

Maryland's Public Charter School Program

Providing High Quality Choices in Public Education





Dear Friends of Maryland Public Education:

In 2003-2004, the first year of Maryland's Public Charter School Law, one public charter school was opened serving 196 students. Five years later, the number of schools has increased to 30, the number of students attending to 7,149.

We **believe** in offering parents a choice in where their children are educated and how, and we are pleased to report the growing number of partnerships that are forging, innovative schools that are opening, and families embracing them as an alternative.

But we are **responsible** for making sure that every one of those schools and the children who attend achieve the high standards that are held for them—held by parents, by communities, by us.

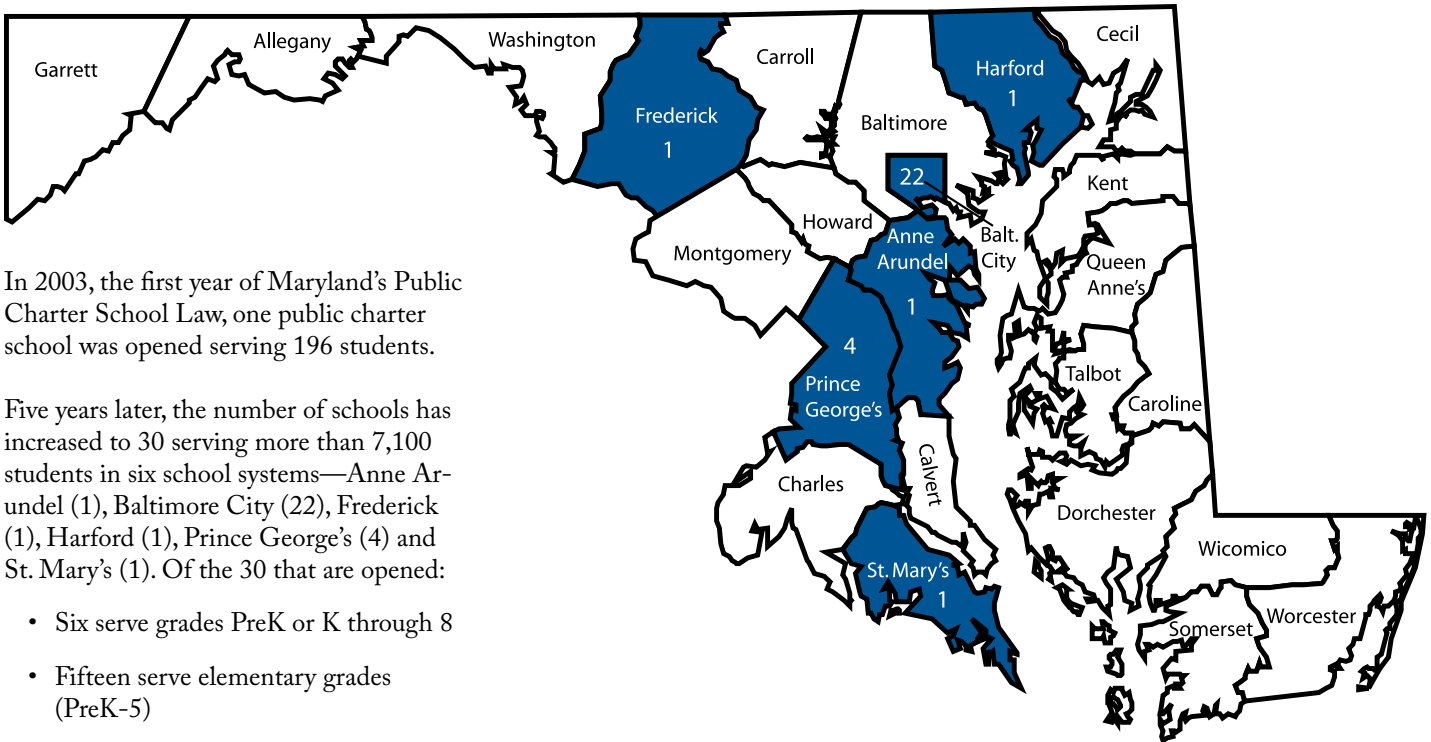
We have come a long way in the past five years—not only in implementing a law that was brand new in practice, but for many, brand new in concept. But in education, we can and should always go further.

In June 2007, Maryland was one of just ten states nationwide to receive an \$18.2 million competitive grant award. While this grant will allow us to expand opportunities to more families, it will also allow us to ensure that every opportunity—existing and future—is grounded in rigor and quality with the academic results to prove it.

Thank you for your commitment to innovation and excellence, but most importantly, to the children who serve as our inspiration.

Sincerely,

Nancy S. Grasmick
State Superintendent of Schools



In 2003, the first year of Maryland's Public Charter School Law, one public charter school was opened serving 196 students.

Five years later, the number of schools has increased to 30 serving more than 7,100 students in six school systems—Anne Arundel (1), Baltimore City (22), Frederick (1), Harford (1), Prince George's (4) and St. Mary's (1). Of the 30 that are opened:

- Six serve grades PreK or K through 8
- Fifteen serve elementary grades (PreK-5)
- Four serve middle school grades (6, 7, and/or 8)
- Two serve middle/high school grades (6-9)
- Three serve high school grades (9-12)

In 2007-2008,
30 public charter schools
served **7,149** students.



Public Charter Schools Quick Glance

Charter schools are public schools, open to all students on a space available basis, and exist as part of a local school system.

Local boards of education have the primary authority to review and approve a charter. The State Board of Education has secondary public chartering authority acting in its appeal review capacity.

A public charter school has greater flexibility in organizational and leadership structures, staffing, scheduling, program offerings, resource allocation, and grade configuration.

However, public charter schools are required to administer the Maryland School Assessments (MSAs) and High School Assessments (HSAs).

This flexibility results in increased accountability.

In exchange for flexibility and autonomy, success must be demonstrated through enrollment, parental satisfaction, and academic achievement. Otherwise, local boards of education may revoke a charter or deny its renewal.



The Office of School Innovations

The Maryland State Department of Education (MSDE) offers public charter school program support and assistance to both local school systems and charter applicants and operators.

The scope of the support provided by The Office of School Innovations has broadened with the growth of the charter school program. While this office continues to provide assistance in the operational aspects of charter school development and implementation, **it is expanding its support in 2008 to include an intensive instructional and programmatic focus as well.**

School Improvement Training and Strategic Planning

Provide training to charter schools on how to:

- assemble and utilize leadership teams
- select and analyze data to identify programmatic, instructional, and operational needs
- identify strategies to address needs and develop an improvement plan that describes how and by whom strategies will be implemented and evaluated
- manage and allocate resources to implement the improvement plan

Program Quality Partnerships

Conduct on-site visits, in partnership with district and school staff, students, and parents, to assess academic rigor and school improvement opportunities through:

- use of standards-based protocols to assess reading and mathematic rigor
- review of formative assessments to assess curricular, instructional, and assessment alignment
- review of professional development plans for relevance and effectiveness
- assessment of school safety practices and alignment with related policies and procedures

Service Coordination and Brokerage

- Broker MSDE services (for example, Professional Development, Leadership Development, School Climate and Safety, Curricular Alignment, Program Improvement and Family Support) according to school needs and improvement opportunities.
- Contract with the Maryland Charter School Network to provide technical assistance and brokerage services to founding groups and local school systems in the areas of program application and grant proposal development and implementation; executive development for charter school leaders; and effective operational, instructional, and programmatic practices.
- Coordinate a stakeholder committee comprised of local school system representatives, charter school operators, and advocates to identify common needs, share effective practices, and inform MSDE support.

Executive Development and Coaching Services

Provide training and coaching on components of effective school leadership, for example:

- Achieving transformational instructional leadership and efficient operational management
- Engaging and sustaining the broad school community in traditional and non-traditional ways
- Communicating consistently, effectively, and diversely
- Convening outcome-based meetings
- Developing and maximizing human resources

Federal Charter School Grant Program

Provide information on:

- Purpose and requirements of the grant
- Planning and writing the grant proposal
- Implementing and monitoring grant activities
- Recordkeeping and accountability



Support and Assistance



The Federal Charter School Grant Program

2004-2007

In 2004, MSDE received a three-year grant award to support the planning, establishment, and launch phases of high quality public charter schools in Maryland. A breakdown of how those funds were expended is provided in Table 1.1, below.

Table 1.1: Charter School Program Grant Expenditures 2004-2007

	2004-2005	2005-2006	2006-2007	2007-2008	Total by Category
Pre-Planning	\$31,905	\$161,115	\$137,893	\$106,797	\$405,805
Planning & Design	\$399,983	\$896,725	\$1,199,997	\$300,002	\$2,796,707
Implementation	\$279,871	\$2,919,871	\$2,531,000	\$4,632,137	\$10,362,879
Total by Year	\$679,854	\$3,977,711	\$3,868,890	\$5,038,936	\$13,565,391

2008-2010

In June 2007, MSDE was one of ten states awarded a competitive three year \$18.2 million federal grant through the U.S. Department of Education's Public Charter School Program.

This new grant will support the Planning and Design and Implementation categories—**with a strong emphasis on program quality, accountability, and evaluation.**

Additional information on the grant application and award process can be found on our website at http://www.marylandpublicschools.org/MSDE/programs/charter_schools/

To learn more about the Charter School Program in Maryland and the Support and Assistance that is available:

Call: 410-767-3677

Email: charterschools@msde.state.md.us

Visit our Website: http://www.MarylandPublicSchools.org/MSDE/programs/charter_schools/

Grant Review and Approval Process for 2008-2010

In an effort to better align the charter application and review process that occurs at the local level with the federal grant application and review process at the State level, the 2008-2010 grant review process will commence immediately upon notification that a local school board has approved a charter. Under the first 2004-2007 grant, awards were made prior to local school board approval though local school board approval was required before funds were disbursed.

Planning and Design

- Provides funds to support further development of the charter school program, including:
 - Procurement of curricular and instructional materials
 - Development of formative assessments to measure on-going student progress
 - Teacher and staff professional development

Program Implementation

- Supplements the per pupil expenditure funding that charter school operators receive from a local school system
- Supports activities related to:
 - Community outreach and involvement
 - Acquisition of necessary equipment, educational materials, and supplies
 - Acquisition or development of curricular materials
 - Other initial operator costs that cannot be addressed with State or local sources



School Spotlight

Independence School Local 1 is one of three charter schools that serve grades 9-12 in Maryland. A Baltimore City Public School System charter school, Independence School uses real-life experiences as the basis for its students' instruction, exploration, and skills demonstration. Unlike traditional high school structures where students pass from teacher to teacher throughout the day and year to year, the 84 students at Independence remain with the same "advisor" for each of their four years at Independence. Every student develops an individualized learning plan in consultation with his advisor.

It is not uncommon for students at Independence to be out in their community conducting research projects, on a wilderness adventure in the mountains, exploring along the canal on bikes that they refurbished, or interning at local businesses in the city. Through important partnerships and commitment, Independence creates experiences for students that they might not otherwise have had—experiences that broaden their understanding of the possibilities that await and instill the desire to achieve high levels of academic, personal, and social success.



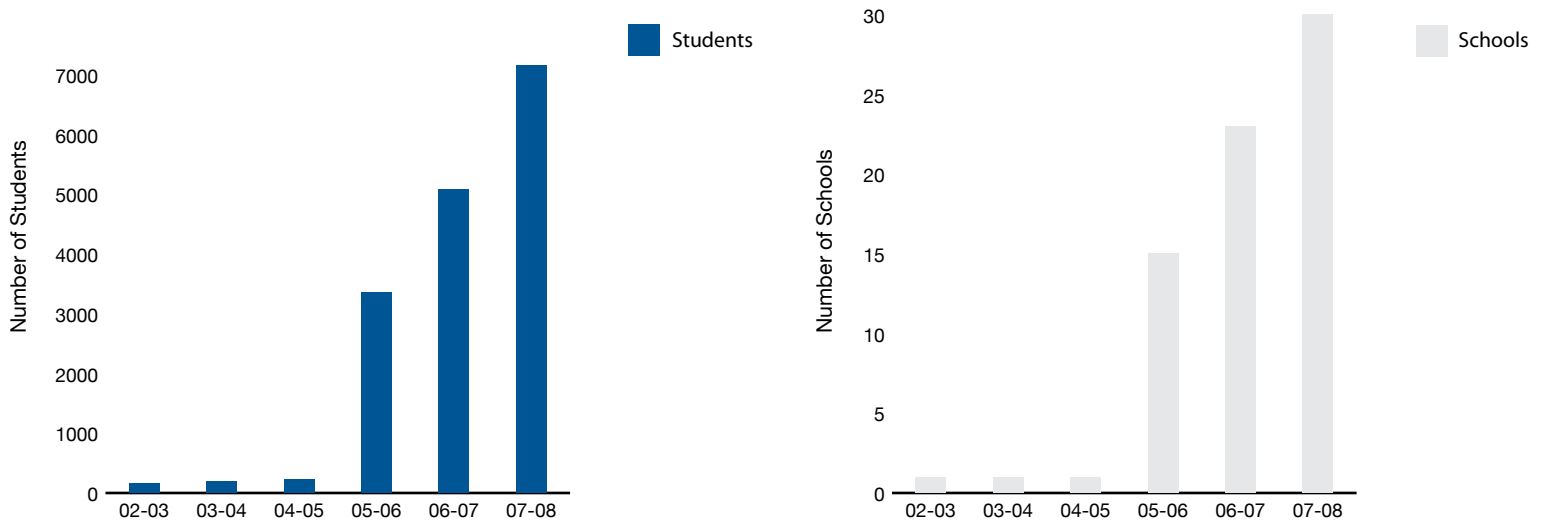
Growth and Demographics

Table 2.1: Enrollment by School, 2002-2008

New/Conversion ²	School System/School	02-03	03-04	04-05	05-06	06-07	07-08
	Anne Arundel County						
New	Chesapeake Science Point Charter School				119	165	219
New	KIPP Harbor Academy (closed 07-08)				62	115	
	Baltimore City						
New	Baltimore International Academy						133
New	Bluford Drew Jamison Math/Science Technology Academy (BDJ-MSTA)						130
New	City Neighbors Charter School				120	152	176
Conversion	City Springs School				383	394	520
Conversion	Collington Square School				495	468	480
Conversion	ConneXions Community Leadership Academy					159	195
New	Coppin Academy						251
Conversion	Dr. Raynor Browne						228
Conversion	Hampstead Hill Academy				467	509	519
Conversion	Independence School Local I						84
New	Inner Harbor East Academy				184	220	240
Conversion	KIPP Ujima Village Academy				305	310	317
New	Maryland Academy of Technology and Health Sciences					108	208
Conversion	Midtown Academy				184	183	182
New	Northwood Appold Community Academy				113	166	202
New	Patterson Park Public Charter School				312	392	475
Conversion	Rosemont Elementary/Middle School #63					396	441
New	Southwest Baltimore Charter School				64	120	161
Conversion	The Crossroads School				148	149	148
Conversion	The Empowerment Academy				150	166	191
New	The Green School of Baltimore					54	78
Conversion	Wolfe Street Academy						161
	Frederick County						
New	Monocacy Valley Montessori Charter School	157	196	228	257	283	291
	Harford County						
New	Restoration Academy Charter School					21	78
	Prince George's County						
New	EXCEL Academy					206	243
New	Imagine-Foundations						140
New	Lincoln Public Charter School						228
New	Potomac Public Charter School (closed July 2007)					129	
New	Turning Point Academy Public Charter School					206	268
	St. Mary's County						
New	Chesapeake Public Charter School						162
Total for All Charter Schools		157	196	228	3,363	5,071	7,149

Conversions are defined as "any type of public school that existed prior to the charter school law that has since become a charter school." Monocacy Valley Montessori in Frederick County existed one year prior to the passage of the charter school law. Three conversion schools in Baltimore City were originally "New Schools Initiative" schools—a reform effort launched in 1996 to provide various flexibilities to contracting organizations.

Table 2.2: School and Student Growth over Time



In 2007-2008:

- ✓ Of the 7,149 children attending public charter schools:
 - 78 percent (5,592) are African American
 - 15 percent (1,078) are White
 - 5 percent (384) are Hispanic
 - 49 percent (3,514) are female; 51 percent (3,635) are male
- ✓ Enrollment at public charter schools ranges from a low of 78 students (The Green School and Restoration Academy) to a high of 519 students (Hampstead Hill Academy).



Adequate Yearly Progress

Public Charter Schools are held to the same performance standards as traditional public schools.

No Child Left Behind (NCLB) tracks achievement in reading, mathematics, student attendance, and high school graduation. States, school systems, and schools—traditional and charter—are accountable for the academic performance of all students, racial subgroups, and students receiving special services (special education, free and reduced-priced meals, and English as a second language).

Maryland measures improvements in achievement through the Maryland School Assessment (MSA). The MSA is administered to all students in grades 3 through 8. Schools—traditional and charter alike—are expected to make Adequate Yearly Progress (AYP) or they could fall under federally mandated sanctions.

In 2006-2007, twenty-one charter schools served MSA-assessed grades and were required to administer the MSA to those students. Thirteen of those schools administered the assessments for the second year.¹

The table below illustrates the following:

- The performance of the *All Student* group on the reading and mathematics assessments for the 13 schools that administered the assessments in 2005-2006 and 2006-2007
- Two-year comparisons for those 13 schools that administered the assessments in both 2005-2006 and 2006-2007

¹ Monocacy Valley Montessori has been administering the assessments since its opening in 2002-2003

Adequate Yearly Progress Overview

Tested Grades	School Name	Content	Percent Proficient (All Students)		Met AYP	
			2005-2006	2006-2007	2005-2006	2006-2007
6, 7, 9	Chesapeake Science Point Charter School	Reading	83.0	85.3	Yes	Yes
		Math	71.0	74.4		
5, 6	KIPP Harbor Academy (closed 07-08)	Reading	41.2	52.5	No	No
		Math	43.1	59.6		
3, 4, 5, 6	City Neighbors Charter School	Reading	72.7	78.2	No	Yes
		Math	45.5	66.7		
3, 4, 5, 6, 7, 8	City Springs Charter School	Reading	52.0	46.8	No	No
		Math	34.8	33.8		
3, 4, 5, 6, 7, 8	Collington Square School	Reading	50.7	43.3	No	No
		Math	24.3	30.7		
6, 7, 8	ConneXiones Community Leadership Academy	Reading		51.7	N/A	No
		Math		27.5		
3, 4, 5, 6, 7, 8	Hampstead Hill Academy	Reading	72.6	69.8	Yes	No
		Math	46.2	45.2		
3, 4	Inner Harbor East Academy	Reading	68.4	59.7	Yes	No
		Math	41.2	30.6		
5, 6, 7, 8	KIPP Ujima Village Academy	Reading	79.4	73.9	Yes	Yes
		Math	90.1	79.9		
8	Maryland Academy of Technology & Health Sciences	Reading		55.3	N/A	No
		Math		20.2		
3,4,5,6,7,8	Midtown Academy	Reading	80.8	74.2	Yes	Yes
		Math	73.3	60.8		

- The performance of the *All Student* group on the reading and mathematics assessments for the eight schools that administered the assessments for the first time in 2006-2007
- Whether or not the 21 schools made Adequate Yearly Progress

It is possible for a school to make AYP and not meet its Annual Measurable Objective (AMO) for one or more of its subgroups (All Students, American Indian, Asian, African American, White, Hispanic, Free and Reduced-priced Meals, Special Education, and Limited English Proficient). That could occur when there is a very small population of students taking the assessment and a Confidence Interval is established to create a range of acceptable performance based on the size of the population (the smaller the number of students, the larger the interval). It could also occur using the Safe Harbor Provision. Safe Harbor is enacted if the AMO for a particular subgroup was not met but the percentage of students passing the MSA in that subgroup increased by 10 percentage points over the previous year. For more specific performance data, visit www.MdReportcard.org.

Tested Grades	School Name	Content	All Students		Met AYP	
			2005-2006	2006-2007	2005-2006	2006-2007
3	Northwood Appold Community Academy	Reading		82.5	N/A	No
		Math		55.0		
3, 4, 5	Patterson Park Public Charter School	Reading	55.4	58.3	No	No
		Math	37.2	56.4		
3, 4, 5, 6, 7	Rosemont Elementary/Middle School	Reading		77.0	N/A	Yes
		Math		75.0		
6, 7, 8	The Crossroads School	Reading	62.0	59.4	Yes	Yes
		Math	47.2	44.8		
3, 4, 5	The Empowerment Academy	Reading	85.7	80.8	Yes	Yes
		Math	81.0	75.6		
3, 4, 5, 6, 7, 8	Monocacy Valley Montessori Charter School	Reading	86.3	87.0	Yes	Yes
		Math	65.6	66.2		
8	Restoration Academy Charter School	Reading		85.7	N/A	No
		Math		14.3		
3, 4, 5	EXCEL Academy Public Charter School	Reading		54.3	N/A	Yes
		Math		68.0		
3	Turning Point Academy Public Charter School	Reading		70.0	N/A	No
		Math		53.3		
3, 4, 5	Potomac Public Charter School (closed 07-08)	Reading		74.0	N/A	Yes
		Math		54.8		

Adequate Yearly Progress Data At-A-Glance

13: The **number** of charter schools that administered the MSA in **2005-2006**

8 of these 13 charter schools made AYP in **2005-2006**
(62 percent)

6 of these 13 charter schools experienced growth in one or more subject areas in 2006-2007

9 of these 13 charter schools experienced decline in one or more subject areas in 2006-2007

21: The **number** of charter schools that administered the MSA in **2006-2007**

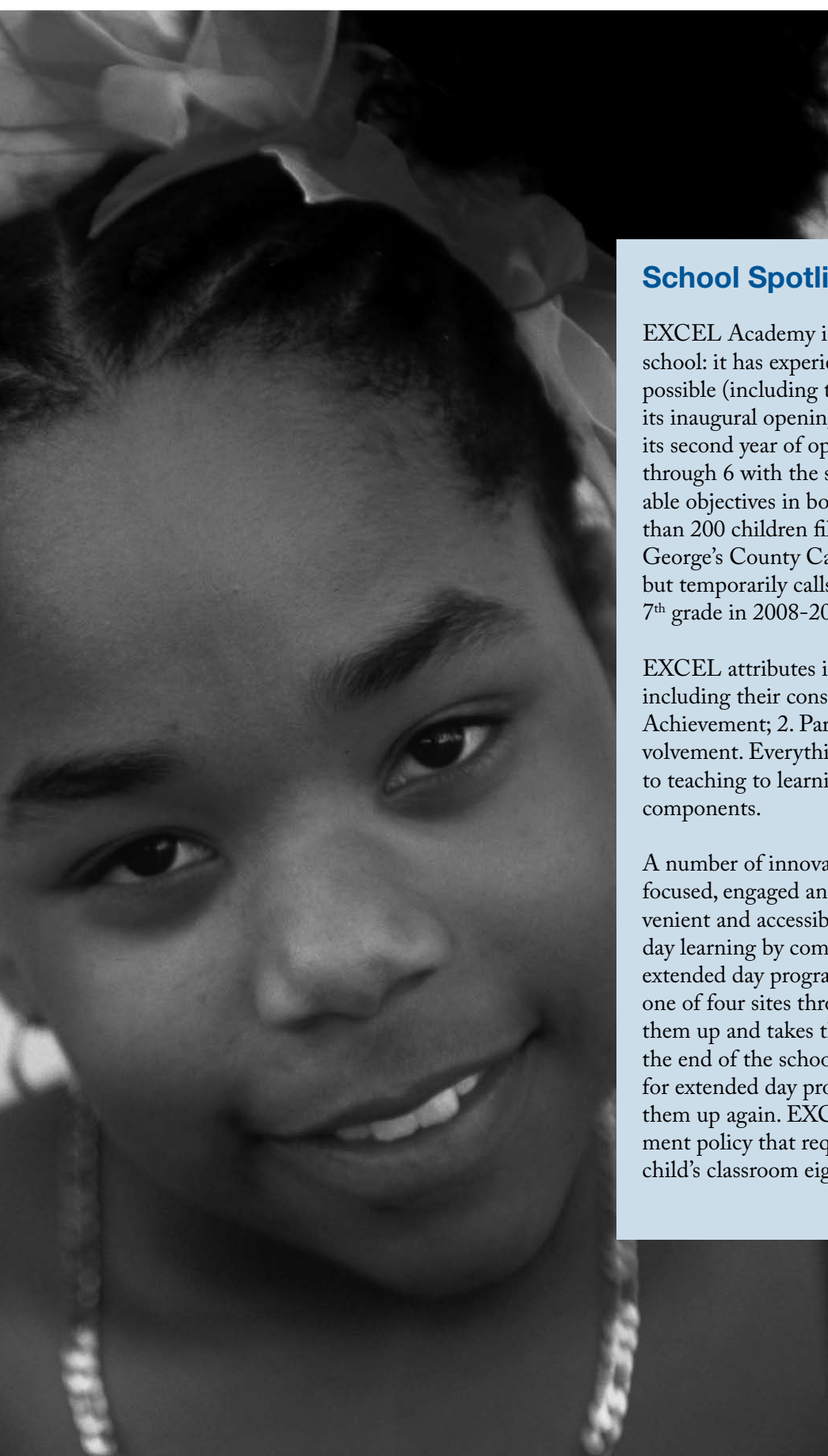
10 of these 21 schools made AYP in **2006-2007** (48 percent)

3: The **total number** of public charter schools in school improvement in **2007-2008**

2 of these schools are conversion schools and were in improvement before their conversion to charter status (City Springs—Year 1; and Collington Square—Corrective Action)

1 school is a new charter school and is entering improvement for the first year (Patterson Park)





School Spotlight

EXCEL Academy is known to many as the miracle school: it has experienced nearly every logistical challenge possible (including the dissolution of a lease weeks before its inaugural opening) with a solution never far behind. In its second year of operation, EXCEL serves grades pre-K through 6 with the school exceeding the annual measurable objectives in both reading and mathematics. More than 200 children fill the classrooms of the former Prince George's County Catholic School that EXCEL gratefully but temporarily calls home. The school plans to expand to 7th grade in 2008-2009.

EXCEL attributes its success to a number of factors, including their consistent 3-in-1 focus: 1. Academic Achievement; 2. Parental Involvement; 3. Community Involvement. Everything that EXCEL does—from leading to teaching to learning to growing—integrates those three components.

A number of innovative practices keep children and adults focused, engaged and enriched. EXCEL makes it convenient and accessible for students to receive extended-day learning by combining transportation services with extended day programming. Parents bring their child to one of four sites throughout the county where a bus picks them up and takes them the rest of the way to school; at the end of the school day, the bus returns them to the site for extended day programming until their parent picks them up again. EXCEL enforces a strict parental involvement policy that requires parents to visit and observe their child's classroom eight times per year minimum.

Performance: Maryland School Assessments

The Data behind Adequate Yearly Progress

Each year, the expectation for improved achievement increases. These annual increases are referred to as annual measurable objectives (AMO) and they are established for reading and mathematics performance for every public school in Maryland serving grades 3-8. AMOs vary depending on the grade levels that are served.

This table illustrates the percentage of students scoring at proficient or advanced levels on the reading and mathematics MSA by school and by subgroup. The annual measurable objectives (AMO) for each particular school is included as a reference.

Percentage Proficient + Advanced							
	# of test takers	Content	AMO	All Students	Am. Indian	Asian	
Chesapeake Science Point	156	Reading	66.3	85.3		100 (n=5)	
		Math	50.0	74.4		80	
KIPP Harbor Academy	99	Reading	67.5	52.5			
		Math	55.4	59.6			
City Neighbors	87	Reading	67.5	78.2			
		Math	60.9	66.7			
City Springs School	216	Reading	66.7	46.8			
		Math	57.0	33.8			
Collington Square School	R-245 M-244	Reading	66.7	43.3			
		Math	57.0	30.7			
ConneXiones	120	Reading	66.3	51.7			
		Math	50.0	27.5			
Crossroads School	143	Reading	66.3	59.4			
		Math	50.0	44.8			
Hampstead Hill	R-258 M-261	Reading	66.7	69.8	66.7 (n=12)		
		Math	57.0	45.2	50 (n=12)		
Empowerment Academy	78	Reading	67.2	80.8			
		Math	63.9	75.6			
Inner Harbor East	62	Reading	67.4	59.7			
		Math	66.4	30.6	0		

Where the number of test takers was less than 30 in a particular subgroup, the actual number is indicated with an "n". The "n" is the same for both reading and mathematics unless otherwise indicated.

Table 3.2: Percentage of Students Scoring at Proficient and Advanced Levels on the MSA

AA	White	Hispanic	FARMS	SPED	LEP
72.7	92.3	80 (n=5)	80.8	66.7	
58.2	84.6	60	73.1	33.3	
52.3		54.5 (n=11)	53	66.7 (n=12)	42.9 (n=7)
59.3		63.6	62.1	41.7	42.9
80	75.7 (n=37)		73.1 (n=26)	66.7 (n=12)	
68	64.9		69.2	50	
47.4			45.2	16.7 (n=18)	
33.3			33.2	11.1	
43			44.2	10 (n=30)	
30.5			31.7	0	
51.3			47.4	16.7 (n=12)	
26.9			28.2	0	
56.5	62.5 (n=8)	76.5 (n=17)	59	43.8 (n=16)	75 (n=8)
44.3	75	29.4	46.7	31.3	12.5
70.5	70.3	65.5 (n=29)	70	6.3 (n=16)	33.3 (n=12)
34.4	49	43.8	43.6	6.3 (n=16)	26.7 (n=15)
80.8			79.7		
75.6			74.6		
60.7			61.4	60 (n=5)	
31.1			31.6	40	

Summary of Table 3.2:**Percentage of Students Scoring at Proficient or Advanced Levels**

- With few exceptions, overall performance in reading is higher than performance in mathematics
- The following schools **exceeded** their reading and/or mathematics AMOs in the “All Students” subgroup **by nearly 10 or more percentage points**:
 - **Chesapeake Science Point:** Reading (19 percentage points); Mathematics (24.4 percentage points)
 - **City Neighbors:** Reading (10.7 percentage points)
 - **Empowerment Academy:** Reading (13.6 percentage points); Mathematics (11.7 percentage points)
 - **Kipp Ujima Village Academy:** Mathematics (27.7 percentage points)
 - **Northwood Appold Community Academy:** Reading (20.7 percentage points)
 - **Rosemont Elementary:** Reading (9.7 percentage points); Mathematics (16.3 percentage points)
 - **Monocacy Valley Montessori:** Reading (20.3 percentage points)
 - **Restoration Academy:** Reading (22 percentage points)

Performance: Maryland School Assessments

Percentage Proficient + Advanced							
	# of test takers	Content	AMO	All Students	Am. Indian	Asian	
KIPP Ujima Village Academy	283	Reading	66.4	73.9			
		Math	52.2	79.9			
Md Academy of Tech & Health Science	94	Reading	63.7	55.3			
		Math	48.5	20.2			
Midtown Academy		Reading	66.7	74.2			
		Math	57.0	60.8			
Northwood Appold Community Academy	40	Reading	61.8	82.5			
		Math	66.5	55			
Patterson Park Public Charter	156	Reading	67.2	58.3			
		Math	63.9	56.4			
Rosemont Elementary	200	Reading	67.3	77			
		Math	58.7	75			
Monocacy Valley Montessori	154	Reading	66.7	87			
		Math	57.0	66.2			
Restoration Academy		Reading	63.7	85.7 (n=7)			
		Math	48.5	14.3			
EXCEL Academy	97	Reading	67.2	68			
		Math	63.9	68			
Turning Point Academy	30	Reading	61.8	70 (n=30)			
		Math	66.5	53.3			
Potomac Public Charter	73	Reading	67.2	74			
		Math	63.9	54.8			

*Where the number of test takers was less than 30 in a particular subgroup, the actual number is indicated with an “n”. The “n” is the same for both reading and mathematics unless otherwise indicated.

Table 3.2: Percentage of Students Scoring at Proficient and Advanced Levels on the MSA

AA	White	Hispanic	FARMS	SPED	LEP
73.4			74.3	35 (n=20)	
79.5			80.4	50	
55.3			55.6	50 (n=8)	
20.2			23.8	37.5	
69.1	100 (n=19)		68.8	57.1 (n=7)	
53.6	94.7	0	54.2	42.9	
82.5			75 (n=20)		
55			35	50	
52.3	66.7 (n=12)	72.4 (n=29)	54.2	20.8 (n=24)	72.7 (n=22)
55	66.7	58.6	51.4	25	50
77			76.2	57.1	
75			74.6	35.7	
62.5 (n=8)	87.6	100 (n=6)	75 (n=8)	58.6 (n=29)	
37.5	68.6	66.7	62.5	31	
85.7 (n=7)					
14.3					
68.8			60 (n=30)		
68.8			66.7		
			58.3 (n=12)		
			41.7		
74.3			72.7 (n=11)		
54.3			54.5		

School Spotlight

Partnership is the cornerstone of **Rosemont Academy's** operation. The first partnership began in 1997 between BCPSS, Rosemont Academy, and Coppin State University under BCPSS' New Schools Initiative. When the charter school legislation was passed in 2003, Rosemont Academy converted to charter school status with Coppin State as its operator serving grades PreK-8—and the partnerships have grown from there:

- Rosemont is one of only three schools in the State to participate in NASA's Explorer Program, which provides instructional opportunities to students and professional development opportunities for staff
- The United States Fish and Wildlife Service partnered with Rosemont and its students to build an indoor habitat that is maintained by the students
- Volunteers through Brown Memorial Church provide intensive mentoring and tutoring to selected students twice per week
- Volunteers from St. Matthias Episcopal Church, St. Matthews Gospel Tabernacle Church, and Dime Circle Union Baptist Church provide support in the school library and donate books, uniforms, and clothing to students.
- Rosemont teachers receive free tuition to Coppin State for graduate coursework
- University of Maryland Cooperative Extension worked with parents and children to plant an herb garden, harvest it, and will offer a nutrition component focused on how to cook with the herbs

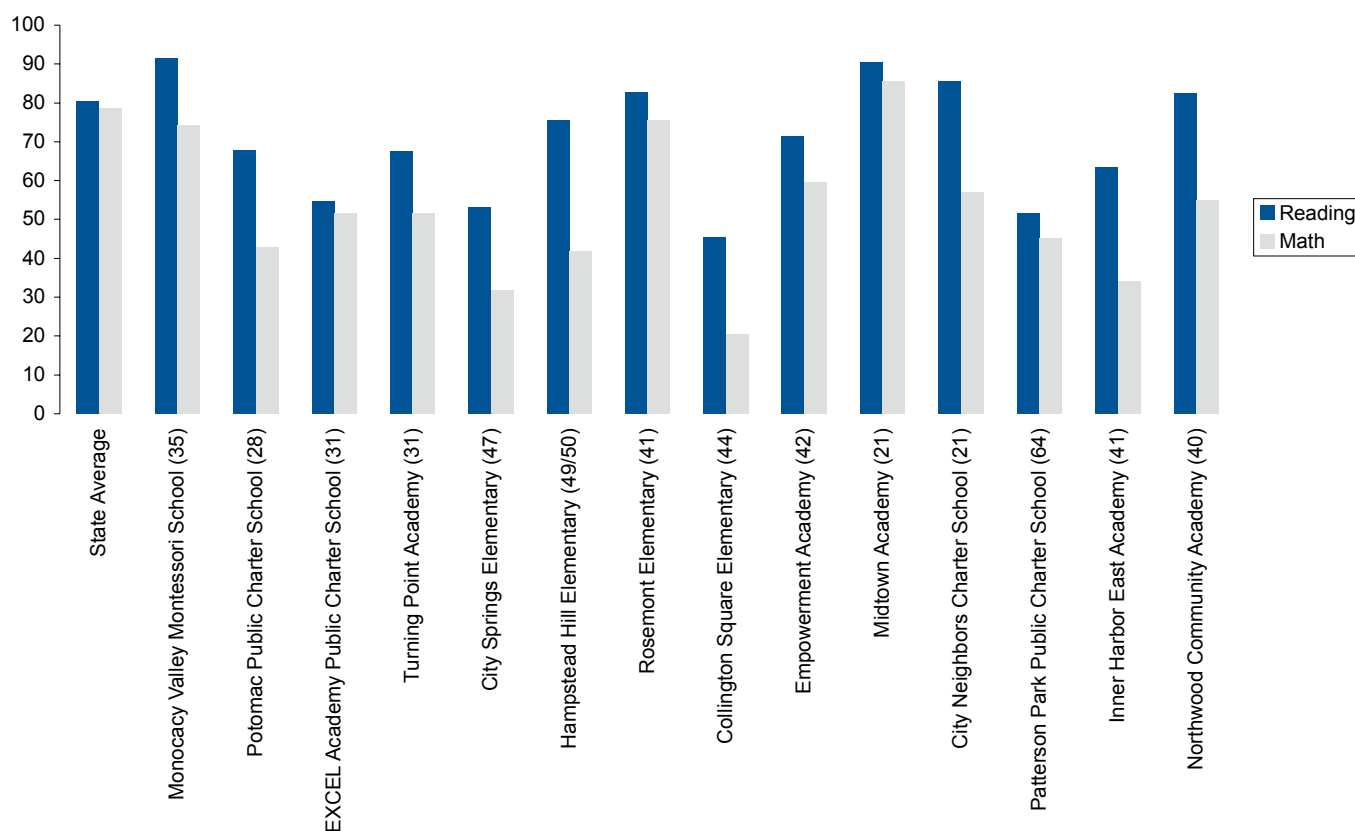
Through these partnerships, dedicated and talented staff, and energetic and talented students, Rosemont went from being one of the lowest performing schools in Baltimore City to a high performing school in the state.

Maryland School Assessments: Grade Level Performance

A look at the MSA performance of 3rd, 4th, 5th, 6th, 7th, and 8th graders in public charter schools

The following graphs illustrate the performance of students in grades 3 through 8 attending public charter schools that administered the MSA in 2006-2007.

Percentage of 3rd graders Scoring Proficient and Advanced 2006 - 2007

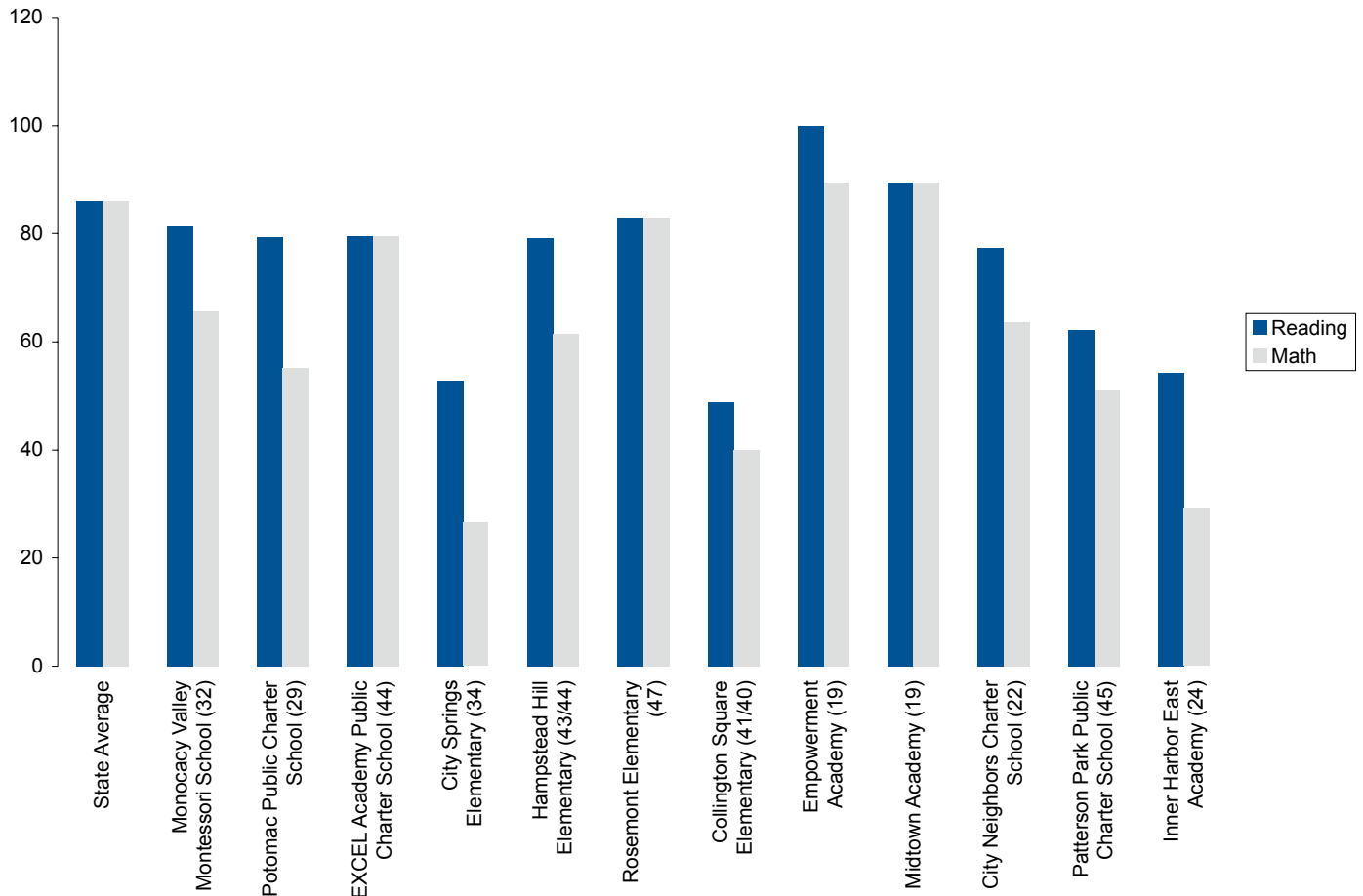


*The number of test takers are indicated in parentheses.

The 2006-2007 State average for 3rd grade reading performance was 80.5 percent of students scoring at proficient and advanced; for mathematics it was 78.6 percent. Out of the 14 charter schools that administered the 2006-2007 MSA to 3rd graders:

- Five exceeded the State average for 3rd grade reading (Monocacy Valley, Rosemont Elementary, City Neighbors, Midtown Academy, Northwood Academy).
- One exceeded the State average for 3rd grade mathematics (Midtown Academy).

Percentage of 4th graders Scoring Proficient and Advanced 2006 - 2007



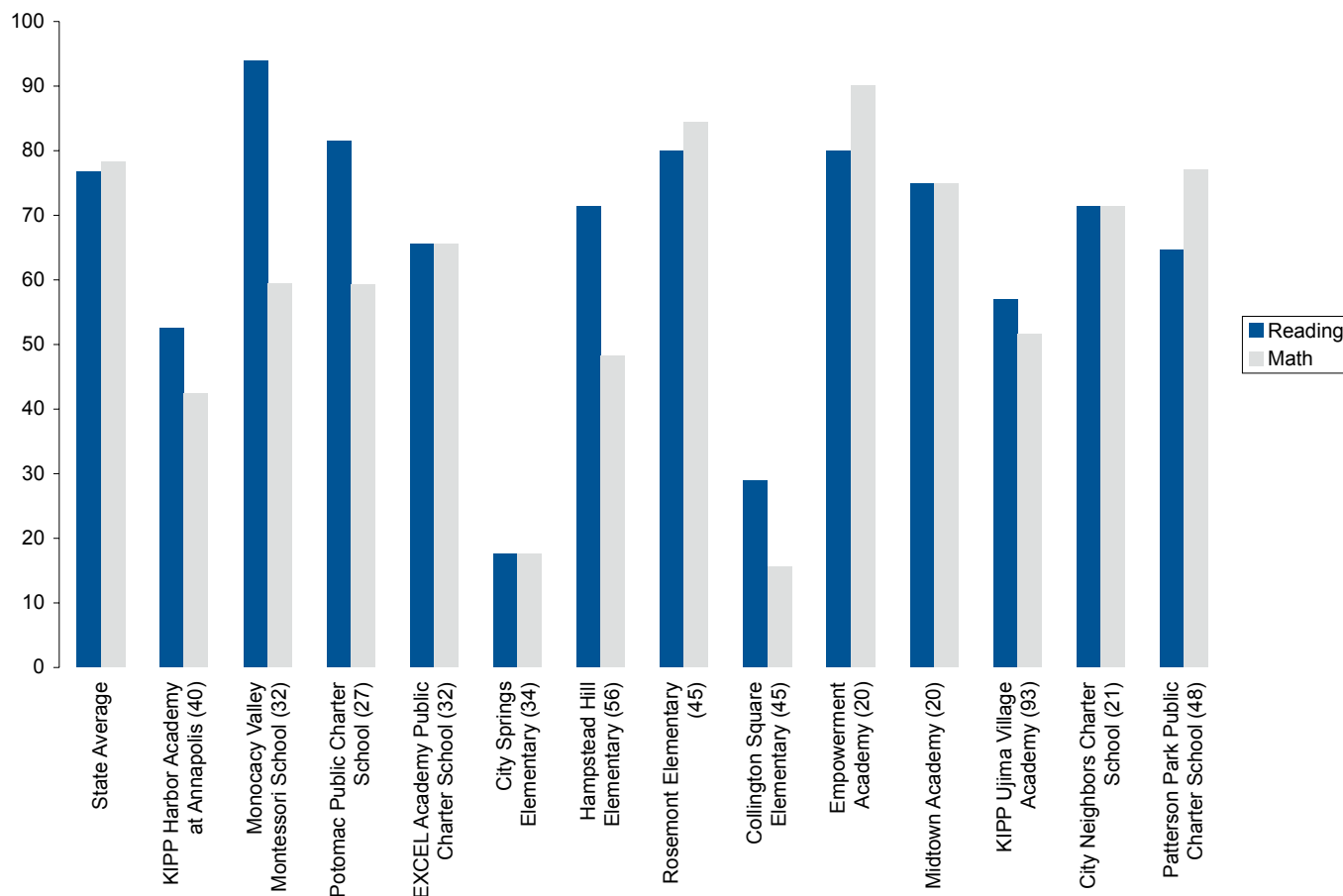
* The number of test takers are indicated in parentheses.

The 2006-2007 State average for 4th grade reading performance was 86 percent of students scoring at proficient and advanced; for mathematics it was also 86 percent. Out of the 12 charter schools that administered the 2006-2007 MSA to 4th graders:

- Two exceeded the State average for 4th grade reading (Empowerment Academy, Midtown Academy).
- Two exceeded the State average for 4th grade mathematics (Empowerment Academy, Midtown Academy).

Maryland School Assessments: Grade Level Performance

Percentage of 5th graders Scoring Proficient and Advanced 2006 - 2007

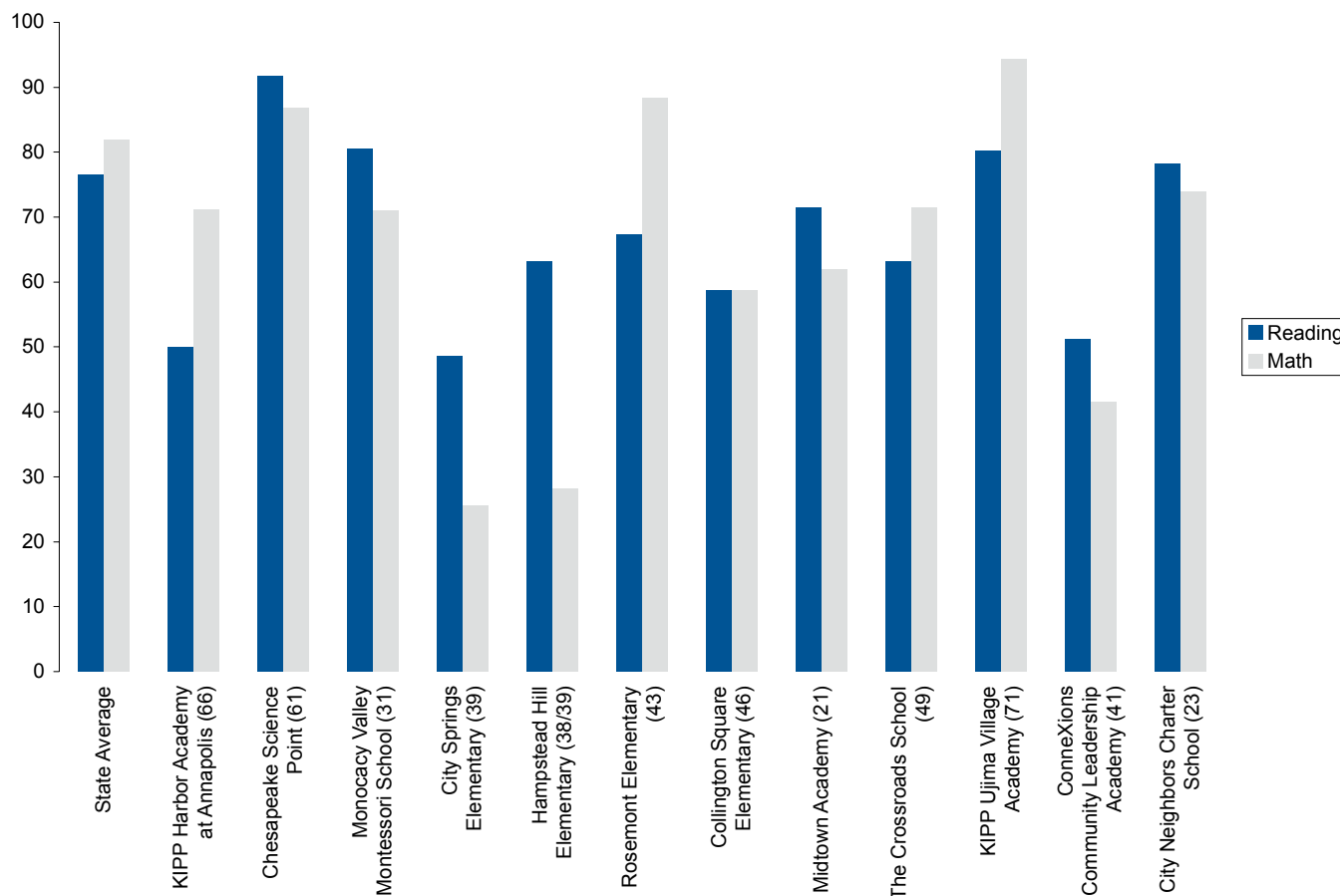


* The number of test takers are indicated in parentheses.

The 2006-2007 State average for 5th grade reading performance was 76.7 percent of students scoring at proficient and advanced; for mathematics it was 78.3 percent. Out of the 13 public charter schools that administered the 2006-2007 MSA to 5th graders:

- Four exceeded the State average for 5th grade reading (Monocacy Valley Montessori, Rosemont Academy, Potomac, and Empowerment Academy).
- Two exceeded the State average for 5th grade mathematics (Rosemont Academy, Empowerment Academy).

Percentage of 6th graders Scoring Proficient and Advanced 2006 - 2007



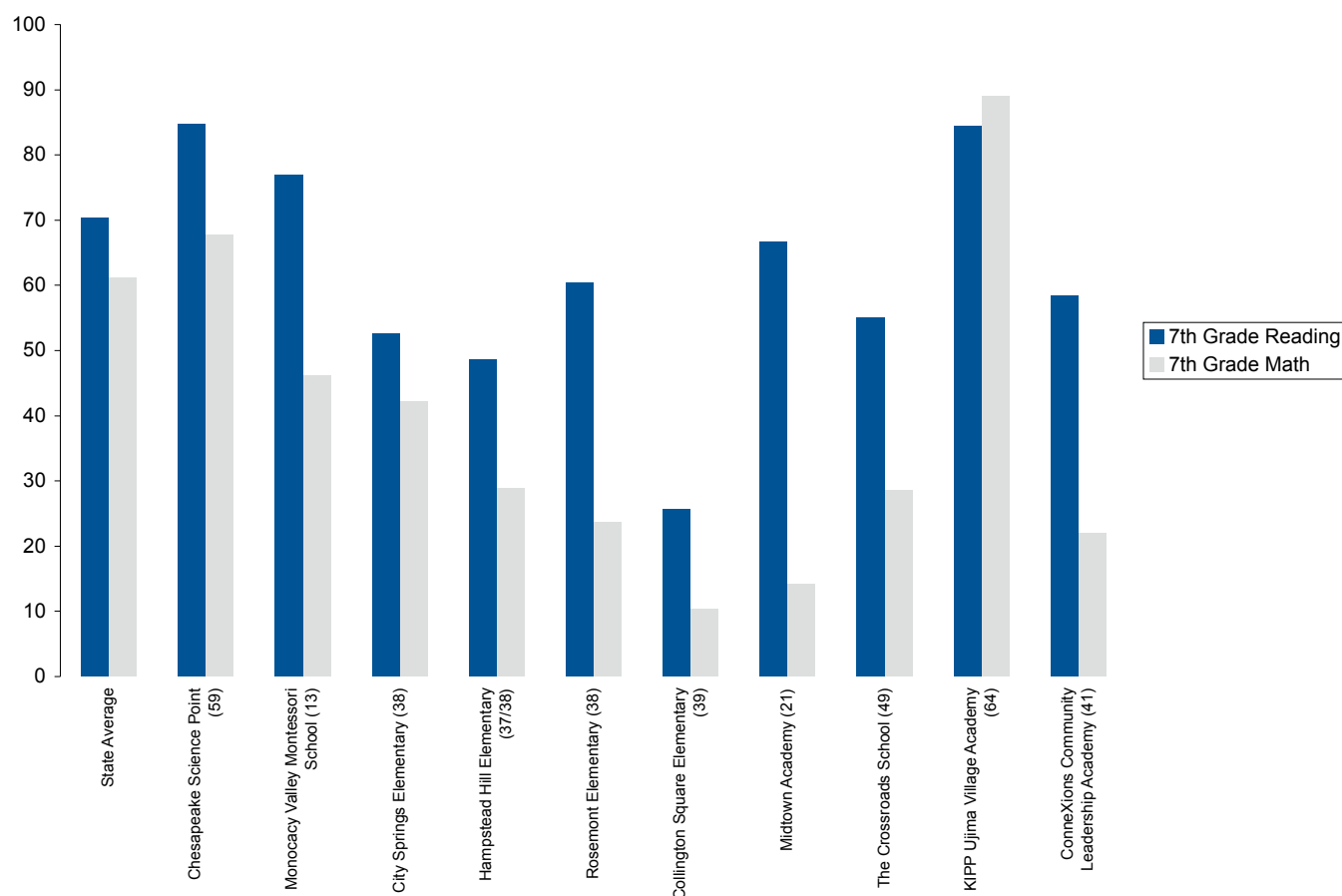
*The number of test takers are indicated in parentheses.

The 2006-2007 State average for 6th grade reading performance was 76.5 percent of students scoring at proficient and advanced; for mathematics it was 81.9 percent. Out of the 12 public charter schools that administered the 2006-2007 MSA to 6th graders:

- Four exceeded the State average for 6th grade reading (Chesapeake Science Point, Monocacy Valley Montessori, KIPP Ujima Village Academy, City Neighbors).
- Three exceeded the State average for 6th grade mathematics (Chesapeake Science Point, Rosemont Elementary, KIPP Ujima Village Academy).

Maryland School Assessments: Grade Level Performance

Percentage of 7th graders Scoring Proficient and Advanced 2006 - 2007



* The number of test takers are indicated in parentheses.

The 2006-2007 State average for 7th grade reading performance was 70.3 percent of students scoring at proficient and advanced; for mathematics it was 61.2 percent. Out of the ten public charter schools that administered the 2006-2007 MSA to 7th graders:

- Three exceeded the State average for 7th grade reading (Chesapeake Science Point, Monocacy Valley Montessori, and KIPP Ujima Village Academy).
- Two exceeded the State average for 7th grade mathematics (Chesapeake Science Point and KIPP Ujima Village Academy).

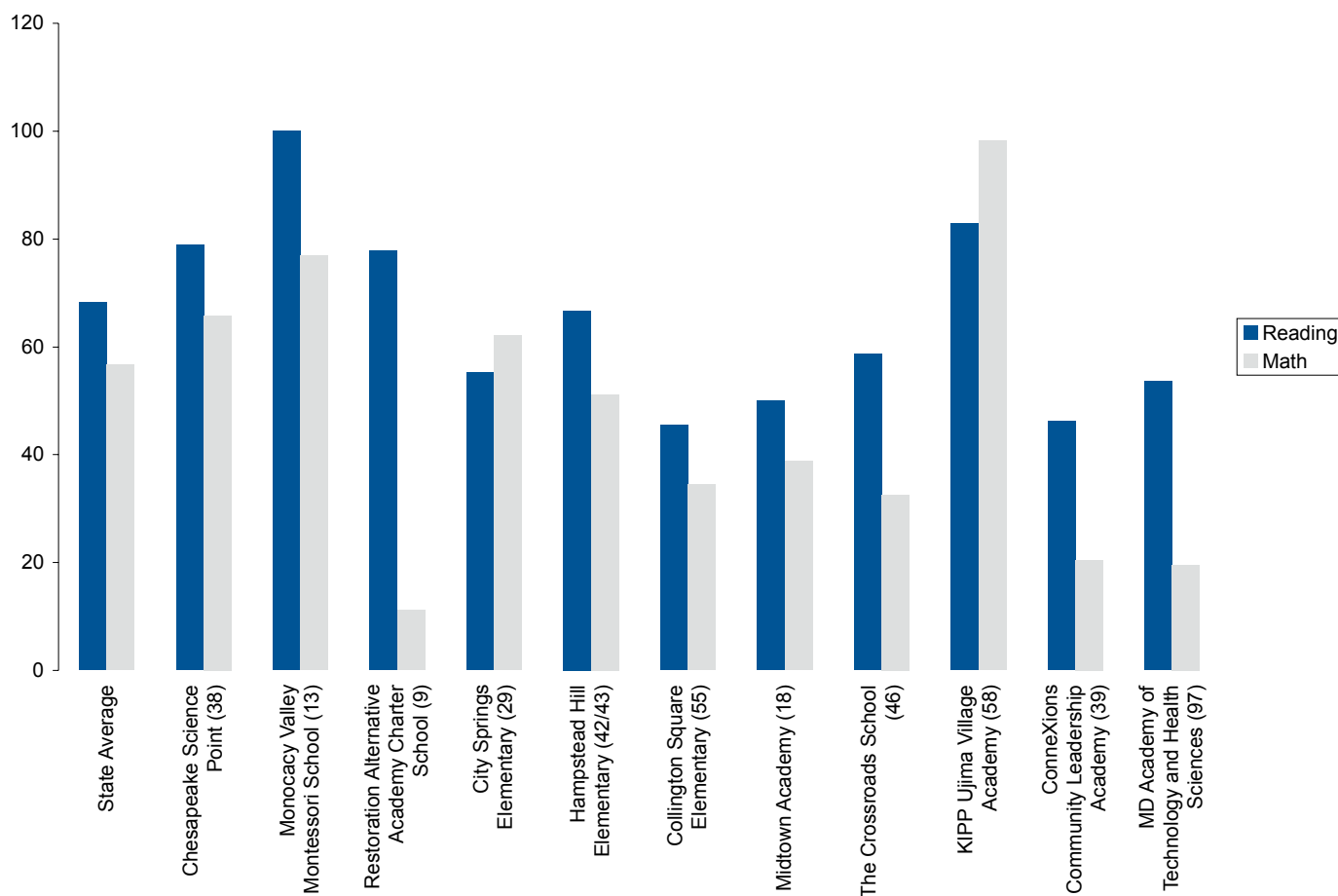
School Spotlight: Restoration Academy

Restoration Academy is located in the Center for Educational Opportunity in Aberdeen. A single hallway houses the 8th, 9th, and 10th grade classrooms attended by its 78 students. The focus of Restoration Academy is on the restoration of self-esteem, transformation into responsible young adults, and empowerment through academic excellence, exposure to community partnerships, and strong family involvement. High expectations don't begin and end with academics—they extend to relationships, dress, conduct, and organization.

The 2006-2007 State average for 8th grade reading performance was 68.2 percent of students scoring at proficient and advanced; for mathematics it was 56.7 percent. Out of the 11 public charter schools that administered the 2006-2007 MSA to 8th graders:

- Four public charter schools exceeded the State average for 8th grade reading (Chesapeake Science Point, Monocacy Valley Montessori, Restoration Academy, and KIPP Ujima Village Academy).
- Four exceeded the State average for 8th grade mathematics (Chesapeake Science Point, City Springs, Monocacy Valley Montessori, KIPP Ujima Village Academy).

Percentage of 8th graders Scoring Proficient and Advanced 2006 - 2007



*The number of test takers are indicated in parentheses.

Restoration Academy improved its overall reading performance by 22 percentage points in 2006-2007. The school attributes this success to strategically designed lesson plans that measure individual student outcomes on a daily basis. The school met AYP in 2006-2007 and will continue provide intensive interventions for its students, particularly in the area of mathematics.

Performance: High School Assessments

The High School Assessments, HSAs, are four exams offered in algebra/data analysis, biology, government, and English. All students who entered 9th grade in or after 2005 must take and pass the HSAs in order to graduate upon successful completion of the HSA course. This also applies to middle school students taking a high-school-level, HSA course.

Five public charter schools administered the Algebra/Data analysis HSA in 2006-2007:

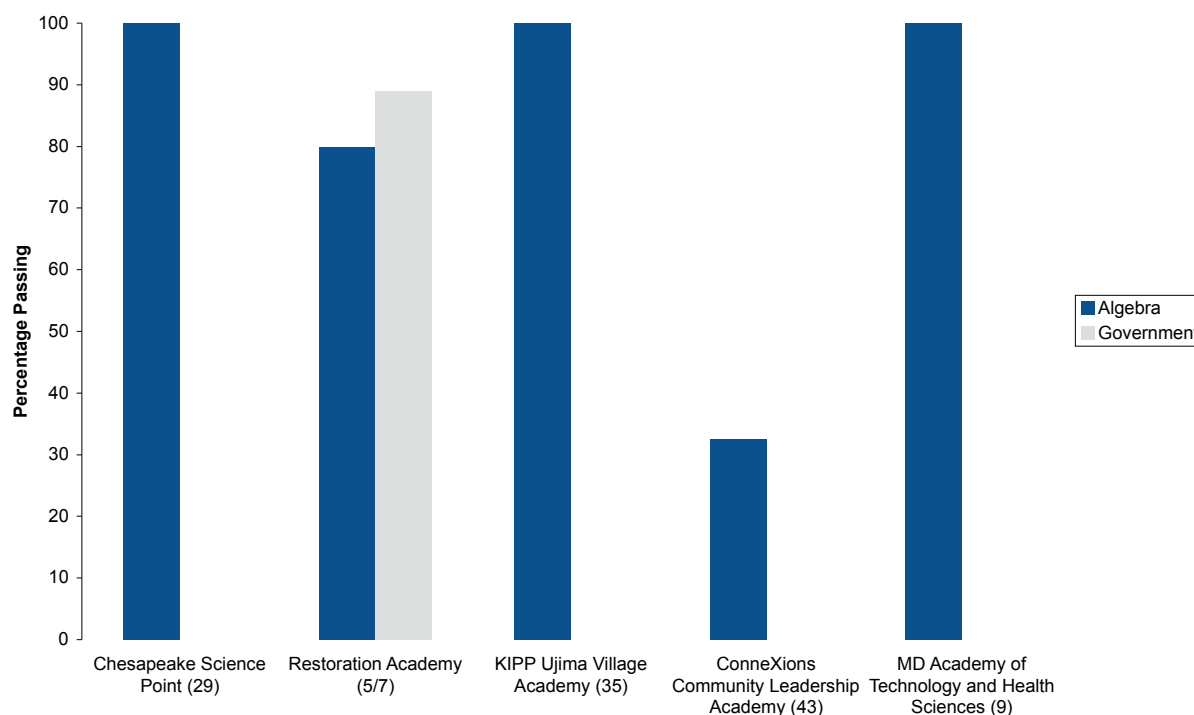
- Chesapeake Science Point
- Restoration Academy
- KIPP Ujima Village Academy
- ConneXions Community Leadership Academy
- Maryland Academy of Technology and Health Sciences

One public charter school administered the Government HSA in 2006-2007:

- Restoration Academy

As the public charter school program continues to grow and expand into high school grade levels, more schools will be required to offer the assessments in each of the four areas: algebra/data analysis, biology, government, and English.

HSA Performance 2006 - 2007

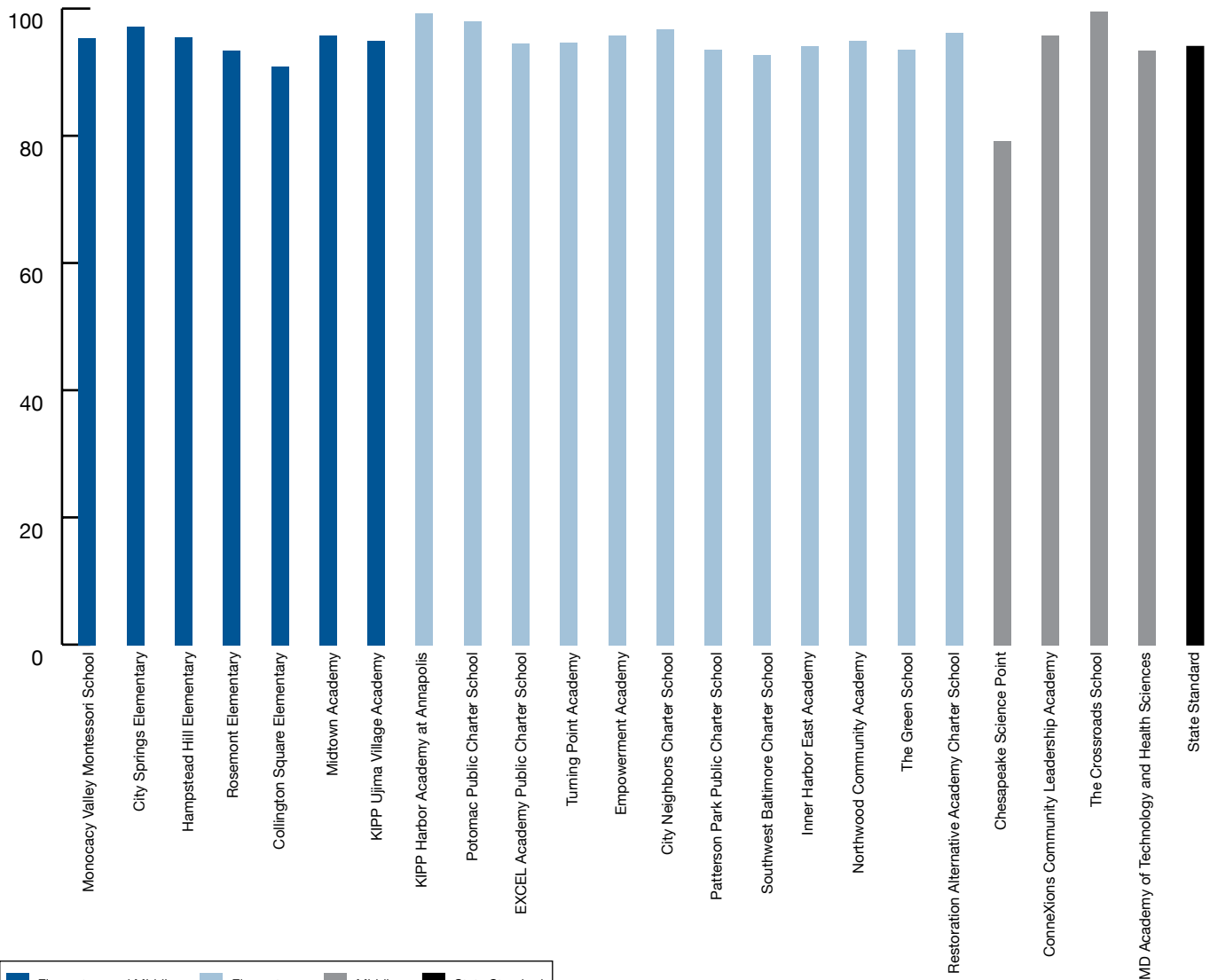


* The number of test takers are indicated in parentheses.

Student Attendance

Attendance rates are used in the calculation to determine whether or not Adequate Yearly Progress was made. The 2006-2007 attendance rates of the twenty three public charter schools are reported in the following three graphs. The standard for attendance in Maryland public schools is 94 percent. Sixteen of the 23 public charter schools met or exceeded the State standard for attendance (94 percent) in 2006-2007.

Attendance Rates 2006 - 2007



MSDE Response to Data

There are a number of changes that are occurring as The Office of School Innovations shifts from an operational assistance focus to an instructional and programmatic focus. Based on the review of 2006-2007 MSA data, the following steps will immediately be taken to support charter schools, particularly those not making adequate yearly progress:

- Conduct a comprehensive needs assessment and deliver related school improvement training that covers organizational, programmatic, and instructional effectiveness, rigor, and alignment.
- Provide intensive and on-going support in the development of school improvement planning and resource allocation.
- Broker services and create linkages between charter schools and appropriate MSDE Divisions, external service providers, and other high-performing charter schools.
- Regularly assess the services and supports offered by The Office of School Innovations—including the focus and application of grant awards—for impact and against the current and emerging needs of all charter schools and their authorizers.



Looking Ahead: The Future Growth of Public Charter Schools

In addition to the 30 public charter schools operating in 2007-2008, four are scheduled to open in 2008-2009 and one in 2009-2010. A breakdown of the schools that will open, along with the grade levels they plan to serve, is provided in the table below.

New/Conversion	County/School Name	Projected Opening	Projected Grades Served	Projected Enrollment
Baltimore City				
New	Afya Public Charter School	2008-2009	6	110
New	Baltimore Montessori Public Charter School	2008-2009	PreK-4	110
Conversion	Baltimore Freedom Academy	2008-2009	9-12	300
New	KIPP Baltimore East	2009-2010	5	120
Baltimore County				
New	Imagine Discovery Public Charter School	2008-2009	K-5	440

Complete contact information for each of the existing public charter schools and those proposed is available at http://www.marylandpublicschools.org/MSDE/programs/charter_schools/



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