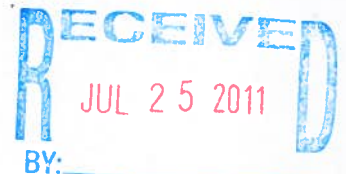


CHARTER FOR BARROW COUNTY SCHOOLS



This Charter for Barrow County Schools ("Charter") is entered into by the Barrow County Board of Education ("Local Board") and the State Board of Education ("State Board") (collectively referred to as "the parties").

WHEREAS, the Local Board approved the petition proposing to establish a charter system pursuant to O.C.G.A. § 20-2-2060 *et seq.*, the Charter Schools Act of 1998 ("Charter Schools Act");

WHEREAS, the State Board finds that the petition complies with the provisions of the Charter Schools Act, and the rules, regulations, policies and procedures promulgated in accordance with O.C.G.A. § 20-2-2063 and further finds that the petition is in the public interest and promotes school level governance; and,

WHEREAS, pursuant to O.C.G.A. § 20-2-2063.2, the State Board grants this Charter to permit the Local Board to establish a charter system as defined in O.C.G.A. § 20-2-2062 ("Charter System") in accordance with the terms and conditions of this Charter.

NOW THEREFORE, in consideration of the promises, mutual agreements, and covenants contained herein and other good and valuable consideration, the sufficiency of which is hereby acknowledged, the parties agree as follows:

1. Charter Term. The State Board grants this Charter to the Local Board to operate a Charter System for a 5-year term beginning on July 1, 2011, and expiring on June 30, 2016.
2. Responsibility. The Local Board shall ultimately be responsible for all duties to be performed by the Charter System and the schools within the Charter System ("System Charter Schools") under this Charter.
3. System Charter Schools. The Charter System shall consist of the following schools:
 - a. Auburn Elementary
 - b. Bethlehem Elementary
 - c. Bramlett Elementary
 - d. County Line Elementary
 - e. Holsenbeck Elementary
 - f. Kennedy Elementary
 - g. Statham Elementary
 - h. Yargo Elementary
 - i. Haymon-Morris Middle
 - j. Russell Middle
 - k. Westside Middle
 - l. Winder-Barrow Middle
 - m. Apalachee High
 - n. Winder-Barrow High
 - o. Barrow County College and Career Preparatory

4. Mission Statement. The Charter System mission is “to provide all students quality educational opportunities that enable them to become successful, responsible and contributing citizens”.
5. Essential Innovative Features. The Charter System shall implement, but is not limited to, the following innovations:
 - a. Integration of 21st century literacy skills at all grade levels (i.e. using school governance teams to determine, create , implement and assess the most effective path to achieve goals);
 - b. Modification of class schedules, seat time, course time and personnel to create learning environments that meet the needs of students in each school;
 - c. Creation of a Career Academy utilizing technology enriched instruction, with college and career pathways, through partnerships with local post secondary institutions (i.e., Lanier Technical Institute, Gainesville State, Gwinnett Technical Institute and Athens Technical Institute;
 - d. Revision of the evaluation system to reflect system goals and mission;
 - e. Increased effectiveness in the use of community partnerships (i.e., school governance teams, and local businesses);
 - f. Resource management (i.e., using school governance teams to set budget priorities); and,
 - g. Promoting school mission, vision, and brand throughout the community.
6. Broad Flexibility Allowed by Law. In exchange for the Charter System’s agreement to meet or exceed the performance-based goals and measurable objectives set forth in Section 7 below, the State Board shall grant the broad flexibility allowed by law to the Charter System. Pursuant to O.C.G.A. § 20-2-2065(a), the Charter System shall be entitled to the broad flexibility allowed by state law from the provisions of Title 20 of the Official Code of Georgia Annotated and from any state or local rule, regulation, policy, or procedure established by the Local Board, State Board or the Georgia Department of Education (“Department”). Notwithstanding this broad flexibility, the Charter System and each System Charter School shall comply with the terms of this Charter, the Charter Schools Act, including the provisions set forth in Section 15 below, and any rules, regulations, policies, or procedures established by the State Board consistent with the Charter Schools Act.
7. Performance-based Goals and Measurable Objectives. In exchange for the flexibility granted in Section 6 above, the Charter System agrees to meet or exceed the performance-based goals and measurable objectives that are designed to result in improvement of student achievement as set forth in the Appendix A attached to this Charter.
8. Assessment and Accountability. Notwithstanding Sections 6 and 7 above, each System Charter School is subject to all accountability and assessment requirements set forth within Title 20 of the Official Code of Georgia Annotated and any corresponding State Board Rules, including but not limited to the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41. The System Charter Schools are also subject to all federal accountability requirements under No Child Left Behind.

9. Annual Report. The Charter System shall submit an annual report by October 1 of each year following the first year of operation that complies with all requirements set forth in O.C.G.A. § 20-2-2067.1(c), including but not limited to an indication of the Charter System's progress towards the goals and objectives stated in Section 7 above and all state-mandated assessment and accountability scores from the previous year.
10. Open Enrollment and Admissions. The Charter System shall enroll students in its System Charter Schools per the terms of this Charter and in accordance with State Board rules. Each System Charter School shall comply with the open enrollment and admissions provisions set forth in O.C.G.A. § 20-2-2066(b.1). Enrollment shall be open to any student in accordance with the following criteria:
 - a. Attendance Zone. Enrollment shall be open to any student who resides within the attendance zone. The attendance zone for each System Charter School shall be the existing attendance zones determined by the Barrow County School System.
 - b. Admissions. System Charter Schools may not use admissions criteria or applications that would not otherwise be used at a traditional public school. System Charter Schools may use applications for the purpose of verifying students' residence within the System Charter School's attendance zone. System Charter Schools may gather supplemental information from students after enrollment is determined.
 - c. Random Lottery. If the number of timely applicants who reside in the attendance zone does not exceed the capacity of the System Charter School, the System Charter School shall allow students from outside the attendance zone an equal opportunity to enroll through the use of a random lottery process.
11. Withdrawal without Penalty. The Charter System and each System Charter School shall comply with the provisions of O.C.G.A. § 20-2-2066(d) for withdrawing students.
12. State and Federally Mandated Educational Services.
 - a. Students with Disabilities. The Charter System and each System Charter School shall comply with all federal special education laws and regulations, including Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.
 - b. English Language Learners. The Charter System and each System Charter School shall comply with all applicable state and federal laws and regulations relating to the provision of educational services to English Language Learners.
 - c. Supplemental Education. The Charter System and each System Charter School shall provide supplemental education services in required cases pursuant to State Board of Education Rule 160-4-5-.03 and No Child Left Behind.

- d. Remediation. The Charter System and each System Charter School shall provide remediation in required cases pursuant to State Board of Education Rule 160-4-5-.01 and No Child Left Behind.

13. Governance Structure.

- a. Governing Body. Each System Charter School shall utilize a Governing Council as its governing body, which shall operate with the intent and purpose of maximizing school level decision making. The Governing Council shall be responsible for complying with and carrying out the provisions of this Charter, including compliance with all applicable law.
- b. Control and Management by Local Board. The Governing Council at each System Charter School shall be subject to the control and management of the Local Board.
- c. Function. It shall be the function of the Governing Council to maximize school level governance, uphold the Charter System's mission and vision, set policy for the System Charter School, ensure effective organizational planning, and ensure that Performance-based Goals and Measurable Objectives set forth in Section 7 are met.
- d. Decision Making Authority. The decision-making authority of the principal of each System Charter School, the School Governing Council of each System charter School, and the Local Board of Education in personnel decisions; curriculum and instruction; resource allocation; establishing and monitoring the achievement of school improvement goals; and school operations shall be implemented.
- e. Public Meetings. The Governing Council is subject to and shall comply with the Open and Public Meetings Act, O.C.G.A. § 50-14-1 *et seq.* The Governing Council shall conduct regular meetings consistent with principles of transparency and avoidance of actual or apparent conflicts of interest in the governance of the System Charter School.
- f. Public Records. The Governing Council is subject to and shall comply with the Georgia Open Records Act, O.C.G.A. § 50-18-70 *et seq.* The Governing Council shall maintain its adopted policies, budgets, meeting agendas and minutes and shall make such documents available for public inspection.
- g. Conflicts of Interest. The Charter System shall establish a formal policy to prevent and disclose conflicts of interest. Members of the Governing Council and System Charter School employees shall abide by such conflicts of interest policy.
- h. Public Status. The Local Board assures that each System Charter School shall be a public, nonsectarian, nonreligious, nonprofit school organized and operated under the laws of the State of Georgia. The Local Board further assures that the System Charter Schools shall not be home based.

14. Fiscal Control.

- a. Annual Audit. The Charter System and each System Charter School shall be subject to an independent annual financial audit conducted by the Georgia Department of Audits and Accounts as required by law.
- b. Federal Monitoring Requirements. Each System Charter School shall comply with all federal monitoring requirements related to the receipt of federal funds.
- c. Charter School Program Grant Funds Eligibility. In the event the Charter System seeks grant funds under the federal Charter School Program, the Charter System must satisfy all federal eligibility requirements as a prerequisite to applying for and receiving such funds.
- d. Insurance. Prior to opening, the Charter System shall secure adequate insurance coverage, and the Charter System shall maintain such coverage throughout the Charter term in accordance with the laws of the State of Georgia.

15. Compliance with Other Laws, Rules, and Regulations. The Charter System and each System Charter School shall operate in accordance with the United States Constitution, the Constitution of the State of Georgia and all applicable federal, state and local laws that may not be waived pursuant to O.C.G.A. § 20-2-2065, including the following, which are listed by way of example and not by way of limitation.

- a. Civil Rights, Insurance, Health and Safety and Conflicting Interests. The Charter System and each System Charter School shall operate in accordance with all applicable federal, state, and local rules, regulations, court orders and statutes relating to civil rights; insurance; the protection of the physical health and safety of students, employees, and visitors; conflicting interest transactions and the prevention of unlawful conduct.
- b. Unlawful Conduct. The Charter System and each System Charter School shall be subject to all laws relating to unlawful conduct in or near a public school.
- c. Student Conduct and Discipline. The Charter System and each System Charter School shall maintain and implement a written policy regarding student discipline, which policy shall be consistent with due process.
- d. State Board Rules. The Charter System and each System Charter School shall operate in accordance with all State Board Rules promulgated in accordance with O.C.G.A. § 20-2-240 during the term herein that are not subject to any waiver granted in Section 6 above.
- e. Prohibition on Discrimination. The Charter System and each System Charter School shall not discriminate against students on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, marital status, the need for special

educational services or any other characteristic protected by local, state or federal law.

- f. Reporting Requirements. The Charter System and each System Charter School shall be subject to all reporting requirements of O.C.G.A. §§ 20-2-160, 20-2-161(e), 20-2-320 and 20-2-740.
 - g. Tuition. The Charter System and each System Charter School shall not charge tuition or fees to its students except as may be authorized for local boards pursuant to O.C.G.A. § 20-2-133.
 - h. Brief Period of Quiet Reflection. The Charter System and each System Charter School shall comply with O.C.G.A. § 20-2-1050, which requires a brief period of quiet reflection.
 - i. Family Educational Rights and Privacy Act. The Charter System and each System Charter School are subject to all provisions of the federal Family Educational Rights and Privacy Act, 20 U.S.C. § 1232g. In the event a System Charter School closes, it shall transmit all official student records in the manner prescribed by the State Board.
 - j. QBE Formula Earnings. The Charter School acknowledges that criteria used to calculate Quality Basic Education (QBE) funding may not be waived.
16. Employment Matters. The Local Board shall be the employer of all employees of the Charter System and each System Charter School. Employees at each System Charter School shall not be considered employees of the State Board or the Department.
- a. Background Checks. The Charter System or each System Charter School shall adopt background check procedures and shall ensure that all prospective staff members undergo a fingerprinting and background check prior to beginning employment at the System Charter School.
 - b. Teachers' Retirement System. All teachers at each System Charter School shall be members of the Georgia Teachers' Retirement System (TRS) and subject to its requirements. The Charter System or each System Charter School is responsible for making arrangements with TRS and making monthly contributions for its teachers in accordance with state requirements.
17. Record Inspection. Subject to state and federal laws, the Local Board, the State Board, its agents, and the state auditor's office shall have the right to examine and copy all records, reports, documents, and files relating to any activity, program, or student at each System Charter School.
18. Facilities. Each System Charter School shall obtain a Certificate of Occupancy for the facility in which the System Charter School shall be located. Each System Charter School

shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185, which plan shall be submitted to the Georgia Emergency Management Agency.

19. Transportation. The Charter System and each System Charter School shall comply with all applicable laws governing transportation of students.
20. Food Services. The Charter System and each System Charter School shall comply with all applicable laws governing food service for students.
21. Agreements with Local Board. This Charter shall not preclude any System Charter School from entering into an agreement with the Local Board; provided no such agreement supersedes, overrides or conflicts with any provision of this Charter.
22. Termination of Charter.
 - a. Termination Procedures. The parties acknowledge and agree that this Charter may be terminated following the procedures set forth in O.C.G.A. § 20-2-2068 and the accompanying State Board Rule.
 - b. Requests for Termination. The termination of this Charter may be requested by School Governing Council following the procedures set forth in O.C.G.A. § 20-2-2068 (b).
 - c. Termination Grounds. In accordance with Sections 22(a) and (b), the State Board may terminate this Charter based on any of the following grounds:
 - i. The Charter System's failure to comply with any recommendation or direction of the State Board with respect to O.C.G.A. § 20-14-41;
 - ii. The Charter System's failure to adhere to any material term of this Charter, including but not limited to the performance goals set forth in Section 7 above;
 - iii. The Charter System's failure to meet generally accepted standards of fiscal management;
 - iv. The Charter System's violation of applicable federal, state, or local laws, or court orders;
 - v. The Charter System's failure to comply with any provision of O.C.G.A. § 20-2-2065;
 - vi. The existence of conditions that place the health, safety or welfare of students or staff of the Charter System in danger; or

- vii. Other sufficient grounds the State Board finds appropriate to terminate the Charter as a result of evidence presented at the hearing on a request for termination.

23. Suspension.

- a. Pre-Opening Suspension. In the event the Charter System fails to comply with any provision set forth in this Charter that requires compliance prior to the opening of any System Charter School, the conversion to a Charter System may be suspended until a time after all requirements have been fulfilled by the Charter System and as determined by the Department. Suspension shall not result in an extension of the Charter term set forth above in Section 1.
- b. Emergency Suspension. In the event of an emergency, as solely determined by the State Board, the State Board, through a regular or special-called meeting, may suspend the operations of the System as a Charter System until a termination hearing can be conducted, as set forth in O.C.G.A. § 20-2-2068 and the accompanying State Board Rule.

24. Renewal, Non-Renewal and Probationary Status.

- a. Renewal. The Charter may be renewed by agreement of the parties following the procedures set forth in the Charter Schools Act and accompanying State Board Rule.
 - b. Non-Renewal. Any grounds for termination stated in Section 22(c) above also may be grounds for non-renewal. In addition, the State Board may elect not to renew the Charter if the petition for renewal does not comply with the Charter Schools Act and the rules, regulations, policies and procedures promulgated in accordance with the Charter Schools Act or if the State Board deems that the Charter System or a System Charter School has not sufficiently increased student achievement or is no longer in the public interest.
 - c. Probationary Term. In the event the State Board determines that the Charter System has failed to comply with any provision of this Charter, the State Board may elect to grant a renewal for a probationary term, within which term the Charter School must come into compliance satisfactory to the Department.
25. Amendments to Charter. Any material term of this Charter, to be determined by the Department, may be amended in writing upon the approval of the Local Board and the State Board. Any proposed amendment shall be made in accordance with O.C.G.A. § 20-2-2067.1 and the accompanying State Board Rule.
26. Administrative Clarifications. Any request for a clarification to a non-material term of this Charter, to be determined by the Department, shall be submitted in writing to the Department for review. Any non-material term of this Charter may be clarified upon written approval of the State Superintendent of Schools or designee.

27. Non-Agency. Nothing in the Charter shall be construed as creating or constituting the relationship of a partnership, joint venture, (or other association of any kind or agent and principal relationship) between the parties thereto. No party to the Charter has the authority to enter into any contract or create an obligation or liability on behalf of, in the name of, or binding upon another party to the Charter.
28. Delegation. The parties agree and acknowledge that the functions and powers of each party under this contract may be exercised only by each party and may not be delegated to a third party without written agreement by the Local Board and the State Board.
29. Application of Amended Law. This Charter is subject to applicable state and federal laws and shall be deemed amended to reflect applicable changes to those laws upon the effective date of any such change.
30. Non-Waiver. No waiver of any breach of this Charter shall be held as a waiver of any other or subsequent breach.
31. Severability. If any provision of the Charter is determined to be unenforceable or invalid for any reason, the remainder of the Charter shall remain in full force and effect.
32. Governing Law and Venue. This Charter shall be governed by, subject to, and construed under the laws of the State of Georgia. This Charter shall be interpreted in accordance with O.C.G.A. § 20-2-2060 *et seq.*, as amended within the term of this Charter. Any action brought by one party to this Charter against another party shall be brought in the Superior Court of Fulton County.
33. Entire Agreement. This Charter sets forth the entire agreement between the Local Board and the State Board with respect to the subject matter of this Charter. All prior contracts, representations, statements, negotiations, understandings, and undertakings between the Local Board and the State Board are superseded by this Charter. The petition submitted to and approved by the Local Board serves only as the formal application for a Charter System and does not constitute a contract between the State Board and the Local Board. This Charter supersedes any conflicting provision contained in the petition.

Mary Sue Murray, PhD
 Chairperson, STATE BOARD OF EDUCATION

8-11-2011
 (Date)

[Signature]
 Chairperson, BARROW COUNTY SCHOOLS
 BOARD OF EDUCATION

7-21-11
 (Date)

Wanda Creel, Ed.D.
 Superintendent, BARROW COUNTY SCHOOLS

7/19/2011
 (Date)

Appendix to Charter for Barrow County Schools

Appendix A

As a charter system, Barrow County Schools will adopt the following performance goals:

PERFORMANCE-BASED GOALS AND MEASURABLE OBJECTIVES

I. System Academic Goal

Goal: Ensuring high academic achievement for all students.

Measure 1: Increase the percentage of all students in grades 3-5 that meet annual AMOs as measured by the CRCT by at least 2% annually in Reading/ELA and by at least 3% annually in Mathematics. In addition, the percentage of all students in grades 3-5 scoring in the Exceeds category, as measured by the CRCT and the 5 Looks Model, at least 2% annually in Reading/ELA and at least 2% annually in Math.

Measure 2: Increase the percentage of all students in grades 6-8 that meet annual AMOs, as measured by the CRCT, by at least 2% annually in Reading/ELA and by at least 4% annually in Mathematics pursuant to the chart below. In addition, the percentage of all students in grades 6-8 scoring in the Exceeds category, as measured by the CRCT and the 5 Looks Model, will increase by at least 2% annually in Reading/ELA* and at least 2% annually in Math.

Measure 3: Increase the percentage of all 11th grade students that meet the annual AMOs, as measured by the GHSGT, by at least 3% annually in ELA and by at least 6% annually in Mathematics. In addition, the percentage of 11th grade students scoring in the Exceeds category as measured by the GHGST and the 5 Looks Model, will increase by at least 2% annually in ELA and Mathematics.

II. System Organizational Goals

Goal 1: Engaging all stakeholders.

1. Performance Objective: Ensure Effective/Efficient Continuous Improvement Process

Measure 1: Increase the percentage of staff that perceives they are involved in continuous school improvement process, as measured by survey, up to 80% by the end of the initial charter term.

Measure 2: Maintain exemplary district accreditation status with SACS annually.

Measure 3: Maintain Board of Distinction status annually.

2. Performance Objective: Foster a Positive Organizational Culture

Measure 1: Increase the percentage of staff who perceives that they receive quality of school level support, as measured by survey, up to 96% by the end of the initial charter term.

Measure 2: Increase the percentage of staff who perceives that they receive information relevant to their job, as measured by survey, up to 95% by the end of the initial charter term.

Measure 3: Increase the percentage of staff who perceives that they can share ideas and collaborate, as measured by survey, up to 96% by the end of the initial charter term.

Measure 4: Increase the percentage of staff who perceives that they receive quality of Central Office support as measured by survey, up to 92% by the end of the initial charter term.

Measure 5: Increase the percentage of staff that are present at work on a daily basis, as measured by attendance reports in 2010-2011, up to 98% by the end of the initial charter term.

3. Performance Objective: Recruit, Retain, and Train Highly Qualified Staff

Measure 1: Classified personnel will participate annually in 10 hours of continuing education.

Measure 2: Increase the percentage of staff that perceives they receive quality professional learning in high need areas, as measured by survey, up to 97% by the end of the initial charter term.

Measure 3: Increase the percentage of instructional staff that earn at least 1 PLU per year, to 97% by the end of the initial charter term.

Measure 4: Increase the percentage of highly qualified and effective staff that are retained, as measured by the retention rate in 2010-2011, up to 99% by the end of the initial charter term.

4. Performance Objective: Increase Opportunities for Community and Parent Engagement

Measure 1: Increase the number of mentors, as measured by the number of mentors in 2010-2011, up to 307 by the end of the initial charter term.

Measure 2: Increase total number of school-provided and system-provided opportunities for parent engagement, as measured by the number of parent engagement opportunities in 2010-2011, up to 164 by the end of the initial charter term.

5. Performance Objective: Foster Student Engagement

Measure 1: Improve the percentage of students with fewer than 16 absences, as measured by the number of students with more than 16 absences in 2010-2011, up to 96% by the end of the initial charter term.

Measure 2: Increase the percentage of high school students that participate in at least one extra-curricular activity by 3% annually.

Measure 3: Increase the percentage of students in grades 6, 8, 10, and 12 who report liking School, as measured by survey, up to 84% by the end of the initial charter term.

6. Performance Objective: Ensuring a Safe and Conducive Learning Environment

Measure 1: Increase the percentage of students not using marijuana, as measured by the Georgia Student Health Survey II, up to 100% by the end of the initial charter term.

Measure 2: Increase the percentage of students not using tobacco, as measured by the Georgia Student Health Survey II, up to 100% by the end of the initial charter term.

Measure 3: Increase the percentage of students not using alcohol, as measured by the Georgia Student Health Survey II, up to 100% by the end of the initial charter term.

Measure 4: Increase the percentage of students not using other drugs, as measured by the Georgia Student Health Survey II, up to 100% by the end of the initial charter term.

Measure 5: Increase the percentage of students reporting feeling safe at school, as measured by the Georgia Student Health Survey II, up to 100% by the end of the initial charter term.

Measure 6: Increase the percentage of students reporting that they were NOT bullied in the last 30 days, as measured by the Georgia Student Health Survey II, up to 100% by the end of the initial charter term.

7. Performance Objective: Maintain a Physical Environment for Optimal Learning

Measure 1: 100% of schools will have a GEMA approved Emergency Management/Safety Plan.

Measure 2: Increase the Instructional Technology work order efficiency, as measured by the number of days from request to completion, by 2% annually.

Measure 3: Increase the Maintenance work order efficiency, as measured by the number of days from request to completion, by 2% annually.

Measure 4: 100% of Fire Inspection violations will be corrected within 30 days.

Measure 5: Improve the Facility Optimum Appearance score, as measured by the appearance score of 89%, up to 94% by the end of the initial charter

8. Performance Objective: Expand 21st Century Learning Environments

Measure 1: Increase the percent of 21st Century equipped classrooms in every school, as measured by the average number of classrooms per school, by 2% annually.

Measure 2: Increase the percent of classrooms with 21st Century physical environments, as measured by the average number of classrooms per school, by 2% annually.

III. System Financial Goals

1. Performance Objective: Ensure Transparent Fiscal Accountability

Measure 1: Ensure monthly BOE financial reports are posted within 5 days of receipt.

Measure 2: Ensure annual costs of utilities per square ft reports are posted within 5 days of receipt.

Measure 3: Ensure audit reports are posted within 5 days of receipt.

Measure 4: Ensure that Barrow County Schools annual budget is posted within 5 days of release.

2. Performance Objective: Improve Student Support Services

Measure 1: Increase participation in the breakfast program, as measured by the participation rate in 2010-2011, up to 78% by the end of the initial charter term.

Measure 2: Reduce the number of bus suspensions, as measured by the number of suspensions in 2010-2011, down to 350 by the end of the initial charter term.

Measure 3: Increase the percent of on-time bus arrivals as measured by the percentage of on-time arrivals in 2010-2011, 98% by the end of the initial charter term.

Measure 4: Increase participation in the lunch program as measured by the participation rate in 2010-2011, up to 94% by the end of the initial charter term.

As a charter system Barrow County will adopt the following performance goals for each System Charter School:

Auburn Elementary

Goal: Ensuring high academic achievement for all students

Measure 1: Increase the percentage of all students in grades 3-5 that meet annual AMOs as measured by the CRCT, by at least 1.3% annually in Reading/ELA and by at least 2.3% annually in Mathematics pursuant to the chart below.

Measure 2: Increase the percentage of all students in grades 3-5 scoring in the Exceeds category, as measured by the CRCT and the 5 Looks Model, will increase at least 2 % annually in Reading, 1.9% annually in ELA and at least 2% annually in Math.

<u>Name of Goals and Performance Measures</u>	<u>Benchmark 2010</u>	<u>Target Year 1</u>	<u>Target Year 2</u>	<u>Target Year 3</u>	<u>Target Year 4</u>	<u>Target Year 5</u>
Auburn Elementary						
<u>Grade 3-5 CRCT Reading % Meets</u>	95.7%	97%	99%	100%	100%	100%
<u>Grade 3-5 CRCT Mathematics % Meets</u>	85.7%	88%	92%	100%	100%	100%
<u>Grade 3-5 CRCT ELA % Meets</u>	90.6%	93%	95%	100%	100%	100%
<u>Grade 3-5 CRCT Reading % Exceeds</u>	21.9%	24%	26%	28%	30%	32%
<u>Grade 3-5 CRCT Mathematics % Exceeds</u>	25.5%	27%	29%	31%	33%	35%
<u>Grade 3-5 CRCT ELA % Exceeds</u>	29.2%	31%	33%	35%	37%	39%
5 Looks Overall Score	25	27	29	31	33	35

Bethlehem Elementary

Goal: Ensuring high academic achievement for all students

Measure 1: Increase the percentage of all students in grades 3-5 that meet annual AMOs as measured by the CRCT and the 5 Looks Model, by at least 1.7 % annually in Reading, by at least 3% in ELA and by at least 8% annually in Mathematics pursuant to the chart below.

Measure 2: Increase the percentage of all students in grades 3-5 scoring in the Exceeds category, as measured by the CRCT and the 5 Looks Model, will increase at least 2 % annually in Reading, 1.9% annually in ELA and at least 2% annually in Math.

<u>Name of Goals and Performance Measures</u>	<u>Benchmark 2010</u>	<u>Target Year 1</u>	<u>Target Year 2</u>	<u>Target Year 3</u>	<u>Target Year 4</u>	<u>Target Year 5</u>
Bethlehem Elementary						
<u>Grade 3-5 CRCT Reading % Meets</u>	94.3%	96%	98%	100%	100%	100%
<u>Grade 3-5 CRCT Mathematics % Meets</u>	74.2%	84%	92%	100%	100%	100%
<u>Grade 3-5 CRCT ELA % Meets</u>	88.0%	92%	95%	100%	100%	100%
<u>Grade 3-5 CRCT Reading % Exceeds</u>	30.0%	32%	34%	36%	38%	40%
<u>Grade 3-5 CRCT Mathematics % Exceeds</u>	29.2%	31%	33%	35%	37%	39%
<u>Grade 3-5 CRCT ELA % Exceeds</u>	28.0%	30%	32%	34%	36%	38%
5 Looks Overall Score	24	26	28	30	32	34

Bramlett Elementary

Goal: Ensuring high academic achievement for all students

Measure 1: Increase the percentage of all students in grades 3-5 that meet annual AMOs as measured by the CRCT and the 5 Looks Model, by at least 1.9 % annually in Reading, by at least 2.9% in ELA and by at least 3.8% annually in Mathematics pursuant to the chart below.

Measure 2: Increase the percentage of all students in grades 3-5 scoring in the Exceeds category as measured by the CRCT and the 5 Looks Model, will increase at least 1.9% annually in Reading, 2.4% annually in ELA and at least 1.3% annually in Math.

<u>Name of Goals and Performance Measures</u>	<u>Benchmark 2010</u>	<u>Target Year 1</u>	<u>Target Year 2</u>	<u>Target Year 3</u>	<u>Target Year 4</u>	<u>Target Year 5</u>
<u>Bramlett Elementary</u>						
<u>Grade 3-5 CRCT Reading % Meets</u>	<u>94.1%</u>	<u>96%</u>	<u>98%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>Grade 3-5 CRCT Mathematics % Meets</u>	<u>88.2%</u>	<u>92%</u>	<u>95%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>Grade 3-5 CRCT ELA % Meets</u>	<u>91.1%</u>	<u>94%</u>	<u>96%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>Grade 3-5 CRCT Reading % Exceeds</u>	<u>31.7%</u>	<u>33%</u>	<u>35%</u>	<u>37%</u>	<u>39%</u>	<u>41%</u>
<u>Grade 3-5 CRCT Mathematics % Exceeds</u>	<u>33.7%</u>	<u>35%</u>	<u>37%</u>	<u>39%</u>	<u>41%</u>	<u>43%</u>
<u>Grade 3-5 CRCT ELA % Exceeds</u>	<u>29.6%</u>	<u>32%</u>	<u>34%</u>	<u>36%</u>	<u>38%</u>	<u>40%</u>
<u>5 Looks Overall Score</u>	<u>26</u>	<u>28</u>	<u>30</u>	<u>32</u>	<u>34</u>	<u>36</u>

County Line Elementary

Goal: Ensuring high academic achievement for all students

Measure 1: Increase the percentage of all students in grades 3-5 that meet annual AMOs as measured by the CRCT and the 5 Looks Model, by at least 1.2 % annually in Reading, by at least 2.5% in ELA and by at least 3.1% annually in Mathematics pursuant to the chart below.

Measure 2: Increase the percentage of all students in grades 3-5 scoring in the Exceeds category as measured by the CRCT and the 5 Looks Model by at least 1.9 % annually in Reading, 1.5% annually in ELA and at least 1.6% annually in Math.

<u>Name of Goals and Performance Measures</u>	<u>Benchmark 2010</u>	<u>Target Year 1</u>	<u>Target Year 2</u>	<u>Target Year 3</u>	<u>Target Year 4</u>	<u>Target Year 5</u>
<u>County Line Elementary</u>						
<u>Grade 3-5 CRCT Reading % Meets</u>	<u>92.8%</u>	<u>94%</u>	<u>96%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>Grade 3-5 CRCT Mathematics % Meets</u>	<u>81.9%</u>	<u>85%</u>	<u>92%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>Grade 3-5 CRCT ELA % Meets</u>	<u>86.5%</u>	<u>89%</u>	<u>94%</u>	<u>100%</u>	<u>100%</u>	<u>100%</u>
<u>Grade 3-5 CRCT Reading % Exceeds</u>	<u>24.1%</u>	<u>26%</u>	<u>28%</u>	<u>30%</u>	<u>32%</u>	<u>34%</u>
<u>Grade 3-5 CRCT Mathematics % Exceeds</u>	<u>28.4%</u>	<u>30%</u>	<u>32%</u>	<u>34%</u>	<u>36%</u>	<u>38%</u>
<u>Grade 3-5 CRCT ELA % Exceeds</u>	<u>20.5%</u>	<u>22%</u>	<u>24%</u>	<u>26%</u>	<u>28%</u>	<u>30%</u>
<u>5 Looks Overall Score</u>	<u>24</u>	<u>26</u>	<u>28</u>	<u>30</u>	<u>32</u>	<u>34</u>

Holsenbeck Elementary

Goal: Ensuring high academic achievement for all students

Measure 1: Increase the percentage of all students in grades 3-5 that meet annual AMOs as measured by the CRCT and the 5 Looks Model, by at least 1.6 % annually in Reading, by at least 2% in ELA and by at least 4% annually in Mathematics pursuant to the chart below.

Measure 2: Increase the percentage of all students in grades 3-5 scoring in the Exceeds category as measured by the CRCT and the 5 Looks Model by at least 1.7% annually in Reading, 1.2% annually in ELA and at least 1.9% annually in Math.

<u>Name of Goals and Performance Measures</u>	<u>Benchmark 2010</u>	<u>Target Year1</u>	<u>Target Year 2</u>	<u>Target Year 3</u>	<u>Target Year 4</u>	<u>Target Year 5</u>
Holsenbeck Elementary						
Grade 3-5 CRCT Reading % Meets	93.4%	95%	97%	100%	100%	100%
Grade 3-5 CRCT Mathematics % Meets	83.9%	88%	92%	100%	100%	100%
Grade 3-5 CRCT ELA % Meets	89.0%	93%	95%	100%	100%	100%
Grade 3-5 CRCT Reading % Exceeds	26.3%	28%	30%	32%	34%	36%
Grade 3-5 CRCT Mathematics % Exceeds	29.1%	31%	33%	35%	37%	39%
Grade 3-5 CRCT ELA % Exceeds	28.8%	30%	32%	34%	36%	38%
5 Looks Overall Score	22	24	26	28	30	32

Kennedy Elementary

Goal: Ensuring high academic achievement for all students

Measure 1: Increase the percentage of all students in grades 3-5 that meet annual AMOs as measured by the CRCT and the 5 Looks Model, by at least 1.1 % annually in Reading, by at least 2.8% in ELA and by at least 3.2% annually in Mathematics pursuant to the chart below.

Measure 2: Increase the percentage of all students in grades 3-5 scoring in the Exceeds category as measured by the CRCT and the 5 Looks Model by at least 1.8% annually in Reading, 2% annually in ELA and at least 2% annually in Math.

<u>Name of Goals and Performance Measures</u>	<u>Benchmark 2010</u>	<u>Target Year1</u>	<u>Target Year 2</u>	<u>Target Year 3</u>	<u>Target Year 4</u>	<u>Target Year 5</u>
Kennedy Elementary						
Grade 3-5 CRCT Reading % Meets	96.9%	98%	99%	100%	100%	100%
Grade 3-5 CRCT Mathematics % Meets	85.8%	89%	92%	100%	100%	100%
Grade 3-5 CRCT ELA % Meets	91.2%	94%	97%	100%	100%	100%
Grade 3-5 CRCT Reading % Exceeds	26.2%	28%	30%	32%	34%	36%
Grade 3-5 CRCT Mathematics % Exceeds	32.7%	35%	37%	39%	41%	43%
Grade 3-5 CRCT ELA % Exceeds	32.7%	35%	37%	39%	41%	43%
5 Looks Overall Score	29	31	33	35	36	36

Staham Elementary

Goal: Ensuring high academic achievement for all students

Measure 1: Increase the percentage of all students in grades 3-5 that meet annual AMOs as measured by the CRCT and the 5 Looks Model, by at least 1.4 % annually in Reading, by at least 2.7% in ELA and by at least 4% annually in Mathematics pursuant to the chart below.

Measure 2: Increase the percentage of all students in grades 3-5 scoring in the Exceeds category as measured by the CRCT and the 5 Looks Model by at least 2 % annually in Reading, 1.7% annually in ELA and at least 1.1% annually in Math.

<u>Name of Goals and Performance Measures</u>	<u>Benchmark 2010</u>	<u>Target Year 1</u>	<u>Target Year 2</u>	<u>Target Year 3</u>	<u>Target Year 4</u>	<u>Target Year 5</u>
Staham Elementary						
Grade 3-5 CRCT Reading % Meets	92.6%	94%	96%	100%	100%	100%
Grade 3-5 CRCT Mathematics % Meets	80.0%	84%	92%	100%	100%	100%
Grade 3-5 CRCT ELA % Meets	86.3%	89%	93%	100%	100%	100%
Grade 3-5 CRCT Reading % Exceeds	22.0%	24%	26%	28%	30%	32%
Grade 3-5 CRCT Mathematics % Exceeds	32.9%	34%	36%	38%	40%	42%
Grade 3-5 CRCT ELA % Exceeds	20.3%	22%	24%	26%	28%	30%
5 Looks Overall Score	24	26	28	30	32	34

Yargo Elementary

Goal: Ensuring high academic achievement for all students

Measure 1: Increase the percentage of all students in grades 3-5 that meet annual AMOs as measured by the CRCT and the 5 Looks Model, by at least 1.4 % annually in Reading, by at least 1.7% in ELA and by at least 2.1% annually in Mathematics pursuant to the chart below.

Measure 2: Increase the percentage of all students in grades 3-5 scoring in the Exceeds category as measured by the CRCT and the 5 Looks Model by at least 1.7 % annually in Reading, 1.1% annually in ELA and at least 1.6% annually in Math.

<u>Name of Goals and Performance Measures</u>	<u>Benchmark 2010</u>	<u>Target Year 1</u>	<u>Target Year 2</u>	<u>Target Year 3</u>	<u>Target Year 4</u>	<u>Target Year 5</u>
Yargo Elementary						
Grade 3-5 CRCT Reading % Meets	95.6%	97%	99%	100%	100%	100%
Grade 3-5 CRCT Mathematics % Meets	89.9%	92%	95%	100%	100%	100%
Grade 3-5 CRCT ELA % Meets	93.3%	95%	97%	100%	100%	100%
Grade 3-5 CRCT Reading % Exceeds	31.3%	33%	35%	37%	39%	41%
Grade 3-5 CRCT Mathematics % Exceeds	39.4%	41%	43%	45%	47%	49%
Grade 3-5 CRCT ELA % Exceeds	38.9%	40%	42%	44%	46%	48%
5 Looks Overall Score	30	32	34	36	36	36

Haymon-Morris Middle

Goal: Ensuring high academic achievement for all students

Measure 1: Increase the percentage of all students in grades 6-8 that meet annual AMOs as measured by the CRCT and the 5 Looks Model, by at least 1 % annually in Reading, by at least 1% in ELA and by at least 2.4% annually in Mathematics pursuant to the chart below.

Measure 2: Increase the percentage of all students in grades 6-8 scoring in the Exceeds category as measured by the CRCT and the 5 Looks Model by at least 1.8 % annually in Reading, 2% annually in ELA and at least 1.9% annually in Math.

<u>Name of Goals and Performance Measures</u>	<u>Benchmark 2010</u>	<u>Target Year1</u>	<u>Target Year 2</u>	<u>Target Year 3</u>	<u>Target Year 4</u>	<u>Target Year 5</u>
Haymon-Morris Middle						
Grade 6-8 CRCT Reading % Meets	95.4%	97%	99%	100%	100%	100%
Grade 6-8 CRCT Mathematics % Meets	90.6%	93%	96%	100%	100%	100%
Grade 6-8 CRCT ELA % Meets	95.5%	97%	99%	100%	100%	100%
Grade 6-8 CRCT Reading % Exceeds	27.2%	29%	31%	33%	35%	37%
Grade 6-8 CRCT Mathematics % Exceeds	23.1%	25%	27%	29%	31%	33%
Grade 6-8 CRCT ELA % Exceeds	35.0%	37%	39%	41%	43%	45%
5 Looks Overall Score	28	30	32	34	36	36

Russell Middle

Goal: Ensuring high academic achievement for all students

Measure 1: Increase the percentage of all students in grades 6-8 that meet annual AMOs as measured by the CRCT and the 5 Looks Model, by at least 1.5 % annually in Reading, by at least 2.8% in ELA and by at least 2.1% annually in Mathematics pursuant to the chart below.

Measure 2: Increase the percentage of all students in grades 6-8 scoring in the Exceeds category as measured by the CRCT and the 5 Looks Model by at least 1.6 % annually in Reading, 1.9% annually in ELA and at least 2% annually in Math.

<u>Name of Goals and Performance Measures</u>	<u>Benchmark 2010</u>	<u>Target Year1</u>	<u>Target Year 2</u>	<u>Target Year 3</u>	<u>Target Year 4</u>	<u>Target Year 5</u>
Russell Middle School						
Grade 6-8 CRCT Reading % Meets	92.5%	94%	97%	100%	100%	100%
Grade 6-8 CRCT Mathematics % Meets	83.9%	86%	92%	100%	100%	100%
Grade 6-8 CRCT ELA % Meets	91.2%	94%	97%	100%	100%	100%
Grade 6-8 CRCT Reading % Exceeds	26.4%	28%	30%	32%	34%	36%
Grade 6-8 CRCT Mathematics % Exceeds	21.0%	23%	25%	27%	29%	31%
Grade 6-8 CRCT ELA % Exceeds	27.1%	29%	31%	33%	35%	37%
5 Looks Overall Score	24	26	28	30	32	34

Westside Middle

Goal: Ensuring high academic achievement for all students

Measure 1: Increase the percentage of all students in grades 6-8 that meet annual AMOs as measured by the CRCT and the 5 Looks Model, by at least 1% annually in Reading, by at least 1.8% in ELA and by at least 3% annually in Mathematics pursuant to the chart below.

Measure 2: Increase the percentage of all students in grades 6-8 scoring in the Exceeds category as measured by the CRCT and the 5 Looks Model, by at least 1.7 % annually in Reading, 1.4 % annually in ELA and at least 1.2% annually in Math.

<u>Name of Goals and Performance Measures</u>	<u>Benchmark 2010</u>	<u>Target Year 1</u>	<u>Target Year 2</u>	<u>Target Year 3</u>	<u>Target Year 4</u>	<u>Target Year 5</u>
Westside Middle School						
Grade 6-8 CRCT Reading % Meets	93.8%	97%	99%	100%	100%	100%
Grade 6-8 CRCT Mathematics % Meets	87.9%	92%	95%	100%	100%	100%
Grade 6-8 CRCT ELA % Meets	94.2%	96%	98%	100%	100%	100%
Grade 6-8 CRCT Reading % Exceeds	29.3%	31%	33%	35%	37%	39%
Grade 6-8 CRCT Mathematics % Exceeds	28.8%	30%	32%	34%	36%	38%
Grade 6-8 CRCT ELA % Exceeds	34.6%	36%	38%	40%	42%	44%
5 Looks Overall Score	28	30	32	34	36	36

Winder-Barrow Middle School

Goal: Ensuring high academic achievement for all students

Measure 1: Increase the percentage of all students in grades 6-8 that meet annual AMOs as measured by the CRCT and the 5 Looks Model, by at least 1.6 % annually in Reading, by at least 2% in ELA and by at least 2.2% annually in Mathematics pursuant to the chart below.

Measure 2: Increase the percentage of all students in grades 6-8 scoring in the Exceeds category as measured by the CRCT and the 5 Looks Model, by at least 1.8 % annually in Reading, 1.8% annually in ELA and at least 1.9 % annually in Math.

<u>Name of Goals and Performance Measures</u>	<u>Benchmark 2010</u>	<u>Target Year 1</u>	<u>Target Year 2</u>	<u>Target Year 3</u>	<u>Target Year 4</u>	<u>Target Year 5</u>
Winder-Barrow Middle School						
Grade 6-8 CRCT Reading % Meets	93.4%	95%	98%	100%	100%	100%
Grade 6-8 CRCT Mathematics % Meets	80.8%	83%	92%	100%	100%	100%
Grade 6-8 CRCT ELA % Meets	92.7%	95%	97%	100%	100%	100%
Grade 6-8 CRCT Reading % Exceeds	26.2%	28%	30%	32%	34%	36%
Grade 6-8 CRCT Mathematics % Exceeds	16.1%	18%	20%	22%	24%	26%
Grade 6-8 CRCT ELA % Exceeds	28.2%	30%	32%	34%	36%	38%
5 Looks Overall Score	24	26	28	30	32	34

Apalachee High

Goal: Ensuring high academic achievement for all students

Measure 1: Increase the percentage of all 11th grade students that meet the annual AMOs as measured by the GHSGT by at least 3% annually in ELA and by at least 6% annually in Mathematics.

Measure 2: Increase the percentage of 11th grade students scoring in the Exceeds category as measured by the GHGST and the 5 Looks Model, by at least 1% annually in ELA and 1.4% annually in Mathematics.

<u>Name of Goals and Performance Measures</u>	<u>Benchmark 2010</u>	<u>Target Year 1</u>	<u>Target Year 2</u>	<u>Target Year 3</u>	<u>Target Year 4</u>	<u>Target Year 5</u>
Apalachee High School						
Grade 11 GHSGT English Language Arts % Meets	85.9%	94%	97%	100%	100%	100%
Grade 11 GHSGT Mathematics % Meets	67.1%	88%	94%	100%	100%	100%
Grade 11 GHSGT English Language Arts % Exceeds	47.9%	49%	51%	53%	55%	57%
Grade 11 GHSGT Mathematics % Exceeds	43.6%	45%	47%	49%	51%	53%
5 Looks Overall Score	16	20	23	26	29	32

Winder-Barrow High

Goal: Ensuring high academic achievement for all students

Measure 1: Increase the percentage of all 11th grade students that meet the annual AMOs as measured by the GHSGT, by at least 3% annually in ELA and by at least 6% annually in Mathematics.

Measure 2: Increase the percentage of 11th grade students scoring in the Exceeds category as measured by the GHGST and the 5 Looks Model by at least 1.8% annually in ELA and 1.9% in annually in Mathematics.

<u>Name of Goals and Performance Measures</u>	<u>Benchmark 2010</u>	<u>Target Year 1</u>	<u>Target Year 2</u>	<u>Target Year 3</u>	<u>Target Year 4</u>	<u>Target Year 5</u>
Winder-Barrow High School						
Grade 11 GHSGT English Language Arts % Meets	85.4%	94%	97%	100%	100%	100%
Grade 11 GHSGT Mathematics % Meets	71.8%	88%	94%	100%	100%	100%
Grade 11 GHSGT English Language Arts % Exceeds	27.2%	29%	31%	33%	35%	37%
Grade 11 GHSGT Mathematics % Exceeds	16.1%	18%	20%	22%	24%	26%
5 Looks Overall Score	19	22	25	28	31	32

Proposed Barrow County College and Career Preparatory

Goal: Improve the Graduation Rate

Measure 1: Increase the percentage of students that graduate from high school as measured by the graduation rate in 2009-2011, up to 100% by the end of the initial charter term.

Measure 2: Decrease the percentage of students that drop out of school as measured by the drop out rate in 2009-2010, down to 2% by the end of the initial charter term.

Goal: Adequately prepare students for post secondary

Measure 1: Increase the percentage of students earning certification upon completion of the end of pathway assessments, up to 81% by the end of the initial charter.