

EXECUTIVE SUMMARY**Title:** Cooperative Innovative High School Program Waivers**Type of Executive Summary:**

- Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
 General Statute # GS 115C-238.50; GS 115C-105.26; GS 115C-84.2
 SBE Policy # _____
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other _____

Presenter(s): Dr. Belinda Black (Chief of Staff, Academic Services and Instructional Support)**Description:**

The Cooperative Innovative High School Programs Act allows accelerated learning programs to provide a flexible, customized program of instruction for students who would benefit from accelerated, higher level coursework or early graduation from high school. The Early College at Guilford has requested a waiver to allow its students to meet their physical science graduation requirement by taking college level chemistry or physics without taking an EOC. The students are not receiving high school credit for chemistry or physics, but rather are receiving graduation credit for physical science.

The Early/Middle College of Wayne County is requesting a waiver that would release Integrated Mathematics III students from having to take the Geometry EOC test. Students taking Integrated Mathematics III currently take the Algebra II EOC as well as the Geometry EOC. The Geometry EOC is not aligned with the Standard Course of Study for any one of the Integrated Mathematics courses, rather the curriculum is spread across all three. The Academic Services and Instructional Support staff recommends that this waiver be extended to all students in the State who are taking the Integrated Mathematics series. New EOCs in Integrated Mathematics are being developed; therefore, this waiver would only be effective until the new series of exams are fully operational.

Resources:

N/A

Input Process:

N/A

Stakeholders:

LEAs, college and public school staff, students, and parents

Timeline For Action:

This item is being presented for Action at the December 2008 SBE meeting.

Recommendations:

The Department recommends that the SBE approve the High School Program Waivers.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____

- Audio Requirements (computer or other, except for PA system which is provided)

Specify: _____

Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ Seconded By: _____
Vote: Yes _____ No _____ Abstain _____
Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Susan Auton, 807-3435

Innovative program waiver requests			
Exemption(s)	LEAs	Rationale	Recommendation
Allow students at the Early College at Guilford to satisfy the NC graduation requirement for physical science with college level chemistry or physics taught by college professors. No EOC is given.	Guilford County Schools	Allows students to meet rigorous (64 hours) of college coursework at an independent college as 11 th and 12 th graders; students take Honors biology and AP environmental science in grades 9 and 10 in a modular unit that is their “high school” building on a college campus. OSHA will not allow chemistry or physics labs, thus students must take the courses at Guilford College. College professors do not follow the Standard Course of Study, and students do not receive high school chemistry credit, so they should not have to take an EOC.	<i>Grant exemption</i>
Release students taking the Integrated Math series at Wayne Early/Middle College High School from taking the Geometry EOC exam; other EOC exams would not be affected. 1	Wayne County Schools	The Geometry EOC is problematic for the students in the Integrated Math program because the geometry content is spread throughout the 3 years of integrated mathematics. Giving the Geometry EOC as part of Integrated Mathematics III often compels teachers to deviate from the Integrated Mathematics content and revert to a traditional approach and drill on possible geometry EOC questions.	<i>Grant exemption</i>

1. With this action, the SBE will extend relief from the Geometry EOC to all students taking the Integrated Mathematics sequence until such time as Integrated EOC tests are available.

EXECUTIVE SUMMARY**Title:** NC 1:1 Learning Initiative Pilot Expansion**Type of Executive Summary:**

Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
 General Statute #GS 115C-84.2
 SBE Policy # _____
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other _____

Presenter(s): Mr. Rob Hines (Director, LEA Council)**Description:**

The General Assembly approved an expansion of the NC 1:1 Learning Initiative with the budget passed last summer. The Steering Committee has determined which schools should be added to the pilot and the associated funding amounts for each school. Because the program involves allotment of SBE funds, the Board must approve the expansion. The presentation includes a brief discussion of the process used to determine the grantees as well as identification of the new schools. The list of new schools will be sent to the SBE members under separate cover as the applications were received the week of November 14, 2008 and are being evaluated.

Resources:

N/A

Input Process:

N/A

Stakeholders:

NC General Assembly, grantees, school staff, students, and parents

Timeline For Action:

This item is being presented for Action on First Reading at the December 2008 SBE meeting to facilitate notification of grantees and allotment of funds.

Recommendations:

The Department recommends that the SBE approve the list of schools for expansion of the 1:1 laptop initiative.

 Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)

Specify: _____

- Audio Requirements (computer or other, except for PA system which is provided)

Specify: _____

- Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ Seconded By: _____
Vote: Yes _____ No _____ Abstain _____
Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Susan Auton, 807-3435

EXECUTIVE SUMMARY

Title: Enrollment Increase Requests Above 10% and Charter School Grade Expansion

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute #115C-238.29D(d)
- SBE Policy #EEO-U-000
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Mr. Philip Price (Associate State Superintendent, Financial and Business Services) and Mr. Jack Moyer (Director, Office of Charter Schools)

Description:

As per GS 115C-238.29D(d), beginning with the charter school’s second year of operation and annually thereafter, the State Board of Education shall allow a charter school to increase its enrollment by 10% of the school’s previous year or as otherwise provided in the charter. This enrollment growth shall not be considered a material revision of the charter application and shall not require prior approval of the State Board.

Schools submitting applications for enrollment increases larger than 10% of the previous year are requesting material revisions be made in their charters to allow added growth. Impact Statements from the host local education agency have been requested.

Schools have also requested to serve grade structures other than those stated in the original charter school application or renewal. The requests are considered material changes to the charter and, as such, require SBE approval.

Resources:

N/A

Input Process:

Local education agencies, charter schools, and the Department of Public Instruction

Stakeholders:

Local education agencies, charter schools, students, parents, and teachers

Timeline For Action:

This item is presented for Discussion during the December 2008 SBE meeting and will return for Action during the January 2009 SBE meeting.

Recommendations:

It is recommended that the Leadership for Innovation Committee approve the enrollment increase and grade expansion requests as recommended by the Office of Charter Schools.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____

- Audio Requirements (computer or other, except for PA system which is provided)

Specify: _____

Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ Seconded By: _____
Vote: Yes _____ No _____ Abstain _____
Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Janice Ham 807-3491

ENROLLMENT INCREASE ABOVE 10% and/or GRADE EXPANSION

Enrollment Increase Only

SCHOOL NAME (County)	GRADE SPAN	FIRST MONTH'S ADM 08-09	08-09 MAX	REQUEST	GROWTH ABOVE 10 %	PERFORMANCE COMPOSITE		AYP	Renewal Cycle
						ABC's Status			
Carter Community School (Durham)	K-8	190	184	220	10	07-08 – 46.9 06-07 - 50 05-06 – 46.6 04-05 – 67.7 03-04 – 53.4	Priority – Hg. Gr. Priority Priority – Exp. Gr. Sch. of Prog. – Hg. Gr. Priority	07-08 Yes 06-07 No 05-06 No 04-05 Yes 03-04 No	10 Yr. Cycle Last Renewal – 2005 Next Renewal - 2015
<i>Office of Charter Schools Recommendation</i>			<i>Approve Request / Expected or High growth 3 of the last four years and 40 students on the wait list.</i>						
Gray Stone Day School (Stanly)	9-12	279	284	350	43	07-08 – 94.1 06-07 – 88.4 05-06 - 89.4 04-05 - 93.8 03-04 – 94.7	No Recognition Sch. of Dist.- Hg. Gr. No Recognition Hon. Sch. – Exp. Gr. Hon. Sch. – Hg. Gr.	07-08 No 06-07 Yes 05-06 Yes 04-05 Yes 03-04 Yes	10 Yr. Cycle Last Renewal – 2007 Next Renewal - 2017
<i>Office of Charter Schools Recommendation</i>			<i>Approve Request / Honor School of Excellence or School of Distinction three of the last five years with Expected or High Growth. Moving to a new facility in 2009-2010 with 15 students currently on the wait list.</i>						
Lake Norman Charter School (Mecklenburg)	5-11 Growing one grade per year	1045	1045	09-10 / 1290	85 over SBE approved	07-08 – 87.8 06-07 – 93.3 05-06 – 92.4 04-05 – 98.6 03-04 – 98.9	Sch. of Dist. – Exp. Gr. Hon. Sch. - Exp. Gr. Hon. Sch. – Exp. Gr. Hon. Sch. – Hg. Gr. No Recognition	07-08 Yes 06-07 Yes 05-06 Yes 04-05 Yes 03-04 Yes	10 Yr. Cycle Last Renewal – 2008 Next Renewal - 2018
<i>Office of Charter Schools Recommendation</i>			<i>Approve Request / Honor School of Excellence or School of Distinction four of the last five years with Expected or High Growth. School has moved to new facility with 1465 on the wait list.</i>						
Lincoln Charter School (Lincoln)	K-12	1024	1009	09-10 / 1274	148	07-08 – 75.5 06-07 – 82.1 05-06 – 78.8 04-05 – 85.6 03-04 - 84.3	Sch. of Prog. – Exp. Gr. Sch. of Dist. - Exp. Gr. Sch. of Prog. – Exp. Gr. Sch. of Dist. – Exp. Gr. Sch. of Dist. – Exp. Gr.	07-08 Yes 06-07 Yes 05-06 Yes 04-05 Yes 03-04 Yes	10 Yr. Cycle Last Renewal – 2008 Next Renewal - 2018
<i>Office of Charter Schools Recommendation</i>			<i>Approve Request / School of Progress or School of Distinction with Expected Growth the last five years. Have a new facility with 911 students on the wait list.</i>						

ENROLLMENT INCREASE ABOVE 10% and/or GRADE EXPANSION

Enrollment Increase Only

SCHOOL NAME (County)	GRADE SPAN	FIRST MONTH'S ADM 08-09	08-09 MAX	REQUEST	GROWTH ABOVE 10 %	PERFORMANCE COMPOSITE		AYP	Renewal Schedule
						ABC's Status			
<i>Queen's Grant Community School</i> (Mecklenburg)	K-11 adding one grade per year	940	950 09-10 / 1100 SBE Approved	09-10 / 1220 10-11 / 1370	10 28	07-08 – 76.4 06-07 – 86.4 05-06 - 83.4 04-05 - 93.1 03-04 – 91.1	Sch. of Prog. – Hg. Gr. Sch. of Dist.-HG. Gr. Sch. of Dist. –Exp. Gr. Hon. Sch. – Exp. Gr. Hon. Sch. – Hg. Gr.	07-08 No 06-07 No 05-06 No 04-05 Yes 03-04 Yes	10 Yr. Cycle Last Renewal – 2006 Next Renewal - 2016
<i>Office of Charter Schools Recommendation</i>			<i>Approve request / Honor School of Excellence, School of Distinction or School of Progress for the last five years with High or Expected Growth. The school is moving to a new facility with 1292 on the wait list.</i>						
<i>Quest Academy Charter School</i> (Wake)	K-8	133	149	09-10 / 160	14	07-08 – 98.7 06-07 – 99.1 05-06 – 99.1 04-05 - 100 03-04 - 100	Hon. Sch. – Hg. Gr. Hon. Sch. – Hg. Gr. Hon. Sch. – Hg. Gr. Hon. Sch. – Hg. Gr. Hon. Sch. – Hg. Gr.	07-08 Yes 06-07 Yes 05-06 Yes 04-05 Yes 03-04 Yes	5 Yr. Cycle (10 yr. 2009) Last Renewal – 2004 Next Renewal - 2009
<i>Office of Charter Schools Recommendation</i>			<i>Approve Request / Honor School of excellence with High growth the last five years. The school is moving to new facility and have approximately 150 student applications in excess of those picked by lottery each year.</i>						
<i>Thomas Jefferson Classical Academy</i> (Rutherford)	K-12	946	941 09-10 / 1041	09-10 / 0 10-11 / 1460	09-10 0 10-11 419	07-08 – 82.7 06-07 – 84.3 05-06 – 84.3 04-05 – 90.6 03-04 - 86.8	Sch. of Dist. – Exp. Gr. No Recognition No Recognition Hon. Sch. – Exp. Gr. No Recognition	07-08 Yes 06-07 Yes 05-06 Yes 04-05 Yes 03-04 Yes	5 Yr. Cycle (10 yr. 2009) Last Renewal – 2004 Next Renewal - 2009
<i>Office of Charter Schools Recommendation</i>									

ENROLLMENT INCREASE ABOVE 10% and/or GRADE EXPANSION

Enrollment Increase Above 10% and Grade Expansion

SCHOOL NAME (County)	GRADE SPAN	FIRST MONTH'S ADM 08-09	08-09 MAX	REQUEST		GROWTH ABOVE 10%	PERFORMANCE COMPOSITE		AYP	Renewal Cycle
				Add Grades	Student Enrollment		ABC's Status			
Highland Charter Public School (Gaston)	K-2	68	74	09-10 / 3 rd grade	83	8	K-2 School - N.A.	N.A.		10 Yr. Cycle Last – 2007 Next - 2017
<i>Office of Charter Schools Recommendation</i>				<i>Approve Request of grade expansion at one grade per year and enrollment increases as stated.</i>						
Kestrel Heights School (Durham)	6-12	461	454	09-10 / K-5	980	473	07-08 – 58.8 06-07 – 52.1 05-06 - 67.8 04-05 – 70.3 03-04 – 72.6	Priority Priority No Recognition No Recognition No Recognition	Yes No Yes Yes No	3 year Renewal Last – 2008 Next - 2011
<i>Office of Charter Schools Recommendation</i>				<i>Do not approve request. Kestrel Heights has not had ABC's growth since 2001-2000. The OCS recommends Kestrel Heights apply for grade expansion and enrollment increase for 2011-2012 at the same time they apply for charter renewal. This will allow three years to show growth in the ABC's.</i>						
Sallie B. Howard School for the Arts	K-8	786	804	09-10 / 9 th grade	900	35	07-08 – 42.6 06-07 – 56.7 05-06 – 46.6 04-05 – 68.3 03-04 – 81.8	Priority – High Gr. Priority - Met Growth Low Performing Sch. of Dist.- Hg. Gr.	No No No No No	10 Yr. Cycle Last – 2007 Next - 2017
<i>Office of Charter Schools Recommendation</i>				<i>Do not approve request. Performance composite needs to show an upward trend for at least three years in a row along with continued growth.</i>						
Socrates Academy (Mecklenburg)	K-4	276	260	09-10 / 5 th grade (in charter)	360	SBE approved	07-08 – 87.8 06-07 – K-2 05-06 – K-1 04-05 New School	Sch. of Dist. – Hg. Gr. Sch. of Dist. – Hg. Gr. N.A. N.A.	Yes No N.A. N.A.	New School 2005 10yr. Cycle Last – 2005 Next - 2015
<i>Office of Charter Schools Recommendation</i>				<i>Approve Request of grade expansion at one grade per year and enrollment increases as stated, School of Distinction with High Growth the only years of ABC testing.</i>						

ENROLLMENT INCREASE ABOVE 10% and/or GRADE EXPANSION

Enrollment Increase Above 10% and Grade Expansion

SCHOOL NAME (County)	GRADE SPAN	FIRST MONTH'S ADM 08-09	08-09 MAX	REQUEST		GROWTH ABOVE 10%	PERFORMANCE COMPOSITE		AYP	Renewal Cycle
				Add Grades	Student Enrollment		ABC's Status			
<i>The Children's Village Academy (Lenoir)</i>	K-6	135	112	09-10 7 th & 8 th grade	150	0	07-08 – 60.7 06-07 – 66.1 05-06 - 56 04-05 – 80.8 03-04 – 65.8	Sch. of Prog. – Hg. Gr. Sch. of Prog. Priority – Exp. Gr. Sch. of Dist. – Hg. Gr. Sch. of Prog.	Yes Yes Yes Yes Yes	10 Yr. Cycle Last – 2007 Next - 2017
<i>Office of Charter Schools Recommendation</i>				<i>Approve Request</i>						

STATEMENT OF INTENT FOR 2009-2010

ALL SCHOOLS MUST SUBMIT

Name of Charter School: Carter Community School

Name of Principal/Director: Gail Scott Taylor
Email: gailtaylor@carterschool.org

Phone: 919-416-9025

Current Grade Span: K-8 Current Enrollment: 188

Maximum Number of Students Allowed in Facility by Local Building Codes: 350

Have there been material changes to your charter? Yes. State Board approved transfer of Charter in 2005.

Are any currently proposed? No

If yes to either question please describe the modifications and include the rationale for the changes:

Please check the box or boxes that apply and fill in the blanks with the number of students or grade span for 08-09 and 09-10 school years. All schools must submit this form.

GROWTH REQUEST:

For A and B: If your school is requesting enrollment growth greater than 10% or a grade expansion, the Statement of Intent is due to the Office of Charter Schools on or before, Friday, October 31, 2008.

A) Increase the enrollment by more than 10% from 169 to 220.
(2008-09) (2009-10)

B) Increase the grade-span from _____ to _____.
(2008-09) (2009-10)

Provide a detailed justification for your proposed growth:

Carter Community School continues to attract the attention of parents in Durham and surrounding counties who are seeking a choice option for their children. To accommodate the growth and to provide the resources needed to serve the students, the Board is seeking approval from the NC State Board of Education to grow the enrollment by greater than 10% to accommodate parent and student needs and interest.

Through word –of-mouth of our parents, community volunteers, staff members, and former students, more families are learning about Carter Community School. These families are inquiring about Carter Community School as a first choice for their children especially in the early grades. Parents are seeking enrollment for children in the early grades because of our Reading First Program. Our TRPI data shows that students who participate in the Reading First program overtime have continued to progress annually (See Attachment 1).

Additionally, parents of students in other grades are seeking enrollment into Carter Community School. Continued student achievement as measured by the NC End-of-Grade tests in Reading and Mathematics is another major factor that drives parents' interest in Carter (See Attachment 2).

Moreover, the school's after school academic and summer enrichment programs, focus on economic and financial literacy development in addition to the utilization of emerging technologies to deliver the objectives of the North Carolina Standard Course of Study are other factors that are driving parents to inquire about the school.

Parents who are on the wait list have expressed an interest in remaining on our wait list for 2009-2010 and even if slots open up during the current school year, they would like for their children to enroll if possible before the next school year.

Parents of rising 6th grade students have already begun calling to schedule tours and interviews for the upcoming school year. As more parents in the community become aware that a free public school of choice is located within walking distance of their homes, they have begun to inquire about enrollment opportunities as well.

To provide the curriculum structure needed to promote academic growth, the school has joined the NWEA network of schools that are using MAP. Data gathered from MAP results are used to facilitate small group instruction and as a guide for developing our after school enrichment program that is offer 4 weeks each trimester.

As a result of ongoing high quality professional development sponsored by national and local presenters along with the coaching of Dr. Elsie Leak, the leadership and staff are well-equipped to accommodate the additional students.

For C and D: If your school is **not requesting enrollment growth greater than 10% or a grade expansion**, the Statement of Intent is due to the Office of Charter Schools **on or before, Monday, January 5, 2009.**

C) Maintain the 2008-2009 current enrollment of, _____, and grade levels of, _____, for the 2009-2010 school year.

D) Grow up to 10%, but not greater than 10%, as allowed by G.S. 115-238.29D(d).

Signature of Principal or Board Chair

Date

Attachment 1

**Beginning of Year 2005-2006
Grade Level-Kindergarten
Percent On-Level**

Total Enrolled-11

Screening Status	Inv. 1 Rhyming	Inv. 2 Blending Word Parts	Inv. 3 Blending Phonemes	Inv. 4 Detecting Initial Sounds	Inv. 5 Detecting Final Sounds	Inv. 6 Identifying Names	Inv. 7 Letter to Sound Linking
36%	54%	38%	38%	38%	38%	69%	69%

**End of Year 2005-2006
Grade Level-Kindergarten
Percent On-Level**

Total Enrolled-13

Screening Status	Inv. 1 Rhyming	Inv. 2 Blending Word Parts	Inv. 3 Blending Phonemes	Inv. 4 Detecting Initial Sounds	Inv. 5 Detecting Final Sounds	Inv. 6 Identifying Names	Inv. 7 Letter to Sound Linking
92%	100%	85%	85%	85%	15%	100%	100%

**Beginning of Year 2005-2006
Grade Level-2nd Grade
Percent On-Level**

Total Enrolled-15

Screening Status	Inv. 1 Spelling of CVC and CVC words	Inv. 2 Spelling of long vowels	Inv. 3 Orthographic patterns Conventions & Past Tens	Inv. 4 Orthographic Patterns Conventions & Inflection Endings	Comprehensive Questions
66%	65%	65%	65%	65%	53%

**End of Year 2005-2006
Grade Level-2nd Grade
Percent On-Level**

Total Enrolled-16

Inv. 1 Spelling c CVC & CV	Inv. 2 Spelling c Long Vowel	Inv. 3 Orthogra Patterns Conventi & Past Tens	Inv. 4 Orthogra Patterns Conventi & Inflection endings	Comprehe Questions
71%	59%	59%	24%	71%

**Beginning of Year 2005-2006
Grade Level-1st Grade
Percent On-Level**

Total Enrolled-16

Screen Status	Inv. Blends Word Parts	Inv. Blends Phone	Inv. Dete Initial Sounds	Inv. Dete Final Sounds	Inv. 5 Initial Consonan Substit	Inv.6 Final Consonan Substit	Inv. 7 Middle Vowel Substit	Inv. 8 Initial Blends Substit
31%	71%	41%	29%	29%	94%	94%	41%	29%

Blends in Final Pos	Comprehe Questions
29%	16%

**End of Year 2005-2006
Grade Level-1st Grade
Percent On-Level**

Total Enrolled-17

Screen Statu	Inv. Blends Word Parts	Inv. Blends Phone	Inv. Dete Initial Sounds	Inv. Dete Fina Sounds	Inv. I I Cor nt Sub tion	Inv. 6 Final Consonan Substit	Inv. M V Subs on	Inv. 8 Initial Blends Substit
76%	94%	88%	41%	29%	100%	100%	100%	82%

Blends in Final Pos	Comprehe Questions
59%	53%

**Beginning of Year 2005-2006
Grade Level-3rd Grade
Percent On-Level**

Total Enrolled-17

Screening Status	Inv.1 Contract Compounds Homonyms, High Freque Words	Inv. 2 Vowel Te Multisyllabi words with predictable patterns	Inv. 3 Orthogra patterns. Consonant doubling , d change	Inv. 4 Syllable boundaries, Derivations	Comprehe Questions
52%	48%	24%	43%	52%	71%

**End of Year 2005-2006
Grade Level 3rd-Grade
Percent On-Level**

Total Enrolled-21

Screening Status	Inv. 1 Contraction Compounds Homonyms, High Freque Words	Inv. 2 Vowel Te Multisyll words with predictable patterns	Inv. 3 Orthogra patterns Consonant doubling, drop/change	Inv. 4 Syllable boundaries, Derivations	Comprehe Questions
	57%	43%	38%	38%	86%

**Beginning of Year 2006-2007
Grade Level-Kindergarten
Percent On-Level**

Total Enrolled-19

Screening Status	Inv. Rhy	Inv. Bler Word Parts	Inv.3 Blenc Phon	Inv. Dele Initi Sound	Inv. Dele Final Sound	Inv. Lett Identif on	Inv. Lett Sound Linkin
15%	25%	15%	10%	10%	10%	35%	20%

**End of Year 2006-2007
Grade Level-Kindergarten
Percent On-Level**

Total Enrolled-17

Screening Status	Inv. Blends Rhyming	Inv. Blends Word Parts	Inv. Blends Phonics	Inv. Deletion Initial Sounds	Inv. Deletion Final Sounds	Inv. Letter Identification	Inv. Letter Sound Linking
100%	100%	90%	85%	85%	40%	100%	95%

**Beginning of Year 2006-2007
Grade Level- 1st Grade
Percent On-Level**

Total Enrolled-20

Screening Status	Inv. Blends Word Parts	Inv. Blends Phonics	Inv. Deletion Initial Sounds	Inv. Deletion Final Sounds	Inv. Initial Consonants	Inv. Final Consonants	Inv. Mid Vowels
35%	81%	52%	19%	19%	90%	76%	52%

Inv. 8 Initial Blends	Inv. 9 Blends in Final Position	Comprehension Questions
19%	19%	19%

**End of Year 2006-2007
Grade Level -1st Grade
Percent On-Level**

Total Enrolled-18

Screening Status	Inv. Blends Word Parts	Inv. Blends Phonics	Inv. Deletion Initial Sounds	Inv. Deletion Final Sounds	Inv. 5 Initial Consonants	Inv. 6 Final Consonants	Inv. Mid Vowels
83%	95%	95%	57%	48%	100%	100%	95%

Inv. 8 Initial Blends	Inv. 9 Blends in Final Position	Comprehension Questions
86%	67%	62%

**Beginning of Year 2006-2007
Grade Level-2nd Grade
Percent On-Level**

Total Enrolled-18

Screening S	Inv Sp	Comprehe Questions
44%	14%	43%

**End of Year 2006-2007
Grade Level- 2nd Grade**

Total Enrolled-20

Screening S	Inv Sp	Comprehe Questions
	67%	67%

**Beginning of Year 2006-2007
Grade Level-3rd Grade
Percent On-Level**

Total Enrolled-18

Scree Statu	Inv Sp	Comprehe Questions
38%	11%	47%

**End of Year 2006-2007
Grade Level- 3rd Grade
Percent On-Level**

Total Enrolled-17

Scree Statu	Inv Sp	Comprehe Questions
	47%	79%

**Beginning of Year 2007-2008
Grade Level-Kindergarten
Percent On-Level**

Total Enrolled-17

Screening Status	Inv. 1 Rhyme	Inv. 2 Blend Word Parts	Inv. 3 Blend Phon	Inv. 4 Delete Initial Sound	Inv. 5 Delete Final Sounds	Inv. 6 Letter Identification	Inv. 7 Letter Sound Link
5%	53%	6%	6%	6%	0%	53%	23%

**End of Year 2007-2008
Grade Level-Kindergarten
Percent On-Level**

Total Enrolled-13

Screening Status	Inv. 1 Rhyme	Inv. 2 Blend Word Parts	Inv. 3 Blend Phon	Inv. 4 Delete Initial Sound	Inv. 5 Delete Final Sound	Inv. 6 Letter Identification	Inv. 7 Letter to Sound Link
100%	100%	100%	100%	100%	100%	100%	100%

**Beginning of Year 2007-2008
Grade Level 1st Grade
Percent On-Level**

Total Enrolled-16

Screening Status	Inv. 1 Blend Word Parts	Inv. 2 Blend Phon	Inv. 3 Delete Initial Sound	Inv. 4 Delete Final Sound	Inv. 5 Initial Consonant	Inv. 6 Final Consonant	Inv. 7 Initial Blends
31%	67%	44%	22%	22%	89%	72%	50%

Inv. 8 Initial Blends	Inv. 9 Blends in Final Position	Comprehension Questions
28%	28%	22%

**End of Year 2007-2008
Grade Level 1st Grade
Percent On-Level**

Total Enrolled -17

Screening Status	Inv. 1 Blends Word Parts	Inv. 2 Blends Phon	Inv. 3 Delet Initial Sou	Inv. 4 Delet Final Sou	Inv. 5 Initial Conso	Inv. 6 Final Conso	Inv. 7 Initial Blend
58%	100%	89%	61%	56%	100%	100%	89%

Inv. 8 Initial Blend	Inv. 9 Blends in Final Pos	Comprehension Questions
78%	61%	50%

**Beginning of Year 2007-2008
Grade Level- 2nd Grade
Percent On-Level**

Total Enrolled-18

Screening Status	Inv. 1 Sp	Comprehension Questions
72%	44%	60%

**End of Year 2007-2008
Grade Level-2nd Grade
Percent On-Level**

Total Enrolled-23

Screening Status	Inv. 1 Sp	Comprehension Questions
	68%	60%

**Beginning of Year 2007-2008
Grade Level -3rd Grade
Percent On-Level**

Total Enrolled-20

Screening S	Inv Spe	Comprehe Questions
40%	9%	82%

**End of Year 2007-2008
Grade Level-3rd Grade
Percent On-Level**

Total Enrolled-22

Screening S	Inv Spe	Comprehe Questions
	14%	82%

Attachment 2

**CARTER COMMUNITY SCHOOL ENROLLMENT INCREASE SUPPORT
EOG PERFORMANCE REPORT
2004-2008 ABCs STATUS**

YEAR	MET EXPECT GROWTH	MET HIGH GROWTH	ABC STATUS	ABCS INCENTI E AWAR
2007-20	YES	YES	Tbd	YES
2006-20	NO	NO	Priority	NO
2005-20	YES	NO	Priority/expected growth	YES
2004-20	YES	YEST	School of progress/expected growth & high growth	YES

Note: The State Board of Education approved the transfer of the Charter to the current nonprofit, Carter Community Charter School, Inc. in March 2005. The school has not been designated Low Performing since the oversight of the new Board of Directors and Executive Director/Principal in 2004-2005.

STATEMENT OF INTENT FOR 2009-2010

ALL SCHOOLS MUST SUBMIT

Name of Charter School: Gray Stone Day School

Name of Principal/Director: Helen Nance Phone: 704-463-3309
Email: hnance@graystoneday.org

Current Grade Span: 9-12 Current Enrollment: 282

Maximum Number of Students Allowed in Facility by Local Building Codes: 310

Have there been material changes to your charter? No
Are any currently proposed? Yes

Gray Stone Day School is in the process of building a new facility that will house 350 - 400 students. The building we are currently using is being leased from Pfeiffer University and will not house more than 300 students. Pfeiffer University is growing and in need of the space. Our original charter called for the school to serve 400 students. In order to cash flow the loan, the school needs to be able to grow to 350 students.

Please check the box or boxes that apply and fill in the blanks with the number of students or grade span for 08-09 and 09-10 school years. All schools must submit this form.

GROWTH REQUEST:

For A and B: If your school is requesting enrollment growth greater than 10% or a grade expansion, the Statement of Intent is due to the Office of Charter Schools on or before, Friday, October 31, 2008.

A) Increase the enrollment by more than 10% from **282** to **350**.
(2008-09) (2009-10)

B) Increase the grade-span from _____ to _____.
(2008-09) (2009-10)

Provide a detailed justification for your proposed growth:

We are in the process of beginning to build a facility on Pfeiffer University's campus. The funds for this building have come from private donors and the charter school's local funds. Currently, we are in a facility leased from Pfeiffer University that will only house 310 students. The building was built in the 1950's and is in need of renovation. Pfeiffer University is growing and in need of the space. They are providing us with the land to build on and we should be able to get into our new facility next fall. We need to be able to grow to 350 students to be able to cash flow the loan for the new building. We also would be able to offer our educational opportunity to more students in the area. We are a very successful high school with 100% of our graduates going on to higher education and the school placed 15th of all public high schools in the state on EOC test scores in 2008. We also have the highest SAT scores in the region with 98% of our students taking the SAT. We currently serve students from 8 different counties.

STATEMENT OF INTENT FOR 2009-2010

ALL SCHOOLS MUST SUBMIT

Name of Charter School: Lake Norman Charter School
Name of Principal/Director: Timothy Riemer Phone: 704-948-8600 Email: triemer@lncs.org
Current Grade Span: 5th-10th Current Enrollment: 1055

Maximum Number of Students Allowed in Facility by Local Building Codes: 1600

Have there been material changes to your charter? No

Are any currently proposed? No

If yes to either question please describe the modifications and include the rationale for the changes:

Please check the box or boxes that apply and fill in the blanks with the number of students or grade span for 08-09 and 09-10 school years. All schools must submit this form.

GROWTH REQUEST:

For A and B: If your school is requesting enrollment growth greater than 10% or a grade expansion, the Statement of Intent is due to the Office of Charter Schools on or before, Friday, October 31, 2008.

X A) Increase the enrollment by more than 10% from 1055 to 1290. (2008-09) (2009-10)

X B) Increase the grade-span from 5th-10th to 5th-11th. (2008-09) (2009-10)

Provide a detailed justification for your proposed growth: Lake Norman Charter School has been approved to expand to a high school by adding an additional high school grade per year. For the 2009-2010 school year we will be adding one more grade serving grades 5-11.

For C and D: If your school is not requesting enrollment growth greater than 10% or a grade expansion, the Statement of Intent is due to the Office of Charter Schools on or before, Monday, January 5, 2009.

C) Maintain the 2008-2009 current enrollment of, , and grade levels of, , for the 2009-2010 school year.

D) Grow up to 10%, but not greater than 10%, as allowed by G.S. 115-238.29D(d).

Timothy Riemer Managing Director Lake Norman Charter School

9/18/09

Signature of Principal or Board Chair

Date

STATEMENT OF INTENT FOR 2009-2010

ALL SCHOOLS MUST SUBMIT

Name of Charter School: Lincoln Charter School

Name of Principal/Director: Dave Machado Phone: 704-483-6611
Email: dave.machado@lincolncharter.org

Current Grade Span: kindergarten thru 12th grade Current Enrollment: 1024

Maximum Number of Students Allowed in Facility by Local Building Codes:

Have there been material changes to your charter? yes
Are any currently proposed? no

If yes to either question please describe the modifications and include the rationale for the changes: the only change to charter was the increased enrollment and additional classes per grade

Please check the box or boxes that apply and fill in the blanks with the number of students or grade span for 08-09 and 09-10 school years. All schools must submit this form.

GROWTH REQUEST:

For A and B: If your school is **requesting enrollment growth greater than 10% or a grade expansion**, the Statement of Intent is due to the Office of Charter Schools **on or before, Friday, October 31, 2008.**

A) Increase the enrollment by more than 10% from **1024** to **1274**.
(2008-09) (2009-10)

B) Increase the grade-span from _____ to _____.
(2008-09) (2009-10)

Provide a detailed justification for your proposed growth: Lincoln County has seen tremendous growth in population over the past 10 years, particularly in the eastern section of the county which borders Lake Norman. This has put pressure on the local infrastructure of the county and the local school system. Lincoln Charter School was recently awarded our 10 year charter renewal. We have consistently maintain strong test scores and met AYP. Our financial audits also show strong fiscal policies and strength. We currently have 911 students on our waiting list. We are requesting an increase in enrollment of 250 students to meet this high demand. This influx of students will be split between our elementary, middle, and high schools. It will require no additional building needs as we are in our second academic year of our new middle school/high school building at our Denver campus. We also have the administrative, support, and teaching staff to continue LCS's tradition of a challenging education in a very safe and caring environment. I am available to answer any questions you may have or provide documentation of the facts I stated above. Thank you for your careful consideration

STATEMENT OF INTENT FOR 2009-2010

ALL SCHOOLS MUST SUBMIT

Name of Charter School: Queen’s Grant Community School

Name of Principal/Director: Ted Biggers Phone: 704 545 9726 Email: carolinaboss@aol.com

Current Grade Span: K-11 Current Enrollment: 939

Maximum Number of Students Allowed in Facility by Local Building Codes: 970

Have there been material changes to your charter? Yes, it was previously amended to allow the school to develop a high school.

Are any currently proposed? No

If yes to either question please describe the modifications and include the rationale for the changes:

Please check the box or boxes that apply and fill in the blanks with the number of students or grade span for 08-09 and 09-10 school years. All schools must submit this form.

GROWTH REQUEST:

For A and B: If your school is requesting enrollment growth greater than 10% or a grade expansion, the Statement of Intent is due to the Office of Charter Schools on or before, Friday, October 31, 2008.

[X] A) Increase the enrollment by more than 10% from the 1140 students approved for 2009-10 to 1220 and to 1370 students in 2010-11. See attached Justification. (2008-09) (2009-10)

X B) Increase the grade-span from K-11 to K-12 As previously approved by State Board in January, 2007. 939 1,220 1,370 (2008-09) (2009-10) (2010-11)

Provide a detailed justification for your proposed growth: See attached Justification

For C and D: If your school is not requesting enrollment growth greater than 10% or a grade expansion, the Statement of Intent is due to the Office of Charter Schools on or before, Monday, January 5, 2009.

[] C) Maintain the 2008-2009 current enrollment of, , and grade levels of, , for the 2009-2010 school year.

[] D) Grow up to 10%, but not greater than 10%, as allowed by G.S. 115-238.29D(d).

**Queen's Grant Community School
Justification for Enrollment Enlargement
October 31, 2008**

Queen's Grant Community School was chartered in 2001 in Mecklenburg County serving students in kindergarten through eighth grades. Two years ago, the charter was amended to add 9th –12th grade growing from 840 students to 1,140 by the 2009-2010 school year. The school currently has 939 students enrolled for the 2008-2009 school year. We have a waiting list of approximately 1,300 students. Currently Queen's Grant serves students in grades K-11th, and in accordance with our charter, we are adding 12th grade in 2009-10.

In order to accommodate our approved growth as well as to meet the tremendous student demand, the Queens' Grant board has contracted with a company to expand the school's facilities. The board is committed to an orderly growth plan in order to ensure that as the school meets the strong demand from the community, its quality of educational program is maintained. In order to financially provide for this growth, we have determined that our requested enrollment increase over the next two years is necessary. The board seeks approval from the State Board of Education for enrollment in the 2009-2010 school year of 1,220 students, an increase of 80 students over the currently approved maximum. In 2010-2011, the second year of our growth plan, we seek total enrollment of 1,370 or 38 more students than the allowed 10% growth (assuming the State Board were to approve the additional students in the previous year).

We are extremely proud of the success of our school program, and we look forward to adding the 12th grade in the upcoming school year. Grades 9 – 11 are currently located in a rented campus shared with a private school. The location of the new facility will allow a smooth transition of students from 8th grade to 9th grade. Based upon current enrollment and our waiting list, we are confident that the use of these facilities will be maximized. Much of this local demand stems from the fact that many of the public schools in Mecklenburg County are enrolled beyond their building capacities.

The Queen's Grant board respectfully requests that the State Board approve the enrollment enlargement depicted in the table below:

Year	Grades Served	Approved Max	Requested Max
2009-10	Kindergarten – 12 th	1,140 students	1,220 students
2010-11	Kindergarten – 12 th	1,254 students*	1,370 students**

* the maximum 10% growth allowed by statute.

** year over year growth of 12%.

Enrollment History

For the 2007-08 and 2008-09 school years, Queen's Grant Community School has had enrollment within 10% of its maximum allotted state-funded enrollment, as outlined in the following table:

FY2008: total enrolled: 825; maximum enrollment: 840. Enrollment % = 98%

FY2009: total enrolled: 939; maximum enrollment: 990. Enrollment % = 95%

Facilities Plan

The facilities planned for our High School are planned for a 21.2 acre site in Mint Hill, NC. While final decisions concerning design are yet to be made, we anticipate that the building will be in the range of 46,000 to 51,000 square feet in size, including all amenities necessary for a full service high school program.

This modest increase in Queen's Grant's enrollment over the next two years makes possible the capital financing necessary for the board to provide first class high school facilities for the students in this area.

STATEMENT OF INTENT FOR 2009-2010

ALL SCHOOLS MUST SUBMIT

Name of Charter School: Quest Academy Charter School

Name of Principal/Director: Charles Watson Phone: 919.841.0441 Email: qacs@bellsouth.net

Current Grade Span: K-8 Current Enrollment: 135

Maximum Number of Students Allowed in Facility by Local Building Codes:

Have there been material changes to your charter? No
Are any currently proposed?

If yes to either question please describe the modifications and include the rationale for the changes:

Please check the box or boxes that apply and fill in the blanks with the number of students or grade span for 08-09 and 09-10 school years. All schools must submit this form.

GROWTH REQUEST:

For A and B: If your school is requesting enrollment growth greater than 10% or a grade expansion, the Statement of Intent is due to the Office of Charter Schools on or before, Friday, October 31, 2008.

x [] A) Increase the enrollment by more than 10% from 135 to 160
(2008-09) (2009-10)

[] B) Increase the grade-span from to
(2008-09) (2009-10)

Provide a detailed justification for your proposed growth: Based on moving into our much larger new school next year and our successful instructional program, the additional students would help our program in many respects.

For C and D: If your school is not requesting enrollment growth greater than 10% or a grade expansion, the Statement of Intent is due to the Office of Charter Schools on or before, Monday, January 5, 2009.

[] C) Maintain the 2008-2009 current enrollment of, , and grade levels of, , for the 2009-2010 school year.

[] D) Grow up to 10%, but not greater than 10%, as allowed by G.S. 115-238.29D(d).

October 9, 2008

Signature of Principal or Board Chair

Date

STATEMENT OF INTENT FOR 2010-2011

ALL SCHOOLS MUST SUBMIT

Name of Charter School: Thomas Jefferson Classical Academy

Name of Principal/Director: Joe Maimone

Phone: 828-657-9998

Email: jmaimone@tjca.org

Current Grade Span: K-12 Current Enrollment: 941 in 2008/2009

Maximum Number of Students Allowed in Facility by Local Building Codes: 1100

Have there been material changes to your charter? No

Are any currently proposed? No

If yes to either question please describe the modifications and include the rationale for the changes:

Please check the box or boxes that apply and fill in the blanks with the number of students or grade span for 09/10 and 10/11 school years. All schools must submit this form.

GROWTH REQUEST:

For A and B: If your school is **requesting enrollment growth greater than 10% or a grade expansion**, the Statement of Intent is due to the Office of Charter Schools **on or before, Friday, October 31, 2008.**

A) Increase the enrollment by more than 10% from **1040 in 2009/10** to **1460 in 2010/2011.**

Provide a detailed justification for your proposed growth: *TJCA is partnering with the Challenge Foundation to offer a core curriculum K-12 program in the Western end of Rutherford County in the Lake Lure municipality. As background, the town council of Lake Lure approached our school board in April 2008 to request that we consider an addition to TJCA in the town of Lake Lure. The Chairman of the Rutherford County Economic Development Commission made the request on behalf of the town and expressed to us that the Rutherford County Commissioners and some members of the Rutherford County School Board would support this addition. Because Rutherford County is so large, students who reside in Lake Lure must now travel between 15-25 miles to attend the Rutherford County school system, and the county has not been able to justify the additional expenditure of building a new facility, given their extensive new building program that has taken place in other areas of the county. We have provided the Office of Charter Schools with extensive supporting documentation from the community requesting that TJCA build a school in Lake Lure. This includes approximately 300 petition signatures from community members, several letters of support from families and businesses, and supporting resolutions from the Lake Lure Town Council, the Chimney Rock Town Council, and the Rutherford County Economic Development Commission.*

In our business plan, we expect a maximum of 40 students per grade in K-8, or 360 new students in the Lake Lure program in 2010/11, most of whom reside within a small radius

centered in Lake Lure. We anticipate maintaining 80-90 students per grade in the already existing K-12 program in Forest City, or 1100, for the total request of 1460 students in 2010/11.

We anticipate the addition of grades 9-12 in the Lake Lure facility between 2011-2014 as students move up into the high school program, which will keep growth beyond 2010/11 be low 10% each year . Please note that the new K-12 addition will be housed in a new facility, and is not included in the Building Code information above. The Challenge Foundation, a private charitable trust that supports charter schools around the country, has agreed to finance the building of a 57,000 square foot facility to house this school. Thomas Jefferson Classical Academy is fortunate to be a member of the national Challenge Foundation Academies (CFA).

Joseph Maimone, Headmaster

October 31, 2008

Signature of Principal or Board Chair

Date

Justification for TJCA/Challenge Foundation Expansion in Lake Lure

Background

In December of 2007 The Mayor of Lake Lure, Jim Proctor and Rutherford County Economic Development Commission Chairman Bill Frykberg approached Thomas Jefferson staff regarding the possibility of an expansion of the charter school. They advised TJCA of the following.

1. The High School in Lake Lure closed in 1957 when Rutherford County Schools were consolidated.
2. The Elementary School closed in 1961
3. The original Lake Lure School was built in 1927 and served about 500 students in grades 1-12. Students were from the Chimney Rock, Lake Lure, and Bills Creek area with a number of additional students from Henderson, Polk, and Buncombe County.
4. Since the school was closed by the Rutherford County Board of Education, students have had the option to attend classes in Henderson County and Rutherford County
5. Bus rides are typically 1 ½ to 2 hours each way with buses leaving as early as 6:15 in the morning.
6. Distance and commute times make it very difficult on parents and students.
7. Property sales in the area are lost because it is not practical to raise children in the area in an era of high fuel costs.
8. Businesses find it difficult to hire employees with children because of school transportation issues.
9. Community agencies such as Volunteer Fire Departments have difficulty recruiting younger new members leading to the need to expend taxpayer funds to hire professional firefighters.
10. The Towns of Lake Lure and Chimney Rock each petitioned the Rutherford County Board of Education to open a school in the Lake Lure area. These efforts were rebuffed by the superintendent Donna Peters and the Board of Education.
11. Limited Capital Budgeting availability in Rutherford County had taken the possibility of a Lake Lure School off the radar screen for the county according to County Commissioner Brent Washburn.

Beginning in 2006 the Lake Lure , Chimney Rock and Bills Creek area had begun to boom with over 2000 new residential lots being developed. Younger families were moving to the area. The demand for a school was building.

The Town of Lake Lure, recognizing its future needs, had included the construction of a school in its newly approved comprehensive plan. With Rutherford County not willing to move ahead the town approached Thomas Jefferson. As an inducement to get a school built the Town of Lake Lure offered Thomas Jefferson a 99 year lease on 20 acres of property value at over \$1,000,000. off of Island Creek Road in the town.

In reviewing the population and demographic information on the area TJCA feels that it will easily be able to recruit 40 students per grade in grades K-8 for a total of 360 students in the Lake Lure area beginning in the 2010-2011 school year. These students will be recruited from a four county mountainous area of Rutherford, Henderson, Polk and Buncombe County. We anticipate of grades 9-12 in the Lake Lure facility between 2011 and 2014 as students move up into the high school program.

Subject: TJCA in the News

Town behind school plans

From today's edition of the Daily Courier:

By SCOTT BAUGHMAN

Daily Courier Staff Writer

LAKE LURE — Could a school be returning to Lake Lure for the first time since 1961? Some project supporters in the area are already hard at work building interest and hoping the state of North Carolina will expand the charter of Thomas Jefferson Classical Academy.

Supporters came to the Town of Lake Lure September meeting Tuesday night to ask the town board to pass a resolution in support of the school project.

"People are asking, why do this?" said Bill Frykberg, who is spearheading the Lake Lure charter school effort. "To grow and prosper, the Lake Lure area needs better balance. We need younger people to work in our businesses and to staff our volunteer fire departments. Bus rides for students who live in Lake Lure to their respective schools are usually 90 minutes to two hours one way with students leaving as early as 6:15 a.m. The towns of Lake Lure and Chimney Rock each petitioned the Rutherford County Board of Education to open a school in the area and those efforts were rebuffed." Working with TJCA, Frykberg feels the town can meet the needs of the charter school.

"As an inducement to get a school built, the town offered Thomas Jefferson a 99 year lease on 20 acres of property valued at over \$1,000,000 off Long Island Creek Road in town," Frykberg said. "In reviewing the population and demographics, TJCA feels that it will easily be able to recruit 40 students per grades kindergarten through eighth grades for a total of 360 students in

the Lake Lure area beginning in the 2010 — 2011 school year. We anticipate the addition of grades ninth through twelfth in the facility between 2011 and 2014 as students move up."

Town council members were more than happy to pass a resolution supporting the new school effort and agreed to distribute a petition for it by the town's e-mail list. The current estimate for the school cost is in the \$5,000,000 range. But private funds exist to build the school.

"This is a school that can built and operated without a dollars worth of local tax revenue," Frykberg said.

"I want to say a big thank you to Bill," said Commissioner Russ Pitts.

"This is a vision that you've carried as long as I've known you and I congratulate you and definitely see the value of it to the community. I look forward to the day that we start construction."

Frykberg replied, "Yes. If you look at the demographics from Chimney Rock and others in Polk County, Buncombe County and the Bat Cave area — we're looking at 20 percent of those children from a base of about 2,500 kids going to this school. What is the 2010 census going to say? I have no clue, but there are 2,500 students in the area and that was sufficient to satisfy the people with Challenge Foundation Academy to fund the school."

**Resolution in Support of an Expansion of the
Thomas Jefferson Classical Academy
Charter to allow the construction of a
Charter School in Lake Lure.**

October 15th, 2008

Since the closing of the original Lake Lure School in 1961 the Economic Development of the western portion of Rutherford County has been hampered by the lack of a school. Area businesses and government agencies have difficulty in hiring younger workers with families. Because Lake Lure and Chimney Rock students have had to endure bus rides that are typically 1 ½ to 2 hours each way with buses leaving as early as 6:15 in the morning to reach schools in Rutherfordton, Union Mills or Hendersonville. In an era of \$4.00 gas the long commute to school makes it extremely difficult on Lake Lure and Chimney Rock area parents and students.

In light of the fact that the towns of Lake Lure and Chimney Rock have passed resolutions in support of the expansion of the Thomas Jefferson Classical Academy and that funding for the construction of the school has been secured from Challenge Foundation Academy, and that the Town of Lake Lure is willing to lease 20 acres of property on Island Creek Road for \$10.00 a year as a site for the construction of the school, The Rutherford County Economic Development Commission hereby requests that the North Carolina Division of Charter Schools approve the application from Thomas Jefferson Classical Academy to expand its charter to construct a 520 student K-12 branch campus in Lake Lure. We believe that a Charter school can best serve the needs of the area and educate area students from the four county area that makes up the Hickory Nut Gorge. The construction of a school in Lake Lure is one of the key ingredients in stimulating the economic development of the western portion of Rutherford County.

Rutherford County Economic Development Commission

William C. Frykberg
Chairman



RUMBLING BALD

RESORT ON LAKE LURE

September 25, 2008

This resolution is written on behalf of the Board of Directors and the Fairfield Mountains Property Owners Association (Rumbling Bald Resort). The Association represents the interests of 1,600 property owners at Rumbling Bald Resort, which is located in Lake Lure. Our community was originally formed in the 1960's, just a few years after the school in Lake Lure was closed by the Rutherford County Board of Education. Since the beginning, it has been very difficult for families with children to make the decision to live in our community.

Children of families that do choose to live here must board school buses at between 6:00am and 6:15am in the morning and endure a 1 1/2 to 2 hour bus ride each way to attend school. For parents who choose to skip the early bus ride, they are faced with an hour long automobile commute to bring their children to Rutherford County schools in Rutherfordton and Union Mills. In an era of \$4.00/gallon, this commute is expensive and time consuming. Long Bus rides and long commutes are unacceptable for our children. We need a local school to meet the needs of Lake Lure families. We believe the expansion of the Thomas Jefferson Classical Academy charter to allow for the construction of a Lake Lure Campus is vital to the property owners at Rumbling Bald Resort.

The Rumbling Bald Resort is one of the major employers in Lake Lure. Many of our employees have children, and the lack of a school in Lake Lure puts a hardship on these employees. Many well qualified employees with children have moved on to jobs in surrounding areas because they could not develop a good family balance with commutes to school and extra-curricular activities taking up way too much time. Good, productive employees are hard to find and a good local school is critical to retaining employees.

Fire protection is critical in our mountain community, and at the present time the average age of the Fairfield Mountains Fire Department is over 65 years old. Younger volunteers are critical to delivering necessary fire protection. In order to have younger volunteers, we must have younger families making the decision to live at Rumbling Bald Resort. Younger families require a convenient local school. Real Estate sales are a critical issue to Rumbling Bald Property owners. The lack of a school in Lake Lure reduces the market for Rumbling Bald properties.

We hereby request the North Carolina Division of Charter Schools approve the application from Thomas Jefferson Classical Academy to expand its charter to construct a 520 student K-12 branch campus on 20 acres of land owned by the Town of Lake Lure on Island Creek Road. We believe a Charter school can best serve the needs of the area and educate students from the four counties which make up the Hickory Nut Gorge.

Signed,



Chief Executive

RESOLUTION NUMBER 08-09-09A

**A RESOLUTION REQUESTING APPROVAL FROM THE
THE NORTH CAROLINA DIVISION OF CHARTER
SCHOOLS FOR THE THOMAS JEFFERSON CLASSICAL
ACADEMY APPLICATION TO EXPAND ITS CHARTER TO
ALLOW THE CONSTRUCTION OF A CHARTER SCHOOL
IN LAKE LURE**

WHEREAS, the Town of Lake Lure School was closed by the Rutherford County Board of Education in 1961; and

WHEREAS, The Rutherford County Board of Education has consistently refused to move ahead with building a school in Lake Lure despite a resolution from the Town of Lake Lure requesting such a school; and

WHEREAS, Lake Lure students have had to endure bus rides that are typically 1 ½ to 2 hours each way with buses leaving as early as 6:15 in the morning to reach schools in Rutherfordton, Union Mills and Hendersonville; and

WHEREAS, in an era of \$4.00 per gallon of gas, the long commute to school imposes a financial burden on Lake Lure area parents and students; and

WHEREAS, a school was discussed and supported in Lake Lure's recently approved Master Plan; and

WHEREAS, a school is critical to the continued vitality and economic development of Lake Lure; and

WHEREAS, property sales in the area have been lost due to it not being practical for young families to raise their children in the area; and

WHEREAS, businesses and government agencies find it difficult to recruit employees with children because of school transportation issues; and

WHEREAS, community agencies such as our Volunteer Fire Departments have difficulty recruiting younger new members leading to the Town of Lake Lure having to expend taxpayer funds to hire professional firefighters; and

WHEREAS, the Thomas Jefferson Academy Charter School desires to expand its charter to construct a 520 student K-12 branch campus; and

WHEREAS, the Town of Lake Lure believes that a Charter school can best serve the needs of the area and educate area students from the four county area that makes up the Hickory Nut Gorge; and

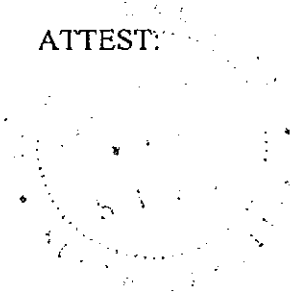
WHEREAS, the Town of Lake Lure owns approximately 20 acres of land on Island Creek Road and would agree to lease the property to Thomas Jefferson Academy at a lease rate of \$10 per year;

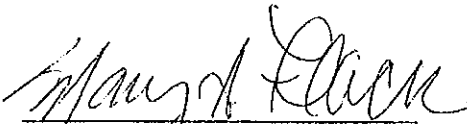
NOW THEREFORE, BE IT RESOLVED, that the Town Council of the Town of Lake Lure hereby requests that the North Carolina Division of Charter Schools to approve the application from Thomas Jefferson Classical Academy to expand its charter to allow the construction of a 520 student K-12 branch campus on the approximate 20 acres of land owned by the Town of Lake Lure on Island Creek Road.

The actual terms of a subsequent written lease shall supercede any lease terms set forth herein.

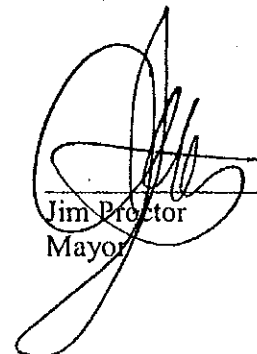
Adopted this 9th day of September, 2008.

ATTEST:






Mary A. Flack, MMC
Town Clerk



Jim Proctor
Mayor

Approved as to content and form:



J. Christopher Callahan
Town Attorney

CHIMNEY ROCK VILLAGE
RESOLUTION OF SUPPORT
FOR A CHARTER SCHOOL TO BE LOCATED IN THE TOWN
OF LAKE LURE, RUTHERFORD COUNTY

WHEREAS, the Town of Lake Lure has been recognized as a possible location for a Charter School; and

WHEREAS, the location of such a Charter School would be extremely beneficial for Rutherford County and its citizens;

WHEREAS, the Town of Lake Lure would be an excellent location for such a Charter School; and

WHEREAS, the governing body of Chimney Rock Village desires to express its support for such a project being located in the Town of Lake Lure in Rutherford County; and

WHEREAS, the governing body of Chimney Rock Village requests support for the project from all municipal governing boards within Rutherford County;

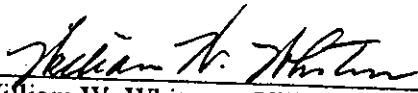
WHEREAS, In light of the fact that

1. The Lake Lure's school was closed by the Rutherford County Board of Education in 1961.
2. The Rutherford County Board of Education has consistently refused to move ahead with building a school in Lake Lure despite a resolution from Chimney Rock Village requesting such a school.
3. Chimney Rock Village students have had to endure bus rides that are typically 1 and 1/2 to 2 hours each way with buses leaving as early as 6:15 in the morning to reach schools in Rutherfordton, Union Mills or Hendersonville.
4. In an era of \$4.00 gas the long commute to school makes it extremely difficult on Chimney Rock Village area parents and students.
5. A school is critical to the continued economic development of Chimney Rock Village.
6. Property sales in the area are lost because it is not practical for young families to raise children in the area.
7. Chimney Rock Businesses find it difficult to recruit employees with children because of school transportation issues.
8. Community agencies such as our Volunteer Fire Departments have difficulty recruiting younger new members

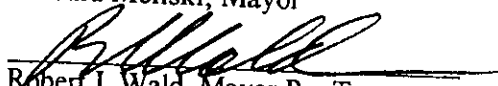
Chimney Rock Village hereby requests that the North Carolina Division of Charter Schools to approve the application from Thomas Jefferson Classical Academy to expand its charter to construct a 520 student K-12 branch campus on 20 acres of land owned by the Town of Lake Lure on Island Creek Road. We believe that a Charter school can best serve the needs of the area and educate area students from the four county area that makes up the Hickory Nut Gorge.

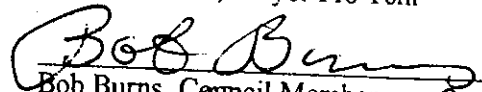
NOW, THEREFORE, BASED ON THE FOREGOING, BE IT RESOLVED, the Mayor and the Village Council do hereby adopt this Resolution of Support for a Charter School in the Town of Lake Lure.


Adopted this the 16th day of September 2008


William W. Whitman, Village Clerk
091608


Barbara Meliski, Mayor


Robert J. Wald, Mayor Pro Tem


Bob Burns, Council Member


Frank Campbell, Council Member

County Commissioner
Charles Hill

Rutherford County

October 10, 2008

Mr. Joseph Maimone
Thomas Jefferson Classical Academy
2527 US Highway 221A
Henrietta NC 28076

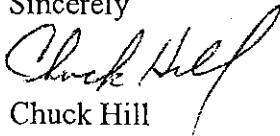
Dear Joe:

I wish to offer you and the staff of Thomas Jefferson Classical Academy my full support in your efforts to establish a school in the Lake Lure area of our county.

Thomas Jefferson's success in Rutherford County has been sensational. The citizens of the Lake Lure area hopefully will now get the opportunity to benefit from these successes.

Again I wish you the best in your endeavors and if I can help both personally or through my office, please feel free to contact me.

Sincerely



Chuck Hill
County Commissioner District 2

STATEMENT OF INTENT FOR 2009-2010

ALL SCHOOLS MUST SUBMIT

Name of Charter School: Highland Charter Public School

Name of Principal/Director: Sherida Lewis Stevens

Phone: 704-866-6342

Email: sstevens@highlandcharter.org

Current Grade Span: K-2 Current Enrollment: 68

Maximum Number of Students Allowed in Facility by Local Building Codes: 140

Have there been material changes to your charter? No

Are any currently proposed? No

If yes to either question please describe the modifications and include the rationale for the changes:

Please check the box or boxes that apply and fill in the blanks with the number of students or grade span for 08-09 and 09-10 school years. All schools must submit this form.

GROWTH REQUEST:

For A and B: If your school is **requesting enrollment growth greater than 10% or a grade expansion**, the Statement of Intent is due to the Office of Charter Schools **on or before, Friday, October 31, 2008.**

A) Increase the enrollment by more than 10% from **68** to **83** to **98** to **113**
(2008-09) (2009-10) (2010-11) (2011-2012)

B) Increase the grade-span from **K-2** to **K-3** to **K-4** to **K-5**
(2008-09) (2009-10) (2010-11) (2011-2012)

Provide a detailed justification for your proposed growth:

In May 2007, the Board of Directors of Gaston Community Action, Inc., the administrators of Highland Charter Public School, decided to request an increase in the grade span for the Highland Charter Public School from Kindergarten -2nd grade to Kindergarten -5th grade. The Board had four major reasons for seeking this modification. First, each year we receive numerous requests from our parents to increase grade levels so that their children can complete their elementary school education at Highland Charter.

Secondly, as a K-2 school, Highland Charter is considered a feeder school. Highland Charter's AYP designation is not based on its student's performance but on the school where the majority attend third grade. Almost all of the students leaving Highland Charter go to one of three Gaston County schools, none of which met AYP for 2006-2007. This places Highland Charter in Title I School Improvement with no control over its ability to exit that status.

Third, Highland Charter's recruitment and retention is negatively impacted by being only a K-2 school. Parents generally try to keep their elementary age children in the same school. Each year Highland Charter loses two - to - three students along with each student promoted to third grade.

Finally, we are ready to grow. Highland Charter began as Kindergarten only and over the years increased grade levels to include Kindergarten thru 2nd Grade. We have faced many challenges and learned much over the past 11 years and feel we are now ready to increase grade levels again. Our plan is to grow one additional grade level each year until we are a Kindergarten to 5th grade school.

For the 2009-2010 school year, Highland Charter Public School proposes to increase the grade span from Kindergarten - 2nd grade to Kindergarten - 3rd grade. Third Grade enrollment will be limited to fifteen (15) students the first year.

Highland Charter serves a predominately low-wealth population with about 99% of our students qualifying for free and reduced meals. Many of our students are the oldest child in their family, have three or more younger siblings, and have a primary caregiver of 24 years of age or younger. In many cases, the oldest child is charged with the responsibility of looking out for the younger children. These family dynamics greatly impact our retention and recruitment efforts. Parents generally try to keep their elementary school-age children in the same school. If a family has 3rd grade children that cannot attend Highland Charter, they tend not to enroll their Kindergarten to 2nd grade children with us. If the oldest child begins school at Highland Charter, the younger siblings are enrolled but they are also moved when the older sibling must change to another school for third grade.

Almost all of the children enrolled in Highland Charter begin Kindergarten with one year or less of preschool experience; some do not know their real first name - only a nickname. These students begin school with a tremendous learning deficit and require enhanced services to ameliorate their situation. Highland Charter uses a non-traditional classroom and small group structure that allows our teachers to individualize instruction thus meeting the child's needs where they are at the time.

Highland Charter administers the North Carolina Grades K-2 Assessment and the Developmental Reading Assessment each nine weeks. In May 2008, Highland Charter began administering Measures of Academic Progress (MAP) from Northwest Evaluation Association (NWEA). Highland will administer MAP Survey with Goals three times a year, in September, January and May. MAP Skills Checklist will be administered each nine weeks.

An example of the academic progress at Highland Charter:

Incoming 2006-2007 Kindergarten:

- 65.8% do not have requisite literacy readiness skills
- 70.1% do not have requisite math readiness skills

Year-end 2006-07 Kindergarten

- 57.9% at or above grade level for Reading
- 64.9% at or above grade level for Math

The same students at year-end 1st grade in 2007-2008

- 61.25% at or above grade level for Reading
- 68.75 % at or above grade level for Math

A Personalized Education Plan is developed for every student performing below grade level in Reading and/or Math. Highland Charter's ABCs status for 2007-08 was High Growth.

As a K-2 school, Highland Charter is considered a feeder school. Highland's AYP designation is not based on its student's performance but on the school where the majority attend third grade. Almost all of the students leaving Highland Charter go to one of three Gaston County elementary schools, Woodhill, Rhyne and Sadler, which have inconsistently met AYP since the process began. In 2005-2006, Woodhill Elementary made adequate yearly progress, meeting 13 of 13 AYP targets and was a priority school under the ABCs. Rhyne Elementary did not achieve adequate yearly progress, meeting 7 of 13 AYP targets, and was low performing under the ABCs. Edward D. Sadler, Jr. Elementary did not make adequate yearly progress meeting 13 out of 17 AYP targets and was a priority school under the ABCs. For 2006-2007, none of these schools met AYP. Woodhill met 10 of 13 AYP targets and was a priority school under the ABCs. Rhyne met 7 of 13 targets and was low performing under the ABCs. Sadler met 10 of 17 targets and was a priority school under the ABCs. Being a feeder school places Highland Charter in Title I School Improvement with no control over its ability to exit that status.

For 2007-2008, the majority of our second grade students transitioned to Brookside Elementary School. Brookside is not in school improvement.

Mission and Philosophy

The mission of Highland Charter Public School is to be a family friendly school that enhances the learning community, expands educational choice and increases learning opportunities for all children.

Choice Theory and the Quality School Model developed by William Glasser, M.D. provide the framework and/or vehicle to achieve our mission. Staff, students and parents learn Choice Theory so that the entire school community has a common language when working with the children.

Our main goal is to help all students be successful by improving their lives through learning. We want students to learn the information, skills, and values that will help them live productively and responsibly. We also want students to achieve their highest potential and develop personal responsibility and self-control, not by coercion, threats, and rewards, but by teaching them to fulfill their basic human needs in honorable, effective ways and to solve problems by talking through them.

At Highland Charter Public School, we want our students to understand the value of what they are being asked to do and how the task or learning connects with prior knowledge. We want our students to know the standards for quality work and that they reach quality by self-evaluating, improving, and taking risks. We expect all students to demonstrate behavior that reflects honesty, responsibility, cooperation, respect and perseverance.

Educational Theory and Foundational Model:

The educational program at Highland Charter includes the freedom to conceive and deliver an academic program that meets state standards and criteria by using a variety of methods. Our program is designed to implement an instructional program that applies scientific and human development theories, which allows students to internalize facts versus memorization of facts, in an environment where children enjoy learning, and that addresses the educational needs of the whole child. We do this by providing hands-on experimental academics. We emphasize cooperative learning and confidence building in a creative learning environment that stimulates and encourages individual progress. Our focus is to use integrative learning programs to interest, challenge and encourage our children on all levels and allow our children to enjoy and have fun while learning. Our program integrates community service into the curriculum so that the children will meet their learning goals while performing service to the community. Highland Charter offers at-risk or students that are unhappy in the traditional school setting an opportunity to learn in an environment with high academic expectations, individualized instruction and committed teachers in a family-like atmosphere.

Highland Charter Public School utilizes strategies that provide opportunities for all students to meet the State's proficient and advanced levels of performance and are based on effective means of improving student achievement. The instructional program helps students develop cognitive strategies - tools that help them become actively involved with the materials to be learned. These strategies reflect what we know about learning: the need to link to prior knowledge, organize information and to make connections.

Curriculum components include the North Carolina Standard Course of Study, focused emphasis on Reading, Writing and Math; essential learning, thinking, and communicating standards of performance for all students; and, benchmarks with assessments to ensure that all students demonstrate application of previously learned knowledge. Instructional components include reading immersion, reading/writing focus in all subject areas, an instructional format focused on cognitive learning strategies and continuous progress; integrated units; teaching strategies for problem-solving and higher-order thinking skills; and, accelerated learning approaches for all students.

The program includes the use of age-appropriate literature and trade books designed to aid comprehension and widen experiences. Hands-on manipulative experiences are included in language arts, social studies, technology, science and mathematics. The computer lab and frequent appropriate field trips enhance the instructional program. We utilize flexible, ability groupings at all grade levels.

Highland Charter utilizes the following resources for grades K-2:

- *The North Carolina Standard Course of Study*
- *The Balanced Curriculum: A Guiding Document for Scheduling and Implementation of the North Carolina Standard Course of Study at the Elementary Level*
- *Week By Week Essentials*
- *Math Stars*
- *SRA McGraw-Hill Imagine It! - reading and language program*
- *Houghton-Mifflin Math Program*
- *Accelerated Reader (Grades 1-2)*

- *Accelerated Math (Grades 1-2)*
- *Lions Quest Skills for Growing*
- *Waterford Early Reading, Math and Science Program(Grades K-1)*
- *DRA- Developmental Reading Assessment*
- *State Math Assessment*
- *Measures of Academic Performance*
- *Informal Assessments*
- *Textbook Assessment*
- *Appropriate Internet sites*

Each nine-week grading period, Highland Charter administers the Developmental Reading Assessment (DRA), the North Carolina Grades K-2 Assessment, and the Quarterly Math Assessment. Beginning in May 2008, we began administering Measures of Academic Progress (MAP) North Carolina State- Aligned Version from the Northwest Evaluation Association (NWEA) which is scheduled for September, January and May. We administer informal and textbook assessments on an almost daily basis.

The instructional program also includes:

- *Cooperative learning*
- *Choice Theory lessons*
- *Spanish Curriculum- students participate in weekly vocabulary and cultural lesson*
- *Integrated Arts program - ie. music and art*
- *Science and Technology based curriculum - ie. virtual field studies, Internet- based learning and research*
- *Community service projects/ Community involvement*
- *Use of Blooms Taxonomy*
- *Field Studies*

In addition to relevant components from the K-2program, the 3rd through 5th Grade program will include:

- *SRA McGraw-Hill Imagine It! - reading and language program*
- *Houghton-Mifflin Math Program*
- *Accelerated Reader and Accelerated Math*
- *Lions-Quest Skills for Growing*
- *Informal assessments*
- *Textbook assessments*
- *Harcourt Science and Social Studies Program*
- *MAP - Skills Checklist and Survey with Goals*
- *EOG Testing*
- *Quarterly Math assessment*
- *Star Reader and Star Math*
- *The Competitive Edge Series for Math, Reading and Writing - to help with test taking skills*

Exceptional Children Services:

Highland currently contracts for educational, speech and language therapy, and psychological services; Highland Charter will contract for the services of other identified exceptionalities. Highland serves all students based on the inclusion model of special education. Highland provides all children with direct instruction, individually or in small groups, in the regular classroom or in a resource setting; the same is true for our EC students. Instructional assistants are available to any student needing additional assistance.

Highland has a school-based committee that identifies and evaluates the educational needs of the children. Highland develops and implements an Individualized Education Plan (IEP) for all eligible children with disabilities enrolled in our school. Our goal is to ensure we meet each child's unique needs in the least restrictive environment through the development of the IEP.

Professional Development:

The majority of the students at Highland Charter are from families in either generational or situational poverty. The rules that govern their lives is often at odds with the rules for success in school. Ensuring that our staff is prepared to effectively work with economically challenged families and help the children reach their highest potential is a priority. Pre-service professional development includes Dr. Ruby Payne's A Framework for Understanding Poverty audio workshop. In addition, Highland Charter's instructional staff participate in DPI sponsored and other relevant K-5 workshops. A minimum of five reading methods renewal credits and five technology renewal credits are required during each renewal cycle.

Highland Charter provides exceptional children specific in-service training for all personnel. Provided training includes the school's identification and referral process, early intervention strategies, and the use of positive behavior intervention. Regular education teachers are encouraged to attend special education workshops of interest.

Business Plan and Financial Reporting

Membership has fluctuated over the years and from the beginning to the end of the school year. During the early years of the school's existence, the majority of our students were the only or oldest child in their family. Now, as a K-2 school, Highland often has three or more siblings enrolled at one time and loses two or more students with each student promoted to third grade. For the past three years, membership at Highland Charter has been declining as parents keep their elementary age children in the same school. Of the 68 students currently enrolled, we have eight sets of siblings representing 18 students. Of these, four sets representing 10 students are in second grade.

Highland also serves a very transient population – a significant number of the students move within Gaston County on an almost monthly basis while others move between North and South Carolina during the school year. Our year end membership is adversely affected by this process.

Highland Charter projects enrollment for the 2009-2010 school year to be 83 students of which 15 could be third grade students. Anticipated instructional staff includes four North Carolina certified, highly-qualified teachers and one paraprofessional; non-instructional staff includes a director, data manager and two bus drivers. Highland Charter contracts for necessary exceptional children services personnel including a licensed school psychologist and speech and language therapist; other personnel are contracted as a student requires those services.

For C and D: If your school is **not requesting enrollment growth greater than 10% or a grade expansion**, the Statement of Intent is due to the Office of Charter Schools **on or before, Monday, January 5, 2009.**

C) Maintain the 2008-2009 current enrollment of _____, _____, and grade levels of _____, _____, for the 2009-2010 school year.

D) Grow up to 10%, but not greater than 10%, as allowed by G.S. 115-238.29D(d).

Signature of Principal or Board Chair

Date

STATEMENT OF INTENT FOR 2009-2010

ALL SCHOOLS MUST SUBMIT

Name of Charter School: KESTREL HEIGHTS SCHOOL

Name of Principal/Director: TIM DUGAN
tddugan@aol.com

Phone: 919 484-1300

Email:

Current Grade Span: 6-12 Current Enrollment: 470

Maximum Number of Students Allowed in Facility by Local Building Codes: 480

Have there been material changes to your charter? no
Are any currently proposed? Yes, see attached request and justification

If yes to either question please describe the modifications and include the rationale for the changes:
See attached request and justification

Please check the box or boxes that apply and fill in the blanks with the number of students or grade span for 08-09 and 09-10 school years. All schools must submit this form.

GROWTH REQUEST:

For A and B: If your school is **requesting enrollment growth greater than 10% or a grade expansion**, the Statement of Intent is due to the Office of Charter Schools **on or before, Friday, October 31, 2008.**

A) Increase the enrollment by more than 10% from **454** to **980** students. (2009-10)

B) Increase the grade-span from **6-12** to **K-12** .
(2008-09) (2009-10)

Provide a detailed justification for your proposed growth: Kestrel is requesting the State Board of Education approve the addition of an elementary school.

For C and D: If your school is **not requesting enrollment growth greater than 10% or a grade expansion**, the Statement of Intent is due to the Office of Charter Schools **on or before, Monday, January 5, 2009.**

C) Maintain the 2008-2009 current enrollment of, , and grade levels of, , for the 2009-2010 school year.

D) Grow up to 10%, but not greater than 10%, as allowed by G.S. 115-238.29D(d).

Signature of Principal or Board Chair

Date

**Kestrel Heights School
Request and Justification
for Enrollment Growth
Through the Addition of Grades Kindergarten – Fifth Grade
October 29, 2008**

As described in its original charter, Kestrel Heights School was established in Durham County to be a charter school offering grades 6 – 12, with enrollment of up to 480 students. Due to facilities constraints, the school had been operating for the first eight years serving only grades 6 – 10. Now located in a new facility in Research Triangle Park, Kestrel Heights presently serves grades 6 – 12.

Throughout the school's history, parents have asked school leaders to consider expanding the school to include the elementary grades. Over the last two years, as Kestrel Heights moved into its new facility, parent demand for an elementary program has increased. In addition, while making strategic plans to fulfill the original vision of the school, the school board has recognized the need to add elementary grades in order to maintain and enhance long term academic success as well as to provide increased financial stability of the school operation.

By offering classes beginning with the sixth grade, Kestrel Heights has had to devote many of its resources toward remediation of children who were not well prepared for the academic rigor of our middle school, nor in possession of the self discipline necessary for successful completion of our character development programs. We believe we can ensure more complete preparation of students for our middle and high school programs by expanding our offering to include grades kindergarten through fifth. The enculturation of students into the various aspects of Kestrel Heights' academic and character development programs is more readily achieved by working with younger students, with the result that our successes with middle and high school students will grow beyond the solid level achieved during the school's first ten years.

This past summer Kestrel was able to contract with HighMark School Development, LLC, a charter school development company from Utah to acquire Kestrel's current facility and campus from Imagine Schools. As a part of the acquisition, Kestrel terminated its management contract with Imagine Schools, thereby saving the school over \$400,000 annually. HighMark is leasing the facility to Kestrel and is very interested in helping the school complete the expansion of the existing middle/high school building and developing the planned elementary facilities. Unlike Imagine Schools, HighMark is simply a landlord and has no role in the operation of the school. Kestrel is once again an independent, board-managed charter school. This change has already had a positive impact on faculty morale and the school's finances.

THE CURRENT CAMPUS AND PLANS FOR ITS EXPANSION

Kestrel Heights School recently developed a new 37,000 square foot facility which it occupied on September 25, 2006. The facility sits on a 9.5 acre site which was developed to add a second building to house the elementary program. The property is located in Research Triangle Park, just off the Interstate 40. In this central location, Kestrel Heights has expanded its effective geographic reach beyond the city of Durham to include students in Cary, Morrisville, and northwest Raleigh. In Wake County, in particular, the recent wave of public school reassignments has heightened interest from families who wish to keep their children enrolled in one school for several years. The development of residential neighborhoods around Research Triangle Park has increased the need for additional public elementary schools in southeast Durham and western Wake Counties.

The first phase of the planned development required the installation of most of the infrastructure necessary to service the entire 9.5 acre tract. Thus, the cost of the initial building is significantly greater than the cost of the second building. The cost of the new facility, borne by 454 students, is \$2,325 per year. The addition of an elementary program will provide greater utilization of the present site resulting in a reduction in annual per pupil costs for facilities to under \$1,200. This significant cost reduction naturally benefits Kestrel Height’s students of all ages by freeing up financial resources for the education program.

In addition to the termination of the relationship with Imagine schools, Kestrel’s academic performance improved dramatically in the 2008-2009 school year. Overall, all of Kestrel’s test scores increased. The End of Course exams passing rate improved 11.3% from 34% (2007) to 45.3% (2008). In the middle school, the math scores improved by 14.7% from 51.4% (2007) to 66.1% (2008). The State Board renormed the reading test and the scores declined 31% statewide. Kestrel Height’s reading scores declined *only* 10% and Kestrel’s average reading score of 64.9% is significantly above the state average of 56%. Kestrel’s composite score increased from 53.1 % to 58.6%. But for the renorming of the reading scores and Kestrel would have had a composite score above 60%. Kestrel is confident that once the scores are officially released, its middle school will be ranked among the top three middle schools in Durham, successfully competing with the magnet schools. The high school will be in the top third of the public high schools in Durham.

The present 9.5 acres campus presently has a 37,000 square foot middle, high school building. The development plan provides for an expansion of the existing facility to accommodate 700 middle and high school students and to build a 48,000 square foot building which will accommodate 500 elementary students. Durham County has approved both projects and HighMark School Development, LLC, is prepared to finance and build both expansions.

KESTREL’S REQUEST FOR GRADE EXPANSION AND ENROLLMENT ENLARGEMENT

The Kestrel Board of Directors respectfully requests that the State Board of Education approve the following proposal:

ADDITION OF THE ELEMENTARY PROGRAM: Add 500 students in grades K-5 in a new building to be constructed on the school’s present campus.

Specifically, Kestrel Heights School requests that its charter be amended to include the service of grades Kindergarten through Fifth, with an enrollment capacity of 980 students for 2009-2010:

With the addition of the elementary grades, school leaders anticipate an enrollment scenario for 2009-2010 as outlined in the following table:

Planned Enrollment Capacity 2009-2010:			
Grade	Sections	Section Enrollment	Total
K	4	18	72
1	4	20	80
2	4	21	84
3	4	22	88
4	4	22	88
5	4	22	88

6	4	25	100
7	4	25	100
8	4	25	100
9	3	26	78
10	2	26	52
11	1	25	25
12	1	25	25
Total	43		980

The school already has demand for well over 400 elementary students this year as demonstrated in sign up sheets and inquiries. The surrounding elementary schools are severely overcrowded and are using a significant number of mobile classrooms to accommodate their student growth. The Durham Herald Sun recently ran the attached article highlighting the severe overcrowding problem in the Durham County traditional public schools. The addition of an elementary school will provide welcome relief from the overcrowding for 500 elementary students over the next two years.

HighMark is ready willing and able to construct the elementary school facilities for delivery in mid-August as City/County planners have already approved the site plan including the elementary expansion. They are prepared to obtain the necessary building permits and begin construction immediately after the State Board approves the elementary program.

II. EDUCATION

The present middle and high school educational program of Kestrel Heights School features a classical approach, the Paidea method, combined with an emphasis on good citizenship. We propose to complement that program with elementary grades featuring Hirsch’s Core Knowledge Sequence. We intend to extend into the elementary grades our existing character development program featuring the attributes of good citizenship and encouragement of strong student effort. The new elementary educational program is consistent with our present charter, and will readily prepare students for our middle and high school programs. For a detailed description of the Core Knowledge curriculum, please refer to APPENDIX A. In the first year of the expansion, despite the turmoil of starting school in old facilities and double shifting students, moving into a new school and more than doubling Kestrel’s student population, our staff improved our students an average of 1.8 years as measured on the Stanford 10 nationally normed tests.

III. MARKETING

The demand expressed for a Kestrel Heights elementary program is quite strong, with enrollment commitments being received from parents weekly. In order to buttress this list of would-be enrollees, and to ensure awareness of the expanded grades penetrates a broad cross section of socio-economic and racial makeup of Durham and Wake Counties, we intend to conduct a sophisticated marketing campaign. Specific plans include, but will not be limited to, the following:

- Communicate expansion plans with current school families to update them on school expansion plans and invite them to enroll elementary school siblings. Engage current families in reaching out to friends and neighbors with information regarding the new grade levels at Kestrel Heights School.
- Hold public education meetings and tours of the new facility, prepare an informational brochure, and publish several press releases on Kestrel Heights School.

- Create a school brochure that will include information on both the academic and character development programs. This brochure will also summarize the expansion plans for Kestrel Heights School including names, and numbers of people to contact.
- Prepare additional press releases and/or letters to the editor, describing our school and the charter school program in general, as well as updating the press on the status of our charter expansion.
- Ask local newspapers to prepare an educational series on the charter schools in general and Kestrel Heights School in particular.
- Update a school web page to include information about the school's mission, educational plans, and other features. Enrollment and school expansion updates will be posted on the website and sent to an email list serve. A database will be created to begin a mailing list of those who have demonstrated an interest in the school.
- Institute our plan to encourage a rich cultural diversity among our student body. To accomplish this goal, we will place flyers and conduct direct mailings in neighborhoods representing all parts of the socioeconomic spectrum. If proven to be cost effective, we will also broadcast school information via a range of local radio stations. The school staff will also make personal contact with prospective families (door to door if necessary).
- Develop partnerships with community organizations and businesses to foster and promote educational, athletic, artistic and service programs.
- Prepare applications for appointment to the school's staff for distribution in February, 2009. Applications for admission to the school will be available in January. Job postings will be listed on the school's webpage, as well as distributed to local and regional newspapers. Postings will also be listed on educational employment websites.
- The student application period will be closed in early March, 2009, and the school will hold a lottery in the event of excess demand. If all available spaces have not been filled on each grade level, the enrollment period may be extended.
- Hold an orientation and welcome meeting with the school principal, teachers, board members, students and parents.
- Send updates to the news media on a regular basis.
- Provide final information about the opening of the new facility to the news media.
- Invite the public to attend an open house.
- Engage in ongoing marketing activities for the school year, and actively participate in the education section of the local newspapers, submitting articles and photographs of our student body and their activities. We will also take advantage of as many speaking opportunities as possible by offering programs to local civic groups such as Rotary Club, American Association of University Women, Veterans of Foreign Wars, etc.
- Distribute brochures through local businesses, the Chambers of Commerce, libraries, doctors' offices, health departments in Durham County, Boys Club, Departments of Social Services, home school groups, recreational facilities, religious facilities of all denominations, and daycare centers. School information will also be sent to anyone making written, email, or telephone inquiries.
- Place advertisements for public meetings in local newspapers, in free publications and on community bulletin boards. Also, post signs in grocery stores, businesses, and schools.

IV. BUDGET

Please see APPENDIX B for 2009-10 preliminary school budget of a K-12th grade operation.

V. Financial and Operational Backing

Kestrel Heights has engaged HighMark School Development, LLC, which specializes in the financing and construction of charter schools nationwide. A former Director of the Office of Charter Schools, Dr. Grova Bridger's, recently evaluated the Kestrel's staff and programs. See APPENDIX C

VI. SUMMARY

Kestrel Heights School has developed a strong reputation in Durham for academic excellence, and meeting the individual needs of its students. The school board desires to make this excellent school opportunity available to students of all ages, and to ensure academic and financial stability of the school for years to come through the addition of grades K – 5. Demand for the expanded program is strong and likely to continue growing as more residents settle around Research Triangle Park and as employees there learn that a quality educational opportunity near their workplaces is now available. Furthermore, the addition of an elementary program will help meet the huge need for new school facilities in western Wake County and southeastern Durham County.

APPENDIX A

KESTREL HEIGHTS CHARTER SCHOOL K-5 EDUCATION PLAN

Kestrel Heights Charter School plans to implement the Core Knowledge Curriculum in its elementary grades as it expands the school to include grades K - 5. This curriculum is already being successfully used in several North Carolina charter and traditional public elementary and middle schools.

Educational Program and the Core Knowledge Curriculum

Kestrel Heights School believes that the quality of the teaching staff is the most critical ingredient in a successful school. Beyond that, the adopted curriculum is the second most important component. We believe these two components determine, to a great degree, whether a school is mediocre or exemplary. Other notable factors include actual instructional time ("time on task"), the student-teacher ratio, the stability of the student body, the school size, the organization or internal structure of the school, excellent board leadership, and the degree of parent involvement.

We accept the definition of "curriculum" as follows: *a coherent plan for instruction and learning which serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.* The overall curriculum at Kestrel Heights School can best be described as one that is challenging and achievement-oriented; one that emphasizes the basic skills, has a moral focus, and is structured and balanced in all subject areas. Students who graduate from our school will have options and opportunities based on a solid academic foundation characterized by a love of life-long learning.

Instructional Design and Methodologies:

The staff of Kestrel Heights School will work with students based on the fundamental belief that all students can learn. Because it is our belief that all students can learn, it is our intent to provide a structured environment that promotes excellence in education. The instructional design will be diversified and will directly correlate to specific student needs utilizing varied teaching practices and technology-based assistance. Everyday instruction will include educating with various input strategies (Visual, Auditory, Kinetic, and Tactile) which allows students to maximize their potential.

In addition to the specific goals developed for each grade, all students will benefit from a variety of instructional practices.

Examples of such instructional practices include:

Project-Based Learning

- Involving teachers and students in establishing criteria, completing evaluation, and creating performance-based assessment
- Involving diversified grouping (heterogeneous/homogenous)

Computer-Assisted Instruction

- **Focus on technology-based learning—not, for example, computerized worksheets**
- Interactive instruction utilizing the Internet

Group And Individual Learning

- Providing specific goals and objectives for individual students
- Providing specific goals and objectives for teams of students

Thematic Instruction

- Integrated curriculum across all subject areas
- Thematic teaching in reading, history, and science

Parental Involvement

- Tutoring of individual students
- Assisting staff with diverse areas of school functions

Community-Based Learning

- Field trips related to academic studies
- Volunteer, service-oriented projects based on the character development focus virtues

Instructional Design

The school will provide each student with a program of study that is challenging and effective. The instructional program is characterized by a strong, balanced core curriculum with an emphasis on the basic skills. In addition, character development will be integrated into the instructional program in an effort to help students develop into informed and responsible citizens.

The curriculum has been carefully aligned in order to meet the learning objectives and skills addressed in the primary and supplemental instructional resources. It has also been correlated to the state content standards, and the Hirsch Core Knowledge Sequence.

The Hirsch Core Knowledge Sequence is a consensus-based model of specific content guidelines that provides a solid, coherent foundation of learning for students in the elementary grades. It represents a first and ongoing attempt to state specifically a core of shared knowledge that children should learn in American schools. The sequence offers a planned progression of specific knowledge in history, geography, mathematics, science, English, literature, and fine arts. It is a guide to coherent content from grade to grade, designed to encourage steady academic progress as children build their knowledge and skills from one year to the next.

Reading. The school believes that successful readers must be given all of the tools necessary to read. This includes an intensive phonics program beginning in Kindergarten. The systematic introduction and practice of

sounds from Kindergarten through the first marking period of second grade enables all children to be firmly rooted in the basics of the English language.

Students will be instructed from the very beginning of their reading experience that there is important meaning in the text. Comprehension skills will be modeled, taught, and evaluated at every grade level.

The school teachers will work to develop fluency in all readers. Children will be given many opportunities to read both silently and aloud. Teachers will model fluency and expression at every grade level through the oral presentation of excellent literature.

Our students will regularly read classical children's literature. It is our desire to expose them to outstanding works in the field of children's literature with a strong emphasis on books containing rich language and vocabulary.

The Open Court Publishing Company's *Collections for Young Scholars* is a comprehensive program that will prepare students to lead productive lives in twenty-first century society. *Collections for young Scholars* is built upon principles that reflect the consensus of leading literary researches and practitioners regarding what is essential for reading success. Initial reading instruction relies on the explicit teaching of sounds. On the blending of sounds into words, and the leverage of using this knowledge for reading and writing. *Collections for Young Scholars* is a comprehensive program that addresses all aspects of English and reading.

Students who experience *Collections for Young Scholars*:

- Learn how to read and respond to a variety of texts
- Acquire strategies for accessing information and exploring concepts
- Learn how to communicate effectively using both oral and written language
- Learn how to work both independently and collaboratively
- Learn how to give sustained effort to thinking and problem solving

English All students will be expected to develop a strong understanding of and appreciation for the English language. A challenging spelling program includes weekly spelling lists and quizzes. Students will be instructed in all areas of grammar and punctuation including topics such as roots, prefixes, suffixes, and subject/verb agreement. Students will study vocabulary with an emphasis on appropriate vocabulary from content areas. Classes will also review grammar, punctuation, and spelling through Daily Oral Language exercises.

Teachers will emphasize that neatness counts and excellent penmanship will be expected at all levels. Students will be instructed in proper size and formation through regular handwriting lessons.

Students will have many opportunities to develop their skills in the area of composition. Teachers will offer extensive instruction and modeling of the writing process beginning in the early elementary grades. Students will explore all forms of writing including descriptive, persuasive, and creative.

Students will be instructed in giving oral presentations. Teachers will show students how to prepare their materials and deliver their presentation in a professional manner appropriate for their grade level. Students will frequently give research presentations related to topics being studied in areas such as history, geography, and science.

Mathematics. Kestrel Heights School will utilize the *Saxon Math* curriculum. *Saxon Math* is built upon the belief that the most effective way for students to learn is through a gentle repetition extended over a considerable period of time. At Saxon, they call this method incremental development. At its simplest,

incremental development consists of the introduction of topics in bits and pieces (increments), permitting the assimilation of one facet of a concept before the next facet is introduced. Both facets are then practiced together until another is introduced.

The incrementalization of topics is combined with continuous review so that previously learned material is reviewed in every lesson for the entire year. Topics are never dropped, but instead are increased in complexity and practiced every day, providing the time required for concepts to become totally familiar.

Lastly, students are shown how to apply what they have learned to new situations. Genuine learning is demonstrated not only through the understanding of a concept, but also through the ability to apply that concept to new situation.

Other features of Saxon Math include:

- New objectives are introduced through carefully selected group activities.
- Children use manipulatives, engage in discussions, and work in cooperative groups to help one another learn.
- The mastery of concepts develops from hands-on experience to symbolic representation.

Saxon students meet the NCTM (National Council of Teachers of Mathematics) requirements better than students who use other math programs. Students emerge from the Saxon program as capable problem solvers who are able to communicate clearly mathematically.

Science. The science curriculum focuses on the state's established goals and objectives for Science Teaching. Hirsch Core Knowledge Sequence provides much of the necessary content to meet these standards. Science includes the study of life science, earth science, and physical science.

The teachers will have a strong commitment to hands-on, experimental science activities. Students will work extensively with appropriate materials, measuring devices, and scientific instruments.

History, Geography, and Government. Thematic units have been developed in History, Geography, and Government. These units address the core curriculum content standards, and the Hirsch Core Knowledge Sequence. We may not use textbooks, but rather a variety of teacher-developed instructional materials to develop each thematic unit and accomplish the learning objectives through project-based learning.

The History content is based on the Hirsch Core Knowledge Sequence. This sequence gives students an excellent understanding of ancient, United States, and world history. A strong emphasis is placed on the uniqueness of the history of the United States and the people who shaped this great country. Teachers model a respect for America and her heritage.

An understanding of geography is essential in the study of History, therefore, significant time is given to the instruction of geographically related topics. The Geography curriculum is based primarily on the material covered in the Hirsch Core Knowledge Sequence.

Students will be instructed in understanding the role of government and the political process in the United States. An emphasis will be placed on the importance of being an informed citizen who participates in the political process.

Art. Through the weekly art classes, students will explore many different genres of this area. Students will participate in hands-on art projects throughout the year. Frequently these projects will be related to topics

currently being studied with their classroom teacher. Students will also be exposed to many great artists and their works through art appreciation lessons.

Music. Students will explore many periods of music during their weekly classes. Students will spend time learning music appreciation and study great composers and their works. Theory is also an important part of music education, and children will learn many concepts in this area. There will be frequent opportunities for the students to sing as a part of the class and as a part of the yearly school-wide musical programs. Generally two musical programs will be performed each year.

Physical Education. Physical Education helps students develop in three areas. Students will develop individual skills through direct instruction and guided practice. Students will learn about teamwork through playing team games. Lastly, students will learn about the importance of sportsmanship through instruction and modeling by the instructor.

Library. Each class will visit the library weekly. Students will have the opportunity to read, check out books, and receive instruction in different areas of library usage.

Technology. Students will have access to a computer lab in the media center with one instructional period per week. As the year progresses, it is hoped that additional technology will be integrated into the instructional program. A comprehensive technology plan is in place. Teachers will be given opportunities to attend seminars regarding the use of technology in their teaching methodology; and further, will be incentivized to secure pertinent technology certifications.

Character Development Focus. Central to the school classroom is the character development focus. Each month a different character quality will be emphasized. Teachers will discuss this quality with the students, model it, and encourage students to demonstrate it as well. The character development focus will be integrated with literature and other subject matter in an effort to make it as relevant to daily living as possible. A two-year rotation of topics will be followed.

The character qualities chosen for each month are based on the Greek Cardinal Virtues of Justice, Temperance, Prudence, and Fortitude. These four virtues will be taught throughout the year expressed as character qualities the children can more readily understand. Examples of this include: compassion, responsibility (Justice); diligence (Temperance); respect, cooperation (Prudence); courage, and perseverance (Fortitude).

Character Development Focus Themes Month By Month

	<u>First Year</u>	<u>Second Year</u>
September	Respect	Courtesy
October	Friendship	Organization
November	Gratitude	Generosity
December	Responsibility	Humility
January	Perseverance	Excellence
February	Compassion	Cooperation
March	Diligence	Carefulness
April	Courage	Patience
May/June	Integrity/Honesty	Patriotism

Philosophy of Teacher Directed Instruction

Three main assumptions:

- All children can learn if they are taught appropriately.
- All teachers can be successful given effective teaching materials and sufficient training and support.
- Children learn best when they are specifically instructed in content to be mastered.

1. Carefully Designed Curricular Materials

a. Analysis of the Curriculum

1. The chosen curriculum is challenging, traditional, and college-preparatory. It is distinctive in its strong emphasis on the core knowledge necessary for effective communication across cultures.
2. The curriculum employs a variety of materials, especially primary sources and classic children's literature.
3. Learning is hands-on. Textbooks are not used in history or science.
4. Reading instruction is phonics-based with a strong emphasis on comprehension and oral fluency.

b. Instructional design of teacher directed instruction curriculum

1. Teachers model skills and teach specific facts to the students.
2. Mastery is expected of all material.
3. Students freely ask questions in order to master all material being taught.
4. Tests and quizzes are frequently utilized to check for mastery.

2. Effective Teaching Strategies

- a. Teachers clearly present material to be mastered.
- b. Teachers present the material in a highly engaging manner that excites and motivates children
- c. Teachers use a variety of methods when teaching material.
- d. Teachers present and review material multiple times in order to facilitate student learning.

3. *Teacher Expectations and Attitudes*

High expectations for all students is a key component of effective instruction. Children can do far more than they are frequently asked to do. They become even more motivated when they discover how much they are able to learn.

3. Outline of method(s) of meeting the educational needs of exceptional children within the parameters of the schools educational plan and focus while meeting the mandates of Federal and State regulations for serving exceptional children.

Kestrel Heights School is committed to meeting the educational needs of all students enrolled, including those with special needs.

Special Needs Students

1. The Policy

All students with special needs have the right to a quality education appropriate to their needs, abilities and interests. It is our goal to support the classroom teacher in the development and implementation of appropriate instructional and socialization strategies to meet student needs.

2. The Individual Education Plan

Kestrel Heights School will comply with all Federal and State legal requirements that every student identified as having a disability be provided an Individual Education Plan (IEP) specifying goals, level of service, ancillary services and the least restrictive placement. Prior to the opening of school, registration forms are scanned to identify current IEPs from other schools. The parents are fully informed of their rights, procedures and responsibilities under current special education law.

3. Role of The Special Education Staff

- Form a partnership with the classroom teacher to develop appropriate instructional practices to meet student needs.
- Act as a resource to the classroom teacher in the development, implementation and monitoring of specialized or modified programs.
- Provide direct instruction to an individual or groups of students in a separate location.
- Provide instruction in an inclusion setting in a general education classroom setting.
- Administer formal and informal educational assessments.
- Interpret the results of assessments, observations and consultations to develop appropriate programming strategies.
- Facilitate effective communication with students, parents, teachers, administration, special education support staff and community based agencies.
- Share up-to-date professional information regarding special education
- Participate in the Child Study Team, receive referrals

4. The Child Study team

The Child Study Team is a committee of school personnel set up by the principal to ensure ongoing

and effective support for classroom teachers and students. A special education teacher is on each school's team. It provides a forum to discuss students' academic and behavioral needs, and to generate, initiate and monitor solutions that marshal the resources of the school, the family and the community. It creates an awareness/understanding of the issues affecting the student. It acts as a pre-referral intervention planning group for those "unidentified" students whose difficulties may suggest the presence of a disability. As appropriate, the team may refer a student for a formal assessment for special education. Parental permission is required to formally assess a student.

5. Special Education Personnel

All special education teachers have the proper certification. Our ancillary staff consists of speech teachers, social workers, and psychologists as necessary. Their certification will be up to date and monitored by school administrators.

6. Evaluations

Special Education students will be subject to an annual review and a three-year re-evaluation. The purpose of this three-year re-evaluation is for parents and teachers to review the protocols appropriate to the particular student, and make clear decisions as to the programming for this student. The annual review is reserved for parents to look back at the year and plan the coming year together with the administrator, the general education teacher, and the special education teacher.

7. IDEA

Kestrel Heights School will be in step with the major changes in Special Education. The six principles of the laws are:

- Free appropriate public education
- Appropriate evaluation
- Individualized education program
- Least restrictive environment
- Parent and student participation in decision making
- Procedural safeguards

Gifted and Talented Students

Although we have specific goals related to grade-levels, students are not limited to learning only what their grade levels require. Our students will go beyond the traditional limitations of age-groupings.

Instructional practices will include:

(a) project-based learning that involves:

- teachers and students establishing criteria, completing evaluations, and creating performance-based assessments; and
- diversified (heterogeneous/homogeneous) grouping.

(b) computer-assisted instruction with an emphasis on

- technology that enhances and complements the course [note: we do not believe that the mere utilization of computerized worksheets, for example, constitutes a technology-based instructional program]; and
- interactive instruction utilizing CD-ROM and Internet technologies.

(c) group and individual learning that provides

- specific goals and objectives for students; and
- specific goals and objectives for teams of students.

1. Outline of the school calendar for a minimum of 180 instructional days for the upcoming school year.

Kestrel Heights Charter School 2007-2008 Preliminary Calendar

The calendar will be closely aligned with calendar of the school district with a minimum of 180 days of instruction.

August	13-24	Teacher Training (two weeks)
	27	First Day of School (half day)
September	3	Labor Day (school closed)
October	15	Teacher In-Service (no school)
	26	End of Marking Period
	29	Parent-Teacher Conferences (half day)
November	22	Thanksgiving Break (school closed)
December	19-31	Winter Break (school closed)
January	1-2	New Year's Holiday (school closed)
	18	End of First Semester
February	14	In Service (no school)
	15	Mid-Winter Break (no school)
March	21	End of Marking Period
	25	Parent-Teacher Conferences
	28	½ Day
April	3-7	Spring Break (school closed)
May	26	Memorial Day (school closed)
June	6	Last Day of School (½ Day)

State Board Required: ABC Accountability Tests

Kestrel Heights School will participate in the ABCs Accountability Model and conduct the statewide testing for its elementary program as it does for middle and high school grades.

Other Options:

In addition to the measure of student success provided by the NC ABC Accountability Model, the Kestrel Heights School plans to utilize additional means of student assessment. One of these is the Stanford 10, which the faculty will administer each fall to new students and each spring to currently enrolled students. This feedback system will initially use national, state, and local results of the Stanford 10 as benchmarks. The benchmarks will serve as the baseline data in increasing academic growth. This measure will facilitate the development of a performance weighted incentive compensation program for teaching personnel.

A mastery checklist comprised of the curriculum standards will be used to assess student success. This checklist is comprised of the curriculum standards and is used to provide a report card and progress reports on a periodic basis. Teachers will use the list to check: Was it taught? Was it reviewed? Was it tested? Was it reviewed again? Was it mastered?

Math: Each day, students will be expected to demonstrate ability through speed drills. Lower elementary students will review a math meeting board each day. Upper elementary students may have quizzes quite frequently. The computational goal is to achieve mastery through repetition and review. Integrating problem-solving techniques into everyday situations will be addressed with tests and quizzes, which consequently will be systematically evaluated by the teacher.

Language Arts: We will implement the Open Court program, which will encompass worksheets, quizzes, and tests that assist the teacher by accurately reflecting the progress of the student. In addition, students' work will be analyzed from the beginning of the year to the end of the year in such areas as writing, oral presentations, listening skills, and reading fluency.

Social Studies: Our approach will be based on the state standards as well as the Hirsch Core Knowledge Sequence. Teachers will develop their own units, tests, and quizzes. In addition, Hirsch Core Knowledge comes with tests as part of their series; and those will be available for use as well.

Science: Classroom and "hands on" laboratory activities are planned in accordance with the National Science Education Standards for course content.

Kestrel Heights School shall use the State ABC's Accountability Program as a means of assessing progress toward achievement of academic success. Additionally, the Kestrel Heights Charter School has set the eight goals described below. A task force of faculty members will review each goal annually and adjust the goals to student performance and curriculum realignment.

The accomplishment of these and future goals of Kestrel Heights School will be facilitated by fostering a set of sustainable school values among school faculty and staff that emphasizes the inherent abilities of all for achievement not only in their areas of specialty, but in other areas in which they may possess, or can develop, general capabilities. Thus, teachers and staff will be empowered to make decisions affecting, in addition to their primary area of responsibility, many other aspects of school operation more traditionally reserved for administrative or academic specialists such as recommendations on budgeting of school

resources, curricular collaboration between departments as well as between schools, marketing, etc. The faculty and staff will be encouraged to master the business of school as well as the academics. The Kestrel Heights School will encourage and reward innovation in an environment that is characterized by integrity, justice, service, and fun. We believe that teachers and staff who are empowered to manage all the factors and elements that affect their educational environment in a holistic way will find their work as enjoyable as it is effective. Joy-filled, competent teachers and staff will inspire students to reach for new heights of achievement.

1. Academic Goal: All students in grades K- 5 will increase achievement.

Progress toward this goal will be measured by comparing the total battery scores on the Stanford 10. The first year baseline data will be collected. The goal is to have the number of students that score over the 50th percentile increase each year at the minimum rates:

2008-09	New Elementary Students:	Baseline data is collected
2009-10	Currently enrolled students: New students	10% more students than baseline year will score above the 50th percentile 9% more students than baseline year will score above the 50th percentile
2010-11	Currently enrolled students: New students	11 % more students than baseline year will score above the 50th percentile 10% more students than baseline year will score above the 50th percentile

2. Parent Satisfaction goal shall be 95% each year. Progress toward this goal will be measured by yearly parent satisfaction surveys. Since parents are primarily responsible for the education of their children, these surveys are a critical measure of school performance.
3. Parent/teacher conferences shall have a goal of 90% attendance by parents and teachers. Progress toward this goal will be measured by the teachers' parent conference attendance records.
4. The goal of daily student attendance shall be a minimum of 90%. Progress toward this goal will be measured by the average daily attendance records.
5. The goal of Teacher Development Orientation will be attendance by 95% of new staff. Progress toward this goal will be measured by attendance and is an expectation of employment.
6. Meet budget targets for fiscal year. Progress toward this goal will be measured by comparing the annual statement of revenues and expenses to budget projections. The fiscal status of Kestrel Heights School shall be published in the school's annual education report.
7. Create a team-oriented environment where everyone is committed to a unified vision for the school. Progress toward this goal will be measured by parent satisfaction and principal and staff observation.

8. Achieve enrollment projections. Progress toward this goal will be measured by actual enrollment. The Marketing Plan outlines student recruitment and shall be implemented or increased to achieve enrollment projections.

APPENDIX B
Kestrel Heights Charter
School
2009-2010 PRELIMINARY
BUDGET

Total Enrollment:	980
EC Enrollment:	196
State Revenue Per Pupil:	\$ 4,525.68
State EC Revenue Per Pupil:	\$ 3,157.55
Average County Revenue Per Pupil:	\$ 2,590.00

REVENUES

STATE REVENUE	
Revenue – State Funds, regular	\$4,435,166
Revenue – State Funds, Exceptional Children (EC)	\$618,880
TOTAL STATE REVENUE	\$5,054,046

LOCAL REVENUE

Revenue - Durham, Orange, Wake County	\$2,538,200
Revenue- Fines and Forfeitures	\$20,000
Revenue- Various	\$0
Revenue - Facility Rentals to Community Groups	\$60,000
Revenue - School Activities Funds	\$2,500
TOTAL LOCAL REVENUE	\$2,620,700

FEDERAL REVENUE

Revenue – IDEA VI-B Sliver Grant - 044	\$1,000
Revenue – Title VI-B Handicapped - 060	\$29,753
TOTAL FEDERAL REVENUE	\$30,753

INVESTMENT NEEDED FROM OPERATING PARTNER FOR OPERATING DEFICITS

Revenue – Investment by Imagine Schools	\$0
<u>TOTAL REVENUES</u>	\$7,705,499

EXPENSES

SALARIES & BENEFITS

TOTAL SALARIES & BENEFITS	\$3,476,412
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SUPPLIES & EQUIPMENT

Total Instructional Supplies & Equipment (Books, Computers, Instruction and	\$360,000
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Testing Materials)		
Total Administrative Supplies & Equipment (Computers, Office Supplies, etc.)		\$81,000
	TOTAL SUPPLIES & EQUIPMENT	\$441,000
SUPPORT		
Total Instructional Support (Contracted Services, Field Trips, Staff Development)		\$77,000
Total Administrative Support (Attorney, Accounting, Staff Development, Insurance, Marketing, Overhead, etc.)		\$904,700
Total Building Support (rent, utilities, janitorial, etc.)		\$1,633,000
Total Pupil Support (Transportation, Nutrition)		\$68,000
	TOTAL SUPPORT	\$2,682,700
Additional Items		
Board Discretionary Funds		\$30,000
Maintenance and Capital Items Reserves		\$300,000
Operating Contingency		\$770,550
	TOTAL ADDITIONAL ITEMS	\$1,100,550
	<u>TOTAL EXPENSES</u>	\$7,700,662
	<u>NET SURPLUS/(DEFICIT)</u>	\$4,837

STATEMENT OF INTENT FOR 2009-2010

ALL SCHOOLS MUST SUBMIT

Name of Charter School: Sallie B. Howard School for the Arts

Name of Principal/Director: Dr. JoAnne Woodard Phone: 252-293-4150
Email: jwoodard@sallieb.net

Current Grade Span: K-8 Current Enrollment: 786

Maximum Number of Students Allowed in Facility by Local Building Codes: 900

Have there been material changes to your charter? No
Are any currently proposed? Yes

If yes to either question please describe the modifications and include the rationale for the changes:

We are requesting grade expansion from K-8 to K-12, adding a grade per year over 4 years beginning with 9th grade. When students graduate from 8th grade at Sallie B. Howard School they cannot continue training in the arts at local high schools since there are no performing arts high schools in the county. Some of our graduates are accepted at professional high schools for the arts, e.g., NC School of the Arts, Duke Ellington HS of the Performing Arts, Alabama School of Fine Arts, etc. We want to continue to provide opportunity for training through high school for students seeking careers in the arts. For these and other career minded students, we want to offer Early College High School in collaboration with Wilson Community College. Wilson County does not yet offer the ECHS option for families in our low wealth community. It is greatly needed as a viable avenue for high school students to earn college credits while charting the path to become the first in the family to earn a college degree. This option was explored by Wilson County Schools but was turned down in favor of the High School Academies design which they adopted more than two years ago. We want to add to and expand public education options for Wilson residents and make Early College High School available to Wilson County families.

Please check the box or boxes that apply and fill in the blanks with the number of students or grade span for 08-09 and 09-10 school years. *All schools must submit this form.*

GROWTH REQUEST:

For A and B: If your school is requesting enrollment growth greater than 10% or a grade expansion, the Statement of Intent is due to the Office of Charter Schools on or before, Friday, October 31, 2008.

X A) Increase the enrollment by more than 10% from **792** to **900**.
(2008-09) (2009-10)

X B) Increase the grade-span from **K-8** to **K-12, adding a grade per year over 4 years.**
(2008-09) (2009-10)

Provide a detailed justification for your proposed growth:

We are requesting to add grades 9-12, adding a grade a year over the next 4 years. When students graduate from 8th grade at Sallie B. Howard School they cannot continue training in the arts at local high schools since there are no performing arts high schools in the county. Some of our students get accepted at professional high schools for the arts, e.g., NC School of the Arts, Duke Ellington HS of the Performing Arts, Alabama School of Fine Arts, etc. We want to continue to provide opportunity for training through high school for students seeking careers in the arts. For these and other career minded students, we want to offer Early College High School in collaboration with Wilson Community College. Wilson County does not yet offer the ECHS option for families in our low wealth community. It is greatly needed as a viable avenue for high school students to earn college credits while charting the path to become the first in the family to earn a college degree. This option was explored by Wilson County Schools but was turned down in favor of the High School Academies design which they adopted more than two years ago. We want to add to and expand public education options for Wilson residents and make Early College High School available to Wilson County families.

For C and D: If your school is **not requesting enrollment growth greater than 10% or a grade expansion**, the Statement of Intent is due to the Office of Charter Schools **on or before, Monday, January 5, 2009.**

C) Maintain the 2008-2009 current enrollment of, _____, and grade levels of, _____, for the 2009-2010 school year.

D) Grow up to 10%, but not greater than 10%, as allowed by G.S. 115-238.29D(d).

Dr. JoAnne Woodard

Signature of Principal or Board Chair

Date

STATEMENT OF INTENT

Deadline – October 31, 2008

Name of Charter School: **Socrates Academy**
Name of Principal: **Janis Dellinger – Holton** Phone: (704) 321-1711
Email: **janisdh@socratesacademy.us**
Current Grade Span: **K – 5** Current Enrollment: **278**

Maximum Number of Students Allowed in Facility by Local Building Codes: 380

Have there been any material changes in your charter? No
Are any currently proposed? Yes

If yes to either question please describe the modifications and include the rationale for the changes.

Please check the box or boxes that apply and fill in the blanks with the number of students or grade span for 08-09 and 09-10 school years.

GROWTH REQUEST:

For A and B: If your school is **requesting enrollment growth greater than 10% or a grade expansion**, the Statement of Intent is due to the Office of Charter Schools **on or before, Friday, October 31, 2008.**

[X] A) Increase the enrollment more than 10% from 300 to 660
(2008-09) (2014-15)

Enrollment approved for 360 students for 2009-10.

[X] B) Increase in grade span from K-5 to K-8
(2009-2010) (2012-13)

Provide a detailed justification for your proposed growth:

For C and D: If your school is **not requesting enrollment growth greater than 10% or a grade expansion**, the Statement of Intent is due to the Office of Charters **on or before Monday, January , 2009.**

[] C) Maintain the 2008-2009 current enrollment of and grade levels of, for the 2009-2010 school year.

[] D) Grow up to 10%, but not greater than 10%, as allowed by GS 115-238.29D(d)

Harry c. Peroculas 10/30/08
Signature of Principal or Board Chair **Date**

Part I. Introduction and Rational

The Socrates Academy School's Board of Directors is pleased to submit this Charter School Grade Expansion Application for grades K-8 - which will include the addition of a middle school serving grades 6 through 8 - to the State Board of Education (SBE) of North Carolina. Socrates Academy is a public charter school located in Matthews, North Carolina to serve students living in North Carolina.

The Academy opened its doors in 2005 with 67 students enrolled in grades K-1. Our current charter application allows for incremental grade additions up to grade 5. Currently Socrates Academy serves 278 students in grades K-4 with 300 students on our waiting list. It is anticipated that during school year 2009-10, student enrollment will increase to include grades K-5 capping at an authorized enrollment of 360 students as approved by the State Board of Education.

What Makes Socrates Academy Distinct

The globalization trend in all human endeavors necessitates the building of many "windows in the world". Socrates Academy provides a glimpse through its windows from which students may peer and become equipped to participate successfully in a multicultural global society. The Academy serves a special niche in the education of our country by providing a unique choice to parents to educate their children. At Socrates Academy, we have created a dynamic community. Life within its walls is sensory, complex, growing, and connected. Many elements come together to create Socrates' distinctive culture, our way of being, and more importantly, our way of doing.

Various external and internal forces have molded our vision and practices over the time we have existed; some in predictable ways, some not, yet somehow Socrates remains distinct. Our successes can be grouped in many areas:

- Small size classes and low student/teacher ratio
- High quality bilingual/multicultural environment
- Certified multicultural teachers with diversified expertise, great interest and experience who are directly linked to our vision and accomplishments
- Unique innovative learning environment and curriculum that emphasizes analytic critical thinking by use of the Socratic Method
- Emphasis on mathematics, reading, writing and on character values such as ethical behavior, responsibility, teamwork, compassion, sharing, and integrity
- Before and After School Enrichment Programs
- State-of-the-art facilities offering a safe and disciplined environment conducive to learning
- Effective Board of Directors committees
- Our outstanding community relations including local and international partnerships, and
- Our parents

Innovative Learning Environment

Our innovative learning environment, by engaging students in their learning process, is fertile ground for academic as well as social growth. The students at Socrates Academy learn how to learn: how to question, how to research, how to analyze, how to be successful working alone and as a team. We believe critical thinking, independent judgment, and problem solving strategies are at least as important to our students' future success as getting the right answers. We assess our students using on-going observation by teachers and parents, portfolios, performance-based measurements, and through the various assessments, rubrics, and competency levels that are part of our program.

The chart below represents the enrollment and expansion growth request for the students in grades K-8. The projected growth would take place during the current approved charter school years.

Enrollment Growth Chart						
	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15
K	80	80	80	80	80	80
1st	60	80	80	80	80	80
2nd	60	60	80	80	80	80
3rd	60	60	60	80	80	80
4th	60	60	60	60	80	80
5th	40	60	60	60	60	80
Elementary School	360	400	420	440	460	480
6th		40	60	60	60	60
7th			40	60	60	60
8th				40	60	60
Middle School		40	100	160	180	180
TOTAL	360	440	520	600	640	660

Part II. Mission Statement

SOCRATES ACADEMY

Mission Statement

“To work in partnership with parents and community to encourage our students to reach their full potential by developing critical analytical thinking skills and becoming self-confident in a high achievement, multicultural, disciplined environment. Particular emphasis will be placed on developing proficiency in mathematics, reading and writing, both in English and Greek through the use of the Socratic Method.”

Socrates Academy Strategic Plan Goals

1. To achieve high academic standards by maintaining a focus on a traditional core curriculum of reading, writing and mathematics in both Greek and English.
2. To be a school where students will be immersed not only in the Greek Language but also in Greek history, culture and heritage.
3. To develop critical, analytical thinking skills.
4. To ensure all students reach their full potential academically, socially and emotionally.
5. To continue developing effective partnerships with families, higher education and others in the local, national, and global community.
6. To support a multicultural environment.

Part III. Socrates Academy’s Current Success

Academic Achievement

Socrates Academy is committed to meeting high standards in all educational areas. As such, our goals for accountability include the following four areas:

- Academics
- Study skills
- Social – emotional well being in a multicultural environment, and
- Self-sufficiency

Adequate Yearly Progress (AYP) and School Rating

From our first year of operation and documented evaluation by the SBE, we have achieved one hundred percent AYP requirements under No Child Left Behind (NCLB) and met or exceeded district, state, and national averages on the EOG and Iowa Tests of Basic Skills (ITBS) assessments. This year, one hundred percent of our students passed the EOG and our overall math score for the school was 89.2% (see Testing Results below). Currently, the Academy has been designated as a NC School of Distinction. Our plans are to continue this success in the middle school.

Testing

Socrates Academy uses the following testing instruments to measure student success:

- Student Oral Proficiency Assessment (SOPA)
- Iowa Tests of Basic Skills (ITBS)
- End of Grade (EOG) Pre/post tests in grades 3 and 5, EOG in grade 4.
- New Writing Assessment Process
- W-APT for Limited English Proficiency
- Cognitive Ability Test (CogAT)
- Gifted Rating Scale (GRS)

2007-2008 3rd Grade Test Results

EOG - Pre-3 Math	EOG- Pre-3 Math SS	EOG- Pre-3 Math %	EOG 3 Math	EOG 3 Math %
	337	74%	350	89.2%

Summary of Student Success

- Met all AYP goals for School Year 2006-07
- Designated School of Excellence two consecutive years
- 89.2% of students at or above grade level on math 2007-08 EOG
- 100% of students met or exceeded district and state standards on 2007-08 EOG

Other Accomplishments

• New Facility

Socrates Academy has grown due to our successful efforts to provide an excellent learning environment for the community. During our third year after opening the school, we moved into a facility located on 6.5 acres of land featuring state-of-the-art technology, multi-media library, administrative offices and classrooms. A soccer field, basketball court, as well as developmentally appropriate equipment have been installed.

• Student Waiting List

Testimonial to the success of Socrates Academy is shown in the number of applications for enrollment from families in the community. Socrates is currently serving 278 students with over 300 children on our waiting list.

• Media Publicity

Local community interest in Socrates Academy was sparked as a top local television station produced a documentary on the Greek Community and cited Socrates Academy as an excellent school for parents to send their children.

The Academy was featured on the *Charlotte Observer Editorial Page* for its innovative curriculum and fiscal management policies and compliance. The principal of the Academy was featured in the South Mecklenburg Section of the *Charlotte Observer* in an article titled, "Get to Know Your Local School Leaders" in November 1, 2007. WBTV, a local television station, completed a Top Story Feature on Socrates Academy in 2007-08 school year. The Mint Hill Magazine sited Socrates Academy as one of the area's successful charter schools and a welcomed choice for families in the area.

The national Greek television network (ERT) produced a documentary in Charlotte, televised all over the world and in Greece, citing Socrates Academy as an outstanding school. A Greek magazine published in the United States and Greece featured the Academy in its publication.

Part IV: Curriculum and Educational Program

The Socrates Academy curriculum is an innovative research-based curriculum developed by the Socrates Academy Curriculum Committee. This committee is made up of several distinguished faculty from UNCC with expertise in various aspects of education, language immersion, mathematics, and technology. The bilingual, multicultural curriculum follows both the North Carolina’s Standard Course of Study (language arts, mathematics, science, social studies, physical education, art, and music) and the National Greek Curriculum’s standards (language arts, mathematics, and Greek culture).

The middle school curriculum will be a continuation of our current program with emphasis on multicultural education, and Advanced Mathematics. Typical course offerings for the middle school may include the following:

6th Grade	7th Grade	8th Grade
Language Arts	Language Arts	Language Arts
Math	Math	Math
Pre Algebra	Pre Algebra or Algebra Placement	Pre Algebra, Algebra, or Algebra Placement
Science & Technology	History (Social Studies)	History (Social Studies)
History (Social Studies)	Science & Technology	Science & Technology
Greek Mythology	Greek Literature	Greek Language
Greek Language	Greek Language	Greek Literature*
Health PE	Choice of Spanish II or Chinese II*	Choice of Spanish III or Chinese III*
Art	Music/Band/Drama/Chorus	Music/Band/Drama/Chorus
Music/Band/Drama/Chorus		
Choice of Spanish I or Chinese I		

**To Be Determined*

Critical Thinking

Socrates Academy uses the Socratic Method of inquiry. The Socratic process is meant to mimic critical thinking performed at the individual level, thereby inculcating a powerful habit and method of critical reflection. It is an active student-centered learning method that works by treating the students' responses with interest, fairness and respect, helping them realize that, they, their thoughts, and personal experiences can be an immediate source of learning for their peers and teachers. Consequently, students can become more confident to re-examine the familiar in the light of the new and less familiar, and make risky, but often profitable, connections among theoretical, historical, and empirical sources of knowledge, textual encounters, personal experiences and intuitions. This can mean that whatever is learned using the Socratic Method will be owned by students themselves, becoming an active part of their long-term memory. The critical processes enacted in this method can instill a way of thinking, communicating, and acting that goes beyond passivity in life.

Student and Teachers Form Meaningful Dialogue

The Socratic Method forces the teacher to think about the logic of a topic, and how to make it most easily assimilated. In tandem with that, the teacher has to try to understand at what level the students are engaged, and what prior knowledge they may have that will help them assimilate what the teacher wants them to learn. It emphasizes student understanding, rather than teacher presentation; student intake, interpretation, and "construction", rather than teacher output. Teachers are essentially trying to get students to use their own logic and therefore see, by their own reflections on their questions, establish their own ideas, knowledge, or beliefs. This method develops students' abilities to make inferences, understand analysis, comparison and contrast, synthesis, and evaluation.

The most distinctive feature of Socrates Academy is its innovative curriculum and instructional method. The following is a summary of the fundamental tenets and methodologies that will be implemented in the middle school.

Instructional Methods

- Whole group instruction
- Small group flexible instruction
- Socratic Method
- Seminar Instruction
- Language Immersion
- Peer tutor
- One-on-one Instruction

Literacy Instruction

- Vocabulary Usage and Spelling
- Decoding and Phonics
- Literature Units –Guided Reading with Novels
- Writers Workshop
- Readers Workshop
- Grammar Language Usage
- Houghton Mifflin Reading Anthologies
- Houghton Mifflin English Text
- Journaling (Philosophy, Response, Vocabulary)
- EOG Test Prep

Utilizing: North Carolina Standard Course of Study (NCSCOS), Study Island

Social Studies/Global Issues/Science/Study Skills

- Social Studies Text
- Project Based Learning
- Socratic Seminar
- Journal (Philosophy)

Utilizing: NCSCOS, Study Island

Greek Language Immersion Instruction

- Greek Student Textbooks
- Oral Communication
- Rosetta Stone Software
- Margarita Software from the University of Crete in Greece
- Greek Language Software from Pedagogical Institute of Greece

Mathematics Instruction

- Numeration and Numerical Operations
- Measurement
- Spatial Sense and Geometry
- Data, Probability, and Statistics
- Patterns, Relationships, and Functions
- Greek Philosophers
- EOG Test Prep

Utilizing: NCSCOS, Greek Math Curriculum, CAMMP Math Program, Singapore Math, Study Island, Mathematics Software from Pedagogical Institute of Greece.

CAMMP Math

Socrates Academy emphasizes mathematics in its curriculum. One of the keys to the success of students in mathematics can be attributable to the use of the CAMMP Mathematics Program developed by Drs. Michael Green and John A. Piel from the Department of Reading and Elementary Education at the University of North Carolina, Charlotte.

Professional Development

Professional development for faculty and staff is the foundation for successful operation of a school. Socrates Academy has identified opportunities for faculty and staff to attend which improved the skills and knowledge of the staff and faculty. For the school year school year 2007-08, Socrates Academy staff participated in the following professional development opportunities:

- North Carolina Charter School Conference
- Differentiated Instruction Strategies for all Students
- Boston Museum of Science-Engineering Program
- Global Seminar at World View, Center for School Leadership, UNC-Chapel Hill
- Math Training and Model Teaching
- Greek Language Immersion Training
- Atlanta Conference in Teaching the Greek Language
- Teaching Exceptional Children
- Second International Education Conference
- Socratic Teaching Power of Paideia
- Mentoring Training for Teachers
- North Carolina Center for the Advancement Teaching
- Quest for Personal Leadership, Whitehead Associates, Inc.
- Wingate University Graduate Program for School Leadership
- University of Aegean (Rhodes-Greece)

Foreign language immersion classrooms are for students to develop levels of proficiency in the foreign language and positive attitudes about the people who speak the target language and toward their culture. The foreign language is acquired by the student with rapidity because it is used to teach academic content and to communicate with others in the classroom.

Part V: Market/Community Growth

Socrates Academy has developed an aggressive campaign to publicize the school to a broad audience in order to foster a student body that is representative of the local community. The Academy also utilizes targeted publicity/recruitment efforts to specific populations to help ensure representation from various constituencies. Both broad-based publicity efforts and targeted marketing emphasize the mission of the school so that self-selection by students and parents helps to ensure an appropriate match between the school's mission and the educational and personal needs of applicants. The student body is composed of students who are from many ethnic backgrounds including African American, Hispanic, Asian, Native American, Russian, Greek, Islamic, Romanian, Multi-racial, etc.

Parent Faculty Involvement Association

The Socrates Academy Parent Faculty Involvement (PFI) was established in 2005 to support the mission of the Academy. Over 76% of Socrates families volunteered 36 hours or more during school year 2007-080. The PFI fosters open communication and acts as advocate between parents, faculty and administration to improve academic and social programs. Membership in PFI is open to all parents of Socrates scholars and Socrates teachers and staff.

Before/Afterschool Enrichment Activities

The Academy currently provides afterschool services to approximately 50 students. The program currently offers Ballet/Tap, Karate, Literacy Club, Soccer, EOG test prep classes and other activities.

International Partnerships

We currently have twelve certified teachers from abroad as part of our partnership with the Greek Ministry of Education. All Greek teachers are paid by the Greek government. In addition, curriculum materials including Greek textbooks are provided by the Greek Ministry of Education without charge.

National Partnerships

Highly successful partnerships with the Hellenic Society "Paideia", the Hellenic-American Council, the Council of Hellenes Abroad, and the AHEPA have provided invaluable support and resources to the Academy.

Socrates Academy Foundation

The Socrates Academy Foundation is organized as a 501(c)(3) organization and acts as the fundraising arm of the Academy. All programs, projects and activities funded through the Foundation are used to enhance the Academy's educational programs and its growing facilities needs. During the current school year, the Foundation has raised funds in excess of \$255,000 from individual donors. Aggressive efforts will continue to pursue grants and other development opportunities.

Community Partnerships

Socrates Academy has established multiple partnerships with area businesses, community support agencies and financial institutions. These community partnerships include the following organizations:

- University of North Carolina – Charlotte
- Wingate University
- Winthrop University
- Microsoft
- Duke Energy
- Windstream
- Software ToolBox
- Spiro Hondros
- Holy Trinity Greek Orthodox Church Community
- St. Nektarios Greek Orthodox Church Community
- Charlotte Police Department
- Mecklenburg County Social Services
- Matthews Chamber of Commerce
- The Socrates Academy Foundation

Socrates Academy School and Community Traditions

Socrates Academy has always been an integral fabric of the local family of communities. Socrates Academy reaches out and celebrates many annual cultural and community events and traditions in the community including parades, ancient Greek performances, introduction of teaching Greek in two of the best high schools in the nation – Providence and Myers Park High. The following is a partial list of events and traditions in which the Academy has been involved:

- Matthews Alive Parade
- Family Fun Nights
- Attending Yiasou Festival
- Swing for Socrates – Fall Golf Tournament
- Winter Program and Performance
- Curriculum Nights
- Lottery for New Students
- Cultural Arts/Learning Enrichment Field Trips
- Open House – Fall and Spring
- Baklava and Barbeque

STATEMENT OF INTENT FOR 2009-2010

ALL SCHOOLS MUST SUBMIT

Name of Charter School: The Children’s Village Academy

Name of Principal/Director: Gloria Battle Phone: 252-939-1958 Email: childrensvillage@coastalnet.com

Current Grade Span: K-6 Current Enrollment: 137

Maximum Number of Students Allowed in Facility by Local Building Codes: 250 for both Campuses combined

Have there been material changes to your charter? NO
Are any currently proposed? NO

If yes to either question please describe the modifications and include the rationale for the changes:

Please check the box or boxes that apply and fill in the blanks with the number of students or grade span for 08-09 and 09-10 school years. All schools must submit this form.

GROWTH REQUEST:

For A and B: If your school is requesting enrollment growth greater than 10% or a grade expansion, the Statement of Intent is due to the Office of Charter Schools on or before, Friday, October 31, 2008.

A) Increase the enrollment by more than 10% from **135** to **150**.
(2008-09) (2009-10)

B) Increase the grade-span from **K-6** to **K-8**.
(2008-09) (2009-10)

Provide a detailed justification for your proposed growth:

In response to the tremendous demand from the public, CVA is requesting to expand to the 7th and 8th grades. CVA is one of very few schools in Lenoir County, at any grade level, that has consistently made AYP since NCLB was enacted in 2002. Most schools in the county have never made AYP, including the city’s only public middle school. For several years, parents have partitioned the school’s board to expand to the 7th and 8th grades so that their children can start and finish their middle school education at the same school, and with one that has proven academic success. To date, CVA has not acted upon such requests because of the need to perfect the K-6 curriculum before taking on additional challenges. With seven years of proven success under NCLB, we believe we are now ready to take on such a challenge and provide a quality education to students and families in need. If awarded our request, CVA will use the current academic year to complete its planning for the 7th and 8th grades. We will be well prepared in SY 2009-10.

The academic expansion of CVA to the 7th and 8th grades will also address other critical issues in our county -- the void in available tutoring services required for students in failing schools under NCLB. For over a decade, CVA has operated an effective after school tutoring program specifically designed to support students who have scored at levels 1 and 2 on the NC-EOG tests. If awarded the grade expansion, CVA will also expand its after school program to include the 7th and 8th grades. About 10 percent of our after school students come from schools other than CVA. Our experience is that Rochelle Middle School will welcome a CVA partnership and will support the expansion to the 7th and 8th grades. Just last year, the administrator approached CVA about helping it serves low-performing students by offering special classes or services.

During this current academic year, the CVA enrollment increased by over one-third, which is well over its maximum number of enrollment. Many of the students are in the 5th and 6th grades in hopes that CVA will expand to include the middle school grades next year. In addition, we have intent to enroll commitments for over 30 7th and 8th graders, which will place us well over the ninety percent requirement. Thus, CVA is not only academically ready to serve the community, but it has a target population of students available for enrollment. CVA is also in good financial standings consistent with state policy.

For C and D: If your school is **not requesting enrollment growth greater than 10% or a grade expansion**, the Statement of Intent is due to the Office of Charter Schools **on or before, Monday, January 5, 2009.**

- C) Maintain the 2008-2009 current enrollment of, _____, and grade levels of, _____, for the 2009-2010 school year.
- D) Grow up to 10%, but not greater than 10%, as allowed by G.S. 115-238.29D(d).

Mike Parker

10/08/2008

Signature of Principal or Board Chair

Date

EXECUTIVE SUMMARY

Title: KIPP-Board Consolidation

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute
- SBE Policy #
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Mr. JB Buxton (Deputy State Superintendent), Mr. Philip Price (Associate State Superintendent, Financial and Business Services) and Mr. Jack Moyer (Director, Office of Charter Schools)

Description:

A request to allow KIPP: Gaston College Preparatory to amend their bylaws to designate KIPP North Carolina, Inc. as the sole member of the Board overseeing KIPP Gaston College Prep and KIPP Pride High School.

Resources:

N/A

Input Process:

Stakeholders:

Local education agencies, charter schools, students, parents, and teachers

Timeline For Action:

This item is presented for Discussion during the December 2008 SBE meeting with Action during the January 2009 SBE meeting.

Recommendations:

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)

Specify: _____

- Audio Requirements (computer or other, except for PA system which is provided)

Specify: _____

- Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____ Seconded By: _____

Vote: Yes _____ No _____ Abstain _____

Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Janice Ham 807-3491

11/20/2008 13:42 2923066904

KIPP:Gaston College Preparatory

GASTON #0328 P.001 /003
The strength of the pride is the lion.
The strength of the lion is the pride.

0812_LFI04_Attach

November 20, 2008

Mr. Jack Moyer
Department of Public Instruction
Office of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303

Re: **Amendment of KIPP Gaston College Preparatory Bylaws**

Dear Mr. Moyer:

Enclosed please find a motion adopted by the KIPP Gaston College Preparatory ("KIPP GCP") Board of Advisors on August 7, 2008, amending the bylaws of that corporation to provide that KIPP North Carolina, Inc., shall be its sole member. The amendment gives KIPP North Carolina, Inc., the exclusive right to approve any amendments to KIPP GCP's bylaws or articles of incorporation, as well as to remove and replace any member of KIPP GCP's board of directors. In addition, the amendment states that, subject to the approval of the State Board of Education or other authorizing entities, KIPP North Carolina shall assume responsibility for KIPP GCP's charter-holding obligations, and directs KIPP GCP's executive director and attorney to work cooperatively with the State Office of Charter Schools and the State Board of Education to determine the most appropriate and effective ways to implement the changes described above.

Under this new governance structure, KIPP GCP will benefit from statewide access to human resources, funding sources, operational services, and other critical school needs, while maintaining local oversight of school-based issues such as school policies and procedures, discipline management, extracurricular programs, transportation, facility maintenance, and all other on-site aspects of administering a school.

In addition, as a statewide body, KIPP North Carolina will be better able to provide cost savings for all KIPP operations in North Carolina. KIPP North Carolina will also be able to attract more funding, including support from both in and outside of the state. Such a statewide governing structure will also allow KIPP North Carolina to assure better quality control and consistency for all KIPP operations within the state. These benefits will hopefully allow for the future expansion of KIPP's presence in North Carolina, which promises a significant impact on traditionally underserved populations in both rural and urban areas.

The KIPP GCP Board of Advisors hereby formally requests that the State Board of Education approve this amendment to KIPP GCP's bylaws. It is the Board of Advisors' hope that the State Board of Education will approve the transfer of KIPP GCP's charter-holding obligations to KIPP North Carolina, so that we may be better able to provide more students across North Carolina with the high quality education for which KIPP GCP is known. Thank you very much for your consideration of this matter.

Very truly yours,



Ronald Smith
Board Chair
Gaston College Preparatory Board of Advisors

Cc: J.B. Buxton, Deputy State Superintendent

**GASTON COLLEGE PREPARATORY
MEETING OF THE BOARD OF DIRECTORS**

August 7, 2008 -- 5:00 p.m. EDT
Gaston, North Carolina

Motion to Amend Bylaws to Designate KIPP North Carolina, Inc. as Sole Member

WHEREAS Article III, Section 3.1 of the Corporation's Bylaws provides as follows concerning the potential designation of Members of Gaston College Preparatory ("KIPP GCP"):

Section 3.1 Members. The Corporation may have one or more classes of Members. Members are such persons or entities that apply to and are approved by the Board of Directors pursuant to criteria established by the Board of Directors.

WHEREAS the Board of Directors recognizes the significant advantages to KIPP GCP of organizing under an affiliated regional KIPP entity that could better access and attract -- on a statewide basis -- human resources, fundraising sources, operational services, and other critical school needs;

WHEREAS KIPP GCP remains committed to providing local oversight of school-based issues such as the following:

School Culture

- Discipline Management, Policies and Procedures
- Parent/Student Handbook
- Student Recruitment

Student Programs

- Tutoring
- Extracurricular Programs
- Field Lessons

School Operations

- Transportation
- Facility Maintenance

Parent and Community Relations

- Local Community Relationships
- Local Advocacy
- Local Fundraising
- Parent Outreach and Communication

WHEREAS the Board of Directors believes that it is in the best long-term interests of the KIPP Gaston College Prep and KIPP Pride High School, and the students and families that they serve, to have other governance functions become the responsibility of KIPP North Carolina, Inc. ("KIPP NC"), with the goal of having KIPP NC recognized as the charter-holder for GCP's school operations;

NOW, THEREFORE, in order to effect the above-referenced desires and to promote the enduring success and sustainability of KIPP schools in Gaston, the Board of Directors hereby amends the above-referenced Section 3.1 of its Bylaws to provide as follows:

Section 3.1 Member. The Corporation shall have a sole member, which shall be KIPP North Carolina, Inc., a North Carolina not-for-profit corporation. Notwithstanding any other provision herein, this member of the Corporation shall have the exclusive right to approve any amendments to these Bylaws or the Corporation's Articles of Incorporation as well as to approve any action by the Corporation's board of directors. Subject to the approval of the State Board of Education or other authorizing entities, KIPP North Carolina shall assume responsibility for the Corporation's charter-holding obligations.

SECRETARY'S CERTIFICATE

I HEREBY CERTIFY that I am the duly elected and acting Secretary and keeper of the records of Gaston College Preparatory, a North Carolina nonprofit corporation (the "Corporation"); that the preceding is a true and correct copy of the Motion duly adopted by the Board of Directors of the Corporation by their vote at a meeting of the Board of Directors on August 7, 2008. This motion does not conflict with the Corporate Articles of Incorporation or Bylaws, and the Board of Directors of the Corporation has, and at the time of adoption of this Motion, full power and lawful authority to adopt this Motion.

Richard Stinson



Secretary

EXECUTIVE SUMMARY**Title:** Plan for Statewide Assistance for Schools**Type of Executive Summary:**

- Action Action on First Reading Discussion Information

Policy Implications:

- Constitution _____
 General Statute # _____
 SBE Policy # _____
 SBE Policy Amendment
 SBE Policy (New)
 APA # _____
 APA Amendment
 APA (New)
 Other _____

Presenter(s): Dr. Rebecca Garland (Chief Academic Officer, Academic Services and Instructional Support)**Description:**

Historically, immediately following the adoption of the annual ABCs of Public Education test results, the State Board of Education approves the deployment of assistance teams. However, in 2007-2008 the Department of Public Instruction (DPI) instituted a new system of district and school assistance that replaced the assistance team model.

Using a formula that incorporates ABC status, No Child Left Behind status, and a district's capacity to provide resources, Academic Services staff compiled a priority list of schools needing assistance from DPI. In addition to serving schools that are Low Performing under the ABCs or in various levels of Improvement under No Child Left Behind, DPI is also required to serve districts that are at the Corrective Action level of District Improvement.

The attachment outlines the Department's plan for a Statewide System of Support that incorporates the requirements listed above under both the state and federal accountability programs.

Since 2006 the Department has been responding to a directive from Judge Manning and Governor Easley to provide services to high schools with performance composites under 60%. Staff from the District and School Transformation Division have been working with high schools in Turnaround. Dr. Pat Ashley will give an update on the progress of these high schools.

Resources:**Input Process:****Stakeholders:**

Students, Parents, LEAs

Timeline For Action:

This item is being brought to the December 2008 SBE meeting for Information and will return for Discussion in January 2009.

Recommendations:

It is recommended that the SBE accept the Plan for a Statewide System of Support at a future SBE meeting.

 Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)

Specify: _____

Audio Requirements (computer or other, except for PA system which is provided)

Specify: _____

Document Camera (for transparencies or paper documents – white paper preferred)

Motion By: _____

Seconded By: _____

Vote: Yes _____ No _____

Abstain _____

Approved _____ Disapproved _____

Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Susan Auton, 807-3435