

**2004-2005
Annual Report
on
Georgia's Charter Schools**

Georgia
Department of Education

**Kathy Cox,
State Superintendent of Schools**

Approved by the State Board of Education
January 12, 2006

Table of Contents

Foreword.....	4
Notes on Report Format.....	4
Acknowledgements.....	6
Contact Information.....	6
Statewide View.....	7
Demographics.....	9
Charter School Goals.....	14
Charter School Academic.....	14
Georgia Charter Schools Program Strategic Plan	19
Strategic Plan Update.....	26
Baseline Evaluation of Georgia’s Charter Schools Program: Summary Report.....	28
Note on Individual Charter School Reports.....	34
Charter School Individual Reports in alphabetical order.....	35-392
Addison Elementary (Cobb County)	
Baconton Community Charter School (Mitchell County)	
Bishop Hall Charter School (Thomas County)	
Central Educational Center (Coweta County)	
Charter Conservatory for Liberal Arts and Technology (State Charter)	
Chamblee High School (DeKalb County)	
Charles R. Drew Charter School (Atlanta Public)	
Chestnut Elementary School (DeKalb County)	
DeKalb: PATH Academy (DeKalb County)	
Fargo Charter School (Clinch County)	
Fulton Science Academy (Fulton County)	
Futral Road Elementary (Spalding County)	
Hapeville Middle School (Fulton County)	
International Community School (DeKalb County)	
Kennesaw Charter School (Cobb County)	
KidsPeace School of Georgia (State Charter)	

Kingsley Elementary School (DeKalb County)
KIPP Achieve Academy (Atlanta Public)
KIPP South Fulton (Fulton County)
KIPP West Atlanta Young Scholars Academy (Atlanta Public)
Mercer Middle School (Chatham County)
Neighborhood Charter School (Atlanta Public)
Odyssey Charter School (State Charter)
Oglethorpe Charter School (Chatham County)
Peachtree Middle School (DeKalb County)
Sedalia Park Elementary School (Cobb County)
School for Integrated Academics and Technology (Atlanta Public)
Spalding Drive Elementary School (Fulton County)
Talbot County Charter Alternative School (Talbot County)
Taliaferro County Charter School (Taliaferro County)
Tech High School (Atlanta Public)
Technical Career Academy of NE Georgia (Oglethorpe County)
University Community Academy (Atlanta Public)
Walton High School (Cobb County)
Woodland Elementary School (Fulton County)

Endnote: Academy of Lithonia (DeKalb County)

2004-2005 Georgia Charter Schools Program Annual Report

Foreword

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 school year 2004-2005, 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. The lessons learned in these charter schools can then be disseminated to all public schools in Georgia.

The Department and the State Board have taken the unique step of creating a strategic plan for Georgia's Charter Schools Program. The initial plan and an update are included in this report.

The General Assembly has shown a great deal of support for the public charter schools program through its funding of charter petition planning grants, funding of the annual charter school evaluation, and the allocation of facilities funding for charter schools. We look forward to a continued partnership in supporting innovative and high-quality charter schools.

Notes on the Report Format

Academic Data

From the academic data available on Georgia's public schools, we have highlighted the most useful. To look at progress over time, we have included standardized test scores (from the earliest available school year 1999-2000 through the 2004-2005 school year) 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.

Although it is important not to focus the debate on charters versus traditional public schools, the unique methods employed by charter schools do generate interest regarding students' ability to meet or surpass the traditional public school students' rate of achievement.

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. When possible, data on comparison schools were obtained online from greatschools.net. All demographic information was gathered from the 2004-2005 Governor's Office of Student Achievement Report Card and from the Georgia Department of Education's AYP/NCLB Data Mart.

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. If this information is missing in the individual school's report, it was not yet available and will be provided in a follow-up document. 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 Office. Contact information is below.

Evaluative Information

This report provides data analysis only. An evaluation of the state's charter schools program, including qualitative data, was completed in November of 2005, by the Indiana University School of Education's Center for Evaluation and Education Policy. Follow-up reports of this nature are planned to take place annually. Each year, the evaluation will focus on a different aspect of the charter schools program. This year the focus was on assessing the baseline academic strength of students entering the state's charter schools. Next year's evaluation will follow up questions generated by the initial report and will examine the relationship between length of time students are enrolled in charter schools and student achievement. Future evaluations may include researching what particular charter school innovations are proving successful in increasing student achievement and the effect charter schools are having on their local districts.

Acronyms

Throughout the report, a number of acronyms appear. Among these are AYP or Annual 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 Based Education; NACSA or National Association of Charter School Authorizers; OPB or Office of Planning and Budget.

Acknowledgements

A special thank you from the GaDOE Charter Schools Unit to the following individuals and teams for contributing time and data to this report:

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Mrs. Pat Biggerstaff
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Georgia Charter Schools in 2004-2005

A Statewide View

Georgia's original public charter school law became effective April 19, 1993. According to that law, only existing public schools could convert to charter status, and that status would last for one to three years. To convert to charter status, over two-thirds of teachers and parents had to support the conversion, and the school needed the approval of both state and local boards. Charter schools had to provide a plan in their charters for improvement to meet national and state educational goals.

The original charter school law has been amended six times. A summary of the revisions are as follows:

- 1995: The amendments allowed a school to convert to charter status with only a simple majority of teacher support. Additionally, the charter period was extended to five years, and the charter had to present a plan for improvement to meet America 2000 national goals and state educational goals.
- 1998: The new law allowed private individuals and organizations or state or local entities to operate charter schools (excluding home study programs or schools; sectarian or religious schools; private for profit schools; private educational institutions not established, operated, or governed by the State of Georgia; and existing private schools.) Charter schools were required to have a governing body consisting of a majority of parents with students at the school and to present an improvement plan to meet the minimum state standards.
- 2000: The law was amended to allow charter petitioners denied approval by their local boards of education to apply to the State Board of Education for approval. This amendment also required charter schools to participate in the State Accountability System established under HB 1187.
- 2002: This amendment clarified funding, required the local board to provide written explanation for petition denial, required that the initial term of the charter be a minimum of three years, but not exceed five years, removed the requirement of a majority of parents on the governing board, and removed the provision for a "blanket exemption" requiring the petitioner to identify specific state and local rules, regulations, policies, and procedures, or provisions of state school law to be waived. The charter school was also required to designate how the waiver will improve student performance.
- 2004: Part of HB1190 included additional waivers for charter schools. These waivers centered on portions of Title 20 that apply to local school districts only. Also, a per pupil facility fund was created, but not funded.

- 2005: The “blanket exemption” from Title 20, State Board rules, and local board policies was restored. The charter period was increased to ten years. Funding was further clarified. Provisions were made for “charter clusters” within school districts and multiple districts. Additions were made to allowable preferential student enrollment. Annual report requirements were specified. The 2005 General Assembly also provided a line item of \$500,000 in the budget for charter school operations, lease payments, and renovations for state chartered special schools and start-up charter schools.

Background

There are four types of public 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 status to the State Board. Conversion charter school petitioners may not apply to be state chartered special schools.

It is important to note that 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.

Demographics

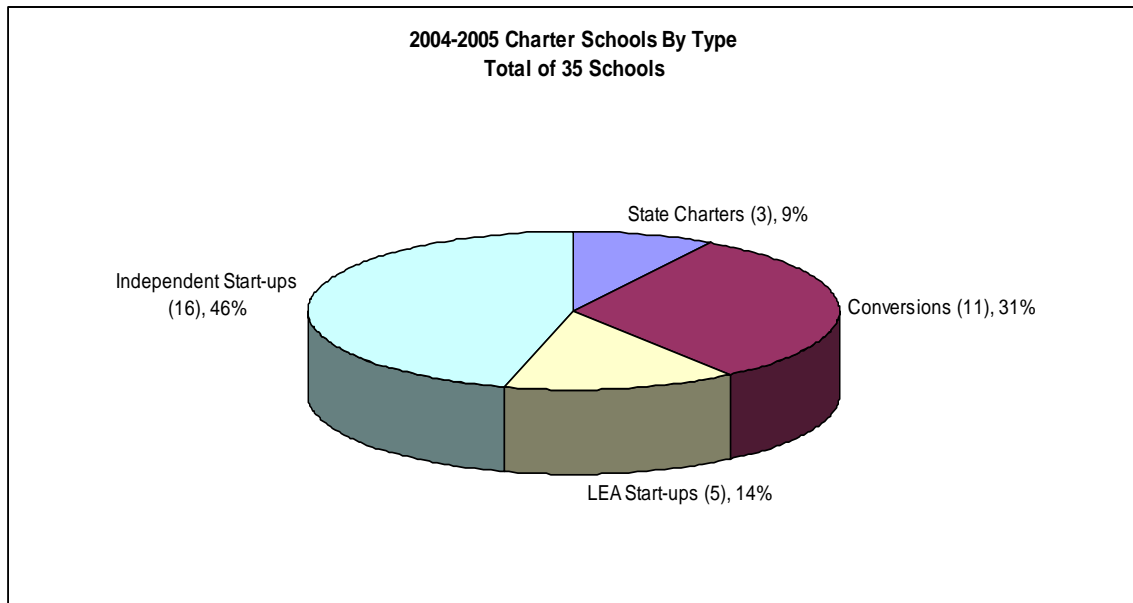


Chart 1 – Seventy-seven percent of the state’s charter schools are newly created rather than conversions.

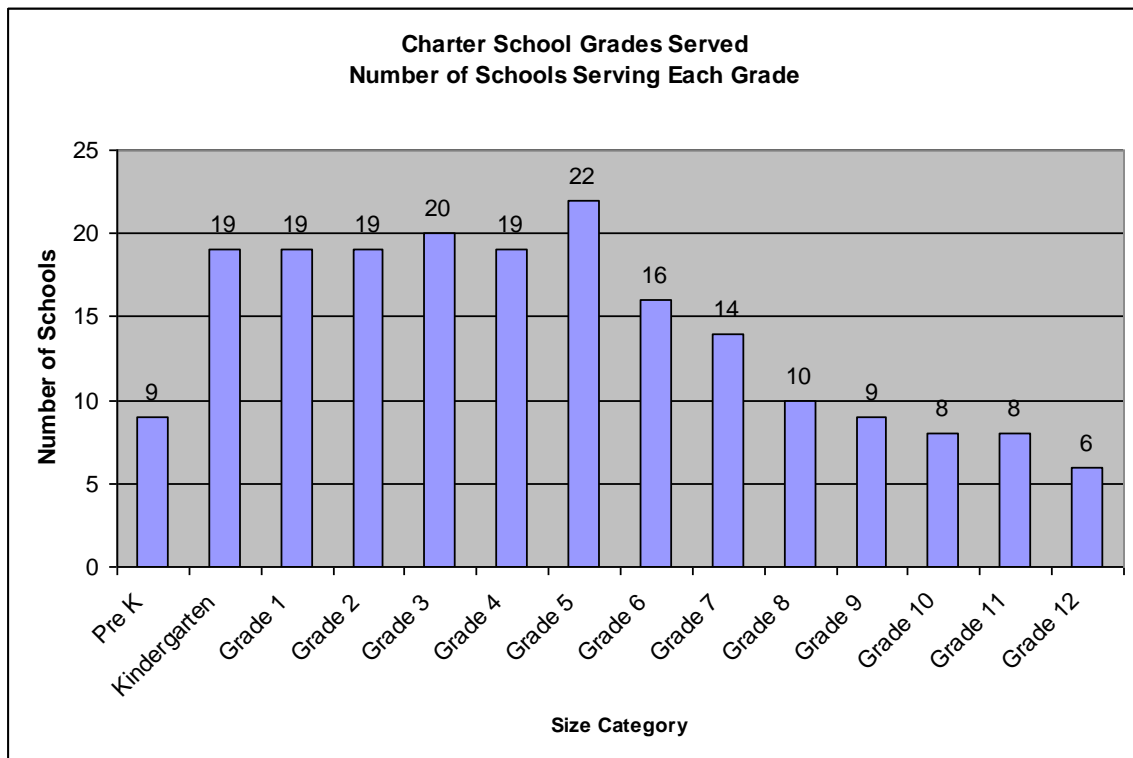


Chart 2 – The majority of the state’s charter schools continue to serve kindergarten through eighth grade. The number of schools serving Pre-K and high school has increased by two in each category.

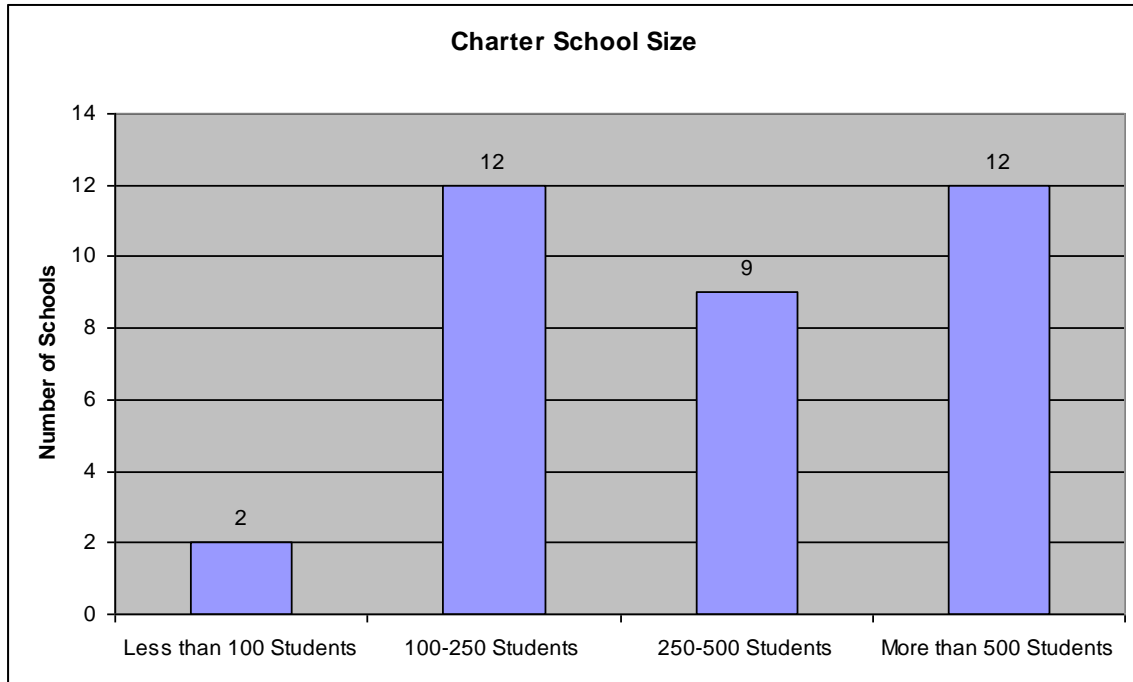


Chart 3 – The number of charter schools serving fewer than 100 students has dropped by three. The number serving 100-250 has increased by five; the number serving 250-500 has increased by one; the number serving 500+ has remained constant.

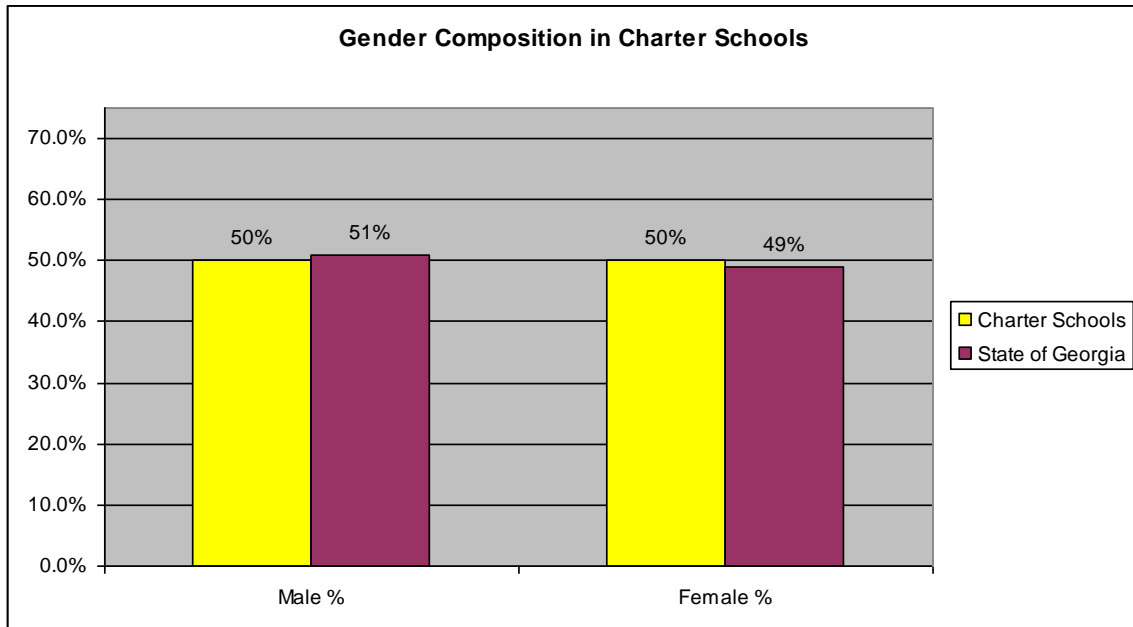


Chart 4 – Gender composition in state charter schools continues to mirror closely that of the state.

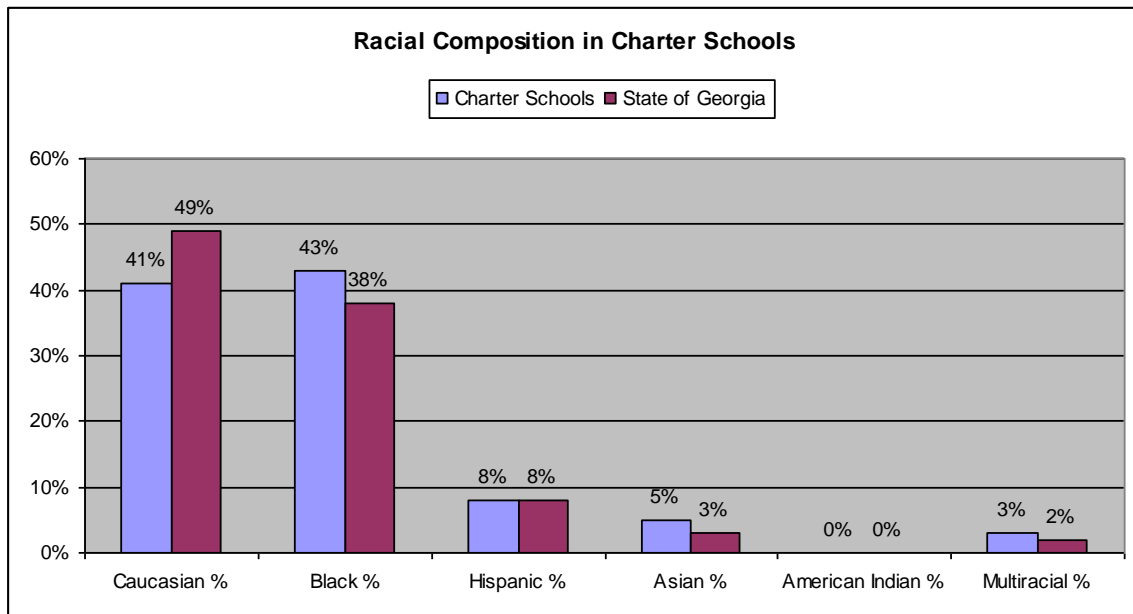


Chart 5 – The racial demographics of the state charter schools indicate a slight decrease in Caucasian students and a slight increase in African-American students. Other proportions have remained constant except for an increase in the number of Asian students.

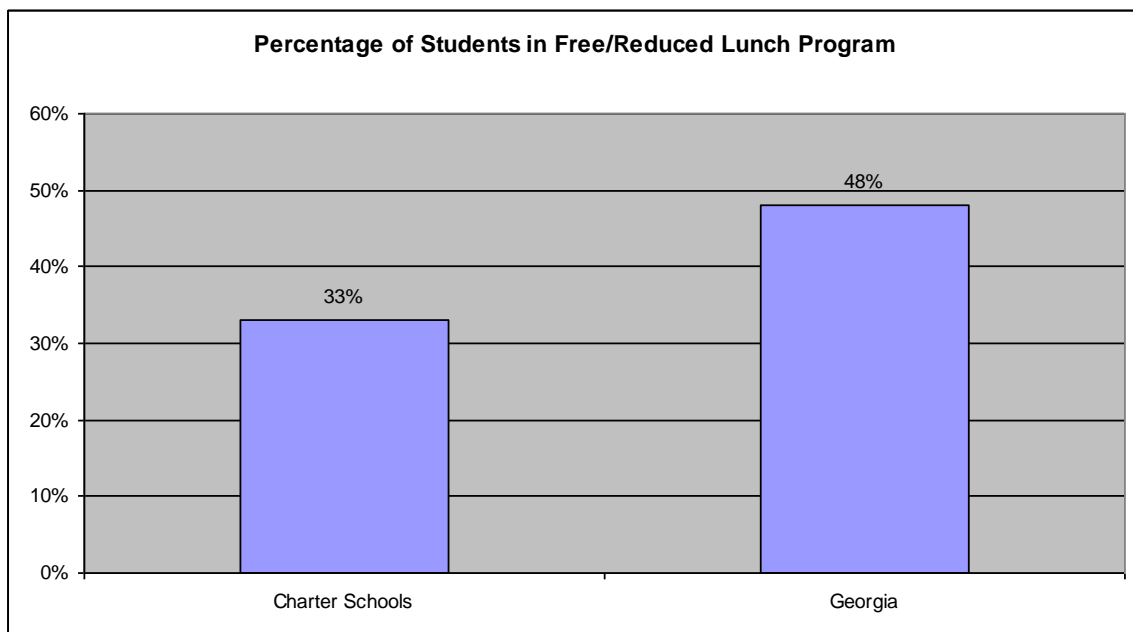


Chart 6 – While the percentage of students eligible for the Free-Reduced Lunch Program has risen somewhat, the percentage for the state remains higher than that for charter schools.

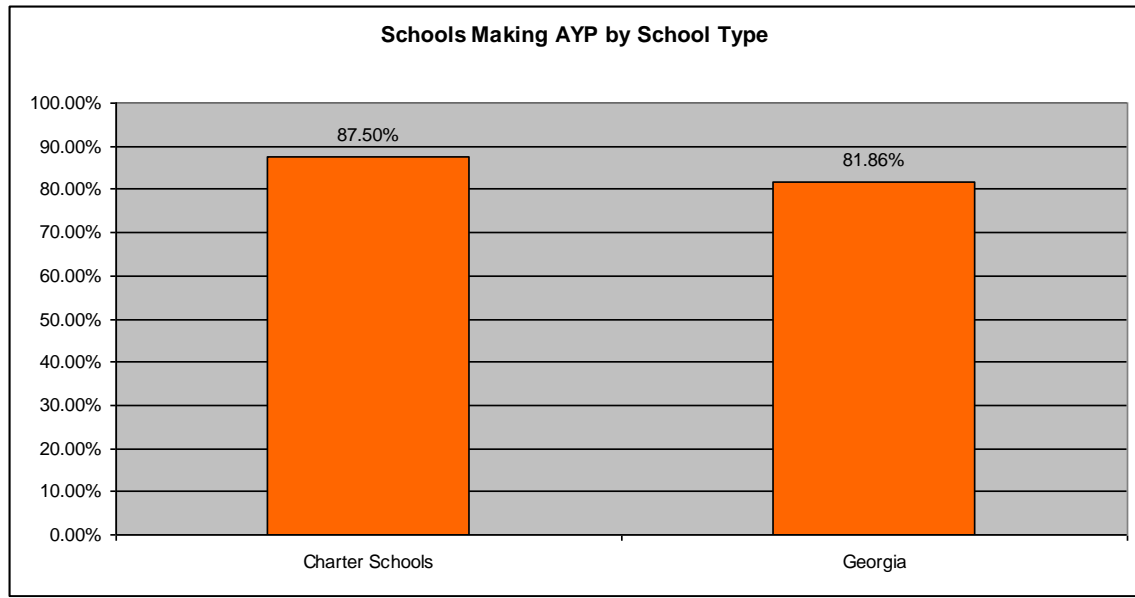


Chart 7– The percentage of charter schools making AYP surpassed the percentage of state schools making AYP in 2004-2005.

Charter School Goals

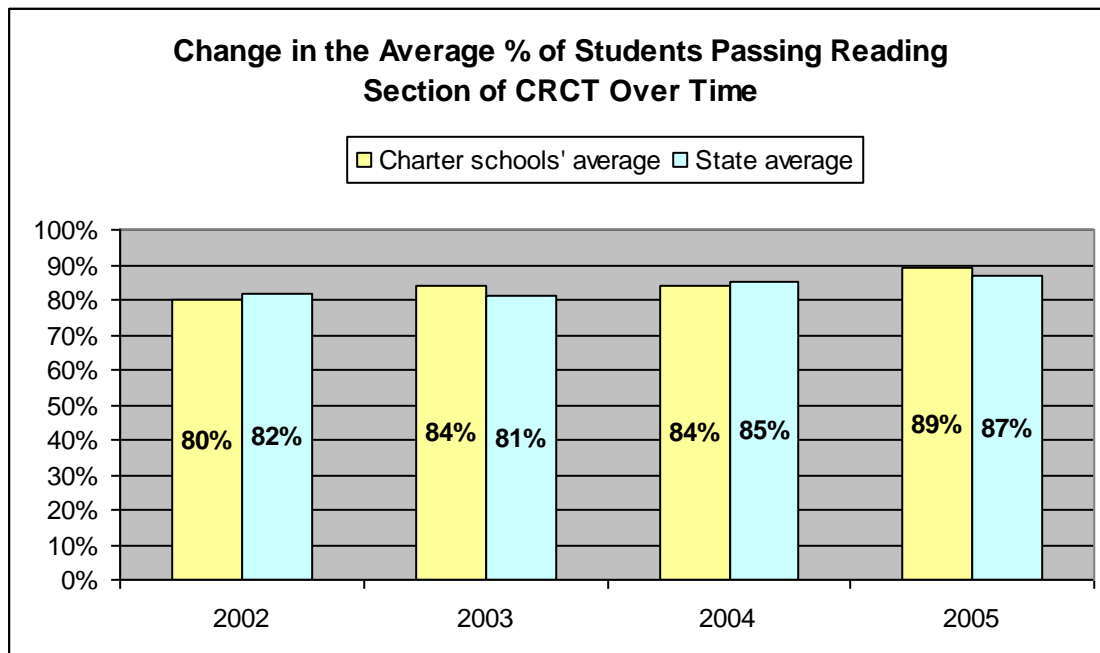
All charter schools are required to include specific, measurable goals in their charter. Most of these goals are academic in nature. Other goals may address student attendance or parental involvement.

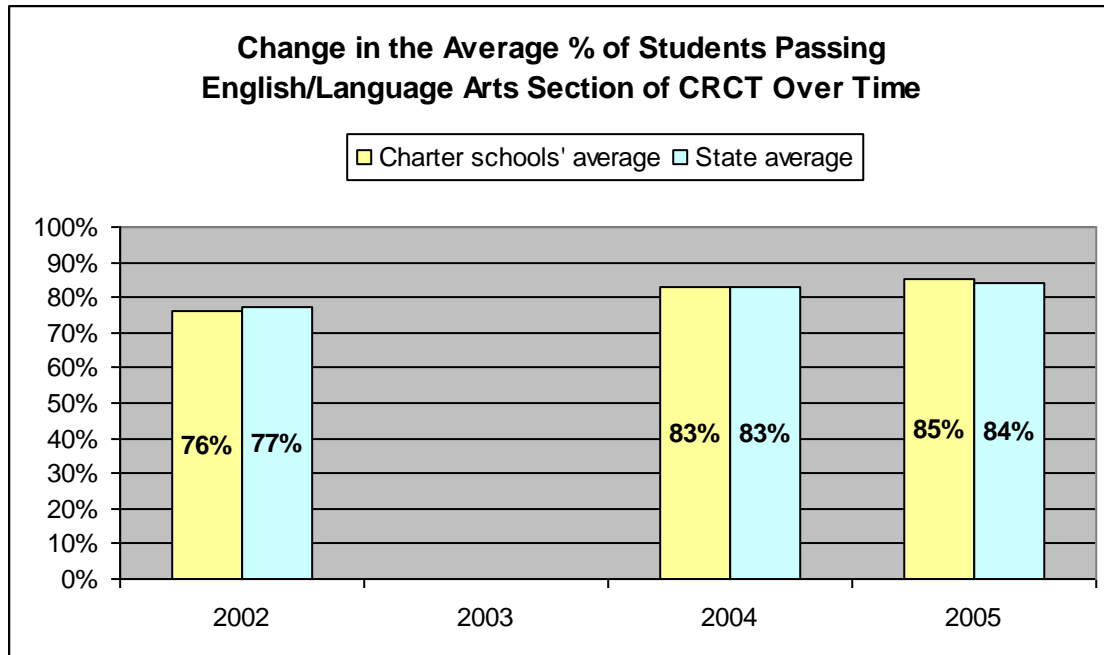
Of the 260 total goals, 144 (55%) were attained or exceeded.
Fifty-nine (23%) of the total goals were met with sufficient progress.

Of the 260 goals surveyed in this report, 162 (62%) were academic.
Of the 162 academic goals, 85 (53%) were attained or exceeded.
Forty (25%) of the academic goals were met with sufficient progress.

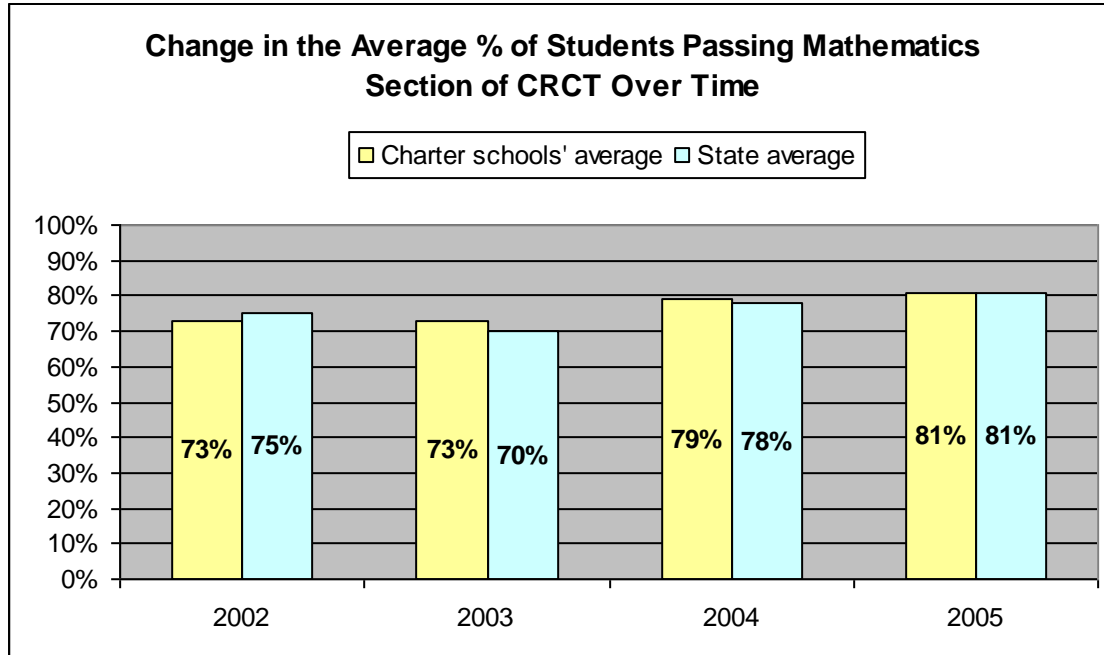
Charter School Academic Data

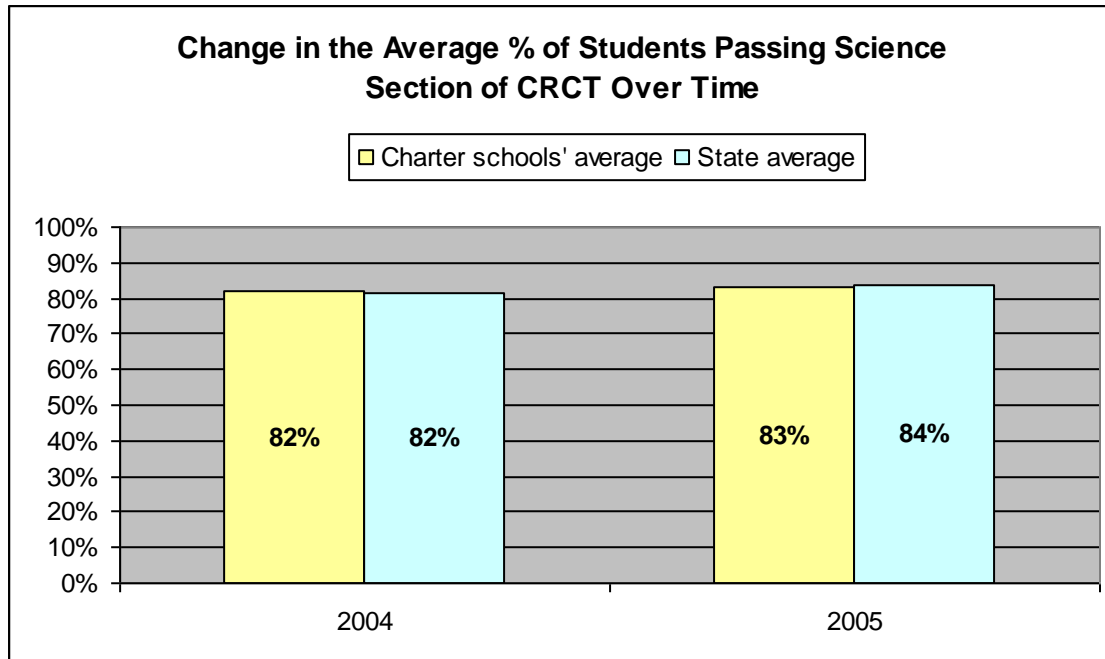
The following charts depict how charter schools have improved student achievement over time, compared with how the state as a whole has improved student achievement over time. Because the academic data available for charter schools vary, the range of years in which improvement is tracked ranges from one to four years. For state comparisons, improvement is tracked over three years, from 2002 to 2005. This is not the best or most scientifically valid way to assess charter school success, but it is one means by which to examine the data currently available. In 2005, the Department contracted with the Indiana University School of Education's Center for Evaluation and Education Policy to investigate charter school student achievement further. The results of that study are included as an appendix to this report.



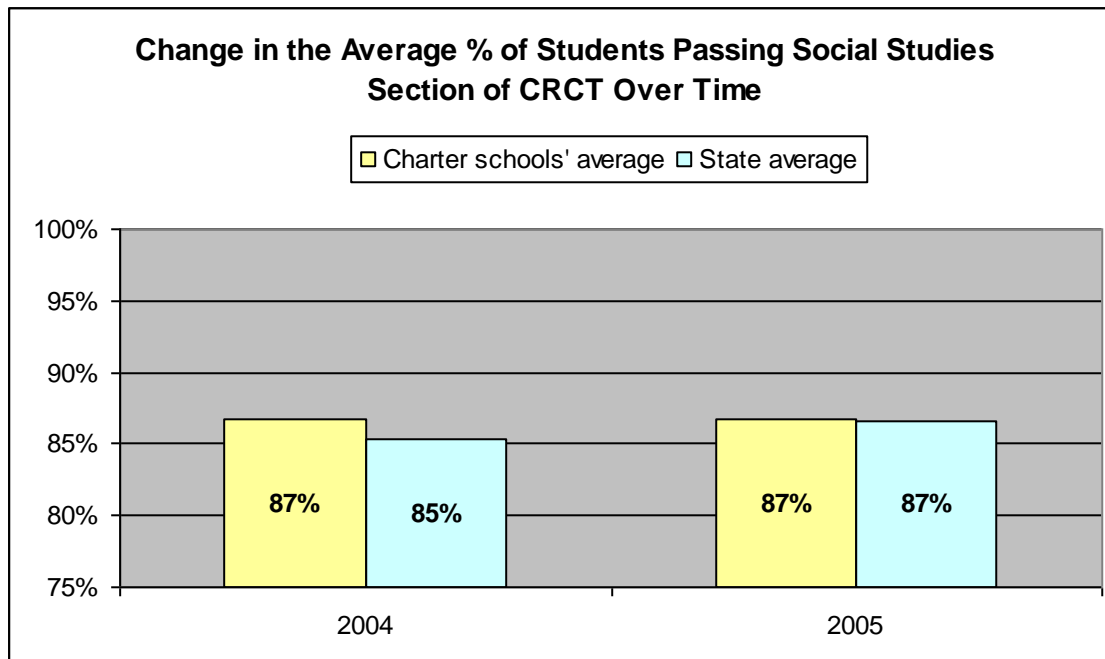


Note: English Language Arts data for 2003 was unavailable.



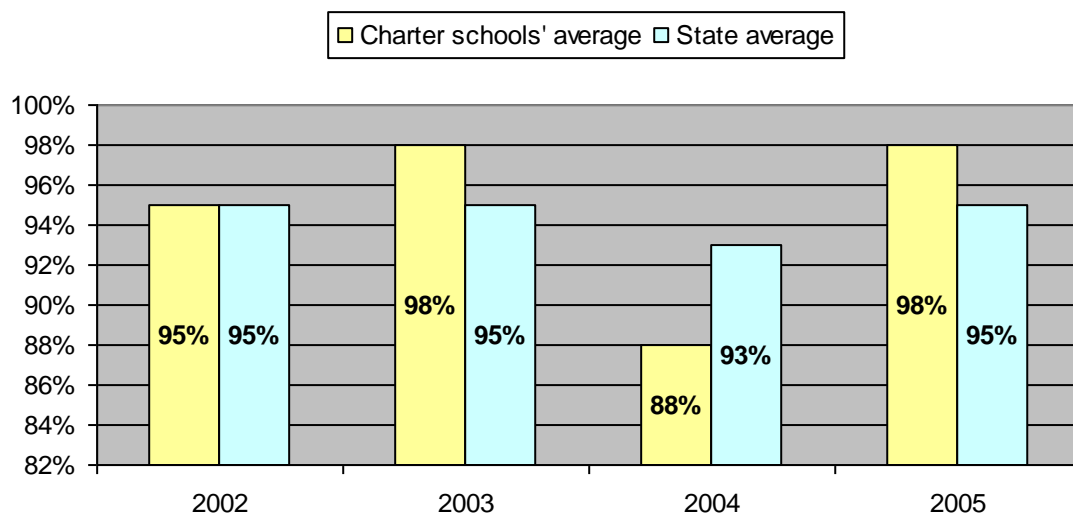


Note: Science data for 2003 was unavailable

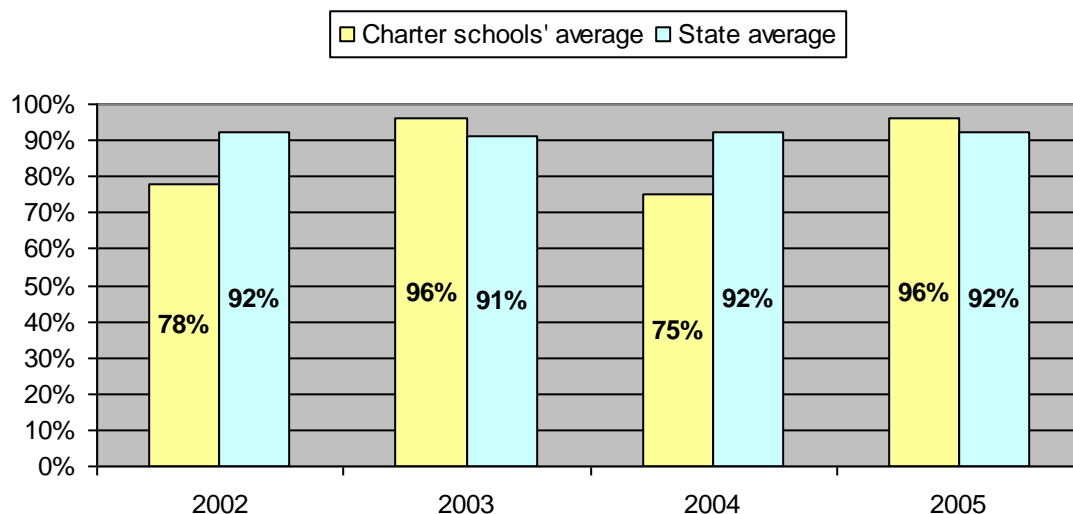


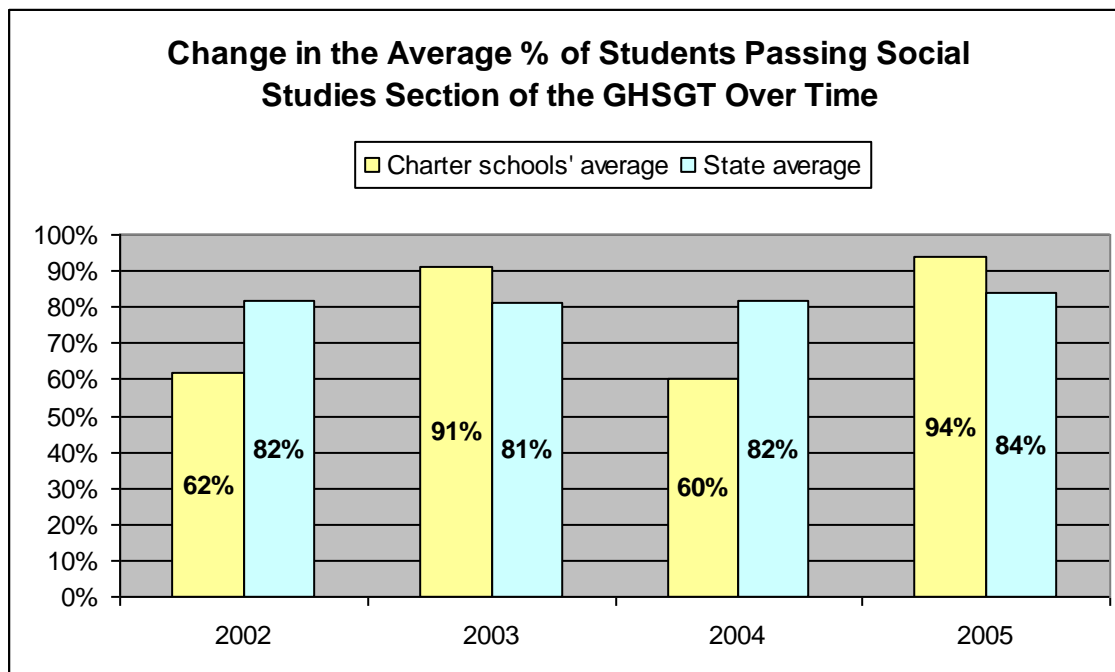
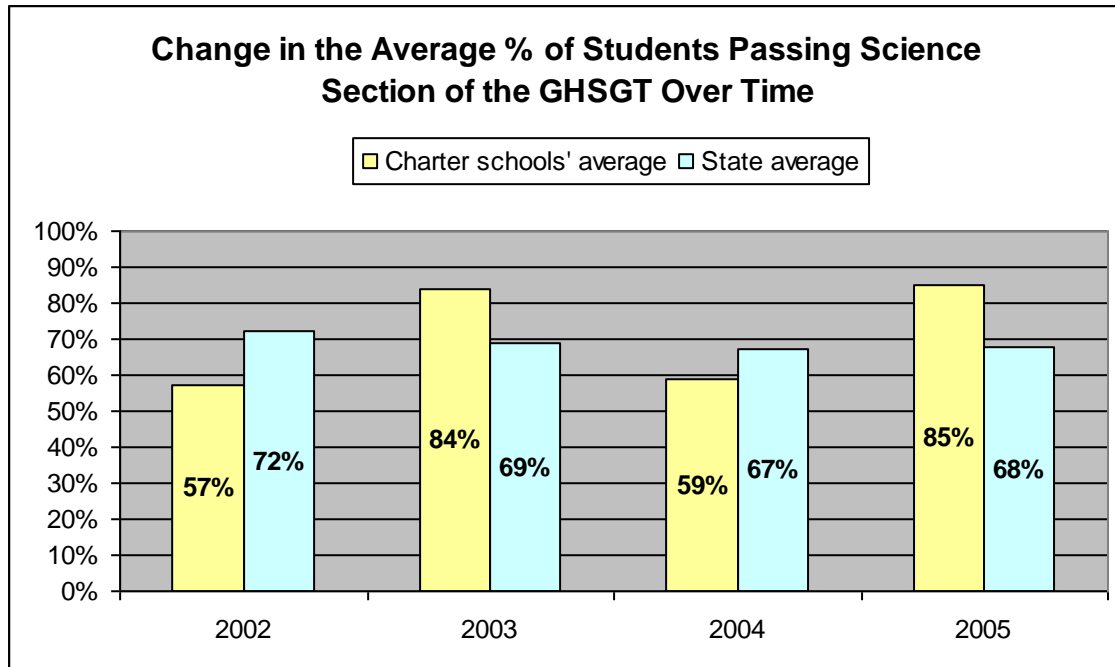
Note: Social Studies data for 2003 was unavailable

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



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





Summary

Overall, charter schools have demonstrated significant improvement over time in both CRCT and GHSGT scores, either achieving comparable or in many cases higher scores than the state averages.

GEORGIA CHARTER SCHOOLS PROGRAM

MISSION AND GOALS

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.

Vision Statement

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.

Goals for 2004-2009

- I. Create and disseminate clear information to all stakeholders on expectations and processes for Georgia charter schools.
- II. Promote charter schools as a choice option for school districts (local education agencies) not making Adequate Yearly Progress under Georgia's statewide academic accountability system.
- III. Assist school districts in developing charter school policies and procedures that foster progress toward the state's mission and vision for charter schools.
- IV. Foster an understanding of charter schools by the public through the provision of pertinent academic and evaluative information on the charter schools program.
- V. Utilize ongoing external evaluations and self-assessments to assist charter schools in improving their academic and operational performance and to disseminate to other public schools how the innovative approaches are working.

2004-2005 Objectives to Meet Goals

Objective 1: Create and implement a transparent, stream-lined process for submission and review of charter school petitions, amendments, grants, renewals, and terminations. (Goals I and III)

Strategy 1: Revise existing State Board Rule utilizing nationwide best practices, external consultants, and statewide stakeholders to address and clarify gaps and vagueness in the current rule. Best practices are those being used in other states to generate academically high-achieving and organizationally sound charter schools.

Strategy 2: Provide technical assistance and guidance to charter operators, petitioners, and authorizers on the implementation of the new process and best practices.

Outcome Measures:

(Note: for all workshops and materials, we will ask for user/attendee evaluations and expect at least a grade of "above average")

1. An adopted state board rule, supported by the Department and key external stakeholders, that addresses and clarifies specific issues, including, but not limited to:
 - a. Termination process
 - b. The SEA and LEA roles in authorizing and supporting charters
 - c. Charter grant application processes
 - d. Petition requirements
 - e. Petition submission process
2. Written guidance, available in print and on the web, on the:
 - a. Charter petition process (including role of the Charter Petition Review Committee)
 - b. Charter petition review rubric
 - c. Charter amendment process
 - d. Charter school grant process and grant review rubrics
 - e. Charter renewal process and renewal review rubrics
 - f. Charter termination process and termination review rubric
3. At least two regional workshops for charter petitioners, operators and charter authorizers on the new processes.

Objective 2: Increase the level of local school district knowledge on the benefits of charter schools. (Goals II, III, and IV)

- Strategy 1: Provide increased opportunities for dissemination of charter school information to local school districts through regional charter petition workshops and collaboration with existing education association conferences.
- Strategy 2: Research and assess the funding issues local school districts face when authorizing a charter school.
- Strategy 3: Provide increased technical assistance to local school districts on charter authorizing through the provision of a GaDOE staff member dedicated to helping local school districts with chartering.
- Strategy 4: Conduct and disseminate research on charter school academic achievement and methods used to reach that achievement.
- Strategy 5: Collaborate with the School Improvement Division to ensure that schools in restructuring understand the charter school option.
- Strategy 6: Implement collaborations with successful charter schools and other GaDOE Programs to disseminate best practices.
- Strategy 7: Provide opportunities for GaDOE staff to learn about charter schools so that they may assist authorizers in their particular area of expertise.
- Strategy 8: Conduct a dissemination grant competition through the use of federal Public Charter School Program funds in order to disseminate the best practices and innovations utilized by charter schools. The dissemination will focus on teaching local school districts how the implementation of innovative programs through waivers contained in the charter helped to increase student achievement.

Outcome Measures:

1. Sponsorship of a charter authorizing workshop in conjunction with the GAEL Winter Conference.
2. The hire of a Program Specialist to assist local school districts in understanding the benefits of charter schools and the best practices for charter authorizing.
3. Completed research on charter school academic achievement to include standardized test scores and charter performance goals disseminated to all local school districts and other key stakeholders.

4. Presentations and publications with the School Improvement Division to schools in Needs Improvement status to inform them of the chartering option.
5. At least 10% of schools in restructuring choose chartering as an option.
6. Partnerships between Walton High School in Cobb County and the GaDOE AP/SAT Program, and Central Educational Center in Coweta County and the GaDOE Career/Tech Division to disseminate best practices.
7. Dissemination grants awarded by the state board to charter schools and dissemination grant project goals completed by charter school recipients.
8. Production of a white paper on the funding issues faced by local school districts when authorizing charter schools. This paper will include the cost of oversight and monitoring as well as the cost of redirected QBE funds.

Objective 3: Strengthen the business management foundation and fiscal stability of new and existing charter schools. (Goal V)

Strategy 1: Increase the quality of charter school governance through technical assistance on board governance and fiscal responsibility

Strategy 2: Review charter school funding formulas and work with other government agencies (Governor's Office, OPB, QBE Commission) to revise if necessary and feasible.

Strategy 3: Provide guidance to charter petitioners and authorizers on contracting with Education Management Organizations (EMOs) through written guidance and workshop sessions.

Outcome Measures:

1. A revised charter school rule, adopted by the state board, which includes a petition requirement that there be demonstrated business management expertise, as defined by the revised charter school state board rule, among the founding group and on the future staff.
2. Reduce number of charter schools closing due to fiscal issues to zero.
3. Reduce number of charter schools closing due to mismanagement issues to zero.
4. Regional charter school workshops on governance and fiscal responsibility.
5. Policy adoption or revision by each charter school, according to best practices, on the role of the governing board and fiscal management.
6. An independent audit, as defined by the revised charter school state board rule, for each charter school with no significant findings.

Objective 4: Conduct program evaluation focused on the types of students entering Georgia charter schools. This will include demographic and academic information. (Goal IV)

Outcome Measures:

1. A completed independent evaluation of the student population in Georgia's charter schools.
2. A set of recommendations stemming from the evaluation findings on how to further open charter schools to all Georgia students.

2005-2006 Objectives to Meet Goals

Objective 1: Continue implementation of new petition processes. (Goals I and III)

Strategy 1: Convene small group representing various charter school stakeholders to gather feedback and suggestions on implementation of new process.

Strategy 2: Review, revise, and create additional guidance, if necessary, on new petition process.

Outcome Measures: TBD

Objective 2: Increase the level of local school district knowledge on best practices in charter school authorizing through adherence to NACSA's Principles and Standards for Quality Charter School Authorizing. (Goals II, III, and IV)

Strategy 1: Provide increased opportunities for dissemination of charter school information to local school districts through regional charter petition workshops and collaboration with existing education association conferences.

Strategy 2: Provide technical assistance to local school districts on charter authorizing through the continued provision of a GaDOE staff member dedicated to helping local school districts with chartering.

Strategy 3: Conduct and disseminate research (statewide and national) on charter school academic achievement and methods used to reach that achievement.

Outcome Measures: TBD

Objective 3: Increase knowledge of charter schools in targeted areas that might be conducive to the development of a charter school. (Goals I, II, and IV)

Strategy 1: Focus dissemination of information about charter schools in areas that have few or no charter schools (i.e. rural areas, southern metropolitan areas, northern metropolitan areas)

Strategy 2: Focus dissemination of information about charter schools in areas with several “Needs Improvement” schools.

Strategy 3: Create print materials that can be distributed to mailing list of interested persons in targeted areas.

Strategy 4: Hold Charter School 101 and 201 workshops (petition planning and writing) in targeted areas.

Strategy 5: Collaborate with the School Improvement Division to include charter school information in presentations to schools in restructuring.

Strategy 6: Inform the general public about charter schools through the development of a Public Service Announcement for radio, television, and/or newspapers.

Outcome Measures: *TBD*

Objective 4: Continue strengthening the foundation and stability of new and existing charter schools. (Goal V)

Strategy 1: Continue the provision of governance training.

Strategy 2: Provide training on writing, meeting, and assessing measurable performance objectives

Strategy 3: Provide training on special education regulations and instructional models.

Outcome Measures: *TBD*

Objective 5: Conduct program evaluation comparing student achievement in Georgia’s charter school with similar students in traditional public schools. (Goal IV)

Outcome Measure: A completed independent evaluation of Georgia’s charter school student achievement.

2006-2007 Objectives to Meet Goals

Objective 1: Increase the number of high-quality charter schools in Georgia with the creation of 10 new charter schools. (Goals I and II)

Strategy 1: Target local school districts that have not chartered a school to determine if more information on charter schools is needed

Outcome Measures: *TBD*

Objective 2: Continue to strengthen the foundation of new and existing charter schools. (Goals I and V)

Strategy 1: Continue successful technical assistance programs begun in the previous two years and create a long-term plan for the efficient and economical provision of technical assistance to charter schools. Plan will include what types of technical assistance will be provided by the Department and what types of technical assistance would be prudent for other organizations to provide.

Strategy 2: Identify areas of need for technical assistance.

Outcome Measures: *TBD*

Objective 3: Conduct program evaluation of Georgia's Public Charter Schools Program to include whether the structure of the state program is meeting its goals and objectives. (Goal IV)

Outcome Measure: A completed independent evaluation of Georgia's Public Charter Schools Program.

2007-2008 Objectives to Meet Goals: TBD

2008-2009 Objectives to Meet Goals: TBD

STRATEGIC PLAN UPDATE: DECEMBER 2005

2004-2005 Objectives to Meet Goals

Objective 1: Create and implement a transparent, stream-lined process for submission and review of charter school petitions, amendments, grants, renewals, and terminations. (Goals I and III)

Status:

1. Rule revision is in process. Target date for adoption is March 2006.
2. In anticipation of the Rule revision, work has begun on streamlining the grant-making and petition review process.

Objective 2: Increase the level of local school district knowledge on the benefits of charter schools. (Goals II, III, and IV)

Status:

1. School Improvement Regional Meeting, January 19, 2005, Macon, Georgia. GaDOE Charter School Office presentation.
2. NACSA/GAEL Pre-Conference February 6, 2005.
3. Dissemination Grants Awards: Five grants awarded. Spring 2005.
4. NACSA/GAEL Conference, June 2005. Series of workshops offered; district personnel supported in attending conference.
5. Baseline Evaluation of Georgia's Charter Schools Program completed by the Center for Evaluation and Education Policy, Indiana University School of Education.
6. Partnership between Walton High School, Paulding County High School and the GaDOE AP/SAT Program was carried out. Four meetings, school visits, fifteen teachers sent to AP National Conference, week-long training for 100 teachers.

Partnership between Central Educational Center in Coweta County and the GaDOE Career/Tech Division to disseminate best practices. CEC assisted Whitfield County, Walton County, and Douglas County in developing charter schools. Contracted with a Florida State University research team to develop a website to be used as a training portal. Developed the Academy of Educational Development. Created financial planning models to be used in training

Objective 3: Strengthen the business management foundation and fiscal stability of new and existing charter schools. (Goal V)

Status:

1. Two Georgia Charter School Financial Planning workshops. February and March 2005.
2. One charter school closed due to fiscal issues.
3. No charter schools closed due to mismanagement issues.
4. Governance and Fiscal Responsibility workshops sponsored by Charter School Office. April, May, and June 2005. Eight were held statewide.
5. Georgia Charter Schools Association Conference, January 2005. Sponsored by GaDOE Charter School Office.

Objective 4: Conduct program evaluation focused on the types of students entering Georgia charter schools. This will include demographic and academic information. (Goal IV)

Status:

1. Baseline Evaluation of Georgia's Charter Schools Program completed by the Center for Evaluation and Education Policy, Indiana University School of Education. Completed November 2005.

Baseline Evaluation of Georgia's Charter Schools Program: Summary Report

**Prepared for the
Georgia Department of Education**

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Submitted: September 14, 2005
Revised: November 16, 2005

Summary Report

In February 2005, the Center for Evaluation and Education Policy (CEEP) was contracted by the Georgia Department of Education (GaDOE) to conduct an evaluation of Georgia's Charter Schools Program to establish baseline academic and demographic information for Georgia's charter schools. This baseline evaluation is designed to serve as a foundation for future charter evaluations funded by the Georgia General Assembly. This brief report summarizes a more detailed Technical Report, which begins on page 10. Readers are referred to the longer report for technical details about the evaluation methods, findings, and recommendations.

History, Background, and Types of Charter Schools. Public charter school legislation was officially passed in Georgia on April 19, 1993. Since 1993, 65 charter schools of four types (conversion, start-up, LEA start-up, and state chartered special school) have been approved. During the 2004-2005 school year, 37 schools were in operation, including 11 conversion, 23 start-up, and 3 state chartered special schools. The original law has been amended five times. The most recent amendments to Georgia charter school law took place in 2004 as part of HB 1190, and included additional waivers for charter schools, centering on portions of Title 20 that apply to local school districts only. Although not yet funded by the General Assembly, a per-pupil facility fund was created, qualifying Georgia's charter schools for federal charter school facility funding.

Admission. Students are required to submit a timely application for admittance to charter schools in Georgia. A random selection process or lottery takes place if more applications are received than there are places available, but preference is given to students who have siblings in the school and to students who reside in the enrollment district specified in the charter. All other students are given equal chances for admittance.

Funding. The Georgia Charter Schools Act of 1998 states that a charter school shall be included in the allotment of funds to the local school system, to be treated no less favorably than other local schools with respect to the provision of funding for basic services. Furthermore, the State Board of Education is directed to create a facilities fund for charter schools to establish a per-pupil, need-based facilities aid program. The purpose of this report is to:

- Compile existing data previously released by the Georgia Department of Education,
- Analyze existing data provided by the Georgia Department of Education,
- Provide comparisons to other state and national studies when possible, and
- Provide recommendations for future charter school evaluations.

Methodology

Analysis of Extant Data. Researchers from CEEP first compiled extant data from several sources, including past charter school reports from the Georgia Department of Education, data from the Department of Education website, and national charter school research reports.

Statutory Analyses. Researchers employed multiple legal research techniques to review Georgia's charter school statutes. They photocopied the 2005 statutes for the 41 states with charter school legislation, analyzed the language of each state's statute, and color coded each state statute according to the strength of the language regarding revocation and non-renewal.

Student Achievement Analyses. For student achievement to be examined, CEEP researchers compiled a list of comparison schools for the existing charter schools based on geographic proximity. Additionally, personnel from GaDOE provided CEEP with a list of comparison schools based on demographics. Finally, a list of comprehensive school reform (CSR) schools in Georgia was formulated and these schools were matched to the nearest charter school. Through this process, each charter school was matched with up to three different comparison schools. By conducting the analyses separately for all three groups, CEEP staff expected that the pattern of results across all three sets of analyses would be generalizable to all Georgia charter schools.

For all charter and comparison school students, GaDOE provided 2005 Criterion-Referenced Competency Tests (CRCT) and student demographic data. The CRCT is designed to measure how well students acquire the skills and knowledge described in the Quality Core Curriculum (QCC)¹ and is comprised of selected-response items only. Results are used to diagnose individual student strengths and weaknesses as related to the instruction of the QCC. No standardized norm-referenced test (NRT) data was available due to a decision made by the state of Georgia beginning in the spring of 2003 to no longer mandate NRT test administration or require reporting at the state level.

Results

School Characteristics

The number of Georgia charter schools has been relatively stable over the past few years, with 35 in operation during the 2004-2005 school year and 12 approved schools scheduled to begin operation in 2005-2006. However, the nature of charter schools has changed: The vast majority from 1995-2002 were conversion charter schools, but those schools have been declining in number since 2000-2001. In their place, Georgia has seen an increase in start-up charter schools, which are now the most numerous type of charter school. Georgia charters have experienced a closure rate higher than the national average (11% vs. 7%), and the percentage of conversion charters reverting to traditional school status (34%) is also probably higher than the national average. Student-teacher ratios within charter (14:1) and traditional public schools (13:1) are comparable.²

Student Characteristics

The student characteristic data suggest that although Georgia charter schools are slightly more diverse in terms of student racial composition than all Georgia public schools (56% minority enrollment in charter schools vs. 50% in all public schools), charter schools may

¹ Testing information was obtained from <http://www.doe.k12.ga.us/curriculum/testing/programs.asp>

² One charter school reported a 70:1 student-teacher ratio, greatly inflating the ratio for the entire charter sample. The data included in this summary report does not include this outlier.

be less economically diverse than other public schools (e.g., 30% of charter students qualify for free or reduced lunch vs. 46% in all public schools). Minority enrollment appears to be increasing in charter schools, but free/reduced price lunch eligibility has held steady over the most recent three years. The percent of identified gifted students appears to be increasing very slowly – and is now higher than in all public schools (10% vs. 7% in 2002-2003) – but the percent of students receiving special education services has been stable and is comparable to the percent receiving these services in all public schools (i.e., 11-12% in both).

Teacher Characteristics

Charter school teachers are considerably less experienced than public school teachers statewide (8.8 vs. 12.5 years of teaching, respectively), and, probably as a result, charter teachers have advanced degrees at a slightly lower rate than other public school teachers. A higher percentage of charter teachers are male and non-Caucasian, although roughly 1 in 5 teachers are African American in both charters and traditional public schools. About 74% of charter school teachers and 84% of public school teachers statewide are Highly Qualified according to federal definitions.

Laws and Policies

A recent report by the pro-charter Center for Education Reform (CER) rated Georgia's charter school laws and policies 19th out of 41 states and Washington, D.C., that had charter schools at the time of the analysis. In addition, CER gave an overall rating of "C" to the laws governing Georgia's charter schools. Although the number of charter schools was lauded, the report noted that the range of potential sponsors is very limited and that charter schools face increasing regulation from the state. Recent changes to Georgia's charter laws may improve the state's standing in the CER analysis, which was based on 2002 legislative activity.

Due to the state's high closure/reversion rate, Georgia's statutes on revocation and non-renewal of charter schools were reviewed, and several areas for potential improvement and revision were identified. Although the revocation statute addresses when the state board may terminate a charter and briefly discusses due process procedures,³ Georgia's statute does not require detailed grounds for revocation nor does it provide specific guidelines regarding the notice and hearing. For example, the statute only requires "reasonable notice to the charter school and an opportunity for a hearing." Several other states have stronger statutes, and Georgia policymakers should consider revising the statutes based on the suggestions in the full technical report.

Governance, Funding, and Management

A recent report by the Fordham Foundation, a pro-charter think tank, concluded that Georgia's system for funding charter schools provided significantly less funding per student to charter schools than traditional public schools (i.e., per pupil revenue was 31% lower in charter schools). The report also identified areas in which Georgia policy on school funding could be made more equitable for charter schools, including access to all funding streams currently available to traditional public schools. The Fordham study has

³ Ga. Code Ann. § 20-2-2068

significant limitations, but the broader questions surrounding funding of charter schools should be considered.

Previous evaluations and reports, which included parent and educator concerns about governance and management and the observation that most charters close due to management and financial problems, suggest that governance and management issues are worthy of serious investigation. Other states have conducted these studies and found them to be useful in fostering sound governance and management practices. However, these issues have yet to be comprehensively examined in Georgia's charter schools.

Parent Satisfaction

Parent attitudes toward charter schools have been very positive over several administrations of various parent surveys. For example, in the most recent survey, 70% of parents graded their child's charter school an A or A+, and even parents who did not grade the school highly believed the charter school was the best available option for this child. Furthermore, 85% of parents indicated they would re-enroll their children in their charter school the following year. Parents noted that the potential for strong academic programs were the major attraction of charter schools, and they rated many aspects of their children's school highly. Although the parent survey results should be interpreted with caution due to several significant limitations (e.g., the response rate from parents in 19 schools was 35%, representing less than 20% of all charter parents), parent satisfaction with their children's charter schools – and the idea of charter schools in general – appears to be considerable and has probably remained relatively stable over the past four years.

Student Achievement

Analyses of 2002-2005 Adequate Yearly Progress designations and 2005 elementary and middle school testing data in the areas of reading, English/language arts, and mathematics provide evidence that students in Georgia charter schools are achieving at similar levels as their peers statewide and in comparison schools, with significant variation by subject area, grade, and length of time attending charter schools. Most differences between charter and comparison schools favor charter schools, but this was not universally the case. Evidence of the impact of length-of-attendance in charter schools on student achievement is most convincing in Grade 4, although there is some evidence of an effect in Grades 6, 7, and 8.

Recommendations

The full technical report includes extensive, detailed recommendations for future evaluation and research activities that should help foster the growth and success of Georgia's charter schools. The following bulleted points provide a summary of the recommendations:

- *Investigate Governance, Funding, and Management Issues.* Future evaluations should investigate governance and management issues. This work could include studies of the charter authorization process; the effectiveness of various management models; financial revenue, management, and expenditures; best practices in authorization and other aspects of management and governance; and

- case studies of schools that have closed. In other words, what management practices have worked in Georgia’s charter schools? What practices appeared promising but did not live up to expectations? Studies of charter governance and management would be invaluable as the Georgia Department of Education works to strengthen these aspects of the charter school system.
- *Study How Student Characteristics Impact Decisions to Enroll and How Those Characteristics Impact Student Success.* Little is known nationally about how student characteristics influence decisions to enroll in charter schools. Given Georgia’s unique situation (i.e., high minority, high SES, high gifted enrollment compared to all state schools), studying how enrollment decisions are made would provide the Georgia Department of Education with guidance about how to disseminate information about charter schools most effectively. Similarly, given the high percentages of gifted and special education students in charter schools, studying how enrolled students with special needs receive services should help to identify best practices.
 - *Address the Lack of Information About Teacher Characteristics and Behaviors.* Future evaluations should seek to fill the gap in knowledge about charter school teacher preparation and experience, behavior, and professional development.
 - *Conduct Additional Legal and Policy Analyses.* Additional legal analysis, including comparison to model state statutes, should be considered. For example, a comparison of Georgia laws and policies to those in other states suggests that policymakers should consider adding specific language to state statutes regarding grounds for revocation or non-renewal and details about acceptable appeal procedures.
 - *Implement a Revised Parent Survey that Facilitates Analysis of Trends in Parent Perspectives.* Parent perceptions are important indicators of the health of Georgia’s charter school system. However, strategies for assessing parent perceptions could be improved. Possible improvements include using a core set of items to allow trends in parent responses to be tracked, improving the sampling design, survey administration, and data analyses, plus including comprehensive assessments of parent involvement.
 - *Conduct Experimental Evaluations of Student Achievement with an Emphasis on Identification of Best Practices.* The best statistical test of charter school effectiveness is the use of experimental studies in which students randomly selected for charter school attendance are compared to students randomly assigned to a traditional public school. Because some Georgia charter schools use lottery-based admissions, the conditions exist for this type of experimental study, which would also facilitate the identification of best practices within specific schools.

Our recommendations for future evaluation work are based on the assumption that it is time for Georgia to move from a mindset in which the question of interest was, “Do our charter schools work?” to an approach that asks, “For whom do our charter schools work, and under what circumstances do these schools work best?” The development of the Georgia charter school system over the past decade has been impressive, and – although more work needs to be done – evaluation evidence suggests that the schools are working

in many ways. The next step in the evolution of these schools is to determine the factors that promote the highest levels of student success and parent satisfaction within Georgia charter schools.

Notes on Individual Charter School Reports

Three Georgia Charter Schools are not designated as “home” schools for students that attend the school. Those schools are the Central Educational Center, the Technical Career Academy, and Talbot County Charter Alternative Academy. These charter schools do not report standardized test scores for their students and do not have an AYP determination made for their school. Standardized test scores for students attending these three schools are reported through the “home” schools in which the students are enrolled.

All other Georgia charter schools report standardized test scores for their students and have an AYP determination made for the school.

ADDISON ELEMENTARY SCHOOL

Contact Information

Judith H. Lindsay
3055 Ebenezer Road
Marietta 30066
(770) 578-2700

Basic Facts

District	Cobb County
Type	Conversion
Opened	1995
Grades Served	K - 5
Enrollment	558
Title I School	No

Mission

Addison Elementary assures our citizens are 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	Mountain View Elementary School	Rocky Mount Elementary School	Nicholson Elementary School	Georgia
Distance from Charter School (in miles)	0	1.6	1.6	1.8	0
Total Population	563	764	564	561	1,515,646

Diversity

Caucasian	65%	75%	80%	68%	49%
Black	12%	11%	7%	11%	38%
Hispanic	11%	2%	3%	13%	8%
Asian/Pacific Islander	6%	9%	7%	2%	3%
American	0%	0%	0%	1%	0%
Indian/Alaskan Native					
Multiracial	5%	2%	4%	6%	2%

Special Populations

ESOL	5%	0%	0%	9%	3%
Gifted	22%	17%	18%	8%	8%
Special Education	15%	16%	19%	19%	12%

Free & Reduced Lunch:

% of Total Population	21%	10%	8%	27%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>	
Did the school make AYP?	Yes	Yes	Yes	
Is the 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.

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
- "Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term
- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 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 on Goal: Attained

Indicators of Progress: CRCT, fully 97% of Addison's 1st grade students scored above 300 in reading while 91% of state's students did the same. CRCT, fully 95% of Addison Elementary's 2nd grade students scored above 300 in reading while 87% of state's students did the same; fully 98% of Addison Elementary's 3rd grade students scored above 300 in reading while 92% of state's students did the same. Fully 97% of Addison Elementary's 4th grade students scored above 300 in reading while 87% of state's students did the same. Fully, 99% of Addison Elementary's 5th grade students scored above 300 in reading while 87% of state's students did the same. CRCT, fully 93% of Addison's 1st grade students scored above 300 in English while 85% of state's students did the same. CRCT, fully 93% of Addison Elementary 2nd grade students scored above 300 in English while 89% of state's students did the same. Fully 96% of Addison Elementary's 3rd grade students scored above 300 in English while 87% of state's students did the same. Fully 92% of Addison Elementary 4th grade students scored above 300 in English while 84% of state's students did the same. Fully 96% of Addison Elementary 5th grade students scored above 300 in English while 89% of state's students did the same. CRCT, fully 93% of Addison Elementary 1st grade students scored above 300 in math while 89% of state's students did the same. Fully 91% of Addison Elementary 2nd grade students scored above 300 in math while 88% of state's students did the same. Fully 94% of Addison Elementary 3rd grade students scored above 300 in math while 90% of state's students did the same. Fully 95% of Addison Elementary 4th grade students scored above 300 in math while 85% of state's students

did the same. Fully 98% of Addison Elementary 5th grade students scored above 300 in math while 87% of state's students did the same.

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.

- Addison- 100%
- RESA- 92.12%
- State- 93.25%
- System- 93.58%

Goal 2: Students will learn to value education and become confident in their ability to become lifelong learners into the 21st century.

Progress on Goal: Sufficient Progress

Indicators of Progress: By 2006 all certified teachers will be proficient in integration technology into the curriculum as measured by Intech certification. At the end of the 2004-2005 school year, 99% of all certified teachers had received Intech certification.

Goal 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 on Goal: Sufficient Progress

Indicators of Progress: EIP allotments are converted into classroom teachers in order to lower pupil/teacher ratio. Every available teaching position has direct contact with students. The use of an inclusion model for special education in a collaborative model in gifted education allows for additional teachers going into classrooms to reduce class size. Instructional Lead Teacher is used for instruction in modeling lesson in every classroom.

Goal 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.

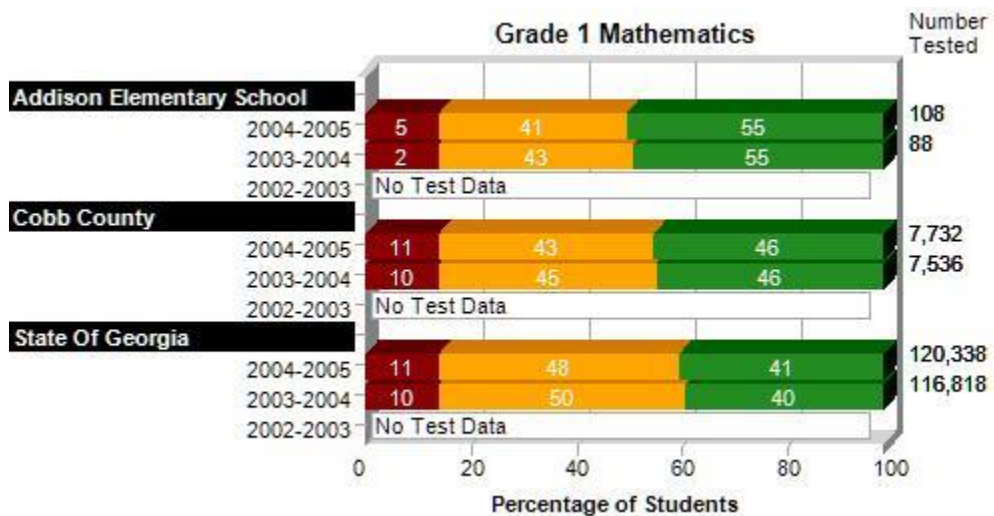
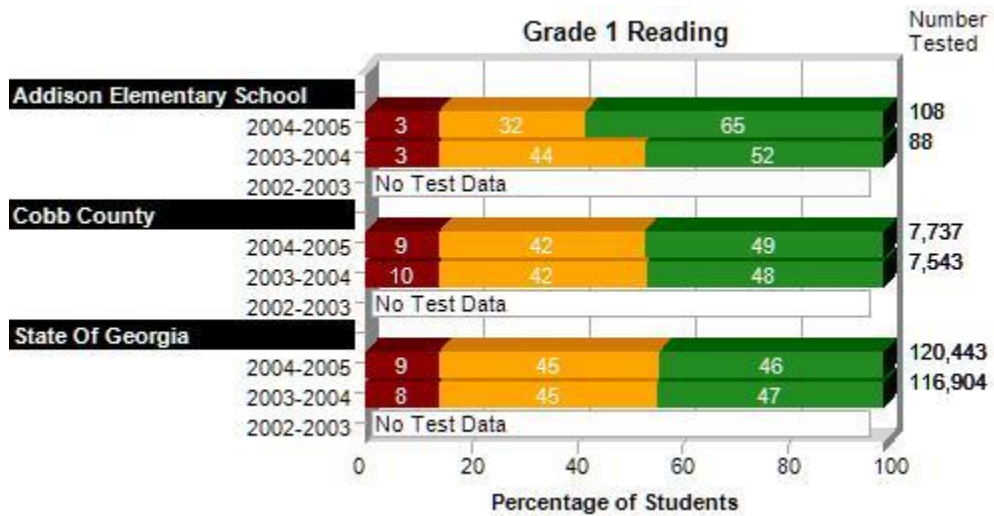
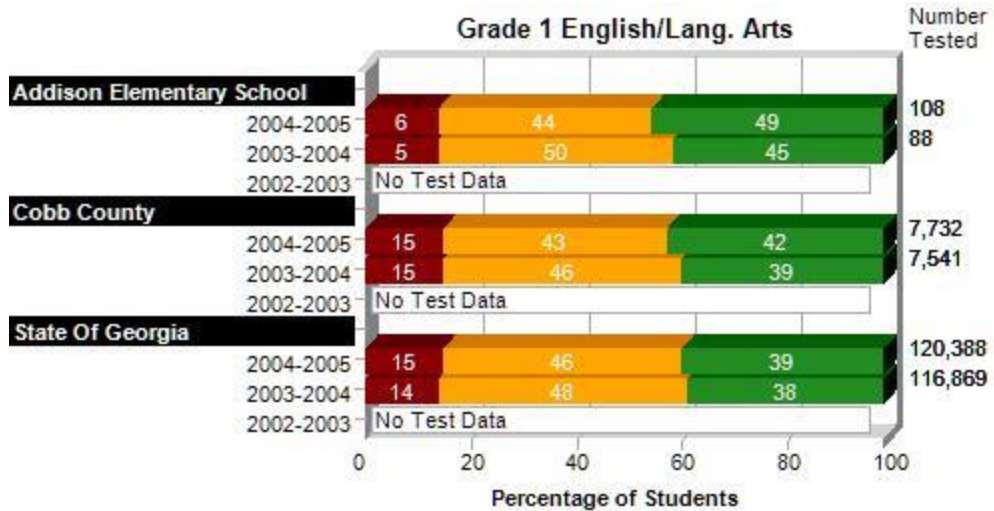
Progress on Goal: Sufficient Progress

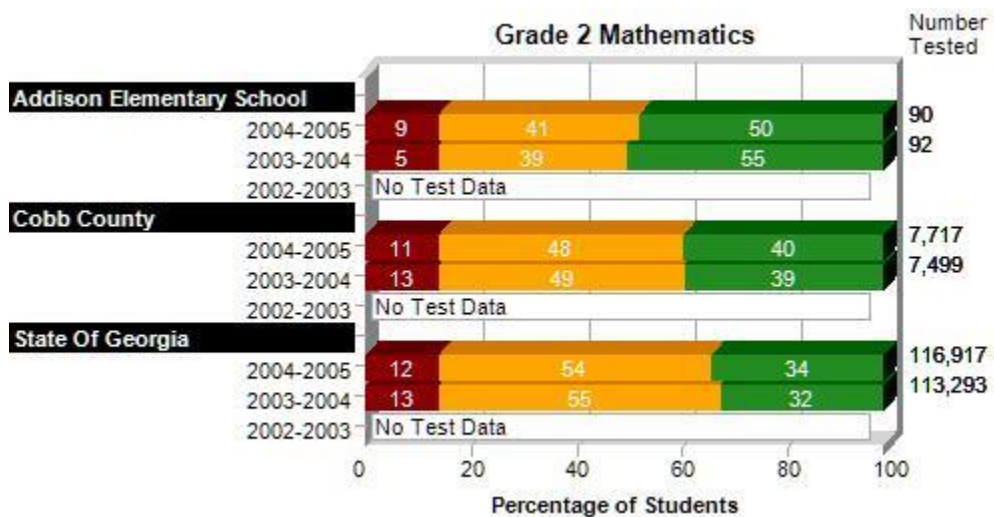
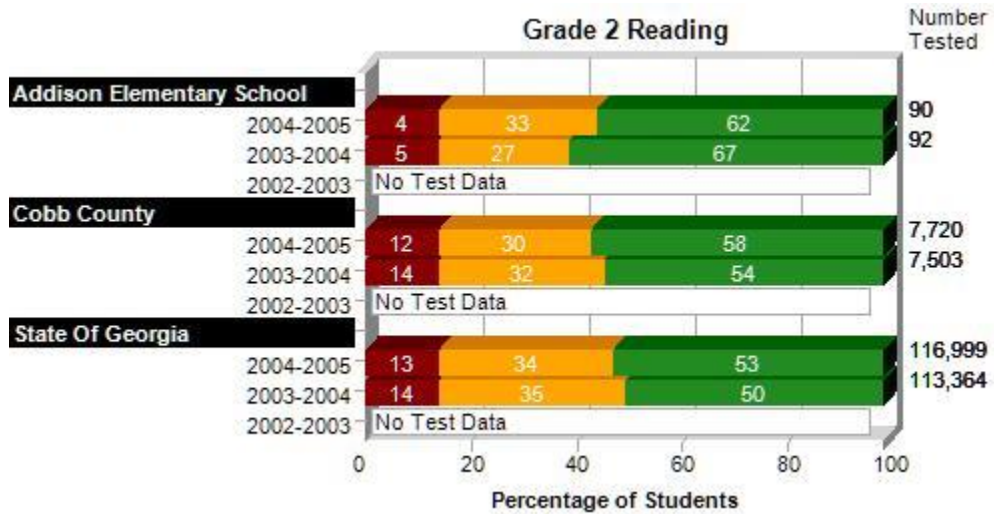
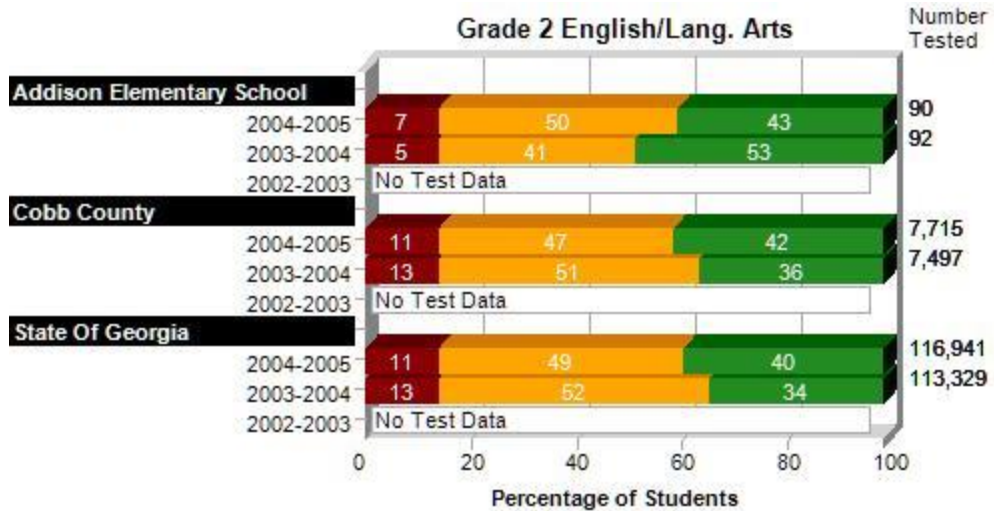
Indicators of Progress: Participation of students in a democratic service learning project as of June of 2005: Kindergarten:29% First Grade:56% Second Grade:55% Third Grade: 76% Fourth Grade: 81% Fifth Grade: 84%

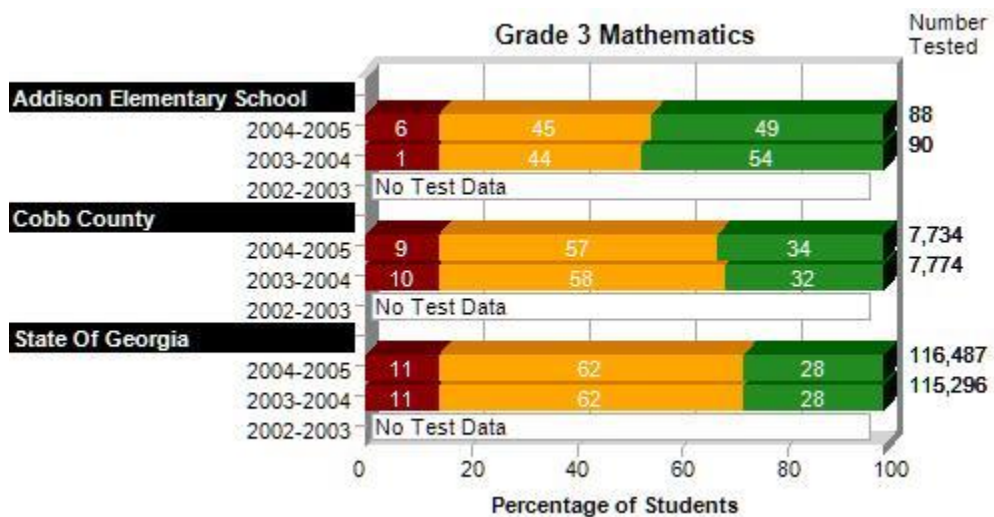
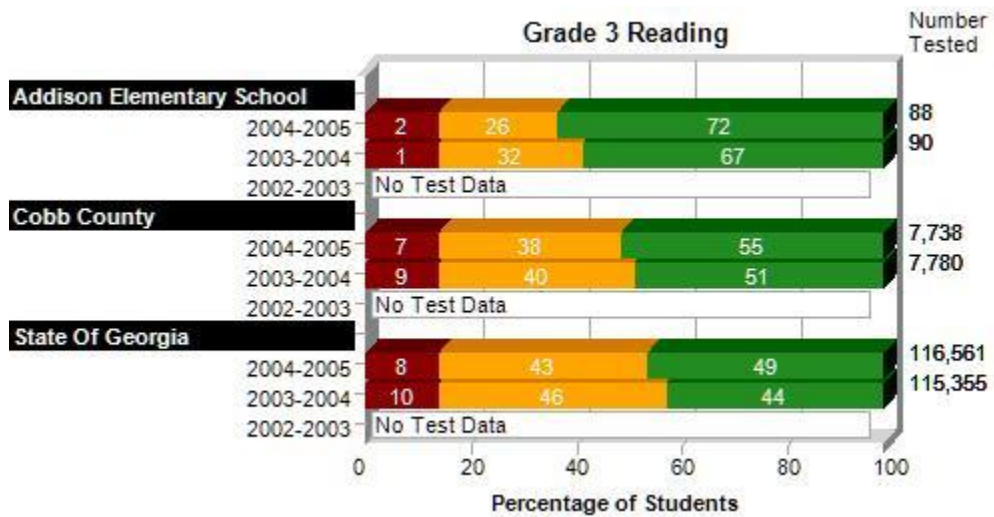
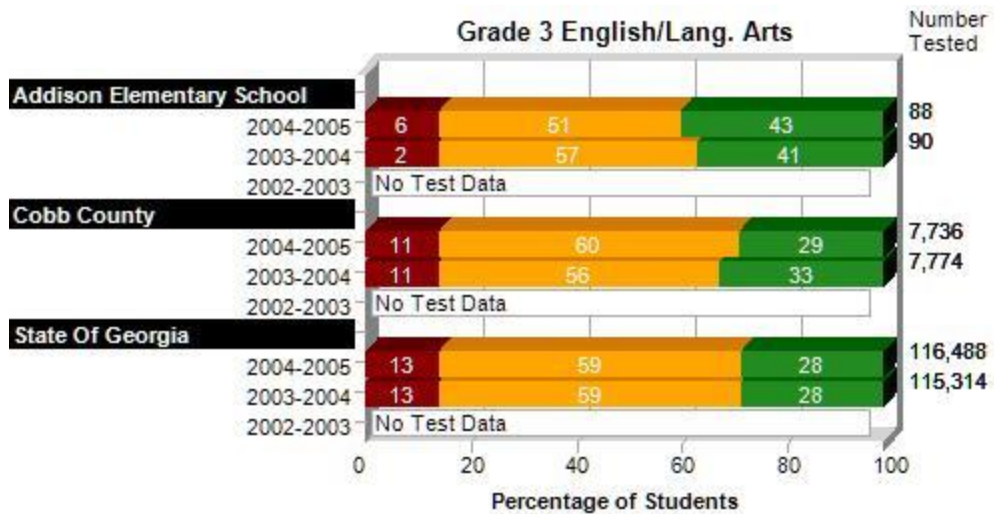
Financial Accountability

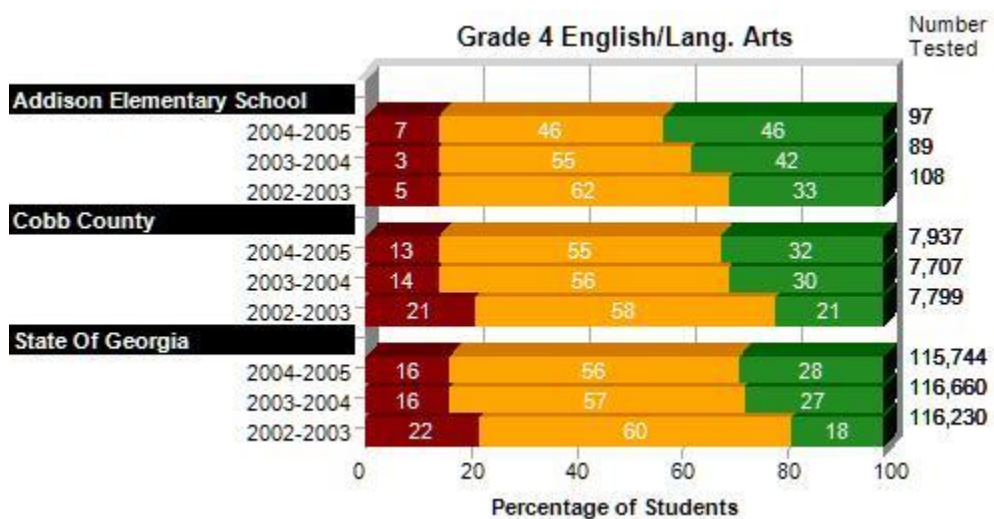
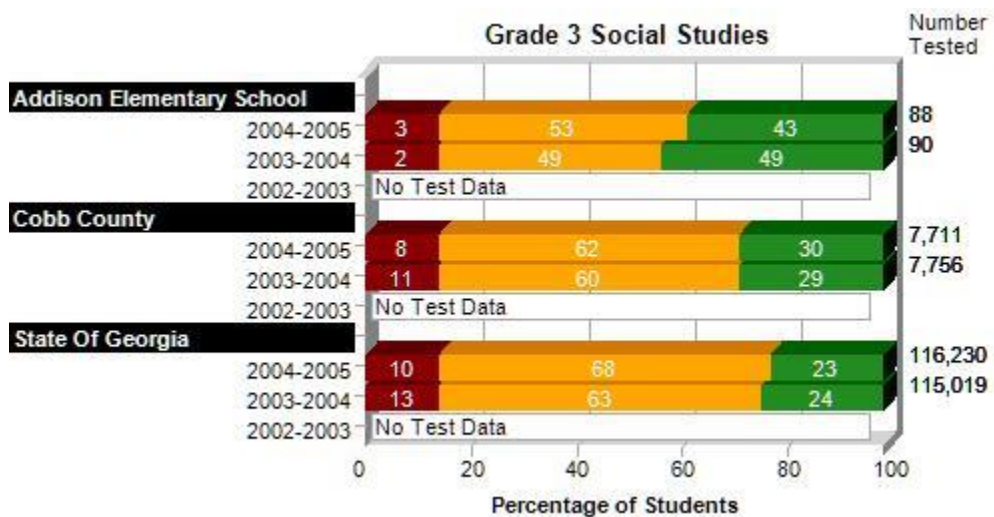
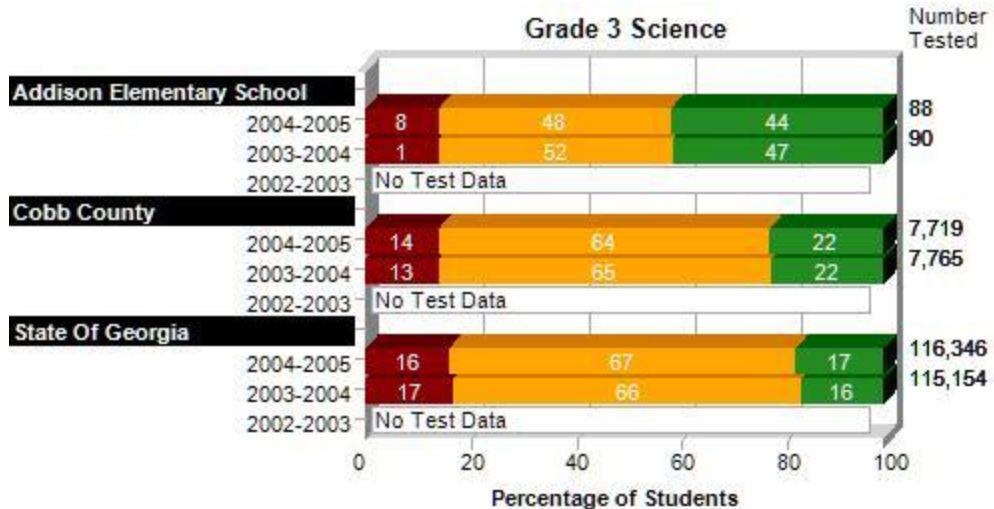
Did the school have an independent audit for the fiscal year ending June 30th, 2005? No

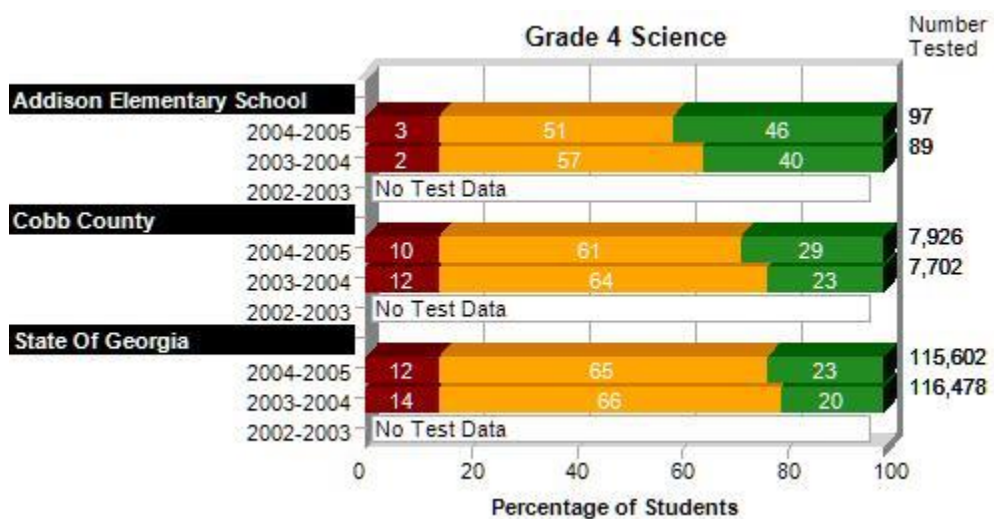
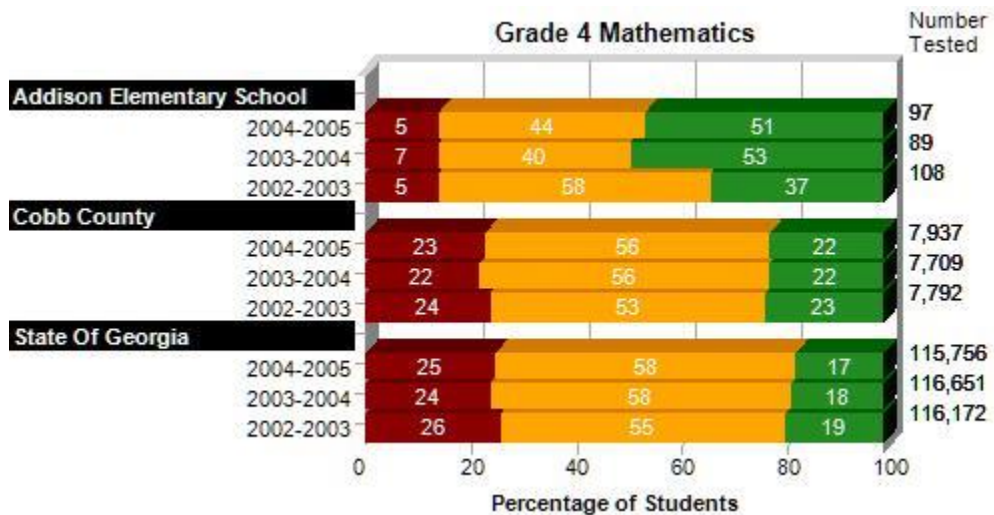
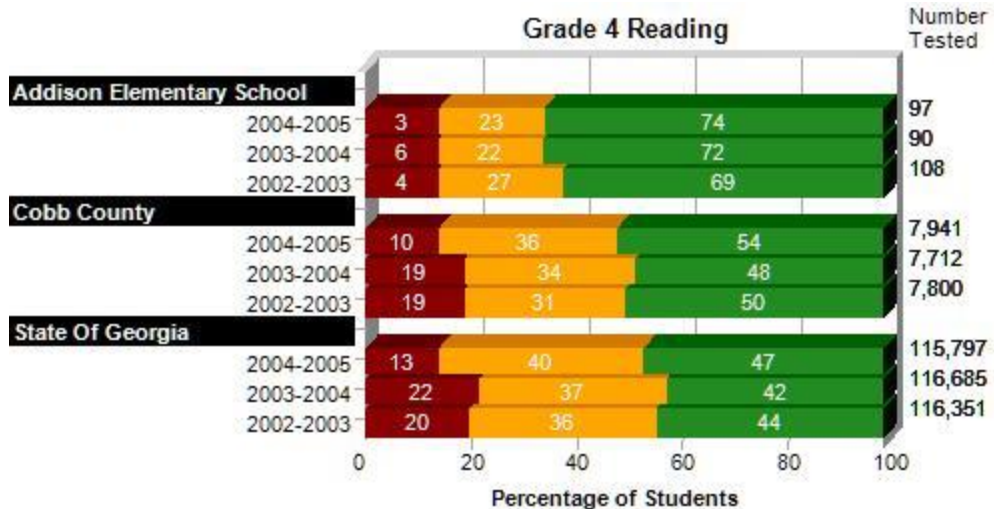
Were there any findings from this audit? No

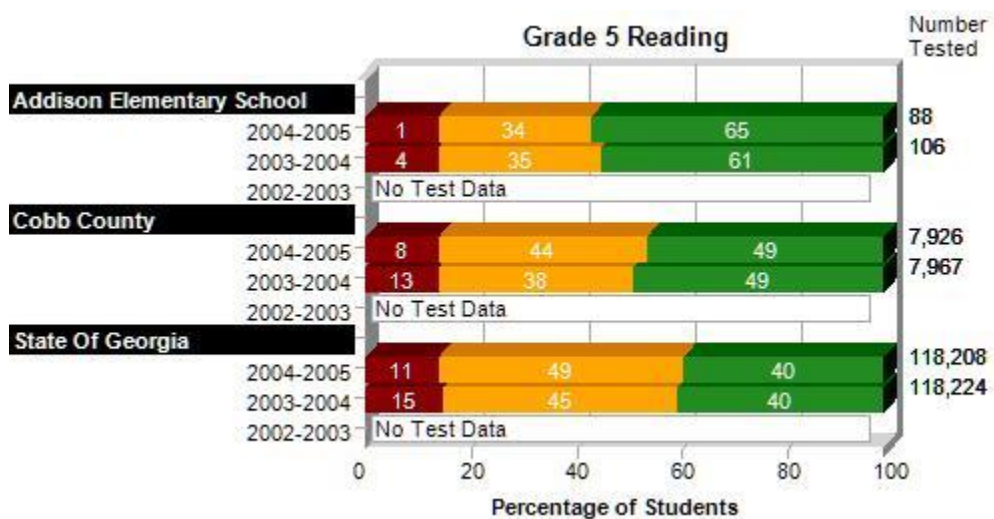
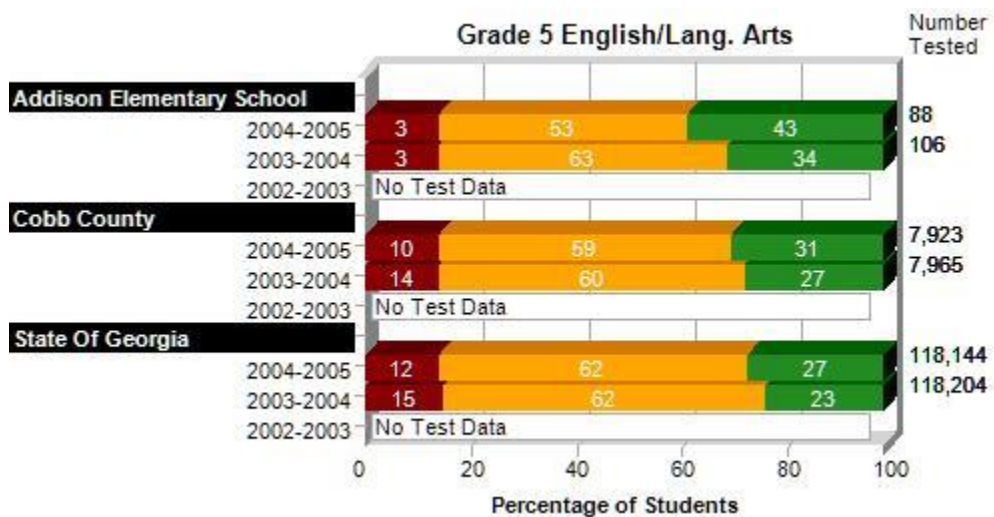
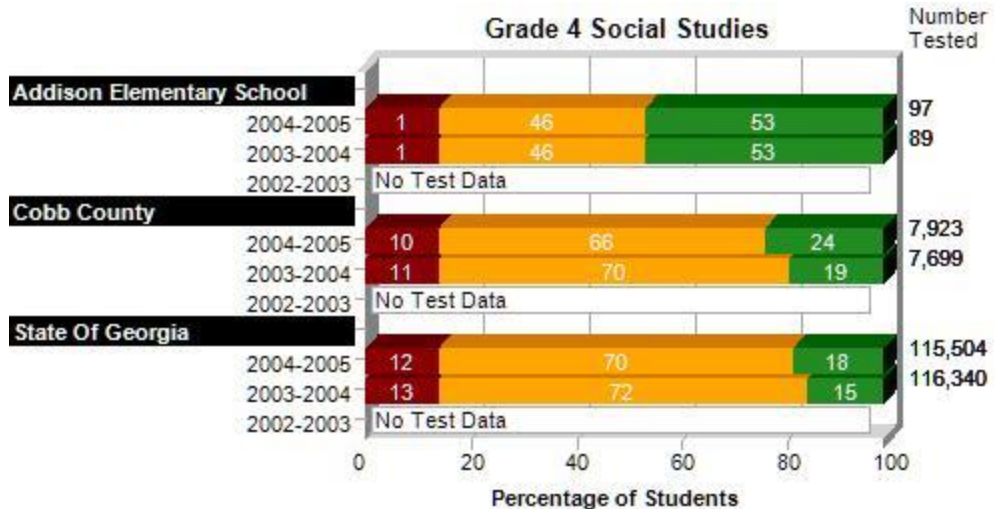


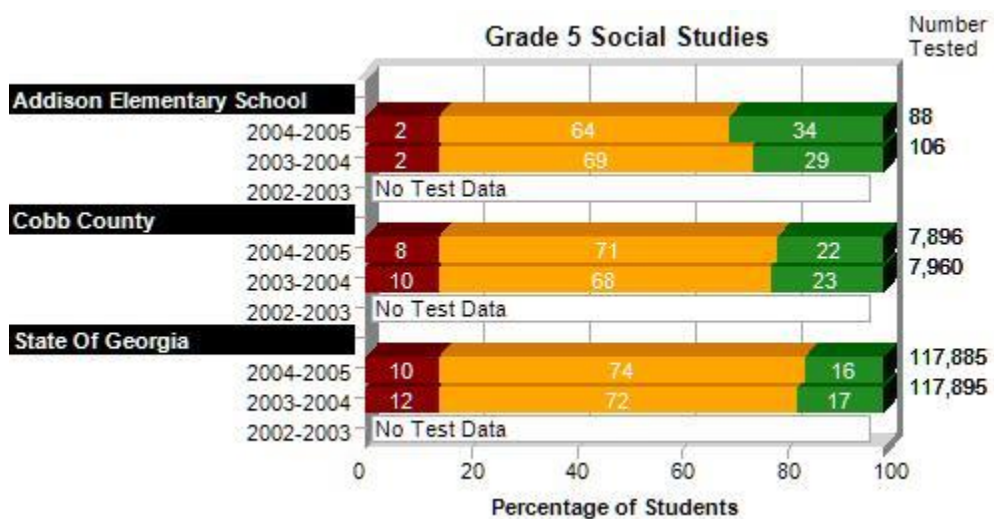
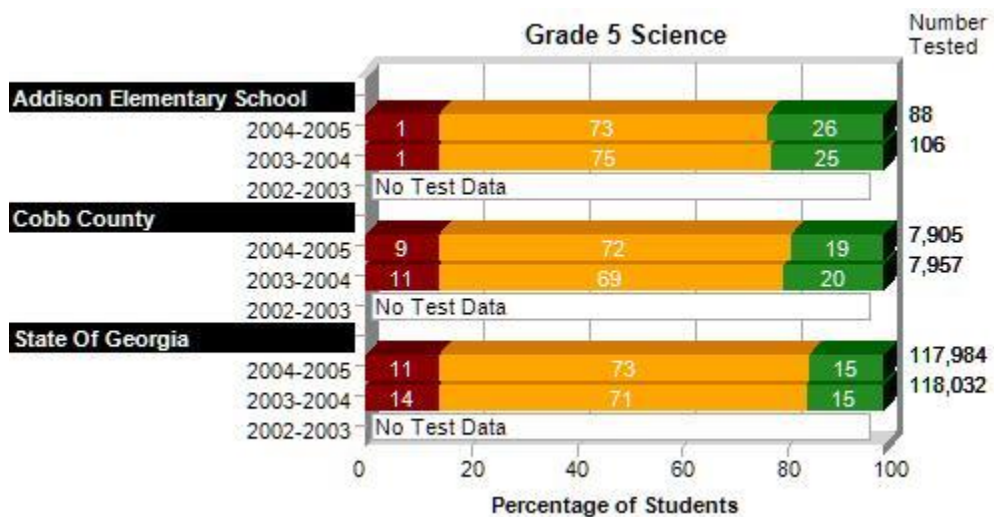
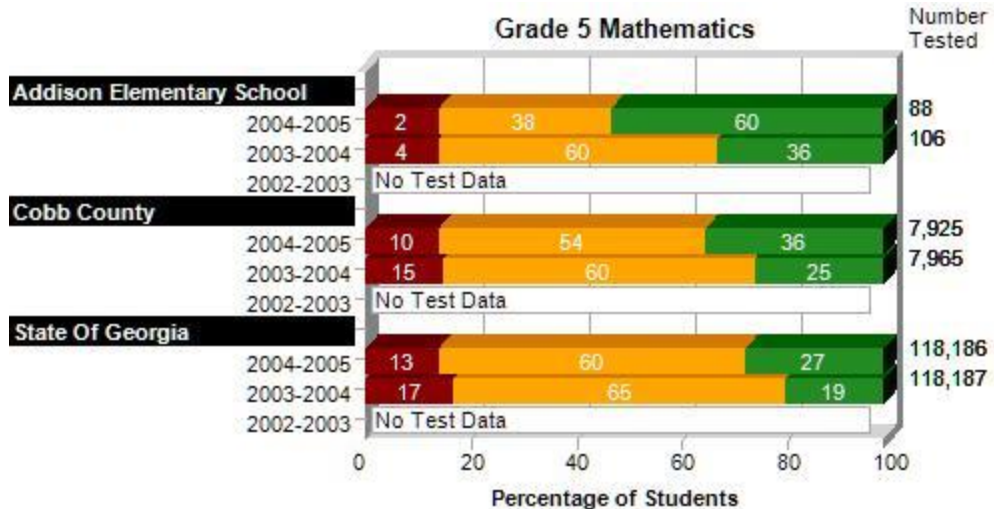












BACONTON COMMUNITY CHARTER SCHOOL

Contact Information

Lynn Pinson
260 Walton Street
Baconton 31716
(229) 787-9999

Basic Facts

District	Mitchell County
Type	Start-up
Opened	8/1/2000
Grades Served	Pre-K - 12
Enrollment	623
Title I School	No

Mission

It is the mission of BCCS 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 are central to the mission of BCCS, standards that will lead to academic excellence and a strong moral fiber. Parental involvement is critical to the BCCS mission.

Educational Philosophy: Children supported by family and community can learn to their maximum potential when offered a rigorous, content-rich, hands-on curriculum through stimulating teaching in a safe and nurturing environment.

Demographics

	Baconton Community Charter School	Lamar Reese School of the Arts	Mitchell County Elementary School	Mitchell County Primary School	Georgia
Distance from Charter School (in miles)	0	9.4	9.9	10.6	0
Total Population	526	539	454	487	1,515,646

Diversity

Caucasian	90%	1%	8%	9%	49%
Black	7%	99%	85%	84%	38%
Hispanic	1%	0%	6%	7%	8%
Asian/Pacific Islander	1%	0%	0%	0%	3%
American	0%	0%	0%	0%	0%
Indian/Alaskan Native					
Multiracial	1%	0%	1%	0%	2%

Special Populations

ESOL	0%	0%	3%	2%	3%
Gifted	0%	0%	3%	0%	8%
Special Education	14%	12%	13%	10%	12%

Free & Reduced Lunch:

% of Total Population	43%	85%	81%	89%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>
Did the school make AYP?	Yes	Yes	Yes
Is the 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.

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
- "Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term
- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: The goal for the average score in total reading for each grade level as measured by the Stanford Achievement Test will be the following. The goal for the overall school percentile will be 65%; K=75%, 1st=70%, 2nd-5th=60th, 6th-10th=55%

Progress on Goal: Exceeded

Indicators of Progress: K=85%, 1st=90%, 2nd-5th=59%, 6th-10th=57%
Overall school percentile, 73%; 2004-2005 Stanford Nine Achievement Test.

Goal 2: The percentage of students meeting or exceeding standards on the reading portion of the Georgia Criterion Reference Test will be the following:
1st=70%, 2nd-5th=60%, 6th-8th=55%

Progress on Goal: Exceeded

Indicators of Progress: 2004-2005 CRCT

Goal 3: The goal for the average percentile score in total math for each grade level as measured by the Stanford Achievement Test will be the following. The goal for the overall school percentile will be 65%.
K-4th=70%, 5th-6th=65%, 7th-10th=60%

Progress on Goal: Sufficient Progress

Indicators of Progress: K-4th= 74%, 5th-6th=60%, 7th-10th=60%
Overall School Percentile, 65%
2004-2005 Stanford Achievement Test

Goal 4: The percentage of students meeting or exceeding standards on the math portion of the Georgia Criterion Reference Test will be the following:
1st-4th=70%, 5th-6th=65%, 7th-8th=60%

Progress on Goal: Exceeded

Indicators of Progress: 2004-2005 CRCT

Goal 5: 15% of the students in physical education classes at will receive Presidential Fitness Awards, including National and Presidential status.

Progress on Goal: Exceeded

Indicators of Progress: Over 50% of our students were awarded National or Presidential at our end of the year Honor's Day. 100% of students enrolled in Physical Education Classes participated in the Presidential Fitness Program.

Student Conduct Goals

Goal 1: Students will attain a 97.5 attendance rate with 5 or less absences and 5 or less tardies.

Progress on Goal: Exceeded

Indicators of Progress: School attained a 98% attendance rate for 2004-2005.

Other Goals

Goal 1: Attendance goal of 97.5 for students. Our attendance percentage for 2004-2005 was 98%.

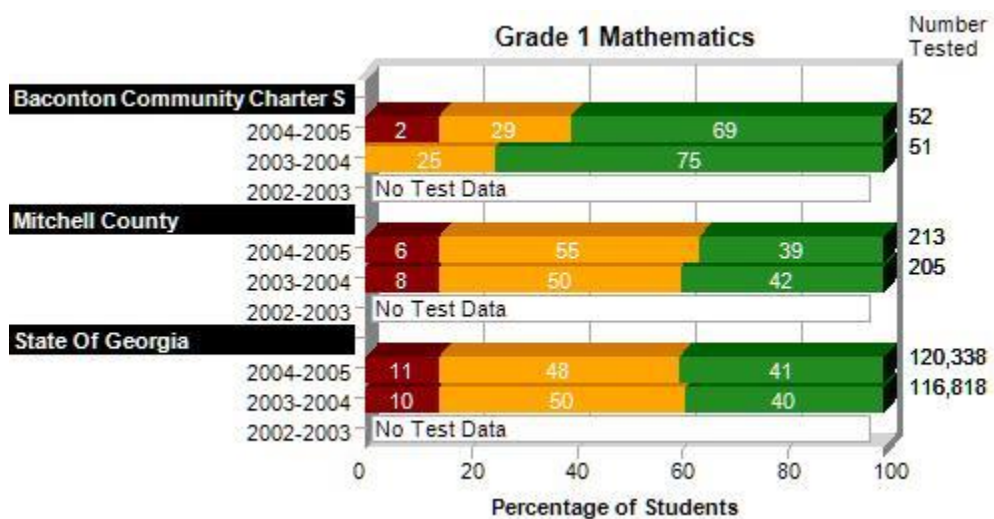
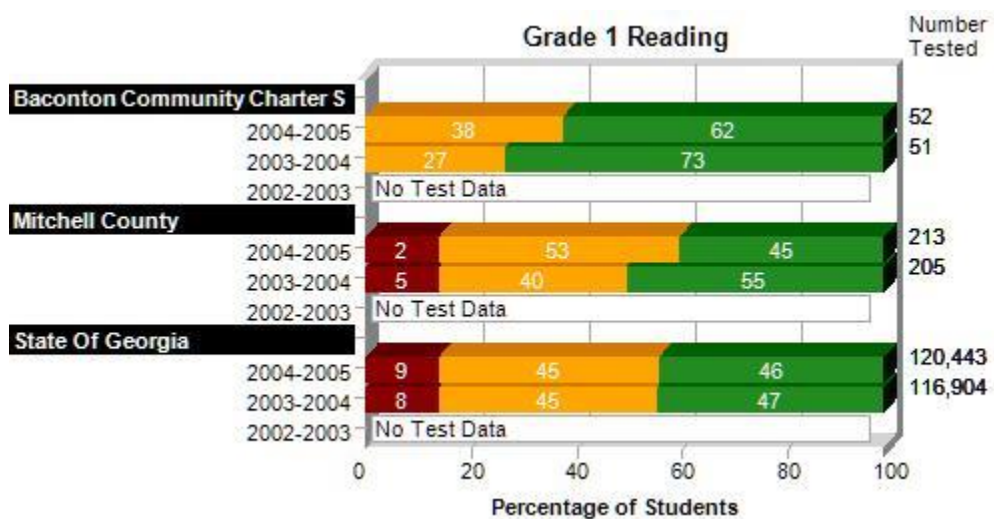
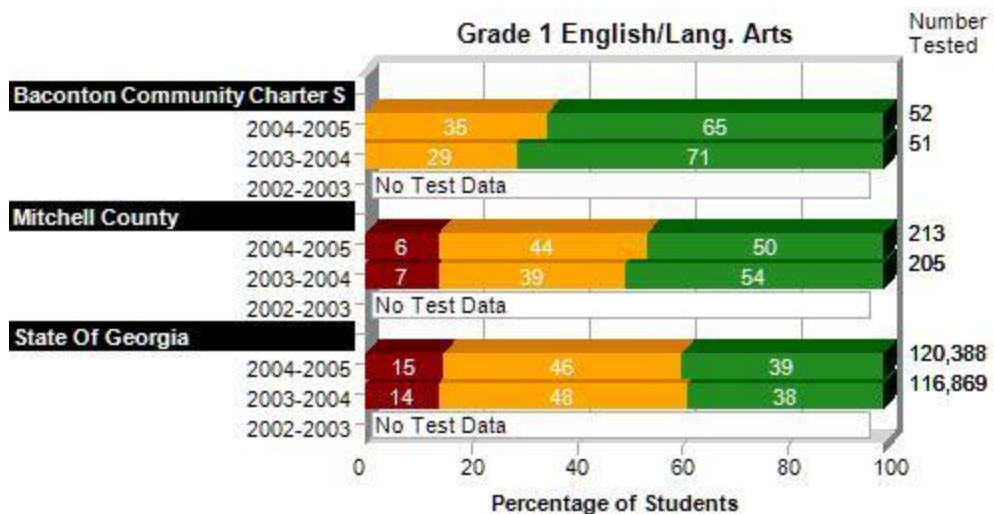
Progress on Goal: Exceeded

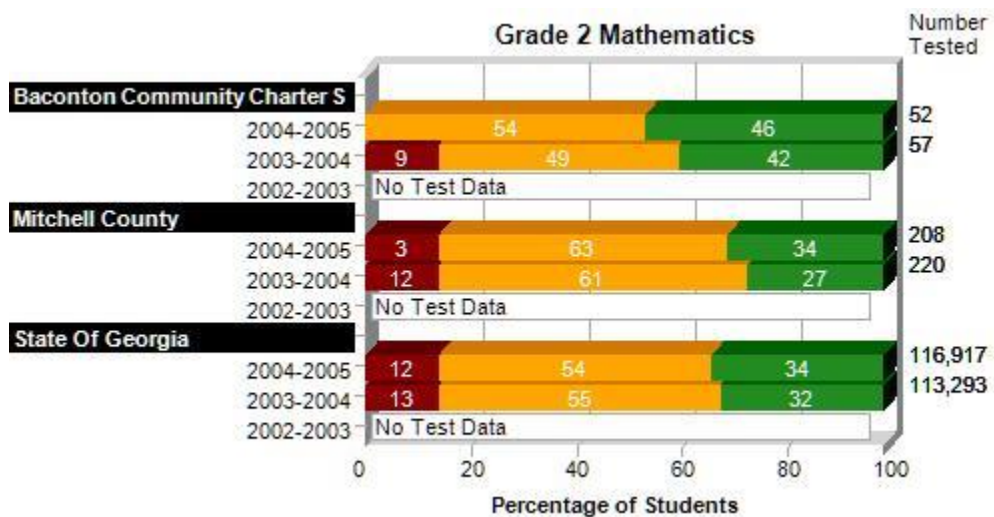
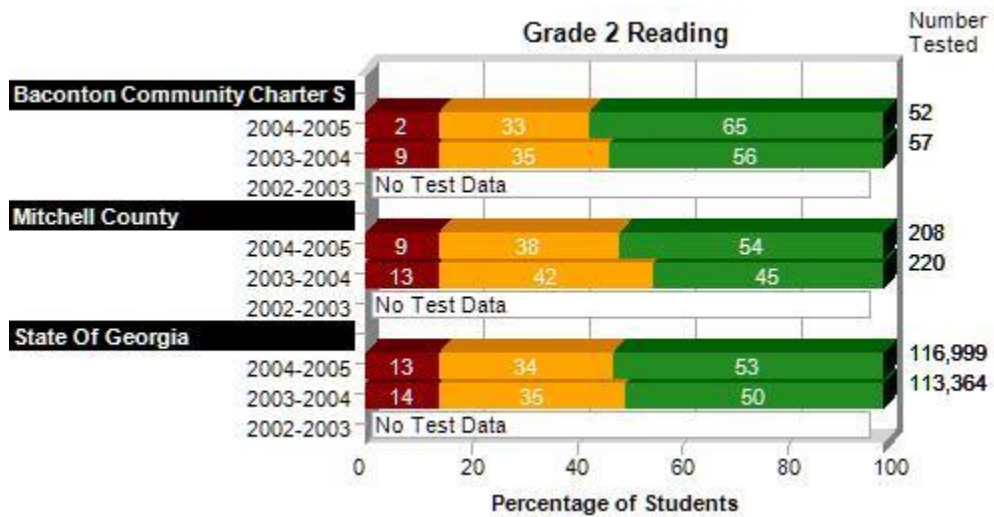
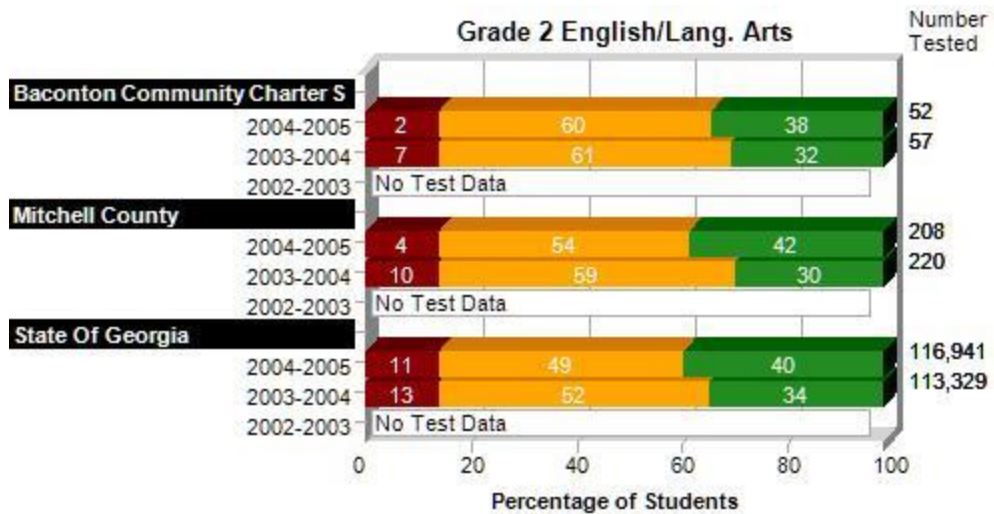
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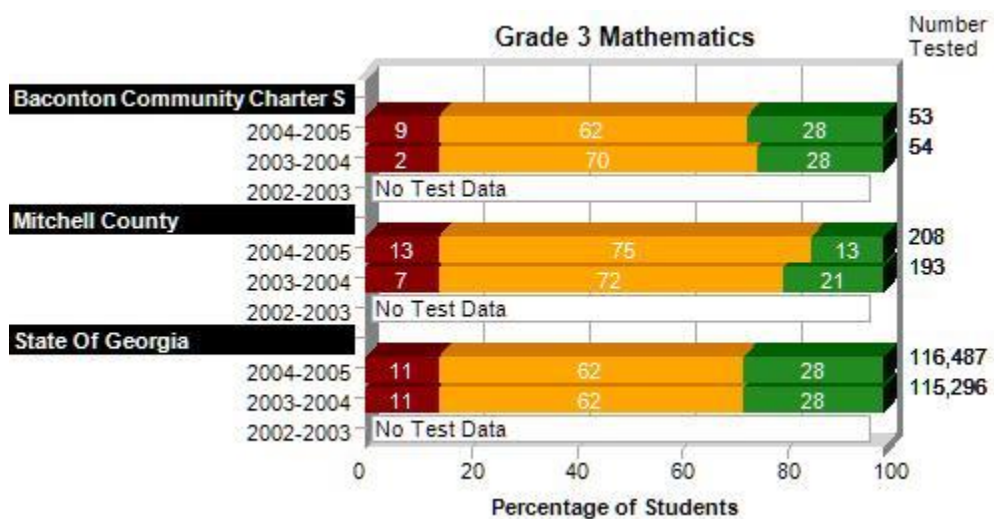
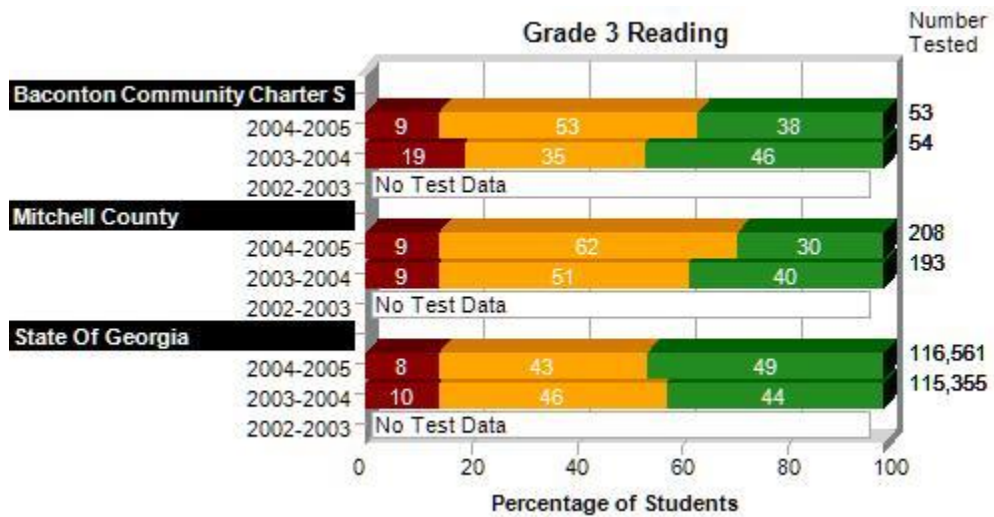
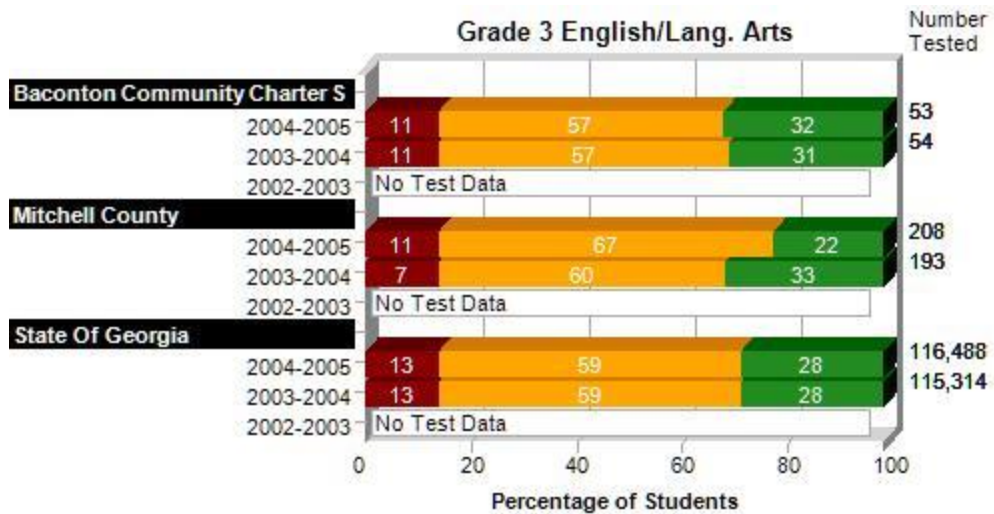
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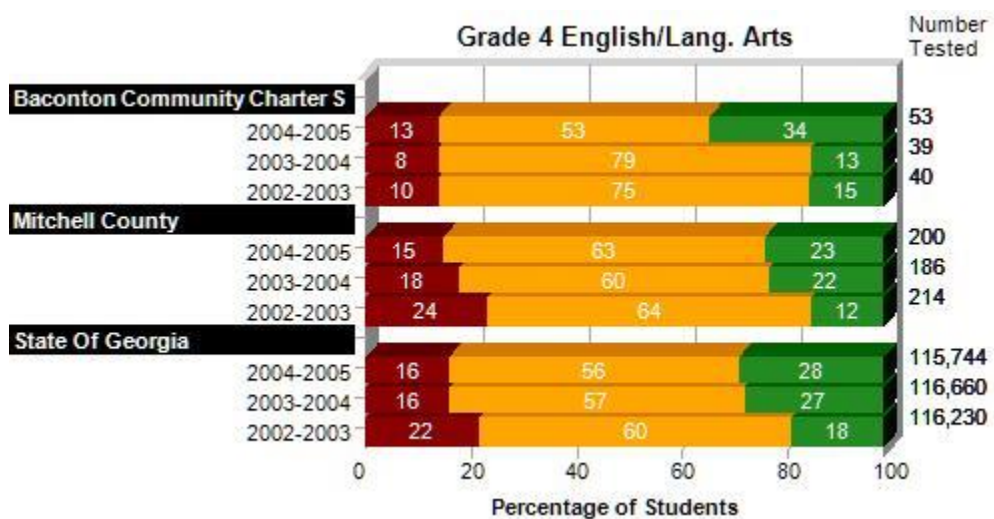
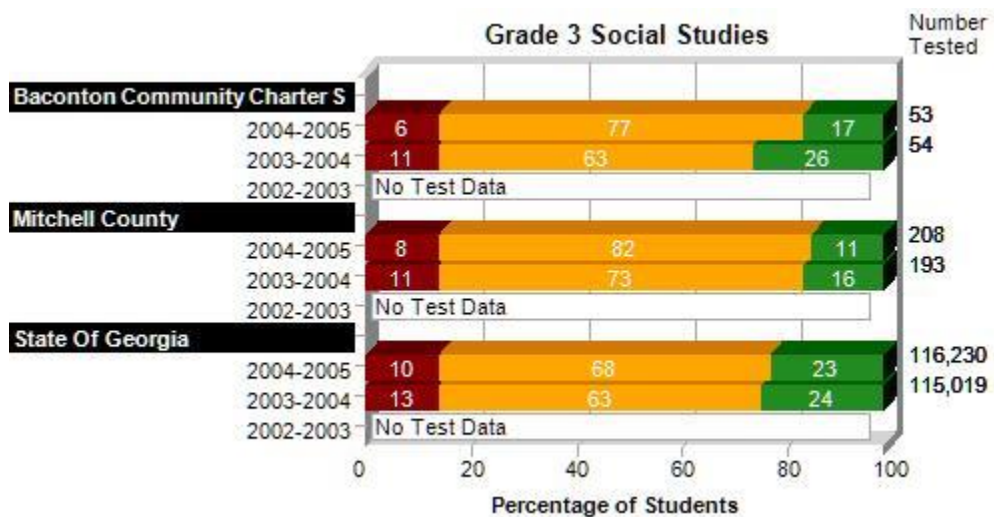
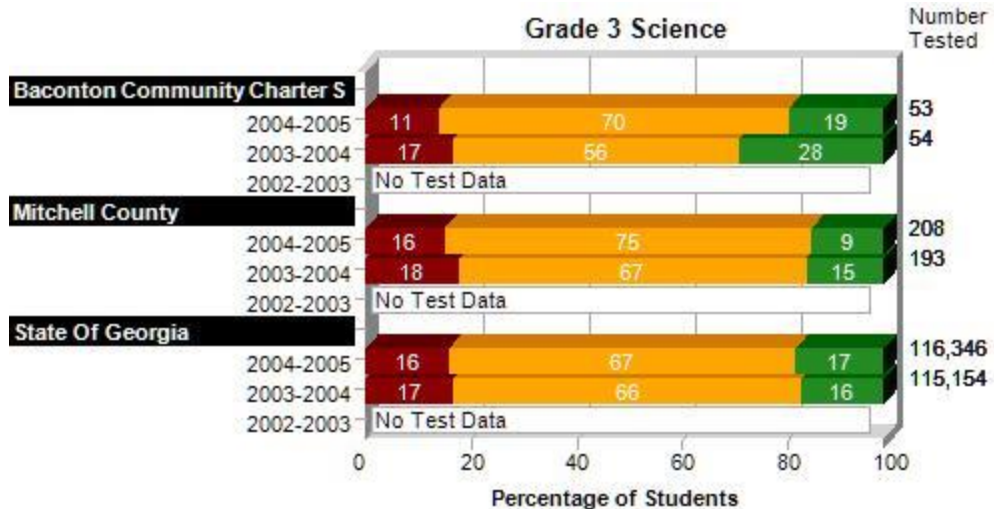
Did the school have an independent audit for the fiscal year ending June 30th, 2005? Yes

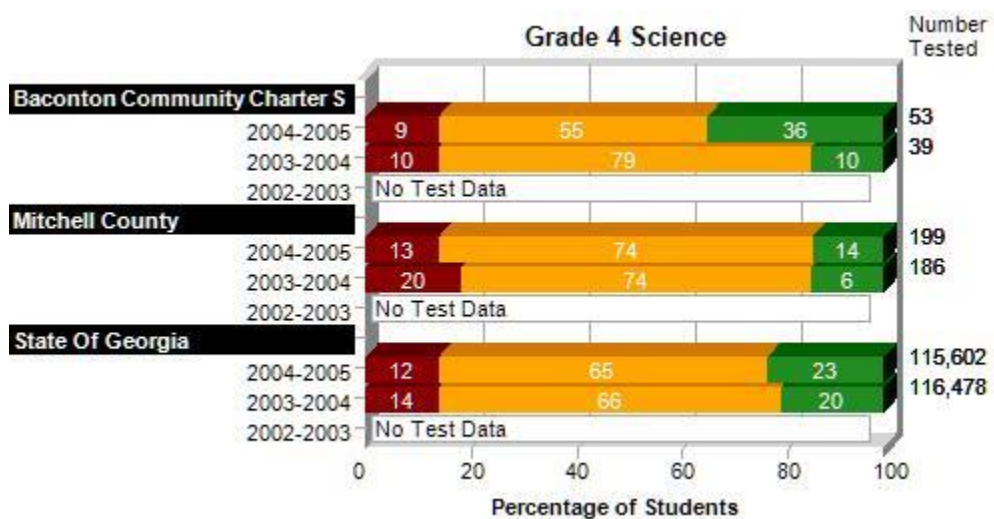
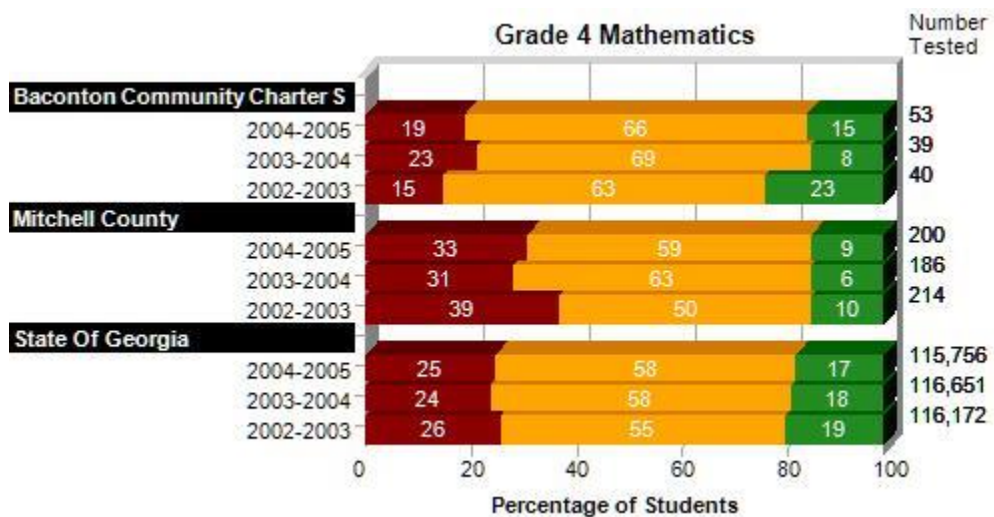
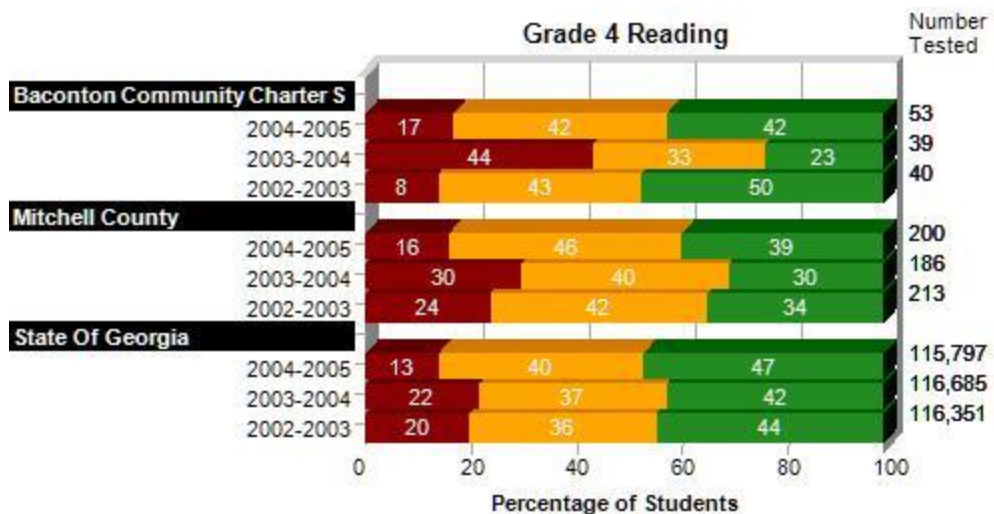
Were there any findings from this audit? No

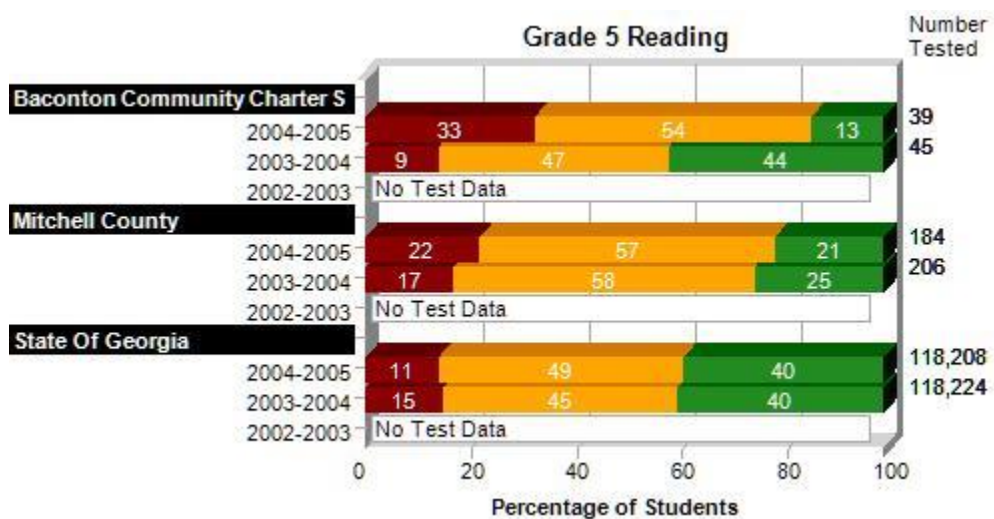
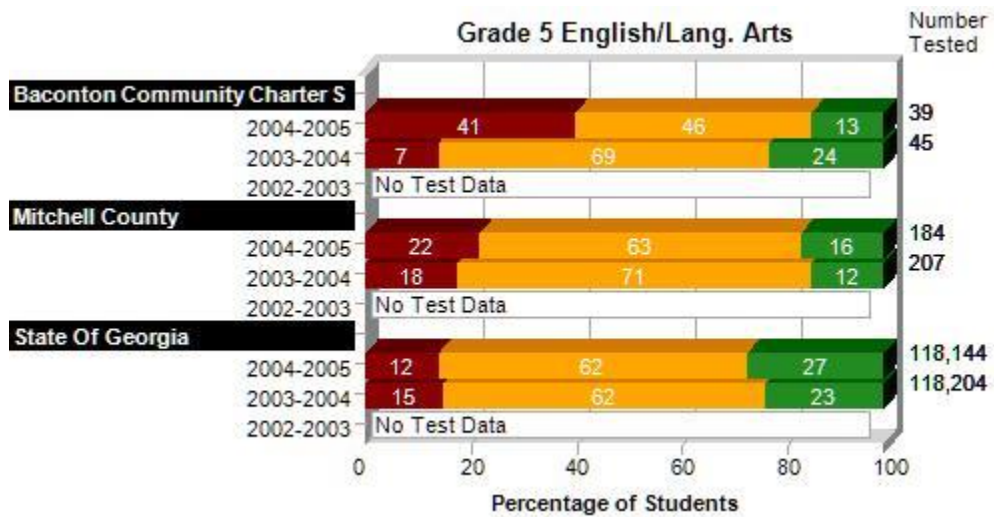
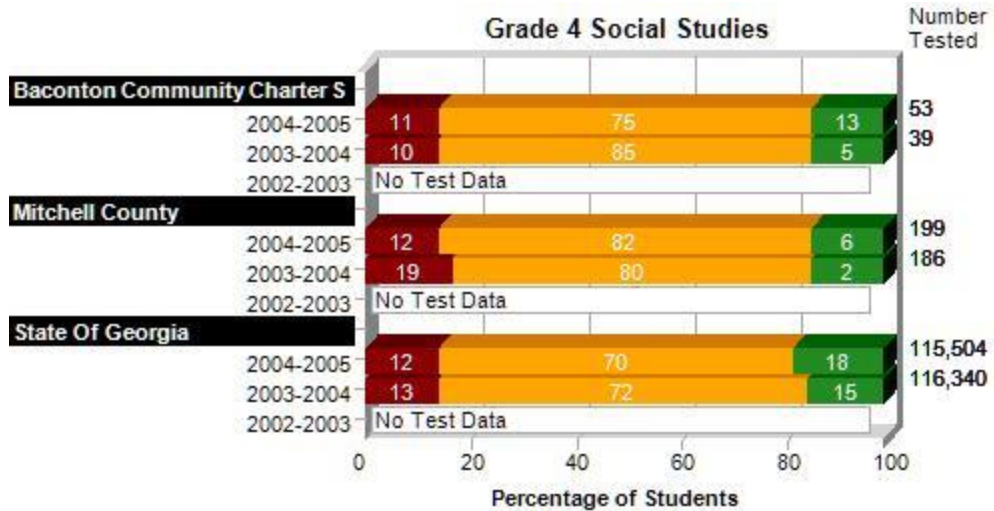


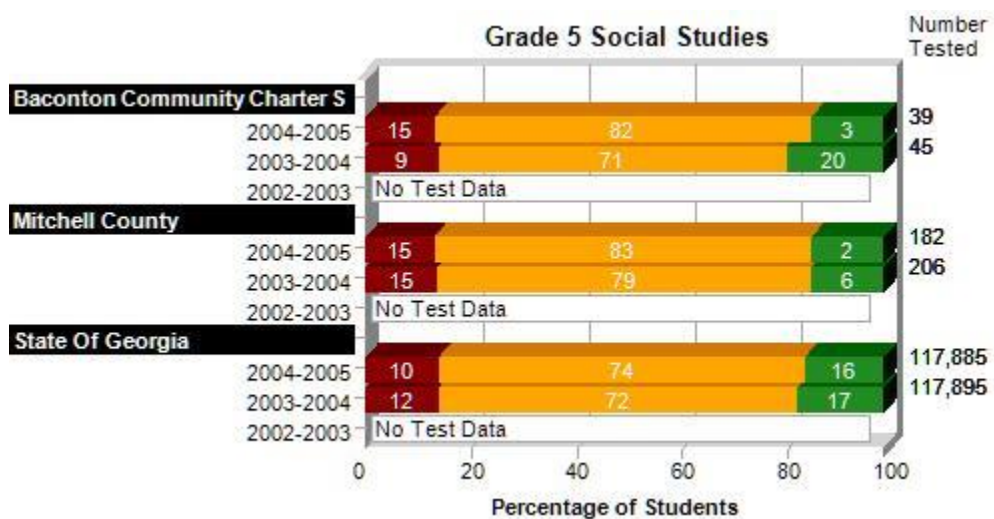
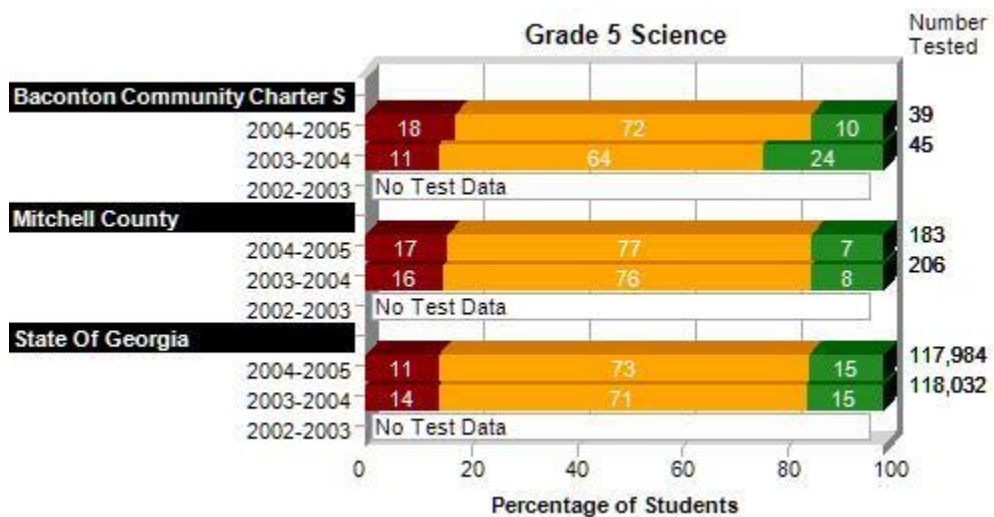
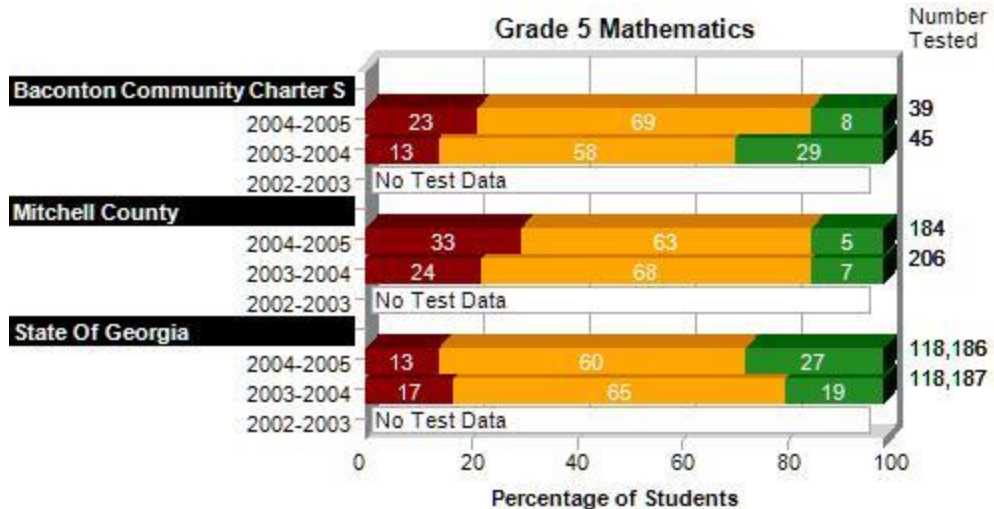


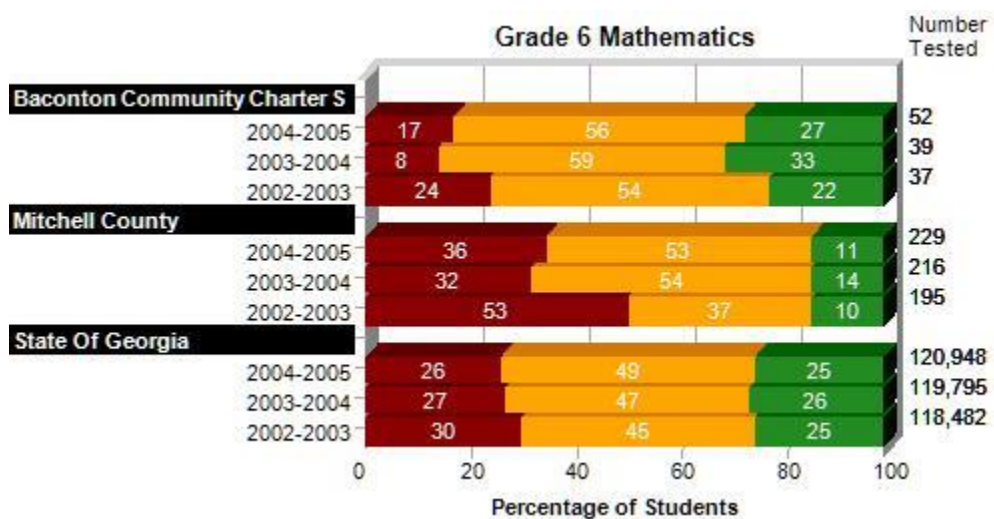
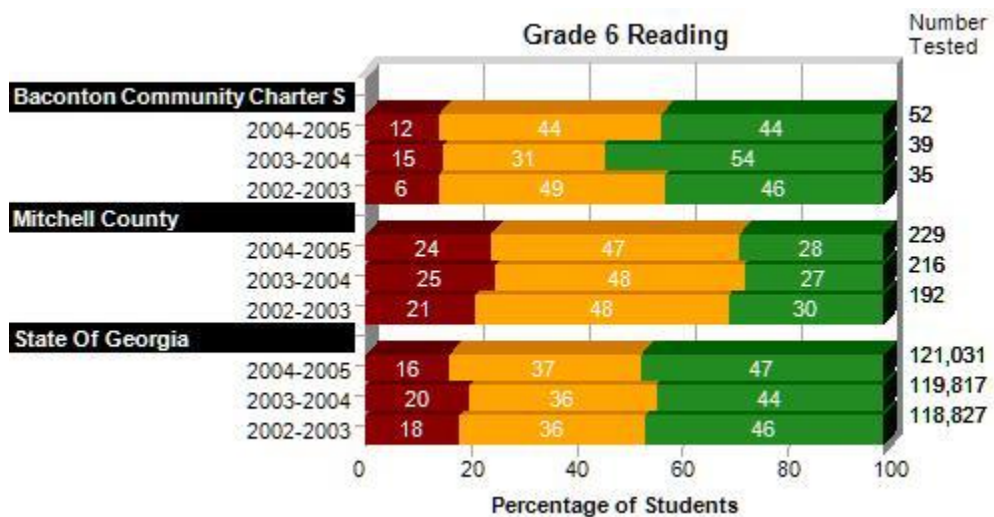
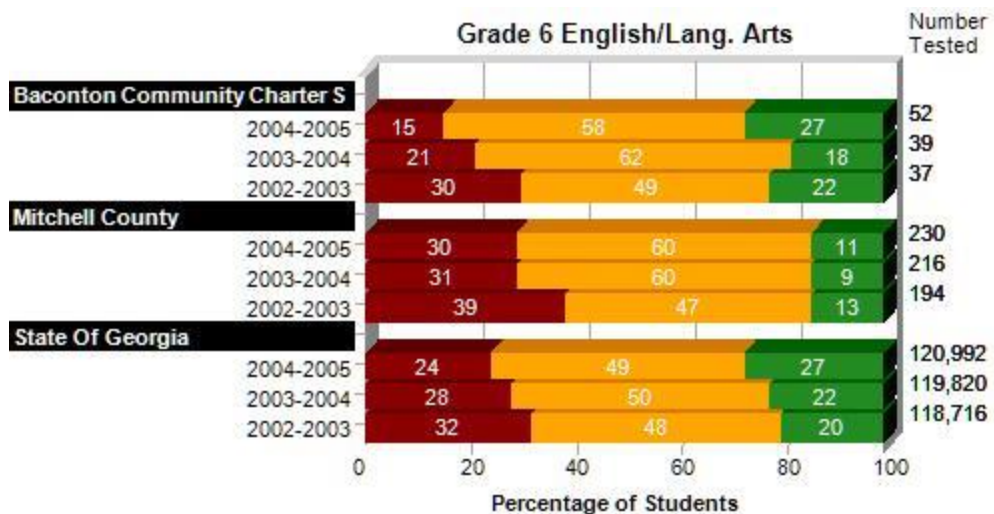


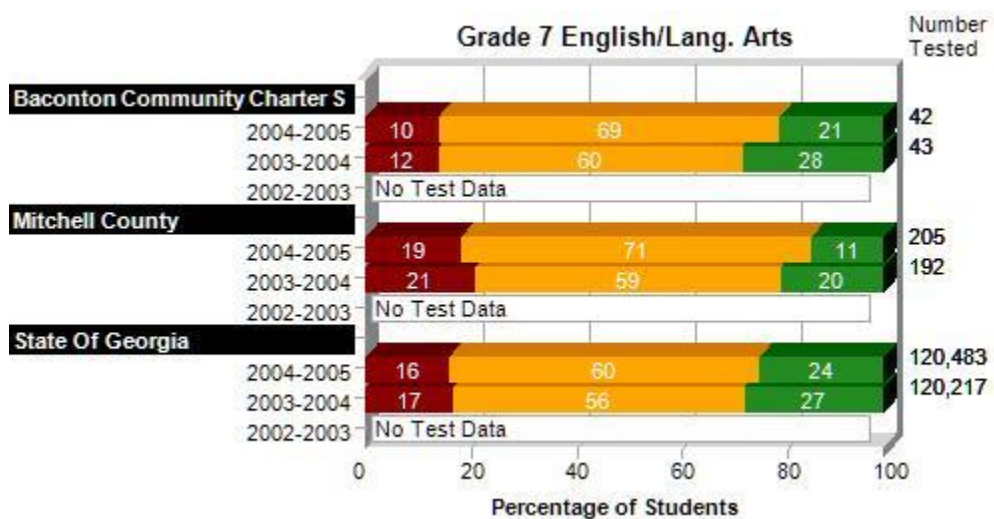
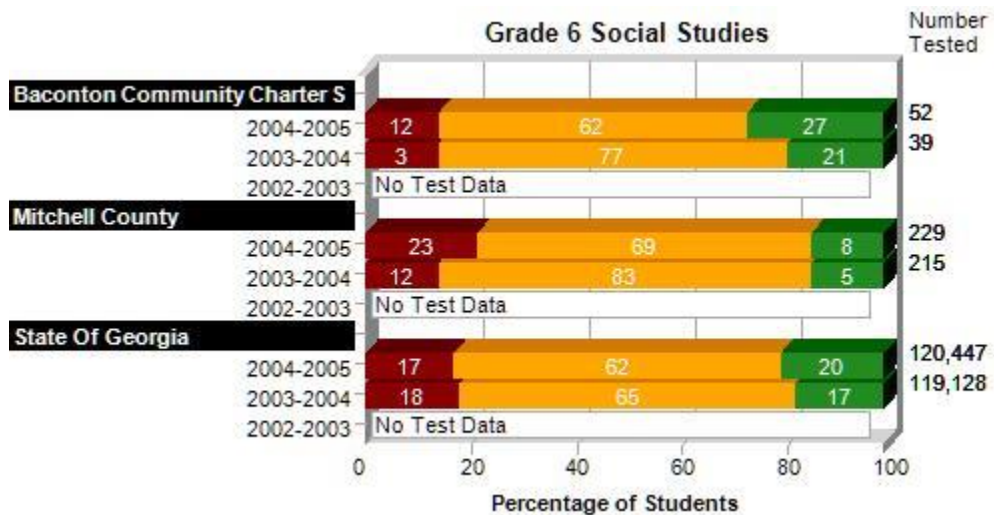
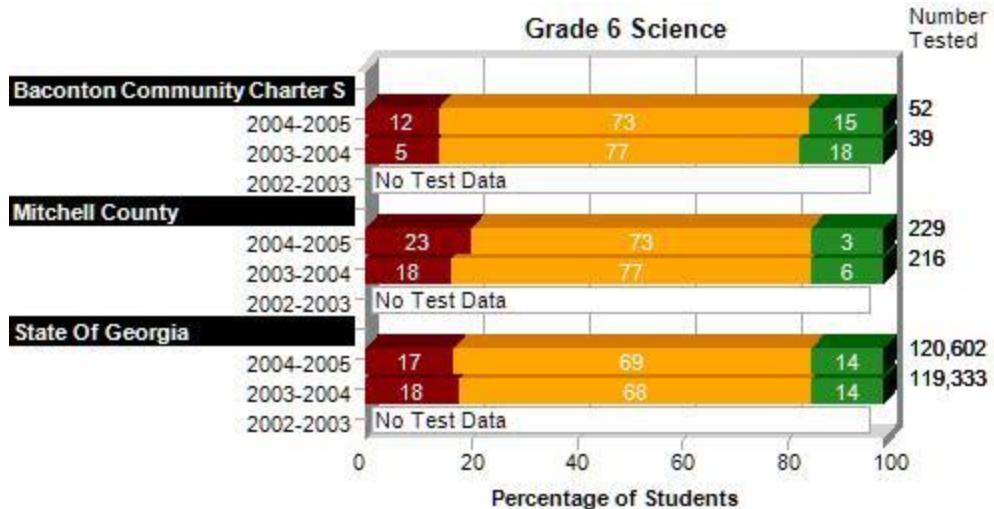


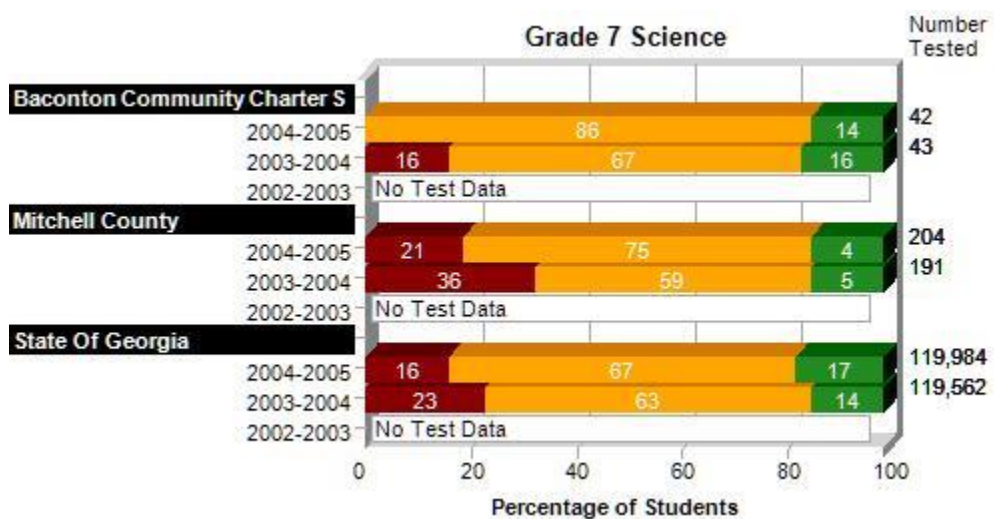
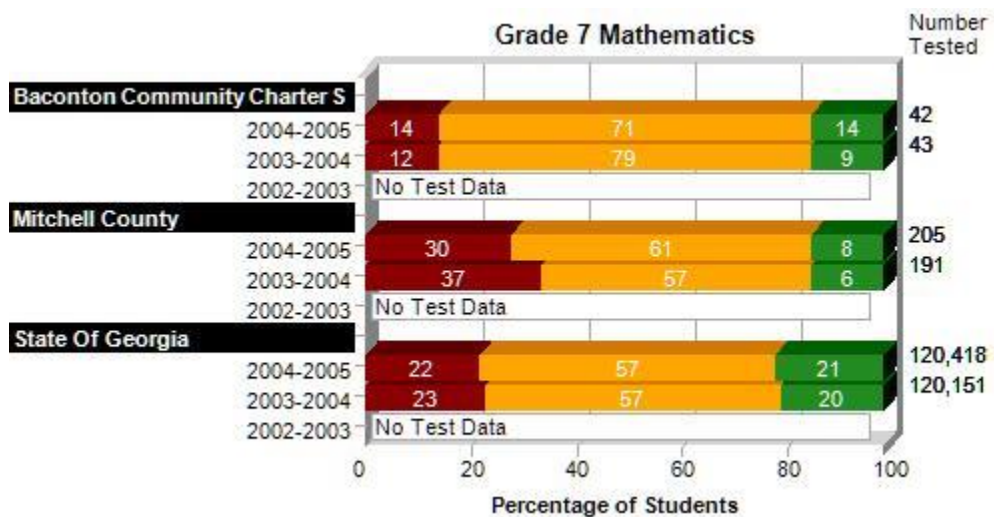
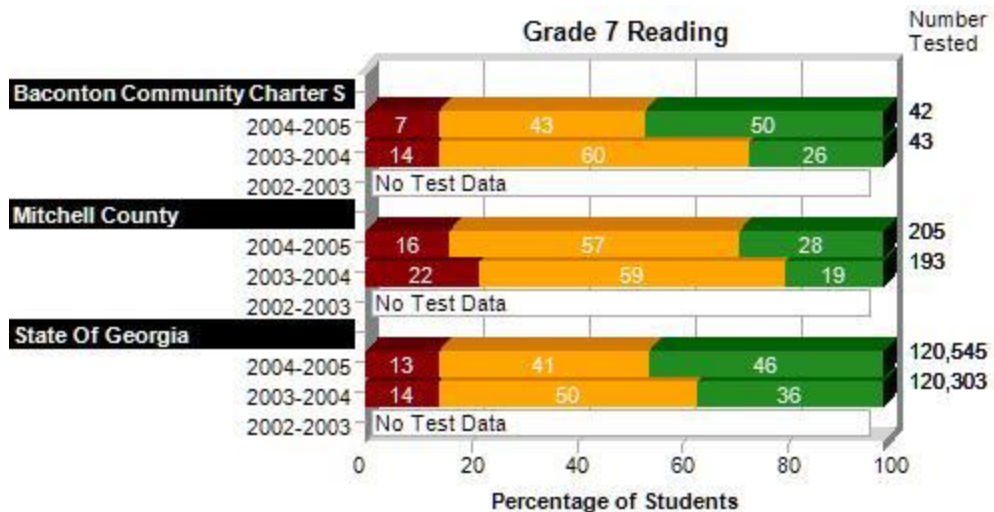


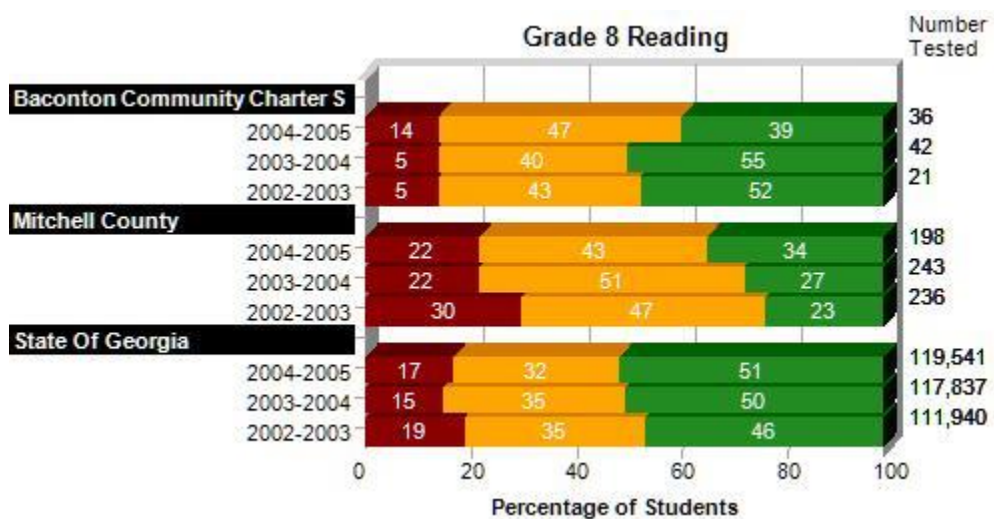
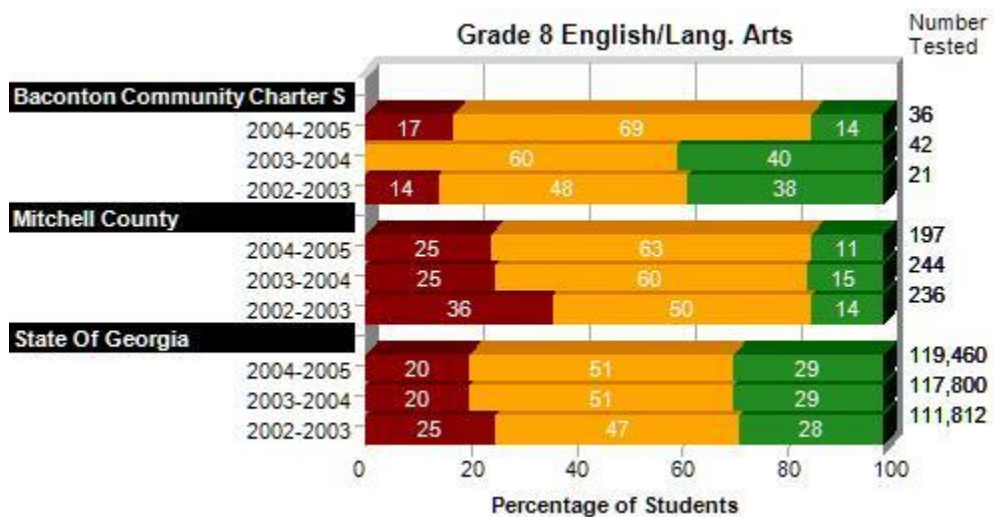
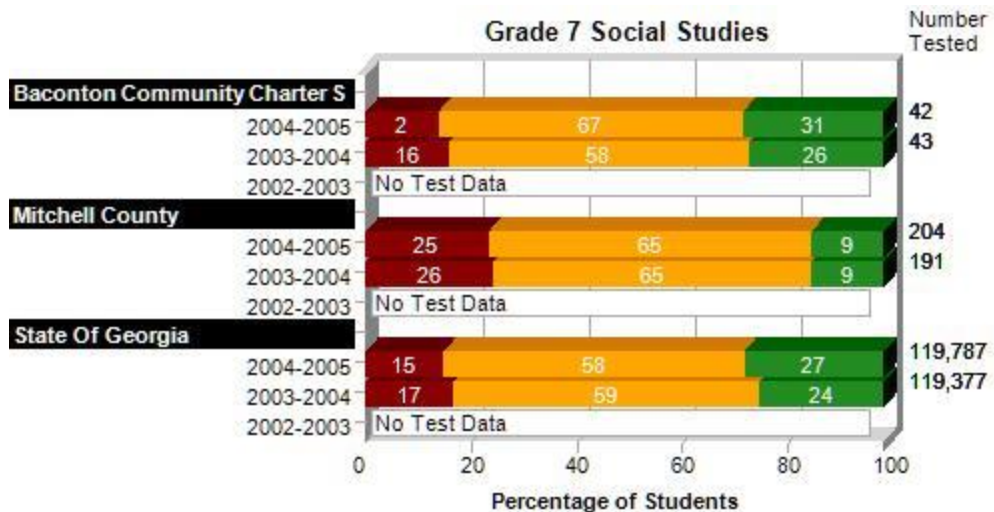


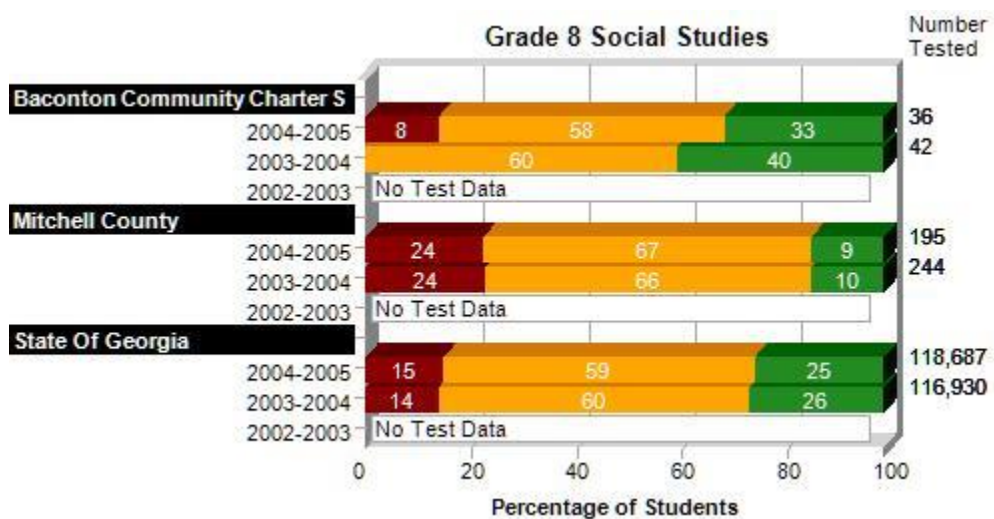
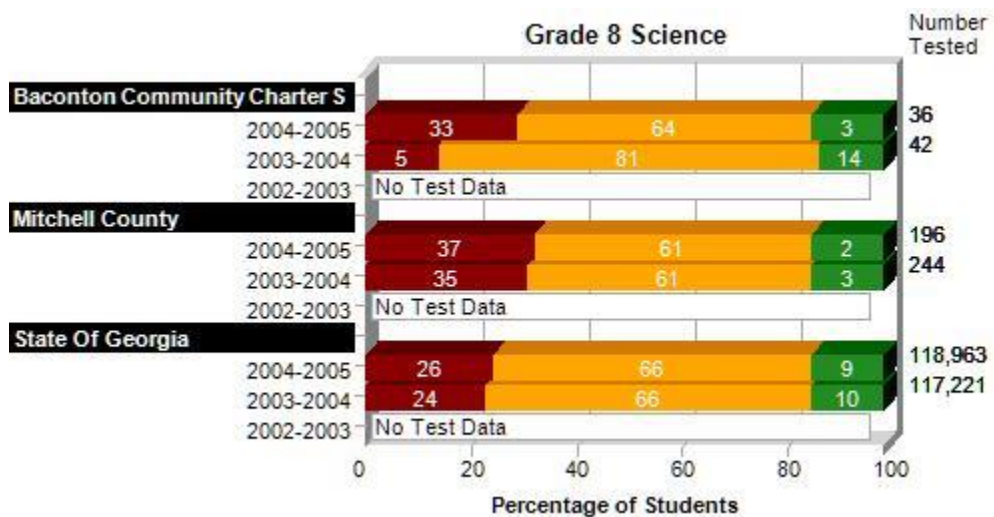
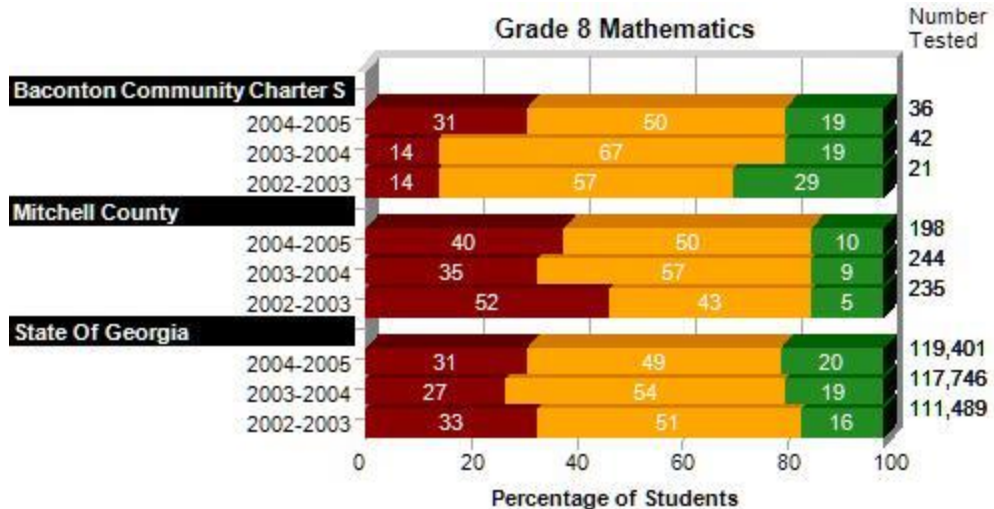


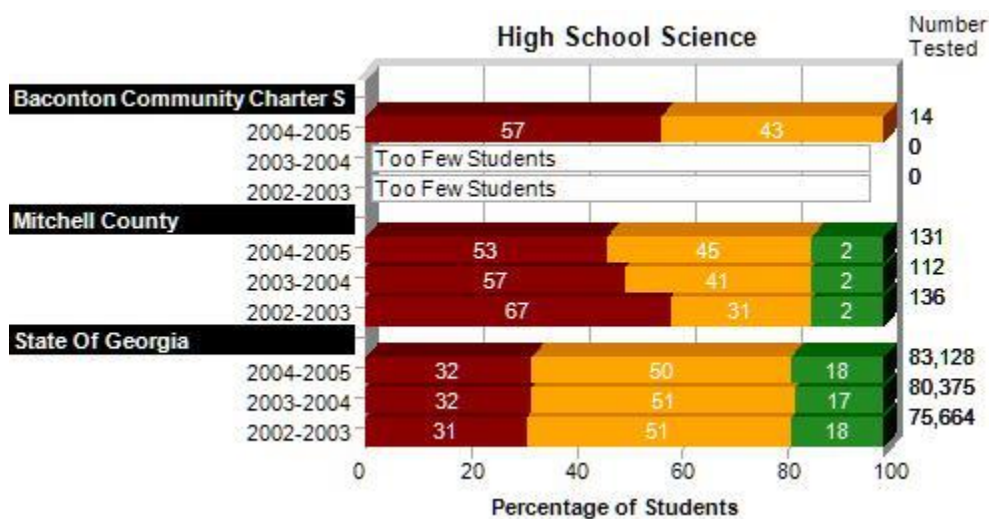
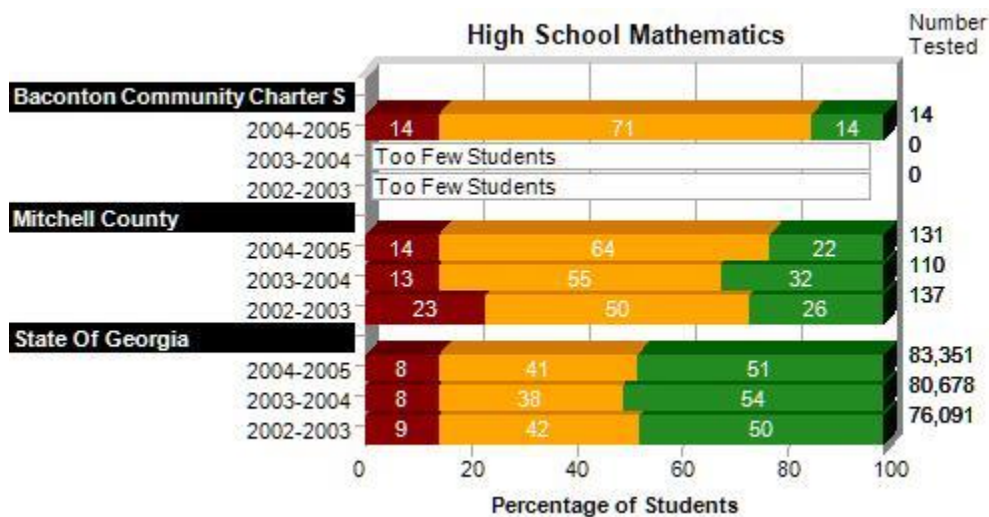
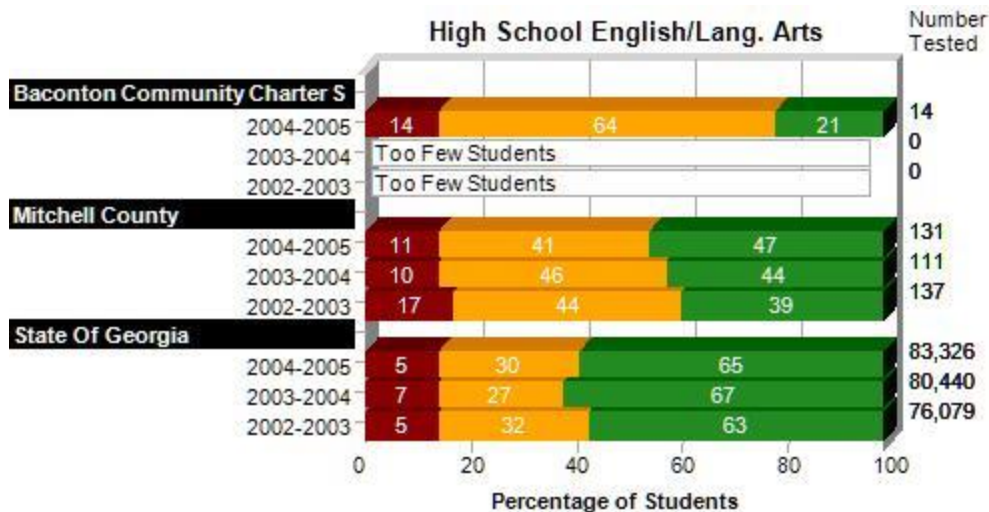


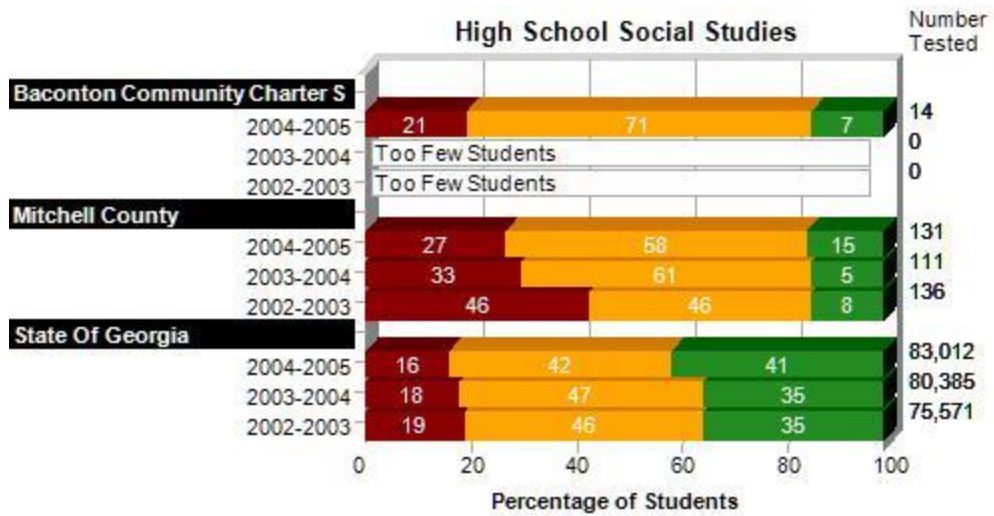












BISHOP HALL

Contact Information

Richard E. Johnson
1819 E. Clay St.
Thomasville 31792
(229) 227-1397

Basic Facts

District	Thomas County
Type	Start-up
Opened	7/1/1999
Grades Served	9 - 12
Enrollment	110
Title I School	No

Mission

Bishop Hall strives to provide students with equal access to quality educational programs and the necessary services in an environment that allows students the opportunity to achieve their maximum learning potential.

Demographics

	The School at Bishop Hall	Thomasville High School	Brooks County High School	Cairo High School	Georgia
Distance from Charter School (in miles)	0	1.1	21.8	14	0
Total Population	110	853	617	1,243	1,515,646

Diversity

Caucasian	63%	20%	33%	56%	49%
Black	37%	79%	64%	40%	38%
Hispanic	0%	0%	2%	2%	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%	1%	1%	3%
Gifted	0%	0%	0%	0%	8%
Special Education	0%	10%	15%	8%	12%

Free & Reduced Lunch:

% of Total Population	50%	66%	65%	44%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>	
Did the school make AYP?	n/a*	Yes	Yes	
Is the school in Needs Improvement?	n/a*	No	No	

*There are not enough students in this school for the Accountability Profile determination to be statistically reliable, therefore an Accountability Profile determination has not been made for this school. These students are included in the District and State Accountability Profile reports.

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

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
- "Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term
- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: Maintain the low dropout rate for grades 9-12.

Progress on Goal: Exceeded

Indicators of Progress: After our first 3 years, the county dropout rate went from 4.5% to 1.3%.

Goal 2: Maintain or increase the high school completion rate.

Progress on Goal: Exceeded

Indicators of Progress: High school completion rate went from about 65% to 89.1% within our first 3 years. NCLB seems to have changed the way these data are defined, but the county graduation rate is the highest it has ever been.

Goal 3: The number of students receiving a diploma with vocational endorsements will increase within the county system.

Progress on Goal: Exceeded

Indicators of Progress: Over 115 students have graduated from BHCS since its inception. Virtually all of these students were considered not capable of earning a diploma in a traditional setting by county educators.

Goal 4: The number of students receiving a diploma with college endorsements will increase.

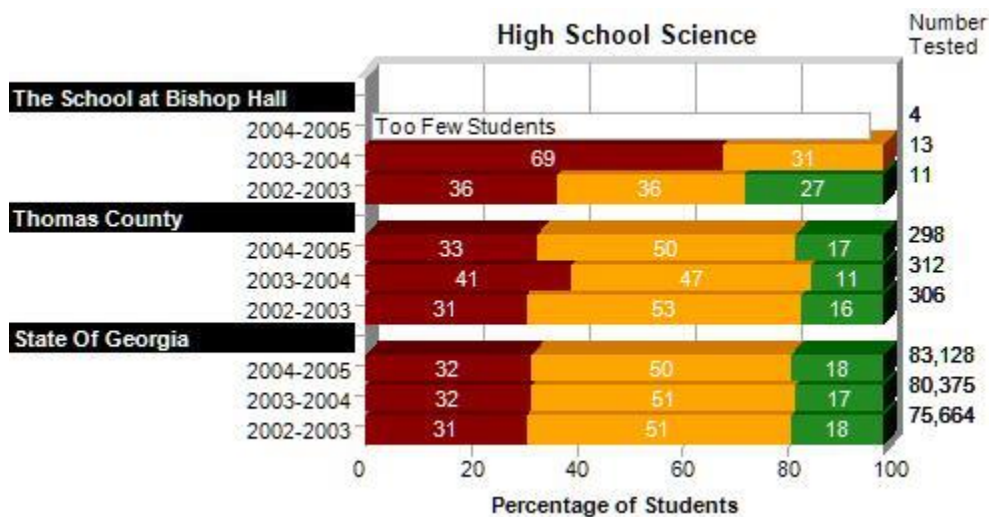
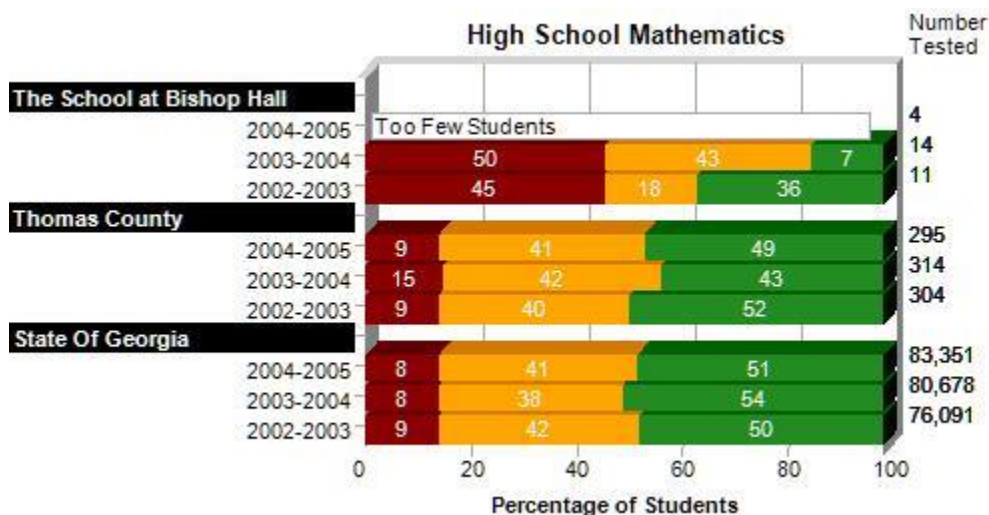
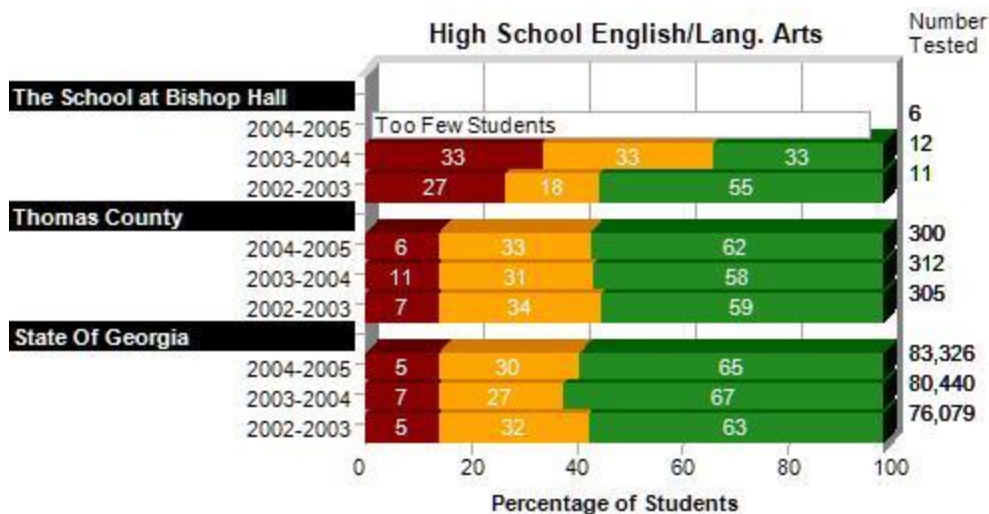
Progress on Goal: Attained

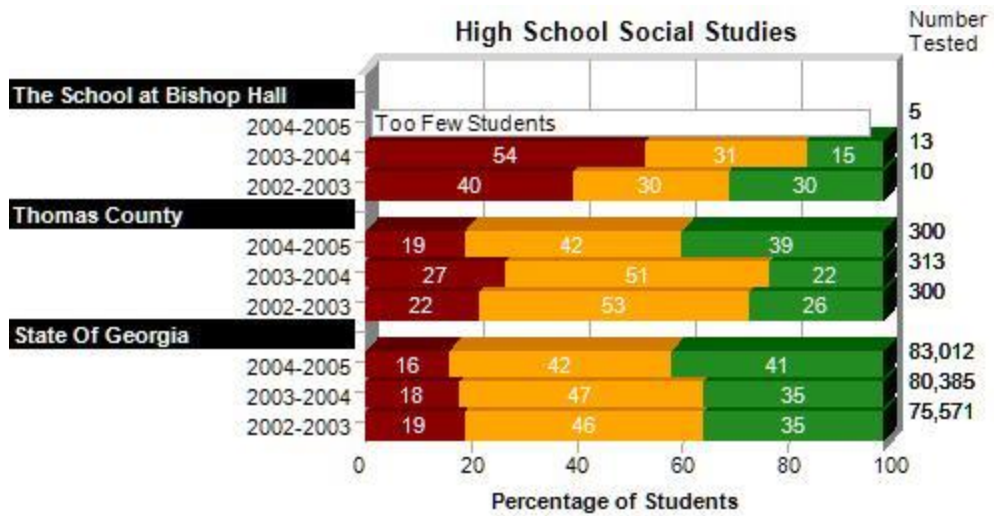
Indicators of Progress: Each year a greater number of our students have graduated with college endorsements. Now that technical schools are considered viable "colleges" by Georgia, many college-bound students are opting to use their vocational seals to enter technical colleges prior to entering four year programs. Students must successfully complete at least one tech college or university course while at Bishop Hall in order to receive their HS diploma here at BHCS.

Financial Accountability

Did the school have an independent audit for the fiscal year ending June 30th, 2005? No

Were there any findings from this audit? No





CENTRAL EDUCATION CENTER

Contact Information

Mark Whitlock
160 Martin Luther King, Jr., Drive
Newnan 30263
(678) 423-2000

Basic Facts

District	Coweta County
Type	Start-up
Opened	8/10/2000
Grades Served	9 - 12
Enrollment	1173
Title I School	No

Mission

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

Demographics

This school is not a home school; therefore, no demographic data is available.

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 AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>	
Did the school make AYP?	n/a	n/a	n/a	
Is the school in Needs Improvement?	n/a	n/a	n/a	

This school is not a home school for students; therefore, it does not receive an AYP designation.

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

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
- "Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term
- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: The Charter School will cause Coweta County Schools to exceed the majority of USDE benchmarks in Perkins' accountability in Years 1-5 of this Agreement.

Progress on Goal: Attained

Indicators of Progress: In both 2003-4 and 2004-5, Coweta County Schools exceeded the majority of USDE benchmarks in Perkins accountability data.

Goal 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.

Progress on Goal: No Progress

Indicators of Progress: In 2004-5, dual seal diplomas were 61% of college prep seal diplomas. In 2003-4, that ratio had been 68%.

Goal 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.

Progress on Goal: No Progress

Indicators of Progress: In 2004-5, 13% of CEC Coweta County high school students were dual-enrolled in technical college programs. That enrollment had been 14% in 2003-4.

Goal 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.

Progress on Goal: Sufficient Progress

Indicators of Progress: From 2003-4 to 2004-5, the number of CEC Coweta County high school students in CBE, DCT, YA and YA interns increased by 22%.

Financial Accountability

Did the school have an independent audit for the fiscal year ending June 30th, 2005? No

Were there any findings from this audit? No

CHAMBLEE HIGH SCHOOL

Contact Information

Rochelle Lowery
3688 Chamblee Dunwoody Road
Chamblee 30341
(678) 676-6902

Basic Facts

District	DeKalb County
Type	Conversion
Opened	2001
Grades Served	9 - 12
Enrollment	1350
Title I School	No

Mission

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

Demographics

	Chamblee High School	Dunwoody High School	Lakeside High School	Cross Keys High School	Georgia
Distance from Charter School (in miles)	0	3.3	3.8	4.2	0
Total Population	1,333	1,276	1,438	1,021	1,515,646

Diversity

Caucasian	35%	44%	48%	5%	49%
Black	46%	34%	26%	26%	38%
Hispanic	7%	11%	13%	54%	8%
Asian/Pacific Islander	9%	8%	9%	13%	3%
American	0%	0%	0%	0%	0%
Indian/Alaskan Native					
Multiracial	4%	2%	4%	1%	2%

Special Populations

ESOL	2%	4%	5%	28%	3%
Gifted	27%	25%	22%	6%	8%
Special Education	7%	9%	7%	5%	12%

Free & Reduced Lunch:

% of Total Population	26%	22%	26%	78%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>
Did the school make AYP?	Yes	Yes	No
Is the 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.

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
- "Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term
- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: Standardized Test Scores. SAT scores for resident seniors will rise five points over a three-year period beginning with the 2001-02 academic year. PSAT scores for resident juniors will rise five points over a three-year period beginning with the 2001-02 academic year. ACT scores for resident seniors will rise three points over a three-year period beginning with the 2001-02 academic year.

Progress on Goal: Sufficient Progress

Indicators of Progress:

SAT SCORES

2001-2002: Resident SAT Average Score 952

2002-03: Resident SAT Average Score 973

2003-04: Resident SAT Average Score 989

2004-05: Resident SAT Average Score – 1009 (Verbal - 507; Math - 502)

PSAT SCORES

2001 PSAT Average Score for Resident Juniors (Math 47; Verbal 48)

2002 PSAT Average Score for Resident Juniors (Math 48; Verbal 50)

2003 PSAT Average Score for Resident Juniors (Math 49.6; Verbal 49.2)

2004 PSAT Average Score for Resident Juniors (Math 52.1; Verbal 50.4)

ACT Scores for Resident Seniors

2001-02 Average score 19.55

2002-03 Average score 18.14

2003-04 Average score 21

2004-05 Average score 21.39

Goal 2: 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 2001-02 academic year.

Progress on Goal: Exceeded

Indicators of Progress: Number of AP offerings
2001-02: 14
2002-03: 14
2003-04: 17
2004-05: 19

Goal 3: The number of resident and magnet juniors passing the Science portion of the Georgia High School Graduation Test will increase by two percentage points over a three-year period beginning with the 2001 test administration.

Progress on Goal: No Progress

Indicators of Progress:
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%

Goal 4: 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.

Progress on Goal: Exceeded

Indicators of Progress:
Resident Pass-Plus Scores
2002: 12%
2003: 16%
2004: 16%
2005: 16%

Magnet Pass-Plus scores
2002: 61%
2003: 63%
2004: 78%
2005: 63%

Goal 5: The number of students taking science elective courses will increase by three percent over a three-year period beginning with the 2002-03 academic year.

Progress on Goal: Exceeded

Indicators of Progress:
2001-02 academic year: 137 students
2002-03 academic year: 249 students
2003-04 academic year: 304 students
2004-05 academic year: 269 students

Parental Involvement Goals

Goal 1: No specific goals identified.

Progress on Goal:

Indicators of Progress: 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 PTSA 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 GC members are encouraged to attend GC meetings and join the Charter Committees. Meeting times are posted on the website and in the school newsletter. Minutes of the meetings are also posted on the website and are available in the main office of the school.

Community Involvement Goals

Goal 1: No specific goals identified.

Progress on Goal:

Indicators of Progress: A well established partnership with Cox Enterprises. This partnership creates opportunities for public relations initiatives, apprenticeship programs and mentoring programs for the students at CCHS. CCHS students work with other students at our feeder middle and elementary schools in various areas such as Band, JROTC and 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. CCHS is a member of the Blue & Gold Foundation. The Blue & Gold Foundation is a non-profit organization whose mission is to raise funds to benefit CCHS and the greater Chamblee community. The Blue & Gold Foundation committee members consist of CCHS staff members, parents and Chamblee community members.

Student Conduct Goals

Goal 1: The number of CCHS students participating in extra and co-curricular activities will increase five percent over a three-year period.

Progress on Goal: Exceeded

Indicators of Progress:

2003-04 – Number of Students Participating in Activities: 548

2004-05 – Number of Students Participating in Activities: 1064

Goal 2: 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.

Progress on Goal: Partial Progress

Indicators of Progress:

#ESS Days (after school suspension)

2001-02: 1392

2002-03: 2156

2003-04: 1586
2004-05: 1425

#OSS Days out of school suspension

2001-02: 777
2002-03: 781
2003-04: 811
2004-05: 727

Other Goals

Goal 1: The number of CCHS teachers using the Internet to communicate with students and parents will increase 10% over a three-year period.

Progress on Goal: Exceeded

Indicators of Progress:

2001-02: 45% using e-mail
2002-03: 75% using e-mail
2003-04: 100% using e-mail
2004-05: 100% using e-mail

Goal 2: 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 2001-02 academic year.

Progress on Goal: Exceeded

Indicators of Progress:

Courses added in 2001-02: Communications Technology
Courses added in 2002-03: Introduction to Technology
Courses added in 2003-04: Pre-Engineering; Business Law; Computer Graphics
Courses added in 2004-05: Engineering Applications

Goal 3: Using student and teacher surveys, data will be maintained over a three-year period to examine the issue of student cheating and the effectiveness of character education awareness in dealing with this issue.

Progress on Goal: Partial Progress

Indicators of Progress:

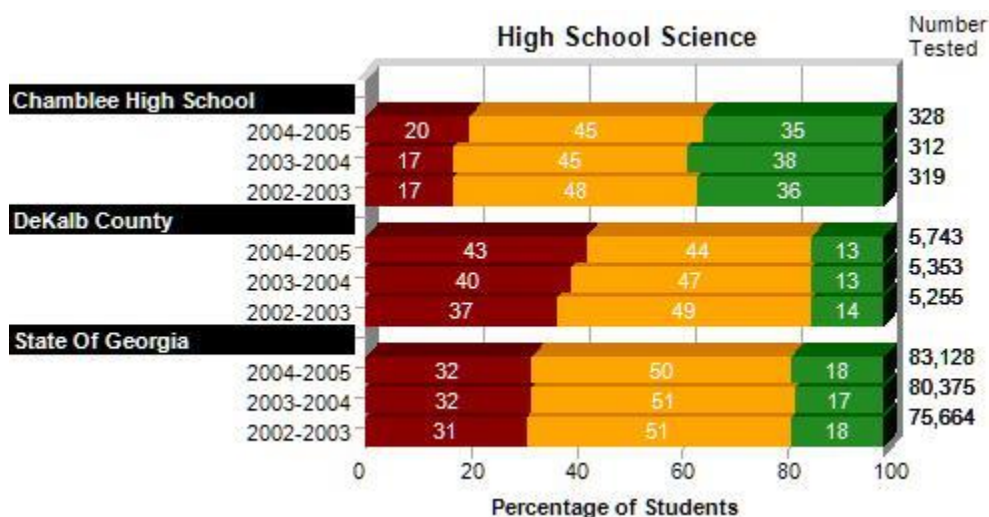
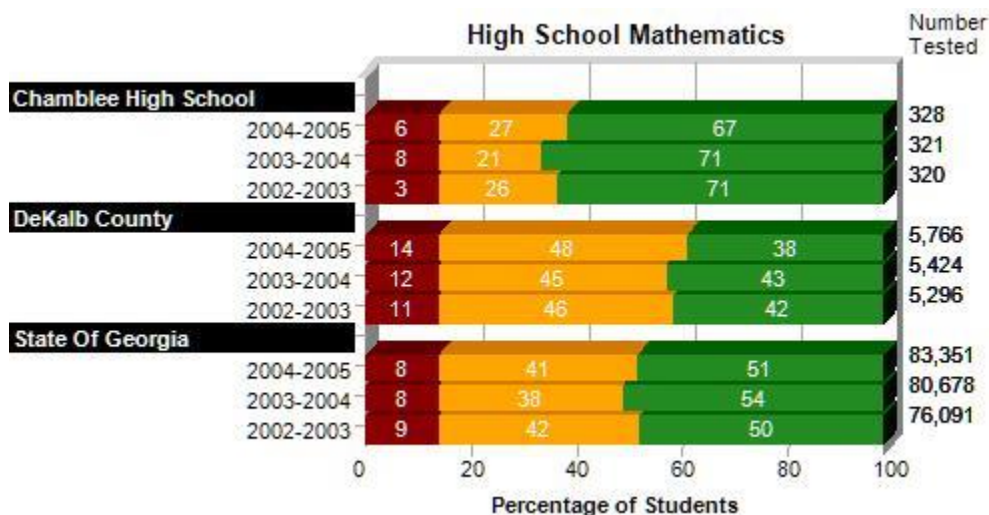
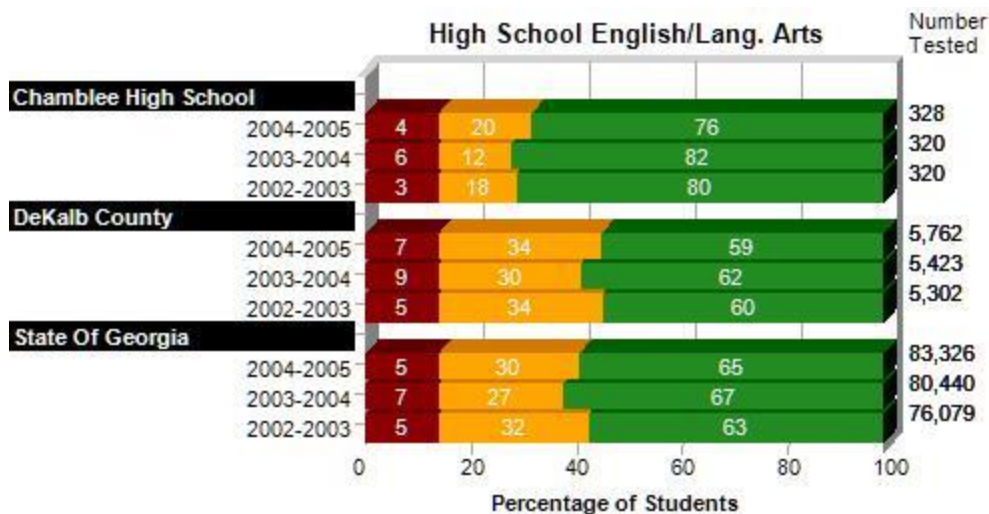
2003-04: Data was not collected on the issue of cheating; however, student, faculty and parent groups met to define the school's core values, and all acknowledged that cheating was still a major challenge.

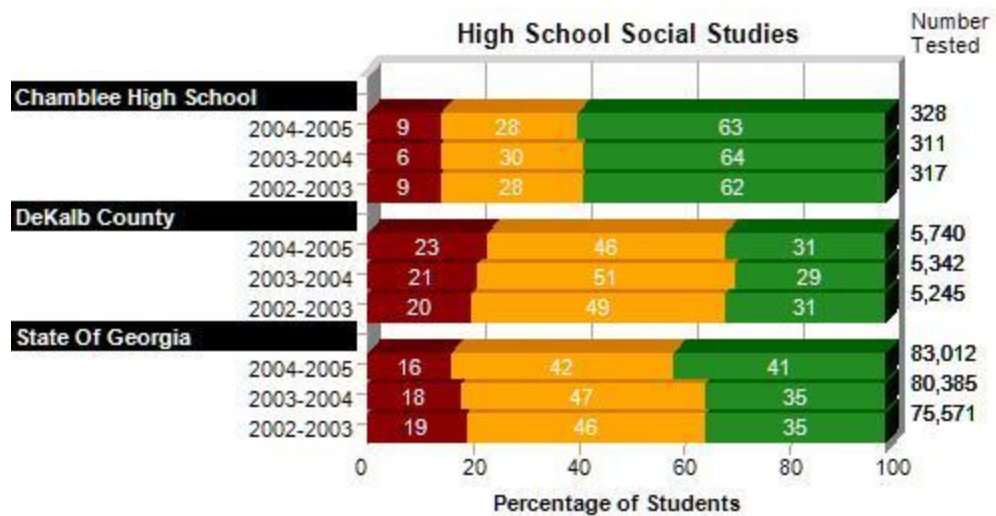
2004-05: Student and Teacher surveys were conducted. Data revealed that 83% of students have seen someone cheat on homework at school; 74% of students have seen someone cheat on a test at school

Financial Accountability

Did the school have an independent audit for the fiscal year ending June 30th, 2005? Yes

Were there any findings from this audit? No





CHARTER CONSERVATORY FOR LIBERAL ARTS AND TECHNOLOGY (CCAT)

Contact Information

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

Basic Facts

District	State Charter
Type	Start-up
Opened	9/7/2002
Grades Served	3 - 12
Enrollment	172
Title I School	No

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 theories.

Demographics

	CCAT School	Sallie Zetterower Elementary School	Bryan County Elementary School	Mattie Lively Elementary School	Georgia
Distance from Charter School (in miles)	0	1	1.3	1.3	0
Total Population	176	351	375	370	1,515,646

Diversity

Caucasian	89%	51%	69%	49%	49%
Black	10%	46%	27%	48%	38%
Hispanic	1%	0%	1%	1%	8%
Asian/Pacific Islander	0%	1%	0%	1%	3%
American Indian/Alaskan Native	0%	0%	0%	0%	0%
Multiracial	0%	2%	3%	2%	2%

Special Populations

ESOL	0%	0%	0%	0%	3%
Gifted	30%	2%	12%	5%	8%
Special Education	17%	11%	13%	10%	12%

Free & Reduced Lunch:

% of Total Population	0%	52%	72%	64%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>	
Did the school make AYP?	Yes	Yes	No	
Is the 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.

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
- "Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term
- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: PERFORMANCE BASED OBJECTIVE CHECKSHEETS

Progress on Goal: Exceeded

Indicators of Progress: These checksheets, along with narrative reports, are the basis of our grading system. Based on national and state standards, these performance objectives are based on rubrics that make expectations clearer to both students and parents. Now after several years of use, students are setting higher and higher goals for themselves. Their progress is reported at a student-led conference every nine weeks.

Goal 2: TEACHER NARRATIVES OF STUDENT'S INDIVIDUAL PROGRESS

Progress on Goal: Exceeded

Indicators of Progress: No easy task: Our teachers write a narrative grade for each student in their classes every nine weeks. This gives students and parents yet another indicator of the relative success or non-success of each student. A final compilation of these narratives is filed in each student's permanent record.

Goal 3: STUDENT-CHOSEN "PERSONAL BEST" IN THE PORTFOLIO

Progress on Goal: Attained

Indicators of Progress: The portfolio has been no small task to accomplish. Each student has a website with his/her personal best. Prior to this year, the portfolio has been tied to twelve categories. However, after extensive teacher and student input, we have decided to tie the portfolio to classes rather than categories for the upcoming year.

Students have been busy designing website templates and other tools for students to use. We are very proud of our progress.

Goal 4: MULTIPLE INTELLIGENCE TEACHING & LEARNING

Progress on Goal: Attained

Indicators of Progress: Each of our students has learned about his/her various intelligences and talents. This allows them to advocate specific learning activities for themselves. Teachers, also, have developed curriculum materials that help students to work on their weakness and capitalize on their strengths. This part of CCAT's plan is integral to helping each student achieve academic success.

Goal 5: ATTENDANCE

Progress on Goal: Attained

Indicators of Progress: Our charter promises to keep students in school. We want our students to love attending school. Through our educational contract, we have a means of keeping kids working if they must be at home or on the road. CCAT is small, and students are always missed. The fact that our students like and enjoy school is an important ingredient to our academic success. Attendance Record 2005: 95.05%

Parental Involvement Goals

Goal 1: PARENT VOLUNTEER HOURS

Progress on Goal: Attained

Indicators of Progress: All parents at CCAT are required to donate 36 hours of volunteer service a year. Last year 86% of our parents reached this goal, many donating substantially more hours; 8% of our parents donated at least half of their hours, thus making a total of 94% of our parents who donated their time to CCAT

Goal 2: PARENTS ATTENDANCE AT STUDENT-LED CONFERENCES

Progress on Goal: Exceeded

Indicators of Progress: This year, 98% of our parents attended four student-led conferences during the 2004-2005 school year.

Community Involvement Goals

Goal 1: COMMUNITY SERVICE BY STUDENTS

Progress on Goal: Attained

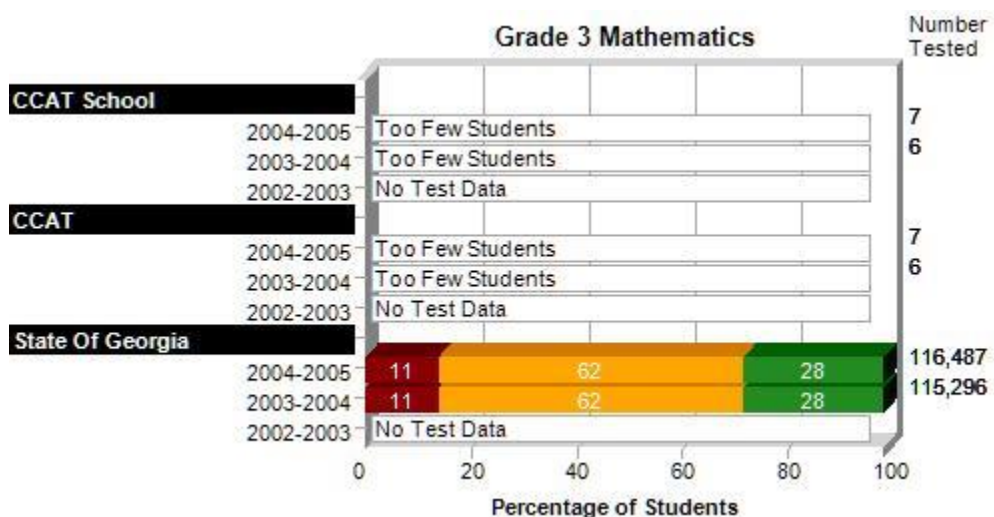
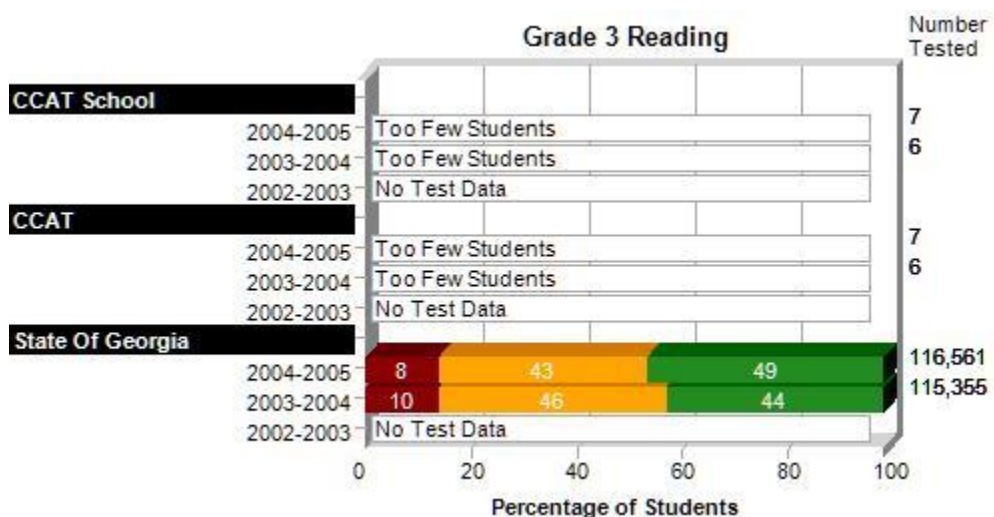
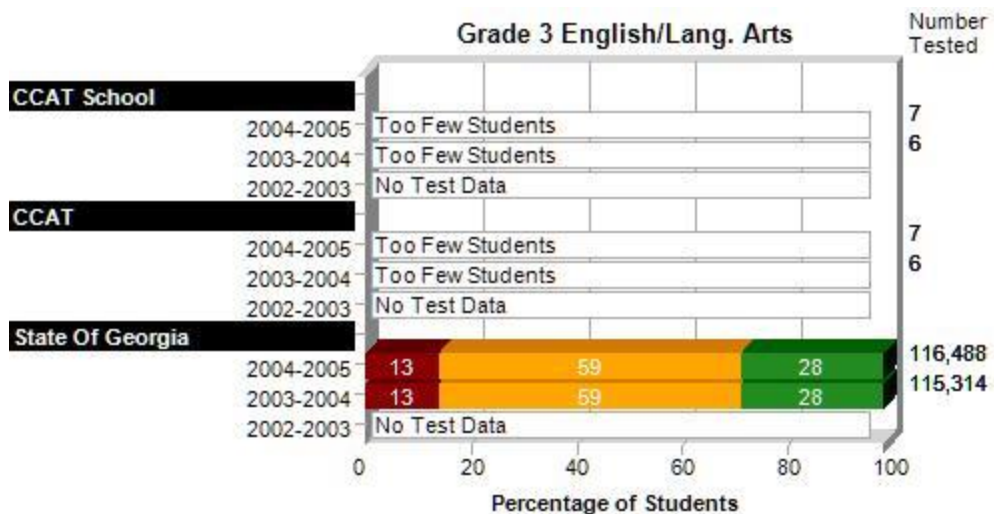
Indicators of Progress: All students at CCAT are required to give 36 hours of community service a year. This service is reported in their Individual Student Portfolios.

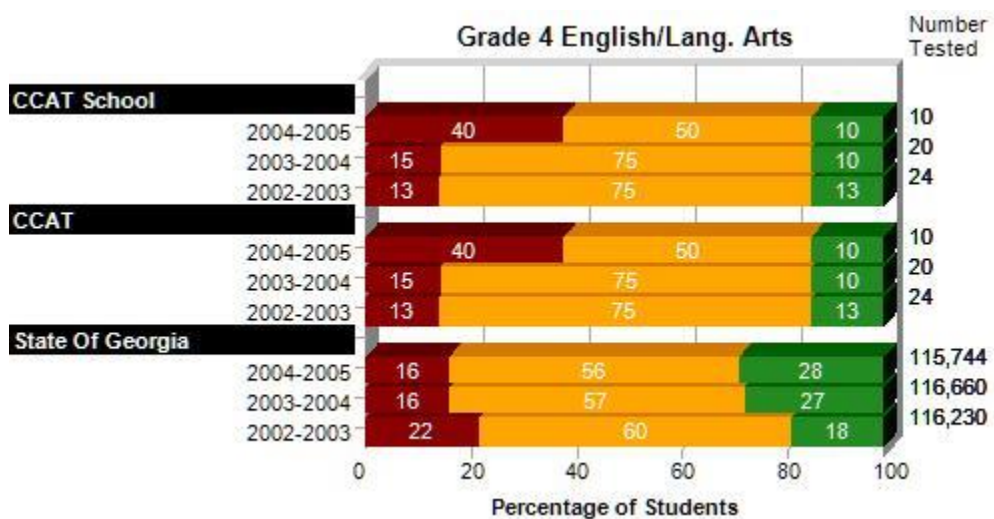
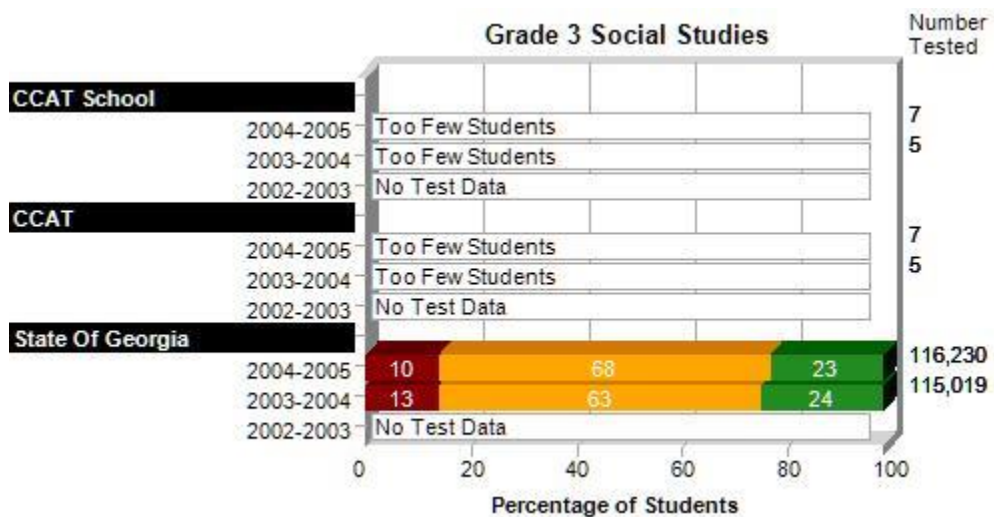
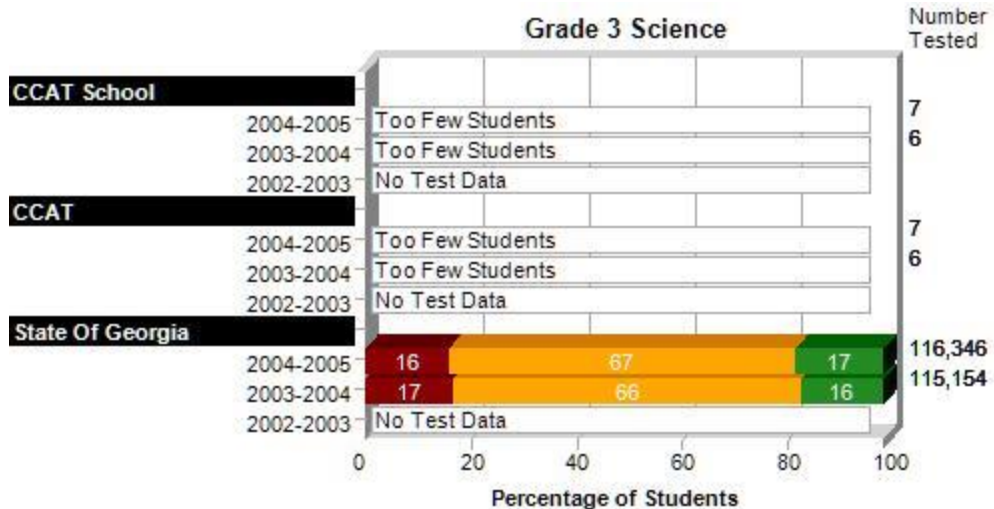
Financial Accountability

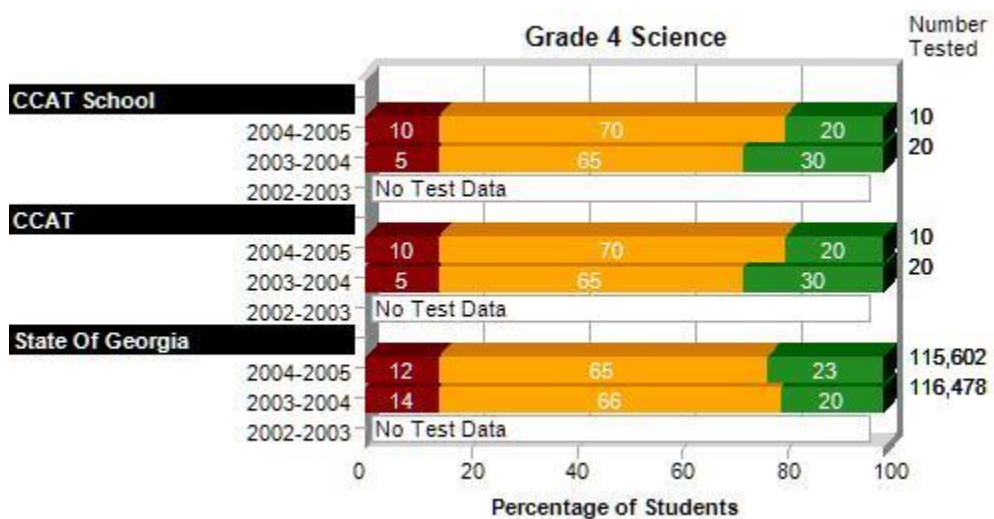
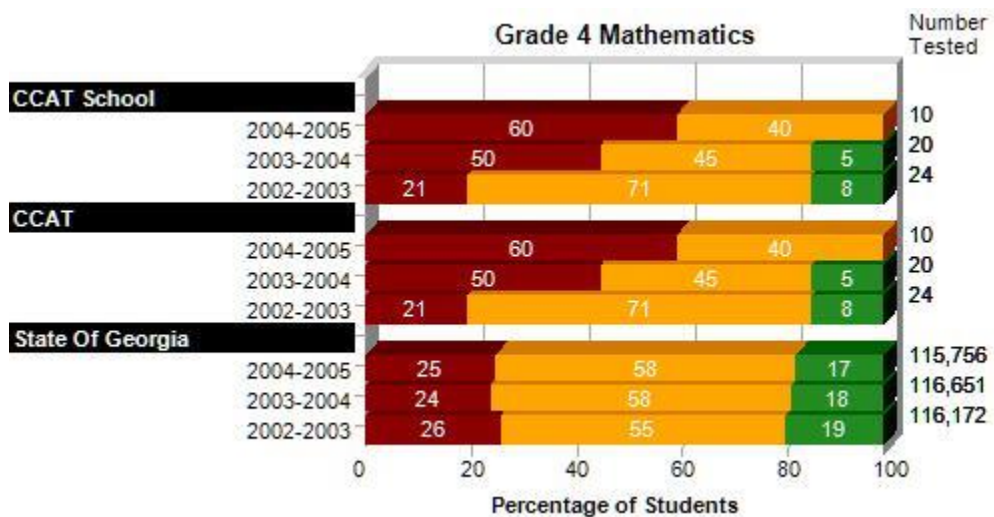
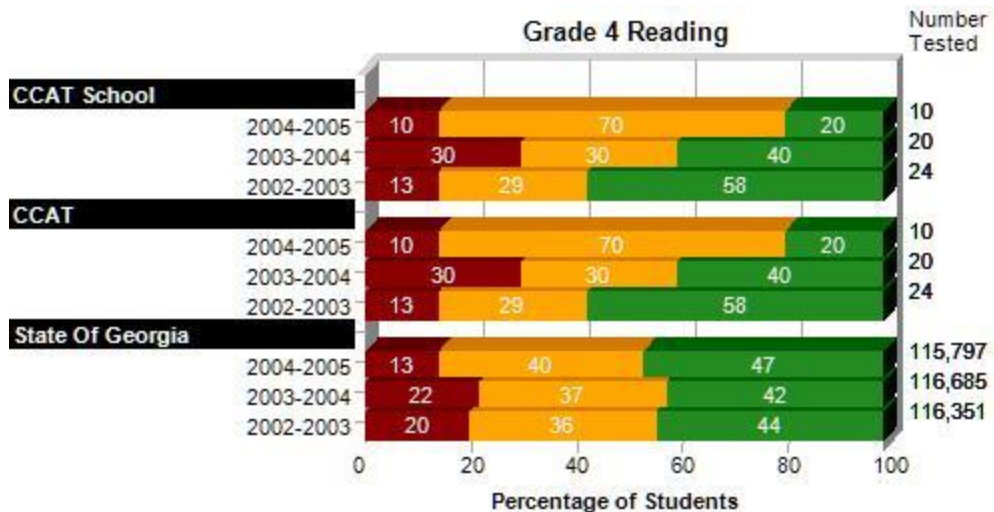
Did the school have an independent audit for the fiscal year ending June 30th, 2005? Yes

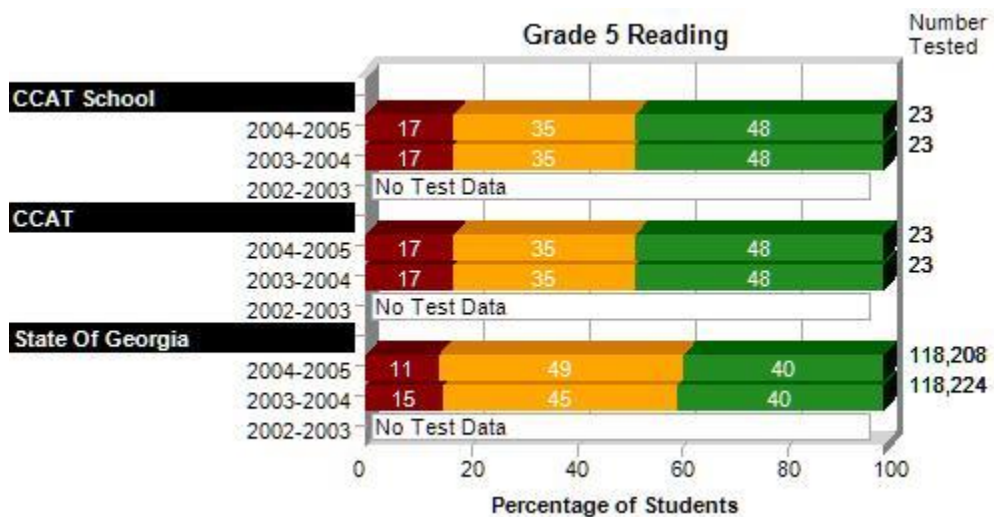
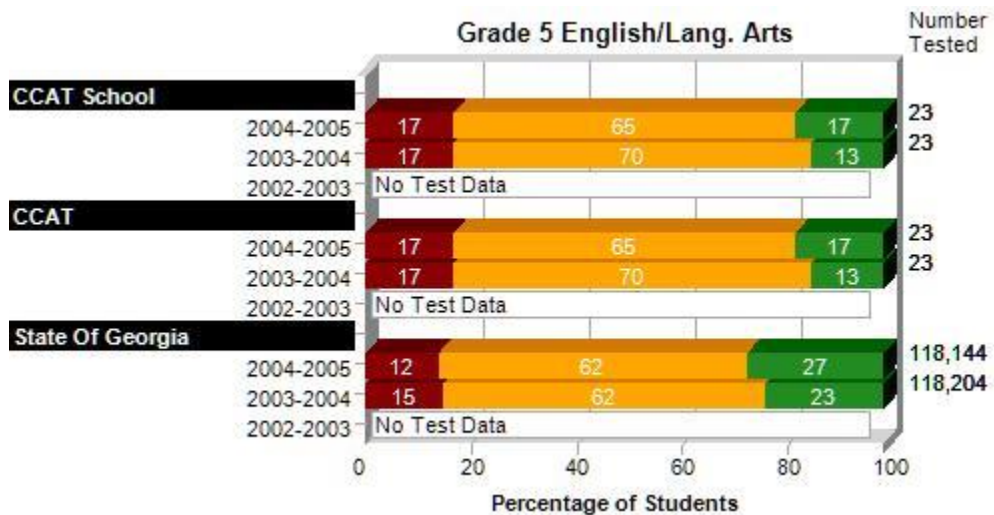
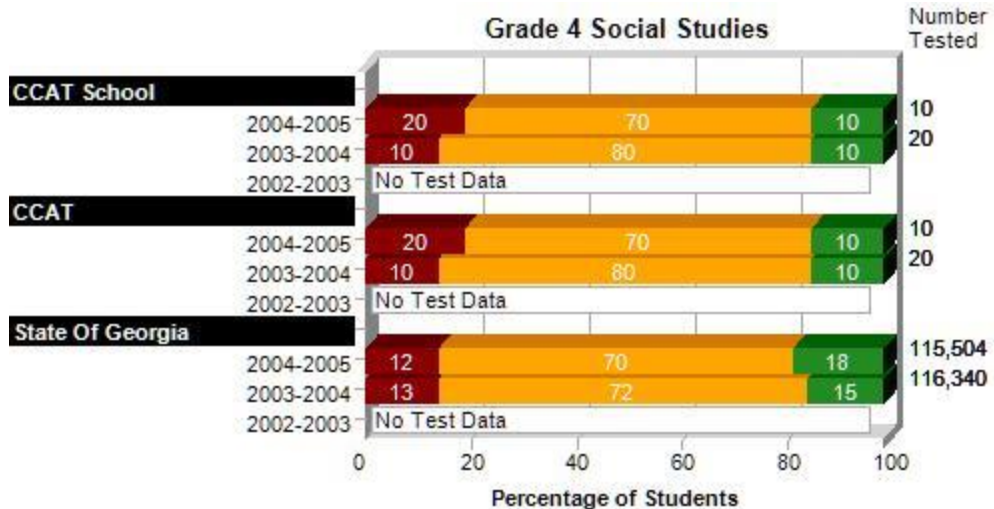
Were there any findings from this audit? Yes

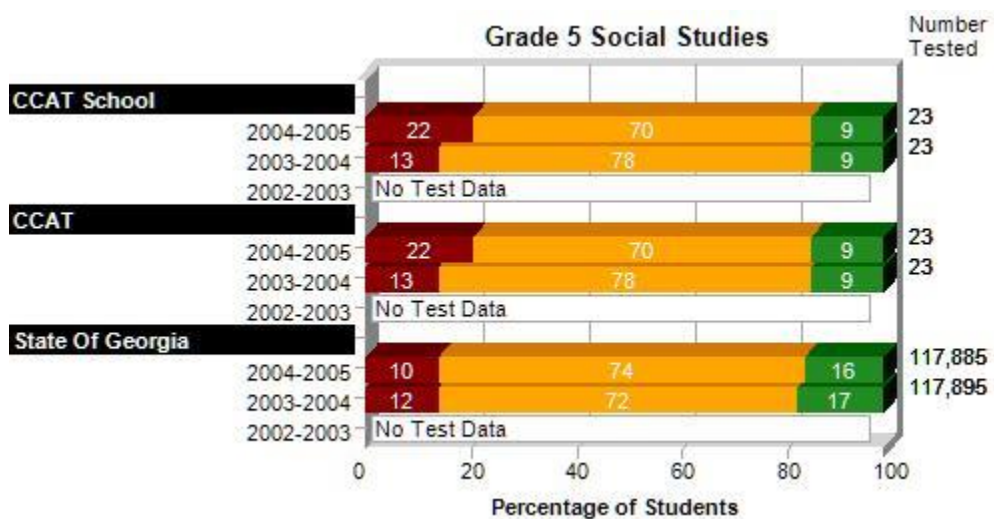
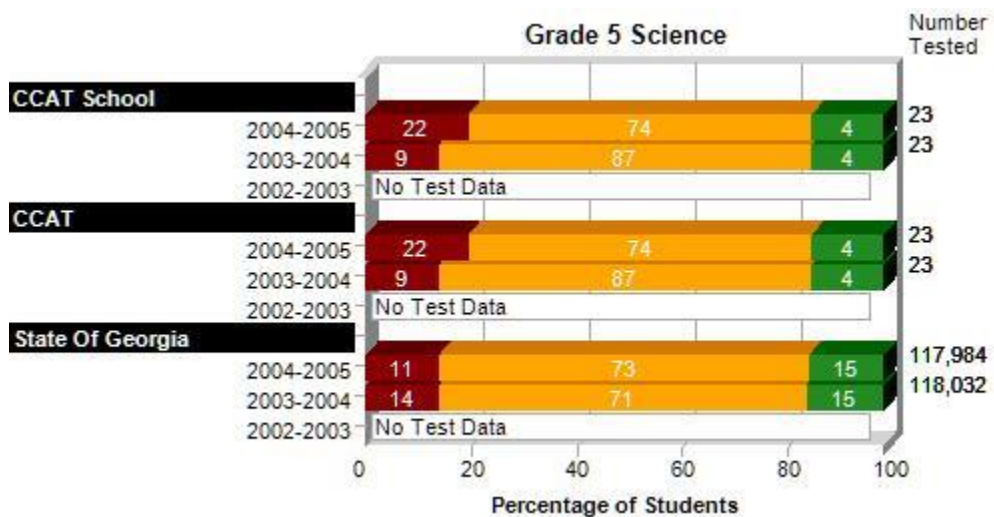
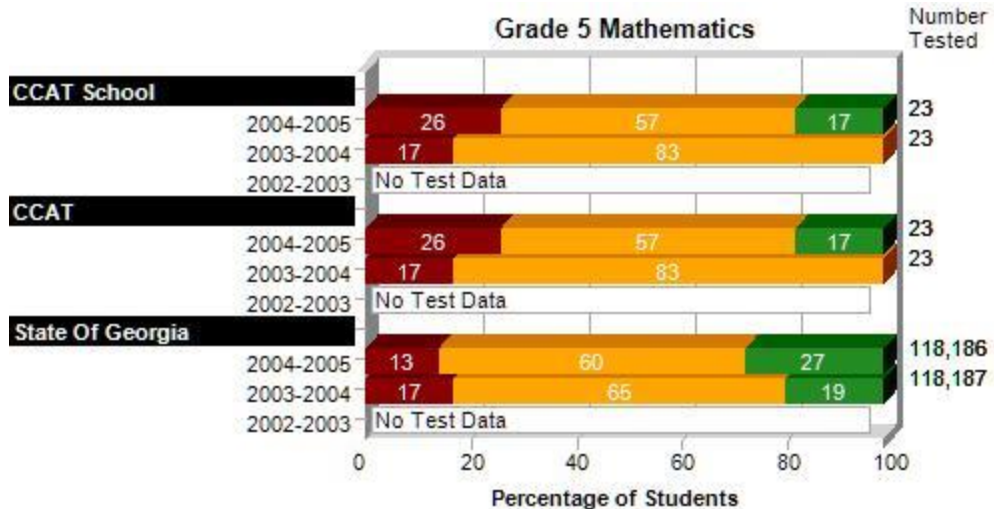
Findings presently under review by the Georgia Department of Education Finance and Business Office.

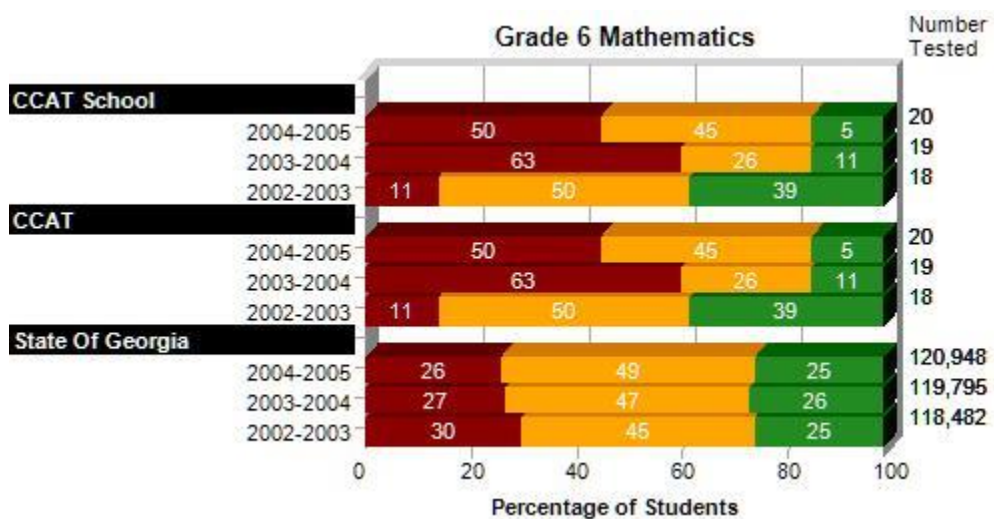
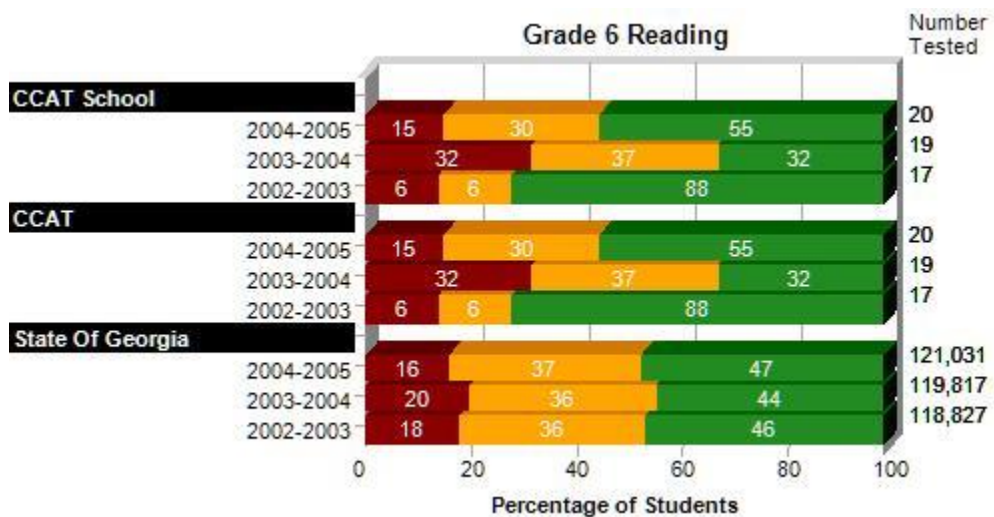
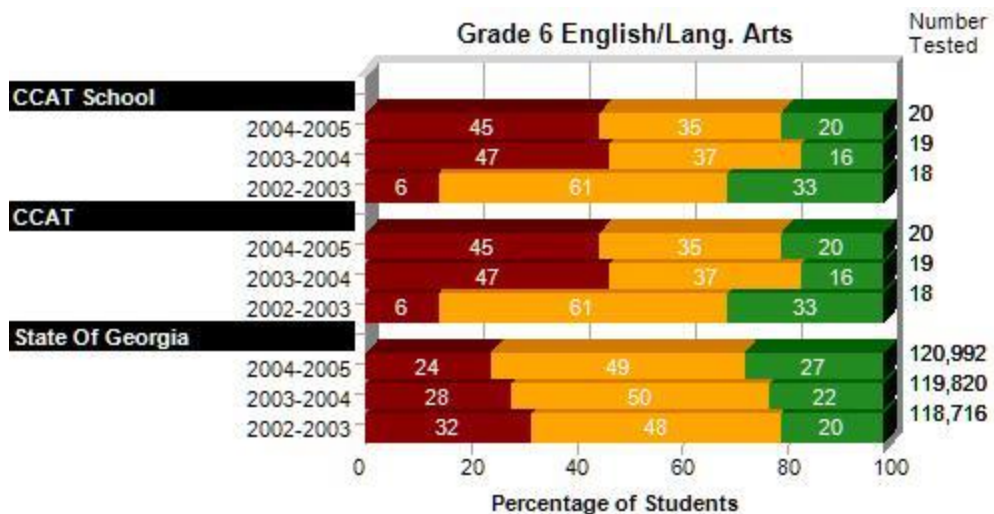


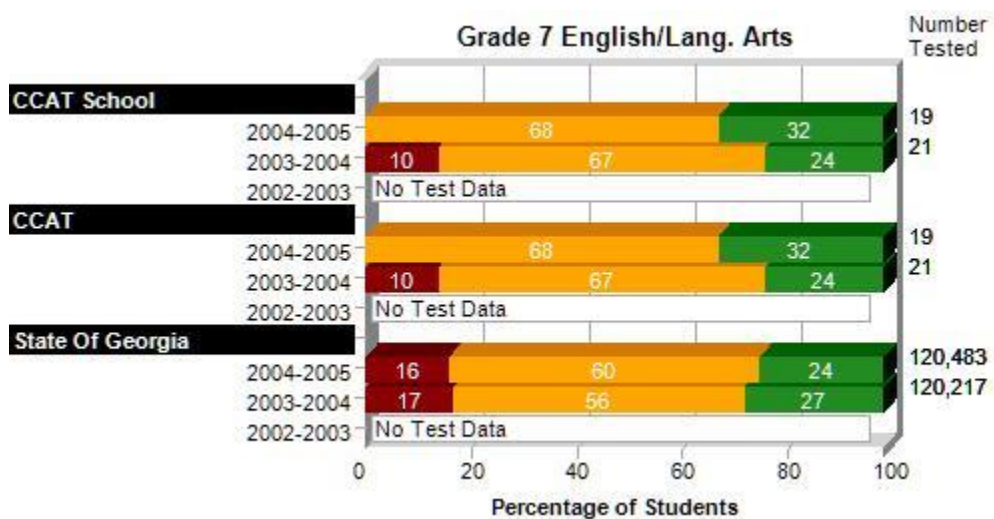
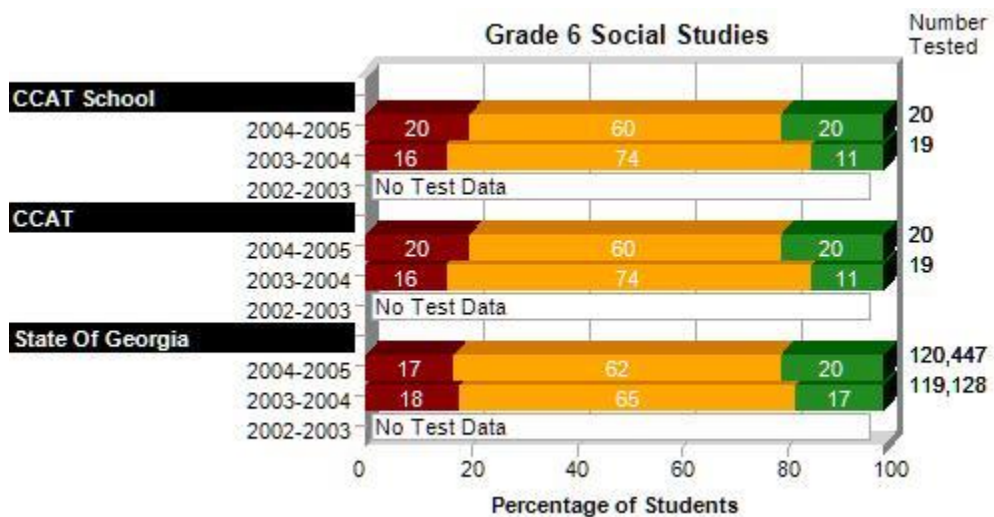
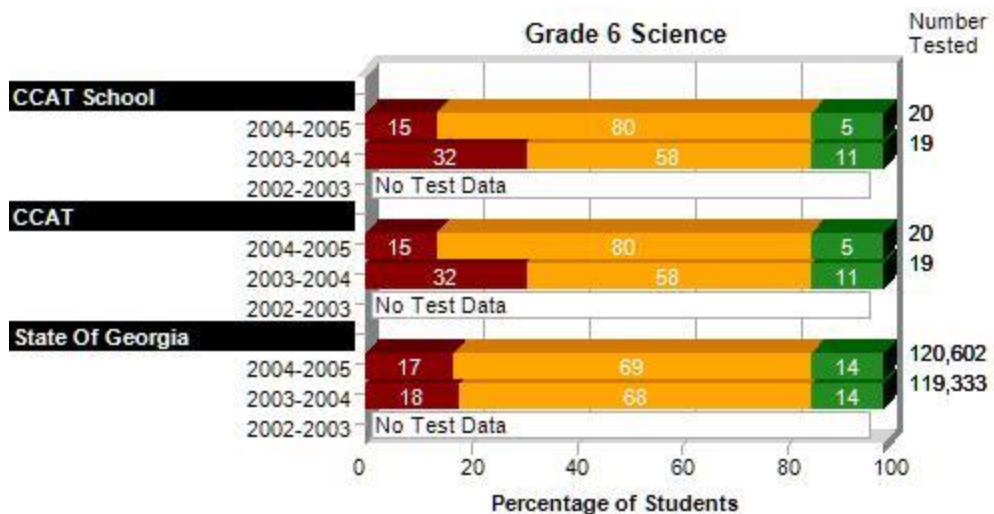


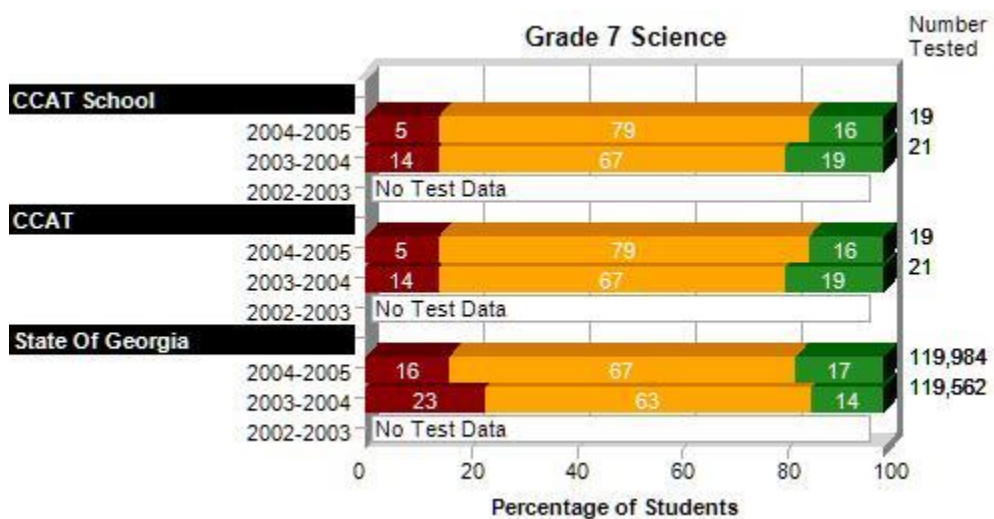
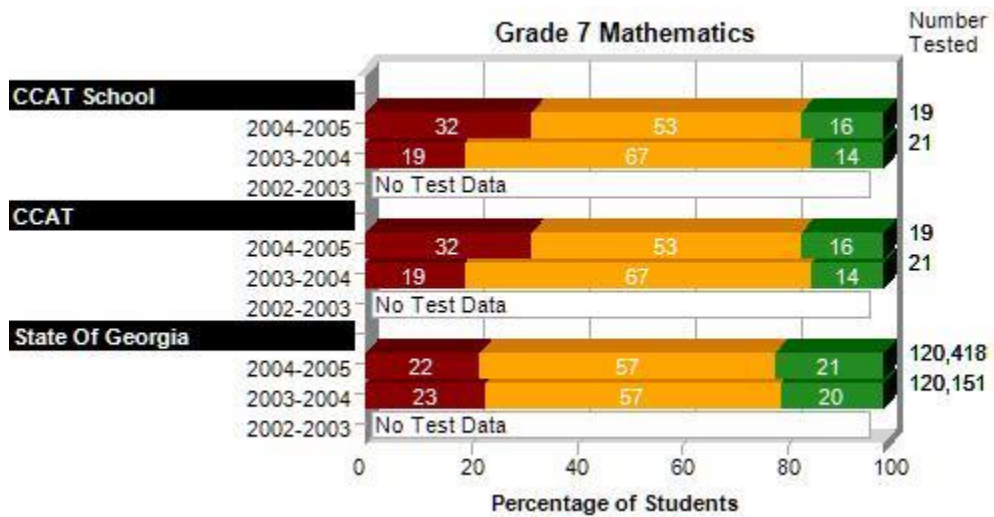
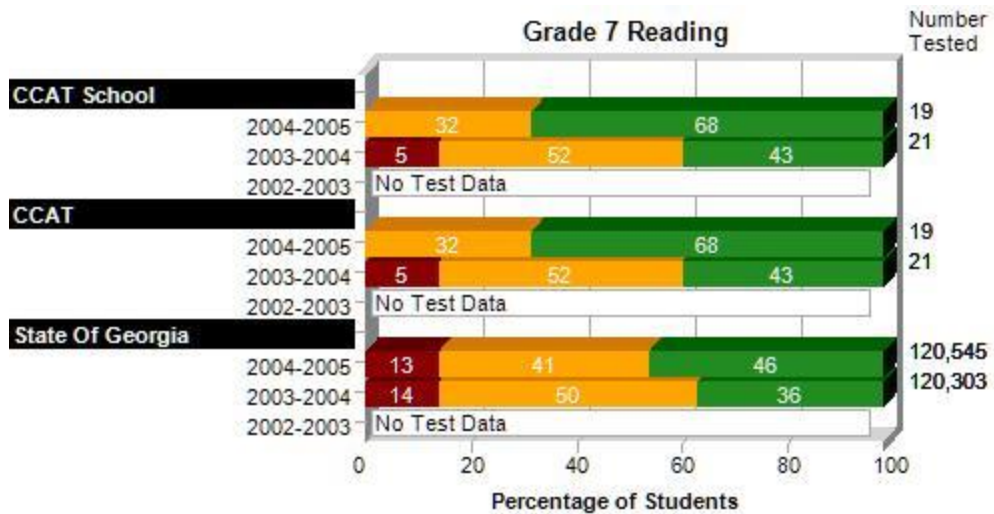


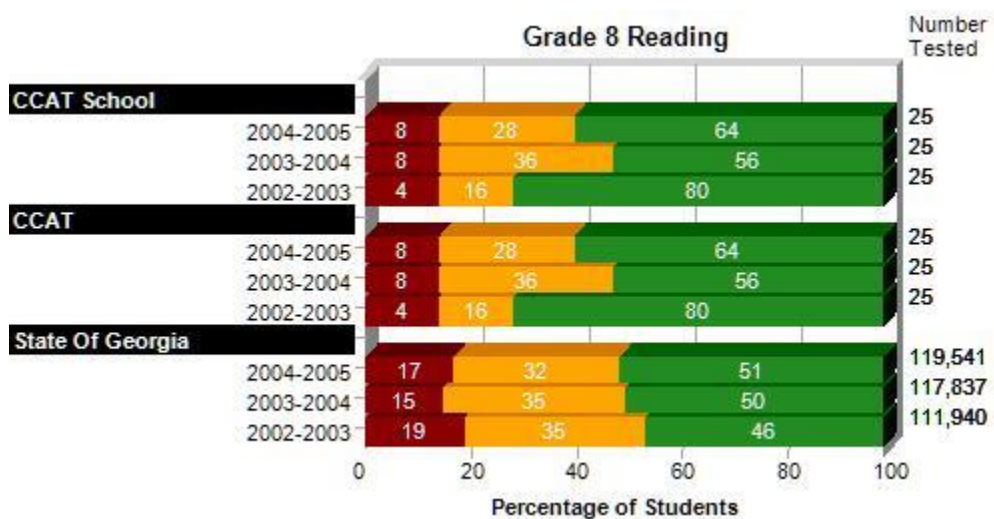
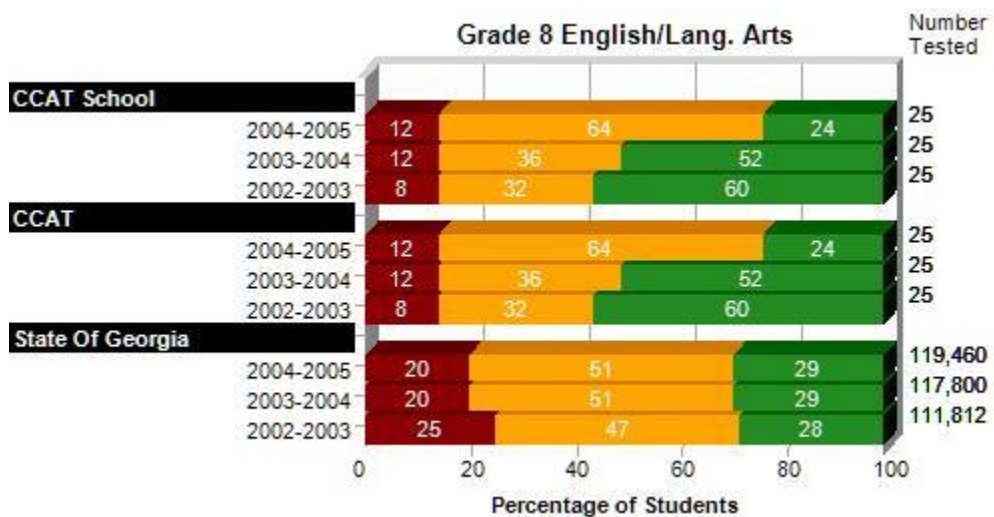
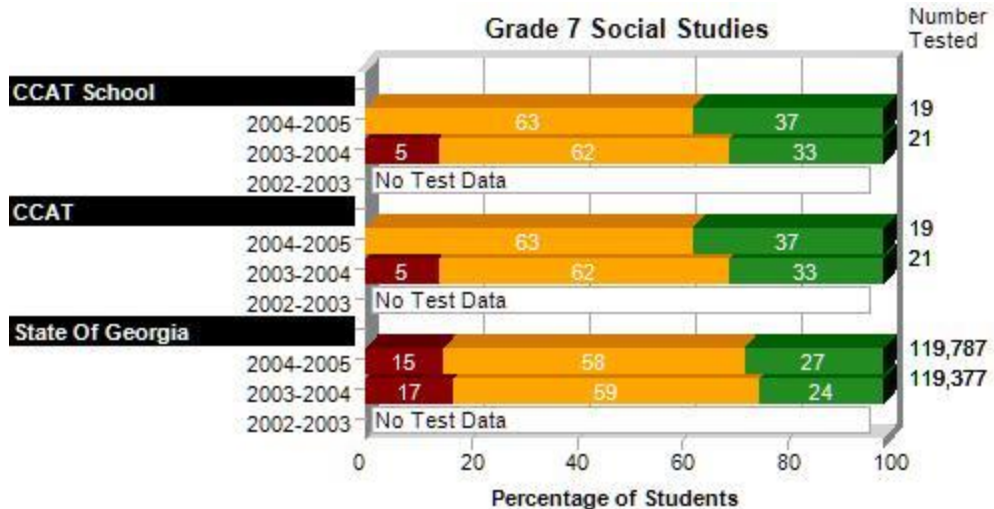


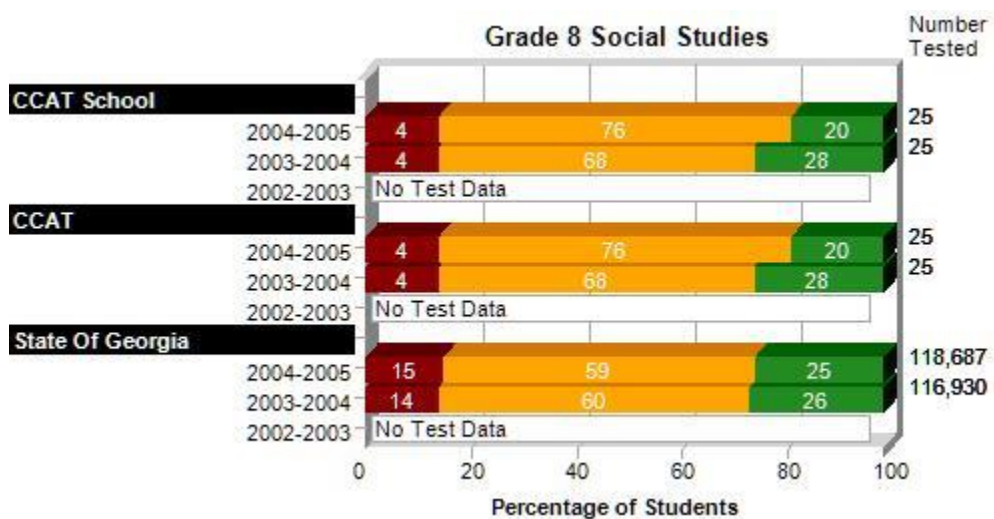
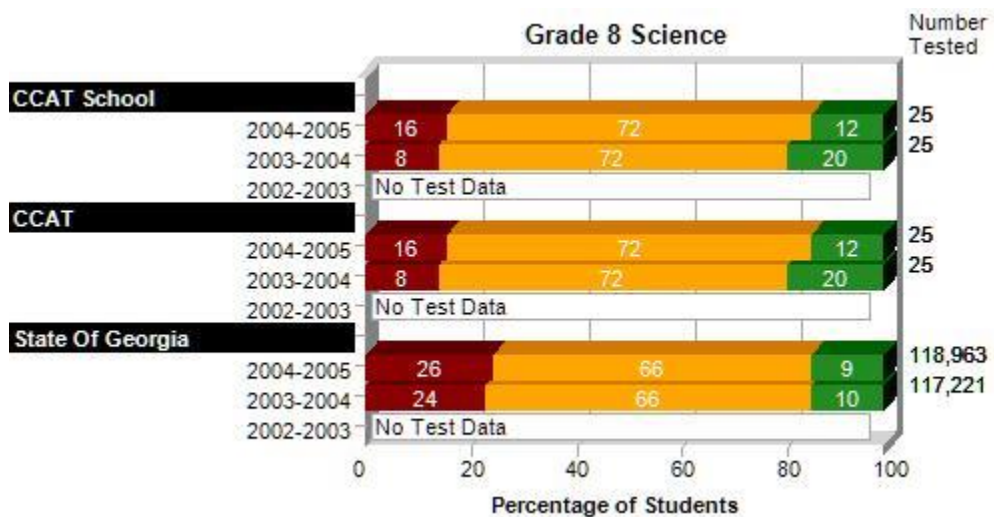
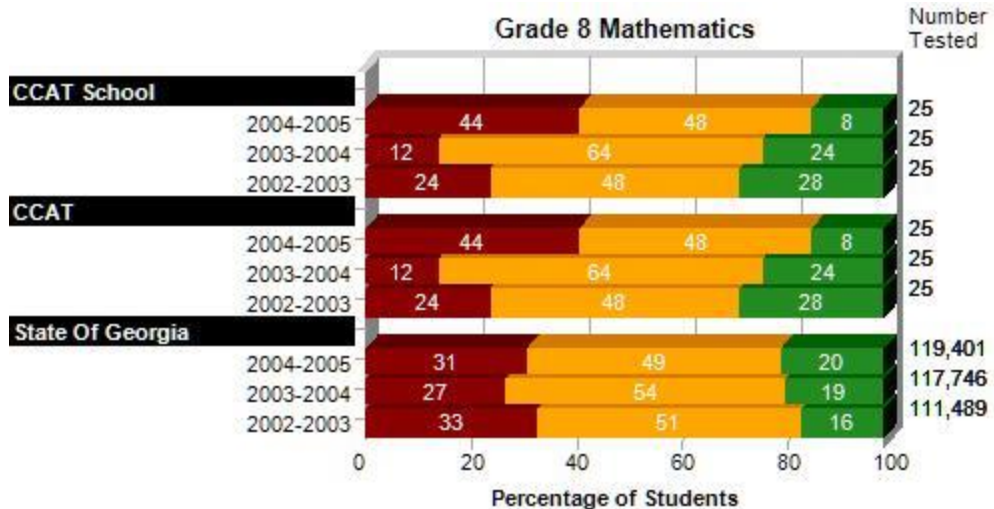


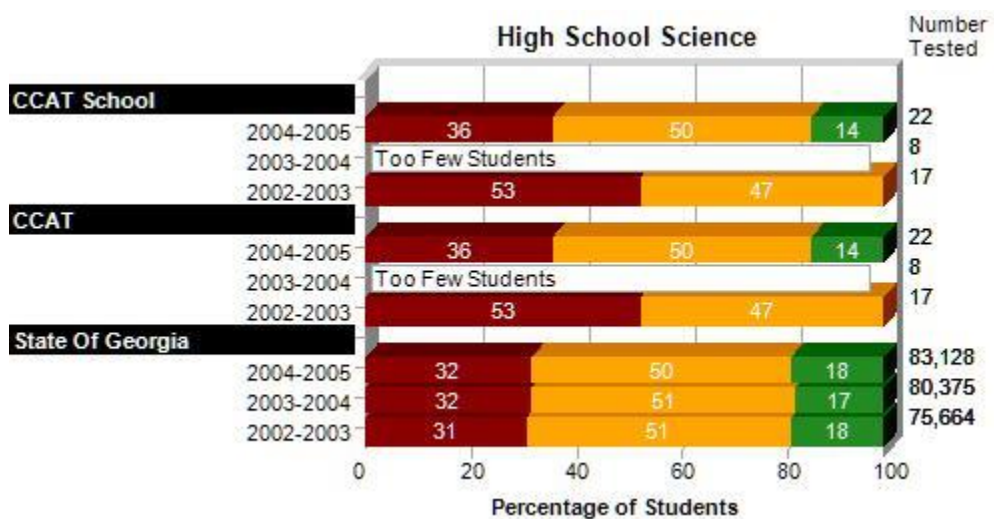
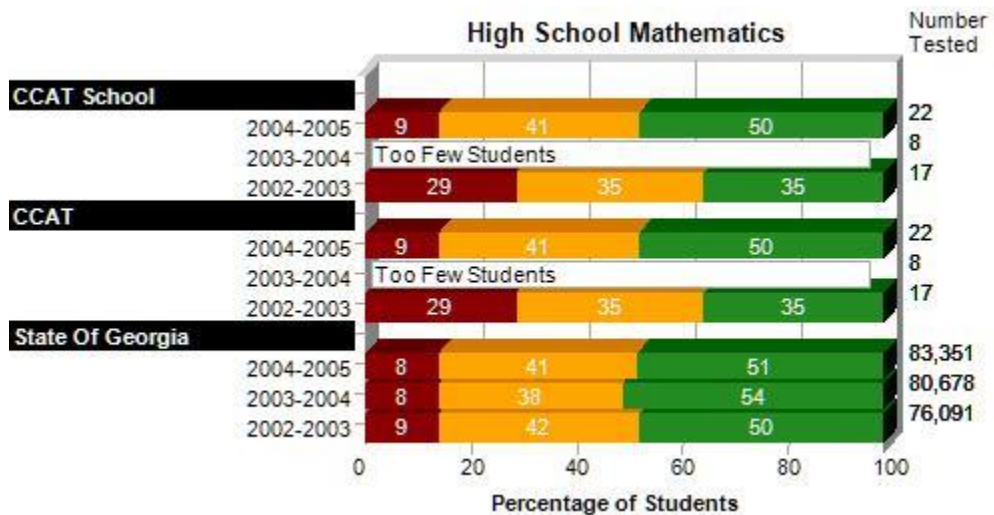
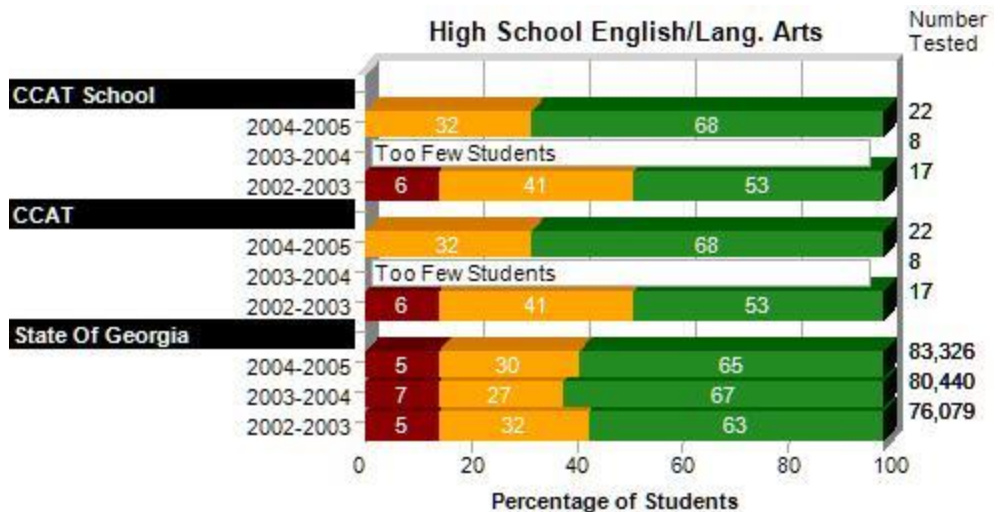


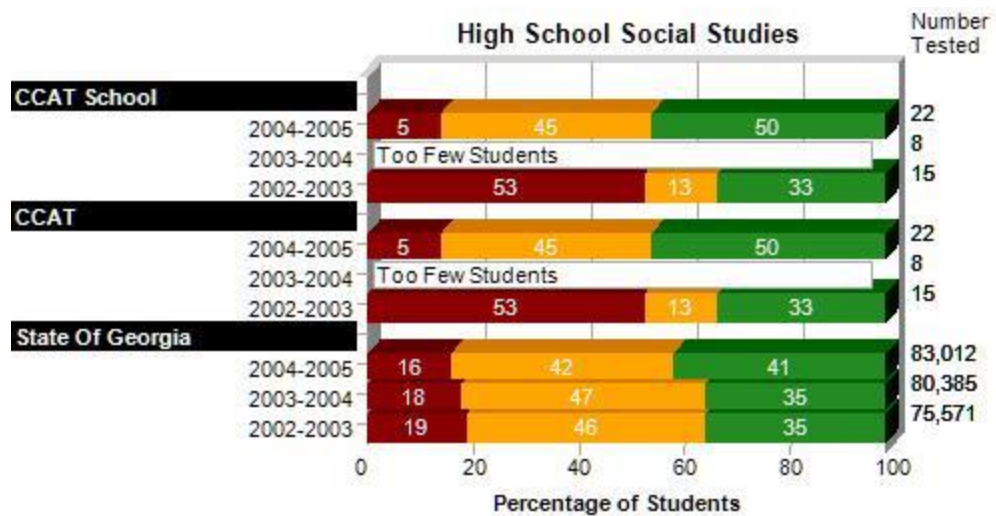












CHESNUT ELEMENTARY SCHOOL

Contact Information

Sonja Alexander
4576 North Peachtree Road
Dunwoody 30338
(678) 676-7102

Basic Facts

District	DeKalb County
Type	Conversion
Opened	8/1/2000
Grades Served	Pre-K - 5
Enrollment	570
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	Huntley Hills Elementary School	Hightower Elementary School	Nancy Creek Elementary School	Georgia
Distance from Charter School (in miles)	0	0.8	1.1	1.3	0
Total Population	529	333	513	328	1,515,646

Diversity

Caucasian	36%	29%	4%	21%	49%
Black	30%	43%	23%	37%	38%
Hispanic	16%	14%	68%	29%	8%
Asian/Pacific Islander	12%	7%	3%	10%	3%
American	0%	0%	0%	0%	0%
Indian/Alaskan Native					
Multiracial	6%	7%	2%	3%	2%

Special Populations

ESOL	10%	5%	27%	13%	3%
Gifted	24%	23%	0%	17%	8%

Special Education	7%	15%	11%	14%	12%
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Free & Reduced Lunch:

% of Total Population	30%	50%	90%	67%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>
Did the school make AYP?	Yes	Yes	Yes
Is the 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.

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
- "Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term
- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: We will increase reading comprehension in grades 1 to 5. To increase the percentage of students (using a defined cohort group) reading on or above grade level on the Criterion Referenced Competency Tests (CRCT) in grades one through five by 10 percentage points over the life of the Charter, using the 2002 CRCT scores as baseline data.

Progress on Goal: Exceeded

Indicators of Progress: Improving student achievement in reading has been a primary focus of the Charter for the first two terms. Small group instruction is a major factor in the school's ability to improve reading skills. The implementation of the Riggs' Writing and Spelling Road to Reading and Thinking, the use of technology, such as STAR and Accelerated Reader and other programs to supplement the classroom curriculum and the use of the SRA Reading Lab also play a major role. As a whole, Chesnut Charter School takes reading much more seriously than it did before the charter. Fourth grade is the only grade level to have taken the CRCT every year since 2001. In spring 2001, (the first year of the charter), 24 percent of 4th graders scored Level 1, not meeting expectations. In spring 2005, only 8 percent of 4th graders did not meet expectations. (Please see attachment for further information.)

Goal 2: We will increase abilities in mathematics computation in grades 1 to 5. To increase the percentage of students (using a defined cohort group) on or above grade level in math computation on the Criterion Referenced Competency Tests (CRCT) in grades one through five by 10 percentage points over the life of the Charter using the 2002 CRCT scores as baseline data.

Progress on Goal: Sufficient Progress

Indicators of Progress: While students at Chesnut have made significant gains in reading (as measured by standardized tests), the same cannot be said about math. Utilizing 4th grade CRCT scores (the only grade level to have taken the CRCT every year since 2001), we see that improvement has not been significant.

The Chesnut Council is committed to placing the same focus on math as we have put on reading. In 2005-2006, Chesnut began a pilot program to pre-teach at risk students math concepts before the teacher would introduce them in the classroom. Additionally, in 2005-2006, Chesnut began using the STAR math assessment to identify and address students' strengths and weaknesses in math.

Other examples of the strategies that we will use to do this include teacher training, additional student assessments, more extensive math focused tutoring and the integration of math into other parts of the curriculum. Teachers have already received extensive training in differentiated instructional techniques with an emphasis on meeting the needs of diverse learners and providing activities at their levels.

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. Already planned is an outreach program to two of the multi-family complexes where a majority of the students who fall below grade level reside. We are also going to offer targeted after-school and Saturday tutorial programs to all students. The teachers will continue, 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.

Parental Involvement Goals

Goal 1: We will continue to promote parental and community involvement. Encourage parents to become involved in their child's education by requiring, as defined in the Parent Agreement, that they participate a minimum of 12 times during each academic year. Promote an interest from the community by contacting a minimum of 10 community organizations and businesses partners to establish long-lasting relationships.

Progress on Goal: Exceeded

Indicators of Progress: In the Chesnut Charter School Needs Assessment, a high level of parent satisfaction is indicated. When presented with the statement "Generally, I am satisfied with our school," 93% of parents answered strongly agree or agree, while only 5 percent answered disagree or strongly disagree. When presented with the statement, "Students are encouraged to succeed," 95 percent answered strongly agree or agree, while only 3 percent answered disagree or strongly disagree.

Chesnut families contribute thousands of hours to the school, far more than is required by the Charter. The increase in the number of families fulfilling their obligations is especially notable because the amount of time required increased between the three school years. In the 2000-2001 school year, parents were required to participate 8 times and in 2001-2002, they were required to participate 10 times. Beginning with the 2002-2003 school year, parents were required to participate a minimum of 12 times.

Many families have chosen to relocate into the Chesnut attendance zone because of our charter and the school improvements related to the charter. Chesnut has experienced 20 percent growth in the last three years to reach our current student population of 560.

Other Goals

Goal 1: We will improve the skills and use of technology by students as well as the use of technology as an instructional tool by teachers.

Progress on Goal: Attained

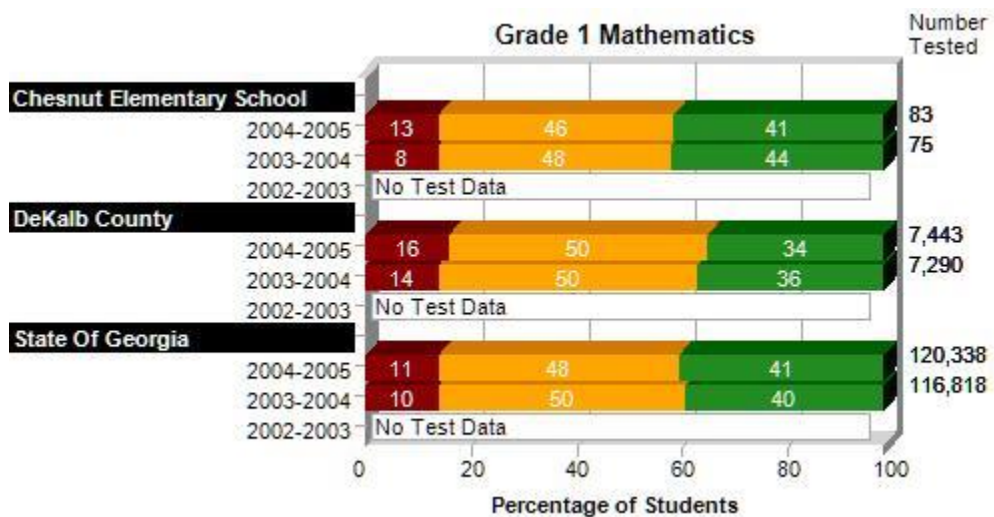
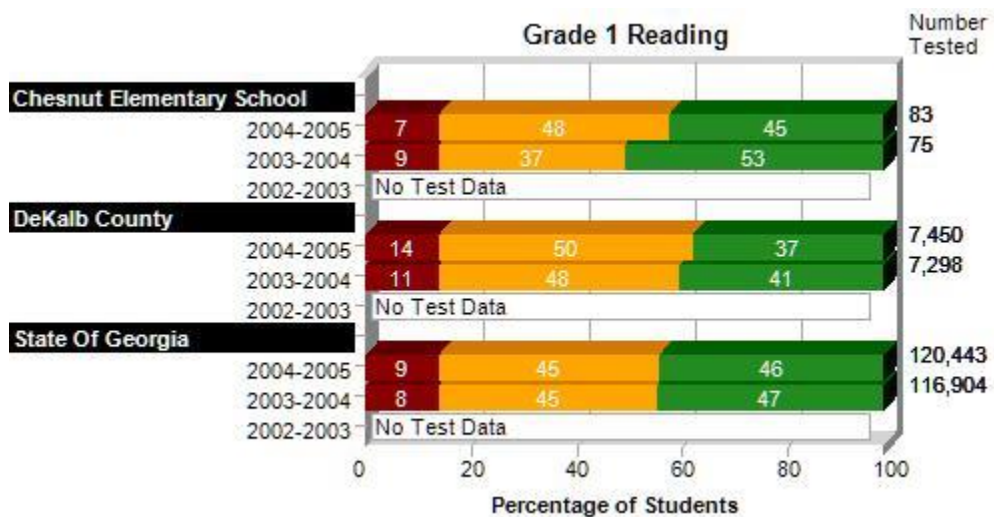
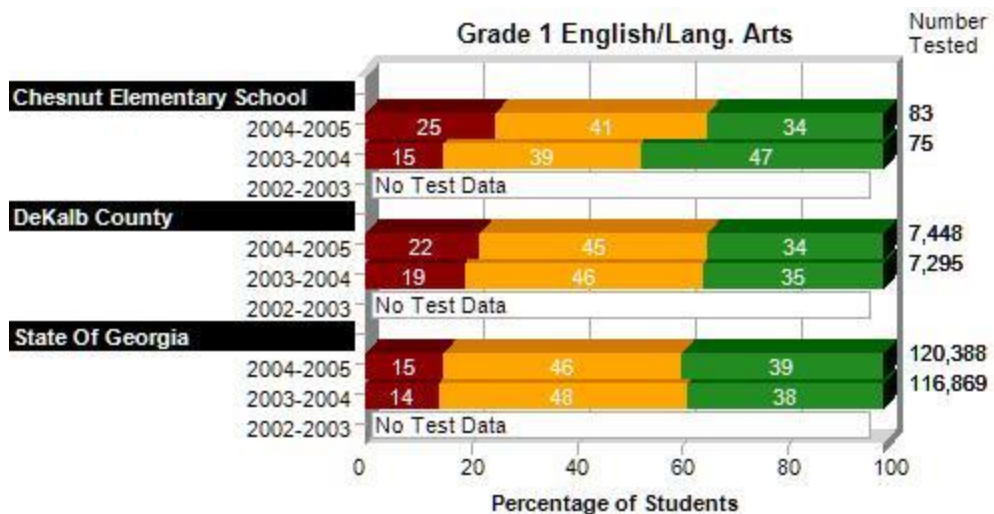
Indicators of Progress: In the first five years of the charter, Chesnut has made significant gains in the use of technology by both students and teachers. Nearly all teachers hold their INTECH certification. In the 2000-2001 school year, less than 20 percent of teachers used technology in their lesson plans. In 2004-2005, nearly 80 percent of teachers used technology in their lesson plans.

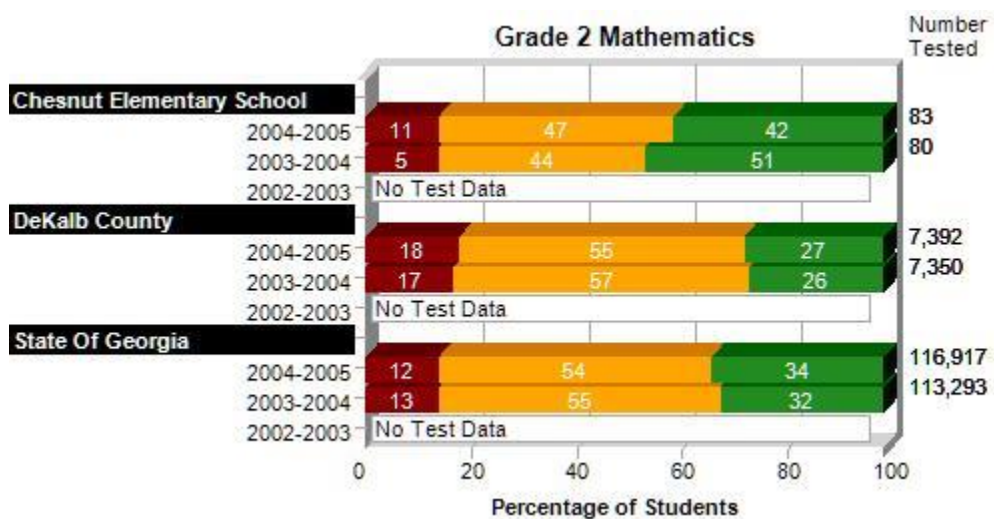
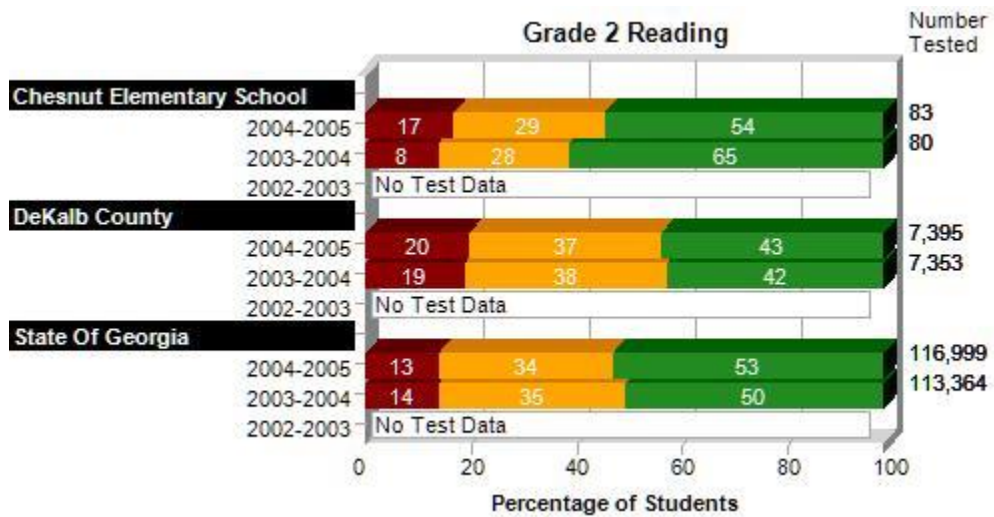
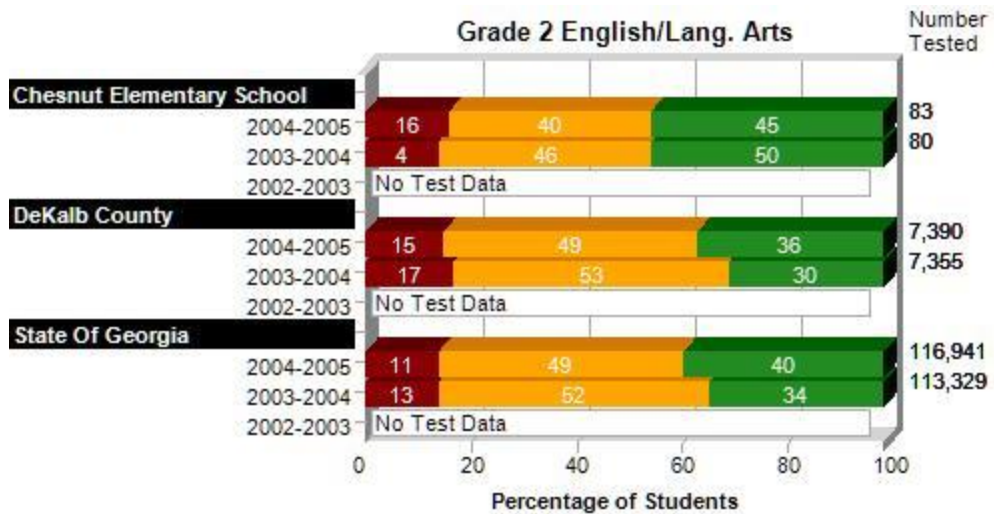
All classrooms have computers with wireless Internet access, and the school has several dozen laptops that can be used by whole classes as well as a computer lab with nearly 30 desktop computers. Students in grades Pre-K to 5th utilize this lab. Teachers use computer-driven programs to assess students in some areas. Students participate in Accelerated Reader which utilizes a computer program to quiz students on books they have read.

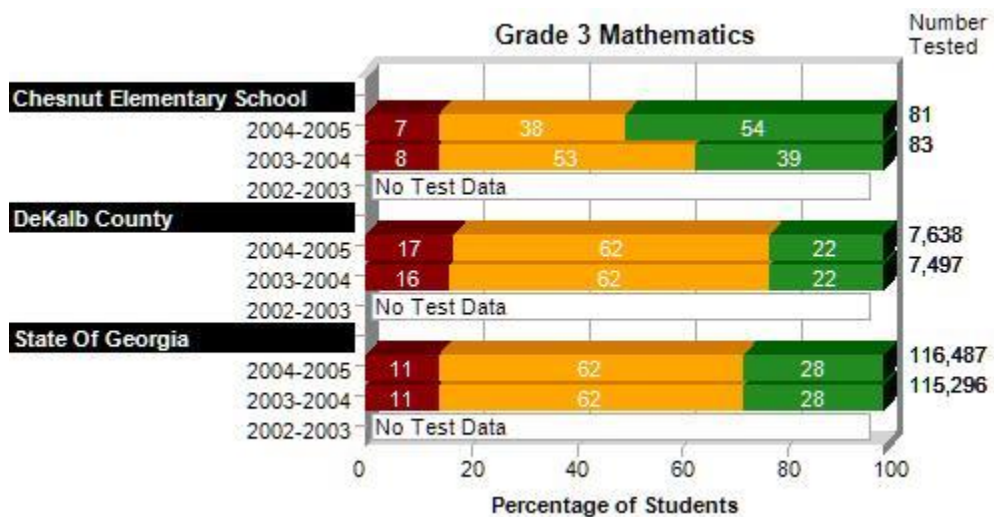
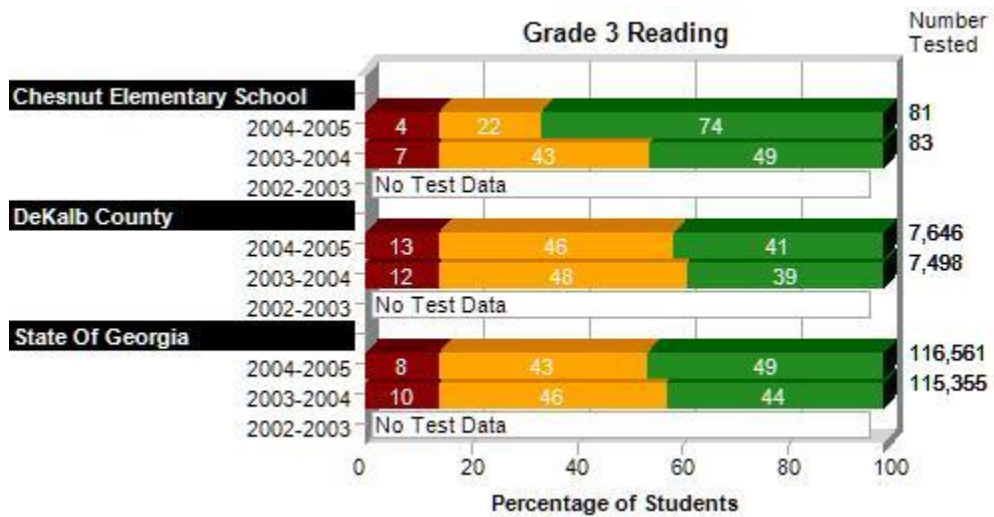
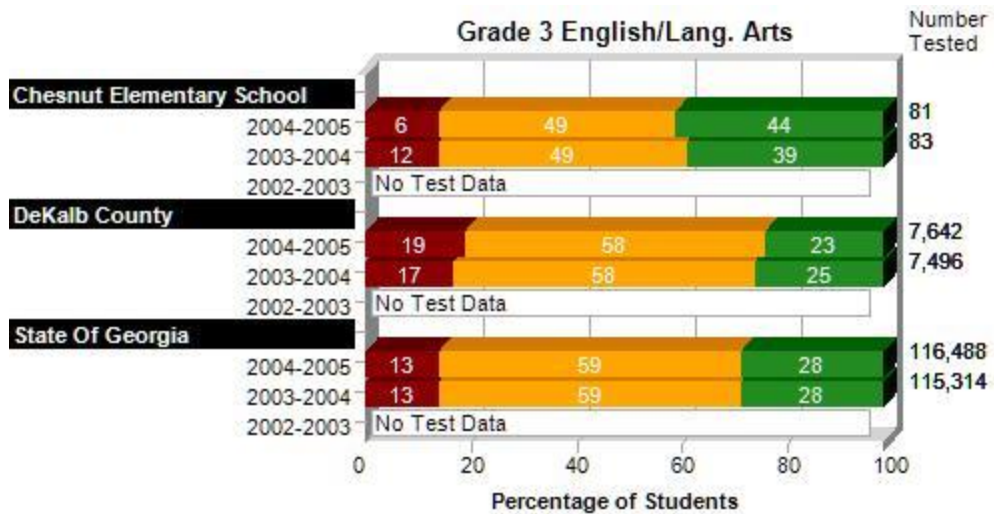
Financial Accountability

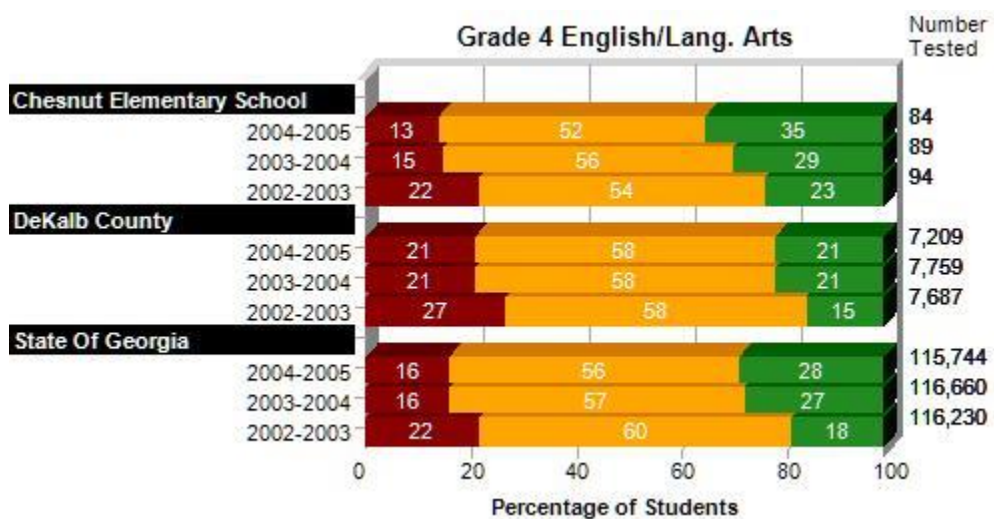
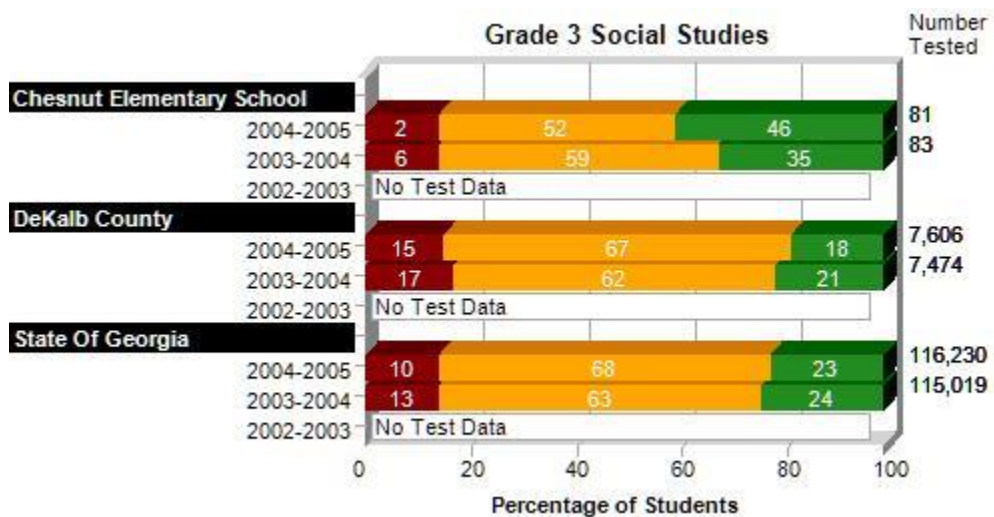
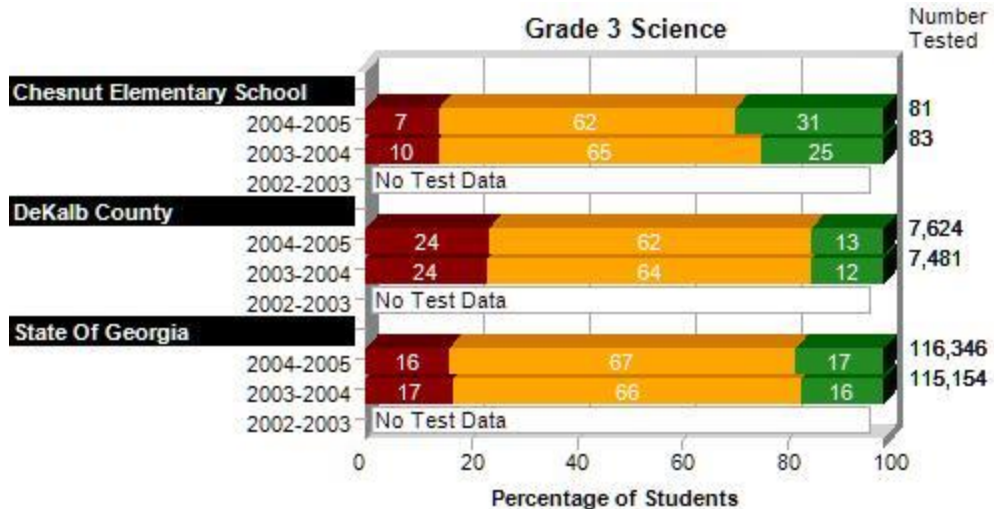
Did the school have an independent audit for the fiscal year ending June 30th, 2005? Yes

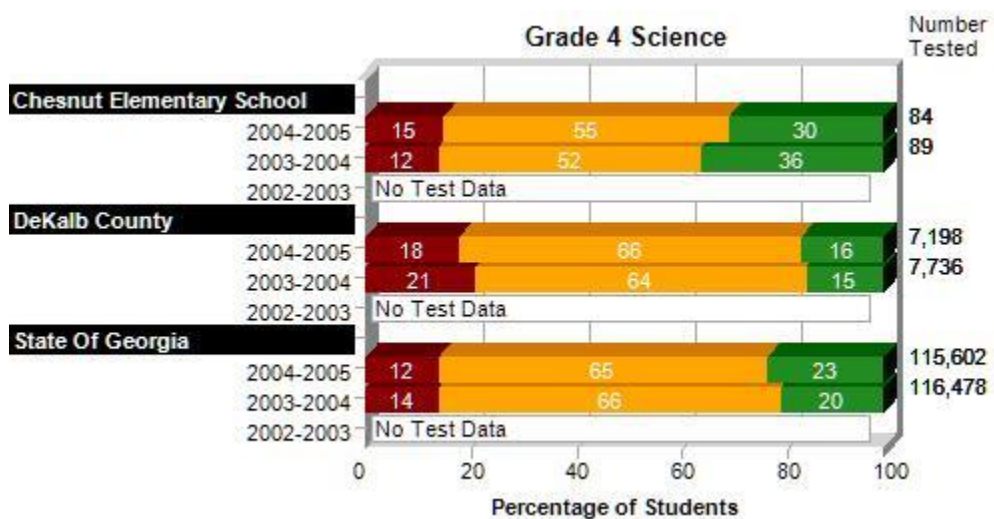
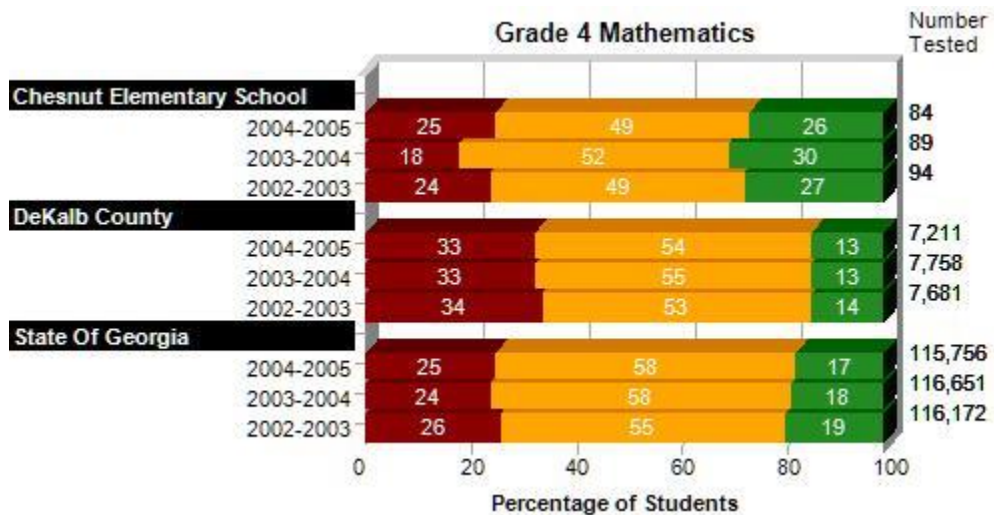
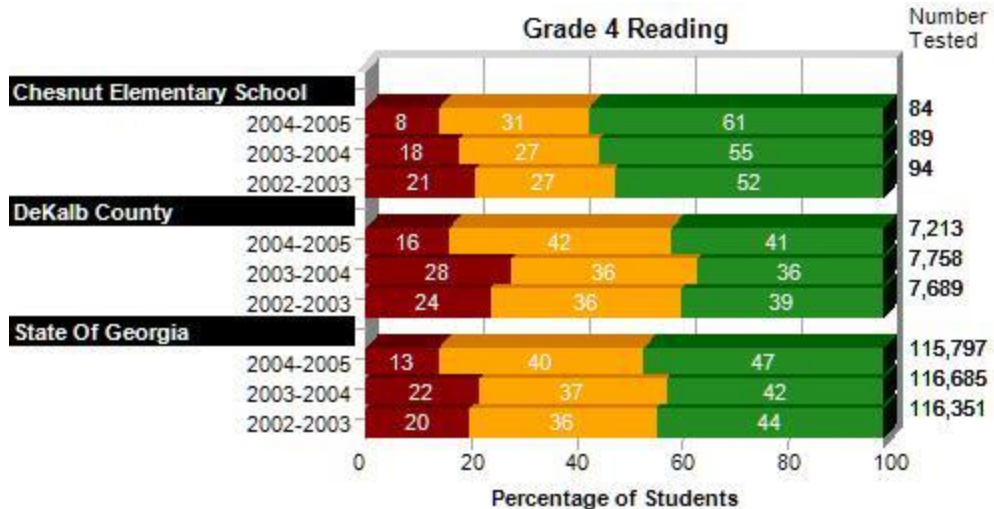
Were there any findings from this audit? No

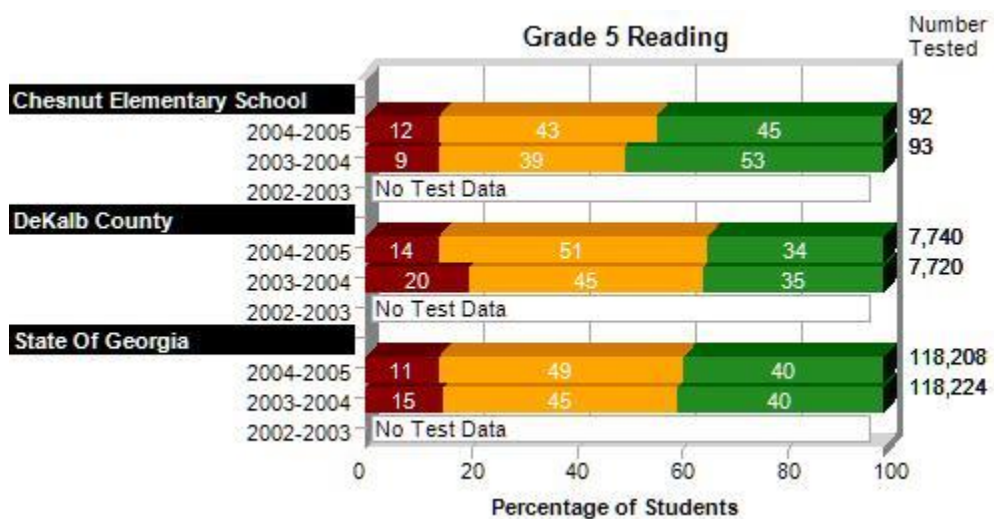
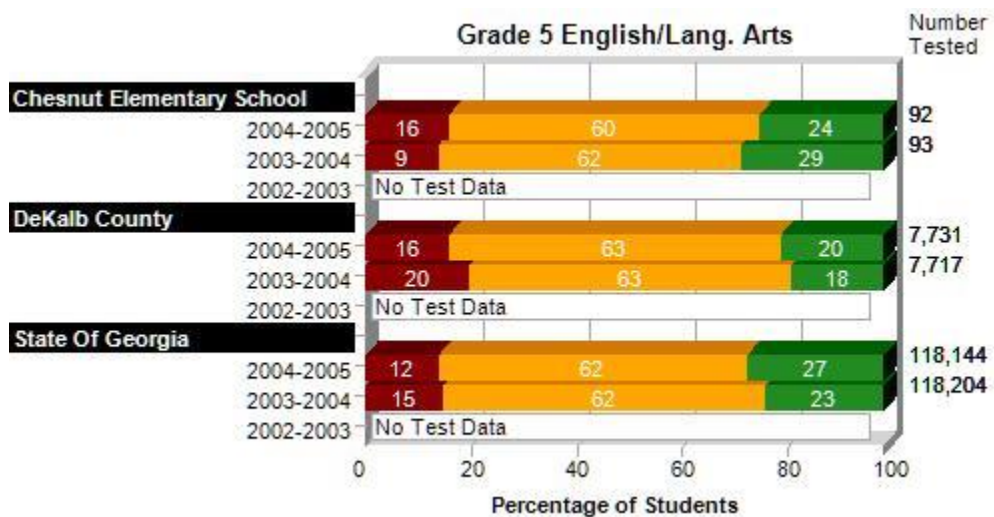
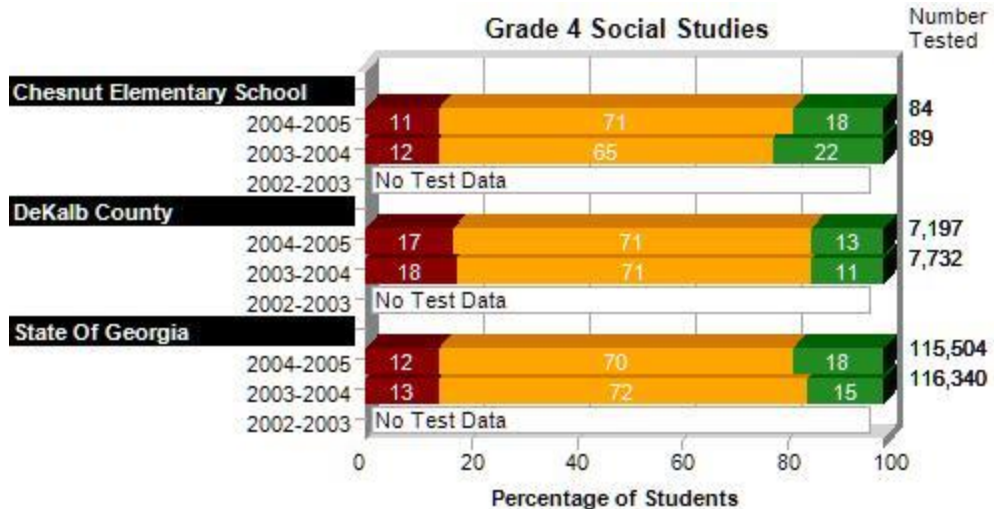


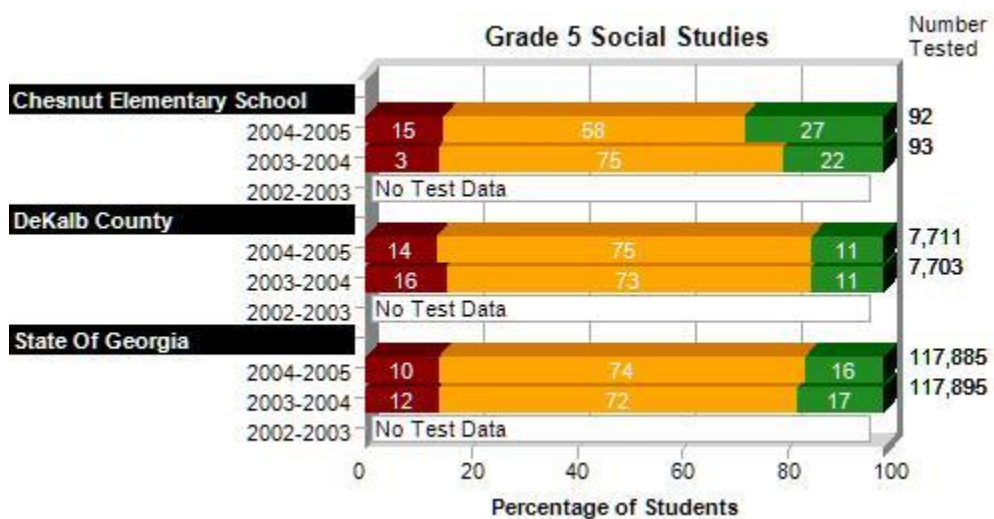
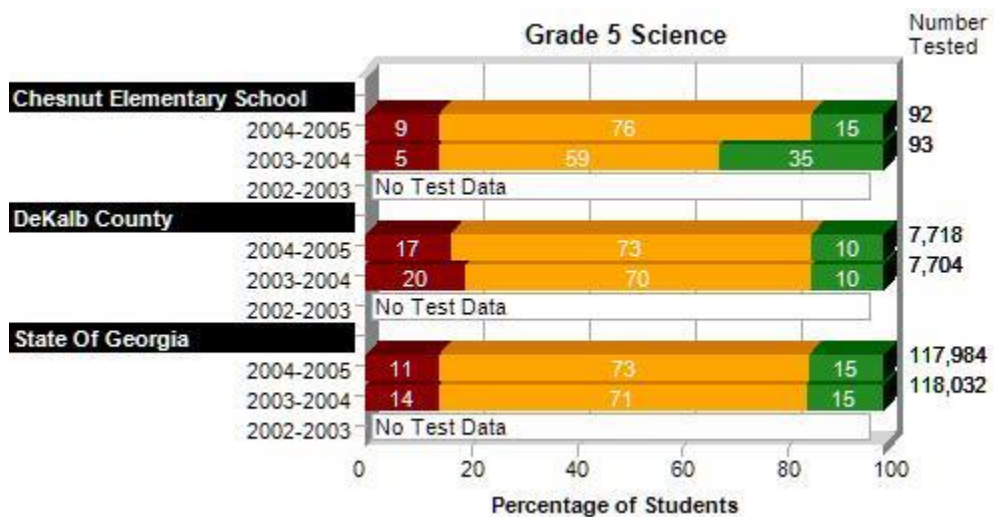
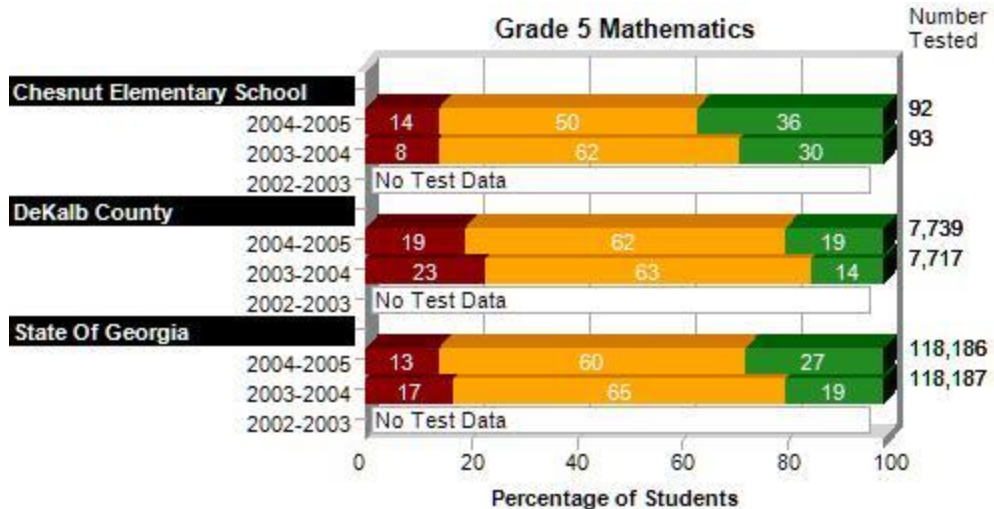












DEKALB PATH ACADEMY (formerly DeKalb KIPP Academy)

Contact Information

Suttiwan Cox
3007 Hermance Drive
Atlanta 30319
(404) 846-3242

Basic Facts

District	DeKalb County
Type	Start-up
Opened	7/1/2002
Grades Served	5 - 8
Enrollment	272
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	Cary Reynolds Elementary School	Dresden Elementary School	Oakcliff Elementary School	Georgia
Distance from Charter School (in miles)	0	0.6	1.4	1.6	0
Total Population	208	624	628	514	1,515,646

Diversity

Caucasian	4%	4%	3%	8%	49%
Black	28%	9%	9%	22%	38%
Hispanic	58%	66%	82%	54%	8%
Asian/Pacific Islander	10%	17%	5%	15%	3%
American	0%	0%	0%	0%	0%
Indian/Alaskan Native					
Multiracial	0%	3%	1%	2%	2%

Special Populations

ESOL	43%	48%	28%	22%	3%
Gifted	7%	6%	5%	12%	8%
Special Education	3%	6%	7%	8%	12%

Free & Reduced Lunch:

% of Total Population	80%	92%	85%	81%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>	
Did the school make AYP?	No	Yes	Yes	
Is the 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.

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
- "Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term
- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: 90% of the students whose previous standardized test records can be obtained will increase their test scores in reading and mathematics each year by 5%.

Progress on Goal: N/A

Indicators of Progress: In the spring (May) of 2004 students of DeKalb PATH Academy took ITBS. In 2005 the district changed the testing period to fall. Therefore, the result of student academic achievement cannot be compared appropriately, especially of those who enrolled at PATH for the first time.

Goal 2: The school will decrease the percentage of non ESOL students 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.

Progress on Goal: Attained

Indicators of Progress: DeKalb PATH Academy 2005 CRCT summary report of all student population indicated that non-ESOL students' academic achievement met the school objective. Below is the breakdown of the scores.

Percentage of non-LEP students in level II and III from 2005 CRCT Report:

	Reading	English/Language Arts	Mathematics
5th Grade	90%	90%	100%
6th Grade	89%	73%	88%
7th Grade	89%	91%	89%

Even though limited-English-proficient students do not meet the minimum requirement of competency in reading/English language arts, they performed quite well in mathematics. Despite the fact that PATH increased the number of LEP students to 47%, the percentage of students in Level II, and III in English/language arts and mathematics remains stable except in LEP sub-group. Below is the chart comparing the percentage of “Meets + Exceeds” rate in each subgroup in 2004 and 2005 AYP reports.

English/Language Arts

	All Students	Black	Hispanic	LEP
2004	74%	89%	62%	64%
2005	72.8%	87.3%	66%	51.3%

Mathematics

	All Students	Black	Hispanic	LEP
2004	85%	86%	85%	83%
2005	83.9%	84.3%	81.1%	73.4%

It should also be noted that the percentage of students of all subgroups in Levels II and III in mathematics of PATH Academy exceeds that of middle schools with similar demographics in the state of Georgia.

For the 2005-06 school year, in order to improve all students’ academic achievement in reading/English language arts PATH has added another period of literacy to its daily schedule. Teachers have been trained by a reading specialist to integrate reading and writing into all subject areas. Teachers also use test data to develop lesson plans and strategies to improve students learning.

During the 2004-05 school year at DeKalb PATH Academy, children came from 18 countries, including Mexico, Vietnam, China, Bosnia, Bangladesh, Somalia, and Honduras. In fact, more than 80% of the students at PATH are international students, and 79% receive free or reduced priced lunches. Approximately 47% of the international students are served in the ESOL program. It is evident that these students need extra help to be successful in their education. Therefore, PATH has found ways to maximize the teaching and learning at our school, such as a longer school day and year and smaller class sizes with bilingual aides.

In the past PATH allowed the ESOL students to progress at their own pace. PATH believed in individualized lessons. PATH believed, like most researchers, that mastery of a new language needed at least five to seven years. However, in the 2003-04 school year PATH met AYP because 64% of our ESOL students met or exceeded the minimum 60% requirement of English language arts and reading. In that year about 33% of our students were ESOL students. Many of these students had formal education from their own country.

In 2004-05 school year, PATH increased its enrollment of students from 168 to 227. The new student enrollment increased the percentage of LEP students from 33% to 47%. According to their available academic records most of the LEP students function below grade level in all subjects by at least one grade. Some are also served in special education program. Many of these newcomers never attended school in their own country.

The 2005 school report card indicated that DeKalb PATH Academy joined the schools with high percentage of LEP students in “Did Not Meet AYP.” The report card shows that LEP students are the only sub-group that did not meet the minimum requirements of basic skills in language arts and/or reading. Logically and linguistically, one should not expect LEP students to pass the same English and reading tests used for English speaking

students. By law, students who are labeled as “LEP” must be served in ESOL program if they meet the state mandated criteria which are:

- Scoring below 25thile on the Language Battery Assessment (LAB)
- If their LAB scores are at 25thile or higher, but scoring below 40th percentile in reading comprehension on a norm referenced test, such as ITBS or Stanford 9.

From the above criteria, students who are served in ESOL program will score below grade level in language arts and reading; otherwise, they would not be in the ESOL program. Using the same benchmarks to judge these students will only create a sub-group of students that will not be able to meet the required passing scores, thus, placing schools with a high number of LEP students in jeopardy of “NI” status.

Goal 3: Students will increase their raw scores in LAB by a minimum of 10 points each year.

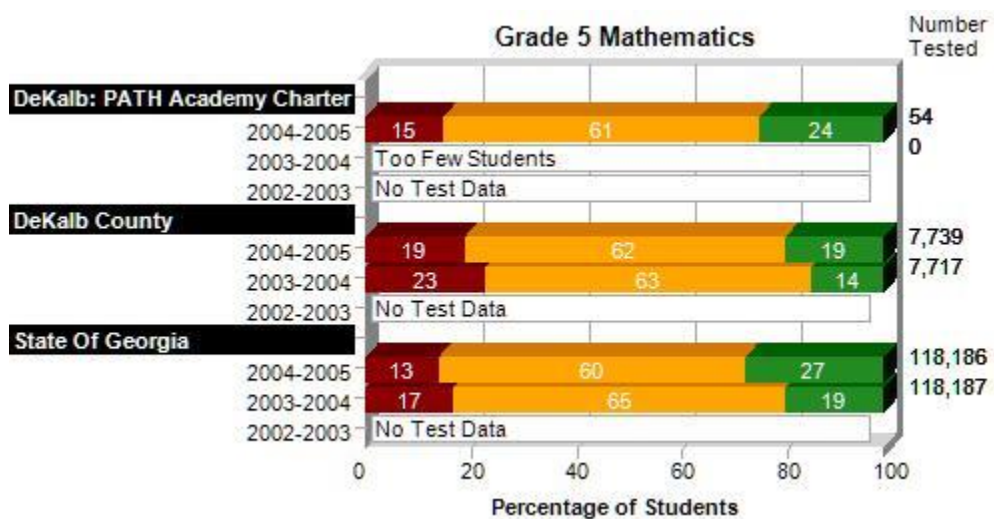
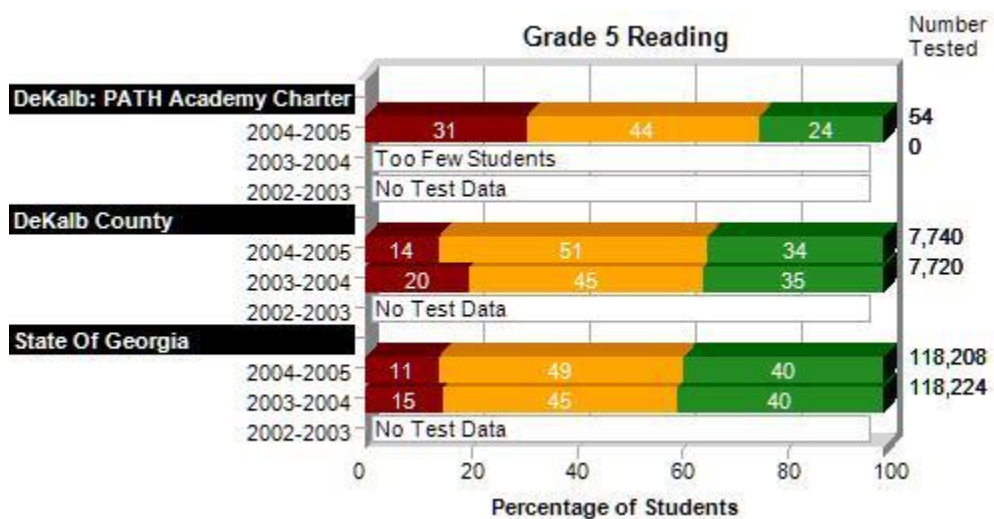
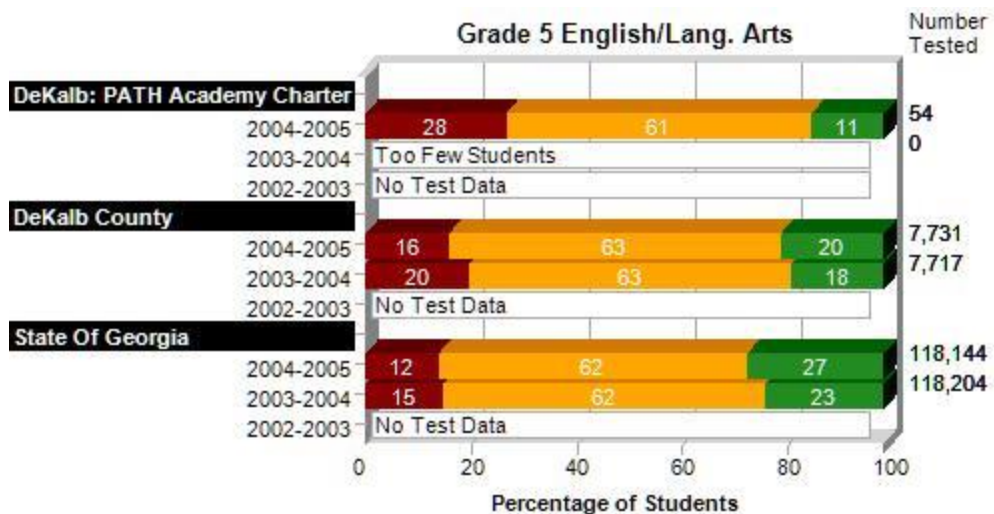
Progress on Goal: Exceeded

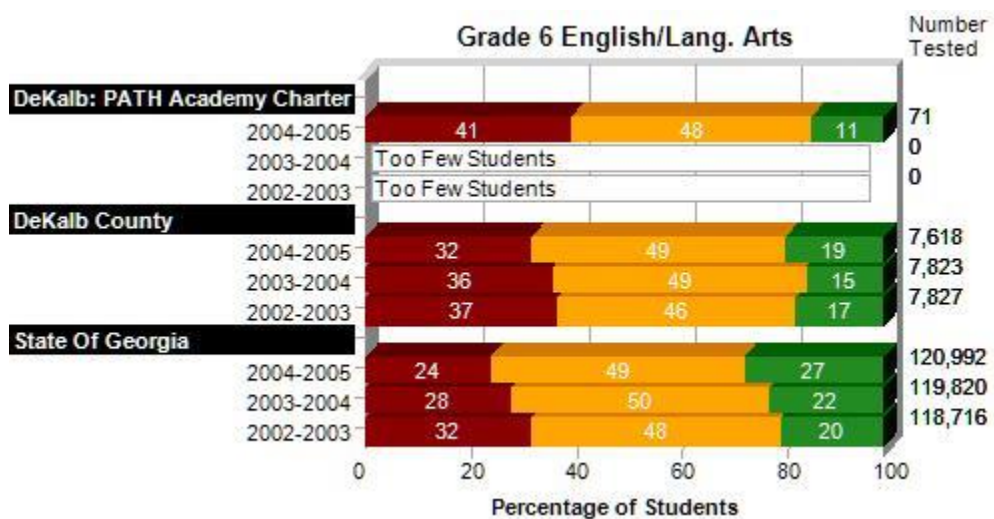
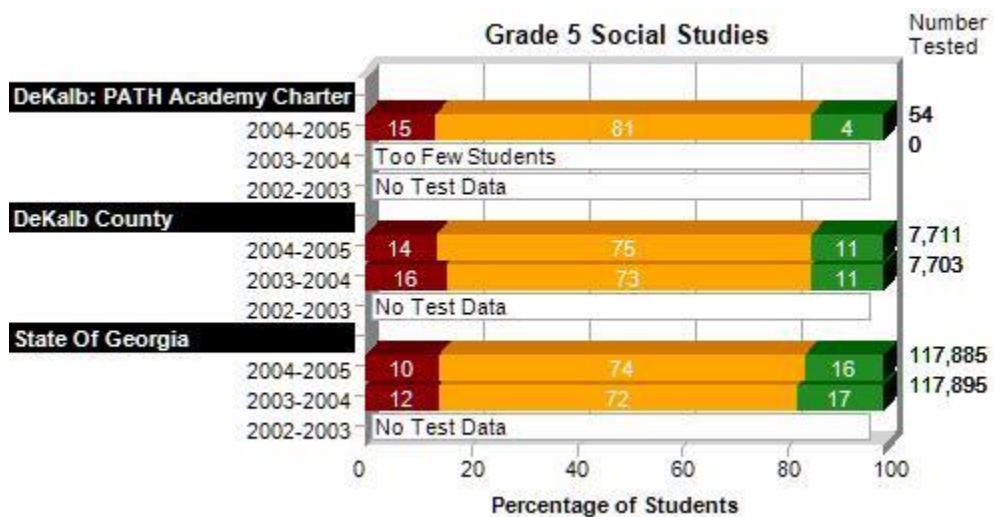
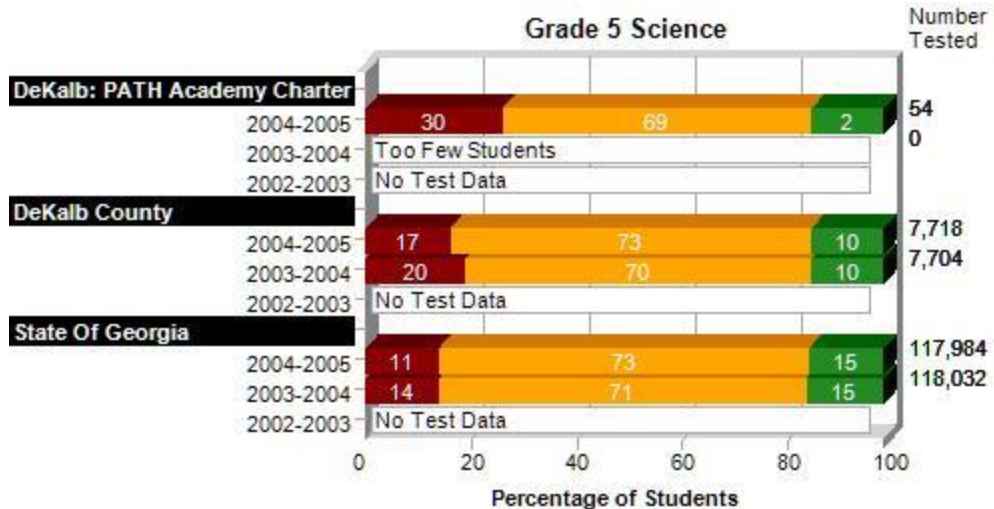
Indicators of Progress: The average gain of students' LAB scores is 12.9 points.

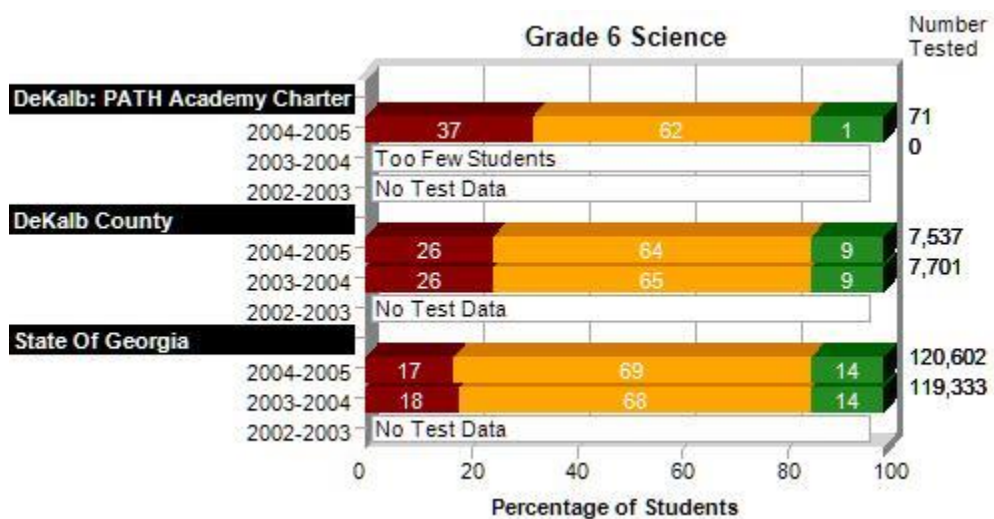
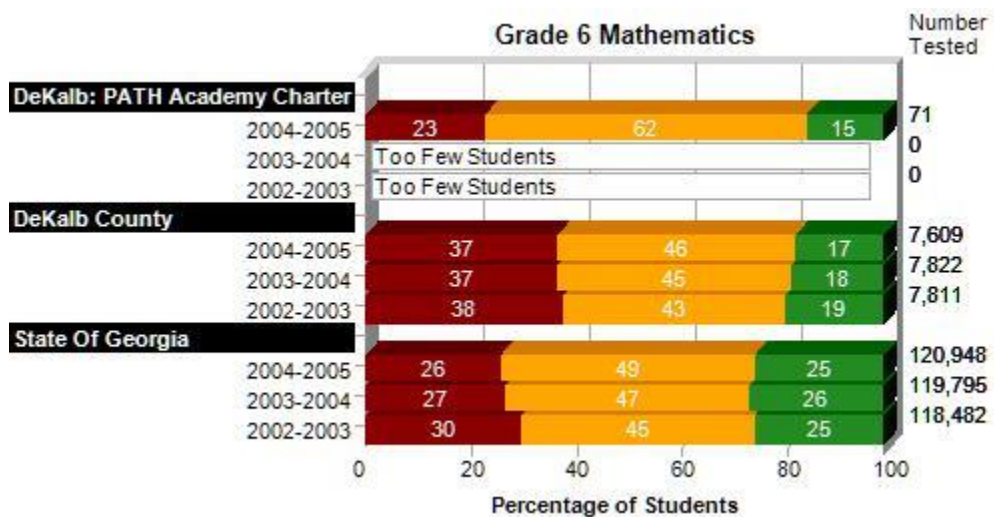
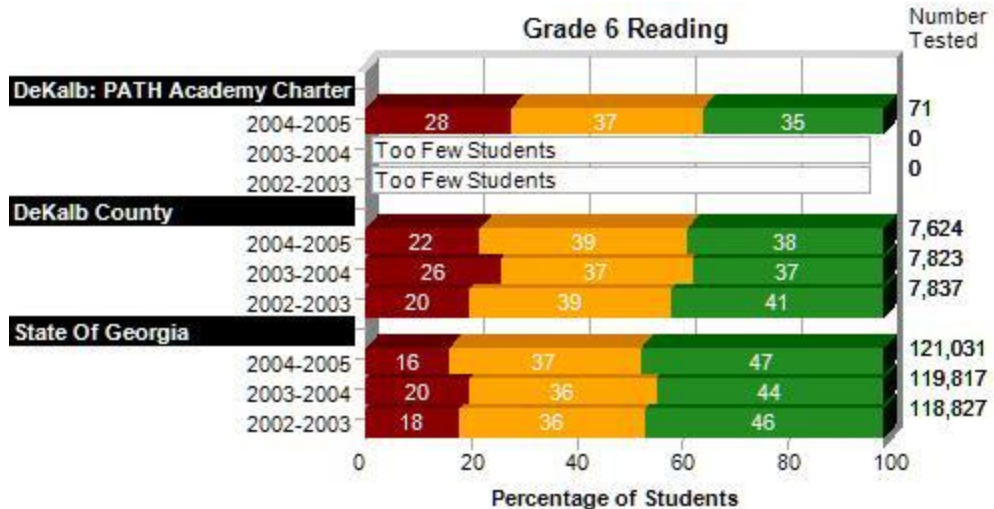
Financial Accountability

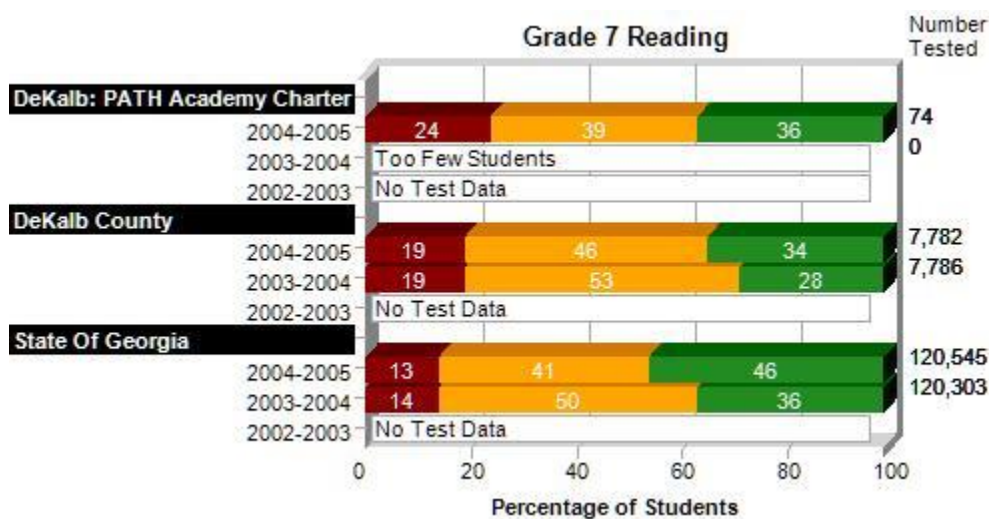
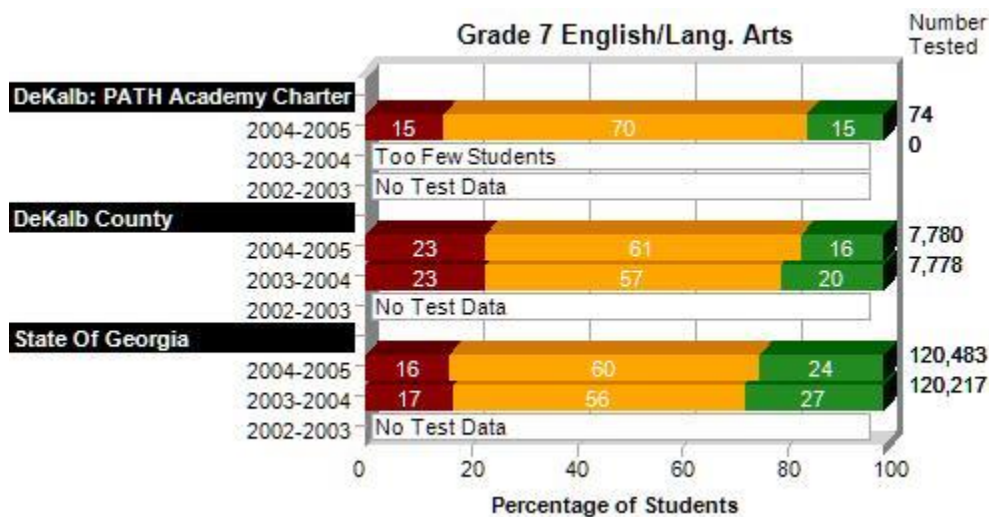
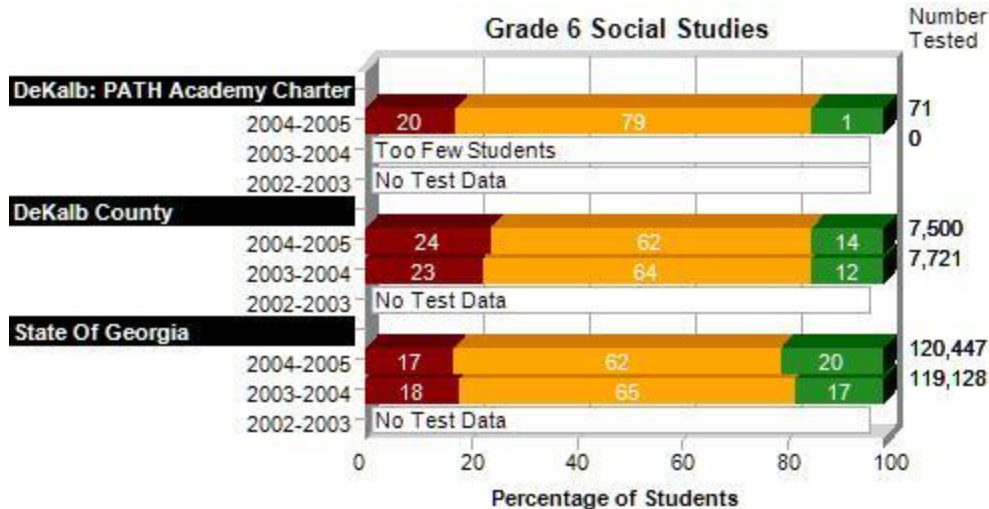
Did the school have an independent audit for the fiscal year ending June 30th, 2005? Yes

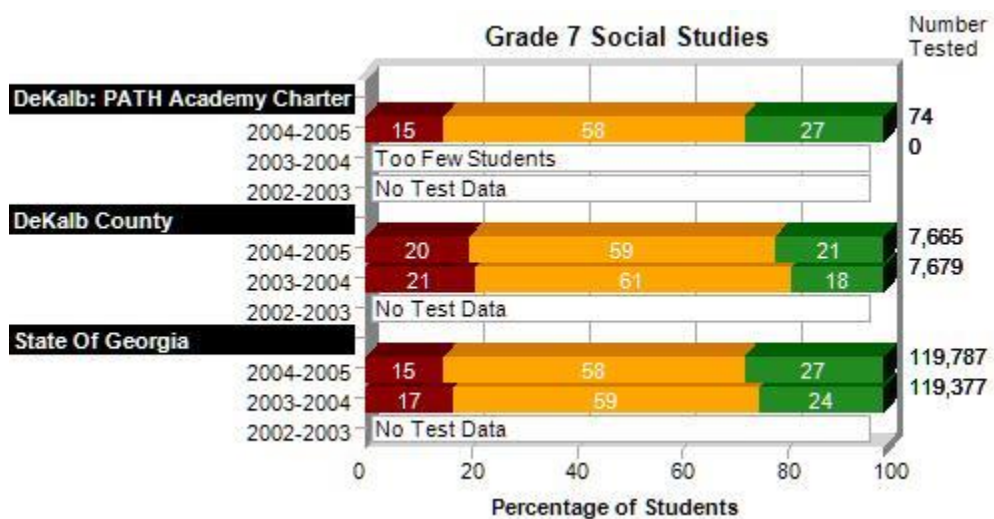
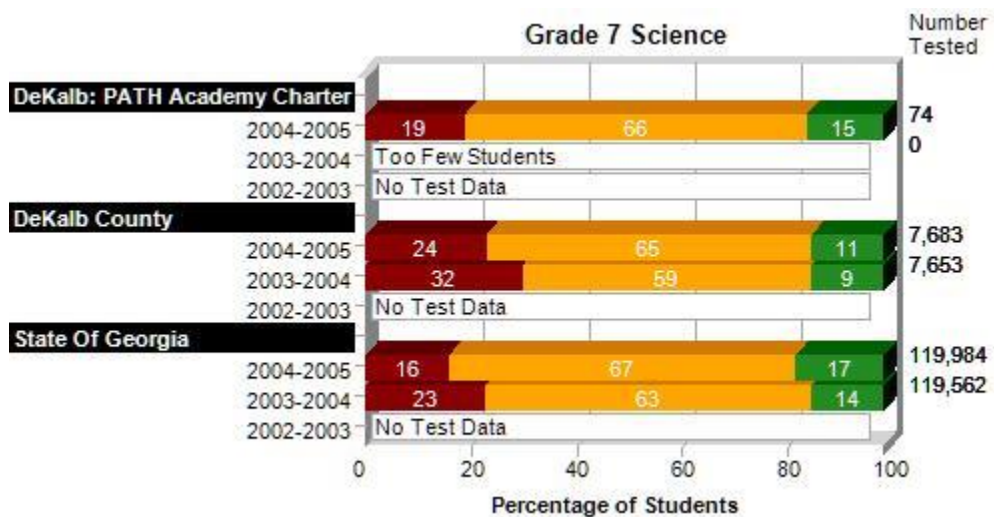
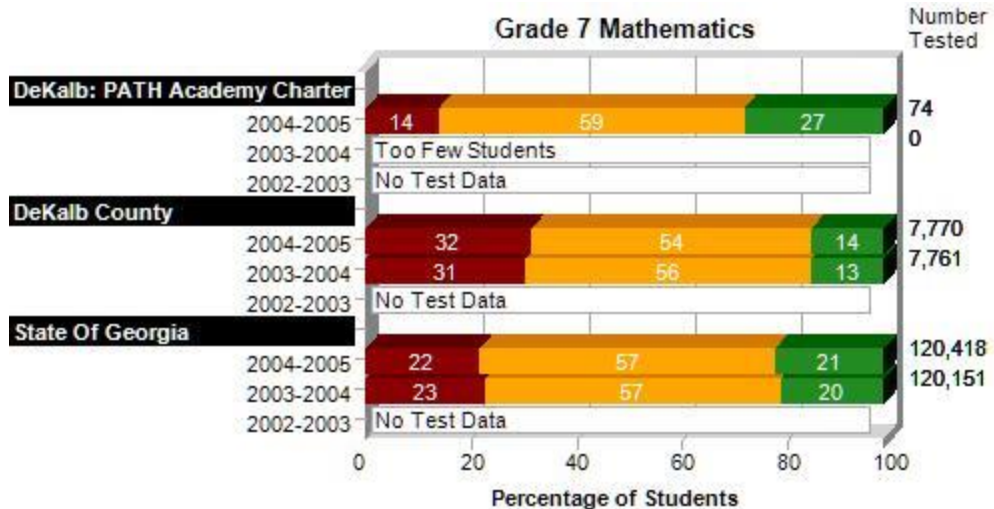
Were there any findings from this audit? No











DREW CHARTER SCHOOL

Contact Information

Dr. Nicholas Stapleton
301 East Lake Blvd
Atlanta 30317
(404) 687-0001

Basic Facts

District	Atlanta City
Type	Start-up
Opened	8/14/2000
Grades Served	K - 8
Enrollment	770
Title I School	Yes

Mission

The mission of Drew Charter School is to serve the children and families of East Lake and the 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, with students and their families and community partners.

Demographics

	Charles R. Drew Charter School	Toomer Elementary School	Whitefoord Elementary School	Lin Elementary School	Georgia
Distance from Charter School (in miles)	0	0.1	0.4	0.8	0
Total Population	771	231	447	406	1,515,646

Diversity

Caucasian	1%	2%	0%	57%	49%
Black	99%	97%	97%	34%	38%
Hispanic	0%	2%	2%	2%	8%
Asian/Pacific Islander	0%	0%	0%	2%	3%
American	0%	0%	0%	0%	0%
Indian/Alaskan Native					
Multiracial	1%	0%	1%	4%	2%

Special Populations

ESOL	0%	0%	1%	0%	3%
Gifted	0%	3%	3%	26%	8%
Special Education	12%	16%	8%	8%	12%

Free & Reduced Lunch:

% of Total Population	77%	79%	90%	19%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>
Did the school make AYP?	Yes	No	Yes
Is the 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.

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
- "Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term
- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1:

A standards-based curriculum focused on the basic skills of reading and mathematics. While including all of the subjects of a traditional education program (humanities and the arts, mathematics and science, character and ethics, practical arts and skills, and physical fitness and health), the curriculum will concentrate on reading and mathematics. These disciplines are the hub of learning, and we intend to follow an intensive daily program at every grade level in reading and math. The reading program will utilize Success for All and will mandate 90 minutes of language arts daily. The math program will utilize the Chicago Math Program and will involve 60 minutes of instruction daily. In addition, the complete curriculum will include detailed standards of achievement by subject matter and grade level.

Progress on Goal: Attained

Indicators of Progress: Drew has maintained its curriculum focus on reading and math. Reading is scheduled for all elementary students from 8:30 - 10:00 a.m. Reading for Junior Academy students is also scheduled for 90 minutes daily. Math instruction is at least 60 minutes every day. Additionally, all schedules include social studies, science, language arts and writing. Students also attend two "specials classes" (art, music, drama, dance, P.E or world language) daily. All student will be expected to meet the appropriate standards. Drew Charter School made Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act for the 2004-2005 school year. Drew students showed continued improvement on the 2005 CRCT. Overall, Drew students rate of improvement surpassed state the state average rate across all grades and subjects. A total of 87% of Drew students met or exceeded state standards for Reading; 82.4% met or exceeded state standards in Language Arts; and 77.4% of our students met or exceeded state standards for Math.

Goal 2: An extended school day and school year. We will increase the average school day by 1-2 hours. After an initial school year of 185 days (for the 2000-01 school year), we will increase the school year to a minimum of 200 days for the remainder of the charter. The extended school day will provide 7 hours of dedicated learning time for K-2 students and 8 hours for students in grades 3-8. The longer year will provide at least 200 days of instruction annually. Among other benefits, this schedule will provide teachers with daily common professional development period, facilitate classroom observation and mentoring, permit team teaching, and allow for effective morning meetings and advisory periods.

Progress on Goal: Attained

Indicators of Progress: Drew's school year was 199 days. The school's extended daily schedule is eight hours for all students. The eight hour day allows for two teacher planning periods.

Goal 3: Excellent teachers and school leadership. We believe the key to a school's success is the quality of its principal and teachers. We will hire a dynamic visionary principal with strong leadership qualities and teachers committed to excellence in teaching and open to innovative methods. We will have a comprehensive professional development program for teachers during the school year (including planning and staff development periods each day) and the summer. Teachers will receive ongoing professional development in the use of effective teaching methods and strategies such as direct instruction, cooperative learning and project-based learning.

Progress on Goal: Attained

Indicators of Progress: All new teachers receive an intensive week-long training during the summer on the schools curriculum and design. The teachers also receive ongoing professional development throughout the year. Each teacher has two planning periods during the school day - one of which is reserved for cooperative planning with same grade level teachers. During the 2004-2005 school year, the school conducted a national search for a new principal. Dr. Nicholas Stapleton was appointed the new principal effective July 1, 2005.

Goal 4: Integrated use of technology. Technological literacy is a vital component of the curriculum. The school will be equipped with the latest computer and communication equipment. At a minimum, each classroom will have 3 computers and a phone line, and the school will have a computer lab that will accommodate full classes. Each teacher will have her own computer, and teachers will be evaluated, in part, on their ability to integrate computer technology into daily instruction. The school will have full-time, on-site technology coordinator dedicated to assisting teachers find innovative ways to achieve this goal.

Progress on Goal: Attained

Indicators of Progress: Every classroom has three computers that are available to students throughout the day. Every classroom has a phone line as well. The media center has five computers available for research. All of the school's computers are available for

students to take tests for the school's Accelerated Reader program. Additionally, the school has two computer labs; each large enough to accommodate an entire class. The labs are used for instruction and for the monthly Benchmarking assessments.

Goal 5: High Standards and Expectations. 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, Drew Charter School has established high standards for its staff and for its own performance as a school (as outlined in more detail in Paragraph 6b of this charter). Moreover, the principal and teacher evaluation process will include a focus on accountability for meeting school, individual and classroom goals as in the curriculum and daily classroom instruction. Each student will maintain his or her own classwork portfolio, providing a clear and concrete example of progress. Teachers will pay continuous attention to students' progress and adjust instructional methods to individual students, thus matching high expectations with strategies to achieve them.

Progress on Goal: Attained

Indicators of Progress: We have initiated a system of accountability for students and staff that is reflected in both the student evaluation process (Quarterly Learning Conferences) and teacher evaluation process. The school leadership team and the teachers view it as a priority to develop an embedded sense of achievement and expectations within the school's culture. All staff members are aware of the goals contained in the Charter, and this is communicated to the students and parents, as well.

Parental Involvement Goals

Goal 1: Emphasis on parental involvement. Learning starts at home. Schools will succeed only to the extent parents (or another concerned adult) are involved with their child's education. In the year prior to opening the school, the Drew Charter School will develop a formal, written program to maximize parental involvement.

The program will include, at a minimum, the following:

- quarterly meetings between teachers and parents to provide an accurate and vivid assessment of a child's accomplishments and needs, and at least one quarterly meeting will take place at the child's home.
- establishment of a Parent Advisory Committee through which parents will participate meaningfully in school governance.
- establishment of a Parent Volunteer Program to maximize parental participation through volunteer hours at the school site.
- establishment of mentoring program to ensure that all students (especially those whose parents cannot be significantly involved in the educational process) have an "educational guardian" to pay close attention to their schoolwork and physical and emotional development.
- establishment of a Family Support Team comprised of teachers and parents to ensure that all families feel respected and welcome in the school and become active supporters of their child's education. The Family Support Team will also intervene to help solve students' problems, including poor attendance, behavior issues, poor health or

nutrition. It will receive referrals from teachers and tutors regarding children who are not making adequate progress, thereby constituting an additional stage of intervention beyond teachers and tutors.

Progress on Goal: Attained

Indicators of Progress: One of the most positive aspects of the school year was the level of parental involvement in school affairs. We saw increased participation in parental involvement in virtually all areas.

One of the most important ways that parents can participate in the leadership of Drew is by serving on the Board of Directors. During the 2004-05 school year, the majority of board members were parents, including Cynthia Stitt, Lasana Tunica EL, Samuel Wright, Lucia Clark, and Jeff Cook. By participating as a board members, these parents have a direct say in the policies and practices of Drew Charter School. Other parents impacted policy and procedures by attending board meetings during the school year. Board meetings are held in compliance with Georgia Open Meetings Law and parents and others are welcome to attend.

Drew hosted two Open Houses before the school year started, with 90% of the families attending. The school also hosted two "curriculum nights" where curriculum and student expectations were discussed. Further, Drew's PTA met monthly. The PTA is the "Parent Advisory Committee" set forth in the Charter Agreement.

As provided for in the Charter, we held quarterly meetings between parents and teachers ("Quarterly Learning Conferences or QLC's"). We averaged 90% participation last year. The "mentoring program" set forth in the Charter was accomplished primarily through the after-school program. Approximately 175 volunteers mentored students in various parts of the after-school program. Mentors volunteered one hour per week and generally worked with two students. Through our mentoring program, we were able to provide one-on-one mentoring for approximately 50 students three times a week. Additionally, The Men of Drew brings together young men, male teachers, fathers, grandfathers, and friends to explore and reinforce what it means to be a man in today's society.

Community Involvement Goals

Goal 1: Before-school and after school programs. East Lake and the surrounding neighborhoods comprise an inner-city community with many single parent working households. A large component of the community is comprised of families residing in public housing, many of whom are participating in full time job-training programs. As such, there is a great need for before-school and after-school programs to ensure that children have a caring, safe environment when they would otherwise be unsupervised. The Drew Charter School intends to partner with community groups such as the YMCA and the East lake Community Foundation to maximize before-school and after-school programs available to our students. The East Lake Community Foundation has already stated its intent to make its junior golf academy a part of the after-school structure of Drew Charter School. Further, we intend to partner with the East Lake YMCA to make its facilities available to the school for physical education. The school's programmatic connection with the YMCA is designed to include a broad range of recreational activities available during and after school.

Progress on Goal: Exceeded

Indicators of Progress: Drew Charter School has an outstanding after-school program. The program serves approximately 325 students daily from 4:00 to 6:00 p.m. Three days are dedicated to academic-tutoring, homework assistance, and reading. On the other days, the students choose from a wide selection of enrichment activities such as chess, dance, technology, golf, tennis, and many more. The program is subsidized by the East Lake Community Foundation, and parents pay a nominal weekly fee adjusted for a family's income level.

Goal 2: A child development center for ages 0-4. Many children enter kindergarten without pre-school experience. To maximize student achievement and fully prepare prospective students, the Drew Charter School will include a child development center for community children ages 0-4. The Drew Charter School has entered into a partnership agreement with East Lake Community Foundation to provide both a facility (separate from the Drew school itself) and program. No APS funds are required to build or operate the pre-school center. It is our intent to identify a certified pre-school operator that is willing to coordinate the two educational programs so that the transition from pre-school to kindergarten is seamless. The goal is to begin operation of the pre-school at approximately the same time as the opening of the Drew Charter School, but no later than August, 2001.

Progress on Goal: Exceeded

Indicators of Progress: The East Lake community is home to the Sheltering Arms Early Learning Center. The students at Sheltering Arms visit Drew on a regular basis. The teachers at both Drew and Sheltering Arms also meet on a regular basis to ensure that the Pre-K students are receiving the educational instruction and background that will ensure their success in kindergarten at Drew. All Pre-Kindergarten students living in the city of Atlanta who attend Sheltering Arms choose to attend Drew Charter School kindergarten program.

Goal 3: School as a community facility. A school should serve as a true center for community life. The Drew Charter School's facility will serve as a community center by remaining open before and after traditional school hours; making rooms available for community meetings; partnering with social agencies to provide services to community residents; and hosting before-school and after-school programs.

Progress on Goal: Exceeded

Indicators of Progress: Drew is open six days a week during the school year and all summer. Many of the programs that operate in the after-school program also have activities on Saturday at the school. Drew is also home for a 7 week academic and recreational summer program that serves over 100 children in the community.

Other Goals

Goal 1: School Structure and Start-Up. In response to the special needs of the East Lake and surrounding communities, many aspects of the Drew Charter School structure will differ from the typical public school structure.

K-8 School. The Drew Charter School is a K-8 school. We believe middle school children in inner-city communities require a supportive, nurturing environment that provides continuity with the elementary educational experience.

Nonetheless, recognizing the importance of independence and the maturation process, the grade 6-8 program at Drew Charter School will be physically separated from the K-5 grades.

Schools Within a School. Drew Charter School will consist of small, flexible schools-within-a-school, called "academies," where teachers will work with the same students for several years, getting to know each student well and forming strong, mutually supportive relationships with families. The program will feature a Primary Academy for grades K-2; Elementary Academy for grades 3-5; and a Junior Academy for grades 6-8.

Classroom Size. We believe that student achievement is maximized with a low student-teacher ratio. Accordingly, a primary objective at Drew Charter School shall be to minimize class size to the extent practical.

School Size. We believe that a smaller school is more cohesive and leads to a better learning environment. Accordingly, total student enrollment at Drew Charter School is expected to be approximately 850 students.

Opening of School. Drew Charter School will open in August, 2000 as a K-5 school. Beginning in August, 2001, we will add one grade level per year (6th grade in 2001, 7th grade in 2002, and 8th grade in 2003).

Progress on Goal: Exceeded

Indicators of Progress: Class size is approximately 22 students. Teacher/student ratio is smaller during the 90 minutes of reading everyday. Drew served 770 students on average during the 2004-2005 school year.

Goal 2: School management. A charter school should be run by experienced professionals. Through a thorough process involving community leaders, parents and East Lake Community Foundation representatives, Drew Charter School, Inc. has identified Edison Schools, Inc. as the entity best suited to implement the educational program and achieve the educational objectives outlined in this charter. Drew Charter School has negotiated a management contract with Edison Schools. The parties expressly recognize that the contract must be consistent with the terms of this charter.

Progress on Goal: Attained

Indicators of Progress: Drew remains satisfied with Edison's performance under the Agreement and has recognized value from the relationship with Edison. In addition to providing the original Edison school design, Edison provides on-going consultation services to Drew. Those services include specialized curriculum development and advice; benchmarking achievement; legal advice regarding providing services to children who, because of certain disabilities, are provided special treatment under the law; procurement; accounts receivable and payable; technology; and budget management.

Goal 3: Primary Measure of Student Achievement. As its primary measure of student academic achievement, Drew Charter School shall use the Stanford 9 standardized test. We will use the Stanford 9 scores from the first year of the

Charter to establish a baseline for student achievement. With respect to Stanford 9 scores, the school will have two sets of goals.

The first goal focuses on making improvements in Stanford 9 scores across the entire student body. Using first year scores as the baseline, over the life of the Charter we will:

- (1) Reduce the percentage of students scoring in the first quadrant on the Stanford 9 (in both reading and math);
- (2) Reduce the percentage of students scoring in the second quadrant on the Stanford 9 (in both reading and math);
- (3) Increase the percentage of students scoring in the third quadrant on the Stanford 9 (in both reading and math); and
- (4) Increase the percentage of students scoring in the fourth quadrant on the Stanford 9 (in both reading and math).

The second goal is to have (by the end of the fifth year of the charter) a minimum of 70% of students – at each and every grade level – score at or above the national norm in both reading and math. Although other test scores are not part of the initial academic achievement criteria for Drew Charter School, the school shall administer to its students all tests mandated presently or in the future by both the Atlanta Public Schools and the Georgia Department of Education. If, during the life of this Charter, the Board or the Georgia Department of Education mandate that a test other than the Stanford 9 serve as the primary measure of student achievement for all Atlanta Public Schools, then Drew shall automatically adopt the new test as its primary measure of student achievement and the specific measures listed above shall apply to the new standardized test.

**The State correlates student achievement with the CRCT. As a result, Drew amended its student academic achievement goals to reflect the APS and State criteria.

Baseline: 2001 - 02 School Year

Performance Measures: Criterion Reference Competency Tests (CRCT), all grades/subjects areas that are tested. Georgia Writing Test: Grades 3, 5 and 8.

Performance Criteria:

- CRCT - Reading: Decrease percent of students NOT MEETING standard by 4% each year. Increase percent of students EXCEEDING standard by 2% each year.
- CRCT - Language Arts: Decrease percent of students NOT MEETING standard by 4% each year. Increase percent of students EXCEEDING standard by 2% each year.
- CRCT - Math: Decrease percent of students NOT MEETING standard 4% each year. Increase percent of students EXCEEDING standing by 2% each year.

Drew will increase the percent of 3rd, 5th and 8th grade students scoring in the three highest levels of the Georgia Writing Test. In addition to test score criteria, Drew will also decrease the number of students absent 10 or more days.

Progress on Goal: Attained

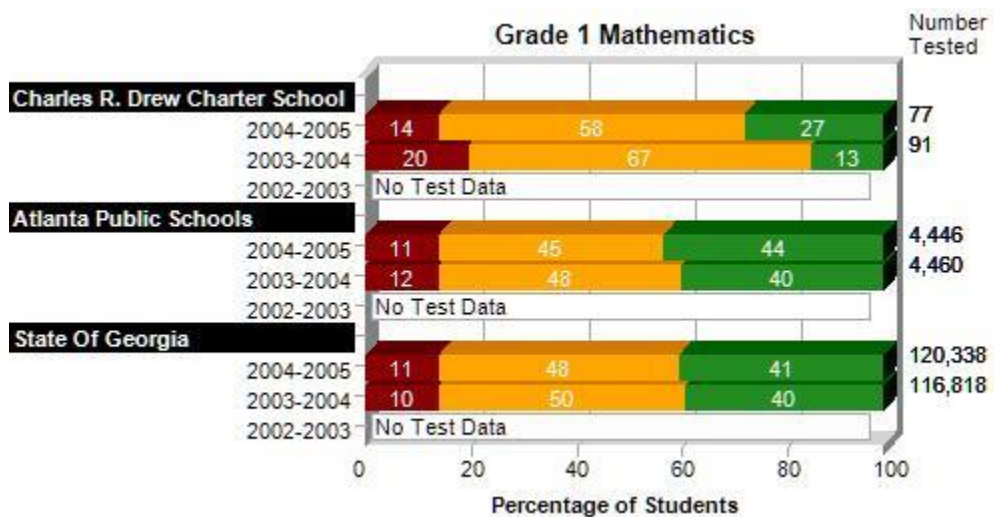
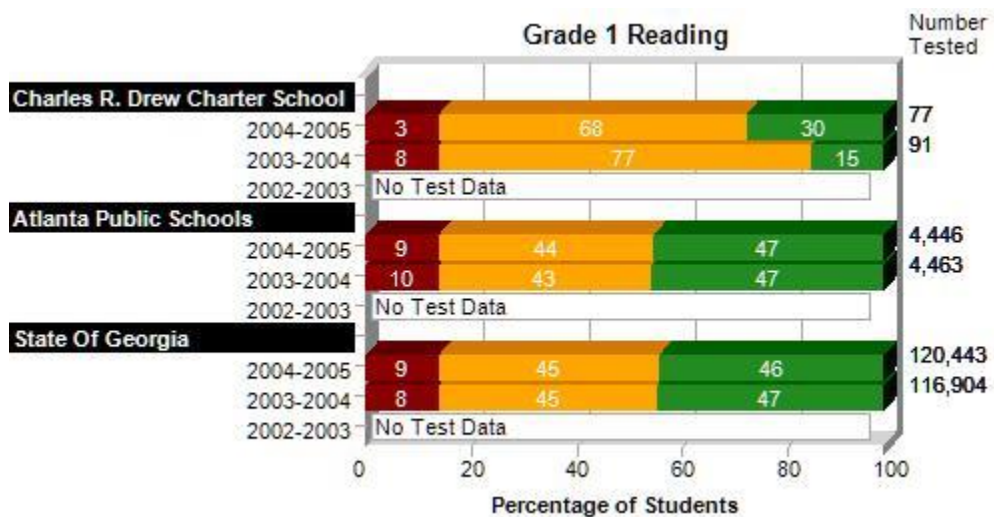
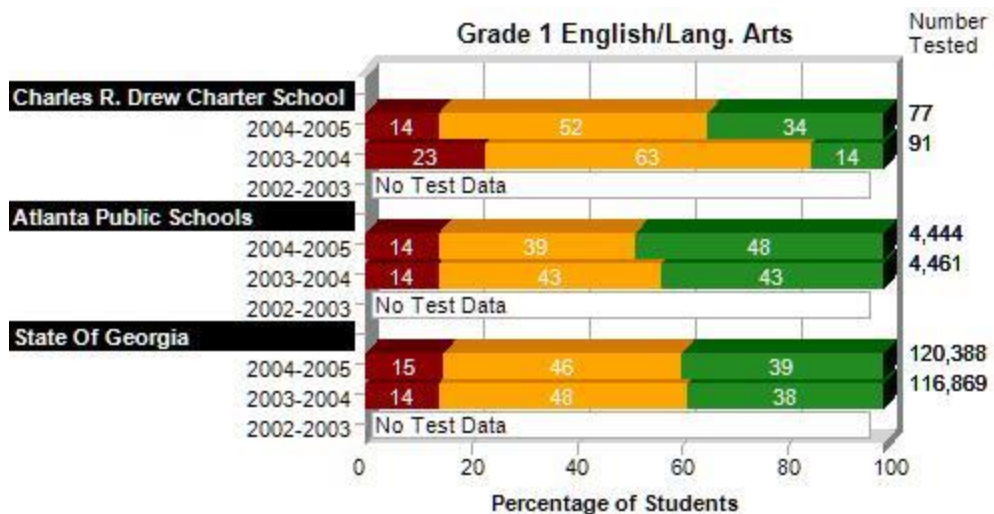
Indicators of Progress: All of Drew's students in grades 1 - 8 took the CRCT tests in the spring. With the exception of the transition from the 3rd to the 4th grade, we are very pleased with the progress the school continues to make. Since 2002, our 1st, 2nd, 3rd and 5th grade students have made a dramatic increase in the percentage of students meeting or exceeding standards in all areas. The test scores for our Junior Academy (grades 6th - 8th) illustrate that Drew is one of the top performing middle schools in the Atlanta Public School System.

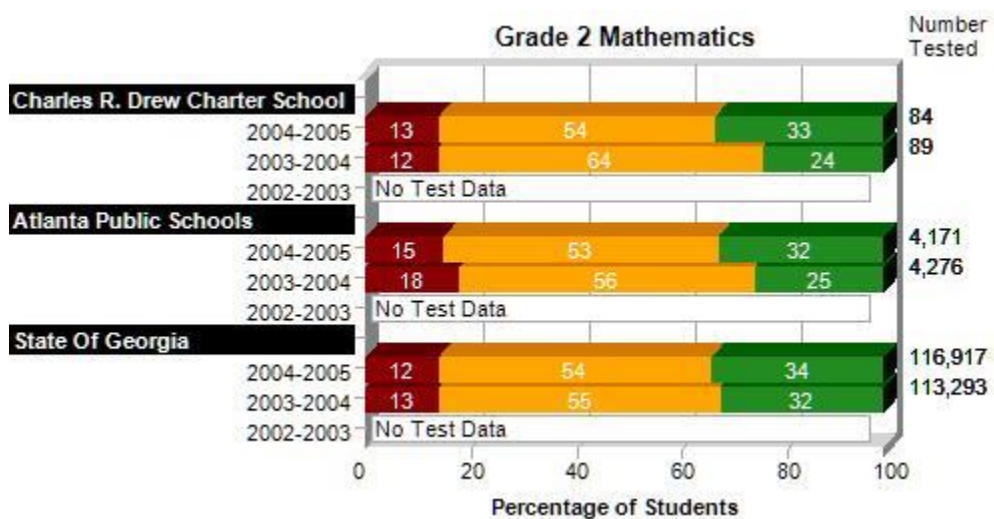
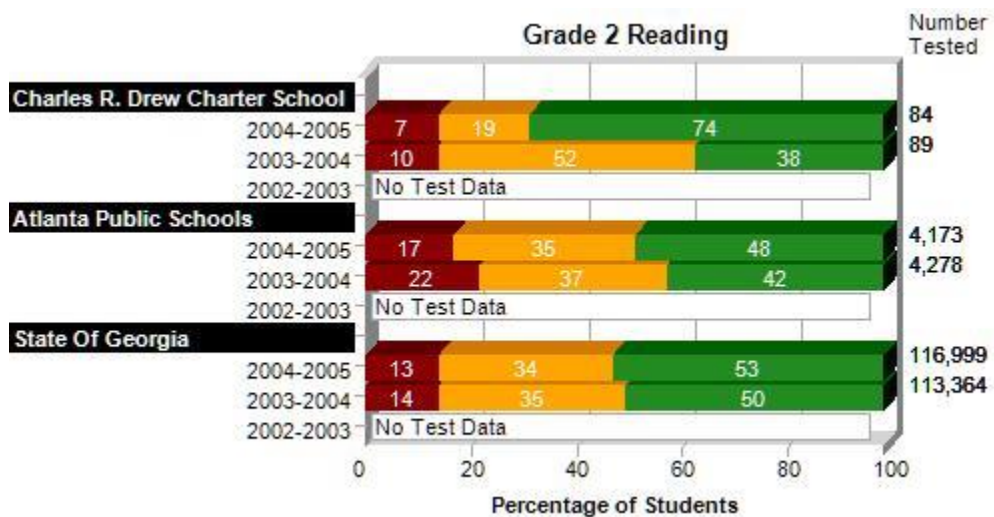
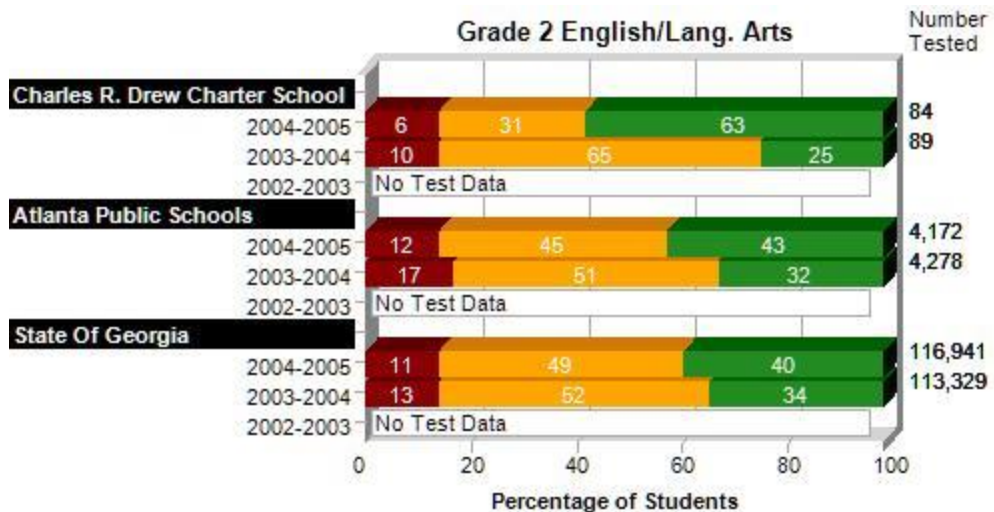
The students at Drew continued their trend of improvement in State Writing Tests. During the 2004-2005 school year, 96.7% of 5th grade students scored at level IV and above. 78% of our eighth graders scored On and Above Target. Drew students met AYP in all areas including students with disabilities during the 2004 -2005 school year. A review of the data reveals the following comparison between the 2003 -2004 school year and 2004 -2005 school year for students with disabilities: In mathematics there was a 16% decrease in students scoring at level 1; a 25% increase in students at level 2; and 3% increase scoring at level 3. In English Language Arts/Reading there was a 48% decrease in students scoring at level 1; a 39% increase in students scoring at level 2, and an 8.5% increase in students scoring at level 3. The following factors have contributed to this significant improvement of students with disabilities: use of the inclusion model; additional special education teachers; additional instructional time after school and Saturday academy; and focused teaching by individualizing instruction using the data from our monthly benchmarks.

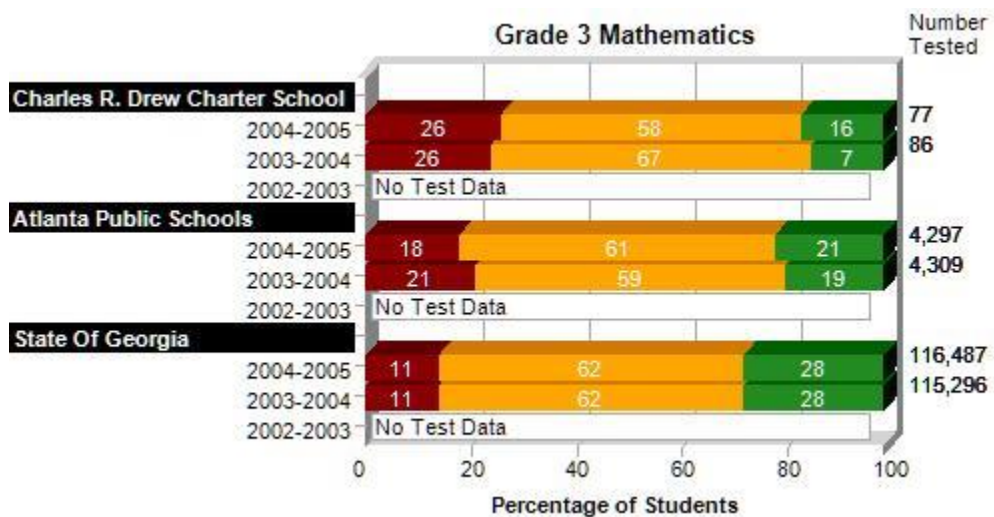
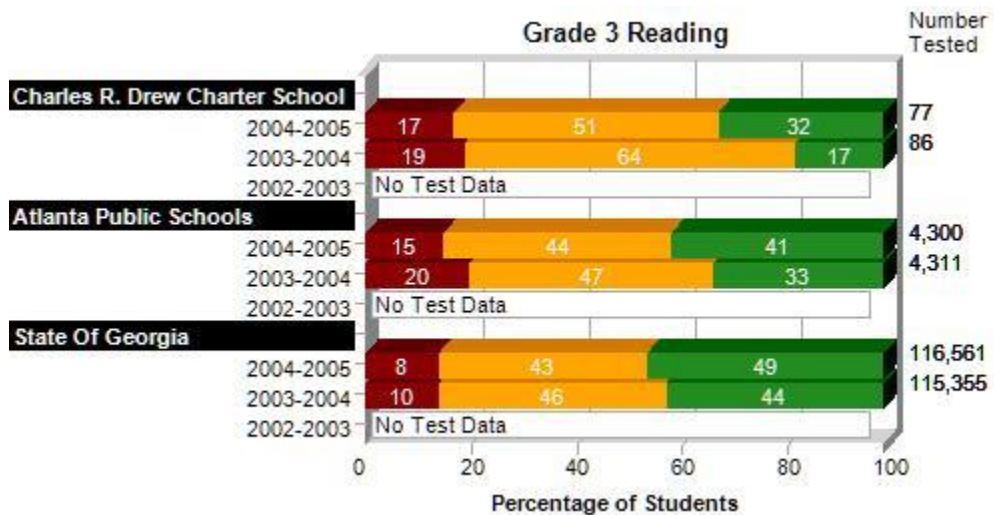
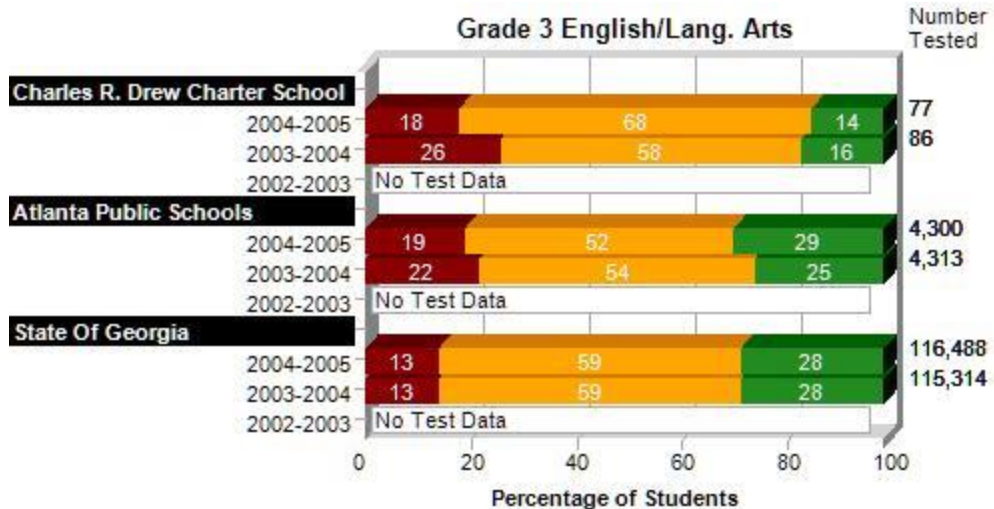
Financial Accountability

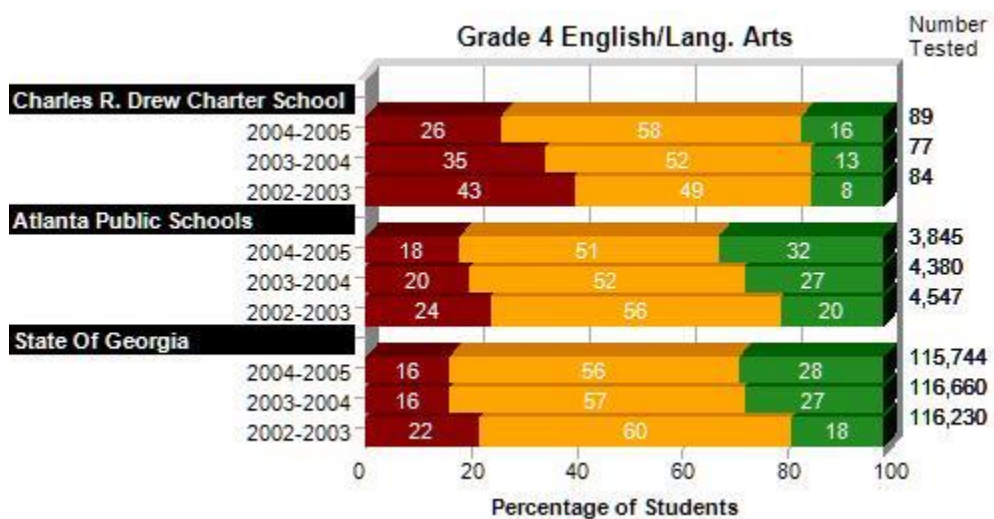
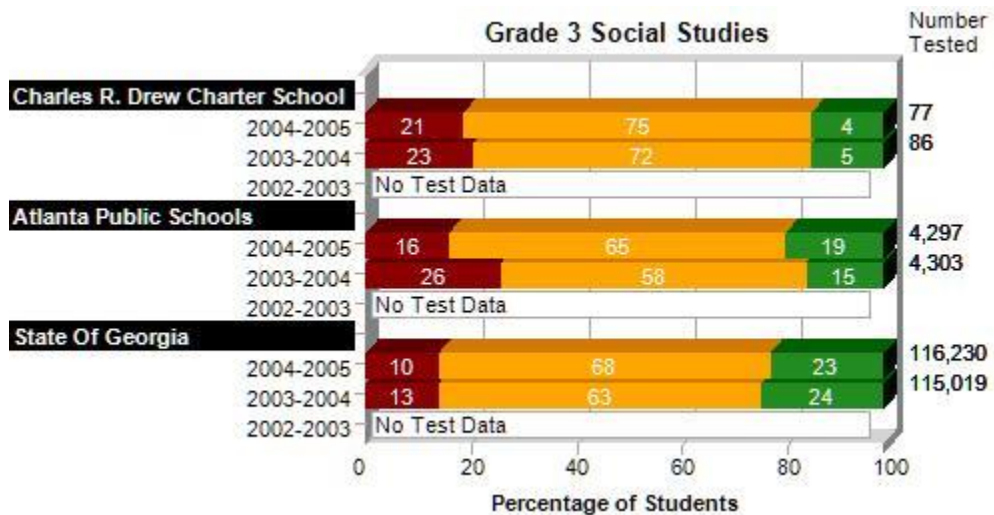
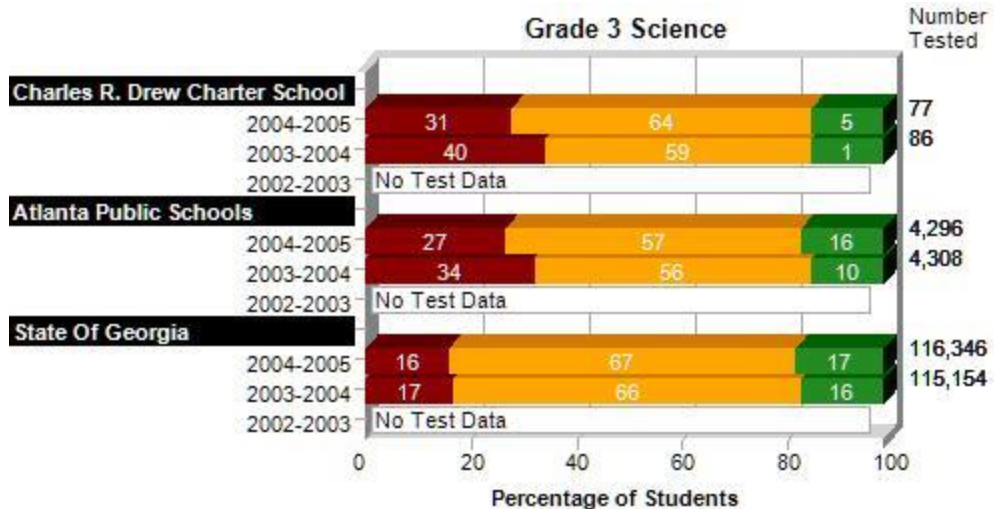
Did the school have an independent audit for the fiscal year ending June 30th, 2005? Yes

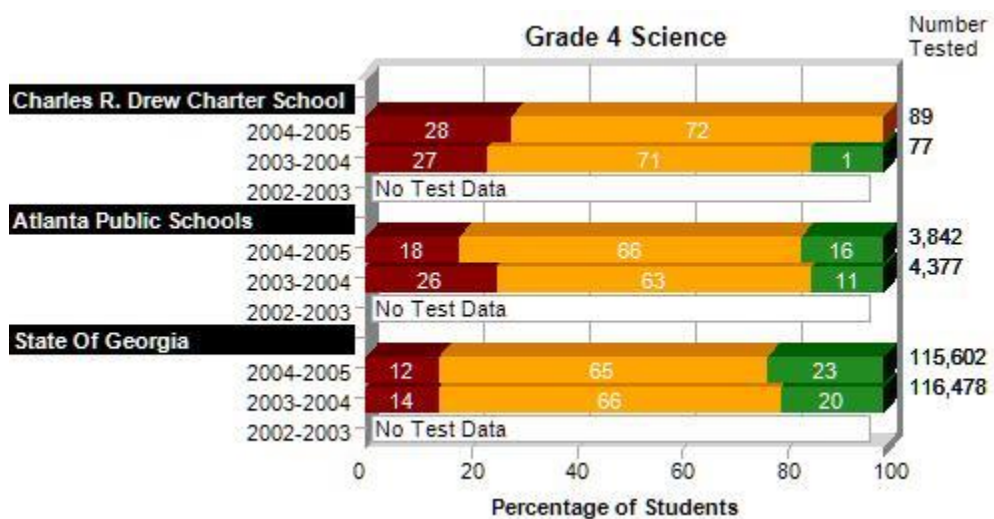
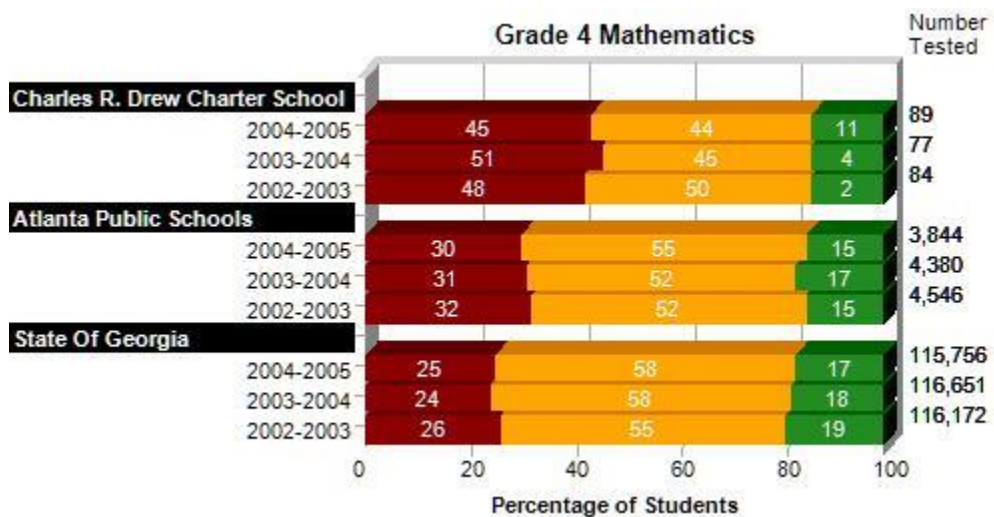
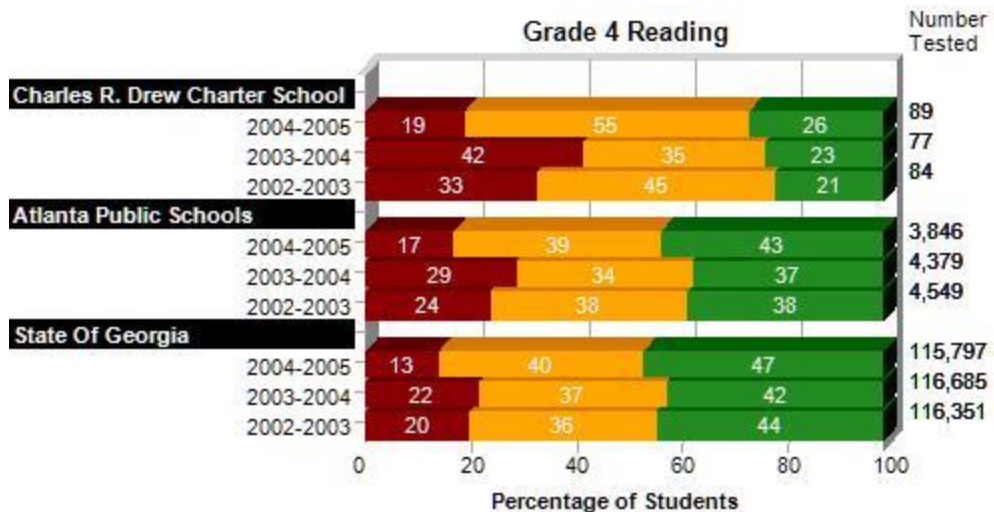
Were there any findings from this audit? No

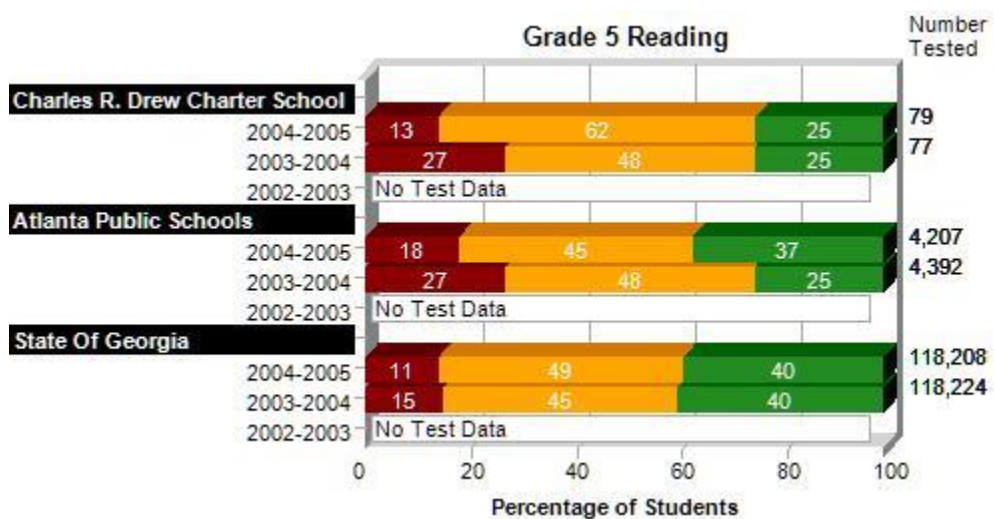
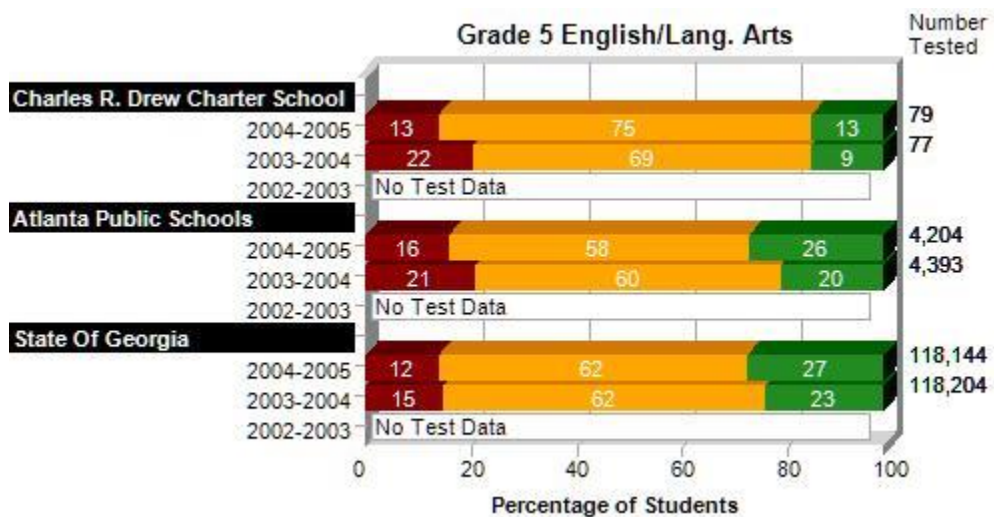
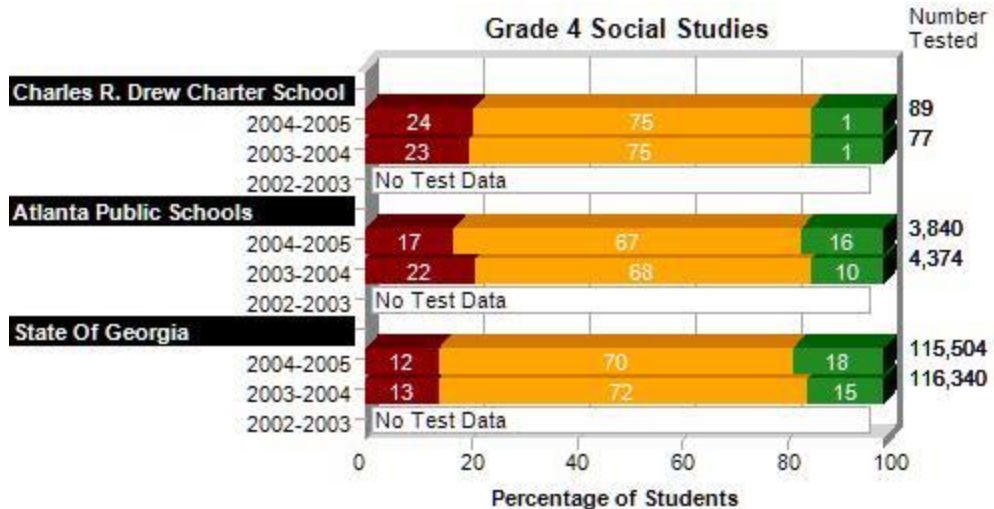


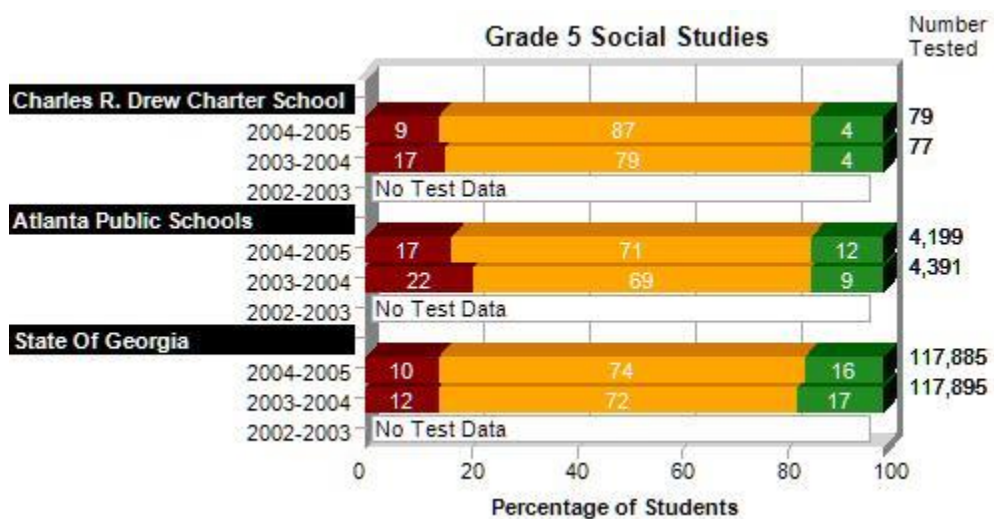
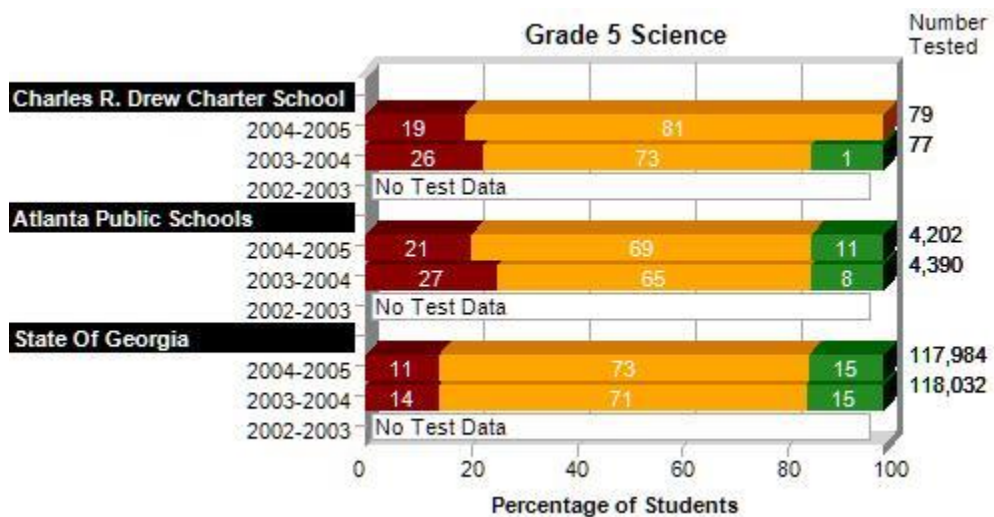
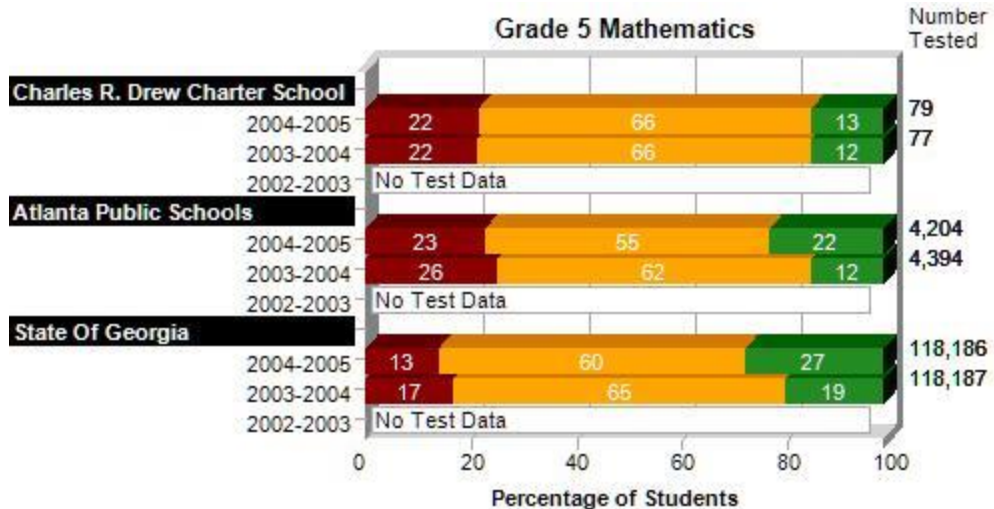


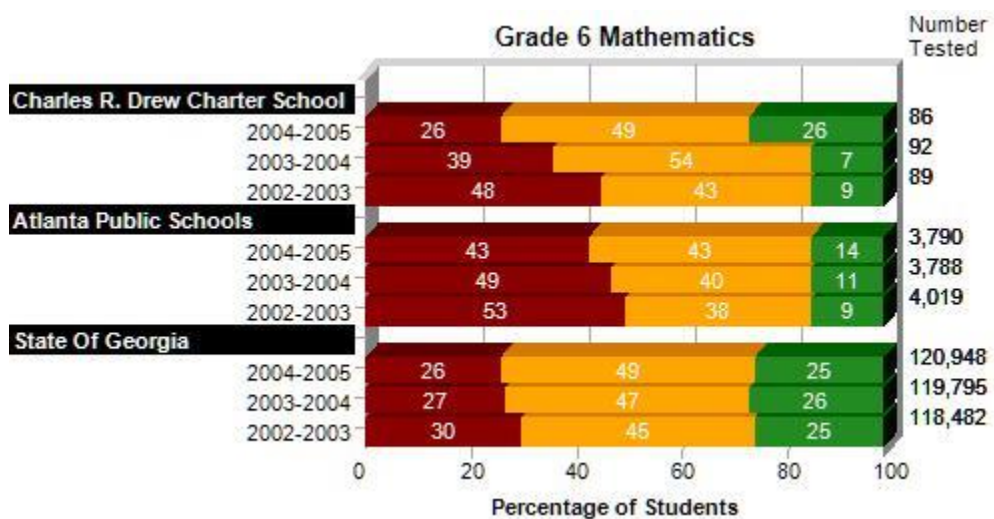
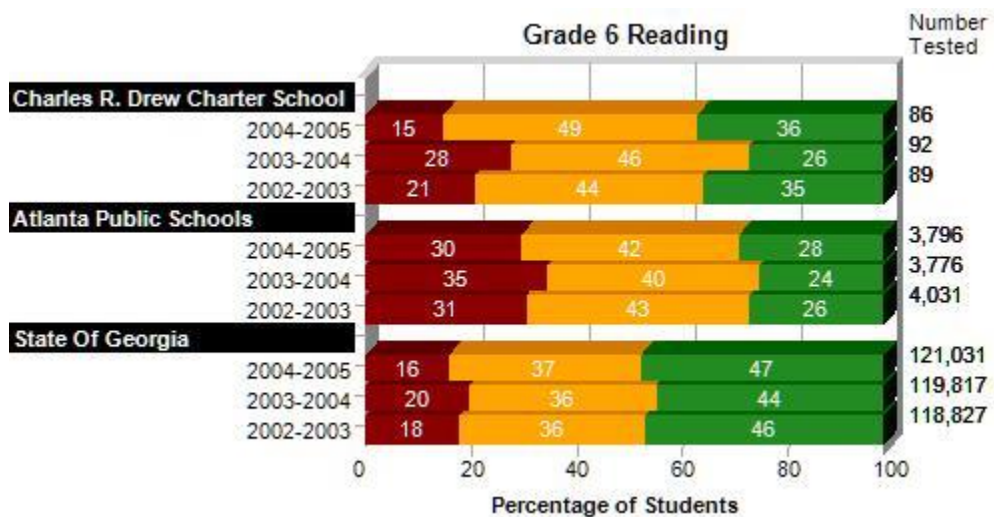
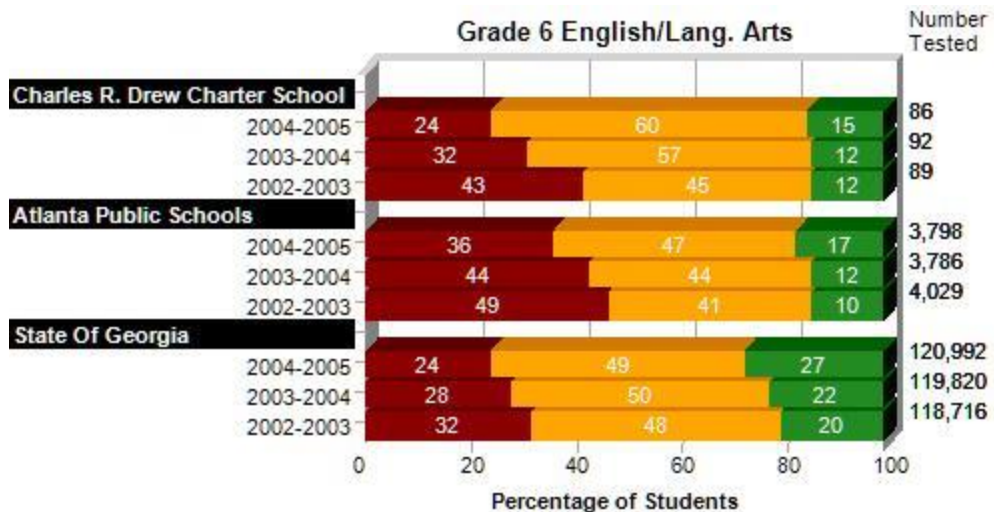


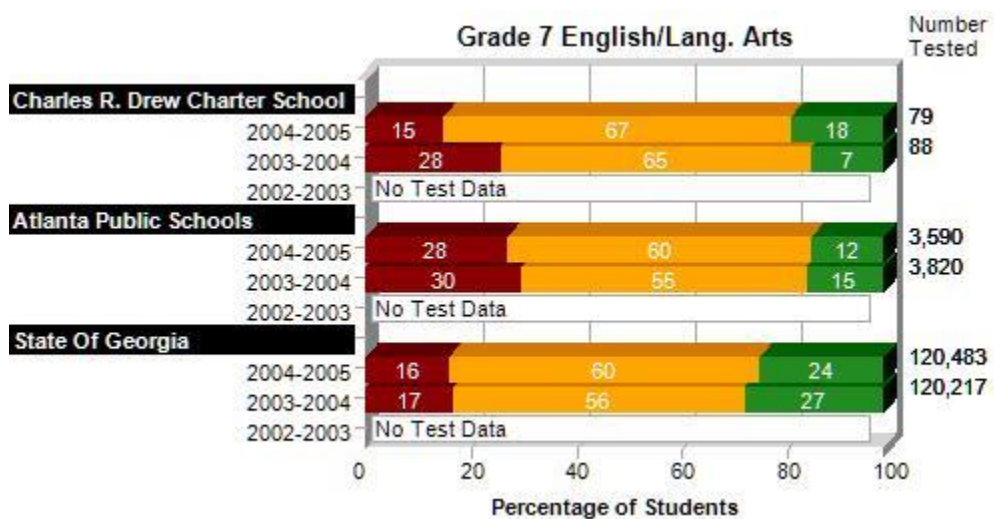
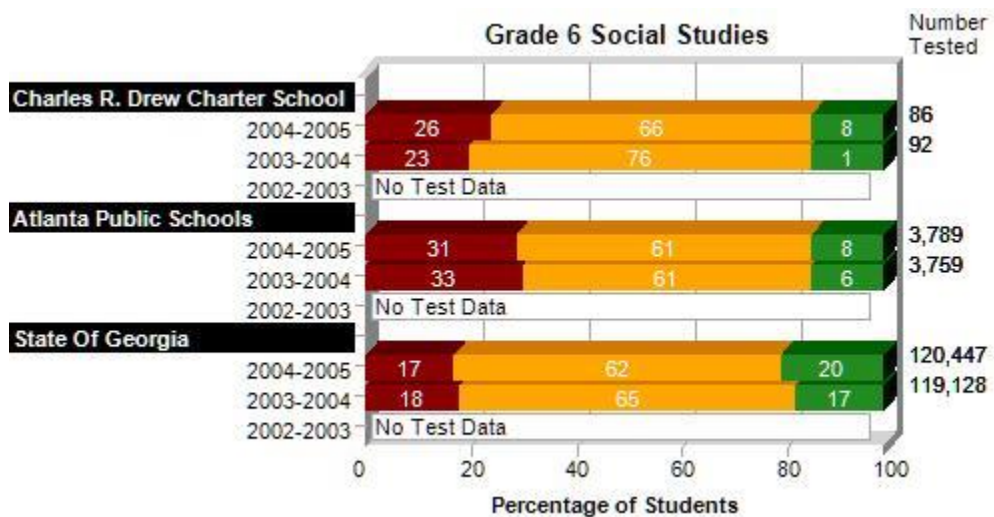
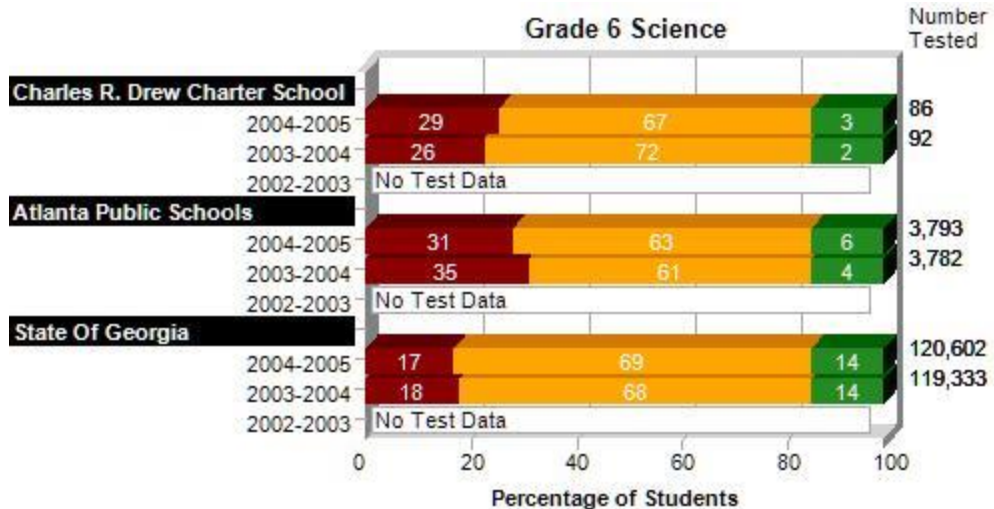


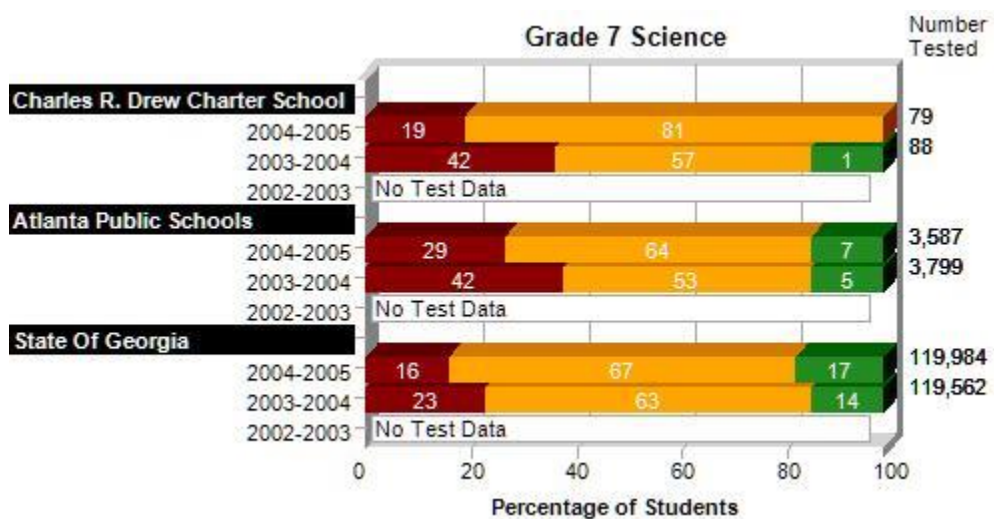
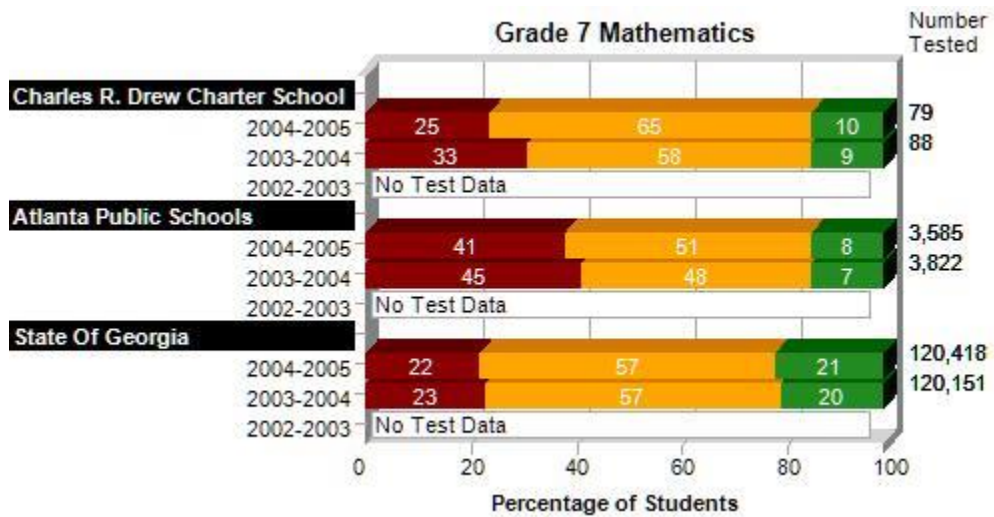
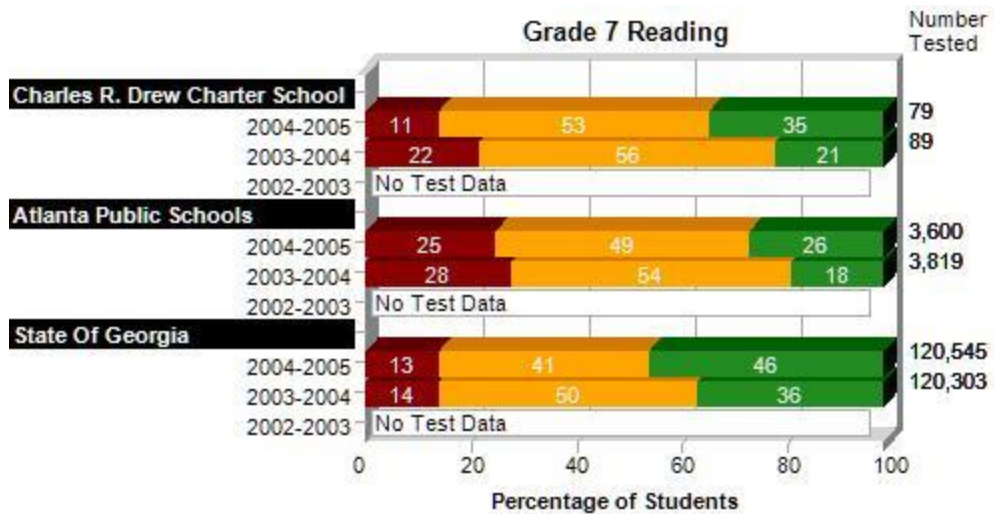


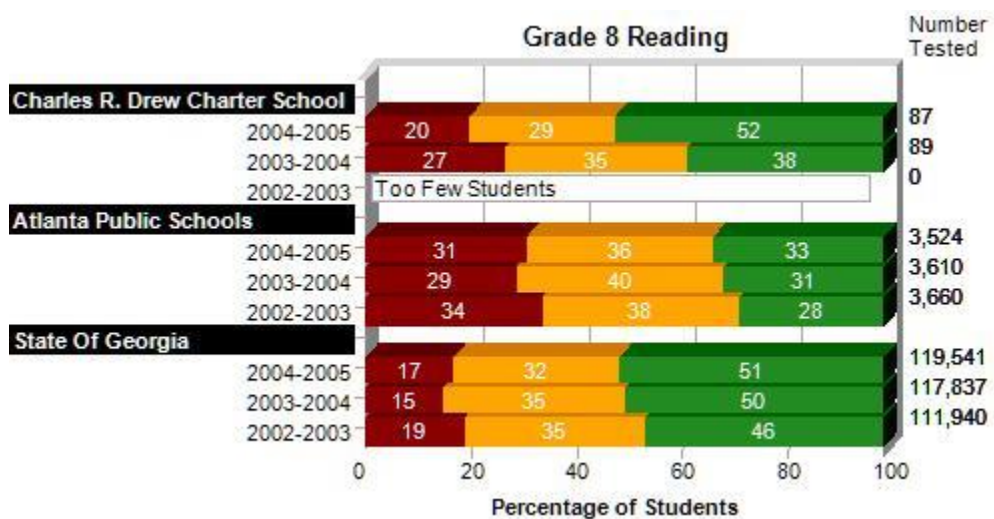
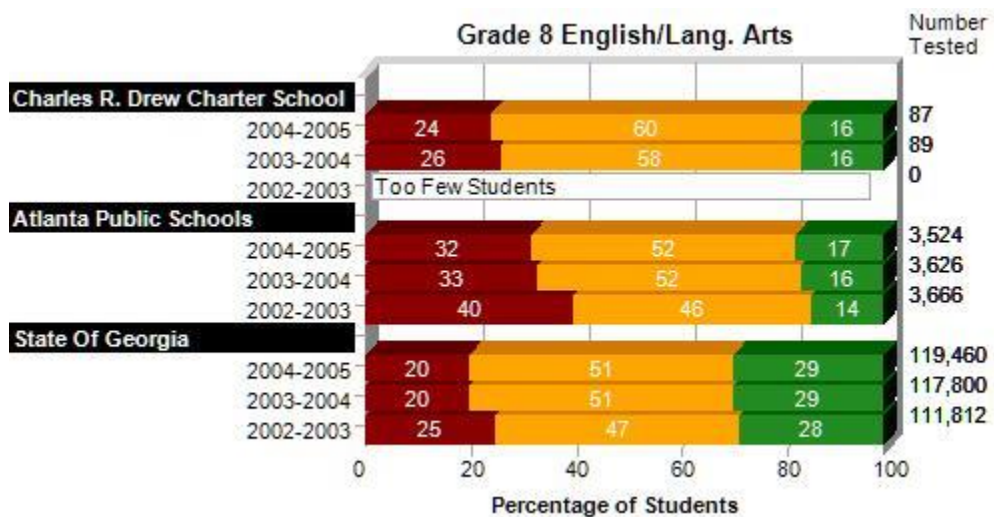
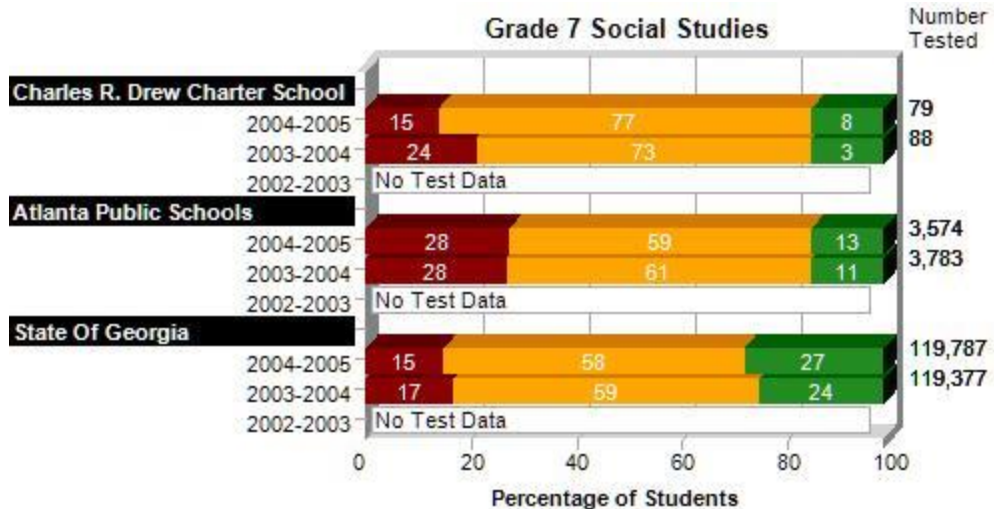


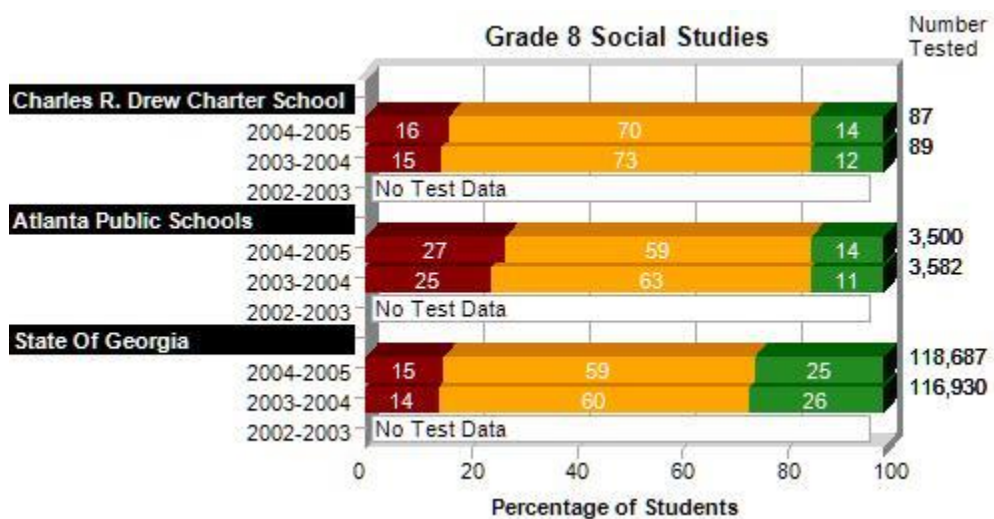
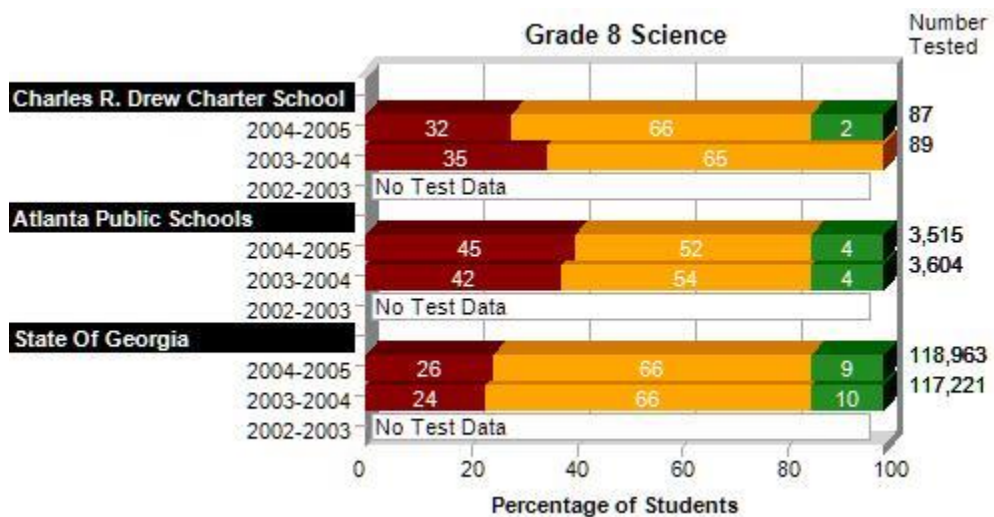
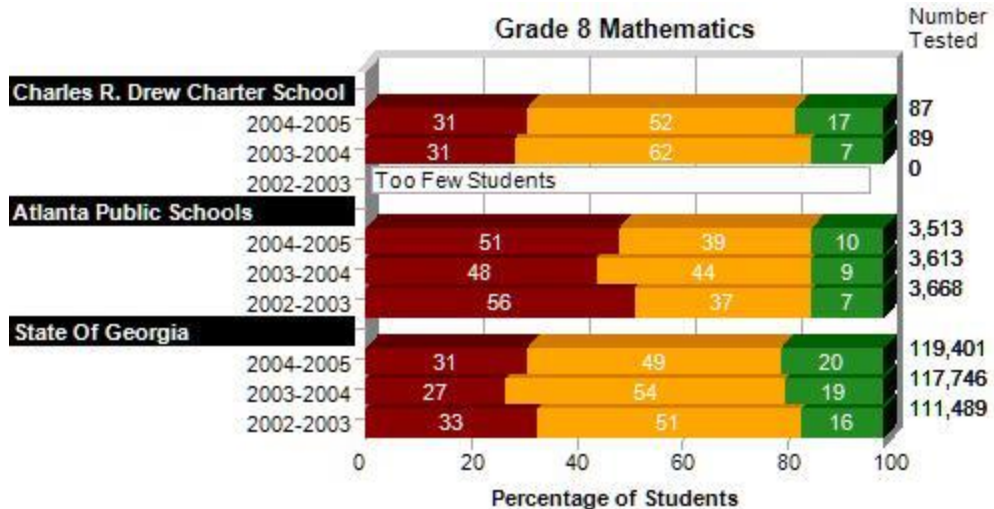












FARGO CHARTER SCHOOL

Contact Information

Danny Ellis
80 City Hall Drive / P.O. Box 267
Fargo 31631
(912) 637-5466

Basic Facts

District	Clinch County
Type	Start-up
Opened	8/11/2000
Grades Served	K - 3
Enrollment	26
Title I School	No

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 to 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	Echols County High/Elem. School	Lake Park Elementary School	Clinch County Primary School	Georgia
Distance from Charter School (in miles)	0	3.5	26	26.4	0
Total Population	21	694	608	389	1,515,646

Diversity

Caucasian	86%	68%	79%	58%	49%
Black	10%	6%	12%	40%	38%
Hispanic	0%	24%	6%	0%	8%
Asian/Pacific Islander	0%	0%	1%	0%	3%
American	5%	1%	0%	0%	0%
Indian/Alaskan Native					
Multiracial	0%	1%	2%	2%	2%

Special Populations

ESOL	0%	7%	1%	0%	3%
Gifted	0%	1%	7%	0%	8%
Special Education	5%	10%	20%	24%	12%

Free & Reduced Lunch:

% of Total Population	62%	60%	44%	53%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>
Did the school make AYP?	n/a*	Yes	Yes
Is the school in Needs Improvement?	n/a*	No	No

There are not enough students in this school for the Accountability Profile determination to be statistically reliable, therefore an Accountability Profile determination has not been made for this school. These students are included in the District and State Accountability Profile reports.

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

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
- "Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term
- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: Fargo Charter School students will improve reading abilities by participating in an interdisciplinary curriculum.

Progress on Goal: Exceeded

Indicators of Progress:

- (1) The Georgia QCC served as the primary guideline for reading instruction, and teachers received GPS training for ELA.
- (2) The Clinch County School System participated (through Okefenokee RESA) in the Reidl Project by writing GPS units for ELA.
- (3) Reading lessons and activities were developed using ideas found on the GLC website.
- (4) The Clinch County School System curriculum guides and Learner Objectives were used as supplementary guides for reading instruction.
- (5) All students participated in a 4-block reading approach, Reading Recovery, Saxon Phonics, Accelerated Reader, Sustained Silent Reading, and CCC SuccessMaker.
- (6) Students (1-3) read an average of 209 books and earned an average of 102 AR points.

(7) Students posted the following reading gains in the CCC program over a nine month period: K = 1.6 years, 1st = 1.7 years, 2nd = 1.8 years, and 3rd = 1.2 years.

(8) 100% of Kindergarten students attained First Grade Readiness on the GKAP-R.

(9) 100% of students in grades 1-3 scored above 300 on the Reading portion of the CRCT; 86% scored above 350.

(10) 67% of 3rd grade students received the Clinch County Academic Achievement Award. (This award is based on test scores and academic performance and is given to 3rd, 7th, and 12th grade students. Only about 2% of Clinch County students receive this award each year.)

(11) Results of a local parent survey show that 100% of parents were satisfied with the academic program and curriculum.

(12) When considering the overall education their children were receiving at Fargo Charter School, 100% of parents were satisfied.

Goal 2: Fargo Charter School students will improve mathematical abilities by participating in an interdisciplinary curriculum.

Progress on Goal: Exceeded

Indicators of Progress:

(1) The Georgia QCC served as the primary guideline for mathematics instruction.

(2) Math lessons and activities were developed using ideas found on the GLC website.

(3) The Clinch County School System curriculum guides were used as supplementary guides for math instruction.

(4) All students participated in Saxon Math and CCC SuccessMaker and used manipulatives, math games, calculators, and computers.

(5) Students posted the following math gains in the CCC program over a nine month period: K = 2.1, 1st = 1.5, 2nd = 1.7, and 3rd = 1.0.

(6) Results of a local survey show that 100% of parents were satisfied with the academic program and curriculum.

(7) When considering the overall education their children were receiving at Fargo Charter School, 100% of parents were satisfied.

(8) 100% of Kindergarten students attained First Grade Readiness on the GKAP-R.

(9) 100% of students in grades 1-3 scored above 300 on the Mathematics portion of the CRCT; 79% scored above 350.

(10) On the Georgia Charter Schools Parent Satisfaction Survey, Fargo Charter School ranked number 1 on Quality of Math Instruction.

Goal 3: Fargo Charter School students will increase language abilities by participating in an interdisciplinary language based curriculum.

Progress on Goal: Exceeded

Indicators of Progress:

- (1) The Georgia QCC served as the primary guideline for reading instruction, and teachers received GPS training for ELA.
- (2) The Clinch County School System participated in the Reidl Project (through Okefenokee RESA) by writing GPS units for ELA.
- (3) Language lessons and activities were developed using ideas found on the Georgia Learning Connection website.
- (4) The Clinch County School System curriculum guides and Learner Objectives were used as supplementary guides for language instruction.
- (5) All students participated in Saxon Phonics, CCC Successmaker, Daily Oral Language, Accelerated Reader, Shurley English, Journal Writing, and Storytelling.
- (6) Results of a local parent survey show that 100% of parents were satisfied with the academic program and curriculum.
- (7) When considering the overall education their children were receiving at Fargo Charter School, 100% of parents were satisfied.
- (8) 100% of students in grades 1-3 scored above 300 on the Language portion of the CRCT; 79% scored above 350.
- (9) On the Georgia Charter Schools Parent Satisfaction Survey, Fargo Charter School ranked number 3 on Quality of Writing Instruction.

Parental Involvement Goals

Goal 1: Fargo Charter School will create a cooperative working liaison between the school, parents, and the community.

Progress on Goal: Exceeded

Indicators of Progress:

- (1) The PTO continued to play an active role at Fargo Charter School.
- (2) Parents regularly volunteered at the school.
- (3) Parents participated in school activities by reading to students, tutoring students, and presenting educational programs.
- (4) Parent attendance during the two Early Release conferences was 100%.
- (5) On a local parent survey, 99% of the parents indicated satisfaction with the scheduled parent and community activities at Fargo Charter School.
- (6) Parent membership in the PTO was 100%.
- (7) Many community members joined the PTO.
- (8) The PTO-sponsored annual events (Fall Festival, Field Trips, Community Fish Fry, Baseball League) were huge successes.

- (9) 77% of Fargo Charter School students participated in the PTO-sponsored baseball league.
- (10) Parents and community members participated in Saturday workdays.
- (11) Parents and community members participated in school field trips.
- (12) PTO members and Planning Council members coached each baseball team.
- (13) Educational compacts were signed by 100% of parents.
- (14) Parents represent 57% of the Fargo Planning Council.
- (15) Parents and community members use the school facility and grounds for family reunions, workshops, community theatre, sports tournaments, birthday parties, and enrichment classes.
- (16) All students have IEP's, which were developed as a cooperative effort between school personnel and each child's parents.
- (17) On the Georgia Charter Schools Parent Satisfaction Survey, Fargo Charter School was ranked as "A+" most often.
- (18) Students and coaches of the PTO-sponsored baseball teams were recognized at an awards banquet.

Other Goals

Goal 1:

Fargo Charter School students will increase learning skills in a safe, inviting, and supportive learning environment.

Progress on Goal: Exceeded

Indicators of Progress:

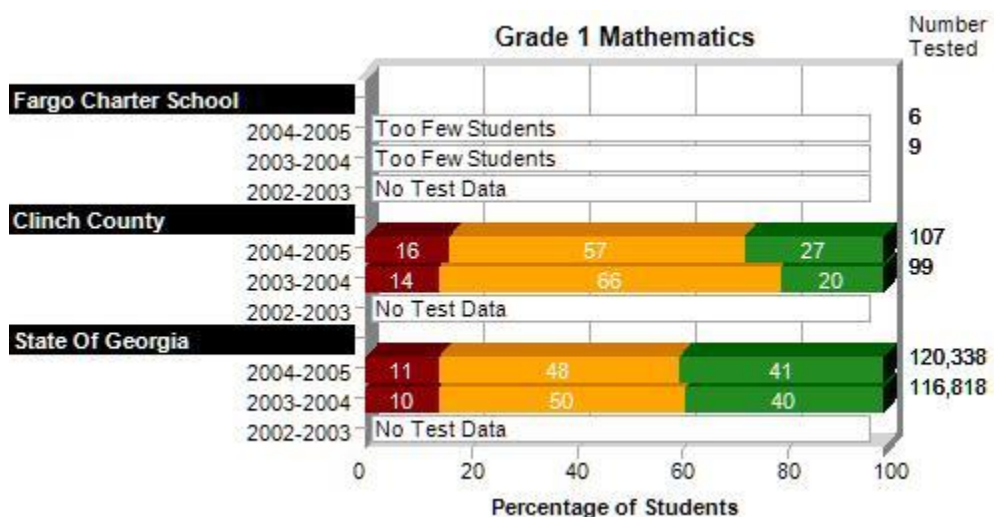
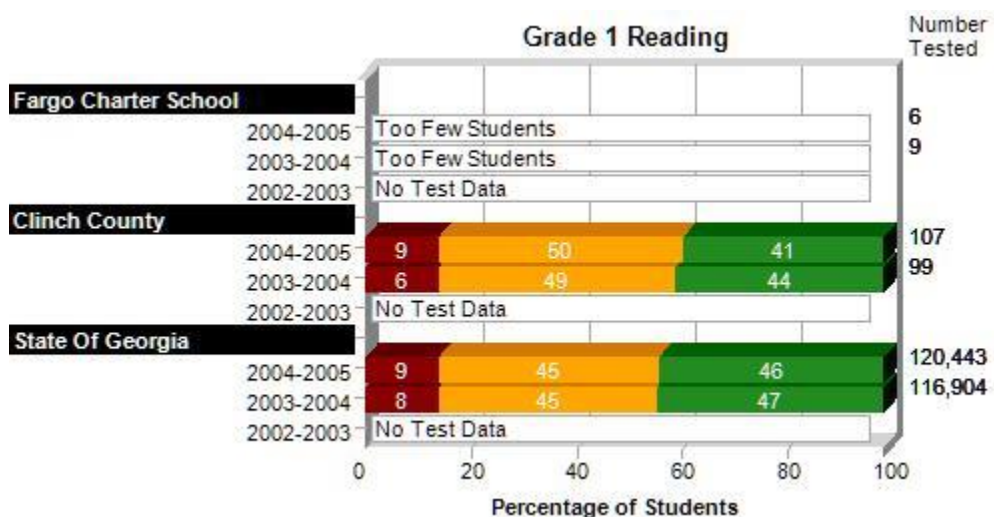
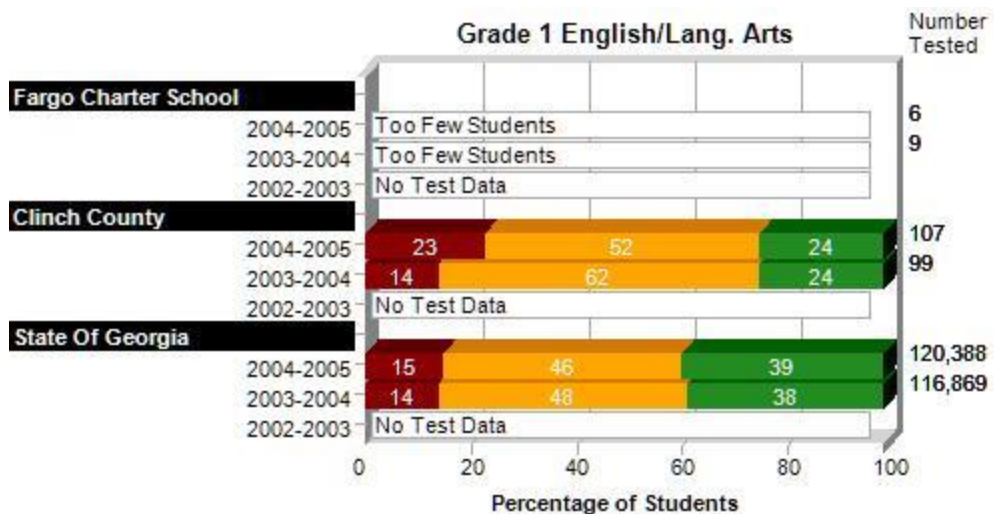
- (1) An IEP was developed for each student.
- (2) The student/teacher ratio was 1:9.
- (3) Grouping practices included cooperative learning groups, achievement level groups, small groups, whole groups, multi-age grouping, and individual workstations.
- (4) The PTO continued to play an active role.
- (5) Parents and community members regularly volunteered at the school.
- (6) Parents and community members participated in school activities, such as reading to students and presenting educational programs.
- (7) Parent attendance during the two Early Release conferences was 100%.
- (8) Results of a local survey indicate that 99% of parents were satisfied with the scheduled parent and community activities.
- (9) No students were reported to the school office for disciplinary action.

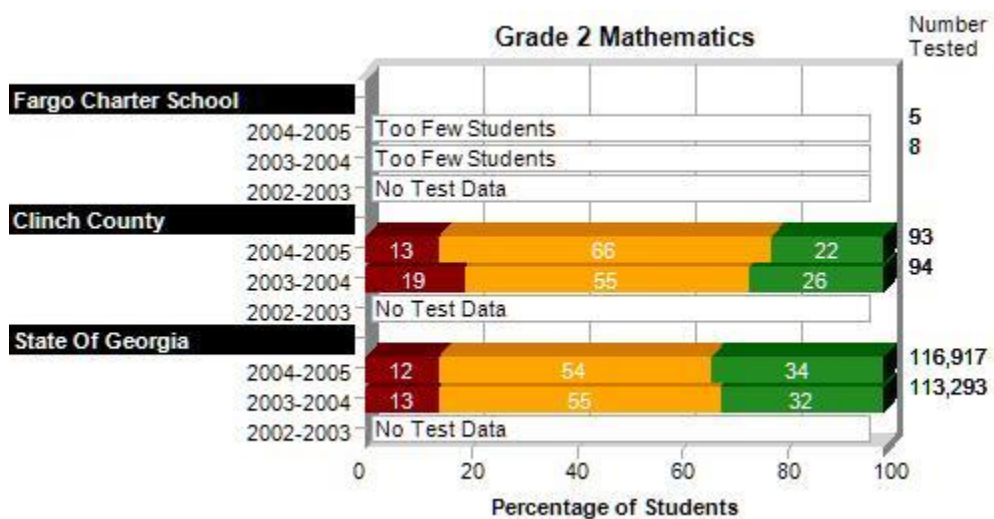
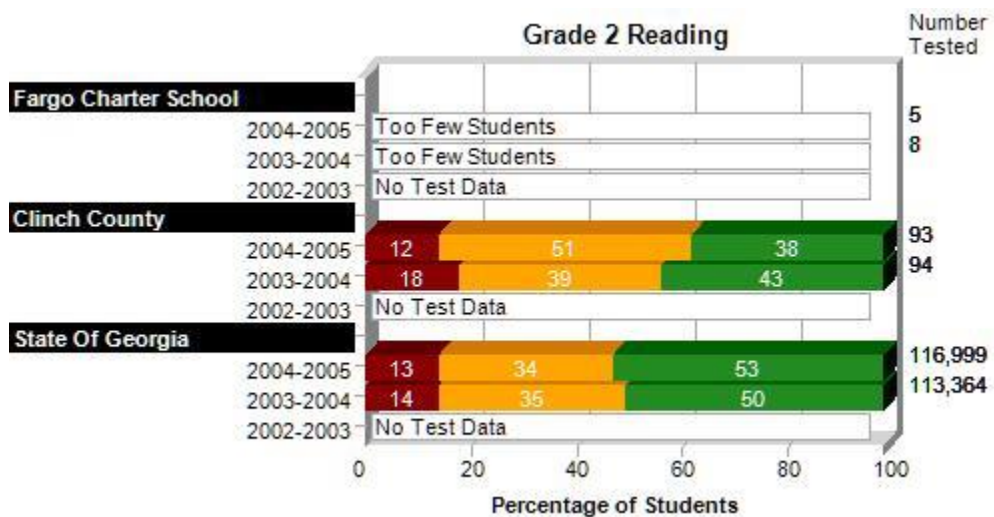
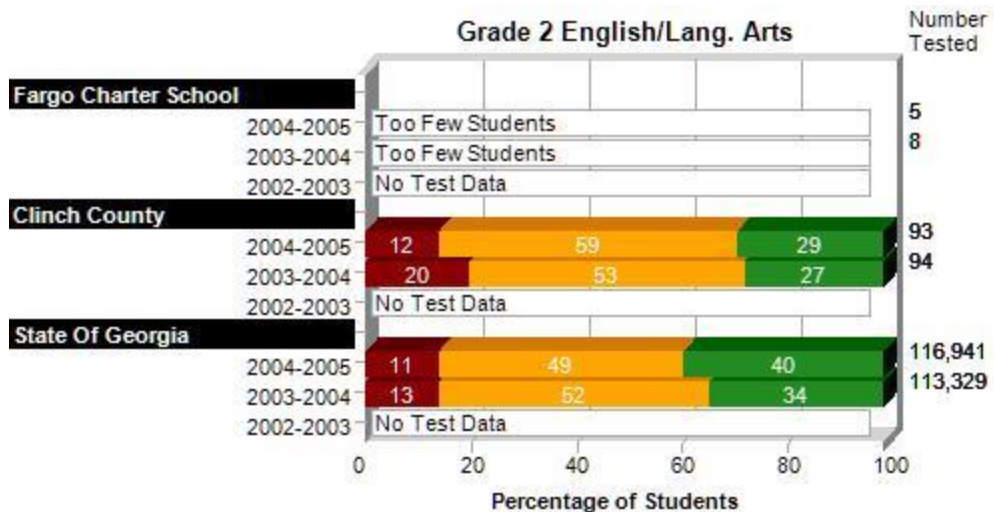
- (10) Results of a parent survey indicate that 98% of parents were satisfied with the student behavior at Fargo Charter School.
- (11) All students were treated with respect.
- (12) No biases or prejudices were tolerated.
- (13) Parent ratings on the school climate questions of a parent survey indicated 98% satisfaction.
- (14) Students used computers a minimum of two hours daily for individual instruction.
- (15) Students used the Internet for research projects and for pen pal e-mails.
- (16) Laptop computers were used by 2nd and 3rd grade students and could be taken home to use for projects and assignments.
- (17) Digital cameras, camcorders, CD players, tape recorders, Smartboards, and LCD players were used regularly during instruction.
- (18) On a local parent survey, 100% of parents were satisfied with their children's exposure to and use of modern technological advances.
- (19) Student/staff parties were regularly scheduled off campus to promote positive relationships.
- (20) Student respect received a 98% satisfaction rating on a local parent survey.
- (21) Students received awards at the end of each grading period for the following: All "A" Honor Roll, Merit List, Perfect Attendance, and AR Points.
- (22) Students were recognized at a formal awards ceremony on the last day of school.
- (23) 100% of parents were satisfied with the recognition their children received for accomplishments.
- (24) On the Georgia Charter Schools Parent Satisfaction Survey, Fargo Charter School ranked number 1 for the Overall Education Received, for Teacher Quality, and for Quality of Education by Grade Level. Additionally, Fargo Charter School ranked number 2 for Amount Child has Learned and ranked number 4 Overall for Georgia's charter schools.
- (25) All students participated in Red Ribbon Week activities.

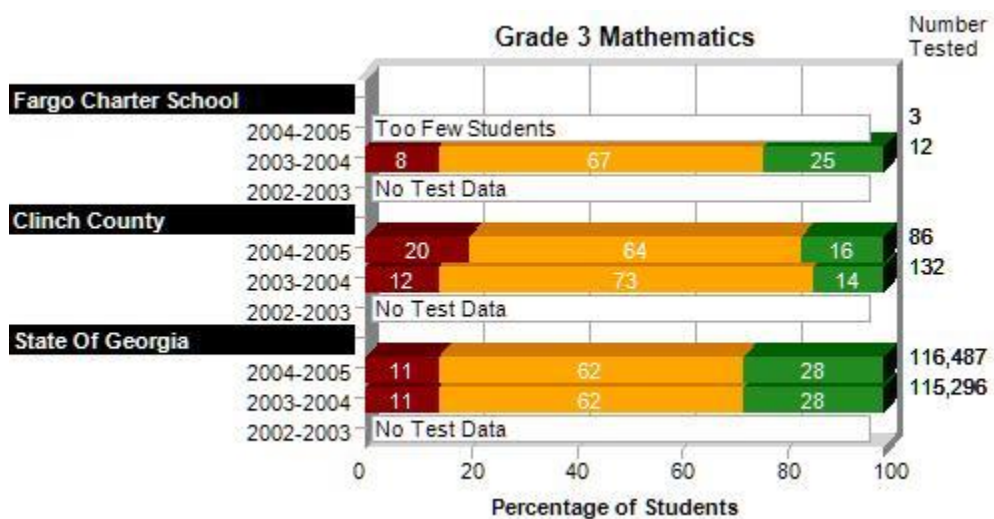
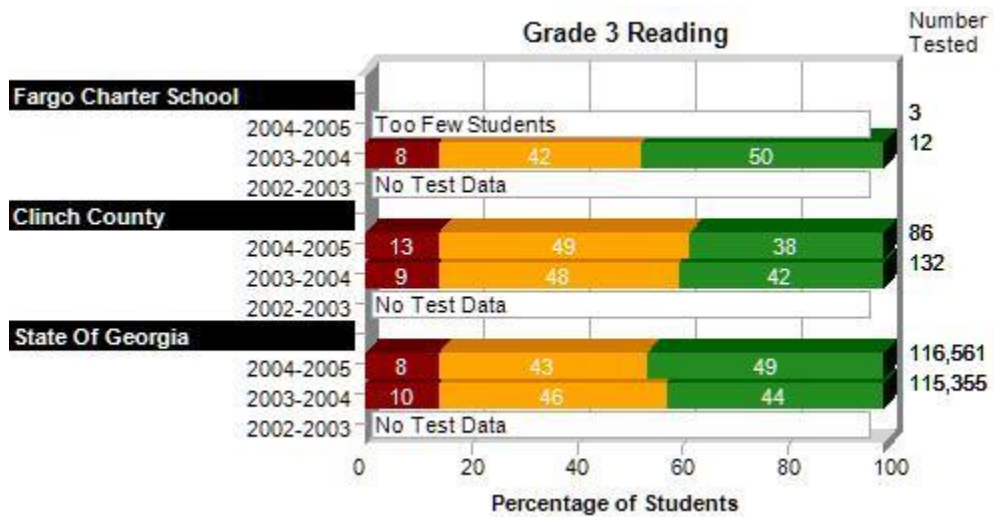
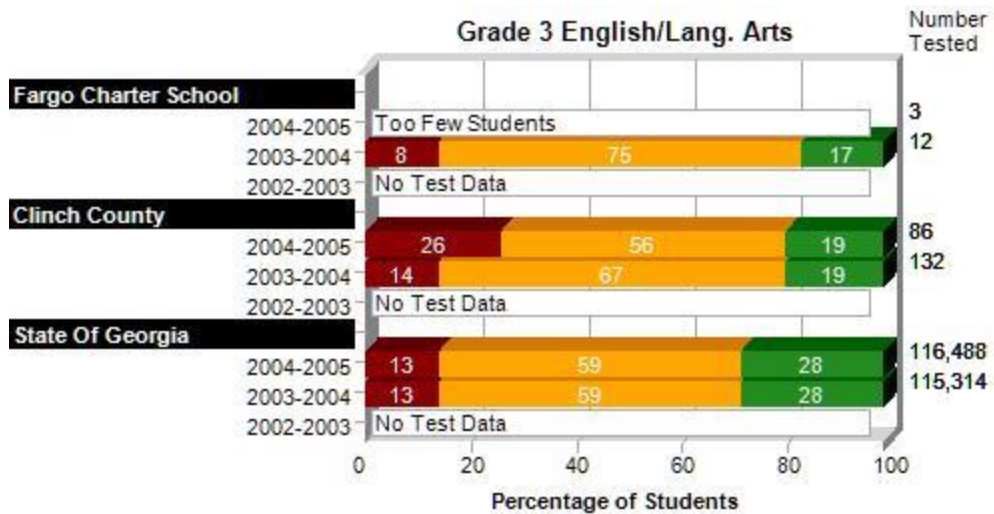
Financial Accountability

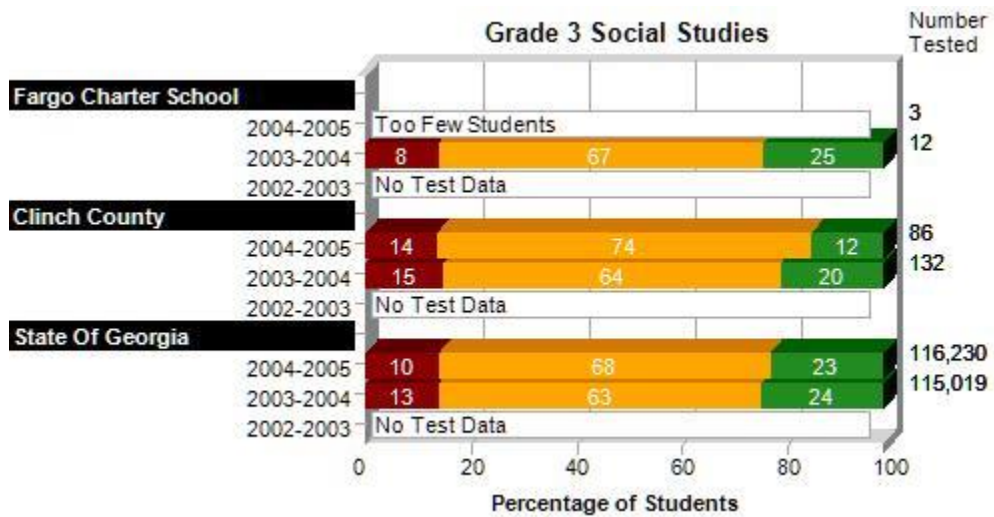
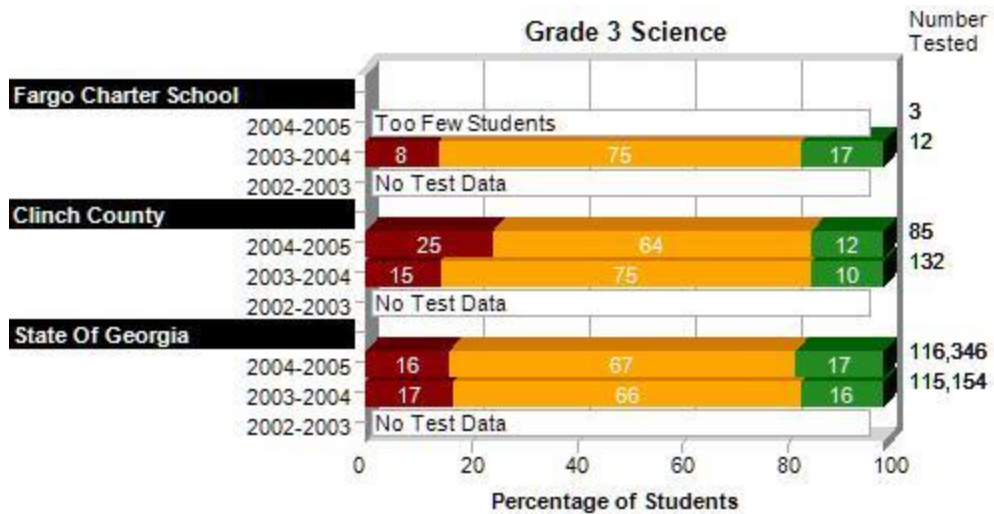
Did the school have an independent audit for the fiscal year ending June 30th, 2005? No

Were there any findings from this audit? No









FULTON SCIENCE ACADEMY

Contact Information

Selim Ozdemir
1675 Hembree Road
Alpharetta 30004
(770) 753-4141

Basic Facts

District	Fulton County
Type	Start-up
Opened	8/2/2002
Grades Served	6 - 8
Enrollment	352
Title I School	No

Mission

The mission of Fulton Science Academy is to execute the instruction of the middle school math and 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 they will get the most out of their high school math and science education which is the key for future success.

Demographics

	Fulton Science Academy	Elkins Pointe Middle School	Haynes Bridge Middle School	NW Middle School	Georgia
Distance from Charter School (in miles)	0	1.4	2.4	2.6	0
Total Population	345	903	807	1,064	1,515,646

Diversity

Caucasian	44%	57%	64%	80%	49%
Black	43%	19%	24%	11%	38%
Hispanic	1%	14%	4%	3%	8%
Asian/Pacific Islander	8%	5%	5%	3%	3%
American	0%	0%	0%	0%	0%
Indian/Alaskan Native					
Multiracial	5%	4%	3%	3%	2%

Special Populations

ESOL	0%	6%	0%	0%	3%
Gifted	25%	28%	34%	32%	8%
Special Education	8%	12%	13%	7%	12%

Free & Reduced Lunch:

% of Total Population	0%	25%	20%	8%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>	
Did the school make AYP?	Yes	Yes	Yes	
Is the 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.

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
- "Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term
- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: The percentage of FSA Middle School students who score 2 or 3 on the Criterion-Referenced Competency Test (CRCT) in the content area of Mathematics will be higher than that of a match pair group of students in the District every year the tests are administered

Progress on Goal: Attained

Indicators of Progress: FSA students show a steady progress and at the end of 8th grade; they do better than the comparison group. We believe that the initial hesitation of FSA 6th grade students' scores is because the math instruction at FSA is based on Connected Mathematics Project (CMP) which is a problem-solving-based curriculum. CMP helps students develop a deep understanding of mathematical concepts and big ideas. However this happens gradually in time.

The results indicate this progress in a very clear way.

	FSA	Comparison
6th Grades who score 2 or 3	82.5%	87.3%
7th Grades who score 2 or 3	89.2%	90.2%
8th Grades who score 2 or 3	87.4%	84.5%

Goal 2: The percentage of FSA Middle School students who score 2 or 3 on the Criterion-Referenced Competency Test (CRCT) in the content area of Science will be higher than that of a match pair group of students in the District every year the tests are administered

Progress on Goal: Attained

Indicators of Progress: The same pattern of steady growth is seen in the science as well, which furthermore supports the proposed explanation above.

	FSA	Comparison
6th Grades who score 2 or 3	89.7%	92.8%
7th Grades who score 2 or 3	97.6%	94.0%
8th Grades who score 2 or 3	94.1%	86.4%

Goal 3: Average score of students of FSA Middle School who are administered the Stanford 9 Test (Equivalent ITBS Scores are available) in the content areas 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 on Goal: Exceeded

Indicators of Progress: Fall 2004 ITBS Results for Mathematics are below, clearly showing the FSA success in this area.

	FSA	Comparison
Avg. Math Scaled Score	261.9	255.7

Goal 4: Average score of students of FSA Middle School who are administered the Stanford 9 Test (Equivalent ITBS Scores are available) in the content areas 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 on Goal: Exceeded

Indicators of Progress: Fall 2004 ITBS Results for Mathematics are below, clearly showing the FSA success also in this area.

	FSA	Comparison
Avg. Science Scaled Score	269.7	262.8

Goal 5: 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 on Goal: Exceeded

Indicators of Progress: Fall 2004 PSAT Mean Scale Scores of 9th Graders Who Attended 8th Grade at FSA in 2003-04 vs. Comparison Students Who Attended 8th Grade at another Fulton County School (n=28)

	FSA	Comparison
Math	48.8	44.8
Verbal	44.8	40.6
Writing	48.5	45.7

FSA clearly leads also in this area.

Other Goals

Goal 1: Percentage of total students participating at regional or national science competitions, science fairs, and the like at the end of the first three-year period will be higher than that of a similar group of students in the district

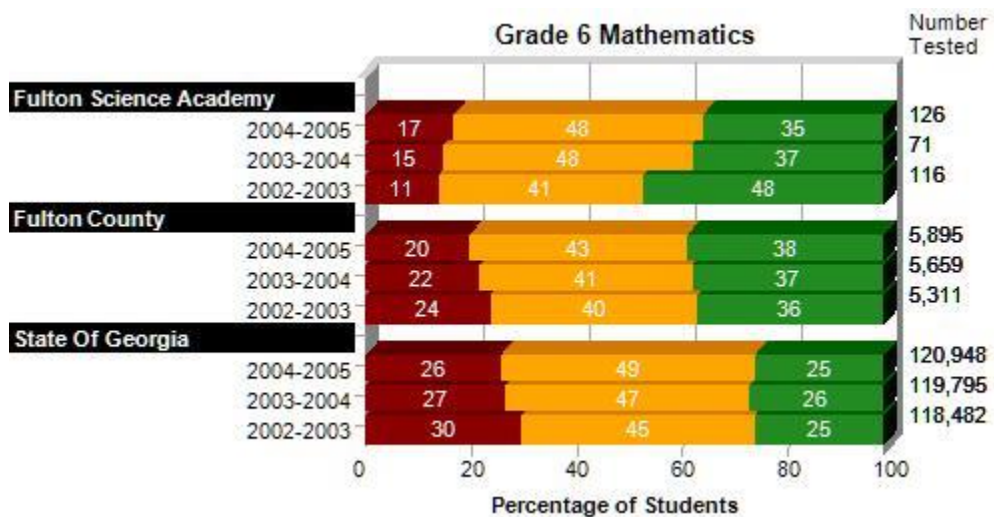
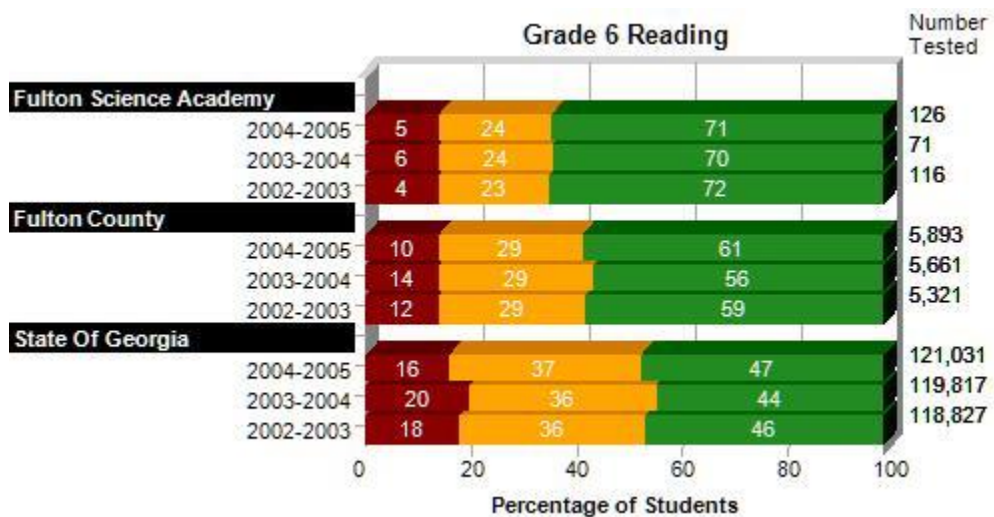
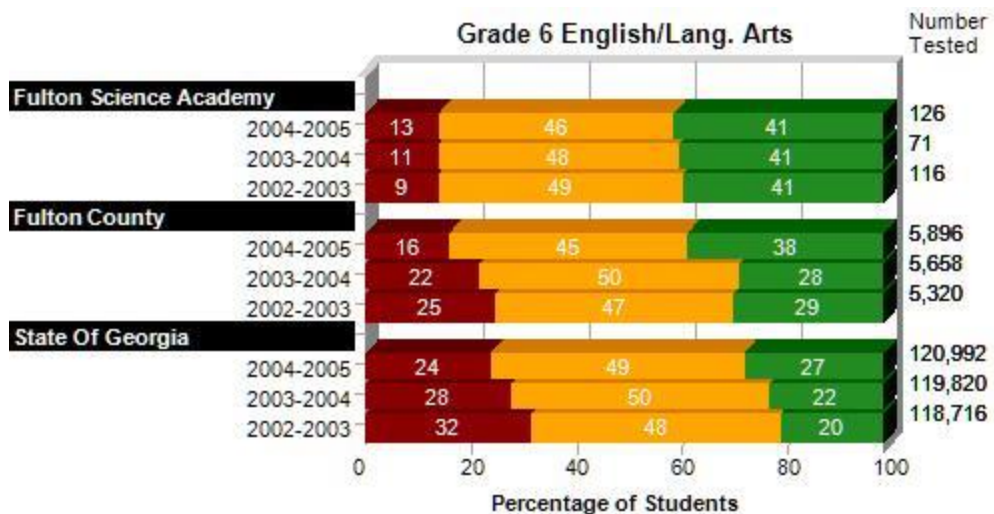
Progress on Goal: Exceeded

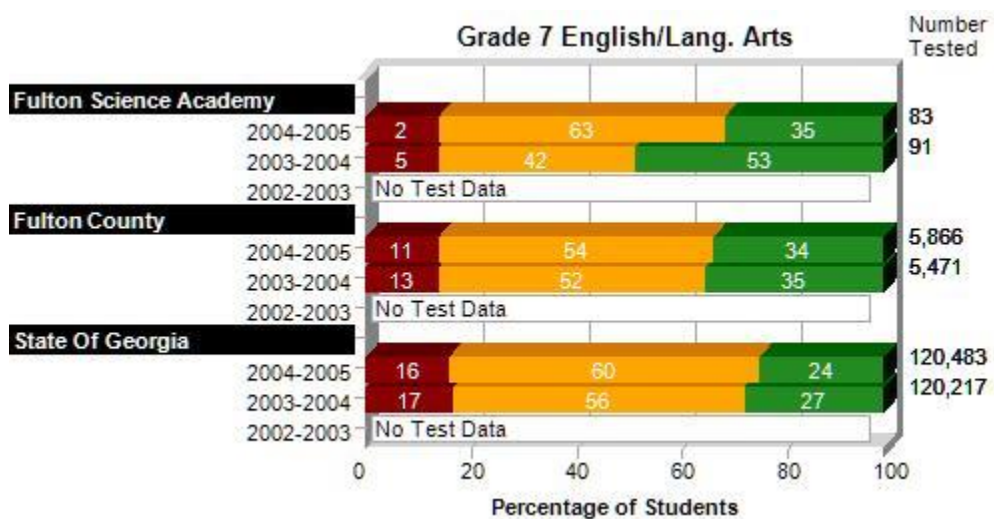
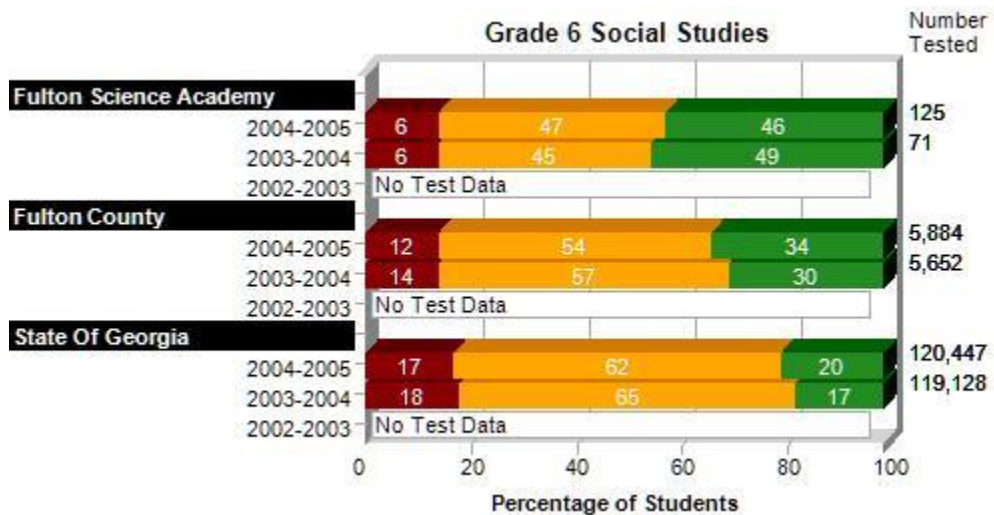
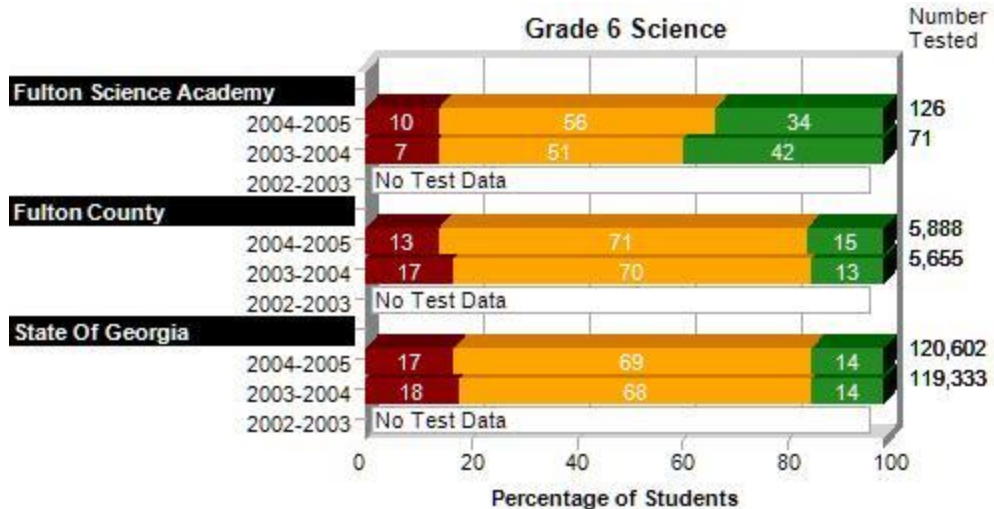
Indicators of Progress: FSA Students got the 11th place in State Science Olympiads in 2002-2003; 4th place in the state in 2003-04; 3rd place in the State in 2004-2005 school year. FSA Student Cory Friedman got the first place in State Science Fair in 2004-05 school year and will represent Georgia in the National Science and Engineering Fair at Washington DC in October 2005.

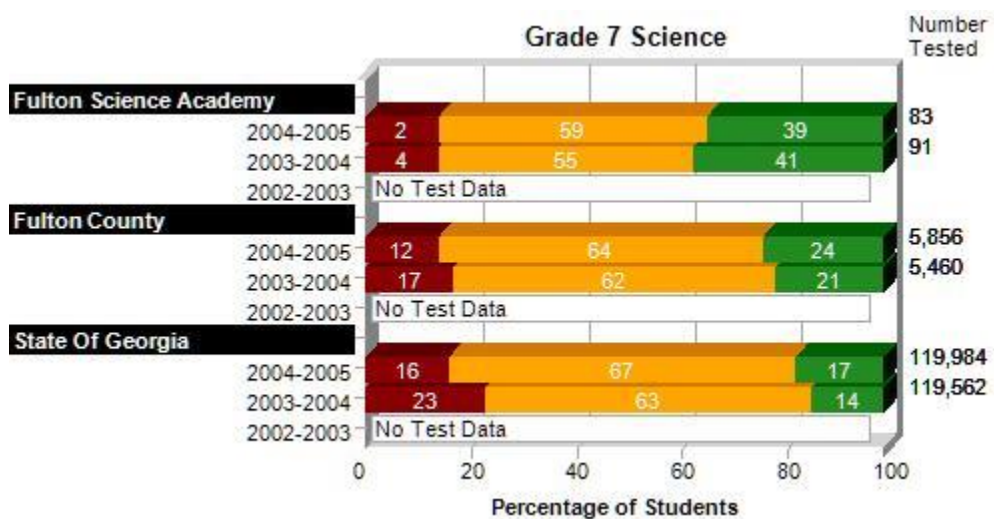
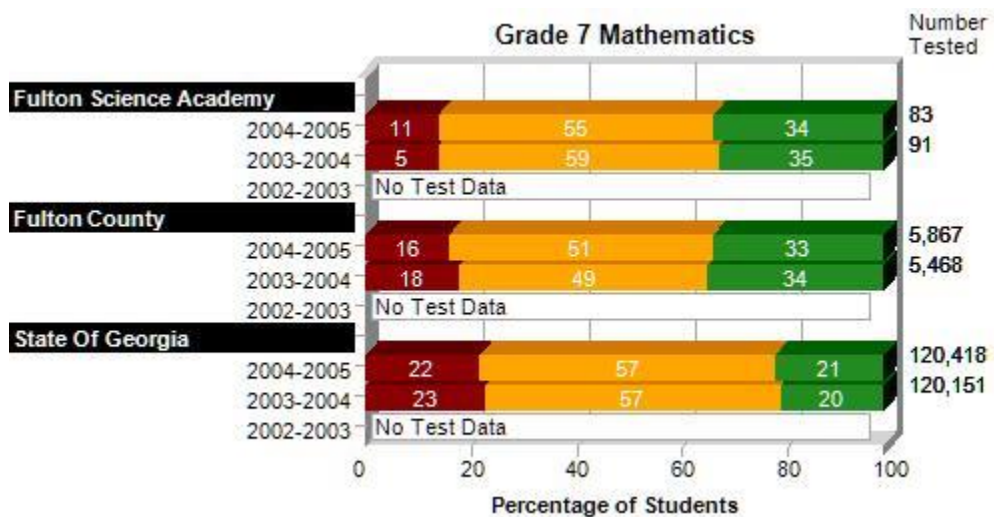
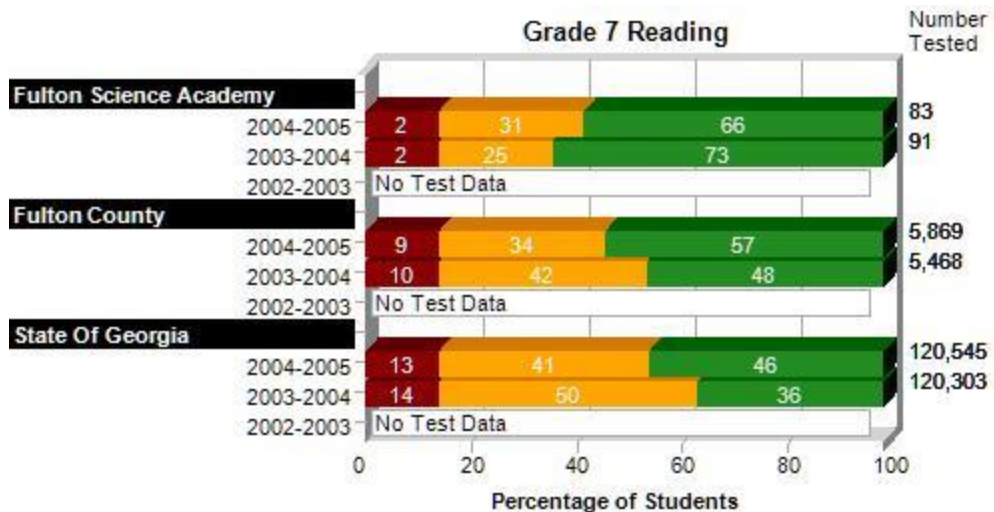
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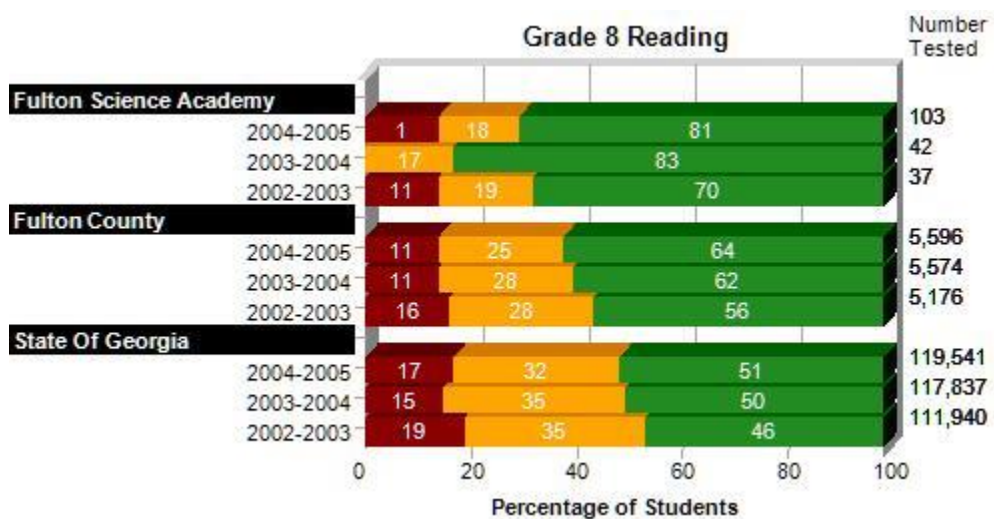
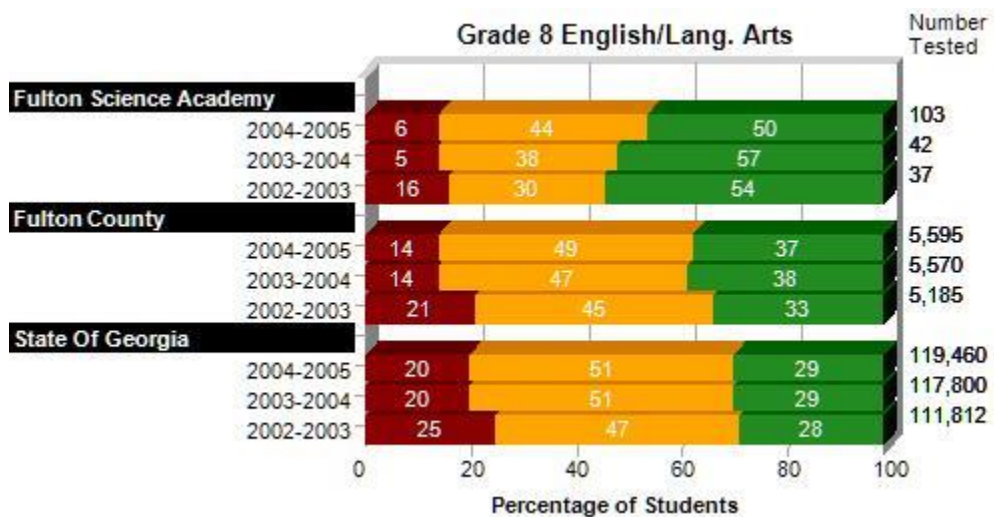
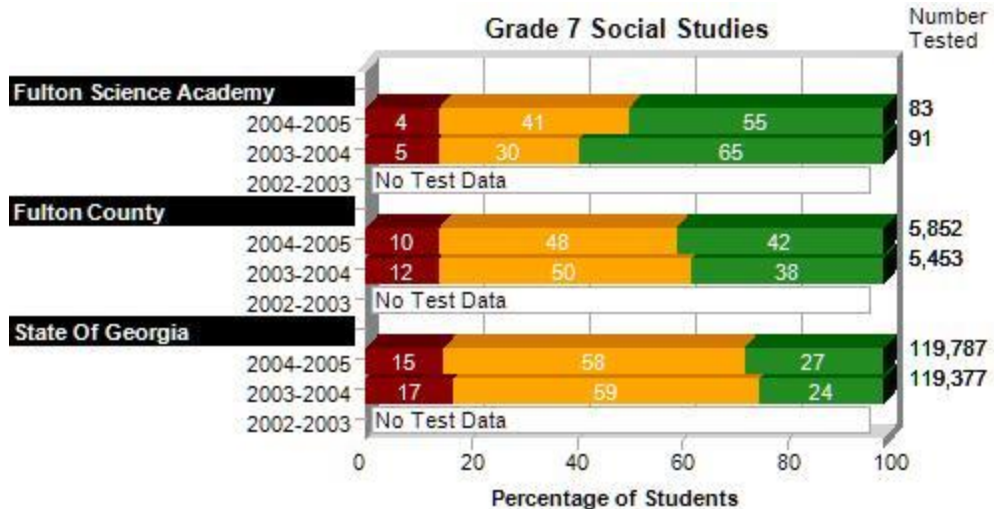
Did the school have an independent audit for the fiscal year ending June 30th, 2005? Yes

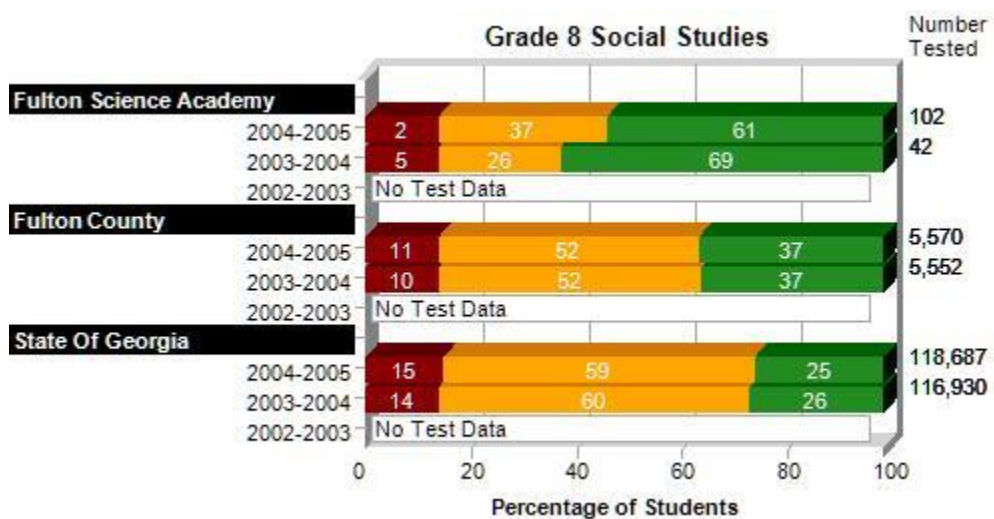
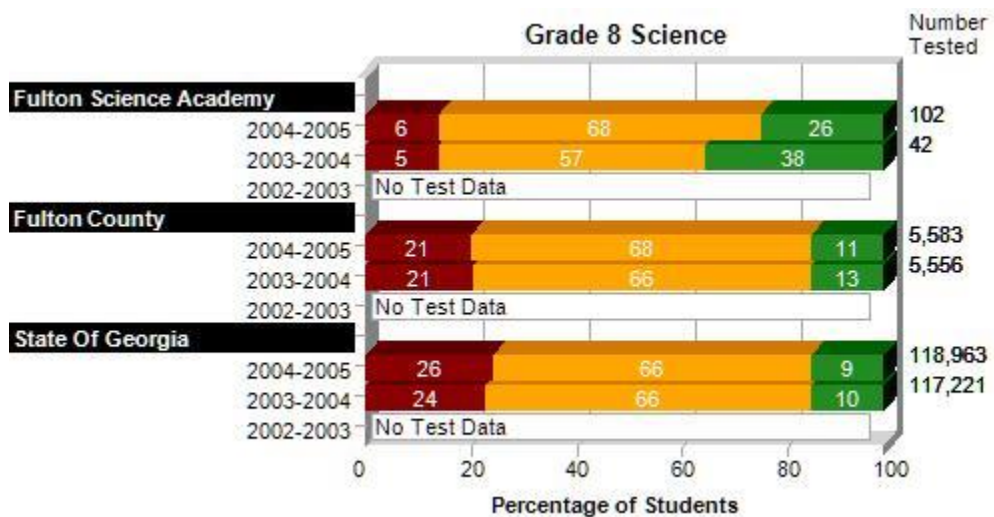
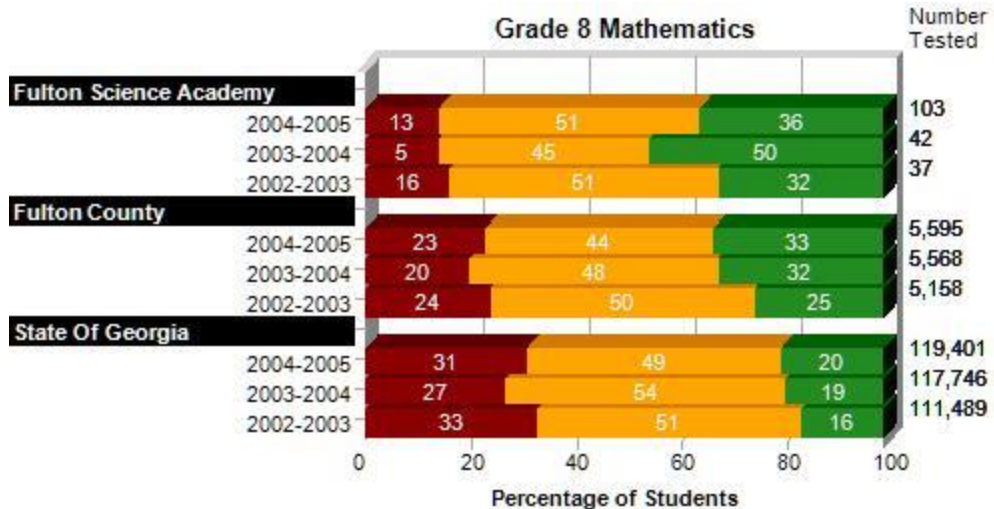
Were there any findings from this audit? No











FUTRAL ROAD ELEMENTARY SCHOOL

Contact Information

Larry L. Jones
180 Futral Road
Griffin 30224
(770) 229-3735

Basic Facts

District	Spalding County
Type	Conversion
Opened	8/15/1998
Grades Served	Pre-K - 5
Enrollment	563
Title I School	No

Mission

To provide a nurturing environment that ensures learning for all for life.

Demographics

	Futral Road Elementary School	Crescent Road Elementary School	Orrs Elementary School	Jackson Road Elementary School	Georgia
Distance from Charter School (in miles)	0	1.4	1.7	2.1	0
Total Population	534	467	662	406	1,515,646

Diversity

Caucasian	71%	81%	50%	75%	49%
Black	24%	14%	45%	19%	38%
Hispanic	3%	2%	2%	3%	8%
Asian/Pacific Islander	0%	2%	1%	0%	3%
American	0%	0%	0%	0%	0%
Indian/Alaskan Native					
Multiracial	1%	1%	2%	3%	2%

Special Populations

ESOL	0%	1%	0%	1%	3%
Gifted	7%	7%	3%	3%	8%
Special Education	14%	8%	17%	15%	12%

Free & Reduced Lunch:

% of Total Population	46%	26%	60%	59%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>	
Did the school make AYP?	Yes	Yes	Yes	
Is the 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.

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
- "Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term
- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1:

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. Students will experience academic growth through exposure to an integrated curriculum that includes basic skills and enrichment, aesthetic exposure, technological competencies, problem solving, and creative, independent thinking.

Progress on Goal: Sufficient Progress

Indicators of Progress: 5% gain in students performing at or above grade level as measured by but not limited to CRCT, STAR Reading and Math, GKAP-R, and Houghton Mifflin Reading Assessment.

Goal 2:

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. Students will display their value of education and will show confidence in their abilities as learners.

Action Plan:

- Students will work cooperatively in various peer groupings.
- Students will acquire and display citizenship skills.
- Students will evaluate collaborative learning in a constructive manner.
- Students will use divergent and convergent thinking skills to solve problems creatively and critically.

- Students will gain self-confidence through the development of self-evaluation techniques and skills.
- Students will learn the importance of education through skills in goal setting and in organization.

How will we know?

5% increase in agenda use

5% increase in Accelerated Reader and Math goals achieved annually

5% decrease in discipline referrals

5% increase in Character Education tokens earned per classroom

5% increase in VIP recognitions per grade level

5% increase in total of Kindergarten students mastering all GKAP-R social skills objectives

Progress on Goal: Sufficient Progress

Indicators of Progress: How will we know?

5% increase in agenda use

5% increase in Accelerated Reader and Math goals achieved annually

5% decrease in discipline referrals

5% increase in Character Education tokens earned per classroom

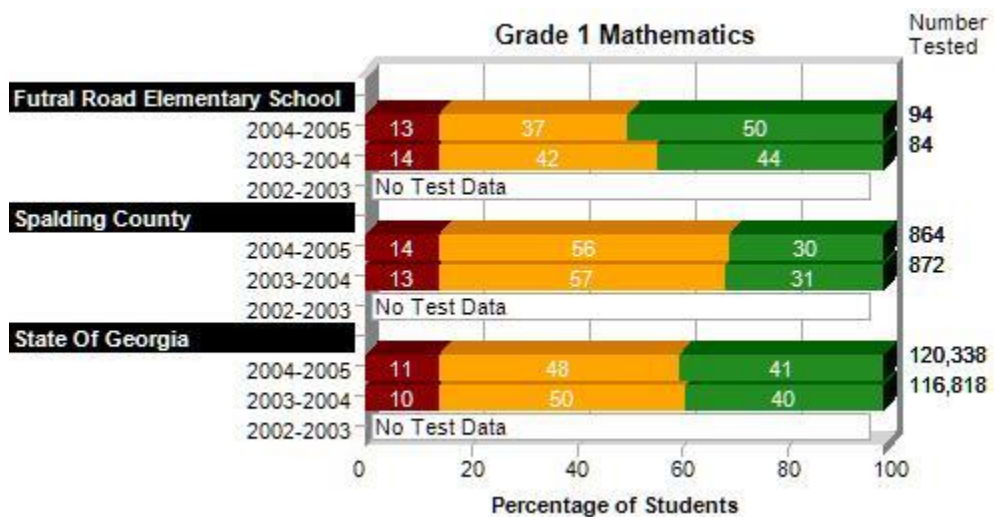
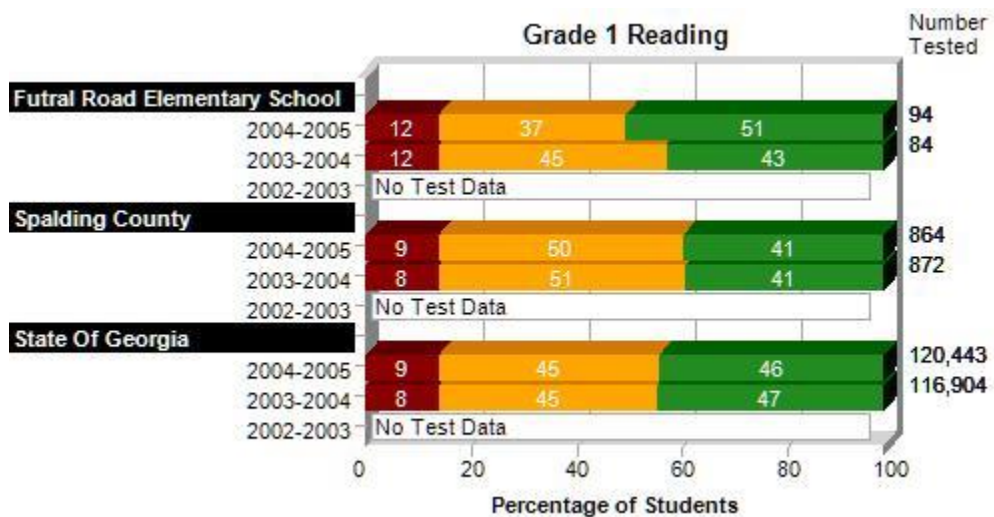
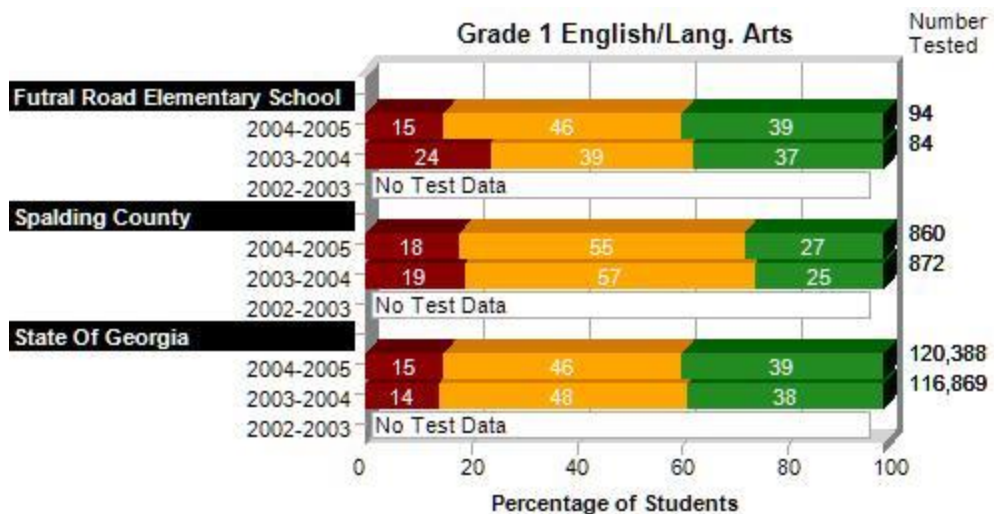
5% increase in VIP recognitions per grade level

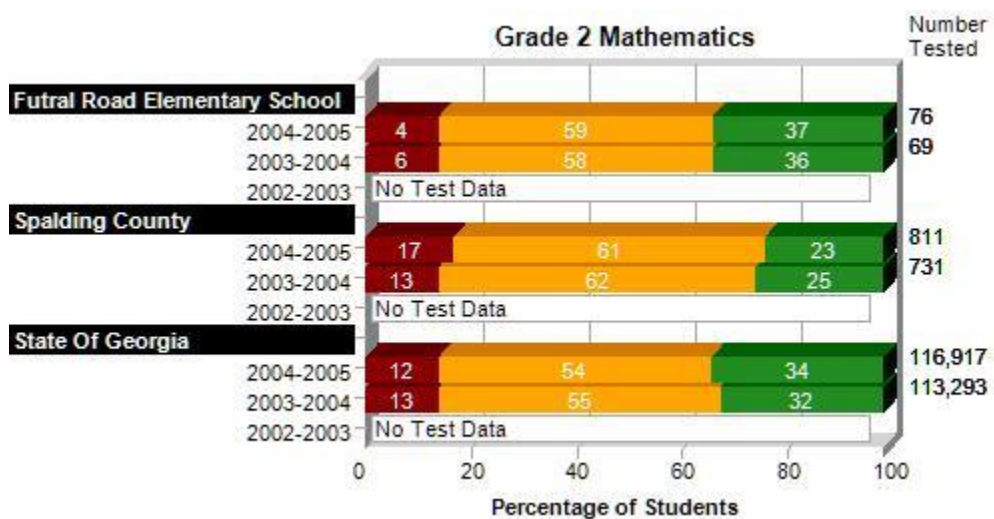
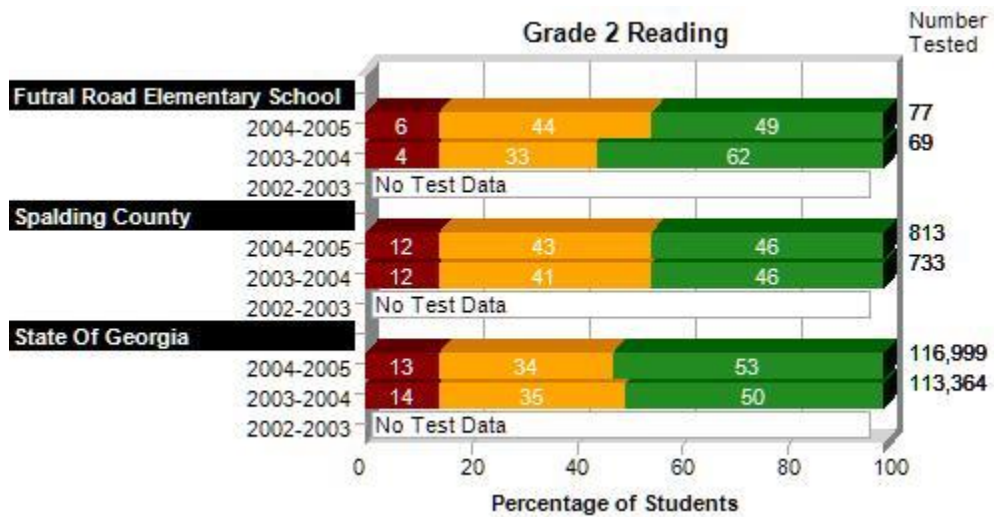
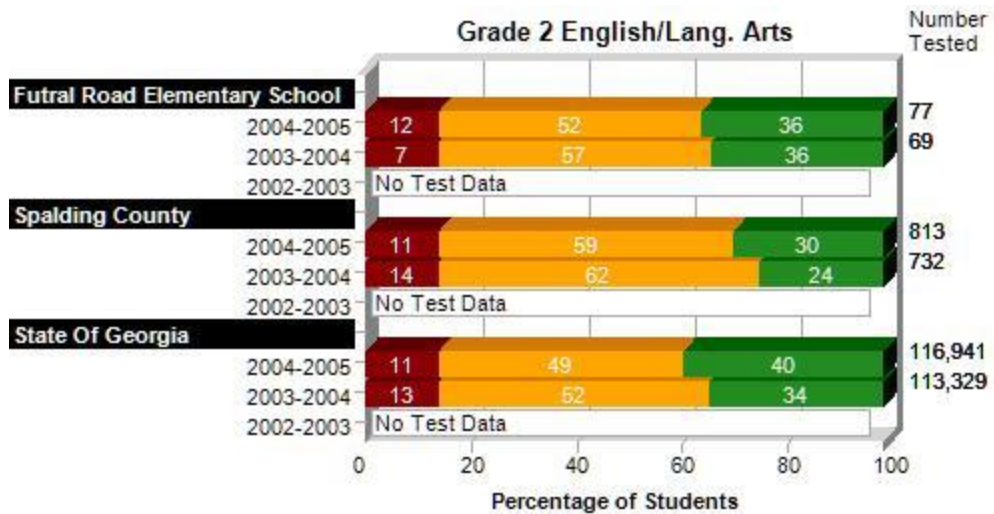
5% increase in total of Kindergarten students mastering all GKAP-R social skills objectives

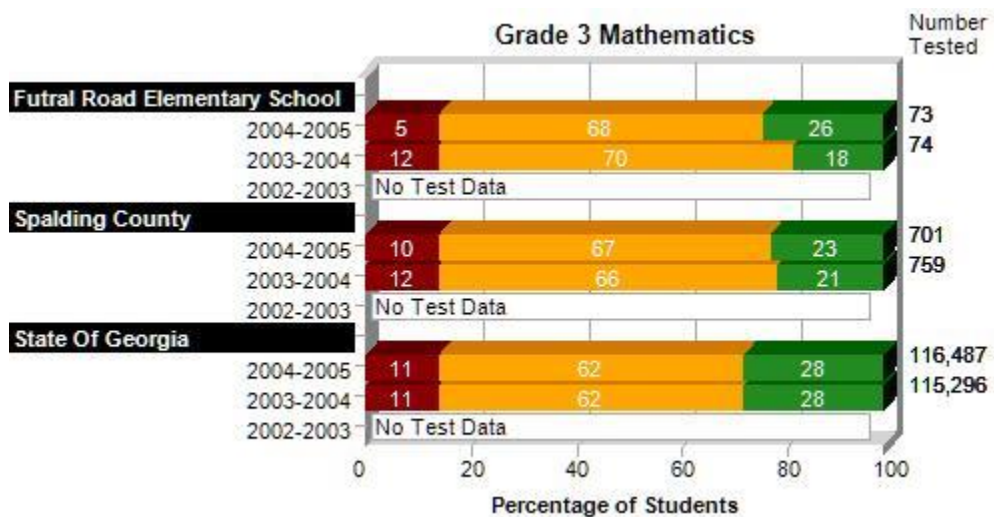
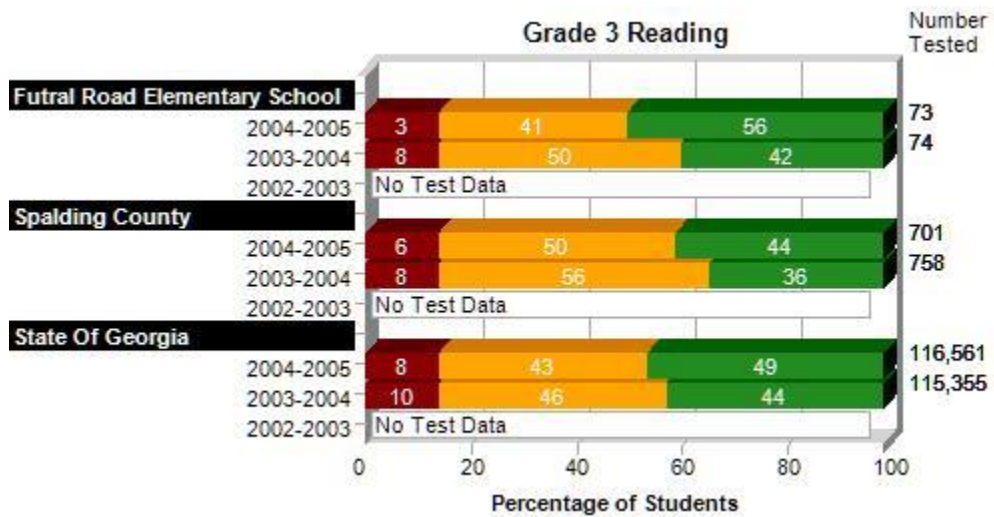
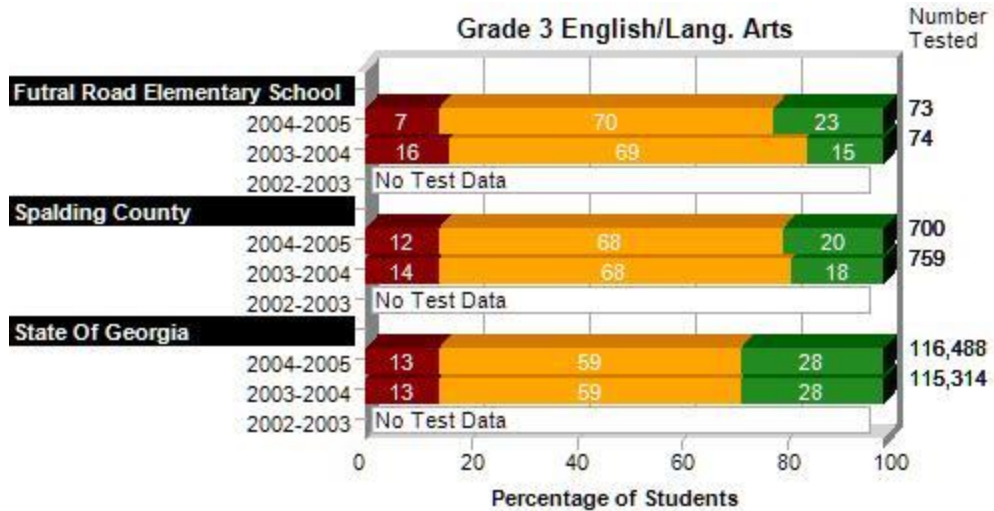
Financial Accountability

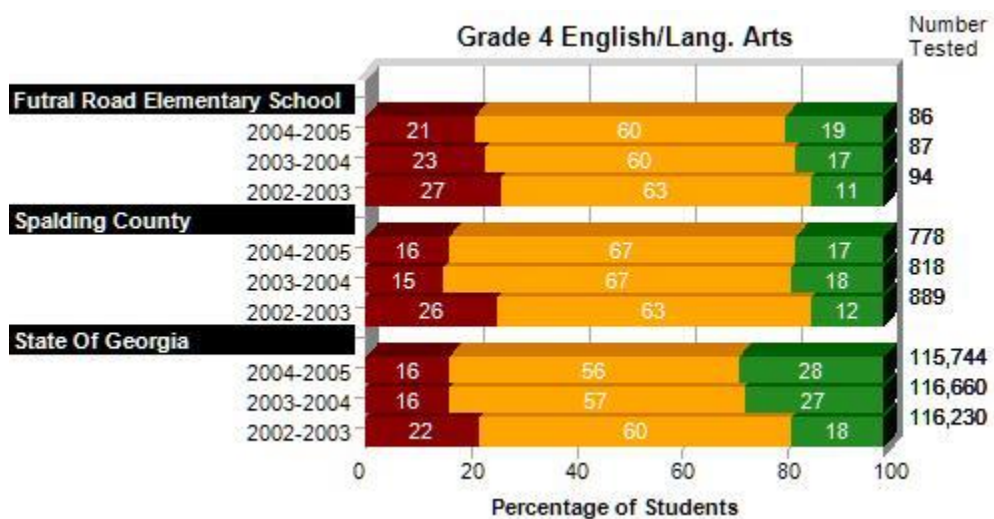
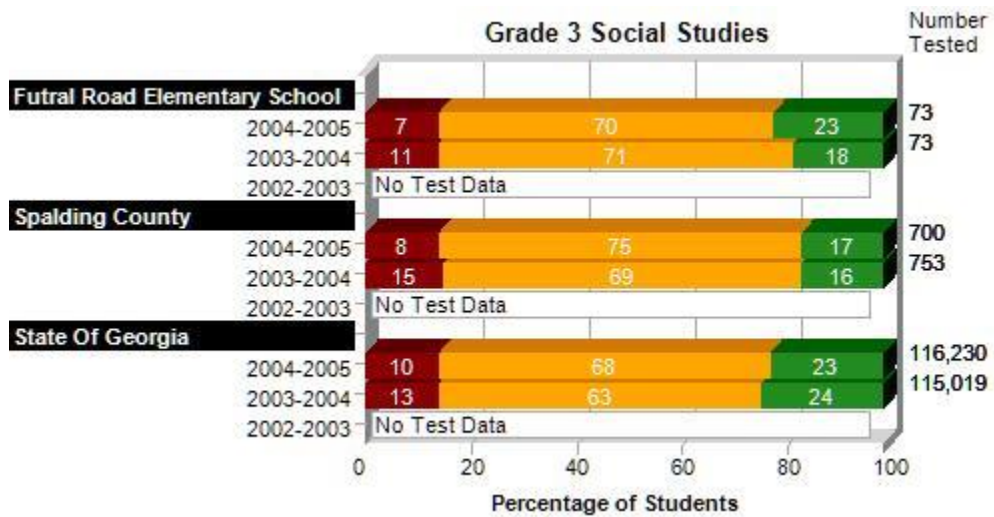
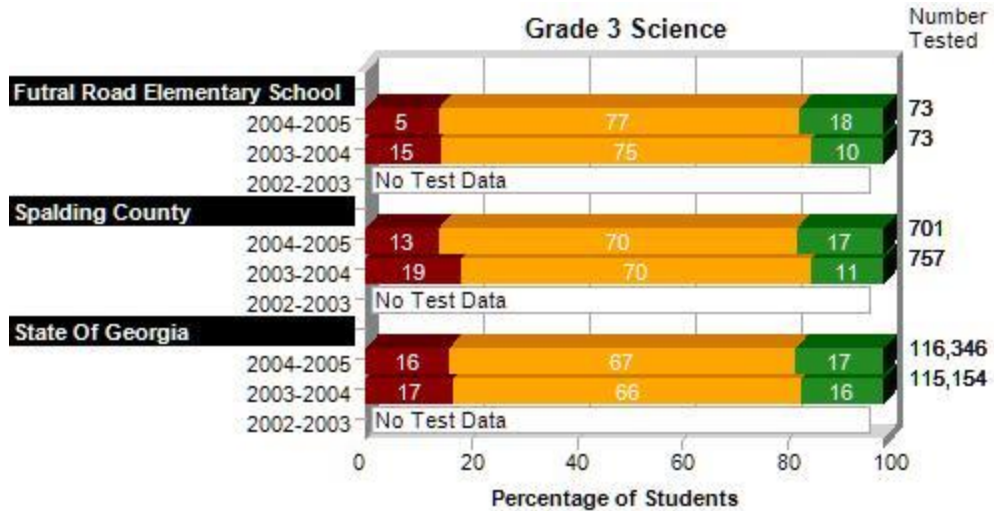
Did the school have an independent audit for the fiscal year ending June 30th, 2005? Yes

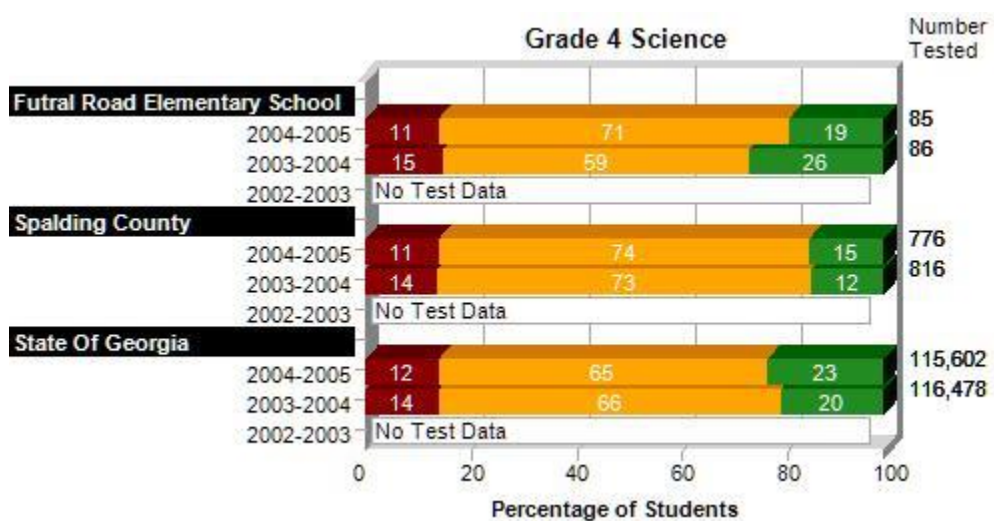
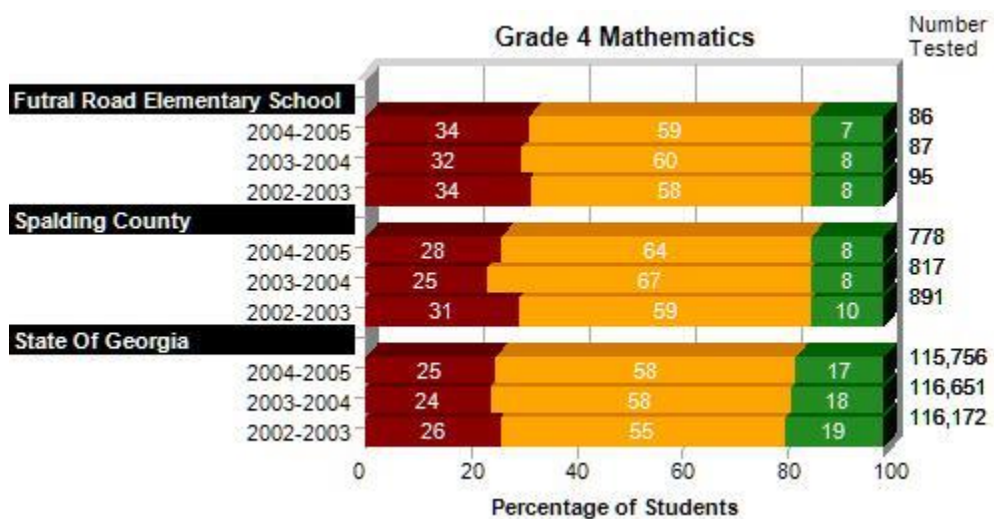
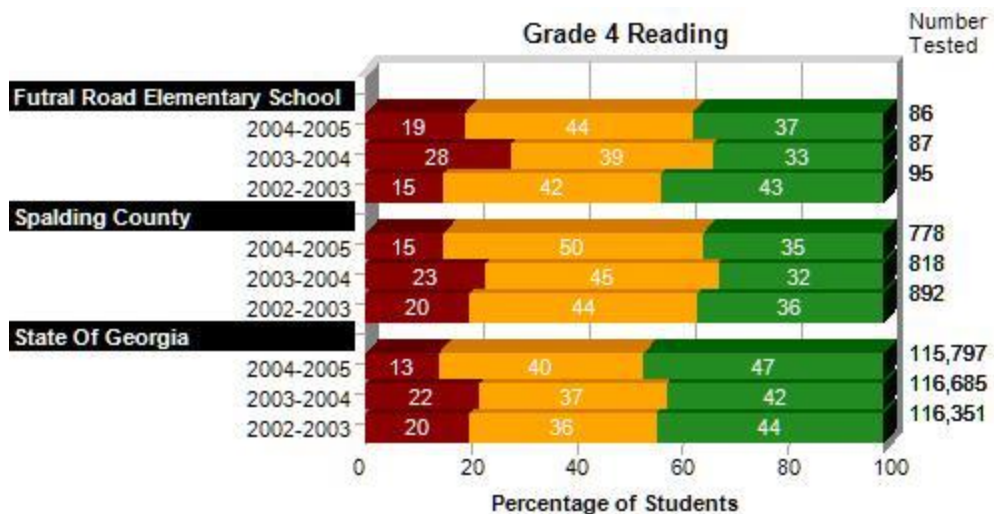
Were there any findings from this audit? No

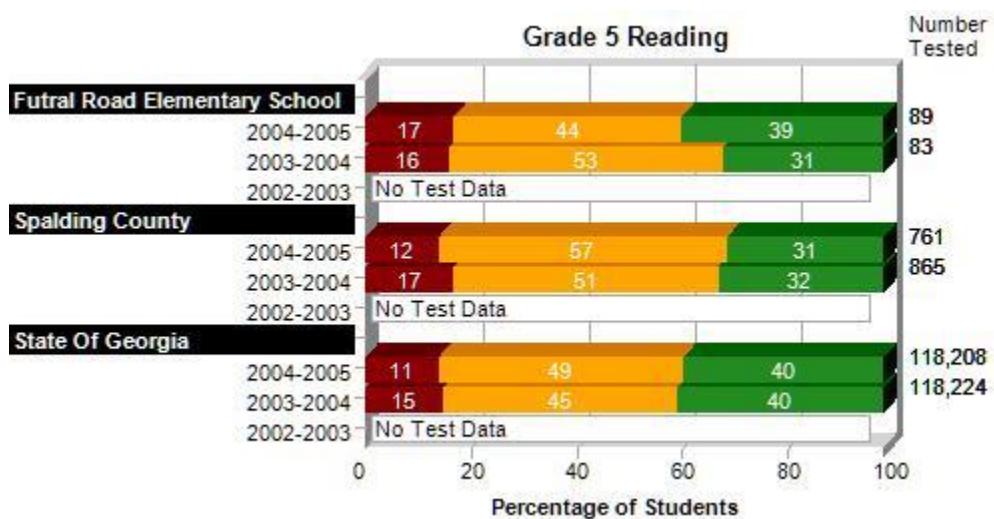
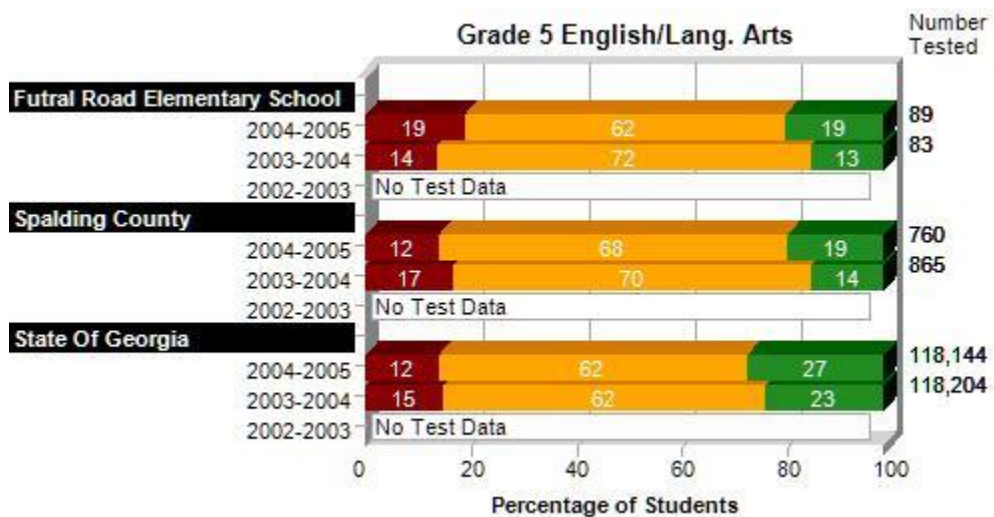
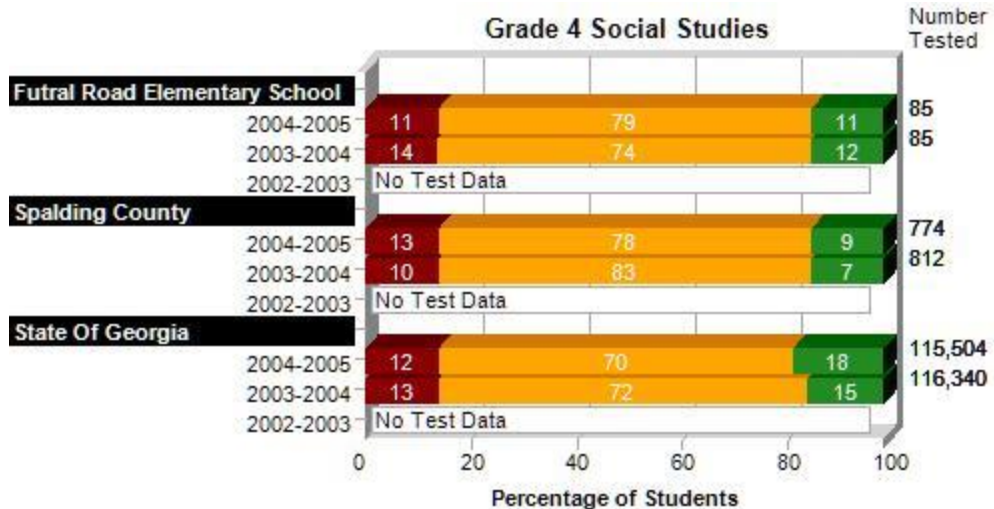


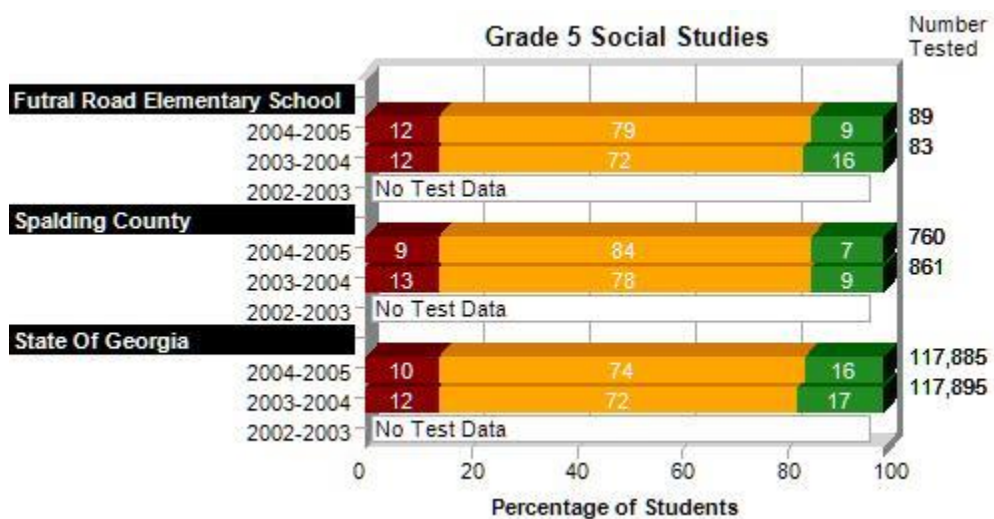
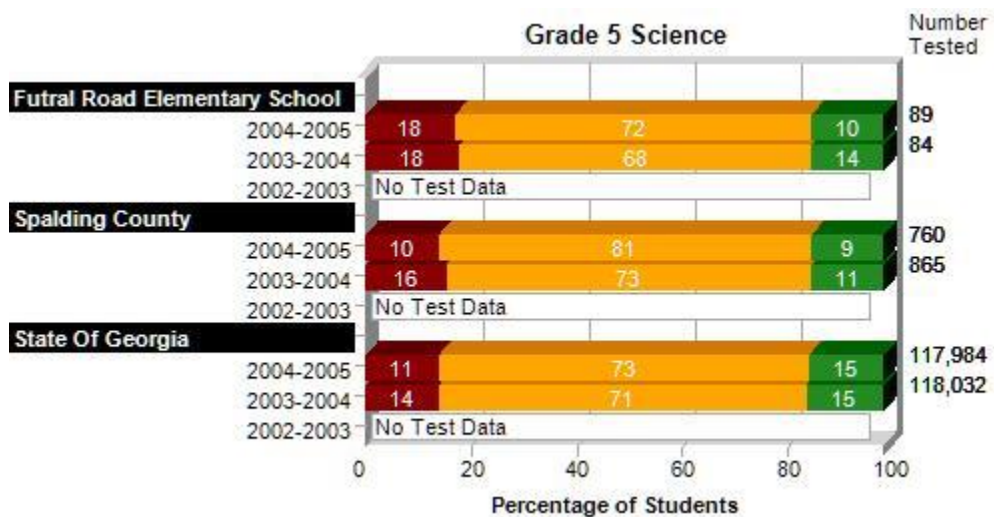
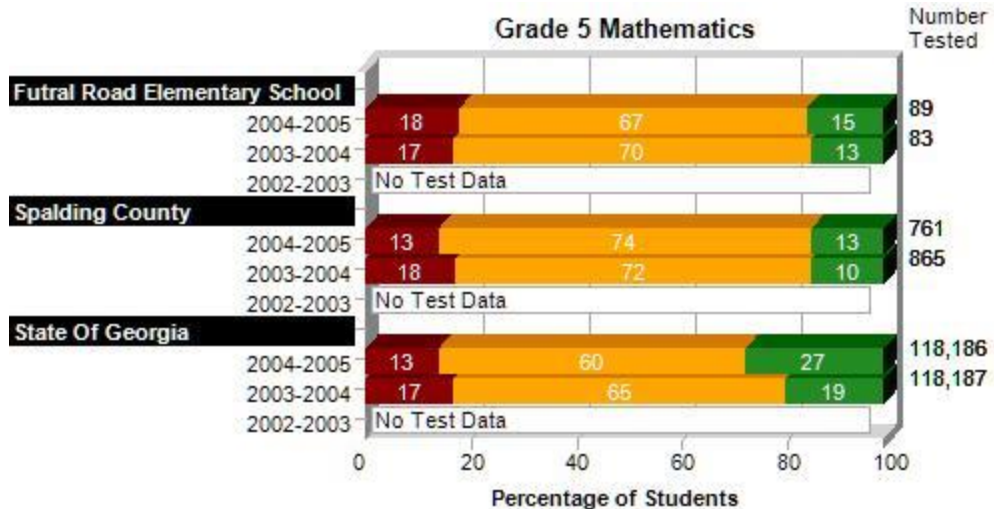












HAPEVILLE CHARTER MIDDLE SCHOOL

Contact Information

Gary W. Martin
3535 South Fulton Avenue
Hapeville 30354
(404) 767-7730

Basic Facts

District	Fulton County
Type	Start-up
Opened	8/9/2004
Grades Served	6 - 6
Enrollment	166
Title I School	No

Mission

The mission of Hapeville Middle School is to prepare each student for a college preparatory high school in a caring and loving environment.

Demographics

	Hapeville Charter Middle School	Paul D. West Middle School	Woodland Middle School	Camp Creek Middle School	Georgia
Distance from Charter School (in miles)	0	4	4.5	5	0
Total Population	177	1,089	707	710	1,515,646

Diversity

Caucasian	7%	3%	2%	0%	49%
Black	69%	81%	82%	97%	38%
Hispanic	16%	12%	14%	1%	8%
Asian/Pacific Islander	3%	2%	1%	0%	3%
American	0%	0%	0%	0%	0%
Indian/Alaskan Native					
Multiracial	5%	3%	1%	1%	2%

Special Populations

ESOL	10%	3%	6%	0%	3%
Gifted	0%	6%	4%	8%	8%
Special Education	6%	12%	15%	12%	12%

Free & Reduced Lunch:

% of Total Population	0%	81%	87%	85%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>
Did the school make AYP?	Yes	No
Is the school in Needs Improvement?	No	No

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

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

"No Progress"

"Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term

"Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term

"Attained" – the goal has been fully attained

"Exceeded" – the goal has been exceeded

Academic Goals

Goal 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

Progress on Goal: Partial Progress

Indicators of Progress: CRCT - 65.3% of Hapeville Middle School students met or exceeded the state's Annual Measurable Objective for the 6th Grade Level mathematics assessment while 80% of Fulton County middle school 6th graders did the same. The CRCT mathematics subscore ranges of Hapeville Middle School students were from 50% (LEP and White) to 69.2% (Black.)

Goal 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.

Progress on Goal: No Progress

Indicators of Progress: CRCT - 76% of Hapeville Middle School students met or exceeded the state's Annual Measurable Objective for the 6th Grade Level science assessment while 87% of Fulton County middle school 6th graders did the same.

Goal 3: When comparing by grade level, the group mean score results of Hapeville Middle School students completing standardized assessments in reading/language arts will meet or exceed the group mean score results of Fulton County Schools.

Progress on Goal: No Progress

Indicators of Progress: CRCT - 78% of Hapeville Middle School students met or exceeded the state's Annual Measurable Objective for the 6th Grade Level reading/language arts assessment while 90% of Fulton County middle school 6th graders did the same.

Goal 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 middle schools in Fulton County.

Progress on Goal: Attained

Indicators of Progress: CRCT - 65.3% of Hapeville Middle School students met or exceeded the state's Annual Measurable Objective for the 6th Grade Level mathematics assessment while 65% of South Fulton County middle school 6th graders did the same.

Goal 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 middle schools in Fulton County.

Progress on Goal: Attained

Indicators of Progress: CRCT - 76% of Hapeville Middle School students met or exceeded the state's Annual Measurable Objective for the 6th Grade Level science assessment while 76% of South Fulton County middle school 6th graders did the same.

Other Goals

Goal 1: When comparing by grade level, the group mean score results of Hapeville Middle School students completing standardized assessments in reading/language arts will meet or exceed the group mean score results of demographically similar middle schools in Fulton County.

Progress on Goal: Partial Progress

Indicators of Progress: CRCT - 78% of Hapeville Middle School students met or exceeded the state's Annual Measurable Objective for the 6th Grade Level reading/language arts assessment while 82% of South Fulton County middle school 6th graders did the same. 81.4% of the Black students (representing 85.5% of the total student body) met or exceeded the reading/language arts assessment.

Goal 2: When comparing results for each school year, the retention rate of Hapeville Middle School will meet or exceed the average retention rate for middle schools located in the Fulton County School System.

Progress on Goal: Partial Progress

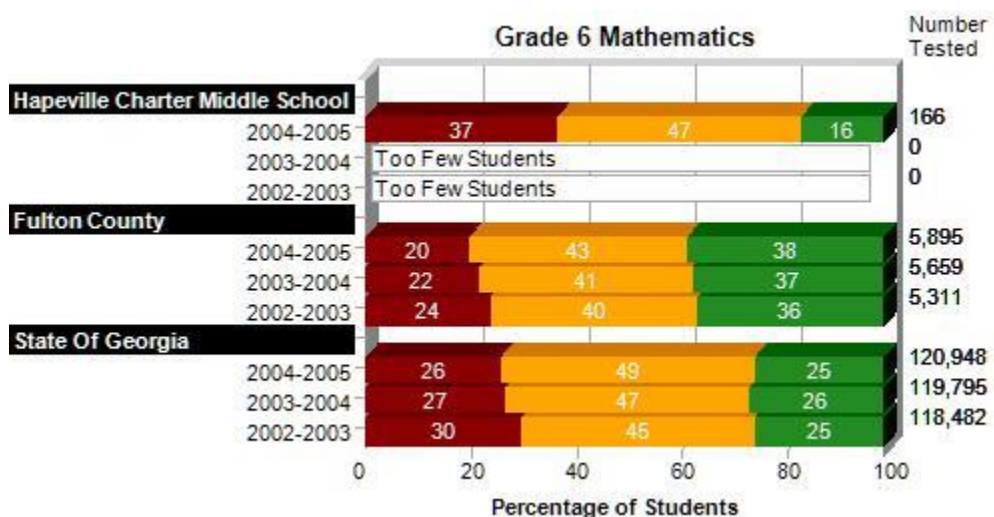
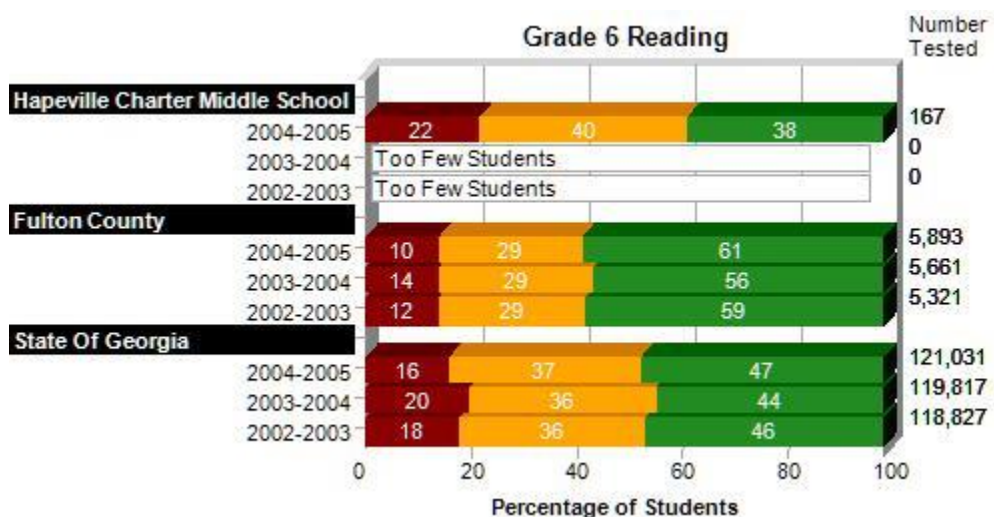
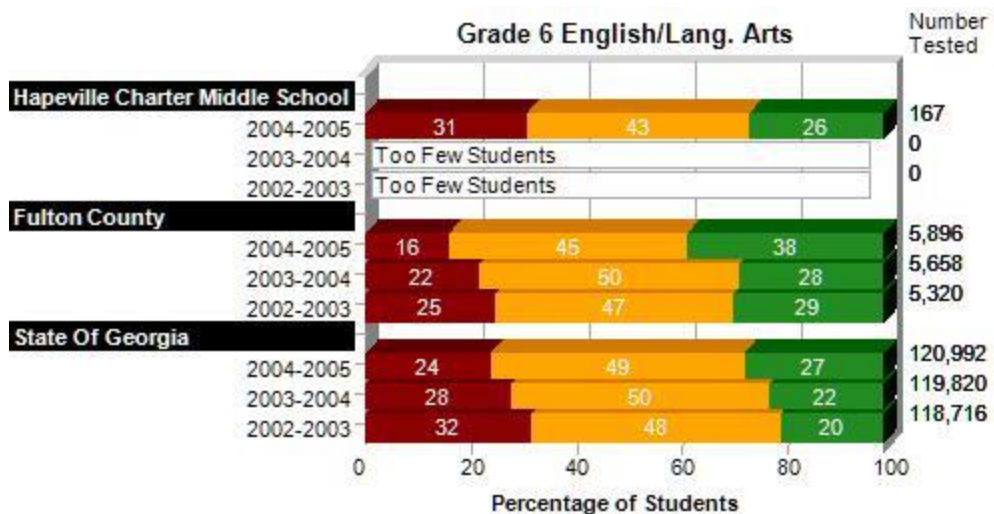
Indicators of Progress: Enrollment retention - 56.3% of Hapeville Middle School students were retained on the rosters compared to 68.7% of Fulton County Middle Schools. The retention rate of South Fulton middle schools students was 49.7%.

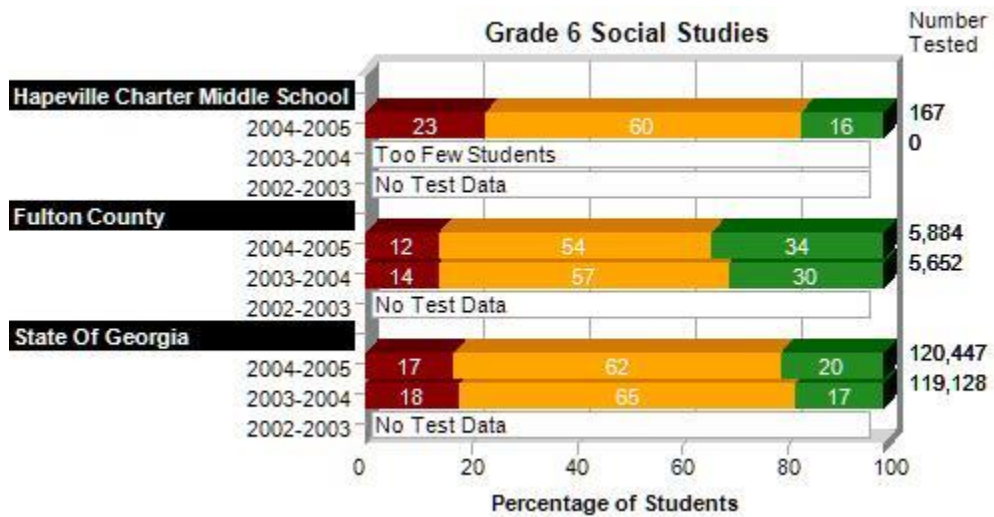
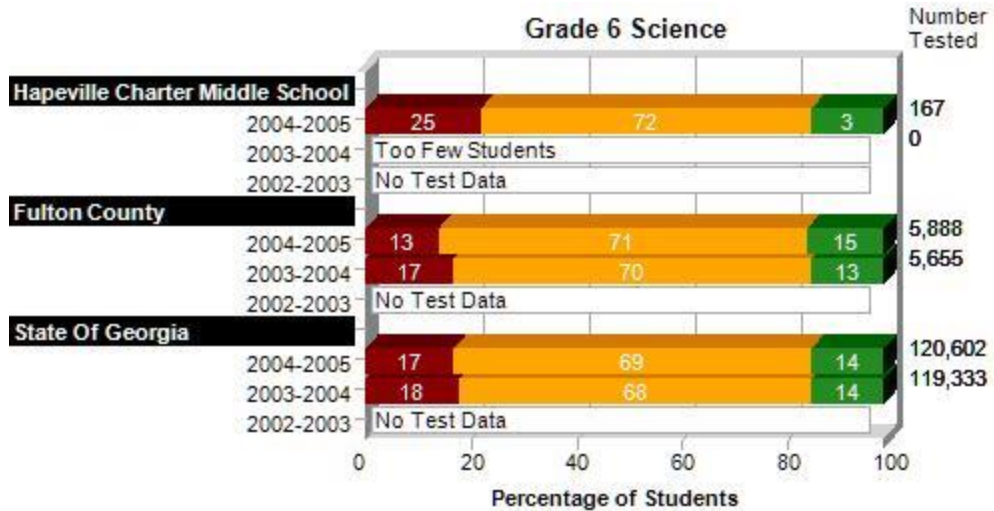
Financial Accountability

Did the school have an independent audit for the fiscal year ending June 30th, 2005? Yes

Were there any findings from this audit? No

Findings presently under review by the Georgia Department of Education Finance and Business Office.





INTERNATIONAL COMMUNITY SCHOOL

Contact Information

William L. Moon
3260 Covington Highway
Decatur 30032
(404) 499-8969

Basic Facts

District	DeKalb County
Type	Start-up
Opened	7/1/2002
Grades Served	K - 5
Enrollment	281
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 Charter School	Avondale Elementary School	Forrest Hills Elementary School	Robert Shaw Theme School	Georgia
Distance from Charter School (in miles)	0	3	0.9	0.9	0
Total Population	227	385	282	526	1,515,646

Diversity

Caucasian	29%	5%	2%	1%	49%
Black	49%	90%	88%	96%	38%
Hispanic	4%	1%	4%	0%	8%
Asian/Pacific Islander	10%	1%	1%	2%	3%
American	0%	0%	0%	0%	0%
Indian/Alaskan Native					
Multiracial	8%	4%	5%	1%	2%

Special Populations

ESOL	23%	15%	2%	0%	3%
Gifted	0%	8%	3%	11%	8%
Special Education	4%	6%	14%	5%	12%

Free & Reduced Lunch:

% of Total Population	66%	91%	85%	65%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>
Did the school make AYP?	Yes	Yes	No
Is the 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.

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
- "Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term
- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: Each student will improve her/his score on standardized tests in each year of operation, class-wide and school-wide averages for all standardized tests will be equivalent to the average for students in the school's attendance zone, ESOL students excepted, by no later than June, 2004

Progress on Goal: Attained

Indicators of Progress: With some few exceptions, individual students improved on their scores in standardized test from the 2003-04 to the 2004-05 sessions. On the average, ICS scores in the ITBS exceeded the average for schools in the ICS attendance zone for the 2004 session.

Goal 2: The school will develop an IEP for students who do not meet minimum standards on tests as defined by DeKalb County Schools.

Progress on Goal: Attained

Indicators of Progress: Plans completed.

Parental Involvement Goals

Goal 1: Every year, each "family unit" will have participated in at least two parent-teacher conferences.

Progress on Goal: Sufficient Progress

Indicators of Progress: All families participated in at least one parent-teacher conference in 2004-05. Over half participated in two or more conferences, and teachers conducted more than one conference for all parents who requested more than one.

Goal 2: Every year, each “family unit” will have participated in at least one school-wide activity or celebration.

Progress on Goal: Sufficient Progress

Indicators of Progress: During the year, ICS had a great many activities and celebrations sponsored by the school itself, or by the PTA, Family Outreach Committee, or other organization. Many of these events were very well attended, and it seems that almost all families participated in at least one. However, the school has no written documentation of attendance for all the events.

Other Goals

Goal 1: By June 2004, the school will have an established, ongoing relationship with at least two local and two international service projects.

Progress on Goal: Partial Progress

Indicators of Progress: ICS has contacted several schools both in the U.S. and abroad, but so far the school has not established formal relationships. We intend to formalize relationships during the current school year.

Goal 2 By June 2004, the school will have, at a minimum, the same degree of student, teacher and staff diversity in terms of national, ethnic, religious and socioeconomic backgrounds as it had at its opening in August 2002.

Progress Toward Goal: Attained.

Indicators of Progress: The school has continued to keep student numbers at approximately 50% refugee and 50% local children, and the school continues to recruit teachers and staff who are representative of the diversity.

Goal 3 By June 2004, a school portfolio documenting and chronicling the school’s practice of diverse cultural traditions and celebration of major national and cultural holidays will be presented to the School Board. Accompanying this portfolio will be narrative provided by students, parents and teachers documenting the creation and maintenance of community centered activities at ICS.

Progress Toward Goal: Attained.

Indicators of Progress: Though ICS has not produced actual portfolios various documents indicate the school’s attainment of this goal: newspaper articles, weekly newsletters to parents in seven languages, twice-a-year publication of *Community Connections*, website text and photos (www.intcomschool.org)

Goal 4 By June 2005, all teachers and staff will have completed, at a minimum, the equivalent of five SDUs in subjects directly related to the TESL and

counseling skills needed to facilitate the adjustments of the students at ICS.

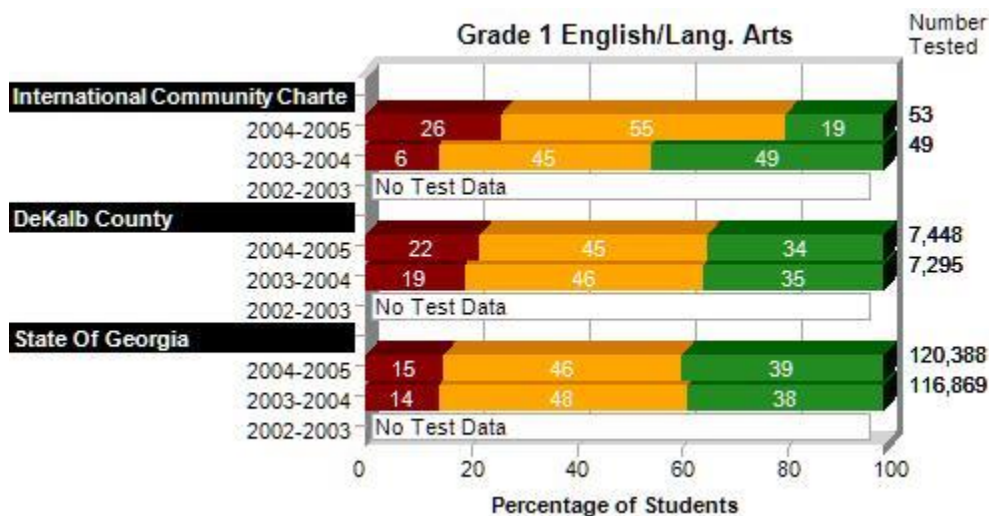
Progress Toward Goal: Some progress toward goal.

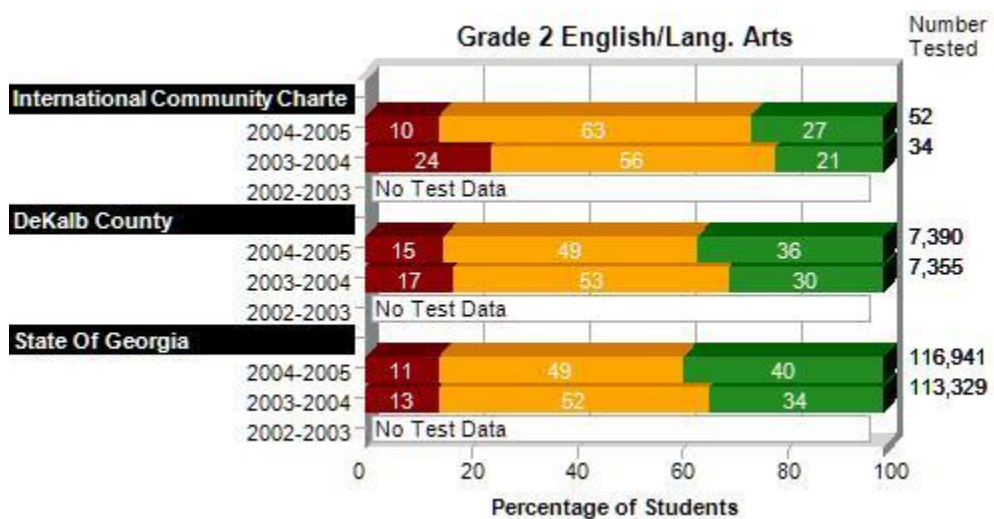
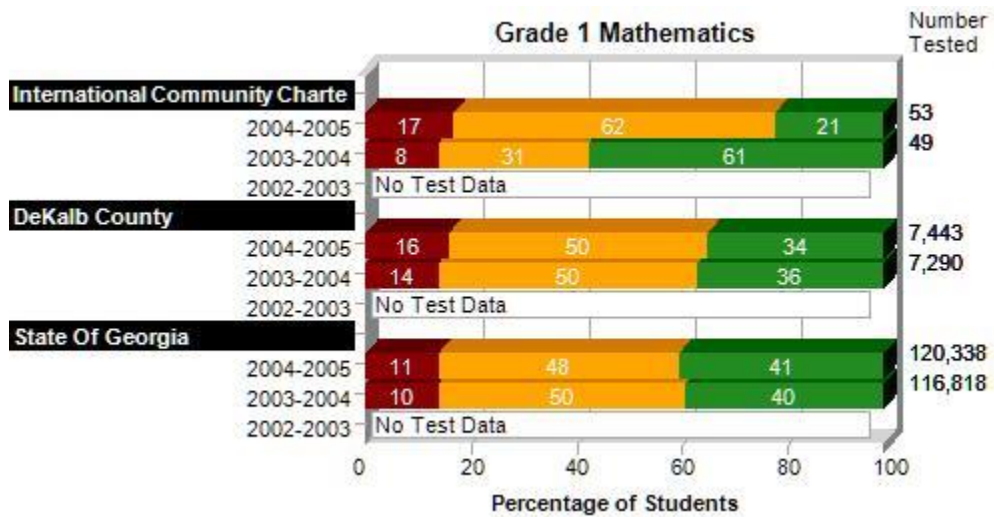
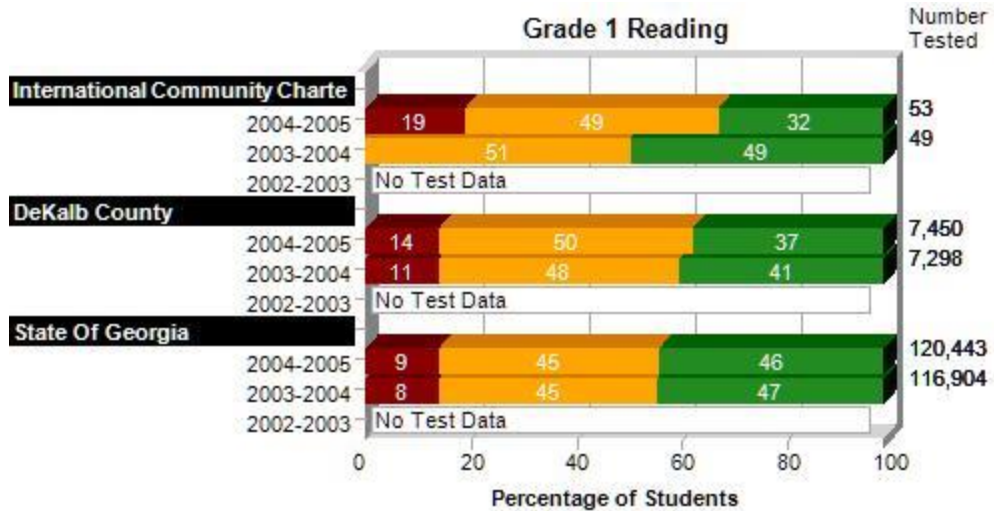
Indicators of Progress: The school has concentrated on IBPYP training for teachers, and some of this training concerns the specific work we must do with refugees whose English language and social skills may be somewhat or greatly lacking. In addition, the school has adopted the *Second Step Program* and teachers have been trained in the program. At least once a week, classroom teachers present a lesson on a conflictual situation and lead a discussion with students about different ways of avoiding or resolving such a situation. The school has also created a discussion committee on improvement of student academic achievement and behavior.

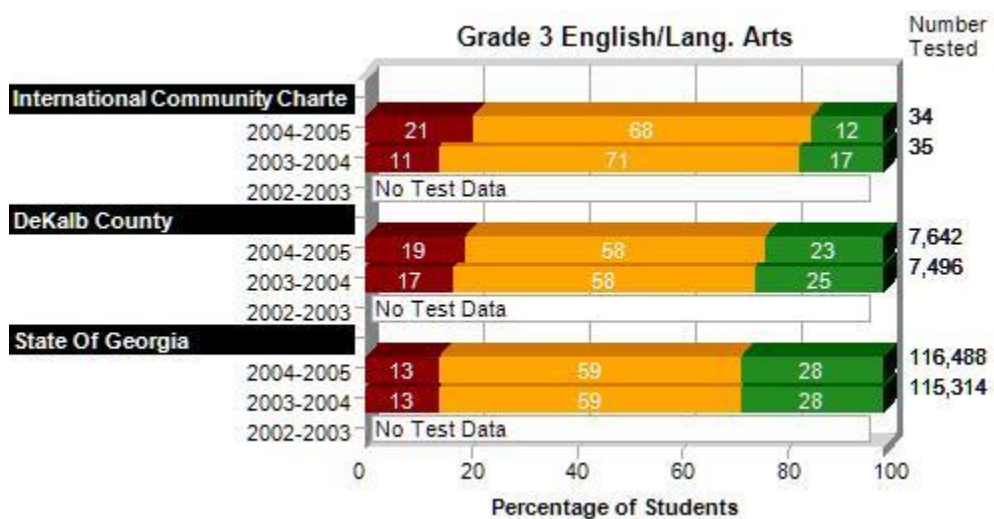
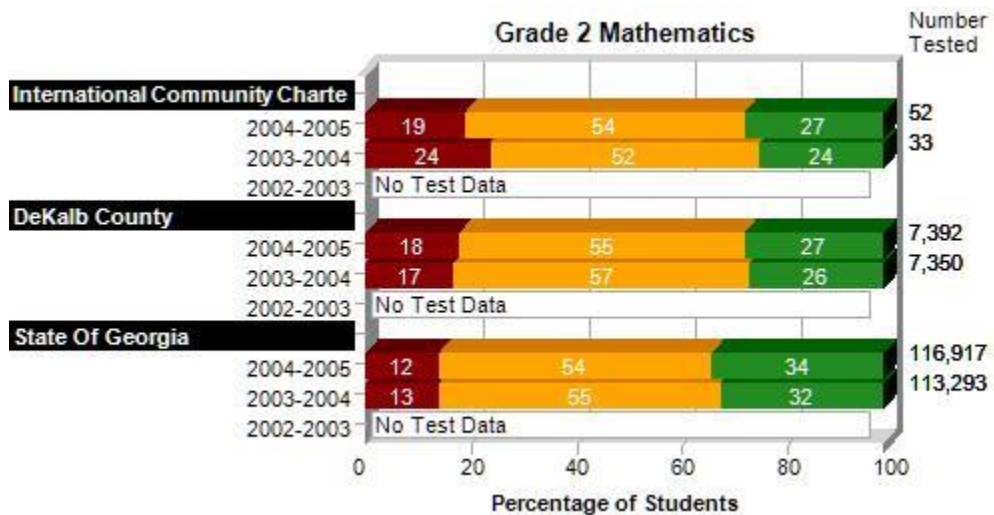
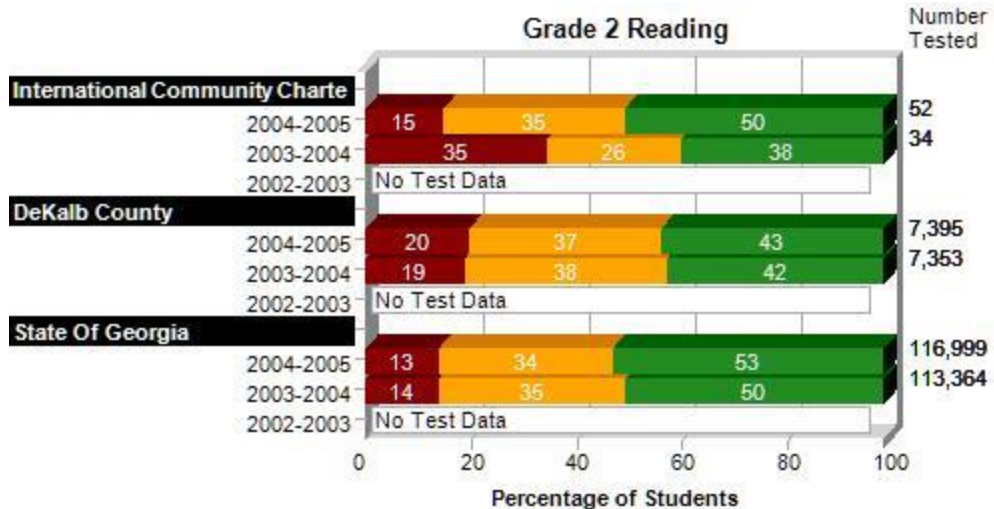
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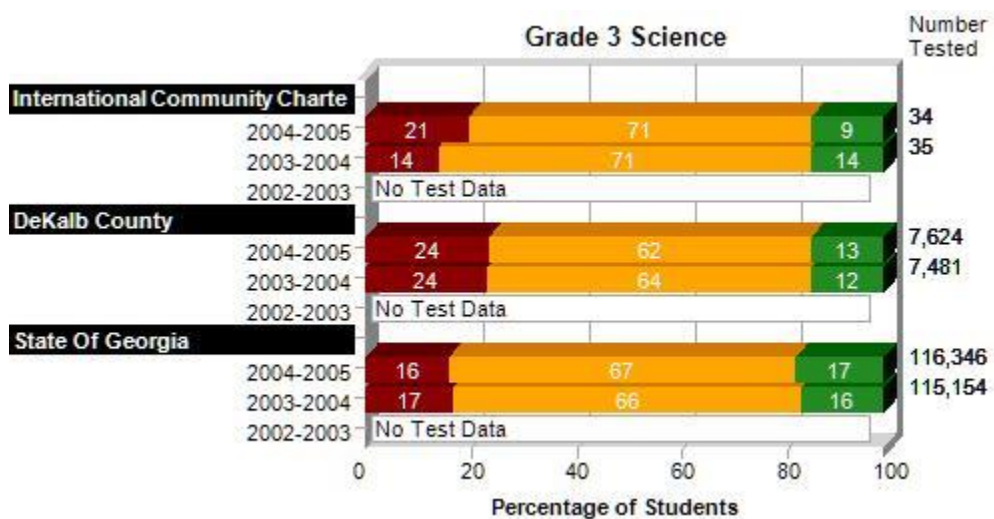
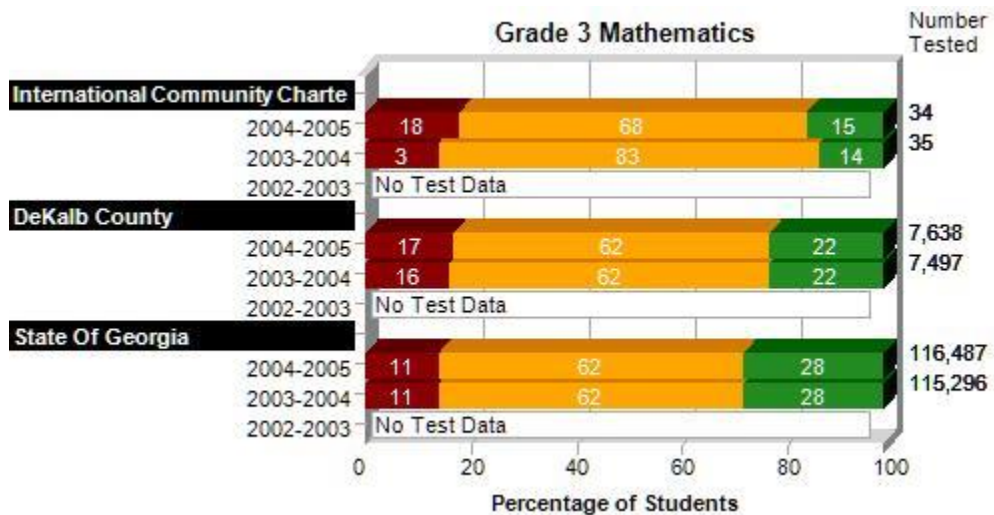
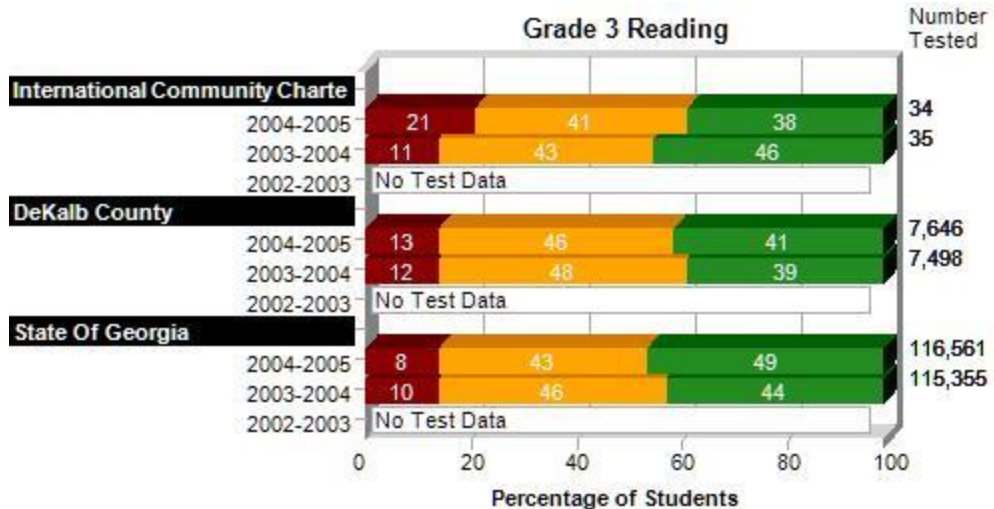
Did the school have an independent audit for the fiscal year ending June 30th, 2005? Yes

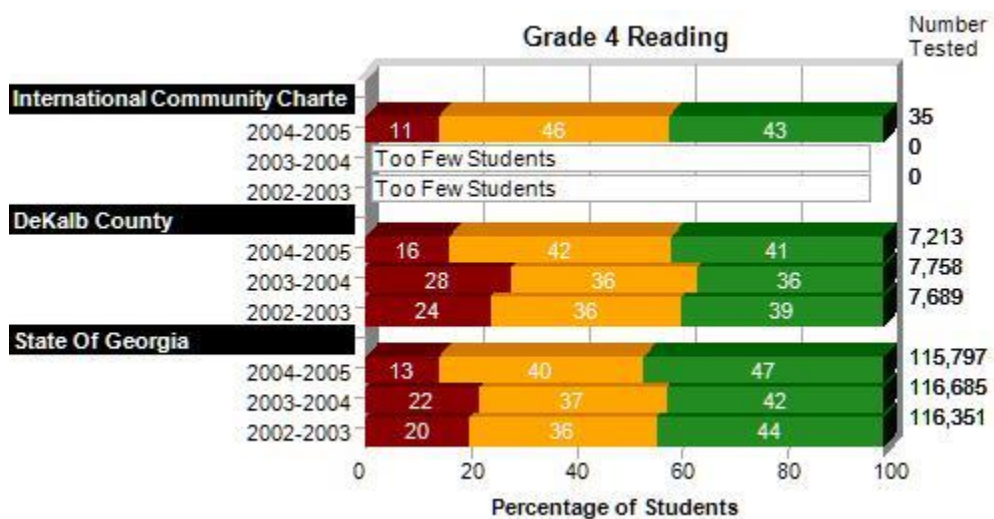
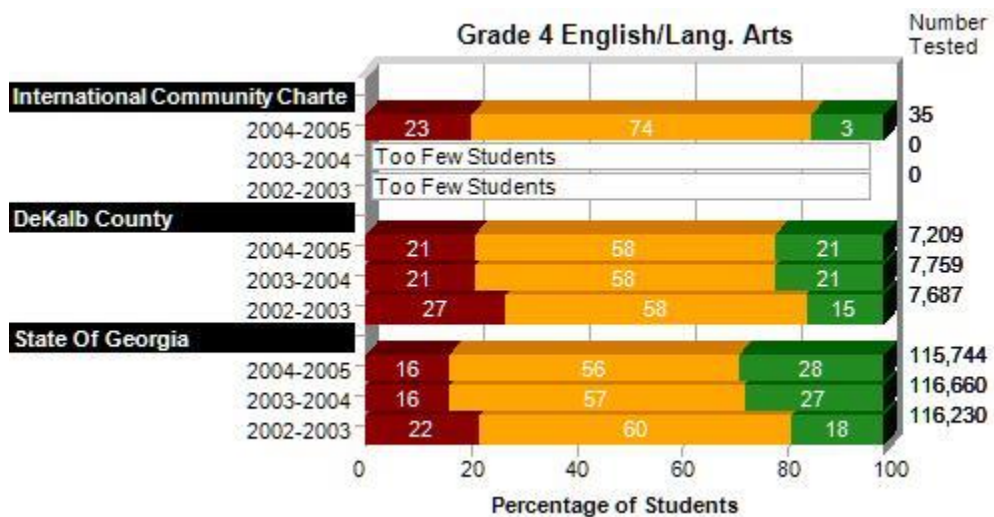
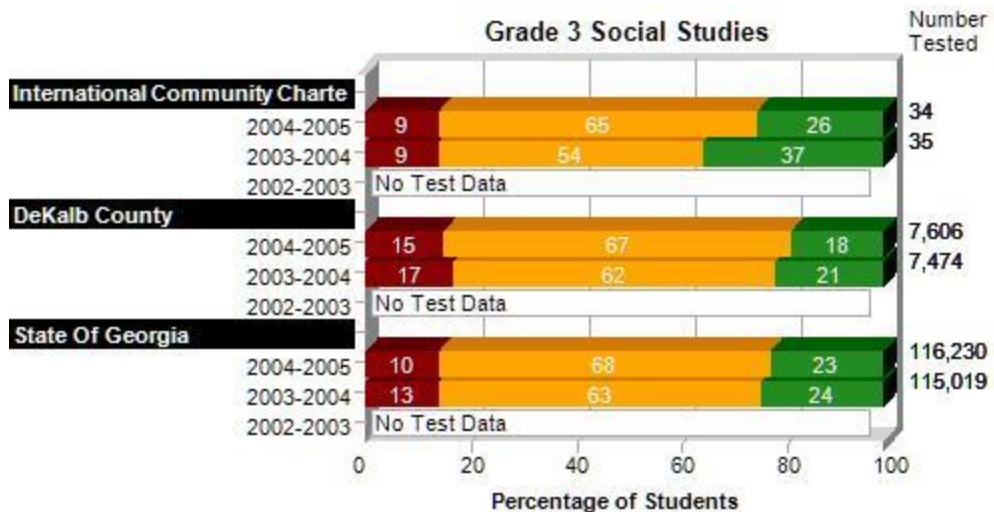
Were there any findings from this audit? No

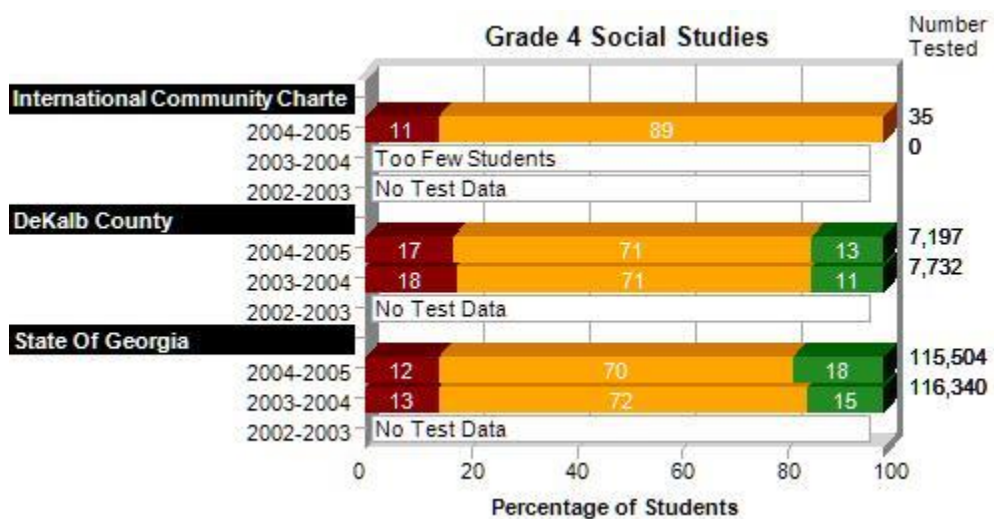
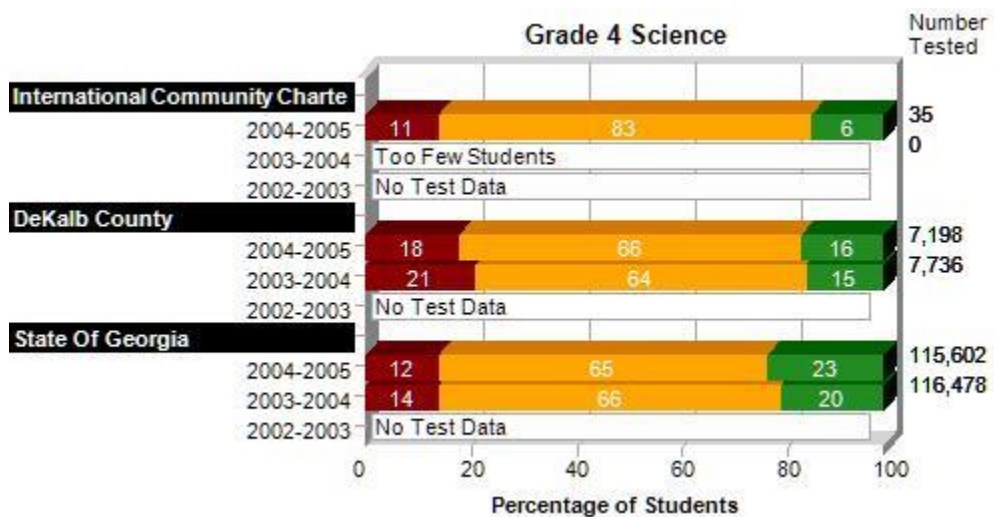
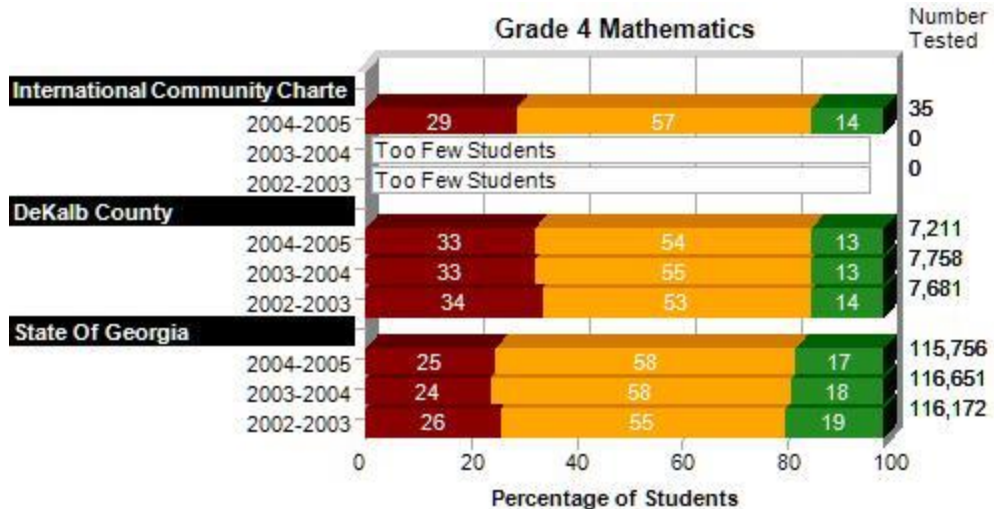












KENNESAW CHARTER SCHOOL

Contact Information

Shawn R. Black
1370 Lockhart Drive
Kennesaw 30144
(678) 290-9628

Basic Facts

District	Cobb County
Type	Start-up
Opened	8/1/2002
Grades Served	K - 5
Enrollment	438
Title I School	No

Mission

The mission of 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	Chalker Elementary School	Kennesaw Elem. School	Georgia
Distance from Charter School (in miles)	0	1	1.9	2.5	0
Total Population	421	748	859	839	1,515,646

Diversity

Caucasian	56%	62%	67%	58%	49%
Black	30%	20%	16%	20%	38%
Hispanic	5%	9%	7%	11%	8%
Asian/Pacific Islander	4%	3%	7%	5%	3%
American	1%	0%	0%	0%	0%
Indian/Alaskan Native					
Multiracial	4%	6%	4%	6%	2%

Special Populations

ESOL	0%	3%	3%	8%	3%
Gifted	0%	15%	12%	4%	8%
Special Education	5%	15%	9%	11%	12%

Free & Reduced Lunch:

% of Total Population	0%	27%	16%	22%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>
Did the school make AYP?	Yes	Yes	n/a
Is the 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.

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
- "Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term
- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: The Charter School Students will be strong and proficient readers.

Progress on Goal: Attained

Indicators of Progress: CRCT Performance Results
ITBS Results: Chancellor Beacon Comprehensive Assessment

Goal 2: The Charter School Students will master key concepts related to mathematics, science, and technology and apply them effectively in observing, analyzing, problem solving and synthesizing data

Progress on Goal: Attained

Indicators of Progress: CRCT Performance Results
ITBS: Chancellor Beacon Comprehensive Assessment

Parental Involvement Goals

Goal 1: The Charter School will be accountable for providing student and parent, assessment results and feedback on each student's educational achievement

Progress on Goal: Attained

Indicators of Progress: Parent Conferences; Student Learning Plan (SLP); Data from standardized tests

Goal 2: The Charter School will establish the necessary relationships to assure community support and parental engagement in support of the schools goals and objectives.

Progress on Goal: Sufficient Progress

Indicators of Progress: Parent volunteers (minimum 30 hour requirement)
Monthly Family Nights; Partnerships with various businesses

Community Involvement Goals

Goal 1: The Charter School will establish the necessary relationships to assure community support and parental engagement in support of the schools goals and objectives.

Progress on Goal: Sufficient Progress

Indicators of Progress: Parent Volunteers (minimum 30 hour requirement)
Monthly Family Nights; Partnerships with businesses

Student Conduct Goals

Goal 1: The Charter School will implement policies to create a school environment free of violence and drugs in order to protect students' health, safety, and civil rights

Progress on Goal: Sufficient Progress

Indicators of Progress: Character Education Program; Wellness Program; Classroom Discipline Plan

Other Goals

Goal 1: The Charter School will implement policies to create a school environment free of violence and drugs in order to protect students' health, safety, and civil rights.

Progress on Goal: Sufficient Progress

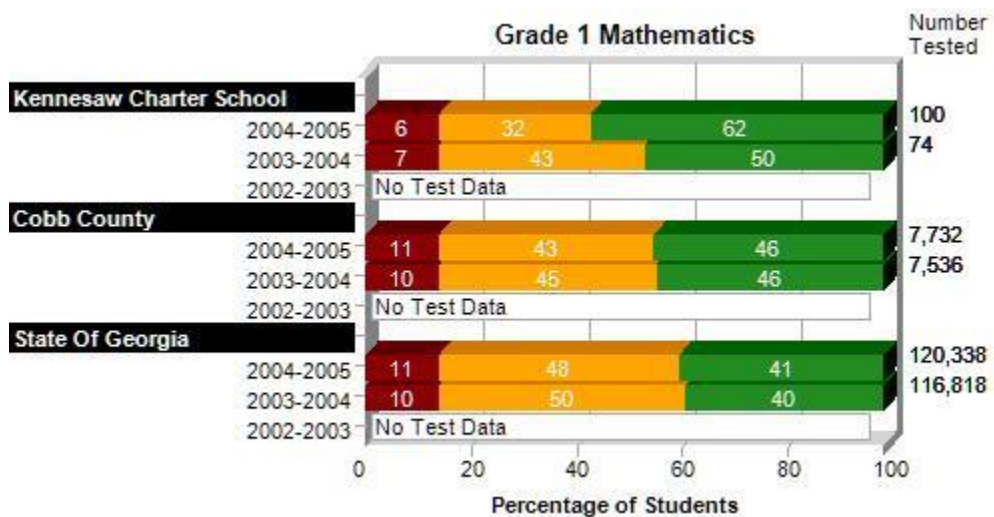
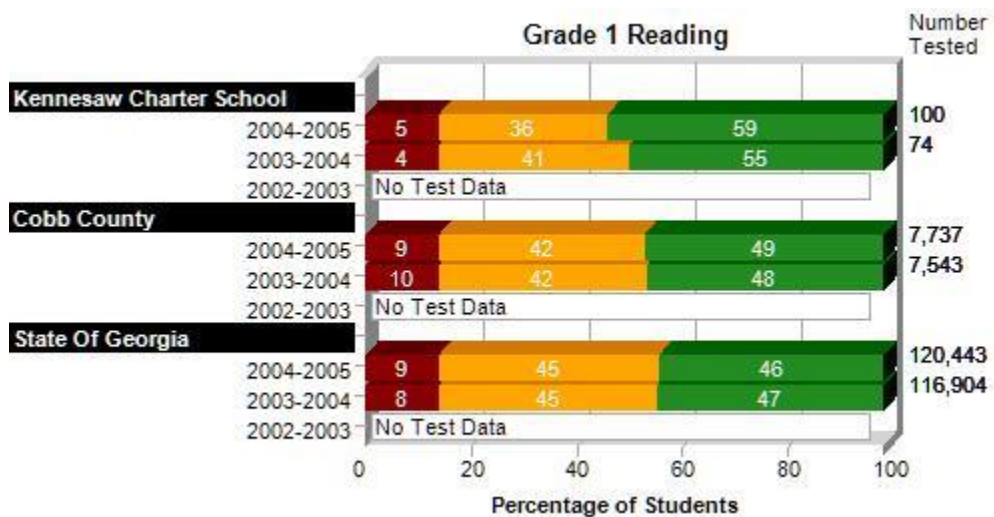
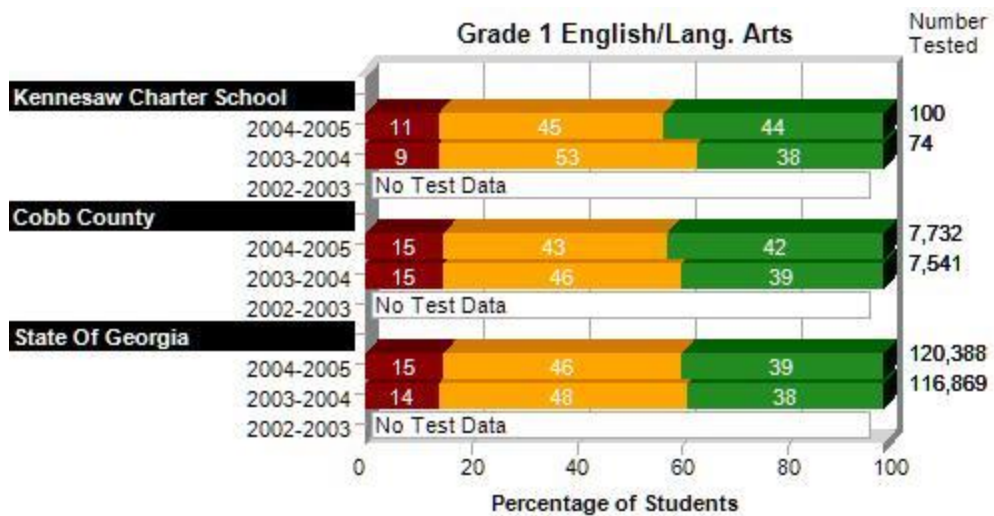
Indicators of Progress: Character Education Program; Wellness Program; Classroom Discipline Plan

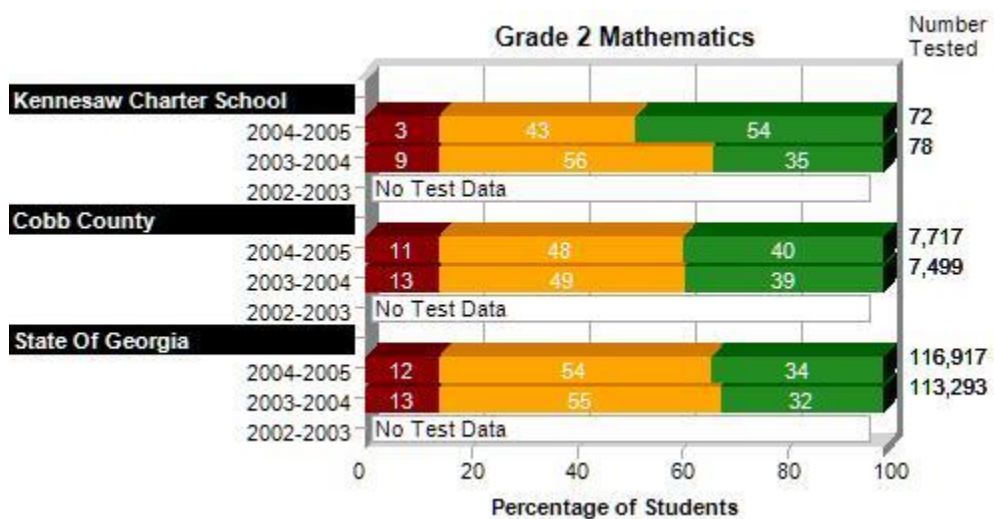
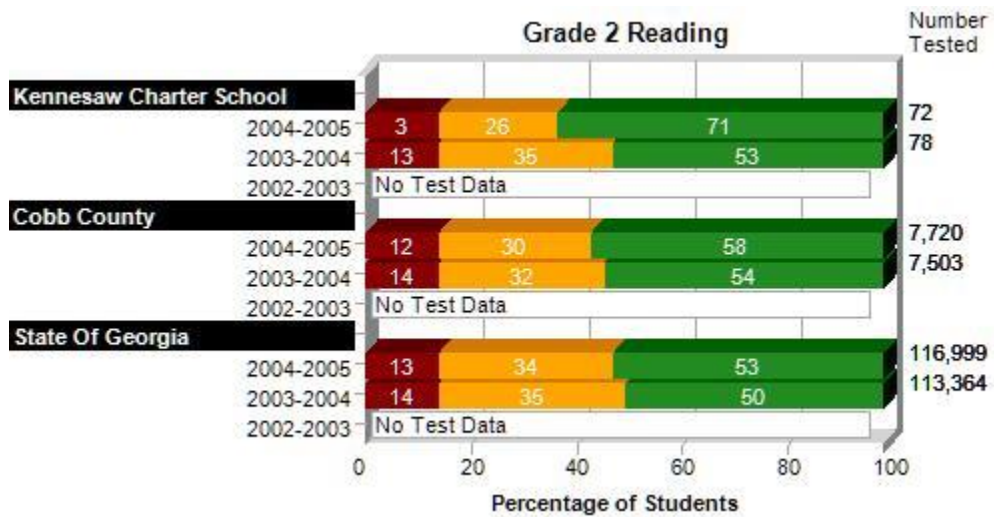
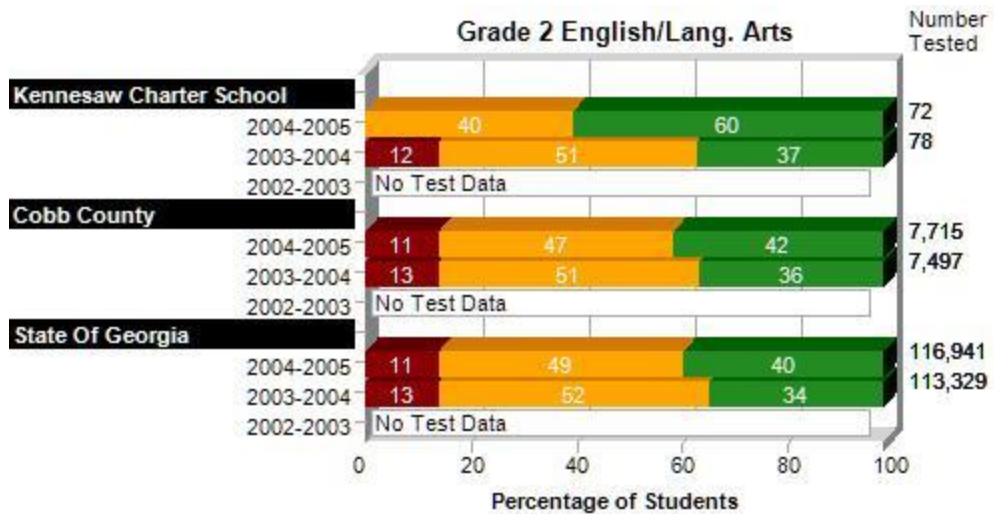
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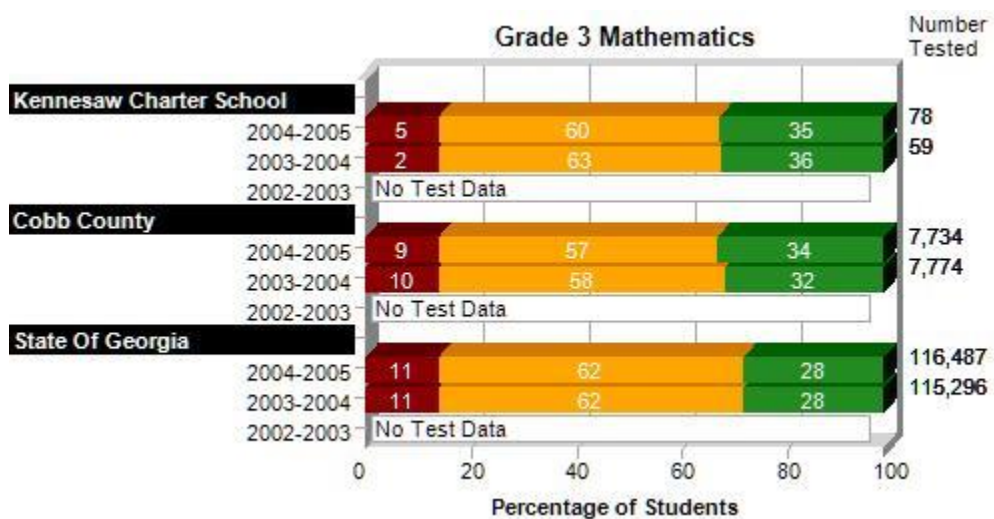
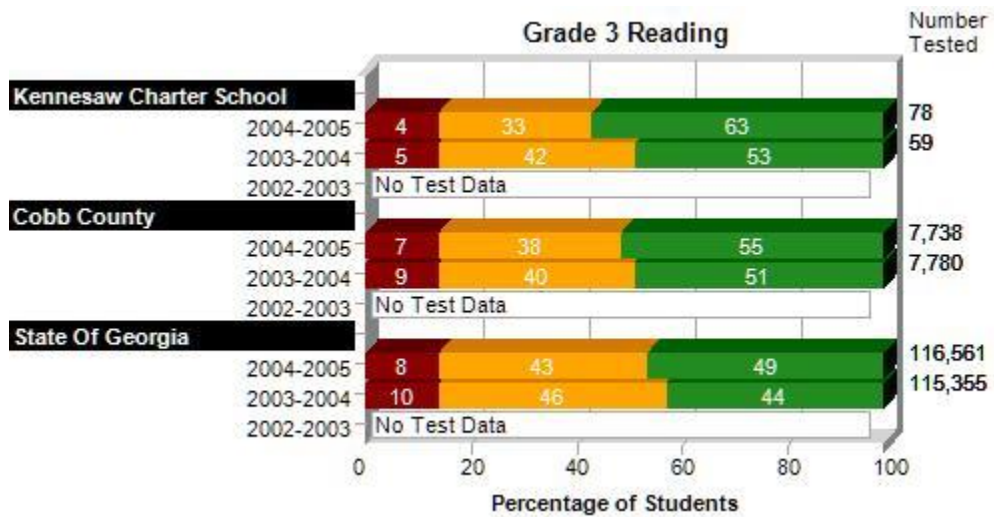
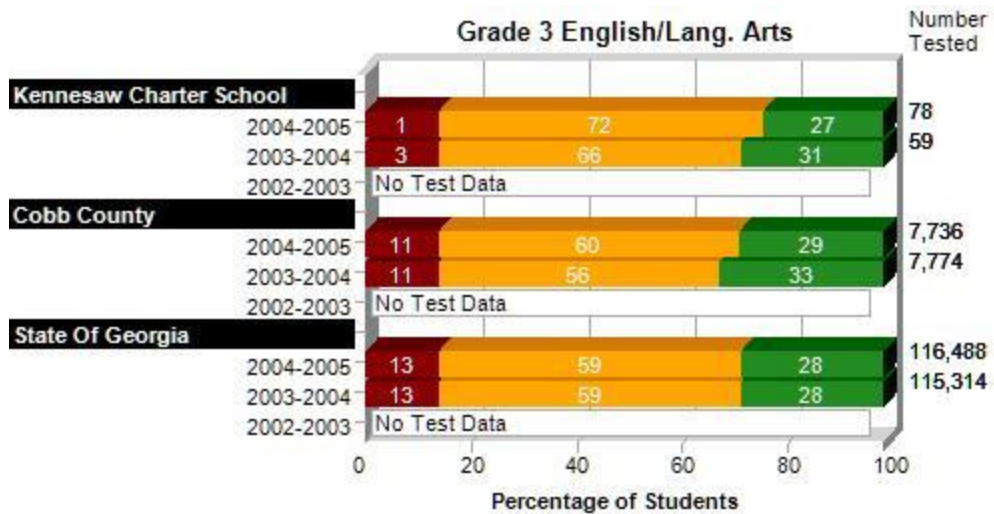
Did the school have an independent audit for the fiscal year ending June 30th, 2005? Yes

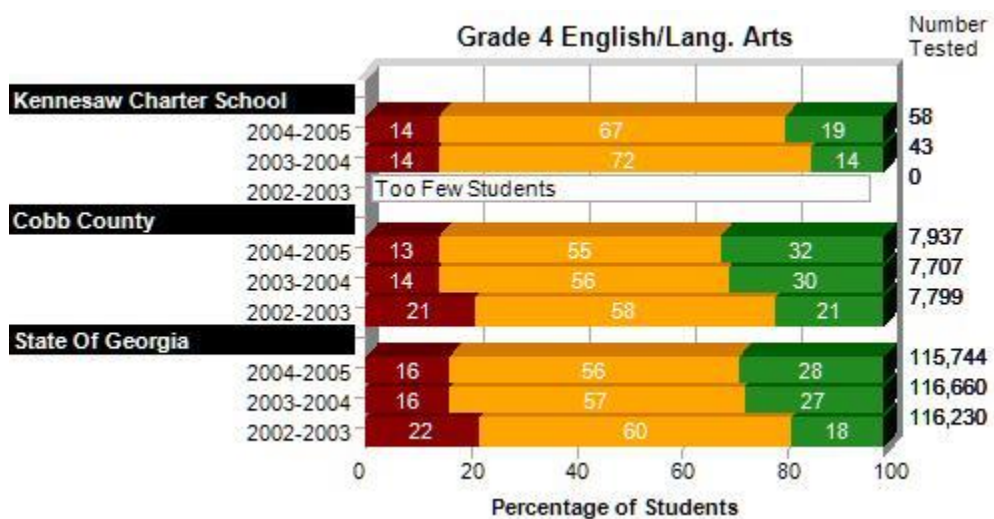
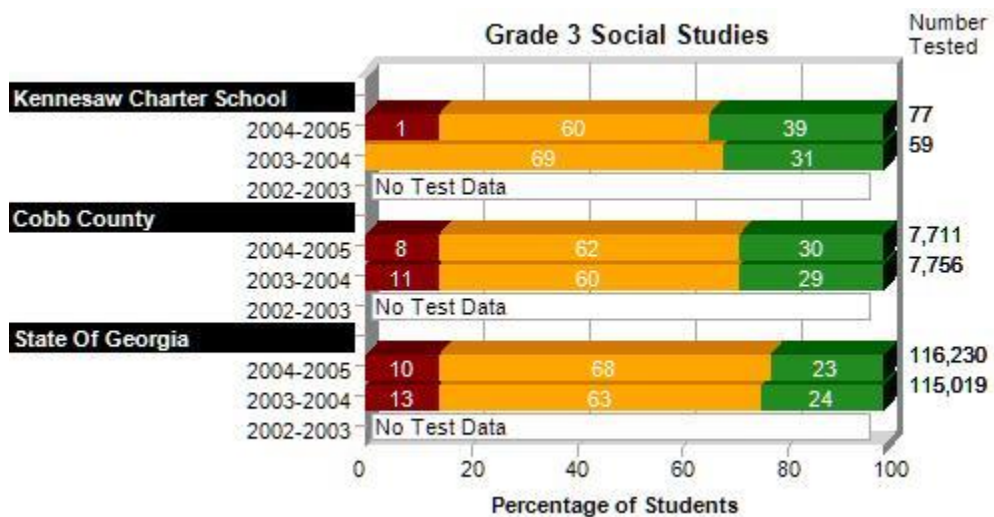
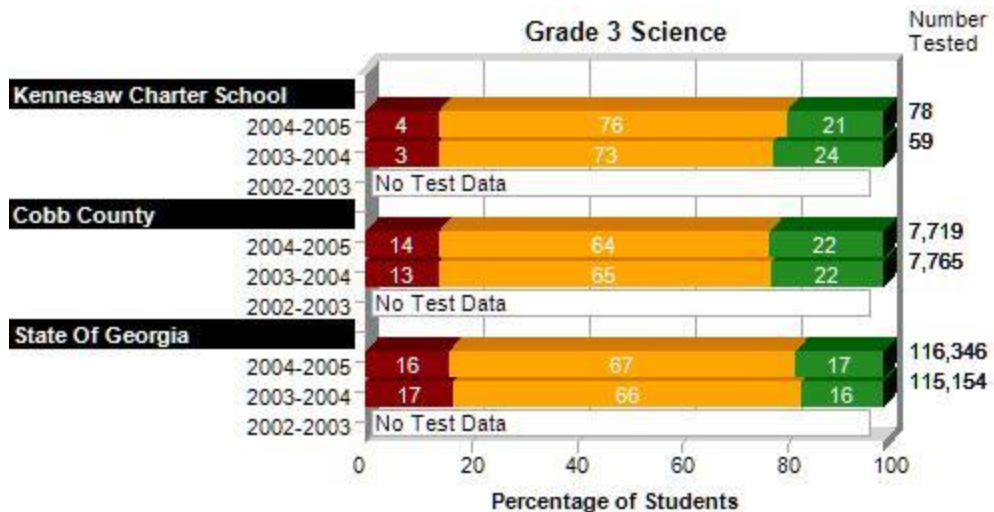
Were there any findings from this audit? Yes

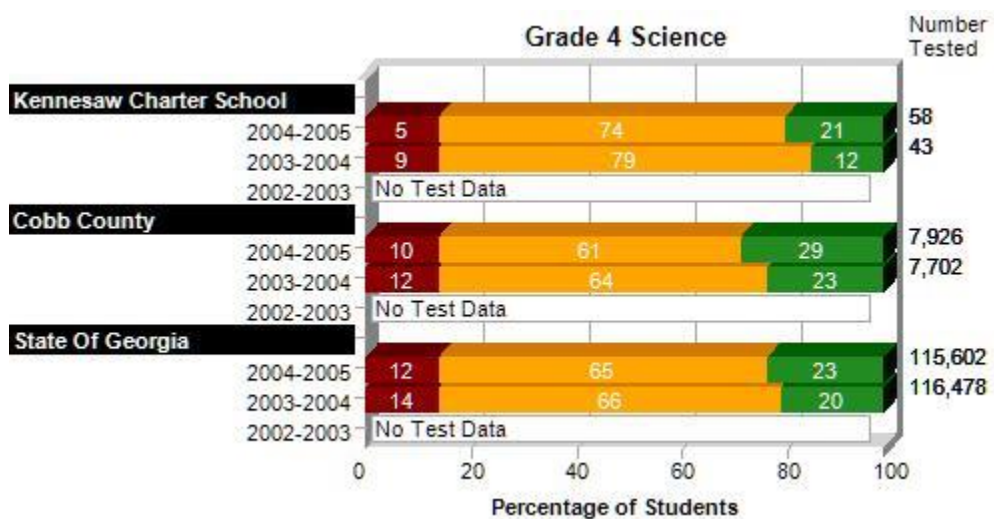
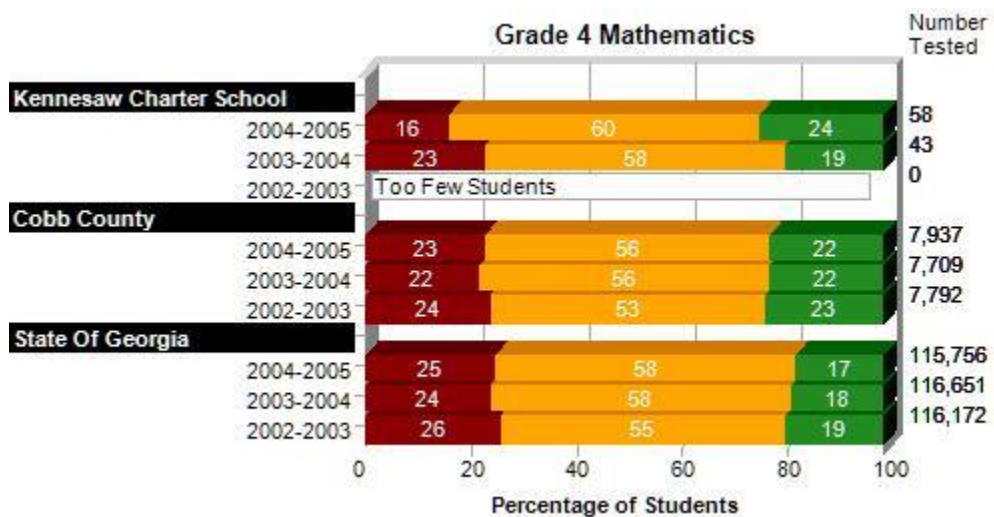
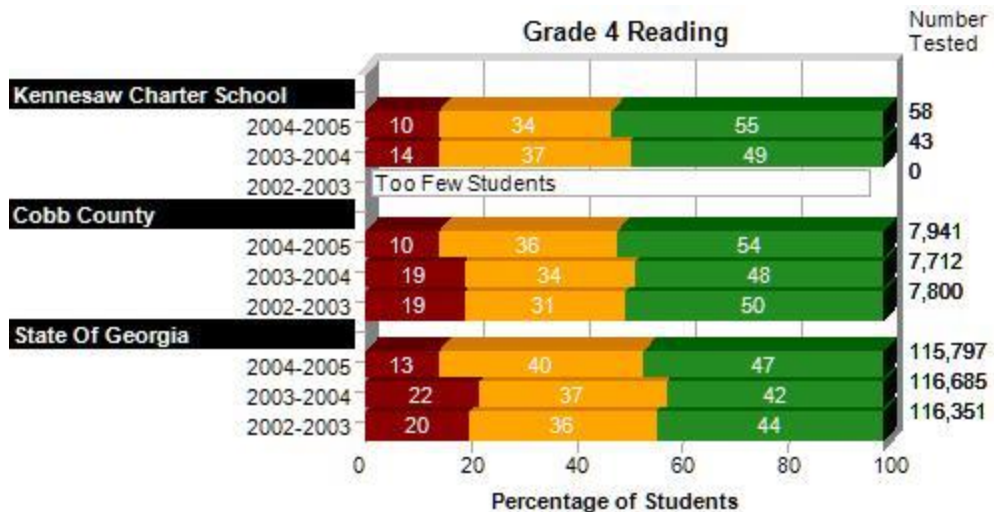
Findings presently under review by the Georgia Department of Education Finance and Business Office.

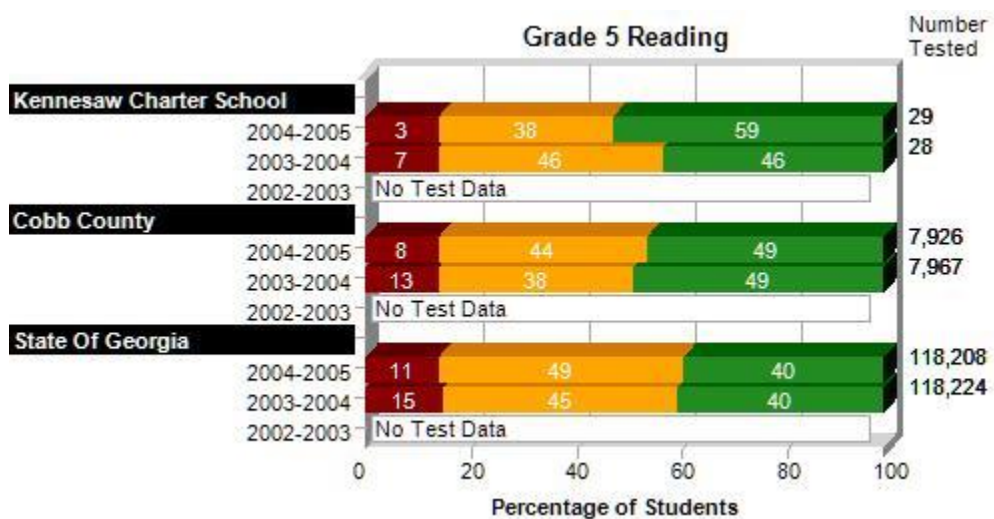
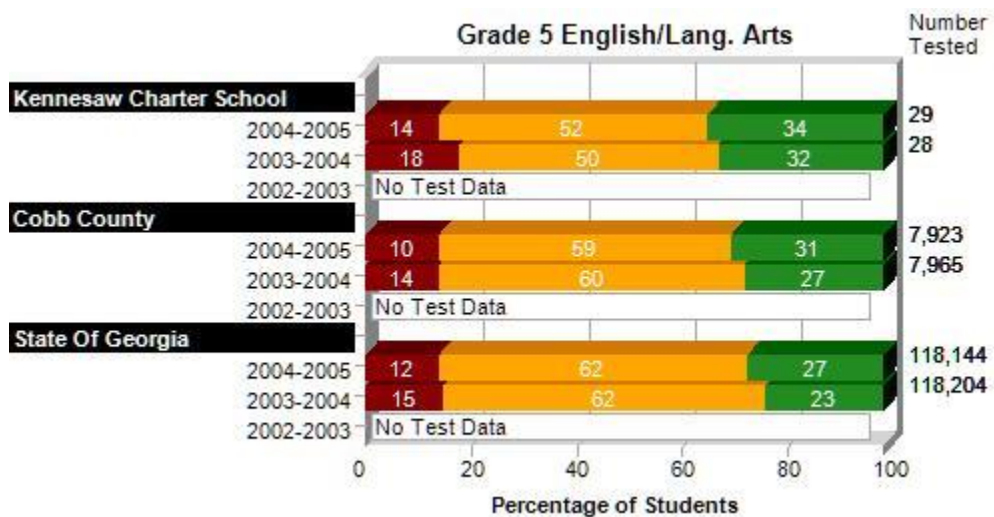
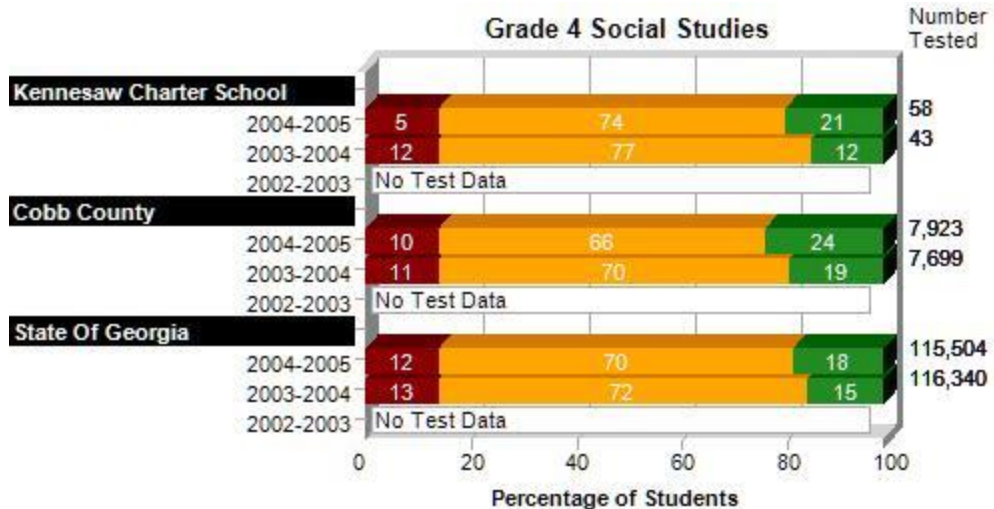


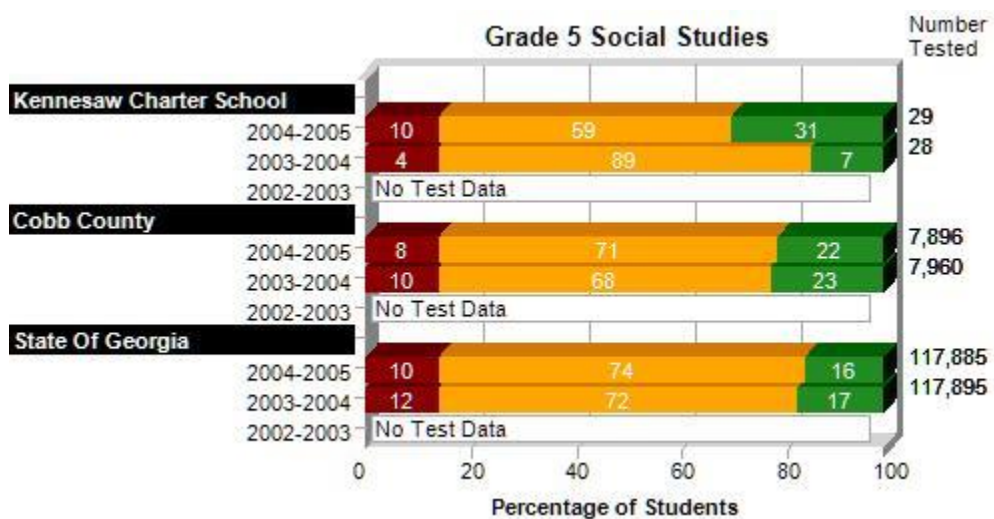
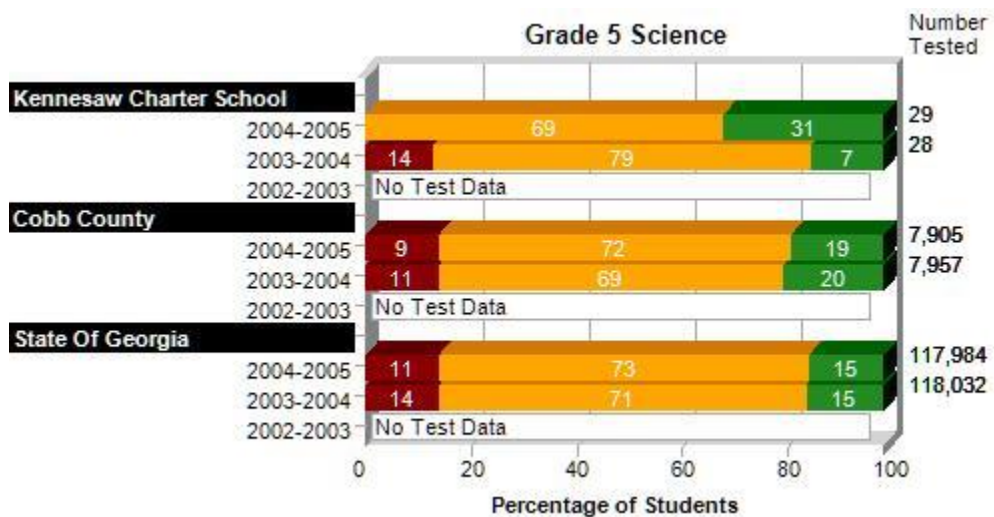
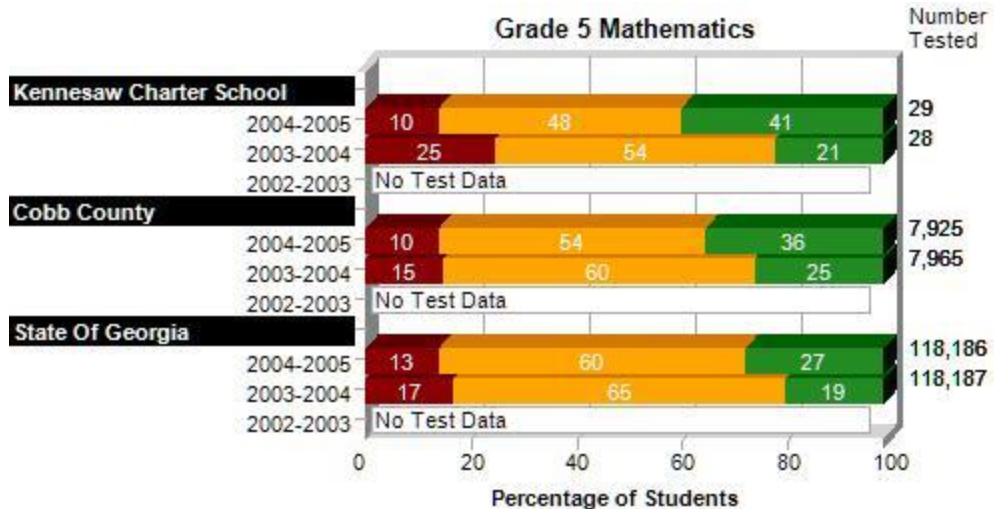












KidsPeace SCHOOL OF GEORGIA

Contact Information

Patricia Swint
101 KidsPeace Drive
Bowdon 30108
(770) 437-7233

Basic Facts

District	Carroll County
Type	Start-up
Opened	9/27/2004
Grades Served	4 - 12
Enrollment	60
Title I School	Yes

Mission

Our mission is to give kids confidence to overcome crisis. To that end we will provide the widest array of people, services, products, and facilities offered in the nation, wholly committed to excellence and solely dedicated to protect children from, in, and through crisis.

Demographics

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. At the time the data was gathered, the enrollment was fewer than ten.

	CharterName	School1	School2	School3	Georgia
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 AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>
Did the school make AYP?	n/a	n/a
Is the school in Needs Improvement?	n/a	n/a

There are not enough students in this school for the Accountability Profile determination to be statistically reliable; therefore, an Accountability Profile determination has not been made for this school. These students are included in the District and State Accountability Profile reports.

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

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
- "Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term
- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: Students will improve reading levels and abilities by participating in interdisciplinary curriculum.

Progress on Goal: No Progress

Indicators of Progress: CRCT, 73% of KidsPeace School's 8th graders scored above 300 in reading, 50% of KidsPeace School's 6th graders scored above 300, and 67% of KidsPeace School's scored above 300.

Goal 2: Students will improve mathematical levels and abilities by participating in an interdisciplinary curriculum.

Progress on Goal: No Progress

Indicators of Progress: CRCT, 12% of KidsPeace School's students in grades 6 - 8 scored above 300.

Goal 3: With basic skills, tests, and classroom practice, students will improve written and oral language through expression and mechanics.

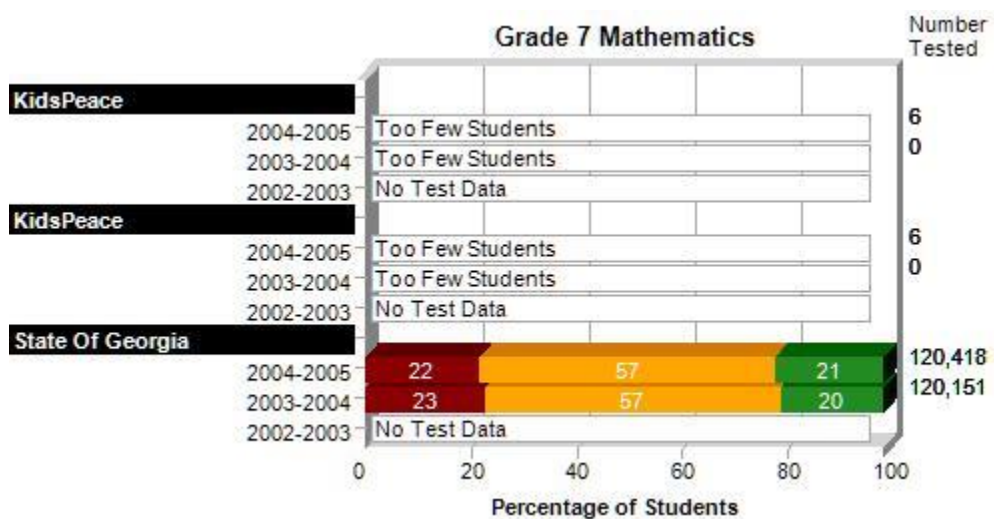
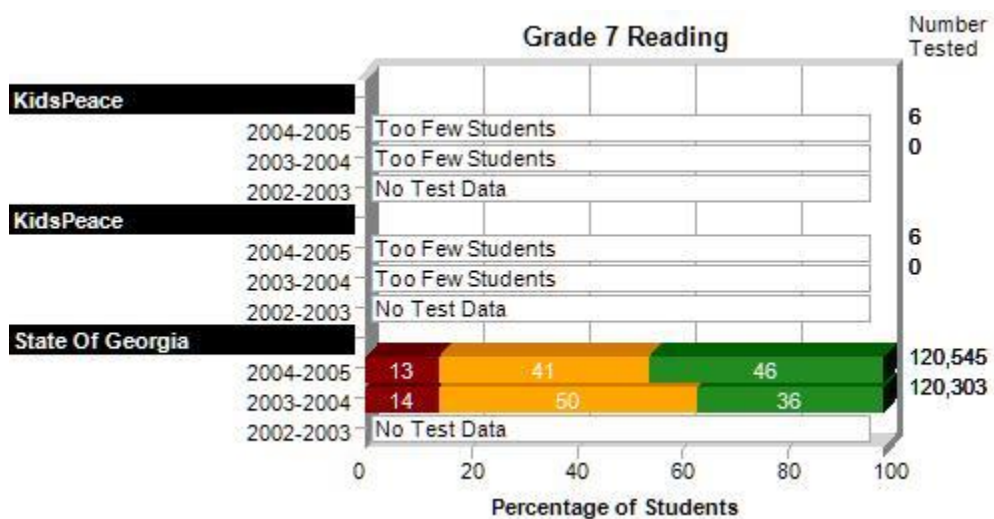
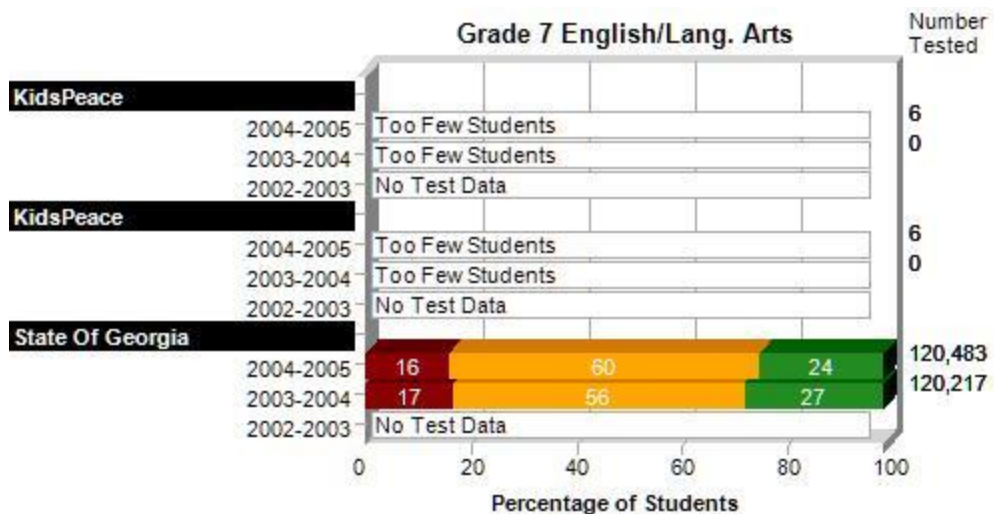
Progress on Goal: No Progress

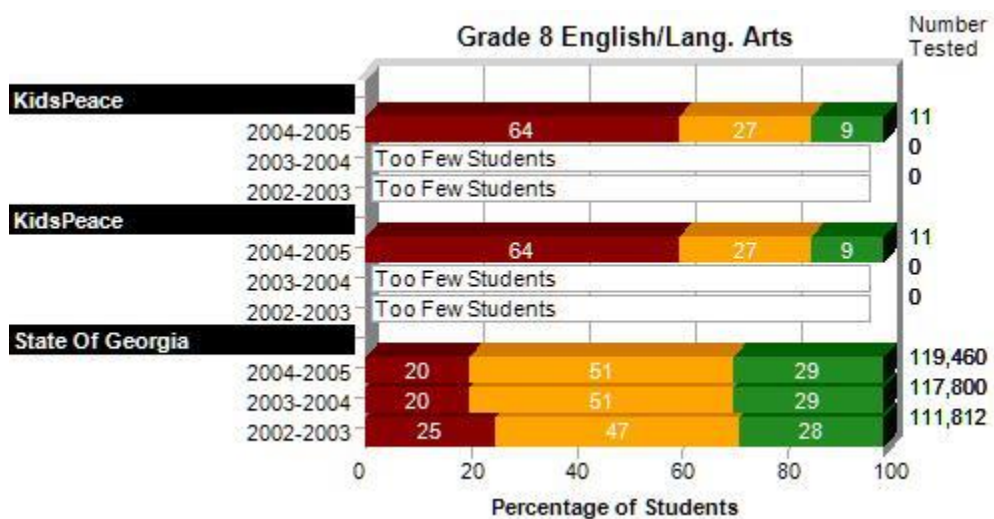
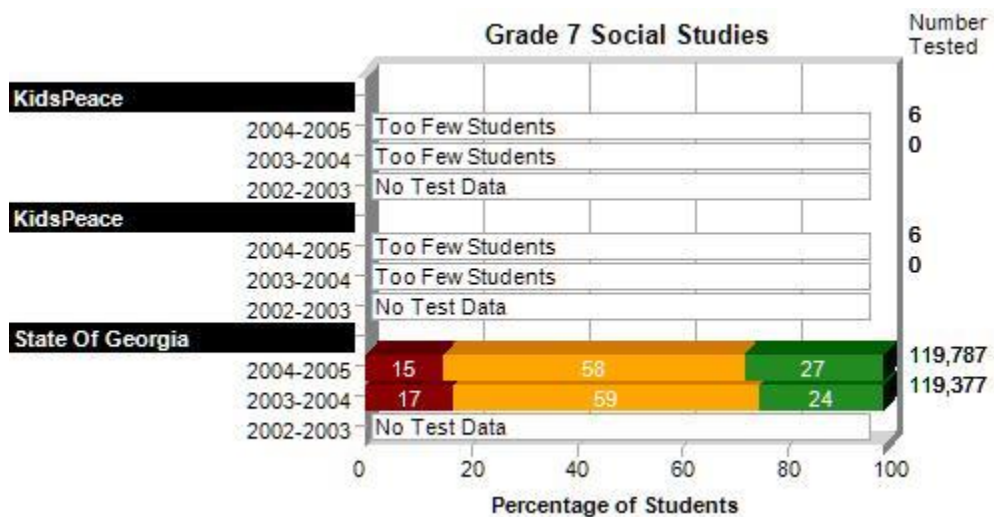
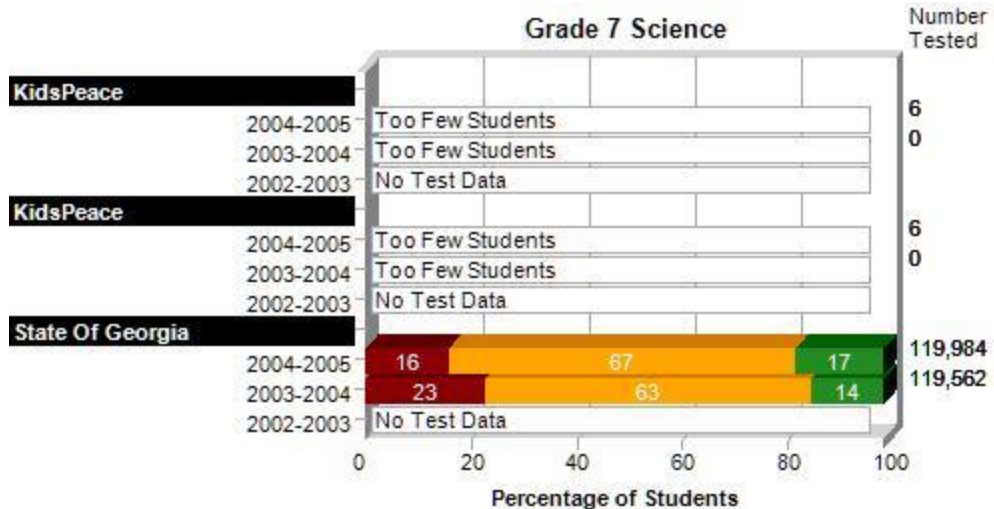
Indicators of Progress: CRCT, 36% of KidsPeace School's students grades 6 - 8 scored above 300.

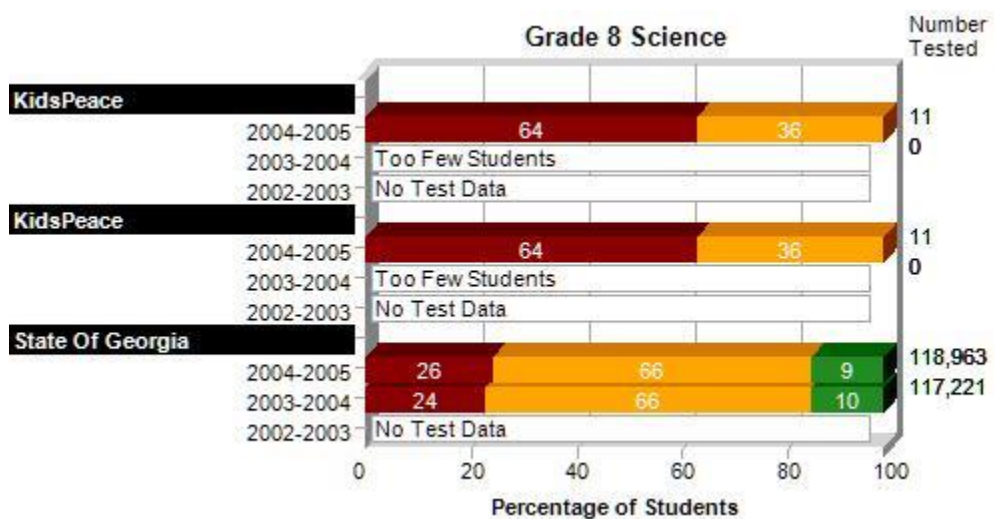
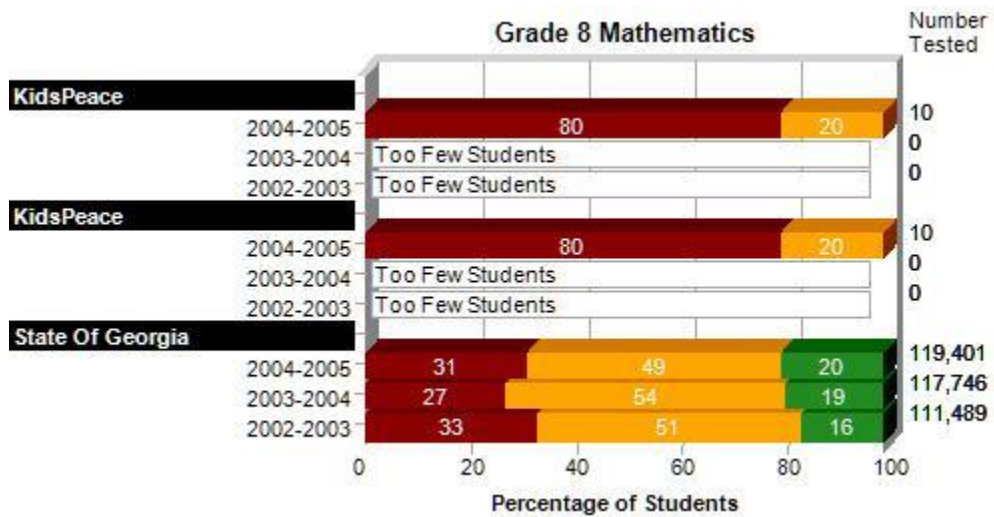
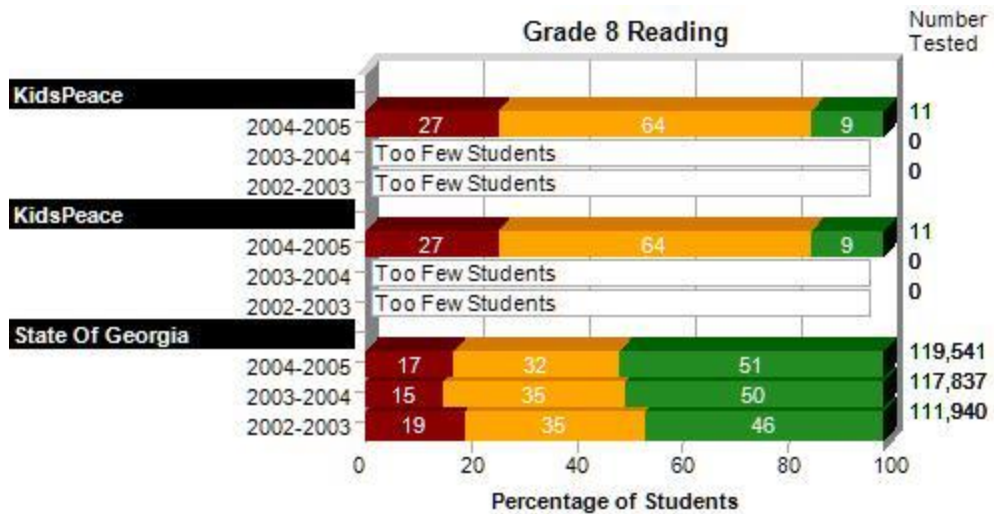
Financial Accountability

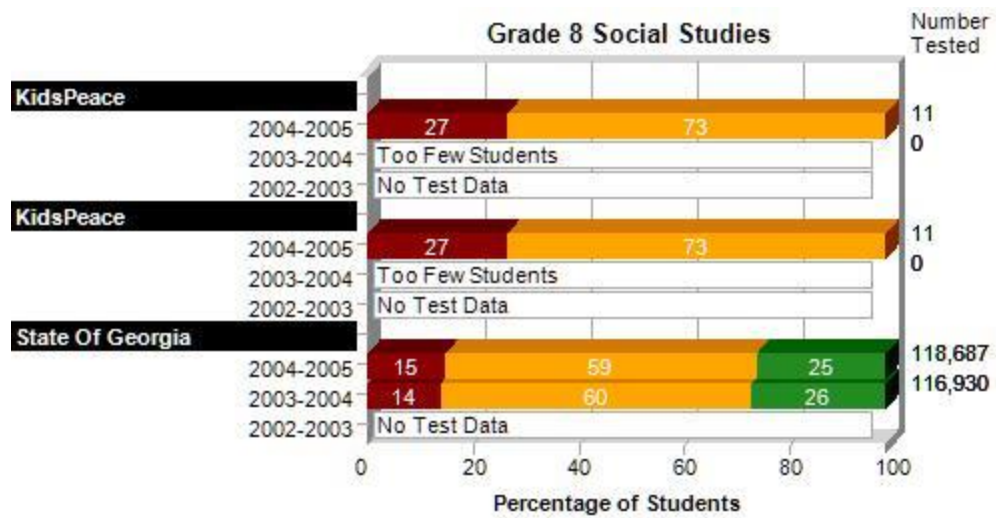
Did the school have an independent audit for the fiscal year ending June 30th, 2005? No

Were there any findings from this audit? No









KINGSLEY ELEMENTARY SCHOOL

Contact Information

Karen Graham
2051 Brendon Drive
Dunwoody 30338
(678) 874-8903

Basic Facts

District	DeKalb County
Type	Conversion
Opened	6/1/2004
Grades Served	Pre-K - 5
Enrollment	405
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.

Our goals and objectives represent five essential areas of school operation: language, reading, mathematics, learning environment, and parent/community involvement. To achieve goals and objectives of the Charter, Kingsley has chosen to implement research based Brain Compatible Learning strategies.

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 the arts.
- High expectations and active parental support promote high student achievement.
- Learning is maximized in an accepting and nurturing environment composed of diverse student and faculty populations.
- All students are lifelong learners.
- Good self esteem is vital for maximum student achievement.

Demographics

	Kingsley Elementary School	Vanderlyn Elementary School	Chesnut Elementary School	Hightower Elementary School	Georgia
Distance from Charter School (in miles)	0	0.8	1.7	2.4	0
Total Population	345	781	529	513	1,515,646

Diversity

Caucasian	41%	80%	36%	4%	49%
Black	41%	3%	30%	23%	38%
Hispanic	6%	1%	16%	68%	8%

Asian/Pacific Islander	5%	13%	12%	3%	3%
American	0%	0%	0%	0%	0%
Indian/Alaskan Native					
Multiracial	8%	3%	6%	2%	2%

Special Populations

ESOL	3%	3%	10%	27%	3%
Gifted	28%	38%	24%	0%	8%
Special Education	9%	13%	7%	11%	12%

Free & Reduced Lunch:

% of Total Population	23%	2%	30%	90%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>	
Did the school make AYP?	Yes	Yes	Yes	
Is the 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.

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
- "Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term
- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: Language Arts – Kingsley students (PreK - 5) will increase language skills, as measured by the ITBS, the CRCT, GKAP and the Georgia Writing Assessment, by participating in an interdisciplinary language based (Brain-Based) curriculum and instructional model.

Progress on Goal: Exceeded

Indicators of Progress: The CRCT is one of the assessment tools used to measure success for our students in Language Arts. Each year Kingsley's students will attain scores which are a minimum of 10 or more percentage points higher than the county average on all grade levels tested in Language Arts. Spring 2005 CRCT scores indicate students scored above the 10 point minimum in comparison to the county in all grades.

English/Language Arts

Grade DeKalb Kingsley

1	333	346
2	337	354
3	327	348
4	324	341
5	326	352

The Georgia Writing Assessment is used to assess writing skills of our fifth grade students. Ninety-two percent (92%) of our fifth grade students scores in the Engaging and Extending Developmental Stage on the 2005 Grade 5 Writing Assessment. These two stages represent the highest performance levels on the developmental scale.

Goal 2: Reading – Kingsley students (PreK - 5) will improve reading skills, as measured by the ITBS, the CRCT, GKAP and Reading Renaissance scores, by participating in an interdisciplinary language-based (Brain-Based) curriculum and instructional model.

Progress on Goal: Exceeded

Indicators of Progress: The CRCT is one of the assessment tools used to measure success for our students in reading. Each year Kingsley's students will attain scores which are a minimum of 10 or more percentage points higher than the county average on all grade levels tested in reading. Spring 2005 CRCT scores indicate students in grades 1, 2, 3, 4, & 5 scored above the 10 point minimum in comparison to the county.

Reading

Grade DeKalb Kingsley

1	338	357
2	340	368
3	340	352
4	338	366
5	335	389

The ITBS is the second assessment tool used to measure success in Reading in grades 3 and 5. Each year Kingsley's students will maintain scores a minimum of 10 or more percentage points higher than the county average in reading. 2004 ITBS scores indicate students in grades 3 and 5 scored well above the minimum of 10 or more percentage points in comparison to the county in reading.

Reading

Grade DeKalb Kingsley

3	57	74
5	54	82

Goal 3: Math – Students will improve math skills, as measured by the ITBS, GKAP and the CRCT, by participating in an interdisciplinary language-based (Brain-Based) curriculum and instructional model.

Progress on Goal: Sufficient Progress

Indicators of Progress: The CRCT is one of the assessment tools used to measure success for our students in math. Each year Kingsley's students will attain scores which are a minimum of 10 or more percentage points higher than the county average on all grade levels tested in math. Spring 2005 CRCT scores indicates students in grades 1, 2, 4, & 5 scored a minimum of 10 or more points higher than the county average in math. Students in grade 3 scored above the county average; however the score was not a minimum of 10 points. Students scored 9 points above.

Math

Grade DeKalb Kingsley

1	335	349
2	330	350
3	328	337
4	314	335

The ITBS is the second assessment used to measure success of our students in math. Each year students will maintain scores a minimum of 10 or more percentage points higher than the county average in math. 2004 ITBS scores indicate students in grades 3 and 5 scored 10 or more points higher than the county average in math.

Math

Grade	DeKalb	Kingsley
3	60	77
5	55	74

Community Involvement Goals

Goal 1: Parent/Community Involvement – Kingsley Charter School will create a cooperative working partnership between school, parents, community, business leaders and Partners in Education that benefits students. The effectiveness of Parent/Community involvement will be reflected in the ITBS, CRCT, GKAP, and Reading Renaissance data.

Progress on Goal: Exceeded

Indicators of Progress: Active parental support is part of the foundation for Kingsley Charter School. To support this belief, parents are required to complete 16 hours of service per year at school-sponsored activities, programs, or in the classroom. During the 2004-2005 school year, Kingsley parents logged 7,824 hours in service to their children and to our school. Although the requirement is 16 hours per year per family, our average is 29 hours per family.

The Kiwanis of Dunwoody, Georgia Perimeter College, Dominos Pizza, and Jersey Mikes continued to be actively involved in supporting Kingsley Charter School during the 2004-2005 school year.

Other Goals

Goal 1: Technology – We will improve the technology skills of students. Teachers will use technology as an instructional tool.

Progress on Goal: Sufficient Progress

Indicators of Progress: As more of our teachers become INTECH certified, there has been an increase in the use of technology as an instructional tool. Students are required to complete more assignments using Inspiration, PowerPoint, KidPix, Microsoft Word and the Internet. There has also been an increase in the use of laptop computers.

Goal 2: Physical Learning Environment – Students will develop academic skills in a safe, inviting and supportive learning environment. The effectiveness of the learning environment will be reflected in the results of the ITBS, the CRCT, GKAP and Reading Renaissance data.

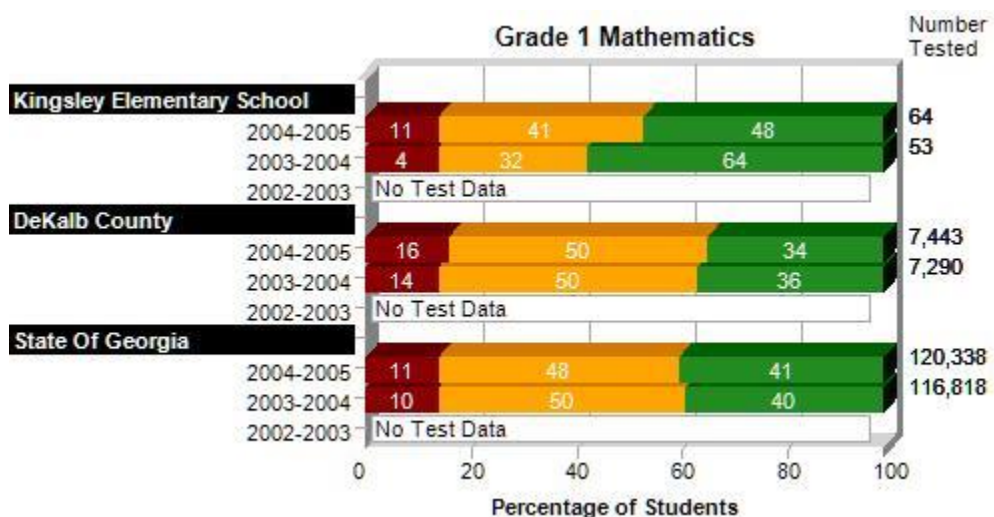
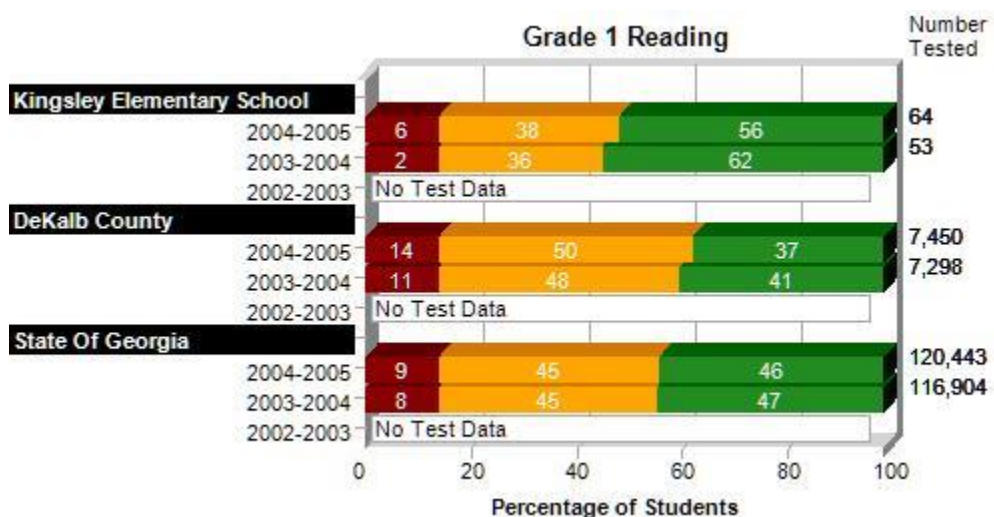
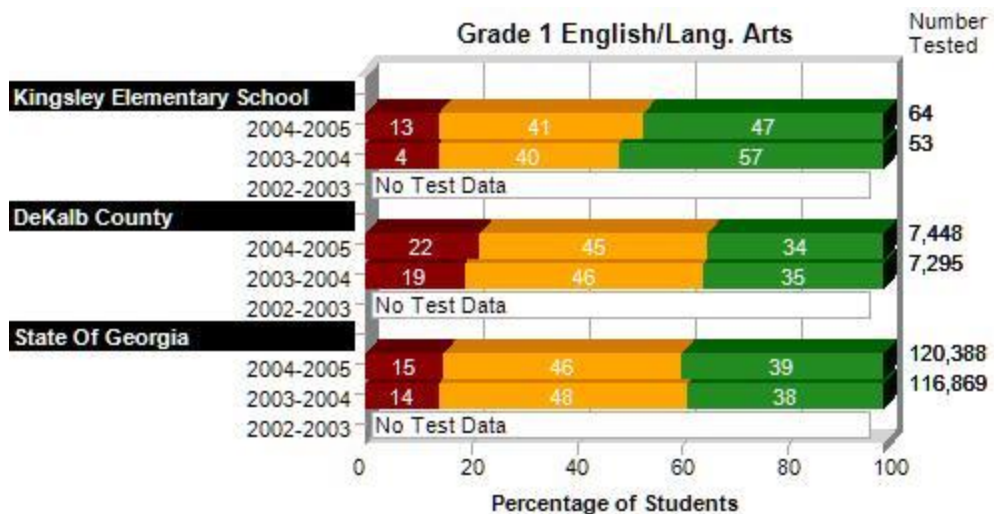
Progress on Goal: Exceeded

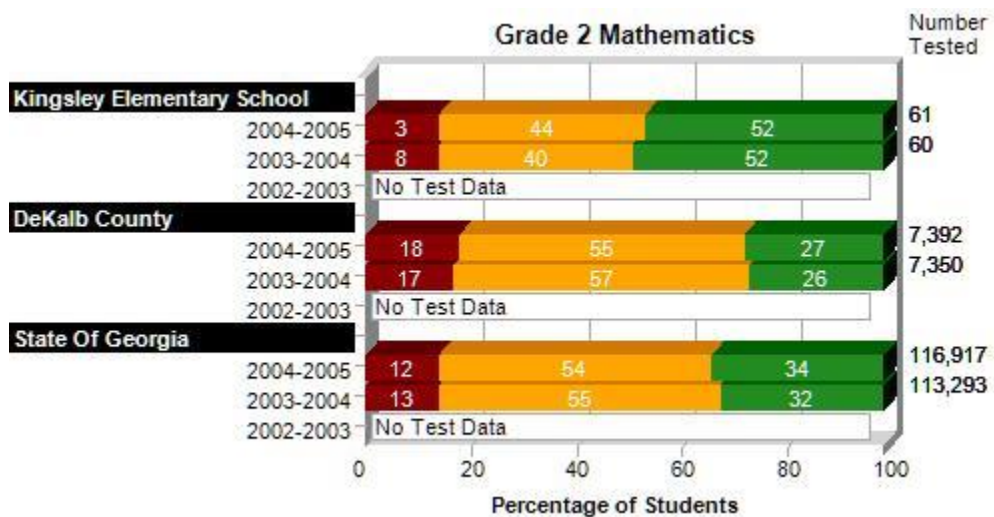
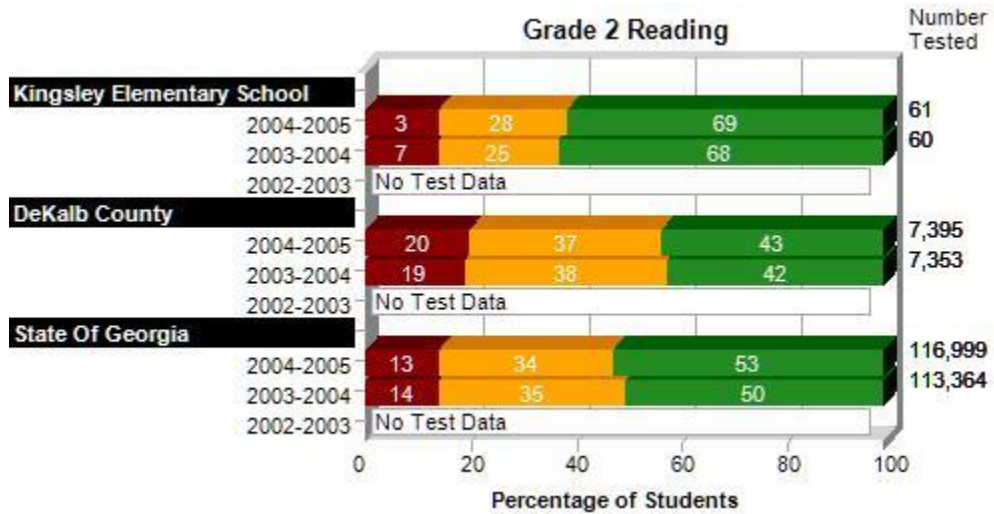
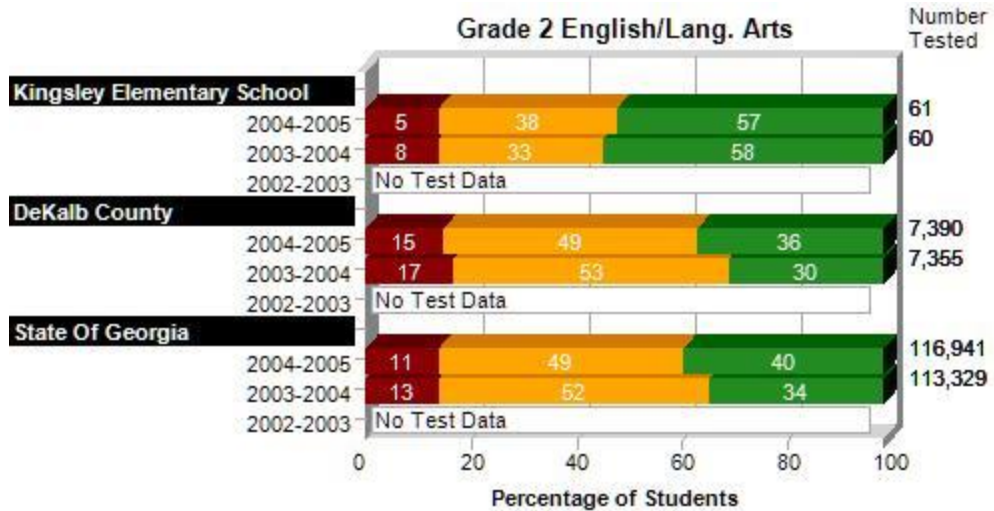
Indicators of Progress: Test scores reflect students are developing academic skills in a safe, inviting and supportive learning environment.

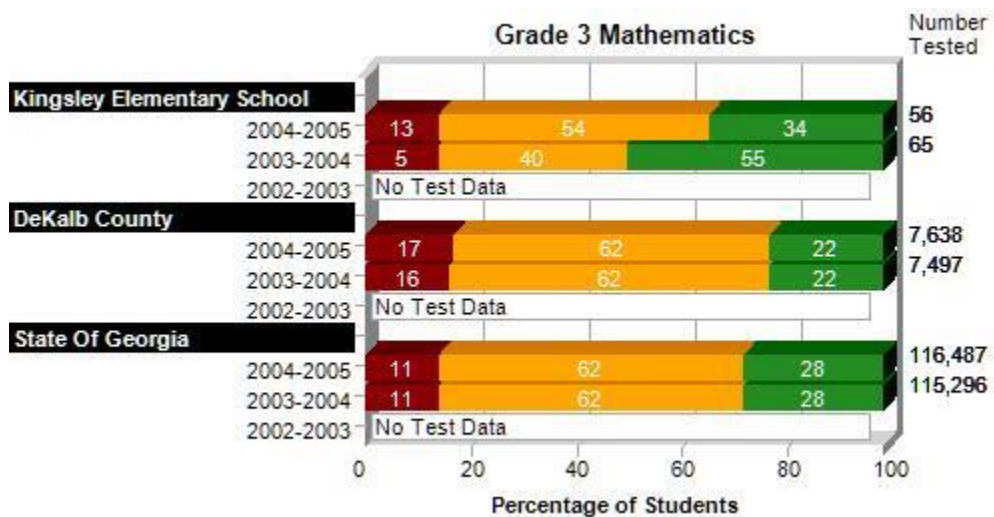
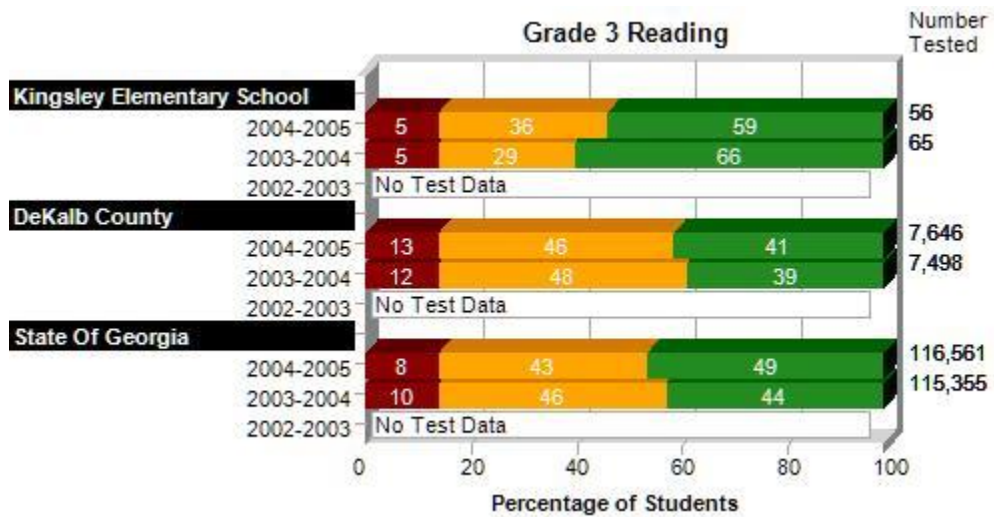
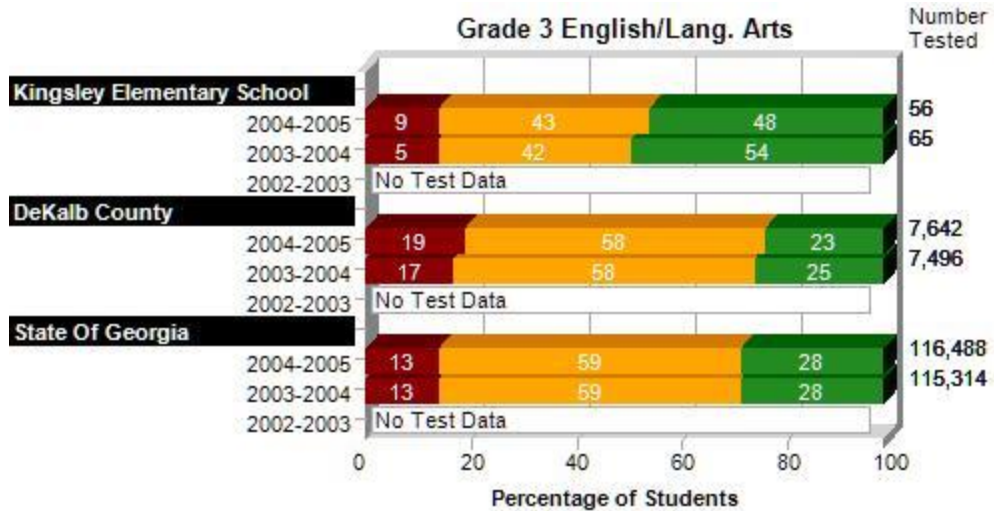
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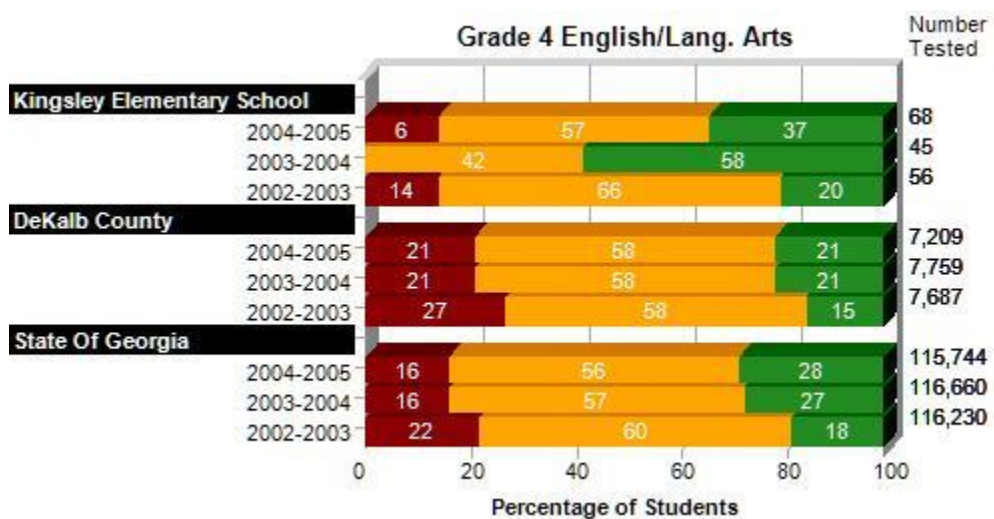
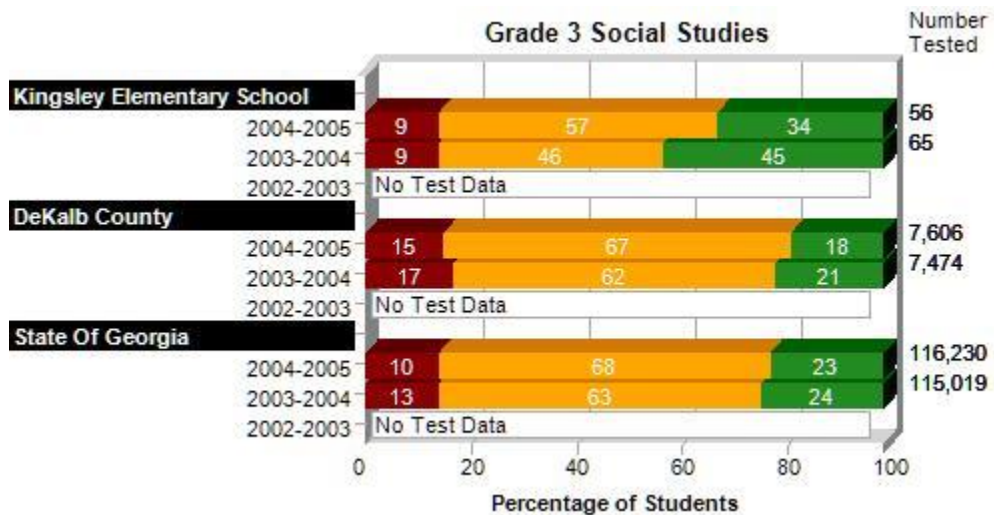
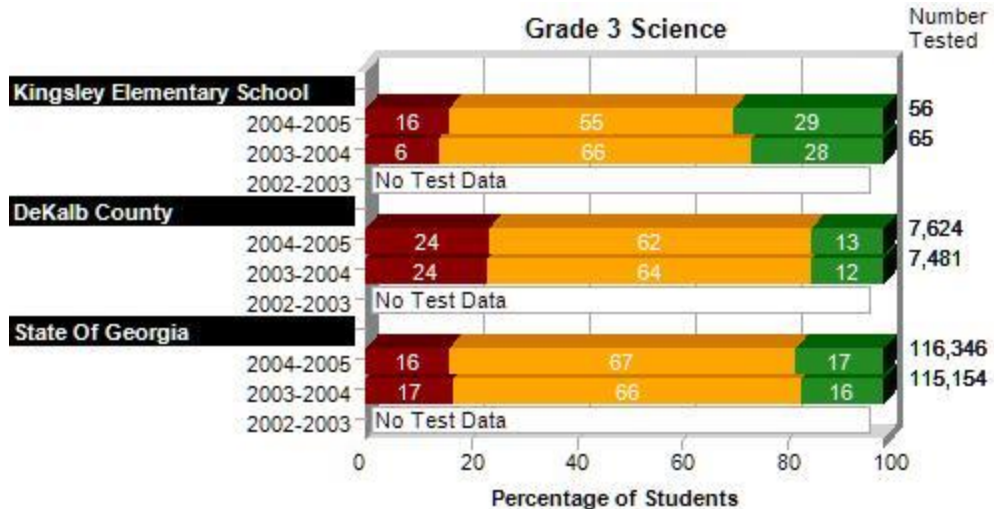
Did the school have an independent audit for the fiscal year ending June 30th, 2005? Yes

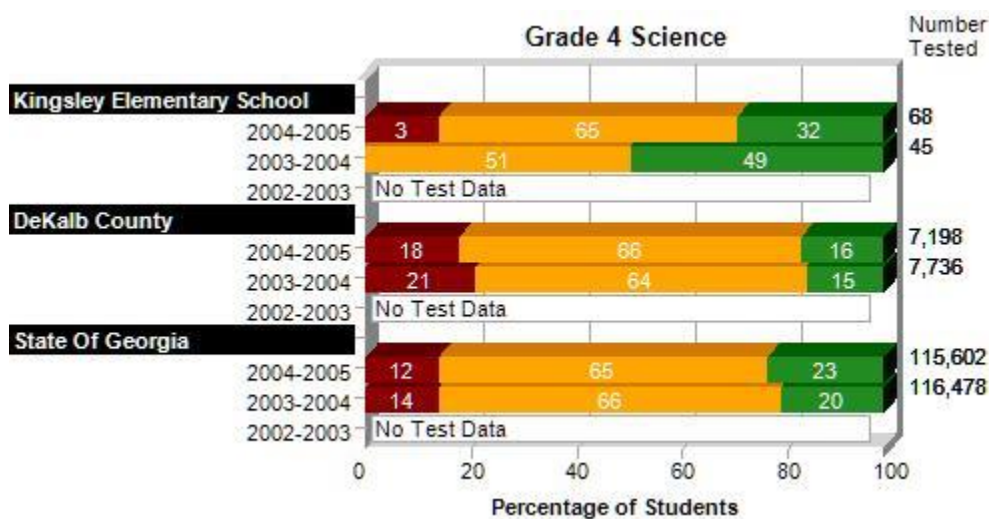
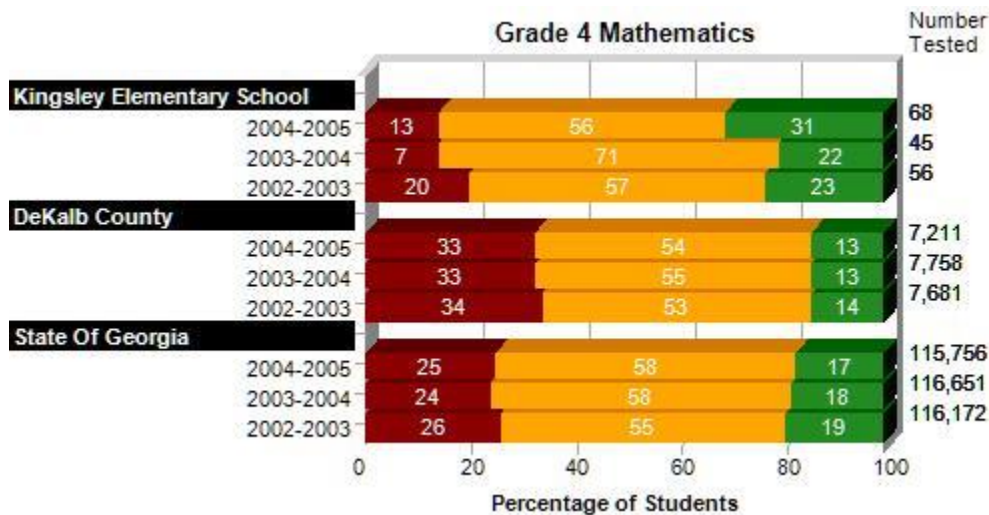
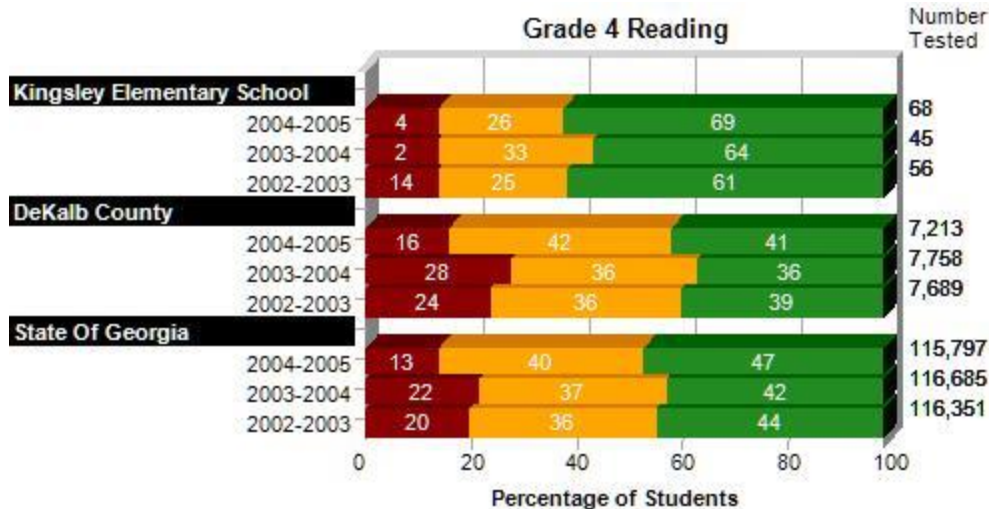
Were there any findings from this audit? No

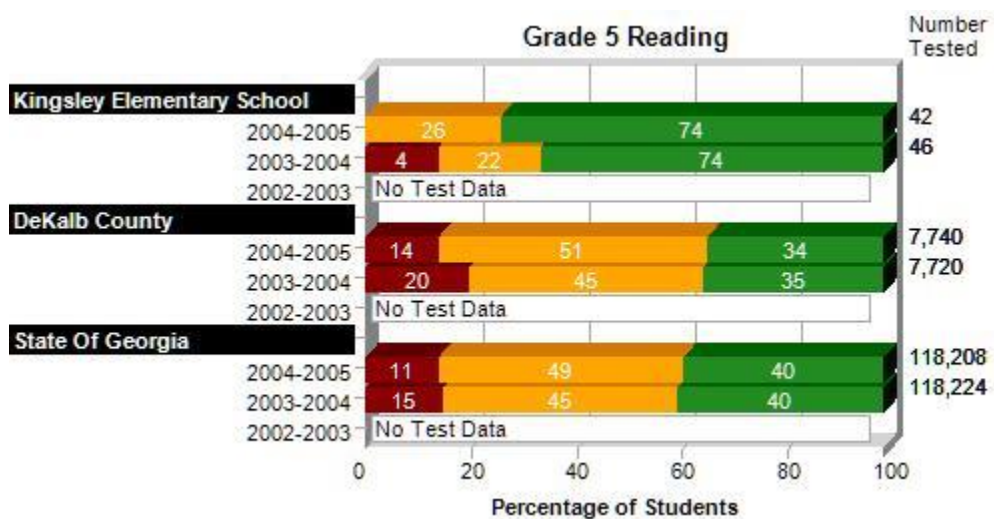
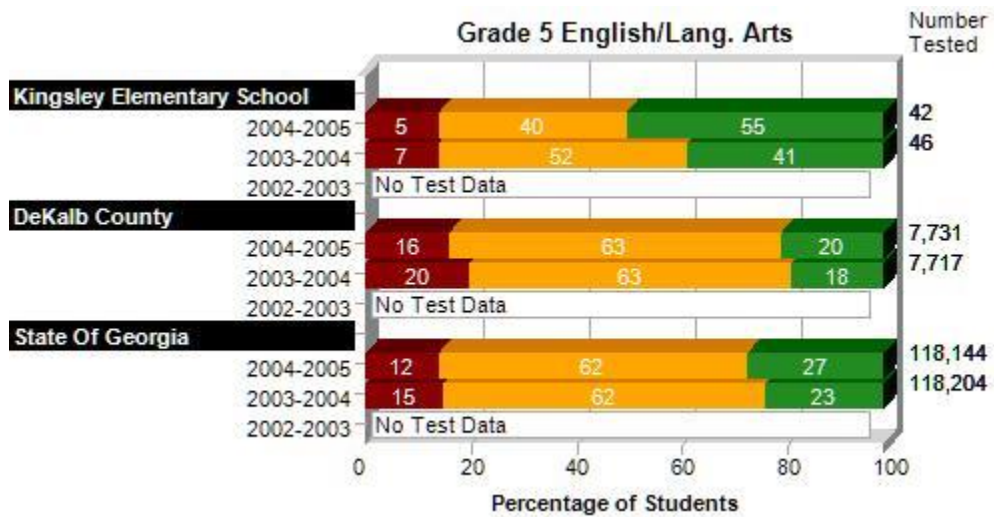
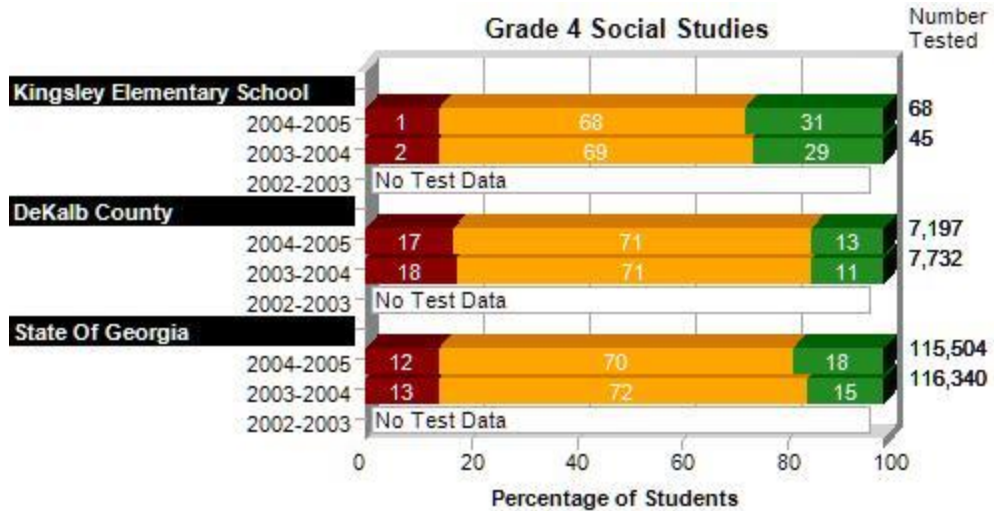


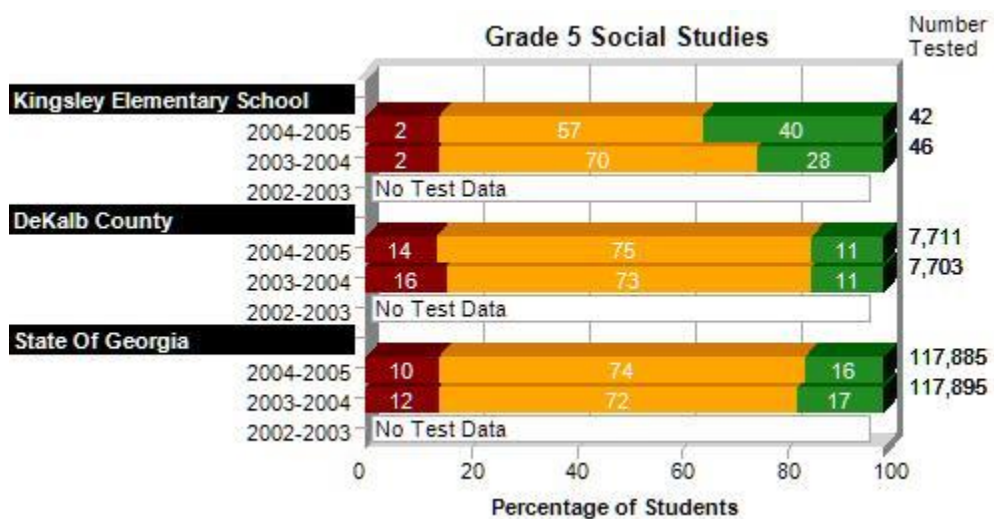
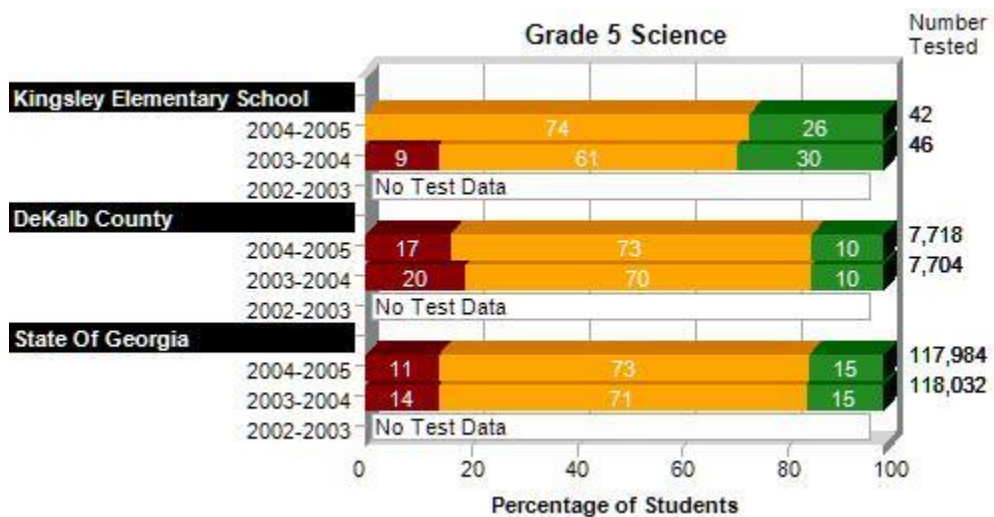
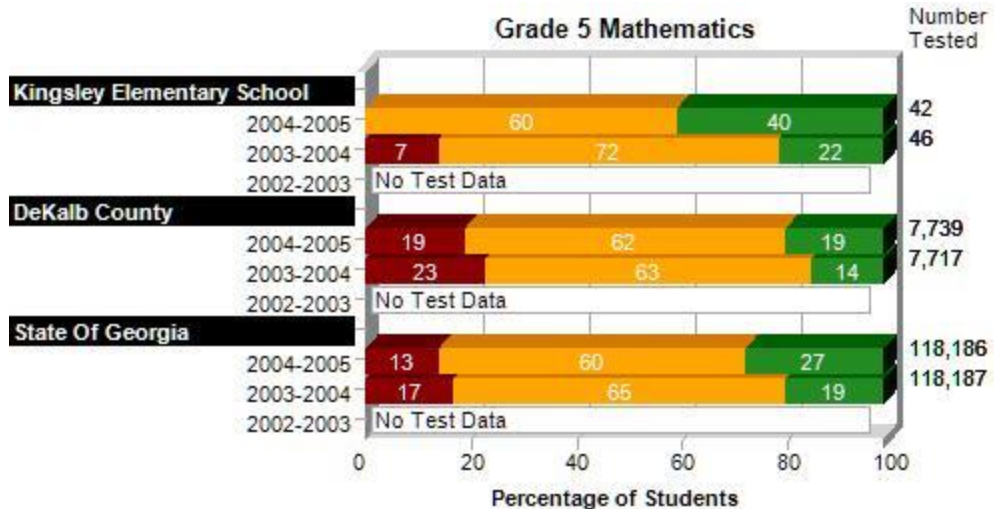












KIPP ACHIEVE ACADEMY

Contact Information

Thomas McBryde
1757 Mary Dell Road
Atlanta 30316
(404) 214-0503

Basic Facts

District	Atlanta Public
Type	Start-up
Opened	7/7/2003
Grades Served	5 - 7
Enrollment	209
Title I School	Yes

Mission

The mission of KIPP Achieve Academy is to provide our student with the opportunity and safe learning environment necessary to develop the body of knowledge, academic and social skills, and character traits that will enable them to contribute to and succeed in top quality high schools, colleges, and in the competitive world beyond.

Demographics

	KIPP Achieve Academy	Perkerson Elementary School	Capitol View Elementary School	University Community Academy	Georgia
Distance from Charter School (in miles)	0	0.8	0.9	NULL	0
Total Population	131	388	240	299	1,515,646

Diversity

Caucasian	0%	0%	0%	0%	49%
Black	98%	97%	96%	100%	38%
Hispanic	0%	2%	2%	0%	8%
Asian/Pacific Islander	0%	0%	0%	0%	3%
American Indian/Alaskan Native	0%	0%	0%	0%	0%
Multiracial	2%	1%	2%	0%	2%

Special Populations

ESOL	0%	1%	1%	0%	3%
Gifted	0%	0%	4%	0%	8%
Special Education	8%	9%	9%	5%	12%

Free & Reduced Lunch:

% of Total Population	0%	95%	62%	71%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>
Did the school make AYP?	Yes	No
Is the school in Needs Improvement?	No	No

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

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

"No Progress"

"Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term

"Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term

"Attained" – the goal has been fully attained

"Exceeded" – the goal has been exceeded

Academic Goals

Goal 1:

KIPP Achieve Academy students will acquire the reading skills necessary to succeed in rigorous college-preparatory high schools. It is the goal of KIPP Achieve Academy that 75% of all fifth graders and 80% of all sixth 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 percentage of KIPP Achieve Academy students meeting or exceeding standards in all grade levels of reading will exceed the percentage of students in the district, and the percentage of students in the state, who meet or exceed standards in reading as measured by the CRCT.

Progress on Goal: Exceeded

Indicators of Progress: Based on the 2004-2005 statewide administered Georgia Criterion Referenced Competency Tests, KIPP Achieve Academy ranked 2nd among Middle Schools in the city of Atlanta School District in Reading/Language Arts, outperforming the district average by 20% points. KIPP Achieve Academy's elementary students had a passing rate of over 85% in Reading/Language Arts, outperforming the district and all 8 of the 8 surrounding elementary schools.

Goal 2:

KIPP Achieve Academy students will acquire the math knowledge and skills necessary to succeed in rigorous college preparatory high schools. It is the goal of KIPP Achieve Academy that 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). The percentage of KIPP Achieve Academy students meeting or exceeding standards in all grade levels of math will exceed the

percentage of students in the district, and the percentage of students in the state, who meet or exceed standards in math as measured by the CRCT.

Progress on Goal: Sufficient Progress

Indicators of Progress: Based on the 2004-2005 statewide administered Georgia Criterion Referenced Competency Tests, KIPP Achieve Academy's elementary students had a passing rate of over 70% in Math, outperforming the district and 5 of the 8 surrounding elementary schools.

Goal 3: KIPP Achieve Academy students will acquire the writing skills necessary to succeed in rigorous college-preparatory high schools. It is the goal of KIPP Achieve Academy that 90% of all fifth and eighth graders who have been enrolled in the school for at least two years will receive a score of 4 (experimenting), 5 (engaging) or 6 (extending) on the Georgia Writing Test.

Progress on Goal: Exceeded

Indicators of Progress: KIPP Achieve Academy's elementary students had a passing rate of over 96% on the Georgia Writing Test outperforming the district and 7 of the 8 surrounding elementary schools.

Goal 4: KIPP Achieve Academy students will acquire the knowledge and skills in social studies necessary to succeed in rigorous college-preparatory high school programs. It is the goal of KIPP Achieve Academy that 75% of all fifth graders, 80% of all sixth 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 on Goal: Sufficient Progress

Indicators of Progress: Based on the 2004-2005 statewide administered Georgia Criterion Referenced Competency Tests, KIPP Achieve Academy's elementary students had a passing rate of over 77% in Social Studies, and 6th grade students had a 75% passing rate.

Goal 5: KIPP Achieve Academy students will acquire the scientific knowledge and skills necessary to succeed in rigorous college-preparatory high schools. It is the goal of KIPP Achieve Academy that 75% of all fifth graders, 80% of all sixth 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 on Goal: Sufficient Progress

Indicators of Progress: Based on the 2004-2005 statewide administered Georgia Criterion Referenced Competency Tests, KIPP Achieve Academy's elementary students had a passing rate of over 71% in Science, and 6th grade students had a 80% passing rate.

Parental Involvement Goals

Goal 1: KIPP Achieve Academy is committed to establishing the relationship between teachers, parents and students. It is our goal to increase KAPLA (PTA) membership by 50 % and have at least 2 parents per week volunteer at the school. We also seek to increase attendance at KAPLA meetings by 50%.

Progress on Goal: Exceeded

Indicators of Progress: An Average attendance at monthly KAPLA meetings is currently 60 families represented. The total paid membership is over 100 families represented.

Enrollment in Parent University Saturday. Workshops is currently at 50 Parents/Guardians.

On average 2-3 parents have volunteered their services to the school on a weekly basis. KAPLA has successfully organized multiple fundraisers, volunteer events, as well as, organized themselves into a governing body with the primary goals of (1) acting as liaisons between home and school, (2) encouraging family involvement, and (3) becoming a voice for the families of KIPP Achieve Academy.

Community Involvement Goals

Goal 1: We have committed ourselves to strengthening the relationship with the community by becoming actively involved in service learning projects. It is our goal that by the 8th grade all students will have participated in a service learning project.

Progress on Goal: Partial Progress

Indicators of Progress: Some students have been engaged in student service projects by working with Hosea Feed the Hungry project and nursing home visits facilitated through clubs and organizations at the school.

Goal 2: KIPP Achieve has rigorously worked to create new relationships with the community. It is our goal to establish new community partnerships.

Progress on Goal: Partial Progress

Indicators of Progress: We have had a huge increase of support and interest in our school. Through networking, we have been able to form partnerships with community leaders such as Derrick Bozeman and Khateem Sherrer El (Atlanta Public School Board member) as well as high profile community philanthropist Ludracris, who heads the Ludacris foundation. They have been active in offering support and resources. We are currently working with the Kelsey Stringer foundation to potentially come on board as a school partner.

Student Conduct Goals

Goal 1: Students will be expected to exhibit the school values; hard work; persistence; respect; teamwork; and community-focus.

Progress on Goal: Attained

Indicators of Progress: KIPP incorporates a paycheck system that monitors student's adherence to the six guiding principles by rewarding them for personifying and embodying the principles and disciplines deviations from the principles by deducting funds from the paycheck. Students who had an average of 600 dollars on their paycheck

were rewarded with the end of the field trip. 80% of the students attained this goal and were eligible for the trip.

Goal 2: Students will exhibit the school values and be able to articulate their meaning.

Progress on Goal: Attained

Indicators of Progress: Everyday all students at KIPP Achieve Academy articulate the school's pledge and Credo at the beginning of school day and at the beginning of each class to continually reinforce the values and principles the school has set forth and wish for them to personify.

Other Goals

Goal 1: Students will actively participate in the KIPP Achieve Academy community by attending school regularly and completing required assignments.
1. Average daily attendance at KIPP Achieve Academy will be 90% in year one and will remain at or above that level throughout the life of the charter.

Progress on Goal: Exceeded

Indicators of Progress: Last year, the Academy met AYP with 97% of our students meeting the attendance goals set by the state. This was an improvement by over 15% since the first year of operation.

Goal 2: For each day that school is in session, an average of 90% of students will complete and turn in all homework assignments.

Progress on Goal: Attained

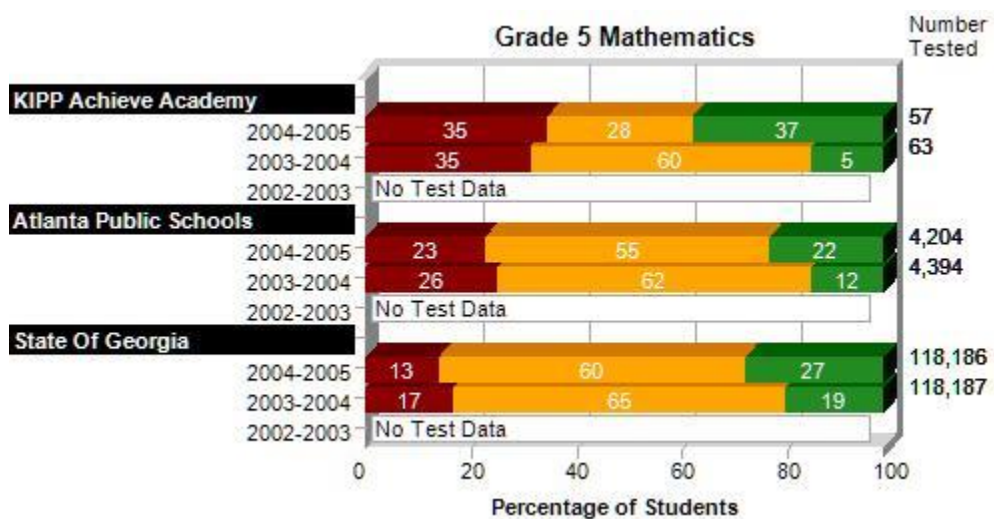
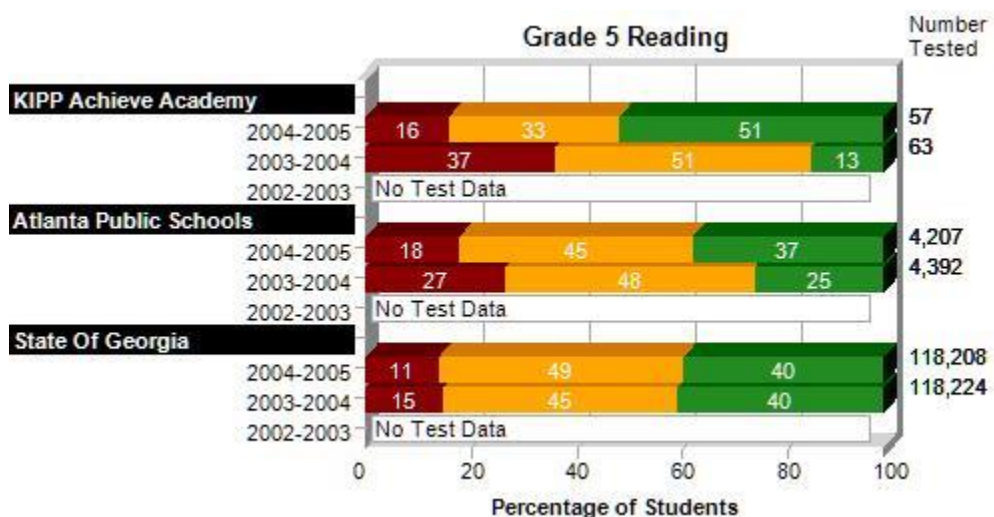
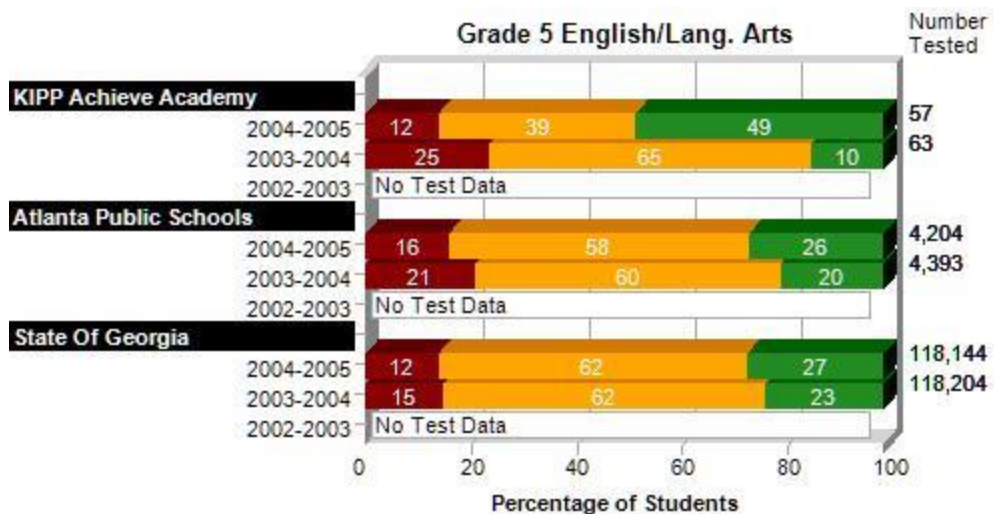
Indicators of Progress: The average homework completion rate was 90% for the course of the school year.

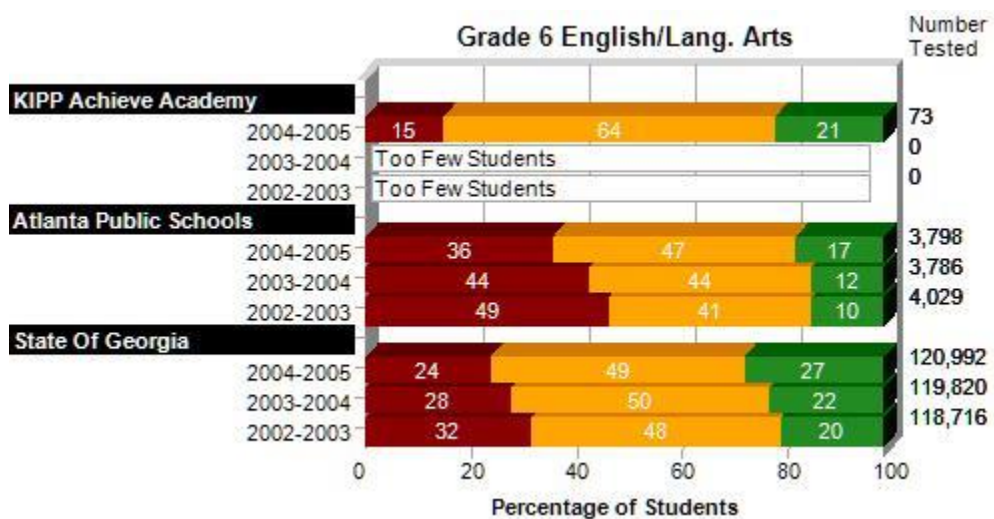
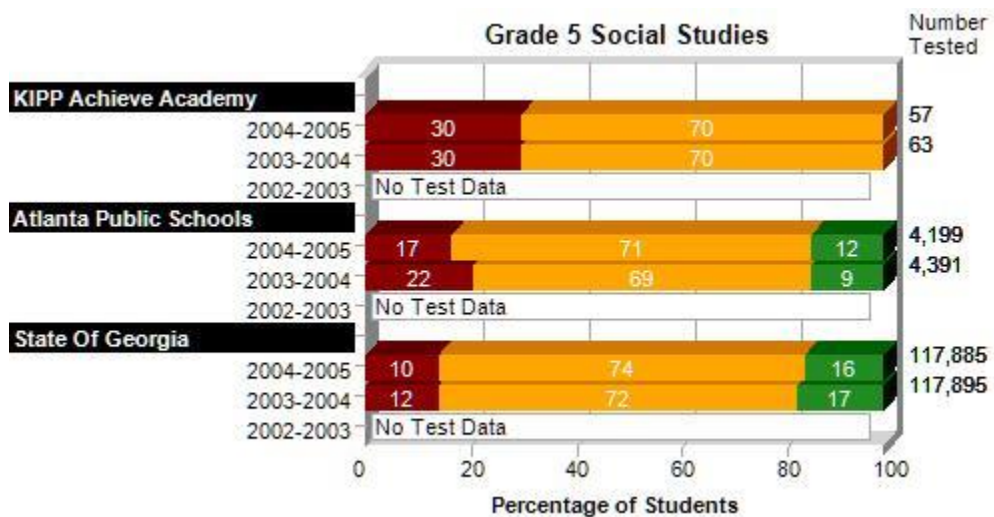
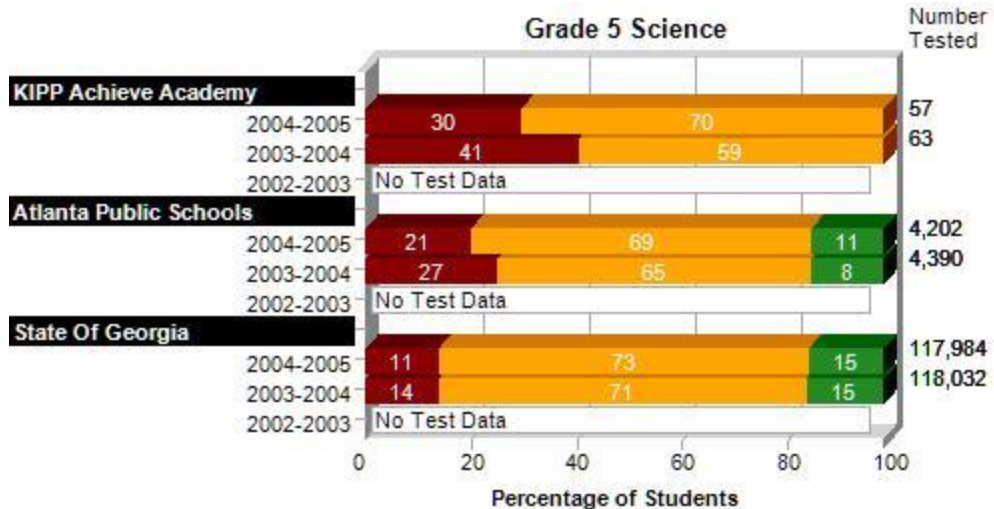
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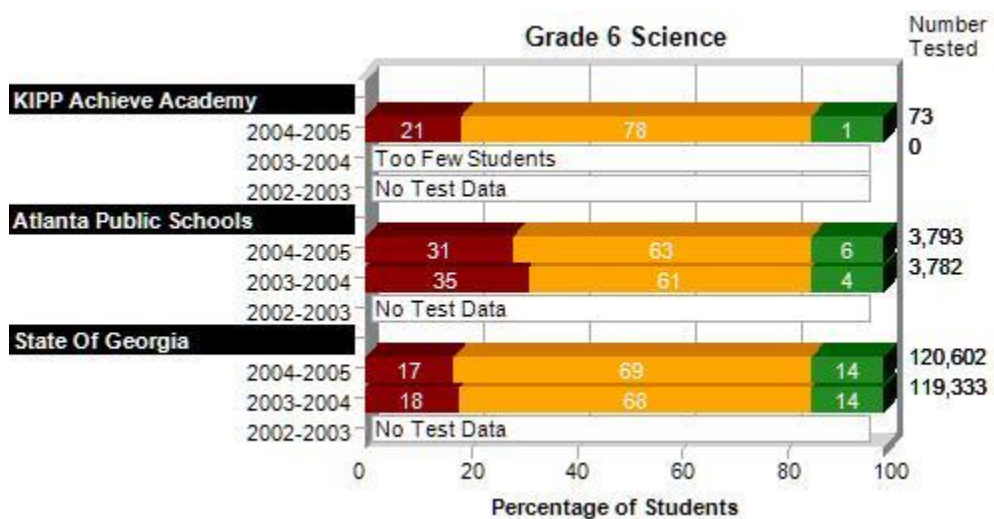
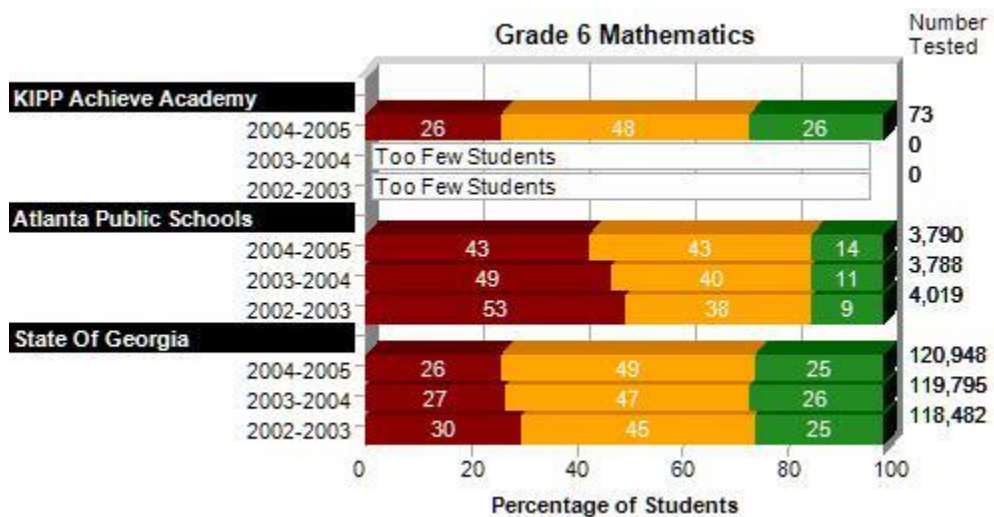
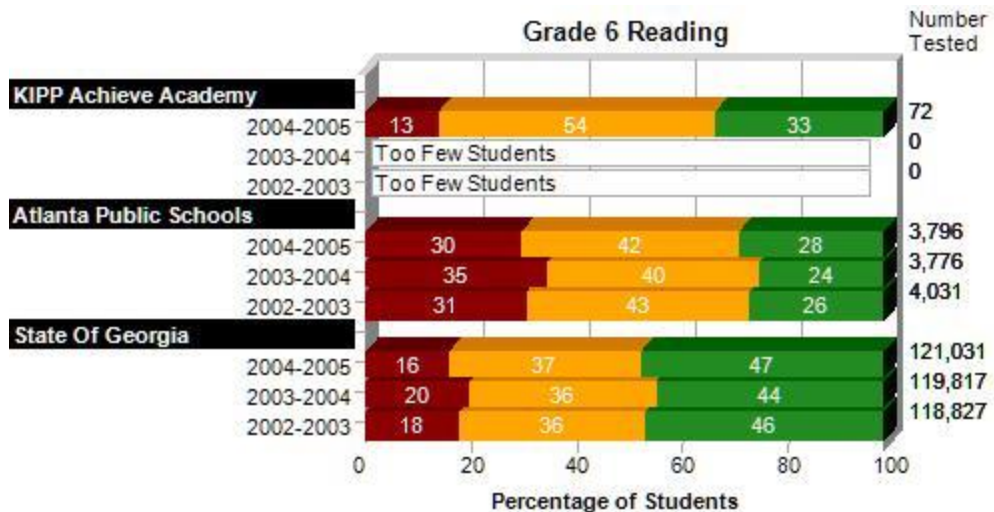
Did the school have an independent audit for the fiscal year ending June 30th, 2005? Yes

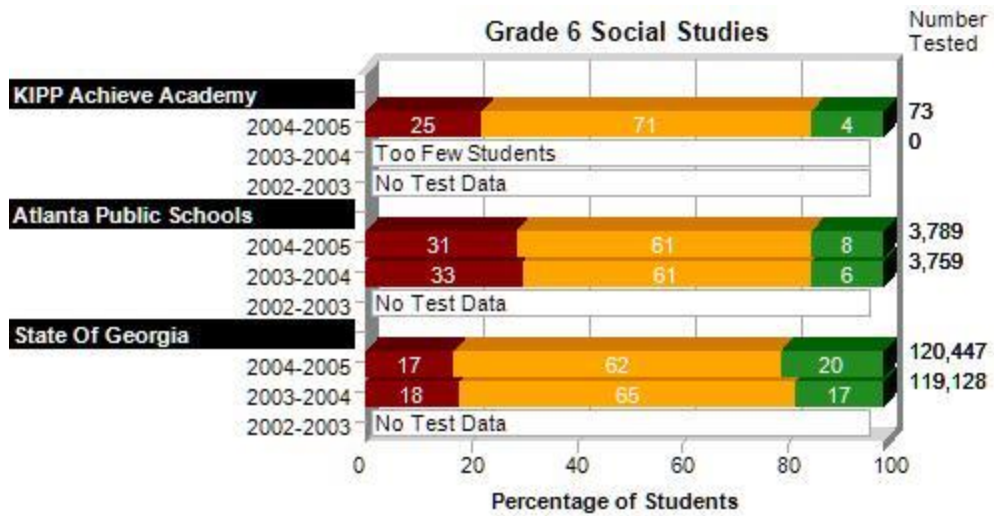
Were there any findings from this audit? Yes

Findings presently under review by the Georgia Department of Education Finance and Business Office.









KIPP SOUTH FULTON ACADEMY

Contact Information

Marina Volanakis
1286 East Washington Avenue
East Point 30344
(678) 278-0160

Basic Facts

District	Fulton County
Type	Start-up
Opened	7/5/2003
Grades Served	5 - 6
Enrollment	133
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-notch high schools, colleges, and the competitive world beyond the classroom.

Demographics

	KIPP South Fulton Academy	Parklane Elementary School	Hutchinson Elementary School	Hapeville Elementary School	Georgia
Distance from Charter School (in miles)	0	1.1	1.6	NULL	0
Total Population	131	383	442	617	1,515,646

Diversity

Caucasian	0%	1%	0%	12%	49%
Black	93%	75%	78%	43%	38%
Hispanic	5%	21%	20%	33%	8%
Asian/Pacific Islander	1%	2%	1%	6%	3%
American	0%	0%	0%	0%	0%
Indian/Alaskan Native					
Multiracial	2%	1%	0%	6%	2%

Special Populations

ESOL	0%	11%	18%	16%	3%
Gifted	0%	2%	3%	2%	8%
Special Education	8%	17%	3%	18%	12%

Free & Reduced Lunch:

% of Total Population	0%	92%	84%	91%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>
Did the school make AYP?	Yes	Yes
Is the school in Needs Improvement?	No	No

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

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

"No Progress"

"Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term

"Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term

"Attained" – the goal has been fully attained

"Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: READING:

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);
2. Each year, the percentage of KIPP South Fulton Academy students meeting or exceeding standards in all grade levels of reading will exceed the percentage of students in comparable South Fulton schools, and the percentage of students in the state, who meet or exceed standards in reading as measured by the CRCT;
3. Each cohort of students at KIPP South Fulton Academy will improve its average national percentile ranking in reading, as measured by the ITBS, Stanford 9 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years;
4. 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 on Goal: Sufficient Progress

Indicators of Progress: 1. EXCEEDED -- In Spring 2005, 79% of fifth graders, and 83% of sixth graders either met or exceeded standards on the reading portion of the Georgia CRCT.

2. PARTIAL PROGRESS -- Out of 21 elementary schools in South Fulton County, 16 had a higher percentage of students who met or exceeded standards on the reading

portion of the Georgia CRCT. 80% of KSFA fifth graders, as compared with 84% of fifth graders statewide, met or exceeded standards on the reading portion of the Georgia CRCT. Out of 8 middle schools in South Fulton County, only 3 had a higher percentage of students who met or exceeded standards on the reading portion of the Georgia CRCT. 83% of KSFA sixth graders, as compared with 84% of sixth graders statewide, met or exceeded standards on the reading portion of the Georgia CRCT.

3. **PARTIAL PROGRESS** -- Between ITBS tests administered in the fall and spring, KSFA fifth graders improved their national percental rank in reading by 16 percentile points, rising from the 26th to the 42nd percentile overall. Over the course of their two years at KSFA, our sixth graders have improved their average national percentile ranking on the ITBS reading test by one percentile point, rising from the 38th to the 39th percentile overall.

4. **SUFFICIENT PROGRESS** -- Between assignments for their reading classes and literature classes, and the DEAR (Drop Everything And Read) time that they spend each day, all students at KSFA read at least ten substantial books, and they completed book reports or projects about at least five of these.

Goal 2:

LANGUAGE ARTS:

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 Language Arts, as measured by the Georgia Criterion-Referenced Competency Test (CRCT);
2. 90% of all eighth graders who have been enrolled in the school for at least two years will be “on target” or “exceeding targets,” as defined by the Georgia Eighth Grade Writing Assessment;
3. Each year, the percentage of KIPP South Fulton Academy students meeting or exceeding standards in all grade levels of language arts will exceed the percentage of students in comparable South Fulton schools, and the percentage of students in the state, who meet or exceed standards in language arts, as measured by the CRCT;
4. Each cohort of students at KIPP South Fulton Academy will improve its average national percentile ranking in language arts, as measured by the ITBS, Stanford 9 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years;
5. Every eighth grader will write a research paper of at least 2,000 words that:
(a) includes a title page, outline, bibliography, and endnotes; (b) clearly states a central idea that is supported with specific evidence drawn from a variety of sources; and (c) cites sources appropriately using both direct quotes and summarization.

Progress on Goal: Sufficient Progress

Indicators of Progress: 1. **SUFFICIENT PROGRESS** -- In Spring 2005, 84% of fifth graders, and 78% of sixth graders met or exceeded standards on the language arts portion of the Georgia CRCT. The fifth graders thus exceeded their goal; while the sixth graders fell slightly short of their goal in language arts, this cohort of students did show improvement from Spring 2004, when only 75% of them met or exceeded standards on the language arts portion of the CRCT.

2. Not applicable, as KSFA did not have eighth graders in 2004-2005.

3. **SUFFICIENT PROGRESS** -- Out of 21 elementary schools in South Fulton County, 10 had a higher percentage of students who met or exceeded standards on the reading portion of the Georgia CRCT. 85% of KSFA fifth graders, as compared with 89% of fifth graders statewide, met or exceeded standards on the reading portion of the Georgia

CRCT. Out of 8 middle schools in South Fulton County, only one had a higher percentage of students who met or exceeded standards on the language arts portion of the Georgia CRCT. 78% of KSFA sixth graders, as compared with 76% of sixth graders statewide, met or exceeded standards on the language arts portion of the Georgia CRCT.

4. EXCEEDED -- Between ITBS tests administered in the fall and spring, KSFA fifth graders improved their national percental rank in language arts by 19 percentile points, rising from the 39th to the 58th percentile overall. Over the course of their two years at KSFA, our sixth graders have improved their average national percentile ranking on the ITBS language arts test by 26 percentile points, rising from the 40th to the 66th percentile overall.

5. Not applicable, as KSFA did not have eighth graders in 2004-2005.

Goal 3:

MATH:

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 math, as measured by the Georgia Criterion-Referenced Competency Test (CRCT);
2. Each year, the percentage of KIPP South Fulton Academy students meeting or exceeding standards in all grade levels of math will exceed the percentage of students in comparable South Fulton schools, and the percentage of students in the state, who meet or exceed standards in math, as measured by the CRCT;
3. Each cohort of students at KIPP South Fulton Academy will improve its average national percentile ranking in math, as measured by the ITBS, Stanford 9 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years;
4. 90% of eighth graders completing Algebra I will pass the End of Course Test in Algebra I.

Progress on Goal: Attained

- Indicators of Progress:**
1. EXCEEDED -- In Spring 2005, 79% of fifth graders, and 83% of sixth graders met or exceeded standards on the math portion of the Georgia CRCT.
 2. SUFFICIENT PROGRESS -- Out of 21 elementary schools in South Fulton County, 12 had a higher percentage of students who met or exceeded standards on the math portion of the Georgia CRCT. 80% of KSFA fifth graders, as compared with 89% of fifth graders statewide, met or exceeded standards on the math portion of the Georgia CRCT. Out of 8 middle schools in South Fulton County, KSFA sixth graders had the highest percentage of students who met or exceeded standards on the math portion of the Georgia CRCT. 83% of KSFA sixth graders, as compared with 74% of sixth graders statewide, met or exceeded standards on the math portion of the Georgia CRCT.
 3. EXCEEDED -- Between ITBS tests administered in the fall and spring, KSFA fifth graders improved their national percental rank in math by 16 percentile points, rising from the 27th to the 43rd percentile overall. Over the course of their two years at KSFA, our sixth graders have improved their average national percentile ranking on the ITBS math test by 12 percentile points, rising from the 40th to the 52nd percentile overall.
 4. Not applicable, as KSFA did not have eighth graders in 2004-2005.

Goal 4:

SCIENCE:

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 science, as measured by the Georgia Criterion-Referenced Competency Test (CRCT);

2. Each year, the percentage of KIPP South Fulton Academy students meeting or exceeding standards in all grade levels of science will exceed the percentage of students in comparable South Fulton schools, and the percentage of students in the state, who meet or exceed standards in science, as measured by the CRCT;

3. Each cohort of students at KIPP South Fulton Academy will improve its average national percentile ranking in science, as measured by the ITBS, Stanford 9 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years;

4. Every seventh grader will write a well-organized lab report, demonstrating that he or she has successfully: (a) formed a hypothesis about a scientific question; (b) designed a scientific experiment to test the hypothesis; (c) conducted the experiment (d) gathered, organized, and analyzed data; and (e) drawn appropriate conclusions.

Progress on Goal: Sufficient Progress

Indicators of Progress: 1. SUFFICIENT PROGRESS -- In spring 2005, 75% of fifth graders and 78% of sixth graders met or exceeded standards on the science portion of the Georgia CRCT. The fifth graders thus exceeded their goal; while the sixth graders fell slightly short of their goal in science, this cohort of students did show improvement from Spring 2004, when only 77% of them met or exceeded standards on the science portion of the CRCT.

2. PARTIAL PROGRESS -- Out of 21 elementary schools in South Fulton County, 17 had a higher percentage of students who met or exceeded standards on the science portion of the Georgia CRCT. 75% of KSFA fifth graders, as compared with 88% of fifth graders statewide, met or exceeded standards on the science portion of the Georgia CRCT. Out of 8 middle schools in South Fulton County, only 3 had a higher percentage of students who met or exceeded standards on the science portion of the Georgia CRCT. 78% of KSFA sixth graders, as compared with 83% of sixth graders statewide, met or exceeded standards on the science portion of the Georgia CRCT.

3. INSUFFICIENT DATA -- The science portion of the ITBS was not administered in the spring of 2005. We therefore do not have sufficient data to measure progress toward this goal.

4. Not applicable, as KSFA did not have seventh graders in 2004-2005.

Goal 5: SOCIAL STUDIES:

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 social studies, as measured by the Georgia Criterion-Referenced Competency Test (CRCT);

2. Each year, the percentage of KIPP South Fulton Academy students meeting or exceeding standards in all grade levels of social studies will exceed the percentage of students in comparable South Fulton schools, and the percentage of students in the state, who meet or exceed standards in social studies, as measured by the CRCT;

3. Each cohort of students at KIPP South Fulton Academy will improve its average national percentile ranking in social studies, as measured by the ITBS, Stanford 9 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years.

4. Each year, all students will earn a score of 90% or higher on a geography test, consisting of a blank map that the students must label, as follows: (a) in fifth grade, a map of all fifty states and their capital cities; (b) in sixth grade, a map of all countries, major rivers, and mountain ranges, in North America, South America, and Europe; (c) in seventh grade, a map of all countries, major rivers, and mountain ranges, in Asia, Africa, and Australia; and (d) in eighth grade, a map of all major cities, rivers, lakes, mountains, and historic sites in the state of Georgia.

Progress on Goal: Partial Progress

Indicators of Progress: 1. PARTIAL PROGRESS -- In Spring 2005, 77% of fifth graders, and 73% of sixth graders met or exceeded standards on the social studies portion of the Georgia CRCT. Thus, the fifth graders exceeded their goal, but the sixth graders fell short of their goal.

2. NO PROGRESS -- Out of 21 elementary schools in South Fulton County, 19 had a higher percentage of students who met or exceeded standards on the social studies portion of the Georgia CRCT. 76% of KSFA fifth graders, as compared with 90% of fifth graders statewide, met or exceeded standards on the social studies portion of the Georgia CRCT. Out of 8 middle schools in South Fulton County, only 7 had a higher percentage of students who met or exceeded standards on the social studies portion of the Georgia CRCT. 73% of KSFA sixth graders, as compared with 82% of sixth graders statewide, met or exceeded standards on the social studies portion of the Georgia CRCT.

3. INSUFFICIENT DATA -- The social studies portion of the ITBS was not administered in the spring of 2005. We therefore do not have sufficient data to measure progress toward this goal.

4. Insufficient data collected to measure progress toward this goal.

Student Conduct Goals

Goal 1: Every fifth grader will write four one-page essays (one about each of the KIPP South Fulton Academy core values), each of which defines the value in the student's own words and gives specific examples of how the student has incorporated that value into his or her daily life.

Progress on Goal: Partial Progress

Indicators of Progress: Each fifth grader at KSFA wrote an essay about one of the values. In 2005-2006, all fifth graders will be required to write essays about each of the four core values.

Goal 2: Every sixth grader will: (a) serve as a mentor for a fifth grade student; (b) keep a weekly log of his/her activities as a mentor throughout the school year; and (c) write a final essay about what he/she learned through the mentorship experience.

Progress on Goal: No Progress

Indicators of Progress: We plan to implement this program fully in 2005-2006.

Goal 3: Average daily attendance at KIPP South Fulton Academy will be 95% in year one and will remain at or above that level throughout the life of the charter.

Progress on Goal: Sufficient Progress

Indicators of Progress: Average daily attendance at KIPP South Fulton Academy for the 2004-2005 school year was 94%, very close to our goal. For the 2005-06 school year, we have hired a full-time school social worker, who contributes significantly to our efforts to maximize student attendance.

Goal 4: For each day that school is in session, an average of 90% of students will complete and turn in all homework assignments.

Progress on Goal: Partial Progress

Indicators of Progress: Insufficient data collected to measure progress toward this goal.

Other Goals

Goal 1: 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 on Goal: Sufficient Progress

Indicators of Progress: The majority of our students participated in a 5K road race in October 2004.

Goal 2: Each year, every student will set and achieve a road race goal that is more challenging (either in terms of time or distance) than his or her goal for the previous year.

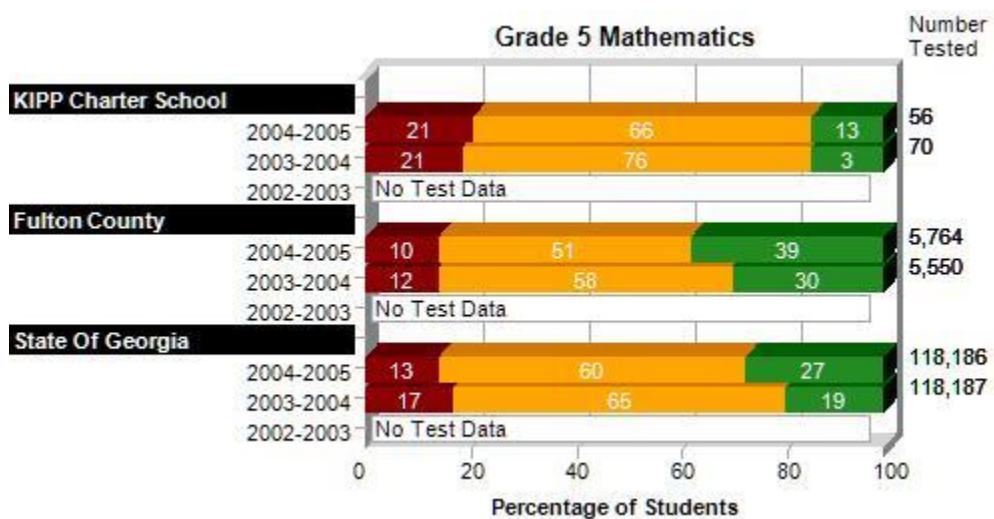
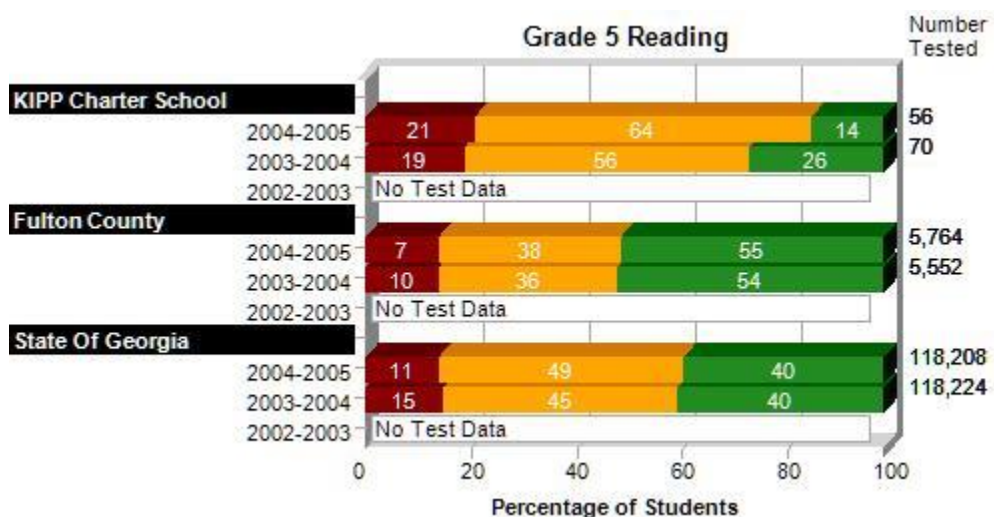
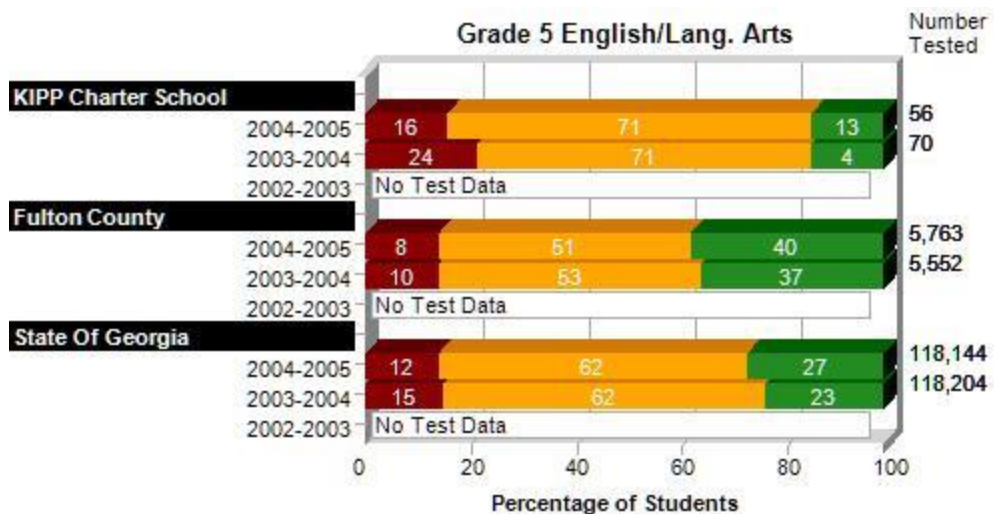
Progress on Goal: No Progress

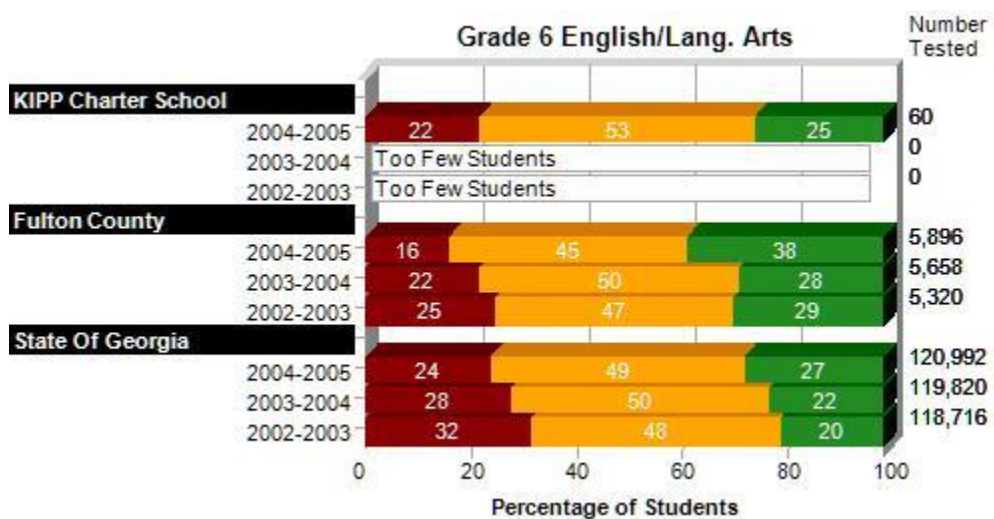
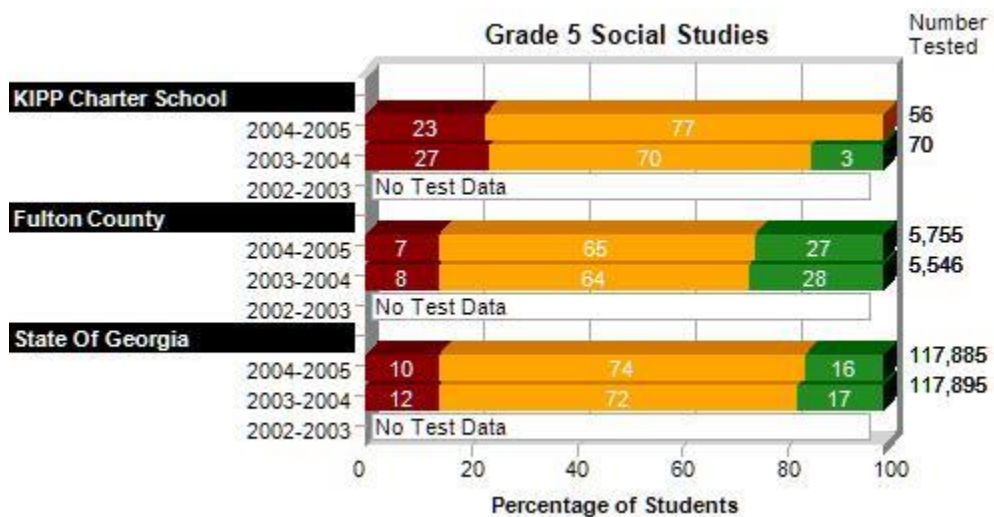
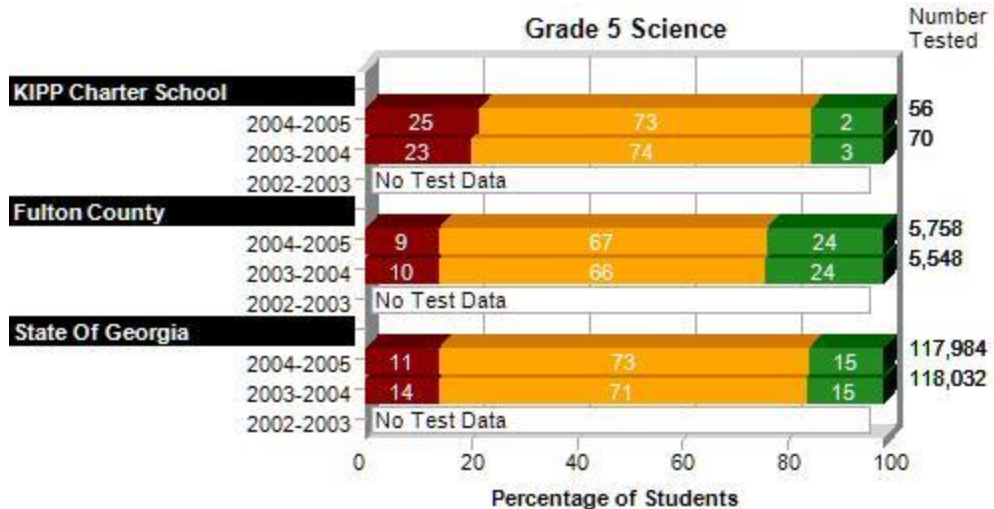
Indicators of Progress: In 2004-05, students set a collective goal of completing a 5K race, rather than setting individual goals. In 2005-06, students will be given a variety of race options, and every student will set an individual goal.

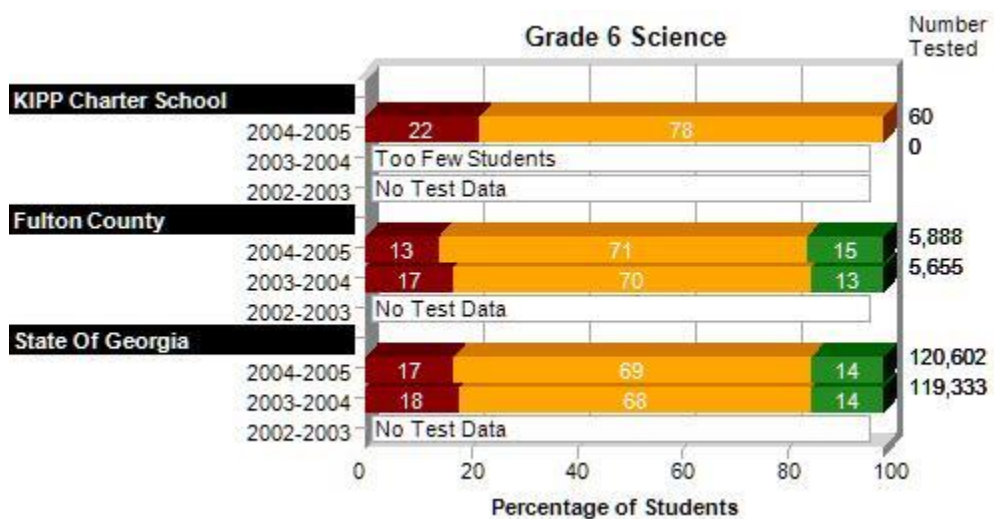
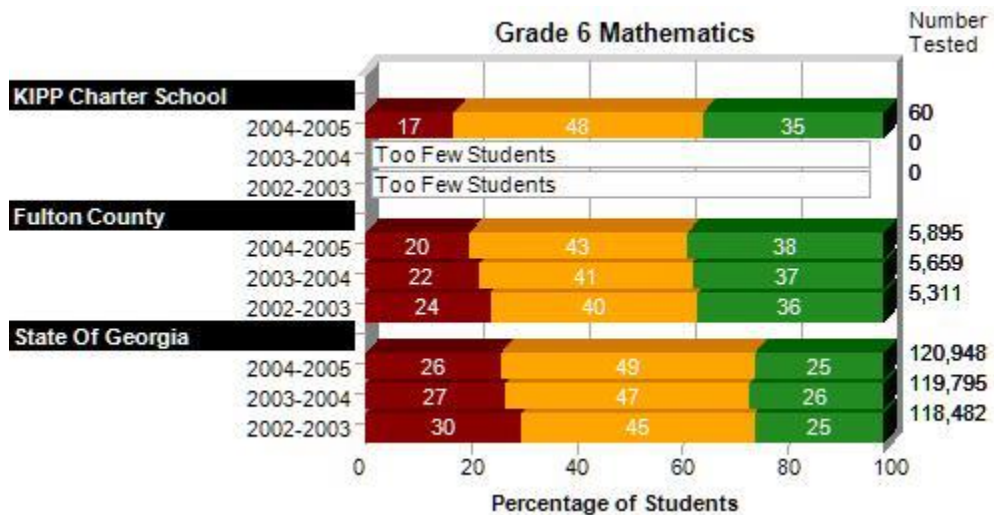
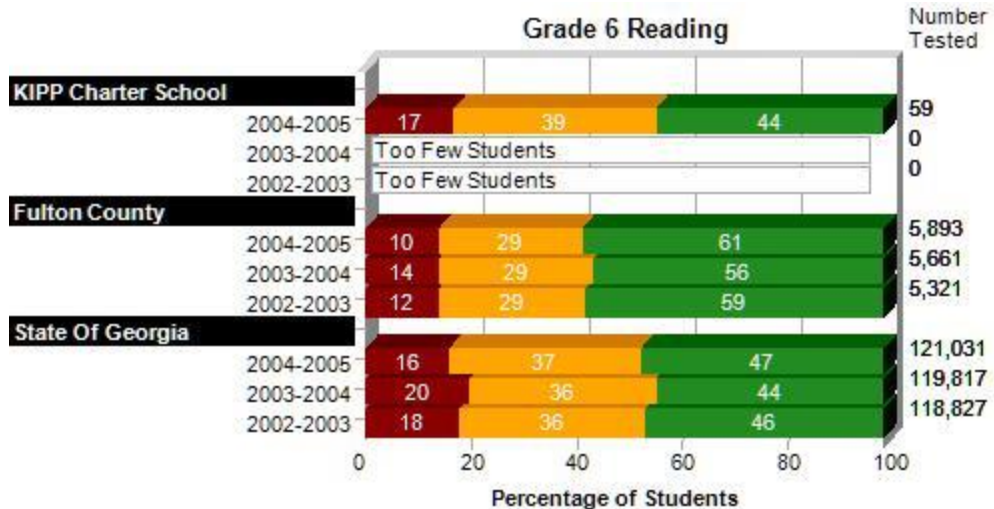
Financial Accountability

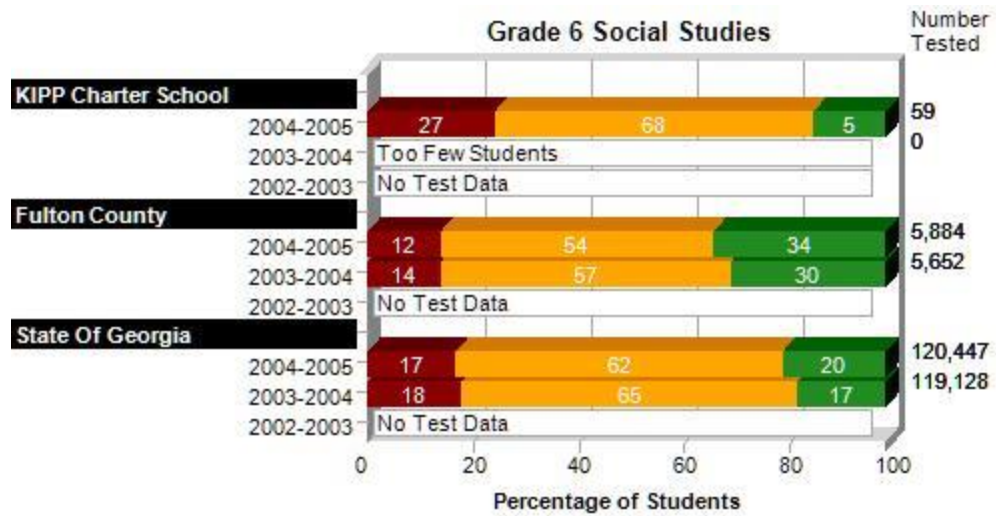
Did the school have an independent audit for the fiscal year ending June 30th, 2005? Yes

Were there any findings from this audit? No









KIPP WAYS

Contact Information

David Jernigan
80 Joseph E. Lowery Blvd., NW
Atlanta 30314
(404) 475-1941

Basic Facts

District	Atlanta Public
Type	Start-up
Opened	7/14/2003
Grades Served	5 - 6
Enrollment	150
Title I School	Yes

Mission

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	Herndon Elementary	M. A. Jones Elementary School	F. L. Stanton Elementary School	Georgia
Distance from Charter School (in miles)	0	0.6	0.6	0.8	0
Total Population	152	361	374	343	1,515,646

Diversity

Caucasian	1%	0%	0%	0%	49%
Black	98%	99%	100%	100%	38%
Hispanic	0%	0%	0%	0%	8%
Asian/Pacific Islander	1%	1%	0%	0%	3%
American Indian/Alaskan Native	0%	0%	0%	0%	0%
Multiracial	0%	0%	0%	0%	2%

Special Populations

ESOL	0%	0%	0%	0%	3%
Gifted	0%	0%	2%	4%	8%
Special Education	12%	13%	10%	7%	12%

Free & Reduced Lunch:

% of Total Population	0%	93%	90%	95%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>	
Did the school make AYP?	Yes	Yes	n/a	
Is the 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.

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
- "Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term
- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: KIPP WAYS Academy students will acquire the reading skills necessary to succeed in rigorous college-preparatory high schools.

(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);

(2) Each year, the percentage of KIPP WAYS Academy students meeting or exceeding standards in all grade levels of reading will exceed the percentage of students in the district, and the percentage of students in the state, who meet or exceed standards in reading as measured by the CRCT;

(3) 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, an average of five percentile points per year over the course of four years;

(4) 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 WAYS 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 on Goal: Sufficient Progress

Indicators of Progress:

5th Grade:

Sufficient Progress - 71% of 5th graders met or exceeded standards in reading on the CRCT.

Sufficient Progress - Assessments indicate that 5th graders at KIPP WAYS Academy entered much lower than the average 5th grader.

Exceeded - Students increased from the 31st to the 38th percentile on the ITBS.

Attained - students read at least 10 substantial books.

6th Grade:

Exceeded - 83% of 6th graders met or exceeded standards on the CRCT in reading

Sufficient Progress - KIPP WAYS exceeded the district by 13%, but was 1% below the state average in reading.

Sufficient Progress - 6th grade cohort has increased its percentage by 5% in 2 years.

Attained - 6th graders read at least 10 substantial books

Goal 2:

KIPP WAYS Academy students will acquire the writing skills necessary to succeed in rigorous college-preparatory high schools.

(1) 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);

(2) 90% of all eighth graders who have been enrolled in the school for at least two years will receive a score of 4 (experimenting), 5 (engaging) or 6 (extending) on the Georgia Writing Test.

(3) Each year, the percentage of KIPP WAYS Academy students meeting or exceeding standards in all grade levels of language arts will exceed the percentage of students in the district, and the percentage of students in the state, who meet or exceed standards in language arts, as measured by the CRCT;

(4) Each cohort of students at KIPP WAYS Academy will improve its average national percentile ranking in language arts, as measured by the Stanford 9 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years;

(5) Every eighth grader will write a research paper of at least 2,000 words that: (a) includes a title page, outline, bibliography, and endnotes; (b) clearly states a central idea that is supported with specific evidence drawn from a variety of sources; and (c) cites sources appropriately using both direct quotes and summarization.

Progress on Goal: Exceeded

Indicators of Progress:

5th Grade:

Exceeded - 76% of 5th graders met or exceeded standards on the CRCT.

Exceeded - Applies to 8th grade, but 100% of 5th graders passed the GA Writing Test.

Sufficient Progress - Assessments indicate that 5th graders at KIPP WAYS Academy entered much lower than the average 5th grader.

Exceeded - 5th graders increased their ITBS percentile ranking by 12 points (from 35th to 47th percentile)

6th Grade:

Exceeded - 83% of 6th graders met or exceeded standards in Language Arts.

Exceeded - KIPP WAYS Academy 6th graders exceeded the district % by 19% and the state % by 7%.

Exceeded - Students have jumped from the 38th percentile to the 56th percentile in 2 years, averaging 9 percentile points of growth per year.

Goal 3:

KIPP WAYS Academy students will acquire the math knowledge and skills necessary to succeed in rigorous college preparatory high schools.

(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 math, as measured by the Georgia Criterion-Referenced Competency Test (CRCT);

(2) Each year, the percentage of KIPP WAYS Academy students meeting or exceeding standards in all grade levels of math will exceed the percentage of students in the district, and the percentage of students in the state, who meet or exceed standards in math, as measured by the CRCT;

(3) Each cohort of students at KIPP WAYS Academy will improve its average national percentile ranking in math, as measured by the Stanford 9 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years;

(4) 90% of eighth graders completing Algebra I will pass the End of Course Test in Algebra I.

Progress on Goal: Attained

Indicators of Progress:

5th Grade:

Sufficient Progress - 71% of 5th graders met or exceeded standards in Math.
Sufficient Progress - Assessments indicate that 5th graders at KIPP WAYS Academy entered much lower than the average 5th grader.

Exceeded - 5th graders jumped by 18 percentile points from the beginning of the year (from the 30th percentile to the 48th percentile).

6th Grade:

Exceeded - 81% of 6th graders met or exceeded standards on the math section of the CRCT

Exceeded - KIPP WAYS Academy 6th graders exceeded the district % by 24% and the state % by 7%.

Exceeded - KIPP WAYS Academy 6th graders have grown 17 percentile points since entering the school, averaging 8.5 percentile points growth per year.

Goal 4:

GOAL #4 - SCIENCE

KIPP WAYS Academy students will acquire the scientific knowledge and skills necessary to succeed in rigorous college-preparatory high schools.

(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 science, as measured by the Georgia Criterion-Referenced Competency Test (CRCT);

(2) Each year, the percentage of KIPP WAYS Academy students meeting or exceeding standards in all grade levels of science will exceed the percentage of students in the district, and the percentage of students in the state, who meet or exceed standards in science, as measured by the CRCT;

(3) Each cohort of students at KIPP WAYS Academy will improve its average national percentile ranking in science, as measured by the Stanford 9 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years;

(4) Every seventh grader will write a well-organized lab report, demonstrating that he or she has successfully: (a) formed a hypothesis about a scientific question; (b) designed a scientific experiment to test the hypothesis; (c) conducted the experiment (d) gathered, organized, and analyzed data; and (e) drawn appropriate conclusions.

Progress on Goal: Attained

Indicators of Progress: 5th Grade:

Exceeded - 77% of 5th graders met or exceeded standards on the Science section of the CRCT.

Sufficient Progress - Assessments indicate that 5th graders at KIPP WAYS Academy entered much lower than the average 5th grader.

6th Grade:

Exceeded - 83% 6th graders met or exceeded standards on the Science section of the CRCT.

Attained - KIPP WAYS Academy 6th graders exceeded the district average by 13% and tied the state average.

Goal 5:

KIPP WAYS Academy students will acquire the knowledge and skills in social studies necessary to succeed in rigorous college-preparatory high school programs.

(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 social studies, as measured by the Georgia Criterion-Referenced Competency Test (CRCT);

(2) Each year, the percentage of KIPP WAYS Academy students meeting or exceeding standards in all grade levels of social studies will exceed the percentage of students in the district, and the percentage of students in the state, who meet or exceed standards in social studies, as measured by the CRCT;

(3) Each cohort of students at KIPP WAYS Academy will improve its average national percentile ranking in social studies, as measured by the Stanford 9 or a similar nationally norm-referenced test, an average of five percentile points per year over the course of four years.

(4) Each year, all students will earn a score of 90% or higher on a geography test, consisting of a blank map that the students must label, as follows: (a) in fifth grade, a map of all fifty states and their capital cities; (b) in sixth grade, a map of all countries, major rivers, and mountain ranges, in North America, South America, and Europe; (c) in seventh grade, a map of all countries, major rivers, and mountain ranges, in Asia, Africa, and Australia; and (d) in eighth grade, a map of all major cities, rivers, lakes, mountains, and historic sites in the state of Georgia.

Progress on Goal: Attained

Indicators of Progress: 5th Grade:

Sufficient Progress - 71% of 5th graders met or exceeded standards on the Science section of the CRCT.

Sufficient Progress - Assessments indicate that 5th graders at KIPP WAYS Academy entered much lower than the average 5th grader.

Attained - classroom based assessments indicate that students knew their states and capitals.

6th Grade:

Exceeded - 83% of 6th graders met or exceeded standards on the Social Studies section of the CRCT.

Attained - KIPP WAYS Academy 6th graders exceeded the district average by 14% and tied the state average.

Attained - Classroom based assessments reflect that students met standards on geography goals.

Student Conduct Goals

Goal 1: 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.

(1) 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.

(2) 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.

(3) 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.

Progress on Goal: Sufficient Progress

Indicators of Progress:

Attained - Student assessments indicate that students have a clear understanding of the school's five values.

Partial Progress - The community service projects were postponed until 7th grade to ensure sufficient maturation and preparation.

Other Goals

Goal 1: Students will actively participate in the KIPP WAYS Academy community by attending school regularly and completing required assignments.

(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.

(2) For each day that school is in session, an average of 90% of students will complete and turn in all homework assignments.

Progress on Goal: Attained

Indicators of Progress:

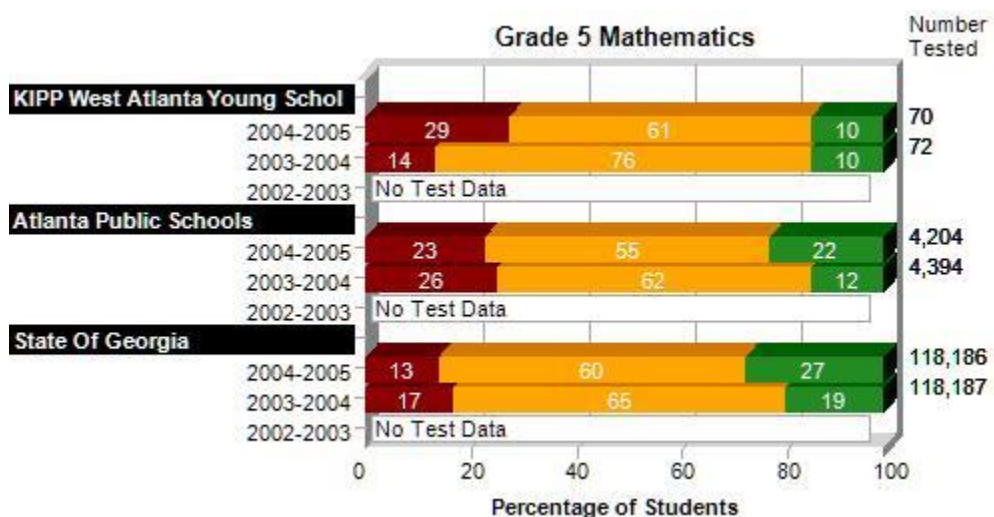
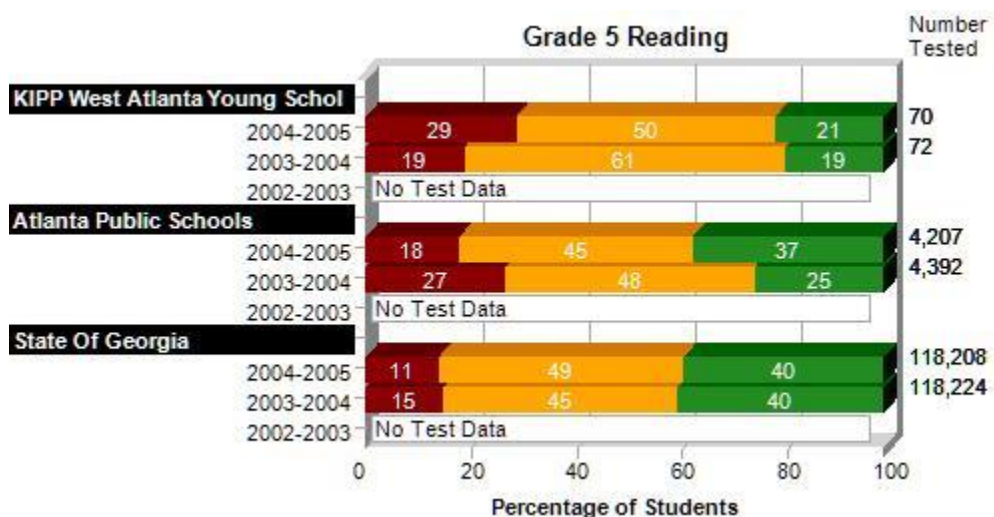
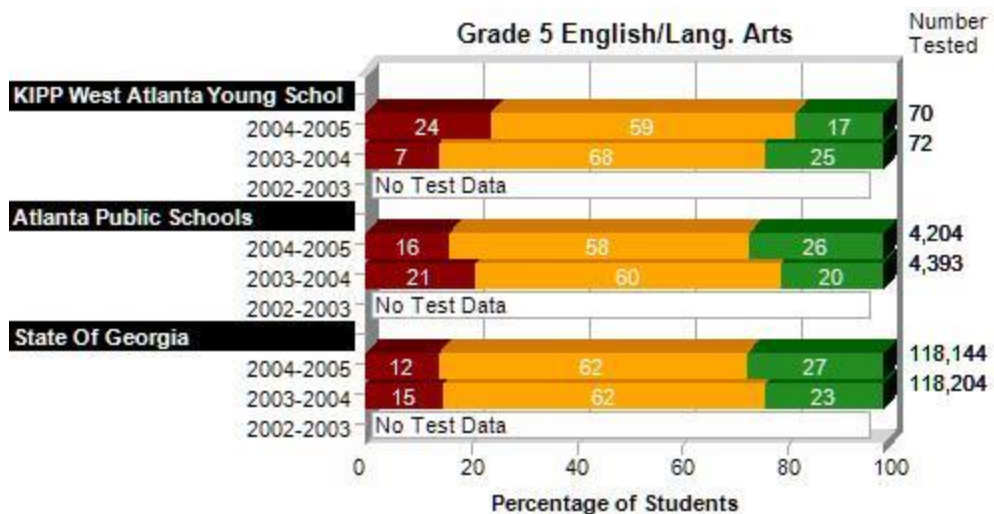
Attained - school is now measuring attendance according to NCLB standards (% of students absent 15 or more days). In 2003-2004 school year, 16.1% were absent 15 or more days, but in 2004-2005 school year, 4.1% of students were absent 15 or more days.

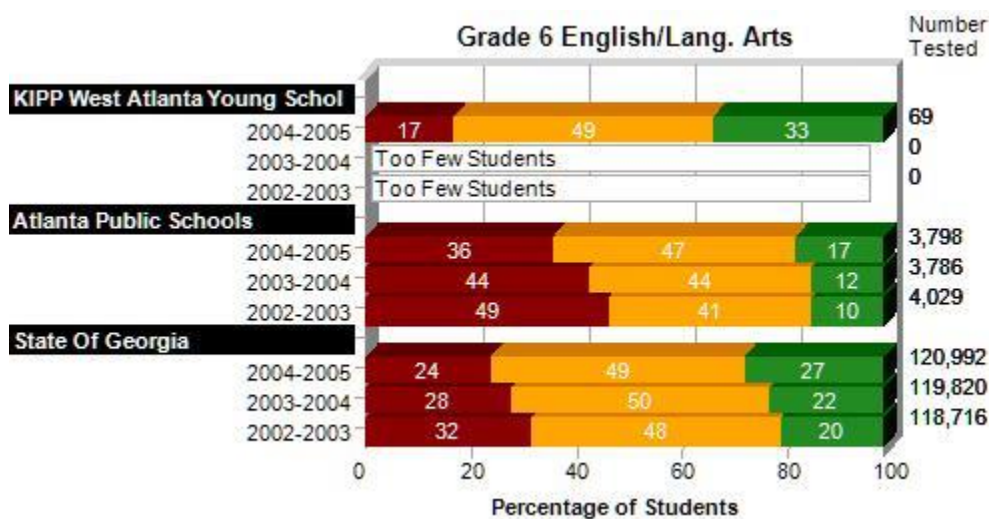
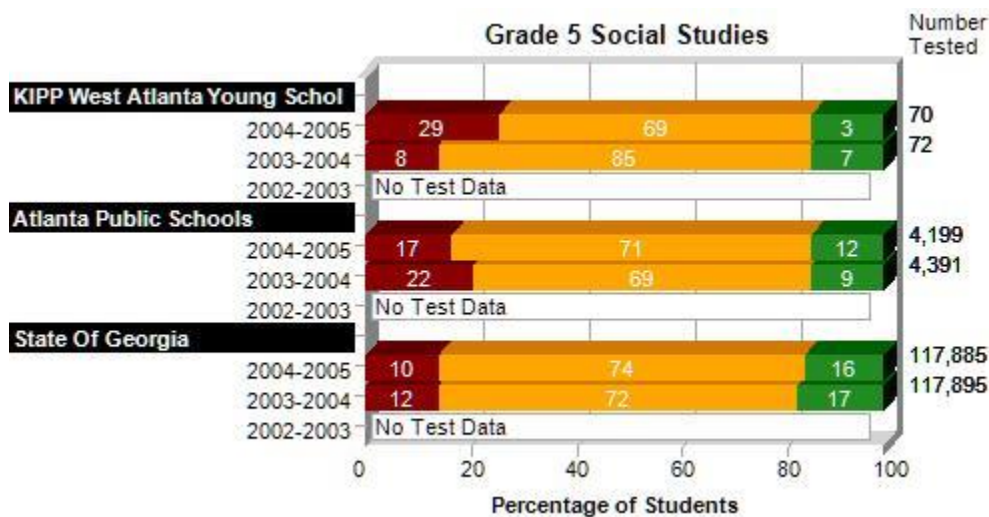
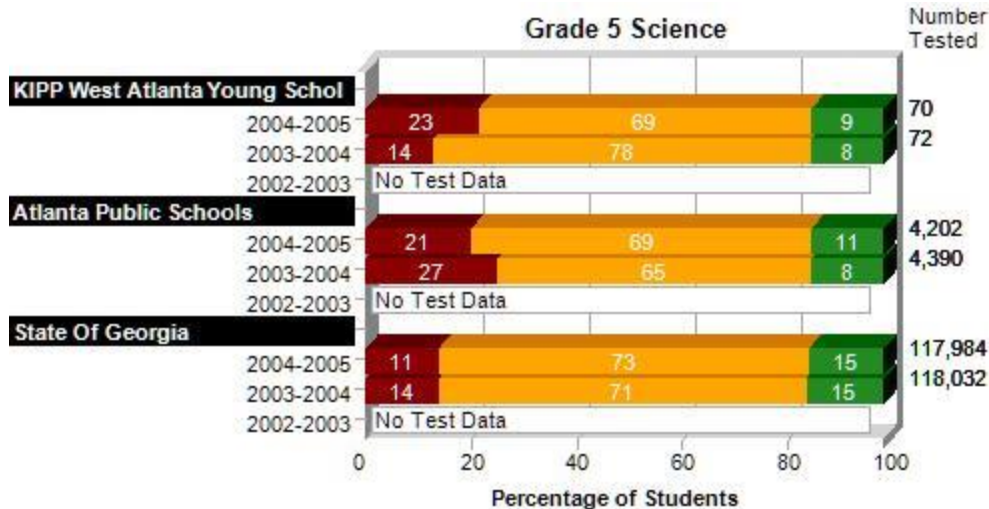
Attained - 90% of students consistently completed and turned in their homework assignments throughout the year.

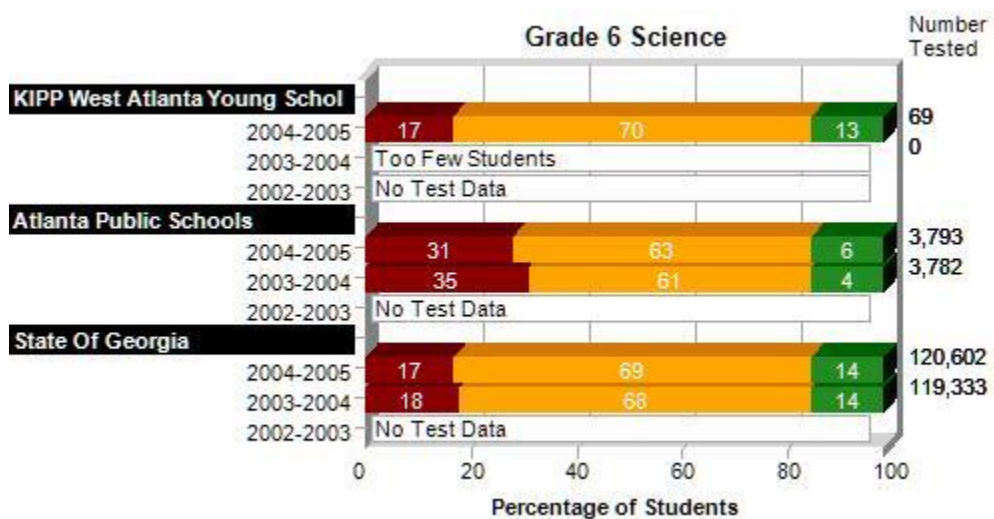
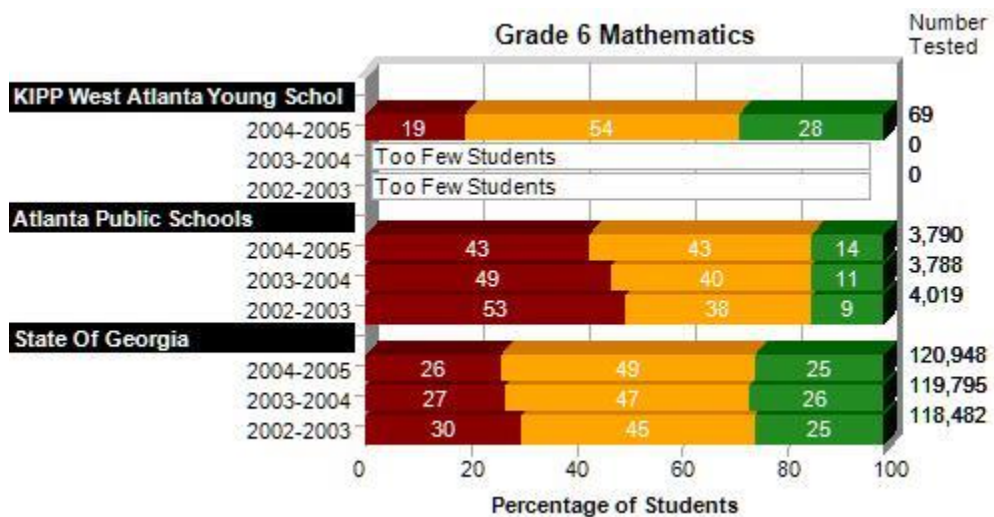
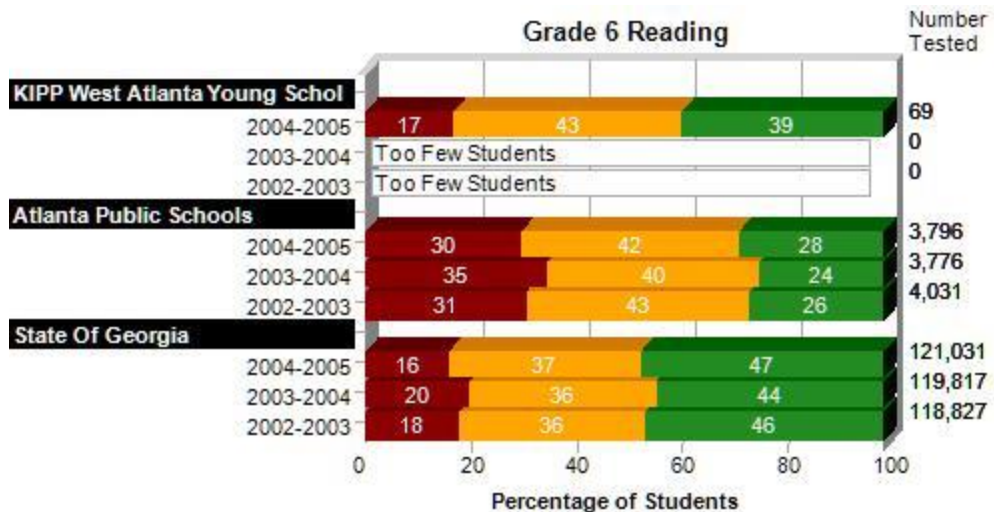
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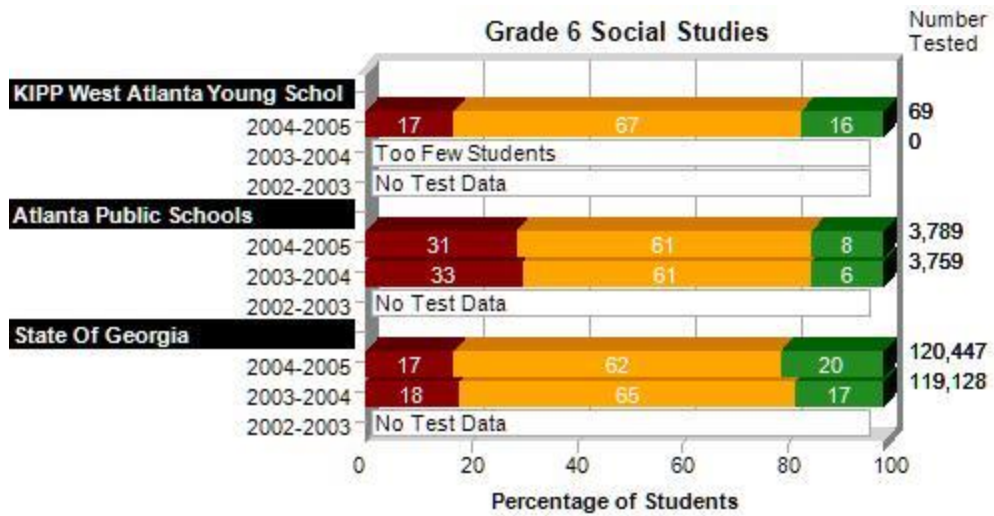
Did the school have an independent audit for the fiscal year ending June 30th, 2005? Yes

Were there any findings from this audit? No









MERCER MIDDLE SCHOOL

Contact Information

Linda Rocheleau
201 Rommel Avenue
Savannah 31408
(912) 965-6700

Basic Facts

District	Chatham County
Type	Conversion
Opened	7/1/1998
Grades Served	6 - 8
Enrollment	759
Title I School	Yes

Mission

Our mission is to provide engaging work to support student learning. Our vision is a collective and collaborative effort where teachers provide engaging work; students put forth effort to meet with success and parents provide support to enhance student learning.

Demographics

	Mercer Middle School	Groves High School	Tompkins Middle School	Oglethorpe Academy	Georgia
Distance from Charter School (in miles)	0	0.4	1.7	3.9	0
Total Population	749	1,529	454	361	1,515,646

Diversity

Caucasian	29%	34%	2%	48%	49%
Black	66%	59%	98%	44%	38%
Hispanic	3%	4%	0%	2%	8%
Asian/Pacific Islander	0%	2%	0%	3%	3%
American	0%	0%	0%	0%	0%
Indian/Alaskan Native					
Multiracial	2%	1%	0%	2%	2%

Special Populations

ESOL	0%	3%	0%	0%	3%
Gifted	9%	4%	1%	29%	8%
Special Education	9%	11%	15%	5%	12%

Free & Reduced Lunch:

% of Total Population	65%	48%	88%	30%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>	
Did the school make AYP?	Yes	No	No	
Is the school in Needs Improvement?	Yes	Yes	Yes	

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

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
- "Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term
- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 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.

Progress on Goal: Partial Progress

Indicators of Progress: Mercer Middle School was only 1 % point (357) behind the state proficiency level (358) on the winter 2005 MGWA. Mercer students exceeded state proficiency results on the number of students On Target and had fewer students Not On Target than at the state level as reported on the Performance Level Report.

Goal 2: To increase student performance in mathematics as evidenced by the number of students who have moved successfully through the advanced mathematics sequence, especially in students who have attended Mercer through grades 6, 7, and 8.

Progress on Goal: Partial Progress

Indicators of Progress: Mercer had 67 students who met or exceeded state levels on the spring 2005 Georgia End of Course Tests in Geometry and Algebra I. Only 7 Mercer students (out of 74) did not pass the EOC Tests. This will establish a baseline for Mercer's continued efforts at providing advanced academic performance and assessment in mathematics.

Goal 3: 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.

Progress on Goal: Exceeded

Indicators of Progress: Portfolio assessment is used school-wide at Mercer in the following ways: 1) All students compile a Total Talent Portfolio which contains samples of their evolving academic and enrichment activities and progress; 2) Professional Learning Communities of grade level teachers review student work on a weekly basis and address ways to improve instruction, as well as integrate Georgia Performance Standards. 8th grade students use portfolios as a part of the admission process for area high schools, especially the Performing Arts Magnet School. This process begins in 6th grades and continues through 8th grade. An annual "Portfolio/Product Night" provides an opportunity for parents and the community to review portfolios and see students' growth and progression.

Parental Involvement Goals

Goal 1: To increase the contact hours logged in by parents and/or members of the community who participate in activities that promote a clearer understanding of the school mission, promote direct assistance in school efforts that enhance the education of students, and link school to business or important segments of the general public to accomplish the school's mission.

Progress on Goal: Exceeded

Indicators of Progress: Mercer has logged in approximately 750 contact hours as of October 1, 2005 for this academic year (beginning August 2005). This surpasses approximately 575 contact hours logged in during the 2004-2005 school year. Scheduled events include Open Houses, Family Nights, PTA, Portfolio Nights and many more activities to include parents and the community. Documentation is retained at the site.

Student Conduct Goals

Goal 1: 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.

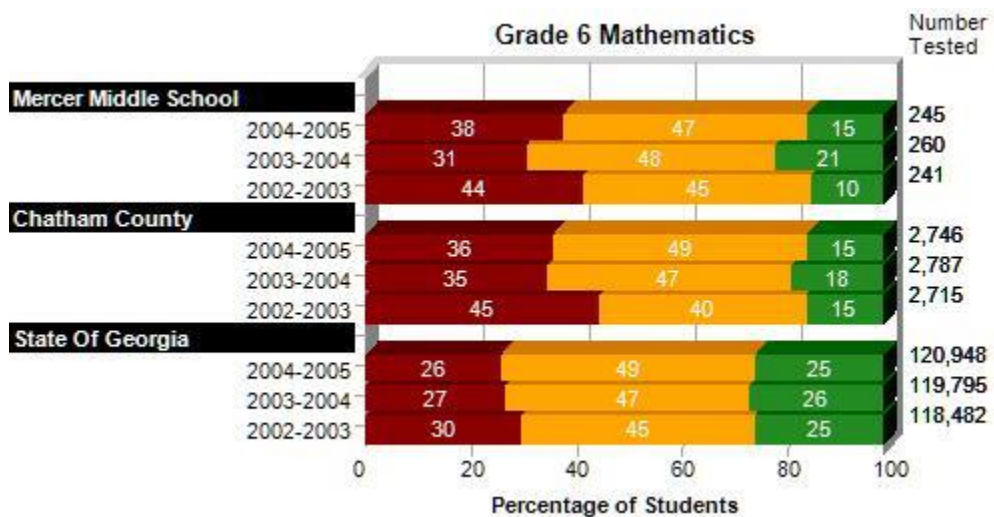
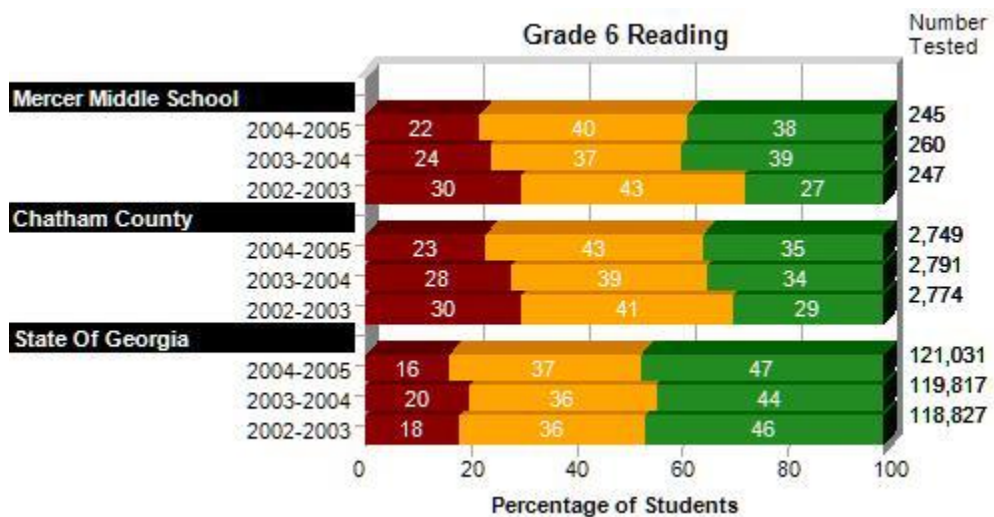
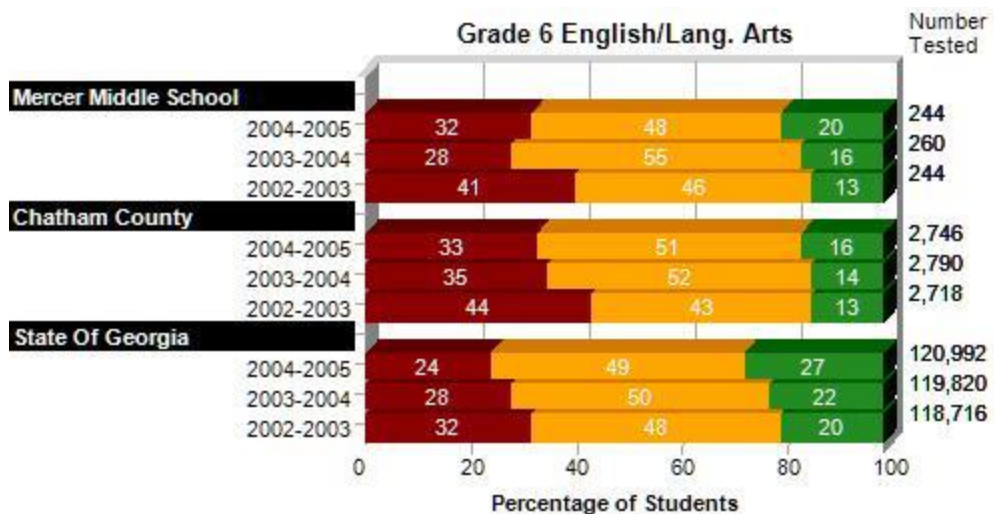
Progress on Goal: Exceeded

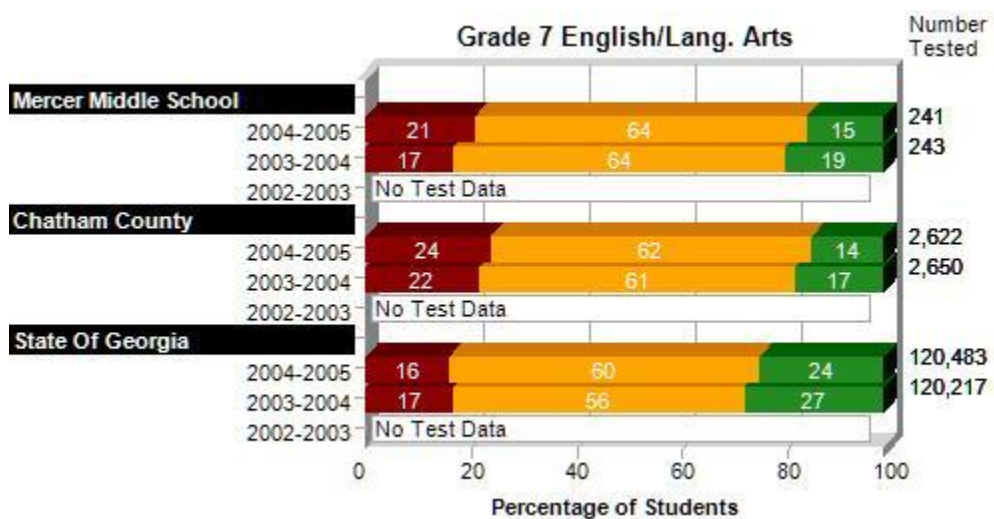
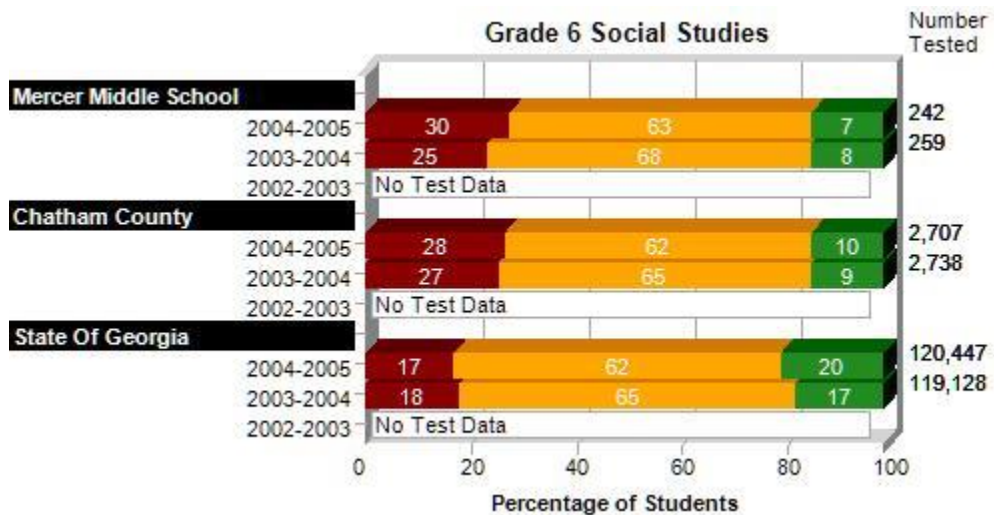
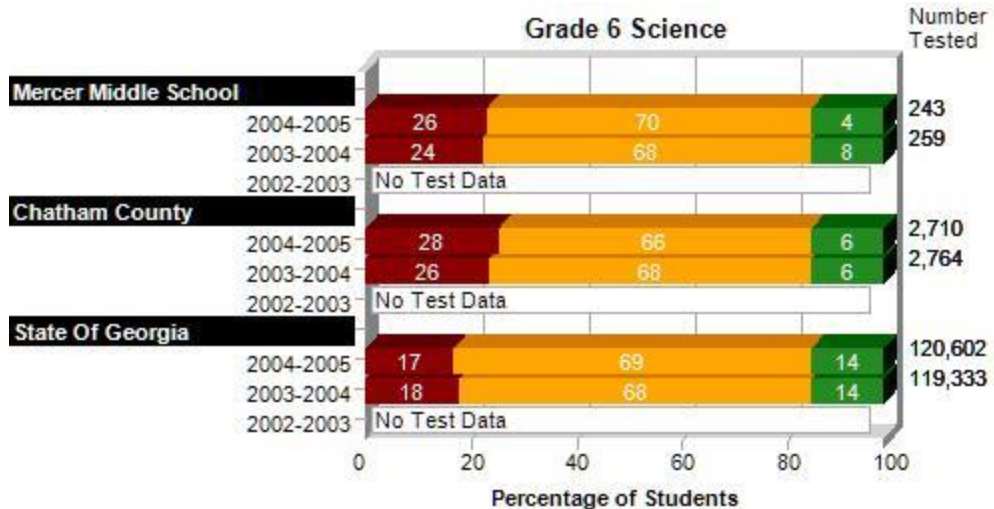
Indicators of Progress: Mercer has a comprehensive Schoolwide plan that provides Career/Character Education to its entire student body. The Renzulli Schoolwide Enrichment Model involves all Mercer students in weekly enrichment offerings that focus on authentic learning and activities that promote talent and career development. A daily advisement program provides daily lessons in skill development and character education. The school counselor administers this program and provides feedback to teachers and students in fostering career skills and character education.

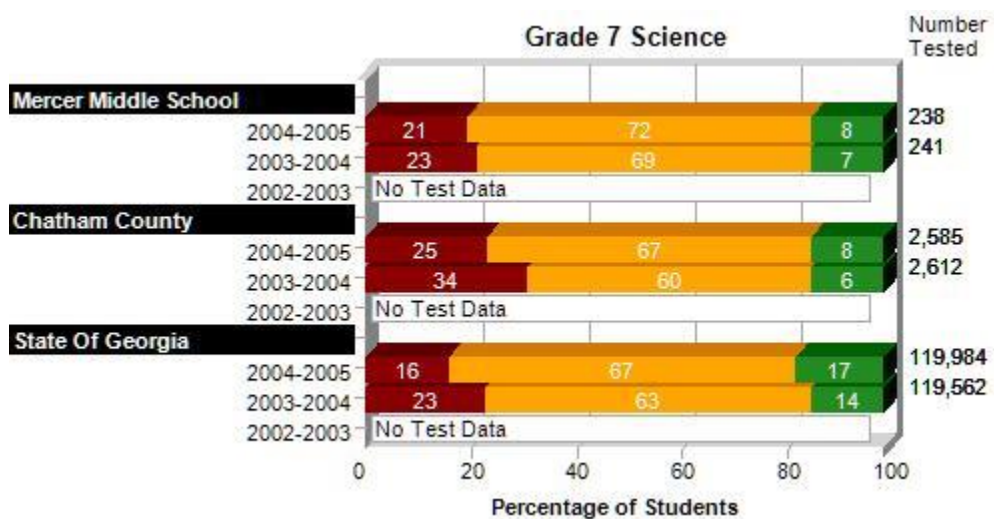
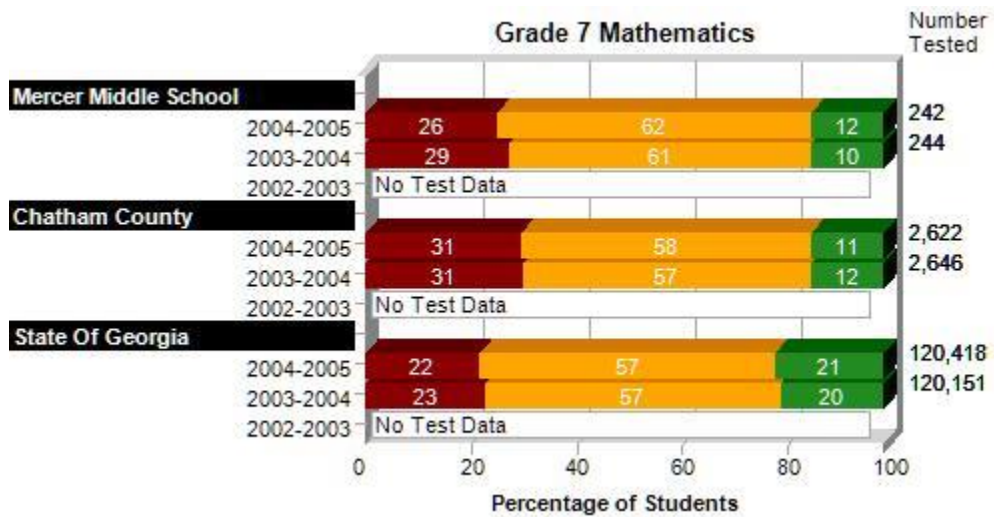
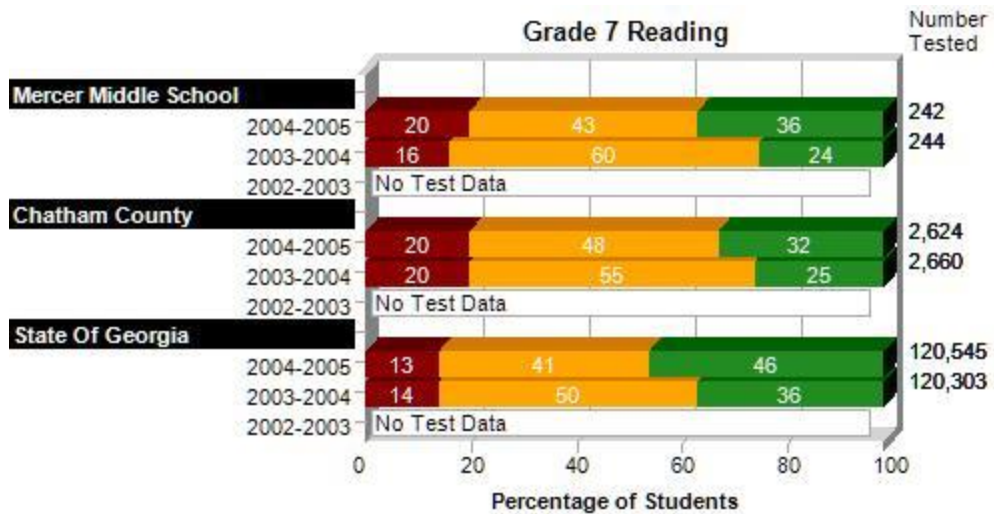
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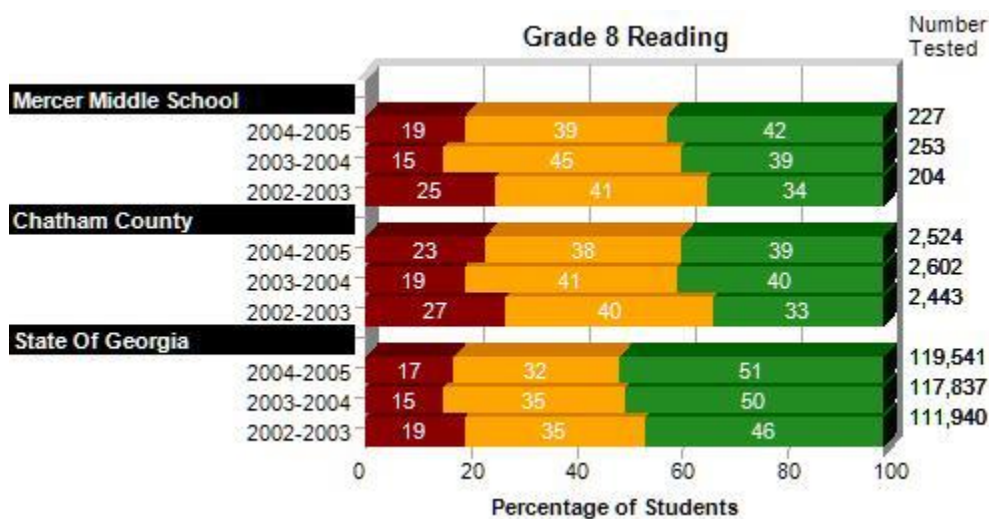
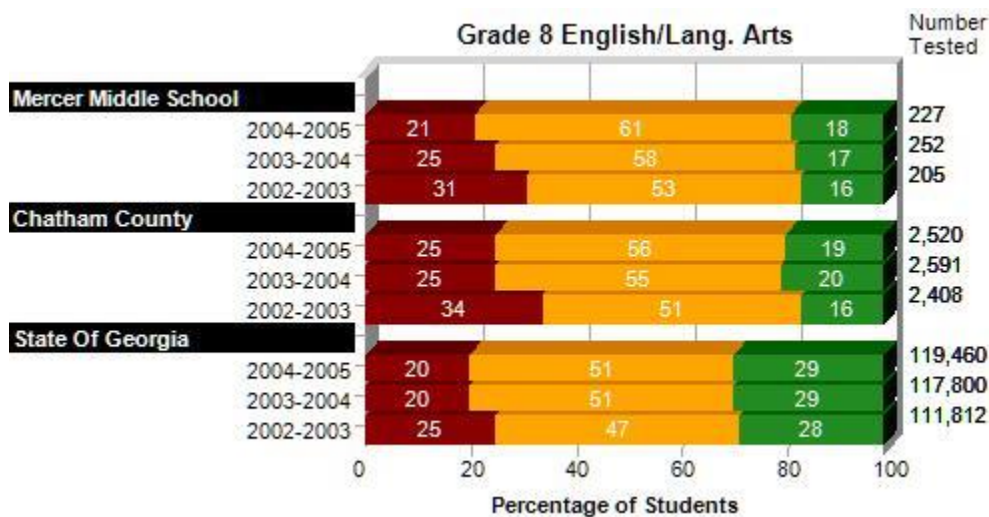
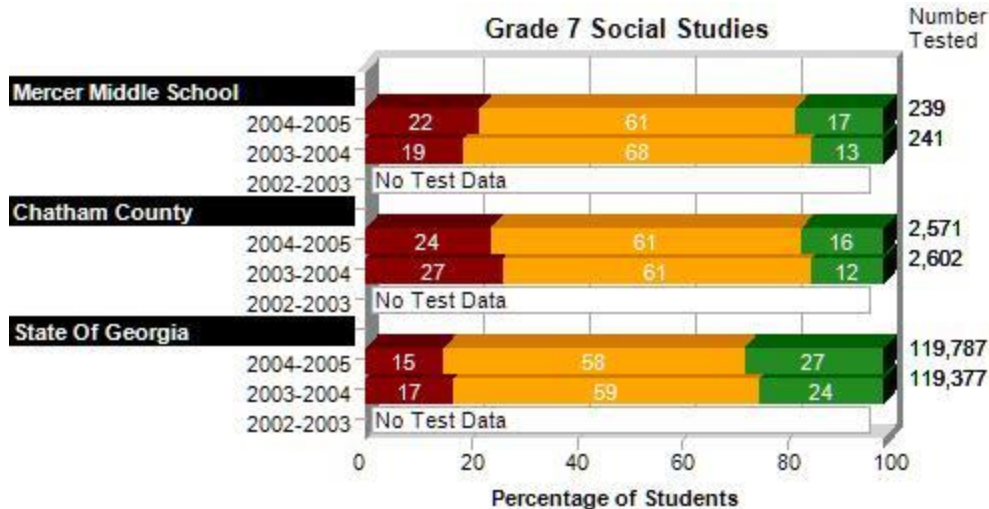
Did the school have an independent audit for the fiscal year ending June 30th, 2005? No

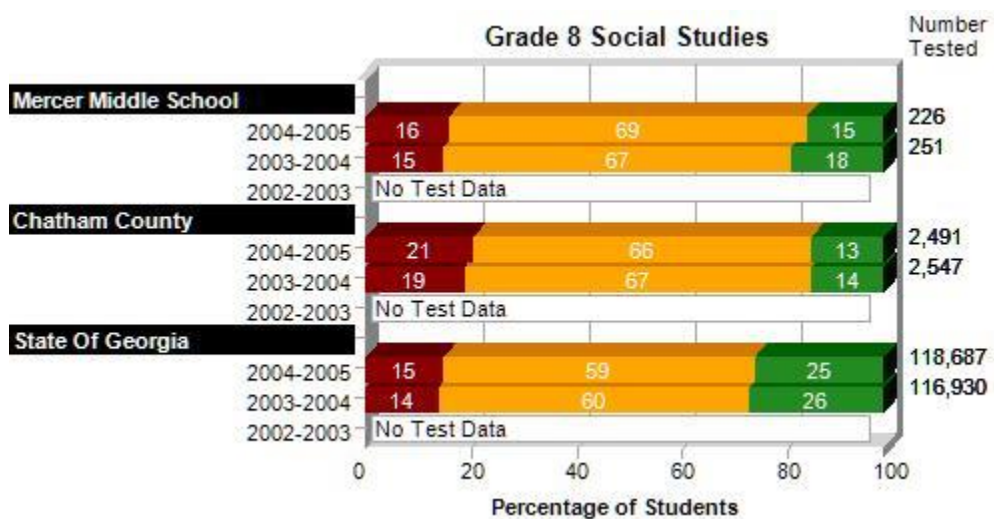
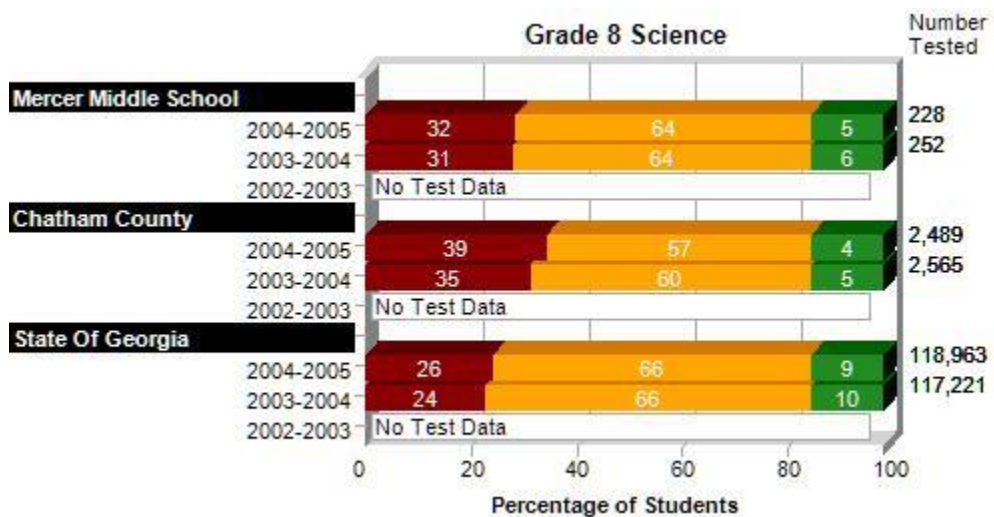
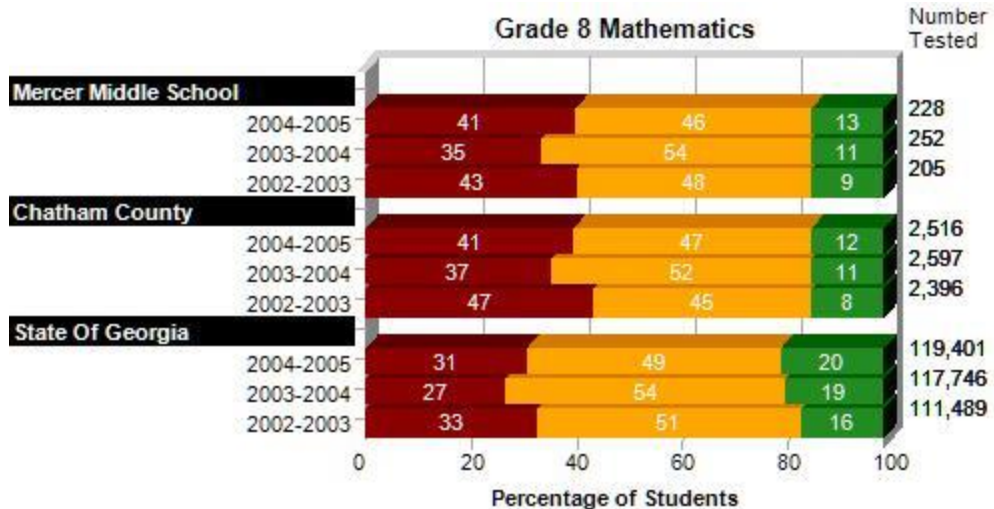
Were there any findings from this audit? No











NEIGHBORHOOD CHARTER SCHOOL

Contact Information

Jacqueline Rosswurm, PhD
688 Grant Street
Atlanta 30315
(404) 624-6226

Basic Facts

District	Atlanta City
Type	Start-up
Opened	8/12/2001
Grades Served	K - 5
Enrollment	208
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.

Demographics

	Neighborhood Charter School	Cook Elementary School	D. H. Stanton Elementary School	Parkside Elementary School	Georgia
Distance from Charter School (in miles)	0	0.8	0.7	0.7	0
Total Population	209	1,524	473	483	1,515,646

Diversity

Caucasian	42%	54%	0%	7%	49%
Black	49%	38%	98%	80%	38%
Hispanic	2%	5%	2%	9%	8%
Asian/Pacific Islander	0%	1%	0%	1%	3%
American	0%	0%	0%	0%	0%
Indian/Alaskan Native					
Multiracial	8%	1%	0%	3%	2%

Special Populations

ESOL	0%	2%	2%	5%	3%
Gifted	0%	5%	0%	6%	8%
Special Education	8%	15%	6%	10%	12%

Free & Reduced Lunch:

% of Total Population	18%	66%	97%	80%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>	
Did the school make AYP?	Yes	Yes	Yes	
Is the 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.

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
- "Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term
- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: CRCT – Reading: Decrease percent of students not meeting standard by 1.5% each year. Increase number of students exceeding standard by 2% each year

Progress on Goal: No Progress

Indicators of Progress: Reading – The percentage of students not meeting the standard in 2004 was 5.6%. In 2005 this increased to 7.2%. The percentage of students exceeding the standard in 2004 was 62.5%. In 2005 this decreased to 61.1%. The progress of individual students will be reviewed to adjust instruction accordingly.

Goal 2: CRCT – Language Arts: Decrease percent of students not meeting standard by 1.5% each year. Increase number of students exceeding standard by 2% each year

Progress on Goal: Partial Progress

Indicators of Progress: Language Arts – The percentage of students not meeting standard in 2004 was 9.5%. In 2005 this decreased to 7.3%. The percentage of students exceeding the standard in 2004 was 41.5%. In 2005 this decreased to 35.6%. The progress of individual students will be reviewed to adjust instruction accordingly.

Goal 3: CRCT – Mathematics: Decrease percent of students not meeting standard by 1.5% each year. Increase number of students exceeding standard by 2% each year

Progress on Goal: No Progress

Indicators of Progress: Mathematics – The percentage of students not meeting standard in 2004 was 12.5%. In 2005 this increased to 15.3%. The percentage of students exceeding the standard in 2004 was 33.5%. In 2005 this decreased to 28.8%. The progress of individual students will be reviewed to adjust instruction accordingly. Mathematics is also the focus of professional development during the 2005-2006 school year.

Goal 4: Stanford 9 – Reading/Math – Grade 3: Decrease percent in lower quartile by 2% each year. Increase percent in highest quartile by 2.5% each year

Progress on Goal: Exceeded

Indicators of Progress: Reading/Math – Grade 3: Percentage in lowest quartile in 2004 was 15% in reading and 25% in mathematics. In 2005 the percentage in the lowest quartile decreased in reading to 5% and remained the same at 25% in mathematics. Percentage in highest quartile in 2004 was 40% in reading and 5% in mathematics. In 2005 the percentage in the highest quartile increased in reading to 45% and increased to 30% in mathematics. Note – Stanford 9 was replaced by the Iowa Test of Basic Skills. There was only one class of twenty children in third grade each year of these results.

Goal 5: Stanford 9 – Reading/Math – Grade 5: Decrease percent in lower quartile by 2% each year. Increase percent in highest quartile by 2.5% each year

Progress on Goal: Exceeded

Indicators of Progress: Not Applicable. Spring 2005 was the first year that a fifth grade class was established. Note: Stanford 9 was replaced by the Iowa Test of Basic Skills.

Parental Involvement Goals

Goal 1: Commitment from the community and staff to be actively engaged in the operation of the school.

Progress on Goal: Exceeded

Indicators of Progress:

(1) Through the annual campaign, the annual fundraisers, and grants over \$88,000 was donated to the Neighborhood Charter School.

(2) Over 6800 volunteer hours were recorded during its third year of operation.

(3) Through the support of the community, families, and staff, our school had two basketball teams, two cheerleading squads, several after school enrichment programs. With the support of the community, families, and staff, a full school holiday program and an all-school related arts field day were held.

(4) The board of directors for the Neighborhood School includes parents as well as four teachers and representatives from SAND and GPNA.

(5) 100% of the certified staff members returned to the school for its fourth year of operation.

(6) Through the effort of many of our families, community members, and dedicated staff our school successfully moved back into the fully reconstructed school facility.

(7) All members of the faculty are active members of the boards committees and subcommittees.

(8) A Volunteer team from EcoWatch and Cochran Mills provided science related activities for all students at the classroom level twice a month for the entire year.

Student Conduct Goals

Goal 1: Early intervention for all struggling students

Progress on Goal:

Indicators of Progress:

Other Goals

Goal 1: Professional work environment for educators that assures daily, uninterrupted planning time; encourages extensive involvement in the development of the school curriculum and expects excellence.

Progress on Goal: Exceeded

Indicators of Progress:

(1) Faculty members have regularly scheduled planning times throughout the week which were not regularly interrupted for other meetings or activities.

(2) A leadership team of interested teachers and instructional aides was established this year to address curricular, professional development, and operational issues during the year.

(3) Bimonthly staff development periods allowed the faculty members additional meeting and planning time as they saw fit. All professional development periods and workdays were co-planned by the administration and the faculty.

Goal 2: Professional development that supports instruction and facilitates implementation of the Neighborhood Charter School's constructivist philosophy

Progress on Goal: Exceeded

Indicators of Progress:

(1) A 3 day teacher academy was developed and held prior to the beginning of the 2003-2004 school year. All teachers, other certified staff and instructional aides participated in this professional development opportunity. The focuses of this academy were constructivism, and standards-based, differentiated instruction.

(2) Bimonthly staff development periods allowed the faculty members additional professional development periods co-planned by the administration and the faculty to insure that the constructivist learning theory was being implemented.

(3) The entire staff selected literacy has a focus of study and parent awareness for the year. Study groups were developed and carried out and parent awareness sessions were held as a part of this study

Goal 3: Assurance that diversity training and respect for diverse perspectives will be an integral part of the culture of the school

Progress on Goal: Exceeded

Indicators of Progress:

- (1) One of the ten working committees of the school is the Diversity Committee that focused on on-going issues around diversity.
- (2) Principal Roundtable Discussions were held monthly for all interested parents. Through these meetings parents and families were able to discuss diverse issues and viewpoints.
- (3) A partnership with the National Association for Multi-cultural Education (NAME)
- (4) The student body of the school developed 7 words and phrases—be responsible, be safe, listen, respect yourself and others, share, take healthy risks and don't give up, and celebrate—that served as the guiding principles for student behavior throughout the year. These principles served as the basis of the student code of conduct for the year; the manner in which students related with and to their fellow students and adults.
- (5) The principal had lunch with the fifth graders in small groups to get their input on various activities and plans for the school.
- (6) Input on diversity issues and concerns was included on the parent survey sent to parents this spring.
- (7) The Parent and Family Involvement Committee promotes different methods for parents/guardians to meet volunteer hours.
- (8) As a part of morning meeting, our school celebrates the diversity of our families during such times as Black History Month, etc.

Goal 4: A unique charter / APS relationship that will enhance community support for public schools

Progress on Goal: Exceeded

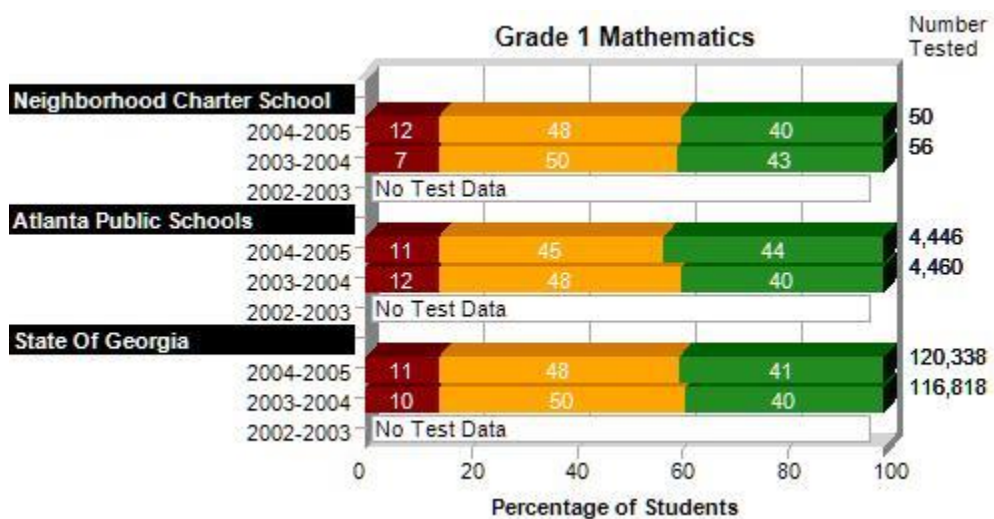
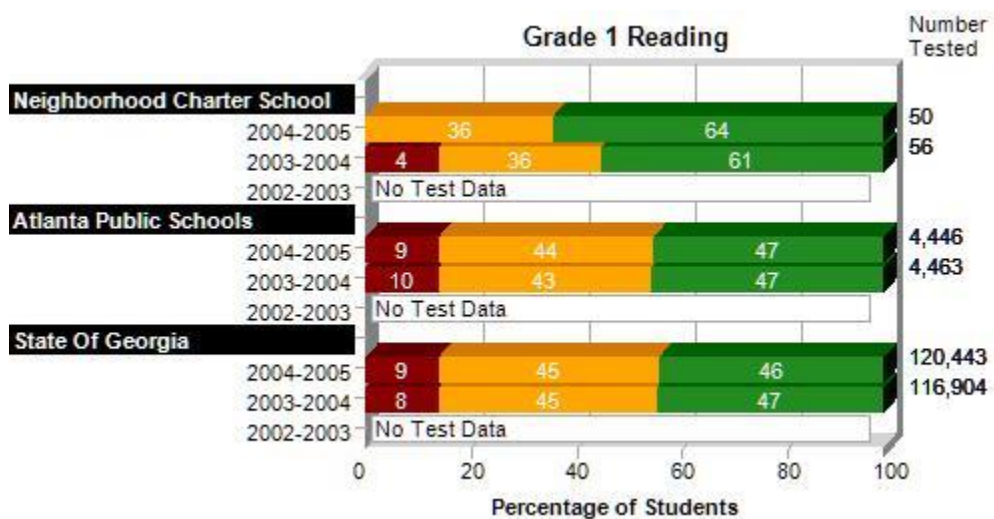
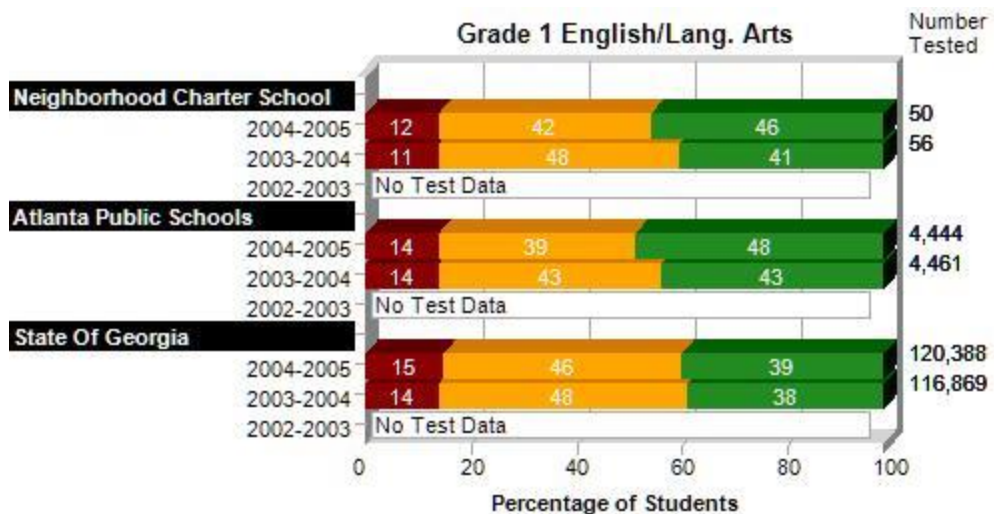
Indicators of Progress:

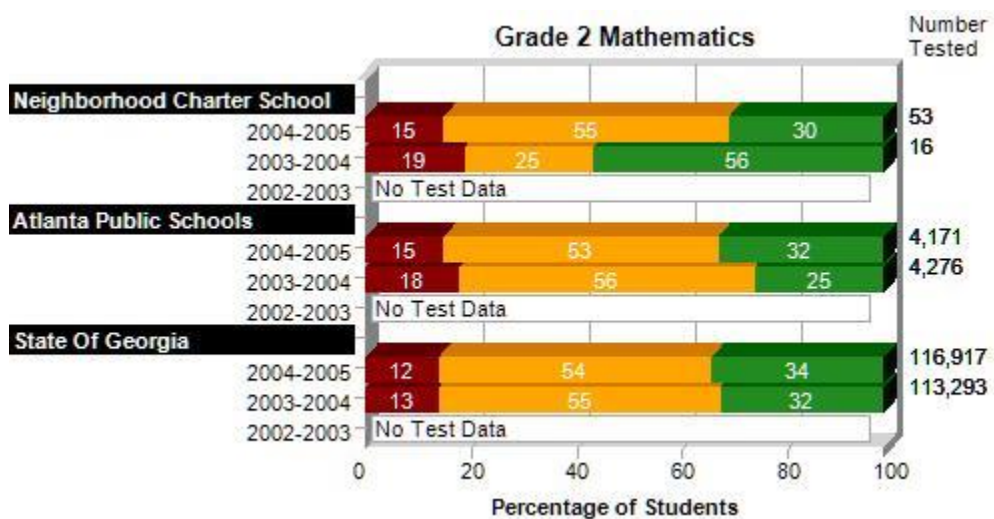
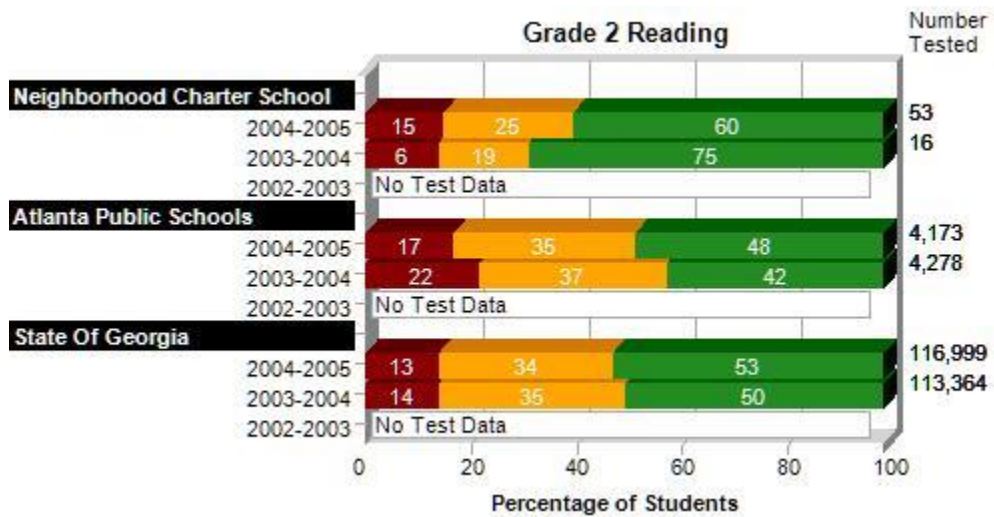
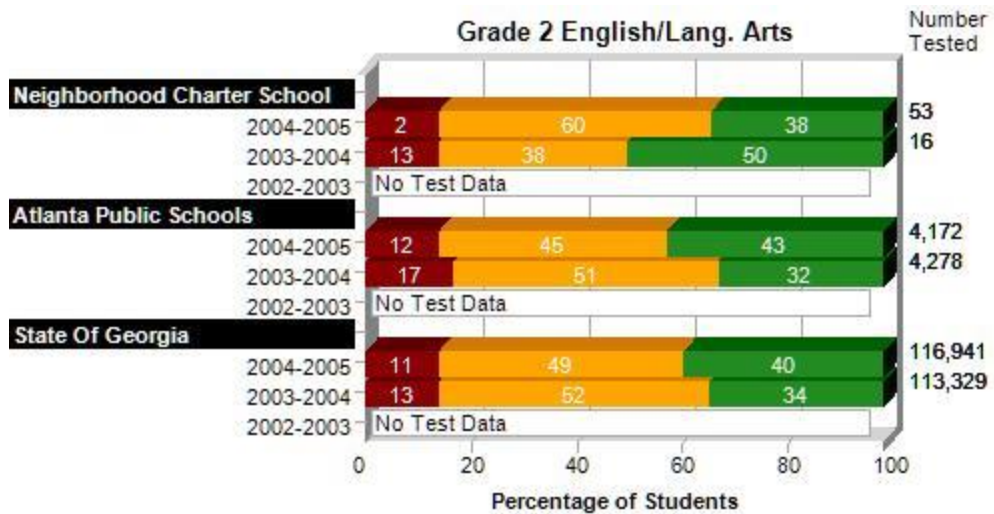
- (1) The Neighborhood Charter School has established a strong relationship with the area school board representative, Kwanza Hall
- (2) Throughout this year the Neighborhood Charter School has worked closely with the various staff members and offices of Atlanta Public Schools to insure the safe and timely reconstruction of the Slaton Elementary School, the rented facility of the Neighborhood Charter School that burned beyond use on February 8, 2003.
- (3) All requirements of the Charter agreement are met by the Neighborhood Charter School.
- (4) A close relationship has been established between the Neighborhood Charter School and the other Atlanta area charter schools to build a strong relationship with the district through that organization.

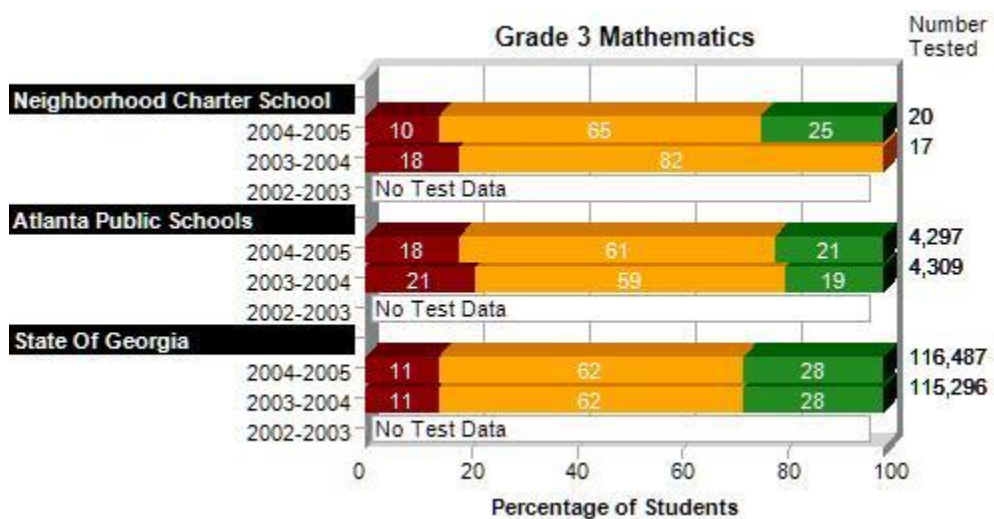
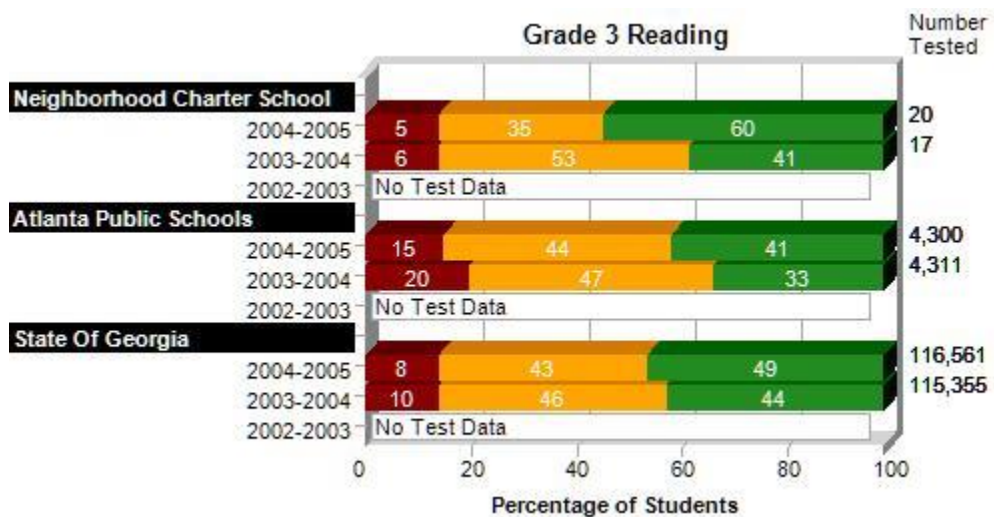
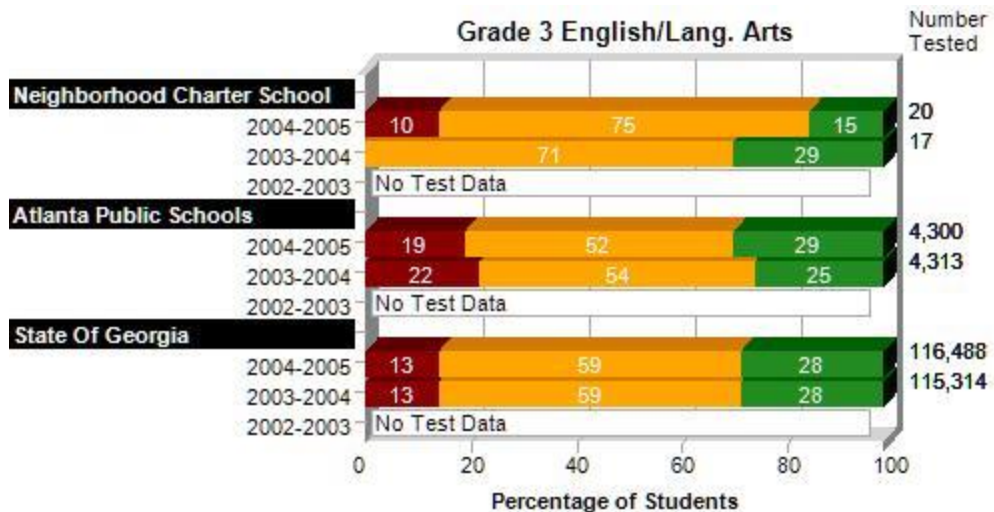
Financial Accountability

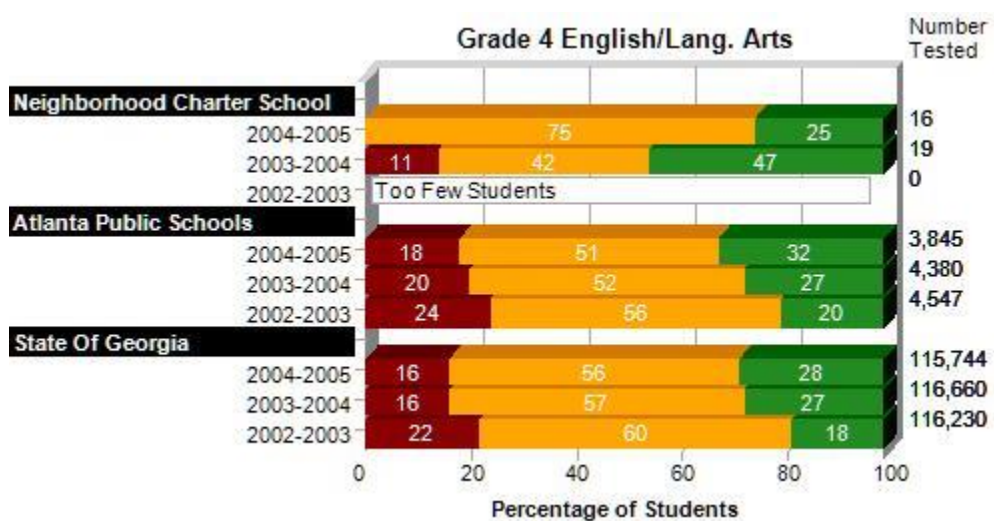
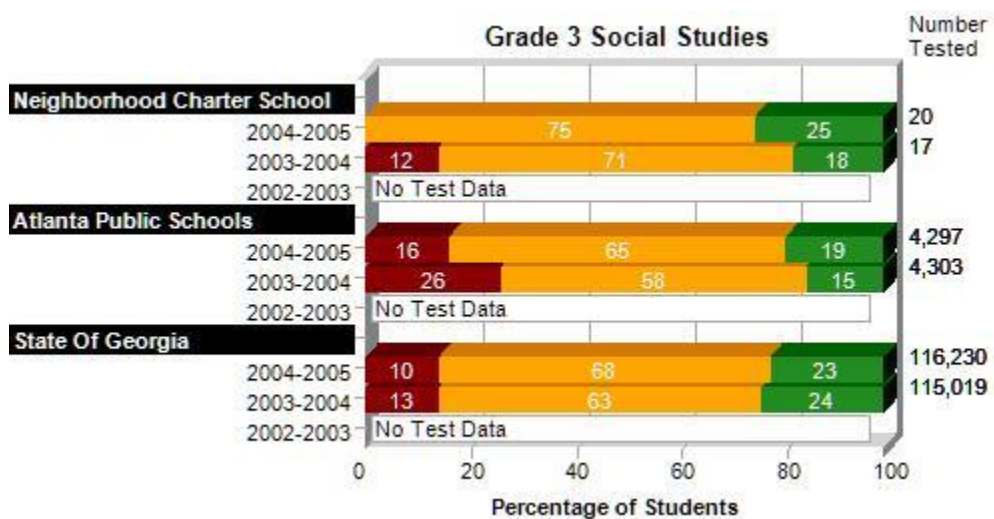
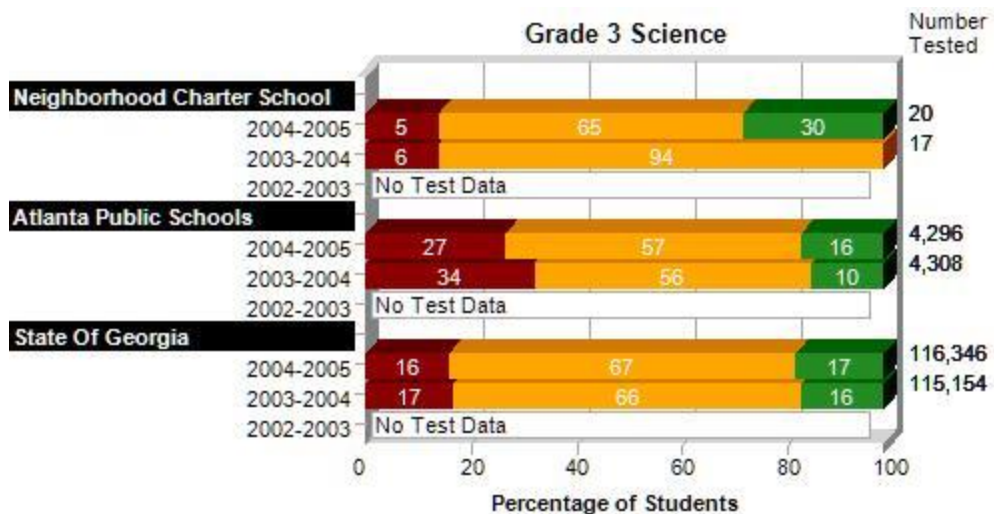
Did the school have an independent audit for the fiscal year ending June 30th, 2005? Yes

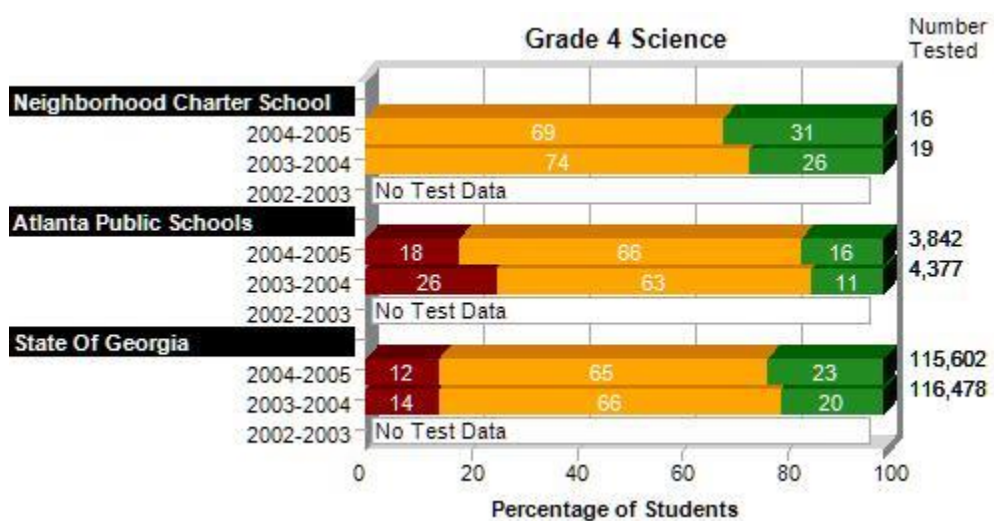
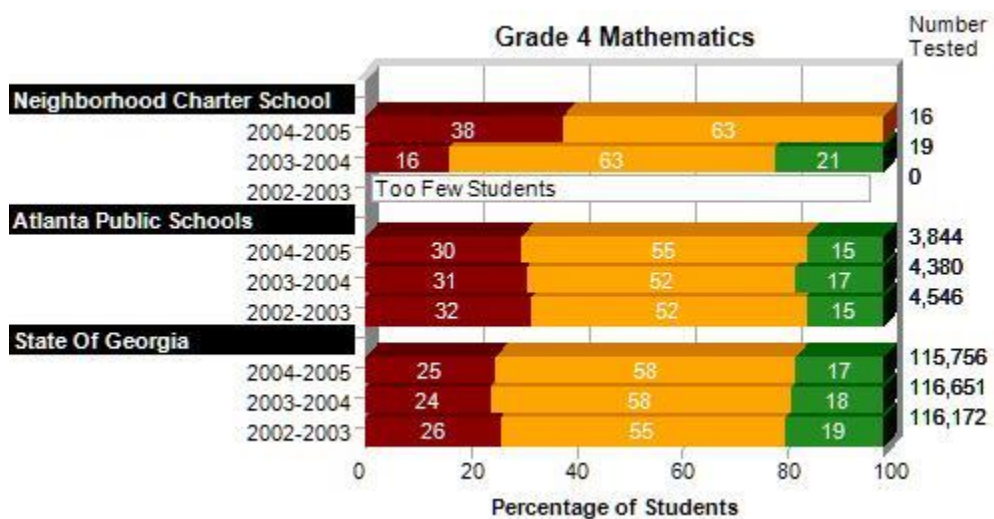
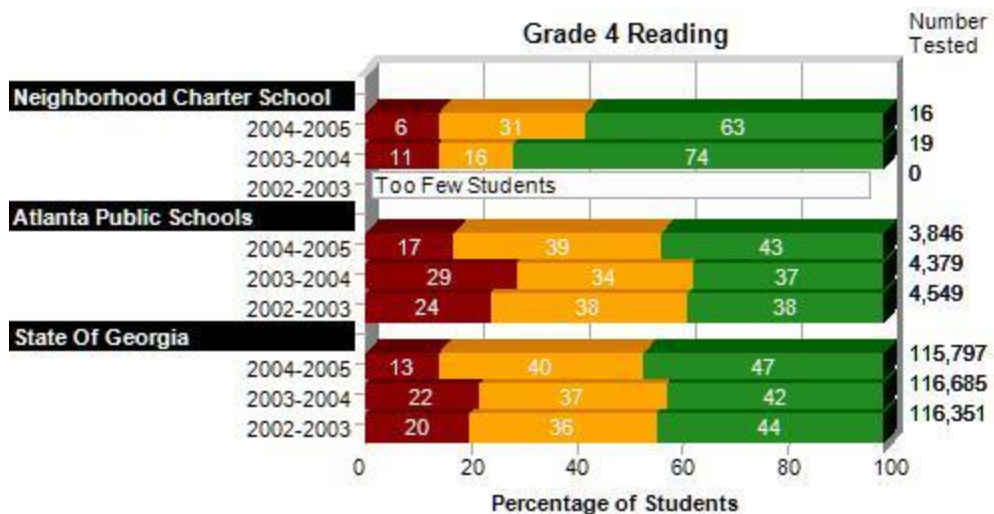
Were there any findings from this audit? No

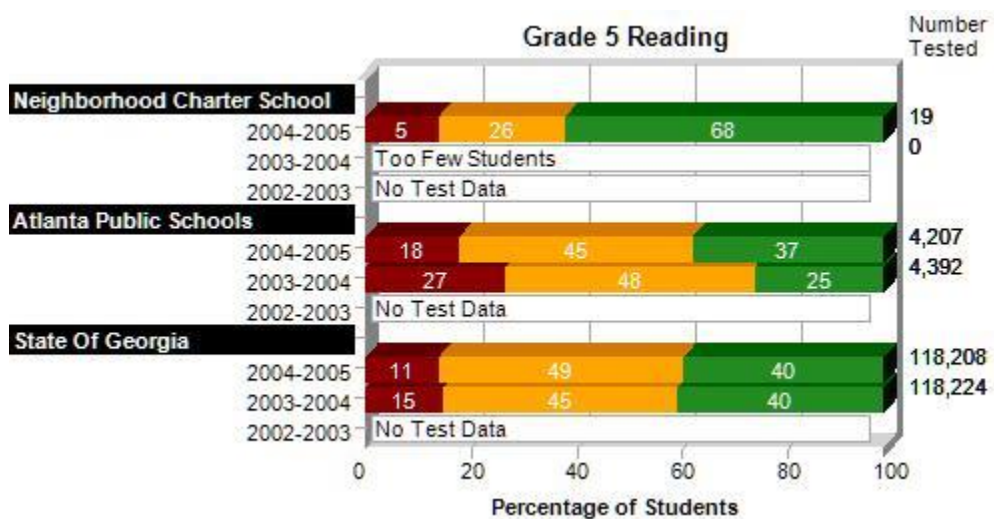
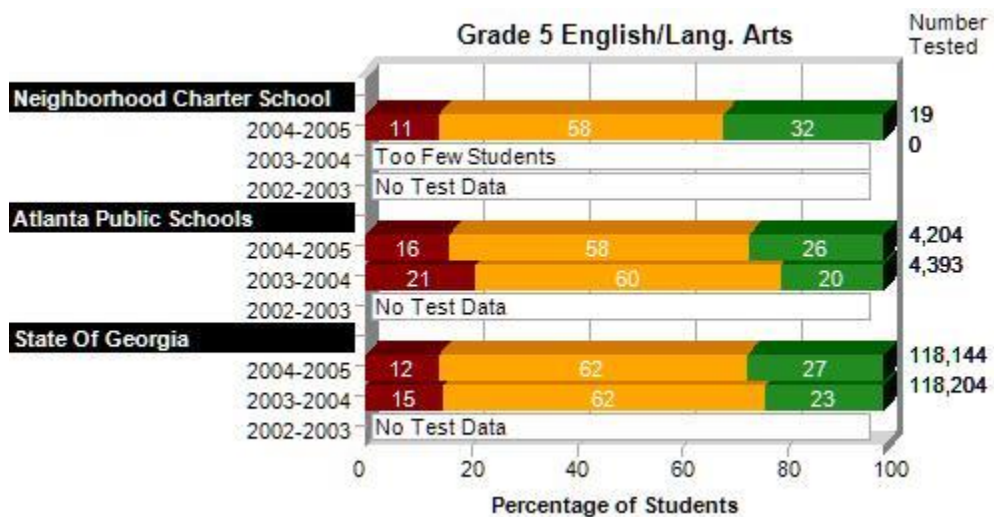
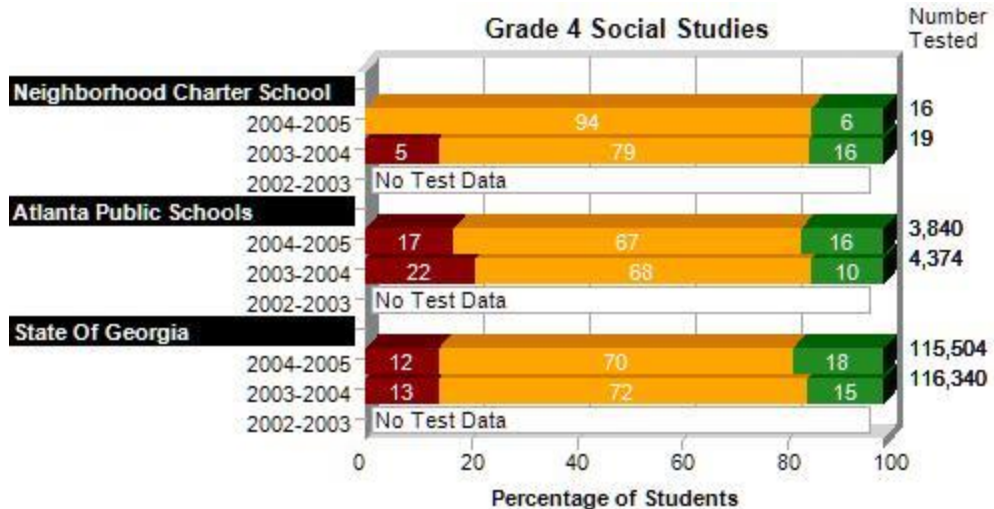


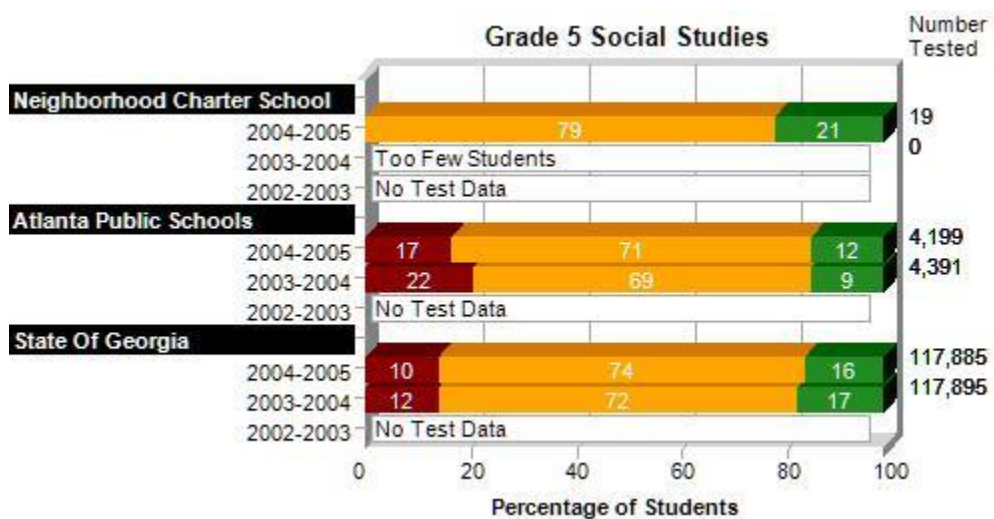
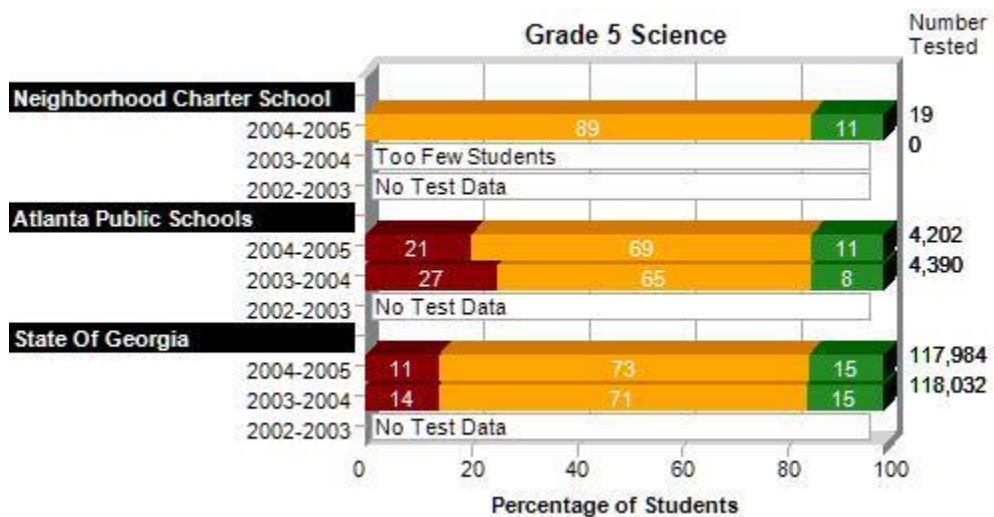
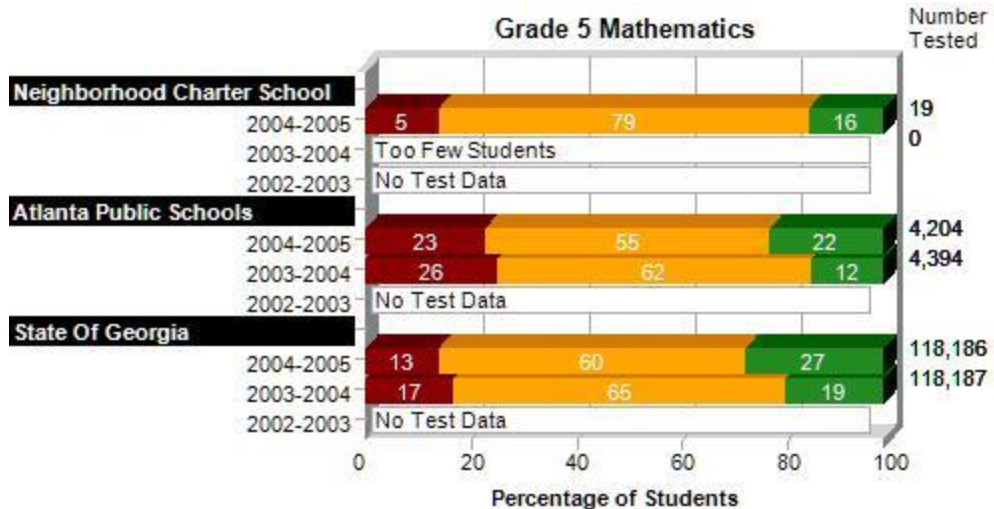












ODYSSEY CHARTER SCHOOL

Contact Information

Andy Geeter
1485 Highway 34 East, Suite B-1
Newnan 30265
(678) 423-5155

Basic Facts

District	Coweta County
Type	Start-up
Opened	8/12/2004
Grades Served	K - 5
Enrollment	149
Title I School	No

Mission

Odyssey School is focused on the future, teaching technology-based academics in a small community environment. Parents are expected to play an active role in the life of the school, helping to maximize success for all students.

(Revised, pending October Board approval)

Demographics

	Odyssey School	White Oak Elementary School	Newnan Crossing Elementary School	Thomas Crossroads Elementary School	Georgia
Distance from Charter School (in miles)	0	3	1	4	0
Total Population	118	644	902	532	1,515,646

Diversity

Caucasian	85%	79%	50%	90%	49%
Black	10%	14%	37%	6%	38%
Hispanic	4%	3%	8%	2%	8%
Asian/Pacific Islander	0%	1%	2%	1%	3%
American	0%	0%	0%	0%	0%
Indian/Alaskan Native					
Multiracial	1%	3%	4%	1%	2%

Special Populations

ESOL	0%	0%	4%	0%	3%
Gifted	0%	6%	6%	6%	8%
Special Education	8%	14%	14%	9%	12%

Free & Reduced Lunch:

% of Total Population	0%	17%	41%	9%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>
Did the school make AYP?	Yes	Yes
Is the school in Needs Improvement?	No	No

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

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

"No Progress"

"Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term

"Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term

"Attained" – the goal has been fully attained

"Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: Eighty percent of the students enrolled for two years in the Odyssey School will show positive growth in their test results on the Reading section of the Criterion-Referenced Competency Test (CRCT). Ninety percent of the students enrolled for three years in the Odyssey School will show positive growth in their test results on the Reading section of the Criterion-Referenced Competency Test (CRCT).

Progress on Goal: Partial Progress

Indicators of Progress: Although a number of our students did not have recorded CRCT scores from the previous year, here is the data for students who do have at least two years of CRCT test results (grades 2-5):

Improvement in Reading 41.18%

Goal 2: Eighty percent of the students enrolled for two years in the Odyssey School will show positive growth in their test results on the Math section of the Criterion-Referenced Competency Test (CRCT). Ninety percent of the students enrolled for three years in the Odyssey School will show positive growth in their test results on the Math portion of the Criterion-Referenced Competency Test (CRCT).

Progress on Goal: Partial Progress

Indicators of Progress: Although a number of our students did not have recorded CRCT scores from the previous year, here is the data for students who do have at least two years of CRCT test results (grades 2-5):

Improvement in Math 23.53%

Goal 3: Eighty percent of the students enrolled for two years in the Odyssey School will show positive growth in their test results on the Language Arts section of the Criterion-Referenced Competency Test (CRCT). Ninety percent of the students enrolled for three years in the Odyssey School will show positive growth in their test results on the Language Arts section of the Criterion-Referenced Competency Test (CRCT).

Progress on Goal: Partial Progress

Indicators of Progress: Although a number of our students did not have recorded CRCT scores from the previous year, here is the data for students who do have at least two years of CRCT test results (grades 2-5):
Improvement in Language Arts 23.53%

Goal 4: The Annual Report will identify that Odyssey School has met the standards discussed above and all other minimum State Standards. Our plan is designed to meet more than the minimum State Standards.

Progress on Goal: Attained

Indicators of Progress: Odyssey School made AYP in its first year.

Goal 5: A child's individual instruction level is identified and the child receives instruction at that level regardless of the child's grade level or age

Progress on Goal: Sufficient Progress

Indicators of Progress: Through the use of multi-age classrooms and teacher assessments, students are grouped for instruction by ability-level and not by grade; they are allowed to advance or receive remediation within the same classroom.

Parental Involvement Goals

Goal 1: Parents and guardians have access to the ultimate form of involvement by having the right to choose the school that their children attend. Additionally, parents and guardians of prospective students have well-organized avenues for involvement through Action Teams, the Governing Body, and the Parent Teacher Organization. Additionally, parents and guardians of prospective students have well-organized avenues for involvement through Action Teams, the Governing Body, and the Parent Teacher Organization.

Progress on Goal: Sufficient Progress

Indicators of Progress: At present, a majority of parents make up our governing board; all Action Teams have parental chairs and are working on short and/or long term tasks; there is no separate PTO at present.

Goal 2: An annual survey will be conducted to measure parents' satisfaction with all aspects of Odyssey.

Progress on Goal: Sufficient Progress

Indicators of Progress: A written survey was provided to parents, faculty, and staff during the past academic year assessing the director, the teachers, and the learning experience. The community at large was not surveyed.

Community Involvement Goals

Goal 1: Odyssey School students will participate in community service activities.

Progress on Goal: Sufficient Progress

Indicators of Progress: Students last year Odyssey Students participated in a canned food drive and took monetary donations for tsunami victims.

Goal 2: The charter calls for one seat on the Board to be held by a member of the community at large.

Progress on Goal: Attained

Indicators of Progress: Our community Board member Brian Owens served as board president from September, 2004-August, 2005.

Student Conduct Goals

Goal 1: I can find no goals for student conduct in our charter. However, it is our expectation that students will learn in a safe, welcoming environment.

Progress on Goal: Attained

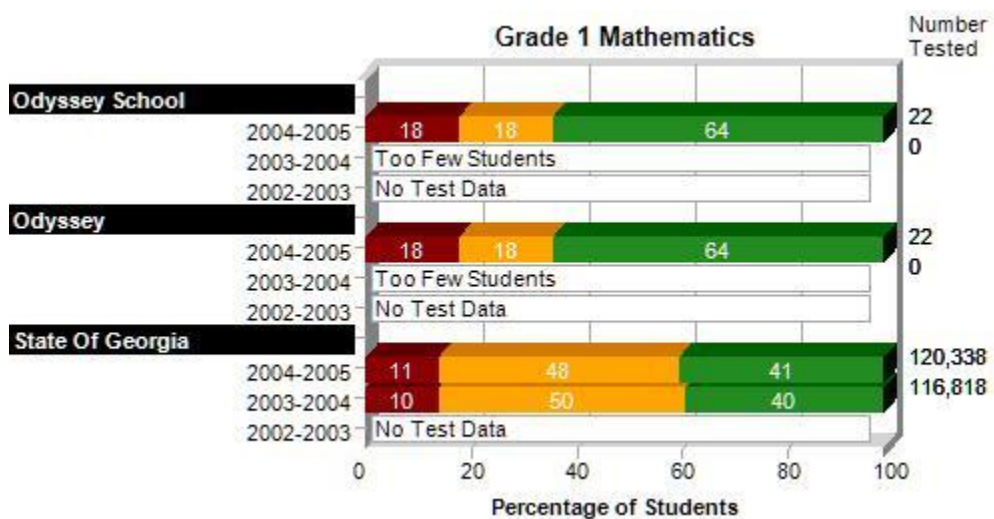
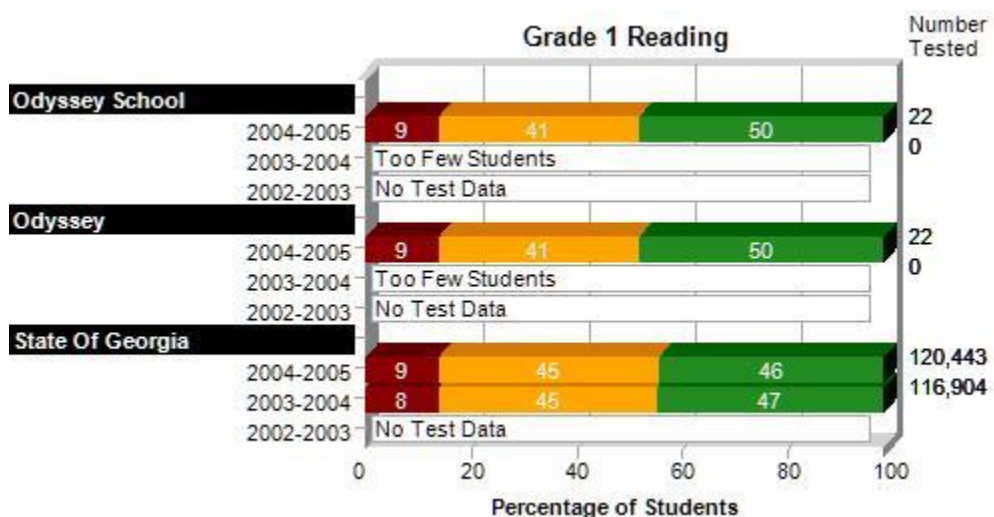
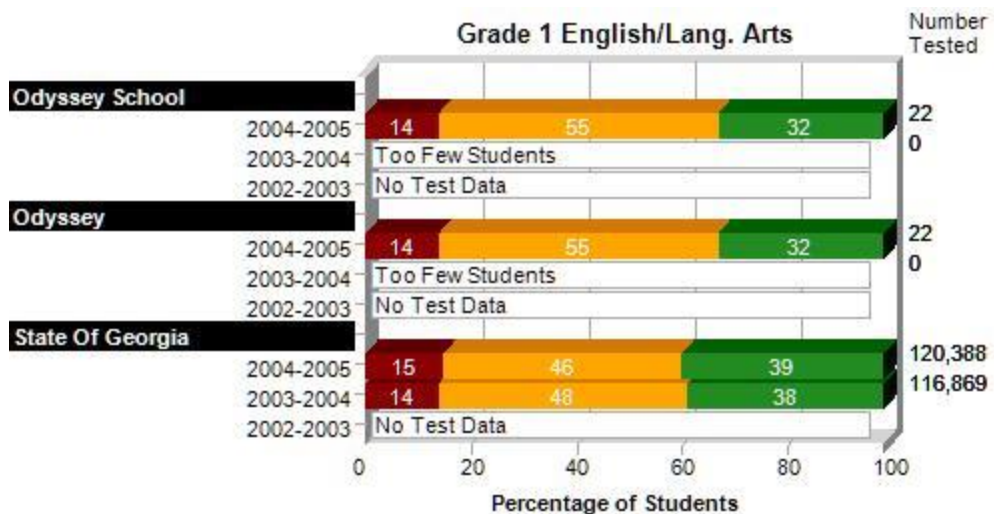
Indicators of Progress: The Board set forth rules governing suspension and expulsion. Other than that, Odyssey primarily uses rules and policies in line with other public schools in Coweta County.

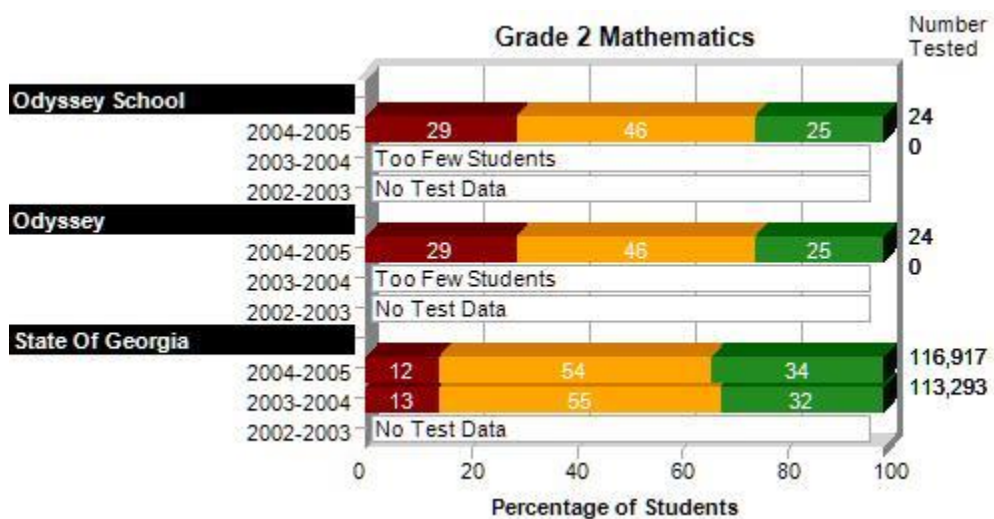
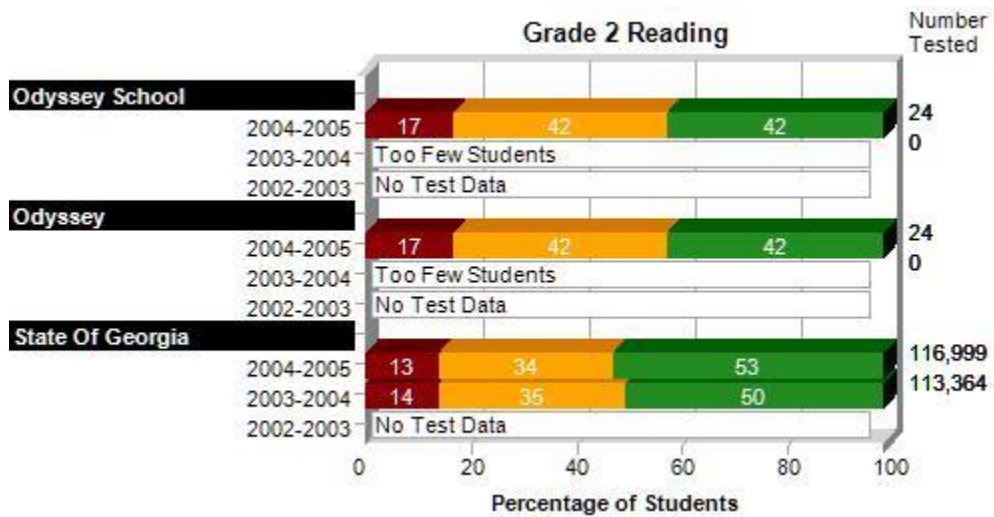
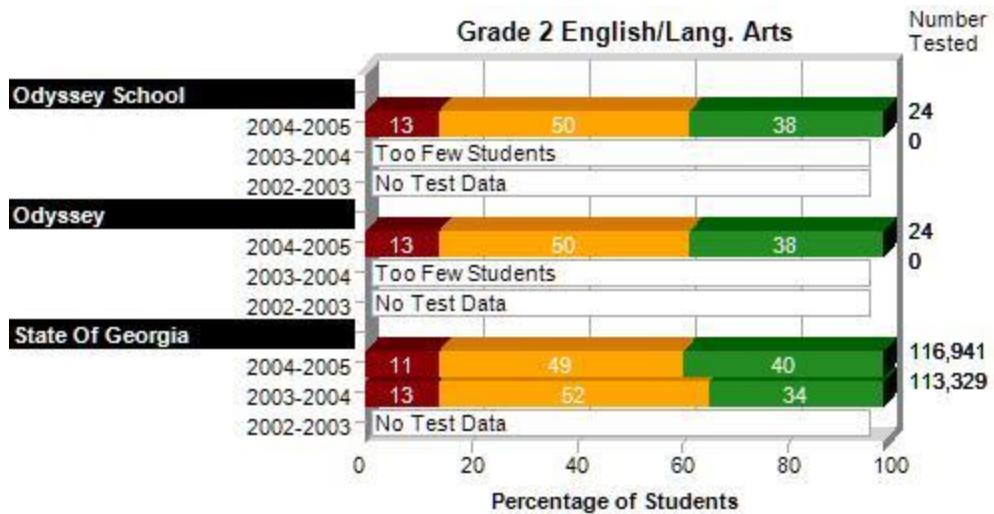
Financial Accountability

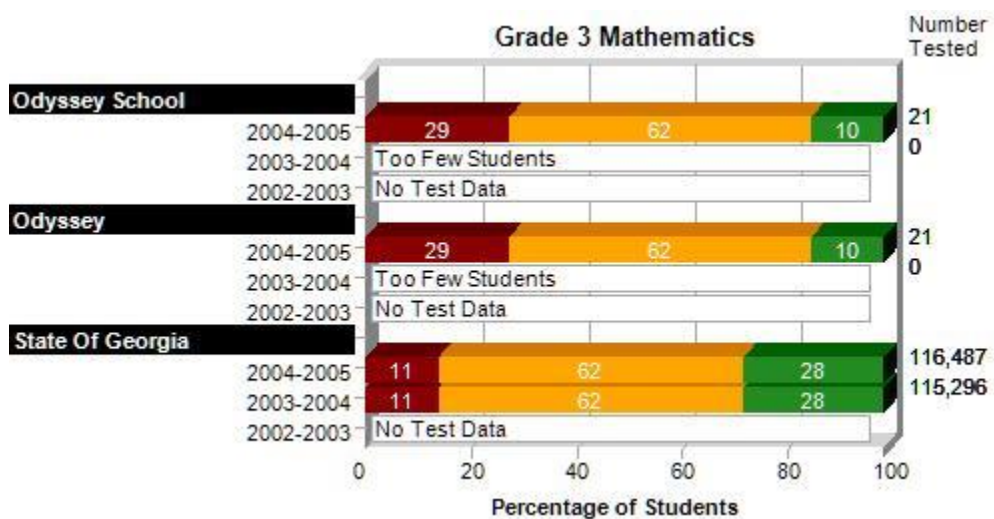
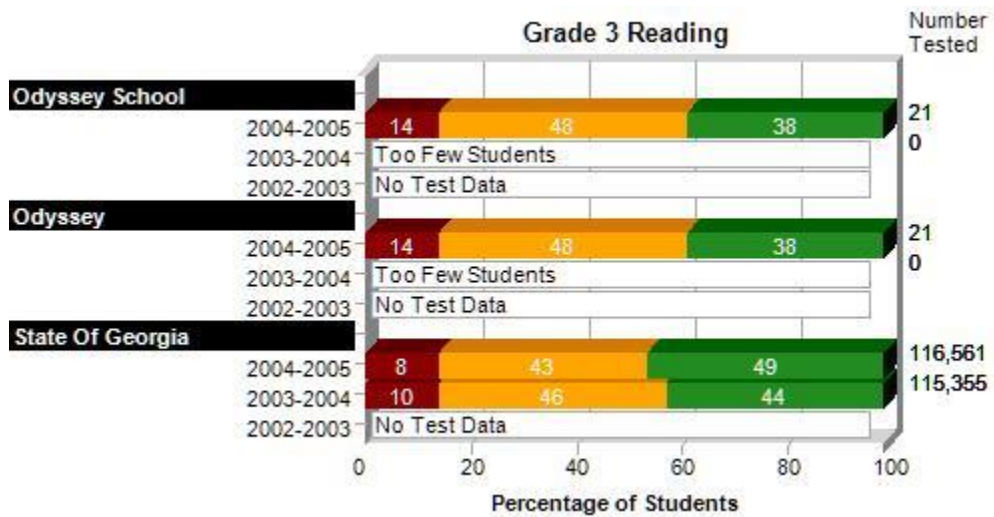
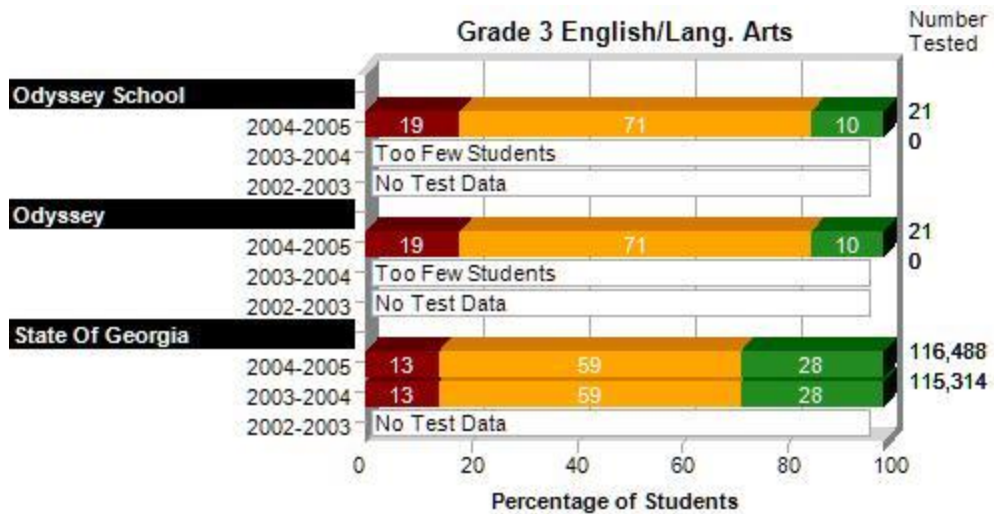
Did the school have an independent audit for the fiscal year ending June 30th, 2005? Yes

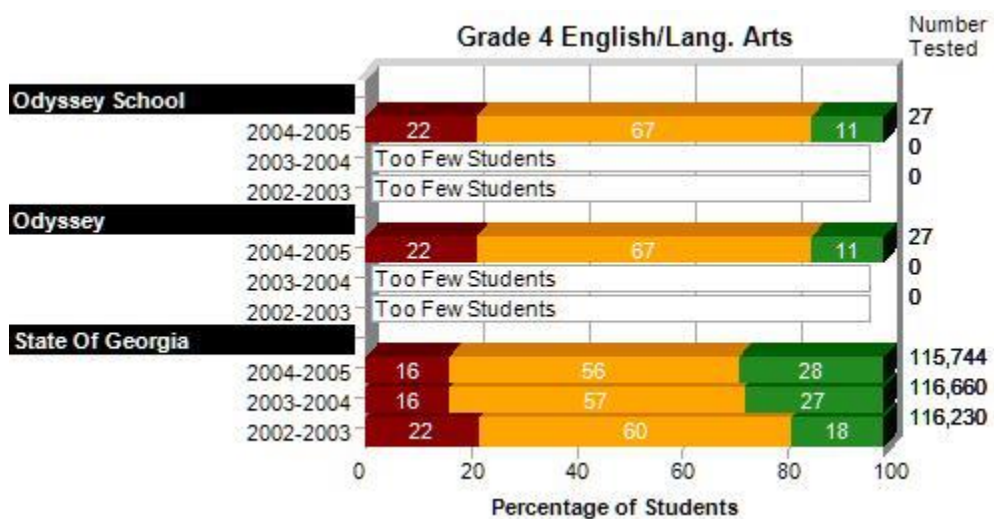
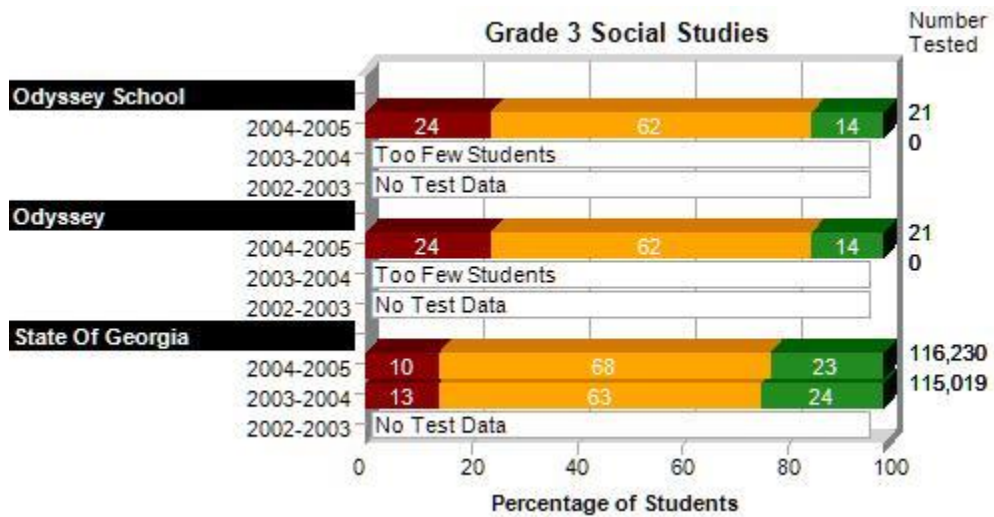
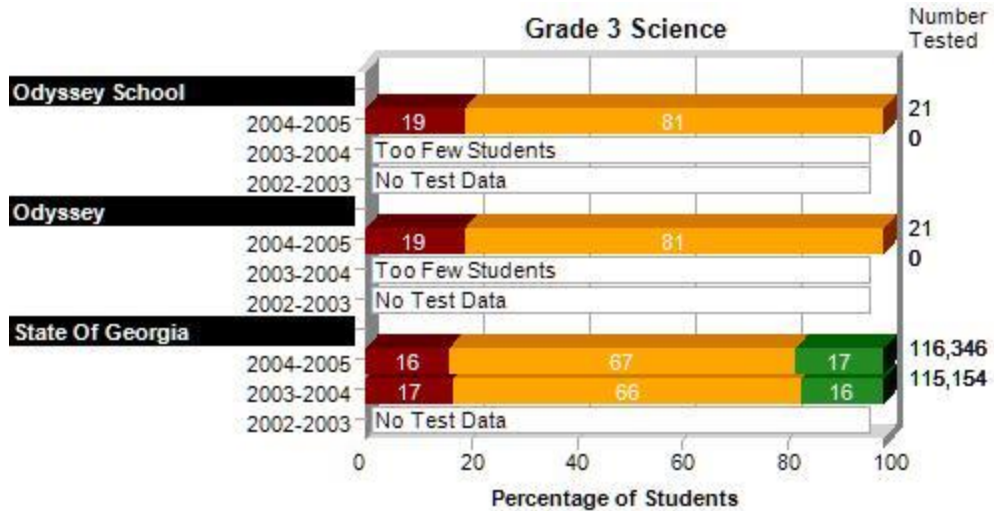
Were there any findings from this audit? Yes

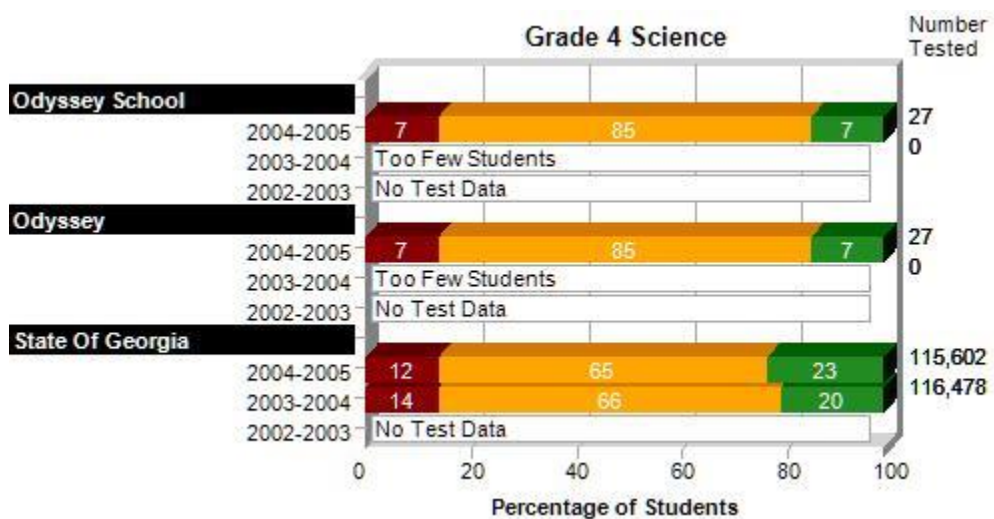
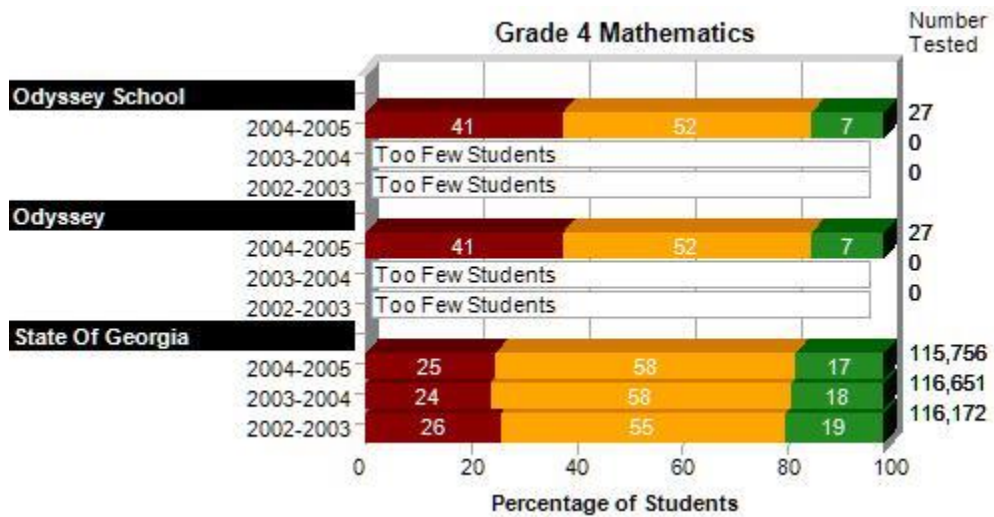
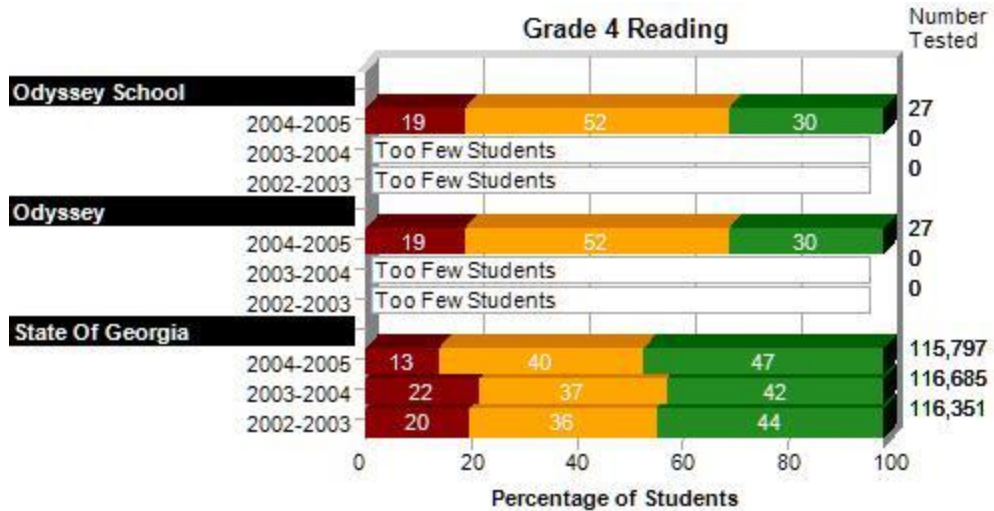
Findings presently under review by the Georgia Department of Education Finance and Business Office.

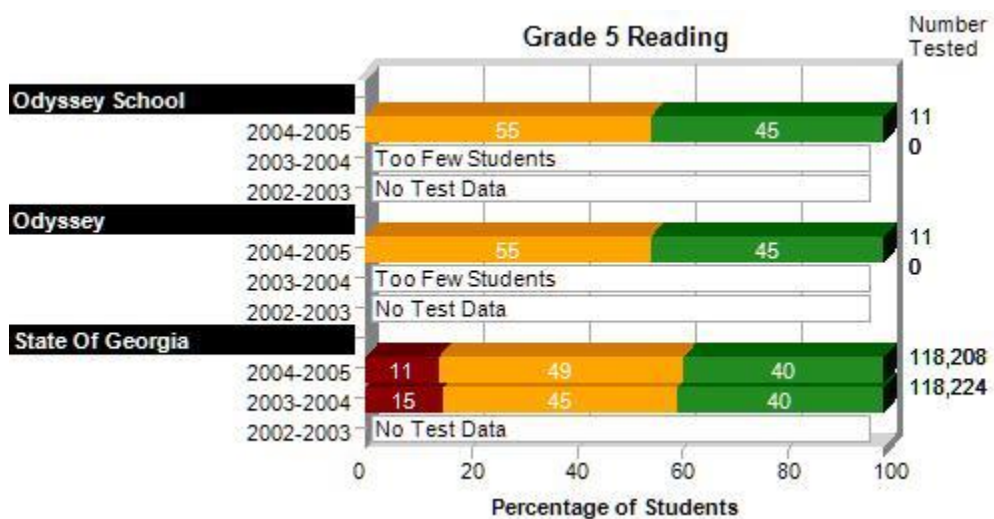
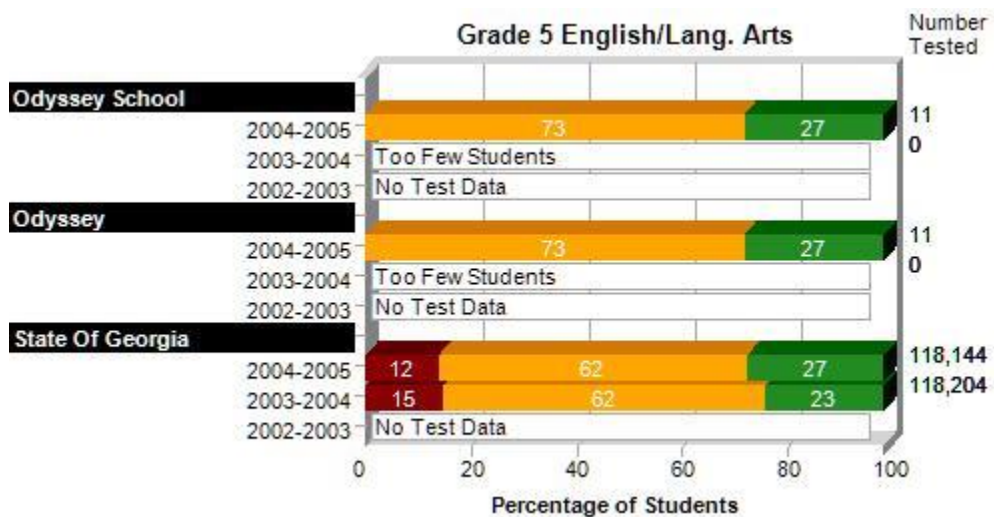
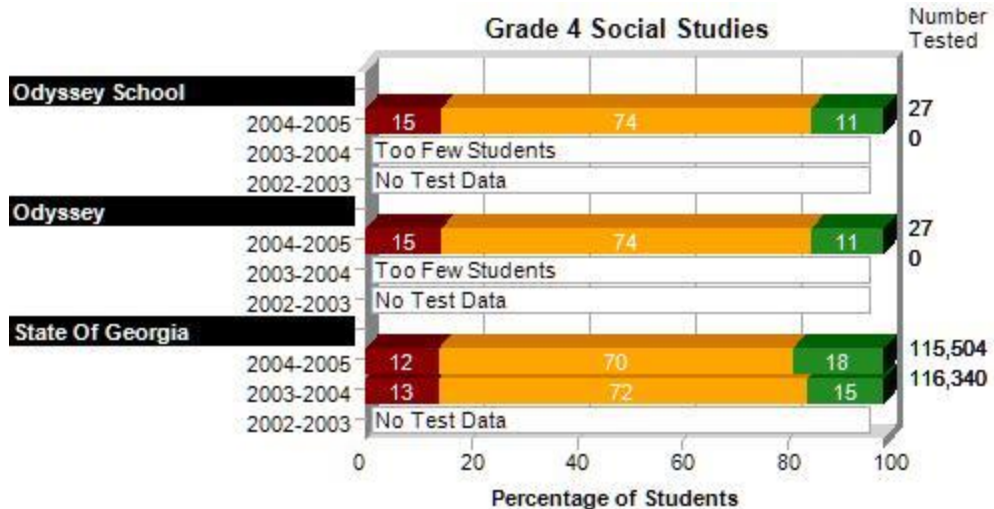


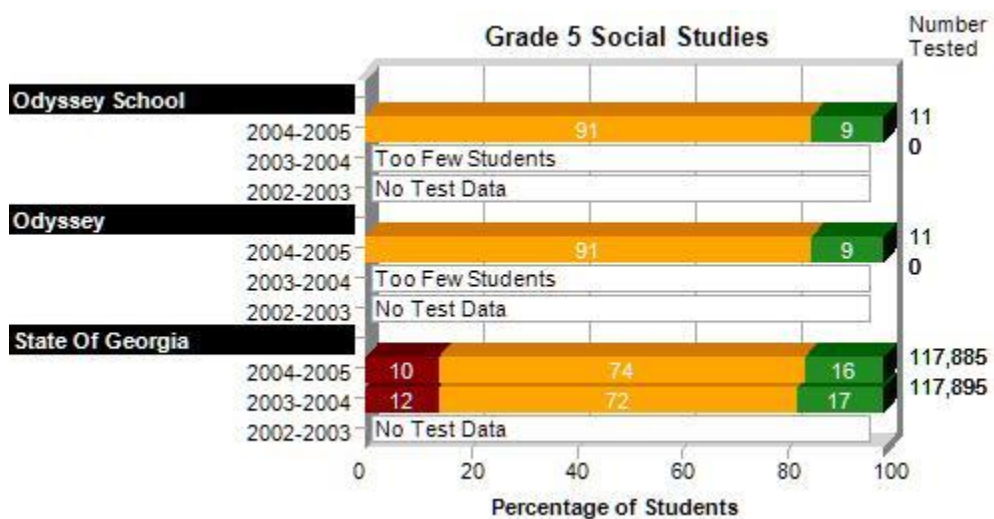
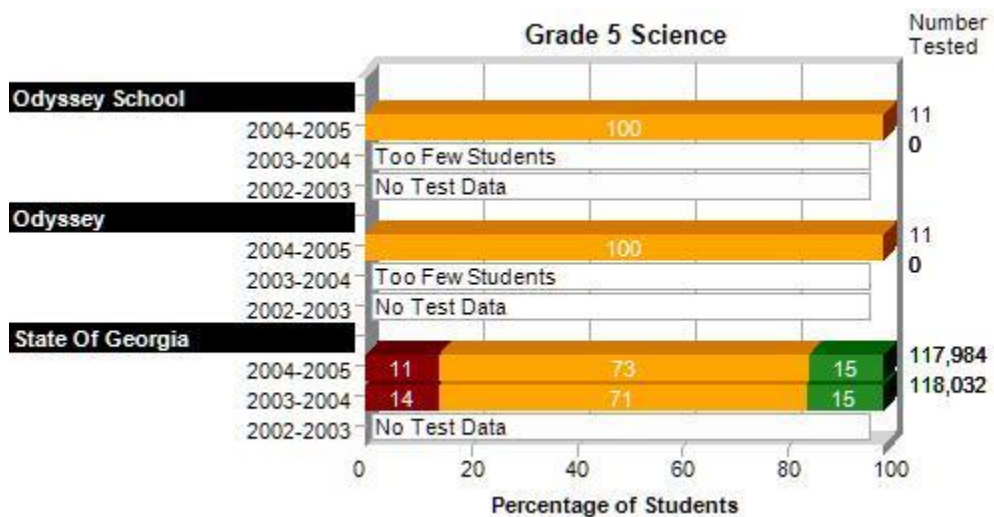
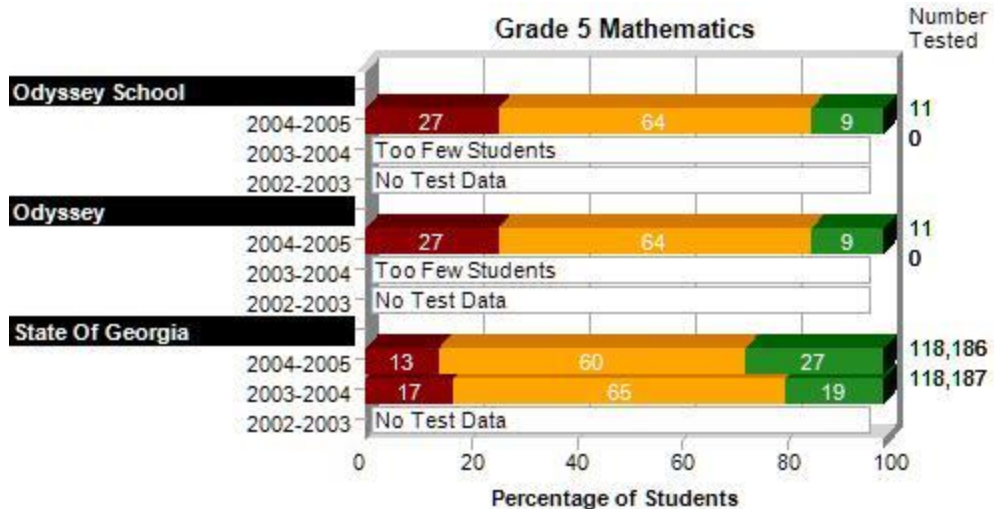












OGLETHORPE CHARTER SCHOOL

Contact Information

Jeffrey M. Cheney
707 Stiles Avenue
Savannah 31415
(912) 201-5075

Basic Facts

District	Chatham County
Type	Start-up
Opened	8/16/1999
Grades Served	6 - 8
Enrollment	363
Title I School	No

Mission

It is the mission of the Oglethorpe Academy 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, hands-on curriculum and on-going character-enrichment that lead to an understanding of virtuous behavior and civic responsibility. High standards of teaching, study and conduct are central to our mission, standards that will lead to academic excellence and a strong moral fiber.

Demographics

	Oglethorpe Academy	Bartlett Middle School	DeRenne Middle School	Hubert Middle School	Georgia
Distance from Charter School (in miles)	0	1	1.8	1.8	0
Total Population	361	821	904	513	1,515,646

Diversity

Caucasian	48%	19%	14%	0%	49%
Black	44%	77%	82%	98%	38%
Hispanic	2%	2%	1%	1%	8%
Asian/Pacific Islander	3%	1%	2%	0%	3%
American	0%	0%	0%	0%	0%
Indian/Alaskan Native					
Multiracial	2%	2%	1%	2%	2%

Special Populations

ESOL	0%	0%	0%	0%	3%
Gifted	29%	6%	19%	2%	8%
Special Education	5%	15%	10%	16%	12%

Free & Reduced Lunch:

% of Total Population	30%	73%	63%	87%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>	
Did the school make AYP?	Yes	Yes	Yes	
Is the 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.

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
- "Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term
- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: Within three years, to move more students into the "exceeds" category on the 8th-grade writing test.

Progress on Goal: No Progress

Indicators of Progress: In 2005, Oglethorpe Charter administered the 8th-grade writing test to 90 students. Two students did not meet the target score; 87 percent were on target; and 11 percent exceeded the target. In 2004, 13 percent of the tested students exceeded the target. Therefore, no progress was made. However, the school maintains writing as important program emphasis; the history of students meeting or exceeding is: 93% in 2001; 100% in 2002; 98% in 2003; 97% in 2004 and 98% in 2005.

Goal 2: Within three 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.

Progress on Goal: Exceeded

Indicators of Progress: Using a cohort comparison, 6th-graders who were tested in the spring of 2003 and were tested again as 8th-graders in 2005 made gains in both reading and language arts. In 6th grade, 89% percent met reading standards. When the same students were tested as 8th-graders, 94% met standards, for a 5% increase. As 6th-graders, 81% met Language Arts standards, compared to 92% who met standards as 8th-graders, for a 11% gain.

Goal 3: Within three years, to implement math strategies that include hands-on activities, manipulatives, and journaling in all math classrooms.

Progress on Goal: Sufficient Progress

Indicators of Progress: Math teachers reflect the following procedures in their 2004-2005 lesson plans: encouraging students to ask questions, incorporating the use of technology and math games, math literature books and math activity sheets; use of math videos, asking students to give oral and written explanations of their answers; requiring students to correct problems that were solved incorrectly; allowing extra time to solve problems; providing students with individual white boards and markers; color-coded chips; and guided simulation models for problem-solving. Activities were also reflective in classroom observations performed by administration.

Goal 4: Within three years to implement math strategies that provide math correction and math advancement.

Progress on Goal: Sufficient Progress

Indicators of Progress: Math correction was implemented by assigning all students scoring below the 50th percentile in math an extra 60-minute block of math four times a week. Math advancement was provided by offering motivated and capable students the opportunity to earn one high school credit of algebra during their 7th and/or 8th-grade years. However, the need for more remediation for math students lacking basic skills has been identified.

Goal 5: Within three years, to increase the number of 8th-grade students who came to Charter School as 6th-graders who meet or exceed mathematics standards on the Georgia CRCT.

Progress on Goal: No Progress

Indicators of Progress: 81% of students tested in the spring of 2003 as 6th graders met or exceeded math standards. When the same students were tested in the spring of 2005, 76% met or exceeded standards, for a 5% decrease.

Parental Involvement Goals

Goal 1: To provide families with meaningful opportunities for involvement. According to the Oglethorpe Charter School family contract, a part of the charter, single-parent families are required to contribute 10 hours of volunteer service to the school. Two-parent families are required to contribute 20 hours of volunteer service to the school.

Progress on Goal: Attained

Indicators of Progress: Of the 363 students at OCS in 2004-2005, only 10 students were not re-enrolled because of failure to fulfill the family contract. Oglethorpe's families contributed a total of 8,984 volunteer hours to support the school and students. Oglethorpe implemented an on-line data base, AMBIT, by which parents log their own hours. The AMBIT site also included volunteer opportunities and allowed parents to sign up to volunteer on-line. Parents are issued quarterly report cards to assist them in tracking their involvement. Parents also are required by the family contract to participate in two conferences per child. Parents of all returning 6th and 7th graders (100 percent) participated in two conferences in person, or by phone or e-mail. The volunteer program at the school provides many opportunities for parental involvement, ranging from organizing and staffing socials to assisting in the media center, in the health clinic, with

sports teams, or facilities maintenance. Parent trainings in preparing students for high school and study skills also were offered. Parents also may participate in the governance of the school by serving on the Governing Board.

Community Involvement Goals

Goal 1: OCS will build relationships and partnerships with the local community and Savannah-Chatham County School District.

Progress on Goal: Sufficient Progress

Indicators of Progress: Community members are invited to participate in many ways at Oglethorpe Charter School. Three community members are selected by the Governing Board to serve on the board. Oglethorpe 8th-graders participate in the Junior Achievement program, which brings business men and women into the classroom. Oglethorpe's 8th-grade history teacher, Anne Malone, was state Junior Achievement advisor of the year. Community members are invited to attend one hour of classes each October during National Shadow Day, an event attended by 12 community members in 2004-2005.

Community members also are invited to participate in assemblies as speakers and performers. Oglethorpe students and staff also are encouraged to reach out to the community; in 2004, they participated in a canned food drive, phone book recycling program, and raised monies for various charities. Supporting documents are on file at the school.

Student Conduct Goals

Goal 1: Our Code of Conduct represents our vision, values, and expectations of how everyone in our school community will behave. There are four guiding principles:

- I am responsible
- I am respectful
- I am prepared
- I feel safe

Our goal is to foster self-discipline and respect for others.

Progress on Goal: Sufficient Progress

Indicators of Progress: See Discipline Summary 2004-2005 attachment

Other Goals

Goal 1: Within three years to provide staff development for all faculty in addressing the needs of gifted/SEARCH students, to provide training that fosters collaboration and integration of Core Knowledge content in art and music in all discipline areas, and provide training to all teaching staff on the use of equipment and software available to Charter School teachers.

Progress on Goal: Partial Progress

Indicators of Progress: In 2004-2005, 27 out of 28 faculty members participated in a two-day institute held prior to the school year. Each grade-level team developed two interrelated units and evaluated them at their conclusion. During the year, all 28 faculty

members participated in Faculty Study Groups that included technology training. As part of the faculty study groups, faculty members were introduced to the volunteer data base, to software used to assist exceptional children, and to teacher-produced websites.

Goal 2: Within three years to improve the health of middle-school students through a school-wide wellness program as measured by a pre- and post-health/physical evaluation and attitude-perceptual survey.

Progress on Goal: Sufficient Progress

Indicators of Progress: Oglethorpe Charter School partnered in 2004 with Memorial Health to develop a program called TGIF (Titans Get Into Fitness), a voluntary wellness program that involves pre-assessments, including weight, height, body-mass index and heart rate. Students and families can earn points at home through a variety of activities from walking to yoga. The Fitness and Wellness Department also installed two new "healthy" snack machines for students to use before and after school. Snacks in the food machine are low in fat and have moderate nutritional value. Drinks in the machines have lower sugar content.

Goal 3: Develop a strategic plan by January 2006.

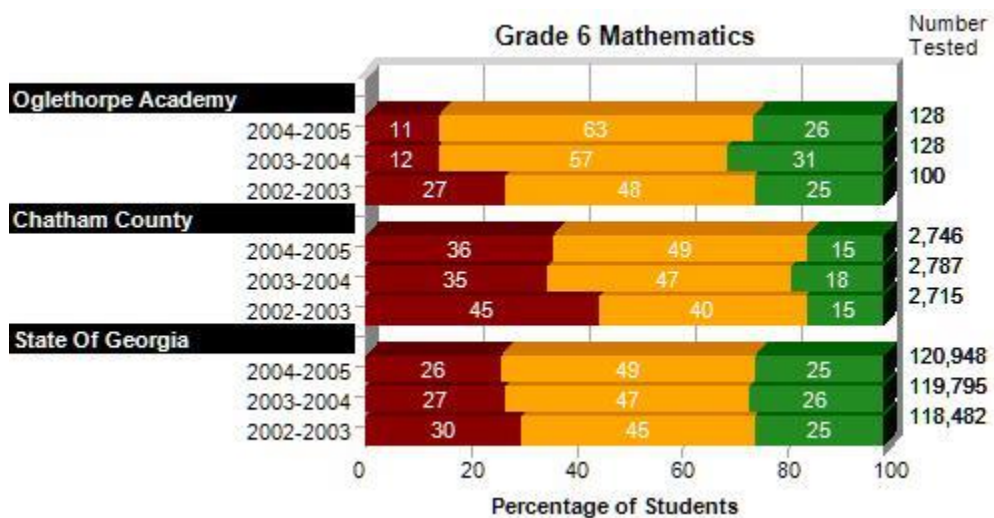
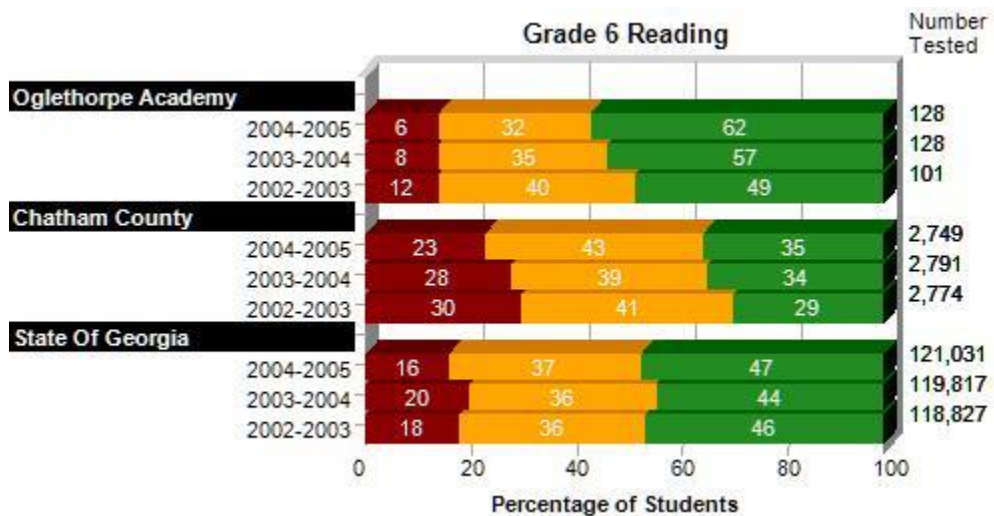
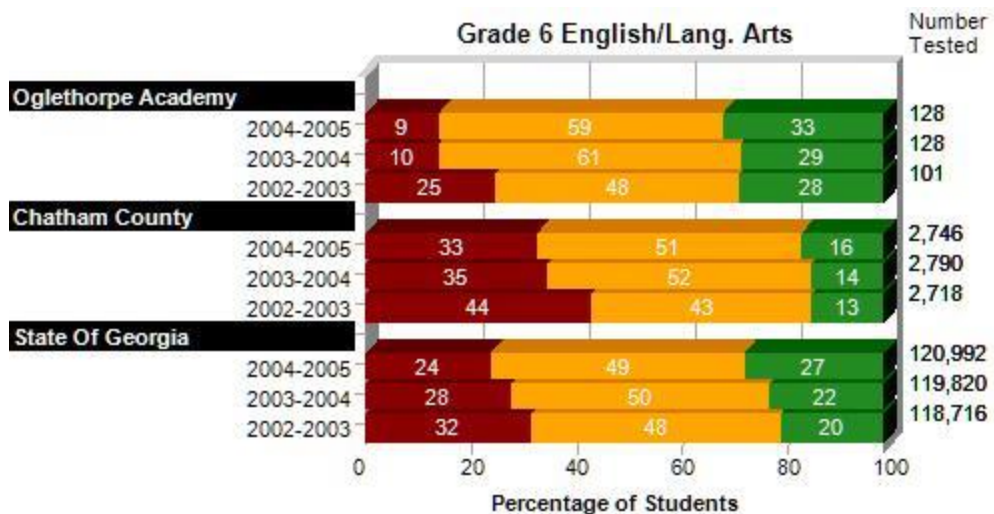
Progress on Goal: Partial Progress

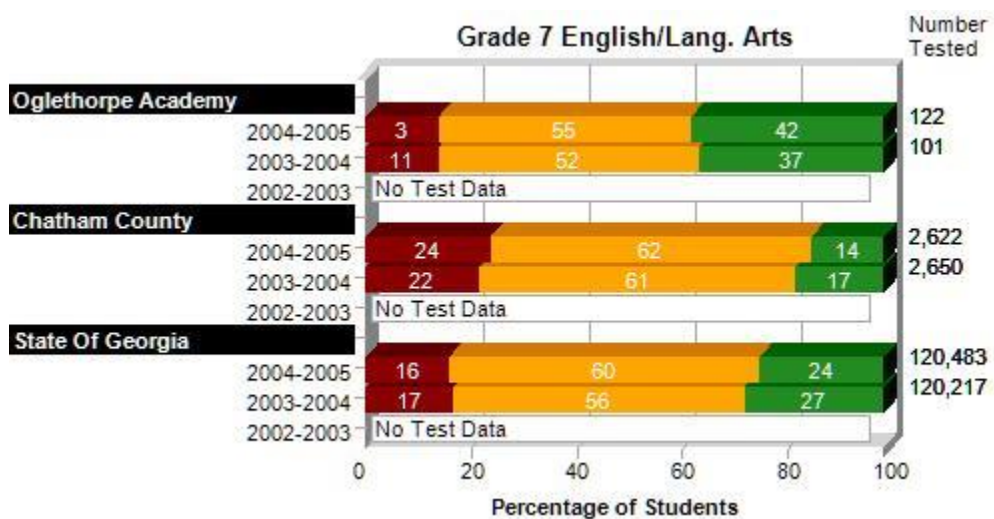
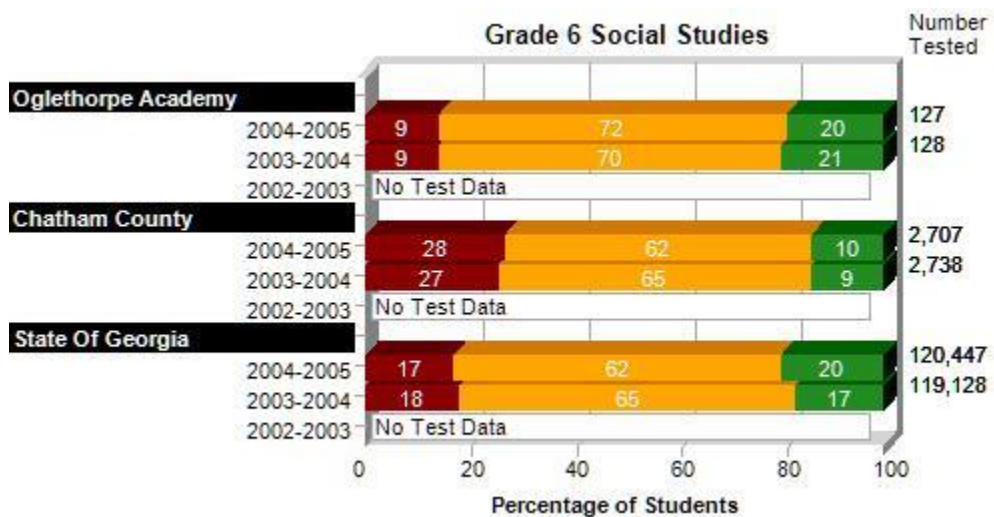
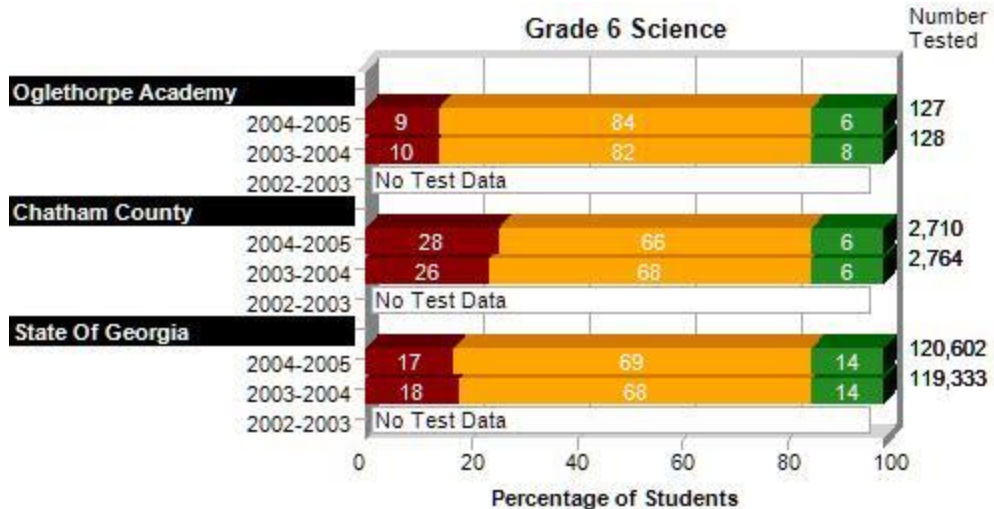
Indicators of Progress: In January 2005, a Strategic Planning Committee, commissioned by and responsible to the Governing Board, assumed the responsibility for providing leadership to the board in the area of strategic planning and in general helping the board to assure that the strategic plan of the charter school remains current and that satisfactory progress is being made to successfully implement the strategic plan. Using input from parents, students, staff and community, the committee is in the process of reviewing and refining the vision, mission and goals and objectives of Oglethorpe Charter School to assure its continued success. Committee members included: an education consultant, a strategic planner, Department of Student Affairs, Armstrong Atlantic State University, Principal at Oglethorpe Charter School, a Director of Community Benefits, Memorial Health University, the District 8 Savannah-Chatham County Board of Education representative, the Chair for the Metropolitan Planning Commission, a Community Planning Administrator for the City of Savannah, a teacher at Oglethorpe Charter School, a philanthropist/Community Volunteer, the Director of Instruction and a founding member, the Vice President of Finance for Savannah College of Art and Design, and a project engineer for Savannah Electric Co.

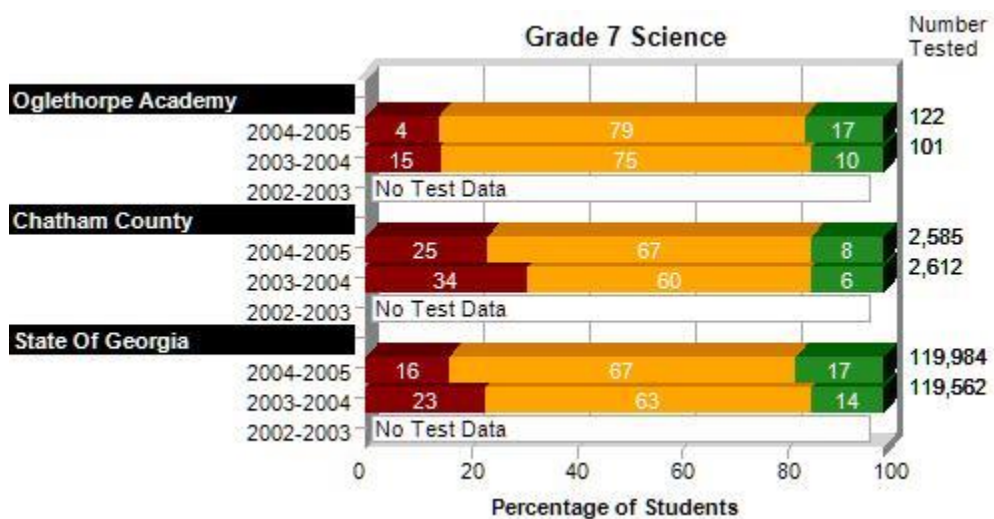
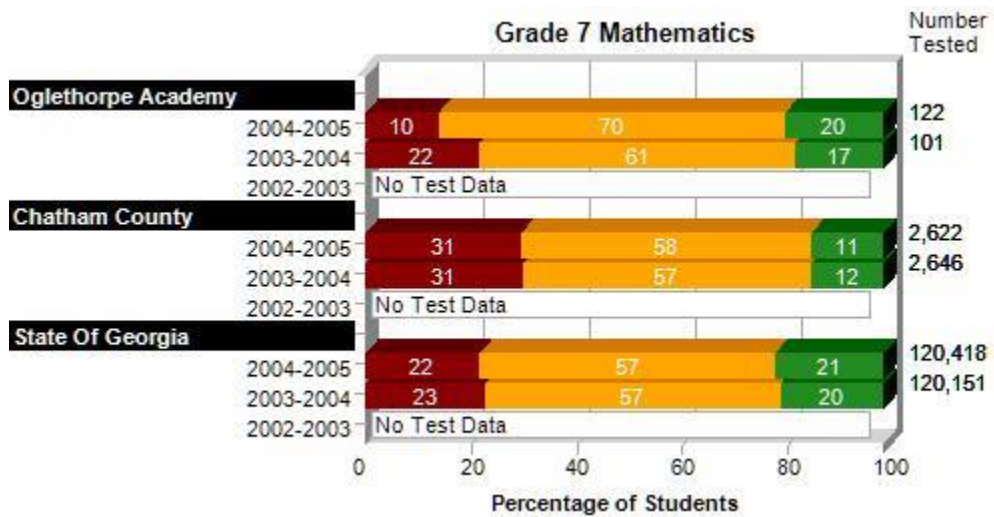
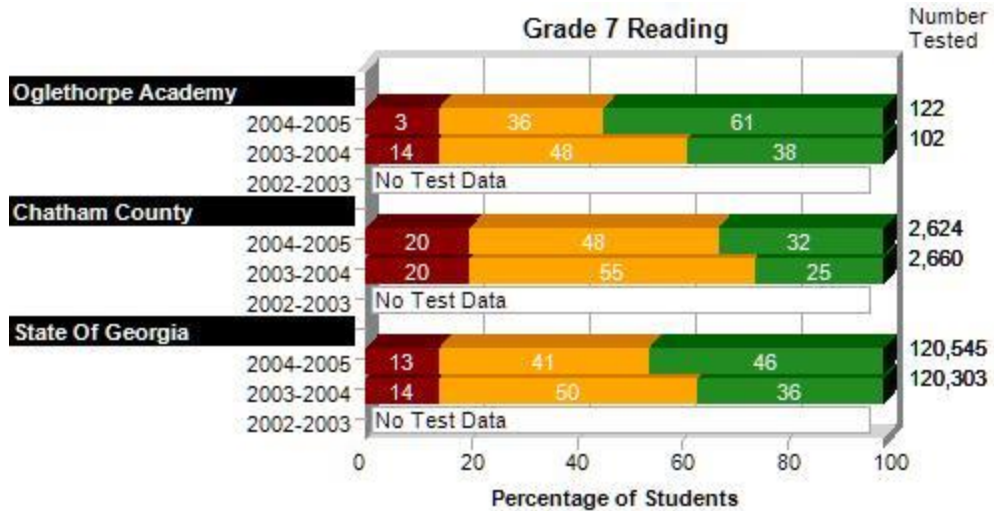
Financial Accountability

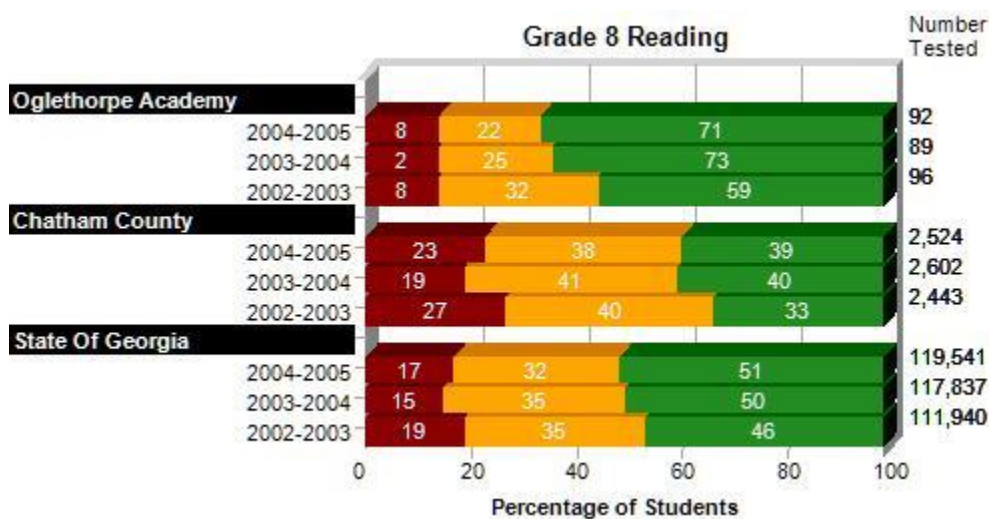
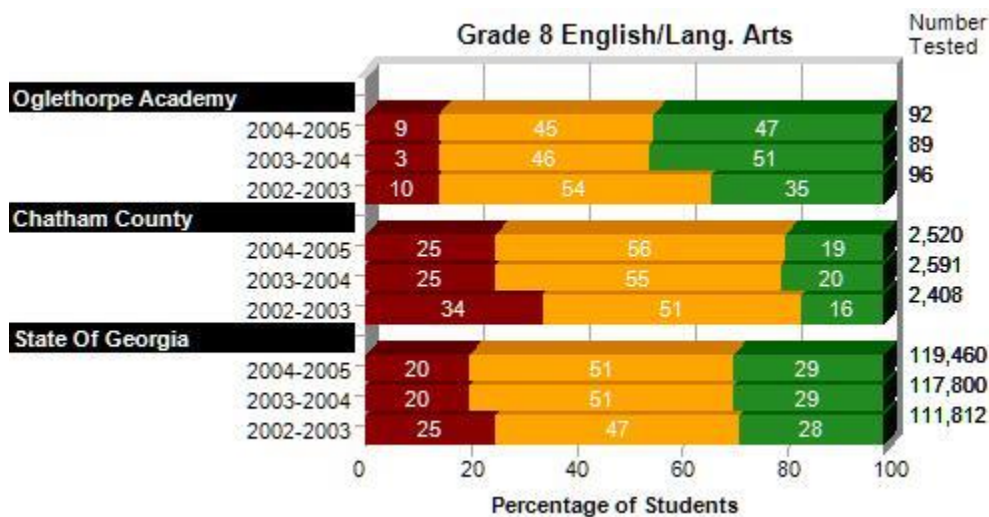
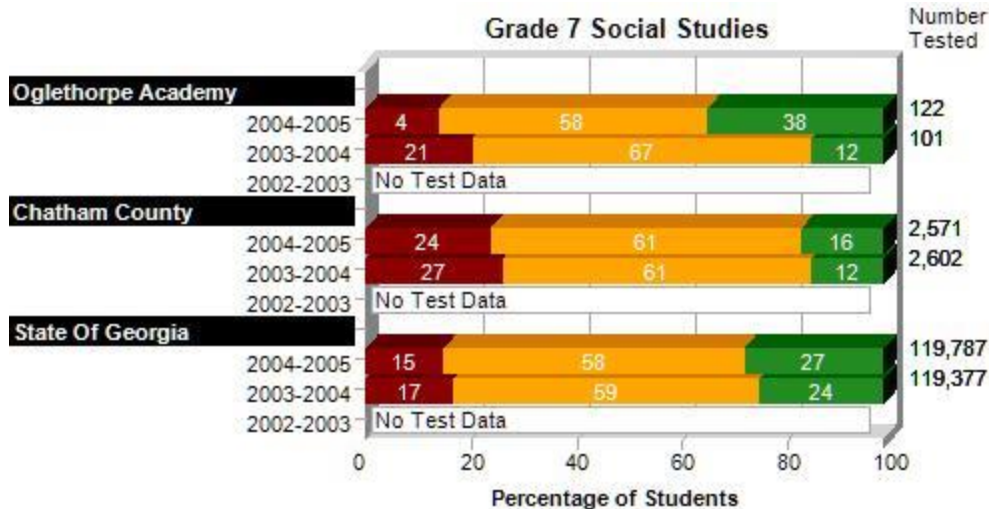
Did the school have an independent audit for the fiscal year ending June 30th, 2005? Yes

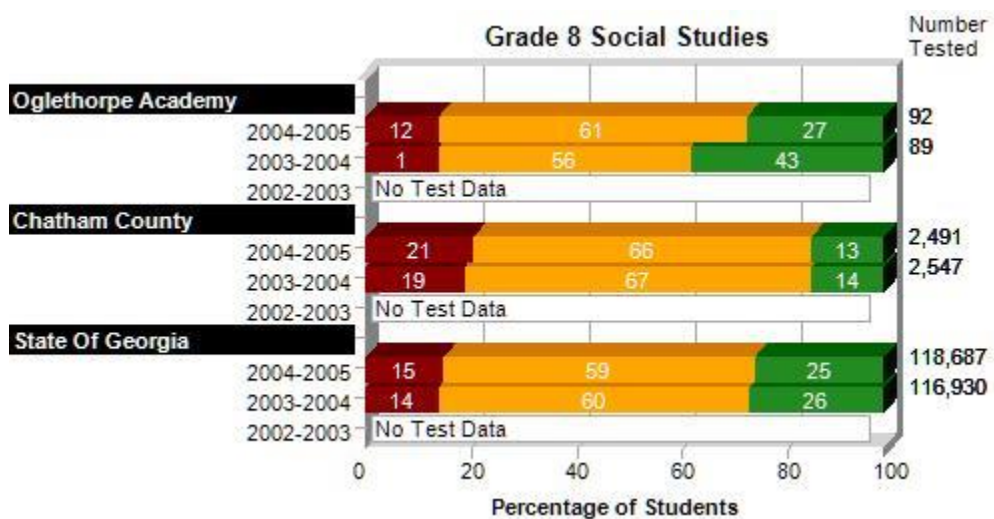
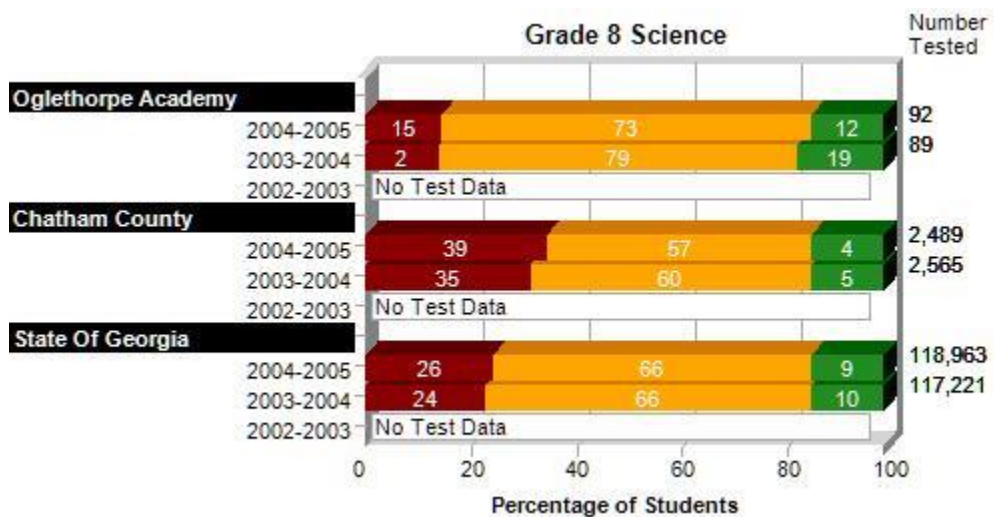
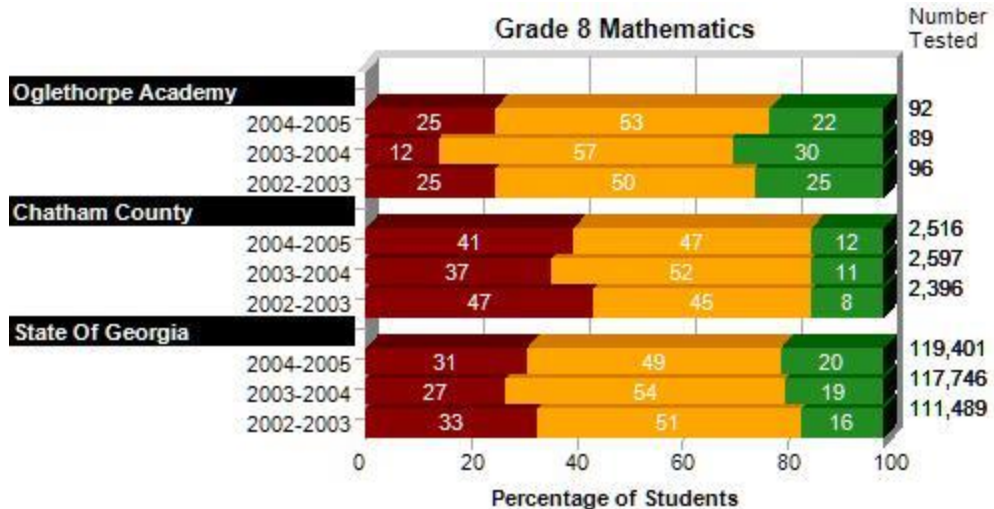
Were there any findings from this audit? No











PEACHTREE MIDDLE SCHOOL

Contact Information

Steven Donahue
4664 North Peachtree Rd
Dunwoody 30338
(678) 676-7702

Basic Facts

District	DeKalb County
Type	Conversion
Opened	7/1/2001
Grades Served	6 - 8
Enrollment	1085
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	Ridgeview Middle School	Georgia
Distance from Charter School (in miles)	0	1.1	3.1	4.1	0
Total Population	1,092	630	960	625	1,515,646

Diversity

Caucasian	44%	39%	5%	35%	49%
Black	29%	42%	18%	22%	38%
Hispanic	17%	7%	64%	37%	8%
Asian/Pacific Islander	6%	7%	11%	2%	3%
American	0%	0%	0%	0%	0%
Indian/Alaskan Native					
Multiracial	3%	4%	1%	4%	2%

Special Populations

ESOL	8%	3%	27%	13%	3%
Gifted	27%	54%	7%	26%	8%
Special Education	14%	9%	7%	9%	12%

Free & Reduced Lunch:

% of Total Population	33%	31%	91%	53%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>	
Did the school make AYP?	No	Yes	Yes	
Is the 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.

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

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- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: The Charter goal was to increase reading/language arts scores grade 6, 7, and 8 by 2% per year.

Progress on Goal: Partial Progress

Indicators of Progress: For the 2004-2005 school year, the scores reflected on the CRCT showed a 0.8% gain in the area of reading/language arts.

Goal 2: The Charter goal was to increase math scores grade 6, 7, and 8 by 2% per year.

Progress on Goal: No Progress

Indicators of Progress: Although the school had an 80% pass rate on the math portion of the CRCT the passing percentage showed a decline from the previous year. The criterion for passing was increased from 50% to 58% of the student population passing the CRCT. We did not get the proposed 2% gain in passing rate.

Goal 3: Technology – The faculty, staff and students will incorporate technology into their classes.

Progress on Goal: Sufficient Progress

Indicators of Progress: During the 2003-2004 school year, 29% of the staff had completed the state required computer competency requirement. By June of 2005, the figure is now 87% of the staff. In addition to this requirement, 3 science teachers and 3 math teachers are in a pilot cycle, using Apple I Books and wireless labs for student use. The school used Charter funds in 2003-2004 to purchase multiple Smartboards. These are an accessory to the classroom computer. The media specialist conducted training in-

services during the 2004-2005 school year to increase teacher use of these resources. The response was fantastic. There was a waiting list to check out the Smartboards for classroom use.

Goal 4: Vertical Communication. The Charter indicated that communication between the high school, middle school and elementary schools was an area that is in need of improvement.

Progress on Goal: Sufficient Progress

Indicators of Progress: Peachtree did a very good job coordinating and holding vertical team meetings. Foreign language, German in particular needed to be addressed. Peachtree hosted a meeting attended by the Dunwoody cluster schools and also the Chamblee cluster as well. Peachtree arranged multiple opportunities to share with the elementary schools as well as hosting activities for the high school to share as well. This would be an area of strength at this time.

Parental Involvement Goals

Goal 1: Peachtree's Charter commitment from parents requests that each family provide 10 volunteer hours at the school during the year.

Progress on Goal: Sufficient Progress

Indicators of Progress: Peachtree documented on the volunteer website 10533 volunteer hours by parent of our students. There was an improvement in family participation from the prior years 69% but we did not have the 100% we would like to see.

Community Involvement Goals

Goal 1: School Partners. Peachtree still is seeking an improvement in formal partners for the school.

Progress on Goal: Partial Progress

Indicators of Progress: Peachtree still has our original school partners, Cafe Intermezzo, Northside Hospital, Max & Erma's. We have had discussions with other organizations about adoption as well. Chick Fil A has done some activities with Peachtree in an informal setting but has not gone through the formal adoption process. Additionally, the group that provides the training materials for our Peer Proofing activity has indicated a desire to do some partnership activities but have not formally adopted Peachtree.

Student Conduct Goals

Goal 1: Discipline is always a concern. Discipline was handled on a tiered approach. Teams controlled minor infractions working directly with parents. As the infractions increased the consequences increased from detention to administrative intervention.

Progress on Goal: Sufficient Progress

Indicators of Progress: The documentation on file indicates that the number of disciplinary actions decreased by approximately 20% because of better communication between teachers, parents and administrators. The total number of referrals dropped,

total number of in school suspension days dropped, total number of out of school suspensions dropped.

Peachtree exhausted the charter funds that in the past were used for after school detention and Saturday school so everything that was done was done with cooperation of all stakeholders, parents, teachers, students and administrators.

Other Goals

Goal 1: Student Participation. The Charter indicated more student input would be a goal.

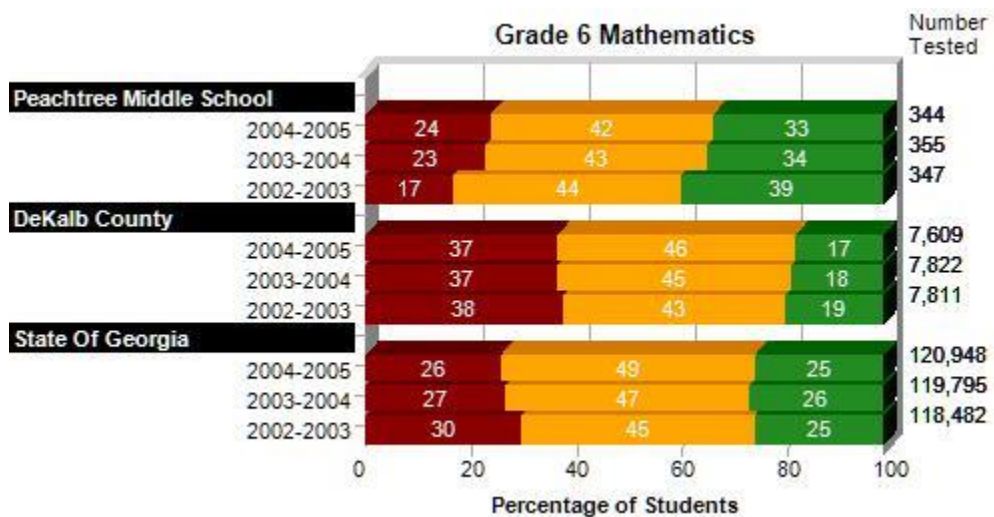
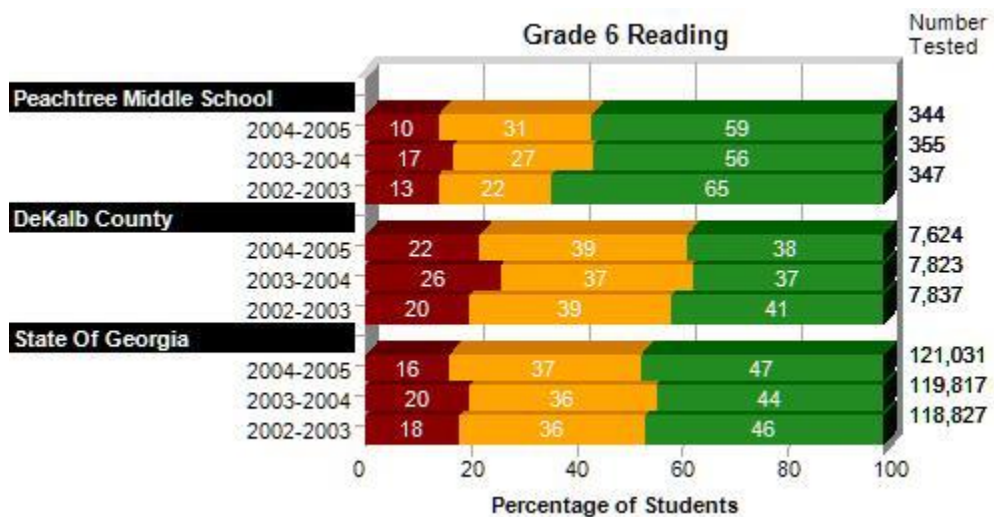
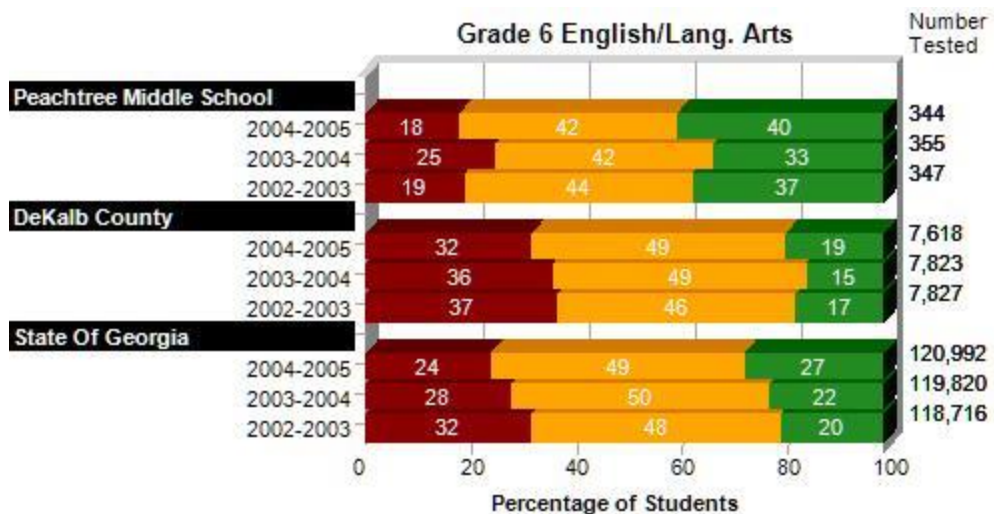
Progress on Goal: Partial Progress

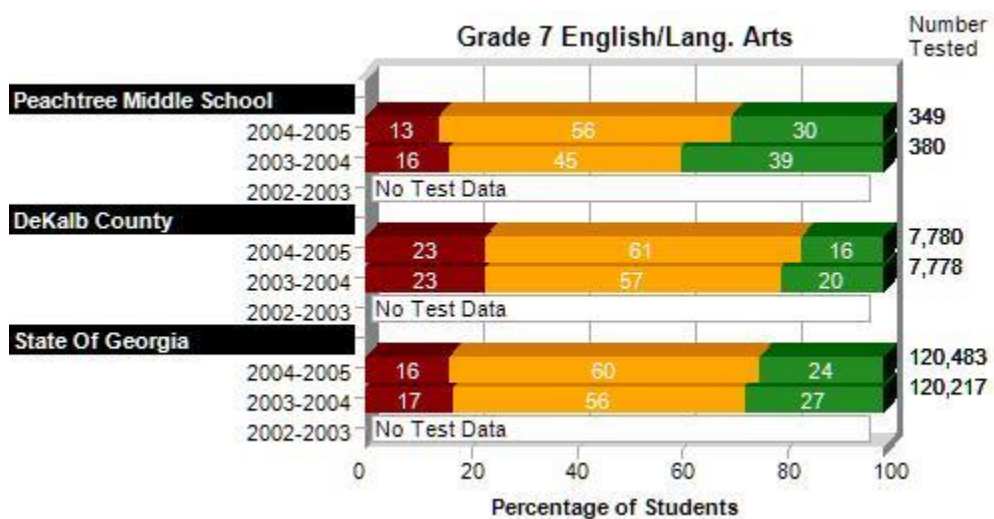
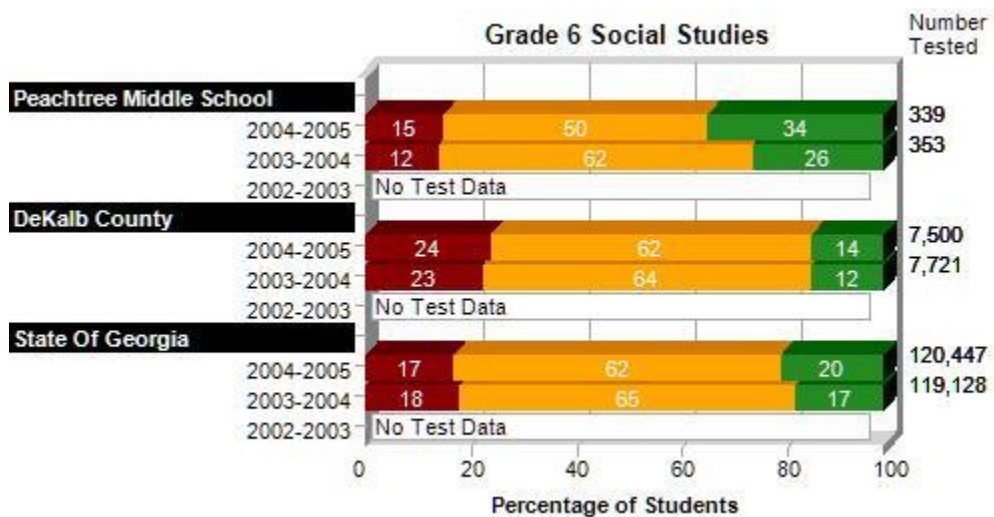
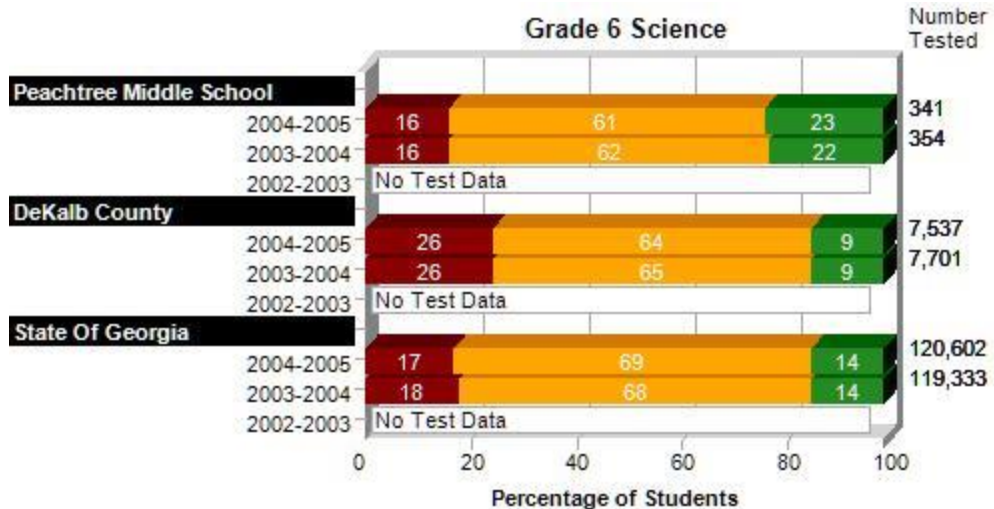
Indicators of Progress: The 2004-2005 school year showed a stronger input with students in school. The Student Government had a representative on the Superintendent's Advisory committee. An SGA representative did morning announcements. The goal for 2005-2006 is to broaden the student input more so a morning breakfast with the principal will occur on a regular basis.

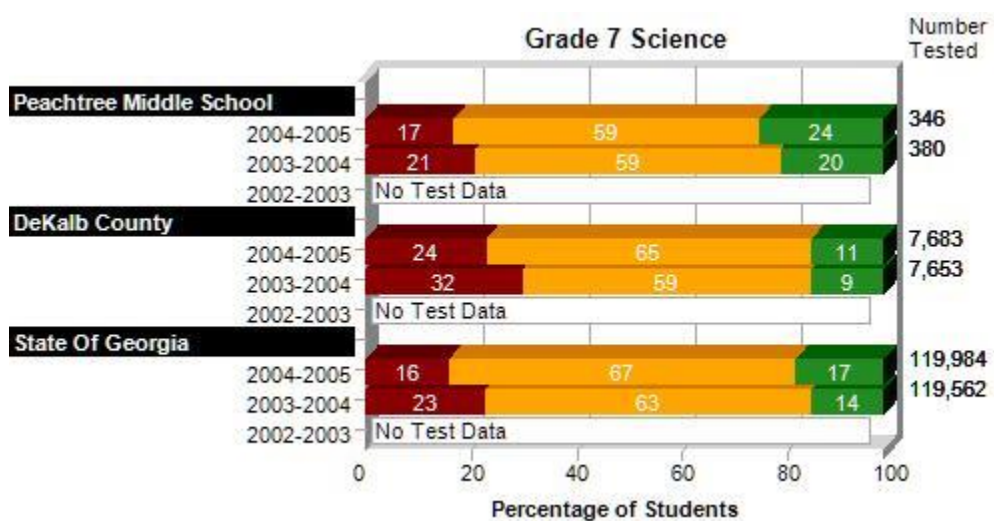
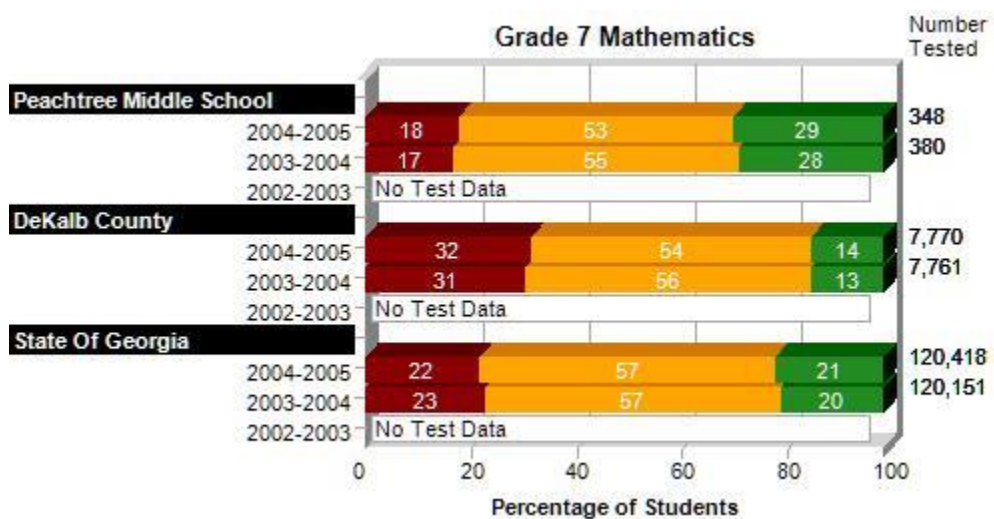
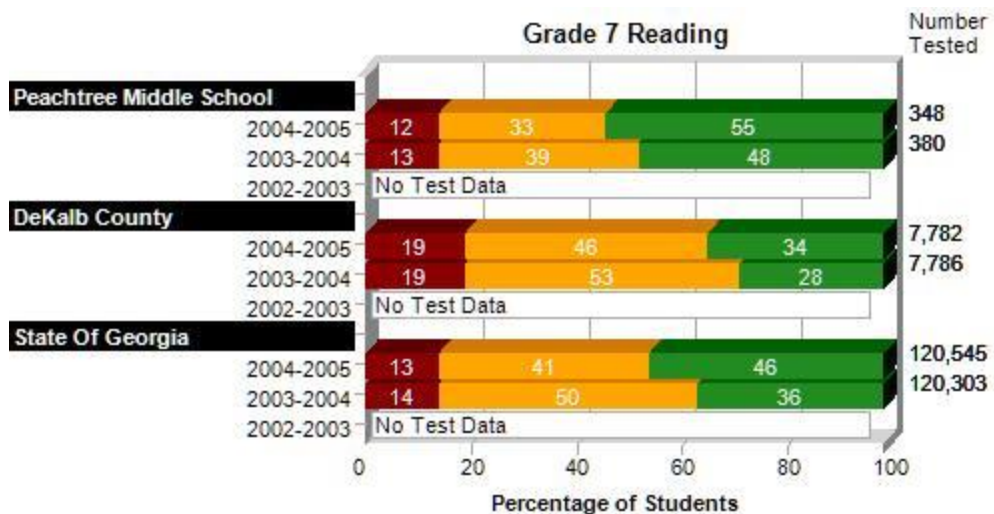
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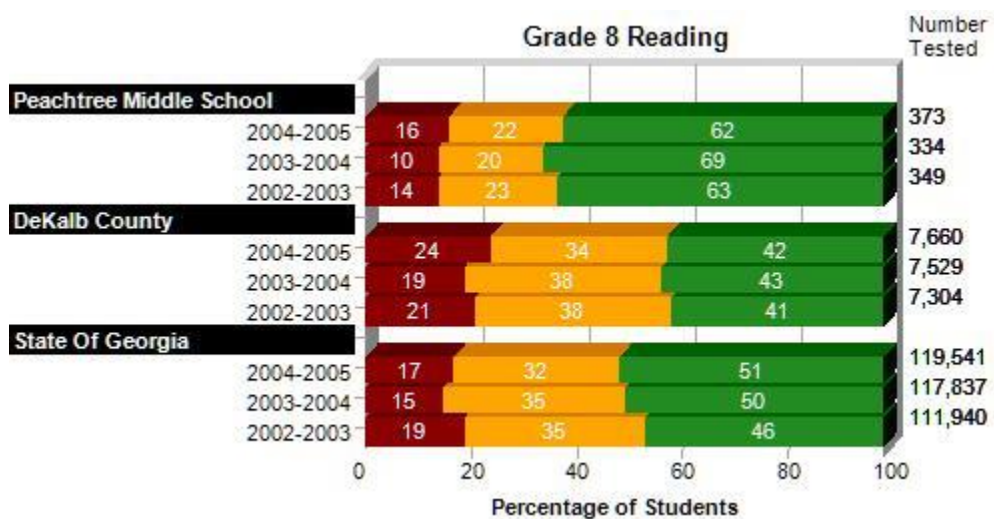
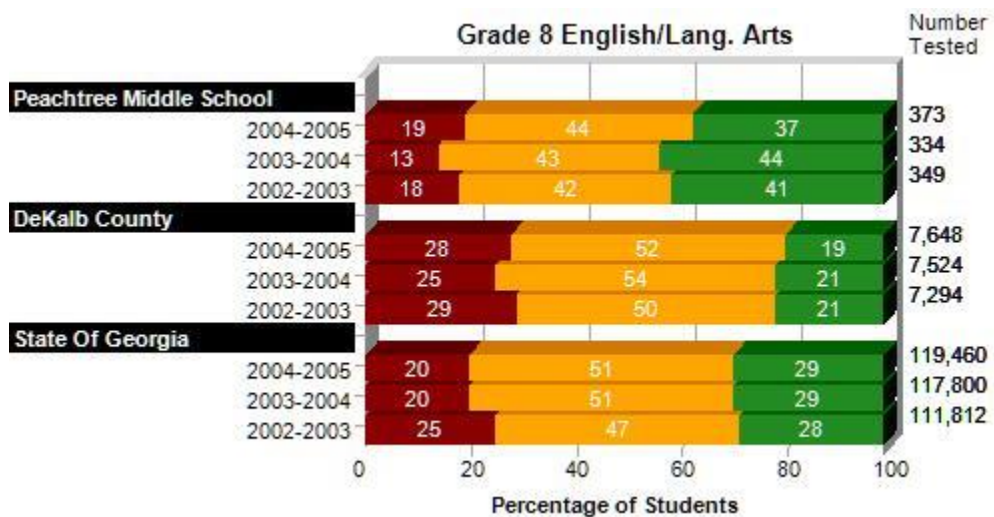
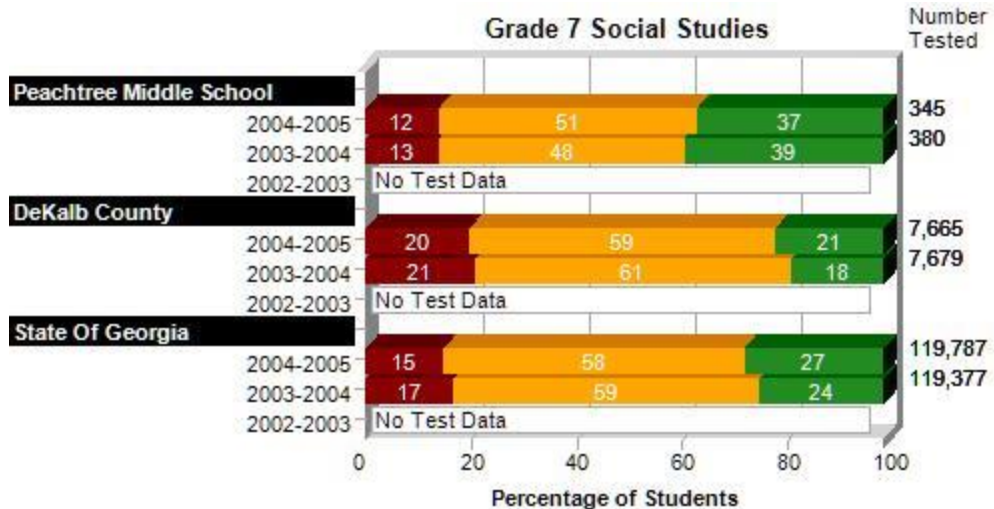
Did the school have an independent audit for the fiscal year ending June 30th, 2005? No

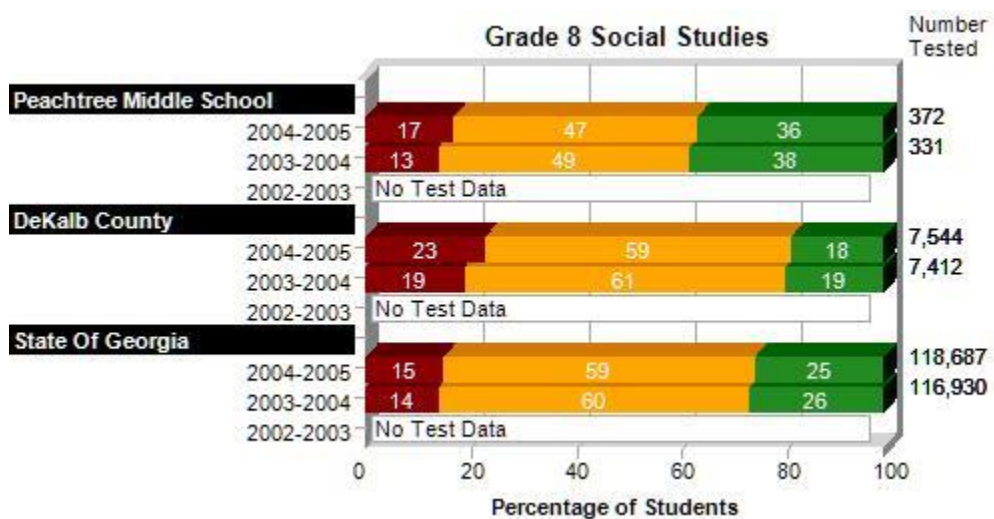
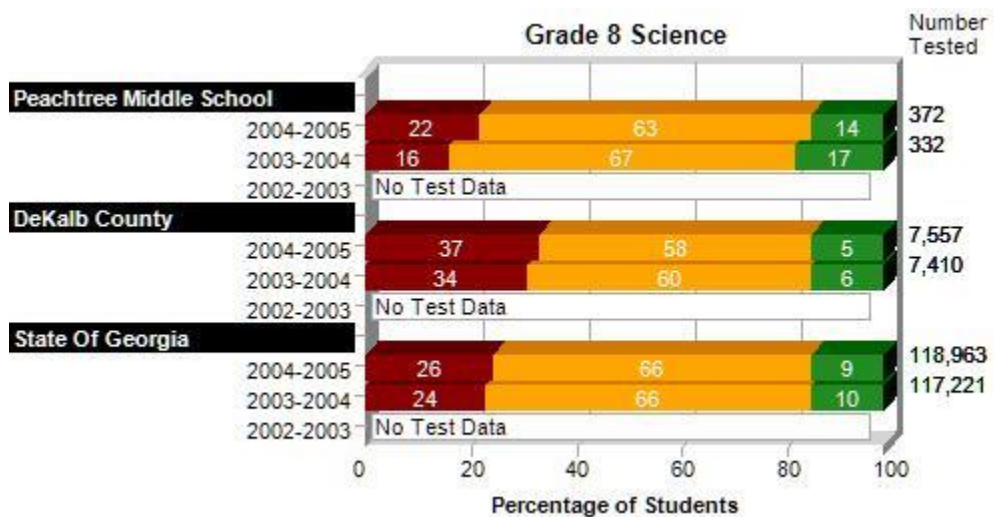
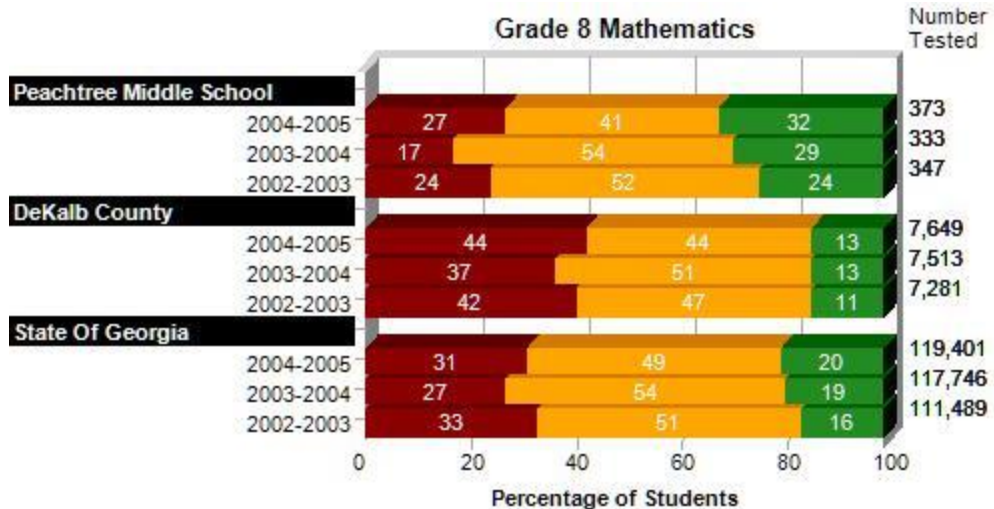
Were there any findings from this audit? No











SCHOOL FOR INTEGRATED ACADEMICS AND TECHNOLOGIES

Contact Information

Don Williams
239 West Lake Avenue, NW
Atlanta 30314
(404) 799-9101

Basic Facts

District	Atlanta City
Type	Start-up
Opened	8/1/2002
Grades Served	9 - 12
Enrollment	180
Title I School	No

Mission

To provide alternative learning opportunities for students to grow into responsible, productive citizens who will adapt and contribute to an ever-changing, technological society.

Demographics

	School for Integrated Academics and Technologies	Washington High School	Mays High School	Douglass High School	Georgia
Distance from Charter School (in miles)	0	1.3	3.5	1.7	0
Total Population	248	1,490	1,824	2,194	1,515,646

Diversity

Caucasian	3%	0%	0%	0%	49%
Black	96%	99%	99%	99%	38%
Hispanic	2%	0%	1%	1%	8%
Asian/Pacific Islander	0%	0%	0%	0%	3%
American Indian/Alaskan Native	0%	0%	0%	0%	0%
Multiracial	0%	0%	0%	0%	2%

Special Populations

ESOL	0%	0%	0%	0%	3%
Gifted	0%	4%	25%	8%	8%
Special Education	1%	11%	7%	9%	12%

Free & Reduced Lunch:

% of Total Population	0%	59%	56%	70%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>	
Did the school make AYP?	No	No	Y	
Is the school in Needs Improvement?	Yes	No	No	

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

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
- "Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term
- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: SIATech will develop a system of data collection and analysis and translate that data into information, to support achievement of school-wide and individual learning goals.

Progress on Goal: Sufficient Progress

Indicators of Progress: SIATech tracks student learning through the use of the TABE reading and math tests, and state mandated graduation tests. SIATech has implemented a baseline year of reading, writing and math assessments to also demonstrate student core academic learning changes.

Goal 2: SIATech students will show two or more grade or skill levels' worth of progress each academic year as evidenced by scores on the Test for Adult Basic Education and/or other standardized tests and successful completion of required portfolios and exhibitions. Performance standards and assessments for students with special needs or limited English proficiency will be adapted as appropriate to their Individualized Education Plans or English proficiency levels.

Progress on Goal: Partial Progress

Indicators of Progress: Average TABE results for 2004-05:

N=95 Reading Average Entry/Exit Score (501/553) Grade Equivalent change 5.9 to 6.7

N=95 Math Average Entry/Exit Score (486/546) Grade Equivalent change 5.4 to 6.8

SIATech Assessments

Writing Assessment Data

N = 13 Average entry Rubric Score 2.85

Average end Rubric Score 3.46

Change + 0.61

Renaissance STAR Math Data

N = 31 Average entry Grade Equivalent 7.0

Average end Grade Equivalency 8.6

The average length of student stay in the SIATech program is 8 months.

Goal 3:

Students enrolled two or more years in the charter school will:

- Over the five-year period of the charter school, meet Georgia standards as measured by the Georgia High School Graduation Test (GHS GT)/or End of Course Exams in all tested areas including reading, math, and English/language arts, science, and social studies and will meet the future state-established requirements for acceptable high school performance (i.e., 70% of students passing state mandated tests or equal to the future state-established requirement for acceptable high school performance).
- Meet yearly targets, consistent with the five-year goal, that will be established following a review of the first year of student performance.
- Meet yearly targets that will be approved by Atlanta Public Schools Board of Education

Progress on Goal: Partial Progress

Indicators of Progress: GHS Graduation Test Pass Rates for the past 3 years:

	02-03	03-04	04-05
ELA:	71%	87%	87%
Math:	67%	78%	82%
Soc Sci:	35%	38%	31%
Science:	24%	17%	24%
Writing:	76%	76%	73%

No SIATech students have been enrolled in the program for a period of 2 or more years. As stated previously, SIATech's entire student enrollment population is comprised of high school dropouts who have chosen to re-engage in the public education system to earn a high school diploma.

The scores in ELA, math and writing have met and/or exceed the SIATech goal of a 70% pass rate. There is still work to be done in the areas of Social Studies and Science.

Parental Involvement Goals

Goal 1: SIATech will involve all stakeholders in partnerships in order to attain the goals and outcomes that will ensure educational success for every student.

Progress on Goal: Sufficient Progress

Indicators of Progress: SIATech staff is unified in their efforts to reach out to school stakeholders and individuals important in student lives. The following examples are indicators of the work done in reaching out and creating a culture of stakeholder inclusion in school success: parent, student and partner participation in the school board meetings, school newsletter mailings to the parents/guardians of all students including many SIATech students who are of the age of majority or older (>75% of our students), communication with parents/guardians regarding required NCLB correspondence and celebratory events such as the graduation, mid-term, and end of the year ceremonies. Job Corps continues to be a strong SIATech partner in providing SIATech students employability and career training.

Community Involvement Goals

Goal 1: Establish a system of communication that is timely, effective, and inclusive of all stakeholders.

Progress on Goal: Exceeded

Indicators of Progress: Communication is an area that must be continually attended to and nurtured. SIATech promotes strong communication practices and will implement changes as needed. This past year, two changes were made to facilitate communication:

- The installation of video conferencing capabilities
- The addition of parent/guardians of adult age students to the school newsletter and informational mailing lists

The capacity of the VOIP phone system was improved and a new school web site was developed.

Student Conduct Goals

Goal 1: SIATech will provide a safe, positive, and nurturing school environment to facilitate student achievement. Teamwork, collaboration, and the engagement of all stakeholders are critical ingredients in creating a positive school environment. School environment includes all elements that affect teaching and learning, including safety and security; well-maintained and adequate facilities; and student, staff, parent/guardian, and community behaviors that are conducive to a positive learning environment.

Progress on Goal: Attained

Indicators of Progress: The partnership with Job Corps continues to provide SIATech staff and students with a safe, secure, high quality, physically appealing and well maintained school environment. SIATech meets Job Corps leadership high expectations in maintaining this environment. The SIATech staff also provides a school environment that is mentally and psychologically supportive of teaching and learning. Disciplinary incidents are the rare exception and there are no cases of expulsion for this school year. SIATech is very proud of the student-centered, supportive environment at the school.

Other Goals

Goal 1: SIATech will ensure the highest quality of teaching and learning through 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 on Goal: Attained

Indicators of Progress: Ongoing professional development opportunities for SIATech classroom teachers, aides and site leaders is a key strategy for developing and improving the knowledge, skills and abilities of its personnel. Professional development activities have included pedagogy, strategies for student inclusion, curriculum development, the tracking of data as a tool for school improvement, the use of technology to engage students in learning, the Stephen Covey Leadership Model, etc. All staff attended a national conference for students "At-Promise" during which they learned additional strategies for dealing with emerging or reluctant learners. Teachers attended a Georgia State conference on implementing new standards in the high school curriculum. Teachers

continue to participate in weekly staff meetings to monitor student progress and discuss ongoing and additional educational options for the students in their classroom. A monthly staff development publication was also provided to all staff and discussed at these meetings. Regular summative monitoring of learning took place in the form of EOCT administration and the GHSGT examination.

Site Leader meetings are held on a monthly basis to provide a forum for discussion and ongoing school improvement. Site Leaders also attend a Fall Management workshop with stakeholders to strategize on methodologies to improve student learning. There is recurring monitoring and assessment of classroom teaching by the site leader to support all staff in their efforts to meet the needs of all students.

Goal 2: The school will 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.

Progress on Goal: Attained

Indicators of Progress: Significant time and resources are invested to provide quality staff training and professional development activities so that all employees have the training and support they need to ensure the success of every student. SIATech has provided employees, certificated and classified, with numerous hours of professional development in areas such as core curriculum (80 hrs), special education (24 hrs), leadership (26 hours), Reaching At-Promise Students-national conference (14 hours), and classified staff training (18 hours). SIATech staff members are encouraged and obliged to participate in personally meaningful professional development to improve teaching and student learning as measured by annual goals and evaluation.

The site leader also provides coaching and corrective feedback to teachers concerning effective instructional practices. Also, teachers participate in action research activities to explore best instructional practices unique to the SIATech students' needs.

Goal 3: The school will demonstrate a commitment to the acquisition and use of technology as it transforms classrooms from a teacher-centered model to a student-centered, inquiry-based model supported by current technology applications.

Progress on Goal: Exceeded

Indicators of Progress: Technology at SIATech is used to transform classrooms from a teacher-centered model to a student-centered, inquiry-based model of education. SIATech technology upgrades undertaken during the 2004-2005 school year were as follows:

- Installation of video conferencing capabilities - This has been used extensively for collaboration and communication purposes for both educational and administrative purposes
- Installation of a dedicated web and e-mail server
- Reconfiguration of VOIP phone system
- Further integration of PLATO (purchased software program) into the areas of math and science. SIATech continues, on an ongoing basis, to explore ways new technology can provide additional tools and support for student learning.

Goal 4: The allocation of school resources will be aligned to the SIATech mission and vision in supporting the achievement of student learning outcomes.

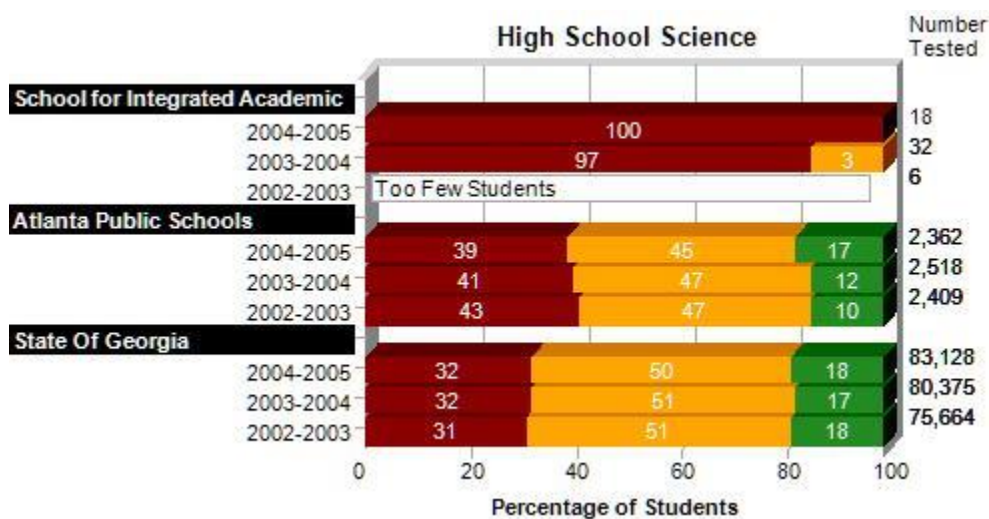
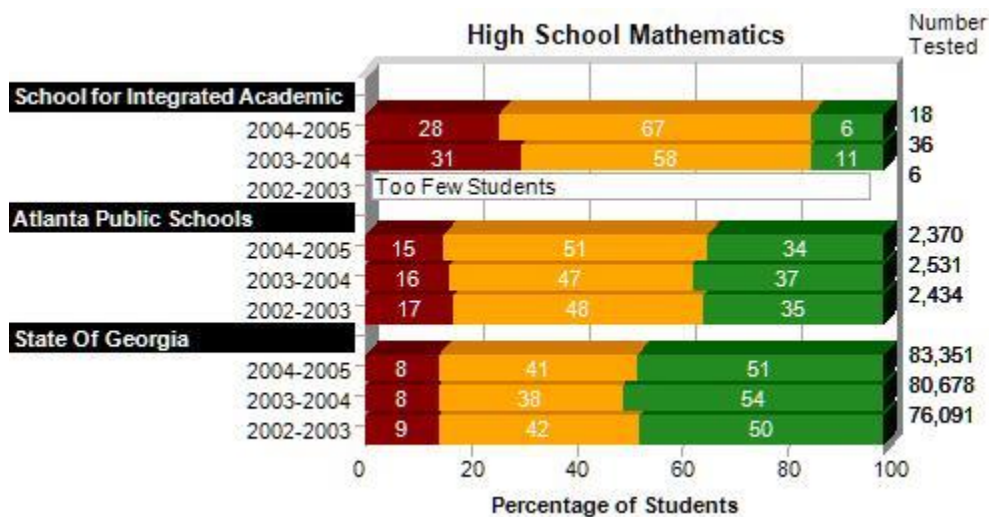
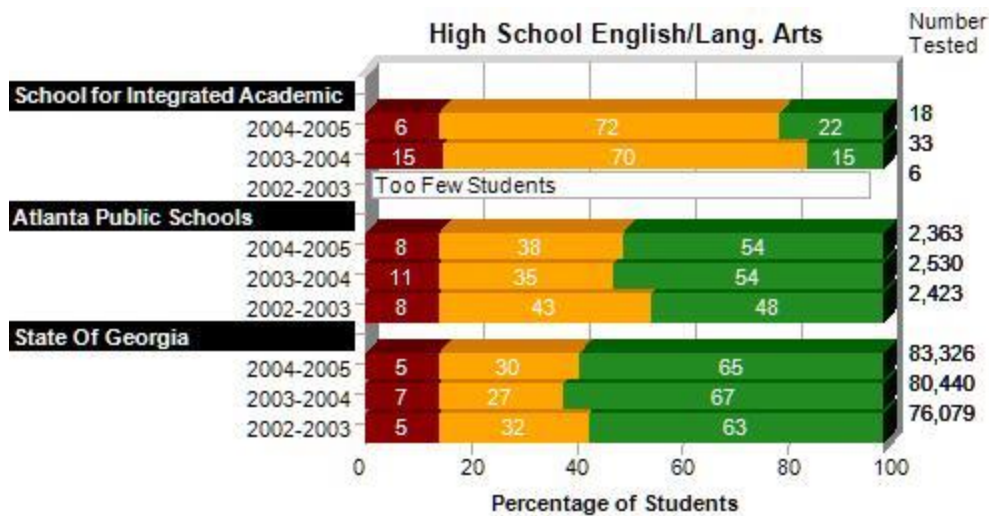
Progress on Goal: Exceeded

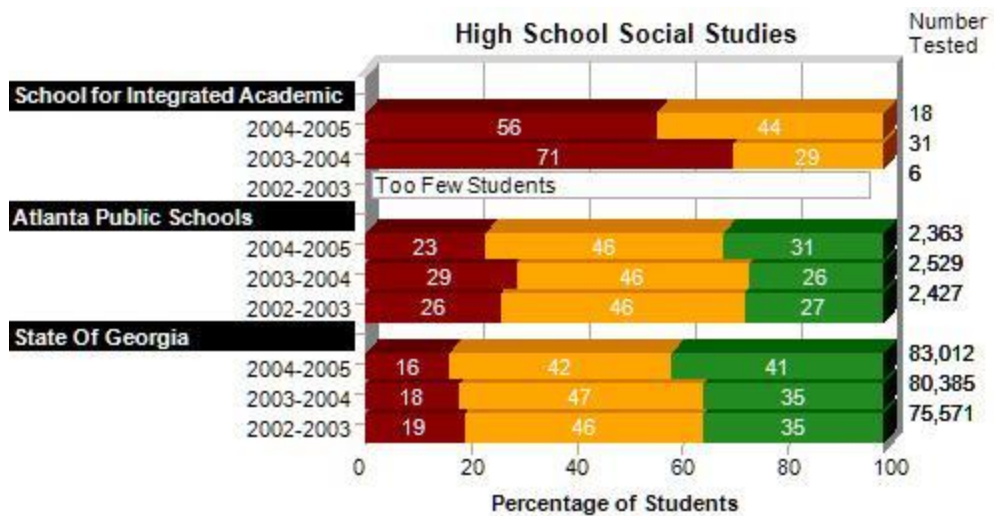
Indicators of Progress: SIATech management continues to ensure that site resources are aligned to the school and student priorities while ensuring good fiscal management. At the end of the 2004-05 school year, budget re-prioritization was initiated to ensure that SIATech Atlanta is able to sustain a fiscally sound status. SIATech continues with its policy of developing a budget that aligns resources to priorities for the site and to empower individual school and office teams to make decisions about how to utilize allocated resources to accomplish their priorities.

Financial Accountability

Did the school have an independent audit for the fiscal year ending June 30th, 2005? No

Were there any findings from this audit? No





SEDALIA PARK ELEMENTARY SCHOOL

Contact Information

Patricia Thomas
2230 Lower Roswell Rd.
Marietta 30068
(770) 509-5162

Basic Facts

District	Cobb County
Type	Conversion
Opened	7/1/1996
Grades Served	K - 5
Enrollment	765
Title I School	Yes

Mission

We believe all students will achieve and succeed. We celebrate learning.

Demographics

	Sedalia Park Elementary School	Powers Ferry Elementary School	Eastvalley Elementary School	Sope Creek Elementary School	Georgia
Distance from Charter School (in miles)	0	0.6	0.6	1.9	0
Total Population	770	466	574	1,092	1,515,646

Diversity

Caucasian	32%	20%	46%	79%	49%
Black	41%	48%	29%	5%	38%
Hispanic	17%	24%	11%	2%	8%
Asian/Pacific Islander	6%	2%	8%	9%	3%
American	1%	0%	0%	0%	0%
Indian/Alaskan Native					
Multiracial	4%	5%	6%	4%	2%

Special Populations

ESOL	9%	15%	6%	3%	3%
Gifted	5%	2%	7%	12%	8%
Special Education	11%	11%	14%	11%	12%

Free & Reduced Lunch:

% of Total Population	53%	80%	30%	4%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>	
Did the school make AYP?	Yes	Yes	Yes	
Is the 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.

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
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- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: Students enrolled in the school for 3 or more years will be on or above grade level in reading, writing and math by the time they leave 5th grade.

Progress on Goal: Sufficient Progress

Indicators of Progress: Of the 230 students in 2nd through 5th grade who have been in our building for 3 or more years, 78 percent are proficient in reading with 66 percent of those students reading above grade level as assessed on STAR. In the area of math 87 percent of 3rd- 5th grade students here for 3 or more years are proficient in math as assessed by STAR math and 90 percent are proficient as assessed by the on-line Performance Series. On the CRCT Sedalia Park had 7 percent of all 5th grade students not meet state standards in reading while Cobb had 8 percent of 5th grade students not meet standards and the state had 11 percent. In the area of math, Sedalia Park had 8 percent of all 5th graders not meet state standards while Cobb County had 10 percent and the state had 13 percent of 5th graders not meet standards. In the area of writing, Sedalia Park had 81 percent of 5th graders score in the top writing stages on the GA Writing Assessment while Cobb County had 69 percent and the state had 61 percent of 5th graders score in the top two stages.

Student Conduct Goals

Goal 1: Students will demonstrate positive character traits as outlined in the Contract for Learning.

Progress on Goal: Sufficient Progress

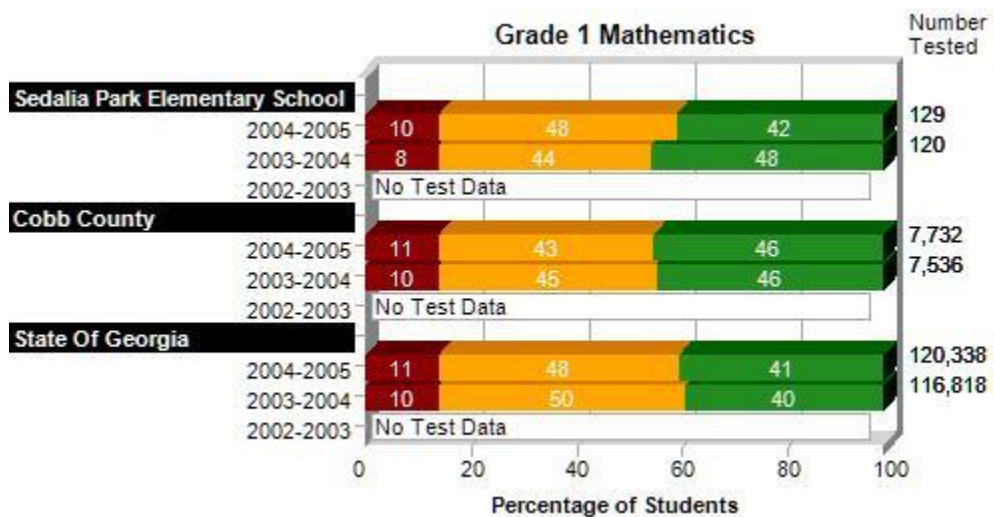
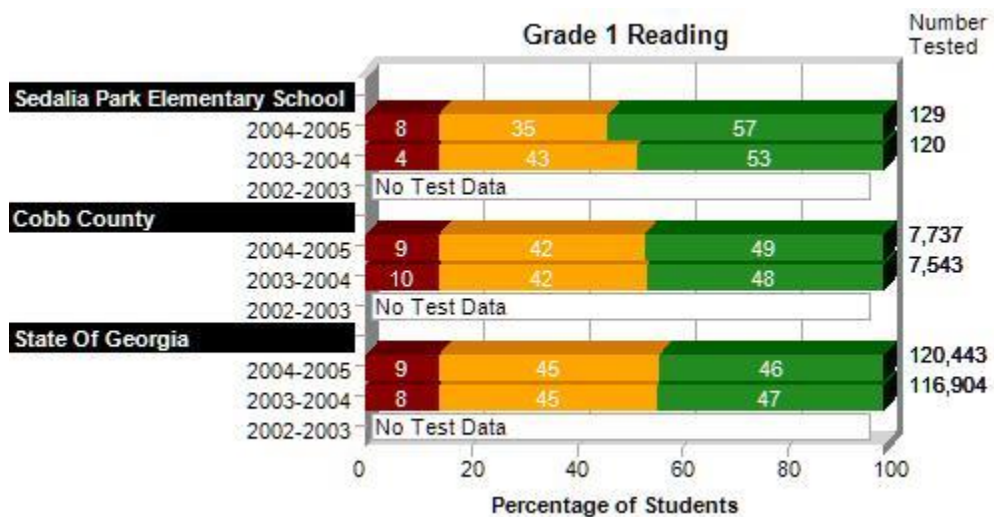
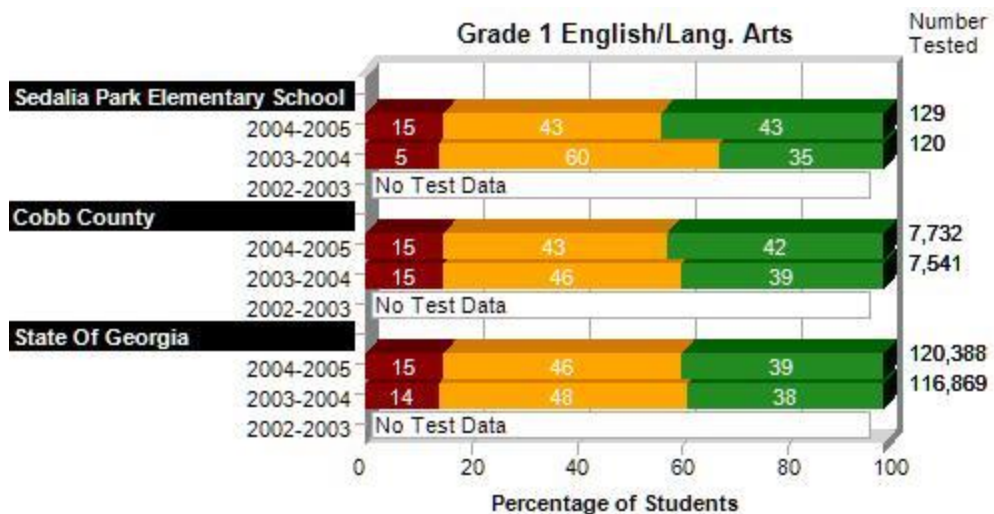
Indicators of Progress: On the 2005 School Improvement Survey, 84 percent of the parents agree that "generally, disruptive behavior is not an issue at this school." Eighty-eight percent of parents agree that "Students behave so that learning can take place."

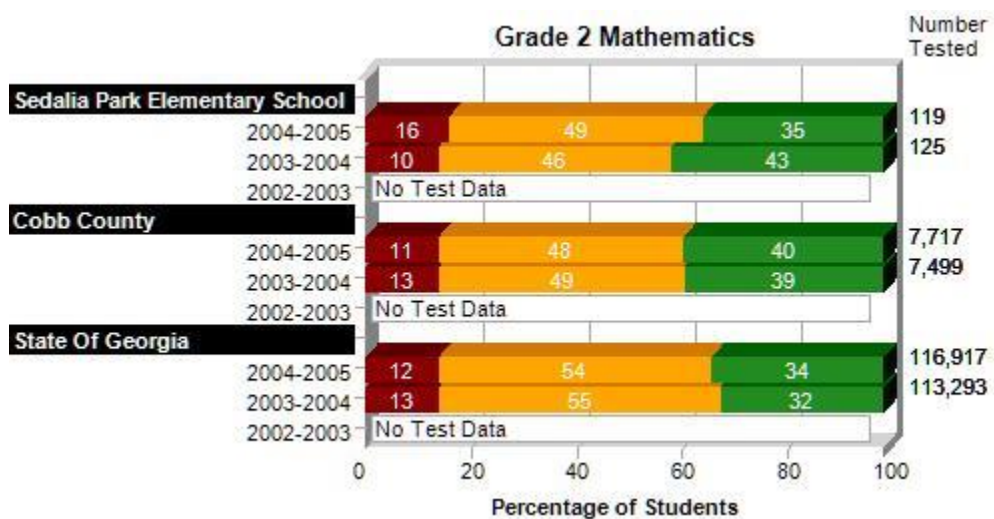
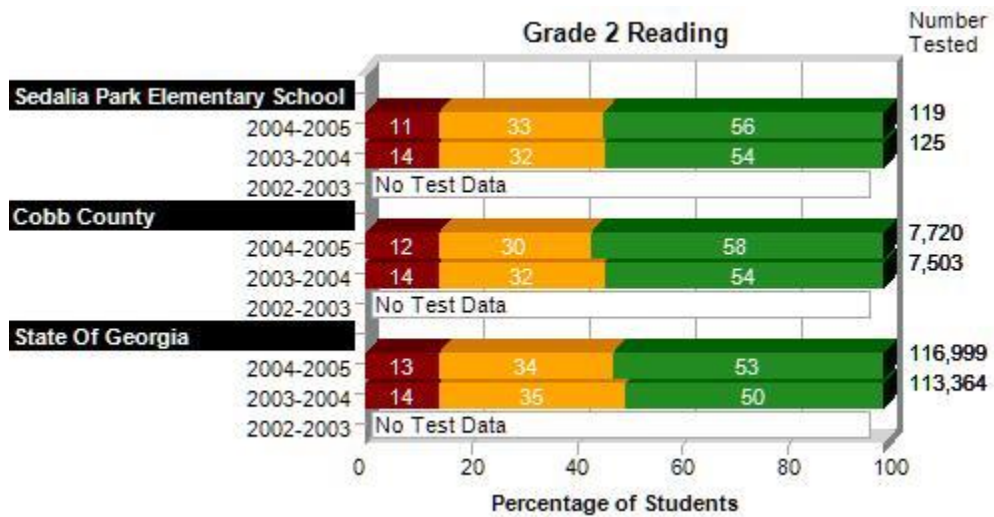
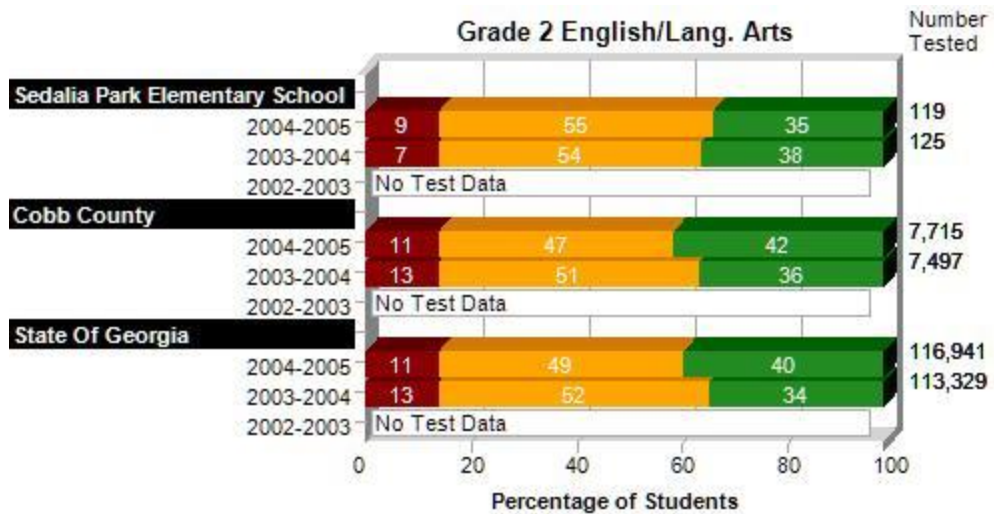
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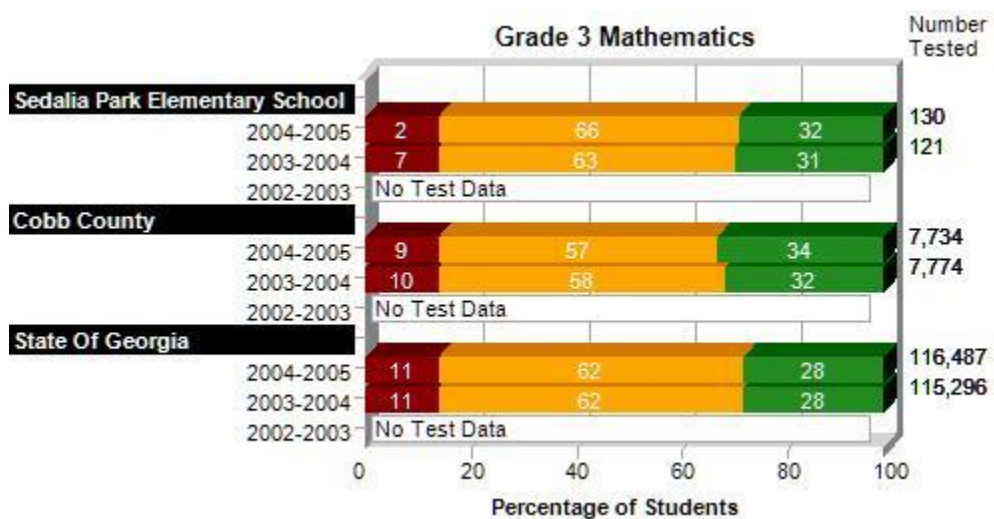
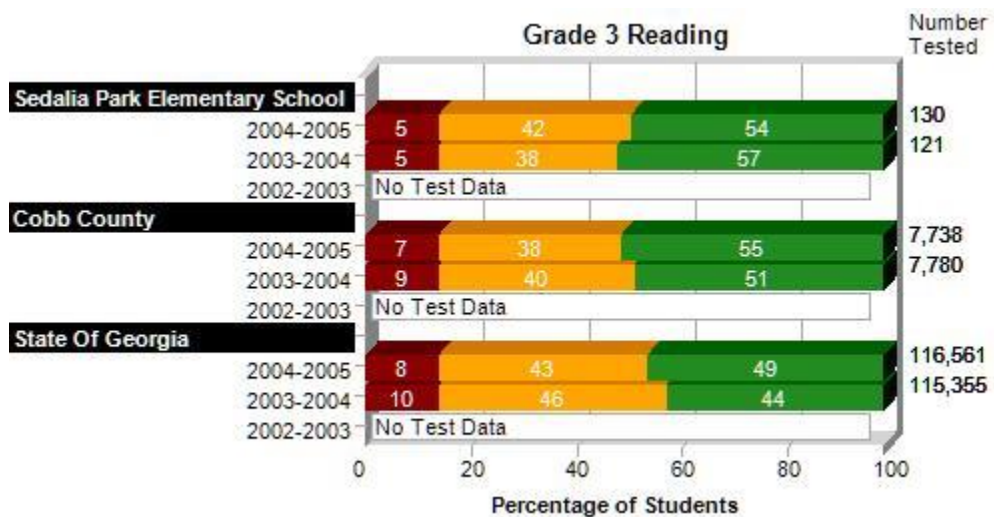
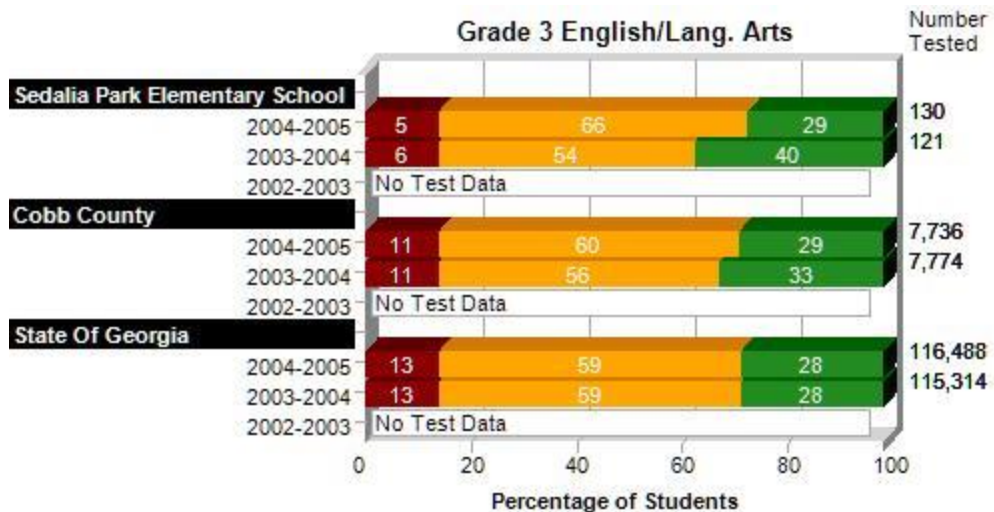
Did the school have an independent audit for the fiscal year ending June 30th, 2005? Yes

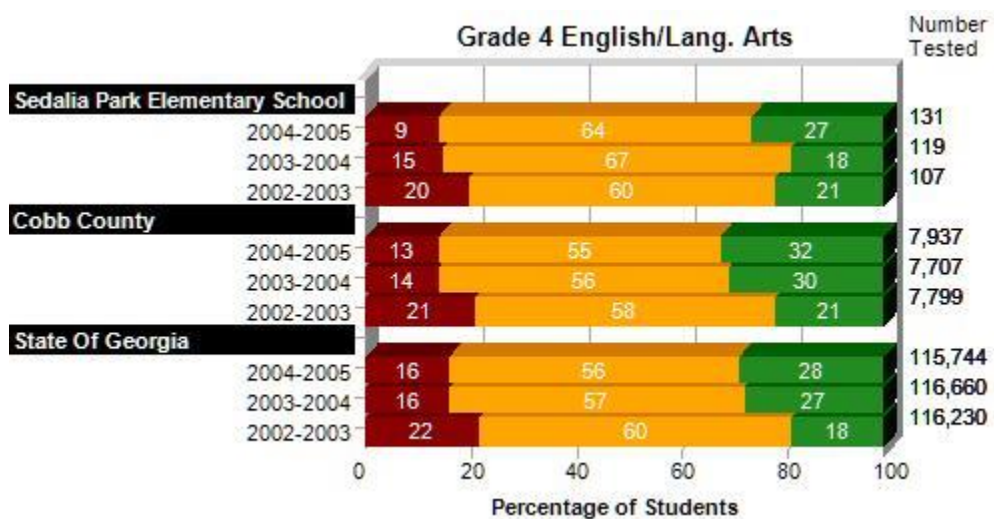
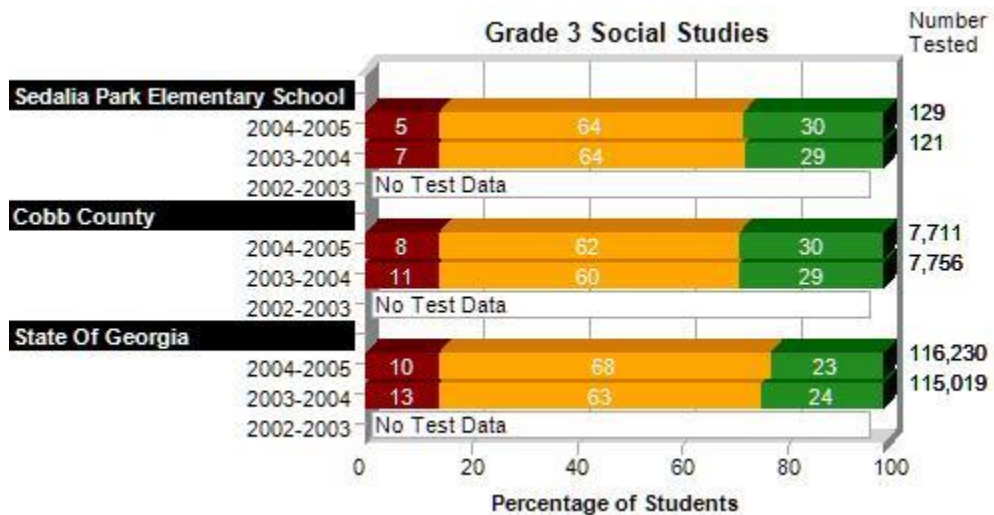
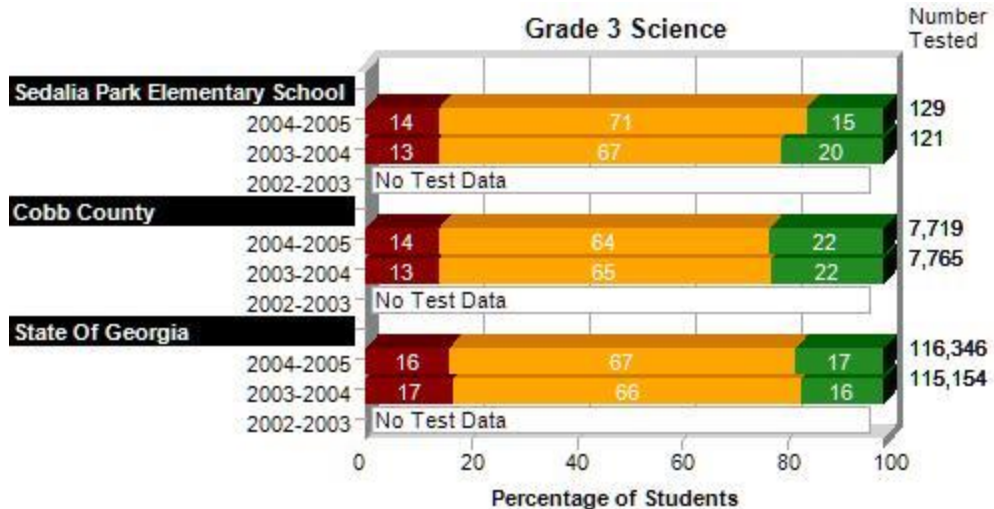
Were there any findings from this audit? Yes

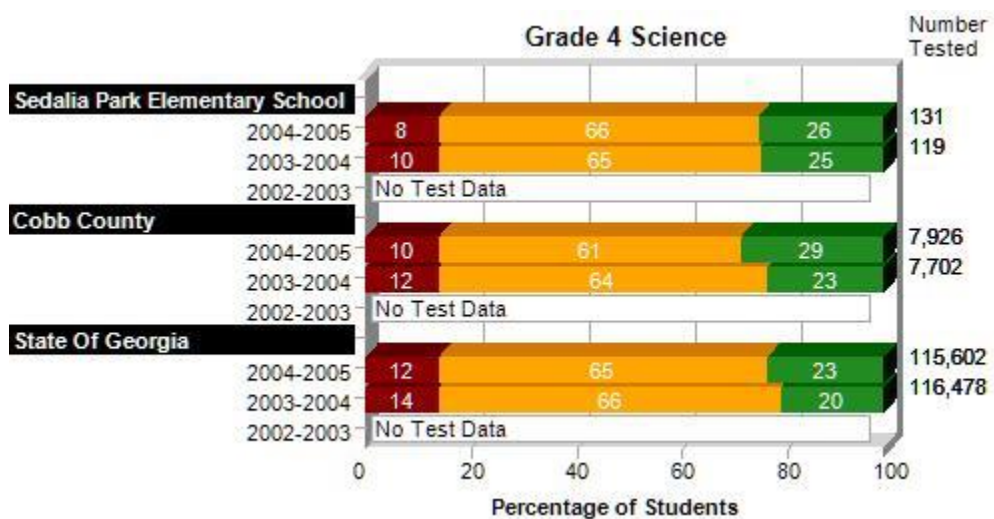
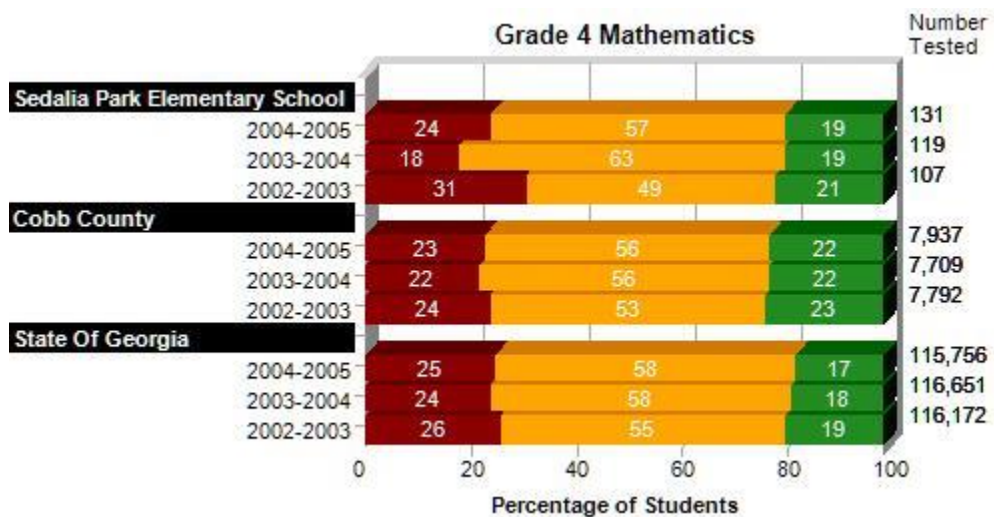
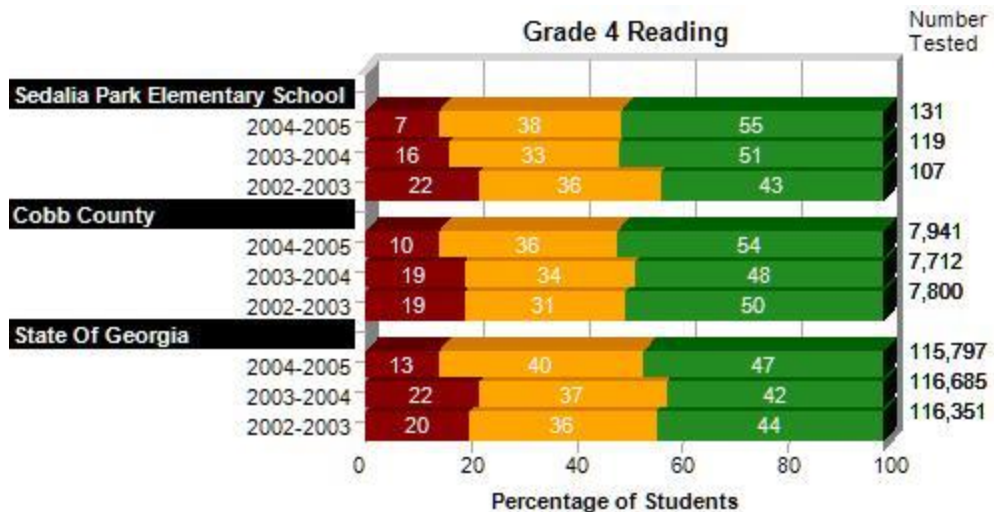
Findings presently under review by the Georgia Department of Education Finance and Business Office.

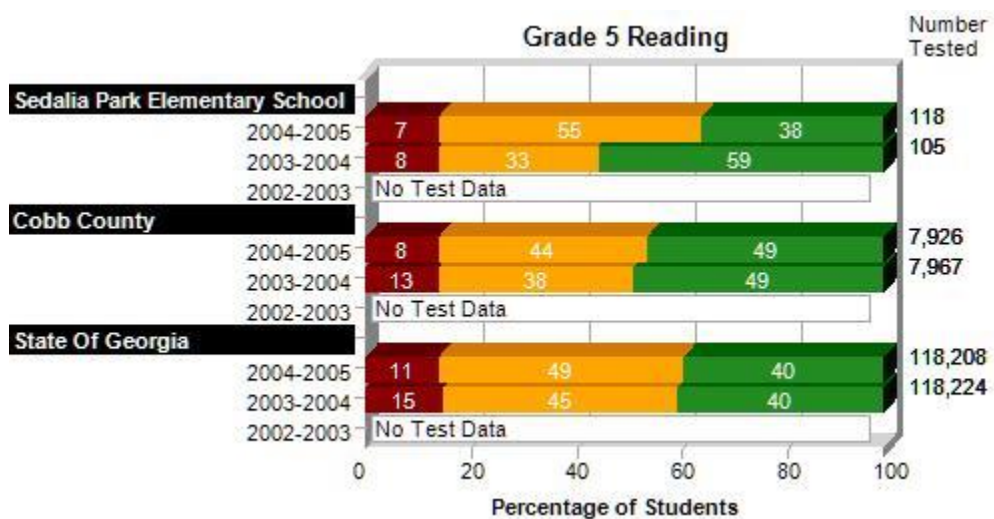
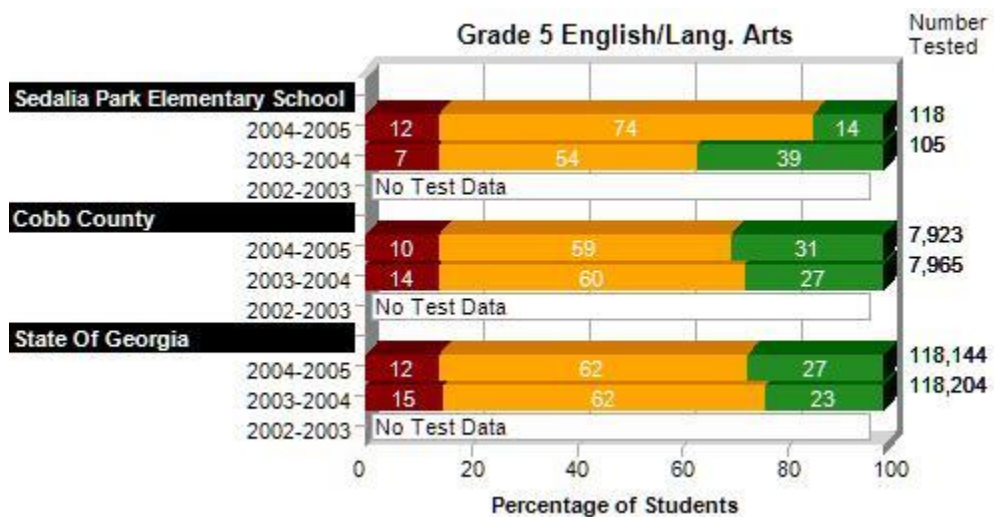
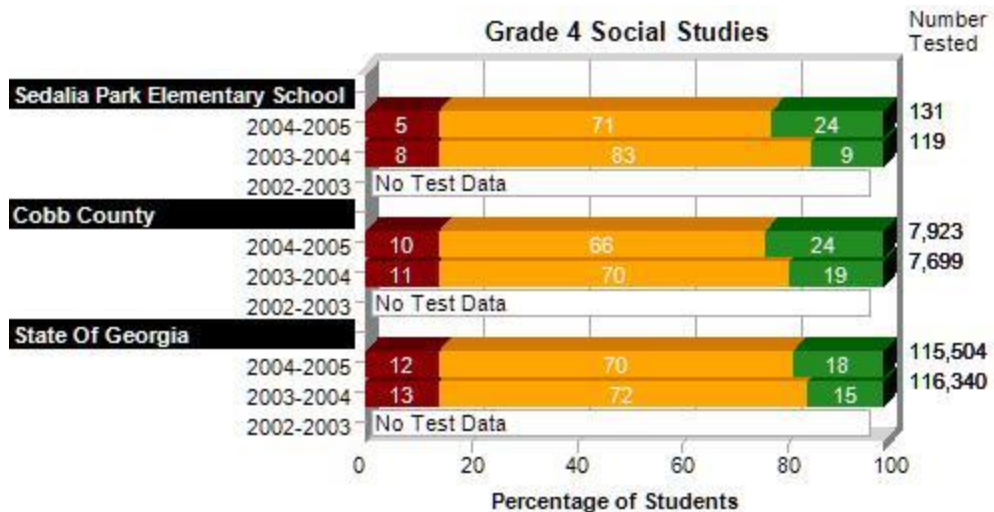


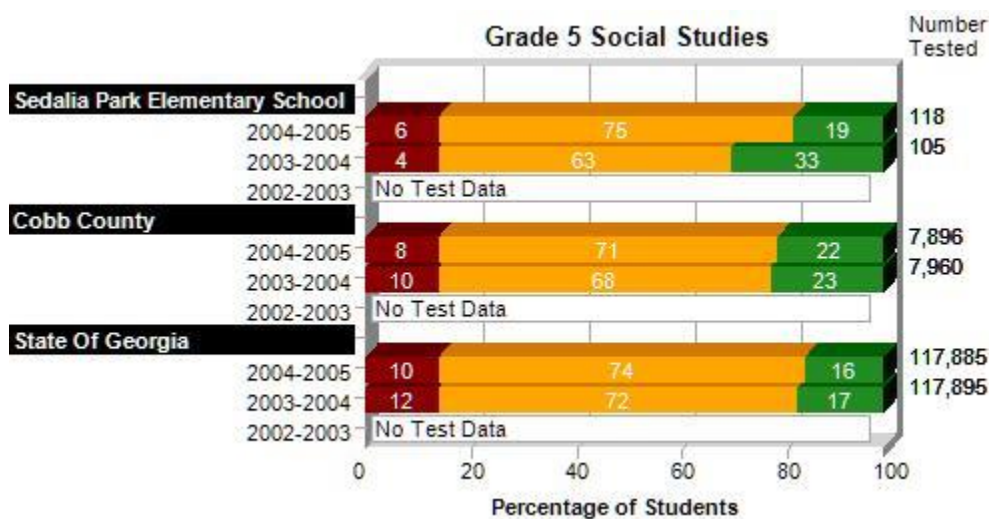
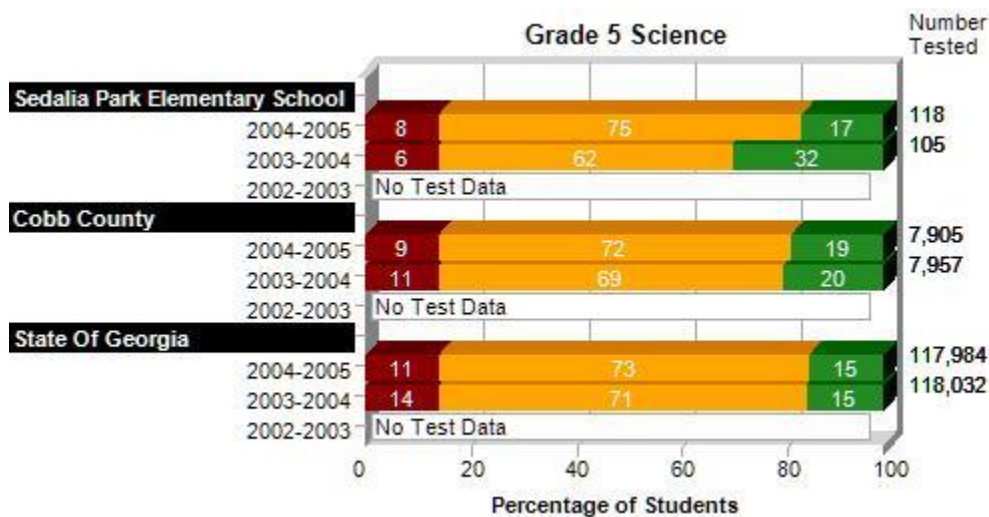
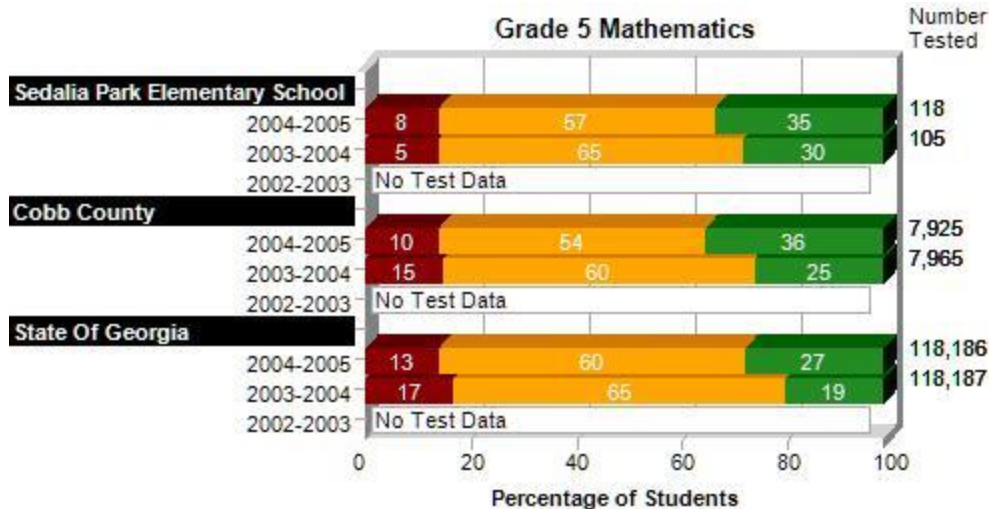












SPALDING DRIVE ELEMENTARY

Contact Information

Christine Young
130 West Spalding Drive
Atlanta 30328
(770) 551-5880

Basic Facts

District	Fulton County
Type	Conversion
Opened	9/1/1966
Grades Served	Pre-K - 5
Enrollment	688
Title I School	Yes

Mission

Spalding Drive Charter is 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	Woodland Elementary School	Austin Elementary School	Dunwoody Springs Elementary School	Georgia
Distance from Charter School (in miles)	0	2	2.7	2.8	0
Total Population	659	780	631	692	1,515,646

Diversity

Caucasian	21%	28%	76%	17%	49%
Black	35%	43%	10%	52%	38%
Hispanic	33%	16%	3%	21%	8%
Asian/Pacific Islander	3%	6%	9%	2%	3%
American	0%	0%	0%	0%	0%
Indian/Alaskan Native					
Multiracial	8%	7%	3%	8%	2%

Special Populations

ESOL	15%	8%	4%	16%	3%
Gifted	15%	12%	26%	8%	8%
Special Education	15%	14%	10%	13%	12%

Free & Reduced Lunch:

% of Total Population	61%	44%	4%	63%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>	
Did the school make AYP?	Yes	Yes	Yes	
Is the 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.

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
- "Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term
- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: Improve 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.

Progress on Goal: Exceeded

Indicators of Progress: 93% of the kindergarten students scored at 180 or above on the GKAP-R.

Goal 2: Improve writing proficiency of kindergarten students.

Progress on Goal: Exceeded

Indicators of Progress: 89% of the kindergarten students scored at or above Stage 4 on a locally developed writing rubric.

Goal 3: Improve language arts achievement of students enrolled before the October FTE through the end of the year.

Progress on Goal: Sufficient Progress

Indicators of Progress: 84% of the first grade students scored at meets or exceeds on the language arts component of the CRCT

Goal 4: Improve reading achievement of students enrolled continuously before the October FTE through the end of the year.

Progress on Goal: Exceeded

Indicators of Progress: 93% of the first grade students scored at meets or exceeds on the reading component of the CRCT.

Goal 5: Improve mathematics achievement of students enrolled continuously before the October FTE count through the end of the year.

Progress on Goal: Exceeded

Indicators of Progress: 86% of the first grade students scored at meets or exceeds on the mathematics component of the CRCT.

Goal 6: Improve writing proficiency of first grade students

Progress on Goal: Exceeded

Indicators of Progress: 84% of the first grade students scored at or above Stage 4 on a locally developed writing rubric.

Goal 7: Improve language arts achievement of students enrolled before the October FTE through the end of the year.

Progress on Goal: Partial Progress

Indicators of Progress: 32% of the first grade students scored at the exceeds level on the language arts component of the CRCT

Goal 8: Improve reading achievement of students enrolled continuously before the October FTE through the end of the year.

Progress on Goal: No Progress

Indicators of Progress: 38% of the first grade students scored at the exceeds level on the reading component of the CRCT

Goal 8: Improve mathematics achievement of students enrolled continuously before the October FTE count through the end of the year.

Progress on Goal: No Progress

Indicators of Progress: 29% of the first grade students scored at the exceeds level on the mathematics component of the CRCT

Goal 9: Improve language arts achievement of students enrolled before the October FTE through the end of the year.

Progress on Goal: Sufficient Progress

Indicators of Progress: 91% of the second grade students scored at the meets or exceeds level on the language arts component of the CRCT.

- Goal 10:** Improve reading achievement of students enrolled continuously before the October FTE through the end of the year.
- Progress on Goal:** Attained
- Indicators of Progress:** 92% of the second grade students scored at the meets or exceeds level on the reading component of the CRCT
- Goal 11:** Improve mathematics achievement of students enrolled continuously before the October FTE count through the end of the year.
- Progress on Goal:** Exceeded
- Indicators of Progress:** 85% of the second grade students scored at the meets or exceeds level on the mathematics component of the CRCT
- Goal 12:** Improve writing proficiency of second grade students
- Progress on Goal:** Exceeded
- Indicators of Progress:** 100% of the second grade students scored at or above Stage 4 on a locally developed writing rubric.
- Goal 13:** Improve language arts achievement of students enrolled before the October FTE through the end of the year.
- Progress on Goal:** Exceeded
- Indicators of Progress:** 43% of the second grade students scored at the exceeds level on the language arts component of the CRCT.
- Goal 14:** Improve reading achievement of students enrolled continuously before the October FTE through the end of the year.
- Progress on Goal:** Exceeded
- Indicators of Progress:** 54% of the second grade students scored at the exceeds level on the reading component of the CRCT
- Goal 15:** Improve mathematics achievement of students enrolled continuously before the October FTE count through the end of the year.
- Progress on Goal:** Exceeded
- Indicators of Progress:** 32% of the second grade students scored at the exceeds level on the mathematics component of the CRCT
- Goal 16:** Improve language arts achievement of students enrolled before the October FTE through the end of the year.
- Progress on Goal:** No Progress

Indicators of Progress: 85% of the third grade students scored at the meets and exceeds level on the language arts component of the CRCT

Goal 17: Improve reading achievement of students enrolled continuously before the October FTE through the end of the year.

Progress on Goal: Sufficient Progress

Indicators of Progress: 93% of the third grade students scored at the meets and exceeds level on the reading component of the CRCT

Goal 18: Improve mathematics achievement of students enrolled continuously before the October FTE count through the end of the year.

Progress on Goal: Sufficient Progress

Indicators of Progress: 93% of the third grade students scored at the meets and exceeds levels on the mathematics components of the CRCT

Goal 19: Improve writing proficiency of second grade students

Progress on Goal: Exceeded

Indicators of Progress: 68% of the third grade students scored at or above Stage 4 on a locally developed writing rubric.

Goal 20: Improve language arts achievement of students enrolled before the October FTE through the end of the year.

Progress on Goal: No Progress

Indicators of Progress: 21% of the third grade students scored at the exceeds levels on the language arts component of the CRCT

Goal 21: Improve reading achievement of students enrolled continuously before the October FTE through the end of the year.

Progress on Goal: Exceeded

Indicators of Progress: 56% of the third grade students scored at the exceeds level on the reading component of the CRCT

Goal 22: Improve mathematics achievement of students enrolled continuously before the October FTE count through the end of the year.

Progress on Goal: Exceeded

Indicators of Progress: 34% of the third grade students scored at the exceeds level on the mathematics component of the CRCT.

Goal 22: Improve Language Arts achievement of fourth grade students enrolled before the October FTE count date through the end of the year.

Progress on Goal: Sufficient Progress

Indicators of Progress: Percentage of students meeting or exceeding the Georgia CRCT standard for Language Arts

Goal 23: Improve reading achievement of fourth grade students enrolled continuously before the October FTE count date through the end of the year.

Progress on Goal: No Progress

Indicators of Progress: Performance Measure: Percentage of the students meeting or exceeding the Georgia CRCT standard for Reading

Goal 24: Improve math achievement of students enrolled continuously before the October FTE count date through the end of the school year

Progress on Goal: No Progress

Indicators of Progress: Percentage of students meeting or exceeding the CRCT standard for Math

Goal 25: Improve writing proficiency of fourth grade students

Progress on Goal: Exceeded

Indicators of Progress: Percentage of students scoring at or above Stage 4 on a locally developed writing rubric

Goal 26: Improve language arts achievement of fourth grade students enrolled continuously before the October FTE count date through the end of the school year.

Progress on Goal: Attained

Indicators of Progress: Percentage of fourth grade students exceeding the Georgia CRCT standard for Language Arts

Goal 27: Improve reading achievement of fourth grade students enrolled continuously before the October FTE count date through the end of the school year.

Progress on Goal: Sufficient Progress

Indicators of Progress: Percentage of students exceeding the Georgia CRCT standard for Reading

Goal 28: Improve math achievement of fourth grade students enrolled continuously before the October FTE count date through the end of the year.

Progress on Goal: No Progress

Indicators of Progress: Performance Measure: Percentage of students exceeding the Georgia CRCT standard for Mathematics

Goal 29: Improve Language Arts achievement of fifth grade students enrolled before the October FTE count date through the end of the year.

Progress on Goal: No Progress

Indicators of Progress: Performance Measure: Percentage of students meeting or exceeding the Georgia CRCT standard for Language Arts

Goal 30: Improve reading achievement of fifth grade students enrolled continuously before the October FTE count date through the end of the year.

Progress on Goal: Sufficient Progress

Indicators of Progress: Performance Measure: Percentage of the students meeting or exceeding the Georgia CRCT standard for Reading

Goal 31: Improve math achievement of fifth grade students enrolled continuously before the October FTE count date through the end of the school year

Progress on Goal: Sufficient Progress

Indicators of Progress: Performance Measure: Percentage of students meeting or exceeding the CRCT standard for Math

Goal 32: Improve writing proficiency of fifth grade students

Progress on Goal: No Progress

Indicators of Progress: Percentage of students scoring at or above Stage 4 on a locally developed writing rubric

Goal 33: Improve language arts achievement of fifth grade students enrolled continuously before the October FTE count date through the end of the school year.

Progress on Goal: No Progress

Indicators of Progress: Performance Measure: Percentage of students exceeding the Georgia CRCT standard for Language Arts

Goal 33: Improve reading achievement of fifth grade students enrolled continuously before the October FTE count date through the end of the school year.

Progress on Goal: Sufficient Progress

Indicators of Progress: Percentage of students exceeding the Georgia CRCT standard for Reading

Goal 34: Improve math achievement of fifth grade students enrolled continuously before the October FTE count date through the end of the year.

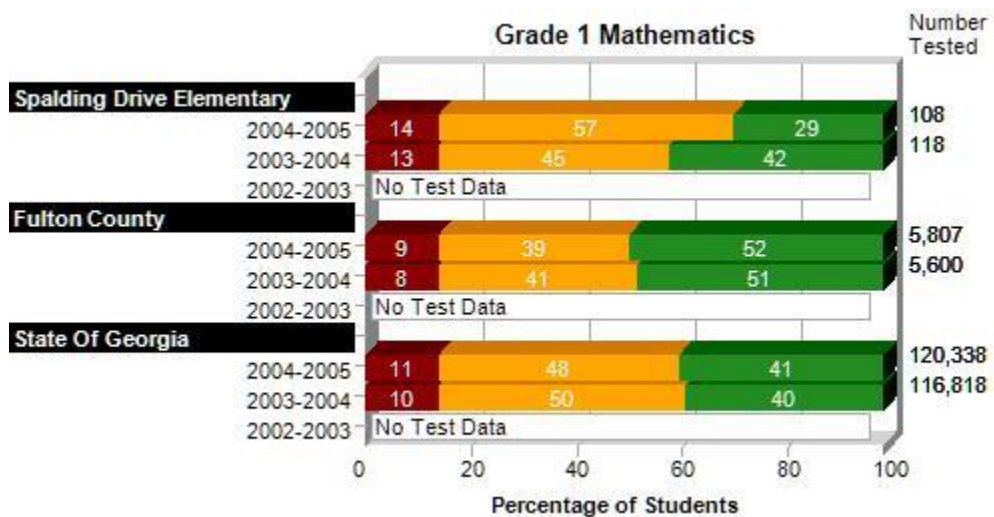
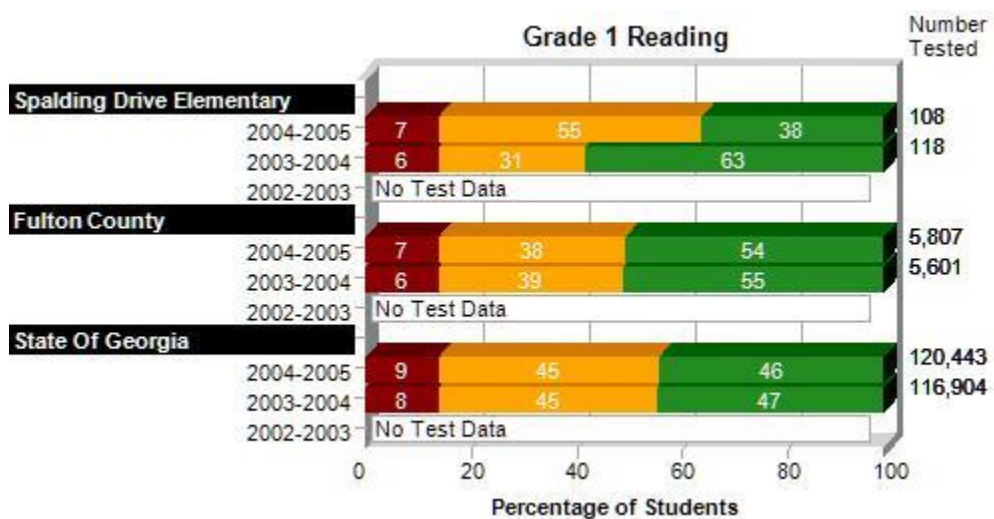
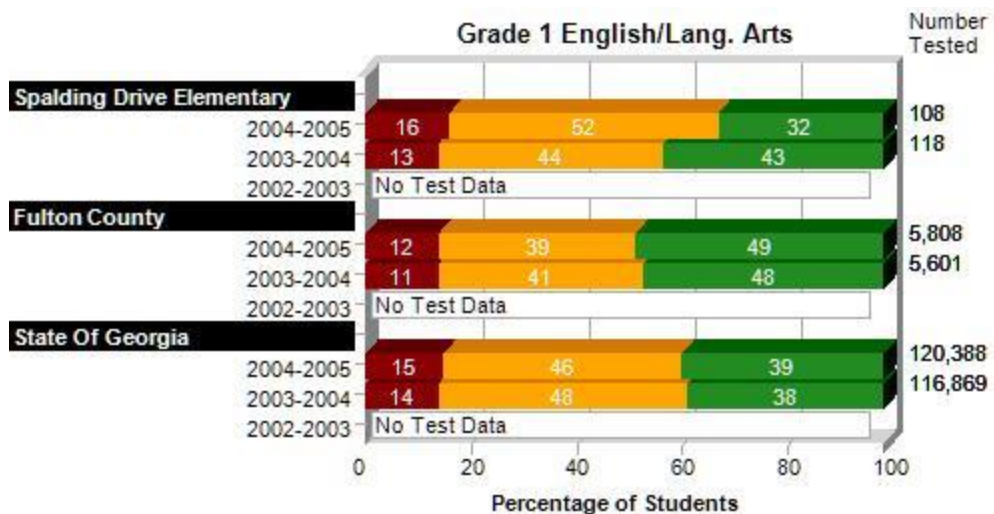
Progress on Goal: No Progress

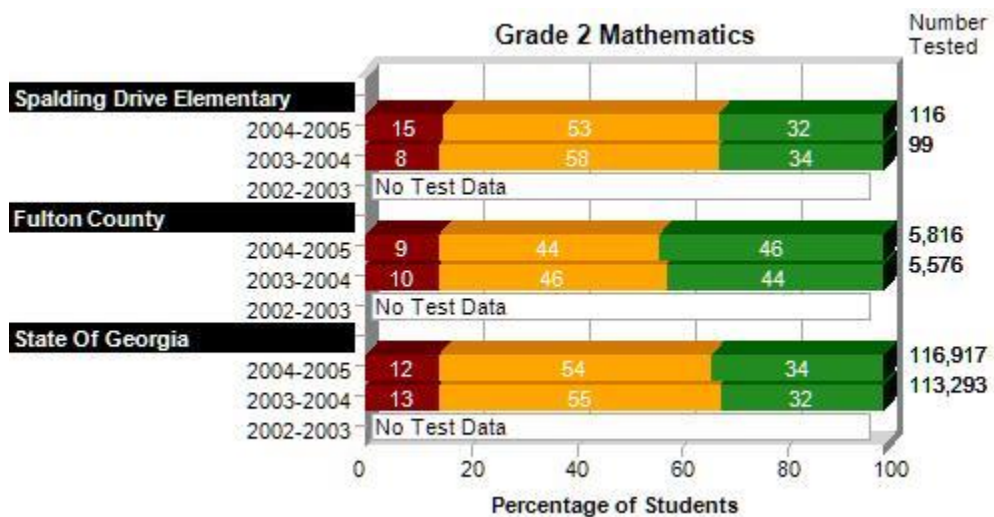
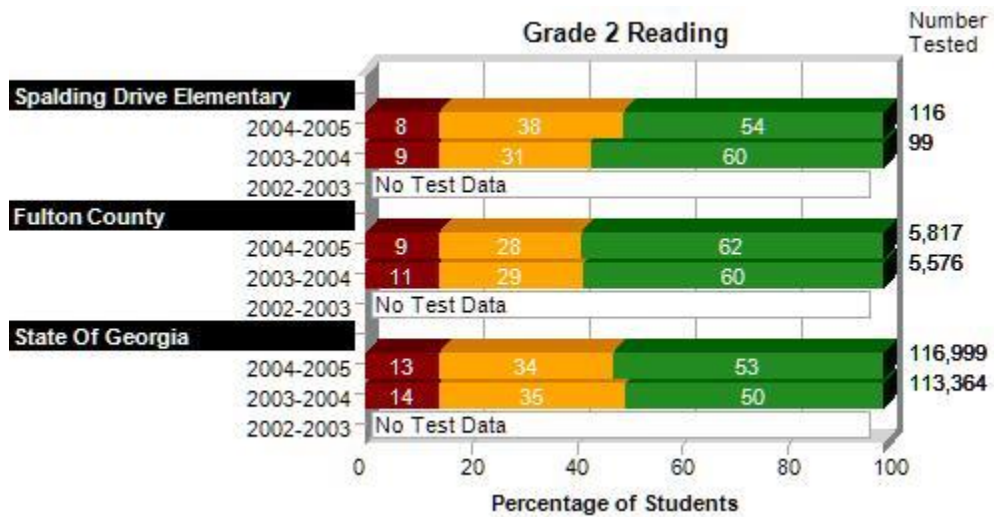
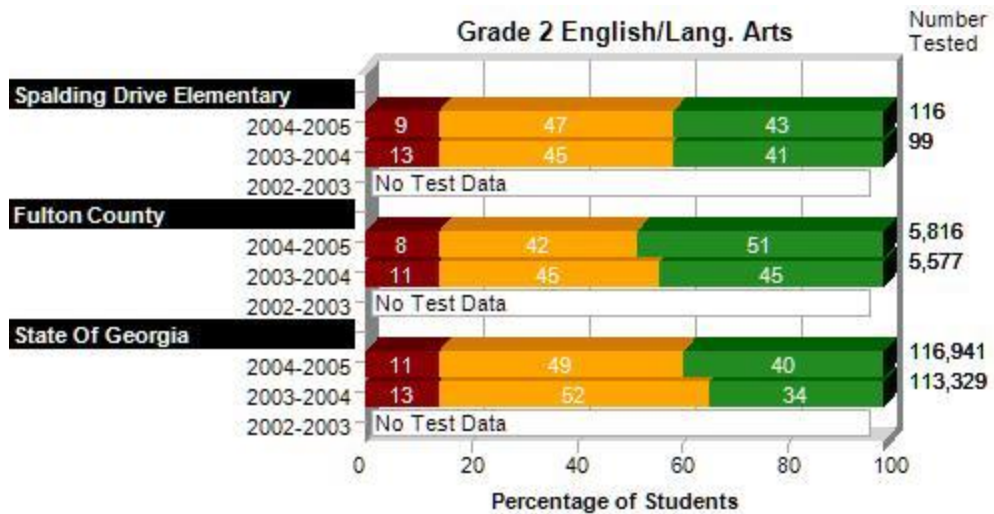
Indicators of Progress: Percentage of students exceeding the Georgia CRCT standard for Mathematics

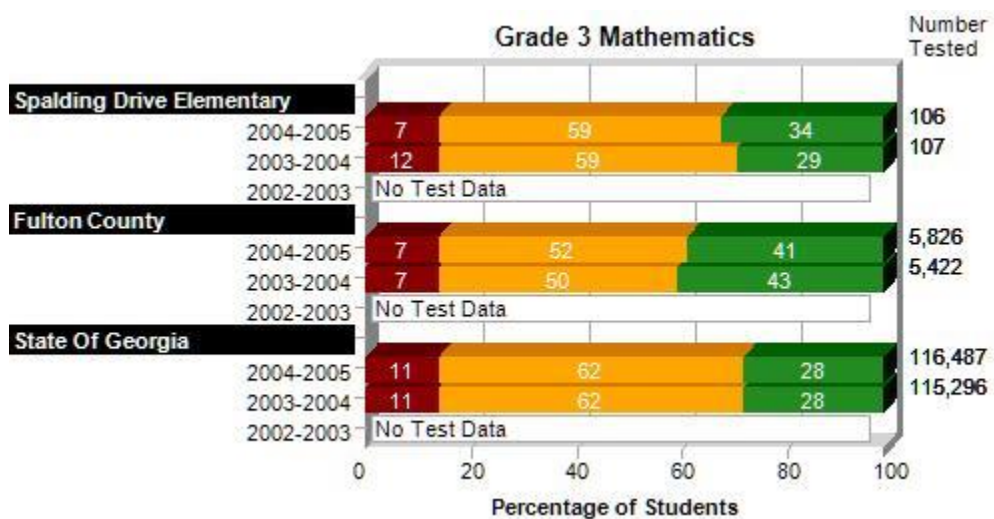
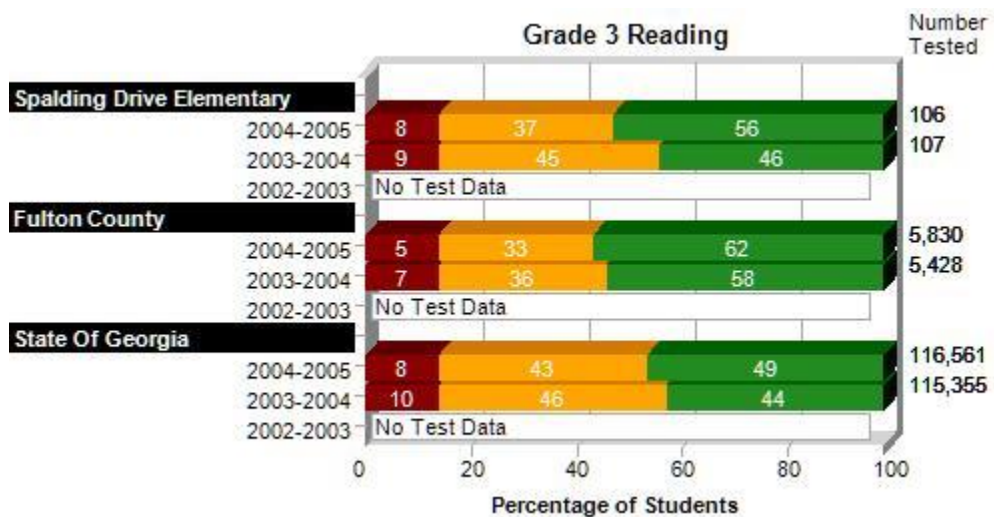
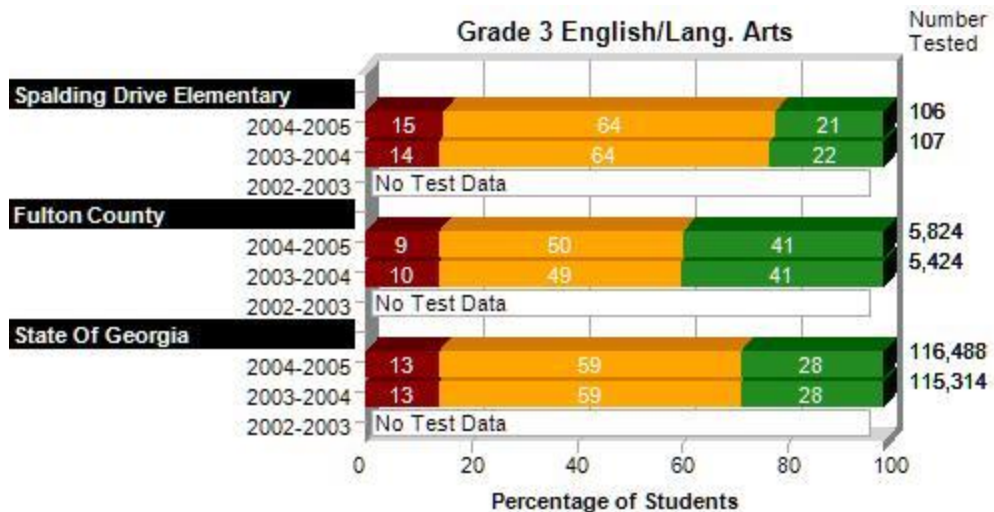
Financial Accountability

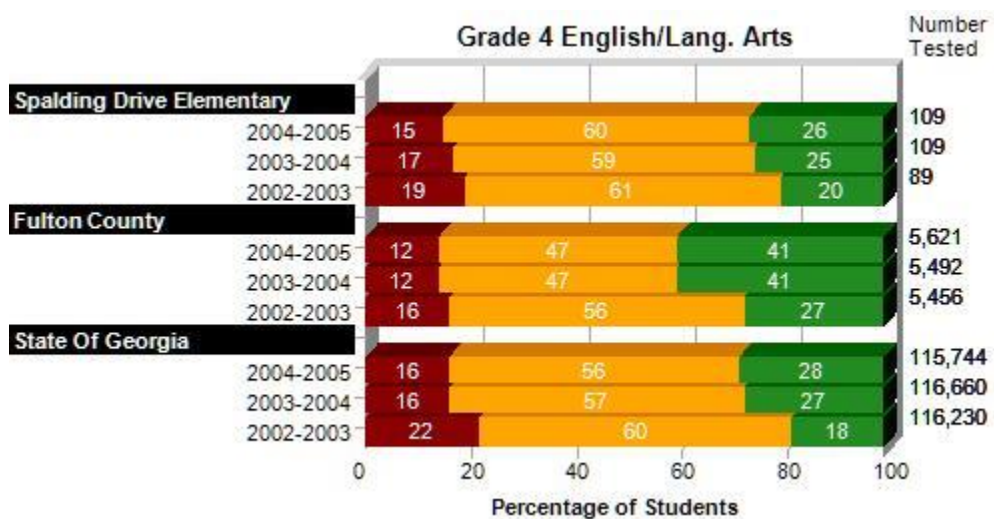
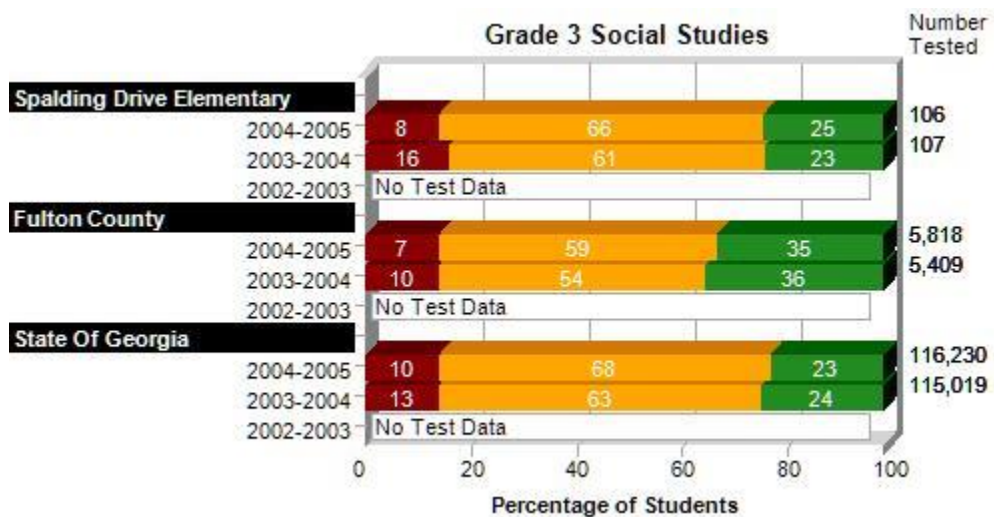
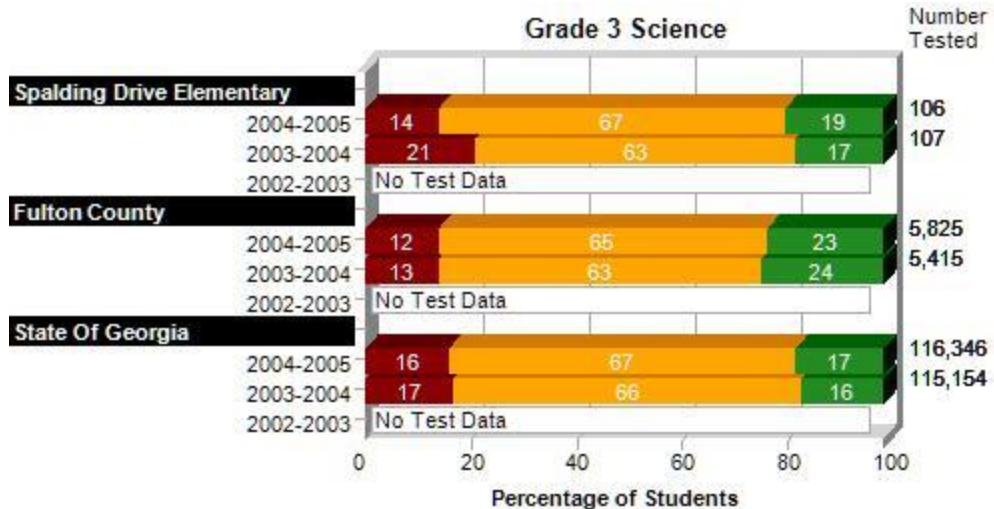
Did the school have an independent audit for the fiscal year ending June 30th, 2005? Yes

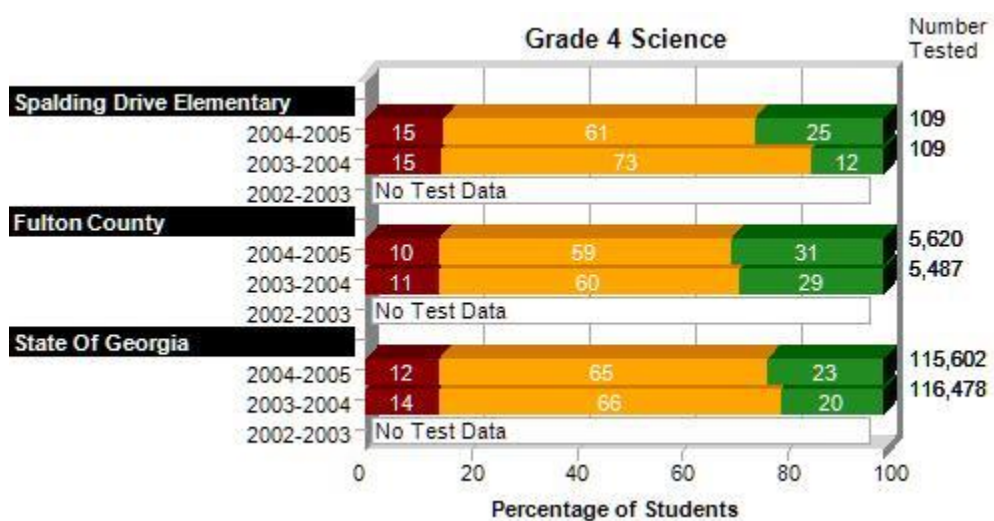
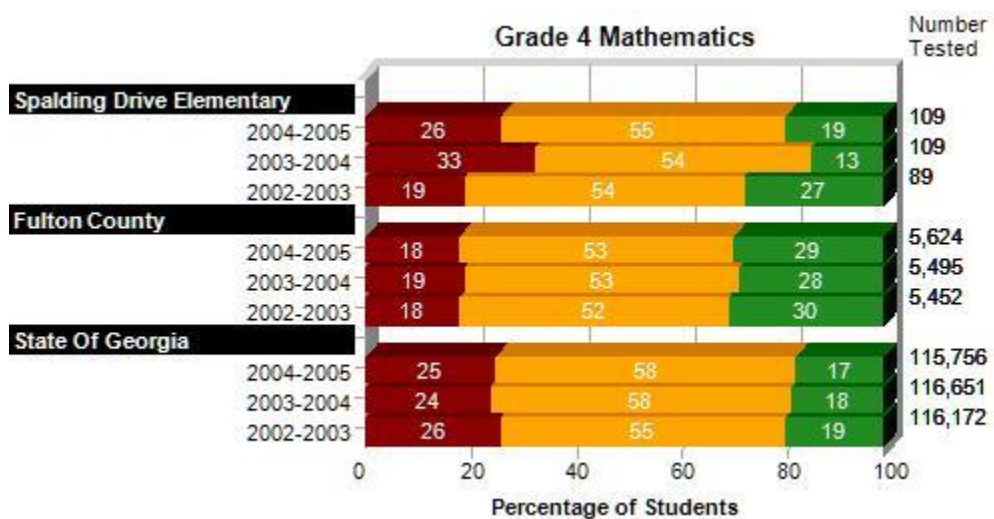
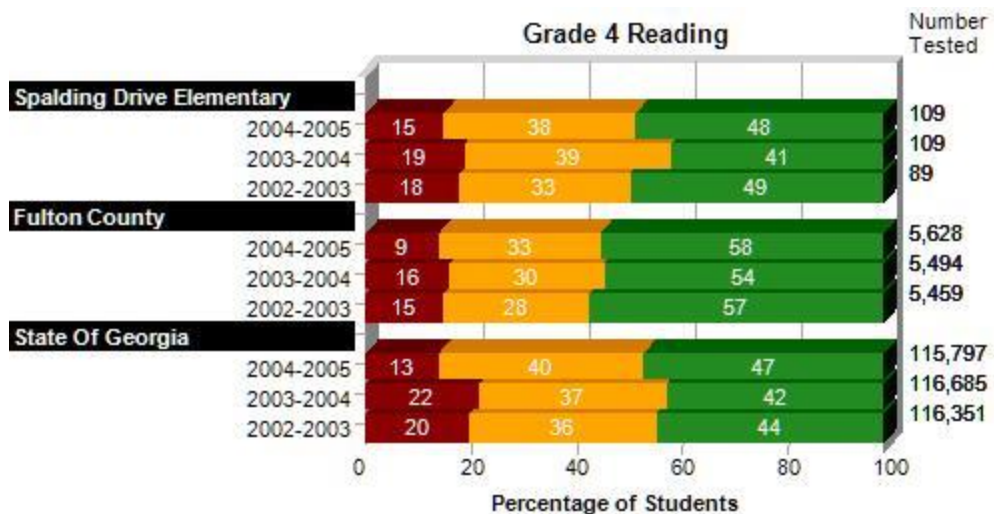
Were there any findings from this audit? No

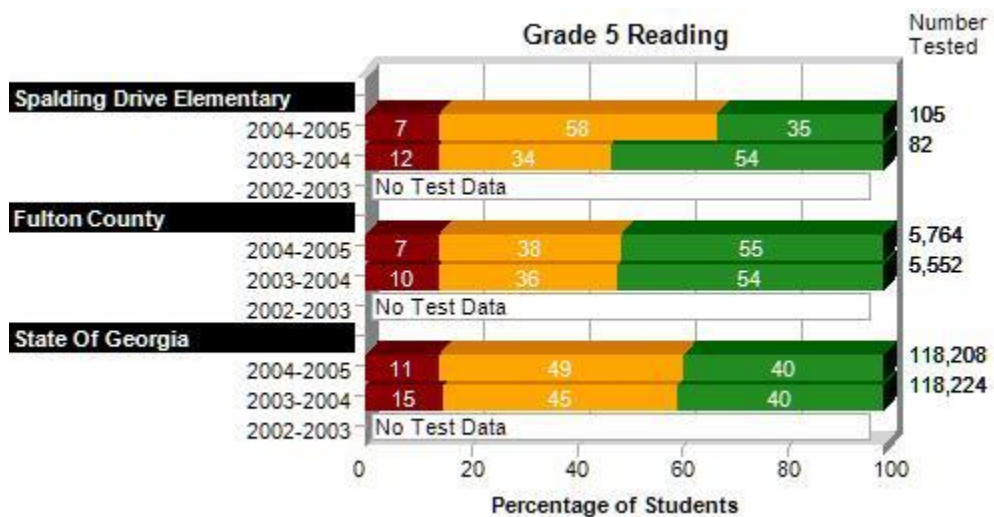
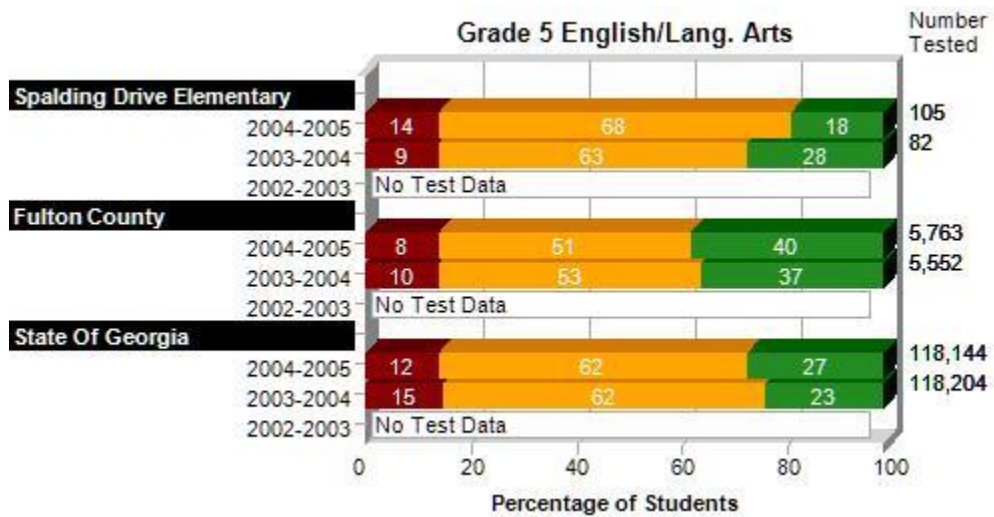
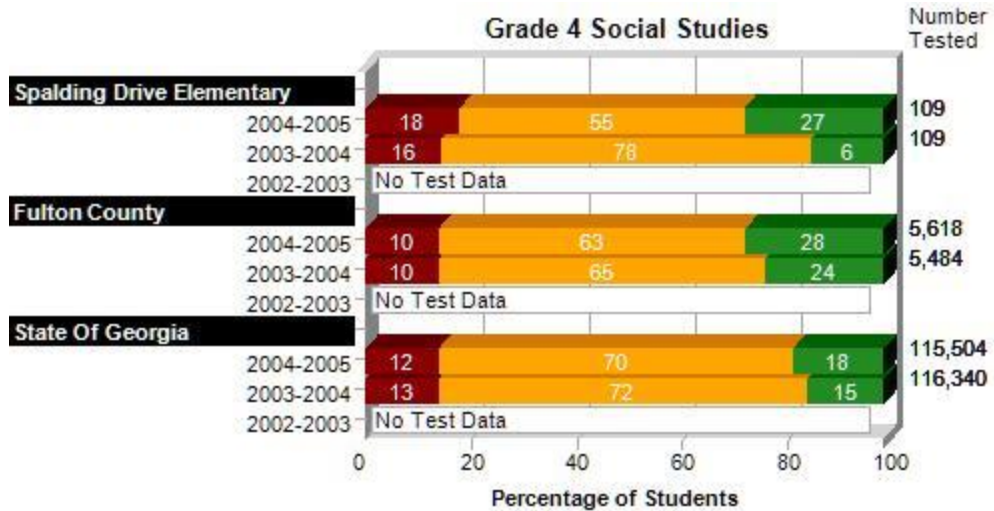


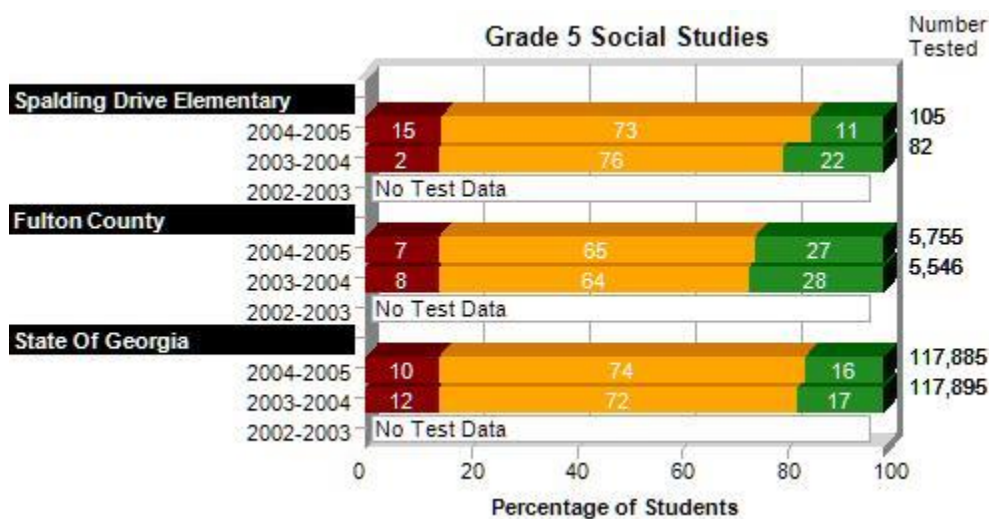
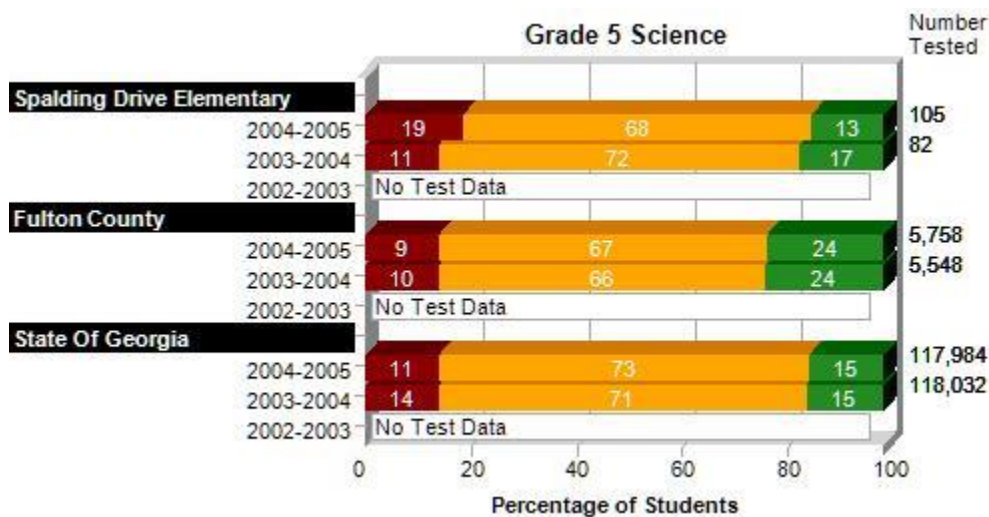
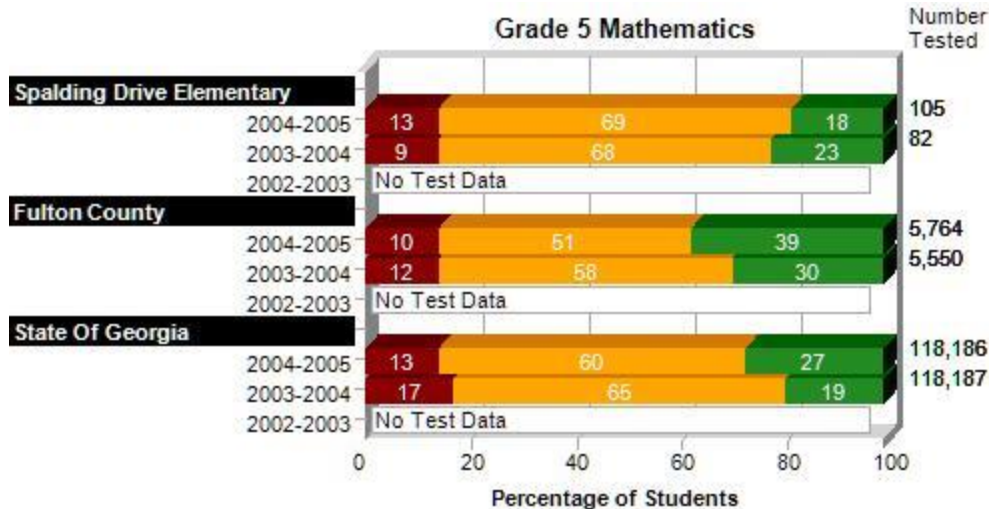












TALBOT COUNTY CHARTER ALTERNATIVE ACADEMY

Contact Information

Jerome Harris
515 West Tyler Street
Talbotton 31827
(706) 665-8098

Basic Facts

District	Talbot County
Type	Start-up
Opened	8/27/1998
Grades Served	6 - 12
Enrollment	22
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, whose infractions and/or behaviors through a tribunal hearing which expelled/suspended them from the local school educational environment, offer parents an alternative education program no less favorably than other local school within the applicable school system to reduce the dropout rates so the student can develop the knowledge, skills, and character needed to succeed as self-sufficient and responsible members of the community.

Demographics

This school is not a home school, therefore no demographic data is available.

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 AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>
Did the school make AYP?	n/a	n/a
Is the school in Needs Improvement?	n/a	n/a

This school is not a home school for students; therefore, it does not receive an AYP designation.

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

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
- "Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term
- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: Students will improve reading abilities by participating in programs that will improve and challenge reading skills. The students will participate in the 25 book per school term program.

Progress on Goal: Attained

Indicators of Progress: CRCT, fully 75% of TCCAA 7th grade students scored 300 or above in reading; fully 25% of TCCAA 8th grade students scored 300 or above in reading.

Goal 2: Students will improve their test scores in English by using the Georgia CRCT Coach Program practice books and also by using computer based programs. The student's daily school schedule consisted of daily practice sessions using these programs.

Progress on Goal: Attained

Indicators of Progress: CRCT, fully 63% of TCCAA 7th grade students scored 300 or above in English; fully 25% of TCCAA 8th grade students scored 300 or above in English.

Goal 3: The students will approve necessary skills and capabilities to master the Math, Science, and Social Studies portions of the CRCT.

Progress on Goal: Sufficient Progress

Indicators of Progress: CRCT, fully 25% of TCCAA 7th grade students scored 300 or above in Math, 50% scored 300 or above in Science, and 38% scored 300 or above in Social Studies; fully 25% of TCCAA 8th grade students scored 300 or above in Math, 25% scored 300 or above in Science, and 25% scored 300 or above in Social Studies

Community Involvement Goals

Goal 1: The students will participate in a community service project at the senior citizens' center to enhance their social skills.

Progress on Goal: Exceeded

Indicators of Progress: The students participated 100% with all celebrations given at the Senior Citizen Center in Talbot County in 2004-2005.

Financial Accountability

Did the school have an independent audit for the fiscal year ending June 30th, 2005? Yes

Were there any findings from this audit? No

TALIAFERRO COUNTY CHARTER SCHOOL

Contact Information

Al Arbee
557 Broad Street
Crawfordville 30631
(706) 456-2575

Basic Facts

District	Taliaferro County
Type	Start-up
Opened	8/1/2001
Grades Served	Pre-K - 12
Enrollment	274
Title I School	Yes

Mission

To educate students in a safe environment.

Demographics

	Taliaferro County School	Union Point Elementary	Greensboro Elementary	Washington -Wilkes Primary School	Georgia
Distance from Charter School (in miles)	0	13.8	15.9	16	0
Total Population	256	361	655	521	1,515,646

Diversity

Caucasian	11%	57%	13%	44%	49%
Black	83%	37%	79%	49%	38%
Hispanic	0%	2%	6%	3%	8%
Asian/Pacific Islander	0%	1%	0%	1%	3%
American	0%	0%	0%	0%	0%
Indian/Alaskan Native					
Multiracial	6%	3%	2%	3%	2%

Special Populations

ESOL	0%	0%	3%	0%	3%
Gifted	0%	6%	9%	1%	8%
Special Education	13%	18%	15%	18%	12%

Free & Reduced Lunch:

% of Total Population	94%	80%	79%	66%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>
Did the school make AYP?	No	No	No
Is the school in Needs Improvement?	Yes	Yes	Yes

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

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

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- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: Students will improve standardized test scores.

Progress on Goal: Sufficient Progress

Indicators of Progress: 100% of students in grade 3 passed the reading section of the CRCT

Goal 2: The number of students passing the Georgia High School Graduation Test will increase

Progress on Goal: Partial Progress

Indicators of Progress: 100% passed the Language Arts section of the GHSGT and an increased percentage passed the Math section

Goal 3: Student portfolios will be taught as both written and electronic skills.

Progress on Goal: Attained

Indicators of Progress: Students developed portfolios throughout the academic year.

Goal 4: The number of students pursuing college degrees will increase.

Progress on Goal: Sufficient Progress

Indicators of Progress: 35% of the graduating class were accepted to postsecondary institutions prior to the completion of their senior year. Others had applied and were waiting a response.

Goal 5: PSAT and SAT scores will show continuous improvement.

Progress on Goal: Sufficient Progress

Indicators of Progress: Test results reflect and increase in the school's PSAT and SAT average scores.

Parental Involvement Goals

Goal 1: The number of programs inviting parents to join their children will be increased.

Progress on Goal: Attained

Indicators of Progress: Special programs are conducted throughout the school year so that parents can come and be a part of what their children are learning. Monthly PTA programs are hosted by assigned classes and parents are invited to come out and watch their children perform.

Goal 2: To have parents spend time on campus to promote greater participation in their children's education.

Progress on Goal: Sufficient Progress

Indicators of Progress: Parents come to the school to eat lunch with their children and visit the classrooms where student learning is taking place. Also, parents enroll in the district's substitute training and work as the majority of the school's substitute teacher population.

Community Involvement Goals

Goal 1: To have community member work with the students to pass on life and job skills.

Progress on Goal: Sufficient Progress

Indicators of Progress: Local park officials work with the students during the after-school program and others, including the field of art, work with the students during scheduled after-school hours.

Other Goals

Goal 1: To further encourage high school graduation.

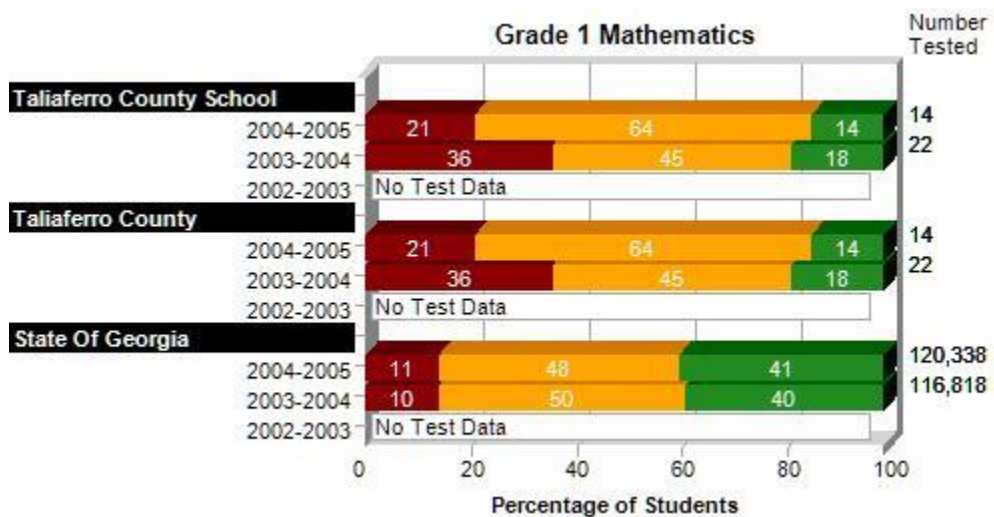
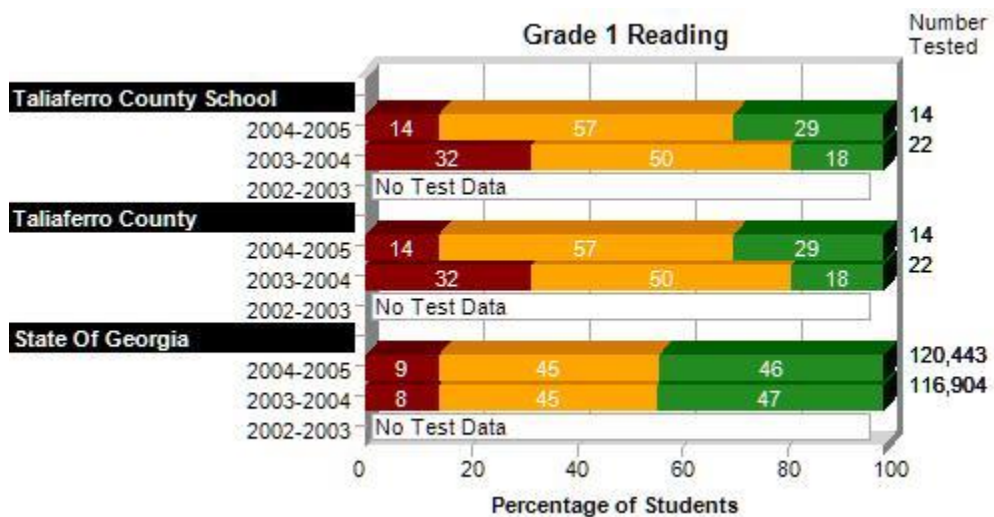
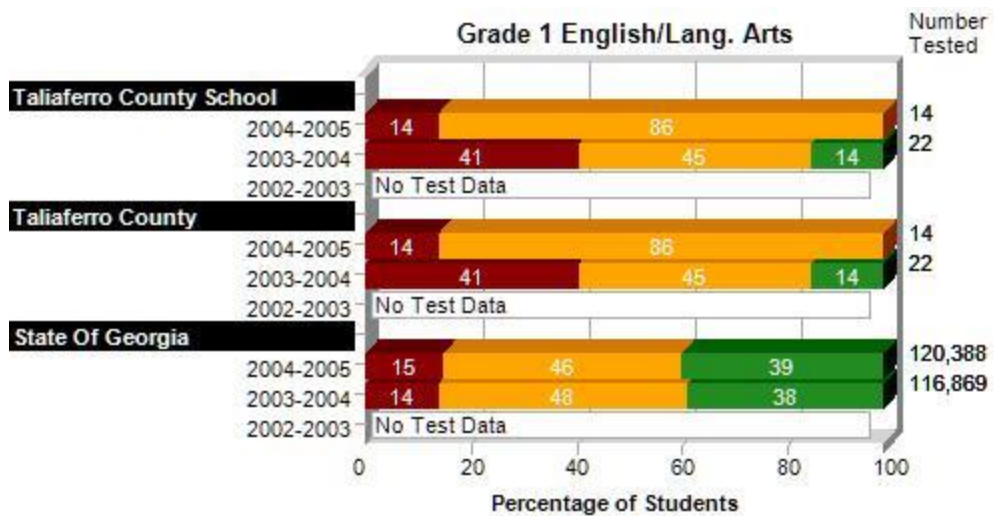
Progress on Goal: Sufficient Progress

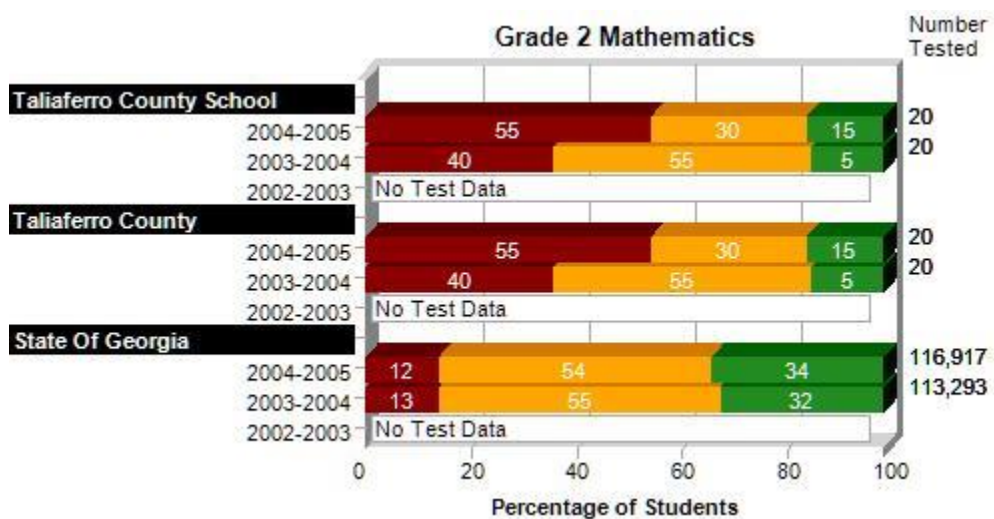
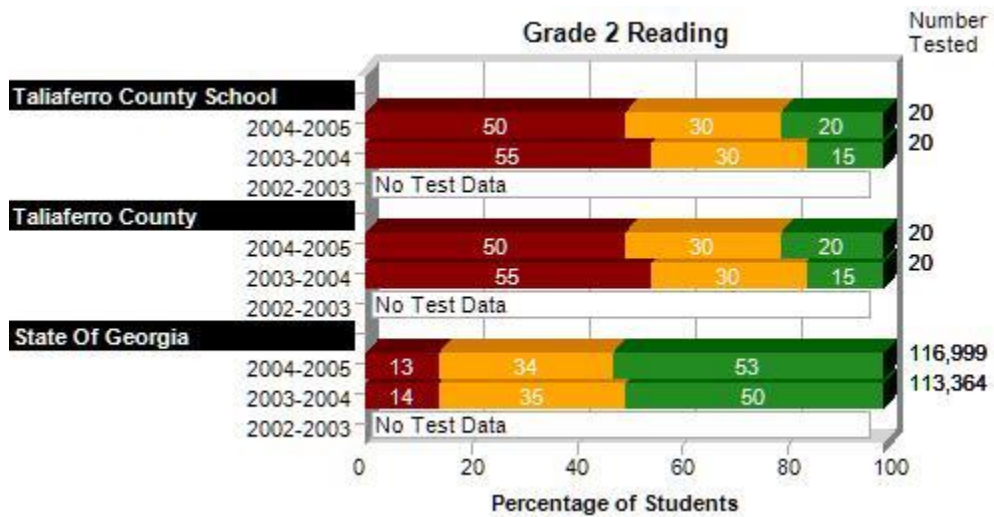
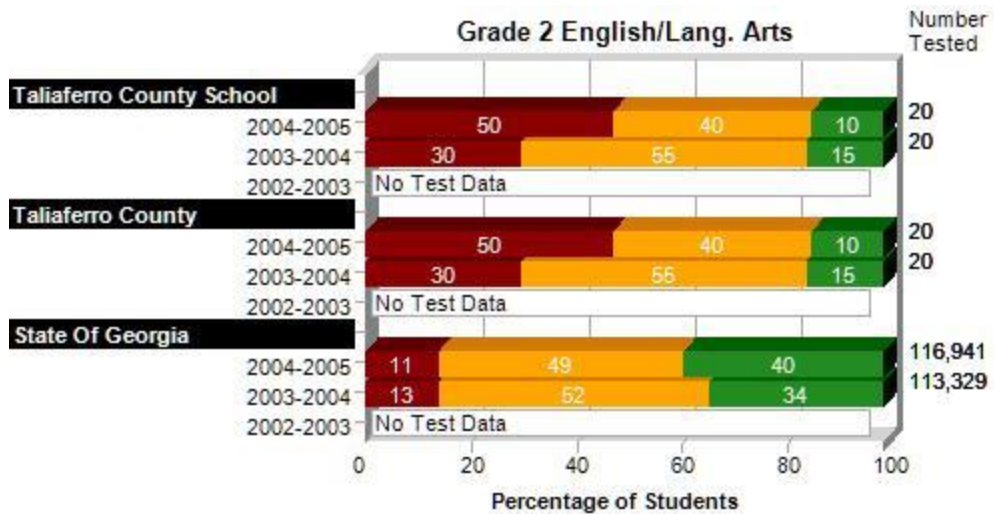
Indicators of Progress: Virtual High School classes are offered to meet individualized student needs.

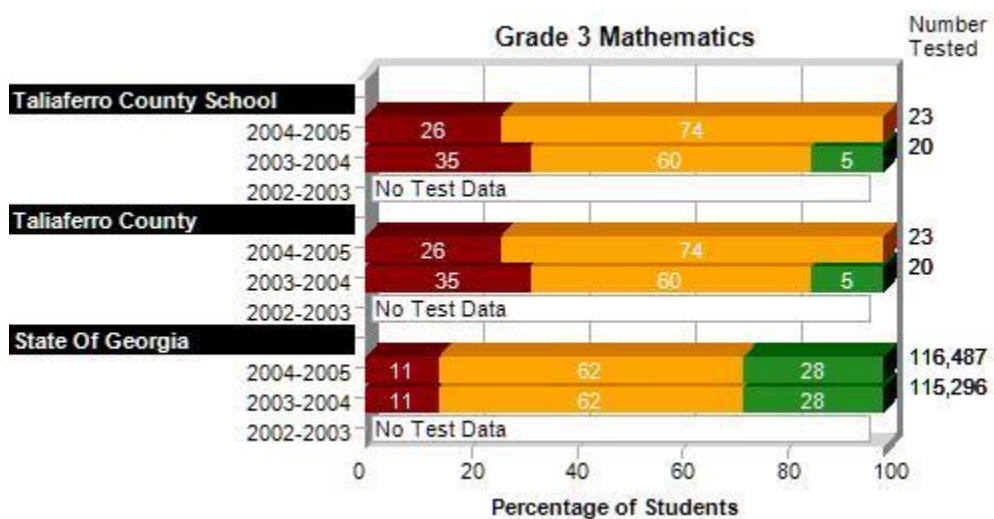
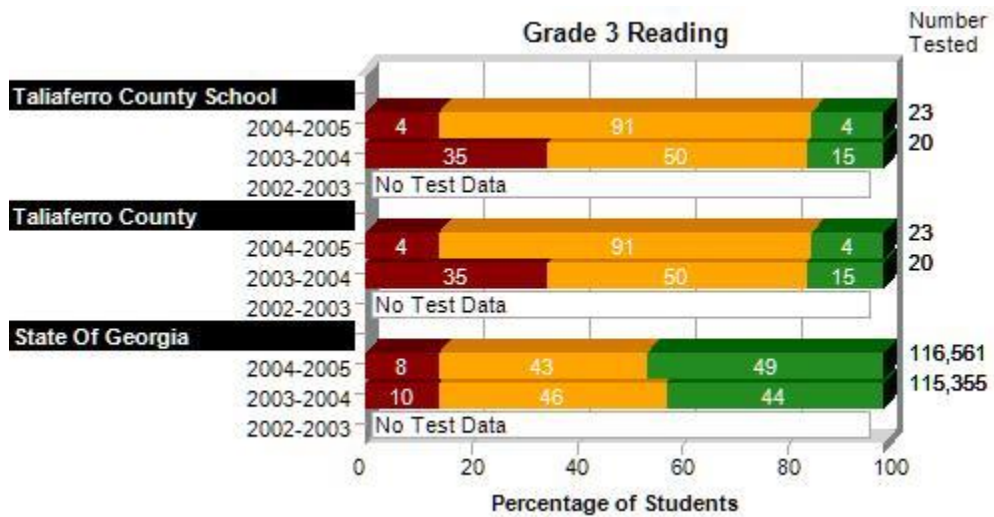
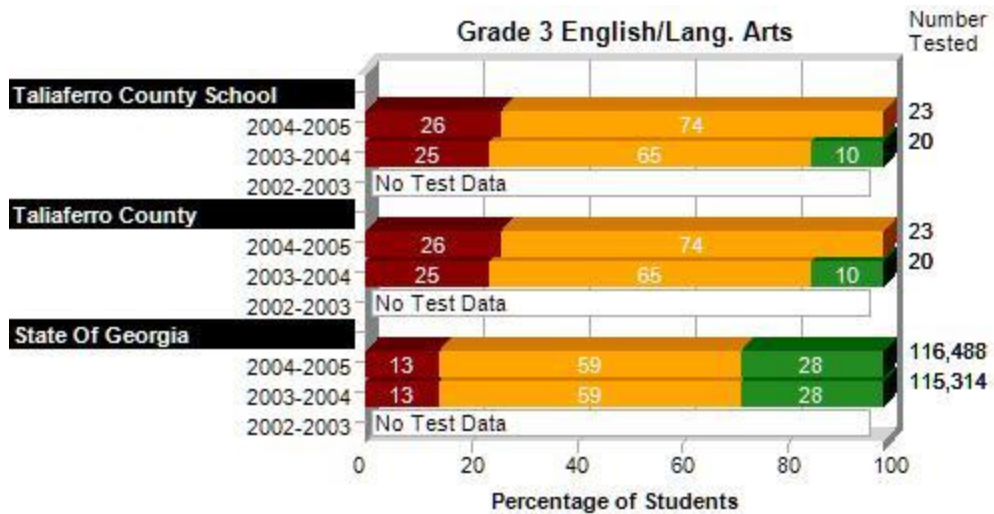
Financial Accountability

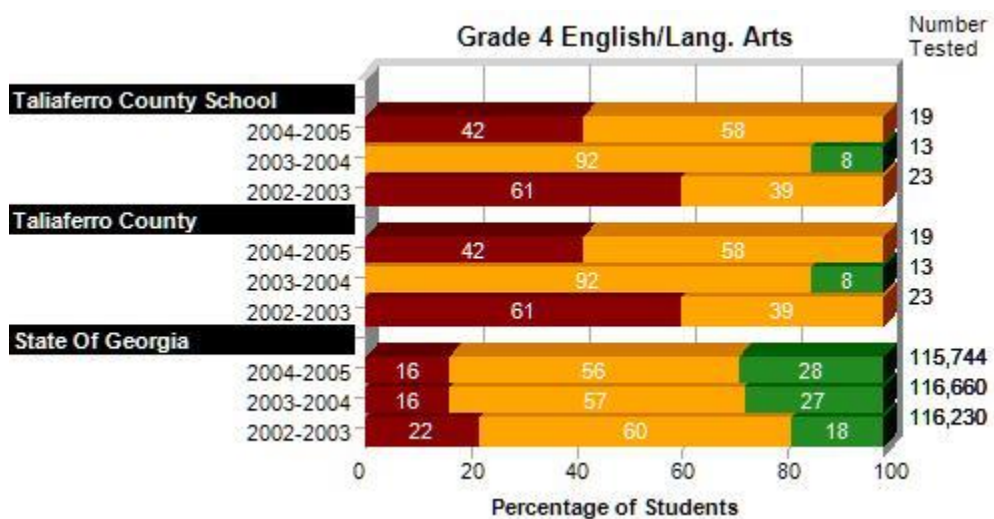
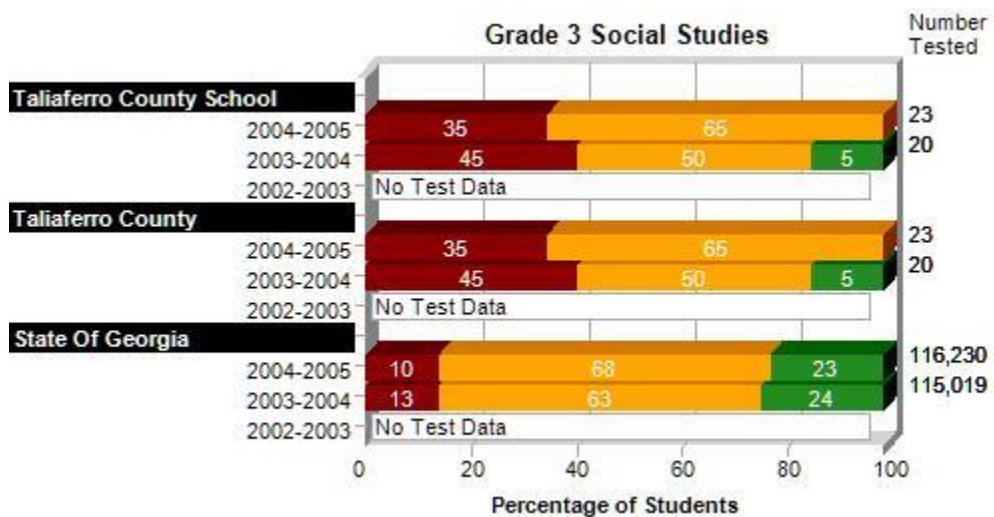
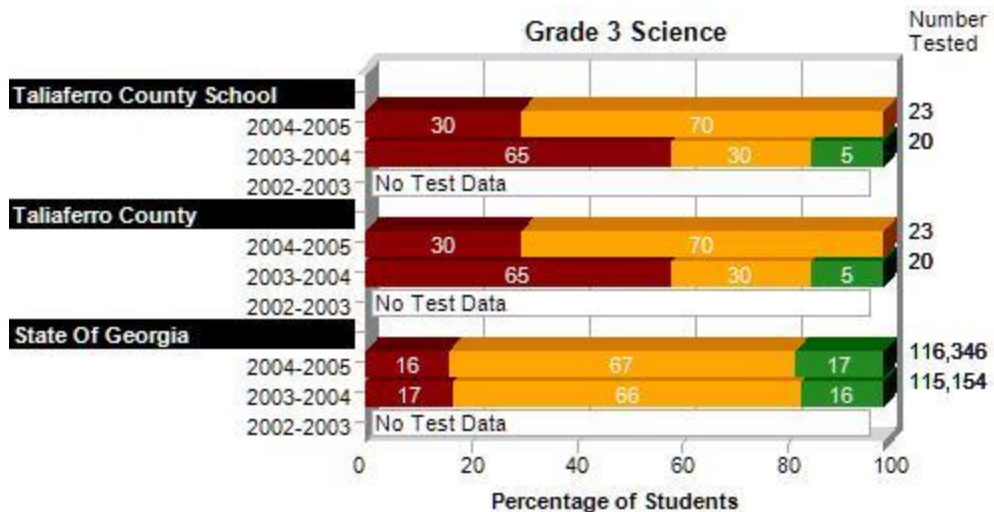
Did the school have an independent audit for the fiscal year ending June 30th, 2005? No

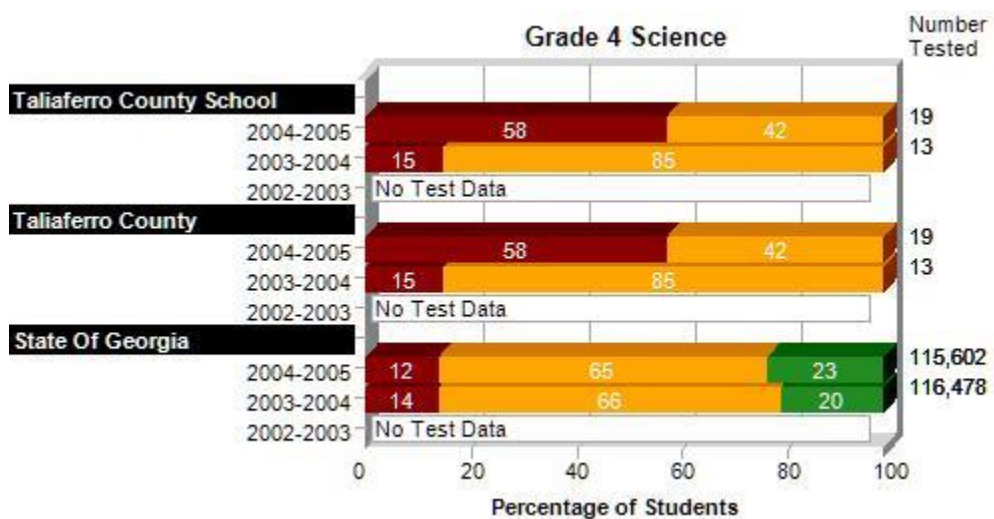
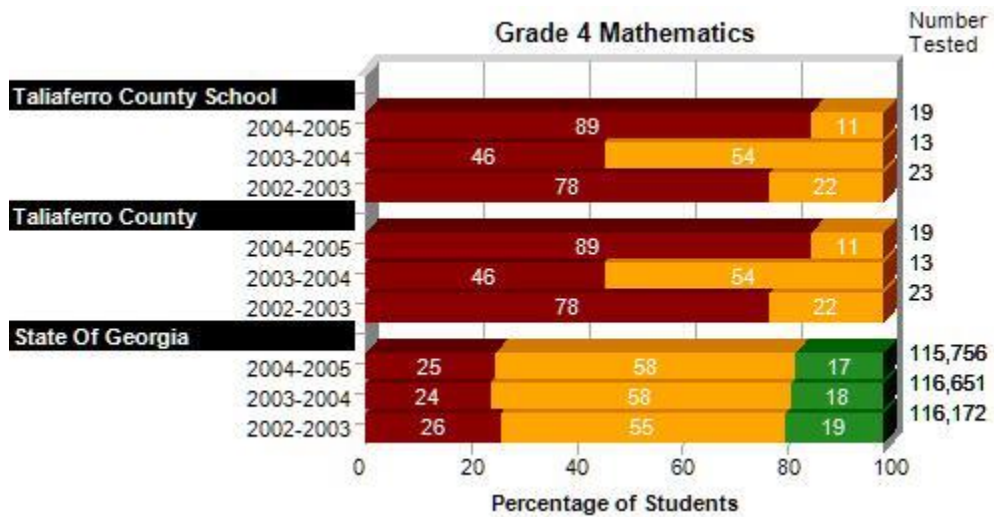
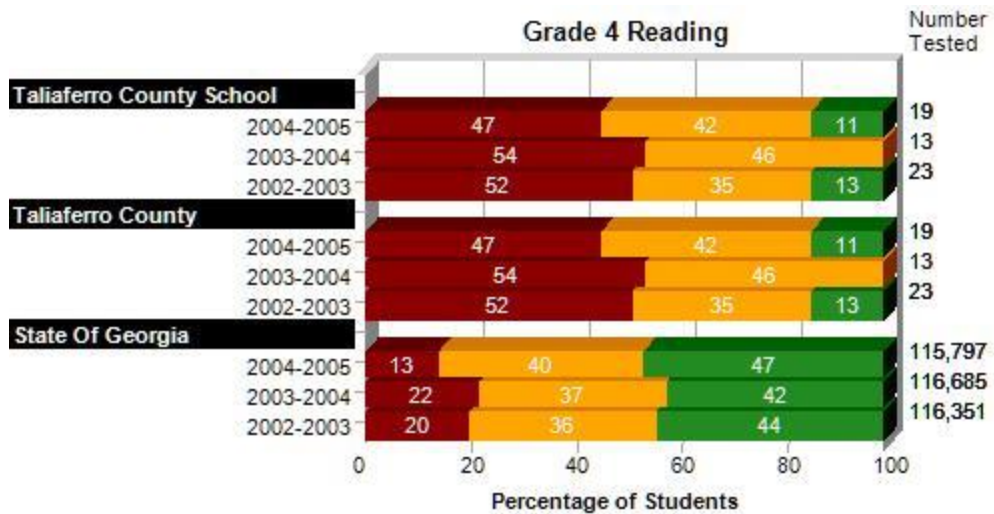
Were there any findings from this audit? No

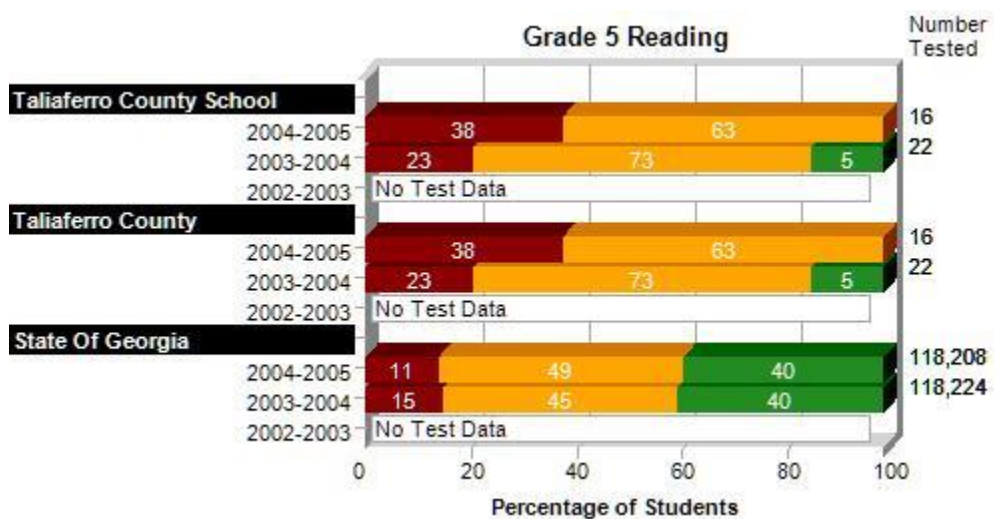
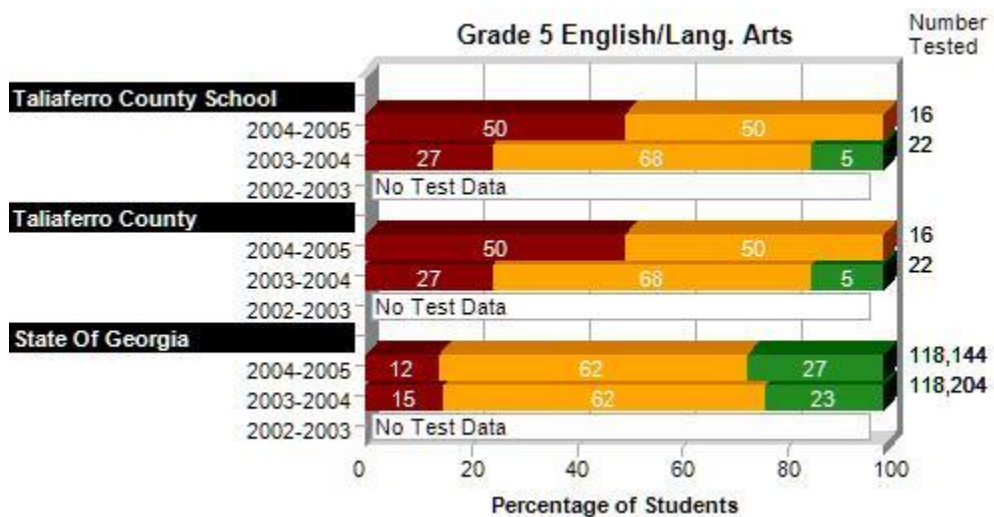
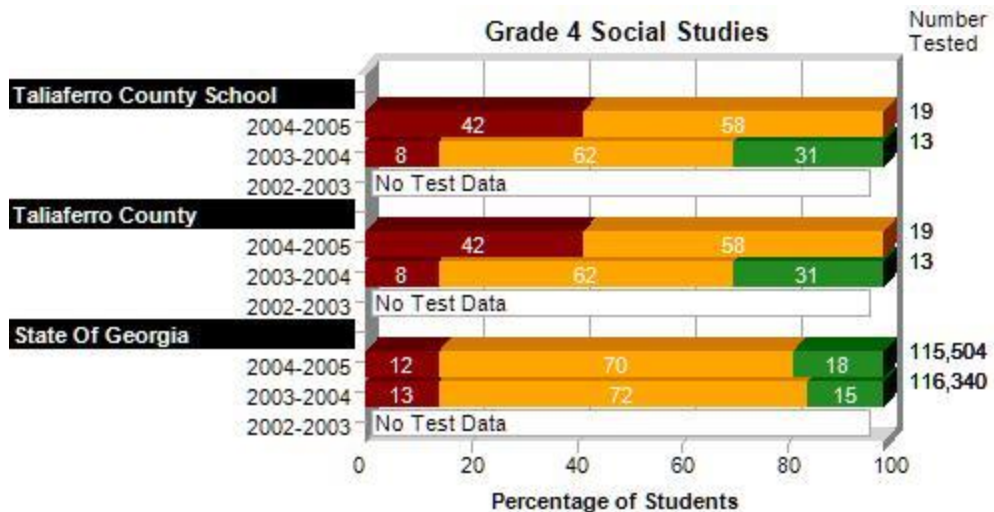


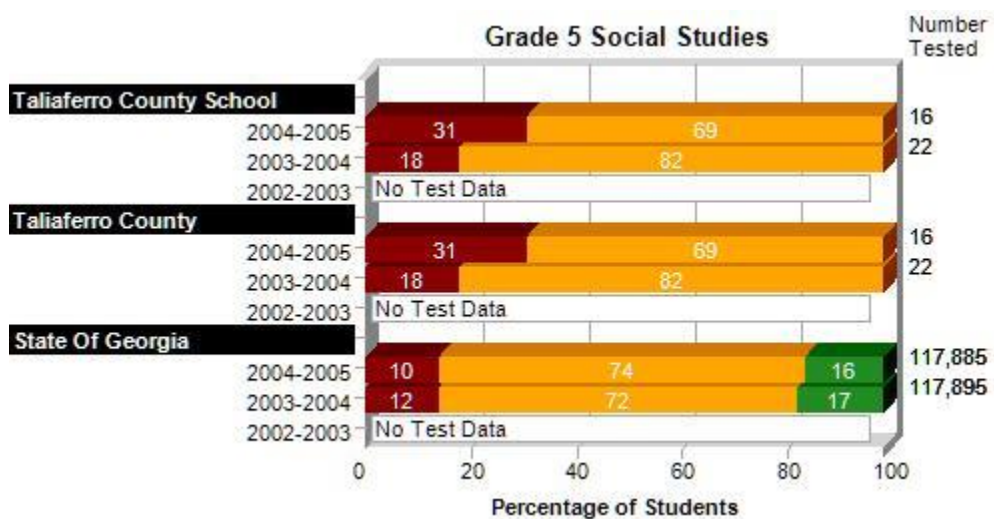
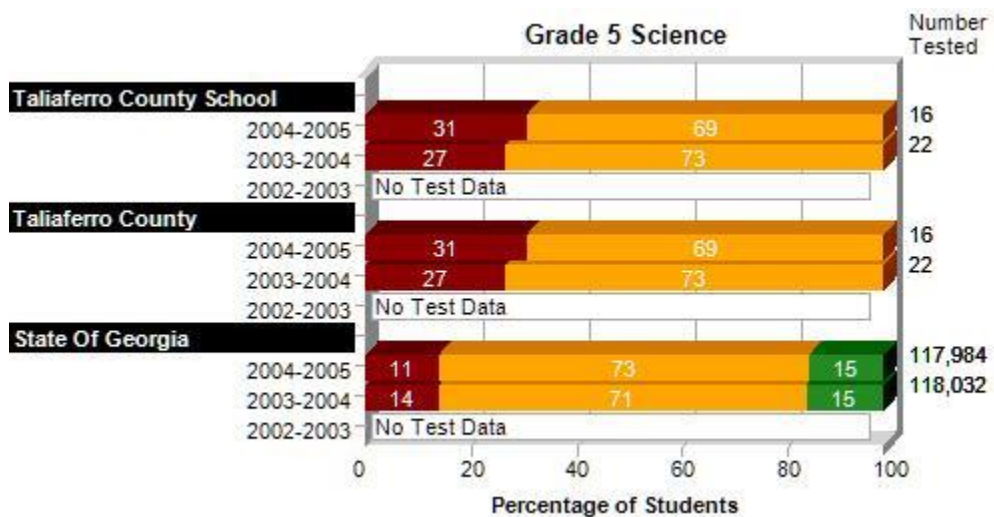
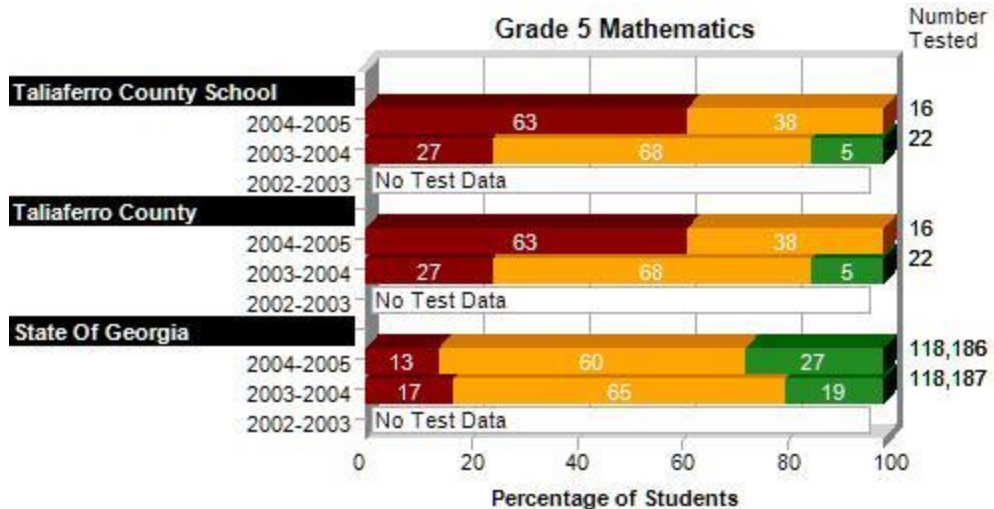


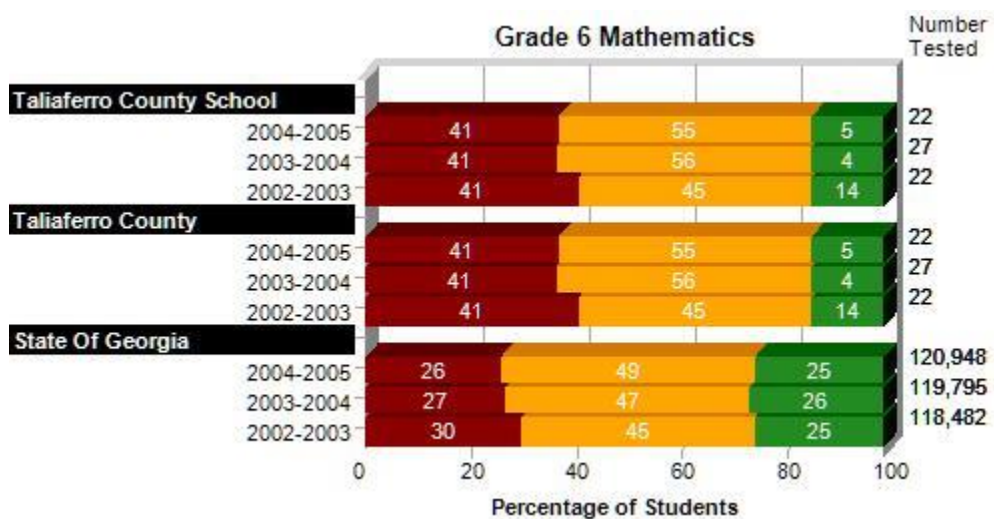
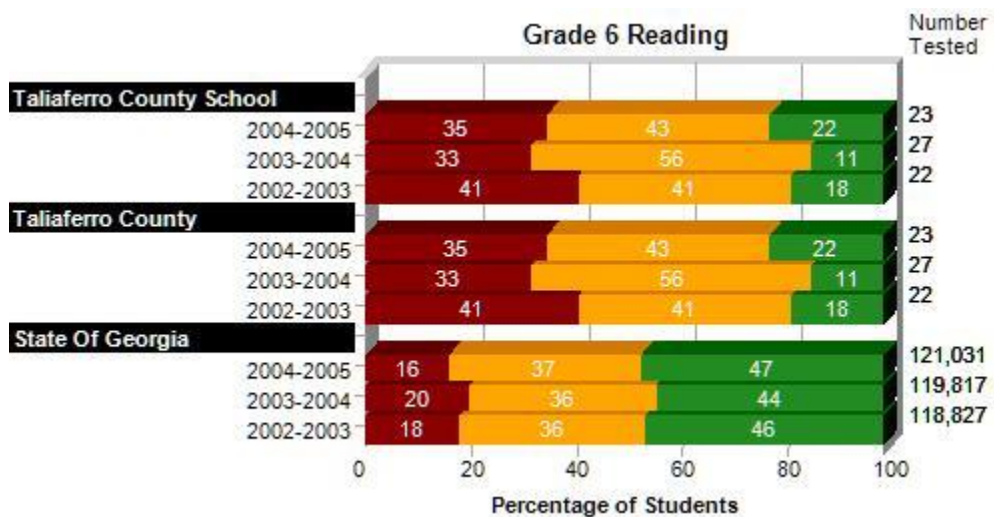
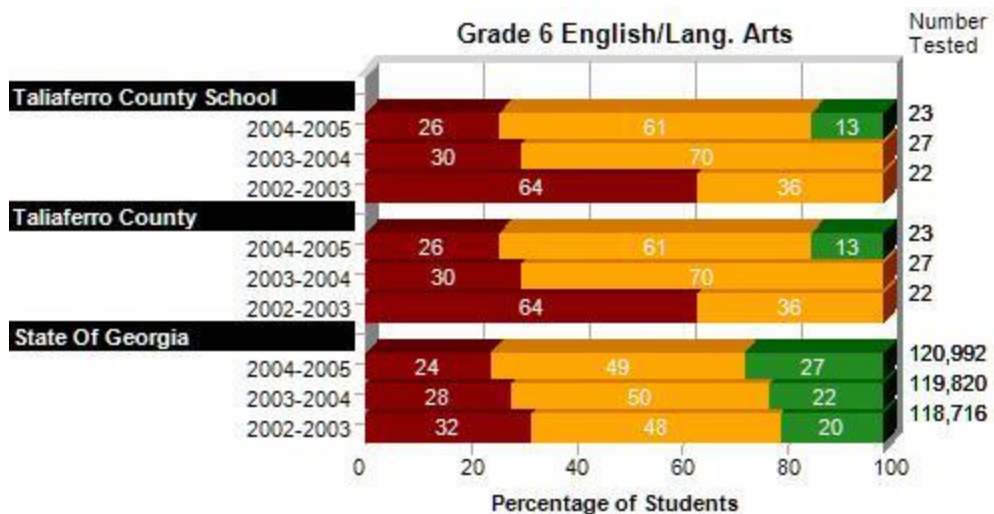


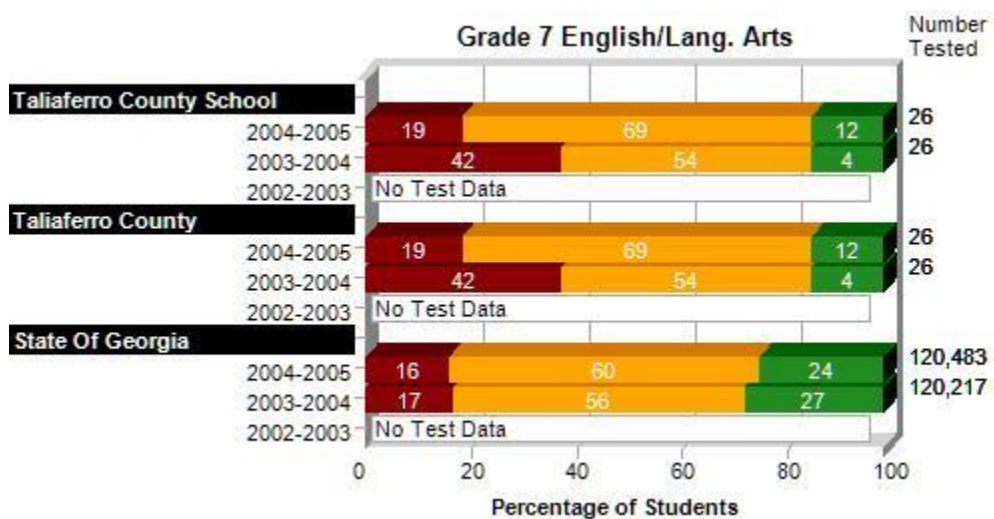
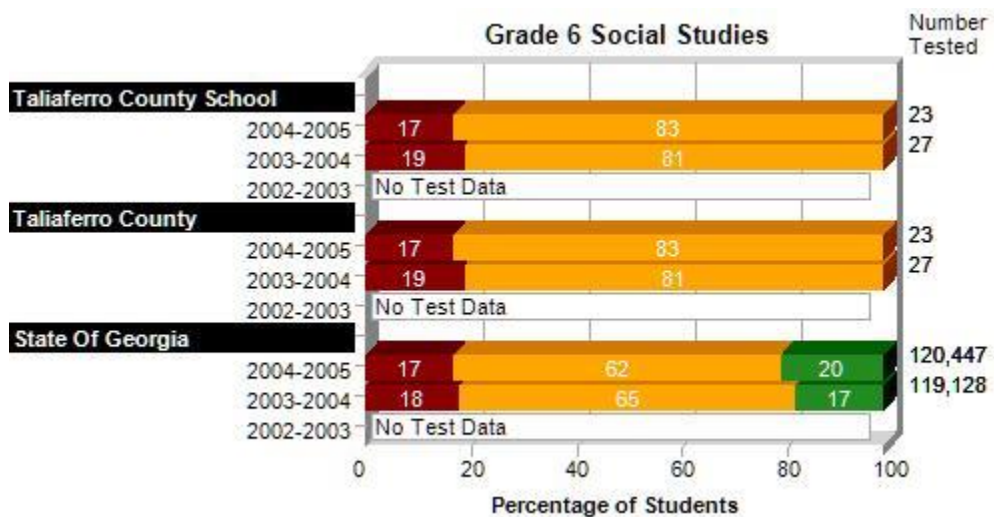
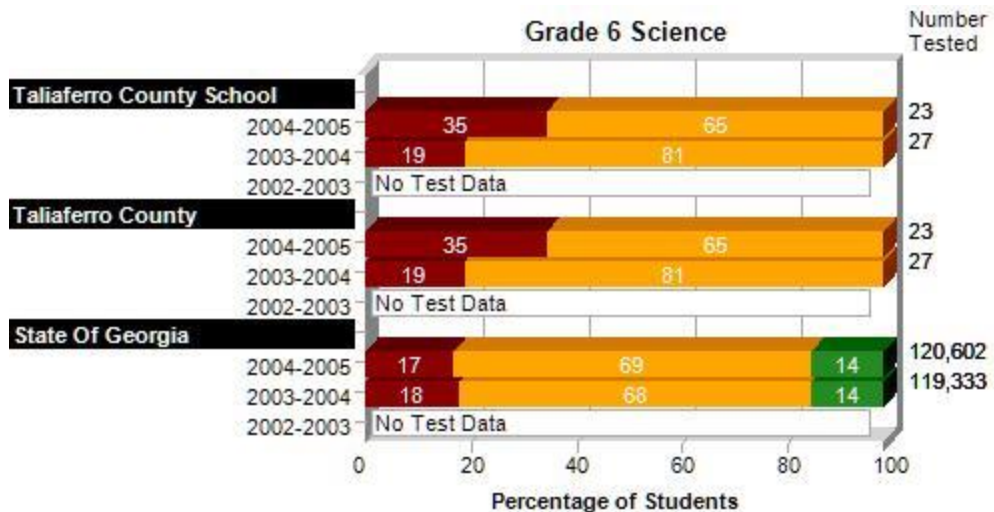


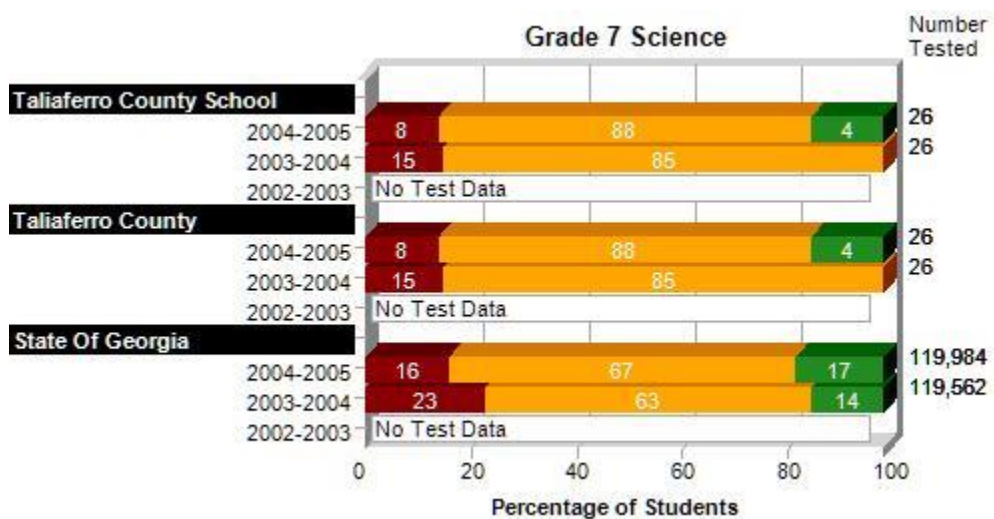
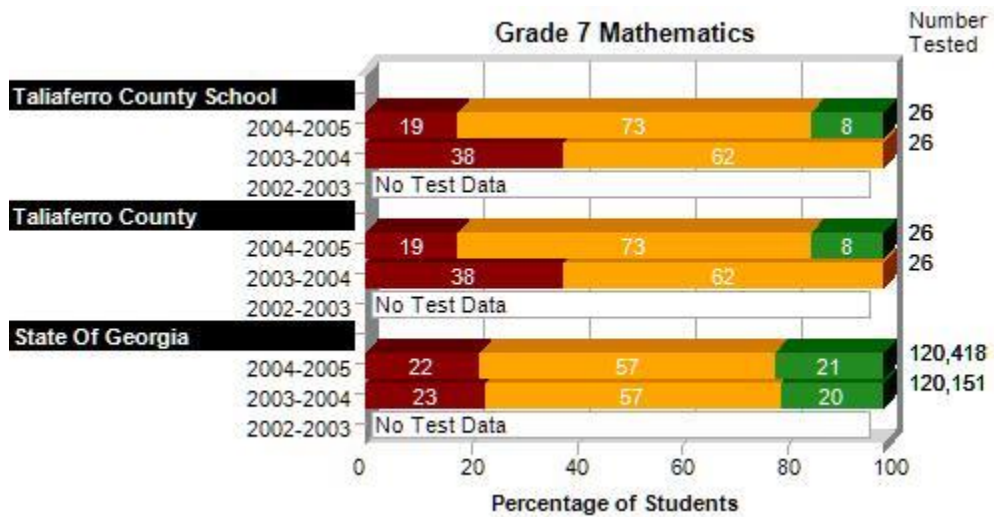
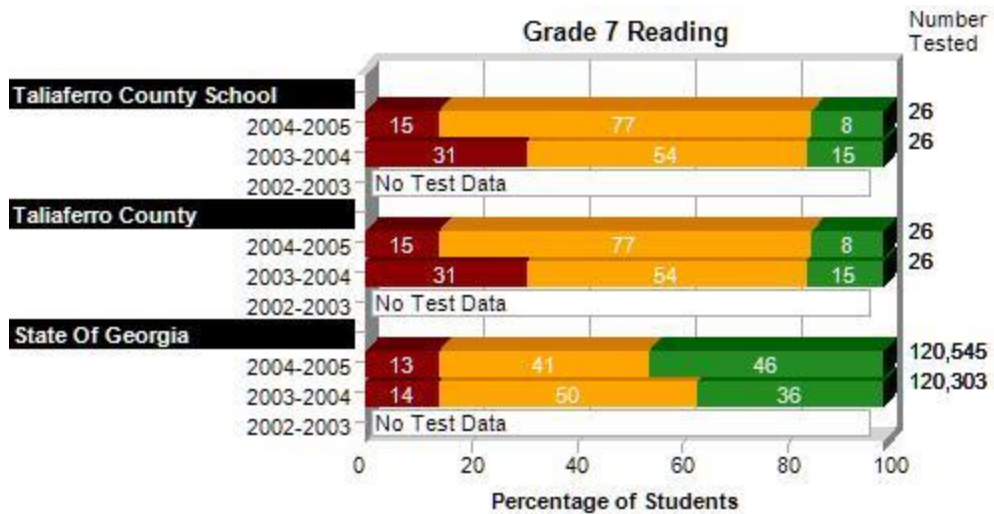


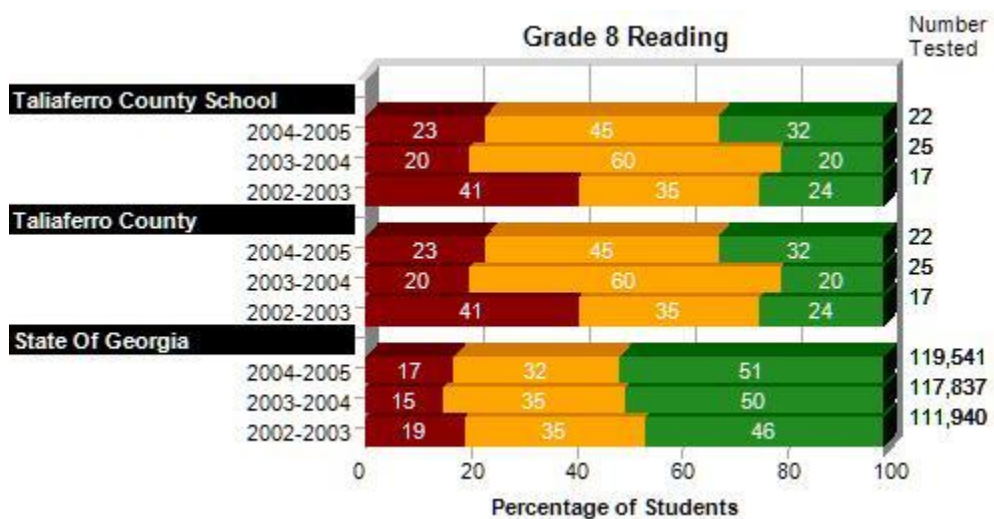
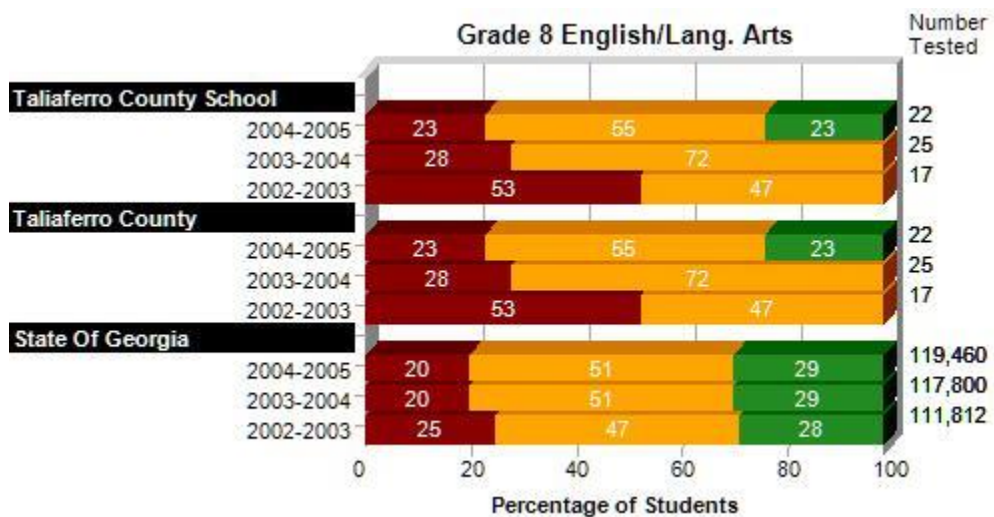
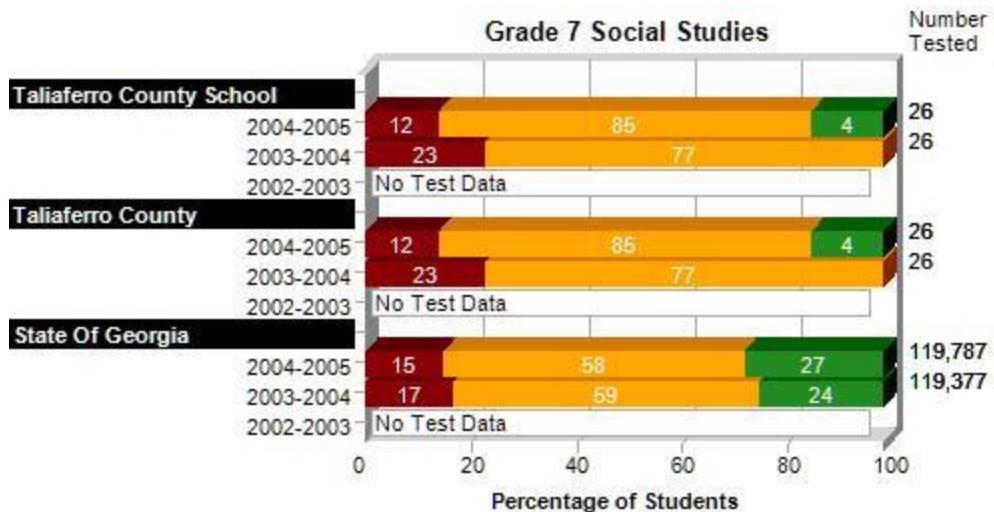


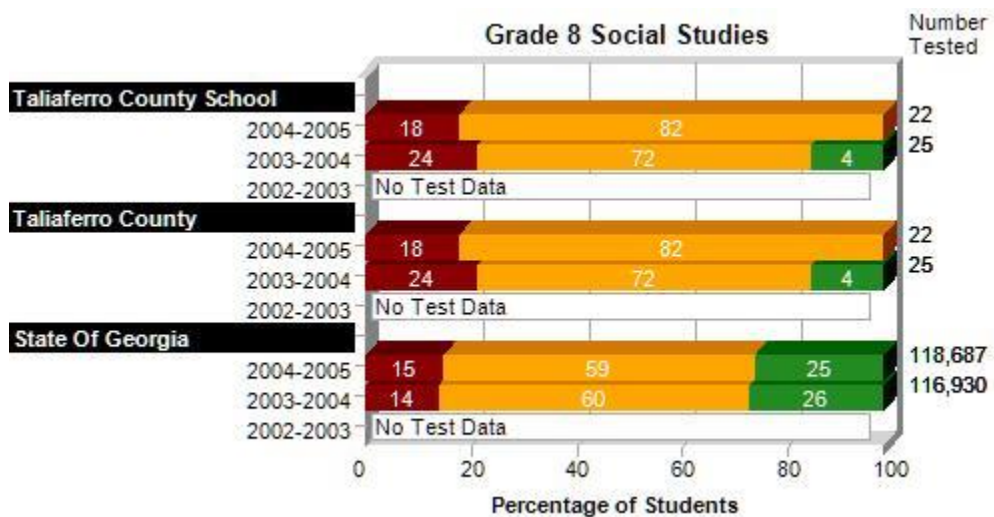
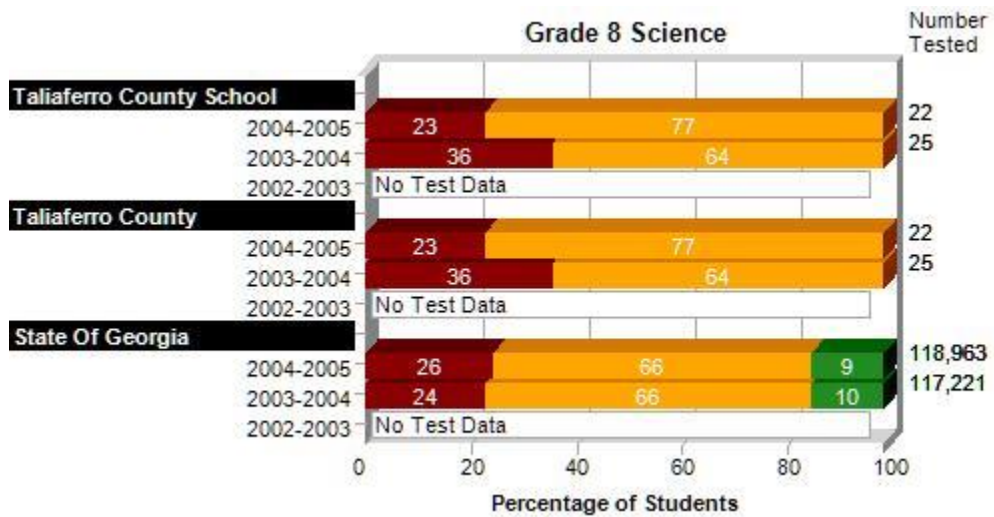
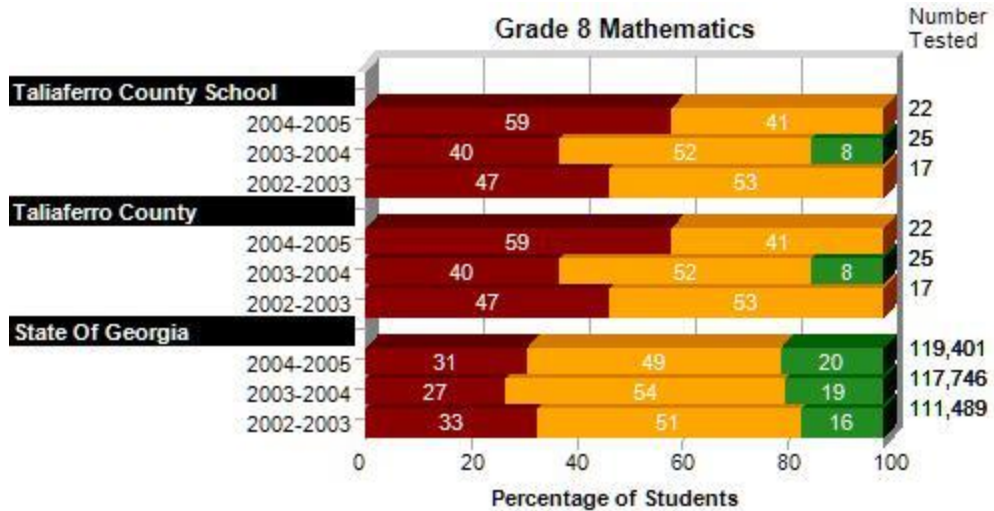


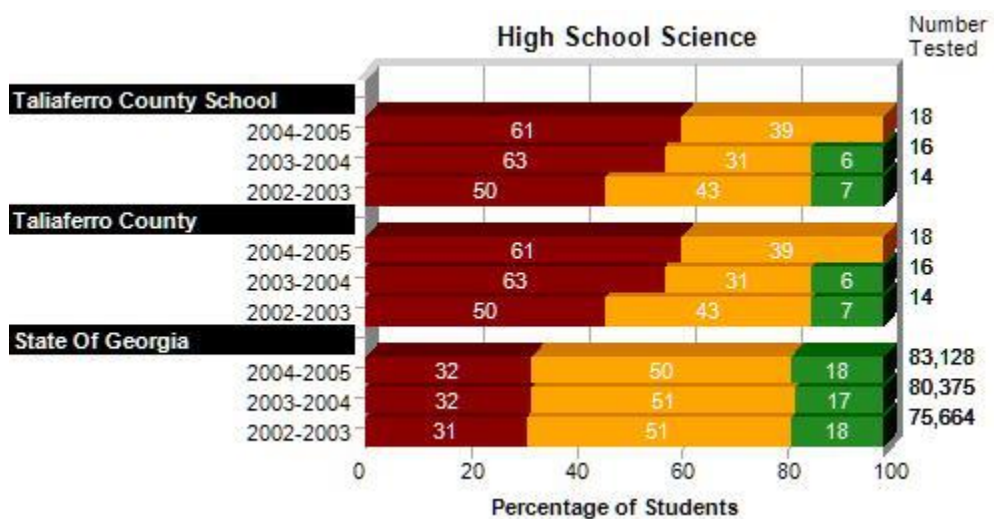
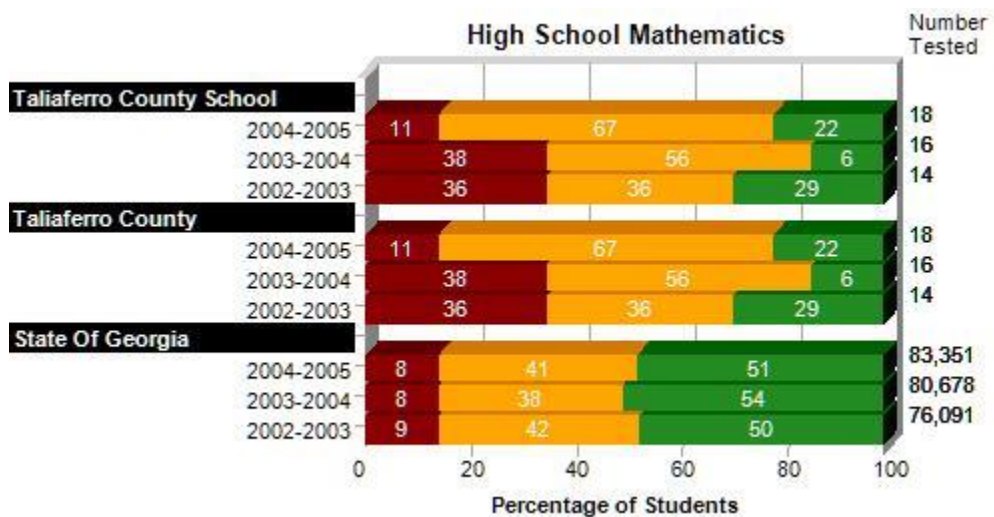
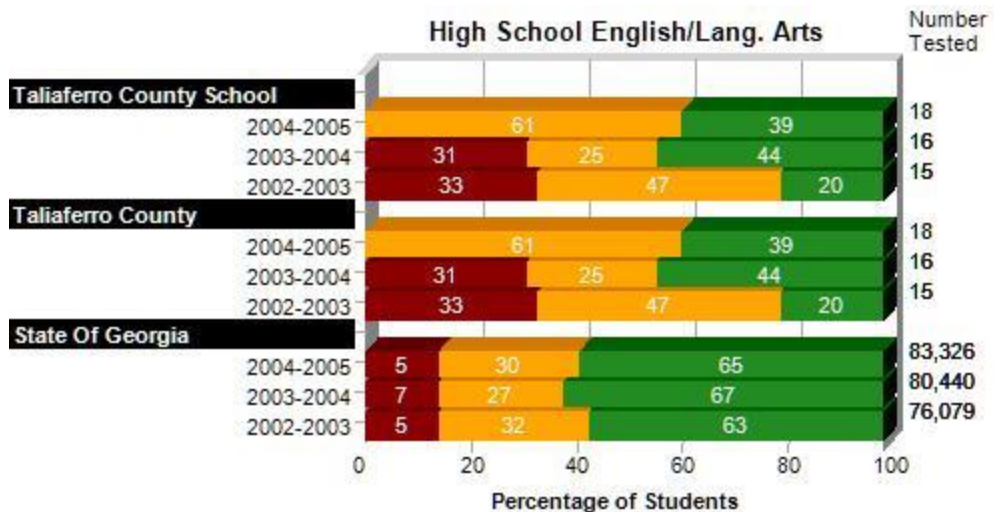


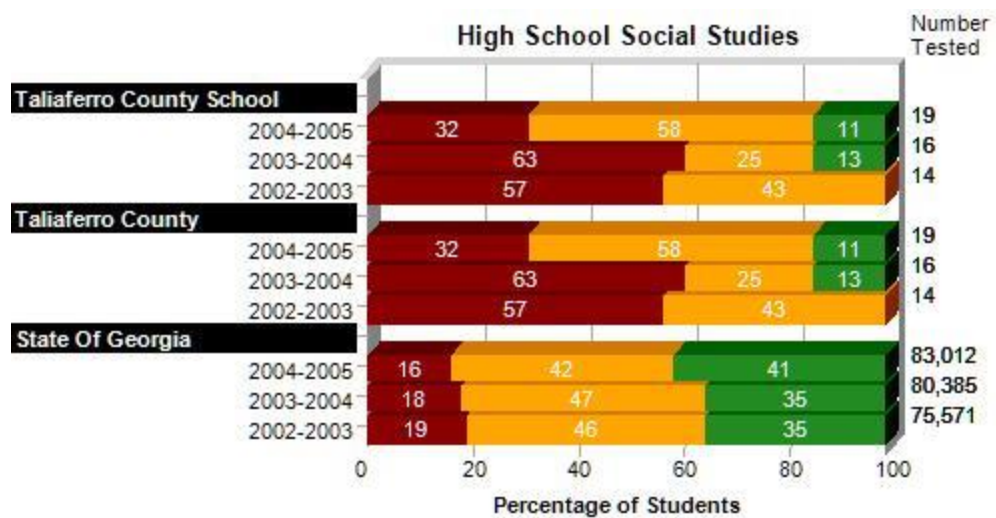












TECH HIGH SCHOOL

Contact Information

Liz Price
1043 Memorial Drive, SE
Atlanta 30316
(678) 904-5091

Basic Facts

District	Atlanta Public Schools
Type	Start-up
Opened	7/1/2004
Grades Served	9 - 10
Enrollment	175
Title I School	Yes

Mission

Tech High School is a high performing learning institution providing a quality education program in a diverse and urban environment. The school's unique curriculum focuses on math, science, and technology. All students graduating from Tech High School are ready for college and/or high skilled employment.

Tech High School espouses a common sense approach to education based upon the premise that all students who work hard can learn, and most can learn at relatively high levels. The school provides a caring and nurturing environment offering support and assistance when students struggle. The school is characterized by a hands-on approach to education where high academic standards are taught in an integrated approach through real-life examples and the effective use of technology.

Demographics

Tech High is a home school for students, but it opened in 2004 serving ninth grade only. No students participated in the Georgia High School Graduation Test during the past year. Therefore, no standardized test data is reported for the school. The school made AYP on the basis of the second indicator, which was attendance.

For 2004-2005, GaDOE data indicate that the student population was 94% Black. The percentages for all other sub-groups were not available, as each sub-group contained fewer than 10 students. A detailed demographic comparison will be provided next year when school enrollment increases and more detailed analysis is possible.

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 AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>
Did the school make AYP?	Yes	Yes
Is the school in Needs Improvement?	No	No

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

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
- "Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term
- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: Increase reading aptitude through ramp-up reading course

Progress on Goal: Attained

Indicators of Progress: Gates-McGintie Reading Assessment: Reading levels increase by 1.2 grade levels

Goal 2: Increase the percentage of students who pass the EOCT per content area by participating in a project-based/demonstrative performance curriculum.

Progress on Goal: Attained

Indicators of Progress: 9th grade Lit & Comp: 80% pass rate; Algebra I: 41% pass rate; Geometry: 80% pass rate

Parental Involvement Goals

Goal 1: Increase parental involvement and academic support promotes information sharing teachers, students, and parents. Also, increase parental academic support that promotes great normative control over students' commitment to academic achievement and positive personal behavior.

Progress on Goal: Attained

Indicators of Progress: Established Parents of Tech organization (Monthly meetings); Instituted Grade level Parent Night (50% participation per grade level); Conducted ILP (Individual Learning Plans w/ 65% parent participation)

Community Involvement Goals

Goal 1: Increase community partnerships

Progress on Goal: Attained

Indicators of Progress: Developed partnership with Junior Achievement (Deliverables: Economic Workshops for students). Developed partnership with GT STEP Program (Deliverables: Two teacher-assistances in the areas of math & science. Developed partnership with Atlanta Technical College (Deliverables: Planning phase). Development partnership with Boy Scouts of America (Deliverables: Summer Programs for students)

Student Conduct Goals

Goal 1: Improve student personal behavior performance in the areas of attendance, out-of-school suspensions, and disciplinary hearings

Progress on Goal: Attained

Indicators of Progress: Daily attendance (student absence 15 or more days: 7.6%). Out-of-school suspensions (referrals resulting in OSS: 102). Disciplinary hearings: 7

Financial Accountability

Did the school have an independent audit for the fiscal year ending June 30th, 2005? Yes

Were there any findings from this audit? No

TECHNICAL CAREER ACADEMY

Contact Information

Reginald L. Woods
800 U.S. Highway 29 North
Athens 30601
(706) 369-5871

Basic Facts

District	Oglethorpe County
Type	Start-up
Opened	9/1/2002
Grades Served	10 - 11
Enrollment	32
Title I School	Yes

Mission

To provide opportunity for young adults to acquire core life skills and work/career skills that prepare them for employment or advancement to technical education.

Demographics

This school is not a home school, therefore no demographic data is available.

Distance from Charter					
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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 AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>
Did the school make AYP?	n/a	n/a
Is the school in Needs Improvement?	n/a	n/a

There are not enough students in this school for the Accountability Profile determination to be statistically reliable, therefore an Accountability Profile determination has not been made for this school. These students are included in the District and State Accountability Profile reports

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

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
- "Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term
- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: 75% of students will reach or exceed the skill levels for their specific career areas, as measured by WorkKeys, by completion of the program.

Progress on Goal: Exceeded

Indicators of Progress: All but two TCA students exceeded the entry level standards for the careers selected for WorkKeys.

Goal 2: 75% of students will complete their specific programs, including business/industrial certification/licensing.

Progress on Goal: Exceeded

Indicators of Progress: 85% of the students were employed or working toward certification upon graduation from TCA.

Goal 3: 70% of students who complete their programs will have a job in their career field; or will be pursuing advanced education or training in their chosen career area within three months of graduation.

Progress on Goal: Exceeded

Indicators of Progress: 77% of the students either enrolled in college or were employed upon graduation or earning the GED

Parental Involvement Goals

Goal 1: Parents, students, staff, and community members continue to be critical partners as the Academy is implemented. The TCA Board, the TCA Advisory Committee, TCA teaching teams, and TCA business and industry alliances are a few of the ways that parents, students, staff, and community will be involved. Networking will be essential for gathering the expertise and resources that the TCA will require for student success.

Progress on Goal: Exceeded

Indicators of Progress: TCA Leadership is actively involved in Northeast Georgia Regional Development Center Youth Council which has been a forum for regional summits where parents, community and representatives from various State departments exchange ideas and concepts toward education improvement.

Community Involvement Goals

Goal 1: The concerns of parent, faculty, staff and community will be addressed through the governance structure. Advisory committees will be organized to address specific concerns and to work with Academy administrators and the TCA Board to formulate solutions. A process for formal complaints and grievances was developed by the TCA Board.

Progress on Goal: Exceeded

Indicators of Progress: TCA has been well received by the communities in which the school provides services. The Career Coordinator for TCA developed a network of community, business and industry leaders who have shown a true willingness to take active role by attending TCA functions within the NEGRDC Youth Council and by serving as mentors classroom presenters and job shadowing partners for TCA students.

Goal 2: The guidance component of the Academy also plays an important part in addressing concerns of parents, faculty, staff, and community members as well as students. Roles that serve as direct links include the career coordinator, job placement specialists (Jobs for Georgia Graduates), internship and job shadow advisors.

Progress on Goal: Exceeded

Indicators of Progress: TCA has partnered with the NEGRDC, Workforce Investment Board Youth Council, Community Connection of Northeast Georgia, and business links in areas of publication, television news, manufacturing, and hospitality enterprises to build relationships with the school and its students. Many TCA students have been able to secure employment as a result of these community contacts. TCA has been approved for a dissemination grant of \$62K to be used to assist other schools in adapting our school's program and to disseminate information about our school. This grant will be instrumental in expanding our network within the Northeast Georgia service area.

Student Conduct Goals

Goal 1: Students who attend TCA will develop positive habits that affect work in both education and career. Certain personal traits have been identified as crucial regarding learning and developing as a student and future employee. These traits have been identified as Attendance, Character, Cooperation, Respect, Attitude, Appearance, Teamwork, Productivity and Organization Skills.

Progress on Goal: Exceeded

Indicators of Progress: TCA students receive positive feedback from employers in the area who hire our students during their time as students. Furthermore, TCA students have worked to develop classroom guidelines and behavior rubrics to maintain decorum in class. The students have also compiled The Characteristics of a Successful TCA Student which are published in the TCA Student Handbook issued to each new student at enrollment and orientation. Students are expected to adhere to the behavior standards and outlined in the handbook. Less than 2% of TCA students who enter the program have been dismissed for student conduct issues.

Financial Accountability

Did the school have an independent audit for the fiscal year ending June 30th, 2005? Yes

Were there any findings from this audit? No

UNIVERSITY COMMUNITY ACADEMY

Contact Information

Dr. Gerard F. Consuegra
953 Ralph David Abernathy Blvd., SW
Atlanta 30310
(404) 753-4050

Basic Facts

District	Atlanta City
Type	Start-up
Opened	8/11/2003
Grades Served	K - 7
Enrollment	293
Title I School	Yes

Mission

Promote high academic achievement and character development for all students, particularly for those in under-resourced communities.

Demographics

	University Community Academy	M. A. Jones Elementary School	KIPP West Atlanta Young Scholars Academy	Oglethorpe Elementary School	Georgia
Distance from Charter School (in miles)	0	0.7	1.1	0.7	0
Total Population	299	374	152	242	1,515,646

Diversity

Caucasian	0%	0%	1%	0%	49%
Black	100%	100%	98%	100%	38%
Hispanic	0%	0%	0%	0%	8%
Asian/Pacific Islander	0%	0%	1%	0%	3%
American	0%	0%	0%	0%	0%
Indian/Alaskan Native					
Multiracial	0%	0%	0%	0%	2%

Special Populations

ESOL	0%	0%	0%	0%	3%
Gifted	0%	2%	0%	5%	8%
Special Education	5%	10%	12%	12%	12%

Free & Reduced Lunch:

% of Total Population	71%	90%	0%	86%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>	
Did the school make AYP?	Yes	Yes	No	
Is the 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.

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

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Academic Goals

Goal 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).
- Yearly targets, consistent with the five-year goal, will be established following a review of the first year of student performance.
- Yearly targets will be approved by Atlanta Public Schools Board of Education

Progress on Goal: Sufficient Progress

Indicators of Progress: % of students reading below 300 scale score on GCRCT

Grade1: Reading 10, Missed Target of 7, No Change, Eng/LA 8, Missed Target of 7, but significant progress, Math 12, Made Target of 18

Grade 2: Reading 14, Met Target of 30; Eng/LA 8, Met Target of 22, Math 8, Met Target of 8

Grade 3: Reading 11, Met Target of 18; Eng/LA 15, Met Target of 19; Math 7, Met Target of 26; Science 19, Met Target of 30; Social Studies 4, Met Target of 16

Grade 4: Reading 26, Made Target 27; Eng/LA 24, Missed Target of 12; Math 41, Missed Target of 36, but significant progress; Science 24, Missed Target 14; Social Studies, Missed Target of 16

Grade 5: Reading 19, Met Target of 25; Eng/LA 10, Met Target of 22; Math 33, Met Target 39; Science 10, Met Target 31; Social Studies 10, Met Target of 28

Grade 6: Reading 21, Missed Target of 8; Eng/LA 28, Missed Target of 15; Math 3, Missed Target of 15

Science 30, Missed Target of 14

Social Studies: 23, Missed Target of 10

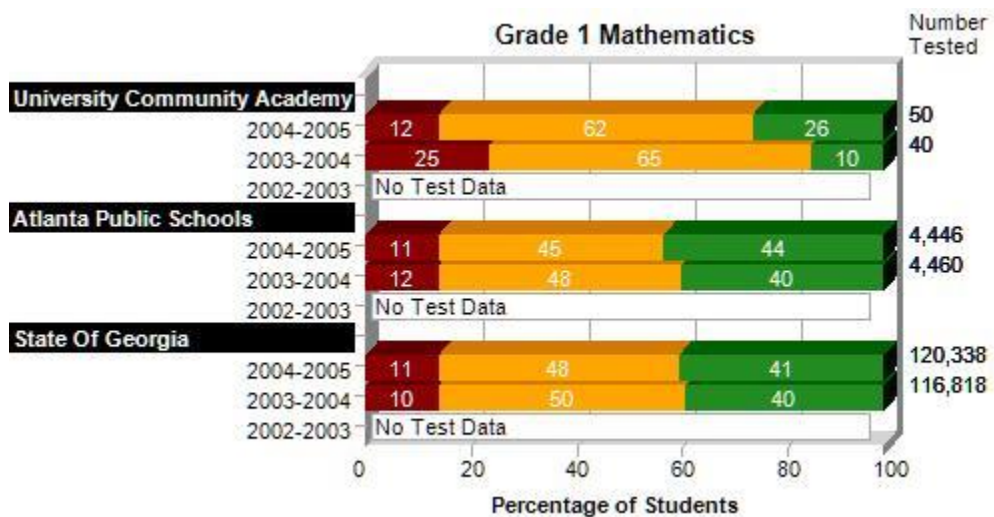
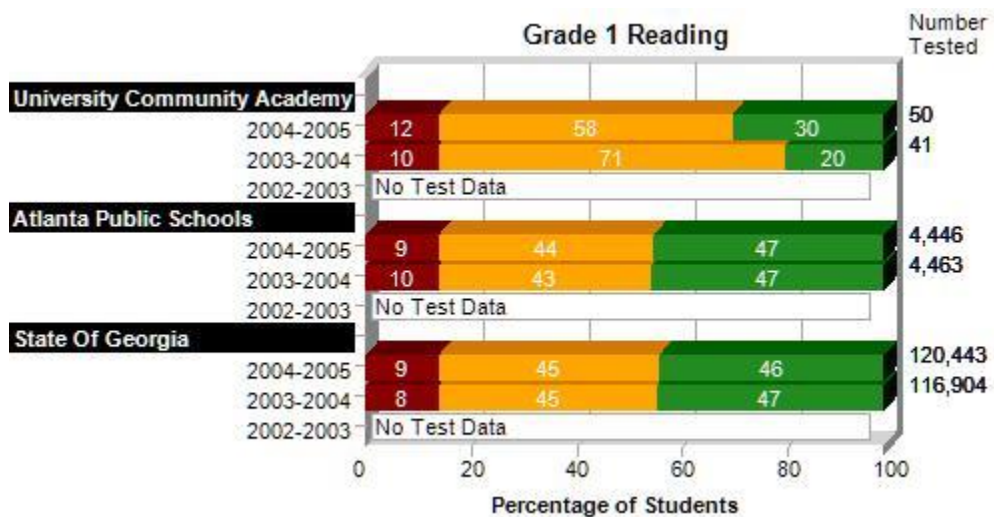
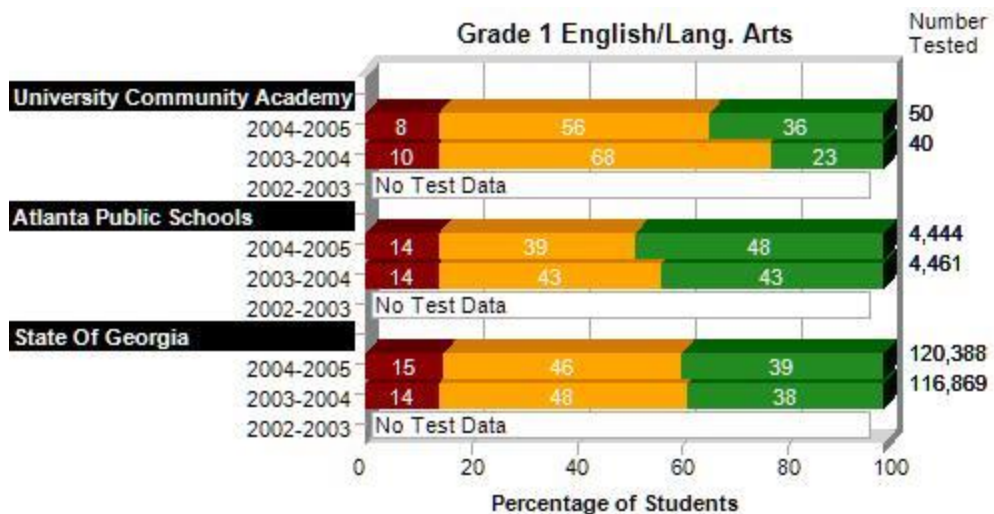
Made 15 of 26 targets or 57.7%

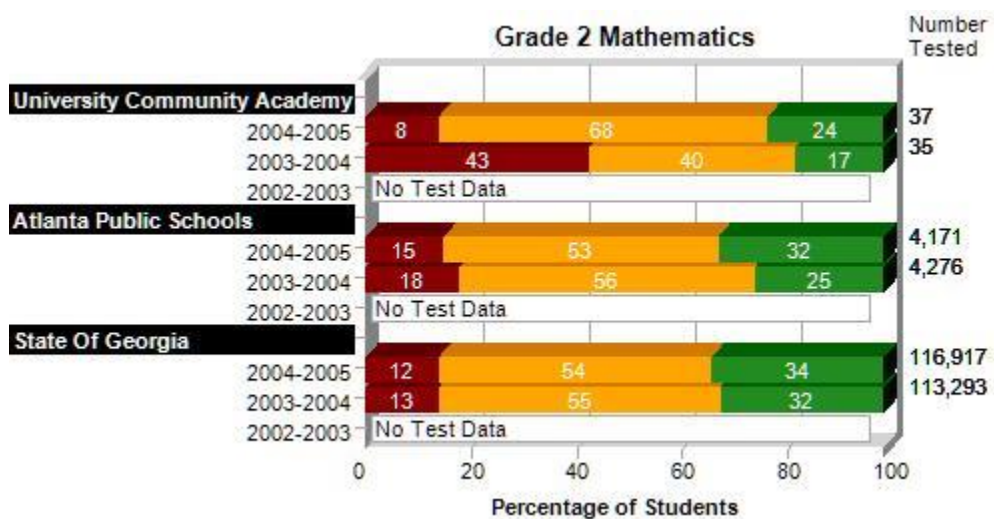
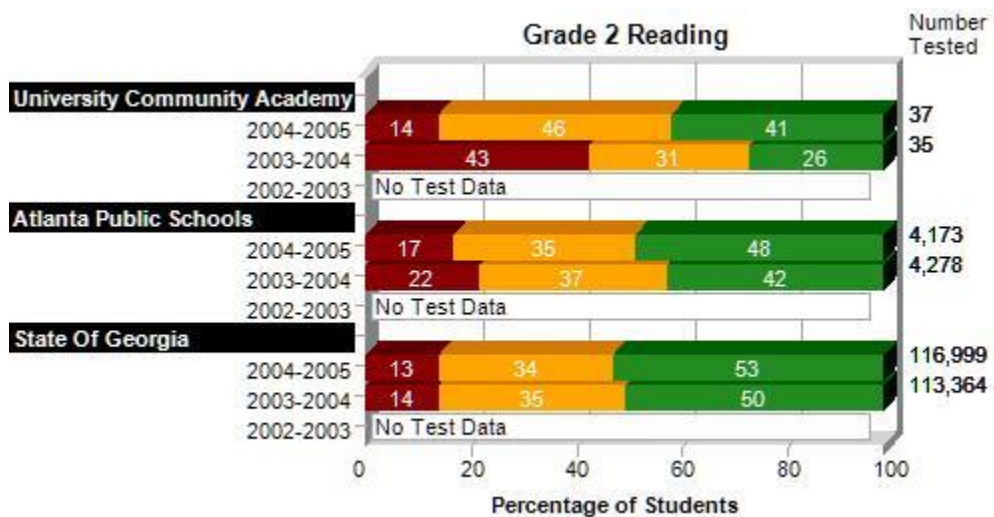
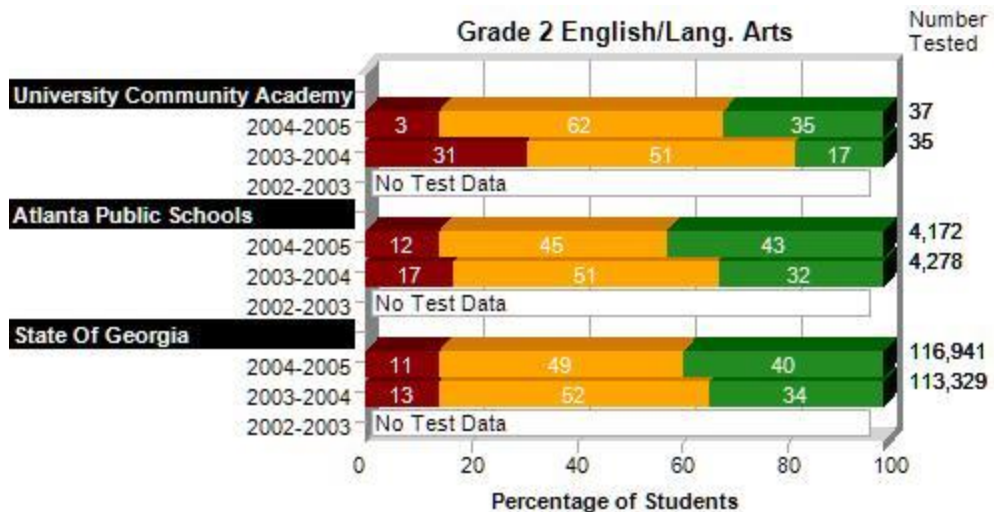
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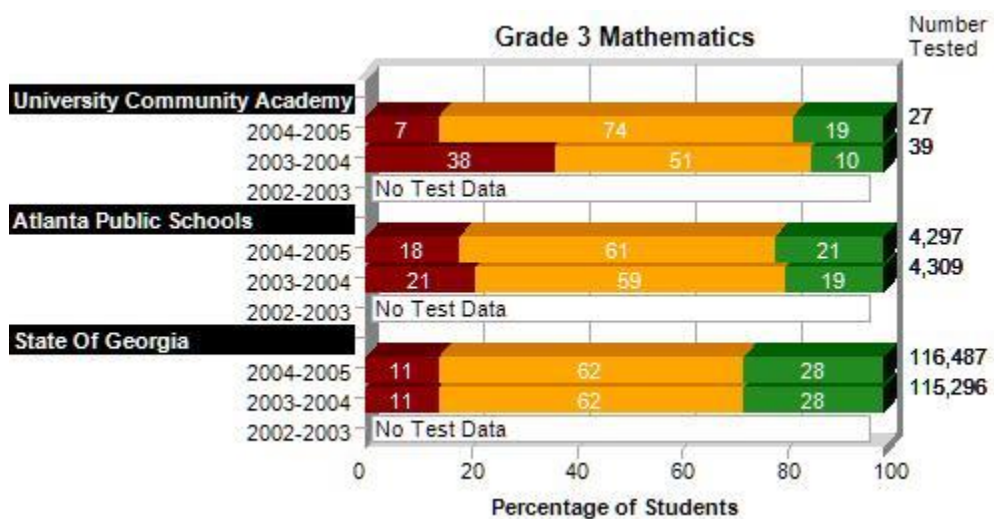
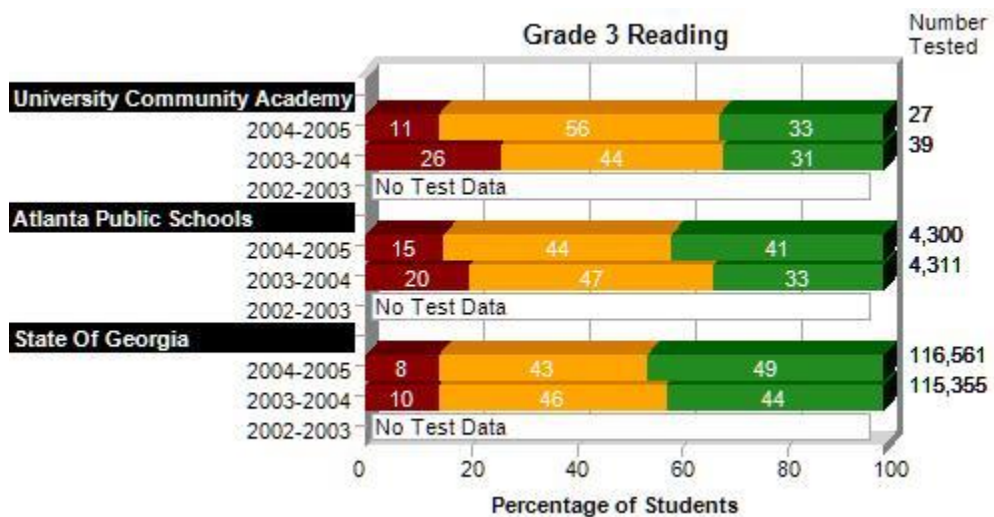
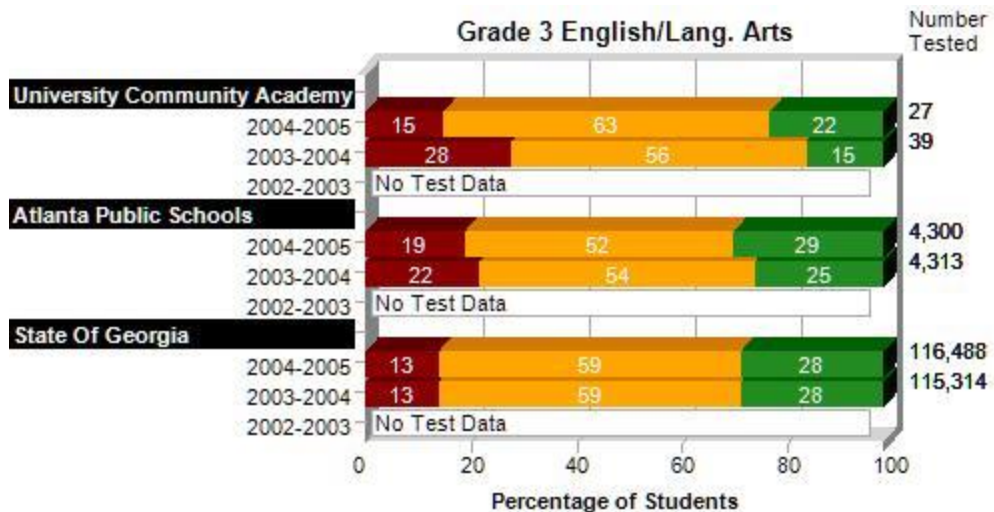
Did the school have an independent audit for the fiscal year ending June 30th, 2005? Yes

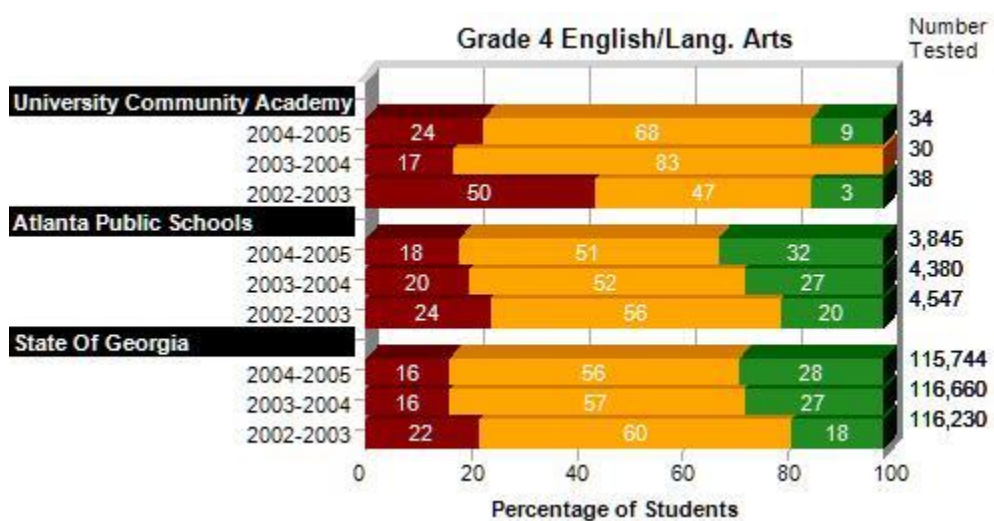
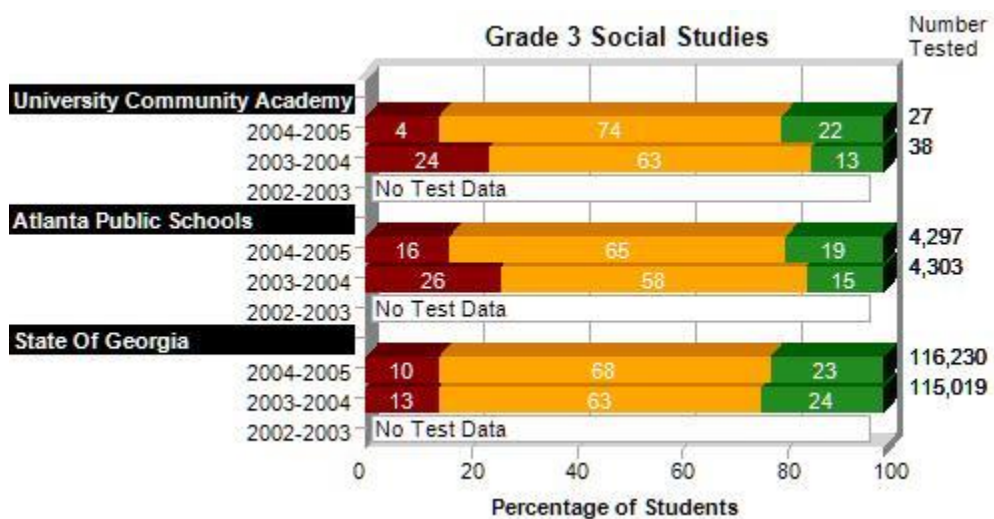
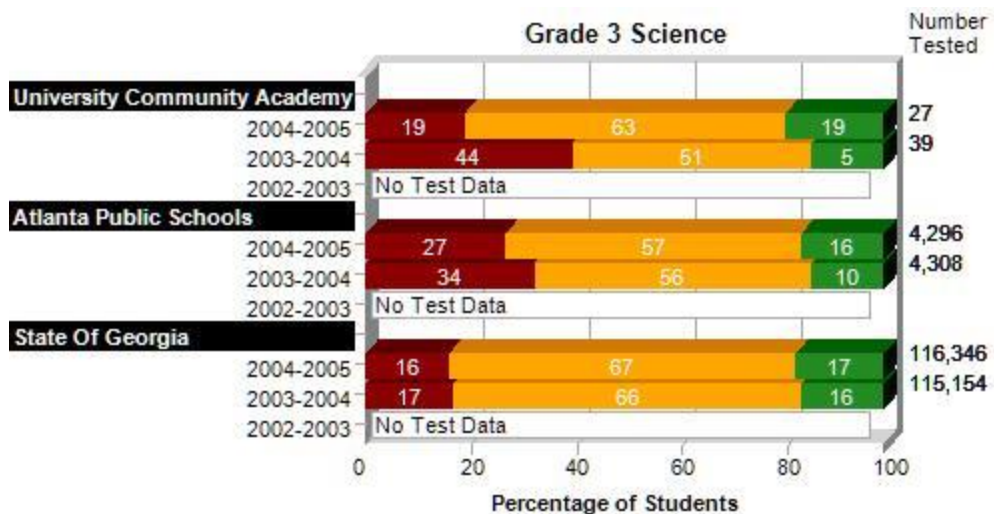
Were there any findings from this audit? Yes

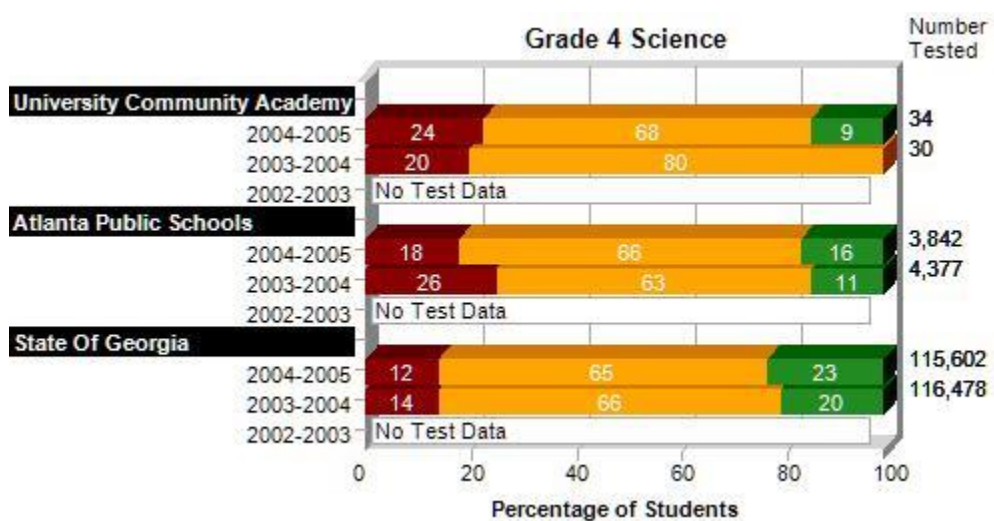
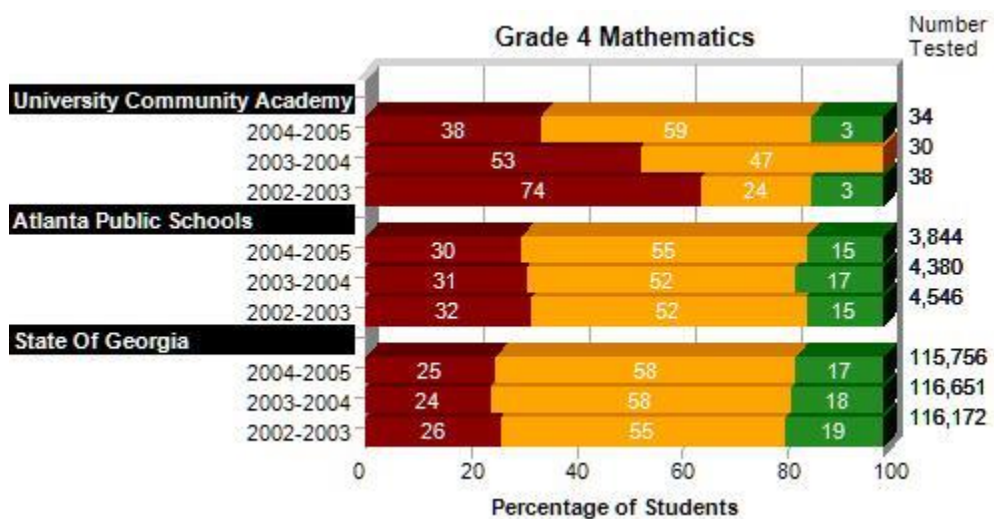
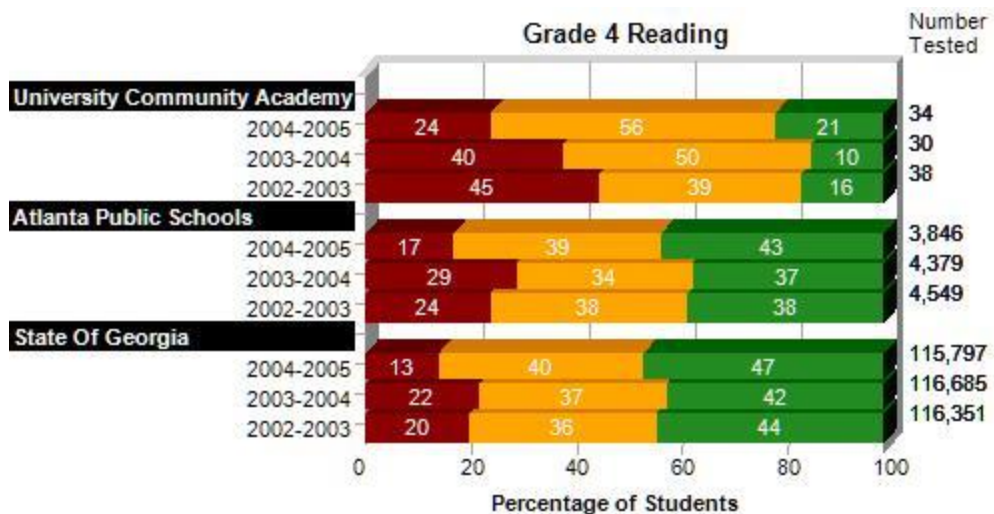
Findings presently under review by the Georgia Department of Education Finance and Business Office.

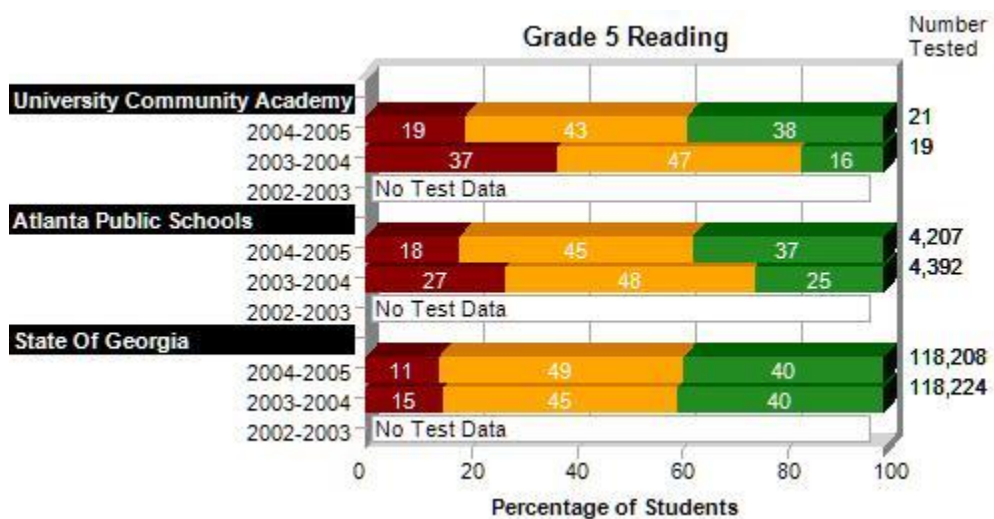
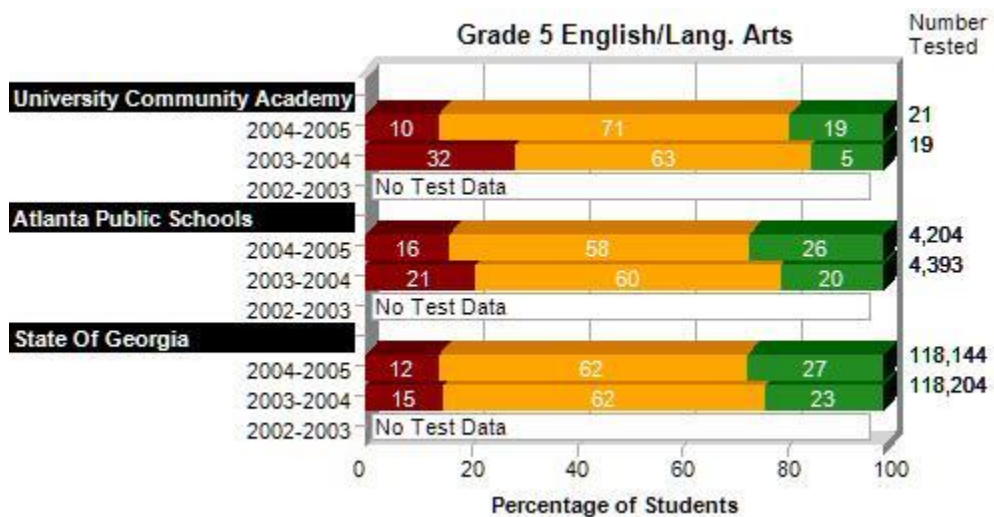
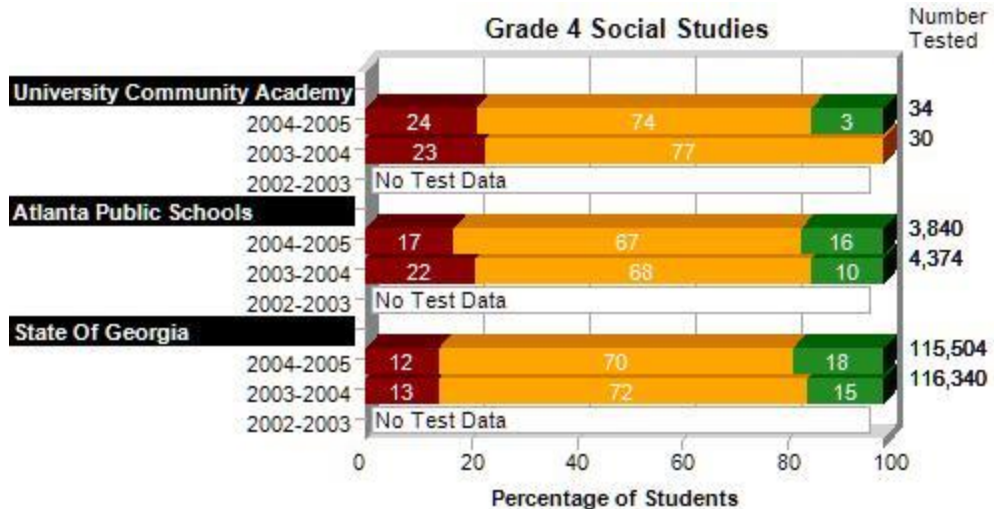


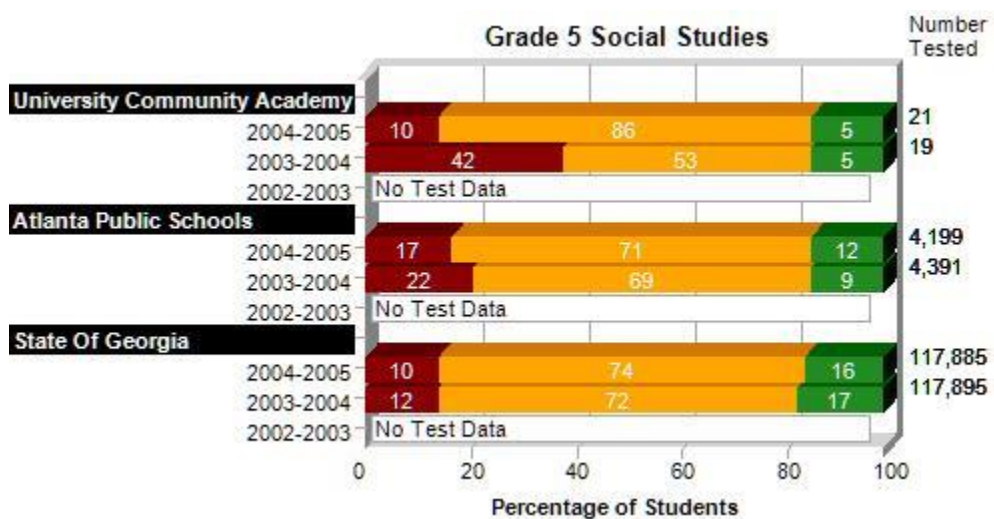
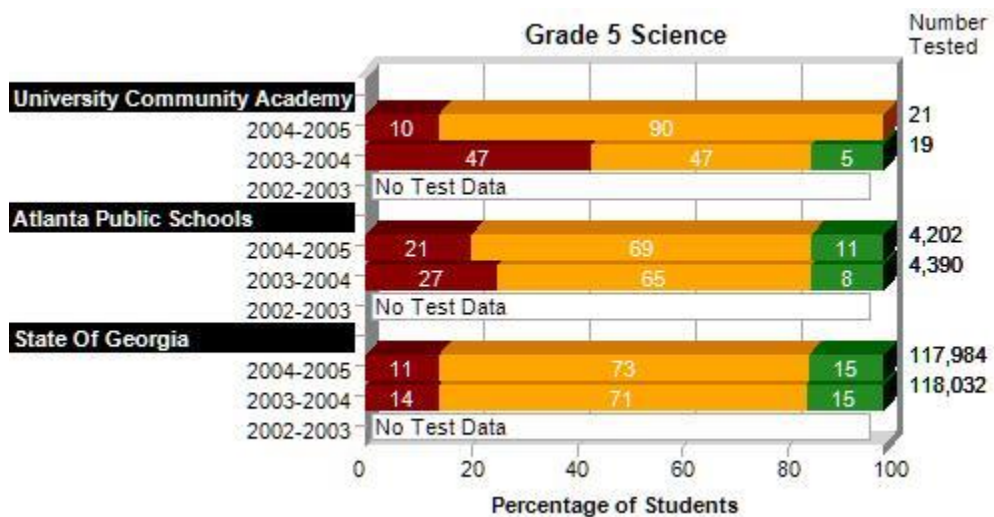
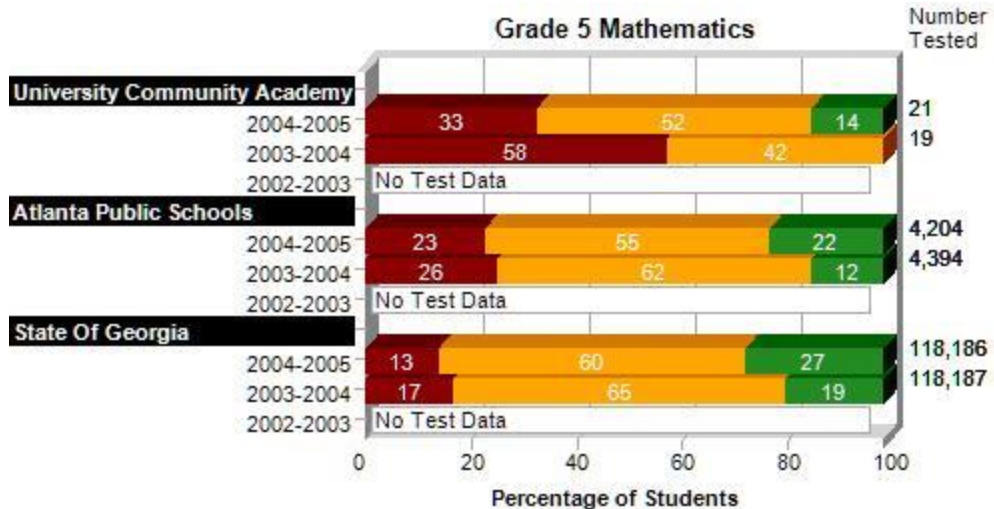


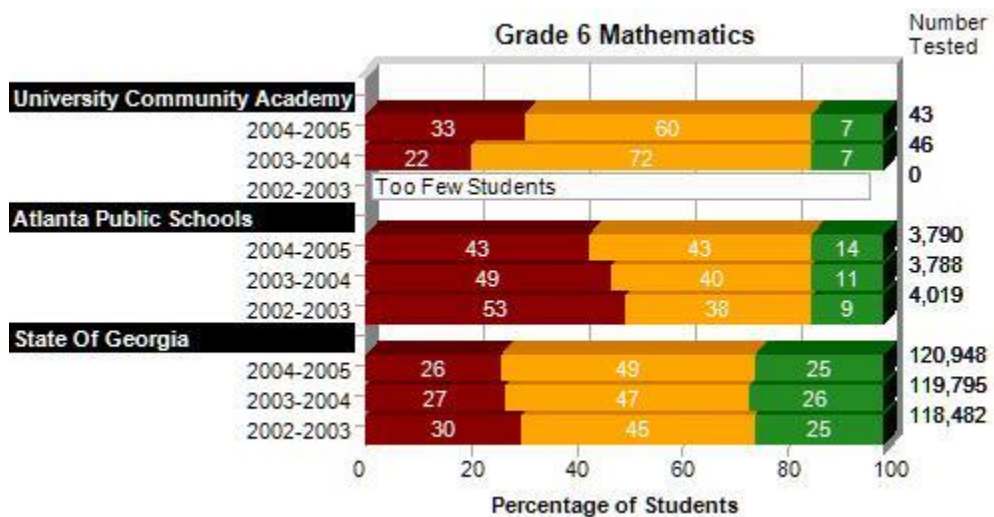
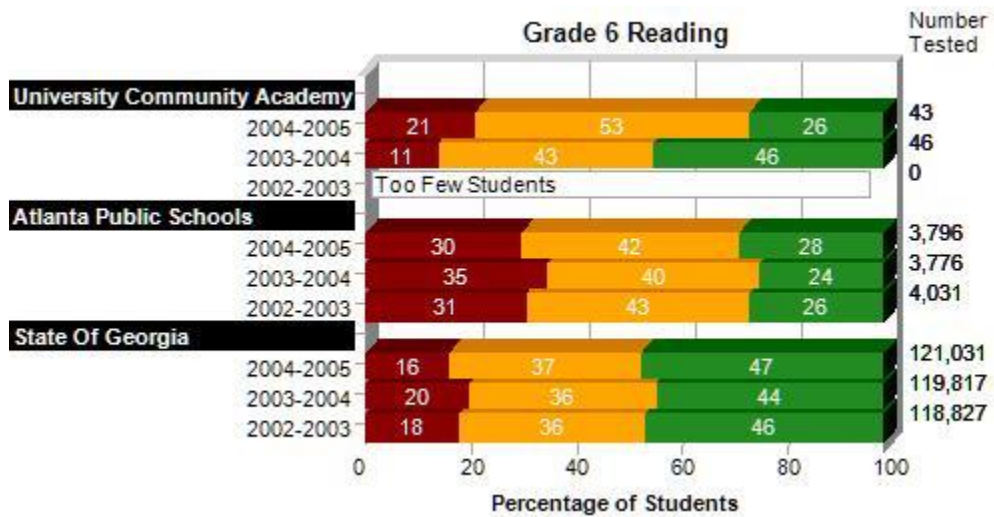
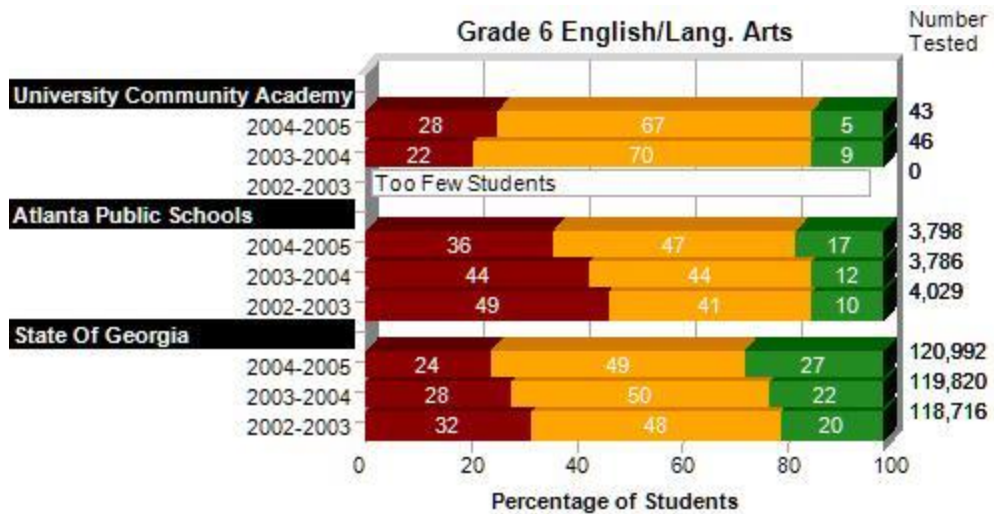


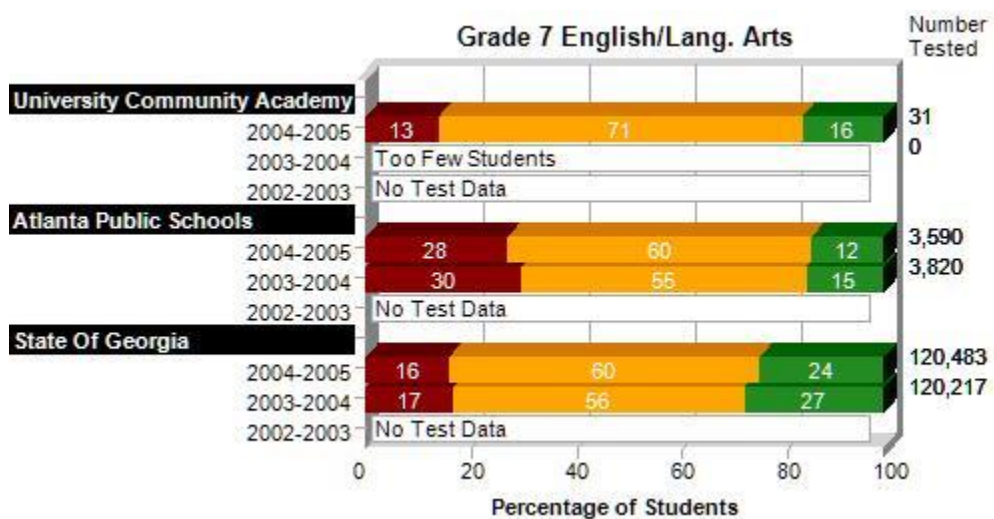
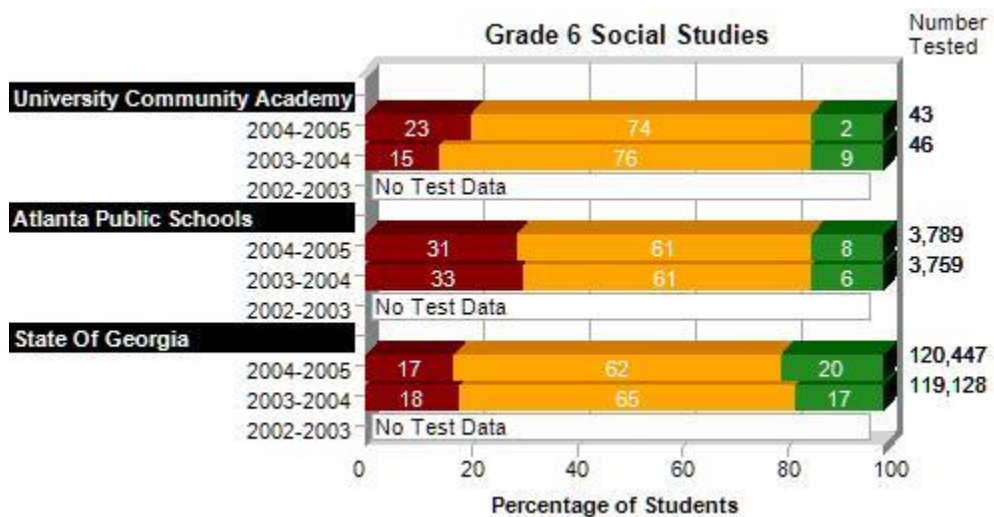
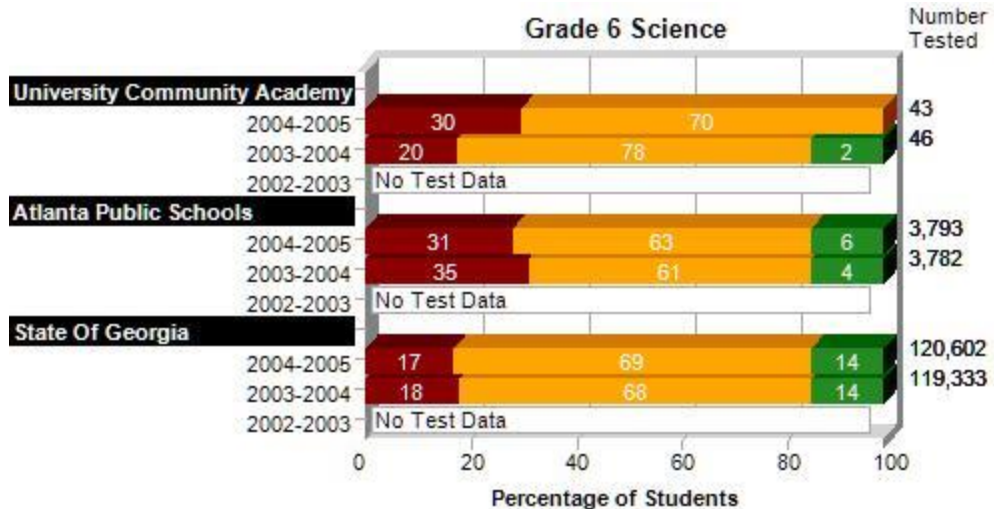


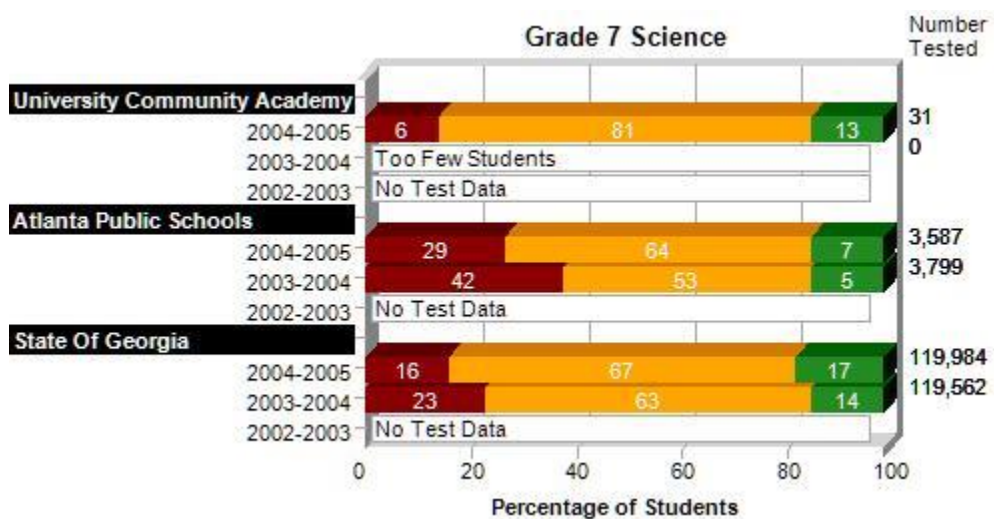
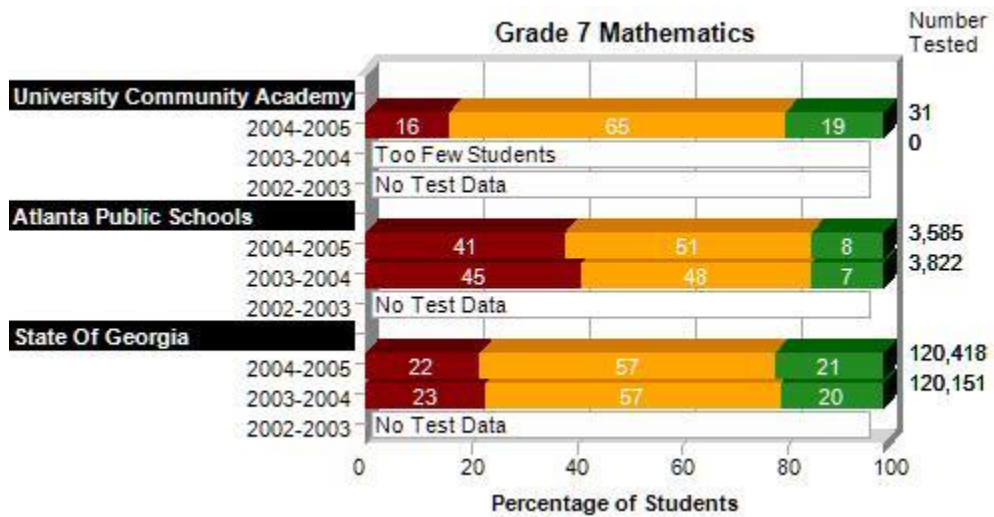
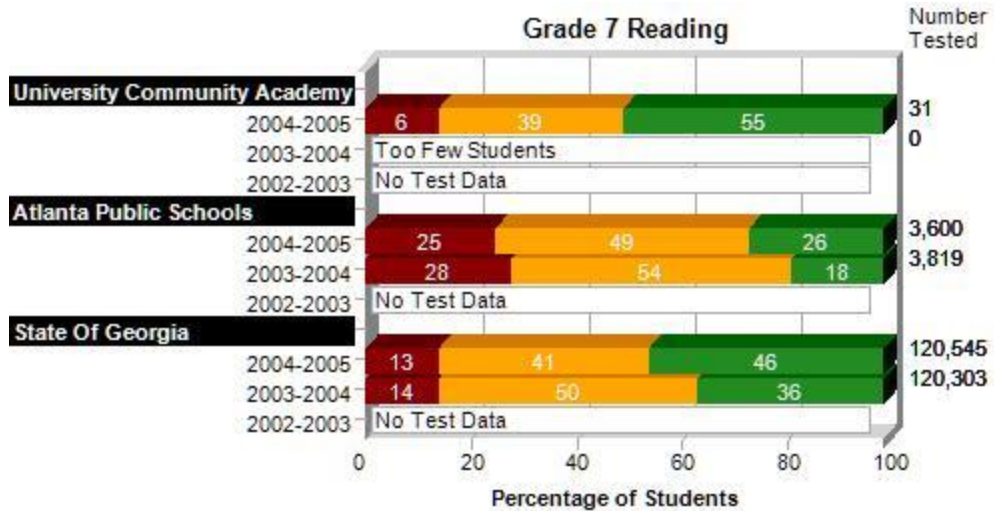


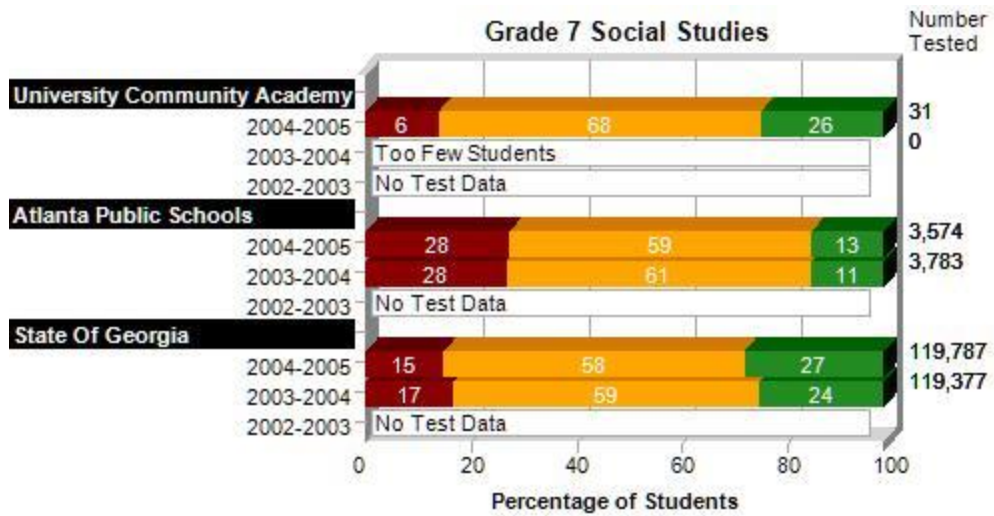












WALTON HIGH SCHOOL

Contact Information

Richmond Parker
1590 Bill Murdock Rd.
Marietta 30062
(770) 578-3225

Basic Facts

District	Cobb County
Type	Conversion
Opened	9/1/1976
Grades Served	9 - 12
Enrollment	2599
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	Sprayberry High School	Georgia
Distance from Charter School (in miles)	0	2.5	2.9	3.5	0
Total Population	2,595	1,987	1,881	1,880	1,515,646

Diversity

Caucasian	82%	84%	44%	64%	49%
Black	4%	6%	33%	19%	38%
Hispanic	2%	3%	9%	7%	8%
Asian/Pacific Islander	12%	6%	8%	6%	3%
American	0%	0%	0%	0%	0%
Indian/Alaskan Native					
Multiracial	1%	1%	5%	3%	2%

Special Populations

ESOL	1%	0%	7%	1%	3%
Gifted	29%	25%	15%	14%	8%
Special Education	11%	12%	9%	15%	12%

Free & Reduced Lunch:

% of Total Population	2%	3%	22%	14%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>	
Did the school make AYP?	Yes	Yes	Yes	
Is the 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.

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
- "Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term
- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: The staff will engage in ongoing review, revision, and implementation of the total curriculum.

Progress on Goal: Exceeded

Indicators of Progress: Walton exceeded the average SAT scores during the first charter, increased the number of AP exams passed, and scored in the top 5% of all schools on state EOCT's.

Goal 2: Students will take ownership of and demonstrate proficiency in making responsible choices in preparation for their post-secondary careers.

Progress on Goal: Partial Progress

Indicators of Progress: The number of students absent 10 or more days has been reduced, and Walton has maintained the percentage of students annually participating in at least one community service project.

Goal 3: Departmental goals are listed in Walton's School Improvement Plan (SIP). Progress towards each goal is noted in section XI (Other Information).

Progress on Goal: Partial Progress

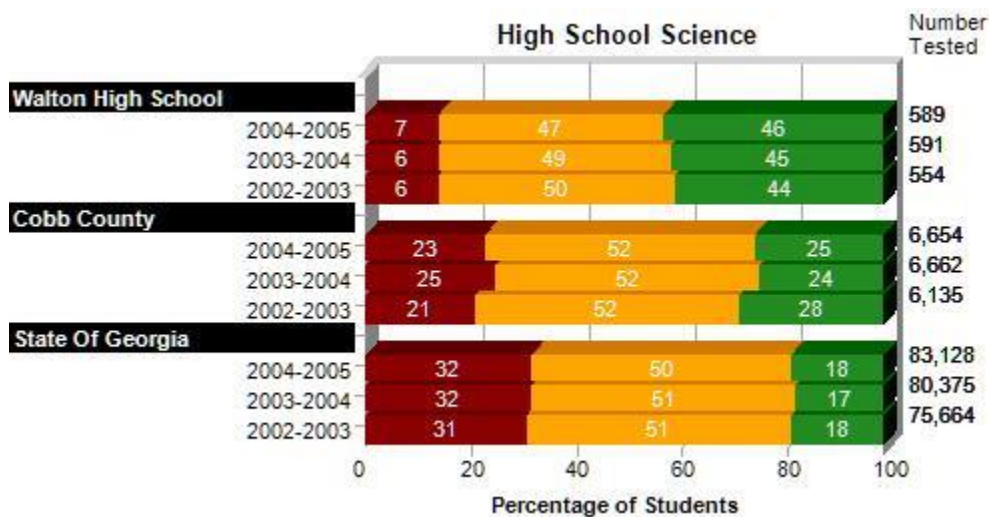
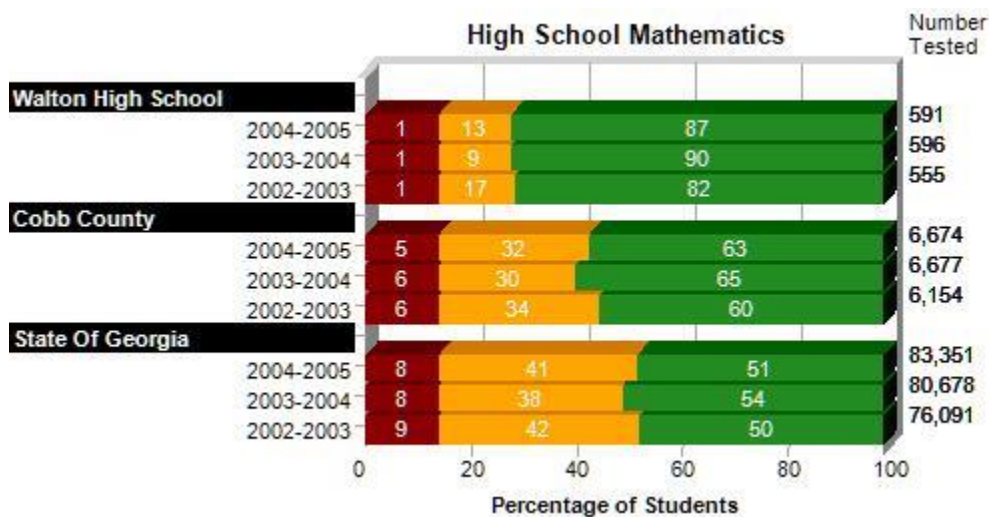
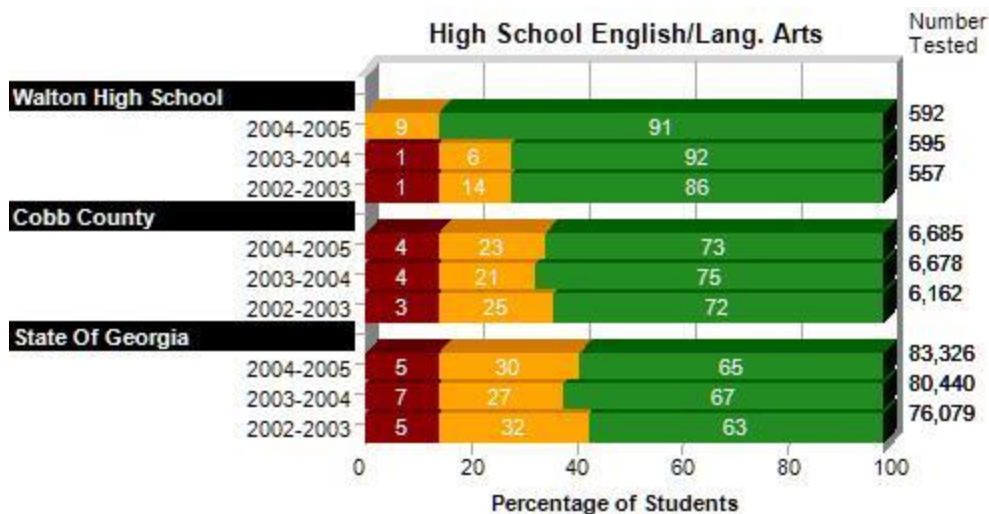
Indicators of Progress: Please refer to part XI of this report.

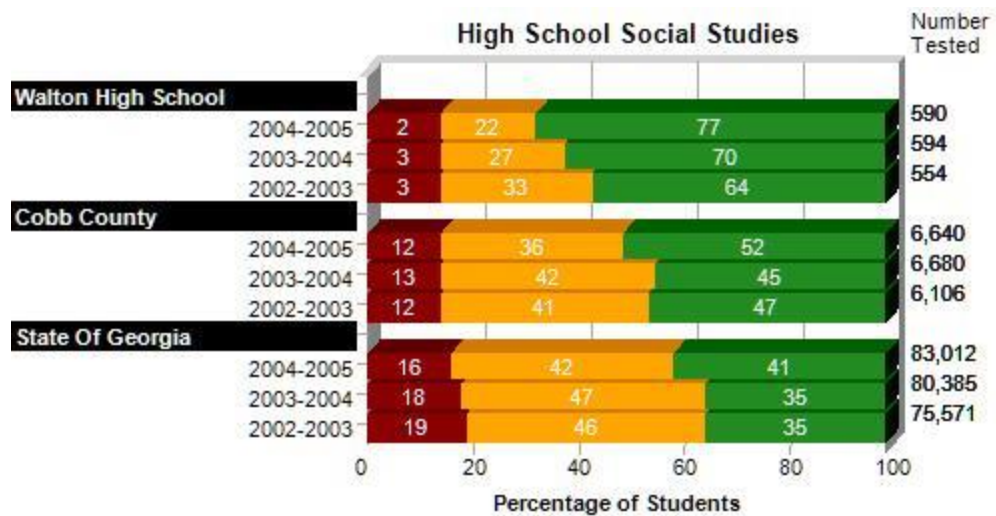
Financial Accountability

Did the school have an independent audit for the fiscal year ending June 30th, 2005? Yes

Were there any findings from this audit? Yes

Findings presently under review by the Georgia Department of Education Finance and Business Office.





WOODLAND ELEMENTARY SCHOOL

Contact Information

Noris Price
1130 Spalding Drive
Atlanta 30350
(770) 551-5890

Basic Facts

District	Fulton County
Type	Conversion
Opened	8/1/2001
Grades Served	Pre-K - 5
Enrollment	895
Title I School	Yes

Mission

To provide a high quality education for each student in an optimum learning environment that will aid in the development of the total child through a cooperative effort among home, school and the community.

Demographics

	Woodland Elementary School	Austin Elementary School	Dunwoody Springs Elementary School	Spalding Drive Elementary	Georgia
Distance from Charter School (in miles)	0	0.8	1.1	2	0
Total Population	780	631	692	659	1,515,646

Diversity

Caucasian	28%	76%	17%	21%	49%
Black	43%	10%	52%	35%	38%
Hispanic	16%	3%	21%	33%	8%
Asian/Pacific Islander	6%	9%	2%	3%	3%
American	0%	0%	0%	0%	0%
Indian/Alaskan Native					
Multiracial	7%	3%	8%	8%	2%

Special Populations

ESOL	8%	4%	16%	15%	3%
Gifted	12%	26%	8%	15%	8%
Special Education	14%	10%	13%	15%	12%

Free & Reduced Lunch:

% of Total Population	44%	4%	63%	61%	48%
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PROGRESS AND PERFORMANCE INDICATORS

Adequate Yearly Progress (AYP) Information

	<u>2004-2005</u>	<u>2003-2004</u>	<u>2002-2003</u>	
Did the school make AYP?	Yes	Yes	Yes	
Is the 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.

Measurable Performance Goals

These goals are stated in this school's charter. They are the goals for which the school is held accountable achieving along with state and national accountability requirements. Progress toward goals is measured by the charter school's sponsoring authority. The levels of progress are:

- "No Progress"
- "Partial Progress" – some progress has been made, but not at a rate to meet the goal by the end of the charter term
- "Sufficient Progress" – enough progress has been made to indicate that the goal should be met by the end of the charter term
- "Attained" – the goal has been fully attained
- "Exceeded" – the goal has been exceeded

Academic Goals

Goal 1: Eighty percent (80%) of kindergarten students will improve readiness/language arts skills as measured by the GKAP and Basic Literacy Test.

Eighty percent (80%) of students in grades 1-5 will improve reading skills as measured by the Basic Literacy Test.

Progress on Goal: Exceeded

Indicators of Progress: GKAP-R and Basic Literacy Test

Goal 2: Seventy-five percent (75%) of the students in grades 1-5 will meet or exceed standards in reading as measured by the CRCT by spring 2006.

Seventy-five percent (75%) of the students in grades 1-5 will meet or exceed standards as measured by the English/language arts section of the CRCT by Spring 2006.

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.

Sixty percent (60%) of the students in grades 3-5 will meet or exceed standards in social studies as measured by the CRCT by spring 2006.

Progress on Goal: Exceeded

Indicators of Progress: CRCT

Goal 3: 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 above the 50th percentile in reading comprehension on the Stanford 9 by Spring 2006. Test is no longer used by the state.

Woodland students in grades 1-5 will outperform schools in Fulton County and surrounding school districts with similar demographics in Total Math as measured by the percentage of students scoring at the 50th percentile or above on the Stanford 9 by Spring 2006. The Stanford 9 is no longer used or required by the state

Decrease the percentage of students in grades 1-5 scoring at the bottom quartile by ten percent (10%) in reading Total Math on the Stanford 9 by Spring 2006. The Stanford 9 is no longer used or required by the state

Sixty-five percent (65%) of the students in grades 1-5 will score at or above the 50th percentile in Total Math as measured by the Stanford 9 by 2006. The Stanford 9 is no longer used or required by the state

Decrease the percentage of students in grades 1-5 scoring at the bottom quartile by ten percent (10%) in reading comprehension on the Stanford 9 by Spring 2006. The Stanford 9 is no longer used or required by the state

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. The Stanford 9 is no longer used or required by the state

Progress on Goal: N/A

Indicators of Progress: The Stanford 9 test is no longer used by the state.

Goal 4: 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 in category 1 on the CRCT by spring 2006.

Seventy-five percent (75%) of the students in grades 1-5 will meet or exceed standards in mathematics as measured by the CRCT by Spring 2006.

Woodland students in grades 1-5 will outperform students in schools with similar demographics in Fulton County and surrounding school districts as measured by the percentage of students scoring in category 1 in mathematics on the CRCT by spring 2006.

Progress on Goal: Attained

Indicators of Progress: CRCT

Goal 5: Woodland students in grades 1-5 will outperform students in schools with similar demographics in Fulton County and surrounding school districts in English/Language Arts as measured by the percentage of students in category 1 on the CRCT by spring 2006.

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.

Progress on Goal: Attained

Indicators of Progress: CRCT and Georgia 3rd and Fifth Grade Writing Tests

Parental Involvement Goals

Goal 1: 90% of the students enrolled at the end of the first month who have not moved out of the Woodland attendance zone will be enrolled at the end of the school year.

Progress on Goal: Exceeded

Indicators of Progress: FCPS' data

Goal 2: Satisfaction on parent and staff survey will be five percent (5%) higher than schools with similar demographics in the school district.

Progress on Goal: Exceeded

Indicators of Progress: Fulton County and state Charter School Survey

Community Involvement Goals

Goal 1: 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 in Category 1 on the CRCT and the percentage of students scoring at or above the 50th percentile on the Stanford 9 by 2006. DATA NOT AVAILABLE

Progress on Goal: N/A

Indicators of Progress: Stanford 9 is no longer used by the state.

Other Goals

Goal 1: Woodland Elementary will receive a grade of A or B on the Office of Education Accountability statewide Report Card by Fall 2006. DATA NOT AVAILABLE

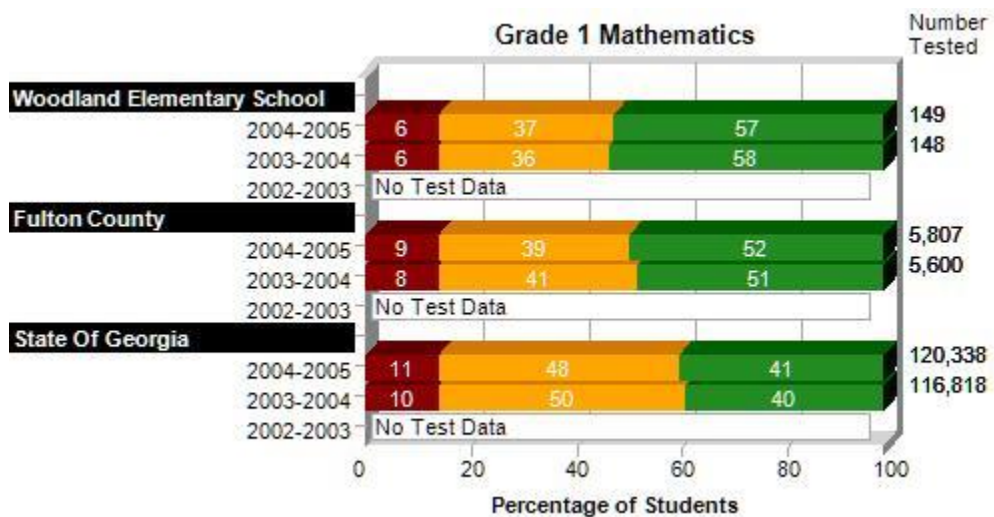
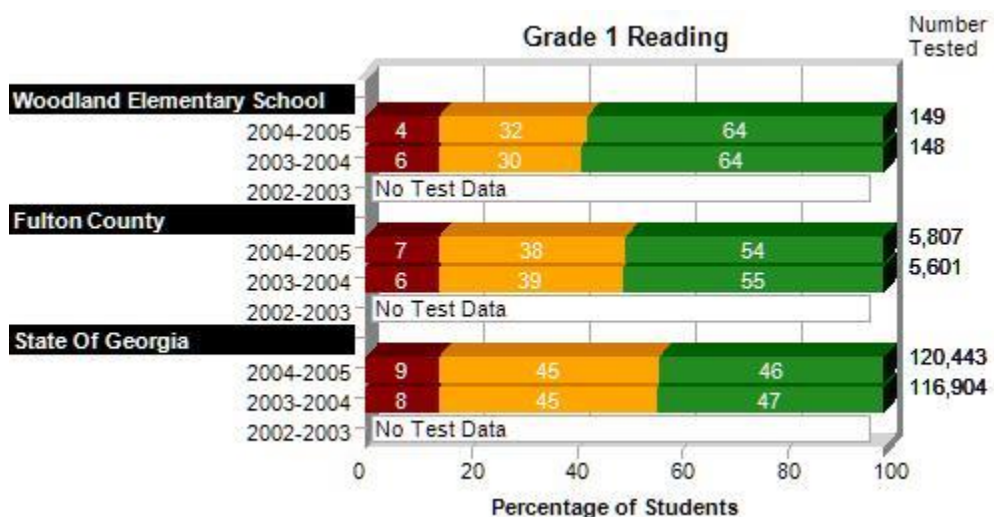
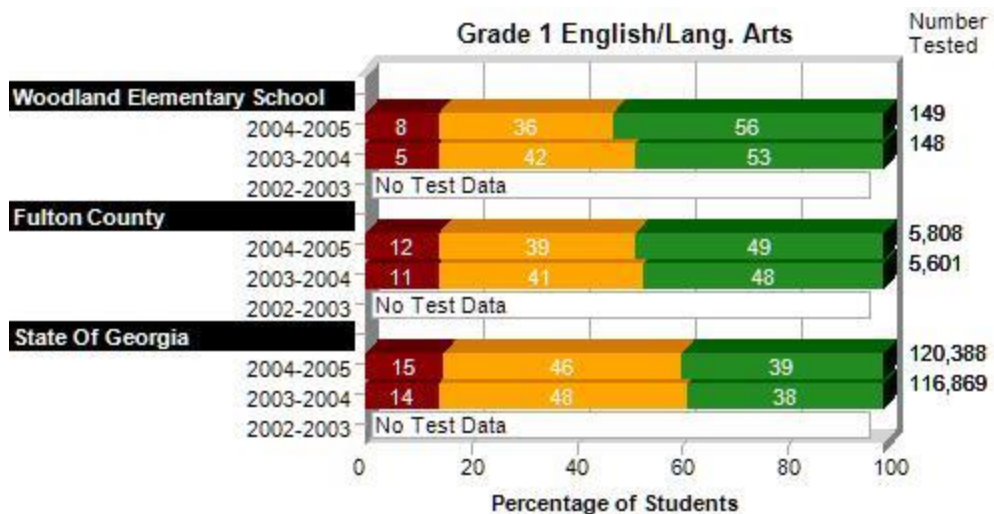
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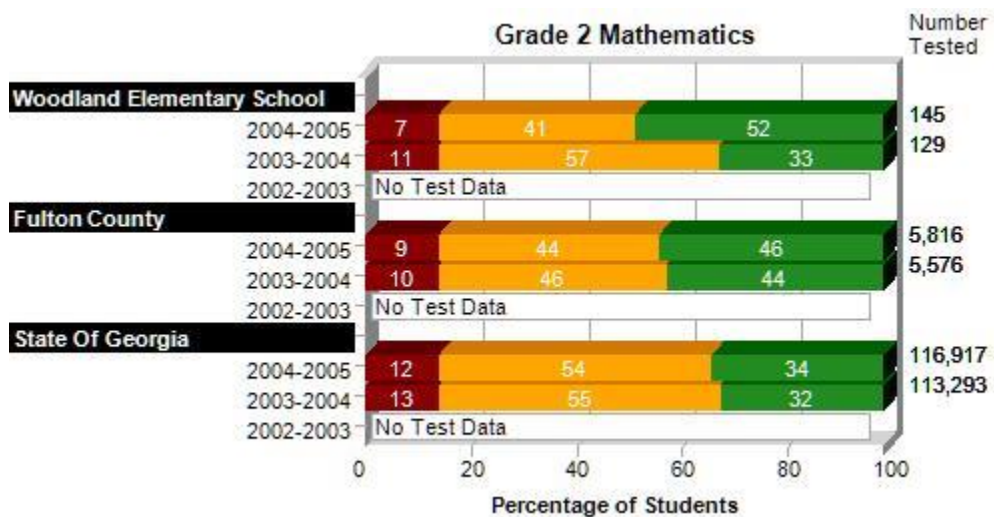
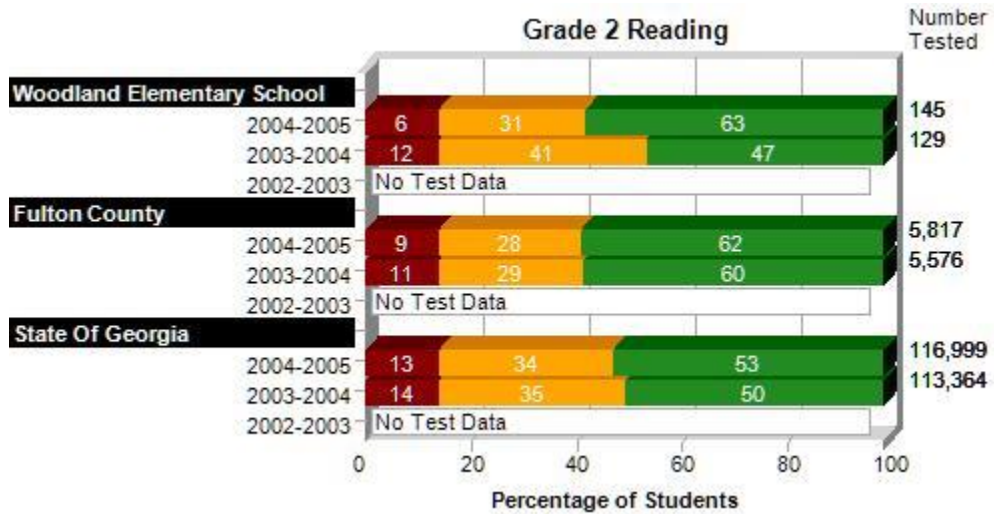
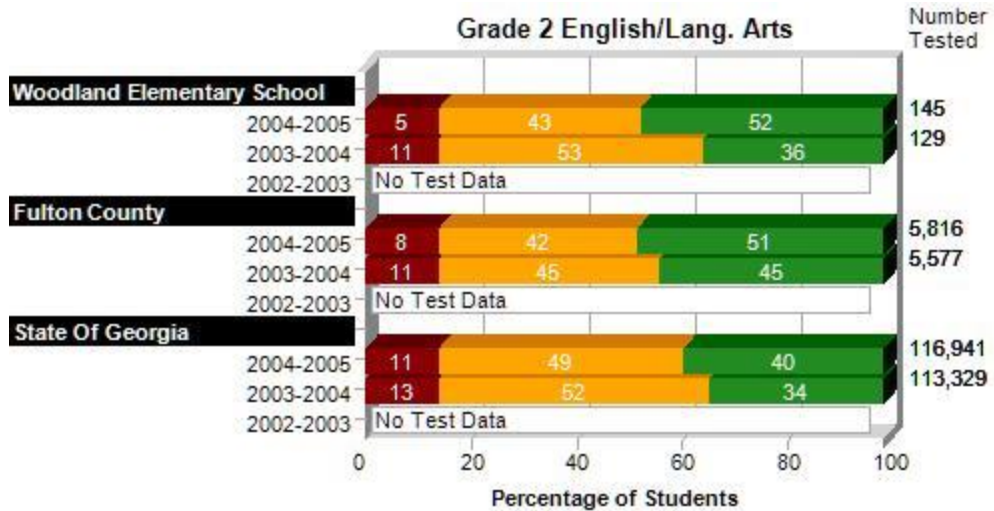
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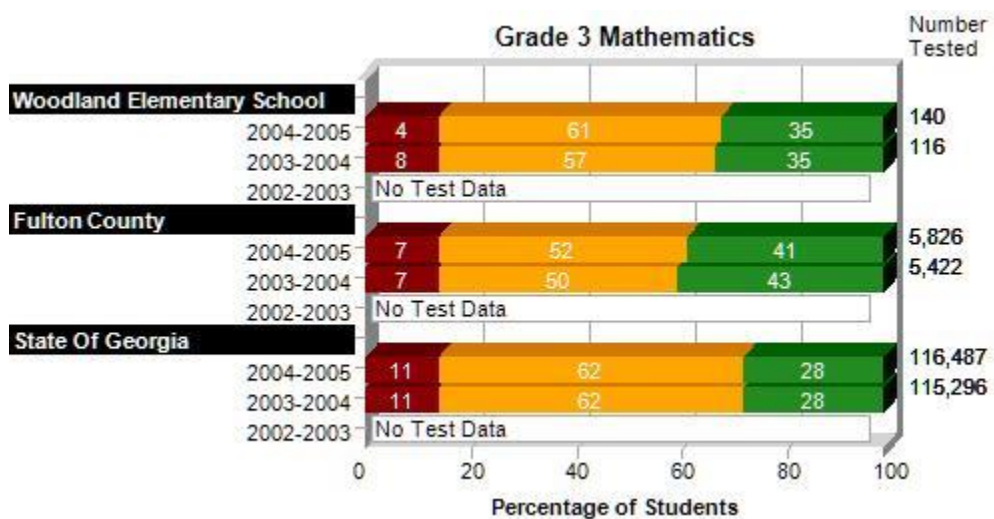
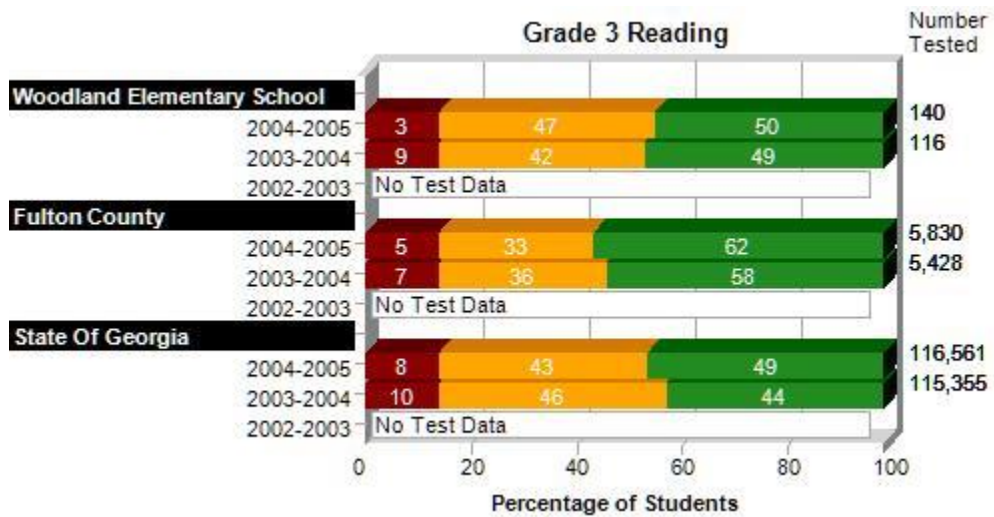
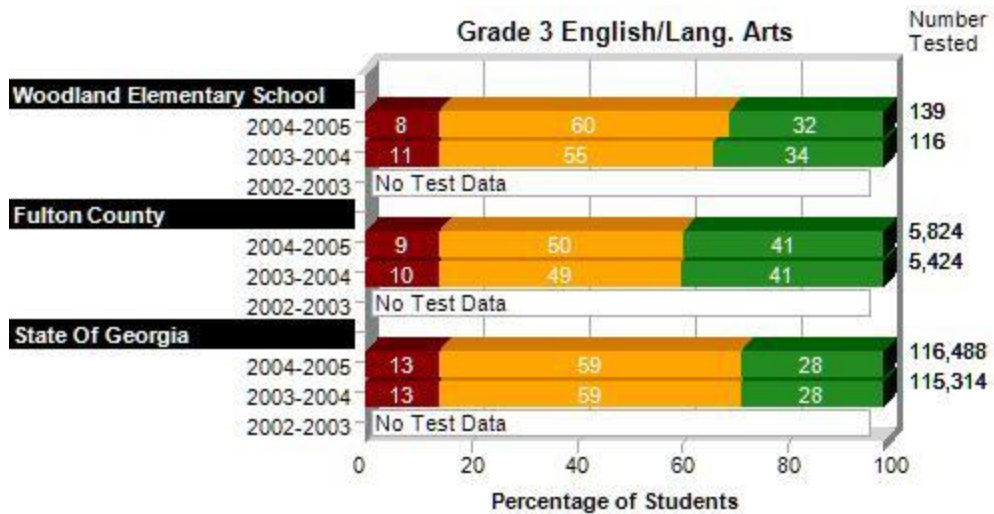
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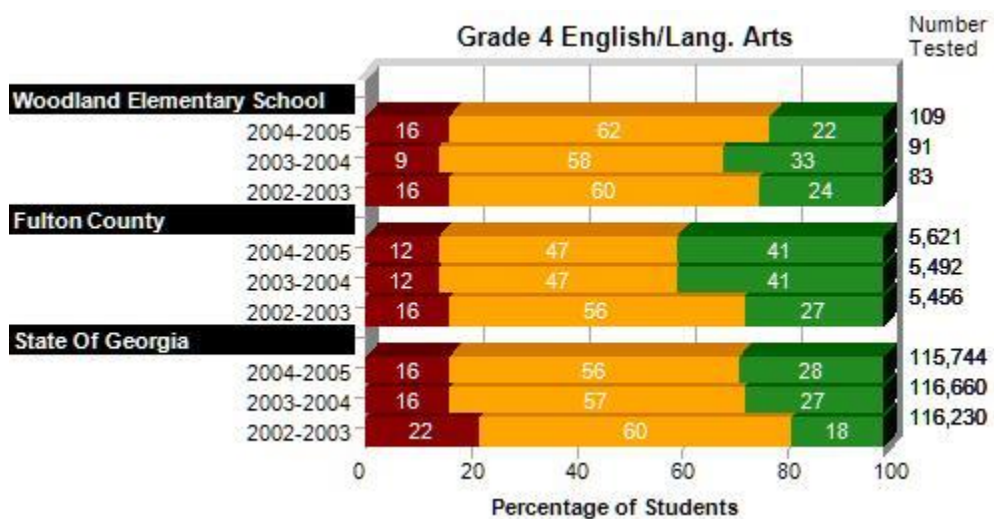
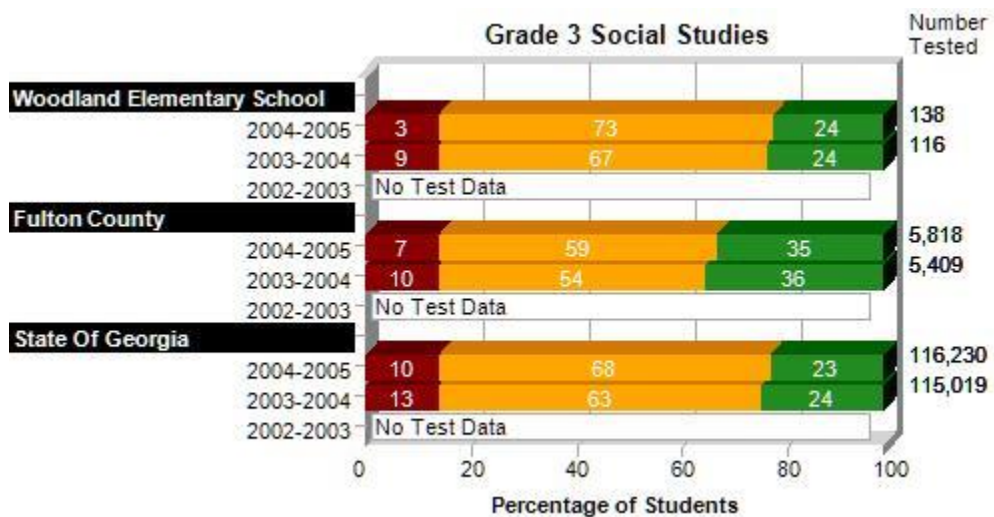
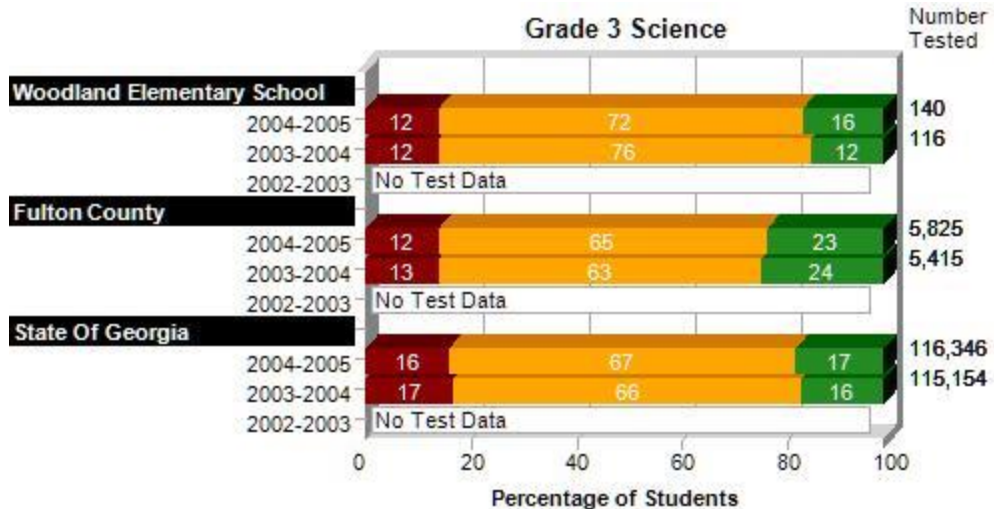
Did the school have an independent audit for the fiscal year ending June 30th, 2005? Yes

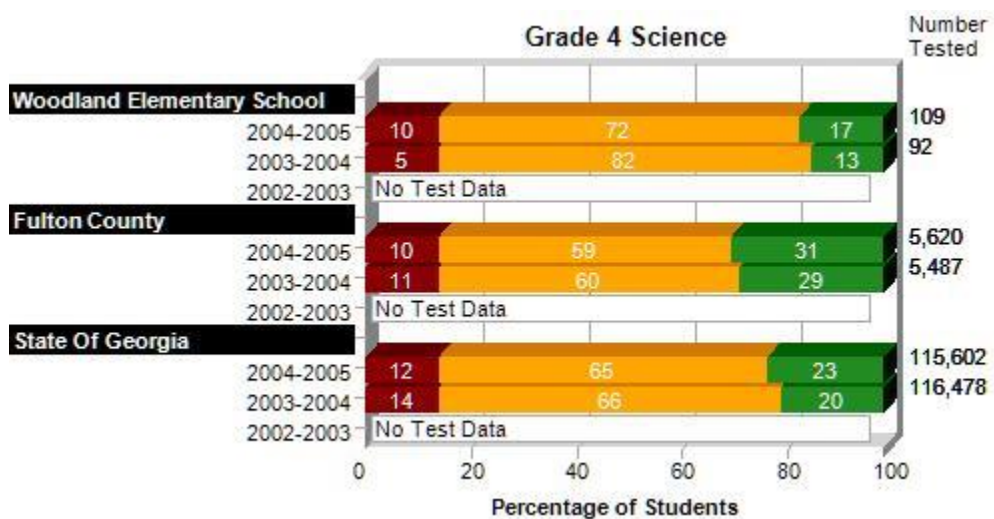
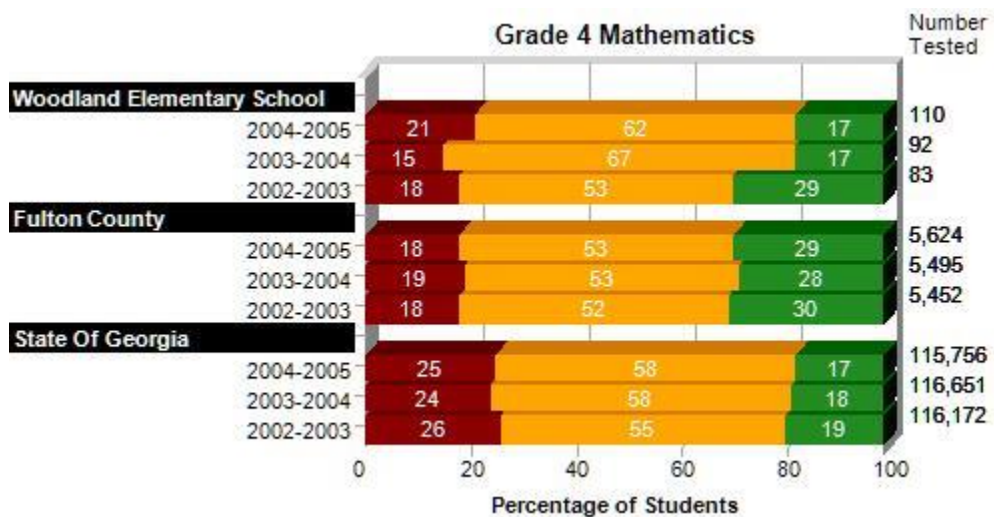
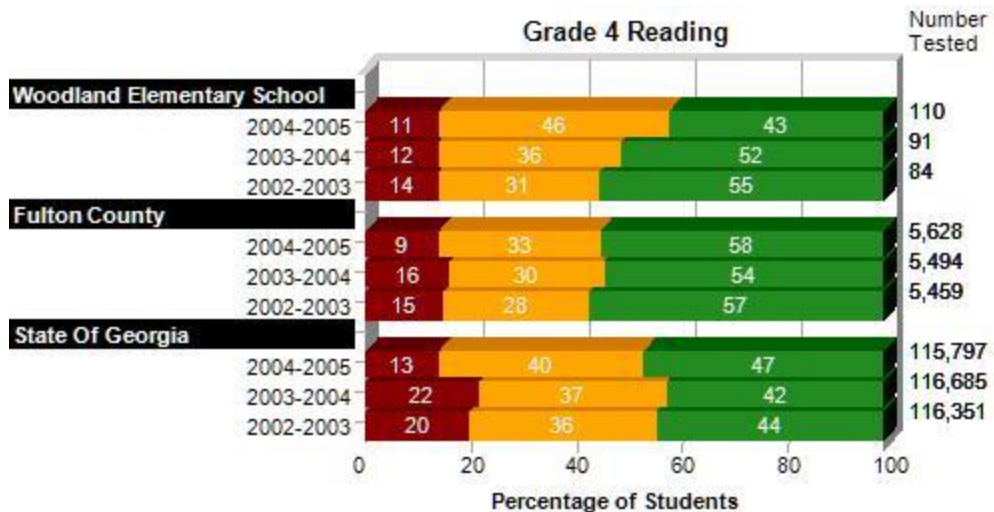
Were there any findings from this audit? No

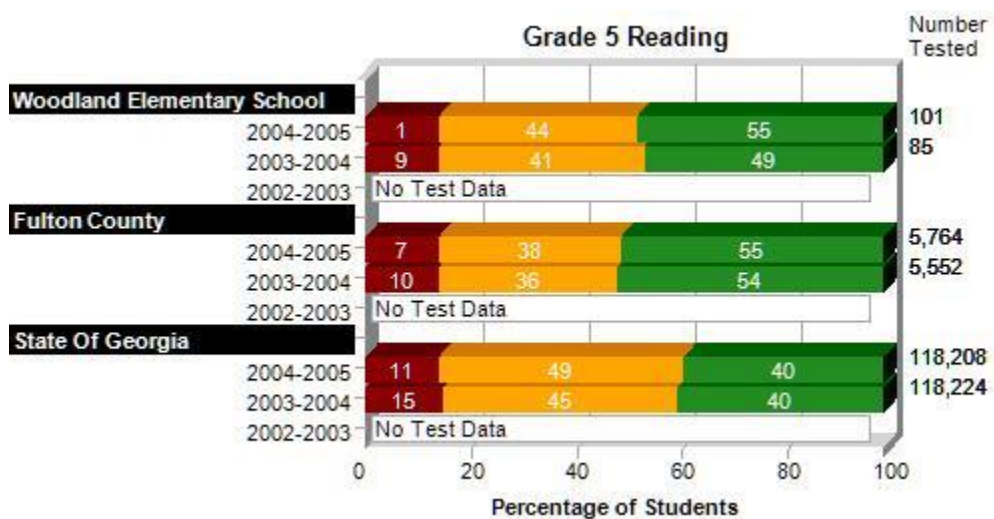
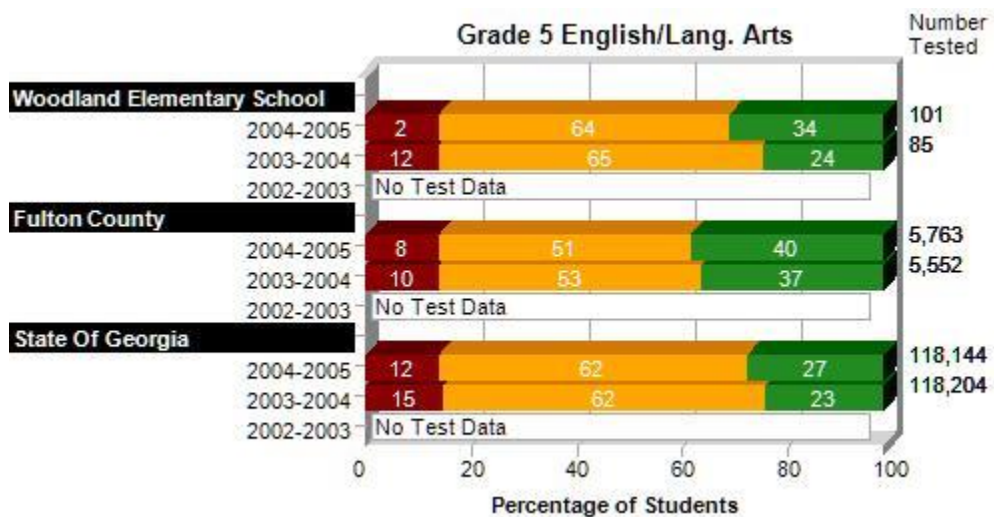
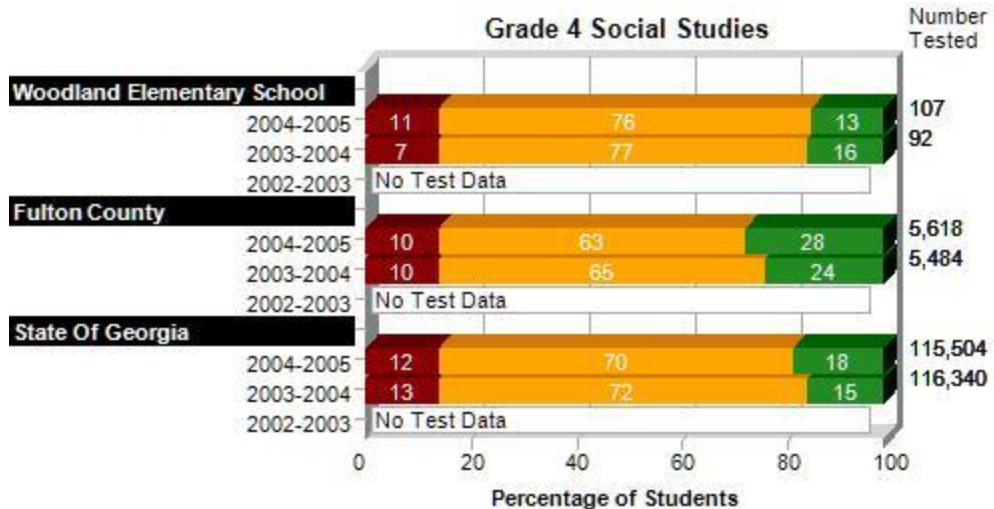


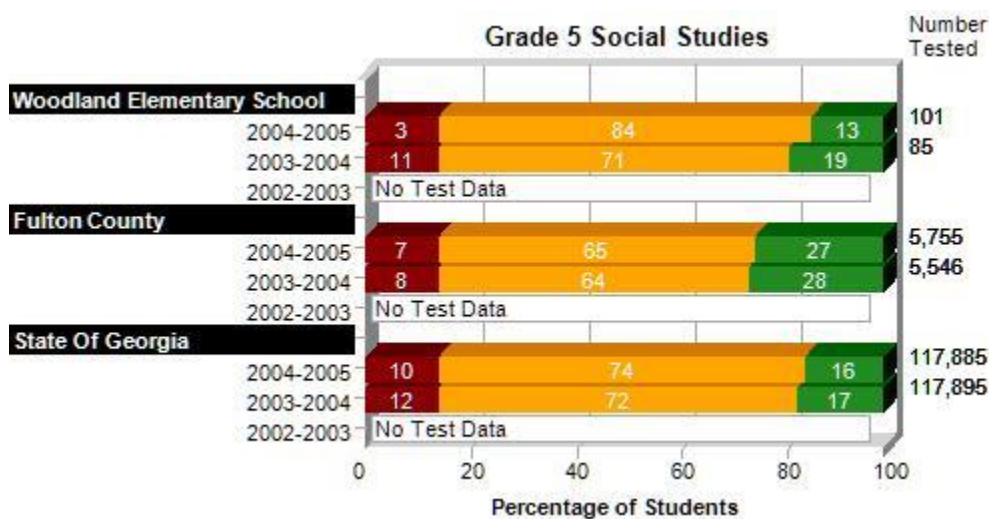
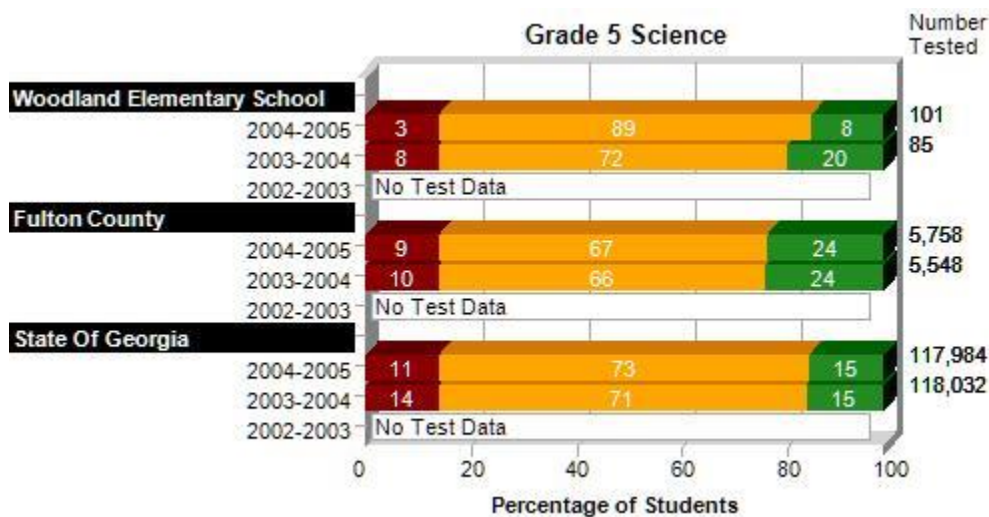
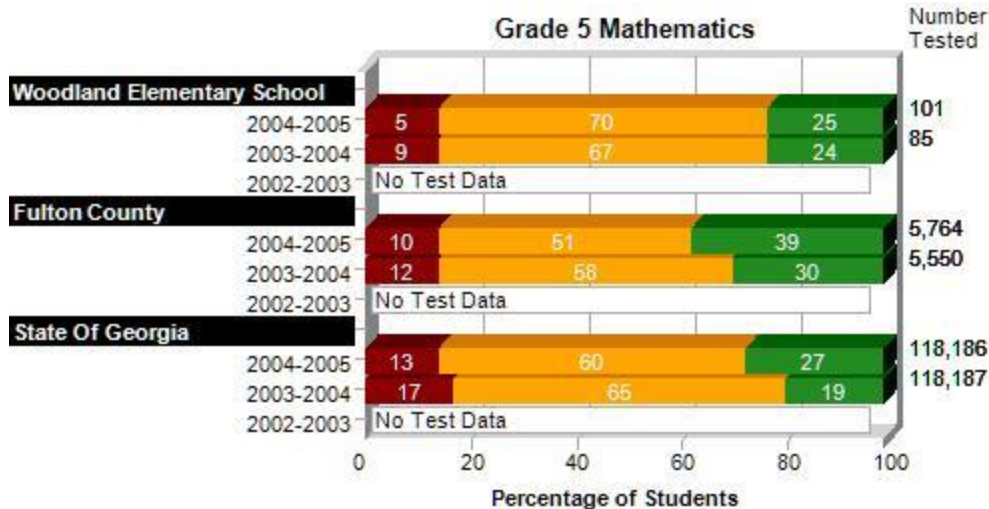












Endnote: Academy of Lithonia (DeKalb County)

The Academy of Lithonia was not included in the body of this report due to an ongoing legal dispute regarding the school's status. During the 2004-2005 school year, the Academy of Lithonia did make AYP. The school has submitted a petition for renewal, which was approved at the local level, and is now currently under Departmental evaluation.