

THE COMMUNITY PUBLIC CHARTER SCHOOL

School Board Update

Third Quarter Summary

April 14, 2011

Mission

The mission of The Community Public Charter School is to provide an alternative and innovative learning environment, using the arts, to help children in grades six through eight learn in ways that match their learning styles; developing the whole child intellectually, emotionally, physically, and socially. Seeking to serve students who have not succeeded in school, the program will close their achievement gap by offering a balance of literacy tutorials and the arts-infused curriculum.

Goals

- Expand opportunities for students who have not been successful in school, using the arts as a means of increasing literacy skills, and as a means of expression, discovery, invention and reflection;
- Create an intimate educational setting designed to engage and empower each student to think critically, creatively and reflectively;
- Provide opportunities for students to achieve in literary, performing, and visual arts;
- Design extensive process-oriented activities that result in a balance of process and product;
- Integrate educational experiences within the community and solicit active involvement from parents and others;
- Provide quality instruction by engaging and retaining a team of dedicated teachers and professional artists;
- Give students the skills to pursue their own goals and evaluate their own performance;
- Encourage family involvement as a contributor to success;
- Improve student achievement in gaining the skills and knowledge defined by the Virginia Standards of Learning so that 100% of students pass the SOL tests by 2011;
- Teach students to think like artists.

Students

Current enrollment is 36 students, 13 sixth graders, 7 seventh graders, and 16 eighth graders. Our School Management Team is currently working on recruitment strategies and information sessions throughout our community to increase awareness and understanding about our alternative program.

The Community Public Charter School used the following characteristics when considering applications. Students who might:

- be one or more years behind in reading and/or math
- learn differently from how school is traditionally taught
- lack motivation to do well in school
- experience difficulties with peers
- have poor organizational skills
- show an interest in learning through the arts
- thrive in a smaller middle school environment
- perform better with more active, experiential, hands-on-learning

Demographic Information

School Membership	36
Percentage of Minority Students	31%
Percentage of Limited English Proficient Students	5.5%
Percentage of Students with Disabilities	39%
Percentage of Students Identified as Disadvantaged	44%

Next School Report for current 8th Grade Students

Name	Grade	Next School
1	8	Albemarle High
2	8	Monticello High
3	8	Monticello High
4	8	Monticello High
5	8	Western Albemarle High
6	8	Monticello High
7	8	Monticello High
8	8	Western Albemarle High
9	8	Monticello High
10	8	Monticello High
11	8	Albemarle High
12	8	Western Albemarle High
13	8	Western Albemarle High
14	8	Monticello High
15	8	Albemarle High
16	8	Albemarle High

AHS = 4 (1 applying to Murray High School)
MoHS = 8 (3 applying to Murray High School)
WAHS = 4 (3applying to Murray High School)

Projected Enrollment for 2011 – 12

Current Applications

40 students

7

The application process consists of an initial inquiry or referral, followed by a parent/student visitation and interview. If the student seems to be a good match, CPCS personnel observe the student in his/her school. Families may not be looking for an alternative until after they have thoroughly explored their base middle school resulting in late applications. The entire process generally concludes during mid-summer. This process is very similar, both in procedure and timing to Murray High School.

Staff

CPCS is currently staffed as follows:

Staff Members	Total Number of Staff	Highly Qualified	Provisional
Classroom Teachers (General Education)	4.5	100 %	1 /25 %
Classroom Teachers (Special Education)	1	100 %	
Other Resource Teachers (TA)	1	100 %	
Instructional Assistants (SPED)	1	100 %	

Position	FTE Allocation
Language Arts / Social Studies Teacher	2 FTE
Math	1 FTE
Science	1 FTE
Art	½ FTE
SPED	1 FTE
TA SPED	.33 FTE
TA	.33 FTE Grant Funded
Choices Teacher	Grant Funded

Master Schedule 2010 -11

Period		6 / 7	6/7	8	8
1	9:20-10:00	Advisory M/W/F	Advisory M/W/F	Advisory M/F	Advisory M/F
	(Resource 6-8)	- Meeting	- Meeting	- Meeting	- Meeting
	Ann	- Support	- Support	- Support	- Support
		- Self Dir	- Self Dir	- Self Dir	- Self Dir
	Christy w/ Chad	TUE/TH - PE	TUE/TH - PE	TUE/TH - PE	TUE/TH - PE
	Jake w/ Jenny			WED - Electives	WED - Electives
				- Art	- Art
				- Spanish	- Spanish
				- Spanish	- Sports

				- Sports	
2	10:00 – 11:10	SOCIAL STUDIES 6/7 Chad/Christy ART-Jenny LA tutorial – Rick (planning)	ART SOCIAL STUDIES Jake Jenny / Rick	MATH 8 Don	SCIENCE 8 Lori
3 Christy Office	11:10 – 12:20	LA 6/7 Rick	MATH 6/7 Ann Don	SCIENCE 8 Lori	LA 8 Jake Chad
	12:30 lunch				
4 Christy Office	12:50-2:00	SCIENCE 6/7 Lori	LA 6/7 Jake Rick	LA 8 Chad	MATH 8 Ann Don
5 Christy Office	2:20-3:10	MATH 6/7 Don	SCIENCE 6/7 Lori	SOCIAL STUDIES 8 Chad	SOCIAL STUDIES 8 Jake Rick
	3:10 lockers				

The master schedule has been redesigned to emphasize and increase the amount of time in both Language Arts and mathematics. Literacy support occurs through one on one or small group pull-out. Intervention time and mastery work occurs before and after school hours as well as during Advisory.

Curriculum and Instruction

The CPCS curriculum offers a balanced approach to literacy and arts-infused education. The tutorial nature of the reading, writing and math program emphasizes direct instruction; the arts-infused nature of the program offers teachers and students an alternative and engaging methodology for teaching and learning the established content material in each subject area. The “arts-infused” curriculum connects to the Virginia Standards of Learning, integrates the arts, and is inter-disciplinary

Summer curriculum work redesigned the language arts and social studies program as a humanities program integrating the content areas, emphasizing project based learning time

through a variety of technology applications including blogs, edmodo, google docs, flickr and wiki spaces.

Reading intervention is core to students' curriculum with an integration of several reading programs: "Istation", Read 180, and Wilson Reading. These three programs are researched based reading programs showing excellent potential for rapid growth. Assessments measure growth frequently and provide immediate feedback to both students and the teachers identifying strengths and weaknesses. Focus areas and lesson recommendations are provided based upon the results.

Istation supports reading for all students through the content areas of science and social studies. Content area teachers use this program to support literacy, comprehension, decoding and vocabulary. Assessments are at least monthly and provide specific information on overall reading, comprehension, spelling, vocabulary and text fluency based upon a tier growth model.

Read 180 is for students who are two years behind. Whole group and small group materials provide systematic instruction in reading, writing, and vocabulary. Small group rotations provide individualized instruction through matched eBooks and computer based programs working on fluency, reading comprehension and vocabulary through modeled and independent reading. This is taught by a reading specialist.

Wilson Reading is designed for those students who are significantly behind. Throughout the program, a ten step lesson plan, designed to be interactive between teacher and student, is followed assuring that all essential components of reading instruction are addressed in each lesson. A systematic and cumulative approach to teaching total word structure for decoding and encoding is a primary focus. Frequent criterion based assessments at each of the 12 levels provides feedback and direction for student growth. This is taught by a reading specialist/special education teacher.

Mathematics is supported by the utilization of Saxon math text and materials emphasizing basic skill building, thinking and problem solving through a spiraling approach mapped to both the Virginia Standards of Learning and the Albemarle County Public School curriculum.

Students have had the opportunity to participate in a number of arts-infused opportunities during the year including field trips to Star Hill Farm, the Kluge-Ruhe Aboriginal Art Museum, percussion lessons at the Music Resource Center, Tia Chi, African Drumming, blacksmithing, Writers Eye, and Modern Dance. These additional elective opportunities occur through either PE or art in order to maximize core instructional time.

School Improvement Planning

CPCS is currently supported by the division school improvement team as well as the Virginia State Department of Education Division of School Improvement. We are utilizing the Center on Innovation Improvement (CII) tool as a means to plan, track, document and assess effectiveness of our school program. We have chosen four indicators from the State Rapid Improvement School Indicators list to build our specific school improvement plan. They are:

***Goal 1: Students will master the material expected of them at their grade levels.
Indicators: SOL tests, classroom assessments, Map testing***

Goal 2: 90% of our students will pass their Reading SOL tests or demonstrate growth in reading as measured in other ways.
(istation, Read 180, Wilson Reading in addition to strategies above.)

Indicators

ID07 A Leadership Team consisting of the principal, teachers who lead the Instructional Teams, and other key professional staff meets regularly (twice a month or more for an hour each meeting).

ID10 The school's Leadership Team regularly looks at school performance data and aggregated classroom observation data and uses that data to make decisions about school improvement and professional development needs

IIA02 Units of instruction include standards-based objectives and criteria for mastery.

IIIA05 All teachers maintain a record of each student's mastery of specific learning objectives.

Goal 3: All teachers will develop and teach one/two arts infused units per quarter.

Indicators

IIIA09 All teachers clearly state the lesson's topic, theme, and objectives.

These indicators will be monitored throughout the school year by both the VDOE and the division school improvement team.

Assessment Data:

Lagging Data - SOL Results

CPCS Overall	2008-2009	2009-2010
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Lang. Arts Reading	39%	55%
Mathematics	4%	90%
History	9%	55%

Individual Results 5th grade, 6th grade, 7th grade SOL Math, Reading, History

Student Name	VASOL: Math - 5	VASOL: Math - 6;	VASOL: Math - 7;	VASOL: Reading - 5;	VASOL: Reading - 6;	VASOL: Reading - 7;	VASOL: Virginia SS 5	VASOL: United States History to 1877;	VASOL: United States History 1877 to Present
	Scale Score;	Scale Score;	Scale Score;	Scale Score;	Scale Score;	Scale Score;	Scale Score;	Scale Score;	Scale Score;
1									
2	400	259	407	379	382	388	500		390
3	342			331			305		
4	523	506		418	424		489		443
5	340	251	245	343	312	274	354		383
6		80							
7	501	267	462	397	376	319	354		438
8	484			461			444		
9	425	415		390	485		501		370
10	348	259	415	385	356	367	324		334
11	149	250		342	301		331	306	
12		16	146	457	471	469	457		461
13	335			431			364		
14	410			491			509		
15	445	245	529	493	409	360	435		511
16	455	290	511	385	332	319	324		342
17	304			344			390		

18	384	275	540	361	350	367	324	356
19								
20	493	474		465	501		414	497
21		326	440		460	457		452
22	600			514			493	
23	444	275	392	457	432	403	376	363
24								
25	367	460		496	424		414	435
26	348	233	540	349	325	340	346	495
27	340			332			305	
28	368			494			378	
29	491	492	403	397	450	437	400	422
30		361	423		562	482		509
31								
32	435	347	525	479	471	496	483	397
33	197							
34	418		440	337		374	462	515
35	522	305	458	439	350	403	416	412
36	478	372		443	409		397	398
% Pass	57%	23%	81%	50%	57%	44%	50%	33%
								60%

MAP 2009 – 10 Results

The MAP assessment has been given twice, September 17 and March 1.

Math Gains 69%

Reading 85% Gains

Math Declines 31%

Reading 15% Declines

Student	9/17/2009; Section: Mathematics;	3/1/2010; Section: Mathematics;	Increase / decrease	9/17/2009; Section: Reading;	3/1/2010; Section: Reading;	Increase / decrease	MAP Reading;
	RIT Score;	RIT Score;		RIT Score;	RIT Score;		: Lexile;
1	220		na	223	237	4	1260
2	174	197	23	192	194	2	495
3	226	231	5	207	229	22	1125
4	181	197	16	183	188	5	380
5	223	246	23	198	225	7	1054
6	211	209	-2	206	198	-8	557
7	212		na	203	210	7	775
8	193	VGLA	na	223	237	14	1269
9	205	200	-5	204	170	-34	67

10	212	223	11	193	226	23	1069
11	203	241	38	202	229	27	1122
12	221	217	-4	187	196	9	529
13	211	222	11				
14	216	221	5	207	218	11	926
15	207	211	4	214	219	5	951
16	235	247	12	190	215	25	866
17	202	214	12	169	188	19	387
18				225	224	-1	1037
19							
20				220	240	20	1320
21	193	190	-3	209	223	14	1006
22	210	205	-5	201	211	10	794

MAP 2010 – 11 Fall Administration

Standardized Test Performance Report – Map Fall 2010						
		Exceeded Benchmark	Met Benchmark	Below Benchmark	Total Unique	
Mathematics	Mathematics	9	6	21	36	
Reading	Reading	6	4	19	29	
Total Unique		12	10	25		
Fall 2010 Map Student	MAP: : Reading;	MAP: Reading;	MAP:: Reading;	MAP: Mathematics;	MAP: Mathematics	
	: Lexile;	RIT Score;	Percentile;	RIT Score;	Percentile;	
1				223	62	
2	1054	225	65	243	79	
3	826	213	30	214	18	
4	171	176	1	208	24	
5	1125	229	86	238	81	
6	425	190	4	201	6	
7	536	196	9	172	1	
8	584	199	8	241	75	
9	1034	224	83	220	54	
10	125	174	1	219	36	
11	775	210	27	226	40	
12	376	187	4	175	1	
13	1051	225	65	194	2	
14	795	211	45	202	14	
15				232	83	
16	508	195	6	210	14	
17	354	186	2	213	17	
18	847	214	55	196	7	

19	867	215	35		214	18
20	644	202	22		223	62
21	461	192	6		225	51
22	1114	229	76		234	59
23	1326	240	99		243	96
24	806	211	25		220	28
25	1210	234	93		209	18
26	588	199	8		258	97
27	632	202	22		199	10
28	679	204	27		244	97
29	1037	224	64		254	94
30	1202	233	85		240	73
31	806	211	45		201	12
32	1209	234	87		257	96
33					203	15
34	986	221	53		206	9
35	447	191	4		229	47
36	944	219	60		250	96

The spring MAP assessment is scheduled for late April along with one additional released SOL to help provide additional data to inform instruction prior to the SOL administration window.

QRI / CRI Data 2009 2010

	9/09 QRI Level	9/09 QRI Comp	9/09 Grade Level	9/09 WPM	Grade level	1/10 WPM	2/10 Level	2/10 CRI Comp
1	UMS	UMS			7	167	7	
2	UMS	100%	7	115	7	112	7	60%
3	UMS	70%	6	121	6	116	6	50%
4	7	50%	7	99	6	97	6	70%
5	5				6	102	6	75%
6	5		6	92	6	108	6	
7	7	100%	7		7	120	7	70%
8	4	50%	7	68	7	71	6	50%
9	UMS	80%	7	126	7	126	8	55%
10	UMS	80%	7	64	6	99	6	75%
11	6	90%	7	122	7	129	7	50%
12	6	87%	7	104	7	85	7	70%
13	UMS	90%	6	103	6	119	7	
14	UMS	100%	7	127	7		8	100%
15	UMS	100%	7	105	7	111	7	70%

16	6	100%	6		6	128	6	87.5%
17	UMS	100%	7	142	7	140	7	65%
18	UMS	100%	7	88	7	72	7	75%
19	UMS	90%	7	188	7	165	8	55%
20	UMS	90%	7	127	7	144	7	85%
21	UMS	87%	7	132	7	143	7	75%
22	UMS		7	89	7	78	7	80%
Note: The February assessment shows all students at or above grade level in comprehension								

- The CRI and QRI both test for comprehension although the CRI has one more level of questioning. The QRI test for implicit and explicit information while the CRI also tests for Critical Response. In the Critical Response question the reader must express an opinion based on the reading.
- The CRI has 6 passages available including informational and narrative ones for each grade. The QRI offers only 6 passages total for 7th and 8th grade. The passages for the CRI are also much more appealing to middle school readers.
- Scoring is similar but 7th and 8th grade are lumped together in the QRI. The Critical Response question is also difficult for many of the kids so their comprehension level decreased. Anything above 50% is instructional level with above 90% being independent level. Student # 9, for example, has difficulty with inferences and the Critical Response questions, yet gets all of the fact based questions. What would appear as a drop in comprehension is a more accurate representation on the CRI. The Special Education Department has been training Albemarle County of moving toward using the CRI.

Mid Year Review 2010 – 2011

CBM – Curriculum Based Measurement focuses on fluency while the Maze assessment focuses on comprehension

2010 11 Reading Assessments at Mid Year

Student	CBM	CRI	MAP lexile	GE	Maze*
1				3rd	
2				7th	
3	83-6th	60%-5th	171	6 th	
4			1125	7 th	13/6th
5				6th	
6	100-4th	65%-5th	536	7th	19/6th
7	91-6th	6th-100%	508	8th	
8	98-6th			3rd	
9	117/7th	85%-5th	1140	7th	21/6th

10	64	80%-5th	508	8th	
11				3rd	
12	161-8th			8th	
13	151-4th	70%-4th	795	6th	20/6th
14	158-6th	50%-6th	NA	6th	
15	91-6th	100%-6th	806	8th	
16	133	70%-7th	354	8th	27/6th
17	148-5th	50%-5th	847	6th	
18			775	8th	
19	158-6th	65%-6th	644	6th	
20	111-7th		1185	7th	25-7th
21			1202	8th	
22			1326	6th	
23			1114	8th	
24	95-4th				21 /5th/75th
25			1210	7th	
26	101-6th	45%-5th		8th	
27	125-4th	80%-5th	632	6th	20/6th
28	89-5th	100%-6th	1115	6th	
29			1071	8th	
30			1037	8th	
31	132-5th	100%-5th		6th	22/6th
32			1209	8th	
33				2nd	
34			986	8th	
35	74-7th	70%-8th	867	8th	
36	133-6th	80%-6th	944	6th	27/6th
Proficient	(grade level)	24 of 36	67%		

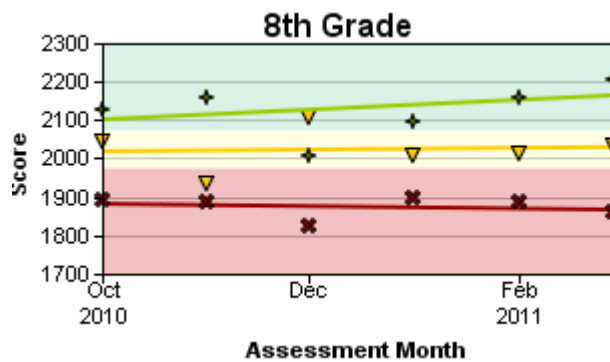
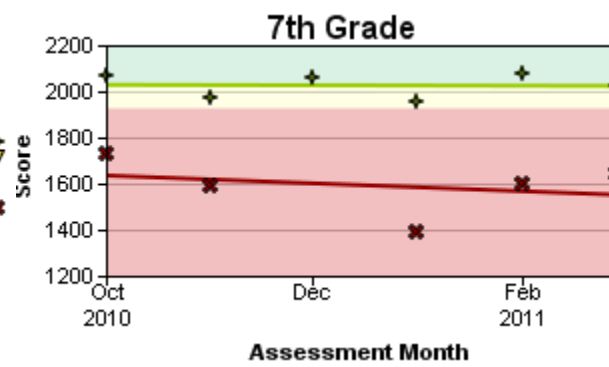
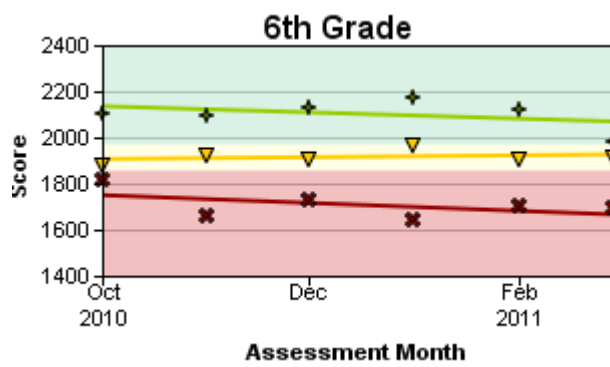
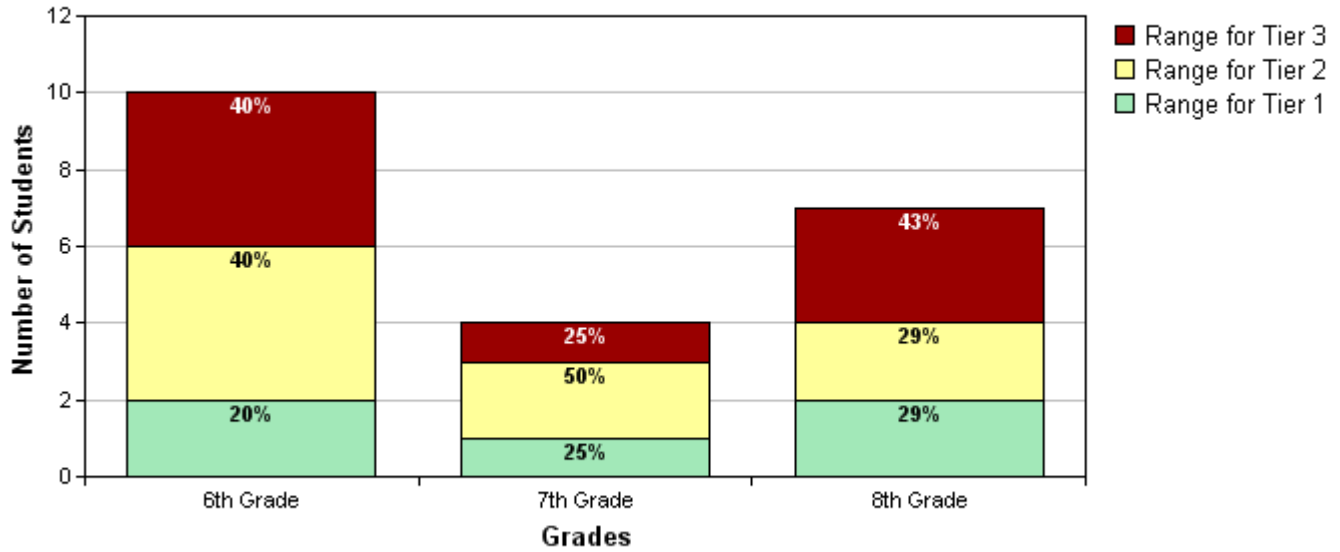
iStation Report – Reading interventions 2010 -11

Students are placed into one of three instructional tiers:

- Tier 1-Students performing at grade level
- Tier 2-Students performing moderately below grade level and in need of intervention
- Tier 3-Students performing seriously below grade level and in need of intensive intervention

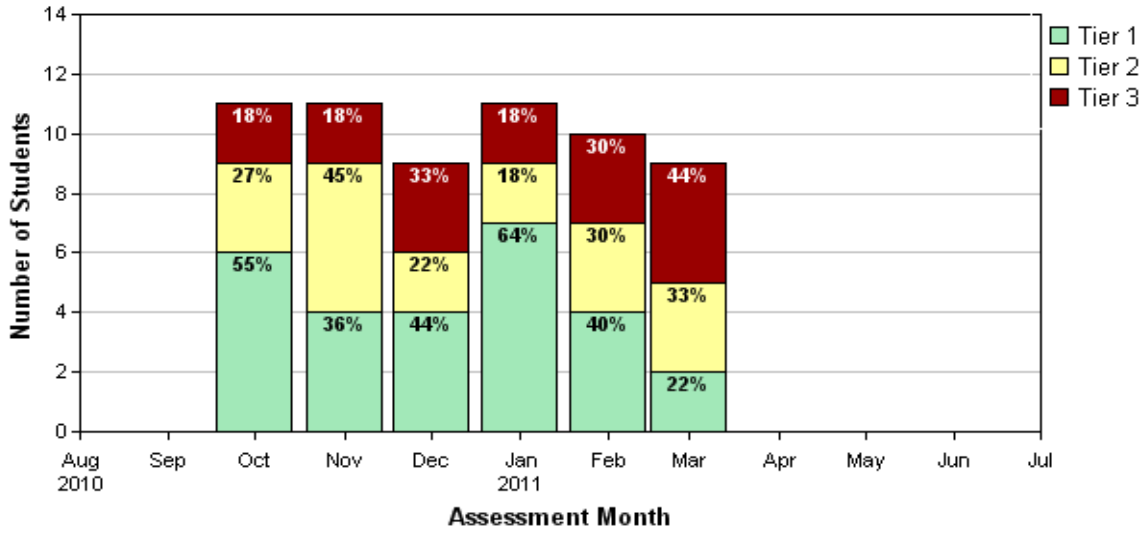
ISIP™ Summary

All Grades - March 2011

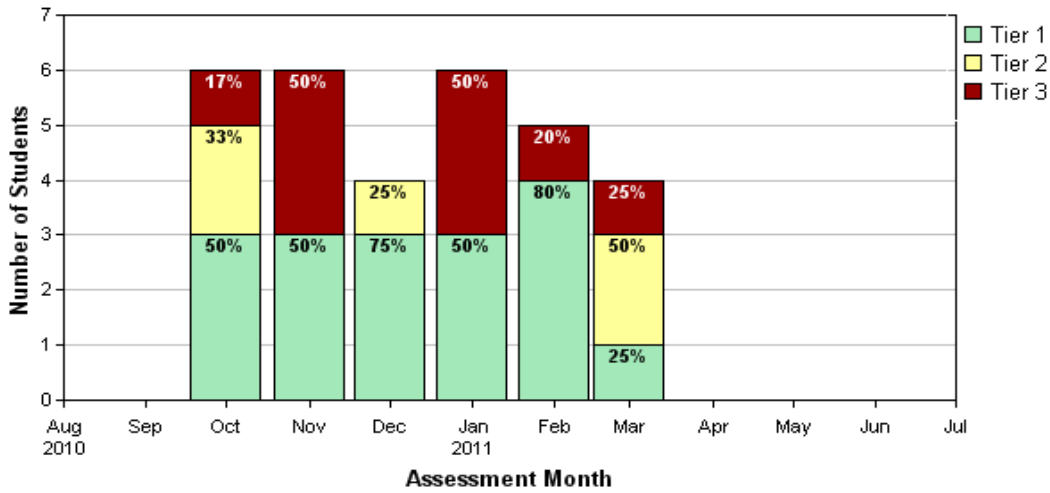


- Range for Tier 1
- Range for Tier 2
- Range for Tier 3
- Monthly Avg: Tier 1
- Monthly Avg: Tier 2
- Monthly Avg: Tier 3
- Trendline: Tier 1
- Trendline: Tier 2
- Trendline: Tier 3
- Monthly Average
- Trendline (no tier)

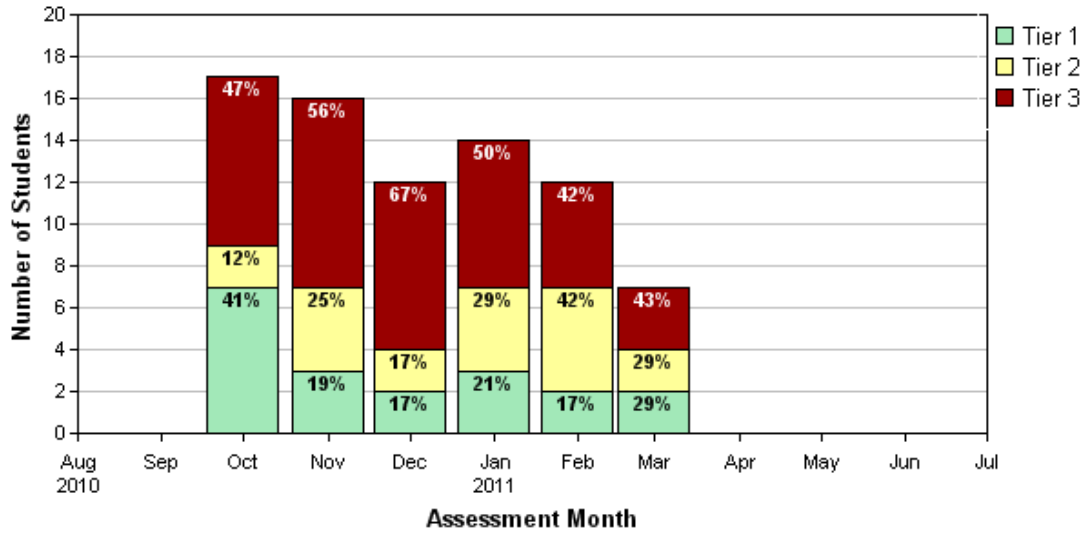
6th Grade - Overall Reading



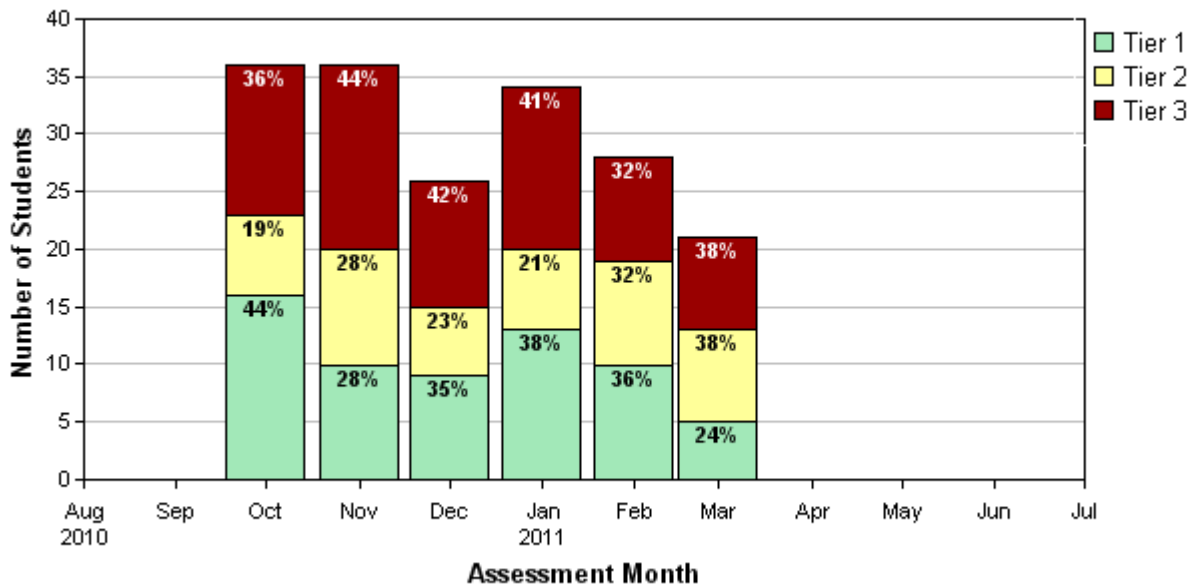
7th Grade - Overall Reading



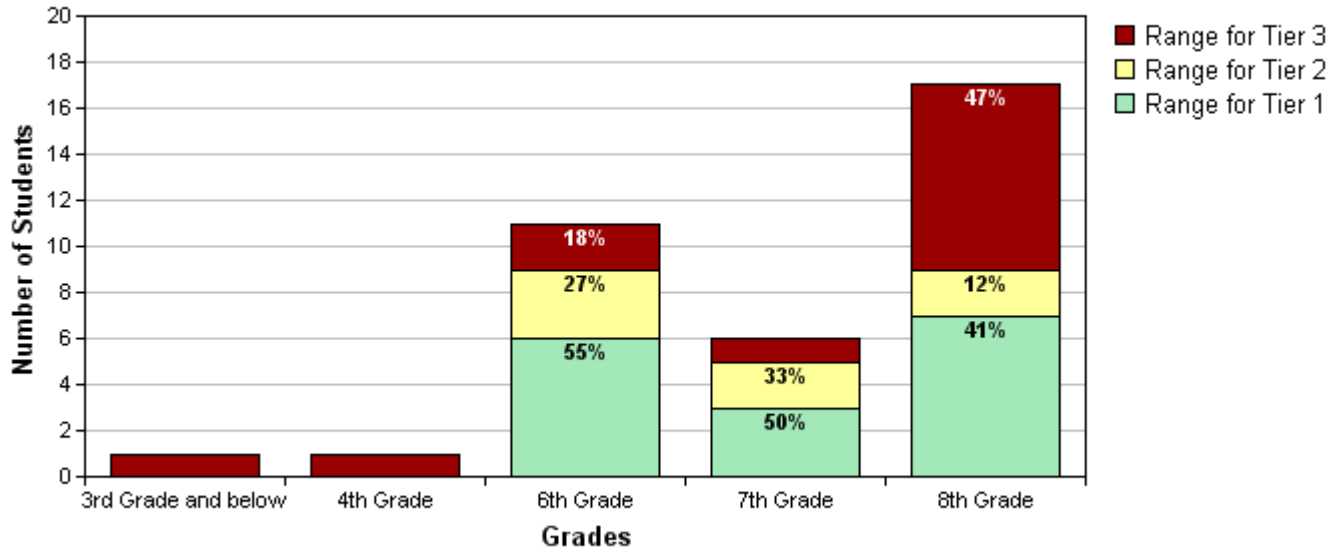
8th Grade - Overall Reading



All Grades - Overall Reading

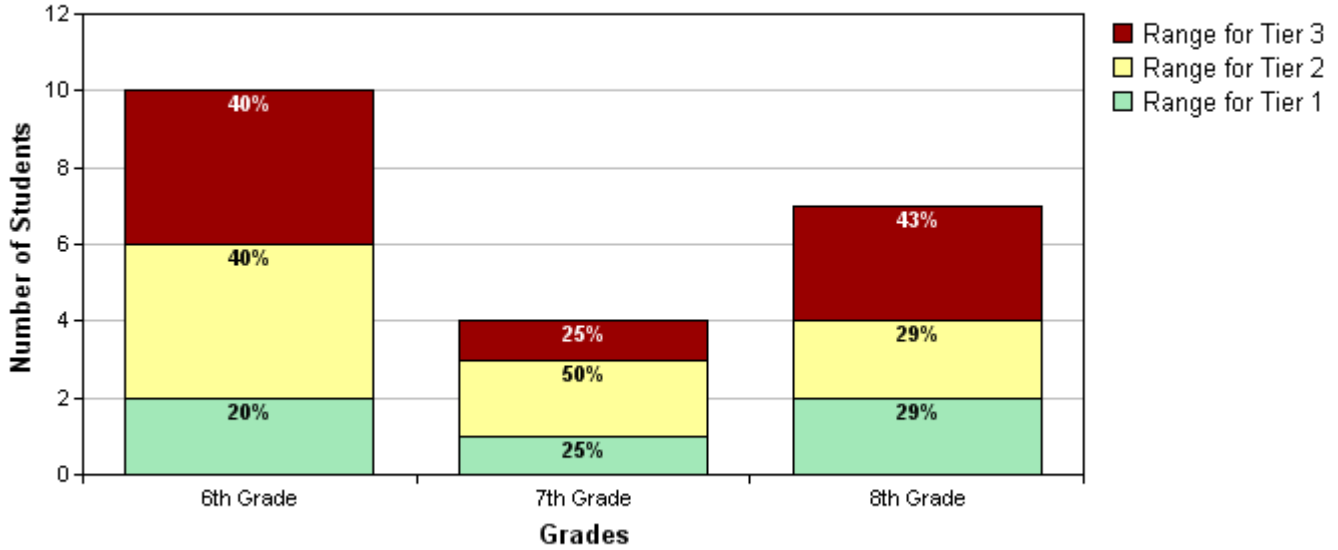


All Grades - October 2010



Number of Students in each Instructional Tier for Community Public Charter School				
October 2010	Total Students	Tier Levels		
		3	2	1
All Classes †	36	13	7	16

All Grades - March 2011



Number of Students in each Instructional Tier for Community Public Charter School				
March 2011	Total Students	Tier Levels		
		3	2	1
All Classes †	21	8	8	5

All Students were assessed using iStation in the fall. Assessment results identified 13 Tier 3 students in need of intensive intervention beyond the regular language arts classroom instruction. In addition to direct instruction in language arts, iStation activities occur in social studies, science and as a pull out of elective or PE time. As students progress from Tier 3 into Tier 1 the need for intensive intervention decreases and at grade level some students have moved out of the program. The March results show 8 Tier 3 students still in need of intensive intervention. The reduction in the number of Tier 2 and Tier 1 students reflect those that have moved successfully out of the program.

Reading, Math, Science, Social Studies

Student Name	iStation Comprehension	iStation Vocabulary	Reading Mid-Year	Reading Released SOL	Math Mid-year	Math Released SOL	Science Released SOL	Social Studies Mid-year	Social Studies Released SOL
1	2233	2104			37%	46%	68%	52%	INC
2			58%	341	34%	36%	38%		
3	1538	1773		33%	34%	86%	36%	50%	INC
4	2203	1847		77%	37%	36%	70%	50%	INC
5			48%	INC	37%	28%	30%	INC	INC
6	1653	1470		22%	31%	32%	30%	22%	23%
7			87%	334	95%	96%	56%		
8	2183	1935		77%	88%	86%	58%	43%	INC
9	1644	2053		INC	54%	54%	48%	26%	84%
10			41%	INC	95%	74%	44%	INC	INC
11				INC	32%	NA	24%	40%	31%
12			89%	INC	87%	78%	76%		
13	2037	1776		55%	73%	74%	52%	37%	INC
14	2244	2069			93%	94%	82%	64%	77%
15			48%	INC	24%	50%	58%		
16			70%	348	92%	98%	54%	Fail	366
17	2046	1801		33%	29%	48%	28%	INC	38%
18			80%	348	95%	88%	36%		
19	2196	2107		77%	51%	92%	72%	52%	62%
20	2323	1879			52%	NA	60%	28%	INC
21			76%	440	95%	88%	70%		
22	2967	2681		100%	85%	88%	98%	INC	INC
23			INC	380	87%	96%	60%		
24	2084	1949		55%	49%	80%	72%	47%	62%
25	2135	2017		88%	71%	62%	62%	67%	92%
26			65%	341	87%	90%	54%		
27	1736	1567		33%	56%	72%	42%	26%	15%
28	1938	1968		55%	73%	70%	52%	47%	INC
29			INC	426	95%	94%	82%	Pass	504
30	2306	2130			41%	41%	70%	67%	INC
31			87%	484	63%	96%	84%	Pass	474
32			INC	474	97%	90%	74%	Pass	504
33				100% ?	49%	78%	52%	63%	INC
34			63%	354	66%	66%	78%		
35	2212	1979			91%	91%	70%	74%	INC
36			50%	374	0.71	0.7	70%		
			Reading		Math		Sci	SS	
			Proficient	Proficient	Proficient	Proficient	Proficient	Proficient	Proficient
			4 of 16	9 of 24	18 of 36	23 of 36	21 of 36	4 of 26	6 of 26
			25%	38%	50%	64%	58%	15%	23%

Mathematics Benchmark Data 2010 -11

Student Name	Math Mid Year	Mathematics Released SOL Mid Year	Mathematics, Most Recent	Predicted Score	Change + -	Mathematics, Released SOL 1st Qt	
	Percent Correct	Year: 2010-2011; Percent Correct;	Benchmark Performance Level;		1st Quarter to Mid Year SOL	Percent Correct;	Predicted Score
1	37%	46%	Not Proficient	317	-26%	72%	406
2	34%	36%	Not Proficient	284	2%	34%	276
3	34%	86%	Proficient	487	48%	38%	288
4	37%	36%	Not Proficient	300	-12%	48%	344
5	37%	28%	Not Proficient	250	0%	28%	250
6	31%	32%	Not Proficient	285	-38%	70%	426
7	95%	96%	Advanced	600	6%	90%	538
8	88%	86%	Proficient	487	2%	84%	474
9	54%	54%	Not Proficient	351	26%	28%	268
10	95%	74%	Proficient	435	42%	32%	268
11	32%	32%	Not Proficient		0%	32%	285
12	87%	78%	Proficient	455	10%	68%	408
13	73%	74%	Proficient	423	34%	40%	295
14	93%	94%	Advanced	562	0%	94%	562
15	24%	50%	Not Proficient	337	26%	24%	231
16	92%	98%	Advanced	600	72%	26%	241
17	29%	48%	Not Proficient	324	22%	26%	240
18	95%	88%	Proficient	520	12%	76%	445
19	51%	92%	Advanced	538	34%	58%	360
20	52%	52%	Not Proficient		0%	52%	358
21	95%	95%	Advanced	520	27%	68%	408
22	85%	88%	Proficient	502	8%	80%	452
23	87%	96%	Advanced	600	18%	78%	455
24	49%	80%	Proficient	452	4%	76%	432
25	71%	62%	Near Proficiency	394	16%	46%	337
26	87%	90%	Advanced	538	14%	76%	445
27	56%	72%	Proficient	414	44%	28%	248
28	73%	70%	Proficient	406	30%	40%	295
29	95%	94%	Advanced	586	56%	38%	292
30	41%	96%	Advanced	600	40%	56%	360
31	63%	41%	Not Proficient		-1%	42%	303
32	97%	90%	Advanced	538	28%	62%	383
33	49%	78%	Proficient	442	46%	32%	265
34	66%	66%	Near Proficiency	600	24%	42%	307
35	91%	70%	Proficient	417	32%	38%	292
36	71%	91%	Advanced		39%	52%	358
	Mid year		SOL		Increases		
	Proficient		Proficient		28 of 36 77%		
	18 of 36	6th	10 of 13 77%				

	50%	7th	1 of 7	14%		Declines		
		8th	12 of 16	75%		4 of 36		
			23 of 36	64%		11%		

The complete set of assessment data has been thoroughly review and analyzed by staff, identifying for each content area those students in need of additional support to reach the expected benchmarks.

Attendance (Average Daily to date)

92.3%

“Choices” and Our School Behavioral System

The students at the Community Public Charter School are behaviorally at risk. Their behaviors often prevent their learning in school. In addition, their need for power and attention, and the drive to preserve their dignity intensifies their struggles. The labels that describe our students frequently relate to what people assume are attitude problems (angry, hostile, lazy, irresponsible, disruptive, withdrawn). They have a low-concept in regard to school achievement and they act as if they do not care. In all other middle schools in the county, there are a few of these students scattered in classes. In our school, they represent the majority.

Some of our students act out because they want to be noticed and feel connected. They want to hide their feelings of inadequacy, are impulsive, want to have fun and stimulation and see little connection between school and life. They do not empathize well with others and have a need to express their anger.

One of the goals of CPCS is to help our students regain a sense of hope that things can get better. Our students come to us believing that education does not serve them. We believe that traditional methods of discipline are ineffective with behaviorally at risk students. Punishment seems to destroy their motivation to learn. They are vulnerable and do not trust that adults will provide safe and nurturing schools for them. Being of middle school age and going through roller coaster hormonal changes exacerbates this process.

Here are some of the principles we have developed to guide us as we develop our work with students:

1. Dealing with student behavior is a crucial part of teaching.
2. Students must always be treated with dignity and respect.
3. Good discipline should increase the motivation to learn.
4. Responsibility is more important than obedience.
5. Students will behave better when they feel better about themselves.

6. Effective lessons that encourage different ways of thinking, provide for different learning styles, sensory modalities and choice are at the heart of engaging the behaviorally at risk student.

At CPCS we are continuing to develop a behavioral model that includes Glaser's "Choices", positive discipline approaches, logical consequences and the creation of a school environment that enables every student to thrive academically, emotionally and socially.

Parents:

We believe in a family oriented, cooperative approach to education that encourages parental involvement and community relationships to nurture responsive citizenship. A major focus of the CPCS mission is to provide opportunities for engagement for both parents and students.

CPCS leaders conducted exit interviews in person or by phone with the parents of students returning to their base middle schools for both years of operation. Feedback from those interviews contributed to the school's goal to increase its academic rigor and its amount of arts-infusion.

Most importantly, parents frequently serve as partners in sharing common expectations with the school and developing plans for students to return to class after significant disruptions or patterns of disruption. Parent-student-administrator meetings are employed throughout the year to acknowledge students' progress in attending to school while establishing for students simultaneously behavioral norms for school that were reinforced at home. Additionally, we have a School Management Team (SMT) that meets monthly to provide feedback and oversight for our School Improvement process, policies, practices and vision/mission.

Transportation:

We have worked closely with the department of transportation, as well as with high school administrators, to provide safe transportation to and from school for our students. There are no significant delays in the expected arrival and dismissal times with the existing shuttle system to the feeder high schools working smoothly.

Relationship with Burley as a School within a School:

The CPCS administration meets regularly with the Burley administration and leadership team.

While logistic obstacles and philosophical differences between schools have appeared, the schools work to accommodate one another's needs. The relationship between the schools' administrations is particularly strong and cooperative. Both schools are committed to improving their relationship and to understanding one another's differences.

Transitioning of Students:

As this is our first year transitioning students from 8th grade to 9th grade, a great deal of discussion and planning has occurred. Staff has focused upon those skills, behaviors and attitudes necessary for success in high school. We understand that success in the ninth grade year is one of the key factors that determine high school success and graduation. We have discussed and built individual plans for each of the sixteen students based upon the course level recommendations and student needs using the following guiding questions.

- Is there completion of the 8th grade curriculum?
- Is there mastery of the 8th grade curriculum?
- Is the student willing to do his/her work consistently, or get back to work after being directed?
- Does the student know how to advocate for him or herself appropriately?
- Does the student have a trusting relationship with at least one adult at CPCS?
- Does the student have a connected relationship with any peers?
- What plan should be made for this student?
- What does the student need most to be successful in high school? (Content, strategies, behaviors, work habits, social interactions)
- What should be the focus of the remaining time at CPCS to best prepare this student?
- What strategies work best for this student?
- What adult at CPCS will oversee this student's plan?

Additionally, multiple meetings have occurred with the high school guidance counselors. Each student and his/her parent/guardian will schedule a meeting with the respective counselor to select a course of study for the ninth grade year and to build the four-year plan for graduation. The high school guidance counselors have a written summary of each students' strengths, areas of needed improvement and course level recommendations. Special support programs like AVID have also been discussed and recommended as appropriate.

Visits to their respective high school are being arranged for all students along with visits to CATEC and Murray High School for those that have interest in alternative programs.

Facilities:

The current space within Burley Middle School provides 5 classrooms, an office and a small conference room which proves to be adequate for our enrollment and organizational structure. We also have access to the gymnasium, auditorium, cafeteria, library and outside facilities through our collaboration with the Burley staff and student needs. While the space is adequate at this time, we are limited in the amount of growth that can occur. Enrollment growth in line with the original charter would require additional classrooms currently not available. We are challenged in that the

office space is used as both a “Choices”/Discipline area and as the reception area. It is difficult to have privacy and little space for supervision of kids who need time away from over stimulation. There are, though, many positive attributes of sharing a space at the middle school that include the sharing of services such as the nurse and school psychologist as well as other opportunities like shared assembly programs or special activities. Our students participate in the after-school intramural program and have access to the full compliment of middle school courses not currently at the CPCS.

Our school management team continues to review and explore facility needs for now and in the future. Meetings have and will continue to occur with building services and division level staff to consider options and alternatives. Moving the school to Murray High School has many drawbacks including insufficient space to allow for SOL testing for CPCS/Murray/and the Enterprise Center, which would occur on about 40 days of each school year. Additionally, that office space is already inadequate to handle the needs of Murray High School and the Enterprise Center.

Funding:

The Community Public Charter School relies upon private donations, grants and funding beyond the school divisions allocation to provide additional staff and arts-infused opportunities such as our partnerships with the Music Resource Center, part-time psychologist, and other elective experiences like blacksmithing.

In 2010-11 approximately \$150,000 was raised through other sources to support the additional needs of our school. \$94,000 was used to support FTE positions directly.

It should be noted that Sandy Richardson works in the office about 80% of the time and that both she and Bobbi Snow are active in transporting students to all outside activities. We could not begin to meet the goals of the program without their “in kind” contributions.

Summary:

Given the challenges facing CPCS as a start-up school and the additional challenges in staffing it faced throughout the initial two years, the school’s students continue to demonstrate remarkable growth in pro-social, pro-academic behavior, as well as in literacy, one of the focus areas of the school’s mission.

Clearly, during the 2009-2010 school year the school’s goal was to increase rigor and engagement through the arts so that students’ gains in behavior, literacy, and other academic areas are unequivocally recognizable across multiple assessments including grades, attendance and, standardized testing such as the SOL and MAP assessment, and literacy measures such as the QRI. To date significant gains have been made, yet the challenges of daily engagement and assessment stamina remain.

Standardized testing data from the 2008-2009 school year reflects the school's difficulty in maintaining its staffing and individual approaches to instruction and test-preparation; hence it does not completely or accurately represent students' learning. A strong staff committed to working with this population of students is firmly in place. Through developing relationships, we expect to continue to see significant gains across multiple measures. The 2009 – 2010 data supports this focus showing significant gains in both mathematics and reading. Yet, we recognize that sustaining continued improvement in achievement is necessary for our students. We firmly believe that our achievement results will align with the division expectations as we move into the future. Continued program modifications are needed, along with a never ending search for instructional strategies that will engage students and help them reach their full potential. Gains in achievement especially in reading remain a focus and a challenge. One of the significant needs is to find a way to add additional staff with training and experience as a reading specialist. Along with our program focus, there is a need to focus upon continuing to improve our recruitment process. One that will better match our target population with the services we are able to provide.

The mission of the school remains to empower CPCS students to achieve at high levels of academic success despite personal challenges. We expect our students to be prepared fully for high school at the end of their time with us, and we are committed to ensuring their success. This is the outcome we confidently and clearly envision for our students given their growth in pro-academic behavior and literacy during their time with us.