

THE COMMUNITY PUBLIC CHARTER SCHOOL

School Board Update

Third Quarter Summary

May 13, 2010

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

The school opened on August 25th with twenty-five students, 5 sixth graders and 20 seventh graders well under our original enrollment projections of 30 students in each grade. 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. At this time enrollment is 22 students. One student moved out of district, one student returned to home schooling and one student returned to their base school.

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	22
Percentage of Minority Students	24%
Percentage of Limited English Proficient Students	4%
Percentage of Students with Disabilities	36%
Percentage of Students Identified as Disadvantaged	40%

Staff

CPCS is currently staffed as follows:

Staff Members	Total Number of Staff	Highly Qualified	Provisional
Classroom Teachers (General Education)	4	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	1 FTE
Math	½ FTE (½ Administration Grant Funded)
Science	½ FTE
Art	½ FTE
SPED	1 FTE
TA SPED	.33 FTE
TA	.33 FTE (Grant funded)
Choices Teacher	Full Time (Grant funded)

Master Schedule 2009 -10

	<i>PD 1</i>	<i>PD 2</i>	<i>PD 3</i>	<i>PD 4</i>	<i>PD 5</i>	<i>PD 6</i>
Sansing	Plan	Humanities 1	Humanities 2	PBL 1 Project Based Learning	PBL 1	PBL 1
Vale	PE /Health	Math 2	Math 1	Admin	Admin	Admin
Mack				Science 2	Science 3	Science 1
Bass				Art 3	Art 1	Art 2
PE (Currently unfilled)						
<i>Support Staff</i>						
Cooper	Resource	Hum 1 Colab	Math 1 Colab	PBL Colab 1	PBL Colab 2	PBL Colab 3
Gipson	Resource	Math 2 Colab	Humanities 2 Colab	Science 2 Colab	Science 3 Colab	Science 1 Colab
Herskowitz	PE	Hum 1 Colab	Humanities 2 Colab	Art / Drama /Dance	Art / Drama / Dance	Art / Drama / Dance
Break 11:10 - 11:20						
Lunch 12:30 - 1:00						
Time	9:20 - 10:00 40 min	10:00 - 11:10 70 min	11:20 - 12:30 70 min	1:00 - 1:43 43 min	1:46 - 2:29 43 min	2:32 - 3:15 43 min

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 in the afternoon. Intervention time and mastery work occurs before and after school hours as well as during PE.

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

Curriculum and Instruction continued:

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.

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 a field trip to Star Hill Farm, percussion lessons at the Music Resource Center, Tia Chi, African Drumming, Blacksmithing, 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 six indicators from the State Rapid Improvement School Indicators list to build our specific school improvement plan. They are:

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

IIB03 Unit pre-test and post-test results are reviewed by the Instructional Team.

IID09 Instructional Teams use student learning data to plan instruction.

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

IIIC05 All teachers use a variety of instructional modes.

These indicators will be monitored throughout the school year by both the VDOE and the division school improvement team. The school has participated in all seven of the VDOE webinars on Rapid School Improvement.

Assessment Data:

Lagging Data - 2008 – 09 SOL Test Results

Pass Rates: Language Arts Reading 39%

Math 4%

History 9%

MAP

The MAP assessment has been given twice to date, 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

QRI / CRI Data

	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 went down. 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 next year.

Third Nine week Grades

<i>Course</i>	<i>A</i>	<i>%</i>	<i>B</i>	<i>%</i>	<i>CNM</i>	<i>%</i>
Reading	11	50%	0	0	11	50%
Math	9	41%	8	36%	5	23%
History	11	50%	0	0	11	50%
Science	13	59%	7	31%	2	9%
Art	17	77%	5	22%	0	0
Total	61	56%	20	18%	29	26%

Division Quarterly Assessments in Language Arts, History, Math

Language Arts

Student Name	Fall 2008 Released SOL	Winter 2008 Released SOL	Change
1	80%	85%	5
2	55%	40%	15
3	50%	90%	40
4	85%	70%	-15
5	70%	60%	-10
6	30%	35%	5
7	75%	75%	0
8	80%	95%	15
9	40%	NA	NA
10	45%	80%	35
11	55%	80%	25
12	90%	NA	NA
13	85%	85%	0
14	85%	90%	5
15	60%	75%	15
16	90%	80%	-10
17	40%	70%	30
18	60%	50%	-10
19	80%	90%	10
20	15%	70%	55
21	75%	90%	15
22	85%	85%	0
23	90%	100%	10
24	55%	75%	20
25	45%	70%	25
Notes	2 at benchmark (90%)	6 at benchmark (90%)	AVG +12
	10 at benchmark (80%)	13 at benchmark (80%)	16 up
	13 at benchmark (70%)	19 at benchmark (70%)	4 down
			3 at no change
			2 NA

History

Student Name	Fall US II 2007 released	Winter US II 2007 released	Change	1st 9 History Assessment	2nd 9 History Assessment	Change
1	373	476	up 103	0.43	0.87	up 44%
2	321	387	up 66	0.6	0.24	down 36%
3	337	476	up 139	0.6	Did not finish	
4	294	313	up 19	0.53	0.36	down 17%
5	Did not finish	423	NA	0.7	0.45	down 25%
6	Did not finish	380	NA	0.43	0.52	up 9%
7	447	359	down 88	0.4	0.85	up 45%
8	373	394	up 21	0.6	0.74	up 13%
9	321	NA	NA	0.53	NA	NA
10	329	366	up 37	0.4	0.36	down 4%
11	313	380	up 67	Did not finish	0.67	NA
12	Did not finish	NA	NA	0.3	NA	NA
13	261	380	up 119	0.37	0.97	up 60%
14	401	456	up 55	0.43	0.85	up 42%
15	373	366	down 13	0.63	0.82	up 19%
16	Did not finish	416	NA	0.6	0.88	up 28%
17	Did not finish	408	NA	0.4	0.63	up 23%
18	Did not finish	380	NA	0.6	0.57	down 3%
19	394	329	down 65	Did not finish	0.94	NA
20	209	344	up 135	0.3	0.33	up 3%
21	Did not finish	447	NA	Did not finish	0.66	NA
22	387	466	up 79	0.47	0.74	up 27%
23	Did not finish	487	NA	0.57	0.88	up 31%
24	431	447	up 16	0.6	0.69	up 9%
	337	447	up 110	Did not finish	0.63	NA
Total Past Benchmark	2	11		0	8	

Mathematics Benchmark Data 2009 -10

Student	6 7 Math Mid-Year 2009-10	6 7 Math Mid-Year 2009-10	6 7 Math Released SOL Midyear 2009-10...	6 7 Math Released SOL Midyear 2009-10...	6 7 Math Released SOL 3rd Q 2009-10	6 7 Math Released SOL 3rd Q 2009-10
1	89%	Proficient	88%	Proficient	74%	Proficient
2	71%	Proficient	76%	Proficient	66%	Near Proficiency
3	57%	Not Proficient	52%	Not Proficient	76%	Proficient
4	58%	Not Proficient	28%	Not Proficient	40%	Not Proficient
5	100%	Advanced	76%	Proficient	100%	Advanced
6	60%	Near Proficiency	58%	Not Proficient	44%	Not Proficient
7	45%	Not Proficient	94%	Advanced	88%	Proficient
8	71%	Proficient	54%	Not Proficient	60%	Near Proficiency
9	76%	Proficient	88%	Proficient	86%	Proficient
10	100%	Advanced	92%	Advanced	86%	Proficient
11	73%	Proficient	76%	Proficient	44%	Not Proficient
12	82%	Proficient	86%	Proficient	66%	Near Proficiency
13	71%	Proficient	64%	Near Proficiency	48%	Not Proficient
14	87%	Proficient	72%	Proficient	68%	Near Proficiency
15	95%	Advanced	96%	Advanced	100%	Advanced
16	34%	Not Proficient	44%	Not Proficient	22%	Not Proficient
17			64%	Near Proficiency	54%	Not Proficient
18	71%	Proficient	54%	Not Proficient	56%	Not Proficient
19	89%	Proficient	86%	Proficient	98%	Advanced
20	61%	Near Proficiency	62%	Near Proficiency	56%	Not Proficient
21	63%	Near Proficiency	94%	Advanced	50%	Not Proficient
Total Near, At or Above Benchmark		80%		71%		57%

Attendance (Third quarter)

91.83%

Student Discipline:

Discipline Summary DIS04 for Grade 06 and 07

COMMUNITY PUBLIC CHARTER SCHOOL

Discipline Summary

04/26/10

For Grade 06 - 07

Offense	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Tot
CLASSROOM DISRU		1	5			1		3	3			13
DISRESPECT				1								1
ELECTRONIC DEV				1								1
FIREWORKS/EXPLO				2								2
MIN PHYS ALTERC			1	2								3
OBS LANG/GEST								1				1
TECH AUP VIOLAT								1				1
TOBACCO EVENT						5						5
Totals		1	6	6	0	6	0	5	3	0	0	27

“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 2009-2010. Feedback from those interviews contributed to the school's goal to increase its academic rigor and its amount of arts-infusion in 2009-2010.

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. Both schools are aware of issues from the 2008-09 school year and are addressing them together.

Summary:

Given the challenges facing the CPCS as a start-up school and the additional challenges in staffing it faced throughout the previous year, 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 has been 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 discipline data, 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 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're 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 this year.