

Selected Characteristics of Charter Schools,
Programs, Students, and Teachers
1997-98

Report I of the Charter Schools Evaluation

Public Schools of North Carolina
North Carolina Department of Public Instruction
Division of Accountability Services
Evaluation Section

December 1998

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Executive Summary: Report Highlights

December 1998

First Year Challenges. The inaugural year of charter schools presented special challenges for the first charter schools in the state. They not only had the usual challenges of starting a charter school, but also had to contend with the implementation of a new charter school “system.” Uncertainties about some legislative provisions, lack of clarity about retirement and insurance options for staff, and other unexpected issues confounded the implementation process for these first charter schools.

ABCs Results. Overall, the charter schools did not fare as well as other public schools on the ABCs results during their first year, although they did exceed the other public schools’ percentage of schools of excellence. However, given the start-up complexities and confusion in many schools, it likely is premature to judge student achievement growth the first year.

School Size and Grade Levels. Charter schools are considerably smaller than other public schools in North Carolina and even smaller than other first-year charter schools in the national study sample. They are more likely to serve a broad range of grade levels. Their class size and student-teacher ratio are smaller than other public schools in the state, in part by design of the mission of many of the charter schools.

Programs and Instruction. Charter schools are extremely diverse in the types of programs and instruction that they choose. Some schools are very structured and focus on direct instruction, while others emphasize experiential/hands-on learning and integrated/authentic instruction. Based on the number of computers available for instructional use reported by charter schools, they have a higher student-computer ratio than other public schools in the state (7.5:1 versus 5:1).

Parent Involvement. While comparisons with other public schools are not available, charter schools report extensive parent involvement. Over half the schools reported that more than half of the parents of their students were actively involved in their children’s learning. Estimates of the number of hours that parents volunteer in schools averaged about 15 minutes per week for each student across all charter schools, although individual school averages ranged from about 70 minutes per week per student to zero.

Governance and Operations. Charter school board size ranged from 3 to 26 members. About half the schools had 10 or fewer members. The most typical positions on charter school boards were parents (76%), community members (64%) and the director (60%). Most schools (70%) indicated that the school director provided the day-to-day management of the school.

Student Ethnicity. Students in North Carolina charter schools are disproportionately Black compared to the 25 LEAs in which they are located, as well as the overall public school state average. All other ethnic groups are under-represented. However, these percentages vary widely among schools; variation in the percent of non-white students ranges from 100 percent of school membership to 3 percent.

Student Gender. The overall charter school membership is comprised of a slightly higher percentage (about 4%) of male students than the state public school membership. The schools with the highest percentage of male students specifically target at-risk students. This finding is consistent with the statewide evaluation of alternative learning programs serving at-risk students; at-risk programs and schools have more male than female students.

Exceptional Children. Charter schools serve proportionately fewer students with disabilities than other public schools (9.5% versus 12.9%). However, many schools did not meet the December 1, 1998 headcount date for disabled students and are serving more disabled students than are reported.

Teacher Salary. Average salaries for charter school teachers are lower than for other public school teachers (\$25,860 versus \$33,129). The range of actual salaries among charter schools is dramatic, from \$6,645 to \$45,717. It is possible that the lower salary may reflect a part-time teacher.

Teacher Licensure Status. The legislation requires that 50 percent of teachers in charter schools with grades 6-12 must be licensed; 75 percent of teachers in grades K-5 must be licensed. Initial analyses indicated that at least a third of charter school teachers across the state were not licensed in 1997-98 and 15 percent had expired licenses. While these data were correct for the point at which information was submitted through the Student Information Management System (SIMS), some variance with school records appears to be due to heavy turnover after the information was submitted through SIMS. Information is being sought from the charter schools for the 1998-99 school year in order to determine the extent to which they currently meet the legislative requirements for licensure.

Charter School Evaluation Reports: Overview

The State Board is directed to review the effectiveness of the charter school approach and report to the Joint Legislative Education Oversight Committee by January 1, 1999 with recommendations to modify, expand, or terminate that approach [115C-238.29I(b)]. Related to this charge, the Department of Public Instruction is directed to evaluate the charter schools, with special emphasis in three areas: academic performance of students compared to their previous year's performance, impact on other public schools, and best or promising practices.

Evaluation of charter schools in North Carolina will include several reports or analyses. These reports will be shared with the State Board of Education as they become available, with a final report due at the December 1998 State Board meeting for approval.

- The first report (the current document) includes descriptive data about the charter schools, their programs, and students. The academic performance of students was addressed in the 1998 ABCs Accountability Model report for the 1997-98 school year; however, those results are also summarized again in an appendix to this report (see Appendix B for a listing of results).
- A second report will address any impact that charter schools have had on other public schools as perceived by the charter school and local education agency (LEA) administrators. Surveys were sent to LEA Superintendents and directors of charter schools asking about their perceptions of the relationship between the charter school and the LEA in which it is located, as well as any perceived impact (positive or negative) on other public schools in the LEA.
- The third report will address case studies of 10 charter schools from the 1997-98 school year. These 10 schools were selected to represent the great diversity found among charter schools. Variables such as purpose/mission, instructional focus, types of students served, and school size were considered in an attempt to look at the diversity among the 10 case study schools. A case study team composed of four members, including a team leader from a university, a DPI representative, a charter school representative, and a representative from other public schools, visited each school. Each team leader will write the individual school case study. A synthesis report of findings and practices across the 10 sites will be presented to the State Board of Education.

This evaluation has been a collaborative effort between the Department of Public Instruction (DPI) and the University of North Carolina. An evaluation team composed of members from both institutions was comprised of staff from the Department's Evaluation Section and the Office of Charter Schools, the General Administration of UNC, and several individual UNC universities (UNC-Chapel Hill, UNC-Greensboro, Fayetteville State University, East Carolina University, and UNC-Charlotte). Numerous other staff in the Department have participated in the evaluation discussions at various times and have offered suggestions and provided data. Different components of the evaluation have been conducted simultaneously by evaluators from the Department of Public Instruction and the University of North Carolina system. University faculty will be primary writers of the second and third reports. A list of the core evaluation team members is included in Appendix A.

Selected Characteristics of Charter Schools, Programs, Students, and Teachers

I. Sources of Data

This report is intended to provide descriptive data about charter schools, instructional programs and students. Data for this report came from existing information currently collected by the Department of Public Instruction for various purposes. Most of these databases include the 34 charter schools that operated during the 1997-98 school year.

A *Charter School Director Survey* was distributed during the summer to the 33 schools going into the 1998-99 school year. All 33 surveys were not returned until early October 1998. Descriptions about reasons for founding the charter school and aspects of programming and services, as well as comments about accomplishments and barriers, came from directors' responses to this survey.

When data are available and relevant, comparisons are made between charter schools and their students and all schools and students in the state. In some cases, data are available from the second year of the national study of charter schools funded by the U.S. Department of Education (*A National Study of Charter Schools – 1998*). While data in the national report are drawn primarily from a national sample of charter schools for the 1996-97 school year, they occasionally provide a reference point for examining issues or characteristics of the charter schools in North Carolina. Thus, selected figures or narrative include national comparisons.

II. Context for Charter Schools in 1997-98

The 1997-98 school year was the inaugural year for charter schools in North Carolina. As evaluation results are presented in various reports, readers should keep in mind that charter schools were in their start-up year. However, these schools not only had the usual start-up issues to contend with, they also were the front-runners for the entire charter school "system" in North Carolina. As such, they also had to contend with a certain lack of clarity as legislative issues were resolved, financing and allocation of funds were initiated, and new reporting systems were put in place. While experiences in other states suggest that there is likely to be a certain level of confusion and frustration in starting any new charter school, the inaugural year of the entire system placed extra burdens on these schools. These burdens will surface in various aspects of the evaluation results.

In fact, information emerging from the case studies (to be presented at the December State Board meeting) that occurred at the beginning of Year 2 shows a dramatic transition from Year 1 to Year 2. Most schools seem to be more organized, have a sense of direction and order. Therefore, the true lessons from charter schools may not be known until they emerge from the "start-up" period.

III. 1997-98 ABCs Results for Charter Schools

The ABCs Accountability results for 24 charter schools are found in Appendix B. Of the 34 charter schools that started the school year, two were high schools only, two were comprised only of grades below grade 3, and six did not have adequate enough students with pre-test scores to participate in the 1997-98 ABCs, leaving 24 charter schools.

Table 1 summarizes the status of these 24 charter schools and compares their results with other public schools in the state. Alternative schools are not included in these numbers.

Table 1. 1997-98 ABCs Results for Charter Schools and the State by ABCs Categories

ABCs Category	All NC Schools		Charter Schools		Other Public Schools	
	Number	Percent	Number	Percent	Number	Percent
Exemplary Growth	1078	64.9	3	12.5	1075	65.7
Expected Growth	306	18.4	2	8.3	304	18.6
Adequate Progress	261	15.7	12	50.0	249	15.2
Low Performing	15	0.9	7	29.2	8	0.5
Violation	1	0.1	NA	NA	1	0.1
All Schools	1661	100.1	24	100.0	1637	100.1
Excellence	24	1.4	2	8.3	22	1.3
Distinguished	290	17.5	3	12.5	287	17.5
Top 25	26	1.6	0	0.0	26	1.6

Observations

- The number of charter schools is small, and one or two schools easily influence the percentages. Charter school performance was generally lower during their inaugural year than other public schools. Judging charter schools too harshly on performance this year may be premature, given the chaos with which some schools opened and the fact that so many issues other than instruction were confronting schools as they started up.
- While almost 83 percent of other public schools made either expected or exemplary growth, only 21 percent of the charter schools made at least expected growth.
- Half the charter schools were “adequate progress” schools (50 percent or more of the students scored at grade level but the school did not meet expected growth) compared to 16 percent of other public schools.
- Over one-fourth of the charter schools were low performing compared to less than one percent of other public schools.
- However, charter schools exceeded the other public schools’ performance in the “excellence” category (90% or more at grade level and made at least expected growth).

IV. School and Organizational Characteristics

Reason for Starting Charter School

Charter school directors were asked why the charter school was created.

Table 2. Reason for Creating the Charter School

Reason or Purpose	Percent Directors
Realize an educational vision	81.8
Engender parent involvement	57.6
Serve a special population	45.5
More autonomy	33.3
Receive public funds	33.3
Other	33.3

Observations

- The primary reason for starting a charter school was to *realize an educational vision* (82%), followed by increasing parent involvement (58%) and serving a special population (46%).
- When asked to designate the *single most important* reason, over half the schools (55%) noted “to realize an educational vision.” One-fourth noted “to serve a special population.”

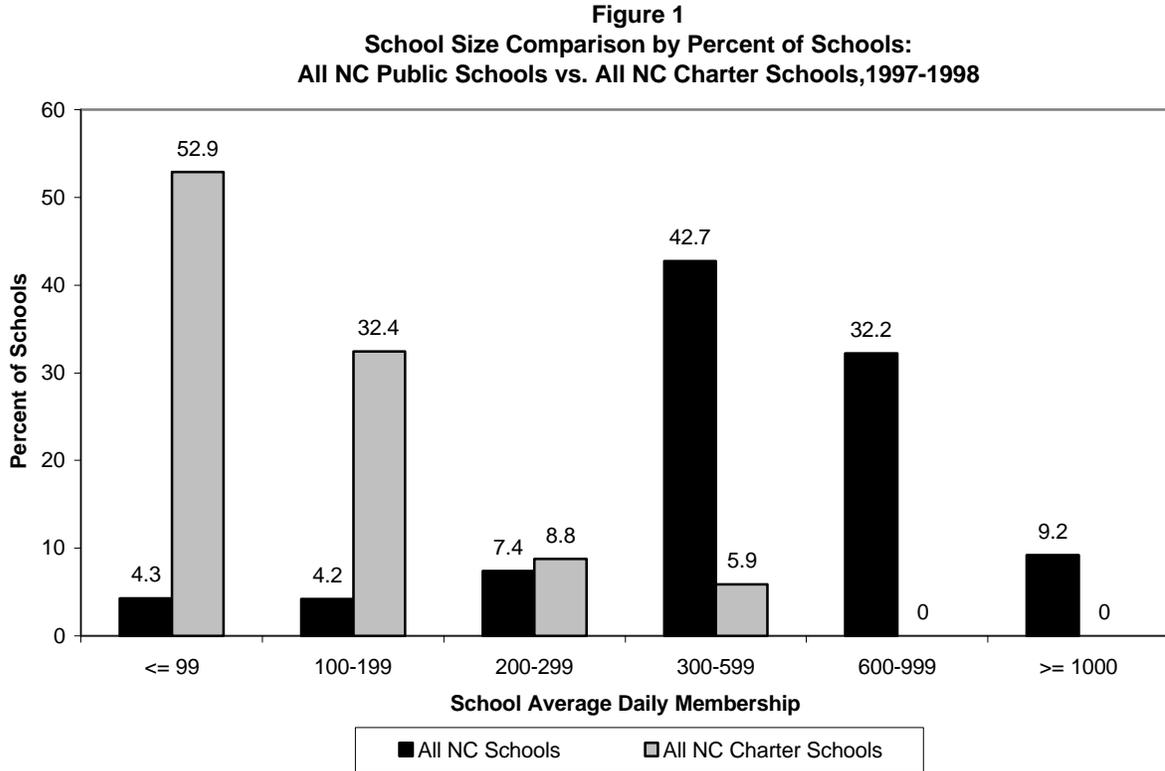
Targeted Students

Directors were asked if they targeted any specific types of students for enrollment and, if so, what they were. Slightly more than one-third of the schools (39%) indicated that they targeted their recruiting toward special groups of students, such as at-risk, handicapped, and/or gifted. When asked about the specific students they were targeting, about one-fourth (24%) of the schools mentioned at-risk students either generally or by a specific need (e.g., abused, dropouts). Three schools (9%) mentioned handicapped students either generally or by specific handicap (emotionally handicapped, ADHD, dyslexia). Two schools indicated that they wanted to attract students whose needs were not being met by other public schools. One school mentioned gifted students and only one specifically mentioned college preparatory students.

Size of Charter Schools

The size of charter schools in North Carolina is based on the *average daily membership* figure, the standard method of reporting school size in this state. The national charter school study refers to *enrollment*, but these two measures should provide adequate comparison for the purposes of this study.

Figure 1 shows the percent of North Carolina charter schools that fall within a specific size range (based on average daily membership) compared to all public schools in the state.



Observations

- Figure 1 shows that most of the charter schools in North Carolina are small, considerably smaller than other public schools in the state. About half of the schools had fewer than 100 students in 1997-98. Another one-third had a membership between 100-199.
- Thus, 85 percent of charter schools had less than 200 students compared with 8.5 percent of all public schools in the state.

North Carolina’s charter schools in 1997-98 were smaller as a group than schools in the national sample. Sixty-one (61) percent of the schools in the national sample in 1996-97 had fewer than 200 students compared to 85 percent in North Carolina in 1997-98. The schools in North Carolina may increase in size over time, so the average size may move toward the national average.

For further comparison to the national sample of charter schools, Table 3 displays the median enrollment in the national sample by the year that the schools opened. A median average daily membership was calculated for the 34 North Carolina charter schools opening in 1997-98 (last line of table).

**Table 3. Median size of Charter Schools by Year of Opening
For National Sample and North Carolina**

Year of School Opening	Median Enrollment	Number of Charter Schools
1994-95 or earlier	180	98
1995-96	148	138
1996-97	111	145
All Charters – national	143	381
N. C. Charters (97-98)	102	34

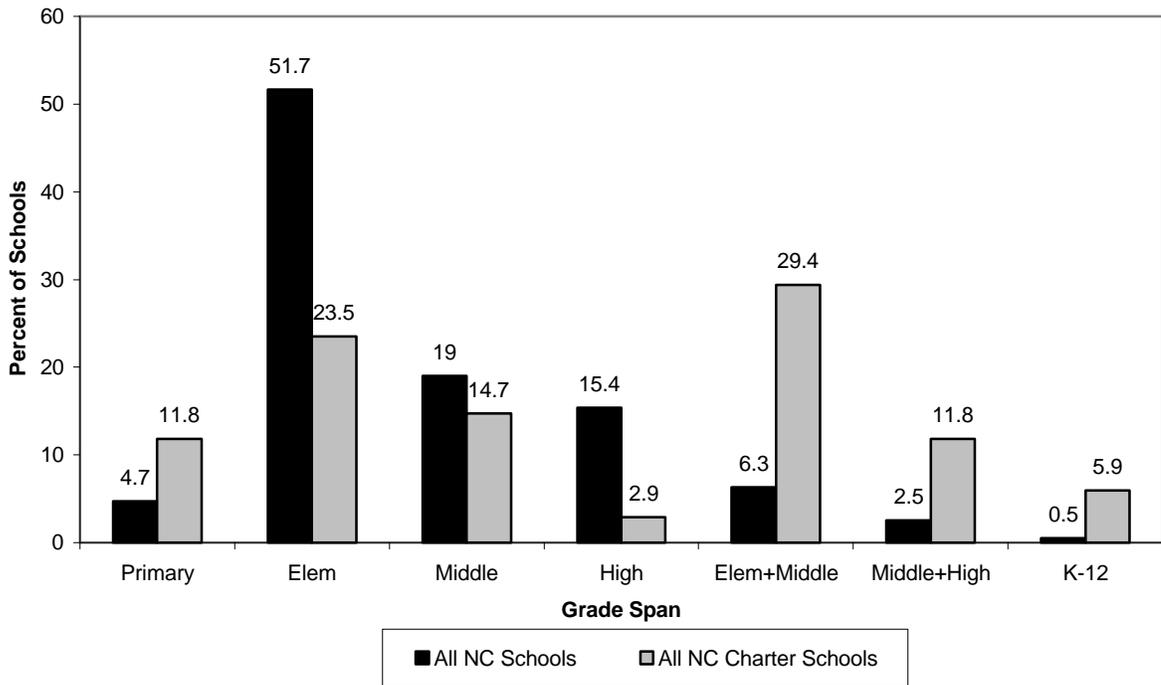
Observations

- The median size of charter schools in North Carolina is 102 compared to the median of the national sample of 143; another indicator of the generally smaller size of the initial group of charter schools in North Carolina.

Waiting List. Almost two-thirds of the charter schools in North Carolina indicated that they had a waiting list (64%) at the end of 1998. The number of students on these waiting lists ranged from 4 to 260. Over half (55%) of the schools had 25 or fewer students on their list.

Grade Configuration of Schools

Figure 2
Grade Span Comparison by Percent of Schools:
All NC Public Schools vs. All NC Charter Schools, 1997-1998



Observations

- Charter schools are more likely to have non-traditional grade configurations; that is, grade levels cross the traditional definitions of elementary, middle and high school. These diverse grade levels are likely due to a smaller enrollment.
- Almost half (47%) of charter schools had mixed grades (i.e., elementary/middle, middle/high, or K-12) compared to only one-tenth of other public schools.

Scheduling/Organizational Strategies

When asked about scheduling or organizational strategies, the following trends were found.

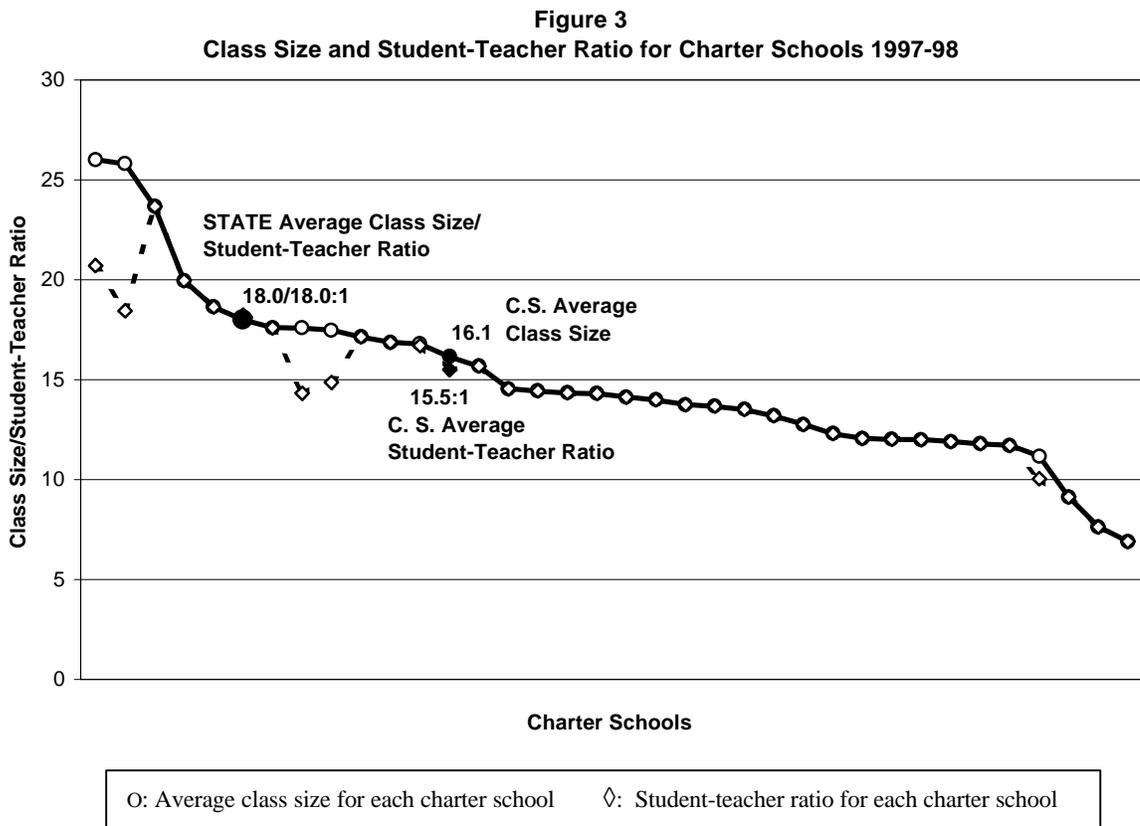
Table 4. Scheduling or Organizational Strategies Used by Charter Schools

Scheduling/Organizational Strategy	Percent of Schools
Flexible scheduling	57.6
Program to meet special needs	57.6
After-school programs	54.5
Multi-aged/ungraded classes	51.5
Common planning time	48.5
Houses/schools-within-schools	30.0
Summer school (unique prog.)	27.3
Year-round calendar	24.2
Independent study	24.2
Before-school programs	24.2
Block scheduling (4x4)	18.2
Block scheduling (A/B)	6.1
Other	21.2

- Over half the schools indicated use of each of the following strategies: flexible scheduling, multi-aged or ungraded classrooms, after school programs, and programs designed to meet the needs of special populations. The higher percentage of multi-age classes may reflect the wide range of grade spans of some charter schools.
- Almost half (49%) indicated that schedules allowed for teachers to have common planning time.
- About one-fourth were on a year-round calendar and offered summer school and before school programs. About one-fourth of the schools were using some form of block scheduling (18% noted 4x4 semester; 6% noted A/B day).
- The seven schools that marked “other” scheduling strategies included comments like: family groups of K-2, 3-5, 6-8; teaching teams by grade level; self-contained classes on middle school level; elective concentrations in grades 2-6; and six weeks of instruction followed by three days of remediation or enrichment.

Class Size and Teacher/Student Ratio

Class size is computed by dividing the number of students in average daily membership by the number of instructional classes. *Student-teacher ratio* is the number of students in the class divided by the number of teachers working with those classes. Thus, the teacher-student ratio may be slightly lower than class size per se. Figure 3 shows the range in average class size and teacher/student ratios for the 34 charter schools, as well as the overall average for all charter schools and the state. Each open circle in the figure represents one charter school, with average class size and average student-teacher ratio denoted by black circles.



Observations

- Charter school class size and student-teacher ratio are smaller than for all public schools in the state. Average class size for charter schools is 16.1 students compared the state average of 18 students. The student-teacher ratio is 15.5:1 for charter schools compared to 18:1 for other public schools in the state.
- Only three charter schools had class sizes over 20. Class size decreased gradually after that from 20 to about 12 (28 schools). Three schools have class sizes of less than 10 students.
- For five charter schools, the student-teacher ratio is smaller than the class size, indicating more than one teacher serving some classes.

V. Program Characteristics

Curriculum and Instructional Strategies

Directors were asked what curriculum and instructional strategies are key features of their programs. As this information was obtained through an open-ended response, all features of a school likely were not mentioned. For example, eight schools specifically mentioned a focus on the *North Carolina Standard Course of Study (NCSCS)*. However, it is likely that many more schools use the *NCSCS*. In fact, all schools in 1997-98 indicated on their applications that they would be using the *NCSCS*. Similarly, only four schools mentioned smaller class size, but most charter schools have smaller class sizes than other public schools. Nevertheless, these responses provide some indication of the kinds of strategies that are more frequently found among the charter schools.

Of the items listed in Table 5, some schools noted more than one strategy. While some schools used different terms, similar strategies are grouped together and some of the wording used is noted. The strategies are listed in descending order of frequency.

Table 5. Curriculum and Instructional Strategies Noted by Directors

Curriculum/Instructional Strategy	Schools Using	
	Number	Percent
Individualized/personalized instruction, 1-on-1, IEP's for all	9	27
NC Standard Course of Study	8	24
Core Knowledge	7	21
Project-based, inquiry-based, problem solving	6	18
Thematic, integrated, authentic instruction	5	15
Experiential, hands-on, and use of manipulatives	5	15
Smaller class size	4	12
Saxon Math	3	9
SRA Reading/direct instruction	3	9
No grades K-4; multiage grouping; move between grades as needed	3	9

Observations

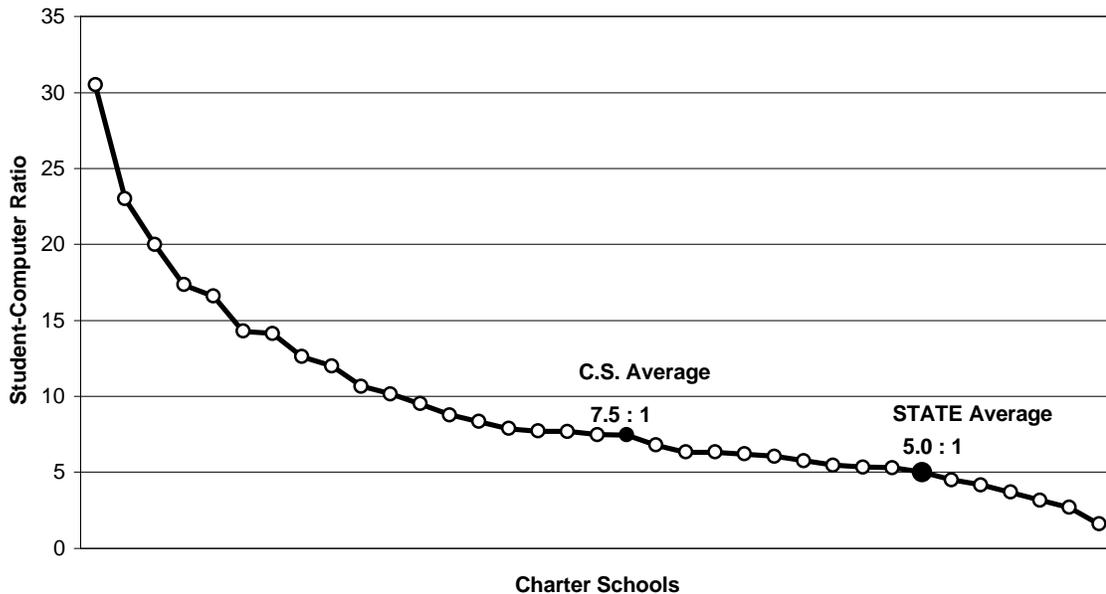
- Personalized or individualized instruction was mentioned frequently as a focus of instruction in charter schools.
- Core knowledge is a specific curriculum focus for at least one-fifth of the schools, along with the *NC Standard Course of Study*.
- Instructional strategies that are intended to encourage complex thinking and application of knowledge are frequently referenced by the charter schools as noted in project-based, thematic, integrated, and experiential/hands-on learning.
- Several schools noted use of more direct and structured learning strategies (Saxon Math and SRA Reading).

Thus, different points on an instructional continuum are reflected in the strategies of charter schools: experiential learning and real-life application compared to more structured and direct teaching.

Computers for Instructional Use

When asked how many computers in the school were used for *student instruction* in some way, the responses ranged from 2 to 98. Most of the schools (69%) had 20 or fewer computers for instructional use. Dividing the number of students enrolled by the number of computers yields a student to computer ratio. Figure 4 shows the student-computer ratio for each charter school (open circles), as well as the average for all charter schools and state average for all public schools in the state.

Figure 4
Student-Computer Ratio for Charter Schools 1997-98



O: Average student-computer ratio for each charter school

Observations

- The average student-computer ratio for charter schools is 7.5:1 compared to the state average of 5:1. Only four charter schools fall below the state average ratio. While the higher ratio may reflect either the difficulty charter schools have in obtaining funds to purchase computer equipment or the type of pedagogy used, several schools in the case study visits indicated a desire for more computers and better use of existing ones.
- The student-computer ratios range from a high of 31:1 to a low of 1:1 (every student has access to a computer).

Assessment and Evaluation

School

Charter school directors were asked how their *school's* performance was assessed or evaluated *other* than through state assessments. Table 6 shows their responses. Since schools typically use more than one strategy to evaluate performance, the total exceeds 100 percent.

Table 6. Strategies Used to Evaluate the *School* Performance

School Performance Evaluation Strategy	Percent of Schools
Students' demonstration of their work	72.2
Parent satisfaction surveys	63.6
Student portfolios	54.5
Behavior indicators (attendance, suspension)	51.5
Student surveys/interviews	42.4
Other standardized tests	39.4
Other school performance assessments	39.4
Performance-based tests (local)	27.3
Performance-based tests (commercial)	27.3

Observations

- Most of the schools reported using students' demonstration of their work, followed by parent satisfaction surveys.
- About one-half of the schools noted the use of student portfolios and behavioral indicators, such as attendance and suspension.
- Other standardized tests were used by almost 40 percent of the schools.
- "Other" school evaluation strategies mentioned by several schools included parent participation, outside evaluation by a university team, percent of students meeting report card standards, informal reading inventories, and a computerized program correlated with the *N.C. Standard Course of Study*.

Student

Table 6 shows the ways that *students'* performance is evaluated. Again, schools typically use several strategies to evaluate student performance.

Table 7. Strategies Used to Evaluate *Student* Performance

Student Performance Evaluation Strategy	Percent of Schools
Students' demonstration of their work	84.8
Student portfolios	72.7
Performance assessments (commercial)	27.3
Other standardized tests	24.2
Teacher-developed performance assessments	7.8
Other	18.2

Observations

- Most of the schools indicated the use of students' demonstrations of their work (85%) and student portfolios (73%) when evaluating individual students.
- Other standardized tests were mentioned by about one-fourth of the schools.
- The six schools marking "other" named strategies like skills checklists, narratives, standards-based grades, one-on-one conferencing, and team meetings to discuss students.

Parent Involvement

Percent of Parents Involved

Over half the charter schools indicated that one reason they started a charter school was to increase involvement in or ownership of the school by parents. Estimates of the percent of parents who had an “active, on-going role in their child’s learning” ranged from zero to 100 percent. Estimates of percent of parents involved were grouped into four ranges of involvement in order to summarize this data (Table 8).

**Table 8. Estimated Extent of Parent Involvement
by Percent of Charter Schools**

Percent of Parents Involved	Percent of Schools Reporting this Range
0	3.0
1-25	24.2
26-50	21.2
51-75	12.1
76-100	39.4

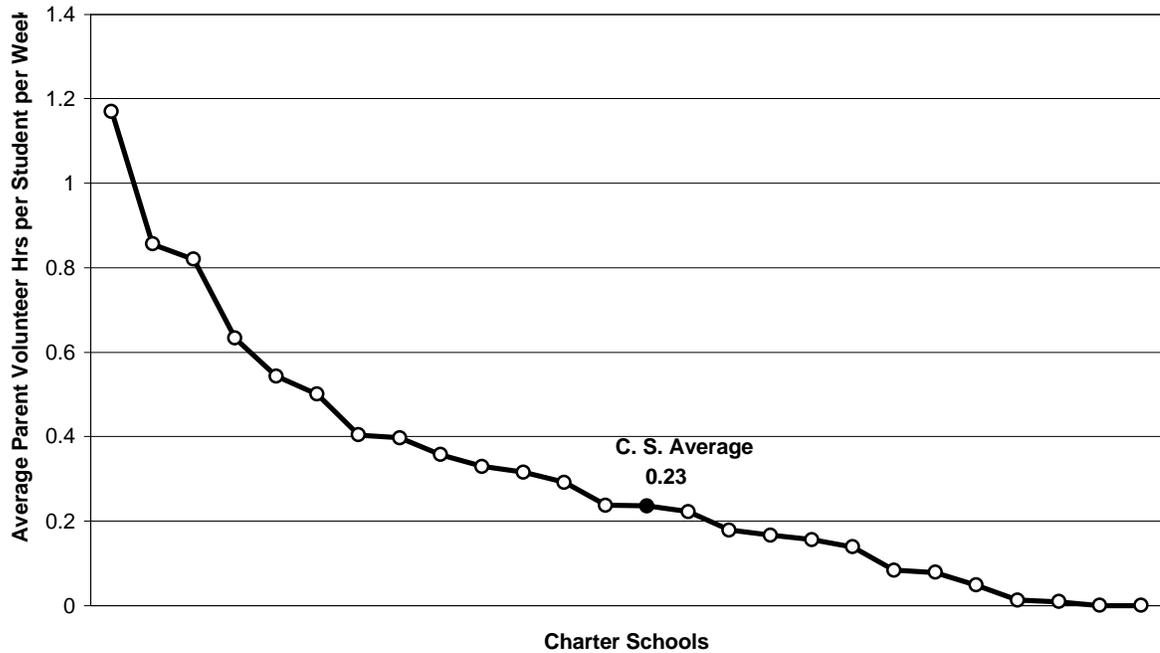
Observations

- Only one school (3%) indicated no active, on-going parent involvement in their children’s learning.
- Over half the schools indicated that at least half of their parents were actively involved in their children’s learning.
- More than one-third of the schools estimated that at least three-quarters of the parents were actively involved in their child’s learning, suggesting that they perceive the goal of parental involvement to be fairly well met.

Parent Volunteer Hours

Directors were also asked to estimate the total number of hours that parents volunteered at their schools per week. These estimates ranged from zero to 250 hours. The relative value of the number of hours varies based on the number of students, and subsequently the number of parents, in the school. That is 50 volunteer hours is a higher ratio per student if a school’s enrollment is 100 compared to a school with 300 students? A constant estimate was calculated by dividing the total number of estimated parent volunteer hours by the number of students. For example, if the school that noted 250 parent volunteer hours per week had 250 students, the ratio would be 1.0 (one hour per student); if it had 500 students, the ratio would be 0.5 (one-half hour per student). This measure provides a constant measure for comparison across schools (see Figure 5).

Figure 5
Average Parent Volunteer Hours per Student per Week
for Charter Schools 1997-98



O: Average parent volunteer hours per student per week for each charter school

Observations

- The average volunteer hour per student for all charter schools was 0.23, or about 15 minutes per student.
- Volunteer hours per student ranged from a high of 1.19 per week (about 72 minutes a week per student) to zero.
- Only a few charter schools indicated a very high number of volunteer hours per student. There is a sharp drop after around .80 and then again at .40, where the hours decreased gradually.
- However, even the frequency of the lower ratios of 0.2 and up indicate substantial parent volunteer time. While there are no data to compare these estimates to other public schools, 15 minutes of parent volunteer time for each student per week seems like a relative high volunteer effort. For a school of 600 students, for example, this amount of time would equate to 150 volunteer hours a week.

Strategies for Parent Involvement

Directors were asked about strategies that they used to encourage parent involvement (Table 9). All schools reported multiple strategies, and the total exceeds 100 percent.

Table 9. Strategies for Parent Involvement used by Charter Schools

Parent Involvement Strategies	Percent of Schools
Communication tools (e.g., newsletters)	90.9
Parents involved in governance/school committee meetings	81.8
Special events/extra-curricular activities	78.8
Regular parent/teacher or student-led conferences	72.7
Maintain log of parent participation	63.6
Parents involved in instruction or instructional support	60.6
Written contract between school and parent	51.5
Support services so parents can attend meetings (e.g., child care, transportation)	48.5
Parent education workshops or courses	45.5
At-home learning activities provided to support school objectives	45.5
Drop-in center or parent lounge	27.3

Observations

- Directors indicated numerous ways that they involved parents. By far the most frequently reported activities included strategies such as: various communication tools like newsletters (91%), involvement in governance or school committee meetings (82%), extra-curricular activities or special events (79%), and regular parent/teacher or student-led conferences (73%).
- Sixty percent noted parents were involved in instruction or instructional support.
- About half noted written contracts between the school and parent, parent education workshops, and provision of at-home learning activities to support school objectives.

VI. Governance and Operations

Governing Board Size and Composition

Charter school directors were asked several questions related to governance, including the size of the governing board, composition of the governing board, and provision of the day-to-day management of the school.

The size of the governing boards ranged from 3 to 26 members. About half of the schools (52%) had 10 or fewer members. Eighty-one percent (81%) had 15 or fewer members.

Table 10 shows the percent of schools including certain positions on their board and the range in the number of people in those positions on the board. A couple of “outlier” responses are noted in parentheses in the range column. Because these numbers seem so large, they may be errors or accurate numbers for which the meaning needs further clarification.

**Table 10. Types and Numbers of Representatives
On Charter School Boards**

Board Position	Percent of Schools Including Position	Range in Number of People in this Position on the Board
Director	60.1	1 (3 for 1 school)
Teachers in School	30.3	1-7
Parents	75.8	1-9
Students	3.0	1
Community Members	63.6	1-7 (21 for 1 school)
Business Reps.	39.4	1-8
Local Sch. Dist. Reps.	9.1	1 and 4
Staff	15.1	1-2 (20 for 1 school)
University Faculty	24.2	1-3
Other	24.2	1-8

Observations

- Three-fourths of the schools include parents on their boards.
- The majority of schools also include community members and the school director.
- Roughly one-fourth to one-third include business representatives, teachers, and college or university faculty.
- Only one school included a student. This low representation may reflect the fact that the majority of grades are focused on elementary and middle. Still, it appears that student interests are sought primarily through their parents.

Daily Management of the School

While boards composed of diverse representation run charter schools, day-to-day management appears to reflect more traditional structure. When asked who provides the day-to-day management of the school, 70 percent responded “the director.” The “principal and a team of school staff” is the management structure for 18 percent of the schools. Only two schools (6%) indicated that a team of teachers and/or staff manages them.

When asked to describe what these management structures looked like, responses ranged from a small team (principal and two staff on Leadership Team) to almost everyone (director, assistant director, administrative assistant, and teachers). Some were directed primarily by administration (“Each administrator has certain responsibilities in accomplishing the goals of this organization.”); others were directed by teachers (“Teachers meet weekly and make as many decisions as they want to make.”).

Charter School Expenditures

This section reports the use of expenditures from all funds (state, federal, local) by charter schools for the 1997-98 fiscal year. Similar aggregate data for all public schools in the state are not available; therefore, no comparisons can be made to other public schools at this time.

Table 11 indicates broad categories in which all charter schools expended all funds during the 1997-98 school year. State expenditures were \$16,559,947 or two-thirds of total expenditures. A further breakdown of total expenditures in descending order of the percent of the total is provided in Appendix C.

**Table 11. Expenditure Categories for Charter School, 1997-98
(All Funds)**

Expenditure Descriptions	Fiscal Year 1997-98	
	As of 6/30/98	% of Total
Salaries	\$11,218,799.06	45.63%
(Administration)	(1,452,859.92)	
(Professional Educator)	(7,637,992.61)	
(Professional – Other)	(160,362.55)	
(Technical)	(936,592.16)	
(Office/Clerical)	(553,379.79)	
Employee Benefits	1,998,531.55	8.13%
Purchased Services	6,909,714.36	28.10%
Supplies and Material	1,848,237.49	7.52%
Capital Outlay*	2,001,534.74	8.14%
Other	611,909.05	2.49%
Grand Total Expended	\$24,588,726.25	100.00%
Total Allocation	\$24,887,500.02	
Unexpended Balance	\$298,773.77	1.20%

* Capital Outlay does not include purchase of facilities. It does include contracts to improve existing facilities and improvements other than buildings, as well as purchases of equipment and vehicles (see Appendix A).

- Employee salaries and benefits comprise the majority (54%) of all funds expended by all the charter schools in 1997-98.
- Teachers (professional educators) comprise two-thirds of the salary category (68%); administrators comprise 13 percent; technical staff, which include teacher assistants, comprise 8 percent.
- Other professional staff, which include instructional support personnel, comprise only 1.4 percent of salary monies. This latter figure is consistent with the less likely provision of instructional support services (psychology, counseling, social work, health) among charter schools as indicated in Table 10 below.
- Office and clerical staff comprise about 5 percent of the salary monies.

Operating Services and Providers

Table 12 shows several operational activities, whether these services are provided, and how they are provided.

Table 12. Operational Activities by Percent of Charter Schools Noting Types of Providers

Operational Activity/ Service	Service Not Provided	Service Provider		
		Charter School	Local School District	Outside Provider
a. Payroll	--	60.6	--	39.4
b. Budget and accounting	3.0	63.6	--	39.4
c. Insurance	3.0	18.2	3.0	72.7
d. Purchasing	--	75.8	--	18.2
e. Health service/ school nurse	21.2	33.3	--	42.4
f. Counseling/ psych. services	6.1	30.3	--	66.7
g. Social work services	24.2	36.4	--	36.4
h. Food service	15.2	27.3	15.2	48.5
I. Legal services	6.1	30.3	3.0	66.7
j. Custodial services	3.0	57.6	--	42.4
k. Instructional program	--	90.9	--	6.1
l. Transportation	15.2	63.6	--	30.3
m. Before/after school progs.	18.2	45.5	--	30.3

Note. Total across rows may exceed 100 percent, as schools may check more than one means of providing a given service/activity.

Observations

- Charter schools are most likely to provide the instructional program; routine business activities such as payroll, purchasing, and accounting; transportation; and custodial services.
- The majority of charter schools provide some instructional support services such as health, counseling/psychology, and social work, but primarily through outside providers. However, they are least likely to provide social work and health services (24% and 21% respectively do not provide these services).
- A few schools use more than one provider for selected services (e.g., insurance, counseling, nutrition/food, and transportation).

VII. Selected Student Characteristics

Ethnicity

State and National Comparisons by Ethnic Category

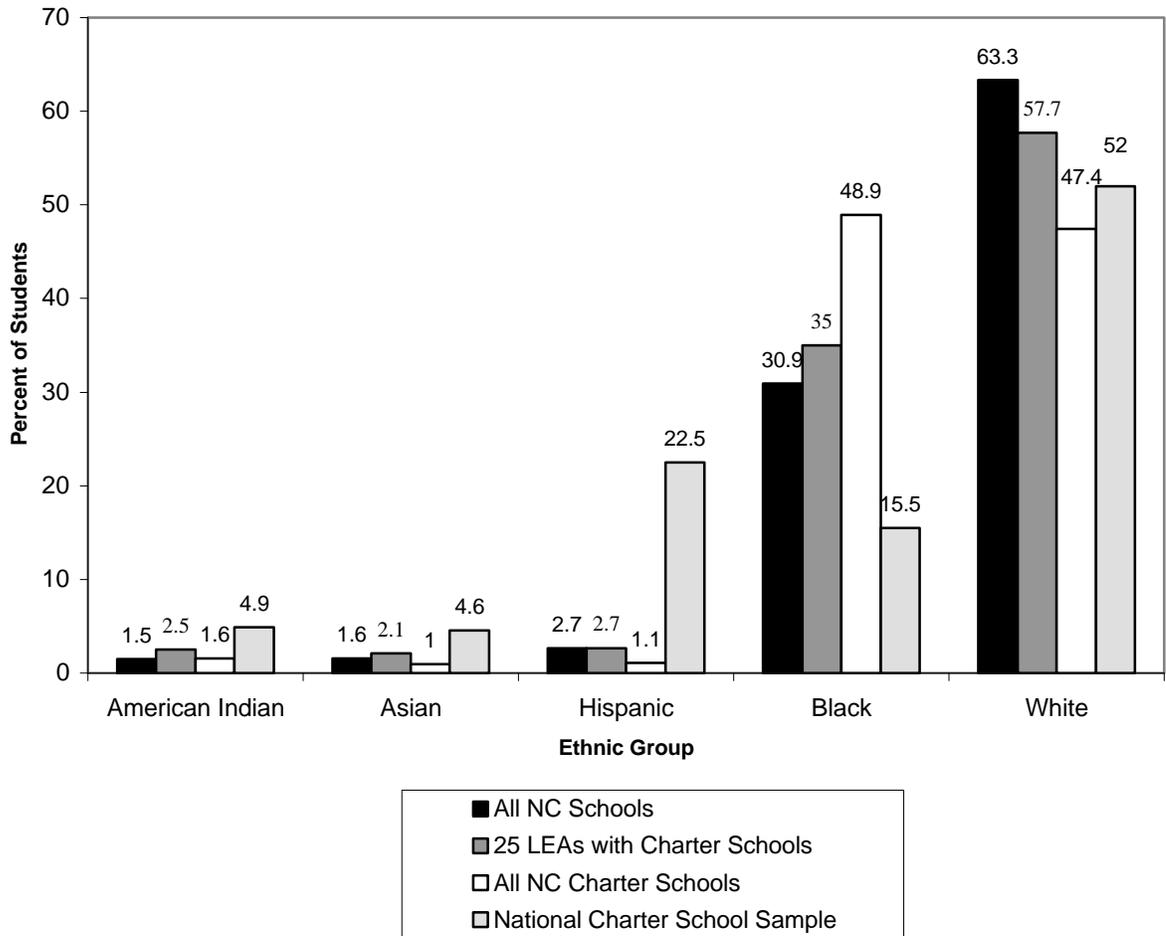
One initial concern about charter schools was the possibility that they would be comprised predominantly of white students. The national study has explored the racial composition of charter schools in their sample and found that they are not disproportionately white. In fact, with the exception of American Indian students, they appear to track the ethnic compositions of schools in the 16 states from which the sample was drawn. Table 13 shows the most recent data from the national study.

**Table 13. Estimated Percentages of Enrollment by Ethnicity
For the National Charter Schools Sample (96-97)
and All Public Schools in the 16 Charter States (94-95)**

Racial Category	Percent of Students	
	Charter Schools National Sample	All Public Schools in the 16 States
White	52.0	56.1
Black	15.5	15.5
Hispanic	22.5	22.3
Asian	4.6	4.9
American Indian	4.9	1.2
Other	0.5	Not Available

However, students in North Carolina charter schools do not reflect the public school population as well as the national sample. Figure 6 shows the percentage of students by ethnic category for all North Carolina public schools, the public schools within the 25 LEAs that have charter schools, the 34 charter schools for 1997-98, and the national charter school sample.

Figure 6
Ethnic Comparison by Percent of Students in
All Schools, 25 LEAs with Charter Schools, All Charter Schools 1997-98,
and National Charter School Sample 1996-97

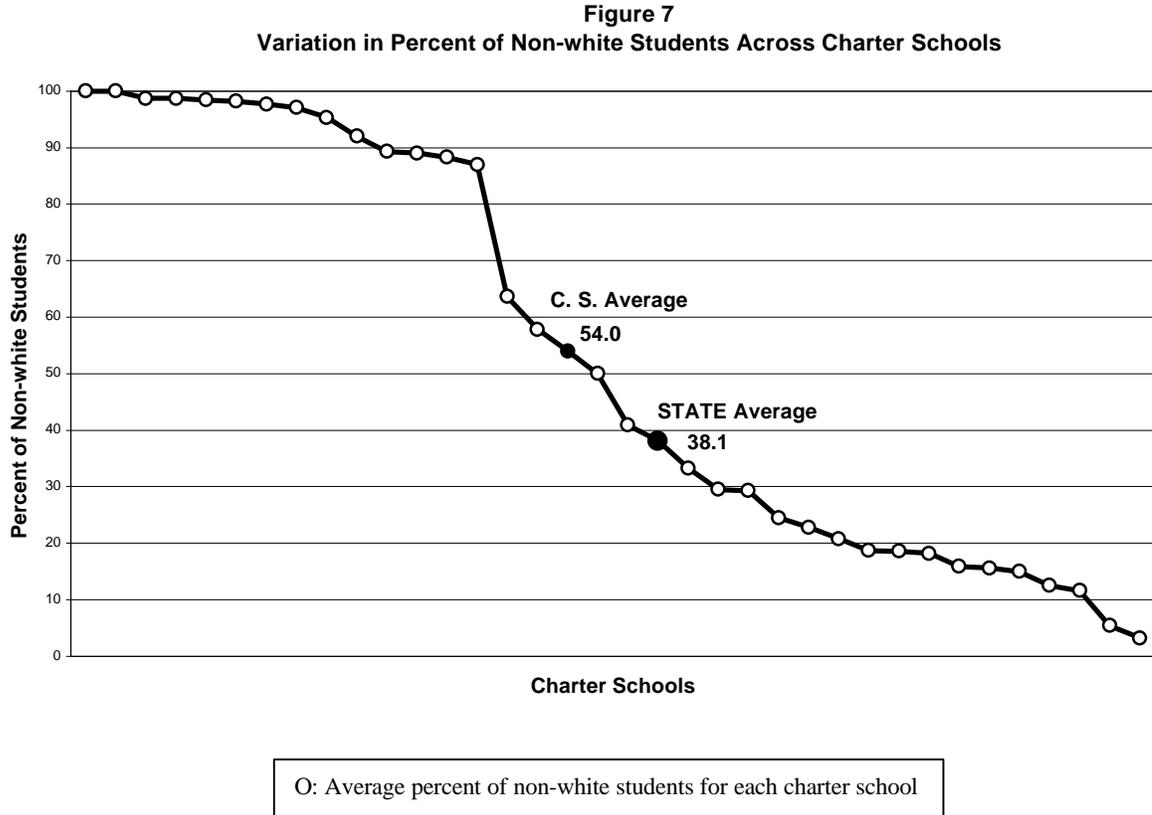


Observations

- North Carolina charter school students overall are disproportionately black compared to the 25 LEAs in which they are located, as well as the state as a whole. They have proportionately fewer students in other ethnic categories.

Percent of Non-White Students: Charters and LEAs

Figure 7 shows the variation in the percent of non-white students across charter schools.



Observations

- Variation across charter schools for the percent of non-white students is extremely large--from 100 to approximately 3 percent.
- Schools are clustered at each end of the range (high or low percentage of non-white students), with fewer in the mid-range of about 30-88 percent non-white

In order to examine each individual charter school's racial makeup compared to the LEA in which it is located, the range in the percent of non-white students among individual schools within the LEA is shown in Table 14 along with the total percent of non-white students for the charter school. Charter schools that fall below, within, or above the range of schools for the LEA in which it is located are noted by categories. The State Board of Education policy on racial distribution specifies that schools must fall within the range of schools in the LEA in which the charter school is located, excluding magnet or year-round schools. Therefore, the upper and lower ends of the LEA range do not include any magnet or year-round schools.

**Table 14. Percent of Non-White Students in Charter Schools
Compared to LEA Average and Range Across Schools**

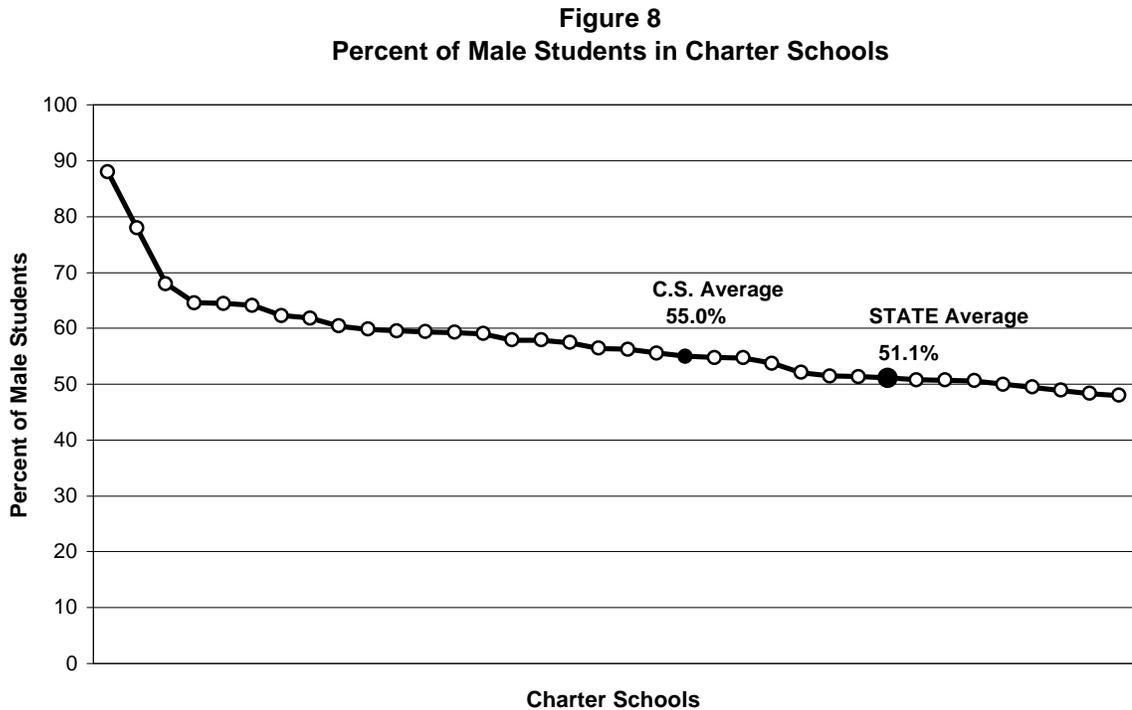
Charter School	Percent of Non-White Students			
	Charter %	LEA Average %	LEA School % Range	
Charter Schools Higher than the LEA Range				
Nguzo Saba Charter (Caldwell)	100.0	9.7	.2	50.6
Quality Education Academy (Forsyth)	100.0	43.7	18.2	68.1
Lift Academy (Forsyth)	98.7	43.7	18.2	68.1
C G Woodson Sch. of Challenge (Forsyth)	98.4	43.7	18.2	68.1
Right Step Academy (Pitt)	97.7	53.0	18.0	76.1
Sallie B. Howard School (Wilson)	95.3	59.5	34.9	83.3
John H. Baker Jr. High (Wake)	92.0	33.1	9.2	58.5
Highland Kindergarten (Gaston)	87.0	22.3	3.2	71.7
Grandfather Academy (Avery)	18.8	1.9	0.0	4.8
The Learning Center (Cherokee)	12.5	5.9	1.6	11.1
Charter Schools Within the LEA Range				
Durham Community Charter (Durham)	98.7	64.0	19.2	99.2
Children's Village Academy (Lenoir)	98.2	54.6	20.4	100.0
Healthy Start Academy (Durham)	97.1	64.0	19.2	99.2
Comm. In Schools Academy (Robeson)	89.0	76.7	26.9	97.3
Bright Horizons Academy (Wayne)	88.3	48.7	14.0	99.5
Rocky Mt Charter Public School (Nash)	63.6	58.6	23.6	99.2
Lakeside School (Alamance)	57.8	32.5	7.9	66.4
Community Charter Sch. (Mecklenburg)	50.0	49.1	5.5	98.6
Village Charter (Chapel Hill/Carrboro)	40.9	28.7	21.0	43.0
School in the Community (Ch. Hill/Carr)	29.5	28.7	21.0	43.0
Downtown Middle (Forsyth)	29.3	43.7	18.2	68.1
MAST School (Moore)	24.5	31.2	8.8	57.1
Sterling Montessori Academy (Wake)	22.8	33.1	9.2	58.5
Exploris (Wake)	20.8	33.1	9.2	58.5
Engelmann Sch of Art & Science (Hickory)	18.2	39.0	5.9	54.1
Chatham Charter (Chatham)	15.9	34.2	8.8	66.4
United Children's Ability Nook (Wilkes)	15.6	8.5	0.0	38.9
Magellan Charter (Wake)	11.6	33.1	9.2	58.5
Charter Schools Below the LEA Range				
F Delaney New School for Children (Asheville)	33.3	46.3	39.7	42.4
Arapahoe Charter (Pamlico)	18.6	34.6	33.2	40.6
Orange County Charter (Orange)	15.0	26.9	16.5	36.6
Bridges (Elkin)	5.4	12.0	11.8	13.2
Summit Charter (Jackson)	3.2	11.4	3.4	49.3

Observations

- Ten charter schools have a *higher* percent of nonwhite students than any school in their respective LEAs. Five charter schools have a *lower* percent of nonwhite students than the LEA. The other charter schools (55%) have a percent of nonwhite students that falls *within* the range of the schools in the LEA.

Gender

Figure 8 shows the percent of male students in membership in each charter school, as well as the average across all charter schools and the state.



O: Percent of male students for each charter school

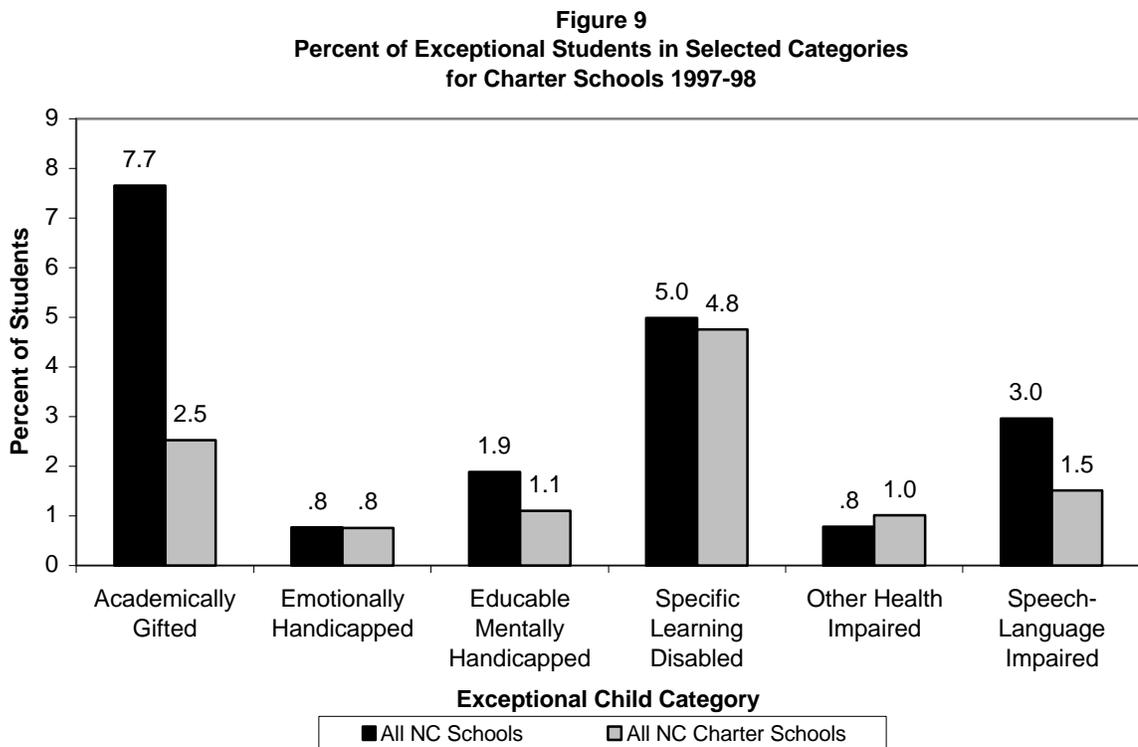
Observations

- There are slightly more male students in charter schools than the other public schools as a whole. Most charter schools range from around 48 percent to 65 percent.
- The three schools with the most male students are all schools that target at-risk students (John H. Baker Jr. High, CIS Academy, and Bonner Academy). This finding is consistent with the statewide evaluation of Alternative Learning Programs and Schools, which shows that more males are in programs targeting at-risk students than females.

Exceptional Children

Appendix D shows the number of students in exceptional children categories by each charter school. These numbers reflect the official December 1, 1997 headcount for exceptional children. Not all charter schools met that reporting time line. Data are missing for four charter schools, at least one of which had a substantial percentage of exceptional children when the case study team visited. Therefore, these numbers *likely are an under-representation* of actual numbers of exceptional children served by charter schools.

Figure 9 displays the overall percentage of exceptional children in the most frequently served categories for charter schools compared to the state.

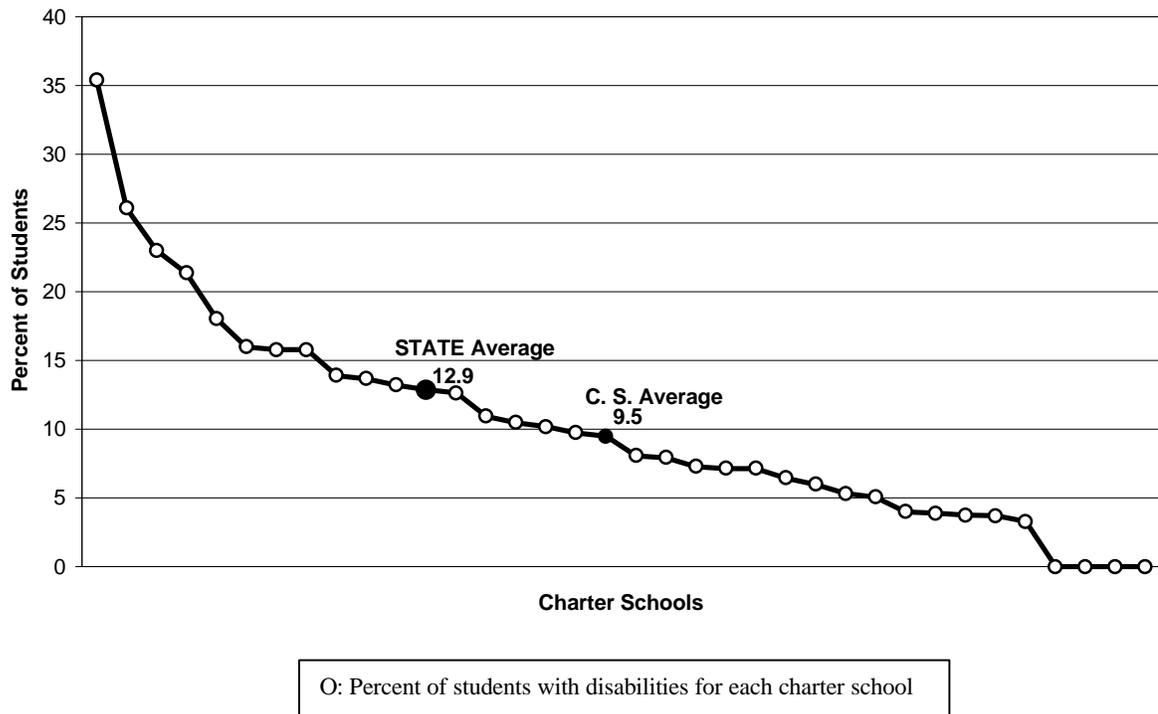


Observations

- “Emotionally handicapped” and “specific learning disabled” students comprise about the same percentage of the charter school population as the state public school population. Charter schools are serving proportionately fewer “educable mentally handicapped” students than other public schools and slightly fewer “other health impaired.”
- Charter schools appear to have a considerably smaller percentage (about one-third of the percentage in other public schools) of formally identified “academically gifted” (AG) students than other public schools. However, this figure may be misleading since some charter schools have chosen not to formally identify and label gifted students.

Figure 10 shows the variation in the percent of the charter schools' populations that are comprised of disabled students for the 1997-98 school year. Each circle represents an individual charter school. The average percent of disabled students across all charter schools, as well as the state average percent, are shown by dark circles. All these data are based on the December 1, 1997 head count.

Figure 10
Percent of Students with Disabilities in NC Charter Schools
(December 1, 1997 Head Count Data)



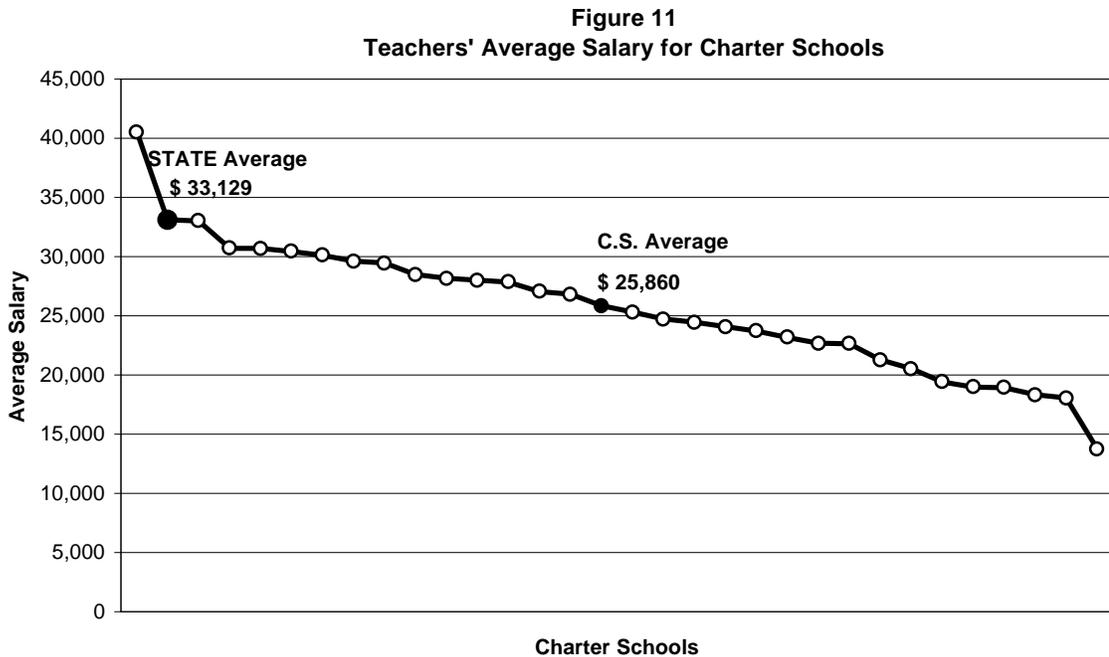
Observations

- Variation in the percent of the school population that is disabled varies widely, from 36 to four percent.
- The four schools showing no disabled students are schools that either are not serving any disabled students *or* did not meet the December 1 headcount reporting date. As noted previously, one of these schools was included in the case study visits and the team found a high percentage of the school's membership to be disabled. Additional disabled students likely are served in these schools.

VIII. Teacher Salary and Certification

Salaries in Charter Schools

Information on salaries comes from a combination of payroll data input and phone calls to schools. These data are effective as of December 1997. Some of these salaries may be for part-time teachers, although some schools had lower salaries for full-time teachers. Figure 11 shows the average teacher salary for each charter school and the overall average charter school salary of \$25,860. This compares to the average salary for \$33,129 for all teachers in North Carolina public schools in 1997-98.



O: Teachers' average salary for each charter school

Observations

- Average teacher salary for individual charter schools ranges from a high of just over \$40,000 to around \$14,000. However, both of the schools with high and low average salaries respectively diverge considerably from the rest of the trend. Most average salaries range between about \$20,000 and \$30,000.

A closer look at salaries for each charter school is provided in Table 15, which shows the minimum, maximum and average teacher salary for each charter school.

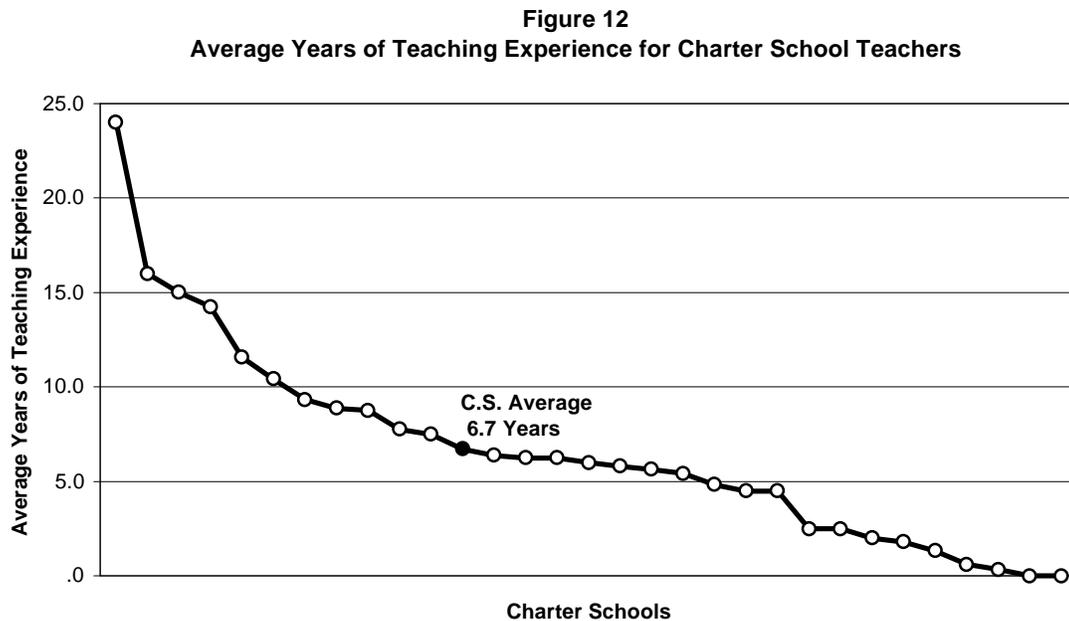
Table 15. Charter School Teachers' Salary Information - December 1997

LEA	Name of Charter School	Minimum Salary	Maximum Salary	Average Salary
ALAMANCE	Lakeside School	\$ 21,600	\$ 28,862	\$ 24,740.79
AVERY	Grandfather Academy	23,000	25,000	24,083.33
ASHEVILLE	F Delany New Sch for Children	24,444	38,595	30,688.51
CALDWELL	Nguzo Saba Charter	11,999	15,843	13,774.51
CHATHAM	Chatham Charter	11,870	22,500	18,957.00
CHEROKEE	The Learning Center	16,000	21,750	20,540.00
DURHAM	Durham Community Charter	24,000	28,000	25,333.33
DURHAM	Healthy Start Academy	25,000	33,000	29,466.67
FORSYTH	Lift Academy	11,900	24,500	22,677.78
FORSYTH	Quality Education Academy	8,640	24,000	19,428.00
FORSYTH	Downtown Middle	18,914	39,130	27,059.77
FORSYTH	C G Woodson Sch of Challenge	23,000	27,000	23,733.33
GASTON	Highland Kindergarten	17,992	24,600	21,297.33
JACKSON	Summit Charter	25,100	30,922	27,874.16
LENOIR	Children's Village Academy	16,667	30,000	22,670.08
MECKLENBURG	Community Charter School	28,000	28,000	28,000.00
MOORE	MAST School	6,645	34,890	18,337.76
NASH	Charter Public School	21,600	36,000	29,629.17
ORANGE	Orange County Charter	22,150	35,089	26,821.56
CH. HILL/CARRBORO	Village Charter	22,258	40,668	28,162.43
CH. HILL/CARRBORO	School in the Community	25,000	38,000	30,142.86
PAMLICO	Arapahoe Charter	22,570	40,050	30,453.84
PITT	Right Step Academy	19,500	26,500	23,200.00
ELKIN	Bridges	24,000	31,500	28,482.50
WAKE	Exploris	27,000	45,717	33,047.29
WAKE	John H Baker Jr High	38,371	42,710	40,540.45
WAKE	Magellan Charter	25,320	41,580	30,737.00
WAYNE	Bright Horizons Academy	8,000	21,500	18,062.50
WILKES	United Children's Ability Nook (UCAN)	19,000	19,000	19,000.00
WILSON	Sallie B Howard School	21,000	32,240	24,455.56
ACROSS ALL CHARTER SCHOOLS		\$ 6,645	\$ 45,717	\$ 25,859.92

The school with the lowest average salary is also the school with the lowest maximum salary (\$15,843). The lowest salary is \$6,645.

Teacher Experience

Figure 12 shows the average years of teaching experience for teachers in each charter school, as well as the overall state average. These data for charter schools were reported as of December 1997.



O: Teachers' average years of teaching experience for each charter school

Observations

- Average years of teaching experience for all charter school teachers in the state is 6.7.
- Eleven charter schools (one-third) have teachers with an average of five years of less.
- Six charter schools have teachers with an average of 10 or more years of experience.

Teacher Licensure Status

Charter school legislation specifies that 75 percent of teachers in charter schools with grades K-5 must be licensed; 50 percent of teachers in charter schools with grades 6-12 must be licensed. Evaluators looked at licensure status by requesting the same analysis procedures that are used for all other public schools in the state. These data are calculated by matching teacher social security numbers (SSNs) located in the School Activity Report (SAR) (that were effective in the fall of 1997) with the licensure database as of May 1, 1998. SAR data is gathered from the Student Information Management System (SIMS). Full-time equivalents (FTEs) are calculated and may be somewhat smaller than actual numbers of teachers, as only teaching activity time is calculated.

These analyses suggested that as many as 34 percent of charter school teachers overall were not certified at the time SIMS data were submitted. Additionally, almost 15 percent had expired certificates. Early release of this information resulted in individual charter schools maintaining that they had more licensed teachers than these data indicated. Further examination for a sample of the data showed that, matching the social security numbers in the SAR database against the current (November 1998) licensure database yielded the same results as the analysis of the May 1998 licensure database. Thus, processing time for licensure applications was not a likely reason for any differences in this particular analysis. While the analyses appear to be correct for the point in time at which SIMS data were submitted, teacher turnover after that date appears to be substantial. Turnover was also noted in the case study report as a factor with which charter schools had to deal. Since charter schools have small numbers of teachers, changes of a few teachers can make a sizeable difference in percentages. Finally, some charter schools have indicated that they thought that teachers certified out-of-state were counted as licensed and did not seek a North Carolina license. An assumption also may have been made that retired teachers had current licenses, when in fact they may have expired.

However, the overall data regarding licensure as well as the case study report all suggest that many charter schools had trouble finding licensed teachers their first year. The quick start-up required, leadership turnover in many schools, confusion about whether charter school teachers would be in the state retirement system and lower salaries for many schools all combined to create a difficult hiring environment for many charter schools. Based on conversations with individual charter schools, it is likely that licensure status of teachers at these schools overall has improved considerably for the current school year (1998-99).

Because having specified percentages of licensed teachers is a legislative requirement, the Department decided to focus immediate attention on obtaining licensure status of teachers for the current school year for all charter schools, both schools from 1997-98 and the new schools for 1998-99. This information is being obtained directly from the charter schools and will be verified against the licensure database. Any inconsistencies will be resolved with the individual charter schools.

IX. Implementation Barriers and Resources

Charter school directors had the opportunity through open-ended questions on the Director's Survey to identify the greatest barriers as well as factors that facilitated implementation of their charter school. Responses were coded by category to identify the most frequent barriers and "facilitators." Since these questions were open-ended, fewer references to any specific barrier or resources are more likely than if a list were provided for directors to check.

Parent, Faculty, and Board Support. The most frequent factors in facilitating the implementation of the inaugural charter schools were the support, commitment and dedication of parents (9 responses), staff (8 responses), and the school board (6 responses). Comments about board members typically referenced the value of a unified vision and a commitment to the mission or purpose of the school.

Finances and Facilities. Clearly, finances and capital funding were key barriers for schools (8 responses). This concern is closely related to facilities. The four directors that cited facilities as a *positive* factor noted that they already had a building, a bridge loan from an external management group, or building or funds provided by a community group. Thus, schools that had a resource for finding a facility were far ahead of schools without such a resource.

Transportation. Transportation was a close second to finances as a barrier (7 responses). Again, funds to purchase buses or otherwise provide transportation were a problem. The larger the geographic area served, the greater the problem.

LEA Relationships. Seven directors cited poor relationships with LEAs as a particular barrier. Comments ranged for "lack of support" to outright hostility and "slander." However, almost as many directors (5) cited positive relationships with LEAs as facilitative factors. Relationships between charter schools and local school systems appeared to vary widely, with most being in the neutral or "benign neglect" category. It would appear that when relationships are positive, charter schools benefit from the cooperation.

Reporting Requirements and Paperwork. Six charter directors cited financial reporting, specifically ISIS, as a key barrier in the first year; and five directors cited state regulations and paperwork in general as barriers. One director noted that they had the same reporting requirements as LEAs without the staff to carry it out. However, again as many directors cited Department of Public Instruction staff, especially the Office of Charter Schools, as being helpful. But ISIS, Testing, Exceptional Children, and SIMS also were specifically cited as helpful.

Time. Three directors specifically noted that there was not enough time for planning and initial implementation before the school opened. However, other open-ended responses implied that time was an issue. For example, some of the problems in finding a facility or resolving other issues suggested that more time would have been helpful.

Appendix A

Members of the Charter School Evaluation Team

Core Evaluation Team	Affiliation
Dr. Carolyn Cobb, Chair	Evaluation Section, Division of Accountability Services, NCDPI
Dee Brewer	Evaluation Section, Division of Accountability Services, NCDPI
Gongshu Zhang	Evaluation Section, Division of Accountability Services, NCDPI
Mary Ann Barden	Office of Charter Schools, NCDPI
Dr. Tanya Suarez	Office of Charter Schools, NCDPI
Dr. George Noblit	Fayetteville State University
Dr. Rita O’Sullivan	UNC-Chapel Hill
Dr. George Perreault	UNC-Greensboro East Carolina University
Case Study Team Members (In addition to core members)	
Dr. Willie Baber	UNC-Greensboro
Dr. Carol Malloy	UNC-Chapel Hill
Dr. Jeffrey Passe	UNC-Charlotte
Mildred Bazemore	Testing Section, NCDPI
Belinda Black	Reporting Section, NCDPI
Angela Ensley, Assistant Director	Summit Charter School, Jackson County
Christi Whiteside, Teacher	Magellan Charter School, Wake County
Cynthia Williams, Program Director	Right Step Academy, Pitt County
Sadie Jordan, Teacher	Village Charter School
Mike Hall, Teacher	Kestral Charter School, Durham County
Judy Copeland, Principal	Principal, Northwoods Middle School, Onslow County Schools
Karen Dameron	Finance Officer, Martin County Schools
Maebelle Hudson, Teacher	Garner High School, Wake County (Wake County ACT President)
Dr. John Griffin, Retired Superintendent	Cumberland County; Former state Principal of the Year
Mary Frances Edins, Principal	Carroll T Overton Elementary Schools, Rowan County Schools
Kelly Spence	Graduate Assistant, UNC-Greensboro

Many staff in the Department of Public Instruction from all areas have provided input, provided data used in these reports, and/or reviewed report drafts. Special thanks are given to Dr. Charles Coble, Vice President for Education, General Administration, University of North Carolina, for his support of the University’s participation in this evaluation. His early involvement and input made this evaluation possible. Dr. George Noblit wrote the synthesis report for the case studies. In addition, Barry Nagle, Chris Haynes, and Kelly Spence assisted Dr. O’Sullivan with the Impact Study. Tracy Hollister, former Evaluation Consultant in the Evaluation Section, made many early contributions to this evaluation and started the data collection process.

Appendix B

A Report Card for the ABCs of Public Education Growth and Performance of Charter Schools

System and School(s)	Grade Span	Expected	Exemplary	% students at or above grade level				Composite	% Eligibles Tested	Status
				Reading	Math	Writing4	Writing7			
11K 000 F DELANY NEW SCHOOL F DELANY NEW SCHOOL	K - 5	Yes	No	63.6	76.4	61.5		70.0	100	Exp
14A 000 NGUZO SABA CHARTER(5) NGUZO SABA CHARTER(5)	K - 8	No	No	40.0	40.0	21.4		50.0	100	AP
18K 000 CHARTER ENGELMANN ARTS/SCI	K - 5	No	No	65.3	63.3	39.1		64.3	99	AP
19A 000 CHATHAM CHARTER CHATHAM CHARTER	K - 8	No	No	54.3	58.6	53.3		56.1	98	AP
20A 000 THE LEARNING CENTER THE LEARNING CENTER	K - 8	No	No	61.0	51.2	27.3		56.1	100	AP
34B 000 QUALITY EDUC ACADEMY QUALITY EDUC ACADEMY	6 - 8	No	No	34.9	30.2		23.1	32.4	100	LP
34C 000 DOWNTOWN MIDDLE DOWNTOWN MIDDLE	6 - 7	No	No	82.8	85.8		86.9	84.3	100	Dst AP

Status Codes- Exp: Expected Growth/Gain; Exm: Exemplary Growth/Gain; Exc: School of Excellence; Dst: Distinction; T25/T10: Top 25/ Top 10; LP: Low-Performing; AP: Adequate Performance; EE: Excessive Exemptions; 98R/95R: Less than 98/95 Percent Tested
(1-10) See corresponding explanation in Program Notes.

Appendix B

A Report Card for the ABCs of Public Education Growth and Performance of Charter Schools

System and School(s)	Grade Span	Expected	Exemplary	% students at or above grade level				Composite	%Eligibles Tested	Status
				Reading	Math	Writing4	Writing7			
34D 000 WOODSON SCH OF CHAL WOODSON SCH OF CHAL	1 - 8	No	No	35.7	39.8	17.7		37.8	100	LP
50A 000 SUMMIT CHARTER SUMMIT CHARTER	K - 8	Yes	Yes	86.7	87.8	45.0		87.2	100	Exm Dst
54A 000 CHILDREN'S ACADEMY CHILDREN'S ACADEMY	K - 3	No	No	43.5	17.4			30.4	100	LP
60A 000 COMMUNITY CHARTER SC COMMUNITY CHARTER SC	K - 5	No	No	40.0	30.0	52.0		35.0	100	LP
63A 000 MAST SCHOOL MAST SCHOOL	5 - 7	No	No	84.7	79.1		89.5	81.9	100	Dst AP
64A 000 CHARTER PUBLIC SCH CHARTER PUBLIC SCH	K - 5	No	No	64.4	40.7	45.3		52.5	98	AP
68A 000 ORANGE CO CHARTER ORANGE CO CHARTER	K - 8	No	No	82.4	74.5			78.4	98	AP

Status Codes- Exp: Expected Growth/Gain; Exm: Exemplary Growth/Gain; Exc: School of Excellence; Dst: Distinction; T25/T10: Top 25/ Top 10; LP: Low-Performing; AP: Adequate Performance; EE: Excessive Exemptions; 98R/95R: Less than 98/95 Percent Tested
(1-10) See corresponding explanation in Program Notes.

Appendix B

A Report Card for the ABCs of Public Education Growth and Performance of Charter Schools

System and School(s)	Grade Span	Expected	Exemplary	% students at or above grade level				Composite	%Eligibles Tested	Status
				Reading	Math	Writing4	Writing7			
68K 000 VILLAGE CHARTER VILLAGE CHARTER	K - 6	Yes	No	78.1	80.8	52.9		77.0	98	Exp
69A 000 ARAPAHOE CHARTER ARAPAHOE CHARTER	K - 8	No	No	74.4	86.6	35.5	31.8	74.0	100	AP
74A 000 RIGHT STEP ACADEMY RIGHT STEP ACADEMY	6 - 12	No	No	23.7	16.9		5.0	18.1	98	LP
78A 000 CIS ACADEMY CIS ACADEMY	6 - 8	No	No	9.3	7.5			7.3	98	LP
86K 000 BRIDGES BRIDGES	2 - 8	No	No	57.8	48.5	33.3		51.8	98	AP
92B 000 EXPLORIS EXPLORIS	6 - 6	Yes	Yes	98.1	98.1			98.1	98	Exm Exc
92D 000 MAGELLAN CHARTER MAGELLAN CHARTER	4 - 8	Yes	Yes	97.2	97.2	78.0		95.7	98	Exm Exc

Status Codes- Exp: Expected Growth/Gain; Exm: Exemplary Growth/Gain; Exc: School of Excellence; Dst: Distinction; T25/T10: Top 25/ Top 10; LP: Low-Performing; AP: Adequate Performance; EE: Excessive Exemptions; 98R/95R: Less than 98/95 Percent Tested
(1-10) See corresponding explanation in Program Notes.

Appendix B

A Report Card for the ABCs of Public Education Growth and Performance of Charter Schools

System and School(s)	Grade Span	Expected	Exemplary	% students at or above grade level			Composite	%Eligibles Tested	Status
				Reading	Math	Writing4 Writing7			
96A 000 BRIGHT HORIZONS ACAD BRIGHT HORIZONS ACAD	K - 5	No	No	52.5	60.0	28.	56.2	100	AP
97A 000 UCAN UCAN	K - 6	No	No	19.4	8.1	11.	13.7	100	LP
98A SALLIE B HOWARD SCH(5) SALLIE B HOWARD SCH(5)	K - 6	No	No	61.5	41.5	28.	51.4	98	AP

Status Codes- Exp: Expected Growth/Gain; Exm: Exemplary Growth/Gain; Exc: School of Excellence; Dst: Distinction; T25/T10: Top 25/ Top 10; LP: Low-Performing; AP: Adequate Performance; EE: Excessive Exemptions; 98R/95R: Less than 98/95 Percent Tested
(1-10) See corresponding explanation in Program Notes.

Appendix C

Expenditures for Charter Schools from all Funds: 1998-98

Salaries:	Expenditures	Percent of Total Expend.
Administration	\$1,452,859.92	
Professional Educator	\$7,637,992.61	
Professional - Other	\$160,362.55	
Technical	\$936,592.16	
Office/Clerical	\$553,379.79	
Crafts/Trades	\$41,535.15	
Other	\$436,076.88	
	Salaries Total	\$11,218,799.06
		45.63%
	Employee Benefits Total	\$1,998,531.55
		8.13%
Purchased Services:		
Professional and Technical Services	\$3,072,334.18	
Property Services	\$2,651,592.50	
Transportation Services	\$779,355.68	
Communications	\$233,236.31	
Advertising	\$56,349.11	
Printing and Binding	\$84,363.74	
Other Purchased Services	\$32,482.84	
	Purchased Services Total	\$6,909,714.36
		28.10%
Supplies and Materials:		
Supplies	\$1,264,097.62	
Textbooks	\$256,360.94	
Library/Audiovisual	\$54,143.01	
Food	\$157,183.90	
Non-capitalized Equipment	\$116,452.02	
	Supplies & Materials Total	\$1,848,237.49
		7.52%
Capital Outlay:		
Buildings	\$939,204.62	
Equipment	\$572,781.47	
Vehicles	\$179,061.37	
Improvements other than buildings	\$310,487.28	
	Capital Outlay Total	\$2,001,534.74
		8.14%
Other Objects:		
Dues and Fees	\$13,503.71	
Insurance and Judgments	\$199,659.73	
Debt Services	\$351,030.03	
Miscellaneous Objects	\$47,715.58	
	Other Objects Total	\$611,909.05
		2.49%
	GRAND TOT EXPENDED	\$24,588,726.25
		100.00%
	Total Allocation	\$24,887,500.02
	Unexpended Balance	\$298,773.77
		1.2%

Appendix D

PUPILS IN MEMBERSHIP BEING SERVED BY EXCEPTIONAL CHILDREN PROGRAMS, 1997-98* Charter Schools

AG Intellectually/Academically Gifted	EM Educable Mentally Handicapped	OH Other Health Impaired	TM Trainable Mentally Handicapped
AU Autistic	HI Hearing Impaired	OI Orthopedically Impaired	VI Visually Impaired
DB Deaf/Blind	LD Specific Learning Disabled	SI Speech-Language Impaired	TB Traumatic Brain Injured
EH Emotional Handicapped	MU Multi-Handicapped	SP Severely/Profoundly Mentally Handicapped	PD Preschool Developmentally Delayed

	AG	AU	DB	EH	EM	HI	LD	MU	OH	OI	SI	TM	PD	TOTAL
Grandfather Academy				6	2		8		1					17
F Delany New Sch for Children				1	1		3				3			8
Engelmann Sch of Art & Science		1		3	1	2	4		3					14
Chatham Charter	5						5		1	1	3			15
The Learning Center					1		6		1		5			13
Durham Community Charter	2			1	3		3		1	1	3			14
Lift Academy				3	3		2		1			1		10
Quality Education Academy	1	1							3					5
Downtown Middle							33		4		1			38
C G Woodson Sch of Challenge				2			3		1					6
Highland Kindergarten											2			2
Summit Charter	12	1	1				6				1			21
Children's Village Academy					2						5		1	8
Community Charter School	2						11				1			14
MAST School							3		1		1			5
Charter Public School	6			3	10		16	1	1		18			55
Orange County Charter							2		1		3			6
Village Charter							9		3		4			16
School in the Community	1			2			8		3					14
Arapahoe Charter				2	9		11		2		7	1		32
Right Step Academy				5	7		11		4	1				28
CIS Academy				1	2		20							23
Bridges	6				2	1	13		5		3			30
Bonner Academy					1		2							3
Exploris							4			1	2			7
John H Baker Jr High				2		1	1							4
Magellan Charter	80						20		8		4			112
Sterling Montessori Academy					1		10		1					12
Bright Horizons Academy					1				1		2			4
Sallie B Howard School	2			4	5		6		1		2			20
TOTAL	117	3	1	35	51	4	220	1	47	4	70	2	1	556

* Unduplicated count of children ages 3-21 as of December 1, 1997. Students with disabilities have Individual Education Plans (IEPs) and are eligible for federal funds (Title VI-B).