

2005 – 2006
Annual Report on
Georgia's Charter Schools



Georgia Department of Education

Kathy Cox,
State Superintendent of Schools

Approved by the State Board of Education
December 14, 2006

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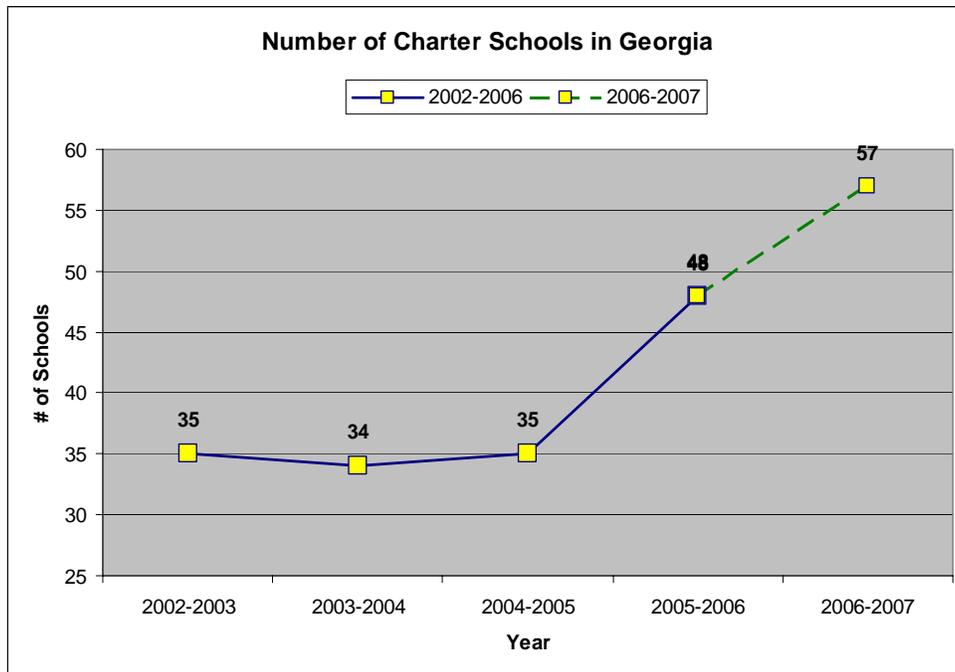
EXECUTIVE SUMMARY

The Georgia Department of Education and the Georgia State Board of Education are pleased to publish this annual report on the status of Georgia's public charter schools. To further our values of transparency, continuous improvement, and commitment, we have designed this report to offer the Georgia General Assembly and the citizens of Georgia a comprehensive look at our State's charter schools. Included are reports on each charter school active in the 2005-2006 school year, as well as a comprehensive state report that aggregates individual school data into a statewide picture of charter schools.

Charter schools are used to further the Georgia Department of Education's mission to lead the nation in improving student achievement. Through academic and organizational innovation, charter schools can utilize scientifically-based research to improve students' academic success. Under the charter school model, and consistent with the experience of charter schools in Georgia, the lessons learned in charter schools are frequently disseminated to all public schools in Georgia.

I. Charter Schools in Georgia

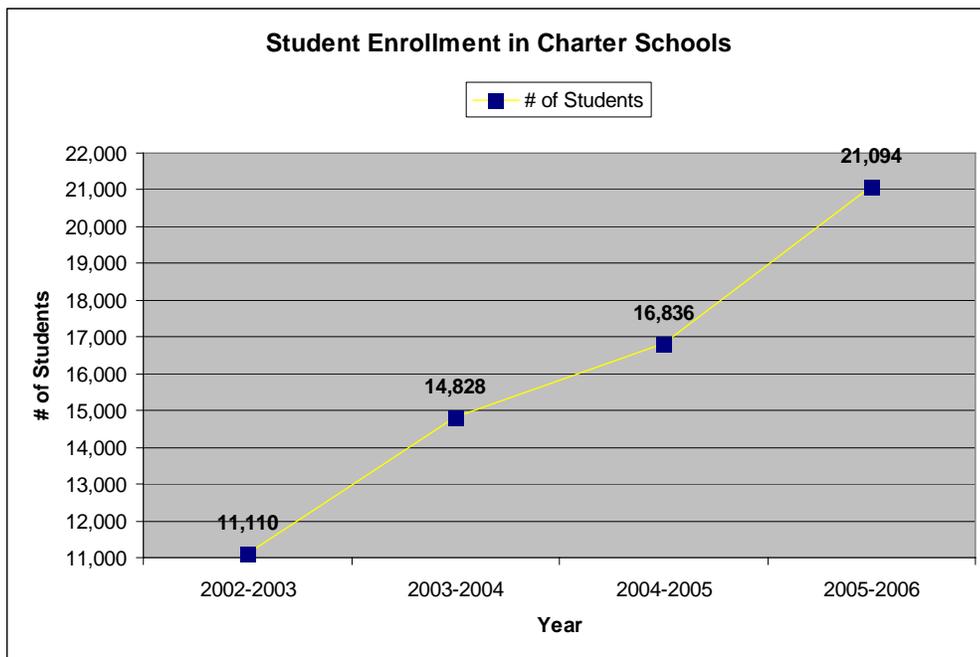
The number of charter schools in Georgia has climbed steadily since the first 3 schools opened in 1995, two years after the Georgia charter school law passed in 1993. During the 2005-2006 school year, the number of operational charter schools in Georgia grew to 48. In the current 2006-2007 school year, Georgia has 57 operational charter schools. In addition, as of the date of this report, the State Board of Education (SBOE) has approved 8 new charter schools that are scheduled to open in Fall 2007, with several more currently awaiting review.



Charter school student enrollment for 2005-2006 totaled more than 21,000 students, compared to 1,559,828 students enrolled in traditional public schools. More significant, the number of students enrolled in charter schools in Georgia has dramatically increased over time, nearly doubling in the last three years. The number of students enrolled in charter schools increased from 14,828 in 2003-2004 to 16,836 in 2004-2005 to 21,094 in 2005-2006.

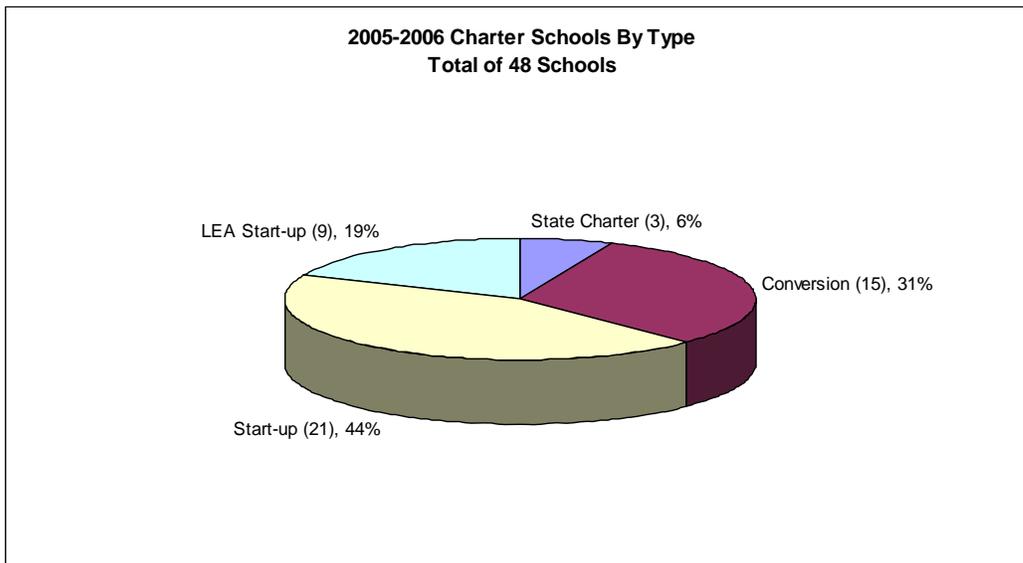
Though the Department of Education (“Department”) is pleased that parents are increasingly choosing charters to educate their children, the focus of the Department’s efforts is on providing high-quality, innovative educational opportunities for students, not mere growth. Consequently, the Charter Division’s focus is true curricular innovation that meets the needs of Georgia’s public school students and results in measurable student achievement gains. To the extent this process can be accelerated through an increase in the number of charter schools in Georgia, the Department will continue to view charter growth as a complementary goal.

These two goals – providing high-quality, innovative educational opportunities and growing the number of students served in charter schools – are, in many respects, mutually reinforcing. As charter school opportunities increase, more students will benefit from access to the innovative curricular approaches available in charter schools. The evidence from recent years indicates that parents are choosing charter schools in increasing numbers.

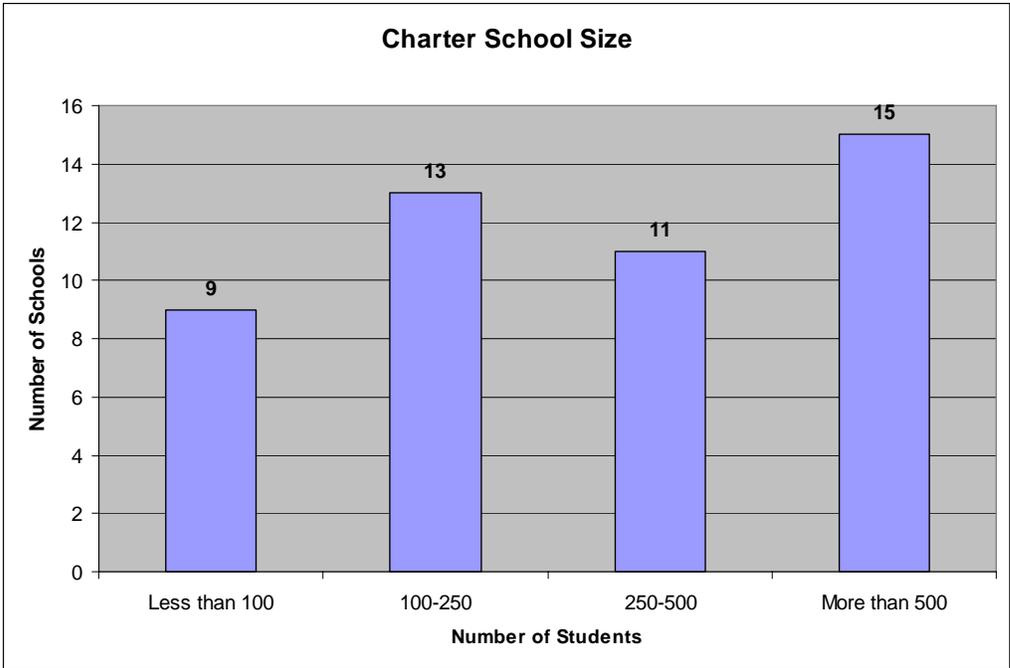


II. Charter School Characteristics and Demographics

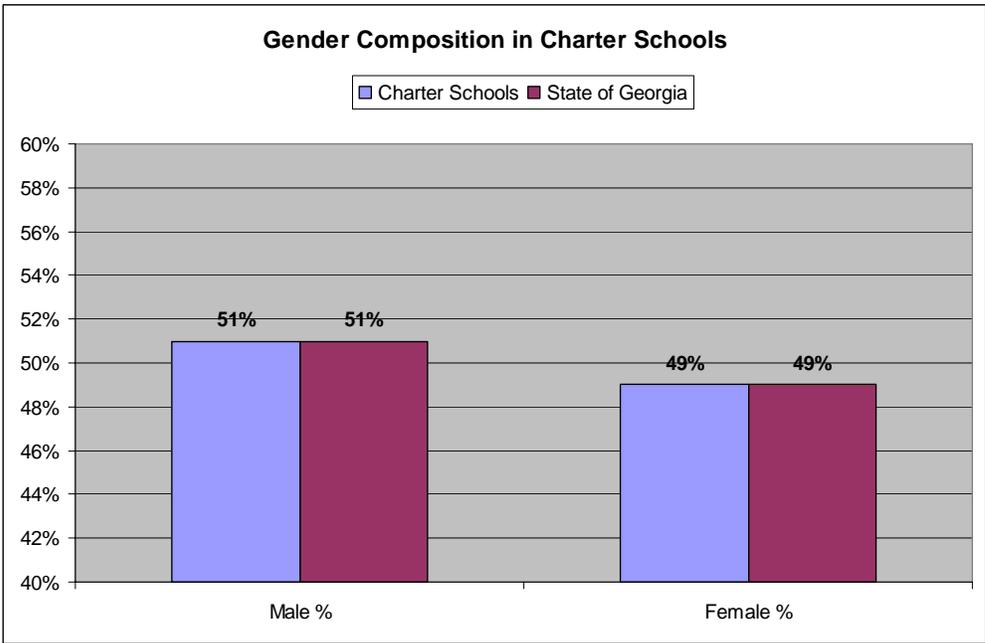
Charter Schools in Georgia are varied in both type and focus. Georgia law authorizes four distinct types of charter schools: Start-up Charter Schools; LEA Start-up Charter Schools; Conversion Charter Schools; and State Chartered Special Schools. (See Appendix A for a definition of each type of school.) When the Georgia Charter School Act (“Act”) was first enacted in 1993, it only authorized conversion schools. Consequently, all charter schools in Georgia were conversion charter schools until 1998, when the Act was amended to allow for start-up charter schools. Since that time, the trend has been toward an increasing number of start-up charter schools. In the past few years, the pace of this trend has accelerated and during the 2005-2006 school year 63% of all charter schools in Georgia were either start-up charter schools or LEA start-up charter schools.

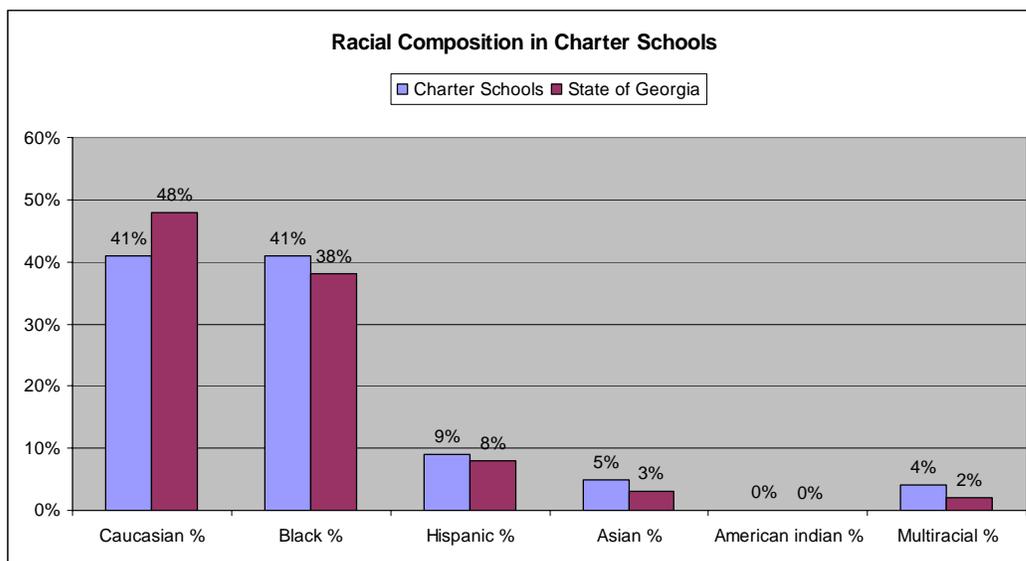


Charter schools are typically smaller than traditional public schools. The majority of charter schools have fewer than 500 students total, and a substantial number of charter schools are even smaller, with fewer than 100 students enrolled. In fact, during the 2005-2006 school year, nine charter schools in Georgia enrolled fewer than 100 students. In the typical case, this allows charter schools to maintain smaller class sizes than typically found in traditional public schools. These smaller class sizes have been a major incentive for parents choosing to send their students to charter school, a point highlighted by numerous parents during the Charter Division’s visits to charter schools across the State over the past year. What’s more, the relatively small size of charter schools in Georgia aligns with the national movement toward smaller learning academies, which has been promoted in recent years by large philanthropic groups and foundations as a way to improve public education generally.

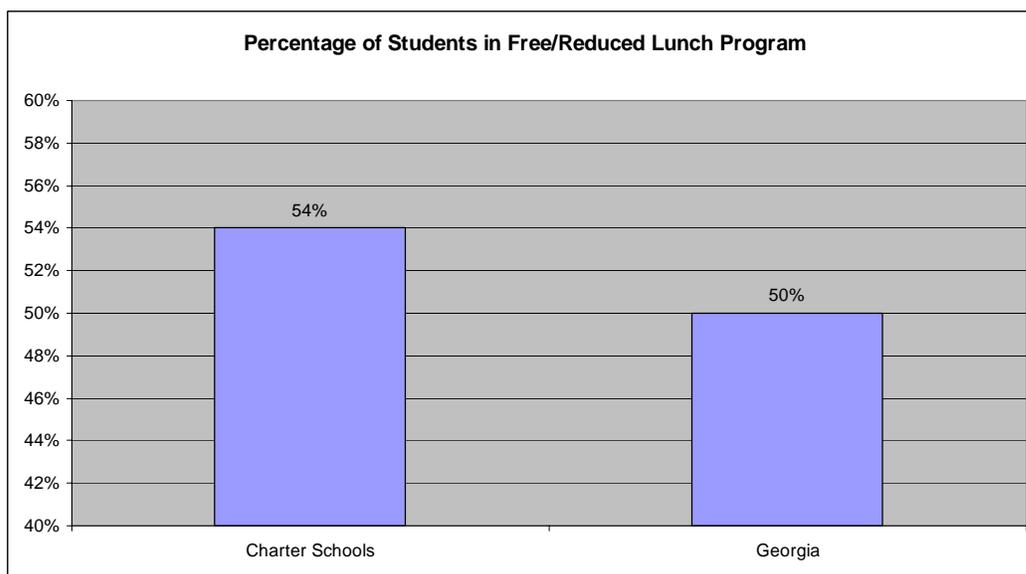


In terms of gender and racial composition, charter schools in Georgia are similar to statewide averages. The gender composition of Georgia charter schools mirrors the statewide average. The racial composition, however, shows some variance. Racial minorities are overrepresented in charter schools in Georgia: 41% of charter schools students are African-American (compared to the statewide average of 38%); 9% are Hispanic (compared to 8% statewide); and 5% are Asian (compared to 3% statewide).





Finally, students who qualify for free and reduced lunch (“FRL”) are also overrepresented in charter schools. During the 2005-2006 school year, 54% of students enrolled in charter schools were FRL qualified compared to 50% for students statewide.¹ These figures are particularly significant in light of the claim that charter schools tend to “skim” more affluent students from traditional public schools. The data from Georgia, which is consistent with nationwide trends, shows that charter schools, on average, enroll a population that is less affluent than attends traditional public schools.



¹ Because many charter schools do not participate in the local district’s lunch program, their FRL data is frequently not reported. For this year’s report, we contacted all 14 charter schools that originally showed 0% FRL population using existing data and used the revised figures to determine the actual FRL percentages for charter schools students in Georgia.

III. Charter School Student Performance

The question of whether charter school students outperform students enrolled in traditional public schools is the subject of increasingly rancorous debate. In point of fact, the real issue – whether students enrolled in charter schools performed better than they would have performed had they attended traditional public schools – is difficult to answer because once students enroll in a charter school there is no baseline to determine how well they would have done had they stayed in traditional public schools.

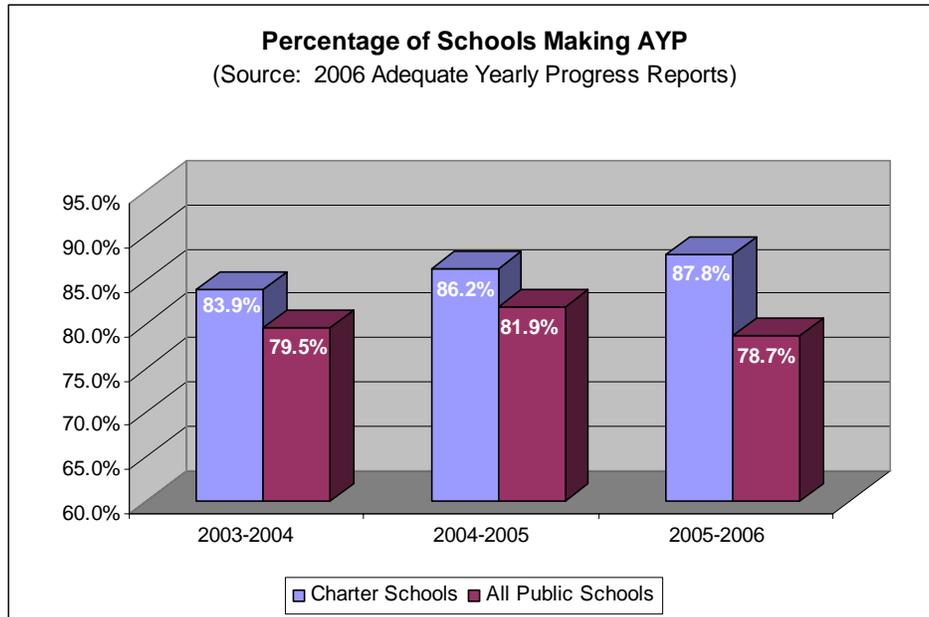
Because of this difficulty, researchers use a number of methods to approximate presumed student performance, including controlling for certain factors known to impact student performance; conducting trend analysis showing whether student achievement accelerates the longer one is enrolled in a charter school; and matched pair analysis where charter school students are matched with similar students who remain in traditional public schools and their performance is tracked over time. All of these approaches have their limitations, but they provide some useful data to determine the educational effectiveness of charter schools.

The following analysis of test scores is separated into three sections: (A) Adequate Yearly Progress data; (B) high school graduation rate comparisons; and (C) standardized test results. A review of each of these areas reveals that charter schools in Georgia, on average, have outperformed traditional public schools, both in absolute and relative achievement terms.

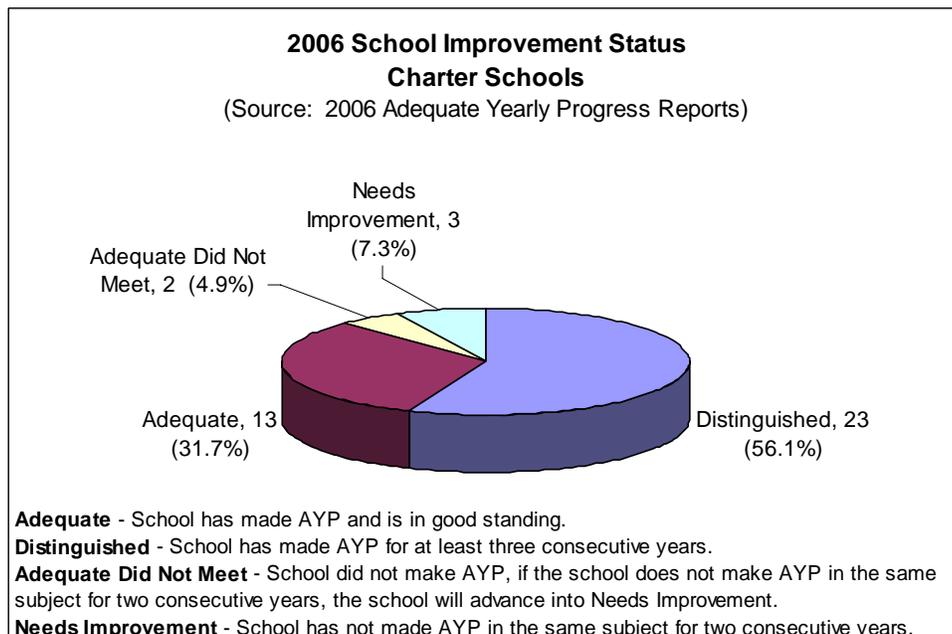
A. *Adequate Yearly Progress Comparisons*

Adequate yearly progress (“AYP”) is a relative achievement measure that determines whether a school’s test scores have improved from year to year in various subject areas and grade levels. It does not currently allow for a comparison of cohorts as they move through grades (*e.g.*, by measuring, for instance, the same class of students from year to year), however, so the figures compare one group of students to another group of students. Nevertheless, AYP figures provide an overview of whether a school is improving from year to year.

In 2006, Georgia charter schools made adequate yearly progress (“AYP”) at an unprecedented rate. As in 2004 and 2005, Georgia charter schools made AYP at a higher rate than traditional public schools, but in 2006 the gap between charter school and traditional public schools increased substantially. In 2006, fully 87.8% of Georgia charter schools made AYP, compared to 78.7% of traditional public schools. In 2005, 86.2% charter schools made AYP, compared to 81.9% of traditional public schools. The figures for 2004 were 83.9% and 79.5%, respectively. Perhaps most notably, only three charter schools in the State are currently in needs improvement.

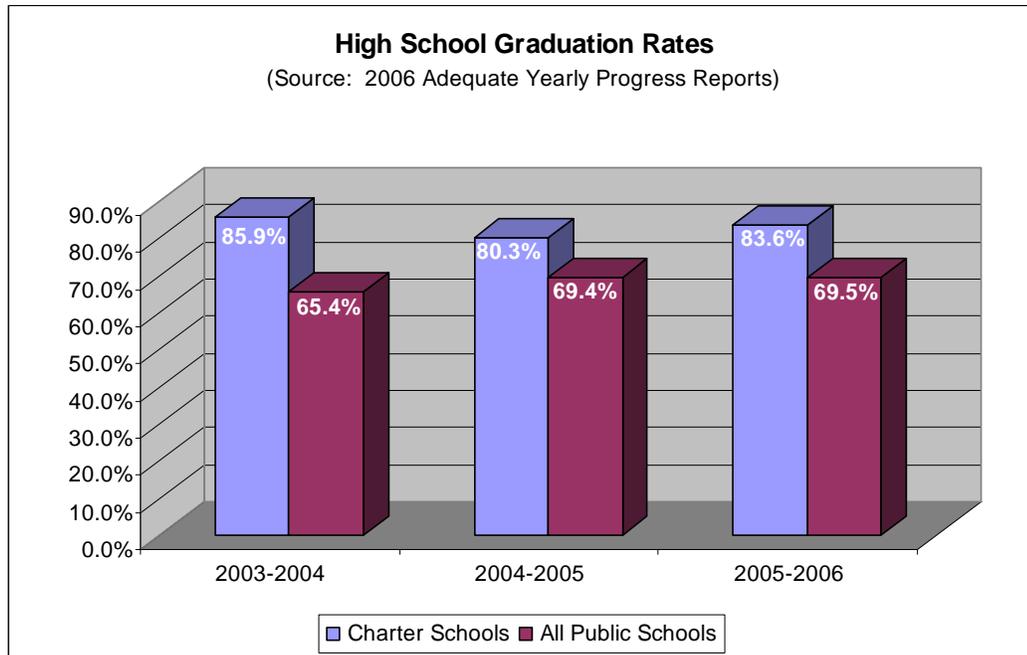


Of the five charter schools that did not make AYP in 2005-2006, three of them are in needs improvement status, while two of them failed to make AYP for the first time.



B. State High School Graduation Rates

Georgia charter high school graduation rates paint a similar picture to those presented by the AYP data. Over the past three years, the graduation rates for charter high schools have been higher than those in traditional public schools. In 2006, 83.6% of fourth-year students in charter high schools graduated compared to 69.5% statewide.



C. Standardized Test Results

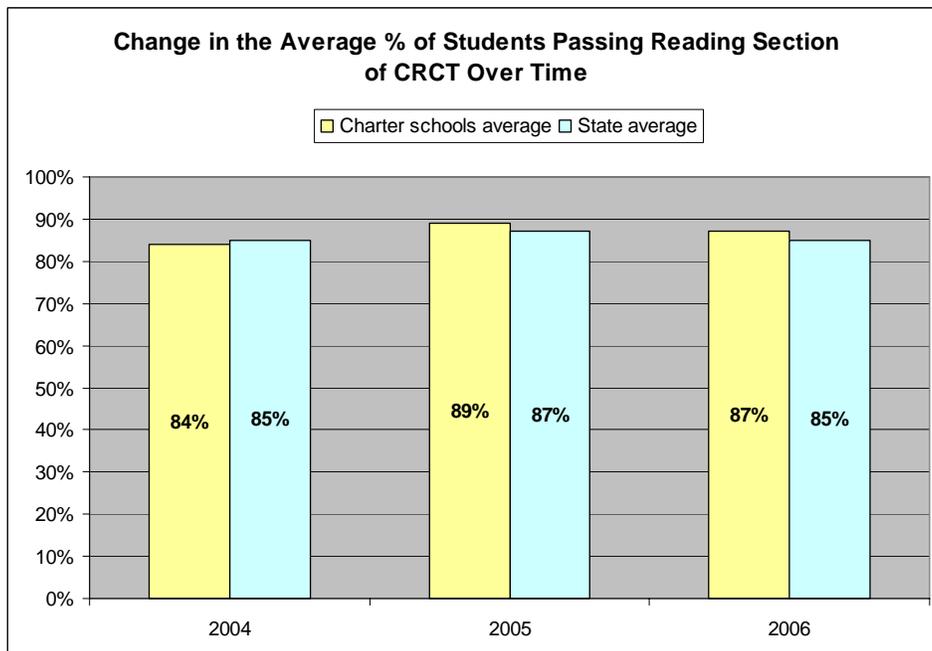
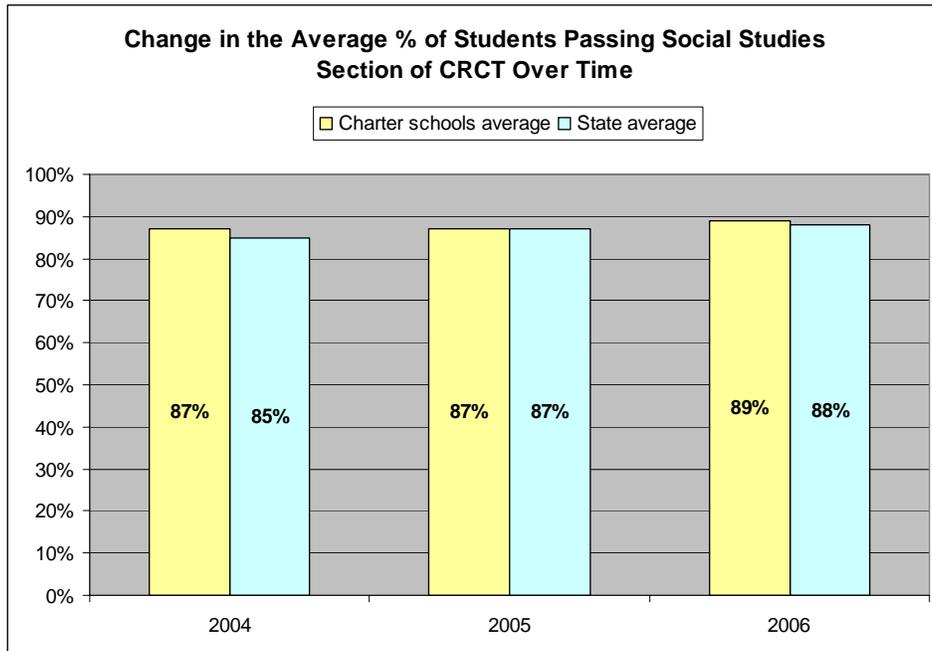
1. CRCT Scores

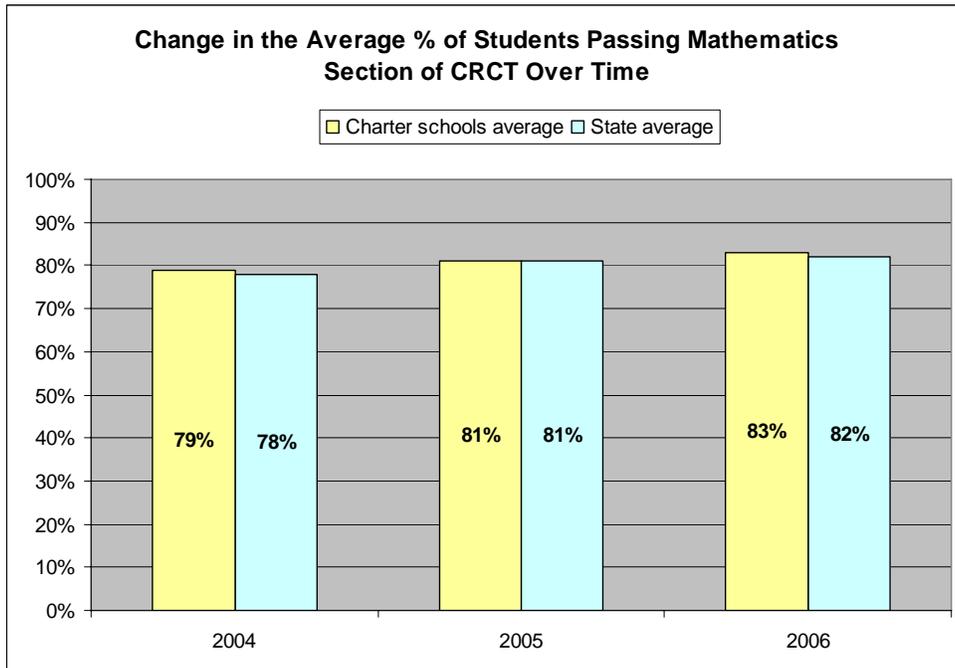
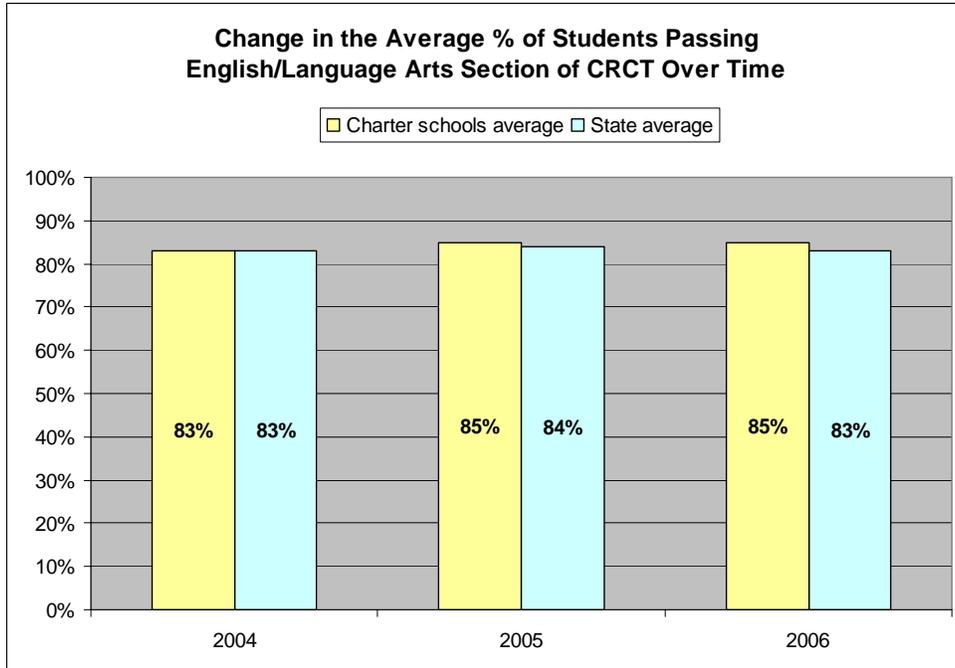
Turning to standardized test results, the data reveal that Georgia charter school student performance has improved in most areas over time. The following figures depict the performance on the Criterion Referenced Competency Test (“CRCT”)² in a variety of content areas over a three-year time span. The subjects listed include Social Studies, Reading, English/Language Arts, Mathematics, and Science. Comparison scores for all students enrolled in traditional public schools are provided as well.

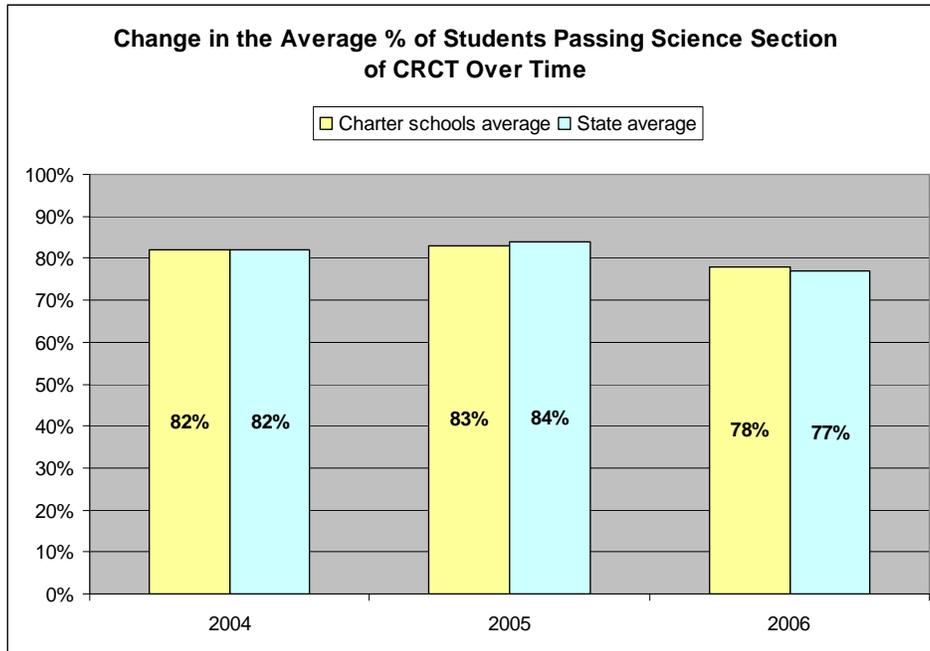
In every content area, charter school student performance exceeded the performance of public school students generally. In most cases, charter school students’ outperformance was relatively modest: one percentage point in Social Studies, Mathematics, and Science; two percentage points in Reading and English/Language Arts. Charter schools students’ performance is particularly notable given the trends over time.

² The CRCT test is administered in the 1-8 grades, while the Georgia High School Graduation Test (GHS GT) is administered to high school students.

In 2004 and 2005, for instance, public school students' average performance in several content areas exceeded that of students enrolled in charter schools. By 2006, Georgia charter schools students outperformed traditional public school students in every CRCT content area. The significance of this trend should not be overstated, however, because the overall differences were only a matter of a few percentage points.







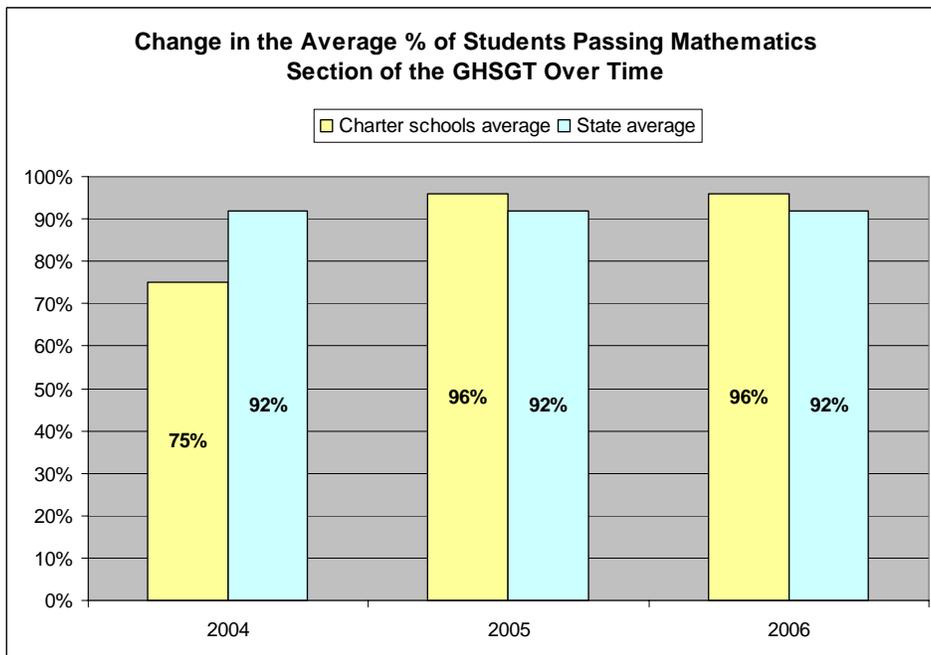
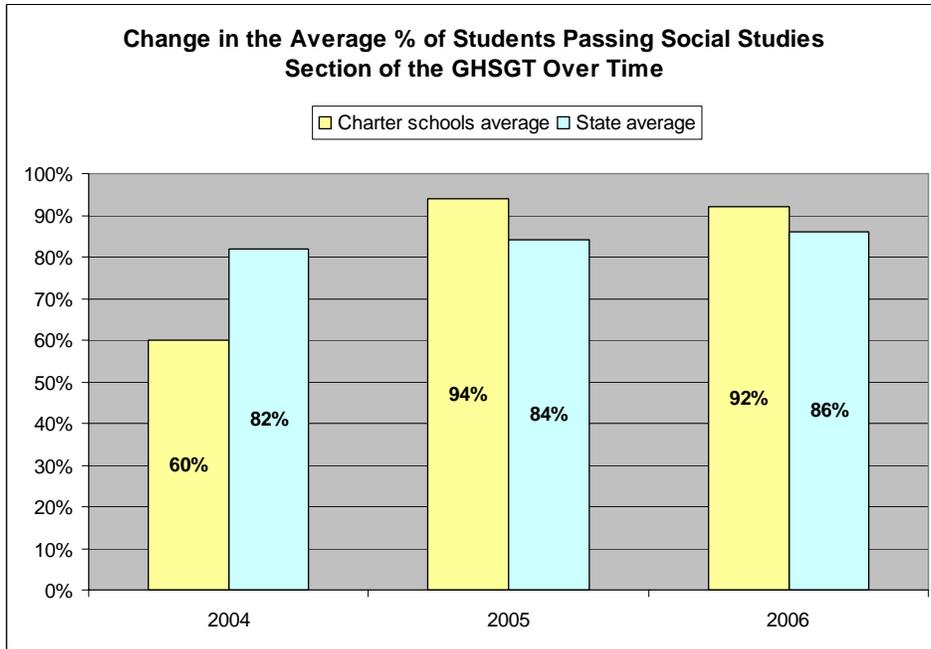
2. GHSGT Scores

Student performance on the Georgia High School Graduation Test revealed a more dramatic story. As with the CRCT, the GHSGT data reveal that Georgia charter school student performance has improved in most areas over time. The following figures depict the performance on the GHSGT in a variety of content areas over a three-year time span. The subjects listed include Social Studies, English/Language Arts, Mathematics, and Science. Comparison scores for all students enrolled in traditional public schools are provided as well.

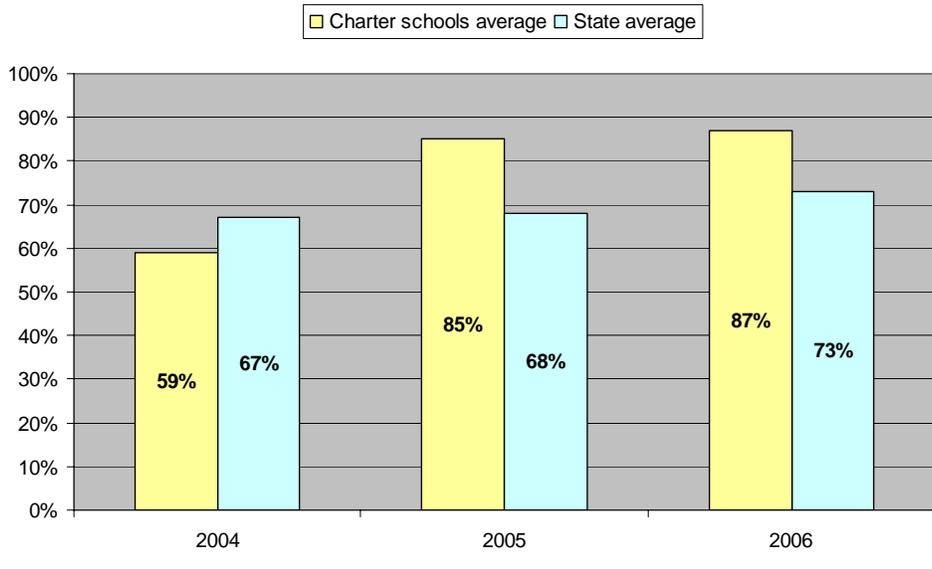
In all four content areas, charter school student performance exceeded the performance of public school students generally. Unlike the CRCT scores, where the differences were a matter of a few percentage points, the differences on the GHSGT were more substantial. For instance, on the Social Studies section of the GHSGT, 92% of charter school students met or exceeded expectations, compared to 86% for traditional public school students. Likewise, on the Science section of the GHSGT, 87% of charter school students met or exceeded expectations. The comparable number for traditional public school students was 73%. In the other two content areas – English/Language Arts and Mathematics – the differences in performance were 2% and 4%, respectively.

These numbers are even more impressive when one looks at the trend data over time. In 2004, for instance, only 60% of charter schools students passed the Social Studies section of the GHSGT, compared to 82% of traditional public school students. While traditional public school student performance remained relatively stable over the subsequent two-year period, charter school student performance increased dramatically, to a 92% pass rate. This trend repeats itself in each subject area. In 2004, charter school students scored lower than traditional public school students on every content area of the

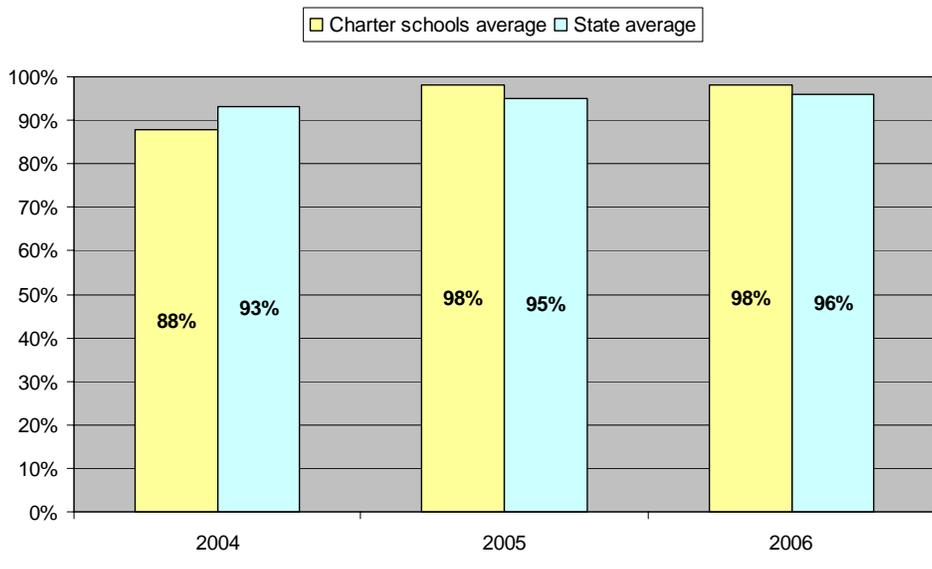
GHSGT. By 2006, that had completed reversed, and now charter school students score higher than traditional public school students on every content area of the GHSGT.



Change in the Average % of Students Passing Science Section of the GHSGT Over Time

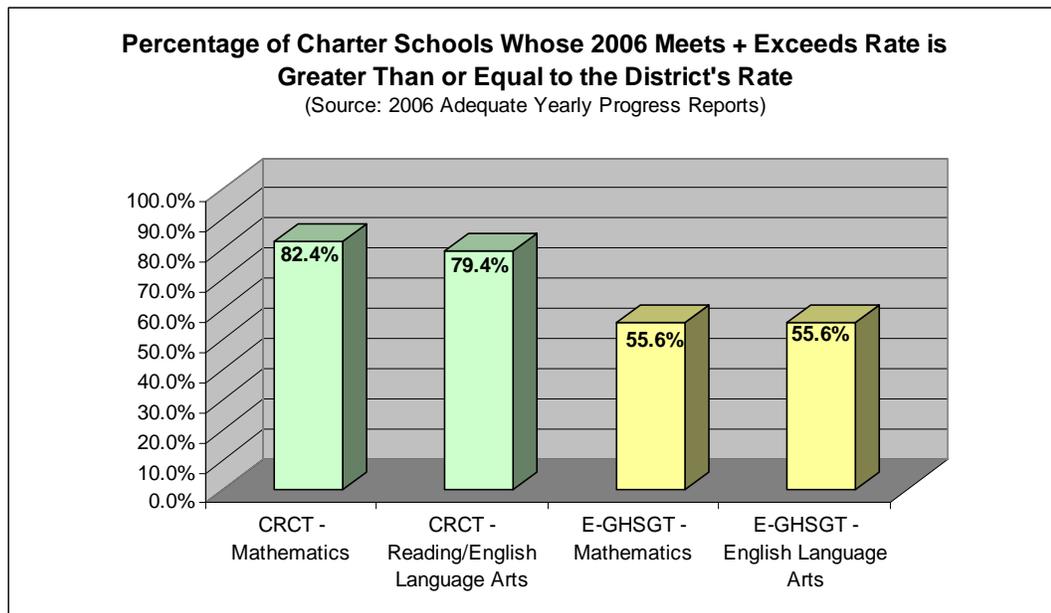


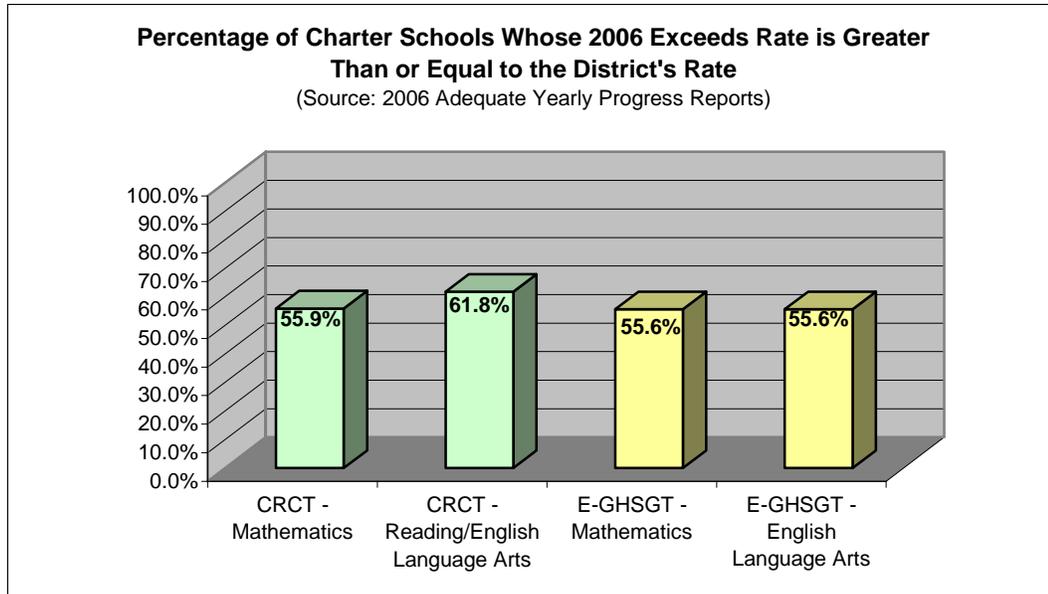
Change in the Average % of Students Passing English/Language Arts Section of the GHSGT Over Time



The preceding data compares charter schools' overall student averages against the overall state averages. Because charter school students typically enroll in a local school within an existing school district, state averages are limited in their ability to make accurate local comparisons. Another way to examine the data is by asking whether charter school students in a given district performed better than other public school students in that same district. An effective way to examine the data is to determine the percentage of charter school students who either meet or exceed standards and compare that to the average for the district in which the charter school is located.

The following two charts depict the percentage of charter school students who either (1) meet and/or exceed state standards or (2) exceed state standards, as compared to the average for the district in which the charter is located. The second prong of this analysis is designed to focus on Georgia's goal of using chartering to provide high-quality, innovative educational opportunities that result in sustained student growth. Somewhat understandably, data analyses typically join the "meets and exceeds" rates when comparing student performances. Separating out the "exceeds" rate from the "meets" rate allows one to determine how many students are performing at the highest level, a useful data point for identifying best practices among charter schools.





As these figures illustrate, when viewed at the district level, charter school students outperform students in traditional public schools on all four measures: CRCT mathematics; CRCT Reading/English Language Arts; GHSGT mathematics; and GHSGT English Language Arts. Tellingly, this pattern holds (to a somewhat lesser extent) when only the exceeds rate is examined, suggesting that the cohort of highest performing charter school students outperforms the cohort of highest performing traditional public students from the same district.

IV. Support for Charter Schools

During the 2005-2006 school year, the Georgia Department of Education continued its commitment to charter schools by elevating charter schools from a program to a separate Division. Charter schools are becoming increasingly prominent in Georgia and this elevation – which comes with increased staff capacity – signals a recognition that the charter movement in Georgia is growing and deserves a Division committed to supporting its growth and to promoting chartering as a school improvement strategy.

Division staff members continue to provide support to charter schools before, during, and after the petition process. During the 2005-2006 grant performance period, an average of 86,500 people accessed Georgia charter school data marts on the web page. In addition, the charter web pages and print workshop materials were updated and expanded and now include templates designed to make the process more transparent. Through a competitive federal grant awarded to the Georgia Department of Education in 2004, resources were greatly increased to include, among other things:

- governance training for charter school boards and administrators, including information and direction on the utilization of federal grants;

- authorizer accountability workshops in partnership with the National Association of Charter School Authorizers and statewide education organization leaders;
- charter petition and grant workshops;
- creation of an online budgeting tool;
- creation of multiple templates to assist in the preparation of charter petitions;
- a workshop on special education in charter schools, culminating in the publication of a special education primer for charter schools, which is now posted on the Charter Division website; and
- a workshop on accessing potential sources of facilities funds.

Institutionally, the Georgia Department of Education has also continued its commitment to charter schools. In 2004, the State Board of Education (“SBOE”) created three committees, one of which focuses solely on charter schools. The Charter Schools Committee meets monthly and presents a forum for petitioners, authorizers, parents, practitioners, and other stakeholders to discuss charter school issues. During the 2005-2006 school year, the Charter Committee continued to meet monthly to discuss issues of common concern to charter schools. During this same period, the Department continued to implement its strategic plan (adopted by the SBOE and the State Superintendent of Schools in 2004) for increasing the number of quality charter schools in Georgia. This effort has yielded an increased number of planning grants and new charters awarded over the past two years.

In July 2006, the SBOE and the Superintendent of Schools adopted a new Charter School Rule. The Rule, which was the product of an extensive drafting process involving multiple listening sessions and comments from national charter experts, is designed to provide more guidance to petitioners and districts as they confront issues unique to charter schools. The Charter Division also prepared formal Guidance to accompany the Rule and to provide additional assistance to those interested in developing charter schools. Under the new Rule and Guidance, Georgia now has a formal timeline for submitting charter petitions. This timeline was designed to ensure that to ensure that charter school petitions are approved in sufficient time to allow charter operators to organize their operational plan for the school. In addition, the new Rule and Guidance now contain certain financial assurance requirements designed to assist charter schools in monitoring their fiscal viability.

The SBOE and the Georgia Department of Education are not alone in their commitment to charter schools. Georgia’s General Assembly has recognized the importance of charter schools to the state system of public education, particularly in the area of facilities funding. In 2004, the Georgia legislature created a charter school facilities fund to assist charter schools in the acquisition, renovation, and use of school facilities, a dire need among charter petitioners. In 2005, the legislature appropriated

\$450,000 for this fund; in 2006, this amount was increased to \$950,000. While this is a relatively modest appropriation in light of the dramatic facilities needs of Georgia charter schools, it signals a willingness by the Georgia legislature to ameliorate some of the facilities challenges faced by petitioners. Also in 2006, the legislature encouraged local districts to give charter schools access to surplus facilities not currently in use. The Georgia Department of Education is hopeful that these and related legislative initiatives will allow charter schools to focus less on capital challenges and more on curricular innovation, improved student instruction, and strategies for improving education achievement in charter schools.

Appendix A

Charter Types

There are four types of charter schools in Georgia:

1. Conversion: a charter school that existed as a local school prior to becoming a charter school. To apply as a conversion, a majority of the faculty and instructional staff members and a majority of parents or guardians of students enrolled in the petitioning school must vote by secret ballot to approve applying for a charter.
2. Start-up: a charter school created by a petition brought forth by private individuals, private organizations, or a state or local public entity.
3. Local Educational Agency (LEA) Start-up: a charter school created by submission of a petition by the LEA to the local school board.
4. State Chartered Special School: a charter school created as a special school that is operating under the terms of a charter between the charter petitioner and the State Board of Education. Petitioners may apply to become a state chartered special school if their petition is first denied by the local board and they apply for state chartered special school status to the State Board. Conversion charter school petitioners may not apply to be state chartered special schools.

Three of the four types of charter schools in Georgia, conversions, start-ups, and LEA start-ups, are under the management and control of the local board, with the State Board as a third party to the contract. Only state chartered special schools are under the management and control of the State Board of Education. Also, start-ups, LEA start-ups, and state chartered special schools are all created as new schools and cannot be existing public or private schools. Only conversion charter schools may be previously existing public schools.

Testing History

In 2000, the State instituted the first year of the state assessment, the Criterion-Referenced Competency Tests (CRCT), to grades four, six, and eight. Spring 2002 and 2004 marked the first operational administrations in all grades, which includes English/Language Arts, Mathematics, and Reading in grades 1 through 8. Science and Social Studies are covered in grades 3 through 8.

Academic Data

From the academic data available on Georgia's public schools, this Report highlights the most useful. To look at progress over time, this Report includes standardized test scores for each charter school, its local district, and the state. This

selection of data allows readers to compare the charter school's achievement level to the local district and the State as well as to compare the charter school's rate of improvement to the local district and the state. Further disaggregated data can be found for each charter school on the Governor's Office of Student Achievement website (www.gaosa.org). In compliance with the Family Educational Rights and Privacy Act of 1974 (FERPA), the State does not report in situations in which there are fewer than ten students.

Demographic Data

In order to determine whether charter schools reflect the demographics of their community, the demographics of the public schools in closest proximity to the charter school were examined, and these comparison demographics are included in each charter school's report. All demographic information was gathered from the 2005-2006 Governor's Office of Student Achievement Report Card and from the Georgia Department of Education's AYP/NCLB data.

Progress towards Goals and Financial Audit

For locally approved charter schools, information on goals, and the financial audit was provided by each charter school. State chartered special school's data is provided by the State. This Report also contains information about the financial condition of each charter school, including whether each school had a surplus at the end of the reporting period. Charter schools' progress towards the goals stated in their charters is important because, in conjunction with state and national accountability systems, charter schools are held accountable for meeting these goals.

Some of the goal information had to be summarized for purposes of this report. The full charter school annual reports, as submitted by the charter schools and their local districts, are available from the Charter Schools Division.

Acronyms

Throughout the report, a number of acronyms appear. Among these are AYP or Adequate Yearly Progress; CRCT or Criterion Reference Competency Test; GHSGT or Georgia High School Graduation Test; GAEL or Georgia Association of Educational Leaders; GaDOE or Georgia Department of Education; SEA or State Educational Agency; LEA or Local Educational Agency; QBE or Quality Basic Education; NACSA or National Association of Charter School Authorizers; OPB or Office of Planning and Budget.

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State Board of Education Charter Schools Committee:

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GEORGIA CHARTER SCHOOLS PROGRAM

MISSION

Kathy Cox, State Superintendent of Schools

Adopted by the State Board of Education on December 9, 2004

Mission Statement

The mission of the Georgia Public Charter Schools Program is to increase student achievement through academic and organizational innovation by encouraging local school districts to utilize the flexibility offered by chartering.

Georgia will support high-quality charter schools that:

- Utilize innovative approaches to learning that have proven successful,
- Attain their measurable performance objectives, including student achievement goals,
- Systematically assess their operations,
- Operate a balanced budget,
- Maintain a policy-making governing board,
- Employ qualified staff,
- Conduct mission-driven professional development, and
- Display a high level of parent satisfaction and community involvement

ACHIEVE ACADEMY OF ATLANTA

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 404-682-8531

Basic Facts

| | |
|----------------|------------|
| District | APS |
| Type | Conversion |
| Opened | 2003 |
| Grades Served | 5 - 8 |
| Enrollment | 165 |
| Title I School | Yes |

Mission

The mission of Achieve Academy of Atlanta is to immerse students in a highly rigorous and challenging academic environment and culture. Consequently, our students will be able to compete and gain admissions into some of the most prestigious and decorated high schools in the state and nation.

Demographics

| | KIPP Achieve Academy | McNair Middle School | Charles R. Drew Charter School | Atlanta Public Schools | Georgia |
|---|----------------------|----------------------|--------------------------------|------------------------|-----------|
| Distance from Charter School (in miles) | 0 | 1.6 | 1.8 | N/A | N/A |
| Total Population | 206 | 890 | 792 | 49,965 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|------|-----|-----|-----|-----|
| Caucasian | 0% | 0% | 1% | 8% | 48% |
| Black | 100% | 98% | 98% | 86% | 38% |
| Hispanic | 0% | 1% | 1% | 4% | 8% |
| Asian/Pacific Islander | 0% | 0% | 0% | 1% | 3% |
| American Indian/Alaskan Native | 0% | 0% | 0% | 0% | 0% |
| Multiracial | 0% | 1% | 1% | 1% | 2% |

Special Populations

| | | | | | |
|-------------------|----|-----|-----|----|-----|
| ESOL | 0% | 0% | 0% | 3% | 3% |
| Gifted | 0% | 3% | 0% | 8% | 9% |
| Special Education | 8% | 12% | 12% | 9% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 83% | 89% | 80% | 75% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | No |
| Is your school in needs improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Our 7th grade students did meet our expectations in the areas of Reading, Language Arts, and Math. Our 5th and 6th graders did not meet our expectations. We believe that can be attributed to the leadership change in the school in the middle of the school year and the high turnover of teachers because of the abrupt departure of our previous leaders. However, our 7th graders have been in our system long enough that their academic achievement flourished despite the tumultuous school year.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

Our areas of biggest success were Language Arts, Reading and Math. I think the longer class periods, the after school tutorial, and the rigorous instruction on a daily basis are the most significant reasons for our results.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

Our seventh graders improved in Reading, Language Arts, and Math. Our 5th and 6th graders regressed in the areas of Reading, Language Arts, and Math.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

Yes, we utilize previous year test scores and domains to track the progress or lack thereof. We pay special attention to students who stay in our school beyond one year. Past information has shown that students who stay in our school, do progressively better as they matriculate through the school.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

Our special area of concern is Mathematics. To address this concern, we are dissecting the domains where our students had the most problems and we are creating a morning and afternoon study session/tutorial to imitate those types of questions so that when our students are confronted with these same types of problems, they will be better prepared to answer the questions correctly.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

Iowa Test of Basic Skills

2.

SSAT

3.

Attendance

4.

Admission into College Preparatory High Schools

5.

Teacher Retention

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Yes, we did have above-average parent involvement. Our parent involvement was one of the biggest reasons that we were able to sustain ourselves despite our challenges.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

We measure parent involvement based upon attendance at PTSA Meetings, Parent Teacher Conferences, and attendance to local board meetings. Last school year, because of above average attendance to PTSA Meetings and paying members to our PTSA, our students were able to attend a number of field trips. Due to Parent/Teacher Conferences, our parents were able to download homework and daily assignments off of the internet. Due to our parents' presence at local board meetings, we gained the respect and admiration of most of the members on the local board.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

We will do calling post, continue our newsletters, and give students incentives for their parent(s) or legal guardians attending PTSA Meetings, local board meetings, and Parent/Teacher Conference.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

At least 90% of our 8th graders will meet or exceed expectations in the Content Area of Reading. Last year, 87% of our 7th grade students met or exceeded expectations in the Reading Section of the CRCT. We seem well on our way to meeting this goal in our charter.

2.

At least 90% of our 8th graders will meet or exceed expectations in the Content Area of Math. Last year, 87% of our 7th grade students met or exceeded expectations in the Math Section of the CRCT. We seem well on our way to meeting this goal in our charter.

3.

At least 90% of our 8th graders will meet or exceed expectations in the Content Area of Math. Last year, 91% of our 7th students met or exceeded expectations in the Language Arts Section of the CRCT. Therefore, at this point, we have exceeded our academic projections.

4.

At least 90% of our 7th graders will meet or exceed expectations in the Content Area of Math. Last year, 87% of our 7th grade students met or exceeded expectations in the Math Section of the CRCT. We seem well on our way to meeting this goal in our charter.

5.

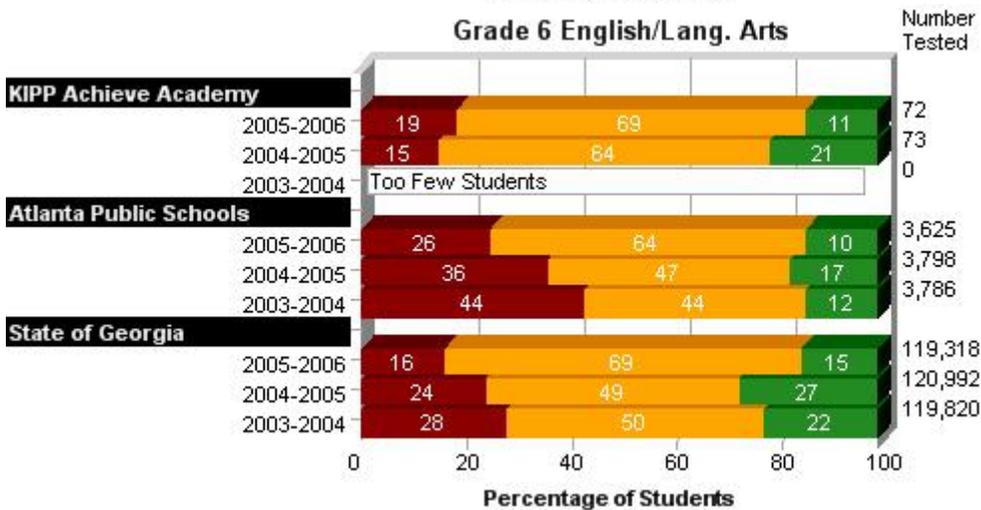
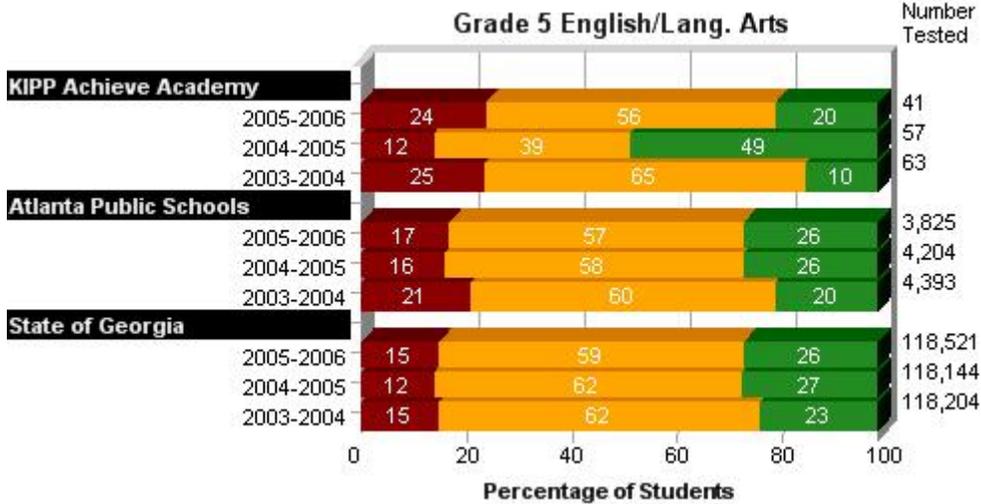
At least 90% of our 7th graders will meet or exceed expectations in the Content Area of Reading. Last year, 87% of our 7th grade students met or exceeded expectations in the Reading Section of the CRCT. We seem well on our way to meeting this goal in our charter.

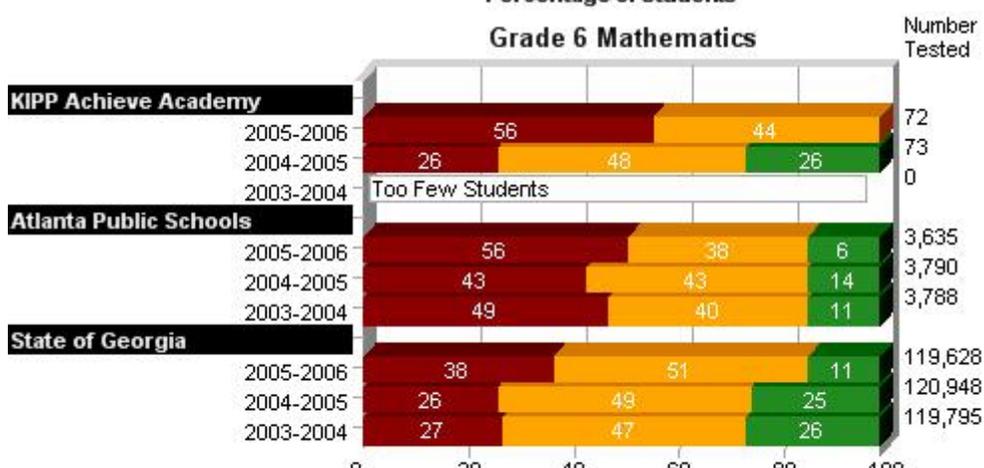
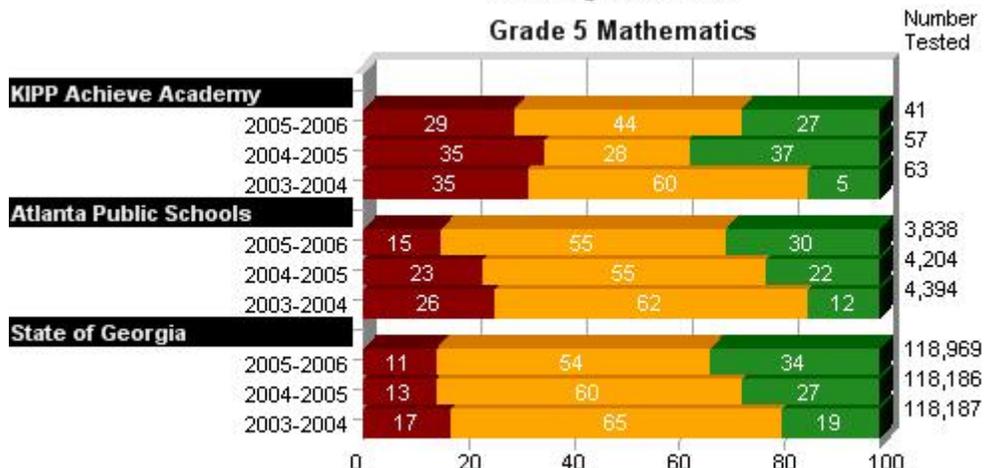
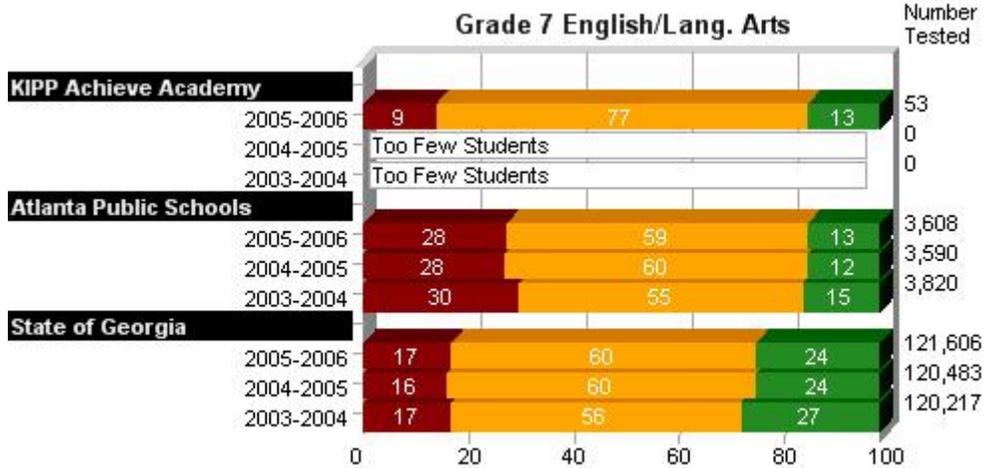
FINANCIAL ACCOUNTABILITY

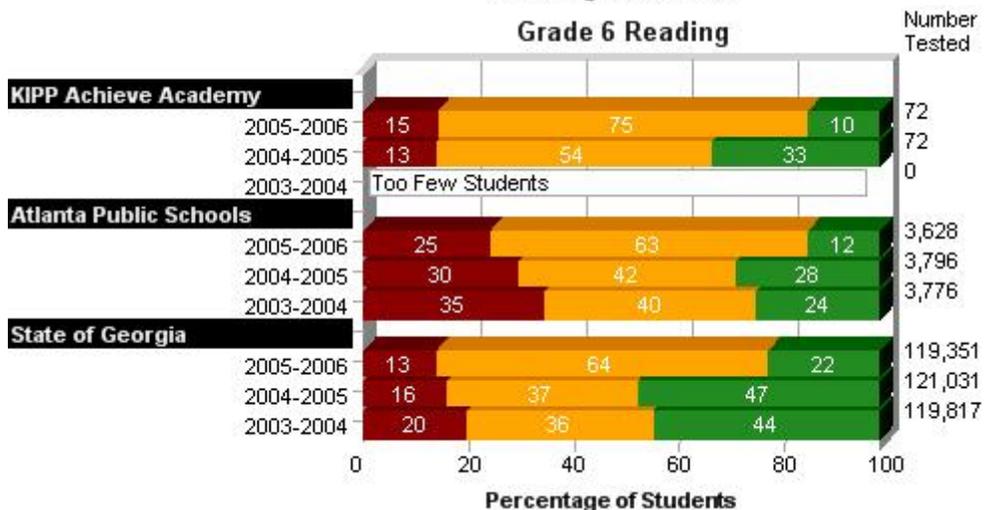
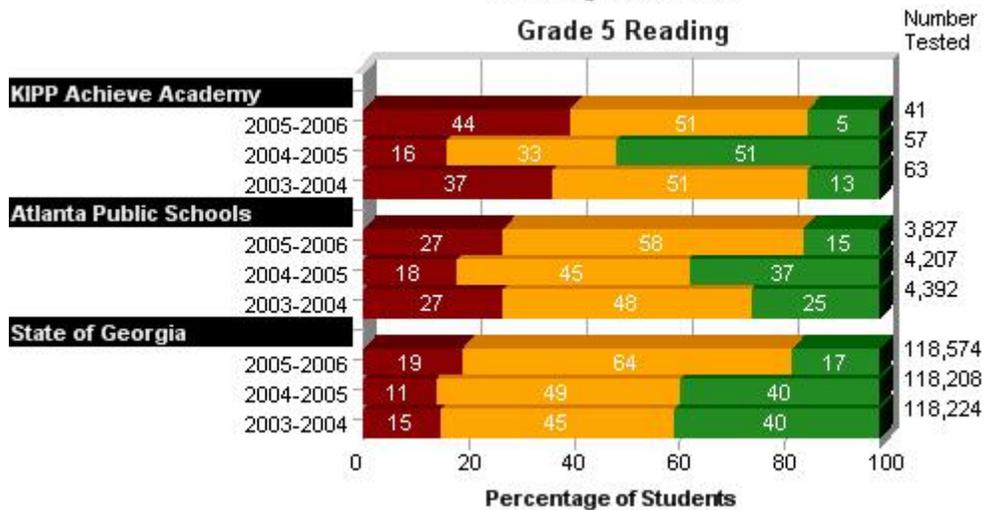
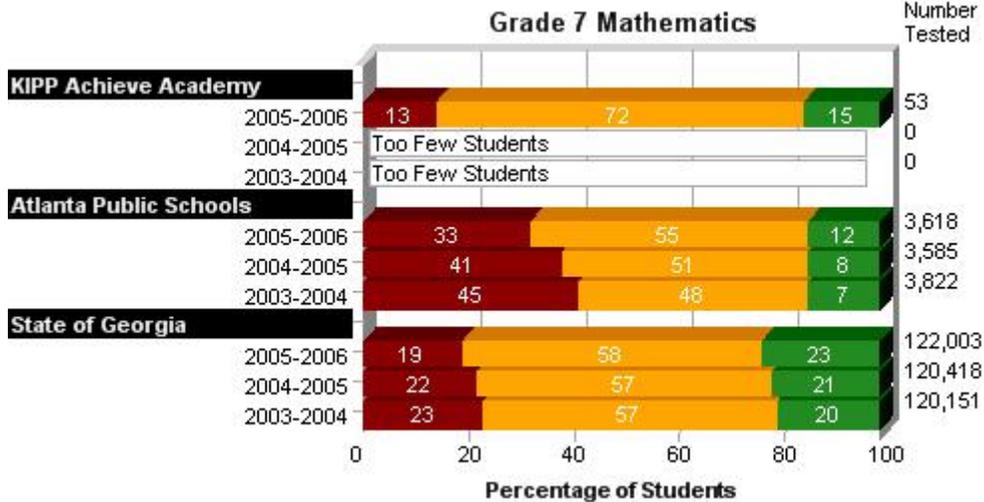
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| Did school have surplus at the end of the 2005-2006 school year? | Yes |
| Did school have a reserve fund? If so, what percentage? | No |

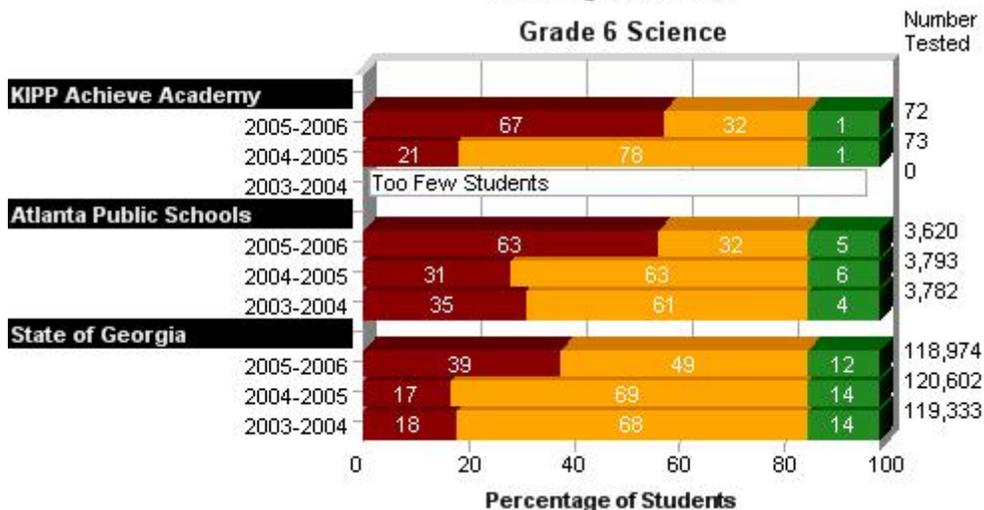
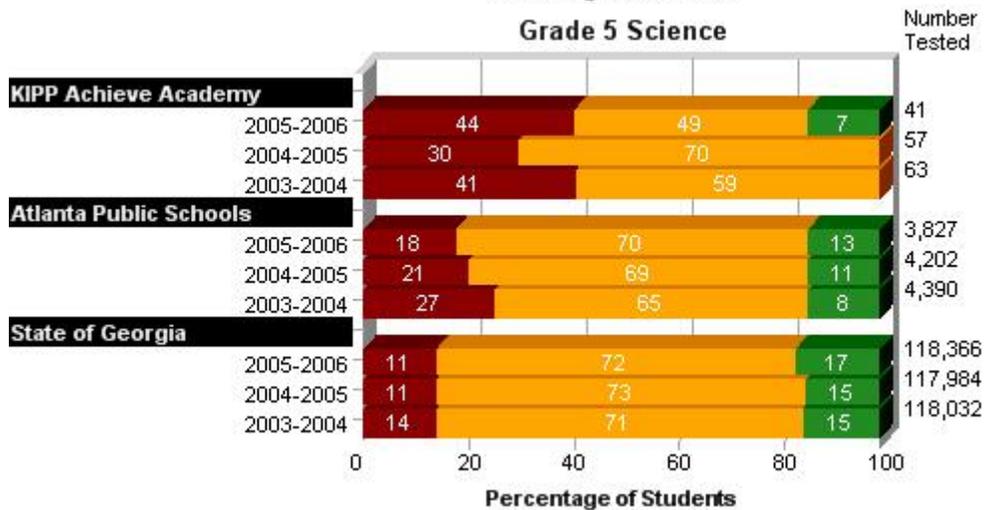
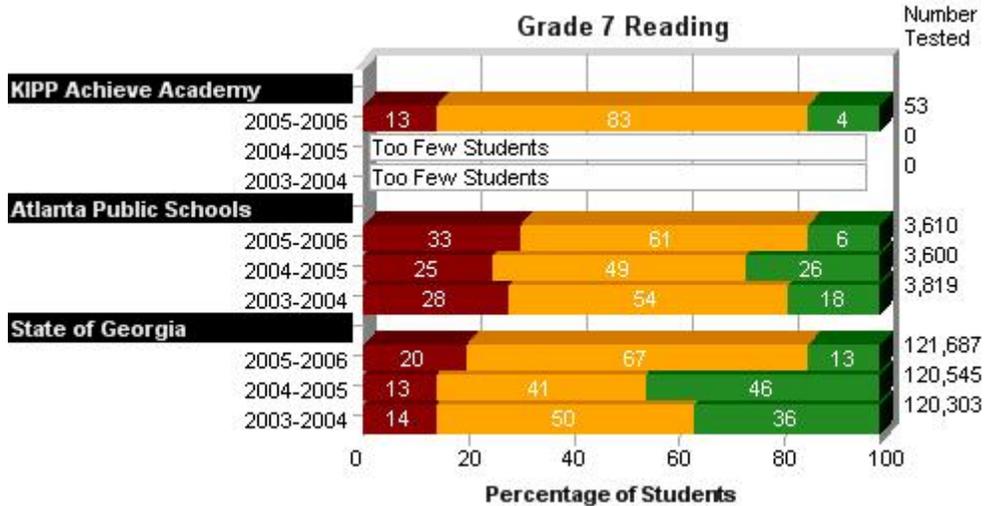
TEST RESULTS

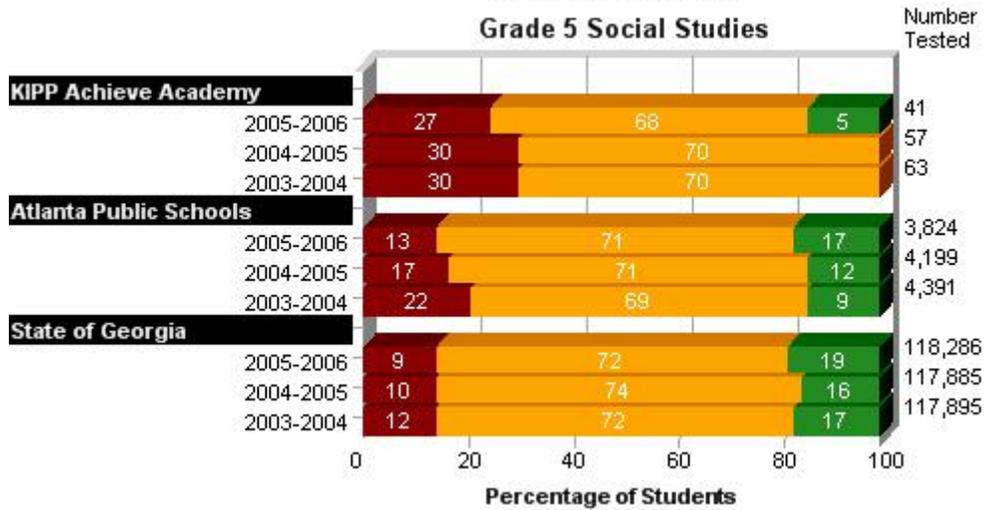
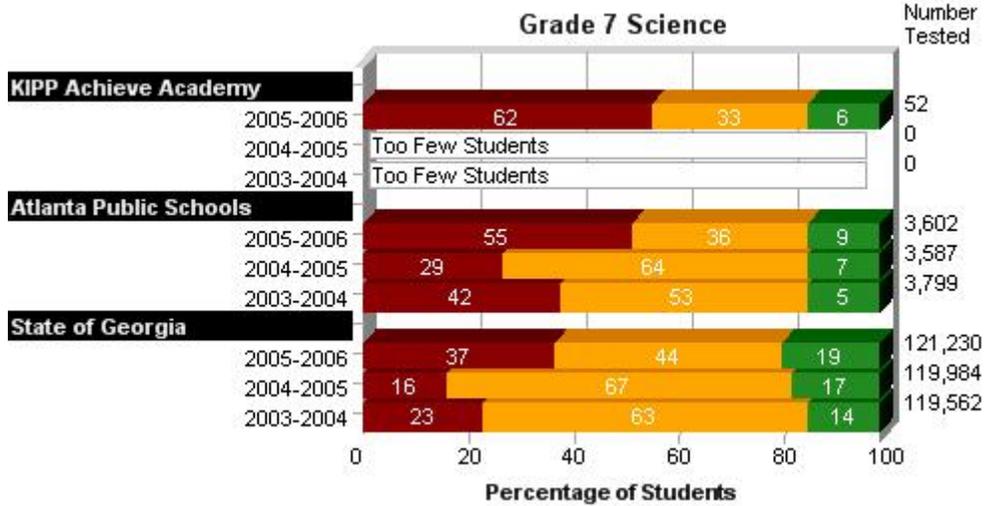
- Do Not Meet
- Meets
- Exceeds

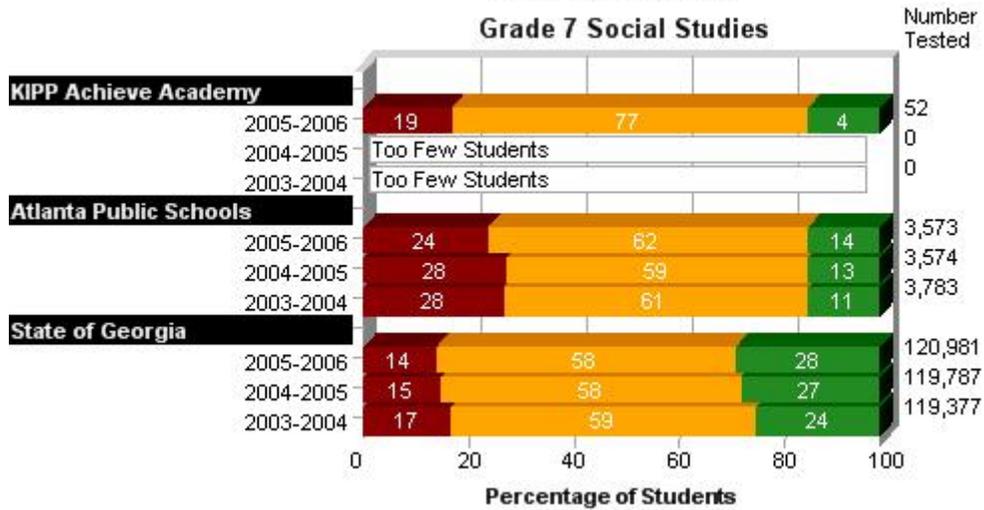
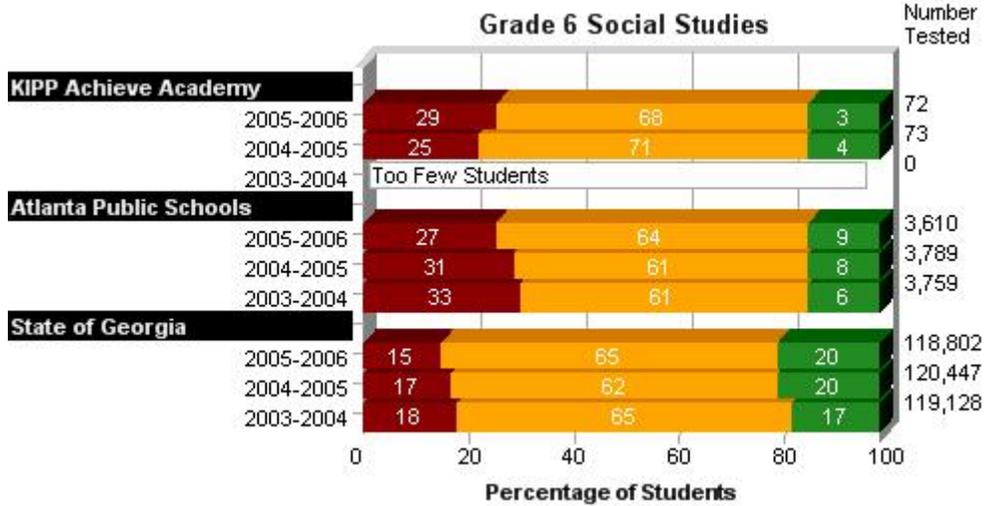












ADDISON ELEMENTARY

Contact Information

Genie Byrd
 3055 Ebenezer Road
 Marietta, GA 30066
 770-578-2700

Basic Facts

| | |
|----------------|------------|
| District | Cobb |
| Type | Conversion |
| Opened | 1988 |
| Grades Served | K - 5 |
| Enrollment | 557 |
| Title I School | No |

Mission

Addison Elementary assures our citizens literate, confident children who are interested in learning by providing a relevant curriculum facilitated by caring, lifelong learners in a safe child-centered environment.

Demographics

| | Addison Elementary School | Rocky Mount Elementary School | Nicholson Elementary School | Cobb County | Georgia |
|---|---------------------------|-------------------------------|-----------------------------|-------------|-----------|
| Distance from Charter School (in miles) | 0 | 1.6 | 1.6 | N/A | N/A |
| Total Population | 562 | 589 | 544 | 105,526 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 63% | 77% | 69% | 50% | 48% |
| Black | 14% | 7% | 10% | 29% | 38% |
| Hispanic | 11% | 4% | 13% | 12% | 8% |
| Asian/Pacific Islander | 6% | 7% | 2% | 4% | 3% |
| American Indian/Alaskan Native | 0% | 0% | 1% | 0% | 0% |
| Multiracial | 6% | 5% | 6% | 4% | 2% |

Special Populations

| | | | | | |
|-------------------|-----|-----|-----|-----|-----|
| ESOL | 3% | 0% | 8% | 5% | 3% |
| Gifted | 15% | 12% | 11% | 11% | 9% |
| Special Education | 16% | 18% | 18% | 12% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 23% | 11% | 29% | 34% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | Yes |
| Is your school in needs improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

CRCT 2005-2006 results for Addison students:

Grade 1 Reading at or above 800 is 95%, English Language Arts at or above 93%, and Math at or above 300 is 93%.

Grade 2 Reading at or above 800 is 95%, English Language Arts at or above 800 is 88%, and Math at or above 300 is 90%.

Grade 3 Reading at or above 800 is 89%, English Language Arts at or above 800 is 87%, and Math at or above 300 is 96%.

Grade 4

Reading at or above 800 is 92%, English Language Arts at or above 800 is 85%, and Math at or above 300 is 92%.

Grade 5

Reading at or above 800 is 95%, Language Arts at or above 800 is 90%, and Math at or above 300 is 99%. Percent of 5th grade regular program students scoring in the top 3 Stages of Writing which include Experimenting, Engaging and Extending Stages on Georgia's 5th Grade Writing assessment are:

Addison - 97%,

RESA - 94%,

State - 91%,

System - 92%.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

Math scores for grades 3 and 5 increased from 2004-2005 to 2005-2006 with increases in grade 3 from 94% to 96% and grade 5 increases from 98% to 99%. After school tutoring, additional Saturday tutoring and Spring Break Camp each focused on math strategies and reading.

3. Describe the grades and content areas in which your students' performance improved from the previous

year. Describe the grades and content areas in which your students' performance did not improve or regressed.

Reading and Language Arts regressed in each grade level except second grade reading with the new standards CRCT instrument.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

Grade level teams met to analyze data across grade level. Discussion regarding scores in specific Domains led to staff development and study group topics for this year. Our Frequent Assessment team met monthly to analyze student data and collaborate strategies for improved student achievement.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

Students with Disabilities subgroup scored 65.6% and needed to score 66.7% to meet AYP. Staff met and analyzed student data for planning staff development. Study Groups will meet weekly to discuss classroom research and explore strategies to increase student performance. Despite the fact that we exceeded the state, county and RESA in the Top 3 areas of Writing, our Grade 5 Writing in the top 2 areas has decreased from 91% to 63%.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

Based on the 2005-2006 school year ITBS Composite scores for 3rd grade averaged 77%, 5th grade averaged 72%;

ITBS Reading scores for the 3rd grade averaged 68%; 5th grade averaged 71%;

ITBS Language scores for the 3rd grade averaged 72%, 5th grade averaged 66%;

ITBS Math scores for the 3rd grade averaged 70%, 5th grade averaged 76%.

2.

STAR Reading scores in the Spring of 2006 showed 344 students out of 467 students scored at or above grade level.

Students in Grade 1 Reading scoring on or above grade level moved from 28 students in Fall to 60 students in Spring,

Grade 2 students increased from 69 students in Fall to 79 in Spring,

Grade 3 students increased from 49 students in Fall to 61 in Spring,

Grade 4 students increased from 58 students in Fall to 73 in Spring,

Grade 5 students increased from 58 students in Fall to 71 in Spring.

3.

IRI (Individual Reading Inventory) scores in the Spring of 2006 showed 395 students out of 467 students scored at or above grade level.

Grade 1 on or above average increased from 12 students in Fall to 61 in Spring,

Grade 2 on or above average increased from 64 students in Fall to 84 in Spring,

Grade 3 on or above average increased from 58 students in Fall to 75 in Spring,

Grade 4 on or above average increased from 71 students in Fall to 82 in Spring,

Grade 5 on or above average increased from 84 students in Fall to 93 in Spring.

4.

STAR Mathscores in the Spring of 2006 showed 321 students out of 383 students scored on or above grade level.

Grade 2 Students scoring on or above grade level increased from 71% to 86%,

Grade 3 Students scoring on or above grade level increased from 52% to 70%,

Grade 4 Students scoring on or above grade level increased from 58% to 77%,

Grade 5 Students scoring on or above grade level increased from 72% to 88%.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Based on the School Improvement Survey completed by parents, the parents scored Parent Involvement at 89%, with 86% agreeing that they play a role in helping the school be a better place. Input from parents indicated 87% strongly agreed that the school is open to input from parents. Parents scored 90% stating the school staff involved parents in achieving the goals of the school. Attendance with Parent Conferences was 100% for fall 2005. Parents are active members of the Governing Board, PTA Executive Board and Chair Committees. They also volunteer for Fall Festivals and in the classroom. PTA is a strong force with weekly planned activities and positive community spirit.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

Data taken from conference summary/opinion forms showing 100% participation.

Governing Board minutes with attendance recorded (8-10 average)

Parent sign in for parent volunteers and visitation (30-40 average weekly)

PTA Board minutes with attendance recorded (10-15 average)

Parents are members of Addison's Design Teams and Building Leadership Team (10-15)

Business Partners send volunteers to read to siblings of students during conferences (conference log)

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

A plan is being written to involve parents and community businesses to increase the Media Center's book collection.

PTA is actively involved in providing a wide variety of activities for parents to select for their families. Included are places to eat, entertainment, sports activities, campus/grounds clean up and planting, festivals and curriculum nights. The PTA also supports teachers' staff development and weekly newsletters and assist with planning of culminating unit activities. Our After School Program hosts Bridge, Karate, Chess, Gardening and other enrichment and academic programs. Parents support staff by providing monthly meals showing appreciation. Parents volunteer for Book Fair and are actively involved in the daily operation of the school.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Students will achieve academic excellence through active involvement in an integrated curriculum, which includes basic skills, test data, aesthetic expression and appreciation, technological competencies, independent thinking and problem solving. Progress toward goal is Sufficient.

2.

Students will learn to value education and become confident in their ability to become lifelong learners into the 21st century. Progress is Sufficient.

3.

The self worth of all students will be fostered by successful daily experiences in a safe, risk free environment, which respects their uniqueness. Progress is Sufficient.

4.

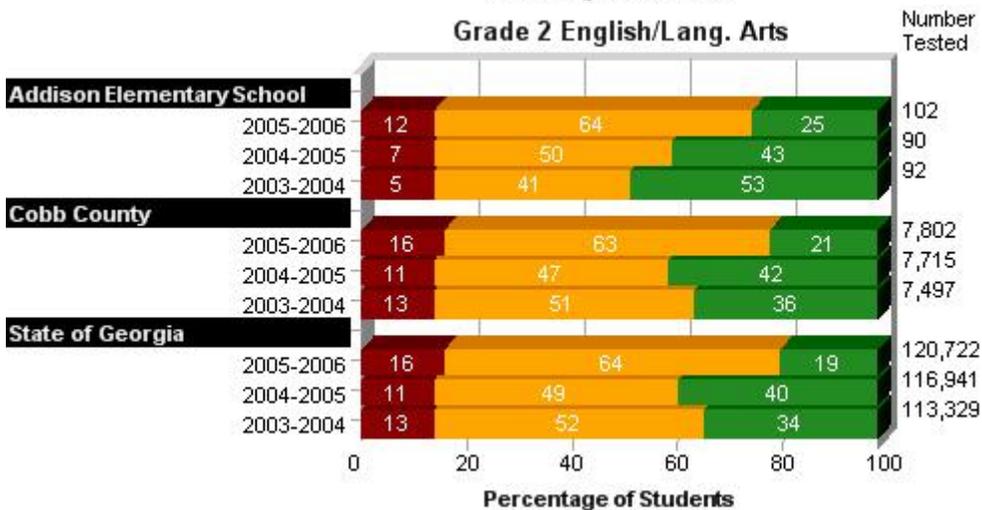
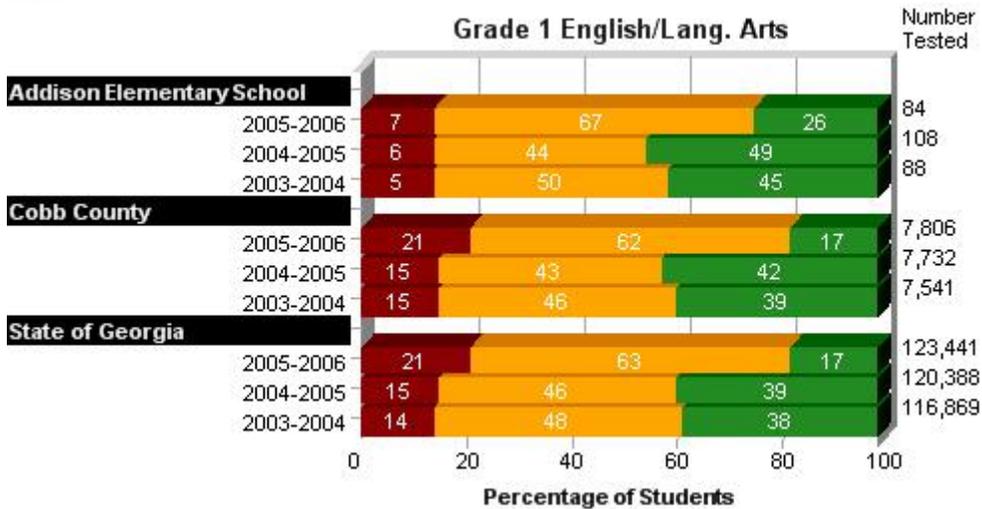
Students will work cooperatively with others and develop appropriate social skills which enable them to be productive citizens with a sense of civic responsibility in a democratic culturally diverse society. By 5th grade all students who have been at Addison for 3 years will have participated in service learning as documented by survey results and school records.

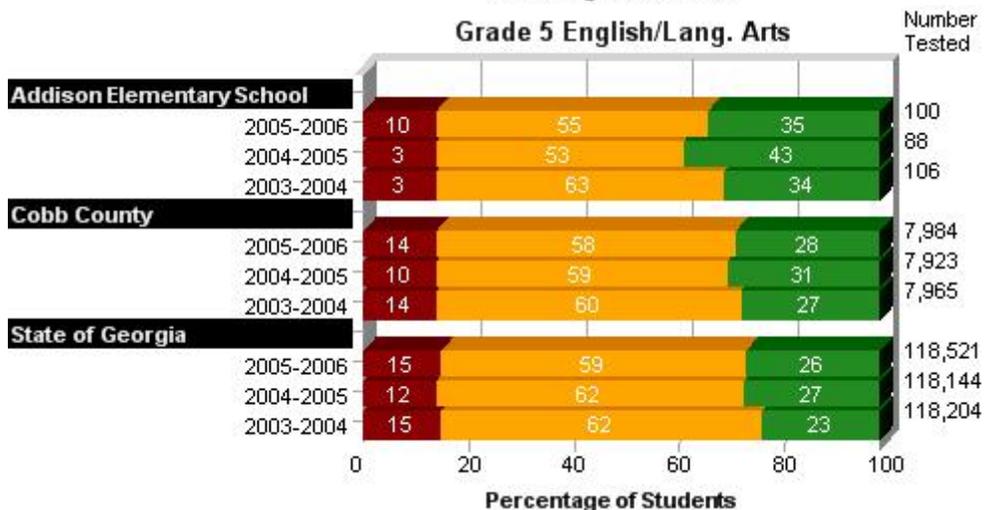
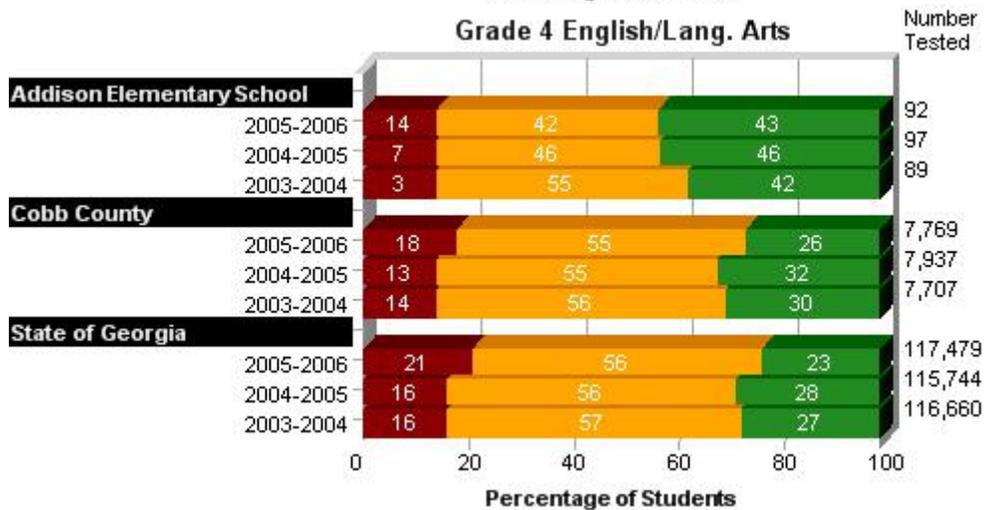
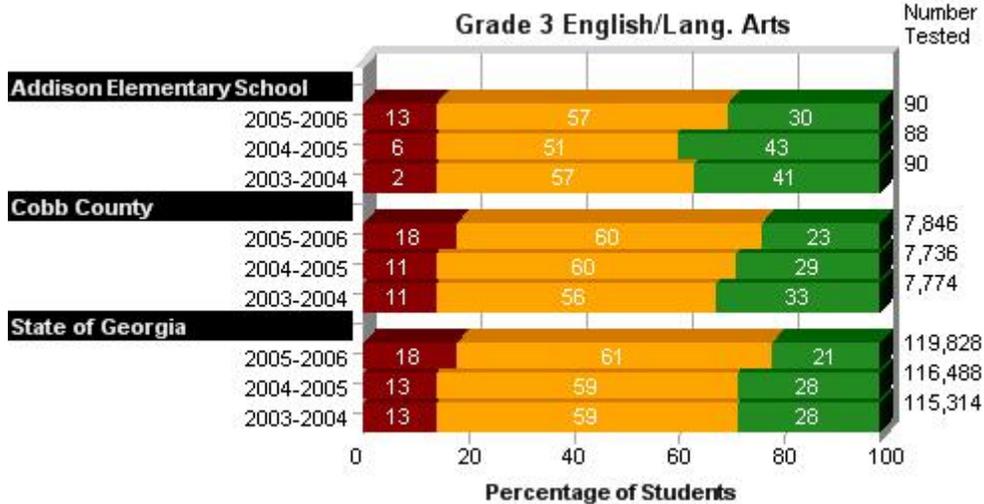
FINANCIAL ACCOUNTABILITY

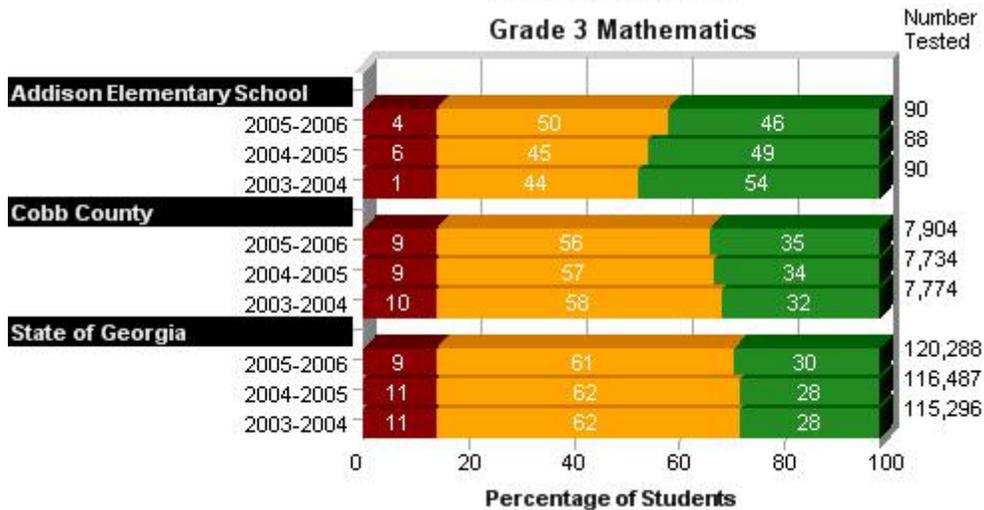
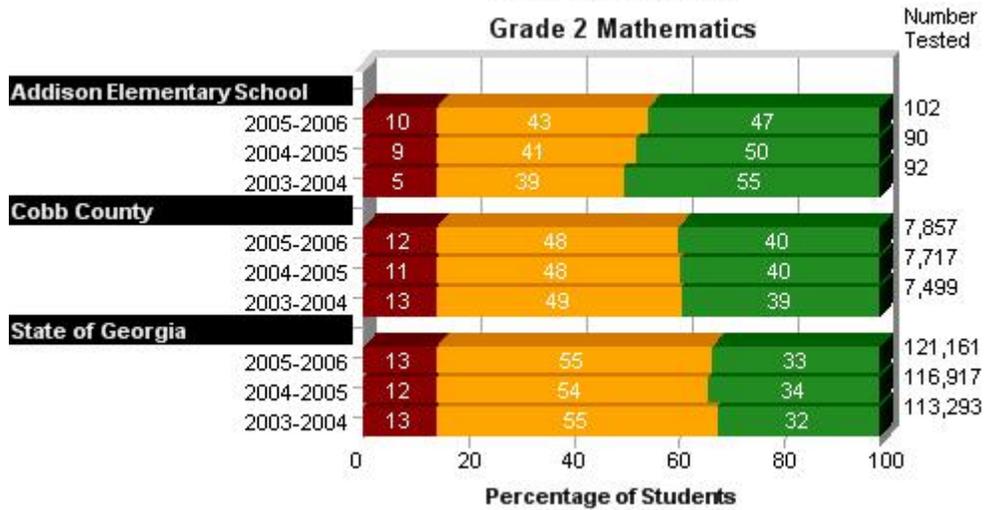
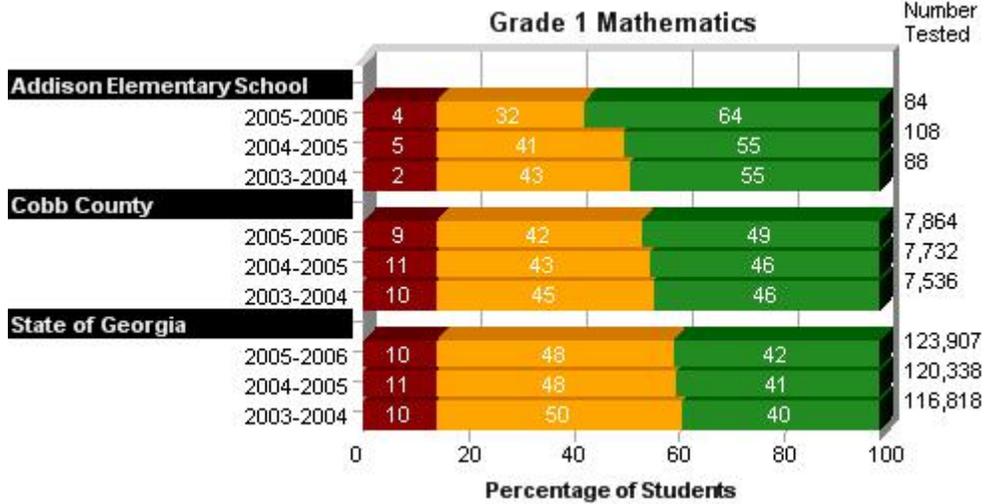
| | |
|--|----|
| Did school have surplus at the end of the 2005-2006 school year? | No |
| Did school have a reserve fund? If so, what percentage? | No |

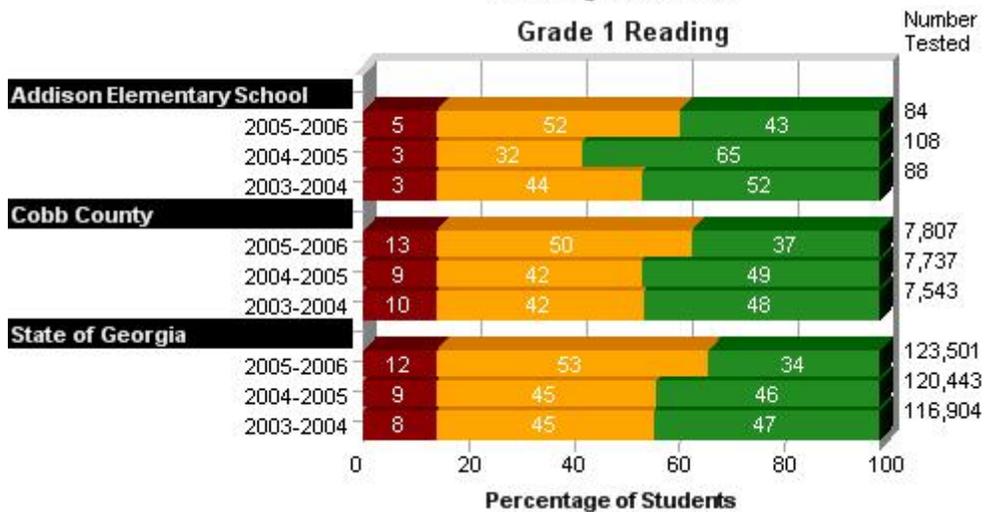
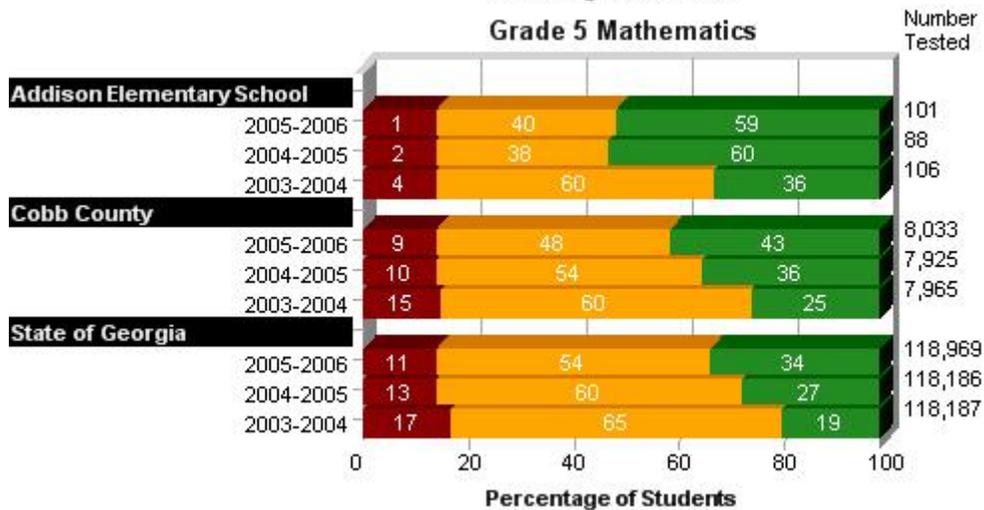
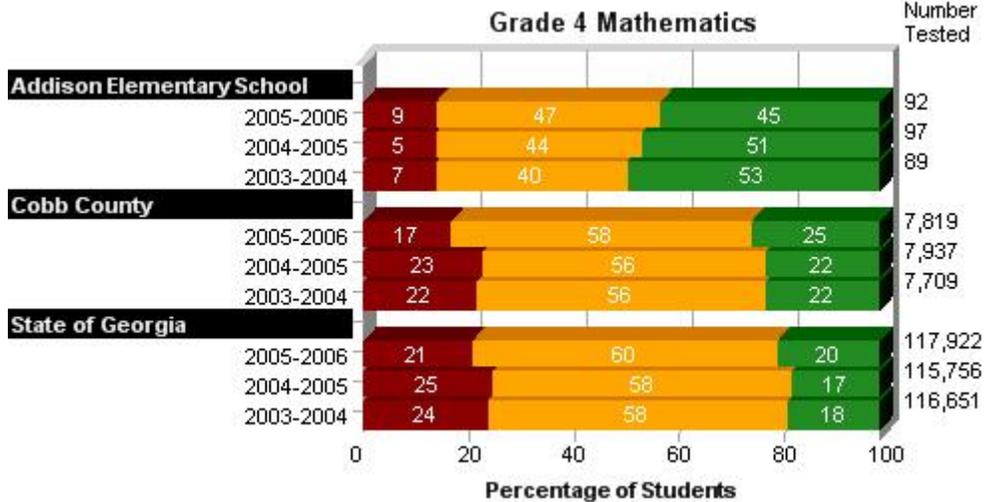
TEST RESULTS

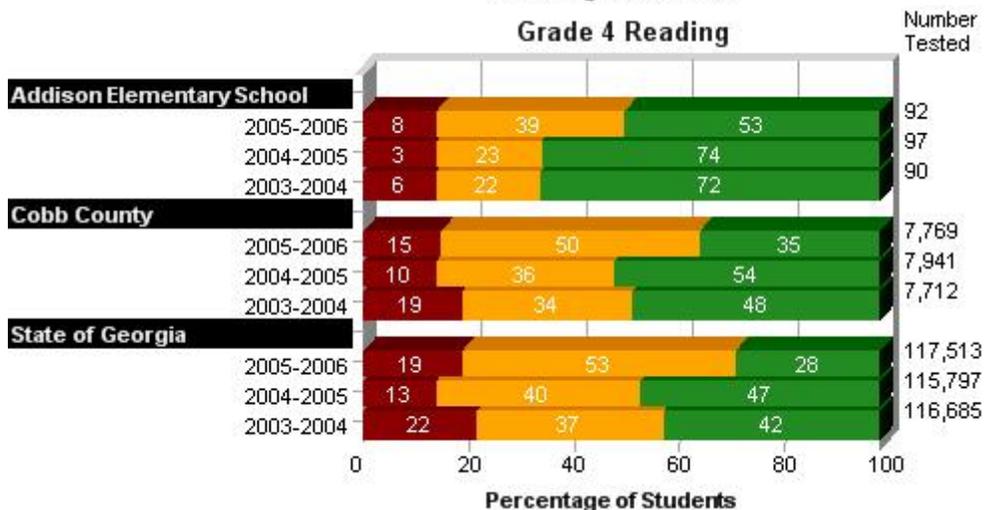
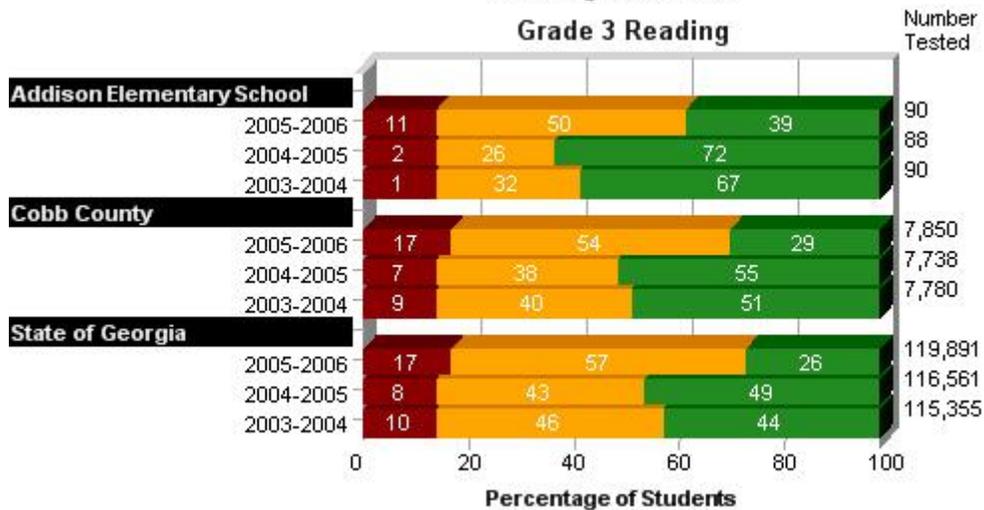
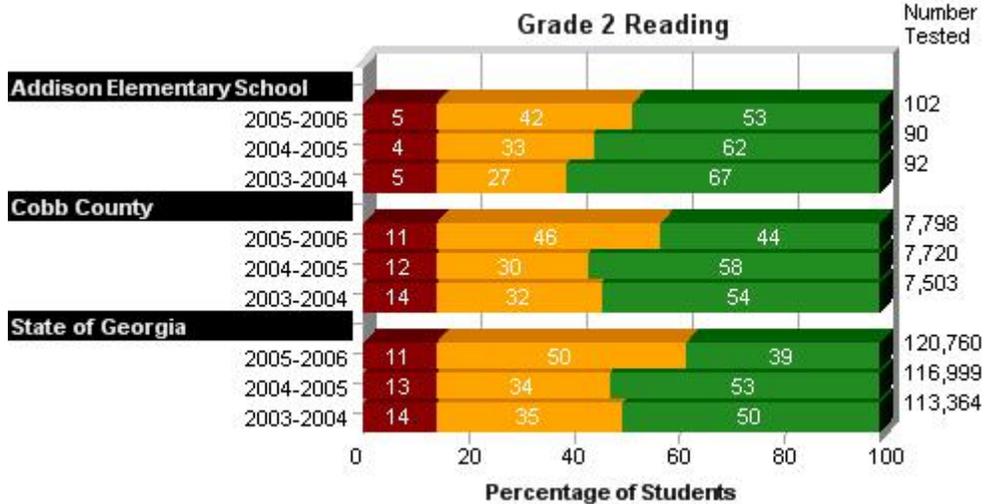
- Do Not Meet
- Meets
- Exceeds

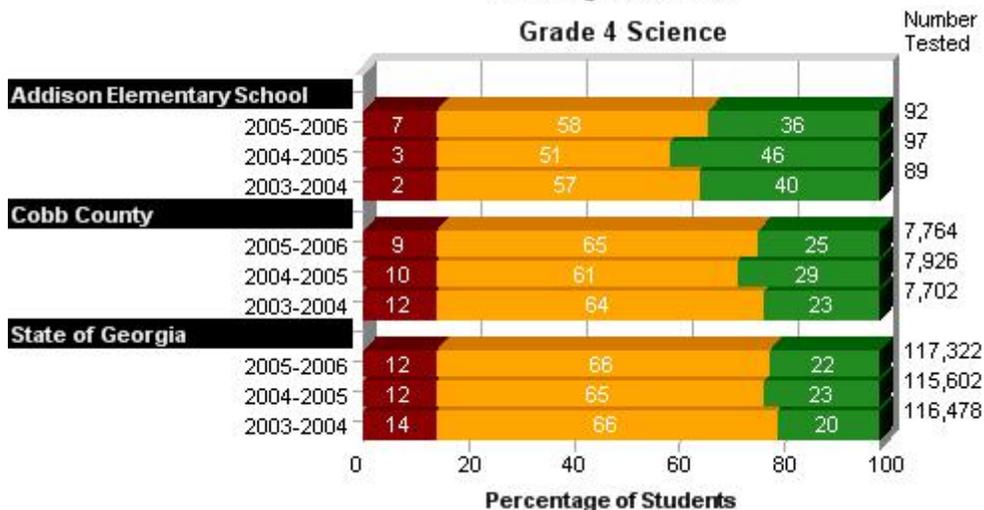
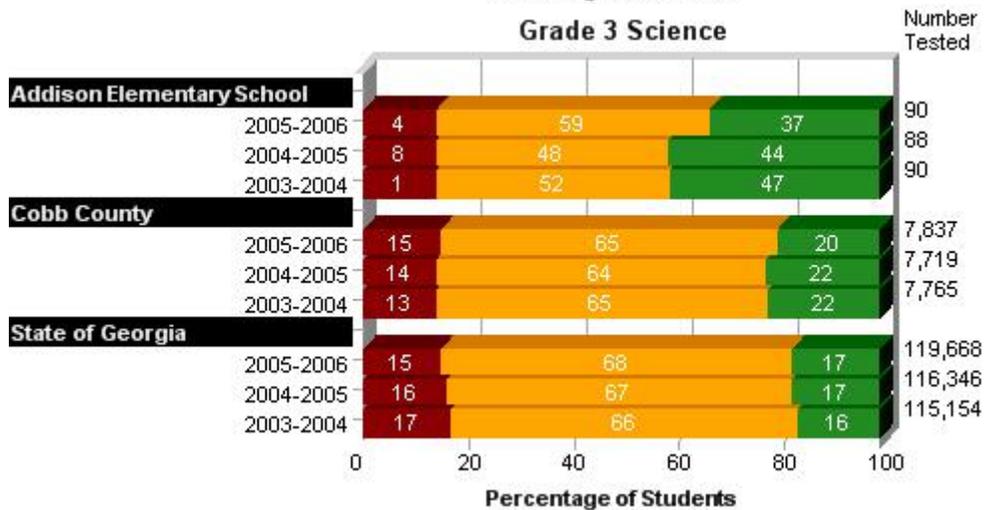
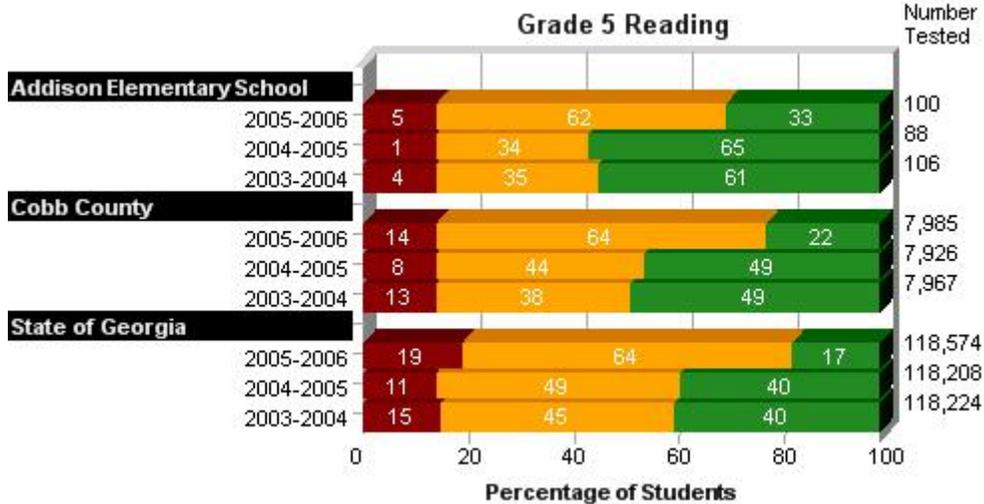


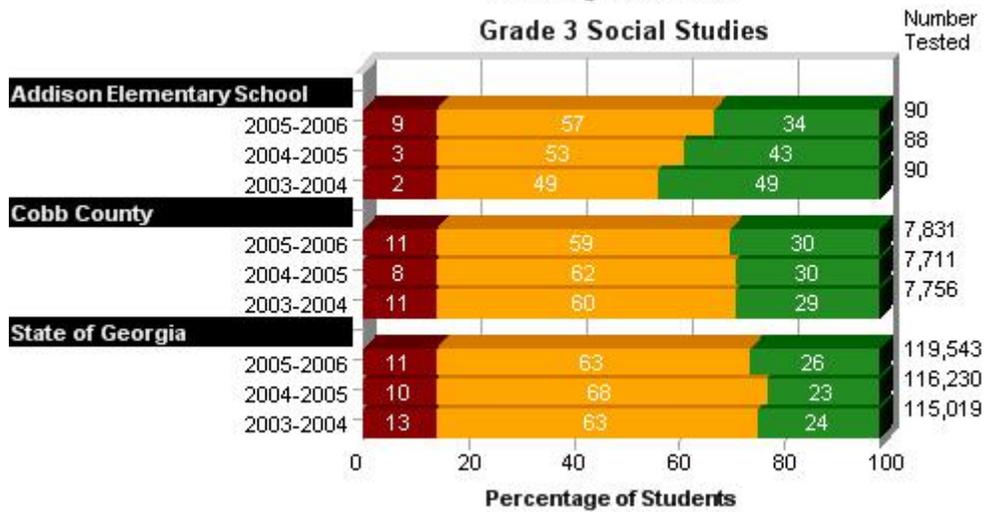
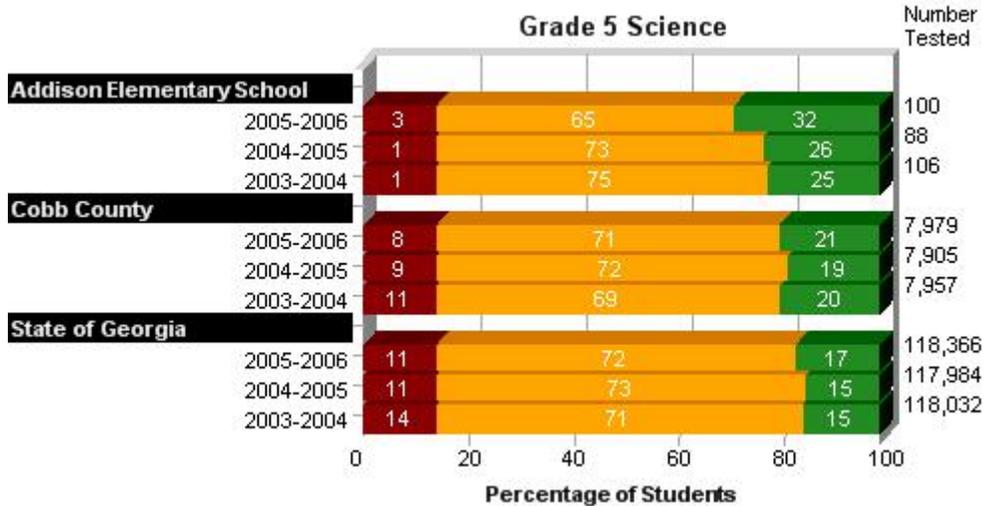


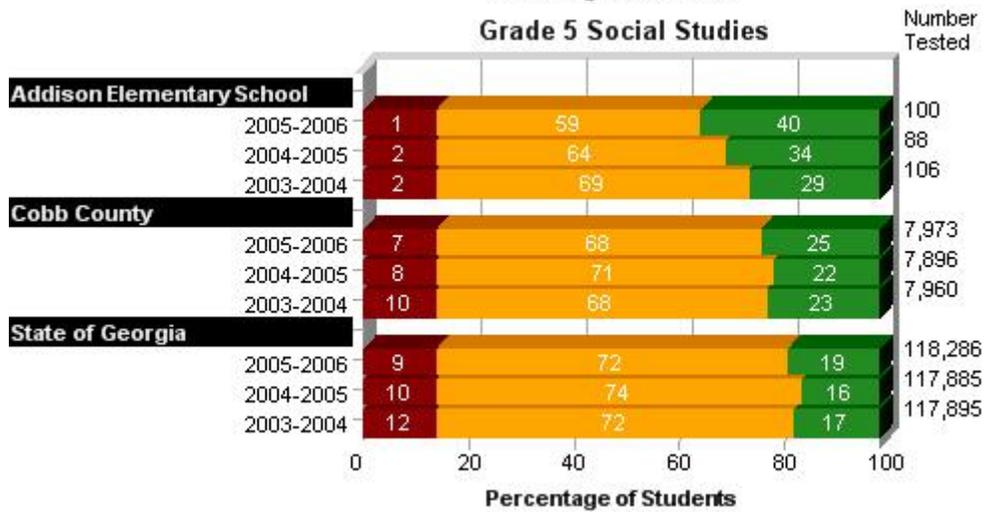
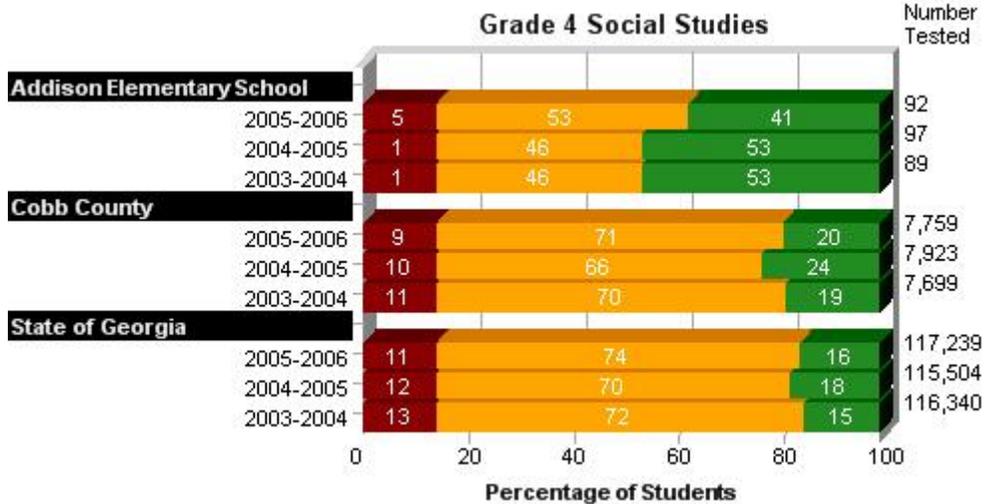












AMANA ACADEMY

Contact Information

Amaris Mohler
 1565 Holcomb Bridge Rd.
 Roswell, GA 30076
 678-795-2048

Basic Facts

| | |
|----------------|----------|
| District | Fulton |
| Type | Start-Up |
| Opened | 2005 |
| Grades Served | K - 6 |
| Enrollment | 178 |
| Title I School | No |

Mission

Amana Academy's Vision

Our vision, expressed in the concept of "Amana" - meaning stewardship, integrity, confidence and commitment - is that of a community of parents, teachers, administrators and partners collaboratively offering an educational experience that develops students who possess a healthy balance of intellect and ethical character - students with a positive self-image who are motivated for lifelong learning and achievement, who respect others and the environment and who can skillfully communicate their interests and passions.

Demographics

| | Amana Academy School | Northwood Elementary School | Haynes Bridge Middle School | Fulton County | Georgia |
|---|----------------------|-----------------------------|-----------------------------|---------------|-----------|
| Distance from Charter School (in miles) | 0 | 0.5 | 1.9 | N/A | N/A |
| Total Population | 187 | 826 | 785 | 79,192 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 41% | 58% | 62% | 40% | 48% |
| Black | 15% | 17% | 24% | 40% | 38% |
| Hispanic | 1% | 16% | 6% | 9% | 8% |
| Asian/Pacific Islander | 30% | 4% | 5% | 7% | 3% |
| American Indian/Alaskan Native | 0% | 0% | 0% | 0% | 0% |
| Multiracial | 13% | 4% | 3% | 3% | 2% |

Special Populations

| | | | | | |
|-------------------|----|-----|-----|-----|-----|
| ESOL | 0% | 6% | 0% | 4% | 3% |
| Gifted | 0% | 8% | 35% | 14% | 9% |
| Special Education | 8% | 12% | 13% | 11% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|------|-----|-----|-----|-----|
| % of Total Population | .07% | 28% | 22% | 37% | 50% |
|-----------------------|------|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | N/A | N/A |
| Is your school in needs improvement? | No | N/A | N/A |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Yes, our students met expectations on all standardized tests. Our goal was to meet or exceed Fulton County expectations and our students did. More than 90% of our students achieved at least an acceptable level of achievement in all subject areas across all grade levels tested.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

Reading and English Language Arts are strengths for Amana in the lower grades. This is due in large part to the emphasis on Balanced Literacy with instruction delivered and measured through the Reading and Writing Workshop approaches. Math is also a significant area of strength in most grade levels. The utilization of the Everyday Math Program and integration into all subject areas helped our students achieve this goal.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

Not applicable. We are a start-up charter school.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

As written in our charter, classes are supposed to stay on track as much as possible to allow for looping of students with their teachers. In the cases where this was not possible, classes remained as cohesive as possible with some allowances for learning styles and evening out of class size.

Data was analyzed upon receipt of the test scores so that comparisons and curricular decisions could be made. Students were grouped accordingly based on data and on teacher expertise.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

Some areas of concern for Amana were Science and Social Studies in the upper grade levels. Analysis of the data revealed some gaps in learning and some objectives that were not mastered.

All teachers were given benchmark data for their students prior to the beginning of this school year. They then used the information gained to create year-long plans that addressed the needs of that particular class. They will be revised as benchmark tests are taken and analyzed throughout the school year. Students will also be able to work towards particular individual goals based on their results from the previous years.

Subgroups were analyzed as well – special education, ESOL, and EIP students.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

DRA - Diagnostic Reading Assessment

This assessment is given 3 times per year to students to measure levels and progress in reading. At the end of the 2005-2006 academic year more than 90% of our students were exceeding grade level reading expectations. These assessments will continue to be used in order to track reading achievement of our students.

2.

ITBS Performance

The 3rd and 5th grade students take the Iowa Test of Basic Skills in the fall of each school year. During the 2005-2006 school year all students met or exceeded grade level standards as set by Fulton County. This data is used for programming and planning for the rest of the school year.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Yes.

Amana Academy's Parent Teacher Organization is called Partners in Education (PIE).

The PIE organization did a phenomenal job of rallying the parent body and contributing to the mission of Amana Academy. Below is a brief description of PIE and its operational model:

Unique PIE model based on Dr. Epstein's research

The theoretical framework for Amana's parental and family involvement programs was laid out in Amana's charter – chapter 7. After much research and benchmarking dozens of schools, Amana chose a model that includes traditional activities as well as emphasizing a true collaboration between all stakeholders. Utilizing Dr. Joyce Epstein's model, School, Family and Community Partnerships, as the underlying framework (the basis for how parents will get involved) as a roadmap we developed an "expeditionary" process to develop our own unique programs of school-family-community partnerships.

Officers for 2005-2006 School Year

Co-chair Lemiya Alexander
Co-chair Russ Thomas
Treasurer Pam Holloway

PIE Officers and Committees

The 2005-2006 Officers and committee chairs developed PIE bylaws, fundraising guidelines, financial protocols and all major administrative procedures including officer election protocols. A school-wide election was held in May of 2006, and the officers listed below were elected for the new school year with terms staggered to insure that at least two experienced officers were part of the PIE leadership team.

Officers for 2006-2007 School Year:

Co-chair Lauren Gibson (two-year term)
Co-chair Rana Darvesh (one-year term)
Treasurer Engy Abdulla (two-year term)
Secretary Heather Jaquith (one-year term)

PIE Committees created for Amana's initial year were as follows:

1. Collaboration with Community

This committee's function is to integrate resources and services from the community to strengthen school programs, family practices, and student learning.

2. Volunteering

An active, hands-on committee responsible for organizing parental support and help on-campus as school and classroom volunteers, staffing the parent center and hospitality crew, fundraising, school beautification, field trips, community celebrations, and much more.

3. Learning at Home/Parenting

Members of this committee provide information and ideas to Amana families about ELOB, how to help students at home with homework and other curriculum related activities. The goal here is to establish home environments to support children as students.

4. Communication

Volunteers on this committee help design effective forms of communication about school programs and your child's progress. Projects include: the school newsletter, parent conferencing, school website, discussion groups, parent surveys, bulletin boards, etc.

5. Decision Making

This committee promotes the inclusion of Amana's parents in school decisions, develops school ambassadors, and ensures parent representation at state and county school board meetings.

6. Environmental Crew

Members of this committee help actualize Amana's environmental stewardship goals.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

Level of parental and community involvement is described below:

1) Volunteer Statistics – and number of Awards given

Over 150 different individuals volunteered during the 2005-06 school year, and those volunteers contributed thousands of hours of service to Amana.

Some examples of the efforts of volunteer activities include:

Provided regular support for the front office, media center, dismissal and classrooms (Crew Parents).

Developed and maintained the school website and providing ongoing support for the school's IT committee.

Developed the annual yearbook.

Provided coordination, planning and monitoring of the recycling stations, vermicomposting bins, composting stations, and more.

2) Donations and Financial Contributions of the PIE:

Donated \$600 worth of Middle Grades classroom literacy programs (aligned with Expeditionary Learning).

Donated a TV/DVD/VCR, furniture and décor for Parent Center/Teacher's Lounge.

Provided multi-cultural teacher appreciation luncheons every week.

Supplied the TLC snack stations every month.

Organized and funded the mid-year \$50 Gift Cards for ALL teachers/staff and the end-of-year teacher appreciation banquet, gifts and whole-school recognition programs.

Initiated, funded and operated the Amana Bazaar School Store (school spirit wear and PIE merchandise – magnet, t-shirts, bracelets, etc.).

Managed all indirect fundraising campaigns: Box Tops/Campbell's Labels, Target, Pikes, Kroger's, Publix, and toner cartridge recycling. Stewarded our aluminum can drive and funded our ice cream parties and classroom incentive programs.

Managed all student fundraisers: Chef Co., Original Art, Dutch Bulbs, CRCT snack bags, Provided funding for Green Club activities and Garden Club supplies.

3) Special PIE initiated events

Supported the Hands on Atlanta Day by securing donations (supplies) and recruiting volunteers to help build reading lofts, improve our landscaping, paint murals, etc.

Provided volunteer support for all the major school events: Open House, Exhibition nights, Curriculum Nights, etc.

Coordinated the end-of-year Volunteer Appreciation Celebration at the CNC.

Executed a minimum of one Family Fun Night per month and one Family Night at the school (Movie Night).

Conducted a minimum of one PIE meeting each month and one Community PIE meeting in November.

Planned and executed the International Night Celebration & Auction.

Organized and funded the Earth Day Celebration in May which included seven outdoor learning/game stations, guests from the CNC, EE in GA and REI and sponsored the Magic Debbie Eco show.

Conducted the Usborne Book Fair.

Parent Meet and Greet social event.

4) *Business partnerships (organizations that donated products and services to our school):*

- Publix
- Office Depot
- Quiznos
- Super Wal Mart
- McAllister's
- Burger King
- Outback Steakhouse
- Ippolitos
- Starbucks
- Sahara's
- Double's Pizza
- Cleopatra's
- Jerusalem Bakery
- REI

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

PIE will continue to use the Epstein model and its committees to continue to encourage parental and community involvement in the school.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Amana's vision and mission statements speak to the school's aspiration for stakeholders to collaboratively develop an educational experience that nurtures a balance of academic intellect, character skills, and a stewardship mindset. Per section 3.3 Charter-Specific Performance Criteria of Amana Academy's Charter, the school has defined a number of broad goals with specific measurable goals to achieve our vision. A subset of these goals is "non-academic", and the following list showcases accomplishments related to some of these goals:

Goal: Develop an environmental consciousness in students

This goal is central to the school's mission, in fact the school's name "Amana" is an Arabic word that means "a trust" and it connotes a sense of responsibility or "stewardship". The objectives for this goal included: (1) working with experts to ensure learning expeditions provide exposure to the interactions between humans and the environment, (2) designing a school environment where conservation and exposure to the natural world are prominent, and (3) using outside agencies to stage

annual audits of Amana’s environmental culture. The following accomplishments provide evidence of Amana’s commitment to achieving this goal.

Amana was awarded technical assistance from the Southface Energy Group to participate in the Energy Smart Schools program, a US Department of Energy program. This forward-thinking campaign addresses K-12 schools with the goal of motivating them to use energy wisely. This award included a facilities audit with environmental impact recommendations; and resources designated for teacher training and environmentally focused teaching materials. Promoting energy awareness education and providing classroom support materials to teachers created higher awareness of wise energy use choices, as evidenced by the school’s “Nature Club” activities.

Amana was also named the Environmental School of the Year for North Fulton (public and private schools) by the City of Roswell’s EverGreen Schools program. Additionally, one of Amana’s teachers, Ms. Samantha Tunick won the Environmental Educator of the Year award.

Amana also received a second place award in the Newell Recycling Center’s Nationwide Recycling Challenge, which presented the school with a \$200 cash award and a coveted visit from Sea World and Busch Gardens.

2.

Goal: Create an environment where parents and family members are actively engaged in students’ education.

Research has shown that parental involvement has a positive effect on student achievement. Charter schools have a unique opportunity to leverage parental involvement because they are schools of choice. Amana’s objectives for this goal included: (1) increasing communication with and involvement of parents in children’s education, (2) ensuring that parents felt the school was responsive to their needs and performing well, and (3) ensuring parents were actively involved in students’ service learning, which is one of the school’s five mission elements. The following accomplishments provide evidence of Amana’s commitment to achieving this goal:

Amana Parents and school staff created Partners in Education (PIE: Amana’s take on traditional PTOs) based on Dr. Joyce Epstein’s model for building parental involvement. Amana’s PIE served as the catalyst for community building at the school. Parents and staff members created volunteer “crews” consistent with ELOB norms. The PIE organized fundraising activities, “family-fun nights” at local eateries and recreation centers, donation drives, weekly multi-cultural teacher appreciation luncheons, teacher appreciation gift cards and banquet.

With respect to meeting parent needs, Amana empowered parents to make a difference. For example, Amana’s uniform vendor prices were steep for some, so the school worked with parent volunteers to create an in-house uniform store that could

offer direct wholesaler prices. In addition to the traditional curriculum nights and parent/teacher conferences, on a weekly basis all parents were invited to attend Amana's hallmark assembly "Community Circle", which brought the entire school – students, staff, parents – to view student presentations and performances that reflected ELOB norms and showcased student achievements. Parents also organized an end-of-year International Night Celebration and Auction to celebrate the diversity of Amana students. Just as important as these activities is the fact that Amana parents made up the majority of Amana's elected Governing Board. Regular Board meetings were open to the public allowing parents to voice concerns directly to the decision makers. For example, significant changes to the middle school framework were made as a result of this type of input. A "Marvelous Middle School Crew" was formed to implement enhancements for the 2006-2007 school year. The combination of these activities resulted in an exceptionally positive response on the end of year parent survey and in student return rate (90%+).

In terms of student service learning, parents organized Hands on Atlanta Day to build reading lofts, improve the school's landscaping, painting murals. Parents also organized and funded the Earth Day Celebration in May which included seven outdoor learning/game stations. Invited guests included the Chattahoochee Nature Center, Environmental Education in GA, and REI who sponsored the "Magic Debbie Eco Show". Parents also worked with students and staff to create the Amana Bazaar School Store and coached middle school students to operate the store, which sells school spirit wear, school supplies, magnets, t-shirts, bracelets, etc.

3.

Goal: Develop outstanding teachers

One of Amana's points of difference is its commitment to teacher development. The Charter is ambitious in this regard and it is full of programs designed to nurture exceptional teachers. The objectives for this goal included: (1) providing teachers with mandatory, ongoing professional development, (2) soliciting teacher feedback through the use of teacher surveys, and (3) enhancing collaboration between teachers. The following accomplishments provide evidence of Amana's commitment to achieving this goal:

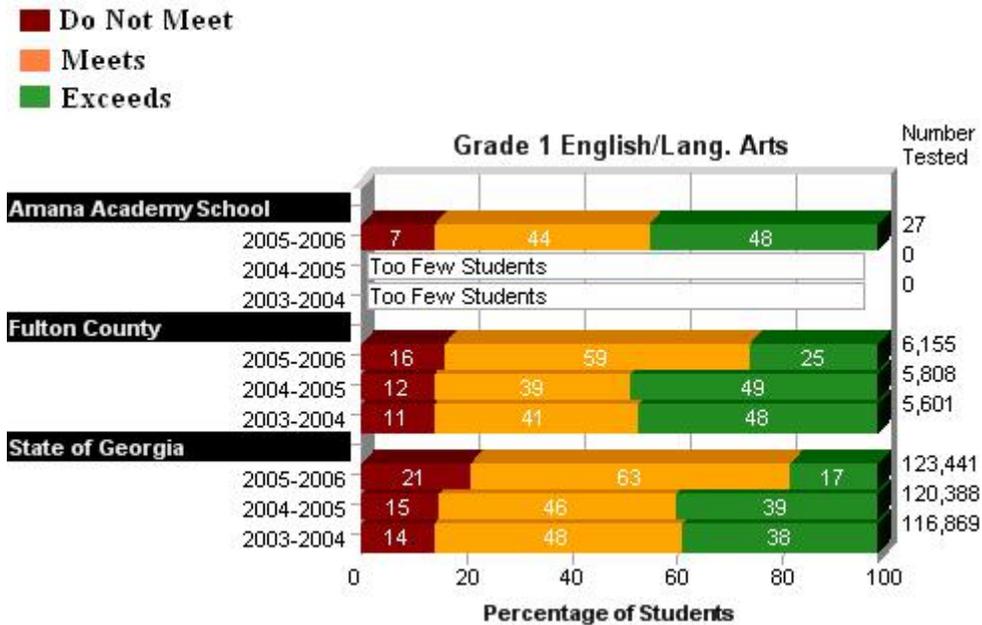
Prior to the school's grand opening on August 15, 2005 teachers at Amana spent three weeks in orientation and professional development work. They were acquainted with the charter, the intent and history of the school, and each other. These weeks also included an introduction to the Expeditionary Learning (ELOB) educational approach via a consultant training program. This emphasis on teacher development continued on a weekly basis allowing teachers to participate in training sessions with ELOB and other educational consultants. This weekly 3-hour block of time also allowed teachers to meet, plan and discuss every aspect of teaching and learning. Teacher representatives from all grade levels were also sent to other ELOB schools, site seminars, and conferences to learn new skills and bring them back to Amana.

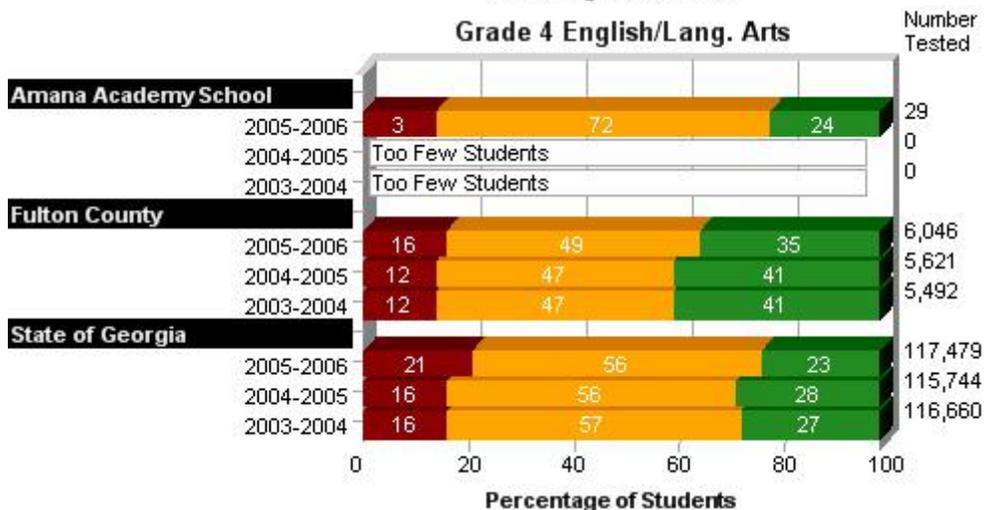
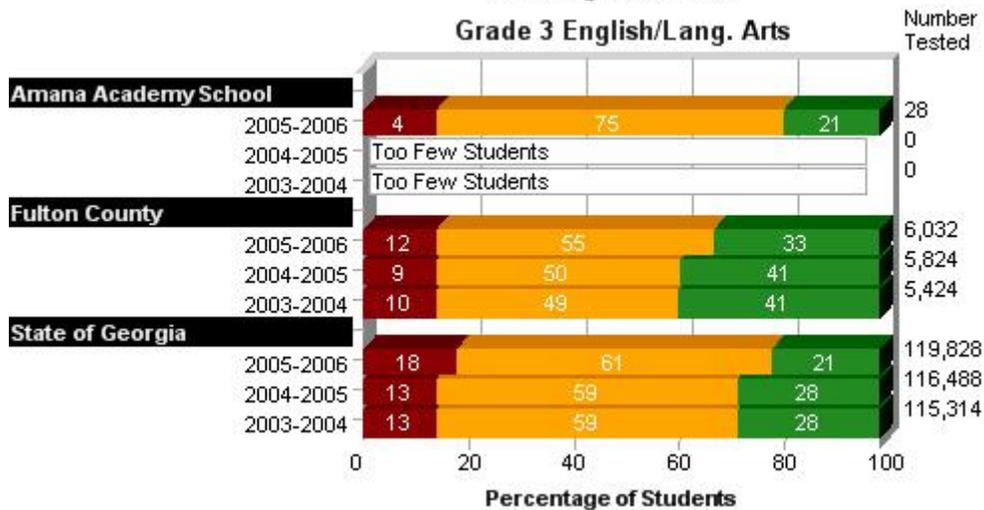
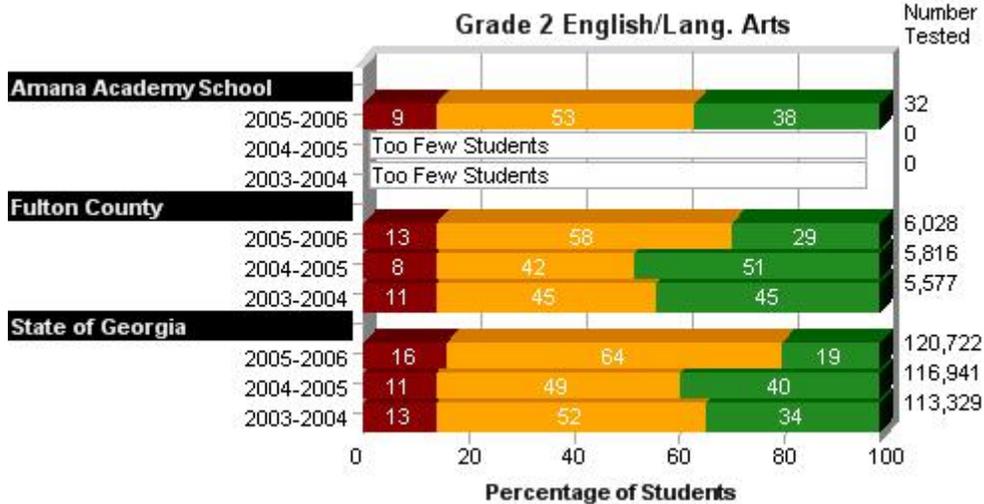
Teachers were provided two surveys during the school year, one to the Principal and one to the Board. They also participated on Board committees, PIE Crews, and participated in Board meetings. Feedback from teachers was overwhelming positive, and constructive feedback on the school's accountability framework and middle school framework prompted improvements for the 2006-2007 year.

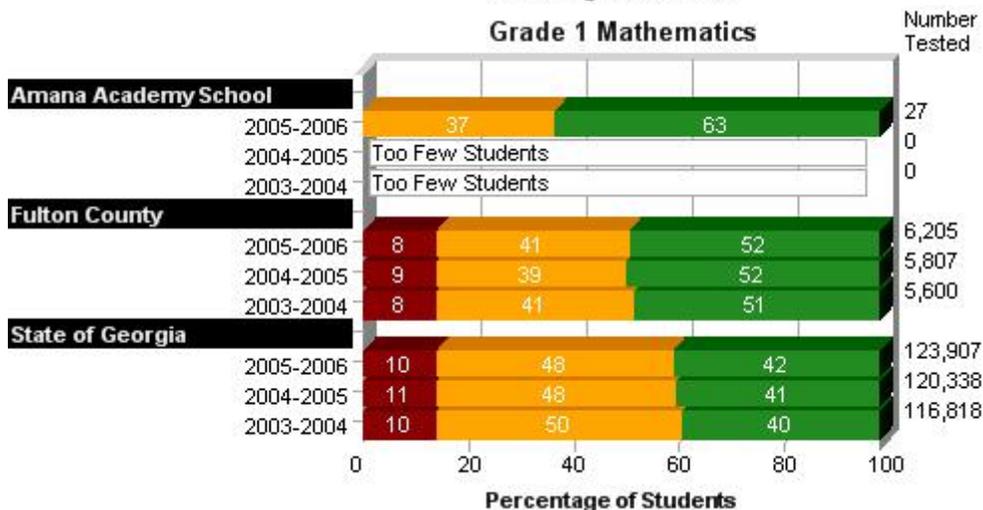
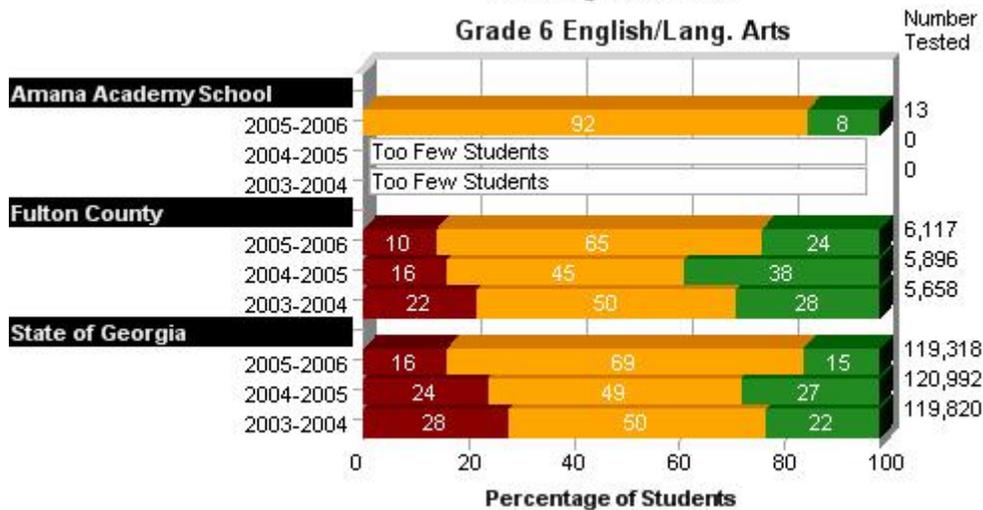
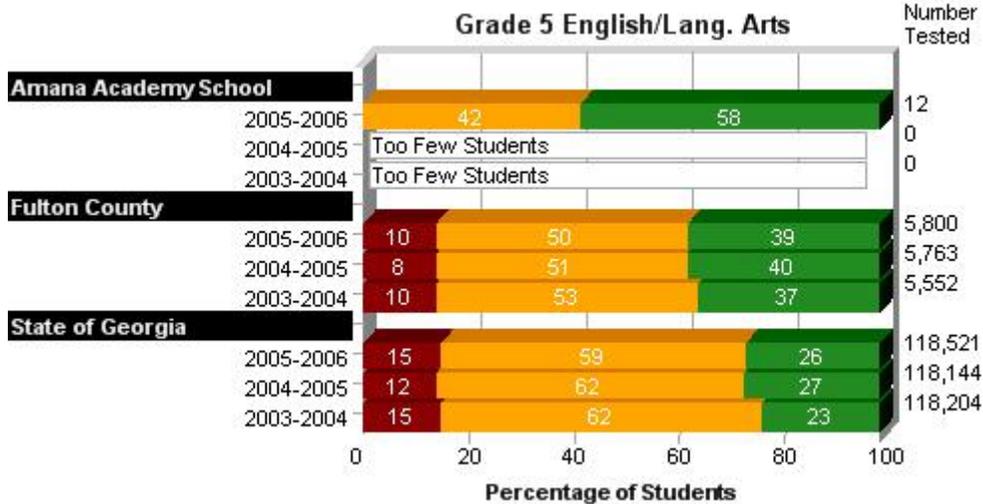
FINANCIAL ACCOUNTABILITY

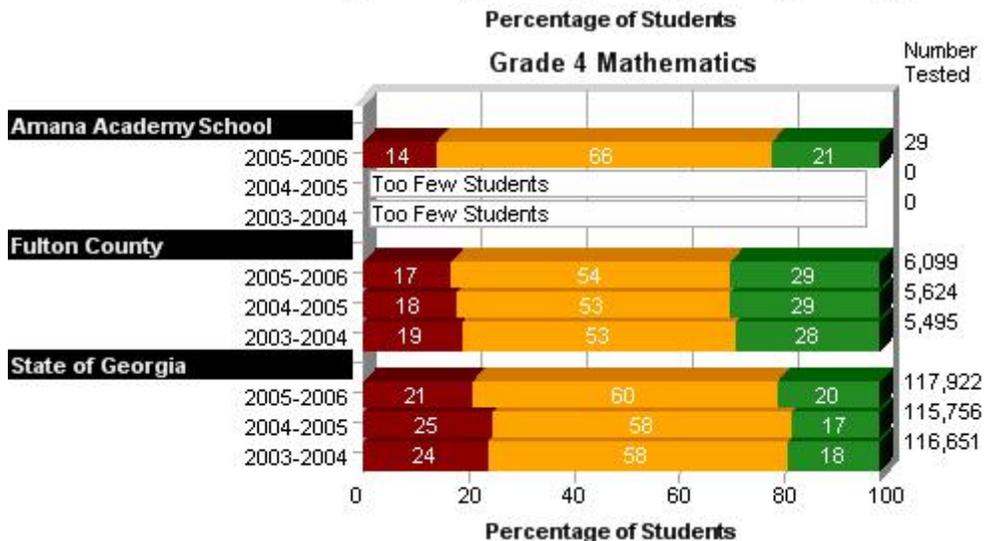
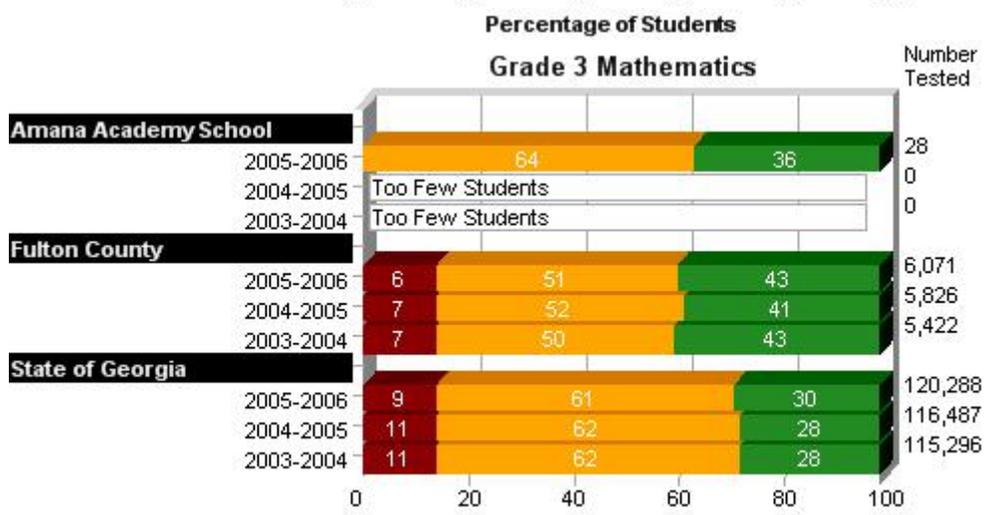
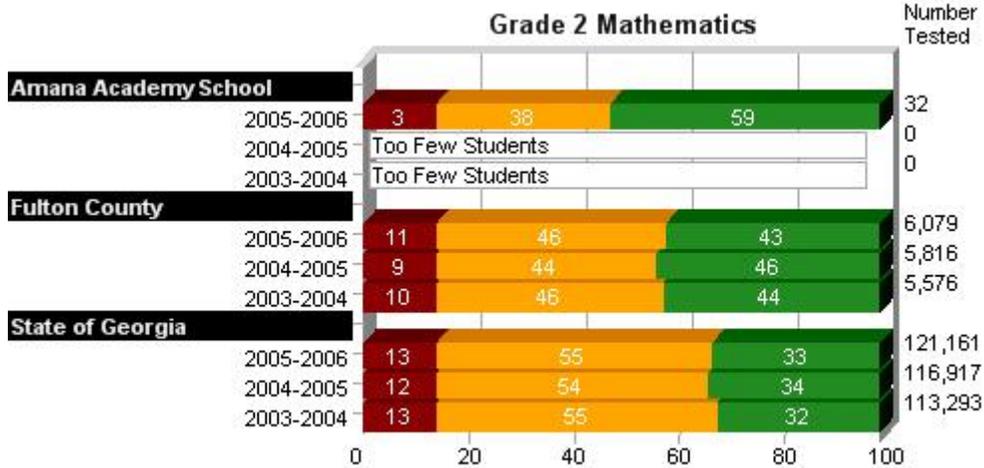
| | |
|--|-----|
| Did school have surplus at the end of the 2005-2006 school year? | Yes |
| Did school have a reserve fund? If so, what percentage? | No |

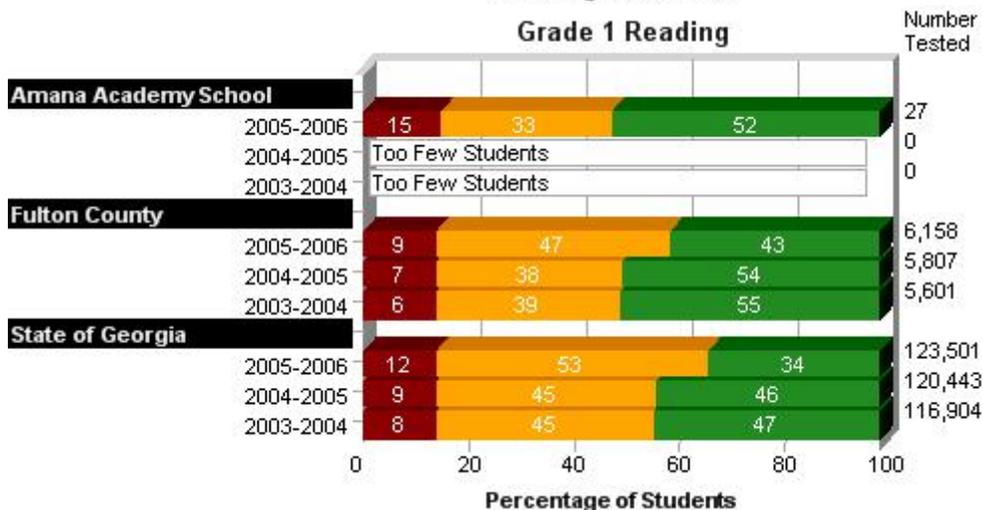
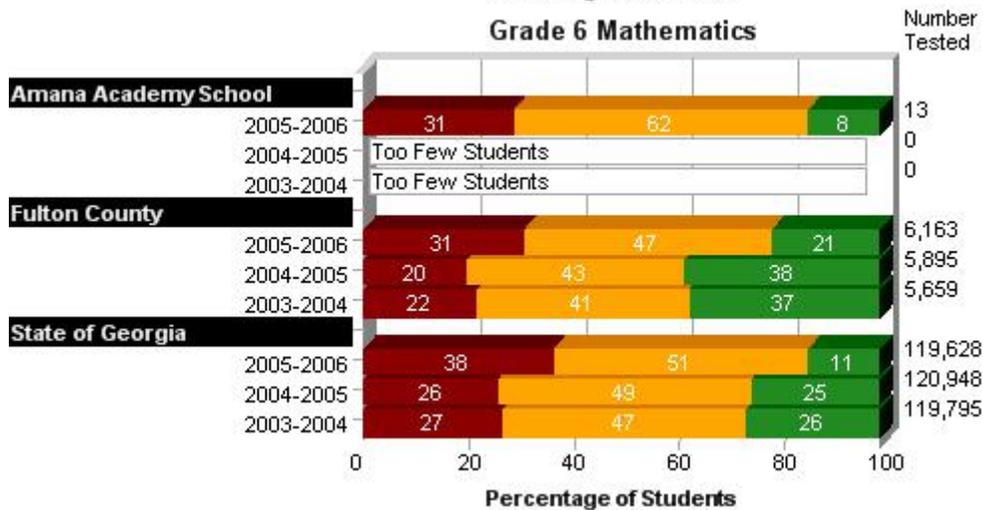
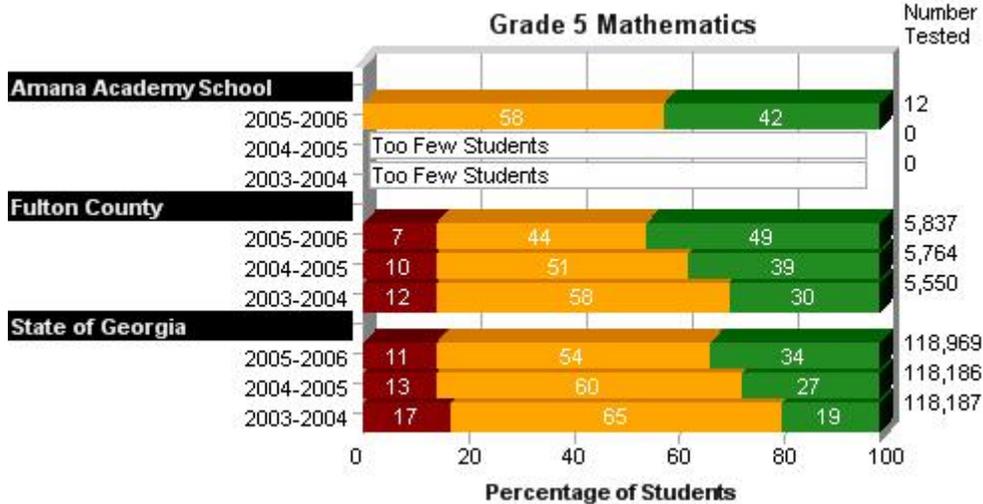
TEST RESULTS

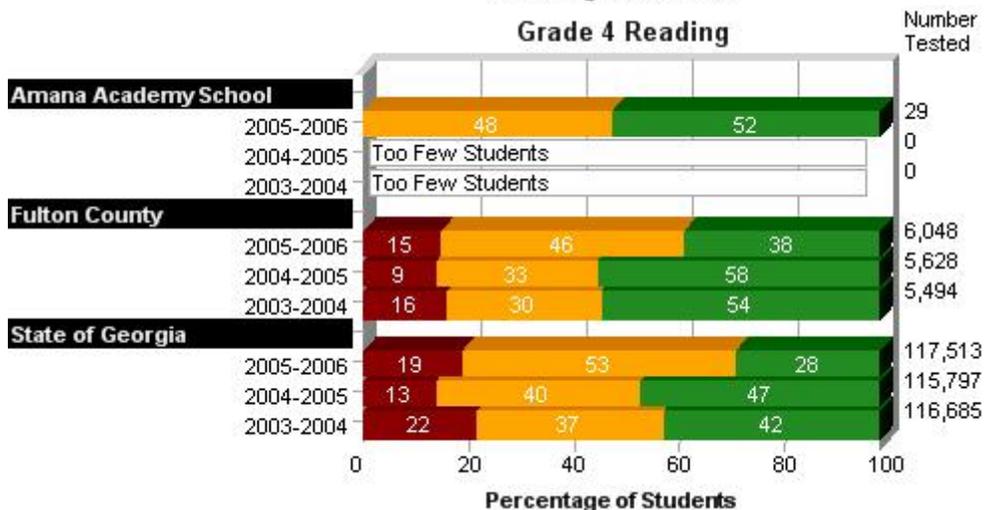
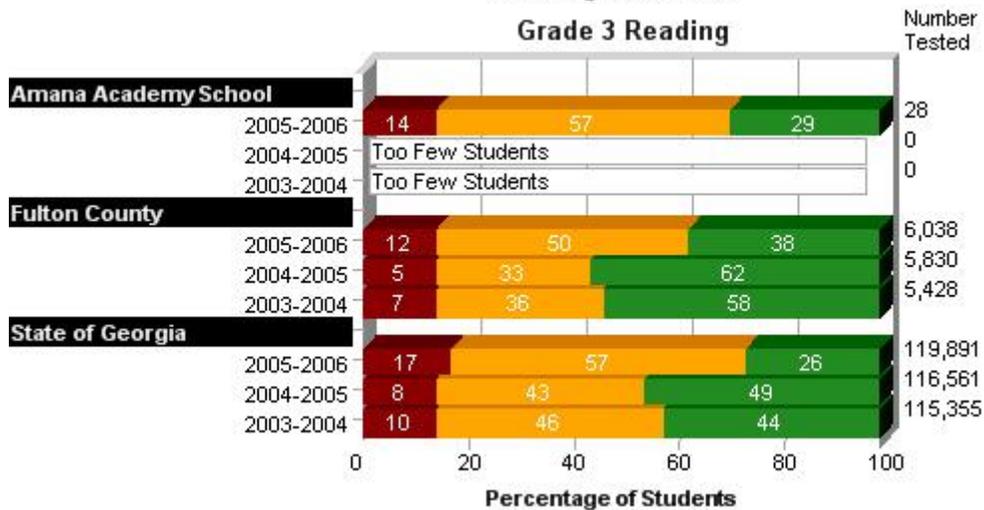
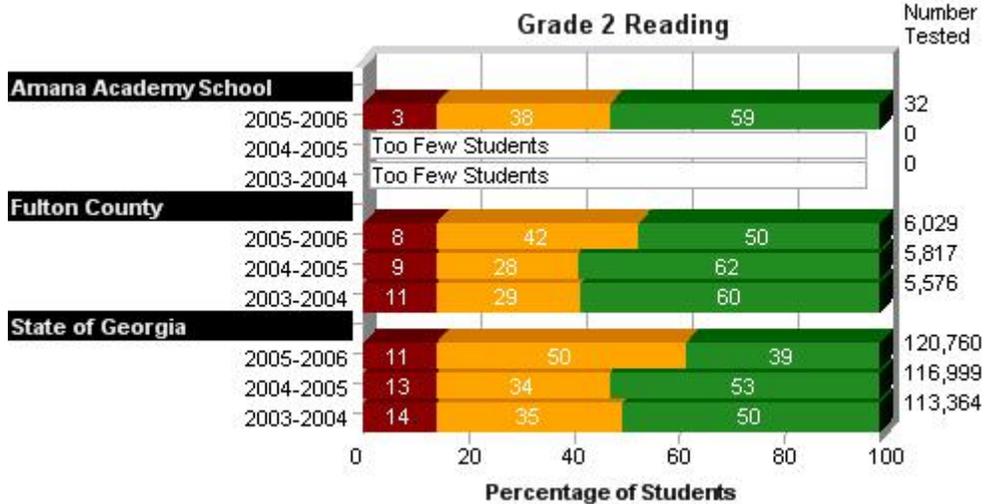


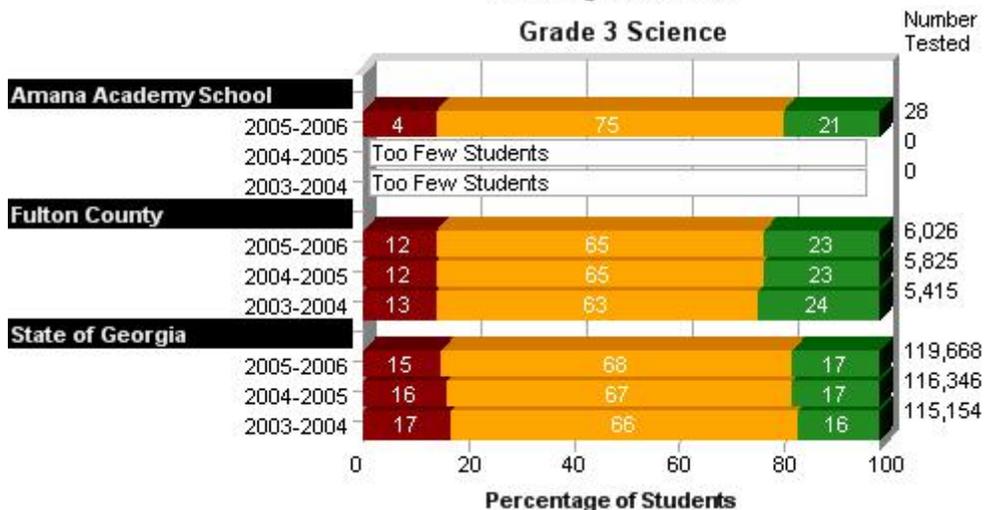
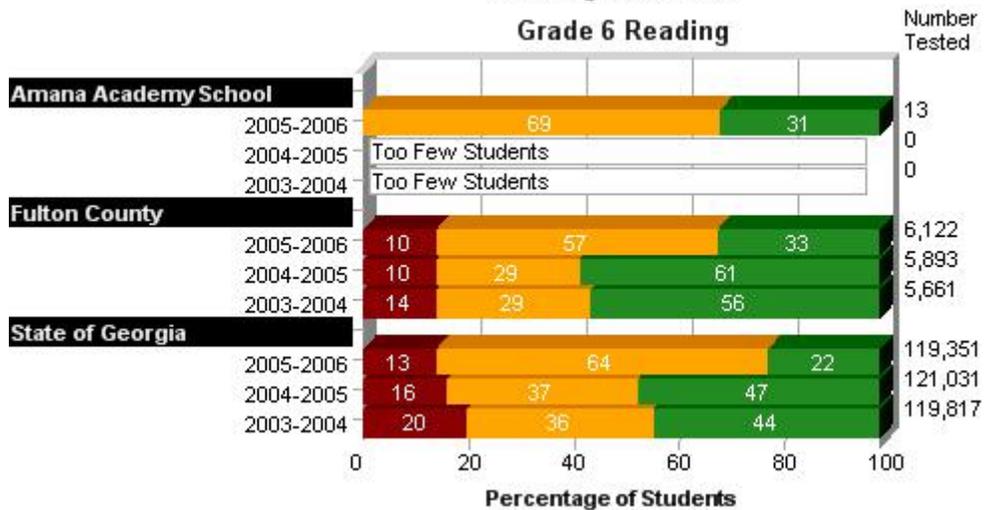
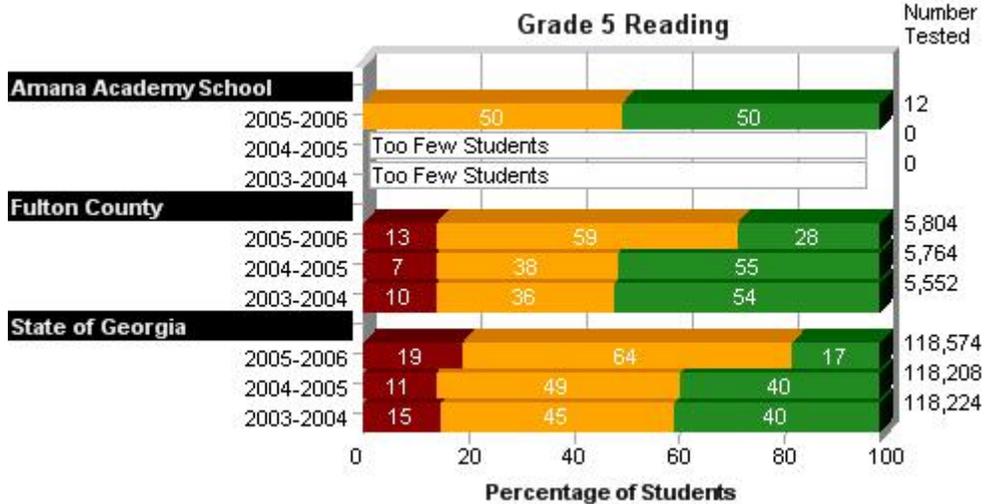


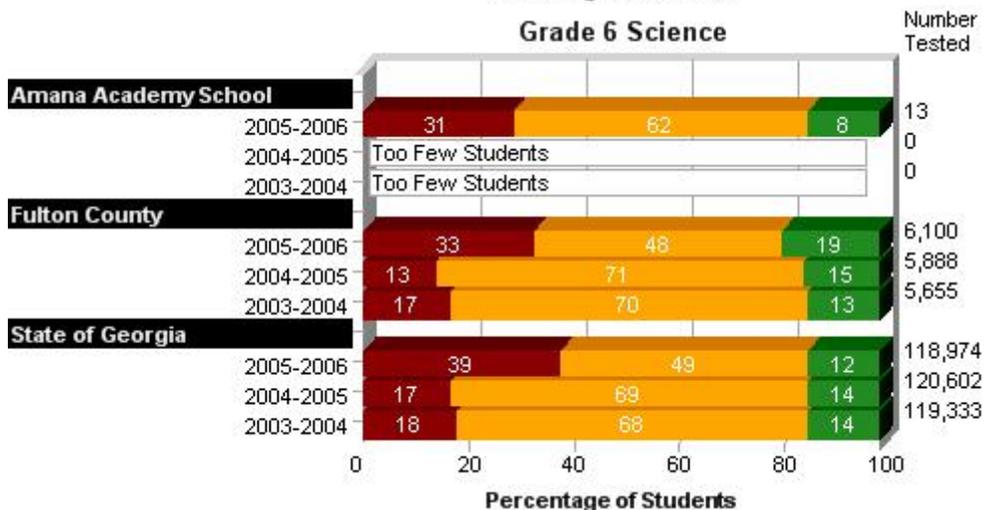
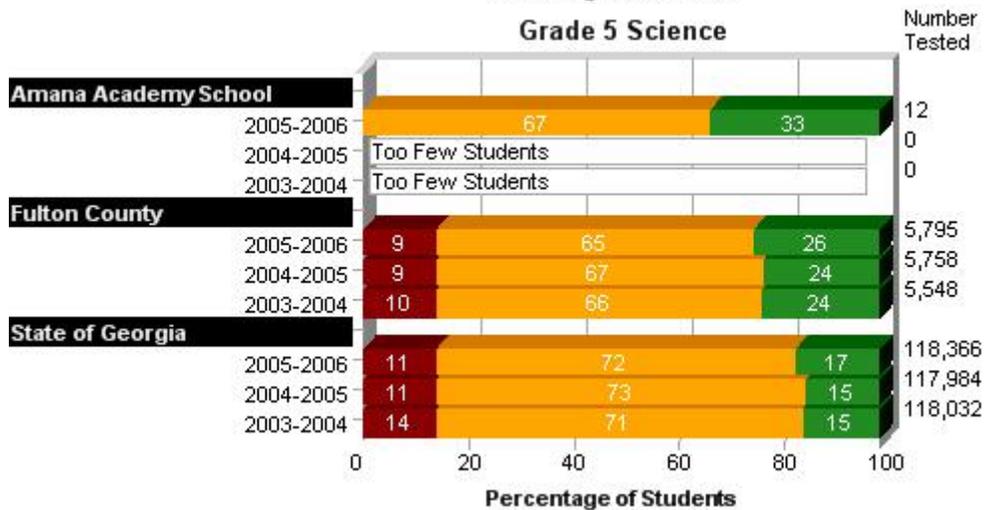
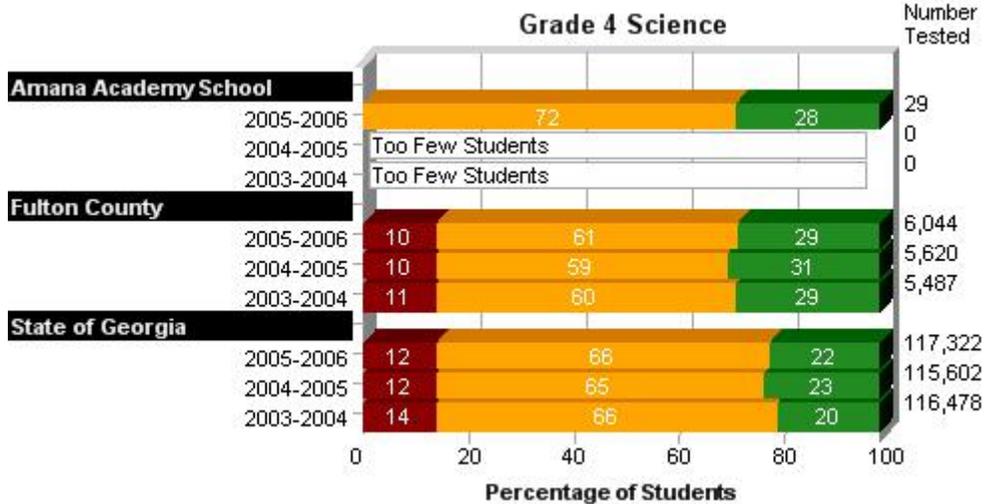


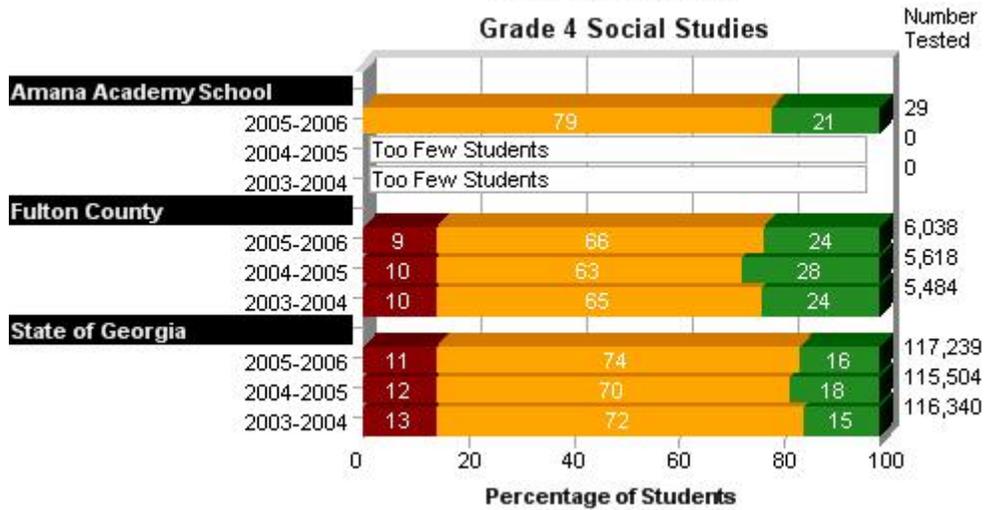
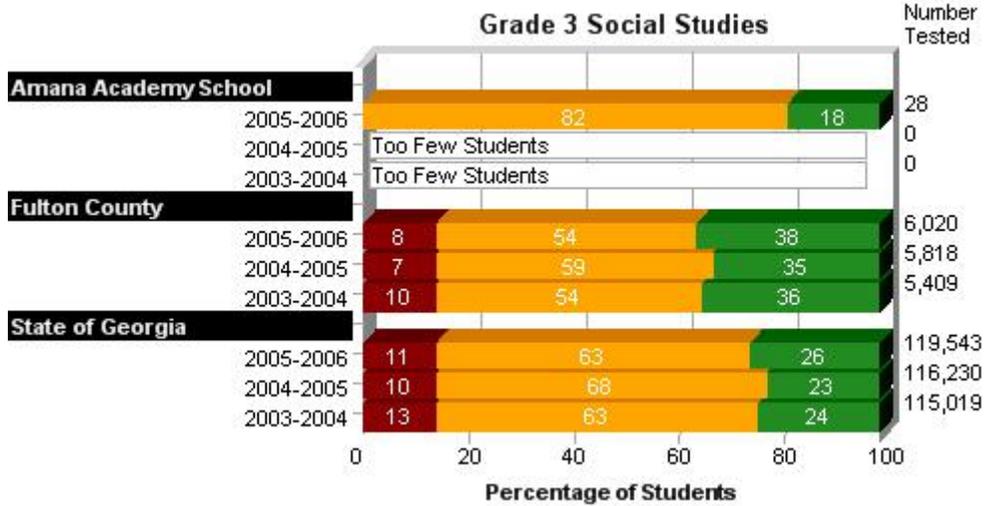


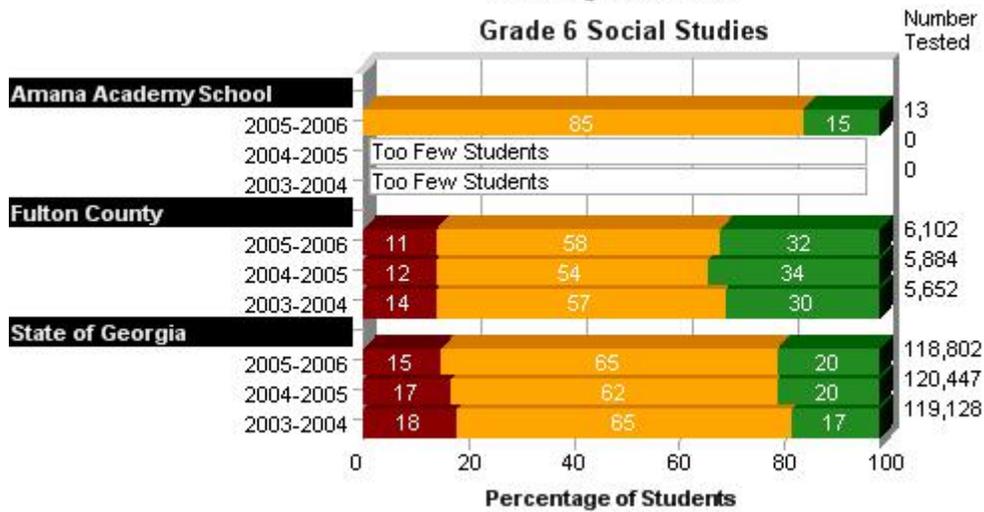
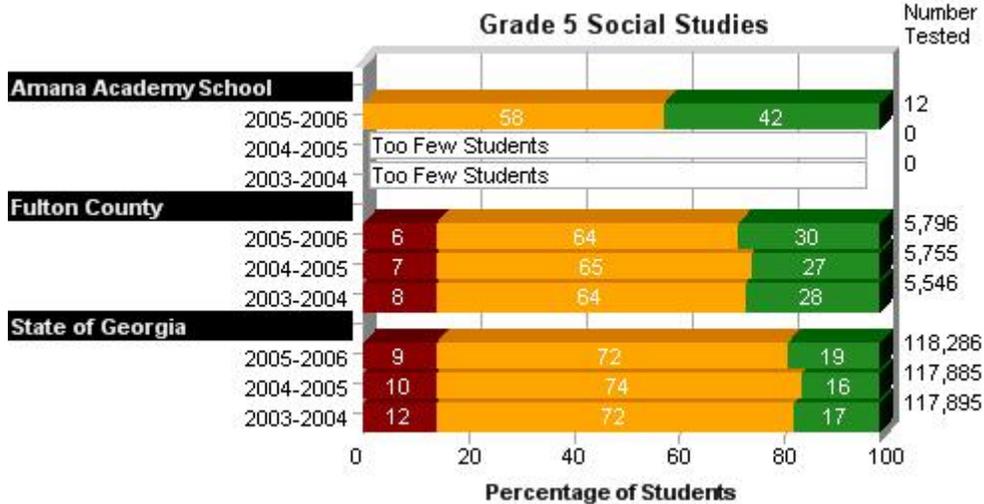












ATLANTA CHARTER MIDDLE SCHOOL

Contact Information

Jacqueline M. Rosswurm, PhD
 820 Essie Avenue SE
 Atlanta, GA 30316
 678-904-0051

Basic Facts

| | |
|----------------|----------|
| District | APS |
| Type | Start-Up |
| Opened | 2005 |
| Grades Served | 6 |
| Enrollment | 40 |
| Title I School | Yes |

Mission

The mission of the Atlanta Charter Middle School is to create a small, focused, diverse middle school that nurtures the whole child through strong parental/community involvement and challenging academics.

Demographics

| | Southeast Atlanta Charter Middle School | King Middle School | Price Middle School | Atlanta Public Schools | Georgia |
|---|--|---------------------------|----------------------------|-------------------------------|----------------|
| Distance from Charter School (in miles) | 0 | 0.3 | 1.9 | N/A | N/A |
| Total Population | 41 | 637 | 818 | 49,965 | 1,559,828 |

Diversity

| | | | | | |
|------------------------|-----|-----|-----|-----|-----|
| Caucasian | 27% | 4% | 1% | 8% | 48% |
| Black | 63% | 91% | 91% | 86% | 38% |
| Hispanic | 7% | 4% | 7% | 4% | 8% |
| Asian/Pacific Islander | 0% | 0% | 0% | 1% | 3% |
| American | 0% | 0% | 0% | 0% | 0% |
| Indian/Alaskan Native | | | | | |
| Multiracial | 2% | 0% | 1% | 1% | 2% |

Special Populations

| | | | | | |
|-------------------|-----|-----|-----|----|-----|
| ESOL | 5% | 1% | 3% | 3% | 3% |
| Gifted | 0% | 4% | 3% | 8% | 9% |
| Special Education | 12% | 14% | 13% | 9% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 41% | 93% | 91% | 75% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | N/A | N/A |
| Is your school in needs improvement? | No | N/A | N/A |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Our students' standardized test results definitely meet our expectations. This was the first year of operation for the Atlanta Charter Middle School. On the CRCT our students scored overall the highest of all students in Atlanta. These results set a wonderful baseline and high level expectations for future students of our school.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

The Reading score of 92.5% meeting or exceeding the standard and Language Arts score of 95% meeting or exceeding the standard proved that the literacy approach used, along with the student tutoring, was most effective.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

N/A. This is the first year of operation of the Atlanta Charter Middle School.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

We do plan to track student cohorts from year to year.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

Even though our students did well on the mathematics (80% meeting or exceeding) and science (77.5 % meeting or exceeding) tests, we are working hard in these areas this year to further improve these scores. We are carefully revamping our mathematics utilizing the Connected Mathematics program. In science we are carefully reviewing the state standards to make sure we are incorporating all of those into our instruction. In doing this we are looking at all 40 students' results

individually.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

Promotion Rate - Only one of the 40 students was retained in this first year of operation. This speaks well for our program, the teachers' ability to present this program, and our students' ability to succeed with that program.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Our goal for each school year is to have each family meet their ten hour family commitment and each student meet their ten hour commitment. For the 2005-2006 school year, 100% of the families and students at Atlanta Charter Middle School met their commitment.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

Parents are asked to sign a family contract in which they commit to giving at least 10 volunteer hours per school year to the school. Our Parent and Family Involvement committee tracks this progress. Periodic updates are sent to the families to let them know how they are doing with their volunteer commitment. If there are issues or problems, every effort is taken so that they may work to fulfill their commitment in a way that works for them. It is of the utmost importance that these volunteer commitments are seen as working together for their students and the good of the school. All families fulfilled at least the minimum for their hours. Of the 800 hours required by both families and students, 1000 hours were recorded.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

For this current school year, we will continue to encourage parental and community involvement as an integral part of Atlanta Charter Middle School. Since we will have our own facility, rather than leasing rooms at Neighborhood Charter School, we will have numerous workdays in order to get the building ready for the 2006-2007 school year. There is an abundance of volunteer opportunities for both our families and community members at this new facility. We have found that one of the best ways to engage parents is to make them feel part of the school community. There is a lot of bonding among the parents when you are putting in lots of sweat equity in a school. We are happy to say that the support of the community has been so wonderful and many community members have come to help in any way needed.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Student Community Service - Students at Atlanta Charter Middle School are also responsible for fulfilling 10 hours of volunteer community service each school year. The students at Atlanta Charter Middle School are engaged in service projects so they can develop a strong sense of giving back to the community. In a service project this year, the students had a car wash and bake sale to raise money to benefit those affected by the devastation of Hurricane Katrina. Students also had the opportunity to become involved with a local shelter that assisted single mothers. It's important that students see parents and family members volunteering and have the opportunity to volunteer themselves.

2.

Student Population - An important goal for Atlanta Charter Middle School is to maintain a diverse student population; both ethnically diverse and socio-economically diverse. For the 2005-2006 school year, ACMS was diverse in every way. We were 55% African-American, 25% Caucasian, 12% Multi-cultural, and 8% Hispanic. In addition, 43% of our student population qualified for the Free and Reduced Lunch Program; making ACMS a Title I – Targeted Assistance Program School. At ACMS, we believe it is important that our diversity mirrors the communities we serve. For our first year of operation, we have achieved a diversity that is very representative of these neighborhoods.

3.

Deliberate Growth – For our first year of operation, we opened with 40 students in the sixth grade. This seems a low number for most start-up schools, but at Atlanta Charter Middle School we are dedicated to a deliberate growth in order to properly build our programs, properly support our students and ensure the success of our school. We will grow at a rate of 40 students each year until we have a total of 240 students in the sixth, seventh and eighth grades. We are committed to maintaining a small school environment, which means more attention to student achievement.

4.

Safe Learning Environment – We are dedicated to providing a safe learning environment for our students. According to Atlanta Public Schools System data, the Atlanta Charter Middle School was the only middle school to have no reports of violent incidents during the 2005-2006 school year.

5.

Financial stability – A very important goal for any charter school is financial viability. The first years of operation are critical to a charter school's survival. Atlanta Charter Middle School is proud to be a grassroots charter school – founded

and operated by students, community members and educators. For our first year of operation, we were able to operate successfully and within all budgetary constraints, carrying over a positive cash position for the current school year. We have kicked off fundraising opportunities that should help sustain our school for many years to come. We were awarded an Implementation Grant that has helped establish Atlanta Charter Middle School.

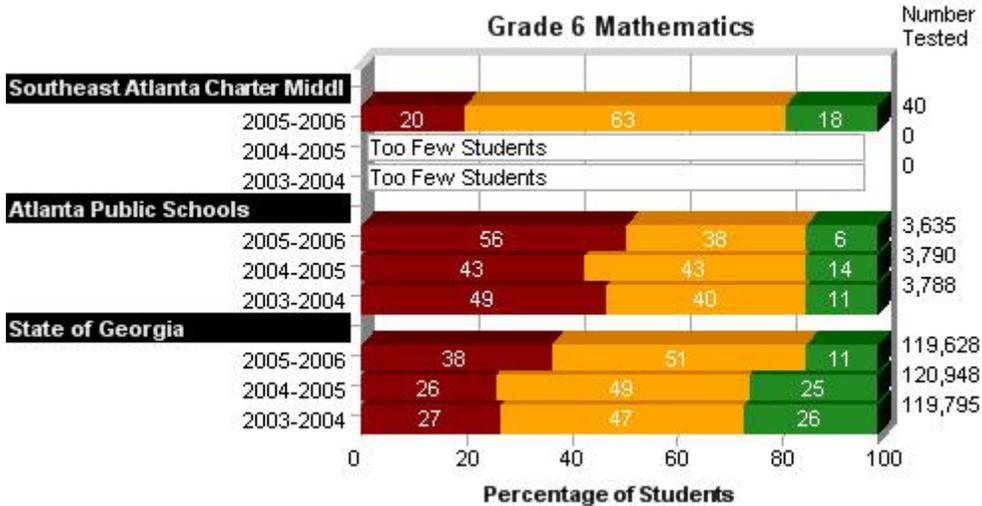
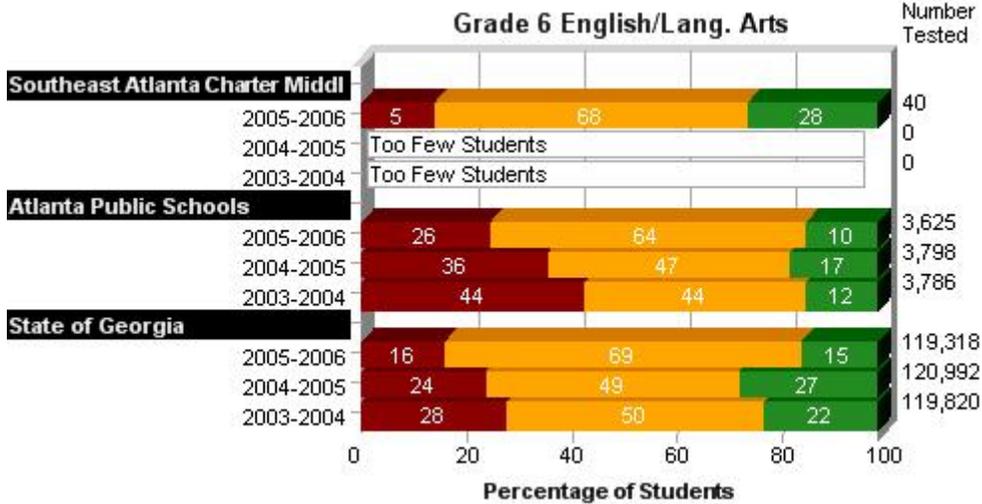
Facility – The number one obstacle for charter schools, particularly in the Atlanta area, is facilities. Atlanta Charter Middle School has faced the issue of finding a home. For our first year operation, we were fortunate to be able to share a home with Neighborhood Charter School. We worked diligently through the entire 2005-2006 school year to secure a permanent home for Atlanta Charter Middle School. ACMS was most fortunate to be able to call Anne E. West Elementary School building home for the 2006-2007 school year. The utilization of Anne E. West is very exciting for a number of reasons: (a) the neighborhood support is overwhelming and the local communities are very committed to the success of ACMS; (b) we are working towards the purchase of the school building from APS and we believe that owning our own facility gives us great potential for the life of the charter school.

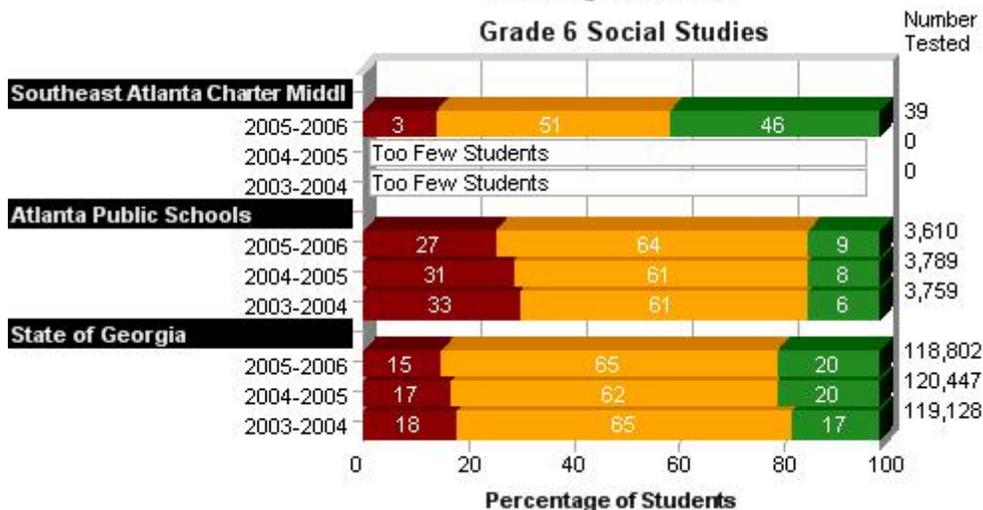
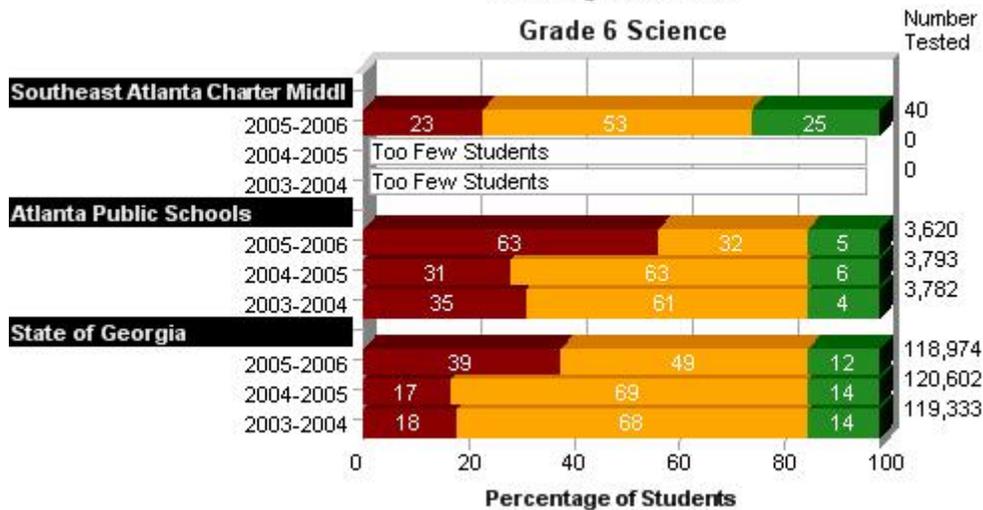
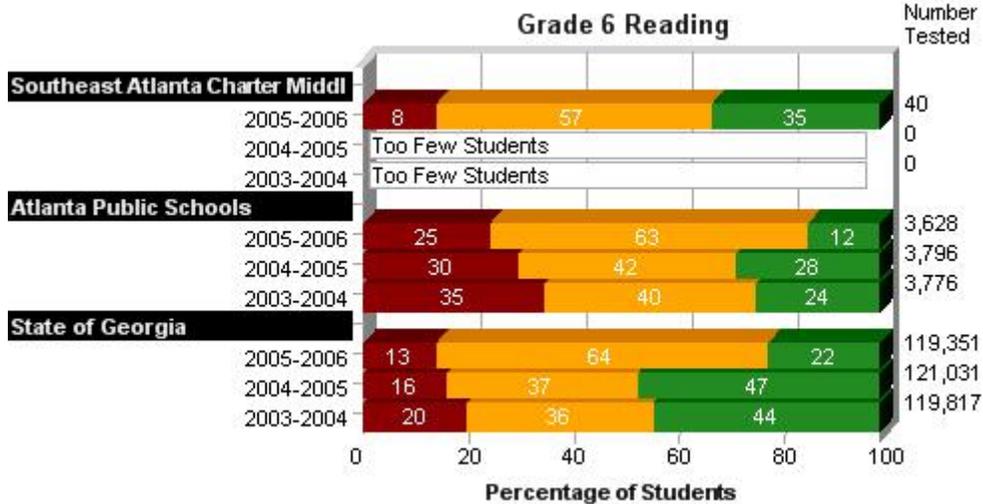
FINANCIAL ACCOUNTABILITY

| | |
|--|-----|
| Did school have surplus at the end of the 2005-2006 school year? | Yes |
| Did school have a reserve fund? If so, what percentage? | No |

TEST RESULTS

- Do Not Meet
- Meets
- Exceeds





BACONTON COMMUNITY CHARTER SCHOOL

Contact Information

Lynn Pinson
 260 Walton Street
 Baconton, GA 31716
 229-787-9999

Basic Facts

| | |
|----------------|------------|
| District | Mitchell |
| Type | Start-Up |
| Opened | 2000 |
| Grades Served | Pre-K - 12 |
| Enrollment | 602 |
| Title I School | No |

Mission

The mission of Baconton Community Charter School (“BCCS”) is to provide a safe, nurturing atmosphere in which to guide a diverse student body in the development of character and academic potential through a rigorous, content-rich, hands-on curriculum and on-going character enrichment that leads to an understanding of virtuous behavior and civic responsibility. High standards of teaching, study, and conduct, standards which lead to academic excellence and strong moral fiber, are central to the mission of BCCS. Parental involvement is critical to the BCCS mission.

Demographics

| | Baconton Community Charter School | Lamar Reese School of the Arts | Radium Springs Middle School | Mitchell County | Georgia |
|---|-----------------------------------|--------------------------------|------------------------------|-----------------|-----------|
| Distance from Charter School (in miles) | 0 | 9.5 | 10.2 | N/A | N/A |
| Total Population | 586 | 564 | 579 | 2,797 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 91% | 1% | 7% | 28% | 48% |
| Black | 7% | 99% | 92% | 67% | 38% |
| Hispanic | 1% | 0% | 0% | 4% | 8% |
| Asian/Pacific Islander | 1% | 0% | 0% | 0% | 3% |
| American Indian/Alaskan Native | 0% | 0% | 0% | 0% | 0% |
| Multiracial | 0% | 0% | 1% | 0% | 2% |

Special Populations

| | | | | | |
|-------------------|-----|-----|-----|-----|-----|
| ESOL | 0% | 0% | 0% | 2% | 3% |
| Gifted | 0% | 0% | 0% | 1% | 9% |
| Special Education | 12% | 12% | 14% | 12% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 44% | 77% | 75% | 77% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | Yes |
| Is your school in needs improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Our goal is for K students to score 75%ile in reading & math, 1st grade students to score 70%ile, and 2nd -11th grade to score 60%ile. The following data is from the 2005-2006 administration of Stanford Nine. In reading, 7 of the 12 grades tested met expectations. Five grades were 1-3 percentile points below our expectations. In math, 8 of the 12 grades met the expectations. 3 grades were 1 or 2 percentile points from our expectations. Kindergarten was a surprising 18% below our goal in math.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

Math expectations were greatly exceeded across the curriculum. 9 of 12 grades exceeded our goal. The curriculum in place is Saxon Math, integrated with the new GPS standards. For elementary reading, we use SRA Reading Mastery, a direct instruction program, and we integrate accelerated reader throughout elementary and middle school.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

BCCS received a Silver Award from the Governor for Greatest Gains in CRCT scores for 2006. The CRCT Reading score in 2006 for students meeting or exceeding in the 6th grade increased 25%ile points. 2-6%ile point increases were evident in 8th Reading, 5th and 7th math. Changes in the delivery of special education services and the implementation of the REWARDS program are credited for the improvement in middle grades reading. Continued emphasis on correct implementation of the Saxon Math program is credited for the gains in math.

The decline in 6th & 8th grade math may be attributed to the first year implementation of the new GPS standards. The cause of a sharp decline in 4th grade

math is unknown, but is being investigated. Other declines were a minimal 2-5%, which may be attributed to the growing difficulty of the material at each grade level.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

Yes, we do chart student performance from year to year. We make instructional adjustments according to the results of this data.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

Based on an analysis of student test scores, two new classes have been developed for the 2006-2007 school year. Students in grades 9-12 who scored below the 50th percentile in reading and/or math have been placed in a year-long course focusing on the development of reading and math skills. Ninth graders who scored below the 50th on SAT 9 and/or whose CRCT scores were low have been placed in a year-long High School Transitions class focusing on developing study habits and improving reading comprehension in lieu of a foreign language class. Students will have the opportunity to earn the foreign language credits beginning in tenth grade. Beginning in 2005-2006, students in grades 6-8 take a quarter-long reading skills class using the REWARDS program to enhance decoding and comprehension skills. Elementary students who scored below the 50th percentile are grouped accordingly for academic instruction. Kindergarten teachers completed a course in hands-on mathematics to assist them in improving math instruction at this level. Teachers have also reviewed the objectives for the Stanford 9 to determine where gaps in instruction exist. Though Kindergarten math scores were low in 2004-2005, it should be noted that first grade scores in math recovered in 2005-2006.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

100% of eleventh grade students earned Pass or Pass Plus on the Georgia High School Graduation Tests in Writing, English, and Math. All except one student (a special education student) passed the science and social studies tests, also. The student who did not pass science & social studies retook both tests in the summer and passed the social studies section. We are awaiting results of this student's third testing in science.

2.

BCCS partnered with Southwest Georgia Technical College to offer two college courses on campus through the ACCEL program. Approximately 15 students earned these college credit hours.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Yes. We enrolled over 300 families in the 2005-2006 school year. Enrollment is contingent on completing the family volunteer commitment. 99% of the families met their commitment.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

Each family enters their own volunteer time in a log book. The requirement is 40 hours per year for a married couple, and 20 hours per year for a single family. The log book is monitored at the end of each semester, and parents out of compliance meet with the BCCS Governing Board to develop a plan to correct the problem.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

Teachers are given strategies on encouraging parental involvement in the classroom. A Web-based grade book and communication system has greatly increased parental involvement with the teachers. An active PTO works diligently to provide bi-monthly programs that benefit our parents and give them important information about the school. Weekly newsletters are sent by school faculty and staff informing parents of the many opportunities that are available for them to be involved. The school also employs two volunteer coordinators to help match parents and community members with opportunities to volunteer in areas that are meaningful. Attendance at City Council Meetings and representation on the Downtown Development Authority keeps communication between the community and school open.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Attendance: BCCS has a 97.5% attendance goal. Students must not miss more than five days, nor be tardy more than five days to achieve this goal. The attendance rate for BCCS was the highest in our county, at 99%.

2.

CRCT Reading: Our goal is to have 90% or more of students meeting or exceeding standards on the CRCT in reading. Five of eight grades met this goal. Those grades that didn't meet the goal were 3rd (87%); 5th (83%) and 7th (88%).

3.

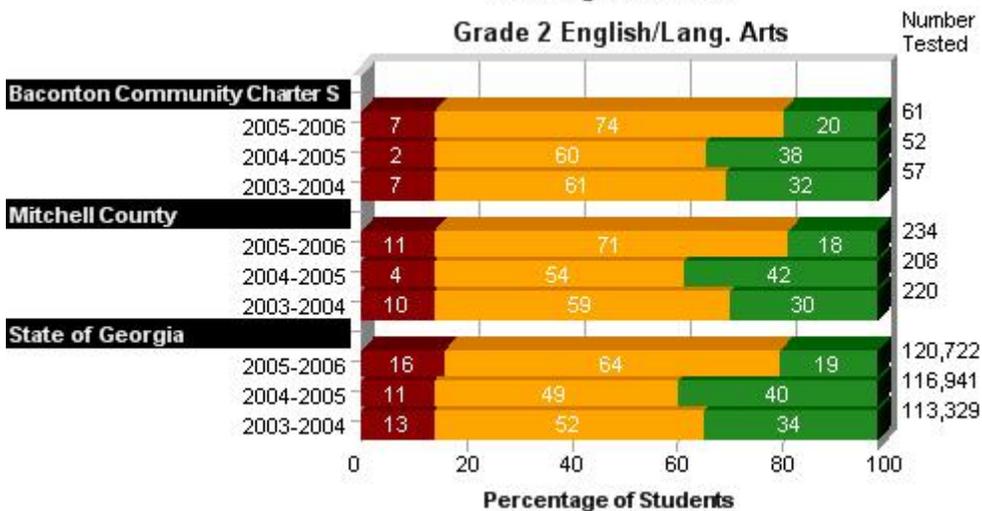
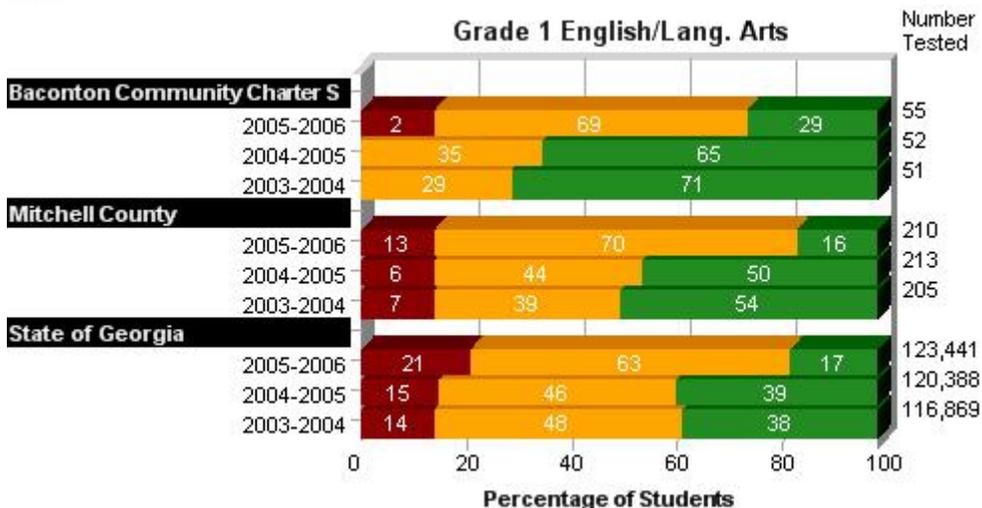
CRCT Math: Our goal is for 90% or more of students to meet or exceed expectations in math on the CRCT. We met this goal in 1st, 2nd and 3rd grades. Scores for those grades that didn't meet ranged from 75% - 87%.

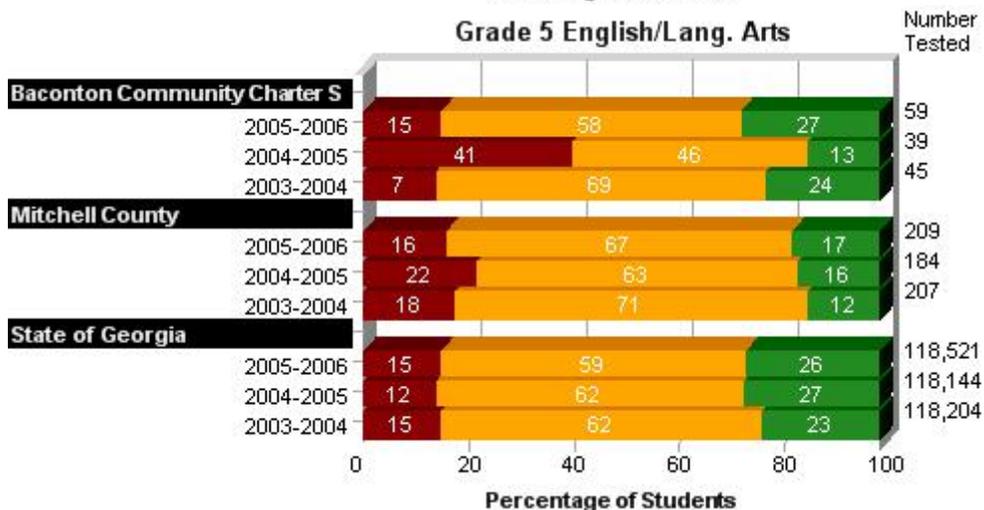
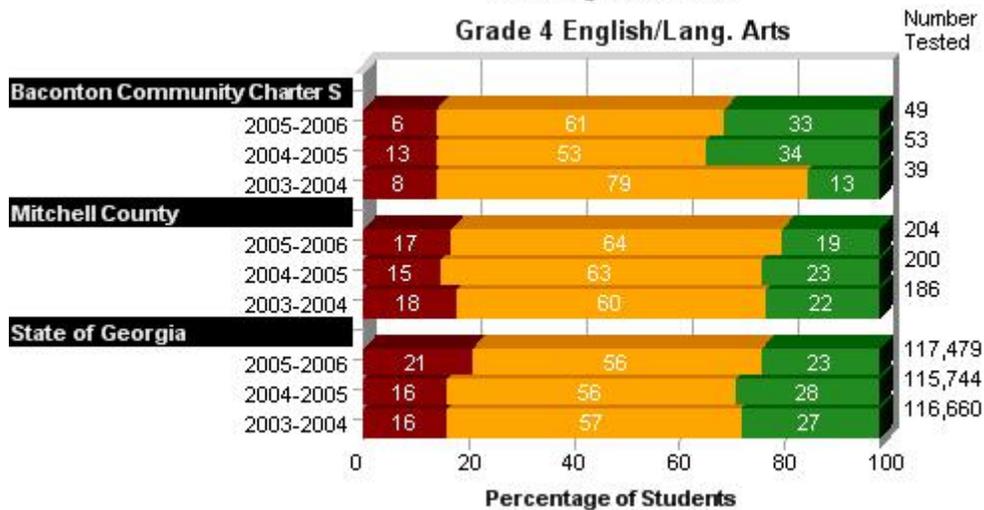
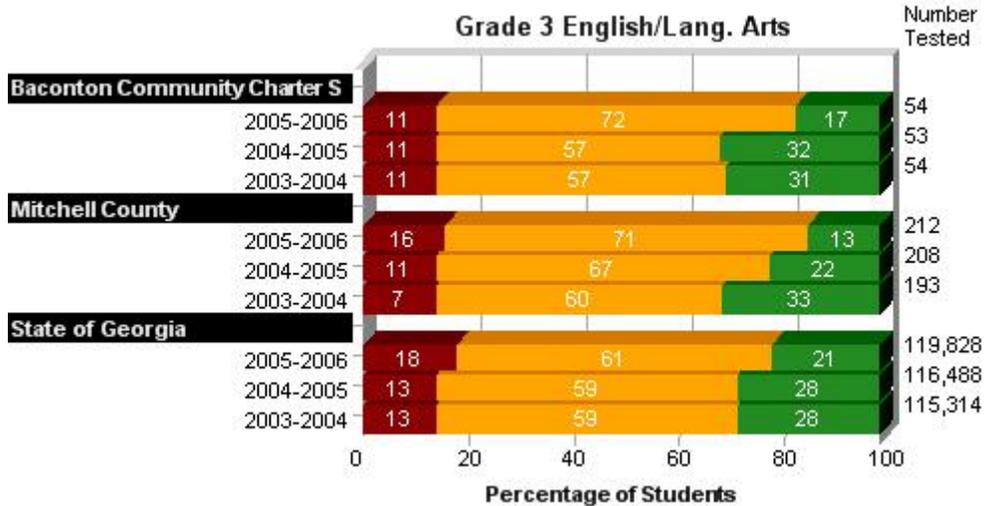
FINANCIAL ACCOUNTABILITY

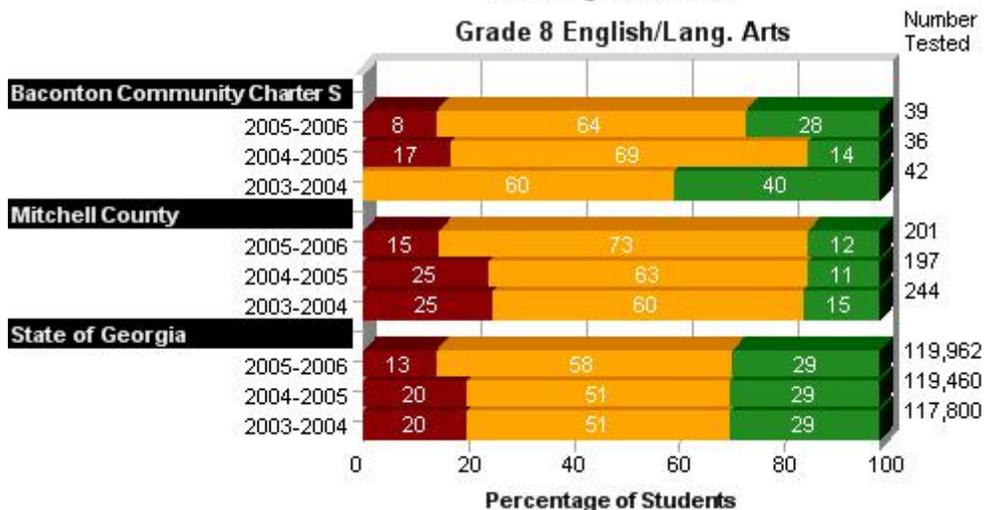
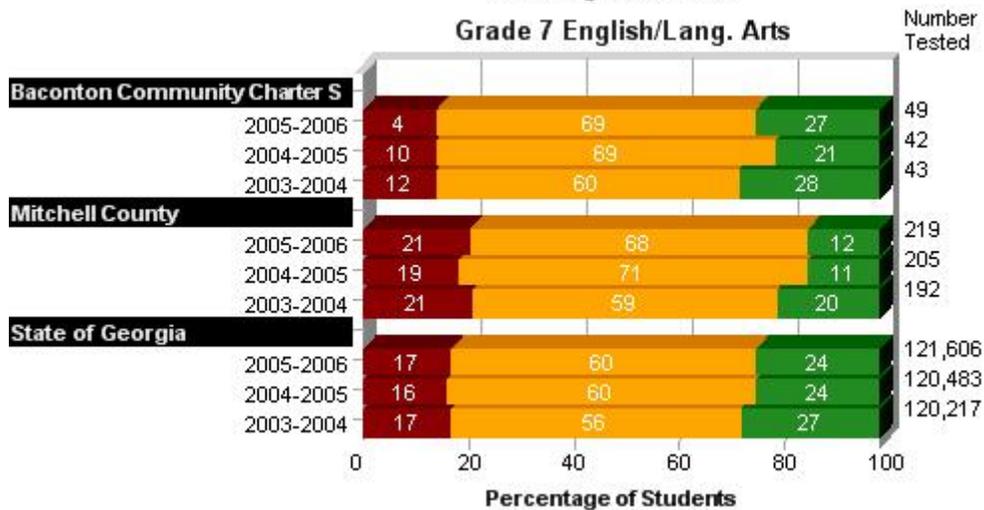
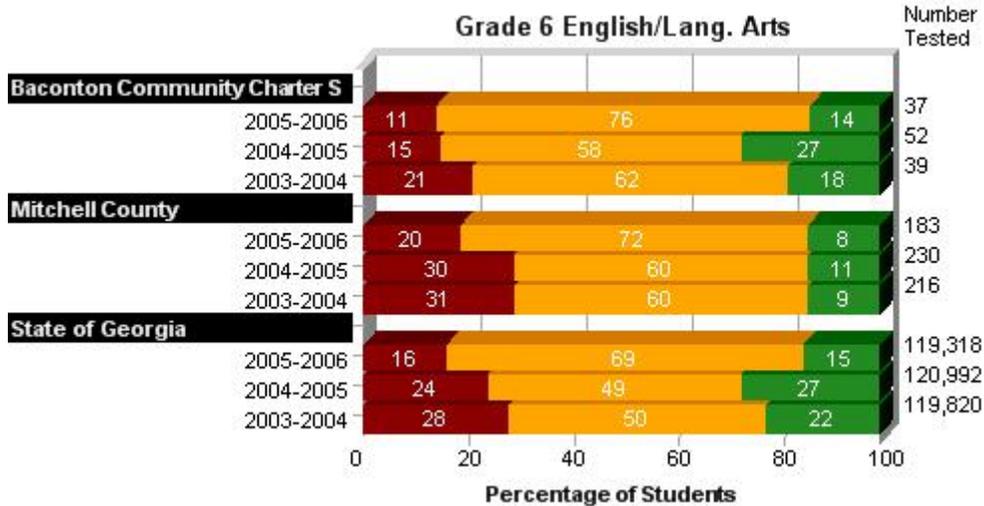
| | |
|--|----|
| Did school have surplus at the end of the 2005-2006 school year? | No |
| Did school have a reserve fund? If so, what percentage? | No |

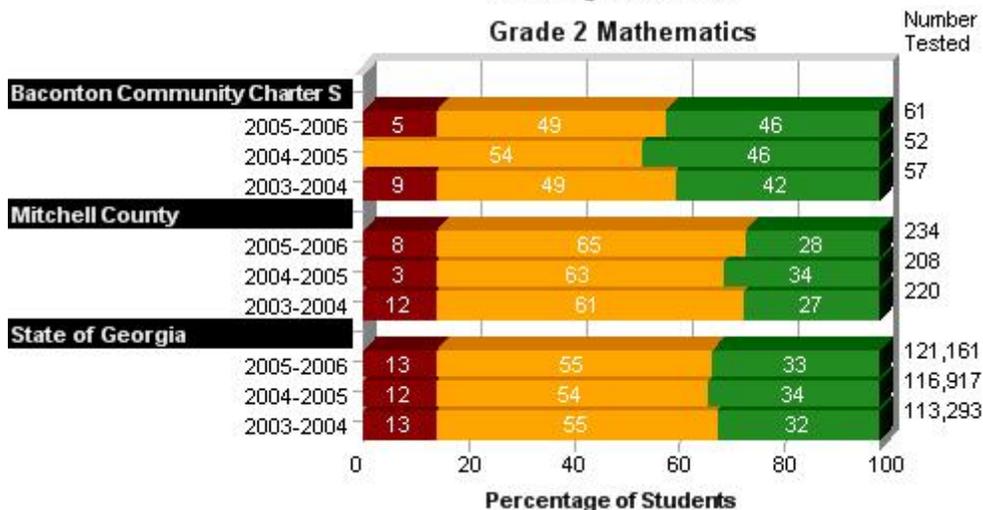
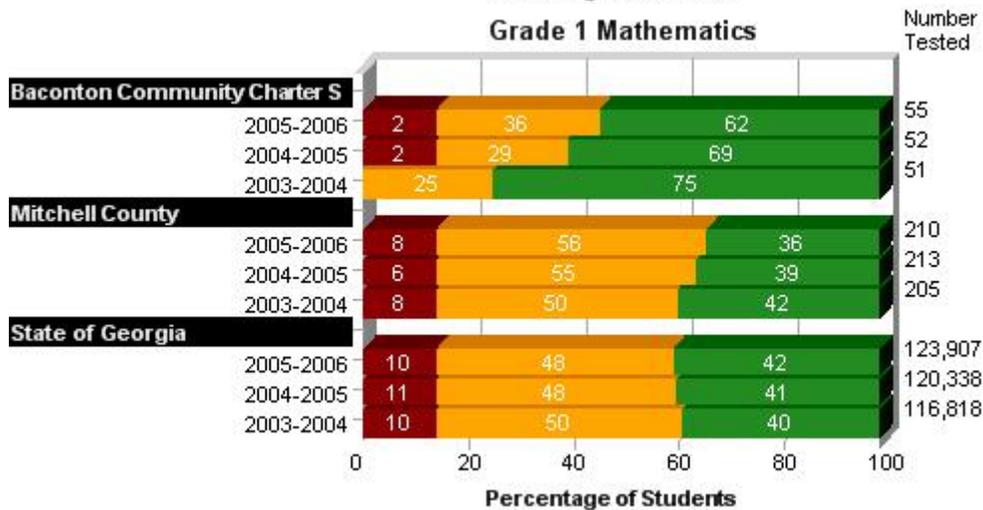
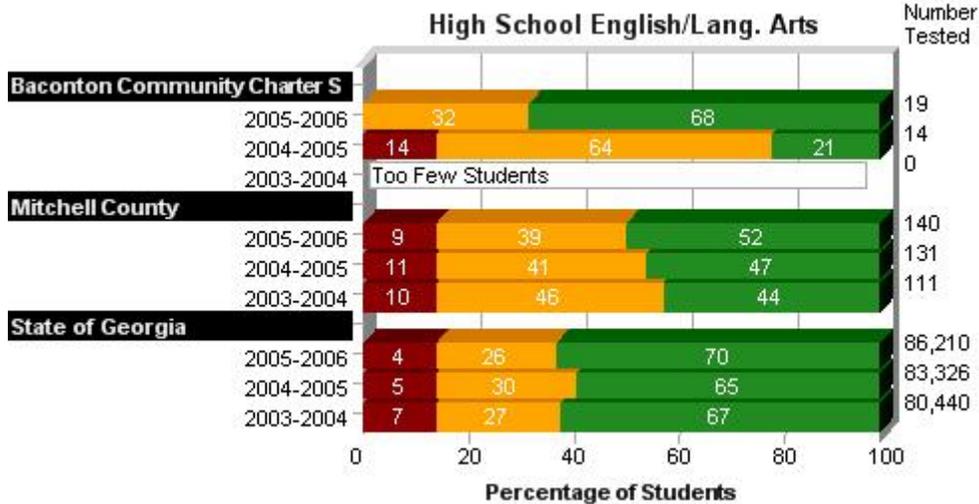
TEST RESULTS

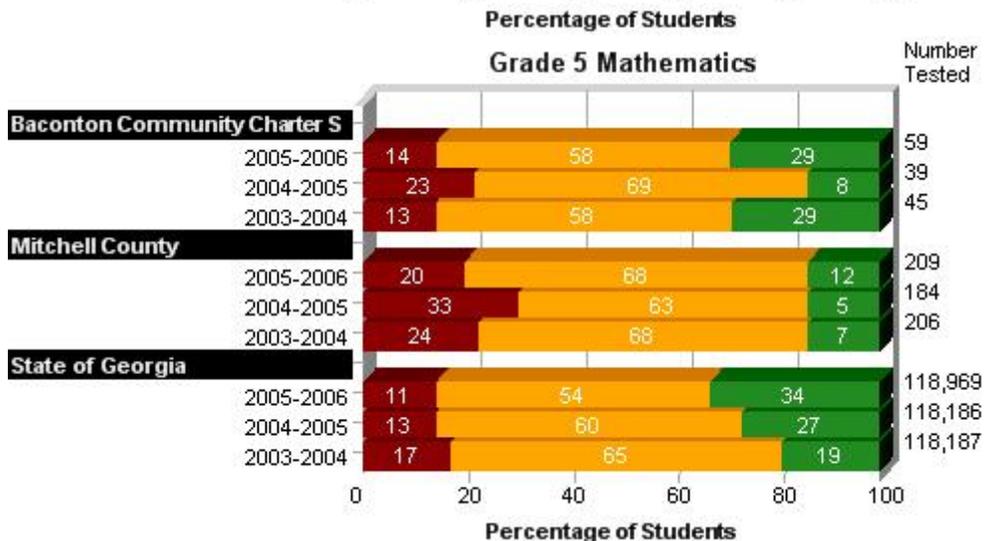
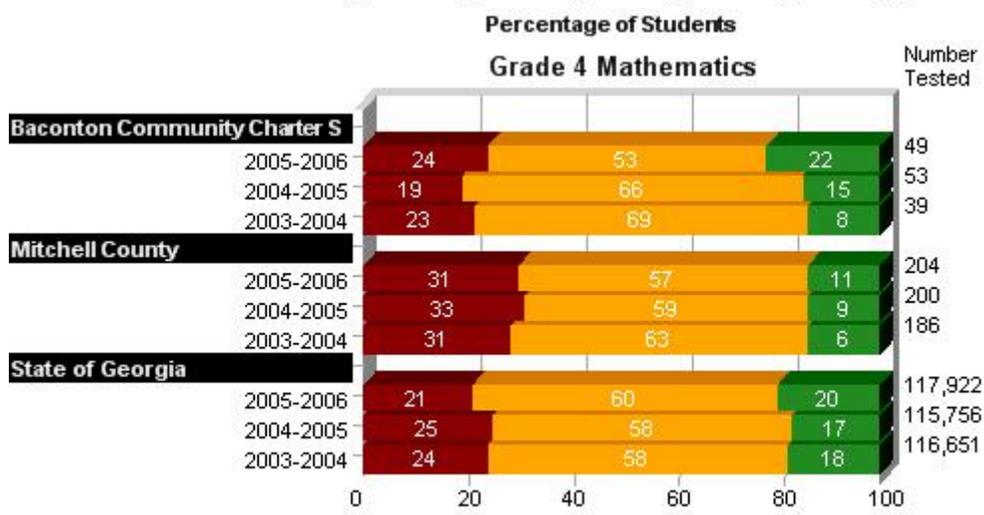
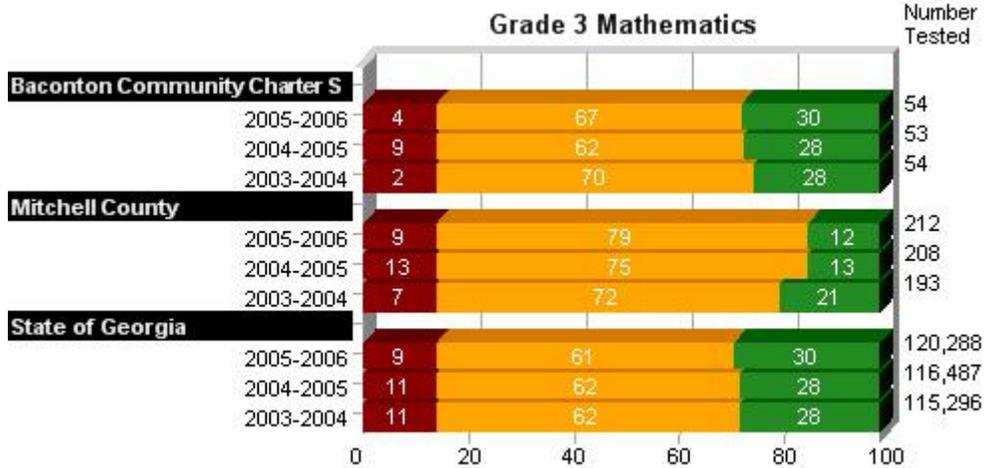
- Do Not Meet
- Meets
- Exceeds

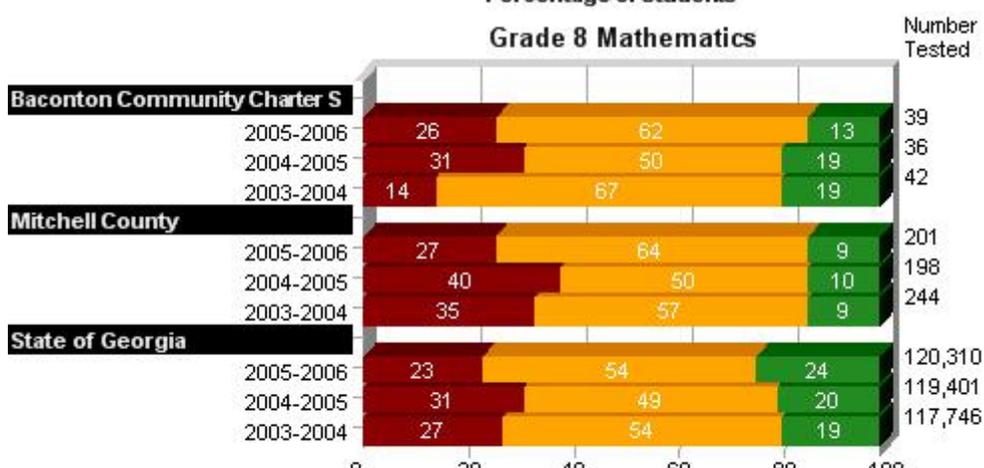
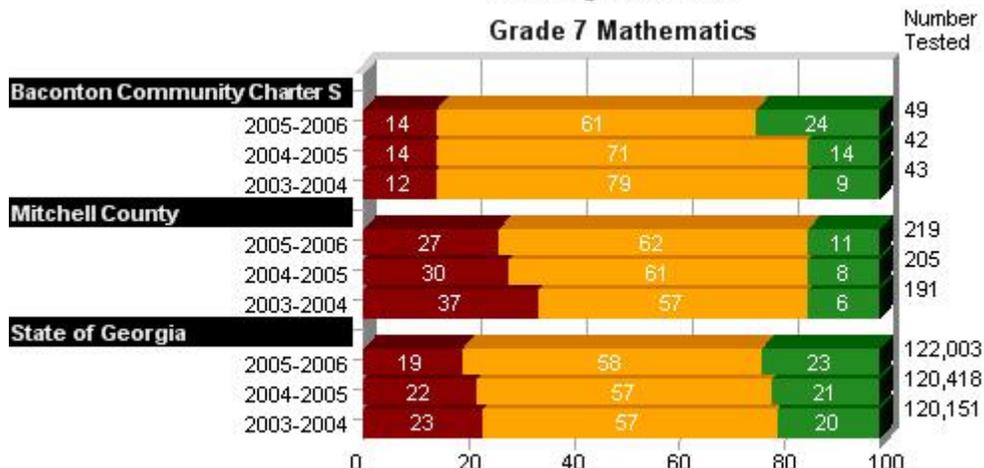
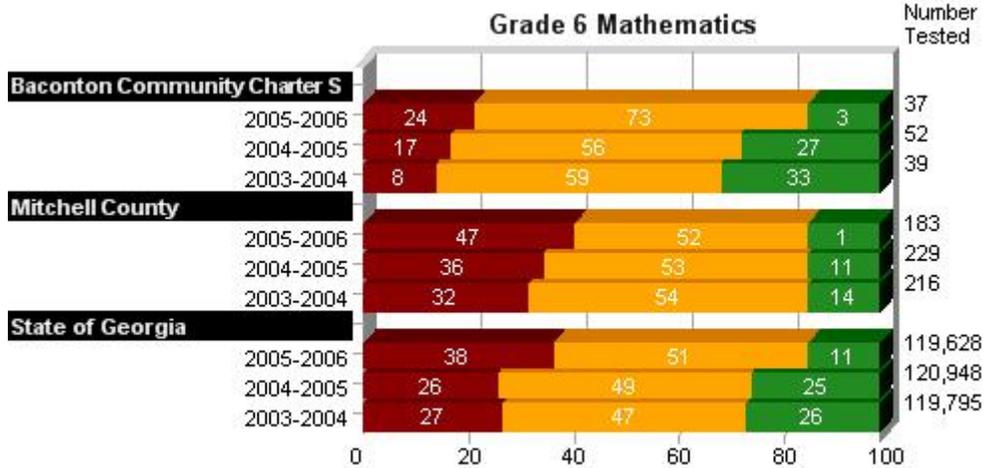


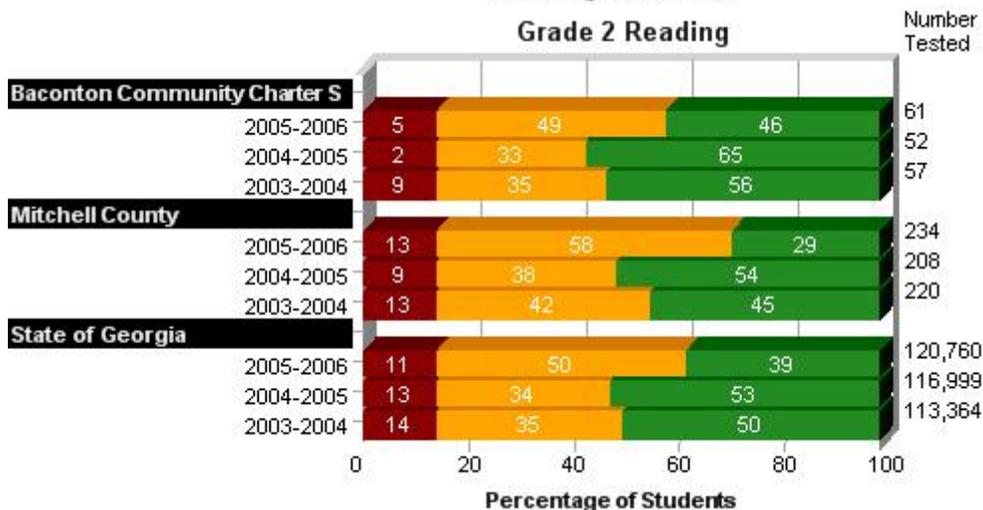
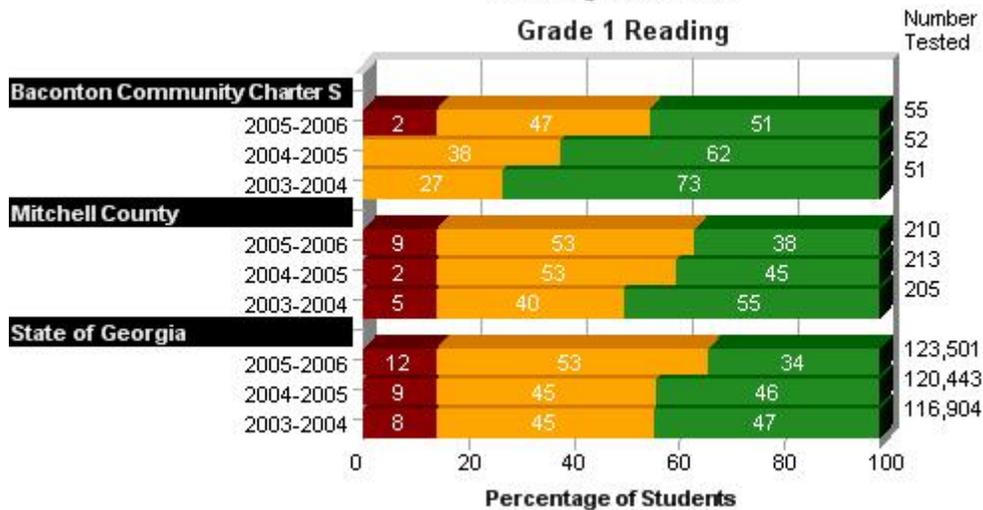
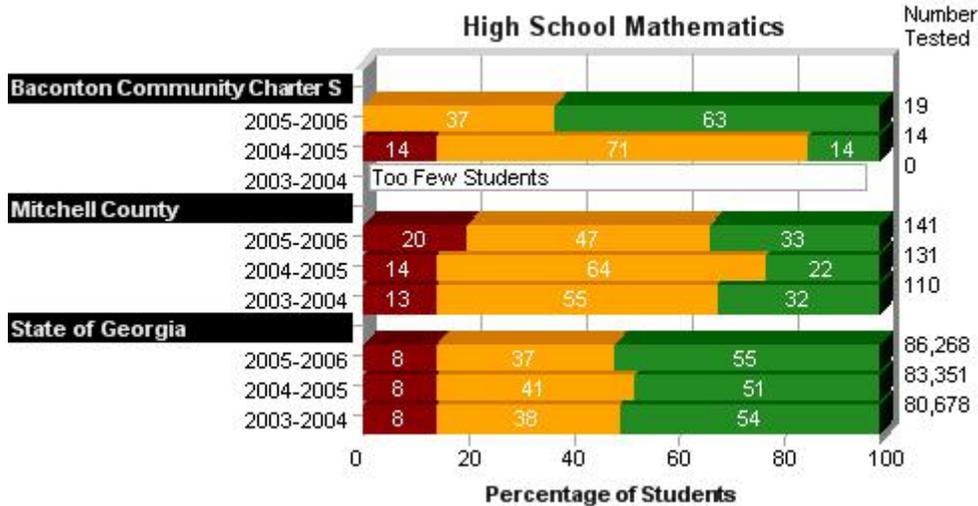


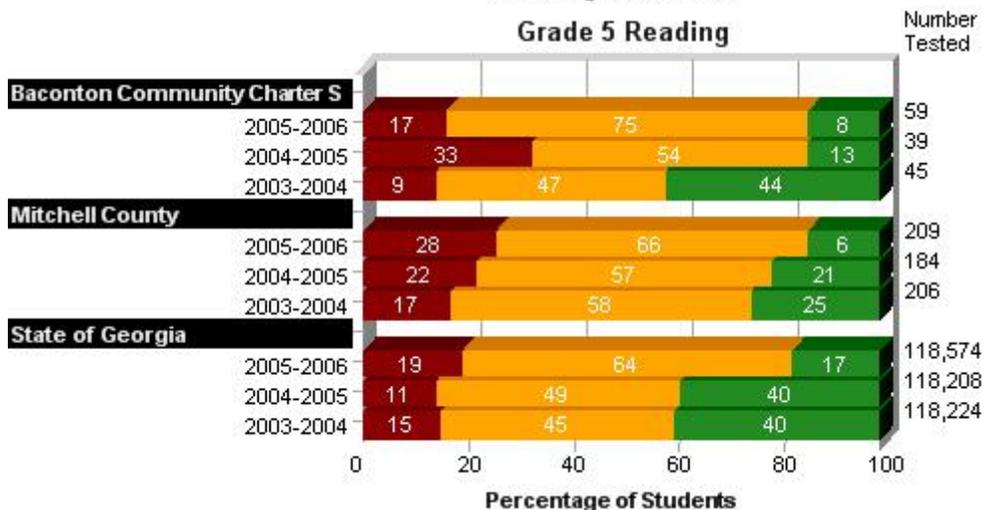
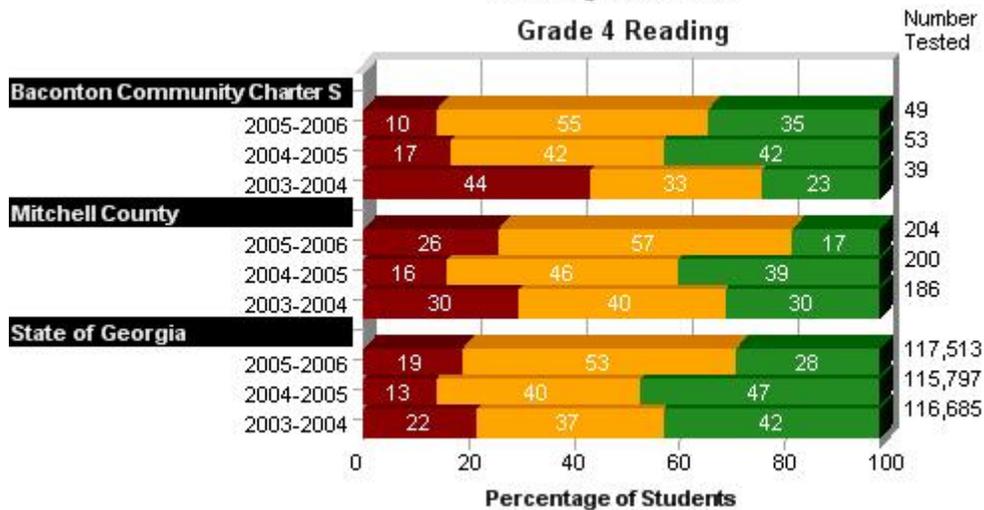
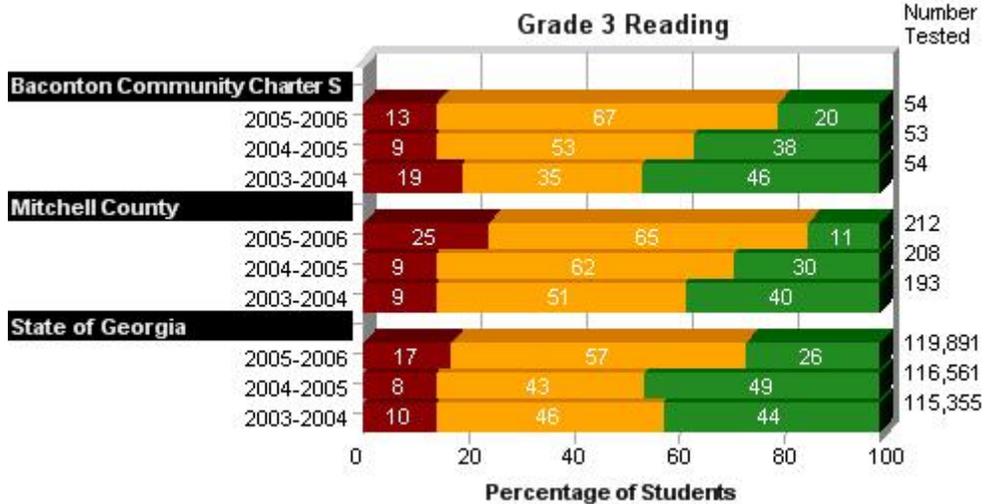


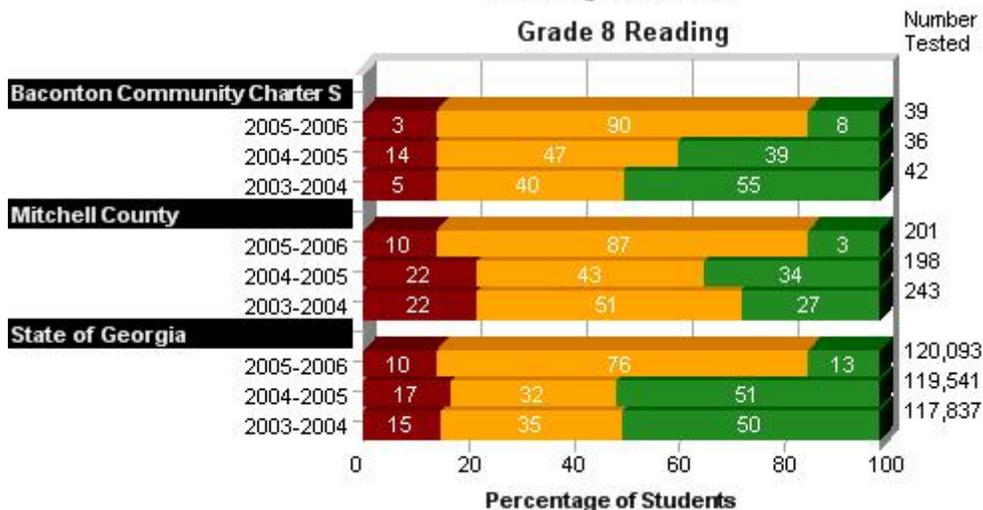
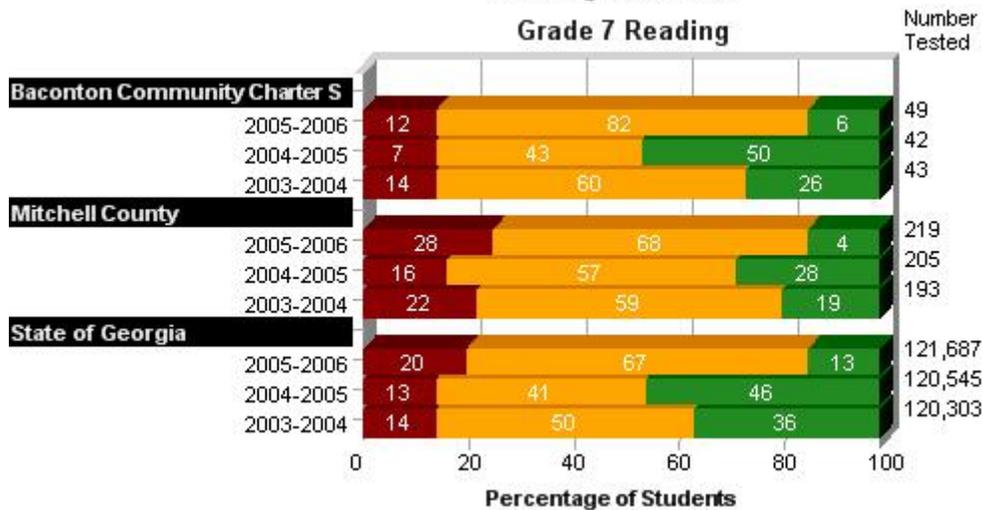
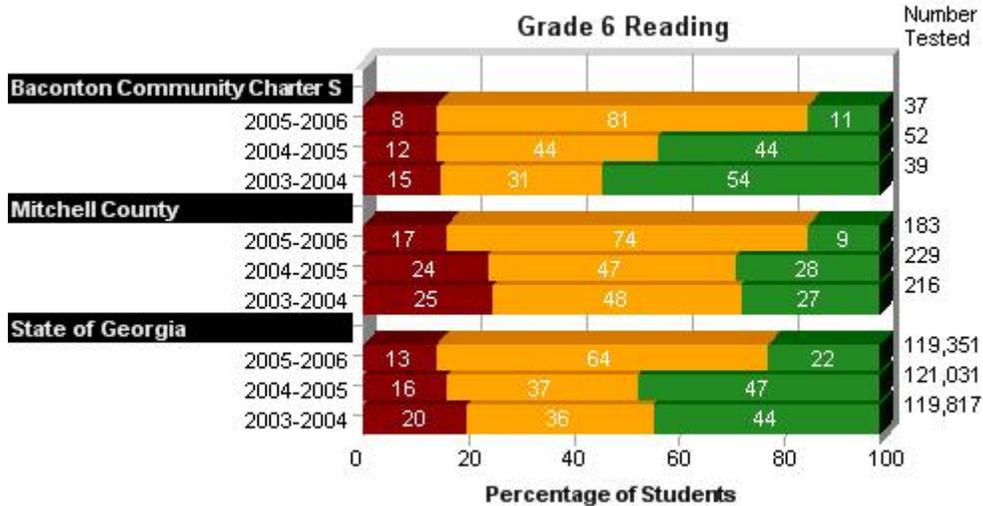


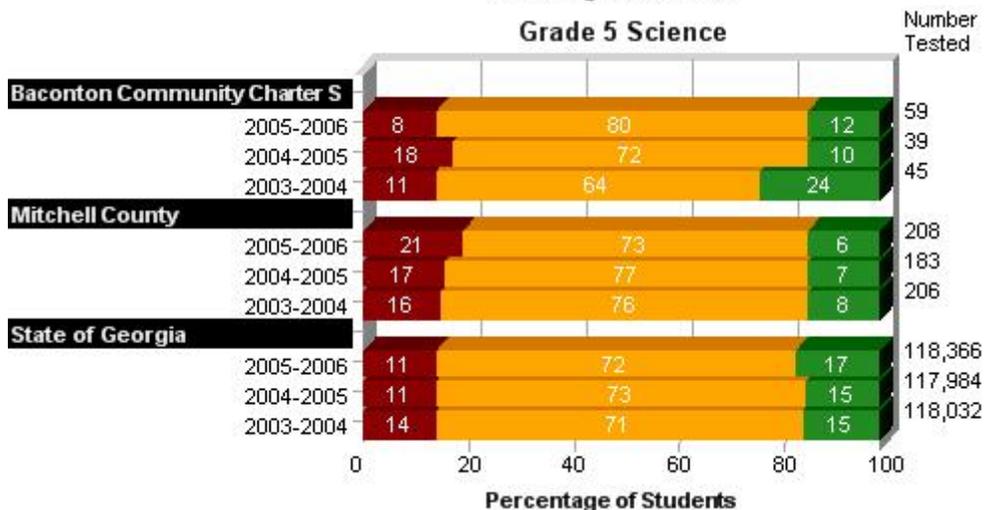
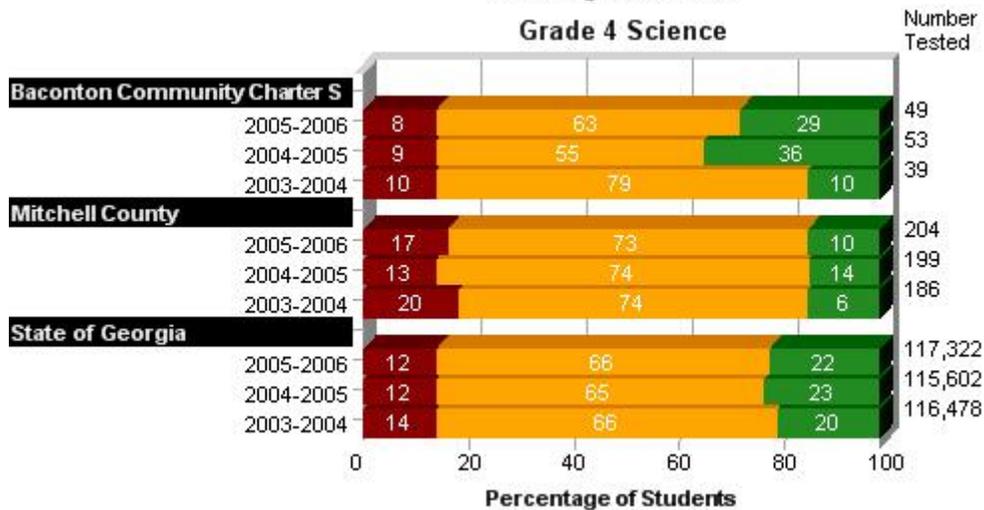
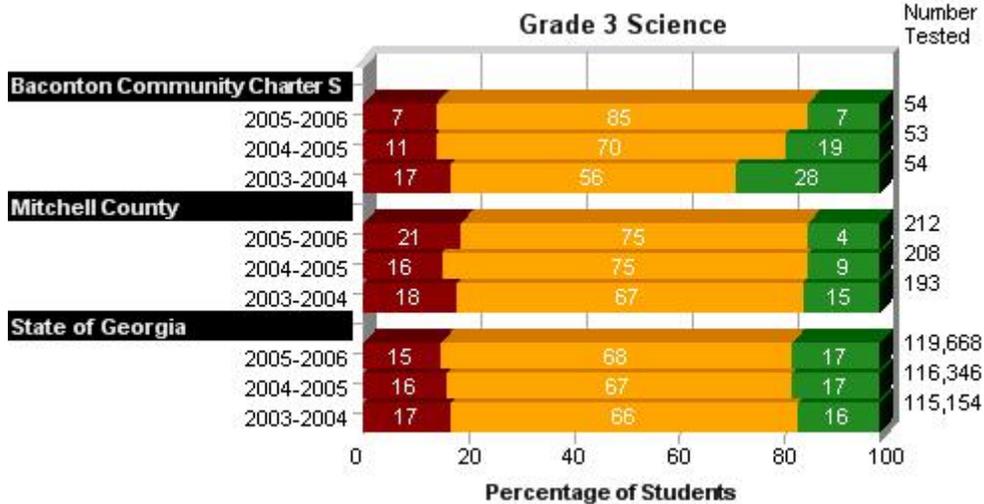


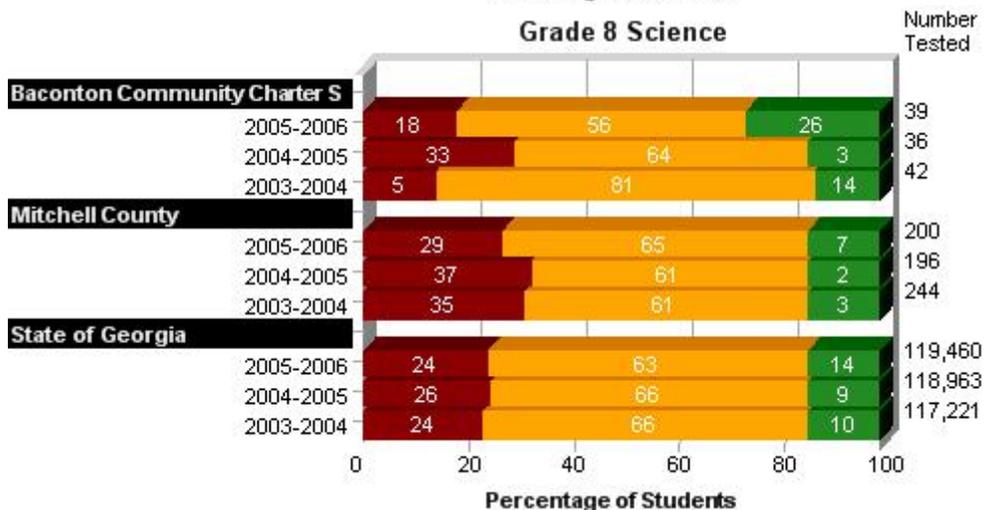
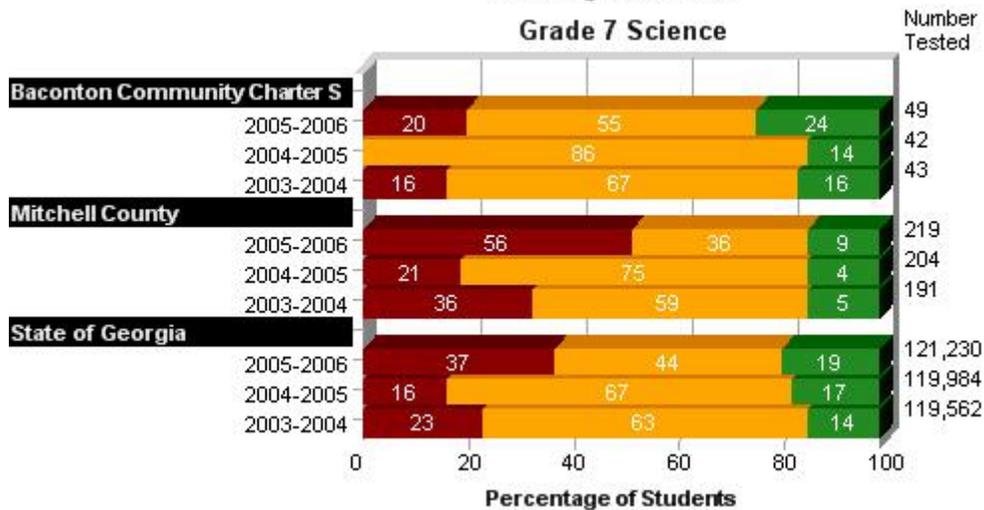
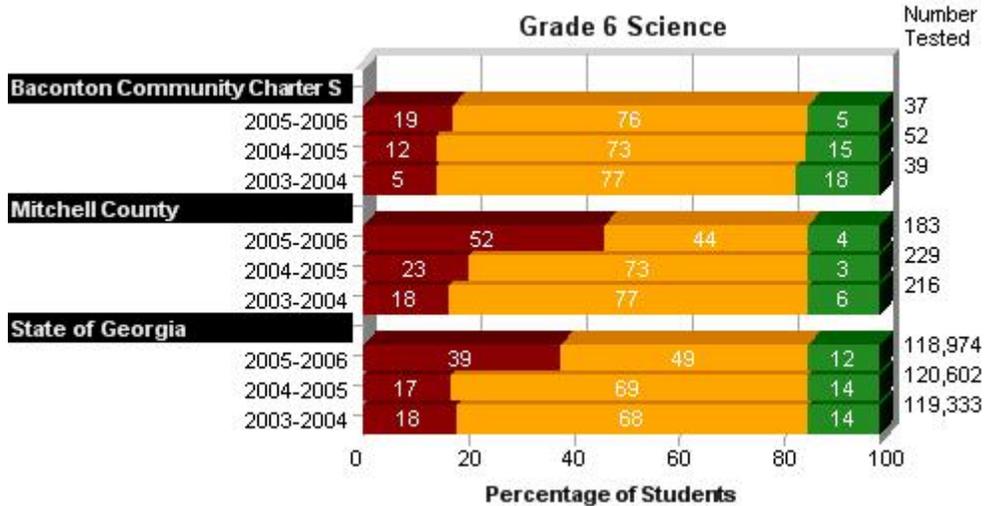


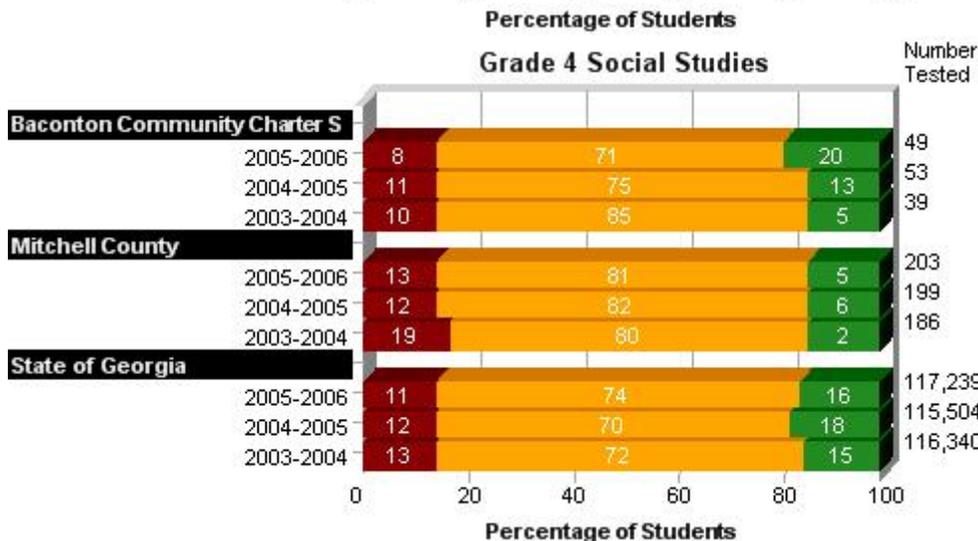
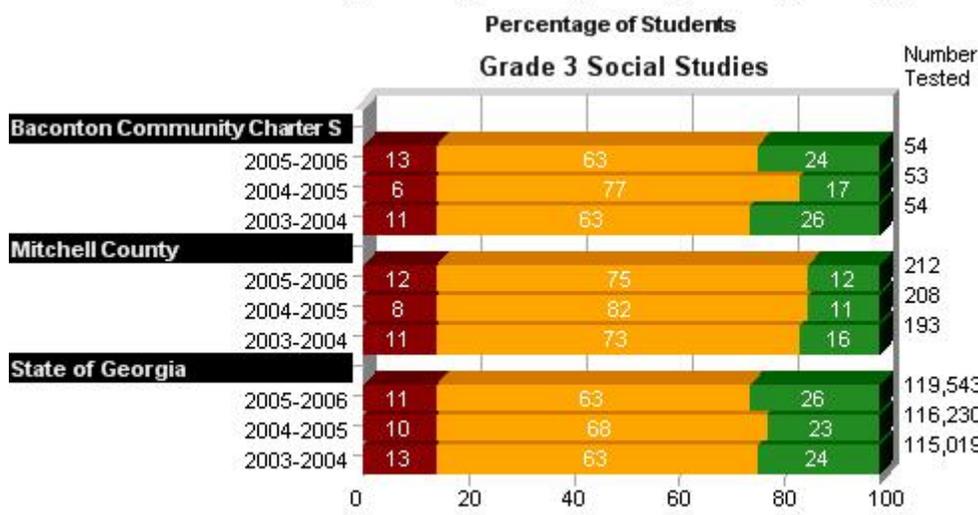
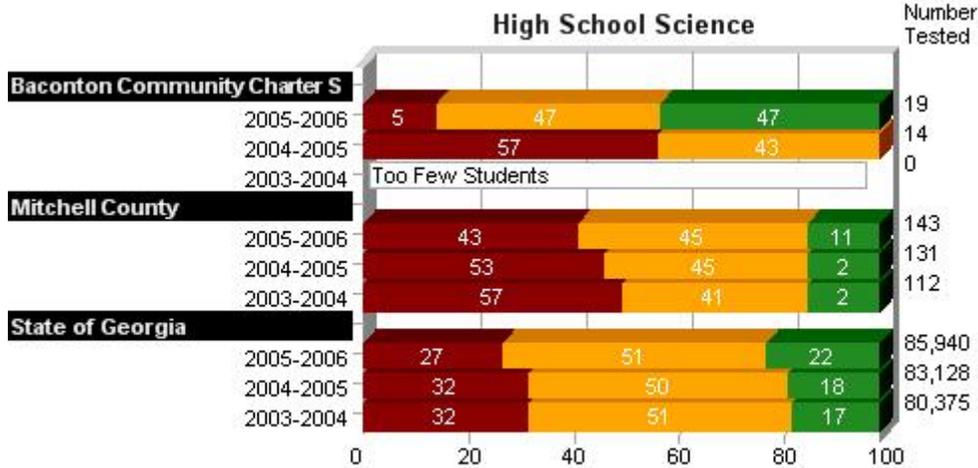


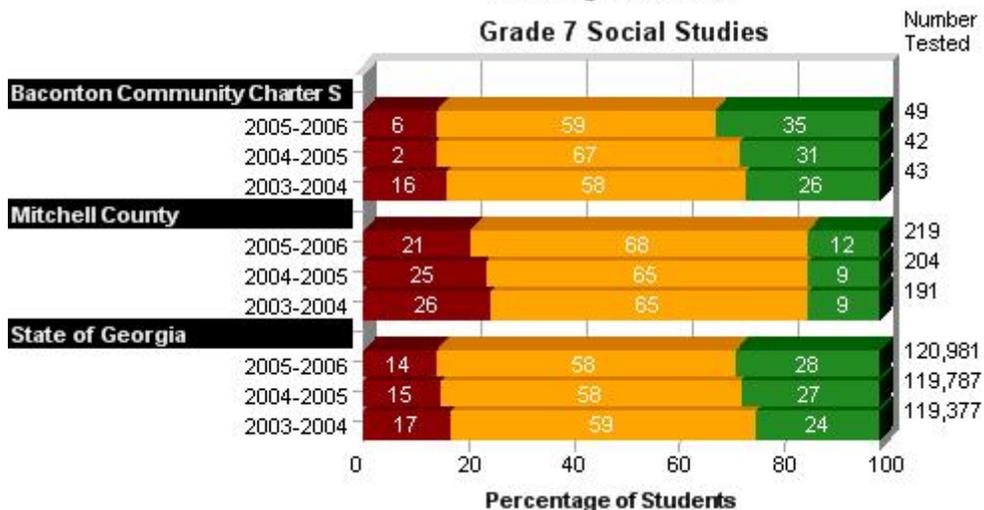
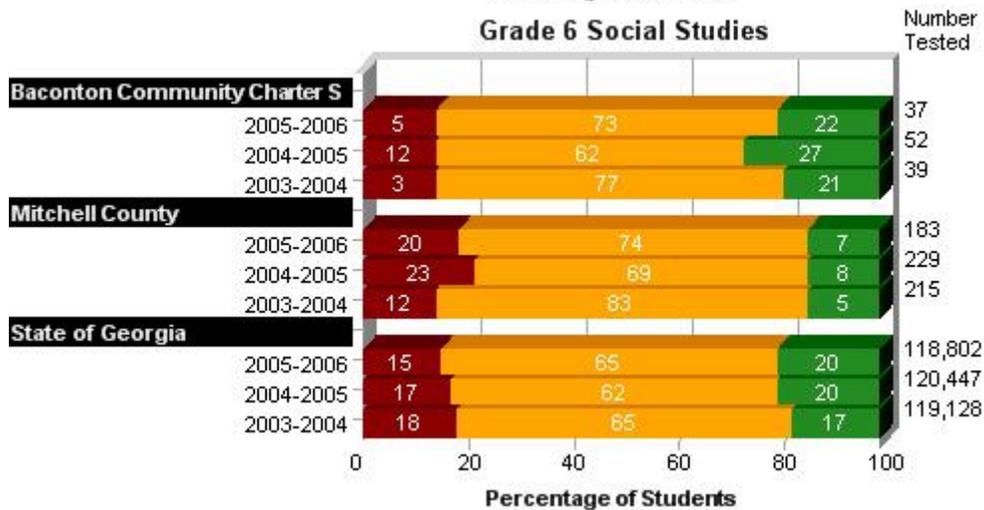
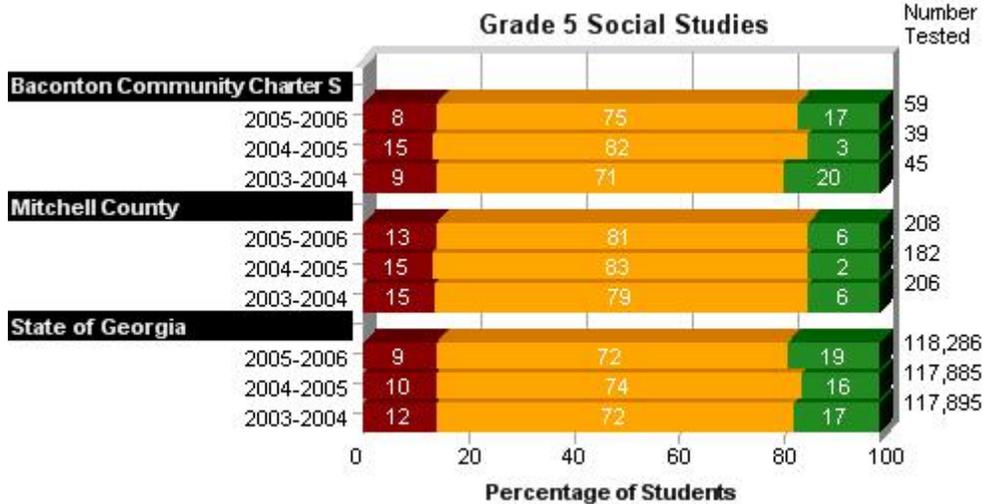


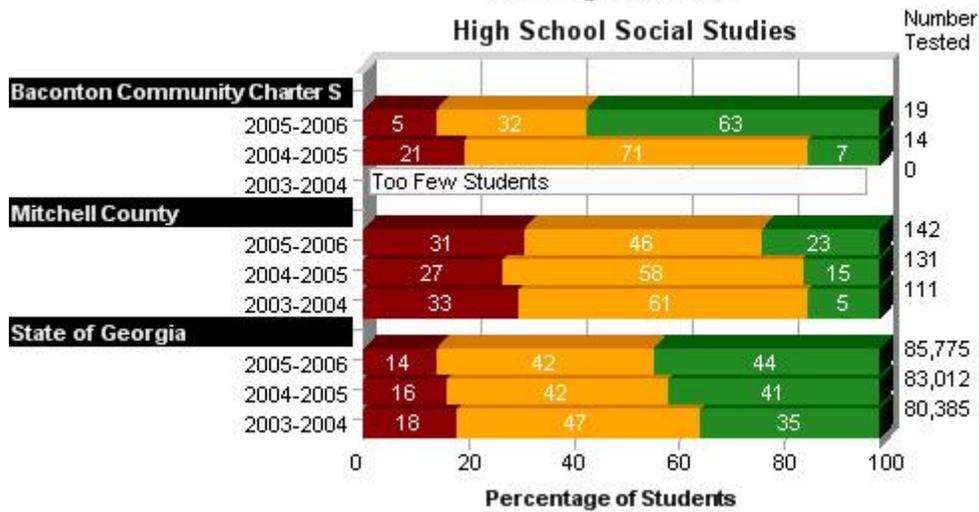
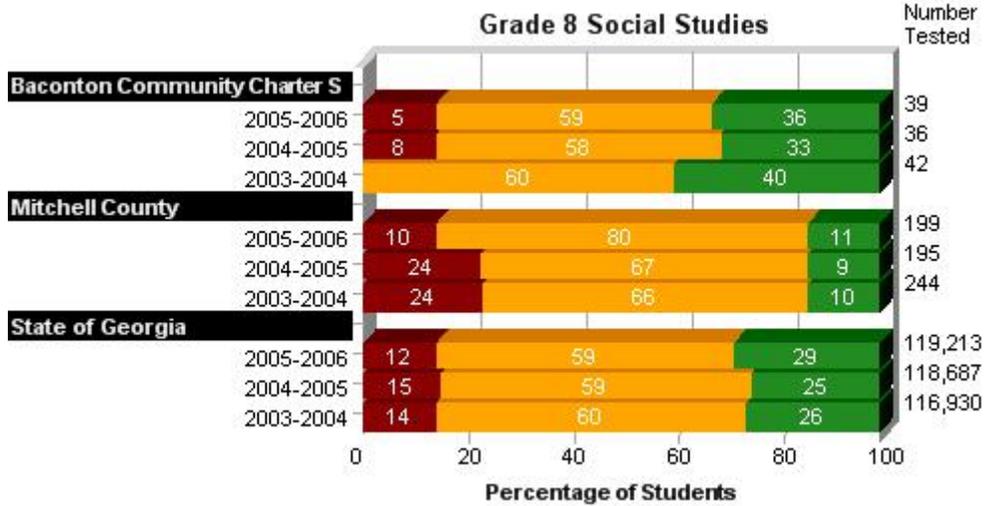












BERRIEN ACADEMY PERFORMANCE LEARNING CENTER

Contact Information

Gary Chapman
 1015 Exum Rd
 Nashville, GA 31639
 229-686-6576

Basic Facts

| | |
|----------------|----------|
| District | Berrien |
| Type | Start-Up |
| Opened | 2005 |
| Grades Served | 9 - 12 |
| Enrollment | 75 |
| Title I School | No |

Mission

The Berrien Academy will strive to provide students with equal access to quality educational programs and the necessary social services in an environment that allows students the opportunity to achieve their maximum learning potential.

Demographics

| | Berrien Academy Performance Learning Center | Berrien High School | Cook County High School | Berrien County | Georgia |
|---|---|---------------------|-------------------------|----------------|-----------|
| Distance from Charter School (in miles) | 0 | 1.2 | 12 | N/A | N/A |
| Total Population | 73 | 832 | 862 | 2,980 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 78% | 81% | 56% | 79% | 48% |
| Black | 18% | 16% | 40% | 15% | 38% |
| Hispanic | 4% | 3% | 3% | 4% | 8% |
| Asian/Pacific Islander | 0% | 0% | 0% | 0% | 3% |
| American Indian/Alaskan Native | 0% | 0% | 0% | 0% | 0% |
| Multiracial | 0% | 0% | 1% | 2% | 2% |

Special Populations

| | | | | | |
|-------------------|----|----|-----|-----|-----|
| ESOL | 0% | 0% | 1% | 0% | 3% |
| Gifted | 0% | 9% | 9% | 7% | 9% |
| Special Education | 0% | 9% | 10% | 13% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 64% | 50% | 51% | 62% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|--|------|------|
| Did your school make AYP? | <i>No. There are not enough students in this school for the AYP determination to be statistically reliable, therefore an AYP determination has not been made for this school. These students are included in the District and State AYP reports.</i> | N/A | N/A |
| Is your school in needs improvement? | No | | |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Our students' standardized test results did meet our expectations in our first year of operation, exceeded in the areas of mathematics and english language arts, and fell short in the areas of science and social studies.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

The percentage of Students Meeting and Exceeding Standards in SY 05-06 is 68.75%. 85.71 Percent Meeting and Exceeding Standard in 11th Grade - GHSGT English Language Arts and Mathematics. 99% of students passed the writing portion of the GHSGT. A 3-week review process was implemented prior to taking each GHSGT. In addition to whole group review, individualized assessment and prescriptive instruction occurred through USA Test prep and Links to Learning.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

During the first semester of 2006, students at Berrien Academy PLC increased their academic average from 70.8 to 84.7, an average gain of 14.1 points. Overall, 95.7% of students improved their academic average. The level of improvement was statistically significant. Math averages increased from 67.9 to 85.3, an average gain of 17.4 points. Overall, 95% of students improved. Language Arts increased from

66.4 to 84.4, and average of 18 points. Overall, 93.9% of students improved. Science Average increased from 72.7 to 83, an average increase of 10.3 points. Overall, 85.7% of students improved. Social Studies Average increased from 77.2 to 88, an average increase of 10.8 points. Overall, 75% of students improved.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

Berrien Academy PLC is in its first year of operation. Efforts to track student cohorts from year-to-year will be presented in the 2006-07 Annual Report.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

In our first year, Berrien Academy PLC maintained 16 high school completers (11 graduates and 5 certificates of attendance).

2.

The target population will consist of: (a) Drop-outs; (b) Pregnant students/ young mothers; (c) Students at-risk of non-completion of high school

Any student in the county who wishes to enroll will be given equal opportunity to attend. The majority of the student population will consist of students at risk of non-completion of high school, such as suspended students, dropouts, pregnant students/young mothers, and students needing alternative approaches to learning.

Keeping this target population in minds, Berrien Academy PLC can document some significant attitudinal changes of students regarding their time at the PLC. Based on an end of year internet-based survey, our students responded with the following:

- 95% stated they wanted to graduate high school.
- 88% stated their grades had improved since attending the PLC.
- 72% stated they had improved their school attendance.
- 76% stated they were more focused on their work at the PLC.
- 81% stated that they had new goals for their future.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

The level of community and parental support was overwhelming in our first year. This level of committment exceeded our expectations. Board meetings were well

attended by members, parent nights were well attended, monetary support prospered, and mentoring partnerships flourished.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

1,125 service learning hours were completed during the program year. This means, that students were out working in the community and gaining support of businesses, parents, school officials, and civic groups.

Business and Industry overwhelmingly supported internships and cooperative learning activities.

Vocational Colleges operated classes on-site.

50% of Berrien Academy PLC parents attended parent activities throughout the year.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

The Berrien Academy PLC has recruited additional parent members for its Board. The Rotary Club now provides sponsorships for BAPLC students to attend a week-long Leadership training at Emory University.

The BAPLC Board is developing an Honor Council for SY 2007-08.

BAPLC will continue to encourage involvement through newsletters, websites, an annual giving campaign, and an annual awareness campaign.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Goal 1: Decrease the drop out rate in Berrien County. Baseline data will be established at the end of SY2005-06. Each year, a new goal will be set for the following year for the duration for the charter. By the end of SY2008-09, the dropout rate for grades 9-12 will be below the dropout rate for the State of Georgia. The 9-12 drop out rate for SY 05-06 was 5.5%. The goal for SY 2006-07 is to decrease the 9-12 drop out rate for the system to 5%.

2.

Goal 2: Increase on-time graduation in Berrien County. Baseline data will be established at the end of SY2005-06. Each year, a new goal will be set for the following year for the duration for the charter. By the end of SY2008-09, the high school graduation rate will meet or exceed the graduation rate for the State of Georgia. The graduation rate for SY05-06 was 57.5%, an increase of .4% from SY04-05. The system goal is to increase the graduation rate to 75% in 2009. Incrementally, the goal for SY06-07 is to reach a graduation rate of 63%.

3.

Goal 3: Increase the number of students receiving vocational diplomas. Baseline data will be established at the end of SY2005-06. Each year, a new goal will be set for the following year for the duration for the charter. The number of students receiving a vocational diploma within the Berrien County school system will increase. We have decided to revise this goal and combine Goals 3 & 4. After many discussions with BOE staff and administrators, separating these two goals into vocational and college prep diplomas is misleading. Vocational diplomas might decrease as college prep diplomas increases. The overall goal was to increase regular education diplomas while decreasing certificates of attendance, special education diplomas, and drop outs. Therefore the new goal reads: Goal 3: Increase the number of students receiving vocational and college prep diplomas. Baseline data will be established at the end of SY2005-06. Each year, a new goal will be set for the following year for the duration for the charter. The number of students receiving a vocational diploma within the Berrien County school system will increase. 135 college prep and vocational diplomas were received during SY 2005-06, one more than the previous year. Eleven of these diplomas were awarded to Berrien Academy PLC students. Without these, the system's number of awards would have decreased in SY 05-06. During SY 06-07, the number of regular education diplomas will increase by 5%.

4.

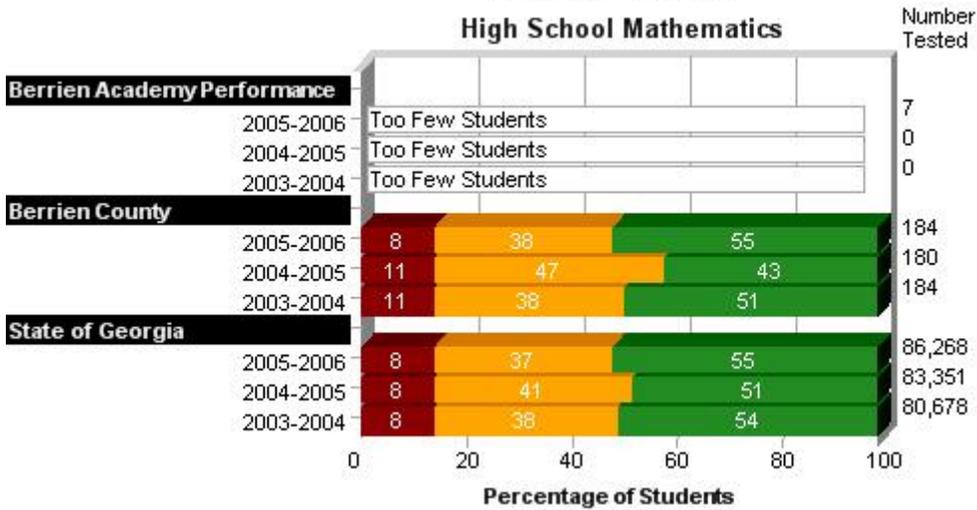
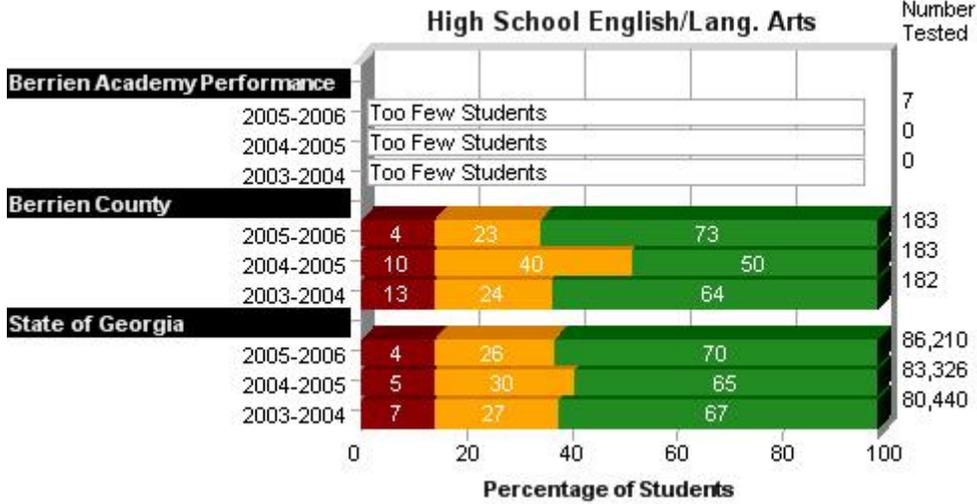
Goal 4: Increase the number of students receiving college preparatory diplomas. Baseline data will be established at the end of SY2005-06. Each year, a new goal will be set for the following year for the duration for the charter. The number of students receiving a college preparatory diploma within the Berrien County School System will increase. See Goal 3.

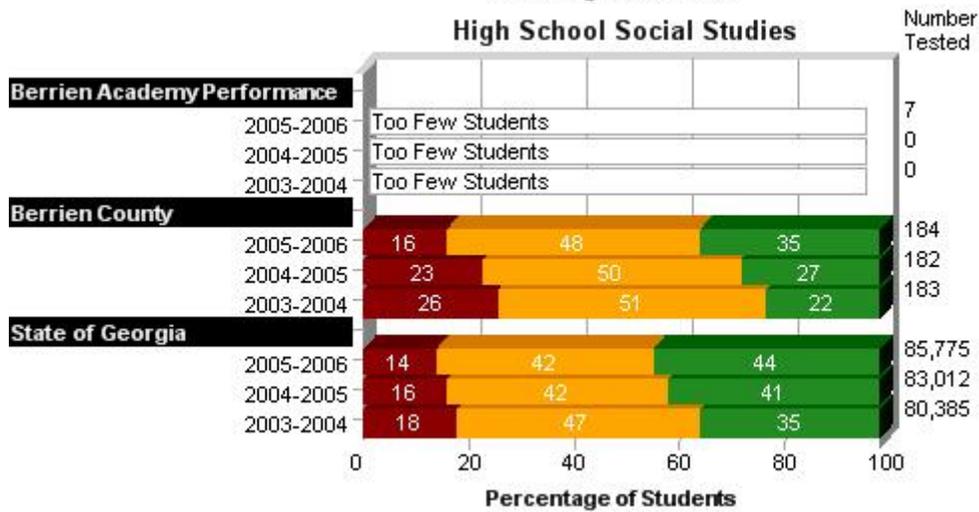
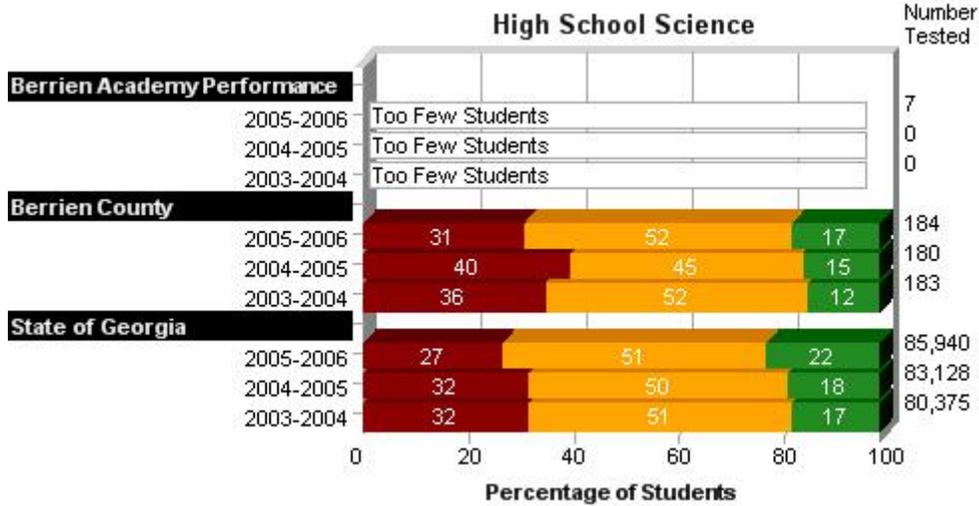
FINANCIAL ACCOUNTABILITY

| | |
|--|----|
| Did school have surplus at the end of the 2005-2006 school year? | No |
| Did school have a reserve fund? If so, what percentage? | No |

TEST RESULTS

- Do Not Meet
- Meets
- Exceeds





BISHOP HALL CHARTER SCHOOL

Contact Information

Richard E. Johnson
 1819 E. Clay St.
 Thomasville, GA 31792
 229-227-1397

Basic Facts

| | |
|----------------|----------|
| District | Thomas |
| Type | Start-Up |
| Opened | 1999 |
| Grades Served | 9 - 12 |
| Enrollment | 110 |
| Title I School | No |

Mission

Our mission is to provide students with academically sound and individually relevant curricula and social services within a caring, and challenging environment which builds self-respect, self-reliance, and healthy decision-making skills. Ultimately, our goal is to equip students with the necessary skills to become successful, lifelong learners and socially competent, productive members of the global community.

Demographics

| | The School at Bishop Hall | Thomasville High School | Thomas County Central High School | Thomas County | Georgia |
|---|---------------------------|-------------------------|-----------------------------------|---------------|-----------|
| Distance from Charter School (in miles) | 0 | 1.2 | 1.4 | N/A | N/A |
| Total Population | 112 | 789 | 1,499 | 5,408 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 70% | 16% | 62% | 63% | 48% |
| Black | 29% | 82% | 35% | 33% | 38% |
| Hispanic | 1% | 0% | 2% | 2% | 8% |
| Asian/Pacific Islander | 0% | 0% | 1% | 1% | 3% |
| American Indian/Alaskan Native | 0% | 0% | 0% | 0% | 0% |
| Multiracial | 0% | 1% | 0% | 1% | 2% |

Special Populations

| | | | | | |
|-------------------|----|-----|-----|-----|-----|
| ESOL | 0% | 0% | 0% | 0% | 3% |
| Gifted | 0% | 0% | 4% | 6% | 9% |
| Special Education | 0% | 11% | 12% | 16% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 46% | 68% | 50% | 56% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | Yes |
| Is your school in needs improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Our graduation test scores (GHS GT) suffered a bit as we voluntarily accepted a cohort of students that the traditional high school believed would not graduate from a school with a traditional setting and traditional instructional approach. These students were seriously functioning below grade level. Math, Writing and Language GHS GT scores were acceptable given our clientele, but, even though our science and social studies scores improved once we eliminated NovaNet, we know we must try a different approach with these students.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

Last year, 100% of our students passed the GHS GT writing test. This was significant since we took on the responsibility of a number of high school students who were reading at well below high school grade school level. Our graduation coach designed a week-long workshop for each of these students who had failed the graduation writing test before. She was obviously successful. We will continue employing this workshop with students whose writing skills are below expectations.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

According to CISGA, our students' performance increased in each of the four academic areas based on their previous placement (Math increased by 22% from an average grade of 63.9 to an average grade of 86.4; social studies increased by 9% from 74% to 83%; science increased by 17% from 67% to 84% and Language increased by 16% from 68% to 85%). We did not track performance within Bishop Hall from year to year. However, our students did show a significant increase in Carnegie Units earned per student from the previous year (1.2 credit increase per student data from CISGA).

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

We have not tracked our students by grade level comparing year to year. We probably should, but the pattern we do notice subjectively is that once they learn our system they progress at a dramatically improved rate.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

We are more concerned with our GHSGT results, particularly in the area of science and social studies. We are making a concerted effort this year to attack this problem by utilizing the USATestPrep website, KeyTrain software and an intensified science/social studies schedule/curricular adjustment. This includes the opportunity for students to take remedial classes designed to help them with test-taking skills and content-focused instruction.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

Graduation rate for Thomas County (the most important measure in our charter) reached its highest level in 2006 (73%) as compared to 70% the last two years. We use our own county measure focusing on incoming 9th graders and graduates three years later since DOE rates have been inconsistently measured. Regardless of the process, graduation rates in the county have steadily increased since Bioshop Hall has been instituted.

2.

Over the last 7 years, Bishop Hall has directly increased the county graduation rate by at least 2.9% through 6.9% with increases every year.

3.

Overall academic GPA has increased by nearly 20 points across the board for students after entering Bishop Hall Charter School. 93.7% of students have improved their GPA after enrolling at Bishop Hall.

4.

Student suspensions prior to enrollment averaged 14 days per year for a cohort of our student population. Following their first year at Bishop Hall those students averaged less than one day (.7 day) suspension per year.

5.

Attendance prior to enrollment at Bishop Hall Charter School, students averaged 88.4% attendance. Following enrollment at Bishop Hall, attendance rose to 99%.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Yes. USC completed a research project involving community collaboratives and charter schools. They featured Bishop Hall in the lead of their article published in last October's KAPPAN magazine. This year we just finished our SACS Peer Team Review and recieved commendations regarding our parent and collaborative support.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

We hold bi-monthly Bishop Booster meetings on Monday evenings. Our parental attendance runs from 20%-40%. We have several open houses during the year and we push hard for parental interaction. We are always searching for new community partners through our externship program. This year we will document the number of student hours connected to community partners through our experiential program.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

We actively participate in community volunteer efforts (Hands on Thomas County). This creates visibility and a positive attitude in the community about our school. Parents are required to donate at least 4 hours to the school. We communicate with our parents on a regular basis through our Booster organization and our social services coordinator.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

One of our goals is to intensify our approach to teaching to the MULTIPLE INTELLIGENCES by restructuring our classroom approach, increasing experiential education opportunities and exposing our instructors to a PROJECT LEARNING component similar to HIGH TECH HIGH, selected by the Gates Foundation as a model high school for the 21st century. Seven teachers have given up part of their fall break to attend classroom sessions at HIGH TECH HIGH in San Diego during the month of October in order to observe their unique and highly successful teaching techniques. Every student will be involved in Project Learning opportunities each semester.

2.

One of our goals is to "maintain the low dropout rate" in Thomas County which was 4.5% when we first opened Bishop Hall. It has dropped as low as 1.5% and is currently 2.9% (according to GADOE).

3.

Another goal is to increase the number of diplomas with "vocational" or "tech prep" seals earned by Thomas County students. We have averaged 20 graduates per year since our inception, all earning vocational/tech prep seals at least. We require all of our students to pass at least one class at the local technical college (Southwest Georgia Technical College) and a representative from that institution attends all of our graduation ceremonies awarding golden cords to each deserving graduate.

4.

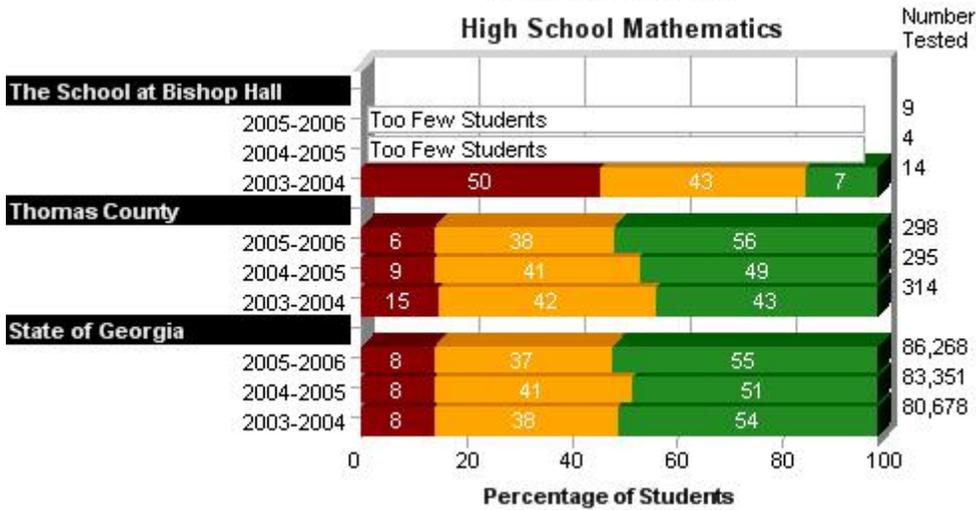
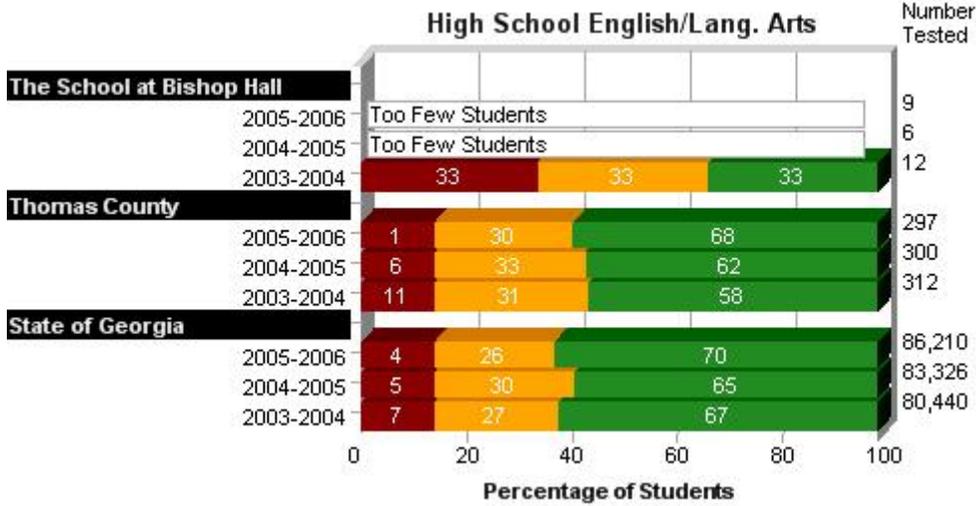
A goal that has suffered a bit of late is attempting to graduate more students with an earned "college prep" seal. Due to the change from technical school to technical college, more students are opting for the "vocational/tech prep" seal on their diplomas. Thus, fewer of our students are attempting the extra academic load required for the more "advanced" diploma. Nevertheless, each year a very few successfully complete these requirements and we are negotiating a closer relationship with the local university in attempts to offer a dual enrollment program for eligible students.

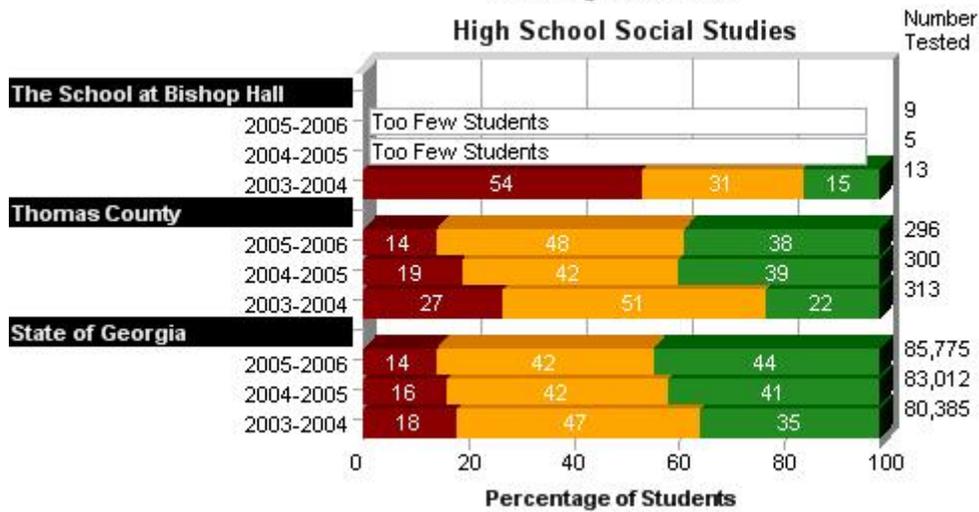
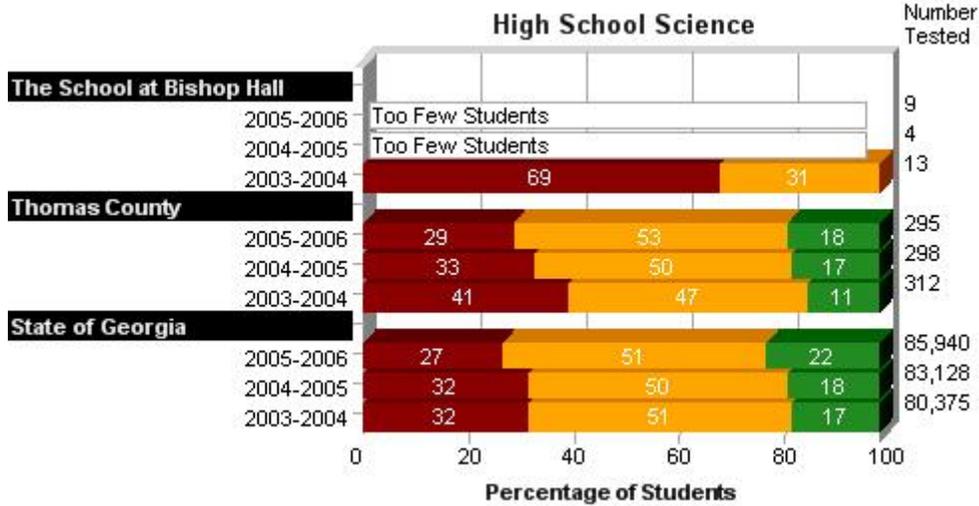
FINANCIAL ACCOUNTABILITY

| | |
|--|---|
| Did school have surplus at the end of the 2005-2006 school year? | Yes |
| Did school have a reserve fund? If so, what percentage? | Yes, 100%. We receive donations from community members and foundations. Each year we put aside a percentage for an "endowment." |

TEST RESULTS

- Do Not Meet
- Meets
- Exceeds





CENTRAL EDUCATIONAL CENTER

Contact Information

Mark Whitlock
 160 Martin Luther King, Jr., Drive
 Newnan, GA 30263
 678.423.2000

Basic Facts

| | |
|----------------|---------------|
| District | Coweta County |
| Type | Start-Up |
| Opened | 2000 |
| Grades Served | 9-12 |
| Enrollment | 1,173 |
| Title I School | No |

Mission

Ensure a viable 21st century workforce. CEC is a joint venture among local businesses the Coweta County Schools West Central Technical College.

Demographics

The CEC is not a home school and therefore no demographic data is available. Testing data is reported through the district.

| | | | | | |
|---|--|--|--|--|--|
| | | | | | |
| Distance from Charter School (in miles) | | | | | |
| | | | | | |
| Total Population | | | | | |

Diversity

| | | | | | |
|--------------------------------|--|--|--|--|--|
| Caucasian | | | | | |
| Black | | | | | |
| Hispanic | | | | | |
| Asian/Pacific Islander | | | | | |
| American Indian/Alaskan Native | | | | | |
| Multiracial | | | | | |

Special Populations

| | | | | | |
|-------------------|--|--|--|--|--|
| ESOL | | | | | |
| Gifted | | | | | |
| Special Education | | | | | |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|--|--|--|--|--|
| % of Total Population | | | | | |
|-----------------------|--|--|--|--|--|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | N/A | N/A |
| Is your school in needs improvement? | No | N/A | N/A |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

EOCT test scores exceeded state averages in all four applicable areas. These are 11th Literature, Geometry, US History and Economics.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

Specific improvement is noted in Economics EOCT with greater emphasis on specific learning objectives.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

Economics EOCT improved.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

No. Our students are shared among three base high schools and classes here are not discrete by grade level except for English classes and Economics. English (11th Lit.), Geometry, and US History EOCT test scores continue to exceed state averages.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

Economics will continue to focus on core learning objectives in preparation for EOCT. We will work to continue to improve Economics scores. While we exceed state averages, we want to see additional improvement.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

Work Ethic--Florida State University research reveals a marked improvement in work ethic (attendance, lack of tardies) among students who attended CEC.

2.

GPA--Florida State University research reveals an improvement in GPA among students who attended CEC.

3.

More than 100 students met or exceeded ACT cut-off scores to be dual enrolled in technical college programs, at CEC, while still high school students.

4.

Of those dual enrolled, Florida State University and University of Georgia research indicate that 98% complete (graduate) high school in the year in which they earn a Technical College Certificate of Credit.

5.

Of those dual enrolled, who graduate from high school, Florida State University and University of Georgia research indicate that 100% are placed in work and/or additional postsecondary education within 120 days of high school graduation.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Parents and community business leaders make up the majority of the Board of Directors. Work based learning (job-shadowing, internship, apprenticeship) continued to grow indicating that employers want our students.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

We have identified more than 100 local businesses who participate in work-based learning opportunities for students. We look at placement rates for Technical College Certificate programs and note that those exceed 95%.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

We will host business involvement in classes, we will write grants that support additional specific training important to business, we will increase the availability of students for work-based learning roles.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

The Charter School will cause Coweta County Schools to exceed the majority of USDE benchmarks in Perkins' accountability measures in Years 1-5 of this Agreement. We met this goal in 2005-6.

2.

The Charter School will cause Coweta County Schools to produce graduates whose high school diplomas have dual seals. The number of dual seal diplomas will be substantially the same as are the number of college prep diplomas in Years 1-5 of this Agreement. The "05-06 report card" information is not available.

3.

The Charter School will cause the percentage of Coweta County students dual enrolled in technical college programs to increase in Years 1-5 of this Agreement. New programs are planned to increase enrollment.

4.

The Charter School will increase the number of Coweta County students in work-based learning programs by 25% during the period of this Agreement. We remain at the same level of enrollment but made structural changes to allow more students access to this proven (successful) program.

FINANCIAL ACCOUNTABILITY

| | |
|--|----|
| Did school have surplus at the end of the 2005-2006 school year? | No |
| Did school have a reserve fund? If so, what percentage? | No |

CHAMBLEE CHARTER HIGH SCHOOL

Contact Information

Rochelle Lowery
 3688 Chamblee-Dunwoody Road
 Chamblee, GA 30341
 678-676-6903

Basic Facts

| | |
|----------------|------------|
| District | DeKalb |
| Type | Conversion |
| Opened | 1917 |
| Grades Served | 9 - 12 |
| Enrollment | 1,418 |
| Title I School | No |

Mission

The mission of Chamblee Charter High School is to foster the intelligence, social and moral growth and physical health of every student.

Demographics

| | Chamblee High School | Dunwoody High School | Lakeside High School | DeKalb County | Georgia |
|---|----------------------|----------------------|----------------------|---------------|-----------|
| Distance from Charter School (in miles) | 0 | 3.3 | 3.9 | N/A | N/A |
| Total Population | 1,395 | 1,389 | 1,518 | 99,544 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 33% | 44% | 46% | 10% | 48% |
| Black | 47% | 34% | 26% | 77% | 38% |
| Hispanic | 8% | 12% | 14% | 8% | 8% |
| Asian/Pacific Islander | 8% | 7% | 9% | 3% | 3% |
| American Indian/Alaskan Native | 0% | 0% | 0% | 0% | 0% |
| Multiracial | 4% | 2% | 4% | 2% | 2% |

Special Populations

| | | | | | |
|-------------------|-----|-----|-----|-----|-----|
| ESOL | 3% | 4% | 6% | 4% | 3% |
| Gifted | 18% | 24% | 22% | 10% | 9% |
| Special Education | 8% | 9% | 7% | 9% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 28% | 23% | 28% | 64% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | Yes |
| Is your school in needs improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Yes. CCHS saw a significant increase in our science scores. There was a six percentage point increase in the science passing rates, while maintaining passing rates in the 90s for the other four content areas. In addition, CCHS maintained a high SAT score, which was above national average (SAT score of 1124).

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

The number of resident and magnet juniors passing the science portion of the Georgia High School Graduation Test increased. Selected students attended GHS GT review sessions for two weeks just prior to the GHS GT. In addition, the science department held general morning and afternoon review sessions for one month prior to the GHS GT.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

CCHS saw improvements in the areas of social studies and science for the eleventh grade. The improvement is evident by an increase in passing rates of the US History End of Course Test and the science portion of the GHS GT. Regression occurred for the ninth grade students with decreases in the passing rates for both the biology and physical science End of Course Test.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

No effort was made to track the same group of students as they progressed from year to year.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

Students who qualify for free or reduced lunch and ESOL students comprise an area

of concern for CCHS. The economically disadvantaged subgroup has failed to meet the absolute bar for AYP for the last two years and ESOL students represent a disproportionate amount of the retained students. During the 2006 academic year CCHS held a parent mentoring night to target both groups. We will continue the parent-mentoring program and begin the principal's club to specifically target the economically disadvantaged subgroup.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

The number of AP course offerings in the AP program at CCHS will increase by a minimum of one over a three-year period beginning with the 2001-2002 school year.

Number of AP offerings

2001-14

2002-14

2003-17

2004-19

2005-20

2006-21

2.

The percentage of resident and magnet juniors with Pass Plus scores in all four content areas on the Georgia High School Graduation Test will increase by two percentage points over a three-year period beginning with the 2001 test administration.

Resident Pass Plus Scores

2002-12%

2003-16%

2004-16%

2005-16%

2006-21%

Magnet Pass Plus Scores

2002-61%

2003-63%

2004-78%

2005-63%

2006-80%

3.

ACT scores will rise three points over a three-year period beginning with the 2001-

2002 school academic year.

2001-2002 average score 19.55

2001-2002 average score 19.55

2002-2003 average score 18.14

2003-2004 average score 21

2004-2005 average score 21.39

2005-2006 average score 17.90

4.

SAT scores: The goal was to increase the residential seniors SAT scores by 5% over a three-year period starting with the 2002 school year. This goal has been achieved as scores have continuously increased since 2002.

2001-2002

Resident SAT Average Score 952

2002-2003

Resident SAT Average Score 973

2003-2004

Resident SAT Average Score 989

2004-2005

Resident SAT Average Score 1009

2005-2006

Resident SAT Average Score 1030

5.

The number of resident and magnet juniors passing the science portion of the Georgia High School Graduation Test will increase by two-percentage point over a three-year period beginning with the 2001 test administration.

2002 resident passing percentage 89%; magnet passing percentage 100%

2003 resident passing percentage 87%; magnet passing percentage 100%

2004 resident passing percentage 75 %; magnet passing percentage 98%

2005 resident passing percentage 80%; magnet passing percentage 99%

2006 resident passing percentage 82%; magnet passing percentage 100%

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Yes. CCHS has an active PTSA and a Governance Council. Parents volunteer at CCHS on a regular basis. Parents are encouraged to volunteer and visit CCHS. PTSA meetings are held monthly. Parent involvement is encouraged at the meetings.

PTSA meeting minutes are posted on the school website and a copy is maintained in the main office of the school. Fifteen parents serve as voting Governance Council members. Parents who are not Governance Council members are encouraged to attend Governance Council meetings and join one of the ten charter standing committees. Meeting dates and times are posted on the school website and in the PTSA newsletter. Minutes of the meetings are posted on the school website and are available in the main office of the school.

A well established partnership with Cox Enterprises. This partnership creates opportunities for public relations initiatives, apprenticeship programs and mentoring programs for students at CCHS. CCHS students work with other students at our feeder middle and elementary schools in various areas such as Band, Chorus, JROTC, and the Teacher Cadet Program. CCHS receives significant support from the City of Chamblee and is a member of the Chamblee Area Business and Professional Coalition. Community members are invited to serve on the Governance Council.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

Parental involvement is measured by attendance and assistance at school events and during the daily operation of the school. We measure the level of parental and community involvement according to parent participation in the following areas: PTSA (over 1,000 members) CCHS Governance Council, Athletic Booster Clubs, Blue and Gold Foundation (a fund-raising non-profit begun by parents, alumni and former faculty), Career Day, Bulldog Bash, parent-teacher conferences, PTSA Open House, extracurricular academic clubs, and community service clubs. CCHS is a member of the Chamblee Area Business and Professional Coalition.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

During the 2005-06 school year, PTSA hosted a Mentoring Program and the International Club hosted an International Festival to encourage additional parental involvement. The International Club will enhance the International Festival and encourage additional parental and community involvement. CCHS hosted Operation Graduation to encourage students and parents of students who were at risk of graduating to become more aware of various programs offered at CCHS and to become more involved.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

The number of CCHS teachers using the Internet to communicate with students and parents will increase.

2002-03 = 75%;

2003-04 = 100%;
2004-05 = 100%;
2005-06 = 100%

2.

AP course offerings increased
2004-05 = 19
2005-06 = 22
2006-07 = 24 (Added Spanish Language and Drawing)

3.

The number of course offerings in the field of technology will increase by a minimum of one over a three-year period beginning with the 2001-2002 academic year.

Courses added 2001-2002: Communications Technology;
Courses added 2002-2003: Introduction to Technology;
Courses added 2003-2004: Pre-Engineering, Business Law and Computer Graphics;
Courses added 2004-2005: Engineering Applications;
Courses added 2005-2006: Applied Engineering

4.

Using student and teachers surveys and cheating referrals, data will be maintained over a three-year period to examine the issue of student cheating and the effectiveness of the character education awareness in dealing with this issue.

2003-2004

Data was not collected on the issue of cheating, however, student, faculty, and parent groups met to define the school's core values and all acknowledged that cheating was still a major challenge.

2004-2005

Student and Teacher surveys were conducted. Data revealed that:
83% of students have seen someone cheat on homework at school.
74% of students have seen someone cheat on a test at school.

2005-2006

A cheating referral was created to track the percentage of teacher observed cheating. During the 2006 academic year there were 56 cheating referrals submitted. This represents four percent of the student population.

5.

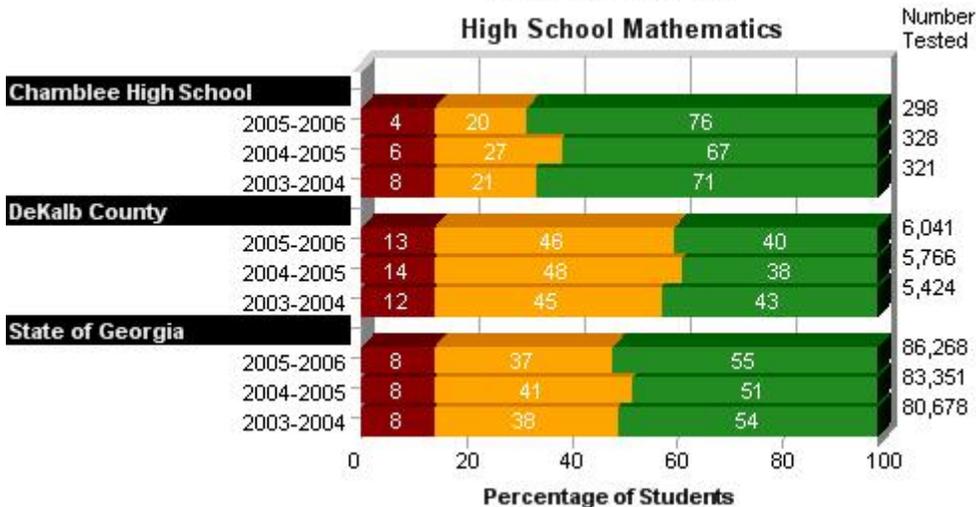
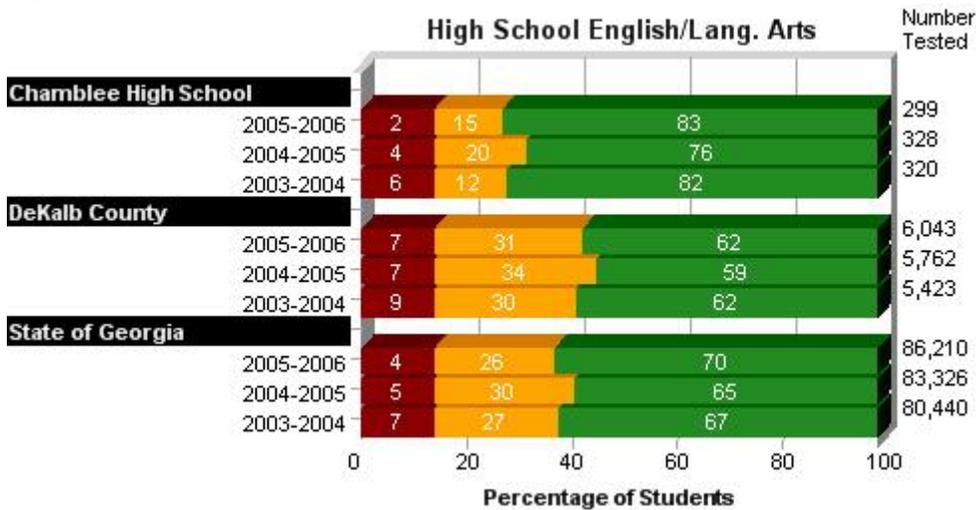
Data will be maintained to chart discipline referrals over a three-year period to examine the effectiveness of character education awareness in dealing with this issue.
2003-2004: 2510 incidents
2004-2005: 2071 incidents
2005-2006: 2716 incidents

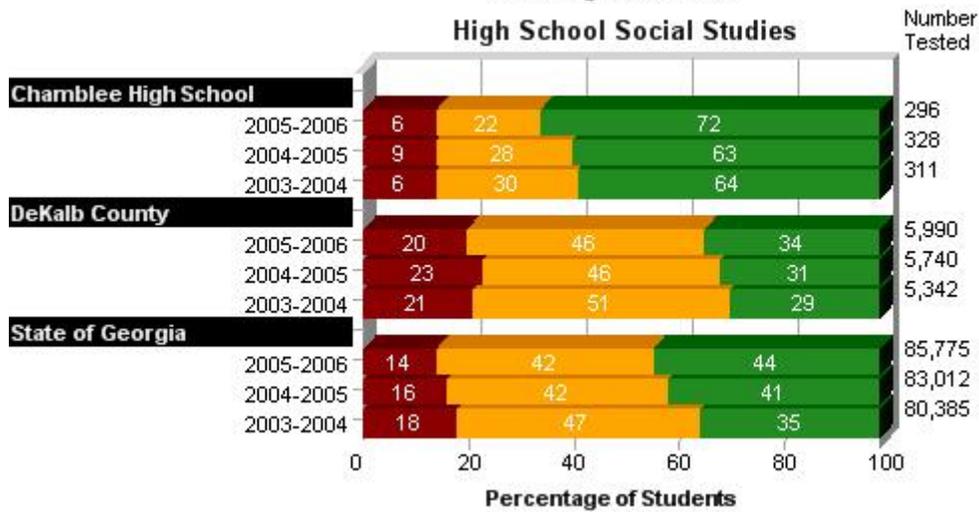
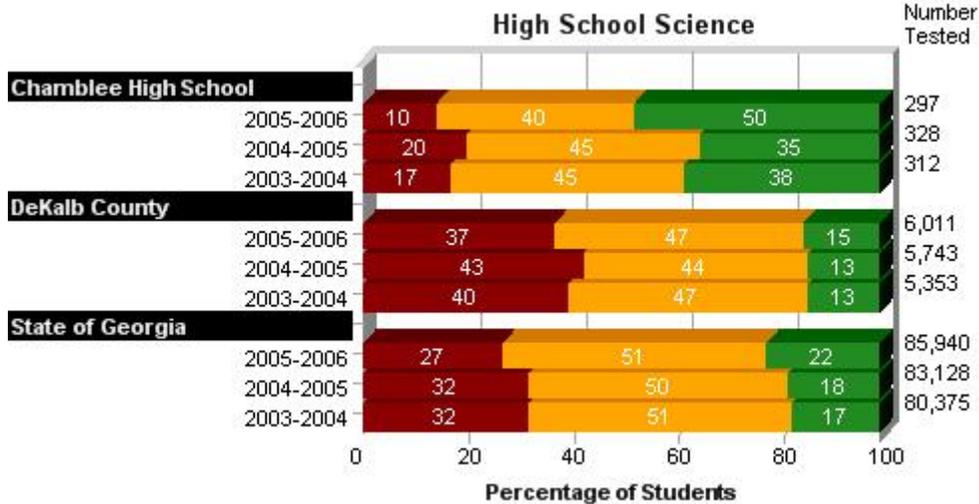
FINANCIAL ACCOUNTABILITY

| | |
|--|-----------|
| Did school have surplus at the end of the 2005-2006 school year? | Yes |
| Did school have a reserve fund? If so, what percentage? | Yes; 8.6% |

TEST RESULTS

- Do Not Meet
- Meets
- Exceeds





CHARLES R. DREW CHARTER SCHOOL

Contact Information

Nicholas Stapleton
 301 East Lake Boulevard
 Atlanta, GA 30317
 404-687-0001

Basic Facts

| | |
|----------------|----------|
| District | APS |
| Type | Start-Up |
| Opened | 2000 |
| Grades Served | K - 8 |
| Enrollment | 785 |
| Title I School | Yes |

Mission

The mission of Charles Drew Charter School is to serve the children and families of East Lake and surrounding community by providing a learning environment that emphasizes high achievement and character development. The Board and staff believe that every child has gifts and talents that must be discovered and nurtured. We are relentless in ensuring that all children learn and achieve. We are committed to achieving this mission by working together as a board, staff, with our students and their families and community partners.

Demographics

| | Charles R. Drew Charter School | Toomer Elementary School | Terry Mill Elementary School | Atlanta Public Schools | Georgia |
|---|--------------------------------|--------------------------|------------------------------|------------------------|-----------|
| Distance from Charter School (in miles) | 0 | 1.1 | 1.1 | N/A | N/A |
| Total Population | 792 | 217 | 327 | 49,965 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 1% | 1% | 0% | 8% | 48% |
| Black | 98% | 96% | 99% | 86% | 38% |
| Hispanic | 1% | 2% | 0% | 4% | 8% |
| Asian/Pacific Islander | 0% | 0% | 0% | 1% | 3% |
| American Indian/Alaskan Native | 0% | 0% | 0% | 0% | 0% |
| Multiracial | 1% | 0% | 1% | 1% | 2% |

Special Populations

| | | | | | |
|-------------------|-----|-----|----|----|-----|
| ESOL | 0% | 0% | 0% | 3% | 3% |
| Gifted | 0% | 1% | 2% | 8% | 9% |
| Special Education | 12% | 17% | 7% | 9% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 80% | 94% | 92% | 75% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | No |
| Is your school in needs improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Yes, the school has met Adequate Yearly Progress (AYP) for the second year in a row. The school's mission of building a learning culture is based on high expectations. According to the data/goals identified in the School Achievement Plan, additional goals were achieved by the school. The following grades showed improvement in meeting and/or exceeding standards in the testing subject areas: Reading-grades 2, 6, 8; Language Arts-grade 8; Math-grades 1, 2, 4, 5, and 7; Science-grades 3, 4, 5, 8; and in Social Studies-grades 2, 6, and 8. The school plan has been revised and strengthened to include new strategies.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

Testing results indicated that students at most grade levels showed improvement and in many grade levels/subject areas equaled and/or surpassed state averages. Overall, 80% of all students met and/or exceeded standards in Reading, 78.2% in Language Arts and 78.7% in Math. While baseline data was established in all grades for Reading, English Language Arts, Math for 6th grade, Science for 6th and 7th grades, gains in percentages of meeting and/or exceeding standards were attained for all other grade levels in Math and Science. Additional highlights include: 2nd grade students scoring above state averages in Reading and English/Language Arts and 8th grade students scoring above state averages in Reading, English/Language Arts, and Social Studies. The 8th grade Writing Test results indicated that 94% of our students were on and/or above target surpassing state averages of 91%.

The school has many effective strategies for removing learning barriers. Fostering academic growth for all students is fundamental to all of Drew's curriculum including the Success For All Reading program. The school's schedule provides that students at all grade levels receive reading/language arts instruction daily for a minimum of 90 minutes and math instruction daily for a minimum of 70 minutes. In addition, all

students receive instruction in social studies, science and in at least two enrichment classes (art, music, band, drama, dance, P.E., foreign language). Also, the school calendar reflects an extended day program that provides students with 7 hours of instructional rigor as well as a before and after-school program. The school has established a monitoring system school-wide for disaggregating data that drives the instructional program to include monthly benchmark testing, weekly assessments, and quarterly performance-based assessments to ensure that all students are progressing with skill mastery. Moreover, students who do not meet the requirements will receive additional instruction focusing on specific skills through pull-out tutoring (daily and/or weekly), re-teaching (as needed), and/or Saturday School (twice a month for 3 hours).

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

During the 2005-06 year, the reading and English/language arts tests for grades 1-8 were based on the new GPS and are considered to be baseline scores. Those scores cannot be compared to prior years' scores that were based on the QCC standards. However, Drew scores in reading surpassed the state average in grades 2, 6 and 8. In English/language arts, grades 2 and 8 scored 90% or higher meeting or exceeding state standards and all other grades scored 67% or higher meeting or exceeding state standards. Drew's math scores increased in all grades in which the QCC standards applied (grades 1-8). Math scores in grades 4 and 7 had gains of 18 percentage points and 13 percentage points, respectively. The GPS standards applied for 6th grade and that score is considered a baseline. Drew's science scores improved in every grade with grade 4 making a 10 percentage point gain. In social studies, test scores improved only in grades 4,6, and 8.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

Yes, we have seen continual improvement with overall test scores as students are promoted to the next grade level. The percentage of students' meeting and/or exceeding standards has been increasing each year. For example, graduating 8th grade students scored 52% meeting and/or exceeding standards in reading in 4th grade, were not tested in 5th grade, scored 72% in 6th grade, 89% in 7th grade and finally 92% in 8th grade (tested with new Georgia Performance Standards). In English/Language Arts, they scored 56% meeting and/or exceeding standards in 4th grade, were not tested in 5th grade, scored 69% in 6th grade, 85% in 7th grade, and 90% in 8th grade (tested with new Georgia Performance Standards). Finally, in math, these students scored 33% meeting and/or exceeding standards in 4th grade, were not tested in 5th grade, scored 61% in 6th grade, 75% in 7th grade and 74% in 8th grade. Overall, the graduating 8th grade students showed marked improvement in all subject areas as they progressed each year.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

The school's mission of building a learning culture is based on high expectations. Fostering academic growth for all students (those who qualify for free or reduced lunch and/or identified special education students) is fundamental to all of Drew's curriculum, the Success For All Reading Program and Everyday Mathematics. The school's schedule provides that students at all grade levels receive reading/language arts instruction daily for a minimum of 90 minutes and math instruction daily for a minimum of 70-80 minutes. In addition, all students receive instruction in social studies, science and in at least two enrichment classes (art, music, band, drama, dance, P.E., foreign language). It is the expectation that all students will meet and/or exceed standards on Georgia's Criterion Reference Competency Test (CRCT) given each year in the spring. A monitoring system has been established school-wide to include monthly benchmark testing, weekly assessments, and quarterly performance-based assessments to ensure that all students are progressing with skill mastery.

Students who qualify for the Program for Exceptional Children (PEC) are served in a responsible inclusion model at Drew. During the 2005-2006 school year, test results indicated that 68% identified PEC students met and/or exceeded standards in Reading, 58% in Language Arts and 60% in Math. The percentage of students meeting and exceeding standards has been improving each year. Special Education is a central and integral part of the learning environment at Drew and as a result teachers receive ongoing training on "best practices" when working with the diverse needs of the school population. They develop plans based on student's needs and various learning styles. Inclusion teachers and regular classroom teachers work together to identify the objectives from the new Georgia Performance Standards that most closely align with the Georgia Criterion Reference Competency Test (CRCT) to aid in developing individualized instructional plans for implementation in the classroom. In addition, the teachers collaborate to analyze assessment data (i.e., CRCT, ITBS, monthly benchmark data, classroom assessments) so as to implement ongoing strategies that provide interventions for the students to meet grade level standards.

Each Individual Educational Plan (IEP) for PEC students is monitored to make sure that the testing addendum for student is amended if appropriate. The School Testing Coordinator will remain abreast of allowable accommodations from the state.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

The charter sets forth a goal of decreasing the percentage of students not meeting state standards in grades 3-8 in reading, language arts, math, social studies and science as well

as increasing by 3 percentage points the percentage of students who exceed state standards in each of those subjects. Since the reading and English/language arts (GPS) scores are baseline, they cannot be compared to those from the previous year. With regards to math, Drew met the goal of decreasing the percentage of students who did not meet state standards by 3 percentage points in grades 3, 4, 7 and 8. Although the grade 5 math did not meet the goal, the percentage of students not meeting state standards decreased by 1 percentage point. Grade 6 math was under GPS, those scores are considered baseline. With regard to science, Drew met its goal of decreasing the percentage of students not meeting state standards in grades 4, 5, and 8. Although grade 3 science did not meet the charter goal, the percentage of students not meeting state standards decreased by 1 percentage point. Grade 6 and 7 science were under GPS and are considered baseline. With regard to social studies, Drew met the charter goal of decreasing the percentage of students who did not meet state standards in grades 4, 6 and 8. With regards to exceeding standards, Drew met the goal of increasing the percent of students exceeding standards by 3 percent in math in grades 5 and 7 and in science in grades 4 and 7. While grade 3 did not meet the charter goal in social studies, the percentage of students exceeding standards increased by 2 percentage points. With regards to grade 5, the charter goal was not met, however, the percentage of students exceeding standards increased by 2 percentage points in science and 1 percentage point in social studies.

2.

The charter sets a goal of improving the scores of the 8th grade writing test by increasing the percentage of students in the two highest levels by 2 percentage points each year. Drew surpassed this goal by increasing the percentage of students on target by 12 percentage points, and the exceeds target by 4 percentage points.

3.

Benchmark Testing: Monthly benchmark testing is administered to students in grades 2 through 8. Students in grade 2 are administered reading and math tests while grades 3-8 take reading, language arts and math. As data from the benchmark tests are analyzed, teachers are able to determine student performance levels and then develop strategies and approaches needed to differentiate instruction.

4.

8th Grade Algebra Test: 8th grade students enrolled in algebra are administered the End of Course Test (EOCT) Algebra exam each year. The curriculum is designed to challenge students and engage them in higher order mathematical procedures. The curriculum has a conceptual approach that enables the students to develop their ability to synthesize, analyze, and evaluate in order to become problem solvers and develop critical thinking skills. As stated in Drew's charter, the goal is to increase the number of students passing the test by 5% each year, with an overall goal of 75% of students enrolled in algebra passing by the end of the charter term. The 2005-2006 results indicated that 83% of students enrolled passed the test, thereby exceeding the charter goal.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Our school places great emphasis on parental and community involvement. During the 2005-2006 school year, the level of involvement met our expectations. Parents participate in school governance by serving on the Board of Directors. We have an active engaged Parent Teacher Association (PTA). Drew has an extensive community involvement initiative. Many community- based organizations have partnered with the school. These include the East Lake Foundation, the East Lake Family YMCA, the Sheltering Arms, The First Tee of East Lake, the Atlanta Speech School, and the University of Georgia Athletic Association among others.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

Most of the members on the Board of Directors are parents. This means that parents have a direct involvement in setting policies for the school. School Board meetings are held once per month and in accordance with Georgia Open Meeting Law, parents are welcome to attend.

Our school has an active Parent Teacher Organization and Parent Advisory Committee. General meetings are scheduled once per month, however, the executive board and sub-committees meet more frequently.

Parent/Teacher conferences meet quarterly and are well attended. The conference allows parents and teachers the opportunity to discuss student progress and create goals for each of the students. Students are given the chance to provide input about their learning and develop their own learning goals. The average participation rate exceeds 90%. Parents also have the opportunity to meet with teachers on a daily basis. Our student support team provides yet another forum for parents to discuss the academic and social progress of their children. The school hosts several open houses and informational sessions where parents have the opportunity to learn about the curriculum and Georgia Performance Standards. The performing arts department hosts several productions during the school year. The school also sponsors and hosts an all day community fair. Parents have the opportunity to volunteer in and out of the classroom.

The mentoring program is implemented primarily through the after-school program and HOSTS program. Mentors work with students at least three times per week.

Drew Charter School has a partnership agreement with The East Lake Foundation to provide the facility for this program. Moreover, the Foundation provides the funding for the before-school and after-school program.

In addition, the East Lake Family YMCA provides its facilities for Drew's physical education program. The YMCA also provides a broad range of recreational activities

for the after school program.

All pre-kindergarten students who attend Sheltering Arms, who reside in the City of Atlanta choose to attend Drew Charter School's kindergarten program. The students from Sheltering Arms visit Drew on an ongoing basis. In order to help with the transition, the kindergarten team provides Sheltering Arms with a parent orientation and information sessions regarding enrollment.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

During the 2006-2007 school year we will continue to improve our outreach efforts to parents. We will schedule monthly meetings focused on academic intervention strategies and the early intervention program. By utilizing our parent outreach coordinator as a liaison, we will embark on efforts to improve home-school communication. Drew will also improve its partnership with Sheltering Arms by having members of both staff work closely to improve curriculum and instruction in order that students are better prepared to enter kindergarten.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Our charter petition includes the goal of an extended school day and school year. We continue to operate with both an extended day and extended school year. The school day is from 8:00 – 4:00. This schedule provides teachers with daily common professional development time, facilitates classroom observation and mentoring, permits team teaching, and allows for effective morning meetings and advisory periods. Drew adopts its own calendar each year.

2.

Our charter petition includes the goal of a commitment to excellence. We believe that children naturally attain the standards and expectations set for them. Creating a culture of high expectations must begin with a school's administrative leadership. Accordingly, the Drew Charter School has established high standards for its staff. Moreover, the principal and teacher evaluation process will include a focus on accountability for meeting school, individual and classroom goals as established each school year. Finally, high student expectations will be embedded in the curriculum and daily classroom instruction. Teachers will pay continuous attention to students' progress and adjust instructional methods to individual students, thus matching high expectations with strategies to achieve them. Likewise, students and parents will be required to embrace the commitment to excellence to assure that each Drew student will excel and achieve.

The principal, administrators, and teachers are held accountable for meeting the schools' goals established by our charter, Edison Schools Inc., and those outlined in our annual student achievement plan. The student achievement plan includes both student achievement goals by subject and grade level and operational goals. Each month students in grades 2 through 8 are tested in Reading/English Language Arts and Math using our monthly benchmark system. The data is used to guide instruction and provide intervention services. Teachers receive three formal observations and several unannounced informal observations during the school year. In addition, the principal and administrators conduct daily focus walks of classrooms to observe instruction. The administrative team meets several times per week to discuss the school's progress.

The school leadership team, which is comprised of administrators and lead teachers, meets twice per month to discuss the implementation and review the student achievement plan. The principal is supervised by both the school board and Edison Schools Inc. Feedback is provided through mid-year and end of year reviews.

3.

Our charter petition includes the goal of the integrated use of technology. Students in grades 1 to 8 receive computer instruction and integrate technology in content areas as part of their daily instruction. The school is equipped with three new state of the art computer labs, each of which has 30 computers and are used for whole class instruction. Our reading room and school library/ media center also have mini labs with 8-10 computers. Each classroom is equipped with 2-4 computers, a television, a VCR, cable and an overhead or LCD projector. Every teacher has a laptop computer. In addition, our school is equipped with several digital cameras and camcorders. The facility is Internet accessible via wired and wireless connectivity. Our school also has the latest version of instructional software. Our students have also created their own television studio which is used daily to communicate within the school.

4.

Our charter petition includes the goal of excellent teachers and school leadership. We believe the key to a school's success is the quality of its principal and teachers. Drew hired a dynamic and visionary principal with strong leadership qualities and teachers committed to excellence in teaching open innovative methods. We have a comprehensive professional development program for teachers during the school year (including planning and staff development periods each day) and during the summer. Teachers use effective teaching methods and strategies such as direct instruction, cooperative learning and project based learning.

Our recruitment plan is quite strategic. We recruit only highly qualified candidates, both by standards of the No Child Left Behind Act and by our own high standards for teacher qualifications. The current principal is in his second year of his tenure. Each of our three academies (k-2, 3-5, and 6-8) has its own academy director who is certified to be a principal in the state of Georgia. Our recruitment campaign stretched

back to March 2006 and included advertisement in the Atlanta Journal Constitution, Teach Georgia as well as the Edison School Inc. website. We conducted onsite open houses for teachers and attended several recruitment fairs on university campuses. Three of our new teachers come from the nationally acclaimed Teach for America program. Several teachers previously worked in successful schools in the greater Atlanta metropolitan area. Sixty-five percent of our teaching staff holds a Masters Degree. Our recently hired teachers are graduates of renowned local and national institutions.

Drew continues to focus on professional development for its faculty and staff. Edison Schools Inc. is responsible for the school's professional development program. Professional development is ongoing. Throughout the school year, Edison School Inc. conducts several national, regional and local conferences and workshops for school leaders, curriculum coordinators, teachers and support staff. Additionally, the school and staff receives regular monthly support visits from either achievement advisors and/or curriculum specialists or both. These monthly visits allow the Edison staff members to share "best practices" through professional development with Drew teachers. During the summer months Edison conducted two week long onsite professional development sessions for teachers. Administrators and teachers also attend Edison sponsored national conferences and workshops during the summer months. Moreover, our full time in-house instructional specialist and part time curriculum coordinators provide continuous support for teachers on a daily basis. Each teacher has two planning periods during the school day, one of which is reserved for cooperative planning with the same grade level teachers. Drew has also partnered with the Atlanta Speech School, Georgia State University, and the Westminster School to provide professional development for its staff.

5.

Our charter petition includes the goal of using standards-based curriculum focused on reading and mathematics. The curriculum includes all the subjects taught in a traditional education program (humanities and the arts, mathematics and science, character and ethics, practical arts and skills, and physical fitness and health). The reading program will utilize the Success for All curriculum and other materials designed to enhance the students' knowledge. Students will receive 90 minutes of reading daily. The math program utilizes the Chicago Math Program and mandates at least 70-80 minutes of instruction daily. In addition, the complete curriculum will include detailed standards of achievement by subject matter and grade level.

Drew has maintained an instructional program focused on improving student achievement. All curricular materials are closely aligned to the Georgia Performance Standards. The Success for All reading program and Everyday Math are being taught in grades 1-5. Prentice Hall mathematics is being taught in grades 6-8. In addition, students receive a minimum of 45 minutes of daily instruction in Writing and English Language Arts. The Writer's Workshop is being utilized for writing and Harcourt Language for English Language Arts. Our Delta Science Module science curriculum is taught for a minimum 45 minutes daily. The program is hands on and includes the

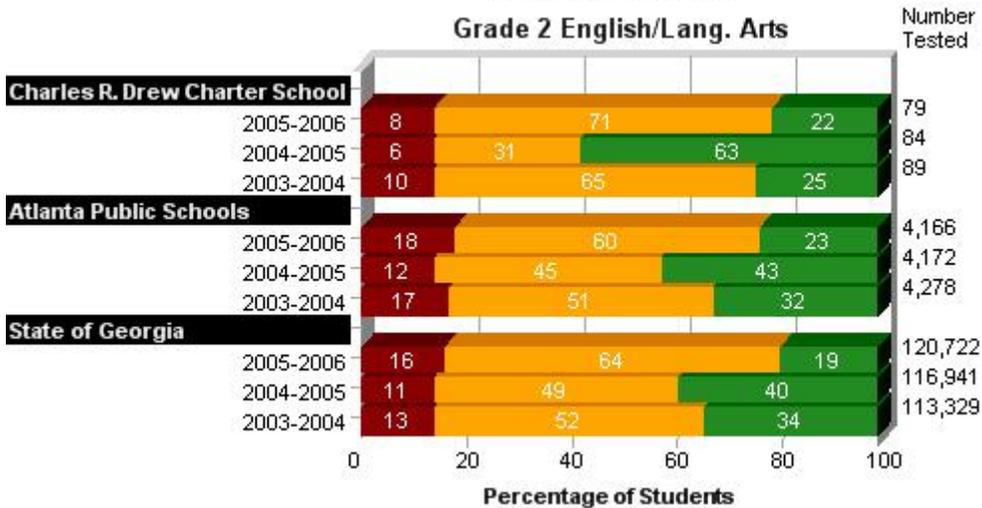
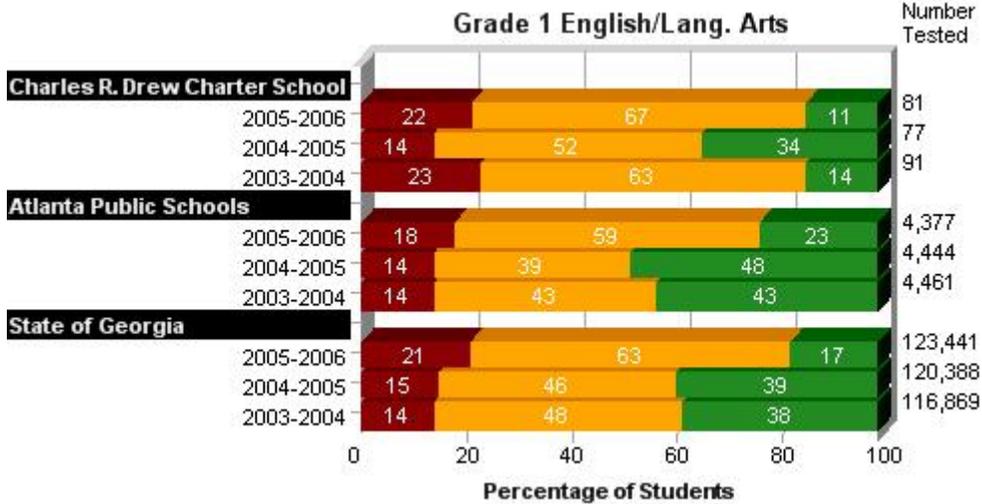
use of Delta kits and laboratory materials and equipment. We utilize the History Alive curriculum for Social Studies. Each curriculum in every academic subject is supplemented with a rich array of supporting materials. Every classroom has its own mini-library that has a variety of books from various genres and lexile levels which are utilized for daily independent reading. They also include student-centered publications such as Weekly Reader and the various Scholastic magazines. Our math programs include manipulative kits and games. Classrooms are also equipped with maps and globes. The school library/media center is also equipped with instructional aids and materials for use by teachers and students. Students in grades one to eight are scheduled for technology instruction or receive technology instruction through subject content. Students are also scheduled to receive instruction in a foreign language (Spanish). Our connections classes include band, general music, dance, drama, swimming, golf, health and physical education.

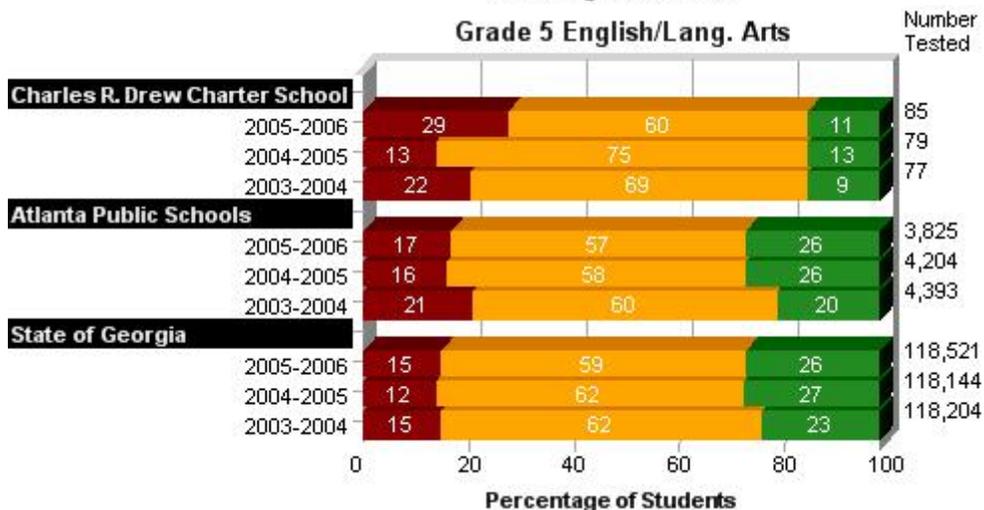
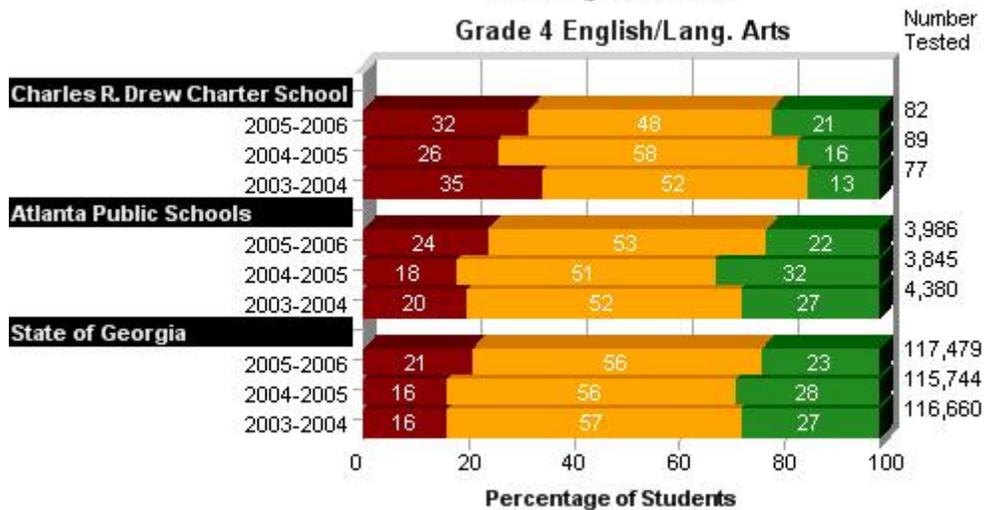
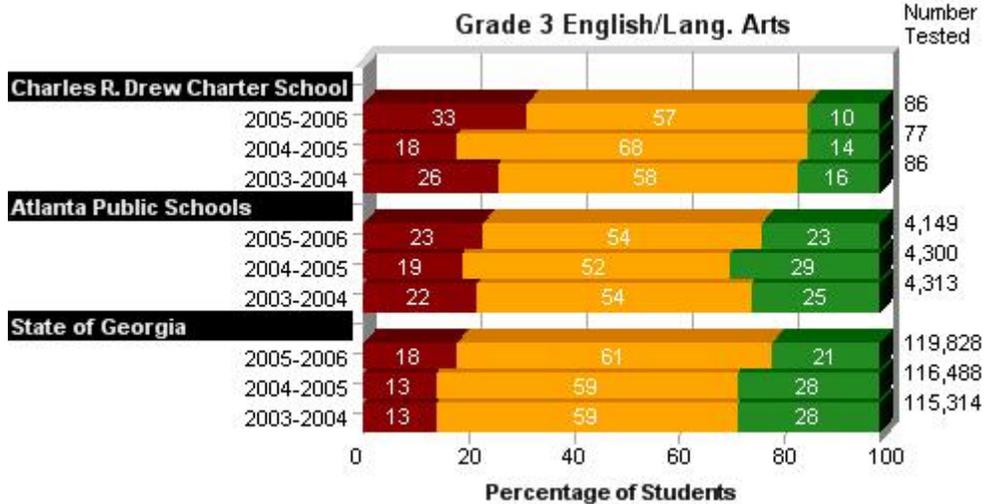
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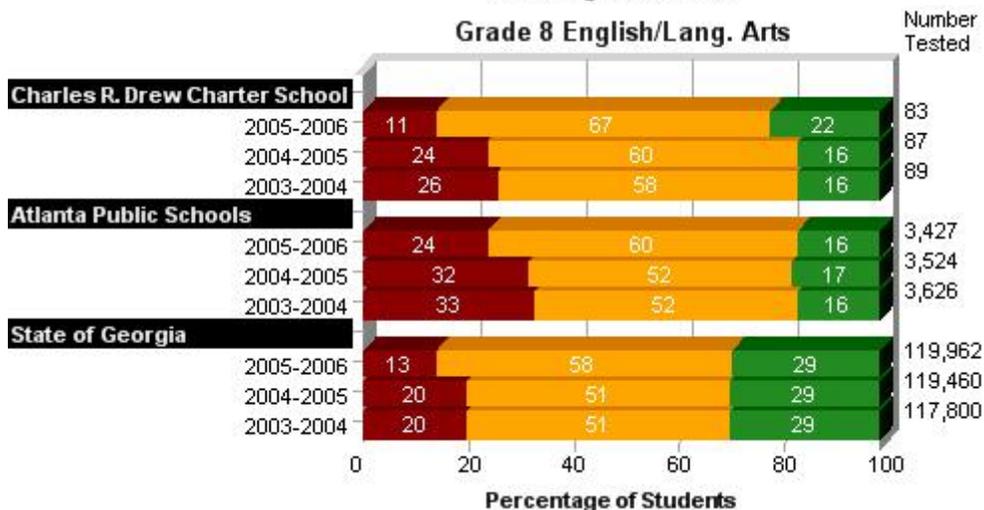
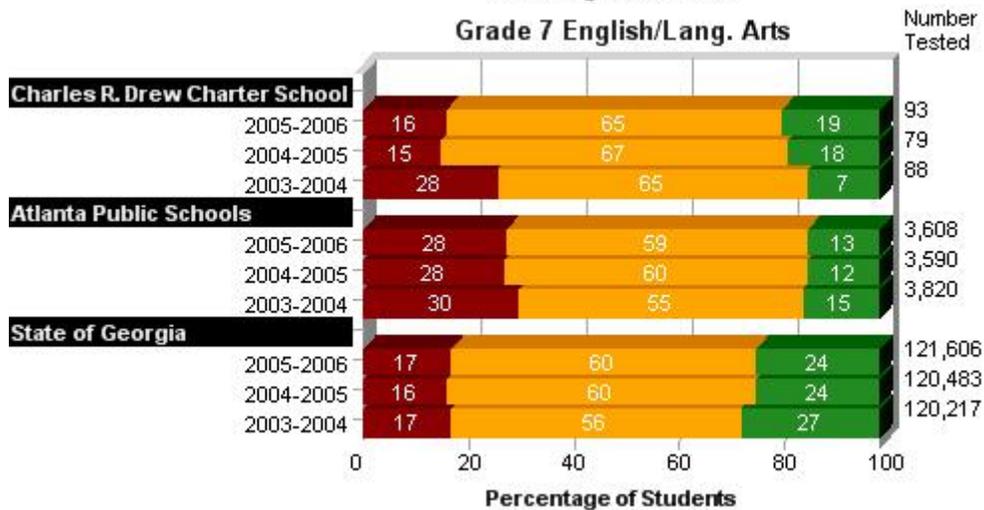
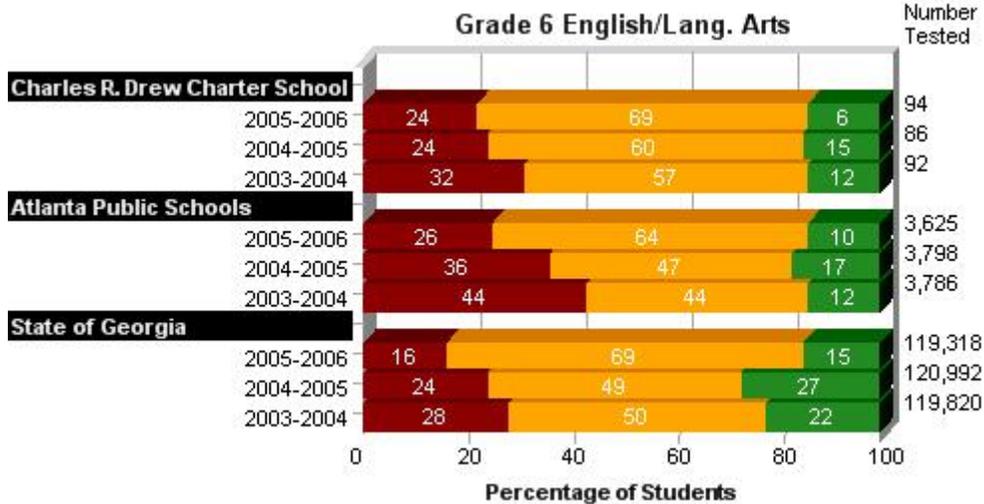
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| Did school have surplus at the end of the 2005-2006 school year? | No |
| Did school have a reserve fund? If so, what percentage? | No |

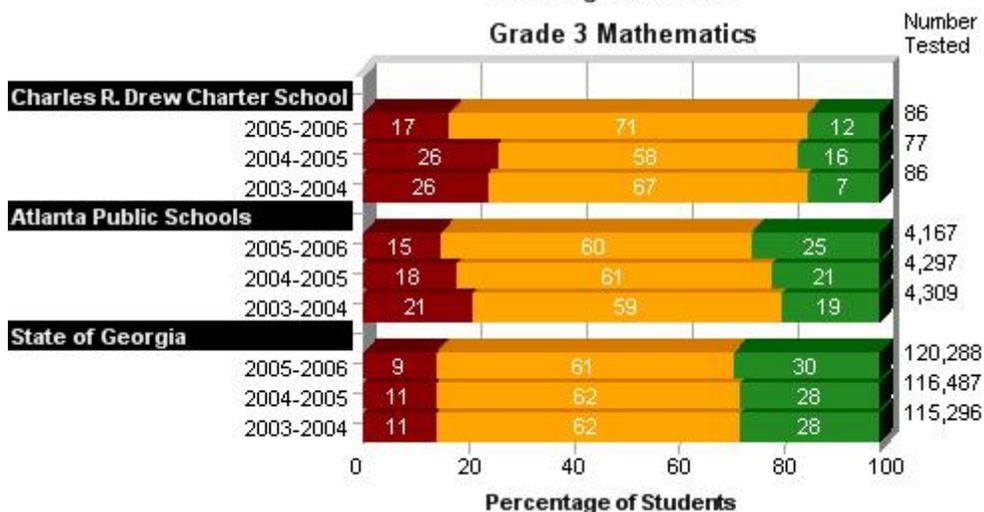
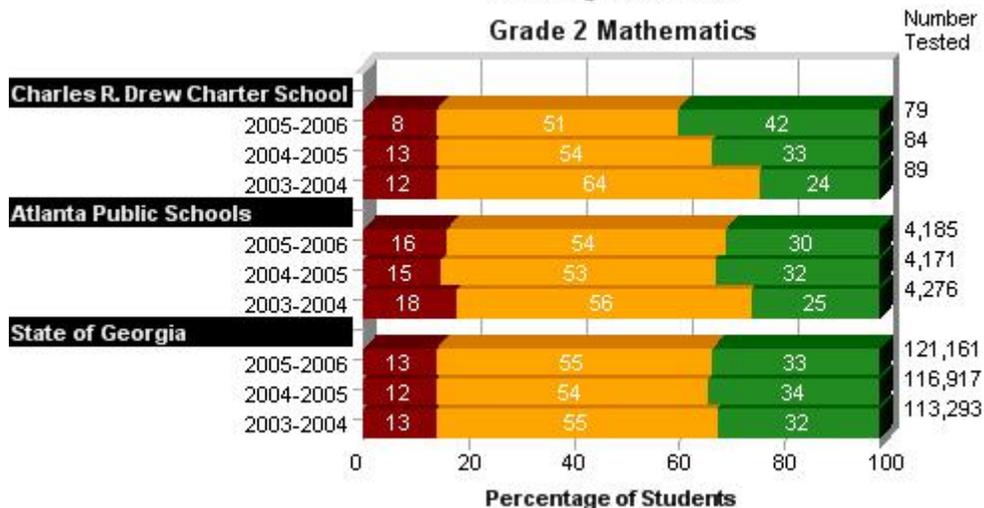
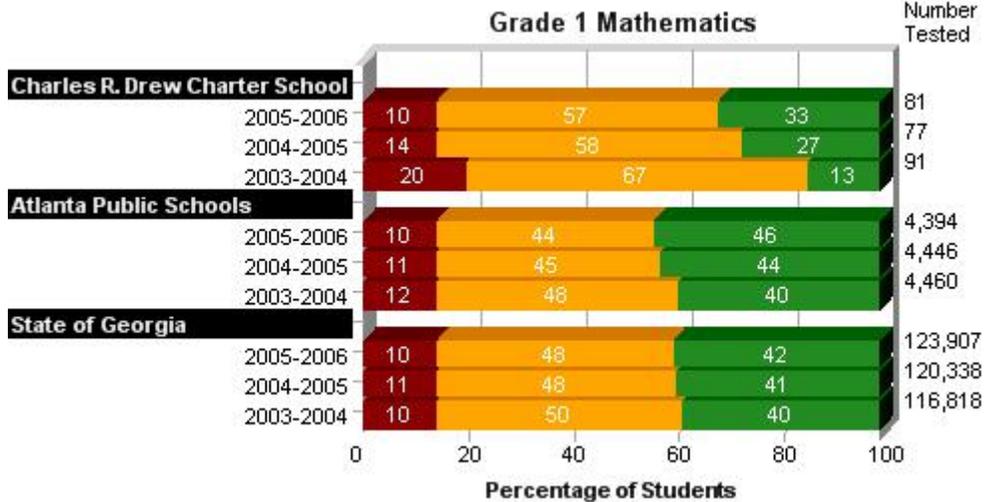
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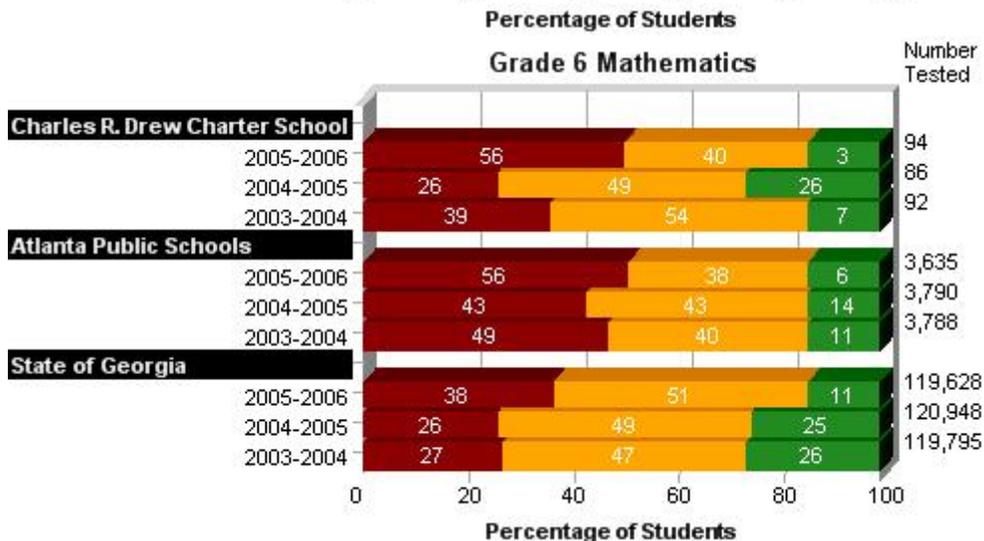
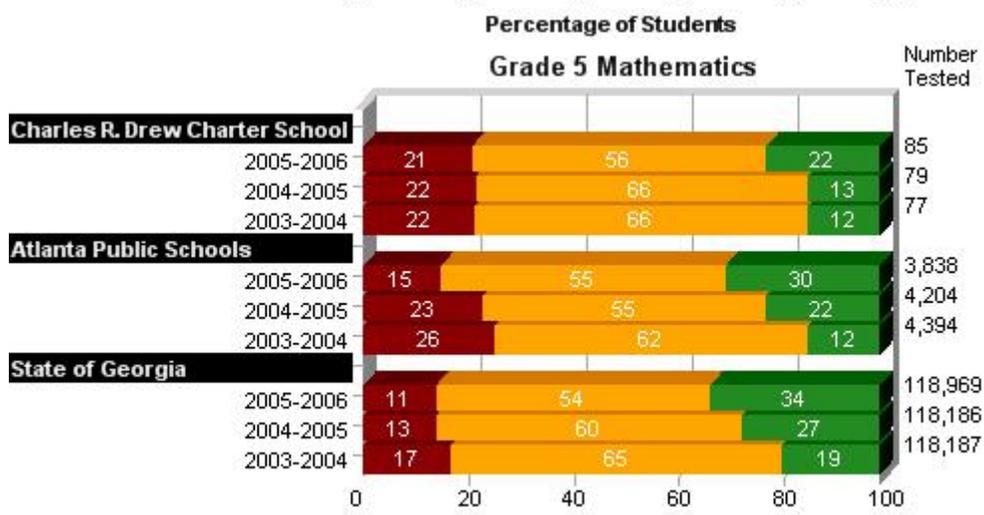
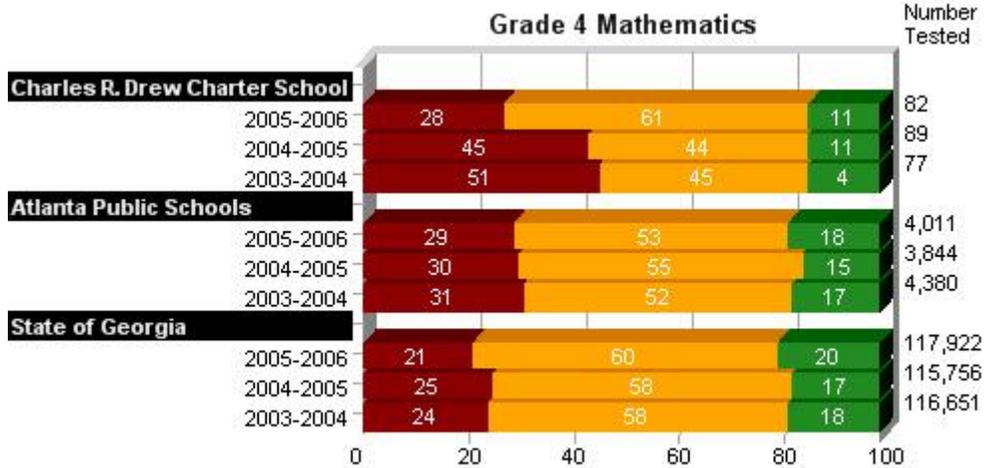
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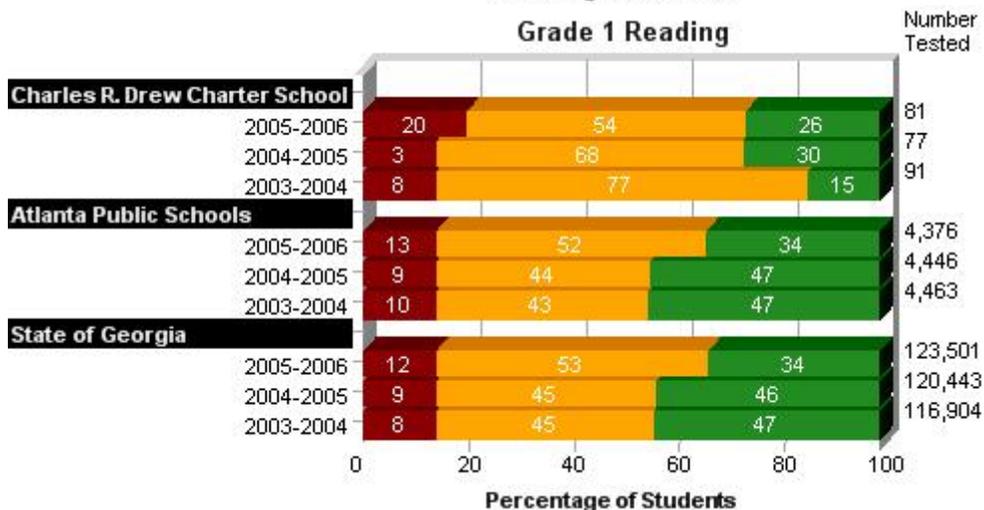
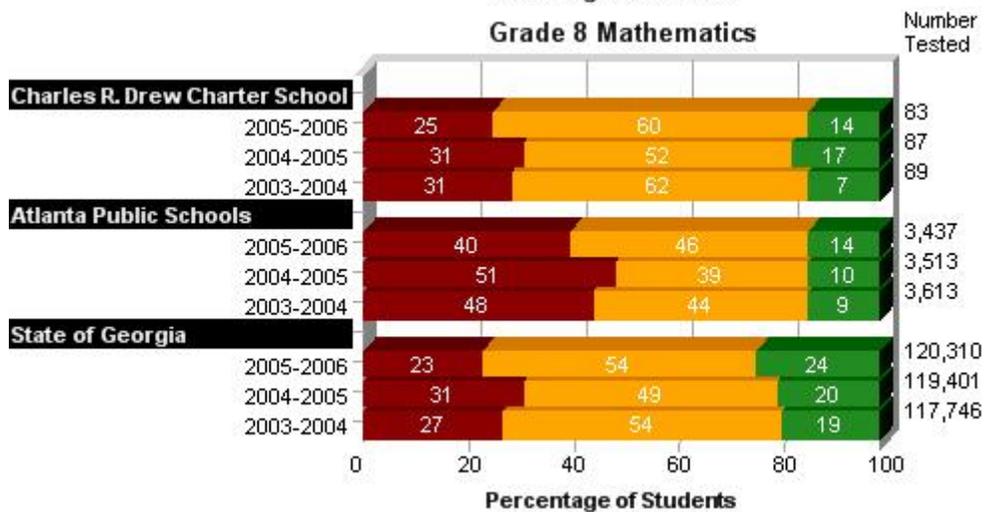
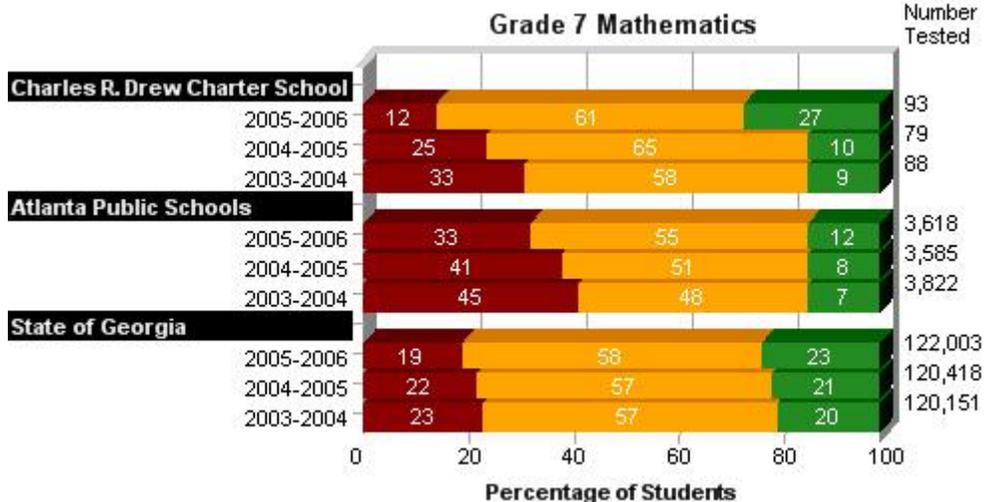


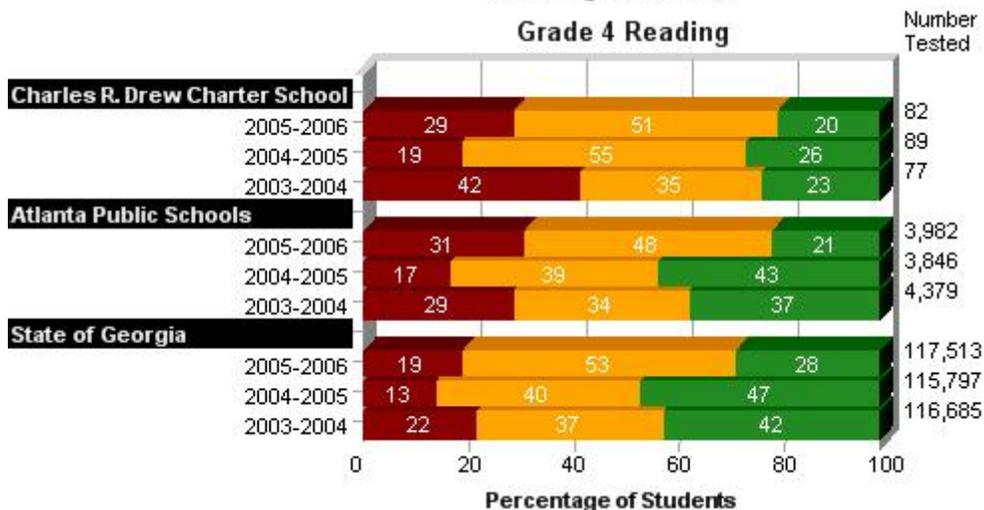
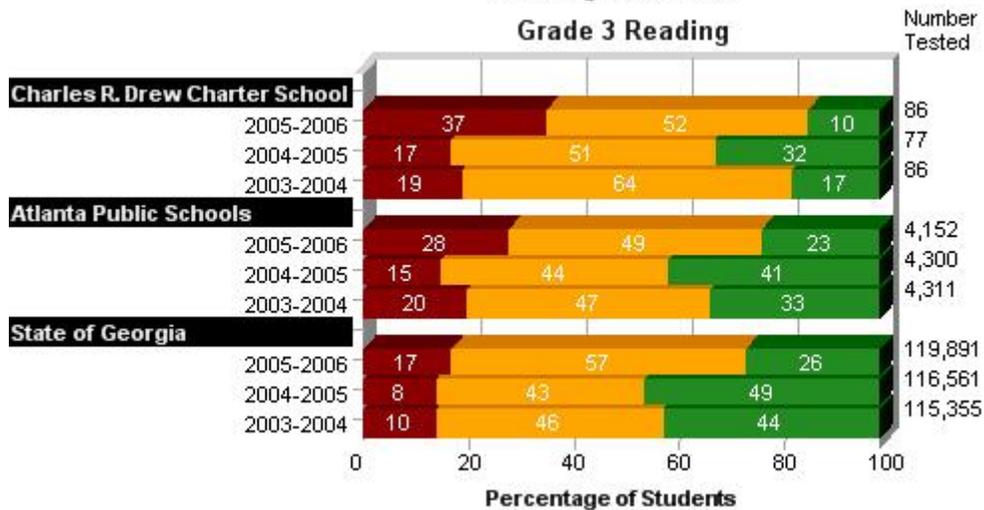
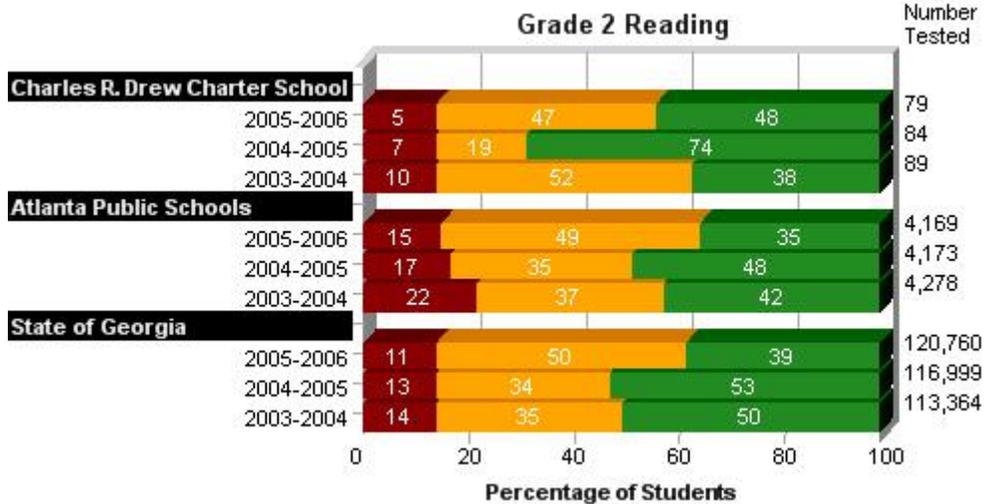


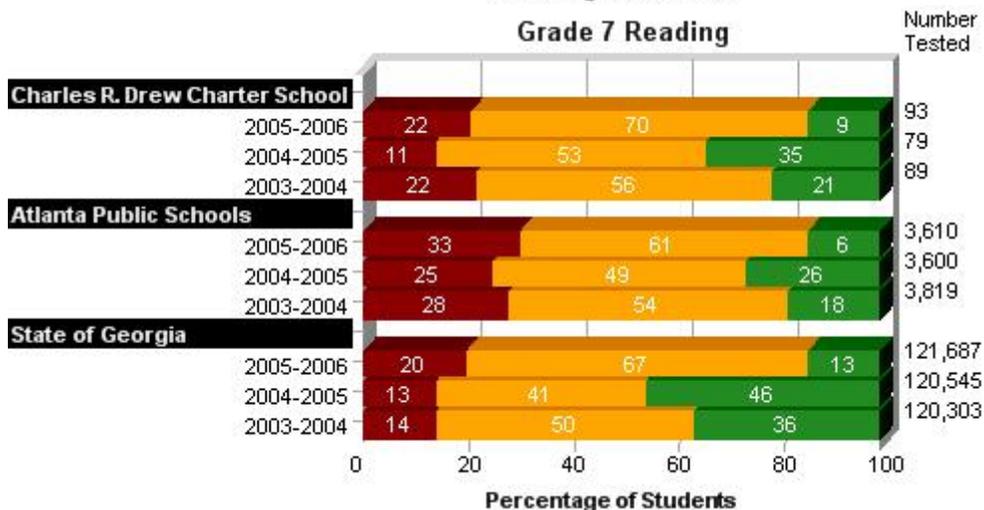
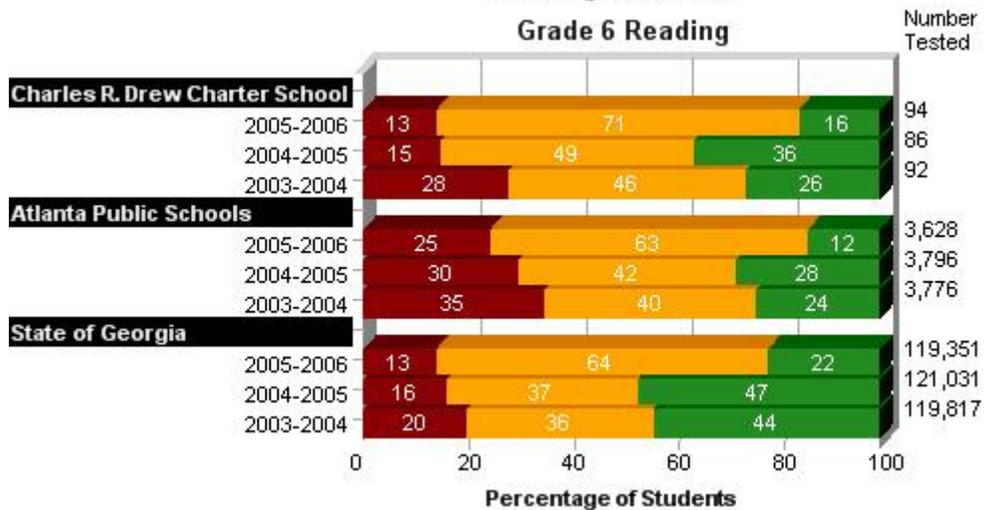
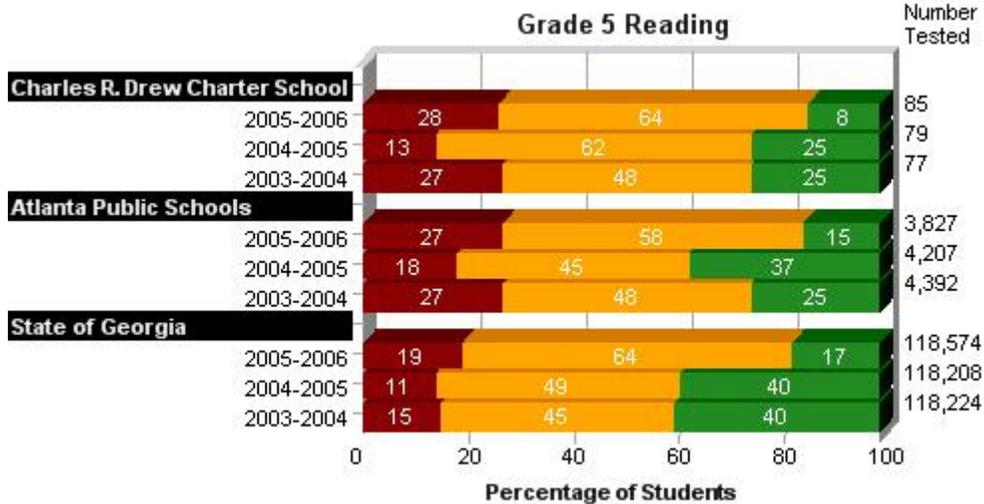


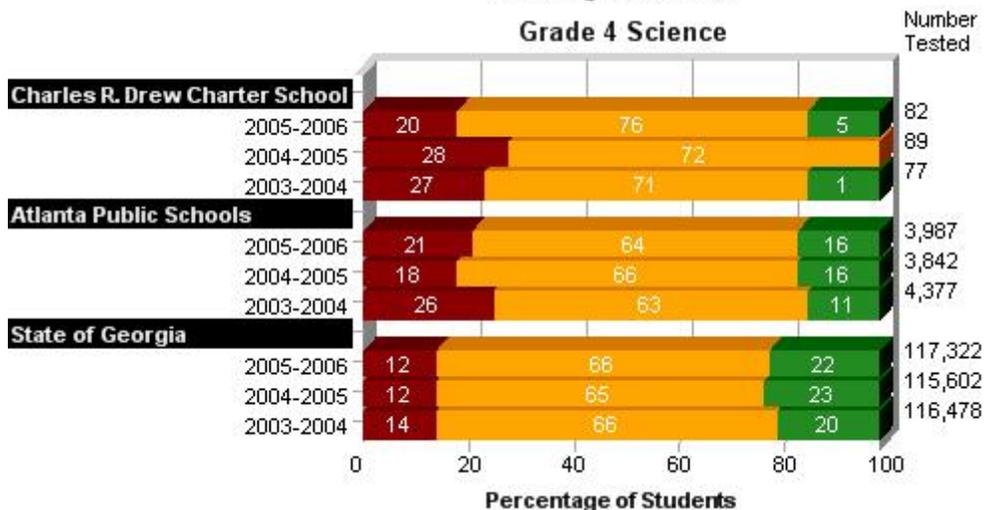
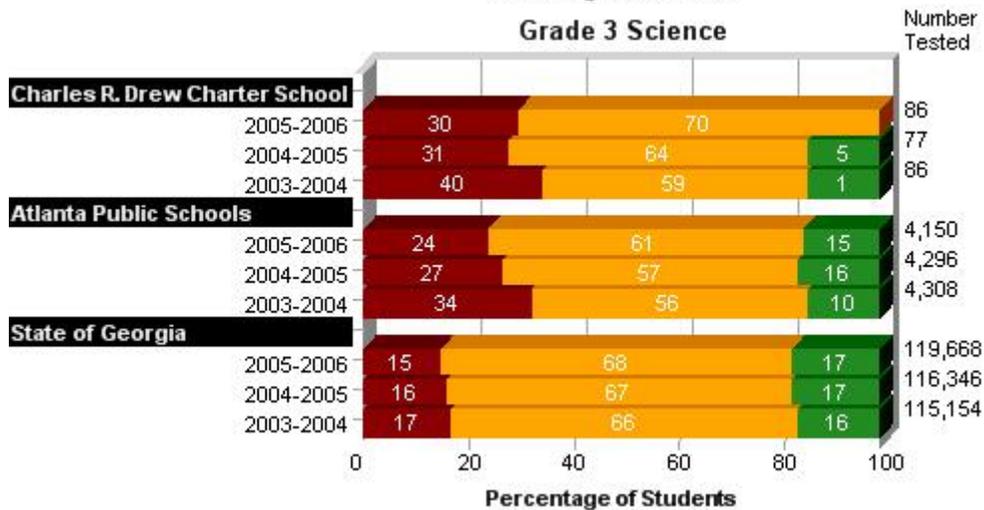
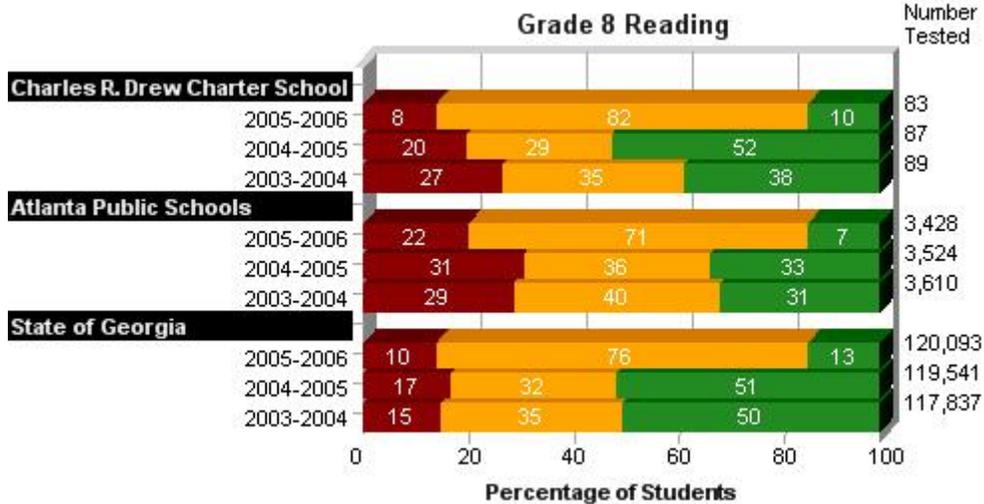


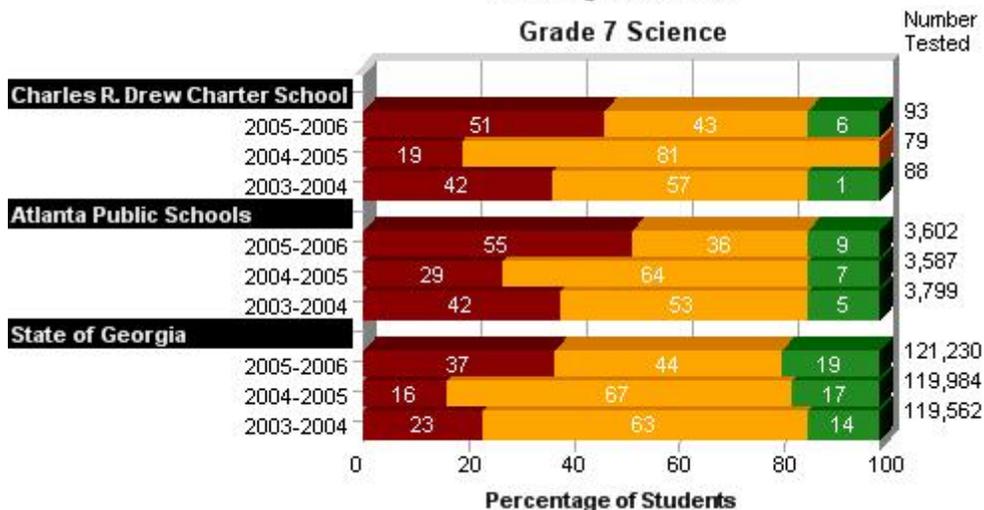
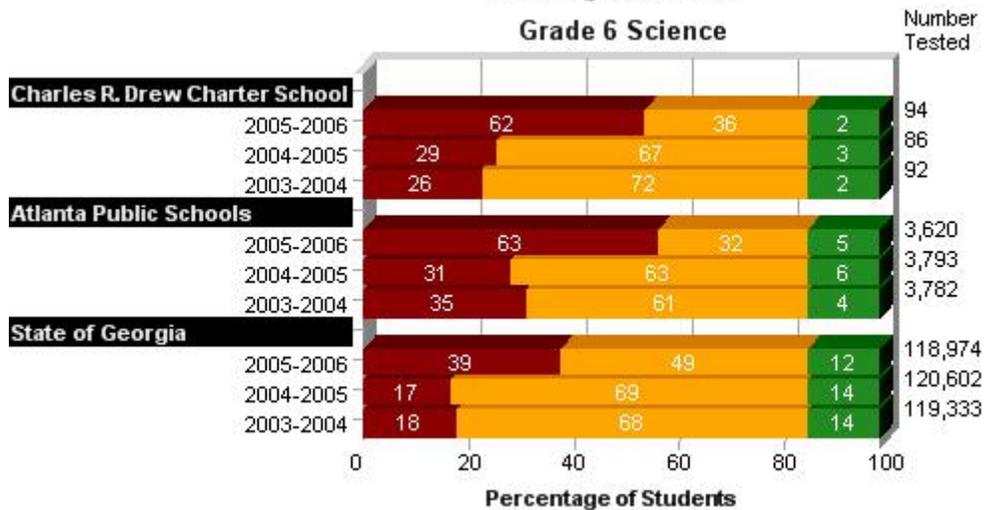
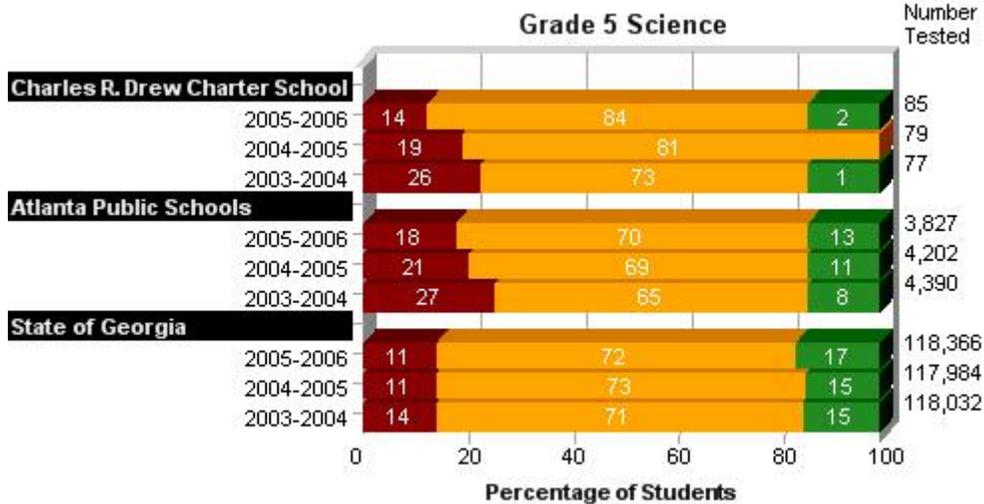


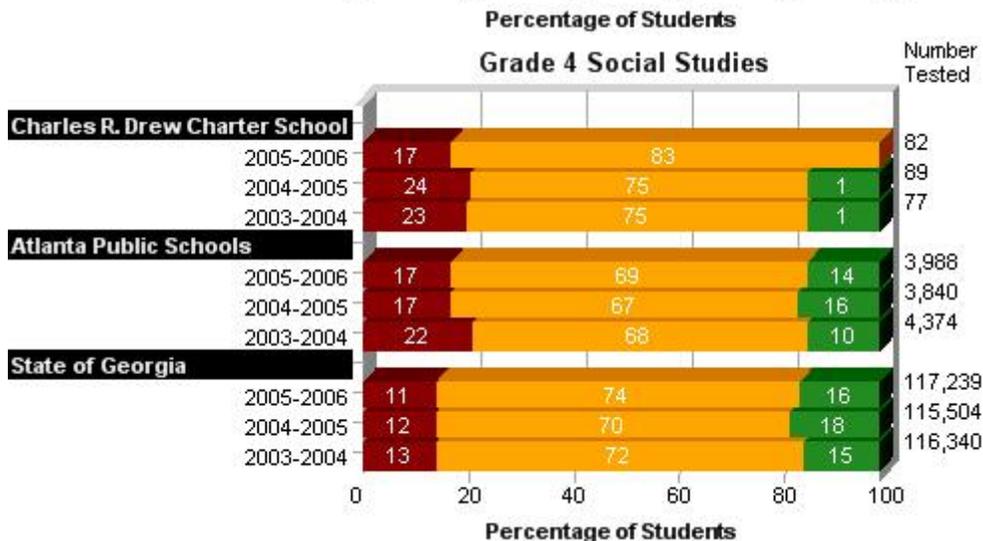
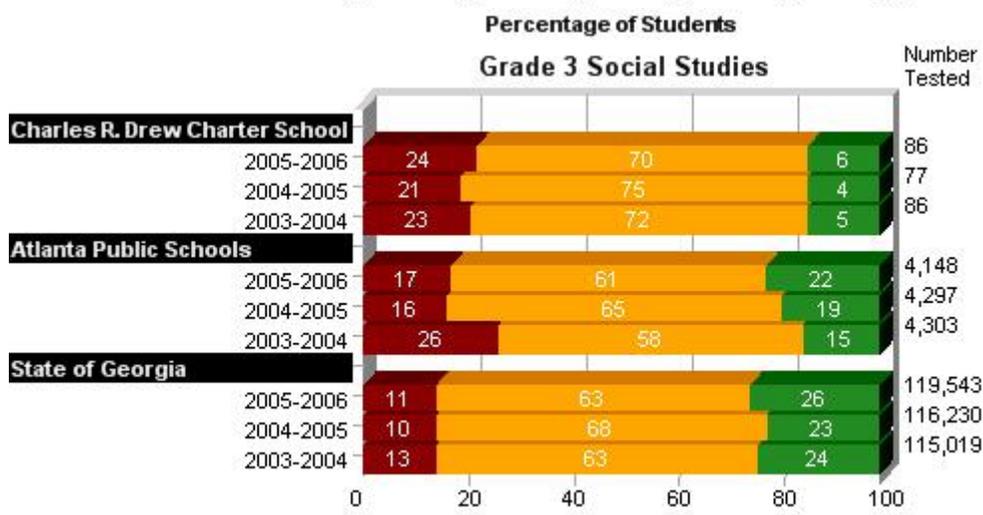
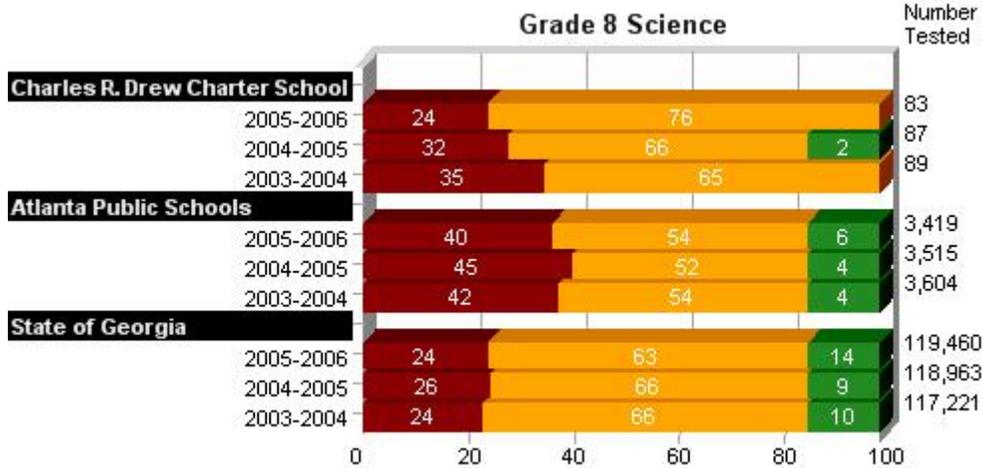


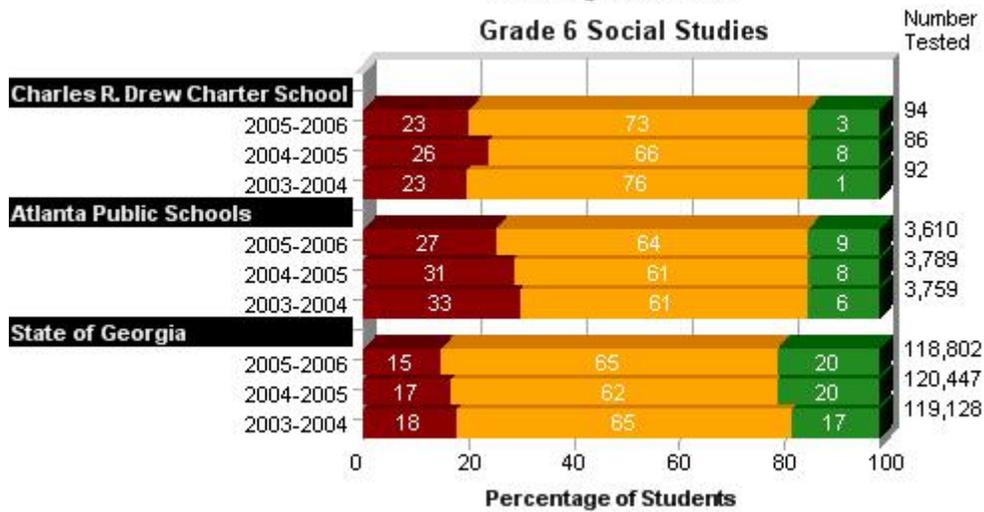
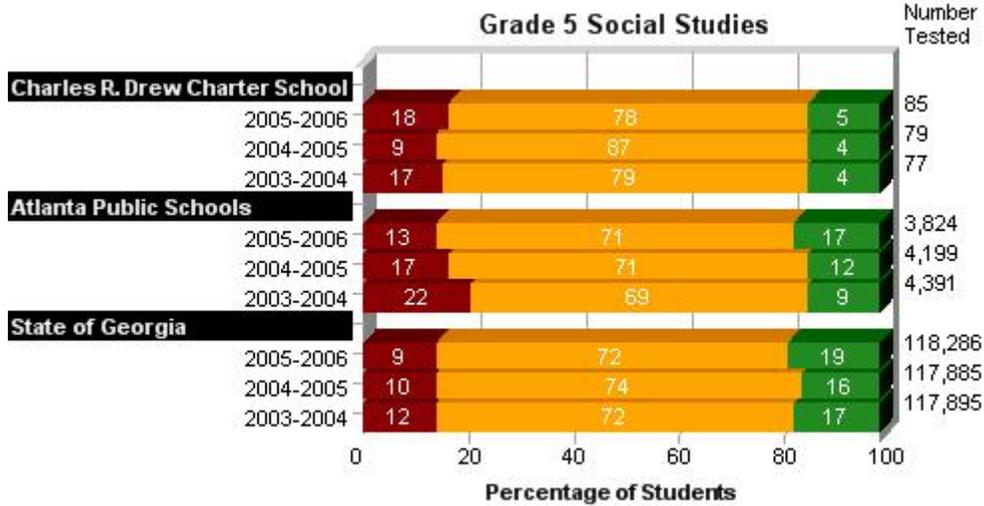


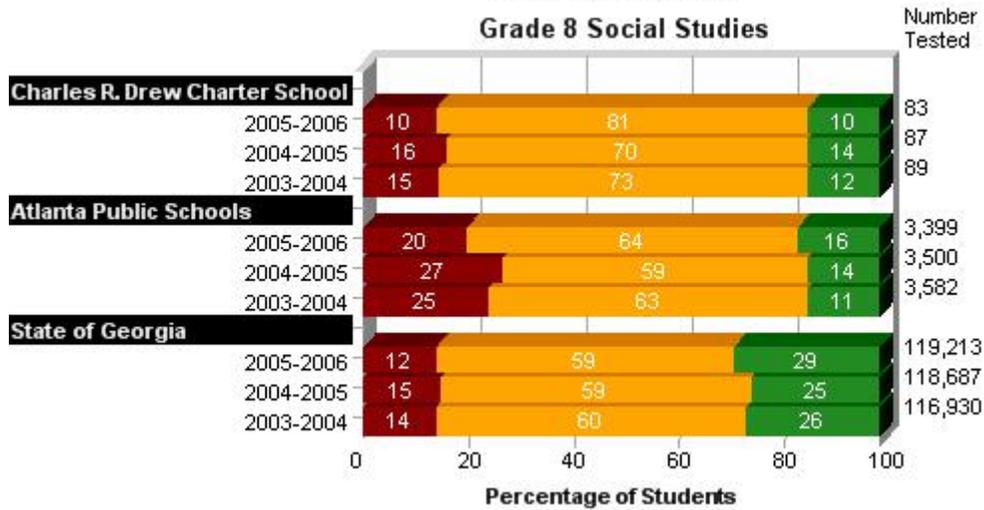
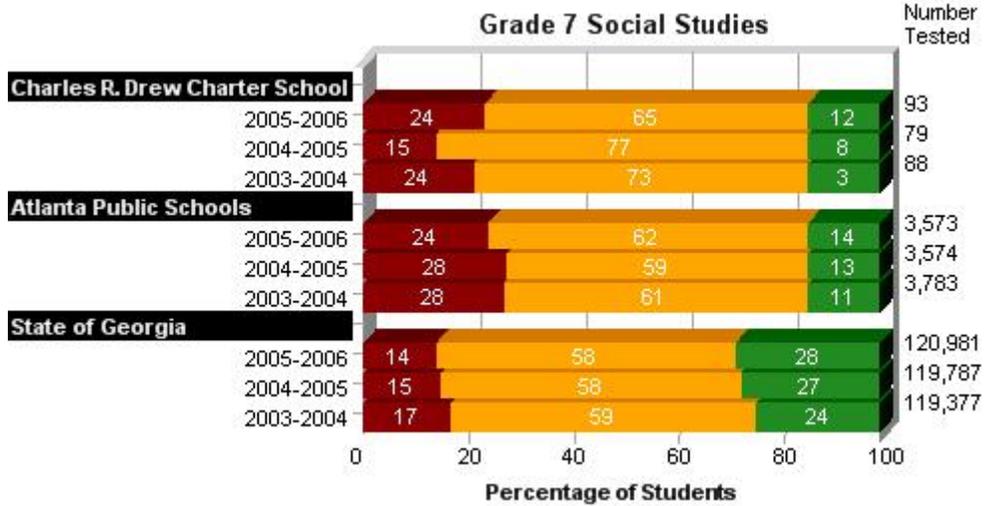












CHARTER CONSERVATORY FOR LIBERAL ARTS & TECHNOLOGY

Contact Information

Dr. Kathy T. Harwood
 149 Northside Drive East
 Statesboro, GA 30458
 912-764-5888

Basic Facts

| | |
|----------------|---------------|
| District | CCAT |
| Type | State Charter |
| Opened | 2002 |
| Grades Served | 5 - 12 |
| Enrollment | 157 |
| Title I School | Yes |

Mission

CCAT's educational environment fosters a love for learning, student initiative and innovation. CCAT students learn in multigrade, student-centered classrooms that employ constructivist and multiple intelligence theory.

Demographics

| | CCAT School | William James Middle School | Portal Middle/High School | Bulloch County | Georgia |
|---|-------------|-----------------------------|---------------------------|----------------|-----------|
| Distance from Charter School (in miles) | 0 | 0.7 | 10.5 | N/A | N/A |
| Total Population | 158 | 493 | 428 | 8,480 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 85% | 38% | 61% | 57% | 48% |
| Black | 15% | 59% | 36% | 38% | 38% |
| Hispanic | 0% | 0% | 2% | 2% | 8% |
| Asian/Pacific Islander | 0% | 1% | 0% | 1% | 3% |
| American Indian/Alaskan Native | 0% | 0% | 0% | 0% | 0% |
| Multiracial | 0% | 2% | 0% | 2% | 2% |

Special Populations

| | | | | | |
|-------------------|-----|-----|-----|-----|-----|
| ESOL | 0% | 0% | 1% | 2% | 3% |
| Gifted | 31% | 18% | 4% | 5% | 9% |
| Special Education | 21% | 15% | 14% | 15% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 36% | 62% | 63% | 54% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | Yes |
| Is your school in needs improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Generally, they did. We were especially pleased with GHSGT scores, in three areas (all but science) 100% of our regular education students passed the test, and we obtained Pass Plus scores well above state average in three areas: Language Arts 78% to the state's 73%; Math 78% to the state's 58%; Social Studies 67% to the state's 46%. This is especially significant when you consider the fact that we have approximately 25% of our students in Special Education, only three of these students needed to take retakes and are currently on the way to passing all tests.

In CRCTs, all areas met our expectations, except 6th grade math and 7th grade reading. It is significant to see the improvement from grade to grade, however See #3. Finally, our scores in science and social studies are especially good in 8th grade. Because we have multi-age groupings, we do not teach the GPS standards during the traditional years, so it is the 8th grade score that is especially significant. This year, Science in 8th grade was 90% and S.S. 95%.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

See #1 above. We believe that our constructivist philosophy contributed to these results as well as small class size. We are especially pleased that our student scores show significant progress the longer they remain at CCAT. 100% of our juniors passed the writing test with only 2 special education students taking one retest. Our emphasis in writing continues to show positive results on state writing tests, and moreover, our students return often to tell us that it has yielded results in their post-secondary pursuits.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

We improved in math in 7th and 8th grades. 7th grade students moved from 50% meeting expectations in sixth grade to 75% meeting expectations in 7th grade. This

was the most significant improvement. The 8th grades students moved from 68% to 70%. In other areas, most students maintained the scores of the year before. There is only one area where our students regressed, that is 7th grade Reading. They went from 85% in 6th grade to 67% in 7th grade. However, their Language Arts from improved from 55% to 67%. It is important to note here, that this class contains a significant number of special needs students as well as new students to CCAT.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

As a school who employs multi-age groupings and small classrooms with individualized planning for each student, we have a policy of targeting those areas where individual students have weakness. We employ several forms of formative assessment weekly to continue to pinpoint the students in need of special attention. Routinely in quarterly parent conferences, modifications and accommodations are designed to help these students achieve their potential. As mentioned earlier, we often see improvement as students progress at CCAT, culminating in real strength both on gate-keeper tests and in their schoolwork and portfolios. See #3 for further discussion.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

Math has been for several years a particular area of concern, especially in the middle school. Our scores show that it is not the higher order (algebraic) thinking skills where students need help, but it is in the basic skills such as math computation. To deal with these issues, we have developed a daily Directed Study class that is implemented throughout the school to focus on basic math and encourage reading. The success of this class can be seen in improvement of math scores, and we believe that extended use of this tool will continue to improve our math scores over time. In addition, we have hired consultants and worked hard to implement a math program that fits within our constructivist philosophies. This movement which emphasizes understanding versus rote learning, we sincerely believe, will pay off with big benefits in the future. We provide after school tutoring in both high school and middle school three times a week in math. Students are required to attend this tutoring if the teacher finds through formative assessment that they are in need of extra help. Any student who failed the CRCT in math or reading is automatically identified for after school tutoring. Any student who does not pass the GHSGT, must attend daily tutoring sessions in the targeted subject area during Directed Study.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

GRADUATION - Last year we graduated 96% of our students, over our four years of operation, we have a 94% average. This is not only an indicator that CCAT keeps students in school, but that it provides the discipline and rigor necessary for students to graduate.

2.

PORTFOLIO - Student chosen portfolios are one of our academic goals. This year, we have made incredible progress in designing a front page template for all of our students that includes a resume, and a schedule which is linked to student work in all their classes. You can see examples of several students' portfolios at chartercat.org. under the portfolio button. Many students have these portfolios now for their four years at CCAT. These portfolios document, not only student growth, but provide a significant example of exemplary student work.

3.

NUMBER OF STUDENTS GOING TO POST-SECONDARY INSTITUTIONS - 81% of 2006 graduates applied and were accepted to post-secondary institutions; this is either college or technical schools. This raises our four year average to 79%. All but one of the remaining students have found gainful employment. We feel that this is another indicator of CCAT's continuing success with students. Often, these students will return to us for help in academic classes. It is delightful to be of service, of course. Once a part of the CCAT family, students continue to remain part of our commitment.

4.

RUBRICS - CCAT teachers have developed at least one rubric every nine weeks in their classes. Many of these rubrics can be seen on teacher websites at chartercat.org. These rubrics help students to clearly understand expectations, and set achievement goals for themselves. They have been highly successful. In fact, 85% of our students successfully completed all rubrics this year.

5.

FORMATIVE ASSESSMENT - CCAT teachers report weekly on the formative assessments that they give, often daily. Formative assessment allows you to catch student difficulty early. Teachers have been using Wiggins & LeTighe's Backward Design model to plan. This requires you to formulate questions and formative assessments prior to planning activities, and has been very successful in helping the entire staff to clearly understand the purpose of their teaching and the activities they use to evaluate and assess students.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Yes, especially parental involvement. There was a total of 15,000 hours of time donated to CCAT. Other members of our community visited CCAT as guest speakers and as interested friends. CCAT students themselves donated over 5,000 hours of

community service to their community.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

The measure of parental involvement is measured by volunteer logs, quarterly nine-week conferences, Family Night attendance and the use of our Parent Library (A library that contains pamphlets and books to help parents in the raising of their children.) Community Involvement is documented by Sign-In Logs and support at CCAT sponsored activities, such as our school play or field days.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

The Governing Board has been making extensive plans to reach further into the Community to inform them about charter schools and to elicit their support. Teachers continue to invite Community Support through guest speakers and performance programs that can benefit all students. CCAT has also made a real effort to elicit the help of governmental agencies, such as the local city and county government, and our state legislative delegation.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

ATTENDANCE - Last year, CCAT had 99% attendance. Keeping students in school working and happy is one of the real measures of CCAT's success. Our Education Contract which allows students who have special activities, such as traveling, competitions (One of our student's won a national horse show last year!) etc., allows students to communicate with us via the internet, webcasting or other means to do their school work while at the same time learning from educational experiences that would be hard to provide in the traditional school setting.

2.

CHECKSHEETS & NARRATIVE GRADES - Again, one of CCAT's educational charter goals, this has been fine-tuned this year to represent a multi-layered grading system that does not include only a number or letter grade, but includes student performance on a checksheet rubric using National Standards as well as a written narrative about student progress. This triangulation of grades gives a much more accurate picture of student success and failure. A final compilation of these checksheets and narratives are filed in each student's permanent record.

3.

PROFESSIONAL DEVELOPMENT - Since CCAT has not, as far as we know, received T&E monies, this has been an area of special concern. As our own LEA, we were, prior to this year, unable to give PLU credits or to submit teacher qualifications to the Professional Standards Commission. This year we wrote the necessary

documents to become a PLU provider, and after a year's wait, we are now able to submit CCAT information to the PSC. In addition, we are in review at the PSC to become a practicum provider as well. This will allow us to work harder with our faculty to fit "official" slots. Although it should be noted, according to our charter, CCAT should receive T&E monies regardless.

4.

COMMUNITY SERVICE - As mentioned above, both our parents and our students have given over 20,000 hours. Students have worked at food banks, built houses, worked with horses and handicapped children and participated in a myriad of events that have contributed to our community. We firmly believe that this is an exceptionally important way to train our students to be productive members of society.

5.

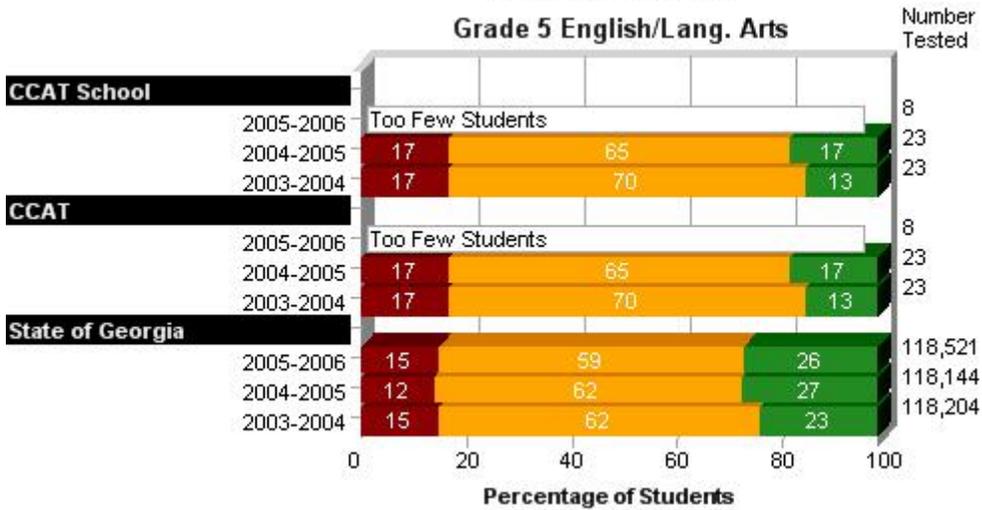
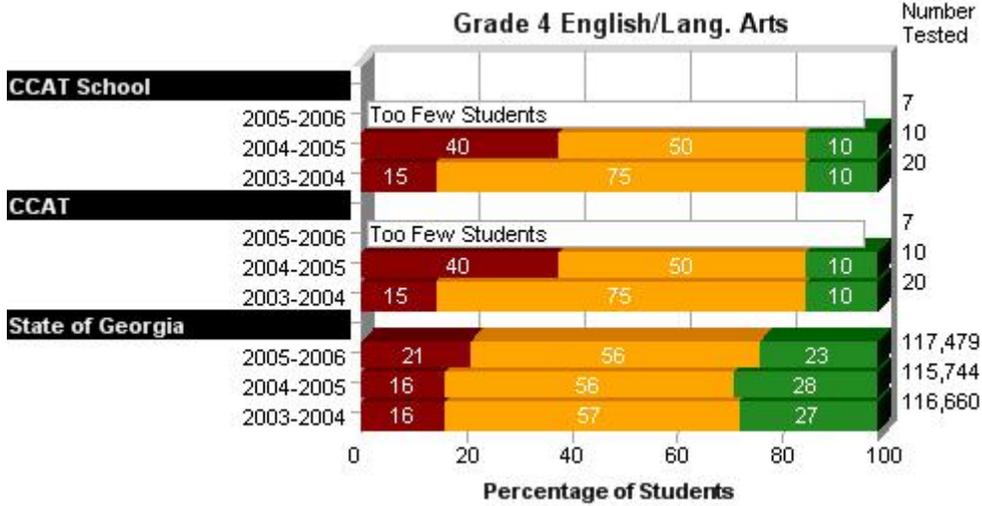
STUDENT-LED EVENTS - At CCAT, we believe that students can be productive in their own right. This year students have participated in several events that were conceived and planned entirely by them. They have invited guest speakers for Black History and Women's History month, developed a talent show of students which included a catered lunch, and most impressively developed a yearbook DVD that included pictures, movie clips, and sound overs for the amazing cost of \$5.00 a student. This gave every student at CCAT the opportunity to receive a yearbook. We find that students are amazing when given the chance to show their talents. This belief in students is one of the most basic tenets of CCAT.

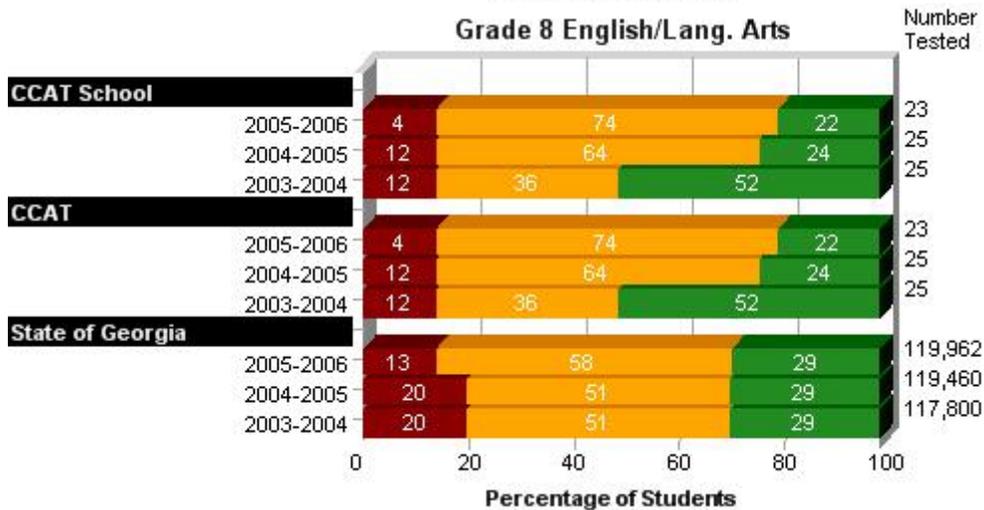
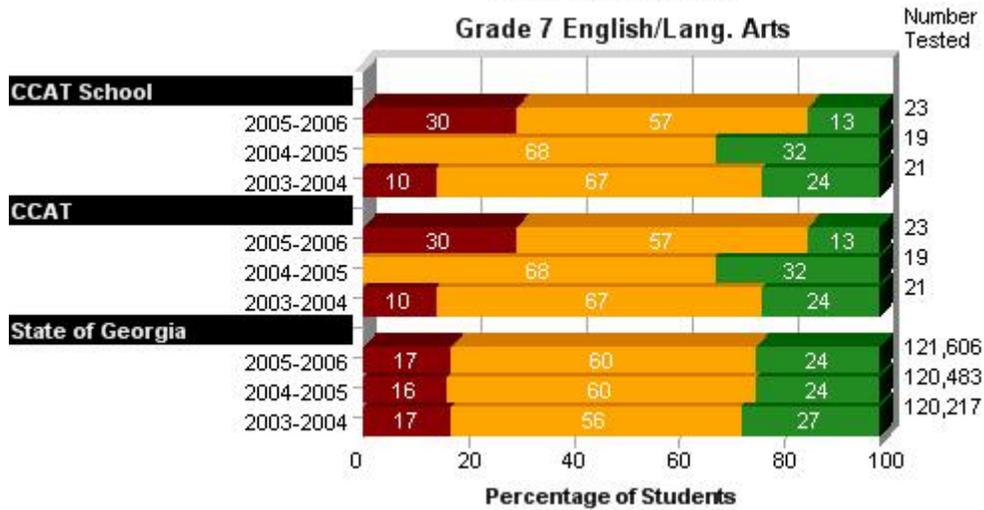
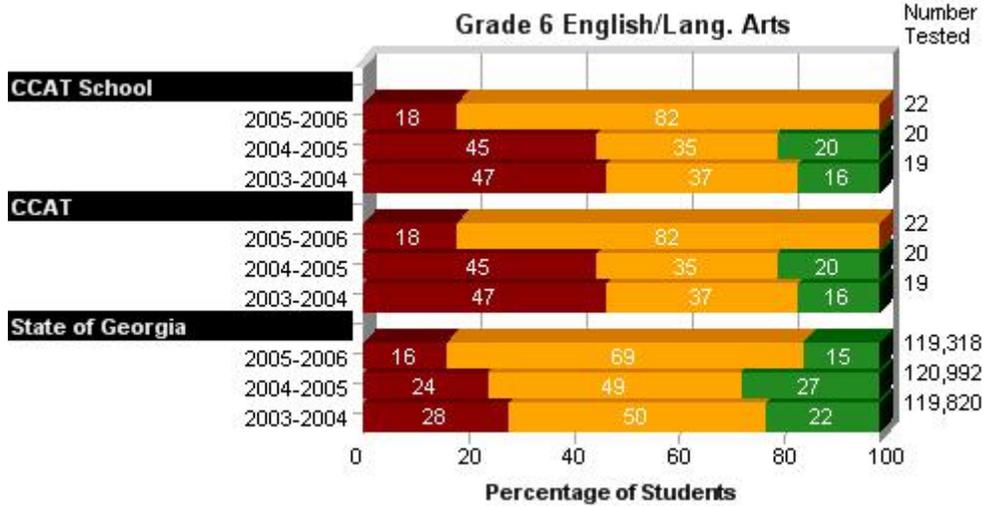
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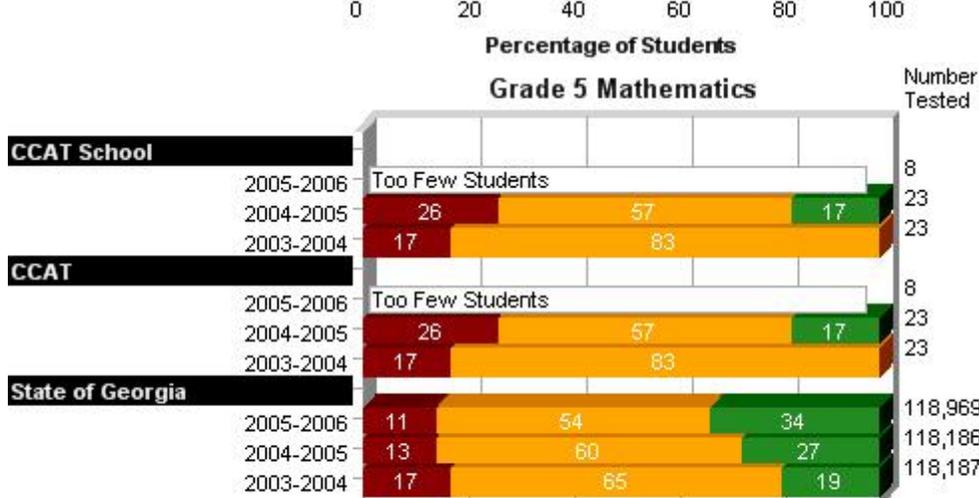
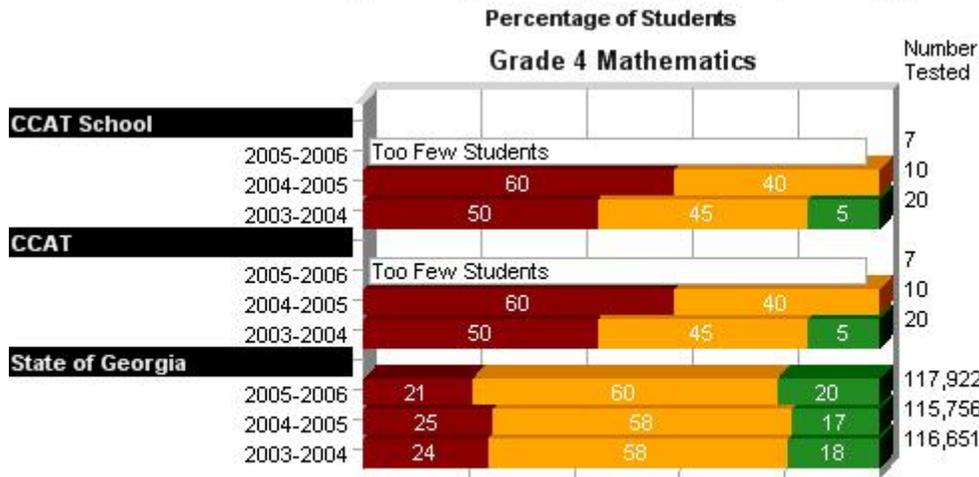
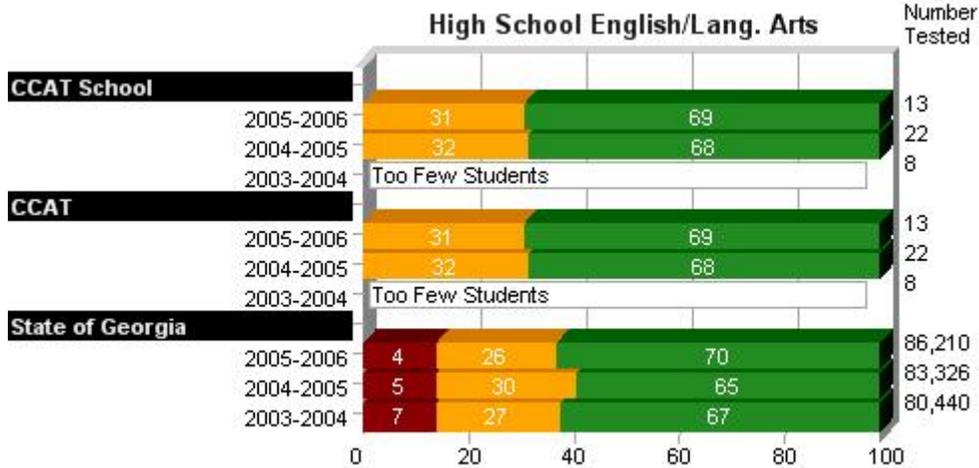
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| Did school have surplus at the end of the 2005-2006 school year? | No |
| Did school have a reserve fund? If so, what percentage? | No |

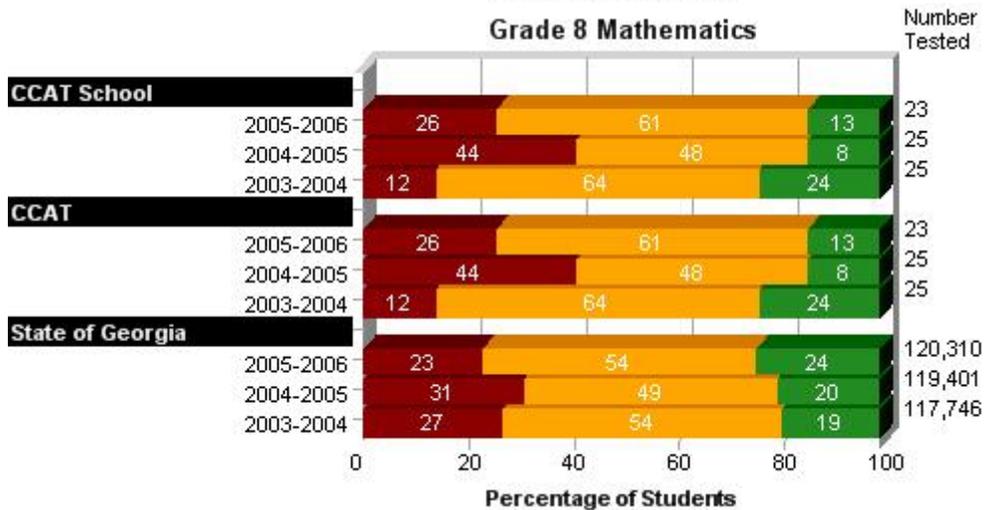
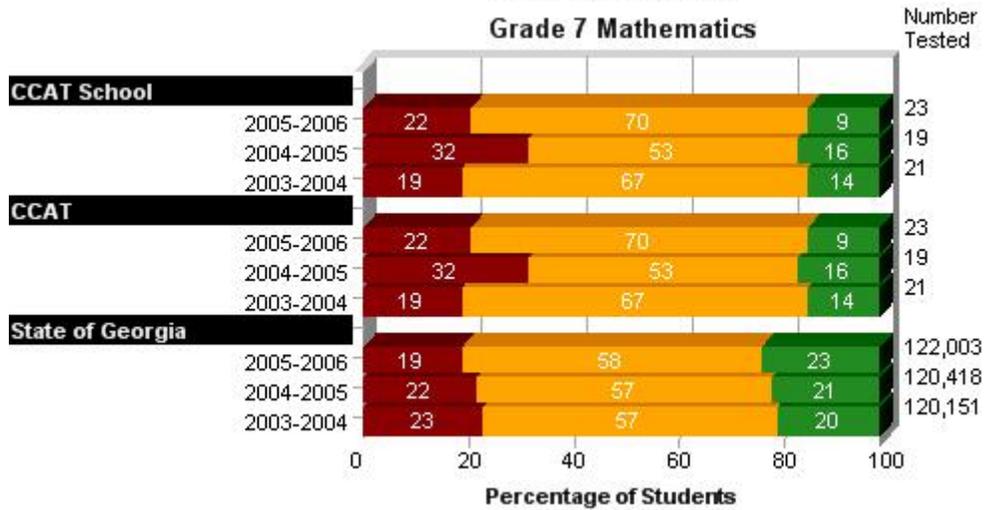
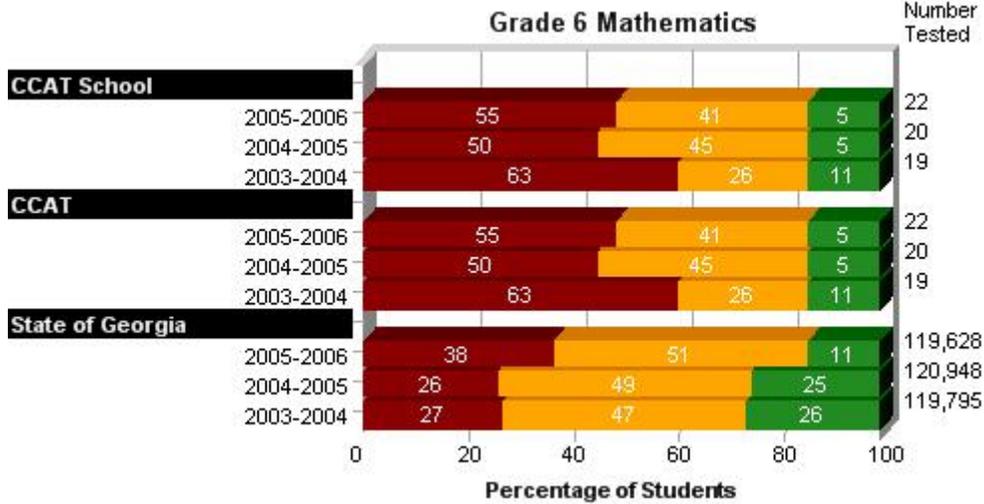
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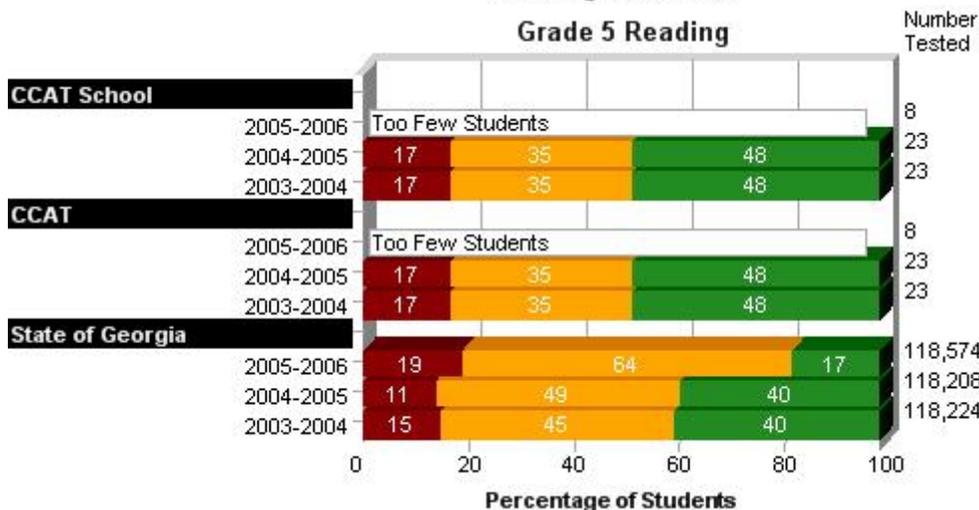
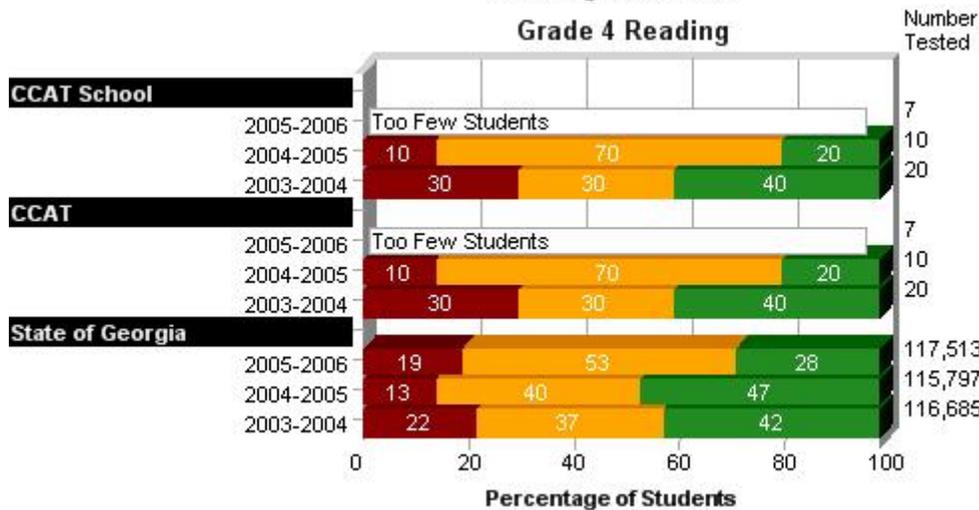
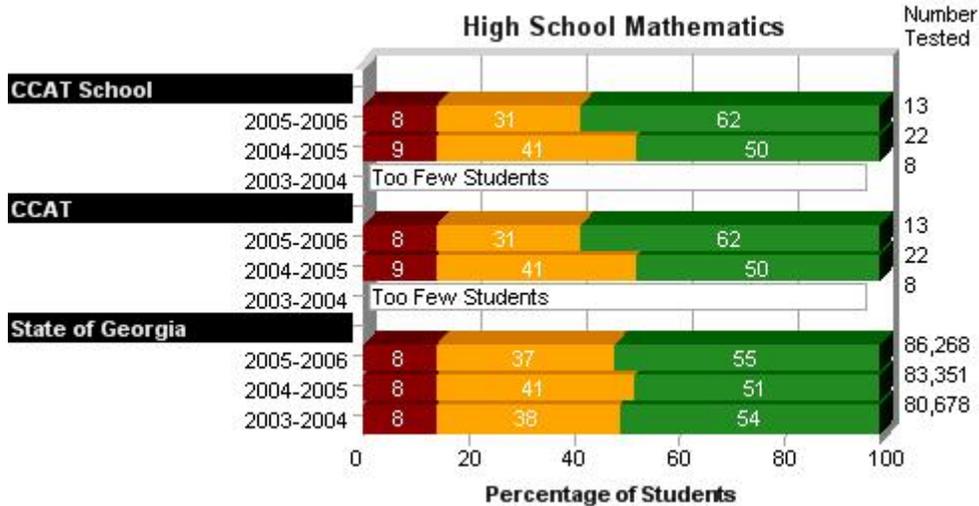
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- Meets
- Exceeds

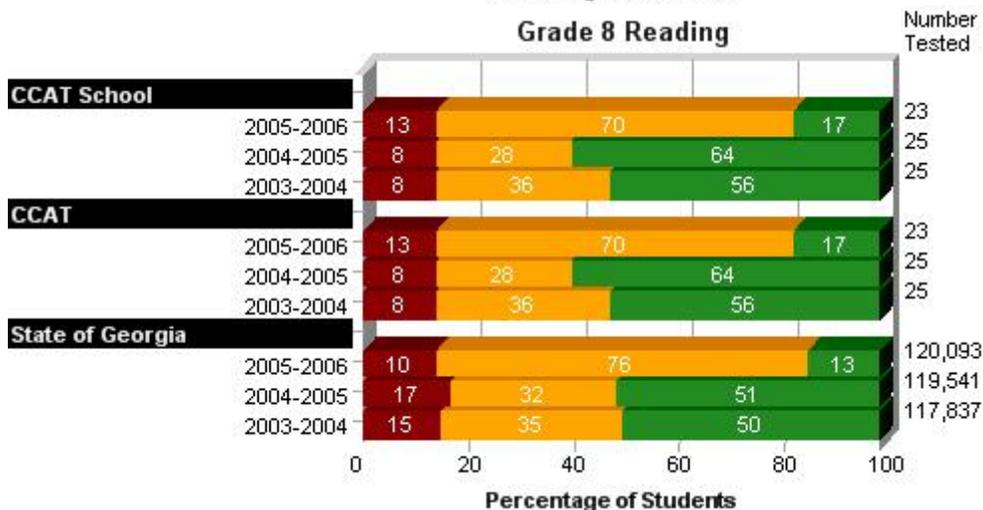
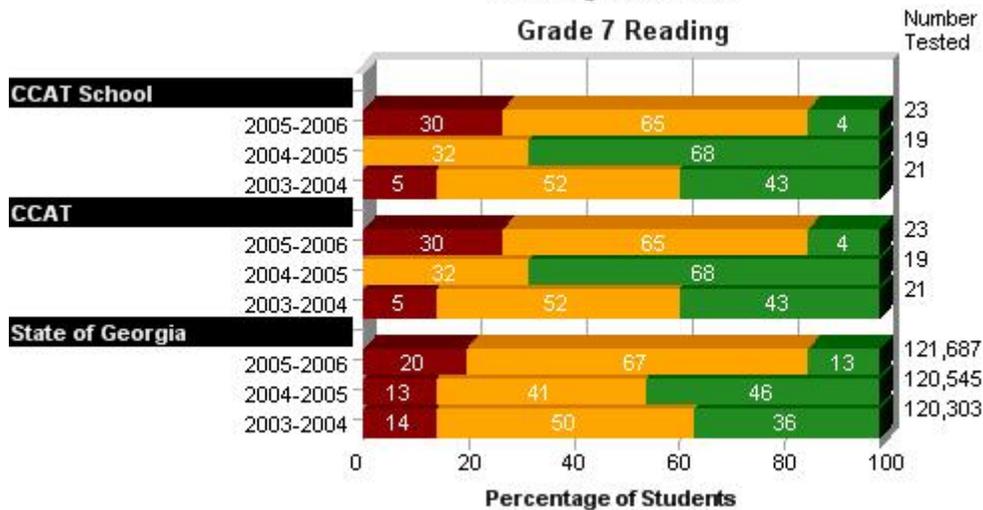
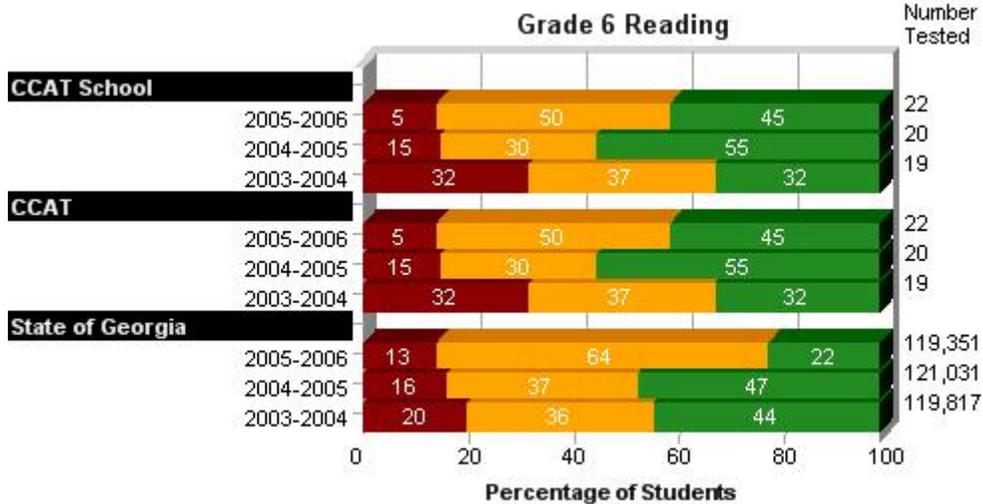


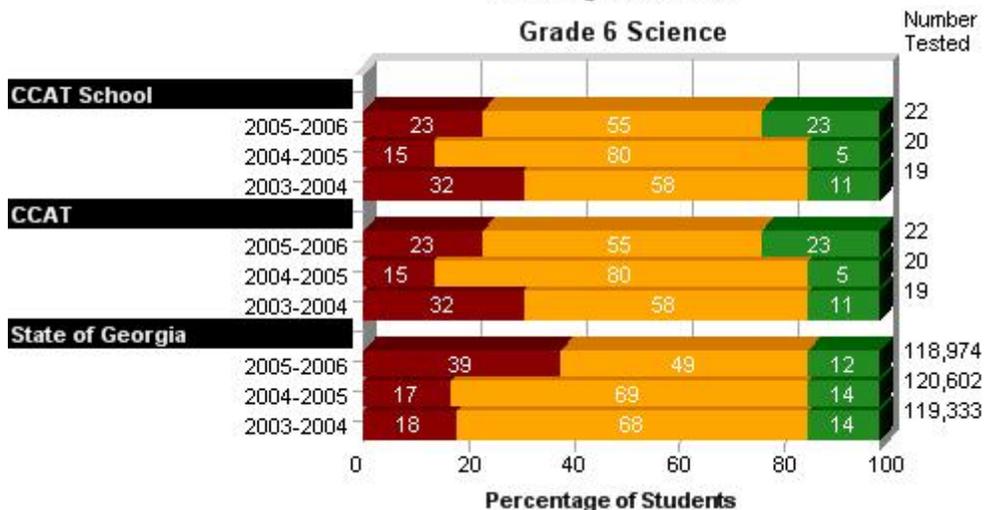
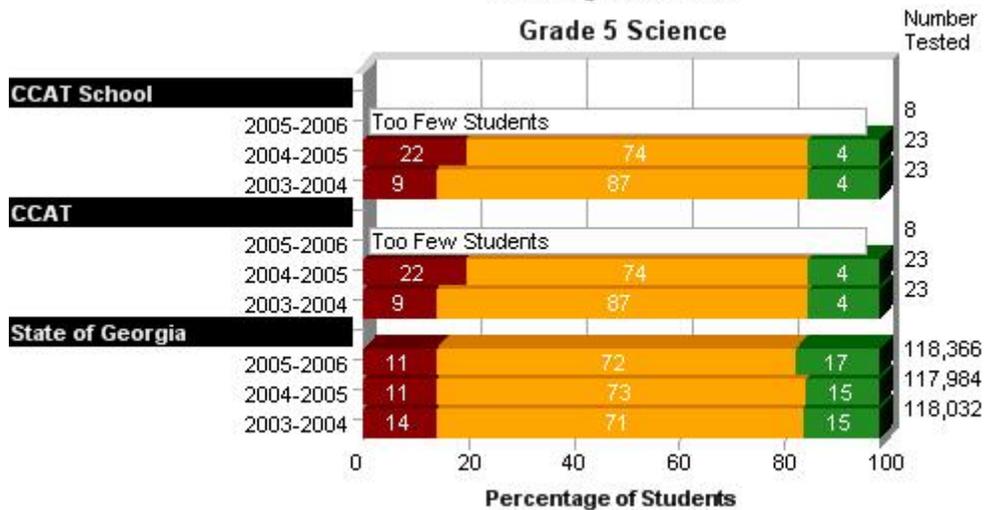
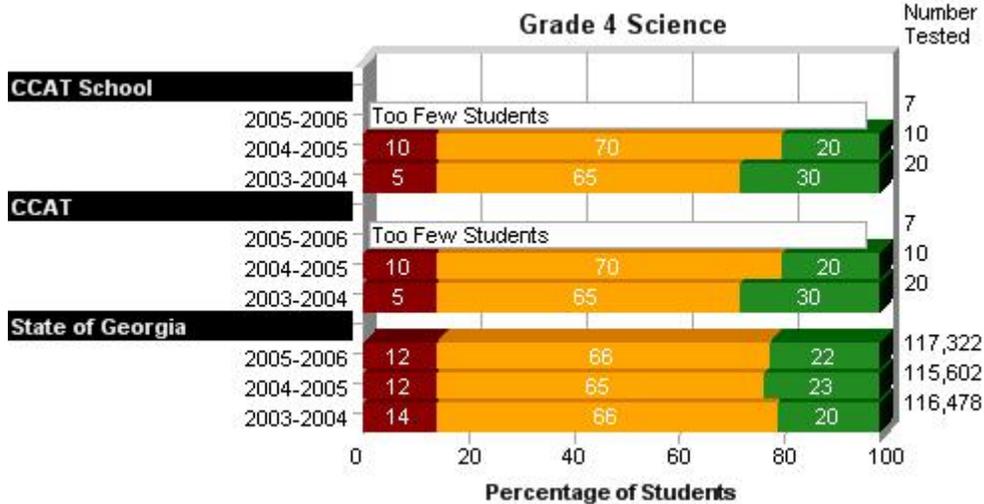


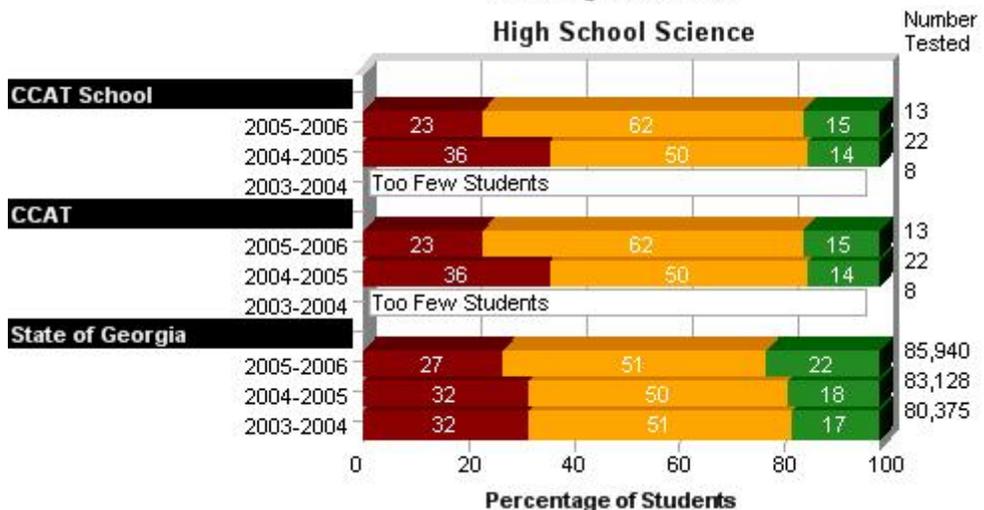
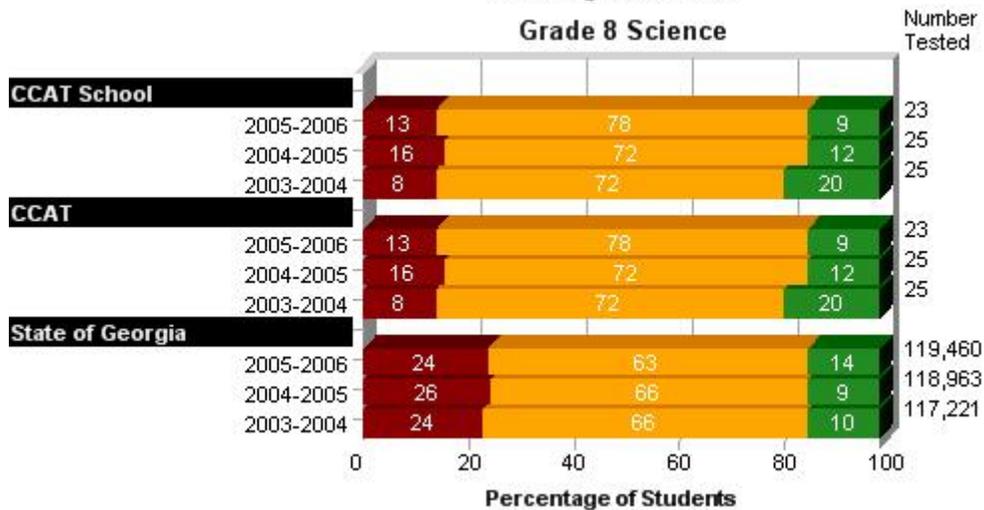
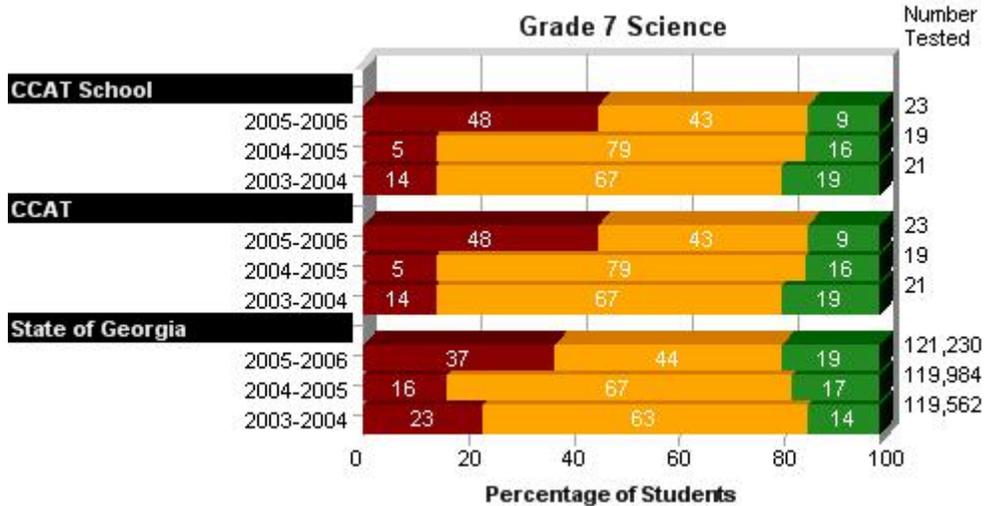


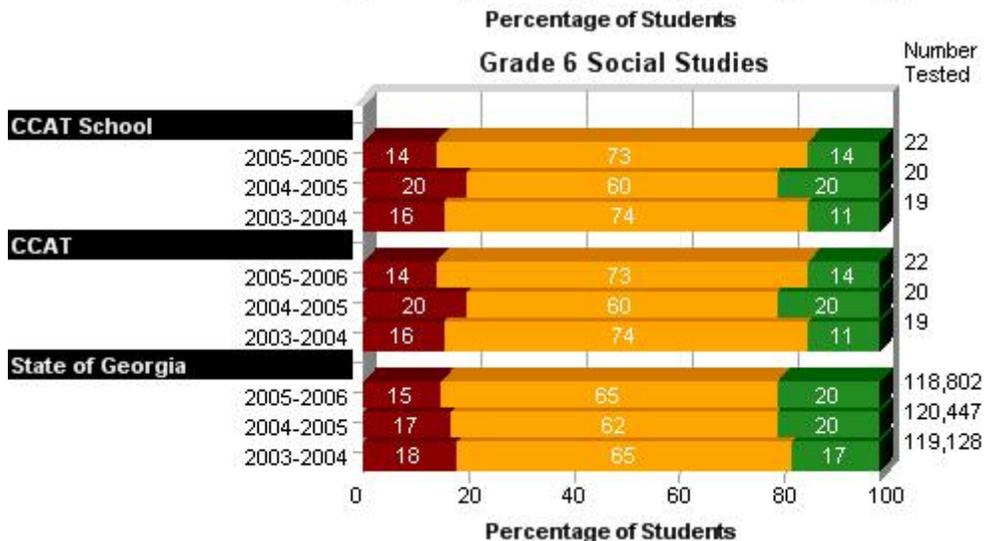
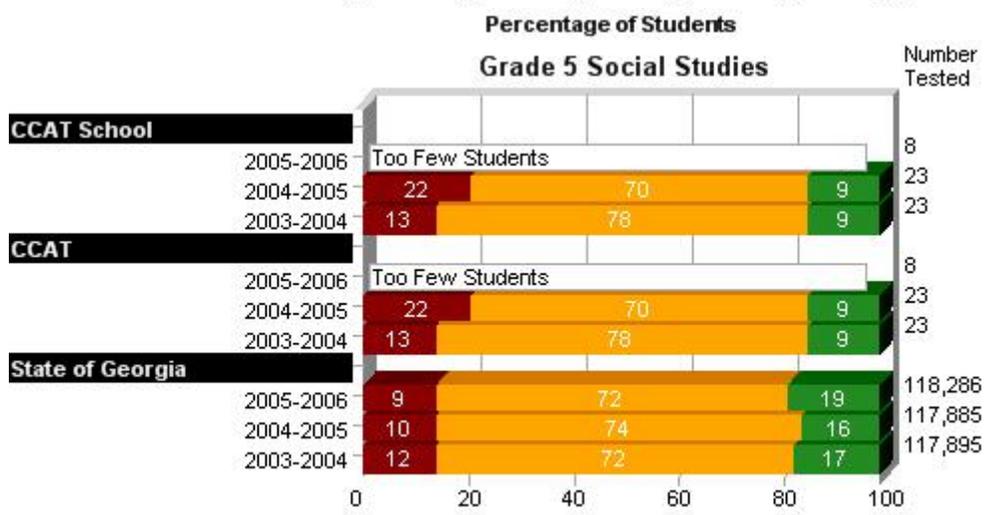
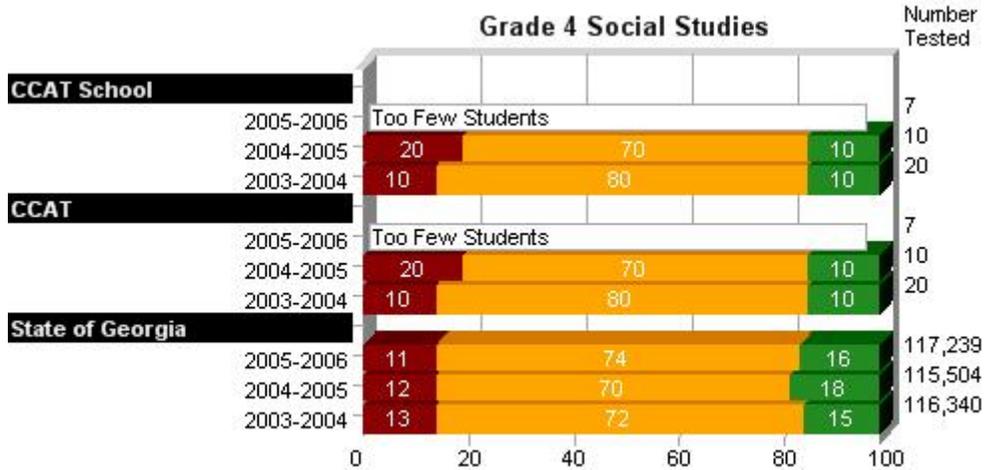


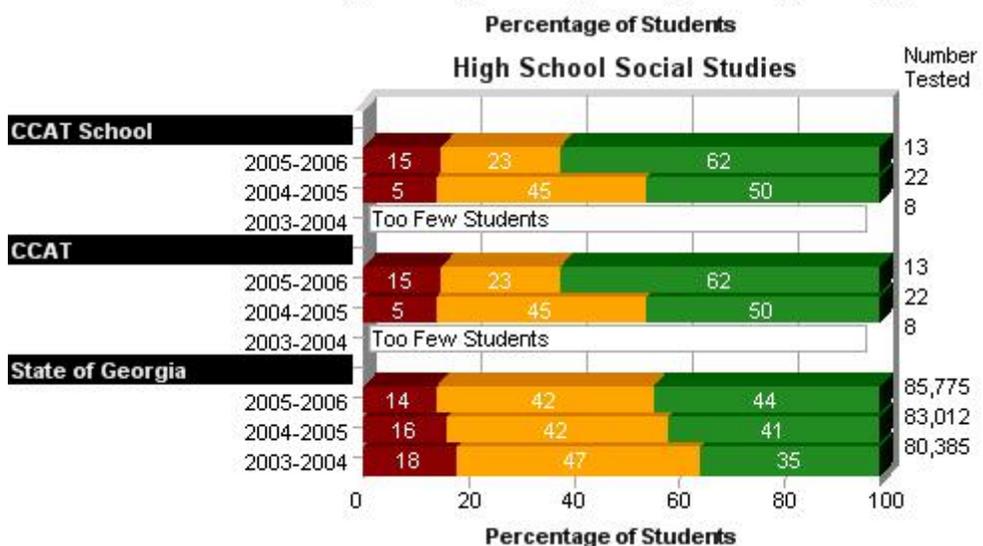
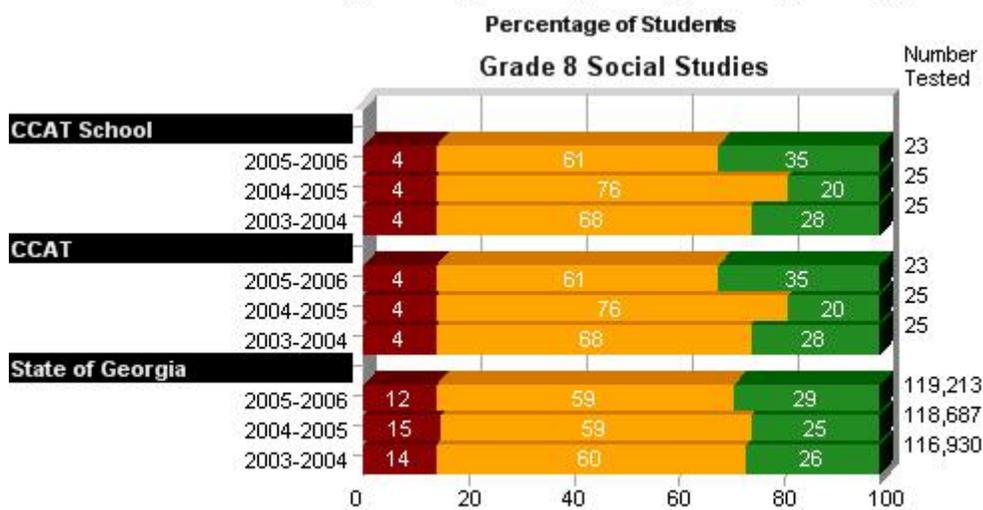
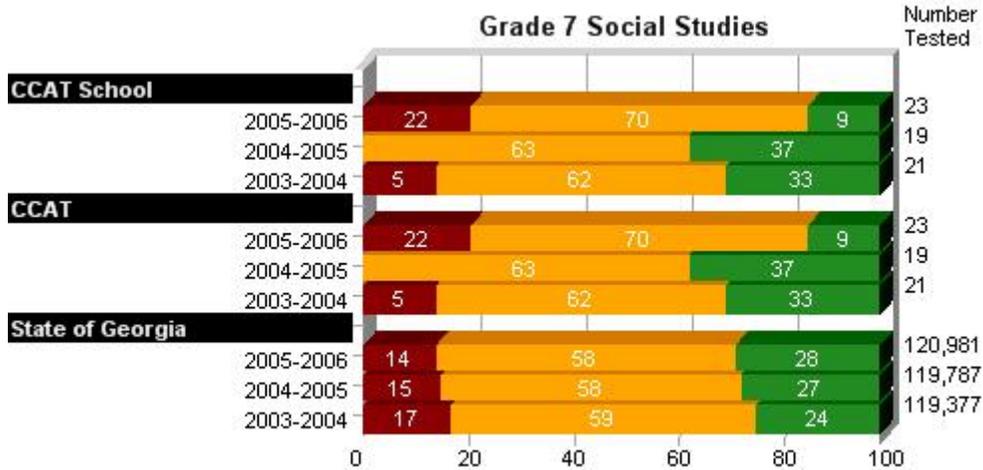












CHATTAHOOCHEE COUNTY HIGH SCHOOL

Contact Information

Pam Timms
 Box 360
 Cusseta, GA 31805
 706-989-3678

Basic Facts

| | |
|----------------|---------------|
| District | Chattahoochee |
| Type | Start-Up |
| Opened | 2005 |
| Grades Served | 9 - 11 |
| Enrollment | 211 |
| Title I School | No |

Mission

The Chattahoochee County High Charter School's mission is to develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes necessary to succeed in high school through various instructional practices. These skills, along with a post-secondary education and satisfying employment, will combine as essential components of the student's educational process .

Demographics

| | Chattahoochee County High School | Spencer High School | Kendrick High School | Chattahoochee County | Georgia |
|---|----------------------------------|---------------------|----------------------|----------------------|-----------|
| Distance from Charter School (in miles) | 0 | 11.2 | 12.7 | N/A | N/A |
| Total Population | 209 | 1,082 | 1,236 | 670 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 48% | 8% | 4% | 57% | 48% |
| Black | 41% | 83% | 94% | 36% | 38% |
| Hispanic | 6% | 6% | 1% | 3% | 8% |
| Asian/Pacific Islander | 0% | 1% | 0% | 1% | 3% |
| American Indian/Alaskan Native | 0% | 0% | 0% | 0% | 0% |
| Multiracial | 4% | 1% | 1% | 3% | 2% |

Special Populations

| | | | | | |
|-------------------|-----|-----|-----|-----|-----|
| ESOL | 0% | 3% | 0% | 0% | 3% |
| Gifted | 2% | 0% | 0% | 7% | 9% |
| Special Education | 12% | 14% | 15% | 11% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 54% | 77% | 72% | 67% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | N/A | N/A |
| Is your school in needs improvement? | No | N/A | N/A |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

N/A. Students did not participate in standardized testing. GA does not require 9th and 10th graders to participate in standardized testing. During the 2006-2007 school year 11th grade students will participate and SAT, 10th grade students will take the PSAT.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

N/A - gathering baseline data during 2006-2007 school year.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

N/A.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

Yes, as a system policy. Cohort data is accumulated during review of AYP data, disseminated to principals for staff development and restructuring, when necessary.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

Dropout rate - acquiring baseline data. During the initial year of Chattahoochee County High School (2005-2006) the dropout rate decreased 5%.

2.

Promotion rate for 2005-2006 - 97%

3.

Georgia End of Course Tests - acquiring baseline data.

4.

High school completion rate - 2007-2008 first graduation class.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Somewhat. As a new school, interest was very high and the community and participation was high. It is hoped that the excitement of a new school in the community will continue.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

Parental participation in instructional, academic, and extra curricular meetings, parent contact via counselor, principal, teachers, and other school personnel.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

The counselor has met with or has scheduled a meeting with each student and their parents to map high school and post-secondary plans.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Credit recovery - The "four schools in one" has greatly contributed to the need for flexibility for students. Many military students have entered with credit problems that have been addressed successfully with the ability to recover credit.

2.

Individualized instruction - Instructional methodology is guided by individual needs of students. These practices have provided a baseline for tracking the success of all students, to include ESOL and special education.

FINANCIAL ACCOUNTABILITY

| | |
|--|----|
| Did school have surplus at the end of the 2005-2006 school year? | No |
| Did school have a reserve fund? If so, what percentage? | No |

CHESNUT CHARTER ELEMENTARY SCHOOL

Contact Information

Sonja Alexander
 4576 North Peachtree Road
 Dunwoody, GA 30338
 678-676-7102

Basic Facts

| | |
|----------------|------------|
| District | DeKalb |
| Type | Conversion |
| Opened | 2000 |
| Grades Served | PK - 5 |
| Enrollment | 580 |
| Title I School | No |

Mission

At Chesnut Charter School, we commit ourselves to educating the whole child – developing young people who are enthusiastic, knowledgeable, well rounded, physically active and thoughtful. Chesnut students will become honorable and contributing citizens internally motivated to achieve their highest potential.

The Chesnut learning community is committed to creating independent, divergent thinkers, who are ethical, confident, capable and systematic in tackling problems and designing solutions—both on their own and in diverse groups. Chesnut students will receive the multi-dimensional education necessary to survive and thrive in our increasingly diverse society. Chesnut embraces the challenge of creating the self-motivated and well-rounded citizens of tomorrow.

Demographics

| | Chesnut Elementary School | Hightower Elementary School | Kingsley Elementary School | DeKalb County | Georgia |
|---|---------------------------|-----------------------------|----------------------------|---------------|-----------|
| Distance from Charter School (in miles) | 0 | 1.2 | 1.3 | N/A | N/A |
| Total Population | 568 | 512 | 383 | 99,544 | 1,559,828 |

Diversity

| | | | | | |
|------------------------|-----|-----|-----|-----|-----|
| Caucasian | 37% | 5% | 45% | 10% | 48% |
| Black | 28% | 17% | 36% | 77% | 38% |
| Hispanic | 15% | 74% | 7% | 8% | 8% |
| Asian/Pacific Islander | 12% | 3% | 5% | 3% | 3% |
| American | 0% | 0% | 0% | 0% | 0% |
| Indian/Alaskan Native | | | | | |
| Multiracial | 8% | 2% | 7% | 2% | 2% |

Special Populations

| | | | | | |
|-------------------|-----|-----|-----|-----|-----|
| ESOL | 8% | 42% | 4% | 4% | 3% |
| Gifted | 23% | 0% | 26% | 10% | 9% |
| Special Education | 8% | 11% | 10% | 9% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 32% | 92% | 29% | 64% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | Yes |
| Is your school in needs improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Yes. Chesnut received the 2006 Gold Award for Greatest Gain in Percentage of Students Meeting and Exceeding Standards from the Georgia Office of Student Achievement, the Georgia Department of Education and the Governor. Chesnut students out scored their peers in both DeKalb and Georgia in reading and math on the Spring 2006 CRCT in all applicable grades (1-5). In English/Language Arts, Chesnut students out scored their peers in both DeKalb and Georgia in all grades but second. A larger percentage of Chesnut students exceeded expectations in reading, math and english/language arts than students in Georgia and DeKalb except 2nd grade math and 5th grade english/language arts.

We saw a major improvement in math. On the 2005 CRCT, 16 percent of all Chesnut test takers (grades 1-5) did not meet expectations. On the 2006 CRCT, only 8 percent of all Chesnut test takers (grades 1-5) did not meet expectations.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

The CRCT Math data demonstrated a great increase from 2005 to 2006 in all grade levels. Ninety Two percent of our students in grades 1 – 6 met or exceeded standards in math in the 2006 school year compared to 84 percent the previous year. We identified through last year's test scores that we needed an instructional focus on this area. We purchased manipulatives in grades 3-5 for every teacher, we implemented two Math Incentive programs, we compacted and differentiated instruction, and we

piloted and supplemented our curriculum with Saxon Math to support the students who were identified as requiring the most support. We have continued all of these practices and have expanded the Saxon Math program to meet the learning needs of students. The Saxon program is a spiraling program with many opportunities for review which complements the learning style of many students.

Through the analysis of our data, we have observed that the subgroup population of African-American students is not achieving in math at the rate of other subgroups in our population. Therefore, it is necessary that we insure that we meet this subgroup's need. In 2005-2006, we offered targeted after-school tutorial programs to all students. The teachers supported these students through Level One Plans, to meet with the parents and collaborate, and institute those strategies that will assist and support these children to grow and achieve. We also offered Saxon Math to the students who scored in Level 1. We experienced a 9 percent reduction in the number of African American students scoring level 1 on the CRCT in math.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

Nearly every grade saw an improvement in math scores. In first grade, the percentage of students meeting or exceeding expectations increased 6 percent from last year, in second grade, the percentage increased 1 percent, and in 4th grade, the percentage increased 13 percent. Fifth grade experienced a 9 percent increase in the number of students exceeding expectations. Overall, the school experienced a six percent increase in the number of students meeting expectations.

In reading, first grade stayed the same and the percentage of students meeting or exceeding expectations increased 11%. The other grades experienced, on average, a 4 percent decrease in the percentage of students meeting or exceeding expectations on the Reading CRCT.

In English/Language Arts, Chesnut first graders saw an increase of 8 percent in the percentage of students meeting or exceeding expectations and 5th graders saw an increase in the percentage of students meeting or exceeding expectations of 4 percent. The other grades experienced, on average, a 4 percent decrease in the percentage of students meeting or exceeding expectations on the English/language arts CRCT.

The area of most concern in this Domain is English/Language Arts. This area of concern was identified last year and we implemented Professional Learning opportunities for the teachers in "Writer's Workshop." Last year we also purchased over \$6,000 worth of resources to assist in this area and have purchased and additional \$1,000 worth of resources in training materials and teaching materials. We identified a need for a structured, consistent and pervasive writing program to support the students with writing skills. This program will teach the students grammar and sentence construction within context of writing samples. The teachers are also

implementing Daily Oral Language to support these skills in the morning during drill and practice work. We are also implementing a school wide writing incentive tied to character traits each month to encourage writing practice.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

Yes. We use cohort data to evaluate our results and to more accurately measure progress. However, one of Chesnut's greatest challenges lies in the high mobility of most of our level 1 students. Among the students who scored level 1 on any part of the 2005-2006 CRCT, approximately 33 percent were not at Chesnut the year before and about 50 percent have not returned this school year.

In addition to cohort analysis, teachers also track individual students to make sure that the interventions that have been utilized are effective.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

The major area of concern is language arts scores across the grades at Chesnut. Chesnut's instructional plan is data driven, but the data shows that language arts is a challenge for all students, therefore the solutions are applied across the school.

Students will participate in two-hour balanced literary block daily which will include: Reading, Writing/Vocabulary, Listening, Speaking and Skill Development.

We will target students whose CRCT scores range from 775 to 825 for mentoring and tutoring.

Students will participate in The Writer's Workshop, with direct instruction in prewriting, drafting, revision, editing and publishing.

Teachers will document active engagement and repeated exposure to vocabulary to foster word consciousness.

An additional 10 teachers earned their ESOL endorsement last year at Chesnut. This is a key part of our strategy to address both the needs of limited english proficient students and those students whose english skills are strong enough to no longer qualify for pull out services but who may still need support. LEP students struggle more in ELA than other students.

As stated above, we have identified that African American students have the lowest scores in math. We have implemented a variety of services to meet the needs of these students including after school tutoring (open to all students who needed support), the implementation of Saxon Math, and more parental involvement in the development of Level 1 plans.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

In 2004-2005, only 49 percent of 5th graders scored in the top two levels (engaging and extending) of the Fifth Grade State Writing Assessment. In 2005-2006, 73 percent of 5th graders scored in the top two levels (engaging and extending) of the Fifth Grade State Writing Assessment. This major increase occurred because of the increased focus on writing, grammar and vocabulary that Chesnut began during the 2005-2006 school year. Teachers spent more time teaching students how to write and practicing the basics necessary to be a good writer.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Yes. Chesnut requires families to participate a minimum of 12 times a year. Half of this participation must be earned by activities that are considered "working" such as chaperoning a field trip, making copies for a teacher, cutting out items at home or serving pizza at the PTA Bingo Night. The other half may be earned by donating items or simply attending events.

Chesnut Charter School measures parental involvement by the number of families who complete their obligation. As has been the case for the last few years, well over 95% of the families do fulfill their obligation.

Each school year, Chesnut families contribute more and more of their time and energies to the school. By the seventh week of the 2006-2007 school year, Chesnut families have already contributed nearly 1500 hours to the school.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

As stated above, we measure the percentages of families who fulfill their obligation. We use a web based application, K12 AMBIT, to track volunteer hours, recruit volunteers and email our families. Nearly 6000 hours were logged, but most families only log their required hours. We estimate that nearly 9,000 hours were contributed to the school by parents and members of the community.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

While we have been very successful in encouraging parental involvement, we intend to reach out more to our general community through the churches, apartment complexes and businesses in our area. Additionally, we plan more meetings that are informational in nature to help parents navigate education. We are also investigating other opportunities to utilize electronic communications to recruit parents and maintain an open communication line.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Goal: We will improve the skills and use of technology by students as well as the use of technology as an instructional tool by teachers.

In the first six years of the charter, Chesnut has made significant gains in the use of technology by both students and teachers. All teachers hold their INTECH certification. In the 2000-2001 school year, less than 20 percent of teachers used technology in their lesson plans. In 2005-2006, more than 80 percent of teachers used technology in their lesson plans.

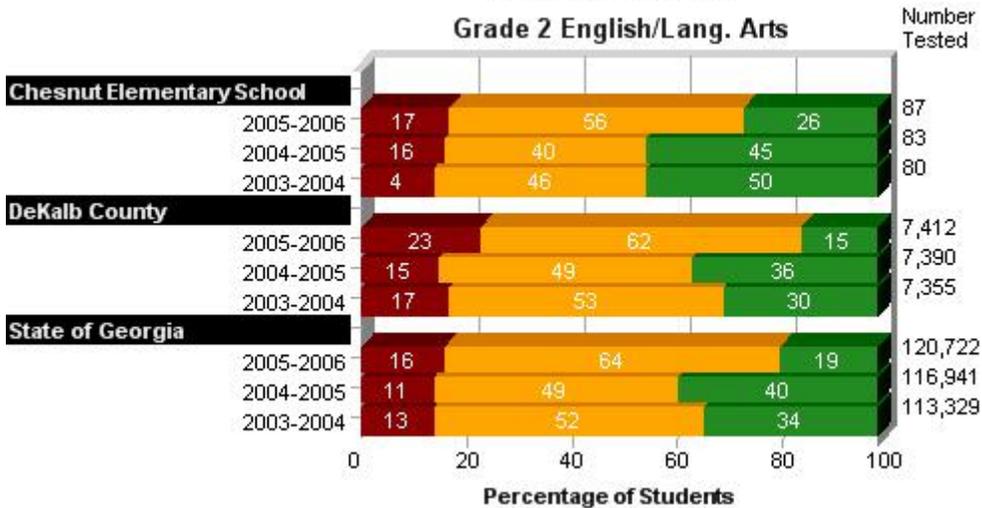
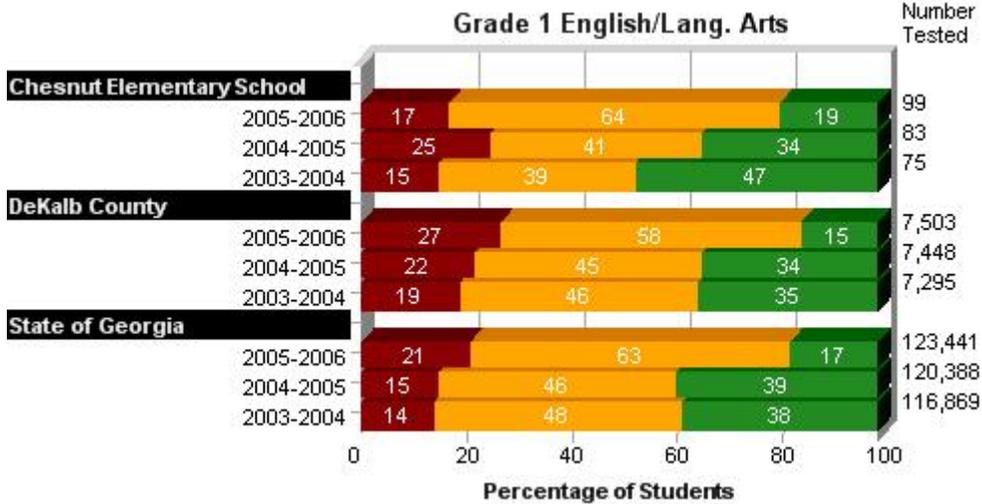
All classrooms have computers with wireless Internet access, and the school has several dozen laptops that can be used by whole classes as well as a computer lab with nearly 30 desktop computers. Students in grades Pre-K to 5th utilize this lab. Teachers use computer-driven programs to assess students in some areas. Students participate in Accelerated Reader which utilizes a computer program to quiz students on books they have read. The Chesnut Council is so satisfied with the progress in this area that this goal was not put in the most recent charter that goes into effect for the 2006-2007 school year.

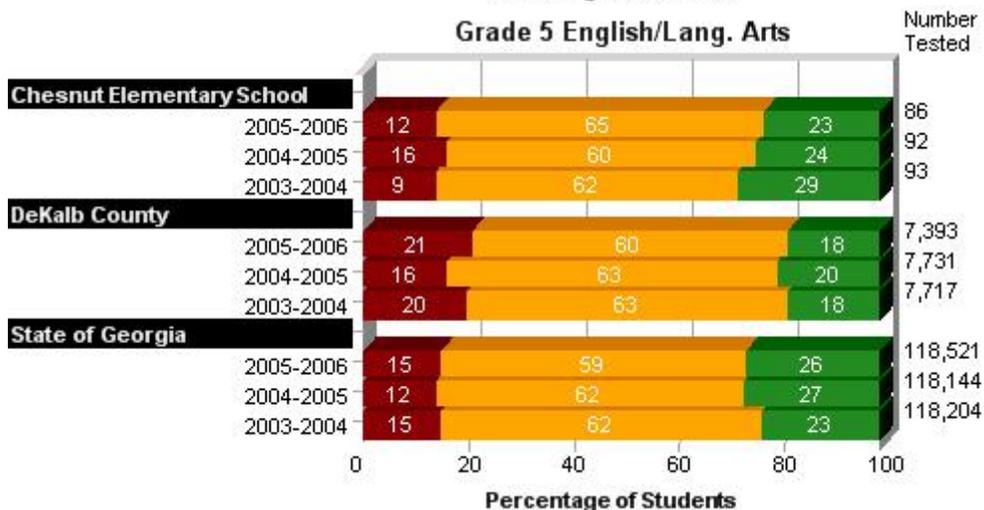
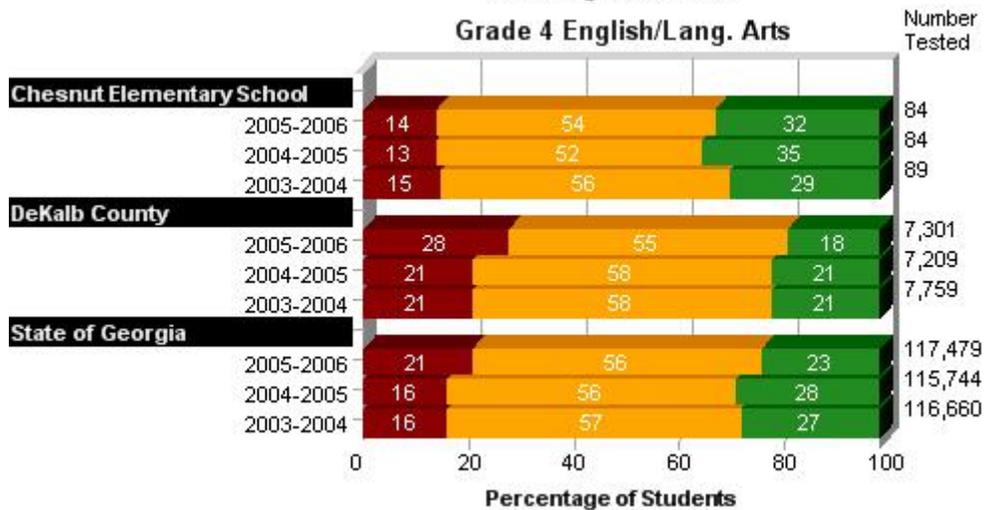
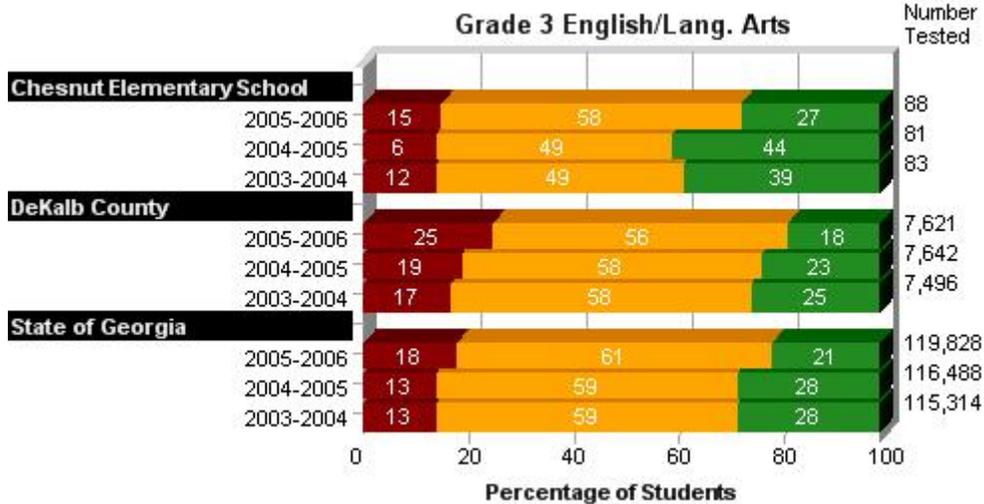
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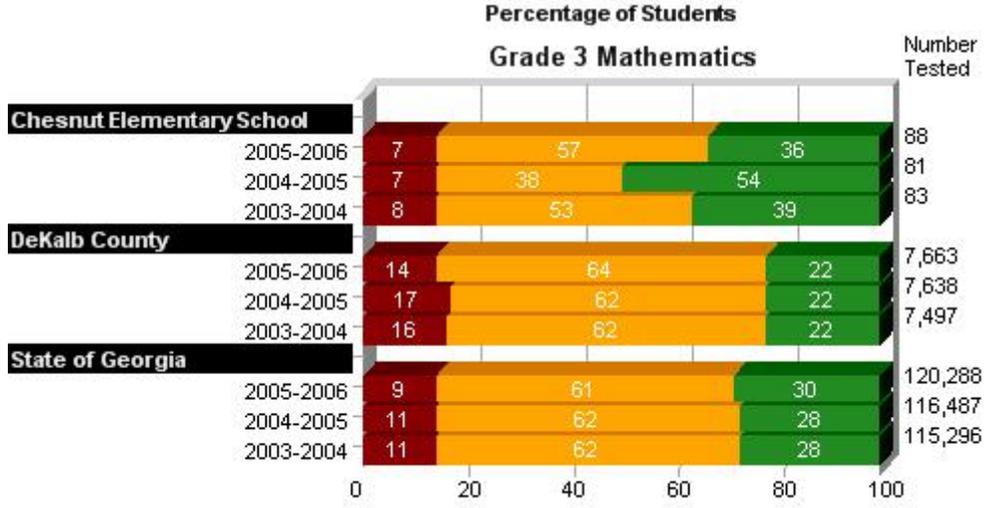
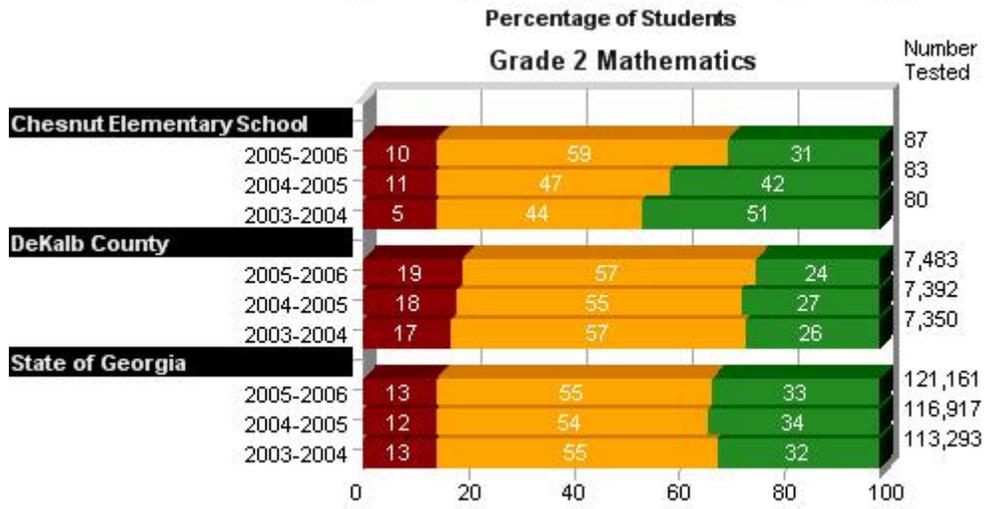
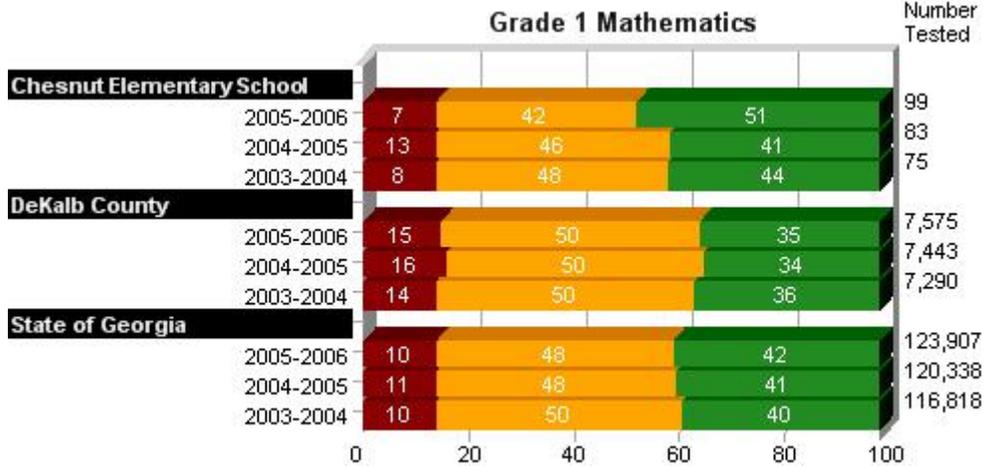
| | |
|--|----|
| Did school have surplus at the end of the 2005-2006 school year? | No |
| Did school have a reserve fund? If so, what percentage? | No |

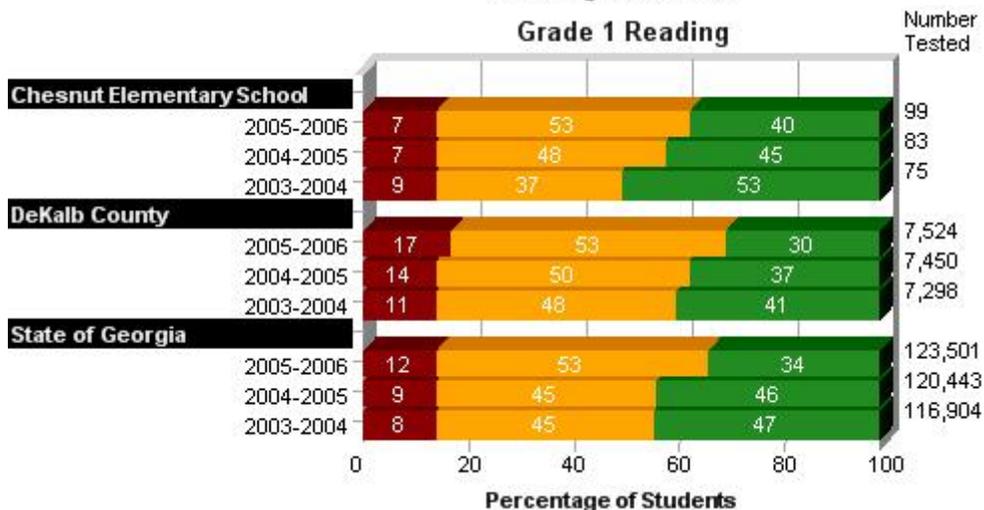
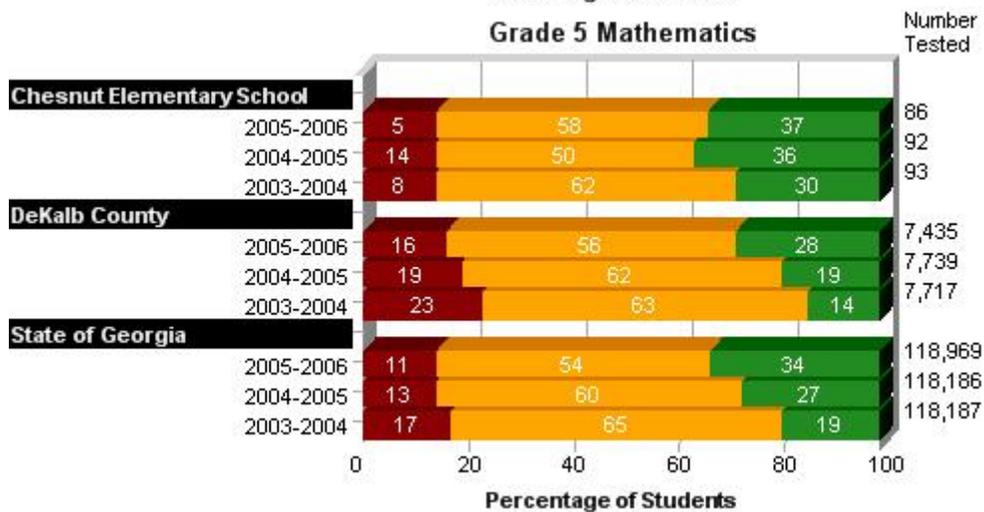
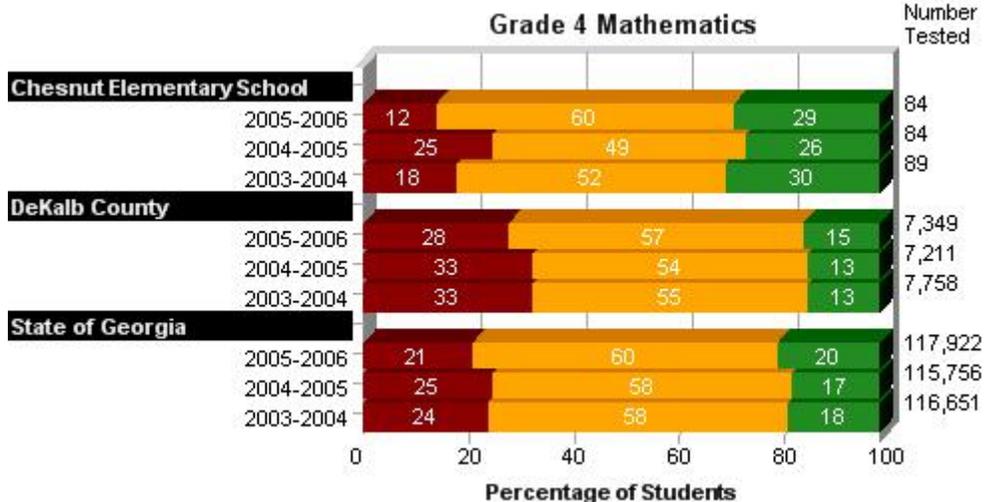
TEST RESULTS

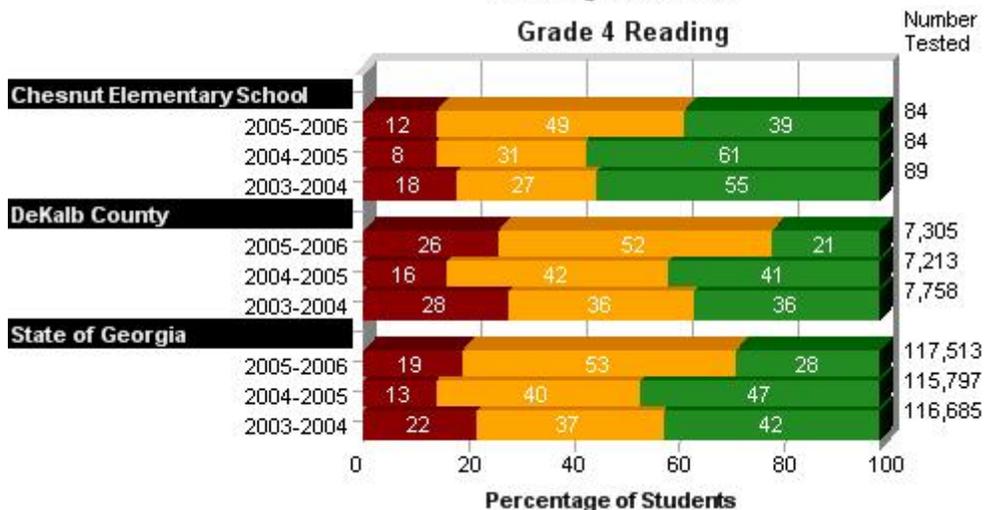
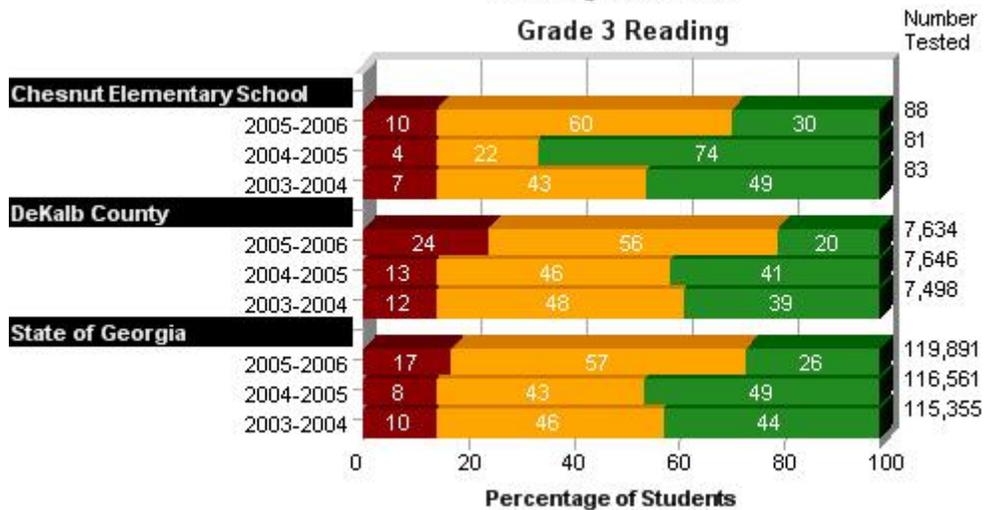
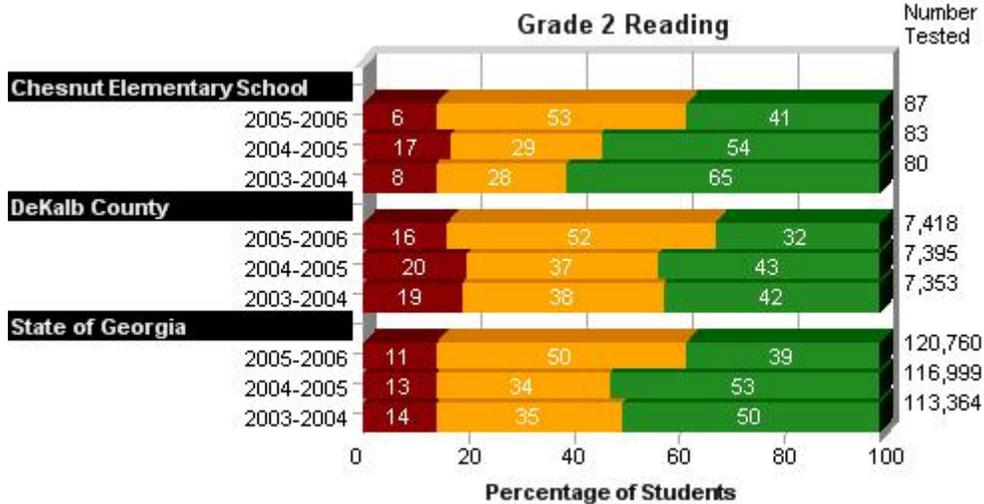
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- Meets
- Exceeds

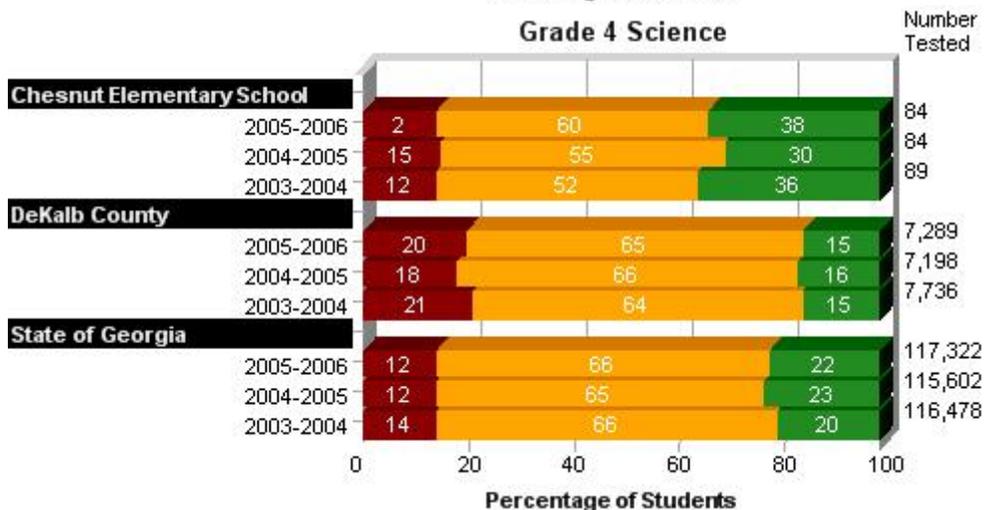
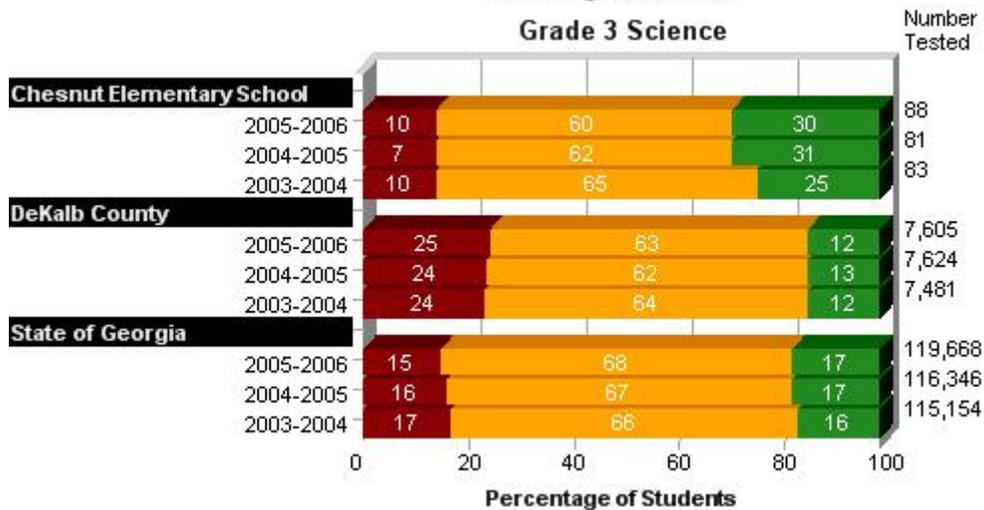
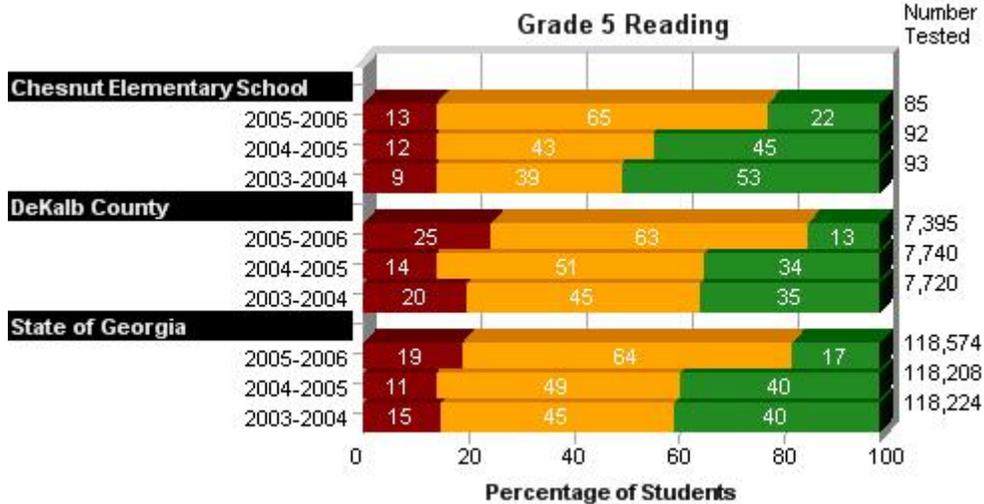


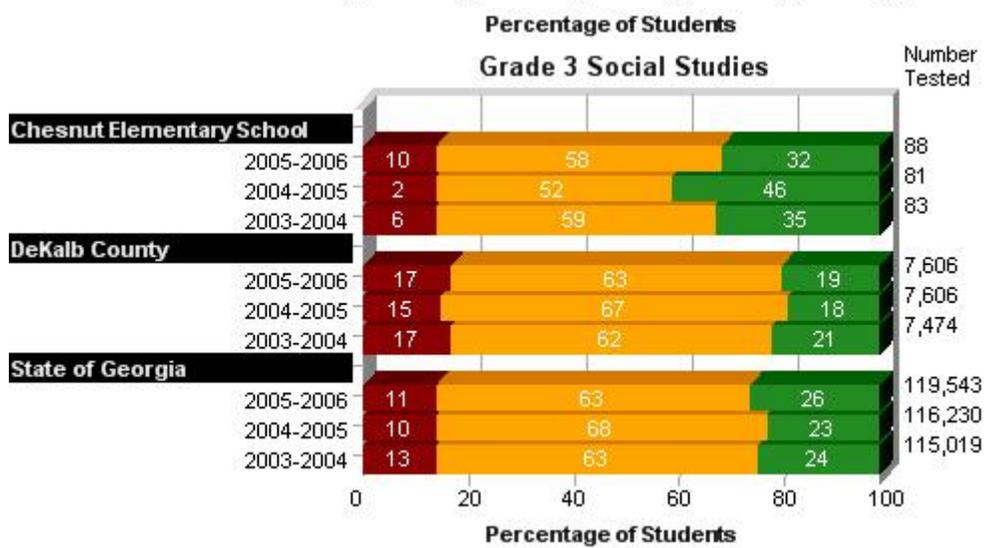
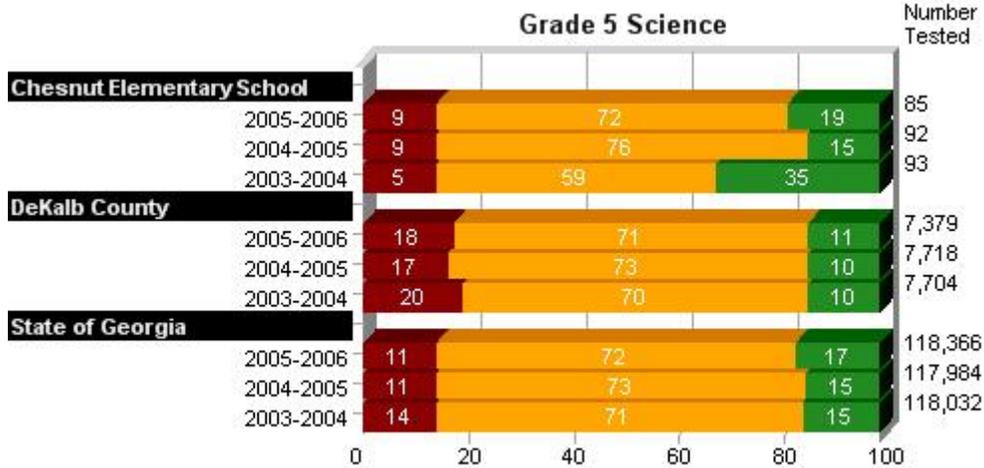


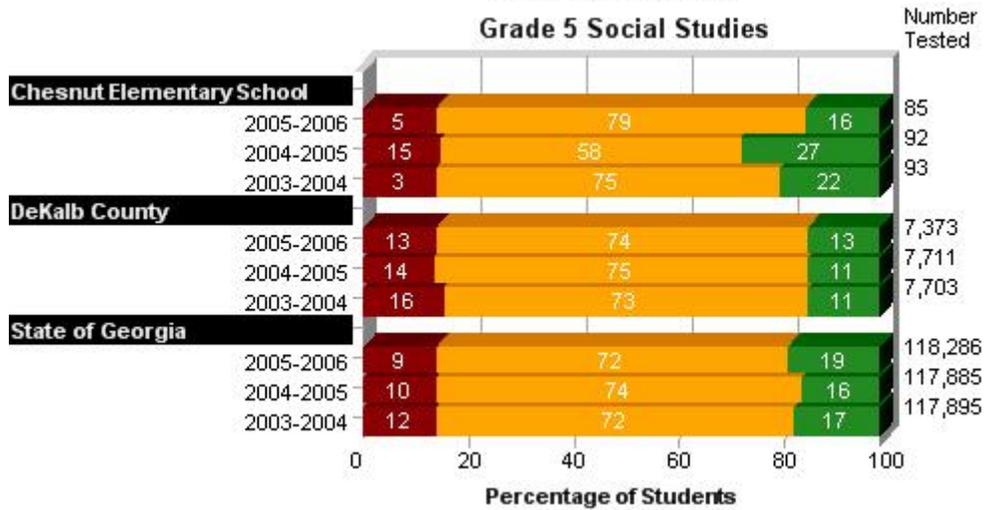
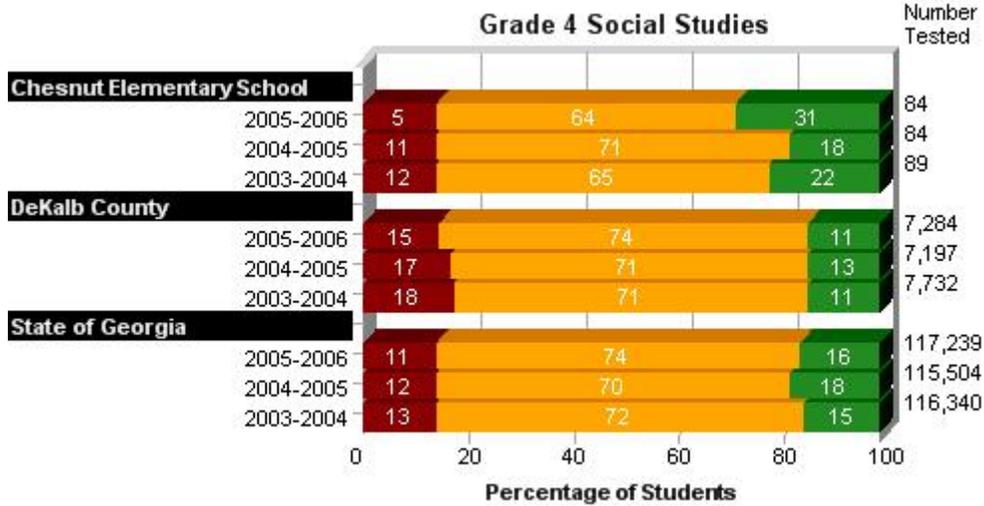












DEKALB ACADEMY OF TECHNOLOGY AND ENVIRONMENT

Contact Information

Maury Wills
 1833 South Stone Mountain Lithonia
 Rd.
 Lithonia, GA 30058
 770-484-5865

Basic Facts

| | |
|----------------|----------|
| District | DeKalb |
| Type | Start-Up |
| Opened | 2005 |
| Grades Served | K - 7 |
| Enrollment | 167 |
| Title I School | No |

Mission

The goal of Dekalb Academy of Technology and the Environment, Inc. is to educate a student population about the essential need to consider environmental ramifications of technology and other business decisions, via a hands-on, community-oriented instructional curriculum. The Academy will improve student achievement via a curriculum which:

- Recognizes the important link between technology and the environment
- Promotes higher order thinking skills – critical thinking, problem-solving, and decision-making
- Motivates students by offering a real world context for learning
- Engages learners in investigative, hands-on/minds-on, student-centered, and cooperative activities between industry and environmental groups
- Advances educational reform goals
- Correlates to state and national academic standards
- Considers the environment in its totality, i.e., the co-existence of business and the environment
- Promotes continuous lifelong learning

Demographics

| | Lithonia Academy of Technology and the Environment | Stoneview Elementary School | Marbut Elementary School | DeKalb County | Georgia |
|---|--|-----------------------------|--------------------------|---------------|-----------|
| Distance from Charter School (in miles) | 0 | 0.5 | 3 | N/A | N/A |
| Total Population | 205 | 958 | 870 | 99,544 | 1,559,828 |

Diversity

| | | | | | |
|-----------|----|----|----|-----|-----|
| Caucasian | 0% | 2% | 0% | 10% | 48% |
|-----------|----|----|----|-----|-----|

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Black | 98% | 91% | 97% | 77% | 38% |
| Hispanic | 0% | 5% | 0% | 8% | 8% |
| Asian/Pacific Islander | 0% | 0% | 0% | 3% | 3% |
| American Indian/Alaskan Native | 0% | 0% | 0% | 0% | 0% |
| Multiracial | 1% | 2% | 1% | 2% | 2% |

Special Populations

| | | | | | |
|-------------------|----|----|----|-----|-----|
| ESOL | 0% | 4% | 0% | 4% | 3% |
| Gifted | 0% | 2% | 3% | 10% | 9% |
| Special Education | 4% | 8% | 5% | 9% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 35% | 85% | 53% | 64% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | N/A | N/A |
| Is your school in needs improvement? | No | N/A | N/A |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Yes, students' standardized test results met expectations as stated in the school Charter.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

100% of First Grade students met and exceeded GCRCT standards in math and reading.

100% of Fifth Grade students met and exceeded GCRCT standards in math. Particular strategies employed were identifying students with academic weaknesses and providing additional instructional support outside of the regular school day during Saturday School. In addition, implementing nontraditional instructional methods assisted with students being supported and engaged.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or

regressed.

2005-2006 school testing data is baseline data.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

2005-2006 school testing data is baseline data.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

Particular areas of concern were the testing performance of the following grades: 3rd, 4th, 6th. Baseline Data will be disaggregated to determine areas in need of improvement and highlight other areas where the school performed well.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

Objective 1: Reading: Criterion Reference Competency Test (CRCT)

Expectation: by 2005-2006,

100% of all students attending the Charter School were evaluated with a Norm Referenced Test and CRCT to create baseline data to identify student deficits and provide educational programs needed to meet and exceed standards, as measured by the CRCT.

2.

Objective 2: Mathematics: Criterion Reference Competency Test (CRCT)

Expectation: by 2005-2006:

100% of all students attending the Charter School were evaluated with a Norm Referenced Test and the CRCT to create baseline data to identify student deficits and provide educational programs needed to meet and exceed standards, as measured by the CRCT.

3.

Objective 3: English/Language Arts: Criterion Reference Competency Test (CRCT)

Expectation: by 2005-2006:

100% of all students attending the Charter School were evaluated with a Norm Referenced Test and the CRCT to create baseline data to identify student deficits and provide educational programs needed to meet and exceed standards as measured by the CRCT.

4.

Objective 4: Science: Criterion Reference Competency Test (CRCT)
Expectation: by 2005-2006:

100% of all students attending the Charter School were evaluated with a Norm Referenced Test and the CRCT to create baseline data to identify student deficient and provide educational programs needed to meet and exceed standard, as measured by the CRCT.

5.

Objective 5: Social Studies: Criterion Reference Competency Test (CRCT)
Expectation: by 2005-2006:

100% of all students attending the Charter School were evaluated with a Norm Referenced Test and the CRCT to create baseline data to identify student deficient and provide educational programs needed to meet and exceed standard, as measured by the CRCT.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Parental Involvement in the school did not meet my expectations. Parents were required to participate at least 20 hrs. per month. This was not enforced or regulated. In addition, a parent survey was not administered to solicit input and feedback of the parents and the community.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

I will measure parent and community involvement based on active participation in classrooms and schoolwide activities. Active participation includes parents and the community being involved in classroom learning and promoting and increasing children's cognitive levels. Parent and community involvement can be measured by parents assisting with learning groups in class, tutoring, mentoring, and other academic clubs such as, Toastmasters, Betta Club, Boy Scouts, Girl Scouts, Chess Club, Technology Club, Environmental Club, and other service organizations that all cultivate the learning experiences for students.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

A Parent Liason has been employed to monitor and regulate all volunteer hrs. for participation in school activities and clubs. Parents are notified on a monthly basis of their hrs. volunteered. Parents are currently involved in organizations such as, Board of Directors, School Improvement, and the Capital Campaign. The community has been solicited to become partners in education with the Academy. Partnerships with parent owned businesses have also been very fruitfull and vital to the success of the

students at the Academy.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Role of Staff Goal:

Staff was required to undertake the training identified in teacher workshops. Teachers were expected to explore and develop new environmental/technological lesson plans consistent with the curriculum. Teachers with different relevant environmental experiences were hired, so as to allow for interclassroom sharing of someone with specialized training; as well as interactive training.

2.

Implementation of Curriculum:

By the 2005-2006 school year, 100% of all lesson plans were used in core curriculum subjects of Language Arts, Reading, Writing, Mathematics, Science and Social Studies involved an environmental/technological theme. At least 20% of all lesson plans in other courses used such themes.

3.

Technological Proficiency Goals

Expectation: By the 2005-2006 school year, each classroom contained a state-of-the-art computer for student use; and a computer lab was created with at least ten computers.

4.

Student Attendance Goal

Expectation: By spring of 2005-2006, student daily attendance was 95% or better.

5.

Environmental Project Goal

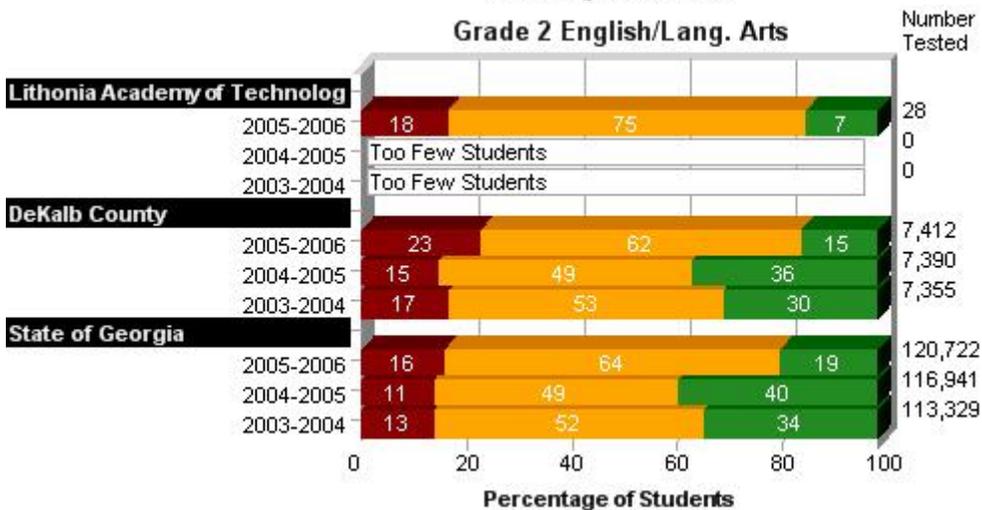
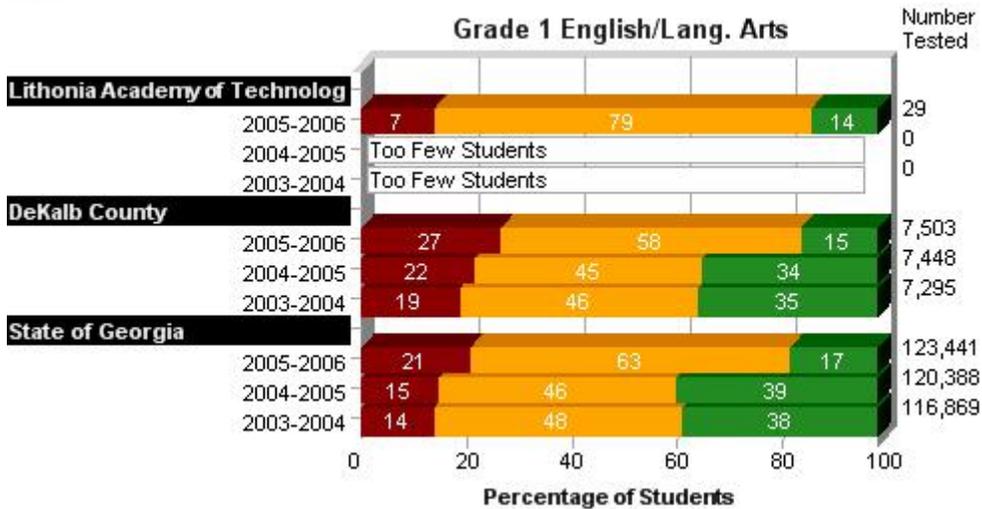
Expectation: 100% of all students produced at least three grade-appropriate projects: one developed, monitored and presented by the class as a whole; one developed, monitored and presented by small groups or pairs; and one developed, monitored and presented individually. At least one of these projects (or their results) was presented in display form at the Earth Day Celebration.

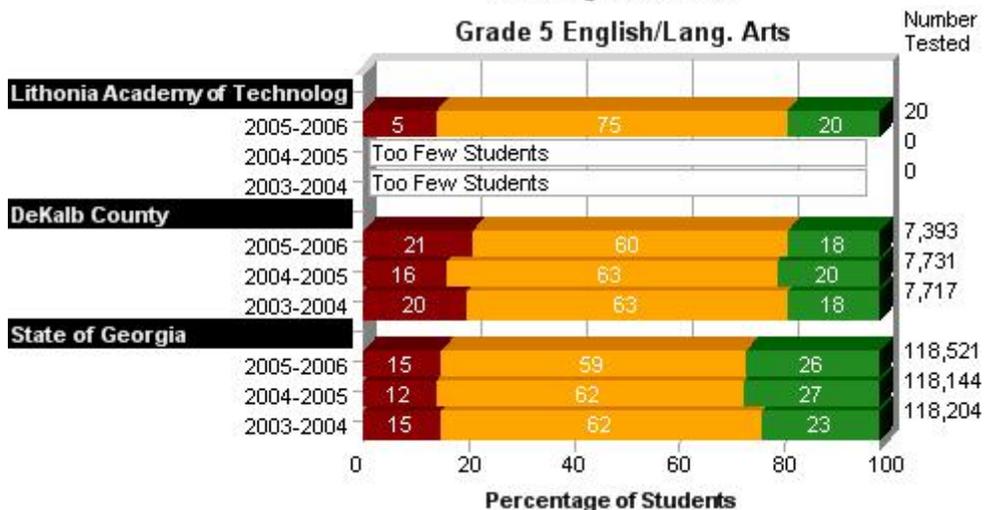
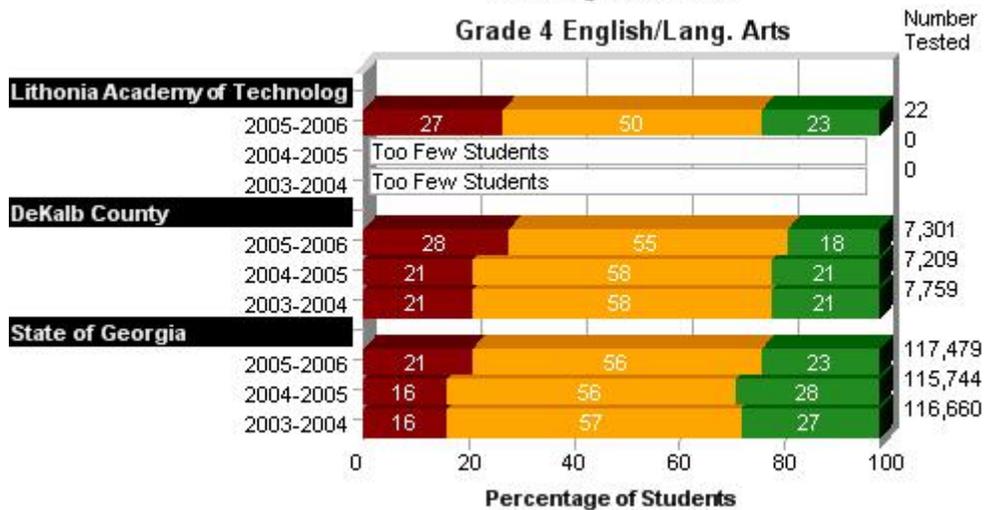
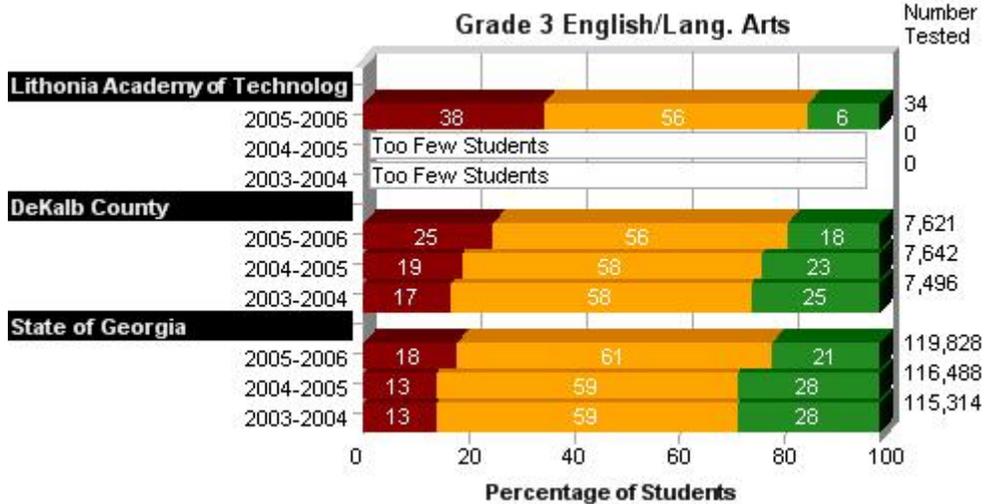
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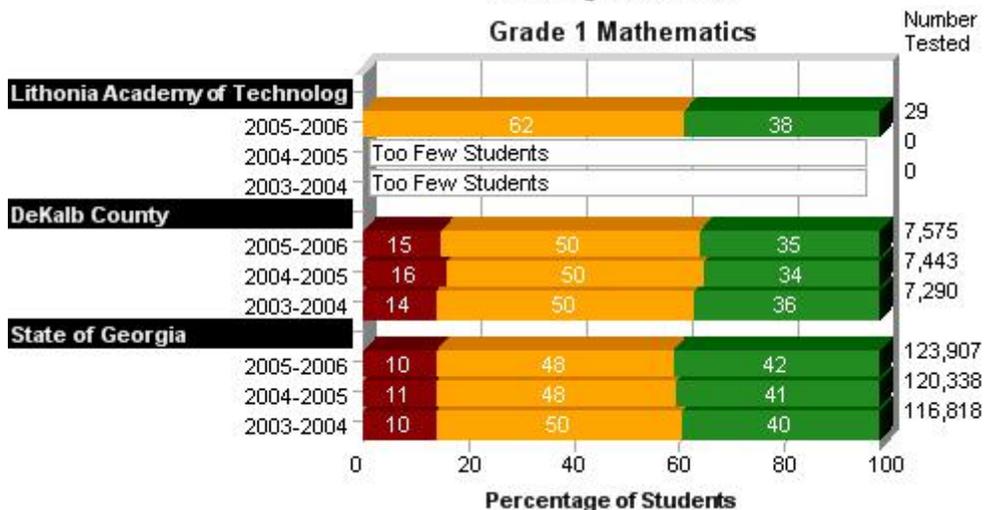
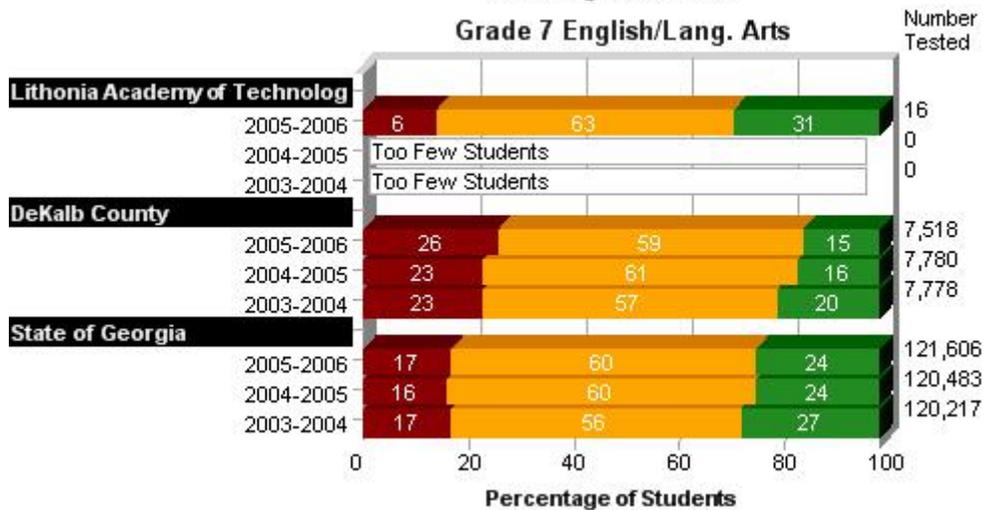
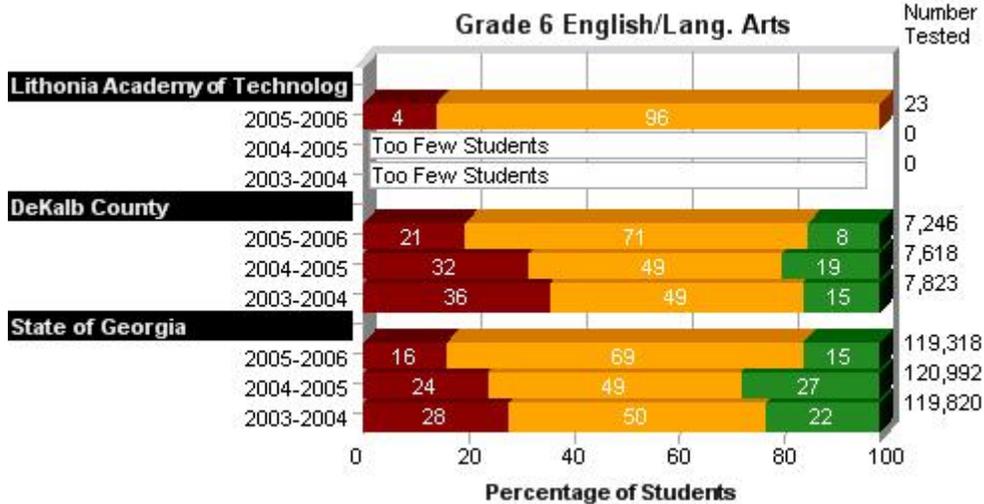
| | |
|--|-----|
| Did school have surplus at the end of the 2005-2006 school year? | Yes |
| Did school have a reserve fund? If so, what percentage? | No |

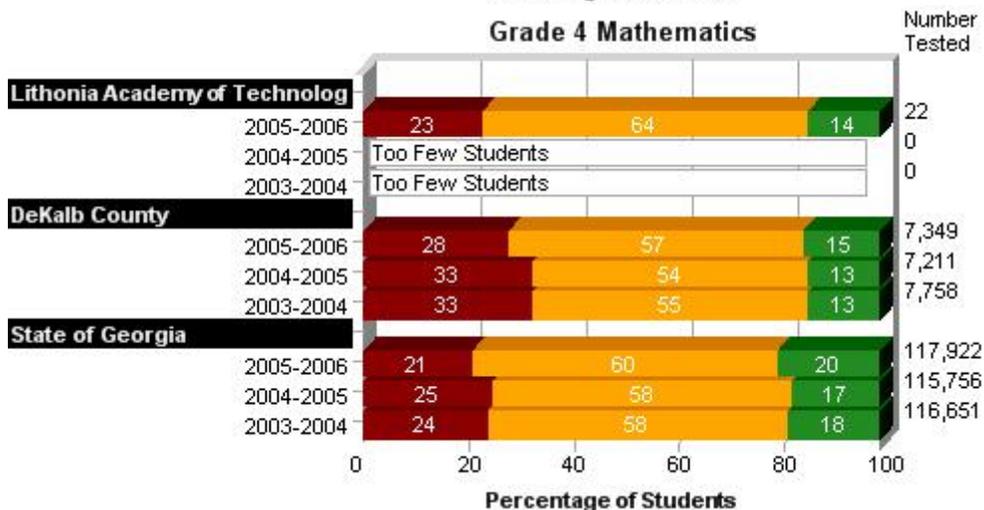
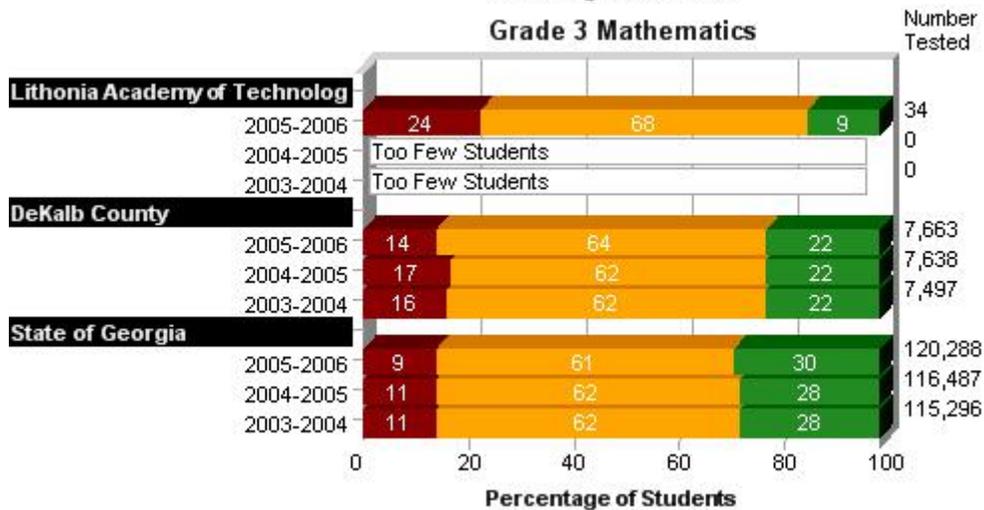
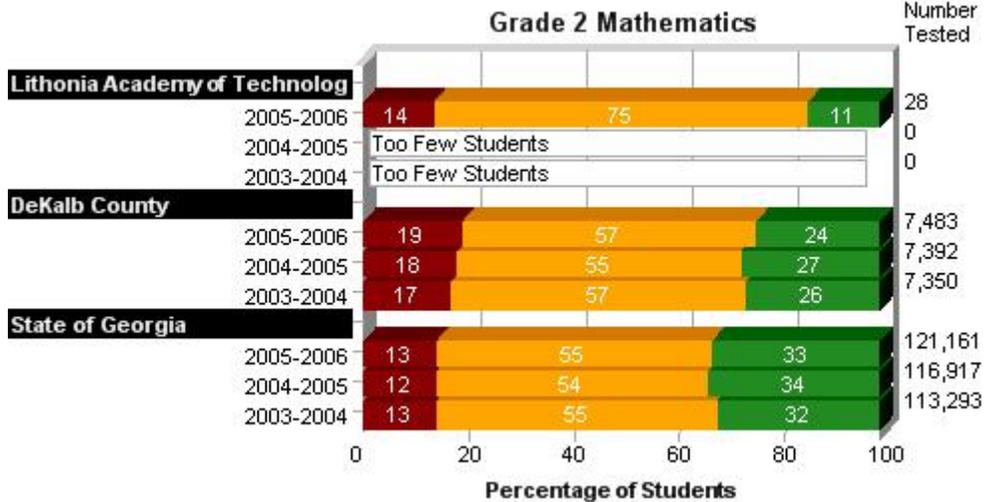
TEST RESULTS

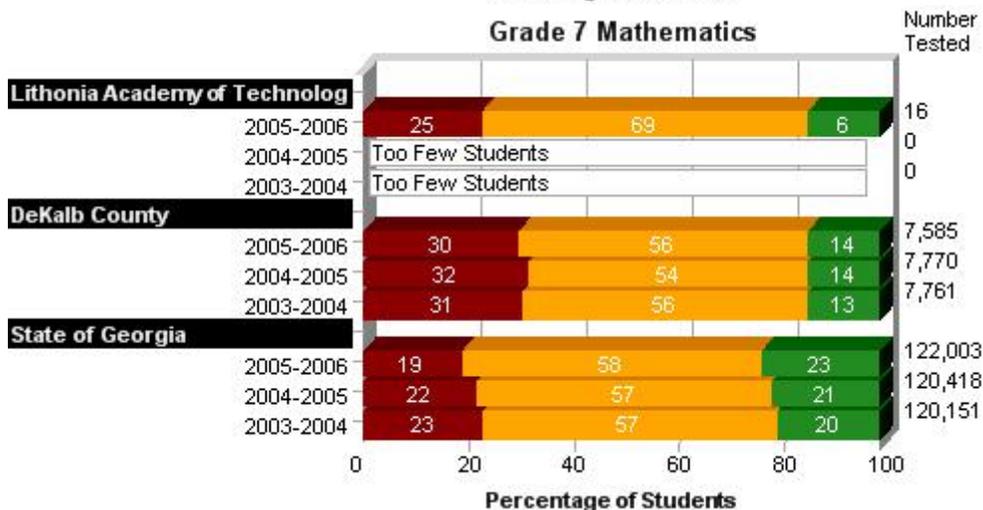
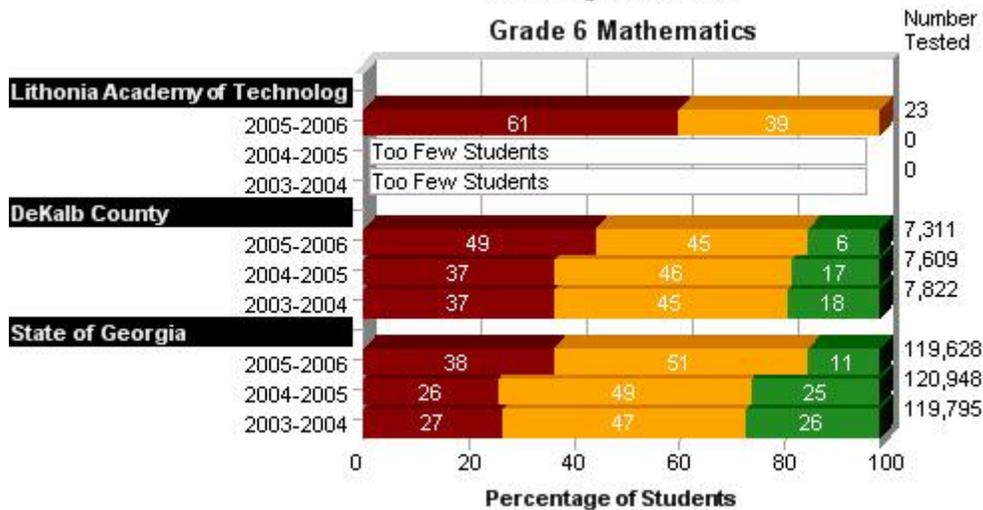
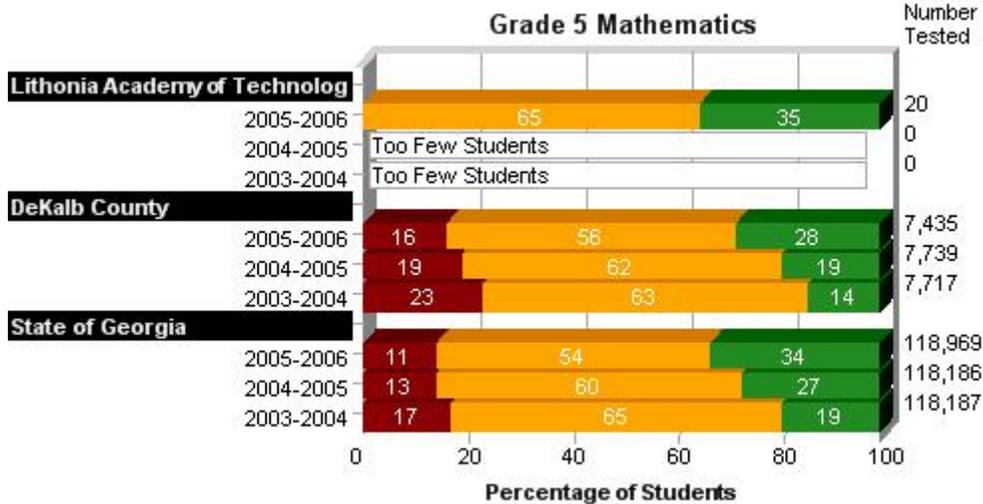
- Do Not Meet
- Meets
- Exceeds

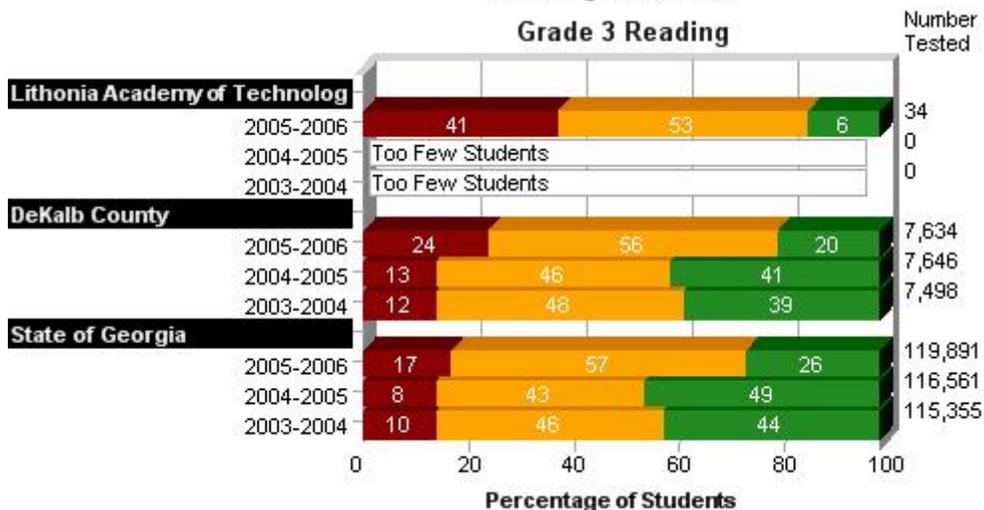
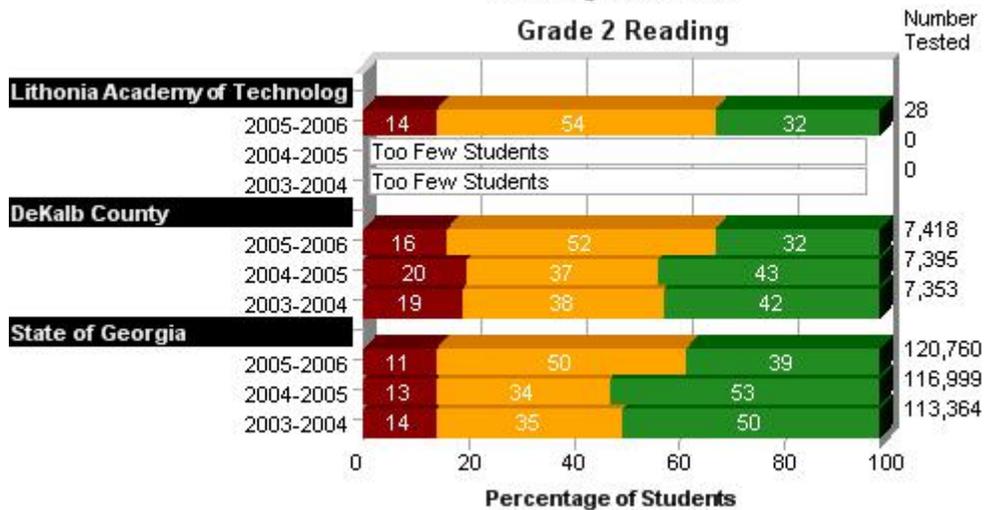
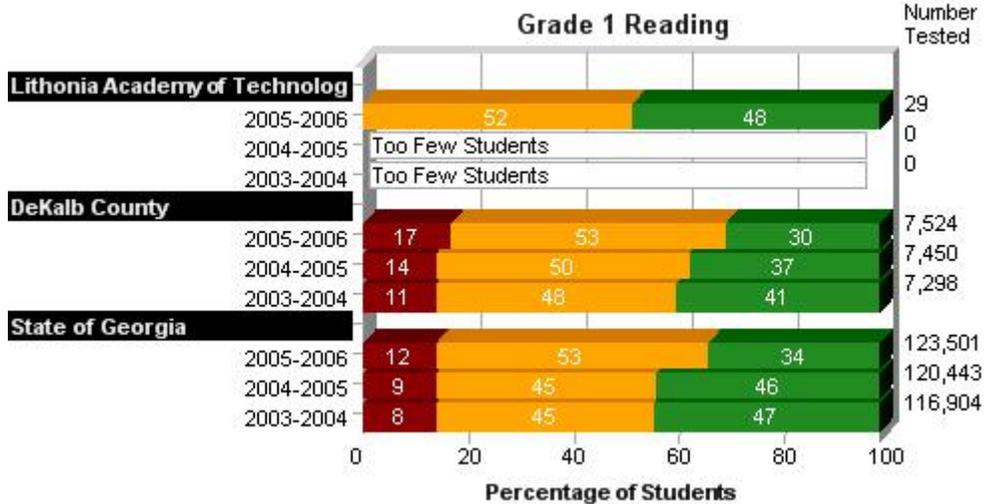


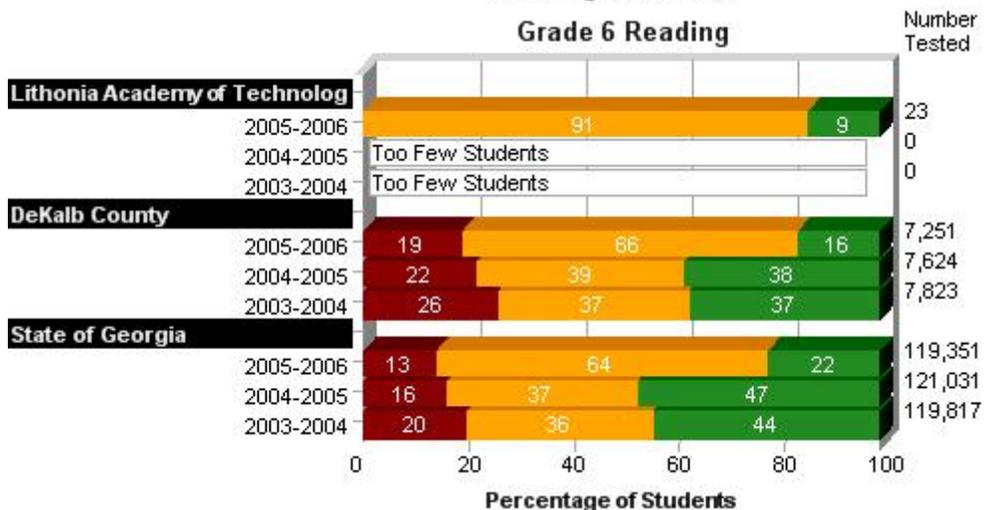
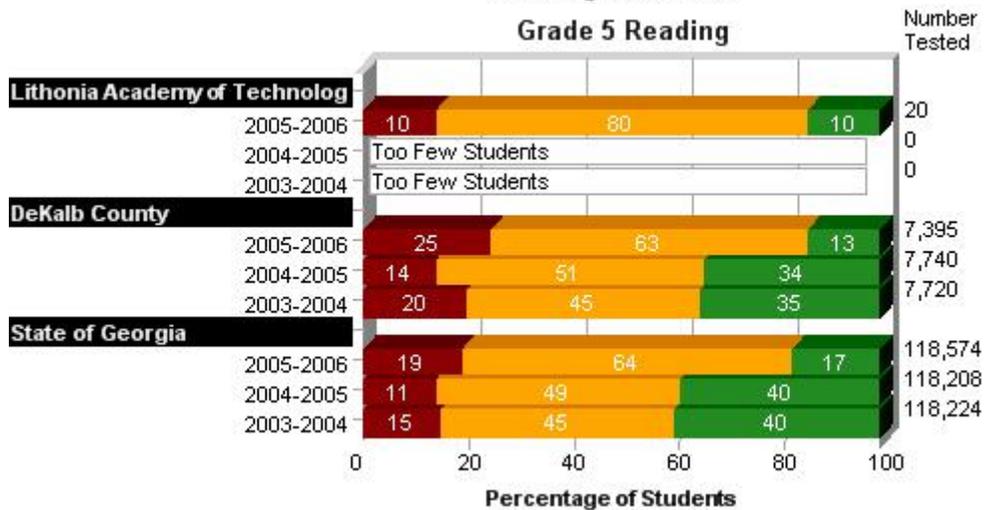
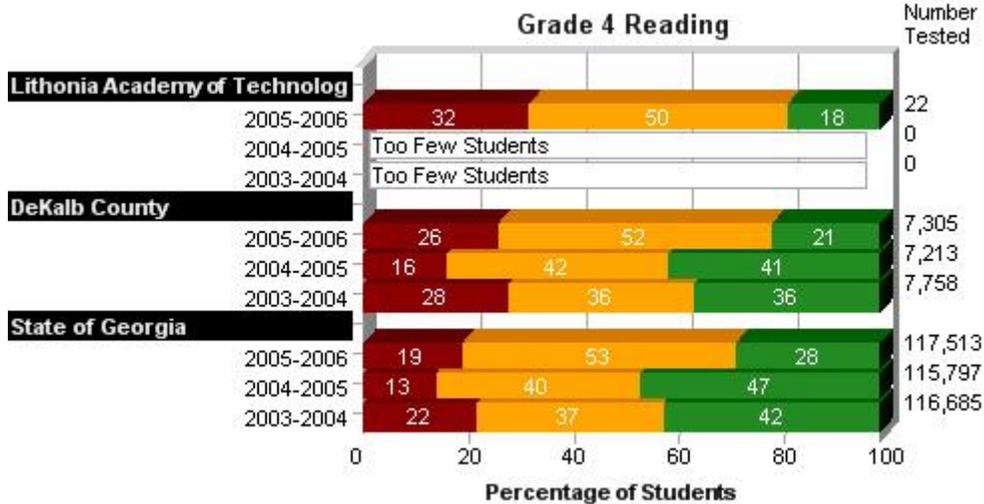


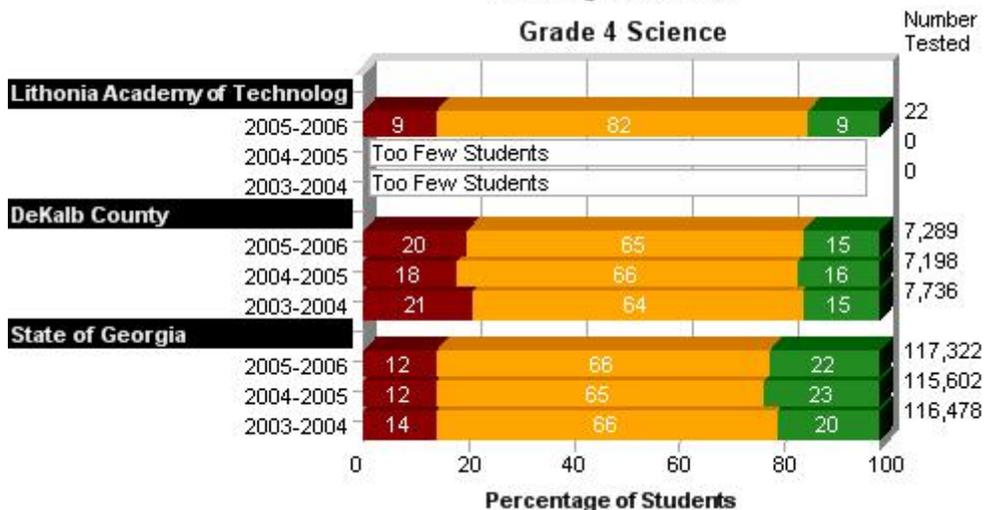
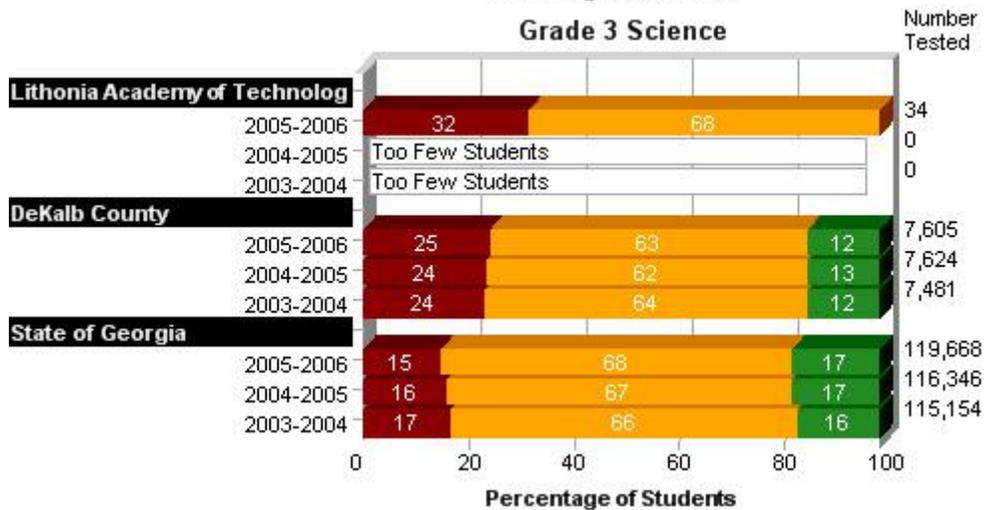
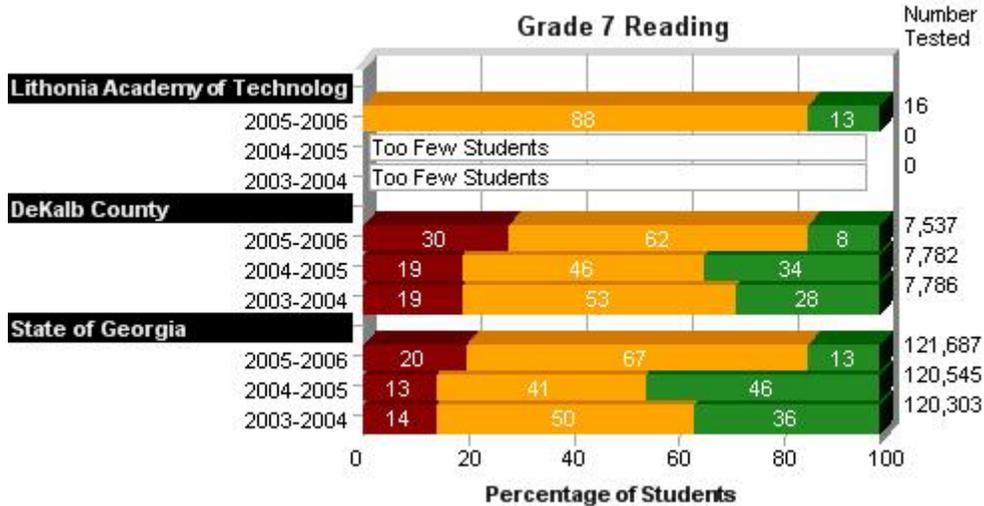


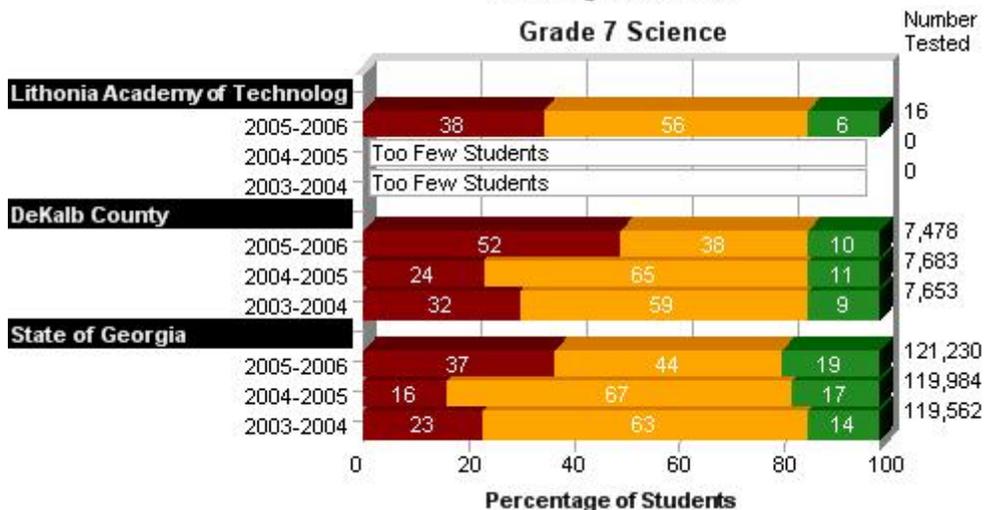
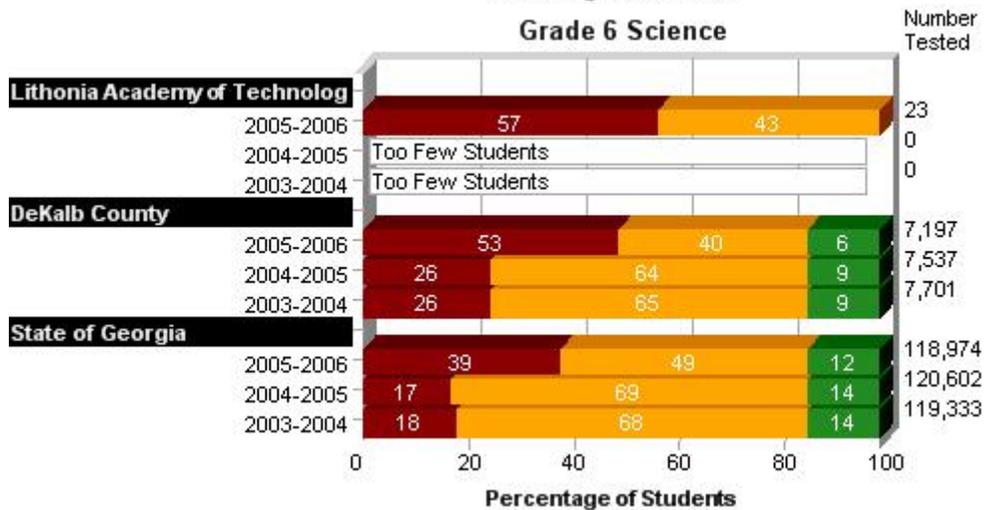
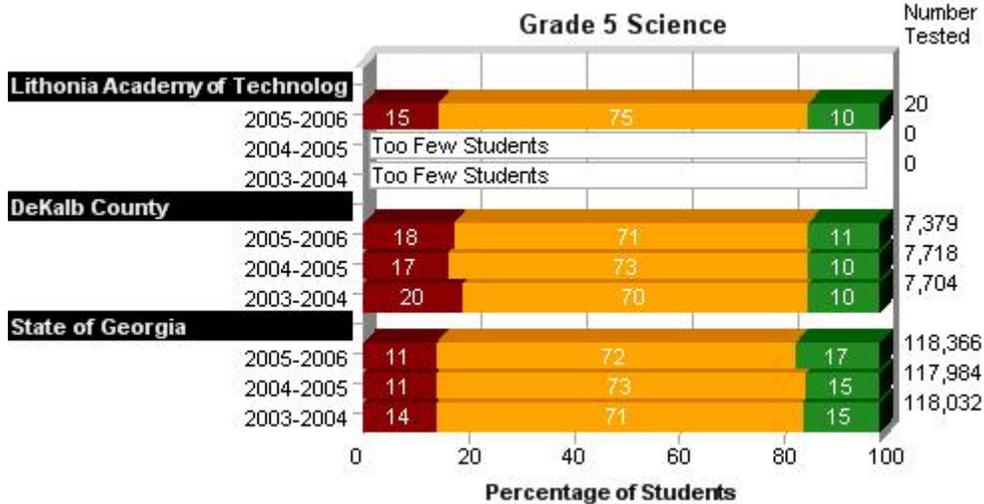


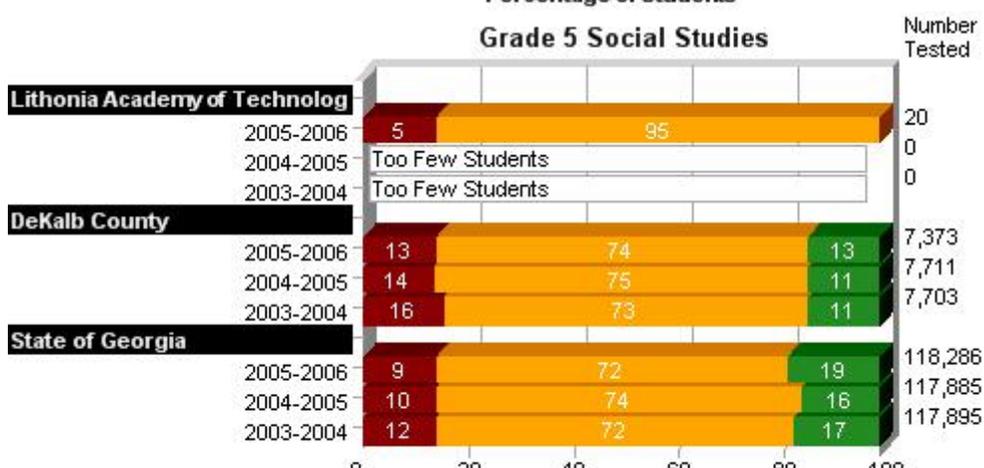
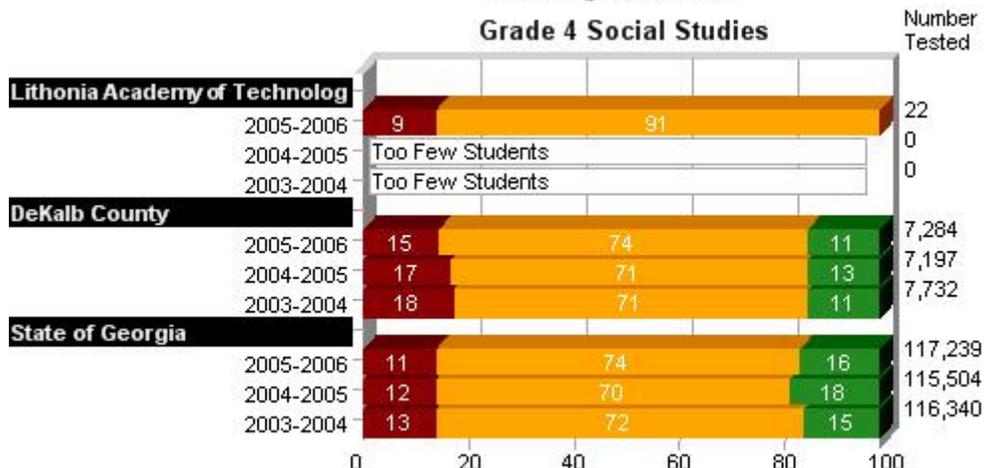
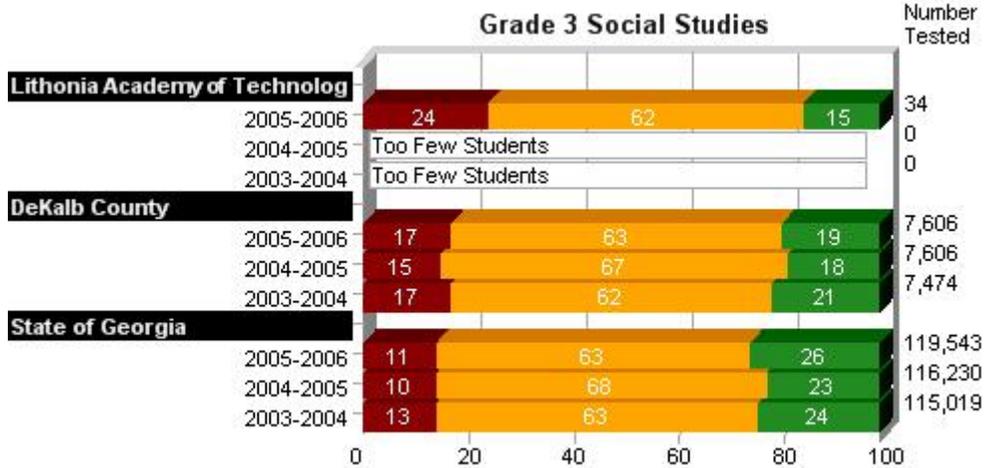


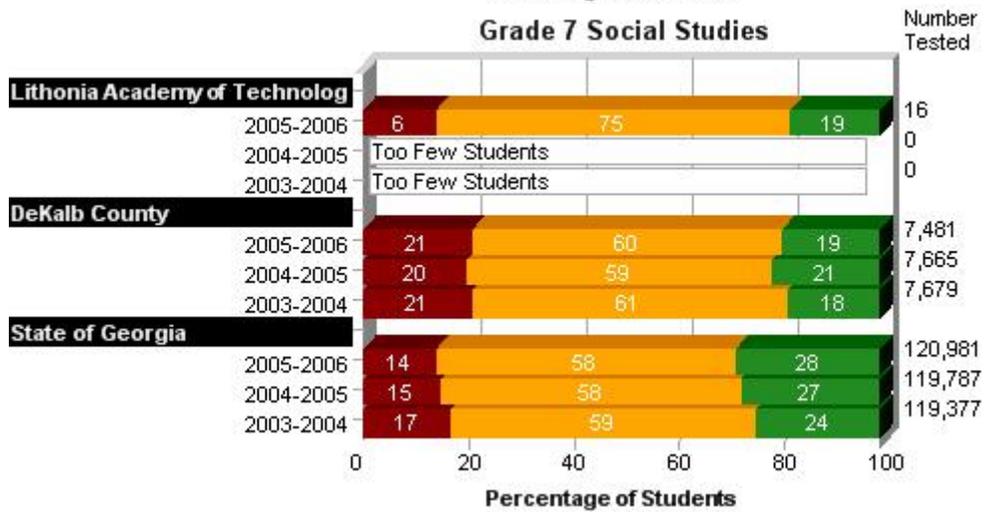
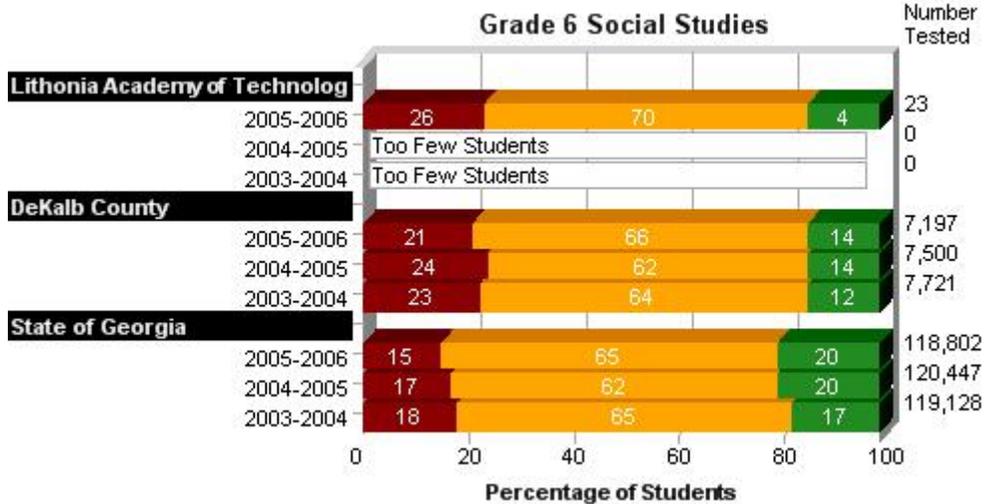












DEKALB PATH ACADEMY

Contact Information

Suttiwan Cox
 3007 Hermance Drive
 Atlanta, GA 30319
 404-846-3242

Basic Facts

| | |
|----------------|----------|
| District | DeKalb |
| Type | Start-Up |
| Opened | 2002 |
| Grades Served | 5 - 8 |
| Enrollment | 252 |
| Title I School | Yes |

Mission

The mission of DeKalb PATH Academy is to create a safe and nurturing learning environment in which refugee, immigrant and local children from the Chamblee/Doraville area in DeKalb County, Georgia can develop the knowledge, skills, and character needed to succeed in top-quality high schools, colleges, and the competitive world beyond regardless of their socio-economic and linguistic barriers.

Demographics

| | DeKalb: PATH Academy Charter School | Ridgeview Middle School | Sutton Middle School | DeKalb County | Georgia |
|---|---|-------------------------------|----------------------------|------------------|-----------|
| Distance from Charter School (in miles) | 0 | 2.6 | 3.7 | N/A | N/A |
| Total Population | 273 | 607 | 783 | 99,544 | 1,559,828 |

Diversity

| | | | | | |
|------------------------|-----|-----|-----|-----|-----|
| Caucasian | 2% | 32% | 33% | 10% | 48% |
| Black | 25% | 24% | 35% | 77% | 38% |
| Hispanic | 63% | 39% | 25% | 8% | 8% |
| Asian/Pacific Islander | 9% | 1% | 4% | 3% | 3% |
| American | 0% | 0% | 0% | 0% | 0% |
| Indian/Alaskan Native | | | | | |
| Multiracial | 1% | 4% | 4% | 2% | 2% |

Special Populations

| | | | | | |
|-------------------|-----|-----|-----|-----|-----|
| ESOL | 31% | 11% | 12% | 4% | 3% |
| Gifted | 7% | 24% | 28% | 10% | 9% |
| Special Education | 4% | 8% | 8% | 9% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 82% | 57% | 51% | 64% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | No | Yes |
| Is your school in needs improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Yes. The standardized test results of all students met or exceeded the objectives stated in our charter which are:

- 80% of the students excluding students with IEP, ELL (ESOL), and ELL-M19 (ESOL students who exited ESOL program less than 2 years) whose previous standardized test records can be obtained will increase their test scores in reading and mathematics each year by 3-5%ile. The increase in ITBS met the target.
- The school will decrease the percentage of students excluding IEP, ELL (ESOL), scoring at Level 1 in grades 5 through 7 on the Georgia Criterion Referenced Competency Test in mathematics and reading by a minimum of 2% each year until a rate of 100% has been achieved. The increase was over 2%.
- ELL (ESOL) students will increase their raw scores in LAB by a minimum of 5 points each year. ESOL students increased their raw scores in LAB by an average increase of 12 points.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

There are numerous performance highlights that can be found on the 2005-06 state of Georgia K-12 Report Card. Some examples are:

- 100% of 7th graders performed at meet or exceeding standards on CRCT social studies.
- 96.23 % of 7th graders performed at meet or exceeding standards on CRCT mathematics.

The most commonly used instructional approaches at PATH are hands-on and student-centered activities, project, and individualized lessons. Field trips and extra curricular activities enhance student learning. Longer school days, extra summer school days, and Saturday school programs contribute to more time in learning.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

Almost all students except 6th graders improved their scores in most subjects. Our 7th graders did exceptionally well in mathematics with 98.23% passing and in social studies with 100% passing. Our 8th graders had the best academic results of all grade levels. Their passing scores in CRCT are 83.93% to 91.07% in all subject areas. Their passing scores on the GA 8th Grade Writing Assessment scores were 95%, which ranked 3rd among 26 middle schools in DeKalb County whereas the passing scores in Algebra I, year-end test were 61%, which ranked 2nd.

The content area in which the student regressed were science and mathematics in 6th grade and science in 7th grade.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

Yes, we do. In fact we have been tracking individual student's academic achievement from year to year. The results show steady gain for most students except for a few students with learning disabilities and students whose first language is not English and have no formal education before they arrived in this country. The eight graders made the most significant gain. We conclude that the longer the student attends PATH, the more academic gains they made.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

The particular concern I have is students with limited English proficiency who have very little or no formal education prior to enrolling at our school. These students function as many as 5 years below grade level. These students show good progress but not enough to make them pass the minimum requirement of CRCT especially in reading and language arts. Over 30% of our students are served in ESOL program and approximately 65% of our students are non-native English speakers. According to our disaggregated data, our ESOL students did very well in comparison to ESOL students in DeKalb County schools and schools in the state of Georgia in most subjects (except 6th grade science and 5th grade reading and language arts).

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test

results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

Several 8th grade students took SSAT. Their scores were high enough to enable them to receive scholarships to private high schools.

2.

Several 7th grade ITBS scores were high enough to enable them to participate in Duke University Talent Search.

3.

The passing scores of 8th grade end-of year test on Algebra I were 61%, which ranked 2nd among the middle schools in DeKalb County.

4.

The passing scores on the GA 8th Grade Writing Assessment were 95%, which ranked 3rd among middle schools in DeKalb County.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Yes. Parental involvement is very strong at PATH. Despite the fact that most parents are non-English speakers and many lived as far as 30 miles away from school, they were always present at our school functions. Parents set up several cultural fairs and pot luck parties. Parents volunteered at school whenever they could. Parents also made sure that their children were at school every day and did their homework. The attendance rate of PATH was 97-98% for the past 4 years.

Community involvement is also another strong feature of our school. Last year the Dunwoody Woman's Club, Oglethorpe University, the Boys and Girls Club, Hands On Atlanta, CLASE, the Mexican Consulate, the Brookhaven Homeowner Association, and the DeKalb County Chapter of Delta Kappa Gamma International sponsored several activities at our school. Volunteers and speakers from these organizations worked with students in the regular classrooms and during tutorial time. PATH Percussion also performed at various community events.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

We keep track of the number of parents and volunteers who participate in the school activities. The outcome can be measured through the in-kind contribution and the increase of student academic achievement.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

We plan to continue our relationship with our present sponsors and reach out to more civic and educational organizations, and businesses through personal invitations and

active recruitment.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Master the knowledge and skills needed in secondary school and college.

Approximately 28 % of our 8th graders performed exceptionally well. They received several scholarships and admission to private high schools, magnet schools, IB school and early college programs in DeKalb County, in the states of Georgia, Alabama, and Connecticut.

2.

Respect the views, values, traditions, and culture of other individuals and their own.

The students at PATH Academy are taught to be aware of cultural diversity which is one of the main characteristics of the school. There are 18 languages spoken at PATH. All students work and play well together. There were very few conflicts between students. There were several activities that enhance students' respect for other people' culture such as international celebration, Black History celebration, Asian Pacific Month, etc.

3.

Sense of personal commitment to action and service.

Our students, parents, and staff members upheld high expectations and personal responsibilities. This commitment can be observed through the high attendance rate of both students and staff members for the past four years. The building despite its age is well taken care of. Our students were always praised by visitors and strangers for their discipline and politeness within the school and in public.

4.

Extra Learning Opportunity.

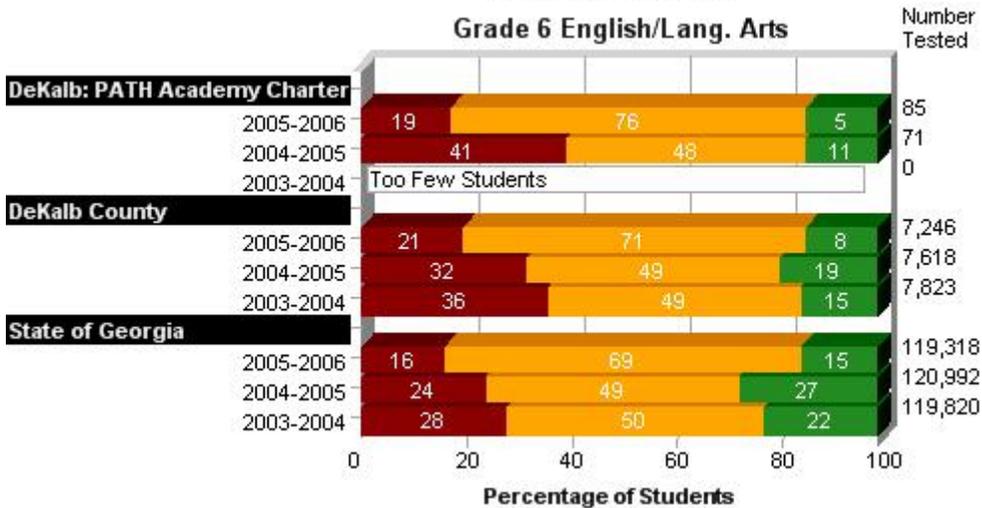
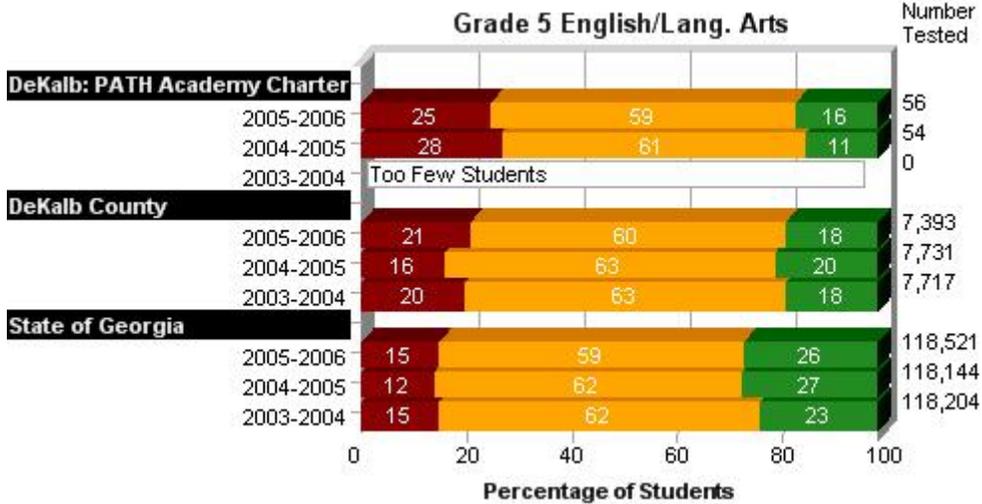
In the past four years through several grants students at PATH were able to participate in the year-end field trips to Georgia Coast, Washington D.C. Philadelphia, New York City.

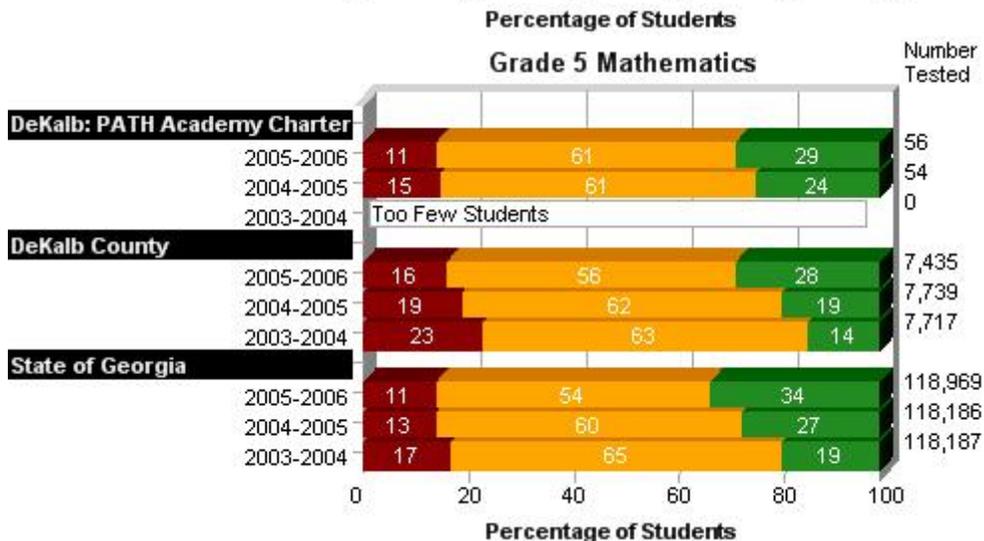
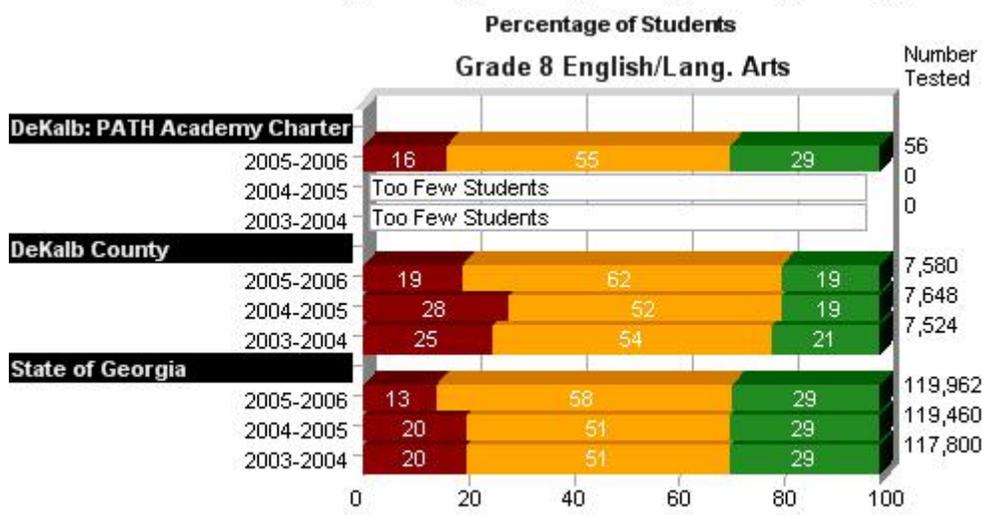
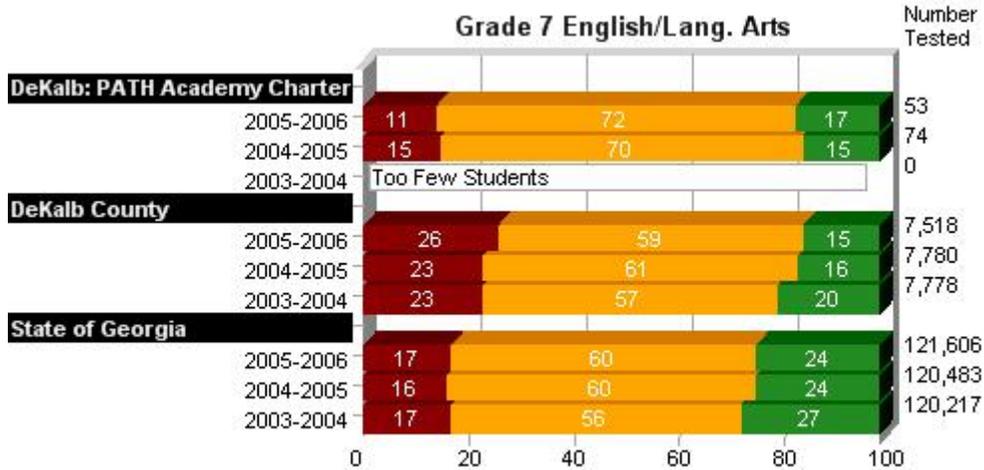
FINANCIAL ACCOUNTABILITY

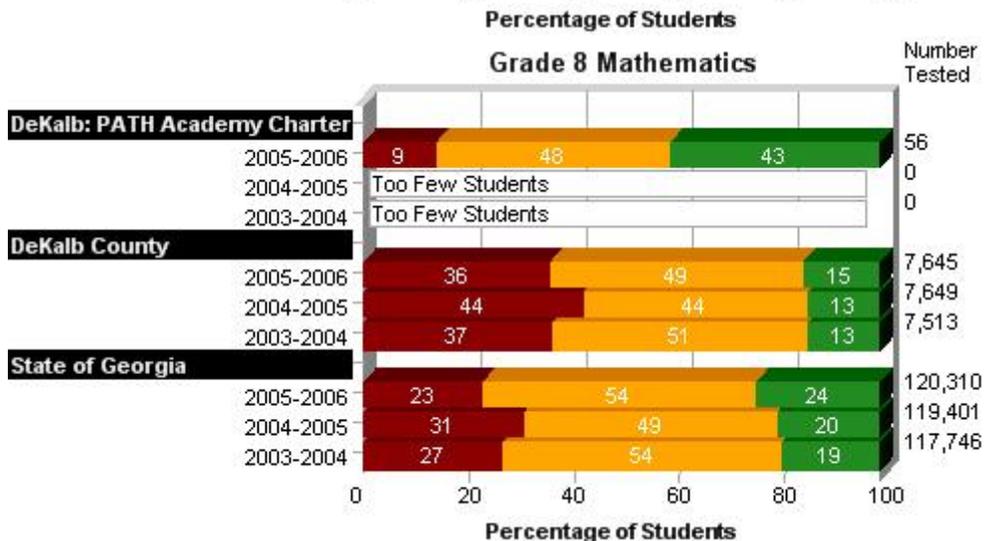
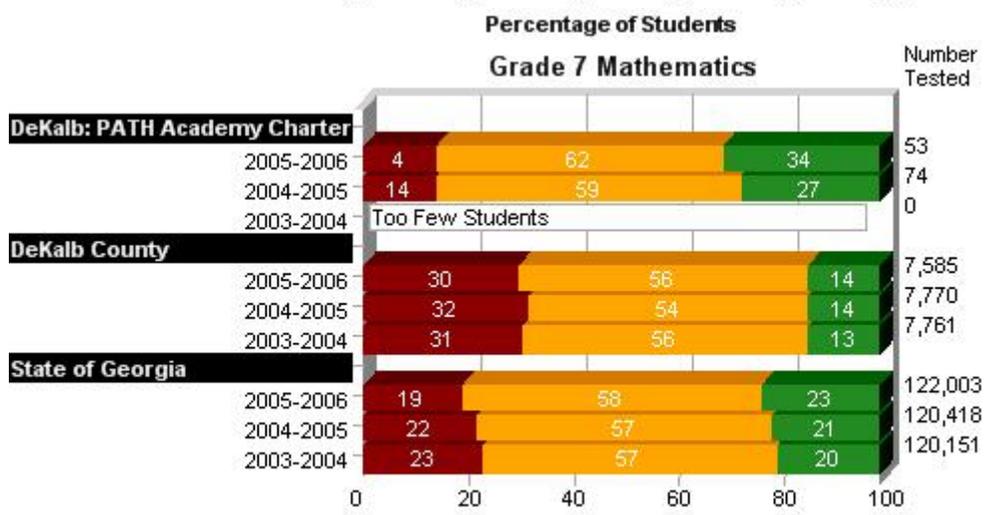
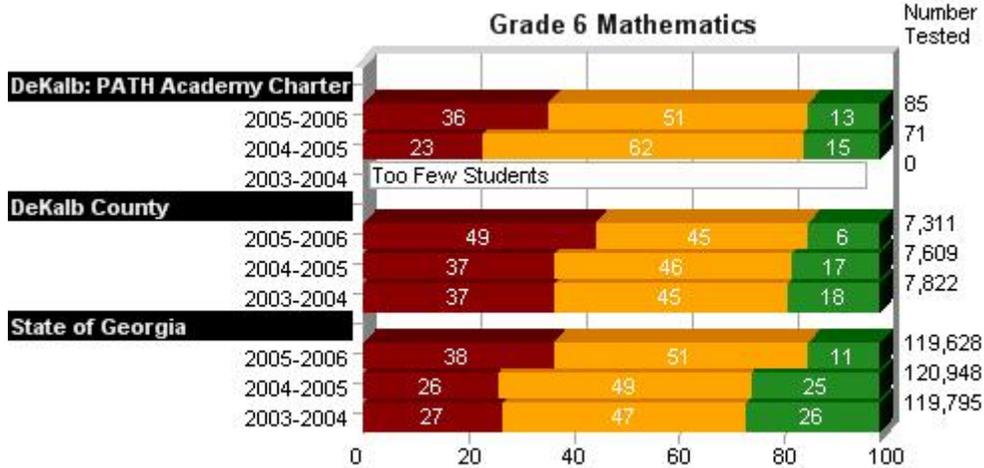
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| Did school have surplus at the end of the 2005-2006 school year? | No |
| Did school have a reserve fund? If so, what percentage? | Yes; 10% |

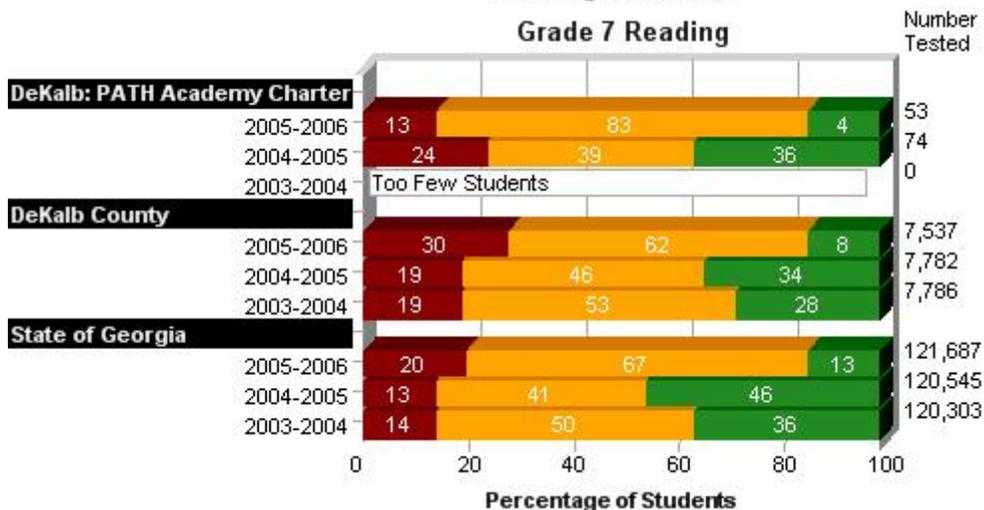
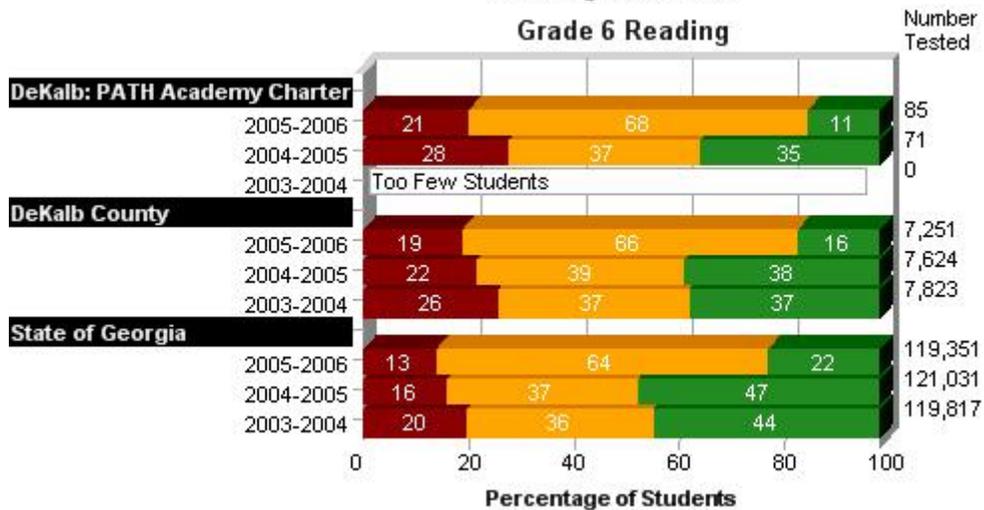
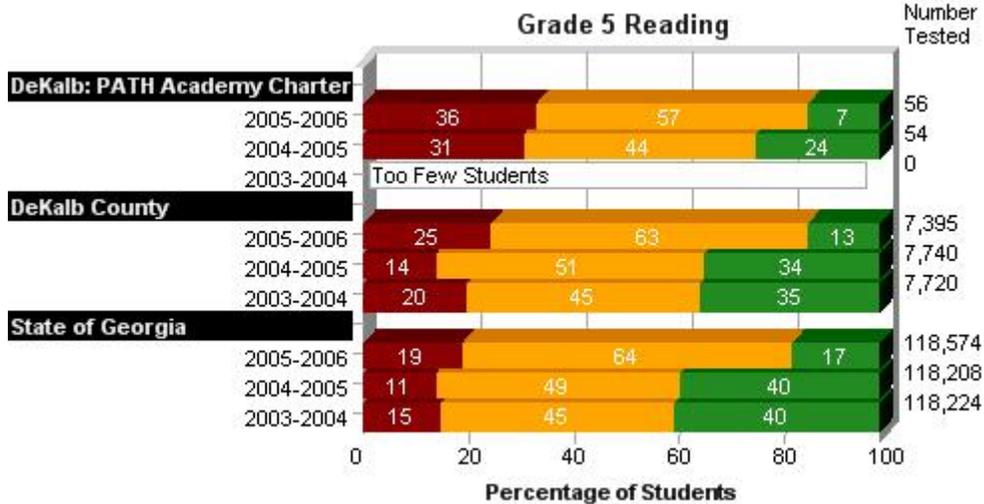
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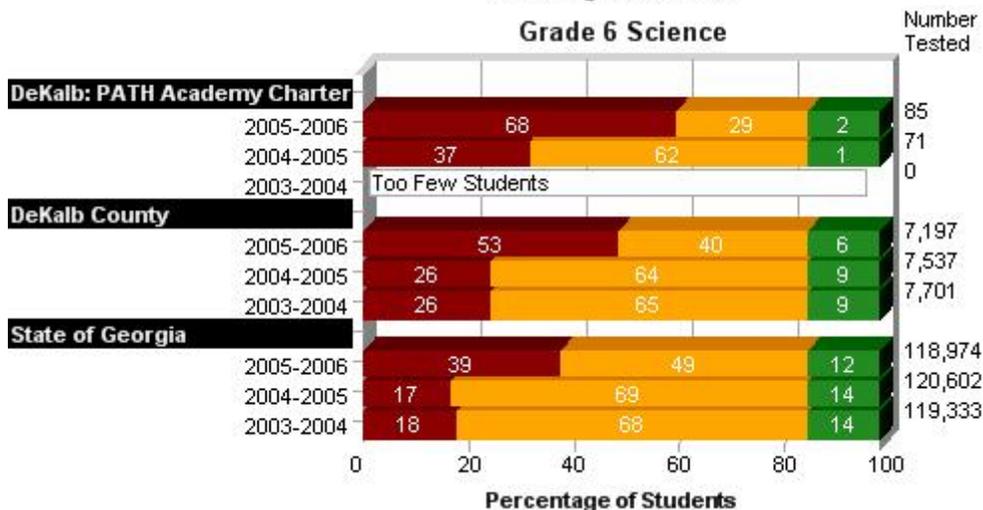
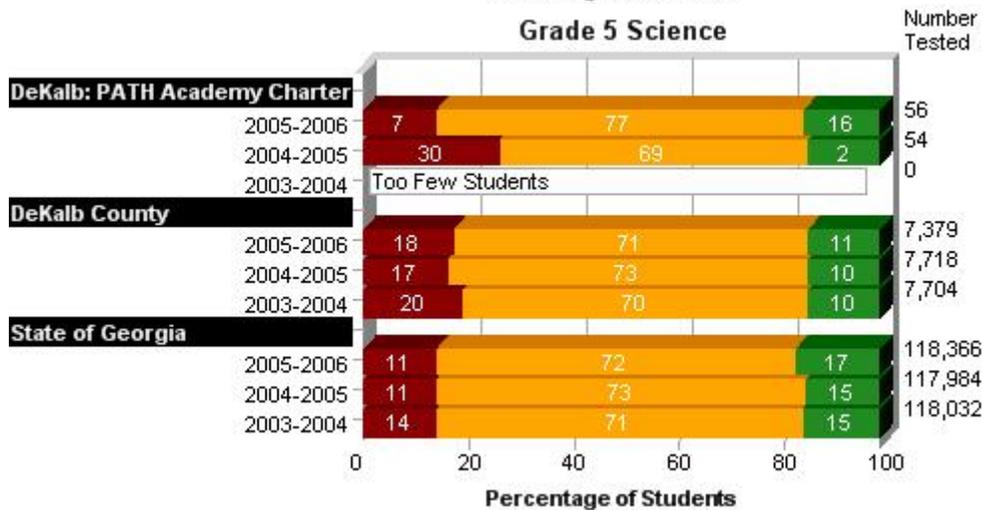
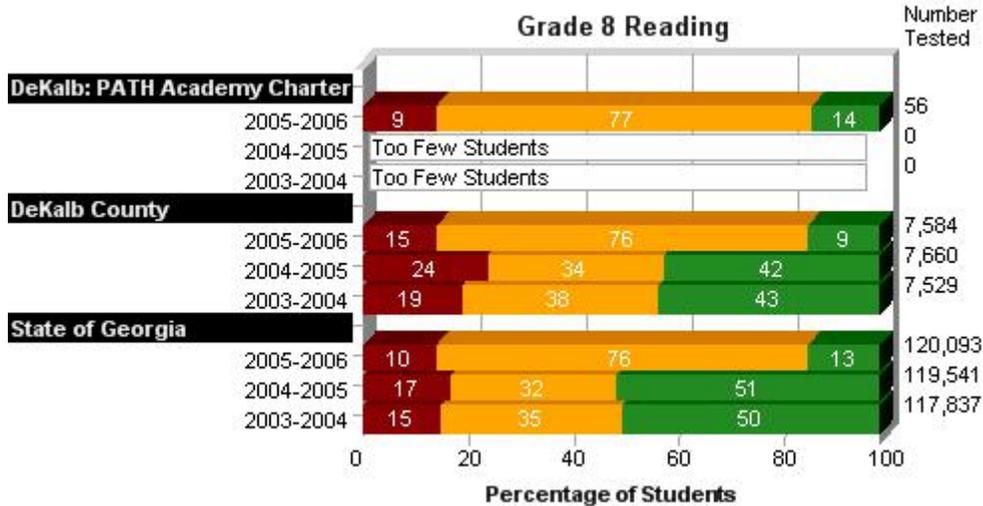
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- Meets
- Exceeds

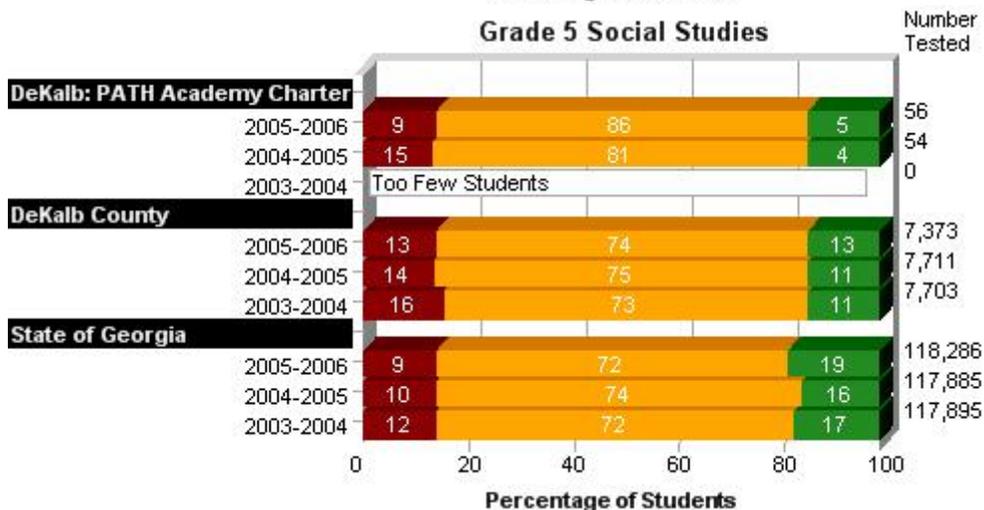
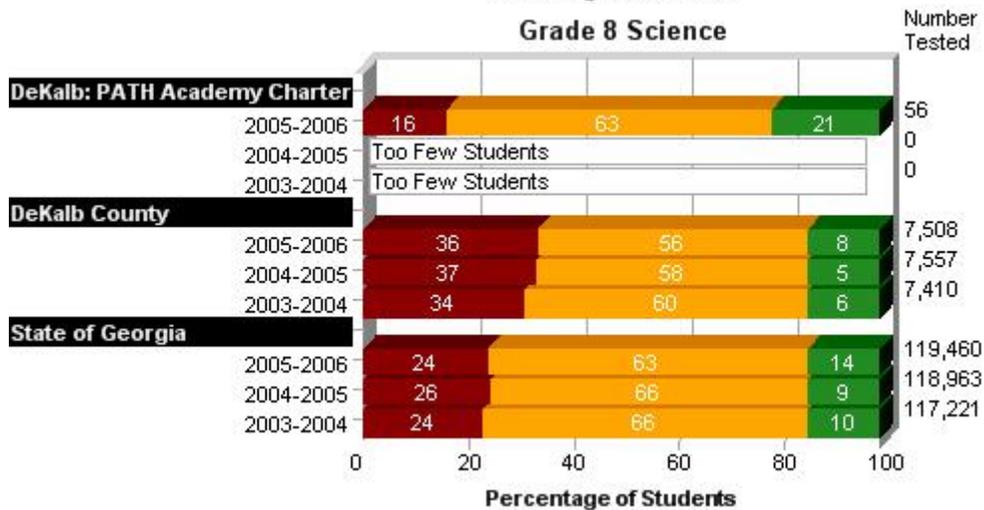
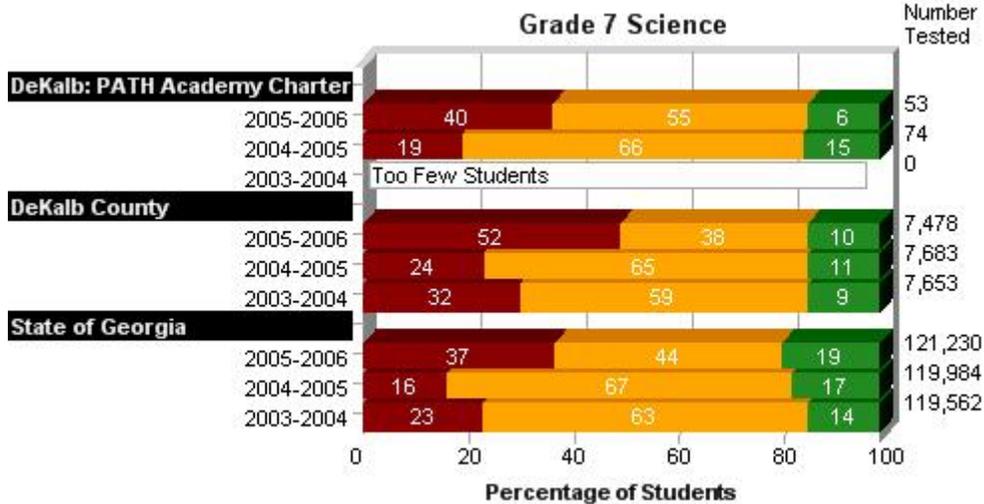


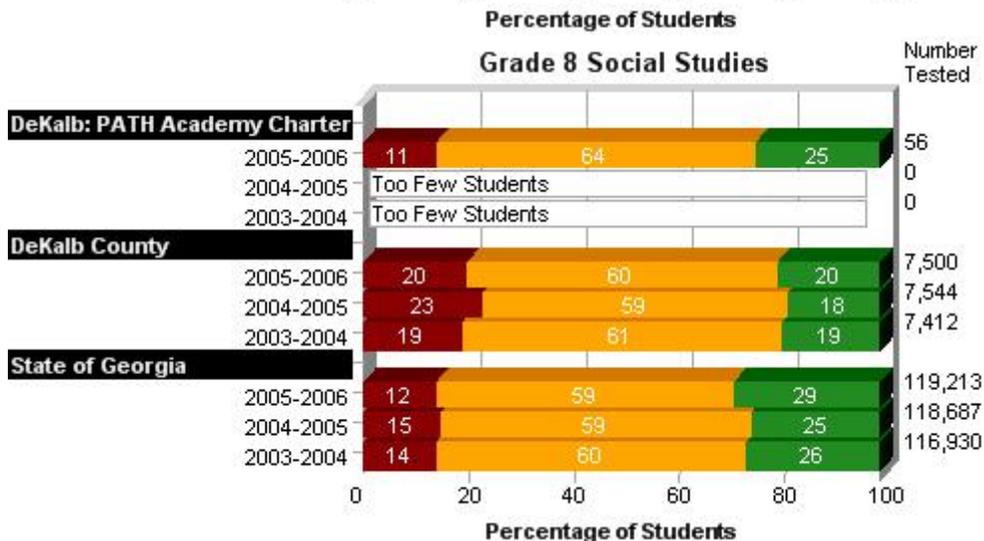
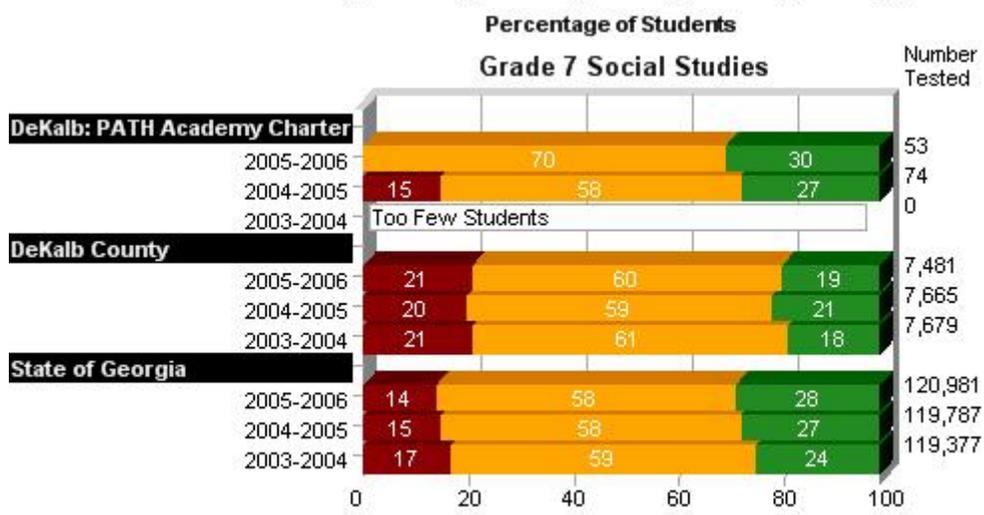
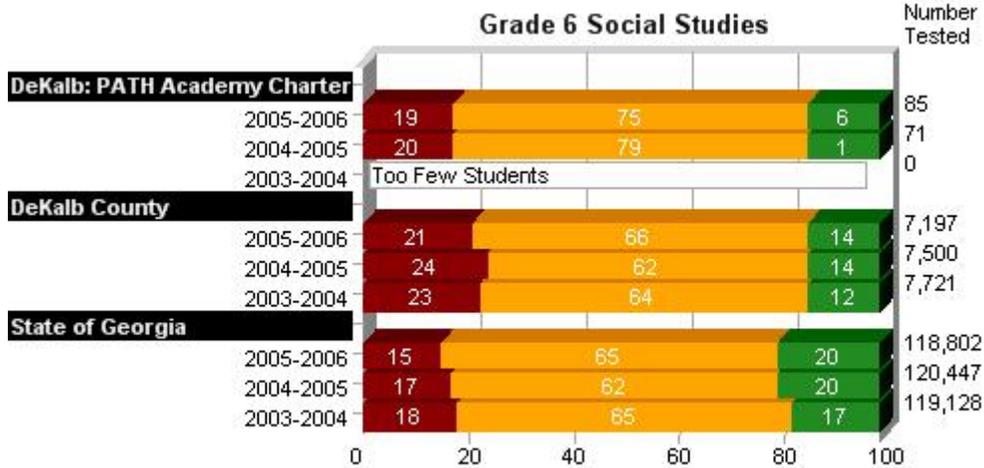












DUNWOODY SPRINGS CHARTER SCHOOL

Contact Information

Laura Stowell
 8100 Roberts Drive
 Sandy Springs, GA 30328
 770.673.4060

Basic Facts

| | |
|----------------|------------|
| District | Fulton |
| Type | Conversion |
| Opened | 2005 |
| Grades Served | PreK - 5 |
| Enrollment | 923 |
| Title I School | Yes |

Mission

It is the mission of Dunwoody Springs Elementary School:

- To educate each individual in our care to the best of our abilities and expertise,
- To build an environment that fosters learning, respect, and leadership,
- To aid families in the development of the total child, and
- To prepare our children for participation in a democratic society and a global economy.

Demographics

| | Dunwoody Springs Charter School | Woodland Elementary School | Austin Elementary School | Fulton County | Georgia |
|---|---------------------------------|----------------------------|--------------------------|---------------|-----------|
| Distance from Charter School (in miles) | 0 | 1.4 | 1.4 | N/A | N/A |
| Total Population | 788 | 863 | 664 | 79,192 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 16% | 27% | 74% | 40% | 48% |
| Black | 51% | 43% | 9% | 40% | 38% |
| Hispanic | 23% | 17% | 4% | 9% | 8% |
| Asian/Pacific Islander | 2% | 6% | 11% | 7% | 3% |
| American Indian/Alaskan Native | 0% | 0% | 0% | 0% | 0% |
| Multiracial | 7% | 7% | 3% | 3% | 2% |

Special Populations

| | | | | | |
|-------------------|-----|-----|-----|-----|-----|
| ESOL | 12% | 10% | 3% | 4% | 3% |
| Gifted | 10% | 12% | 22% | 14% | 9% |
| Special Education | 13% | 14% | 10% | 11% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|----|-----|-----|
| % of Total Population | 65% | 50% | 5% | 37% | 50% |
|-----------------------|-----|-----|----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | Yes |
| Is your school in needs improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Test scores in the 2005-06 school year met our expectations, but they did not meet our stated targets. A primary target when we were writing the charter three years ago was that the percentage of students performing at Level 3 of the CRCT would increase, on average, by 5%. This was based on the expectation that our mobility rate would decrease, our student demographics would remain fairly stable, and our new campus would not be overcrowded because an additional new elementary school was to be built in the city. We also did not have a clear understanding of the roll out of the Georgia Performance Standards (GPS) as they related to CRCT rigor.

However, since our baseline data was gathered in 2003, we have experienced quite a few un-anticipated events. The new school has not been built, and we had to re-organize our school to accommodate eight portables on the playground. Our mobility rate remains at 59.6%. Our overall student population has ballooned to 910, an increase of 45% since the writing of the charter. The number of Limited English Proficient students has almost doubled, increasing from 11% to 19%. The percentage of students with disabilities increased by 23%. Dunwoody Springs Charter is now over 68% economically disadvantaged. However, under Fulton County guidelines, we do not yet qualify for additional administrative staff to handle the overload. Although significant portions of our charter were aimed at addressing the needs of urban students with their related challenges, the sheer volume of students entering the charter was not anticipated. More time and energy during the first year of operation was spent hiring and training new teachers, building and moving to the portables, managing the turnover rate, and the new GPS, than we anticipated. Although we have not yet seen an increase in scores in Level 3 of the CRCT, we are pleased with many other aspects of the charter as it impacted student performance.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

We were very pleased with the progress our students showed in the percentage of students performing at Levels 2 and 3 across all areas of the curriculum. In 2003 76% of our students were at Levels 2 and 3 in Reading/Language Arts and Math. In 2005 91% of our students were at Levels 2 and 3 in Reading/Language Arts and 82% were at those levels in Math. In 2006, after the GPS rollout and the influx of over 280 new students, we had 83% of our students performing at Levels 2 and 3 in Reading/Language Arts and 84% in Math. This indicates a strong school-wide improvement in both Reading/Language Arts and Math since baseline data was collected on 2003. Given the increased rigor in the CRCT in the 2006 testing season, we are very pleased with our students' progress. The consistency in the school-wide gifted and talented teaching approaches has definitely been a factor in this improvement. Additionally, the partnership with GSU brought in 49 teaching candidates whose presence decreased our class size dramatically and thus improved the learning of students who might be considered at risk. Finally, the huge increase in the number of parent volunteers in the building has brought in additional resources and support for student learning in our school. We believe these factors not only counteracted the potentially overwhelming changes occurring in the larger Sandy Springs community, they were the impetus for continued academic progress in the face of these challenges.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

We understand that the comparison of CRCT Language Arts data from 2005 to 2006 is not statistically reliable due to the increased rigor of the exam and the influx of GPS in the curriculum. Given that, we hesitate to place a great deal of emphasis on co-relational data analysis at this point. However, our students did demonstrate improvement in the area of math as the percentage of students in grades 1-5 scoring on Level 3 increased from 27.20% to 30.20%. Our percentage of students in grades 1-5 scoring at Level 2 and above increased from 56.80% to 85.60%. Given the huge influx of new Hispanic students, we need adapt our plans addressing the needs of that population. Our LEP student scores in the area of math went down from 80.00% to 73.00% in the area of Level 2 math scores for grades 1-5.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

Longitudinal or cohort data collection has not been done in the past at Dunwoody Springs Charter. Given the high mobility rate at the school, the cohort composition would be significantly different from year to year such as to render any results seriously invalid. Under our charter, Fulton County Schools retains responsibility for tracking student progress. According to their checklist, "For each year of operation, the charter school's overall student assessment results will be compared to similar non-charter schools in this School System and that its individual student results will be compared to similar non-charter school students in this System, as well as to its own students' prior performance at non-charter schools. Part of our evaluation will be

on the number of students enrolled and on the retention of staff. This data will be reported to the school system by the end of each academic school year. The analyses of the data and the required comparisons will be conducted by the School System and reported to the charter school in the same manner as other schools in this System.”

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

We use the disaggregated data supplied by the GADOE when reporting CRCT results. We made Adequate Yearly Progress (AYP) in 2006 in all subgroups. However, we are aware that our LEP students did not demonstrate a strong command of the curriculum. We have in place a strategic plan to address these issues. The general approach will entail further implementation of School-wide Enrichment strategies in all classrooms, monthly meetings with LEP parents, and stronger collaboration between classroom teachers and LEP teachers. The entire plan can be seen in the Supplemental Section of this report.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

We designed an improved Enhanced Language Arts class. We targeted the seventy percent (70%) of students who are deemed below grade level, after one continuous semester of participation in an enhanced language arts classroom will score 70% on the Harcourt Theme Assessments. We met with mixed results in this area. Thirty-eight percent (38%) of the children analyzed scored 70% on the theme assessments. However, we think that the difficulties we faced were not due to the enhanced language arts class itself but were due to inconsistent attendance and teacher's lack of familiarity with GPS standards and elements. We have approved new policies and procedures for the ELA class and think we will see a more significant impact during the 2006-07 school year.

- New policies regarding maximum class size and minimum attendance have been devised.
- More stringent entry criteria will prevent students from entering the program mid-term unless special approval is given by the school.
- ELA classroom teachers have become more familiar with the GPS and can be more effective in identifying students and devising appropriate interdisciplinary materials.

2.

Our charter is trying to more effectively introduce our students to their own strengths and responsibilities to themselves and to the community. We wanted to see an improvement in student behavior throughout the school and in the skills of individual students. To foster this aspect of their development, we implemented the following:

- Interdisciplinary Units which integrate music and physical education, specifically the ORFF Music Program and Brain Gym exercises,
- Project Learning Tree, an environmental program,
- Outdoor Learning Center around the replication of the historic Obediah's Well that relates to social studies and science.

Using the Child Skill Inventory, we targeted an improvement in identified skill areas by 80%. We administered 257 skills inventory pre-tests to students identified by teachers as children who would most benefit from the programs. Of those, 47 students moved from the school and 65 did not return their post tests. Of the 145 returned surveys, 68% of parents notated an improvement in the skill areas. The school, however, noted a 66% decline in the number of discipline issues in the school despite a large increase in the school population. We do not attribute these improvements in the areas of personal and community responsibility only to the three approaches listed above. We think that it is the combination of all the aspects of our charter working in tandem that have resulted in such improvements. We fully expect to see even greater results in the 2006-07 school year due to the fact that all programs will be in place at the start of the school year.

3.

Another assessment is the Georgia Writing Test. Students in the fifth grade during the first year of the charter were not able to fully enjoy the benefits of our approaches before they moved to middle school. We will use their writing scores as baseline data for measuring our progress in the area of writing skills.

Extending – 23%
 Engaging – 45%
 Experimenting – 25%
 Focusing – 6%
 Developing – 0
 Emerging – 1%

4.

Our third and fifth graders participate in the Iowa Test of Basic Skills (ITBS) so Georgia can compare our state's student performance with student performance in other states. The national average is set at 50% on the tests. Dunwoody Springs Charter students are performing at 51% in third grade. Our students are performing at 57.2% in fifth grade.

5.

We have seen an improvement in the percentage of students who are chronically absent (15 or more days). The baseline data of 2003-04 indicated that 7.6% of our students missed 15 or more days. By 2005-06, that percentage had dropped to 6.3%. Additionally, our students with disabilities saw a decrease in the chronically absent from 11.9% in 2003-04 to 6.5% in 2005-06. A similar decrease was seen in our economically disadvantaged population, dropping from 7.9% to 6.8%. We credit this

decline to the increased communication between school and home regarding the importance of attendance through the use of our parent involvement coordinator, more consistent messages from our teachers, and increased interest in classroom activities due to our Urban Studies program and School-wide Enrichment Model.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

We have seen an amazing increase in parental participation in our school community since the advent of the charter. Volunteers also spent a great deal of the time and talent in our school community. Our end of the year perception survey indicated that parents strongly support the various aspects of the charter. The survey results indicate that the parents understood the importance of their role in their child's academic progress. They marked the school on a 1 to 7 scale with the following results (paraphrased):

I have seen my child's reading scores improve. 4.8
I think my child benefits from the outdoor classroom. 4.9
I feel welcome at DSCS. 5.6
DSCS is extending academic achievement. 5.4
The GSU PDS interns are an asset. 5.4
I am encouraged to volunteer. 5.4
DSCS is doing all it can to meet my child's needs. 5.2
Parents participate in school/class activities. 4.7
I attend my child's conferences. 5.8

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

We measure parental and community involvement through two different tools: PTA membership and actual hours volunteered. PTA membership is simply measured using the traditional PTA methods in place throughout the state. Our membership tripled when we became a charter with 1,002 PTA members. The tracking of volunteer hours is the responsibility of our Parental Involvement Coordinator. This person also serves as a Business Partner Contact. Volunteers can records their hours three ways:

- By completing the Volunteer Hours Report Form at the Front Desk at DSCS,
- Completing a card in the Volunteer File Box at the front desk, or
- On-Line with the Parent Volunteer Coordinator.

The total volunteer hours for the first year of our charter totaled 45,879 hours. Five percent (5%) of our families contributed over 50 hours and three percent (3%) gave over 100 hours of their time to the school. That resulted in 42 hours of volunteer activity per student in our school.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

This aspect of our charter has met with such success that we do not anticipate making any significant changes to the program. We do, however, want to investigate more efficient ways of tracking and compiling our volunteer information so as to make it less time intensive for our parental involvement coordinator

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

One goal was improved teacher preparation. We outline the following training opportunities for the 2005-06 school year:

- One TAG Strategies PLU class** for 1st, 3rd, 5th, Principal, CST, and new teachers (15 persons) by FCS and an optional TAG Endorsement by FCS paid for with charter funds.
- Authentic Assessment training for new teachers.
- We were able to offer both the TAG Strategies class and the Differentiated Instruction class FCS to personnel required by the charter. These teachers wrote five lessons in four content areas resulting in 75 interdisciplinary lessons. The third grade created an entire unit of study in the Science curriculum.

2.

Partnership with GSU DSCS enjoyed a total of 49 GSU interns and 15 GSU students at the Opening School Experience. The relationship resulted in three hires for the 2006-07 school year. Teacher and parent satisfaction with the GSU partnership is very high. Teachers rate the GSU Professional Development School program as a 5.5 on a 1 to 6 scale in relationship to enhanced student learning. Parents rate the GSU PDS program as a 5.4 on a 1 to 7 scale in relationship to enhanced student learning. GSU gave high rankings to all DSCS teachers and plans to continue the relationship, using DSCS as a model for the other cluster schools which have become part of the program expansion: Sandy Springs Middle School and North Springs High School.

3.

We also worked to improve the general school environment. An indicator of this is the number and percentage of discipline incidents. Despite an increase in the school population by 45% since the writing of the charter, the number of discipline incidents has dropped dramatically from 531 to 351. This is a 66% decline.

4.

We implemented a Transition Classroom. When we wrote the charter we did not anticipate the large increases in our general population nor in our Hispanic population specifically. Our mobility rate of 60% was the impetus for the Transition Classroom

alone. However, the large gains in our general population and the almost doubling of our LEP population (from 11% to 19%) have made it invaluable to our community. The job of assimilating our new families, many of whom do not have a successful educational history in this country nor their country of origin, has been a challenge. The Transition Classroom allows our school to evaluate and place incoming students, make sure their families are properly oriented and have access to the services they need, and, as significantly, allows our classroom teachers to focus on their curriculum rather than on constantly orienting new students.

5.

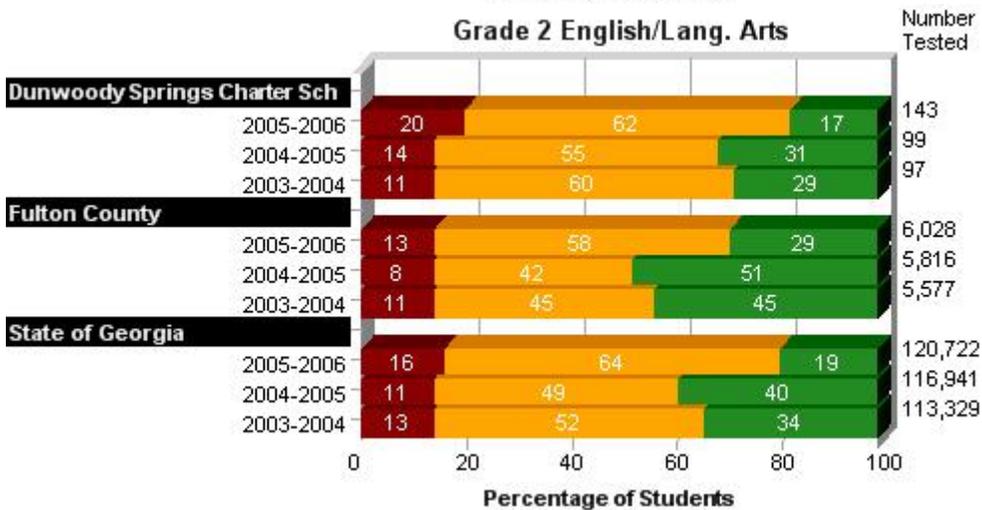
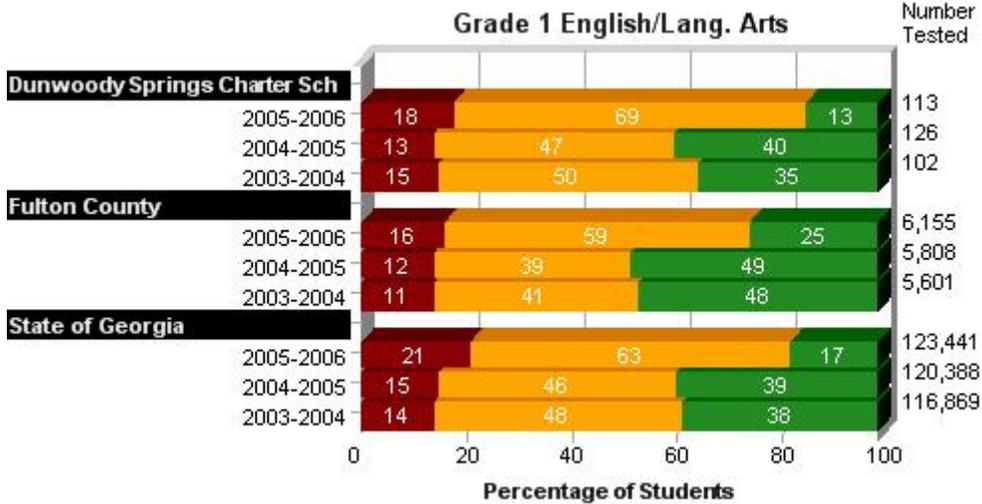
Another goal was to increase parental participation. We detail the wonderful successes of our efforts earlier in this report.

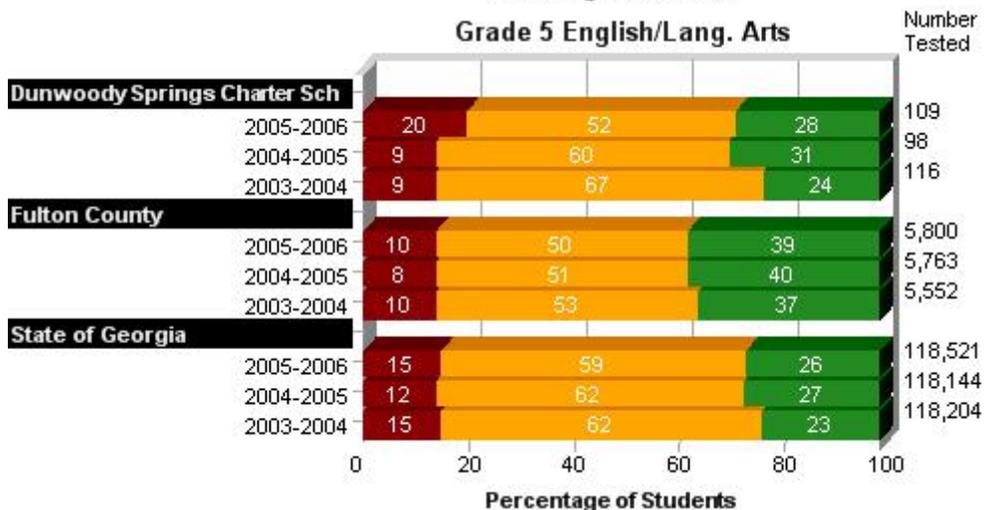
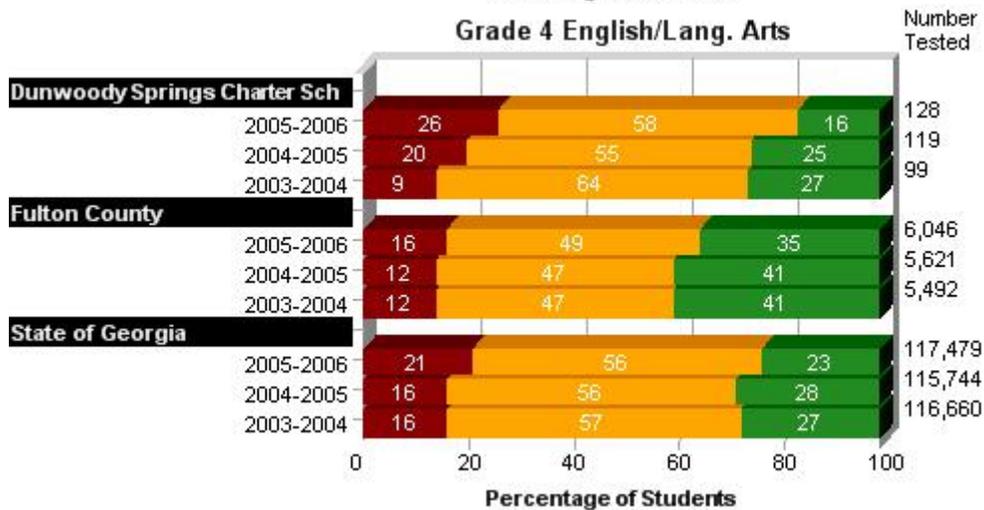
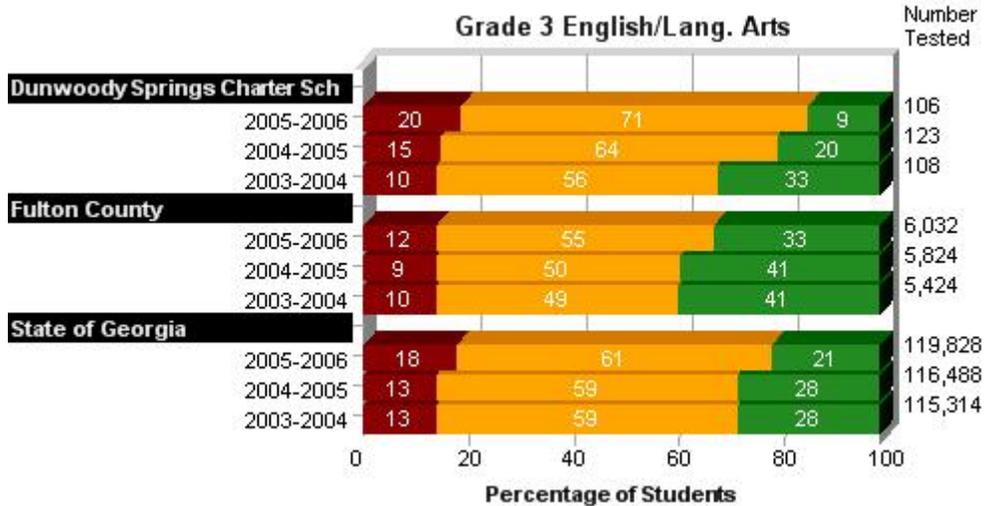
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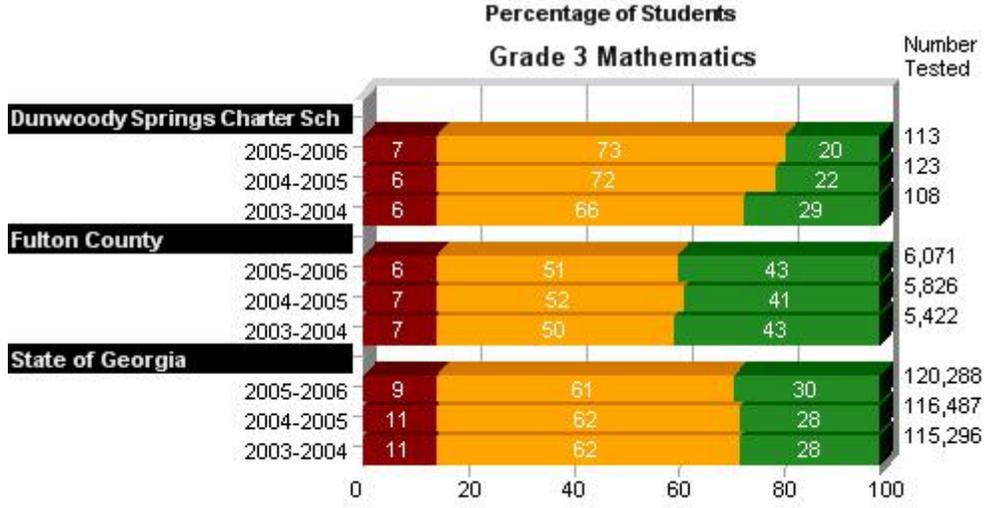
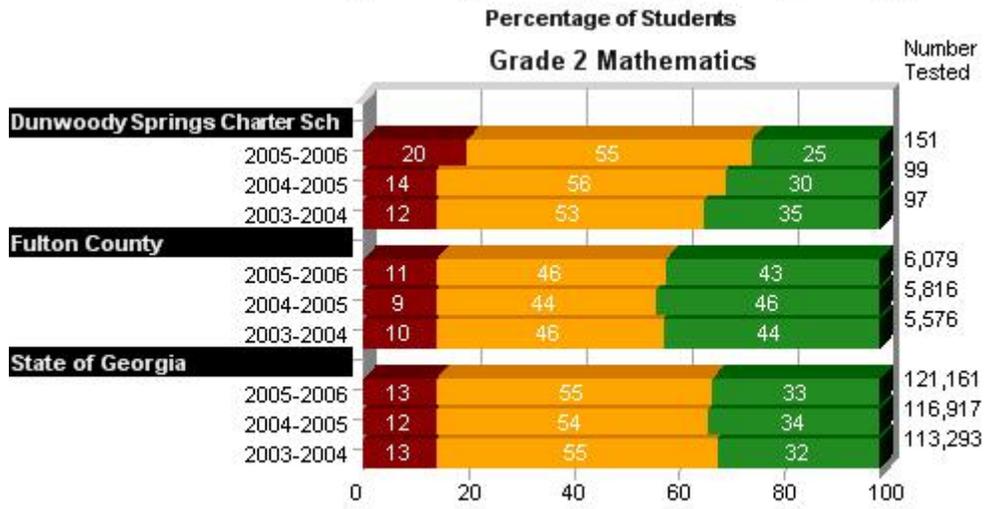
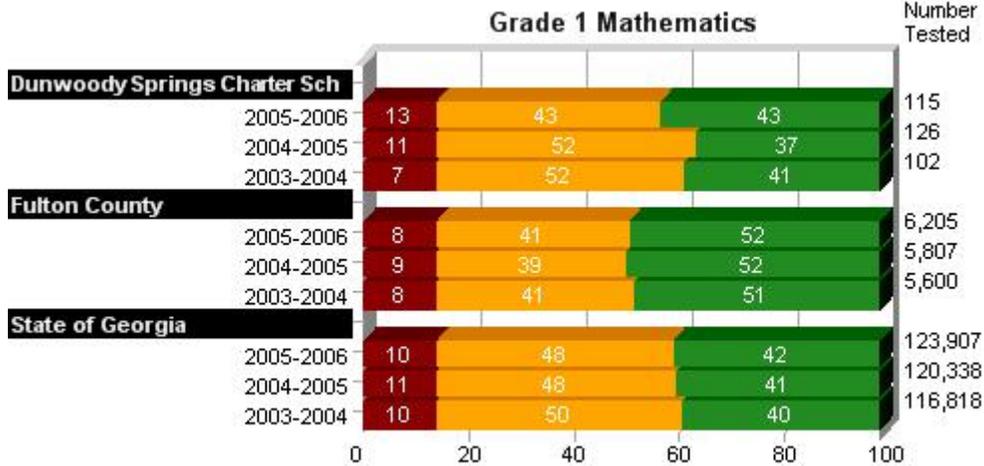
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| Did school have surplus at the end of the 2005-2006 school year? | No |
| Did school have a reserve fund? If so, what percentage? | No |

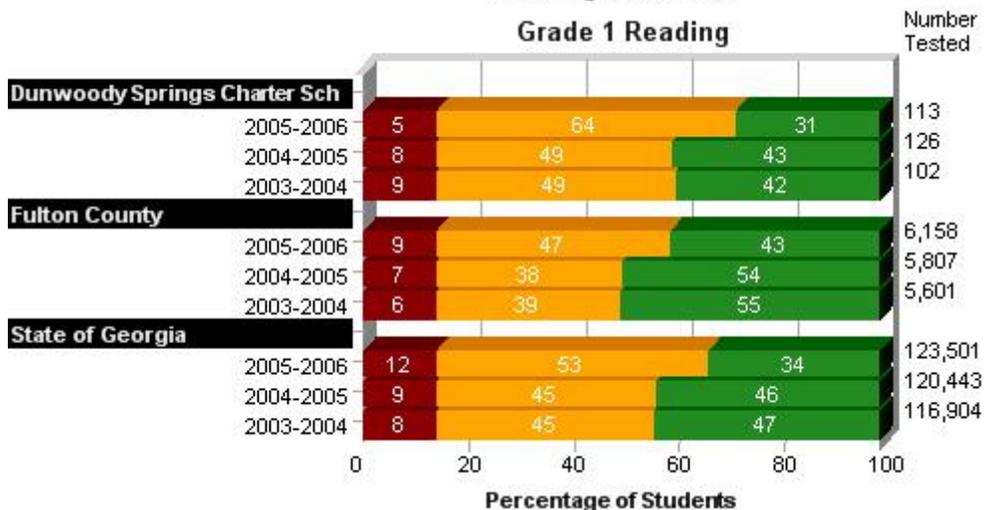
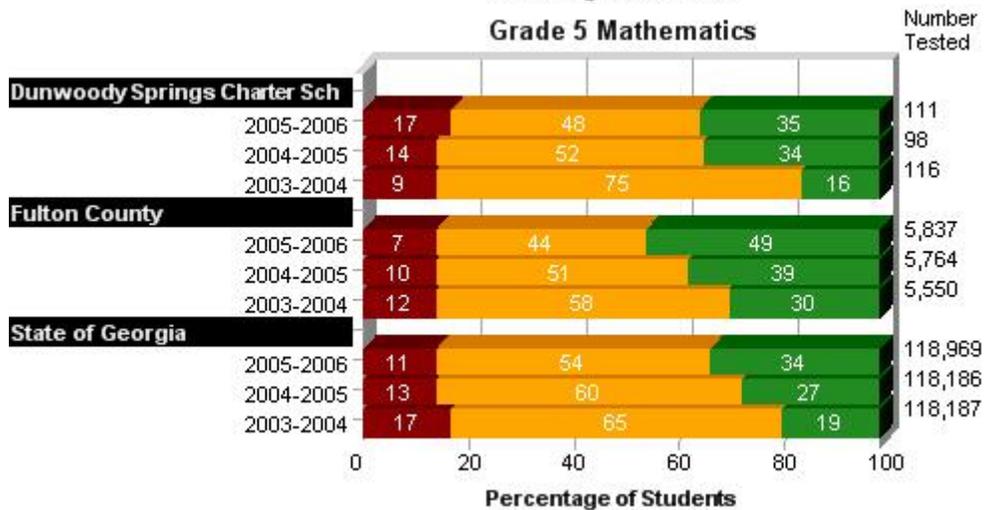
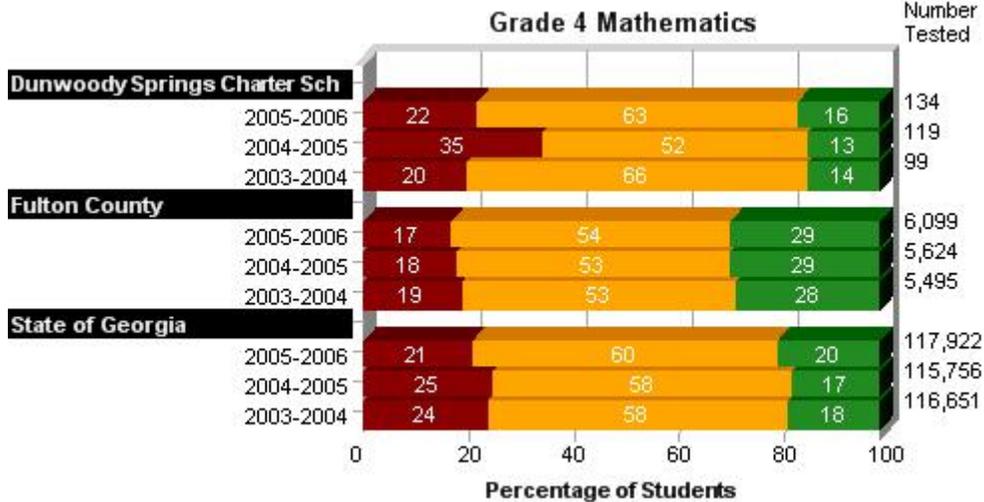
TEST RESULTS

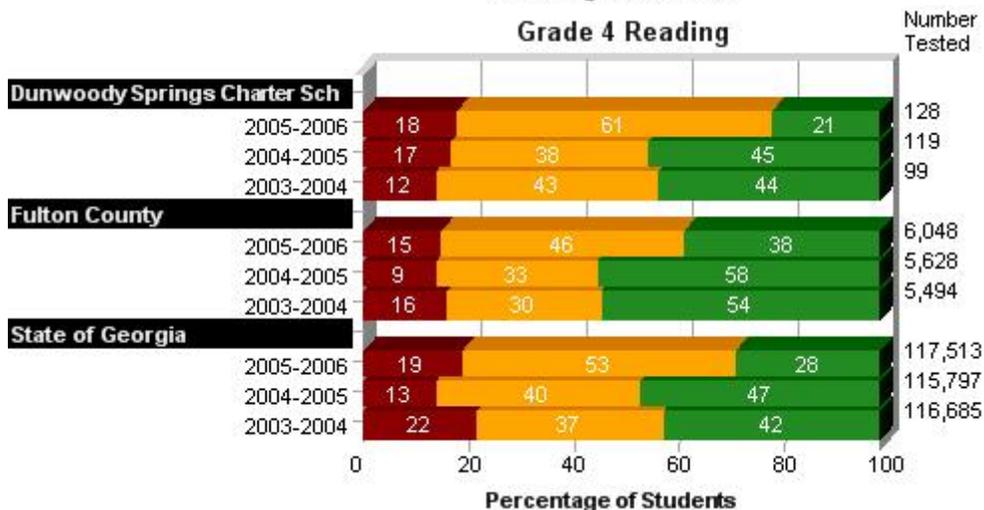
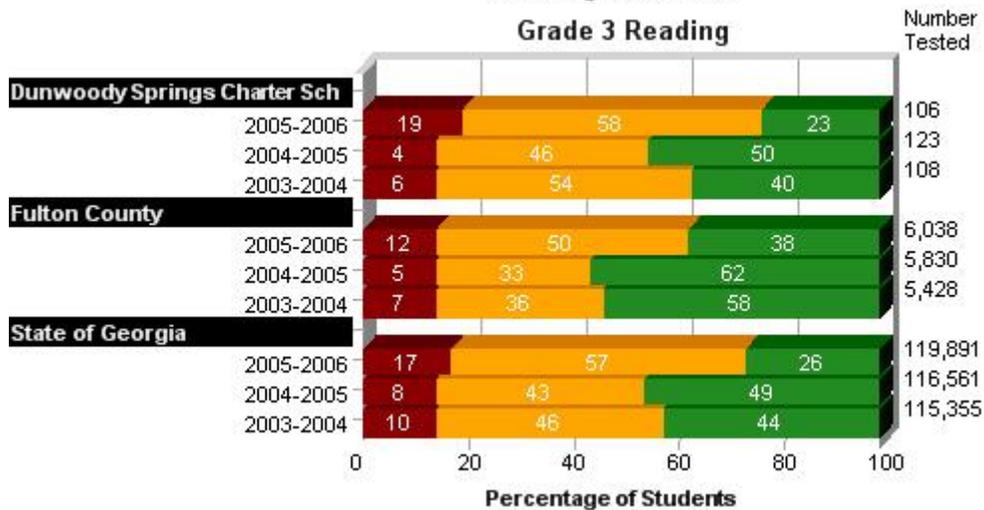
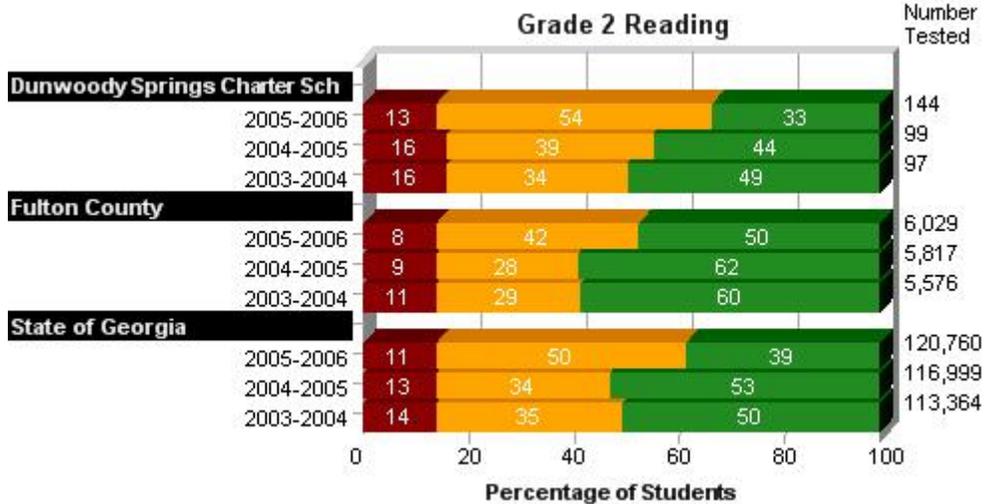
- Do Not Meet
- Meets
- Exceeds

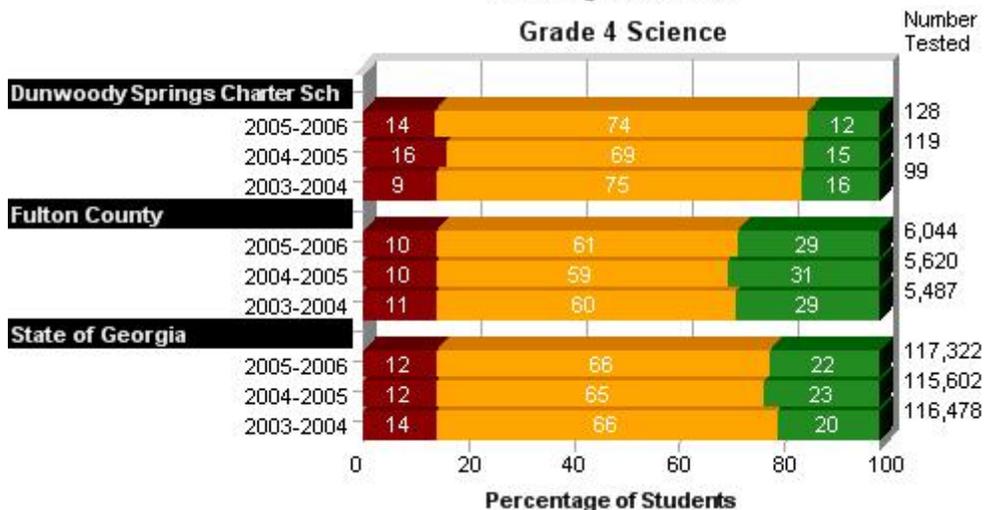
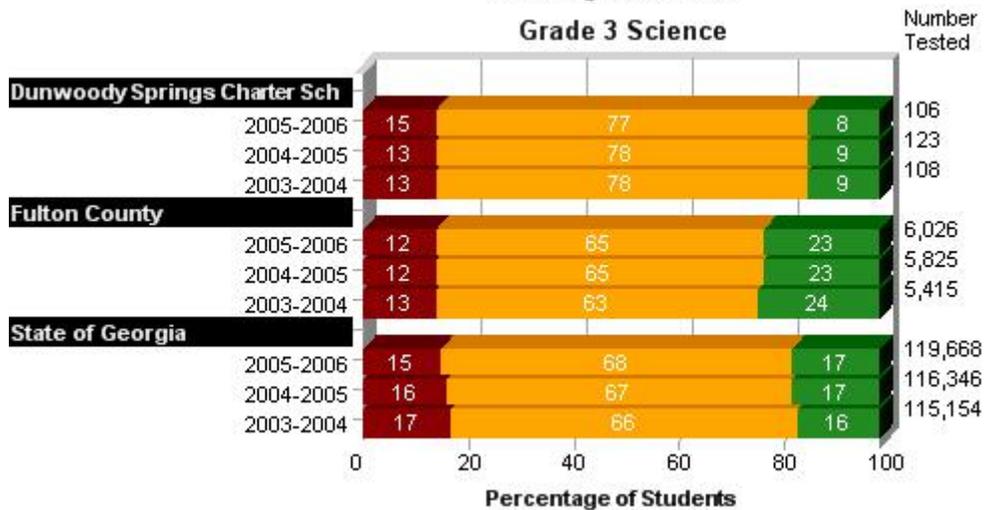
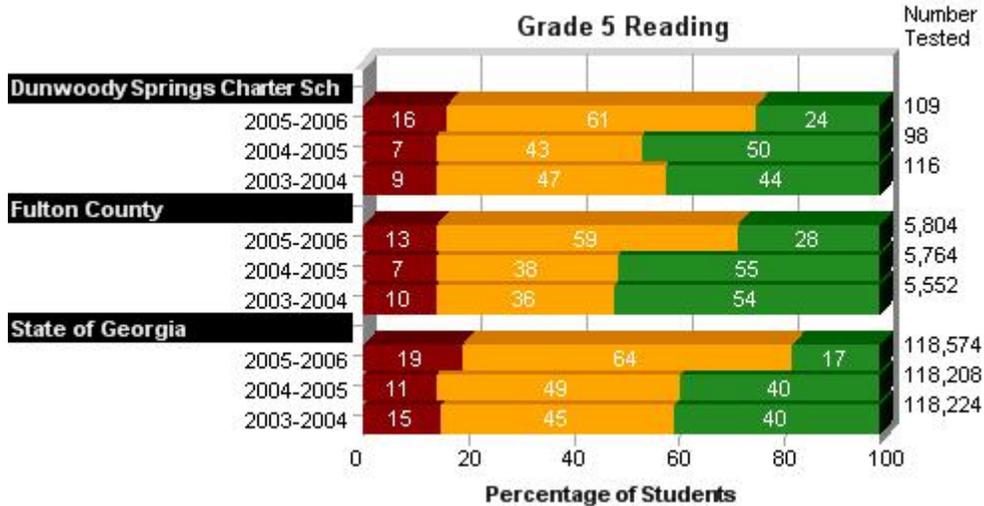


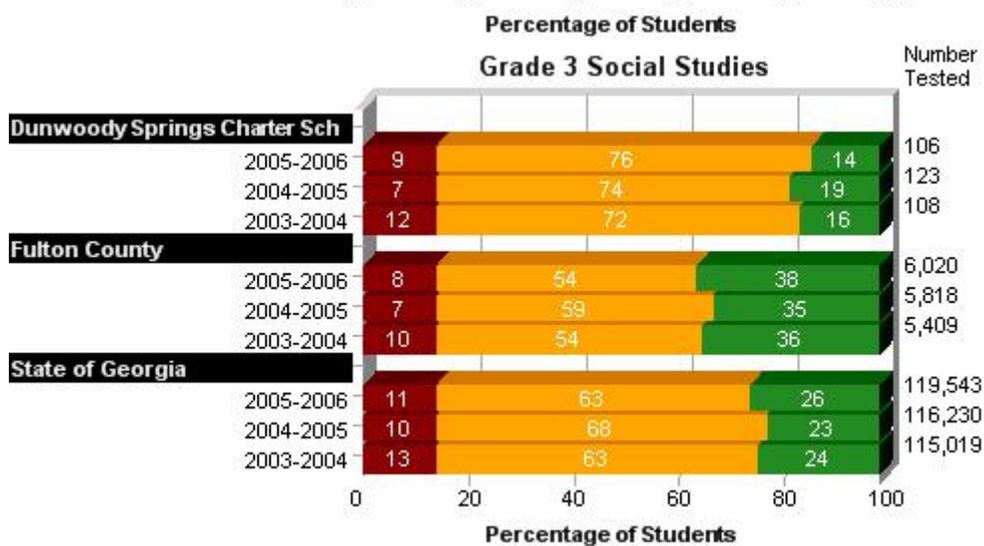
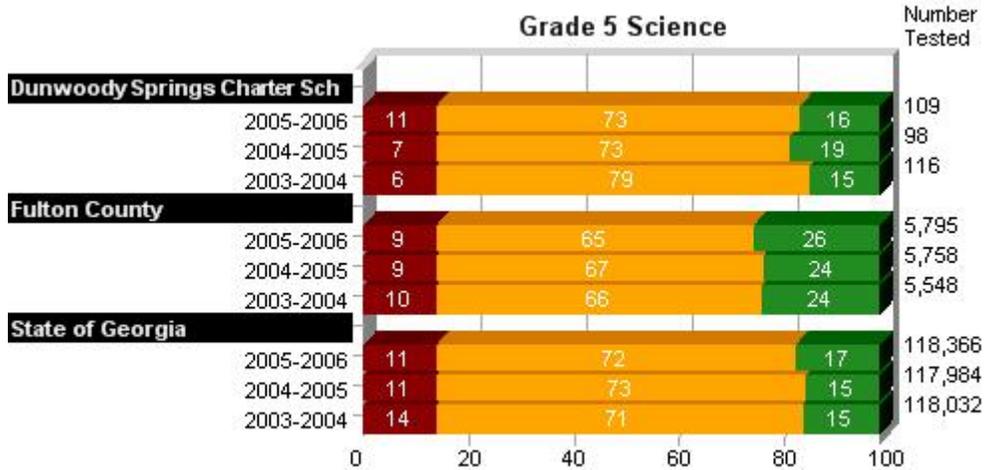


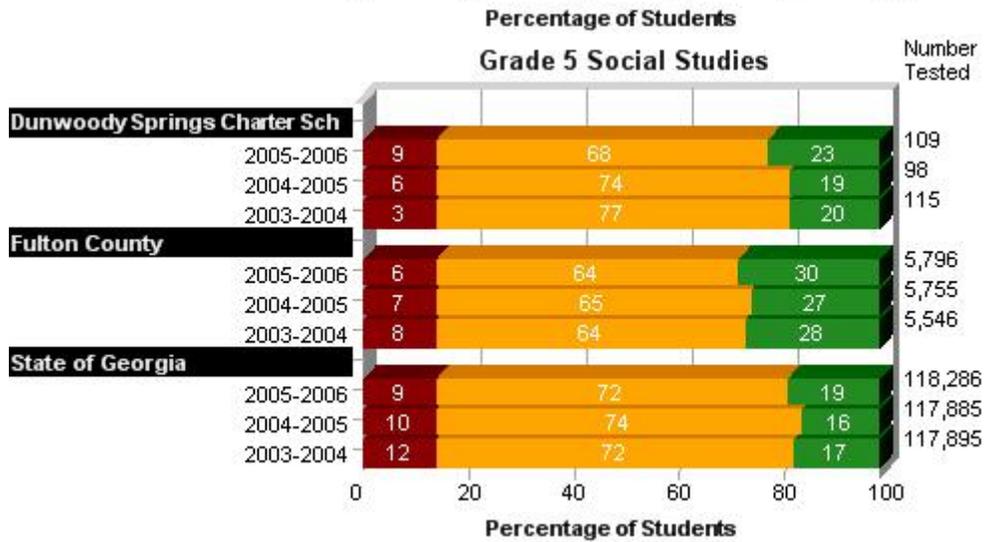
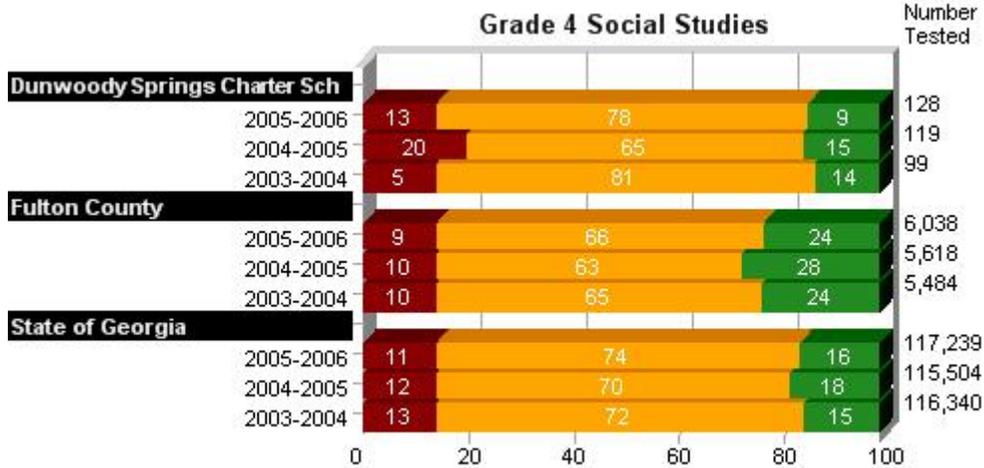












FARGO CHARTER SCHOOL

Contact Information

Danny Ellis
 80 City Hall Drive
 Fargo, GA 31631
 912-487-5321

Basic Facts

| | |
|----------------|----------|
| District | Clinch |
| Type | Start-Up |
| Opened | 2000 |
| Grades Served | K - 3 |
| Enrollment | 24 |
| Title I School | Yes |

Mission

The mission of Fargo Charter School, in collaboration with parents, the Fargo community, and the Clinch County Board of Education, is to provide educational opportunities for and encourage students to strive for excellence. As a result, all children will become competent citizens capable of making responsible decisions when faced with the challenges of the future.

Demographics

| | Fargo Charter School | Ware Magnet School | Clinch County Primary School | Clinch County | Georgia |
|---|----------------------|--------------------|------------------------------|---------------|-----------|
| Distance from Charter School (in miles) | 0 | 16.7 | 20.2 | N/A | N/A |
| Total Population | 23 | 478 | 406 | 1,317 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 83% | 71% | 58% | 58% | 48% |
| Black | 9% | 18% | 40% | 40% | 38% |
| Hispanic | 0% | 5% | 0% | 0% | 8% |
| Asian/Pacific Islander | 0% | 4% | 0% | 0% | 3% |
| American Indian/Alaskan Native | 4% | 2% | 0% | 0% | 0% |
| Multiracial | 4% | 1% | 2% | 1% | 2% |

Special Populations

| | | | | | |
|-------------------|-----|-----|-----|-----|-----|
| ESOL | 0% | 0% | 0% | 0% | 3% |
| Gifted | 0% | 34% | 0% | 2% | 9% |
| Special Education | 17% | 9% | 23% | 18% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 43% | 30% | 54% | 60% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | Yes |
| Is your school in needs improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Yes. With the exception of one student, ALL Fargo Charter School students scored above 300/800 on the CRCT. (The student who did not score above 300/800 enrolled at FCS only two weeks prior to the administration of the test.) Fargo Charter students scored "exceeds" on 51% of the content areas tested.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

100% of Fargo Charter School students who attended FCS all year scored meets or exceeds on every area of the CRCT. These scores are attributed to the fact that every student has an Individualized Education Plan, and instruction is tailored to meet each child's needs. Fargo Charter School was recognized as a "Georgia School of Distinction" for the 2005-2006 school year.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

Although 100% of Fargo Charter School students who attended FCS all year scored above 300/800 on the CRCT, the scores did regress to some degree. These regressions are attributed to the fact that the CRCT is now GPS-based and not QCC-based in Reading and ELA. Additionally, Fargo Charter School has relied heavily on the CCC SuccessMaker program in previous years, but because of malfunctioning technology was only able to use CCC for two months during the 2005-2006 school year.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

Yes. We track former FCS students. Most former students continue to excel after transferring to other schools. Not only do their test scores remain high, but also they

continue to "shine" academically. (i.e. - A former FCS student was named the TOP 4th Grade Student at his school last year.)

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

On the CRCT Male students scored better than female students in Reading and Math; female students scored better in ELA, Science, and Social Studies. White students scored better than African Americans and Native Americans in ELA, Math, Science, and Social Studies. Students who qualify for free and reduced meals scored lower than paid students in Reading, Science, and Social Studies. No ESOL or Special Education students were enrolled at Fargo Charter School during the 2005-2006 school year. In an effort to close the gap, Fargo Charter School is upgrading the CCC SuccessMaker program, has referred students to the Student Support Team, has retained a couple of students, and has purchased the Study Island program.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

ITBS Performance: On the Fall 2005 administration of the ITBS, Fargo Charter School 3rd grade students recorded the highest-ever Composite Score (93rd Percentile) in the history of the Clinch County School System.

2.

GKAP-R: 100% of FCS students scored "First Grade Readiness" on the 2005-2006 GKAP-R.

3.

Accelerated Reader: Fargo Charter students (K-3) read an average of 137 AR books.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Yes. Once again, 100% of FCS parents attended both Early Release Parent/Teacher conferences, and 100% of parents joined the Parent/Teacher Organization. Parents and community members volunteered on a regular basis, and large crowds attend Parent Lunches (Thanksgiving and Easter) and the Community Appreciation Fish Fry. Additionally, during the annual school play, many community members had to stand; all 300 auditorium seats were already filled.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

Parent and community involvement is measured by the amount of participation (see answer to number 1) and by the annual Parent Satisfaction Survey. For the first time in the history of Fargo Charter School, parents' satisfaction was 100%!

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

During the present school year, Fargo Charter School has implemented a program to encourage parents and community members to read to students. Each volunteer reader is assigned a date and time to visit the school and share their favorite childhood book.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Fargo Charter School students will improve reading/language abilities by participating in an interdisciplinary curriculum. Ninety-two percent of FCS are reading at least one grade level above their actual grade level. Fargo Charter students passed 96% of Accelerated Reader quizzes taken.

2.

Fargo Charter School students will improve mathematical abilities by participating in an interdisciplinary curriculum. 100% of FCS students are at least one grade level above their actual grade level in mathematics.

3.

Fargo Charter School students will increase learning skills in a safe, inviting, and supportive learning environment. On the Parent Satisfaction Survey, 100% of FCS parents were satisfied with the learning environment. All FCS students received at least one award on Honors Day.

4.

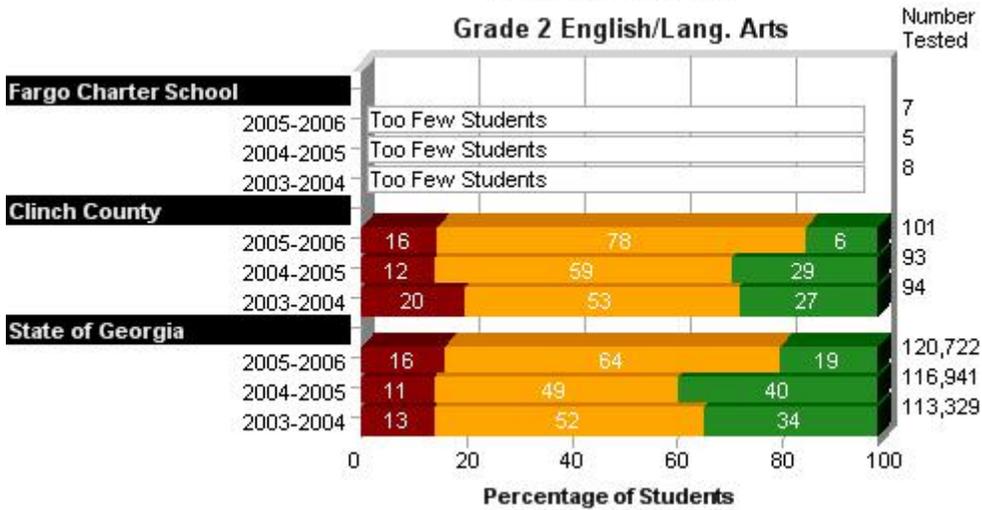
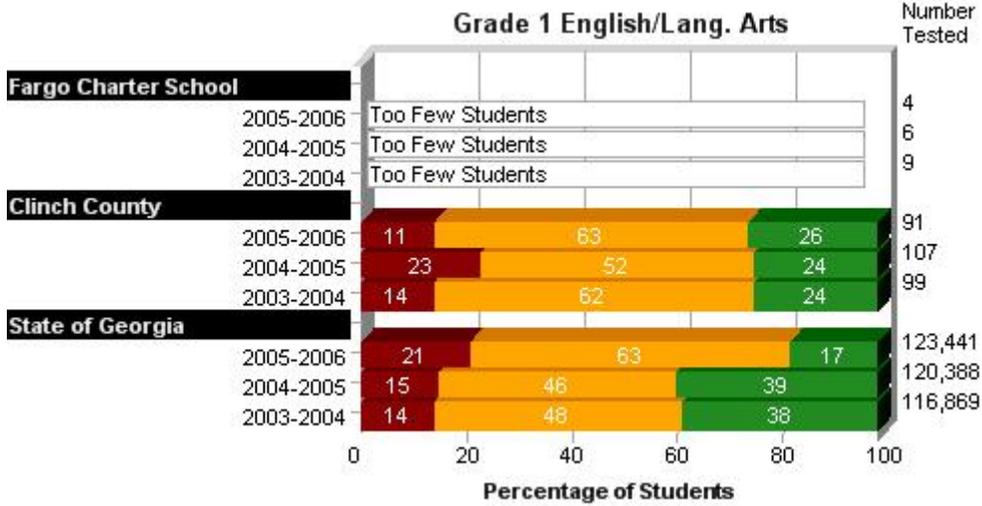
Fargo Charter School will create a cooperative working liaison between the school, parents, and the community. Parents and community members serve on all school committees and help with all school functions.

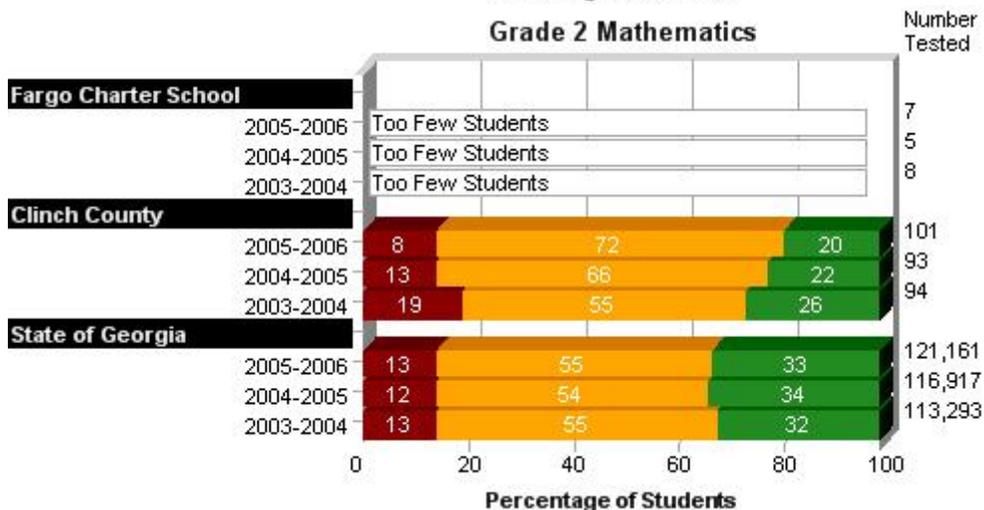
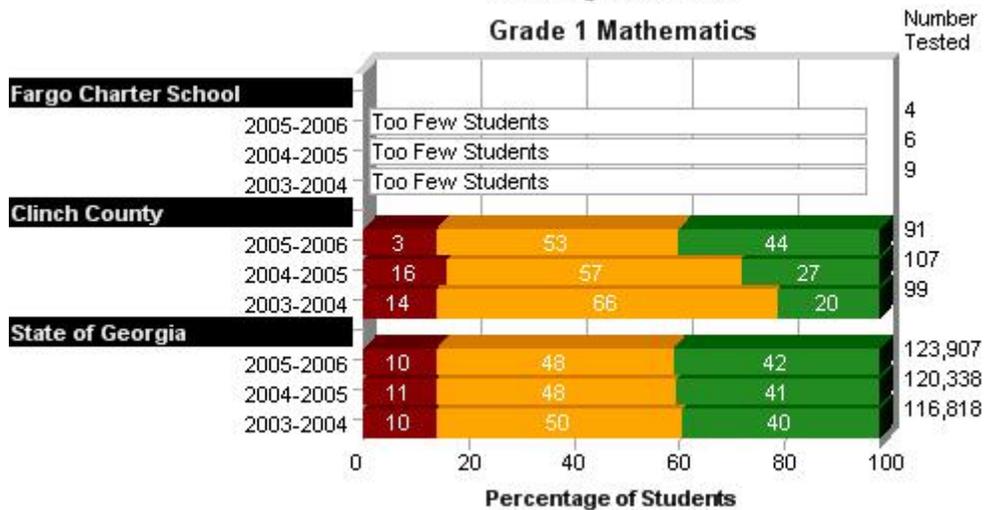
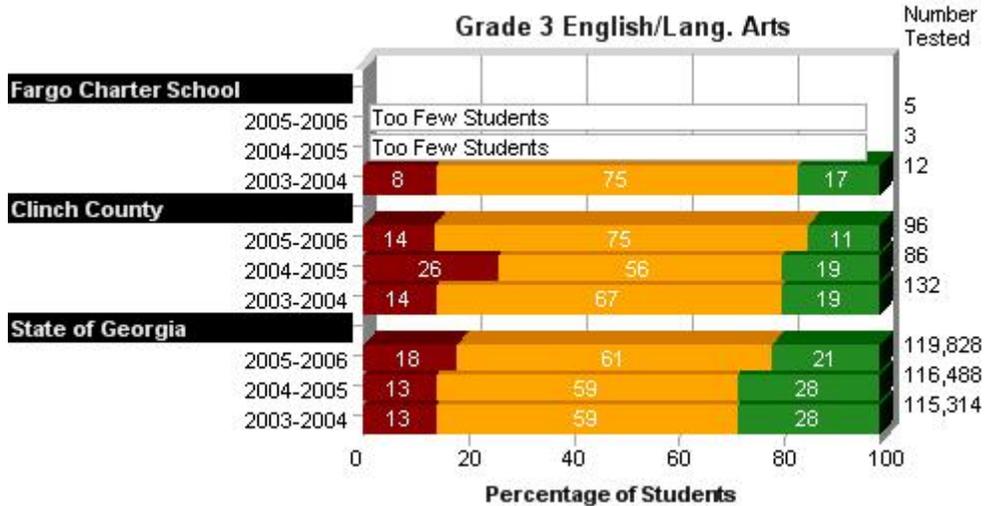
FINANCIAL ACCOUNTABILITY

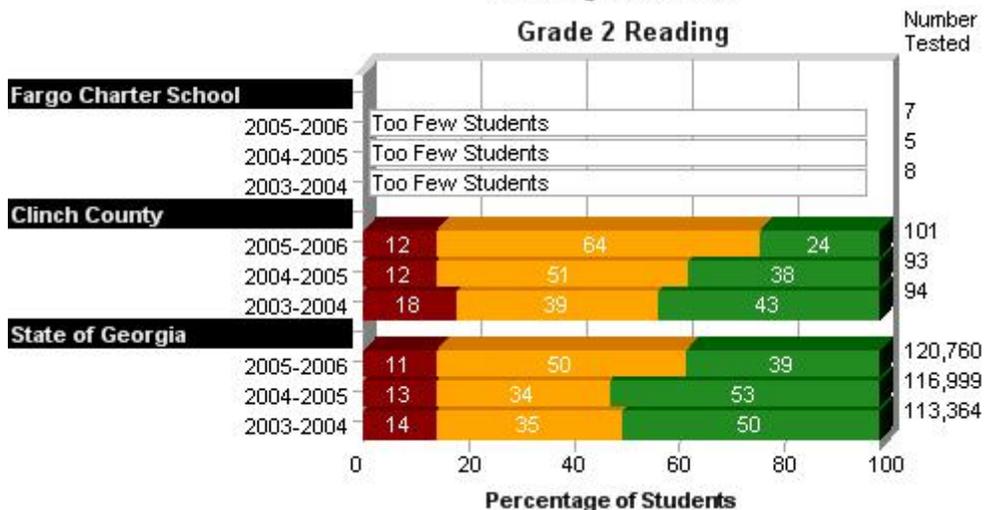
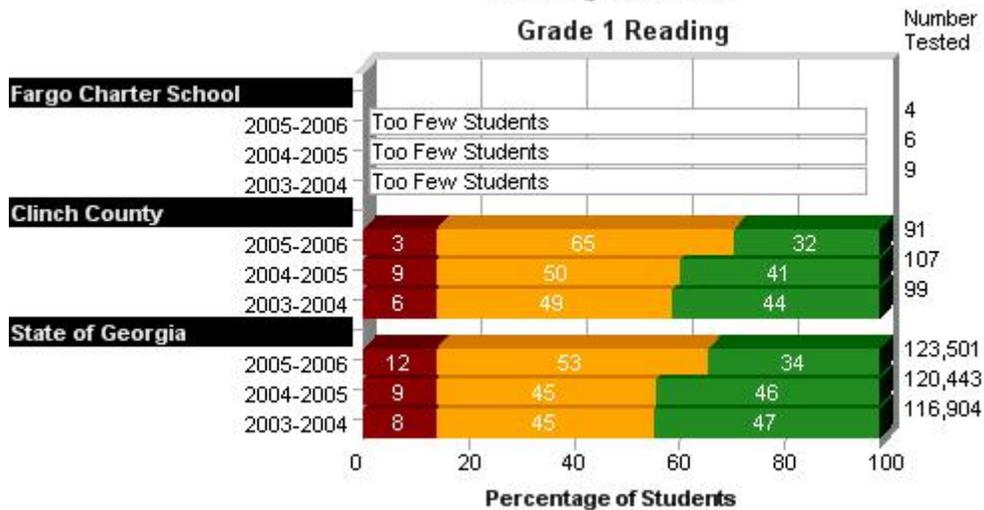
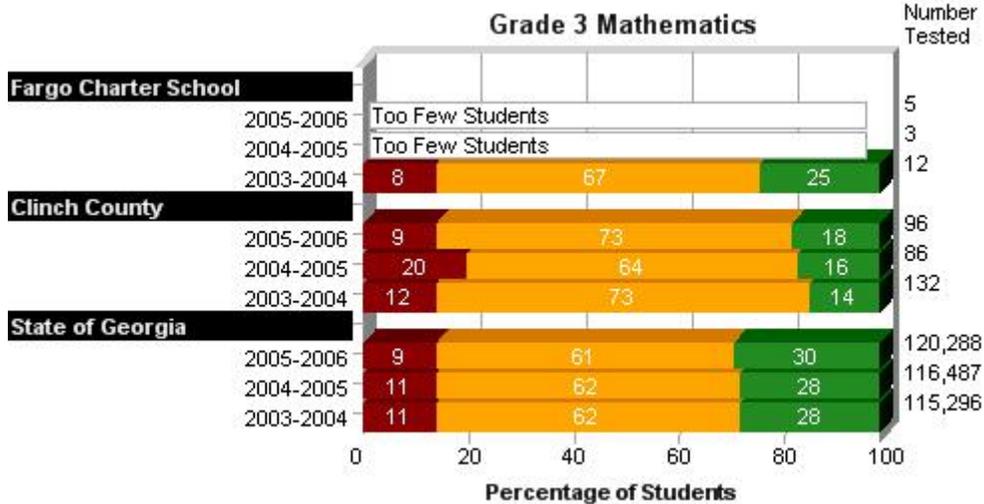
| | |
|--|----|
| Did school have surplus at the end of the 2005-2006 school year? | No |
| Did school have a reserve fund? If so, what percentage? | No |

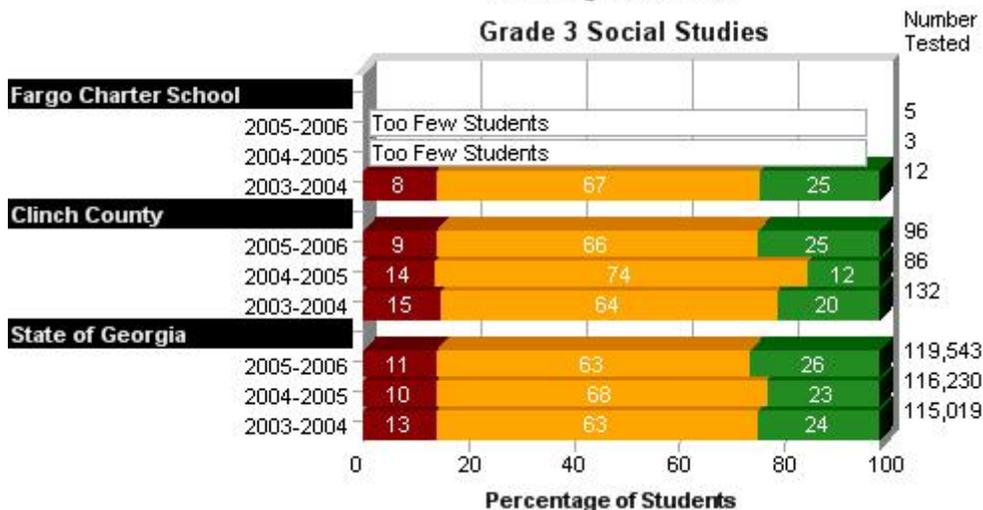
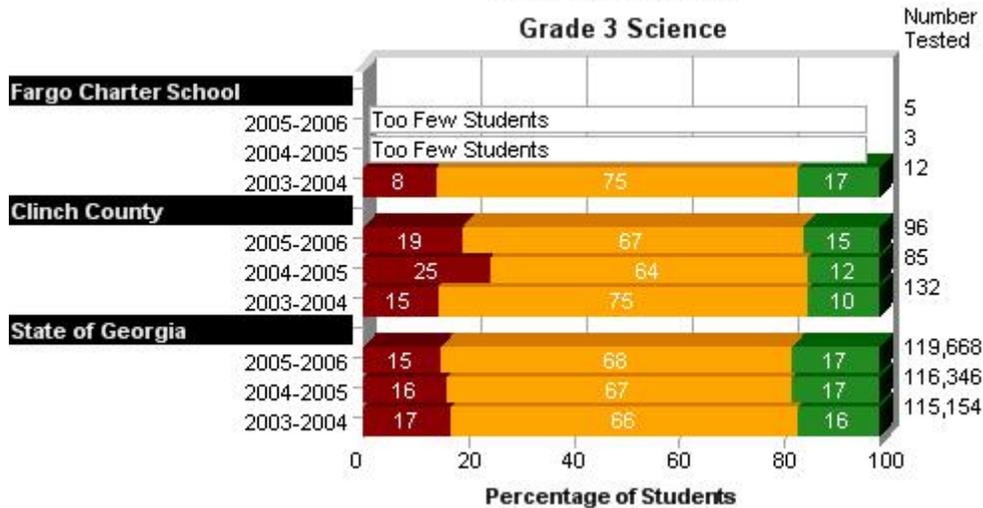
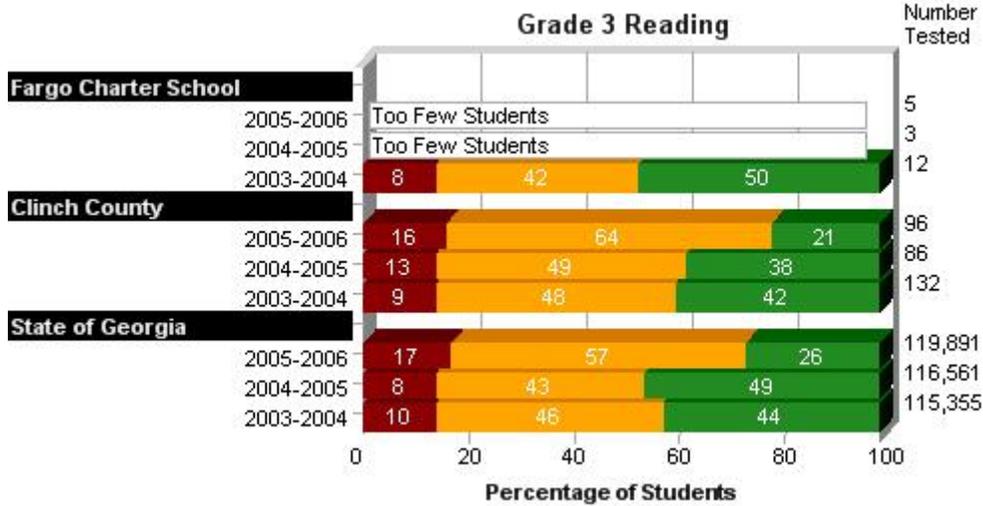
TEST RESULTS

- Do Not Meet
- Meets
- Exceeds









FORSYTH COUNTY ACADEMY

Contact Information

Brad Smith
7745 Majors Road
Cumming, GA 30188
770-781-3141

Basic Facts

| | |
|----------------|----------|
| District | Forsyth |
| Type | Start-Up |
| Opened | 2005 |
| Grades Served | 9 - 12 |
| Enrollment | 60 |
| Title I School | No |

Mission

To provide an engaging and rigorous curriculum supported by positive interactive relationships in an effort to ensure that students reach their full academic and social potential and are productive members of the community.

Demographics

| | Forsyth County Academy | Forsyth Central High School | North Forsyth High School | Forsyth County | Georgia |
|---|------------------------------|-----------------------------------|---------------------------------|-------------------|-----------|
| Distance from Charter School (in miles) | 0 | 1.4 | 3.1 | N/A | N/A |
| Total Population | 60 | 1,943 | 1,917 | 25,376 | 1,559,828 |

Diversity

| | | | | | |
|------------------------|-----|-----|-----|-----|-----|
| Caucasian | 92% | 87% | 92% | 87% | 48% |
| Black | 3% | 0% | 1% | 1% | 38% |
| Hispanic | 3% | 11% | 6% | 8% | 8% |
| Asian/Pacific Islander | 0% | 1% | 0% | 2% | 3% |
| American | 2% | 0% | 0% | 0% | 0% |
| Indian/Alaskan Native | | | | | |
| Multiracial | 0% | 1% | 1% | 1% | 2% |

Special Populations

| | | | | | |
|-------------------|-----|-----|-----|-----|-----|
| ESOL | 0% | 5% | 2% | 4% | 3% |
| Gifted | 0% | 12% | 11% | 15% | 9% |
| Special Education | 18% | 11% | 11% | 12% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 17% | 15% | 15% | 14% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | N/A | N/A |
| Is your school in needs improvement? | No | N/A | N/A |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Being our first year, we needed to establish baseline data, but we did recognize that our standardized test results were mixed. For first-time test takers on the GHSGT we had 95.5% pass rate in ELA, 91% pass rate in Mathematics, 86% pass rate in Social Studies, and 57% pass rate in Science. The ELA and Math pass rates are acceptable, but when you analyze the AYP Enhanced scores in Math, the percentage of proficient and advanced was 59%. There is room for improvement in this area and in Social Studies and Science.

Our EOCT scores also need to be improved. Averaging all EOCT results for each content area showed a passing grade, but the overall scores need to be improved.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

We were pleased with our ELA, Mathematics, and Writing passing percentage for first time test takers on the GHSGT. We used two different strategies for preparation:

- 5 minute sponge activities were done in each class for all students. These activities were designed to prepare students for the GHSGT.
- Three weeks prior to the test administration, students scheduled to take the test worked in small groups with the classroom teacher in the areas of identified weaknesses.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

N/A - Baseline data acquired in 2005-06

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

N/A - Baseline data acquired.

5. Describe particular areas of concern revealed by your students' standardized test results and how you

plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

We have two major areas of concern in the GHSGT:

1. To increase students' mathematics scores to reflect a score of proficient or advanced.
2. To increase the overall passing percentage for students taking the Science portion of the test.

In an effort to improve these areas, the staff broke down all data for students in each subtest area. This identified individual student and school areas for improvement. In order to better prepare each student for the test, individualized instruction plans will be established to address the student needs. To address whole school areas of weakness, the teachers will design supplemental materials to enrich the curriculum.

These same strategies will be used in the preparation for the EOCT's.

Due to the size and scope of the program, we do not have any identified subgroups. A disaggregation of data shows that special education students performed at the same level as regular education students.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

Graduation Rate: The first year was set to establish baseline data. The graduation rate for seniors was 83.33%. When you look at total graduation, including students that graduated but were considered juniors at the beginning of last year, the graduation rate was 90% (we graduated 18 out of 20 possible graduates)

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Baseline data was established this first year, but we were very pleased with the level of parental involvement. 85% of the parents attended at least one school function. During parent/student conferences, we had a 90% parental attendance rate.

Our community involvement, especially in the area of mentors, needs to improve. We did not reach our mentor goal for the 05-06 school year. We were very pleased

with the overall level of community support in terms of business partnerships and the relationship that we established with Lanier Technical College for our students that were dual enrolled was outstanding.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

Parental involvement was measured by determining the total number of parents that participated in one or more activity for the year.

Community involvement is measured by the total number of mentors that participate in the program, the number of business partnerships established, and the total financial input from the community. The level of involvement from our partnership with Lanier Technical College cannot be measured, although we did have 20 student dual enrolled last year.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

For parental involvement, we are planning on additional activities in which for parents to participate. These activities will feature students in some form. We are also sending out a parent survey that will identify areas in which parents would like to be involved.

For community involvement the principal will be speaking at several Rotary, Optimist, and Chamber meetings. In addition, a stronger relationship will be developed with the Communit Connection organization in the area.

OTHER CHARTER GOALS

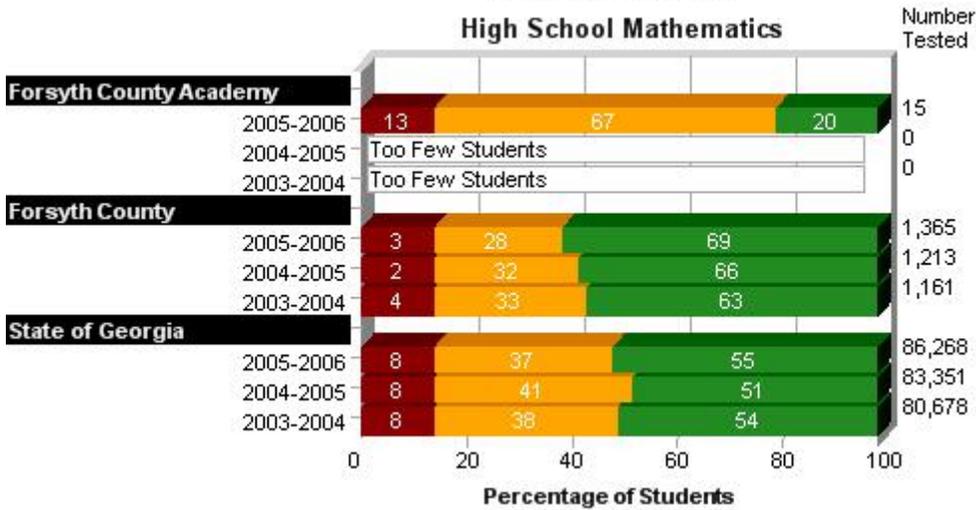
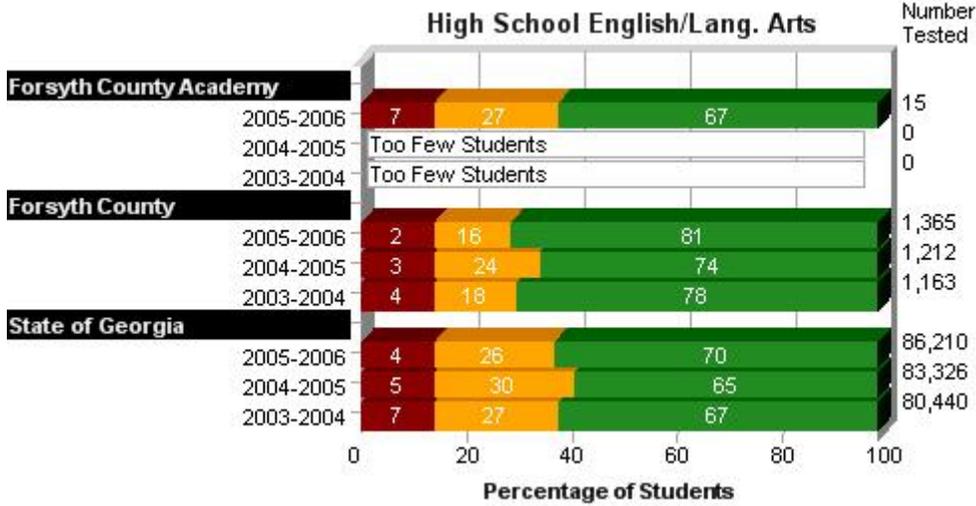
In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

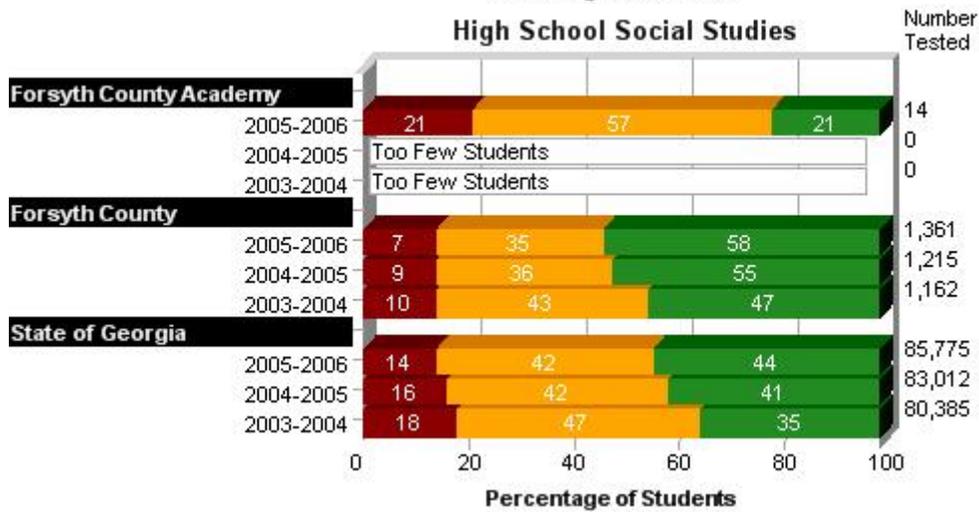
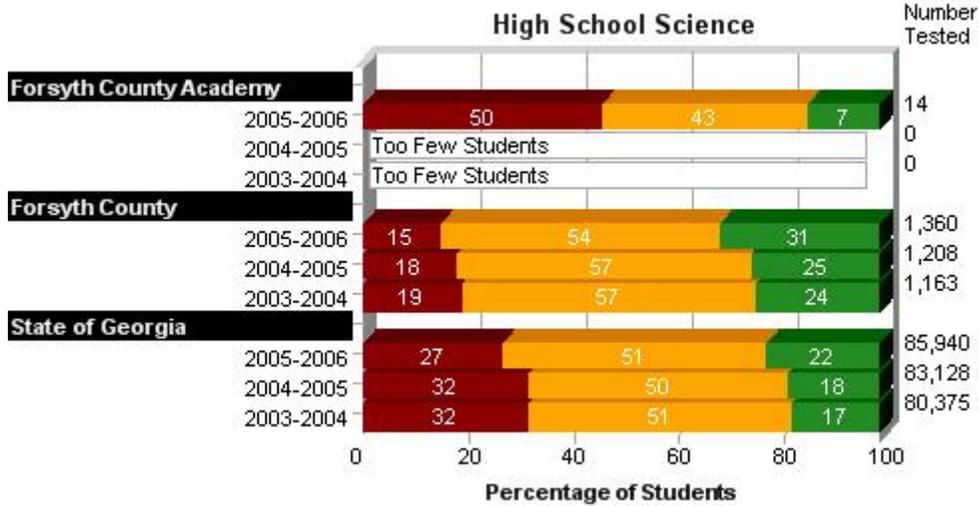
FINANCIAL ACCOUNTABILITY

| | |
|--|-----|
| Did school have surplus at the end of the 2005-2006 school year? | Yes |
| Did school have a reserve fund? If so, what percentage? | Yes |

TEST RESULTS

- Do Not Meet
- Meets
- Exceeds





FULTON SCIENCE ACADEMY MIDDLE SCHOOL

Contact Information

Selim Ozdemir
 1675 Hembree Road
 Alpharetta, GA 30004
 770-753-4141

Basic Facts

| | |
|----------------|----------|
| District | Fulton |
| Type | Start-Up |
| Opened | 2002 |
| Grades Served | 6 - 8 |
| Enrollment | 345 |
| Title I School | No |

Mission

The mission of FSA Middle School is to execute the instruction of the middle school math-science curriculum with the help of proven successful methods in a stimulating and supporting environment to prepare the entire student body to their maximum potential in these subjects so that on this basis they will get the most out of their high school math-science education which is the key for future success.

Demographics

| | Fulton Science Academy | Hopewell Middle School | Northwestern Middle School | Fulton County | Georgia |
|---|------------------------|------------------------|----------------------------|---------------|-----------|
| Distance from Charter School (in miles) | 0 | 1.9 | 3.3 | N/A | N/A |
| Total Population | 358 | 961 | 1,160 | 79,192 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 52% | 69% | 80% | 40% | 48% |
| Black | 26% | 13% | 11% | 40% | 38% |
| Hispanic | 3% | 9% | 3% | 9% | 8% |
| Asian/Pacific Islander | 11% | 5% | 3% | 7% | 3% |
| American Indian/Alaskan Native | 0% | 0% | 0% | 0% | 0% |
| Multiracial | 7% | 3% | 3% | 3% | 2% |

Special Populations

| | | | | | |
|-------------------|-----|-----|-----|-----|-----|
| ESOL | 0% | 3% | 0% | 4% | 3% |
| Gifted | 35% | 24% | 32% | 14% | 9% |
| Special Education | 10% | 11% | 8% | 11% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|----|-----|-----|
| % of Total Population | 27% | 12% | 9% | 37% | 50% |
|-----------------------|-----|-----|----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | Yes |
| Is your school in needs improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Yes, they met our expectations. We expected our students' scores on standardized test in the content area of math and science will be higher than that of a match pair group of students in the District. And they did.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

The mean scale score of all FSA students was significantly higher than the comparison group on the Criterion-Referenced Competency Test (CRCT) in Science. Additionally, 6th and 7th grade FSA students outperformed the comparison group in Social Studies. An analysis of the percentage of students performing at Levels 2 or 3 on the CRCT indicated that a significantly higher percentage of 6th grade FSA students than comparison students met or exceeded the standards in Mathematics and Science.

This year was the first year GPS standards were used in 6th grade CRCT Mathematics and Science. And our students scored significantly higher in both of these areas. We believe that our teaching methods, CMP (Connected Mathematics Project) and FAST (Foundational Approach in Science Teaching), worked even better with GPS standards to achieve the desired results. These methods include investigation based studies and hands-on activities.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

Improved Areas:

6th Grade: Reading 96% (1% increase), English 96% (9% increase), Math 93% (10% increase), Social Studies 96% (2% increase), and Science 93% (3% increase).

7th Grade: Social Studies 97% (1% increase), Math 93% (4% increase)

8th Grade: English 96 (2% increase), Math 88% (1% increase)

Regressed Areas

7th Grade - Reading 93% (3% decrease), English 94% (4% decrease), Science 87% (11% decrease)

8th Grade - Reading 95% (4% decrease), Social Studies 97% (1% decrease), and Science 88% (6% decrease)

Even though science percentages show a decrease in 7th and 8th grade, the mean scale score of all FSA students was significantly higher than the comparison group on the Criterion-Referenced Competency Test (CRCT) in Science

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

Yes, we do. Each department discusses the CRCT results at the end of the year and compares each grade and each student's score with the previous year. Under the light of these discussions, departments work with our students during the following year to help them increase their academic success.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

N/A

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

Goal: Average score of students of FSA Middle School who are administered the Stanford 9 Test (Equivalent ITBS Scores are available) in the content area of Mathematics will be higher than the average score of a match pair group of students in the District every year the test is administered.

Progress towards goal: Exceeded

Indicator of Progress: Fall 2005 ITBS Results for Mathematics are below clearly showing the FSA success in this area.

2.

Goal: Average score of students of FSA Middle School who are administered the Stanford 9 Test (Equivalent ITBS Scores are available) in the content area of Science will be higher than the average score of a match pair group of students in the District every year the test is administered.

Progress towards goal: Exceeded

Indicator of Progress: Fall 2005 ITBS Results for Science are below clearly showing the FSA success in this area.

FSA Comparison

Science Percentage: 73% / 62%

3.

Goal: Average PSAT Math Score of students coming from FSA Middle School who will be administered the test in the ninth grade will be higher than that of a matched pair group of students in the district.

Progress towards goal: Exceeded

Indicator of Progress: Fall 2005 PSAT Mean Scale Scores of 9th Graders Who attended 8th grade at FSA in 2004-2005 vs. Comparison Students Who Attended 8th grade at another Fulton County School

FSA Comparison

| | | |
|---------|------|------|
| Math | 44.4 | 41.7 |
| Verbal | 42.6 | 40.0 |
| Writing | 45.9 | 43.4 |

FSA clearly leads also in this area.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Yes, the level of parental and community involvement in our school met our expectations. We have achieved a high level of parental and community involvement as indicated in the volunteer hours log.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

We keep a volunteer hours log book to measure the level of parental and community involvement we have. Here are the outcomes:

Volunteer Hours Log

Fulton Science Academy Middle School

July 2005-July 2006

| | Total Hrs |
|-------|--------------|
| Aug | 264 |
| Sept | 439 |
| Oct | 370 |
| Nov | 147 |
| Dec | 143 |
| Jan | 206 |
| Feb | 238 |
| Mar | 262 |
| Apr | 477 |
| May | 779 |
| Jun | 7 |
| Jul | 6 |
| <hr/> | |
| | 3338 |

| | |
|----------------|---------------------------|
| Recycling Club | Box tops |
| NJHS | Environmental |
| Camping Trips | Red ribbon |
| Field Trips | Field day |
| | Book fairs |
| | New Family Welcome Dinner |

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

Our school's PVO is very well functioning and continuously increasing the member participation rate. We will continue to support our PVO. As long as we leave the communication channels open among teachers, parents and administrators, we believe that our parental involvement will always be high.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Goal: Percentage of total students participating at regional or national Science Competitions, Science fairs and alike at the end of first three year period will be higher than that of a similar group of students in the district.

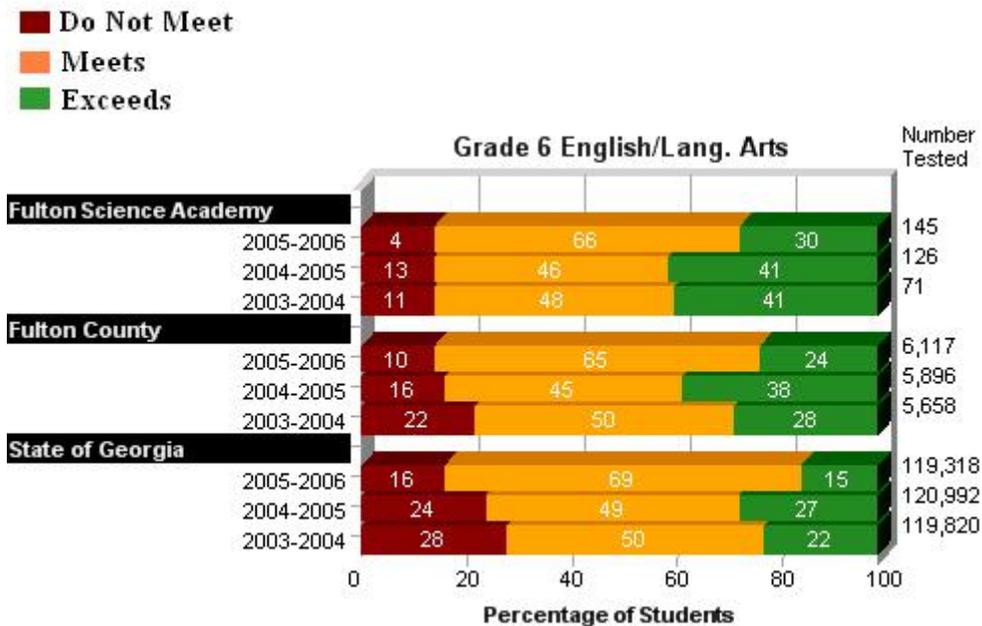
Progress towards goal: Exceeded

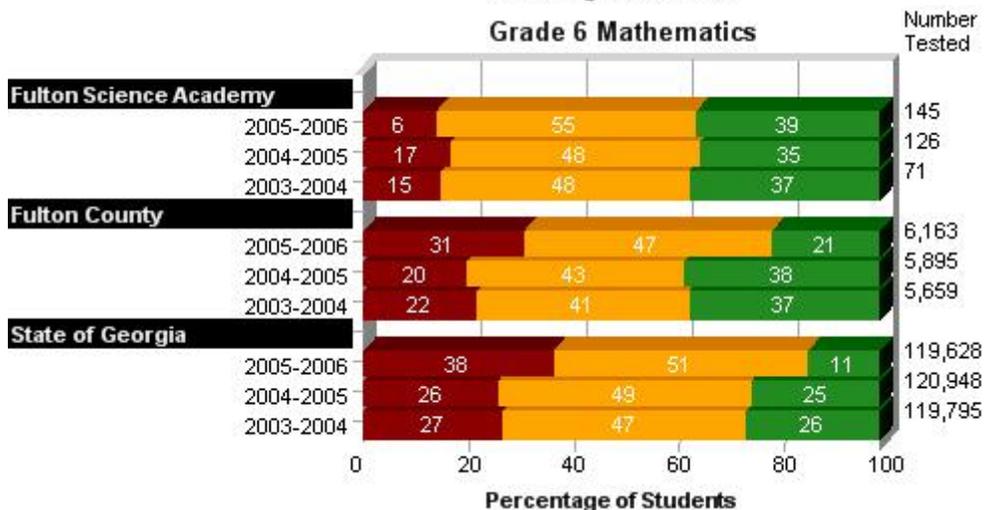
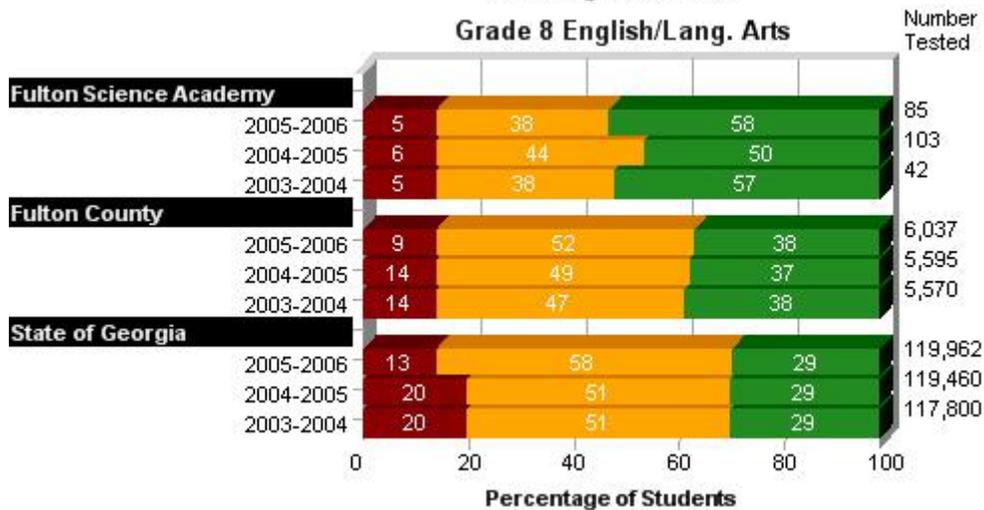
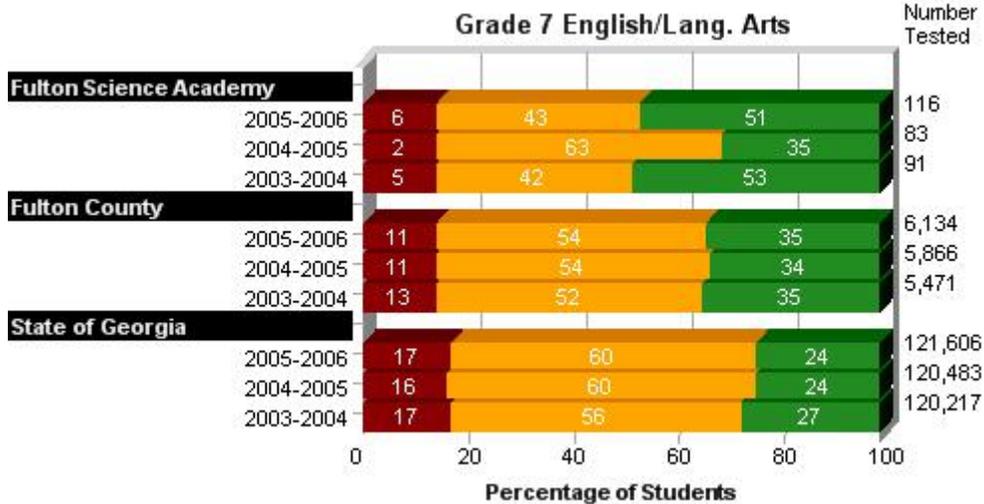
Indicators of Progress: FSA Students got 11th place in State Science Olympiads in 2002-2003, 4th place in the State in 2003-2004, 3rd place in the State in 2004-2005 and again got 3rd place in State in 2005-2006 School year. FSA Student Cory Friedman got 1st place in State Science Fair in 2004-2005 School year and represented Georgia in the National Science and Engineering fair at Washington DC in October 2005. And again Cory Friedman got 1st place in State in 2005-2006 School Year.

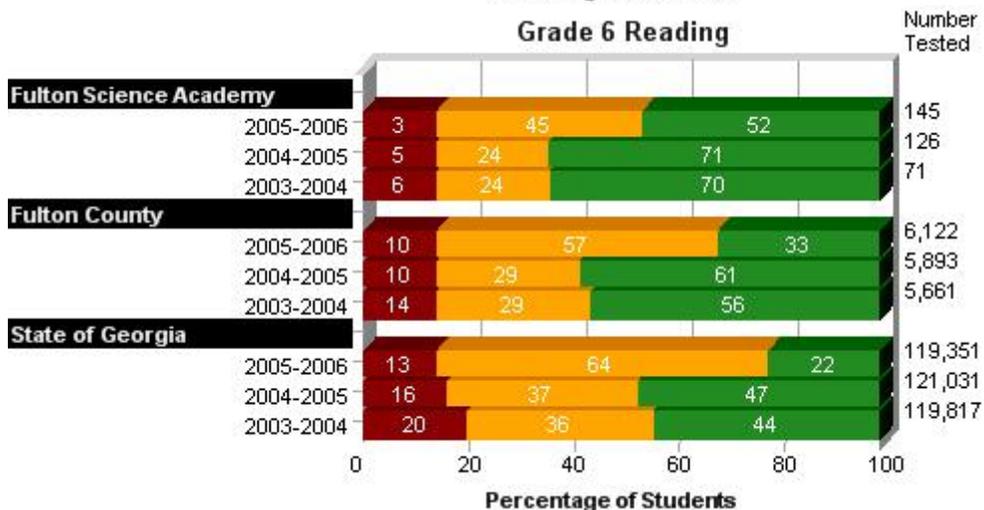
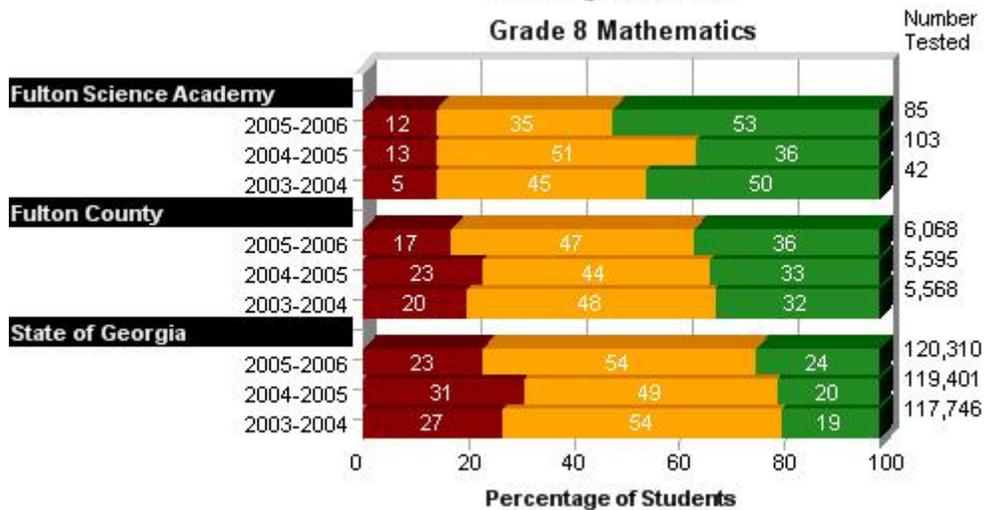
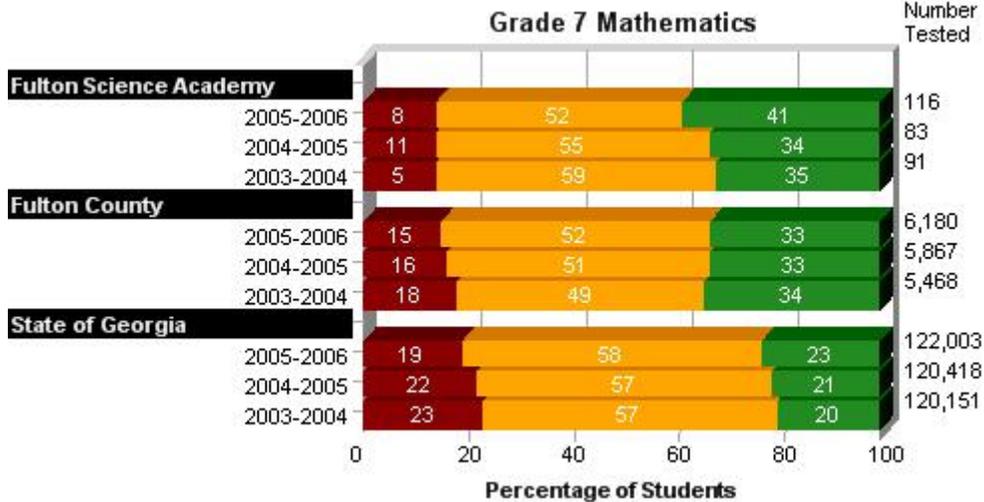
FINANCIAL ACCOUNTABILITY

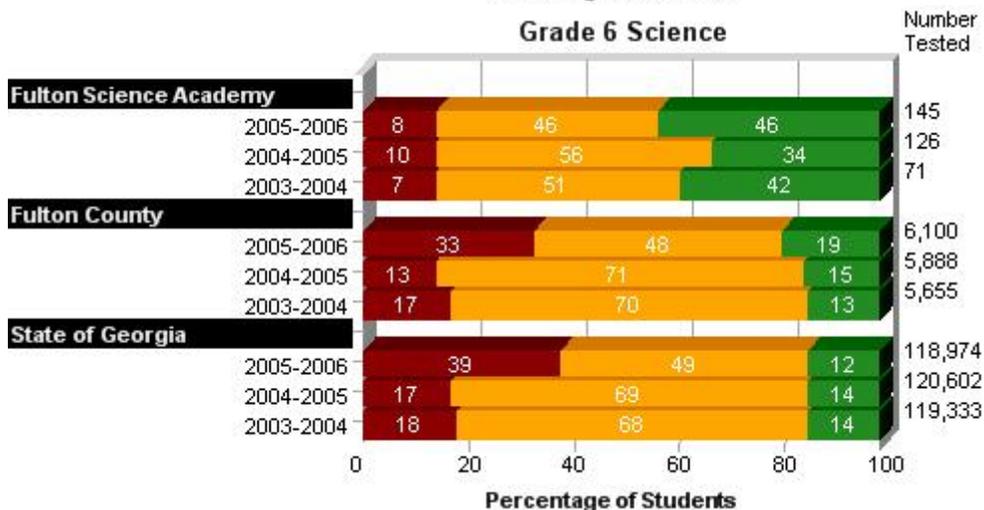
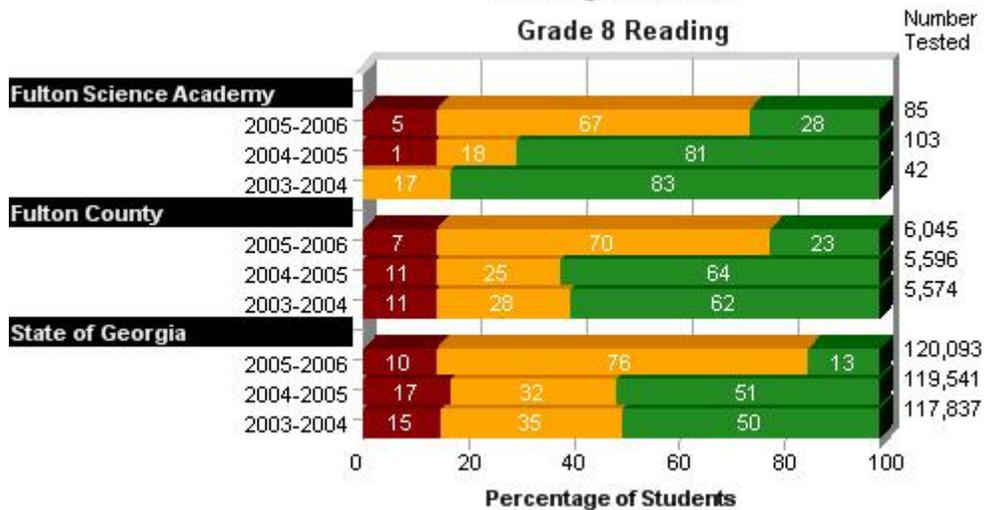
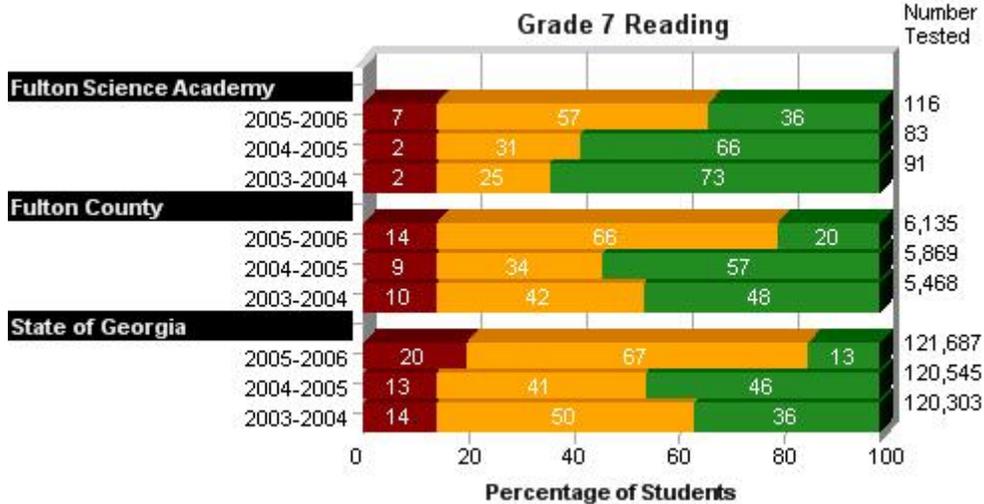
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|--|--------------|
| Did school have surplus at the end of the 2005-2006 school year? | Yes |
| Did school have a reserve fund? If so, what percentage? | Yes %; 21.26 |

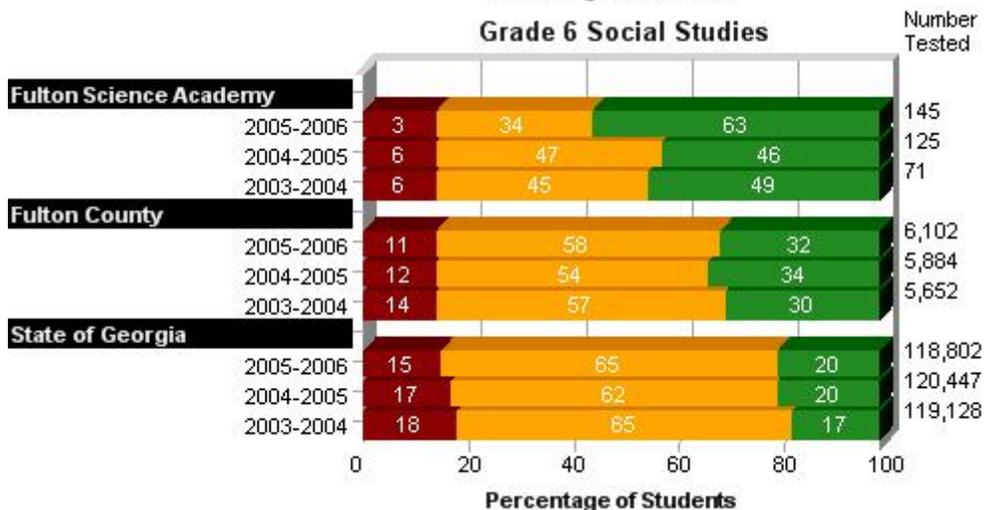
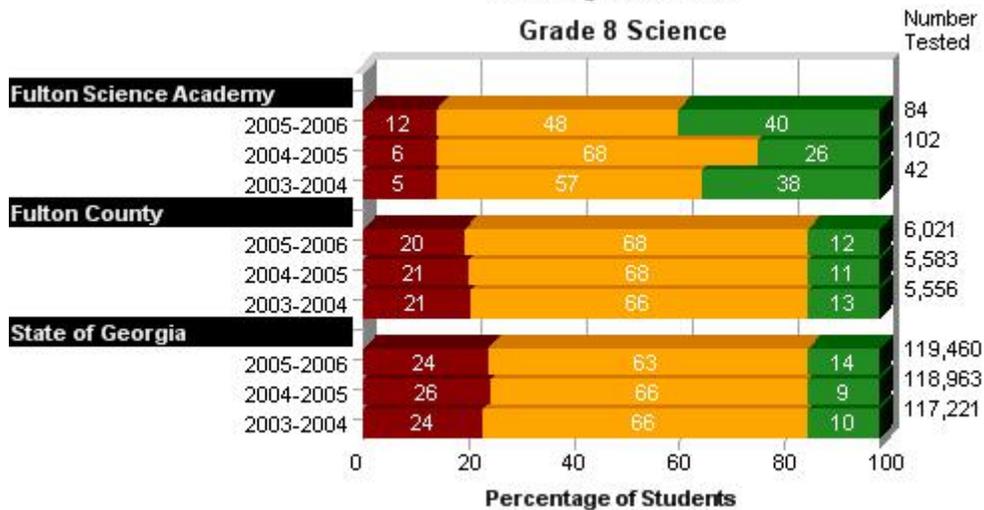
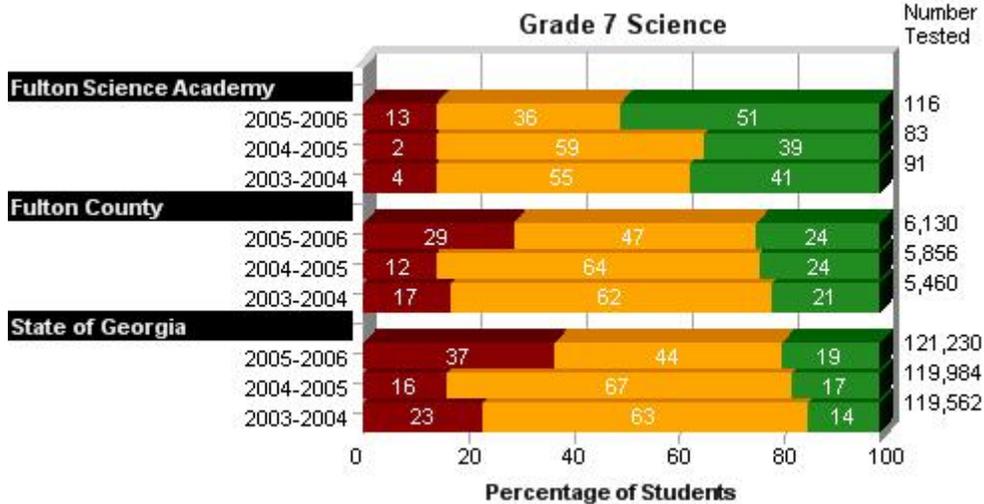
TEST RESULTS

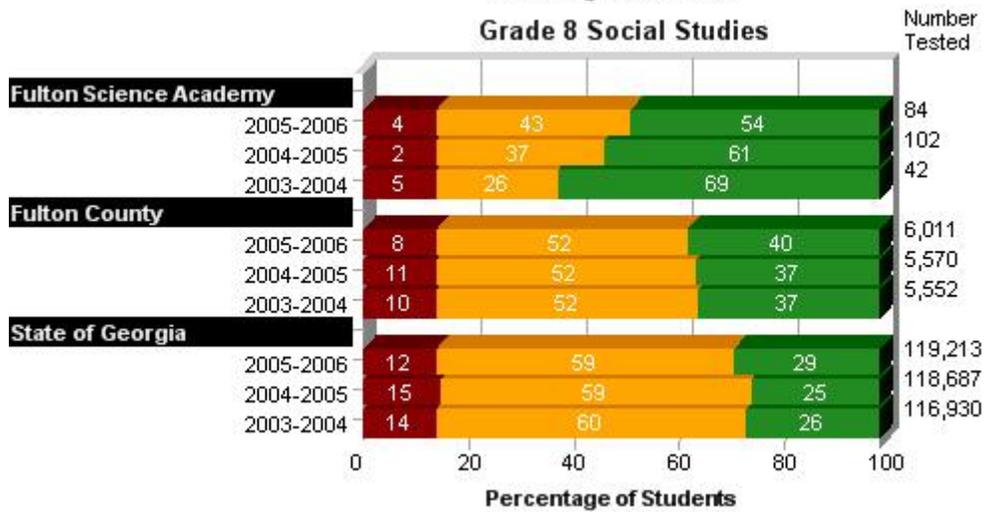
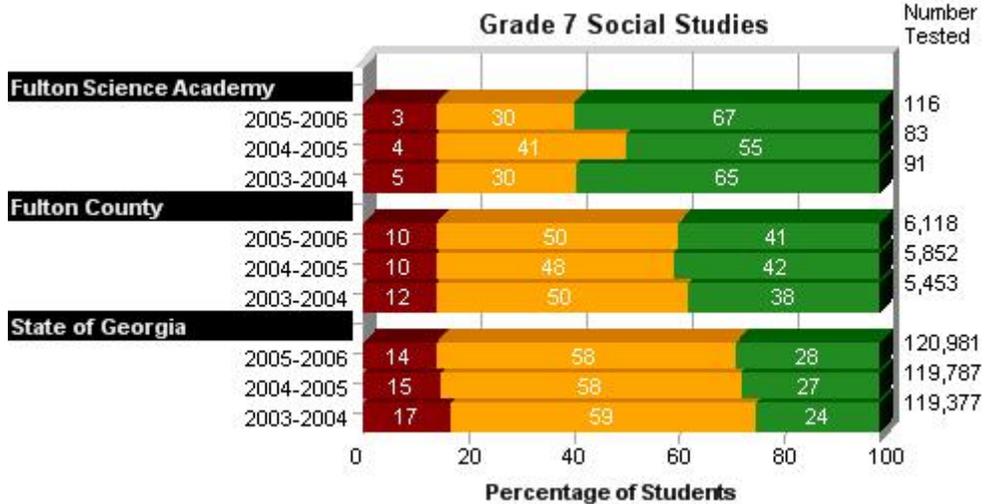












FUTRAL ROAD ELEMENTARY

Contact Information

Larry L. Jones
 180 Futral Road
 Griffin, GA 30224
 770-229-3735

Basic Facts

| | |
|----------------|------------|
| District | Spalding |
| Type | Conversion |
| Opened | 1998 |
| Grades Served | PK - 5 |
| Enrollment | 547 |
| Title I School | No |

Mission

The mission of Futral Road Elementary is to provide a nurturing environment that ensures learning for all for life.

Demographics

| | Futral Road Elementary School | Crescent Road Elementary School | Jackson Road Elementary School | Spalding County | Georgia |
|---|-------------------------------|---------------------------------|--------------------------------|-----------------|-----------|
| Distance from Charter School (in miles) | 0 | 1.4 | 2.1 | N/A | N/A |
| Total Population | 526 | 411 | 419 | 10,447 | 1,559,828 |

Diversity

| | | | | | |
|------------------------|-----|-----|-----|-----|-----|
| Caucasian | 73% | 79% | 75% | 50% | 48% |
| Black | 21% | 17% | 19% | 45% | 38% |
| Hispanic | 4% | 0% | 2% | 3% | 8% |
| Asian/Pacific Islander | 0% | 2% | 0% | 1% | 3% |
| American | 0% | 0% | 0% | 0% | 0% |
| Indian/Alaskan Native | | | | | |
| Multiracial | 2% | 2% | 4% | 2% | 2% |

Special Populations

| | | | | | |
|-------------------|-----|-----|-----|-----|-----|
| ESOL | 0% | 0% | 0% | 1% | 3% |
| Gifted | 3% | 18% | 1% | 6% | 9% |
| Special Education | 15% | 10% | 14% | 15% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 44% | 29% | 61% | 62% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | Yes |
| Is your school in needs improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Our expectations were met overall. There were three areas, grade 2 reading and math and grade 3 reading, where expectations were not met. In each of these areas test scores actually decreased. However, due to GPS implementation, the reading scores were actually a baseline and cannot be compared to previous years' scores. However, in the ayp areas in other grades the expectation was more than met with scores that were generally above the state average.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

The implementation and focus on standards-based instruction, extended day instruction for at-risk students, and instructional walk-throughs helped our school improve in several areas. Chief among these were gains in 4th grade reading and math. The percentage of students either meeting or exceeding the expectation grew by 10% in reading and by 19% in math. There were also significant gains in other grade levels. Much of this is attributable to the use of best practices and a consistent focus on student learning.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

Gains were realized in all grades for reading and math except for 2nd (reading and math) and 3rd (reading). The gains were as follows: First grade grew by 8% in reading and by 9% in math on the CRCT. Third grade scores grew by 5% in math to 99% meets/exceeds. Fourth grade scores increased by 10% in reading and by 19% in math. Fifth grade scores were up by 1% in reading and 5% in math. Areas where our students did not grow were second grade math and reading. Scores were down 2% in reading and 7% in math.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

Our charter goal I states: All students who have been enrolled at the school for at least

three continuous years will be on or above grade level in reading and math by the end of the fifth grade. We use the information gathered on cohort groups to help plan for the upcoming year in each grade level. We also use this information to gauge whether or not we are meeting the goals of the charter. While not perfect, we are making good progress toward this goal. This information is also used to help plan for instruction and to identify the students who need additional attention either through the extended day program, EIP, or our buddy system for students.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

It has been noted that the African-American subgroup lags behind in overall test scores. We have also noted that our economically disadvantaged students lag behind. We have worked to identify students in need so that we can involve them in our extended day instructional program. We also have paired each staff member with a child who did not perform to expectations on the CRCT. This is to provide the students with someone they can go to or be helped by that is not seen as a person who is evaluating them. It also closely ties the staff member to the student and gives them a vested interest in the student's success. We also are working with students in differentiated groups to help with specific areas of need. We do this in the regular classroom and also when regularly scheduled substitute teachers come to our school every Thursday. This additional help allows us to target instruction to student needs.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

Attendance: Futral Road Elementary has been working to limit the number of absences at our school. One of our AYP indicators is attendance. However, this is also seen as being important because of the fact that direct instructional time is an important factor in student learning. We have offered incentives for attendance such as a bicycle giveaway each grading period. A drawing is held for all students with perfect attendance during a grading period and the winner is given a bicycle. We also have charts for each class posted in the hallways tracking attendance for the week and winners for each grade level are announced on television each week. If a class has perfect attendance for a week they are rewarded with a banner hanging outside their classroom. The number of students absent 15 or more days dropped to 1.8% during the 2005-2006 school year. This is down from 4.8% the previous year.

2.

All students who have been enrolled at the school for at least three continuous years will be on or above grade level in reading and math by the end of fifth grade.

Continuing three Futral Road only early release days set aside for staff development during the school year, which the local school system and transportation office

support and is now on the published system calendar. Continued focus on standards-based instruction (Understanding by Design) and use of differentiated instruction and Learning Focused Schools strategies.

Accelerated Reader and Math to reinforce learning.

Journey Back in Time day with learning activities to reinforce learning in the area of Social Studies.

Common planning time provided for grade levels to ensure effective instruction.

Looping in grades 1 & 2.

Continued implementation of the 13th Day school-wide enrichment program which exposes students to learning they might not otherwise receive.

Focus on Standards and displaying them in the school. This gives students and parents a clearer picture of learning expectations.

Implementation of a standards-based report card in grades one and two. This will better communicate achievement of the standards set forth by the state.

Teacher Leader groups will continue to provide leadership in the school. They are a change group focused on improved student learning and achievement.

Teacher Leader Retreat to develop a consistent focus and direction for the upcoming school year. Fifth grade trip to the Driftwood Education Center on St. Simons Island to culminate their Life Science learning.

Grouping of fourth and fifth grade specials classes using multiple intelligences to group them.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Parent and community involvement was at a satisfactory level during the 2005-2006 school year. Our school has had strong support from both parents and community members as demonstrated by our partners in education and parent involvement. Our partners support the school with donations of money and time. Our parents do much the same. Whether it be a donation for the fall festival or donating time to work with students on reading or other areas, as the need arises, our stakeholders are involved and committed to the learning of all students at our school.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

We measure the involvement through areas such as PTO membership, and volunteer logs. We also keep data on parent conferences and PIE donations. Last year our partners in ed. donated over \$4,000 in goods and services. These items ranged from being reading buddies to giving presentations of electricity and how we harness it for use, to hands-on science lessons, to cash donations for different school fundraisers or needs. These same type of donations were also given by our parents and other stakeholders. This year we are implementing a new system-wide volunteer policy and at our school in particular we will be implementing an index card system to track parent and community involvement.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

We will work to bring as many parents and community members into our school as we can. We will work with parents through offering programs such as PASS (Parents Assuring Student Success) and Love and Logic parenting skills training. We have hosted Partner in Ed events such as breakfast and lunch with presentations on what they can do to best help at our school. The focus was on donations of talents rather than money. We will also continue with events such as grandparents' day. This year we had approximately 450 visitors for grandparents' day. This is a tremendous opportunity to get people involved in our school. We will also continue to offer incentives for attendance at PTO and other school events and will use our School Call system to be in contact with as many as possible.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Students who have been enrolled at the school for at least three continuous years will become self-reliant, productive and creative citizens who have developed and display self-esteem, respect for all, the desire to learn and think independently, and the strategies to reach their greatest potential.

- Goal setting weekly, guided through presentation on the morning news, is self driven and evaluated by students.
- Work opportunities in fourth and fifth grades, applied for through behavioral and academic requirements, to promote personal responsibility and enrichment opportunities, including the new production "Wolf Cam" and the school store, "Wally's Schoolbox".
- Continuation of the school-wide exercise program "Mileage Club"
- There were 6 students admitted to Futral Road through open enrollment for the 2006-2007 school year.
- Curtains up for Kids continues to present plays using students from Futral

Road and other schools as well as other community members.

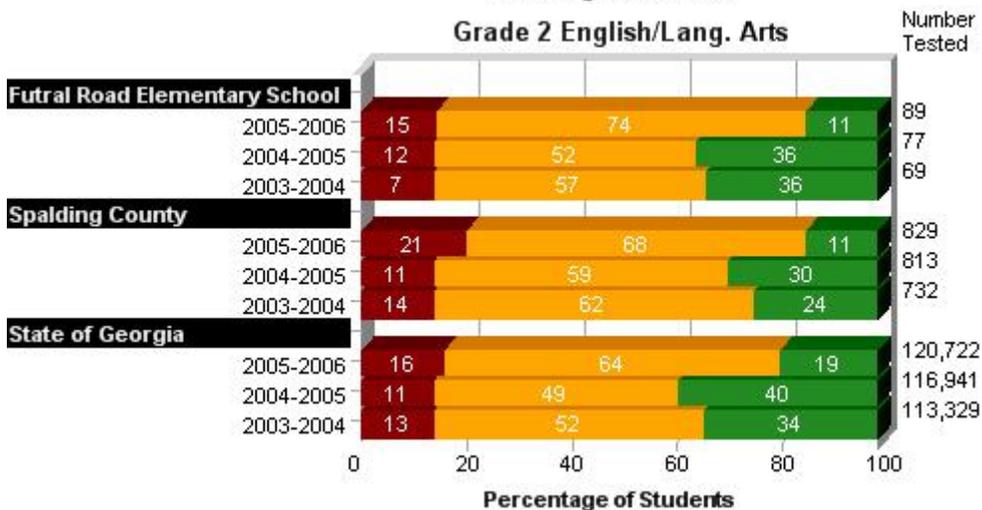
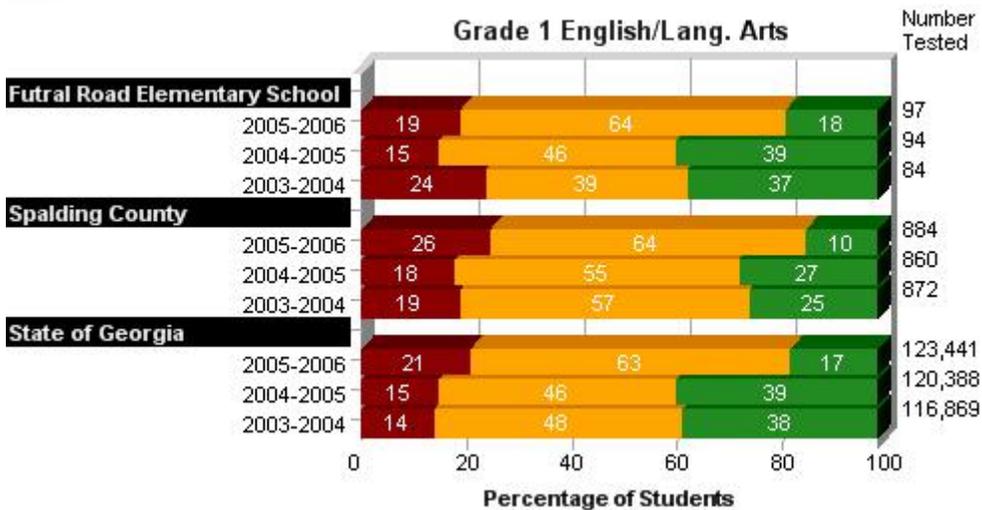
- Implementation of a token system allowing students to earn tokens for achieved goals in math, reading, altruism, and fitness.
- Creation of a student patrol in the fifth grade to help monitor student traffic during arrival and dismissal. They also are responsible for flying the flag and other duties around the school.

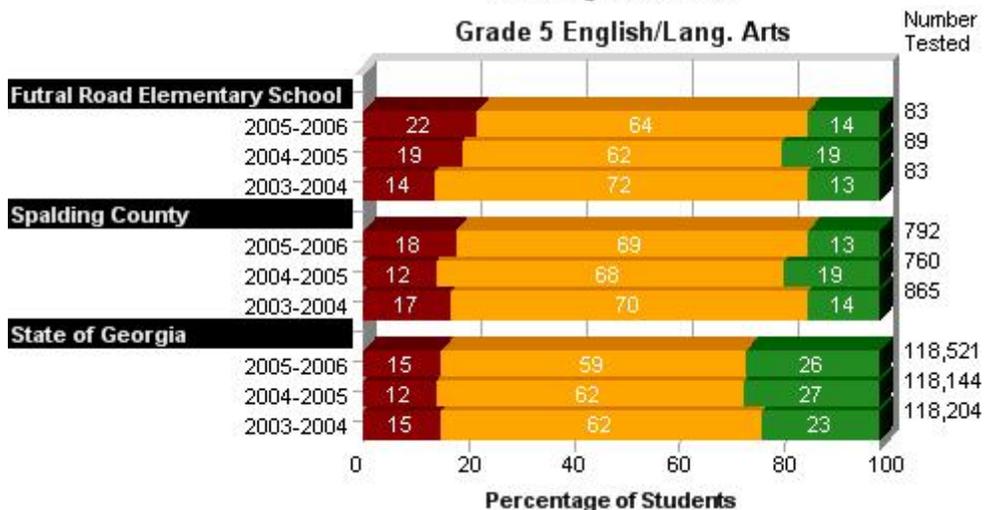
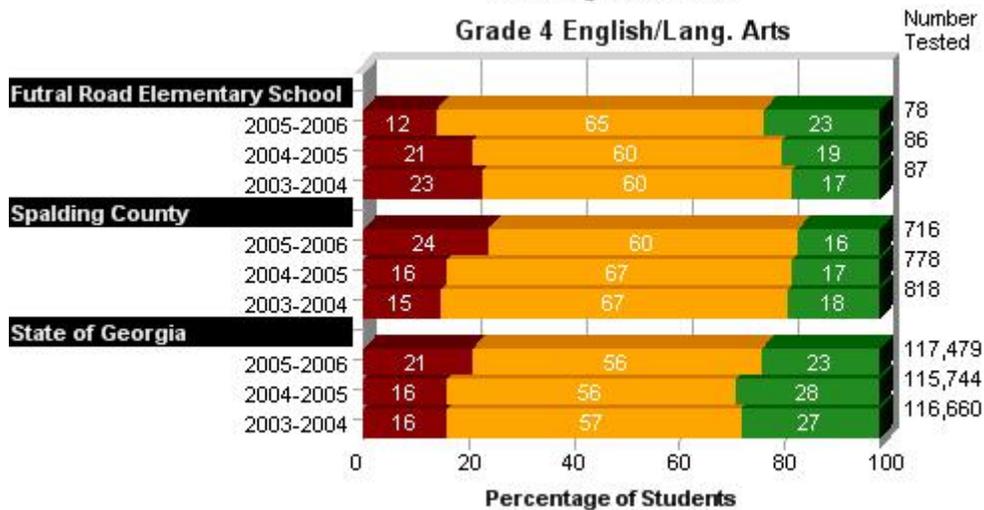
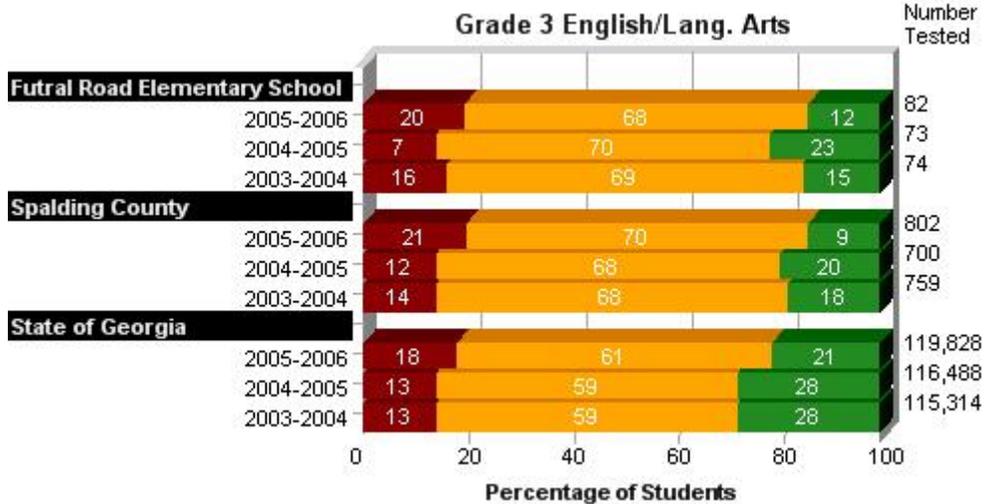
FINANCIAL ACCOUNTABILITY

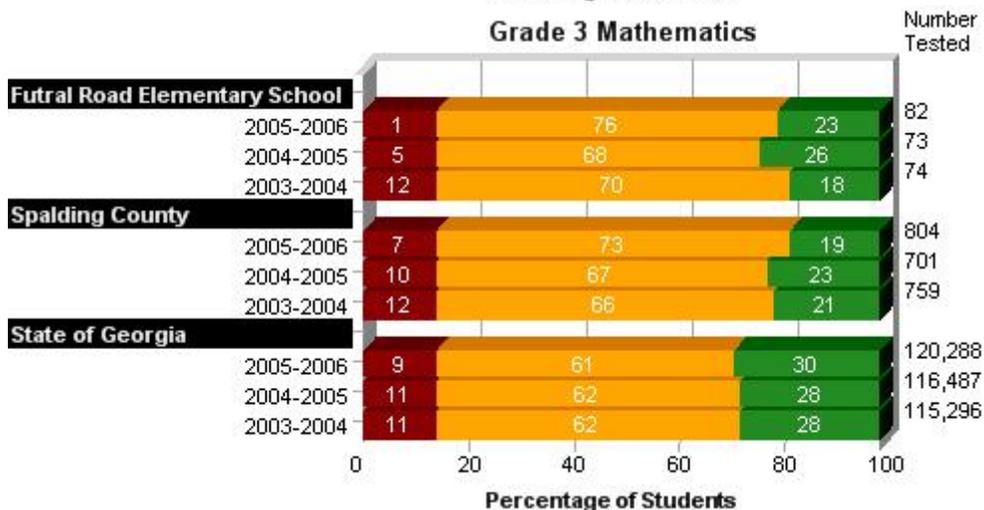
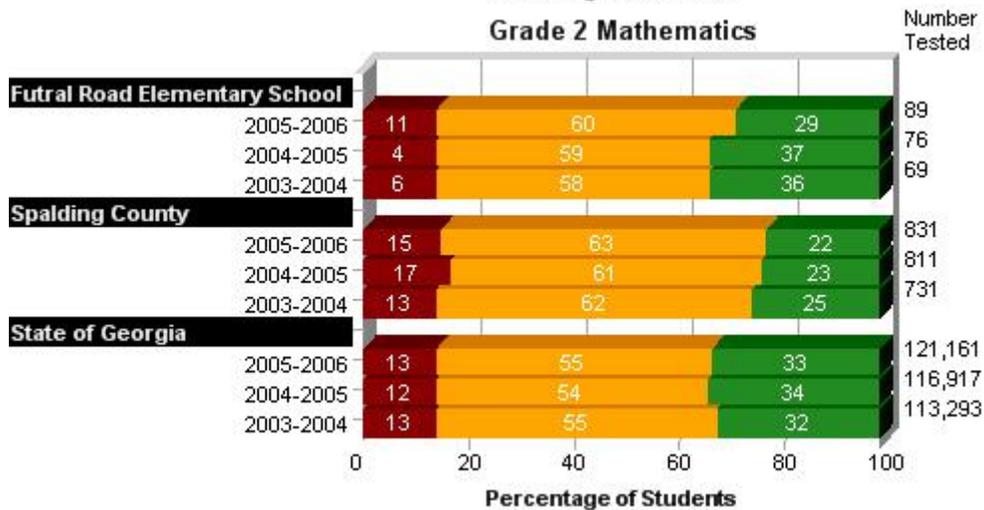
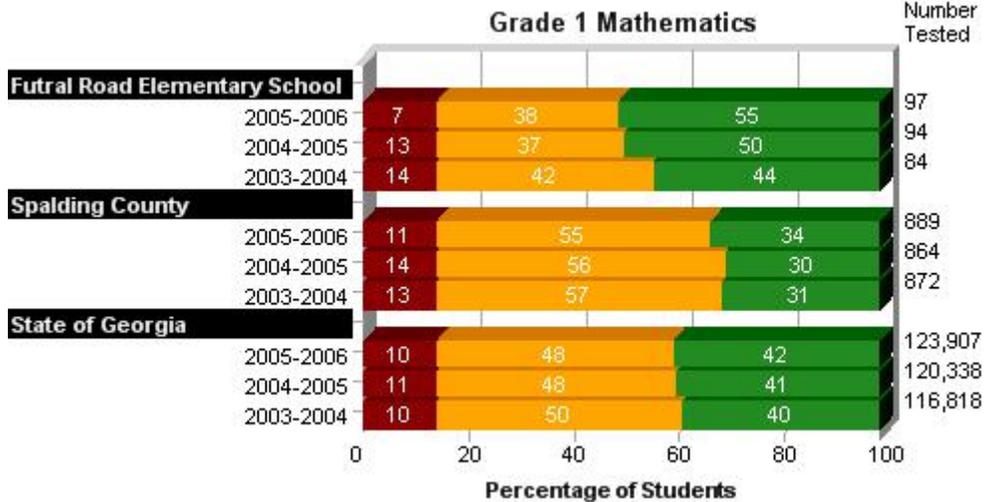
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| Did school have surplus at the end of the 2005-2006 school year? | No |
| Did school have a reserve fund? If so, what percentage? | No |

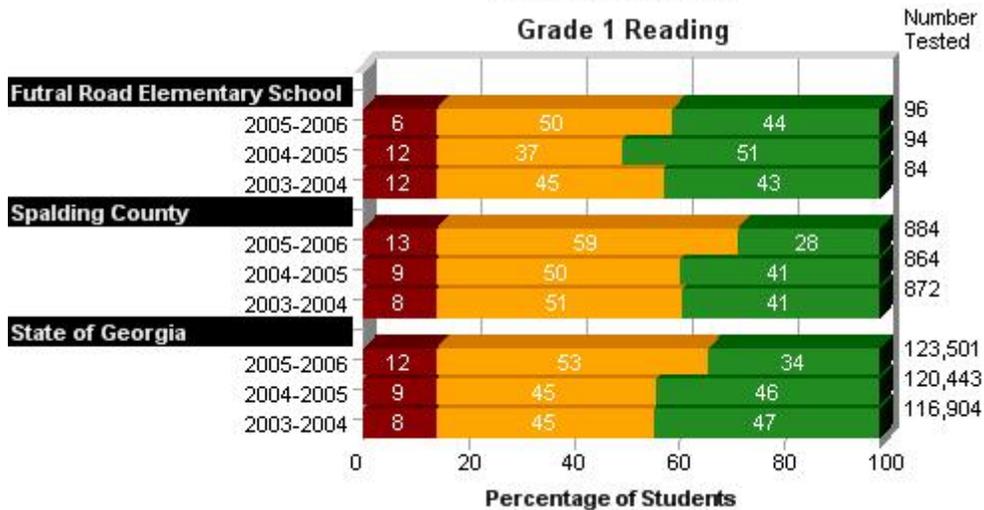
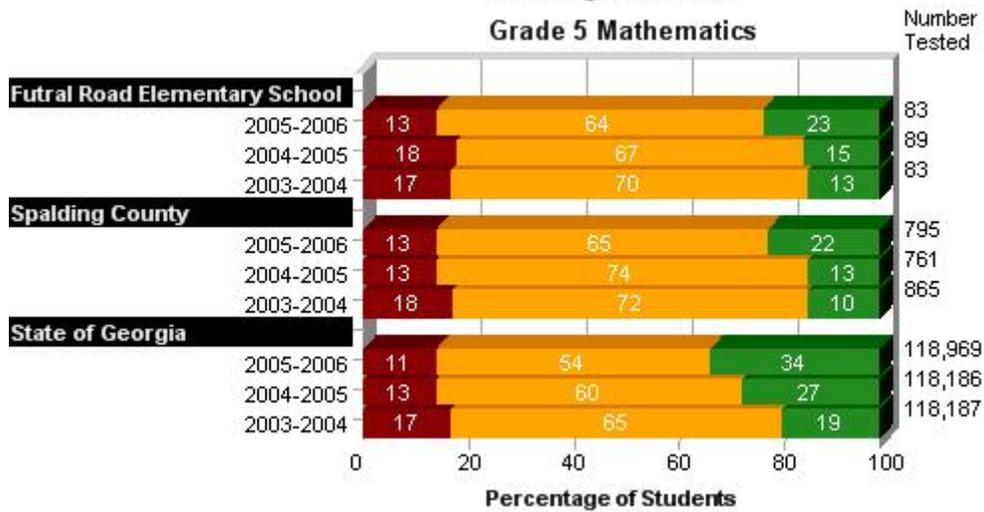
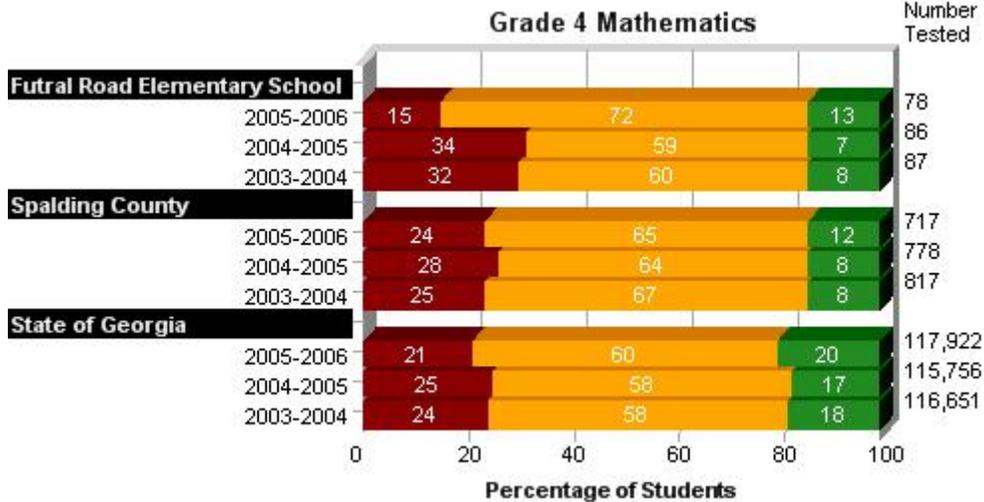
TEST RESULTS

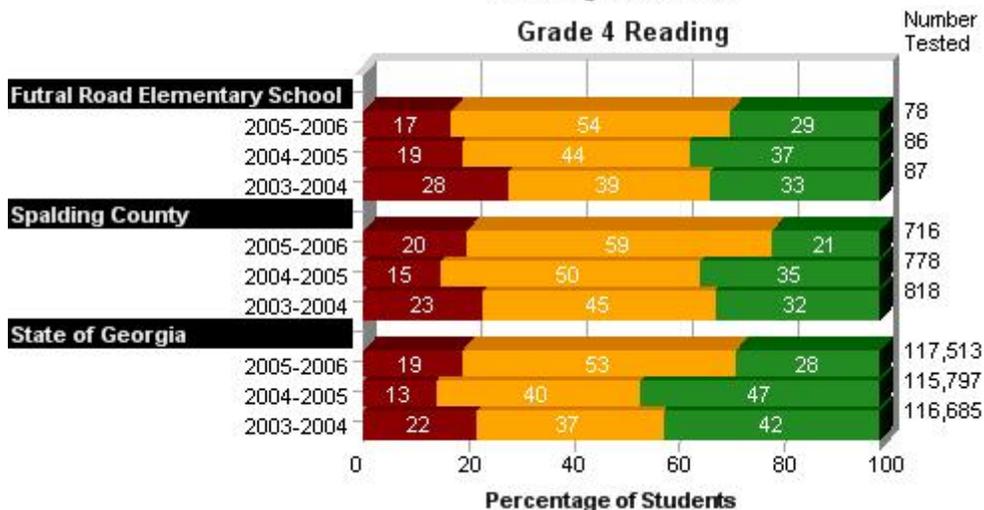
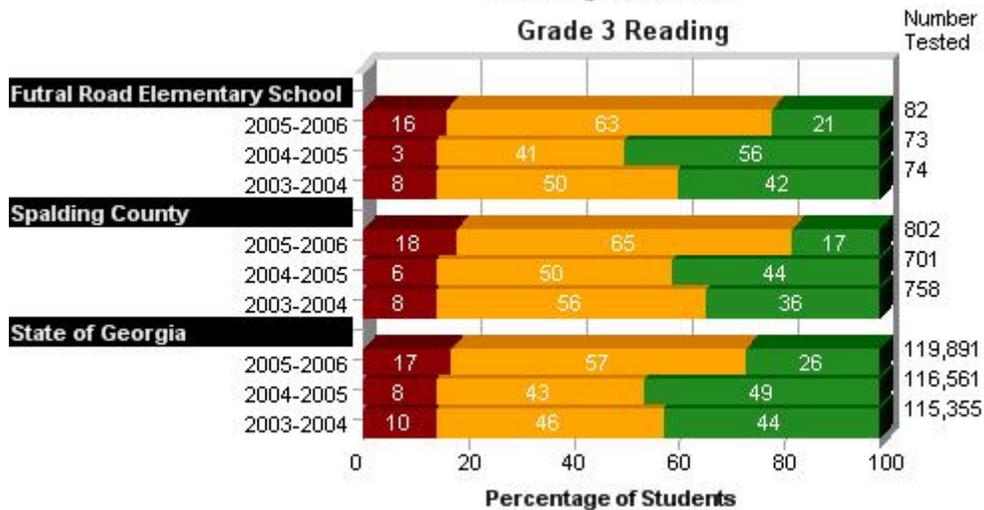
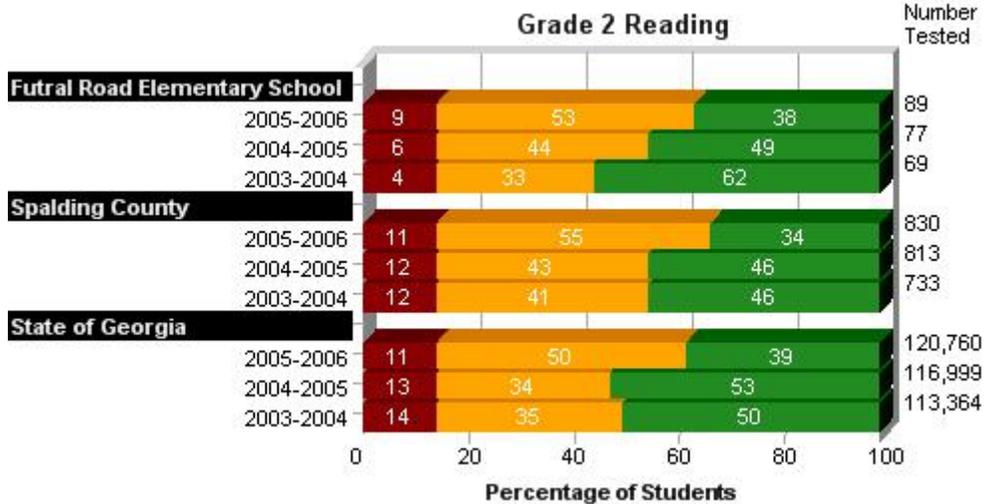
- Do Not Meet
- Meets
- Exceeds

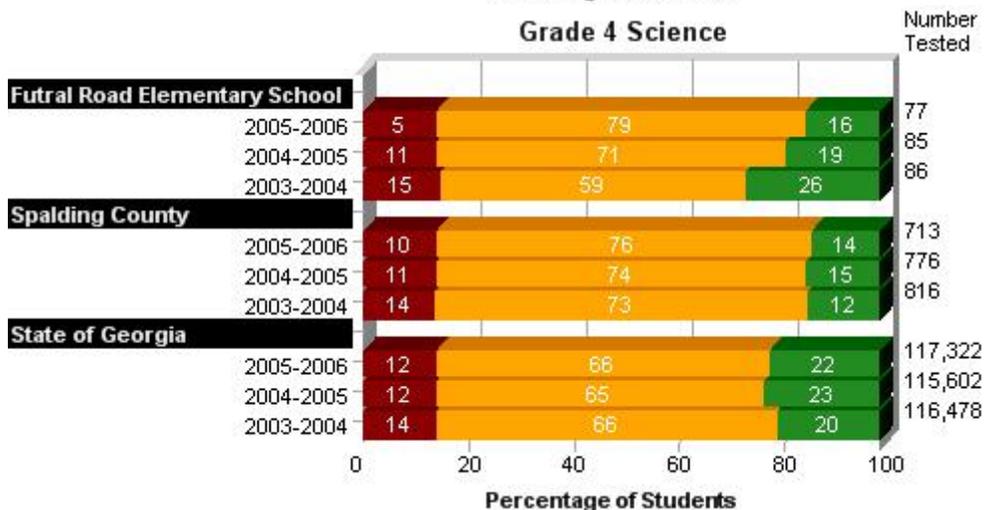
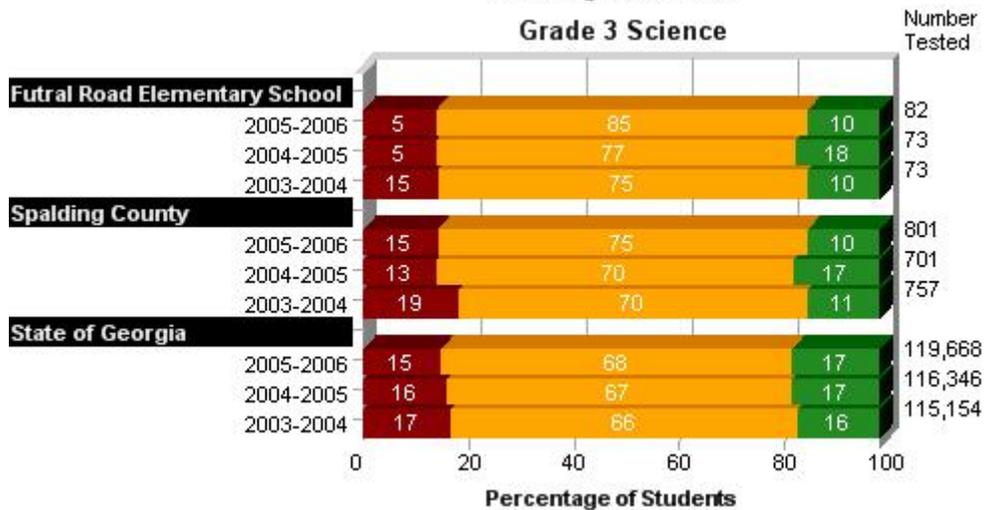
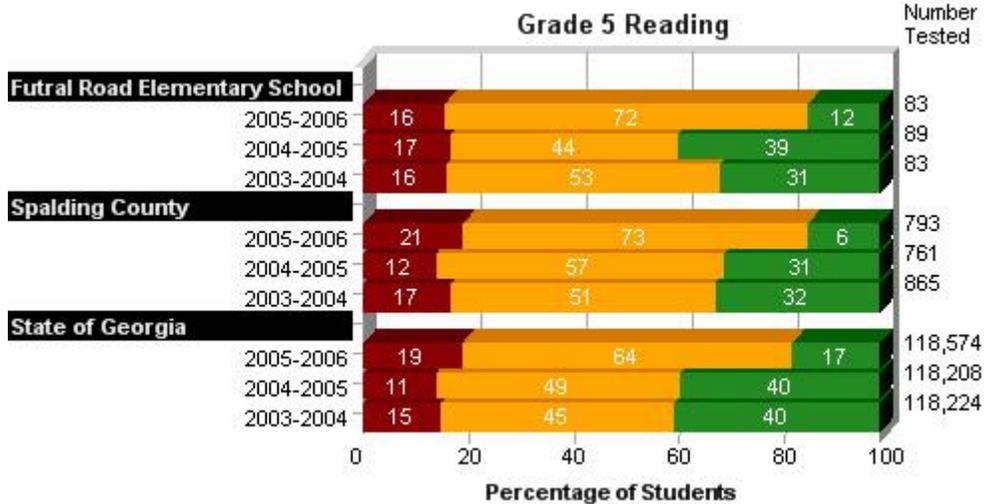


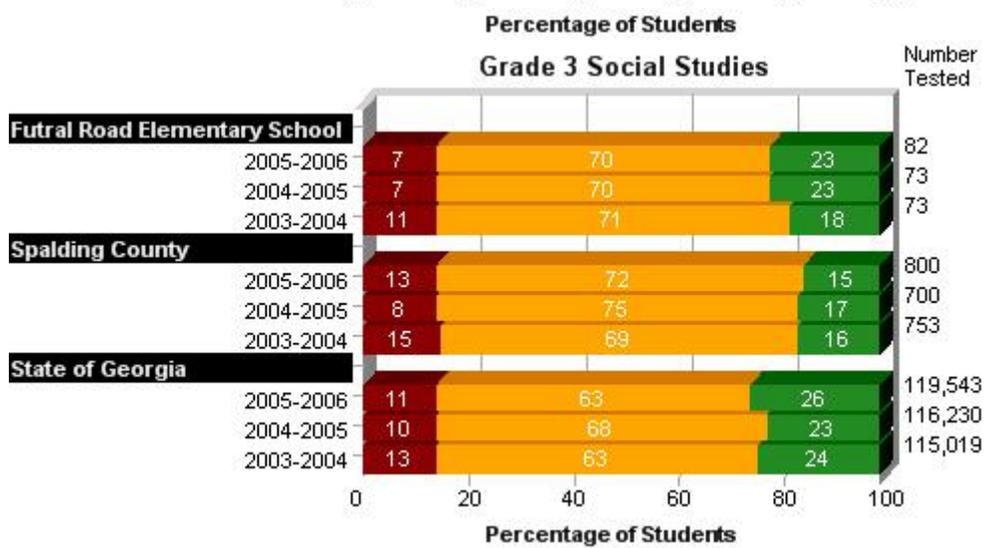
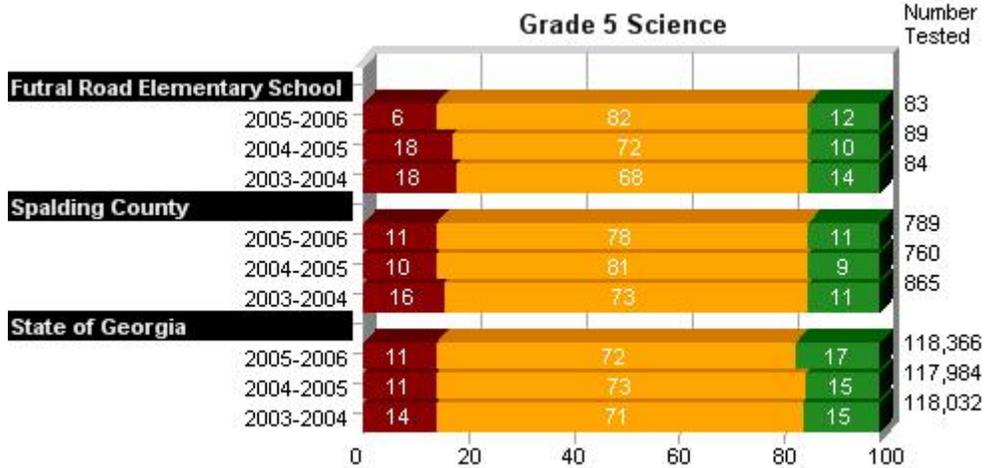


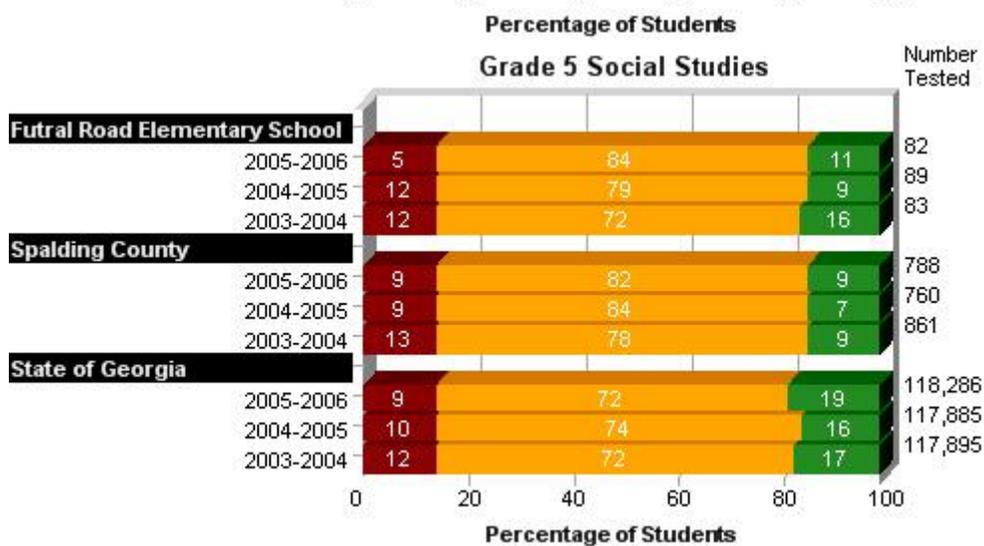
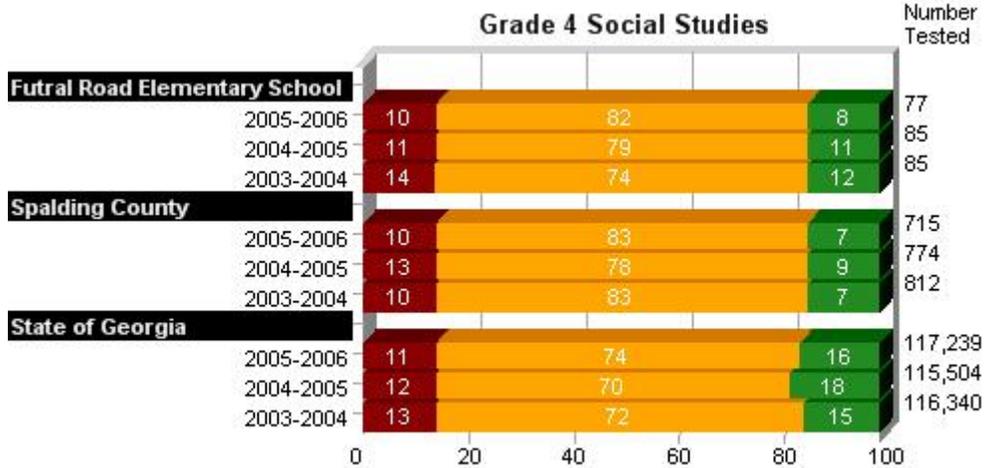












GATEWAY TO COLLEGE ACADEMY

Contact Information

Margaret Venable
 c/o Georgia Perimeter College
 Clarkston, GA 30021
 678-891-3220

Basic Facts

| | |
|----------------|-------------------|
| District | DeKalb |
| Type | Start-Up |
| Opened | 2005 |
| Grades Served | 10 - 12 (roughly) |
| Enrollment | 71 |
| Title I School | No |

Mission

We believe that all students have the capacity to achieve in the collegiate environment, including students who have not yet experienced success in the traditional K-12 system.

We strive to:

- Help students achieve academic success
- Open students' eyes to post high school opportunities
- Provide a transition to the post-secondary environment
- Support students during their enrollment

Demographics

| | Gateway to College Academy | Southwest DeKalb High School | Columbia High School | DeKalb County | Georgia |
|---|----------------------------|------------------------------|----------------------|---------------|-----------|
| Distance from Charter School (in miles) | 0 | 3.1 | 3.1 | N/A | N/A |
| Total Population | 71 | 1,782 | 1,442 | 99,544 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 6% | 0% | 0% | 10% | 48% |
| Black | 92% | 98% | 98% | 77% | 38% |
| Hispanic | 0% | 0% | 0% | 8% | 8% |
| Asian/Pacific Islander | 0% | 0% | 0% | 3% | 3% |
| American Indian/Alaskan Native | 1% | 0% | 0% | 0% | 0% |
| Multiracial | 1% | 2% | 1% | 2% | 2% |

Special Populations

| | | | | | |
|-------------------|----|----|----|-----|-----|
| ESOL | 0% | 0% | 0% | 4% | 3% |
| Gifted | 0% | 5% | 4% | 10% | 9% |
| Special Education | 0% | 7% | 9% | 9% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 22% | 49% | 66% | 64% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | N/A | N/A |
| Is your school in needs improvement? | No | N/A | N/A |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

We proposed in our charter that our students would perform at least as well upon graduation as other DeKalb Co. students of similar characteristics at each instructional level as measured by various indicators approved by the State. We also proposed that our students would show measurable improvement in first-time pass rates on the GHS GT Writing and math portions and would meet specific benchmarks beginning with the 2006-07 academic year.

Because the 2005-06 academic year was the first year for the Gateway to College Academy, we cannot compare our results for the year with the previous year's results and we do not yet have any graduates. Nevertheless, our test results did meet or exceed our expectations.

For example, our benchmark for the 2006-07 English/Language Arts GHS GT was 84.7% of students reach proficiency; our 2005-06 student results were 100% pass rate on this component of the GHS GT.

For the Mathematics portion of the GHS GT, we proposed a 68.6% pass rate for 2006-07; we achieved a 71% pass rate for the 2005-06 year on the Mathematics portion of the GHS GT.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

We feel that the main reason our students are so successful on these standardized tests is due to the environment. The students seem to feel comfortable with the staff, knowing that everyone is interested in their success. This seems to alleviate some of the usual test anxieties associated with these "high stakes" tests, allowing students to perform at their peak levels.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

Because this was the first year for the Gateway to College Academy, we cannot compare the 2005-06 results with the 2004-05 results. Nevertheless, since we target students who have dropped out of high school, all of our students were either not enrolled in school before they enrolled with us, or were not attending school regularly and/or were behind in credits for their age and/or had low GPA's. Several students had disciplinary actions on their records and a few students had been adjudicated.

All of our students are required to have excellent attendance records (we had an overall attendance rate last year of 93.8%). Our students are required to maintain a "C" average (or show progress toward that goal) and they must deport themselves appropriately for a college campus. It was remarkable to see the transformation that many of these students made. The students themselves were proud of themselves to realize that they were capable of making good grades, accumulating both HS and college credits when given the opportunity to make a fresh start in a new environment among other students who are also interested in their futures.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

We have not yet had the opportunity to compare results for groups of students from one year to the next since this is only the second year, but we do hope to compare results for both grades and retention rates in the future.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

During the 2005-06 year, our student population was not very diverse, so we have not yet had any reason to address differences in achievement based upon student population demographics. We did not have any ESOL students and no Special Ed students, for example, and we have not yet attempted to screen students for free/reduced lunch since we do not provide meals. Our student population last year was 96% African American; 3% Caucasian; 1% Multiracial; 39% female; 61% male.

All of our students are considered highly at risk for relapsing or dropping out, so all students are assigned a "Resource Specialist" when they enter the Academy. This Resource Specialist teaches 2 of the 5 required Learning Community courses during the first semester the student is enrolled in the Gateway to College Academy. This helps create the relationship that is continued throughout the student's enrollment in the Academy. The Resource Specialist works with the student to help monitor academic progress and provides social/personal support as needed to help ensure success. Each Resource Specialist maintains a very small caseload (typically 40 students max.) to ensure that adequate time is available for each student. All students are of equal concern and are targeted equally due to the nature of the Gateway to

College Academy's mission and target population.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

Our students are required to earn a grade of "C" or better in first semester classes in order to progress into mainstream college classes. Once enrolled in mainstream college classes, students must maintain a 2.0 GPA or higher. Students who are required to enroll in Learning Support classes must complete each required area within a maximum of 3 attempts or 12 semester hours (whichever comes first) for each required area (English, mathematics and/or reading).

2.

Although we would like to say that we had a 95% participation rate in the GHS GT, we actually had only a 67% overall participation rate. We are somewhat sympathetic to the students who do not participate in these tests. We must administer the GHS GT to students who have only been enrolled in the Academy for as little as 1 month. Many of these students did not attend (at least not on a regular basis) school for 1-2 years prior to enrolling in the Gateway to College Academy. Although we certainly encourage students to participate, reminding them that it can't hurt them and can be a benefit as a practice test, many fear that it will be another exercise in humiliation and degradation. Because our class schedule is not a traditional schedule, we do not have students as a "captive audience" as in a traditional HS schedule, so it is easy for students to simply not show up. Finally, we struggle with the problem of statistics of small numbers, but we are also already seeing a trend of increased participation rates:

| | |
|----------|-----|
| Sept. 05 | 44% |
| Nov. 05 | 68% |
| March 06 | 75% |
| Sept. 06 | 74% |

3.

Because this was the first year of the Academy, we have not yet had any graduates. We hope to have some graduates during the 2006-07 academic year. We did have an overall retention rate of 47% for the 2005-06 year. Given that we were working with students who were previously not engaged in their education prior to coming to us, we are not too discouraged, but we expect to improve significantly on this retention rate during the 2006-07 year. Furthermore, 59 of the students who left us were referred to other programs; 34 of those students did enroll in other schools/programs. A few of these students have reportedly already completed GED's. We count these students as successes also since we did re-engage them in the educational pipeline.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Although our charter states that our parent committee will meet monthly, we have not yet been able to meet that goal. Nevertheless, we do have 2 parent representatives (as planned) on the governing board and the governing board meets monthly during the academic year. The staff have met formally with the parents as a group, but we hope to increase that frequency during the 2006-07 year. The staff met individually with parents routinely throughout the year as needed to discuss academic progress and other concerns regarding the students. Parents receive progress reports and report cards each semester. The staff are very accessible to parents and students and staff feel very comfortable with contacting parents when they have concerns about students. The Resource Specialists, in particular, assist with monitoring the students' progress and staying in contact with both students and parents as needed. With an increase in the frequency of formal parent meetings, we hope to ensure that parents are thoroughly infused in the Gateway to College Academy.

We do also have several community partners on the governing board to help enhance the instructional program and support the vision and goals of the Academy. Through a variety of venues, we continue to educate the community about the existence and the mission/goals of the Gateway to College Academy.

Georgia Perimeter College's Foundation also helps raise additional funds for our students with unmet financial need (e.g., transportation costs and other living expenses not covered normally by the Academy) and Georgia Perimeter College has provided remodelled classroom and office space and other basic support to house the Academy.

DeKalb County Schools assists us with advertising and recruiting through opportunities such as their Dropout Roundup and by allowing us to meet with the HS guidance counselors and other staff. Our Director and Assistant Director attend Principals' meetings, Assistant Principals' meetings and Alternative School Principals' meetings for DeKalb Co. Schools. Our Head Resource Specialist attends Head Counselor meetings for DeKalb County Schools. This allows our staff to stay in touch with the needs of our partner school district and to keep the partnership alive and healthy.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

We conducted a student and parent survey last year and asked questions such as "how did you hear about the Gateway to College Academy?" and "Would you recommend it to another parent/student?". The results were very positive with comments such as (from a parent): "Words simply cannot express my gratitude! Thank you so much for giving my daughter a renewed spirit regarding her education. She's actually excited about doing homework!"

Here's what another student told us (during his second semester):

"My experiences in high school brought about many setbacks and problems. It wasn't that I was bad or mischievous, I was just arrogant. I felt that school couldn't teach me anything because I knew it all. I also felt that school wasn't going to help me reach my goals in life. Due to these thoughts, I began to stop attending school. When I finally decided that I wanted and needed to go back to school, I had missed about 200 days. So I searched for alternatives, but I just wasn't satisfied with what I found.

Then I came across Gateway. It was ironic because I had given up all hope by this time. I liked everything I saw and really wanted to be a part of the program. And the more sessions I attended, the more I liked it.

Gateway is a great program to be a part of. It's not just a second chance with the school, it's a new beginning for your life. During my time here, I've matured so much. I am so thankful for this opportunity. Gateway has literally saved my life. Because of them, I now have a bright future."

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

We are already working to recruit a group of parents from our first Parents meeting this September (2006) in the hopes that we can form a formal Parents Committee to meet monthly and assist with activities such as fundraising and guest speakers in particular.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Based upon retention projections from Portland Community College's model site as well as our contracted number of new students to enroll within the first two years, we estimated that we would enroll a total of 144 new students during the 2005-06 year and that we would have approximately 125 students enrolled in the spring term (due to estimates of numbers of students dropping out). We actually enrolled 151 new students during the 2005-06 academic year and had 136 students enrolled during the spring term.

2.

Our charter states that all teachers will meet the NCLB definition of highly qualified teachers, charter school faculty and administration shall be certified and hold current professional certificates issued by the PSC. Although we did receive a waiver from our partner school district for our Director and Assistant Director (who are uniquely qualified for our unusual early college high school which serves "at risk" youth ages 16-20), all other staff do meet these criteria. We also promised to pay our teachers

according to the DeKalb County schools' pay scale and we have followed that pay schedule.

3.

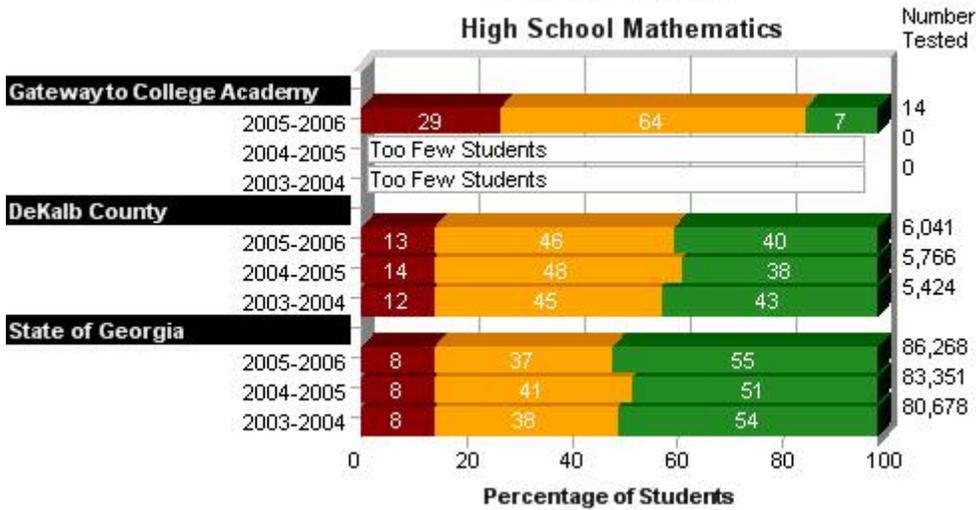
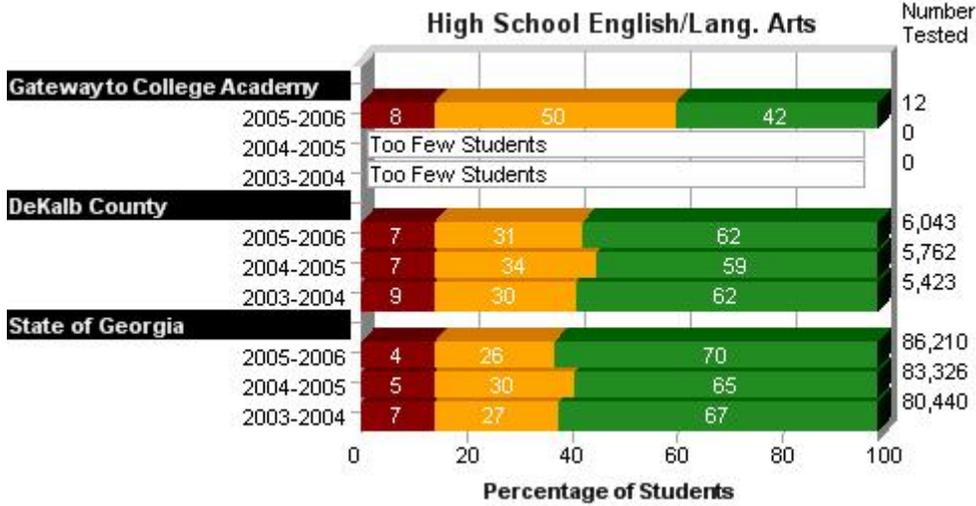
The charter states that we will participate in professional training with Portland Community College personnel in order to learn the Gateway to College model. We have paid for staff to travel to Portland, Oregon throughout the year (all staff attended a conference in July) and PCC staff have visited our site here in Georgia. We also stay in touch through monthly reports and weekly phone calls to ensure that we are properly replicating the model and to get advice on how to make corrections when problems arise.

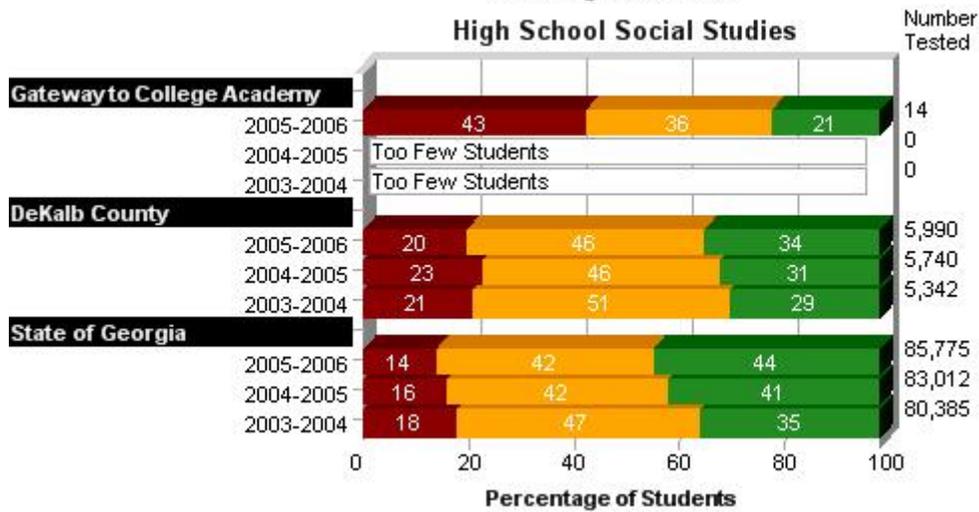
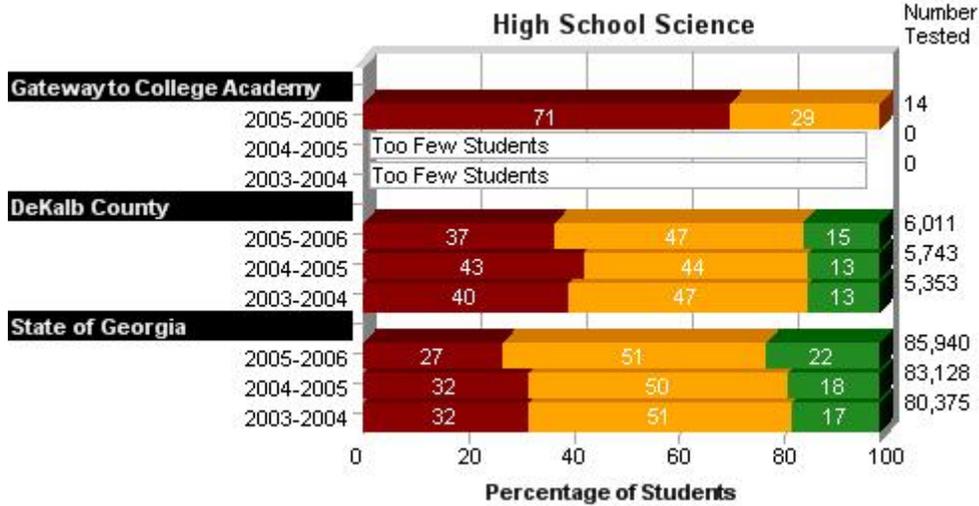
FINANCIAL ACCOUNTABILITY

| | |
|--|---|
| Did school have surplus at the end of the 2005-2006 school year? | Yes |
| Did school have a reserve fund? If so, what percentage? | Yes. We do not have a true "reserve" fund, but the college (GA Perimeter College) provides a buffer of financial support. |

TEST RESULTS

- Do Not Meet
- Meets
- Exceeds





HAPEVILLE CHARTER MIDDLE SCHOOL

Contact Information

Gary Martin
 3535 South Fulton Avenue
 Hapeville, GA 30354
 404-767-7730

Basic Facts

| | |
|----------------|----------|
| District | Fulton |
| Type | Start-Up |
| Opened | 2004 |
| Grades Served | 6 - 7 |
| Enrollment | 300 |
| Title I School | Yes |

Mission

The mission of Hapeville Charter Middle School is to prepare each student academically for a rigorous college preparatory high school curriculum, with special emphasis placed in the areas of Mathematics, Science and Spanish.

Demographics

| | Hapeville Charter Middle School | Long Middle School | KIPP Charter School | Fulton County | Georgia |
|---|---------------------------------|--------------------|---------------------|---------------|-----------|
| Distance from Charter School (in miles) | 0 | 1.1 | 1.7 | N/A | N/A |
| Total Population | 301 | 589 | 213 | 79,192 | 1,559,828 |

Diversity

| | | | | | |
|------------------------|-----|-----|-----|-----|-----|
| Caucasian | 7% | 1% | 0% | 40% | 48% |
| Black | 73% | 95% | 94% | 40% | 38% |
| Hispanic | 13% | 3% | 3% | 9% | 8% |
| Asian/Pacific Islander | 3% | 0% | 1% | 7% | 3% |
| American | 0% | 0% | 0% | 0% | 0% |
| Indian/Alaskan Native | | | | | |
| Multiracial | 4% | 1% | 1% | 3% | 2% |

Special Populations

| | | | | | |
|-------------------|-----|-----|----|-----|-----|
| ESOL | 5% | 2% | 1% | 4% | 3% |
| Gifted | 11% | 9% | 0% | 14% | 9% |
| Special Education | 7% | 12% | 4% | 11% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|----|-----|-----|
| % of Total Population | 37% | 85% | 0% | 37% | 50% |
|-----------------------|-----|-----|----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | N/A |
| Is your school in needs improvement? | No | No | N/A |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

The Spring 2006 CRCT 6th Grade Reading results of Hapeville Charter Middle School were slightly below the Fulton County group mean score. The Fulton County Schools 6th Grade Reading results were 90% scoring level 2s and 3, while 86% of Hapeville Charter Middle School students scored levels 2 and 3. Eighty-Six percent (86%) of Georgia's 6th graders scored at levels 2 and 3 in Reading.

The Spring 2006 CRCT 6th Grade Math results of Hapeville Charter Middle School were below the Fulton County group mean score. The Fulton County Schools 6th Grade Math results were 68% scoring level 2s and 3, while 46% of Hapeville Charter Middle School students scored levels 2 and 3. Sixty two (62%) of Georgia's 6th graders scored at levels 2 and 3 in Math.

The Spring 2006 CRCT 7th Grade Reading results of Hapeville Charter Middle School were below the Fulton County group mean score. The Fulton County Schools 7th Grade Reading results were 86% scoring level 2s and 3, while 75% of Hapeville Charter Middle School students scored levels 2 and 3. Eighty-Six percent (80%) of Georgia's 7th graders scored at levels 2 and 3 in Reading.

The Spring 2006 CRCT 6th Grade Math results of Hapeville Charter Middle School were below the Fulton County group mean score. The Fulton County Schools 6th Grade math results were 68% scoring level 2s and 3, while 46% of Hapeville Charter Middle School students scored levels 2 and 3. Sixty two (62%) of Georgia's 6th graders scored at levels 2 and 3.

The expectations were that the percentage of students at Hapeville Charter Middle School scoring at levels 2 and 3 would be equal to, or higher, than the Fulton County School System results of students scoring at levels 2 and 3. The students' standardized test results did not meet our expectations for them.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

The percentage of students scoring levels 2 and 3 increased from the Spring 2005

(first year of operation for Hapeville Charter Middle School) to Spring 2006 (second year of operation for Hapeville Charter Middle School.) Using the information gathered from the Fall and Spring (2 times yearly) of the NWEA, the teachers received information regarding lexile reading and grade levels for each student. Therefore, students were encouraged to read and discuss materials which were designed for their specific levels which resulted in a focus on individualized reading instruction for all students.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

Test score results in Reading CRCT did improve from Spring 2005 to Spring 2006 at Hapeville Charter Middle School (from 74.7% to 82.1%.) Title I funding was used to implement the Renaissance Learning program (including software and workbooks) to support the Reading program. Students were encouraged to attend our Saturday morning sessions for additional tutoring and instruction. This explains, as well, the percentage increase of the Economically Disadvantaged students from Spring 2005 to Spring 2006 (66.7% to 77.8%.) In combination with the effort to utilize the information from the NWEA assessments, appropriate materials (based on Lexile scores) were used to promote reading, and, more importantly, the enjoyment of reading with the students.

The Hispanic population CRCT scores (Levels 2 and 3) in Reading increased as well from 45.7% in Spring 2005 to 53.4% in Spring 2006. The ESOL instructor has built a program which consistently involves the parents/guardians into the day to day lesson planning to build English speaking, listening, reading and writing skills. The explanation for the increase in LEP CRCT subgroup scores in levels 2 and 3 from Spring 2005 to Spring 2006 (from 21.2% to 39.3%) is due to the fact that the majority of LEP students at Hapeville Charter Middle School are Hispanic.

Refer to Point #5 (below in the same section) regarding information pertaining to Math group mean scores for students attending Hapeville Charter Middle School for further information regarding student performance which did not improve, or regressed.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

The percentage of the first class of 6th graders (2004-2005 School Year) who scored at levels 2 and 3 did not increase/decrease significantly for the (2005-2006.)

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

The main area of concern at Hapeville Charter Middle School is in the area of Math.

Score results of CRCT Math scores of students scoring levels 2 and 3 from Spring 2005 to Spring 2006 were disappointing and "heading in the wrong direction " (from 65.3% school-wide to 60.8% school-wide.) Grade level analysis of 6th and 7th grade scores of students scoring levels 2 and 3 are also below the State and Fulton County School results. The major decline in level 2 and 3 scores (from Spring 2005 to Spring 2006) is in the ELL (LEP) student sub-group (50% to 21.2%.) These students will be encouraged to attend the Saturday School Sessions for additional tutoring and instruction in mathematics, and a focus on individualized instruction in mathematics in ESOL classes is underway.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

NorthWest Evaluation Assessment (NWEA) results from the Fall 2005 to Spring 2006 indicate that a majority of the students who were performing below grade level in Reading (Fall 2005) scored at least 7 points higher (per the RIT (Rausch scale)) in Spring 2006.

2.

ESOL students NWEA scores in Reading improved at the targeted rates (per the RIT(Rausch scale)) from Fall 2005 to Spring 2006.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

During the 2005-2006 school year parental and community involvement met our expectations as measured by attendance levels at the monthly PTCO (Parent/Teacher/Community Organizational Meetings) and by participation to fundraising activities which were scheduled. Parents/Guardians were encouraged to attend the monthly Board meetings as well.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

The measurement of parental and community involvement included:

(1) attendance at monthly PTCO meetings (averaging 100 parents/guardians each month - 33% of student enrollment)

(2) volunteer hours per the Family Contract --- A majority of the families met the commitment to volunteer 8 hours per year to assist the school

(3) The Hapeville City Council and Office of Economic Development assisted in the

selection of a location for the 8th Grade Academy Building --- Classes are now being held for the 8th Graders at Hapeville Charter Middle School at a site which was coordinated through the Office of Economic Development.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

Plans for encouraging additional parental and community involvement include promotion of school events (PTCO meetings, school functions, etc.) through the City of Hapeville monthly publication which is inserted in the water bill, and continued marketing to local organizations and businesses about the school's mission and purpose.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

When comparing by grade level, the group mean score results of Hapeville Middle School students completing standardized assessments in mathematics will meet or exceed the group mean score results of Fulton County Schools.

The percentage of Hapeville Charter High School sixth graders who scored 2 and 3 on the Spring 2006 CRCTs in Math is 46%. The percentage of Fulton County School sixth graders who scored 2 and 3 on the Spring 2006 CRCTs in Math is 68%.

The percentage of Hapeville Charter High School seventh graders who scored 2 and 3 on the Spring 2006 CRCTs in Math is 73%. The percentage of Fulton County School seventh graders who scored 2 and 3 on the Spring 2006 CRCTs in Math is 85%.

Comparison Goal #1 was not met in the 2005-2006 School Year.

2.

When comparing by grade level, the group mean score results of Hapeville Middle School students completing standardized assessments in science will meet or exceed the group mean score results of Fulton County Schools.

The percentage of Hapeville Charter High School sixth graders who scored 2 and 3 on the Spring 2006 CRCTs in science is 47%. The percentage of Fulton County School sixth graders who scored 2 and 3 on the Spring 2006 CRCTs in science is 66%.

The percentage of Hapeville Charter High School seventh graders who scored 2 and 3 on the Spring 2006 CRCTs in science is 56%. The percentage of Fulton County School seventh graders who scored 2 and 3 on the Spring 2006 CRCTs in science is 71%.

Comparison Goal #2 was not met in the 2005-2006 School Year.

3.

When comparing by grade level, the group mean score results of Hapeville Middle School students completing standardized assessments in reading will meet or exceed the group mean score results of Fulton County Schools.

The percentage of Hapeville Charter High School sixth graders who scored 2 and 3 on the Spring 2006 CRCTs in reading is 86%. The percentage of Fulton County School sixth graders who scored 2 and 3 on the Spring 2006 CRCTs in science is 90%.

The percentage of Hapeville Charter High School seventh graders who scored 2 and 3 on the Spring 2006 CRCTs in science is 75%. The percentage of Fulton County School seventh graders who scored 2 and 3 on the Spring 2006 CRCTs in science is 86%.

Comparison Goal #3 was not met in the 2005-2006 School Year.

4.

When comparing by grade level, the group mean score results of Hapeville Middle School students completing standardized assessments in mathematics will meet or exceed the group mean score results of demographically similar schools in the Fulton County Schools.

The percentage of Hapeville Charter Middle School sixth graders who scored 2 and 3 on the Spring 2006 CRCTs in math is 46%. The percentage of Paul D. West Middle School (Fulton County Schools) sixth graders who scored 2 and 3 on the Spring 2006 CRCTs in math is 34%.

The percentage of Hapeville Charter High School seventh graders who scored 2 and 3 on the Spring 2006 CRCTs in math is 73%. The percentage of Paul D. West Middle School seventh graders who scored 2 and 3 on the Spring 2006 CRCTs in math is 69%.

Comparison Goal #4 was met in the 2005-2006 School Year.

5.

When comparing by grade level, the group mean score results of Hapeville Middle School students completing standardized assessments in science will meet or exceed the group mean score results of demographically similar schools in the Fulton County Schools.

The percentage of Hapeville Charter Middle School sixth graders who scored 2 and 3 on the Spring 2006 CRCTs in science is 47%. The percentage of Paul D. West Middle School (Fulton County Schools) sixth graders who scored 2 and 3 on the Spring 2006 CRCTs in science is 26%.

The percentage of Hapeville Charter High School seventh graders who scored 2 and 3

on the Spring 2006 CRCTs in science is 56%. The percentage of Paul D. West Middle School seventh graders who scored 2 and 3 on the Spring 2006 CRCTs in math is 43%.

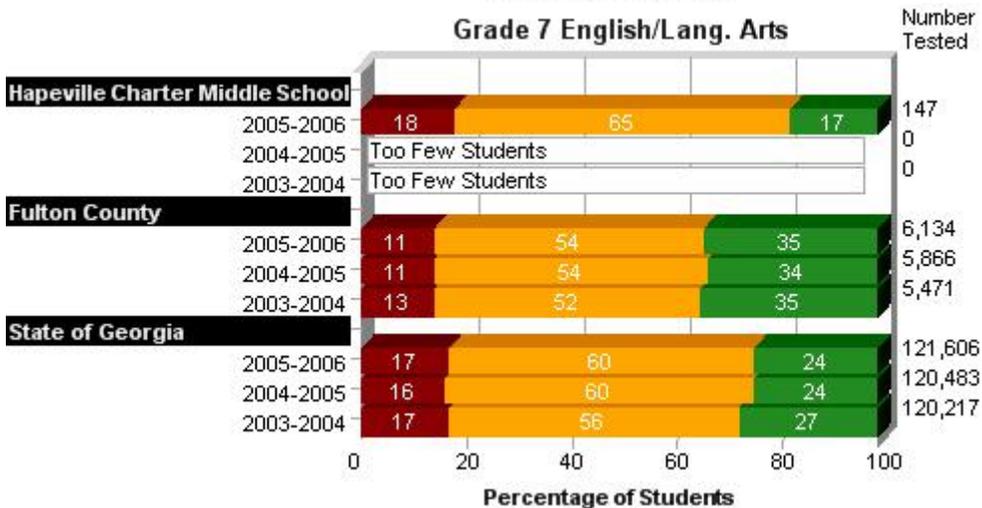
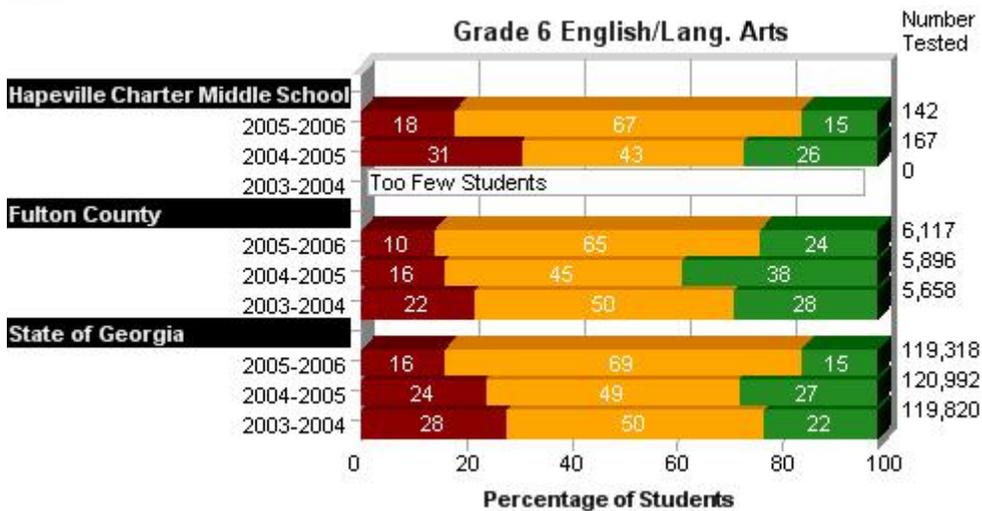
Comparison Goal #5 was met in the 2005-2006 School Year.

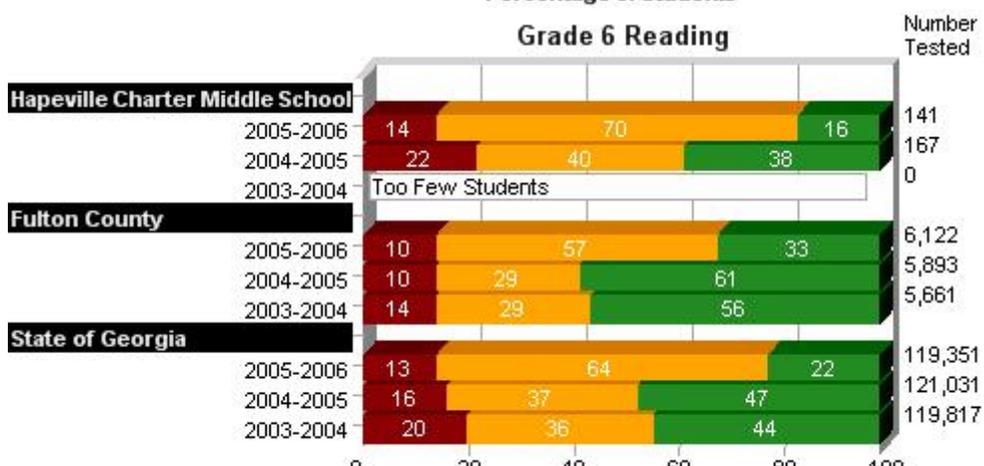
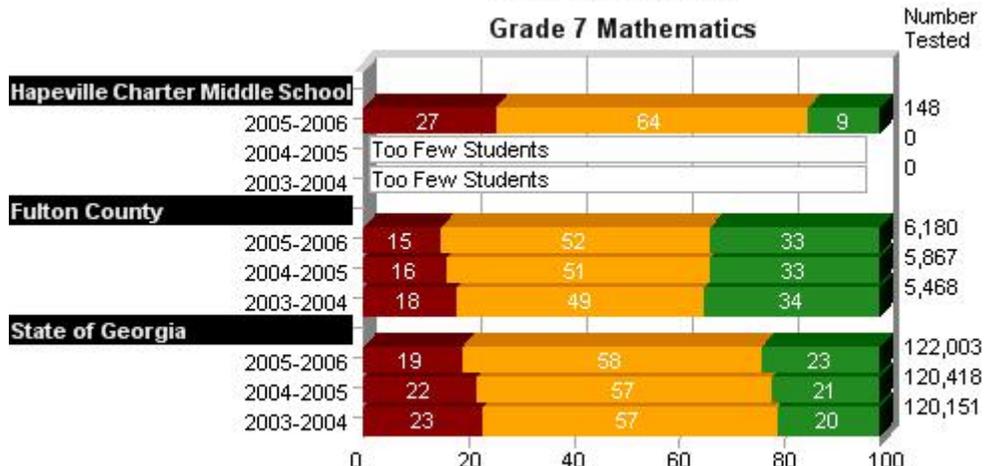
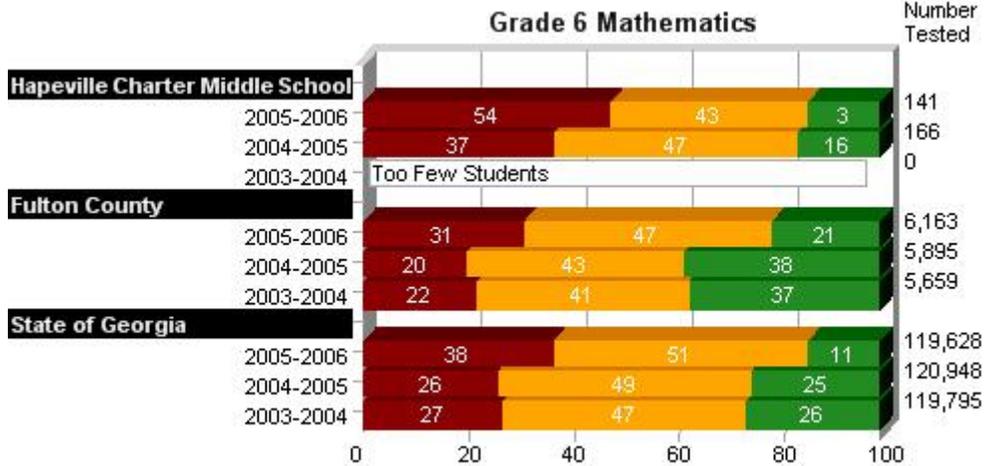
FINANCIAL ACCOUNTABILITY

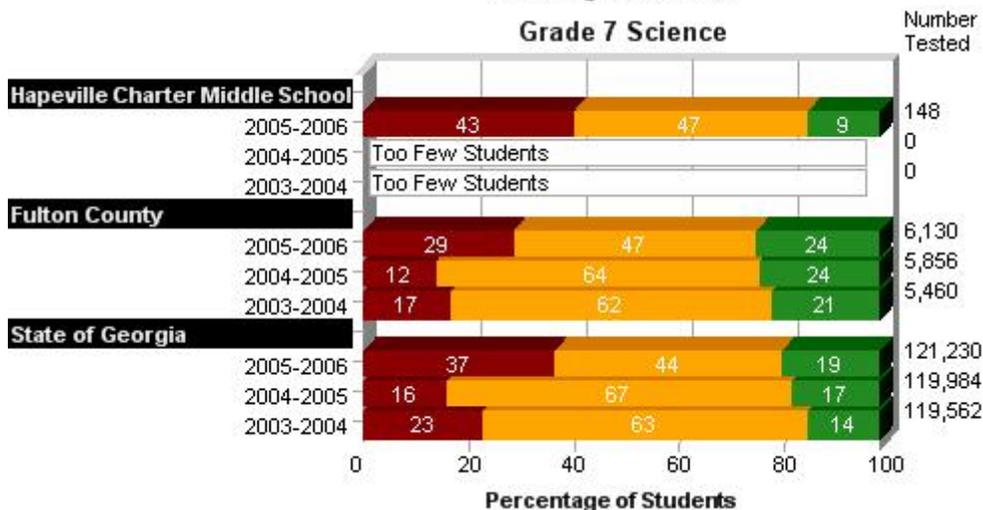
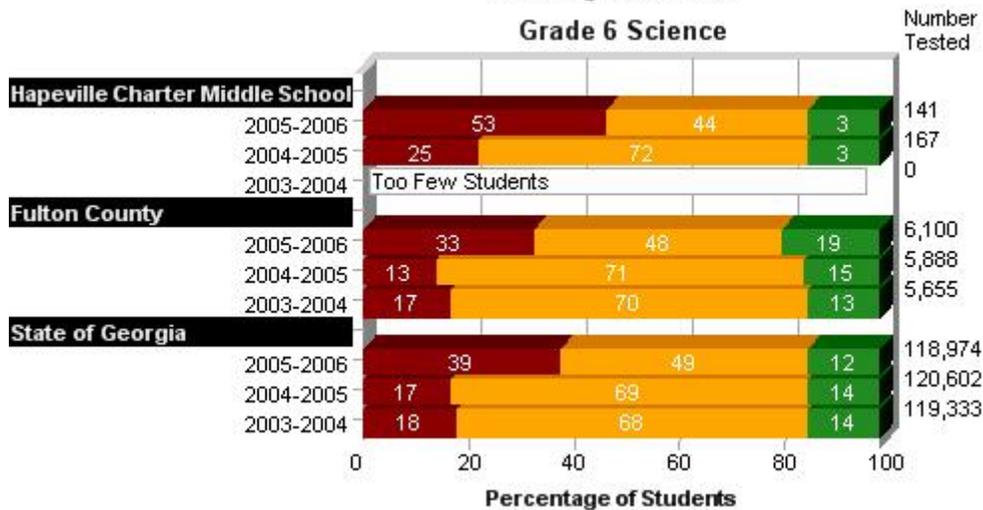
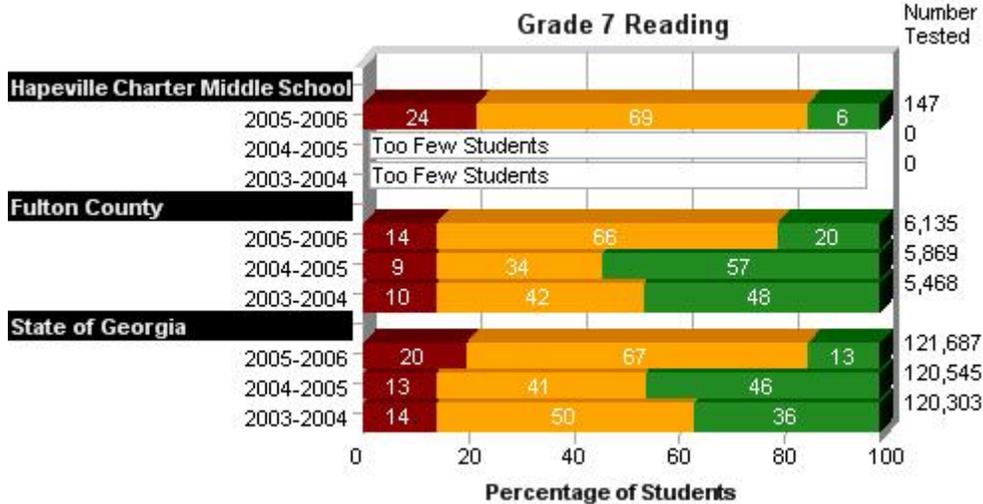
| | |
|--|----------|
| Did school have surplus at the end of the 2005-2006 school year? | Yes |
| Did school have a reserve fund? If so, what percentage? | Yes; 30% |

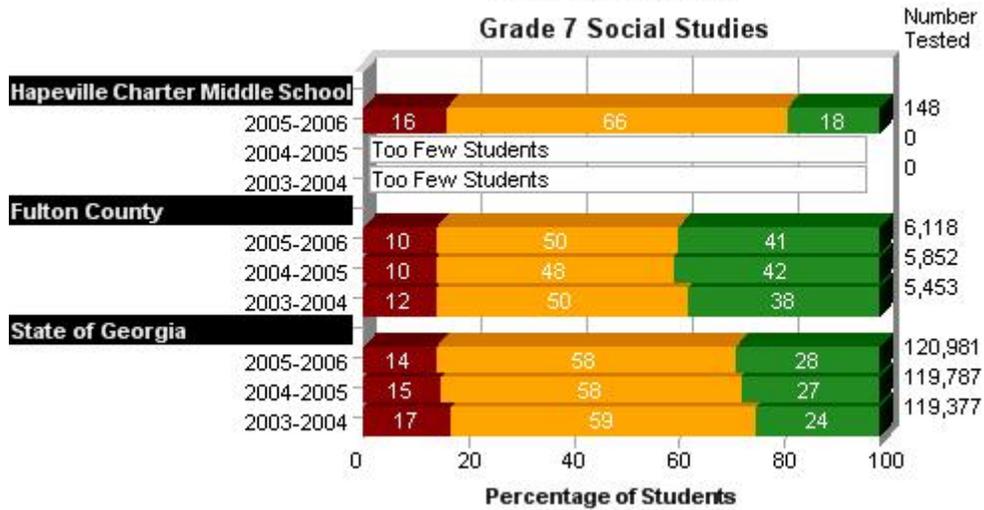
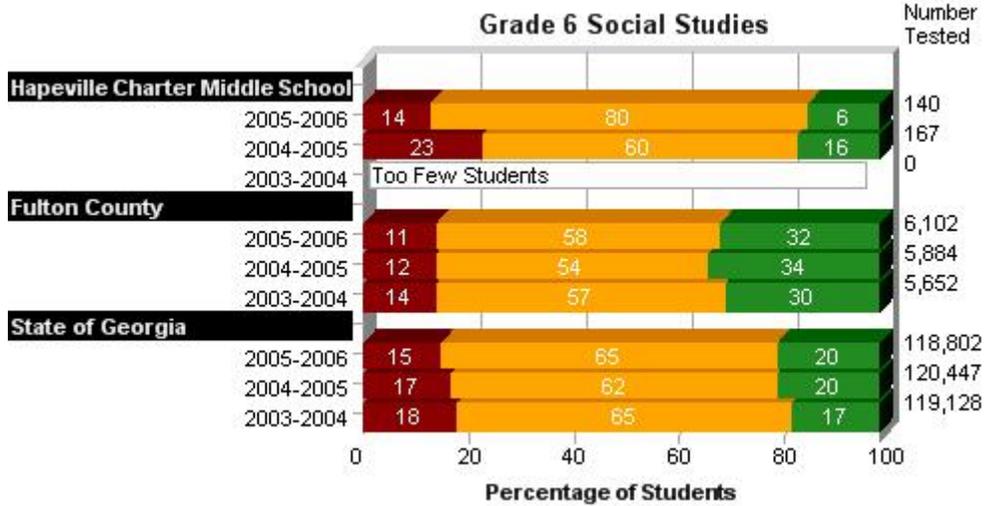
TEST RESULTS

- Do Not Meet
- Meets
- Exceeds









INTERNATIONAL COMMUNITY SCHOOL

Contact Information

William L. Moon
3260 Covington Highway
Decatur, GA 30032
404-499-8969

Basic Facts

| | |
|----------------|----------|
| District | DeKalb |
| Type | Start-Up |
| Opened | 2002 |
| Grades Served | K - 5 |
| Enrollment | 276 |
| Title I School | Yes |

Mission

The International Community School provides refugee, immigrant and local children with an international education. The school explores and celebrates cultural differences in a challenging, nurturing and intentionally multi-ethnic environment.

Demographics

| | International Community School | Avondale Elementary School | Forrest Hills Elementary School | DeKalb County | Georgia |
|---|--------------------------------|----------------------------|---------------------------------|---------------|-----------|
| Distance from Charter School (in miles) | 0 | 0.3 | 0.9 | N/A | N/A |
| Total Population | 280 | 389 | 270 | 99,544 | 1,559,828 |

Diversity

| | | | | | |
|------------------------|-----|-----|-----|-----|-----|
| Caucasian | 28% | 4% | 4% | 10% | 48% |
| Black | 50% | 91% | 88% | 77% | 38% |
| Hispanic | 3% | 0% | 4% | 8% | 8% |
| Asian/Pacific Islander | 10% | 2% | 1% | 3% | 3% |
| American | 0% | 0% | 0% | 0% | 0% |
| Indian/Alaskan Native | | | | | |
| Multiracial | 9% | 3% | 3% | 2% | 2% |

Special Populations

| | | | | | |
|-------------------|-----|-----|-----|-----|-----|
| ESOL | 22% | 15% | 8% | 4% | 3% |
| Gifted | 0% | 6% | 3% | 10% | 9% |
| Special Education | 4% | 5% | 16% | 9% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 63% | 97% | 91% | 64% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--|------|------|------|
| Did your school make AYP? | Yes | Yes | Yes |
| Is your school in need of improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

The 3rd, 4th and 5th students' standardized test results from the Criterion-Referenced Competency Test (CRCT) in math and reading from spring of 2006 were examined. In math, sixty-two percent of the students attending the ICS met expectations and twenty-six percent exceeded expectations. In reading, fifty-three percent of students met expectations and twenty-three percent exceeded expectations. These scores were then compared to those of students attending other elementary schools in the same attendance zone: Avondale, Dunaire, Forrest Hills, Indian Creek, Jolly, McLendon, Medlock, Rowland, Rockbridge, Stone Mill, and Stone Mountain. The performance of students at the ICS was commensurate with those attending other schools in the area (see Figures 1 and 2 attached to this report)

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

The 3rd, 4th and 5th grade students' standardized test results from the Criterion-Referenced Competency Test (CRCT) in math and reading from spring of 2006 were examined. In math, sixty-two percent of the students attending the ICS met expectations and twenty-six percent exceeded expectations. In reading, fifty-three percent of students met expectations and twenty-three percent exceeded expectations. These scores were then compared to those of students attending other elementary schools in the same attendance zone: Avondale, Dunaire, Forrest Hills, Indian Creek, Jolly, McLendon, Medlock, Rowland, Rockbridge, Stone Mill, and Stone Mountain. The performance of students at the ICS was commensurate with those attending other schools in the area (see Figures 1 and 2 in attachment Figures for Section 4 in Section 7 of this report).

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

See #2 above for areas of improvement. As for areas of non-improvement or regression, we noted several aspects of our fourth grade CRCT math and ELA scores: (1) Overall scores of third grade cohort FYE 05 dropped in their fourth grade year,

FYE 06; (2) The percentage of students who met or exceeded the standards in fourth grade FYE 06 dropped from the previous year, FYE 05, and (3) Percentage of fourth grade students FYE 06 who reached level II or Level III was lower than the percentages for fourth grade students in DeKalb County and the State. (See Figures 3 and 4 in attachment Figures for Section 4 in Section 7 of this report)

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

So far ICS has not tracked individual students year to year. However, in our new charter document (in effect as of August, 2006) we indicate that we will track individual student CRCT test scores year to year, and that our goal will be that at least "10% of students at Level I in reading and/or math in the previous year [e.g. FYE 06] will raise their scores to Level II [e.g. FYE 07], and at least 10% of students at Level II in reading and/or math in the previous year [e.g. FYE 06] will raise their scores to Level III [e.g. FYE 07]."

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

Overall we are pleased with our test results, especially since half our students are from refugee families recently arrived in Georgia. However, we believe that we can improve our work in some areas, as indicated by the results on the CRCT tests, especially at the level of fourth grade. We believe that our ESOL students have performed well, considering the fact that many of them arrive at ICS without literacy in any language. Overall, both our EIP students and our special education students had test results beyond our expectations FYE 06. However, we have not formally analyzed our data to compare gains of these students over previous years, something we will do for the Annual Report FYE 07. (See #4 above).

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

As indicated as a goal in our charter, 2003-2006, ICS has developed Individual Educational Plans (Level I) plans for students who were at the Level I on the CRCT exam.

2.

As indicated in our charter, ICS also compared the results of US-born and non-US students FYE 06. We noted that of the top twenty students in the school for overall academic average, 10 were from refugee families!

3.

In analyzing the fifth grade CRCT results for reading and math FYE 06, ICS noted that not one of the students (US-born or refugee) who had been at ICS in the fourth grade the previous year failed either test, whereas several of the refugee students in that class had come to the United States only at the beginning of fourth grade. This is strong anecdotal evidence of our belief that the longer a student has been at our school the greater the chances for her/his success on standardized tests.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

A chief goal at ICS is to have parent involvement from both US and non-US communities. We were pleased to have strong parent participation in parent-teacher conferences, with almost 100% of the parents participating in at least one such conference. Both US and non-US parents were also very active in planning and participating in many school-wide events: several gatherings which included presentations on academic subjects and parenting skills, a choral and instrumental concert, a Spring Fair with food and entertainment provided by parents and students, an evening gala and auction which raised over \$25,000 for the school, a UN DAY celebration wherein our students and parents dressed in native attire, participated in a Parade of the Nations (holding signs indicating their countries and carrying their flags) and shared ethnic foods and folk dances. We were also pleased to form an ICS Advisory Council of prominent leaders in the Atlanta region who advise the school in the development of our overall goals, especially in the area of fund-raising. As part of this development effort, the school was able to establish an active data base of over 2500 Friends of ICS. Foundation support for ICS remained strong, with substantial grants from several foundations, including Coca-Cola Foundation, United Way, Lanier Foundation and the Waffle House Foundation. We were disappointed that our local PTA group was not able to sustain its existence.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

See #1 one for some of the measures. Another measure-indicator is the ICS Parents as Teachers Program. Each year, one or two of our non-US classroom assistants trains a group of parents of her nationality and language to support student academic efforts at home. This six-week program, offered in the languages of our non-US parents, culminates in a celebration at which the parent participants receive certificates indicating that they are now Parent-Teachers. Another measure is the number and quality of relationships the school has with agencies and churches. We were pleased to sustain and further develop our relationships with several agencies and organizations which support refugee families, e.g. Refugee Family Services, RRISA, International Rescue Committee, All Saints Episcopal Church, Corpus Christi Catholic Church, Avondale-Pattillo United Methodist Church, St. Michael and All Angels Episcopal Church, United Church of Christ (Clairmont Rd.), as well as

with many area private schools who support ICS in a variety of ways: Trinity School, Lovett, Pace Academy, Atlanta International School, Atlanta Academy. Finally, many individual students and groups of students from area colleges and universities have helped ICS in a variety of ways, serving as tutors, analysts of ICS data, fund-raisers, etc: Agnes Scott College, Emory University, Georgia State University, Georgia Tech, and departments at these colleges and universities have offered ICS their expertise as well as a number of gifts-in-kind including a used building!

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

This year we are working on the re-establishment of a strong Parent-Staff Association, The International Parent-Staff Association (IPSA) which will serve several functions at the school: providing room parents for each class at the school, developing training programs for new parents on topics such as the school's mission, requirements of parents according to the ICS Parent Contract, International Baccalaureate Primary Years Program (IBPYP), ICS efforts to meet the needs of more advanced students, student behavior, and forums on other subjects of interest, especially to our Title One families. As regards community involvement, we will continue to develop relationships with individuals, foundations and community organizations, as well as with legislators and our educational authorities: the Georgia DOE and the DeKalb County School System.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Diversity. Maintaining our diverse student body and staff is a key goal of our charter. The school's mission is to provide refugee, immigrant and local children with an international education. The school explores and celebrates cultural differences in a challenging, nurturing and intentionally multi-ethnic environment. The ICS goal is that the student body would be approximately 50% US-born and 50% non-US and the staff would reflect the diversity among our families. We were pleased FYE 2006 that the numbers of refugee and non-refugee students remained at approximately 50% for each group. We were even more pleased the number of nationalities represented by members of the ICS staff increased over the previous year.

2.

Development of Community. This is another key goal of our charter. Some of the items indicated under Parent/Community Involvement above are strong indicators of the school's practice of diverse cultural traditions. One of our important goals is to further student understanding of and respect for the cultural traditions of others. Over and above what we do school-wide to further this goal, teachers give students opportunities in the classroom to learn about the backgrounds and experiences of their classmates.

3.

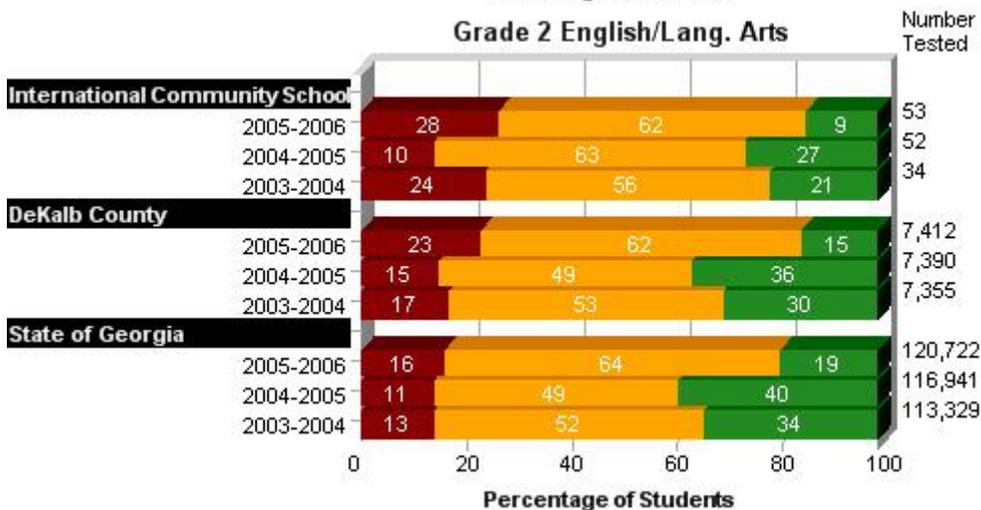
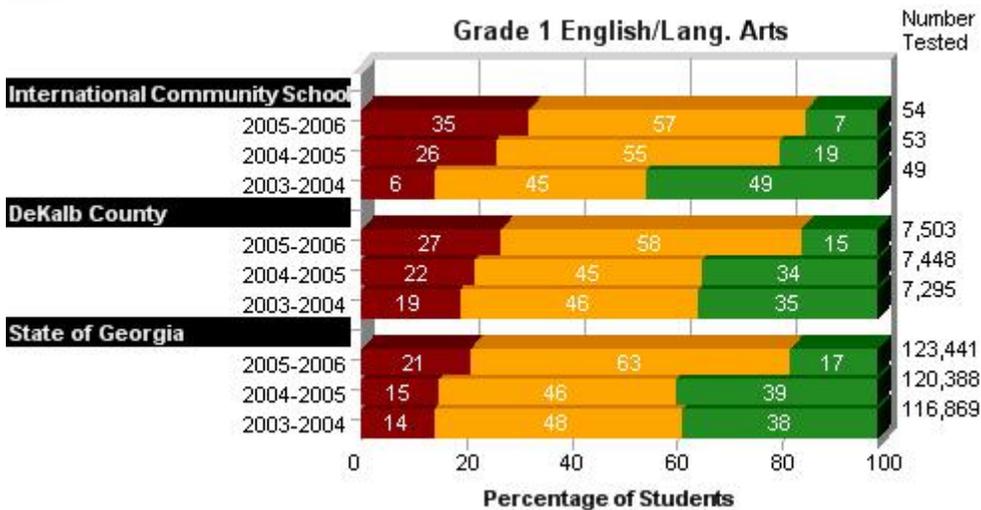
Professional Development for the Staff in Counseling and ESOL. Though some of our staff have participated in workshops and courses in these important areas, ICS needs to further develop these opportunities on a staff-wide basis.

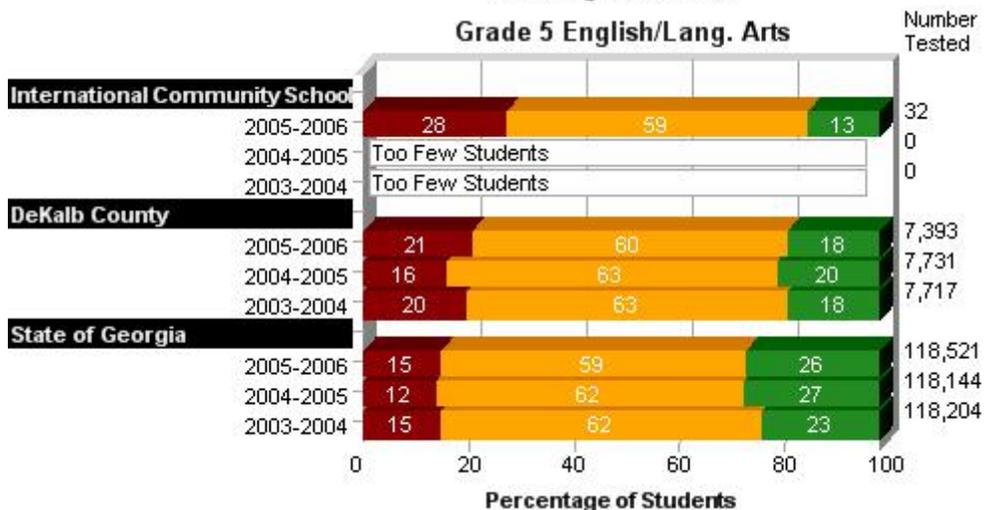
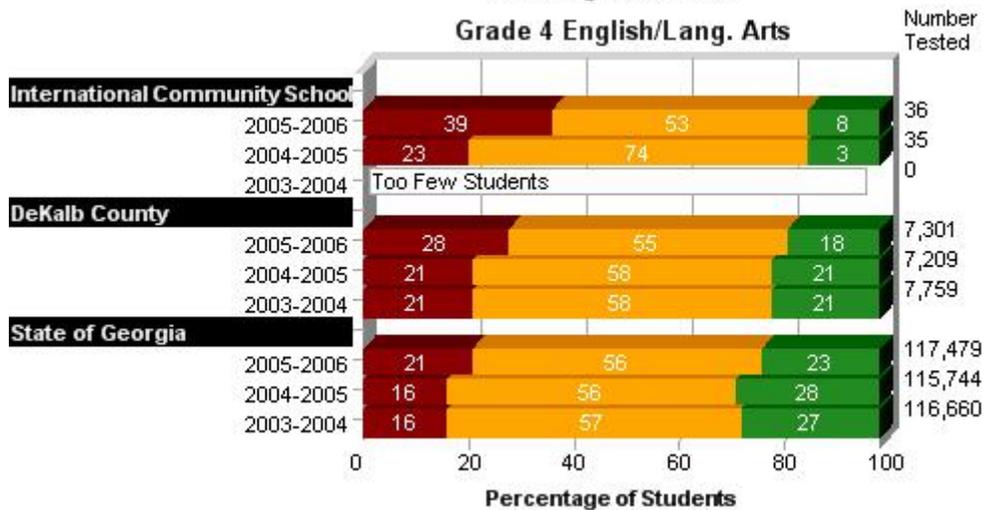
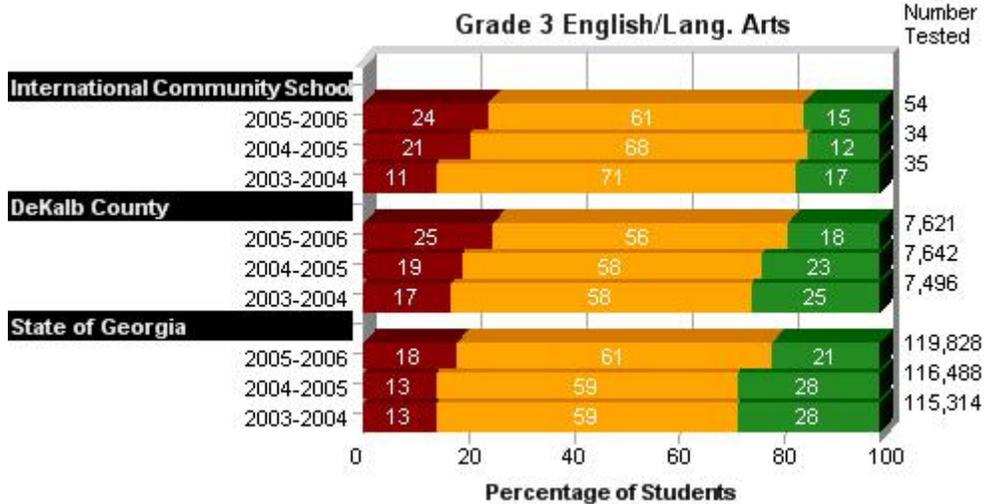
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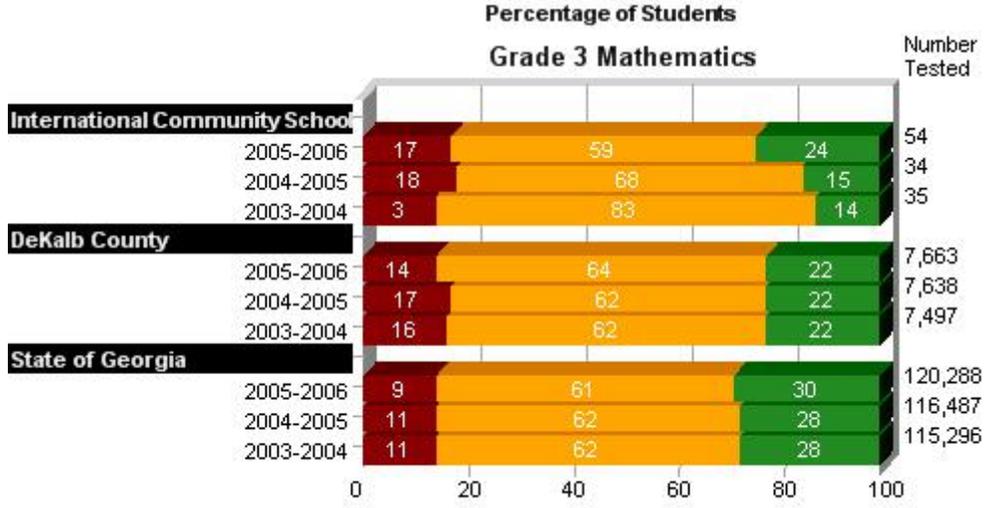
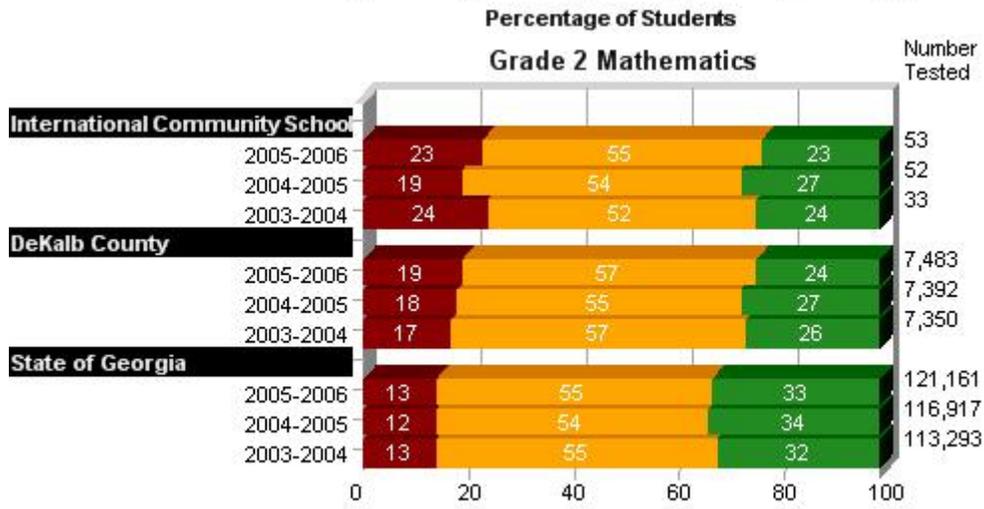
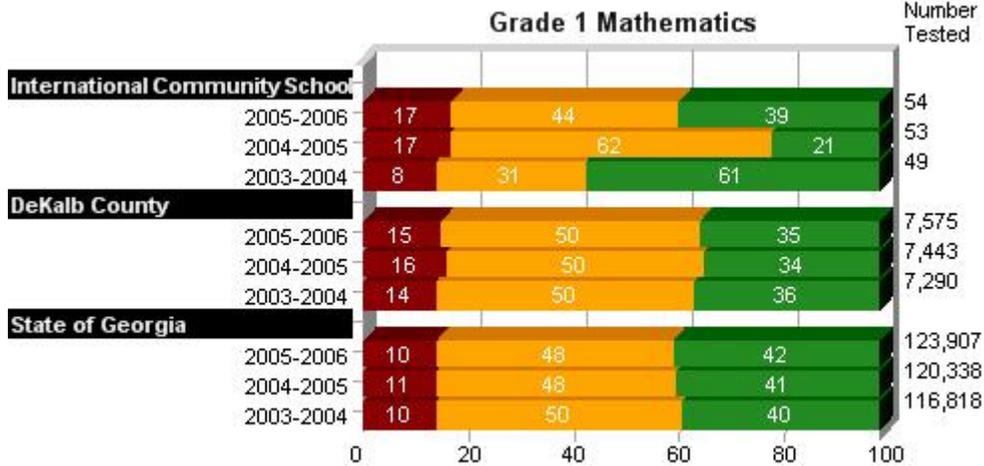
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| Did school have surplus at the end of the 2005-2006 school year? | Yes |
| Did school have a reserve fund? If so, what percentage? | Yes; 8.25% |

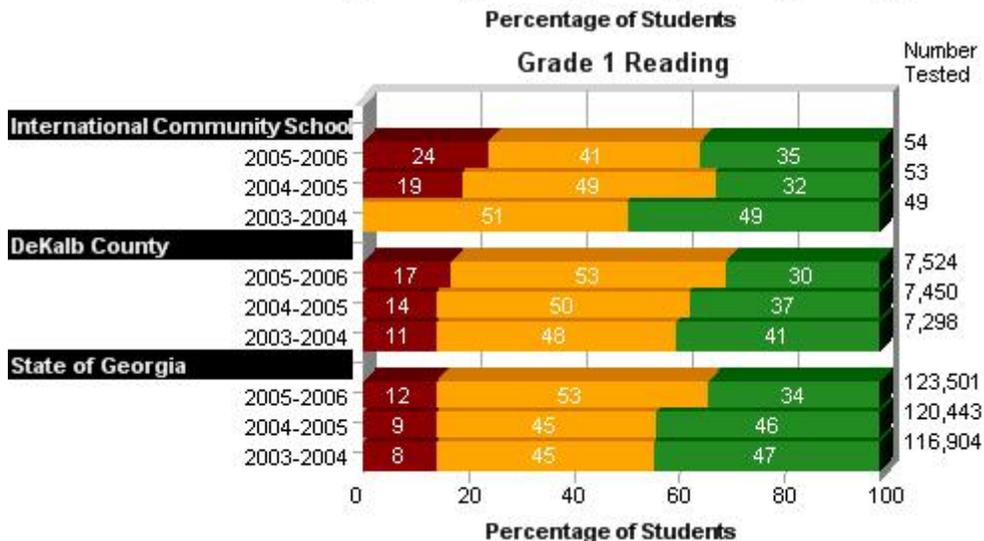
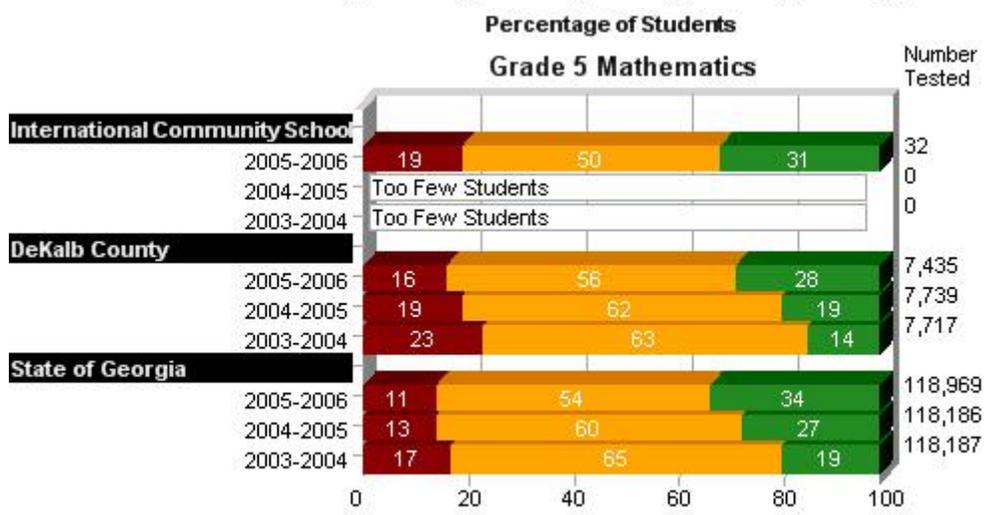
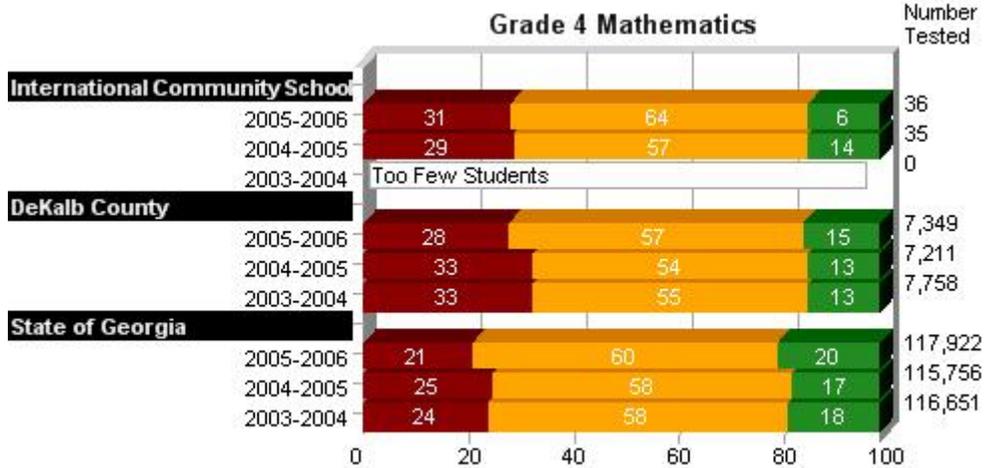
TEST RESULTS

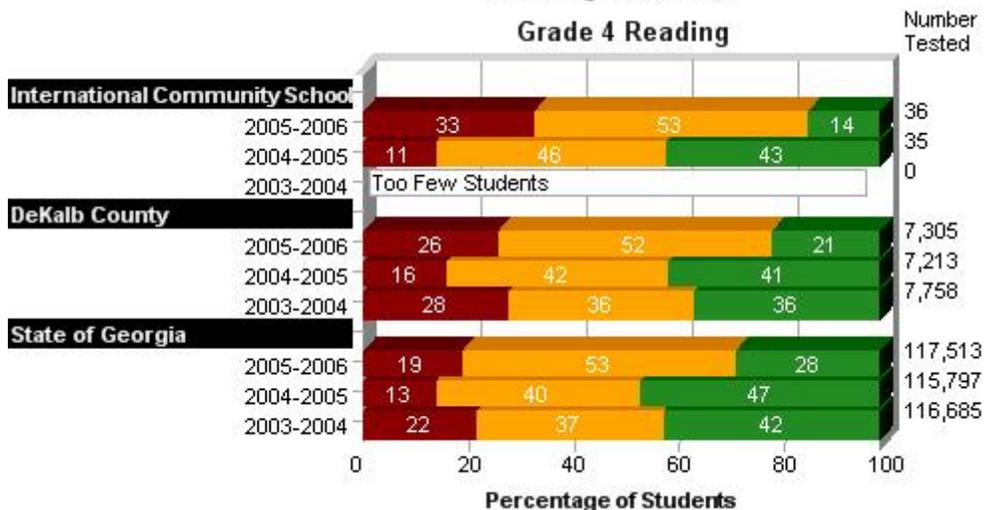
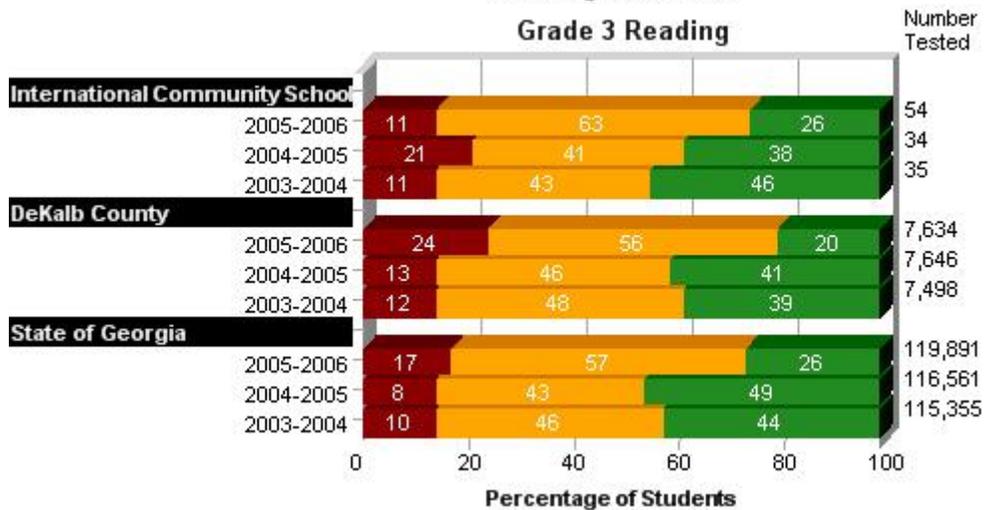
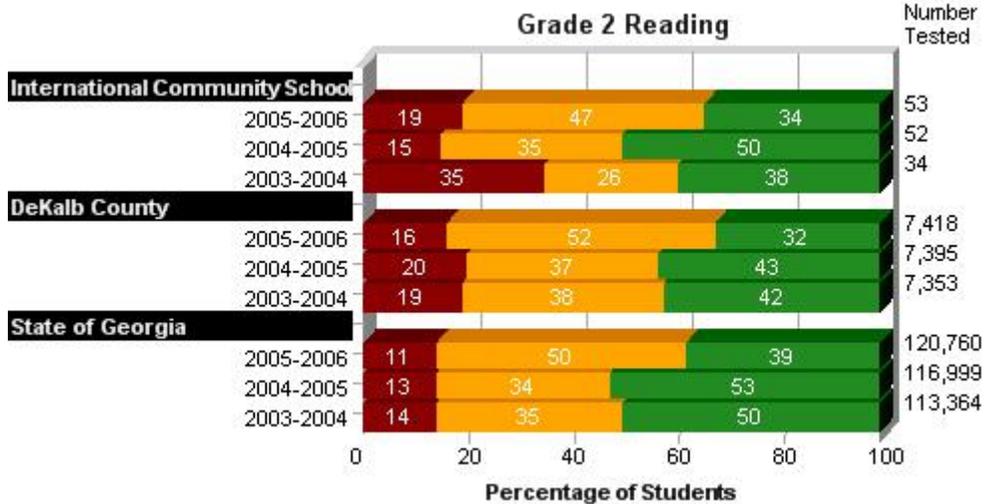
- Do Not Meet
- Meets
- Exceeds

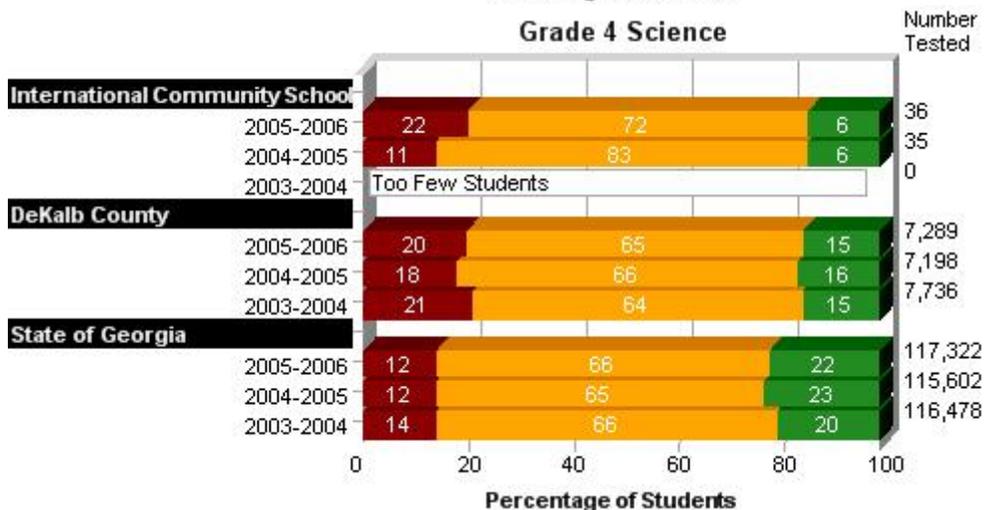
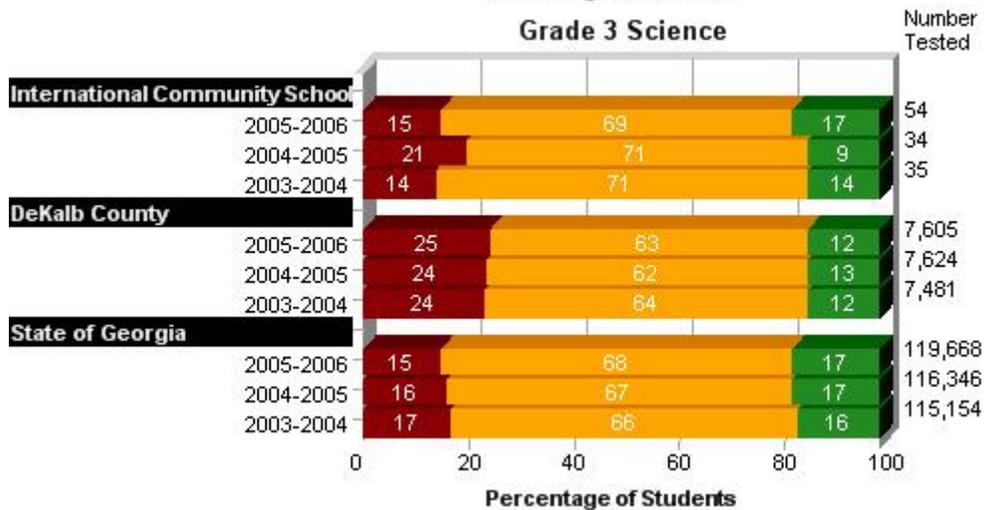
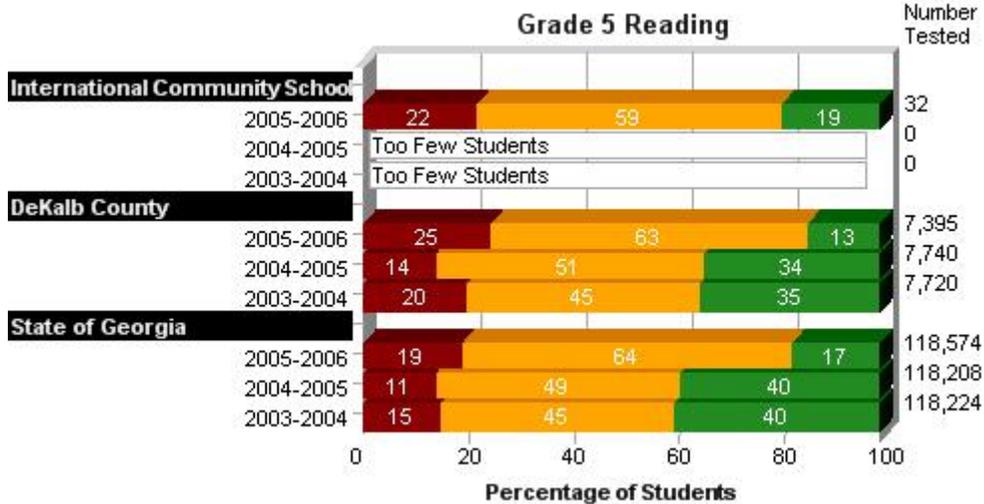


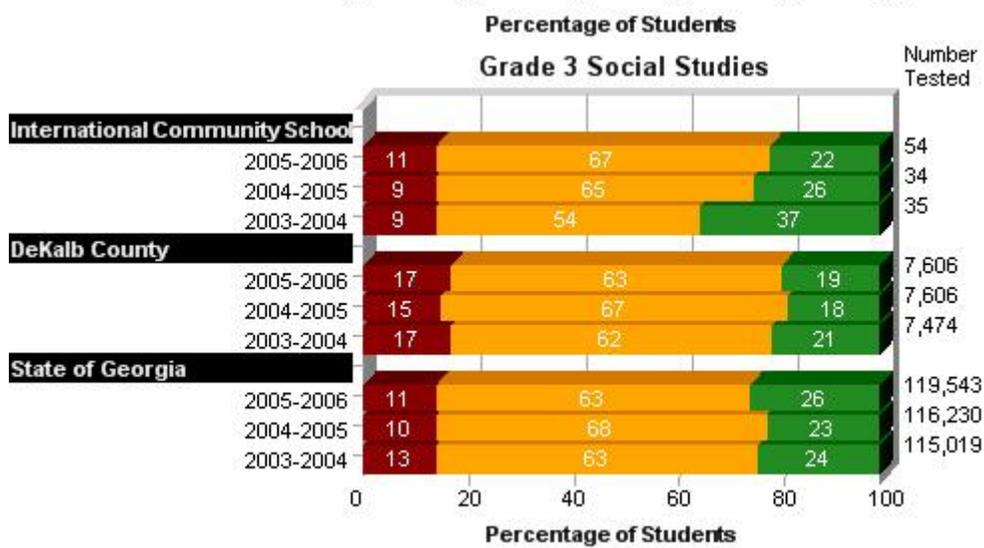
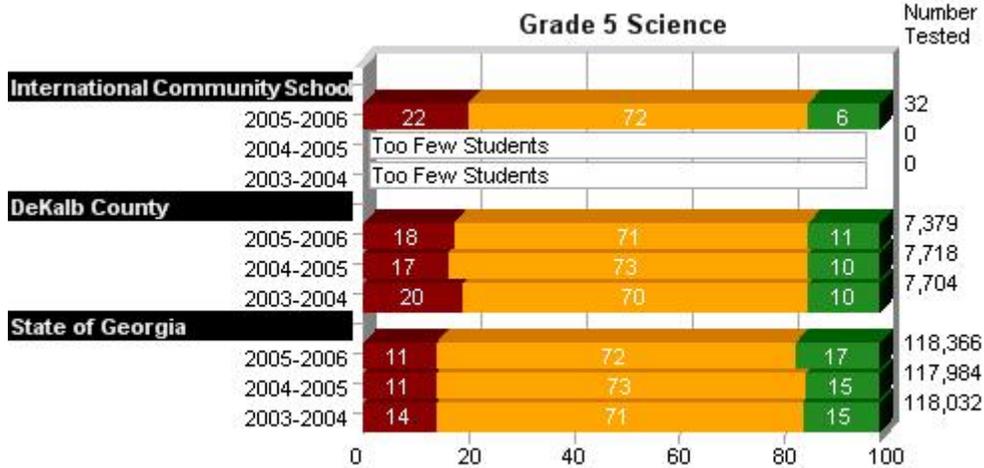


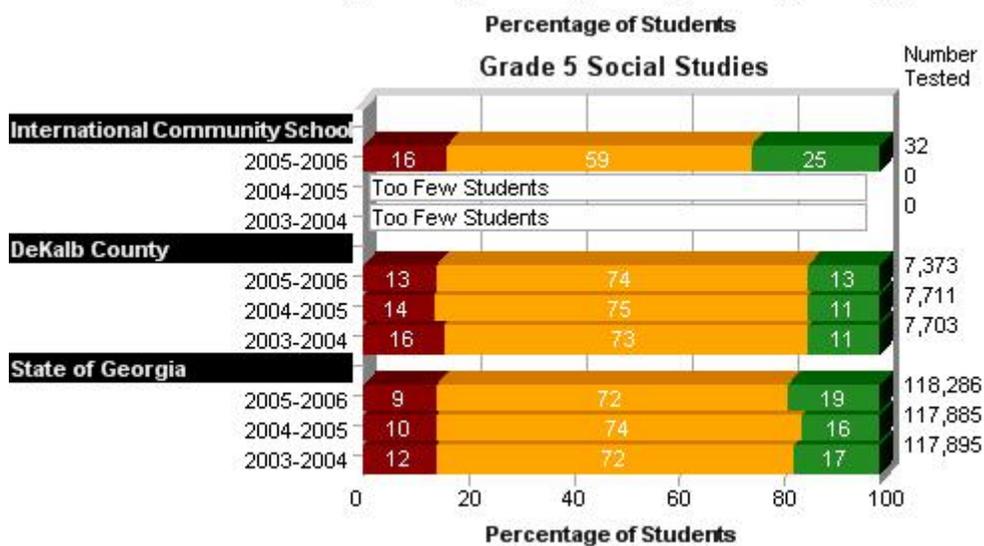
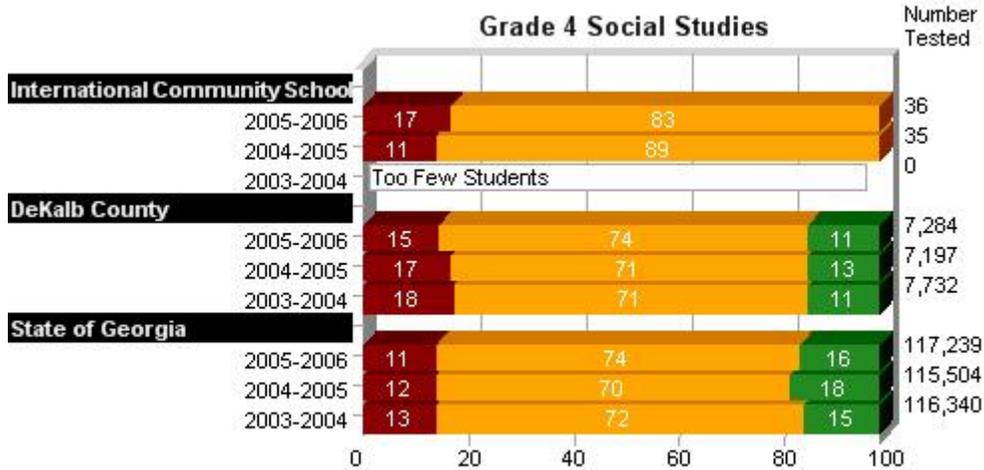












INTERNATIONAL STUDIES ELEMENTARY MAGNET SCHOOL

Contact Information

Wanda M. Mallard
 2237 Cutts Drive
 Albany, GA 31705
 229-431-3384

Basic Facts

| | |
|----------------|------------|
| District | Dougherty |
| Type | Conversion |
| Opened | 2005 |
| Grades Served | K - 5 |
| Enrollment | 384 |
| Title I School | Yes |

Mission

The mission of the International Studies Elementary Magnet School is to develop high academic skills, an understanding of international ideas, cultural diversity, responsible citizenship, as well as critical and compassionate thinking. Students enrolled in the school will become active, compassionate and lifelong learners who understand and respect the differences of others.

Demographics

| | International Studies Elementary Magnet | Turner Elementary School | Sylvester Road Elementary School | Dougherty County | Georgia |
|---|---|--------------------------|----------------------------------|------------------|-----------|
| Distance from Charter School (in miles) | 0 | 1.6 | 1.7 | N/A | N/A |
| Total Population | 418 | 515 | 573 | 16,377 | 1,559,828 |

Diversity

| | | | | | |
|------------------------|-----|-----|-----|-----|-----|
| Caucasian | 7% | 2% | 10% | 13% | 48% |
| Black | 84% | 97% | 84% | 85% | 38% |
| Hispanic | 8% | 1% | 3% | 1% | 8% |
| Asian/Pacific Islander | 0% | 0% | 0% | 0% | 3% |
| American | 0% | 0% | 0% | 0% | 0% |
| Indian/Alaskan Native | | | | | |
| Multiracial | 0% | 1% | 2% | 1% | 2% |

Special Populations

| | | | | | |
|-------------------|----|-----|-----|-----|-----|
| ESOL | 4% | 0% | 0% | 0% | 3% |
| Gifted | 0% | 0% | 0% | 3% | 9% |
| Special Education | 5% | 11% | 11% | 11% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 66% | 90% | 86% | 68% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--|------|------|------|
| Did your school make AYP? | Yes | Yes | Yes |
| Is your school in need of improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

1. Our students' academic performance greatly improved from last year as evidenced by the Spring 2006 CRCT test results. Our first grade test scores improved in reading, English/Language Arts, and math, while our second grade scores in reading showed improvement. Additionally, our third and fourth grades showed improvement in reading, English/Language Arts, and math. Our fifth grades demonstrated 100% improvement in the areas of math.

Our second and fifth grade CRCT scores in English/Language Arts(second and fifth) and reading (fifth) did not meet our goal, however, this was the first year of testing with the implementation of Georgia Performance Standards in these areas and a comparison could not be made.

Our second grade missed the goal we set by one percentage point, however, the 2006 math scores show improvement over the 2005 score.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

KINDERGARTEN

Language Arts Goal: By spring 2006, at least 95% of enrolled kindergarten students will meet or exceed the language arts academic promotion standards as measured by the Dougherty County promotion policy.

Math Goal: By spring 2006, at least 90% of the enrolled kindergarten students will meet or exceed the mathematics academic promotion standards as measured by the Dougherty County promotion policy.

FIRST GRADE

Benchmark: By spring 2006, 80% of the tested first grade students will meet or exceed state reading standards as measured by the CRCT. Actual result- 99%

Benchmark: By spring 2006, 85% of the tested first grade students will meet or exceed state English/Language Arts standards as measured by the CRCT. Actual result- 89%.

Benchmark: By spring 2006, 90% of the tested first grade students will meet or exceed state Math standards as measured by the CRCT. Actual result- 98%.

SECOND GRADE

Benchmark: By spring 2006, 90% of the tested second grade students will meet or exceed state reading standards as measured by the CRCT. Actual result- 95%

Benchmark: By spring 2006, 96% of the tested second grade students will meet or exceed state English/Language Arts standards as measured by the CRCT. Actual result-87%

Benchmark: By spring 2006, 95% of the tested second grade students will meet or exceed state math standards as measured by the CRCT. Actual result- 94%

THIRD GRADE

Benchmark: By spring 2006, 85% of the tested third grade students will meet or exceed state reading standards as measured by the CRCT. Actual result- 87%

Benchmark: By spring 2006, 85% of the tested third grade students will meet or exceed state English/Language Arts standards as measured by the CRCT. Actual result- 90%

Benchmark: By spring 2006, 87% of the tested third grade students will meet or exceed state math standards as measured by the CRCT. Actual result- 99%

FOURTH GRADE

Benchmark: By spring 2006, 80% of the tested fourth grade students will meet or exceed state reading standards as measured by the CRCT. Actual result- 95%

Benchmark: By spring 2006, 80% of the tested fourth grade students will meet or exceed state English/Language Arts standards as measured by the CRCT. Actual result- 96%

Benchmark: By spring 2006, 80% of the tested fourth grade students will meet or exceed state math standards as measured by the CRCT. Actual result- 90%

FIFTH GRADE

Benchmark: By spring 2006, 95% of the tested fifth grade students will meet or exceed state reading standards as measured by the CRCT. Actual result- 90%

Benchmark: By spring 2006, 96% of the fifth grade students will meet or exceed state English/Language Arts standards as measured by the CRCT. Actual result- 92%

Benchmark: By spring 2006, 80% of the tested fifth grade students will meet or exceed state math standards as measured by the CRCT. Actual result- 100%

The instructional approaches that contribute to the success of our students are driven by the Reading First guidelines along with the implementation of the IBO's inquiry-based instruction as described in the Primary Years Program. Teachers have been intensely trained by these organizations and receive on-going training by way of book studies, collaborations, and peer observations. Students are engaged in their learning through small group instruction, whole group instruction, centers, active research, and units of inquiry lasting up to six weeks.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

Our students' academic performance greatly improved from last year as evidenced by the Spring 2006 CRCT test results. Our first grade test scores improved in reading, English/Language Arts, and math, while our second grade scores in reading showed improvement. Additionally, our third and fourth grades showed improvement in reading, English/Language Arts, and math. Our fifth grades demonstrated 100% improvement in the areas of math.

Our second and fifth grade CRCT scores in English/Language Arts(second and fifth) and reading (fifth) did not meet our goal, however, this was the first year of testing with the implementation of Georgia Performance Standards in these areas and a comparison could not be made.

Our second grade missed the goal we set by one percentage point, however, the 2006 math scores show improvement over the 2005 score.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

Yes, our daily schedule allows for one hour grade level collaborations daily. During the collaborations, teachers frequently analyze and compile the strengths and weaknesses of their current students by looking at their academic performances the year before and after. This allows us to see if there are any instructional gaps or events that specifically impacted progress or regression of learning. Faculty meetings

are used to gather data from CRCT scores and current school improvement reflection tools we have in place. The administration and leadership team members are currently involved in a book study that will improve our ability to compare cohorts and instructional practices.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

Our students' academic performance greatly improved from last year as evidenced by the Spring 2006 CRCT test results. Our first grade test scores improved in reading, English/Language Arts, and math, while our second grade scores in reading showed improvement. Additionally, our third and fourth grades showed improvement in reading, English/Language Arts, and math. Our fifth grade demonstrated 100% improvement in the areas of math.

Our second and fifth grade CRCT scores in English/Language Arts(second and fifth) and reading (fifth) did not meet our goal, however, this was the first year of testing with the implementation of Georgia Performance Standards in these areas and a comparison could not be made.

Our second grade missed the goal we set by one percentage point, however, the 2006 math scores show improvement over the 2005 scores.

Areas of concerns as revealed by standardized test results are addressed in each grade level collaboration. Faculty meetings provide for discussion and suggestions from the entire staff. Teachers along with specials and resource staff are required to work in teams to identify strengths and weaknesses. Action plans are formed to address areas for improvement and recorded as goals in our school improvement plan. Weekly grade level reflection forms indicate our student progress toward our articulated goals. Differentiated instructional practices insure that all students reach short term and long term goals.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

At this time we have no summative data regarding our ITBS scores.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

1. No, we had a total enrollment of 374 students and our records indicated that 238 parents of those students completed volunteer hours. That is 64% and our goal is to increase the parental involvement to 100%. The goal of increasing parental involvement is addressed in our school improvement plan, workshops, and PTO meetings.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

Parental involvement is recorded and maintained by our Parent Facilitator. Parents are often reminded of their obligation of eighteen hours through memos, newsletters, and meetings. The accountability statements frequently sent home have caused our parents to be mindful of their involvement in their child's education. The community involvement is recorded through sign-in sheets, scrapbooks, public articles, and student portfolios. Our students and staff benefit from the resources within our community and our goal is to increase the impact of those resources.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

ISEMS is dedicated to serving our students, parents, and community. We will continue to use different means of communication such as memos, newsletters, workshops, special events, and family centered activities to encourage their involvement. Teachers are very focused on utilizing the resources within our community to accomplish learning goals and provide our students with actual life experiences. Parents and community stakeholders are appreciated for their service to our school by way of award banquets and articles highlighting their contributions to our children and staff.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

To decrease the number of discipline referrals:

Kindergarten: Discipline referrals will not exceed 10% of the present student enrollment.

First Grade: Decrease discipline referrals by 20% each year for a two-year period.

Second Grade: Discipline will not exceed 15% of the present second grade enrollment during any given year.

Third Grade: Discipline will not exceed 5% of the present third grade enrollment during any given year.

Fourth Grade: Discipline will not exceed 15% of the present fourth grade enrollment during any given year.

Fifth Grade: Discipline will not exceed 15% of the present fourth grade enrollment during

2.

To actively and continuously involve parents and community stakeholders in planning and decision making in the school. Using the feedback from scheduled workshops and informational meetings has allowed us to address the specific needs of our parents and community stakeholders. Their increased involvement in our school is a reflection of their deeper understanding of our instructional approach and plans for progression.

3.

Grades K-2 have Spanish twice weekly for 30 minutes, and grades 3-5 have Spanish three times per week for 30 minutes. In grades 4 and 5, our Spanish teachers have started going into the regular classroom setting for co-teaching where applicable.

4.

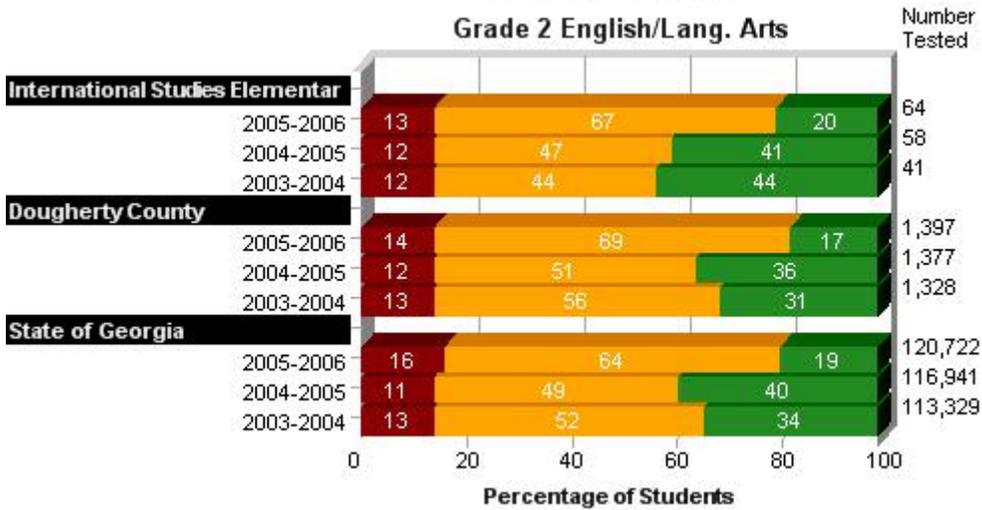
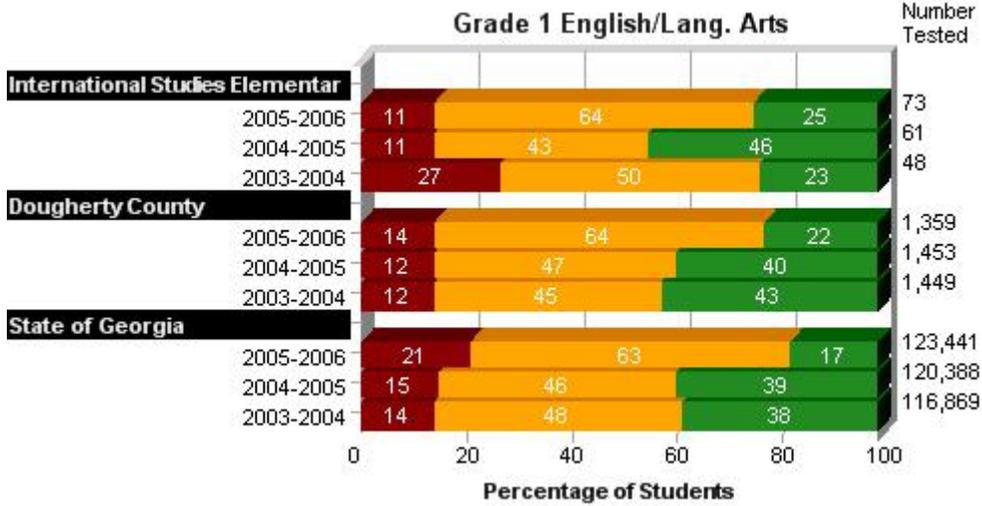
To implement the Primary Years Program as directed by the International Baccalaureate Organization. We began this three year process for the 2004-2005 school year and we are happy to say that with much dedication and hard work ISEMS is awaiting the authorization visit on October 12 and 13th, 2006. In February 2007, we should receive the official letter of our status as an authorized IB/PYP school.

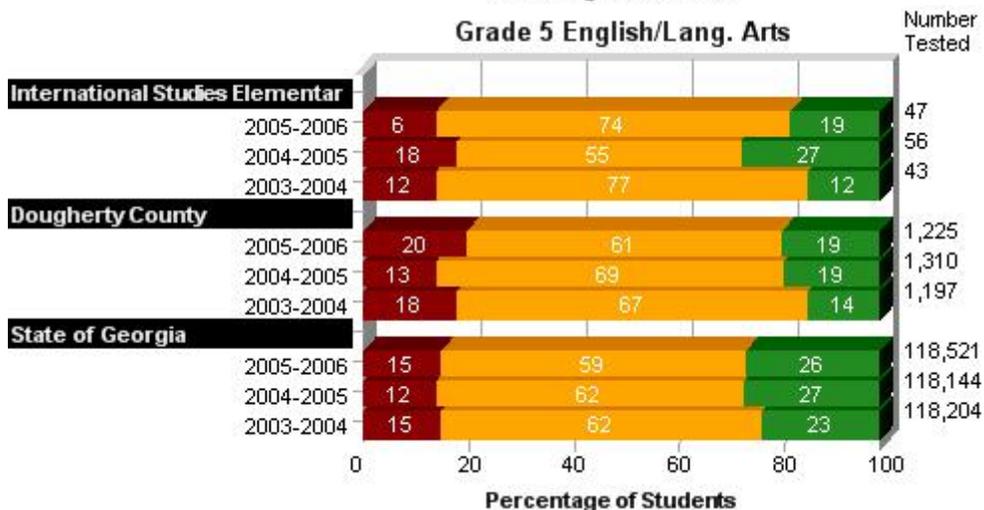
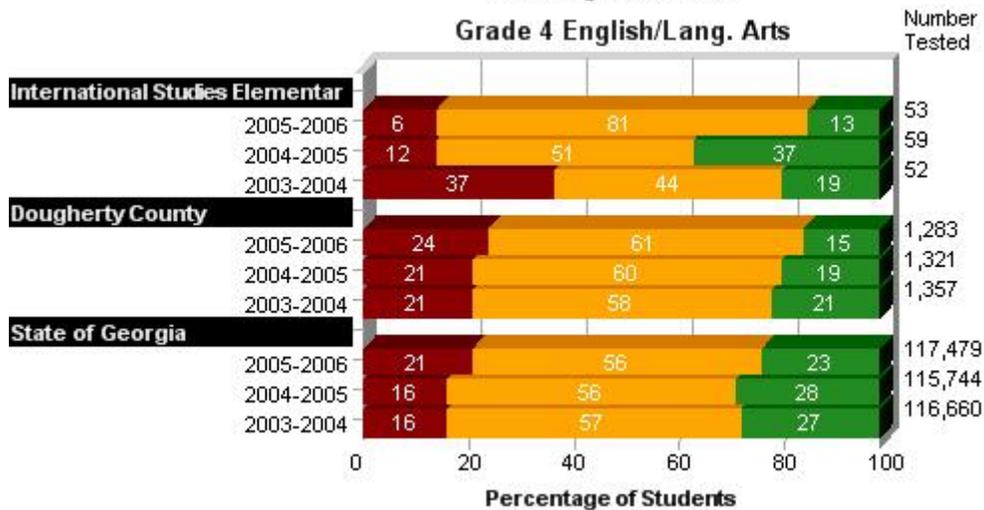
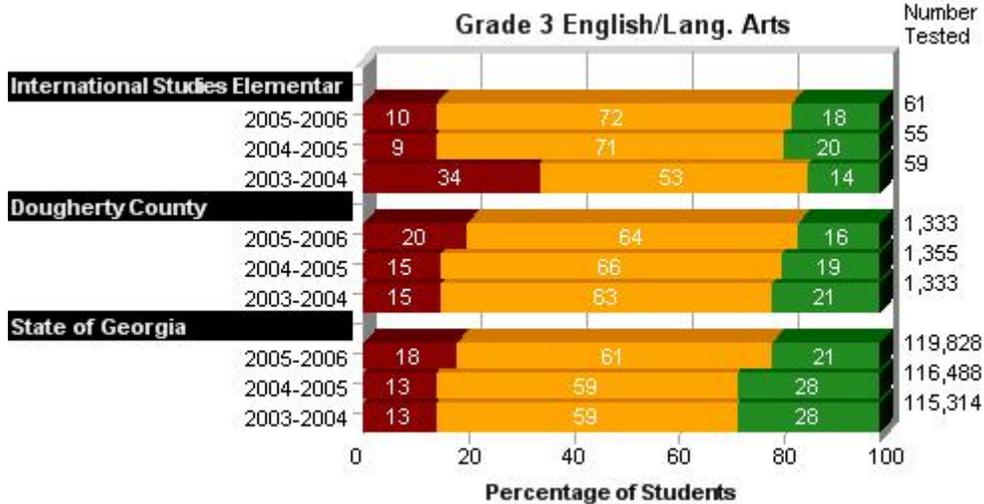
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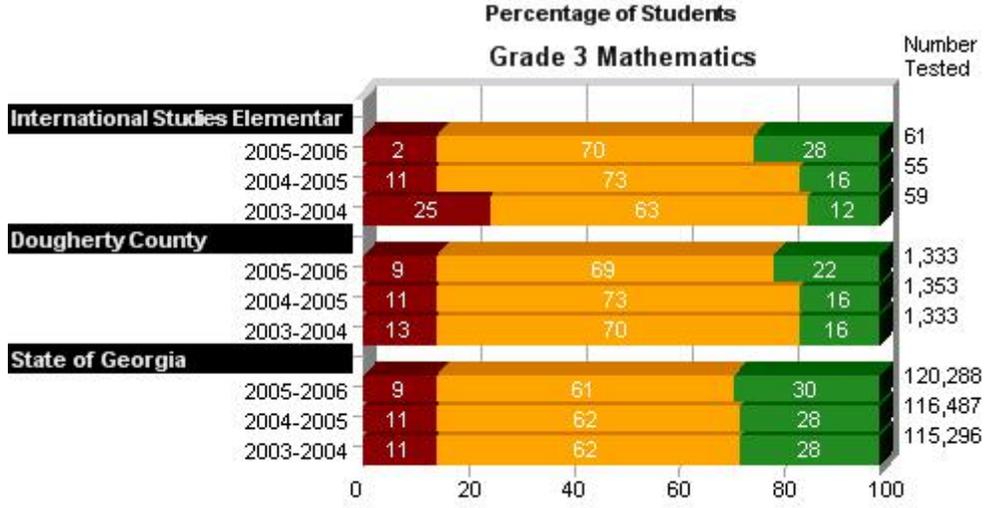
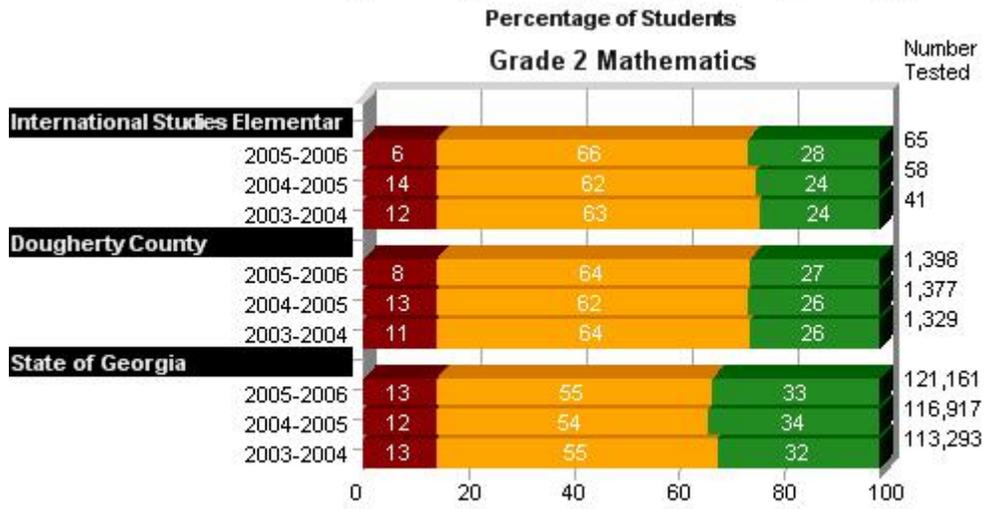
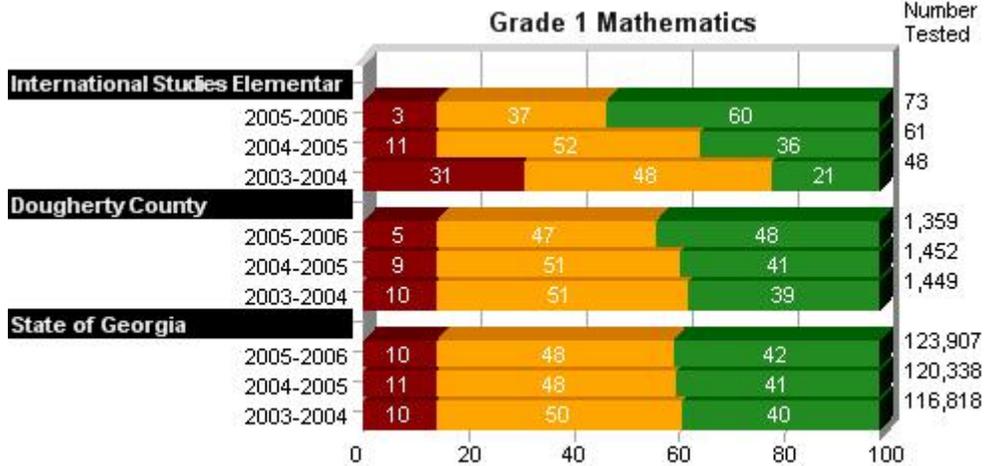
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| Did school have surplus at the end of the 2005-2006 school year? | Yes |
| Did school have a reserve fund? If so, what percentage? | Yes; 2.54% |

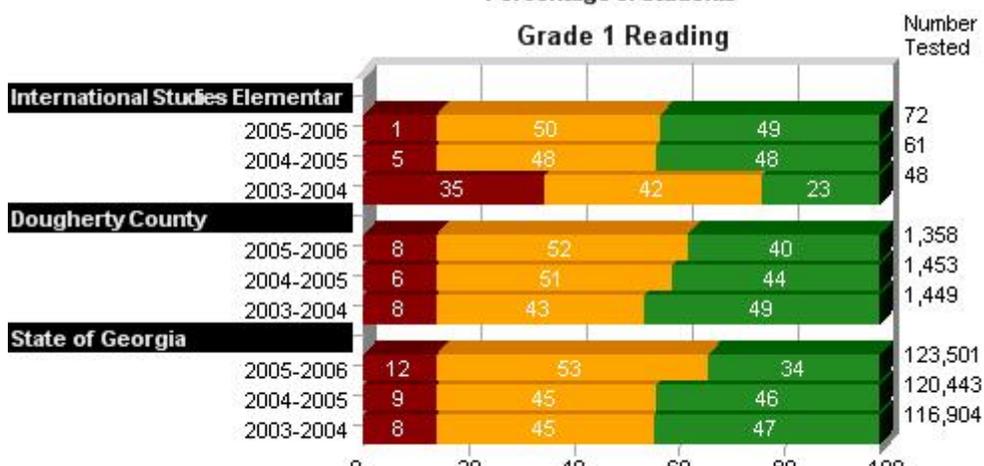
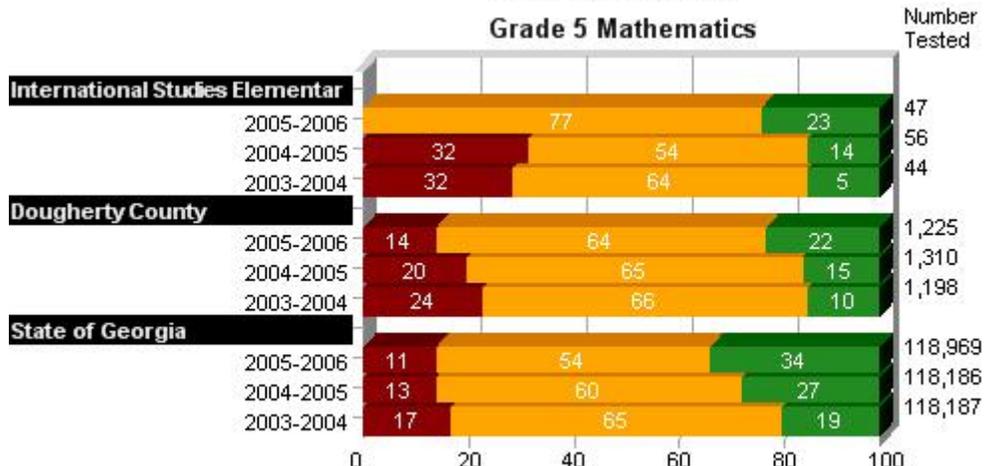
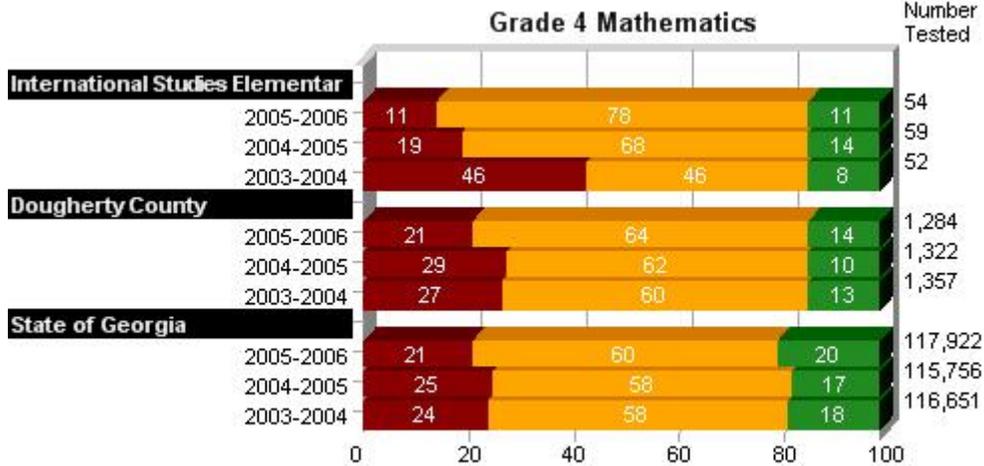
TEST RESULTS

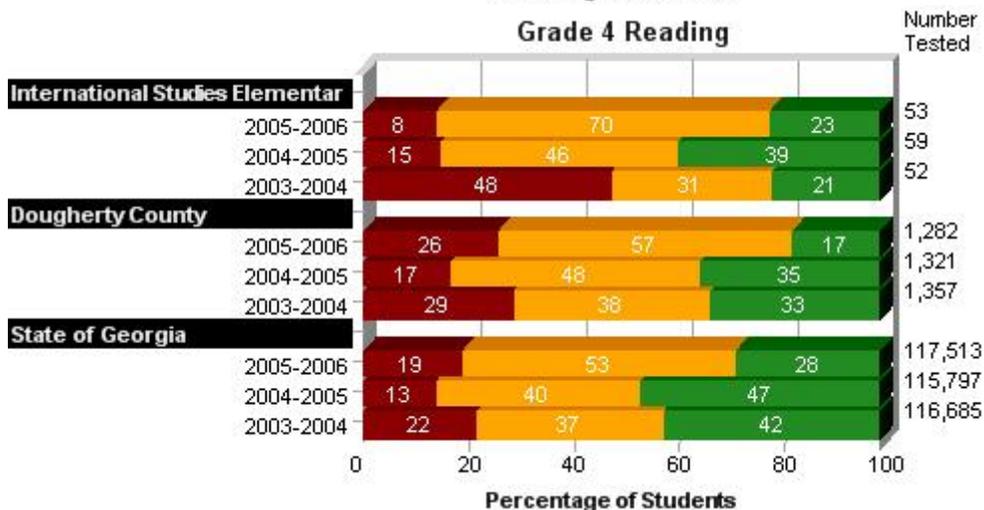
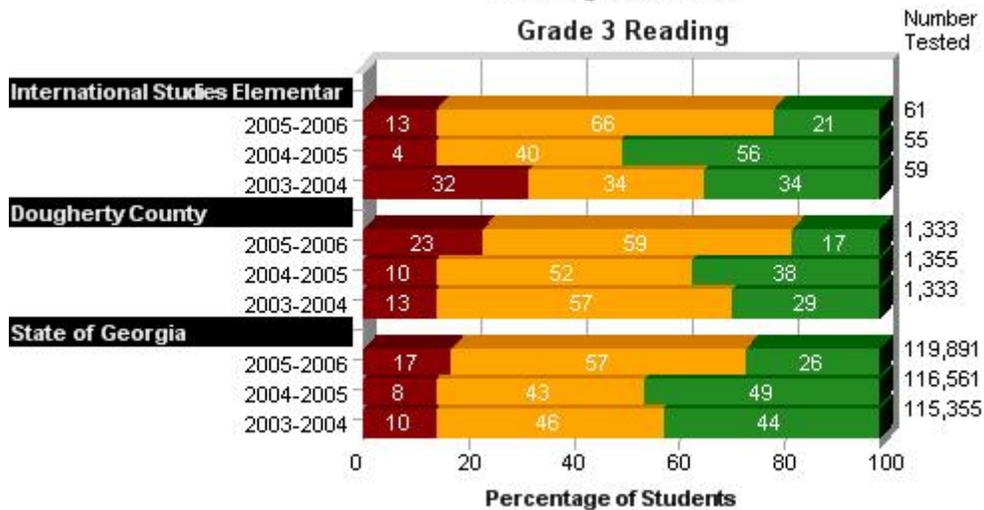
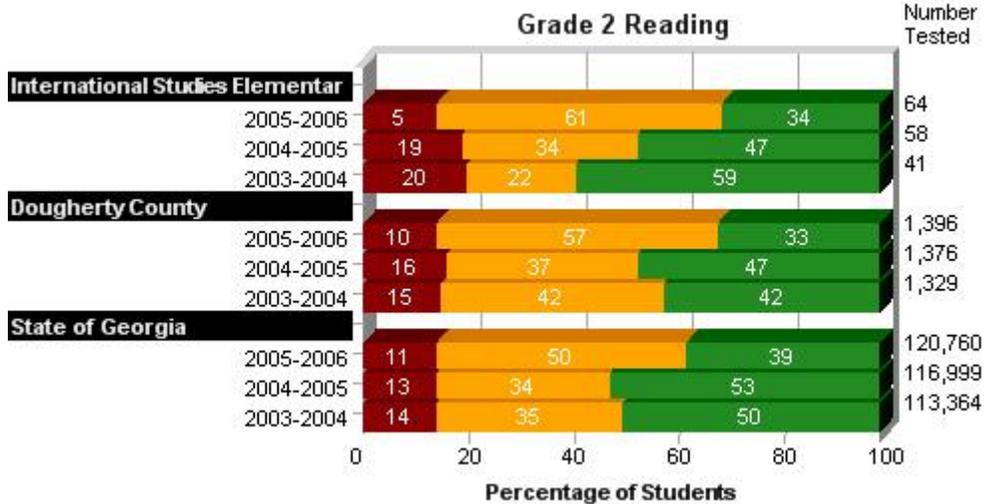
- Do Not Meet
- Meets
- Exceeds

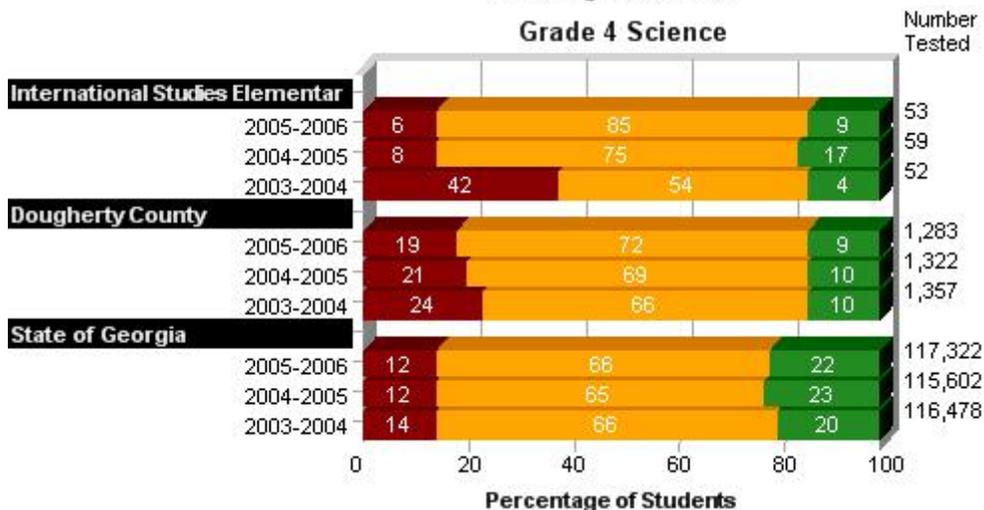
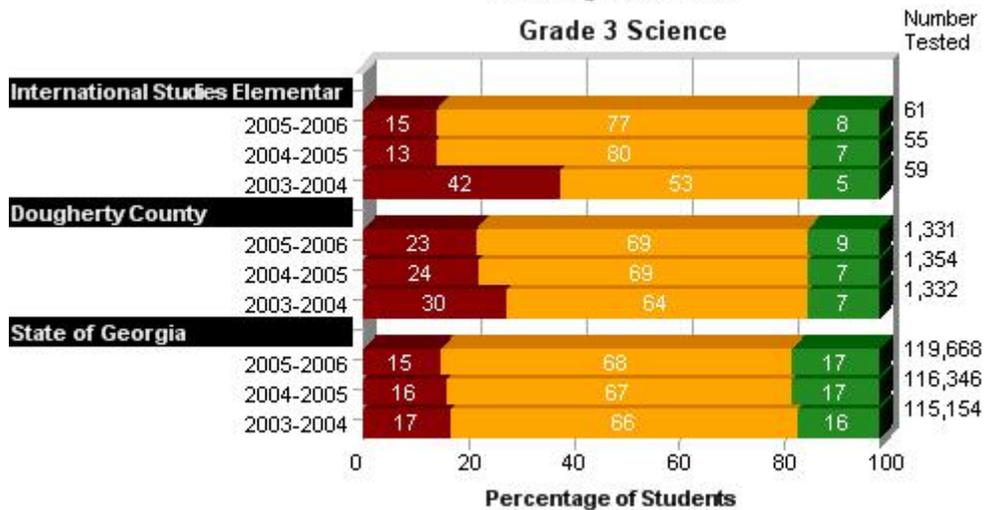
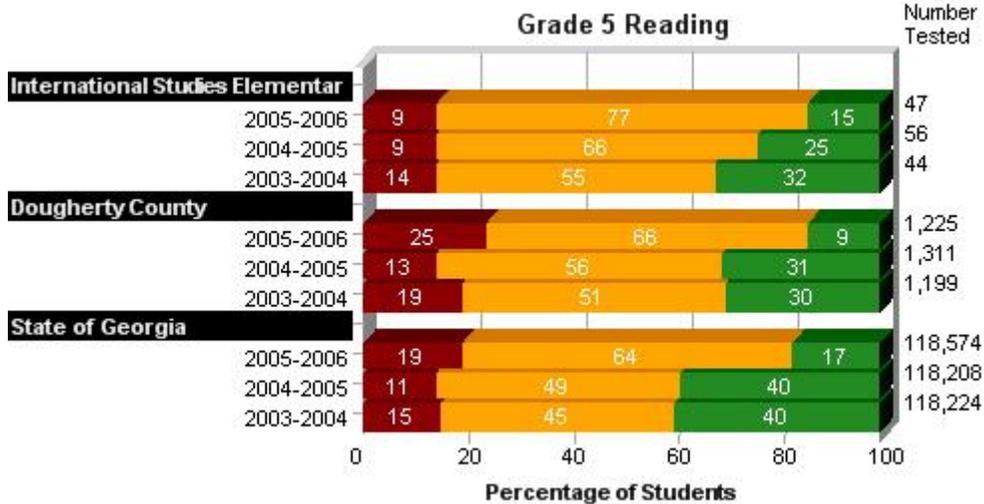


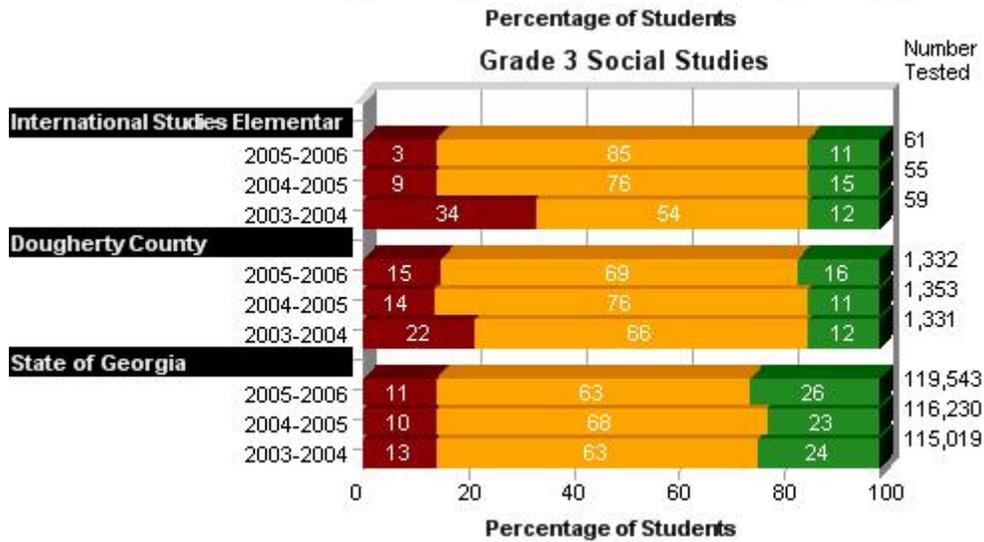
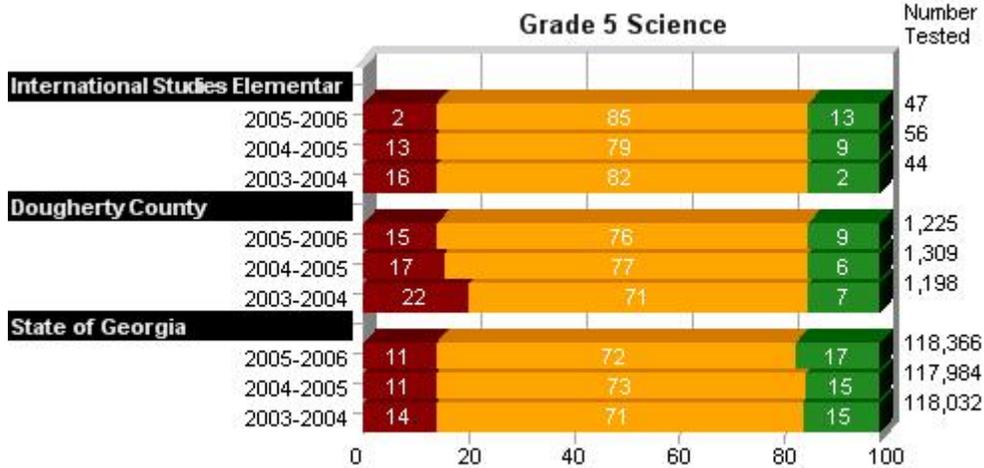


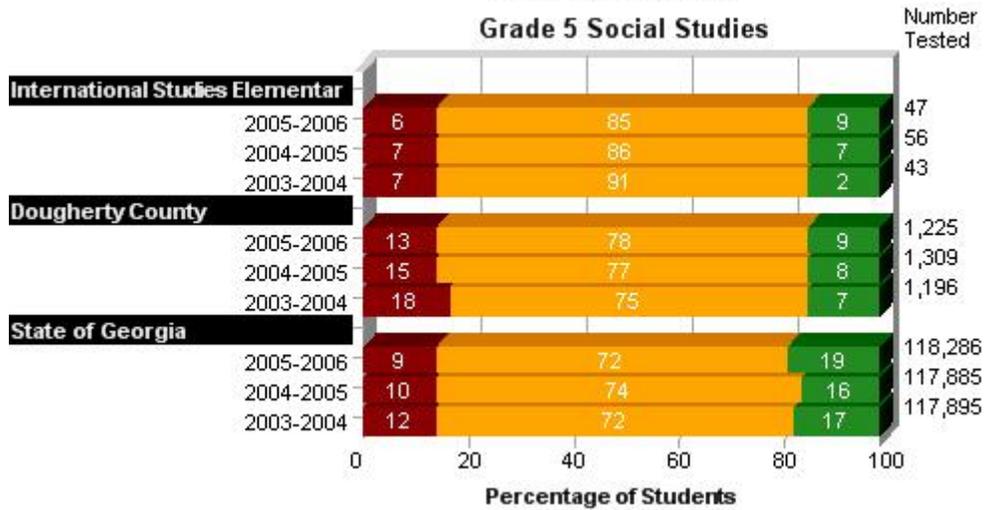
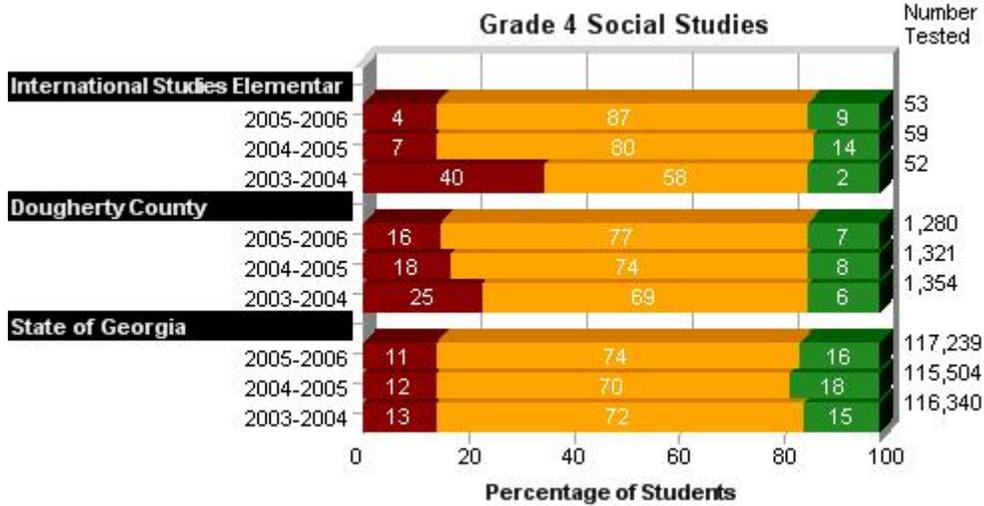












KENNESAW CHARTER SCHOOL

Contact Information

Shawn R. Black
 1370 Lockhart Dr.
 Kennesaw, GA 30144
 678-290-9628

Basic Facts

| | |
|----------------|----------|
| District | Cobb |
| Type | Start-Up |
| Opened | 2003 |
| Grades Served | K - 5 |
| Enrollment | 570 |
| Title I School | No |

Mission

The mission of the Kennesaw Charter School is to provide students with a world-class learning opportunity by maintaining a caring learning environment; involving parents and the community in school activities; utilizing innovative teaching techniques delivered by a superior faculty; and offering a challenging curriculum that prepares children for lives of leadership in a rapidly changing world.

Demographics

| | Kennesaw Charter School | Big Shanty Elementary School | Kennesaw Elem School | Cobb County | Georgia |
|---|-------------------------|------------------------------|----------------------|-------------|-----------|
| Distance from Charter School (in miles) | 0 | 0.4 | 2.1 | N/A | N/A |
| Total Population | 447 | 746 | 937 | 105,526 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 51% | 57% | 54% | 50% | 48% |
| Black | 32% | 23% | 22% | 29% | 38% |
| Hispanic | 4% | 11% | 12% | 12% | 8% |
| Asian/Pacific Islander | 6% | 4% | 5% | 4% | 3% |
| American Indian/Alaskan Native | 0% | 0% | 0% | 0% | 0% |
| Multiracial | 6% | 5% | 7% | 4% | 2% |

Special Populations

| | | | | | |
|-------------------|----|-----|-----|-----|-----|
| ESOL | 0% | 3% | 11% | 5% | 3% |
| Gifted | 0% | 15% | 4% | 11% | 9% |
| Special Education | 8% | 13% | 10% | 12% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|----|-----|-----|-----|-----|
| % of Total Population | 0% | 29% | 25% | 34% | 50% |
|-----------------------|----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | Yes |
| Is your school in needs improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Yes, students did meet my expectations for most parts across the disciplines, however, our task force is hard at work disaggregating data to find ways to improve in English Language Arts. After careful review of data, it is necessary to create an action plan addressing all weaknesses. Analyzing the data shows that this is where the most improvement is needed. I would also like to see improvements in writing across all disciplines.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

Our fourth grade class scored 100% in the Math portion of the CRCT. It does not surprise me since we have implemented the Every Day Math Program, supplemented by other resources. Every Day Math takes Math to a different level for our students. The majority of Math Programs are not designed to challenge students to use critical thinking nor prior knowledge skills. Every Day Math builds from the previous day of what has been taught by reviewing and then moving on to the next concept or skill. This has captured the majority of our students and offers a refresher of what was taught in previous lessons. Students are able to see immediate success. The staff at KCS are trained to individualize instruction and meet students where they are yet differentiating the lesson as needed.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

Our students improved across all disciplines with the exception of English Language Arts where only two grade levels showed a decline in a particular subject area. I am very proud of all of the students attending Kennesaw Charter School and the staff as well. Our curriculum is so advanced that our students are well prepared for any testing mandated by the State of Georgia.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of

students as they move from grade to grade). Explain.

Yes! That is the special touch that Imagine Schools have incorporated in all their schools! Imagine Schools strongly believe that students make great strides throughout the school year. We assess in the same year and we are more interested in the gains made that year. That is not to say that we do not use all data pertinent to gains made from one year to the other, however, here at Imagine Schools we know the importance of same year gains, and it is important that we track those gains.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

The particular areas of concern revealed from testing results are portions of the English Language Arts as mentioned before. In order to address this I plan to have the data task force to first analyze the data and identify the strengths and weaknesses. The group will then present an overall picture of what they found to be the weaker strand and we will as a group determine our strategy. We look at all subgroups that we currently have and then put our action plan in place. This plan is an aggressive plan and a roadmap to produce successful outcomes. Teachers may need to work in small groups, tutoring may become necessary and individualized instruction is crucial. Parents are encouraged to spend extra time at home working with their child to help improve weak areas. Packets are developed by the classroom teacher and sent home with the student to help parents work effectively with their children. Students are assessed throughout the year and teachers continue to work with students on any remaining weaknesses.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

Pre-test and post-test results are utilized informing teachers of students' strengths and weaknesses, and to focus on instructional intervention. Test items will measure student achievement on grade level expectations. This form of assessing has been a successful tool for all teachers at Kennesaw Charter School. It allows teachers to address different learning styles as well as student needs.

2.

ITBS Iowa Test of Basic Skills- This assessment is given in the fall and again in the spring. This is how we measure growth and gains in the same year.

3.

Criterion Referenced Competency Tests(CRCT)Students in grades 1-5 must be assessed in reading, math, science and social studies. All of our students met or exceeded the requirements for passing the CRCT. The academic growth rates for the students at the Charter school will meet and/or exceed the national academic growth rates as evidenced by the gain on scale scores. Kennesaw Charter School has met

adequate yearly progress since the school has been in existence.

4.

Writing Assessments-Kennesaw Charter School has improved on writing achievement each year. Our goal is to assure that students are not scoring at stages 1 and 2 in writing. Although we have not met that goal to its entirety, this is one of our school improvement goals and a continuous and on-going process. Drop everything and write is part of our daily routine. Students are taught the writing process and the components needed to become a great writer. Students write on a specific topic and their compositions are then evaluated by outside raters. Students who attend Kennesaw Charter not only enjoy writing, they appreciate it also.

5.

CoGAT-Students in grades 3 and 5 are assessed in the fall on the Cognitive Abilities Test (CogAT). This test measures student performance on abilities related to success in school subjects. Kennesaw Charter School students do well on the CogAT and score in the higher percentile.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Yes. During the 2005-2006 school year both parental and community support met my expectations. Parents were expected to volunteer 30 hours throughout the school year. Kennesaw Charter School parents went over and beyond this requirement. Each year our involvement with the community strengthens. I am proud to say that sharing information with the community has created more involvement in the surrounding area. A good community relations plan is key to building a meaningful two way relationship that support clear educational goals.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

Parental involvement is easily measured by reviewing the log-in book that parents are requested to sign once they have volunteered. Although this is an honorary system, Kennesaw Charter Parents are familiar with the procedure and are aware that in order to accumulate hours they must log in. The book is reviewed regularly and the enrollment specialist completes a report that is then turned in to the principal. Community involvement is ever increasing. Building strong ties with the community is most important. This is measured by the number of activities sponsored by the school that are community related. Our well known Spring Fling is a very popular event that attracts businesses from all over Cobb County. Last year the event was a huge success with more than 75 businesses participating. We anticipate an even larger turnout this year!

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

Research suggests that schools' efforts to inform and involve parents can increase parent involvement. While this is not a concern of Kennesaw Charter I am always searching for other alternatives in assuring that our parents are comfortable when they come to the school. I have realized that active participation in school activities by all parents may not be a realistic goal, or even a desirable one. Research also suggests that schools must meet parents where they are, offering many different levels of involvement. Volunteering at KCS also allows parents to complete teacher requests, at home also.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Student Learning Plan (SLP): This is a road map to life long learning. One of the core purposes of education is to enable the students to take over their own education and become lifelong learners. Kennesaw Charter has made great progress on this goal. Next school year the intent is to have an individual folder for each student outlining all strengths and weaknesses. Parents will be invited to meet with the teacher and a "getting to know your child" conference will be held. This is a simple way to break the ice with both parent and child. Getting to know children who attend Kennesaw Charter School is key to the success of students who attend. Once this process takes place all are likely to feel much more comfortable in the school setting.

2.

Technology Literacy: Students will be engaged in mastery of the use of technology as a learning tool of the Information Age at all grade levels. Grade appropriate activities will be provided in each major strand of technology literacy. This is an ongoing goal and continues to be pursued and improved each school year.

3.

Project-Based Learning: Projects are a central part of the Charter School's multidisciplinary instruction. Teachers plan projects that support grade level themes. Students are required to develop individual and group projects every nine weeks. Project based learning is an effective strategy to extend student learning. Projects allow students to investigate, construct knowledge, problem solve, and use multiple forms of creative expression. Projects help students build conceptual understanding and provide opportunities to engage students in meaningful, creative activities.

4.

Learning Centers: Learning Centers contain a collection of activities or materials designed to teach, reinforce, or extend a particular skill or concept. Centers motivate students' exploration of topics. The Charter School's centers will focus on important learning concepts, contain materials that promote individual student growth towards goals, and include activities that address specific learning levels or learning styles. Students are able to receive small group instruction which allows for more intense and individualized instruction.

5.

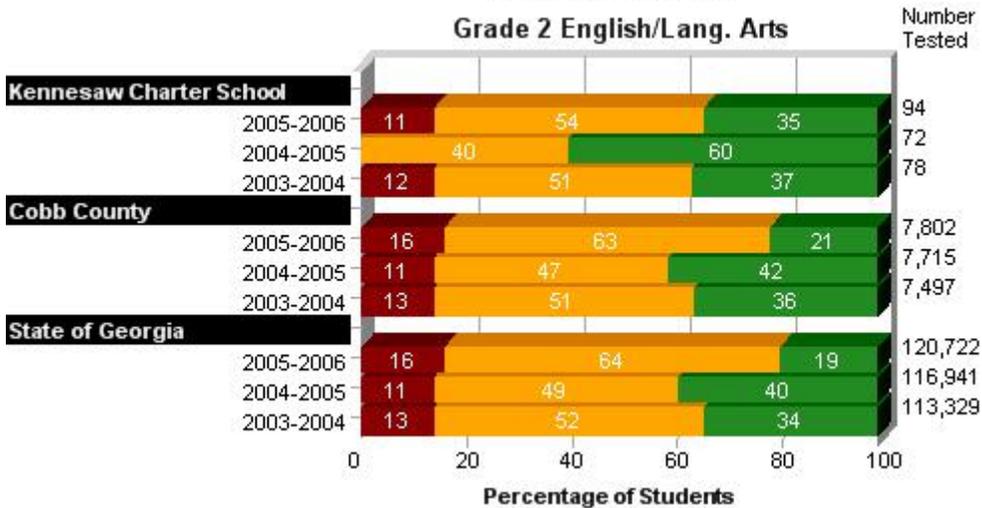
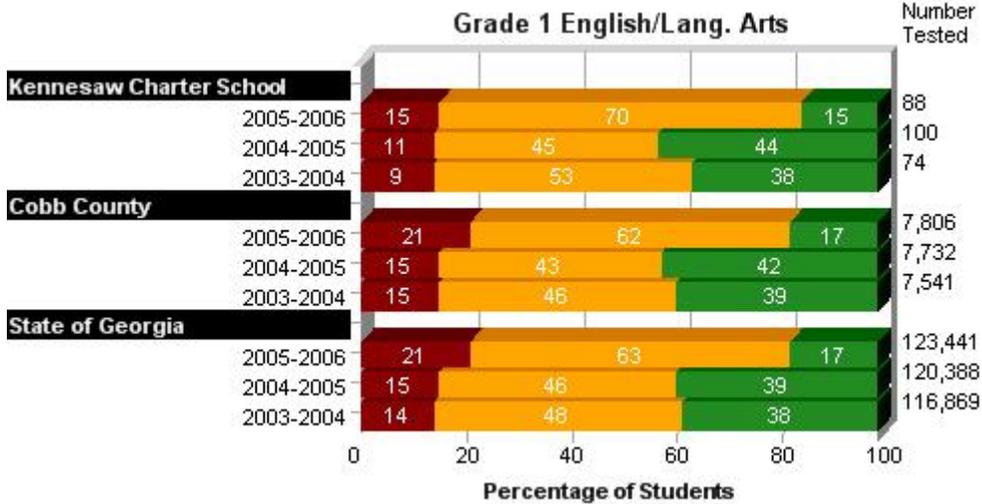
Flexible Uses of Time and Variable Grouping Strategies: Students, working in small learning teams, will use the competencies outlined in the SCANS report as learning tools. Groups will rotate from task to task based on teacher and student developed schedules. This has been a success at Kennesaw Charter School.

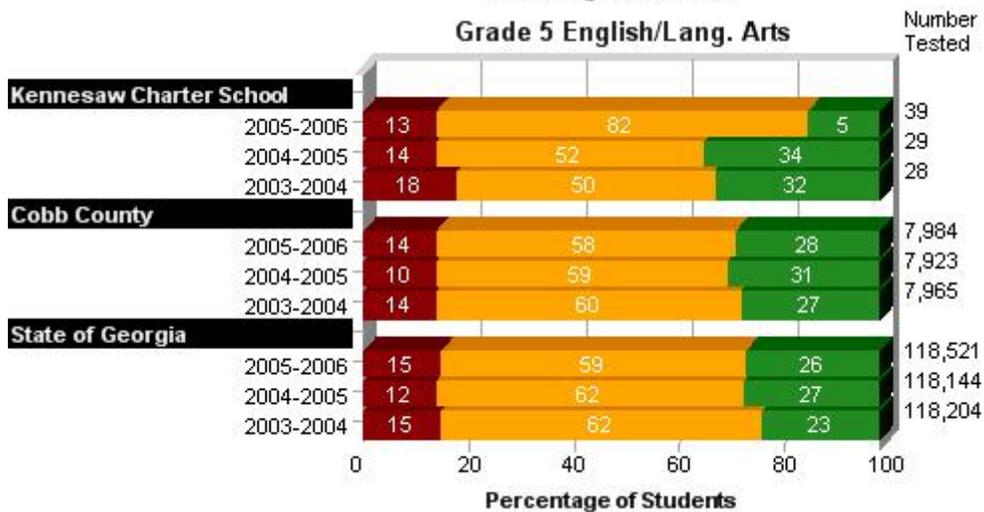
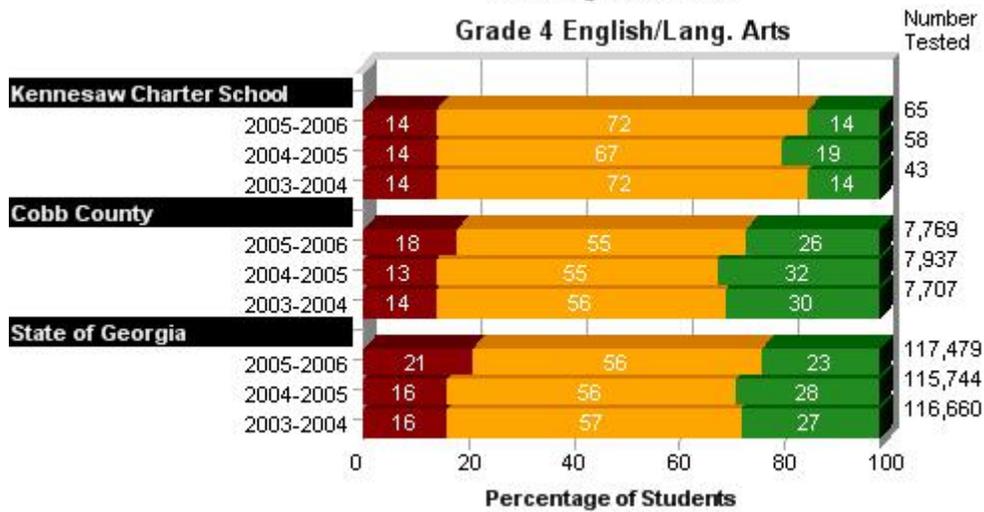
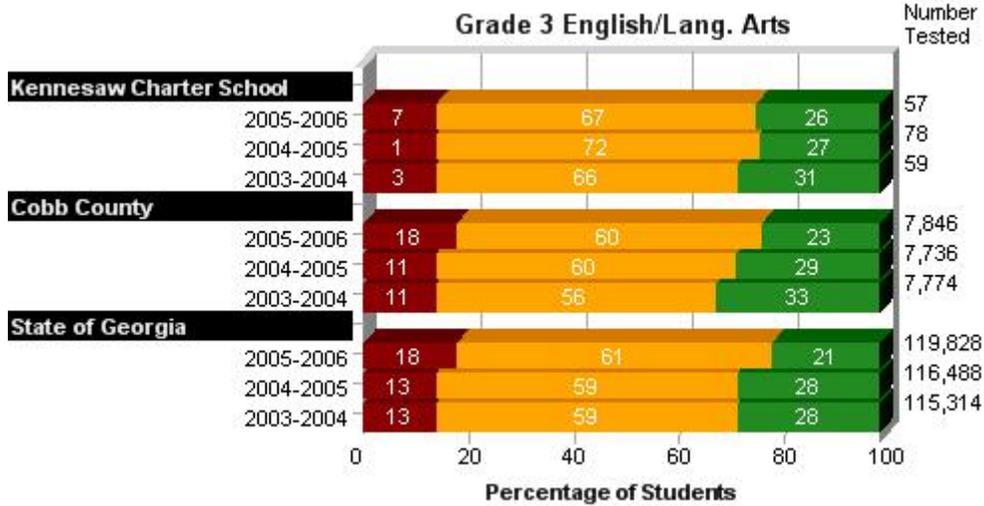
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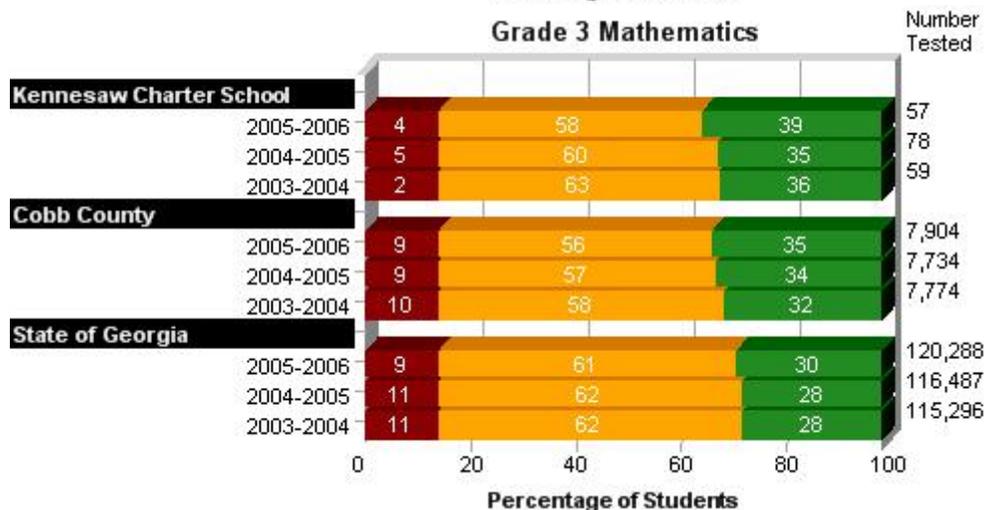
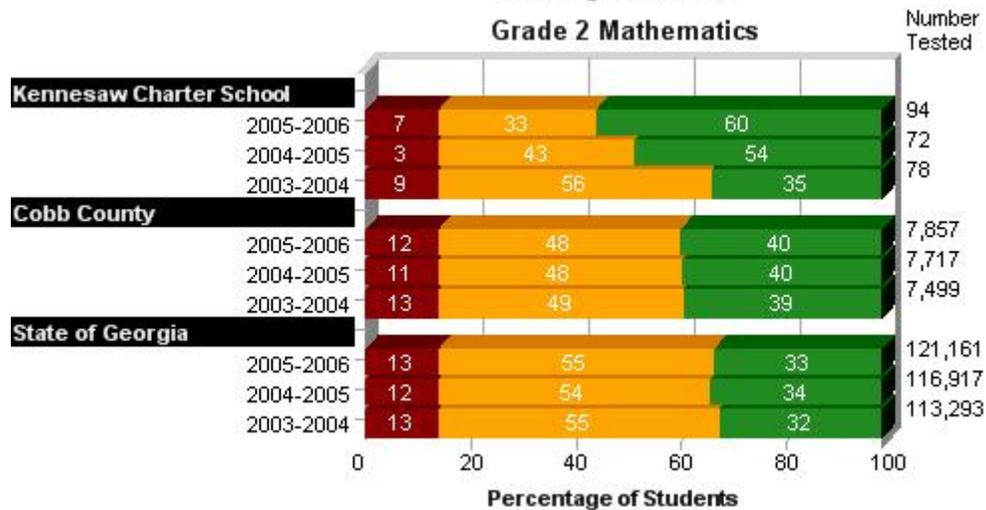
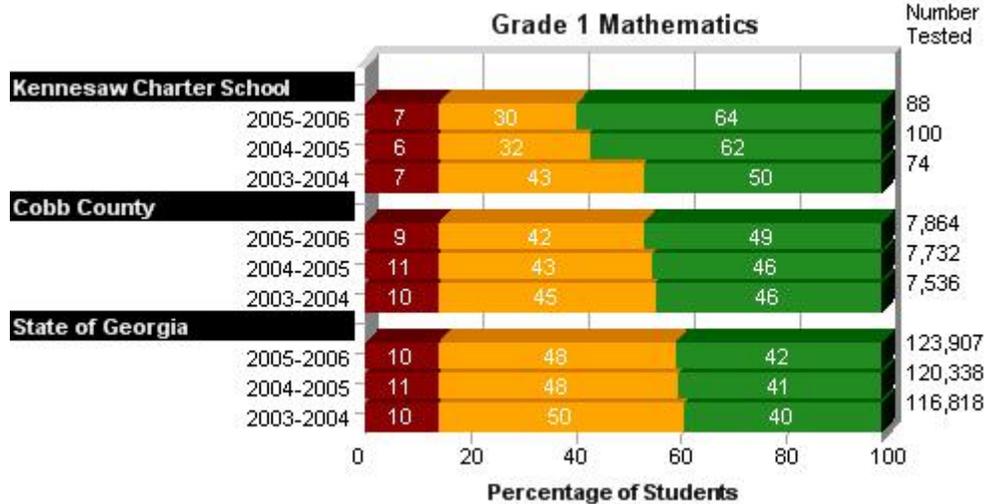
| | |
|--|----|
| Did school have surplus at the end of the 2005-2006 school year? | No |
| Did school have a reserve fund? If so, what percentage? | No |

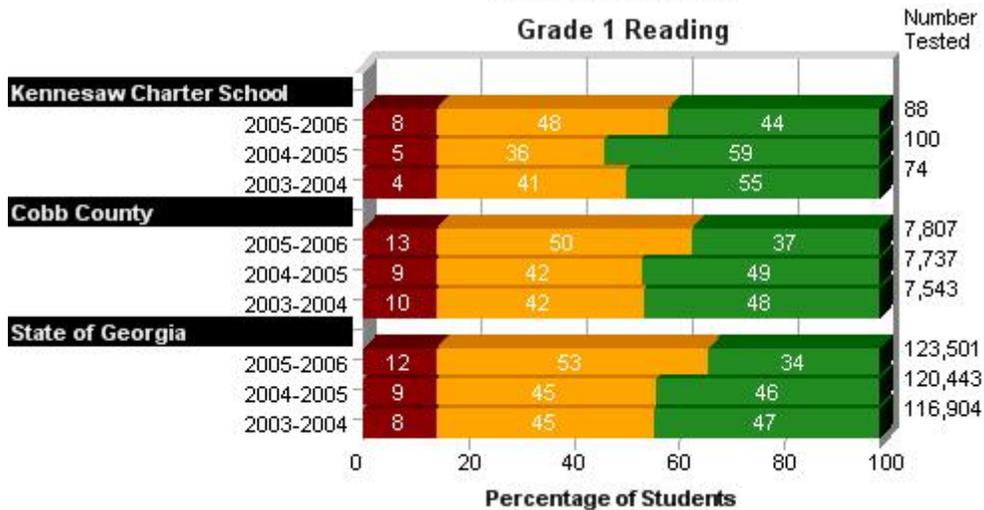
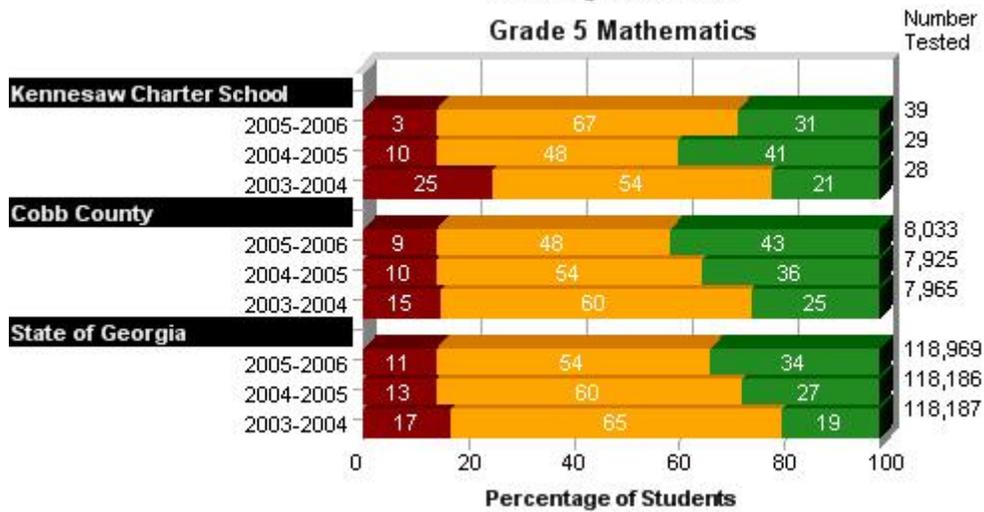
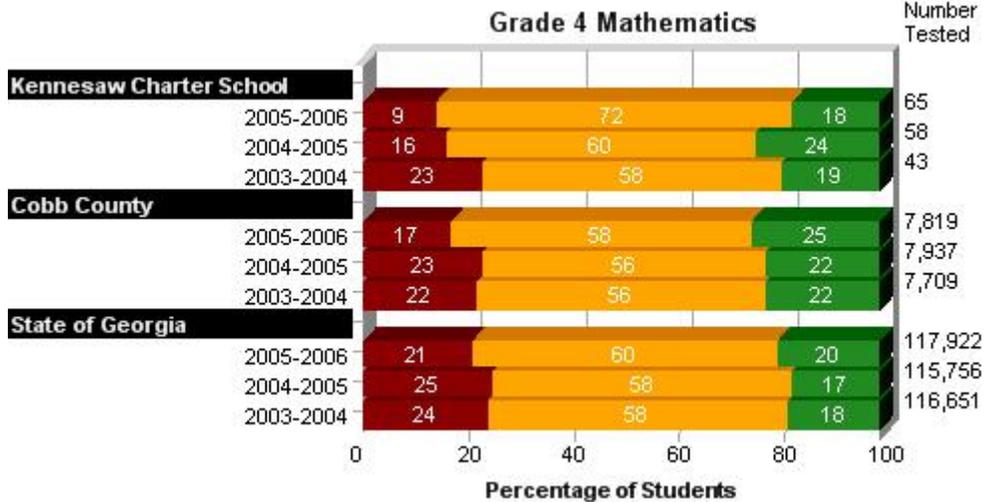
TEST RESULTS

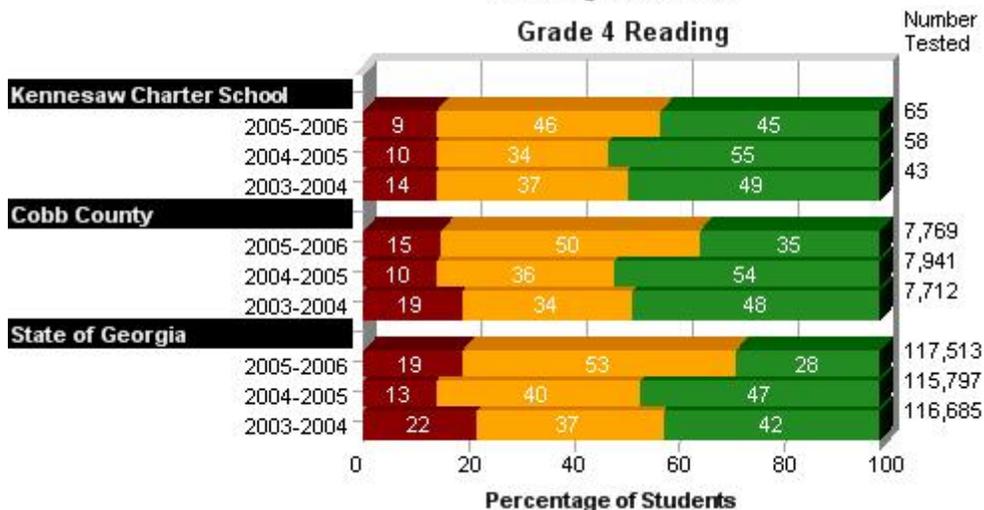
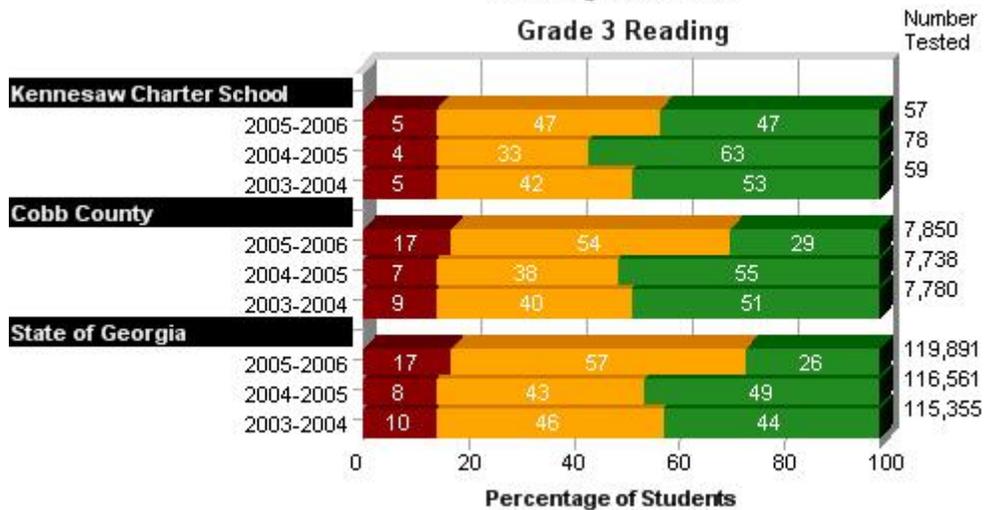
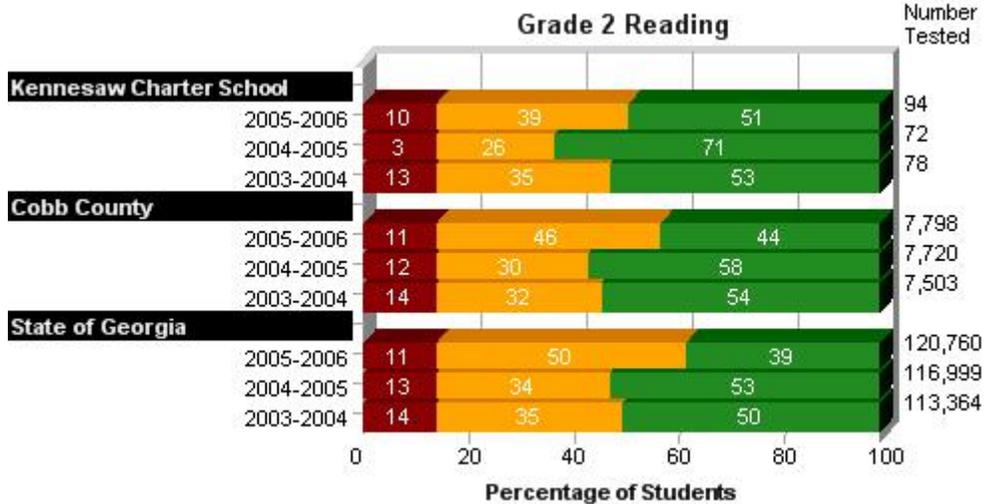
- Do Not Meet
- Meets
- Exceeds

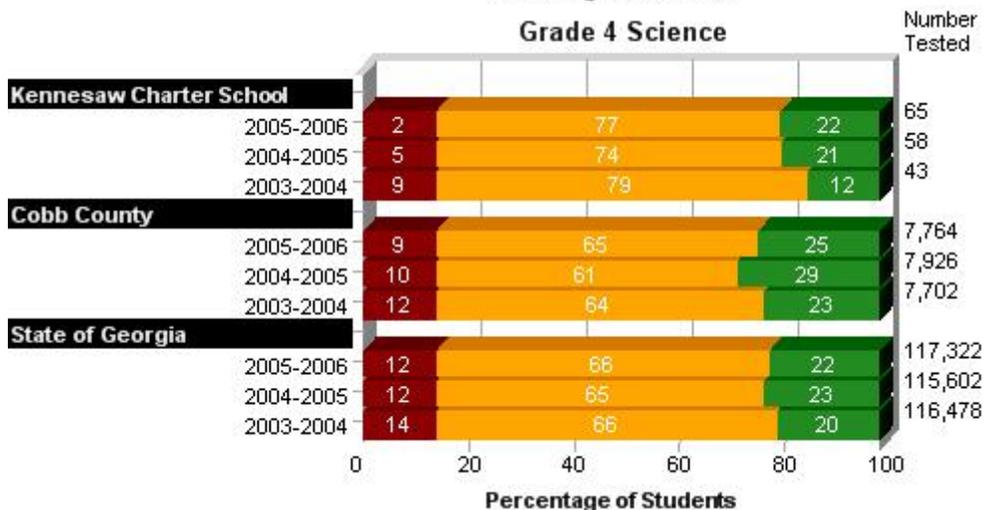
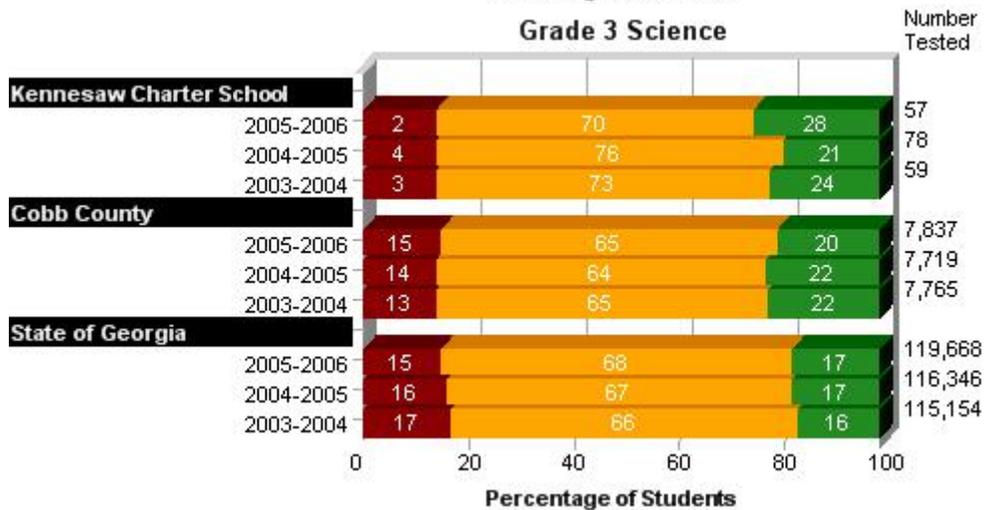
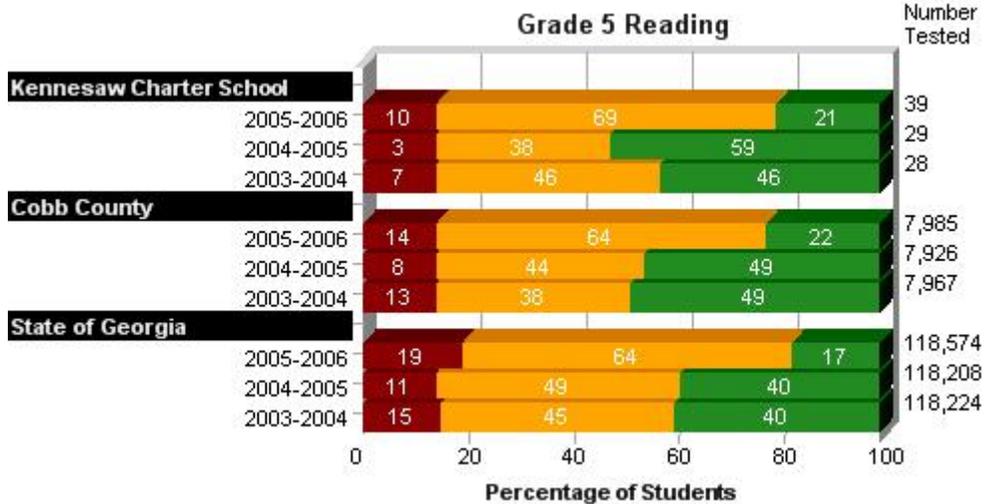


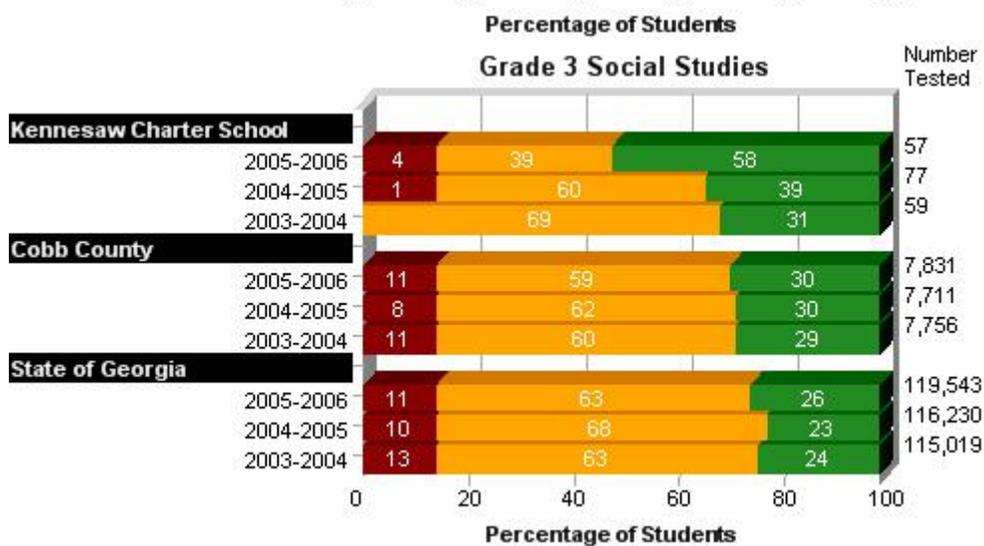
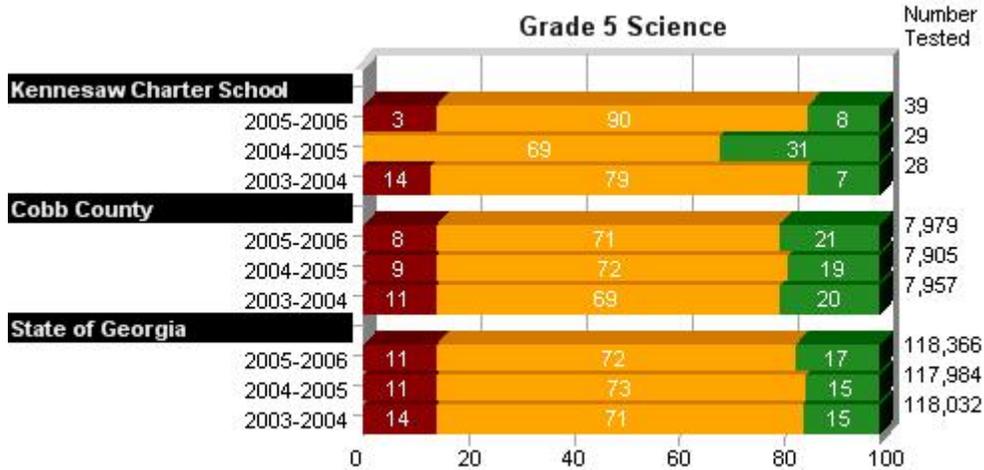


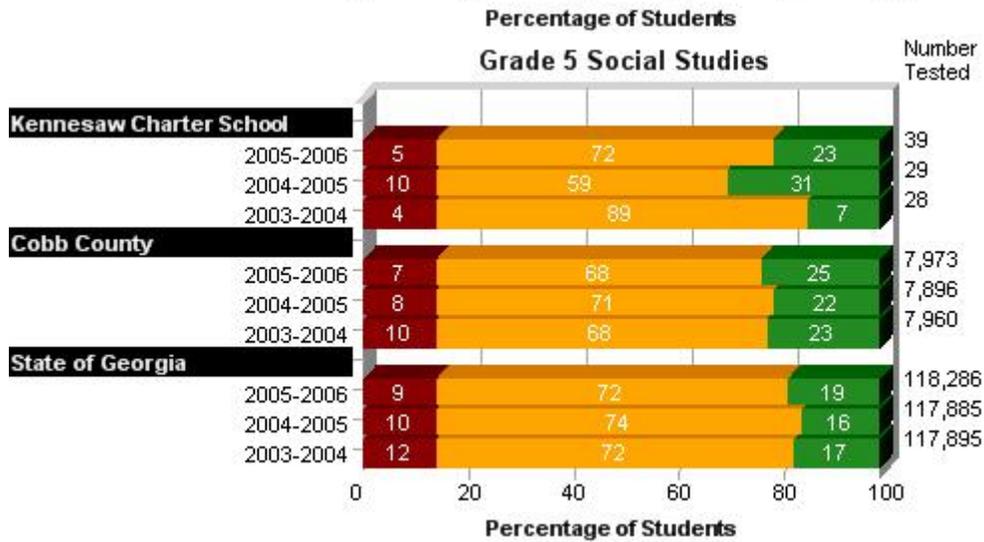
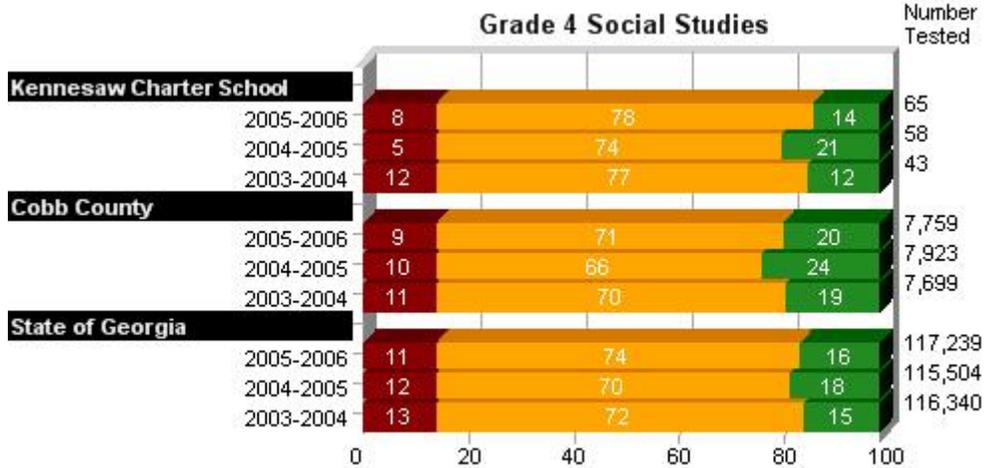












KIDSPEACE CHARTER SCHOOL

Contact Information

Patricia Swint
 101 KidsPeace Drive
 Bowdon, GA 30108
 770-437-7200

Basic Facts

| | |
|----------------|---------------|
| District | KidsPeace |
| Type | State Charter |
| Opened | 2004 |
| Grades Served | 4 - 12 |
| Enrollment | 60 |
| Title I School | Yes |

Mission

KidsPeace Charter School will provide educational services designed to promote the sound academic achievement, as well as the social, emotional, and physical health of all students by preparing them for and returning them to a less restrictive program or community environment.

Demographics

| | KidsPeace | Jonesville Middle School | Bowdon High School | Carroll County | Georgia |
|---|-----------|--------------------------|--------------------|----------------|-----------|
| Distance from Charter School (in miles) | 0 | 2.3 | 0.3 | N/A | N/A |
| Total Population | 60 | 417 | 471 | 14,229 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 57% | 77% | 80% | 74% | 48% |
| Black | 42% | 16% | 16% | 19% | 38% |
| Hispanic | 0% | 2% | 1% | 3% | 8% |
| Asian/Pacific Islander | 0% | 0% | 0% | 0% | 3% |
| American Indian/Alaskan Native | 0% | 0% | 0% | 0% | 0% |
| Multiracial | 2% | 5% | 2% | 3% | 2% |

Special Populations

| | | | | | |
|-------------------|-----|-----|-----|-----|-----|
| ESOL | 0% | 1% | 0% | 1% | 3% |
| Gifted | 0% | 19% | 16% | 10% | 9% |
| Special Education | 97% | 17% | 12% | 14% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 98% | 54% | 59% | 52% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|---|------|------|
| Did your school make AYP? | No. Based on the two indicators (CRCT and attendance), our school did not make AYP due to low test scores on the 2006 CRCT (grades 6 - 8). See AYP report on the DOE website. | Yes | N/A |
| Is your school in needs improvement? | No | No | N/A |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Yes. Considering the high mobility rate and the average length of enrollment in our school being 6 - 8 months, our school had 100% participation as well as an earnest effort from every student tested. Another factor to be considered in our students' achievement on the state standardized tests is the fact that most of our students are functioning well below grade level, and all are being serviced under an IEP with the primary exceptionality of severe emotional behavior disorder.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

Although the results of the state standardized tests do not reveal student achievement that is required by the state for AYP, our school does track and monitor achievement and learning success through pre and post test on the Stanford Achievement Test (9th Edition) and various classroom assessment tools. An area of focus has been an increase in reading and writing across the curriculum. Our school has also utilized a volunteer reading specialist to help increase the students' reading skills.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

Because of our students' high mobility and not being enrolled in our school year after year, it is difficult to compare areas of improvement. Again, through using pre and post testing to measure improvement and success, our school also monitors individually, students on their improved classroom behaviors and emotions which have previously impeded their learning and success in school.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

Our school is unable to accurately track and compare student test scores from year to

year due to the average length of enrollment in our school and students not being with us from one year to the next. Our school does take the data from each year's test results to develop differentiated instruction and/or to identify areas in which improvement is needed.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

Our school will continue to use data from the state standardized tests as well as the pre and post testing to develop strategies which will help decrease the achievement gaps and improve classroom instruction and assessment of the students. Our school is in the process of implementing a mobile computer lab, which will enable every student to utilize a laptop and math software that will identify specific individualized math lessons to develop and/or enhance learning in mathematics. Our school will also continue to use reading and writing across the curriculum to help increase reading and improve writing skills.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

Our school will continue to monitor the promotion/retention rates of our students. This information will be used to track individual as well as school progress in each grade level, and the development of instructional strategies to meet the individual needs of the students enrolled in our school.

2.

Our school will continue to use pre and post testing results to determine student progress and/or the development of differentiated instruction needed to meet the individual needs of the students enrolled in our school.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

No. Parental involvement in our school is severely limited due to a majority of our students being in the custody of the Department of Family and Children's Services (DFCS) and/or the Department of Juvenile Justice (DJJ). Every student's legal guardian is invited to attend IEP meetings and/or other meetings regarding the students educational and therapeutic treatment. Student progress is monitored and reported to the legal guardian on a quarterly basis, or more often as needed, through

report cards, progress reports, ratings on IEP goals and objectives, and phone calls.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

Due to the limited parental/legal guardian involvement, our school is not measuring this area. We could do so through parent contact logs, meeting logs, etc. which would show the involvement of the parent/legal guardian.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

Our school will continue to hold quarterly board meetings which are open to the community. The purpose of these meetings will be to report the school's success, areas of improvement needed, concerns, etc. as they relate to the students, teachers, and school.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

To cultivate resilience in all kids. Because our students are highly mobile and are dealing with emotional, behavioral, and mental health issues, our school will utilize the mission and diverse teaching approaches to help our students become resilient and overcome situations that led to them being placed in our facility/school. Our school will work to provide our students the necessary instruction and education which will help empower them in becoming successful members in the community.

2.

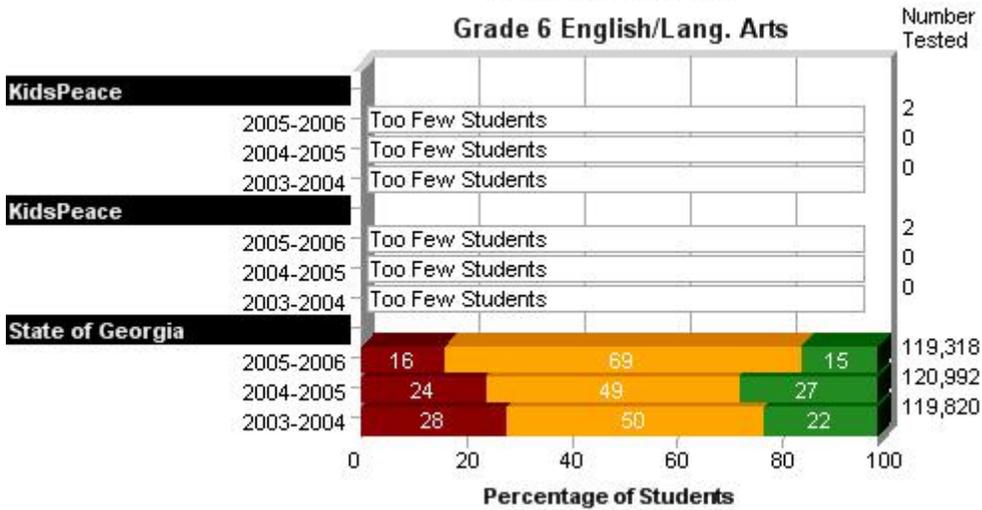
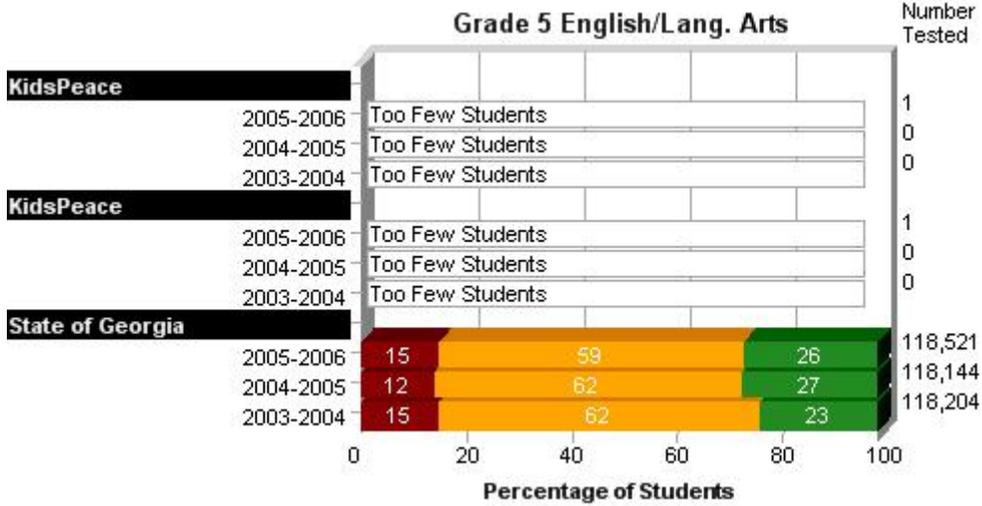
To help students succeed where they have struggled and develop a positive vision of the future. Through differentiated instruction and assessment, respect, care, and dignity, our school will provide opportunities for the students to learn and start making goals for their future.

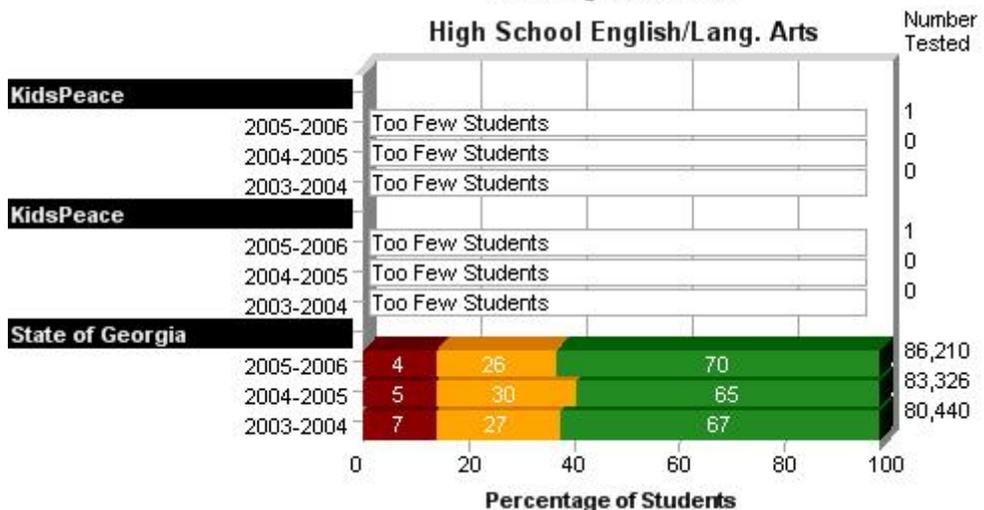
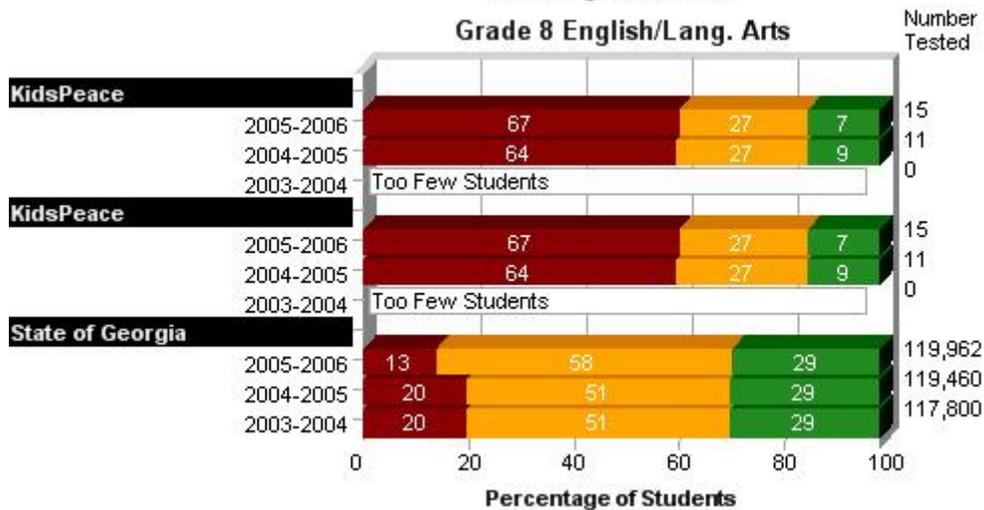
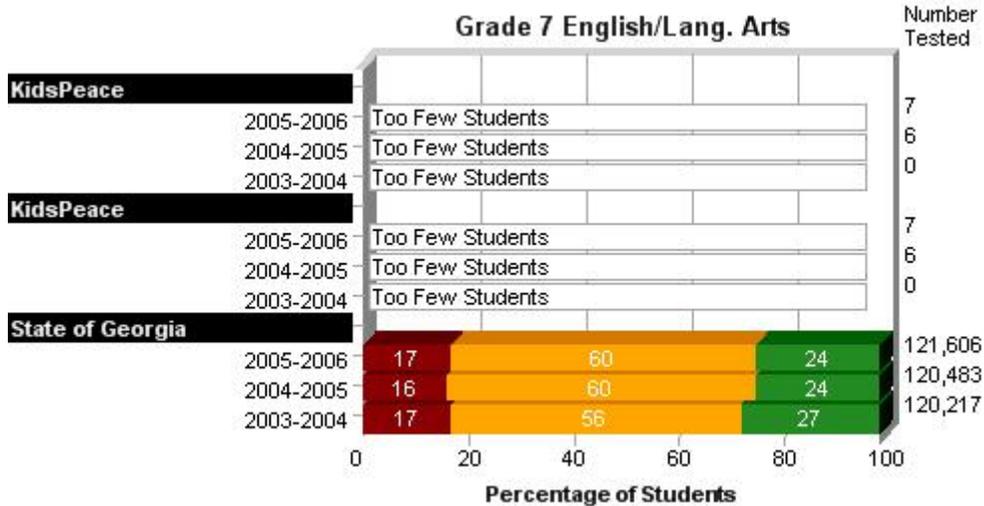
FINANCIAL ACCOUNTABILITY

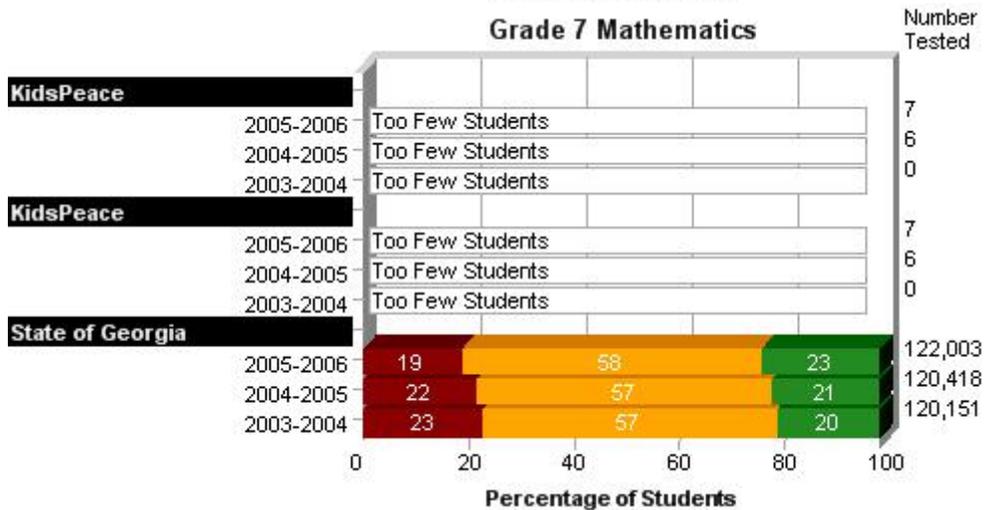
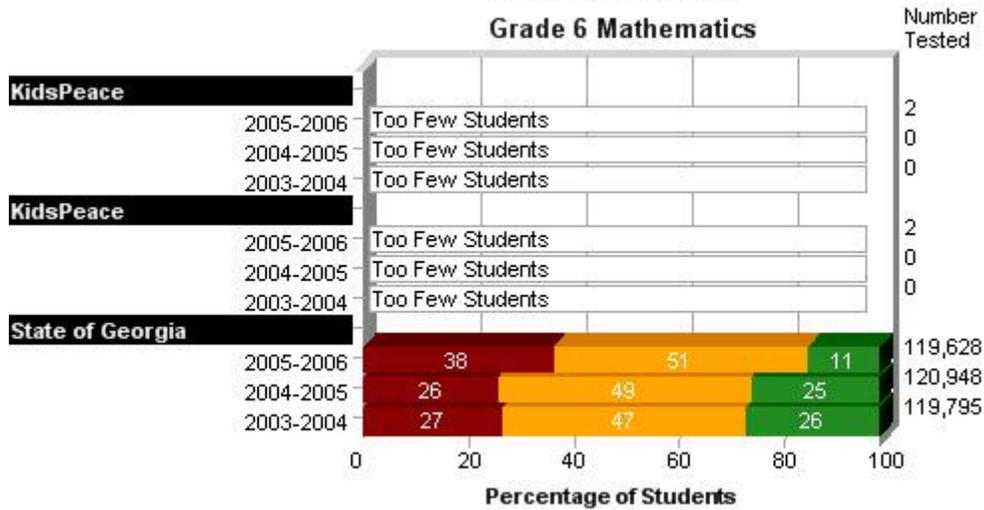
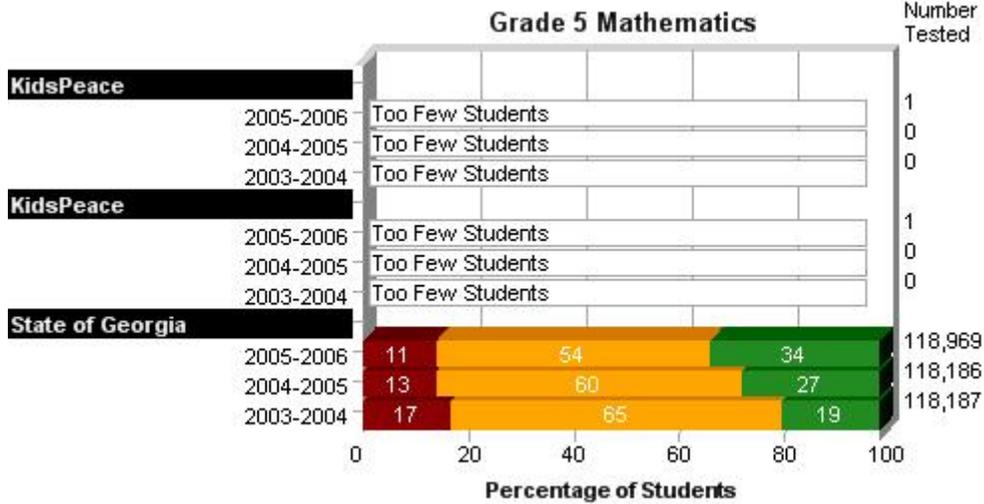
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| Did school have surplus at the end of the 2005-2006 school year? | Yes |
| Did school have a reserve fund? If so, what percentage? | No |

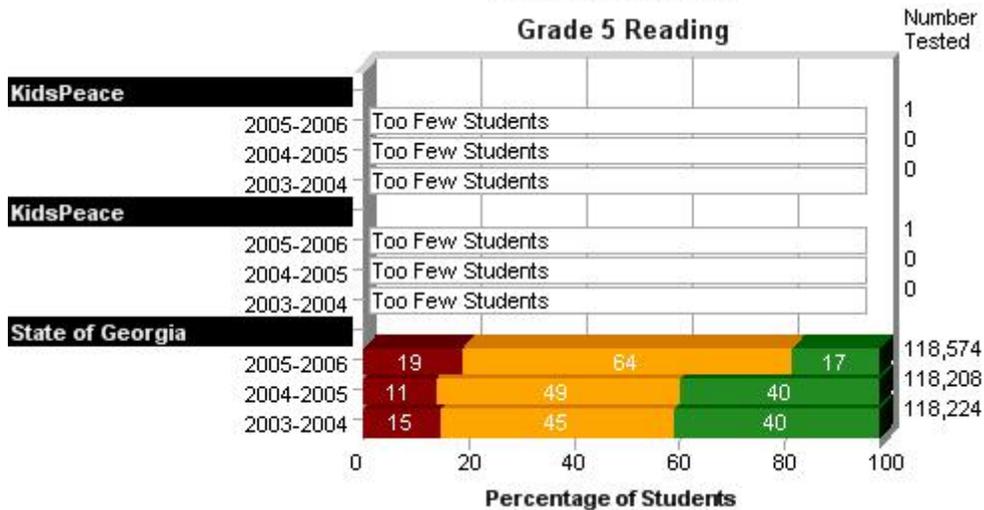
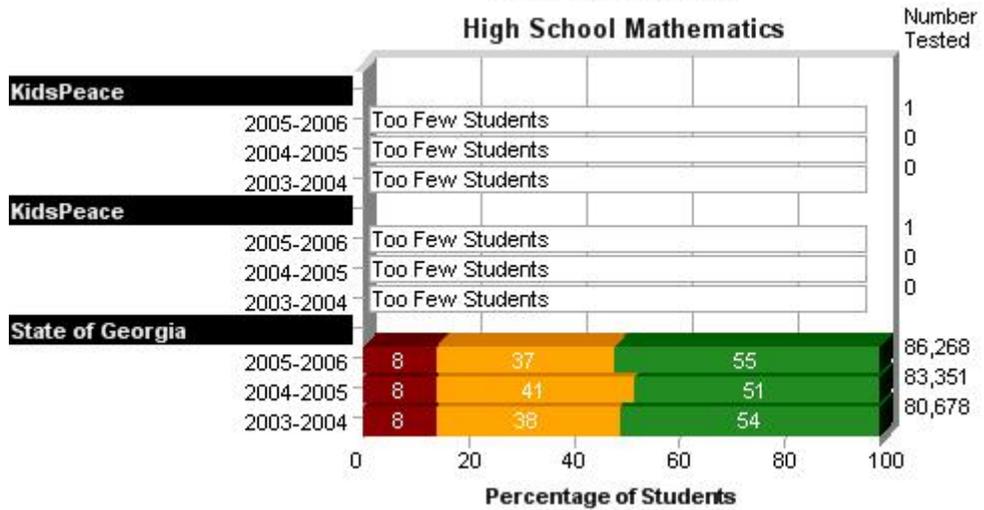
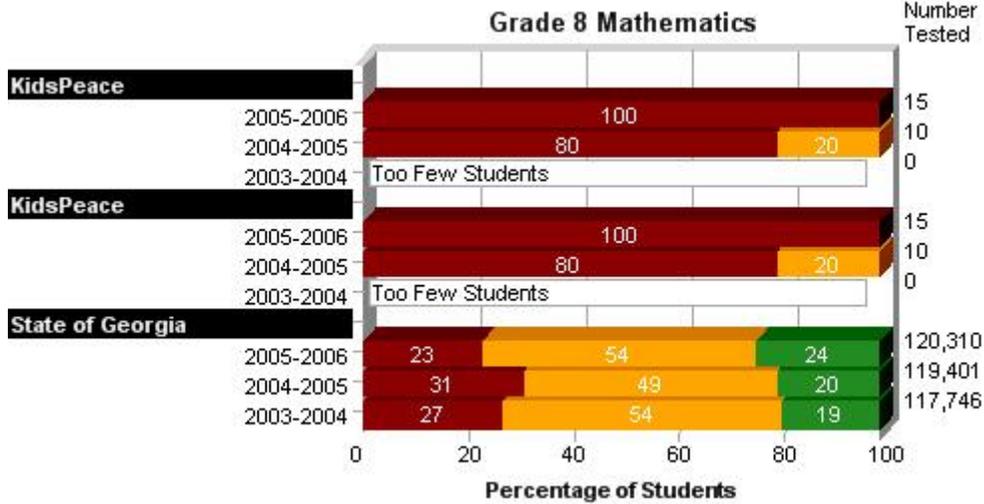
TEST RESULTS

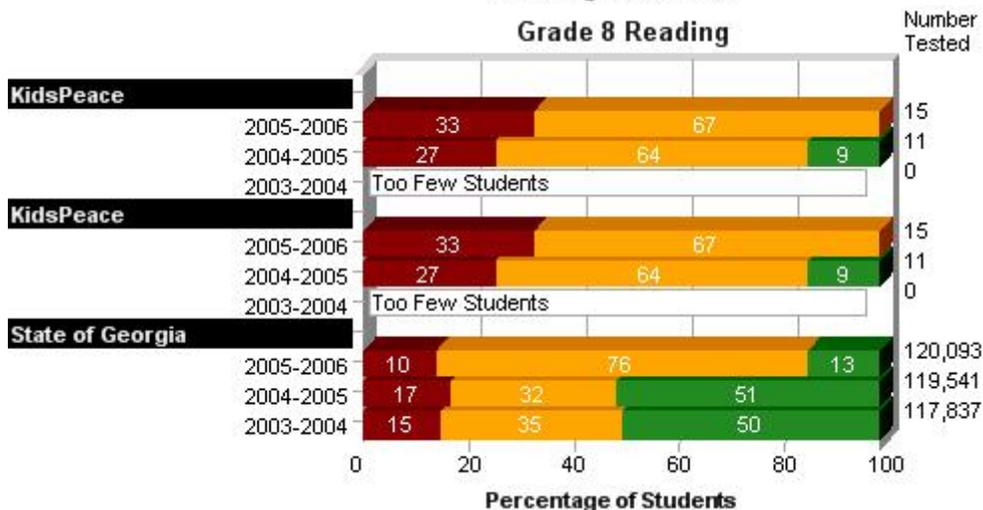
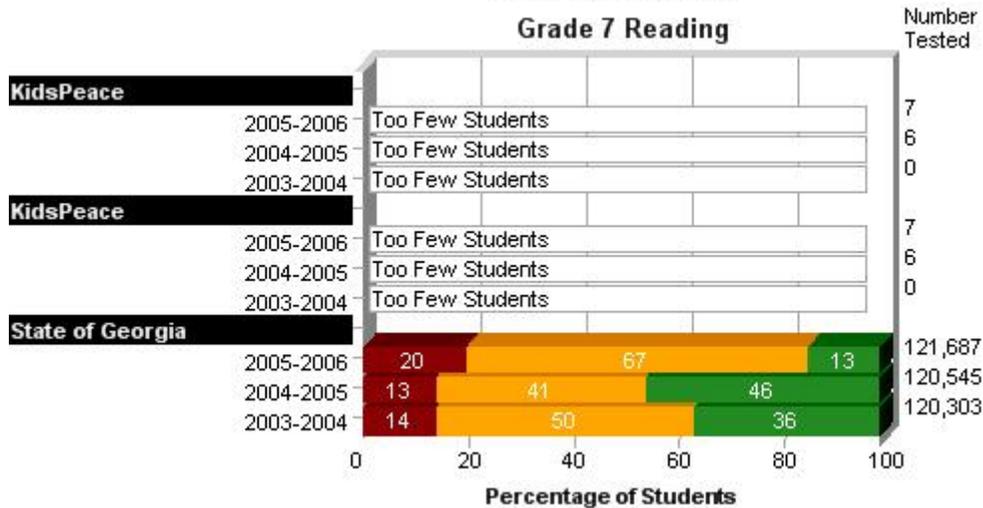
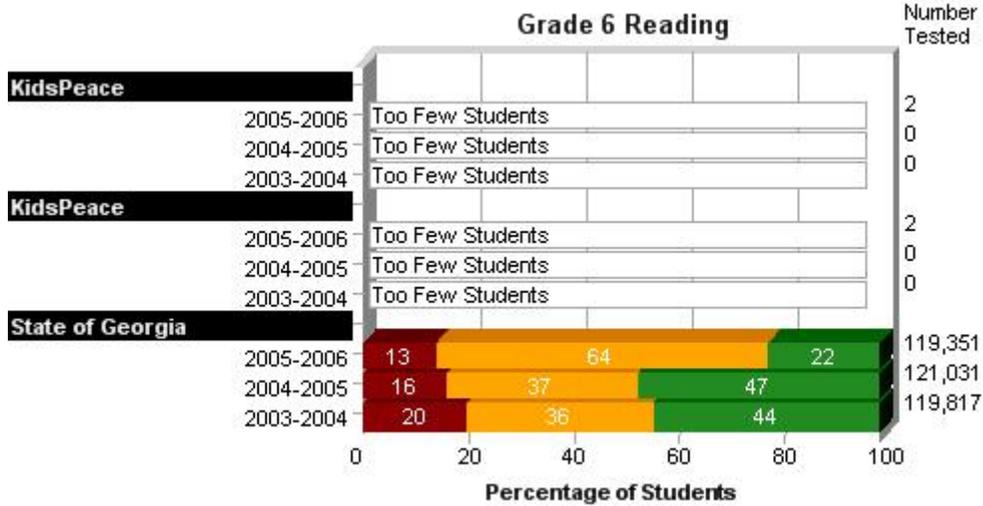
- Do Not Meet
- Meets
- Exceeds

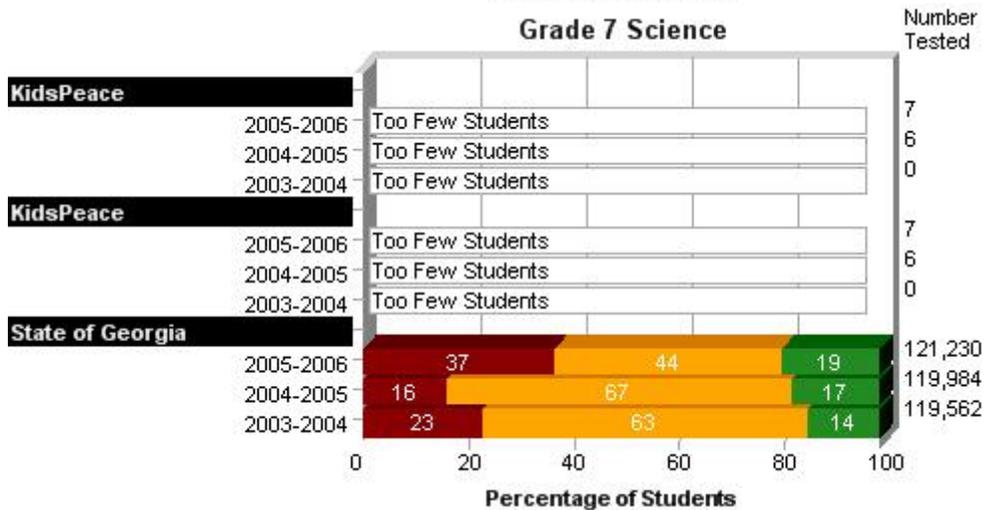
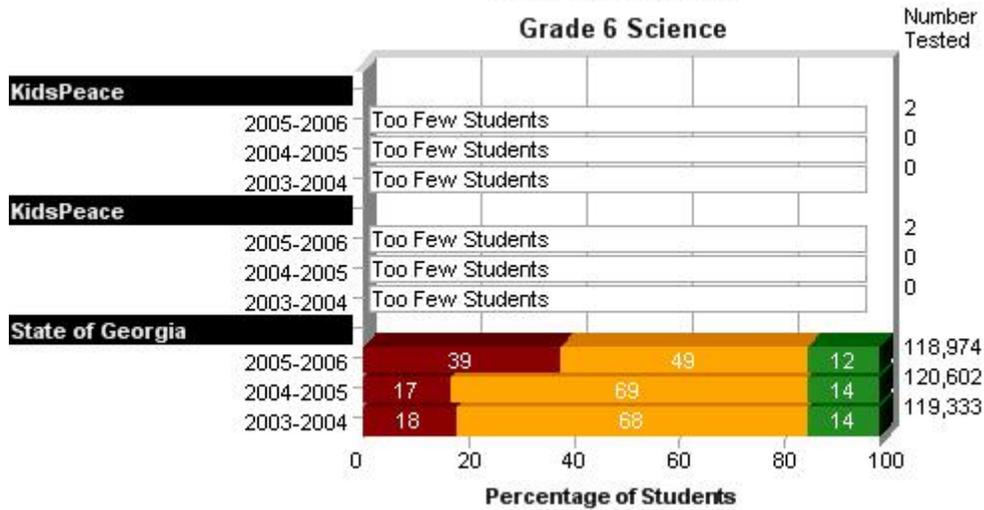
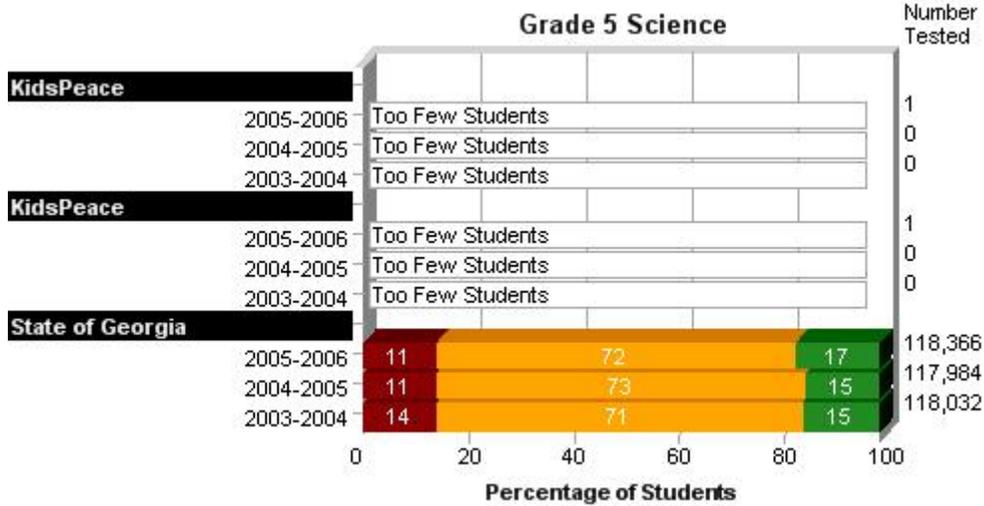


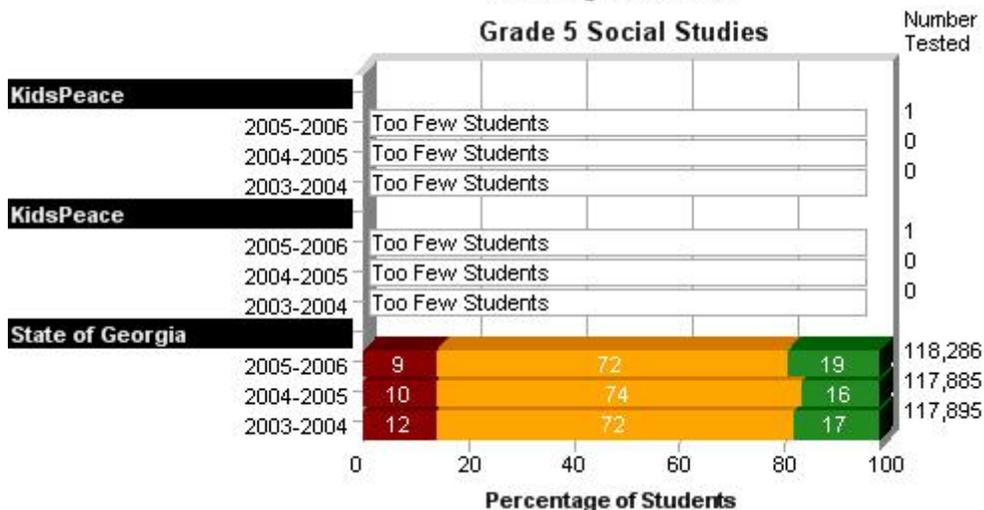
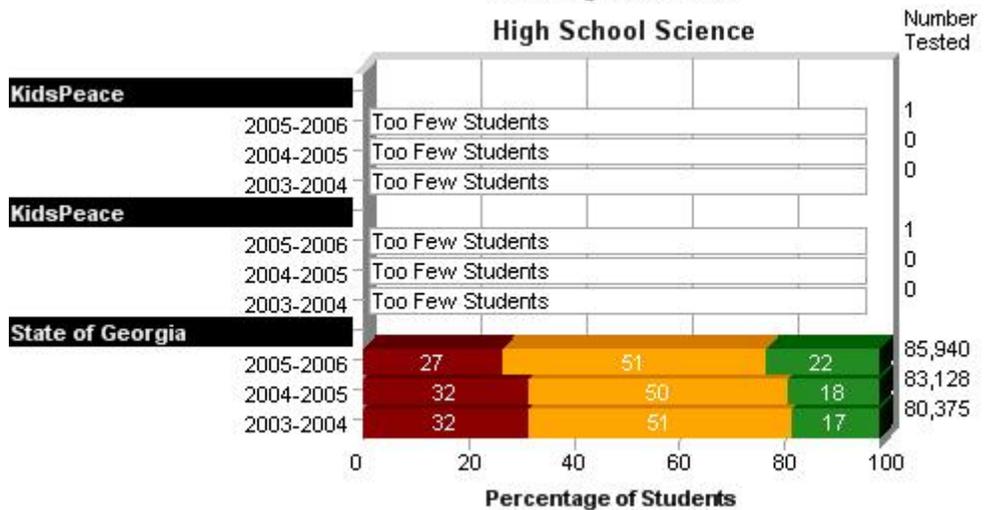
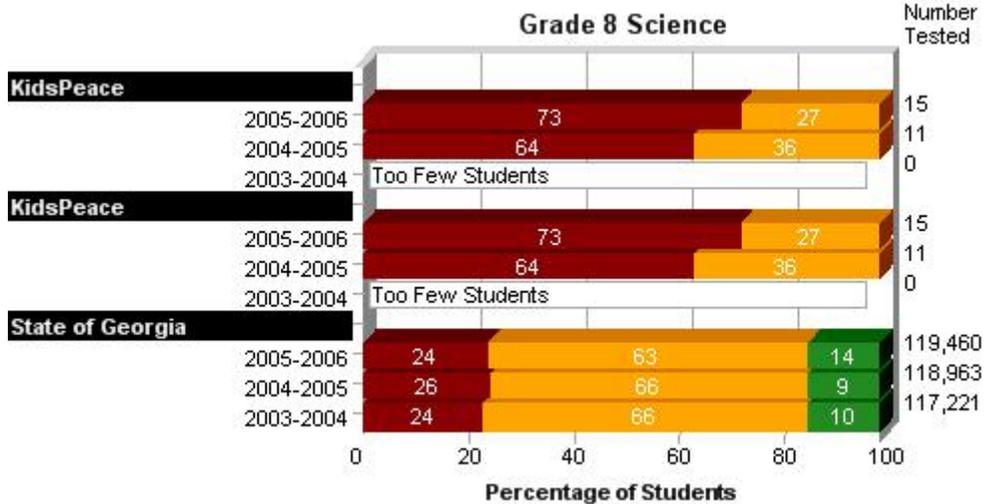


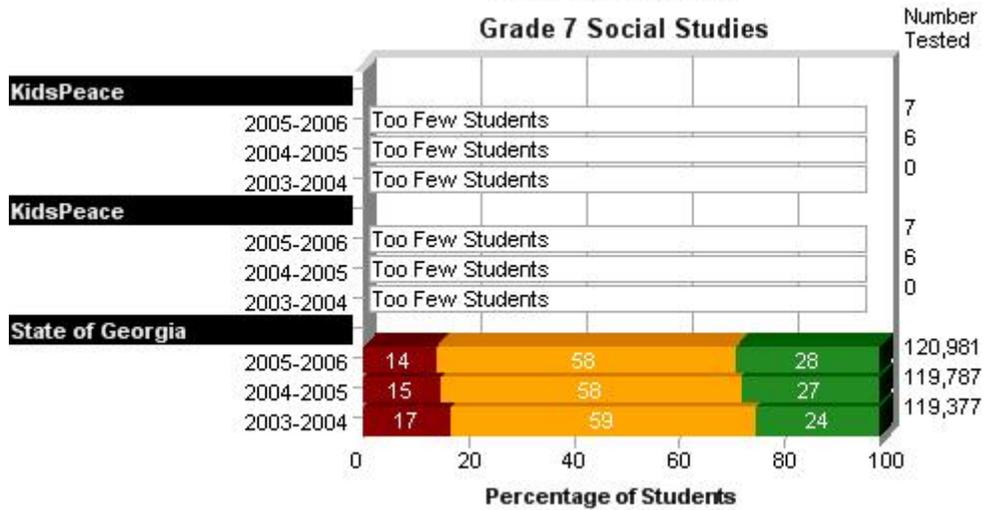
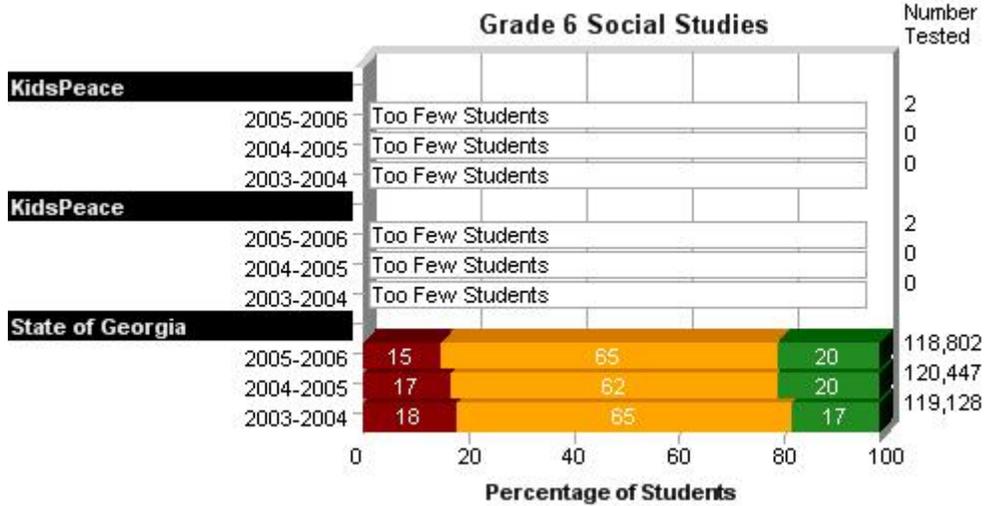


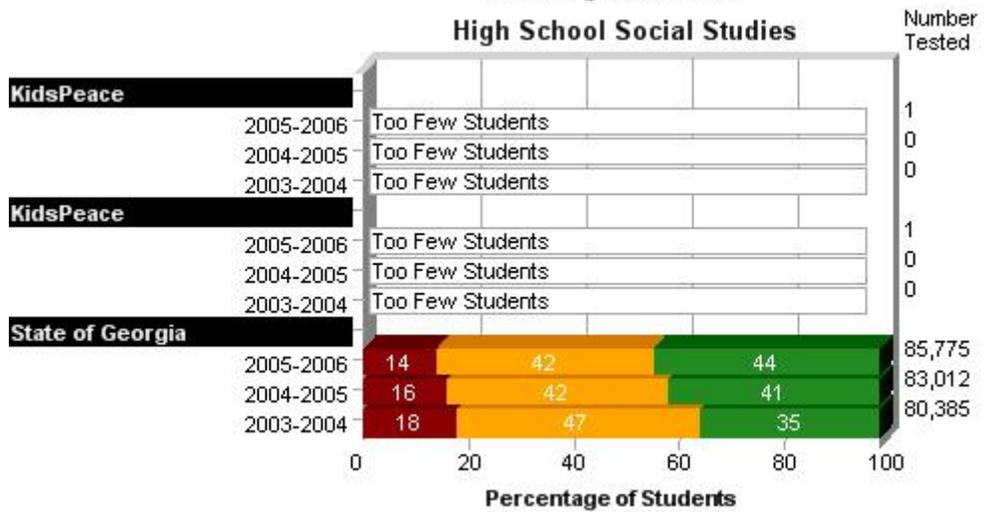
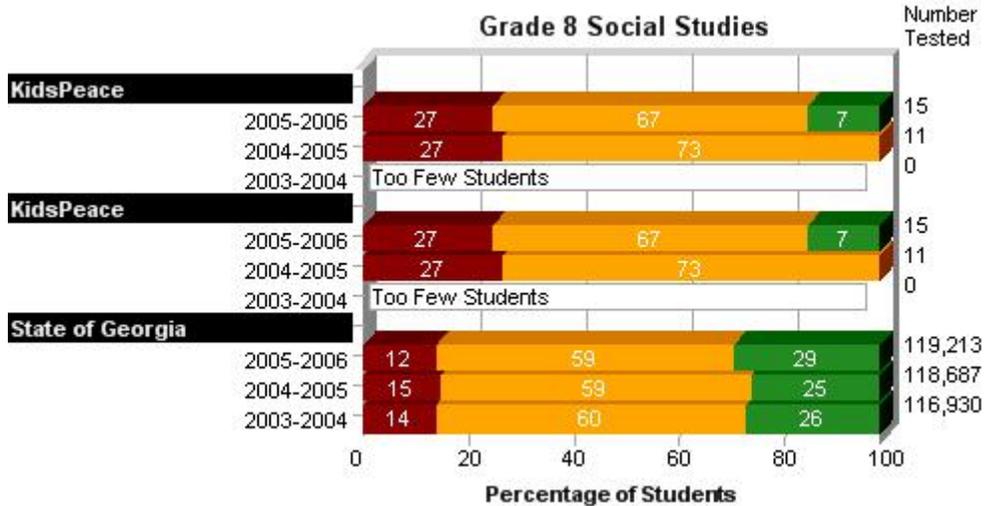












KINGSLEY CHARTER SCHOOL

Contact Information

Karen Graham
 2051 Brendon Drive
 Dunwoody, GA 30338
 678-874-8903

Basic Facts

| | |
|----------------|------------|
| District | DeKalb |
| Type | Conversion |
| Opened | 1998 |
| Grades Served | PK - 5 |
| Enrollment | 427 |
| Title I School | No |

Mission

The mission of Kingsley Charter School is to promote high expectations for students, faculty, and staff while encouraging each to develop and utilize unique and diverse strengths in a nurturing and creative environment.

At Kingsley Charter School, we believe:

All students will achieve in an environment where each individual is accepted, supported, valued and challenged.

Learning is enhanced through the incorporation of movement and arts.

High expectations and active parental support promote high student achievement.

Learning is maximized in an accepting and nurturing environment composed of a diverse student and faculty population.

All students are lifelong learners.

Good self-esteem is vital for maximum student achievement.

Demographics

| | Kingsley Elementary School | Vanderlyn Elementary School | Chesnut Elementary School | DeKalb County | Georgia |
|---|----------------------------|-----------------------------|---------------------------|---------------|-----------|
| Distance from Charter School (in miles) | 0 | 0.7 | 1.7 | N/A | N/A |
| Total Population | 383 | 828 | 568 | 99,544 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 45% | 79% | 37% | 10% | 48% |
| Black | 36% | 4% | 28% | 77% | 38% |
| Hispanic | 7% | 2% | 15% | 8% | 8% |
| Asian/Pacific Islander | 5% | 13% | 12% | 3% | 3% |
| American Indian/Alaskan Native | 0% | 0% | 0% | 0% | 0% |
| Multiracial | 7% | 2% | 8% | 2% | 2% |

Special Populations

| | | | | | |
|-------------------|-----|-----|-----|-----|-----|
| ESOL | 4% | 2% | 8% | 4% | 3% |
| Gifted | 26% | 37% | 23% | 10% | 9% |
| Special Education | 10% | 13% | 8% | 9% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|----|-----|-----|-----|
| % of Total Population | 29% | 3% | 32% | 64% | 50% |
|-----------------------|-----|----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | | | |
|--------------------------------------|------|------|------|
| | 2006 | 2005 | 2004 |
| Did your school make AYP? | Yes | Yes | Yes |
| Is your school in needs improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Kingsley Charter School students continue to meet our expectations in terms of academic performance on standardized tests. In the beginning of the 2005-2006 academic year, the faculty and staff set as our major academic goals the desire for 90% of our students to meet or exceed standards in Math and Reading and English/Language Arts on the 2006 CRCT. We achieved these two academic goals. This accomplishment was made possible by the hard work and dedication of our highly qualified and dedicated staff, the support of our parents who support the efforts of the school, our great community support, and our students who are enthusiastic about learning.

For the fourth consecutive year, Kingsley Charter School met Adequate Yearly Progress (AYP). In the content area of Math, 91.6% of all students met or exceeded Quality Core Curriculum (QCC) standards. In the content areas of Reading and English/Language Arts, 92.8% all students met or exceeded the new Georgia Performance Standards (GPS).

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

Our continued success in reading and math is highlighted by our test scores. A review of CRCT Reading scores reveals that students in grades 1 & 2 succeeded in the domains of Vocabulary and Comprehension. Strength areas for students in grades 3, 4, and 5 were in the domains of Reading for Literary Comprehension, Reading

Skills, and Vocabulary Acquisition. The instructional strategies and approaches used to achieve these results were differentiated reading instruction, Reading Renaissance/Accelerated Reader, Literature Circles, Wordly Wise, and the integration of Art, Music, Drama, and Movement.

Our success in math is also evident in our test scores. A review of our CRCT Math scores indicate students in grades 1 & 2 were successful in the domains of Number Sense/Numeration and Computation/Estimation. Strength areas for students in grades 3, 4, and 5 tend to vary. Students in grade 3 performed well in the domains of Number Sense/Numeration and Computation/Estimation. Students in grade 4 also performed well in the domains of Number Sense/Numeration and Computation/Estimation. Patterns and Relationships/Algebra and Geometry and Measurements were the strength areas of our grade 5 students. Differentiated math instruction, use of manipulatives, math websites, the use of individual white boards, and the integration of Art, Music, Drama, and Movement were instructional strategies used to achieve these results.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

A comparison of grade level performances cannot be adequately made in the content areas of Reading and English/Language Arts due to the difference in standards being tested. In 2004-2005, students were tested on the QCC standards in Reading and English/Language Arts. This past school year, students were tested on the Georgia Performance Standards. These two tests cannot be compared. A comparison can be made, however, in the content area of Math because students were tested on the QCC standards in both years.

A comparison of Math content data from the 2004-2005 to the 2005-2006 school year indicates students' mean scores regressed in grades 2 and grades 4. Grade 5 mean math scores decreased by one point. Improvement in math scores were found in grades 1 and grade 3.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

Our efforts to track student cohorts from year-to-year have been limited over the last few years. During the 2004-2005 school year, DeKalb County began ITBS testing in the fall instead of the spring. Therefore, tracking student cohorts has only been from Fall 2004 to Fall 2005 due to norm differences. ITBS testing for the 2006-2007 will begin in October.

The ability to track student cohorts from year-to-year for the CRCT is limited by the implementation and the assessment of the new Georgia Performance Standards in Reading and English/Language Arts last year. In the content area of Math, we have tracked student cohorts.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

Areas of concern revealed by students' standardized test scores include the number of 3-5th grade gifted students performing at Performance Level 2 in Math and the existence of an achievement gap between white and black students across all grade levels.

The following efforts are being made to address the underachievement of our gifted students. We will identify the Math domains needing improvement and incorporate more Math activities in the Daily Brain Busters and within the thematic units of study. To address the achievement gap between white and black students across all grade levels, we will conduct research to identify best practices to increase student achievement.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

As per Charter, the GKAP-R and the ITBS are other academic indicators used to measure our progress. Below are our results:

GKAP-R

It is our expectation that 94% of our Kindergarten students will obtain a Readiness Score for 1st grade. 2006 GKAP-R scores indicate 98% of our students were ready for 1st grade. We surpassed our goal.

2.

ITBS

Each year, it is our expectation that our grade 3 and grade 5 students will maintain a minimum of 10 or more percentage points higher than the county average in Math and Reading for students in grades 3 and 5. 2006 ITBS scores indicate students in grades 3 and 5 surpassed our goal in both Math and Reading.

| | | |
|-----------|--------|----------|
| 2005 ITBS | Math | |
| Grade | DeKalb | Kingsley |
| 3 | 56 | 80 |
| 5 | 55 | 77 |

2005 ITBS Reading

| Grade | DeKalb | Kingsley |
|-------|--------|----------|
| 3 | 54 | 83 |
| 5 | 55 | 79 |

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

The level of parental and community involvement in Kingsley Charter Elementary School exceeds expectations as our parents are committed to the goals and objectives of the charter. In the past three years they have logged over 23,000 service hours at the school. A yearly average of 8,000 hours is projected for the current charter period, ending in 2006-2007. This is 21% greater than the average yearly service hours logged in the prior three-year charter period. In the last three years, average parent service hours per family averaged nearly 27 per year, over 50% more than the 16 hours required in the Charter.

When our parents were surveyed about what they liked most about Kingsley Charter Elementary School, the overwhelming responses were “parent involvement” and Brain-Based learning. Parents, teachers, and staff see the positive outcomes of working together towards academic goals.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

Parental involvement at Kingsley will be measured by dividing the total number of volunteer hours by the number of families in the school. Kingsley will continue to facilitate communication between the school and parents regarding opportunities for parent involvement. While all parents are required to volunteer 16 hours per family per year, we are presently averaging 24 hours per family or 150% of our requirement. With volunteer service hours so high it is our goal to maintain this level of commitment for the next three and in future years.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

Parental and community involvement will continue to be stressed and actively sought for support of Kingsley Charter School via the Parental Involvement Contract. Parents are asked to sign and agree to the contractual terms of this document which includes the requirement of 8 hours per semester (16 hours per school year) per family in volunteer services as described in the Kingsley Charter. Additionally, families will be constantly made aware of and provided with service opportunities that may be performed at home, in the classroom, at school during the week or weekend, at school bus locations, or at school activities held away from school. Once per semester, the Parental Service Coordinator will provide parents a progress report

(in English or Spanish, as appropriate) that will disclose volunteer service hours accumulated for the current school year. Parents may also track service hours using an online tracking tool through K12 Ambit.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

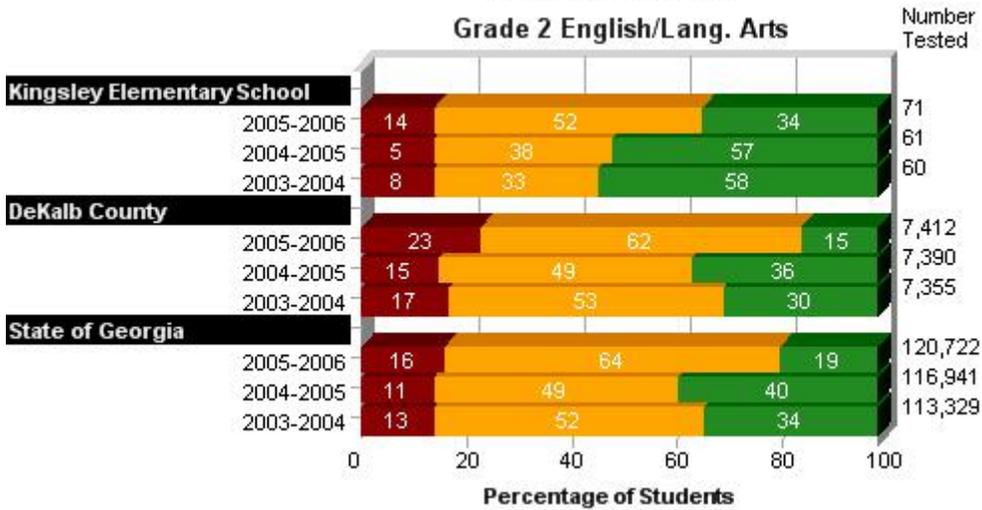
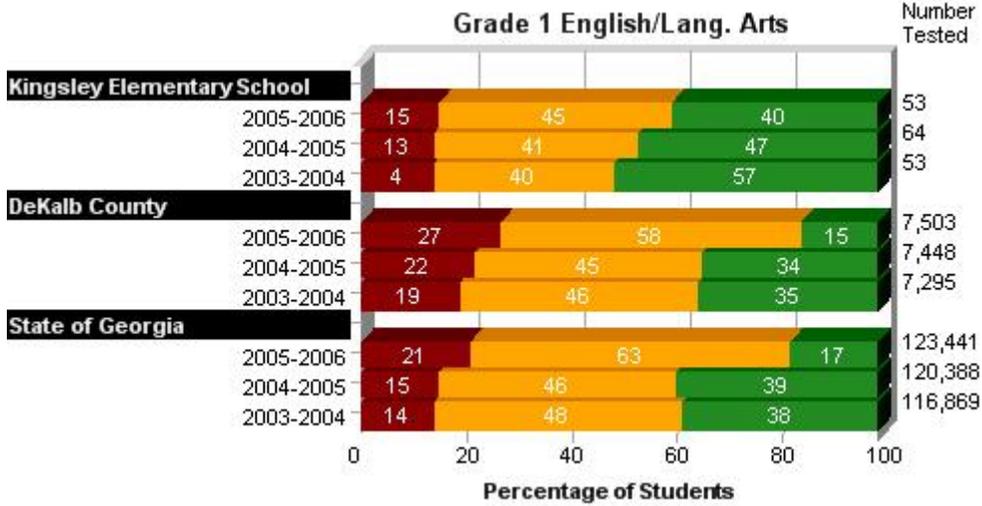
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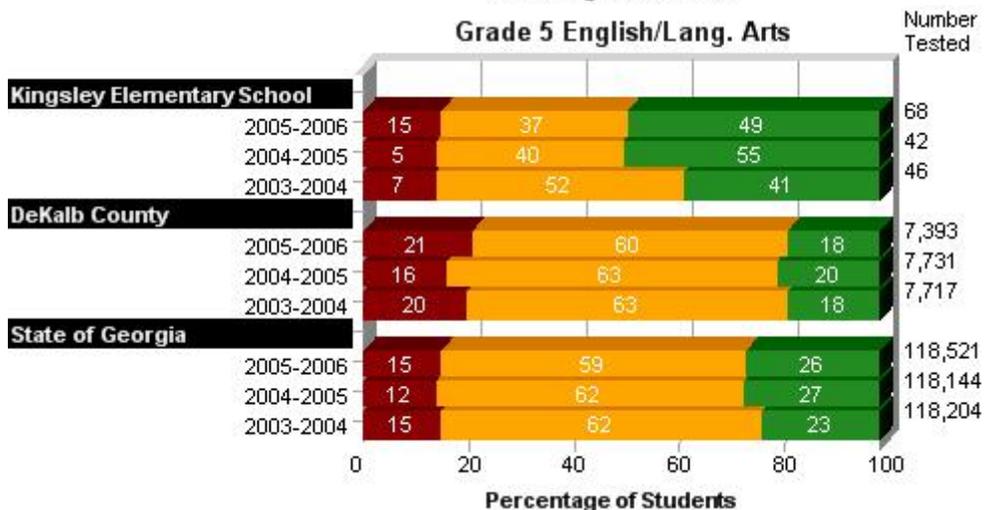
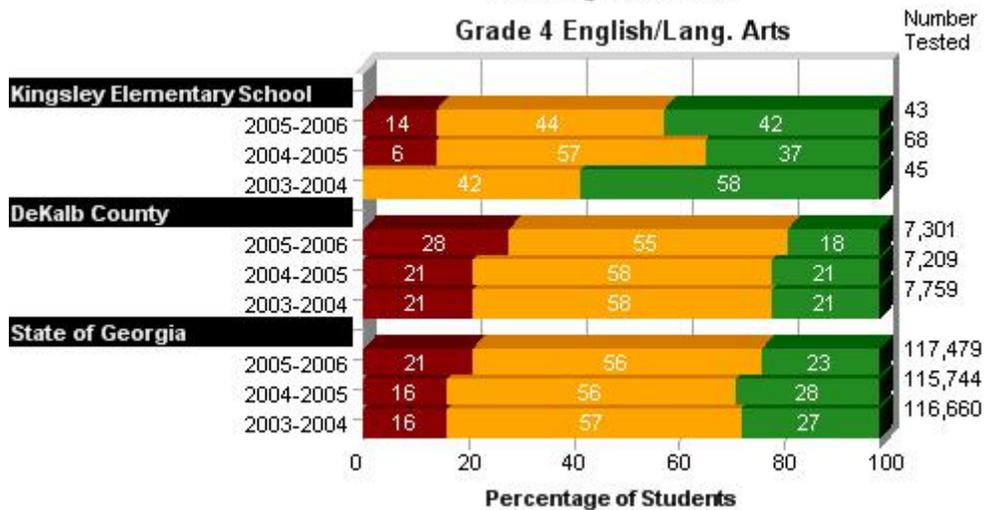
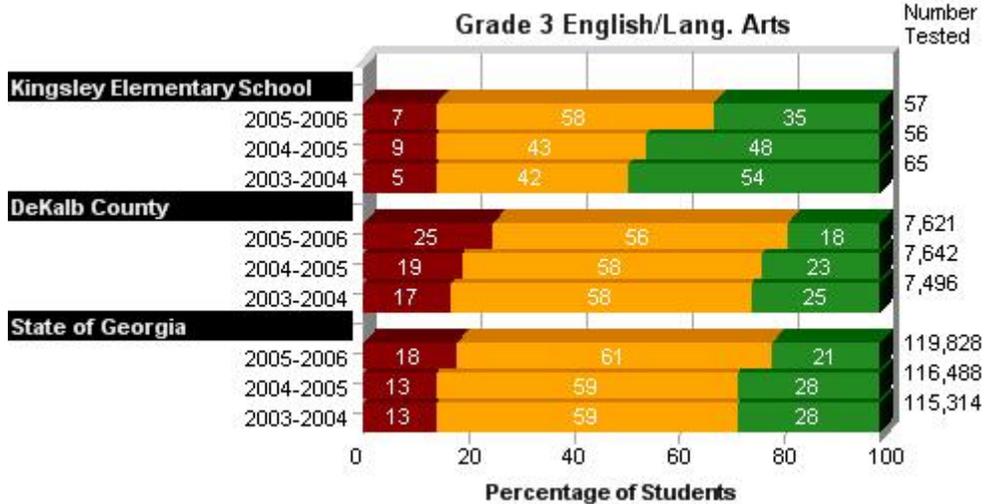
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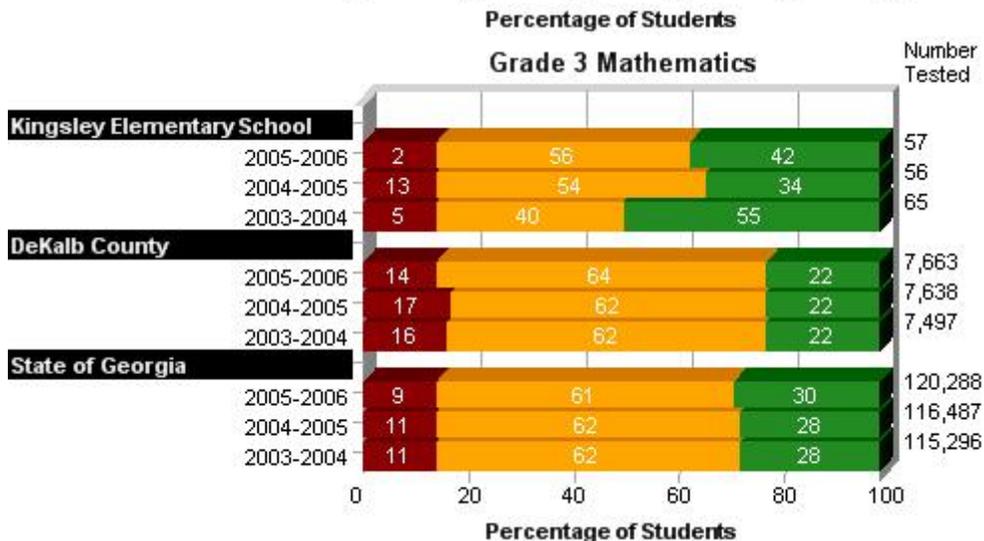
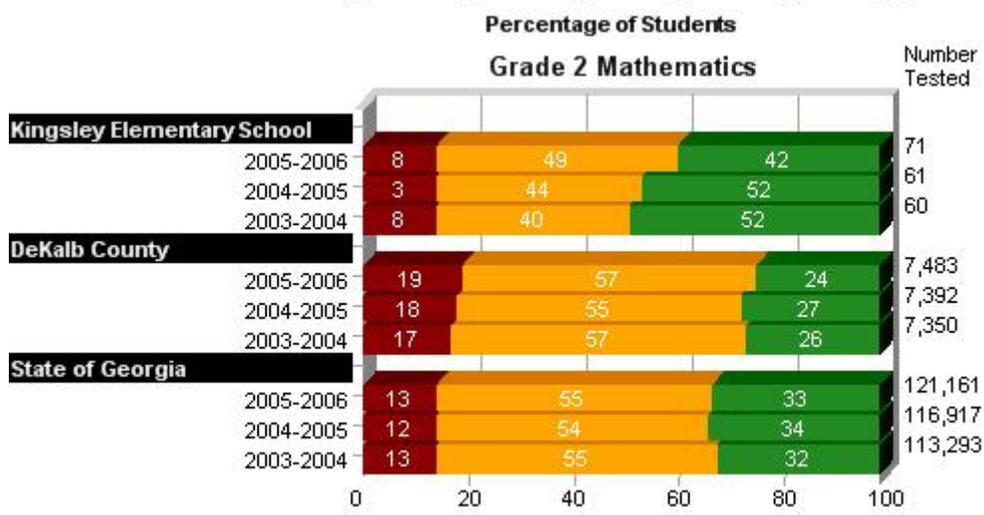
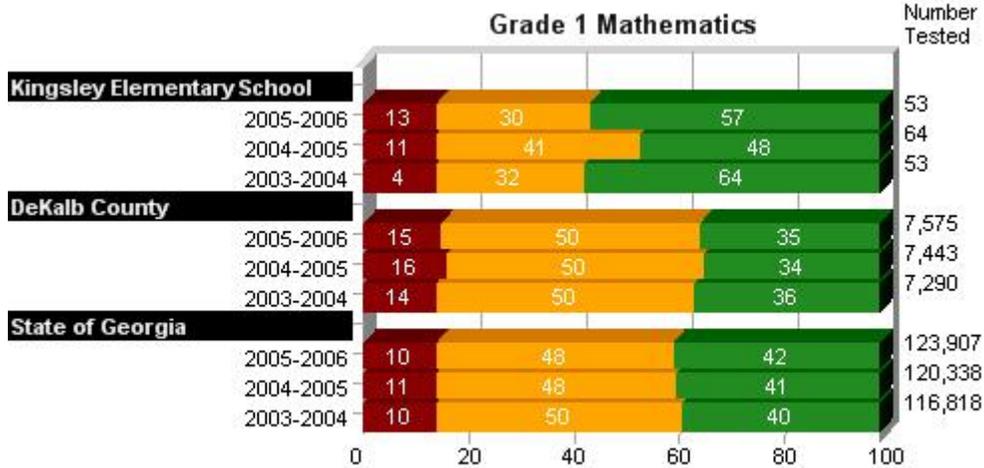
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| Did school have surplus at the end of the 2005-2006 school year? | Yes |
| Did school have a reserve fund? If so, what percentage? | Yes; 10% |

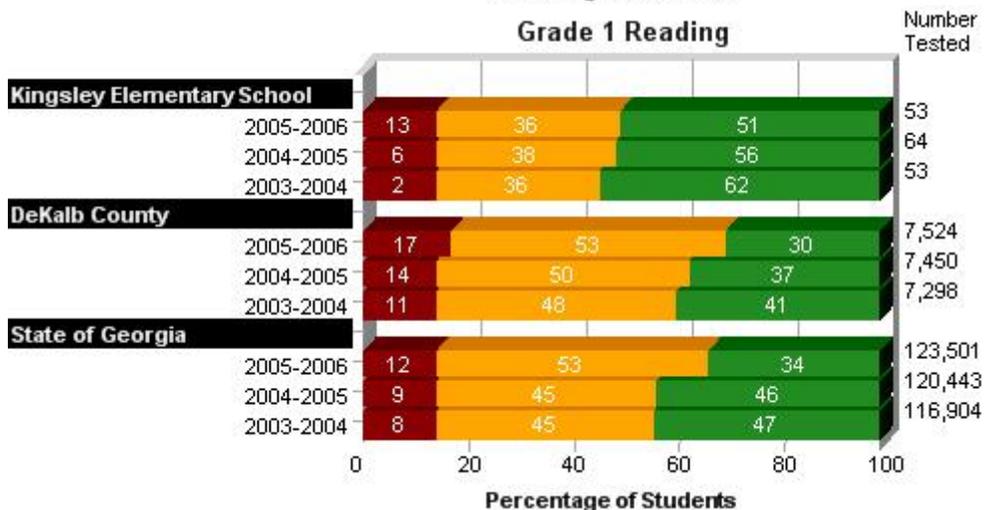
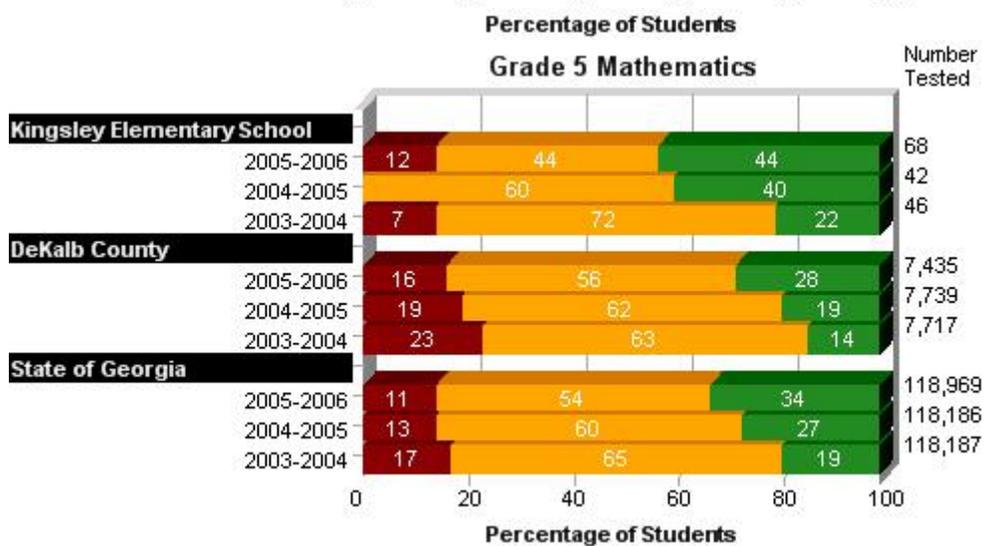
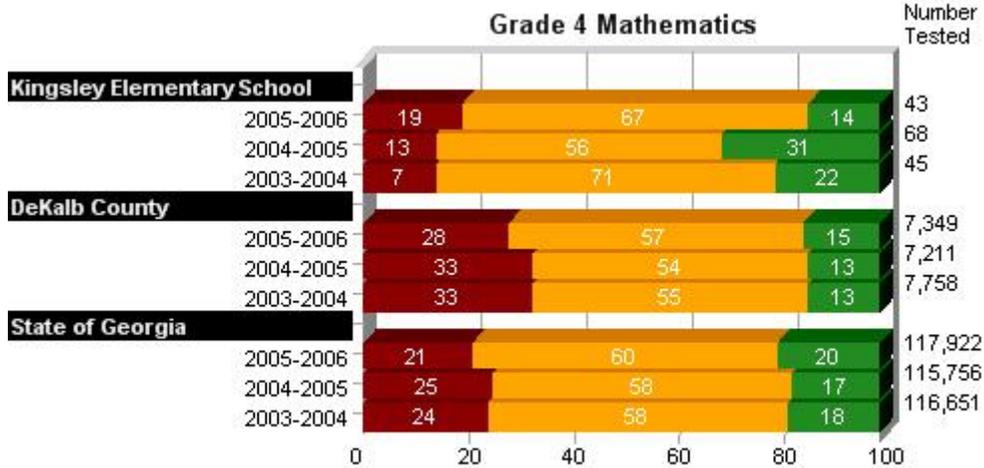
TEST RESULTS

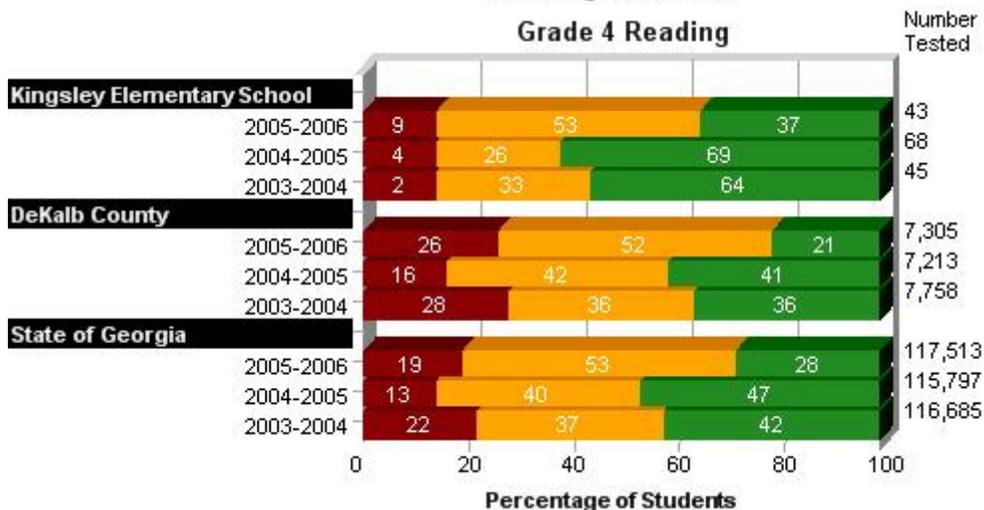
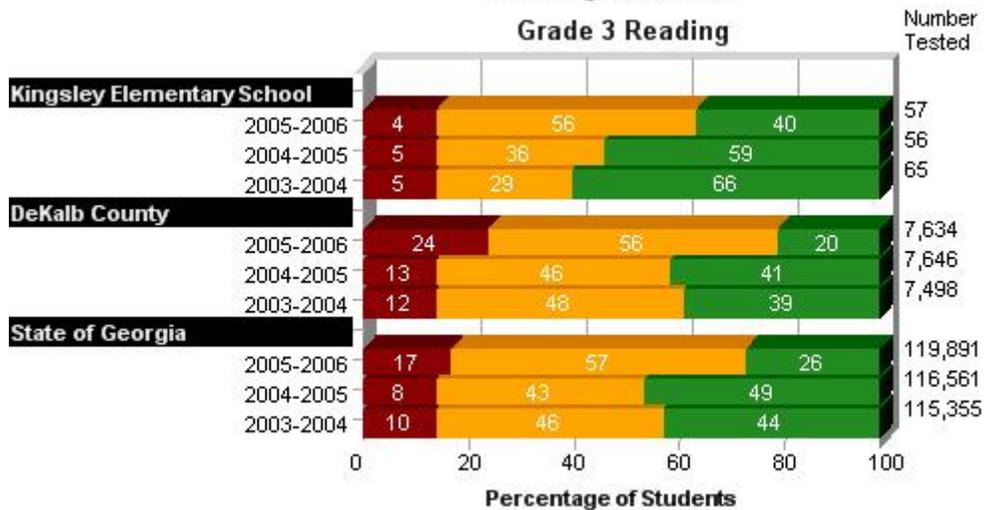
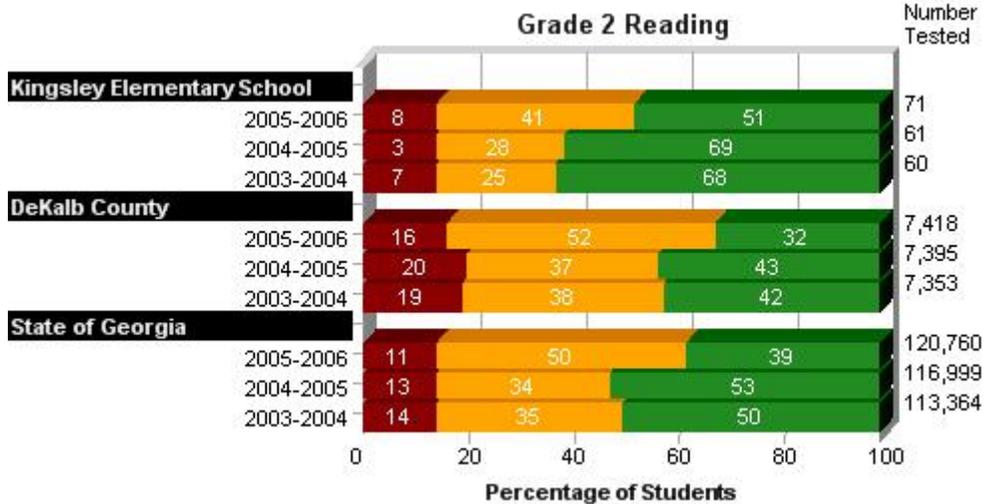
- Do Not Meet
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- Exceeds

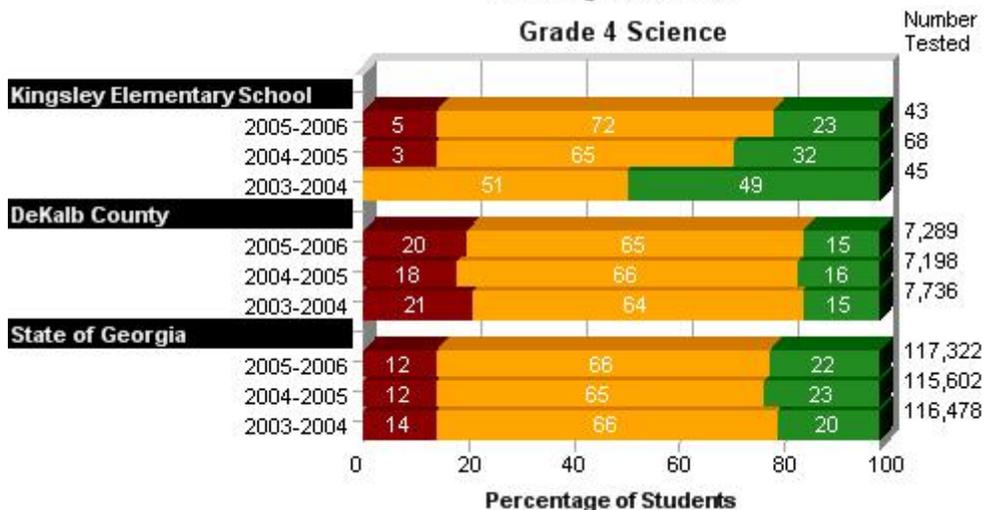
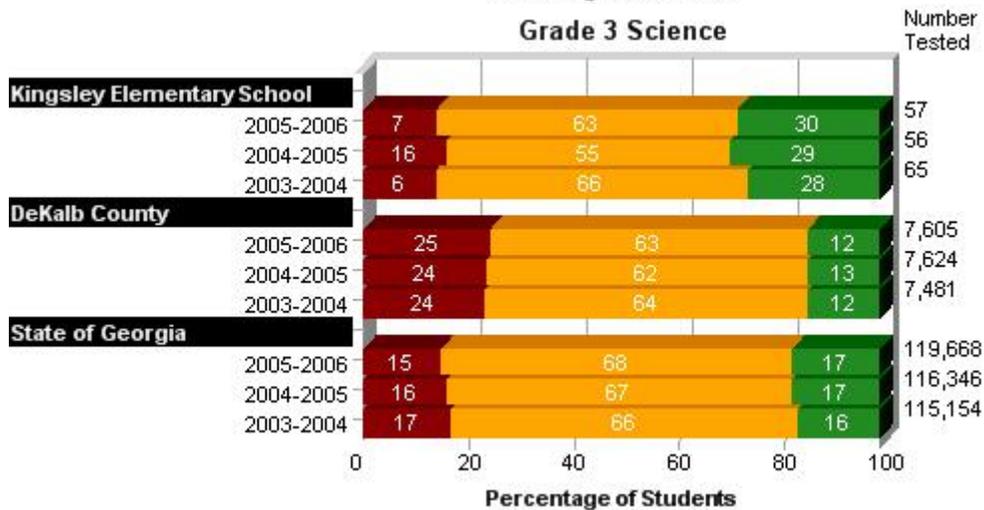
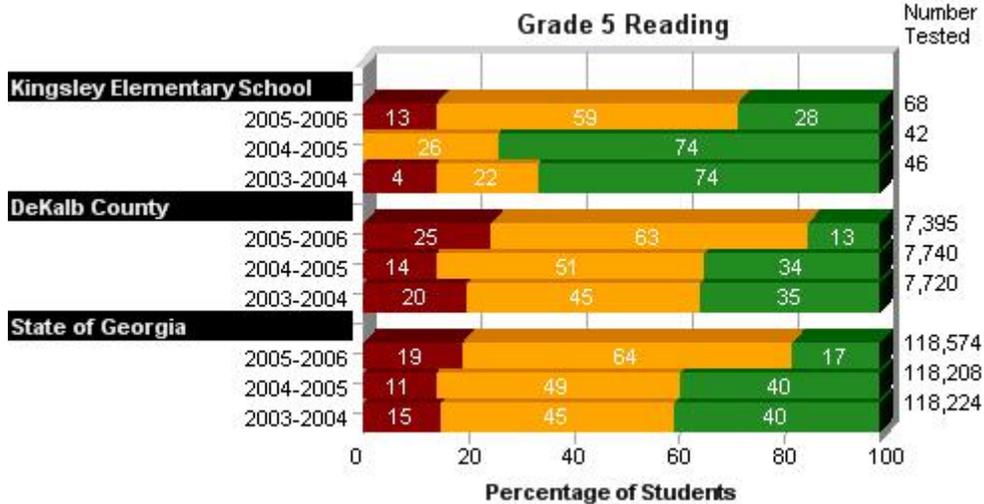


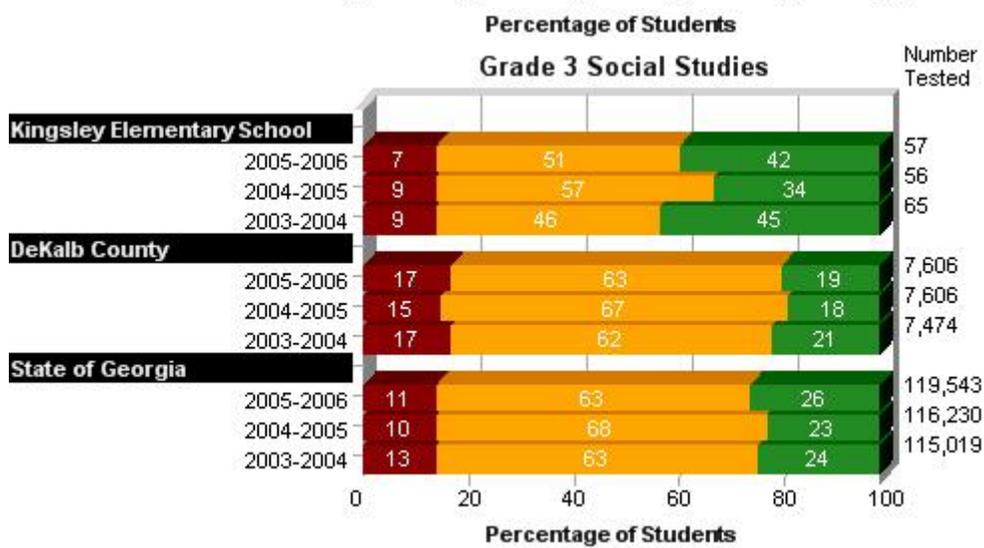
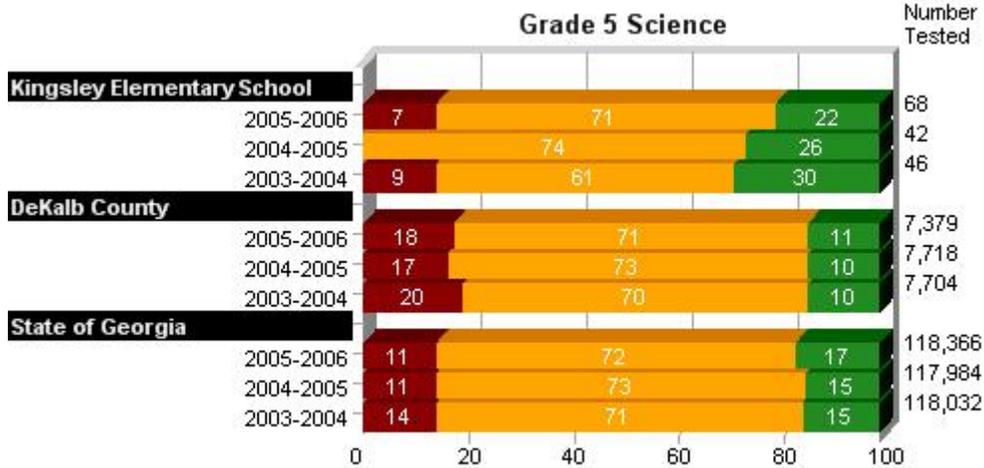


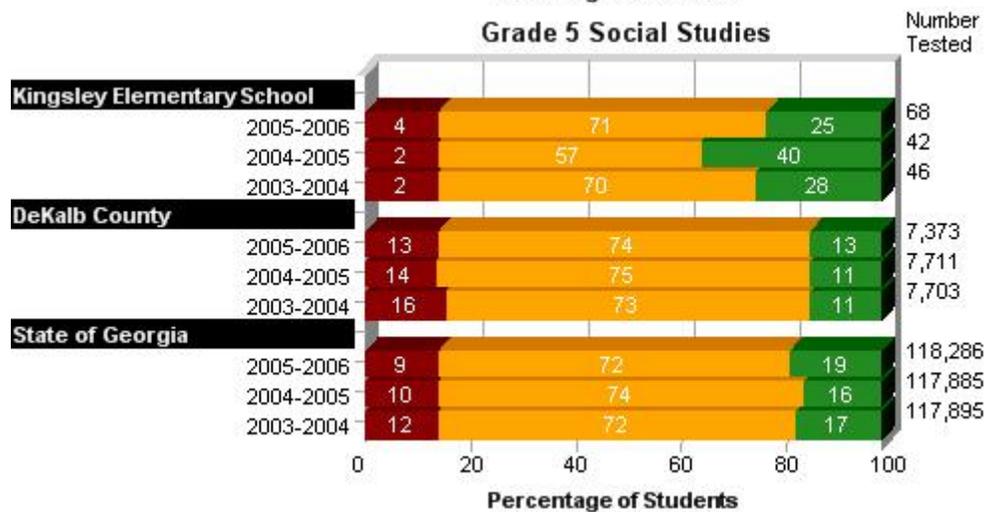
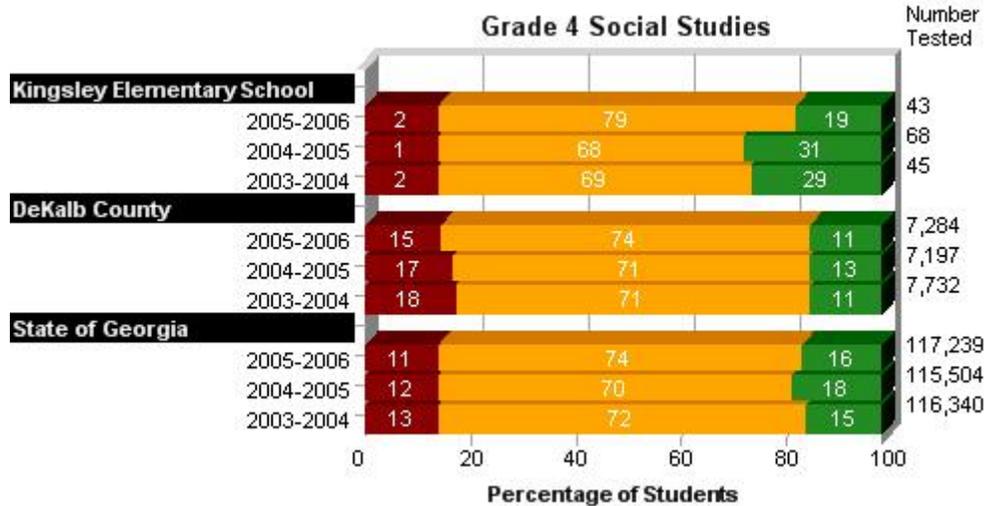












KIPP SOUTH FULTON ACADEMY

Contact Information

Marina Volanakis
 1286 East Washington Avenue
 East Point, GA 30344
 678-278-0160

Basic Facts

| | |
|----------------|----------|
| District | Fulton |
| Type | Start-Up |
| Opened | 2006 |
| Grades Served | 5 - 7 |
| Enrollment | 198 |
| Title I School | Yes |

Mission

The mission of KIPP South Fulton Academy is to strengthen the knowledge, skills, character, and physical fitness of students in South Fulton County, thereby creating opportunities for success in top quality high schools, colleges, and the competitive world beyond the classroom.

Demographics

| | KIPP Charter School | Walden Middle School | King Middle School | Fulton County | Georgia |
|---|---------------------|----------------------|--------------------|---------------|-----------|
| Distance from Charter School (in miles) | 0 | 0.9 | 1 | N/A | N/A |
| Total Population | 213 | 284 | 637 | 79,192 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 0% | 0% | 4% | 40% | 48% |
| Black | 94% | 90% | 91% | 40% | 38% |
| Hispanic | 3% | 10% | 4% | 9% | 8% |
| Asian/Pacific Islander | 1% | 0% | 0% | 7% | 3% |
| American Indian/Alaskan Native | 0% | 0% | 0% | 0% | 0% |
| Multiracial | 1% | 0% | 0% | 3% | 2% |

Special Populations

| | | | | | |
|-------------------|----|----|-----|-----|-----|
| ESOL | 1% | 8% | 1% | 4% | 3% |
| Gifted | 0% | 6% | 4% | 14% | 9% |
| Special Education | 4% | 9% | 14% | 11% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 51% | 93% | 93% | 37% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | Yes |
| Is your school in needs improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Yes, we were very pleased with our students' performance on the standardized tests last year. At KIPP South Fulton Academy (KIPP SFA), our fifth graders take the ITBS in the fall, and then students in all grade levels take both the ITBS and the Georgia CRCT in the spring.

On the ITBS, one of our goals is for each cohort of students to score in at least the 50th percentile in all core subject areas by the time they graduate from KIPP SFA in the eighth grade. We have either already achieved this goal, or are well on our way, with each of the three cohorts of students who attended our school last year. Our founding class of students, who comprised our seventh grade class in 2005-2006, came to us in the fifth grade below average in all subject areas. Three years later, at the end of their seventh grade year, this cohort scored in the 58th percentile in reading, the 66th percentile in math, and the 75th percentile in language arts. These scores demonstrate that our founding students are not only outperforming their district peers in our community, but they are now on par with high-achieving students throughout the district, state, and nation. Our second class, last year's sixth graders, entered KIPP SFA in the fifth grade even further behind in their reading, math, and language arts skills; in the fall of their fifth grade year, they scored in only the 26th percentile in reading, the 27th in math, and in the 39th in language arts. By the spring of 2006, however, they had made significant progress toward our goal of the 50th percentile in all subjects; in two years at KIPP SFA, these students had moved to the 45th percentile in reading, the 46th percentile in math, and the 55th percentile in language arts. We are confident that this cohort will be scoring well above average by the end of their eighth grade year at KIPP SFA. Last year's fifth grade class started much stronger and made impressive gains in just one year; they were already well above average by the spring of 2006, scoring in the 60th percentile in reading, the 71st in math, and the 67th in language arts.

On the CRCT, we aim for our students to outperform their peers in all of the district middle schools in South Fulton County by the time they reach the eighth grade. Our first two classes of students, who were in our sixth and seventh grades last school

year, are well on their way to achieving that goal. Of the eight public middle schools in South Fulton County, our sixth graders last year had the highest passing rate in reading; the second highest in math; the third highest in language arts; the second highest in science; and the highest passing rate in social studies. Our seventh graders, meanwhile, earned the highest passing rate of all eight public middle schools in South Fulton County in all five subject areas.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

Last year our students performed particularly well in the areas of reading and math, posting larger gains in a single year than we'd ever seen before at KIPP South Fulton Academy. We attribute this success to several new instructional strategies that we implemented.

First, all of our teachers were much more systematic about aligning their instruction with the curriculum standards, tracking student mastery of each skill, and then using data about student skills to drive their instruction. All of our teachers were required to give weekly quizzes assessing student mastery of the skills that had been taught that week, and to use the data from these assessments to record each student's mastery of the skills. Teachers also posted charts in their rooms with all of the curriculum standards and each student's name, so that students could see their progress toward mastery of all of the skills. Most importantly, teachers not only knew where each child was in terms of their skills, but they used this data to drive their instruction. When teachers saw that students were lacking certain skills, they would reteach those skills until those students mastered them. In order to make this very systematic approach to the curriculum work, our teachers had become proficient in differentiating instruction in the classroom. They had to develop more student-centered classrooms, in which the students were grouped according to skill levels, and different groups of students were working on different skills. Teachers would also differentiate assignments and assessments, giving more challenging work requiring higher order thinking skills to students who were more advanced, and more basic work to our struggling learners.

Another strategy that helped us meet the needs of all of our learners was the development of special classes for students with special learning needs. First we developed an honors homeroom at each grade level for our most accelerated learners. The establishment of this honors class enabled us to meet the needs of those students who were ahead of grade level and needed additional challenges in order to stay engaged in the learning process and continue to make academic gains. At the same time, we created special "Sankofa" classes that provided remediation for students who were behind grade level in reading and math. We had full-time teachers for Sankofa reading and Sankofa math – these teachers worked with no more than eight students at a time, and they focused on the fundamental skills that the students needed to get on grade level and continue to move forward.

3. Describe the grades and content areas in which your students' performance improved from the previous

year. Describe the grades and content areas in which your students' performance did not improve or regressed.

If we compare our Georgia CRCT scores from the 2005-2006 school year to the scores of students in the same grade level the previous year, we find that our passing rates increased in most areas. For example, our fifth grade passing rates improved in math, science, and social studies. Last year, 89% of our fifth graders passed the math portion of the CRCT, as compared with only 79% of our fifth graders in the year before. 88% of our fifth graders passed the science portion of the CRCT last year, compared to only 75% of our fifth graders the year before. The largest improvement in our fifth grade CRCT scores was in social studies, where we saw our passing rate improve from only 77% in spring 2005 to 92% in spring 2006.

When we compare our sixth grade CRCT scores in spring 2006 to the same grade level's scores the year before, we see similar improvements. In reading, our sixth graders' passing rate improved from 83% in spring 2005 to 86% in spring 2006. In language arts, our sixth graders' passing rate improved from 78% in spring 2005 to 83% in spring 2006. And in the sixth grade as in the fifth grade, we saw our largest margin of improvement; while only 73% of our sixth graders passed the CRCT in social studies in spring 2005, our passing rate in social studies in 2006 was 87%.

There were some areas in which our CRCT passing rates decreased last year from the year before. These areas were: fifth grade reading, fifth grade language arts, sixth grade math, and sixth grade science. Although there were probably many factors that contributed to these decreases, we believe that one major factor is that the State of Georgia switched from the Quality Core Curriculum Standards to the Georgia Performance Standards in each of these subject areas last year. The standards on which the students were tested changed, and the tests themselves were qualitatively very different, and therefore a comparison of the students' passing rates in these areas from year to year is not very meaningful.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

The most effective way for us to track each cohort's progress from year to year is to compare their ITBS scores each year that they are at KIPP SFA. Our goal is for each cohort of students to improve its national percentile ranking (NPR) on average by at least five percentile points. Last year our students reached that target in almost all subject areas and grade levels. Our fifth graders, for example, improved their NPR by eleven points in reading, twenty-four points in math, and fourteen points in language arts. Our seventh graders posted similar gains, increasing their NPR by nineteen percentile points in reading, fourteen points in math, and nine points in language arts. The only class that didn't meet our goal of a five-point gain in each area was our sixth grade; they improved their NPR on the ITBS by only three points in reading and math, and their NPR dropped by three points in language arts. Despite their somewhat disappointing results last spring, the sixth grade cohort still made substantial gains over their two years at KIPP SFA. Between the administration of

the ITBS in the fall of the fifth grade year and the administration in the spring of their sixth grade year, this class of students improved their NPR by a total of nineteen points in reading and math, and by sixteen points in language arts. Thus, even though they didn't improve by five percentile points in their sixth grade year, this cohort has shown an average improvement of 8-9 points per year over two years. Looking forward, all of our cohorts are on track to make at least a 25-30 point gain in national percentile rank on the ITBS over their four years at KIPP SFA.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

In analyzing our standardized test scores and other measures of student achievement, we have identified three primary areas of concern.

First, we have seen a trend of students making substantial gains in their fifth grade year, and then leveling off, or even regressing somewhat in the sixth grade. Compared to the ten to twenty-point gains in national percentile rank that our students often make during their first year at KIPP South Fulton Academy, the single digit gains that they make on the ITBS between the spring of their fifth grade year and the spring of their sixth grade year are somewhat disappointing. We attribute this pattern in part to the physical and social/emotional transitions that students experience during their sixth grade year; students making the shift from being elementary school children to middle school adolescents get distracted very easily from their academics by new interests and activities. We plan to reverse this trend by implementing the Georgia middle school model, so that our sixth graders will all be taught by a small team of teachers who work together and get to know their students deeply. Starting this year, our sixth graders see four core teachers every day for 90 minutes each, thus minimizing transition time and providing every student with more individualized attention.

Another concern we have relates to the services we have provided our students with special educational needs. Although we have always provided the services required by our students' IEPs, we have seen that many of our students with special needs struggle in the rigorous KIPP environment, and many have scores in level one on their CRCTs. We plan to strengthen the services that we provide our students with special needs by hiring a full-time special education teacher this year. Not only does this teacher provide the pull-out and inclusion services that our special needs students require, but she also works closely with the general education teachers, offering them suggestions about how to make accommodations and modifications to better support the students with IEPs. By hiring someone whose sole responsibility is to advocate for and serve special needs students, we are creating an environment where all children truly can be successful.

Our final area of concern is the young men in our student body. We have noticed over the years that not only do a disproportionate number of boys get retained in the

same grade, but larger numbers of boys also leave KIPP SFA before they reach the eighth grade. As a result, our upper grades have significantly more girls than boys. One way in which we plan to address this issue is to provide more opportunities for our boys to receive one-on-one mentoring and tutorial assistance. We have entered into a partnership with the 100 Black Men of South Metro Atlanta, and some of the male members of our staff also plan to develop a mentoring and tutorial program for our boys.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

75% of all fifth graders, 80% of all sixth graders, 85% of all seventh graders, and 90% of all eighth graders who have been enrolled in the school for at least two years will “meet standards” or “exceed standards” in reading, as measured by the Georgia Criterion-Referenced Competency Test (CRCT).

PROGRESS: 74% of our fifth graders, 86% of our sixth graders, and 82% of our seventh graders “met standards” or “exceeded standards” in reading, as measured by the Georgia Criterion-Referenced Competency Test (CRCT).

2.

75% of all fifth graders, 80% of all sixth graders, 85% of all seventh graders, and 90% of all eighth graders who have been enrolled in the school for at least two years will “meet standards” or “exceed standards” in Language Arts, as measured by the Georgia Criterion-Referenced Competency Test (CRCT).

PROGRESS: 82% of our fifth graders, 83% of our sixth graders, and 95% of our seventh graders “met standards” or “exceeded standards” in language arts, as measured by the Georgia Criterion-Referenced Competency Test (CRCT).

3.

75% of all fifth graders, 80% of all sixth graders, 85% of all seventh graders, and 90% of all eighth graders who have been enrolled in the school for at least two years will “meet standards” or “exceed standards” in math, as measured by the Georgia Criterion-Referenced Competency Test (CRCT).

PROGRESS: 89% of our fifth graders, 55% of our sixth graders, and 91% of our seventh graders “met standards” or “exceeded standards” in mathematics, as measured by the Georgia Criterion-Referenced Competency Test (CRCT).

4.

75% of all fifth graders, 80% of all sixth graders, 85% of all seventh graders, and 90% of all eighth graders who have been enrolled in the school for at least two years will “meet standards” or “exceed standards” in science, as measured by the Georgia

Criterion-Referenced Competency Test (CRCT).

PROGRESS: 88% of all fifth graders, 52% of all sixth graders, and 76% of all seventh graders “met standards” or “exceeded standards” in science, as measured by the Georgia Criterion-Referenced Competency Test (CRCT).

5.

75% of all fifth graders, 80% of all sixth graders, 85% of all seventh graders, and 90% of all eighth graders who have been enrolled in the school for at least two years will “meet standards” or “exceed standards” in social studies, as measured by the Georgia Criterion-Referenced Competency Test (CRCT).

PROGRESS: 92% of all fifth graders, 87% of all sixth graders, and 94% of all seventh graders “met standards” or “exceeded standards” in social studies, as measured by the Georgia Criterion-Referenced Competency Test (CRCT).

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Yes, we were very pleased with the level of parental and community involvement in KIPP South Fulton Academy last year.

Our parents got involved in our school in a variety of ways. For the first time in the history of our school, our parents organized themselves into a structured, well-functioning parents association (KPA), which completed several significant projects for the school. For example, the KPA organized several fundraisers for the school, bringing in over \$3,000 to support school programs; they hosted several special events for Teacher Appreciation Week; they redecorated the front entrance area of our school; and they coordinated the end-of-year Promotional Ceremony for our fifth graders. Other parents got involved by volunteering in our office on Saturdays while our children are in school for our Saturday school program. Still more parents contributed to our sports program by serving as team managers and operating the concessions stand at all of our home games. Finally, last year we had two parents who were elected to our Board of Directors, and they contributed substantially to our monthly meetings and to the overall governance of the school. We were also pleased with parent attendance at special events, such as our Saturday showcases; Fall Festival; Potluck Dinner Night; and sporting events.

We were also happy with the level of community support for KIPP SFA last year. In addition to the nine non-parent volunteers who served on our school’s governing board, we established an advisory board of nineteen well-connected volunteers whose mission is to support the development of KIPP Schools throughout the metro-Atlanta area. This group was successful in opening up many doors to us, which led to a very successful year of fundraising last year. In addition to the monetary donations we

received, we were excited to have several groups of volunteers come in to help beautify our campus. Over 300 volunteers gave their time to KIPP SFA last year, including representatives from SAP America, KIPP Houston High School, the Catholic Heart Work Camp, Hands on Atlanta, and Deloitte. With the help of these volunteers, the look of our school has improved tremendously both inside and out.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

We measure our parental involvement through a number of measures:

- Parent Volunteerism – Although we didn't track parent volunteerism quantitatively, we do value the amount of time that parents invest in the improvement of KIPP South Fulton Academy. Parents gave their time to our school in a number of ways last year, as noted in question one above. We celebrate our parent volunteers each year at our annual Volunteer Appreciation Dinner in November, and we were happy to have about 40 parents in attendance last year.
- KIPP Parents Association Activities – We also measure the involvement of our parents through the successes of our KPA. Last year was the first year we had a well-organized parents association that held regular monthly meetings throughout the school year and completed several significant projects. In addition to their many other supportive activities, our KPA launched a number of fundraisers, and ultimately raised over \$3,000 for the school.

The involvement of other members of the community in our school is also important to us. We measure the involvement of non-parent community members in a number of ways:

- Participation on our Board of Directors and Friends of KIPP Advisory Board – One important way that members of the community get involved in KIPP SFA is through service on our governing board and our board of directors. Nine non-parent members of the community served on our governing board last year. In addition to establishing policies and procedures, hearing parent grievances, engaging in community outreach activities, and assisting with the management and oversight of our building, our board was successful in raising over \$7,000 for our school last year. The establishment of our Friends of KIPP Advisory Board also marked a significant step in our efforts to engage the community in KIPP SFA. The nineteen-member advisory group has been instrumental in opening doors for us and helping to raise awareness about our work throughout the metro-Atlanta area.
- Volunteerism – As noted above in question one, we also measure community involvement through the volunteer hours invested at our school by individuals from the community. Through several major volunteer projects, we had approximately 300 volunteers, who gave almost 1,800 hours of service to our

school.

- Monetary Donations from Individuals, Foundations, and Corporations – We ask members of the community to invest not only their time, but also their dollars in KIPP SFA. With the help of our governing board and our Friends of KIPP Advisory Board, we were successful in raising almost \$350,000 for KIPP South Fulton Academy last year. This sum includes significant grants from a variety of sources, including the Walton Family Foundation, the Marcus Foundation, the Mary Alice & Bennett Brown Foundation, SAP America, the Macy's Foundation, and the Atlanta Foundation.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

In the 2006-2007 school year, we plan to build on our success with our KPA, increasing the base of parents who regularly contribute to its activities, and encouraging all parents to contribute to its fundraising efforts. We also plan to increase the number of parents who serve on our governing board from two to four this year.

We also plan to increase involvement of community members who are not parents of our children. To this end, we need to do a better job of spreading the word in the community about our work. One sub-committee of our Friends of KIPP Advisory Board is working on marketing and public relations, and they plan to develop a video that we can share with community members who are interested in learning more about us. We also plan to host several "friend-raising" events both at our school and off-campus, to raise awareness about KIPP SFA. From these efforts, we hope to increase our volunteer base to include more volunteers who work directly with our children on a regular basis, in addition to the volunteers who have come out for one-time service projects.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

GOAL: Each year, every student will: (a) read at least 10 substantial books (e.g., novels, biographies, collections of short stories), either chosen from the KIPP South Fulton Academy literature list for his or her grade level, or otherwise approved by the language arts teacher; and (b) complete a book report or other substantial project about each book, thereby demonstrating his/her comprehension and analysis of the book.

PROGRESS: Last year our sixth and seventh grade reading teacher raised the stakes for her students, setting an expectation that every student would read 25 age-appropriate chapter books over the course of the year. She charted their progress using star charts for each grade level, and by the end of the year, the students were amazed at how much they had read. All of our sixth and seventh graders had achieved the goal written in our charter of reading 10 books, and over 85% of them had met their teacher's expectation that they read 25.

2.

GOAL: Each year, every student will successfully complete a road race of a distance determined by the individual student (half mile, mile, 2K, or 5K).

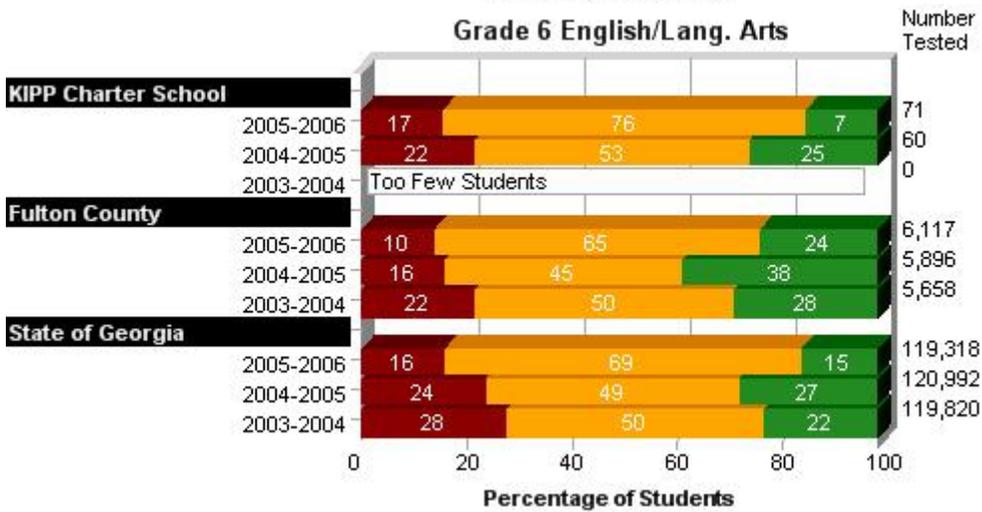
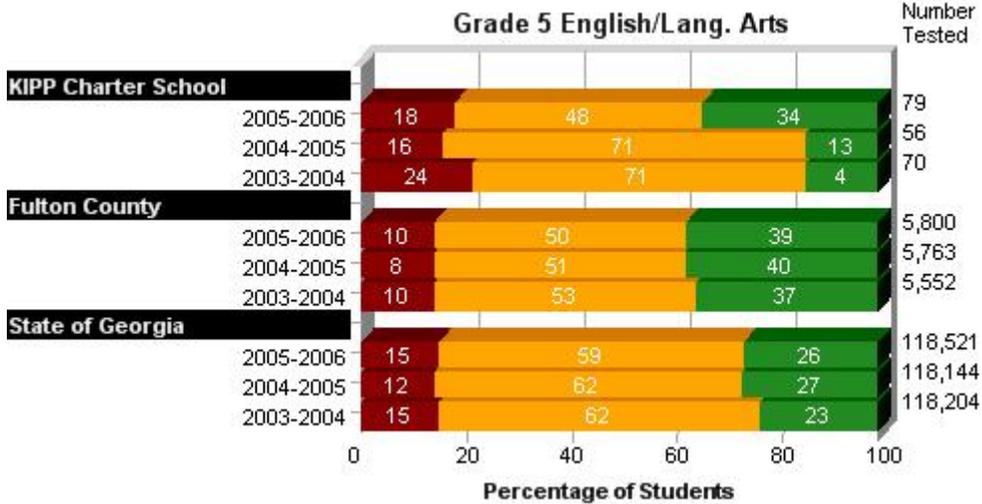
PROGRESS: Last year our school entered the Strong Legs Run to benefit Children's Healthcare of Atlanta, which took place at Turner Field on November 12, 2005. Approximately 125 of our KIPPsters participated in either the 2K or 5K race, and every participant crossed the finish line. KIPP SFA won a prize for being the second largest team to participate in the race.

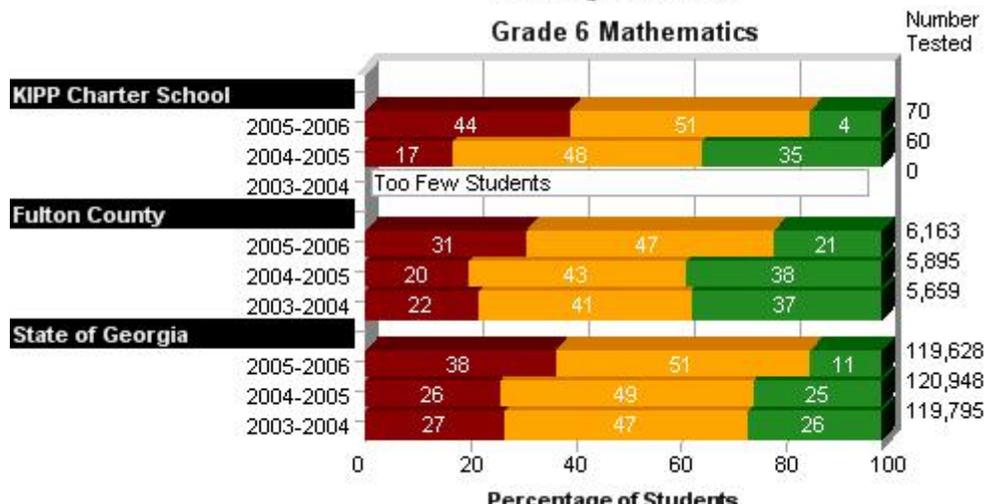
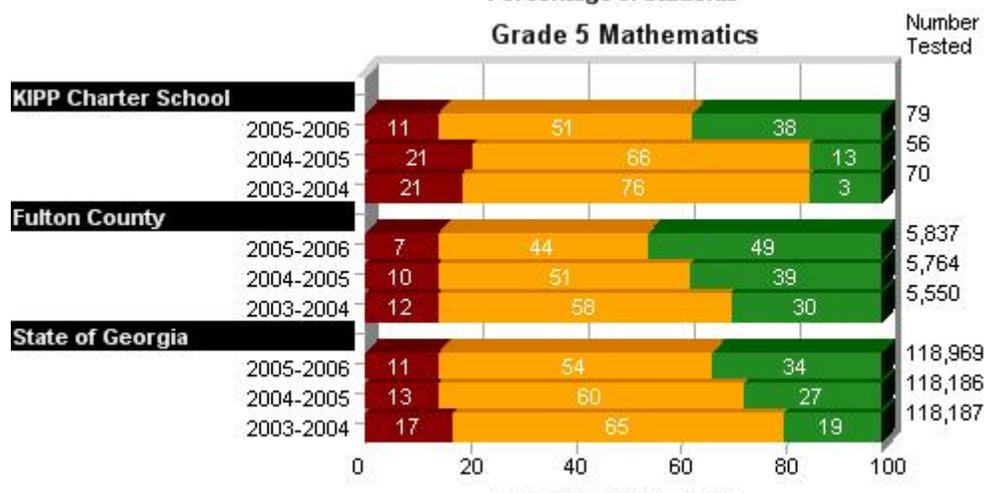
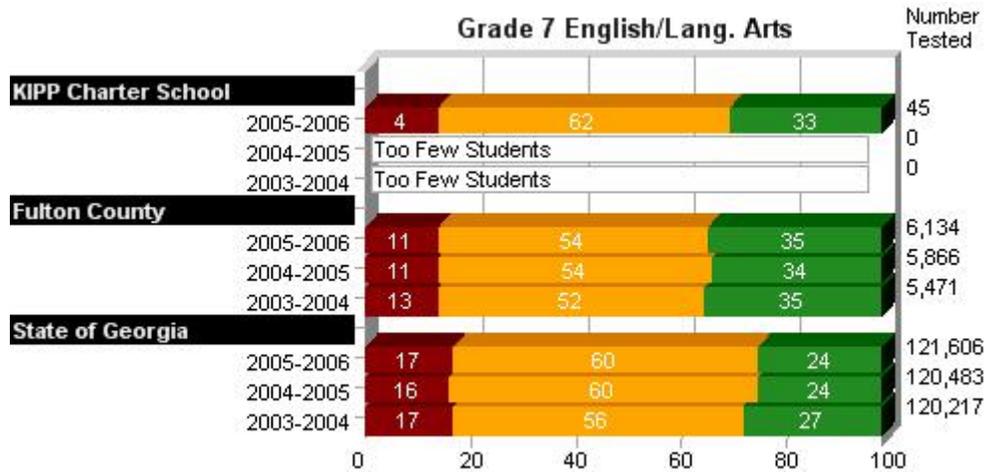
FINANCIAL ACCOUNTABILITY

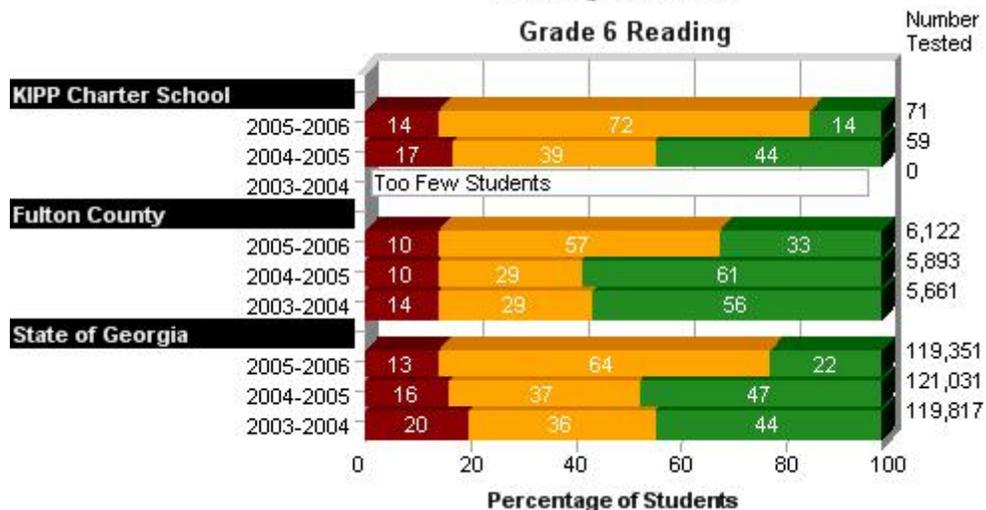
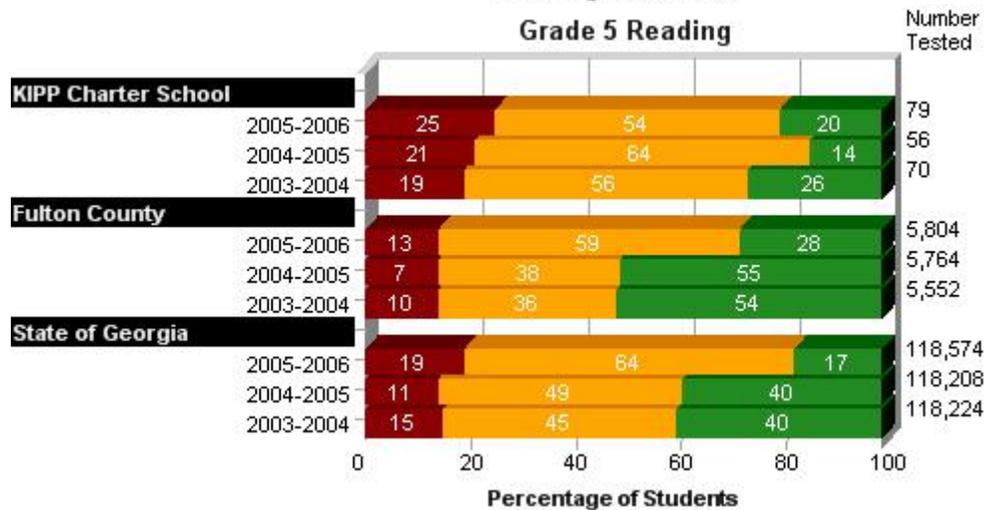
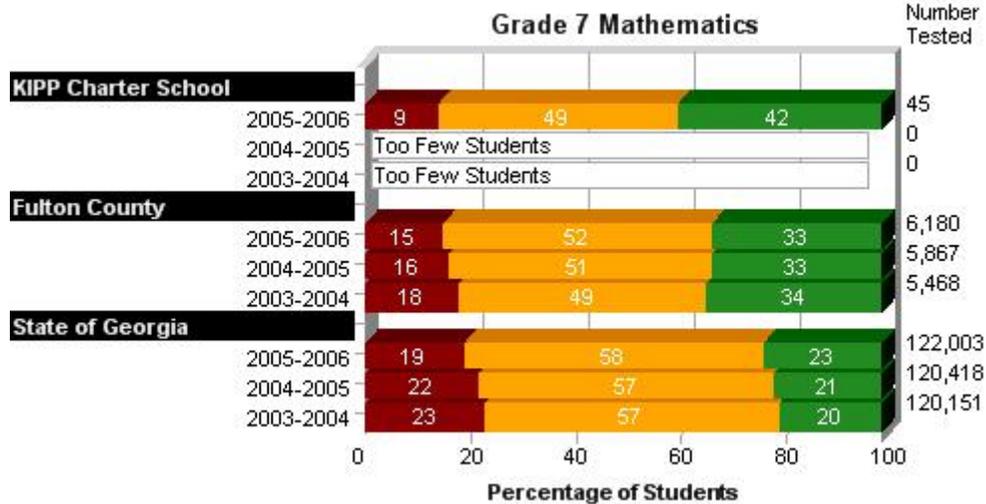
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| Did school have surplus at the end of the 2005-2006 school year? | Yes |
| Did school have a reserve fund? If so, what percentage? | No |

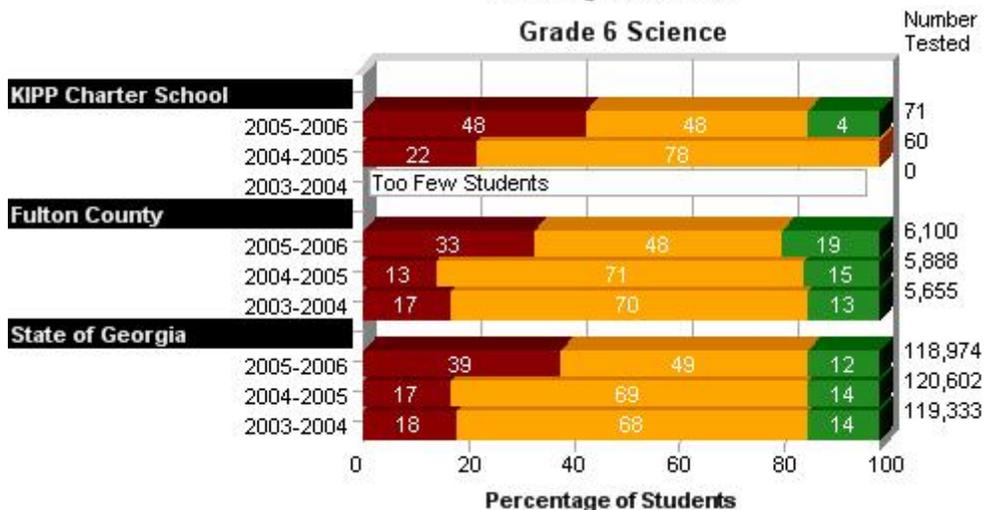
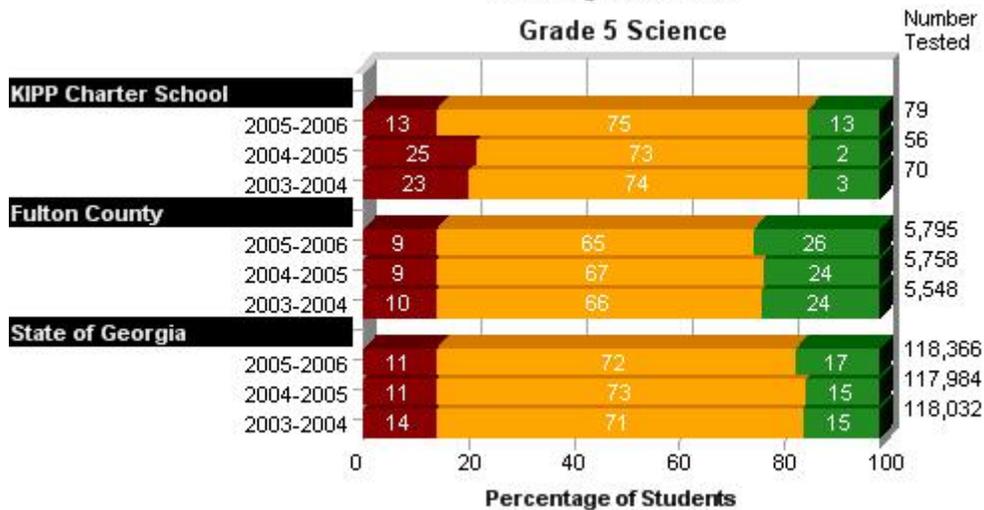
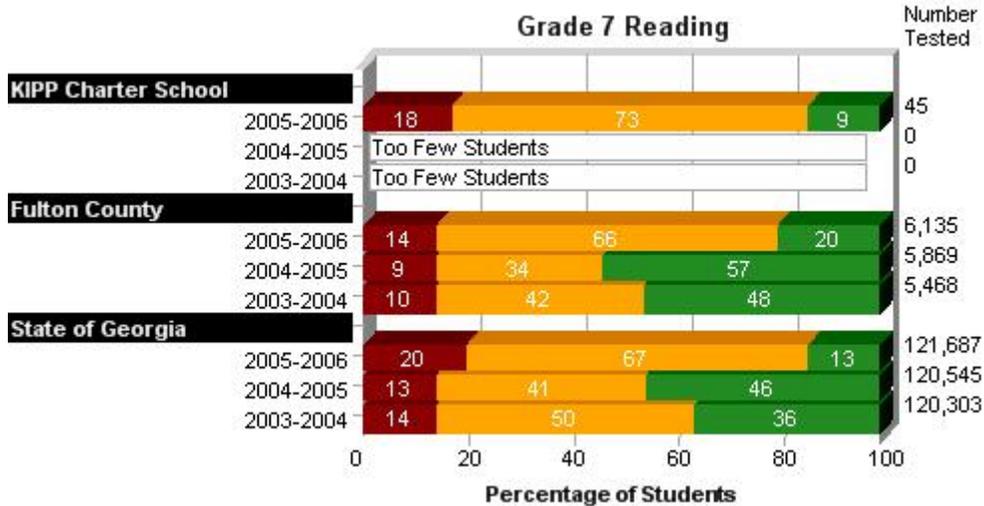
TEST RESULTS

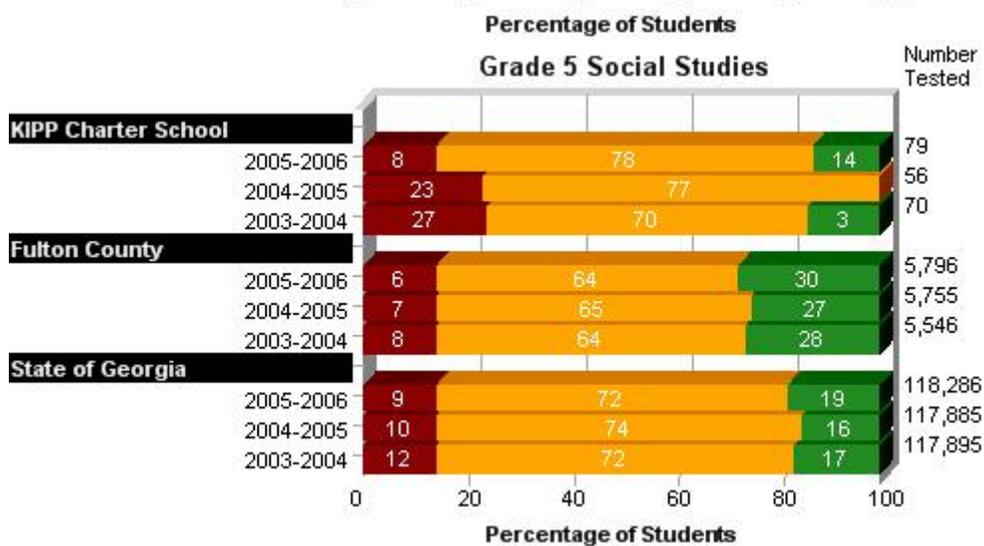
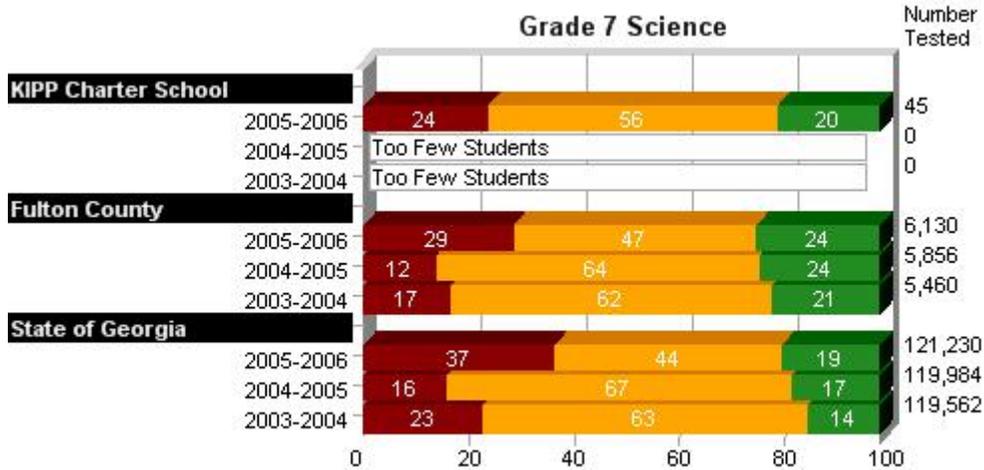
- Do Not Meet
- Meets
- Exceeds

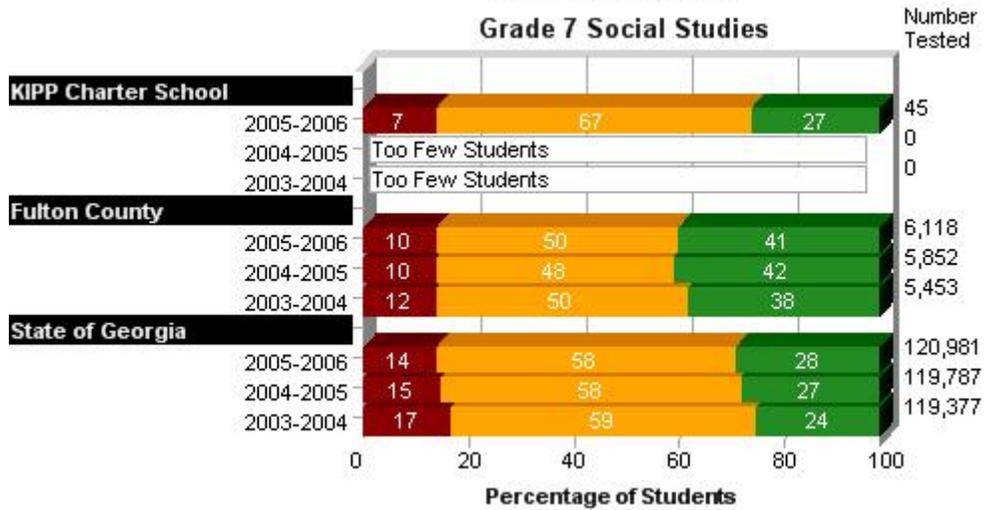
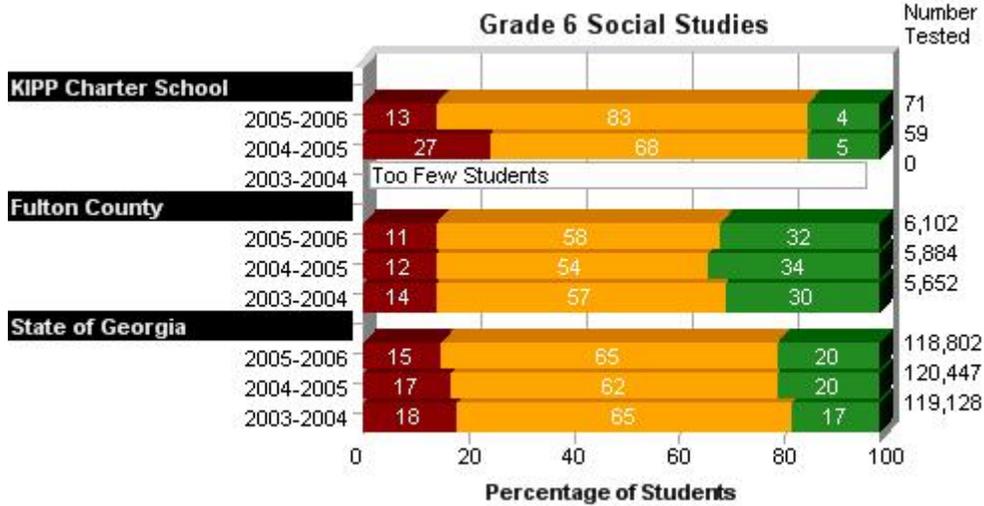












KIPP WAYS ACADEMY

Contact Information

David W. Jernigan
 80 Joseph E. Lowery Blvd., NW
 Atlanta, GA 30314
 404-475-1941

Basic Facts

| | |
|----------------|----------|
| District | APS |
| Type | Start-Up |
| Opened | 2003 |
| Grades Served | 5 - 7 |
| Enrollment | 205 |
| Title I School | Yes |

Mission

The mission of KIPP WAYS Academy is to prepare students for top quality high schools, colleges, and the competitive world beyond by instilling in each student a commitment to scholarship, teamwork, integrity, and other “WAYS to success.”

Demographics

| | KIPP West Atlanta Young Scholars Academy | Kennedy Middle School | Turner Middle School | Atlanta Public Schools | Georgia |
|---|--|-----------------------------|----------------------------|------------------------------|-----------|
| Distance from Charter School (in miles) | 0 | 0.9 | 1.3 | N/A | N/A |
| Total Population | 219 | 493 | 442 | 49,965 | 1,559,828 |

Diversity

| | | | | | |
|------------------------|------|-----|-----|-----|-----|
| Caucasian | 0% | 0% | 1% | 8% | 48% |
| Black | 100% | 99% | 99% | 86% | 38% |
| Hispanic | 0% | 1% | 0% | 4% | 8% |
| Asian/Pacific Islander | 0% | 0% | 0% | 1% | 3% |
| American | 0% | 0% | 0% | 0% | 0% |
| Indian/Alaskan Native | | | | | |
| Multiracial | 0% | 0% | 0% | 1% | 2% |

Special Populations

| | | | | | |
|-------------------|----|-----|-----|----|-----|
| ESOL | 0% | 0% | 0% | 3% | 3% |
| Gifted | 0% | 0% | 9% | 8% | 9% |
| Special Education | 8% | 14% | 20% | 9% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 84% | 97% | 93% | 75% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | Yes |
| Is your school in needs improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Our students' standardized test results exceeded our expectations for them. 100% of our 7th graders passed the CRCT in reading, math, and social studies, with 98% passing language arts and 92% passing science. We also had particularly impressive scores on the 6th grade CRCT. Our students also made very impressive gains on the Iowa Test of Basic Skills.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

Since entering KIPP WAYS three years ago in 5th grade, our first class of scholars has grown 29 percentile points in reading (33rd to 62nd percentile), 39 percentile points in language arts (38th to 77th percentile), and 41 percentile points in math (32nd to 74th percentile) according to the ITBS.

100% of last year's 7th graders passed the CRCT in reading, math, and social studies, while 98% passed language arts, and 92% passed science.

99% of our fifth graders passed the 5th grade writing assessment, with 74% scoring at the highest two levels (compared to 56% in GA).

Our "No Shortcuts" and "No Excuses" approach to education that includes longer hours and strong discipline is the basic reason for our tremendous results.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

We track student growth by cohorts, and we saw growth in every subject in every grade. There were a couple of areas where our criterion referenced assessments were not as high as previous years with the same grade. For example, two years ago 100% of our 5th graders passed the 5th Grade Writing Assessment, while this past year 99% passed. Our 6th grade social studies scores decreased from 83% passing in 2004-

2005 to 81% passing in 2005-2006. Also, our 6th grade science CRCT scores dropped significantly, but this was due to the new CRCT test for 6th grade science. These regressions do not seem to be statistically significant.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

Yes, we administer the Iowa Test of Basic Skills every year to all grades in order to track their growth from year to year. This is allowing us to see significant gains each year with our students.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

Although we are never satisfied until 100% of our students are succeeding, we have very few concerns with our students' standardized test results because we are seeing substantial growth. For example, each year our CRCT scores are improving as students move up from grade to grade, reflecting the impact that our educational program is having on their learning. We have disaggregated all of our test data and have not discovered any trends of particular interest.

We were not pleased with our 6th grade science scores with the new science curriculum, and we have put some measures in place this year to ensure that our instruction is better aligned with that which is tested.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

KIPP WAYS Academy students will acquire the READING skills necessary to succeed in rigorous college-preparatory high schools.

75% of all fifth graders, 80% of all sixth graders, 85% of all seventh graders, and 90% of all eighth graders who have been enrolled in the school for at least two years will “meet standards” or “exceed standards” in reading, as measured by the Georgia Criterion-Referenced Competency Test (CRCT). (The school exceeded all aspects of this goal with 76% of 5th graders, 81% of 6th graders and 100% of 7th graders passing the CRCT.)

Each cohort of students at KIPP WAYS Academy will improve its average national percentile ranking in reading, as measured by the Stanford 9 or a similar nationally norm-referenced test (ITBS), an average of five percentile points per year over the course of four years. (The school exceed all aspects of this goal - see test score charts).

2.

KIPP WAYS Academy students will acquire the LANGUAGE ARTS skills necessary to succeed in rigorous college-preparatory high schools.

75% of all fifth graders, 80% of all sixth graders, 85% of all seventh graders, and 90% of all eighth graders who have been enrolled in the school for at least two years will “meet standards” or “exceed standards” in reading, as measured by the Georgia Criterion-Referenced Competency Test (CRCT). (The school exceeded all aspects of this goal with 83% of 5th graders, 92% of 6th graders and 98% of 7th graders passing the CRCT.)

Each cohort of students at KIPP WAYS Academy will improve its average national percentile ranking in reading, as measured by the Stanford 9 or a similar nationally norm-referenced test (ITBS), an average of five percentile points per year over the course of four years. (The school exceed all aspects of this goal - see test score charts).

3.

KIPP WAYS Academy students will acquire the MATH skills necessary to succeed in rigorous college-preparatory high schools.

75% of all fifth graders, 80% of all sixth graders, 85% of all seventh graders, and 90% of all eighth graders who have been enrolled in the school for at least two years will “meet standards” or “exceed standards” in reading, as measured by the Georgia Criterion-Referenced Competency Test (CRCT). (The school exceeded all aspects of this goal with 87% of 5th graders, 81% of 6th graders and 100% of 7th graders passing the CRCT.)

Each cohort of students at KIPP WAYS Academy will improve its average national percentile ranking in reading, as measured by the Stanford 9 or a similar nationally norm-referenced test (ITBS), an average of five percentile points per year over the course of four years. (The school exceed all aspects of this goal - see test score charts).

4.

KIPP WAYS Academy students will acquire the SOCIAL STUDIES skills necessary to succeed in rigorous college-preparatory high schools.

75% of all fifth graders, 80% of all sixth graders, 85% of all seventh graders, and 90% of all eighth graders who have been enrolled in the school for at least two years will “meet standards” or “exceed standards” in reading, as measured by the Georgia Criterion-Referenced Competency Test (CRCT). (The school exceeded all aspects of this goal with 85% of 5th graders, 81% of 6th graders and 100% of 7th graders passing the CRCT.)

5.

KIPP WAYS Academy students will acquire the SCIENCE skills necessary to succeed in rigorous college-preparatory high schools.

75% of all fifth graders, 80% of all sixth graders, 85% of all seventh graders, and 90% of all eighth graders who have been enrolled in the school for at least two years will “meet standards” or “exceed standards” in reading, as measured by the Georgia Criterion-Referenced Competency Test (CRCT). (The school exceeded this goal with 5th & 7th grades - 81% of 5th graders and 92% of 7th graders passing the CRCT. The school did not meet this goal for 6th grade science, with 42% passing.)

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Parental and community involvement met our expectations, although we would always like to improve upon the parental involvement. We launched a new KIPP Parent University during our Saturday School classes every week. These parent workshops were well attended and quite popular every week. We also had good participation in our KTA program.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

Our primary request of parents is that they participate by ensuring that their child complete his/her homework every night. Every parent must sign off on his/her child's homework each night, and we track our progress in getting parents to assist the school in this way.

We also track attendance at KTA meetings and KIPP Parent University classes. Finally, we also encourage parents to volunteer at least 20 hours per year, and a large number of parents met this goal this past year.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

This year, we have formed parent committees in order to increase parental involvement. Parents have already signed up for numerous committees in which they are invested, and we have already seen an increase in parental involvement.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Average daily attendance at KIPP WAYS Academy will be 90% in year one and will remain at or above that level throughout the life of the charter. The school is now measuring attendance according to NCLB standards (% of students absent 15 or more days). In 2003-2004 school year, 16.1% were absent 15 or more days, but in 2004-

2005 school year, 4.1% of students were absent 15 or more days. In 2005-2006, 3.8% of students were absent 15 or more days.

2.

KIPP WAYS Academy will instill in its students an understanding of the school's five "Ways To Success" (scholarship, integrity, teamwork, perseverance, and fun) and will build a community in which scholars demonstrate these values in their daily behavior.

By the end of their fifth grade year, 100 percent of all students will be able to adequately define each of the five "Ways to Success" and will be able to describe examples of times when each has been demonstrated in the WAYS Academy community.

The school met this goal. At the end of their 5th grade year, 100% of students demonstrated an understanding of the school's five values.

3.

For each day that school is in session, an average of 90% of students will complete and turn in all homework assignments. The school has met this goal for the past 3 years.

4.

All 6th grade students will complete an independent community service project of their choice and will write a final essay reflecting on what he/she learned from the experience and how each of the "Ways to Success" were employed through the project. Since opening, the school has decided that these goals were perhaps a bit too ambitious for our 6th grade scholars. Last year, our 7th graders participated in group community service projects through a unique program called KIPP Community. This year, we hope to challenge our 8th grade scholars to develop independent community service projects.

5.

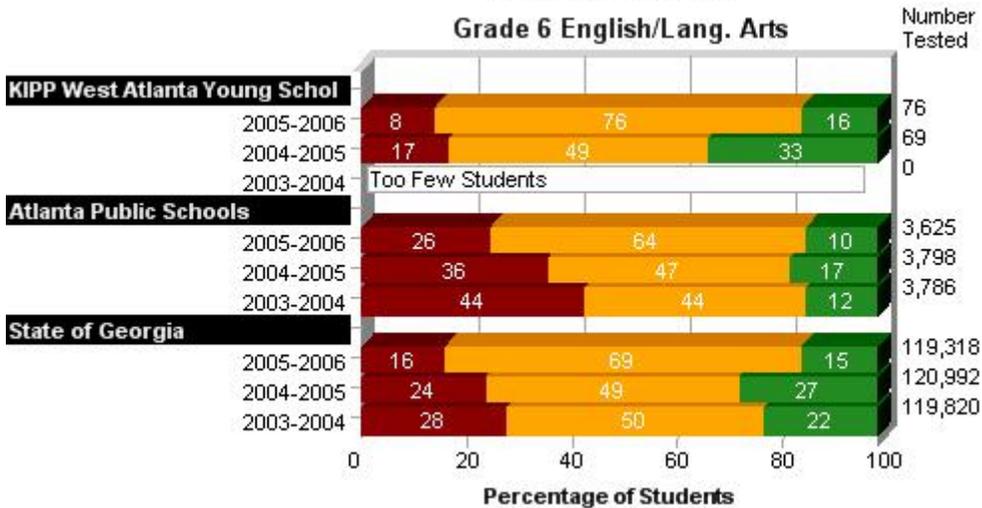
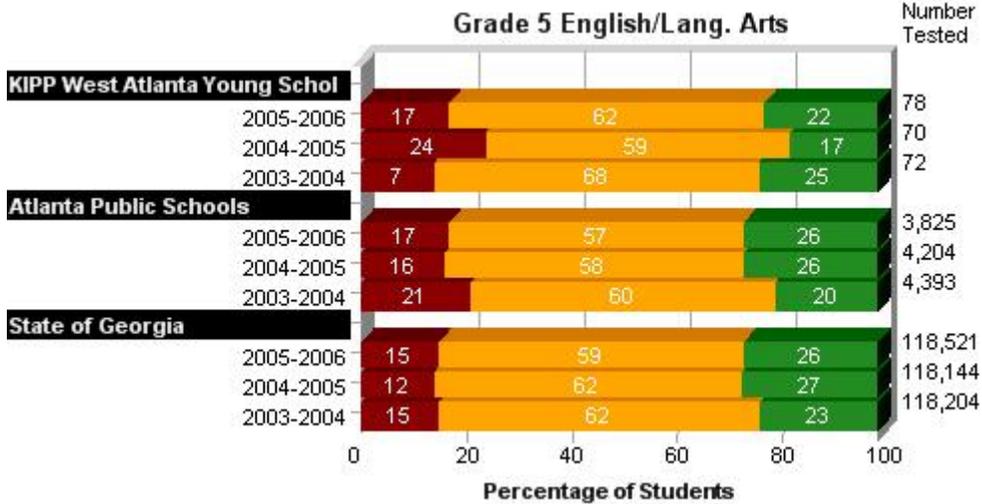
Each year, 90% of students and staff will indicate that each of the school's values are practiced at least "most of the time" on an end of the year survey in which the options of never, sometimes, often, most of the time, and always are provided to the question of how often each value is practiced at the school. This goal is still in progress, as we continue to strive to improve the school culture. While behavior is very good most of the time, we are still working hard to reach this ambitious goal.

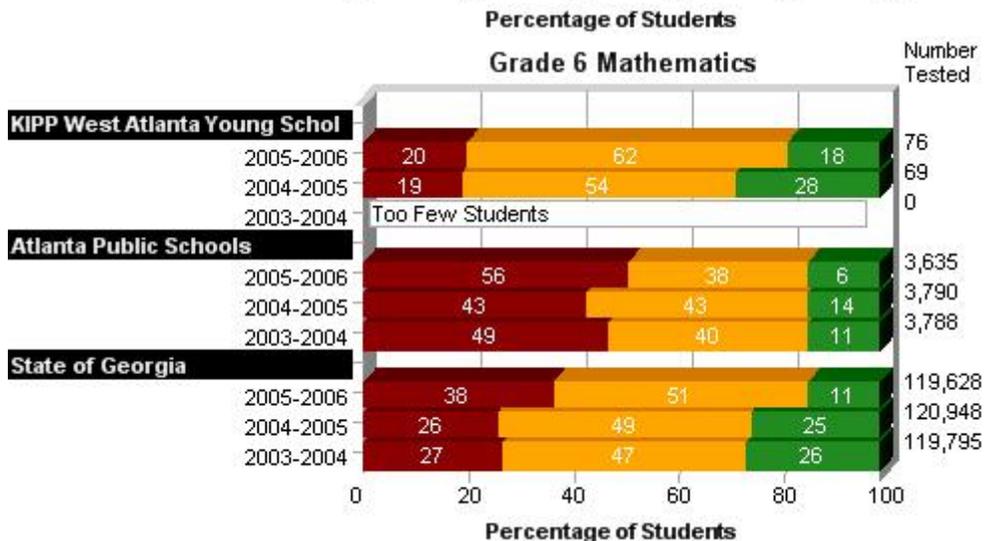
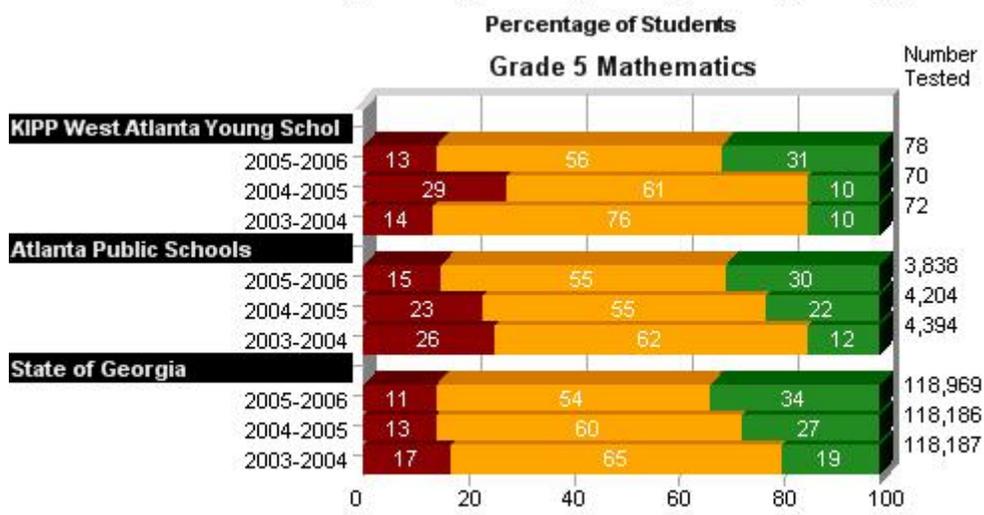
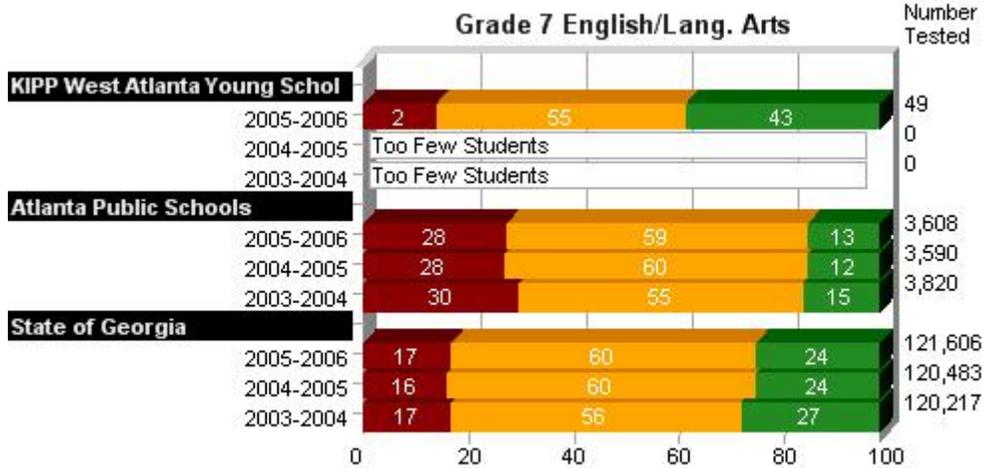
FINANCIAL ACCOUNTABILITY

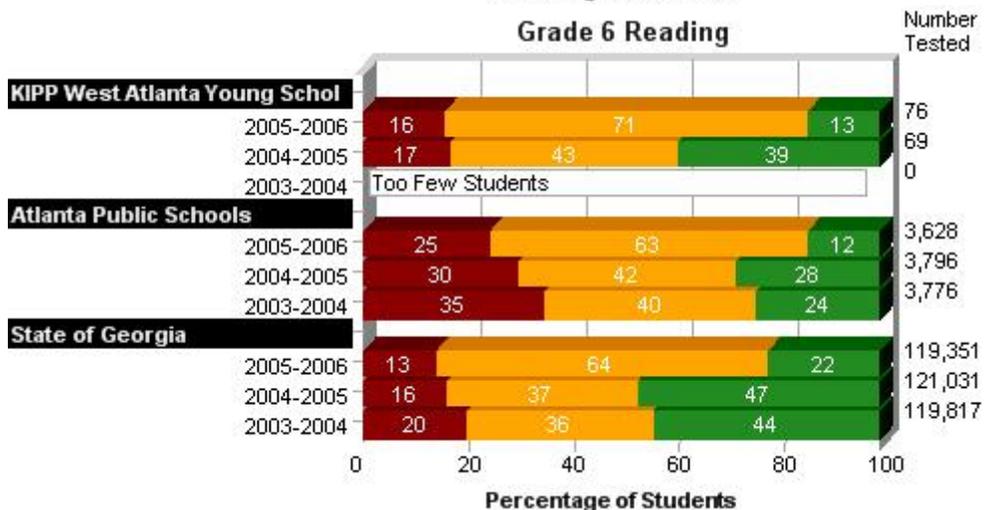
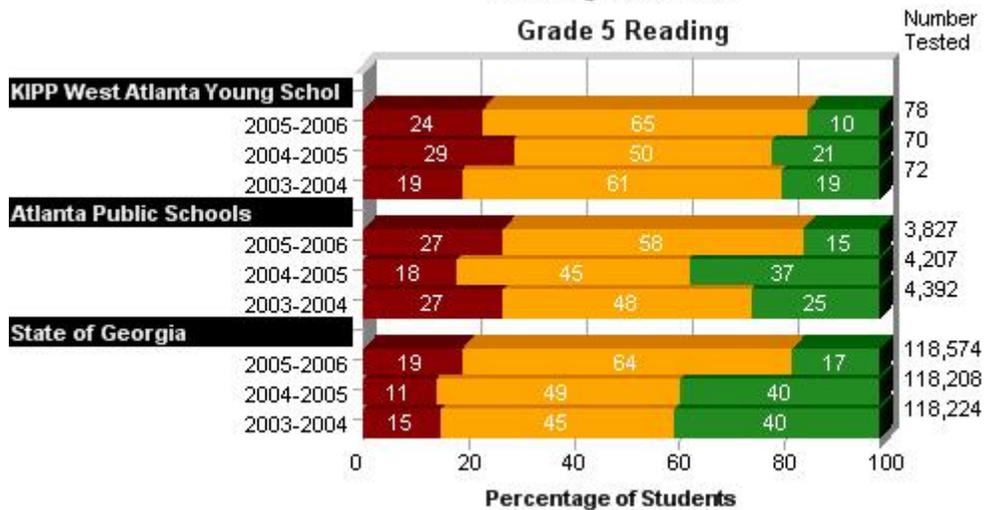
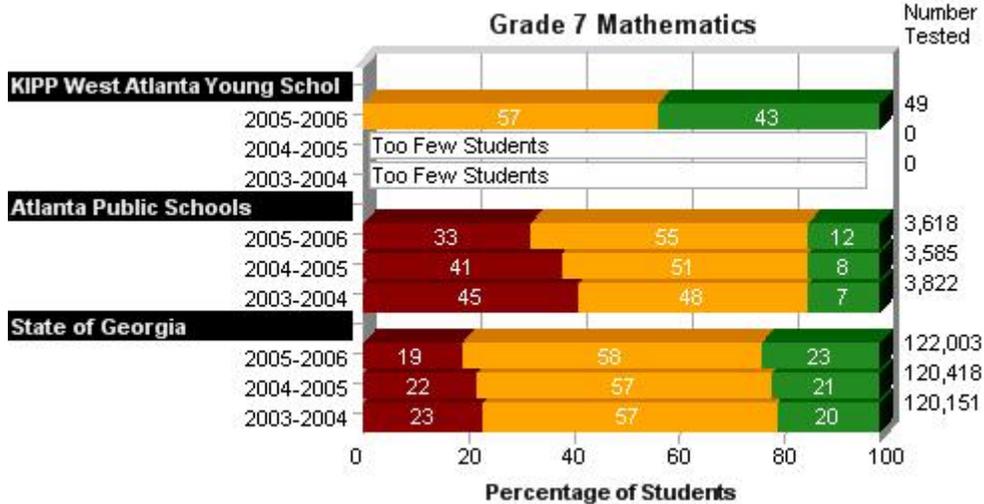
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|--|----------|
| Did school have surplus at the end of the 2005-2006 school year? | Yes |
| Did school have a reserve fund? If so, what percentage? | Yes; 15% |

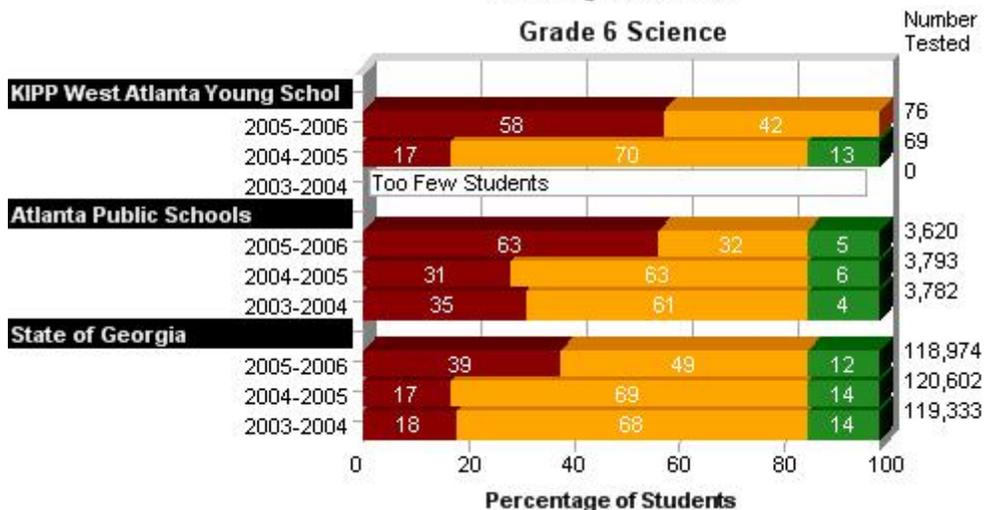
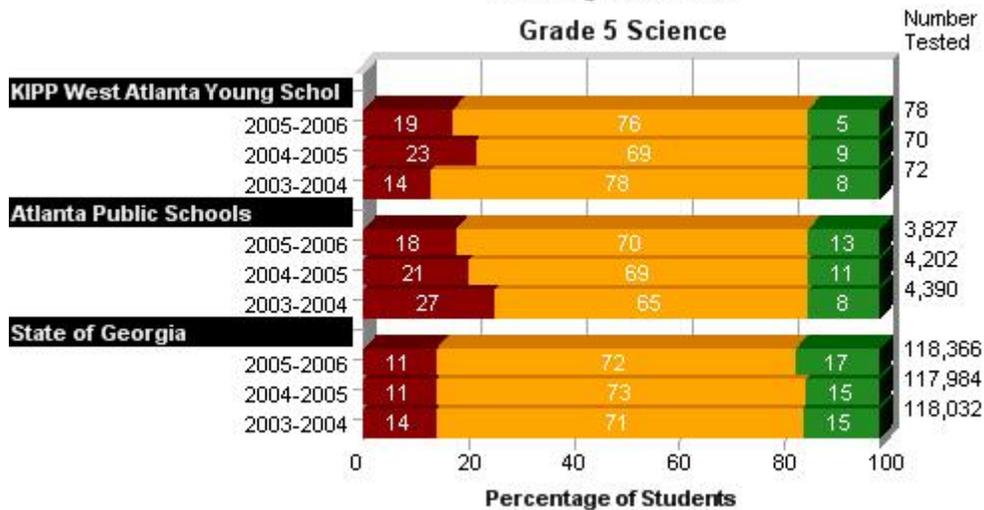
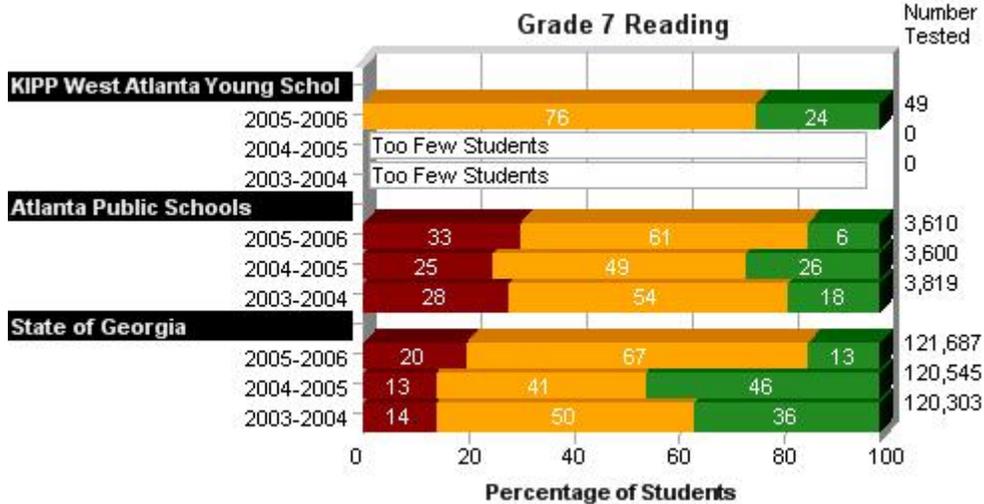
TEST RESULTS

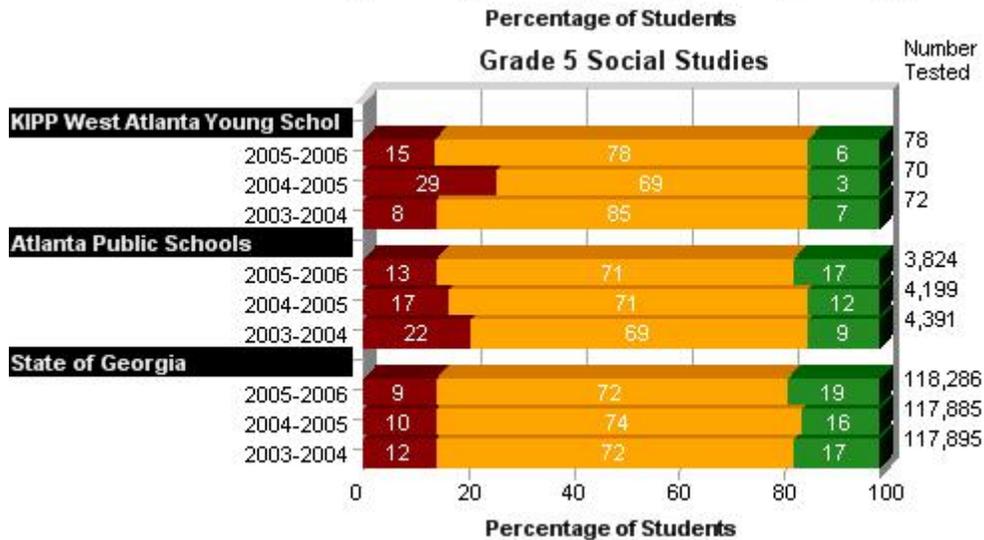
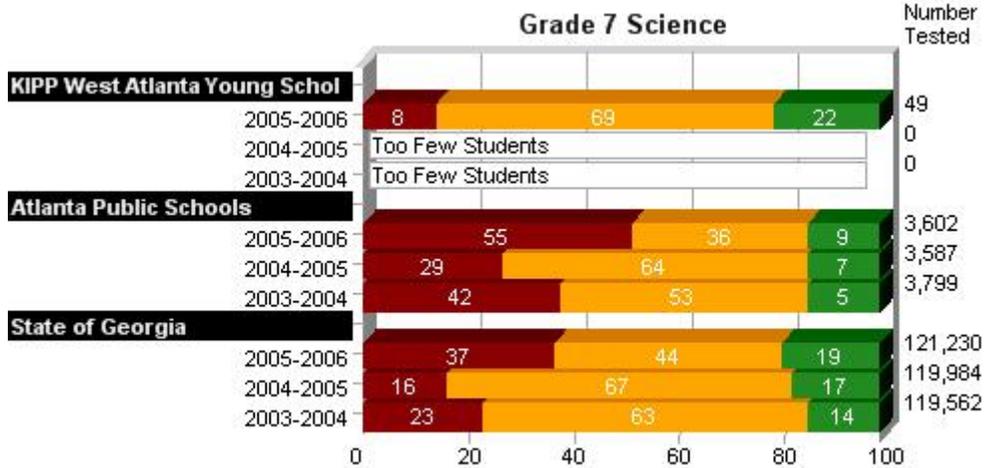
- Do Not Meet
- Meets
- Exceeds

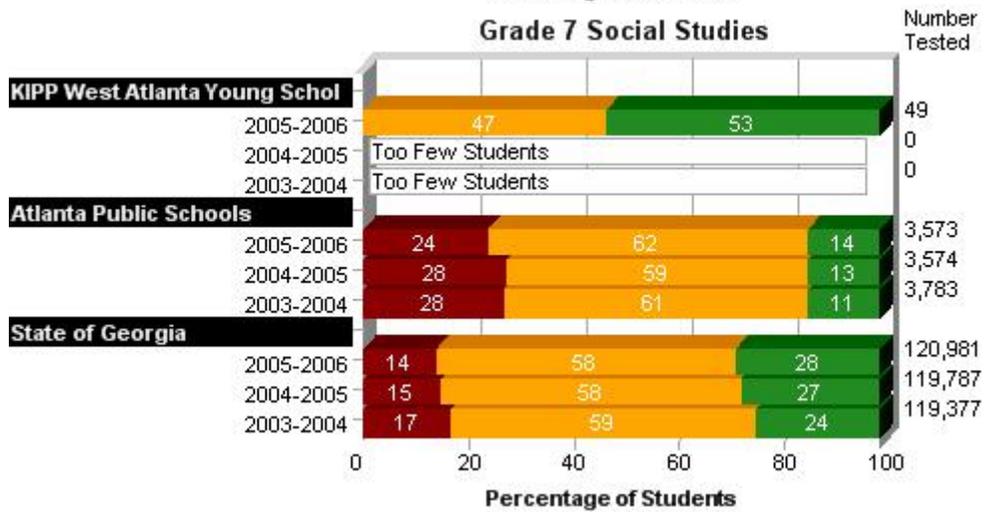
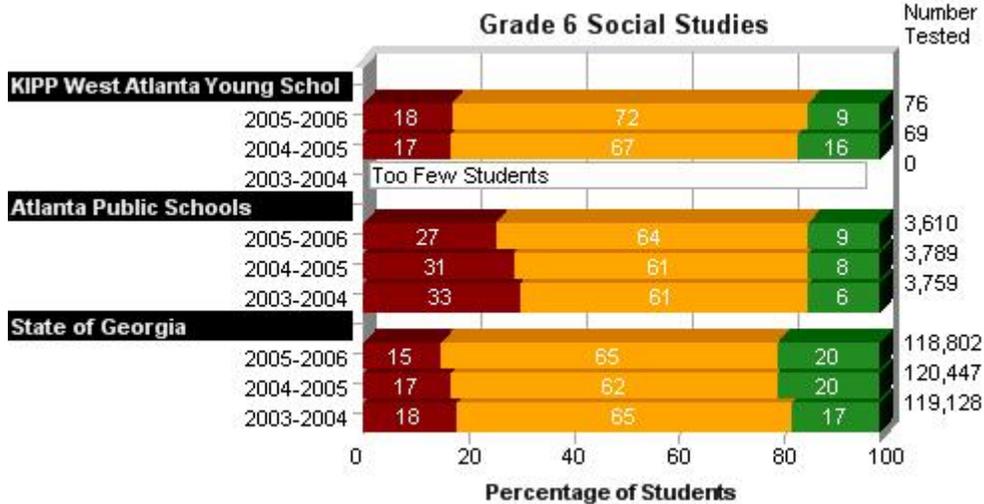












LEWIS ACADEMY OF EXCELLENCE

Contact Information

Patricia J. Lewis
 6390 Church Street
 Riverdale, GA 30274
 770-909-6697

Basic Facts

| | |
|----------------|--------------|
| District | Clayton |
| Type | Start-Up |
| Opened | 2005 |
| Grades Served | K - 5 |
| Enrollment | 229 students |
| Title I School | Yes |

Mission

The Mission of Lewis Academy of Excellence is simple, yet powerful: to create a school which provides a challenging, engaging, and meaningful experience-based curriculum that nurtures in each child "Holistic Excellence" and the ability to achieve their maximum potential.

Demographics

| | Lewis Academy of Excellence | Harper Elementary School | Church Street Elementary School | Clayton County | Georgia |
|---|-----------------------------|--------------------------|---------------------------------|----------------|-----------|
| Distance from Charter School (in miles) | 0 | 0.8 | 1.2 | N/A | N/A |
| Total Population | 247 | 825 | 903 | 51,948 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 2% | 2% | 2% | 7% | 48% |
| Black | 93% | 69% | 85% | 73% | 38% |
| Hispanic | 1% | 23% | 4% | 12% | 8% |
| Asian/Pacific Islander | 0% | 1% | 5% | 4% | 3% |
| American Indian/Alaskan Native | 1% | 0% | 0% | 0% | 0% |
| Multiracial | 4% | 5% | 4% | 4% | 2% |

Special Populations

| | | | | | |
|-------------------|----|----|----|-----|-----|
| ESOL | 0% | 9% | 4% | 5% | 3% |
| Gifted | 0% | 1% | 2% | 4% | 9% |
| Special Education | 4% | 9% | 8% | 11% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 64% | 87% | 81% | 73% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | N/A | N/A |
| Is your school in needs improvement? | No | N/A | N/A |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Yes, their standardized test scores exceeded my expectations. We expected to make AYP by year three, but we made AYP in our first year of operation.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

Our test scores revealed many areas of success. On the CRCT, 84% met or exceeded standards in Social Studies, 80% met or exceeded standards in Science, 79.7% met or exceeded standards in Math, and 73% met or exceeded standards in Reading. For these areas, we used the Core Knowledge Curriculum. In the area of Reading, we used Reading Mastery Plus and Open Court Reading with small group instruction.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

N/A. This is our first year of operation as a charter school.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

Yes, we plan to track students by comparing their test scores each year as they move from grade to grade. Our baseline data was gathered in the Spring of 2006. We will use these scores to determine our progress each year.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

One particular area of concern is reading. In reading 73% of our students met or exceeded standards. This was below the 80% in Math, Science and Social Studies. This was also below the 75% goal that we have set for our school. We will disaggregate the test data to determine which areas of reading need the most

improvement. We will also disaggregate test data based on race, free and reduced lunch, etc.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

GKAPP Scores: By the end of the year, 97% of our kindergarten students were ready for first grade without assistance. Only 3%, or one student, was ready for first grade with assistance.

2.

Reading Mastery Plus End of Unit Test: 85% of our students are obtaining mastery by passing all end of unit Reading tests. Students are making excellent progress using this curriculum.

3.

Saxon Math End of Unit Test: 85% of our students are obtaining mastery by passing all end of unit Math tests.

4.

Fifth Grade Writing Assessment: Our fifth grade students performed very well on the state writing Assessment. 94% of our students scored at level four and five. Only one student scored at level three.

5.

Iowa Test of Basic Skills (ITBS): Our third and fifth grade students performed relatively well on this test.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

No, the community involvement has been limited. Some businesses have partnered with the school, but not to the extent I would like to see. On the other hand, parental involvement has been very strong. Parents turn out in large numbers to all PTO meetings, Programs, and School Board Meetings. Parents volunteer on a regular basis and tend to be cooperative.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

I measure the level of parental involvement by the number of parents attending PTO Meetings, participating in fundraisers, and volunteering at the school. I also take into consideration parental contact with teacher and cooperation, and positive feedback.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

To encourage more parental and community involvement, we plan to be more effective in our communication. We will keep parents informed of activities at the school in a timely manner. We will also be more diligent in marketing and communicating with business leaders as potential partners.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Goal: To provide learning experiences via field trips and service projects. We made progress toward accomplishing this goal. We took several trips in which the entire school participated. These included attending an Atlanta Braves Baseball Game, a trip to the circus, and visiting the city of Riverdale City Hall as special guests. This upcoming year, we plan to take more "learning" field experiences.

2.

Goal: To develop Self Discipline/Leadership: Our students are improving in their leadership skills, discipline, and character development. This year, we intend to expose students to more outstanding leaders and "Visiting Scholars" that will motivate them to be all that they can be.

3.

Goal: To provide Spanish Instruction: Spanish instruction was provided for six months of the year during year one. During year two, we intend to increase Spanish instruction for the entire year. Eventually, we hope to add French instruction.

4.

Goal: To partnership with businesses to develop entrepreneurial principles. We only began implementing this curriculum in the first year. For the upcoming year, we have recruited some parents that are business owners to provide training classes that will provide an understanding of the free enterprise system.

5.

To increase computer usage and intergrate technology into the curriculum. Last year, each classroom only had one computer with several computers in the Media Center. This year we plan to have a computer lab with 25 computers. We will offer computer classes that will allow students to become computer literate.

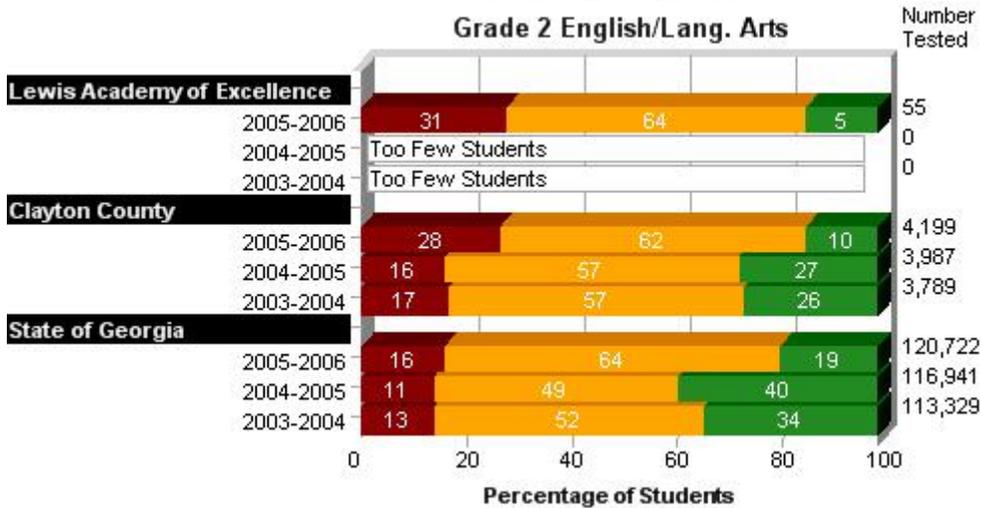
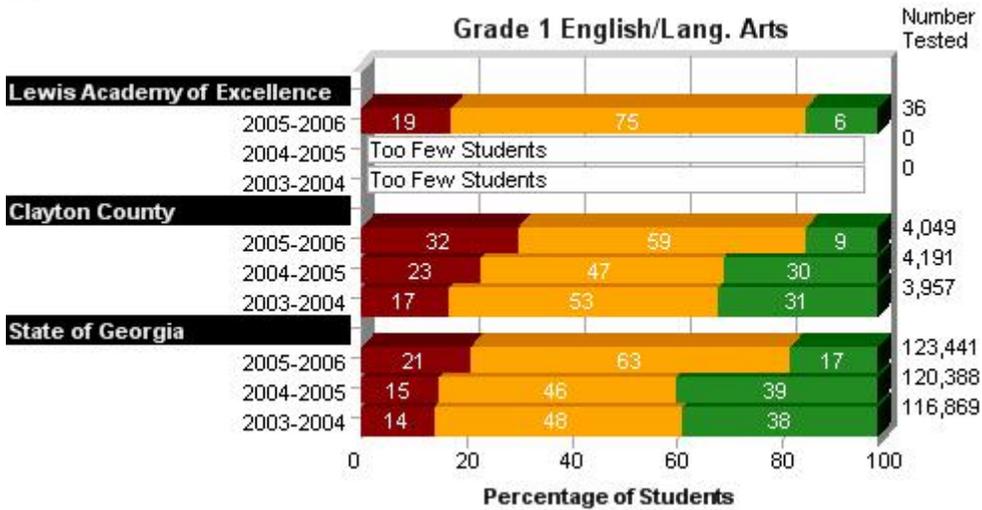
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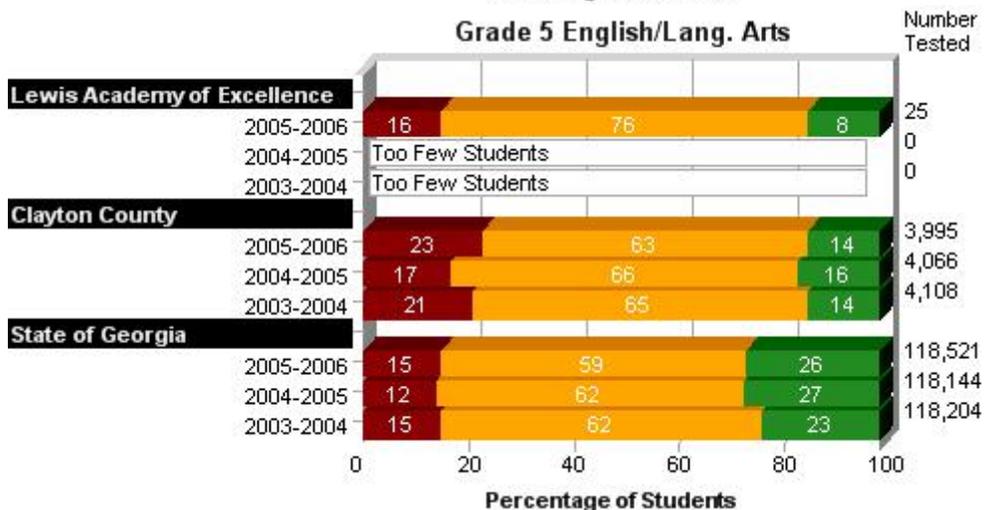
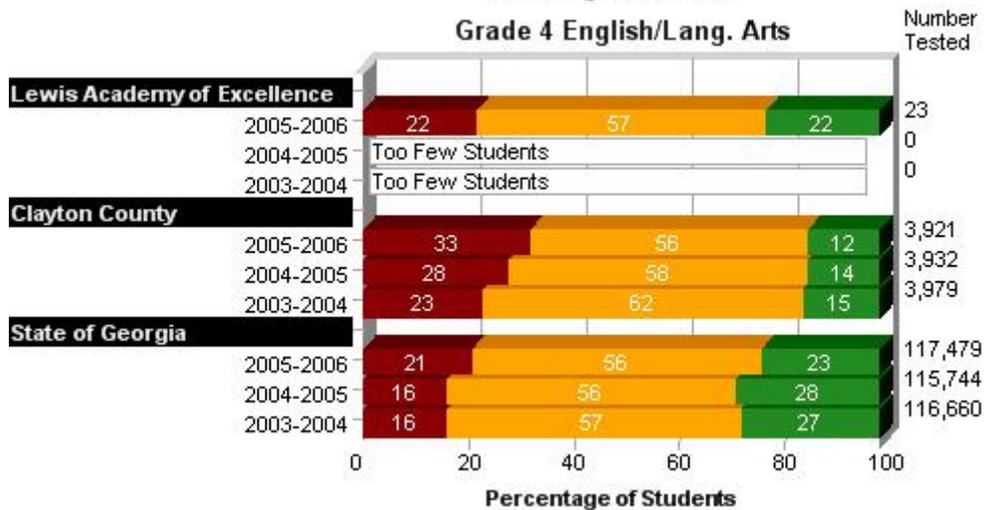
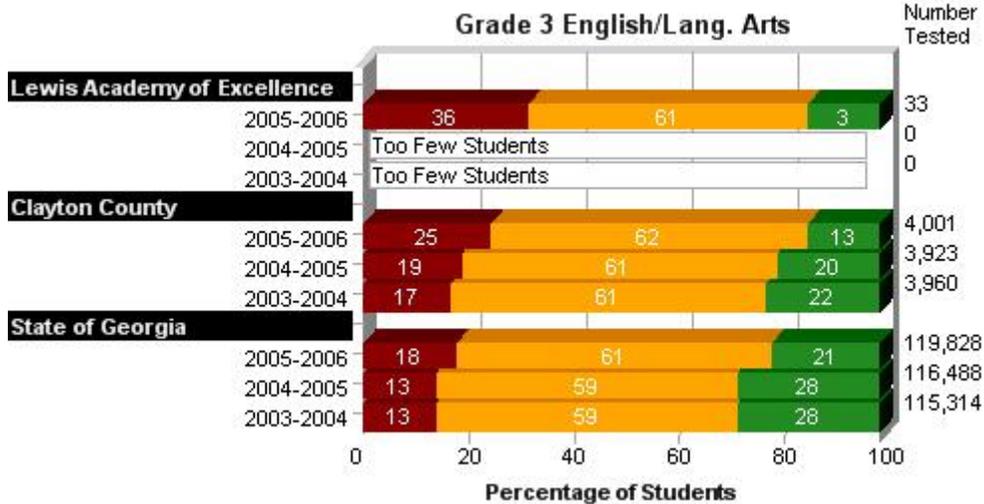
| | |
|--|-----|
| Did school have surplus at the end of the 2005-2006 school year? | Yes |
|--|-----|

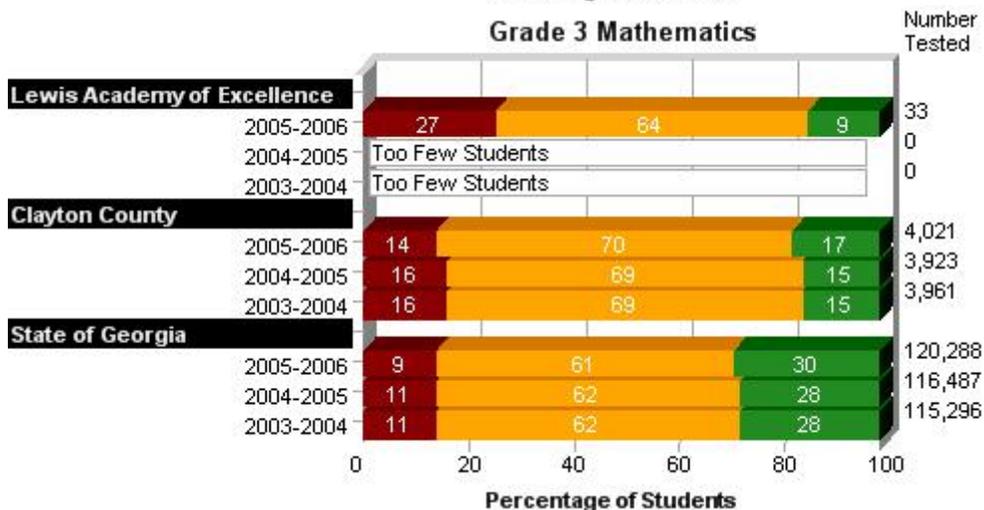
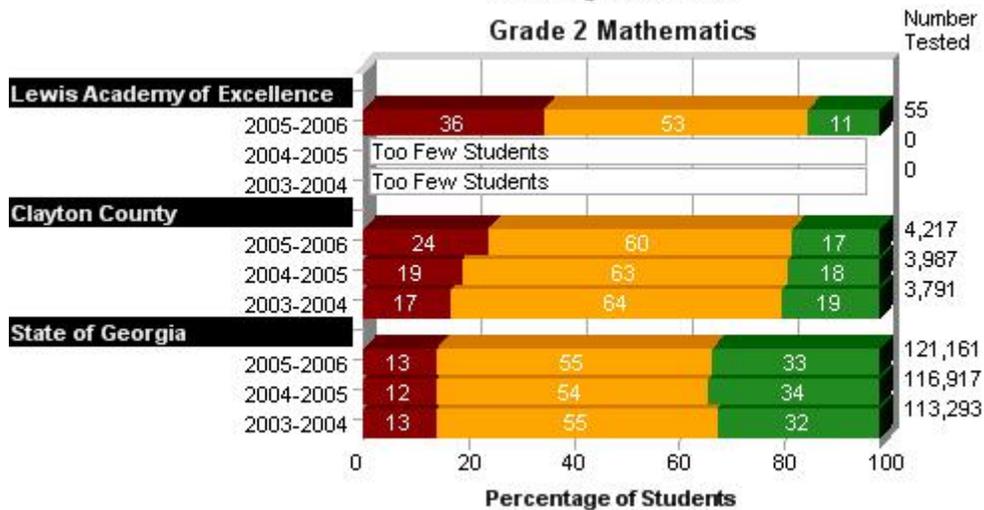
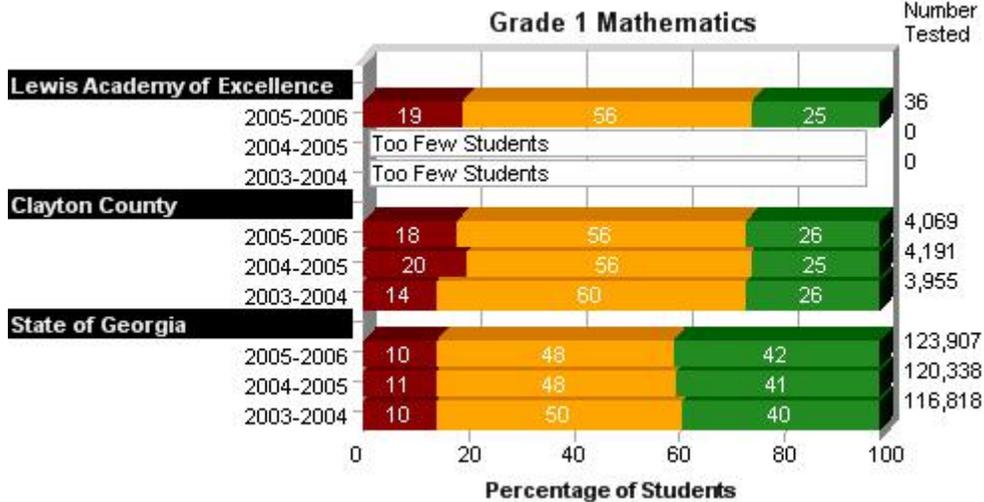
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|---|----|
| Did school have a reserve fund? If so, what percentage? | No |
|---|----|

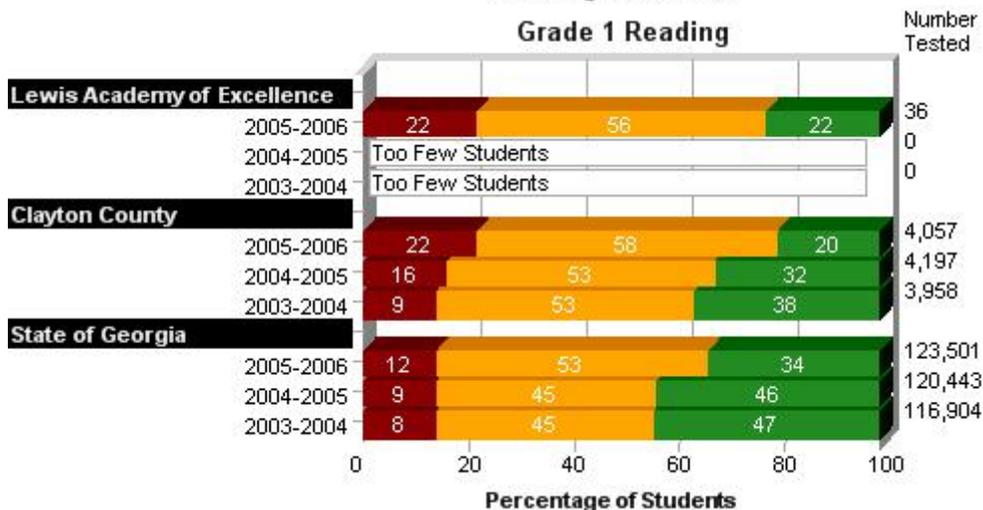
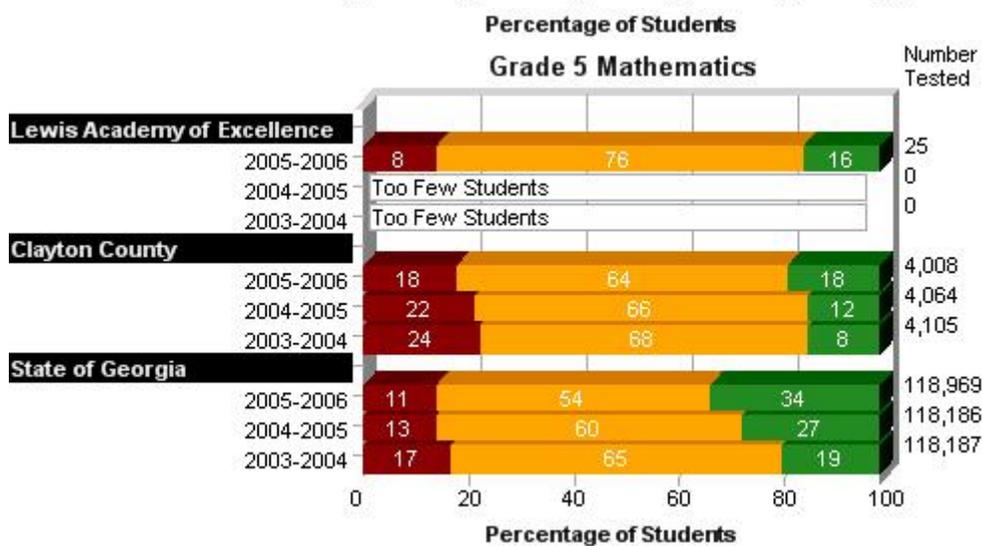
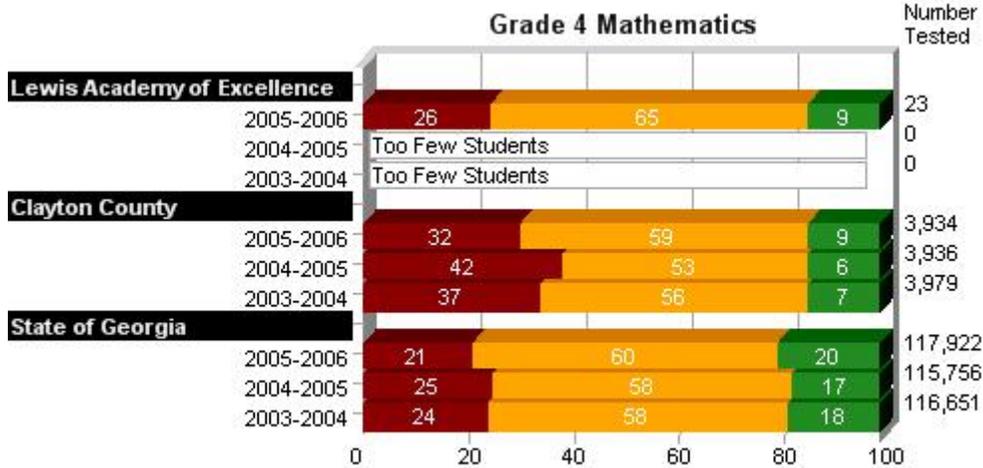
TEST RESULTS

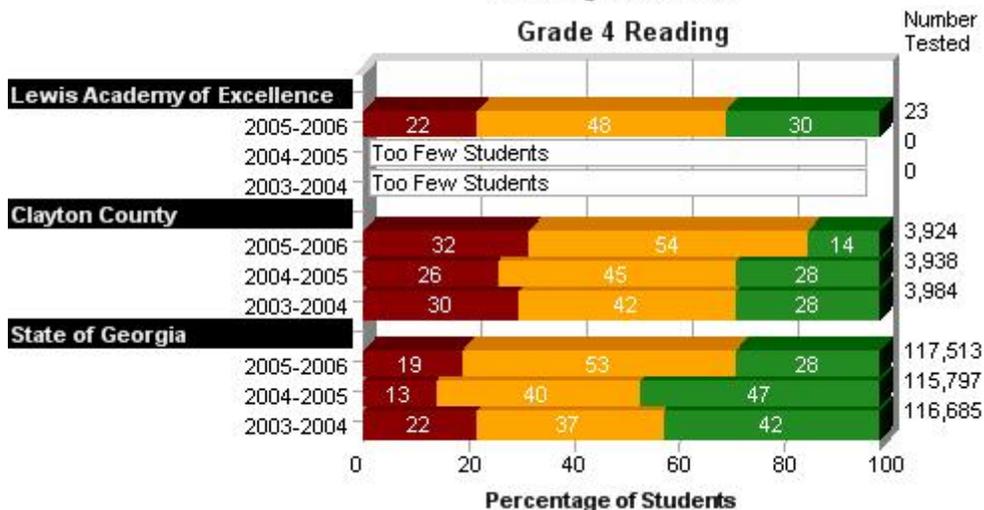
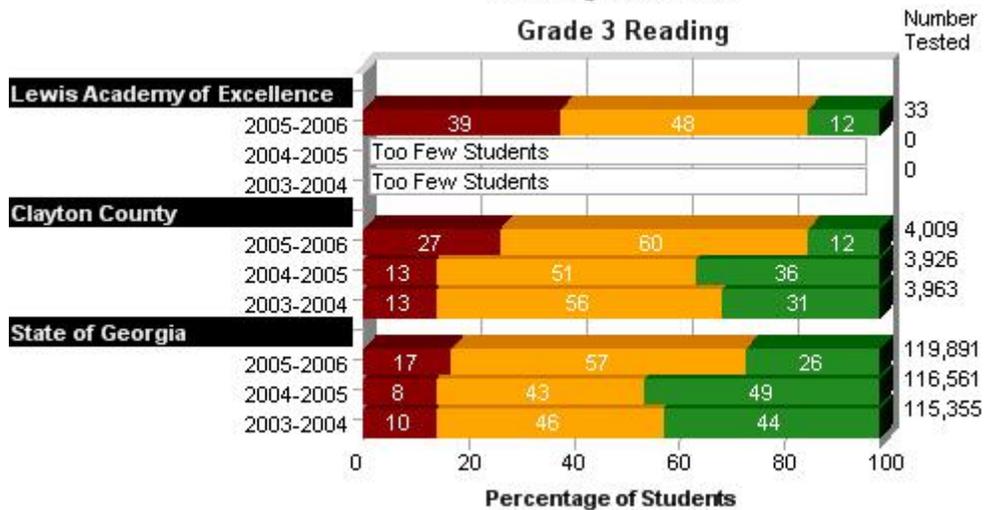
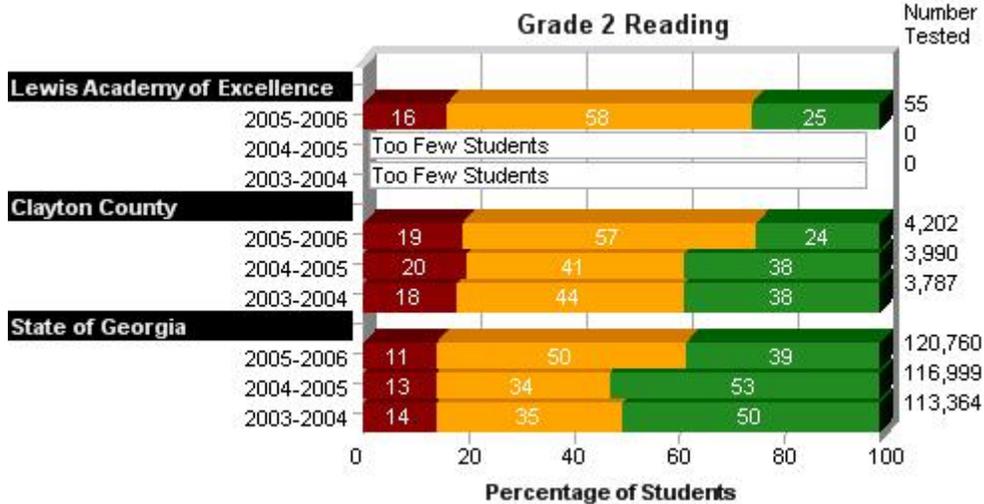
- Do Not Meet
- Meets
- Exceeds

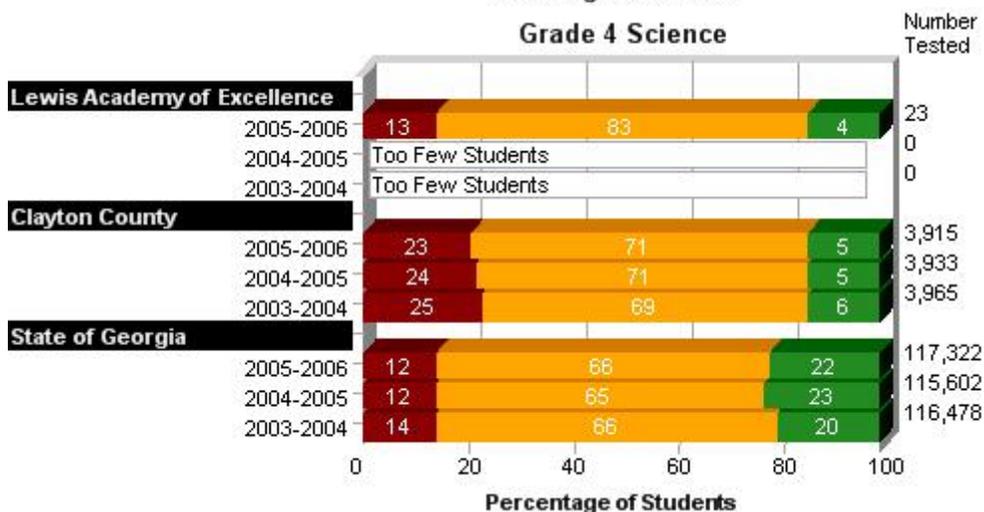
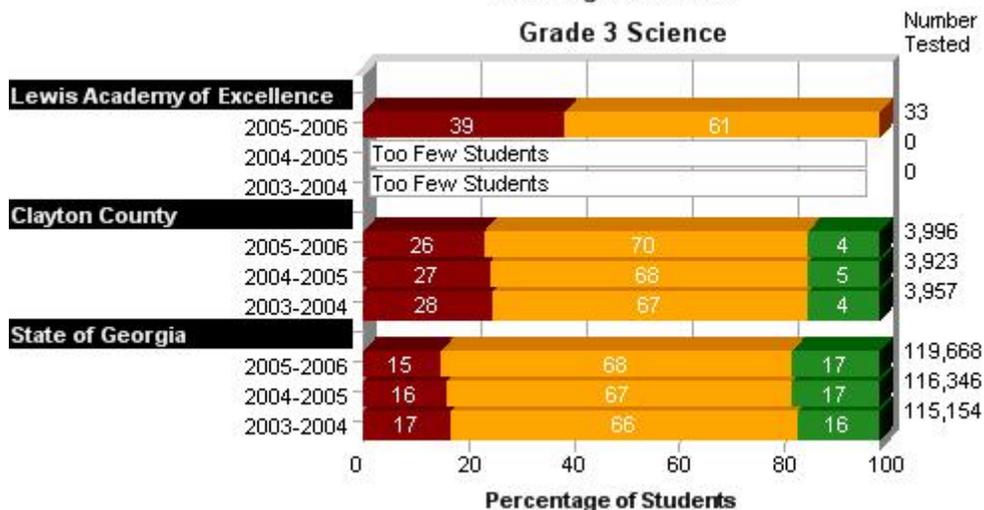
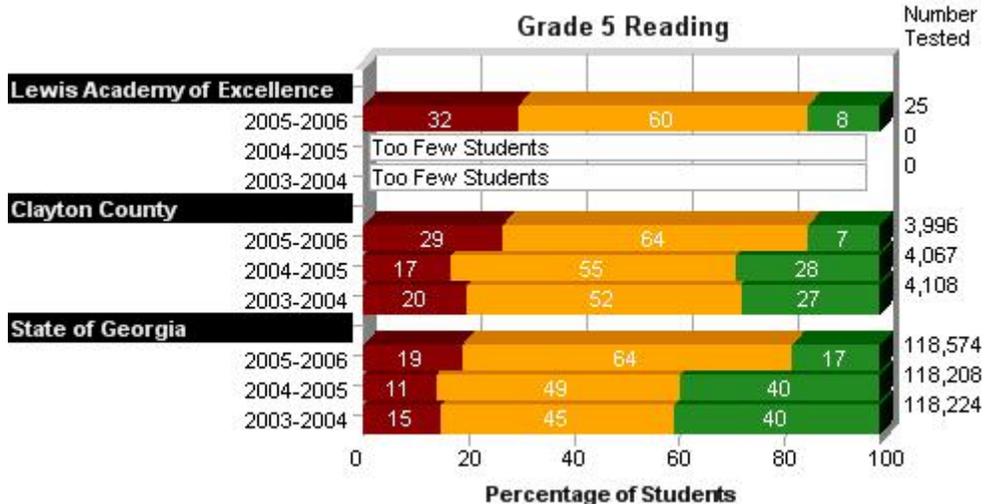


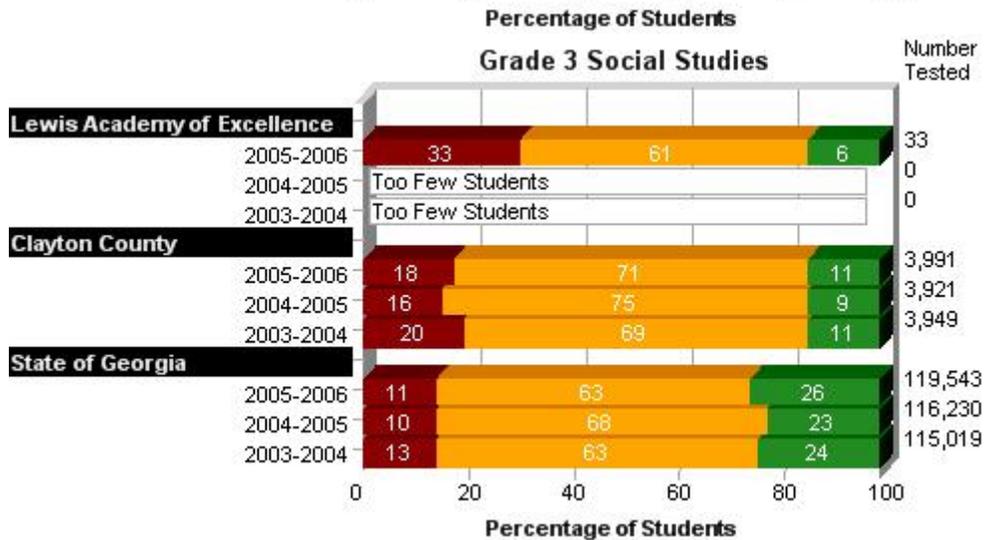
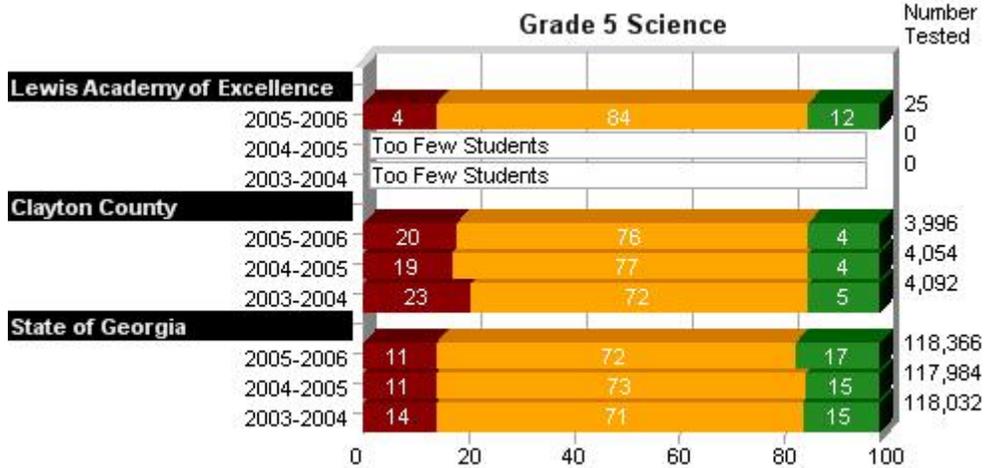


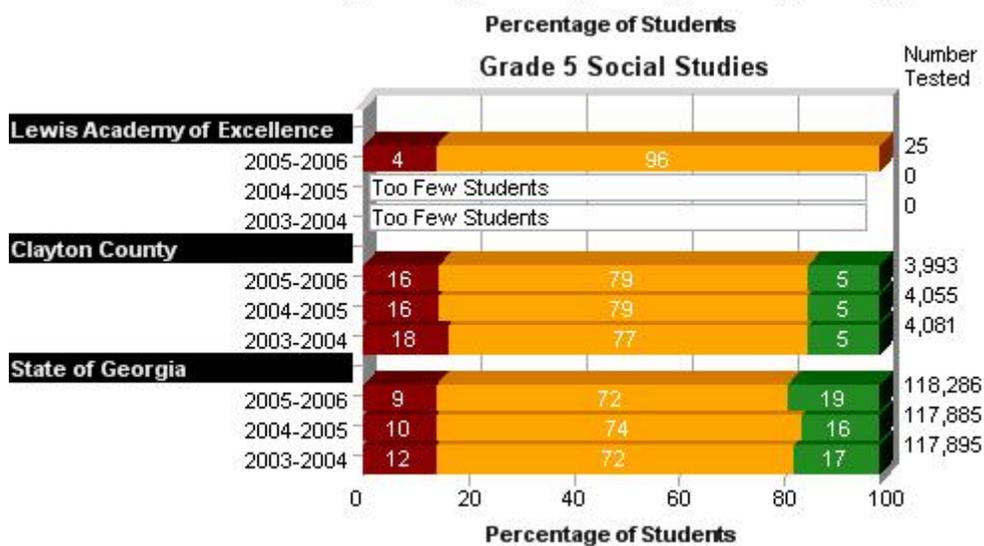
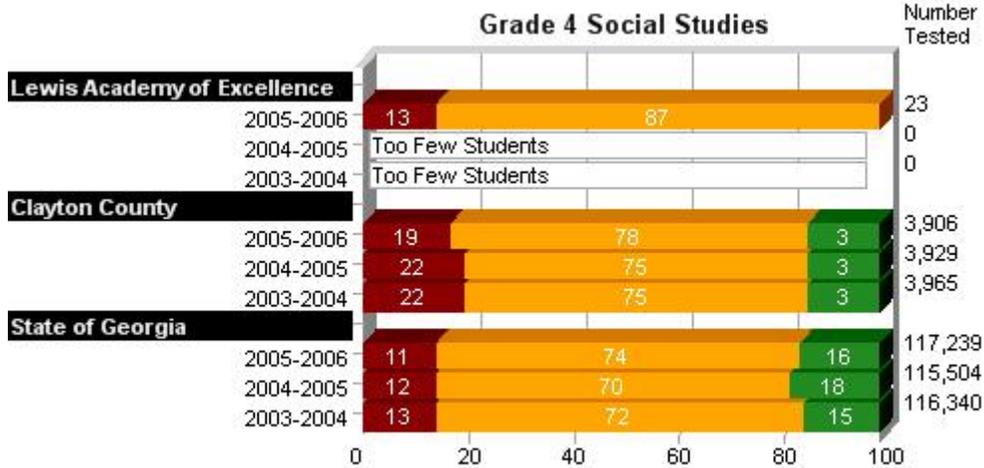












MERCER MIDDLE SCHOOL

Contact Information

Linda Rocheleau
 201 Rommel Avenue
 Savannah, GA 31419
 912-965-6700, 6714

Basic Facts

| | |
|----------------|------------|
| District | Chatham |
| Type | Conversion |
| Opened | 1998 |
| Grades Served | 6 - 8 |
| Enrollment | 748 |
| Title I School | Yes |

Mission

Mission Statement is in alignment with the Savannah-Chatham County Public Schools - 2006-2007: "To ignite passion for learning and teaching at high levels."

Vision Statement: "From school to the world. All students prepared for productive futures."

Demographics

| | Mercer Middle School | Tompkins Middle School | Oglethorpe Charter School | Chatham County | Georgia |
|---|----------------------|------------------------|---------------------------|----------------|-----------|
| Distance from Charter School (in miles) | 0 | 1.7 | 3.9 | N/A | N/A |
| Total Population | 771 | 468 | 392 | 32,842 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 27% | 2% | 44% | 27% | 48% |
| Black | 66% | 96% | 47% | 66% | 38% |
| Hispanic | 4% | 0% | 2% | 3% | 8% |
| Asian/Pacific Islander | 1% | 0% | 3% | 2% | 3% |
| American Indian/Alaskan Native | 0% | 0% | 1% | 0% | 0% |
| Multiracial | 2% | 1% | 3% | 2% | 2% |

Special Populations

| | | | | | |
|-------------------|----|-----|-----|-----|-----|
| ESOL | 0% | 0% | 0% | 1% | 3% |
| Gifted | 9% | 2% | 34% | 11% | 9% |
| Special Education | 7% | 19% | 5% | 12% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 68% | 91% | 31% | 61% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | No |
| Is your school in needs improvement? | No | Yes | Yes |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Yes. Mercer Middle School made AYP and moved off of the "Needs Improvement" list in 2006, a banner year. Of course, expectations remain high and there remains concern in some areas of student performance on standardized testing. For example, 7th graders tested at 51% on the CRCT of students scoring at or above the state standards.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

Student population trends on CRCT Mathematics in the last three years (2003 - 2006) indicate that black students have made gains in their performance and students with disabilities have made significant gains. Black students and students with disabilities have also made significant gains in CRCT Reading/Language Arts performance during the last three years. It is significant to note that significant gains have been made with ALL Mercer students scoring proficient or advanced in Reading/Language Arts. A total school population increase (1 1/2%) was also noted in CRCT mathematic scores of students scoring proficient or advanced. Students who are deemed economically disadvantaged also made significant increases in CRCT performance in Reading/Language Arts and mathematics.

Mercer is particularly proud of 8th grade performance on the Middle Grades Writing Assessment. Regularly scheduled "mock writing exams" at each grade level and an emphasis on writing across the content areas keep students engaged in the process of writing.

A focused and collaborative approach to learning impacts all areas of student academic performance at Mercer. Professional Learning Communities (PLC's) are held each Thursday at every grade level to examine students' work and teacher practice around instruction. PLC's are facilitated by staff trained in protocol and procedures regarding PLC's. Professional Learning activities are focused on areas of specific need for student academic improvement. For example, professional staff has

recently been trained in Daily Oral Language, Six Elements of a Math Lesson, Differentiated Instruction, Understanding Poverty and more. A focused, collaborative approach to monitoring curriculum promotes the use of "best practices" and is pervasive across all areas of instruction.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

Mercer's 8th graders improved in Reading, English/Language Arts, Math, and Social Studies. 8th graders also improved on the MGWT with 94% of students meeting or exceeding the target; 7th graders improved in English/Language Arts, Math and Social Studies.

Areas of concern are 7th grade Reading, 6th and 7th grade Mathematics, and Science performance at each grade level. This is perhaps attributed to the roll out of GPS and subsequent curricular changes. Overall, Mercer students made significant gains in targeted subgroups and students with disabilities (SWD). This provides a platform for continuous growth and targeted learning and instruction to address the needs of all students.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

The data team plays an active role in student improvement strategies which include comparative analysis of one grade to another or even one classroom to another. The data room is available to all Mercer teachers and curriculum calendars are driven by data. The school media specialist and media clerk maintain reliable and accurate files and compile data to assist teachers in developing effective instructional strategies. The data team and design team analyze data to monitor and revise the school accountability plan to ensure continuous academic progress across all grade levels. They meet regularly to compare scores and indicators of success or areas that need improvement. Some teachers move up with a group of students to maintain academic improvement and ensure curriculum development and success.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

Mercer has identified particular areas of concern revealed by standardized test scores to include: Reading (7th), Math (7th, 8th) and Science (6th, 7th and 8th). Mercer's design and data team continuously review and assess data to determine effective instructional strategies and to monitor student progress. Professional learning has a curricular focus and enhances weekly PLC's and departmental sessions to develop curriculum calendars. In addition to targeting subgroups of students who are in need of greater intervention to ensure success, Mercer's School Accountability Plan addresses school retention rates, parental involvement and office referrals related to

bullying and other disruptive behavior that interferes with total school improvement.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

To maintain a three-year trend that demonstrates an increase of 8th grade students meeting or exceeding state mandated proficiency levels on the Georgia Middle Grades Writing Assessment. Mercer has made partial progress on this goal. In 2006, Mercer scored at 358 which met system and RESA proficiencies and was one percentile point behind the state proficiency level. The most dramatic increase (64%) was in the number of students who exceeded the state proficiency target.

2.

To increase student performance in mathematics as evidenced by the number of students who have moved successfully through the advanced mathematics sequence, especially among students who have attended Mercer through grades 6,7, and 8.

In 2006, 93% of Mercer students taking the Algebra I EOCT passed, as compared to an 89% pass rate in 2005. In 2005 and 2006, 93% of Mercer students taking the EOCT in Geometry passed. This is a positive trend which impacts the entire school. This is a good foundation for an anticipated increase in scores on algebraic functions and problem solving on the CRCT as a result of the roll out of GPS in mathematics.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Yes. Mercer parents are involved and engaged in many aspects of student instruction. Monthly "Parent Nights" are scheduled to provide information and community resources in health issues, testing, bullying, and other family and community issues. Mercer parents turn out in large numbers (sign-in sheets retained on site) for PTA meetings which showcase student products and performances. A popular event that draws the greatest parental and community attendance are two scheduled "Portfolio, Products, and Performance Nights" in the winter and spring. This event provides a showcase for student participation in "enrichment clusters" which are held weekly and based on student interest areas. Every student at Mercer participates in these activities and develops a performance or product to demonstrate authentic learning activities. For example, students may demonstrate their talent or ability in chess, dance, jazz band, visual arts, business management, and more. Parents and/or community members often facilitate enrichment clusters in their area of expertise. Mercer parents also participate in the school council and various parent focus groups scheduled when site visitations are made from other charter schools. Mercer is a recipient of a Charter School Dissemination grant which has generated interest in the school from across the region.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

Mercer will make a more concerted effort to measure and monitor parental and community involvement in 2006-2007. Monitoring artifacts are compiled to measure the level of parental and community involvement and include PTA agendas and minutes (monthly); Parent Perception Surveys (Each 9 weeks); Sign-In Forms representing the number of parents attending PTA, Family Nights, School sponsored parent workshops, Parent Conferences and Parent Learning Communities. Mercer is a magnet school and a "Choice" school under NCLB which has greatly increased interest and enrollment in the school. The Academy Coordinator maintains records (a database) of parents who have volunteered or expressed interest in Mercer's Academy program. To indicate the level of parental involvement at events held to promote interest in their children's education, the following are some attendance numbers at scheduled 2005-2006 events. PTA Meeting and Open House, September 8, 2005 - 145 Parents; October 21 Parent Conference Day - 199 Parents; October 6, 2005, "Math Can Be Fun" Family Night - 80 Parents; March 24, 2006, Parent Conference Day - 140 Parents; May 9, 2006 "Portfolio, Products, Performance" Night - 250 Parents. These are approximations based on compiling sign up sheets at these scheduled events. Mercer parents are also involved as members of the School Council and when asked participate in parent focus groups throughout the years to address issues and/or share experiences with visitors interested in Mercer's educational programming.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

Mercer will continue its efforts to encourage parental involvement by scheduling "Family Nights" that highlight themes and issues of concern to our parents. A greater emphasis will be placed on development of a chartered PTA which is also a district mandate. As stated in the School Accountability Plan (2006=2007), Mercer will also support an active, supportive and engaged PTA Executive Council; engage a parent liaison to serve on the PTA's Executive Council as an ambassador for the school and as a contact for parents; recruit a parent representative from each homeroom to serve as parent liaison between the school, district and community; and establish a Parent Learning Community to focus on school improvement. Mercer also has a School Council that consists of teachers, parents and business representatives. Meetings are held each month to share and discuss issues around school improvement.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Portfolio Assessment will be used to improve student writing and self-assessment techniques. By May 2006, portfolio assessment will be used to monitor and predict

appropriate academic and/or career education choices made by Mercer students, especially 8th graders.

Every student at Mercer compiles a Total Talent Portfolio that contains samples of their evolving academic progress and their participation in enrichment activities. Mercer's 8th graders receive the support they need to develop portfolios required for application to magnet high schools. The portfolio process begins in 6th grade and continues through 8th grade. "Portfolio Nights" are scheduled to provide parents an opportunity to review their child's accomplishments and progress. A schoolwide writing plan is in place to promote writing across all content areas. Professional development will be completed by all staff in "Writing in the Content Area" prior to November 2006.

All Mercer students maintain writing folders and Learning Logs to promote reflection and writing across content areas. These added initiatives will enhance the ongoing use of portfolio assessment for Mercer students.

2.

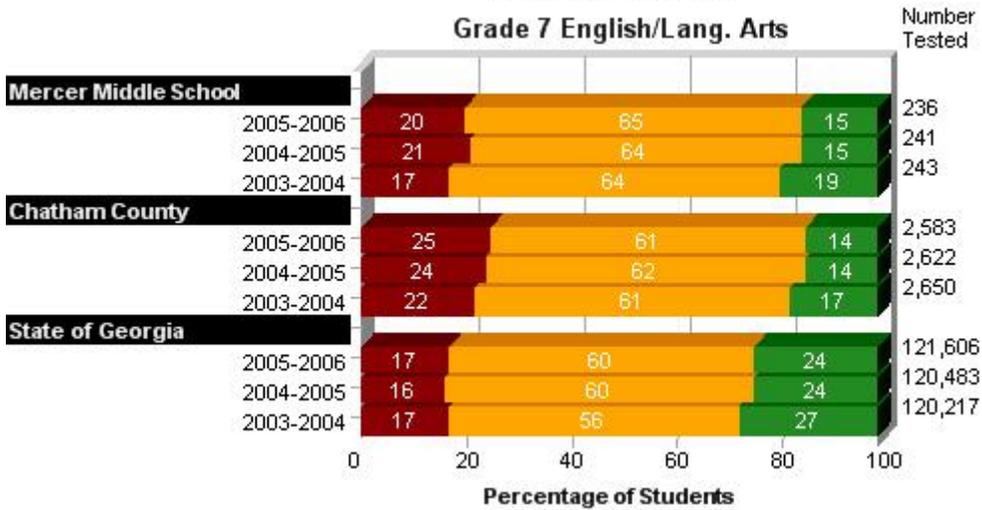
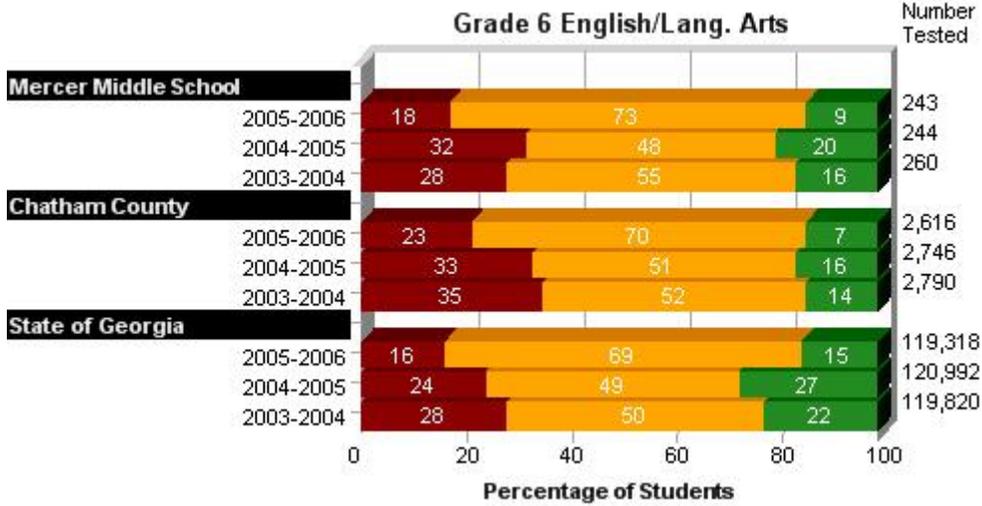
To implement a comprehensive, sequenced career education program in grades 6, 7 and 8 that provides a smooth transition from middle school to high school. Mercer students participate in a comprehensive business education program that helps them make a smooth transition to high school and identify career goals. Students create portfolios and identify career choices through interest surveys and research. Students participate in connections classes that prepare them for a rigorous high school course of study directed towards their career interests. These include, Business and Information Technology, Consumer Home Economics Career and Technology. These practices help students to compile admission requirements and portfolios required for admission to specialty programs at area high schools.

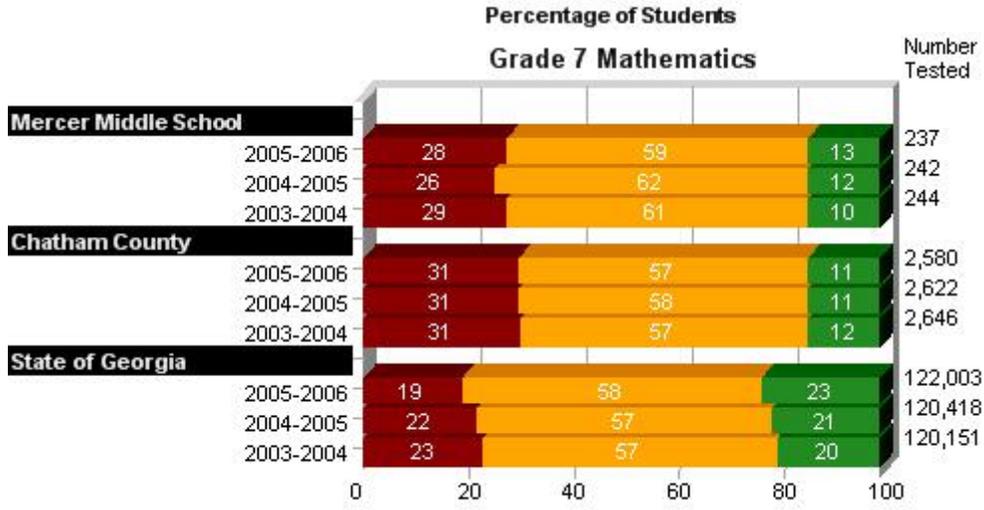
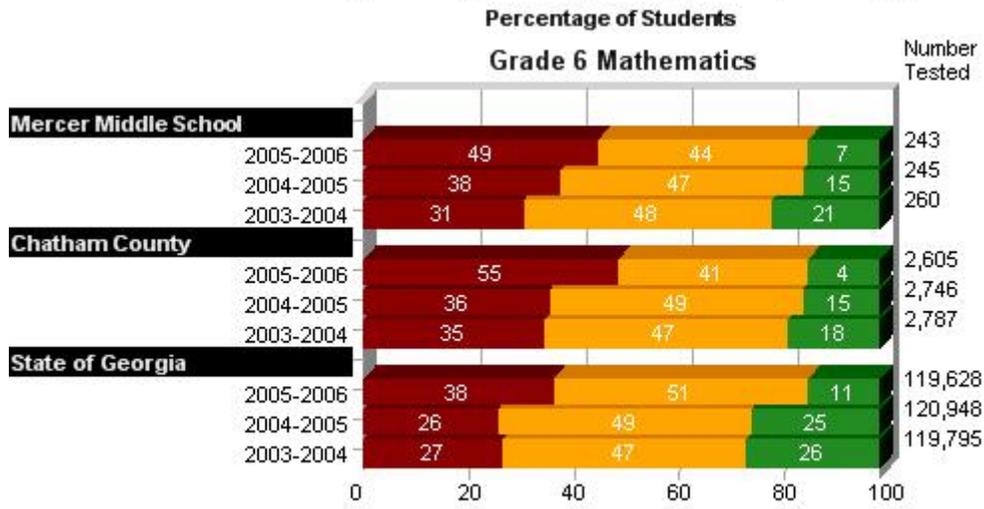
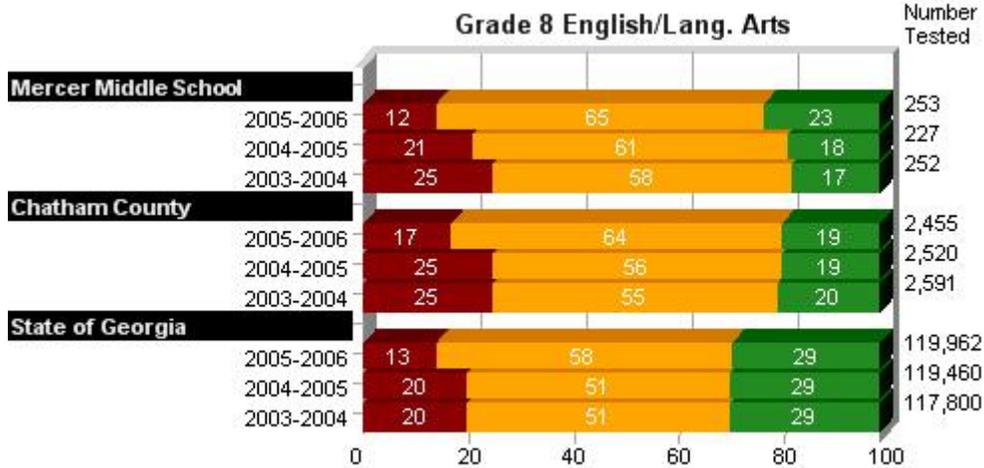
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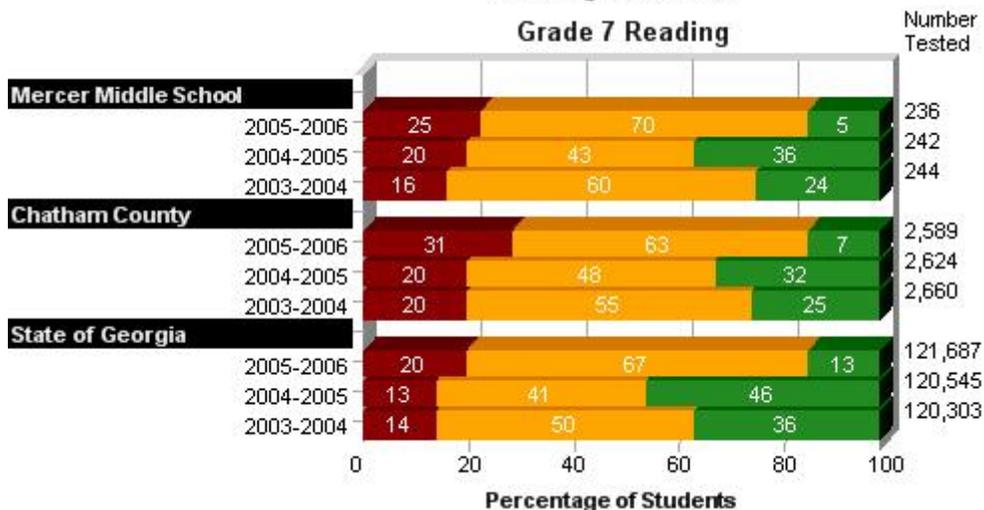
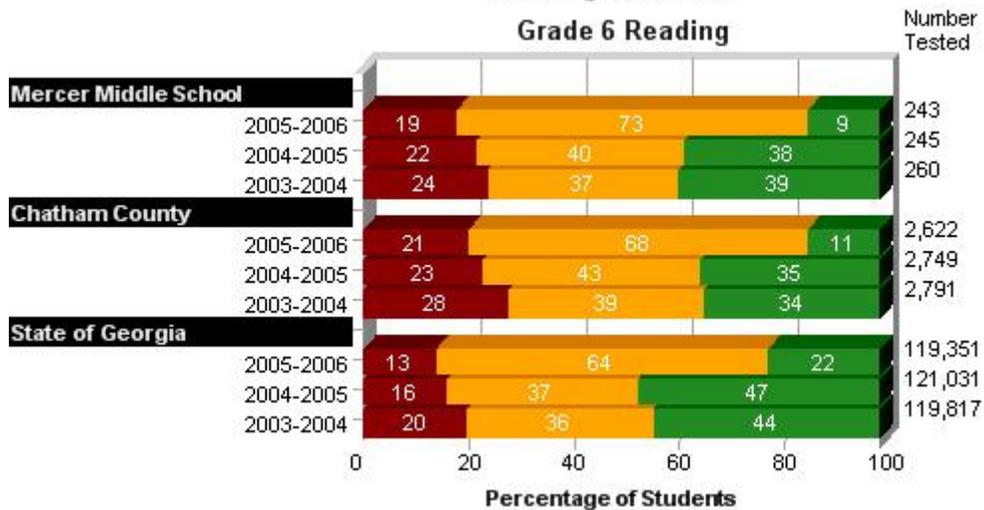
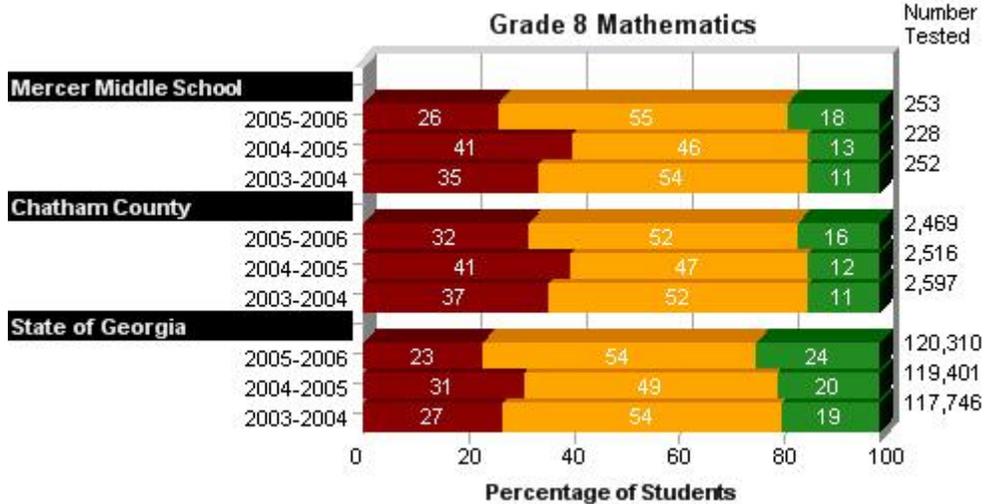
| | |
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| Did school have surplus at the end of the 2005-2006 school year? | Yes |
| Did school have a reserve fund? If so, what percentage? | No |

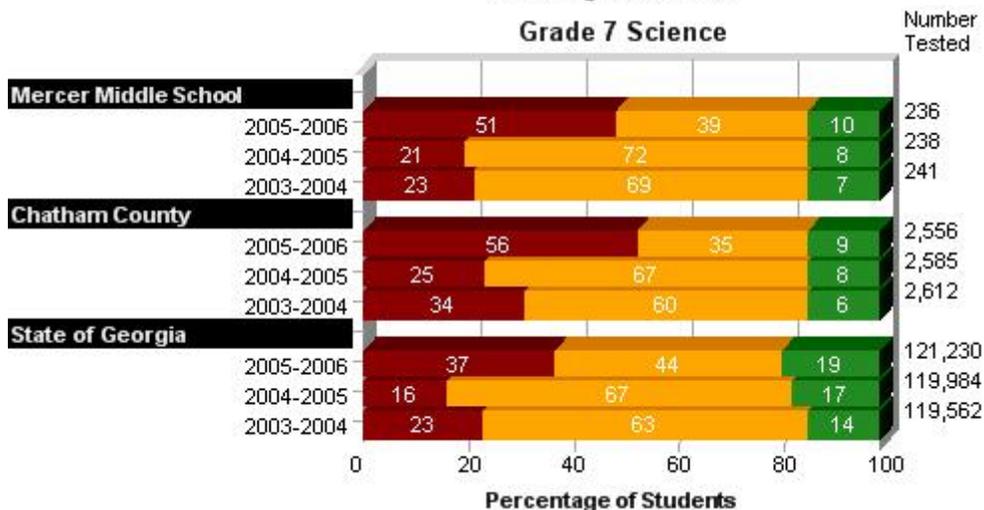
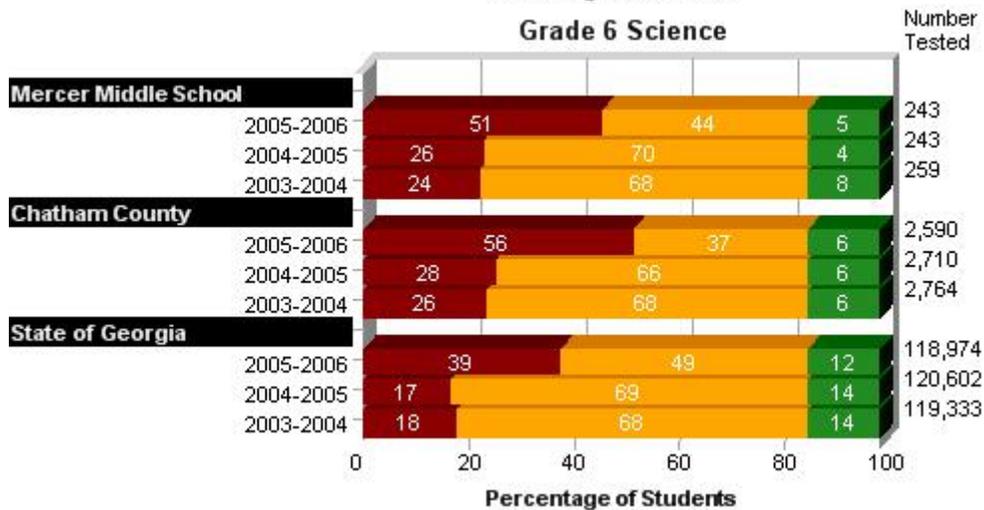
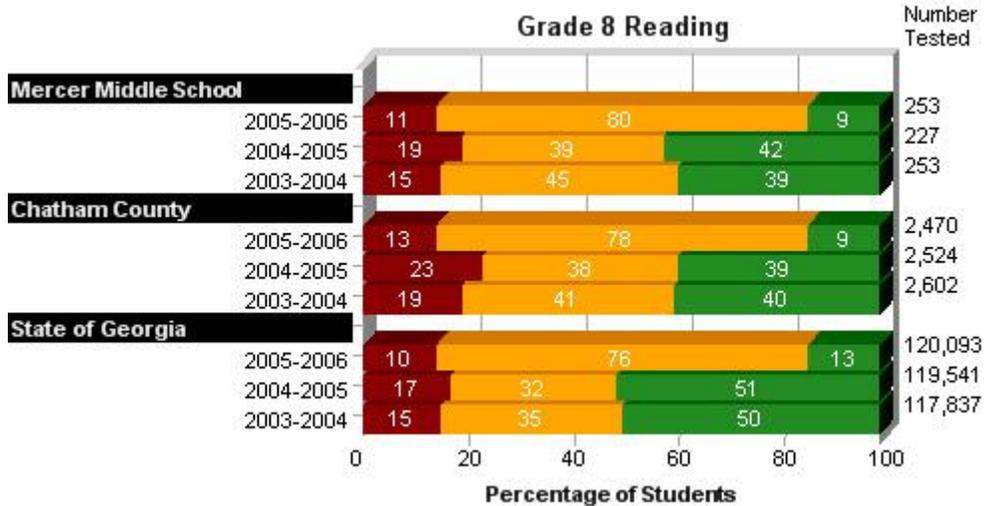
TEST RESULTS

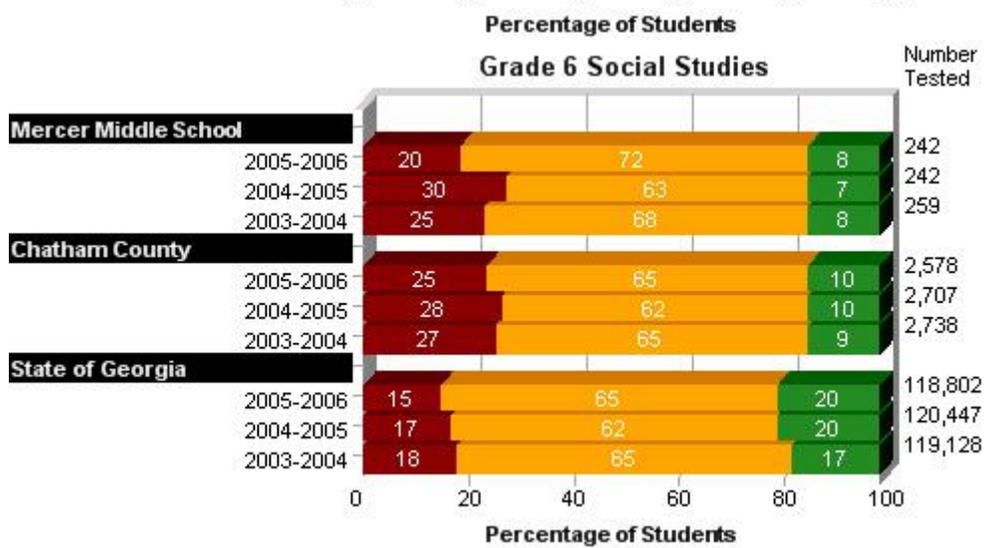
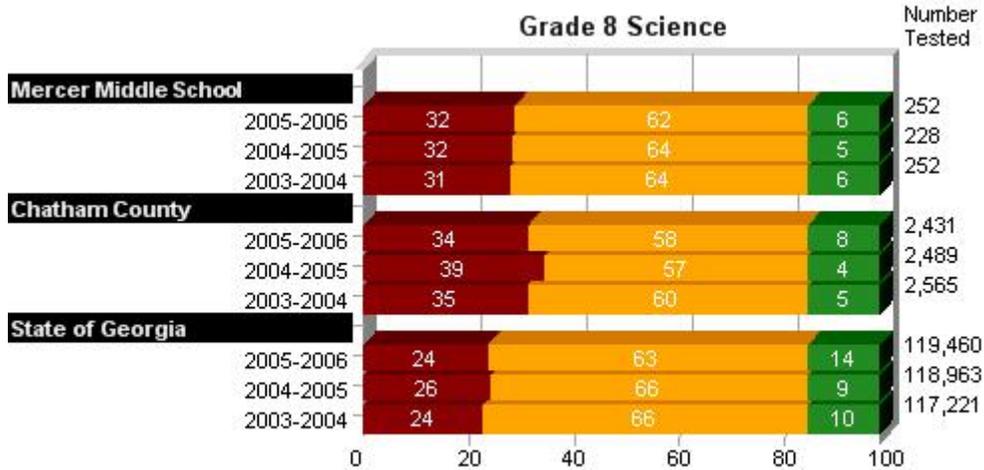
- Do Not Meet
- Meets
- Exceeds

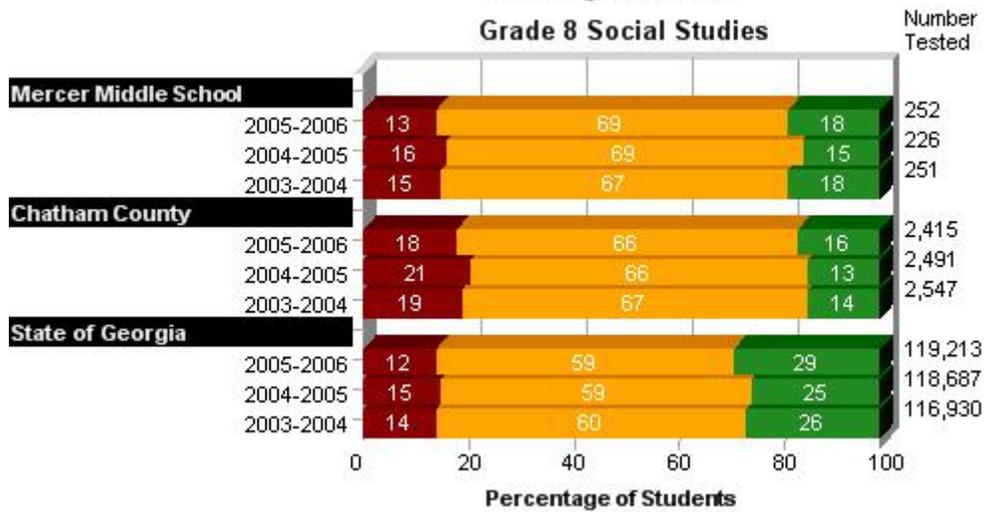
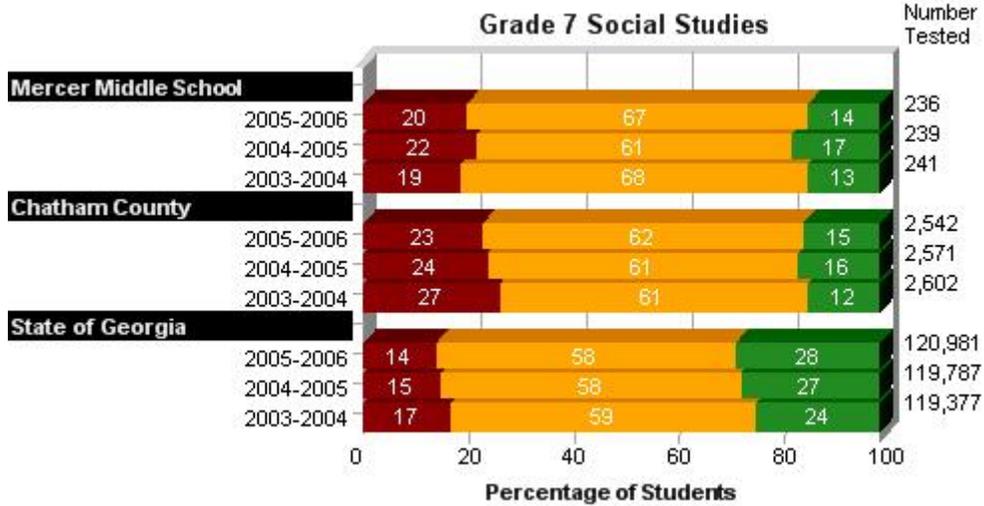












MORGAN COUNTY CHARTER PRIMARY SCHOOL

Contact Information

Wayne Myers
 993 East Avenue
 Madison, GA 30650
 706-342-3475

Basic Facts

| | |
|----------------|------------|
| District | Morgan |
| Type | Conversion |
| Opened | 2005 |
| Grades Served | K - 2 |
| Enrollment | 716 |
| Title I School | Yes |

Mission

Our mission, as a community of learners, is to provide a safe, orderly environment, and is to support and challenge students as they begin to develop their individual academic and social potential

Demographics

| | Morgan County Primary School | Morgan County Elementary School | Social Circle Primary School | Morgan County | Georgia |
|---|------------------------------|---------------------------------|------------------------------|---------------|-----------|
| Distance from Charter School (in miles) | 0 | 1.7 | 12.8 | N/A | N/A |
| Total Population | 716 | 700 | 376 | 3,227 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 61% | 67% | 66% | 64% | 48% |
| Black | 33% | 28% | 27% | 32% | 38% |
| Hispanic | 3% | 2% | 3% | 2% | 8% |
| Asian/Pacific Islander | 1% | 1% | 1% | 1% | 3% |
| American Indian/Alaskan Native | 0% | 0% | 0% | 0% | 0% |
| Multiracial | 2% | 2% | 3% | 1% | 2% |

Special Populations

| | | | | | |
|-------------------|-----|-----|-----|-----|-----|
| ESOL | 0% | 0% | 1% | 0% | 3% |
| Gifted | 2% | 9% | 5% | 6% | 9% |
| Special Education | 13% | 10% | 14% | 12% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 46% | 42% | 48% | 40% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | Yes |
| Is your school in needs improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

No. Our charter goal for the 2005-06 school year was based on comparing the performance of second grade students on the CRCT Reading/Language Arts combined to their performance as first graders. The change in the format of the CRCT made this comparison impossible, since the the test content (GPS-based) and scoring was different than the student's first grade CRCT results.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

Unavailable to make this comparison.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

A continuing concern, based on analysis of CRCT results and school based assessments, is in the area of language arts. The school instructional leadership team has developed new goals to be used for this school year to track the performance of a focus group of students who are making limited progress in their writing skills.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

Our intent was to track first grade student CRCT scores into second grade. This charter goal will be carried over into the 2006-07 school year when that analysis will be possible.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

As stated in question #3, the school instructional leadership team has completed a school improvement plan for the 2006-07 school. The plan will be focusing on the language arts (writing) skills of students identified according to test data and teacher rating. Our charter application was to develop professional learning communities for

teachers to make decisions together in smaller collaborative settings (each collaborative group has 80 students or less) to impact the student learning of their small community of learners. Each cluster will be following an established protocol to review formative assessment data, identify learning objectives, develop instructional solutions and post test for improvement for the identified focus group of students described in question #3. The collaborative teachers will also continue to monitor all of the students in their group so that students being targeted will be a flexible group based on the GPS content introduced throughout the school year.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

These measures were not stated in the charter but are being provided for information only.

Grade 1 - CRCT Mathematics- 93% passed; Grade 2 - CRCT Mathematics - 93% passed

2.

Grade 1 - CRCT Reading - 92% passed; Grade 2 - CRCT Reading - 95% passed

3.

Grade 1 - CRCT English/Language Arts - 83% passed; Grade 2 - CRCT English/Language Arts - 91% passed

4.

Kindergarten GKAP-R 96% ready for 1st grade

5.

77% of entering Kindergarten students were ready for kindergarten based on the DIBELS Sound Fluency

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Yes, our level of volunteer hours increased to over 2000 hours of service - this included parents, high school students, community members, etc.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

Login sheets - Volunteer hours - Attendance records for parent conferences - 99% rate of attendance at both fall and spring conferences. Attendance records for open house/curriculum night - over 50% of parents attended.

3. What efforts do you plan to make to encourage additional parental and community involvement in your

school?

This school year, the school will focus on the improvement of writing and English/Language Arts skills so a series of parent workshop are being developed to assist parents in supporting this focus group of students at home.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

By the end of 2nd grade, the percentage of students achieving Level 3 on the reading/language arts (combined) section of the Georgia CRCT will increase by 10% over their first grade scores from spring 2005. Expected was 44% at Level 3 - actual was 36%, but with the change in the format and scoring of CRCT -GPS this is not an accurate or valid comparison.

2.

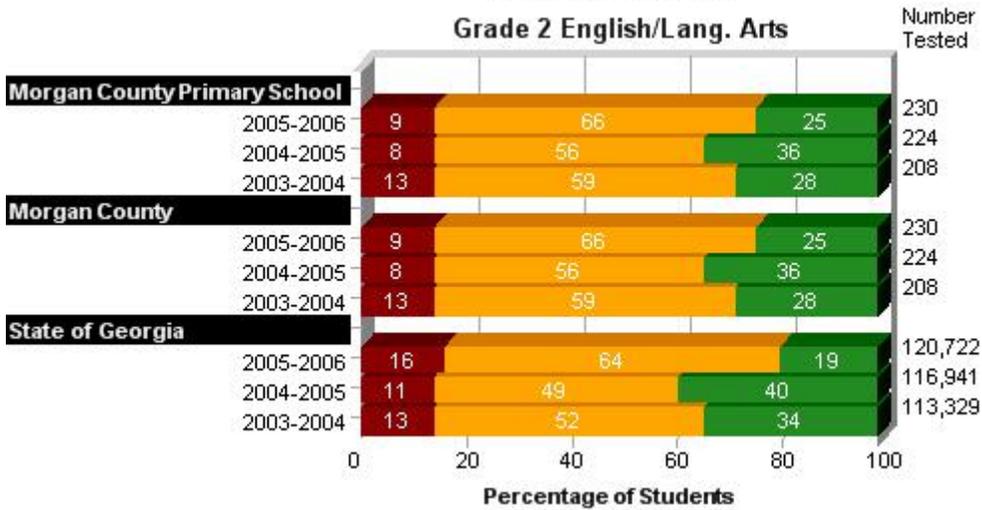
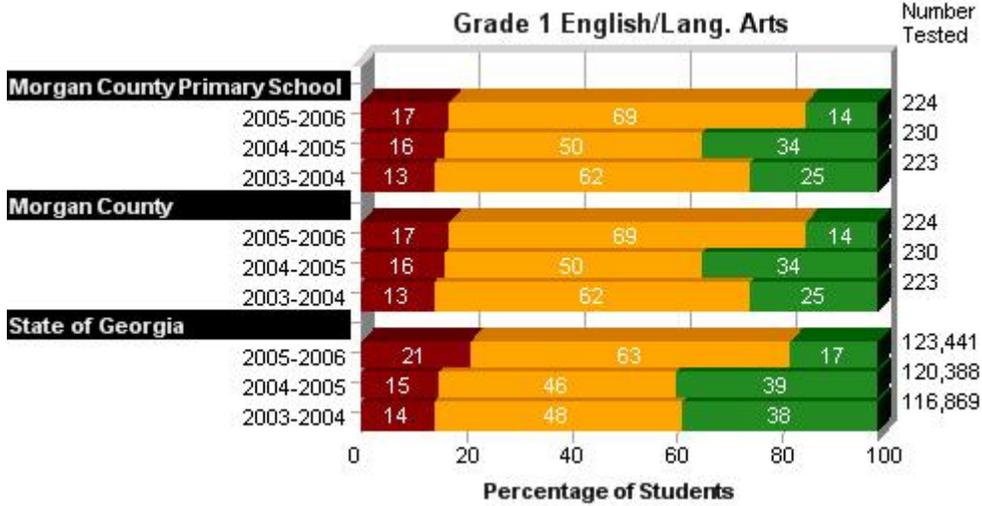
By the end of 2nd grade, the percentage gap between minority and majority populations of the school who achieve level 2 or higher on the reading/language arts sections of the Georgia CRCT will be reduced by 10% over the existing gap as reported for the group's first grade scores from Spring 2005 - Expected change was 13.5% gap - actual was 11% but, once again, with the change in the format and scoring of the CRCT-GPS this is not an accurate or valid comparison.

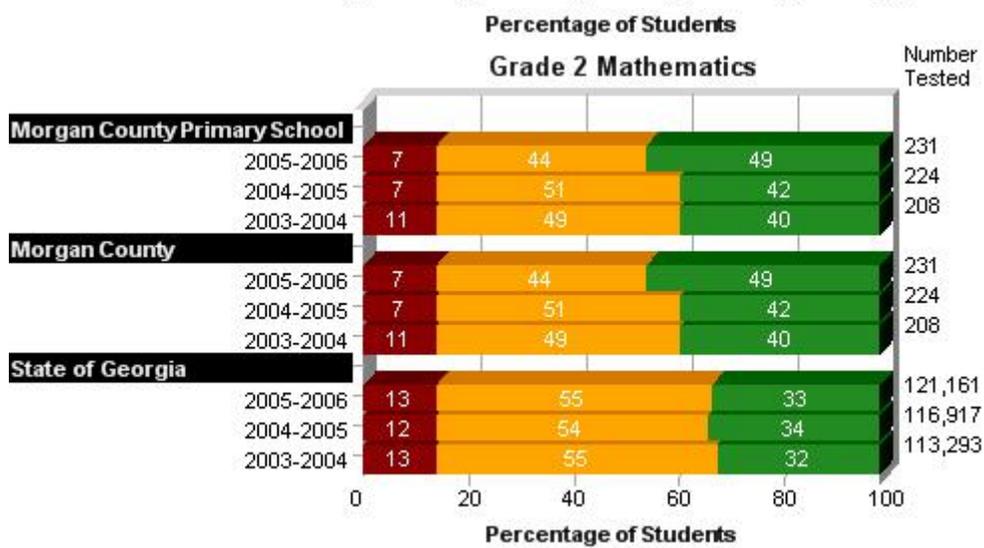
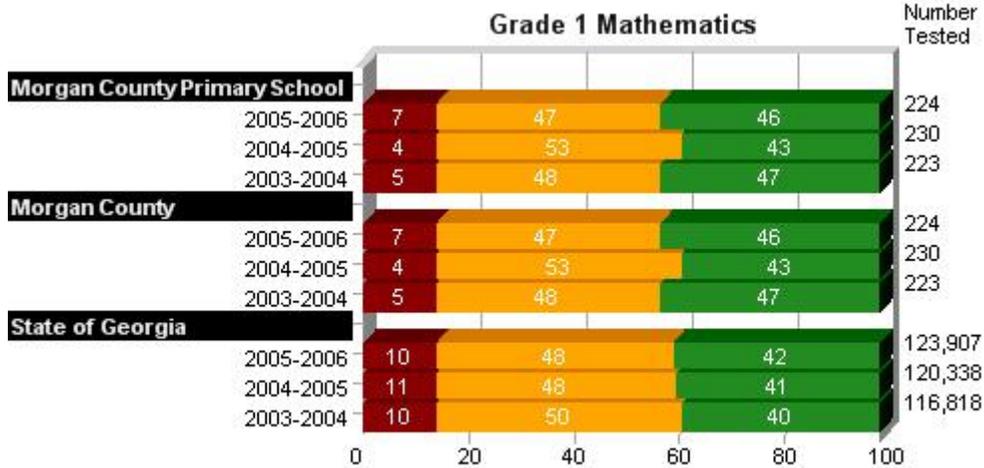
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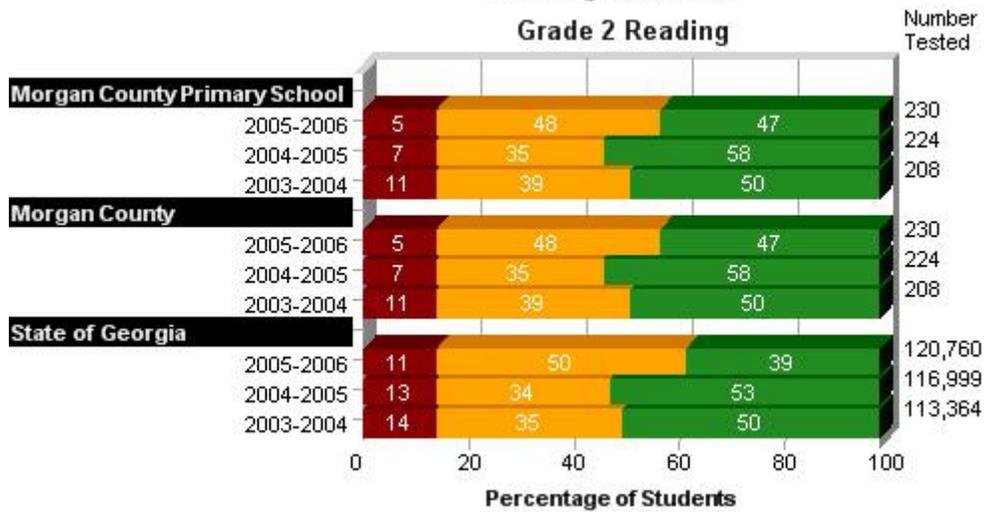
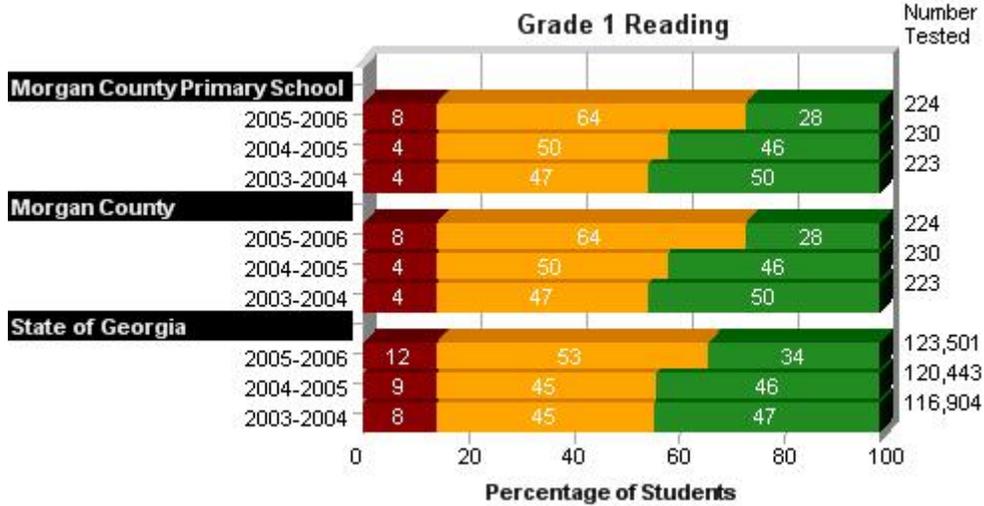
| | |
|--|----|
| Did school have surplus at the end of the 2005-2006 school year? | No |
| Did school have a reserve fund? If so, what percentage? | No |

TEST RESULTS

- Do Not Meet
- Meets
- Exceeds







MORGAN COUNTY ELEMENTARY SCHOOL

Contact Information

Rhonda Jean Triplett
 1640 Buckhead Road
 Madison, GA 30650
 706-342-5039

Basic Facts

| | |
|----------------|------------|
| District | Morgan |
| Type | Conversion |
| Opened | 2006 |
| Grades Served | 3 - 5 |
| Enrollment | 730 |
| Title I School | Yes |

Mission

At MCES, we will provide maximum learning experiences for all children so they may explore and expand their talents and abilities.

Demographics

| | Morgan County Elementary School | Morgan County Primary School | Greensboro Elementary | Morgan County | Georgia |
|---|---------------------------------|------------------------------|-----------------------|---------------|-----------|
| Distance from Charter School (in miles) | 0 | 1.7 | 15.5 | N/A | N/A |
| Total Population | 700 | 716 | 655 | 3,227 | 1,559,828 |

Diversity

| | | | | | |
|------------------------|-----|-----|-----|-----|-----|
| Caucasian | 67% | 61% | 11% | 64% | 48% |
| Black | 28% | 33% | 80% | 32% | 38% |
| Hispanic | 2% | 3% | 7% | 2% | 8% |
| Asian/Pacific Islander | 1% | 1% | 0% | 1% | 3% |
| American | 0% | 0% | 0% | 0% | 0% |
| Indian/Alaskan Native | | | | | |
| Multiracial | 2% | 2% | 2% | 1% | 2% |

Special Populations

| | | | | | |
|-------------------|-----|-----|-----|-----|-----|
| ESOL | 0% | 0% | 3% | 0% | 3% |
| Gifted | 9% | 2% | 8% | 6% | 9% |
| Special Education | 10% | 13% | 15% | 12% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 42% | 46% | 75% | 40% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | Yes |
| Is your school in needs improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

The information following the retest results was entered prior to the review of the Summer 2006 retest.

Using the CRCT test results from 2004 as a baseline; our goal is to have all students make an average gain of 8 percentage points over the five-year term of our charter in the areas of reading and math. In addition, we are tracking the progress of African-American students in the same manner.

Overall, this year's standardized test scores met our school's expectations. Using 2005-2006 CRCT scores, all students and the African-American subgroup showed a positive gain in reading and math with one exception: African-American students showed no gain or loss in reading for the year as compared to the baseline. Reading scores for all students indicated a three point gain for the year. African-American Students showed no change in reading, but had attained a 12 point increase during the previous year. All math students posted a gain of 8 points in math this year, and African-American students' scores increased by four points. We are pleased to be making excellent progress toward our goal with an average gain of six points in reading and math for both groups of students.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

According to our 2006 CRCT results, students in all grades improved reading scores by a significant amount. Several measures were either continued or newly adopted this past year that contributed to the success. Teachers worked in collaborative groups to assess academic needs according to the previous year's test scores and planned strategies to foster improvement. Morgan County Schools enlisted the help of parents, the community, and the University of Georgia in creating and implementing a program designed to work with at-risk students in their communities and churches. The collaborative effort, Partners for Advancing Student Success (PASS) has been very successful.

Curriculum alignment with Georgia's Performance Standards and identification of

essential curriculum helped teachers plan effective lessons in reading. The use of Phillip Schlechty's Working on the Work (WOW) design framework facilitated the planning of lessons that were engaging for students. Throughout the year, teachers assessed students' levels of engagement in lessons. As engagement levels increased or remained high, student progress was positive. Flexible grouping and collaborative classrooms encouraged students to interact in a positive learning environment. Extended learning time was provided after school for students during Quest, a remedial program designed by our school for students with identified academic needs. At-risk students participated in the PASS program.

According to our 2006 CRCT results, students in all grades improved math scores by a significant amount. Several measures were either continued or newly adopted this past year that contributed to the success. Teachers worked in collaborative groups to assess academic needs according to the previous year's test scores and planned strategies to foster improvement. African-American students showed the most improvement of any of the subgroups with an average math test score increase of over 18 percentage points in one year. Parent and community involvement in PASS program was a major factor in the success.

The students' success in math was a result of several initiatives. As in reading, the WOW framework provided design qualities that were incorporated into math lessons to make them appropriate and engaging for each student. Hands-on lessons improved understanding and encouraged higher order thinking. Teachers worked together to plan units that addressed the needs of all student learning levels. Extended learning time was provided after school for students during Quest, a remedial program designed by our school for students with identified academic needs.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

Items are discussed in Academic Test Scores: question 5 in-depth.

The areas below have improved according to the results of the 2006 CRCT:

The percentage of third graders scoring in levels two and three on the CRCT Math Test increased from 94% in 2005 to 96% in 2006.

The percentage of fourth graders scoring in levels two and three on the CRCT Math Test increased from 85% in 2005 to 87% in 2006.

The percentage of fifth graders scoring in levels two and three on the CRCT Math Test increased from 96% in 2005 to 99% in 2006.

The percentage of fifth grade students scoring in levels two and three on the CRCT Language Test improved from 94% in 2005 to 96% in 2006.

The percentage of third grade students scoring in levels two and three on the CRCT Science Test improved from 94% in 2005 to 95% in 2006.

The percentage of fourth grade students scoring in levels two and three on the CRCT Science Test improved from 94% in 2005 to 95% in 2006.

The percentage of fifth grade students scoring in levels two and three on the CRCT Science Test improved from 90% in 2005 to 97% in 2006.

The percentage of fifth graders scoring in levels two and three on the CRCT Social Studies Test increased from 94% in 2005 to 96% in 2006.

The following areas did not improve according to 2006 CRCT results, but remained at a high level:

The percentage of fifth graders scoring in levels two and three on the CRCT Reading Test remained at 98% in 2005 and in 2006.

The percentage of third grade students scoring in levels two and three on the CRCT Social Studies Test remained the same at 94% in 2005 and 2006.

According to the 2006 CRCT results, the following areas regressed, but continued at a high level of performance:

The reading and language arts were tested with the new Georgia Performance Standards with increased rigor and a higher cut score.

The percentage of third graders scoring in levels two and three on the CRCT Reading Test decreased from 99% in 2005 to 96% in 2006.

The percentage of fourth graders scoring in levels two and three on the CRCT Reading Test decreased from 92% in 2005 to 87% in 2006.

The percentage of third grade students performing in levels two and three on the CRCT Language Test dropped from 96% in 2005 to 86% in 2006.

The percentage of fourth graders scoring in levels two and three on the CRCT Language Test decreased from 91% in 2005 to 90% in 2006.

The percentage of fourth grade students scoring in levels two and three on the CRCT Social Studies Test dropped from 96% in 2005 to 94% in 2006.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

MCES tracks student cohorts from year to year by comparing each student group's

test scores from the previous year. The school serves grades three through five, so scores are recorded from the second grade through fifth grade.

At the beginning of the school year, each teacher records standardized test scores for his/her students from their previous school year records. Each teacher's class group scores are analyzed for areas of strengths and weaknesses. Teachers meet collaboratively and compile the class group scores into grade level test scores in order to set educational goals and expectations for each grade level and/or special area group. At the end of the year, the scores are compared to the previous year's scores to document progress toward stated goals.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

Language is a target area for improvement as revealed by standardized test scores. CRCT scores in 2006 indicated a slight drop in test scores for fourth grade (from 91% to 90%), and a more significant drop in third grade test scores (96% to 86%). Fifth grade scores improved from 94% to 96%.

Currently, teachers are working collaboratively to align curriculum and standards. Through the Georgia Performance Standards (GPS) "unpacking" process, resources are being identified and developed. This process will continue throughout the year, with a strong emphasis on differentiating curriculum and lesson delivery methods. We will continue to implement the design qualities based on Schlechty's Working on the Work framework. Periodic assessments of student engagement will help tailor instruction to meet students' needs. Teachers will review and revise lesson plans and curriculum maps to improve instruction and student learning.

At MCES we continue to focus on closing the achievement gap between African-American students and the category "All". During the coming year, we will also continue to focus on Special Education students and their progress.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

Georgia Writing Test

Fifth grade students at Morgan County Elementary School performed very well on the Georgia Writing test in 2006. Seventy percent of our students scored levels 5 and 6, the two highest stages of writing. Ninety-six percent of students scored levels 4, 5, and 6. No students scored in level one. Less than 1% of students scored in level two and 3.68% of students scored in level three. We are very pleased with our students' progress in writing.

2.

Each year, students in all grades at MCES take a pre-test in math. The results are used to assess students' strengths and weaknesses in order to plan effective math instruction. The tests are given again at the end of the year to determine students' progress in math.

In 2005 – 2006, third grade students scored 57% on the math pretest. Their end of year scores averaged 82% producing a gain of 25 percentage points. During the same period, fourth grade students scored 52% on the math pretest, and 78% on the posttest. The fourth grade scores increased by 26 percentage points. Fifth grade scored 32% on the pretest, and 77% on the post-test. The fifth grade group gained 45 percentage points. As students move through the grades at MCES, the results in math diagnostic testing show a larger points gain than each previous year of school.

3.

MCES used Accelerated Reader program's STAR Reading test as one measure of academic growth in reading during the year. The indicator we used is the Pre and Post Test Mean Differential.

In fifth grade, scores indicated an average 83% growth in reading with a grade level average of 5.83, placing students in the on-grade level category.

In fourth grade, scores indicated an average 83% growth in reading with a grade level average of 4.83, placing students in the on-grade level category.

In third grade, scores indicated an average 82% growth in reading with a grade level average of 3.85, placing students in the on-grade level category.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Parent and community involvement met our expectations during 2005 – 2006. The total number of volunteers increased from 355 in 2004-2005 to 371 parent and community volunteers in 2005 – 2006. In addition to the increase in the number of volunteers, our school saw an increase in the number of hours people contributed to the school. Parent and volunteer hours increased from 4123 in 2004 – 2005 to 4190 hours in 2005 – 2006.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

The parent and volunteer program at our school is managed by the school's Parent/Volunteer Coordinator. The level of parent and community involvement is measured primarily by a sign-in sheet that logs number of hours volunteered and type of service provided. The sign-in sheet has been successful in keeping track of the number of parents and community members who volunteer, as well as the number of hours each has contributed.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

We feel that our parents and community already do an outstanding job of volunteering their time and expertise at our school. Our school's Parent/Volunteer coordinator will continue to manage volunteer efforts for the school. We will continue to encourage parents to volunteer by working with our school's Parent Teacher Organization (PTO). We will seek to continue and expand our partnerships with the community through the Partners in Education program and other local business contacts. We will continue our current collaborative relationships with the Madison Chamber of Commerce, Walmart, and McDonald's. MCES will continue to foster the relationship with the University of Georgia through our school system's Partnership for Advancing Student Success (PASS) program, a program designed to assist at-risk students. As in the past, we will honor our parent and community volunteers at the end of the year during a special recognition program.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

One of our school's goals over the life of the charter is to provide professional learning opportunities in order to provide enriching experiences for all students. This past year we were in the beginning stages of this goal. Teacher feedback was sought, and our preliminary efforts began.

Our school has been using the Working on the Work framework developed by Phillip Schlechty. The framework outlines ten design qualities as the basis for creating learning experiences that are appropriate and engaging for all students. This year teachers met on a regular basis for collaborative planning and descriptive review sessions.

During the 2005 – 2006 descriptive review sessions, teachers shared lesson strategies with other teachers. These discussions focused on enriching all students' learning through various methods such as tiered assignments, accelerated content, student choice, and depth of information.

As a result of teacher feedback, it was decided to use email attachment documents to deliver some of the content for improving enrichment experiences for all students. The school's teachers of the gifted provided these materials and personal assistance to teachers.

2.

One of our school's overall goals is to communicate effectively with parents. Communicating curriculum standards and student progress is a part of this on-going goal. The school will measure the level of parent satisfaction with our communication efforts and achieve a 90% parent satisfaction level with our efforts. There was no baseline data available when the goal was set.

Methods for communicating with parents were discussed during collaborative team meetings. The feedback from these meetings was used to design and implement a variety of methods for communicating with parents.

Flyers were sent home to parents to inform parents about the school's open house. MCES held the open house on September 13, 2005 to help parents understand the school's curriculum and the implementation of Phillip Schlechty's Working on the Work (WOW) framework for learning. Each teacher used a mini lesson to help students' parents understand the framework's ten learning design qualities in action. This meeting was also used as an opportunity to explain how teachers and the school would be communicating with parents.

Parents were given a list of goals and expectations for students. Routines were established for reporting of students' weekly progress. Parents were urged to check the school's and teachers' web pages for important information on a regular basis. The web pages were used to communicate homework, projects, and other class news.

Other communication methods were employed to keep parents informed. A print version of a school-wide newsletter was sent home to all parents monthly. The local newspaper was used to celebrate student accomplishments and inform parents about upcoming events at the school. Parents were invited to attend Parent Teacher Organization (PTO) and other meetings to help parents with their children's school needs. Teachers used telephone, email, and conferences to keep parents informed. All parents were requested to attend two, face-to-face conferences with teachers during the year. Ninety-nine percent of the school's parents attended both conferences.

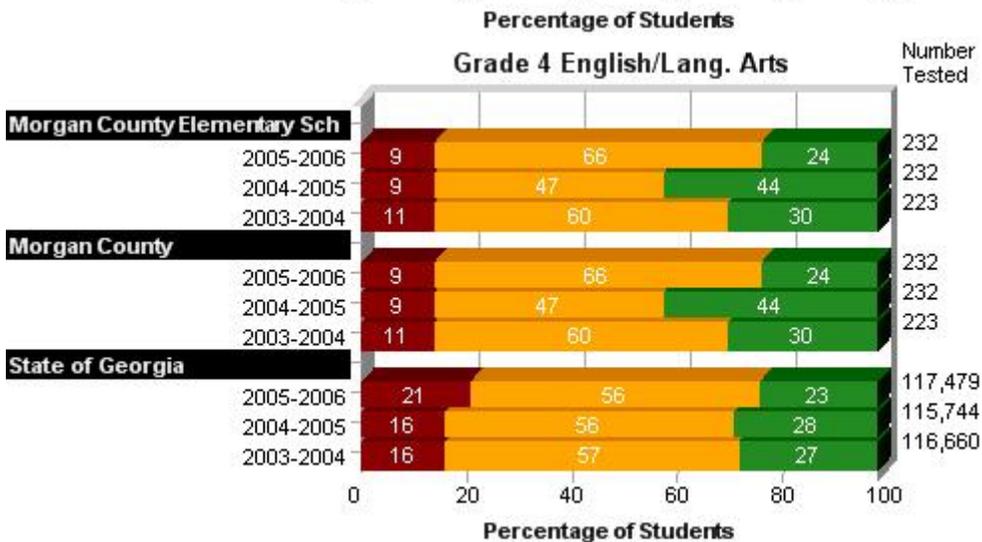
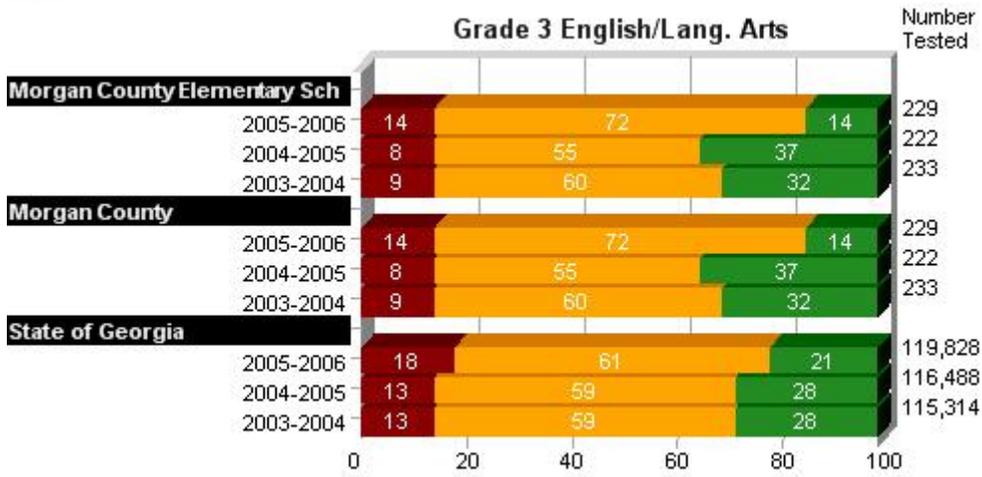
At the end of the 2005 – 2006 school year, a parent satisfaction survey was administered. As part of the survey, parents were asked, "Are you satisfied with the communication our school provides to parents?" The parents had an opportunity to comment and offer suggestions. The survey showed 95% of parents were satisfied with the school's communication efforts.

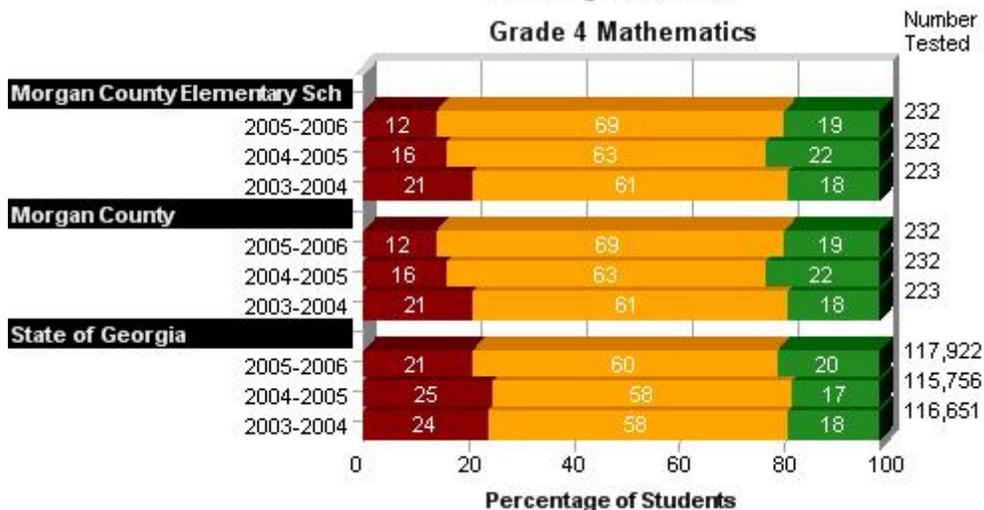
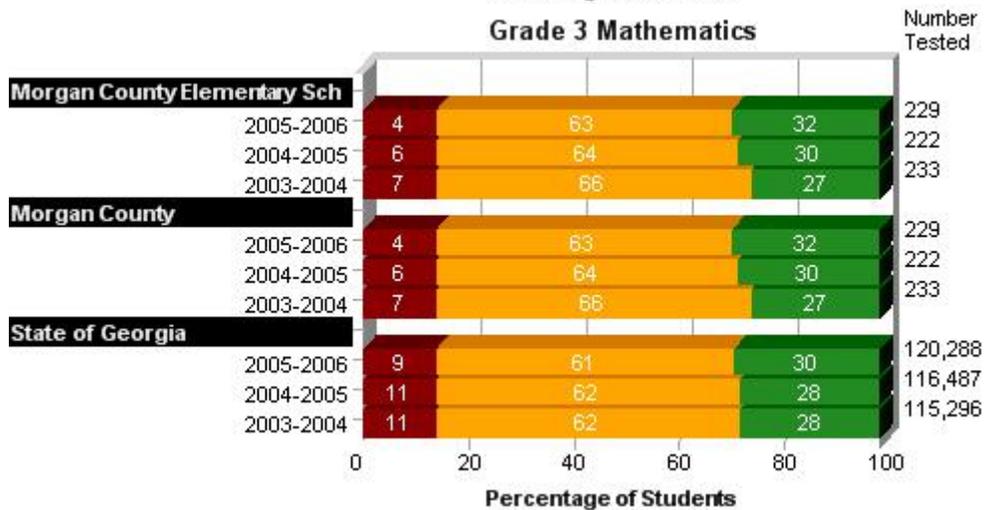
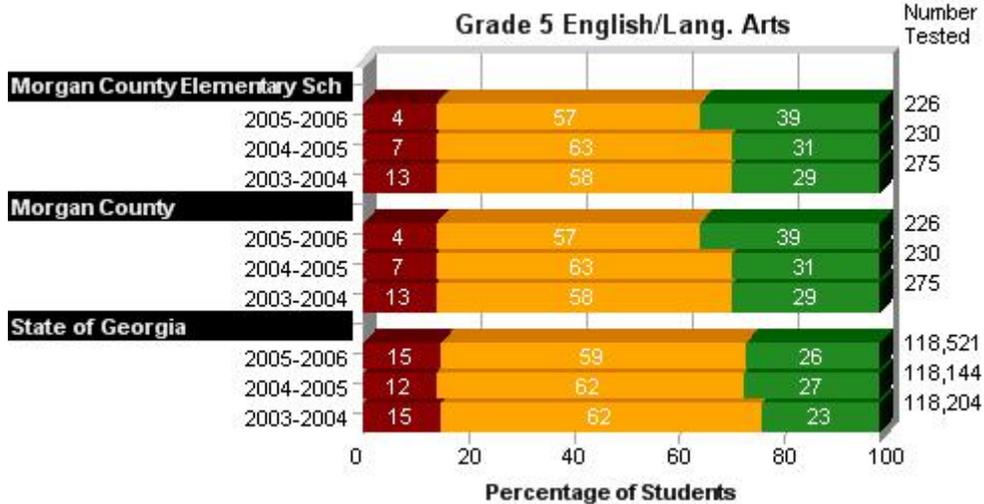
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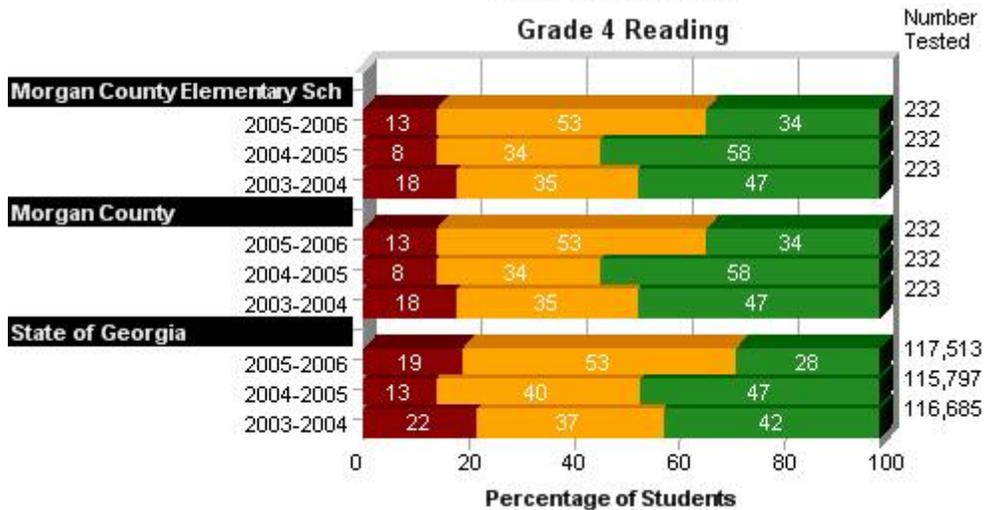
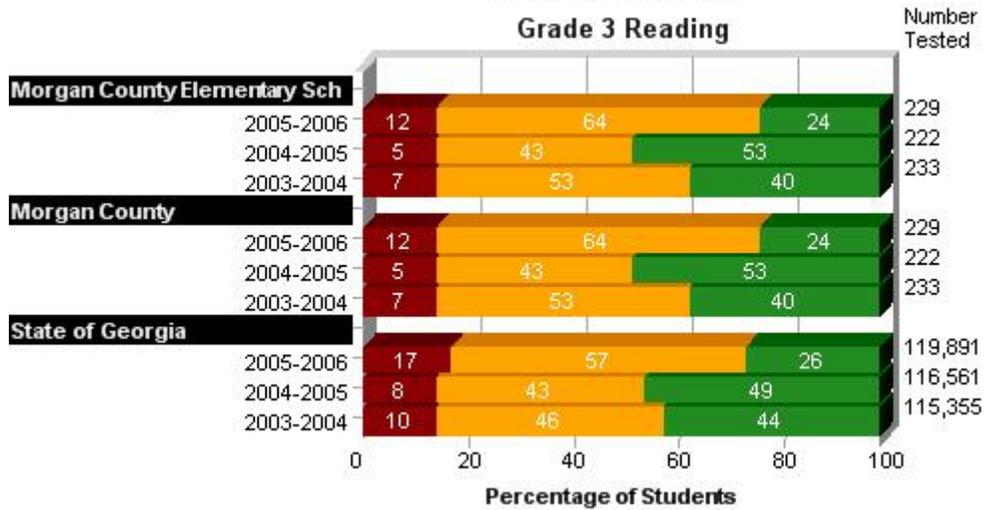
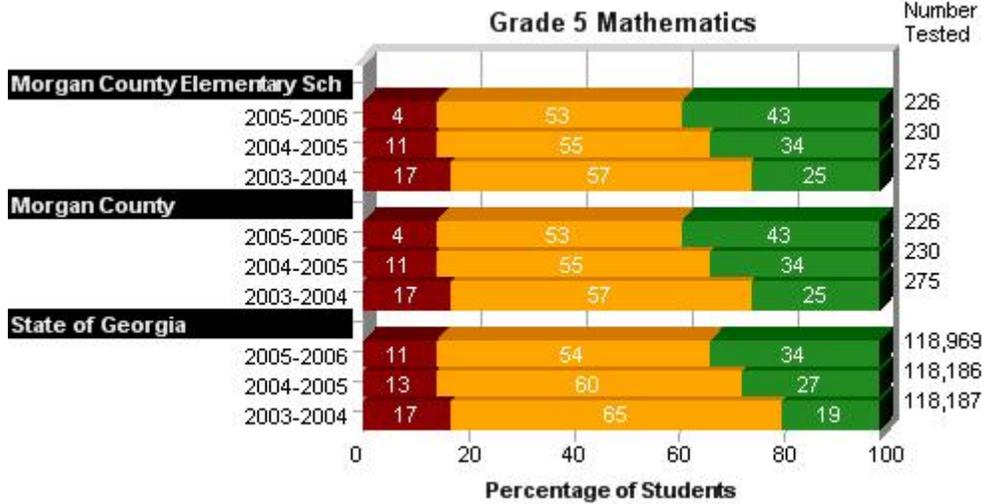
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| Did school have surplus at the end of the 2005-2006 school year? | No |
| Did school have a reserve fund? If so, what percentage? | No |

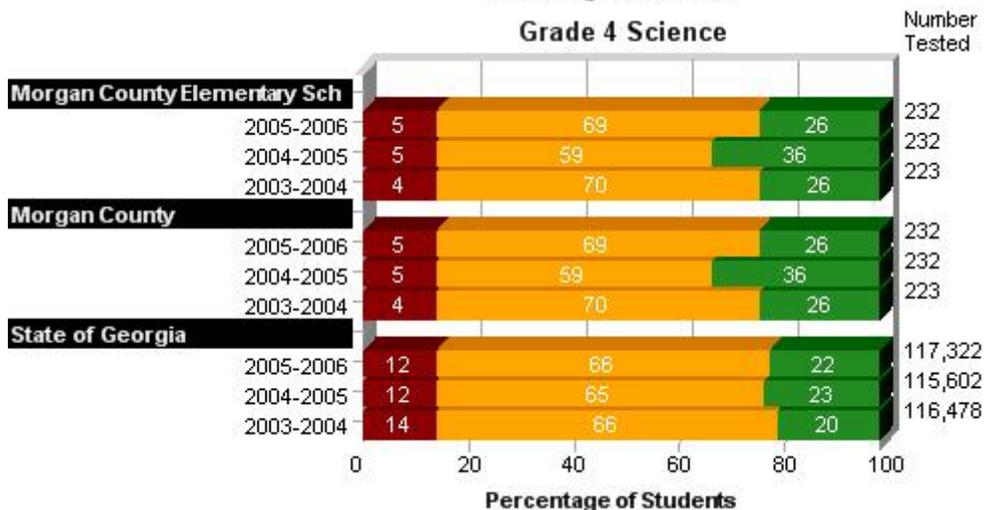
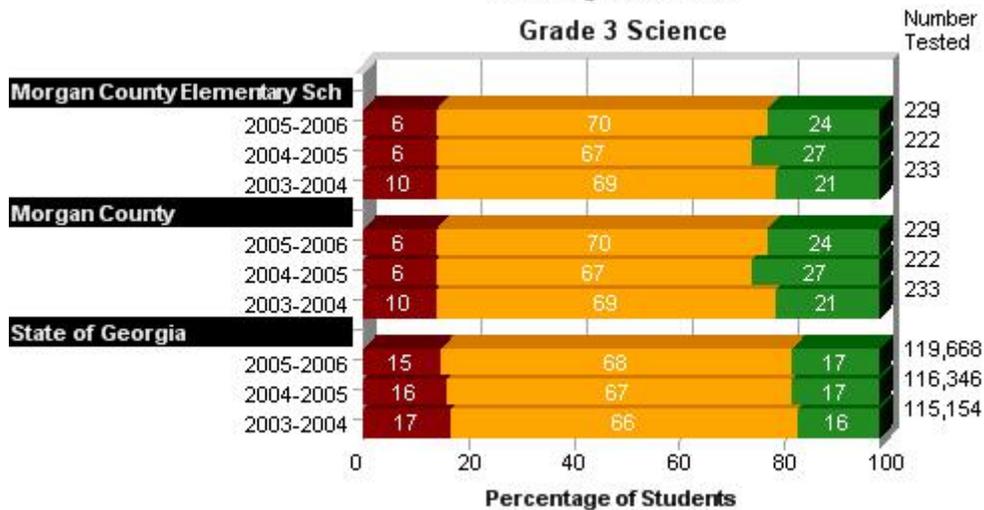
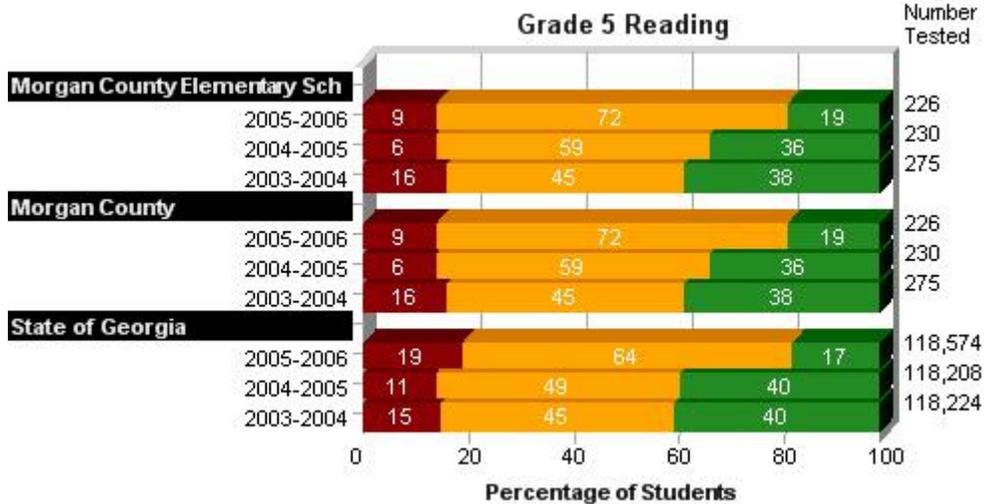
TEST RESULTS

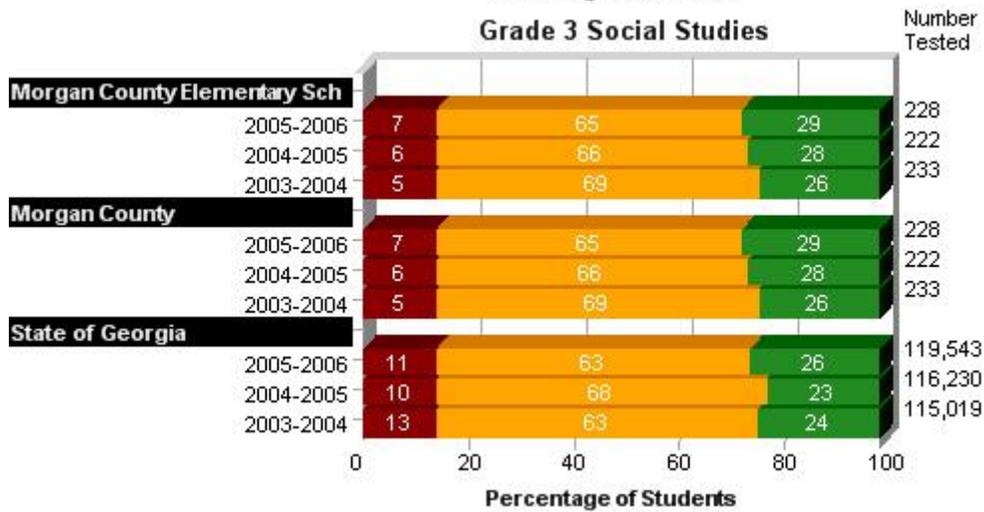
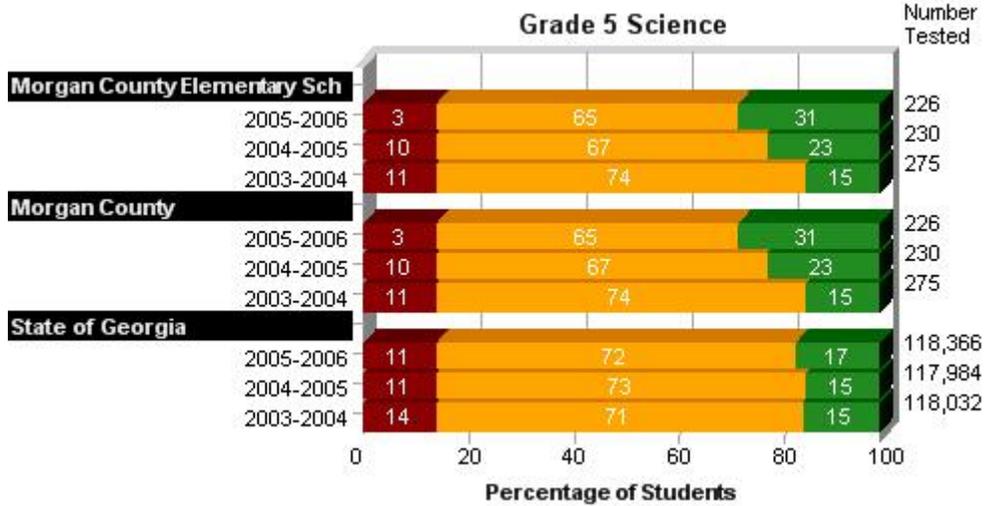
- Do Not Meet
- Meets
- Exceeds

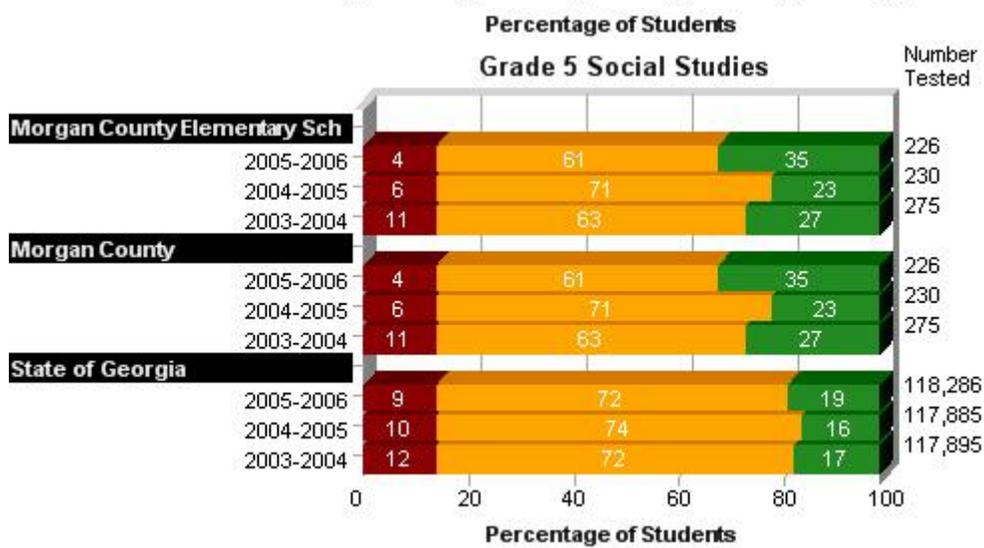
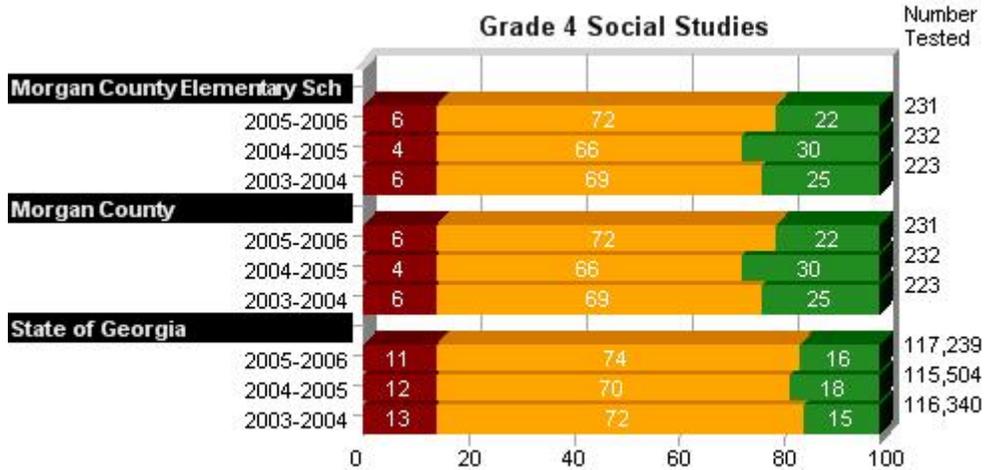












NEIGHBORHOOD CHARTER SCHOOL

Contact Information

Jacqueline M. Rosswurm, PhD
 688 Grant Street
 Atlanta, GA 30315
 404-624-6226

Basic Facts

| | |
|----------------|----------|
| District | APS |
| Type | Start-Up |
| Opened | 2002 |
| Grades Served | K - 5 |
| Enrollment | 280 |
| Title I School | No |

Mission

The mission of the Neighborhood Charter School is to provide a learning environment for all students that demands high educational standards and high levels of parent/guardian involvement and responsibility. Through innovative and dynamic teaching, robust partnerships between educators, families and community, the Neighborhood Charter School will develop in each of its students the love of learning, the ability to engage in critical thinking, and the mastery of the academic building blocks necessary for a successful future.

Demographics

| | Neighborhood Charter School | D. H. Stanton Elementary School | Parkside Elementary School | Atlanta Public Schools | Georgia |
|---|-----------------------------|---------------------------------|----------------------------|------------------------|-----------|
| Distance from Charter School (in miles) | 0 | 0.6 | 0.7 | N/A | N/A |
| Total Population | 280 | 418 | 516 | 49,965 | 1,559,828 |

Diversity

| | | | | | |
|------------------------|-----|-----|-----|-----|-----|
| Caucasian | 41% | 0% | 4% | 8% | 48% |
| Black | 47% | 98% | 84% | 86% | 38% |
| Hispanic | 2% | 1% | 8% | 4% | 8% |
| Asian/Pacific Islander | 0% | 1% | 1% | 1% | 3% |
| American | 0% | 0% | 0% | 0% | 0% |
| Indian/Alaskan Native | | | | | |
| Multiracial | 10% | 0% | 3% | 1% | 2% |

Special Populations

| | | | | | |
|-------------------|----|----|-----|----|-----|
| ESOL | 0% | 0% | 6% | 3% | 3% |
| Gifted | 0% | 2% | 6% | 8% | 9% |
| Special Education | 8% | 6% | 11% | 9% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 22% | 95% | 87% | 75% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | Yes |
| Is your school in needs improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Our students' standardized test results did and did not meet our expectations. They met the expectations in that our students did extremely well on the state required assessments in the 2005-2006 school year. On the average the following percentage of our students met or exceeded standard on the state assessments:

Reading - 90%;
English/ Language Arts – 87%;
Mathematics – 84%;
Science – 95%;
Social Studies – 94%.

These results were better than the school district's average across all tests.

They did not meet our expectations in that in all subject areas the percentage of students meeting or exceeding the standard decreased over last year's results; the average of students not meeting or exceeding the standard increased 1% to 6%. With a small school of grade levels with 20 to 60 students this sort of fluctuation might be expected. A deeper look into the specific results may give some answer to this situation.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

There has been some improvement in our mathematics scores over last year. We spent a good deal of our professional development time last year in the areas of mathematics and our math program, Mathematics Investigations. As we continue this professional development we are expecting to see more improvement.

Our reading scores remain strong this year again. Our ongoing work in the literacy

area has definitely contributed to this success.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

(This is looked at in a broad longitudinal manner. Therefore, First grade is the baseline. Grade 1,2,3 – 60 students. Change in 1 student = 2%; Grades 4,5 – 20 students. Change in 1 student = 5%).

Improvement: Grade 2: Language Arts. Grade 3 – Mathematics, Science. Grade 4 – Science. Grade 5 – Reading, Mathematics, Social Studies. 100% met or exceeded the standard both years in science.

Regression: Grade 2 – Reading (-5%), Mathematics (-1%). Grade 3 – Reading (-6%), Language Arts (-15%). Grade 4 – Language Arts (-5%), Mathematics (-15%). Grade 5 – Language Arts (-15%).

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

We generally look at students' scores in a general longitudinal manner, comparing one grade level's scores with the next year's grade level scores. This gives a more realistic picture of student success. However, because our grade levels are small (20-60 students) and even though there is little turnover in our student body, our students' overall success is greatly affected by the change of any students, because we may not be comparing a true cohort of students. In the future we plan to track the cohort group of students.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

With our overall test results being extremely high, we are still working to help all students improve. There are a couple of areas that are receiving attention this year as a result of our state assessments. As a school we continue to work on improving our students' mathematic skills. We are also taking a close look at the transition of students from grade 3 to grade 4. There has been some regression in that transition and we want to look closely at that. Because of our small student body, we tend to look at individual students rather than subgroups.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

Reading Level Progression – 2005-2006

The reading assessment is based on using benchmark books for running records and/or the DRA. Miscues, self corrections, fluency and comprehension are assessed in this process.

There are 26 possible levels within grades K-6.

Grade level equivalencies are approximately: K – 2 levels; 1st – 5 levels; 2nd – 6 levels; 3rd – 3 levels; 4th – 3 levels; 5th - 2 levels.

Kindergarten: 95% of students reading on or above grade level growth range: Low - 2 levels of growth high - 14 levels of growth

1st grade: 84% of students reading on or above grade level growth range: low – 4 levels high – 11 levels

2nd grade: 85% of students reading on or above grade level growth range: low – 2 levels high – 7 levels

3rd grade: 55% of students reading on or above grade level growth range: low – 1 high – 6 levels

4th grade: 95% of students reading on or above grade level growth range: low – 2 levels high – 7 levels

5th grade: 85% of students reading on or above grade level growth range: low – 1 level high – 9 levels

2.

ITBS Scores: In taking a longitudinal look at the ITBS scores of our 2005-2006 fifth graders and their scores as third graders in the Spring 2004 there has been growth in all of the core subjects as follows:

Reading – Increase of 5 NPR from 64 to 69.

Language Arts – Increase of 12 NPR from 50 to 62.

Math – Increase of 1 NPR from 45 to 46.

Core - Increase of 6 NPR from 53 to 59.

This gives a close comparison of growth for these students over the course of two school years.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Our parental and community involvement exceeded all expectations. For our 265 families we had 8472 volunteer hours recorded. That represents 223% of the required hours. We anticipated the number of hours our families recorded to increase per capita because of a new, improved, user-friendly volunteer hour tracking system that was implemented. We also believe that the level of involvement is due to huge parental and community enthusiasm for our unique educational environment. The more parents are involved, the more they want to be involved and the more they see the positive effect it has on the children.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

Our Governing Board consists of 18 board members, three of which are the Parental and Family Involvement Committee Chairperson and two community representatives. We keep track of volunteer hours served by our families. Each family records their participation on a sheet that is sent home weekly in their child's courier. Two-parent families are required to volunteer 20 hours. One-parent families are required to volunteer 10 hours. Several times a year the Parental and Family Involvement Committee tracks the information. For the 2005-2006 school year our 265 families had 8472 hours recorded. That represents 223% of the required hours community members are invited to participate in fundraising and community building events.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

For this coming year our school has instituted an online volunteer sign-up and tracking system to partner with the tracking sheets sent home weekly in each child's courier. We continue to seek ways to improve communication about volunteer opportunities and with the community at large. Throughout the year seminars are held for families to come and find out more about how to be involved.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Diversity: The Neighborhood Charter School again fulfilled one of its most fundamental guiding principles—that every child can learn and succeed regardless of social or economic background—with one of the most diverse student bodies in the city: 45% African-American, 42% white, 10% multi-racial and 3% Asian, Hispanic or other ethnicities. Over a third of the families live in single parent households.

Measured by: demographic data compiled by school and our students' success on the state assessments

2.

Family and Community Participation: Our school's volunteer and professional

leadership has proven extraordinary. In its four year of operation, parents, friends and community members have volunteered 20,000 hours of service and contributed nearly \$400,000. NCS has developed an array of participation options for families, including serving on committees, participating in work days, assisting with fundraising events, assisting in classrooms and a myriad of other opportunities.

Measured by: Hours and participation tracked by PFI committee.

3.

Leadership: The management structure remains stable and creative. We have proven our ability to recruit and maintain a teaching staff of unparalleled skill.

The Executive Director/Principal has been with the school since it started. This continuity of leadership has helped this school through the difficult task of rebuilding after the fire and dealing with all related challenges. The faculty of the school has established a leadership team to provide training and support to the exceptional staff the school is able to recruit and retain. The board's by-laws now allow the Chair of the Board to serve 2 consecutive terms, supporting the continuity of leadership.

Measured by: Tenure of leadership, establishment of leadership team, by-laws change.

4.

Fundraising – Our school raised over \$108,000 during the 2005-2006 school year to supplement the state and local funding.

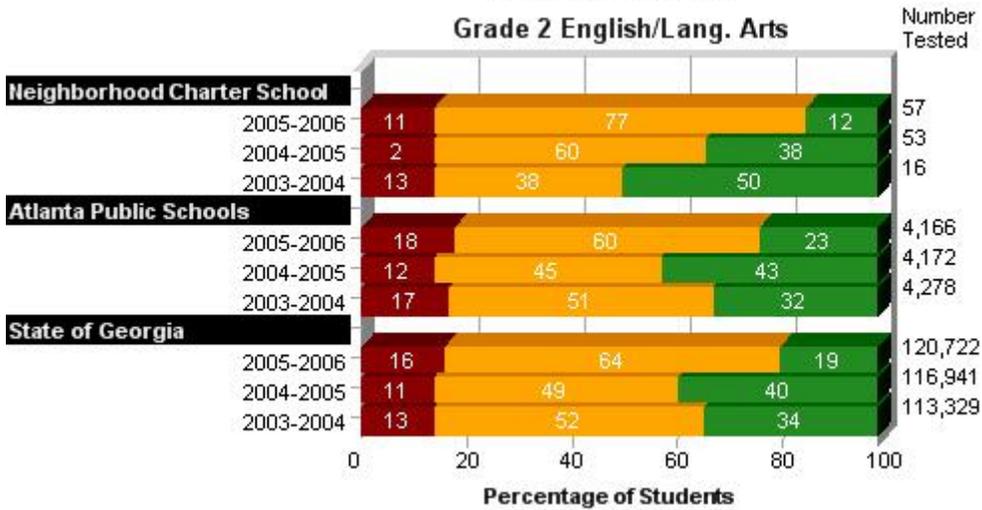
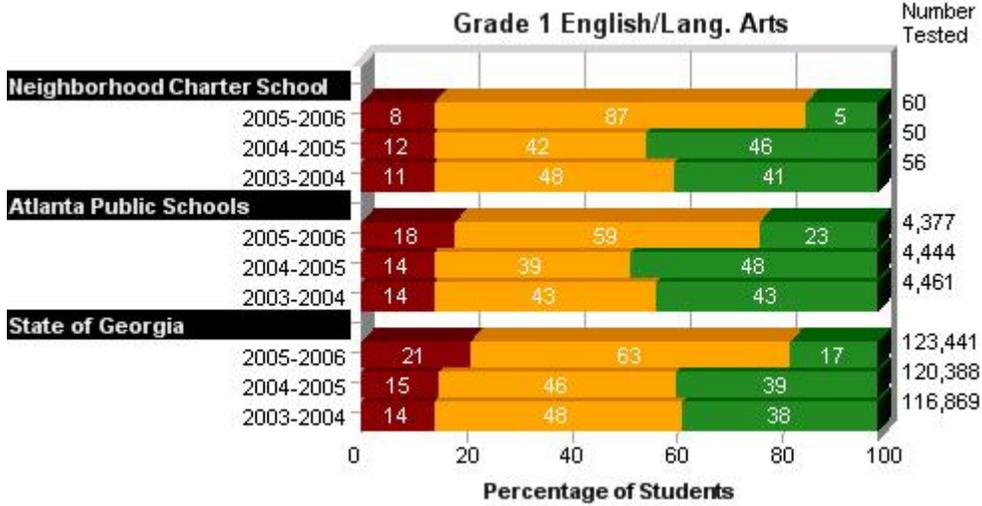
Measured by: NCS fundraising committee data.

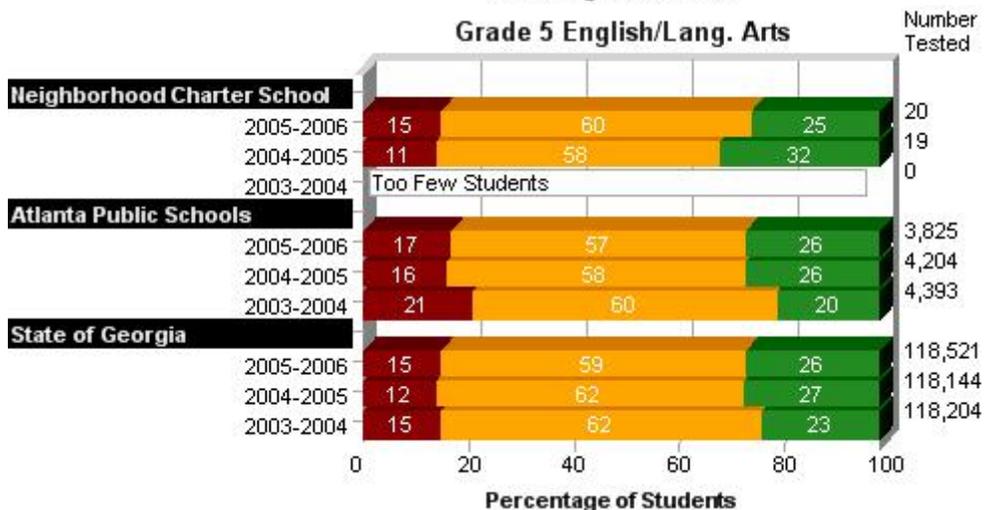
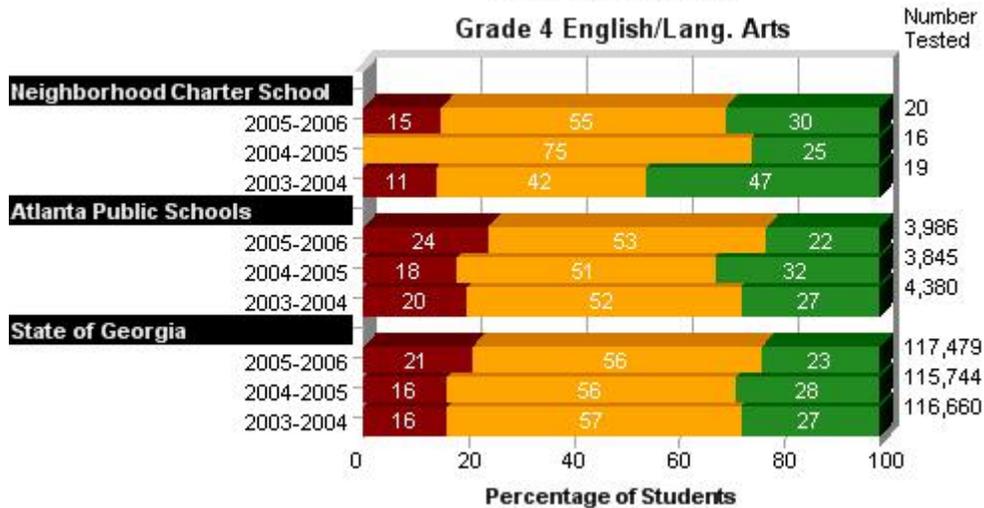
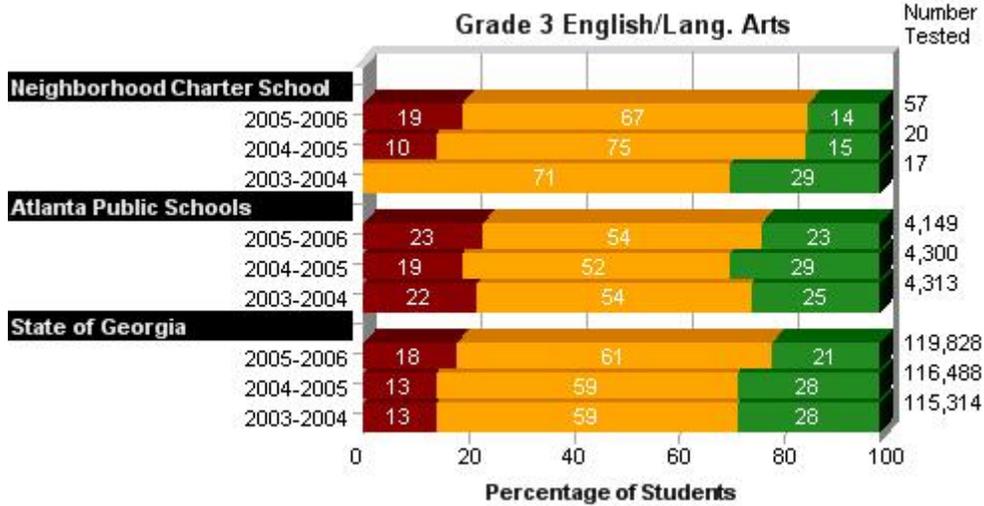
FINANCIAL ACCOUNTABILITY

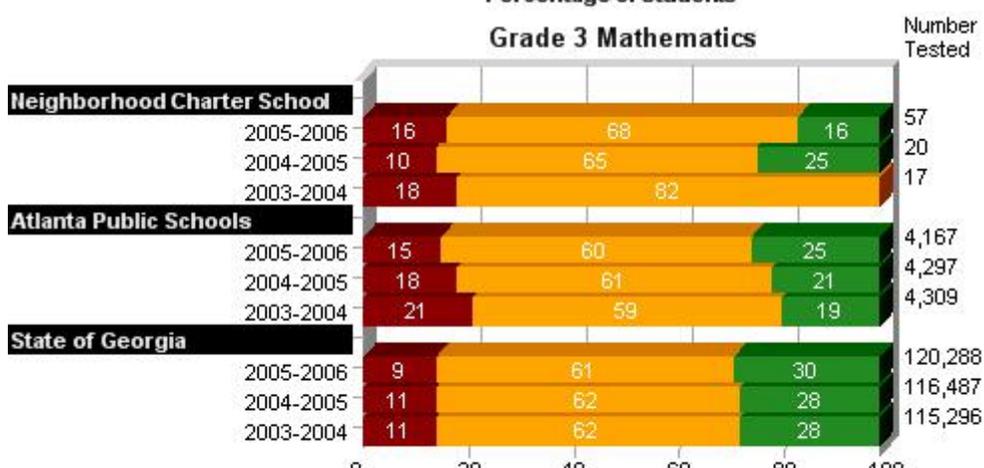
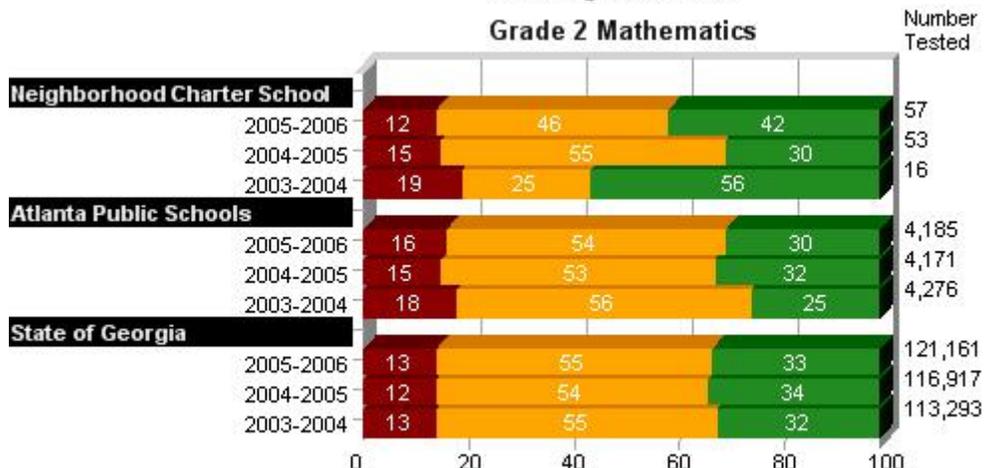
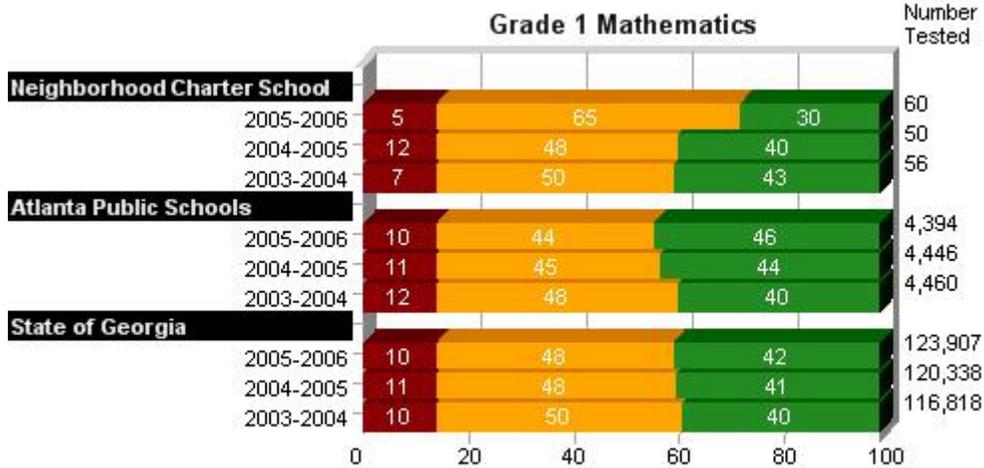
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| Did school have surplus at the end of the 2005-2006 school year? | Yes |
| Did school have a reserve fund? If so, what percentage? | Yes; 6% |

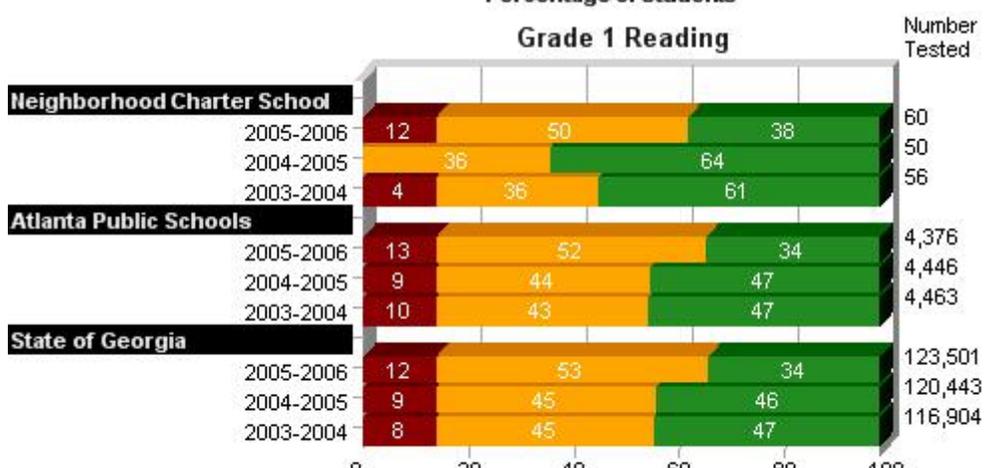
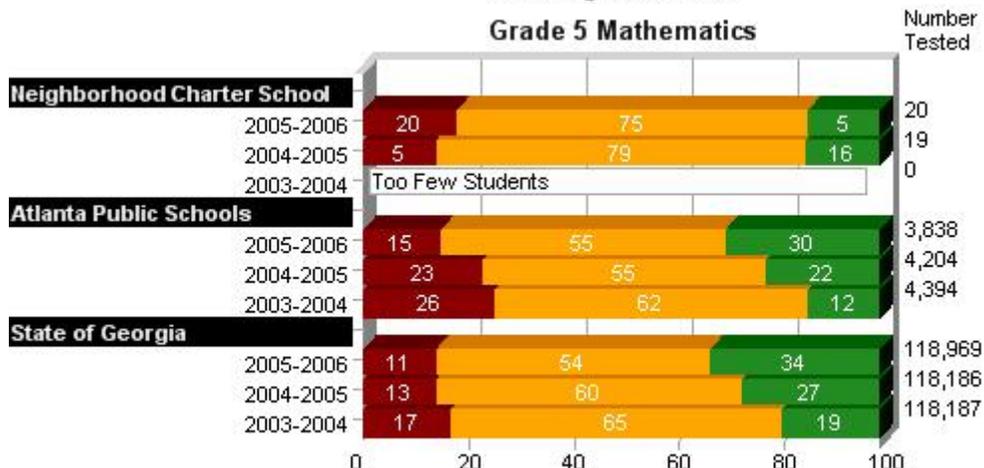
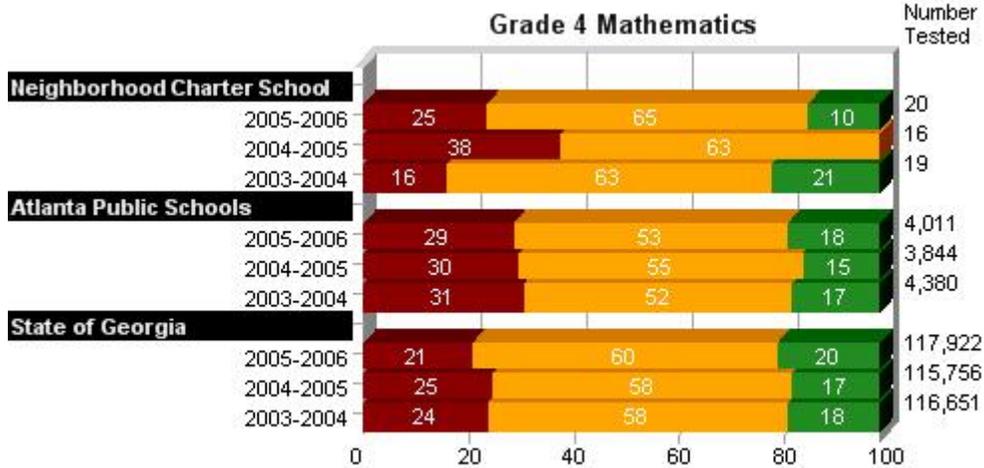
TEST RESULTS

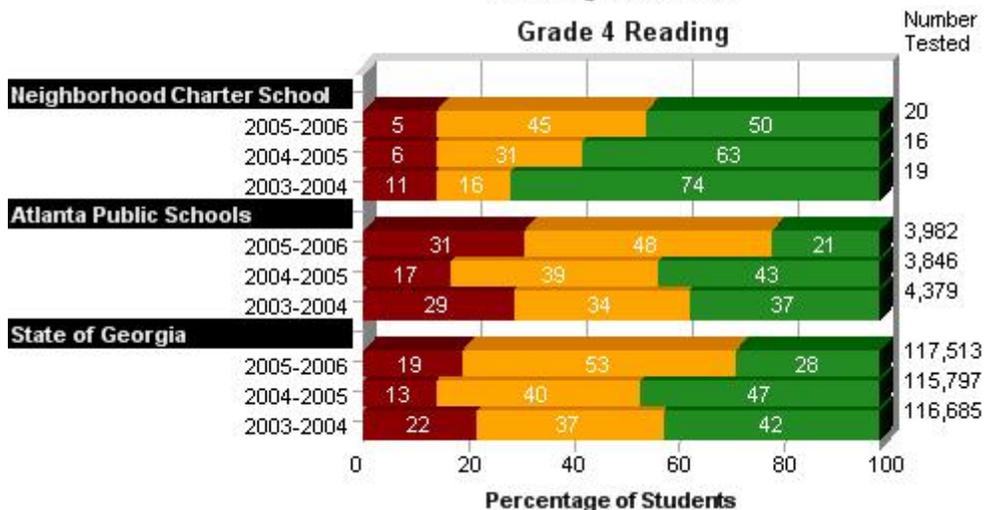
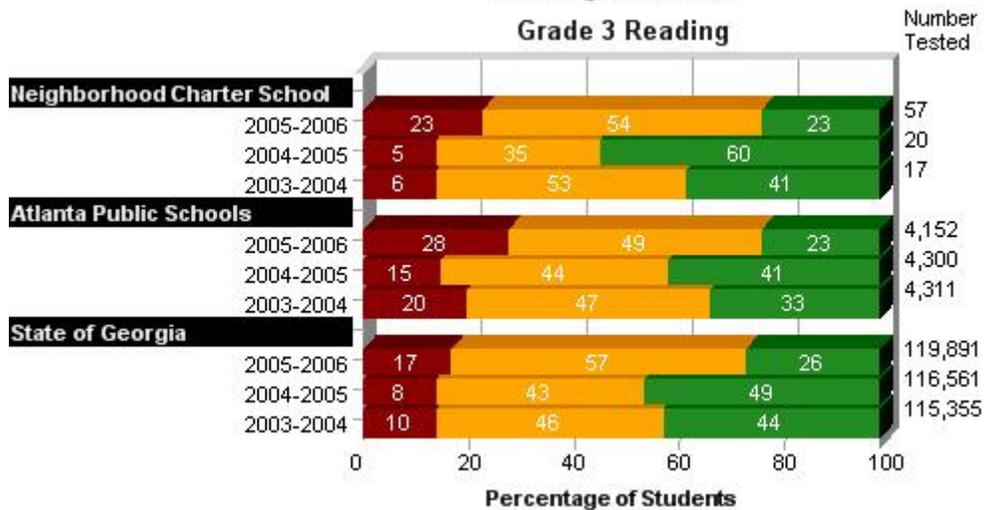
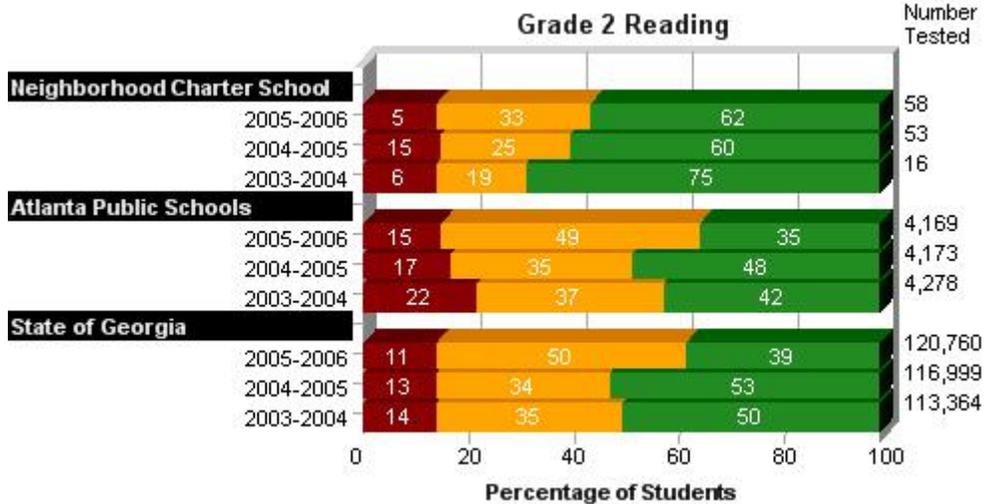
- Do Not Meet
- Meets
- Exceeds

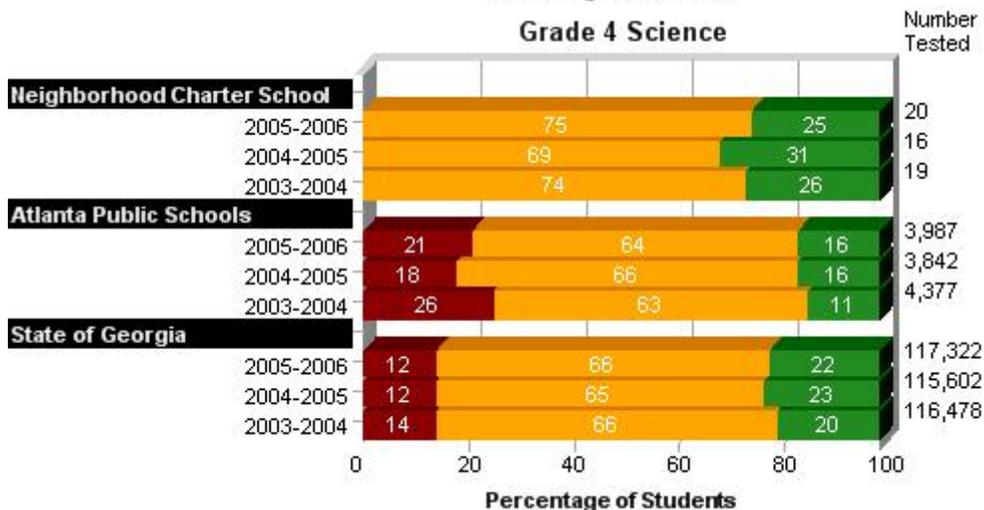
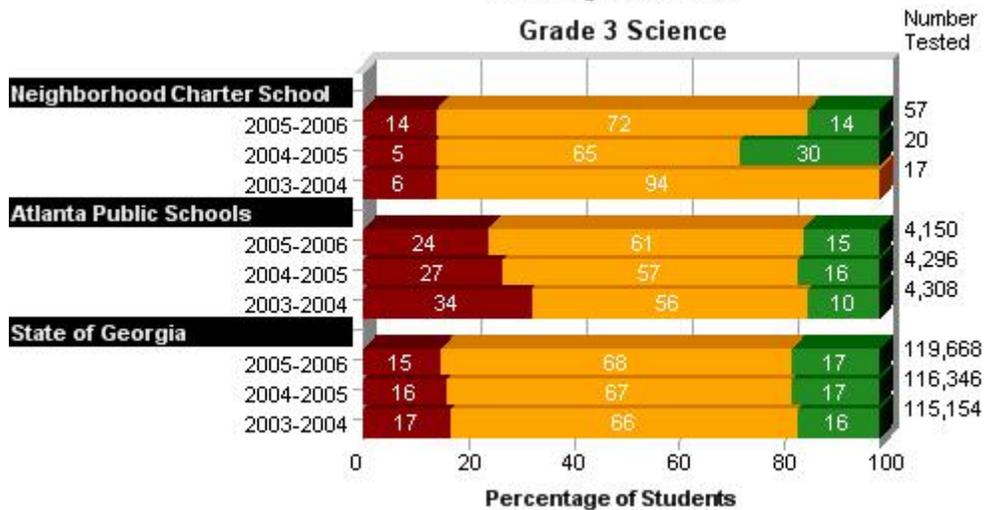
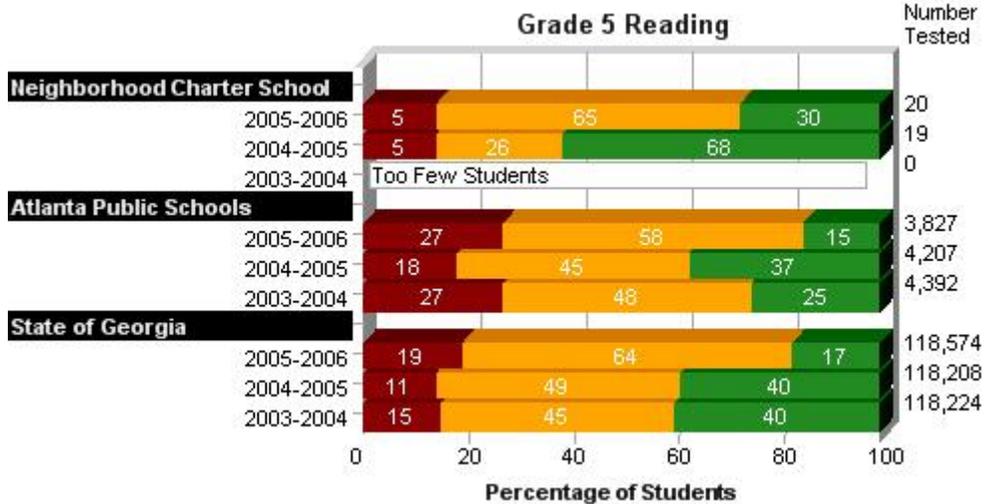


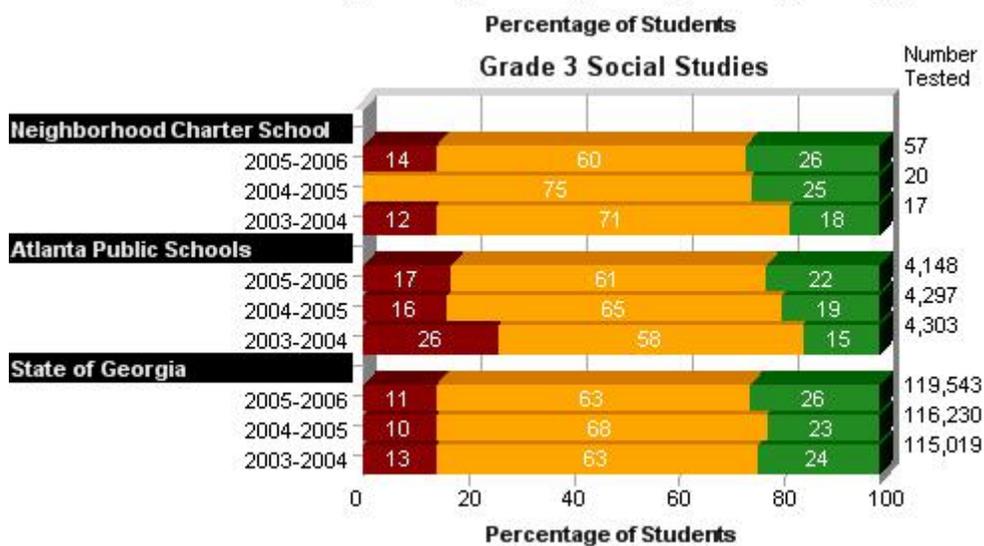
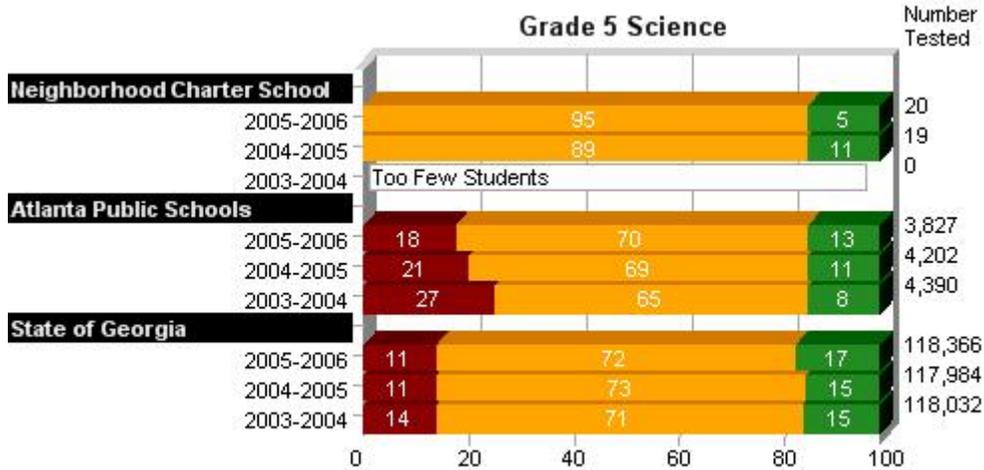


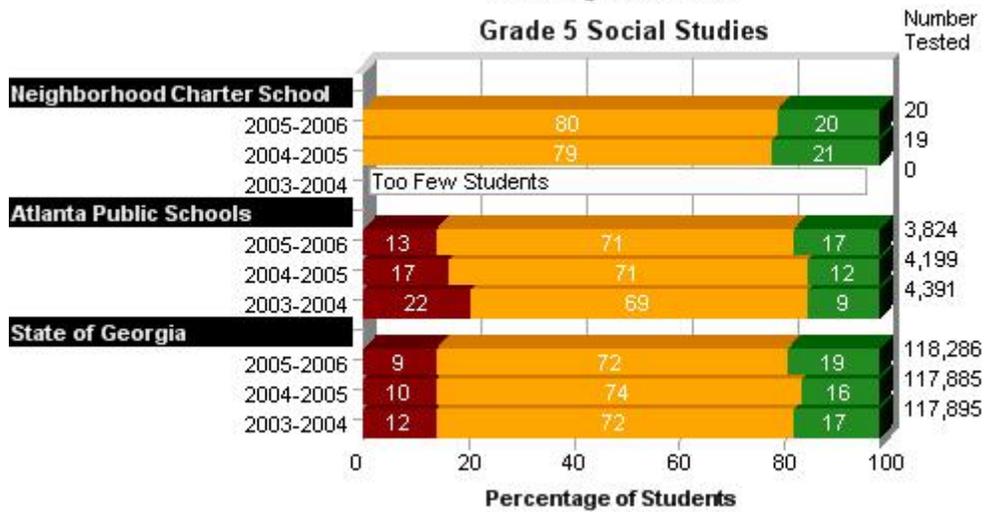
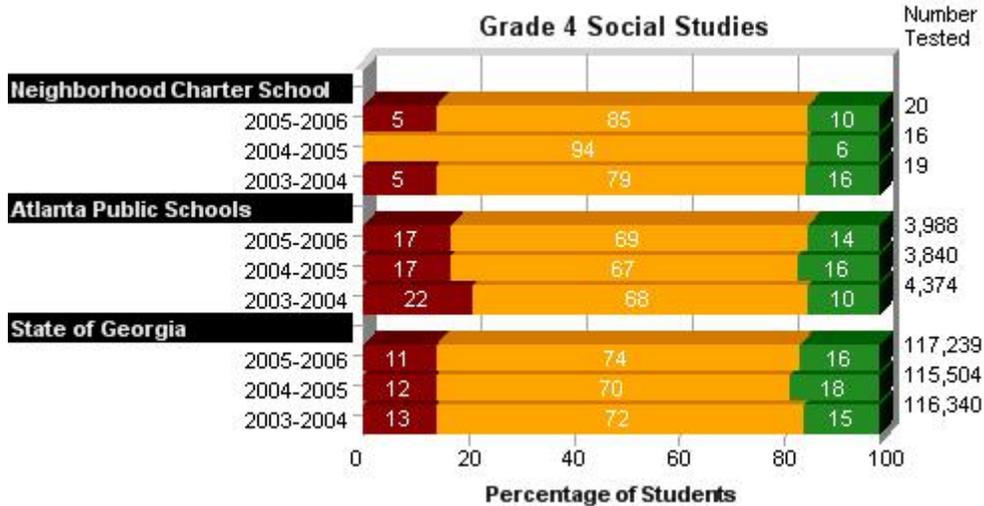












ODYSSEY SCHOOL

Contact Information

Andy Geeter
 1485 Highway 34 E
 Newnan, GA 30265
 678-423-5155

Basic Facts

| | |
|----------------|---------------|
| District | Odyssey |
| Type | State Charter |
| Opened | 2004 |
| Grades Served | K - 5 |
| Enrollment | 152 |
| Title I School | No |

Mission

Odyssey School seeks to create a learning environment that values, respects, and educates each child and builds upon children's natural love of learning so that every child can be an independent and lifelong learner.

Demographics

| | Odyssey School | White Oak Elementary School | Newnan Crossing Elementary School | Coweta County | Georgia |
|---|----------------|-----------------------------|-----------------------------------|---------------|-----------|
| Distance from Charter School (in miles) | 0 | 1.3 | 2.9 | N/A | N/A |
| Total Population | 149 | 692 | 952 | 19,895 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 77% | 77% | 50% | 70% | 48% |
| Black | 17% | 13% | 36% | 22% | 38% |
| Hispanic | 2% | 6% | 8% | 4% | 8% |
| Asian/Pacific Islander | 1% | 1% | 2% | 1% | 3% |
| American Indian/Alaskan Native | 0% | 0% | 0% | 0% | 0% |
| Multiracial | 3% | 4% | 4% | 2% | 2% |

Special Populations

| | | | | | |
|-------------------|----|-----|-----|-----|-----|
| ESOL | 0% | 3% | 3% | 1% | 3% |
| Gifted | 0% | 6% | 8% | 9% | 9% |
| Special Education | 4% | 12% | 14% | 13% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 13% | 19% | 42% | 31% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | N/A |
| Is your school in needs improvement? | No | No | N/A |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Our students' CRCT test results overall were positive. Unfortunately, due to the fact that the Reading and English Language Arts test score scales changed, making direct score comparisons is difficult (in fact it is indicated in the CRCT System Administrator's manual that they should not be compared). This leaves us with the use of percentages for comparison data. Unfortunately, our numbers are so small that the failure of one student to pass a section could bring our overall percentage score down for that grade anywhere from 3.57% to 4.16%.

If one looks at the percentages from spring, our students gained in all three areas in first grade, gained or held even in all three areas in second grade (including 100% passage of the Reading portion of the test), and experienced percentage losses in 3rd grade reading and English Language Arts. 4th grade, reading, math, and science scores declined with English Language Arts and social studies percentage scores increasing. In 5th grade, scores declined in all but one area. However, it is deceptive since four out of five subscores were 100% in the previous school year.

When comparing our scores to the scores of students in the Coweta County School System, Odyssey students surpassed county students in all three subjects for first and second grade except mathematics. For grades 3-5, county scores were higher in almost all areas except for 3rd and 5th grade science, 4th grade English Language Arts, and 5th grade social studies.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

The biggest items that illustrate progress are our CRCT scores at 1st and 2nd grade. Our second graders are the first group that has had the opportunity to attend Odyssey since Kindergarten and thus have had the full benefit of our educational environment.

Although not necessarily outperforming the county (or even our students in the same grade last year), our scores in science and social studies have averaged from 89%-92% passage when all grades from both years are considered. These scores are a reflection of the creativity of our teachers in putting together resources for these

subjects since they are taught in a more constructivist manner, with a de-emphasis on the use of instructional texts.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

In comparing grade and content area performance, there is a difficulty due to the change in parts of the test from a QCC-based exam to a GPS-based assessment. If we look at the spring administration only, our scores from the first grade class of 2005 and the first grade class of 2006 improved in each area of the test. The same holds true for second grade except for English Language Arts where our score was consistent. Comparing 3rd grades, scores were lower in Reading and English Language Arts but higher in math, science, and social studies. In fourth grade scores declined for all subjects except English Language Arts and Social Studies. For our 5th graders, scores declined in all areas except mathematics. However, our 5th grade class from the 2005 testing had only 11 students and a 100% passage rate in every area except math.

Comparing student grade cohorts, the 4th to 5th grade cohort (cohort 2) experienced a three percentage point drop in Reading from 82% to 79%, but all other categories experienced an increase with the largest being in math (57% passage to 88% passage). The 3rd to 4th grade cohort (cohort 3) reported a decrease in all scores except for science which experienced an increase from 88% to 91%. The largest decrease was in Reading with a drop of 11.6 percentage points. The 2nd to 3rd cohort (cohort 4) scores remained fairly consistent with only one of three areas having a drop or increase of over 3 percentage points. This would be in English Language Arts which experienced a roughly 8 point drop. For the 1st to 2nd grade (cohort 5), both Reading and English Language Arts scores increased, but math scores dipped from 89.9% to 79%.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

At Odyssey we track both student cohort data by class as well as the cohort within each class that has been at the school for multiple years. Rise in individual student score performance is the basis for our annual goals. However, several problems have arisen with comparing this data.

The first is that Reading and English Language Arts sections of the CRCT were based upon GPS standards for the 2006 administration and QCC guidelines for 2005. We are told specifically to avoid comparing the tests from 2005 and 2006. This leaves math as a consistent score, but parts of this section of the test are changing from QCC to GPS based questions this year. Social Studies and Science are also consistent scores, but students in grades K-2 do not take these test sections.

The second problem is our sample size. In looking at class-level data, there are still

only a maximum of 30 students that can be compared for any one grade level. Even at that maximum level, the failure of one child to pass a section of the test drops the overall percentage score by a minimum of 3.3%. Therefore, the inclusion of any children into the cohort who have had academic difficulties as reflected by prior tests can have a disproportional negative effect upon that cohort as a whole. With our multi-age structure, students switch clusters every two years. For our students transitioning from one cluster to another (1st to 2nd or 3rd to 4th), more drops in test performance are evident during the first year in that cluster, but more gains are evident with students within the second year of their time in the cluster.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

In looking racially at our disaggregated data, our percentage of minority students (Black, Hispanic, Asian, Multi-Racial) failing portions of the test more than doubled in Reading (14.8%-32.1%) and English Language Arts (11.1%-28.6%). The failure rate in math jumped from roughly 26% to 43%. The rate in Science increased from 14.2% to 25% and the Social Studies went from 21.42% to 25%. For the spring 2006 testing window, all students failing portions of the test were in grades 3-5. Of course, the sample was very small so each student tested accounted for a fairly high percentage of the total number. The number of students tested varied from a high of 28 students taking Reading, Language Arts and Mathematics tests in 2006 to a low of 14 taking Social Studies and Science tests in 2005.

In looking closer at the data to explain this disparity, four of the students failed sections in 2005 and did not return in 2006. Nine were not here in 2005 but present in 2006. Only 5 students who have been at Odyssey both years failed any sections of the test. Of these, only two are still at the school and both have been in the SST process almost since their entrance into Odyssey. At this point, only 7 students from the group that failed any section of the CRCT either year remain at Odyssey. Of them, 6 of the 7 have been in the SST process, two are in special education and one has been referred.

Over the first two years, we have had 11 students identified for special education and/or speech services (excluding cases of articulation problems). Of these 11, 5 took the CRCT at Odyssey in 2005 and three failed to pass at least one section (math in all three cases). In 2006, 8 took the CRCT at Odyssey with three failing at least one test section. Two of the three failed multiple sections of the test. At present, five of the 11 are presently enrolled at Odyssey (2 moved to other schools and 4 are now in middle school).

There are several areas of concerns that are pointed out in our test scores. The first is the decrease in reading scores in grades 3-5 and the second is the math scores at grades 2 and 4. In response, we have taken several steps including the hiring of a curriculum specialist to oversee and direct curriculum as well as a change in

personnel in the 4/5 cluster and the departmentalization of mathematics in the 4/5 cluster. Another step has been the inclusion of both schoolwide mathematics and reading assessments. Through this assessment, our teachers have been able to pinpoint student strengths and weaknesses in critical areas and tailor instruction to meet these needs. In addition, we will continue an after school tutoring program in the months prior to testing. We feel that these changes will have a positive effect upon all students.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

The direct performance goals that are addressed in our charter deal with CRCT scores. Although there was an analysis of data in the previous section related to this testing, the question of whether or not CRCT results met our charter performance goals was not addressed. The charter indicates that 80% of students at Odyssey for two years will have improvement in their CRCT scores in reading, English language arts, mathematics, social studies and science and that 90% of students at Odyssey for three years will experience positive growth in these areas. At this point, it is difficult to accurately gauge the answer to this question.

Elements of the CRCT, specifically reading and English language arts, have moved from a QCC-based assessment to a GPS-based assessment. This has changed the scoring scale. According to information provided to test coordinators, scores from these two administrations (QCC and GPS) cannot be accurately compared. Only students in grades 3-5 take the social studies and science sections of the test. Therefore in this respect we are dealing with a smaller sample of our already small sample. This leaves math as the only area where a fairly accurate comparison can be made (although math is moving to a GPS-based test for some grades this year).

Overall, 42.6% of our students showed improvement in math scores over the two-year period. However, if you examine students who are spending two years within a cluster (students who took the test in 2nd and 3rd grade for example, the results are far higher in terms of overall increase (2/3- 70.58%; 4/5- 62.5%). Unfortunately, the converse is also true of students who moved between clusters during these two testing years 1st to 2nd- 15.38% increase; 3rd to 4th- 13.3% increase. This could be attributed to student comfort, teaching and learning styles, and the different level of test difficulty. As mentioned in other areas of this report, Odyssey is taking positive steps to increase the quality and consistency of math instruction throughout the school.

As an aside, in the 2006 test we had at least 4 students in first grade with a perfect score in reading. Assuming all four students stay at Odyssey, there is no way they can improve their score in reading. Due to our small numbers, these four students could take us below a 90% improvement rate-at least for that cohort- if each one of them missed only one

question on the CRCT reading in 2007.

2.

Although not addressed as a performance goal in our charter, all of the students in appropriate grade levels (grades 3 and 5) have taken the ITBS as required in our charter. The test was given in the spring of 2005 and again in the fall of 2005. Unfortunately, this creates a problem in analyzing this data accurately. ITBS testing just concluded for this year. This data will provide a way to accurately judge classes (i.e. last year's 3rd graders compared to this year's 3rd graders). However, there will still be problems in accurately assessing cohort data due the administration in the spring of 2005 instead of the fall of 2004.

3.

Although not addressed in our charter, Odyssey administered the individual Developmental Reading Assessment (DRA) to all students this fall. The results of this assessment are being used to help guide student instruction and will also be used as we begin utilizing leveled readers.

Odyssey also tested each student using GMADE a group math norm-referenced assessment tool. The results of this assessment are being used to guide math instruction and address student weaknesses.

4.

Although not addressed in our charter as a performance goal, Odyssey did have two children who did not pass 5th grade gateway subjects during the 2005-2006 school year after retesting. In one case the difference was one question. This, coupled with his school performance, led the committee to allow him to pass to 6th grade. The other student was a special education student who was also promoted to 6th grade by the committee.

5.

Although not addressed in our charter as a performance goal, Odyssey did have two students who did not pass 3rd grade gateway subjects during the 2005-2006 school year, even after retesting. Both of these students had been identified as candidates for special education services, although neither had been formally evaluated at the time of testing (or retesting). One is repeating 3rd grade at another school while another is repeating 3rd grade at Odyssey.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Yes, the level of parental involvement met our expectations although the quality of that involvement is something that we wish to work on for the 2006-2007 school year. All but about 10 of our families gave at least 10 hours of service to the school. However, sometimes that service was more about what was convenient for them

rather than what was most needed by the school. We are working with a vendor to produce a web-based, interactive volunteer program that will allow us to not only track volunteer hours easier but hopefully automatically send out e-mail reminders.

Although Odyssey has been involved with the community through a number of programs such as our spring play, Blood Drive, and Hurricane Katrina relief efforts. Monetarily, we received donations of check or services in return for participation in rewards programs at Kroger, Publix, Target, Office Depot, and Coca-Cola. However, we are still somewhat of an unknown quantity in the area and want to work to become better known over a wider area.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

Parental involvement was measured through volunteer hour record sheets. All but about 10 of our families completed their service obligation and none of these families returned to Odyssey for this year. Teachers also kept a record of all parental conferences.

Community involvement was measured through sign-in sheets and a master calendar. Last year, several performance groups came to school (total of about 10 people), a representative from Wachovia took part in our K/1 reading program, and community members (approximately 10) participated in our career day. We also had community involvement as a result of hosting a blood drive at the school (approximately 12). All of these programs were successful but have room for growth.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

The school is contracting with a vendor to provide a web-based volunteer interface for keeping track of volunteer records and opportunities. It is the hope that the PTA will thrive and begin to take over the tracking of (and hopefully also create additional) volunteer opportunities.

The Board, school staff and PTA will all work toward additional community involvement opportunities. These may include a charity golf tournament, active solicitation of business partnerships, and membership in the chamber of commerce. We plan to expand our career day and seek out business partners for specific school-related projects.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

There are no other goals stated in our charter other than the academic performance goals described above.

2.

There are no other goals stated in our charter other than the academic performance goals described above.

3.

There are no other goals stated in our charter other than the academic performance goals described above.

4.

There are no other goals stated in our charter other than the academic performance goals described above.

5.

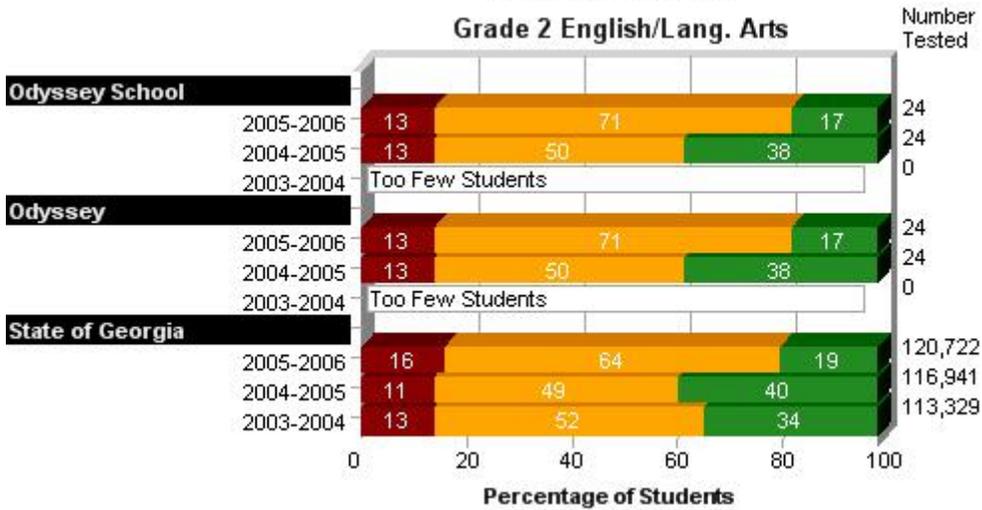
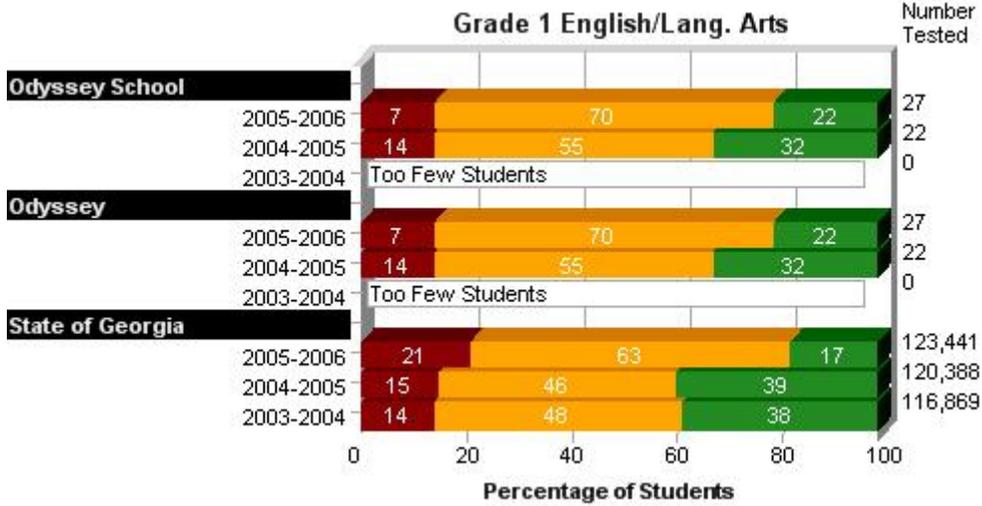
There are no other goals stated in our charter other than the academic performance goals described above.

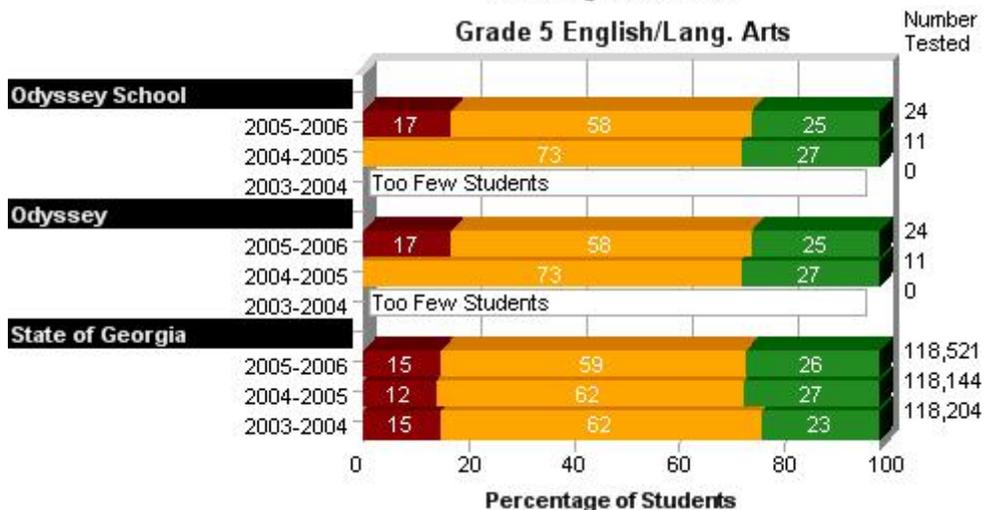
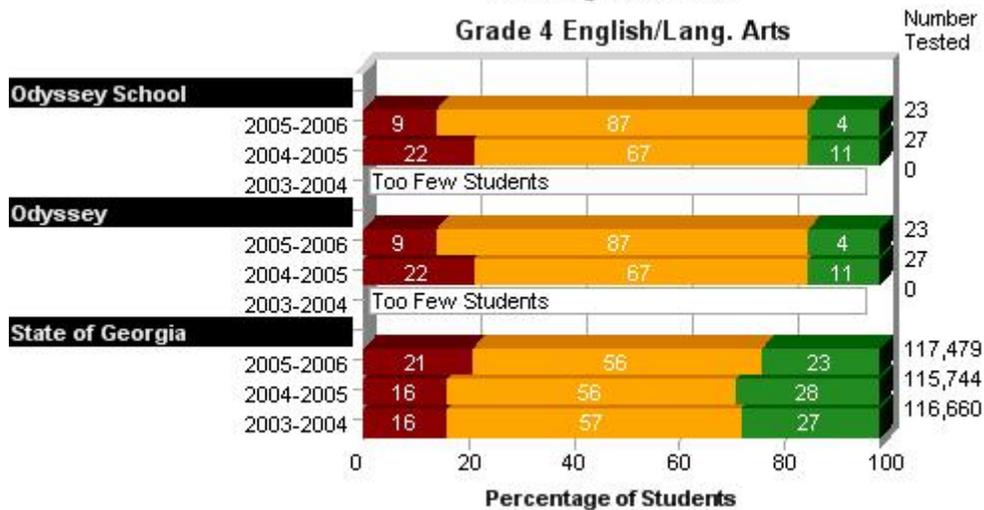
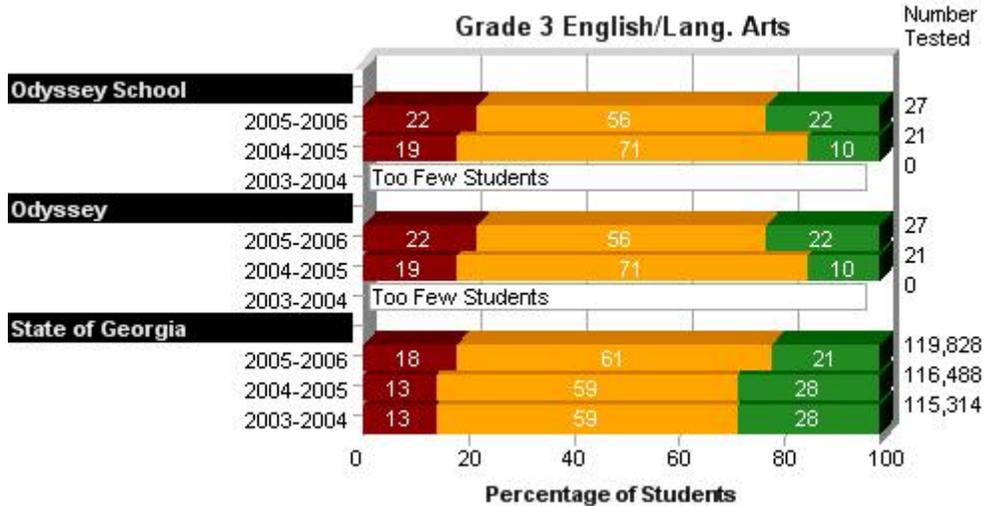
FINANCIAL ACCOUNTABILITY

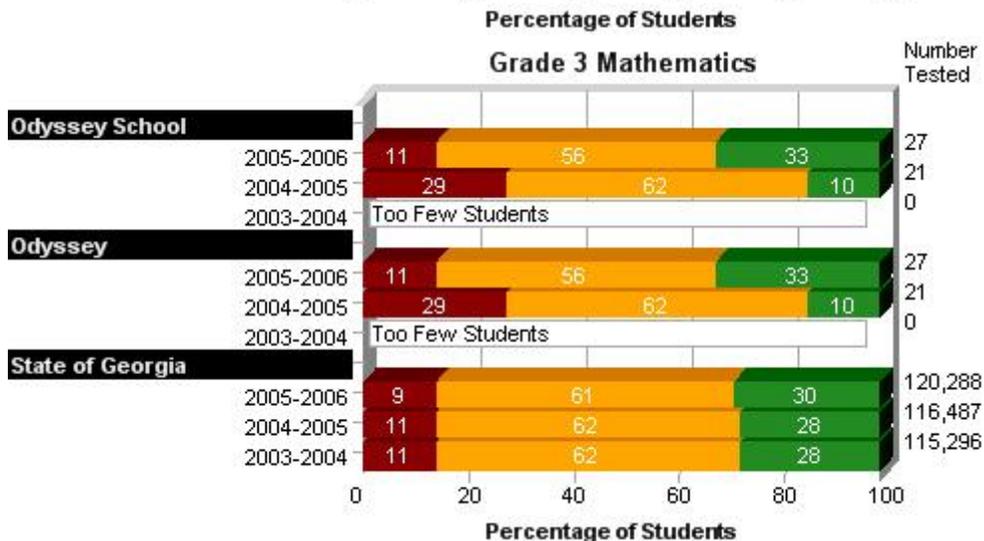
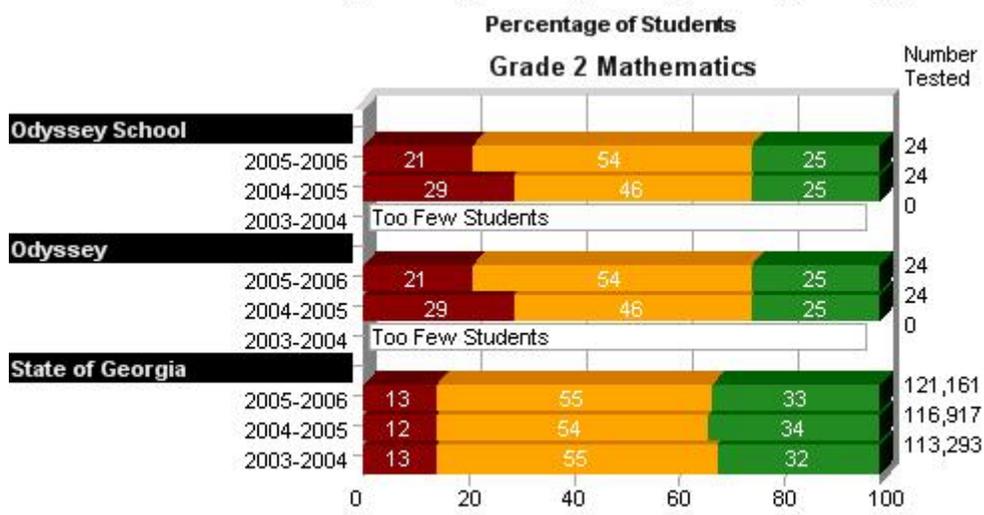
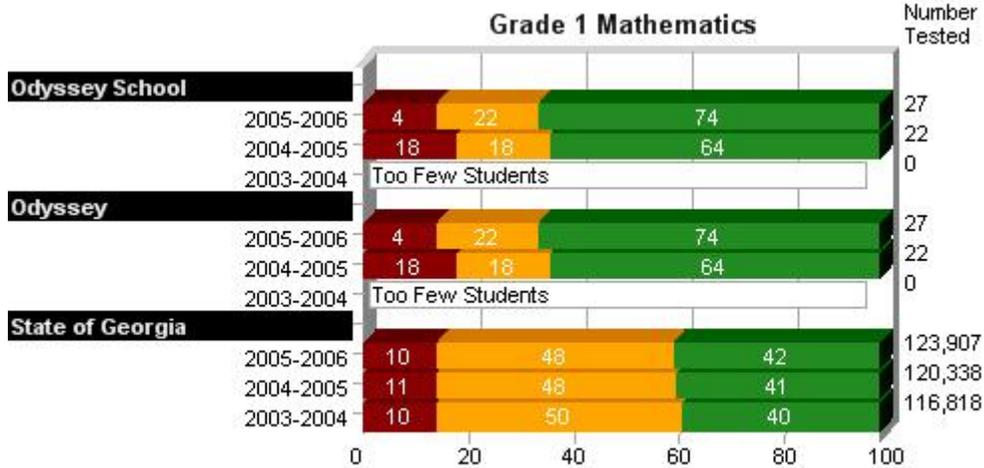
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|--|-----------|
| Did school have surplus at the end of the 2005-2006 school year? | Yes |
| Did school have a reserve fund? If so, what percentage? | Yes, 0.8% |

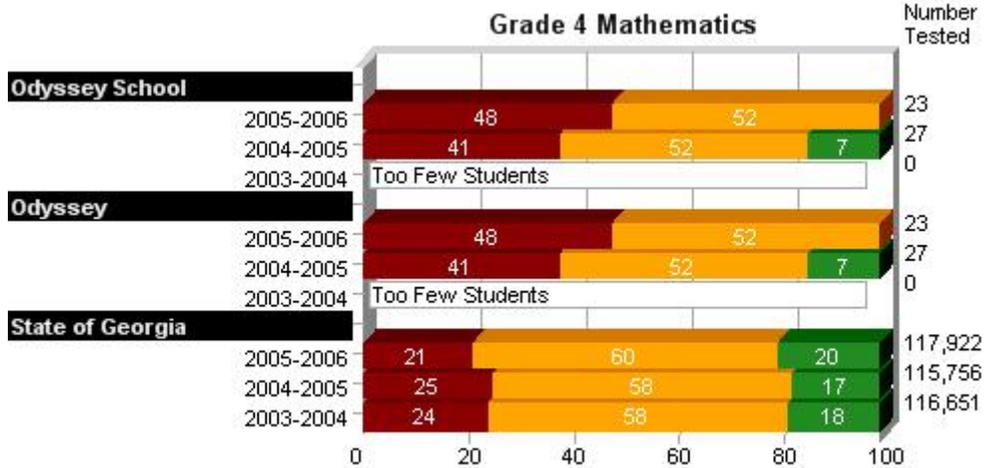
TEST RESULTS

- Do Not Meet
- Meets
- Exceeds

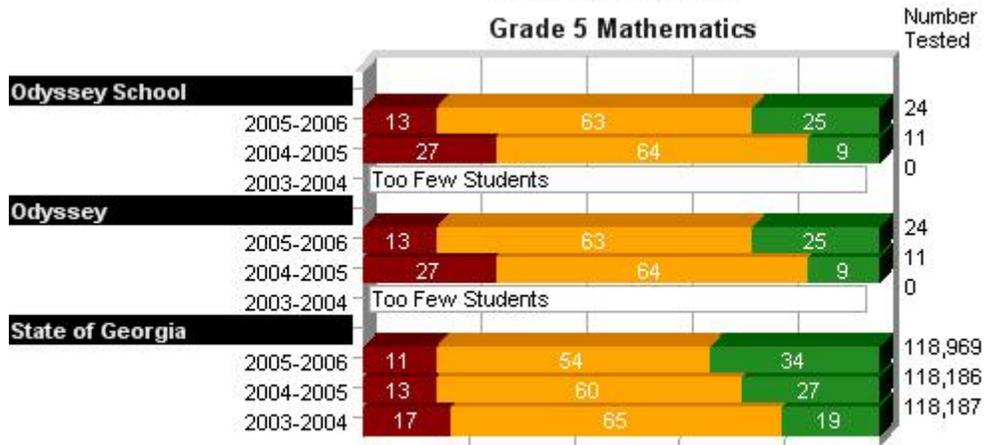




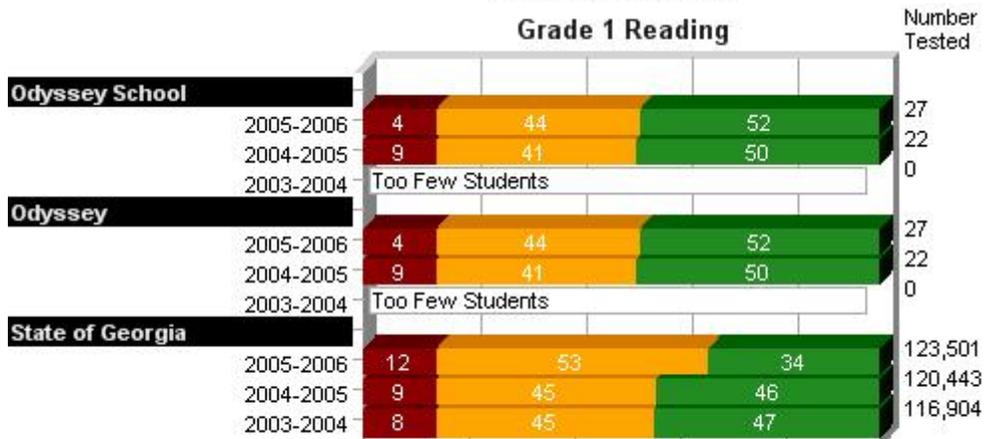




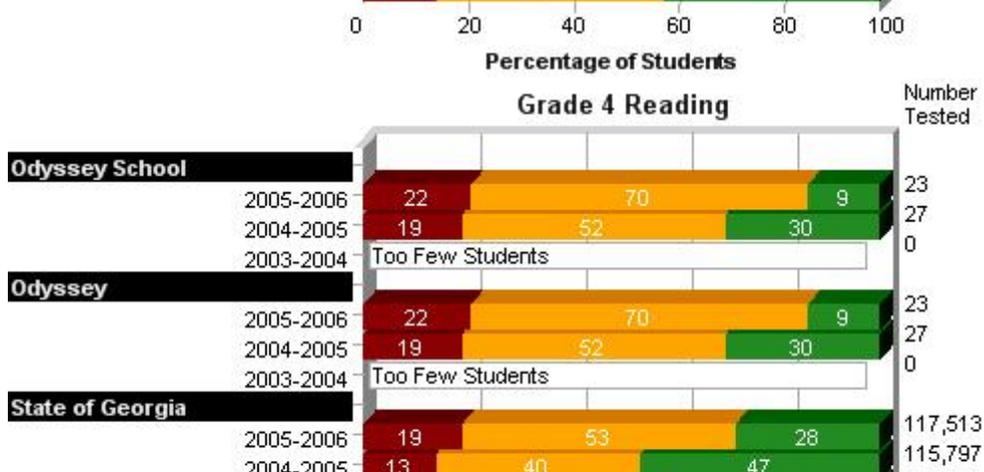
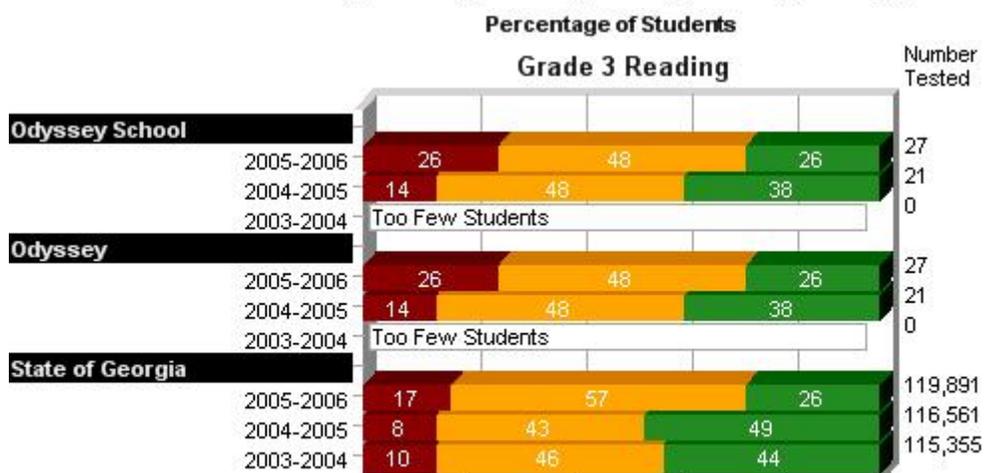
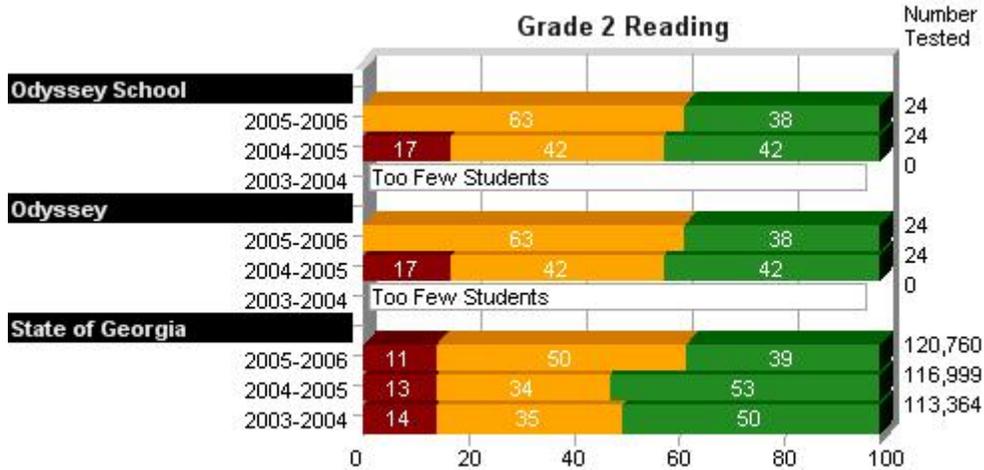
Percentage of Students

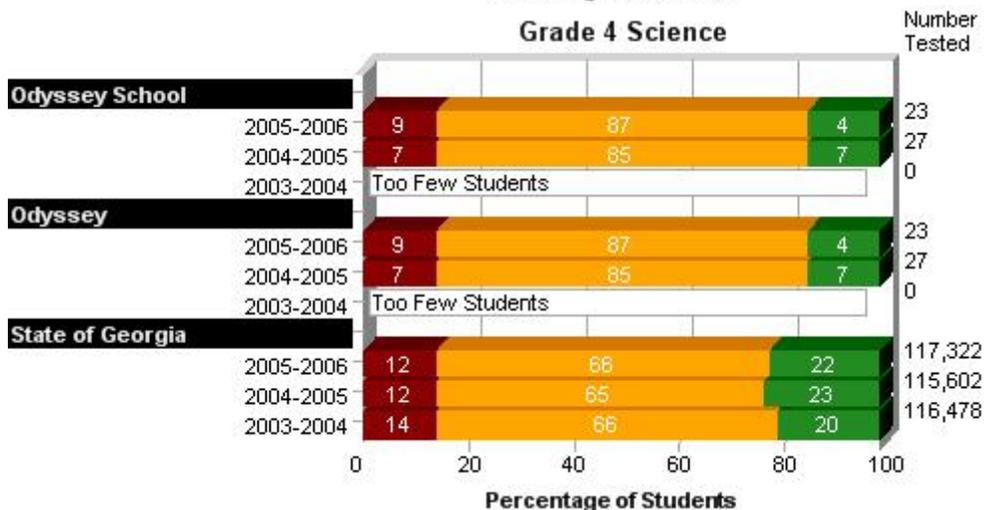
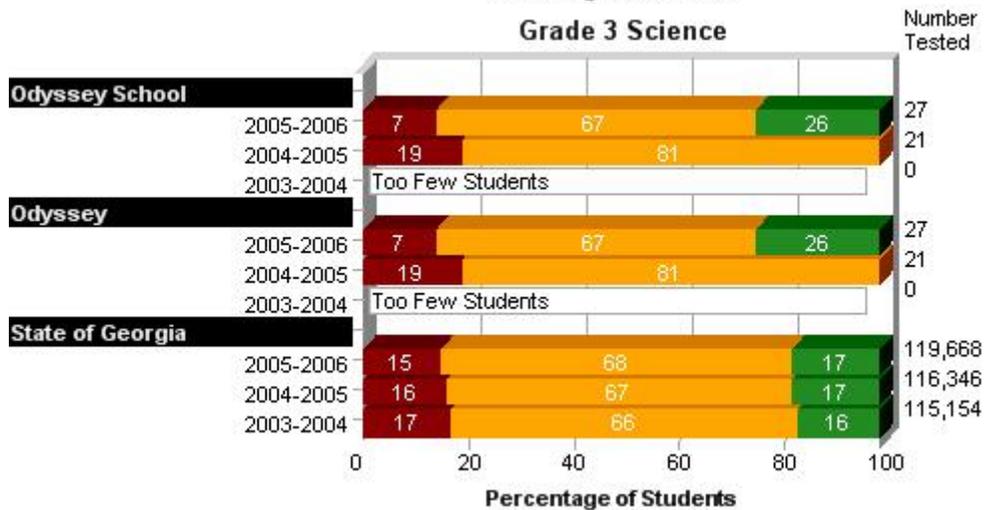
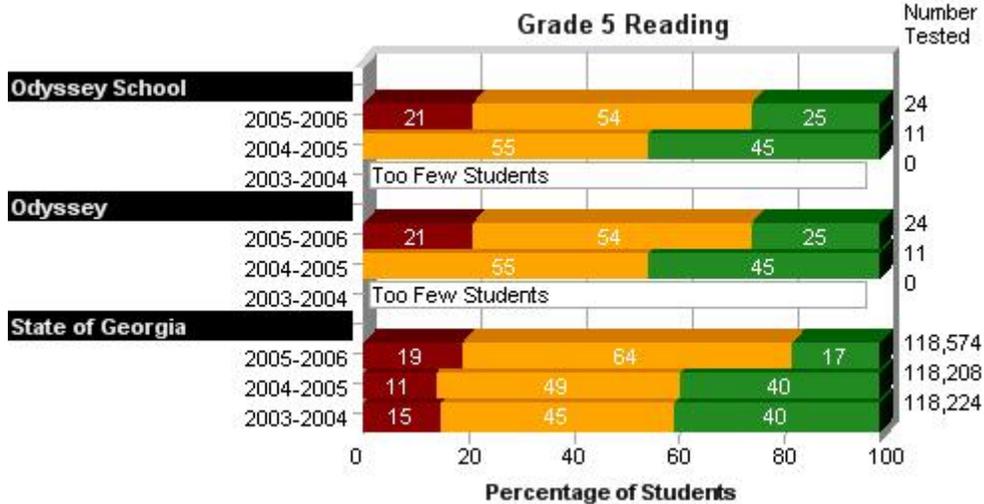


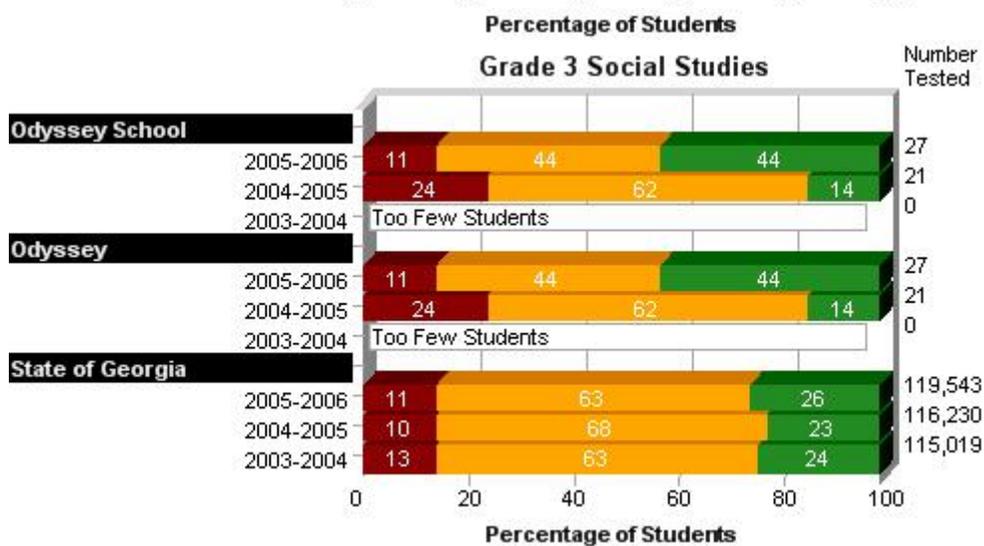
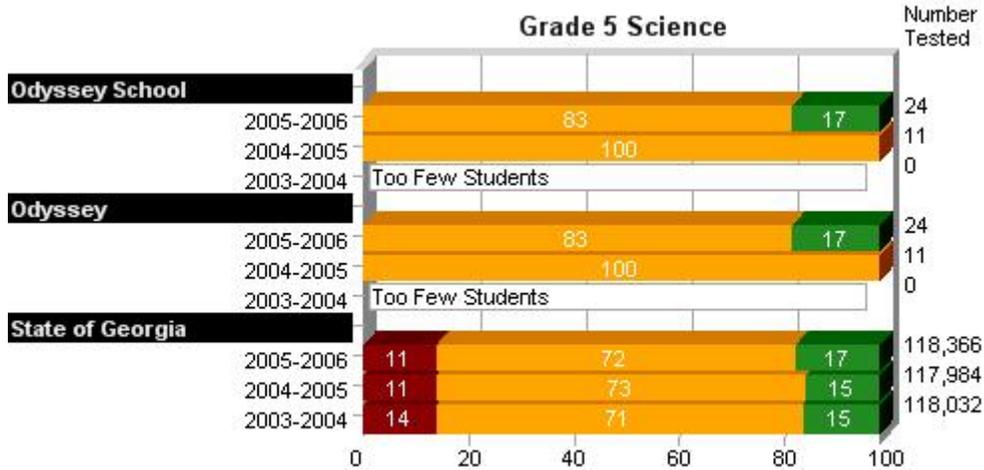
Percentage of Students

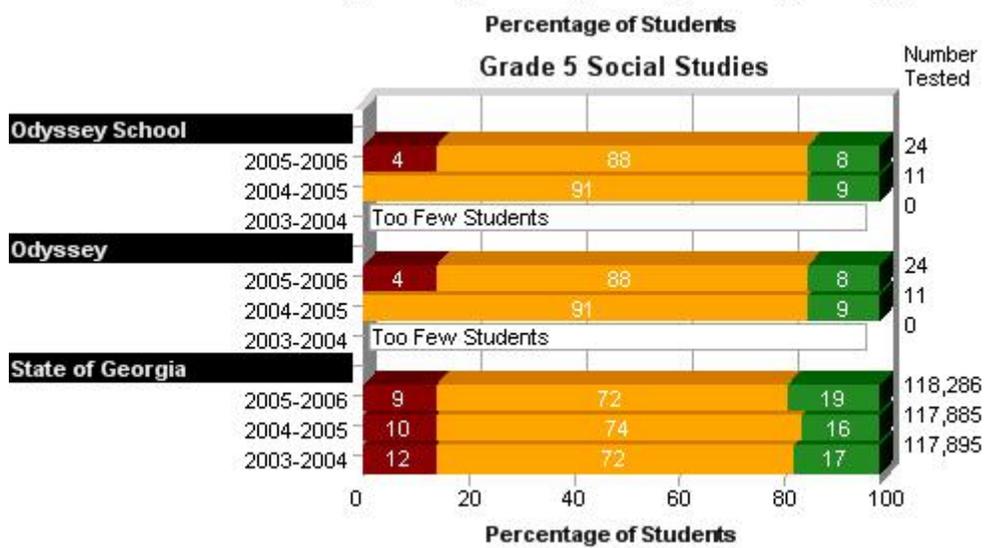
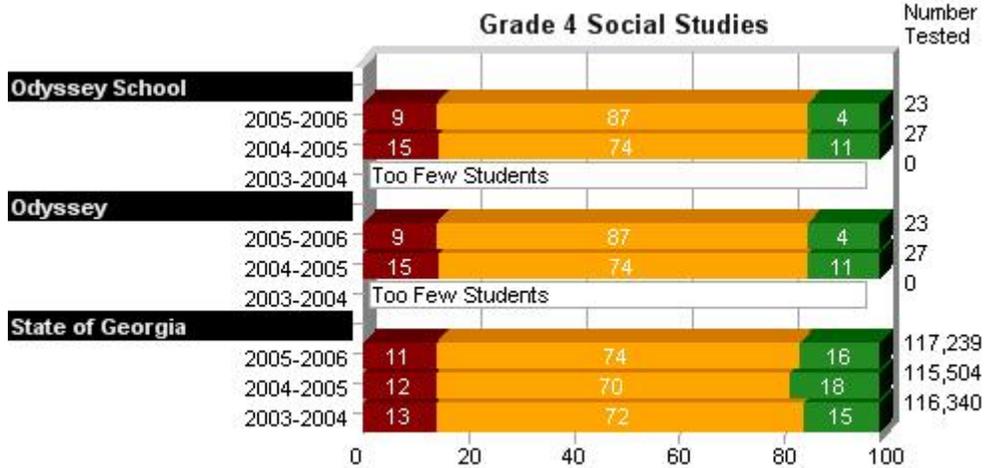


Percentage of Students









OGLETHORPE CHARTER SCHOOL

Contact Information

Kevin Wall
 707 Stiles Avenue
 Savannah, GA 31415
 912-201-5075

Basic Facts

| | |
|----------------|----------|
| District | Chatham |
| Type | Start-Up |
| Opened | 1999 |
| Grades Served | 6 - 8 |
| Enrollment | 396 |
| Title I School | No |

Mission

Partnering with parents to inspire students to pursue educational excellence.

Demographics

| | Oglethorpe Charter School | DeRenne Middle School | Hubert Middle School | Chatham County | Georgia |
|---|---------------------------|-----------------------|----------------------|----------------|-----------|
| Distance from Charter School (in miles) | 0 | 1.7 | 1.8 | N/A | N/A |
| Total Population | 392 | 834 | 488 | 32,842 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 44% | 16% | 0% | 27% | 48% |
| Black | 47% | 78% | 98% | 66% | 38% |
| Hispanic | 2% | 2% | 0% | 3% | 8% |
| Asian/Pacific Islander | 3% | 2% | 0% | 2% | 3% |
| American Indian/Alaskan Native | 1% | 0% | 0% | 0% | 0% |
| Multiracial | 3% | 1% | 2% | 2% | 2% |

Special Populations

| | | | | | |
|-------------------|-----|-----|-----|-----|-----|
| ESOL | 0% | 0% | 0% | 1% | 3% |
| Gifted | 34% | 24% | 6% | 11% | 9% |
| Special Education | 5% | 10% | 18% | 12% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 31% | 67% | 94% | 61% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | Yes |
| Is your school in needs improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Using historical data, it is expected that Oglethorpe Charter School students will perform well on standardized tests. The ITBS tests, given to students each fall, show the knowledge accumulated over time in individual subjects. Results suggest that students at Oglethorpe are above average – with students scoring in the mid-50 percentile in math to the 72 percentile in language.

Therefore, our expectations are that Oglethorpe students will do well on the state CRCT tests. Our students in 2005-2006 continue to meet or exceed at high percentages in reading (89% in 6th; 92% in 7th and 99% in 8th), language arts (91% in 6th; 96% in 7th, and 95% in 8th), and social studies (92% in 6th, 95% in 7th and 94% in 8th). However, with the introduction of the new GPS in 6th grade math and 6th and 7th grade science, we saw drops in CRCT scores in those subjects and grades: In 6th grade math, students went from 89% meeting or exceeding in 2005 to 64% percent meeting or exceeding in 2006. In 6th-grade science, students went from 91% meeting or exceeding in 2005 to 65% meeting or exceeding in 2006, and 7th-graders went from 96% meeting or exceeding in science in 2005 to 74% percent meeting or exceeding in 2006.

In algebra for high school credit, Oglethorpe students maintained high expectations on the end-of-course test, with 44 students taking the test in May of 2006, 32% meeting standards and 61% exceeding standards (93% meeting or exceeding.) In spring of 2005, 95% met or exceeded.

Because we have had excellent scores on the Middle Grades Writing Test since the inception of the school, we were expecting good scores again, and we were not disappointed. Ninety-nine percent of students met or exceeded the target, with 81 percent meeting and 18 percent exceeding.

Conclusion: Oglethorpe teachers have skillfully blended the school's Core Knowledge curriculum with the Georgia Performance Standards, as evidenced by students performing at high levels in language arts, writing, reading and social studies. We are meeting expectations in those areas.

However, in science and mathematics, we recognize that there is work to be done to assist all students in meeting or exceeding the standards. Test results did not meet expectations in 6th grade math and science and in 7th-grade science.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

As illustrated above, our successes are in reading, language arts, writing and social studies, with more than 90% of all students meeting or exceeding in each of the subjects, and 99% of our students meeting or exceeding the target on the Middle Grades Writing Exam. There are a number of instructional strategies that have contributed to these successes.

- Teachers are well-trained and participate in a number of professional learning opportunities.
- The Core Knowledge social studies curriculum is interesting to teach and interesting to the students.
- Reading and language arts are separated into two teaching blocks – therefore, students have four hour-long blocks of reading each week and four hour-long blocks of writing.
- Students are required to read silently at least 30 minutes of each reading class and are given ample opportunities to visit the media center and to take Accelerated Reading tests.
- In addition to silent reading, reading students participate in novel studies that may last six weeks or more and involve hands-on activities, comparing and contrasting, and critical analysis.
- Students are encouraged to participate in a number of authentic writing assignments and competitions.
- Eighth-graders participate in a mock writing test that includes one-on-one sessions with adult writers who critique their writing. Students are required to revise the original piece to maximize learning.
- Teachers are becoming more experienced in interrelated teaching – therefore, during the media festival, for example, research may be supervised by the language arts teacher, while the technology teacher may supervise the technical aspects of the project. Likewise, the research skills and writing for the annual 8th-grade Science Fair is done in language arts, while the science process skills are taught in science.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

Oglethorpe's students improved from the previous year in the following grades and subject areas:

- 8th grade reading from 92% meeting or exceeding to 99% meeting or exceeding

- 8th-grade English/language arts from 91% meeting or exceeding to 95 meeting or exceeding
- 8th-grade math from 75% meeting or exceeding to 83% meeting or exceeding
- 8th-grade science from 85% meeting or exceeding to 91% meeting or exceeding
- 8th-grade social studies from 88% meeting or exceeding to 94% meeting or exceeding
- 6th-grade social studies improved from 91% meeting or exceeding to 92% meeting or exceeding

Oglethorpe's students did not improve or regressed from the previous year in the following grades and subject areas:

- 6th-grade reading regressed from 94% meeting or exceeding to 89% meeting or exceeding
- 7th-grade reading regressed from 97% meeting or exceeding to 92% meeting or exceeding
- 6th-grade English/language arts remained the same, at 91% meeting or exceeding
- 7th-grade English/language arts regressed from 97% meeting or exceeding to 96% meeting or exceeding
- 6th-grade math regressed from 89% meeting or exceeding to 64% meeting or exceeding
- 7th-grade math regressed from 90% meeting or exceeding to 88% meeting or exceeding
- 6th-grade science regressed from 91% meeting or exceeding to 65% meeting or exceeding
- 7th-grade science regressed from 96% meeting or exceeding to 74% meeting or exceeding
- 7th-grade social studies regressed from 96% meeting or exceeding to 95% meeting or exceeding
- 8th-graders taking the end-of-course exam in Algebra I for high school credit regressed from 95% percent meeting or exceeding in 2005 to 93% meeting or exceeding in 2006.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

Yes, Oglethorpe tracks students using the cohort model. We compare the ITBS scores of the same group of students as they move from grade to grade, removing any students who have left our school. Results from students who took the ITBS in fall of 2003 and the same students who took the ITBS in fall of 2005 were:

Science from 6th to 8th grades - 64% to 64% = no change

Sources of information from 6th to 8th grades – 74% to 73% = -1% change

Reading from 6th to 8th grades – 66% to 70% = + 4% change

Language from 6th to 8th grades – 65% to 75% = +10% change
Mathematics from 6th to 8th grades – 57% to 59% = +2
Social studies from 6th to 8th grades – 66 % to 67% = +1

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

To address lagging math scores, Oglethorpe

- Employed an additional math teacher at 6th grade and 7th grade, allowing 6th and 7th grade students to go from having four hour-long blocks of math in the 2005-2006 school year to eight hour-long blocks of math in the 2006-2007 school year. These grade levels were selected because of the GPS implementation schedule.
- In 8th-grade, students are still being taught math only four hours a week. However, we are using a co-teaching model in two classrooms (a high-school certified teacher in the algebra I class and an exceptional child teacher in a second block.)
- We also have purchased the Quartermile math program and installed it in our technology lab. Eighth-grade students will participate in Quartermile math games four times a week for 15 minutes during technology lab time beginning October 1. It is hoped that this engaging math software will help with basic math skills.
- Because we were unaware that there was an issue with science scores until CRCT results were received in mid-June, we have not addressed the drops in 6th grade science or 7th grade science. A newly formed data review team will be examining domains to see if realigning our Core Knowledge curriculum with the GPS will help boost science scores.

A data-review team has been formed to study the data and make instructional recommendations to address these disparities.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

Charter goal 1 is to move more students into the “exceeds” category on the 8th-grade writing test. In 2004, 13% of 8th-graders were in the “exceeds” category; in 2005, 11% of

8th-graders were in the “exceeds” category. In 2006, 18% of 8th-graders were in the “exceeds” category. This goal has been met.

Charter goal 2 is, within 3 years, to maintain the number of 8th grade students who came to Charter School as 6th graders who meet or exceed reading/language arts criteria on the Georgia CRCT.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Oglethorpe’s parents are required by the family contract to provide volunteer service to the school yearly to receive a reenrollment packet for the next year – 10 hours for single families and 20 hours for couples. This volunteer service can be provided by attending school events and parent trainings, providing gifts in kind or monetary gifts, supervising field trips, attending sports events, etc. All parents also must have two parent conferences yearly, and must agree to supervise homework and support the uniform and discipline code of the school. Parents are invited to participate in all school-wide events – fall fling, sixth-grade Olympics, yearbook party, etc.

Three parents are elected yearly by the parent body to serve on Oglethorpe’s governing board. Community members are invited in as guest speakers, as Junior Achievement teachers (8th-grade only), to judge competitions like the Science Fair and participate in assemblies. Community members also are invited to “shadow” students during National Shadow Day.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

All parents are required to perform at the same volunteer level, although many choose to exceed the required hours. Parents who experience difficulties during the year may write hardship letters to the principal. Only 14 students of 384 total (4%) did not return to Oglethorpe because of issues related to the family contract – not enough parent hours, non-compliance of homework, or failure to have conferences or support the uniform or discipline code.

Parents also are encouraged to evaluate Oglethorpe’s academic program each year through surveys. Results are included in the school’s school improvement plan.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

Parental involvement is high at Oglethorpe, and it is one of the most critical components to our successful academic program. However, we could always increase the number of parent trainings. Last year, the annual “Looking Ahead To High

School” parent meeting and math/science family night were two very popular events. This year, parents have requested a math tutorial to assist their students with math homework. One of the items on the school improvement plan for the 2006-2007 school year is to develop more partnerships with the local community and to continue to develop a positive relationship with the Savannah-Chatham county Board of Education, our local authorizer.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Providing a state-of-the-art facility is one of our strategic goals for the 2006-2007 school year. Over the summer, our bathrooms were renovated, and the OCS board voted in September to purchase a portable classroom for drama performances and other grade-level assemblies.

The voters of Chatham County also approved E-splost funding, with \$21 million allocated to build a new facility for Oglethorpe Charter School.

2.

Oglethorpe is just developing a process for studying and using data-driven decision-making practices. Teachers are being provided a number of professional development opportunities, including attending state conferences and district trainings. Areas of need are: technology training, differentiation, and integration of content.

3.

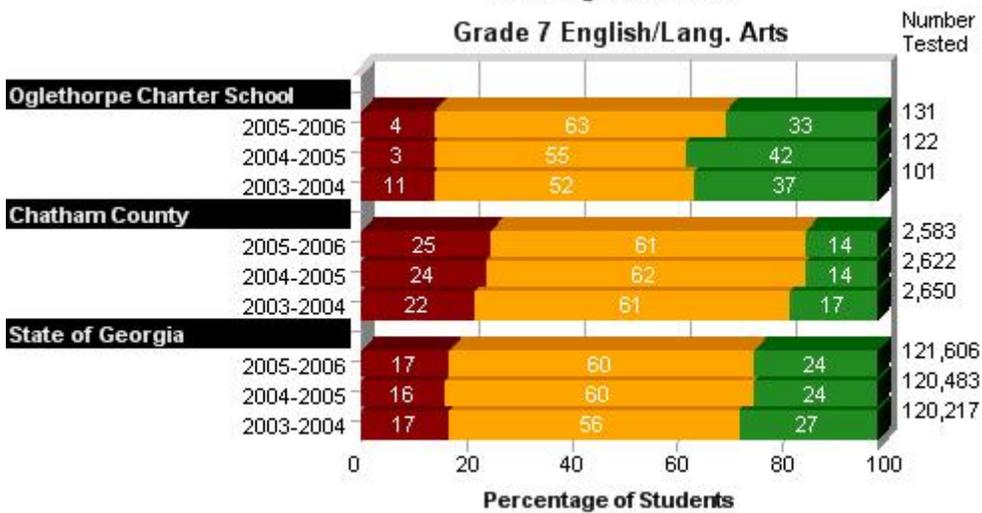
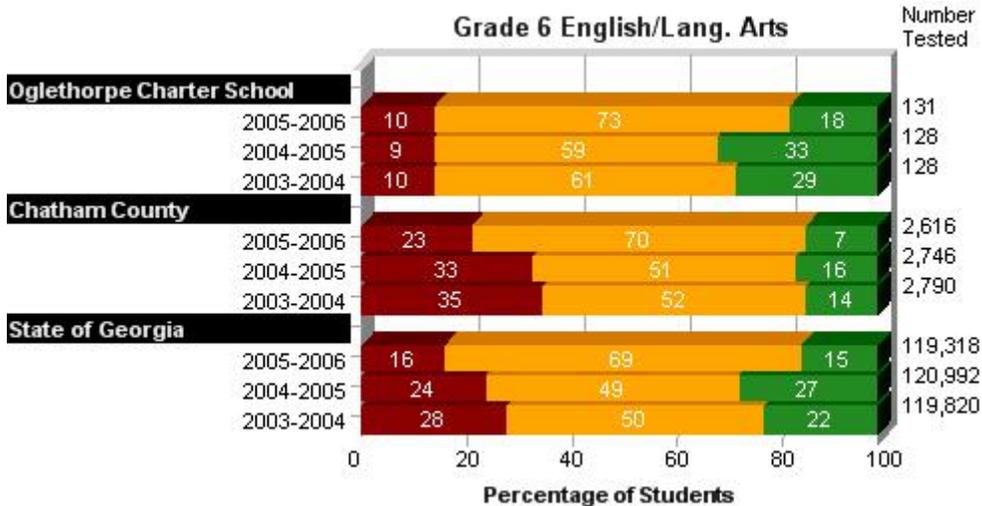
Oglethorpe Charter prides itself on preparing students for the “next level” – high school. Our counselor assists students in preparing high school applications to specialty programs – 66% of our students who applied to the Savannah Arts Program were accepted; 100% of the students who applied to the Historic Preservation program were accepted; 41% of the students who applied to the IB program were accepted; and 50% who applied to the Jenkins honors magnet were accepted. Oglethorpe follows up with a yearly survey of 9th-graders, asking them how well they are prepared for high school. 100% of those responding felt prepared or very prepared for high school.

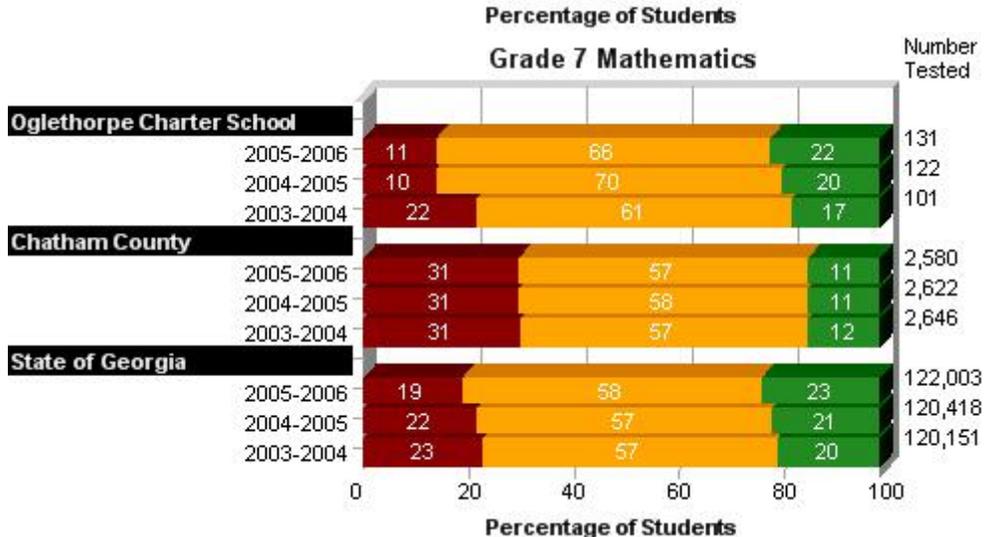
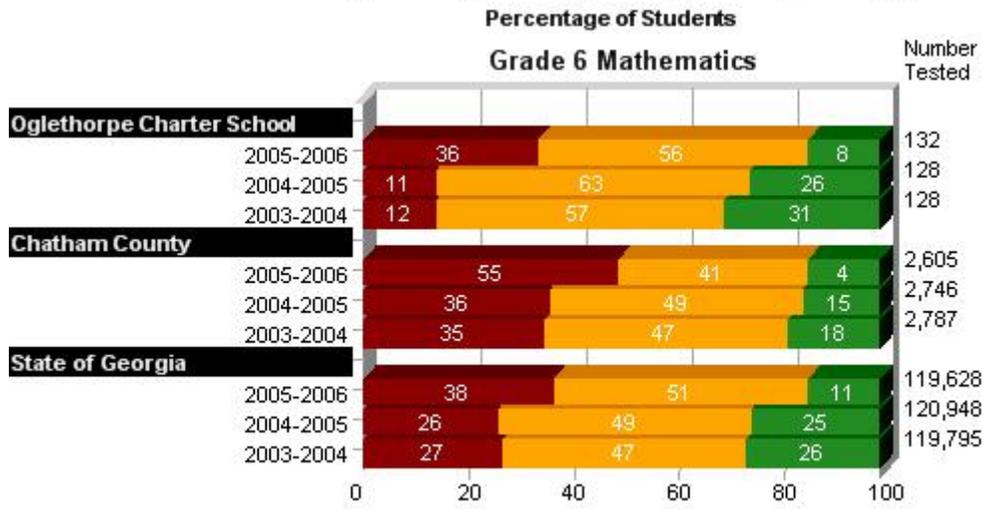
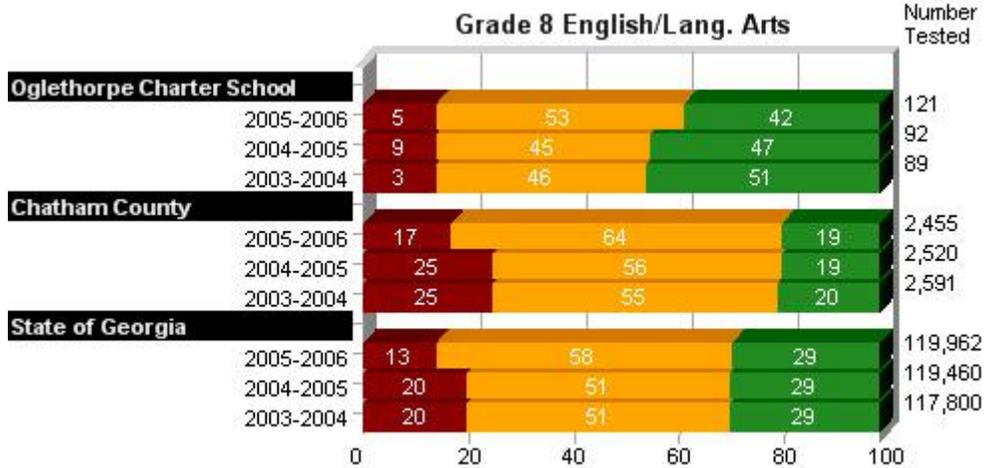
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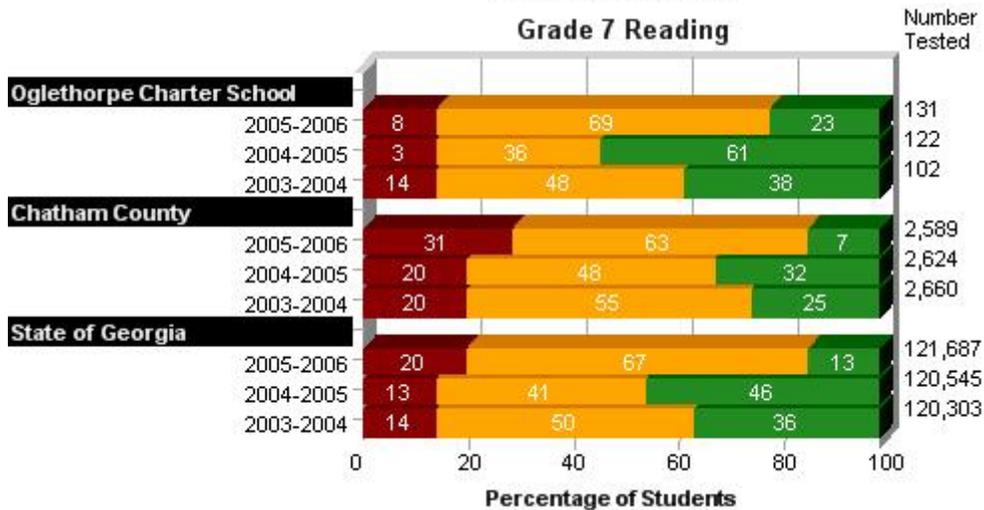
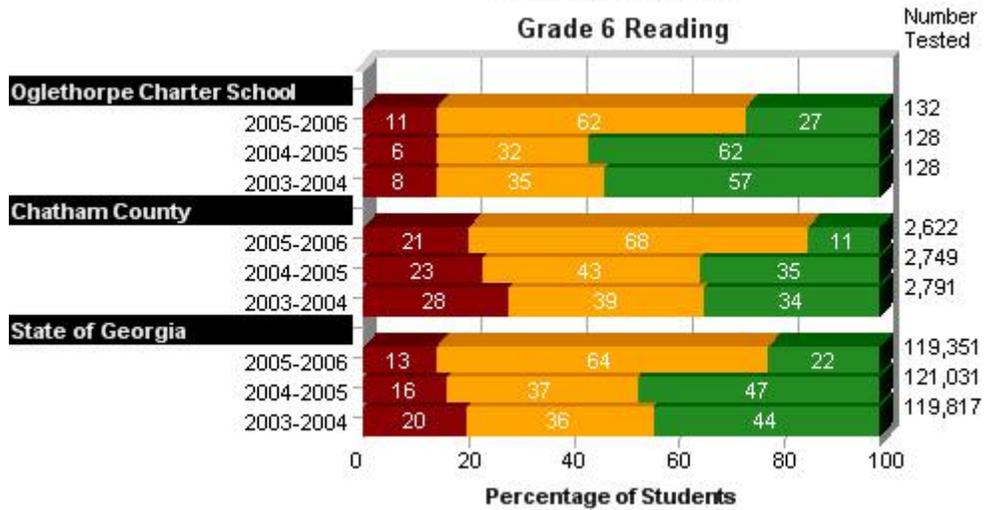
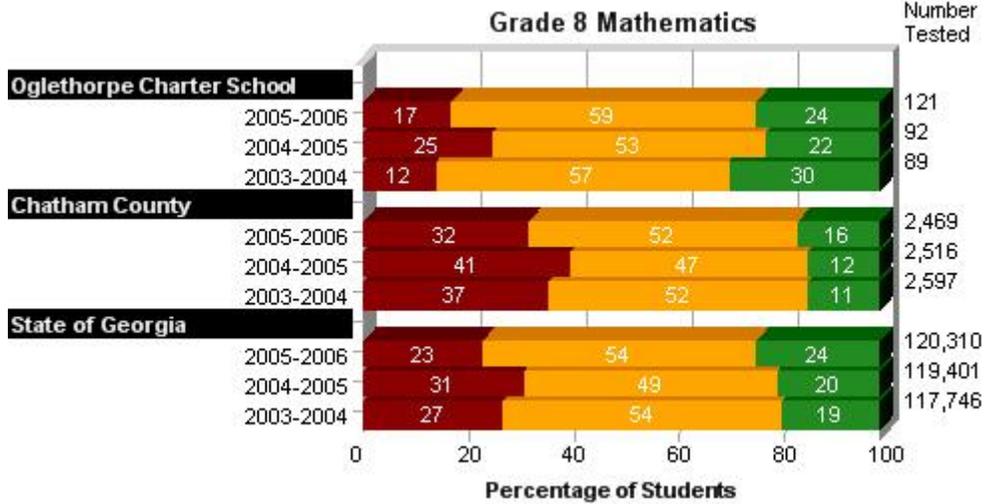
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| Did school have surplus at the end of the 2005-2006 school year? | Yes |
| Did school have a reserve fund? If so, what percentage? | Yes. |

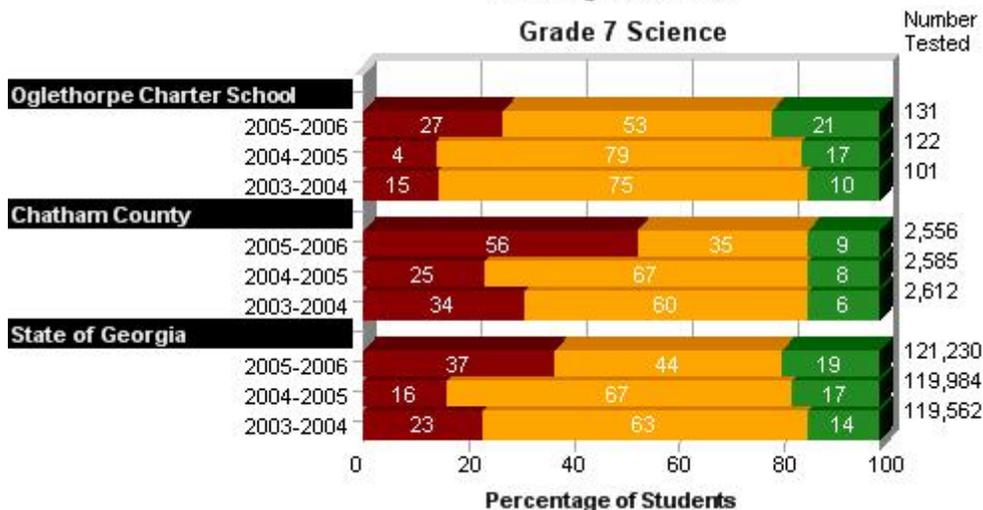
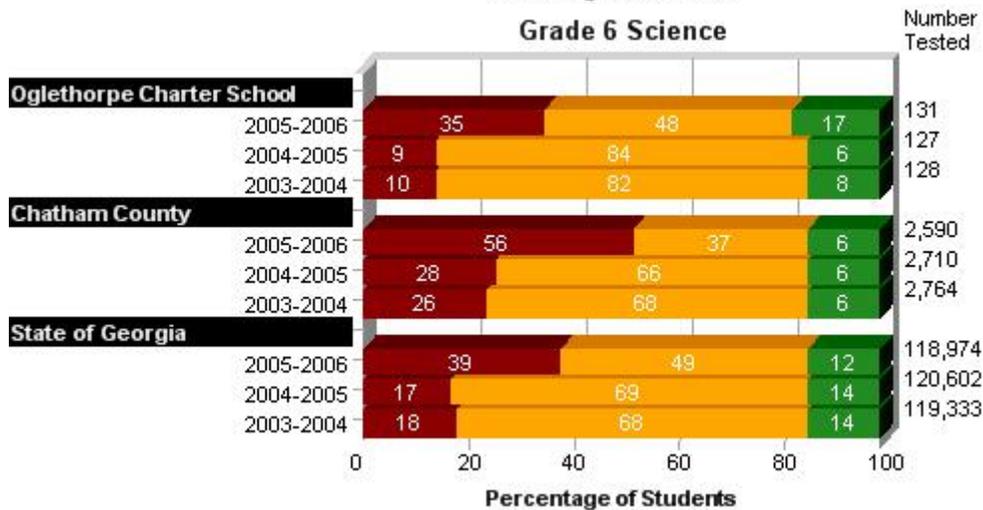
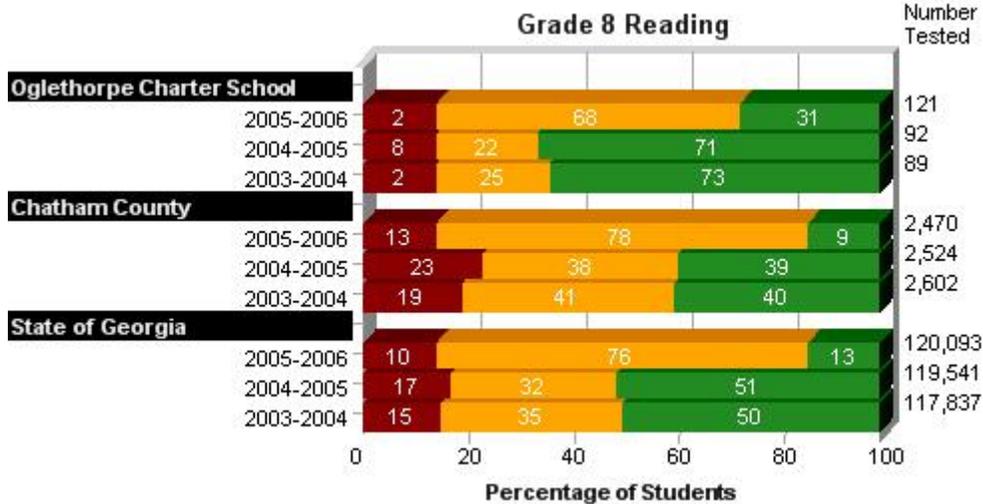
TEST RESULTS

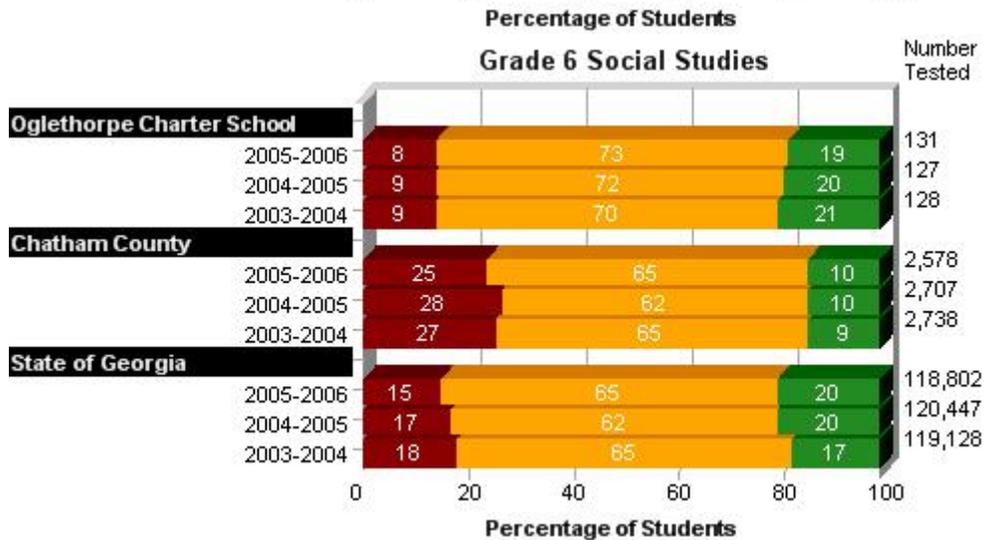
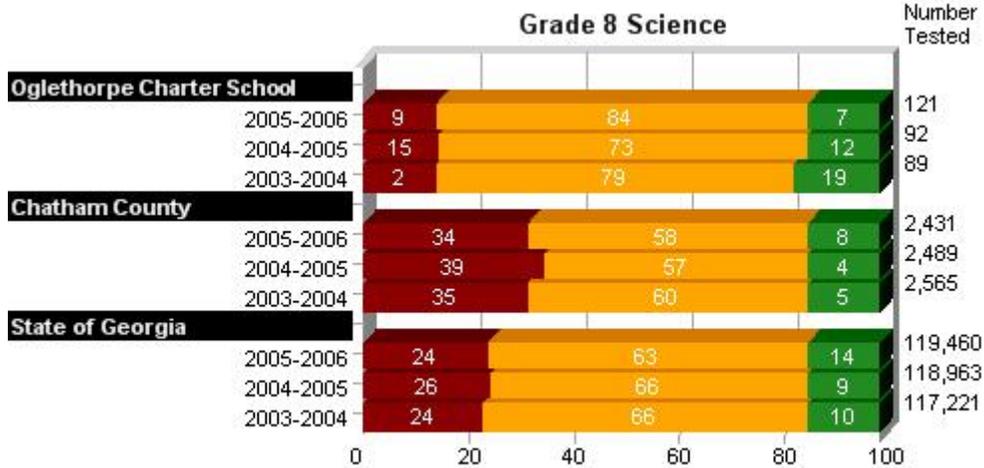
- Do Not Meet
- Meets
- Exceeds

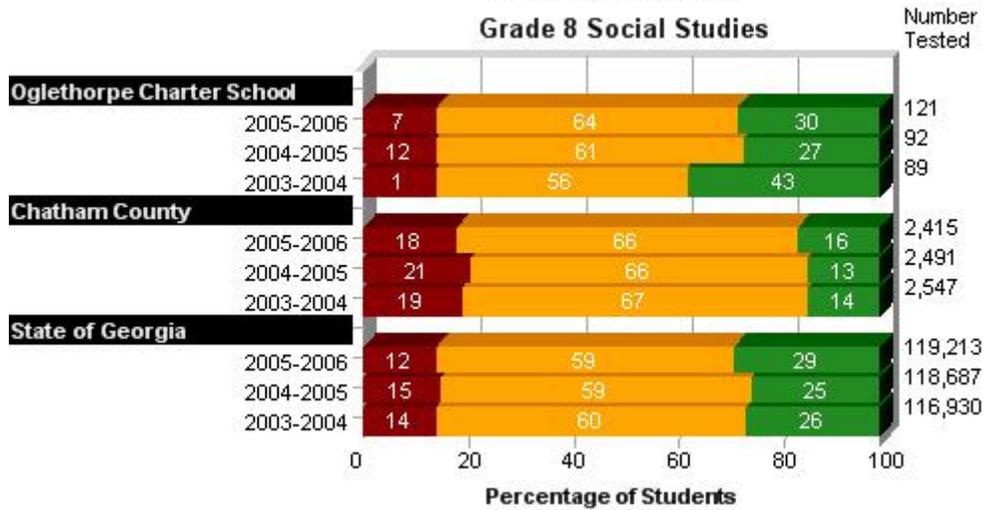
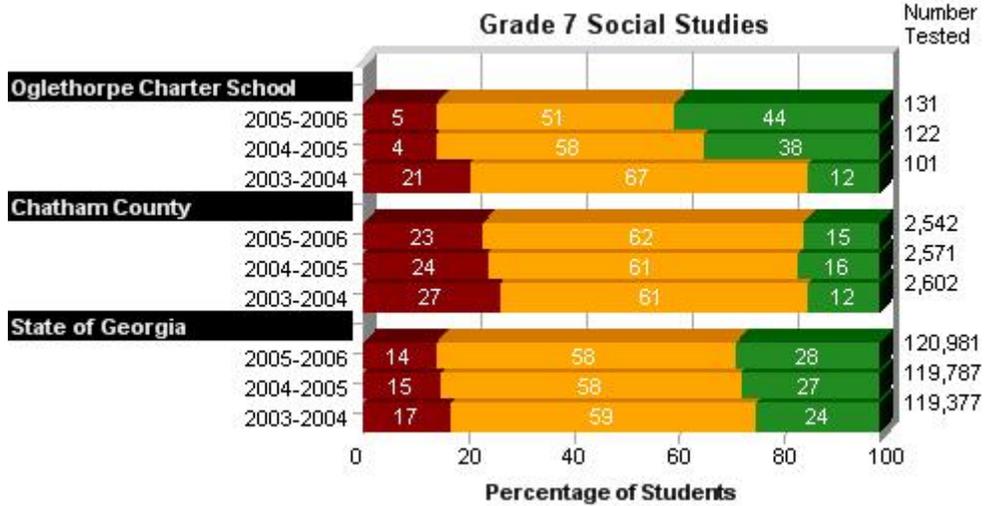












PEACHTREE CHARTER MIDDLE SCHOOL

Contact Information

Steven Donahue
 4664 Nort Peachtree Rd
 Atlanta, GA 30338
 678-676-7702

Basic Facts

| | |
|----------------|------------|
| District | DeKalb |
| Type | Conversion |
| Opened | 1967 |
| Grades Served | 6 - 8 |
| Enrollment | 1,080 |
| Title I School | No |

Mission

Through a spirit of teamwork, Peachtree Charter Middle School supports students in realizing their academic and personal dreams.

Demographics

| | Peachtree Middle School | Chamblee Middle School | Sequoyah Middle School | DeKalb County | Georgia |
|---|-------------------------|------------------------|------------------------|---------------|-----------|
| Distance from Charter School (in miles) | 0 | 1.2 | 3.2 | N/A | N/A |
| Total Population | 1,085 | 765 | 879 | 99,544 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 45% | 26% | 3% | 10% | 48% |
| Black | 29% | 52% | 16% | 77% | 38% |
| Hispanic | 17% | 9% | 70% | 8% | 8% |
| Asian/Pacific Islander | 5% | 9% | 10% | 3% | 3% |
| American Indian/Alaskan Native | 0% | 0% | 0% | 0% | 0% |
| Multiracial | 3% | 4% | 2% | 2% | 2% |

Special Populations

| | | | | | |
|-------------------|-----|-----|-----|-----|-----|
| ESOL | 6% | 4% | 27% | 4% | 3% |
| Gifted | 29% | 48% | 6% | 10% | 9% |
| Special Education | 12% | 8% | 7% | 9% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 32% | 38% | 95% | 64% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|--|------|------|
| Did your school make AYP? | No. Peachtree did not make AYP in the area of mathematics. (Subgroup population of Hispanic students) | No | Yes |
| Is your school in needs improvement? | Yes. This is the second year Peachtree was unsuccessful with this category and subgroup population. Peachtree has modified the instructional delivery to support this subgroup by creating an inclusion model for mathematics instruction. The core content teacher is certified in mathematics and the support teacher is endorsed in ESOL. | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Overall the total student population test scores were positive. 77.7% of our students scored in level 2 or 3 for mathematics, and 88.6% of our students scored level two or three in reading / language arts. Both of these rates far exceed the AMO standard of 58.3 % for mathematics and 66.7 % for ELA set by the state. The area of concern and disappointment was in the subgroup of Hispanic students in mathematics. We only had a pass rate of 46.8 %. This is an area of concern because our international student population is growing. Our delivery model last year within our ESOL / ELL population focused on pull-out instruction in Reading and Language Arts along with an after- school tutorial. The WIDA standards show there is no statistical proof that the pull-out model is successful for this population. We are attempting to deliver support with content teachers delivering the GPS or QCC lessons at the appropriate grade level and offering support with ESOL endorsed specialists in the core classroom acting as team teachers.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

ELA and reading have continued to show an improvement each year. The past year our student scores increased by 0.8% overall and over the last two years have increased 1.8 % overall. The improvement may be traced to the teachers' implementing the new GPS standards and the department focus on DGP (Daily Grammar Practice). The school also examined one of our Charter goals - measuring improvement on students we have access to for three consecutive years. The Charter goal indicated we wanted a 2% gain each year for a total growth measure of 6% over three years in mathematics and ELA / reading. Based on the data of entering students, Peachtree demonstrated an overall improvement of over 16% in mathematics and over 17% in ELA / reading in the three-year period. The best

strategy is consistent delivery of instruction over the three-year period the students attend Peachtree.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

Two content areas showed improvement: ELA / reading improved from 87.8 % to 88.6% and Social Studies improved from 87% to 90%. Areas that did not improve or regressed were mathematics, dropping from 79.7 % to 77.7% and science from 84% to 74%.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

Yes, we have done a longitudinal study about the scores of our students who entered from fifth grade as Level I students. We compared the students on the CRCT as sixth grade students and then as seventh grade students. The number of students that entered as sixth grade Level I students decreased by over 16% in both Mathematics and ELA / reading over the time the students were enrolled at Peachtree.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

The major area of concern is going to be providing support to our international student population. Peachtree has defined subgroups for AYP purposes in the following categories: All Students, Black, White, Hispanic, SWD, and Economically Disadvantaged. Depending on the October FTE count day we may add the ELL category and possibly Asian / Pacific Islander subgroups. We do track our subgroup data and provide the information to our teachers to support the academic program. All students scoring in the Level I area have a defined plan of support. All students that score in the "Bubble Area," within 15 points of not being successful are also identified. Tutorial and Level I plans are offered to support these students in the core academic areas.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

Our Current Charter has academic goals focused on the CRCT data. One of the goals in the area of academics is based upon a 2% improvement per year for three years in the area of ELA/ Reading.

This goal has been met by tracking our entering students from fifth grade and identifying the number of Level I students that entered PCMS. This group tracked over three years had over 17% of the identified students performing at or above the Level 2 criteria.

2.

The second academic goal is related to mathematics. The measure is a 2% improvement per year, 6 % over three years. After charting our entering students, we posted significant improvement over three years: over 16% of the entering Level I students progressed to Level II or III after the third year.

3.

Peachtree did not have a category addressing the EOCT test in the current Charter. Our students all took algebra as eighth grade students and the school had a 3% improvement on the high school EOCT algebra results as compared to the 2004 - 2005 school year.

4.

An academic access issue was addressed over the last two years. During the 2002 - 2003 school year fewer than 170 students took the PSAT exam. In 2003 - 2004 the number exceeded 185 and last year 357 students took the PSAT. The school and community value this experience and encourage all students in eighth grade to take the exam. The school system does not provide the funding for the test so the school covered the cost of the test for over 200 students that did not have the financial resources available to pay for the test. We will continue to offer the test for all eighth grade students and cover the cost of the test for those students that do not have the financial resources available.

5.

The PTA purchased "Project Wisdom" based upon a recommendation of the School Climate action team. This material is used as part of the morning announcements each day to encourage cultural awareness. One of the school goals is to improve cultural awareness and this is a message to provide cultural awareness to all of the students, teachers and parents in the building during morning announcements. The messages are short one page texts daily that provide a positive topic and quotation from a cross section of writers and cultures. The Student Government Association President reads the morning announcements and concludes each day with our "Project Wisdom" selection of the day.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Peachtree has been very successful over the last two years in getting our parents involved with the school. We have used both an on-line method of recording volunteer opportunities as well as hard-copy log books. The on-line method is easier to monitor but costs over \$5,000.00 per year to use. Peachtree does not have the

financial resources to fund the on-line software package, so the hard-copy log books are currently being used.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

Parents sign hard-copy log books or for the 2005 - 2006 school year used the K12 software system to log volunteer opportunities. Teachers or approved Governance Council / PTA members could post volunteer opportunities on the computer system to notify parents about upcoming activities. Newsletters and principal letters reminded parents of upcoming events. Parents then recorded the activity either on-line or in the hard copy notebook. The Governance Council sent letters to families in the spring notifying the parents who had completed the requirement and who had not. A flurry of activity occurred during second semester as parents responded to the written notifications to complete the service agreement. Parents may record activities such as attending Open House, PTA meetings, school events, parent conferences, or donation of resources to the school.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

Peachtree has a policy that encourages parents to visit with our students' teachers beyond the required parent conference nights. Our schedule is set along the state guideline for middle school that allows for the core academic teachers to be available for cooperative planning or parent conferences five days per week. Beyond this activity we invite all parents to visit on Honors Day and Patriot Games Day. The school provides lunch for all of the students and parents on Patriot Games Day to encourage parents to visit. The school has several athletic teams and booster programs that all provide parents opportunities to be involved in the student's school activities.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Reduction in Discipline Issues - The Charter goal was to reduce discipline issues. In the three-year cycle that was monitored for charter renewal, we met the goal of reducing discipline issues. This was accomplished in two ways. The first was reducing the number of administrators handling discipline. With fewer administrators assigning consequences, a more consistent approach is followed because the administrator works with the same students and parents from year to year. A second support was parent participation. Dress Code was a concern, and parents have stepped up to volunteer each morning as support to the administration addressing dress code compliance.

2.

Technology - The charter goal targeted the use of technology by students and

teachers. At the conclusion of the 2005 - 2006 school year, 90% of the staff had completed the required computer competency. Each teacher had an active web-page and each teacher posted homework and lesson plans on-line. Our students have increased computer activities with the addition of laptops provided with an APPLE grant. Our target goal as we move forward is to integrate technology requirements within specific classroom content areas.

3.

Increasing Community involvement - Within goal (e) of the current charter the school has made significant strides in increasing our community and business opportunities. PCMS has three defined business partners, Northside Hospital, Cafe Intermezzo, and Max & Erma's but we have made informal partnerships with the following local businesses: Borders Books, Kroger, Publix, and Guthries. Discussion has started with Peer Proofing to possibly be an adopter as well as Cartridge World. These businesses provide the school and PTA with additional resources and revenue from incentive programs or support for the staff and students with gift cards, reduced-cost books, meals, etc.

4.

All Peachtree staff have participated in staff development sessions related to schoolwide discipline as well as Safe School preparedness. This was a goal within the current charter under section (d).

5.

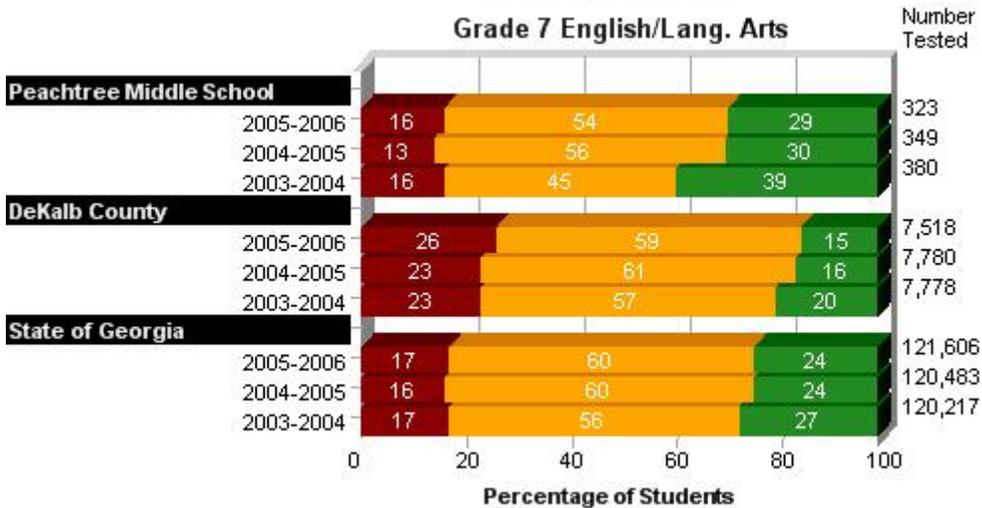
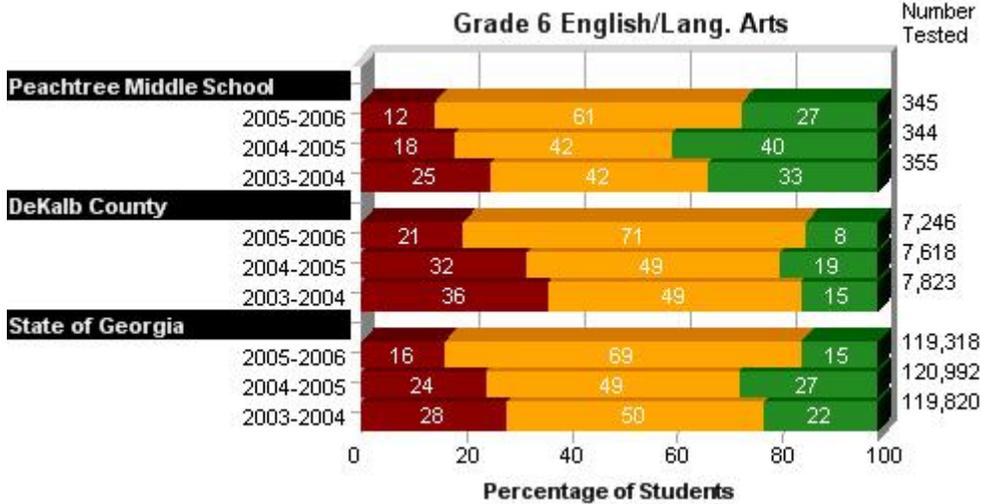
School climate was addressed within goal (d) as well. Peachtree addressed school climate in many areas: Teacher observations - According to DeKalb Policy we are required to evaluate veteran staff on a three-year cycle, one formal evaluation for two years and the third year three formal evaluations. Peachtree does not differentiate between experience levels. All staff will have a minimum of two formals every year, teachers with less than three years experience will have a minimum of three evaluations. The average number of evaluations per staff member was three formal evaluations last year. On the student side for school climate the school expanded the Honors Day program to award more categories of student performance. The School Climate action team collaborated with the PTA to strengthen the parent participation in enforcement and support of the Dress Standard.

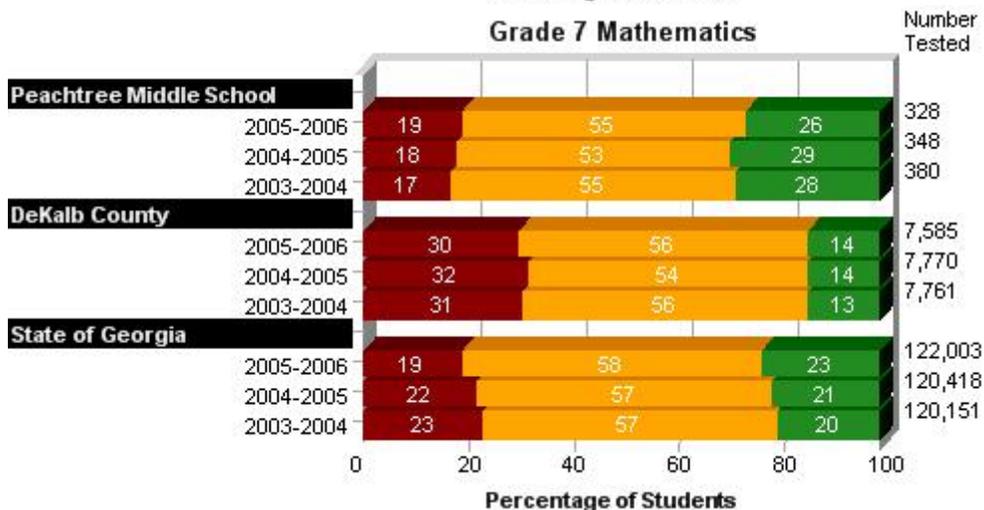
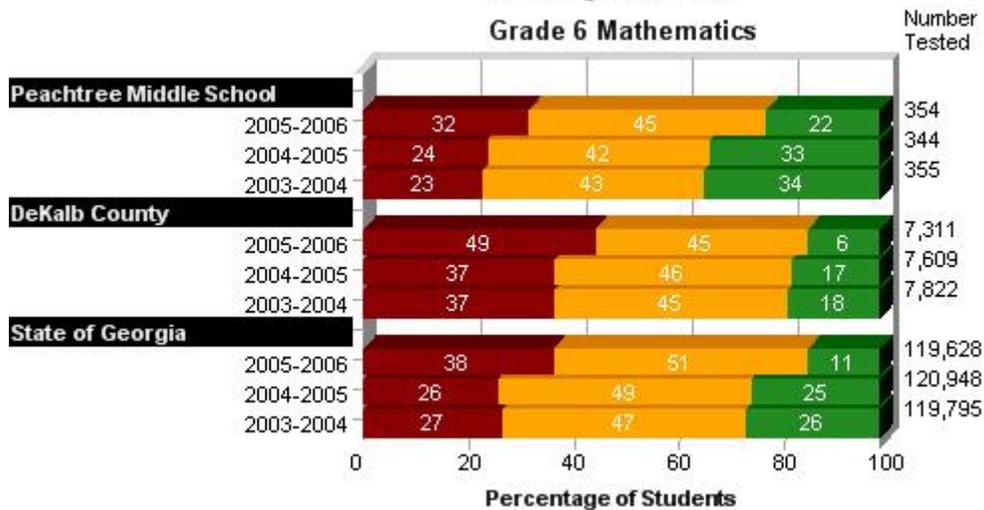
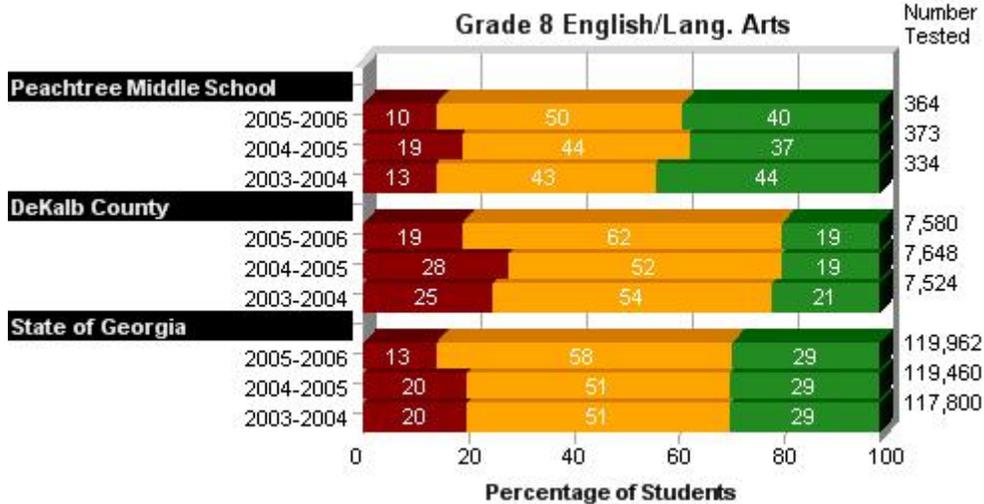
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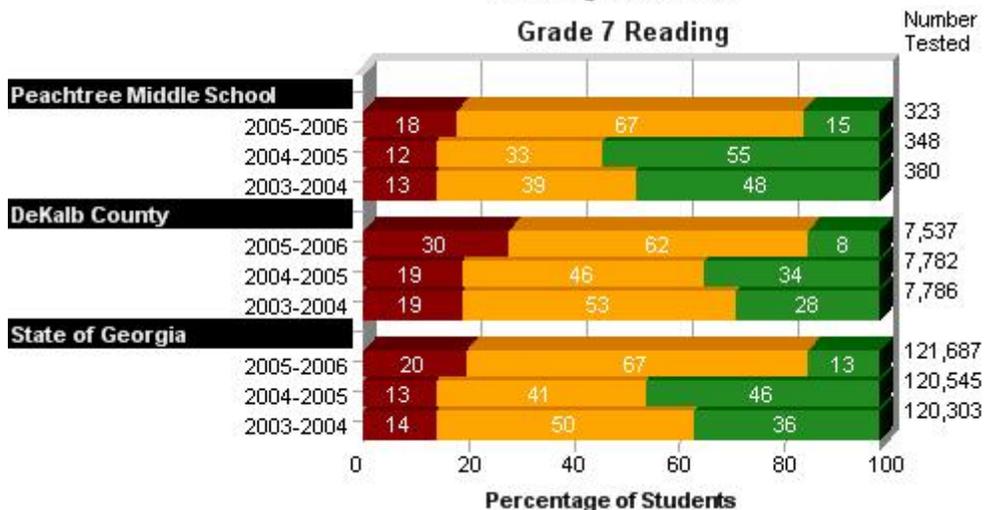
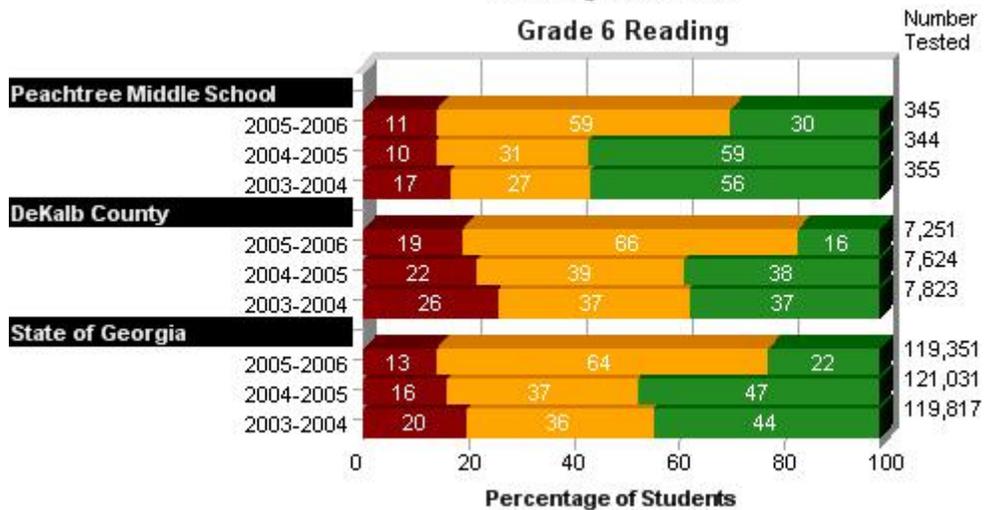
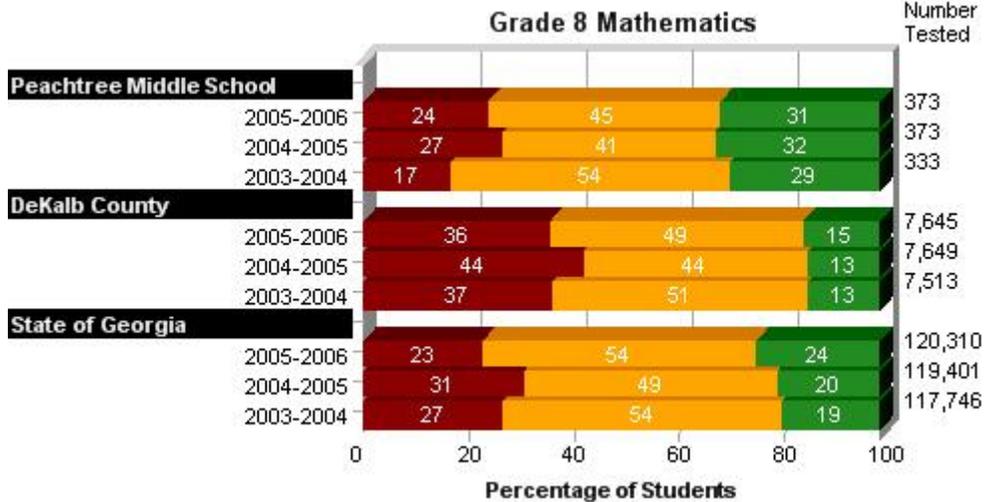
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| Did school have surplus at the end of the 2005-2006 school year? | No |
| Did school have a reserve fund? If so, what percentage? | No |

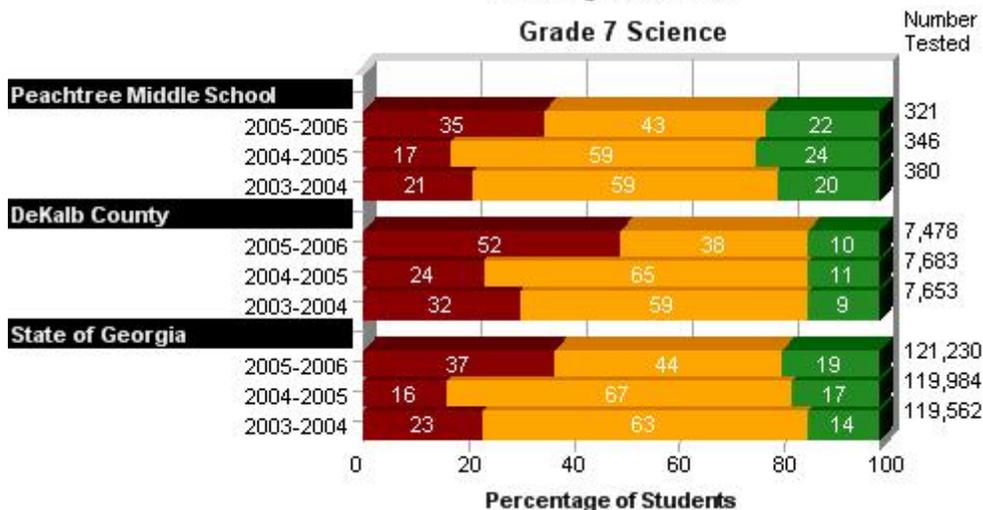
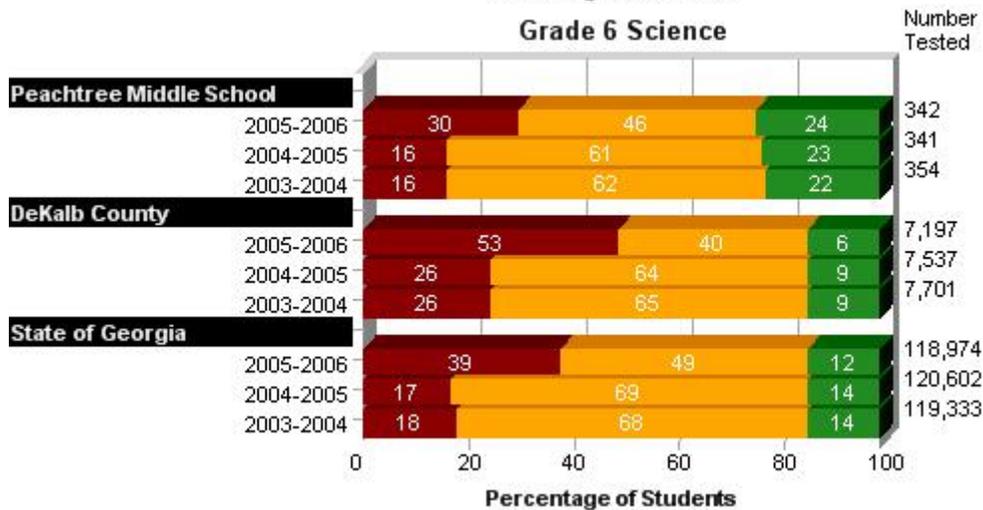
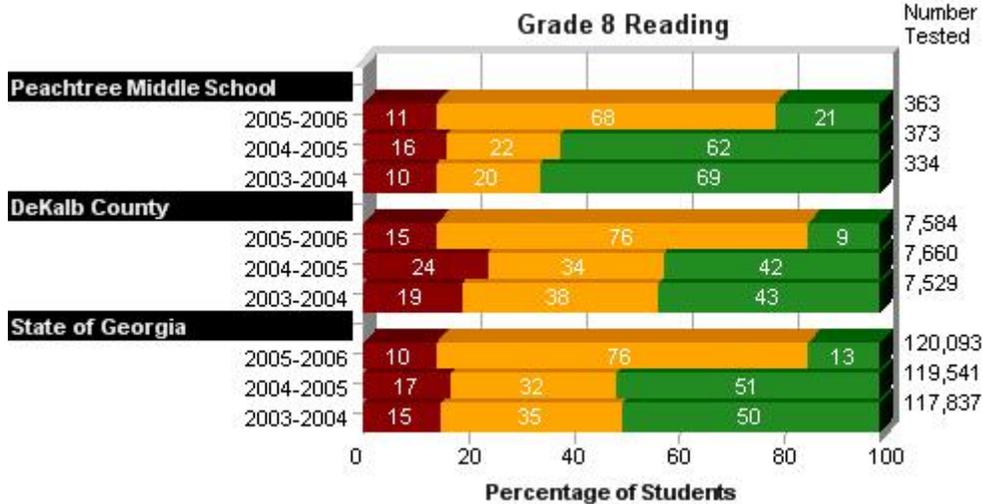
TEST RESULTS

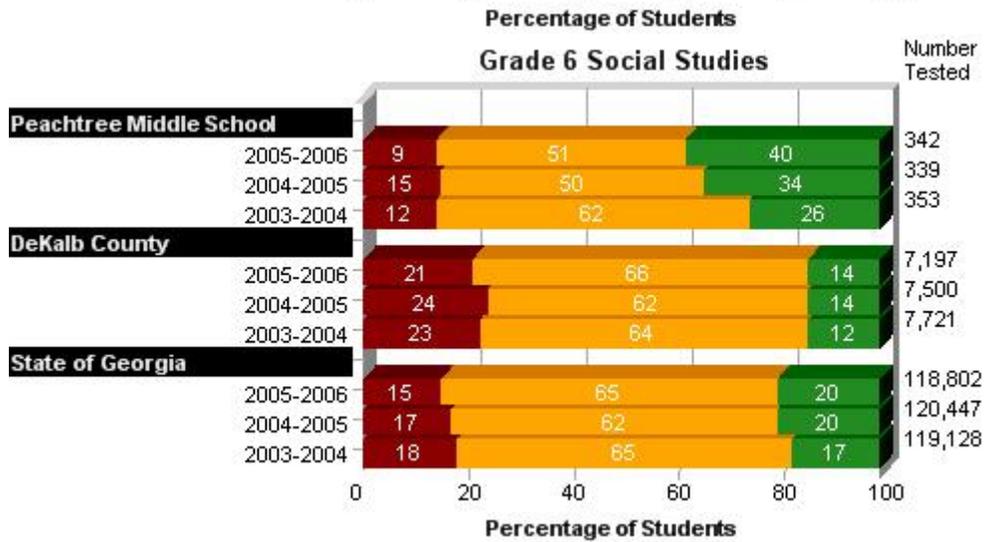
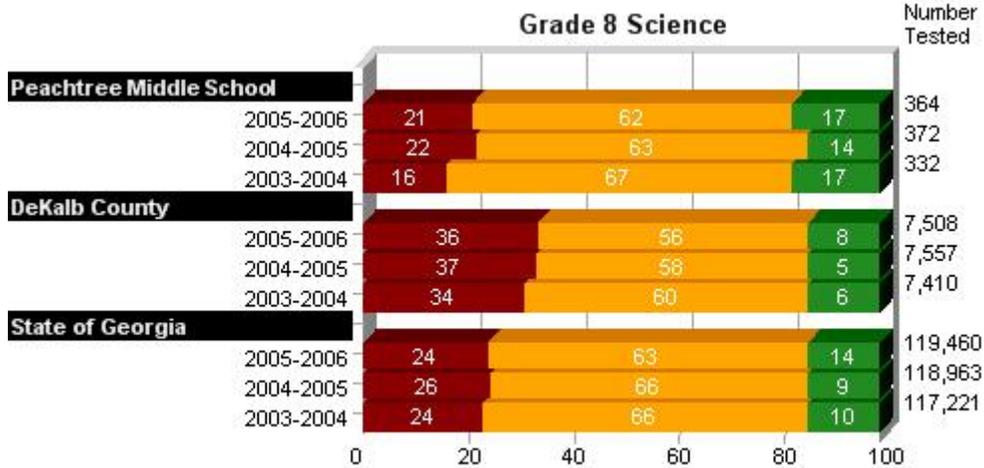
- Do Not Meet
- Meets
- Exceeds

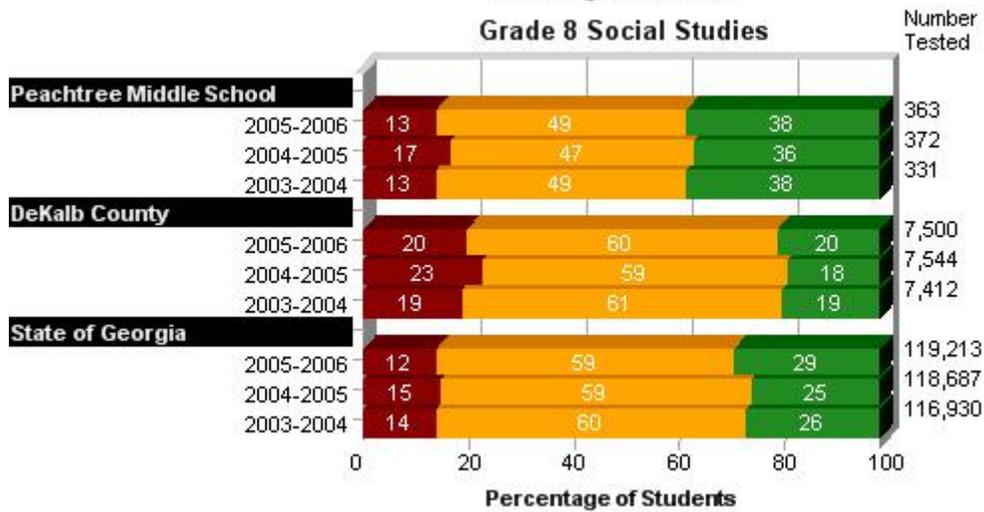
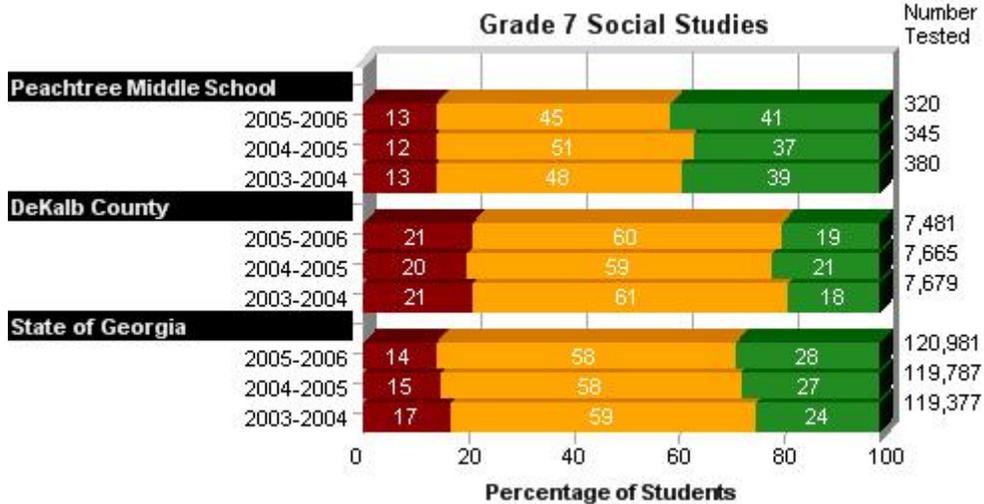












SCHOOL FOR INTEGRATED ACADEMICS AND TECHNOLOGIES AT GEORGIA, INC.

Contact Information

Monica Bomengen
 239 West Lake Avenue NW
 Atlanta, GA 30314
 404-799-9101 ext. 6001

Basic Facts

| | |
|----------------|----------|
| District | APS |
| Type | Start-Up |
| Opened | 2002 |
| Grades Served | 9 - 12 |
| Enrollment | 150 |
| Title I School | No |

Mission

The mission of SIATech, in its partnership with Job Corps and the Department of Labor, is to break the cycle of poverty and underachievement for students who have not been successful in the traditional education system. SIATech achieves these results by delivering a curriculum that uses state-of-the-art technologies to integrate academic knowledge and real world applications within a professional work-like setting, thereby providing a unique educational learning environment and curriculum to lure bright, capable students, who have dropped out of high school back into the diploma-bound educational process.

Demographics

| | School for Integrated Academics and Technologies | Douglass High School | The School of the Arts at Carver | Atlanta Public Schools | Georgia |
|---|--|----------------------|----------------------------------|------------------------|-----------|
| Distance from Charter School (in miles) | 0 | 2.5 | 3.5 | N/A | N/A |
| Total Population | 166 | 2,254 | 85 | 49,965 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 1% | 0% | 0% | 8% | 48% |
| Black | 97% | 99% | 99% | 86% | 38% |
| Hispanic | 2% | 1% | 0% | 4% | 8% |
| Asian/Pacific Islander | 0% | 0% | 0% | 1% | 3% |
| American Indian/Alaskan Native | 0% | 0% | 0% | 0% | 0% |
| Multiracial | 0% | 0% | 1% | 1% | 2% |

Special Populations

| | | | | | |
|-------------------|----|-----|----|----|-----|
| ESOL | 0% | 0% | 1% | 3% | 3% |
| Gifted | 0% | 9% | 9% | 8% | 9% |
| Special Education | 7% | 10% | 1% | 9% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|------|-----|-----|-----|-----|
| % of Total Population | 100% | 78% | 81% | 75% | 50% |
|-----------------------|------|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|--|------|------|
| Did your school make AYP? | No, met the AYP criteria for Second Indicator. | No | No |
| Is your school in needs improvement? | Yes. SIA Tech is in Year 2 of Needs Improvement. We have been assigned a DOE Leadership Facilitator to assist us in making AYP and improving our school. | Yes | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

No. 0% of our students scored proficient on the GHS GT for AYP calculations. Our EOCT scores are unacceptable in science and social studies as well, with math also posing a serious obstacle.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

One area of success was in pass rates on subsequent sittings for tests. Students who had already failed science or social studies once tended to pass on the second try. It appears that familiarity with the test helped. The previous administration did not develop any particular strategies or approaches. Teachers were left to pretty much figure things out on their own.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

English in 9th and 11th grades showed substantial progress. I attribute this to the teacher taking the time to develop curriculum that was aligned to the GA standards.

Science was an area that experienced decline.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

We do not operate on a traditional calendar or enrollment scheme and we are exempt from the seat time. We are an open entry/open exit high school, so it is difficult to compare cohorts from year to year. Nonetheless, we are using a pre and post test system upon enrollment and separation to track growth in writing, reading, and math. These assessments are different from the GA tests and provide a window into value added over time.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

We are instituting a case manager system wherein teachers are responsible for small advisory groups of students. We are also using the test reports to identify specific curriculum areas where students perform poorly. All of our students are recovered high school dropouts, so together they form a subgroup of at-risk students. We also disaggregate data for special education students.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

GENERAL GOALS: ENGLISH LANGUAGE ARTS MODULE 1

Language Arts – Module 1

- Develop understanding of foundations of reading and writing.
- Utilize and apply technology in demonstrating skills and abilities and in making presentations.
- Meet creative technology competency
- Demonstrate integration of writing and technology skills into vocational career path activities.
- Fulfills requirements toward completion of five senior projects and the Graduation Portfolio. Compose and/or critically interpret multiple forms of expression, including different literature and various forms of writing.
- The student uses the reading process effectively.

SPECIFIC OBJECTIVES AND OUTCOMES

- Identify subjects, verbs, and prepositional phrases.
- Identify and correct fragments
- Avoid and correct run-on sentences

- Transform phrases and dependent clauses into complete sentences
- Identify and create subject-verb and pronoun-antecedent agreements
- Identify and create verb agreement with indefinite pronouns
- Write essays and identify key learned skills *
- Write professional-looking office memos *
- Create a resume and cover letter *
- Complete Quest 2000 computer-based tutorials for Open & Edit, Text Alignment & Enhancement, Format & Edit, and Multiple-page Doc, Columns, Tables.
- Create culminating power point presentation that integrates all writing and technology objectives.
- Begin to collect writings that will be revised and polished further for inclusion in senior projects and Graduation Portfolio.

MEASUREMENT CRITERIA

- 80% competency on Quest 2000 computer-based software section quizzes.
- Portfolio documentation presenting authentic articles of achievement.
- Multiple assessments utilizing classroom assignments, quizzes, tests, and projects
- Minimum 3 out of 4 on rubrics scored writings
- TABE examination – Show Growth
- Pass GHS GT examination
- Pass End of Course Test
- Quality Core Curriculum Standards
- Pass presentation of knowledge with rubric score of 3 or higher which cover QCC standards

PROGRESS REPORTED IN SCHOOL REPORT CARD/GA DOE

- 11th Grade - GHS GT English Language Arts 80.0 Percent Meeting and Exceeding Standard

2.

GENERAL GOAL FOR GRADUATION

Pupils must meet the minimum Performance Standards as measured by state testing.

MEASUREMENT CRITERIA

The Performance Index includes two components for each public school that detail the Percentage of Students Meeting and Exceeding Standards and the gain or loss of that percentage from the previous year. Criteria were based on the Georgia High School Graduation Test (grade 11 first time test takers - English/language arts, math, science, and social studies). Criteria were based on Full Academic Year (FAY) students.

PROGRESS REPORTED IN SCHOOL REPORT CARD/GA DOE

The percentage of Students Meeting and Exceeding Standards in the current year is

38.64%.

This percentage reflects a Loss over the prior year of 11.36%.

This change was at or above 2.34% of the high schools in Georgia.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Parental involvement in SIA Tech is extremely minimal, due to the fact that most of the Job Corps students reside on campus, not at home. Community involvement in the form of support from Job Corps was not as extensive as it should be, particularly in terms of collaboration between SIA Tech and the Job Corps Academic Department, and between SIA Tech and the Counseling Department.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

The Atlanta Job Corps through the U. S. Department of Labor is the parentis loci of student-trainees. As the guardian of these students, Atlanta Job Corps will participate in evaluating the effectiveness of the improvement plan.

SIATech will administer a survey questionnaire asking parents/guardians to express their opinions on the effectiveness of the improvement plan. These results will be shared with the local governing board, community members, Atlanta Public School Board, and the Georgia State Board of Education, through its annual reports. The annual report for 2005-2006, prepared by the SIA Tech assistant superintendent, will not be complete before October 1, 2006.

The SIATech Governing Board will consist of 51% parents.
This outcome was not achieved.

SIATech will encourage parents to form a parent advisory committee to the school's governing board. The school will also work with parents to develop and adopt a set of parent involvement policies and strategies.
This outcome was not achieved.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

Because most of our students are Job Corps residents, it makes sense for us to focus our parental involvement efforts on the Atlanta Job Corps. For 2006-2007, SIA Tech has embarked on a specific collaboration with the Job Corps Academic Department Staff. We are also working to increase our communication with the Job Corps

Counseling Department via email and telephone calls, as well as personal visits to the JC counselors and inviting them to sit in on student conferences with SIA Tech teachers.

Our Graduation Coach is seeking community businesses to donate small prizes to use as raffle awards for attendance, i.e., movie theater tickets, McDonalds coupons, etc. We also participate in Job Corps' program of community involvement through the Business Partners program.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

GOAL: Provide Quality Teaching and Learning

Ensuring the highest quality of teaching and learning throughout SIATech requires continually promoting active student involvement in the learning process; improving the quality, preparedness, and motivation of teachers and other instructional staff; and providing ongoing assessment of teaching and learning.

PROGRESS: The faculty and staff was almost entirely replaced at the end of 2005-2006, including the principal, registrar, administrative assistant, math teacher, and science teacher. The English teacher was moved into the Senior Projects/Creative Technology area, and new teachers were hired in the other areas, along with a new teaching assistant. This wholesale replacement of faculty and staff was due to lack of progress in meeting this goal.

2.

GOAL: Invest In and Develop All SIATech Staff

The greatest asset of SIATech is its employees. The school system needs to invest resources in staff training and professional development activities so that all employees have the training and support they need to ensure the success of every student. Training and staff development play an essential role in continuous improvement. The quality of teaching and learning in SIATech depends not only on the quality of employees but also on the system's ability to provide learning and training opportunities.

PROGRESS: This goal has been met with great success. Because SIA Tech schools do not have to pay for facilities and associated costs (maintenance, custodial, cafeteria, school buses), this frees up a significant number of dollars for staff development.

3.

GOAL: Promote Effective Use of Technology Throughout the School

Educational technology is a key component and a useful tool in enabling staff and students to perform at high levels of quality and productivity. Technology transforms classrooms from a teacher-centered model to a student-centered, inquiry-based model

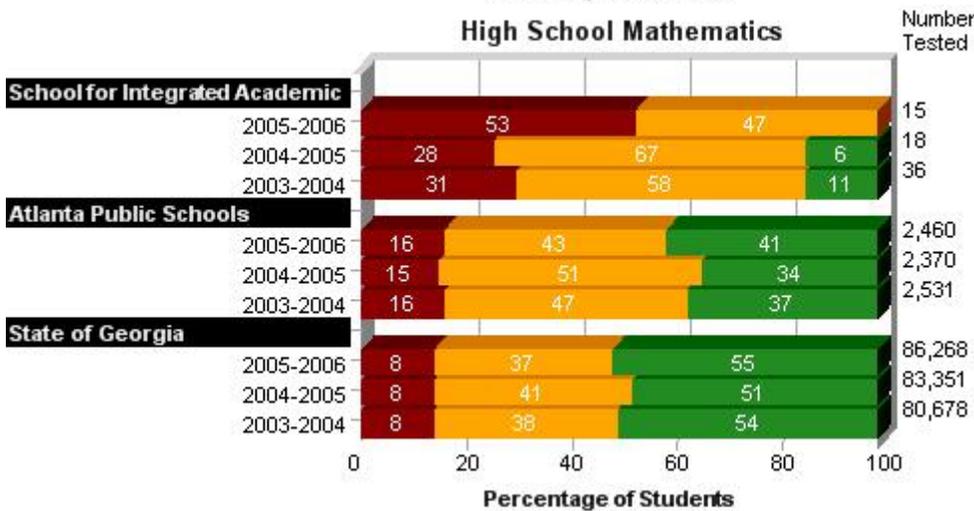
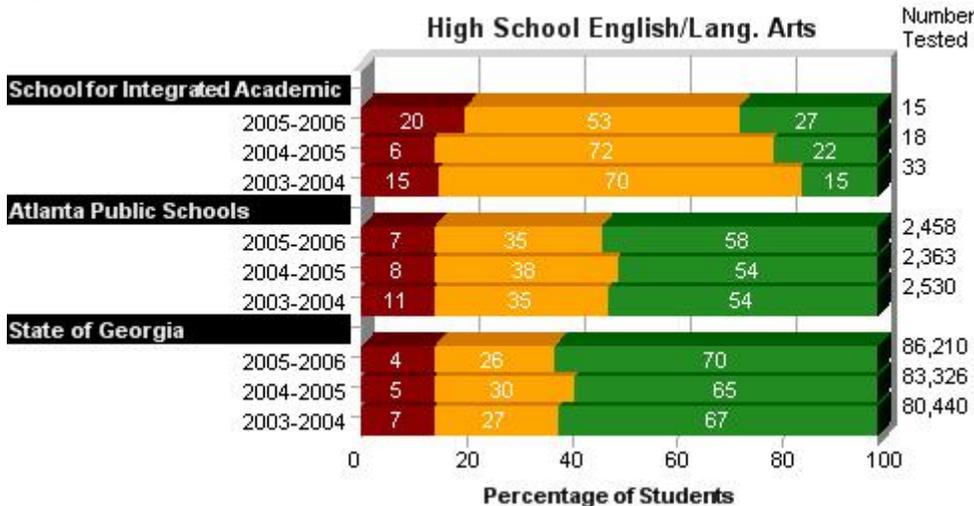
supported by current technology applications. This allows teachers to customize instruction and learning to individual student needs.
PROGRESS: This goal has been met.

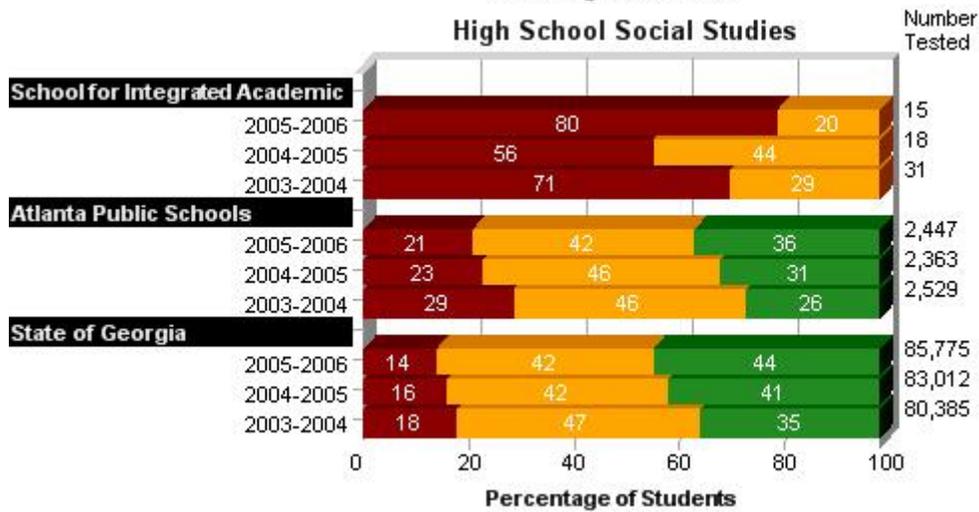
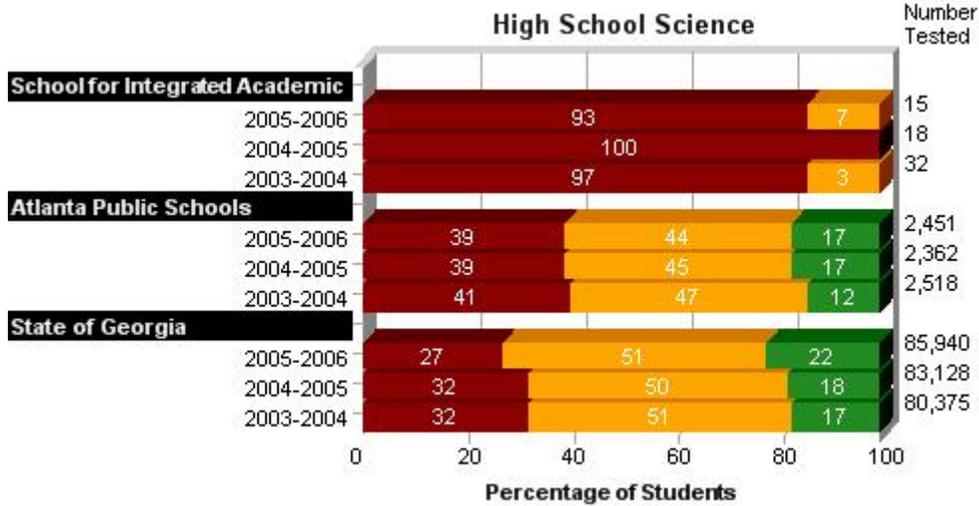
FINANCIAL ACCOUNTABILITY

| | |
|--|------------|
| Did school have surplus at the end of the 2005-2006 school year? | Yes |
| Did school have a reserve fund? If so, what percentage? | Yes, 42.3% |

TEST RESULTS

- Do Not Meet
- Meets
- Exceeds





SEDALIA PARK ELEMENTARY

Contact Information

Patricia Thomas
 2230 Lower Roswell Rd.
 Marietta, GA 30068
 770-509-5162

Basic Facts

| | |
|----------------|------------|
| District | Cobb |
| Type | Conversion |
| Opened | 1996 |
| Grades Served | K - 5 |
| Enrollment | 742 |
| Title I School | Yes |

Mission

We believe all students will achieve and succeed. We celebrate learning. Charter Goal: All students enrolled for 3 continuous years will be on or above grade level in reading, writing, and math by the time they leave 5th grade.

Demographics

| | Sedalia Park Elementary School | Eastvalley Elementary School | Powers Ferry Elementary School | Cobb County | Georgia |
|---|--------------------------------|------------------------------|--------------------------------|-------------|-----------|
| Distance from Charter School (in miles) | 0 | 0.5 | 0.6 | N/A | N/A |
| Total Population | 761 | 596 | 440 | 105,526 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 30% | 49% | 19% | 50% | 48% |
| Black | 38% | 25% | 48% | 29% | 38% |
| Hispanic | 19% | 11% | 28% | 12% | 8% |
| Asian/Pacific Islander | 6% | 8% | 2% | 4% | 3% |
| American Indian/Alaskan Native | 0% | 0% | 0% | 0% | 0% |
| Multiracial | 7% | 6% | 3% | 4% | 2% |

Special Populations

| | | | | | |
|-------------------|-----|-----|-----|-----|-----|
| ESOL | 10% | 8% | 14% | 5% | 3% |
| Gifted | 7% | 12% | 3% | 11% | 9% |
| Special Education | 12% | 12% | 10% | 12% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 56% | 34% | 86% | 34% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | Yes |
| Is your school in needs improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Our benchmark for reading was to have ninety percent of all students meet or exceed state standards on Reading/ English Language Arts. This goal was met by eighty-eight percent of our students thus ninety-eight percent of our goal was attained. With the higher pass rate for reading and English/Lang. Arts, our percent of students meeting state standards dropped from ninety-five to eighty-eight. Only fifty-nine percent of our students with disabilities met state standards in reading and English Language Arts. All other sub groups exceeded the state benchmark. In the area of math our goal was to have ninety percent of all students meet or exceed state standards on CRCT. Ninety-two percent of our students did meet the goal and thirty-three percent of those exceeded state standards. All subgroups exceeded the state benchmark in math. In writing there was a drop in the percentage of our students who scored in the top two writing stages on the GA Writing Assessment from eighty-one to sixty-two percent.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

It is hard to compare this year's reading/ English language arts scores because the test was revamped requiring a higher performance to meet standards. Sedalia Park does use a direct instruction program that helps our lowest readers close the gaps in reading. Each grade level also worked on providing more hands on practice with math problem solving. Again because of the change in the format of the final report it is hard to compare 2006 domain scores with those in the past, but since we did see an overall increase in students meeting and exceeding in the area of math, this practice appears to have made a positive difference for our students.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

Dissaggregation of data by subgroups indicates that there was an increase in the percent of students exceeding in math for all students, Black, White and economic disadvantaged. Ninety-two percent of 5th grade students met state standards with thirty-six percent of them exceeding in this area. Every grade level except third had

an increase in the percent of students meeting state standards in math. (3rd dropped from 98 to 91 percent). The area of English Language Arts is a weakness for our students. With a growing Hispanic population this is an area of focus for the 06-07 school year.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

Our school has a transient rate of forty-eight percent. This makes it difficult to follow cohorts, but the staff does monitor the progress of students who have been enrolled for three or more years. In 2006, 245 students or fifty-three percent of our students in 2nd through 5th grade had been enrolled for three or more years. Ninety-six percent of these students met state standards in reading and ninety-seven percent met state standards in math. Thirty-four percent of these students exceeded state standards in reading and thirty-eight percent exceeded state standards in math. Ninety-eight percent of the fifth grade students enrolled for three or more years met or exceeded state standards in math and ninety-four percent of these students met or exceeded state standards in reading.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

An overall area of concern for all subgroups is English/Language Arts. After reviewing the CRCT data the staff made a commitment to ensure all students are taught GPS in this area. This is a particular concern for our lowest readers who are often students with disabilities. Students scoring below the twenty-fifth percentile are taught with a Direct Instruction program. This program is strong on phonics and comprehension but limited in opportunities for writing. It is important that students taught using direct instruction are also included in the writing process and have the opportunity to write in all content areas. Each grade level team meets monthly to examine data on student proficiency in reading, writing and math. Students who are not proficient are identified and all information on this student is shared. Teachers brainstorm strategies and plan for differentiated instruction to increase the percent of students proficient. Students who are not proficient are the responsibility of the entire team. This process results in data driven decisions being made that increase student learning. In addition to our students with disabilities we also have gaps in learning with English language learners and our Latino students in the areas of reading. As the Latino population continues to grow the staff is working hard to improve home/school communication by providing newsletters in both English and Spanish. ESOL teachers are "pushing in" to math and supporting GPS standards in their pull out classes.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test

results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

Student progress in reading is monitored by administering the STAR (Standardized Test Assessing Reading) three times over the year in August, December and March. Based on this assessment thirty-six percent of the students were on or above grade level in August. In March, sixty-four percent of the students were on or above grade level.

2.

Students' progress in writing is assessed three times over the year by using a school-wide rubric. In August based on our rubric, one percent of kindergarten; five percent of first grade; twenty-one percent of second grade; thirty-one percent of third grade; twenty-two percent of fourth grade; and thirteen percent of fifth grade were proficient in writing based on end of year benchmarks. In May, sixty percent of kindergarten; sixty-five percent of first grade; seventy-seven percent of second grade; seventy-nine percent of third grade; forty-six percent of fourth grade; and forty-five percent of fifth grade were proficient on end of the year benchmarks.

3.

Each student in 1st - 5th grade sets an AR goal every 9 weeks. Last year 65,000 books were checked out of the media center. When students earn 400 AR points they get to paint a ceiling tile that is displayed in the media center. In 2006 we had 14 students who achieved this high honor.

4.

Title I funds provide three reading recovery teachers who work with first grade students. In 2006, twenty-seven students were served in RR. Thirteen of the students were discontinued from the program because they reached grade level in reading. Four students were recommended for additional literacy support. Six students moved during their program and four students had incomplete programs at year -end.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Our Charter was renewed in 2005 with seventy percent of our parents participating in the vote and ninety-seven percent approving the charter. The staff was excited about this show of support. The contract for learning was revised to include five volunteer hours from every family. Ninety percent of our parents attended conferences. Both parents and staff continue to explore ways to have more involvement from our parents and community.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

The School Improvement Survey administered for the last four years is used to measure parent satisfaction with school performance. On the 2006 survey, Sedalia Park's percent of agreement on the parent involvement domain was ninety-one

percent compared to the district's score of eighty-three percent. Ninety percent of the parents agreed that "This school is open to input from parents". Eighty-eight percent of the parents agreed that "I play a role in helping this school to be a better place." Ninety-three percent of the parents agreed that "the school staff involves parents in achieving the goals of the school."

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

Class and school newsletters invite parents to get involved in school activities and suggest ways parents can support their child's learning at home. Communication is translated in English and Spanish. A parent liaison is available to translate for parents and to call parents for teachers. Sedalia Park hosts such community events as a Patriotic picnic near Sept. 11, fall festival, Taste of the Park with food from around the world, silent auction, grounds clean-up, and outdoor concerts. The community is invited to participate in all of the activities. In 2006 parents will turn in a written record of their five volunteer hours.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

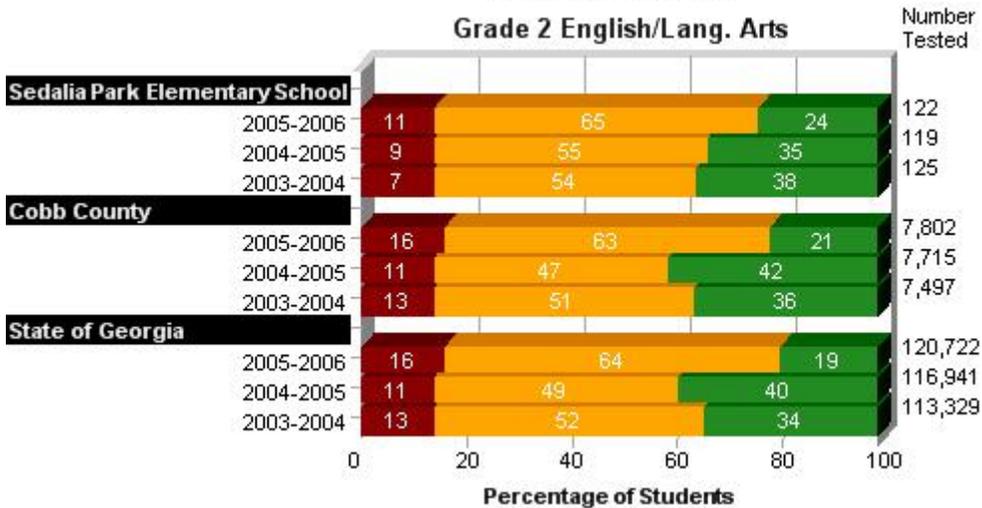
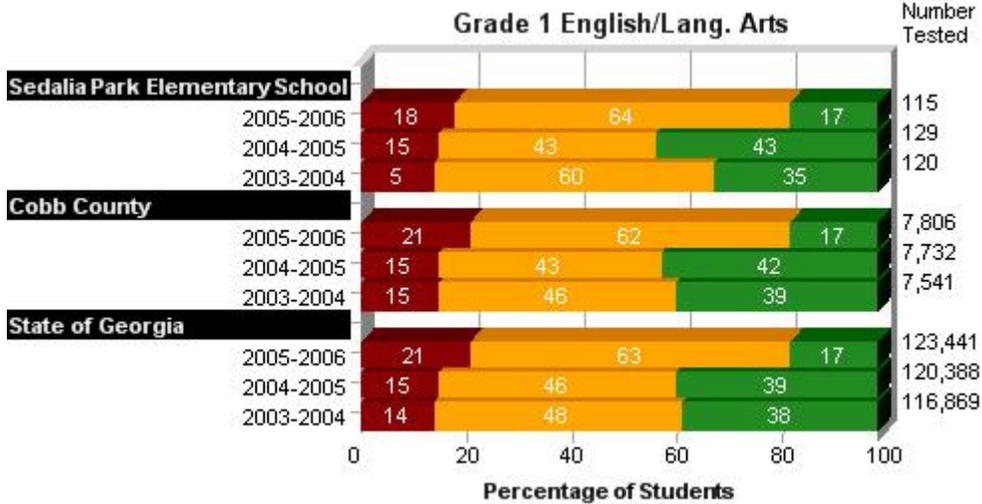
Non-academic goal: Students will demonstrate positive character traits as outlined in the Contract for Learning. Progress on this goal is monitored by student, parent and staff input on the School Improvement Survey. In 2006, eighty-eight percent of the parents and seventy-one percent of the staff agreed that "students at this school behave so that learning can take place". Only forty-four percent of the students agreed with that statement. To address this concern every day begins with a morning meeting in each classroom. Students take ownership in this time for greeting and sharing. Procedures and expectations are reviewed often. All certified staff are involved in a book study this year. Fifty-eight percent of the teachers chose the book Discipline without Stress, Rewards or Punishment. Other selected topics include Morning Meetings, Classroom Instruction that Works, Differentiated Classrooms and Working with Autisim. Each book study group will develop action plans based on the reading and share with the staff in April on lessons learned and next steps.

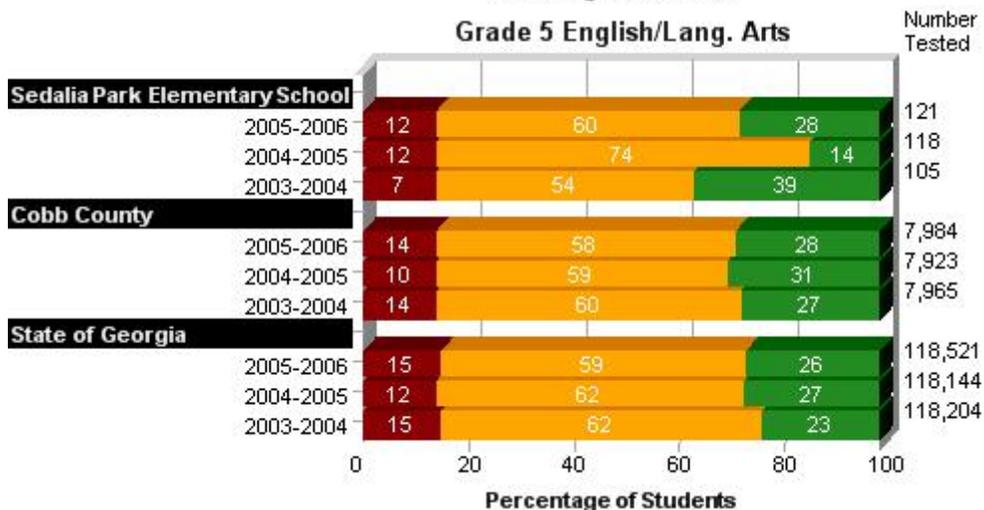
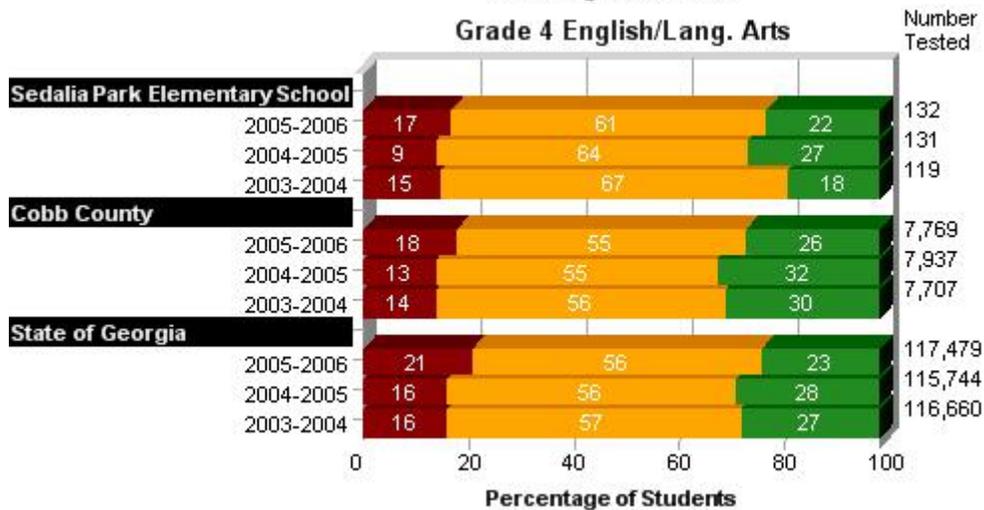
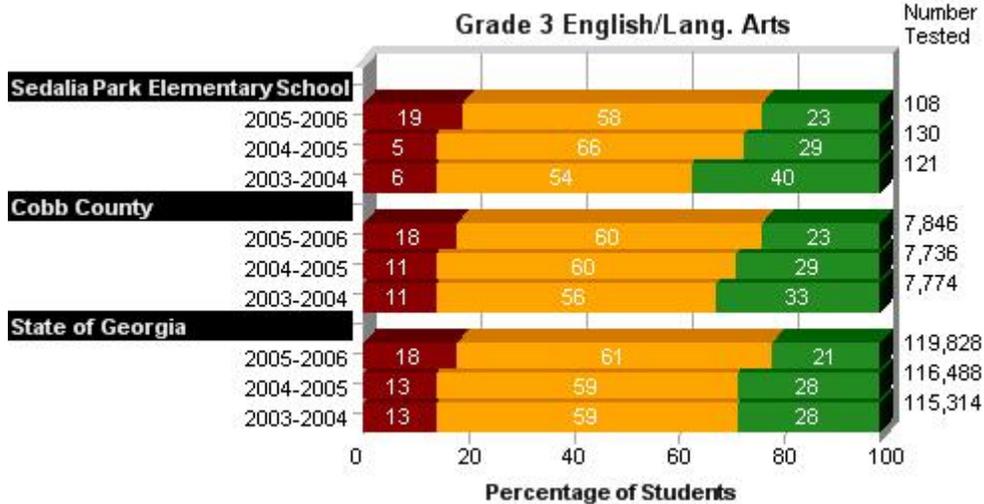
FINANCIAL ACCOUNTABILITY

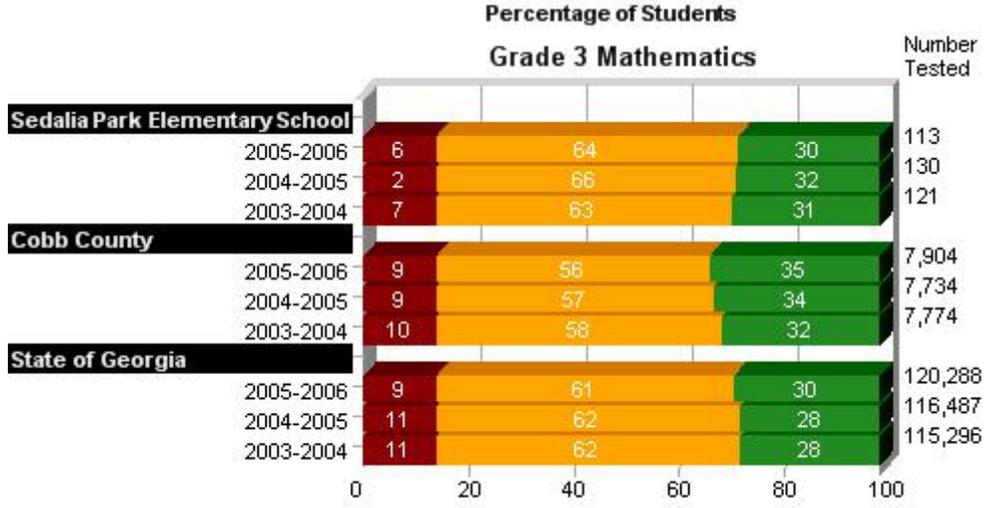
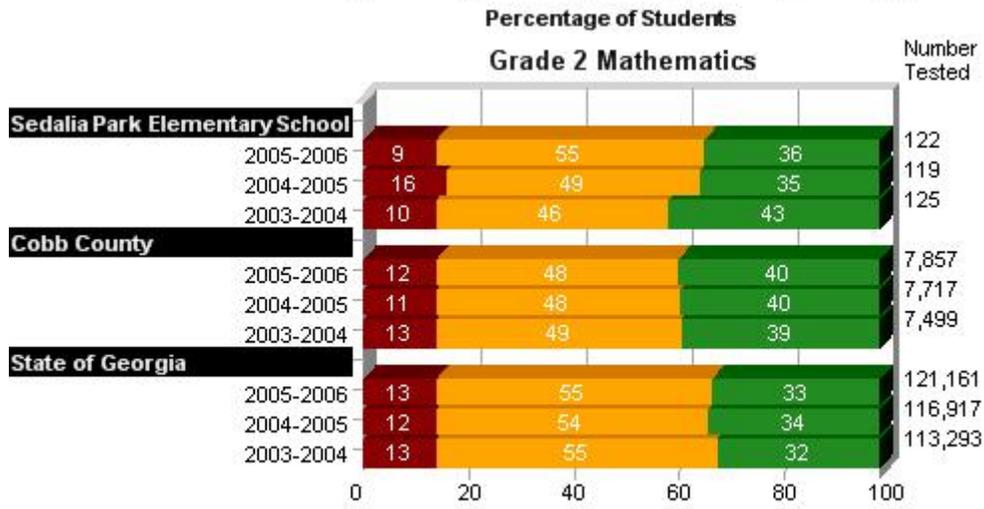
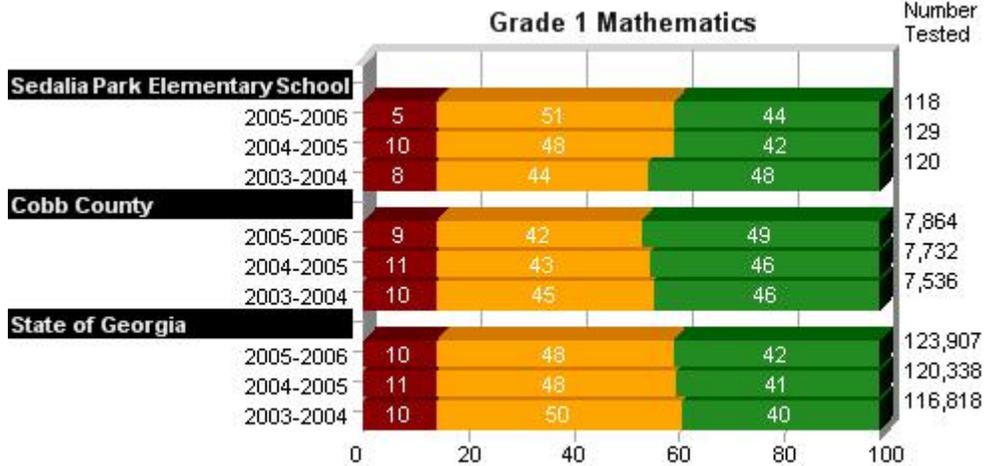
| | |
|--|-----|
| Did school have surplus at the end of the 2005-2006 school year? | Yes |
| Did school have a reserve fund? If so, what percentage? | Yes |

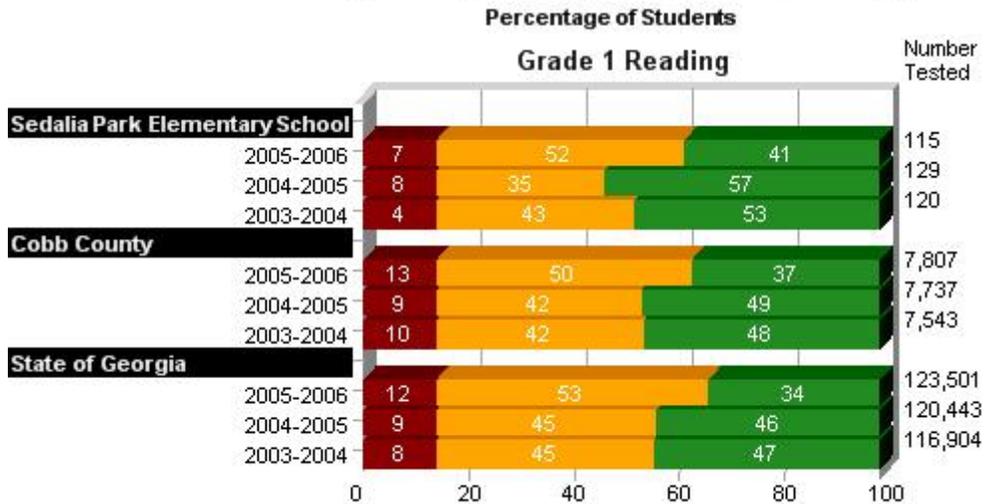
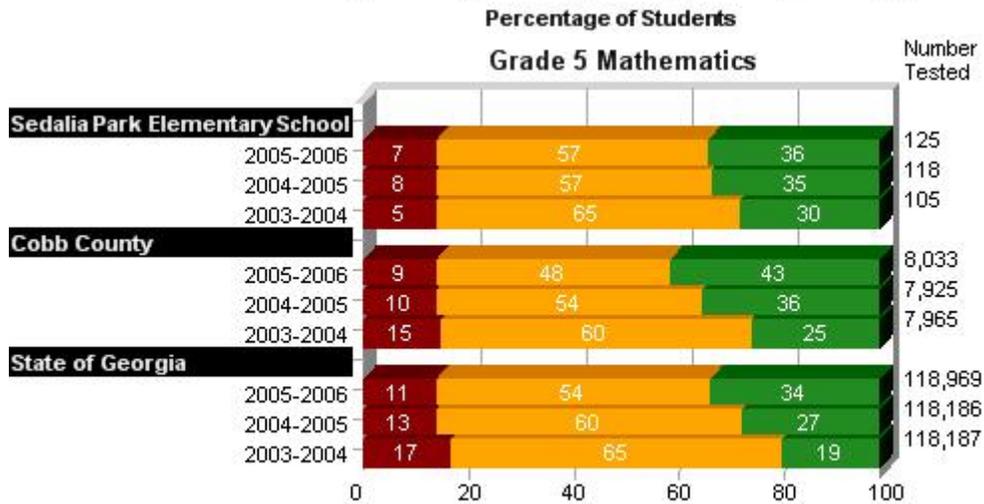
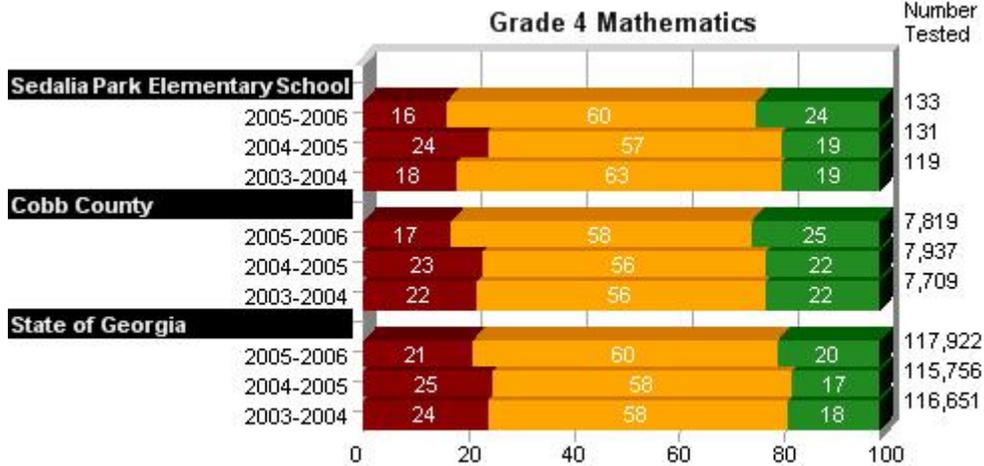
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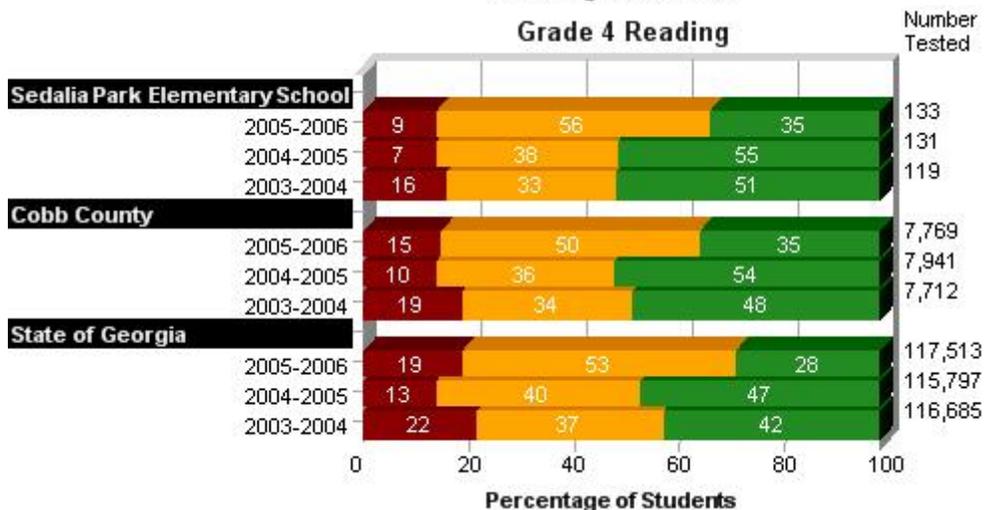
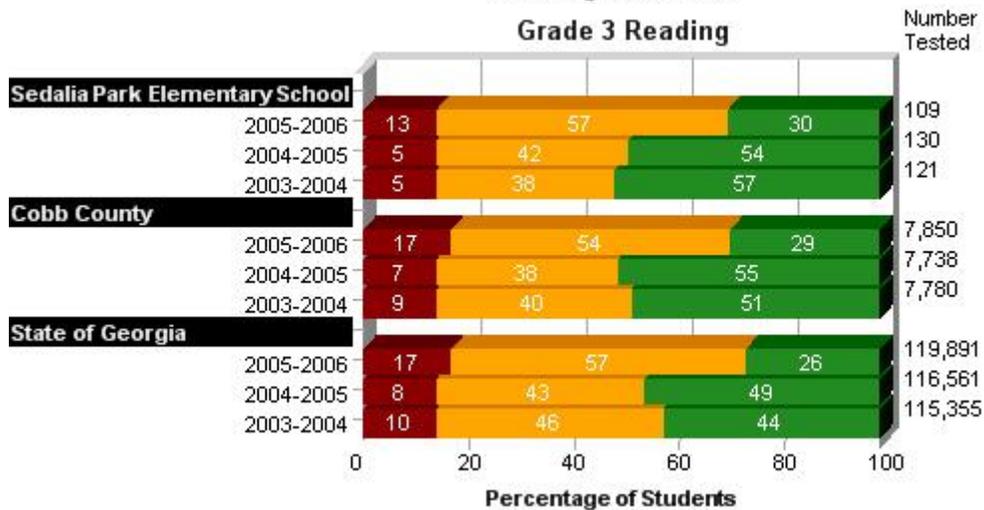
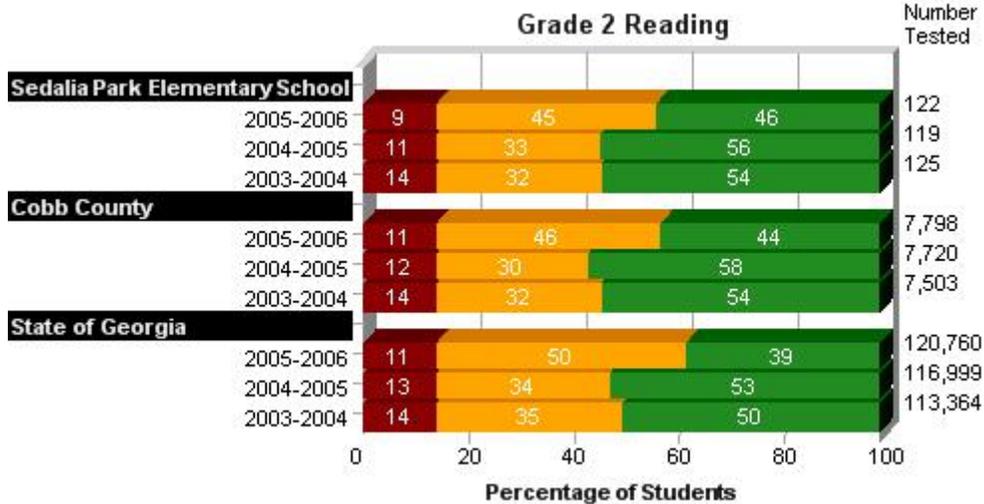
- Do Not Meet
- Meets
- Exceeds

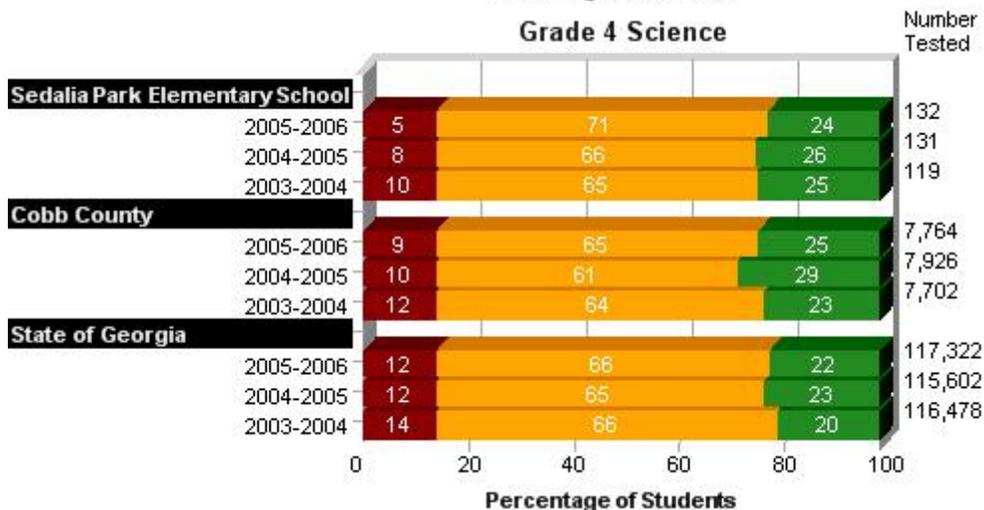
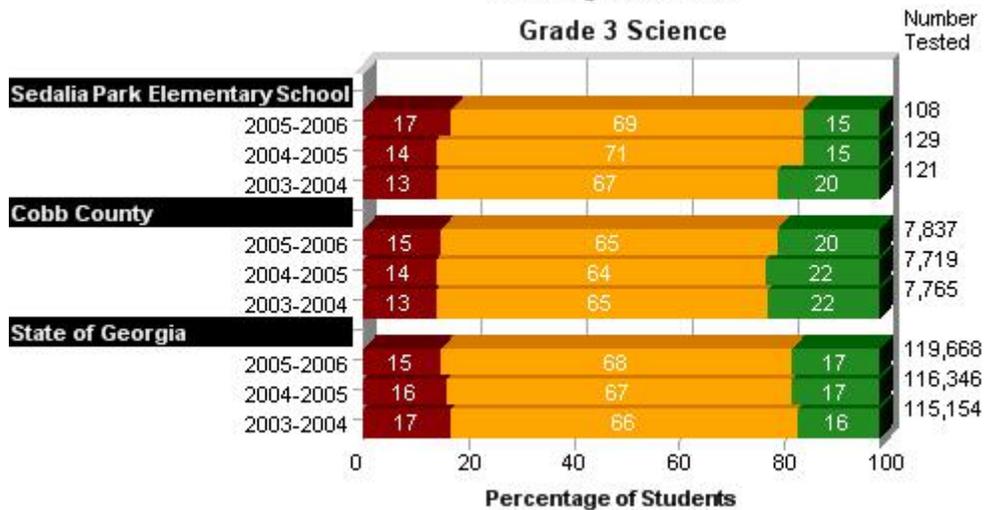
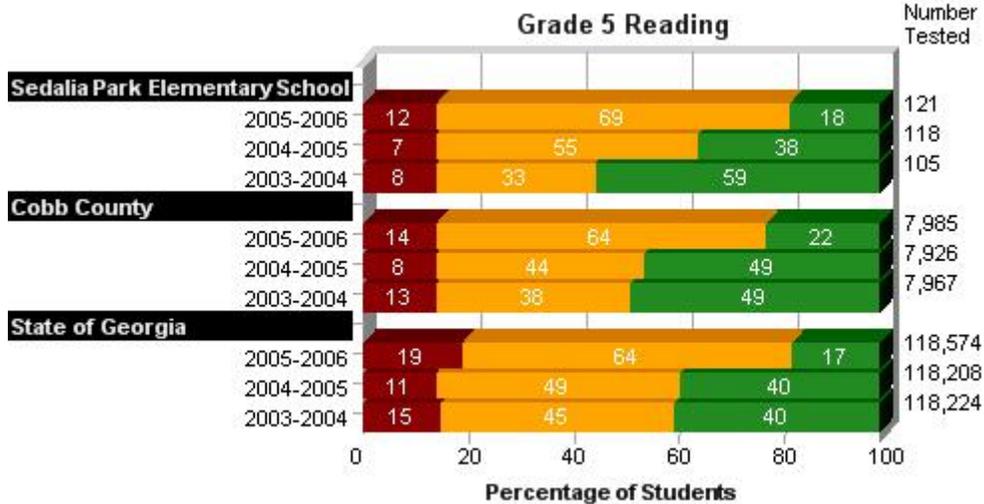


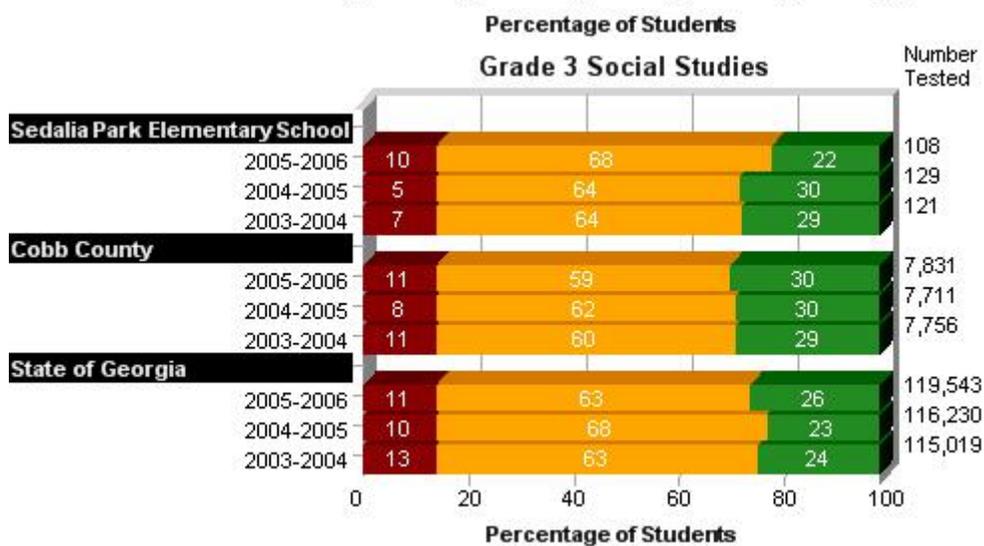
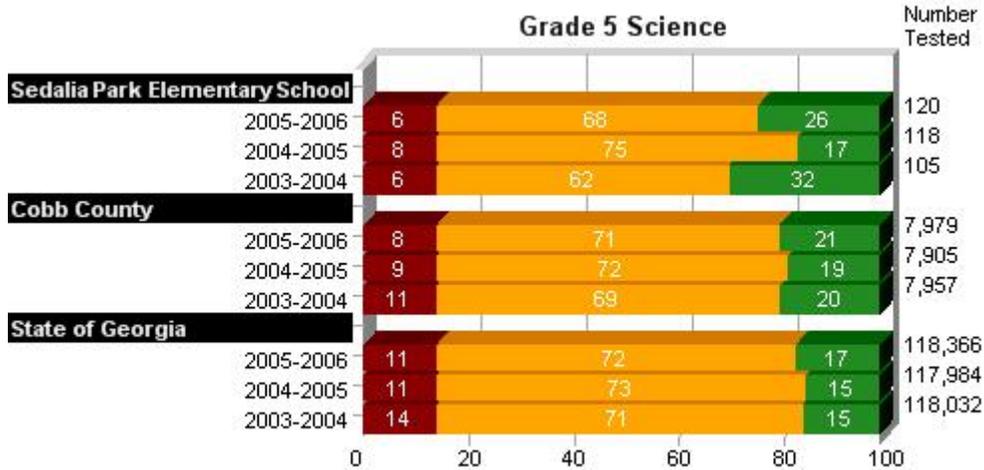


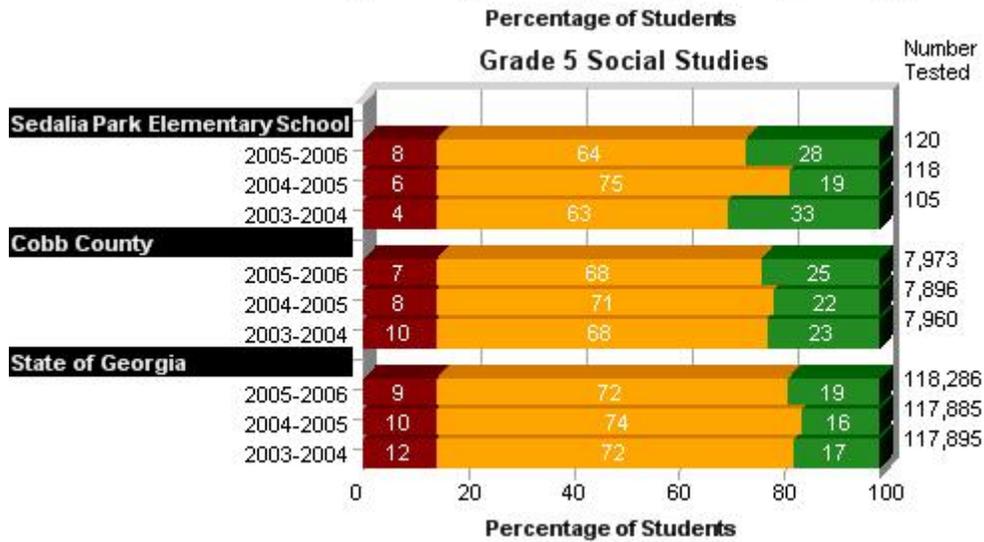
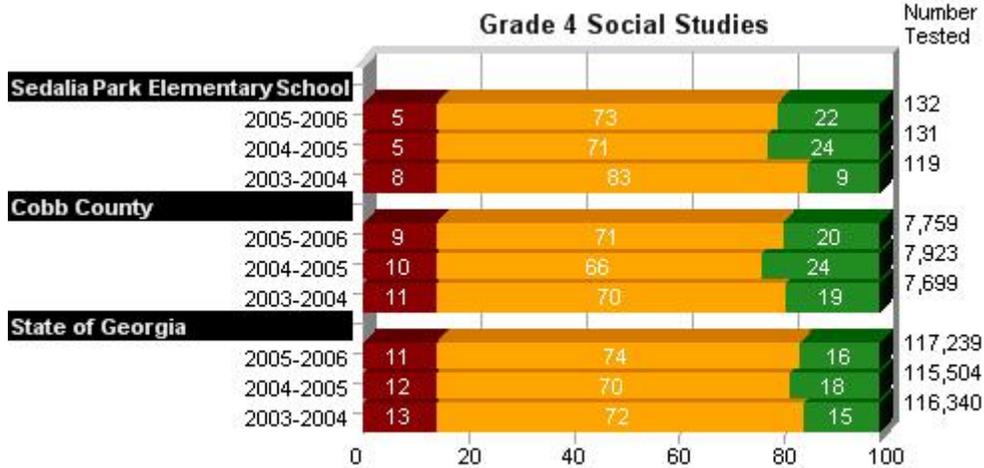












SPALDING DRIVE CHARTER ELEMENTARY SCHOOL

Contact Information

Christine Young
 130 West Spalding Drive
 Sandy Springs, GA 30328
 770-551-5880

Basic Facts

| | |
|----------------|------------|
| District | Fulton |
| Type | Conversion |
| Opened | 2003 |
| Grades Served | PreK - 5 |
| Enrollment | 657 |
| Title I School | Yes |

Mission

Committed to providing an excellent education with the belief and expectation that all students will learn, achieve, and succeed. Provide the best! Expect the best!

Demographics

| | Spalding Drive Elementary | Heards Ferry Elementary School | High Point Elementary School | Fulton County | Georgia |
|---|---------------------------|--------------------------------|------------------------------|---------------|-----------|
| Distance from Charter School (in miles) | 0 | 2.1 | 2.7 | N/A | N/A |
| Total Population | 658 | 488 | 738 | 79,192 | 1,559,828 |

Diversity

| | | | | | |
|------------------------|-----|-----|-----|-----|-----|
| Caucasian | 21% | 48% | 12% | 40% | 48% |
| Black | 32% | 11% | 20% | 40% | 38% |
| Hispanic | 36% | 33% | 59% | 9% | 8% |
| Asian/Pacific Islander | 3% | 3% | 3% | 7% | 3% |
| American | 0% | 0% | 0% | 0% | 0% |
| Indian/Alaskan Native | | | | | |
| Multiracial | 8% | 4% | 7% | 3% | 2% |

Special Populations

| | | | | | |
|-------------------|-----|-----|-----|-----|-----|
| ESOL | 17% | 19% | 31% | 4% | 3% |
| Gifted | 14% | 10% | 6% | 14% | 9% |
| Special Education | 14% | 21% | 9% | 11% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 64% | 44% | 76% | 37% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | Yes |
| Is your school in needs improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

As a whole, Spalding Drive Charter students' standardized test scores remained stable, with 87% of the overall student body meeting or exceeding standards on the CRCT. This was the same percentage of success we had in 2003. Since our baseline data was collected in 2003, our school has seen a 4% increase in overall population, an increase of 2% increase in the number of students qualifying for free and reduced lunch (currently 64% of the student body), and a 9% increase in students who have Limited English Proficiency (currently 30% of the student body). Our mobility rate stands at 49%. In the face of these challenging demographic changes as well as dealing with the implementation of the more rigorous GPS standards, we are very satisfied our standardized test scores remained consistent and well above the state average. We expect the test scores will continue to improve as the adjustments made in our charter renewal bear fruit. Some areas, however, did not meet our expectations. The Reading/Language Arts components of the CRCT presented minor challenges across the board. Our ESOL students and students with disabilities specifically saw an increase in the percentage of students who did not meet expectations. The percentage of typical students who exceeded expectations in the RLA components did not improve school-wide as we had hoped. Although the school saw a higher percentage of students scoring Level 3 in math across all grades, and in science and social studies in the upper grades, that trend did not hold in the Reading/Language Arts sections. We believe in the second year of GPS implementation, all teachers and students will have a better grasp of the types of questions, will have adjusted to the more rigorous standards, and will be more comfortable with the phrasing utilized by the test.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

Without extensive study, we cannot conclusively correlate test score progress directly to a particular strategy or approach given the huge number of variables present in any child's individual progress. However, we can point to some approaches we think are contributing to our students' success. The gains in math, science and social studies are due, in part, to the use of the interdisciplinary science/social studies series used in kindergarten through second grade, the expanded use of computer labs in fourth and fifth grades and the extensive use of CCC Successmaker Enterprise throughout the

school. Additionally, we believe the heterogeneous grouping in the upper grades for science and social studies encourages a greater variety of critical thinking skills. These opportunities are capitalized upon by the teachers who are being trained in Talented and Gifted approaches. The across the board math progress, we believe, is due in part to the practice of ability grouping of students used in conjunction with smaller class sizes. These two innovations allowed teachers to focus on the specific math skills needed for each child's success. Finally, although there was also a general decline in the percentage of students scoring Level One in over half the tested categories, we cannot point to a specific strategy or approach which might have caused this welcome decline. We suspect this may be attributable to the overall school environment which will be discussed later in this report. All these, we believe, were contributing factors in our strong test scores.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

Mathematics scores for Spalding were exceptionally high in every grade level. Most importantly we experienced an increase in the percentage of students scoring at Level Three, most apparently in first and fifth grades. Students in the third grade saw a sharp decline in the percentage that scored Level One in every subject area. The fourth grade Level One percentages also dropped significantly, but only in math, science and social studies. The implementation of the GPS Reading/Language Arts (RLA) standards seemed to have a slight impact on all student test scores on the RLA component of the CRCT. However, our typical student body did not improve nor decline significantly in those areas. However, our ESOL population experienced the most difficulty throughout all grade levels in the RLA components. We believe this is due to the increased emphasis placed on grammar and writing skills which can be more difficult for our ESOL population.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

Spalding Drive's original charter goals did not call for a longitudinal study. In our renewal charter, we have two objectives in English/Language Arts and Reading that are set-up in this fashion. Over the past three years, Spalding's mobility rate has averaged around 49%. The high mobility rate makes it difficult, even in a longitudinal study, to make accurate comparisons of a group over time. Unofficially as a school, we do study specific groups' progress from year to year. Additionally, we keep electronic data portfolios for each child which contain an Individualized Learning Plan (ILP). These ILP can be used to be used to modify struggling students' lessons or make lessons more challenging for students who are excelling. Quality tools are used by the student, parent, and teacher to monitor each student's individual goals showing the level of progress for each identified area of improvement. These records move with the child from grade level to grade level during their time at SDC.

5. Describe particular areas of concern revealed by your students' standardized test results and how you

plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

Fourth grade test scores have historically presented a challenge. Although our trends show more fourth graders are scoring better than before at SDC, the percentage of fourth graders scoring Level One has been higher than other grade levels for three years. Some of the strategies we will utilize to address this grade level challenge include but are not limited to the following.

1. We significantly reduced class size at this grade level (FCSS average fourth grade class - 27:1, Spalding Drive's average fourth grade class 16:1).
2. We analyzed subgroup data at this grade level.
3. We increased monitoring of staff planning and instruction at this grade level.
4. We changed staff assignments to bring in fresh ideas.

Writing at all grade levels is another school weakness. Our writing scores vary from year to year due to our mobility and the fluctuation of our ESOL population. This was evidenced in several of our grade levels. In addition to some school wide initiatives put into place, the staff is receiving professional learning training in Power Writing. Finally, we are not pleased with the performance gap we see between our ESOL student population and our typical student body. This will be the first year our ESOL department will be able to alter its scaffolding to provide a continuous support system for our LEP-M students. Under our renewed charter, the first year that the ESOL students become LEP-M classified students, they are eligible for EIP services utilizing the same eligibility criteria provided by Fulton County as a student who has no CRCT score. We expect this will help improve our ESOL population's performance if they remain at SDC any length of time.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

Spalding students in grades three and five took the Fall ITBS. We saw a significant decline (9%) in the third grade ITBS scores and a significant improvement (8%) in the fifth grade ITBS scores. However, our ITBS mean average was above the 50% on this norm-referenced test in total reading and total math in both grade levels. The fifth grade scored 66%; the third grade scored 65%.

2.

We have improved the Georgia Kindergarten Assessment Program Grade 1 Readiness score for kindergarten students enrolled continuously after the October FTE count

through the end of the school year. The percentage of kindergarten students scoring 180 or above on the Grade 1 GKAP Readiness Score has increased over the past three years. The 2002-03 baseline data was at 20%. During the past three years the percentages have ranged from 74% to 93%.

3.

Spalding is continuing to work with students on their writing skills. We are seeing slight improvements from year to year. We listed as an objective that we would improve the percentage of fourth grade students scoring at or above Stage 4 on a locally developed writing rubric. This objective was to improve writing proficiency. In 2005-06, the fourth grade had 84% of their students meet this objective. This was a 42 percentage point increase over the 2002-03 baseline percentages of 42%.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

We have a long way to go with regards to increasing the parental involvement at SDC. Over 6,000 volunteer hours were logged at Spalding last year. This was an increase from the previous year. Additionally with the renewal of our charter, the required parent volunteer hours were increased to 10 hours per year. The two parent liaisons and the PTA are working in unison to educate parents on volunteer opportunities and on how to assist their children with school matters. Our community involvement remains strong. We have a first grade reading initiative entitled the "Ear Force". The ROTC from the high school, business partners, and other community service representatives come to the school each week to have the first graders read to them on a one-on-one basis. This builds for improved reading fluency and student self-esteem.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

Spalding measures parental and community involvement through a TRAXX registration system and parent sign-in sheets to school wide events. This information is transferred to a data base spreadsheet with each family listed. The total hours of individual parent involvement are calculated each month. This information is provided to the family on a quarterly basis so that they may self-monitor their school involvement. The TRAXX system tabulates overall volunteer hours in the school for each month.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

To encourage additional parental and community involvement, Spalding has started hosting New Parent breakfasts several times throughout the year. PTA meetings have been scheduled to be in conjunction with other school events to maximize parent participation. The school newsletter has been re-designed to be more "user" friendly.

The Spanish version of the newsletter now is distributed simultaneously. All parent communications are disseminated in three different languages - English, Spanish, and Portuguese.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Although it is not at the levels we would like, parental and community involvement at Spalding Drive improved last year. In 2005-06, 24% of the families met their charter commitment of volunteering at least 8 hours per year. We believe that this is a direct result of employing two parent liaisons who tracked parent and community volunteer hours. Having the parents in the building and the classrooms gave the students a sense of the importance of learning. We hope to see 60% of the families meeting their commitment in two years.

2.

Our social worker along with one of our counselors made a concerted effort to monitor student attendance and tardies. The result was a dramatic decrease in absenteeism especially in grades 3-5.

3.

A behavioral/classroom management consultant worked with the staff on a monthly basis to improve the staff's classroom management strategies. This resulted in more class time on task versus time spent correcting inappropriate student behavior.

4.

Every student had an Individualized Learning Plan (ILP) which was developed cooperatively with the teacher, parent, and student. Goals on the ILP were discussed with the student during class and then later with the parent during the October conference time. During the spring conference in March, student progress towards the ILP goals were once again discussed with the student and the parent. Beginning in the 2006-07 academic year, the ILPs from grade level to grade level have been standardized so that student growth in particular skills/areas can be analyzed. In addition, electronic student portfolios are being implemented beginning with the kindergarten and first grade.

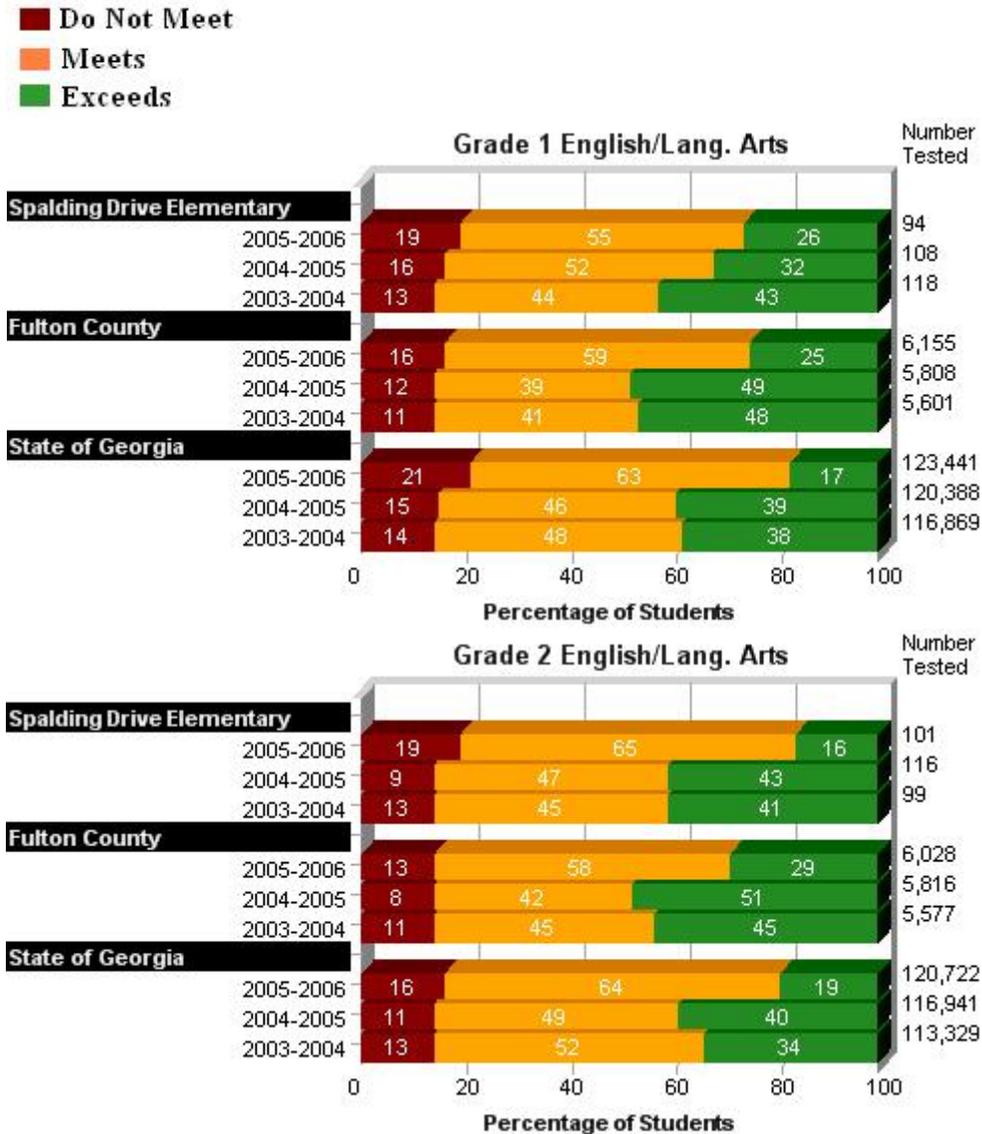
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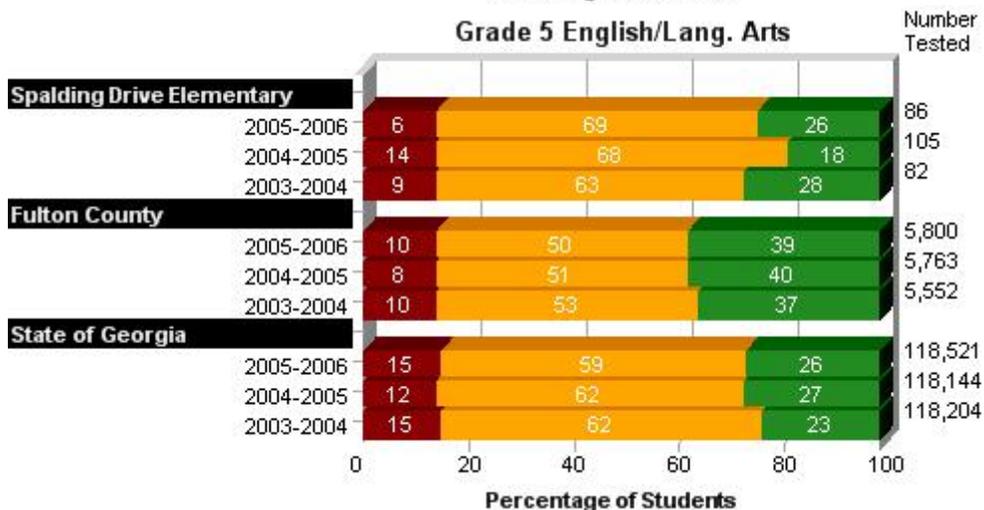
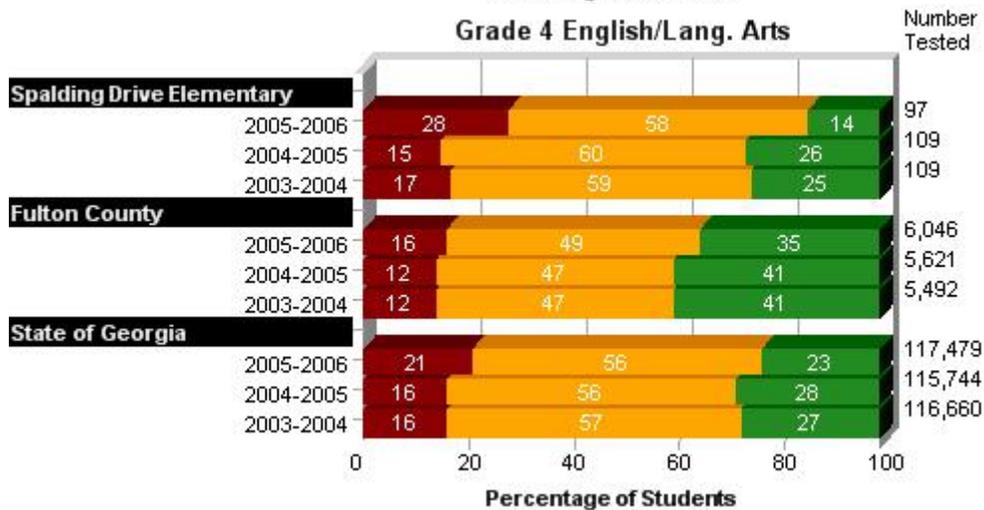
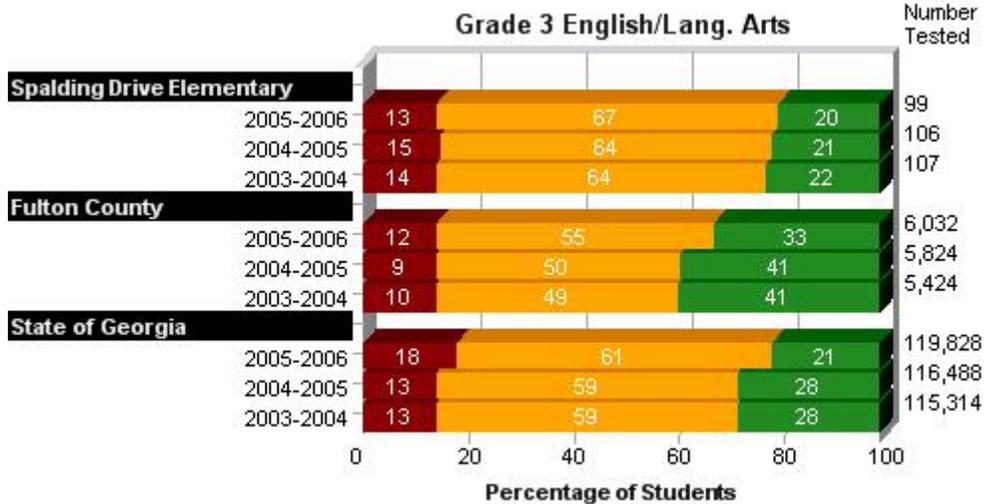
Teachers at Spalding Drive are encouraged to receive add-on endorsements in the areas of ESOL and Gifted. Currently, each grade level, with the exception of kindergarten, has at least two teachers with each kind of endorsement. Of the seven kindergarten teachers, three hold ESOL endorsements and one teacher has an add on in Gifted. In addition, Spalding employs two and one-half ESOL and one Gifted endorsed teachers to provide extra assistance in a traditional pull out setting. The ESOL pull out is especially beneficial for our newcomers to the country.

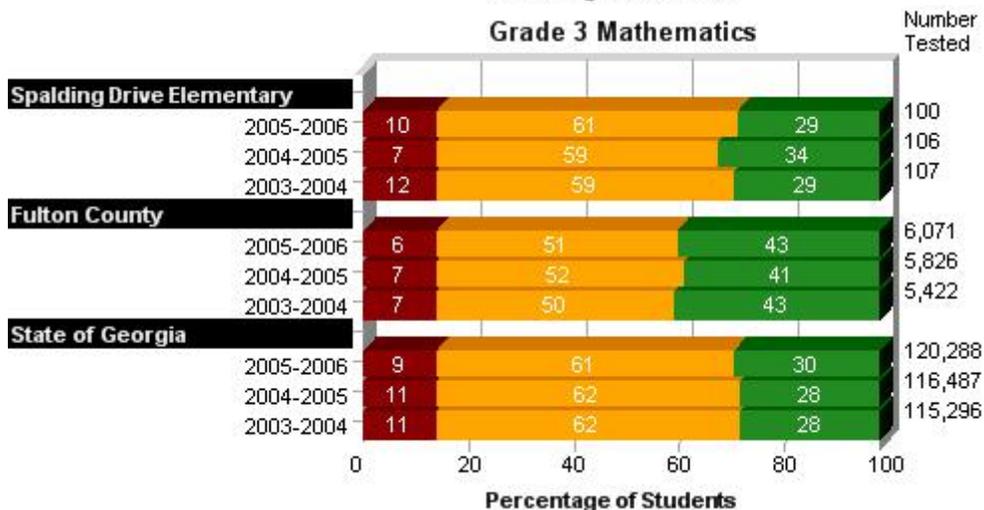
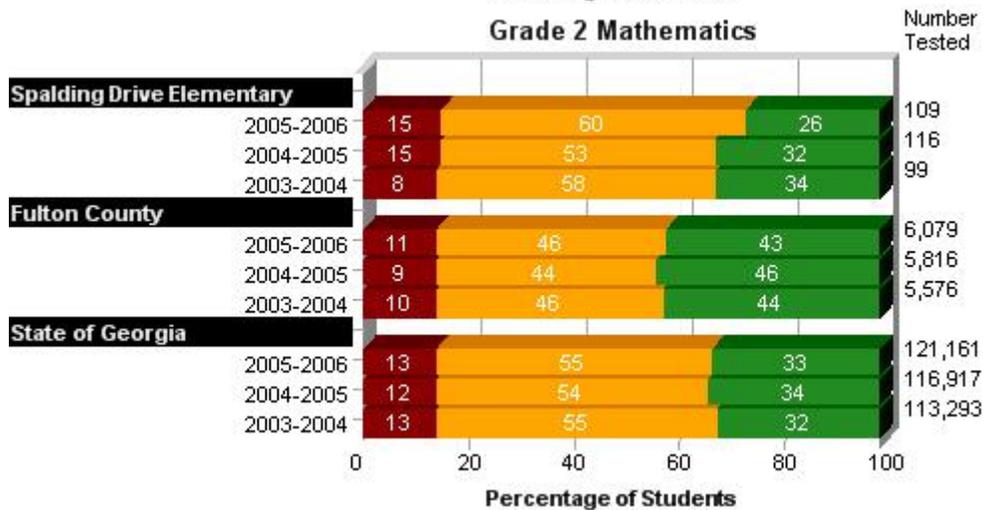
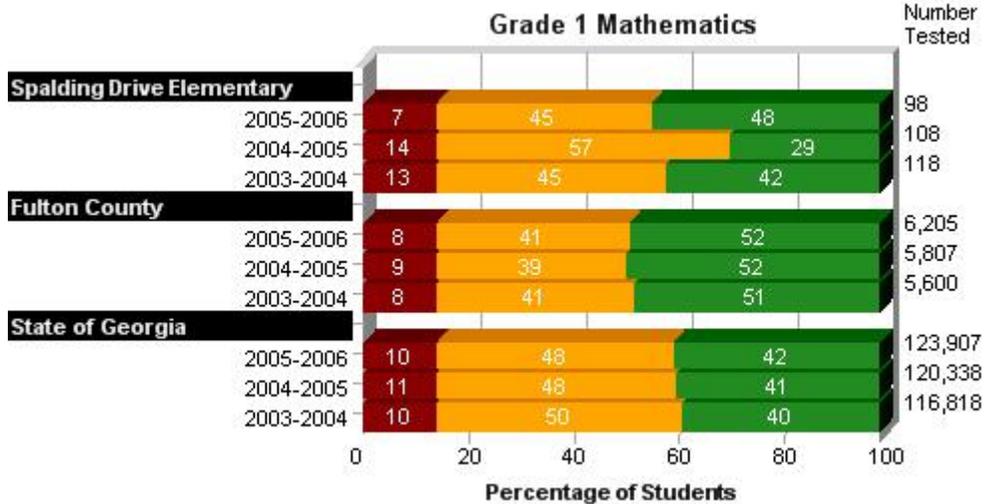
FINANCIAL ACCOUNTABILITY

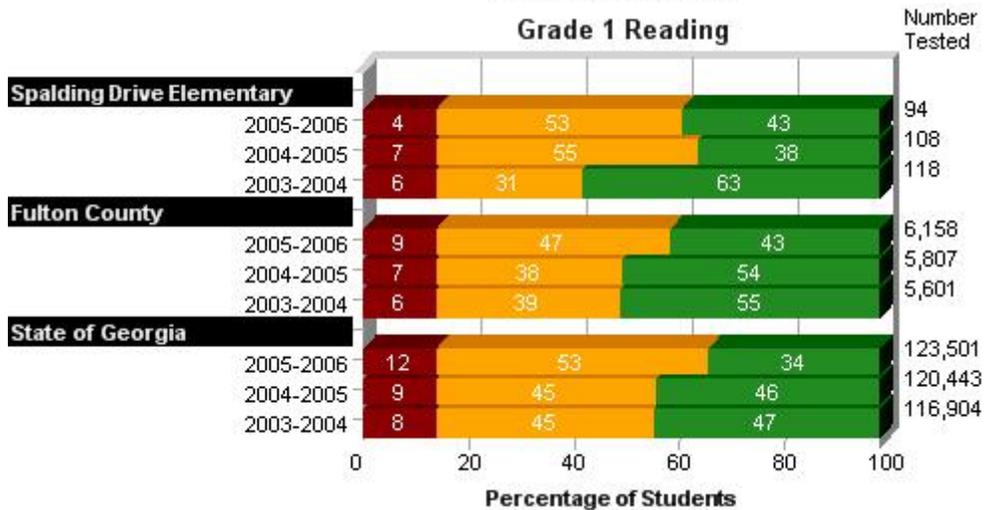
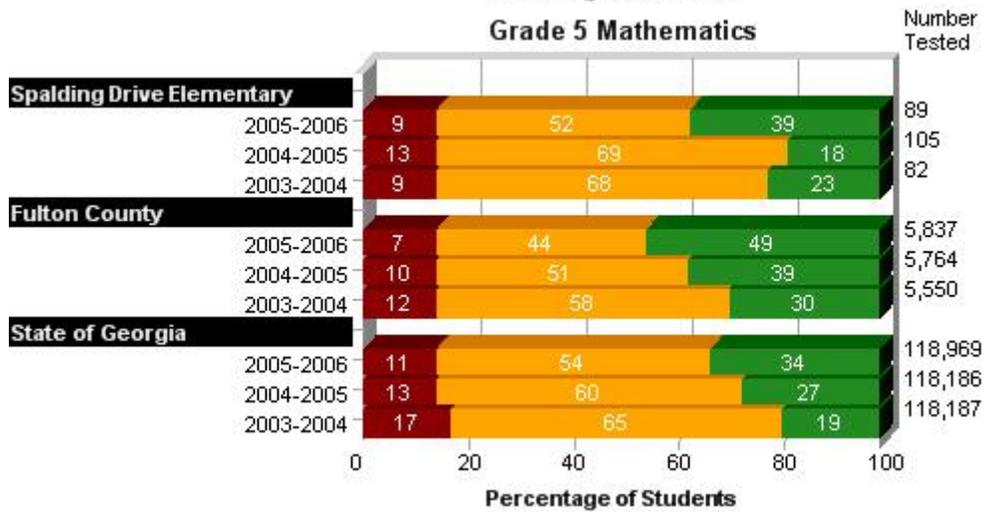
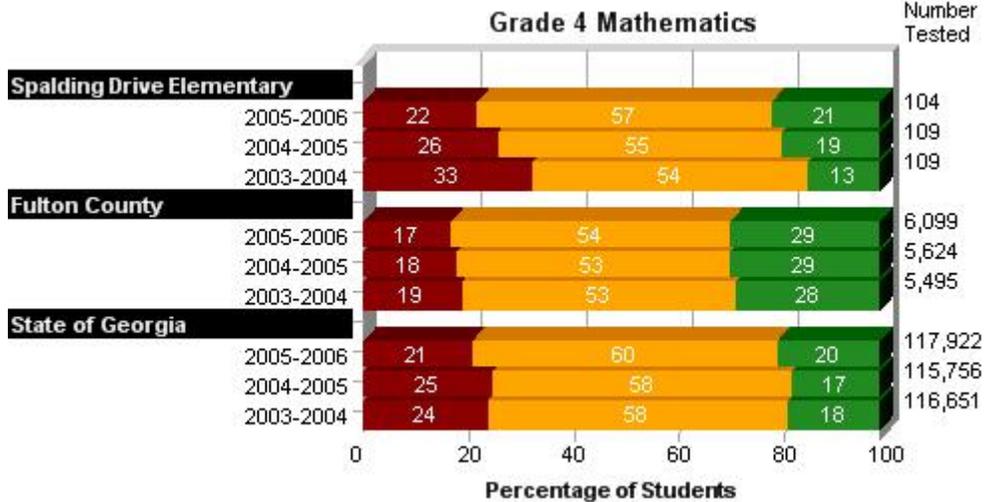
| | |
|--|---------|
| Did school have surplus at the end of the 2005-2006 school year? | Yes |
| Did school have a reserve fund? If so, what percentage? | Yes; 6% |

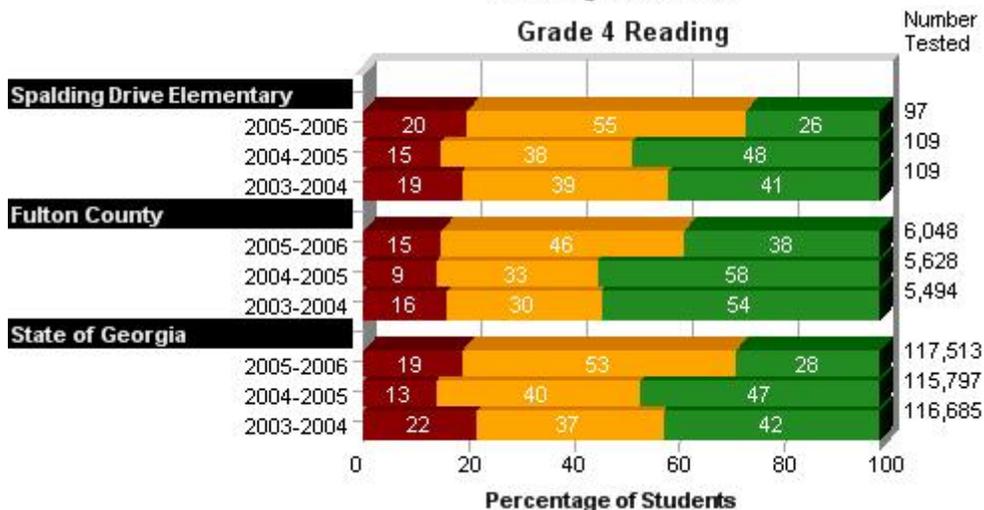
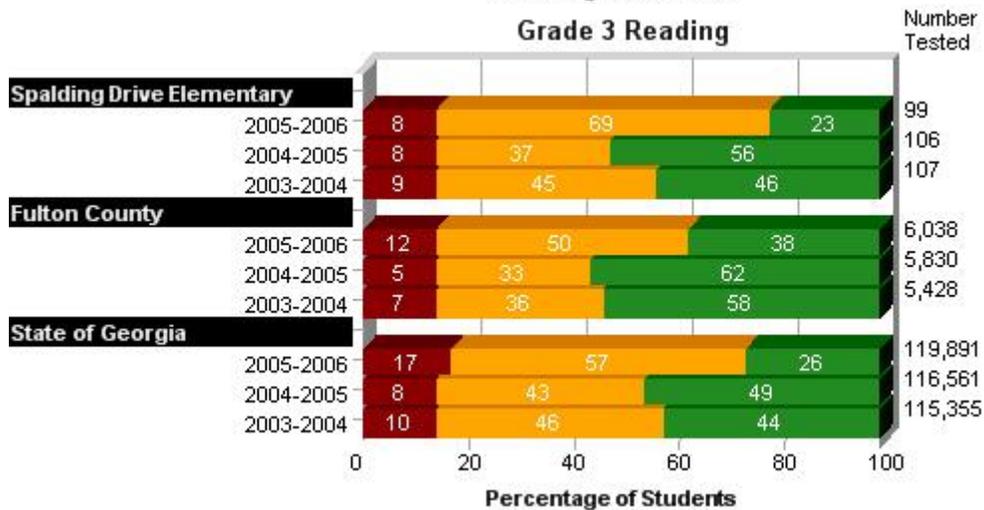
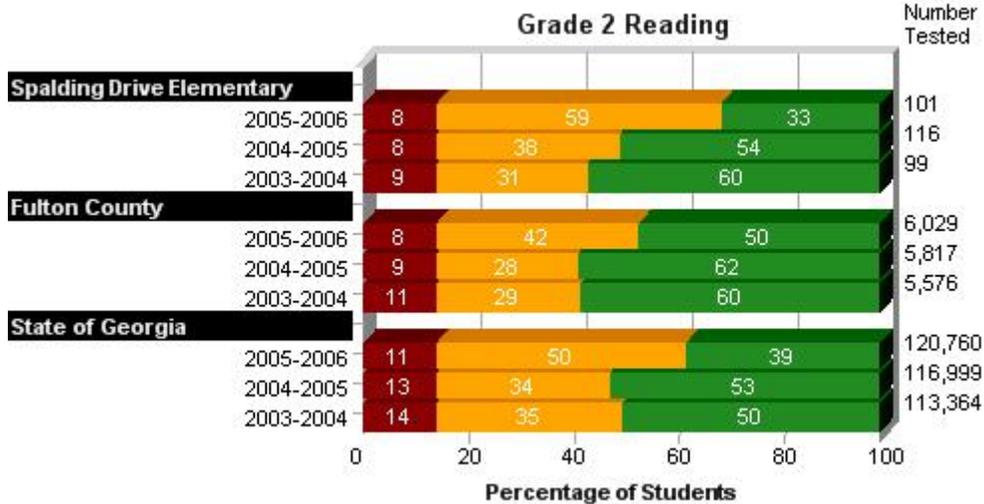
TEST RESULTS

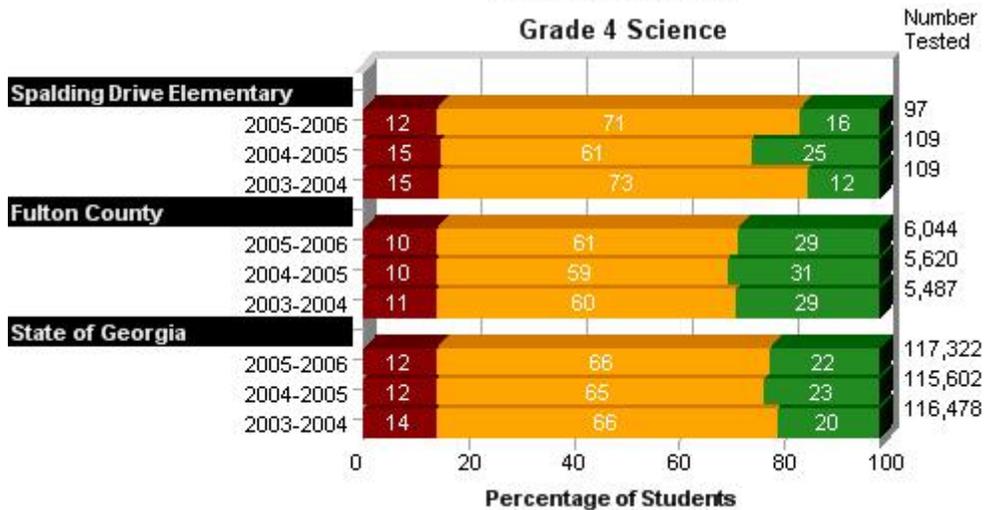
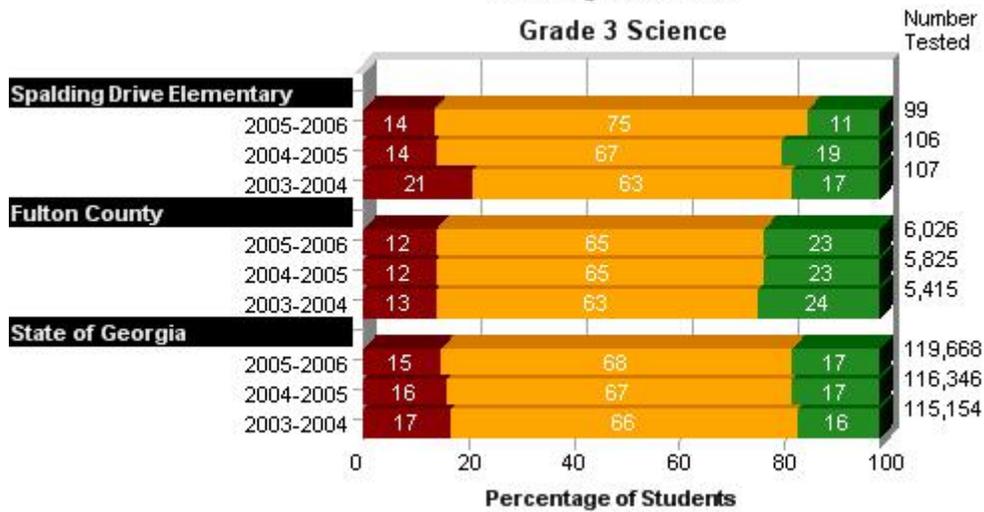
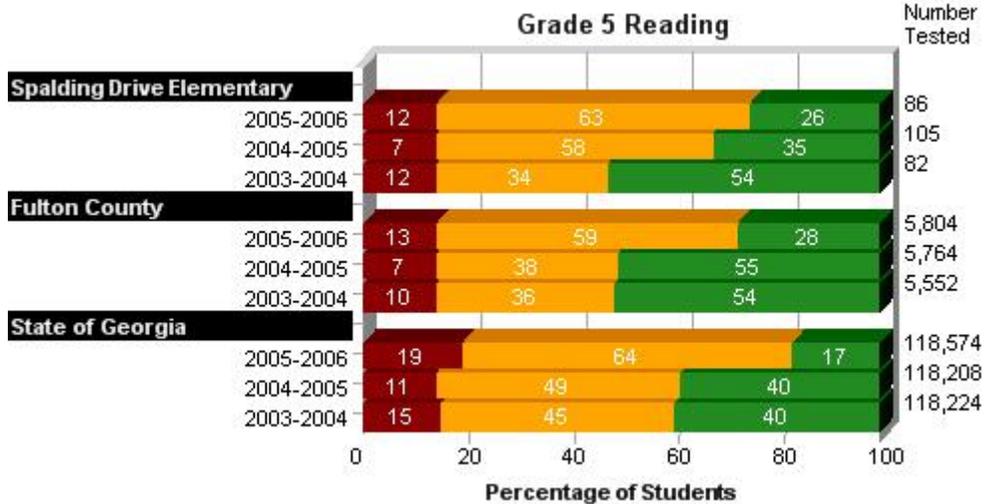


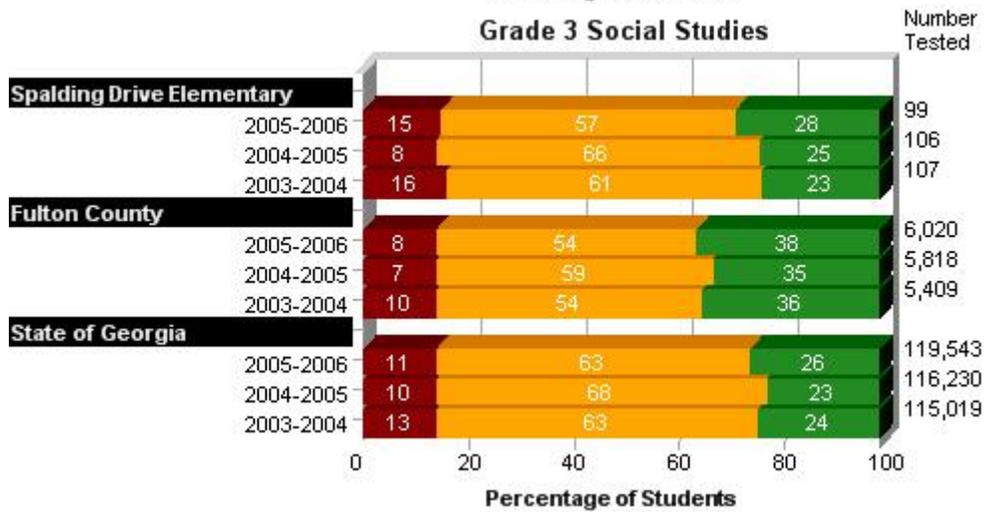
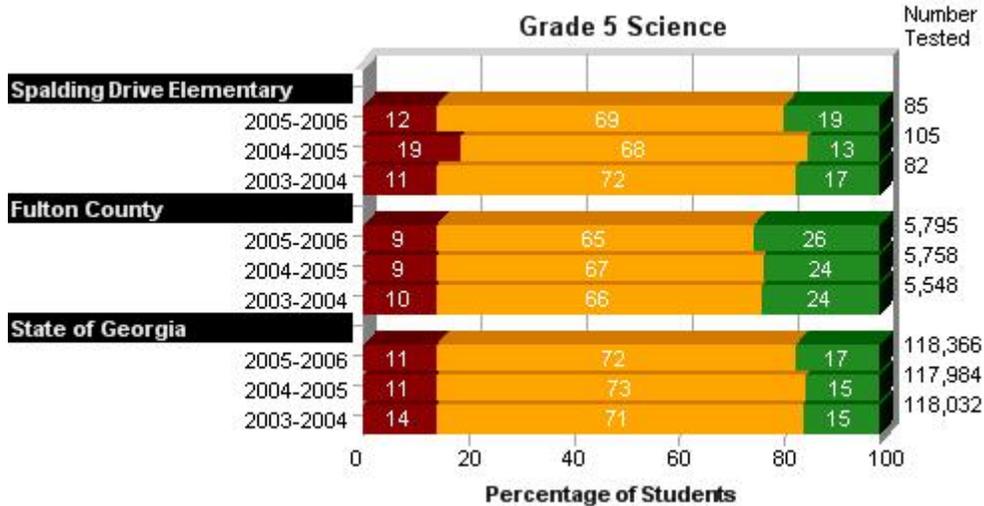


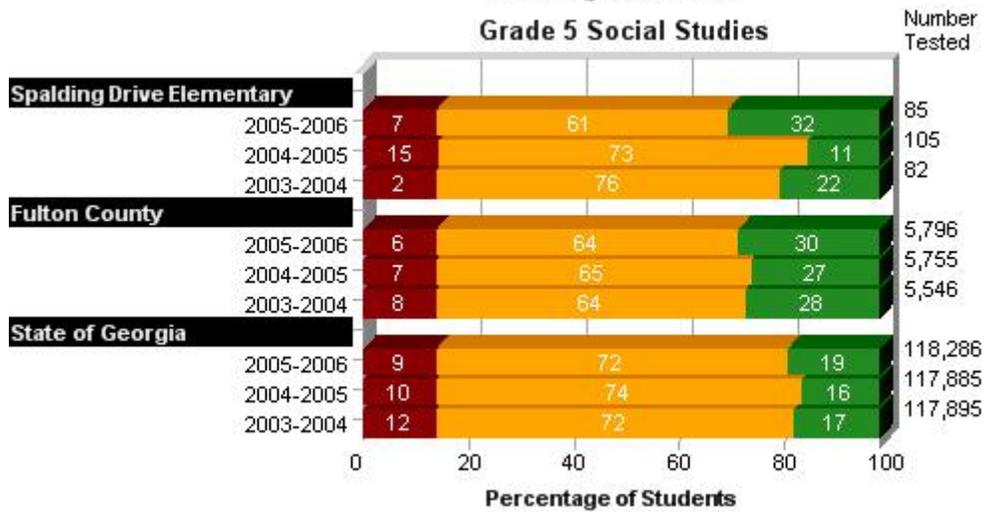
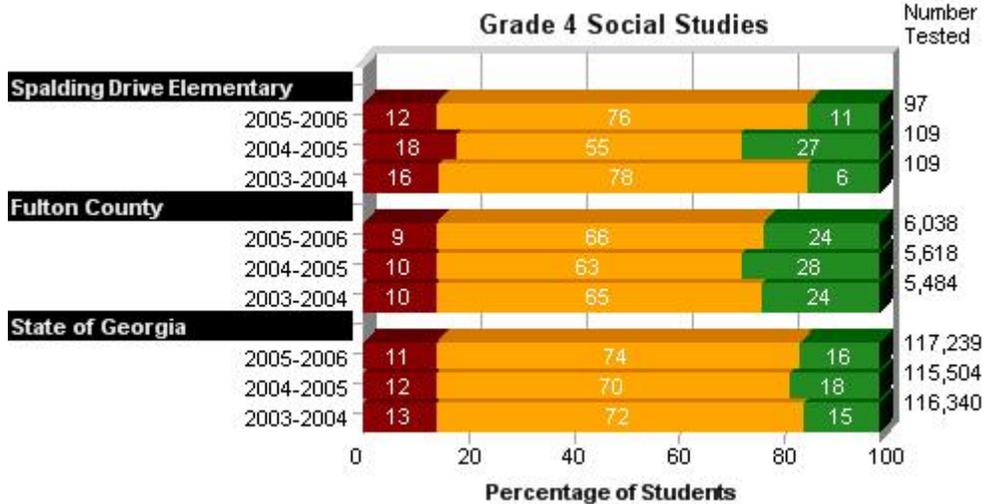












TALBOT COUNTY CHARTER ALTERNATIVE ACADEMY

Contact Information

Jerome C. Harris
 515 West Tyler Street
 Talbotton, GA 31827
 (706)665-8098

Basic Facts

| | |
|----------------|---------------|
| District | Talbot County |
| Type | Start-Up |
| Opened | 1998 |
| Grades Served | 6-12 |
| Enrollment | 14 |
| Title I School | No |

Mission

The mission of the Talbot County Charter Alternative Academy (TCCAA) is to provide a nurturing educational environment in which students, ages 11-18 a) whose infractions and /or behaviors through a tribunal hearing which expelled/suspended them from the local school education environment; b)offer parents and alternative education program no less favorably than other local school within the aplicable school system; c) to reduce the dropout rate; can develop the knowledge, skills and charter needed to succeed as self-sufficient and responsible members of the community.

Demographics

| | | | | | |
|---|--|--|--|--|--|
| | | | | | |
| Distance from Charter School (in miles) | | | | | |
| | | | | | |
| Total Population | | | | | |

Diversity

| | | | | | |
|--------------------------------|--|--|--|--|--|
| Caucasian | | | | | |
| Black | | | | | |
| Hispanic | | | | | |
| Asian/Pacific Islander | | | | | |
| American Indian/Alaskan Native | | | | | |
| Multiracial | | | | | |

Special Populations

| | | | | | |
|-------------------|--|--|--|--|--|
| ESOL | | | | | |
| Gifted | | | | | |
| Special Education | | | | | |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|--|--|--|--|--|
| % of Total Population | | | | | |
|-----------------------|--|--|--|--|--|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|---|------|------|
| Did your school make AYP? | No. TCCAA did not meet AYP because of Academic performance. | N/A | N/A |
| Is your school in needs improvement? | Yes. | N/A | N/A |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Yes, the students of TCCAA standardized test result met and surpassed expectations. Our sixth grade students scored 100% in math and reading and 75% in language arts. Our eighth grade students scored 100% passing rate in language arts and 50% in reading.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

Areas of success revealed by 2005-2006 test scores were math, reading and language arts for the sixth grade students. Success areas for the eighth grade students are language arts, and reading. These test scores were possible with the use of Links to learning, and Key Train software programs. Also we used mock CRCT test to further prepare our student for 2005-2006 testing.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

The areas in which the students' performance improved from the previous year were math, reading and language arts for all sixth grade students. The areas in which our eighth grade students improved were in language arts and reading. The eighth grade students regressed in math.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

Yes, TCCAA performed a comparison between 2004-2005 to 2005-2006 school year to provide test score data that is recorded in this report.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

TCCAA will focus math and reading first because these are the areas where our students scores were low. We will use a diversifying method of teaching and use various learning methods in the classroom. TCCAA will use Links to learning, Key Train and a new software program (Novanet) purchased during the 2006 school year to to better prepare our students for testing.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

TCCAA had a 50% promotion rate for 6th and 7th graders enrolled during the 2005-2006 school term.

2.

TCCAA did not have any students enrolled who were eligible for AP testing.

3.

TCCAA did not have any students enrolled who were eligible for SAT testing.

4.

TCCAA did not have any students enrolled who were eligible for ITBS testing.

5.

TCCAA did not have any students enrolled who were eligible for ACT testing.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Yes, during the 2005-2006 school year the parental and community participation in our school met and exceeded our expectations. We have had more parents and community volunteers show interest in our school because we have really made a difference in our students' lives and in the community.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

TCCAA measures the level of parental and community involvement in our school, by the number of parent and community volunteers we have at school functions such as:

Spotlight PTA conferences, Board meetings, fundraisers, and field trips. Overall, TCCAA has approximately 90% participation from parents and 100% participation from community volunteers.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

TCCAA plans to continue to encourage additional parent and community involvement by continuing to have an open line of communication and participation between teachers, parents, and administrators.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Goal: Reduce the suspension rate - TCCAA will use other methods of punishment including community service on Saturdays, extra laps in Physical Education, and writing assignments as an effort to keep our students in school.

2.

TCCAA will reduce the dropout rate by having an open line of communication between students, parents and staff. This task involves making sure we incorporate learning activities that are informative as well as educational.

FINANCIAL ACCOUNTABILITY

| | |
|--|----|
| Did school have surplus at the end of the 2005-2006 school year? | No |
| Did school have a reserve fund? If so, what percentage? | No |

TALIAFERRO COUNTY SCHOOL

Contact Information

Al Arbee
 557 Broad Street
 Crawfordville, GA 30631
 706-456-2575

Basic Facts

| | |
|----------------|------------|
| District | Taliaferro |
| Type | Start-Up |
| Opened | 2001 |
| Grades Served | PreK - 12 |
| Enrollment | 260 |
| Title I School | Yes |

Mission

To Educate Students In a Safe Environment.

Demographics

| | Taliaferro County School | Union Point Elementary | Washington -Wilkes High School | Taliaferro County | Georgia |
|--|--------------------------------|---------------------------|--------------------------------------|----------------------|-----------|
| Distance from Charter School (in miles) | 0 | 13.8 | 15.1 | N/A | N/A |
| Total Population | 251 | 343 | 523 | 251 | 1,559,828 |

Diversity

| | | | | | |
|------------------------|-----|-----|-----|-----|-----|
| Caucasian | 11% | 54% | 43% | 11% | 48% |
| Black | 82% | 38% | 55% | 82% | 38% |
| Hispanic | 1% | 3% | 1% | 1% | 8% |
| Asian/Pacific Islander | 0% | 1% | 0% | 0% | 3% |
| American | 0% | 0% | 0% | 0% | 0% |
| Indian/Alaskan Native | | | | | |
| Multiracial | 6% | 3% | 1% | 6% | 2% |

Special Populations

| | | | | | |
|-------------------|-----|-----|-----|-----|-----|
| ESOL | 0% | 1% | 0% | 0% | 3% |
| Gifted | 0% | 6% | 9% | 0% | 9% |
| Special Education | 18% | 21% | 11% | 18% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 93% | 81% | 60% | 93% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|---|------|------|
| Did your school make AYP? | No. The school met the requirements for AYP in high school Enhanced English and Math. In fact 100% of first time juniors passed both the English and math sections of the GHSGT. The accountability grade 3 through 8, however, did not make it in the math content area. | No | No |
| Is your school in needs improvement? | Yes. The school is in Needs Improvement status because it did not meet AYP standards in the areas of Reading and Language in the accountability grades 3 through 8. | Yes | Yes |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Our students' test results did not meet our expectations because we did not make Adequate Yearly Progress (AYP).

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

Our largest areas of success were in 1st, 2nd, 4th, & 8th grades because the students improved in both reading and mathematics.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

The 1st grade increased in reading from 86% passing in 2005 to 100% in 2006 and in math 79% to 93%.

The 2nd grade increased from 50 to 82% passing in reading and 45% to 82% passing in math.

The 3rd grade regressed from 95% to 39% in reading and 74% to 67% in math.

The 4th grade increased from 55% to 61% in reading and 11% to 36% in math.

The 5th grade regressed from 62% to 38% in reading and increased from 38% to 62% in math.

The 6th grade regressed from 62% to 46% in reading and from 54% to 8% in math.

The 7th grade regressed from 81% to 62% in reading and from 78% to 62% in math.

The 8th grade increased from 77% to 84% in reading and from 41% to 68% in math.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

We do keep a district level comparison chart so that we can track level performance annually.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

Both reading and mathematics are areas of concern for us. We have begun a district wide math and reading camp where targeted students get an extra 15 days beyond the regular school year to work in small groups with certified teachers. We have revamped our afterschool program to meet individualized student needs based on their assessment results in reading and math. We have entered into a contract with a math consultant who will disaggregate test data to help us better serve our students' needs. Finally, we are continuing our GPS implementation.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

Our Georgia High School Graduation Test Scores increased from 39% in 2005 to 69% in 2006, from 69% in History to 91%, from 84% in math to 100%, and remained at 100% for both years in English/Language Arts.

2.

Our drop out rate decreased from 33% in 2005 to 15% in 2006.

3.

Our graduation rate increased from 67% in 2005 to 85% in 2006.

4.

There has been a significant increase in the number of graduates pursuing post secondary degrees.

5.

Our SAT scores reflected a regression from 2005 to 2006.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

The level of parental involvement did not completely meet the school's expectations. Our parent involvement plan emphasized various areas such as volunteerism, attending parent workshops/seminars, and attendance at PTA meetings. The plan has shown to be an important variable in our students' education. The school continues to strive to meet its overall goal of a 10% increase in parent involvement.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

Parent involvement was measured in various ways, including a self survey, number of parents who volunteered, home involvement, attendance at PTA meetings and parent seminars, chaperoning, and parent conferences. Parental volunteering was measured in various ways, including a self survey and volunteer logs that recorded the names of the parents who volunteered and in what way these parents volunteered. It included activities such as tutoring, office helper etc. The results of the survey revealed that parental volunteering increased 2% over the previous year. Parent participation in workshops and seminars showed a small increase of 2% from last year. Attendance at PTA meetings and extracurricular activities showed a significant decrease of 10% each. The decrease in attendance at basketball games was a result of several losing seasons.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

Parents will need to be able to choose from a range of activities which accommodate different schedules, preferences, and capabilities. As part of the planning process, teachers and administrators will need to assess their own readiness for involving parents and determine how they wish to engage and utilize them. Other guidelines include: Communicate to parents that their involvement and support makes a great deal of difference in their children's school performance, and that they need not be highly educated to have large amounts of free time for their involvement to be beneficial. Make this point repeatedly; Encourage parent involvement from the time children first enter school (or preschool, if they attend); Teach parents that activities such as modeling reading behavior and reading to their children increase children's interest in learning; Develop parent involvement programs that include a focus on parent involvement in instruction-conducting learning activities with children in the home, assisting with homework, and monitoring and encouraging the learning activities of older students; Provide orientation and training for parents, but remember that intensive, long-lasting training is neither necessary nor feasible; Make a special effort to engage the involvement of parents of disadvantaged students, who stand to benefit the most from parent participation in their learning, but whose parents are often initially reluctant to become involved; Continue to emphasize that parents are partners of the school and that their involvement is needed and valued.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the

"Academic Other Measures" section above.

1.

GHSQT: Science -Scores increased from 39% in 2005 to 69% in 2006; from 69% in History to 91%; Math from 89% to 100%; and remained at 100% for both years in English/Language Arts

2.

Drop-out rate: Our dropout rate decreased from 33% in 2005 to 15% in 2006.

3.

Graduation Rate: Graduation rate increased from 67% in 2005 to 85% in 2006.

4.

Postsecondary Degrees: There has been a significant increase in the number of graduates pursuing post secondary degrees.

5.

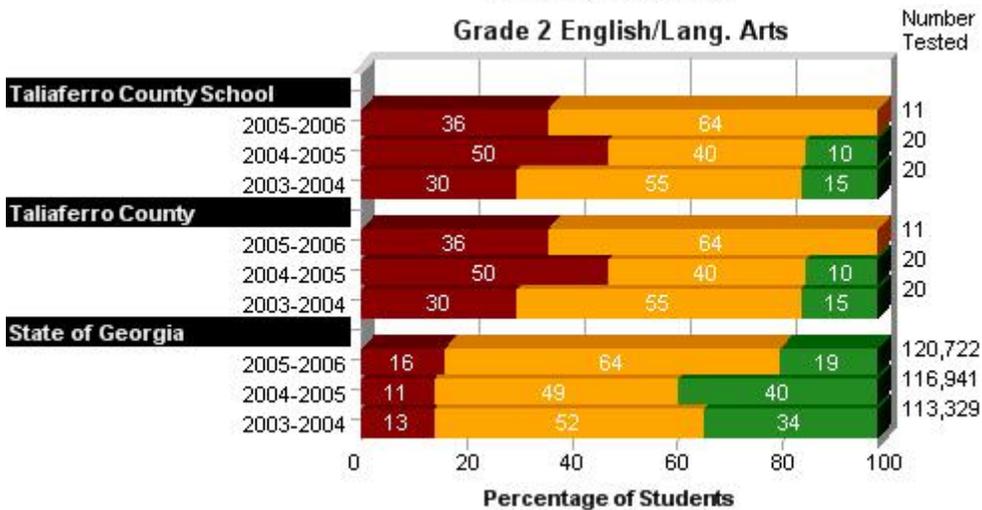
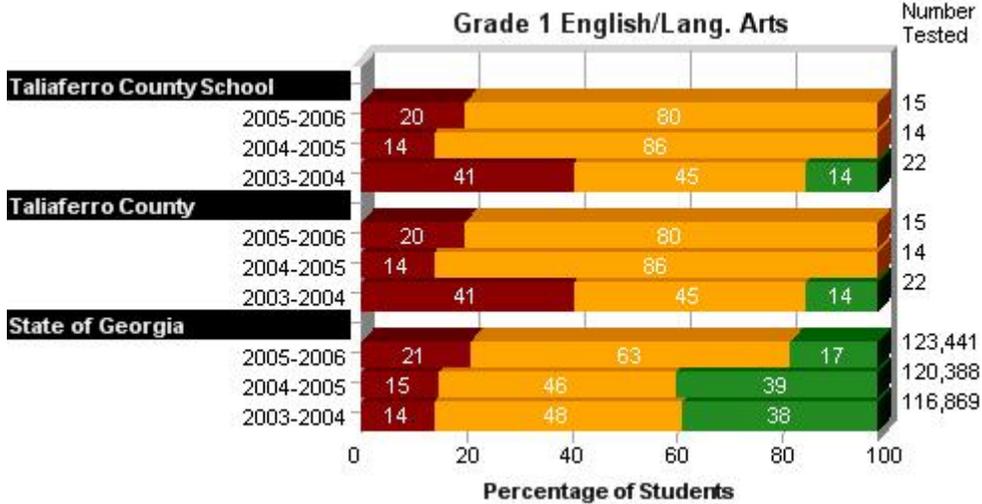
SAT Scores: SAT scores reflected regression from 2005 to 2006.

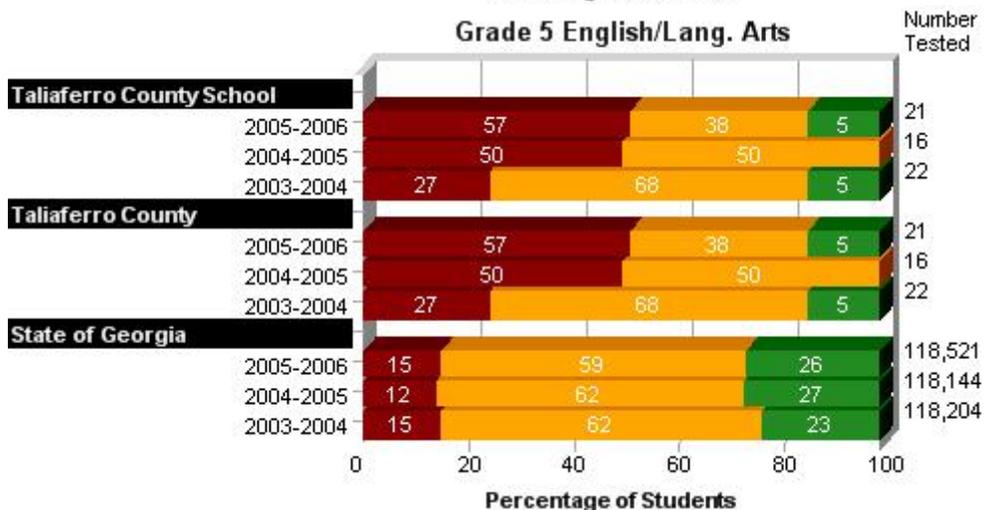
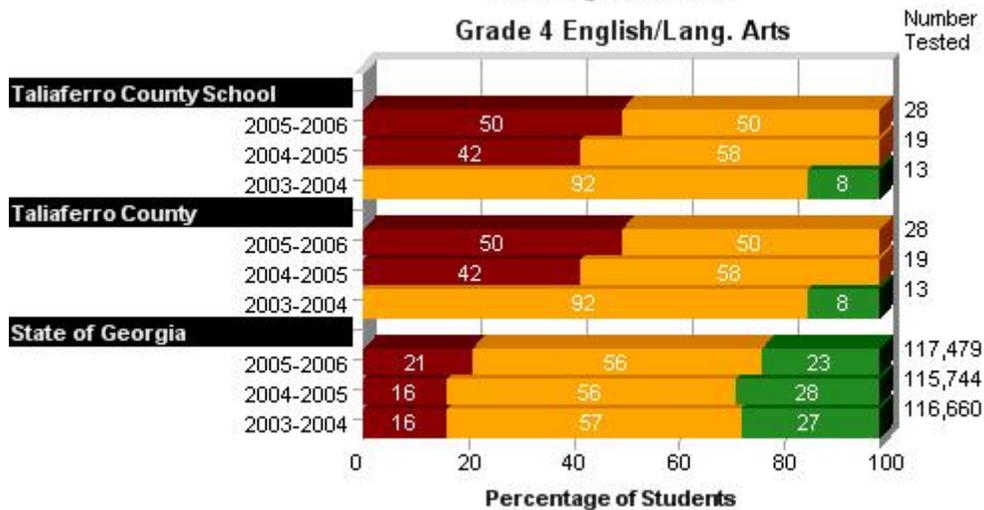
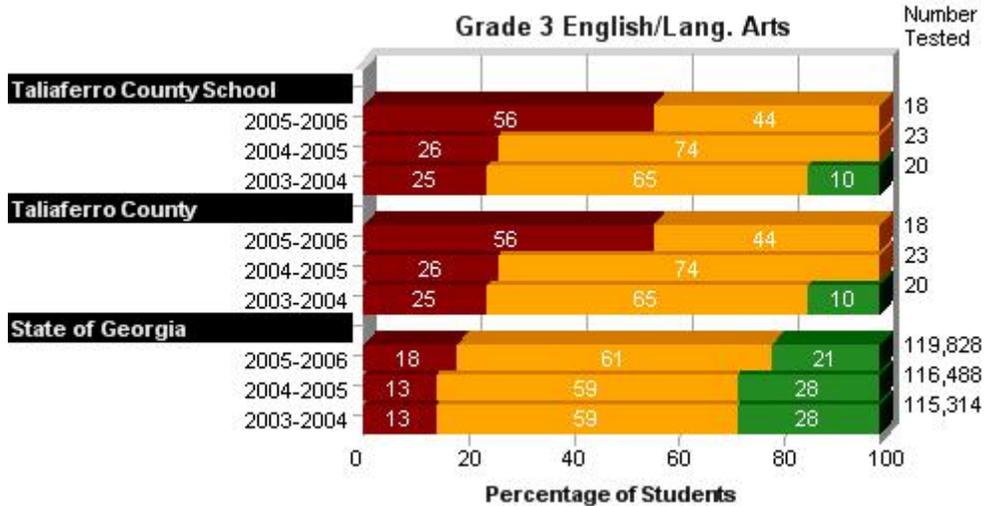
FINANCIAL ACCOUNTABILITY

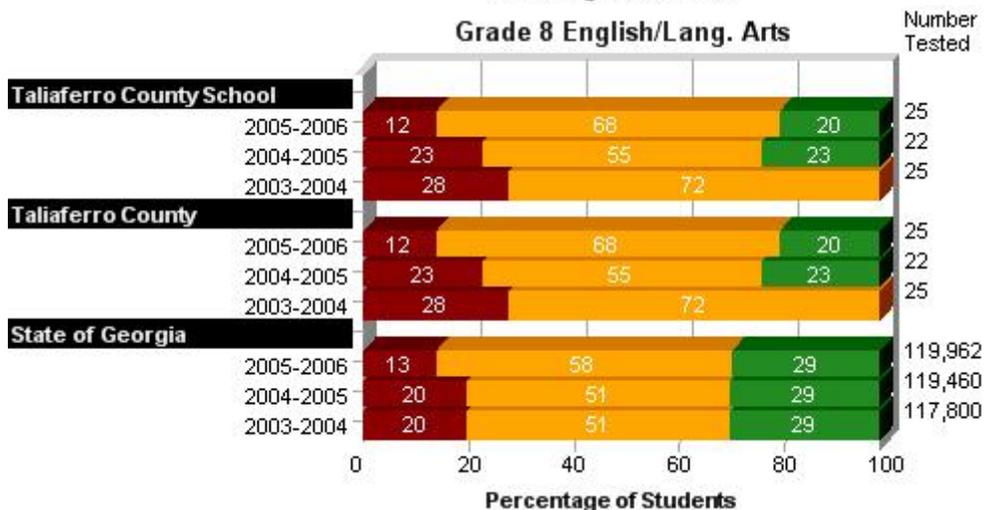
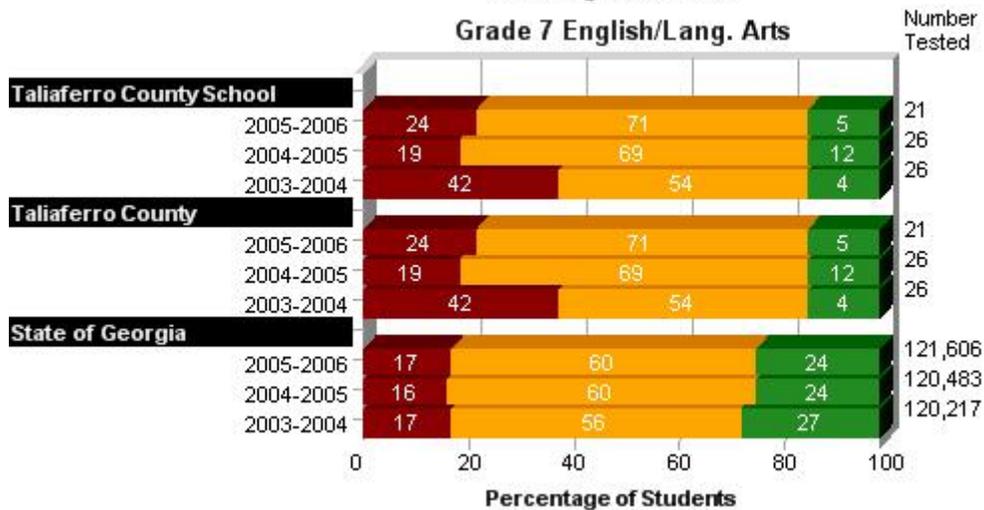
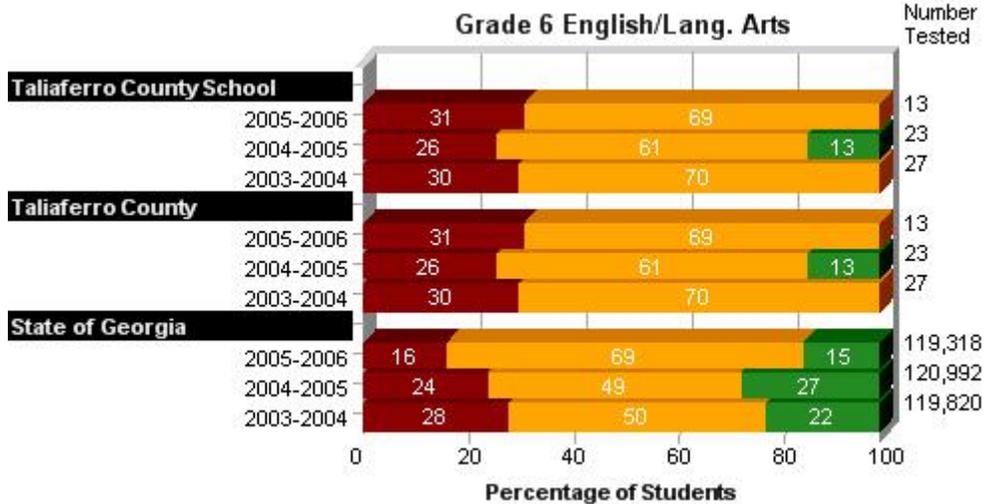
| | |
|--|-----|
| Did school have surplus at the end of the 2005-2006 school year? | Yes |
| Did school have a reserve fund? If so, what percentage? | No |

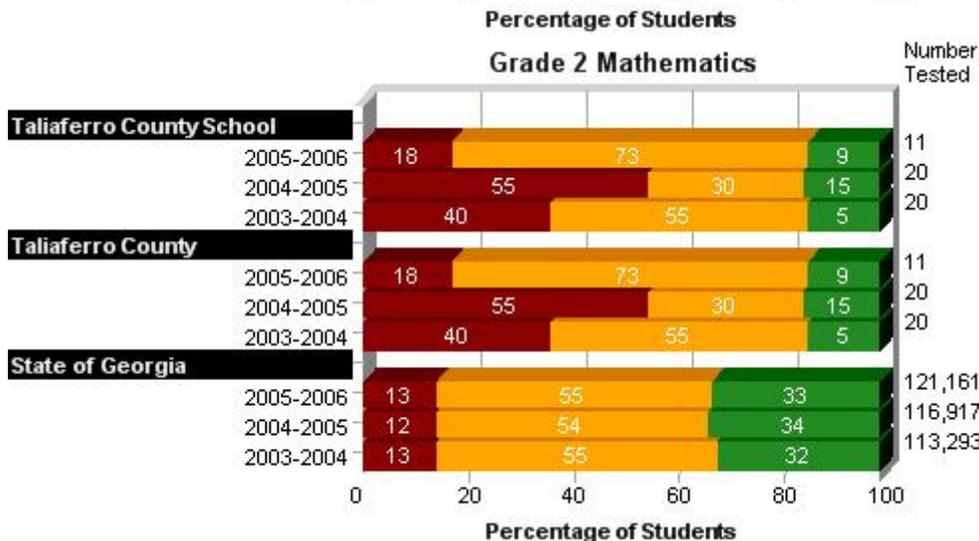
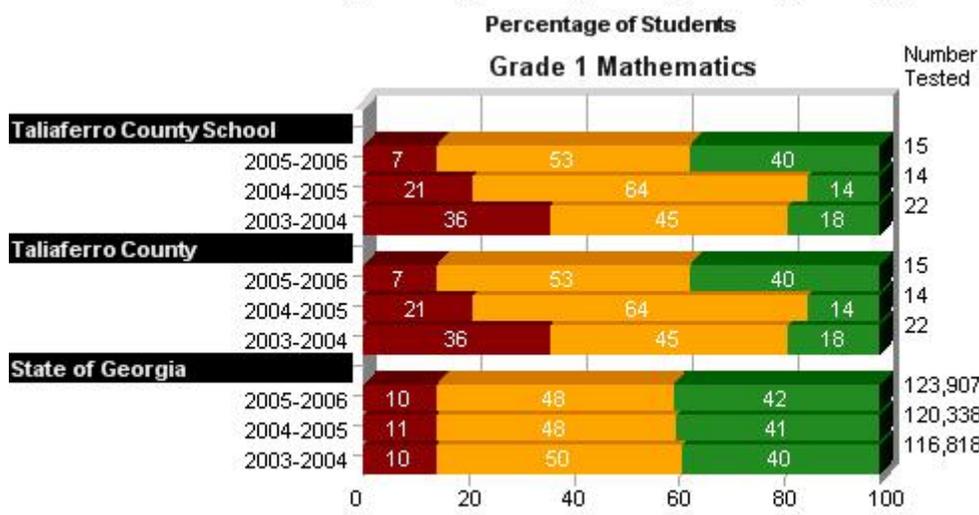
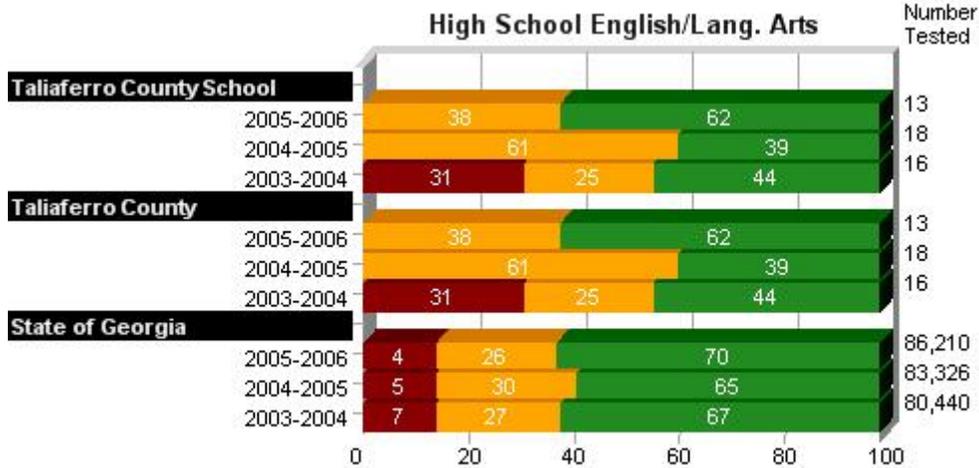
TEST RESULTS

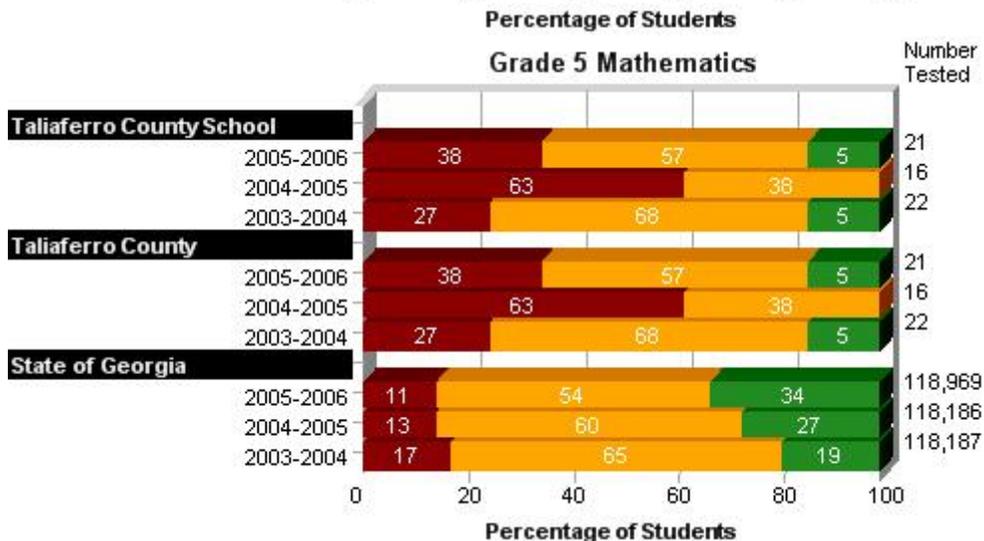
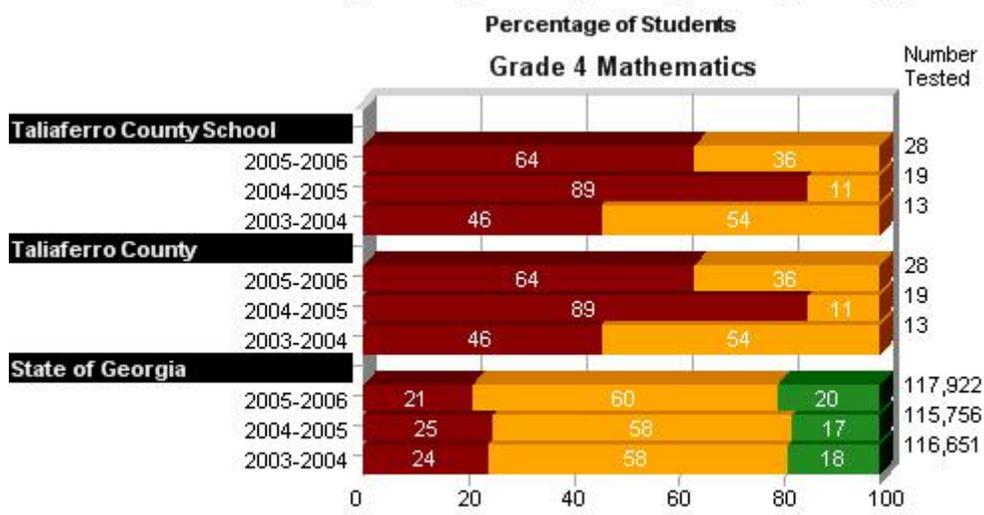
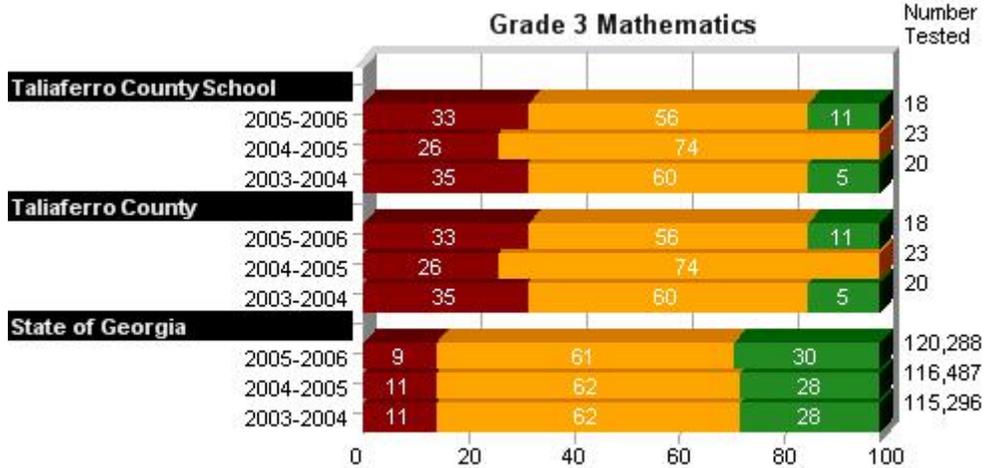
- Do Not Meet
- Meets
- Exceeds

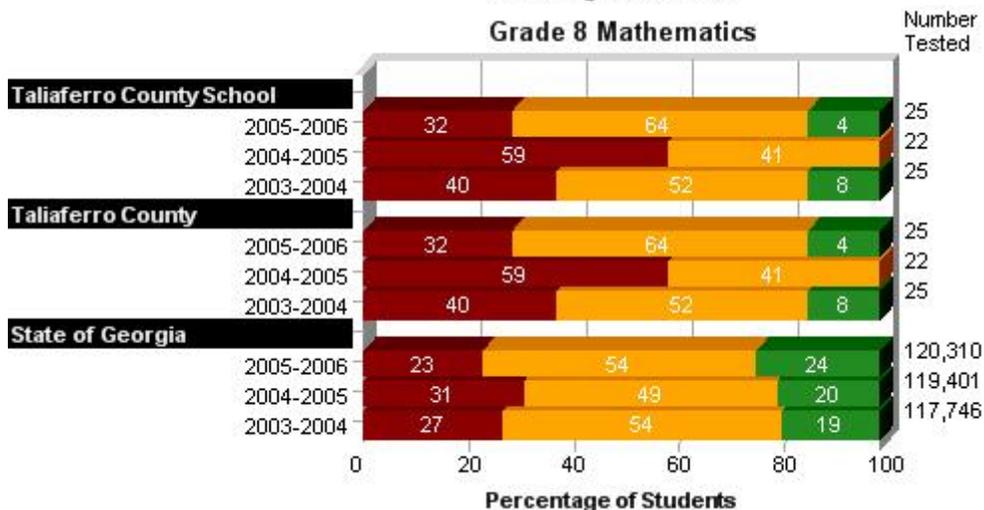
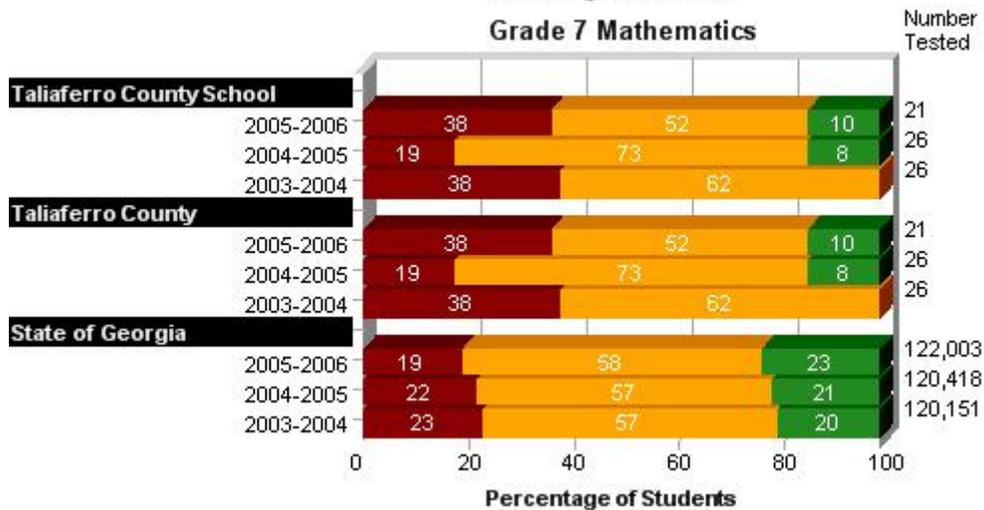
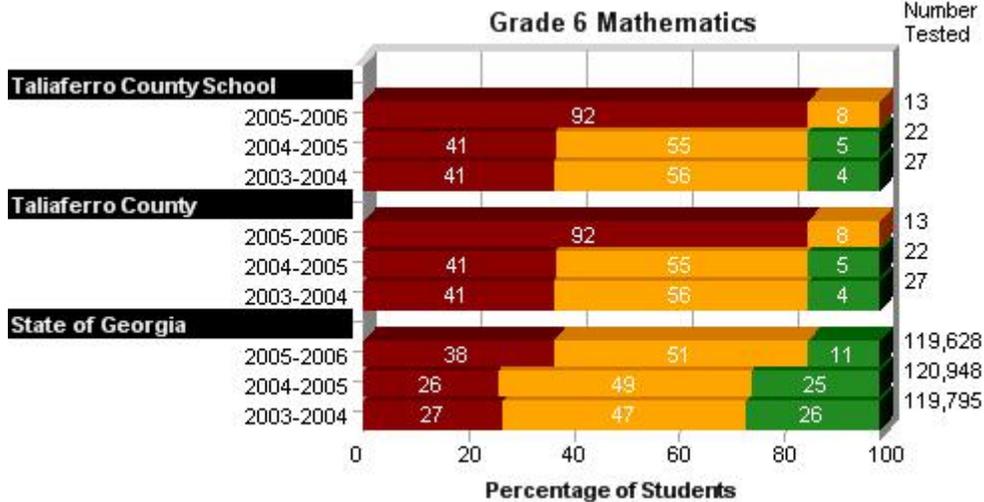


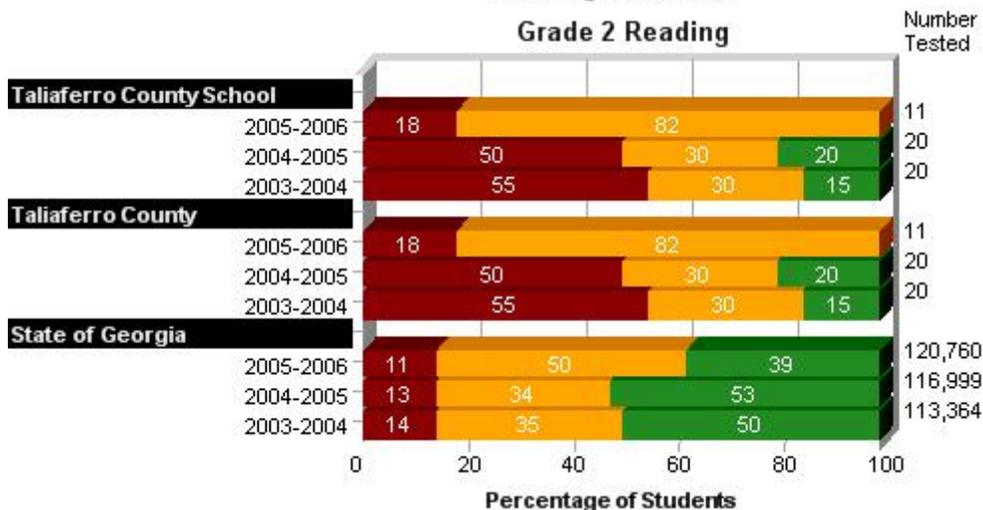
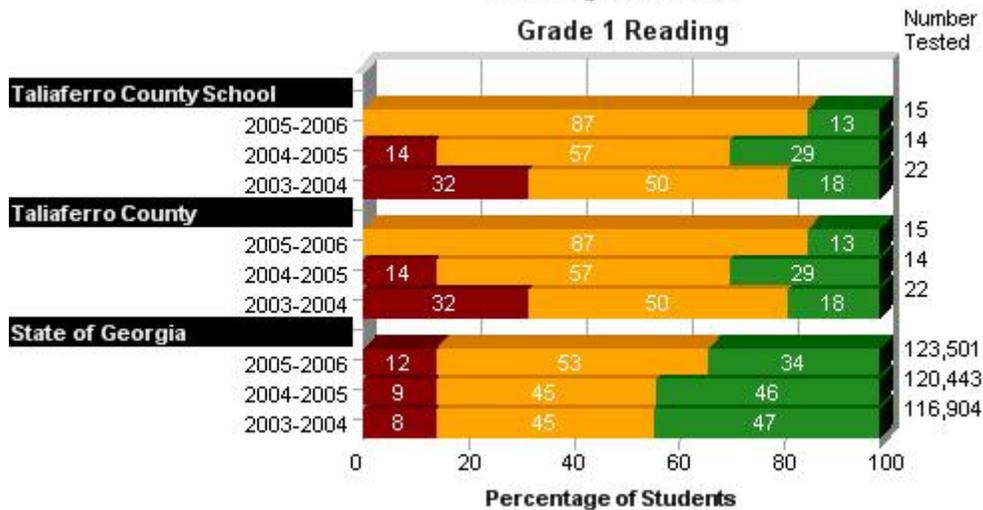
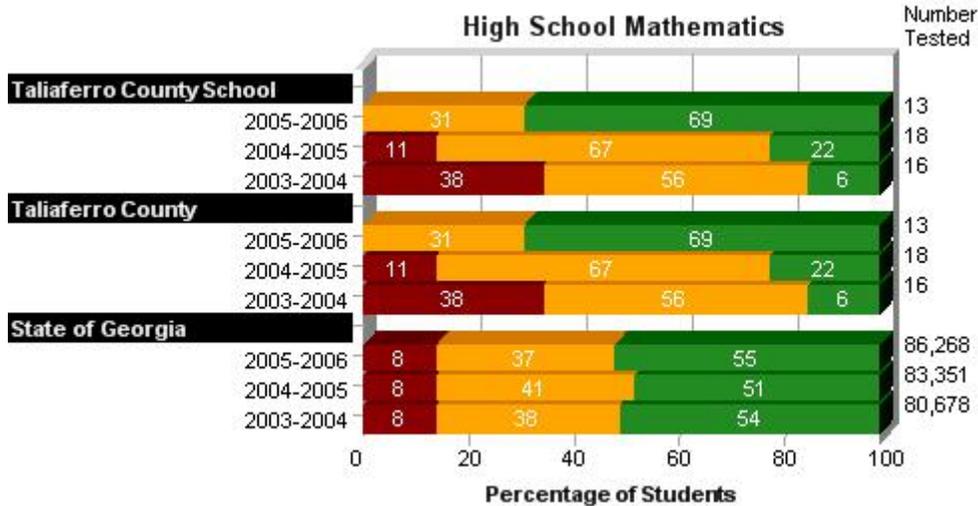


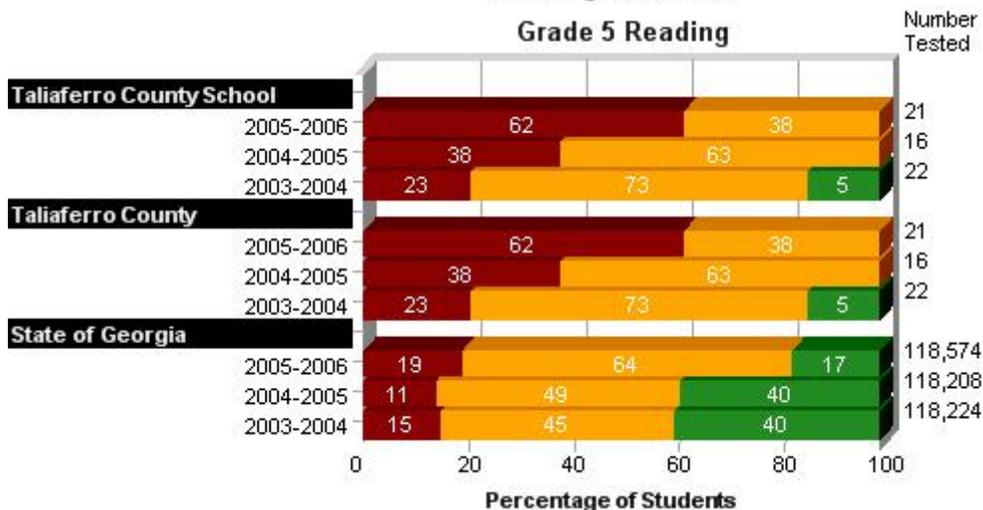
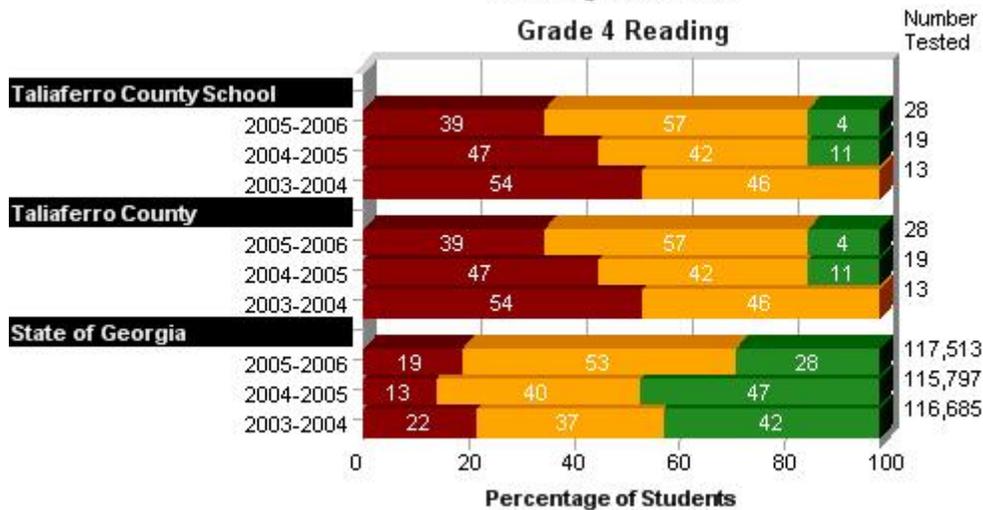
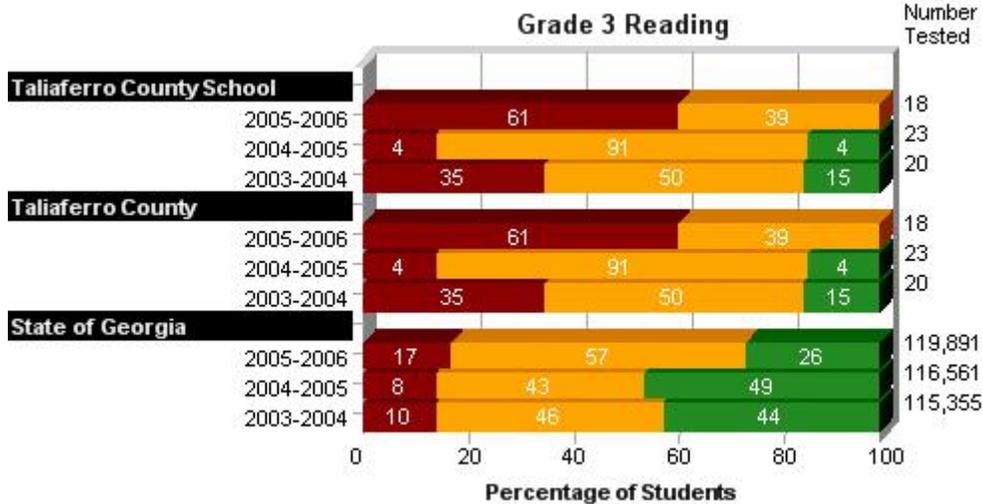


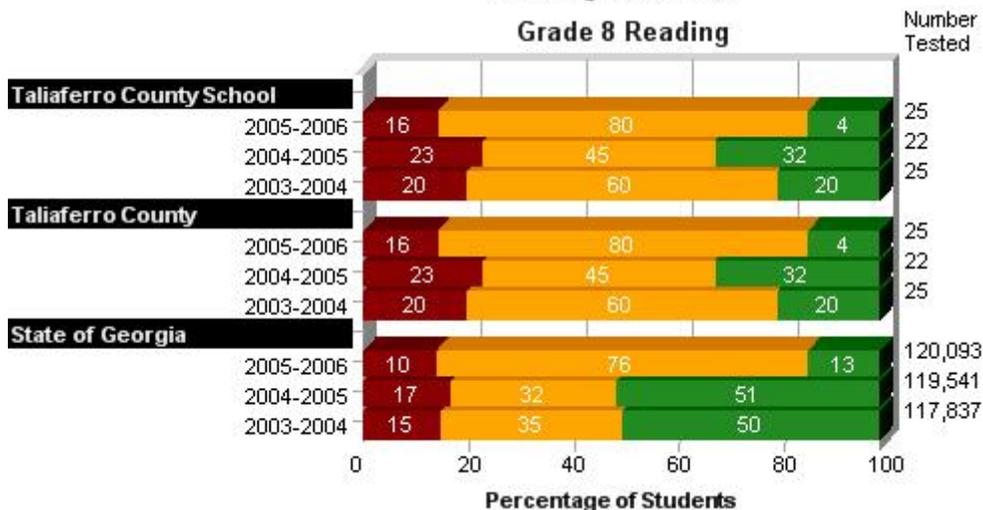
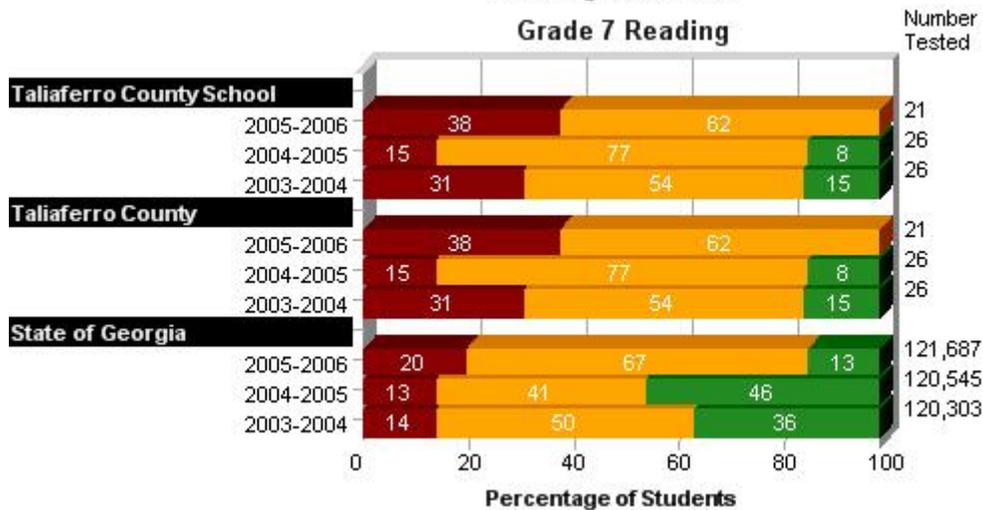
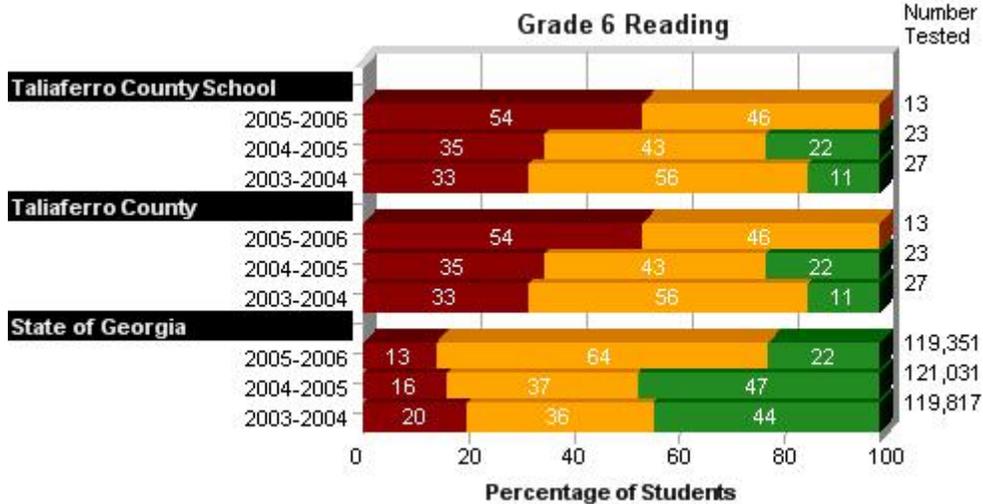


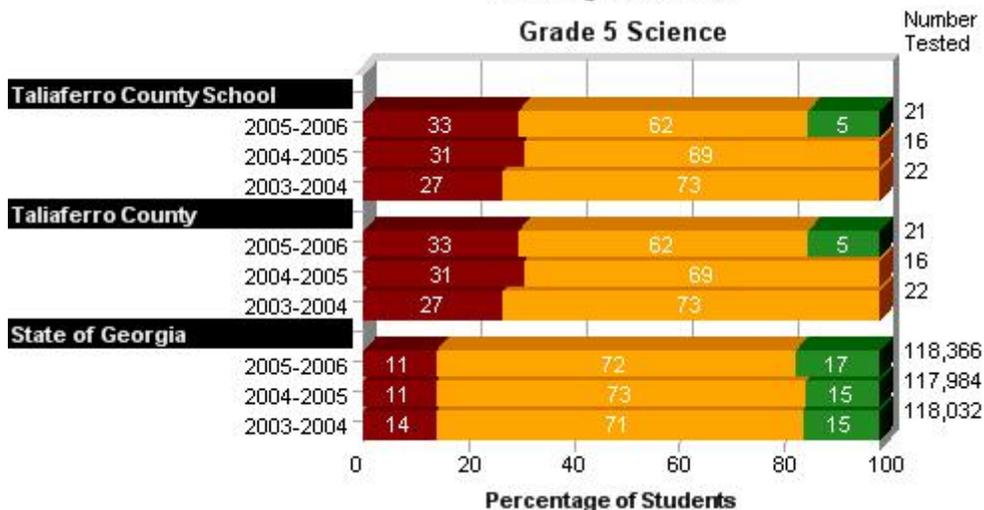
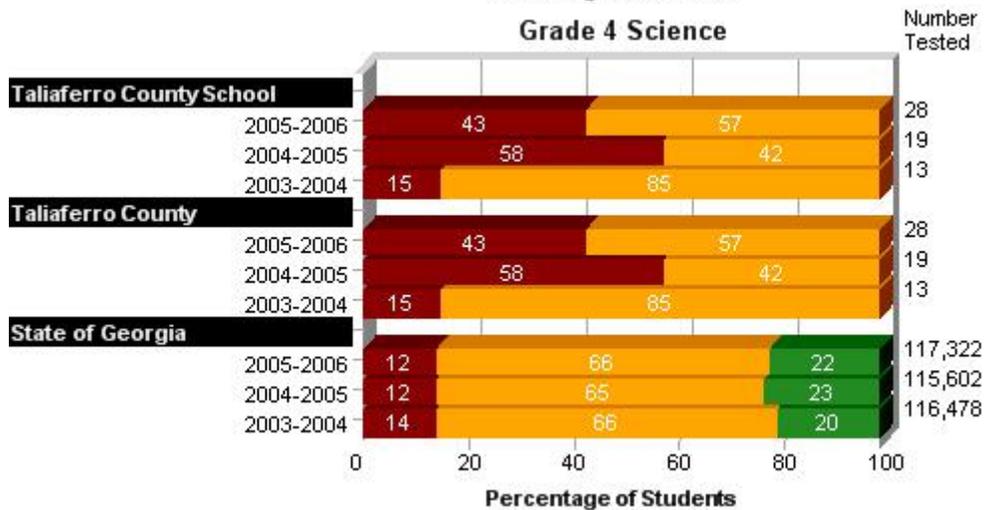
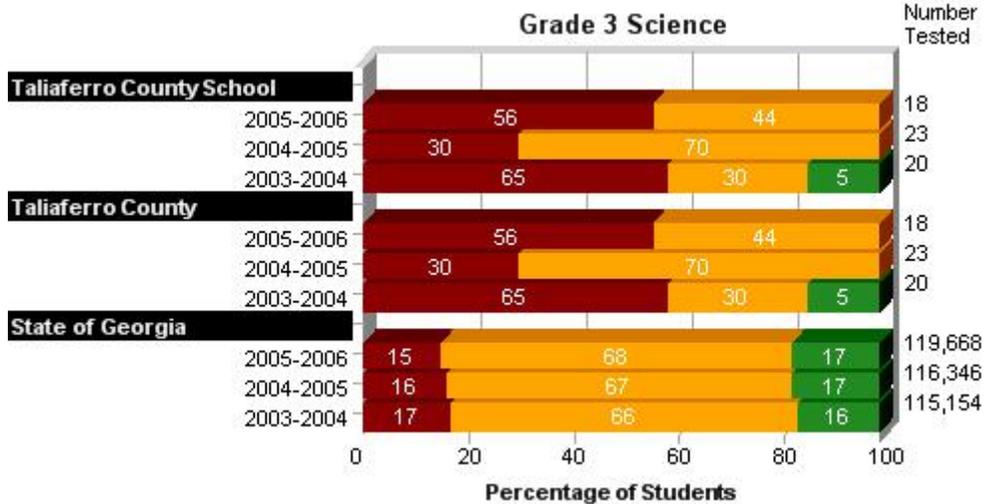


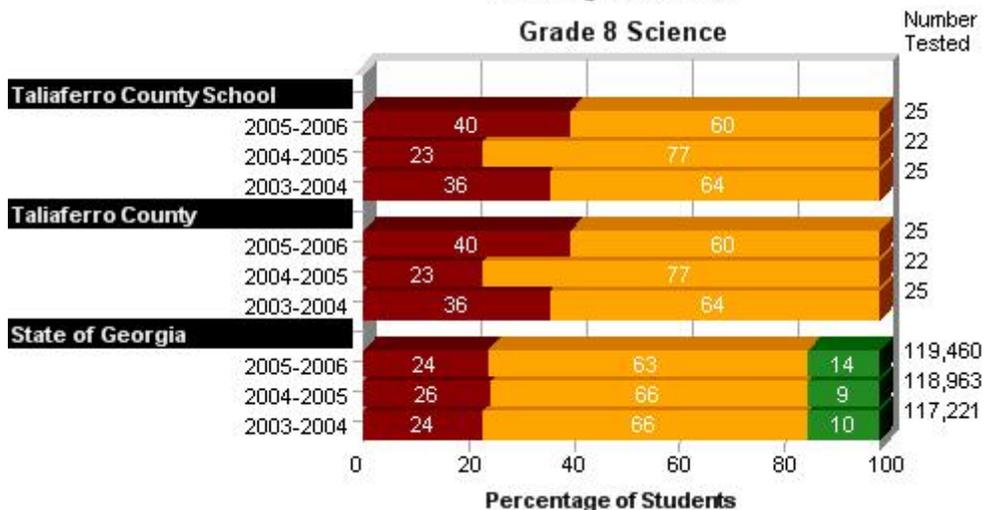
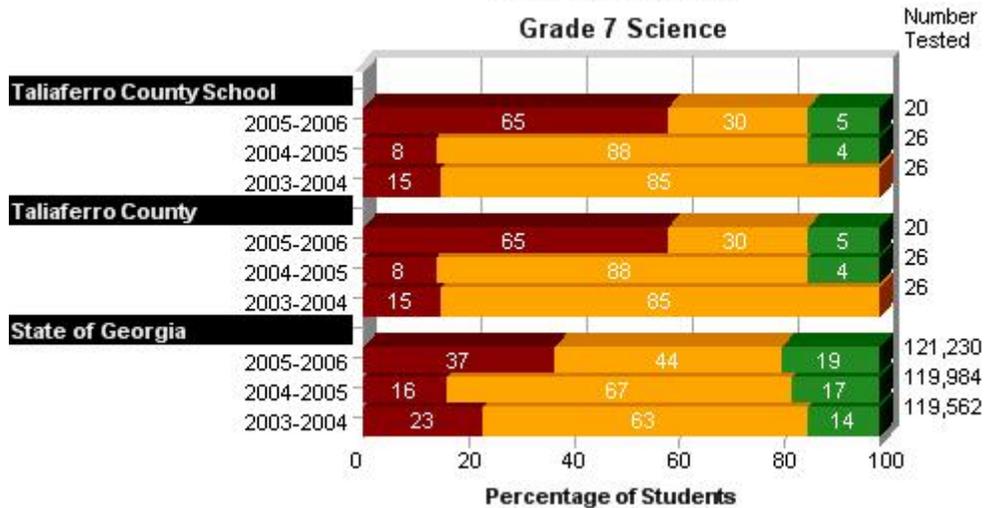
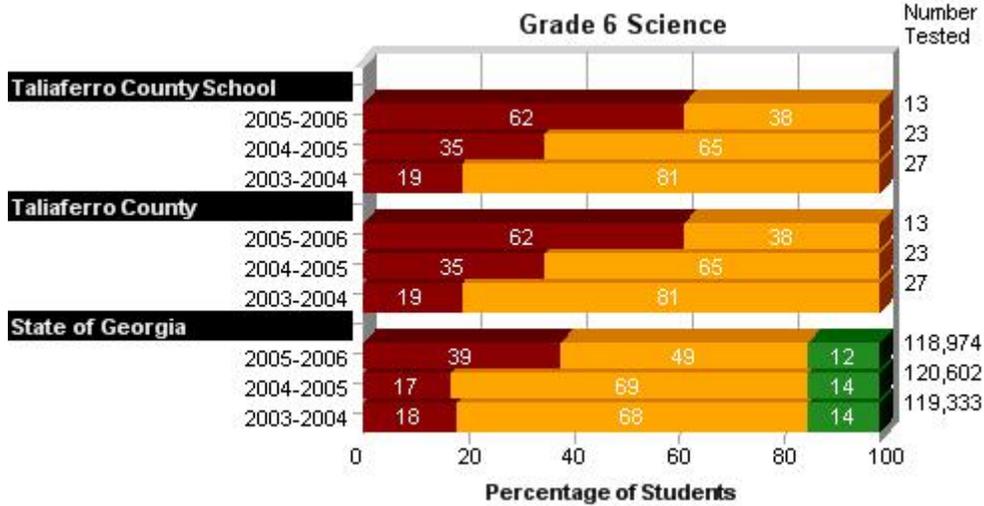


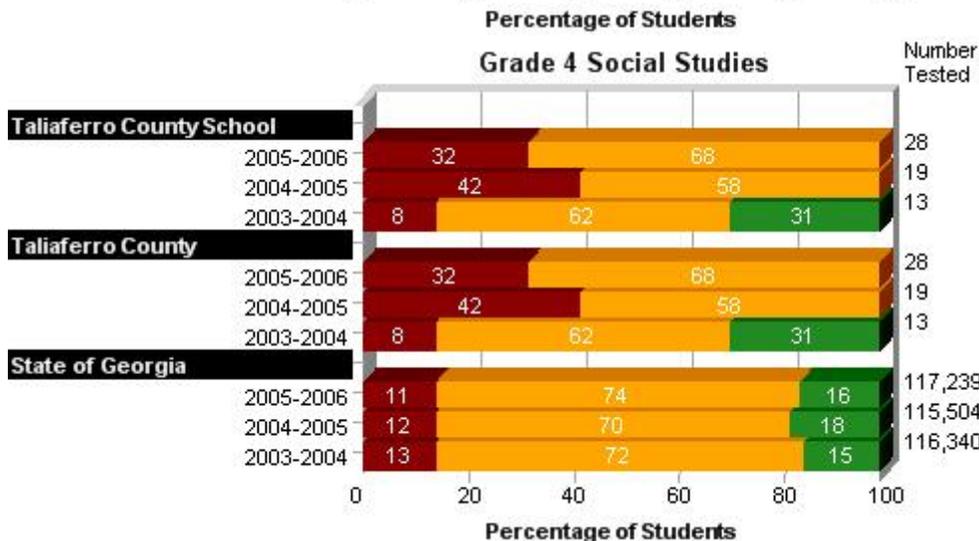
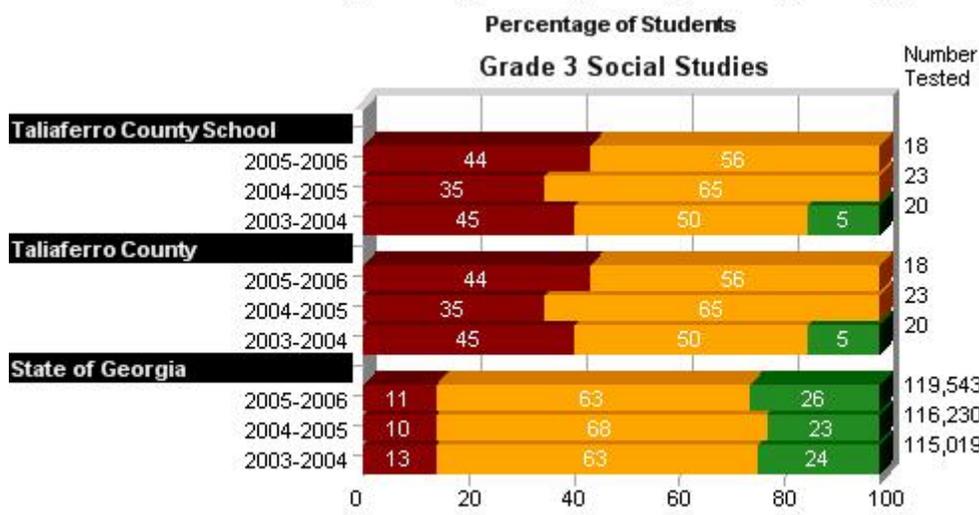
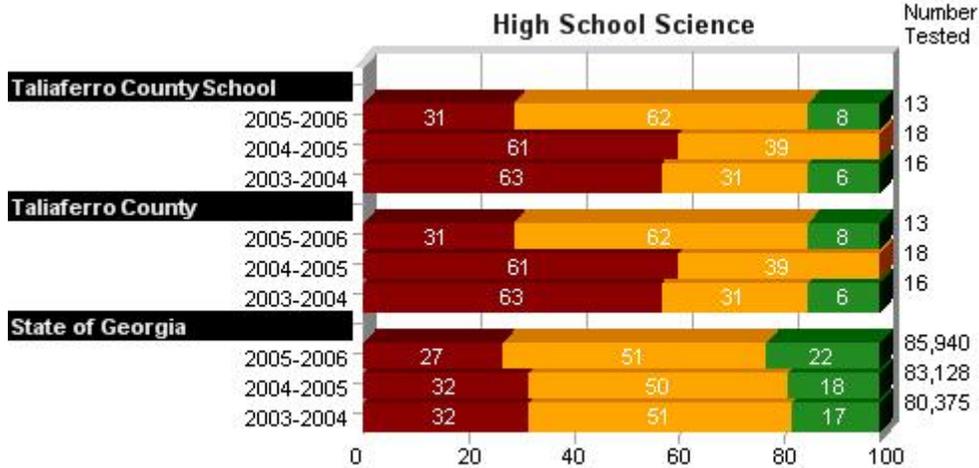


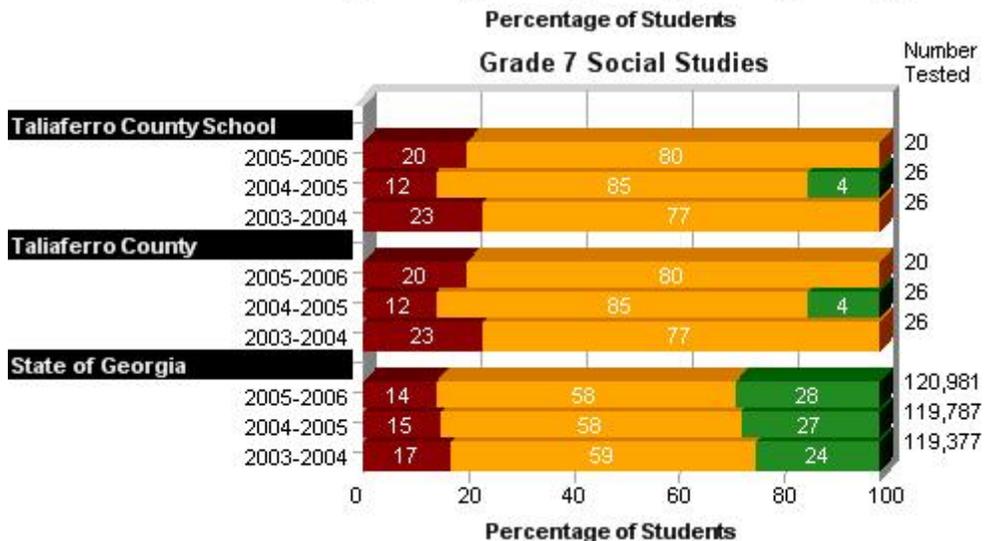
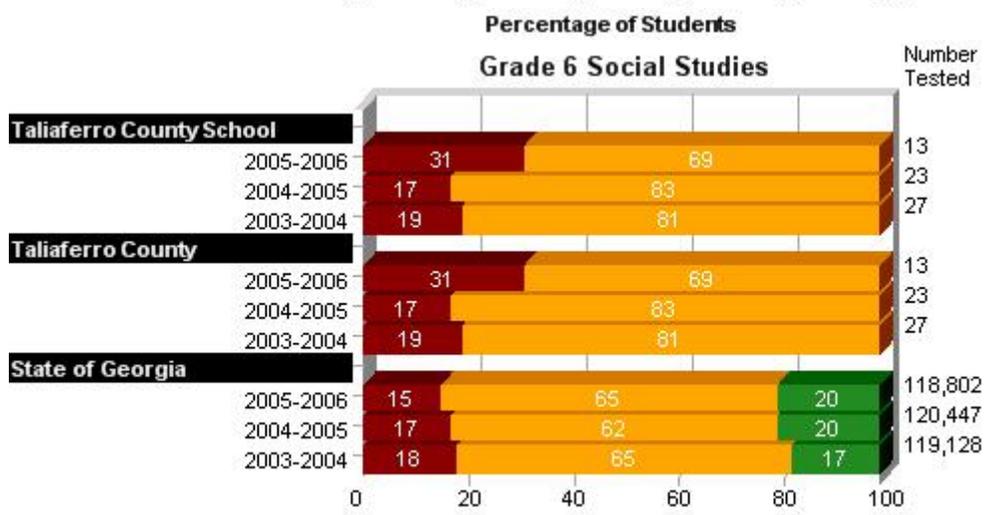
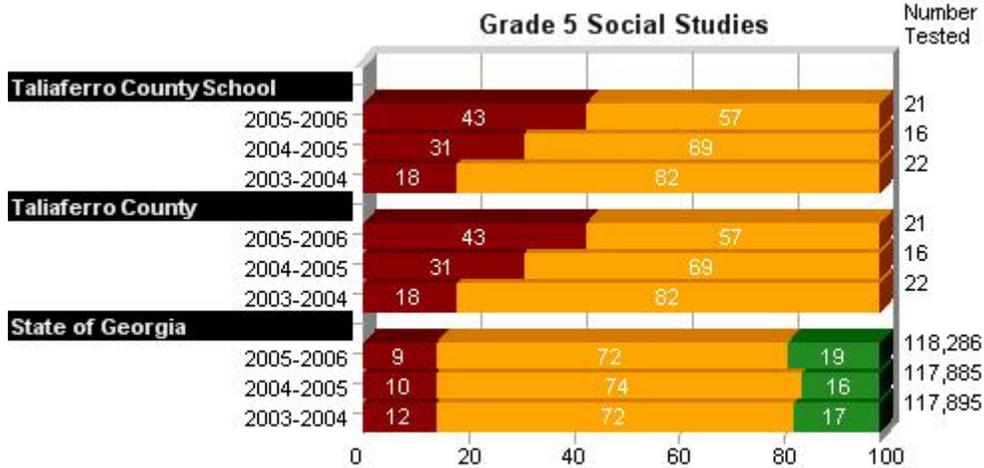


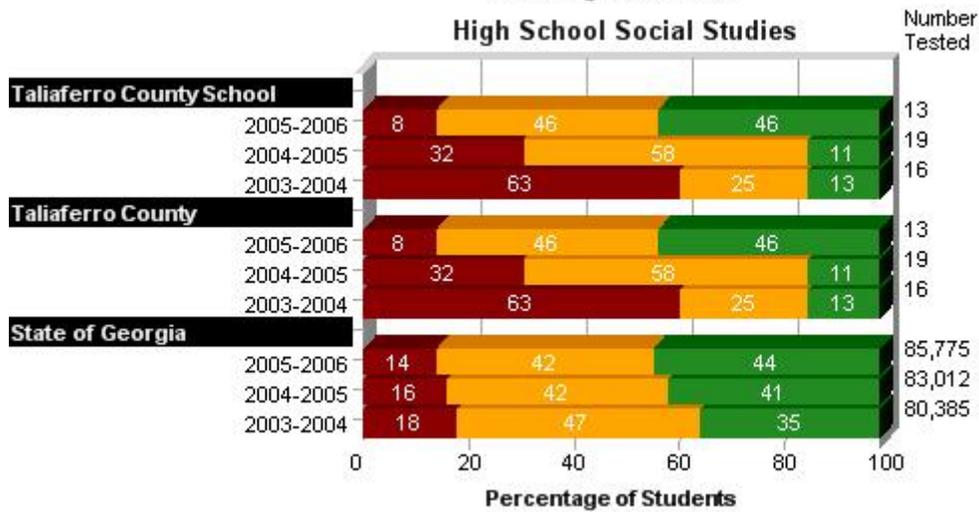
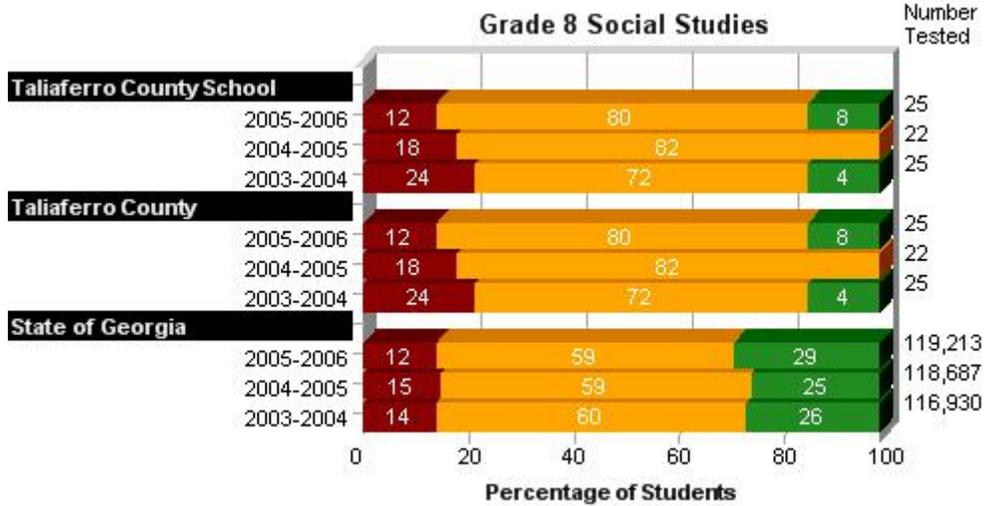












TECH HIGH SCHOOL

Contact Information

Elisa A. Falco
 1043 Memorial Drive
 Atlanta, GA 30316
 678-904-5091

Basic Facts

| | |
|----------------|----------|
| District | APS |
| Type | Start-Up |
| Opened | 2004 |
| Grades Served | 9 - 11 |
| Enrollment | 146 |
| Title I School | Yes |

Mission

Tech High School maximizes the learning of every student. It delivers a comprehensive, integrated curriculum with a focus on math, science, technology, and communication. Project-based activities and real world applications make learning relevant.

Demographics

| | Tech High Charter School | Southside High School | Crim High School | Atlanta Public Schools | Georgia |
|---|--------------------------|-----------------------|------------------|------------------------|-----------|
| Distance from Charter School (in miles) | 0 | 0.6 | 1.3 | N/A | N/A |
| Total Population | 173 | 1,130 | 414 | 49,965 | 1,559,828 |

Diversity

| | | | | | |
|------------------------|-----|-----|-----|-----|-----|
| Caucasian | 5% | 2% | 0% | 8% | 48% |
| Black | 94% | 94% | 97% | 86% | 38% |
| Hispanic | 1% | 4% | 2% | 4% | 8% |
| Asian/Pacific Islander | 0% | 0% | 0% | 1% | 3% |
| American | 0% | 0% | 0% | 0% | 0% |
| Indian/Alaskan Native | | | | | |
| Multiracial | 0% | 0% | 0% | 1% | 2% |

Special Populations

| | | | | | |
|-------------------|----|-----|----|----|-----|
| ESOL | 0% | 1% | 1% | 3% | 3% |
| Gifted | 0% | 7% | 0% | 8% | 9% |
| Special Education | 1% | 13% | 6% | 9% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 65% | 77% | 54% | 75% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | N/A |
| Is your school in needs improvement? | No | No | N/A |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Our students' standardized test results met and exceeded our expectations. For example, in the area of Algebra I, performance jumped from the 19%ile to the 81%ile. In all content areas our students exceeded goals set by last year's baseline data.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

Our greatest success was in the content areas of Algebra I and 9th Grade Literature & Composition. Gains in percentile rank were 62% and 11% respectively. One of our Geometry classes had a pass rate of 100%. After our first year, faculty developed curriculum maps for all core content areas. These maps help teachers focus on standards-based instruction. Students also participated in after-school tutorials and Saturday school to receive additional or corrective instruction when necessary.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

As referenced in Question 2, performance improved most remarkably in the areas of Algebra I and 9th Grade Literature and Composition. These two areas, along with Geometry, represent the only content areas where we have two years of data to compare our students' performance. All three of these areas showed improvement.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

We make every effort to track groups from year to year. Given that 2005-2006 is our second year, we only have two years of data on our 10th graders and one year of data on 9th graders. Our 10th grade group surpassed the performance of their traditional public school counterparts for second year in a row.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for

free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

We do analyze subgroup data; however, the only subgroups at this time are free or reduced lunch program and special education. In completing this analysis, we learned that students in these subgroups, on the average, did as well as other students on standardized tests. An area of concern that we do have is with the number of students that enter our program lacking grade-level reading and math skills. To address this concern, we are expanding our ramp-up (remedial) programs to allow for a second year of remediation thereby increasing student achievement on standardized tests.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

GHS GT - We did not have any students eligible to take the GHS GT or the GHS GWT during the 2005-2006 school year. Our first group of 11th graders will take these exams in the 2006-2007 school year.

2.

COMPASS TEST - We did not have any students eligible to take the COMPASS test that is required by Atlanta Technical College to matriculate in the dual enrollment program. Our first group of 11th graders will take this assessment in the fall of 2006.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Parental Involvement:

Parental involvement did not meet expectations during the 2005-2006 school year. While parents are heavily involved in Governing Board issues and there is a strong core of parents who drive the general parent meetings, turnout has been low.

Community Involvement - We had good community involvement during the 2005-2006 school year. Our students were given five job shadow experiences. In addition to these experiences, we had eleven different guest speakers who informed our students on a variety of topics. A program at Georgia Tech called the STEP Program provided weekly workshops and tutorials for our students.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

Parental Involvement –

The level of parental involvement is measured by general parent meeting attendance, student conference attendance, parent response to academic progress and parent participation in committees. General meeting attendance averaged 30% of our parent community. Student conferences were attended by an average of 60% and parent response to academic progress averaged 76%. Committee participation was the

lowest 20%. These numbers are based on the average percentage of parents/guardians who participated compared to the total parent population.

Community Involvement –

We measured by the number of job shadow experiences. We had a goal of four experiences and our students had five.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

Parental Involvement -

In order to increase both community and parental involvement; our parent board created a family contract that consists of various elements of participation including 20 volunteer hours per year. The Governing Board created committees to further involve parents in the decision making process.

Community Involvement -

Tech High is applying to become part of the newly-formed Junior Achievement Fellows program. The JA Fellows program already has a well-developed program to encourage community involvement. We are also making a greater effort to introduce ourselves to local business and community leaders.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Highly Qualified Teachers. Goal - all Tech High teachers will be highly qualified in the spirit of the No Child Left Behind legislation. Progress - during the 2004-2005 school year all teachers were qualified under NCLB.

2.

Instructional Technology. Goal - all classrooms will be equipped with state-of-the-art instructional technology. Progress - Tech High currently has a 1:1 computer to student ratio. All classrooms are equipped with LCD projectors.

FINANCIAL ACCOUNTABILITY

| | |
|--|----|
| Did school have surplus at the end of the 2005-2006 school year? | No |
| Did school have a reserve fund? If so, what percentage? | No |

TECHNICAL CAREER ACADEMY OF NORTHEAST GEORGIA

Contact Information

Douglas L. Bolen
 P.O. Box 80571
 Athens, GA 30608
 706.369.5871

Basic Facts

| | |
|----------------|-------------------|
| District | Oglethorpe County |
| Type | Start-Up |
| Opened | 2002 |
| Grades Served | 11-12 |
| Enrollment | 14 |
| Title I School | No |

Mission

TCA redirects underachieving students that may have become at-risk in a non-traditional setting utilizing career based learning in academics and workplace concepts/environments into either postsecondary education and/or careers.

Demographics

TCA is not a home school and therefore no demographic data is available. Testing data is reported through the district.

| | | | | | |
|---|--|--|--|--|--|
| | | | | | |
| Distance from Charter School (in miles) | | | | | |
| | | | | | |
| Total Population | | | | | |

Diversity

| | | | | | |
|--------------------------------|--|--|--|--|--|
| Caucasian | | | | | |
| Black | | | | | |
| Hispanic | | | | | |
| Asian/Pacific Islander | | | | | |
| American Indian/Alaskan Native | | | | | |
| Multiracial | | | | | |

Special Populations

| | | | | | |
|-------------------|--|--|--|--|--|
| ESOL | | | | | |
| Gifted | | | | | |
| Special Education | | | | | |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|--|--|--|--|--|
| % of Total Population | | | | | |
|-----------------------|--|--|--|--|--|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|---|------|------|
| Did your school make AYP? | N/A. AYP was not a required process under this initial Charter. | N/A | N/A |
| Is your school in needs improvement? | No | N/A | N/A |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Yes, they did although not as well as previous classes. All areas could be improved, as well as, the abilities of the TCA to assist in such growth and development. This class of 2004-2006 had an average age of 17 yrs. and had earned an average number of 5.3 H.S. credits. There were significant academic deficits to be overcome.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

The TCA utilizes two main standardized assessment processes. They are the TABE and Work Keys by ACT. The average TABE level on the math pre-test was 7.6; the average post-test results were a .2 level gain. The average TABE level on the reading pre-test was 6.39; the average post-test results were a 3.35 level gain.

The TCA strongly believes that the most important outcome for the long term benefit of the student is that they have been assisted in learning how to learn more effectively and efficiently. Thus these tools receive great emphasis.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

The TCA curriculum model does not embody the scope/depth repetitive nature. The courses do build upon each other but are progressively linked and competencies are relevant to the workplace expectations in those areas. Thus the second year is not merely a more complex reflection of the first year. The pre-test and post-test of academic competencies again measure growth and development. There were no individual student performance regressions noted.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of

students as they move from grade to grade). Explain.

The TCA does not implement this type of institutional study.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

Refer to the latter statement in item #2 above. The TCA continually focuses upon those workplace competencies striving to enable the students to make significant gains in them and not just in academic competencies. Also refer to item #1 below.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

The TCA utilizes the PLATO instructional software and the WIN web-based career exploration/planning and instructional materials. These computer assisted/managed approaches with these systems embody the mastery of learning concept. Student progress is carefully monitored and correlated to the individualized learning prescription developed for them. The student/teacher communications are constant and focused. Academic progress is recorded in detail. Also the O-Net career information materials are utilized.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

No, there could be much improvement in this area. The TCA will strengthen the emphasis upon parental/TCA contractual agreements regarding their involvement, administratively initiated conferences regarding student attendance/performance/grade report interpretation, and further representation on the Local Board of Directors. General community involvement remains the weakest aspect.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

It is measured simply by monitoring frequency, quantity and quality of input, participation in school sponsored activities where appropriate, and growth of positive working relationships.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

Refer to item #1 above. Also more business/industrial representation on the Local

Board of Directors will be achieved.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

GOAL #1 (MET).

75% of the students will reach or exceed the entry skill levels for their specific career areas, as measured by Work Keys, by the time they have completed their TCA experience. All of the 2006 graduates met the entry level standards for the career areas they had selected on Work Keys.

2.

GOAL #2 (In Progress).

75% of the students will complete their TCA experience, including appropriate business/industrial certification. All of the 2006 graduates have met this goal. However, several other students in this class are in the process of completion. Some of them started later in the school year than did others.

3.

GOAL #3 (MET).

70% of the students who complete their TCA experience will have obtained employment in their chosen career field, related field or will be pursuing further education/training within three months after graduation. 75% of the 2006 graduates were employed in their field or related field. Some have indicated they may pursue further postsecondary education/training in the near future.

FINANCIAL ACCOUNTABILITY

| | |
|--|----------|
| Did school have surplus at the end of the 2005-2006 school year? | Yes |
| Did school have a reserve fund? If so, what percentage? | Yes; 27% |

UNIVERSITY COMMUNITY ACADEMY

Contact Information

Gerard F. Consuegra, Ph.D.
 2050 Tiger Flowers Dr. N.W.
 Atlanta, GA 30314
 404-753-4050

Basic Facts

| | |
|----------------|----------|
| District | APS |
| Type | Start-Up |
| Opened | 2002 |
| Grades Served | K - 8 |
| Enrollment | 335 |
| Title I School | Yes |

Mission

The charter school's mission is to create a learning environment that allows students to excel academically and socially. We believe that all students can succeed and most will excel. We will instill a thirst for knowledge in our students, provide continued staff development, take tremendous measures to include parents in their children's educational advancement, and include the community in creating and maintaining a successful institution of learning.

Demographics

| | University Community Academy | Finch Elementary | Capitol View Elementary School | Atlanta Public Schools | Georgia |
|---|------------------------------|------------------|--------------------------------|------------------------|-----------|
| Distance from Charter School (in miles) | 0 | 0.2 | 1.1 | N/A | N/A |
| Total Population | 366 | 434 | 252 | 49,965 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 0% | 0% | 0% | 8% | 48% |
| Black | 99% | 99% | 95% | 86% | 38% |
| Hispanic | 1% | 0% | 2% | 4% | 8% |
| Asian/Pacific Islander | 0% | 0% | 0% | 1% | 3% |
| American Indian/Alaskan Native | 0% | 0% | 0% | 0% | 0% |
| Multiracial | 0% | 0% | 3% | 1% | 2% |

Special Populations

| | | | | | |
|-------------------|----|----|----|----|-----|
| ESOL | 0% | 0% | 0% | 3% | 3% |
| Gifted | 0% | 1% | 2% | 8% | 9% |
| Special Education | 5% | 9% | 7% | 9% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 67% | 94% | 88% | 75% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | Yes |
| Is your school in needs improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

While the school met AYP for its third consecutive year, some standardized results were lower than expectations. Georgia CRCT scores in some disciplines and grade levels showed improvement. Other disciplines and grade levels were about the same (slight improvement or slight regression). Overall, Grade 8 scores were quite exceptional. The school has set self-imposed high standards of performance that may not be realistic (i.e., all students at or above state standards). In light of such high standards, the school is not meeting its own expectations. However, school staff and the governing board are highly pleased with meeting AYP again this year.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

Georgia CRCT reading scores in Grades 1, 2, and 6 showed improvement with Grade 4 showing slight improvement. Georgia CRCT scores in English/language arts improved in Grade 4 and 6 with scores about the same for Grades 1. Georgia CRCT mathematics scores improved for Grades 4 and 5 and remained about the same for Grade 1. Georgia CRCT science scores showed slight improvement for Grade 4 with Georgia CRCT social studies scores improved for Grade 4 and 6. Georgia Kindergarten Assessment test performance indicated all students ready for Grade 1, an improvement over the previous year. School improvements can be attributed to focused attention on state standards and effective instructional strategies promoted by the school's EMO (EdFutures, Inc.). Teachers were formally observed several times during the year with written feedback provided. Teachers were encouraged to use the Georgia Quality Core Curriculum for instructional planning and to implement EdFutures' Six Elements of High Quality Instruction (high expectations, higher order questioning, meeting individual differences, active teaching, student engagement, and instructional grouping practices). Where indicated by diagnostic testing and teacher observation, individual tutoring sessions were provided to students during the school day and after school.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

The following charts show 2005 and 2006 grade level and subject mean scores.

2005 CRCT Means

| Grade | Reading | Lang. Arts | Math | Science | Social Studies |
|-------|---------|------------|------|---------|----------------|
| 1 | 331 | 343 | 334 | N/A | N/A |
| 2 | 343 | 343 | 334 | N/A | N/A |
| 3 | 341 | 330 | 326 | 323 | 331 |
| 4 | 322 | 316 | 309 | 323 | 331 |
| 5 | 334 | 322 | 315 | 319 | 321 |
| 6 | 325 | 309 | 311 | 307 | 310 |
| 7 | 349 | 328 | 328 | 321 | 328 |

2006 CRCT Means

| Grade | Reading | Lang. Arts | Math | Science | Social Studies |
|-------|---------|------------|------|---------|----------------|
| 1 | 841 | 832 | 337 | N/A | N/A |
| 2 | 836 | 824 | 321 | N/A | N/A |
| 3 | 818 | 825 | 330 | 317 | 323 |
| 4 | 825 | 828 | 341 | 324 | 324 |
| 5 | 800 | 808 | 316 | 315 | 316 |
| 6 | 825 | 823 | 804 | 801 | 318 |
| 7 | 813 | 818 | 310 | 795 | 319 |
| 8 | 831 | 831 | 337 | 324 | 330 |

Direct comparison of improvement is difficult since the standard score criteria changed from 300 to 800 for some grades/subtests. However, the following are informal assessments of improvement (Note all mean scores were rounded to whole numbers):

- Grade 1 Reading: increase of 10 (331 to 841)
- Grade 1 Math: increase of 3 (334 to 337)
- Grade 3 Math: increase of 4 (326 to 330)
- Grade 4 Reading: increase of 3 (322 to 825)
- Grade 4 Language Arts: increase of 12 (316 to 828)
- Grade 4 Math: increase of 32 (309 to 341)
- Grade 4 Science: increase of 1 (323 to 324)
- Grade 5 Math: increase of 1 (315 to 316)
- Grade 6 Language Arts: increase of 14 (309 to 823)
- Grade 6 Social Studies: increase of 9 (310 to 319)

Direct comparison of improvement is difficult since the standard score criteria changed from 300 to 800 for some grades/subtests. However, the following are

informal assessments of regression (Note all mean scores were rounded to whole numbers):

Grade 1 Language Arts: decrease of 11 (343 to 832)
Grade 2 Reading: decrease of 7 (343 to 636)
Grade 2 Language Arts: decrease of 19 (343 to 824)
Grade 2 Math: decrease of 13 (334 to 321)
Grade 3 Reading: decrease of 23 (341 to 818)
Grade 3 Language Arts: decrease of 5 (330 to 825)
Grade 3 Science: decrease of 6 (323 to 317)
Grade 3 Social Studies: decrease of 8 (331 to 323)
Grade 4 Social Studies: decrease of 7 (331 to 324)
Grade 5 Reading: decrease of 34 (334 to 800)
Grade 5 Language Arts: decrease of 14 (322 to 808)
Grade 5 Science: decrease of 4 (319 to 315)
Grade 5 Social Studies: decrease of 5 (321 to 316)
Grade 6 Math: decrease of 7 (311 to 804)
Grade 6 Science: decrease of 4 (307 to 301)
Grade 7 Reading: decrease of 36 (349 to 813)
Grade 7 Language Arts: decrease of 10 (328 to 818)
Grade 7 Math: decrease of 18 (328 to 310)
Grade 7 Science: decrease of 26 (321 to 795)
Grade 7 Social Studies: decrease of 9 (328 to 319)

Staff recognizes that such direct comparison between state standard criteria of 800 and 300 may be inappropriate without an equating study. Staff is not aware of such an equating study and acknowledges that the comparisons may not be valid.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

The school has not made formal efforts to track students cohorts due to computer limitations. However, a new data tracking system is under development and will be available to make such comparisons by the end of the year and will be reported in the Year 5 (2006-2007) Annual Report.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

Review of data from state testing and local assessments suggest the following areas of concern:

- Reading: Grades 3, 5, 7
- English/Language Arts: Grades 2, 3, 5, 7

- Mathematics: Grades 2, 3, 6, 7
- Science: Grades 3, 5, 6, 7
- Social Studies: Grades 3, 5, 7
- Writing: Grade 5

Most of the common areas of weakness are associated with Grades 3, 5, and 7. Results of staff evaluations showed similar concerns, in particular Grades 3 and 7. Staff changes have been made in an effort to provide a stronger teaching staff for those grade levels. Additionally, several staff members have been alerted to the performance concerns and have been placed on a personal improvement plan with support and increased monitoring and supervision. Additionally, fall 2006 diagnostic testing is underway that will result in data to identify areas of weakness in students. Teachers will be asked to provide particular emphasis on students with identified weaknesses. Due to an uncharacteristic drop in Grade 5 writing scores, the school is engaged in a schoolwide writing improvement action plan that involves additional training and daily instruction using research-based writing curricular materials. Finally, the school has moved to a new site with updated facility and a dedicated science lab. This arrangement will allow more comprehensive science instruction using manipulatives and hands on experience.

The University Community Academy staff has worked to disaggregate test data among subgroups that exist in the school including special education students and free/reduced lunch students (there are no ESOL students in the school). Special education students are being provided with supplemental instructional activities in pull-out and small group delivery models. These students have shown remarkable progress over the past year and have contributed to schoolwide improvement. Nevertheless, such instruction will continue this year. Other students with needs are being identified and provided with additional support including a “special needs” (MOID) program, and in-school and after-school tutoring.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

Over the five-year period for the charter school, students will meet Georgia standards as measured by the Georgia Criterion-Referenced Competency Tests in all tested areas including reading, math, and English/language arts, science, and social studies (e.g., Scale Scores of 300 or greater).

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Yes. The parents of University Community Academy students developed a PTA group with increased enrollment that actively supported the school through fundraisers, parenting workshops, book donations, and field-trip sponsorships.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

PARENTAL INVOLVEMENT

A comparative analysis was conducted to measure the amount of parent participation during the 2004 - 05 and the 2005 - 06 school years. The most notable index was the increase in the number of parents who were involved in workshops and fundraisers over the past two years. During the 2004 - 05 school year, parent participation in support programs averaged about six persons per sponsored event. However, during the 2005 - 06 school year, all parent-sponsored events averaged more than thirty parents, with some programs (such as the weekend fundraiser) having an attendance of more than seventy parents. The increased number of parents participating in support programs for University Community Academy is attributed to the increase in PTA membership during the 2005 - 06 school year.

The number of parent classroom volunteers, classroom tutors, and classroom aides also increased from about two parents per week to more than eight, mostly in the kindergarten through second grade levels. However, our largest and most consistent parent groups were fathers who assisted in school maintenance such as grounds keeping, welding, and plumbing.

COMMUNITY INVOLVEMENT

University Community Academy also realized more community support during the 2005 - 06 school year, than in previous years as evidenced by the number of donations from local businesses and community merchants. For example, during the 2004 -05 school year, University Community Academy received no gifts, donations, or other type of support from any local community business. However, during the 2005 -06 school year, fundraising efforts by the parent members of the local chapter of Georgia Acorn, individual parents, and parent groups resulted in the donation of desks, chairs, filing cabinets, paint, lumber, lawn care products, and other materials from local merchants and businesses, including the Ace Hardware Stores, Remax Realty of Metro Atlanta, The Home Depot Stores, and Nationwide Services, Inc.

Furthermore, there was an increase in the participation in school events from the staff and students of Spelman and Morehouse Colleges in the form of student tutors and student teachers. Moreover, Spelman College Faculty and staff provided free staff development workshops to the University Community Academy administrators and teachers on the University Community Academy campus. The increased involvement between University Community Academy, the local colleges and universities, and the school community has fostered good will among and between groups, and their associations continue to grow.

3. What efforts do you plan to make to encourage additional parental and community involvement in your

school?

The administration and staff at University Community Academy will continue to encourage parent participation and involvement in our school; encourage the patronage of local merchants and businesses through PTA sponsored activities; develop and/or assist in the development of programs that recognize outstanding parent volunteers, business leaders, and community members; and continue to promote associations that foster team building and cooperation between and among parents, community members, merchants, and students. Finally, the school plans to provide funds to parent groups from Title 1 program funds to support parenting workshops, parent-teacher- community associations, and other programs that promote parent – school relationships, and parent involvement in schools.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

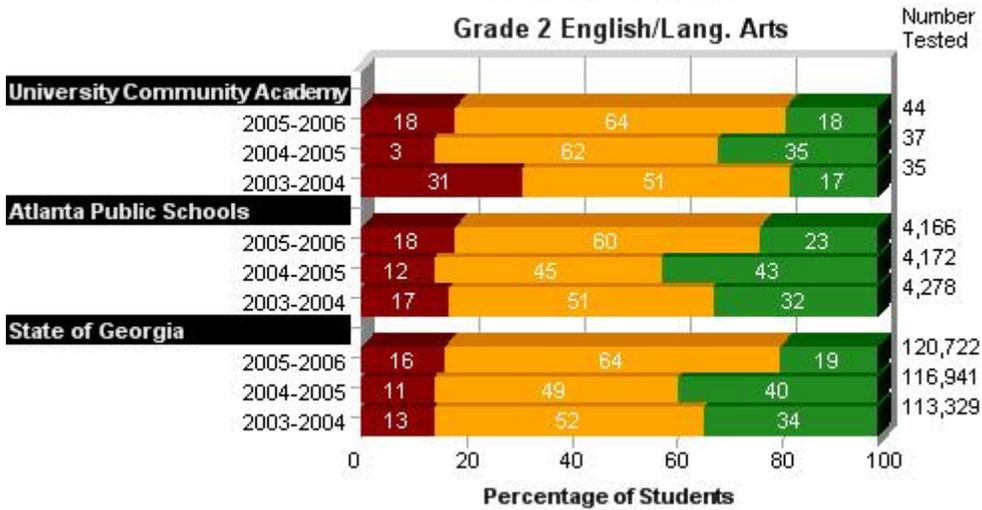
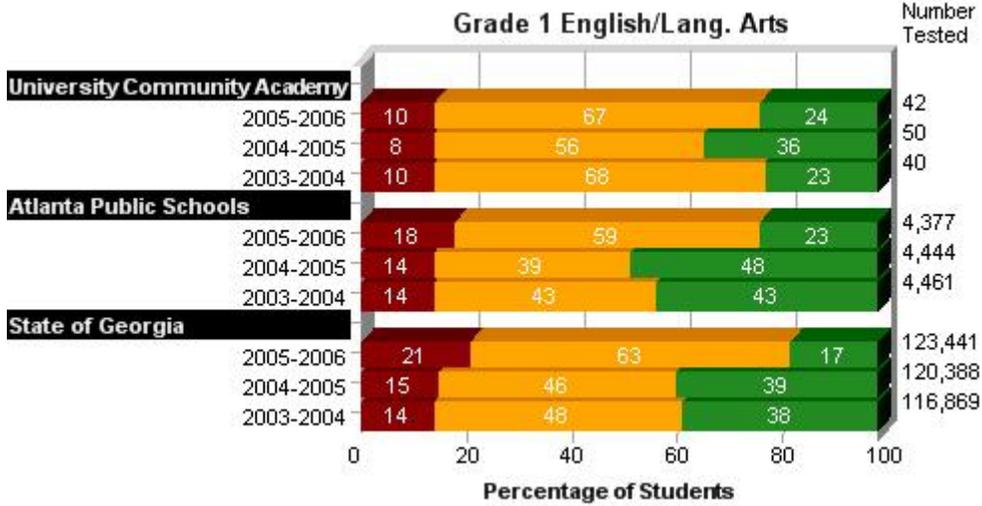
The approved charter contract, approved by Atlanta Public Schools and the Georgia State Department of Education does not include charter goals other than those listed under Academic Charter Goals, above.

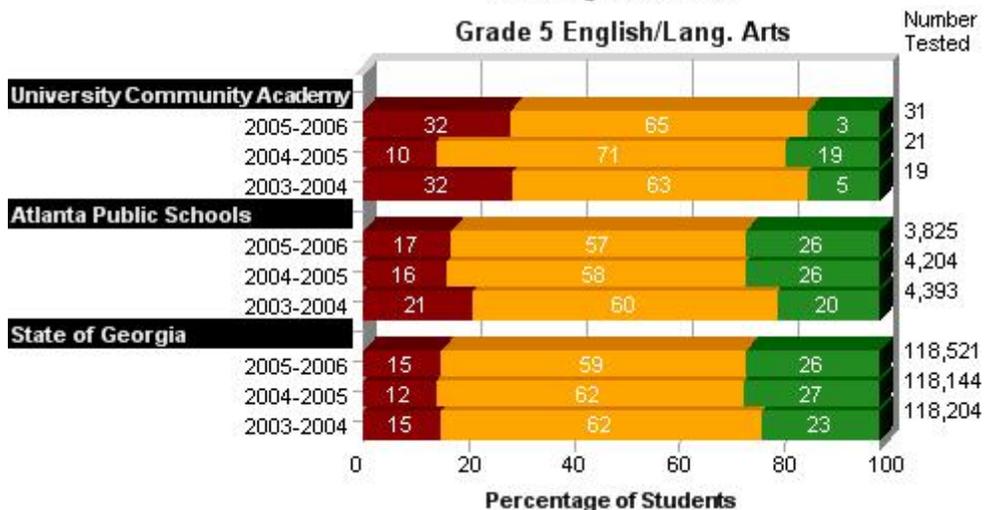
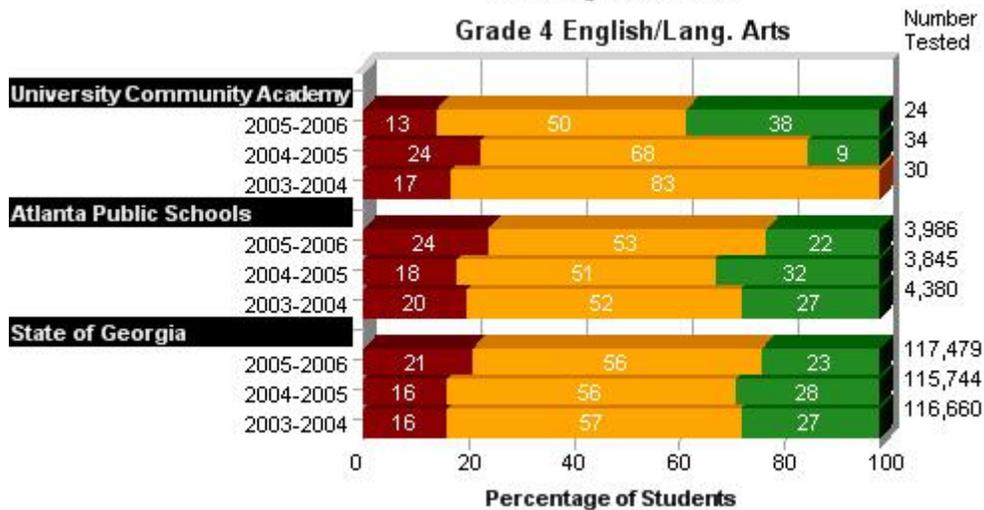
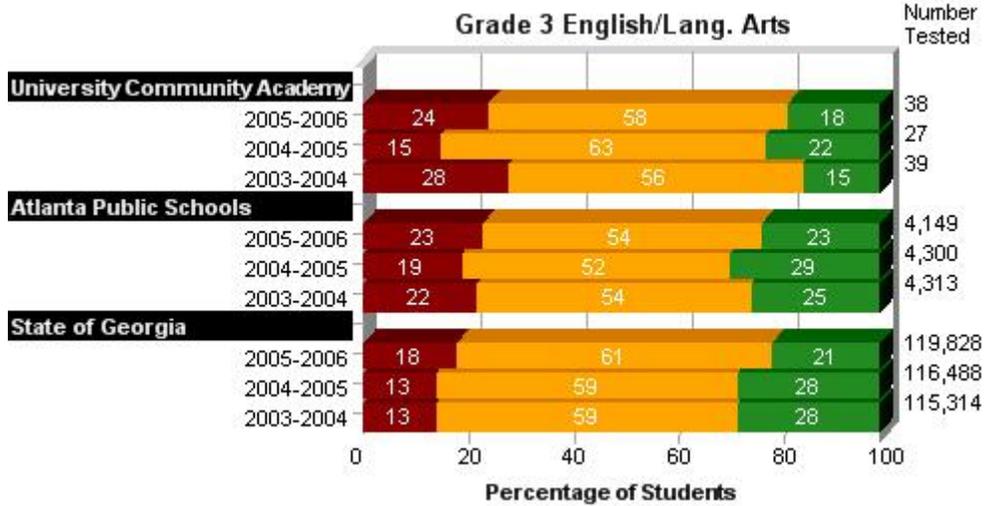
FINANCIAL ACCOUNTABILITY

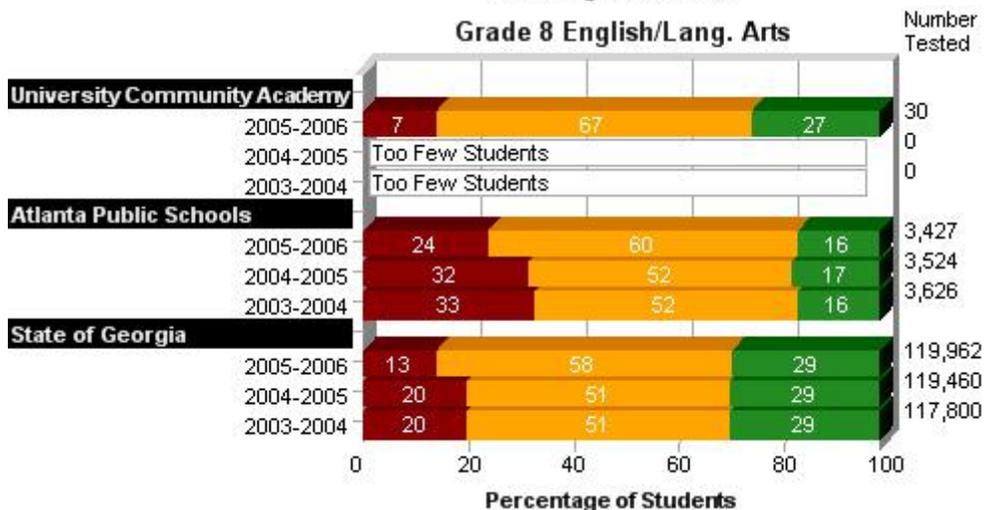
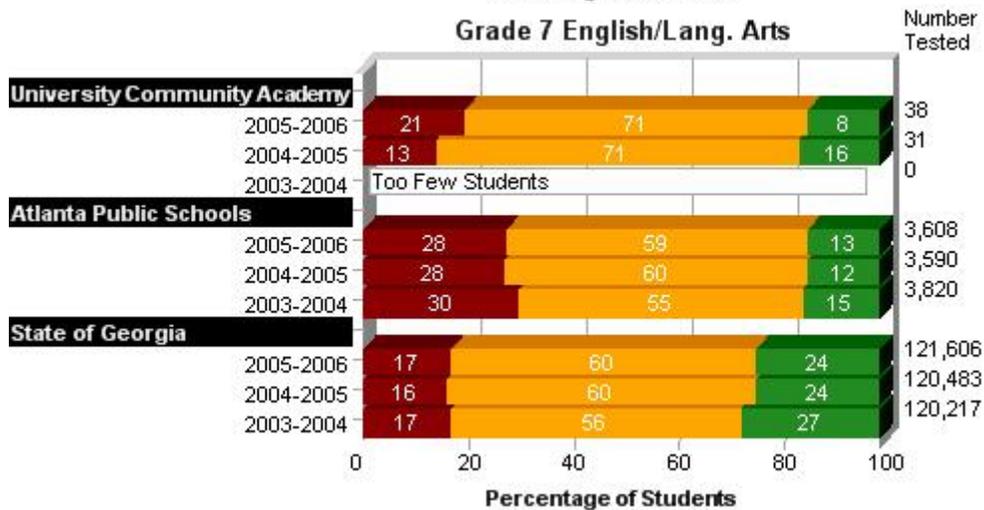
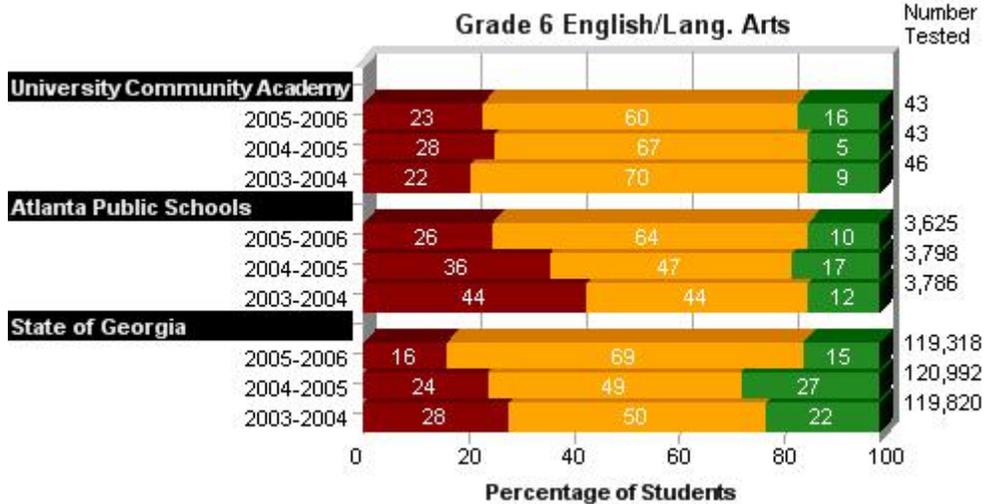
| | |
|--|-----|
| Did school have surplus at the end of the 2005-2006 school year? | Yes |
| Did school have a reserve fund? If so, what percentage? | No |

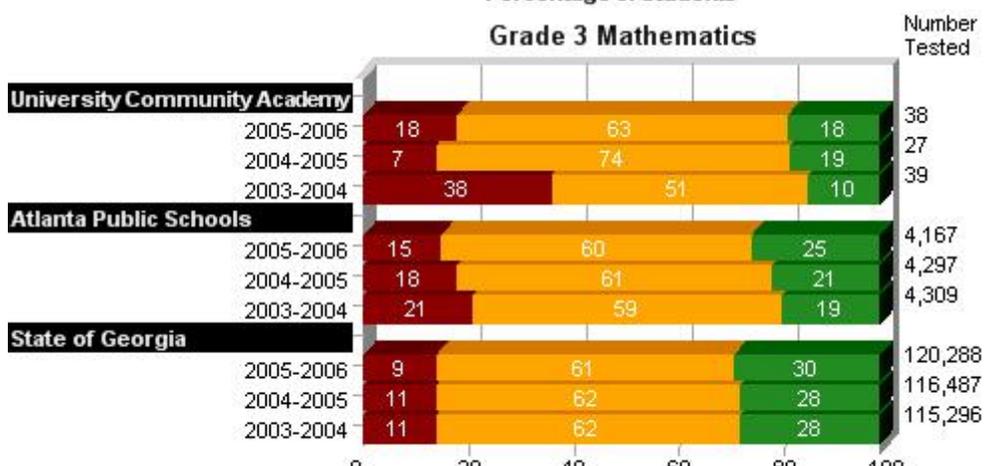
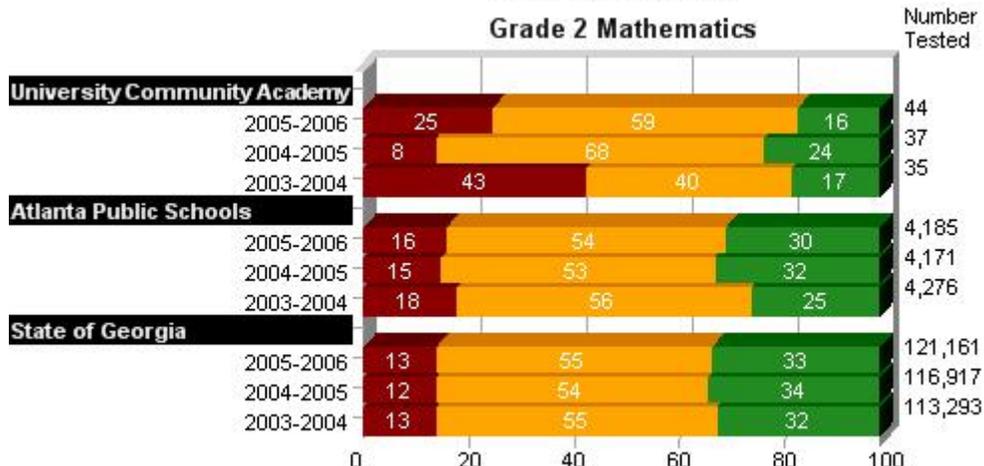
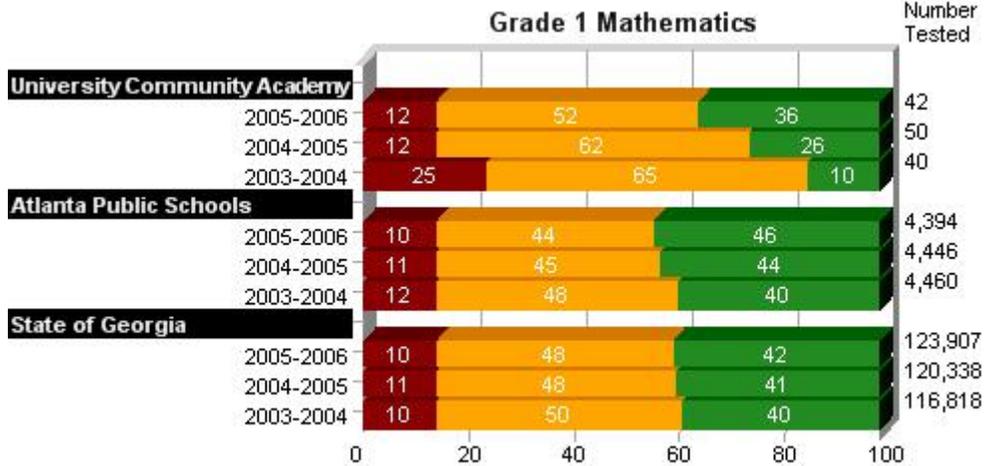
TEST RESULTS

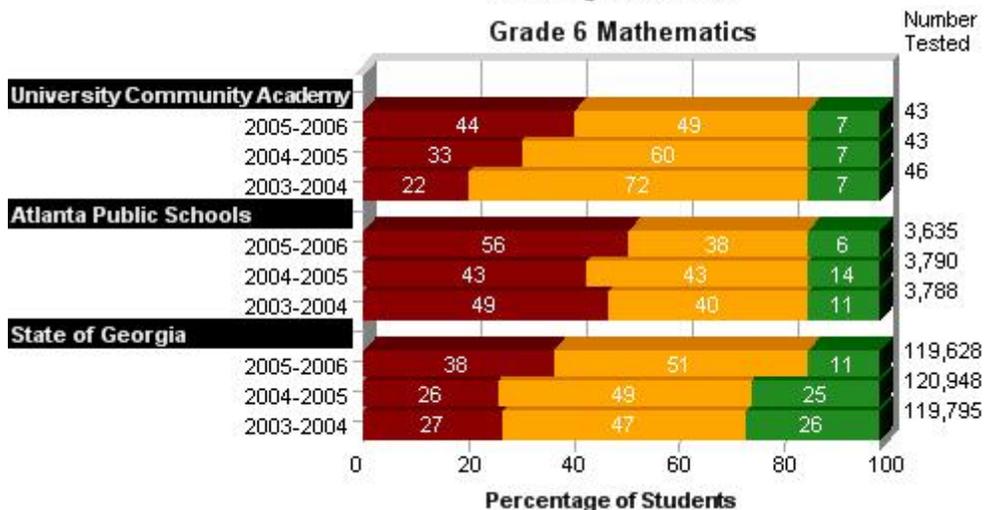
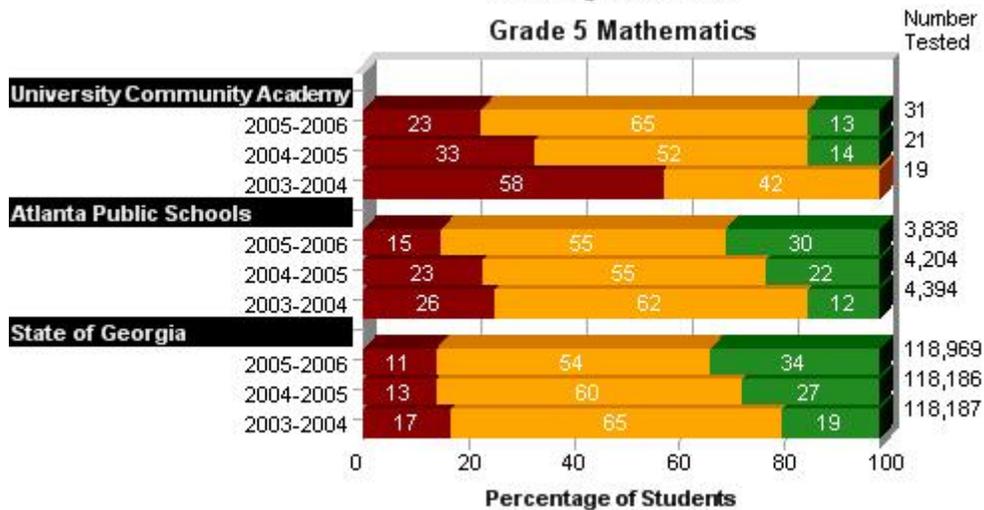
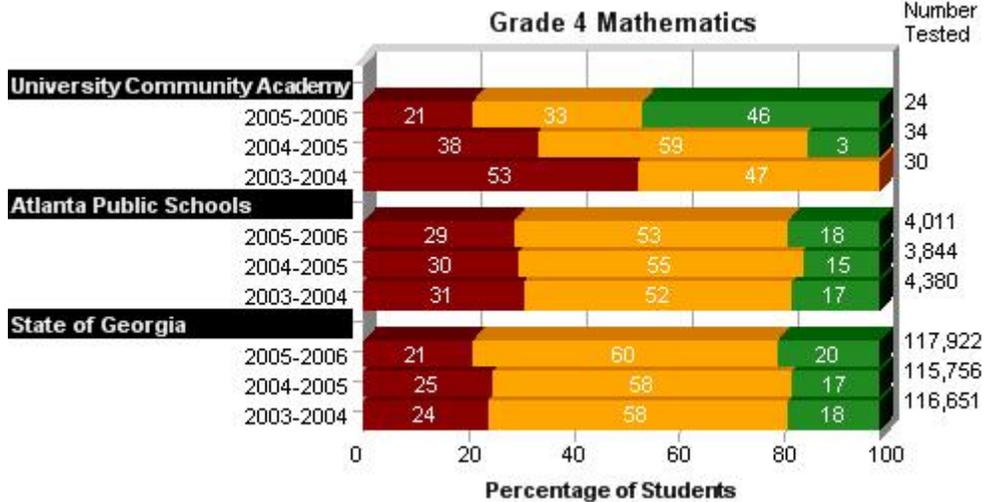
- Do Not Meet
- Meets
- Exceeds

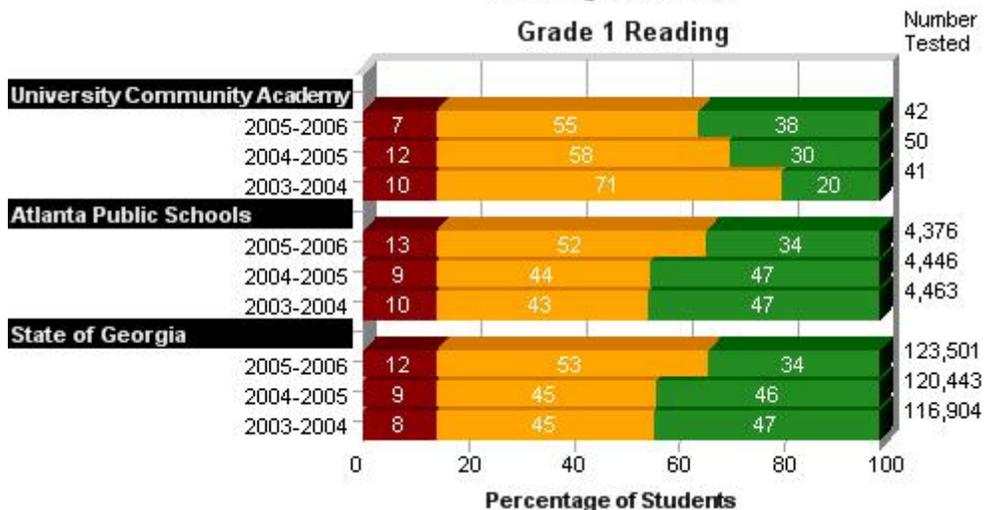
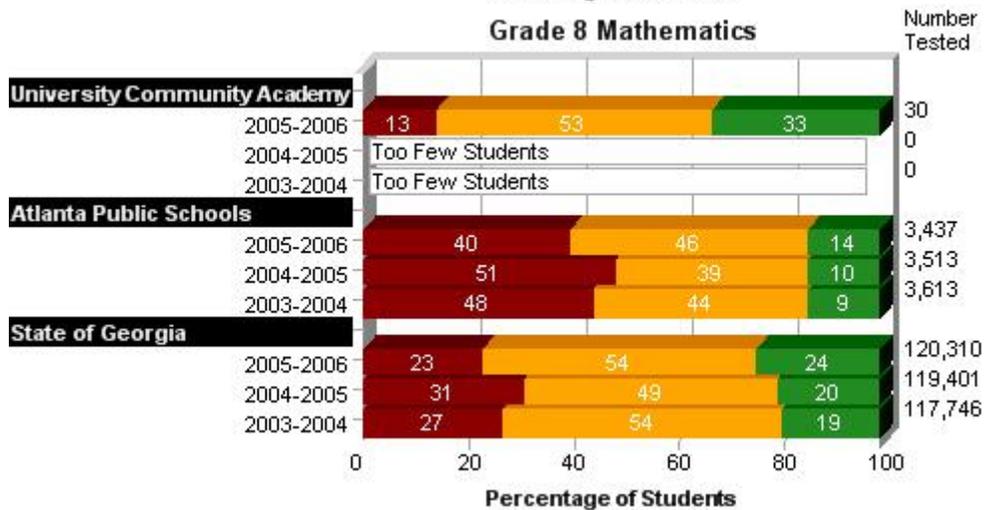
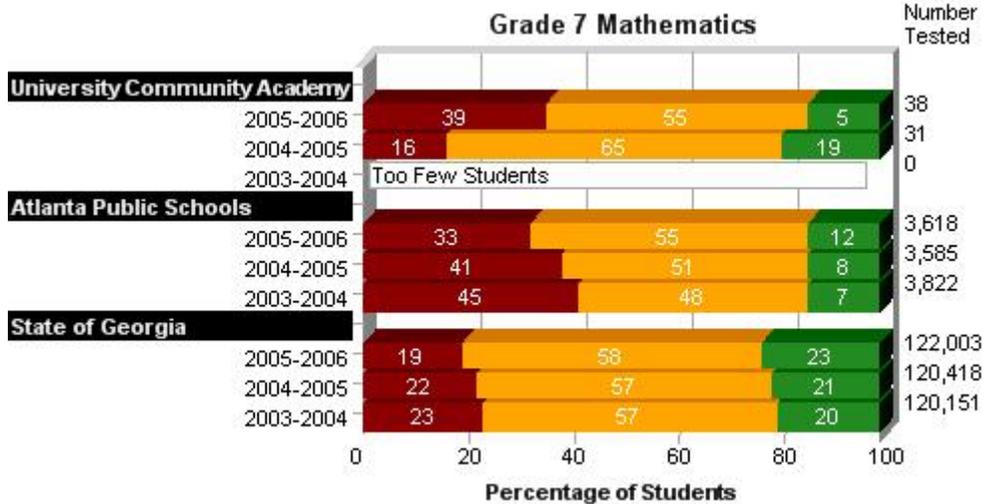


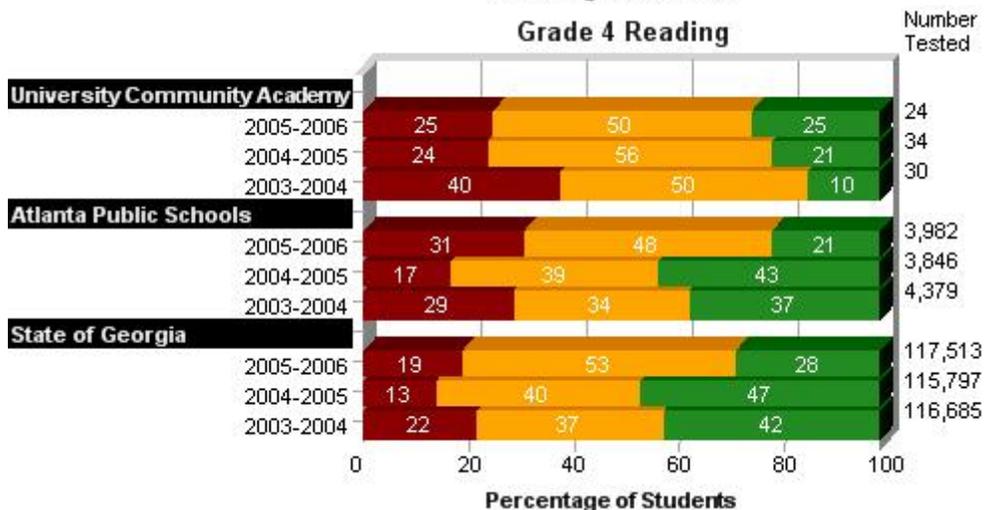
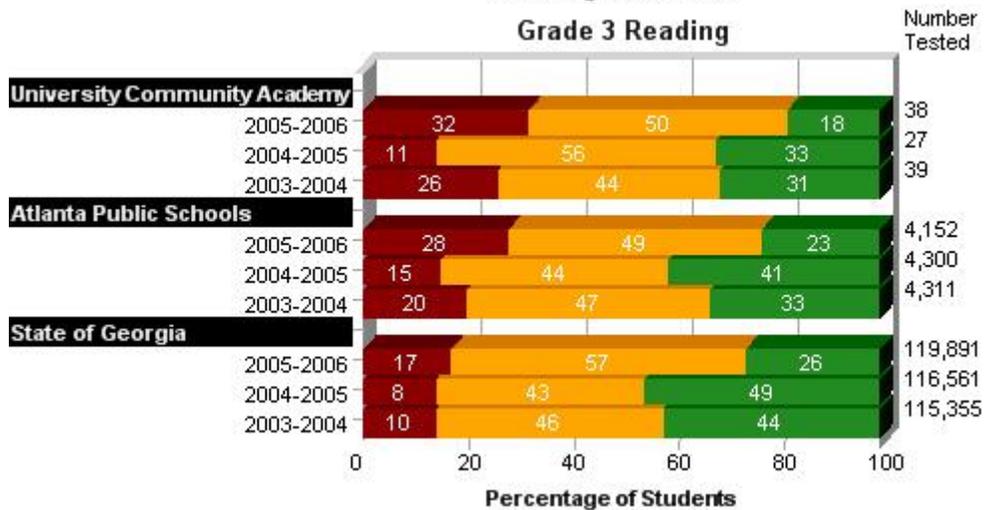
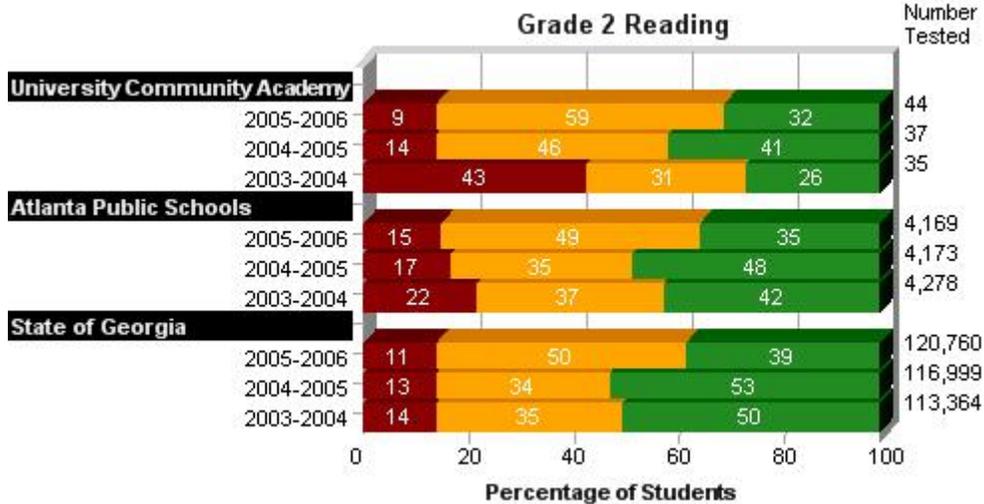


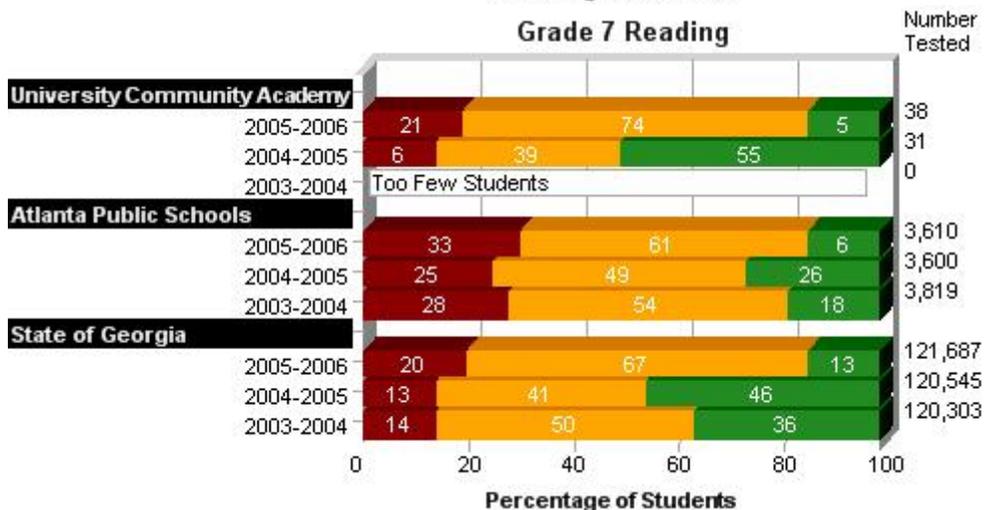
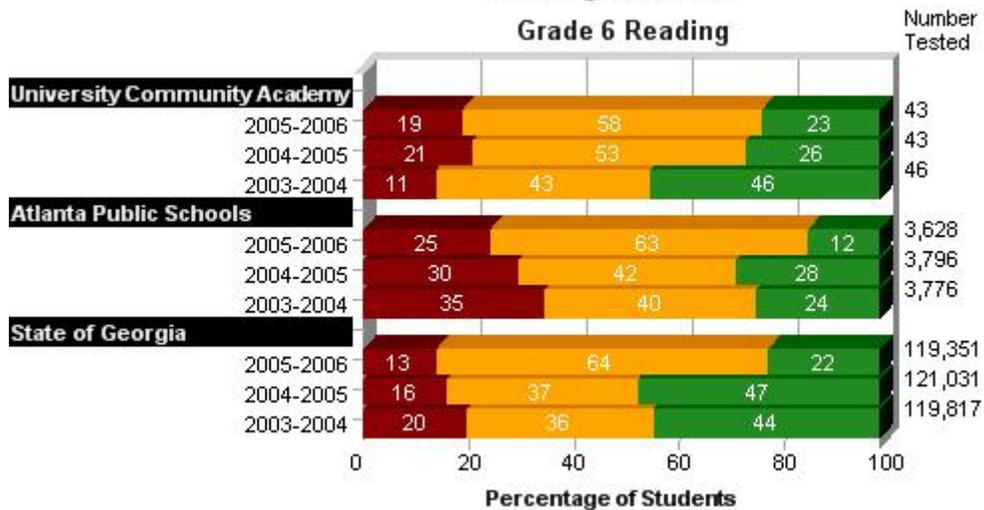
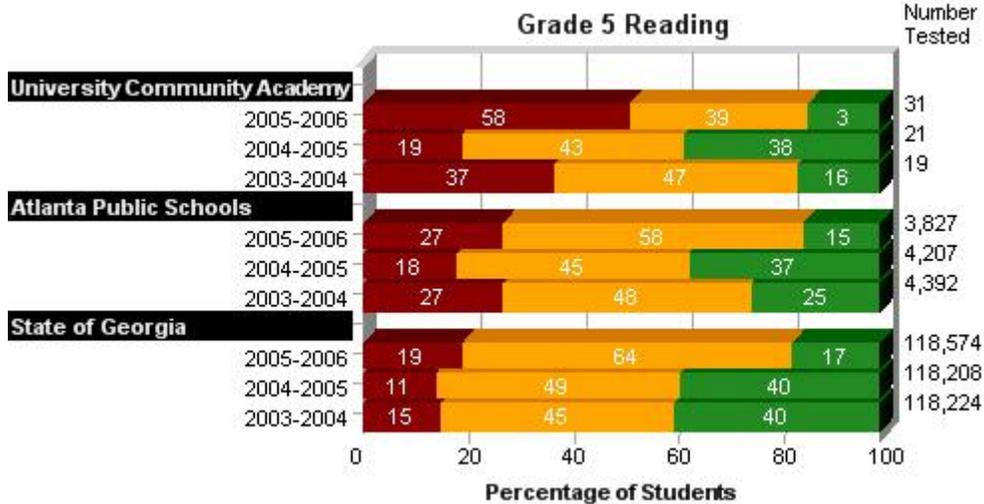


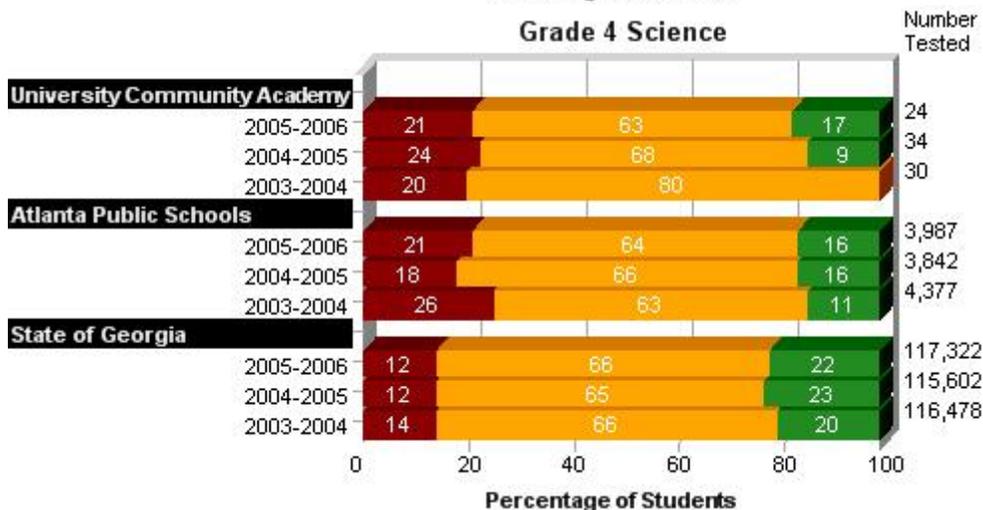
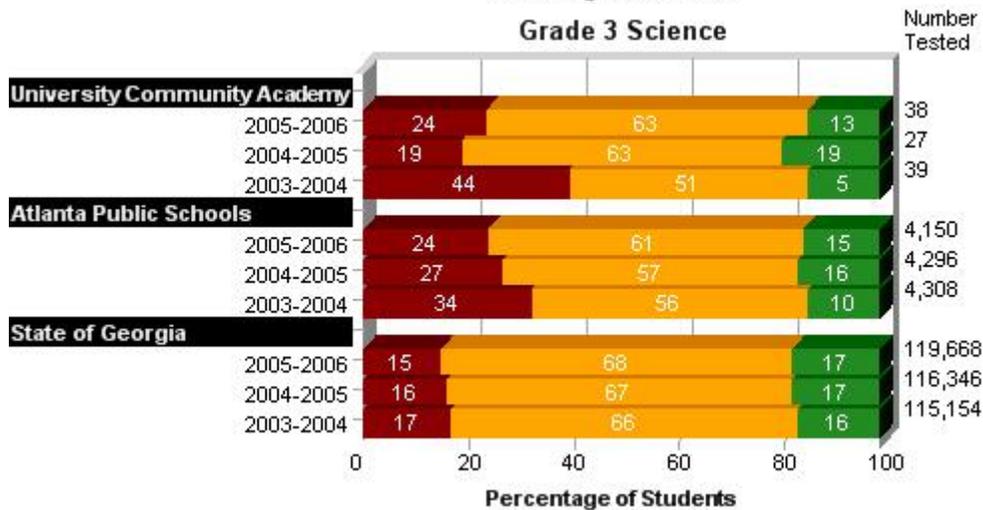
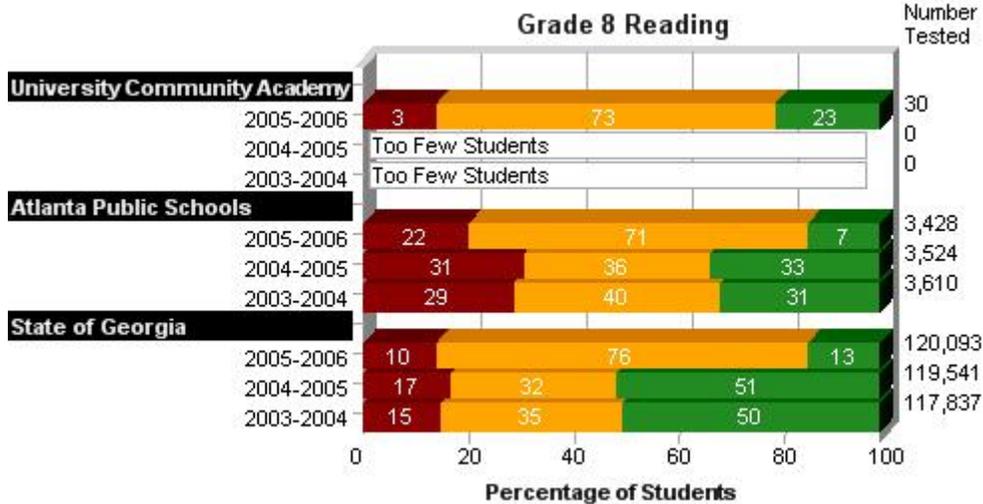


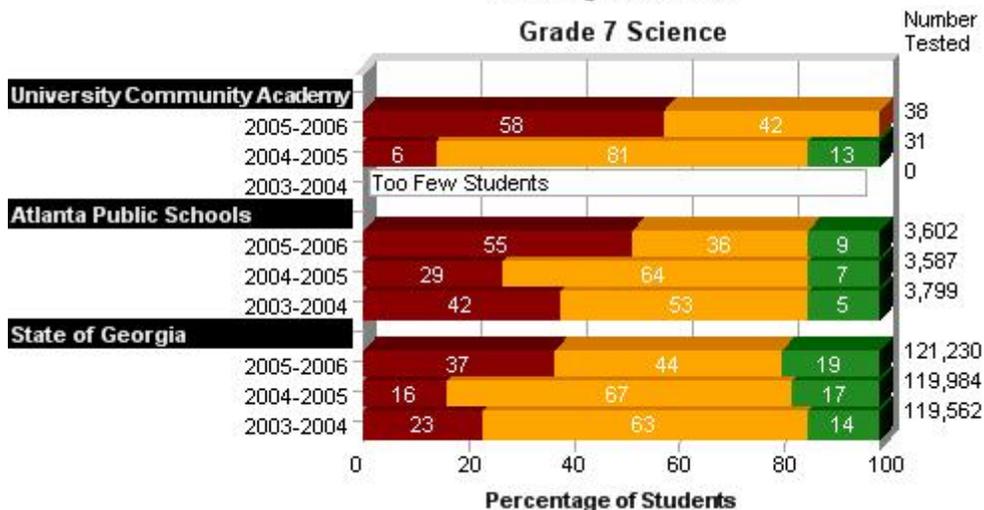
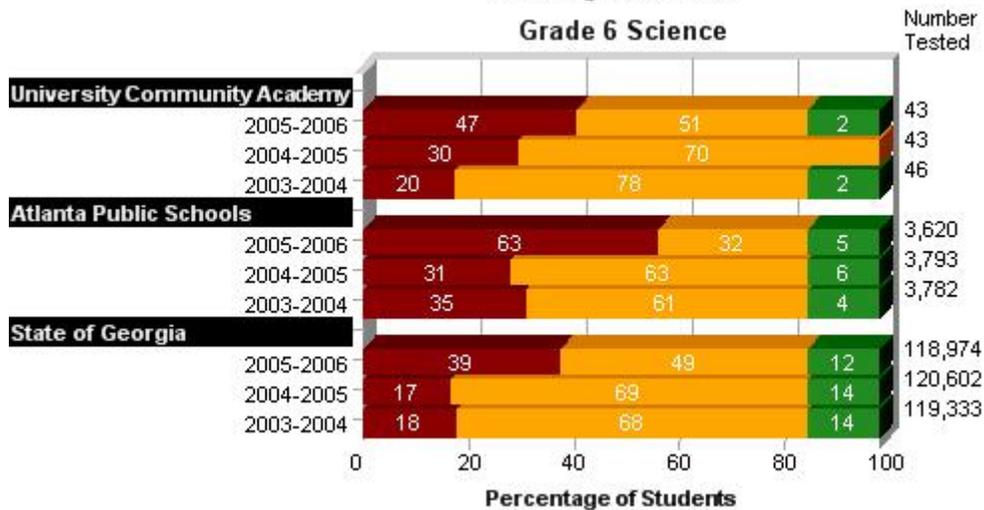
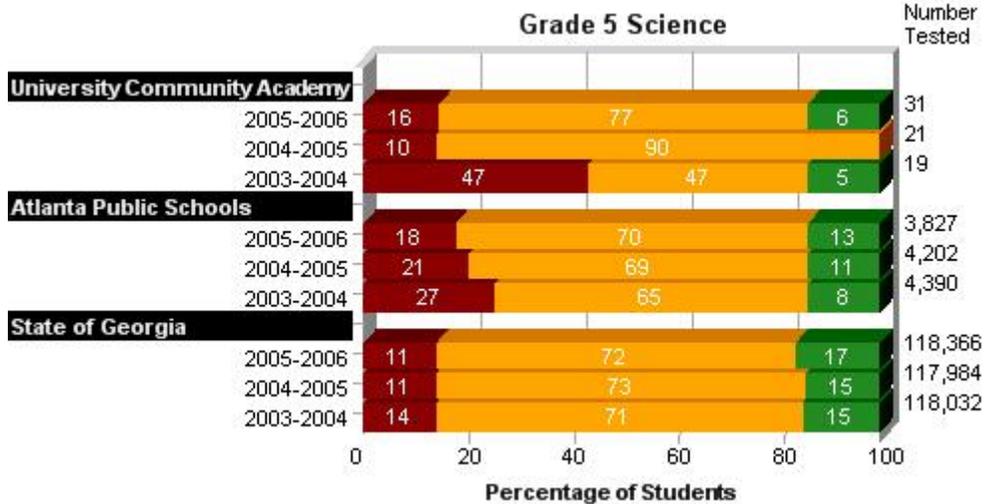


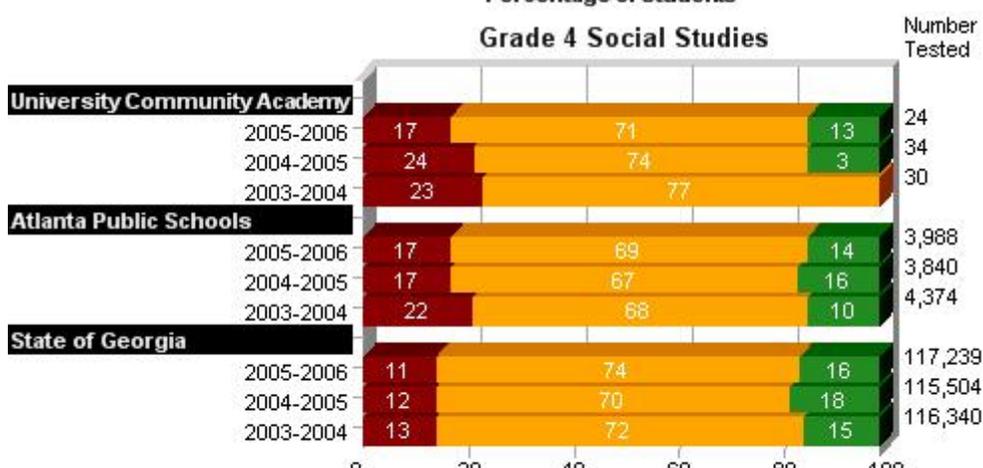
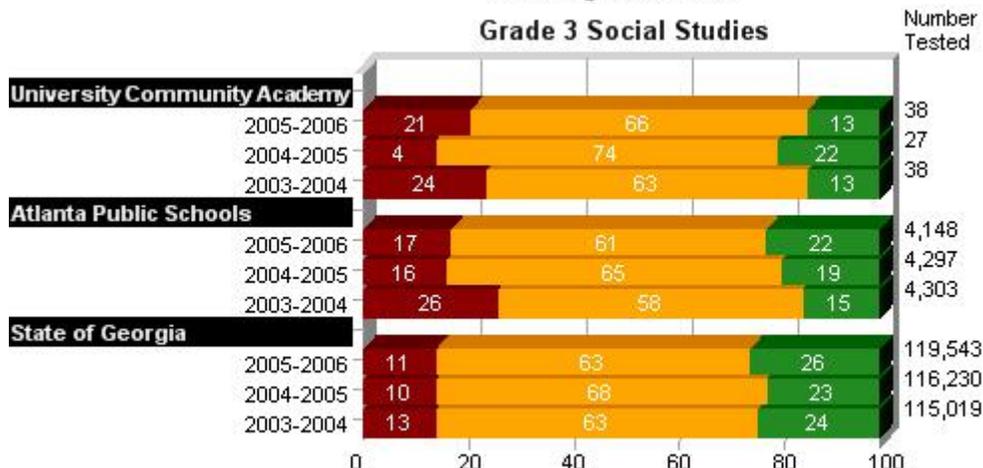
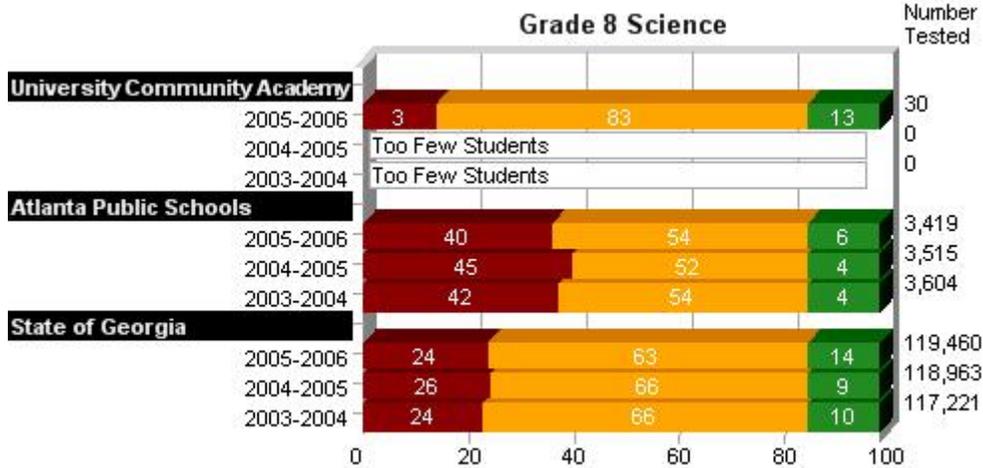


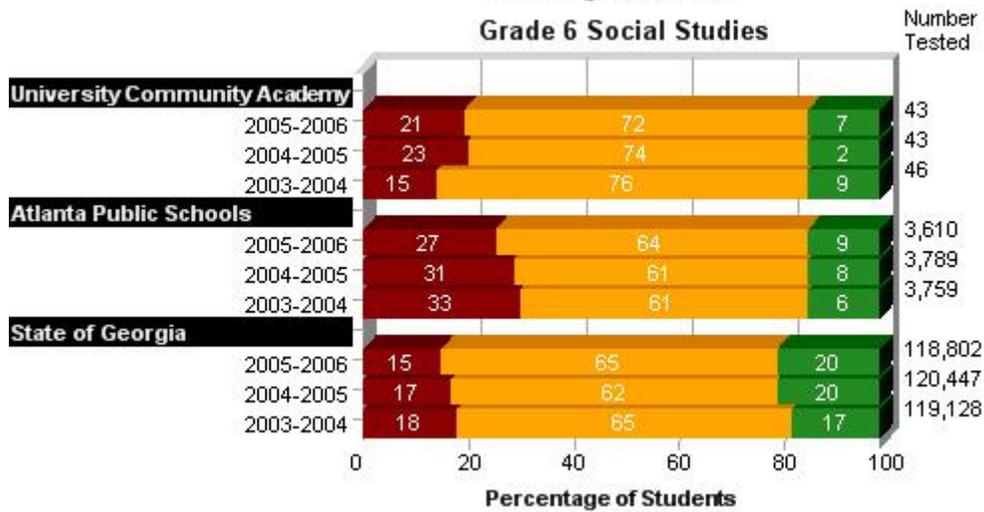
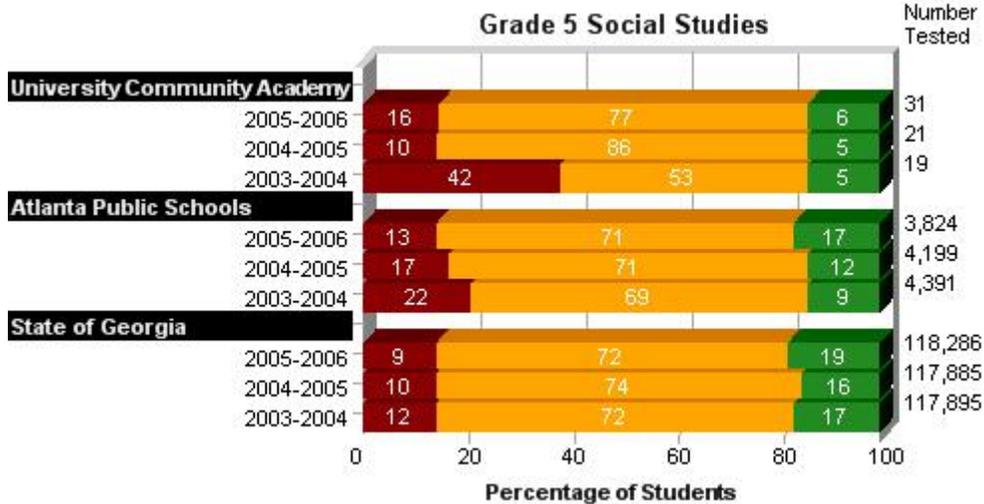


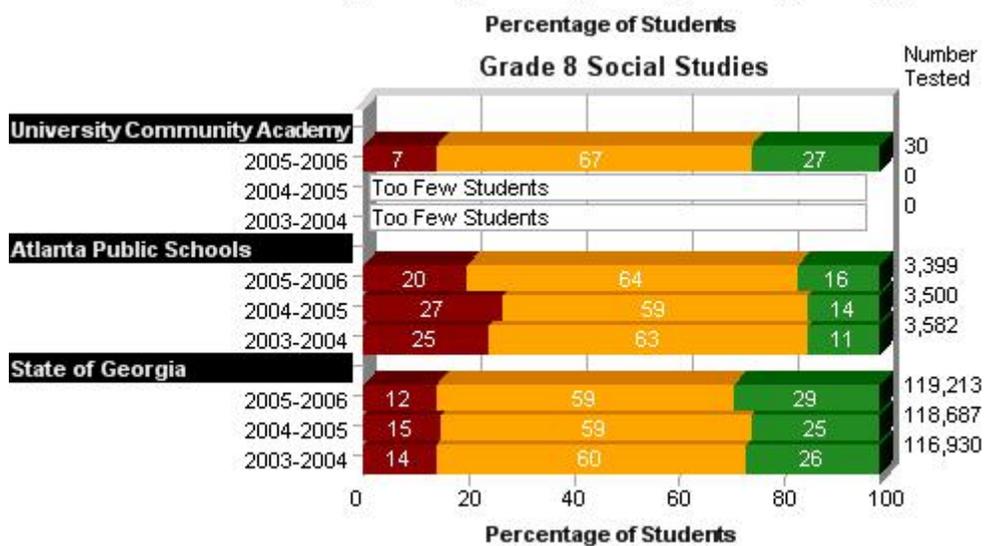
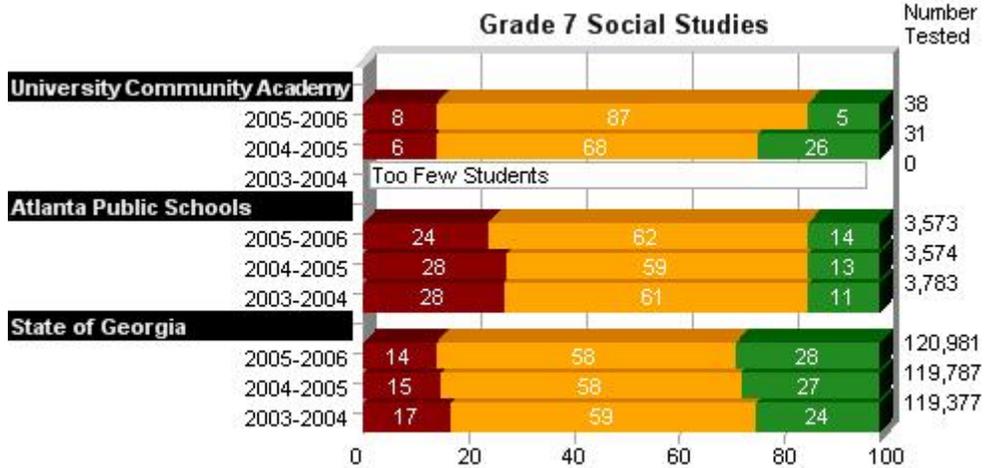












WALTON HIGH SCHOOL

Contact Information

Tom Higgins
 1590 Bill Murdock Road
 Marietta, GA 30062
 770-578-3225

Basic Facts

| | |
|----------------|------------|
| District | Cobb |
| Type | Conversion |
| Opened | 1975 |
| Grades Served | 9 - 12 |
| Enrollment | 2,590 |
| Title I School | No |

Mission

Walton High School's mission is to educate students who are well prepared to meet the challenges of their post-secondary goals. Walton High School pledges its resources to the development of the whole student, addressing academic, social, emotional, and career needs while fostering attitudes of good citizenship, cultural awareness, lifelong learning, and compassion.

Demographics

| | Walton High School | Pope High School | Wheeler High School | Cobb County | Georgia |
|---|--------------------|------------------|---------------------|-------------|-----------|
| Distance from Charter School (in miles) | 0 | 2.1 | 3.1 | N/A | N/A |
| Total Population | 2,603 | 1,995 | 1,920 | 105,526 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 79% | 84% | 44% | 50% | 48% |
| Black | 3% | 6% | 35% | 29% | 38% |
| Hispanic | 2% | 3% | 9% | 12% | 8% |
| Asian/Pacific Islander | 13% | 6% | 7% | 4% | 3% |
| American Indian/Alaskan Native | 0% | 0% | 0% | 0% | 0% |
| Multiracial | 2% | 1% | 5% | 4% | 2% |

Special Populations

| | | | | | |
|-------------------|-----|-----|-----|-----|-----|
| ESOL | 1% | 0% | 7% | 5% | 3% |
| Gifted | 29% | 25% | 17% | 11% | 9% |
| Special Education | 11% | 12% | 9% | 12% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|----|----|-----|-----|-----|
| % of Total Population | 3% | 3% | 26% | 34% | 50% |
|-----------------------|----|----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | Yes |
| Is your school in needs improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Yes. AP participation rates improved and the SAT scores for the class of 2006 were the highest in the metro Atlanta area.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

We are members of the College Board, and have participated in their training programs. Each year, 20 to 30 teachers receive AP training. We have added a component of peer coaching to showcase exemplary instructional strategies, and to assist teachers in implementing these strategies.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

Student achievement has continued at a high level relative to the rest of the state and to demographically similar high schools. There have been no areas that have shown a decrease in student performance.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

We consistently track student participation in the Advanced Placement program. In particular, we monitor the Excellence and Equity index reported by the College Board on the Summary of Grades. This index, which reports the participation of seniors in AP courses, has shown an increase.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

We continue to monitor the performance of special needs students, particularly in the area of mathematics. Prior to No Child Left Behind (NCLB), Walton educated the

vast majority of our special education students in regular education classes. We continue to focus on training team teachers to improve student performance.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

SAT - prior to the class of 2006, the SAT scores showed an increase 3 out of 4 years. Last year's test results have established a new baseline due to the change in format of the test.

2.

AP Participation - rates have grown since the inception of the new charter. At the same time, pass rates for students have been maintained at the same high level relative to other schools around the country.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Yes. Parents continue to generously give of their time, money, and talent.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

We measure involvement through monetary contributions, time given, and attendance at important functions. Monetary contributions through the Foundation have been consistently high. Contributions from support organizations have been amazing. For example, the Touchdown Club recently committed \$500,000 to improve the stadium. From a time standpoint, we still have a waiting list for parents who want to volunteer during the day at key spots in the school. Finally, attendance at important events has been high. For example, the fall open house was attended by so many parents that some teachers did not have enough desks in their classrooms.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

We continue to stress the importance of parent involvement in the success of the Charter. At every opportunity, we express our appreciation and detail how their involvement leads to student success.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Personal and Social Responsibility - community service is a major priority for unifying club efforts. For example, Walton's students raised over \$30,000 for cancer research. Over 200 students attended Cobb's Relay for Life.

2.

Improvement through Collaboration - in efforts to develop the most productive professional climate possible, we provide multiple opportunities for curriculum teams to discuss improvement initiatives and to implement them. For example, vertical teams made up of teachers in grades 6 - 12 (including Walton teachers and teachers from our 2 feeder middle schools) have worked together several times a year to develop a seamless curriculum designed to increase the participation of students in rigorous coursework.

3.

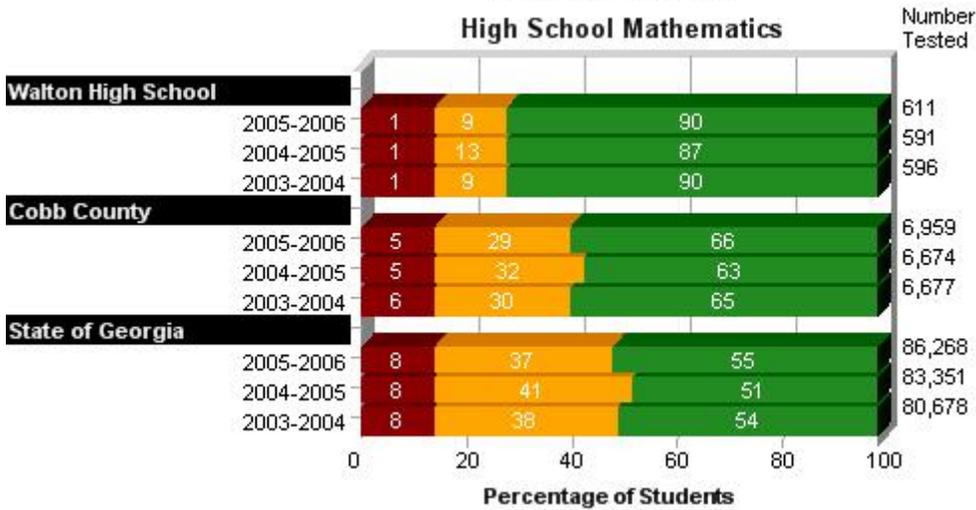
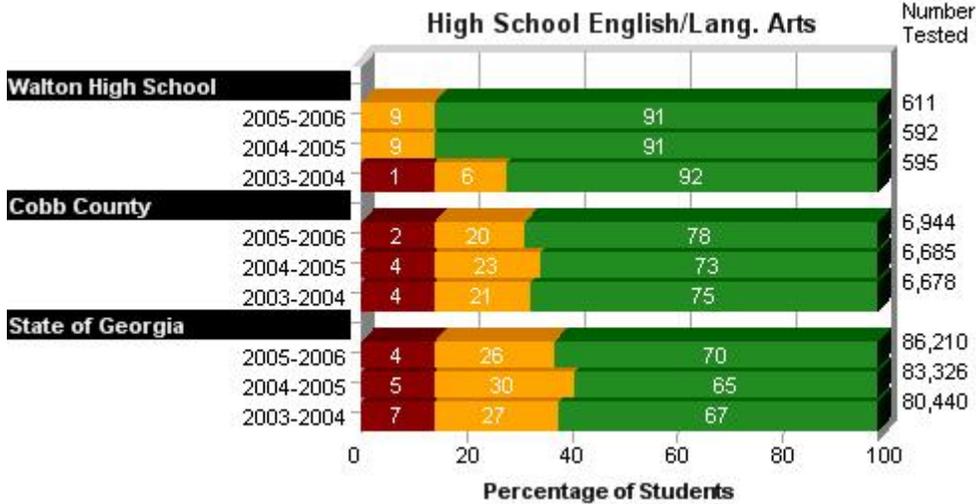
In Pursuit of Excellence for All - This is Walton's motto. We are dedicated to supporting efforts in the arts and athletics. Last year, Walton's athletic program placed 2nd in the state for the Director's Cup at the AAAAA level. Our music programs have been nationally recognized. On September 26th, 2006, our full orchestra performed Beethoven's 5th Symphony to a packed auditorium.

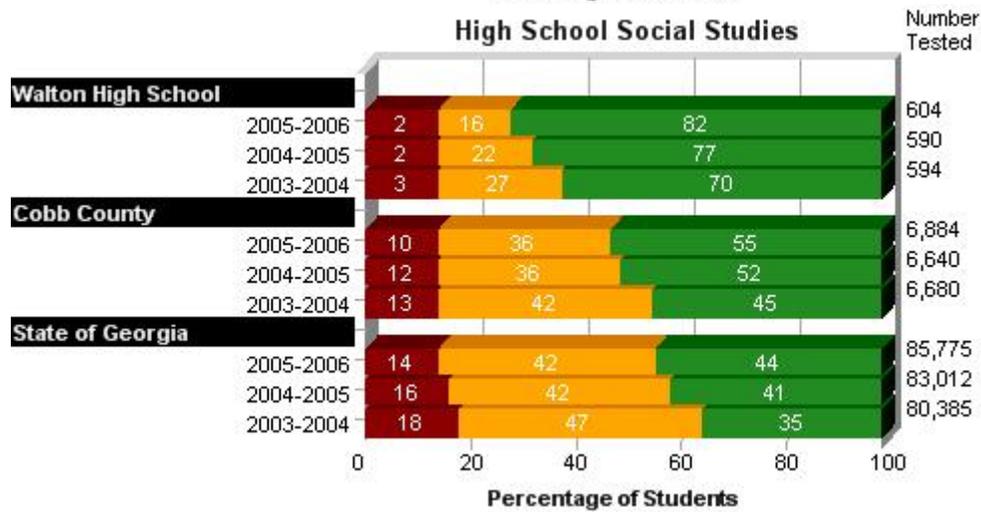
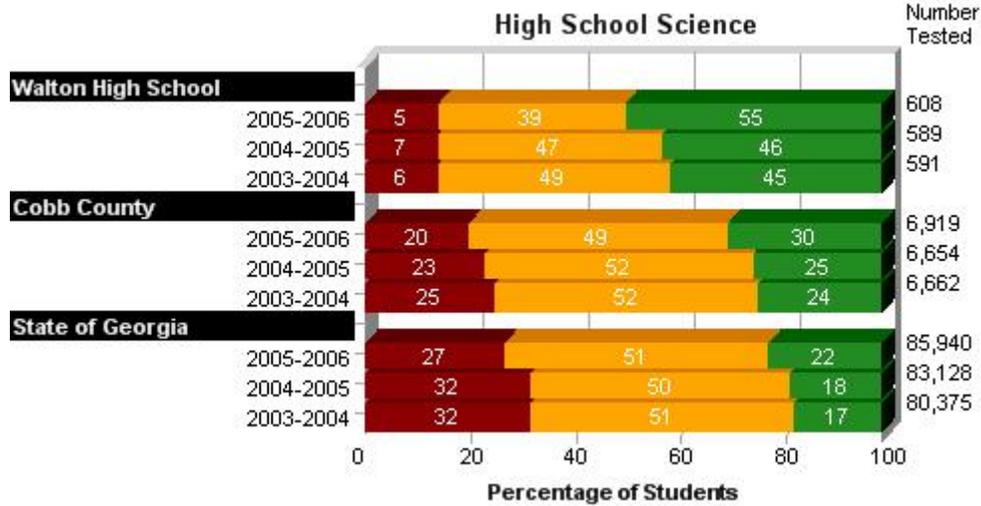
FINANCIAL ACCOUNTABILITY

| | |
|--|-----|
| Did school have surplus at the end of the 2005-2006 school year? | Yes |
| Did school have a reserve fund? If so, what percentage? | No |

TEST RESULTS

- Do Not Meet
- Meets
- Exceeds





WHITFIELD COUNTY CAREER ACADEMY

Contact Information

Phillip Brown
 2300 Maddox Chapel Road
 Dalton, GA 30721
 706-876-3600

Basic Facts

| | |
|----------------|------------------|
| District | Whitfield County |
| Type | Start-Up |
| Opened | 2005 |
| Grades Served | 9 - 12 |
| Enrollment | 129 |
| Title I School | No |

Mission

"Creating a pathway of learning to enable students to achieve success."

Demographics

| | Career Academy | Phoenix High School | Southeast Whitfield County High School | Whitfield County | Georgia |
|---|----------------|---------------------|--|------------------|-----------|
| Distance from Charter School (in miles) | 0 | 1.8 | 3.8 | N/A | N/A |
| Total Population | 139 | 123 | 1,538 | 12,953 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 80% | 58% | 61% | 64% | 48% |
| Black | 0% | 8% | 2% | 2% | 38% |
| Hispanic | 18% | 28% | 34% | 30% | 8% |
| Asian/Pacific Islander | 0% | 1% | 1% | 1% | 3% |
| American Indian/Alaskan Native | 0% | 1% | 0% | 0% | 0% |
| Multiracial | 2% | 5% | 2% | 3% | 2% |

Special Populations

| | | | | | |
|-------------------|----|----|-----|-----|-----|
| ESOL | 0% | 0% | 9% | 10% | 3% |
| Gifted | 0% | 0% | 7% | 9% | 9% |
| Special Education | 9% | 0% | 13% | 11% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|----|-----|-----|-----|
| % of Total Population | 39% | 0% | 51% | 53% | 50% |
|-----------------------|-----|----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | N/A | N/A | N/A |
| Is your school in needs improvement? | N/A | N/A | N/A |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

All full time Career Academy students participated in all standardized testing as prescribed by the state. Baseline data was collected for the GHSGT and all EOCT assessments.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

95% of the students taking the English/Language Arts portion of the GHSGT met or exceeded expectations. 77% of the students taking the Winter EOCT and 82 % of the students taking the Spring EOCT in American Literature met or exceeded expectations. The results of the Spring EOCT improved over the Winter EOCT in all subject areas by at least 4%.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

Because this was our first year, we collected baseline data,.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

We have added a 9th grade class for the 2006 - 07 school year. We have received all ITBS and CRCT scores for those students and will disaggregate the data and compare to EOCT scores once they are received.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

Based on the EOCT scores for Winter 05 and Spring 06, the areas of Math and Science are of greatest concern. Teachers will participate in several staff development activities throughout the year. Several Math and Science teachers will attend a workshop presented by CAL (Center for Applied Linguistics) on strategies to help ESOL students. The entire staff will participate in Working on the Work staff

development also.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

Develop a baseline for the completion rate of Career Academy students in year one and make progress toward increasing the completion rate by a cumulative 25% by the end of the 5 year term of the Charter Agreement. With the addition of the ninth grade during the 06-07 school year, we will begin to track students and develop interventions for those that are at-risk.

2.

Develop a baseline of the students eligible for earning a dual seal diploma in year one and make progress toward increasing the number of students eligible for a dual seal diploma by 25% or a total of 50%, whichever is greater, by the end of the 5-year term of the Charter Agreement. In year one, one-third of the graduates had a dual diploma.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Each technical program established a program committee that supported their program. These committees met at least quarterly and several met on a monthly basis. Shaw Industries used our facilities for training on several occasions as well as providing consultant teachers in the Business classes. Hamilton Medical Center, Campbell Printing, Marketing Alliance and others donated equipment to some of the labs and continue to be an integral part of those programs.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

Everyone that enters the building is required to sign in and those lists are kept on file. Surveys were sent out to students, parents, and the community at the end of the year to evaluate the overall effectiveness of the school and its programs. Those surveys are currently being tabulated and we expect the results in the next few weeks.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

We have had an Open House for parents and students - one night for 9th grade students and another for upperclassmen. In January, parents will have access to the system's student data system and will be able to check student attendance and grades daily.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Develop a baseline for the dropout rate of Career Academy students in year one and decrease the dropout rate by a cumulative 10% by the end of the second year, 20% by the end of the third year, 30% by the end of the fourth year, and 40% by the end of the 5 year term of the Charter Agreement. By implementing the principles that support the creation of the Career Academy - making learning relevant, integrating academic and technical concepts, giving students a non-traditional environment in which to learn - it is believed that students will develop those relationships that will keep them in school and be successful, whatever path they choose to pursue.

2.

Develop a baseline in year one and make progress toward decreasing the number of students with 15 or more absences in a school year by a cumulative 25% or a total of 10%, whichever is greater, by the end of the 5-year term of the Charter Agreement. In an effort to limit the number of out of school suspension days, we have established a detention program, allowing students involved in lesser offenses to work off their time before or after school. Our Completion Counselor, Assistant Principal and School Resource Officer work daily with students that have excessive tardies and absences, meeting with students and talking with parents.

3.

Develop a baseline in year one and make progress toward decreasing the number of students with 15 or more absences in a school year by a cumulative 25% or a total of 10%, whichever is greater, by the end of the 5-year term of the Charter Agreement. This year we are using two staff members and system structure to focus on attendance. Initial results are indicating a drop in tardies to school and class. In addition, we are seeing a better attendance rate among full-time students.

4.

Develop a baseline in year one and make progress toward increasing by 1% per year or a total of 95%, whichever is greater, the passing rate of Career Academy students on the Georgia High School Graduation Test (GHS GT), End of Course Tests (ECT), and the Georgia High School Writing Test (GHS WT) by the end of the 5-year term of the Charter Agreement. First year results are impacting curricular decisions.

5.

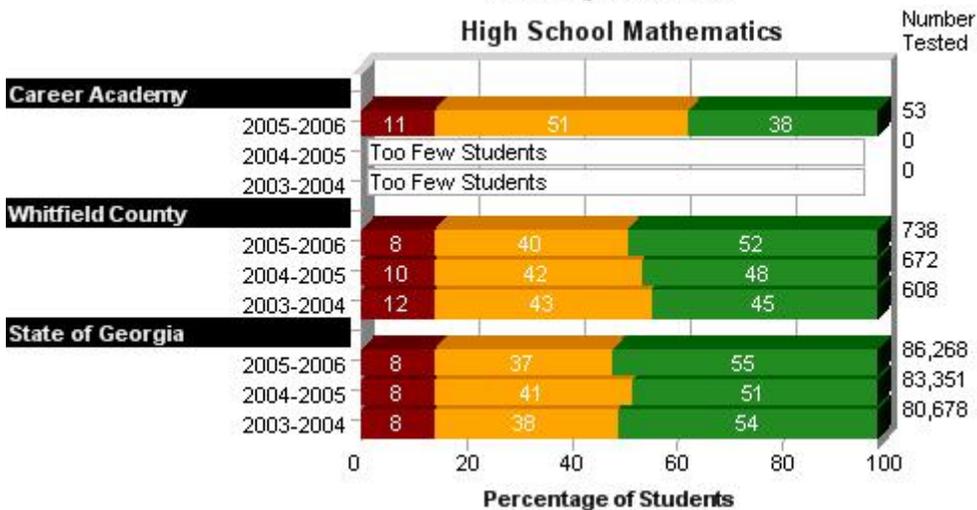
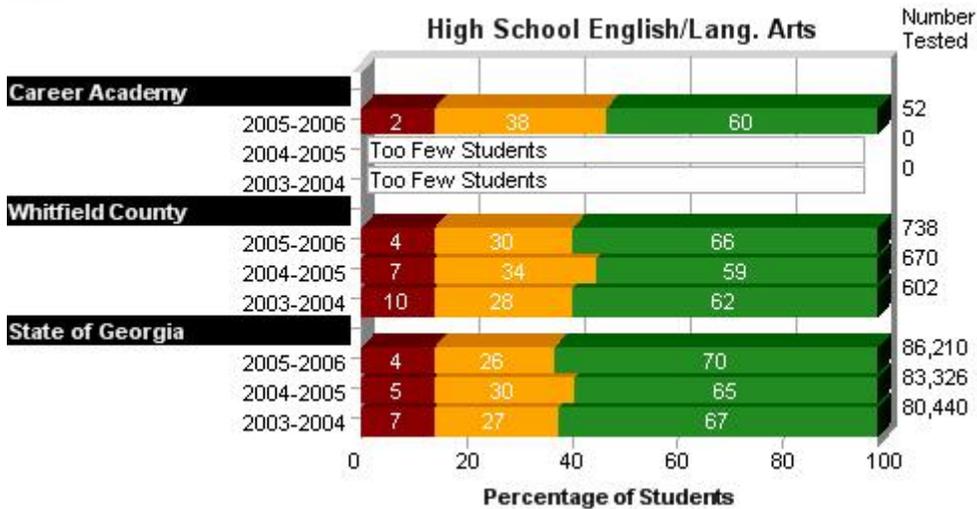
Develop a baseline for the dropout rate of Career Academy students in year one and decrease the dropout rate by a cumulative 10% by the end of the second year, 20% by the end of the third year, 30% by the end of the fourth year, and 40% by the end of the 5-year term of the Charter Agreement. Our first year results, graduation coach, and additional staff development are impacting instruction in a favorable manner as related to drop-out rate.

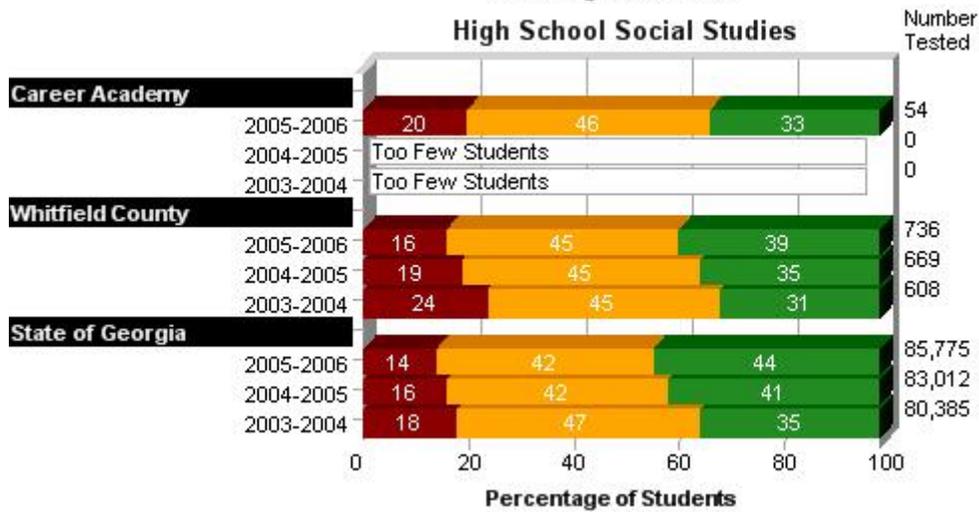
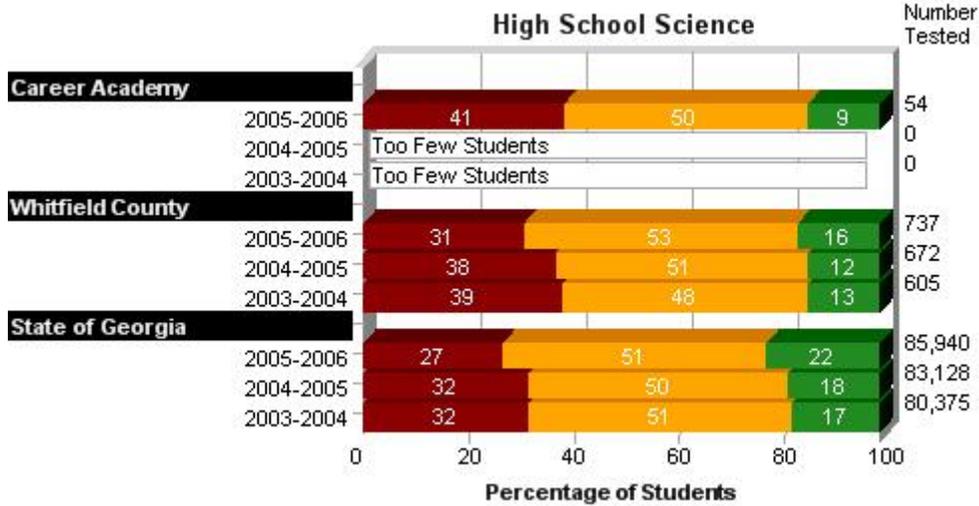
FINANCIAL ACCOUNTABILITY

| | |
|--|----|
| Did school have surplus at the end of the 2005-2006 school year? | No |
| Did school have a reserve fund? If so, what percentage? | No |

TEST RESULTS

- Do Not Meet
- Meets
- Exceeds





WOODLAND ELEMENTARY CHARTER SCHOOL

Contact Information

Noris Price
 1130 Spalding Drive
 Atlanta, GA 30350
 770-551-5890

Basic Facts

| | |
|----------------|------------|
| District | Fulton |
| Type | Conversion |
| Opened | 2001 |
| Grades Served | PreK - 5 |
| Enrollment | 866 |
| Title I School | Yes |

Mission

It is the mission of Woodland Elementary School to provide a high quality education for each student and an optimum learning environment that will aid in the development of the total child for participation in a democratic society and a global community. This educational process is a cooperative effort between home, school, and community.

Demographics

| | Woodland Elementary School | Nancy Creek Elementary School | River Eves Elementary School | Fulton County | Georgia |
|---|----------------------------|-------------------------------|------------------------------|---------------|-----------|
| Distance from Charter School (in miles) | 0 | 3.5 | 3.6 | N/A | N/A |
| Total Population | 863 | 362 | 701 | 79,192 | 1,559,828 |

Diversity

| | | | | | |
|--------------------------------|-----|-----|-----|-----|-----|
| Caucasian | 27% | 22% | 49% | 40% | 48% |
| Black | 43% | 38% | 26% | 40% | 38% |
| Hispanic | 17% | 25% | 15% | 9% | 8% |
| Asian/Pacific Islander | 6% | 11% | 5% | 7% | 3% |
| American Indian/Alaskan Native | 0% | 0% | 0% | 0% | 0% |
| Multiracial | 7% | 3% | 4% | 3% | 2% |

Special Populations

| | | | | | |
|-------------------|-----|-----|-----|-----|-----|
| ESOL | 10% | 11% | 5% | 4% | 3% |
| Gifted | 12% | 17% | 5% | 14% | 9% |
| Special Education | 14% | 14% | 12% | 11% | 12% |

Free & Reduced Lunch:

| | | | | | |
|-----------------------|-----|-----|-----|-----|-----|
| % of Total Population | 50% | 69% | 37% | 37% | 50% |
|-----------------------|-----|-----|-----|-----|-----|

PROGRESS & PERFORMANCE INDICATORS

ADEQUATE YEARLY PROGRESS (AYP) INFORMATION

| | 2006 | 2005 | 2004 |
|--------------------------------------|------|------|------|
| Did your school make AYP? | Yes | Yes | Yes |
| Is your school in needs improvement? | No | No | No |

For more information on this school's AYP results, please see www.gadoe.org, then go to AYP Report.

ACADEMIC TEST SCORES

1. Did your students' standardized test results meet your expectations for them? Explain.

Yes, over 93% of ALL students met or exceeded standards on the CRCT. On the ITBS, which is administered to students in grades 3 and 5 in the fall, the students scored at least 12 points over the National Average of 50. Woodland has exceeded all the Charter Goals for the CRCT.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

Woodland Elementary Charter School has grades PK, KK, 01, 02, 03, 04, 05. We are a Title I school. The school met Adequate Yearly Progress (AYP) for the 2005-2006 school year with a Distinguished rating. The school has met AYP for the past four years. In addition, the school met AYP criteria in 14 out of 14 areas. Following are the performance highlights for the 205-2006 CRCT:

The percentage of ALL Students in grades 1-5 Meeting and Exceeding Standards on the 2005-2006 CRCT is 93.84%.

Performance Highlights

This information reflects the 2005-2006 State Report Cards data which includes data for all students, not just Full Academic Year (FAY) students. Performance Highlights list the academic measurements for this school that meet or exceed 80%.

5th Grade - CRCT Social Studies
98.98 Percent Meeting and Exceeding Standard

3rd Grade - CRCT Social Studies
98.4 Percent Meeting and Exceeding Standard

5th Grade - CRCT Mathematics
97.98 Percent Meeting and Exceeding Standard

3rd Grade - CRCT Mathematics
97.66 Percent Meeting and Exceeding Standard

1st Grade - CRCT Reading
97.64 Percent Meeting and Exceeding Standard

3rd Grade - CRCT English Language Arts
96.0 Percent Meeting and Exceeding Standard

5th Grade - CRCT Reading
95.92 Percent Meeting and Exceeding Standard

2nd Grade - CRCT Reading
95.31 Percent Meeting and Exceeding Standard

5th Grade - CRCT English Language Arts
94.9 Percent Meeting and Exceeding Standard

4th Grade - CRCT Science
94.83 Percent Meeting and Exceeding Standard

3rd Grade - CRCT Reading
93.6 Percent Meeting and Exceeding Standard

1st Grade - CRCT Mathematics
93.08 Percent Meeting and Exceeding Standard

3rd Grade - CRCT Science
92.0 Percent Meeting and Exceeding Standard

5th Grade - CRCT Science
91.84 Percent Meeting and Exceeding Standard

2nd Grade - CRCT English Language Arts
91.41 Percent Meeting and Exceeding Standard

2nd Grade - CRCT Mathematics
90.77 Percent Meeting and Exceeding Standard

4th Grade - CRCT Social Studies
90.52 Percent Meeting and Exceeding Standard

4th Grade - CRCT Mathematics
87.29 Percent Meeting and Exceeding Standard

4th Grade - CRCT Reading
87.18 Percent Meeting and Exceeding Standard

1st Grade - CRCT English Language Arts
85.04 Percent Meeting and Exceeding Standard

4th Grade - CRCT English Language Arts
83.62 Percent Meeting and Exceeding Standard

Woodland's areas of success and progress can be attributed to a variety of instructional strategies, such as infusing gifted strategies into the instructional program, strong focus on data analysis, use of a Direct Reading Instruction Program, use of phonics program, use of Calendar Math, use of Authentic assessment, after school and Saturday school tutoring, mentoring program, Partners in Literacy Program, Dolch Word List Program, and NCSLearn SuccessMaker Software Program.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

The performance of the students on the Reading and English Language Arts sections of the CRCT cannot be compared because of the new GPS VS. QCCs. However, in the Mathematics section of the CRCT, our fourth and fifth grade students improved by at least 3 percentage points or more. The percentage of fifth grade students exceeding standards on the Math section of the CRCT increased by 14% and by 6% in fourth grade.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

We have attempted to track student performance from elementary to middle school. Due to the fact that the data is not easily accessible, we have not been very successful. However, we have been able to look at the data for students who remain at Woodland for 2 or more years and have been able to document that these students meet or exceed standards on the CRCT each year they have been enrolled at Woodland.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

ALL of our subgroups are doing well. However, we would like to improve the percentage of students exceeding standards on the CRCT. Goals have been included for each grade level in our Strategic Plan to address this area of improvement.

ACADEMIC OTHER MEASURES

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

1.

One of our goal areas stated: Woodland students in grades 1-5 will outperform schools in Fulton County and surrounding school districts with similar demographics as measured by the percentage of students scoring at or above the 50th percentile in reading comprehension on the Stanford 9 by Spring 2006.

WECS students in third and fifth grades took the ITBS during the charter period, but the data was not captured from schools in Fulton County and surrounding school districts with similar demographics as measured by the percentage of students scoring at or above the 50th percentile in reading comprehension.

2.

Sixty percent (60%) of the students in grades 1-5 will score at or above the 50th percentile in reading comprehension as measured by the Stanford 9 by Spring 2006. We had 65% in third grade and 64% in fifth grade.

3.

Woodland students in grades 1-5 will outperform students in schools with similar demographics in Fulton County and surrounding school districts in reading as measured by the percentage of students at Level 1 on the CRCT by Spring 2006. Woodland outperformed all of the elementary schools in its cluster.

4.

Seventy-five percent (75%) of the third and fifth grade students will score at the top three levels (Experimenting, Engaging, and Extending) on the Georgia Writing Test by Spring 2006. In 2006, 98% of Woodland's fifth grade students scored at the top three levels.

5.

Sixty percent (60%) of the students in grades 3-5 will meet or exceed standards in Science as measured by the CRCT by Spring 2006. Woodland students in grades 3-5 have exceeded this goal.

PARENT/COMMUNITY INVOLVEMENT

1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.

Yes, the level of parental and community involvement met our expectations. We have 18 business partners and over 75 community volunteers that come to the school to work with students one-on-one. Our total Volunteer Hours were 12,468 for 2006. In 2005, we had a total of 11,123 volunteer hours.

2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.

We measure by the number of volunteer hours, PTA membership, the number of parents that attend our parent workshops and new parent orientation.

- 90% of all families completed 10 hours or more hours of volunteer time.
- 10% of the families completed between 3-9 volunteer hours. In most cases these families were experiencing extreme hardship situations. These families were in contact with the Parent Involvement Coordinator for assistance with the completion of their hours. We had 460 families use our Family Resource Center.
- This is an overall increase of 20% in completion of the required hours.

We have 18 business partners and over 75 community volunteers that come to the school to work with students one-on-one. Our total Volunteer Hours were 12,468 for 2006. In 2005, we had a total of 11,123 volunteer hours. 100% of our parents were members of the PTA.

Woodland's business partners, Cox Enterprises, Inc. and Big Brothers, Big Sisters, were selected to receive the School Bell Award for their mentoring program and the North Perimeter Optimist Club was selected to receive the Educational Patron Award by the Georgia Association of Elementary School Principals.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

We will continue with our current plan, which has been very effective.

The Georgia PTA recognized the Woodland PTA at the state level for the outstanding programs they provide for students, parents, and staff. Woodland's PTA has received both Outstanding Local PTA Unit and Overall Outstanding PTA Unit from the Georgia PTA as well as the National Parent Involvement School of Excellence Award from the National PTA.

OTHER CHARTER GOALS

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

1.

Satisfaction on parent and staff survey will be five percent (5%) higher than schools with similar demographics in the school district.

WECS parents participated in the Fulton County Parent Perception Survey in 2002-03 and 2003-04. However, the data was not captured from schools with similar demographics in Fulton County. No FCS Parent Survey was administered by Fulton County Schools in 2004-05 or 2005-2006. We have used Fulton County's average for all elementary schools for comparison purposes.

Another data point that relates to this objective can be obtained from the GADOE Charter Schools Division. According to the 2003-04 Georgia Charter School Parent Satisfaction Survey, WECS ranked seventh overall in the state in the measurable areas of parent satisfaction out of 19 participating charter schools. WECS had an overall score of 3.80.

2.

Former Woodland students in grades 6th, 7th, and 8th will outperform students from elementary schools with similar demographics in reading and mathematics as measured by the percentage of students at Level 1 on the CRCT and the percentage of students scoring at or above the 50th percentile on the Stanford 9 by 2006.

The 2001-02 and 2002-03 ITBS data is not available because no valid standardized test was administered by the state of Georgia in those school years. The 2005-06 data is not available at the time of this renewal. Given this, the ITBS data was not comprehensive enough to give an accurate reflection of student performance.

FINANCIAL ACCOUNTABILITY

| | |
|--|----|
| Did school have surplus at the end of the 2005-2006 school year? | No |
| Did school have a reserve fund? If so, what percentage? | No |

TEST RESULTS

- Do Not Meet
- Meets
- Exceeds

