

2006 Annual Report

**PUBLIC CHARTER SCHOOLS IN THE  
COMMONWEALTH OF VIRGINIA**

**PRESENTED TO**

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

July 26, 2006



# COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION

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

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

August 15, 2006

Office: (804) 225-2023  
Fax: (804) 371-2099

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 cursive script, appearing to read "Billy K. Cannaday, Jr.", written in black ink.

Billy K. Cannaday, Jr., Ed.D.

BKC/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.

The staff member assigned to the preparation of the report was Diane L. Jay, associate director, Office of Program Administration and Accountability, Division of Instruction, Virginia Department of Education, P. O. Box 2120, Richmond, Virginia 23218-2120. Questions concerning the report should be directed to Ms. Jay at (804) 225-2905 or by e-mail at [Diane.Jay@doe.virginia.com](mailto:Diane.Jay@doe.virginia.com).

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## EXECUTIVE SUMMARY

The evaluation of the public charter schools of Virginia examines the three public charter schools in operation in the state during the 2005-2006 school year. All three schools 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.

### Key Observations and Findings

- Schools. Of the 94,000 public schools nationally in 2005-2006, approximately 3,600 were charter schools, and only three of those were in Virginia. The enrollment for the three charter schools was 231 students as of June 2006 which was less than 0.1 percent of the total Virginia public school population. No new charter schools were approved or denied during the 2005-2006 school year.
- Staff. The schools reported a total of approximately 37 staff members including principals, teachers, paraprofessionals, and guidance counselors. The average student-to-teacher ratio was 8.3 students per teacher. All teacher positions were filled by licensed and endorsed individuals.
- Progress in Achieving Goals. Progress reported in terms of improved academic achievement, average daily attendance, and decreased dropout rates vary from year to year and among the schools. Two schools, Murray High School and York River Academy achieved Adequate Yearly Progress (AYP) goals under the *No Child Left Behind Act of 2001* for the 2005-2006 school year based on data from spring 2005. Official Standards of Learning (SOL) test data for 2005-2006 will be available from the Virginia Department of Education after October 1, 2006. For 2004-2005 and 2005-2006, Murray High School and York River Academy were fully accredited. The overall average daily attendance rate in the charter schools improved slightly during the last several years and is presently at 91.4 percent. The state rate is 95.2 percent. While dropout rates in the public charter schools have historically been much higher than comparable rates for the divisions in which they are chartered, dropout rates over the last several years for these schools have improved. Official dropout rates for 2005-2006 will be available from the Virginia Department of Education after October 1, 2006.
- Comparison of Student Performance. None of the schools report having conducted a comprehensive comparison of the performance of their students and the students in the traditional schools in their division or a longitudinal analysis of year-to-year improvement on a student-by-student basis. Some have self-reported that survey responses by students and parents suggest that the students are generally performing better than if the students had remained in a traditional school.
- Impact on the Community. All of the schools report 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. Available information suggests 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.

## 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 2005-2006 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.
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 evaluation. These evaluations were submitted to the VDOE in June 2006 for the 2005-2006 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 evaluation.
- Information collected by the VDOE on the number of charter school applications approved and denied by local school boards through Superintendent's Memorandum, Number 16, Administrative, dated April 28, 2006.
- 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 sections of this summary report address:

- Chapter Two -- background information related 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;
- Chapter Three – evaluation of charter school student performance; and
- Chapter Four – 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; and
  - factors influencing the status of the schools.

## 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. *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 2005-2006 Virginia General Assembly session created no amendments to previous statutes governing public charter schools.

#### B. Waivers

Based on information collected in the annual evaluation in June 2006, one school, Hampton Harbour Academy, requested and received approval by the Board of Education for waivers. The waivers were in the areas of: 1) course offerings and electives; 2) foreign language offerings; and 3) number of clock hours offered per year of instruction in science and history/social sciences.

#### C. Schools and Student Populations

Since the initial state legislation for charter schools was passed in 1998, eight charter schools in eight school divisions have been approved by local school boards. Three of these schools continued to operate through the 2005-2006 school year. A Virginia public charter may be approved or renewed for a period not to exceed five school years, but the school can be granted multiple renewals that permit it to operate for more than a total of five years. Table 1 provides summary information about these schools.

No new charter school requests were presented to local school boards for approval in any of the Virginia school divisions during 2005-2006. In July 2005, the United States Education Department (USED) awarded three federal charter school grants for proposed public charter schools in the Charlottesville area, Richmond, and Norfolk. These new charter schools have been proposed for the 2006-2007 school year, but to date have not been approved by their respective school boards.



**Table 1.**

**Virginia Public Charter Schools -- 2005-2006**

Division	School	Year Opened	Grades Served [1]	Enrollment (reported by the school in June 2006)
Albemarle County Public Schools	Murray High School	2001	9-12	111
Hampton City Public Schools	Hampton Harbour Academy	2001	6-8	84
York County Public Schools	York River Academy	2002	9-10	36

Note [1]: The grades served for the 2005-2006 school year have varied in some of the schools over the years.

**D. Student Populations**

Virginia’s public charter schools serve a variety of grade levels and are relatively small. The schools report a total of 231 students enrolled as of June 2006 in the three charter schools. Virginia’s public charter school student population grew steadily from the opening of the first school in 1999 through the 2003-2004 school year. However, the student population declined in 2004-2005 and has further declined during 2005-2006 with the decrease in the number of schools. Table 2 profiles the statewide public charter school population over the last six 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
Number of Public Charter Schools	1	1	6	8	7	5	3
Total Student Populations [1]	41	40	440	685	745	555	231

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

## CHAPTER THREE

### Evaluation of Charter School Student Performance

Virginia's public charter schools focus on increasing educational opportunities and providing alternative educational programs for students who are potentially at some 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 is valid and 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 terms of improved academic achievement, improved average daily attendance, and a decrease in the dropout rates. However, the quantitative results that support this success 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 include selecting students who:

- have been unsuccessful in a traditional school setting and who 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 establish a different threshold and different considerations for evaluating student performance than might be expected in the general school population. 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. There are no data to support these types of longitudinal analyses.

None of the three charter schools report having conducted a comprehensive comparison of the performance of their students with students in the traditional schools in their division. Given the differences in the student populations and objectives of the schools, defining "comparable" student populations and "comparative approaches" for comparison purposes is challenging.

### C. Student Achievement 2005-2006

Measuring student achievement for the charter school student population presents challenges. The charter school student populations are small and many lack continuity from year-to-year. Given the at-risk profile of these students, modest testing results may reflect significant improvement and may represent only a small portion of the actual educational benefit realized. Ideally, achievement should be described using both quantitative and qualitative data of improvement in areas such as academic performance, graduation and completion rates, communication skills, attitude, behavior, and discipline. However, consistent quantitative data do not exist, and resources needed to produce and analyze such data are generally not available.

**1. Standards of Learning and Other Quantitative Testing.** Standards of Learning (SOL) accreditation results will not be available for the 2005-2006 school year until October 2006. 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 and 2005-2006, Murray High School and York River Academy were fully accredited. Murray High School and York River Academy met their Adequate Yearly Progress (AYP) objectives for the 2005-2006 school year based on assessment data from 2004-2005. Hampton Harbour Academy did not make its AYP objectives for the 2005-2006 school year based on assessment data from 2004-2005. 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 student scores have been consistently below the overall scores from the school division. In summary, available SOL test data have provided results that suggest improved student academic performance improvement at some schools.

**2. Qualitative Measures of Achievement.** Several schools conduct surveys that address student attitudes about the school experience, 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.

**Average Daily Attendance (ADA) Rate** – Chronic attendance problems are one of the selection criteria for entry into charter schools. 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 has improved modestly since 2001-2002. The division rates have remained constant at near the state rate of 95.2 percent. Two of the three charter schools that are remaining operational as charter schools next year have historically had ADA rates comparable to their overall division ADA rates.

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

Average Daily Attendance	2001-2002 [1]	2002-2003 [2]	2003-2004 [2]	2004-2005[1]	2005-2006[3]
Charter Schools [4]	86.9%	86.2%	88.7%	87.8%	90.6%
Divisions [4]	95.1%	95.2%	95.2%	95.4%	95.7%

Note [1]: Includes five charter schools and the divisions in which they were chartered.

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

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

Note [4]: Based on data provided by the VDOE.

**Dropout Rate** – Another criteria used to select students for charter school placement is “their risk of leaving school.” 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 four years are presented in Table 4. Official dropout rates for 2005-2006 will not be available until after October 1, 2006. 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. In 2004-2005, they ranged from zero percent to near three percent. As indicated by the data in Table 4, dropout rates in Virginia public charter schools have historically been much higher than comparable rates for the divisions in which they are chartered. Dropout rates over the last several years have improved significantly. While overall dropout rates in the charter schools have improved, they are somewhat higher than the overall school division dropout rates. However, the charter schools dropout rates are below the state dropout rate of 1.8 percent.

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

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

Note [1]: Includes five charter schools and the school divisions in which they were chartered.

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

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

Note [4]: Official dropout rates for 2005-2006 for the three charter schools will not be available until after October 1, 2006.

Note [5]: Based on data provided by the VDOE.

## CHAPTER FOUR

### Overall Assessment

The charter schools state they have all made progress towards the goals and objectives as stated in their charters. They believe that they have contributed positively toward the educational experience and lives of its 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 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 to benefit from their education and 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. Two schools cite demonstrated academic improvement and success on SOL tests.

#### 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, promotion, and other certifications;
- stabilizing or growing their student bodies;
- facilitating student access to postsecondary education and training opportunities;
- helping students transition into postsecondary educational, workforce, 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. Two schools achieved their AYP goals and were fully accredited for the 2005-2006 school year; one did not meet its AYP goals and was not accredited.

#### C. Benefits Provided to Students

All three schools report that a primary benefit they provide their students is an educational environment: (1) in which the students can be comfortable and competitive; (2) more suited to providing post-graduation opportunities for these specific students; and (3) more supportive of the special individual needs of these students. An indication of these benefits is reflected by the dropout rate that has decreased from 18 percent for the 2001-2002 school year to slightly above 1.6 percent in the 2004-2005 school year. Educational successes translate into direct benefits for the charter school students.

**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.

## ATTACHMENTS

### Charter Schools Evaluation – 2005-2006

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 for 2005-2006;
- 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 2005-2006: 9-12  
 Enrollment 2005-2006: 111  
 School designed to serve students considered to be at-risk: Yes  
 Intends to operate as a charter school during the 2006-2007 school year: Yes

**Student Achievement.** Murray High School SOL test results have generally improved over its years as a charter school and compare favorably with, or exceed, overall division and Virginia SOL test results, as shown in the table A1.1. The 2005-2006 SOL test results will not be available until after October 1, 2006.

**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	Division Percent Passing	School Percent Passing
	2001-2002	2002-2003	2003-2004	2004-2005	2004-2005	2005-2006
English Reading	71	100	96	82	87	[2]
English Writing	67	93	92	94	89	[2]
Algebra I	100	75	75	100	87	[2]
Algebra II	71	N/A	73	50	84	[2]
Geometry	90	83	90	88	91	[2]
World Geography	63	60	100	100	100	[2]
World History I	N/A	100	N/A	N/A	81	[2]
World History II	75	89	100	81	90	[2]
U. S. History	57	68	93	86	86	[2]
Earth Science	70	N/A	93	100	76	[2]
Biology	100	75	100	50	89	[2]

Note [1]: SOL test results for 2001-2005 were provided by VDOE in terms of percent passing.

Note [2]: SOL test results for 2005-2006 will not be available until after October 1, 2006.

**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 improved slightly 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
Murray High School	90.5%	93.3%	94.4%	91.6%	93.4%
Albemarle County Public Schools	95.9%	95.8%	96.0%	96.1%	96.0%

**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. The 2005-2006 rate results will not be officially available until October 1, 2006, although Murray High School reported no dropouts during the 2005-2006 school year.

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

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

Note [1]: Dropout results for 2001-2005 were provided by VDOE.

Note [2]: Dropout results for the 2005-2006 school year will not be available until after October 1, 2006.

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

Professional development customized for charter school personnel only:	No
Professional development hours provided:	Over 100
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.** The 2005-2006 staffing data indicate one Murray High School teacher per 10 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**

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	11.83	11.83	100
Paraprofessionals	0.33	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 2005-2006:	6-8
Enrollment 2005-2006:	84
School designed to serve students considered to be at-risk:	Yes
Intends to operate as a charter school during the 2006-2007 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 have been significantly lower than division results. The 2005-2006 SOL results will not be available until after October 1, 2006.

**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
	2001-2002	2002-2003	2003-2004	2004-2005	2004-2005	2004-2005
<b>Grade 8</b>						
English: Writing	23	23	48	27	68	[2]
English: Reading	28	26	32	49	74	[2]
Mathematics	8	16	45	35	82	[2]
History/Social Science	22	38	76	N/A	N/A	[3]
Civics	N/A	N/A	N/A	68	88	[2]
U.S. History	N/A	N/A	N/A	51	83	[2]
Science	41	44	77	59	81	[2]

Note [1]: SOL test results for 2001-2004 were provided by VDOE in terms of percent passing.  
 Note [2]: SOL test results for 2004-2005 will not be available until after October 1, 2005.  
 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 for 2005-2006 has shown an increase over 2004-2005. The ADA remains significantly below overall attendance rates for the school division.

**Table A2.2.**

**Average Daily Attendance for Hampton Harbour Academy**

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

**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 rates were much higher than the division dropout rate. Beginning in 2004, the school served middle schools students. The 2005-2006 dropout rate results will not be officially available until after October 1, 2006.

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

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

Note [1]: Dropout results for 2001-2005 were provided by VDOE.

Note [2]: Dropout results for the 2005-2006 school year will not be available until after October 1, 2006.

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

- Professional development customized for charter school personnel only: Yes
- Professional development hours provided: 45
- Types of professional development activities provided: 10
- 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 2005-2006 school year, Hampton Harbour Academy reports slightly more than one teacher per eight students enrolled. Staffing data for Hampton Harbour Academy are summarized in Table A2.4.

**Table A2.4.**  
**Staffing for Hampton Harbour Academy**

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	11.0	11.0	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 2005-2006: 9-10  
 Enrollment 2005-2006: 36  
 School designed to serve students considered to be at-risk: Yes  
 Intends to operate as a charter school during the 2006-2007 school year: Yes

**Student Achievement.** As depicted in Table A3.1., the York River Academy Standards of Learning (SOL) test results reflect variability by year, improved in 2003-2004 and became generally comparable to or exceeded division SOL test scores. During 2004-2005, the school's results were significantly lower than division results in two of the twelve end-of-course subjects. The 2005-2006 SOL results will not be available until after October 1, 2006.

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

SOL End-of-Course Test Results [1]	School Percent Passing	School Percent Passing	School Percent Passing	Division Percent Passing	School Percent Passing
	2002-2003	2003-2004	2004-2005	2004-2005	2005-2006
English Reading	100	N/A	NA	96	[2]
English Writing	0	N/A	N/A	95	[2]
Algebra I	40	89	81	88	[2]
Algebra II	N/A	N/A	N/A	96	[2]
Geometry	N/A	N/A	33	95	[2]
World Geography	90	85	64	60	[2]
World History I	N/A	100	81	86	[2]
World History II	N/A	N/A	100	89	[2]
U. S. History	N/A	N/A	40	94	[2]
Earth Science	100	71	64	72	[2]
Biology	N/A	N/A	N/A	91	[2]
Chemistry	N/A	N/A	N/A	95	[2]

Note [1]: SOL test results for 2002-2005 were provided by VDOE in terms of percent passing.

Note [2]: SOL test results for 2005-2006 will not be available until after October 1, 2006.

**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
York River Academy	98.8%	95.1%	95.2%	96.7%
York County Public Schools	96.7%	96.3%	96.3%	96.6%

**Dropout Rates.** The following table summarizes dropout rates for York River Academy and the school division in which it is chartered. Historically, dropout rates for the school have been higher than division rates but comparable to state results. The 2005-2006 dropout rate results will not be officially available until after October 1, 2006, although York River Academy reported no dropouts through May 2006.

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

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

Note [1]: Dropout results for 2001-2005 were provided by VDOE.

Note [2]: Dropout results for the 2005-2006 school year will not be available until after October 1, 2006.

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

Professional development customized for charter school personnel only:	Yes
Professional development hours provided:	Over 50
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:	Some
Opportunity to attend national meeting(s) regarding charter schools:	No

**Staff.** For the 2005-2006 school year, York River Academy reports more than one teacher per eight 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**

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

