



VIRGINIA BOARD OF EDUCATION

REPORT

**A REPORT ON  
PUBLIC CHARTER SCHOOLS IN THE  
COMMONWEALTH OF VIRGINIA  
FOR 2007-2008**

PRESENTED TO

**GOVERNOR TIMOTHY M. KAINÉ  
AND THE  
VIRGINIA GENERAL ASSEMBLY**

September 25, 2008



# COMMONWEALTH of VIRGINIA

## DEPARTMENT OF EDUCATION

P.O. Box 2120  
Richmond, Virginia 23218-2120

**BILLY K. CANNADAY, JR., Ed.D.**  
Superintendent of Public Instruction

September 26, 2008

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The Honorable Timothy M. Kaine  
Governor of Virginia  
Patrick Henry Building, 3<sup>rd</sup> Floor  
1111 East Broad Street  
Richmond, Virginia 23219

Members of the General Assembly of Virginia  
Patrick Henry Building  
1111 East Broad Street  
Richmond, Virginia 23219

Dear Governor Kaine and Members of the General Assembly:

I am pleased to submit the Board of Education's report on Public Charter Schools pursuant to Section 22.1-212.15 of the *Code of Virginia*. The Code requires the Board of Education to report annually its findings and evaluations of public charter schools to the Governor and the General Assembly, including the number of public charter school applications approved and denied.

If you have questions or require additional information relative to this transmittal request, please do not hesitate to contact me at 225-2023.

Sincerely,

A handwritten signature in blue ink, appearing to read "Billy K. Cannaday, Jr.", with a large, stylized flourish at the end.

Billy K. Cannaday, Jr.

BKCJr/dj  
Attachment

c: The Honorable Thomas Morris, Secretary of Education  
Dr. Mark Emblidge, President, Board of Education

**PREFACE**

Section 22.1-212.11 of the *Code of Virginia*, as amended, requires local school boards to report annually to the Virginia Board of Education the status of public charter schools. Based on these compliance and performance criteria and other evaluation considerations, the objectives of the evaluation are as follows:

- Evaluate charter schools' progress in achieving the goals.
- Evaluate the performance of charter school students compared to the performance of other public school populations.
- Evaluate the impact of charter schools' activities in terms of contributions to the community and education system, in general.

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TABLE OF CONTENTS

<b>SUMMARY REPORT</b>	Page
<b>Executive Summary</b>	iii
<b>Chapter One</b>	1
Purpose	1
Objectives and Scope of Evaluation	1
Summary Report	1
School-Specific Attachments	1
Sources	2
Structure of the Remaining Chapters of the Summary Report	2
<b>Chapter Two</b>	3
Background and Summary Information	3
A. <i>Code of Virginia</i> as Applied to Charter Schools	3
B. Waivers	3
C. Schools and Student Populations	3
D. Student Populations	4
<b>Chapter Three</b>	5
Evaluation of Charter School Student Performance	5
A. Student Selection Criteria	5
B. Comparing Charter School and Traditional School Student Performance	5
C. Student Achievement 2007-2008	6
1. Standards of Learning and Other Quantitative Testing	6
2. Qualitative Measures of Achievement	6
3. Other Measures of Achievement	6
D. Average Daily Attendance (ADA) Rate	7
E. Dropout Rate	7
<b>Chapter Four</b>	9
Overall Assessment	9
A. Effectiveness in Meeting the Needs of the Populations Served	9
B. Progress in Achieving Goals	9
C. Benefits Provided to Students	9
D. Factors Influencing the Status of Charter Schools in Virginia	9
E. Testimonials	10
<b>ATTACHMENTS</b>	12
Charter Schools Evaluation – 2007 - 2008	12
Attachment A1: Albemarle County Public Schools, Murray High School	13
Attachment A2: Hampton City Public Schools, Hampton Harbour Academy	16
Attachment A3: York County Public Schools, York River Academy	19

## EXECUTIVE SUMMARY

The evaluation of the public charter schools of Virginia examines the three public charter schools in operation in the state during the 2007-2008 school year. All three schools in operation in Virginia are designed to provide alternative and experiential learning opportunities for students who are at risk. However, differences among these schools include: the histories of the schools, characteristics of the communities served, characteristics of the students enrolled, size of the student bodies, grade levels served, resources available, and educational approaches and priorities. A fourth charter school, approved in 2007, used 2007-2008 as a planning year and opened for students in August 2008. The fifth charter school, approved in June 2008, is waiting for contract approval before opening in July 2009.

### Key Observations and Findings

#### National

- Legislation. Forty (40) states and the District of Columbia have charter school laws in place.
- Schools. Of the more than 130,407 public K-12 schools nationally, 4,225 are charters.
- Students. A total of 1,242,427 students are enrolled in public charter schools. The total United States public school enrollment is 49,113,000.<sup>1</sup>

#### Virginia

- Schools. Three charter schools operated in Virginia in 2007-2008. As of June 2008, the total enrollment for the three charter schools was 248 students.
- Staff. The three schools reported a total of 35.5 staff members including principals, teachers, paraprofessionals, and guidance counselors. The average student-to-teacher ratio was 10 students per teacher.
- Progress in Achieving Goals. Progress as reported in terms of improved academic achievement, average daily attendance, and decreased dropout rates varies from year to year and among the schools. All three schools, Murray High School, Hampton Harbour Academy, and York River Academy achieved Adequate Yearly Progress (AYP) performance targets under the *No Child Left Behind Act of 2001* for the 2007-2008 school year based on data from spring 2007. For 2004-2005, 2005-2006, 2006-2007, and 2007-2008, Murray High School and York River Academy were fully accredited. Hampton Harbour Academy was conditionally accredited for the 2007-2008 school year. In 2006-2007, the school status was “Accreditation Withheld/Improving School Nearing Accreditation.” For 2004-2005 and 2005-2006, the school was accredited with warning.

<sup>1</sup> “Charter Schools Fast Facts.” 2 July 2008. Center for Education Reform. Washington, D.C. 2 July 2008.

<http://www.edreform.com/index.cfm?fuseAction=section&pSectionID=15&cSectionID=97#ENROLLMENT> Path: Site Index.

- Average Daily Attendance and Dropout Rates. The overall average daily attendance rate in the charter schools has improved slightly during the last several years and is presently at 91 percent. The state rate for 2007-2008 is 95.2 percent. While dropout rates in the public charter schools have historically been higher than comparable rates for the divisions in which they are chartered, dropout rates in 2006-2007 were at zero percent in two of the schools and 1.1 percent in the third school. Official dropout rates for 2007-2008 will be available from the Virginia Department of Education after October 1, 2008.
- Comparison of Student Performance. The performance of pupils in charter schools as compared to students in other schools is reported in Adequate Yearly Progress (AYP) and Standards of Learning (SOL) assessment results. Assessment results indicate that in some cases, student performance in the charter schools exceeds that of the more traditional school; in other cases it does not. The three schools also self-reported that the students in the charter schools are generally performing better than if they had remained in a traditional school.
- Impact on the Community. All of the schools reported programs to achieve parental and community involvement. The perceptions of the schools, community awards, other forms of recognition, and parental surveys suggest success in these efforts. Survey results suggest that the small size, individualized instruction, and innovative approaches to education found in these schools have had a positive impact on the communities they serve.

### ***The Code of Virginia and Charter Schools***

The Virginia General Assembly passed House Bill 2311, Public Charter School Fund, during the 2006-2007 session that amended the *Code of Virginia* by adding a section numbered 22.1-212.5:1, establishing a public charter school fund. The purpose of this fund is to establish a mechanism whereby gifts, grants, bequests, or donations from public or private sources can be paid into the state treasury and credited to the fund for establishing or supporting public charter schools in the Commonwealth that stimulate the development of alternative public education programs. Criteria for making distributions from the fund were approved by the Virginia Board of Education on January 10, 2008. To date, no gifts, grants, bequests, or donations have been received in the fund for disbursement.

### **Growth of Charter Schools in Virginia**

In July 2005, the United States Education Department (USED) awarded three federal charter school grants for proposed public charter schools in Albemarle County, Richmond City, and Norfolk City. The charter school applications in Albemarle and Richmond have been approved by the respective local school boards. The Norfolk charter school application has not been presented to the local school board for approval.

In Administrative Superintendent's Memorandum, Number 13, dated April 25, 2008, "Charter School Report for 2007-2008," superintendents were asked to respond to the following charter school question: "Whether you have charter schools or not in your division, please list barriers you perceive in establishing charter schools in Virginia." Forty-nine (49) percent of the divisions did not respond to the question; 21 percent listed no barriers; 18 percent cited fiscal barriers; 11 percent indicated that there was no interest or need; and nine percent cited lack of facilities. Other barriers mentioned included: difficulty obtaining certified teachers; high-quality public school programs; restrictiveness of Virginia charter school law; insufficient research; and a lack of political will for establishing charter schools. The responses cited above are similar to responses received for the 2006-2007 charter school report.

## CHAPTER ONE

### Purpose

This report provides the results of an evaluation of the public charter schools in Virginia. The evaluation examines the three public charter schools in operation during the 2007-2008 school year. All of these schools serve at-risk students.

### Objectives and Scope of Evaluation

The goals of the three charter schools included in this evaluation are similar in that they are all designed to provide alternative and experiential learning opportunities for students who are at risk. While the general goal is similar, there are also differences among these schools such as:

- histories of the schools;
- characteristics of the communities served;
- characteristics of the students enrolled;
- size of the student bodies;
- grade levels served;
- resources available; and
- educational approaches and priorities.

### Summary Report

The summary report focuses on evaluation considerations applicable for all charter schools in the Commonwealth. Section 22.1-212.11 of the *Code of Virginia*, as amended, requires local school boards to report annually to the Virginia Board of Education the status of public charter schools. Various sections of this *Code* delineate compliance and performance criteria. In that context, the objectives of this evaluation are as follows:

1. Evaluate charter schools' progress in achieving their goals;
2. Evaluate the performance of charter school students compared to the performance of other public school populations; and
3. Evaluate the impact of charter schools' activities in terms of their contributions to the community and education system, in general.

### School-Specific Attachments

Differences in the characteristics of the three schools and in the data provided by each restrict the ability to provide comparable reporting of charter school performance at the summary report level. These differences also make it difficult to capture many of the unique characteristics and accomplishments of the individual schools. An attachment is provided for each charter school that includes selected school-specific information for many of the same evaluation areas considered in the summary report.



## Sources

The information, observations, and findings in both the summary report and the attachments are primarily based on the following sources:

- Information collected by the Virginia Department of Education (VDOE) through an annual report. These reports were submitted to the VDOE in June 2008 for the 2007-2008 school year by the school divisions that had public charter schools operating during that period.
- Additional data available to the VDOE that were used to augment the school division reports.
- Information collected by the VDOE on the number of charter school applications approved and denied by local school boards through Administrative Superintendent's Memorandum, Number 13, dated April 25, 2008.
- Relevant information previously published by the VDOE.

## Structure of the Remaining Chapters of the Summary Report

The summary report provides a collective evaluation of the three public charter schools in Virginia. The following three sections of this summary report address:

- Background Information – Chapter Two relates to the *Code of Virginia* as it applies to charter schools as well as summary data related to the charter schools and student populations, waivers, staff, and initiatives to foster parental and community involvement;
- Evaluation – Chapter Three summarizes charter school student performance; and
- Overall Impact – Chapter Four examines the overall impact of charter schools in terms of:
  - effectiveness in meeting the needs of the students served;
  - progress in achieving the schools' goals;
  - benefits to the charter school students;
  - factors influencing the status of the schools; and
  - testimonials.

## CHAPTER TWO

### Background and Summary Information

This section provides general information addressed in the *Code of Virginia* as it applies to charter schools as well as general information profiling Virginia's charter schools.

#### A. The *Code of Virginia* as Applied to Charter Schools

As delineated in the *Code of Virginia*, (§ 22.1-212.5), public charter schools in Virginia are nonsectarian, nonreligious, or non home-based alternative schools located within a public school division intended to:

- stimulate the development of innovative educational programs;
- provide opportunities for innovative instruction and assessment;
- provide parents and students with more options within their school divisions;
- provide teachers with a vehicle for establishing schools with alternative innovative instruction and school scheduling, management, and structure;
- encourage the use of performance-based educational programs;
- establish and maintain high standards for both teachers and administrators; and
- develop models for replication in other public schools.

The Virginia General Assembly passed House Bill 2311, Public Charter School Fund, during the 2006-2007 session. This act amended the *Code of Virginia* by adding a section numbered 22.1-212.5:1, establishing a public charter school fund. The purpose of this fund is to establish a mechanism whereby gifts, grants, bequests, or donations from public or private sources can be paid into the state treasury and credited to the fund for establishing or supporting public charter schools in the Commonwealth that stimulate the development of alternative public education programs. Criteria for making distributions from the fund were approved by the Virginia Board of Education on January 10, 2008. To date, no gifts, grants, bequests, or donations have been received in the fund for disbursements.

#### B. Waivers

Based on information collected in the annual evaluation in June 2008, Hampton Harbour Academy requested and received approval for certain waivers for the 2007-2008 school year. The waivers were in the areas of: 1) course offering approvals in reading, writing, and mathematics; 2) electives; 3) foreign language offerings; and 4) 140 clock hours offered per year of instruction in each of the four disciplines of English, mathematics, science and history/social science.

#### C. Schools and Student Populations

Since the initial state legislation for charter schools was passed in 1998, ten charter schools in eight school divisions have been approved by local school boards. Three of the schools operated during the 2007-2008 school year. A fourth charter school, approved in 2007, has

used 2007-2008 as a planning year and opened for students in August 2008. The fifth charter school, approved in June 2008, is waiting for contract approval before opening in July 2009. The other five charter schools have closed.

A Virginia public charter school may be approved or renewed for a period not to exceed five school years; however, the school can be granted multiple renewals that permit operation for more than a total of five years. Table 1 provides summary information about the three charter schools in operation for 2007-2008.

**Table 1.**  
**Virginia Public Charter Schools in Operation -- 2007-2008**

Division	School	Year Opened	Grades Served	Enrollment (reported by the school in June 2008)
Albemarle County Public Schools	Murray High School	2001	9-12	110
Hampton City Public Schools	Hampton Harbour Academy	2001	6-8	88
York County Public Schools	York River Academy	2002	9-11	50

**D. Student Populations**

Virginia’s public charter schools serve a variety of grade levels and enroll a small number of students. The schools reported a total of 248 students enrolled as of June 2008. Virginia’s public charter school student population grew steadily from the opening of the first school in 1999 through the 2003-2004 school year. The student population declined in 2004-2005 and further declined during 2005-2006 with the decrease in the number of schools. The 2005-2006, 2006-2007, 2007-2008 charter school populations remained relatively constant as did the number of schools. Table 2 profiles the statewide public charter school population over the last eight years.

**Table 2.**  
**Trend in Student Populations in Virginia Public Charter Schools**

School Year	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Number of Public Charter Schools	1	1	6	8	7	5	3	3	3
Total Student Population [1]	41	40	440	685	745	555	231	237	248

Note [1]: Student population is based on charter school self-reported data.

## CHAPTER THREE

### Evaluation of Charter School Student Performance

Virginia's three public charter schools in operation in 2007-2008 focus on increasing educational opportunities and providing alternative educational programs for students who are potentially at risk of academic failure. However, their population is not a representative subset of the traditional school student population. Assessing student performance using the Standards of Learning (SOL) test scores provides some insight toward performance gains, but for the charter school population, other metrics require consideration.

Many of the students, particularly older students enrolled in the two high school programs, were in danger of dropping out of school prior to attending the charter schools. Poor attendance, past academic failure, and other risk factors create challenges for the schools in raising the academic achievement level of these students, graduating them, and preparing them to be productive members of society. Despite the challenges, progress has been demonstrated and reported in improved academic achievement, improved average daily attendance, and a decrease in dropout rates. However, the quantitative results, in the form of SOL achievement data, vary from year to year and among schools.

#### A. Student Selection Criteria

Because the three schools evaluated have different educational models and objectives, they have different student populations. However, many of the criteria used to select students are similar. These criteria include selecting students who:

- have been unsuccessful in a traditional school setting and would benefit academically from a smaller, nontraditional school environment;
- are at risk for leaving school or graduating below potential;
- are over age for the grade level for a variety of reasons (e.g., dropped out, failed grade(s), medical reasons); and/or
- have chronic problems of attendance and/or discipline.

These criteria are unique to these schools and warrant consideration when evaluating the student performance. Other selection criteria such as student career interests and student willingness to commit to school policies and objectives vary. The local selection process also differs among schools.

#### B. Comparing Charter School and Traditional School Student Performance

Since the objective of Virginia's charter schools is to provide an alternative educational approach and environment to improve educational results for students who experienced failure or poor performance in the traditional schools, the issue of comparative performance is one of determining whether each individual student would perform, or has performed, better in a traditional or charter school. The performance of pupils in charter schools as compared to students in other schools is reported in Adequate Yearly Progress (AYP) and Standards of Learning (SOL) assessment results.

### C. Student Achievement 2007-2008

Measuring student achievement for the charter school student population also presents challenges. The charter school student population is small and lacks continuity from year to year. Given the at-risk profile of these students, modest gains in testing results may reflect significant improvement and may represent only a small portion of the actual educational benefit realized.

1. **Standards of Learning and Other Quantitative Testing.** Standards of Learning (SOL) assessment results will not be available for the 2007-2008 school year until fall 2008. A history of SOL test scores is provided in the attachment for each school. In general, SOL test results reflect variability by year, grade level, and test. Additionally, they have varied from school to school, ranging from comparable or better than the scores in the school division in which the school is chartered to lower than overall school division scores. For 2004-2005, 2005-2006, 2006-2007, and 2007-2008, Murray High School and York River Academy were fully accredited.

All three operating charter schools, Murray High School, York River Academy, and Hampton Harbour Academy met their Adequate Yearly Progress (AYP) objectives for the 2007-2008 school year based on assessment data from 2006-2007. The 2007-2008 school year was the first year that Hampton Harbour Academy made its AYP objectives. Historically, Murray High School and York River Academy have produced SOL test scores that were comparable or better than the average overall scores from their divisions. Hampton Harbour Academy made significant academic progress between 2005-2006, 2006-2007, and 2007-2008. The present status of the school is “conditionally accredited.” In summary, available SOL test data suggest improved student academic performance at the schools.

2. **Qualitative Measures of Achievement.** Several schools conduct surveys that address student attitudes about the school experience, the desire to attend school, and the learning climate. These surveys also try to measure increases in the students’ personal ethics, collaboration, and cooperation. Some schools survey parents regarding the perceptions of their children’s attitudes and observable changes. Schools report that this qualitative and other anecdotal feedback suggest additional evidence of student improvement in the charter school setting.

3. **Other Measures of Achievement.** Many of the at-risk students attending charter schools have a history of difficulties in discipline, attitude, and peer relationships; poor study habits; and communications issues. These characteristics lead to, or are correlated with, low attendance levels and higher dropout rates.

**D. Average Daily Attendance (ADA) Rate**

Chronic attendance problems are one of the selection criteria for entry into the three charter schools operating in Virginia. Consequently, public charter schools in Virginia generally have student populations that have lower ADA rates than the traditional public student population.

Charter school and comparable division ADA rate data since 2001 are presented in Table 3. Average daily attendance rates for the 1999-2000 and 2000-2001 school years were reported for only one charter school and are not included. Complete ADA histories for the three evaluated schools and their divisions are provided in the school’s attachment. The overall average daily attendance rate in the charter schools improved modestly between 2001-2002 and 2006-2007. In 2007-2008, there was a small drop in ADA. The division rates have remained constant at near the average state rate of 95.2 percent for 2007-2008.

**Table 3.  
Average Daily Attendance – Charter Schools and Their Divisions**

Average Daily Attendance [1]	2001-2002 [2]	2002-2003 [3]	2003-2004 [4]	2004-2005 [5]	2005-2006 [6]	2006-2007 [6]	2007-2008 [6]
Charter Schools	86.87%	86.15%	88.71%	87.78%	90.6%	91.3%	87.5%
Divisions	95.10%	95.18%	95.19%	95.36%	95.7%	95.5%	95.2%

Note [1]: Based on data provided by the VDOE.

Note [2]: Includes six charter schools and the divisions in which they were chartered.

Note [3]: Includes eight charter schools and the divisions in which they were chartered.

Note [4]: Includes seven charter schools and the divisions in which they were chartered.

Note [5]: Includes five charter schools and the divisions in which they were chartered.

Note [6]: Includes three charter schools and the divisions in which they were chartered.

**E. Dropout Rate**

Another criterion used to select students for charter school placement is “their risk of leaving school.” The operating charter schools in Virginia generally have student populations that would predictably have higher dropout rates than the overall student population. Overall charter school and comparable division dropout rate data for the previous five years are presented in Table 4. Official dropout rates for 2007-2008 will not be available until after October 1, 2008. Dropout rates for 1999-2000 and 2000-2001 were reported for only one charter school and were not included. Complete dropout histories for the three evaluated schools and their divisions are provided in the school’s attachment.

Dropout rate data vary from school to school and over time for each charter school. As indicated by the data in Table 4, dropout rates in Virginia public charter schools have historically been higher than comparable rates for the divisions in which they are chartered. However, in 2006-2007, the charter schools’ dropout rates dropped significantly from previous years and were well below the state dropout rate of 1.87 percent.

**Table 4.**  
**Dropout Rates – Charter Schools and Their School Divisions**

Dropout Rates [1]	2001- 2002 [2]	2002- 2003 [3]	2003- 2004 [4]	2004- 2005 [5]	2005- 2006 [6]	2006- 2007 [6]	2007- 2008 [7]
Charter Schools [1]	18.0%	12.9%	6.7%	1.6%	3.6%	.6%	TBD
School Divisions [1]	2.6%	1.7%	1.5%	0.8%	1.7%	1.9%	TBD

Note [1]: Based on data provided by the VDOE.

Note [2]: Includes six charter schools and the divisions in which they were chartered.

Note [3]: Includes eight charter schools and the divisions in which they were chartered.

Note [4]: Includes seven charter schools and the divisions in which they were chartered.

Note [5]: Includes five charter schools and the divisions in which they were chartered.

Note [6]: Includes three charter schools and the divisions in which they were chartered.

Note [7]: Official dropout rates for 2007-2008 for the charter schools will not be available until fall 2008.

## CHAPTER FOUR

### Overall Assessment

The charter schools state that they have all made progress toward the goals and objectives as stated in their charters. They believe that they have contributed positively toward the educational experience and lives of their students and the communities they serve. For most of these schools, available quantitative data support these perceptions, and qualitative data reinforce them.

#### A. Effectiveness in Meeting the Needs of the Populations Served

The schools identify their effectiveness as a school by the degree in which the school meets the “special needs” of its students. In general, they believe that the student populations served require an individualized, nurturing, and safe educational environment for success in school and to increase their opportunity for success beyond school. Success cited by the schools includes return rates, graduation rates, parental support and feedback, community support, and school division support. The three schools also demonstrated academic improvement and improved performance on SOL tests as a measure of success.

#### B. Progress in Achieving Goals

The three public charter schools evaluated in this report expressed their progress differently, but stated their goals as:

- achieving state accreditation and meeting AYP targets;
- assuring graduation, completion, or promotion;
- facilitating student access to postsecondary education and training opportunities;
- helping students transition into postsecondary educational, work force, or military opportunities; and
- increasing parental and community involvement.

All of these schools report progress toward meeting some of these goals. However, goals varied from school to school and progress was mixed. For 2007-2008, all three schools achieved their AYP goals; two were fully accredited, and one was conditionally accredited.

#### C. Benefits Provided to Students

All three schools report that a primary benefit provided for the students is an educational environment in which: (1) students can be comfortable and competitive; (2) targeted post-graduation opportunities can be provided; and (3) special individual needs of these students can be met.

#### D. Factors Influencing the Status of Charter Schools in Virginia

Schools provided a variety of responses regarding the factors that have contributed to their present status. Reported perceptions included support (i.e., school system, community, and parental support), funding, facilities, student selection, emphasis on technology, small, structured environments, and excellent staff.



## E. Testimonials

Schools have provided statements from parents and students during the course of the year on the success of their charter school. Comments are provided below:

### *Parent/Guardian Statement*

“We would like to express our gratitude and extend a great thank you for all you have done. As parents of a child who attended your school, we are very concerned about her milestones in learning, as well as complications she may have through 2007-2008 school year. When we expressed our concerns you immediately helped to guide where we need to be. During the Child Study Committee meetings, we were pleased about the attention and all concerns given to our daughter’s needs. Thank you for all you have done and continue to do in order to help our child achieve her academic goals. The experience we have encountered has been pleasant, professional, and proficient to all our concerns. The school division has provided us with a reason to understand why it is the best in public education.”

### *Student Statements*

“If not for [school], I would probably be one and a half credits behind. It just wasn’t working for me. I went to normal high school for two years. I think it’s really saved me and given me a second chance.”

“If they were to decide to take away funding and send everyone back to their base school, I would be in the front of the crowd protesting. This school is going to make a lot of good people and I’m determined to be one of them.”

“A lot of the reasons why I do better is because of my relationship with the teachers. When you’re friends with a teacher and on close terms with a teacher, you want to do well. You want to show them that you’re going to work hard in their class. I don’t know if it’s true or if it’s just me, but if I’m in a class and I fail a class or if I’m incomplete, it’s almost a little bit disrespectful to the teacher that I’m not working as hard as I should. At [my old school], I really wouldn’t have cared. But here, because of the way that they treat me, the way that things are run, it makes me want to work hard. It makes me want to do well for my teachers, not only for myself.”

“My environment has changed, and due to that, I feel more positive about myself. I’m starting to finally experience success which is something that I haven’t had in a long time. I guess I’m a little more positive now, and my work ethic has definitely improved a lot...I’m trying to turn stuff in on time and really not be ashamed of what I’m turning in. Hopefully that will carry over to my real world experiences.”

“It was just too much for me [at old school] and there are times where here it’s too much. They understand here that I do have a very stressful life outside of school. Sometimes it will just come to a boiling point. Especially in the last couple of months, there have been things that have brought up family issues that have just torn me apart. And they knew it. They knew it before I knew it was coming, and they were like, ‘It’s ok to break down.’ I wouldn’t have done that in my base school. I wouldn’t have gone to a guidance counselor and said

this is what's going on. My teachers tracked me down, and said 'We know what's going on, it's ok to cry.' I was flabbergasted that someone at my school cares this much. They don't just worry about what assignment I'm turning in, they care about my well-being."

"Going to somewhere new is odd, but at this school it was smooth sailing.... You don't get jumped and all of a sudden everybody loves you. It's very easy to mesh in because it's a very open, diverse community.... It's so small, and the people here are so accepting as you are. It didn't take that long, for a few days you're like what do I do now? But then people start to reach out to you, bring you into the community, and you just get enmeshed and you're just happy."

## ATTACHMENTS

### Charter Schools Evaluation – 2007-2008

The three charter schools in Virginia included in this evaluation are different. These differences make generalizations about charter school performance and impact difficult.

The following sections provide an attachment for each individual school that is included in the summary report. Each attachment includes the following school-specific information:

- General school information;
- Student performance Standards of Learning (SOL) test results;
- Attendance data;
- Dropout data;
- Professional development information; and
- Staffing data and information.

The data shown in these attachments are a combination of school self-reported information and information derived from Virginia Department of Education data sources.

## Attachment A1

### Albemarle County Schools, Murray High School

Year opened as a charter school:	2001
Grades served in 2007-2008:	9-12
Enrollment 2006-2007:	110
School designed to serve students considered to be at risk:	Yes
Intends to operate as a charter school during the 2008-2009 school year:	Yes

**Student Achievement.** Murray High School SOL test results have generally improved over its years as a charter school as shown in the Table A1.1. The 2006-2007 SOL test results show high performance by students on all tests administered and in several subjects surpassed the division's scores. The 2007-2008 SOL results will not be available until fall 2008.

**Table A1.1.**  
**SOL Pass Rates for Murray High School**

SOL End-of-Course Test Results [1]	School Percent Passing	School Percent Passing	School Percent Passing	School Percent Passing	<i>Division Percent Passing</i>	School Percent Passing	<i>Division Percent Passing</i>	School Percent Passing	School Percent Passing
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2005-2006	2006-2007	2006-2007	2007-2008
English Reading	71	100	96	82	89	92	93	98	[2]
English Writing	67	93	92	94	91	95	94	100	[2]
Algebra I	100	75	75	100	94	93	95	100	[2]
Algebra II	71	N/A	73	50	84	88	93	89	[2]
Geometry	90	83	90	88	89	94	91	96	[2]
World Geography	63	60	100	100	82	82	88	91	[2]
World History I	N/A	100	N/A	N/A	91	82	95	N/A	[2]
World History II	75	89	100	81	92	94	95	93	[2]
U. S. History	57	68	93	86	94	100	93	94	[2]
Earth Science	70	N/A	93	100	88	83	89	N/A	[2]
Biology	100	75	100	50	89	92	93	95	[2]

Note [1]: SOL test results for 2001-2007 were provided by VDOE in terms of percent passing.

Note [2]: SOL test results for 2007-2008 will not be available until fall 2008.

**Average Daily Attendance (ADA).** Table A1.2. provides a summary of average daily attendance rates for Murray High School and the school division in which it is chartered. Average daily attendance has remained relatively constant since becoming a charter school in 2001 and approaches overall attendance rates for the division.

**Table A1.2.**  
**Average Daily Attendance for Murray High School**

Average Daily Attendance	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Murray High School	90.5%	93.3%	94.4%	91.6%	93.4%	94.5%	92.5%
Albemarle County Public Schools	95.9%	95.8%	96.0%	96.1%	96.0%	96.1%	95.9%

**Dropout Rates.** The following table summarizes dropout rates for Murray High School and the school division in which it is chartered. Dropout rates have been low and have historically been comparable to the division results. For the first time in 2006-2007, dropout rates for Murray High School were below the county dropout rate. The 2007-2008 rate results will not be available until fall 2008.

**Table A1.3.**  
**Dropout Rates for Murray High School**

Dropout Rates [1]	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Murray High School	0%	1.9%	2.3%	2.2%	1.9%	1.1%	[2]
Albemarle County Public Schools	0.8%	0.6%	1.4%	1.4%	1.6%	1.5%	[2]

Note [1]: Dropout results for 2001-2007 were provided by VDOE.

Note [2]: Dropout results for the 2007-2008 school year will not be available until after October 1, 2008.

**Professional Development.** In response to survey questions concerning professional development offered at school, the school's responses were:

Professional development customized for charter school personnel only:	No
Professional development hours provided:	Over 100
Number of professional development activities provided:	11 or more
Amount of communication with other charter schools within Virginia:	Very little
Amount of communication with other charter schools outside Virginia:	Very little
Opportunity to attend national meeting(s) regarding charter schools:	No

Staff. The 2007-2008 staffing data indicate one Murray High School teacher per ten students enrolled. The school reported that all teachers were licensed and endorsed. Staffing data for Murray High School are summarized in Table A1.4.

**Table A1.4.**  
**Staffing for Murray High School for 2007-2008**

Category	Total Number of Staff (FTE)	Positions Filled by Licensed and Endorsed Individuals (FTE)	Percent Filled by Licensed and Endorsed Individuals
Principal/Director	1.0	1.0	100
Teachers	10.83	10.83	100
Paraprofessionals	0.66	N/A	N/A
Guidance Counselors	1.0	1.0	100

## Attachment A2

### Hampton City Schools, Hampton Harbour Academy

Year opened as a charter school:	2001
Grades served in 2007-2008:	6-8
Enrollment 2007-2008:	88
School designed to serve students considered to be at risk:	Yes
Intends to operate as a charter school during the 2008-2009 school year:	Yes*

**Student Achievement.** Hampton Harbour Academy student Standards of Learning (SOL) test scores reflect substantial variability by year, grade level, and test. The school’s results improved markedly in English and mathematics in 2005-2006 but dropped in 2006-2007. The science SOL test scores continue to be lower than the division’s results. The 2007-2008 SOL results will not be available until fall 2008.

**Table A2.1.**  
**SOL Pass Rates for Hampton Harbour Academy**

SOL End-of-Course Test Results [1]	School Percent Passing	School Percent Passing	School Percent Passing	School Percent Passing	Division Percent Passing	School Percent Passing	Division Percent Passing	School Percent Passing	School Percent Passing
	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2005-2006	2006-2007	2006-2007	2007-2008
<b>Grade 8</b>									
English: Writing	23	23	48	27	91	90	82	65	[2]
English: Reading	28	26	32	49	76	73	80	59	[2]
Mathematics	8	16	45	35	74	75	67	54	[2]
History/Social Science	22	38	76	N/A	67	N/A	N/A	N/A	[3]
Civics [3]	N/A	N/A	N/A	68	86	N/A	N/A	N/A	[2]
U.S. History 1	N/A	N/A	N/A	51	49	N/A	56	N/A	[2]
Science	41	44	77	59	82	46	85	39	[2]

Note [1]: SOL test results for 2001-2007 were provided by VDOE in terms of percent passing.

Note [2]: SOL test results for 2007-2008 will not be available until fall 2008.

Note [3]: SOL test results for History/Social Science were broken into two end-of-course tests in 2004-2005: Civics and U.S. History.

**Average Daily Attendance (ADA).** Table A2.2. provides a summary of average daily attendance rates for Hampton Harbour Academy and the division in which it is chartered. The school’s ADA has remained constant for the past few years. The ADA remains below overall attendance rates for the school division.

\*Hampton Harbour Academy will continue to operate as a charter school in 2008-2009; however, they will evaluate progress toward accreditation prior to renewing the charter in the upcoming year. The division considers on an annual basis reassigning the school to “program” status after evaluation of the school’s progress toward meeting full accreditation and adequate yearly progress.

**Table A2.2.**  
**Average Daily Attendance for Hampton Harbour Academy**

Average Daily Attendance	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Hampton Harbour Academy	85.2%	83.1%	85.0%	82.1%	84.1%	85.2%	84.1%
Hampton City Public Schools	94.8%	94.5%	94.8%	95.2%	95.0%	94.9%	94.8%

**Dropout Rates.** The following table summarizes dropout rates for Hampton Harbour Academy and the school division in which it is chartered. When the school served secondary students from 2001-2004, the dropout rate was higher than the division dropout rate. Beginning in 2004, the school served middle schools students. No dropouts were reported for the 2004-2005 school year. For the 2005-2006 school year, the dropout rate exceeded that of the division. No dropouts were reported for the 2006-2007 school year. The 2007-2008 dropout rate results will not be officially available until fall 2008.

**Table A2.3.**  
**Dropout Rates for Hampton Harbour Academy**

Dropout Rates [1]	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
Hampton Harbour Academy	34.3%	9.2%	9.7%	0.00%	10.0%	0.0%	[2]
Hampton City Public Schools	2.7%	2.1%	2.2%	0.5%	2.5%	3.0%	[2]

Note [1]: Dropout results for 2001-2007 were provided by VDOE.

Note [2]: Dropout results for the 2007-2008 school year will not be available until fall 2008.

**Professional Development.** In response to survey questions concerning professional development offered at school, the school's responses were:

Professional development customized for charter school personnel only:	Yes
Professional development hours provided:	20
Number of professional development activities provided:	11 or more
Amount of communication with other charter schools within Virginia:	Very little
Amount of communication with other charter schools outside Virginia:	Very little
Opportunity to attend national meeting(s) regarding charter schools:	No



**Staff.** For the 2007-2008 school year, Hampton Harbour Academy reports one teacher per ten students enrolled. The school reported that in the 2002-2003 school year, 57 percent of the staff members were licensed or endorsed in their content areas. For the 2007-2008 school year, 100 percent of the staff members were licensed or highly qualified. Staffing data for Hampton Harbour Academy are summarized in Table A2.4.

**Table A2.4.**  
**Staffing for Hampton Harbour Academy for 2007-2008**

Category	Total Number of Staff (FTE)	Positions Filled by Licensed and Endorsed Individuals (FTE)	Percent Filled by Licensed and Endorsed Individuals
Principal/Director	1.0	1.0	100
Teachers	10.0	10.0	100
Paraprofessionals	3.0	N/A	N/A
Guidance Counselors	1.0	1.0	100

### Attachment A3

#### York County Schools, York River Academy

Year opened as a charter school: 2002  
 Grades served in 2007-2008: 9-11  
 Enrollment 2007-2008: 50  
 School designed to serve students considered to be at risk: Yes  
 Intends to operate as a charter school during the 2008-2009 school year: Yes

**Student Achievement.** As depicted in Table A3.1., the York River Academy Standards of Learning (SOL) test results for 2007-2008 reflect high passing scores in those End-of-Course subjects taken by students. The 2007-2008 SOL results will not be available until fall 2008.

**Table A3.1.**  
**SOL Pass Rates for York River Academy**

SOL End-of-Course Test Results [1]	School Percent Passing 2002-2003	School Percent Passing 2003-2004	School Percent Passing 2004-2005	Division Percent Passing 2005-2006	School Percent Passing 2005-2006	Division Percent Passing 2006-2007	School Percent Passing 2006-2007	School Percent Passing 2007-2008
English: Reading	100	N/A	N/A	N/A	N/A	96	N/A	[2]
English: Writing	0	N/A	N/A	N/A	N/A	97	N/A	[2]
Algebra I	40	89	81	92	81	94	87	[2]
Algebra II	N/A	N/A	N/A	89	50	93	N/A	[2]
Geometry	N/A	N/A	33	95	100	94	N/A	[2]
World Geography	90	85	64	80	71	93	N/A	[2]
World History I	N/A	100	81	89	86	90	97	[2]
World History II	N/A	N/A	100	93	N/A	93	N/A	[2]
U. S. History	N/A	N/A	40	94	N/A	94	N/A	[2]
Earth Science	100	71	64	87	90	83	96	[2]
Biology	N/A	N/A	N/A	93	N/A	95	N/A	[2]
Chemistry	N/A	N/A	N/A	93	N/A	93	N/A	[2]

Note [1]: SOL test results for 2002-2007 were provided by VDOE in terms of percent passing.

Note [2]: SOL test results for 2007-2008 will not be available until fall 2008.

**Average Daily Attendance (ADA).** Table A3.2. provides a summary of average daily attendance rates for York River Academy and the school division in which it is chartered. Average daily attendance rates for the school have been comparable to the school division ADA rates.

**Table A3.2.**  
**Average Daily Attendance for York River Academy**

Average Daily Attendance	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
York River Academy	98.8%	95.1%	95.2%	96.7%	95.6%	96.5%
York County Public Schools	96.7%	96.3%	96.3%	96.6%	96.0%	96.3%

**Dropout Rates.** The following table summarizes dropout rates for York River Academy and the school division in which it is chartered. Historically, from 2002-2005, dropout rates for the school have been higher than division rates but comparable to state results. For 2005-2006 and 2006-2007, there were no dropouts at the school. The 2007-2008 dropout rate results will not be officially available until fall 2008.

**Table A3.3.**  
**Dropout Rates for York River Academy**

Dropout Rates [1]	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008
York River Academy	0%	2.1%	2.6%	0%	0%	[2]
York County Public Schools	0.9%	0.2%	0.5%	.4%	.38%	[2]

Note [1]: Dropout results for 2002-2007 were provided by VDOE.

Note [2]: Dropout results for the 2007-2008 school year will not be available until fall 2008.

**Professional Development.** In response to survey questions concerning professional development offered at school, the school’s responses were:

- Professional development customized for charter school personnel only: Yes
- Professional development hours provided: Over 60
- Types of professional development activities provided: 11 or more
- Amount of communication with other charter schools within Virginia: Very little
- Amount of communication with other charter schools outside Virginia: Very little
- Opportunity to attend national meeting(s) regarding charter schools: No

**Staff.** For the 2007-2008 school year, York River Academy reports the teacher-student ratio was no higher than one teacher per 12 students enrolled. The school reported that all teachers were licensed and endorsed. Staffing data for the school are summarized in Table A3.4.

**Table A3.4.**  
**Staffing for York River Academy for 2007-2008**

Category	Total Number of Staff (FTE)	Positions Filled by Licensed and Endorsed Individuals (FTE)	Percent filled by Licensed and Endorsed Individuals
Principal/Director	1.0	1.0	100
Teachers	5.0	5.0	100
Paraprofessionals	0.0	N/A	N/A
Guidance Counselors	1.0	1.0	100