

Bill as Introduced

HB 1642-FN - AS INTRODUCED

2008 SESSION

08-2892
04/09

HOUSE BILL **1642-FN**

AN ACT relative to funding for charter schools authorized by the state board of education.

SPONSORS: Rep. C. Clarke, Merr 6; Rep. Weyler, Rock 8; Rep. Price, Hills 26; Rep. McRae, Hills 7; Rep. B. Shaw, Hills 16; Sen. Kenney, Dist 3; Sen. Bragdon, Dist 11

COMMITTEE: Education

ANALYSIS

This bill provides that charter schools approved by the state board of education shall receive the same amount of funding as charter schools approved by a school district.

Explanation: Matter added to current law appears in **bold italics**.
Matter removed from current law appears [~~in brackets and struck through~~]
Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

LBAO
08-2892
Revised 01/17/08

HB 1642-FN - FISCAL NOTE

AN ACT relative to funding for charter schools authorized by the state board of education.

FISCAL IMPACT:

Due to time constraints, the Office of Legislative Budget Assistant is unable to provide a fiscal note for this bill at this time. When completed, the fiscal note will be forwarded to the House Clerk's Office.

HB 1642-FN - AS AMENDED BY THE HOUSE

05Mar2008... 0672h

18Mar2008... 1030h

2008 SESSION

08-2892

04/09

HOUSE BILL **1642-FN**

AN ACT providing additional funding for charter schools for the 2009 fiscal year.

SPONSORS: Rep. C. Clarke, Merr 6; Rep. Weyler, Rock 8; Rep. Price, Hills 26; Rep. McRae, Hills 7; Rep. B. Shaw, Hills 16; Sen. Kenney, Dist 3; Sen. Bragdon, Dist 11

COMMITTEE: Education

AMENDED ANALYSIS

This bill provides funding for the fiscal year ending June 30, 2009 for all charter schools in operation as of July 1, 2008.

Explanation: Matter added to current law appears in **bold italics**.
Matter removed from current law appears [~~in brackets and struck through~~].
Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

HB 1642-FN - AS AMENDED BY THE HOUSE

05Mar2008... 0672h
18Mar2008... 1030h

08-2892
04/09

STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand Eight

AN ACT providing additional funding for charter schools for the 2009 fiscal year.

Be it Enacted by the Senate and House of Representatives in General Court convened:

1 1 Charter School Appropriations for the Biennium Ending June 30, 2009. Amend 2007, 263:92
2 to read as follows:

3 263:92 Charter School Appropriations for the Biennium Ending June 30, 2009.

4 I. Notwithstanding the appropriations made in PAU 06, 03, 03, 01, 27, class 97, and any
5 related footnotes, the total amount of charter school supplemental grants appropriated in PAU 06,
6 03, 03, 01, 27, class 97 for the biennium ending June 30, 2009 shall be available to the department of
7 education for the fiscal year ending June 30, 2008, for disbursement to the Cocheco Arts and
8 Technology Academy, the Franklin Career Academy, and the Seacoast Charter School. Any
9 supplemental grant funds which are unexpended at the end of the 2008 fiscal year shall not lapse
10 and shall be available for disbursement in the 2009 fiscal year *to all charter schools listed in*
11 *paragraph III.*

12 II. *In addition to the provisions of paragraph I, and in addition to any funds*
13 *distributed to charter schools pursuant to RSA 198:42, IV, the state treasurer shall*
14 *distribute to the commissioner of the department of education, from the education trust*
15 *fund established in RSA 198:39, the sum of \$1,500,000 for the fiscal year ending June 30,*
16 *2009 for disbursement to all charter schools in operation as of the beginning of the 2008-*
17 *2009 school year. The amount shall be calculated on a per pupil basis, as set forth in*
18 *paragraph III, based on charter school pupil enrollment, and shall be distributed*
19 *pursuant to RSA 194-B:11, I(c).*

20 III. *The funds distributed to the commissioner of the department of education shall*
21 *be allocated in the following manner:*

22 (a) *The Academy for Science and Design Charter School, Cocheco Arts and*
23 *Technology Charter Academy, Franklin Career Charter Academy, New Hampshire*
24 *Equestrian Academy Charter School, Seacoast Charter School, Strong Foundations*
25 *Charter School and Surry Village Charter School shall each receive \$2,700 per pupil;*

26 (b) *CSI Charter School, Great Bay e-Learning Charter School, Ledyard Charter*
27 *Academy, and North Country Charter Academy shall each receive \$500 per pupil; and*

28 (c) *The Virtual Learning Academy Charter School shall receive \$250 for each*
29 *full-time equivalent pupil.*

HB 1642-FN - AS AMENDED BY THE HOUSE

- Page 2 -

- 1 2 Moratorium on Charter School Authorization. Amend 2007, 263:93 to read as follows:
2 263:93 Applicability. No new charter schools shall be approved by the state board of education
3 under the provisions of RSA 194-B:3-a between July 1, 2007 and June 30, [2009] **2010**, provided that
4 a charter school application filed prior to July 1, 2007 which is scheduled to be acted upon by the
5 state board of education on or before October 1, 2007 shall be exempt from this prohibition. Nothing
6 in this section shall affect the validity of a charter school approved by the state board of education
7 under RSA 194-B:3-a prior to July 1, 2007.
8 3 Effective Date. This act shall take effect July 1, 2008.

LBAO
08-2892
Amended 03/11/08

HB 1642 FISCAL NOTE

AN ACT providing additional funding for charter schools for the 2009 fiscal year.

FISCAL IMPACT:

The Department of Education states this bill, as amended by the House (Amendment #2008-0672h), will increase state education trust fund expenditures by \$1,500,000 in FY 2009. There will be no fiscal impact on state, county, and local revenue or county and local expenditures.

This bill appropriates \$1,500,000 in FY 2009 from the education trust fund to the department of education for the purpose providing supplemental charter school grants.

METHODOLOGY:

The Department of Education states this bill provides supplemental grants to charter schools in FY 2009 based on enrollment as of July 1, 2008. The bill specifies the per pupil amount payable to each school, which can be \$250, \$500, or \$2,700. The Department assumes July 1, 2008 charter school enrollment will be 10% greater than the most recently reported enrollment for all schools except for Ledyard Charter School, which is not operational during the 2007-2008 school year, and the Virtual Learning Academy Charter School, for which enrollment is estimated to increase 400% over current enrollment.

The Department calculated estimated supplemental grants for each charter school as follows, by multiplying the projected enrollment by the applicable per pupil amount. The Department assumed Ledyard Charter School, which is not mentioned in this bill, will be eligible for a \$500 per pupil grant.

<u>Charter School</u>	<u>Current Enrollment</u>	<u>Projected Enrollment</u>	<u>Per Pupil Amount</u>	<u>Estimated School Grant</u>
Franklin Career Academy	30	33	\$2,700	\$89,100
North Country Charter Acad.	51	56	\$500	\$28,000
Seacoast Charter School	50	55	\$2,700	\$148,500
Cocheco Arts & Technology	67	74	\$2,700	\$199,800
NH Equestrian Academy	20	22	\$2,700	\$59,400

HB 1642-FN - AS AMENDED BY THE HOUSE

- Page 4 -

Surry Village	44	48	\$2,700	\$129,600
Great Bay eLearning	100	110	\$500	\$55,000
Strong Foundations	55	61	\$2,700	\$164,700
CSI Charter School	26	29	\$500	\$14,500
Academy of Science & Design	32	35	\$2,700	\$94,500
Virtual Learning Academy	100	500	\$250	\$125,000
Ledyard Charter School	-	30	\$500	\$15,000
TOTAL	575	1,053	N/A	\$1,123,100

HB 1642-FN - FINAL VERSION

05Mar2008... 0672h
18Mar2008... 1030h
05/15/08 1852s
04Jun2008... 2098cofc

2008 SESSION

08-2892
04/09

HOUSE BILL ***1642-FN***

AN ACT providing additional funding for charter schools for the 2009 fiscal year.

SPONSORS: Rep. C. Clarke, Merr 6; Rep. Weyler, Rock 8; Rep. Price, Hills 26; Rep. McRae,
 Hills 7; Rep. B. Shaw, Hills 16; Sen. Kenney, Dist 3; Sen. Bragdon, Dist 11

COMMITTEE: Education

AMENDED ANALYSIS

This bill provides additional funding for certain charter schools for the fiscal year ending June 30, 2009.

Explanation: Matter added to current law appears in ***bold italics***.
 Matter removed from current law appears [~~in brackets and struck through.~~]
 Matter which is either (a) all new or (b) repealed and reenacted appears in regular type.

HB 1642-FN – FINAL VERSION

05Mar2008... 0672h
18Mar2008... 1030h
05/15/08 1852s
04Jun2008... 2098cofc

08-2892
04/09

STATE OF NEW HAMPSHIRE

In the Year of Our Lord Two Thousand Eight

AN ACT providing additional funding for charter schools for the 2009 fiscal year.

Be it Enacted by the Senate and House of Representatives in General Court convened:

1 1 Charter School Funding; Fiscal Year Ending June 30, 2009.

2 I. In addition to any funds distributed to charter schools pursuant to RSA 198:42, IV and
3 2007, 263:92 for the fiscal year ending June 30, 2009, the Academy for Science and Design Charter
4 School, Coheco Arts and Technology Charter Academy, New Hampshire Equestrian Academy
5 Charter School, Seacoast Charter School, Strong Foundations Charter School, and Surry Village
6 Charter School shall each receive a grant of \$1,168 per pupil.

7 II. Prior to July 1, 2008, the commissioner of the department of education shall inform the
8 state treasurer of the amount needed to comply with the provisions of paragraph I, and the state
9 treasurer shall provide a sum not to exceed \$503,408 from the education trust fund established in
10 RSA 198:39 to the commissioner who shall distribute such funds pursuant to RSA 194-B:11, I(c).
11 The amount distributed shall be calculated on a per pupil basis based on charter school pupil
12 enrollment.

13 2 Effective Date. This act shall take effect July 1, 2008.

HB 1642-FN - FISCAL NOTE

AN ACT providing additional funding for charter schools for the 2009 fiscal year.

FISCAL IMPACT:

The Department of Education states this bill, as amended by the Senate (Amendment #2008-1852s), will increase state education trust fund expenditures by \$435 in FY 2009. There will be no fiscal impact on state, county, and local revenue or county and local expenditures.

METHODOLOGY:

The Department of Education states this bill provides \$1 per pupil supplemental grants to certain charter schools in FY 2009. The Department assumes FY 2009 charter school enrollment will be 10% greater than the most recently reported enrollment for Cochecho Arts and Technology Charter Academy, Franklin Career Charter Academy, NH Equestrian Academy, and Surry Village Charter School. The Department expects the enrollment increase at Seacoast Charter School to be greater than 10% since it will be adding more grades for FY 2009. The Department expects the enrollment increase at the Academy of Science and Design and Strong Foundations Charter School to be greater than 10% because FY 2009 will be their second year of operation.

The Department calculated estimated supplemental grants for each charter school as follows, by multiplying the projected enrollment by the per pupil amount:

<u>Charter School</u>	<u>Current Enrollment</u>	<u>Projected Enrollment</u>	<u>Per Pupil Amount</u>	<u>Estimated School Grant</u>
Franklin Career Academy	34	38	\$1	\$38
Seacoast Charter School	50	106	\$1	\$106
Cochecho Arts & Technology	67	74	\$1	\$74
NH Equestrian Academy	20	22	\$1	\$22
Surry Village	50	55	\$1	\$55
Strong Foundations	53	85	\$1	\$85
Academy of Science & Design	32	55	\$1	\$55
TOTAL	306	435	\$1	\$435

Amendments

Sen. Estabrook, Dist. 21
April 21, 2008
2008-1440s
04/05

Amendment to HB 1642-FN

1 Amend the bill by replacing section 2 with the following:

2

3 2 Charter School Authorization by State Board of Education Prohibited. Amend 2007, 263:93 to
4 read as follows:

5 263:93 Applicability. No new charter schools shall be approved by the state board of education
6 under the provisions of RSA 194-B:3-a [~~between July 1, 2007 and June 30, 2009, provided that a~~
7 ~~charter school application filed prior to July 1, 2007 which is scheduled to be acted upon by the state~~
8 ~~board of education on or before October 1, 2007 shall be exempt from this prohibition]. Nothing in
9 this section shall affect the validity of a charter school approved by the state board of education
10 under RSA 194-B:3-a prior to July 1, 2007.~~

Committee Minutes

**SENATE CALENDAR NOTICE
EDUCATION**

- ✓ Senator Iris Estabrook Chairman
- ✓ Senator Joseph Foster V Chairman
- ✓ Senator Martha Fuller Clark
- ✓ Senator Molly Kelly
- ✓ Senator Peter Bragdon
- ✓ Senator Robert Letourneau

For Use by Senate Clerk's Office ONLY	
<input type="checkbox"/>	Bill Status
<input type="checkbox"/>	Docket
<input type="checkbox"/>	Calendar
Proof: <input type="checkbox"/>	Calendar <input type="checkbox"/> Bill Status

Date: April 8, 2008

HEARINGS

Tuesday

4/15/2008

EDUCATION

SH 103

8:30 AM

(Name of Committee)

(Place)

(Time)

EXECUTIVE SESSION MAY FOLLOW

8:51

8:30 AM HB1298-FN

making changes to the veterinary/medical/optometric education program.

8:45 AM HB1642-FN

(New Title) providing additional funding for charter schools for the 2009 fiscal year.

Sponsors:

HB1298-FN

Rep. Jim Ryan

Rep. Leigh Webb

HB1642-FN

Rep. Claire Clarke

Rep. Kenneth Weyler

Rep. Pamela Price

Sen. Joseph Kenney

Sen. Peter Bragdon

Rep. Karen McRae

Rep. Barbara Shaw

Education Committee Hearing Report

TO: Members of the Senate

FROM: William Craig, *Legislative Aide*

RE: Hearing report on HB 1642 – FN - *AN ACT providing additional funding for charter schools for the 2009 fiscal year.*

HEARING DATE: April 15, 2008

MEMBERS OF THE COMMITTEE PRESENT: Senators Estabrook, Fuller Clark, Foster, Letourneau, Kelly and Bragdon

MEMBERS OF THE COMMITTEE ABSENT: None

Sponsor(s): Rep. C. Clarke, Merr 6; Rep. Weyler, Rock 8; Rep. Price, Hills 26; Rep. McRae, Hills 7; Rep. B. Shaw, Hills 16; Sen. Kenney, Dist 3; Sen. Bragdon, Dist 11

What the bill does: This bill provides funding for the fiscal year ending June 30, 2009 for all charter schools in operation as of July 1, 2008.

Who supports the bill: Rep. Casey, Rock 11; Rep. Weyler, Rock 8; Senator Kenney, District 3; John E. Davis, Surry, NH; Jennifer Starr; Academy of Science & Design; Chadd Loring, Academy of Science & Design; Bobby Grossop, ASDNH; Rhonda Loring, ASD; Nathan Tong, Cocheco; Sheri Phillips; Denise Perron, Strong Foundations; Deb Bryne, Cocheco Arts & Technology Charter Academy; Beth Bougie, Cocheco; Michael Allard, Cocheco; Zachary Arnault, Cocheco; Druinn Johnston, Cocheco; Megan Williams, Cocheco; Katie Fitzpatrick; Cocheco; Amelia Wright, Cocheco; Eileen Liponis, NH Public Charter School Association; Susan Hollis, "Speaking for two schools";

Who opposes the bill: No one.

Other testimony: Roberta Tenney, DOE

Summary of Testimony Received:

Rep. Weyler, Rock 8

- Rep. Weyler submitted written testimony for the record.
- Charter schools are public schools and deserve to benefit from the same funding structure.

- At this point the federal government has spent nearly five million on our charter schools while the state has spent only four million.
- The charter school initiative was encouraged by the federal government after seeing the success in several other states.
- These laboratories of education have enriched our overall education offerings.
- We must make a special effort to preserve and encourage these innovations.
- We must show good faith in our schools.
- Charter schools produce excellent results.
- Less than two percent of our students are involved in charter schools
- Many had given up on learning until they found charter schools.
- It would be cruel to take these schools away from these children.
- “The key to the obligation for the spending support is the resident of the student, not the location of the school.”
- Rep. Weyler presented to the committee an amendment which the House Finance Committee rejected 12 – 12.
- The amendment would spend \$1.5 million from the Education Trust Fund to support charter schools.
- Senator Estabrook stated that because the \$1.5 million would not be required under the definition of adequacy the potential would exist for a \$1.5 million dollar hit to the general fund.
- Senator Foster expressed his concerns about spending an additional \$1.5 million to re-open the budget for a supplemental request considering that the Governor has already proposed significant budget cuts.
- In response to Rep. Weyler’s claim that his amendment would only re-shuffle and not create a new funding source, Senator Estabrook remarked that sending 80% of the \$10,000 the state is required to spend would mean that \$8,000 are sent per student to the charter schools. Sen. Estabrook stated there would be no grant to student or school that reaches \$8,000 (as she currently understands the proposed adequacy funding). The max in the proposal is \$6,900 which clearly means that Rep. Weyler is asking the state for additional funds.
- Rep. Weyler stated that state money should follow a student to a charter school just as it would if that child required a special education placement.
- In response to a question from Senator Letourneau, Rep. Weyler stated that if this bill does not pass some of our best laboratories of education will be out of business.

Rep. Kim Casey, Rock 11 & Chair of the Charter School Oversight Committee

- Rep. Casey is involved in charter schools as a parent, legislator and member of the Board of the Virtual Learning Academy Center.
- She submitted written testimony for the record and decided to answer some questions raised during the testimony of Rep. Weyler.
- Rep. Casey stated that charter schools are heavily involved in fundraising and writing grant requests, which she does not believe public schools should have to do.

- She and others have discovered that because charter schools receive so little support from the state that grantors are hesitant to award grants.
- She reminded committee members that this legislation is necessary until the state determines through SB 539 how it intends to permanently fund charter schools.
- In response to a question from Senator Letourneau, Rep. Casey stated that it is helpful to think of charter schools the same way one thinks of a specialty hospital. Most schools (like most hospitals) can appropriately address the needs of the average person but some kids just require a different kind of education.
- Senator Estabrook acknowledge the good work of NH's charter schools and then asked Rep. Casey to help her understand how she could support a new 1.5 million dollar appropriation from a budget which is expected to cut by 150 million dollars. Rep. Casey acknowledged that it is a difficult decision but that New Hampshire needs a charter school funding solution.

Roberta Tenney, DOE

- Ms. Tenney stated that state funding for charter schools has long been inadequate.
- Moreover, the philanthropic funding desire for these schools has not borne out as hoped.
- The DOE does and will continue to support NH's charter schools and the 500 kids who now attend them.
- Charter schools break the culture of public schools and address the specific needs of individual students.
- Charter schools operate project based learning models at mission specific schools.
- These things exist in other public schools but the culture is different in charter schools.
- In response to a question from Senator Kelly, Ms. Tenney stated that charter schools are available to children across the state.
- Senator Kelly asked if it is possible to bring the innovation which so many people support from charter schools into our public schools. Ms. Tenney stated that much of this good work does occur in public schools but that charter schools simply do a better job promoting their efforts.
- Ms. Tenney was unsure in response to a question from Sen. Estabrook if New Hampshire would be the first state in the country to pay more per student to charter schools than other public schools.
 - If this were true, asked Sen. Estabrook, why then would not all regular public schools attempt to become charter schools? Ms. Tenney was not sure if all schools would attempt to become charter schools in that situation.

Deb Burr, Coheco

- Ms. Burr is the "proud and passionate" director of the Coheco.
- She echoed the comments of Rep. Casey and Ms. Tenney.
- Coheco submitted recently grant requests to the US DOE for 5 million.

- She will soon travel to Washington, D.C. as a guest of the National Charter School Alliance. While there she plans to meet with NH's congressional delegation.
- NH's charter schools, said Ms. Burr, have caught the eye of the nation.

Beth Allard, Cocheco

- Will contact committee members this week with additional supportive information relative to charter schools.

Zachary Arnold, Cocheco

- Mr. Arnold is a sophomore who historically was an unhappy student until enrolling at Cocheco.
- For the first time ever he was excited to learn.
- Cocheco allows kids to learn about the arts and develop and promote skills in this regard.

Megan Williams, Cocheco

- Another student who came to Cocheco an unhappy student.
- The flexible school allowed her to pursue her love of politics through the NH's presidential primary.

Katie Fitzpatrick, Cocheco.

- Another happy student who echoed previous supportive comments about charter schools.

Eileen Liponis, NH Public Charter School Association

- In the interest of time, Ms. Liponis made brief comments and submitted testimony for the record.
- Ms. Liponis informed that committee Florida, Colorado and Texas spend more on charter school students.
- She stated that the appropriation request in this bill would complete the promised request from last session.
- She distributed the initial budget request.
- Ms. Liponis reiterated that the NHDoe supports sustainable funding for charter schools.
- She submitted letters from all three presidential candidates expressing their support for charter schools.
- She refuted claims that charter schools are self selective. Rather, she stated that parents and students come to charter school when the child is struggling.

John Davis, Surry

- Mr. Davis stated that many good points were made during the hearing but also some misinformation has been repeated.
- Although he does not believe that charter schools were set up to fail, he wonders that without the local tax base what the schools can do?

- He echoed many of the supportive comments made by previous speakers.

Chad Loring, Academy of Science & Design

- Mr. Loring, a student, echoed the supportive comments made by previous speakers.

Denise Parent, Strong Foundation

- Read aloud for the record testimony which was later submitted fromm Beth McLore founder and director of the Strong Foundation in support of charter school funding.

Fiscal Note: *(See Fiscal Note)* The Department of Education states this bill, as amended by the House (Amendment #2008-0672h), will increase state education trust fund expenditures by \$1,500,000 in FY 2009. There will be no fiscal impact on state, county, and local revenue or county and local expenditures.

This bill appropriates \$1,500,000 in FY 2009 from the education trust fund to the department of education for the purpose providing supplemental charter school grants.

Action: The hearing was recessed until Tuesday, April 22 at 8:45 a.m.

AJ

Date: April 15, 2008
Time: 8:51 a.m.
Room: State House, Room 103

The Senate Committee on Education held a hearing on the following:

House Bill 1642-FN (New Title) providing additional funding for charter schools for the 2009 fiscal year.

Members of Committee present: Senator Estabrook
Senator Foster
Senator Kelly
Senator Bragdon
Senator Letourneau

The Chair, Senator Iris W. Estabrook, opened the hearing and invited a sponsor, Representative Weyler, to introduce the legislation.

Representative Weyler: Good morning, Madam Chair, members of the Committee. Representative Ken Weyler, Rockingham District 8, towns of Hampstead, Kingston, and Plaistow. I'm here to introduce House Bill 1642, funding for charter schools.

Charter schools are public schools, and as such, should have the same funding mechanism as all other public schools. In 1995, the legislation for charter schools assumed that local education agencies would be the starting point for charter schools. There were a few tentative beginnings, but the cumbersome process made this a long drawn-out task. It took about two years. Frequently, the group, which came together to begin the charter process, were not all from the same district. So, a secondary process was put into law which allowed the State Board of Education to grant charters.

This also allowed the newly-forming charter school to seek locations in more than one district. The Charter School Initiative was encouraged by the federal government after seeing success in several states. The first schools were started by federal grants. There was anticipation that the grants would

continue to flow after the start-ups, but the federal government wants to participate only in beginning the process, not in sustaining the process. At this point, the federal government has spent five million on charter schools, and the state only four million. By accepting federal grants, the state becomes obligated to continue the existence of the charter schools. If there was insufficient action in the state part, it may affect future grants by the federal government and other programs. We must show good faith in our role.

We've now had four years of charter school development under the secondary system of the state granting the charters. We've had some excellent schools. Some have taken new directions in curriculum specialization. Others have concentrated on a major problem in our system, student disinterest and leaving before achieving a diploma. We've had excellent results in those schools. These laboratories of education have enriched our overall education offerings. We must make a special effort to preserve and encourage these innovations.

Less than two percent of our students are involved in charter schools, but in testimony we will hear these students were not flourishing in the standard system. That has changed for them now that they are in charter schools. It would be cruel to take away from them the opportunity to excel now that they have found their way. We organize school districts to give geographic responsibility for an area of students. In most cases, the education for those students took place in the same geographical area.

But, we've had exceptions to this for decades. Special and voc tech have been part of our system for all this time. These options have allowed out of district placements for that whole period. If charter school students have out of district placement, there is precedent. This should not be treated any differently. The key to the obligation for the spending support is the residence of the student, not the location of the school. Please support House Bill 1642.

Please see Representative Weyler's typewritten testimony, attached hereto and referred to as Attachment #1.

I have an amendment that I'm going to pass out. I think I have enough for the Senators here that I introduced in the Finance Committee.

Please see Representative Weyler's Amendment #2008-0796h, attached hereto and referred to as Attachment #2.

There was some reluctance to add extra money to the funding. So, therefore, there were dollars that were going to be distributed...

AJ

Senator Iris W. Estabrook, D. 21: Can we have more copies?

Representative Weyler: I have the original if you want that.

Senator Iris W. Estabrook, D. 21: She can make some more.

Representative Weyler: There would be money distributed to every school district under our present proposal 539. And, for this next school year, there would only be six students that were not in a district receiving a state stipend. Because of the other formula we used, there were many, there were thirty-seven towns that received zero. In those thirty-seven towns, there are six students that attend charter schools. There is, however, those of us that were on the Finance Committee will remember the 800,000 that we set aside for charter schools for '08 and '09. There's approximately 150, 200, there was about 150,000 left of that money.

So, for the next year, '09, those six students could be covered by the remains of that 800,000. Ongoing after '09, every district will receive a stipend from the state on a per student basis plus differentiated aid, so will the charter schools receive similar stipends. If we start with the amount that is spent per student in each district, and we set that as a target amount, then we take eighty percent of that. Typically, we're spending \$10,000 per student. If we say \$8,000 is in the target for each student from that district, and the charter school's receiving roughly \$4,000, which is the typical stipend after the differentiated aid that we're sending, that would mean an additional 4,000 would be needed for that student. That money would not come from additional state money, but it would come from the stipend that would have otherwise been sent to that district. It amounts to like two cents out of every ten dollars.

So, if you take that \$4,000 that you need for that student, and you take it from the million dollars you were going to send to that district, they get their million dollars less the \$4,000, and they get to count that student, which might be critical if you're coming to something like the percentage for free and reduced meals. That money then goes to the district under any one of those differentiated aid, eighty percent still goes to the student, follows the student, and twenty percent stays in the district. So, there is an advantage to the district. They get to count the student in their ADMR, in effect, we double count the student.

But, this amendment came very close to passage in the Finance Committee. It was a twelve to twelve vote, had one more person been there that would have voted, or if one person switched to vote the other way, you would see before you now 1642 with this amendment on it. It came that close. So, if

AJ

your concern is not adding an extra million point two, this is a good source of money, and for '09, it would be money that is already dedicated, in a dedicated fund. So, I'm willing, I'm happy to answer any questions. I think this could work, and I hope, if you don't want to go with the bill as it came to you, that you would consider this amendment. Thank you very much.

Senator Iris W. Estabrook, D. 21: Thank you. Questions from the Committee? I have one. On the bill as it came to us, it draws 1.5 million from the education trust fund. As I understand it, the law requires that the education trust fund be used first to pay for adequacy. What happens if there is not 1.5 million left there after paying for adequacy?

Representative Weyler: Then, we do the same as we've always done with the original design of the education trust fund was to contribute from the general fund whatever we needed. Similarly, when we put the lottery money, when we dedicated the lottery money to the education, if we assumed, I remember one year we said, "Well, we think there's going to be fifty-four million in lottery revenue". So, we put fifty-four million into...

Senator Iris W. Estabrook, D. 21: Yeah.

Representative Weyler: ...into the budget for Finance. It came up with only fifty-two million. So, we added two million from general fund to ensure that fifty-four million went to education. Had it come in at fifty-six million, fifty-six million would have gone to education from the lottery. So, it's always, whatever we decide to spend, whatever we approve as a Legislature, any shortfall is made up from the general fund. So, the same thing would happen.

Senator Iris W. Estabrook, D. 21: Well, that's true for adequacy because that's what the law requires. But, this is not adequacy, so, we would not be required to do that.

Representative Weyler: Well, any shortage in the education allotment is always made up from the general fund.

Senator Iris W. Estabrook, D. 21: For adequacy.

Representative Weyler: For everything.

Senator Iris W. Estabrook, D. 21: What do you mean, "For everything?"

Representative Weyler: Well, anything we had, whatever we called it, adequacy. If we determined one year we were going to give "x" millions of dollars to education, and we were short in the education trust fund, we

always added money from the general fund. The same thing would occur now if we said there isn't a million and a half to put in there.

Senator Iris W. Estabrook, D. 21: So, there's a potential million and a half impact to the general fund?

Representative Weyler: There is.

Senator Iris W. Estabrook, D. 21: Can you explain to me how the differing amounts per charter school were established? I mean, I can understand the Virtual Learning Academy being allocated a smaller amount per pupil because you would think their overhead costs would be less. But, I'm not sure I understand the difference between the schools in category (a) and (b) in Roman III.

Representative Weyler: The difference in category (a) is these schools are self-supporting and free-standing. Schools in category (b) are supported by a district even though, or one of them, the CSI Charter School is the only one in the state chartered through the district. All the others are started, are chartered through the state. However, Great Bay E-Learning, Ledyard Charter Academy (sic), and North Country Charter Academy all have arrangements with the sending districts that contribute additional dollars. In the case of, I think, Great Bay E-Learning, you'll probably hear testimony, they are supported by being given space and teachers from the SAU...

Unidentified Voice from Audience: 16.

Representative Weyler: 16. Thank you. So, they are supported more than most. And, the one, North Country Charter Academy has an arrangement with fifteen different high schools that all send a stipend when they send their students. Virtual Learning, obviously, is not, does not have the fixed cost that any of the other schools would have, doesn't have a, need a space.

Senator Iris W. Estabrook, D. 21: Do you know if the schools in (a) have tried to make such arrangements?

Representative Weyler: Yes. Some of them have and some of them have received a few dollars. Many of them you will hear in testimony have, in fact, notified the sending schools, the sending districts, that they need a little money, and I think you may hear testimony Coheco has been given a few dollars from the sending schools. They're one of the schools that specializes in students that otherwise might drop out. So, they're kind of in a drop-out prevention specialty and they receive a little help but not much from the sending districts.

So, there are different arrangements with each of these, but for long-term, and many of them are into fundraising, but I don't think we should require a public school to go out and raise funds. We don't do it for any other thing except maybe the Boosters Club for the football uniforms or something like that, but as far as for paying for teachers and rent, I don't think we should be asking them to go out and raise funds.

There is one, I think one of the technology schools has some fairly strong sponsors, and it hasn't really gotten past its start-up yet, but they'll have some more support than others might, but, this is still as a public school, the parents that are sending their children there expect a similar support they would from any public school.

Senator Iris W. Estabrook, D. 21: Thank you. Further questions from the Committee? Senator Foster?

Senator Joseph A. Foster, D. 13: You, as a member of Finance, know that the budget is in difficult condition, and there was an arrangement made last year for these needs. But, you're coming here as a member of the Finance Committee knowing what's going on, asking us in affect to supplement this amount of money in a fairly significant way. And, of course, there's a lot of needs and we're not the Budget Committee here, or the Finance Committee, but, nevertheless, it's something which obviously we have to consider. So, I'm wondering why this particular circumstance should we reopen the budget because, as you know, that can lead to chaos when you start doing that.

Representative Weyler: My amendment that I brought forward does a couple of things. It assures long-term financing of charter schools which we'd all love to see. And, it actually saves money in the overall budget because if this, if, typically, we're spending \$10,000 per pupil. If the charter schools can do it for eight, then we're saving money. There's, oh, roughly around 500 charter school students, times the couple thousand that we're saving per student. There's a million dollars. I'm looking at this as cost-saving. These charter schools have actually operated with monies in the range of 8,000, typically, we're spending 10,000 in a public school. So, I'm seeing an overall savings as a member of Finance Committee, and it's just a matter of moving the monies around that are already existing under my amendment. Monies that are there or will be in the future. So, again, I say, it's an overall savings.

Senator Joseph A. Foster, D. 13: Follow-up?

Senator Iris W. Estabrook, D. 21: Follow up.

Senator Joseph A. Foster, D. 13: So, any program where somebody comes in and tells us we're going to save money because we're going to do health prevention or early childhood intervention or early learning, we should support because, on a long-term basis, it's going to save money. I mean, we, I respect what you're saying, but what you're still asking us to do is to renegotiate a term of the budget that was fixed last time. And so, there should be some special reason to even consider doing that.

Representative Weyler: When we did the budget, we set aside monies in various categories with an assumption we would service so many people in each of these areas. With health and human service, it seems like we're always underestimating the population in a certain area and we have to come up with the extra money. I look at this in a similar way. We had a pretty good idea how many students there are in the State of New Hampshire that are attending public schools. These same students are in that population and should have been counted all along. As we progress, some students went from the public school to the charter school. In some cases, there was a savings of money overall because, when they left behind a public school and went to the charter school, in many cases, the charter schools were funded either from that 800,000 we put in the last budget or in start-up money from the federal government.

So, there have been some savings as we progressed forward in this budget because of these moves. But, it's the same population as I see it. The one that we have an obligation to fund for public school, and this is just reshuffling of some of the money. I don't see it as new money.

Senator Joseph A. Foster, D. 13: Thank you.

Senator Iris W. Estabrook, D. 21: I'd like to ask you a little bit about your amendment. You're saying, you're trying to explain...

Representative Weyler: You've got all my copies, but go ahead.

Senator Iris W. Estabrook, D. 21: Well, let's get you back one then.

Representative Weyler: Oh, wait a minute. I think I have one here.

Senator Iris W. Estabrook, D. 21: I mean, your testimony has indicated that what you conceive of doing is taking the adequacy grant and sending it with the charter school pupil so there's no difference in funding. But, I'm not seeing that in writing here. What I'm seeing in writing is that the state shall pay the charter school eighty percent of the sending district's average cost per pupil. So, if the sending district's average cost per pupil were, as you've been

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trying to outline for us, \$10,000, the state is directed in that first sentence to send \$8,000 to the charter school for that pupil.

Representative Weyler: Yes.

Senator Iris W. Estabrook, D. 21: And then, it says, "Such tuition shall be deducted from the adequate education grant that is sent to the school district in which the pupil resides". But, my understanding is that, you know, obviously, this is not a finished process yet, but as the costing of adequacy now stands having, waiting for floor approval from the House, and then, Finance approval in the House, there would be no adequate education grants to any community or any school that reached \$8,000. As you're well aware, the maximum in the proposal is 6900. So, I don't really understand if you're only sending, if you're sending \$8,000 from the state, but the state is not obligated to give an adequate education grant up to that amount, then you're clearly asking the state to send more than they would be to the resident district, and there is a cost to that.

Representative Weyler: I also make the assumption that roughly 4,000 would have been spent on a per pupil basis anyway.

Senator Iris W. Estabrook, D. 21: By whom?

Representative Weyler: By the legislation that is before the House and the Senate, and that I believe will pass in a similar form.

Senator Iris W. Estabrook, D. 21: But, that 4,000 is part of the 6900 or the 5300, or whatever it is that school where the child...

Representative Weyler: One is a gross amount.

Senator Iris W. Estabrook, D. 21: First of all, you're mixing apples and oranges in that you're saying that we should do it based on the pupil's district of residence whereas the entire adequacy structure is based on where the student attends school. So, you're asking for an exception to the structure of the adequacy in that regard.

Representative Weyler: Right.

Senator Iris W. Estabrook, D. 21: But, I'm also just having a really hard time understanding how you're saying this is a wash financially.

Representative Weyler: Let me explain it in a different way. I'm a parent. I live in a district that has high expectations and spends a fair amount per

pupil. I still expect fairly high expectations because of the tax burden I have in that district. I'm paying for public schools. Now, I have an opportunity that my child doesn't flourish in this public school and I have an option. It's in the next district, but it's a charter school. Plus, it has an area of interest that my child has, be it technology, computers, music, art... It has an area that my child is really excited about and will finally begin to apply himself or herself in education. I have that option. I send my child there with the expectation this is another public school, my district is going to support it.

I expect the same amount of money, some support from the state, which is already in existence in perhaps my local district. That amount should follow the child. Now, this charter school is operating at something less than what my district is spending; however, my child is flourishing, I'm happy there, within there. So, where's the extra money going to come from? My district is getting perhaps a million dollars. Of that million dollars, I'm going to ask for two cents out of every ten dollars to support my child in this alternative thing, just as if I sent my child to a voc tech or a sped placement, the district should support it.

The district, I don't want to put them in the position as happened in Franklin where they just refuse to write the check. Or, this charter school has to ask extra people just to deal with every district that the children are coming from to try to collect. They're going to get one amount from the state. It's going to be based upon the adequacy grant per child, and a stipend according to each district the child comes from.

Senator Iris W. Estabrook, D. 21: So, you're asking the state to make up what would ordinarily be the local contribution.

Representative Weyler: By using money that would have gone to the local district.

Senator Iris W. Estabrook, D. 21: You've already used that money.

Representative Weyler: Where have I used it?

Senator Iris W. Estabrook, D. 21: In the first \$4,000.

Representative Weyler: Well, there's always more than the \$4,000, and almost every...

Senator Iris W. Estabrook, D. 21: Okay. We're not getting anywhere.

Representative Weyler: No, I mean, we're not really taking away the adequacy. We're probably taking away the differentiated aid, but we might be in an overall savings because many of these children that had extensive IEPs, once they found themselves in a place where they flourished, their IEP were reduced in some cases to nothing.

Senator Iris W. Estabrook, D. 21: Thank you very much. Further question, Senator Letourneau?

Senator Robert J. Letourneau, D. 19: Thank you. What happens to the charter schools should this bill not pass?

Representative Weyler: They'll be out of business, and some of our best laboratories of education will be gone. For four of them I know of, there is no money left. For others additionally each month, there will be other schools running out of money, and the overall impact would be higher costs as they return to their public school district. There's savings now where they are, and going forward, I am hopeful that once we show the federal government, "Yes, we are supporting charter schools, we have long-term financing", that the federal government will return to giving us larger stipends in the charter school area.

But, should this bill not pass, these charter schools are out of business. It would be a vast disappointment to all the people that are behind me, to the hundreds of students that have finally found their way in education, and it'll be a shambles. And, the federal government may ask for the money back and they may deduct it from what they send to us because we have failed them and failed these students. So, it's a no-win situation if we don't pass something.

Senator Robert J. Letourneau, D. 19: Just a follow-up.

Senator Iris W. Estabrook, D. 21: Follow-up.

Senator Robert J. Letourneau, D. 19: Would you feel as though there is an obligation on behalf of the state to support the charter schools because of the bills that we passed in the past?

Representative Weyler: Most definitely. When they gave us this money, there was an anticipation we would continue with this program.

Senator Robert J. Letourneau, D. 19: Okay.

Representative Weyler: Thank you.

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Senator Iris W. Estabrook, D. 21: Further questions? Seeing none, thank you very much.

Representative Weyler: Thank you.

Senator Iris W. Estabrook, D. 21: Call Representative Casey.

Representative Casey: I think I have enough.

Senator Iris W. Estabrook, D. 21: Whatever you're giving out, we need a copy for Senator Fuller Clark even though she's not here.

Representative Casey: I made ten copies of everything...

Senator Iris W. Estabrook, D. 21: Oh, good.

Representative Casey: ...so, I think we'll be alright.

Senator Iris W. Estabrook, D. 21: Oh, good. Okay. Thank you. Welcome.

Representative Casey: Thank you, Chairman, and good morning on, I think, the third really nice spring day that we're having. Let's count two in a row for tomorrow. My name is Kim Casey. I'm State Representative for District, Rockingham, District 11, East Kingston and Newton, and I serve as the Chairman of the Charter School Oversight Committee in the House. It's a, comprised of both Senators and Representatives who look at the estate of the state in charter schools. Senator, several senators sit on it that are on this Committee. I am the mother of a child who's in a charter school in District, SAU 16, Great Bay eLearning Center. I'm on the Board of Trustees for the Virtual Learning Academy Charter School, and I'm here to talk to you a little bit today about charter schools, much more briefly, I hope, than, because I know there are lots of people who would like to testify.

If you'll indulge me, the superintendent of SAU 16 has prepared a written statement which I will hand in and only try to highlight rather than read...

Senator Iris W. Estabrook, D. 21: Thank you.

Representative Casey: ...because I think that wastes some time.

Please see prepared testimony submitted by Representative Casey, attached hereto and referred to as Attachment #3.

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I think, I was going to read my testimony, but I think I'll answer some questions. I think because I felt, I know it's hard when you're sitting up here sometimes, and I was sitting back there scribbling away while questions were being asked, and I'd like to address those.

The first one was, are the charter schools fundraising? Are they trying to obtain grants for themselves? Are they making efforts to try and bring districts in to work with the districts where they reside or where their children attend to capture some money? And, I think I'm going to address the first question about funding grants and fundraising. All of the charter schools that I am familiar with are in active participation of raising money. They have several large fundraisers a year, and they are attempting to write grants. As you know, grant writing is an art, and what has been shown over and over again with the low level of support that we received from the state, grantors are very unwilling to participate in grant, you know, successfully giving grants out to these schools because they are not interested in providing grants for working costs. They're interested in providing grants for other things. So, that has met with some real problems.

The second question that came forth was about, and first thing I want to say is 1642 is about a time gap between the previous year's emergency funding situation which Senator Foster alluded to, which, by the way, had started out as a two year funding process with 1.5 million dollars. This is in the Finance, that last minute thing that happened. They ended up with half of that, \$800,000. So, it really turned from a, I think the myth is that that was supposed to be for two years and why are you back the next year? That turned from a two year, you know, funding scheme to a one-year funding scheme by the reduction of that money.

So, we are here for that second year, and I have to be very honest. Unlike other times, I will tell you that if SB 539 with its more permanent funding solution is not moved forward in the way that we anticipate, I do anticipate that it will, but, you know, I could be back here until we find a more permanent solution, either through 539 or another method. So, we are all interested in finding a more stable funding mechanism for these schools.

The other thing I might want to just, we are talking about the time between now and the implementation or the anticipated implementation of 539. There's a gap here that you were talking about. So, when we, we should be very careful even though we know that monies are, have been set aside in 539 to form charter schools in a kind of a different way that we have them, they're kind of apples and oranges to try and blend them altogether when we're talking. So, I just wanted to kind of be very clear about that.

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Saving money. It's a different analogy. We're not saving in the way that you're thinking where if we have pre-kindergarten or full-day kindergarten, it really saves money because twenty years down the road we're helping. What I think the Representative was trying to say is that it saves, his amendment saves the state money because it shifts some of the burden back to capturing some local money. As you know, charter schools have no property base from which to cap. You know, all schools in the state receive a fund, a bunch of money from the state, and the rest is made up by the local property tax. Charter schools don't have that local property tax from which to draw. So, Representative Weyler's bill, I think, it attempts to sort of capture some of that money. And, I have some issues with that, but moving on.

Roberta Tenney is here from the Department of Ed. She's going to answer a lot of technical questions about charter schools, where they are, where we're going. I want to talk, I think, a little bit about where we're going. It, as a Chairman of the Charter School Oversight Committee, it's been my intention and I'm sort of waiting for a lot, how this all plays out to begin the process, but I prepared a letter, and I am going to be sending the letter out to a lot of different stakeholders. I think the best analogy is you're all familiar with what Nancy Stiles did with the special education laws. She pulled everybody together and everybody sat for quite a while at a table sort of hashing out that issue. And, I see this as being a very similar process. I think we can have a much better law which creates charter schools that are in cooperation and collaboration, much clearer collaboration between the charter schools and the local districts, sending districts, so that the benefits that they do provide, which is that caldron for educational innovation can be more properly utilized and there's a sharing.

So, I think those are things that really need to move forward with a new charter school law. And, that is my intention as the Charter School Oversight Committee Chair to do that. So, I wanted to keep that, you know, sort of have that wash over you and let that marinade a little bit as you're looking at this bill. This is a stop-gap bill, but without it, it's hardly worth, you know, moving forward if we're losing some of our best charter schools just because of some short-term funding problems.

So, having said that, I'll be glad to take any questions and thank you for your time.

Please see Representative Casey's typewritten testimony, attached hereto and referred to as Attachment #4.

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Senator Iris W. Estabrook, D. 21: Thank you very much for your testimony and really putting the bill in context for us. Questions from the Committee? Senator Letourneau?

Senator Robert J. Letourneau, D. 19: Thank you. We've heard a lot about the funding and the problems with the fund this morning. Perhaps you could tell us, and as a mother of a child in a charter school, perhaps you could tell us about the success and what's going on in these charter schools and why they're so important.

Representative Casey: Thank you. Soft ball. I'm glad to talk about how wonderful the charter school has been for my son who is an extremely outside the box student, and very, you know, and all children have unique learning styles. Let me just say this. Somebody told me one time that you should think of charter schools like the specialists. You go to the GP, that's the big school, you know, the main school that is a more traditional, kind of looks, takes into consideration everything. You know, you walk into your GP's office, he's going to look at the top of you, he's going to deal with the top of your head to the bottom of your toes. But, sometimes, in a hundred patients, there are ten who need a little, who need something a little bit different. They need to go to a specialist. You know, they're just not fitting in. The GP's just not sure about what, why, whatever, you know, that aspirin he suggested isn't going to cut it.

And, charter schools are kind of the same thing. Because there are so many unique learners, the chance for public education to have an opportunity to have some specialties, to have different flavors, maybe, if you were going to go to another place in the analogy world, I think, is a real, real opportunity. And, in particular, you know, these outside the box students without more, other opportunities for their, you know, their success, they really, they're not left behind, but it's a tragedy. I don't think we're fulfilling, and it doesn't necessarily always have to be the student who is at risk.

It could be a very creative student, or a student whose interest just always seems to go back to science, and how can you tie the rest of the curriculum to science, and that really keep that kid, you know, I mean, suddenly, if you're writing poetry about, you know, "e equals mc squared", you're giving a lot of different, it's just a wonderful opportunity for public schools to have a lot of different flavors, and I think, I'm very thankful that my son has that opportunity in his charter school. Is that enough? Okay.

Senator Iris W. Estabrook, D. 21: Thank you. I think all of the members of the Committee appreciate how well certain students are served in charter schools, and what we're really struggling with is how we deal with these

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schools that were created by a pilot that was probably not structured fairly to begin with.

Representative Casey: Correct.

Senator Iris W. Estabrook, D. 21: And, in that sense is a failure, but in the sense of serving these students, we understand is a great success.

Representative Casey: I think any child that was born under the wrong star still has a chance to survive, so.

Senator Iris W. Estabrook, D. 21: Exactly. You've pointed out to us very pointedly that this is a stop-gap for the '09 year?

Representative Casey: If you look... yeah.

Senator Iris W. Estabrook, D. 21: And so, is that the second year of the budget that we're currently operating in that we're talking about?

Representative Casey: It's the next school year. It, yeah.

Senator Iris W. Estabrook, D. 21: But, it's the second year of the current biennium budget.

Representative Casey: Yes, right.

Senator Iris W. Estabrook, D. 21: So, what we are asking here is for a new 1.5 million dollar appropriation in a budget that is already being cut fifty to a hundred million dollars?

Representative Casey: You are correct. That is what we're asking. But, let me just say that it is really actually 1.123 million if you look at the...

Senator Iris W. Estabrook, D. 21: The difference, you mean.

Representative Casey: Well, according to the Finance, the methodology, if you look at the fiscal impact, it appropriates 1.5 million dollars. But then, if you actually look at the methodology and the grants themselves, it comes to 1.123 million. 237,000 of that represents the money that would go to the Virtual Charter School (sic), the Great Bay eLearning Charter School, the North Country Charter School (sic) and the Ledyard Charter School. Did you get those? And, CSI.

Senator Robert J. Letourneau, D. 19: You're talking about the...

Representative Casey: Those are schools that are supported, as indicated before, supported by in some way or another by their district. I just wanted to correct something. This, the Virtual Learning Academy has the support of the district. It is the same district that I just got off the board. However, they receive, they are not receiving money from our district for anything, but they are, as you know, cutting edge for the drop-out, some of the drop-out things that are going on. So, I've added them for that \$237,000, if that was taken out of this bill, I loathe to do it because I think that it's supporting charter schools even when their districts are doing their part, to encourage that behavior is a good thing, but I understand that the desperate situation that our, you know, our economy is looking in our budget.

I think what Representative Weyler's amendment tries to do is soften the blow for the budget, and he does down-shift those, that softening to the local districts. And, I'm well aware of that. And, I'm, you know, talk about a rock in a hard place. I don't philosophically agree with that right now without the district's approval, but that would mean that our charter schools would close and I think that's a tragedy. So, what to do? You know, I implore you...

Senator Iris W. Estabrook, D. 21: That's what I mean, that's what we're all struggling...

Representative Casey: I implore you, what to do? Can we find some way to support these schools for one more year until some stability comes with 539 and I hope so?

Senator Iris W. Estabrook, D. 21: Right. Senator Letourneau?

Senator Robert J. Letourneau, D. 19: Thank you. Two questions. One, you're speaking to the bill that's amended when you talk about the Finance in here. You're not talking about Representative Weyler's...

Representative Casey: No. I'm talking about the bill as amended, yeah.

Senator Robert J. Letourneau, D. 19: And, just a follow-up?

Senator Iris W. Estabrook, D. 21: Follow up.

Senator Robert J. Letourneau, D. 19: Thank you. You talked about grants being used for other things in the beginning of your testimony...

Representative Casey: Oh.

Senator Robert J. Letourneau, D. 19: ...and, that kind of peaked my interest. My question is that as you, as the charter schools are applying for grants, the grant people are reluctant to give the grants because there's not sufficient support coming from the state?

Representative Casey: They're reluctant to give grants for operating costs.

Senator Robert J. Letourneau, D. 19: Oh.

Representative Casey: Given the tenuous nature of the schools at this point especially.

Senator Robert J. Letourneau, D. 19: Could you tell me what the other things may be that that money would be used for?

Representative Casey: I think I would prefer to have some of the...

Senator Robert J. Letourneau, D. 19: Sure, alright.

Representative Casey: ...money people who actually work at the schools and write the grants...

Senator Robert J. Letourneau, D. 19: Thank you.

Representative Casey: ...answer that question. Okay?

Senator Robert J. Letourneau, D. 19: Sure.

Senator Iris W. Estabrook, D. 21: Thank you very much.

Representative Casey: Thank you.

Senator Iris W. Estabrook, D. 21: Call Roberta Tenney from the Department of Education.

Roberta Tenney, Department of Education: Good morning. My name is Roberta Tenney. I'm the Administrator in the Department of Education. I, we had a charter school review done in September, and I don't believe the Education Department, Committee has it. It's on our web page, and you can download it, but I did do that for you so that each one of you could have your own copies of the report.

One of the citings of the report will not surprise anybody, and that is that the funding of the charter schools is inadequate. There are multiple ways that

they looked at that and talked a little bit about initially there was philanthropic hope that went with the passing of the charter legislation, and that hasn't borne out, specifically. So, that's cited in the report, and the successes and the challenges of the charter program are cited as well. So, I thought as you made this important decision, you should have that information.

The DOE does support charter schools. We have worked hard to support them. Our capacity is limited and we have continued to look at these public schools as we look at all the others, and from my perspective, there are wonderful things happening in New Hampshire public schools. Last Thursday and Friday I was at a two-day conference for the development of professional learning communities, and there were 400 educators from New Hampshire there in teams looking at establishing priorities and looking at assessments, and looking at how data is used to alter and adjust what's presented and done for children in New Hampshire.

So, within that context, I see charter schools as a small research and development piece of the whole. The numbers are small. They'll amount to about 500 right now. But, there is some great innovation, and I think the question comes up, "Why can't you just do this in your normal course of operation in the public schools?" And, I really do feel as if there is tremendous innovation going on in our public schools and you could be very proud of it. I'm sort of sorry the Education Committee doesn't get out to the schools in the same way that I can, but schools have cultures, and large schools have multiple needs. And, a charter school is a group of people that come together over a single mission and do one thing and hopefully, do it very well and provide a service to some children who have not found success in the public schools.

This is a public school in which they can find success. Great Bay eLearning is a perfect example of that. One of their requirements is that every child apply to college, and I think they're getting close to a hundred percent acceptance rate, and these are children that were not flourishing in their past school. That's what the mission of the school is, to take a C-plus student and try to have them become innovated and engaged in education and that has happened there. Project-based learning and they have a mission that's specific to them. And, the question is, "Why wouldn't that be in all schools?" Well, it is in all schools in certain ways. It's just that it's not the culture of the school totally, and things that are being learned. When CSI came before the State Board, which is the Merrimack Valley program to deal with children who have dropped out, they have twelve percent drop-out rate.

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And, CSI has competency skills and interests so that they individually deal with each child. They have a very innovative high school. They have an innovative principal in that high school, and he was asked by the State Board, "Why don't you just do this at your high school?" And, he said they had so many other issues that they needed to start a separate organization that would deal with children that had really not been successful youngsters and who had not been successful. And, they're having a tremendous amount of success there. They've gone from twenty-two when they opened in September to thirty. There are some young parents that are in there. There are people that have been out of school for a couple of years, and it's a very nice story. But, it is an example of a school district that did dual authorization. They went to their voters and got authorization, but after they had gotten it from the State Board because the superintendent wanted buy-in from the whole community and he got it.

So, we're working toward that kind of cooperation. This is a conversation among educators throughout New Hampshire about ways to serve our children. And, we support it and we understand your, the financial problems that exist.

Senator Iris W. Estabrook, D. 21: Thank you. Questions? Senator Kelly?

Senator Molly Kelly, D. 10: I just have a couple questions. Thank you so much for your testimony. Do all children in New Hampshire have access to charter schools?

Ms. Tenney: What I'm excited about is, if you look at a map of New Hampshire, the distribution of where it's available is right across the state, from the North Country down to Surry School over to Seacoast School. Merrimack now has their Science and Design. And so, it, Pembroke has the Strong Foundation, and while the missions aren't appropriate for each district and each person, there still is a map that looks like we've covered the charters for the state.

Senator Molly Kelly, D. 10: Just a follow-up.

Senator Iris W. Estabrook, D. 21: Follow up.

Senator Molly Kelly, D. 10: Yes, I'm going on the other side, start on the other side. So, why do children go to the traditional public schools?

Ms. Tenney: Because it most, traditional public schools meet most students needs. In fact, if you're flourishing in a public school, if you're on a, you know, a soccer team, and if you're friends are there and you have always gone there

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and you're very happy, you're not probably going to leave to go to a charter school. It's always going to be a small segment of the community, I think.

Senator Molly Kelly, D. 10: I guess my thought is that I do support the innovation...

Ms. Tenney: Right.

Senator Molly Kelly, D. 10: at all of the schools.

Ms. Tenney: Right.

Senator Molly Kelly, D. 10: And, I do know that the charter schools have specific missions that make them a little bit different. But, sometimes I think the reason that the charter schools work is because they are small.

Ms. Tenney: Right.

Senator Molly Kelly, D. 10: And, there are small classrooms.

Ms. Tenney: Right.

Senator Molly Kelly, D. 10: And, the parents are very involved.

Ms. Tenney: Right.

Senator Molly Kelly, D. 10: And so, there's more of an individual attention, and my concern is wanting to make sure that every child...

Senator Iris W. Estabrook, D. 21: Yeah.

Senator Molly Kelly, D. 10: ...has that available to them. And, we only have so much money. We're always only going to have so much money. It's the way it works.

Ms. Tenney: Right.

Senator Molly Kelly, D. 10: And, the money comes from each individual in our state. So, I try to look at this as not wanting to make a decision on an either/or for a black and white here, or a choice about who does better, who does worse, but to be able to bring those options to all the children in our state. Why can't we bring what's happening in the charter schools for all the children and it not cost more? Why is the traditional public school have the barriers that doesn't allow that to happen because it sounds to me that it's

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small classrooms, maybe having specific areas of academia spread out in different schools within the school, you know, if it's music, if it's arts, if it's technology in the schools because children learn different. We know that, that's not a new theory, that's been there. And then, parents involved with smaller classrooms and it works for everybody. But now, we're trying to divvy out taking money from here to pay here, or taking money from there to pay here, and who loses?

Ms. Tenney: I have several ways to respond to that, which I think has to do with what a charter can do, and that is, what we found out nationally is a lot of wonderful things are going on in public schools. And, parents have been disengaged from that conversation. But, it hasn't just been the parents' fault. Educators haven't seen the need to publicize what they do.

Senator Iris W. Estabrook, D. 21: No.

Ms. Tenney: And...

Senator Iris W. Estabrook, D. 21: I tried to do that.

Ms. Tenney: ...new charters come up and they say, "We're going to do arts education and a local elementary school. We've been doing this for years. We have a really good art teacher and she..." Well, they haven't been telling the community that, and as charter schools have become spokespeople for how we do education and continuing that conversation, public schools have thought we can do that too. And so, they become more aggressive about publicizing what it is they do. There is a lot of wonderful innovation going on in public schools. I happen to think in New Hampshire that we're lucky to have Follow the Child Initiative because it talks about the children's voice, the student voice.

And, that's a voice that's sometimes lost in a conversation about what's best for education, and when you do the survey and you see that although you're working night and day as a teacher, that's sixty percent of the people, students, don't think they're listened to, all of a sudden, you say, "Boy, I think I'm talking to them all the time, what's going on?" So, it's a conversation in education that's changing. We're in a transformational time about education in smaller classes and more attention is definitely the way educators are moving, data driven so that we understand what children are saying to us, and the Virtual Learning School (sic), you know, this is a computerized school.

We're talking about online and yet, some of, anecdotally, some of those students have answered back because you need a communication with your

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teacher. This is the most anybody's ever asked me about how I learn. So, we're, cultures are changing, and charters are part of that stimulus for that as their successful teachers are saying and educators are saying, "Hm, that was simple, we could do that." So, I think that the, it's a good marketing, it's a good stimulus, it's causing a conversation that's a good conversation. I mean, this Committee is talking about how people learn in a way that's pretty exciting over the issue of charters, but.

Due to the volume of materials submitted by Ms. Tenney, those documents are not attached to this transcript, but are available in the original bill file.

Senator Molly Kelly, D. 10: Thank you.

Senator Iris W. Estabrook, D. 21: Senator Letourneau?

Senator Robert J. Letourneau, D. 19: Thank you. And, thank you for taking my question, Ms. Tenney. American Legislator Exchange Council does a report card on education in, across the country, and does the fifty states. And, what I've been observing over the past several years in the report card is that New Hampshire and Minnesota are usually in the top five, usually in the top two, and, as far as education report cards are concerned. In comparing the two states, the one thing I did notice that Minnesota, while spent more money than New Hampshire did per student, and that seems to be a local economic thing, the difference between New Hampshire and Minnesota was that Minnesota had many more charter schools. Do you think there's a direct correlation here?

Ms. Tenney: Well, there's a piece of information that's important in that Minnesota information. The State of Minnesota, until two years ago, spent seventy-two percent of the cost of a local education. In other words, the state contributed seventy-two percent. They're now down to sixty-nine percent, and the local school districts find it troubling that the state's cutting back. So, there's a real difference in the amount of money that Minnesota state (sic).

Senator Iris W. Estabrook, D. 21: To put it mildly.

Ms. Tenney: Not that is being spent on education, but Minnesota state government is supporting sixty-eight percent of the cost of a child's education.

Senator Robert J. Letourneau, D. 19: They also spend more per student.

Ms. Tenney: Yeah. Well then, their local has a lot larger range of ability to pick up.

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Senator Robert J. Letourneau, D. 19: Do you find any, follow-up?

Senator Iris W. Estabrook, D. 21: Follow up.

Senator Robert J. Letourneau, D. 19: Thank you. Do you find any correlation between the amount of charter schools in that state and our state?

Ms. Tenney: Minnesota's the home of the first charter school. It has, it's very far ahead. It's very much more mature in the charter movement than we are. We're new at it.

Senator Robert J. Letourneau, D. 19: Well, that's because, another follow-up, I'm sorry. Follow-up? Thank you, Madam Chair. So, you think that the charter school experiment in Minnesota has proved to be something that has worked very well for them and it's beginning to work for us here in New Hampshire?

Ms. Tenney: They're happy with it.

Senator Robert J. Letourneau, D. 19: Yeah. Thank you.

Senator Iris W. Estabrook, D. 21: That leads into one more question I'd like to ask, and I know we do need to move on because we have nine more people who would like to speak in twenty-five minutes. But, with regard to Minnesota where you said that they're paying sixty-eight percent of the class, and therefore, obviously, they're payments to charter schools are much higher also.

Ms. Tenney: Oh yeah.

Senator Iris W. Estabrook, D. 21: I know I'd looked into a few years ago the idea about whether there are states that pay more per pupil to charter schools than to all other public schools and at that time there weren't. But, there may be now.

Ms. Tenney: I don't think there are. Yeah.

Senator Iris W. Estabrook, D. 21: You don't think there are any states that pay more per pupil to a charter school than to other public schools?

Ms. Tenney: I don't think so, but they may spend more per pupil because there are many, many states where philanthropic monies have gone into charter schools.

Senator Iris W. Estabrook, D. 21: So, we would be the first state in the country to pay more per pupil to a charter school than to other public school students?

Ms. Tenney: I don't know the, I could research that for you.

Senator Iris W. Estabrook, D. 21: What that leads me to is the inequity, obviously.

Ms. Tenney: Right.

Senator Iris W. Estabrook, D. 21: And, that the inequity in my mind would, in terms of educational policy, say that we were favoring the governance structure that exists in charter schools as opposed to the governance structure that exists in all other public schools. And, that there would be an incentive for all other public schools to turn themselves into charter schools to get the greater per pupil funding. And, when we're talking thousands of dollars per student, we're talking a lot of money. Doesn't that flow from the policy?

Ms. Tenney: I...

Senator Iris W. Estabrook, D. 21: That's been suggested?

Ms. Tenney: It may be the, you know, there are unintended consequence, and you may be thinking of an unintended consequence that I haven't spent a lot of time thinking about, but it could be.

Senator Iris W. Estabrook, D. 21: Thank you.

Ms. Tenney: I would, I am not going to...

Senator Iris W. Estabrook, D. 21: Oh, now we have fourteen people who want to speak.

Ms. Tenney: I am not going to stay because the House has the home education bill before it that I...

Senator Iris W. Estabrook, D. 21: Sure.

Ms. Tenney: ...would like to hear what everybody's saying.

Senator Iris W. Estabrook, D. 21: You're also responsible for. Thank you very much.

Senator Molly Kelly, D. 10: Thank you.

Senator Robert J. Letourneau, D. 19: Thank you.

Senator Iris W. Estabrook, D. 21: Okay. I will begin calling everyone who's signed up to speak. We will be ending the hearing at ten past ten, and if we are not through everyone and they would like to return, we'll come back next Tuesday morning. The Committee only meets once a week. Call Denise Perron from Strong Foundations, which has a focus on early learning.

Denise Perron, Strong Foundations: Yes, thank you. I'm actually just going to quickly read straight through this letter. I'm Denise Perron. I'm on the Board of Strong Foundations. This is from...

Senator Iris W. Estabrook, D. 21: If you could summarize it...

Senator Robert J. Letourneau, D. 19: Yeah.

Senator Iris W. Estabrook, D. 21: ...we could get copies of it.

Ms. Perron: I underlined, so I'll do...

Senator Iris W. Estabrook, D. 21: Okay. We could get copies of the full letter...

Ms. Perron: And, I'll hand a copy, okay.

Senator Iris W. Estabrook, D. 21: ...which we do read.

Ms. Perron: Great. This is from Beth McClure, the Founder and Director of Strong Foundations, which opened in September of '07. The mission of Strong Foundations is to improve outcomes in early literacy has already made a difference in the achievement of children who attend. We're reaching our youngest students assuring they learn to read before they are identified for reading difficulties. It's a compelling case for the children who are helped. They don't have the struggles and disappointments they otherwise would have with learning to read. It's a compelling case financially. It often costs one and a half times as much to educate a child with a learning disability as it costs to educate children who learn typically. We can see how much more difficult it becomes to correct reading difficulties once the students have left first and second grades.

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We have to help these children start over and the process is difficult. Education is costly for them emotionally, and for schools, it's costly financially. We've done all this and provided a building on twenty dollars and fifty cents a day per student. This is thirty percent of what the state averages and we have no way to raise revenue beyond that. The financial struggle is taking a toll on us; however, we continue to provide the education described. State aid in an amount provided to other poor public schools is sorely needed for next year. We need the state aid adjustment or the stop-gap that they've been talking about this morning for 2008 that's provided by this bill.

I'll just leave a copy because there's obviously more information in here supporting what I said. Thank you.

Please see prepared testimony submitted by Ms. Perron, Strong Foundations, attached hereto and referred to as Attachment #5.

Senator Iris W. Estabrook, D. 21: Thank you very much.

Senator Molly Kelly, D. 10: Thank you.

Senator Iris W. Estabrook, D. 21: Call Deb Byrne from the Cocheco Arts and Technology Charter Academy.

Deb Byrne, Cocheco Arts and Technology Charter Academy: Good morning, Madam Chair. Good morning, everyone.

Senator Iris W. Estabrook, D. 21: Morning. Welcome.

Ms. Byrne: Good morning to my students, parents, and staff who are behind me. I am the proud and passionate Director of Cocheco Arts and Technology, a charter high school.

I will be brief because I know our students are prepared to speak, and I want you to hear from them. I echo what Representative Casey said this morning and Roberta Tenney. I've worked close with Rob. She and I submitted a grant with the help of Eileen Liponis from Seacoast, and the business manager from my school to the U.S. Department of Education for five million dollars for another round of charter school funding. I had a call last week that's in the process of being reviewed in a favorable manner.

Also, I will be representing New Hampshire for the very first time along with Eileen at the National Alliance, National Charter School Week in Washington D.C. We will be their guests. We will be meeting with Senators

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Gregg and Sununu and our other congressional delegation from New Hampshire as well as a variety of other people in the U.S. Department of Education. So, yes, New Hampshire charter schools are charging strong, and we have caught the eye of the nation.

I will share one success story of one of our graduates from last year, and then, you will hear from our students. Leo Janetos Hurley of Rollinsford is a freshman student at North Carolina School for the Arts in Winston-Salem. Leo is a music major and a composer. Leo wrote a composition in September. In March, it was performed by the Winston-Salem Symphony because his composition won for the entire college. Leo was then asked by the Chancellor of North Carolina School for the Arts to write a stand-alone composition to honor poet laureate Maya Angelou for her eightieth birthday. Leo wrote that composition and it's going to be performed and Leo will meet Maya Angelou in a few short weeks. When Eileen and I go to Washington D.C., we will be meeting Maya Angelou's stepson and going to two of the Maya Angelou charter schools down there.

So, once again, we are well on our way with our charter school program in New Hampshire, and I would ask your support for all the individuals behind me, and what you've heard from me this morning to carry us over with a gap bill that you heard this morning. Thank you very much.

Senator Iris W. Estabrook, D. 21: Thank you. Questions? Seeing none. Call Beth Allard, also from Cocheco Arts and Technology Charter Academy.

Beth Allard, Cocheco Arts and Technology Charter Academy: Thank you very much. I will also be brief because I'd like the students to be able to speak. I did want to let you know this, and I will follow it up with some contact either via e-mail or phone. I'm in a unique position in that I'm a taxpayer, I'm a voter, I'm a teacher that's taught privately, publicly, and at Cocheco Arts and Technology Academy, been a union member, still get union benefits. I don't currently pay dues right now, but I'm also a collaborator with other teachers around New Hampshire, a strong supporter of education, and especially public education, and a pioneer in the landscape of New Hampshire's education.

In my follow-up to you, I will let you know that I'm able to answer questions from wearing all those different hats. And, I look at charter schools as not something separate, different, or opposing, but part of the piece of the puzzle of New Hampshire's educational landscape. I feel very strongly that this is important as our early education and early intervention programs, to our university system. I think (sic) we put all the pieces together, we'll have a very strong educational program. So, thank you.

Senator Iris W. Estabrook, D. 21: Thank you. Call Zachary Arnault, also from Cocheco Arts and Technology. Anyone...

Zachary Arnault, Cocheco Arts and Technology Charter Academy: Well, I'll keep it short and just read what I have here. Hello. My name is Zach Arnault and I am a sophomore at Cocheco Arts and Technology Academy, or CATA.

Before coming to CATA my freshman year, I attended a traditional public school where more often than not, I felt unhappy with my education. I found myself unchallenged, unmotivated, and unenthusiastic about my learning. The first day I walked into CATA, all of that changed. I had finally found a place where I, and many like myself, were not only able to learn, but actually wanted to learn. I came home the first day from my new school and remember telling my family about how I didn't know I could actually be excited about school. I had always had a very creative side that until attending CATA, I was unable to express nearly as much, especially in my education.

CATA allows students the option to learn and demonstrate their knowledge through their art, which is very (sic) helpful way for students such as me to prepare for a career in the arts, as well as a wide variety of other careers that require creativity of any kind. As far as career opportunities in preparing for the real world, CATA can't be beat. As part of our graduation requirements, we are asked to put in volunteer hours and participate in independent studies where we work with mentors from outside the school to help us see what it's like to work in the real world. It's like a career day that lasts more than just one day where students can actually choose to learn about a particular career that they are interested in.

I feel that I've been given an opportunity at CATA to excel in the arts, while at the same time, excelling in my academics. I've at long last found the educational environment that I had been searching for. I have found that I could be challenged, motivated, and enthusiastic about my education. I believe that all of this has been a result of the opportunities provided for me at Cocheco Arts and Technology Academy. Thank you.

Senator Iris W. Estabrook, D. 21: Thank you very much.

Senator Robert J. Letourneau, D. 19: Chairman?

Senator Iris W. Estabrook, D. 21: Thank you for coming. Senator Letourneau has a question for you if you'll stay?

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Mr. Arnault: Oh, oh. I'm sorry.

Senator Robert J. Letourneau, D. 19: Actually, I don't have a question. I just wanted to have a comment. Thank you for coming and expressing your opinion and your success.

Mr. Arnault: Thank you very much.

Senator Iris W. Estabrook, D. 21: Thank you.

Senator Molly Kelly, D. 10: Thank you.

Senator Iris W. Estabrook, D. 21: Call Megan Williams.

Megan Williams, Cocheco Arts and Technology Charter Academy: Good morning.

Senator Iris W. Estabrook, D. 21: Welcome.

Ms. Williams: My name is Megan Williams and I'm a sophomore at the Cocheco Arts and Technology Academy. My passion is politics. I couldn't bear...

Senator Iris W. Estabrook, D. 21: You're in the right place.

Senator Joseph A. Foster, D. 13: Foolish young lady, though.

Ms. Williams: Of course, I was excited about the upcoming presidential election, and I wanted to volunteer. CATA allowed me to volunteer on the campaign and get credit for it. They gave me extra time to work on it, and our social studies teacher Mr. Keith volunteered to act as my mentor to compile my, and document my work so I could present it for academic credit at the end of the year. Independent study is a huge part of CATA.

Since it opened, all students are required to have at least one independent study to graduate. It's a fantastic learning opportunity because it gives you a chance to learn about something that might not be taught in school. It also allows students to take more responsibility for the education. CATA is also very flexible, and teachers want to make sure that you really understand the subject, you don't just memorize it. There are kids at our school who wanted to drop out before they came to CATA because they just weren't learning at their other schools.

But, what they needed wasn't to be tested or held back. What they needed was for somebody to take an extra minute to rephrase what they said in class. At CATA, teachers will stay after school for as long as you need to help you. No one school can meet every student's needs or suit every student's learning style. That's why it's so important to have alternatives that, so each student can succeed. Thank you.

Senator Joseph A. Foster, D. 13: Thank you.

Senator Iris W. Estabrook, D. 21: Thank you very much for coming on behalf of Senator Letourneau.

Senator Robert J. Letourneau, D. 19: And, you said you worked for a candidate, though, in the political process, and I don't want to know who the candidate is, but could you tell me whether or not that particular candidate supported charter schools?

Ms. Williams: Actually, coincidentally, they did.

Senator Robert J. Letourneau, D. 19: Thank you.

Senator Iris W. Estabrook, D. 21: Thank you very much. Call Katie Fitzpatrick.

Katie Fitzpatrick, Coheco Arts and Technology Charter Academy: Good morning. My name is Katie Fitzpatrick, and I'm a senior at Coheco Arts and Technology Academy. In the past, my experience with both the federal and state educational systems, I found that the people making big decisions about our schools want to see positive results. So, I'm here with some results, specifically, the positive impact that CATA has had on me, a plain Jane from Dover, New Hampshire.

I started at CATA when it opened in January of 2005, and I'm a proud member of the first senior class to graduate after attending all four years at CATA. Thanks to my school, I've become not only a strong leader, but one extremely determined human being. During my time at CATA, I've taken the initiative to organize dances, proms, movie nights, and other fundraisers, and I now drive up to Concord on a fairly regular basis to advocate charter schools.

In the past two years, I've spoken in front of the New Hampshire State Senate, the New Hampshire Department of Education, my local school board, and members of the press. I've remained very active within my school community. Here's a more concrete example of the leadership and

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organizational skills I've picked up at CATA. In my junior year, I chose to design a class trip as my independent study. I researched prices for air fare, hotels and tickets, created packages, booked reservations, created itineraries, motivated students to participate, and held meetings. You name it, I did it. At age 16, I was doing the same work as a professional travel agent.

Unfortunately, the plans didn't work out last year, but I was determined to continue on with project. So, I tried again this past fall. I am happy to say that in two days, I, with nine of my classmates and two chaperones, will fly to Florida on CATA's first ever class trip to Walt Disney World. We're staying at a Disney Hotel for a full week and attending special events just for our group. This isn't just a weekend in Boston, it's an all-out vacation, and I made it happen. I feel pride and confidence in myself that I never once felt in my entire educational career prior to CATA. I can safely say that if I had attended any other public high school, none of this would have happened.

I've also been very successful in the college admissions process. I've made my decision and will be majoring in drama at the Hoffstra University Honors College, where I've been offered an \$18,000 presidential scholarship renewable for all four years. This is an accomplishment I am extremely proud of as it is, in fact, historically, the most difficult year for college admissions ever. CATA's helped me to hone my artistic skills as well. I was recently cast in the world premiere of the original play *Roadside America*, to be performed at the distinguished Players' Ring Theatre in Portsmouth. I've been given multiple opportunities to perform at my school and get my foot in the door in other community theatre groups. I co-starred in my first film last year as a student project, which opened my eyes to a completely different aspect of performance that I had not yet explored.

The point that I am making here is that CATA can and does yield positive results in many respects. Allowing such an incredible institution to fall through the cracks of our system would be a terrible shame. CATA provides so much opportunity for so many students on so many different levels. Students realize their potential and shine at CATA, even through the turbulent years of adolescence. It's not just about quiz grades and GPAs, it's about individuals. Numbers and scores on a paper don't accurately reflect a school's impact on students the same way its standardized test scores can't accurately reflect a student's intelligence.

So, instead of going through the paperwork, ask us. We'll give you the results. Thank you.

Senator Iris W. Estabrook, D. 21: Thank you and congratulations.

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Ms. Fitzpatrick: Thank you.

Senator Iris W. Estabrook, D. 21: We have seven more people who'd like to speak in ten minutes. I'll call Eileen, sorry I cannot read the handwriting, Liponis?

Eileen Liponis, New Hampshire Public Charter School Association:
Liponis. My husband told me I'd be spelling it for the rest of my life.

Senator Iris W. Estabrook, D. 21: Liponis. Excuse me. Apologize.

Ms. Liponis: I'm here on behalf of the New Hampshire Public Charter School Association. We are a member, non-profit member organization to support and advocate for charter schools in New Hampshire. The two-part purpose of the Association is to provide a structure for charter schools and to share best practices with all public schools and to work together to identify and secure resources for charter schools.

The Association expects to host an annual conference to share best practices with district schools, as well as seek other ways to help charter schools and public schools to connect in the spring of 2009. I want to hit a couple, I know I don't have a lot of time, but I want to hit a couple arguments head-on. One was that the state would be paying more for charter schools than more traditional schools. I have one data point on me and more that can follow.

Florida is an example that was given along with Colorado and Texas to the House Education Committee by Todd Ziebarth, Senior Policy Analyst with the National Alliance for Public Charter Schools. And, on average in Florida, charter schools get \$5,260.91 compared to the state contribution of 3,546. So, that's one example of where the state does pay more.

Please see "2002-2003 Florida Charter Finance Data", attached hereto and referred to as Attachment #6.

I wanted to submit also for evidence the two-year transition grant that we asked for last year, and if you do the math, it's really the same thing that we're asking for in the second year of what we asked for last year with a two-year transition.

Please see "Charter School Transition Grant: Proposal Summary Page", attached hereto and referred to as Attachment #7.

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A copy of the budget where we were initially included as a budget line. In the first year, there was 333,000 that was appropriated in addition to adequacy for three schools.

Please see “Budget”, attached hereto and referred to as Attachment #8.

The State Department of Education, their statement of support for sustainable funding, which we are seeing in House Bill, Senate Bill 539, with the addition of 2000 to the adequacy of 3,450 gets us that much closer to sustainable funding.

Please see “Statement from the NH State Board of Education”, attached hereto and referred to as Attachment #9.

Two letters from the Charter School Development Corporation and Self Help, stating the criteria of sustainable funding in order to help with facilities funding.

Please see prepared testimony submitted by Ms. Liponis, New Hampshire Public Charter School Association, attached hereto and referred to as Attachment #10 and Attachment #11.

A map of the charter schools in New Hampshire excluding three that we didn't have the data for.

Please see “Map of Charter Schools in New Hampshire”, attached hereto and referred to as Attachment #12.

Documentation from our current democratic presidential candidates and their support of charter schools.

Please see “Education” and “On the Issues, Hillary Clinton on School Choice”, attached hereto and referred to as Attachment #13 and Attachment #14.

And then, to hit a few arguments head-on, the first one of accountability and self-electing. One of the things that charter schools get accused of is draining the best and brightest students from the most engaged parents. For students, all the schools will argue that we entertain a full range of students' strengths and capabilities. As for the parent drain, I have two arguments. They're right and wrong at the same time, and here's how we are addressing where they are right.

Parents are most engaged when their child is in crisis or not flourishing. Those parents come to a charter school to exercise a public option that might work for their child. If their child does turn around and begin to flourish and succeed, that parent becomes more secure and less engaged when they are confident that the school is meeting their child's needs. I personally have had parents that in the beginning of the year, I thought for sure were going to be very involved, and I was going to have a lot of help, and that once their child is doing well, they're pretty much more than happy to wave at me and drop off and pick up.

Also, charter schools were designed to be living laboratories. To talk, to say that the districts can do this, they had the opportunity from 1995 to 2003 and they were unable to exercise that option. And also, as living laboratories, you cannot force that innovation experiment on parents in a district school where they are not looking for that option. Now, there are those students who may need a public option, but who do not have the parents with the ability or desire to be engaged. We want to reach those students as well, and we are reaching out to local guidance counselors and making them aware of the charter schools in their area and their missions. This is not easy. Let me give you an example.

We've had parents come to us saying that it was their teacher who refer (sic) them to look at the charter school for their child, but asked that the parents not mention them by name because they did not want to get in trouble with their district. This is where we need to break down the barriers and focus on what works for the student to engage the greatest number of students. Representative Kim Casey and I have talked about this extensively, and I am grateful for the tremendous amount of work she has done in the Charter School Oversight Committee and plans to do to strengthen charter schools.

And, House Bill 1642 is reflective of her committee work that is in front of you due to the bi-partisan support we received in the House. We hope to receive the same consideration in the Senate.

Senator Iris W. Estabrook, D. 21: Could I ask that you submit anything else in writing so we can give another person or two a chance who's come today?

Ms. Liponis: Certainly.

Senator Iris W. Estabrook, D. 21: Thank you. And, we will make copies of all the documentation for all members of the Committee so we can all take a good look at that.

Ms. Liponis: Thank you.

Please see prepared testimony submitted by Ms. Liponis, New Hampshire Public Charter School Association, attached hereto and referred to as Attachment #15.

Senator Iris W. Estabrook, D. 21: Call John Davis from Surry, and if I could ask you to be brief, I'd like to at least allow one of the students from the Academy of Science and Design who came today to speak.

John Davis: I welcome this opportunity to come and talk to you today, and I'd also like to introduce our fifth and sixth grade class and their teacher, Deb McGahie, who is studying, just happens to be this week, how a bill becomes a law. So, appropriate for them...

Senator Iris W. Estabrook, D. 21: Goes through a long process.

Mr. Davis: ...to be here today. There's certainly been a lot of good points raised and one thing, seems that there's a lot of mess about charter schools. We're all, I don't think they were purposely set up to fail, but without the tax-based funding...

Senator Iris W. Estabrook, D. 21: That's right.

Mr. Davis: When we started our school, we went along with the three year grant and the state money, and we had a pretty balanced budget for three years. Well, we didn't end up getting, we had one-year grant, had to reapply with a little bit more restrictive grant, but, so, we never got our three years grant. We knew there'd need to be money to be raised. And, we are raising a lot of money. This year, we have to raise 128,000 just to keep the lights on and pay the teachers. So, we are raising money, and there is money out there, people are interested in charter schools and impressed. We have a 50,000 gift with a dollar for dollar match up to a hundred that somebody who has just observed this school and decided to give this money to help us along.

So, these people are out there. And, these charter schools are doing a good job. Another school had a \$50,000 grant. Now, somebody's come forward and gave us money for a lobbyist. So, people are out there behind these charter schools. They're doing a good job. They fit right in with this drop-out keeping kids in schools. This million dollars or a little over a million dollars is money well spent. I know the astronomical deficit you have in the budget, but this money is money well spent to keep these schools up and going because they have so much potential to fit into everything that we need. And, I don't want to take away anybody else's time.

AJ

And, I don't have any written testimony, but I do have a copy of a little slide show that we developed last year that I would leave with you that maybe you can amongst you pass around, show it, and look at the faces of these people that are in this video and see the school that we built, not the school that I built, the school that we built, the community built, the local community. We draw students from three different districts, so, these are people coming from fifteen and twenty miles away to our school, and they're not all the rich families. It's costing tons of money to drive with the price of gas today, but because they believe in this. And, it is a good mixture of kids.

So, please look at that video and just think about, this is our roots. This is how our country was built with these small, little community groups, and all the tragedies that we're facing today, these schools have a great place. And, education, that's the one that's important. These kids are the doctors that are going to be operating on you guys later. And, we want, I want them to know the difference from left to right.

Due to the media submitted by Mr. Davis, those documents are not attached to this transcript, but are available in the original bill file.

Senator Iris W. Estabrook, D. 21: Thank you very much. I would like to call Jennifer Starr, and we are out of time.

Senator Molly Kelly, D. 10: I just want to thank you, John. I know how passionate you feel about the Surry School, and thank you so much for coming to testify.

Mr. Davis: Thank you for your help.

Jennifer Starr, Academy of Science and Design: I was just the driver. I can come back next week, but we have Chadd Loring and Bobby Glossop who'd like to speak.

Senator Iris W. Estabrook, D. 21: We are completely out of time.

Ms. Starr: Can one of the students speak?

Senator Iris W. Estabrook, D. 21: Well, one more student to speak.

Ms. Starr: So, I'm not a student, so then...

Senator Iris W. Estabrook, D. 21: Oh, I'm sorry. I didn't understand what you were telling me. Yes. Chadd Loring. I was just going to pick the first one on the page, and...

Ms. Starr: Alright. That's fine. No, I'll come back next week.

Senator Iris W. Estabrook, D. 21: Okay. Chadd Loring. Welcome.

Chadd Loring, Academy of Science and Design: My name is Chadd Loring and I'm a student at the Academy for Science and Design. The funding that our school receives is very low. Everyone has had to work their hardest so that we can function properly as a school. I really like our school, and it could be much better if we had the proper funding. I didn't know what to think at first, but as the year progressed, I started to like it more. I have learned more this year than in all my other years of school.

I really think that this bill should get passed because everybody, most of the teachers have had to help us learn as much as possible without some of the resources that they need. If we had a higher budget, they could buy us some of those resources and we could learn even more. The more we learn now, the better prepared we will be in the future. Our school has taught us many things including better study habits, time management skills, how to do proper research, and better organizational skills. This school is good for most of us, and it really helps us all. Thank you.

Senator Iris W. Estabrook, D. 21: Thank you very much.

Senator Robert J. Letourneau, D. 19: Thank you.

Senator Iris W. Estabrook, D. 21: And, our apologies. Unfortunately, the way the Senate is structured, we are only allotted an hour and a half a week to meet together. So, what we will do is just recess the hearing on House Bill 1642.

Hearing was recessed at 10:08 a.m.

Respectfully submitted,



Amanda Jurta

Senate Committee Secretary

6/11/08

15 Attachments

HB 1642
Testimony of Rep. Ken Weyler
Committee on Education, April 15, 2008 Room SH 103

1. Charter Schools are public schools, and as such should have the same funding mechanisms, as all other public schools.
2. The 1995 legislation for charter schools assumed that Local Education Agencies, (LEA's) would be the starting point for charter schools. There were a few tentative beginnings, but the cumbersome process made this a long drawn out task.
3. Frequently the group which came together to begin the charter process were not all from the same district. So a secondary process was put into law which allowed the State Board of Education to grant charters. This also allowed the newly forming charter school to seek locations in more than one district.
4. The charter school initiative was encouraged by the federal government, after seeing success in several states. The first schools were started by federal grants. There was anticipation that the grants would continue to flow after startup. But the federal government wants to participate only in beginning the process, not in sustaining it.
5. By accepting the federal grants, the state becomes obligated to continue the existence of the charter schools. If there is insufficient action on the state part it may affect future grants by the federal governments in other programs. We must show good faith in our role.
6. We have now had four years of charter school development under the secondary system of the state granting the charters. We have had some excellent schools. Some have taken new directions in curriculum specialization; others have concentrated on a major problem in our system, student disinterest and leaving before achieving a diploma.
7. These laboratories of education have enriched our overall education offerings. We must make a special effort to preserve and encourage these innovations.
8. Less than two percent of our students are involved in charter schools, but in testimony we will hear, these students were not flourishing in the standard system. That has changed for them, now that they are in charter schools. It would be cruel to take away from them the opportunity to excel, now that they have found their way.
9. We organized school districts to give geographical responsibility for an area's students. In most cases the education for those students took place in the same geographical area. But we have had exceptions to this for decades. Special Ed. and Voc-Tech have been part of our system for all this time. These options have allowed out-of-district placements for that whole period. If charter school students have out-of-district placement, there is precedent. This should not be treated any differently.
10. The key to the obligation for the spending support is the resident of the student, not the location of the school. Please support HB 1642.

Attachment #1



Amendment to HB 1642-FN

1 Amend the bill by replacing all after the enacting clause with the following:

2

3 1 Charter and Open Enrollment Schools; Funding. Amend RSA 194-B:11, I to read as follows:

4 I.(a) There shall be no tuition charge for any pupil attending an open enrollment or charter
5 conversion school located in that pupil's resident district. Funding limitations in this chapter shall
6 not be applicable to charter conversion or open enrollment schools located in a pupil's resident
7 district. For ~~[any other]~~ a charter or open enrollment school authorized by the school district, the
8 pupil's resident district shall pay to such school an amount equal to not less than 80 percent of that
9 district's average cost per pupil as determined by the department of education using the most recent
10 available data as reported by the district to the department. ~~[For any charter school authorized by
11 the state board of education pursuant to RSA 194-B:3-a, the state shall pay tuition directly to the
12 charter school for each pupil who is a resident of this state in attendance at such charter school as
13 follows:~~

14 ~~(a) For the fiscal year beginning July 1, 2006, \$3,598 annual tuition.~~

15 ~~(b) For every fiscal year thereafter, the department of education shall determine the
16 tuition rate by adjusting for the average annual percentage rate of inflation based on the northeast
17 region consumer price index for all urban consumers as published by the Bureau of Labor Statistics,
18 United States Department of Labor. The average shall be based on the 4 calendar years ending 18-
19 months before the beginning of the fiscal year for which the tuition rate is to be determined.]~~

20 *(b) For a charter school authorized by the state board of education pursuant to
21 RSA 194-B:3-a, the state shall pay tuition directly to the charter school for each pupil who
22 is a resident of this state in attendance at such charter school in an amount not less than
23 80 percent of the sending district's average cost per pupil, as determined by the department
24 of education using the most recent available data as reported by the district to the
25 department. Such tuition shall be deducted from the adequate education grant that is sent
26 to the school district in which the pupil resides. The pupil attending the charter school
27 shall be counted in the average daily membership in residence in the school district in
28 which the pupil resides for the purposes of computing aid for special education, English as
29 a second language, and the free and reduced-price lunch program. The school district in
30 which the charter school pupil resides shall direct not less than 80 percent of any special
31 education, English as a second language, and the free and reduced-price lunch program
32 aid that is attributable to such pupil to the charter school in which the pupil is enrolled.*

Attachment #2



1 (c) The commissioner of the department of education shall calculate and distribute
2 charter school tuition payments as set forth herein. The first payment shall be 30 percent of the per
3 pupil amount multiplied by the number of eligible pupils present on the first day of the current
4 school year. Such payment shall be made no later than 15 days after the department of education
5 receives the attendance report. The December 1 payment shall be 30 percent of the per pupil
6 amount multiplied by the membership on November 1, and the March 1 payment shall be 30 percent
7 of the per pupil amount multiplied by the membership on February 1. To calculate the final
8 payment, the commissioner of the department of education shall multiply the per pupil amount by
9 the average daily membership in attendance for the full school year, and subtract the total amount
10 of the first 3 payments made. The remaining balance shall be the final payment. Eligible charter
11 schools shall report membership in accordance with RSA 189:1-d. In this subparagraph,
12 "membership" shall be as defined in RSA 189:1-d, II. Tuition amounts shall be prorated on a per
13 diem basis for pupils attending a school for less than a full school year.

14 (d) The source of funds for payments under this section shall be moneys from the
15 education trust fund established in RSA 198:39.

16 2 Charter Schools; 2008-2009 Supplemental Grant. A charter school which does not receive an
17 adequate education grant in the 2009 fiscal year shall receive, for such fiscal year, a supplemental
18 grant from funds available in PAU 06, 03, 03, 01, 27, class 97.

19 3 Effective Date. This act shall take effect July 1, 2008.

Testimony for House Bill 1642

My name is Arthur Hanson, Superintendent of Schools in SAU 16. I have had the experience of being involved with three “pilot” charter schools during the past four years, The Great Bay eLearning Charter School, the Seacoast Charter School and the newly opened Virtual Learning Academy Charter School.

Charter schools are public schools that provide a plethora of options for all students, particularly for students who flourish in “non- traditional” environments. The Great Bay eLearning Charter School (GBeCS) is an excellent example of student successes in a project based, technology rich environment. This year marks the first year that the school has had 12th grade students. All thirty-four (34) senior students are applying for post secondary education opportunities. To date, eleven (11) seniors have been accepted as “early decision” applicants with many of the students receiving academic scholarships, some upward of \$20,000.

The Virtual Learning Academy Charter School (VLACS) opened its classes last week with over 700 students enrolled from 127 communities in New Hampshire. The school employees 43 part time certified New Hampshire teachers and some of the stories that have been heard from the students, parents, guardians and others regarding this opportunity are heartwarming. The Seacoast Charter School was located in two of the SAU 16 towns for three (3) years and SAU 16’s close connection with the school gave all of us a close-up view of the successes of their students and how positive relationships between School Administrative Units and charter schools can be developed.

The opportunities for students in New Hampshire to access charter schools allows for numerous students, many for the first time, to experience unprecedented academic and social successes. The current funding legislation for charter schools is not adequate for charter schools to have a sustainable funding future. I urge Legislators to support House Bill 1639. This bill would provide sufficient funding for charter schools to continue to permit many of our New Hampshire children to have a bright and successful educational future.

Sincerely,

Arthur L. Hanson
Superintendent of Schools

Attachment #3

Reasons to Support Charter School Funding

Public Charter schools are successfully serving a disparate group of grateful students and parents, despite the low level of funding received from the state.

There are approximately 400 students statewide (not including students of the new Virtual Learning Academy Charter School).

These schools were approved by the state and should be supported by the state at a monetary level sufficient to provide for their continued existence.

This bill only provides for one more year of funding and is passed with the understanding that the charter school law will be rewritten in an effort to ameliorate some of the problems the existing charter schools face, and in anticipation of the success of SB 539. There is an extension of the moratorium on any new charter schools till this can be accomplished. (2010)

The House Education Committee determined that the education policy of charter schools is sound, and indicated as such in a bipartisan vote of 12-2.

Passing from Education on to the 2nd House committee, Finance, the bill again received strong bipartisan support with a 16-8 OTP from the full Finance Committee in order to continue on to the Senate. The bill passed to the Senate, with a House vote 204-118

Our constituents support charter schools in great numbers and wish to see them continue to operate, and thrive.

The educational opportunities charters provide public school students can greatly enrich and strengthen all public schools. Collaboration between public charter schools and more traditional public schools can allow for all public schools to have opportunities to be more innovative.

Attachment #4

April 15, 2008

Dear Members of the Senate Education Committee:

I regret that I cannot personally be present to testify today on HB 1642; however, our school does not have the staff that allows me to be present. I have asked Denise Perron who is on our board, to read my comments for the record. I am offering comment as the Founder and Director of the Strong Foundations Charter School which opened September 2007.

Strong Foundations' mission to improve outcomes in early literacy has already made a difference in the achievement of children who attend. Our entire first grade class is reading. 1/3 of our class for children ages 5 and 6 year are already reading first grade books. Our second, third, and fourth graders have all made significant growth that is noticeable by their teachers and parents. We are reaching our youngest students, assuring they learn to read before they are identified for reading difficulties, and we're teaching them in a way that lets them read. This is turning out just as we had hoped. Even in our brief time open our school is reaching its goals in literacy.

It is a compelling case for the children who are helped. They don't have the struggles and disappointments they otherwise would have had with learning to read. It's a compelling case financially. It often costs 1 ½ times as much to educate a child with a learning disability as it costs to educate children who learn typically. We can see how much more difficult it becomes to correct reading difficulties once the students have left first and second grades without the prerequisite skills to continue on grade level. We have to help these children start over, and the process is difficult. Education is costly for them emotionally and for the schools it is costly financially.

At Strong Foundations the reading tutorials of children who have IEP's are reinforced in the classroom, giving them even more help.

We have done all this and provided a building on \$20.50 a day per student. This is 30% of what the state average is, and we have no way to raise revenue beyond that. There may be ways to raise revenue but surely with such limited staff we must spend every minute of everyone's time just trying to meet the core education needs. We are a very poor public school. The financial struggle is taking its toll on us, but we continue to give it all to our students.

State aid in an amount provided to other poor public schools is sorely needed for next year. Our school is an authorized New Hampshire public school. and our children are very much deserving of a public school where they learn to read, like other children, before they slip into failure.

We need the state aid adjustment for 2008 provided by HB1642.

Sincerely, Beth McClure. Founder, Director, Specialist in Reading and Special Education

Attachment #5



[Home](#) > 2002-2003 Florida Charter Finance Data

2002-2003 Florida Charter Finance Data

The link on the right provides the full state chapter, including the data and our analysis. For the basic data alone, please see below.

- [State](#)
 - [Broward](#)
 - [Miami-Dade](#)
- [View Printed Report](#)

State

	District Schools	Charter Schools	All Schools
Enrollment	2,448,324	49,733	2,498,057
Federal Revenue	\$1,978,057,859	\$23,022,799	\$2,001,080,658
State Revenue	\$8,683,712,156	\$261,640,938	\$8,945,353,094
Local Revenue	\$8,543,543,346	\$28,987,748	\$8,572,531,094
Other Revenue	\$0	\$0	\$0
Indeterminate Revenue	\$-31,286,360	\$31,286,360	\$0
Total Revenue	\$19,174,027,001	\$344,937,845	\$19,518,964,846

	District Schools	Charter Schools	All Schools
Federal Revenue Per Student	\$807.92	\$462.93	\$801.05
State Revenue Per Student	\$3,546.80	\$5,260.91	\$3,580.92
Local Revenue Per Student	\$3,489.55	\$582.87	\$3,431.68
Other Revenue Per Student	\$0.00	\$0.00	\$0.00
Indeterminate Revenue Per Student	(\$12.78)	\$629.09	\$0.00
Total Revenue Per Student	\$7,831.49	\$6,935.79	\$7,813.66
Variance		\$(895.70)	
Percentage Variance		(11.44)%	

	District Schools	Charter Schools	All Schools
Percentage of Federal Revenue	10.3%	6.7%	10.3%
Percentage of State Revenue	45.3%	75.9%	45.8%
Percentage of Local Revenue	44.6%	8.4%	43.9%
Percentage of Other Revenue	0.0%	0.0%	0.0%
Percentage of Indeterminate Revenue	-0.2%	9.1%	0.0%

	District Schools	Charter Schools	All Schools
Percentage of Total Revenue	98.23%	1.77%	

Attachment #6

	District Schools	Charter Schools	All Schools
Percentage of Enrollment	98.01%	1.99%	

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Broward

	District Schools	Charter Schools	All Schools
Enrollment	251,344	11,287	262,631
Federal Revenue	\$176,487,562	\$2,531,046	\$179,018,608
State Revenue	\$880,268,955	\$53,773,404	\$934,042,359
Local Revenue	\$878,575,512	\$6,723,020	\$885,298,532
Other Revenue	\$0	\$0	\$0
Indeterminate Revenue	\$-7,771,896	\$7,771,896	\$0
Total Revenue	\$1,927,560,133	\$70,799,366	\$1,998,359,499

	District Schools	Charter Schools	All Schools
Federal Revenue Per Student	\$702.18	\$224.24	\$681.64
State Revenue Per Student	\$3,502.25	\$4,764.19	\$3,556.48
Local Revenue Per Student	\$3,495.51	\$595.64	\$3,370.88
Other Revenue Per Student	\$0.00	\$0.00	\$0.00
Indeterminate Revenue Per Student	(\$30.92)	\$688.57	\$0.00
Total Revenue Per Student	\$7,669.01	\$6,272.65	\$7,609.00
Variance		\$(1396.36)	
Percentage Variance		(18.21)%	

	District Schools	Charter Schools	All Schools
Percentage of Federal Revenue	9.2%	3.6%	9.0%
Percentage of State Revenue	45.7%	76.0%	46.7%
Percentage of Local Revenue	45.6%	9.5%	44.3%
Percentage of Other Revenue	0.0%	0.0%	0.0%
Percentage of Indeterminate Revenue	-0.4%	11.0%	0.0%

	District Schools	Charter Schools	All Schools
Percentage of Total Revenue	96.46%	3.54%	

	District Schools	Charter Schools	All Schools
Percentage of Enrollment	95.70%	4.30%	

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Miami-Dade

	District Schools	Charter Schools	All Schools
Enrollment	359,175	7,464	366,639
Federal Revenue	\$338,535,737	\$2,373,708	\$340,909,445
State Revenue	\$1,360,261,335	\$38,778,156	\$1,399,039,491
Local Revenue	\$1,169,176,976	\$2,289,918	\$1,171,466,894
Other Revenue	\$0	\$0	\$0
Indeterminate Revenue	\$-4,813,990	\$4,813,990	\$0
Total Revenue	\$2,863,160,058	\$48,255,772	\$2,911,415,830

	District Schools	Charter Schools	All Schools
Federal Revenue Per Student	\$942.54	\$318.02	\$929.82
State Revenue Per Student	\$3,787.18	\$5,195.36	\$3,815.85
Local Revenue Per Student	\$3,255.17	\$306.80	\$3,195.15
Other Revenue Per Student	\$0.00	\$0.00	\$0.00
Indeterminate Revenue Per Student	(\$13.40)	\$644.96	\$0.00
Total Revenue Per Student	\$7,971.49	\$6,465.14	\$7,940.82
Variance		\$(1506.35)	
Percentage Variance		(18.90)%	

	District Schools	Charter Schools	All Schools
Percentage of Federal Revenue	11.8%	4.9%	11.7%
Percentage of State Revenue	47.5%	80.4%	48.1%
Percentage of Local Revenue	40.8%	4.7%	40.2%
Percentage of Other Revenue	0.0%	0.0%	0.0%
Percentage of Indeterminate Revenue	-0.2%	10.0%	0.0%

	District Schools	Charter Schools	All Schools
Percentage of Total Revenue	98.34%	1.66%	

	District Schools	Charter Schools	All Schools
Percentage of Enrollment	97.96%	2.04%	

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N/A = In five states - CA, GA, OH, SC and WI - we were unable to obtain statewide data on charter and/or district revenues. In those states, we used data from large districts as a proxy. Please see the methodology section of the written report for more details.

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March 28, 2007

Charter School Transition Grant: Proposal Summary Page

Emergency funding is necessary for the three oldest charter schools in New Hampshire, Cocheco Arts and Technology Academy (CATA), Franklin Career Academy (FCA), and Seacoast Charter School (SCS) which have come to the end of the Federal Startup grant.

Reason for Need

1. Our 3 year federal startup grant expires June 2007
2. We have no other mechanism for generating operational income, such as local tax revenue.
3. Our development operations have encountered insurmountable roadblocks
 - a. Charitable foundations have said that public school funding should come from public sources.
 - b. Foundations have cited weak charter school laws as a reason for our ineligibility for grants.
4. Charter school funding is unlikely to be resolved this year while adequacy is defined.

Our proposed solution

We are requesting a two year Transition Grant, beginning on July 1, 2007 that would allow our schools to remain open. Such a grant is an option provided for in Charter School Law: RSA 194-B. Surplus money from the education trust fund could be transferred to the budget line called "charter school matching grants" (#060303012795) on page 1007 of the budget as a Transition Grant for our three schools threatened with closure.

Projected Cost:

Our total projected need over a 2 year period is \$1,800,000

	Enrollment		2007-2008	2008-2009
	07-08	08-09		
CATA	70	80	\$315,000	\$360,000
SCS	60	80	\$270,000	\$360,000
FCA	50	60	\$225,000	\$270,000
TOTAL	180	220	\$810,000	\$990,000
2 Year Grand TOTAL			\$1,800,000	

In addition, the Surry Charter School and the Equine Charter School may confront a similar issue if the Federal Charter School Startup Grant is not renewed next fiscal year.

Possible Cost:

	Enrollment		2007-2008	2008-2009
	07-08	08-09		
Surry Village	60	70	\$270,000	\$315,000
NH Equine Academy	45	60	\$202,500	\$270,000

This would require an additional \$773,500 over two years. ← error \$987,500

Without a transition grant, our schools will close in June '07.

Attachment # 7

March 29, 2007

To: The Honorable Governor John Lynch, New Hampshire State Senators and State Representatives

Fr: Cocheco Arts & Technology Academy, Franklin Career Academy, Seacoast Charter School

New Hampshire's Original Charter Schools

The three original charter schools in New Hampshire, Cocheco Arts & Technology Academy, Franklin Career Academy, and the Seacoast Charter School, have reached the end of their eligibility for federal charter school startup funding and will close this June without intervention. **We therefore request Transition Grants of \$1,800,000 be authorized by the Governor to keep these three schools operating through the next biennium, as allowed by current charter school statute (RSA 194-B:11, X).**

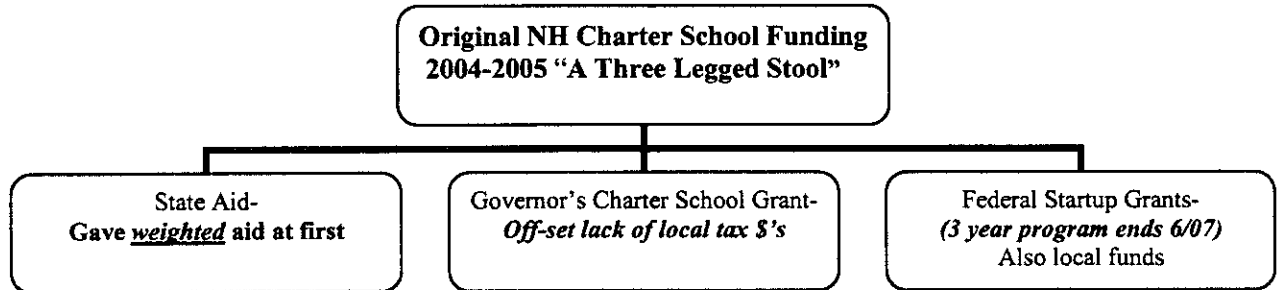
NH Charter School History

- Charter schools began in New Hampshire in 2004 as an experimental pilot program with a \$7.2M federal grant distributed by the NH Department of Education (DOE).
- Eight charter schools now operate in New Hampshire, with six more in the pipeline.
- The school industry is now supportive of independent chartered public schools as they can see the benefit to students who are not thriving in the larger district schools.
- Three years into the program, the pilot project is yielding measurably positive results, some of which are as follows:
 - 1) Our schools have performed well academically, based on standardized test scores as well as subjective student evaluations.
 - 2) Students who failed to thrive in traditional public schools now achieve at higher levels, thus decreasing the pool of students potentially on the path to dropping out.
 - 3) The nearly 500 NH charter school students currently enrolled have actually cost state taxpayers less to educate than if they had been in traditional public schools.
 - 4) Legislation has strengthened accountability requirements and financial management guidelines for NH charter schools, making our laws among the strongest models in the country.
 - 5) Each school has vigorously developed and implemented its unique mission.
 - 6) Each of our schools has a significant wait-list of prospective students, reflecting a need for access to options for students who aren't thriving.
 - 7) Parents often talk of the transformative experiences their children have had in our schools and the importance of having a choice of public educational programs for their children. We have earned their trust and respect.

Despite this success, our three schools will be forced to close without a swift funding solution.

The Original Charter School Funding Model Was Changed

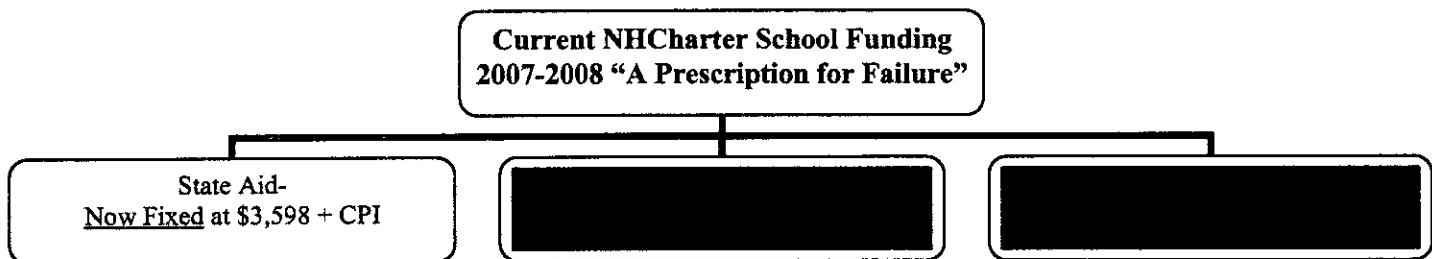
When our three schools opened in 2004, the law was designed to fund charter schools much like a stool with three legs:



Charter schools enjoyed one short year operating under the original legislative funding structure. At that point, the situation changed:

- The state's Charter School Grant portion of the equation, critical to off-set the lack of local tax dollars, was eliminated after year 1 of operation for the earliest charter schools. Before that, charter schools ran efficiently with a combination of state and supplemental federal funding.
- Despite the removal of this key revenue stream, there has been no replacement for supplemental state funding for charter schools. *The financial plans upon which our schools were approved by the NH DOE were dependent on this funding.*
- Federal startup grants are set to expire, while no realistic funding solution for phase II of the NH charter program is in place.

Thus, the funding we expect for the coming school year is much like a stool that has lost two of its three legs. Not a comfortable place to sit. See below:



The State of New Hampshire has a duty to these excelling and innovative choice public schools to provide a system of stable funding.

Current Charter School Funding Facts

- Current law will provide NH statewide charter schools with approximately \$3705 per pupil in '07-'08 , about 29% of the state average. In 1995, NH policy was to give charter school students 80% of the state average.
- The NH state average cost per pupil for 2005-2006 is roughly \$12,000
- We have determined we need at minimum roughly \$8,000 - \$8500 per pupil to operate in a lean but effective manner.
- Funding charter schools at this level would cost taxpayers just 66% of the average total cost of other NH public schools.
- *Allowing these thriving fledgling schools to close would mean essentially discarding an innovative choice public school program that has taken 12 years to build and has been a resounding success for our state.*

Unless uncertainties regarding funding are fixed immediately, we will not be able to adequately prepare for next year and future operation. We must be able to offer contracts to teachers, sign leases for facilities for next year, and plan for expansion of programs. Most importantly, we are not able to guarantee our students and parents the continued operation of our schools, which are successfully transforming many young lives.

Request for Emergency Funding

The best possible solution for the short term is a Transition Grant to ensure the continued operation of our three schools for the coming biennium.

We respectfully request that the Governor use his discretion under RSA 194-B:11, X to release funds from the Education Trust Fund, which is currently carrying a surplus, and grant \$1.8 million proportionately to those charter schools whose federal startup grants expire in June 2007. This amount will fill the gap between adequacy grants and our projected minimum costs. Even at this level, our schools will continue to need to raise significant funds and may not be able to accommodate significant growth, but it will keep our students in the schools of their choice. As mentioned earlier, this intended component of charter funding was used successfully in year 1 of the program.

This situation is extremely urgent. This transition grant would allow us to proceed with the essential preparations for the coming year. This crisis cannot wait for public school funding more generally to be resolved, nor can it wait until the end of this legislative session. The very existence of these three fine examples of New Hampshire's innovative public school system hangs in the balance. The time to act is now.

On behalf of the students, parents and staff of our three schools, we thank you for your serious consideration of this issue.

BUDGET

06 EDUCATION
 03 DEPARTMENT OF EDUCATION
 02 OFFICE OF THE DEP COMMISSIONER
 05 CURRICULUM AND ASSESSMENT
 01 CURRICULUM AND ASSESSMENT

10 PERSONAL SERVICES-PERM. CLASSI
 20 CURRENT EXPENSES
 26 ORGANIZATIONAL DUES
 30 EQUIPMENT NEW/REPLACEMENT
 60 BENEFITS
 70 IN-STATE TRAVEL
 80 OUT-OF STATE TRAVEL
 92 GEOGRAPHY EDUCATION
 93 STATE TESTING
 94 CBT
 95 CHARTER SCHOOL MATCHING GRANTS
 TOTAL

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* FY 04 * FY 05 * FY 06 * FY 07 *
 * ACTUAL * ADJUSTED * GOVERNOR'S * GOVERNOR'S *
 * EXPENSE * AUTHORIZATN * RECOMMENDED * RECOMMENDED *

	FY 04 ACTUAL EXPENSE	FY 05 ADJUSTED AUTHORIZATN	FY 06 GOVERNOR'S RECOMMENDED	FY 07 GOVERNOR'S RECOMMENDED
10 PERSONAL SERVICES-PERM. CLASSI	446,906	517,877	629,390	644,937
20 CURRENT EXPENSES	35,917	45,672	49,247	51,558
26 ORGANIZATIONAL DUES	557	556	3,500	3,675
30 EQUIPMENT NEW/REPLACEMENT		1,425	2,850	5,700
60 BENEFITS	167,154	191,614	276,932	283,772
70 IN-STATE TRAVEL	10,596	10,595	12,762	13,313
80 OUT-OF STATE TRAVEL	375	2,475	6,100	6,100
92 GEOGRAPHY EDUCATION	16,600	27,500	27,500	27,500
93 STATE TESTING	1332,258	1	1000,000	1500,000
94 CBT	4,030			
95 CHARTER SCHOOL MATCHING GRANTS		333,000	333,000	333,000
TOTAL	2014,393	1130,715	2341,281	2869,555

ESTIMATED SOURCE OF FUNDS FOR CURRICULUM AND ASSESSMENT

00 FEDERAL FUNDS
 GENERAL FUND

00 FEDERAL FUNDS	1332,257			
GENERAL FUND	682,136	1130,715	2341,281	2869,555
TOTAL SOURCE OF FUNDS	2014,393	1130,715	2341,281	2869,555

***** NUMBER OF POSITIONS *****
 PERMANENT CLASSIFIED
 UNCLASSIFIED
 *** TOTAL NUMBER OF POSITIONS

PERMANENT CLASSIFIED	12	12	14	14
UNCLASSIFIED	0	0	0	0
*** TOTAL NUMBER OF POSITIONS	12	12	14	14

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 95 CHARTER SCHOOL MATCHING GRANTS
 TOTAL

* FY 04 * FY 05 * FY 06 * FY 07 *
 * ACTUAL * ADJUSTED * GOVERNOR'S * GOVERNOR'S *
 * EXPENSE * AUTHORIZATN * RECOMMENDED * RECOMMENDED *

446,906	517,877	629,390	644,937
35,917	45,672	49,247	51,558
557	556	3,500	3,675
	1,425	2,850	5,700
167,154	191,614	276,932	283,772
10,596	10,595	12,762	13,313
375	2,475	6,100	6,100
16,600	27,500	27,500	27,500
1332,258	1	1000,000	1500,000
4,030			
2014,393	333,000	333,000	333,000
	1130,715	2341,281	2869,555

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ESTIMATED SOURCE OF FUNDS FOR
 CURRICULUM AND ASSESSMENT

00 FEDERAL FUNDS
 GENERAL FUND

1332,257			
682,136	1130,715	2341,281	2869,555
2014,393	1130,715	2341,281	2869,555

TOTAL SOURCE OF FUNDS

***** NUMBER OF POSITIONS *****
 PERMANENT CLASSIFIED
 UNCLASSIFIED
 *** TOTAL NUMBER OF POSITIONS

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Subject: FW: Statement from the NH State Board of Education

Date: Tuesday, March 11, 2008 9:53 AM

From: Butler, Patricia <PButler@ed.state.nh.us>

To: <bill@seacoastcharterschool.org>

Conversation: Statement from the NH State Board of Education

Hi Bill: Here it is.

Patricia Butler
Administrative Assistant
State Department of Education
101 Pleasant Street
Concord NH 03301
603-271-3144
603-271-3830 (Fax)

From: Kincaid, Lori

Sent: Monday, March 10, 2008 1:41 PM

To: Department of Education includes VR; Superintendents

Cc: Butler, Patricia

Subject: Statement from the NH State Board of Education

The members of the State Board of Education at their February 13, 2008 meeting voted unanimously to publicly acknowledge their continuing support for charter schools as an important public school option in New Hampshire. The State Board of Education urges the legislature to move expeditiously to provide sustainable long-term funding for New Hampshire's charter school students.

Contact information for the State Board of Education members can be found on the Department's website at www.ed.state.nh.us/education/board/membership.htm.

Lori Kincaid
Public Information Office
NH Department of Education
(603) 271-6646

Molly - conflicted

MEET AFTER HEARING

Parents just are more engaged

Shouldn't the money be used to do the same

Was unaware of 539 inclusion

Sen Toeter

LM Maggie

DOE?

Small class size isn't smaller than traditional district

- different kind of curriculum

District laboratory



Charter Schools
Development Corporation
March 31, 2008

Eileen Liponis
Development Director
Seacoast Charter School
13 Church Road
Kingston, NH 03848

Dear Ms. Liponis:

As we recently discussed, the Charter Schools Development Corporation (CSDC) is a 501(c)(3) tax-exempt, nonprofit corporation, that provides comprehensive financial services to charter school organizations to help them lease or purchase facilities suited to their educational mission and student enrollment. CSDC was formed for the sole mission of increasing the flow of capital for charter school facilities and remains dedicated to helping charter schools find and finance facilities, the "twin challenges" confronting virtually every newly-formed charter school in America.

While CSDC's programs are national in scope, we give priority to charter schools in those states with charter school laws graded "A" or "B" by the Center for Education Reform (CER). Pursuant to CER's most recent ranking of state laws, New Hampshire received a "C" grade. Grades are determined by examining many factors, including having multiple charter school authorizers, caps on the number of schools or students allowed to attend charter schools, state & local funding that follows the students, parity in funding with local districts, intercepts for per pupil funding to secure a lease/loan and freedom from local collective bargaining. 95% of CSDC's credit enhancements to date have been to charter schools located in "A" and "B" graded states.

In addition to the strength of the state law, CSDC also places significant emphasis on the school's governance and leadership team (with a broad range of expertise represented on the board of directors), its relationship with its authorizer (with specific focus on reporting and oversight requirements, contract term and renewal, and contract revocation or suspension procedures), strong fiscal management practices, competition from local, traditional public schools and academic results that demonstrate year over year progress in meeting the school's stated objectives.

CSDC is willing to obligate credit enhancement funding in New Hampshire, however, it will likely be difficult to attract substantial private sector capital to the state given the low per-pupil reimbursement, the lack of any local support for state sponsored schools and the lack of any separate, dedicated funding stream for facilities costs. Charter schools in your state must pay for facilities out of the limited, precious operating dollars you receive. As a result, even with the availability of credit enhancement from CSDC, charter schools may still find it difficult to obtain facility lease and loan commitments.

Promoting excellence and competition in public education by providing credit enhancement, financing and development services for charter school facilities

7272 Park Circle Drive • Suite 265 • Hanover, MD 21076 • Tel (443) 561-1280 • Fax (443) 561-1281 • www.csdc.org

Attachment #10

CSDC stands ready to assist and hopes that legislative improvements result in more parity for public charter schools with the traditional public school districts. I look forward to the possibility of working with you and others in New Hampshire.

Best Regards,

A handwritten signature in cursive script that reads "Michelle Liberati". The signature is written in black ink and is positioned below the "Best Regards," text.

Michelle Liberati
Executive Vice President

SELF HELP

CREATING OWNERSHIP AND ECONOMIC OPPORTUNITY

March 25, 2008

Eileen Liponis
Development Director
Seacoast Charter School
337 South Road
Brentwood, NH 03833

Dear Ms. Liponis:

As a follow-up to our recent conversation, I want to elaborate on Self-Help's guidelines for lending to charter schools.

When analyzing a school, we first examine the charter laws of the applicant's state. We assess the length of charters, the eligible charter authorizers, per pupil funding trends, and if the state allows financial intercepts; long charter terms, authorizers outside of local school districts, and the ability of lenders to intercept money from school districts are favorable for securing a loan. We especially favor states that offer some sort of dedicated facilities funding – as Minnesota and Washington, DC do, to name two favorable states.

In addition to a school's financial position, the quality of the school's leadership and the strength of a school's academic performance are major points of consideration. We want to see a school that has a board with a diverse set of skills and test scores at or above the district average. Long-waiting lists and the school's ability to save cash reserves (for a "rainy day" fund or as a downpayment on a facility) also improve your chances for obtaining a loan.

I'm attaching a grid we use for evaluating the charter lending climate in different states. I hope that it might help you see some of the things we look for.

From the recent news about increased funding for charter schools in your state, it seems the climate for New Hampshire's charter schools is improving, yet even more stability in charter funding would alleviate some lenders' reservations.

We look forward to the possibility of working with you and others in New Hampshire.

Best Regards,



Jane Ellis
Director, Charter School Lending
Self-Help

301 West Main Street, Durham, NC 27701
P.O. Box 3619, Durham, NC 27702-3619

Tel: 919.956.4400 / Fax: 919.956.4600
www.self-help.org



Attachment #11

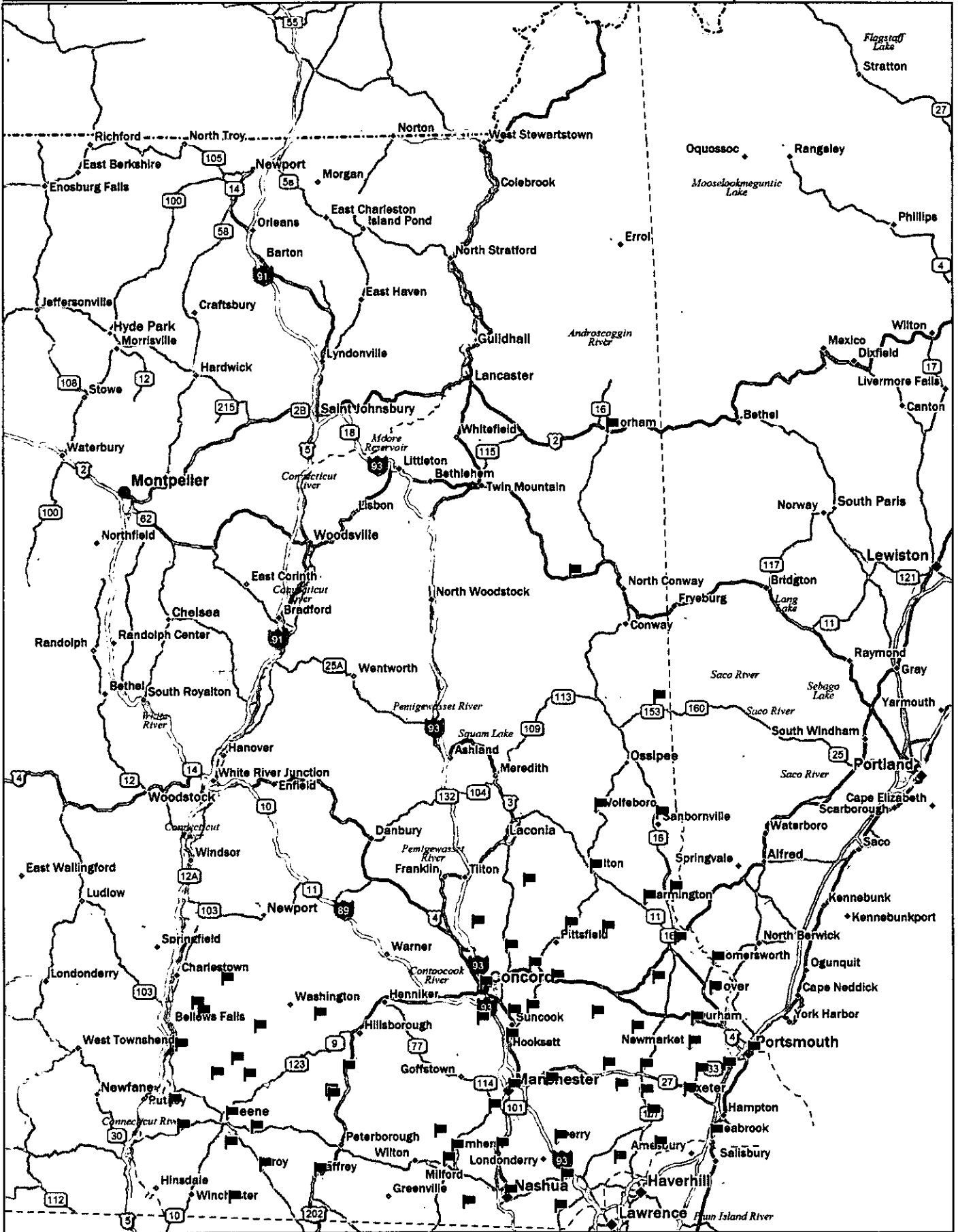
Self-Help
Charter School Law Overview

	Florida	Georgia	South Carolina
Funding Logic	The State pays the school districts (based on the FTE by programs they are in) and districts pay the charter schools. School district funding is always calculated as annual funds. The funding mechanism, the Florida Education Finance Program (FEFP) is calculated 5 times during the year.	A specific funding formula dictates the minimum amount of funding a charter school must receive, with funding beyond the minimum negotiated with sponsor school district and specified in the charter. A state chartered special school may not receive local tax dollars that a charter school approved by a local school board receives.	A school district distributes state, county and school district funds to a charter school as determined by a formula outlined in state law.
Per Pupil Funding Last Year (Average)	\$6,936 (02-03)	\$7,422 (2006) ; Fulton \$8586 (2006)	\$5,289 (02-03)
Per Pupil Funding Current (Average)	\$6,552	\$6,740	
Per Pupil Funding Trend			
Length of Charter	Up to 10 years for non-profit run schools and up to 15 years for publically supported schools	3-5 years	5 years
Intercepts Allowed		No	
State Facility Money?	Yes	Yes	No
If yes, how does it work?	To qualify for Capital Outlay Funds the school must have 1) completed at least 3 years of operations, and 2) either a) be a "leader" to another charter school in the same district that is already receiving capital outlay, or b) be accredited by the Southern Association of Schools and Colleges (such accreditation is rare). The state provides a per-pupil payment on an annual basis to charter schools for their facilities costs in the amount of \$720, \$657.40 and \$1,266.93 for elementary, middle and high schools. The state also provides an exemption from ad valorem taxes for facilities used to house charter schools. If a school district surplus facility or property is available, it must be provided for a charter school's use on the same basis as it is made available to other public schools in the school district. For an existing public school converting to charter status, no rental or leasing fee for the existing facility or for the property normally inventoried to the conversion school may be charged by the district school board to the parents and teachers organizing the charter school. The school must use	The State Board of Education has created a facilities fund for local charter school and state chartered special schools to establish a per pupil, need based facilities aid program. The moneys from the fund can be used to purchase real property, construct school facilities, purchase or lease school facilities, purchase vehicles to transport students, and maintain school facilities. Prior to releasing moneys from the facilities fund, the DOE shall ensure that the governing board of the local charter school and the local board shall enter into a written agreement that includes a provision for the reversion of any unencumbered funds and all equipment and property purchased with public education funds to the ownership of the local board in the event the charter school terminates operations. Charter schools may access property designated surplus by a local board on the same basis it makes such available to other public schools under the control of that board.	The state department of education must make available, upon request, a list of vacant and unused buildings and vacant and unused portions of buildings that are owned by school districts and that may be suitable for the operation of a charter school. If a school district declares a building surplus and chooses to sell or lease the building, a charter school's board of directors or a charter committee operating or applying within the school district must be given the first refusal to purchase or lease the building under the same or better terms and conditions as it would be offered to the public.
Timing of Allotments	Charter Schools receive payments twice monthly. They must receive allotment from the district within 10 days of the district receiving money from the State. The FEFP is recalculated 5 times annually. As FTE changes are reflected, whether for a school or a whole district, the funding changes when the FEFP is recalculated. Because the funding is always annualized, payments are changed by making the calculation based on the new FTE and subtracting that from what has been paid to date, dividing that amount by the number of payments left in the fiscal year.	The school receives 10 payments from August to May based on budget estimated in the summer. If their estimate was incorrect according to official October attendance count their 10th payment will be increased/decreased accordingly.	
Who does the money come through	School District	School District	School District
Authorizers	Local school boards. Also, state universities may grant a charter to a lab school and community college district boards of trustees may grant a charter to a charter technical career center.	Both the local school board and the state board of education must approve application.	An applicant must first submit an application to the state-level charter school advisory committee, who determines whether the application is in compliance. If so, the application is forwarded to the local school board, who then determines whether or not to approve the application.
Does the state provide start-up and/or planning grants to charter schools?	Yes. As part of a conversion charter school pilot program, the state provides each local school board in which there is a school selected to participate in the pilot program a grant for \$100,000 for planning and development for each conversion charter school selected.	Yes. \$5,000 planning grants.	Yes. South Carolina does not fund planning grants. Instead the SC DOE uses the US DOE grants to give charter schools start-up dollars on 2 initiatives. First, a three-year planning/implementation grant of up to \$420,000 for the planning, program design, and initial implementation of the state's charter schools. Second, Dissemination grants of up to \$100,000 over two years provide financial assistance to charter schools that have been in successful operation for at least 3 consecutive years. These funds are intended to assist other schools in adopting a successful charter school program or to disseminate information about the charter school.
Cap?	No cap for conversion charter schools. Yearly cap for start-up charter schools varies by the population of the district. Charter schools are limited to no more than 28 in each school district that has 100,000 or more students; no more than 20 charter schools in each district that has 50,000-99,999 students; and no more than 12 charter schools in school districts with fewer than 50,000 students.	No.	No.

Schools not included are NaAm Country, GBEC's, and Franklin for lack of data. MAP OF CHARTER SCHOOLS IN NH

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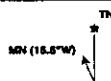
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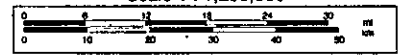
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Scale 1 : 1,200,000



1" = 18.94 mi Data Zoom 7-4

Attachment #12

NEW YORK SENATOR HILLARY RODHAM CLINTON

On the Issues

welcome > on the issues > education

Issues | Resources

Jump to: [Overview](#) | [Early Childhood Education](#) | [Elementary & Secondary Education](#)
[Special Education](#) | [Higher Education](#) | [National & Community Service](#)

EDUCATION

ELEMENTARY AND SECONDARY EDUCATION

No Child Left Behind

Throughout my career, I have fought to raise education standards in our nation's schools. I believe that every child should be taught by a qualified teacher and that schools should be accountable to the parents of the children they serve. That is why I supported the No Child Left Behind Act in 2001 and continue to believe in the principles behind the landmark law. When the No Child Left Behind Act (NCLBA) was enacted, I viewed it as a historic promise between the federal government and educators -- schools would be held to higher standards than ever before and the government would make a record investment in those schools to ensure that they would be able to meet the new expectations confronting them.

Today, that promise has been broken. President Bush's budget for 2007 provides \$12 billion less than was promised by the No Child Left Behind Act, including \$1.24 billion less for New York. If enacted, that would mean 374,141 eligible children will be denied services. And at a time when parents are working harder and needing the assurance that their children are in safe places between the hours of 3 and 5, President Bush's budget calls for funding of the 21st Century Community Learning Centers program at over \$1.5 billion below the promised amount. The President's budget leaves behind 2 million students who would receive after school services if they were funded at the level promised in the No Child Left Behind Act.

One of the goals of the No Child Left Behind act is to ensure that all students receive the education and services needed in order to compete in the 21st century market place. Despite this fact, the President has proposed to eliminate programs targeted at improving the performance of students that are most at risk of not receiving a college education. These programs include the Vocational and technical education (\$1.3 billion), GEAR UP (\$303 million), three TRIO programs - Talent Search (\$145 million), Upward Bound (\$278 million) and Upward Bound Math/Science (\$33 million), and Smaller Learning Communities (\$94 million).

I have sponsored letters to the Appropriations committee to reinstate funding for these critical programs. I will continue to work hard to ensure that all children receive the support they need to reach their full potential.

Teacher Recruitment & Class-Size Reduction

To address the severe teaching shortage facing New York and reduce the number of students in each of New York's classrooms, I created "Transition to Teaching." This program attracts professionals of all ages and stages of their career to the field of teaching. Already, this program has provided \$7 million to Albany, Niagara Falls, New York City, Westchester and more New York communities to help them recruit and retain high-quality teachers. I also established a national teacher recruitment campaign to help high-need school districts attract effective teachers so that every child can receive the individualized attention and disciplined environment he or she needs to succeed.

Today, New York is certifying 30 percent fewer teachers in mathematics, 22 percent fewer science teachers, and 17 percent fewer English as a Second Language (ESL) teachers than are leaving those fields each year. Teacher shortages result in overcrowded classrooms, which are associated with lower academic achievement, increases in behavior problems, and higher student drop-out rates. I supported the Class-Size Reduction effort established by President Clinton, which provided approximately \$140 million to New York each year to help reduce class size. During the No Child Left Behind Act debate, I spoke out in support of continuing the successful Class Size Reduction Initiative. This program resulted in nearly 40,000 more teachers for

HIGHLIGHTS

Letter to Constituents on Higher Education

Clinton Praises Passage of Gear Up/Trio Amendment to Restore Cuts to Vital College Access Programs

Clinton Urges Bush Administration to Reconsider Attempt to Undermine Title IX

RELATED NEWS

Senator Clinton Urges Support for Scientific Research and Education

Senators Clinton and Schumer Urge Funding for Program Providing Books to Underserved Children

Senator Clinton Calls for Strengthening Pell Grant Program

Statement of Senator Hillary Rodham Clinton on Enrollment of the Head Start Reauthorization Bill

Senator Clinton Applauds Senate Passage of Head Start Reauthorization Conference Report

Statement of Senator Hillary Rodham Clinton on the Signing of the College Cost Reduction Act

Senator Clinton Announces Over \$570,000 for LaGuardia Community College

Senator Clinton Applauds Final Passage of Bill to Increase Student Aid, Help Student Borrowers and Non-Traditional Students

first, second and third grade classrooms and enabled thousands of students to learn in classes of 18 students or less.

School Leadership

Talented principals are critical to effective school reform efforts, yet schools with the most challenging working conditions – high concentrations of poor students and limited resources for curricula, supplies, and salaries – have a difficult time attracting and retaining talented principals. That is why I championed the School Leadership program, which has provided close to \$40 million over the past four years to attract dynamic, effective school leaders to high-poverty communities. The School Leadership program helps talented individuals overcome the barriers to entering the education field and obtain the training and ongoing support they need to help all students achieve academically.

School Choice & Charter Schools

I support innovative approaches to education reform within the public school system, such as charter schools and alternative routes to teacher certification. I believe our public school system is one of the most important foundations of our society because it exposes students to a wide variety of ideas and cultures – to the rich diversity of their community. I promote creative and pioneering initiatives to improve academic achievement and education outcomes for all students. Charter schools are one part of a menu of reforms that hold the potential to expand the supply of high-quality public schools, especially in disadvantaged communities. Because most charter schools have limited credit histories, they often lack access to public school facilities or traditional funding streams such as bonds. A full one in three charter school operators have reported that school construction costs are a major obstacle to their school's success. That is why I proposed legislation, the Investing for Tomorrow's Schools Act, which would create an innovative funding source to help build and expand charter schools. Inadequate school buildings should not be obstacles to innovative reforms. In addition, I strongly oppose voucher schemes that divert precious resources away from financially strapped public schools to private schools that are not subject to the same accountability standards.

Mentoring

I was an original co-sponsor of a resolution that designated January as "National Mentoring Month." I was pleased that this resolution passed the Senate unanimously and was approved by President Bush. Students with mentors perform better academically, enroll in college at a higher rate, and are less likely to drop out of school and use drugs than their peers who do not have the benefit of a mentor.

School Modernization

According to a study by the National Center for Education Statistics, our nation's schools need more than \$127 billion to meet their renovation and construction needs. In the fall of 2002, I released a report called the "State of New York's Schools," which illustrated the critical need for school construction in New York. I was also an original co-sponsor of the America's Better Classrooms Act, a bill that would provide \$2.5 billion in bonding authority to New York State. I am also the proud sponsor of the *Investing for Tomorrow's Schools Act*. This bill would create innovative funding sources called revolving loan banks in each state. Both bills would help New York and America to meet their school modernization needs.

The lack of adequate school buildings hampers some of today's most promising and innovative efforts to boost student achievement. I will continue to fight for funding to provide our students with an academic environment that will prepare them for the 21st Century workplace

Healthy Schools

According to General Accounting Office, almost half of all U.S. schoolchildren attend schools with at least one unsatisfactory environmental condition. And poor indoor air quality, one of the most prevalent environmental toxins, severely aggravates allergies, asthma, and other infectious and respiratory diseases in children. Furthermore, the Department of Energy has estimated that the nation's schools could save \$1.5 billion in energy costs by upgrading their systems – money that could be rededicated to other educational priorities.

To address this problem, I fought for the passage of The Healthy, High Performance Schools Act of 2001, legislation that provides grants to help school districts make their buildings healthier and more energy efficient. This program will help our schools improve indoor air quality, eliminate environmental hazards, upgrade their energy systems with new, energy efficient technology, and save money in the process.

I have been a relentless advocate for the program since it was passed into law, but the Administration and Congress have refused to fund it. I also included a provision in the No Child Left Behind Act to require the Department of Education to assess the environmental conditions that contribute to unhealthy learning environments. This study, which confirmed that poor environments in schools, due to indoor pollutants, adversely influence students' health, performance, and attendance, was released on April 29, 2004.

Libraries and Museums

I was an original co-sponsor of S. 238, the Museum and Library Services Act of 2003, which was signed into law on September 25, 2003. This bill authorized \$13.2 million for New York State's libraries and makes it possible for New York's cultural institutions to obtain the necessary insurance to host high-profile exhibits. Libraries and museums are part of the foundation of our community. They provide essential job search, job training and literacy services. I will continue to support libraries and museums throughout the legislative session.

Clinton or Obama?

Celebs Pick Their Choice - Vote
Now Who Do You Want to Win?
www.SodaHead.com/ObamaHillary

The Truth About Vouchers

Vouchers increase costs by forcing
parents to pay for two systems.
www.nea.org

Democrats for Ed Reform

Return our party to its rightful role
as the champion for children
www.dfer.org

America's Choice

Programs and Support to Help All
of Your Students Succeed
www.americaschoice.org

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**OnTheIssues**
Every Political Leader on Every Issue

Hillary Clinton on School Choice

More teachers, smaller classes, no vouchers

I've been involved with schools now for 17 years, working on behalf of education reform. And I think we know what works. We know that getting classroom size down works. That's why I'm for adding 100,000 teachers to the classroom. We know that modernizing and better equipping our schools works. And we know that high standards works. But what's important is to stay committed to the public school system, not siphon off money, as my opponent would, with vouchers.

Source: NY Senate debate on NBC Oct 28, 2000

Vouchers drain money from public schools

Q: Do you support vouchers for private schools?

CLINTON: I've visited schools throughout the state and some of them are among the finest in the world that you could find anywhere. But others are overcrowded, under-resourced. That's why I put forth a plan to try to get the teachers that we need and to provide the funds that are required for modernizing our schools, as well as setting high standards, making them safe from violence. I do not support vouchers. And the reason I don't is because I don't think we can afford to siphon dollars away from our underfunded public schools.

LAZIO: I believe that it's immoral to ask a child to go to a school where they can't learn or where they're not safe. 80 percent of African-American and Hispanic parents feel that they need it. Why should we trap poor kids in failing schools simply because the teachers unions won't agree with it?

Source: Clinton-Lazio debate, Buffalo NY Sep 13, 2000

Fight with Gore for public schools; no voucher "gimmicks"

[Gore] will make education his priority. I will fight with him; I will be by his side as we fix our public schools. I will be by his side as we fix crumbling schools, as we put more teachers in our classroom to lower class size, as we improve the quality of education. We know that [education] is not the priority of the Bush-Giuliani team. The other team, they want to talk about gimmicks like vouchers.

Source: Adam Nagourney, New York Times Mar 12, 2000

Vouchers will not improve our public schools

I know there are some who believe that vouchers are the way to improve our public schools; I believe they are dead wrong. There is simply no evidence that vouchers improve student achievement. We've been experimenting with vouchers in some jurisdictions for a couple of years-we've found no evidence that these have made any difference in student achievement. But what they have done is to divert much-needed public funds for the few and have weakened the entire system.

Source: Remarks to NEA in Orlando, Florida Jul 5, 1999

Attachment #14
3/31/2008 10:03 AM

Let's build up our schools-not tear them down

We know a lot more today than we knew five or, certainly, 10 years ago about what we need to do to marshal the resources to make every school that successful. So let's build up our schools-not tear them down. And let's make sure that everyone has the same goal in mind-to make our public schools and our public school students the best in the entire world.

Source: Remarks to NEA in Orlando, Florida Jul 5, 1999

Charter schools provide choice within public system

I stand behind the charter school/public school movement, because parents do deserve greater choice within the public school system to meet the unique needs of their children. Slowly but surely, we're beginning to create schooling opportunities through the public school charter system-raising academic standards, empowering educators. When we look back on the 1990s, we will see that the charter school movement will be one of the ways we will have turned around the entire public school system.

Source: Remarks to NEA in Orlando, Florida Jul 5, 1999

Charters meet needs of failing public school students

Charter schools can play a significant part in revitalizing and strengthening schools by offering greater flexibility from bureaucratic rules, so that parents, teachers, and the community can design and run their own schools, and focus on setting goals and getting results. Many of these schools are meeting the needs of students who had trouble succeeding in more traditional public schools. Every child deserves a quality public education as part of their American birthright.

Source: Remarks at Charter School Meeting, Washington DC Aug 4, 1998

Vouchers siphon off much-needed resources

Charter schools are a way of bringing teachers and parents and communities together-instead of other efforts-like vouchers-which separate people out-siphon much needed resources; and weakening the school systems that desperately need to be strengthened.

Source: Remarks at Charter School Meeting, Washington DC Aug 4, 1998

Parents can choose, but support public schools

I believe strongly in a parent's right to choose the best education for his/her child. We have a proud tradition of parochial and private education in America. We also know that the majority of children are educated in the public education system. So we have to support the public education system whether or not our children are in it or whether or not we have children. The public education system is a critical investment for the well-being of all of us.

Source: Unique Voice, p.173 Feb 3, 1997

Voted YES on funding smaller classes instead of private tutors.

Vote to authorize a federal program aimed at reducing class size. The plan would assist states and local education agencies in recruiting, hiring and training 100,000 new teachers, with \$2.4 billion in fiscal 2002. This amendment would replace an amendme

Bill S1 ; vote number 2001-103 on May 15, 2001

Voted YES on funding student testing instead of private tutors.

Vote to pass an amendment that would authorize \$200 million to provide grants to help states develop assessment systems that describe student achievement. This amendment would replace an amendment by

The New Hampshire Public Chartered Schools Association (NHCPSA)

Eileen Groll Liponis - member

- X The New Hampshire Chartered Public Schools Association (NHCPSA) is a non-profit member organization to support and advocate for charter schools in New Hampshire. The two part purpose of the association is to provide a structure for charter schools to share best practices with all public schools and to work together to identify and secure resources for charter schools in NH. The Association expects to host an annual conference to share best practices with district schools as well as seek other ways to help charter schools and public schools to connect in the spring of 2009.
- X To date the 10 state approved open enrollment public chartered schools represent the investment of the Federal DOE of over \$7 million and just over \$5 million from the state of New Hampshire for a total of over \$12 million to fund an innovation in education that has met with widespread success in over 40 states and the district of Columbia with over 4,000 chartered public schools serving over 1 million students. This bill represents the end of the engagement NH has had with charter schools and the beginning of the marriage with permanent sustainable funding from the state and the sharing of best practices between the chartered public schools and traditional public schools.
- X The process of disseminating best practices is occurring naturally among New Hampshire charter school and traditional public educators and is ripe for formalization. Informal reports to the LEA of charter school teachers car-pooling with neighboring traditional public schools and their desire to share best practices; of sending districts' Special Ed aides bringing their best practices to the charter school educators and taking back best practices to their traditional public school; of two neighboring schools, one charter and one traditional public, collaborating on combing their orchestra and strings program for a more robust music program; one charter school sharing it's successful fundraising model with other schools wishing to emulate it; and of charter schools uniting to advocate for legislative support. Conflicts of interest are avoided when goals are aligned. NH public educators have the goal of the highest individual student achievement and are naturally striving together towards that goal.
- X The investment of combined Federal and state money of \$12 million is paying dividends to the state that serves our Governors initiative of reducing our high school dropout rate. This investment serves the states long term economic benefit as illustrated by the following figures from the Alliance for Excellent Education state analysis from October 2007

- More than 4,000 students did not graduate from New Hampshire's high schools in 2007; the lost lifetime earnings in New Hampshire for that class of dropouts alone totals more than \$1.1 billion.

Attachment #15

- New Hampshire would save more than \$63 million in health care costs over the course of the lifetimes of each class of dropouts had they earned their diplomas.
- New Hampshire households would have over \$216 million more in accumulated wealth if all heads of households had graduated from high school.
- More than \$51 million would be added to New Hampshire's economy by 2020 if students of color graduated at the same rate as white students.
- If New Hampshire's high schools graduated all students ready for college, the state would save over \$13 million a year in community college remediation costs and lost earnings.
- New Hampshire's economy would see a combination of savings and revenue of over \$15 million in reduced crime spending and increased earnings each year if the male high school graduation rate increased by just 5 percent.

Charter schools are considered the R&D of the education industry. The investment in our state of \$12 million of combined state and federal monies over the past 4 years represents just 2/10ths of one percent on an annual basis as a percent of our overall state education budget. The rate of return on this investment can be calculated by studies like the one previously cited of the economic impact of engaging and retaining our NH students until they graduate from high school and hopefully aspire to further their education. What you cannot quantify is the joy and grateful appreciation of the parents and students who have benefitted from a chartered public school option. What you can do is support this bill and preserve and embrace permanent sustainable funding for chartered public schools as offered in SB 539.

X This has been one of the arguments against funding charter schools for another year, that there is no permanent funding structure for charter schools. That argument is taken away with the amendment of SB 539 to add \$2,000 per charter school student bringing our total to \$5,450. That is the largest step towards permanent sustainable funding made in NH to date.

X NH was awarded the \$7M charter school startup grant after it added the State Board of Ed as an authorizer. Multiple authorizers are one of the favoring criteria in the grant. From 1995 until 2004 the local district was the sole authorizing agent and no charter schools were created. A district sponsored or authorized school is also no guarantee of permanence. School boards change and often so can the sentiment and support for the charter school. We are seeing the effect that turnover in a local school board currently with a state approved, district sponsored school.

X Nationally, of the 40 states passing a charter law, 24 passed it when a Republican was governor and 16 when a Democrat was governor, and about two-thirds of the states passing a charter law did so when there was no single party controlling both the legislature and the governor's office. (Source: Christiana Stoddard and Sean Corcoran, "Charter Politics," Education Next, Spring 2008).

X The House showed strong bipartisan support for all charter schools in both policy and financial commitment to continue to fund these public schools. To deny HB 1642 when permanent sustainable funding is in the works beginning in the 2009 school year will effectively be a Senate policy decision to close the independent state approved schools. According to Todd Ziebarth, senior policy advisor for the National Alliance for Public Charter Schools, that would be a nationally unprecedented step backwards that no state has ever taken. We want to be first in the nation for the Primary, we don't want to be first in the nation for this.

X *Dean Kavan's quote*
The Federal start-up grant is for three years and is designed to take away the bricks and mortar burden and to give the state three years to provide permanent sustainable funding. Lack of state support was one of the reasons NH was not awarded the \$5M continuation grant last year. Without that grant the NH DOE lost funding for a position in the charter school office and it is argued that there is now less accountability of charter schools. We have proposed to strengthen that accountability by emulating other states and self funding with an administrative fee of \$160/student a position in the NH DOE of Charter School Oversight and Accountability to work with the Charter School Oversight Committee, the Association and the schools to strengthen charter school law and accountability. Charter school accountability is a shift in tradition. It exists in our Board of Trustees, composed of local citizens, parents and teachers, who are accountable to the state for the performance of the students as measured by the same testing standards of the traditional schools. Financially we provide quarterly reports to the state and annually we pay to be independently audited and provide that report to the state along with our own internally generated annual report of our progress to the state. If these standards are not met, the school can be closed by the state by non renewal of the charter.

X Lastly, I want to confront the argument of self selecting that charter schools drain the best and the brightest students and the most engaged parents. For students, all the school will argue that they a full range of student strengths and capabilities. As for the parent drain I have two arguments: they are right and wrong at the same time and here's how we are addressing where they are right. Parents are most engaged when their child is in crisis or not flourishing. Those parents come to a charter school to exercise a public option that might work for their

child. If their child does turn around and begin to flourish and succeed that parent becomes more secure and less engaged when they are confident the school is meeting their child's needs. I had parents in the beginning of the year that I thought for sure were going to be greatly involved and now that their child is doing well are more than happy to just wave happily at me at drop off and pick up. Also, charter schools were designed to be living laboratories. You cannot force that innovation experiment on parents in a district school where they are not looking for an option.

X Now there are those students who may need a public option but don't have the parents with the ability or desire to be engaged. We want to reach those students as well so we are reaching out to local guidance counselors and making them aware of the charter schools in their area and their missions. This is not easy. Let me give you an example. We have had parents come to us saying it was their teacher who referred them to look at the charter school but, asked the parents not to mention them by name because they didn't want to get in trouble with their district. This is where we need to break down the barriers and focus on what works for the student to engage the greatest number of students. Representative Kim Casey and I have talked about this extensively and I am grateful for the tremendous amount of work she has done in the Charter School Oversight Committee and plans to do to strengthen charter schools. HB 1642 is reflective of her Committee work and is front of you due to the bipartisan support we received in the House. We hope to receive the same consideration in the Senate. Thank you for your time today and I look forward to your questions.

AMENDED
SENATE CALENDAR NOTICE
EDUCATION

Printed: 04/17/2008 at 10:26 am

✓ Senator Iris Estabrook Chairman
✓ Senator Joseph Foster V Chairman
✓ Senator Martha Fuller Clark
✓ Senator Molly Kelly
✓ Senator Peter Bragdon
✓ Senator Robert Letourneau

For Use by Senate Clerk's Office ONLY	
<input type="checkbox"/>	Bill Status
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<input type="checkbox"/>	Calendar
Proof: <input type="checkbox"/>	Calendar <input type="checkbox"/>
	Bill Status

Date: April 17, 2008

HEARINGS

Tuesday

4/22/2008

EDUCATION

SH 103

8:45 AM

(Name of Committee)

(Place)

(Time)

EXECUTIVE SESSION MAY FOLLOW

Comments: Please note: The only change from the previous amended notice is that an Executive Session will take place at 8:30 a.m., moving the scheduled bills up in time slots.

8:45 AM HB1642-FN (New Title) providing additional funding for charter schools for the 2009 fiscal year.
9:00 AM HB1563-FN authorizing public academies to receive public funds for renovation and expansion of regional vocational education programs.
9:15 AM HB765-FN (New Title) establishing a committee to study the financial liability for placement of a child with a disability.

Sponsors:

HB1642-FN

Rep. Claire Clarke
Sen. Peter Bragdon

Rep. Kenneth Weyler
Rep. Karen McRae

Rep. Pamela Price
Rep. Barbara Shaw

Sen. Joseph Kenney

HB1563-FN

Rep. James Rausch

Sen. Robert Letourneau

Rep. John Graham

Sen. Martha Fuller Clark

HB765-FN

Rep. Nancy Stiles
Sen. Margaret Hassan

Rep. Claire Clarke

Rep. Arthur Jillette

Rep. Kimberley Casey

Amanda Jurta 271-1403

Sen. Iris Estabrook

Chairman

Education Committee

Hearing Report

TO: Members of the Senate

FROM: Susan Duncan, *Senior Legislative Aide*

RE: Hearing report on **HB 1642-FN – AN ACT (New Title)**
providing additional funding for charter schools for the 2009 fiscal year.

HEARING DATE: April 22, 2008 – Hearing continued from April 15th

MEMBERS OF THE COMMITTEE PRESENT: Senators Estabrook, Foster, Fuller Clark, Letourneau, Kelly and Bragdon

MEMBERS OF THE COMMITTEE ABSENT: No one

Sponsor(s): Representative C. Clarke; Representative Weyler; Representative Price; Representative McRae; Representative B. Shaw; Senator Kenney and Senator Bragdon

What the bill does: This bill provides funding for the fiscal year ending June 30, 2009, for all charter schools in operation as of July 1, 2008.

Who supports the bill: Susan Hollins for the NH Center for School Reform; Jennifer Star, Board Member of the Academy for Science and Design; Laurie Scandilis; Chris Franklin, Director of the Academy for Science and Design; John Davis; Bill Wilmot, Director of Seacoast Charter School; Randy MacLean; Frank Conroy; Beth Allard; and others who signed in but choose not to testify

Who opposes the bill: No one appeared

Summary of testimony received:

- Senator Estabrook re-opened the hearing on HB 1642-FN and called upon Susan Hollins who was speaking on behalf of the NH Center for School Reform.
- Ms. Hollins distributed numerous documents showing a listing of emerging charter schools.
- She explained that it is very difficult to get advanced, specialized science classes into public schools where they struggle for local funding. She talked of the communities where there is a drop out rate in excess of 10% of the students.
- She asked that there be a moratorium on opening additional schools being approved to open until the funding has been fixed.

- She noted that the equestrian school is unique and that there is no where else to get the specialized training that they offer.
- Jennifer Star testified as a Board Member for the Academy for Science and Design and as a parent. She explained that even though they just opened last September, they have had two open houses which were attended by over 100. She said that there clearly is a need for these specialized schools.
- She provided some handouts and explained that she had done some research regarding whether if offering \$6,500 would be creating a new policy. She said that there are currently three towns (Berlin, Greenville and Stratford) that will receive more than \$6,500 in State aid and that 50 schools will receive more than \$3,900 in State aid per student.
- Laurie Scandilis of Franklin testified on behalf of her two seniors who attend Franklin Career Academy. She said that she has gotten to know many of these students and some she has known since the 7th and 8th grades when she volunteered in the public school.
- She said that although this bill is about the money, the bill is really about the kids. She explained that all kids do not learn the same way and that some do need to learn in different methods. She said that they are relying on whatever funding they can get. She testified that we have an obligation to keep the door open for these students who are there because they want to be there.
- Chris Franklin, Director, the Academy for Science and Design, testified in support. He said that he is an engineer with three children who all attended public schools. He said that he is a great advocate for our public schools.
- He distributed a map that shows where the students at the ASD come from. He said that there are 32 students who come from 16 different school districts (one even traveling up from Massachusetts to attend). He said that it would be impossible to put their science curriculum into each of these different school districts.
- John Davis testified in support and talked of the great potential here. He said that charter schools help to address the drop out problem and the subsequent increased prison rate.
- Bill Wilmot, Director, of Seacoast Charter School, testified in support and said that this sends a clear message. He cautioned against ending the ability for local districts or the State Board to sponsor charter schools and explained that this would end federal support for charter schools. He said that preference is given for federal financial aid for schools with multiple sponsors.
- He said that the charter schools are providing critical options to our students.
- Randy MacLean testified in support and said that he has served as a public school teacher as well as with various human services agencies. He explained that with New Hampshire's reputation of fiscal conservation as well as creative solutions, that charter schools

are an important part of the solution which are cost-effective and community based.

- He explained that during the past few years, the public schools in the south-west part of the state have been a battle ground over funding of public schools with budgets being defeated by the voters. He said that our charter schools spend about half of what the public schools spend and get creative programs.
- Frank Conroy testified in support and noted that originally when the federal government sent the money for the charter schools, it was with the obligation that the state would keep these schools going.
- He said that he had seen the Governor last week after the hearing and that the Governor said that he supports our charter schools. He explained that this legislation would help the schools open this fall and provides a good stop-gap.
- Beth Allard who is a teacher in both public and private schools, testified in support. She urged that this be supported for the kids who are achieving things she has never thought possible.

Funding: See fiscal note

Action: Senator Fuller Clark moved "Ought to Pass." The motion was seconded by Senator Letourneau. The Committee voted 6 to 0 in support of the OTP motion. Senator Bragdon will report the bill out of Committee.

sfd

[file: HB 1642-FN report ED of 4.22.08]

Date: April 22, 2008

AJ

Date: April 22, 2008
Time: 8:45 a.m.
Room: State House, Room 103

The Senate Committee on Education held a hearing on the following:

House Bill 1642-FN (New Title) providing additional funding for charter schools for the 2009 fiscal year.

Members of Committee present: Senator Estabrook
Senator Foster
Senator Fuller Clark
Senator Kelly
Senator Bragdon
Senator Letourneau

The Chair, Senator Iris W. Estabrook, reopened the hearing that was recessed on April 15, 2008, and invited the next person to testify on the legislation.

Senator Iris W. Estabrook, D. 21: And, I would just begin by saying we're going to allot a half hour to hearing the rest of testimony on this bill, and then, we do have other business we have to attend to today.

Dr. Hollins: Okay. I brought for you one copy of just a listing of the charter schools emerging in other states, smaller states, Delaware, Maryland, Rhode Island. I thought you might find it interesting to see the proliferation of schools in other states how the charter school is emerging. And, the second thing I brought was...

Please see "Delaware's Charter Schools", attached hereto and referred to as Attachment #1.

Please see "Charter Schools in Maryland", attached hereto and referred to as Attachment #2.

AJ

Please see "R.I. charter schools, 2007-08", attached hereto and referred to as Attachment #3.

Senator Iris W. Estabrook, D. 21: I think Amanda has a question.

Amanda Jurta, Senate Secretary: Could you please identify yourself?

Dr. Hollins: Oh. My name is Susan Hollins, and I'm from Grafton, and I direct the Center for, New Hampshire Center for School Reform. I advise the New Hampshire Equestrian Academy. I'm on the Board of the Academy for Science and Design. I also brought a listing of, highlighted in yellow. I have six copies of all the communities now where the students have a cumulative drop-out rate of more than ten percent in our state. We have seven thousand students drop out of school in the United States every day, the cost of about 300 billion to the country.

I wanted to ask for support of 1642. In my mind, it's a bridge bill that provides a weighted state aid to a few schools that will have extraordinary difficulty surviving financially until the charter schools are built into the system, which, thankfully, is happening next year. The choice school movement in the country is actually the National Education Policy. It's happening all over the world. I think there's a growing knowledge that students need to get themselves to schools where we thrive, they thrive, and we can't afford to lose more children. Probably a small percentage in our state will go to charter schools ultimately, and if we have state aid, it should follow students to those schools in a weighted form.

I passed out these other, what's happening in other states because I think it doesn't serve our state to be the only state, one of only eight states in the nation without science-specialized schools. There was a sentiment expressed at the last session that the regular local public schools should just make these courses available. And, having been a superintendent, or assistant superintendent in a number of schools, it really isn't possible. It's extraordinarily difficult to get high level science courses for younger students if you're a poor community. And, there is no comparison taking music classes in your high school versus being at a school for performing arts, and similarly, there's no comparison taking one science course in a high school as opposed to being in a community of all science schools.

So, I urge you to support the bill. I wanted to make one recommendation for a change in the wording. And, that was where it says a moratorium is extended completely with no authorization, that you consider that there is a moratorium on schools that are approved to open before September 2009 because, even if they're approved, it takes twelve to eighteen months to open

a school. So, if we didn't open any during this period, it would still allow the state to continue with its pilot program, just that schools didn't emerge until the funding was fixed.

My last comment is only, I noticed you were talking about having access to dental programs and veterinary programs in this state. The Equestrian Academy is the only place in the state where student (sic) who wants to go into equine veterinary medicine can get a specialized program in high school. It's co-located with the top equine surgeon. There's nowhere else to get this career-specialized program, and it's our largest agricultural industry in the state, I'm told. So, though this is a small school, I was there the other day. The students actually, many want to be equine veterinarians where we have a shortage, and while this is a small school and it's a specialized career field, we should support this school. Thank you very much for your comments.

Senator Iris W. Estabrook, D. 21: Thank you very much. Questions from the Committee? Seeing none, thank you. Signed up last time, and I'm not sure if they were able to return, but I'll call in case. Jennifer Starr. Thanks for driving again.

Jennifer Starr, Academy of Science and Design: Yeah, well, last week I brought a group of students, but they're on spring break, so I only could drag one...

Senator Iris W. Estabrook, D. 21: I understand.

Ms. Starr: My daughter who's an eighth grader. But, thank you for letting me speak today. I am actually a Board Member for the Academy of Science Design and a parent of an eighth grader. And, as you know, the Academy for Science and Design is the first open-enrollment, science-specialized public school serving students statewide in grades seven through twelve, and actually our director, Chris Franklin is here, so I'll, well, in the sake of time, I'd probably, I was going to talk a little bit more about what the Academy for Science and Design does, but I'll defer to Chris.

Senator Iris W. Estabrook, D. 21: If you'd like, he can come up with you. He's also signed up to speak.

Ms. Starr: Oh, okay. Well, I just have one point I wanted to make...

Senator Iris W. Estabrook, D. 21: Okay. Sure.

Ms. Starr: ...so, I know, but I did want to just let you know that even though our school is, we just opened last September. We've had two open

houses and each time we've had over a hundred, we've had probably forty students and their families. So, over a hundred people have come to each of these open houses, and they're from everywhere. And, Chris Franklin will talk more about that. But, clearly, there's a need for this type of education, and it's an important initiative for New Hampshire. I don't know if you even realize. There were, with the creation of the Academy of Science and Design, there are now forty states that have a science-specialized school. Before that, New Hampshire was just one of eleven that didn't support a science and math school. So, now we've finally gotten with the, sort of the majority of where states are heading.

Last week, I brought a group of students here, and we learned that there was a question about the vote that you might have for this bill because you were concerned that if we offered \$6500 per student to charter school students including the Academy for Science and Design. That would be creating a new policy or you'd be doing something a little bit different for the Academy for Science and Design and other charter schools.

So, since we are a school full of math and science kids who are passionate about math and science, we did a little research, and we went to the website. The school, the New Hampshire Board of Education and you post the fiscal year 2009 what you're going to be spending per student in terms of state aid. And, we found that there are actually three towns, Berlin, Greenville, and Stratford that will receive more than \$6500 in state aid. And, there are actually fifty-eight towns that will receive more than \$3900 in state aid. So, you were worried about if you're, and I can submit this, it got a little wet on this, but I can submit this. I mean, it was a very simple calculation of the number of students in a town divided by the amount of state aid to get the state aid per student.

Please see "FY09 Adequacy Aid Grants and Statewide Enhanced Education Tax Assessment", attached hereto and referred to as Attachment #4.

So, but, it was hard for me. And then, when we came up with this, it was hard to explain to the students, you know, that if other schools can get more than \$3900 because the state determines that they need it, what policy says that our school can't have this amount if we need it? And, since the Academy for Science and Design is only in its first year, we still need to build on the groundwork that was laid in the previous years to have, and a strong foundation that was established this year, for our school. A higher level of aid is critical because we don't really have any other source of funding than state aid.

AJ

And, we've made such significant progress this year, and Chris probably can talk more about that, but we really haven't had the time or resources that even some of the other charter schools have had to build community support and philanthropic support for our school. And, when I talked to the students, the in-depth science and math courses that are offered at the Academy for Science and Design aren't offered in their public schools, and as a business person, and a taxpayer, it was really hard for me to explain to these students, well, why can the ASD offer you a better education for your needs, you know, for a lot less money than what your typical public school is spending? I just couldn't explain that to them. Why was it less expensive to offer more courses in physics and biology and chemistry and a history course focused on science and technology, and you're a public school that's spending more per student? Can't do that.

The in-depth science and math courses that are offered at the ASD now for middle school students, these students if they, they are offered, but they're offered in high school. It was hard for me as a parent to explain to these children why the legislators are treating charter schools differently than other New Hampshire students. I mean, these students have made a very difficult decision. They've left their friends and their communities. They've left the comfort of familiar settings, they drive, some of them are driving an hour each way, and it was hard for me to have to explain to them, you know, why the Academy for Science and Design may not open next year because of the lack of state funding, and that they'll have to return to their schools where they came from.

And, as a parent, it was really hard for me to explain why both the federal government and the state government have decided to invest some money to start these schools, and then won't continue to fund them to help them survive and thrive. I just, it was very hard for me to explain that. And, I was hoping perhaps you can help explain that. We're really here to ask you to treat our school and the other charter schools fairly by allowing them the funding that we need for next year. It's the amount of state aid that some schools in New Hampshire are receiving now and will receive next year. Thank you so much.

Senator Iris W. Estabrook, D. 21: Thank you. Questions from the Committee? Seeing none. We have seven more people who would like to speak, so I'd ask everyone to be brief so everyone will get a turn. Did Bobby Glossop or Nathan Tong or Long come back from last week?

Ms. Starr: Bobby is on vacation.

AJ

Senator Iris W. Estabrook, D. 21: No. Okay. Thank you. We'll call Lorrie Scandalis.

Lorrie Scandalis, Franklin Career Academy: Good morning.

Senator Iris W. Estabrook, D. 21: Morning.

Ms. Scandalis: My name is Lorrie Scandalis, and I am a parent to two seniors at Franklin Career Academy, and my two are graduating this year, so I'm really not here with a personal agenda. I am here because I have gotten to know through my parental volunteering at the school every single student that is there. Some of them I've known since they were in sixth or seventh grade because I used to be a volunteer in the public middle school in Franklin. So, I'm pretty much here advocating for them and every student in New Hampshire.

And, I think that a few years ago, we came up with this knowledge we finally realized that kids don't all learn the same way, kids are not made from the same mold. Some students need to move ahead, some students need to learn in other ways besides lecture, and kids all learn differently. And, we started a program that caters to that and that understands that, and we opened the floodgates and gave all of these kids hope that finally they can have an education where they learn and they're not just taught.

And, I'm just here to let you know that, although this is all about money, it's all about the kids, and every one of them have a story. Every one of them come from some place, and every one of them now have the hope of graduating successfully. And, we have an obligation to support that. We also don't have extra funding. We are relying on whatever help we can get, and because we have these kids, and they've come to us and they're successful, we have an obligation to keep them there and not close the door on their future. And, I think that for every student who has come in the door, who's already quit their high school because they were quit on and have enrolled themselves, and for every student that has come through the door voluntarily, we owe, we have an obligation to.

And, every student in that school is there because they want to be, and not because they have to be. And, I just would like to say that passing this bill is crucial to their future. And, it doesn't matter if the enrollment is one student or a hundred students, we have an obligation to every one of them, and I think that anything that supports an education that goes beyond adequate and that caters to specific needs and specific ways of learning, we need to support. So, I'm asking that you guys will do that. Thank you.

AJ

Senator Iris W. Estabrook, D. 21: Thank you very much, that was very, very good testimony explaining what you've seen, thank you.

Ms. Scandalis: Thank you.

Senator Iris W. Estabrook, D. 21: Call Chris Franklin. Just ask that you agree with what you heard before or say something new.

Chris Franklin, Director of Academy for Science and Design: Oh.

Senator Iris W. Estabrook, D. 21: Not repeat what we've already heard.

Mr. Franklin: Actually, I wasn't going to say anything that she said.

Senator Iris W. Estabrook, D. 21: Okay.

Senator Peter E. Bragdon, D. 11: Right.

Senator Iris W. Estabrook, D. 21: Good.

Mr. Franklin: So, I'm Chris Franklin. I'm the Director of the Academy for Science and Design. A little bit about my background. I am an engineer. I went through the system. I became group manager, eventually started my own company, did well with that, and took a little time off. And now, I've become basically the Volunteer Director of the Academy for Science and Design. I work a lot of hours there, and some other things about my past.

I have three children. All three of them have gone through the public school system, and as you can imagine, I could probably have sent them to a private school if I wanted to, but the fact is, I really believe in the public school system. I always have. I've been a great advocate for the public school systems. I've even contributed money to the Merrimack District myself. So, I want you to understand that, even though I'm a director of this particular public school, I in no way want to hurt the public school system at all.

Now, what happened last spring was quite remarkable. I got this information that a science school was starting, a public science school, and we were very excited because not only do we love the public school system, but now the public school system was getting an added feature to it that our children who were into science and math could now get a science and math specialized education. So, both of my children applied, both middle schoolers. One of them decided to go there, and one of them decided to go to the Merrimack Middle School. So, I have a child in both the Merrimack Middle School and in the Academy for Science and Design.

AJ

Now, we thought some of the reasons that we sent our kids to public schools were we felt that the public schools did do a good job educating our children. We also felt that the public schools are an incredible important part of this country in that it gives everybody a chance to get an excellent education. And now, you could even have a chance to get a science-specialized education. So, we thought that the science school was just a perfect addition to the public schools.

One of the things my wife did is she wrote a letter to the Governor in support of HB 1642, and we got a letter back that said, "I agree that charter schools are a good thing, but they should all be owned by districts." And, as Director, of course, my reaction is, "Well, gee, that's an interesting idea. If I can get funding by going to a district, then maybe that's the way to go, maybe we can support the school that way." Unfortunately, the Science School, I think, is kind of unique and I got some handouts here. It's not a big deal, but the handouts are basically this map. And, I'll show it to the people back here so you know what's on it. This map shows where our students come from across New Hampshire. We currently have thirty-two students coming from sixteen districts.

Unidentified Person from the Audience: Want me to hold it for you?

Mr. Franklin: Oh, thank you. And, I couldn't fathom as Director, I could go to one of those districts and say, "Would you adopt this school where ninety percent of the students going to it are not paying taxes into your system?" It just didn't seem plausible. I'm not sure everybody really gets a full grasp of how far some of these students travel. We have someone traveling over an hour to get to our school just to get assigned specialized education, and the blue ones are the ones that are applicants, and this one is not a mistake. This is someone from Massachusetts who wants to come and even pay tuition to our school, which is kind of a cool thing, I think.

So, that's the first thing that this map illustrates. The other thing that it illustrates is we only take an average of two students from each of the districts. I would think it would be prohibitively expensive to try to put our science education into the middle schools of all of those different districts. I would think you'd spend quite a bit more money to do that. So, again, if you look at the maps, and I gave you all one of them, I just wanted to illustrate that fact.

Please see "New Hampshire Coverage Map", attached hereto and referred to as Attachment #5.

AJ

Now, the last thing I just wanted to mention about HB 1642. I know a lot of people are against these specialized schools, these charter schools, but 1642 is really a funding bill for the students that are in those schools. And so, even if you don't want the charter schools, I think it's a good idea to move for this bill because in all the students you've seen here, it's going to help them get a better education. I think that's an important thing for this particular bill. I, you know, I certainly wouldn't mind having an argument with people about whether or not charter schools should exist, but then, a bill to stop the charter schools would be more appropriate than that than hurting all of the students and voting against this bill and not adequately funding for next year only the schools. And, that's pretty much all I have to say.

Senator Iris W. Estabrook, D. 21: Thank you.

Senator Martha Fuller Clark, D. 24: Thank you very much.

Senator Iris W. Estabrook, D. 21: Questions from the Committee? Thank you very much.

Mr. Franklin: You're welcome.

Senator Iris W. Estabrook, D. 21: John Davis.

John Davis, Surry Village School: Thank you. Did anybody have a chance to look at the video last week?

Senator Robert J. Letourneau, D. 19: Is this a test?

Mr. Davis: This is...

Senator Iris W. Estabrook, D. 21: We ask the questions.

Mr. Davis: ...part of, this is education. Yeah. Please, please look at it because you'll see what these charter schools, the potential they have in communities to bring everybody together. In that video, it's not just parents and family and friends, it's the whole community. It's the fire department. It's everybody coming out to get this started, and that community spirit's so important today. Anyways, (sic) I would like to tell you people that I feel that you, this small group of people is one of the most important committees in the state. Education is the important one. Whether it's trying to solve the budget problems or build a safe bridge, it all starts with education.

These charter schools have a great potential in this state to solve some of the educational problems. We've seen that they have the ability to raise extra

money. Our school's going to raise around 120,000 private donations just to keep the lights on. So, the potential's there. Other schools are doing the same. We're able to attract grants. There's proof that in the short time we've been in existence that we are able to work with the districts. And, as time goes on and the charter schools and the districts find ways where we can help one another, that potential is also great. And, you know, we know Senator Kelly, you and I had talked about the drop-out rate and the prison populations, and these charter schools fit into saving a lot of that. And also, Senator Kelly, you talked about how you can bring some of these charter school ideas to the public schools, and Chris' testimony just kind of touched on that a little bit.

I just hope you realize the potential, and I don't want to take a lot of time. I could talk about this stuff all day long, but, please don't forget us. This is small potatoes compared to what it's going to cost later on, or could cost later on. So, give us a chance to get up and show what the true potential is. Thank you.

Senator Iris W. Estabrook, D. 21: Thank you. Questions? Seeing none, thank you. Call Bill Wilmot.

Bill Wilmot, Seacoast Charter School: Good morning. I'm the Head of School of the Seacoast Charter School. Happy Earth Day. The House Education Committee voted on House Bill 1642, and, in doing so, sent a very clear message that because the state had established a process for the approval of charter schools, because the State Board of Education had approved charter schools under this process, because there are now state authorized charter schools successfully operating and meeting the needs of students, the state had a clear obligation to provide these schools with sustainable funding.

Charter schools are statewide, open-enrollment schools. We have been called, "Wards of the State awaiting adoption" by some. I don't like this term. I see this state as our parent. And, as happens upon occasion in a family, there are unexpected children, and we are in some ways an unexpected child. But, this does not decrease the state's parental obligation for sustainable funding for these schools.

One of the concerns that's been raised with the local district adopting charter schools and basically ending state authorization of charter schools is that this would essentially mean the end of federal Department of Education support for charter schools. Among their competitive preference priorities is an explicit priority seeking more than one authorizer, an LEA and a, some other authorizer estate, in our case, it's the State Board of Education. So, a preference is given for applications in the federal DOE that have multiple

authorizers. Closing down the state authorization process would essentially mean that there would be no more federal money for charter schools in New Hampshire. Stepping back and looking at the whole picture, and I missed the beginning, so I'm sure people have said this, so I'll make it brief.

Charter schools provide critical options to keep kids engaged from school. Engaged kids graduate from high school, disengaged kids go on step by step to drop out of high school. So, I think charter schools can be a critical part of preventing drop out, even elementary charter schools that a student's decision to drop out of school begins that early, as early as first, second, third grade. I think that the possibilities for charter schools are extremely positive and this is a small step that would allow those charter schools to continue and even flourish into the future.

Senator Iris W. Estabrook, D. 21: Thank you. Questions? Seeing none, thank you. We have five more minutes and two more speakers. Raymond Maclean.

Raymond Maclean, Surry Village School: In my years as a public school teacher and...

Senator Robert J. Letourneau, D. 19: Identify yourself.

Mr. Maclean: Raymond Maclean. In my years as a public school teacher and as a employee in various human service agencies, I know that the State of New Hampshire has a reputation for innovation and creative solutions to problems that are fiscally conservative, and because we don't have big budgets for things, we come up with solutions that work on a small level that use our money very wisely. I feel that charter schools are another example of how this state can find a solution to a little piece of a problem which is cost-effective, which is community-based. We've talked about students making decisions for dropping out or staying in school, but I think we also need to think about communities making decisions about supporting schools or not supporting.

In our southwestern section of the state, it's been a battle ground in the last few years. Education is being constantly challenged and fought over, and budgets have been defeated right and left, and I think it would behoove the state to show its support for a creative program which spends about half as much money per pupil as the public school system does, and I just think that the support that you could give to charter schools to keep them going and functioning would show both the state's commitment to education, and highlight its ability to create creative programs that are fiscally responsible. Thank you.

AJ

Senator Molly Kelly, D. 10: Thank you.

Senator Iris W. Estabrook, D. 21: Thank you very much. Call Frank Conroy.

Frank Conroy, Surry Village Charter School: Frank Conroy, Surry Village Charter School. Thank you for this opportunity to speak. I've got two minutes, I guess.

Senator Iris W. Estabrook, D. 21: Sorry about that.

Mr. Conroy: No, that's okay.

Senator Iris W. Estabrook, D. 21: We only meet once a week.

Mr. Conroy: I understand. You know, originally when the federal government sent this money off to New Hampshire to start these schools, it was with the anticipation that they would find, the state would find the funding to keep them going. And, I think it's an obligation of the state to do just that. That could impact us in the long run down the road if the feds take a look up here and see that we haven't kept these schools going. I think it's terribly important that we do. We were here last week. We spoke, children were here from the school. We bumped into Governor Lynch right outside here, had a nice little chat with him, and he said he supported charter schools.

So, we heard it right from the horse's mouth. And, I don't think you can get any better than that. So, I support 1642. It's a stop-gap measure until we can find permanent funding. Is it the amount we'd like? No, but it'll help us to open this fall. It'll help the schools to open this fall and keep them going until we can find a permanent solution for these schools. And, it's, I liken these schools to the voc tech schools, which is state funds. It's alternative education and it's working here in the state. So, we hope you will support 1442 (sic) and it will go through. Thank you.

Senator Iris W. Estabrook, D. 21: Thank you very much. No one else has signed up to speak on House Bill 1642. Are you Gail Ober?

Unidentified Voice from Audience: No. I came in late. Beth Allard...

Beth Allard: Oh, I am. I'm sorry I didn't sign up.

AJ

Senator Iris W. Estabrook, D. 21: I know. That's what I wondered. If you'd like to come forward, go ahead and identify yourself, but please be brief.

Beth Allard, Cocheco Art and Technology Charter Academy: Thank you. I will. Beth Allard. And, I'm speaking as briefly as I can. I'm going to pass something out, but I've been wanting to, I've been trying to contact some of you by phone, expected to talk to you about the realness of all this. I'm going to put aside this and just say I'd like to talk to you about the fact that I've lived in New Hampshire my whole life. I've taught publicly, I've taught privately. I'm now at a charter school. I'm very familiar with everything that goes on in New Hampshire from the roads to the retirement fund to, you know, nursing homes, etcetera, etcetera, etcetera.

Senator Robert J. Letourneau, D. 19: You should run for office.

Ms. Allard: When I retire, I would love to do something. I look at what you all are doing and see how important it is. But, looking at everything and knowing that there are some hard decisions to make, there are some tough decisions to make, and being familiar with, you know, I've lived in Rindge, I've lived in Randolph, and I've lived on the seacoast and have spent, you know, my whole life here. Looking at what happens in my classroom in a charter school, I just urge you from the bottom of my heart to support this. I see kids that are doing things that I never dreamed possible, and I think the big factor if I was to, you know, there are lots of factors that go into it. My classroom looks the same as any other classroom I've ever taught in...

Senator Iris W. Estabrook, D. 21: Okay. I'm going to have to ask you to conclude because I didn't realize you'd had an opportunity to speak last time.

Ms. Allard: I sure will. But, I just wanted to say, you know, the choice and the option of being at school in there contributes highly to their engagement. So, thank you.

Senator Iris W. Estabrook, D. 21: Thank you very much.

Ms. Allard: And, my apologies.

Senator Iris W. Estabrook, D. 21: For the Committee's information, Representative Weyler, Representative Christiansen, Peyton Hinkle, Eileen Liponis, Senator Kenney, Gail Ober, Rhonda Loring, all signed up in favor not wishing to speak.

Hearing concluded at 9:17 a.m.

Respectfully submitted,

Amanda B. Jurta

Amanda Jurta

Senate Committee Secretary

06/13/08

5 Attachments

ABOUT DCSN
 WHAT IS A CHARTER SCHOOL?
 DELAWARE'S CHARTER SCHOOLS
 HOME

Delaware's Charter Schools

SCHOOLS CURRENTLY OPEN

Academy of Dover Charter School

104 Saulsbury Road
 Dover, DE 19904
 Leonard Litzi, Director
 Phone: (302) 674-0684
 Fax: (302) 674-3894

The Academy of Dover Charter School was established to provide students with essential skills needed for a quality education. The school has a focus on an entrepreneurial curriculum with a business and technology approach. In the school year 2006-2007 the school will have approximately 475 students in grades K-6.

Campus Community School

Patricia Hermance, Elementary School Administrator
 21 North Bradford Street
 Dover, Delaware 19904
 Phone: (302) 736-3300
 Fax: (302) 736-3390

Campus Community School was established in 1998 to provide a unique learning environment to students in grades 1-8. Campus Community School now serves 580 students in grades 1-11. The school will expand to grades 1-12 next school year. It is located at two sites - one at 21 North Bradford Street in Dover and a second at 350 Pear Street in Dover. The building on Pear Street houses the high school program.

Heidi Greene, High School Administrator

350 Pear Street
 Dover, Delaware 19904
 Phone: (302) 736-0403
 Fax: (302) 736-3390
www.campuscomm.k12.de.us

The Charter School of Wilmington

100 North duPont Road
 Wilmington, Delaware 19807
 Ron Russo, President
 Phone: (302) 651-2727
 Fax: (302) 652-1246
www.charterschool.org

The Charter School of Wilmington was established in 1996 to provide a strong academic program, especially in mathematics and science, to students in grades 9-12. CSW has an estimated enrollment of 900 students.

Delaware Military Academy

112 Middleboro Road
 Wilmington, DE 19804

Delaware Military Academy's mission is to prepare young men and women for their next level of

Attachment #1

Charles Baldwin, Commandant
Phone: (302) 998-0745
Fax: (302) 998-3521
www.demilacad.org

education in a structured and highly disciplined environment providing the foundation for good citizenship, scholarship and sound leadership practices. DMA opened in September 2003 with 310 cadets. DMA expanded to grade 11 in the 2004- 05 School Year and will add grade 12 in the 2005-06 School Year.

East Side Charter School
3000 N. Claymont Street
Wilmington, Delaware 19802
Will Robinson, Executive Director
Phone: (302) 762-5834
Fax: (302) 762-3864
www.k12.de.us/eastside/

Opened in September 1997, East Side Charter School was established to provide a strong learning atmosphere and educational program to at-risk students. The school's charter was recently renewed for five more years. The school population includes 252 in Grades K-8.

Family Foundations Academy
1101 Delaware Street
New Castle, DE 19720
Dr. Tennell Brewington, Director
Phone (302) 324-8901
Fax (302) 324-8908
www.familyfoundationsacademy.org

Opened September 2006 in New Castle, Delaware, Family Foundations Academy serves grades 1-4. FFA was established to nurture each student, acknowledging that there are learning differences among children. FFA offers a holistic approach to learning, focusing on strategies to help families participate in their children's learning. The school will occupy a new building near the intersection of Route 9 on Rt. 273

Kuumba Academy Charter School
519 North Market Street
Wilmington, Delaware 19801
Dr. Sondra Shippen, Director
Phone: (302) 472-6450
Fax: (302) 472-6452
www.kuumbacyberkidz.com/

Kuumba Academy Charter School opened in 2001 to provide a stimulating innovative learning environment in the city of Wilmington. The school's core educational foundation focuses on the whole child and rests on the belief that parents are primary educators of children. Kuumba Academy Charter School has 250 students in grades K-5.

Marion T. Academy Charter School

1121 Thatcher Street
 Wilmington, Delaware 19802
 John Taylor, Head of School
 Phone: (302) 575-1190
 Fax: (302) 575-1425
www.mariont.groupfusion.net

Middle School

1200 Northeast Blvd.
 Wilmington, Delaware 19802
 Phone (302) 428-1213
 Fax: (302) 428-0979

Marion T. Academy Charter School was established in the City of Wilmington to provide a unique educational environment. The morning program focuses on the core curriculum, which cultivates skills essential to academic success and excellence. The afternoon program includes the Core Knowledge Curriculum and also the arts, Spanish, and technology which prepares students to be creative, intuitive, and analytical. Enrollment is approximately 650 students in grades K-8. Grades 6-8 are now housed in a new middle school across the street from the elementary school campus.

Maurice J. Moyer Academy

97 Vandever Ave
 Wilmington, DE 19892
 Theopalis Gregory Sr., President/ C/VEO
 Phone: (302) 428-9500
 Fax: (302) 428-9506
www.moyeracademy.org

Located in downtown Wilmington, Moyer Academy will serve 655 students in grades 6-12. The school emphasizes total development of each student by offering: a safe learning environment with smaller class sizes, school uniforms and high standards for behavior, life skills training, and "Small Learning Communities" in technology and health science. In August 2006, grades 6, 7 and 9 will be offered. Remaining grades will be added in subsequent years.

MOT Charter School

1156 Levels Road
 Middletown, Delaware 19709
 Linda Jennings, Head of School
 Phone: (302) 376-5125
 Fax: (302) 376-5120
www.motcharter.com

MOT Charter School provides students with a well rounded education that includes a rigorous curriculum of all core subjects and a well rounded arts program that includes music education, art education, and Spanish. The school opened with approximately 600 students in grades K-7 and currently enrolls 675 students in grades K-8.

Newark Charter School

2001 Patriot's Way
 Newark, Delaware 19711
 Greg Meece, Director
 Phone: (302) 369-2001

The Newark Charter School was established to provide students with a rigorous and academically challenging education. Newark Charter School opened in

Fax: (302) 368-3460
www.k12.de.us/ncs

*September 2003 in a new building
which houses 648 students in
grades 5 – 8.*

Odyssey Charter School
3821 Lancaster Avenue
Building 40
Wilmington, DE 19805
Tony Skoutelas, Director
Phone: (302) 994-6490
Fax: (302) 994-6915
www.odysseycharterschoodel.org

*Opened in September 2006. The
Odyssey Charter School is
established to prepare
Kindergarten through Grade 5
students for a lifelong enthusiasm
for learning, a keen awareness of
world citizenship, and an ability
to think independently and
creatively through participation in
a focused foreign language
immersion program. At Odyssey,
children will be taught a critical
subject matter, Math, in both
English and a classic language,
Greek, for a portion of the day
which reinforces the learning as
taught in English. This focused
language immersion instruction
method builds key reasoning
techniques, language arts skills,
and significantly strengthens the
mathematical comprehension and
performance of our students. The
school is approved to open with
131 students in grades K-2 and
expand to 290 students in grades
K-5 by its fourth year of
operation.*

Pencader Business & Finance Charter High School
170 Lukens Drive
New Castle, DE 19720
David Jones, Director
Phone (302) 472-0794
Fax (302) 472-0796
www.pencadercharter.org

*Pencader Business and Charter
High School has been established
to provide educational
opportunities for students wishing
to pursue a high school education
with a business and finance
concentration. The school is
projected to have an enrollment of
350 students in grades 9 and 10
and is scheduled to expand to 800
students in grades 9-12.*

Positive Outcomes Charter School
193 South DuPont Highway
Camden, Delaware 19934
Ed Emmett, Director
Phone: (302) 697-8805
Fax: (302) 697-8813
www.k12.de.us/positive

*Positive Outcomes Charter School
opened in 1996 to serve at-risk
students in grades 7–12. The
school has an enrollment of 120
students.*

Providence Creek Academy Charter School

355 West Duck Creek Road
Clayton, Delaware 19938
Audrey M. Erschen, Administrator
Phone: (302) 653-6276
Fax: (302) 653-7850
www.k12.de.us/pca/pca/PCA

The Providence Creek Academy Charter School was established to provide students with an education focused on linkages among academics, technology, and careers. The school enrolls approximately 664 students in grades K-8.

Sussex Academy of Arts and Sciences

21777 Sussex Pines Road
Georgetown, Delaware 19947
Dr. Patricia Oliphant, Executive Director
Phone: (302) 856-3636
Fax: (302) 856-3376
www.sussexacademy.org

Sussex Academy of Arts and Sciences was established to provide a strong educational program to middle school students in southern Delaware. The school has 325 students in grades 6-8.

Thomas A. Edison Charter School

2200 North Locust Street
Wilmington, Delaware 19802
Charles Hughes, Principal
Phone: (302) 778-1101
Fax: (302) 778-2232

Thomas A. Edison Charter School was established to provide a strong educational program to a diverse student population in the Wilmington area. The school has approximately 825 students in grades K-8.

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- Starting a Charter School
- FAQs
- Charter Schools in Maryland
- Fact Sheet
- Statistics
- Local School System Contact Information
- Charter School Job Opportunities
- History of Maryland Legislation

CHARTER SCHOOLS IN MARYLAND

Anne Arundel County

Chesapeake Science Point
 Opened 2005
 Principal - Fatih Kandil
 Grades - 6-7 (6-12 fully operational)
 1321 Mercedes Dr, Suite Q-S
 Hanover, MD 21076
 Phone: 410-684-2886
 Fax: 410-684-2883
 www.clfmd.org

Baltimore City

Baltimore International Academy
 Opened 2007
 Contact- Kona-Facia Nepay
 Grades- K-8 (K-12 fully operational)
 Main Campus: 3501 Taylor Ave.
 Baltimore City, MD 21236
 Phone: 410-426-3650/3651
 Fax: 410-426 3652
 www.baltimoreinternationalacademy.org/

Bluford Drew Jemison Math Science Technology Academy

Opened 2007
 Contact- Kirk Gaddy
 Grades- 6 (6-8 fully operational)
 1130 N. Caroline Street
 Baltimore, MD 21213
 Phone: 410-276-3095
 Fax: 410-276-3096
 www.bdjacademy.org/

City Neighbors Charter School

Opened 2005
 Principal - Mike Chalupa
 Grades - K-5 (K-8 fully operational)
 4301 Raspe Avenue
 Baltimore, MD 21206
 410-325-CNCS (2627)
 www.cityneighbors.org

Attachment # 2

City Springs School

Opened 2005
Principal - Bernice Welchel
Grades served - PreK - 8
100 S. Caroline Street
Baltimore MD 21231
410-396-9165
www.baltimorecp.org

Collington Square School

Opened 2005
Principal - Harold Eason
Grades served - PreK-8
1409 N. Collington Avenue
Baltimore, MD 21213
410-396-9198
www.baltimorecp.org

ConneXions Academy

Opened 2006
Principal - Dana Polson
Grades - 6-8 (Fully operational 6-12)
2801 N. Dukeland Avenue
Baltimore, MD 21216
443-984-1418

Coppin Academy High School

Opened 2007
Principal - Mr. William L. Howard
Grades- 9 -11 (9-12 fully operational)
2500 West North Avenue
Baltimore, MD 21216-3698
Local: (410) 951-3000 Toll Free: (800) 635-3674
www.coppin.edu/coppin_academy/

The Crossroads School

Opened 2005
Principal - Mark Martin
Grades served - 6-8
802 S. Caroline Street
Baltimore, MD 21231
410-685-0295
www.thecrossroadsschool.org

The Empowerment Academy

Opened 2005
Principal - Carolyn Smith
Grades - PreK-2 (PreK-8 fully operational)
851 Braddish Avenue
Baltimore MD 21216
443-984-2381
empowerment.baltimorecityschools.org/

The Green School of Baltimore

Opened 2006
Principal - Ms. Kate Primm
Grades - K-2 (K-5 fully operational)

335 W. 27th Street
Baltimore, MD 21211
410-483-5784
www.greenschoolofbaltimore.org/

Hampstead Hill Academy

Opened 2005
Principal - Matt Hornbeck
Grades - PreK-7 (PreK-8 fully operational)
500 S. Linwood Avenue
Baltimore, MD 21224
410-396-9146
www.hha47.org

Independence School Local I

Opened 2007
Contact- Helen Atkinson
Grades- 9-12
1250 W. 36th Street Baltimore, MD 21211
410- 467-1090

Inner Harbor East Academy

Opened 2005
Principal - Ella Waters
Grades - K-3 (K-12 fully operational)
200 N. Central Avenue
Baltimore, MD 21202
410-537-5890

Kipp Ujima Village Academy

Opened 2005
Principal - Jason Botel
Grades - 5-8
4701 Greenspring Avenue Baltimore, MD 21209
410-545-3669
www.ujimavillage.org/

Maryland Academy of Technology and Health Sciences (MATHS)

Opened 2006
Principal - Ms. Rebekah Ghosh
4701 Greenspring Avenue, Suite 400
Baltimore, MD 21209
Grades - 8-9 (Fully operational 8-12)
410-262-6072
www.mathsbaltimore.org

Midtown Academy

Opened 2005
Principal - Kathleen Nutt O'Hanlon
Grades - K-8
1398 Mount Royal Avenue
Baltimore MD 21217
410-225-3257
www.midtownacademy.org

Northwood Appold Community Academy

Opened 2005

Principal - Virginia Richardson
Grades K-2 (K-8 fully operational)
4499 Loch Raven Boulevard
Baltimore, MD 21218
410-323-6712
<http://www.nacacad.org/>

Patterson Park Public Charter School

Opened 2005
Principal - Dr. Chad Kramer
Grades - PreK-6 (PreK-8 fully operational)
27 N. Lakewood Avenue
Baltimore MD 21224
410-558-1230
www.pppcs.org

Dr. Raynor Browne Elementary School

Opened 2007
Contact- Alison Perkins-Cohen
Grades- PreK-7 (PreK-8 fully operational)
1000 N. Montford Avenue
Baltimore, MD 21205
410-235-0015

Rosemont Elementary/Middle School #63

Opened 2006
Principal - Ms. Sandra Ashe
Grades - PreK-5 (Fully operational PreK-8)
2777 Presstman Street
Baltimore, MD 21216
410-396-0574

Southwest Baltimore Charter School

Opened 2005
Principal - Keturah Nilsson
Grades - K-2 (PreK-8 fully operational)
31 South Schroeder Street
Baltimore, MD 21223
443-980-9016
www.sbc.school.org

Wolfe Street Academy

Opened 2007
Contact- Alison Perkins-Cohen
Grades- PreK-5
245 S. Wolfe Street
Baltimore, MD 21231
410-235-0015
www.wolfestreetacademy.org/

Frederick County

Monocacy Valley Montessori Charter School

Opened 2002
Principal - Bettejane Weiss
Grades - Currently K-8

217 Dill Avenue
Frederick, MD 21701
301-668-5013
www.mvms.info

Harford County

Restoration Alternative Academy

Opened 2006
Principal - Mr. Louis Gordon
Grades - 8-9 (7-12 fully operational) 253 Paradise Road
Aberdeen, MD 21001
410-272-3278
<http://www.hcps.org/schools/middle/RestorationAcademy.aspx>

Prince George's County

EXCEL Academy

Opened 2006
Principal- Ms. Deborah J. Moore
5811 Riverdale Road
Riverdale, MD 20737
Grades - K-5 (K-8 fully operational)
301-277-5320
<http://www.pgcps.org/~charter/excel.html>

Imagine-Foundations Public Charter School

Opened 2007
Principal - Dr. Sheron Brown
Grades - K-4 (K-8 fully operational)
4605 Brown Station Road
Upper Mariboro, MD 20772
301-952-8707
<http://schools.pgcps.org/index.asp?code=15121>

Lincoln Public Charter School

Opened 2007
Principal - Jennifer Ciavarella-Schmidberger
Grades - PreK-4 (PreK-8 fully operational)
3120 Branch Avenue
Marlow Heights, MD 20748
301-505-6020
www.lincolnpcs.org

Turning Point Academy

Opened 2006
Principal- Dr. Kenneth Jones
Grades - K-3 (K-6 fully operational)
7800 Goodluck Road
Lanham, MD 20706
301-552-0164
www.turningpointacademy.org

St. Mary's County

Chesapeake Public Charter School

Opened 2007

Interim Education Director - Kathleen Glaser

Grades - K-4 (K-8 fully operational)

20945 Great Mills Road

Lexington Park, MD 20653

301-994-3796

www.chesapeakepubliccharterschool.org



Rhode Island news

R.I. charter schools, 2007-08

01:11 PM EDT on Monday, March 31, 2008

EACH CHARTER SCHOOL is considered its own school district. A nonprofit or a school department must sponsor a charter school. In some cases, the relationship ends there; in others, the sponsoring agency remains involved by serving on the charter's board of trustees, for example.

RHODE ISLAND'S charter schools are:

SCHOOL: Beacon Charter School

LOCATION: Woonsocket; currently serves students from 15 communities

OPENED: 2003

GRADES: 9-12

SPONSOR: Northern Rhode Island Council for the Arts and Johnson & Wales University

FOCUS: Visual, theater and culinary arts with a career/technical focus and a college preparatory academic curriculum

ENROLLMENT: 177

WAIT LIST: None

TEST SCORES: Reading 50 percent proficient; Math 9.52 percent proficient

WOONSOCKET AVERAGE: Reading 50 percent; Math 11 percent

STATEWIDE AVERAGE: Reading 61 percent; Math 22 percent

UNION OR NONUNION: Nonunion

E-mail: www.beaconart.org

SCHOOL: Blackstone Academy

Extra

Charter school roulette: It's harder to get into some of Rhode Island's charter schools than it is to get into the Ivy League.

Q&A: What, why and where are these schools?

Gallery: Students at, and who want to be at, charter schools

Your turn: Do you think Rhode Island needs more charter schools?

Related links

The Rhode Island League of Charter Schools

Rhode Island General Law: Establishment of charter schools

Rhode Island General Law: Funding of charter schools

National charter school information

Attachment #3

LOCATION: Pawtucket; also serves Central Falls

OPENED: 2002

GRADES: 9-12

SPONSOR: Rhode Island Youth Guidance Center

FOCUS: Strong sense of community; college preparatory classes; multi-age classes with strong advisory system

ENROLLMENT: 155

WAIT LIST: 86

TEST SCORES: Reading 59 percent; Math 5.5 percent

STATEWIDE AVERAGE: Reading 61 percent; Math 22 percent

UNION OR NONUNION: Nonunion

E-mail: www.blackstoneacademy.org

SCHOOL: Compass School

LOCATION: South Kingstown; serves Washington County

OPENED: 2002

GRADES: K-8

SPONSOR: Save the Bay

FOCUS: Multi-age grouping; project-based curriculum; focus on environmental sustainability and social responsibility

ENROLLMENT: 145

WAIT LIST: 190

TEST SCORES: Reading 90 percent; Math 84 percent

SK DISTRICT AVERAGE: Reading 83 percent; Math 77 percent

UNION OR NONUNION: Nonunion

E-mail: www.compassschool.org

SCHOOL: Paul Cuffee Charter School

LOCATION: Providence

OPENED: 2001

GRADES: K-8

SPONSOR: International Sailing Institute

FOCUS: Emphasizes scientific and technical careers through academic and maritime training

ENROLLMENT: 440

WAIT LIST: 514

TEST SCORES: Reading 52 percent; Math 38 percent

PROVIDENCE DISTRICT AVERAGE: Reading 39 percent; Math 28 percent

UNION OR NONUNION: Nonunion

E-mail: www.paulcuffee.org

SCHOOL: Highlander Charter School

LOCATION: Providence

OPENED: 2000

GRADES: K-8 (planning a high school)

SPONSOR: The Big Picture Company

FOCUS: Help develop responsible citizens, productive workers and lifelong learners; differentiated instruction

ENROLLMENT: 252

WAIT LIST: 500

TEST SCORES: Reading 40 percent; Math 30 percent

PROVIDENCE DISTRICT AVERAGE: Reading 39 percent; Math 28 percent

UNION OR NONUNION: Nonunion

E-mail: www.highlandercharter.org

SCHOOL: International Charter School

LOCATION: Pawtucket; also serves students from Central Falls and Providence

OPENED: 2001

GRADES: K-5

SPONSOR: International Institute

FOCUS: Dual language program, Spanish/English or Portuguese/English; develop independent, critical thinkers

ENROLLMENT: 300

WAIT LIST: 280

TEST SCORES: Reading 49 percent; Math 28 percent

STATE URBAN AVERAGE: 43 percent; Math 32 percent

STATE AVERAGE: Reading 65 percent; Math 54 percent

UNION OR NONUNION: Nonunion

E-mail: www.internationalcharterschool.org

SCHOOL: **Kingston Hill Academy**

LOCATION: South Kingstown; serves students primarily in Washington County

OPENED: 2001

GRADES: K-6 (chartered K-8; plans future growth)

SPONSOR: The Groden Network

FOCUS: Inclusive education; all students have individualized learning plans; school-wide Spanish instruction; Groden Network support services for students with special needs

ENROLLMENT: 179

WAIT LIST: 162

TEST SCORES: Reading 78 percent; Math 53 percent

SK DISTRICT AVERAGE: Reading 83 percent; Math 77 percent

STATEWIDE AVERAGE: Reading 65 percent; Math 54 percent

UNION OR NONUNION: Nonunion

E-mail: www.kingstonhill.org

SCHOOL: The Learning Community

LOCATION: Central Falls; also serves Pawtucket and Providence

OPENED: 2004

GRADES: K-4 (adding grade 5 in fall 2008; grade 6 in fall 2009)

SPONSOR: Progreso Latino

FOCUS: Building student, teacher and community leadership; emphasis on literacy; trained master teachers; family engagement

ENROLLMENT: 280 (will eventually grow to 420)

WAIT LIST: 176

TEST SCORES: Reading 59 percent; Math 54 percent

STATE URBAN AVERAGE: 43 percent; Math 32 percent

STATE AVERAGE: Reading 65 percent; Math 54 percent

UNION OR NONUNION: Nonunion

E-mail: www.thelearningcommunity.com

SCHOOL: New England Laborers'/Cranston Construction Careers Academy

LOCATION: Cranston; serves state

OPENED: 2002

GRADES: 9-12

SPONSOR: Laborers' International Union of North America and Cranston Public Schools

FOCUS: Prepare students interested in construction trades and environmental science careers; provide solid academic foundation

ENROLLMENT: 193

WAIT LIST: None

TEST SCORES: Reading 22 percent; Math 2 percent

STATEWIDE AVERAGE: Reading 61 percent; Math 22 percent

UNION OR NONUNION: Union

*E-mail: www.lectet.org/Clearinghouse_Public/NewEngland/charter/charter.htm

SCHOOL: **Textron Chamber of Commerce Academy**

LOCATION: Providence

OPENED: 1997

GRADES: 9-12

SPONSOR: Providence Public Schools

FOCUS: College preparatory curriculum; 60-hour freshman summer program; senior internships; job placement for juniors and seniors; 100 hours of community service; after-school enrichment program

ENROLLMENT: 225

WAIT LIST: 149

TEST SCORES: Reading 53 percent; Math 3.45 percent

PROVIDENCE AVERAGE: Reading 45 percent; Math 10 percent

STATEWIDE AVERAGE: Reading 61 percent; Math 22 percent

UNION OR NONUNION: Union

*E-mail: www.chamberschool.com

SCHOOL: **Times 2 Academy**

LOCATION: Providence

OPENED: 1998

GRADES: K-12

SPONSOR: Providence Public Schools

FOCUS: Preparing urban youth, particularly black and Hispanic students, for careers in math, science, technology and engineering.

ENROLLMENT: 647

WAIT LIST: 638

TEST SCORES (Elementary and Middle): Reading 53 percent; Math 40 percent

PROVIDENCE AVERAGE: Reading 39 percent; Math 28 percent

TEST SCORES (High School): Reading 80 percent; Math 8.8 percent

PROVIDENCE AVERAGE: Reading 45 percent; Math 10 percent

UNION OR NONUNION: Union

*E-mail: www.times2.org

* Rhode Island Federation of Teachers represents teachers in the three unionized charters.

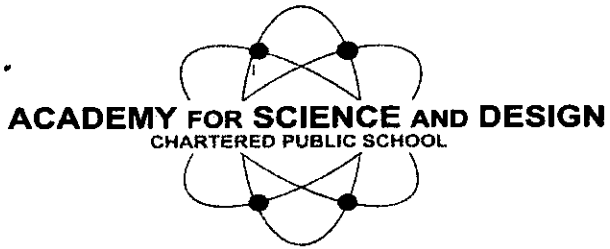
NH Department of Education						
Bureau of Data Management						
FY09 Adequacy Aid Grants						
and Statewide Enhanced Education Tax Assessment						
	A	B				
	FY05	FY08/FY09				
	ADM-R	Grants				
	K <= 0.5	(See FY08 for	State Aid/			
		calculations)	Student	>6500	>5500	>3819
State Total	198,968.9	527,360,567				
Acworth	127.1	438,012	3,446			
Albany	118.8	483,886	4,073			X
Alexandria	255.1	693,151	2,717			
Allenstown	744.9	4,012,756	5,387	*		X
Alstead	293.7	1,363,535	4,643			X
Alton	756.6					
Amherst	2,436.7	3,641,010	1,494			
Andover	315.1	715,467	2,271			
Antrim	524.0	2,532,436	4,833			X
Ashland	253.2	649,974	2,567			
Atkinson	1,099.9	910,814	828			
Auburn	909.5	1,623,460	1,785			
Barnstead	747.9	2,413,019	3,226			
Barrington	1,294.2	3,413,322	2,637			
Bartlett	409.7					
Bath	124.5	469,117	3,768			
Bedford	3,610.7	3,010,206	834			
Belmont	1,178.7	4,186,439	3,552			
Bennington	247.3	1,149,347	4,648			X
Benton	30.4	123,820	4,073			X
Berlin	1,409.4	9,466,578	6,717	\$\$	*	X
Bethlehem	394.7	1,259,486	3,191			
Boscawen	534.6	2,341,838	4,381			X
Bow	1,745.7	4,087,208	2,341			
Bradford	232.6	574,678	2,471			
Brentwood	738.7	1,617,578	2,190			
Bridgewater	128.5					
Bristol	455.9	943,940	2,070			
Brookfield	115.3	117,676	1,021			
Brookline	1,095.0	3,918,111	3,578			
Cambridge						
Campton	447.8	1,474,817	3,293			
Canaan	510.1	1,849,663	3,626			
Candia	604.1	1,190,259	1,970			
Canterbury	298.3	366,542	1,229			
Carroll	91.7					
Center Harbor	133.1					
Charlestown	813.0	5,099,661	6,273	*		X
Chatham	63.8	74,685	1,171			
Chester	972.6	2,982,960	3,067			

	FY05 ADM-R	FY08/FY09 Grants				
	K <= 0.5	(See FY08 for calculations)	State Aid/ Student	>6500	>5500	>3819
Chesterfield	583.3	993,959	1,704			
Chichester	390.5	790,235	2,024			
Claremont	1,916.4	10,863,620	5,669		*	X
Clarksville	40.5	69,497	1,716			
Colebrook	347.5	1,797,568	5,173		*	X
Columbia	112.4	386,630	3,440			
Concord	4,976.1	11,438,276	2,299			
Conway	1,337.2	2,549,584	1,907			
Cornish	224.7	718,657	3,198			
Croydon	91.1	297,072	3,261			
Dalton	110.8	658,914	5,947		*	X
Danbury	207.7	839,421	4,042			X
Danville	886.8	3,594,353	4,053			X
Deerfield	790.6	2,003,525	2,534			
Deering	272.8	871,854	3,196			
Derry	6,469.4	26,620,181	4,115			X
Dix Grant						
Dixville	2.7					
Dorchester	64.6	346,589	5,365		*	X
Dover	3,299.8	5,262,210	1,595			
Dublin	170.2					
Dummer	53.1	135,109	2,544			
Dunbarton	381.1	469,905	1,233			
Durham	945.6	1,214,625	1,285			
East Kingston	386.9	526,230	1,360			
Easton	25.3					
Eaton	55.6					
Effingham	249.7	917,099	3,673			
Ellsworth	10.7	13,218	1,235			
Enfield	611.0	920,688	1,507			
Epping	971.1	3,101,368	3,194			
Epsom	712.4	2,223,963	3,122			
Errol	28.1	23,522	901			
Exeter	2,117.2	3,587,156	1,694			
Farmington	1,062.3	5,946,309	5,598		*	X
Fitzwilliam	329.1	986,141	2,996			
Francestown	276.2	483,981	1,752			
Franconia	123.4					
Franklin	1,324.5	7,397,102	5,585		*	X
Freedom	145.0					
Fremont	650.3	1,648,609	2,535			
Gilford	1,174.0	542,711	462			
Gilmanton	536.7	932,528	1,738			
Gilsum	103.1	519,422	5,038		*	X
Goffstown	2,457.6	6,463,633	2,630			
Gorham	462.3	1,960,637	4,241			X
Goshen	105.4	430,442	4,084			X
Grafton	179.9	715,453	3,977			X
Grantham	347.2					
Greenfield	281.9	890,442	3,159			
Greenland	531.8	426,080	801			

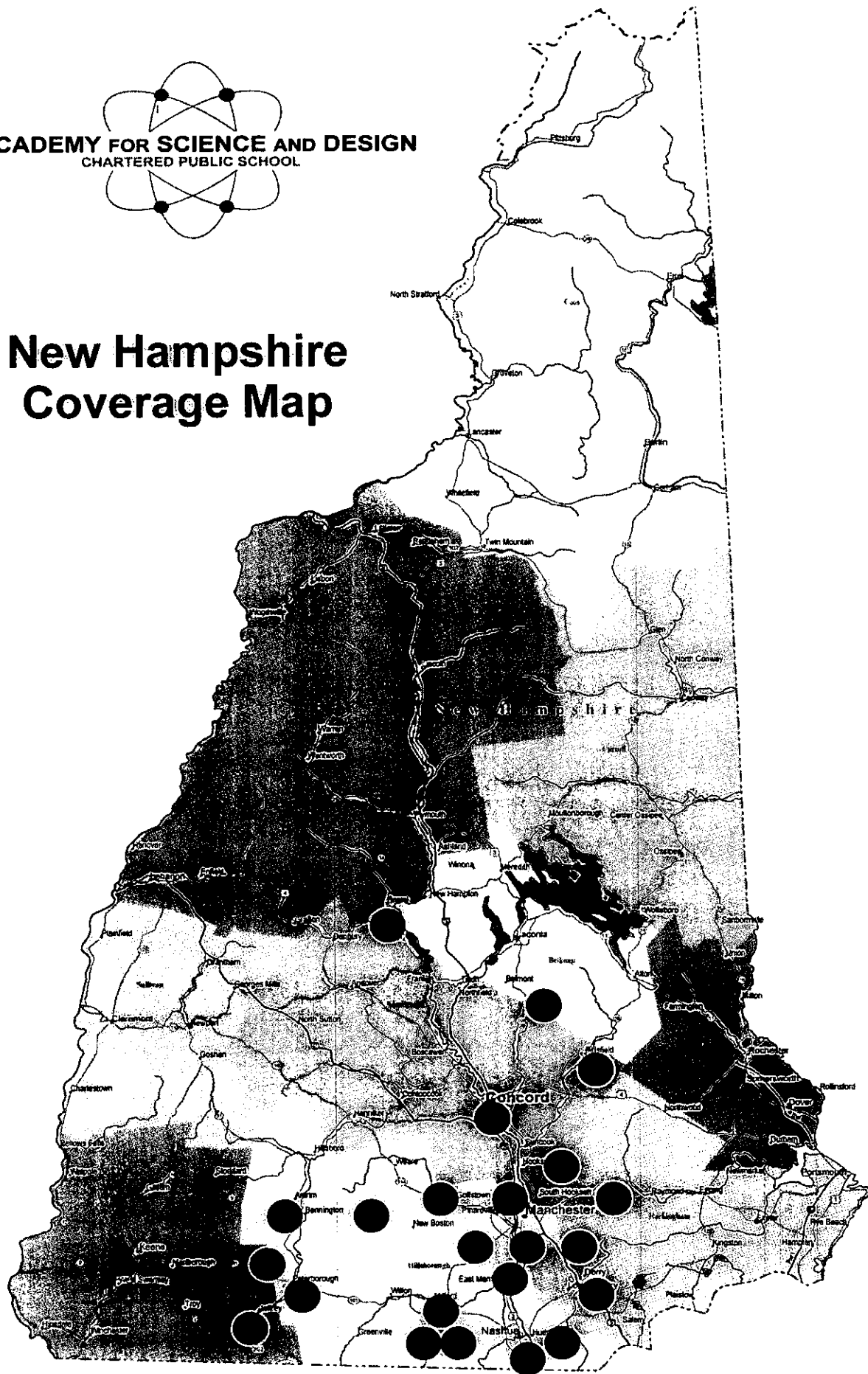
	FY05 ADM-R	FY08/FY09 Grants				
	K <= 0.5	(See FY08 for calculations)	State Aid/ Student	>6500	>5500	>3819
Greenville	342.4	2,282,402	6,666	\$\$	*	X
Groton	71.4	318,677	4,463			X
Hales Location						
Hampstead	1,637.3	3,029,265	1,850			
Hampton	1,985.1					
Hampton Falls	348.2	125,489	360			
Hancock	268.4	310,746	1,158			
Hanover	1,169.1					
Harrisville	112.6	42,860	381			
Hart's Location	3.0					
Haverhill	685.2	3,879,594	5,662		*	X
Hebron	53.1					
Henniker	747.6	2,533,284	3,389			
Hill	163.7	437,599	2,673			
Hillsboro	957.7	4,554,274	4,755			X
Hinsdale	691.4	4,198,912	6,073		*	X
Holderness	318.3					
Hollis	1,560.7	1,774,871	1,137			
Hooksett	2,031.0	2,673,033	1,316			
Hopkinton	1,012.5	2,116,855	2,091			
Hudson	4,148.8	8,177,954	1,971			
Jackson	86.4					
Jaffrey	861.4	3,143,869	3,650			
Jefferson	137.0	430,471	3,142			
Keene	2,867.6	10,538,576	3,675			
Kensington	379.0	401,116	1,058			
Kingston	934.1	1,465,116	1,568			
Laconia	2,304.8	5,618,159	2,438			
Lancaster	624.9	3,370,560	5,394		*	X
Landaff	53.3	143,168	2,686			
Langdon	110.5	386,861	3,501			
Lebanon	1,576.2	2,432,974	1,544			
Lee	790.4	2,615,289	3,309			
Lempster	134.8	648,987	4,814			X
Lincoln	180.7					
Lisbon	299.6	1,813,632	6,054		*	X
Litchfield	1,652.1	6,060,310	3,668			
Littleton	931.2	3,368,181	3,617			
Londonderry	5,426.4	14,703,579	2,710			
Loudon	805.9	2,342,555	2,907			
Lyman	56.7	165,346	2,916			
Lyme	253.8	203,734	803			
Lyndeborough	224.4	407,811	1,817			
Madbury	292.7	914,183	3,123			
Madison	319.3	417,255	1,307			
Manchester	14,978.4	49,357,620	3,295			
Marlborough	298.8	1,176,587	3,938			X

	FY05	FY08/FY09				
	ADM-R	Grants				
	K <= 0.5	(See FY08 for calculations)	State Aid/ Student	>6500	>5500	>3819
Marlow	118.1	590,016	4,996			X
Martin's Location						
Mason	154.1	250,690	1,627			
Meredith	937.5	293,593	313			
Merrimack	4,639.3	9,373,309	2,020			
Middleton	293.4	1,249,270	4,258			X
Milan	217.6	1,005,002	4,619			X
Milford	2,520.3	8,178,872	3,245			
Millsfield	3.0					
Milton	644.5	2,793,828	4,335			X
Monroe	107.0	235,618	2,202			
Mont Vernon	479.7	1,506,979	3,142			
Moultonborough	640.7					
Nashua	12,729.5	31,303,454	2,459			
Nelson	116.1	181,466	1,563			
New Boston	873.8	2,196,324	2,514			
New Castle	102.4					
New Durham	454.0	575,082	1,267			
New Hampton	314.5	682,509	2,170			
New Ipswich	820.9	3,155,886	3,844			X
New London	419.6					
Newbury	278.5					
Newfields	347.5	592,501	1,705			
Newington	92.9					
Newmarket	1,021.1	1,982,685	1,942			
Newport	1,031.7	6,358,770	6,163		*	X
Newton	784.7	1,963,438	2,502			
North Hampton	655.1					
Northfield	788.9	4,048,026	5,131		*	X
Northumberland	398.9	2,366,872	5,933		*	X
Northwood	742.3	2,261,596	3,047			
Nottingham	714.6	1,015,413	1,421			
Odell						
Orange	57.5	217,072	3,775			
Orford	150.2	284,963	1,897			
Ossipee	657.7	1,688,724	2,568			
Pelham	2,050.3	3,121,609	1,523			
Pembroke	1,186.6	4,805,559	4,050			X
Penacook	724.7	2,955,112	4,078			X
Peterborough	951.9	2,107,386	2,214			
Piermont	114.1	430,865	3,776			
Pinkham's Grant						
Pittsburg	120.8	13,557	112			
Pittsfield	697.9	4,222,570	6,050		*	X
Plainfield	389.3	820,644	2,108			
Plaistow	1,378.9	1,862,214	1,351			
Plymouth	667.6	3,308,494	4,956			X
Portsmouth	2,121.4					
Randolph	36.5	14,693	403			
Raymond	1,532.1	5,641,539	3,682			
Richmond	183.4	859,190	4,685			X

	FY05 ADM-R	FY08/FY09 Grants				
	K <= 0.5	(See FY08 for calculations)	State Aid/ Student	>6500	>5500	>3819
Rindge	776.2	1,356,512	1,748			
Rochester	4,326.6	19,528,790	4,514			X
Rollinsford	307.9	468,747	1,522			
Roxbury	28.4	50,947	1,794			
Rumney	230.7	790,885	3,428			
Rye	683.0					
Salem	4,615.2	4,623,759	1,002			
Salisbury	208.9	574,311	2,749			
Sanbornton	419.8	552,513	1,316			
Sandown	1,190.6	4,798,695	4,030			X
Sandwich	156.2					
Seabrook	1,084.2	1,134,709	1,047			
Sharon	42.0	51,489	1,226			
Shelburne	55.6	104,572	1,881			
Somersworth	1,615.5	6,338,043	3,923			X
South Hampton	128.4	99,092	772			
Springfield	200.2	391,110	1,954			
Stark	83.9	352,209	4,198			X
Stewartstown	132.9	556,924	4,191			X
Stoddard	118.8					
Strafford	771.4	2,271,177	2,944			
Stratford	122.1	818,082	6,700	\$\$	*	X
Stratham	1,304.1	1,278,251	980			
Success						
Sugar Hill	57.6					
Sullivan	112.0	524,317	4,681			X
Sunapee	507.6					
Surry	75.2	109,551	1,457			
Sutton	277.4	330,269	1,191			
Swanzey	1,116.5	5,042,905	4,517			X
Tamworth	352.1	542,993	1,542			
Temple	235.1	608,284	2,587			
Thornton	276.4	437,257	1,582			
Tilton	463.1	940,967	2,032			
Troy	348.9	2,074,475	5,946		*	X
Tuftonboro	313.5					
Unity	177.3	853,672	4,815			X
Wakefield	748.0	1,259,290	1,684			
Walpole	548.6	1,212,461	2,210			
Warner	410.5	1,107,620	2,698			
Warren	142.9	758,937	5,311		*	X
Washington	170.4	82,136	482			
Waterville Valley	34.3					
Weare	1,802.3	7,724,162	4,286			X
Webster	267.5	489,786	1,831			
Wentworth	129.9	635,148	4,890			X
Wentworth Location	4.0					
Westmoreland	213.3	631,502	2,961			
Whitefield	324.4	1,527,551	4,709			X
Wilmot	217.2	371,730	1,711			
Wilton	570.9	1,069,963	1,874			
Winchester	599.4	3,529,631	5,889		*	X
Windham	2,209.5	2,081,377	942			
Windsor	30.9	94,059	3,044			
Wolfeboro	887.5					
Woodstock	196.6	308,594	1,570			
Total Districts with State Aid				3	16	59



New Hampshire Coverage Map



- = Current Students (2007-2008)
- = Applicants (2008-2009)

Attachment #5

Speakers

SENATE EDUCATION COMMITTEE

Date: April 15, 2008

Time: 8:45 a.m. Public Hearing on HB 1642-FN

HB 1642-FN (New Title) providing additional funding for charter schools for the 2009 fiscal year.

Please check box(es) that apply:

SPEAKING	FAVOR	OPPOSED	NAME (Please print)	REPRESENTING
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Senator Kenney	District 3
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Sheri Phillips	Daughter
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Denise Perron	Strong Foundations
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Deb Byrne	Cocheco Arts & Technology Charter Academy
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Beth Allard	Cocheco Arts & Tech Charter Academy
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Alexis Bougie	" "
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Michael Allard	" "
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Zachary Arnavault	" "
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Dwinn Johnston	" "
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Megan Williams	" "
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Katie Fitzpatrick	" "
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Amelia Wright	" "
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Robert Tenney	DOE
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Eileen Liparis	Member NH Public Charter School Ass.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Susan Hollins	Speaking for 2 Schools
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Rep Kim Casey	speaking
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Testimony



ROBERTA E.C. TENNEY

ADMINISTRATOR

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CHARTER AND CHOICE SCHOOLS

HOME EDUCATION

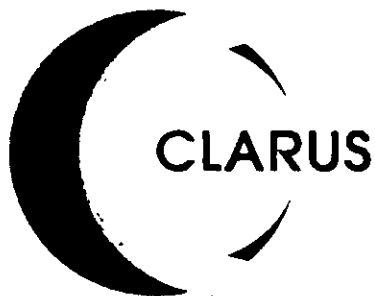
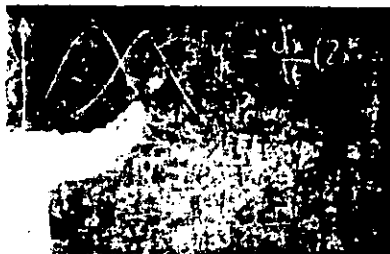
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STATE OF NEW HAMPSHIRE Charter School Program REVIEW



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INTRODUCTION

In August and September 2007, Class Measures conducted a review of the New Hampshire charter school program under contract to the New Hampshire Department of Education (NH DOE). The purpose of the review was to evaluate the current charter school program and its implementation in New Hampshire, thereby providing legislators, administrators, parents, and community with a "snapshot" of the history and current status of the charter school program. The information generated by this review is intended to allow the New Hampshire community to make more informed decisions regarding the educational choices provided to New Hampshire students.

Methodology

The original schedule for this review allotted twelve weeks for data collection and reporting; however, because of contracting issues, the schedule was reduced to eight weeks. Within this expedited time frame, the study team reviewed documents on file at the NH DOE; interviewed two NH DOE officials who were responsible for charter school program administration and oversight in recent years; distributed data collection forms to, and conducted on-site interviews, with charter schools that were open and had operated in the 2006-2007 school year; when possible, conducted telephone interviews with representatives of other authorized charter schools, including a closed school, a school that had never opened, and several schools that had recently opened or are scheduled to open in 2008; and reviewed additional documents and questionnaires provided by the schools under review. Class Measures collected data from and conducted on-site and telephone interviews with officials and other stakeholders of the charter schools included in this review. Clarus Group, a sub-consultant to Class Measures, assisted Class Measures with documentation of the charter school program history, charter school governance evaluation, reporting of NH DOE data, and report drafting and preparation.

Study Team

From Class Measures:

Peter Davies is a former British School Inspector who has worked in school and district accountability for more than ten years in the United States, the United Kingdom, Europe, and the Middle East. He was formerly an administrator with the Organization for Economic Cooperation and Development in Paris and a visiting professor to the Oxford University Department of Educational Studies. He currently trains Examiners for the Office of Educational Quality and Accountability and monitors their work. He holds a Master of Arts degree from Cambridge University

and an advanced graduate degree in educational administration from London University.

Carolyn Harris is a veteran educator with thirty-five years experience as a teacher, Social Studies Department Chairperson, and Director of Curriculum and Integrated Technology for the North Reading School District in North Reading, Massachusetts. She has supervised district initiatives in the area of curriculum alignment, integration of interdisciplinary units and the implementation and evaluation of new K-12 curriculum programs, the development of a standards-based report card, professional development initiatives for teachers and educational technology. Carolyn served as the district coordinator for the No Child Left Behind (NCLB) Legislation. In addition, she obtained and coordinated all state and federal grants related to curriculum, professional development and technology for the district. Carolyn is active in the Massachusetts Council for the Social Studies. She has presented at both state and regional conferences in Social Studies related topics. Carolyn consults for the New England League of Middle Schools in teacher and administrative professional development, and school assessments. She is currently employed as an Instructional and Leadership Consultant for Class Measures.

Josephine Napolitano taught seventh grade and worked on curriculum integration for thirty-six years in the Methuen Public School System. Jo is active in the Massachusetts Council for the Social Studies and the Massachusetts Geographic Alliance. She was selected as their 1997 Teacher of the Year. Jo was on staff at National Geographic Society in Washington D. C., training teachers on strategies and techniques in geographic education and has presented at state, regional and national social studies and geography conferences. She is currently a field examiner for the Office of Educational Quality and Accountability.

William Compton has worked with Class Measures as a Leadership Consultant and Assessor to the Superintendency Licensure Alternative Assessment program operated on behalf of the Massachusetts Department of Education. Bill holds a Doctorate in education and has a distinguished career as an administrator and superintendent.

Nancy Olsen joined Class Measures from an accounting background. She holds a Master of Arts degree from Michigan State University and a Masters of Business Administration from Villanova University. She now works as a quantitative analyst with our technical team.

From Clarus Group:

F. Daniel Ahern, Jr. is the President of Clarus Group, a consulting firm dedicated to helping governments and nonprofit organizations meet high standards of performance and integrity. Clarus Group has conducted numerous charter school renewal inspections as part of the Class Measures inspection team. Clarus Group also trains Examiners for the Massachusetts Office of Educational Quality and Accountability and monitors their work. Prior to co-founding Clarus Group, Dan served for ten years as the First Assistant Inspector General for Management in the Massachusetts Office of the Inspector General. He has also been a performance auditor for the Virginia General Assembly and an independent consultant to state agencies in Massachusetts and Virginia. He has taught graduate courses in nonprofit management and public administration at Northeastern University and Clark University. He holds a Master of Public Administration degree and a Bachelor of Arts degree from Northeastern University.

Pamela Bloomfield is the Vice President of Clarus Group, which has conducted numerous charter school renewal inspections as part of the Class Measures team, trained and monitored the work of Examiners for the Office of Educational Quality and Accountability, and developed and delivered procurement training for the Massachusetts Certified Public Purchasing Official program. Prior to co-founding Clarus Group, she served for ten years as the Deputy Inspector General for Management in the Massachusetts Office of the Inspector General, where she led several major reviews of Massachusetts charter schools. She has also been the Assistant Director of Finance and Administration for an Oregon county; a management consultant assisting federal, state, and local government agencies; and a course assistant teaching written and oral communications at the Harvard Business School. She currently serves on the Board of Editors of Public Administration Review and on the Board of Directors of a local nonprofit organization. She holds a Master of Public Administration degree from the Kennedy School of Government at Harvard University and a Bachelor of Arts degree from Smith College.

Abigail Johnson, Clarus Group Associate, provides research and analytical support on Clarus Group projects. She has conducted data analyses for numerous charter school renewal inspections as part of the Class Measures team. Her experience, acquired in government and the private sector, includes budgeting, project planning, financial analysis, research, evaluation, spreadsheet production, report writing, and paralegal work.

Acknowledgments

The study team would like to express its appreciation for the assistance provided during this review by the NH DOE (Roberta Tenney, Kathryn Chateaufneuf, and Paige Rogers), current and former officials of the charter schools contacted for this

review, and the other charter school stakeholders, including parents and students who participated in interviews and focus groups conducted during this review.

EXECUTIVE SUMMARY AND RECOMMENDATIONS

1. The New Hampshire charter school law enacted in 1995 encourages the establishment of public charter schools with specific or focused curriculum, instruction, methods, or target pupil groups.
2. Consistent with this purpose, many of the charter schools receiving authorization from the Board of Education were designed to be unique and to fill an identified educational niche in New Hampshire. Seven remain open, five new schools are opening at the time of the review, or scheduled to open, and two that were true to this purpose have closed.
3. The growth of the New Hampshire charter school program since its creation in 1995 has been limited by a number of factors, perhaps most importantly the uncertain and shifting funding environment in which New Hampshire charter schools have been authorized and operated.
4. The charter school law provides that charter schools that are eligible for grants shall match funds provided by the state through private contributions. However, this review has not disclosed evidence of significant private fundraising on the part of charter schools in New Hampshire.
5. State tuition payments for charter schools are widely regarded by charter school administrators as inadequate to serve as the sole source of funding for their schools. The basis on which the charter program was established, that is that philanthropic funding would fill the gap between state charter tuition grants and the amount needed to fund a school, has not proven to be the case.
6. The substantial challenges of planning, opening, and administering a school have been exacerbated by the charter school funding climate in New Hampshire.
7. Recruiting Boards of Trustees strongly committed to the school's mission, with a mix of appropriate skills and time to invest has been more difficult than anticipated for one charter school. In that school, Board development is said to be jeopardized by the uncertain funding climate and perceived lack of sustainability of the school.
8. Almost exclusively charter schools reported good working relationships and referred to continuing professional support over time from the administrators responsible at the New Hampshire Department of Education.

9. The loss of federal funding which would have allowed the Department of Education to develop systems and procedures to regulate charter schools now hampers the building of capacity in the Department of Education. There were no state charter school administrative positions established in the FY07/08 state budget to regulate the charter schools in New Hampshire.
9. Because the charter school accountability process is not fully implemented, accountability for raising student achievement and realizing unique school missions continue to be elusive goals for the New Hampshire charter school program.
10. There are a number of promising charter schools in New Hampshire that are beginning to fulfill the purpose of the New Hampshire charter school law. One or two of these provide ideal examples, by any standards of the particular work undertaken.
11. New Hampshire charter schools that had initial and continued local support at the time of the review—namely: CSI Charter School, Great Bay eLearning Charter School and North Country Charter School—appear to be the more sustainable in the current climate of charter school authorization.

RECOMMENDATIONS

Management

The state should invest urgently in the necessary administrative capacity to provide meaningful oversight of the charter school program and fulfill statutory requirements.

Curriculum, Instruction and Assessment

There should be a full curriculum study to determine the quality of the curricula in use in charter schools and their alignment with New Hampshire State Frameworks before re-authorization.

There should be a school-by-school review of the quality of classroom instruction and the assessments in use, both formative and summative.

Student achievement data from New Hampshire charter schools is limited because of the schools' short history. Longer-term projections could be developed predicated on this early data but based on the operation of altogether similar schools elsewhere in the country. With increased collection of educational information in the state—through the use of Performance Tracker, for example—more robust contrasts and comparisons should be possible.

Accountability

The implementation of a formal accountability process begun last year should be strengthened so as to develop clarity and consensus within and between schools regarding the nature of the required accountability plan. Measurable goals should be developed by the schools and demonstrated in their yearly report.

As schools near the fifth year of authorization and look toward re-authorization, curriculum reviews and team site visit processes should be developed and implemented.

Professional development support should be provided to school leaders in the accountability process in order to provide the clarity and consensus that will make the accountability process stronger and more value to re-authorization.

THE CHARTER SCHOOL PROGRAM IN NEW HAMPSHIRE

The Charter School Law and Approval Process

In 1995, the New Hampshire legislature enacted New Hampshire Revised Statutes Annotated 194-B (RSA 194-B), the Charter Schools and Open Enrollment Act, authorizing the creation of public charter schools in New Hampshire. The stated purposes of the law were to:

- Promote and encourage the establishment and operation of charter and open enrollment schools in New Hampshire.
- Encourage school districts to allow public charter and open enrollment schools.
- Encourage the establishment of public charter schools with specific or focused curriculum, instruction, methods, or target pupil groups.
- Improve pupil learning and increase opportunities for learning.
- Exempt charter schools from state statutes and rules, other than where specified, to provide innovative learning and teaching in a unique environment.
- Enhance professional opportunities for teachers.
- Establish results-driven accountability for public charter schools and require the measurement of learning.
- Make school improvement a focus at the school level.
- Encourage the establishment of public charter schools that meet the needs and interests of pupils, parents, communities, regions, and the state as a whole.

Under the charter school law, all charter schools are open enrollment schools: they may not restrict enrollment to a particular school district or region.

The approval process set forth in the original version of RSA 194-B required the local school district's legislative authority to vote to allow proposals for charter schools to be presented and review charter applications for completeness. The approved charter school applications were then required to be submitted to the State Board of Education, which was charged with reviewing the applications and approving those that met the criteria set forth in RSA 194-B. Approved charter schools were to be granted five-year charters, and each charter required ratification by a vote of the local school district's legislative authority. RSA 194-B was revised in 1997 for the purpose of streamlining the requirements for creating and approving charter schools.

A 2002 study by the New Hampshire Charter School Resource Center at the Josiah Bartlett Center for Public Policy found that the majority of communities in New Hampshire had procedures and timelines for the two required charter school referendum votes that could require eighteen to twenty-four months, or longer if voters were asked to reconsider a negative vote. The study pointed to these elongated approval procedures as a major factor impeding the creation of charter schools in New Hampshire, along with public misperceptions about charter schools and lack of funds for charter school planning and start-up activities. The study reported that between 1995 and 1999, the Board of Education had granted five-year charters to six charter schools: of these, one was approved by the local school district; the others did not receive local approval. The single charter school receiving local school district approval was unable to open because of funding problems, according to the study.¹ As of the fall of 2003, eight years after the passage of RSA 194-B, no charter schools had opened in New Hampshire.²

In 2003, the New Hampshire General Court amended the charter school law to create a ten-year pilot program authorizing the Board of Education to grant up to twenty state charter school applications during the ten-year period. Under the pilot program, applications for proposed charter schools were to be submitted directly to the Board of Education, which was responsible for approving or denying each application "using reasonable discretion in the assessment of the elements set forth in RSA 194-B:3 II, (a)-(bb) and (dd)." The Board of Education's approval of an application constituted the granting of charter status and the right to operate as a public charter school. Local approval was not required for these schools, except that not more than ten percent of the resident pupils in any grade would be eligible to transfer to a charter school in any school year without the approval of the local

¹ Memorandum from Elaine Rapp, New Hampshire Senate Research, to Roberta Tenney, NH DOE, May 21, 2007.

² *Ibid*

school board.³ On July 1, 2007, the General Court enacted legislation prohibiting the approval of new charter schools by the Board of Education between July 1, 2007 and June 30, 2008. The legislation provided that any charter school application filed prior to July 1, 2007 and scheduled to be acted upon by the Board of Education on or before October 1, 2007 would be exempt from this prohibition.⁴

As of August 2007, fifteen charter schools had been authorized directly by the Board of Education under the pilot program: of these, seven had operated for at least one year and were continuing to operate, three had operated for at least one year and had closed, and five were scheduled to open in the 2007-2008 school year.⁵

Charter School Funding

The 1995 charter school law provided no state funding for charter schools. Instead, RSA 194-B required each charter school pupil's resident school district to pay to the charter school an amount equal to at least 80 percent of that district's average cost per pupil for the prior fiscal year. The current charter school law retains this funding requirement for charter schools approved by the local school district. In addition, the current charter school law provides that charter schools that are eligible for grants "shall match funds provided by the state through private contributions in order to receive funding that exceeds the state's average per pupil cost for the grade level weight of the pupil."⁶

In the December 1997 *Claremont II* ruling, the New Hampshire Supreme Court found that the State has a duty to provide an adequate education to all public school students. In response to this ruling, the General Court enacted the "State Aid for Educational Adequacy" system providing annual grants to cities, towns, and unincorporated places to fund an adequate education for public school students residing in each municipality.⁷ The NH DOE is responsible for determining the annual "adequate education" payments, which are based on a series of calculations that are designed to limit state aid to towns with the greatest need.⁸ Since charter schools are open enrollment schools, the General Court required that a flat tuition amount per pupil, or "adequacy payment," follow each student enrolled in a charter

⁴ RSA 194-B:3-a

⁵ HB 2, An Act Relative to State Fees, Funds, Revenues, and Expenditures, Section XLIX(b).

⁶ One of the two schools obtained local approval after being authorized by the Board of Education.

⁷ RSA 194-B:11 X

⁸ Office of Legislative Budget Assistant. NH DOE. *Adequate Education Grant Data*, December 2004. There appears to have been serious disagreement amongst charter school founders and the legislature about how much money was intended to be spent on charter schools.

⁹ Division of Program Support, Bureau of Data Management, NH DOE, "FY 08 Adequate Education Aid" at <http://www.ed.state.nh.us/education/data/stateaid.htm>.

school approved by the Board of Education under the pilot program (discussed above).⁹

Since 2004, when the first approved charter school began operations, the per-pupil adequacy payments distributed by charter schools have been as follows:

FY 2005	\$4,200
FY 2006	\$3,300
FY 2007	\$3,598
FY 2008	\$3,707

The adequacy payments for charter school students were initially required to be sent by the state to the local school districts whose resident students were enrolled in charter schools; the school districts were responsible for forwarding the grant funds to the appropriate charter schools. However, the charter school law was amended in 2006 to require the NH DOE to send the adequacy payments directly to the charter schools.^{9a}

In 2003, the NH DOE applied for and received a three-year \$7,170,069 federal grant to assist the Department in achieving the goal of authorizing at least fifteen operational charter schools in New Hampshire by the 2005-2006 school year.¹⁰ The requested grant funds were intended to support regional conferences within the state to disseminate charter school information as well as charter school planning, program design, and initial implementation. It was reported that two large conferences were held followed by workshops on specific topics such as fund development and governance. In 2004, the NH DOE applied for and received an additional federal start-up grant of \$500,000. Under the terms of the grants, a charter school for which federal funds were authorized was required to open within three years of the authorization date, otherwise the federal funds would be withdrawn. As of August 31, 2007, according to the NH DOE, \$293,918 of the original federal grant fund was undistributed, and an additional \$336,418 distributed to New Hampshire charter schools were required to be returned if unspent by September 30, 2007.

The FY 2005 budget enacted by the Legislature included a \$333,000 appropriation for the 2004-2005 fiscal year for charter school matching grants. According to the NH DOE, these funds were divided among the four existing charter schools, based on the student populations of those schools. The FY 2007 budget enacted by the Legislature provided a \$400,000 appropriation for one-time grants to charter

⁹ RSA 194-B:11(a)

New Hampshire Department of Education grant application, undated.

schools of up to \$100,000. These funds were distributed to charter schools that did not receive grants from the \$333,000 appropriation in FY 2005.

As previously discussed, legislation enacted on July 1, 2007 imposed a moratorium on the approval by the Board of Education of new charter schools. A separate provision of the same legislation made the total amount appropriated for charter school supplemental grants for the biennium ending June 30, 2009—which totaled \$400,000 for each budget year—available for distribution in the 2008 fiscal year to the Cocheco Arts and Technology Academy, the Franklin Career Academy, and the Seacoast Charter School.¹¹

In 2007, the NH DOE applied for an additional federal start-up grant of \$5 million; however, the state's application was unsuccessful. As a result of the NH DOE's failure to win the additional grant, the three-person staff that had overseen the charter school program in New Hampshire has been reduced to one part-time staff person.

Charter School Accountability and Oversight

Consistent with the charter school law's stated purposes, one of which is to establish results-driven accountability for public charter schools and require the measurement of learning, the charter school law requires each charter school to evaluate the educational progress of each pupil. The law states: "The annual evaluation must include, but not be limited to, the New Hampshire statewide education improvement and assessment program."¹² According to the NH DOE, the New England Common Assessment Program (NECAP) Grade-Level Expectations are the current standards used to fulfill this evaluation requirement.

The charter school law states: "To ensure compliance with its application and contract and applicable law, a charter school shall be subject to a first year and periodic subsequent program audits by the department of education or its agent." [RSA 194-B:10 III]. The section of the law requires each charter school to furnish one copy of its annual report to the Board of Education and to its local school board, to obtain at its own expense and provide to the Board of Education and its local school board an annual financial audit and report that complies with any current format and content requirements imposed on a public school and that includes the number of pupils served by the school and their respective tuition rates as well as a discussion of progress made toward the achievement of the school's mission and other goals set forth in its charter.

In June 2006, the charter school law was amended to institute new reporting requirements for charter schools authorized under the pilot program instituted in

¹¹ HB 2, An Act Relative to State Fees, Funds, Revenues, and Expenditures, Section XLIX(a).

¹² RSA 194-B:8(V).

2003. These requirements were instituted in conjunction with the change to the charter school law, discussed above, allowing the NH DOE to send adequacy payments directly to the charter schools. Beginning in July 2006, the NH DOE required each charter school that had been approved under the pilot program to submit a quarterly report, a required component of which was a quarterly financial statement, to the Board of Education. Charter schools were provided with a sample spreadsheet containing the required categories of information.

The charter school law also established a Joint Legislative Oversight Committee, which is required to jointly meet at least once a year, monitor the effect of the charter school law, make recommendations for any legislative changes to the law, and make recommendations to the General Court for simplifying, reducing, or eliminating regulations and paperwork required for all public education and the state's regulation of public education. The law requires the committee to submit a written report of its findings and recommendations to the President of the Senate, the Speaker of the House, and the chairpersons of the House and Senate Committees on November 1 of each year. According to the NH DOE, the Joint Legislative Oversight Committee has met in recent years but has not issued any written reports of its findings and recommendations.

In January 2006, the NH DOE's Office of School Standards issued a detailed guidance document, prepared by SchoolWorks LLC for the NH DOE, entitled *The New Hampshire Charter School Accountability Process*. The accountability process outlined in the guidance document starts with the statutorily required submission by each charter school, prior to the opening date, of an accountability plan.¹³ The guidance document calls for the NH DOE to review and provide feedback to the charter school on the measurability of the goals contained in the accountability plan. Over the charter period, according to the guidance document, the NH DOE monitors each charter school's performance by reviewing and evaluating the information submitted by each charter school in the quarterly and annual progress reports required by the charter school law.¹⁴ According to the guidance document:

In addition to reporting to the Board of Education, the staff of the Charter School Office will provide ongoing feedback to the charter schools on the quality of their reporting, each school's compliance with accepted practices, adherence to federal and state regulations in relevant areas, and an assessment of each school's overall progress toward its unique school-defined accountability goals.

¹³ RSA 194-B:3(ddd)

¹⁴ RSA 194-B:5 IV(a); RSA 194-B:10 I.

The guidance document contains a sample monitoring checklist to be completed by the NH DOE in assessing charter schools' compliance with reporting requirements and in assessing their progress with respect to four key questions:

1. Is the school making progress toward achieving its mission?
2. Is the school responsibly using public funds?
3. Is the school promoting student attainment of expected knowledge and skills?
4. Is the school sustainable?

Until 2004, the NH DOE had no staff dedicated to charter school oversight. In 2004, a full-time charter school staff person was assigned for six months. This individual was then appointed to her current position of Administrator of the Office of School Standards, which has broad responsibility for minimum standards for school approval of home education as well as charter schools. The federal grant funds (discussed earlier) received by the NH DOE in 2004 enabled two full-time staff members to be hired to assist and oversee New Hampshire charter schools. Over the next two years, the charter school administrative capacity within the NH DOE was sufficient to review charter school applications, disburse federal grant funds to charter schools, review reports and other mandatory documentation submitted by charter schools, and provide limited oversight of the progress of charter schools. The Administrator of the Office of School Standards developed a Logic Model for the New Hampshire charter school program defining inputs, activities, near-term outcomes, intermediate-term outcomes, and desired impacts. (Appendix 3 provides copy of artifact) The Administrator also attended legislative meetings, arranged meetings at the DOE and visited each charter school. The federal funding for the two federally financed administrative positions ended in 2007, further limiting the capacity of the state Department of Education to support charter schools. As noted earlier, the NH DOE's 2007 application for a \$5 million federal grant was unsuccessful. Although the positions of the two full-time charter school administrators were funded by the state for eight months of 2007, the two staff members left for other positions within the state when state funding became unavailable. As of September 2007, neither federal nor state funds had been authorized for charter school oversight by the NH DOE. Thus, although twelve charter schools were open or scheduled to open in the 2007-2008 school year, the NH DOE had no funded capacity to fulfill the statutory requirements in RSA 194-B or the oversight functions detailed in *The New Hampshire Charter School Accountability Process*.

Overview of Open Charter Schools

Seven open charter schools were in operation in the State of New Hampshire during the 2006-2007 school year. The schools are small learning communities: according to NH DOE data, the schools served a total of 322 students in October 2006 and ranged in size from 28 to 76 students (Table 1).

Table 1. Charter School Enrollment: October 2006

Charter School	Enrollment October 2006
Cocheco Arts and Technology Charter Academy	53
Franklin Career Charter Academy	31
Great Bay eLearning Charter School	76
New Hampshire Equestrian Academy Charter School	25
North Country Charter School	49
Seacoast Charter Academy	60
Surry Village Charter School	28
Total	322

Source: NH DOE Enrollments in New Hampshire Public Schools as of October 2, 2006. Dated April 27, 2007.

As shown in Table 2, the number of teachers in the schools ranges from as few as 2 (Surry Village Charter School) to as many as 8.6 (Cocheco Arts and Technology Charter Academy).

Table 2. Charter School Teachers and Ratios of Student to Teachers: October 2006

Charter School	Number of Teachers	Ratio of Students to Teachers
Cocheco Arts and Technology Charter Academy	8.6	6.2
Franklin Career Charter Academy	3.1	10
Great Bay eLearning Charter School	5	15.2
New Hampshire Equestrian Academy Charter School	4.1	6.1
North Country Charter School	4	12.3
Seacoast Charter Academy	4.5	13.3
Surry Village Charter School	2	11.5
Statewide	14,947.5	12.8

Source: NH DOE Student to Teacher Ratio in New Hampshire Public Schools as of October 2, 2006, Dated April 27, 2007

The ratio of students to teachers ranges from 6.1 to 1 at New Hampshire Equestrian Academy Charter School to 15.2 to 1 at Great Bay eLearning Charter School; two schools, Great Bay and Seacoast, reported ratios (15.2:1 and 13.3:1, respectively) that exceed the statewide average of 12.8 to 1. In making such comparisons, however, it is important to keep in mind the small numbers of students attending the charter schools.

According to NH DOE data (Table 3), like students statewide, charter school students are almost exclusively white (ranging from 90.6 percent white students at Cocheco Arts and Technology Charter Academy to 100 percent at three charter schools), and few charter school students are reportedly eligible for the free/reduced price lunch program. No charter served Limited English Proficient students in the fall of 2006; statewide, less than one percent of students were Limited English Proficient that year. Again, however, in making such comparisons it is important to keep in mind the small numbers of students at the charter schools.

Table 3. Percent of Students White and Free/Reduced Lunch Eligible October 2006

Charter School	Percent White	Percent Free/Reduced Lunch Eligible
Cocheco Arts and Technology Charter Academy	90.6	9.43
Franklin Career Charter Academy	100	--
Great Bay eLearning Charter School	98.7	9.21
New Hampshire Equestrian Academy Charter School	100	--
North Country Charter School	98	6.38
Seacoast Charter Academy	96.7	1.67
Surry Village Charter School	100	--
Statewide	92.7	18.88

Source: NH DOE Enrollments in New Hampshire Public Schools as of October 2, 2006, dated April 27, 2007 and NH DOE FY 2006-2007 Free/Reduced School Lunch Eligibility by District, dated April 11, 2007.

NH DOE has not published recent attendance rate statistics for schools. What information is available for the 2005-2006 school year indicates that North Country Charter School had lower attendance rates than the state average (90.2 percent for high school compared to 93.2 percent statewide) while Cocheco Arts and

Technology Charter Academy, Great Bay eLearning Charter School, and Seacoast Charter Academy all had attendance rates that were comparable to the statewide rates. It must, of course, be borne in mind that North Country Charter School caters specifically to students who are high school drop outs, or who are at risk of dropping out.

Similarly, the most recent published data for school dropouts is available only for the 2005-2006 school year. That year, Coheco Arts and Technology Charter Academy reported two dropouts, for an annual percentage rate of 4.2. Both schools exceeded the statewide rate of 3.1 percent.

The only available data on high school completers is for the 2005-2006 school year and was reported by North Country Charter School that has an emphasis on educating students who had dropped out of high school, or were at risk of dropping out: 15.2 percent of students entered four year colleges or universities, 33.3 percent entered less than four year schools, 48.5 percent were employed and three percent served in the Armed Forces. More details are provided in the school profile presented later in this report.

Authorized Charter Schools That Were Unable to Open or Remain Open

One charter school authorized by the Board of Education, Crossroads Charter School, never opened. Two authorized charter schools operated for a period of time and then closed: Laurent Clerc Charter Academy and New Heights Charter Academy. These three schools are briefly discussed below.

Crossroads Community Charter School

Crossroads Community Charter School was organized by three local school districts in Bow, Hopkinton, and Kearsarge as well as NFI North, a human services organization, and authorized by the Board of Education in September 2006, according to the *Concord Monitor*.¹⁵ The organizers reportedly canceled plans to open the school because the federal "vision grant" obtained by the school in 2004 was scheduled to expire in December 2007, and the state adequacy payments would be insufficient to support the school.

Laurent Clerc Academy

Laurent Clerc Academy, located in Concord, was founded to provide a bilingual education program in American Sign Language (ASL) and English print for elementary students who were deaf or hard of hearing as well as those hearing students who would benefit from direct instruction and social interaction in ASL. According to NH DOE documents:

¹⁵ "Districts scuttle charter school plan," *Concord Monitor*, September 7, 2007.

Laurent Clerc Academy seeks to provide one of the highest achieving and well-designed bilingual (ALS-English) education programs in the United State. This unique academy will provide a choice school for New Hampshire students who need a linguistically-accessible environment, often considered the least restrictive environment for deaf students. The academy will create a challenging, safe, and empowering learning environment designed to meet the intellectual and social needs of deaf and hard of hearing students. The school will provide a highly visual environment for students whose learning style is primarily visual.

The school operated in the 2005-2006 school year. At the end of the school year, six students were enrolled in Laurent Clerc, according to NH DOE records. The low enrollment prompted the school's Board of Trustees to suspend school operations in June 2006.

New Heights Charter Academy

New Heights Charter Academy, located in Goffstown, was founded with the following mission, according to NH DOE documents:

The mission of the New Heights Charter Academy is to provide a rigorous career-focused platform for students in grades 11 and 12 to succeed in the world of business and technology through: student-driven personal learning plans, meaningful relationships with a mentor/advisor/coach/sponsor, flexible programming to best accommodate student success, project-based curriculum connecting to real world opportunities and learning experiences and student empowerment through self-governance and decision-making while modeling a set of core values essential in a democratic and civil society.

The school opened in January 2006. During the first six months of operation, the President of the Board of Trustees resigned, and the School Director was replaced, according to NH DOE documents. NH DOE enrollment data show that thirty students were enrolled in New Heights during the 2005-2006 school year and that seven students were enrolled in New Heights during the 2006-2007 school year. An Assessment of Progress conducted by the NH DOE in September 2006 found that students attending New Heights had not withdrawn from the local school district and that New Heights had yet to establish itself as a school rather than a program. New Heights subsequently closed.

According to the school's former Project Coach and Vice Chairman of the Board of Trustees, who was interviewed by telephone for this review, the most significant issue contributing to the closure of New Heights was the lack of funding. He stated that the state adequacy payment per student was insufficient to fund the school opening and that the school encountered difficulty meeting the requirements of the

three-year federal start-up grant received by the school. He also indicated that New Heights received helpful support from EdVisions, a charter school cooperative funded by the Bill and Melinda Gates Foundation that helps new charter schools develop project-based learning programs.

Authorized Charter Schools Recently Opened or Scheduled to Open

Five charter schools authorized by the Board of Education opened at the outset of the 2007-2008 school year or were scheduled to open at later dates. These schools are briefly discussed below.

Academy for Science and Design Charter School

The Academy for Science and Design Charter School, located in Merrimack, opened on September 17, 2007, according to the school's website. (Efforts to interview school officials by telephone for this review were unsuccessful.) The school's mission statement is as follows:

The mission of the charter school founders is to create a world class, standards-setting middle/high school that specializes in science, mathematics, engineering, and design. The school will graduate students with in-depth subject mastery; real world laboratory experiences; and local, national, and global understanding and applications. The school will be recognized for its outstanding academic program and for well-rounded students with the capacity for high achievement and leadership in college, career, and society.

According to NH DOE documents, the school serves students in grades seven through twelve. The school's website lists eight members of the Board of Trustees.

CSI Charter School

CSI Charter School, to be located in Penacook, reportedly opened on September 17, 2007. According to NH DOE documents, the CSI (Competencies, Skills, Interests) Charter School will serve students in grades 9 through 12 who are becoming disengaged, or have become disengaged, and would benefit from an individualized program that meets their needs. According to NH DOE documents:

The CSI (Competencies, Skills, Interests) Charter School plans on using current student academic competencies and work-based skills as the entry point for the development of individualized plans that allow students to meet essential academic and work-based competencies. Integrated units will be developed that create student interests, meet high standards of achievement, and provide students authentic opportunities to demonstrate

the competencies. Meeting these high standards will allow students to successfully transition after graduation to a work setting or continue their education at the post-secondary level. This Charter School is characterized by being very small, student interest centered, and supported by project-based learning and technology.

According to the school's Administrator, who was interviewed by telephone for this review, the Merrimack Valley School Board and the Superintendent of SAU 46 organized CSI Charter School because they were interested in creating a nontraditional, competency-based educational program to assist disenfranchised student dropouts who had previously attended Merrimack Valley public schools. The Administrator, who was interviewed before the scheduled school opening date, predicted that twenty-three students would be enrolled as of September 17, 2007. She stated that enrollment has posed a challenge, as have state charter school requirements, staffing, funding, and the need to work through the details of the dropout status of individual students. Federal grant funds in the amount of \$300,000 have enabled the school to hire two outside consultants to assist in developing course competencies and school objectives. In addition, the SAU 46 business office has assisted the Administrator with all aspects of grants management, expenditure accountability, and purchasing. The school reportedly has a seven-member Board of Trustees and 3.5 FTE teachers, all of whom are Highly Qualified.

The Administrator noted that CIS Charter School has a unique, flexible scheduling plan under which school is open three days per week from 9 a.m. to 11 a.m. and from 5 p.m. to 7 p.m. This schedule allows dropouts to work as well as attend school. Students must commit to attending four to seven hours of class per week and must arrange their class schedules with instructors, who are called "coaches."

Ledyard Charter Academy

Ledyard Charter Academy, to be located in Lebanon, is scheduled to open in August 2008 with an enrollment of fifty students. According to NH DOE documents, the school will serve underperforming and/or disengaged students in grades nine through twelve. NH DOE documents provide the following description of the school's mission and derivation of the school's name:

Ledyard Charter Academy will prepare students for their futures, both academically and socially, in a rigorous academic program that stresses the importance of community and allows students to apply their learning in context. Ledyard will provide opportunities for under-engaged students to re-focus on their strengths and interests and will provide highly motivating and relevant learning opportunities, much of which will be based in service learning in the community, internships, and a strong academic core. The Charter Academy takes its name from John Ledyard, a curious and self-

motivated Dartmouth College student who arrived at Dartmouth College in the Spring of 1772. He spent four summer months living (and learning) among the Iroquois as a college ambassador and became dissatisfied by the constraining academic offerings at Dartmouth upon his return to the college. He built his own canoe and paddled the length of the Connecticut River. He became an acclaimed world traveler, explorer, and a lifelong hands-on learner.

According to the school's Project Director, who was interviewed by telephone for this review, he and the Superintendent of SAU 88 have been the driving forces behind this school. They expect most students to be categorized as grade nine and grade ten students who are underachieving, disengaged, and do not fit well in a traditional high school setting. The school's principal source of funding will be federal grant funds. The Project Director reported that the school's Board of Trustees currently consists of five members but is expected to increase in size to nine to eleven members. He said that the administration of SAU 88 has been very supportive, although the high school union leadership has not. The school was able to hire a consultant to advise on governance and programming, but it still needs additional financial resources, according to the Project Director. Parents and other volunteers have expressed interest in helping the school as it approaches next year's opening date.

Strong Foundations Charter School

Strong Foundations Charter School, located in Pembroke, opened in August 2007 serving fifty-five students, including fifteen students with Individual Education Plans (IEPs), in grades K through four. The school's mission is to:

1. Build early literacy by using an Orton-Gillingham approach and building phonemic awareness so that children are reading at grade level by fourth grade.
2. Create a learning environment wherein 90% of the student population beginning Strong Foundations in Kindergarten or grade one will be proficient or advanced in reading by the end of grade four.
3. Create an elementary school where the entire elementary faculty is trained in and uses the Orton-Gillingham approach so that other schools and districts can make use of the school for training of faculty, i.e. elementary teachers, reading specialists, learning disabilities specialists, tutors, and para-professionals.

As of September 2007, Strong Foundations reported that it had a nine-member Board of Trustees, a principal (who was also a .8 FTE teacher), four full-time teachers, one teaching assistant, two other assistants, and one non-teaching staff member.

According to the Principal of Strong Foundations, the school has confronted a number of challenges in the first year of operation, including the school's lack of a business administrator, lack of cooperation from local school districts with students

on IEPs, refusal of school districts to provide services to the school, the uncertainty of federal funding, and the principal's difficulty of responding to inquiries about the school while also serving as a .8 FTE teacher. The principal expressed confidence that the school will be able to conduct successful fundraising drives, but she also noted the difficulty of obtaining funds from resistant local school districts.

Virtual Learning Academy Charter School

Virtual Learning Academy Charter School is scheduled to open in January 2008, according to documents on file at the NH DOE. (Efforts to reach school representatives by telephone for this review were unsuccessful.) NH DOE documents provide the following description of the school's mission and program:

The Virtual Learning Academy Charter School will use new and emerging distance learning technologies to provide any time any where access to a rigorous "personalized education that helps students learn today, graduate tomorrow, and prepare for the future" (2006, NHDOE). The educational mission of the VLACS integrates the philosophy of the New Hampshire Department of Education's Follow the Child initiative with the power of distance learning technologies. The VLACS will provide all students with the opportunity to personalize their education by combining rigorous academic study with the flexibility that is inherent in the anytime, anyplace, any pace philosophy to be practiced by the school. Ongoing, one-on-one communication between students and teachers will ensure that all students are provided with the supports necessary for success. The VLACS is also committed to collecting meaningful data to measure growth in personal, physical, social, and the academic characteristics of each student. It will be the goal of the VLACS to apply to the Commissioner of Education to become a Follow the Child school. Furthermore, the VLACS will work with teachers to encourage them to become Follow the Child designated teachers.

According to the school's website, the school's administrative offices are located at the Tuck Learning Campus in Exeter. The website indicates that the school will enroll part-time high school students in January 2008 and will offer full-time coursework in the 2008-2009 school year. Adjunct teachers will be hired in the first year of the school's operations; after the first year, all teachers will be provided with a mentor who will provide professional coaching, support, and advice.

CHARTER SCHOOL PROFILES

This section presents profiles of the seven open New Hampshire charter schools that operated in the 2006-2007 school year. These seven schools, listed and

presented in the order in which they were authorized by the NH DOE, are as follows:

- Franklin Career Academy Charter School (authorized August 2003)
- Seacoast Charter School (authorized August 2003)
- North Country Charter School (authorized January 2004)
- Great Bay eLearning Charter School (authorized February 2004)
- Cocheco Arts and Technology Academy (authorized May 2004)
- New Hampshire Equestrian Academy Charter School (authorized September 2005)
- Surry Village Charter School (authorized March 2006)

The information presented in this section was collected by the study team from the schools. In each case, the team sought information on the following topics:

- Mission
- Enrollment
- Governance
- Staffing and professional development
- Curriculum
- Assessments
- Student and Parent Engagement and Support
- Student destination and post-secondary planning
- Finance
- Facilities

Complete information was not available from each school. Consequently, the profiles are not entirely parallel in presentation. Each profile includes concluding observations by the study team.

Franklin Career Academy Charter School

Franklin Career Academy Charter School (FCA), located in Franklin, was chartered by the Board of Education on August 20, 2003. FCA served grades seven through twelve in the 2004-2005 school year, suspended operations for the 2005-2006 school year, and resumed operations for the 2006-2007 school year with fewer grades. The school currently serves students in grades nine through twelve.

Mission

FCA's mission statement is as follows:

The overall goal of the Franklin Career Academy is to create a business-affiliated, innovative choice charter high school for predominately at-risk Franklin and other area students - a school designed to mentor students through completion of the school's high school program requirements. The

school will exist for only one purpose – to increase students’ life options, including college, following a high school graduation.

FCA’s 2003 charter application envisioned that the school would be designed to attract students who were at risk, had dropped out of school, were low-achieving, and/or were low-income. The school would also be open to interested students who were not at risk. FCA proposed to combine a skill-based curriculum with career preparation and apprenticeships for qualifying students. The program, which was to be modeled on the Textron/Chamber of Commerce Providence Public Charter School in Providence, Rhode Island, would be characterized by the following five elements:

- Rigorous academic program with high expectations,
- Career education/career planning,
- Enhancing education through technology,
- Differentiated instruction, and
- Commitment to success/School dropout prevention.

Enrollment

At the beginning of the 2007-2008 school year, FCA had forty-one enrolled students, including three students with IEPs, from three sending districts. The school had no waitlist. FCA reported the following enrollments for the past four school years; no information on average class size was reported.

	2004-2005	2005-2006	2006-2007	2007-2008
Enrollment	40	Closed	35	41
Average class size	10 to 1		10 to 1	10 to 1

FCA reported an attendance rate of 93 percent.

Governance

FCA’s 2003 charter application proposed that FCA would be governed by a Board of Trustees consisting of five to eleven members, including New Hampshire business leaders, parents of enrolled students, professional educators or direct student service providers, and community leaders. As of September 2007, FCA’s Board of Trustees had four members. Since the school’s inception, four Board members have resigned, and two new members have joined the Board. According to the four Board members interviewed for this review, one Board member recently resigned to assume the position of FCA’s current Director of Operations. The Board is currently seeking additional members through an informal recruitment process. Board members serve three-year, staggered terms. The Board meets monthly and holds

emergency meetings as necessary. FCA has formed an informal alliance with Seacoast Academy Charter School and Cocheco Arts and Technology Charter Academy to lobby for state funding.

According to the Board members interviewed for this review, the Board receives a monthly report containing student achievement data from the Director of Operations as well as a school accountability report. A review of Board minutes for the period January through June 2007 indicates that the Board met each month, and twice in May. The minutes indicate that the Board regularly received and considered information about school finances, student assessments, board membership, charter school funding, and other matters. The Board adopted a governance policy manual in August 2004.

Staffing and Professional Development

As of September 2007, FCA had a new Director of Operations who had previously served on the Board of Trustees. According to the new Director of Operations, the former director was not a good fit and was not effectively maintaining discipline in the school. FCA also employed three full-time teachers, one part-time teacher, and a Director of Curriculum. Two teachers were reported to be Highly Qualified, and all but one were reported to be certified in New Hampshire; the fourth teacher is certified in Massachusetts and has applied for New Hampshire certification.¹⁶ Two of the three full-time teachers were newly hired. According to FCA's Director of Operations, professional development at FCA is available if requested. Previous professional development activities offered by FCA have included Northwest Evaluation Association (NWEA) training for the Measures of Academic Progress testing, Read 180 training, and Positive Behavior Intervention and Supports Training. Teaching staff are observed and evaluated by the Director of Operations using Jon Saphier's Skillful Teacher Model.

Curriculum

According to FCA's Director of Operations, FCA's curriculum is aligned with the New Hampshire State Curriculum Frameworks and integrates real-world projects and technology. Curriculum decisions are made collaboratively with teachers. FCA offers a standard high school curriculum as well as courses in life skills, including listening and time management skills, and civic engagement. FCA students are able to participate in internships with local businesses. In addition, students are required to complete thirty-six hours of community service and prepare a portfolio as a requirement of graduation.

¹⁶ This detail conflicts with information received from the Bureau of Credentialing, State of New Hampshire, who stated that the teachers were not certified, nor had applications been received at the time of reporting.

According to the teachers interviewed, students, teachers, and parents create individual development plans to address the individual learning style and needs of each student. IEP meetings are held with the sending district, which provides each student who is on an IEP with a case worker who monitors the student.

Assessments

FCA reported using the following assessments: the New England Comprehensive Assessment Program (NECAP), NWEA Measures of Academic Progress (MAP), Individual Development Plans, portfolio assessments, and Authentic Assessment. FCA's 2006-2007 Accountability Report reported that FCA students were making progress above national averages on the NWEA Measures of Academic Progress.

According to the Director of Operations, FCA analyzes assessment data on a regular basis. Individual development plans for students are reviewed on a consistent basis, and the portfolio formative assessment is part of the school's graduation requirements. Each portfolio contains samples of academic work, career and citizen accomplishments, and letters of recommendation when applicable.

Student and Parent Engagement and Support

The three students interviewed for this review stated that they appreciate being able to get help from FCA teachers when they need it. They also commented positively on the small size and safe atmosphere at the school as well as the opportunities for business internships. They expressed concern about continued funding for FCA and the need for newer computers and library books. One student indicated that she would be a school dropout if FCA closed.

FCA requires each parent to provide two hours per month of volunteer time to the school. FCA also has a Parent Teacher Organization (PTO) that meets monthly with an average attendance of seven to fifteen parents. This group provides teachers with volunteers for projects, does fundraising, and engages in legislative lobbying. Among the FCA benefits cited by the three parents interviewed for this review were small class sizes, frequent feedback from the school on student performance, and individual development plans for students.

Student Destination and Post-Secondary Planning

According to a July 2007 report submitted by FCA to the NH DOE, seven FCA students graduated in the 2006-2007 school year. One student had dropped out of the local area high school and returned to FCA to receive her diploma; two others had had numerous suspensions and absences at the local high school. Three graduates of FCA had plans to pursue further education.

Finance

According to NH DOE records, in 2003 FCS received \$165,000 in state funds and grants of \$322,000 and \$315,000, respectively. The latter grant expired in

September 2005. NH DOE records show that as of July 15, 2005, more than \$200,000 of the federal grant was unexpended. Although a letter¹⁷ from Assistant Deputy Secretary Nina Rees of the US Department of Education to the New Hampshire Commissioner of Education responding to inquiries from the FCA Board of Trustees had stated that federal funds may be allowable to FCA under the clause "other initial operational costs that cannot be met from State or local sources"¹⁸, the lack of a reliable funding source for the school led to the decision by the FCA Board of Trustees to suspend school operations for the 2005-2006 school year. Moreover, the US Department of Education money could not be expended after September of 2005 when the thirty-six months of eligibility ended.¹⁹ Additionally, according New Hampshire Department of Education personnel, the FCA had received an earlier pre-planning grant directly from the US Department of Education, which caused a significant eligibility problem for the charter school. The New Hampshire Department did not have a record of the earlier payment. In a letter to the Board of Education dated June 16, 2006, the Franklin Superintendent of Schools wrote on behalf of the Franklin School Board to express concerns regarding FCA's financial stability and fiscal management and its ability to meet the needs of low-achieving, low-income, at-risk students. The letter also suggested that FCA might have breached a commitment made to the Franklin School District that it would not request any adequacy funding (charter tuition payment) from the school district in its first year of operation. During this year of suspended operations for the school, extensive correspondence also ensued between the FCA Board of Trustees and the New Hampshire Commissioner of Education, and between other parties including The Honorable Margaret Spellings, Secretary of Education at the United States Department of Education, with the purpose of resolving the uncertainties of the funding system and to re-open the school.

Because it had been closed, the school did not have a financial audit for the year ending June 30, 2006. Information from Board minutes indicates that the school was actively managing a very tight budget for the 2006-2007 school year. According to the FCA's unaudited figures for the period ending June 30, 2007, the school had \$21,779 in equity at the close of the year. The table below shows the school's sources of revenue each year.

¹⁷ Letter dated 10/18/05 referring to FCA's closing in its first year of operation.

¹⁸ Elementary and Secondary Education Act 1965 Section 5204 (1)(3)(B) reauthorized by the No Child left behind Act 2001

¹⁹ Elementary and Secondary Education Act 1965 Section 5204 (1)(3)(B) reauthorized by the No Child left behind Act 2001

	2004-2005	2005-2006	2006-2007
Federal Start-up Grant	\$ 322,000	Closed	\$315,000
State Equitable Aid	165,000		90,000
Other	Not applicable		Not applicable
Total	\$487,000		\$405,000

Facility

FCA rents space on the second floor of the St. Paul's Roman Catholic Church Activity Center. The school has use of kitchen facilities and a gym. The annual rent is \$35,000. The facility is adequate for the current needs of Franklin Career Academy.

Closing Observations

In a letter to FCA dated February 28, 2007, the NH DOE noted that FCA had submitted a report card to the NH DOE for the 2004-2005 school year and had suspended operations for the 2005-2006 school year; thus, it was difficult for the NH DOE to determine how much student progress was made from the one full year that FCA had operated. The NH DOE acknowledged that FCA had reported strong test results but noted that these were not qualified with reference to the regional context, that the number of students in each grade was small, and that the life skills measured by FCA had not been identified. The NH DOE also noted that four members of the Board had resigned in the first year of operation, that three of the four faculty members from the first year of operation had resigned, and that the existing Board consisted of five members, four of whom were new. Finally, the NH DOE noted that FCA's relationship with the local school district had been strained in the 2004-2005 school year and that the school's report card had provided no information regarding the school's special education program.

On April 20, 2007, and again on July 15, 2007, FCA submitted its own Assessment of Progress to the NH DOE. FCA's self-assessment reported that the school had met or exceeded each indicator of progress in the following areas: achievement of mission, responsible use of public funds, promotion of student attainment of expected knowledge and skills, and school sustainability.

It was reported in the interview that the relationship with the Franklin School District has improved this year. Reference was made to student transportation and collaboration with the SPED Department.

This review disclosed evidence that FCA has adhered to its mission statement and goals: the school provides dropouts and at-risk students with skill-based courses and internship opportunities as well as standard high school courses. Students

receive individualized attention from the school's advisors and through the preparation of individual development plans.

Seacoast Charter School

Seacoast Charter School, located in Kingston, was chartered by the New Hampshire Board of Education on August 20, 2003. Seacoast has operated continuously since the beginning of the 2004-2005 school year. Seacoast currently serves students in grades one through six.

Mission

Seacoast's charter application contained the following mission statement:

The mission of Seacoast Charter School is to provide excellence in core academics and the arts while cultivating the individual qualities and strengths of each child.

- Provide a rigorous core academic program with a thematic approach to curriculum
- Cultivate the individual qualities and strengths of each student
- Offer a comprehensive, multidisciplinary arts program that allows students to explore new ways of thinking, behaving, and learning
- Support student achievement by creating an inclusive learning community that actively engages parents
- Promote character development and good citizenship

According to NH DOE records, the Board of Education approved a change to the mission statement on May 11, 2007, adding the following statement:

- The school seeks to integrate an appreciation of other languages and cultures across the curriculum.

Enrollment

At the beginning of the 2007-2008 school year, Seacoast had fifty enrolled students from fifteen sending districts, including four students with IEPs and 504 students. The school had a thirty-student waiting list. The school reported the following enrollments and class sizes for the past four school years:

	2004-2005	2005-2006	2006-2007	2007-2008
Enrollment	8	35	60	50
Average class size	8	17	20	16

Governance

Seacoast's 2003 charter application proposed a nine-member Board of Trustees that would include three parents of enrolled children, three business community members and/or corporate sponsors, three local community members and/or philanthropic sponsors, and one voting or non-voting teacher representative. NH DOE records show that on May 11, 2007, the Board of Education approved Seacoast's request to increase the Board size to twelve members and to increase the number of trustee positions reserved for parents of enrolled students from three to four.

As of September 2007, the Seacoast Board of Trustees had nine members and was in the process of increasing the Board size to twelve, including four parents of enrolled students. Board minutes indicate that the Board has been active in Board development, sorting out roles and recruiting members. According to the four Board members interviewed for this review, Board members are selected by a Nominating Committee; the Board meets monthly and has encountered no difficulty in obtaining the quorum of five trustees required to vote on Board matters; and four members have resigned since 2003: three left at the end of their terms, and one left to take a more active role in the school.

A review of the Board's meeting minutes for the last six months of the 2006-2007 school year indicates that the Board has been actively engaged in school matters. The minutes indicate that the Board regularly receives reports from the Head of School, and Board members interviewed reported the monthly reports include discussion of student achievement. In addition, among the topics considered by the Board in this period were the charter, board development, roles, goals, middle school development, facility needs, budget, fundraising, and advocacy, including legislative outreach. Board members interviewed stated that Seacoast has formed an informal alliance with Franklin Career Academy and Cocheco Arts and Technology Charter Academy to lobby for state funding.

Staffing and Professional Development

The Head of School was new, as were three of the five classroom teachers. (According to interviews with Seacoast representatives, the previous Head of School and three classroom teachers resigned at the end of the previous school year because the school's future was in jeopardy.) Of the three core curriculum teachers (the 4.5 FTE includes a full time art teacher and .5 music teacher), two were reported to be Highly Qualified under the federal NCLB requirements, and two had New Hampshire certification; another teacher's New Hampshire certification status was pending. One teacher worked part-time as a teacher aide; the school also employed a second teacher aide. The school reported a teacher-student ratio of 13.5. Seacoast had provided its faculty with two professional development days before the school year began; this program reportedly focused on integrating the

curriculum and the school's arts program for new teachers. The school had also scheduled three professional development days during the school year.

Curriculum

According to Seacoast administrators, Seacoast's curriculum includes Everyday Math, a science curriculum that is aligned to the New Hampshire Curriculum Frameworks, Pearson Social Studies, John Collins Writing, and Core Knowledge. Consistent with Seacoast's mission, art and music are embedded in the curriculum. Seacoast administrators receive information about students with special education needs from the students' sending districts; Seacoast teachers tailor the students' personal learning plans to their IEPs.

Assessments

According to Seacoast's year two report to the NH DOE, Seacoast students scored above state average scores on all areas of the New England Common Assessment Program (NECAP). The school's year three report stated that Seacoast sixth graders had scored at or near state averages on the NECAP and that average student scores were comparable to or higher than sending district averages. Other assessments in use at Seacoast include the New England Comprehensive Assessment Program, TerraNova, Developmental Reading Assessment, and personal learning plans prepared with special benchmarks for individual students. The Head of School stated that assessment data are analyzed regularly; however, he was unaware of how assessment data had been used in previous years.

Student and Parent Engagement and Support

The three students interviewed for this review stated that they loved school, felt that they received attention and assistance from their teachers, and appreciated the lack of bullying, which differed from previous experience at a former school. They discussed "Open Circle," a daily period allotted for students to discuss problems or issues at the school. Students said that they felt engaged in developing school rules.

Seacoast reported using informal methods to gauge parent satisfaction. The school sends letters to parents inviting their feedback on student progress reports and encourages parent attendance at Board meetings. In addition, Seacoast has established a Parent Group that attends and participates in each Board meeting; the Parent Group is comprised of active volunteers who assist with activities such as field trips, decorations, refreshments, fundraising drives, and legislative lobbying. The four parents interviewed during this review expressed positive views of Seacoast and its impact on their children; in particular, they cited the school's personal learning plans, arts offerings, emphasis on the development of critical thinking skills, and focus on community and student responsibility. They all stated that the Seacoast provides a safe environment for their children.

Student Destination and Post-Secondary Planning

No information.

Finance

As previously noted, at the end of the 2006-2007 school year the Head of School and three classroom teachers resigned, reportedly due to the school's financial uncertainty. The school's 2006-2007 annual report cited the uncertainty about state funding as the biggest reason for staff losses.

The school's audit report for the year that ended June 30, 2006 showed that the school had unrestricted net assets totaling \$50,812.00. According to the school's unaudited figures, Seacoast had \$54,568.08 in equity at the close of the 2006-2007 school year. The table below shows the school's sources of revenue each year.

	2003-2004	2004-2005	2005-2006	2006-2007
Fed. Start-up Grant	\$119,100	\$ 67,545	\$152,555	\$296,222
State Equitable Aid	-	83,623	114,650	189,964
Other	-	8,874	32,906	18,413
Total	\$119,100	\$ 160,042	\$ 300,111	\$ 504,599

As can be seen in the table, in 2007 the school derived \$296,222 (60 percent of its total revenue for the year) through its federal grant. The other major source of funding was state equitable aid (also called adequacy payments), which totaled \$189,964. According to the school's data, the school raised \$14,195 through contributions and fundraising. As noted previously, the Board has worked to advocate for state legislative funding.

According to data provided to the school, Seacoast expended \$506,503.01 during the 2006-2007 school year, equal to \$8,442 per student based on 60 students enrolled.

The school obtained an unqualified opinion on its 2005-2006 audit report.

Facility

Seacoast rents space in a former elementary school in Kingston that also houses town offices. The rooms used by Seacoast Charter School appear to be adequate. The school reported that its rent expense is \$35,000.

Closing Observations

An Assessment of Progress conducted by the NH DOE on October 1, 2006 found that Seacoast met or exceeded each indicator of progress in the following areas: achievement of mission, responsible use of public funds, promotion of student

attainment of expected knowledge and skills, and school sustainability. The NH DOE assessment noted that Seacoast had developed an intense fundraising program that could serve as a model for all New Hampshire charter schools.

This review disclosed evidence that Seacoast has adhered to its mission statement and program objectives. The school's curriculum appears rigorous, and its academic program integrates arts and music into the core curriculum for each student. Students are encouraged to be individual learners; as noted above, a personal learning plan is prepared for each student and evaluated during the school year. The "Open Circle" meetings encourage students to air personal concerns, and weekly Town Meeting forums allow students to participate in school decision-making. Parents are actively engaged in the school as volunteers and through representation on the Board of Trustees.

North Country Charter School

North Country Charter School, located in Littleton and in Lancaster, was chartered by the Board of Education on January 2, 2004. North Country has operated continuously beginning with the 2004-2005 school year. The school was established in response to the need identified by school superintendents in ten local districts to address high school dropouts; it serves high school dropouts and students at risk of dropping out between the ages of fourteen and twenty-one, enrolled in grades seven through twelve.

Mission

The school's mission statement, which is unchanged from the mission statement proposed in North Country's charter application, is as follows:

The North Country is a place of learning inhabited by people who treasure our countryside and its beauty and abundant resources, with a commitment to all children and the community. In this special setting we see each individual achieving his/her highest potential in a positive can do, goal-oriented, nurturing, and secure atmosphere.

North Country's charter application cited the following goals for the school:

- To implement an existing alternative school curriculum (the Ombudsman Education Services curriculum) for this Charter School
- To develop collaboratively annual goal(s) to define student, school, and community involvement in the NC Alternative Charter School

- To develop an effective governing board and policies that focus on community stewardship, collaborative and democratic decision-making, fostering the school mission
- To identify and serve recent school dropouts or those who do not learn by "conventional methods" and are at risk of dropping out and provide an alternative for academic success
- To sustain high performance in attendance rate at 95% or above

Enrollment

The school currently enrolls sixty students in grades seven through twelve, currently drawn from ten districts, nine in New Hampshire and one in Vermont. Four students have IEPs.

There is no waiting list. Districts are given a pre-determined, pre-paid number of places (called 'slots'). Not all slots are taken up by all districts, and the practice of buying and selling slots between districts is commonplace. This practice helps avoid a waiting list.

The school reported the following enrollments and class sizes for the past four school years:

	2004-2005	2005-2006	2006-2007	2007-2008
Enrollment	48	48	53	60
Average class size	15	15	15	15

North Country reported attendance rates of 90 percent for both sites during the 2006-2007 school year. Retention rates for both sites averaged 88 percent. In the 2006-2007 school year, eighty-eight percent of the school's thirty-three enrolled seniors graduated. Of the remaining four seniors, one moved, two were dismissed due to poor attendance, and one had an incomplete academic record.

Governance

North Country's 2003 charter application proposed a five- to eleven-member Board of Trustees. By the fourth year, the Board was to consist of seven members: two parents of enrolled students, two professional educators or direct student service providers, and three community leaders. As of September 2007, the Board of Trustees was comprised of nine members, including two parents of enrolled students and two area superintendents. The school reported that all of the seven original Board members continue to serve on the Board. The school's close tie to the local districts it serves is reflected by the Board's membership, which includes two superintendents from local sending districts and a member of a local district's school board.

The Board meets monthly. A review of minutes for meetings conducted during the first six months of 2007 indicates that the number of members in attendance for the meetings has ranged from five to nine, and that the Board has been engaged in school matters including assessment results, enrollment, and budget and finance, including the school's audit results. The ombudsman reportedly provides monthly student achievement reports to the Board that include assessment results and attendance.

Staffing and Professional Development

Since the school's inception, North Country's Board of Trustees has contracted with Ombudsman Education Services, Inc. (Ombudsman) of Libertyville, Illinois to provide the school's curriculum, technology, instructional staff, professional development, and facilities. As of 2007, payments for these services accounted for \$324,000 of the school's \$541,602 budget.

North Country's Principal and administrative staff are paid by the North Country Education Services Agency (NECSA), which bills North Country for these services. The school reported that the four K-12 classroom teachers are state certified with Special Education licenses.

Curriculum

North Country's website describes the school's current program as follows:

Upon acceptance into the Academy students will be given academic assessments to measure math, reading and writing skills. In coordination with sending school districts, an individual learning plan will be established to address credit requirements. Using the nationally recognized and accredited Ombudsman curriculum students will demonstrate competency in 7 major areas:

- Basic Skills
- Life Management
- Citizenship/Social Studies
- Health/Recreation
- Science
- Aesthetics
- Careers/College Preparation

The core of the Ombudsman curriculum is essential skills with heavy emphasis on reading/language arts, mathematics, science and social studies in addition to extended learning in other subjects.

The curriculum is administered through Plato software from Plato Learning Inc., and NovaNet software from Pearson Digital Learning Inc., for computer-based and

online learning. These programs are supplemented by content prepared by Ombudsman, predicated on the requirements of the TerraNova tests. Students are engaged for three hours daily in basic skills, social studies, mathematics and English by means of these programs. The classroom instructors work with individuals on an as-needed basis when intervention is necessary, to review work, or to explain aspects of the computer-based program. The curriculum also requires that students engage in a work study placement that may be paid or voluntary. Teachers interviewed stated that opportunities are also given for role-play, drama and other group learning activities on an *ad hoc* basis. Students interviewed said they found this way of learning agreeable and helpful both in acquiring knowledge and skills and in developing self-esteem.

Assessments

North Country's 2006-2007 End of Year Report indicated that North Country measures students' academic progress using the Basic Achievement Schools Inventory (BASI), a norm-referenced test administered by Ombudsman Educational Services. According to North Country administrators, North Country also administers the NECAP, Pearson Assessments, Analytic Survey Basic Math, and Vocal Achievement Guide, as well as the TerraNova tests. Assessment data are reportedly used daily by the students and teachers in a formative way to assess student progress and reviewed weekly against school objectives.

Student and Parent Engagement and Support

The fifteen students interviewed for this review spoke positively about North Country's safe and quiet environment, positive peer support, caring staff, computer-based learning with embedded feedback, confidence-building culture, and impact on their self-esteem.

According to North Country administrators, students attend classes for three hours each morning or afternoon and spend an additional eleven hours in paid work study or volunteer activities in the community. The school reported that all but two of the sixty students enrolled in North Country in the 2006-2007 school year earned three or more credits, and half earned three times the number of credits they had earned in their previous high school careers.

North Country reported that all parents participate in an intake interview and meetings throughout the year as necessary, in fundraising and community service, and with students in graduation planning meetings. The four parents interviewed all stated that their children, former drop-outs, were attending school again because of North Country.

Student Destination and Post-Secondary Planning

Parents, teachers, Board members and administrators provided anecdotal evidence of students progressing onto continuing education. One parent referred to her two

children, one of whom had proceeded on to a university and another of whom attended a music conservatory in Boston.

Finance

North Country received a three-year federal start-up grant in 2004; the grant funds expired in March 2007. North Country's current funding sources include the adequacy grant payments from the State and per student contributions from the ten school districts that send students to North Country. Unfilled slots are sold to other jurisdictions, including the State of Vermont. The table below shows the sources of revenue each year, as reported by the school.

	2004-2005	2005-2006	2006-2007	2007-2008
Federal Start-up Grant	\$299,999	\$ 300,000	\$399,029	0
State Equitable Aid	-	-	144,627	182,705
Other State	60,000	-	-	-
Unitary Charges	162,516	200,097	148,829	232,000
Out of State Students	29,856	34,593	19,156	22,000
Total	\$552,371	\$ 534,691	\$ 711,641	\$ 436,705

As can be seen in the table, in 2007 the school derived \$400,000 (56 percent of its total revenue for the year) through its federal grant. The other major sources of funding were state equitable aid (also called adequacy payments) which totaled \$144,627, and unitary per student charges assessed to sending districts which totaled \$148,829. In addition, the school received \$19,156 for out of state students. In addition to the amounts in the table above, the school reported in its statement of revenues for the quarter ending June 30, 2007 that the school raised \$1,538 in donations.

The school obtained an unqualified opinion on its 2005-2006 audit report. At that time, the school had net assets of \$117,342, of which \$104,729 was available for operations and \$12,613 was invested in property and equipment. According to North Country's unaudited balance sheet for the quarter ending June 30, 2007, the school's fund equity declined from the previous year to \$102,840.

Facilities

As previously noted, North Country operates in two locations: Littleton and Lancaster. Both spaces are leased through Ombudsman. The school reports that the space is adequate to its needs. Parents, teachers and students all referred positively to the environment at both sites. It is modern, clean and in both settings part of a professional building rather than a school. Administrators and superintendents from associated districts said that this helped students put negative experiences of school behind them and start fresh.

Closing Observations

An Assessment of Progress conducted by the NH DOE on October 13, 2006 found that North Country met all but one indicator of progress in the following areas: achievement of mission, responsible use of public funds, promotion of student attainment of expected knowledge and skills, and school sustainability. According to NH DOE records, the single criterion rated "does not meet" related to the school's misunderstanding of the grant periods. In a letter to the school dated February 28, 2007, the NH DOE stated that the school continued to demonstrate adherence to its mission, as evidenced by the enrollment of the school's graduates in a variety of post-secondary schools and by the positive reviews of the school from students and parents. The letter from the NH DOE also noted some concerns regarding the school's long-term sustainability and the need for the school to conduct longer-range planning activities.

The mission is vague, and although North Country is a beautiful landscape, it was hard to get a sense of how the beauty of the area in particular impacted the work of the school. Both sites were providing quiet and guided opportunities for learning on the day of the visit. Students and teachers talked of goal setting and documentary evidence of goals successfully met was reviewed. Attendance at the time of the visit was 100 percent and according to the Director, the school has consistently maintained attendance levels better than the goals of the charter.

Great Bay eLearning Charter School

Great Bay eLearning Charter School, located in Exeter, was chartered by the Board of Education on February 19, 2004. Great Bay has operated continuously since the 2004-2005 school year. Great Bay serves students in four academic divisions corresponding to grades nine through twelve in traditional public schools.

Mission

Great Bay's 2004 charter application contained the following mission statement:

The mission of the Great Bay eLearning Charter School is to address the needs of that middle range of students in the Exeter Region Cooperative School District (ERCSD) whose needs are not adequately met in traditional programs, and to educate those students in such a way that they will graduate as caring, productive and contributing members of society.

The charter application provided the following overview of the program to be offered by Great Bay:

- High academic standards
- Innovative approaches
- Small size
- Special interests curriculum
- Greater flexibility in the educational program
- Parental philosophies that perceive the charter school as a “best fit” for their child
- Flexible hours and an emphasis on community service, project-based learning, and real life experiences provided through practicums, internships, and job shadowing

Enrollment

No data was returned by the school in response to Class Measures’ request for information. The school did not complete the data collection form sent to all schools. According to NH DOE records, the school enrolled seventy-five students in the 2006-2007 school year. The NH DOE reported the following enrollments for the past three school years:

	2004-2005	2005-2006	2006-2007
Enrollment	50	100	75

According to Great Bay’s website, the school’s enrollment for the 2007-2008 school year was “just over 100 students.”

Governance

Great Bay’s 2004 charter application proposed a Board of Trustees consisting of five to eleven voting members, with anticipated inclusion of two members of the business community, two parents of enrolled students, one University of New Hampshire (UNH) educator, two other professional educators, and two members from the Exeter Regional Cooperative Board. The application also envisioned the possible addition of two non-voting student representatives and additional *ex officio*, non-voting members.

According to Great Bay’s website, the current Board of Trustees is comprised of sixteen members, including one parent, one UNH professor, two Great Bay administrators, two members of the Exeter Regional Cooperative School District,

and two community members. The website includes a comprehensive set of Board policies. One set of minutes appears on the school's website. Class Measures has not had access to any further Board minutes.

Staffing and Professional Development

According to Great Bay's website, the Superintendent of Schools and the Assistant Superintendent of Schools for SAU 16 serve as Great Bay's Chief Executive Officer and Director of Development, respectively. The website also lists five teachers, including a Special Educator, and six other staff.

Great Bay's website lists a number of professional development topics offered in the summer of 2007, including the following: Writing Across the Curriculum, Interdisciplinary Project Development, Differentiated Instruction, Assessment of Student Learning, Motivating the Reluctant Learner, Student Portfolios, and Data Driven Decision Making.

Curriculum

According to Great Bay's website, the school blends on-line learning and video conferencing technology using a project-based curriculum that is aligned with NECAP Grade-Level Expectations. NH DOE documents note that, according to Great Bay, the school incorporates two forms of distance learning technologies: asynchronous streaming and web-based learning; these allow students to work independently on interactive material delivered to their desktops, thereby participating in a virtual classroom.

Assessments

No information.

Student and Parent Engagement and Support

No information.

Student Destination and Post-Secondary Planning

No information.

Finance

There is no 2005-2006 audit report for Great Bay eLearning; at that time, the school was not a separate entity but was part of School Administrative Unit 16. NH DOE files contained a copy of the SAU 16 financial audit report; information on Great Bay eLearning was not isolated in the audit.

Facility

No information.

Closing Observations

In a letter to the school dated February 28, 2007, the NH DOE provided the following descriptive evaluation of Great Bay's educational program:

Great Bay eLearning uses an alternative approach aimed at meeting the needs of middle performing students who need a different approach to learning. The eLearning center is a charter school that is technology oriented, and presents methods of engaging students in their own education with the goals of maintaining student interest, increasing academic achievement, and more fully addressing the needs of students who are at risk.

The NH DOE letter also noted: "The school has support from its local district which insures sustainability in the future."

Cocheco Arts and Technology Academy

Cocheco Arts and Technology Academy (CATA), located in Barrington, was chartered by the Board of Education on May 19, 2004. CATA currently serves students in grades nine through twelve.

Mission

CATA's mission statement, unchanged since the school's 2004 charter application was submitted, is as follows:

The mission of the Cocheco Arts and Technology Academy, a Public Charter School (CATA) is to provide excellence in secondary education in fundamental academics and performing arts, fine arts and technology related to the arts. CATA will be dedicated to creating an educational community where each student thrives, exploring personal interests in an atmosphere that encompasses different learning styles, individual learning opportunities, smaller class sizes and multiple methods of learning assessments.

CATA's 2004 charter application cited the following primary goals and strategies for the school:

- To promote excellence in education through innovative, engaging and challenging coursework
- To promote increased skills for future choices such as admittance to arts-based and/or liberal arts colleges using a professional representation of their arts and technology-based skills i.e. portfolio, resume, audition, power-point presentation, etc.
- To encourage and guide students to take responsibility for their education.

- To provide a curriculum that integrates arts and technology into the classroom rather than being a supplement to learning
- To develop methods that identify, sustain and incorporate multiple learning styles and assessment enabling all students to attain their educational goals.
- To nurture creative thinkers, independent learners, and active citizens

Enrollment

At the beginning of the 2007-2008 school year, CATA had sixty-three enrolled students from twenty sending districts and one student from Maine; seven students had IEPs. The school had a forty-two-student waiting list. CATA has had several inquiries from parents who live out of state who wish to send their child to the school. One such inquiry was from California. The parents are willing to move to the area so that their child can attend the school. CATA reported average class sizes of classes in core academic subjects taught by full-time teachers and of other classes taught by part-time teachers. CATA's reported enrollments for the past three years were as follows:

	2004-2005	2005-2006	2006-2007	2007-2008
Enrollment	19	52	48	63
Average class size Core Teachers	9.5 to 1	13 to 1	12 to 1	16 to 1
Average class size Part Time Teachers	3.8 to 1	10.4 to 1	6.8 to 1	11 to 1

Governance

CATA's 2004 charter application proposed a Board of Trustees consisting of five to eleven members, with the full membership of all to be achieved by the third year of operations. The Board would consist of two parents of enrolled students; three local, professional artists and performers; two professional educators or direct student service providers; two technology professionals; two community members; and one non-voting student representative.

The current CATA Board of Trustees consists of seven members, including one non-voting student representative. Board members are selected through an informal process and serve staggered terms of two or three years. Since CATA was founded, twelve Board members have resigned; five members of the current Board were added to the Board in the 2006-2007 school year. The Board holds monthly meetings and bi-monthly meetings when necessary: for example, during the past year additional meetings were held due to the fiscal issues facing CATA. According

to Board members interviewed, the Board is in the process of forming a Curriculum Committee, which will include Board members, administrators, teachers, and parents, for the purpose of ensuring that CATA is in compliance with State requirements. In addition, CATA has formed an alliance with Franklin Career Academy and Seacoast Charter School to lobby jointly for state funding. According to Board members interviewed, the Board receives reports of student achievement data from the Principal; the Board also reviews the school's annual Accountability Plan.

Staffing and Professional Development

In addition to the School Director, CATA has hired an Assistant Director for the 2007-2008 school year; CATA also has a part-time Development Director. CATA employs eleven teachers, four of whom are full time and seven of whom are part-time. Three of the core curriculum teachers were reported to be Highly Qualified, and three were reported to be certified in New Hampshire; one teacher's certification is pending. The school reported a teacher-student ratio of eleven to one for all teachers and sixteen to one for classes in core academic subjects taught by full-time teachers. The school reported that teachers are offered professional development: examples include workshops sponsored by the New Hampshire Council for the Arts, a Robert Frost poetry workshop, Grade Quick training, a College Board workshop, a portfolio assessment workshop, a workshop on harassment in schools, and a workshop on yoga for teachers. According to the School Director, the school began conducting formal teacher evaluations last year.

Curriculum

According to CATA administrators, CATA's curriculum is collaboratively planned and adheres to the New Hampshire Curriculum Frameworks. A Personal Education Plan is prepared for each CATA student. In addition to core academic subjects, CATA has offered a range of classes in drama, visual arts, interdisciplinary arts and technology, dance, performance media, and music. CATA also offers an Independent Study program that allows students to earn credit for learning and work performed outside the classroom. We didn't observe classes, but I did see students engaging in discussion about an art project.

Assessments

CATA reports using the following summative and formative assessments: NECAP; Progress Toward Standards; arts assessments embedded in the arts curriculum; portfolio assessments, which are a graduation requirement; and Authentic Assessment. State testing data and measured progress testing data are placed into each student's Personal Education Plan. In addition, CATA conducts formative assessments of student portfolios, which document achievement over four years and are included in CATA's graduation requirements. According to the School Director, assessment data are analyzed on a regular basis, and all staff use

authentic assessment to drive and/or revise curriculum. Homework completion data and other data found in narrative assessments are used to make school decisions. Teachers interviewed for this review stated that they are involved in analyzing assessment data: for example, they use NECAP data to identify possible modifications to curriculum and classroom instructional objectives for teachers and students.

CATA's Annual Report dated July 31, 2007 provided data on school performance on state assessments. According to the report, CATA made Adequate Yearly Progress for both Reading and Mathematics in 2006; 61 percent of CATA tenth-graders scored at the Advanced or Proficient level in Reading, and 33 percent did so in Mathematics. In 2007, CATA students participated in the Progress Toward Standards (PTS) assessment for the second consecutive year: 92 percent of CATA ninth-graders scored at the Proficient or Advanced level in Reading, and 75 percent scored at the Proficient or Advanced level in Mathematics. The report noted: "Due to a Measured Progress error, the incorrect version of the PTS was administered to CATA Sophomores, Juniors, and Seniors. No valid PTS results are available for these students this year." According to the report, CATA's internal assessment showed that "100 percent of CATA students met CATA's contract benchmarks for English; 98% for Mathematics; 100% for Science."

Student and Parent Engagement and Support

Student and parent participation at CATA is encouraged by an informal committee with open membership. According to CATA administrators, CATA also surveys students and parents: a teacher satisfaction survey is administered to students, and a "How Are We Doing?" survey is administered to teachers, students, and parents. The teacher satisfaction survey indicated that 77 percent of the students surveyed rated their teachers as above average or excellent. The latter survey has reportedly shown strong parental support for CATA. One parent wrote: "Cocheco Arts and Technology Academy (CATA) meets my daughter's needs by providing a strong preparatory academic program within a caring and nurturing community."

The three students interviewed for this review described CATA as a small, supportive community. They praised the school's teachers, small classes, discussion-based approach to learning, and project-based assessments as well as the friendly, safe school climate. Some said that their self-confidence and self-esteem had increased since enrolling in CATA. Students also expressed concern about CATA's uncertain funding and the stress of not knowing if the school would remain open. Some commented that the school needed more art supplies.

Four parents were interviewed for this review. They stated that most parents volunteer at CATA during the school year, and that the committee of students and parents is very active. They also stated that a nonprofit organization is being created to help meet the school's fundraising needs. They offered positive

comments about the small school environment, individual attention to their children, and innovative instructional approach offered by CATA. They expressed concern about school funding and hope that CATA would be able to continue its good work.

Student Destination and Post-Secondary Planning

According to CATA's School Director, 75 percent of CATA's most recent graduating class went on to four-year colleges for the performing arts.

Finance

CATA's audit report for the year ending June 30, 2006 showed that the school had unrestricted net assets totaling \$12,571.00. The school's unaudited figures for June 30, 2007 indicate that its equity had increased to \$46,127 and that during the year the school received a total of 602,853 in revenues: \$365,400 in federal start-up grant monies, \$162,981 in state equitable aid, \$66,666 in a state seed grant, and \$7,806 in unrestricted donations. (Note: Other data provided by the school is not included because it is not comparable to the information provided in other school profiles.)

Facility

CATA is located in the former Barrington Middle School building, which CATA shares with a private Bible school. CATA's annual rent to the Barrington School Department is \$47,000. The current facility is adequate, although parking is limited.

Closing Observations

In a letter to the school dated February 28, 2007, the NH DOE stated:

Cocheco Arts and Technology Charter School met all the assessment criteria in its 2005-2006 evaluation. It has a strong student population with increasing enrollment. Its attractiveness to the students appears to be a result of its unique academic curriculum. Community service, the arts and technology are important to the school. CATA's relationship with its local LEA shows that the school has a strong foundation to grow and succeed.

The letter from the NH DOE noted that the school's Director had resigned in January 2006 but that the school appeared to be "back on track" under the direction of the new Director. The letter predicted that the school would be able to attain financial stability and accommodate its enrollment growth through outside fundraising efforts.

This review found evidence that CATA has adhered to the mission and program goals outlined in its charter application. CATA has made Adequate Yearly Progress, and the four graduating seniors of the class of 2007 have entered four-year colleges for the performing arts. The school has integrated the arts into its

curriculum by offering a number of specialized courses, and teachers are provided with professional development opportunities that comport with the school's arts-related mission. Alternative assessments are embedded in the curriculum: for example, a student may write a poem or compose a song instead of preparing a traditional written report. CATA also uses collaboratively prepared personal education plans to identify individual student needs.

New Hampshire Equestrian Academy Charter School

New Hampshire Equestrian Academy Charter School was chartered by the Board of Education on September 14, 2005. The school opened in September 2006 at a location in Rochester, New Hampshire; as of September 10th, 2007, the school had not yet opened at its new location. The school operates grades nine through twelve.

Mission

The school's mission statement, which is similar to that provided in its 2004 charter application, is as follows:

The mission of The New Hampshire Equestrian Academy Charter School is to create a high standards academy combining college preparatory education with a unique vocational program in equestrian/equine and related studies.

The school's 2004 charter application provided the following program overview:

The program will promote academic achievement, a longer school day and week, an expectation for all to acquire current computer technology skills, private sector involvement for post-graduate scholarships, apprenticeships which bridge education and career, and even courses for dual credit (high school and college). Key features of the academic program will be entrepreneurial business exposure, a strong literacy program, and core courses in equestrian studies.

Enrollment

As of September 2007, the school had twenty four enrolled students, four of whom had IEPs, in grades nine through twelve.

	2006-2007	2007-2008
Enrollment	25	24
Average class size	Not reported	Not reported

Governance

According to the school's 2004 charter application, the school anticipated that the Board of Trustees would be comprised of seven members: two or three members would be school founders and would, over time, represent equestrian teachers or experts; two or three members would represent business and industry, including a veterinarian whose practice specialized in horses; and two or three members would be parents of enrolled students.

As of September 2007, the Board of Trustees of New Hampshire Equestrian Academy had seven members, six of whom were founding Board members. According to the school's Consultant, who referred to herself in interview as the Consultant Superintendent, the Board meets four to six times each year. A review of 2007 Board minutes available on the school's website (January, February, March, and June) indicates that four to five Board members attended the meetings; in two instances one member attended by teleconference. A major issue considered during the meetings was the school's facility needs and options. Other topics in evidence included enrollment, finances, fundraising, academic program, school schedule and board governance issues including its organization, policies, and member terms. There was no explicit information indicating that the Board discussed student academic performance.

Staffing and Professional Development

Two of the school's 2.6 FTE teachers were reported by the school to be Highly Qualified; in addition to the teachers, the school employed a .6 FTE non-teaching administrative and business support staff member. A local veterinary surgeon allows students to attend ward rounds once a week; this time is contributed voluntarily. According to the school's Consultant Superintendent, professional development in the form of coaching and modeling of good instructional practice is provided through the organization with which she is associated, the New Hampshire Center for School Reform.

Curriculum

The charter application anticipated that the school's curriculum would incorporate the following unique features:

- School design (full academic and equestrian career studies program)
- School calendar on a 12-month schedule
- Budget with entrepreneurial revenue streams (funding sources to include equestrian events, riding programs, boarding and care of horses, annual fundraisers, business sponsors)
- World vision
- Unique career education
- Instructional philosophy highly project-based

- Combined college and career plan for every student
- School facility combines school and farm sites

The school's 2004 application anticipated that the school would provide a three-part curriculum consisting of an academic program, an equestrian studies program, and an entrepreneurial business program.

According to the school's Consultant Superintendent, in the first year of operation, 2006-2007, the school provided a twenty-nine credit program, with three distinct elements in keeping with the charter. Students have the opportunity to earn two credits in Equine Studies, three credits in business studies, and the remaining twenty-four credits in the academic program, in which biology and physics are prominent. The curriculum is designed for students with a special interest in equine affairs, (although horseback-riding is not part of the curriculum, and there are no horses on-site). According to the Consultant Superintendent, the broad premise is that graduating students will be able to follow higher education programs related to equine science, equine business, or large mammal veterinary work. It was not possible to access indicators of success of this program overall, though the Consultant Superintendent referred to one of last year's graduates who had proceeded directly to a degree program in equine veterinary studies.

Assessments

Last year (2006-2007), one eleventh grade student took the NECAP test. According to the school's Consultant Superintendent, no further external testing took place in the first year of operation. Again, according to the Consultant Superintendent, during the first year internal assessment based on the school's unique curriculum took place on a regular basis. It was not possible to determine the frequency or results of these internal tests at interview.

Student and Parent Engagement and Support

The school was not opened during this review, so parents and students were not interviewed. The school reported that in its first year of operation parents were involved in school projects, and there was regular dialogue between staff and parents. Projects included a fundraising barbeque and other fundraising events. A group of three parents also undertook a survey relating to student needs at the school. The Consultant Superintendent said that parents received minutes of Board meetings and a regular newsletter. A current "Parents News" page exists on the school web site. The school did not conduct satisfaction surveys of students or parents.

Finance

Limited financial information is available on the school. The school's June 30, 2007 financial information (balance sheet, statement of equity, statement of revenues,

and statement of expenditures) was not available for review. Moreover, the school did not have a financial audit for the 2005-2006 school year because the school began operations in 2006-2007.

However, New Hampshire Equestrian Academy did report that during the 2006-2007 school year the school raised a total of \$588,000 in revenue comprised of \$399,000 in federal grant money, \$105,000 from the state, an unspecified \$66,000 grant, and \$18,000 obtained through fundraising.

Facility

As noted above, New Hampshire Equestrian Academy was in the process of relocating during this review. The school reported that, after renting space last year, the school executed a lease for space with a purchase option, and that the school has exercised the option to purchase.

Closing Observations

The information about the school was derived from desk-based research and a single interview with the school Consultant Superintendent. The school was in transition between sites at the time of the review and it was not possible to scrutinize any school documents. The impression gained by the team is that the school has not yet developed data-rich planning instruments for student learning. In terms of the charter, however, it appears that the school is remaining faithful to its mission through the provision of the three-part program and the engagement of students for whom equine interests are strong.

Surry Village Charter School

Surry Village Charter School, located in Surry, was chartered by the New Hampshire Board of Education on March 14, 2006. The school, which opened in September 2006, currently serves students in grades one through six.

Mission

Surry Village's mission statement is as follows:

The mission of Surry Village Charter School is to provide a challenging and rigorous education for children in an environment that emphasizes creativity, collaboration, community, diversity, service, and leadership. Students will be academically and socially prepared to meet the demands of further education while maturing into productive and caring adults with a lifelong passion for learning.

Children will learn the basics of reading, writing and math and experience science and social studies through projects that emphasize everyday skills such as cooking, canning, knitting, gardening, and woodworking. Music and the arts will be integrated into the daily curriculum. The Surry Village Charter School seeks to foster the development of individuals and their connectedness to communities of the school, the region, the world, and the natural environment.

According to Surry Village’s 2006 charter application, the founders’ vision for the school was to:

- Inspire creativity, curiosity, and wonder.
- Foster the development of individuals and their connectedness to communities of the school, the region, the world, and the natural environment.
- Enable life-long learning for students, teachers, and families.
- Emphasize curriculum that integrates humanities, science, and the arts with the mastery of basic literacy and math skills.
- Provide opportunities for students and teachers to explore subjects and content in depth.
- Utilize multiple strategies of assessment, evaluation, and reporting to help students learn, to inform teachers’ understanding of the child, and to include families in the learning process.
- Develop in students the critical skills that guide problem-solving, decision-making, and critical thinking.
- Create a welcoming and nurturing environment for students from a diversity of backgrounds, skills, challenges, and needs.

Enrollment

At the beginning of the 2007-2008 school year, Surry Village had sixty-two enrolled students, including five students with IEPs. The school’s three sending districts included SAU 38, which previously closed the elementary schools in Surry, Gilsum, and Sullivan. The school had a forty-two-student waiting list. Surry Village reported the following enrollments and class sizes:

	2006-2007	2007-2008
Enrollment	30	62
Average class size	10	15.5

The school reported an attendance rate of 92 percent in the 2006-2007 school year.

Governance

Surry Village's 2006 charter application proposed a seven-member Board consisting of three community representatives, one business representative, two parents of enrolled students, and the school director. As of September 2007, the Surry Village Board of Trustees had six members. The Director had previously served on the Board of Trustees, and Board members interviewed stated that they expected to fill the vacant position shortly. Board members serve staggered two-year terms, up to a maximum of three terms. The Board meets bimonthly. No Board members have resigned since the school was founded. The Board has established governance and school policies. At the end of the 2006-2007 school year, the Board reportedly conducted an informal evaluation of the Director.

A review of the Board's meeting minutes for the four months of January through April 2007 indicates that each meeting was attended by five Board members and the Director. Topics discussed included facilities, fundraising, budget, enrollment, staffing, and policies (including a conflict of interest policy for Board members), among other matters. The minutes did not indicate discussion of student performance and assessment, although the three members of the Board interviewed stated that the Board receives a monthly report on student academic achievement from the Director.

Board members interviewed for this review noted that Surry Village has received overwhelming community support since it began operations. They also noted that the Board has formed a fifteen-member Advisory Board that includes a former state senator. The Advisory Board will meet three or four times each year to discuss financing and lobbying activities.

Staffing and Professional Development

Surry Village employs four teachers, three of whom are reported to be Highly Qualified and all four of whom are reported to have New Hampshire certification. The school reported a teacher-student ratio of nine to one. In total, the school has eighteen paid staff members, including the Director, teachers, three teacher aides, teaching consultants, and two parents and two high school students hired to run a morning care program and an afternoon care program. According to the Director, the school is hoping to hire a Director of Curriculum.

Professional development is offered to teachers: for example, the school has offered workshops in Everyday Math and Connected Math, Responsive Classroom Training, Social Inclusion Training, and a workshop on motivating the unmotivated child. In addition, staff members have participated in the New England Organic Farming Conference Farm to School Program. Teachers reported that the school provides a mentor program to provide specialists when needed and to mentor new teachers at Surry Village.

The Director sets specific performance goals for teachers and conducts periodic teacher observations throughout the year as part of the school's annual staff evaluation process. The school reported having received thirty applications for a single teaching position to be filled for the 2007-2008 school year.

Curriculum

Surry Village's curriculum includes language arts, mathematics, science, social studies, library skills, social skills, physical education, art, music, and information technology. The language arts curriculum includes Four-Blocks; Guided Reading, Phonics for Reading: Road to the Code, Handprints, Working With Words, Writers Express, Spell-It-Right and SpellsWell, and Handwriting Without Tears, among other resources. The social studies curriculum is Early United States (Harcourt Brace).

Teachers receive IEPs from students' sending districts and use them to plan and make accommodations to curricula for the students with IEPs. Each student with an IEP is monitored by a case worker from the student's sending district. Teachers interviewed for this review stated that they plan curricula collaboratively and that all curricula adhere to the New Hampshire Curriculum Frameworks. They described Surry Village as a "teacher-driven school."

Assessments

Surry Village reported using the following assessments: NECAP, the Northwest Evaluation Association Measures of Academic Progress, Diagnostic Reading Assessment, Everyday Math/Connecting Math tests, and personal learning plans written in the fall and reviewed halfway through the year. According to the Director, a portfolio system for formative assessment has been introduced. Teachers interviewed for this review stated that they are all involved in data analysis and that they use assessments to identify areas needing improvement at the class and individual levels.

Student and Parent Engagement and Support

The five Surry Village students interviewed for this review stated that they liked school, felt that the teachers were friendly and helpful, and felt safe and comfortable at the school. One previously home-schooled student stated that he liked being challenged at Surry Village and that he had friends there. Another liked the smaller size of Surry Village in comparison with her previous school. All expressed the hope that Surry Village would continue to stay open.

Surry Village has an informal parent council that raises funds for the school, provides volunteers for various projects, and conducts legislative lobbying, among other activities. In addition, the school requires parents to volunteer their services for twenty hours during the school year. Surry Village administers a parent

satisfaction survey at the end of the first year of operations. Most of the five parents of Surry Village students interviewed for this review expressed satisfaction with the school. They indicated that they liked the school's portfolio assessments and engagement of parents in the development of students' personal learning plans. However, one parent submitted written comments for this review indicating that although her daughter's previous teacher had been strong, her daughter's current teacher was not; she also criticized the school's failure to share information with parents. School funding was a major concern of the parents interviewed.

Student Destination and Post-Secondary Planning

No information.

Finance

According to the school's un-audited figures for the quarter ending June 30, 2007, Surry Village ended its first year of operations with a small negative equity balance (\$2,384). The school earned revenue for the year totaling \$363,032. Of that amount, \$166,569 (46 percent) was from a federal start-up grant, \$79,870 was from state equitable aid, \$66,666 was from seed money, and \$32,303 was from contributions and fundraising.

Facility

Surry Village operates out of two modular classrooms on land rented from the Bethel Bible Church and located behind the church. Surry Village also uses a renovated trailer as administrative office space and a large field with playground equipment, a vegetable garden planted by the students, and a storage shed. The school uses the Surry Town Hall meeting room and kitchen for some classes and group activities. In addition, the school pays the Town Librarian to open the library early two days per week for the school's use.

Closing Observations

This review disclosed evidence that Surry Village has adhered to its mission statement and school vision. Based on the interviews conducted for this review, the school environment emphasizes creativity, collaboration, diversity, and community service. An example of the latter is a Thanksgiving tea held by the students for retired community members. Art and music are reportedly integrated into the curriculum: for example, grades three, four, and five wrote poems, created pictures, and assembled them all into a Haiku poem calendar. In addition, students actively participate in village life by, for example, growing vegetable gardens and making field trips to farms to learn about farming activities such as cider pressing and sheep herding.

CONCLUDING OBSERVATIONS

This report has provided an overview of the status of the fifteen charter schools that have been chartered by the Board of Education since the charter school law was enacted in 1995. One of the stated purposes of the New Hampshire charter school law was to encourage the establishment of public charter schools with specific or focused curriculum, instruction, methods, or target pupil groups.²⁰ Consistent with this purpose, many of the charter schools receiving authorization from the Board of Education were designed to be unique and to fill an identified educational niche in New Hampshire. As discussed in previous sections of this report, some charter schools have targeted high school students who are at-risk or have dropped out of school. Other charter schools offer curricula that integrate academic subjects and the arts. Another charter school was created with the intent to meet the needs of high school students seeking academic preparation for college and training in the equine industry.

As the previous sections of this report have shown, the growth of the New Hampshire charter school program since its creation in 1995 has been limited by a number of factors, including a lack of support for some charter schools from local school districts; the difficulty of attracting students; the obvious challenges associated with planning, opening, and administering a school; and, perhaps most important, the uncertain and shifting funding environment in which New Hampshire charter schools have been authorized and operated. Each of these factors is briefly discussed below.

Tensions between local school districts and charter schools are hardly unique to New Hampshire. Nevertheless, these tensions have had a significant impact on the growth of the charter school program in New Hampshire: as previously discussed, no charter school opened until the charter school law, which requires local school districts to approve charter school proposals and then ratify each charter approved by the Board of Education, was amended to allow a pilot project that allowed charter schools to be authorized by the Board of Education without local approval. While several charter schools do appear to have strong and productive relationships with their sending districts, these appear to be the exception rather than the rule.

Two charter schools that offered unique learning environments have closed, in part because of low enrollments: a school founded to provide a bilingual education program in American Sign Language (ASL) and English print for elementary students who were deaf or hard of hearing as well as those hearing students who would benefit from direct instruction and social interaction in ASL, and a school

²⁰ RSA194-B:1-a(III).

designed to offer students career-focused training in business and technology, personal learning plans, and flexible programming.

Founding a new charter school requires a significant, ongoing investment of time and expertise on the part of organizers and administrators, whose many obligations include preparing a detailed application to the Board of Education, securing and furnishing appropriate facilities, creating an effective governance structure, hiring and training staff, and recruiting students. Several charter school administrators interviewed for this review cited the importance of being able to hire consultants to assist with some of these activities. The substantial challenges of planning, opening, and administering a school have been exacerbated by the charter school funding climate in New Hampshire.

Funding was the top concern expressed by all charter school stakeholders interviewed for this review. State adequacy payments for charter schools are widely regarded by charter school administrators as inadequate to serve as the sole source of funding for their schools. Most charter schools received federal start-up grants; however, these have been time-limited grants intended to fund start-up activities rather than operations. The Legislature has periodically appropriated funds for some charter schools, but charter schools have been unable to predict or rely on such appropriations. As discussed in the introduction to this report, the charter school law provides that charter schools that are eligible for grants "shall match funds provided by the state through private contributions in order to receive funding that exceeds the state's average per pupil cost for the grade level weight of the pupil."²¹ However, this review has not disclosed evidence of significant private fundraising on the part of charter schools in New Hampshire.

The inadequate and unpredictable funding for charter schools in New Hampshire has implications that extend beyond the constraints on spending. Effective governance by the Board of Trustees is essential to the success of a charter school. Board members should be strongly committed to the school's mission, should bring an appropriate mix of skills and experience to the school, and should be willing and able to invest time and effort in strategic planning and school oversight. Recruiting and retaining Board members to fulfill this governance role is often difficult for organizations; when a charter school's continued existence is jeopardized by an uncertain funding climate, this difficulty is exacerbated.

The funding environment for charter school oversight by the NH DOE has been equally problematic. Federal funds paid the salaries of the two full-time staff members with charter school responsibilities; with the recent loss of federal funds, those staff members are no longer available. Thus, the NH DOE is currently

RSA 194-B:11 X.

providing no assistance to or oversight of the charter schools that are currently open or those that are scheduled to open.

One of the stated purposes of the charter school law is to “[e]stablish results-driven accountability for public charter schools and require the measurement of learning.”²² In the past year, the NH DOE has begun to implement a formal accountability process; however, this implementation has been incomplete. The accountability process requires each charter school to develop an accountability plan, as required by the charter school law, with measurable goals. This review indicated that there is a lack of clarity and consensus regarding the nature of the required accountability plan. Seacoast Charter School adopted an Accountability Plan for the 2006-2007 school year that does fulfill the requirement of listing measurable goals: one such goal is: “Average student NECAP scores will be higher than state averages.” However, this review showed that other charter schools regard their annual reports to the NH DOE as accountability plans. While these annual reports do contain information on school activities during the year, they do not generally report on progress against quantifiable goals. Until the charter school accountability process is fully implemented, results-driven accountability and measurement of learning will continue to be elusive goals of the New Hampshire charter school program.

²² RSA 194-B:1-a(VII)

Appendix 1

FUNDING COMPARISONS, 2007/2008

From unsubstantiated information provided directly by NH Department of Education

SAU	District	Funding per District	State Funding	State funding to Charter Schools
8	Concord	10,479	2,299	3,958
10	Derry Coop	10,537	4,115	
	Candia	9,321	1,785	
	Hooksett	8,179	1,316	
37	Manchester	8,626	3,295	
39	Amherst	10,899	1,494	
	Mont Vernon	9,979	3,142	
	Souhegan Coop			
41	Brookline	9,254	3,578	
	Hollis	10,271		
	Hollis-Brookline Coop			
45	Moultonborough	13,617	0	
53	Allenstown	10,131	5,387	
	Chichester	10,533	2,024	
	Deerfield	10,806	2,534	
	Epsom	8,716	3,122	
	Pembroke	9,923		
66	Hopkinton	11,516	4,050	
67	Bow	9,847	2,341	
80	Shaker Regional	9,687	10,287	
18	Franklin Hill	7,811		
4	Newfound Area	11,532		
59	Winnisquam	9,164	9,502	
14	Epping	10,574	3,194	
16	Brentwood	9,525	2,190	
	East Kingston	11,046	1,360	
	Exeter	11,458	1,694	
	Exeter Regional Coop			
	Kensington	9,995	1,058	
15	Auburn	8,375		3,958

APPENDIX 2

FACULTY SURVEY

New Hampshire Charter School Faculty Survey Response Key

*Note: respondent's answer may include more than one selection.

1. What is your position on the Charter School faculty?

N/A

2. What textbooks or anchor learning materials do you use in the classroom?*

- 1-Textbooks
- 2-Other books
- 3-Software
- 4-Internet
- 5-Other

3. Do you hold an (please circle): Associate Degree Bachelors Degree Masters Degree Doctorate

- 1-Associate Degree
- 2-Bachelors Degree
- 3-Masters Degree
- 4-Doctorate

4. What professional development opportunities have you participated in during the past year?

- 1-None = did not participate in any formal development
- 2-One = participated in one formal development program
- 3-Two or three = participated in two or three formal development programs
- 4-Four = participated in four formal development programs
- 5-Five or more = participated in five or more formal development programs

5. Do you feel that the academic programs offered in this school are successful? Explain.

- 1-Not successful - student not succeeding in any way
- 2-Somewhat successful - programs seem to attempt to help students, but are lacking
- 3-Successful - students successfully participating, meeting goals, have ownership of work.
- 4-Very successful - fantastic, many opportunities to learn, flexible to meet individual needs, increased scores
- 5-Completely successful - big changes in students' abilities, absolute success

6. How do teachers play a role in designing and implementing new academic programs?

- 1-Research individually – teacher creates program with autonomy and flexibility for class
- 2-Utilize Competencies – using teacher’s individual strengths to create specialized program
- 3-Meet with other staff and come to consensus – group goals and cross reference

7. How are Individual Education Plans (IEPs) used in you curriculum planning? Please explain/give examples.

- 1-Same as traditional schools
- 2-Specific Individual Learning Plans reflect IEP
- 3-Same accommodations used for all students in class

8. Are teachers involved in data analysis of summative testing?

- 1-Yes
- 2-No

If so, how is this data used in the classroom to improve instruction?

- 1-Focusing on weak areas for extra emphasis
- 2-Measuring successful areas to support work being done
- 3-Not applicable to subject area

9. What resources do you have to support your teaching?

- 1-Parents
- 2-Support staff – in school
- 3-Community
- 4-Publications/books/websites
- 5-Funds
- 6-Equipment/technology

New Hampshire Charter School Faculty Survey Responses as Percentage

*Note: respondent’s answer may include more than one selection.

1. What is your position on the Charter School faculty?

See responses.

2. What textbooks or anchor learning materials do you use in the classroom?*

1-Textbooks	36%
2-Other books	20%
3-Software	12%
4-internet	32%
5-Other	0%

3. Do you hold an (please circle): Associate Degree Bachelors Degree Masters Degree Doctorate ?

1-Associate Degree	24%
2-Bachelors Degree	41%
3-Masters Degree	35%
4-Doctorate	0%

4. What professional development opportunities have you participated in during the past year?

1-None	6%
2-One	31%
3-Two or three	31%
4-Four	13%
5-Five or more	19%

5. Do you feel that the academic programs offered in this school are successful? Explain.

1-Not successful	0%
2-Somewhat successful	12%
3-Successful	41%
4-Very successful	41%
5-Completely successful	6%

6. How do teachers play a role in designing and implementing new academic programs?

1-Research individually	38%
2-Utilize Competencies	5%
3-Meet with other staff and come to consensus	57%

7. How are Individual Education Plans (IEPs) used in you curriculum planning? Please explain/give examples.

1-Same as traditional schools	47%
2-Specific ILPs reflect IEP	20%
3-Same accommodations used for all students in class	33%

8. Are teachers involved in data analysis of summative testing?

1-Yes	40%
2-No	60%

If so, how is this data used in the classroom to improve instruction?

1-Focusing on weak areas for extra emphasis	72%
2-Measuring successful areas to support work being done	14%
3-Not applicable to subject area	14%

9. What resources do you have to support your teaching?

1-Parents	21%
2-Support staff – in school	37%
3-Community	17%
4-Publications/books/websites	17%
5-Funds	0%
6-Equipment/technology	8%

New Hampshire Charter School Faculty Survey, narrative answers

(GB) = Great Bay eLearning Charter School

(CA) = Coheco Arts and Technology Academy

1. What is your position on the charter School faculty?

Social Studies Teacher (GB)

Technology Integration (GB)

Admin/Outreach Coordinator (GB)

Physics and Physical Science Teacher (GB)

Freshman math, Biology, Chemistry teacher (GB)

Instructional Aide, Instructor (GB)

English Teacher/Advisor (GB)

Social Studies Teacher (CA)

History, Drama teacher (CA)

English IV Teacher (CA)

Science Teacher (CA)

Math Teacher (CA)

French Teacher (CA)

ASL Teacher (CA)

PT Art Teacher (CA)

Music Teacher (CA)

Guidance Counselor (CA)

2. What textbooks/or anchor learning materials do you use in the classroom?

Moodle Classroom, *Ethical Decisions* (from National WWII Museum), *Unfinished Nation* by Alan Brinkley, *A People's History* by Howard Zinn. (GB)

Use computer software and hardware and internet. (GB)

Bridges.com, Acinet.org, college and career-related sites. (GB)

Hewitt Conceptual Physics, physicsclassroom.com (GB)

Textbooks are only used as resources, as well as internet-based resources. Project-based learning using 7 element assignments and rubrics. Daily assignments to practice skills and vocabulary. (GB)

School projects, technology, (i.e. computers, internet, Moodle). (GB)

The Americans, A People's History of the United States. (CA)

Internet, library, Library of Congress, music and video. (CA)

Various novels, dictionaries, Strunk & White, SAT Prep. (CA)

Glencoe Biology and Earth Science texts. *Exploring the Way Life Works* by Jones and Bartlett Publishing, Glencoe Physical Science, *A Short History of Nearly Everything* by Bill Bryson, *An Instant Guide to Weather* by Grammercy, USAToday Weather page. (CA)

Standard type textbooks at this time. (CA)

Discovering French I CD, Discovering French II CD, Discovering French III, songs posters. (CA)

Master ASL (new book), Vista. (CA)

Music Theory, Practical Music Theory, Arranging for the Rhythm Section. (CA)

In guidance we use SAT Prep books, College Profile books and the internet for college search. We have used a variety of materials for guidance curriculum. (CA)

3. Do you hold an (please circle): Associate Degree Bachelors Degree Masters Degree Doctorate ?

Masters Degree (GB)

Associate Degree (GB)

Associate Degree (GB)

Bachelors Degree in Engineering, Masters Degree in Educational Leadership with principal K-12 Certificate. (GB)

Bachelors Degree in Biochemistry (GB)

Associate Degree (GB)

Masters Degree (GB)

Bachelors Degree (CA)

Bachelors Degree (CA)

Masters Degree (CA)

Masters Degree in Environmental Education (CA)

Bachelors Degree (CA)

Bachelors Degree (CA)

Associate Degree (CA)

Bachelors Degree - Masters degree to be completed in June '08 (CA)

Bachelors Degree (CA)

Masters Degree (CA)

4. What professional development opportunities have you participated in during the past year?

AP 2 day workshop, BER Seminar, E-Portfolio Workshop, Completed Med. Program at Franklin Pierce College. (GB)

Christa McAuliffe Conference and Workshops at SAU16 (GB)

In school teacher workshops and staff meetings. (GB)

10 Days Summer Curriculum Development (GB)

Collins Writing, Differentiated Instruction – general & math specific, 7 Habits of Highly Effective Teachers and Teens, Interdisciplinary, post secondary plans, project based assessment, advisory curriculum. (GB)

BGeC's Professional Development, Collins Writing Program, Differentiation Instruction, Project Planning. (GB)

I took three classes at UNH, attended 8 days of training for GBeCS this past year and had digital portfolio training. (GB)

Various staff development activities, standardized test workshops, E-Governance Seminar, Arts Integration Workshop, graduate classes in portfolios, assessment, action research methods. (CA)

Grade Quick training (CA)

I am currently doing Alt. V Certification, I took the Praxis II in English, I have been researching standards and AP requirements for courses. (CA)

Association for Exponential Education New England/Mid-Atlantic Co-regional Conference, (AEE) International Conference in Little Rock. (CA)

Math-Transition from High School to College, self-teaching on use of graphing calculators.

Training for Sexual Harassment. (CA)

Workshops, Conference-Relate to Deaf. (CA)

I am new to CATA this year, so I have not yet participated in much professional development, but we did have training for the Grade Quick computer program. (CA)

Professional Reading Materials, Workshops related to Music, Music Teaching, and Music Business. (CA)

5. Do you feel that the academic programs offered in this school are successful? Explain

The academic programs will be as successful as the students want them to be. The first year of AP produced three students who earned a score of 3. There were about a dozen who earned a 2 (possibly qualified). (GB)

Yes, I think the flexibility and opportunities for students are fantastic. I wish I'd gone to high school here. (GB)

Yes. The ability of each teacher to reach the students at their personal levels and bring them to the next level is as important and happens as often as breathing does within these walls. (GB)

Yes. Beyond the core courses, students have a broad range of opportunities to pursue individual learning interests. (GB)

Yes. We are reaching students who have been told that they aren't capable of learning by past educational establishments and they enjoy learning now. In addition, they are making progress socially and emotionally. (GB)

Yes, because of the excellent professional staff and its willingness to do what's needed, the students benefit. (GB)

Absolutely! Kids keep coming back for more and often bring siblings. NWEA scores have increased too! (GB)

Yes. Students are active as participants in the creation of assessments. This gives them ownership of their learning and incentive to be active within the community. Additionally, the smaller class sizes enable teachers to have more time with each student. Our curriculum works with our students, not the other way around. (CA)

The academic programs at the school are very successful, students are challenged and they are proud of their school. CATA provides an environment where students are able to use their individual skills to get the most out of their education. (CA)

Yes. Students are able to articulate clearly. They participate in class discussions. They do quality work. They feel empowered in their learning. (CA)

To the best of my knowledge, yes, but I have only been working here for a few short weeks. (CA)

Yes. Look at where last year's graduates have gone compared to the high school I came from. A little more success for my students. (CA)

Yes. Individual assessments. (CA)

Yes - students learning. (CA)

Yes. The small size of school allows students to have more attention from the teachers. Because of this, teachers are able to challenge and explain academics to students in a way that each student understands, which creates students who understand concepts and can discover areas on their own. (CA)

Yes. They allow the students to learn in an atmosphere in which they are comfortable and excel in content knowledge. (CA)

Yes. (CA)

6. How do teachers play a role in designing and implementing new academic programs?

We have meetings and everyone's suggestions are always considered. (GB)

We all meet on a regular basis and decide on the major integrated projects each class level will be responsible for exhibiting. (GB)

Participation in the 10 days summer professional development. We also have autonomy to make curricular decisions. (GB)

Teachers here are where many of the new academic programs start. A teacher has an idea and brings it to the principals, or the staff as a whole, and things get done. Likewise, the principal will have an idea and the whole staff will work to implement it. (GB)

There is a team environment here at GbeCS. Everyone's input is valued, appreciated and implemented. (GB)

We all design our own curricula-we sculpt around competencies. (GB)

Teachers are encouraged to work collaboratively and, provided the state curriculum frameworks are the basis, there is a great deal of autonomy for the individual teacher. Teachers also focus on what works for the particular group of students. Again, students are active participants in the creation process. (CA)

Teachers are very active in designing the academic programs at CATA. With the use of the NH framework, CATA teachers design the majority of the curricula used here. (CA)

The teachers design the curriculum. (CA)

I am designing my own curricula in 4 classes. Also, we meet together often to discuss cross-disciplinary units. (CA)

Collaboration that is going on and expanding. Just starting, will slowly evolve and improve. (CA)

Meetings, research. (CA)

Great. (CA)

As mentioned in the question above, teachers are able to individually challenge and help students in ways that make sense to them. The small staff size allows for flexibility and collaboration, because of this, we are able to act as facilitators for our students learning and development. (CA)

Teachers are given full control of designing courses according to the needs/wants of the school and in keeping with the mission. (CA)

7. How are Individual Education Plans (IEPs) used in you curriculum planning? Please explain/give examples.

With most of the identified students' IEPs, there are many accommodations that are repeated. I work to incorporate those accommodations into the classroom (make them a regular aspect of the class). An example would be how I hand out paper copies of directions because some students need the written directions, so I provide written directions for everyone. (GB)

We try to accommodate kids with IEPs using technology such as festival digital screen reading or audacity voice recorder. (GB)

They're used to help us help the student and to consult with other staff to reach the student's goals. (GB)

I work hard to include accommodation in project/lesson planning. Having fewer students in classes enables more attention for each student. (GB)

IEPs work best with self-motivated students and, although we are always open to a student developing an IEP at any time, the reality is that some have a difficult time following through despite a teacher's best efforts. Projects are always flexible enough to include choice and allow for modifications and instruction is differentiated. (GB)

They are used to determine their needs, weaknesses, and areas that they have expressed interests in, i.e. project management and entrepreneurship are two areas covered by myself, with the intent they understand core disciplines, practices, processes and what is needed to start and run a business. (GB)

We do Individual Learning Plans (ILPs), and they do help us meet IEP needs. However, I use information in IEPs to gear instruction and lessons. (GB)

I view the IEP as a tool to help me to help the child be successful. The IEP identifies strengths and weaknesses for the child and allows me to understand how that child's mind works. I develop strategies within my teaching that incorporate the methods established in the IEP. What's good for the special education student is good for all students. (CA)

Students are often offered a variety of ways to express that they have learned the material. Teachers help students incorporate their IEPs into their assignments and class work. At times, I have given students notes before class time so they can copy down the notes that they are expected to have in their notebooks. (CA)

They are a part of the everyday interactions I have with those students. (CA)

It's almost as if we treat all students like they have an IEP. For instance, assessments are designed to accommodate many learning styles or to be done in different ways depending upon the student. Specific IEPs that I have seen so far just have me checking for understanding on homework assignments and making sure I address behavioral issues one on one. (CA)

I tend to treat all my students as if they have formal IEPs: extended time, fewer problems on a particular assignment, modifications if ill, anything I can do to accommodate, yet keep standard digits. (CA)

Focus on students - individual approach. (CA)

My classes allow for all students to excel on an individual basis. Students are challenged to improve their art skills and complete projects that are challenging to them. There are no required artistic skills for students to live up to but their own. Because of this, IEPs could easily be accommodated in my class. (CA)

Each student develops their Educational Plan for their time at the school. The small class size allows teachers to address individual learning styles and abilities and help them succeed in class. (CA)

8. Are teachers involved in data analysis of summative testing? If so, how is this data used in the classroom to improve instruction?

We are continuing work on integrating the NWEA scores, (specifically the Lexile scores), and using those scores to strengthen the weaknesses of the students. As a staff, we are also working on collecting academic and non-academic data (attendance preparedness, etc.) to report on students' end of the semester reports. (GB)

Yes, students with reading needs receive more time in reading class. (GB)

Yes. We meet to discuss results. The good scores make us feel like we did something right! Otherwise, it helps us to determine where we need to put more emphasis or try something different. (GB)

I have not used it as much in the past because science has never been tested, but I plan to use the math information in my classes once it is available. Problem solving tends to be a big weakness anyway and I focus a lot on it in math and science. (GB)

This is done by George McKenney along with the staff and co-principals. (GB)

George McKenney (Special Education) and I took a look at NWEA scores and implemented a Lit. Lab. We also looked at data to help students select books. (GB)

As a collective, not yet. On an individual basis, definitely I try to understand what the test is evaluating (ex-reasoning skills). When I view the results, I try to consider what in my teaching relates to the skills being tested. I then adapt my teaching to focus/concentrate on areas needing improvement (as defined by test scores). (CA)

Students' needs that are apparent from the data are addressed in the work, hands on and technological opportunities. (CA)

I have not been yet. (CA)

I don't have experience with this yet (only employed for 3 weeks so far). (CA)

Little in my part for standardized testing. I use my own data from my own tests more. (CA)

Yes, but not me. (CA)

Student improve. (CA)

As I am new this year, I am not sure how this works. (CA)

As a part-time faculty, I am not sure about this. (CA)

9. What resources do you have to support your teaching?

I am fortunate to have digital cameras, video cameras and editing equipment, video conference equipment, all kinds of graphic arts and constructive software. I am also thrilled with the flexibility to be able to switch gears when appropriate (i.e. rushing to set up a homemade weather station). (GB)

The staff is amazing. There are probably over 100 years of education and experience that is shared and a community of supportive parents. We also have a network in Exeter that is very supportive of charter schools. (GB)

The staff, professional development, a great community that helps whenever it is asked, helpful parents, educational publications, my educational background and my age/experiences. (GB)

Co-principal, SAU, peer teachers, community volunteers. (GB)

What don't I have? Truthfully!! (GB)

Great colleagues, interested students, supportive families. The prime direction here is to do what works for the students. Each of us brings different skills to the table and we build off each other. The only resource painfully lacking is money. (CA)

Teachers have a variety of electronic devices such as projectors, audio and video machines and the option of student teacher assistants in many classes. (CA)

I am a part of teacher workshops and staff meetings. I have a mentor teacher who sits in on some of my classes and with whom I exchange professional advice. (CA)

A fantastic and supportive teaching staff, a fantastic and supportive administration, an active and involved board, active and involved parents, a beautiful and understanding girlfriend. (CA)

Fellow teachers, administration, students, parents: they all help in many ways. (CA)

Internet, other French teachers, books... (CA)

Internet, books, ASL Club. (CA)

I have the support of CATA, faculty, administration. I also feel like I have the support of the Board and organizations like Friends of CATA. (CA)

I have the professional community, other qualified educators, administration, and any other vast amount of materials and sources available to any education. (CA)

PARENT SURVEY

New Hampshire Charter School Parents Survey Response Percentages

*Note: each question response may apply to multiple key answers

1. How well and in what ways is the charter school meeting the educational needs of your child?
 - 1-Not well 2%
 - 2-Well 69%
 - 3-Very well 29%

2. How does the school communicate with you about your child's progress and school related issues?*

 - 1-E-mail 35%
 - 2-Telephone 17%
 - 3-In person 23%
 - 4-Progress report/report card 25%

3. What support does the school offer your child?*

 - 1-Individual Learning Plans 2%
 - 2-Guidance counselor 11%
 - 3-Specialist/therapy 7%
 - 4-Non-specific 67%
 - 5-N/A 13%

4. What special resources (people, learning equipment, funds) does the school have that help your child to succeed?*

 - 1-Staff members 53%
 - 2-Technology, equipment 19%
 - 3-Special emphasis (music, arts, etc.) 23%
 - 4-Funds 3%
 - 5-Other 2%

5. How do parents support the school?*

 - 1-Financially 17%
 - 2-Volunteering 74%
 - 3-Expertise/specialized instruction 6%
 - 4-Other 3%

6.	Are there Community Partners who support this school?	
	1-Yes	38%
	2-No	0%
	3-Unsure	62%

New Hampshire Charter School Parent/Community Partner Survey, narrative responses

1. How well and in what ways is the charter school meeting the educational needs of your child?

This school meets all the academic standards as the public Exeter High School; however, because of the small size of the school and classes, the discussions that take place during the subject classes delve into the subject matter similar to college level classes. The staff are willing to go as far (high) as the students' interest in the subject areas. (GB)

GBEC has provided my daughter the opportunity to see what her own work looks like at the exemplary levels. She is allowed to address content through modalities that appeal to or interest her. (GB)

My son is a senior at the school. He joined this school when it opened and this is the first educational setting that he has been in where all of his needs are being met. (GB)

My child was reluctant from day one to attend the high school because of the size and bullying/cliqueness of the students. She is much happier at the charter and, as a result, is doing well in school. She is currently being treated for social anxiety. That may have been an underlying issue in middle school. (GB)

I'll better be able to answer this question after we get further into the present term. In the whole, I'm happy with my son's progress during the past year. I'm interested to see how the turnover in faculty at the school affects the educational experience. (SC)

The charter school is doing extremely well meeting our child's educational needs. Now starting her third year here, we see evidence of this most graphically in her math progress; she left her former school getting "extra help" in math. This year, she placed a grade level ahead in math. We see a very confident student emerging in her, and attribute this largely to the small environment, inclusive and interconnected school culture and curriculum focusing on art integration and questioning spirit. (SC)

Our family feels that the charter school has offered and provided our child with a rich curriculum. He has been given opportunities that were not available in our local public school. Spanish, lots of writing, science projects and social studies project. They have access to more books on art, social studies and science than other public schools. (SC)

So far, we have only had 6 days of school, so it's hard to assess. The math work seems unchallenging so far, but knowing that we will be worked with on an individual basis is exciting and promising. (SC)

The school has provided a good balance of challenge and nurture. Our son's test scores are better than average, and he is young for his grade. Most importantly, he continues to love learning. (SC)

Offering an individualized approach to arts-based education, children are listened to actively and with enthusiasm, letting my child "bloom where she is planted". (SC)

I will attach a testimonial addressing this particular question. At the traditional public school, they would not be allowed to work at an accelerated level in math, which she is at the SCS. Emma needs to be challenged in order to engage. When underchallenged, she becomes either bored or anxious. (SC)

We are very pleased with our experience with the charter school. Our son is getting more individualized attention, and for the first time, he is being challenged academically. (SC)

My children are both engaged in their learning. Neither child mentions they are bored. They come home talking about the things they are learning with enthusiasm. (SC)

My child is more confident in her academic and social abilities than in her previous public school. She is more comfortable setting forth an effort where the expectation is greater on her. (SC)

We are new to the school and so very, very happy with our decision. Son comes home very happy and sparked with energy. (SC)

Only one week of school so far, but...so far, so good. Individualized attention, support for difficulty transitioning to 1st grade provides academic challenges, love the homework I've seen so far. (SC)

I am happy that Erik likes the school. (SC)

I think there is more of an opportunity for growth, the child can learn at his or her own speed. (SC)

We feel that Seacoast Charter School provides an excellent education for our daughter Hannah. The arts based approach to learning has successfully engaged her and helped her to regain an interest in school work in general. Art and math are Hannah's favorite classes. Hannah is very strong in math and has indicated that she is encouraged to excel as far as her skills can take her.

She has told us that she feels comfortable asking questions of her teacher, and when she does, her teacher will not just give her the answer, but work with her to come up with the right answer. We also feel that the Seacoast Charter School is very effective at providing a "safe" environment for our daughter by dealing effectively with behavioral issues between students. (SC)

Dual classes (1/2) allow my child to work in some of the areas that she excels in. (SC)

Very well! They allow my child to have a PEP (Personal Education Plan) which gives him flexibility to learn at his own pace. (SC)

Small class size, curriculum based on what I used in home schooling (Core Knowledge Series), arts based curriculum is a plus, music is a bonus. (SC)

I am thrilled with my happy 3rd grader, happy to go to school again.

I think some communication is needed, but we are happy with the changes. (SC)

CATA is meeting the educational needs of my child exceptionally well. They provide the individualized direct instruction and small class size my son needs, but did not receive in our local public school. (CA)

Flexibility in meeting my child's strengths and weaknesses - For instance: my daughter, as a freshman, was able to attend a class with seniors in a field where she has strong talents, while modifications were made to accommodate difficulties with spelling in another class-school has been VERY responsive. (CA)

The charter school is meeting the education needs of my child very well. It is the perfect environment for her learning style. She is succeeding so much more than she was in the larger Dover High School. The teachers are able to provide more individual attention as well as create lesson plans that can focus on the various needs of the students in order to complete the subject with a superb understanding by the student. (CA)

My child is receiving more of an education than I could ask for. They (CATA) have put their heart and soul into all of the kids' education. (CA)

The Cocheco Arts and Technology Academy has Individualized Personal Education Plans that allow my daughter to select classes that she feels comfortable with. She wishes to pursue an education as a Special Education Teacher, yet she really enjoys drama and would like to pursue school opportunities to be part of their productions. The school has a drama club, and she was an active participant in their spring musical. She does better with a small classroom environment, which the school provides. If she needs extra help in any subject, the teachers make themselves available to the students during school and after school. The school system that our community sends their high school students to is a huge environment, where she would go from being one of 75 graduating 8th graders, to a freshman class of over 400. She appreciates the encouragement she gets in her small school environment, where the students treat each other as equals and there are not so many cliques. The classes for each subject have a maximum of 20 students. As a CATA student, she has to volunteer in the community for so many hours in her high school years and she volunteers for the special Olympics and has at the hospital which she enjoys doing and probably would not have had thought to do if it was not for CATA's encouragement to do volunteering. She establishes more self-confidence and self-esteem in the small classroom settings at the Charter School, than I believe she would in the huge, city school environment. Last quarter of the 06-07 school year, there was a lot of worry about if they would have a school of their choice to attend this year, pending on financing. It was a hands on learning in government for them that the students were very much a part of. Mostly, I applaud the teaching staff and administration of the CATA community for keeping the students focused on learning and maintaining their grades through all the worry. Good job CATA. (CA)

The smaller classes have given her the opportunity for more one on one interaction with the teacher and other students. (CA)

At Spaulding, the peer pressure was for the children to appear not to care too much, not to get involved, not to have any self-respect, etc. I don't mean to imply that the teachers didn't care, but sometimes they seemed more intent on letting children fail than succeed. At CATA, it seems that my child wants to succeed and that peer expectation is success, not failure. (CA)

CATA classrooms are very small and that allows for a lot more one on one communication. To me, this is one of the best ways to learn. The material is taught in a more creative way, which keeps my daughter from being bored. (CA)

My child's needs are met very well, better than the traditional public school she was attending. Her needs are not only met educationally, but emotionally as well. (CA)

CATA is allowing my daughter to be herself and able to grow at the speed and direction she needs for herself. They allow freedom of expression with enough guidance to help them flourish. (CA)

Very well. The courses this year are appropriate for my daughter's needs and interests. The teachers are caring and attentive to her as a whole person. (CA)

Cocheco Arts and Technology Academy (CATA) meets my daughter's needs by providing a strong college preparatory academic program within a caring and nurturing community. My daughter has strong mathematic skills which are recognized and challenged by the mathematics teacher. In subjects that do not come as easily, my daughter receives guidance and support as necessary. I am impressed that each student has a Personal Education Plan, created by the student in concert with staff and parents. (CA)

Smaller class size is wonderful for her. It's great to have more one on one with teachers. It enables them to get to know all the students. She loves school. The only area she's weak in is math. I've been helping her. (CA)

My child is receiving the individual attention from smaller class sizes that she needs and is learning with various methods for non-traditional styles of education. (CA)

CATA has exceeded my expectations in meeting the educational needs for my daughter. She loves school, works hard at her academics and even with a language learning disability, she does the same work as her peers because of her teachers. (CA)

CATA provides a wonderful opportunity to learn academics and to do arts and performing arts where she excels in. Also, the small class size provides opportunity for individual help. If CATA was not here, my oldest daughter may not have continued with high school. A very safe learning environment. (CA)

Emily has progressed very well in her 2 years at CATA. She has come a long way in her math skills and loves the school community feeling. The small classes are a help to her as well as the availability of the teachers when she needs extra help. (CA)

I feel my son's needs are being met. I notice he is getting a reasonable amount of homework (which I feel is good preparation for college) and he has challenging assignments, where he is able to use his creative side. (CA)

The charter school is helping my child with the smaller classroom setting. Also, I feel the teachers are more involved with their education. Also, a child that picks a charter school is more interested in their education. (CA)

Very well. (CA)

Making classes interesting to her with things that interest her. Harder academics for her become understandable. Due to small class, more one on one as well as student help. (CA)

Smaller mixed-age classes, personal connection to teachers and kids helps with motivation to go to school and to do homework. (CA)

My child feels very comfortable at this school due to the small class size, which helps him feel more able to fully participate in the learning process at school. The teachers seem to enjoy their work, which relays a joy of learning to the student! (CA)

It is challenging him to be the best he can be. It is also allowing him to be himself, and to use his talents. It gives him a variety of ways in which to learn. (CA)

CATA meets Katie's needs with small class size, individualized attention and excellent staff. The students are required to take responsibility for their own learning, participate as a group, and follow a stringent educational plan according to NH frameworks. (CA)

Encourages self-discipline - to be the best person/student to their ability. (CA)

This school is meeting my child's needs because they are concerned and flexible. Teachers are available to meet with parents and teachers can give support academically in classes with a small number of students to teachers. (CA)

A great question .wish it was easily answered. I have a son in the second grade and a daughter in kindergarten. After spending a year in the 1/2 classroom he was no further ahead with his reading than he was when he began first grade. This has been addressed with his teacher and the director of the school to no avail. Towards the end of last spring, my wife and I took it upon ourselves to supplement

our son's education with a reading program at home. Since we have been reading to him since he came home from the hospital (when he was born), this was an easy transition. He is on the cusp of being able to read whole (simple) sentences due to our diligence. His increased abilities have little or no bearing on what is happening in the classroom. Ian (our son) has loved math since he began to have a general idea of numbers and how to manipulate them. The school has increased his love for math in so far as showing him different ways to use math, but he has been mostly self taught in that area.

There is no parent/teacher organization to bring concerns to. The Parent's Council at SVCS may have been initially created to handle such concerns; however, it has never been used as such. If you take your concerns to the director (Matora Flory) and you are not satisfied with the results or lack thereof, there is no other option. That is a major problem. My wife having been the Secretary for the Parent's Council this past year has stated that at best they were drawing in five or six parents (and this included the officers) to those meetings. The Parent's Council at SVCS is only there to raise funding for the school. Anyone telling you different is spreading misinformation.

Our daughter, Ashton, is only four years old and already in kindergarten. I realize that in this aspect, we are lucky. She is highly advanced for her age. She too is almost reading simple sentences and doing math. If we were in a "standard" school, she would be at home, not at school. Sadly, she is already bored at SVCS. (SV)

2. How does the school communicate with you about your child's progress and school related issues?

Quarterly progress reports prior to report cards. Narratives on the report cards. Emails and school newsletters for school-related events. All staff very accessible by e-mail with prompt response time. (GB)

Communication is excellent. Regular progress reports contain not only proficiency levels, but also narratives that describe progress. Email/phone exchanges occur regularly. (GB)

The communication is constant - email, phone calls, letters, progress reports and report cards. (GB)

The school is wonderful with communication via regular emails and phone calls from teachers for the more immediate issues. Detailed feedback is received for all academic classes. (GB)

Emails arrive regularly and my son also brings home handouts. (SC)

Our communication from the school is predominantly delivered via email, which works well for our family. Ongoing progress is communicated through the progress reports and frequent conversations with the teachers and head of school. (SC)

Email, phone and lots of one on one contact. You are welcomed at anytime in the school. Phone calls, emails are returned quickly. Three times a year, we receive a detailed report on our child's progress. Also, each child has a personal educational plan with parent input. (SC)

So far email has been helpful. That's probably the most convenient channel of communication right now. (SC)

Teachers and head have been clear, specific and responsive to all questions and concerns. (SC)

Easily - at carpool, inside school. Anytime a parent has a question/concern, Seacoast Charter responds very quickly. (SC)

There are educational plan meeting and trimester reports. I have been satisfied with communication as H.O.S. and teachers are responsive and readily available to address any concerns I might mention. (SC)

We are brand new to the school with only 6 days so far under our belt. We haven't had a chance to experience what the communication is going to be like. (SC)

In person, via phone, email and letters. (SC)

This year, the school is excelling in their communication to parents, not only in the classroom, but as a school in general. We are very happy with the increase communication. (SC)

Via email. Parent newsletters and handouts in the folder he brings home everyday. (SC)

School has communicated daily re: adjustment to school issues. Very helpful! (SC)

Email. (SC)

Good so far - the school year is still young. (SC)

Communication with the school happens through several channels. We receive frequent operational distributions by paper that Hannah brings home in her packets. We also receive emails with general information about upcoming school events and requirements. Email is effective for us on a more one on one basis as well. On several occasions we have interacted with Hannah's teachers through email regarding specific issues. We have also received personal phone calls from the Director and other staff on various issues that required more immediate attention.

In addition, we are encouraged to contact teachers directly by phone (at any time), or to come into school whenever we need. Her teacher has also sent home documentation about her approach to homework and a parent survey to capture specific information about our daughter. (SC)

Still a work in progress. (SC)

Very open communication, via personal interaction, phone calls and email. (SC)

Via email, so far. (SC)

Email, phone, notes home, which I sometimes do not get for a few days. (SC)

The school communicates via email and meetings about my child's progress and issues. (CA)

Regular emails/newsletters, narrative assessments, parent/teacher conferences quarterly. (CA)

We have several methods of communication. Several times a year we will get a narrative from the teachers where each teacher will write about the progress of the student, where the strong points are and the areas that need further work. Shortly after receiving these narratives we have mandatory meetings with the teachers to discuss. We also receive report cards several times throughout the year.

I personally have found all of the teachers and administrators open and available either in person, via email or phone to discuss any concerns or suggestions I may have. (CA)

Daily, if I need it. Anytime I have a question, concern or even a good word, I always send an email or call and I always have been responded back to. (CA)

CATA sends out reports to parents quarterly. Email is frequently used for upcoming events. The school's website provides much of the information that we need to know what meetings are coming up. Twice a year, the parents are invited in for conferences with the teachers that our students attend

with us and are a part of so that they may answer any information that both parents and teachers might want to hear. Anytime that there is any problem with my student (illness, missed bus, no lunch money) I am contacted immediately by office personnel. If my daughter is not doing well in a class, I will get an email from that teacher, and have an opportunity to sit down with the teacher and daughter to help correct the problem. (CA)

Yes, they are very informative. We receive emails and have progress meetings with the teachers. (CA)

I don't know as before this survey. I don't know if I have received any communications regarding my son's progress. I am not even sure if there is going to be a parent/faculty night. (CA)

This is my daughter's first year, so I have not had much contact with the teachers yet. The administrative staff has been most helpful to me as a new parent via email, etc. (CA)

Through assessments, emails, notes, telephone calls, meetings, and conferences. There is no problem with communication; I am very well informed of all the goings-on in my daughter's school. (CA)

The CATA staff has been wonderful in meetings our needs. I had a few teacher/parent meetings last year at CATA and all of my encounters through many years at various schools and teachers, CATA was the top of the list with suggestions, being proactive and concerns. (CA)

Progress notes. Narrative assessments. Face to face meetings. Phone calls and mailings for special situations. (CA)

The school communicates formally through report cards and narrative reports. These are individualized communications and speak to my daughter's particular goals. Mandatory parent-teacher-student conferences occur twice a year. However, the teachers are available if issues arise. Teachers will call or email me. Monthly BOT meetings are open to the public. Parents are welcomed to attend and speak at these. Email communication with Board members and CATA staff is encouraged. (CA)

Progress reports, phone calls and meetings with parents and student with teachers if problems arise. (CA)

My child is new to CATA this year. So far, I have received emails and phone calls. (CA)

They have quarterly parent/teacher/student conferences. I think it's great to have the student at the conference so that they too are informed of what they need to improve on and mostly received appraisal for what they have achieved and successful at. (CA)

They use written reports of my child's progress and direct communication with the teachers. School related issues is not communicated as well as could be. But this year so far has seemed to have improved thru emails. (CA)

By the narrative reports and conferences with the teachers. Also, we have been in touch with the guidance counselor when the need arose. (CA)

I have got an email and a phone call before school started along with all the correct paperwork to be filled out. (CA)

We have just started this year, but whenever anything has come up, they are very responsive in communicating with us. (CA)

Email. (CA)

The whole school communicates with me very well and listens, tries hard to make changes for our daughter as well as speaking/listening very well. (CA)

We're new, so not sure yet. Meetings...(CA)

We have had a school meeting with my son's teachers and also communicate via email and homework assignments are posted on the website. Also, due to having to provide our own transportation, we have contact with the school and staff on a daily basis. (CA)

Through mail and email. They are right on top of the situation. If there is anything that needs to be addressed, it is done immediately. (CA)

There are frequent emails, progress reports, and mandatory teacher-parent-student conferences. We also have board and parent meetings. (CA)

Via mail - updated progress every few months. (CA)

Email occurs between teacher to parent, parent to parent and parent to administrator on a regular or as needed basis. They have parent meetings scheduled several times a year, progress reports at mid term, and at the end of the term. You receive a great deal of information concerning progress. Homework is online. (CA)

There is one Parent/Teacher conference each semester. I'm assuming that if your child is falling behind then you would receive a phone call or note from the teacher. We don't really know. (SV)

3. What support does the school offer our child?

Individualized learning plans for special interests of my child. All staff, teachers and administrators know my child's personal interests. My son had a sleep disorder and missed a lot of classes during the year. That following summer, teachers and staff helped him make up his work, came in to teach him, emailed assignments, corrected them, all without pay! (GB)

Academic Support. Career/college/post secondary planning. They know my daughter - are in tune with her needs - academic, social and emotional. (GB)

I have not found one yet! (GB)

It is the individual support and flexibility of the curriculum that allows that allows my child to be successful. I know my daughter's teachers on a personal level and they know my daughter in a way that would not be possible in the larger environment. (GB)

Safety in dropping off and picking up, information about activities available outside of school. (SC)

Our child does not receive any special services in the literal sense, but she does receive the benefit of caring teachers and support staff who have known her for the past two years. In her third year at SCS, she feels like she is an important member of her school community, which is a wonderful gift. (SC)

They offer one on one help. They also have an aid in the room. The children are encouraged to call the school or email with any questions on their homework. They then meet with the child in the morning. The teachers also work with the family to support the child. The school also offers reading and writing mentors. (SC)

Emotional support is what we we're seeking, and we are hopeful that with the current foundations of social/emotional lessons, our child will grow to be strong and healthy emotionally. (SC)

The school does an excellent job of supporting the learning process, including the making of and learning from mistakes. (SC)

A multi-dimensional educational experience that teaches the whole child, not just a "test-now" robotic approach. Listening, hands on, active community. (SC)

Please see testimonial attached. (SC)

Again, we are so new we haven't got the feel yet for the level of support we'll receive for our son. (SC)

Each child has multiple teachers, i.e. their regular daily teacher, music and art teachers and the other staff helpers. (SC)

Not really, or unaware. (SC)

Any we would probably need. I feel they are very attentive - if I email/leave a message, someone gets back to me very quickly. (SC)

Emotional support re: transition. (SC)

FM System. (SC)

It is a caring environment. (SC)

The school allows students to grow at their own pace. For instance, in math, Hannah has indicated how, when she finishes her in-class math work early, she is allowed to pick out any of the "math games" available in the class so that she continues to learn more advanced topics.

Individuality is encouraged and supported with the SCS arts based curriculum. Hannah feels that she has a voice within the way the school operates, both through the town hall meeting as well as through individual interactions with teachers and administrators-so much so, that she feels comfortable running for school vice president while only in second grade. (SC)

Too soon to answer this. (SC)

It tailors its support to the needs of the child, which vary from child to child. (SC)

My child receives tutoring from one of his teachers. (CA)

Guidance counselors are available frequently on an informal (sitting in at lunch, etc.), as well as appointment basis. Teachers are similarly available and offer their time generously. There has been a whole hearted effort to work with my child as a whole person, encompassing emotional needs, outside interests, and her personality, as well as academic needs. (CA)

The administrative department is awesome. The support that they offer not only to my child, but to the rest of school, is unbelievable. The guidance department is great also, making sure my child's needs are met with classes as well as personal level. The teachers are awesome as well. The ratio in the classroom is what helps more intense learning. (CA)

CATA offers two guidance counselors, who are there to guide the students academically. The teachers are all very academically supportive and usually join the students for lunch, where the conversation is light, developing relationships with their students on other levels. Most of the teachers are involved in after school programming - Student Government, Jam Club, Drama Club, Piano Lessons, etc. The school director knows each and every student by first name, and they all feel comfortable enough with her to confide in her, when various situations arise for them. The school has found a way to offer lunch to the students through the Barrington School lunch program. When there is interest in certain

drama, music or art programs, the school tries to find instructors to teach the class. The students have a loud voice at CATA. (CA)

My daughter is supported by the school by way of mentoring her work and progress she is making. An example would be her struggling with one class and the teacher and guidance counselor helped her get into a class that was better for her to be in. (CA)

I don't know. Other than he feels he can be himself and actually enjoys going to CATA. I guess it supports his dream of being a performer and working in the music industry. (CA)

The teachers are available after school for additional help if needed. (CA)

The school offers her whatever support she needs. If she doesn't comprehend the work or if she struggles with a particular problem the teachers are very willing to help her better understand. If she needs extra help, they are willing to stay after school to give her the help. If the work is too easy for her, they are willing to work with her to make it more challenging. The teachers work with the kids to help them to learn at their pace and to build on their personal strengths. (CA)

I think it would be better to ask what support they don't offer.....none, which I have found. (CA)

Teachers seem to be readily available for any extra help needed. Student government and other extracurricular activities stimulate her interests and help develop her skills. (CA)

My daughter receives academic support in mastering core subject areas. She receives teacher support in identifying and enhancing areas of particular interest. The whole person is important at CATA. The fact that my daughter loves drama and ASL is seen as important by the students and the teachers. Encouragement to develop academic and artistic talents comes from students, teachers and administrative staff. Our family recently had a health crisis that was known by the school community. My daughter received emotional support during that difficult period. This made all the difference to her and allowed her to function and participate at CATA. She is not anonymous at CATA. (CA)

Encouraging and a nurturing vibe. She loves her classes and her teachers. Everyone is available to her if she's in need of help. (CA)

With a learning disability, the small classes help my daughter to do very well and achieve her maximum learning potential. (CA)

Individual aid by teachers, after school clubs and guidance counseling provide a safe learning environment. (CA)

Good learning experience through caring and involved teachers. Smaller classes. Good community feeling and respect for all. (CA)

Jesse feels extremely comfortable with the staff and students as well. I feel Jesse has many opportunities to let his passion (music) shine. He is also involved in student government and Jam Club, so the support of extracurricular activities is strong at CATA. (CA)

Smaller classroom, if she has a question, her needs are met. (CA)

Whatever she needs so far this year. (CA)

Support in her individual needs, which is amazing, as long as she talks to someone about her needs. As well as a few teachers find out new needs that she has and have to make it easier for her. (CA)

The school has been very willing to accommodate any concerns we may have about my son - offering teachers available to give students extra help with difficult subjects if requested. The guidance

department has also expressed in the meeting we had that if my son has any concerns, to please speak up. (CA)

Advisory, email, after school, lunch. Keeps him up to date by signing planner. (CA)

The entire faculty has been very supportive of my daughter. She works at her own pace, yet challenged to work beyond her comfort level. (CA)

Supportive teachers for the most part. After school help when needed. Guidance counselor. (CA)

There is academic assistance from teachers and there are counselors available for emotional support or direction. As of next week, my son will have the support of a 504. (CA)

Our son has Sensory Processing Disorder that manifests itself in many (almost) invisible ways. We were very lucky that last year there was a staff member who is an O.T. and picked it up shortly after school began. Unfortunately there have been good intentions on behalf of the staff, but due to lack of follow-through on their behalf there has been little progress outside those strides my wife and I have made on our own. Follow-through seems to be limited or nonexistent in regards to our son and his challenges. (SC)

4. What special resources (people, learning equipment, funds) does the school have that help your child to succeed?

Both my children at GCeCS were "coded" during their entire school years, including their freshman year at charter school. They received special ed support and accommodations at GBeCS from the on site special ed teacher and all staff followed the IEP for accommodations. After their first year at GBeCS, they no longer receive services because the nature of the teacher support for all the students is meeting the needs of my child. (GB)

Amazing technology/multimedia. Along with professional teaching staff, adults with a variety of backgrounds (business/technology/arts) are regularly part of the school community. (GB)

Technology, special educators, professionals from many diverse fields, cameras, computers, labs. (GB)

My daughter has always been an information computer geek, and enjoys the computer mode of learning, as well as the video equipment used to film for projects. She has done an internship with a newspaper writer, and has been allowed to go into the community to gather information for her project needs. (GB)

We are very grateful for the remarkable opportunity our daughter has in her daily art and music instruction to work with authentic art supplies, a range of percussion and string instruments and certainly her excellent teachers and head of school are apparent as our most valuable resource. (SC)

The school aids in all the grade levels. Computers. Reading and writing mentors that meet with the same child every week. (SC)

The people are key. Each adult seems to understand, know and care for our child. (SC)

It is first and foremost the qualified and dedicated staff that set SCS apart from other schools. The resources available to kids in the music program are good - but could always be better. (SC)

Music, cello lessons, individualized art that doesn't condemn or belittle my child (as was seen at previous school - i.e. ripping up less than "perfect" artwork), healthy lunches, active environment, reading corners, teacher's experience in Africa. (SC)

Her relationships with her teachers are the most important "special" resource. Other than this, she is excited about music and art and all the resources available to her at SCS (especially the teachers) in these disciplines. (SC)

I'm very impressed with the staff's background and life experiences. The computer equipment seems adequate for the children's needs. I love the importance placed on arts and music. (SC)

People are the SCS's greatest asset. (SC)

They work very well with the sending school districts to accommodate IEP. (SC)

Great teacher, specialized teachers in art and music. (SC)

Full time aid in classroom is wonderful. Teacher Joycelyn is wonderful as well. (SC)

I think guests/speakers/artists/musicians can enhance the academics. A challenging, stimulating, enriching environment is important to me. (SC)

The art class seems to have made a big impression on Hannah. She has always enjoyed drawing pictures and now feels that she is really learning things about art, in addition to creating and drawing pictures.

Music class tends to be very hands on as well. The school's staff seems quite well rounded in terms of its experience with various art forms. (SC)

Do not know. (SC)

Integration in arts helps my child develop and nurture his creative side. (SC)

Teachers who are qualified and eager to teach. Teachers' aids who are present in class. Music instruments. Art/music teacher is very valuable. Computers are a good resource tool. (SC)

Individual Education Plans. (SC)

The teachers at CATA all love to teach. They care deeply about the success of my child. The school has a music program that keeps any child interested in attending school. (CA)

What they offer at our school versus a public sending school. The arts program and theater. What I appreciate is the technology part. It has really helped my child focus on that during a school day. (CA)

Even though their salaries are well below the NH state average, the teachers that they have hired over the years have been superb! They have been innovative and creative with very little financial resources. The biggest resource that CATA has is their staff. They all genuinely like their jobs and their students. They all believe in CATA's mission. They encourage the students to succeed, everyday. Cochecho has the oldest computers of any public high school in NH, yet they all manage to get their work done on them. The teachers' innovative methods of teaching, on a shoe string, still manage to keep the students interested. Most of their supplies are donated, and the wish list is lengthy, but they still manage to get the job done. CATA has a board of directors to deal with the school issues. An administrative staff that hires the best teachers that are the best in their fields, and many who are good in a few different ones. The school itself is full of different, but like minded students, all interested in learning in a laid back atmosphere. (CA)

Internet access. (CA)

Excellent question. I wish I knew the answer. With turnover caused by the funding issue, it would be nice to have a parent night. (CA)

I think the teachers are the most special resource. (CA)

The school employs certified teachers, but also brings in people from the outside that are able to teach the students things they wouldn't necessarily get at a traditional school. A couple of examples are yoga and ballroom dancing. CATA has mentors from many areas such as artists and technology related people, as well as theater performers. The Bell Center for the Arts is a nice resource available to the students. CATA uses learning equipment, specifically related to the arts, such as costumes and the recording studio, and computer equipment for technology. Unfortunately, because the school is not funded by the federal government and many school districts do not support the school financially they are in need of funds. We, the parents, help with providing things, such as computer paper, tissues, school supplies, etc., but there is just so much we can do. (CA)

The people are key - committed, dedicated to the special focus of the school and to the students all around, more so than I've seen in larger, conventional schools. (CA)

The most valuable of all possible resources (IMHO) are the human beings who form the web of CATA. I believe the school is successful because of the caring with expectations that comes from each adult in the building. Unfortunately, due to woefully inadequate funding from the State of NH, CATA has had to creatively use minimal funds to equip the school. CATA does have a recording studio with specialized software and hardware. Additional funds are needed, but CATA has the most critical resource: intelligent, nurturing adults who like and respect adolescents. (CA)

Computers, fundraising, volunteering by parents in the school, community work by the kids. (CA)

The teachers are all very skilled and experienced in their individual teaching areas. (CA)

The staff of teachers are the largest resource for CATA. Not only do they succeed at teaching my daughter academics, but they care and help her feel good socially and promote self-motivation to achieve goals set. (CA)

CATA offers the best teachers for my daughters - especially math, English and drama. If my daughter wanted to pursue a subject not offered, they would find a person in the community to help with an independent study project. Especially terrific considering this school's funding is not where it should be. (CA)

The school does receive some money per student, but does need more. There are very good teachers that care for the growth of the students. There is a resource person to help find ways to help with the cost of running the school. (CA)

From what my son tells me, the teachers are the key to this school! He is impressed by the respect he is given by the teachers. He is motivated to be independent and responsible and CATA provides him with these skills while at school. So, I believe it is a perfect partnership between home and school because we encourage Jesse in all those ways as well. (CA)

They are always looking for ways to help our children succeed. (CA)

Patience and great teachers. (CA)

They teach hand on method, listen to her issues, figure individual ways that will help her with any learning obstacles - flexibility in teaching. (CA)

Computers are available in every class, which is wonderful. Teachers are more than willing to go the extra mile to help students succeed. All the families of the students pitch in to help the school in any way they can to be even more successful. The building is roomy and very comfortable and clean. (CA)

The teachers and staff are phenomenal. They do what they can with the resources they have. They do field trips, student share resources. (CA)

The number one resource is the staff and faculty. However, we are always in need of funding from the state. The visual and technical equipment available is excellent, but new technology is always welcome. (CA)

The school needs more help with supplies and teachers for the arts (fine art, drama, etc.). (CA)

I believe this school works hard to receive funding. Last year, they had many fundraisers to enable students to go on field trips, etc. Also, this charter school is special - the faculty are theatrical and musical. They offer classes geared for the needs of those students. Their equipment is musical and theatrical. (CA)

The Occupational Therapist is no longer a member of the staff, but is now a consultant to varying degrees. There is Child/Family Therapist who is on staff in a limited capacity. The same hold true for a Psychologist. However, both are parents of other SVCS students. While I am grateful that they are available to the SVCS Community, it makes things a bit uncomfortable. (SV)

5. How do parents support the school? Please explain.

We have an extremely active parent group. As compared with the public schools in this district that also have very good parent support. Parents support dances, yard sales, fundraising booth at the Stratham Fair, volunteer in the school to teach small group activities, knitting, landscaping. Parents lead community service projects, organize school ice cream socials, holiday parties. Parents are made very welcome in the school and are recognized and appreciated by the students and staff for our support. Our support students are very used to working with parents on their activities. (GB)

Parents provide support in a variety of ways. The "typical" - helping with special functions, field trips; but, also willing to participate in public meetings in support of charter schools. The most active parents group I've seen at the secondary level. (GB)

Very strong parent group who have activities, do fundraising and volunteer in the school. (GB)

There is a very active parent group that gathers supplies and food for special events. The parents tell us when an important meeting is coming up at the school board regarding charter school, and who is politically supportive of the charter school mode. (GB)

Attending school related events, donating supplies, equipment, volunteering. (SC)

Parents fuel Seacoast Charter School. Just as the school could not exist without our wonderful staff and students, it simply could not operate without parents. Parents offer critical support an input in many areas: classroom help, serving as board members, organizing school wide events, fundraising and lobbying for sustainable funding in Concord, to name a handful. Personally, being a SCS parent has been challenging, rewarding and an avenue for professional growth because of the meaningful volunteer roles I serve. (SC)

The school relies on parent volunteers. We have class mothers. They arrange volunteers in the class for special events, mentoring in the class. We have a parent group that helps with set up before events after school, fundraisers, field trips to educational places, drive students to field trips, donate items needed by the school, welcome new families, legislation outreach, talking to our local elected officials. (SC)

Volunteering, word of mouth, communication. (SC)

Volunteering is classrooms, at events, on field trips, as reading partners, on the board, as resources for new parents, as painters in new classrooms, etc., etc., etc.,.... (SC)

By socializing outside of school, inviting support staff for picnics/events/parties, raising funds for needed supplies, advocacy for alternative approaches to standard public education at State House. (SC)

Parents support the school primarily with their children, positive attitude and cooperation with requests from H.O.S. and faculty/staff. This can be through volunteerism (time and talent), as well as through financial donations which have been necessary for SCS's survival. (SC)

So far I've seen a huge amount of support given to the school by the parents, whether it's concerning a fundraising breakfast or coordinating a school cook-out. I look forward to being a part of it. (SC)

Parents volunteer whenever asked. So much so, there are usually more parents there than needed. (SC)

Through classroom volunteers, mentors, parent groups, donations, annual fund. (SC)

I'm a new parent, so not sure, but I feel very invited to participate. (SC)

Volunteer. (SC)

Get involved with fund raising. (SC)

Very much, the parents are very involved. (SC)

Parents are encouraged to volunteer with school support on several levels including fund raising, chaperoning for outings, classroom participation and community outreach.

Parents are also encouraged to take an active role in their child's school experience by participating during class presentations, town meetings, and even for lunch. (SC)

Parents group is involved, but do not know yet what they support. (SC)

Volunteer opportunities, donating items in class rooms or school. (SC)

Volunteering. (SC)

Parents support the school by attending meetings, participating in fund raising and by attending school events. Parents have many volunteer opportunities. (CA)

With fundraisers, concerts, bake sales, etc. The parents really pull together to help make CATA move forward. The kids' education comes first in a "CATA" world. (CA)

The Parent Volunteer Group at the school is currently involved in many different fund raising/friend raising activities. The parents group oversees special events fund raising - volunteering at yard sales to benefit the school, spaghetti dinners, silent auctions, etc. They also do various office work during the school week, and pick up school lunches from the Barrington Middle School. When the school is having an event like Poetry Out Loud or the Hamlet Soiree, parents are utilizing during the event to run video equipment, provide refreshments, sell tickets, etc. The parents regularly go to their local school board meetings to encourage the tax dollars to follow their students. Parents donate money and supplies. Parents support the teacher's requests by posting the Wish List at their places of employment. Each parent signs a contract at the beginning of every year, agreeing to volunteer a certain percentage of hours at the school. (CA)

Parents support the school by helping with fund raising activities and providing transportation. (CA)

I suspect there are roles for parents to play and I suspect there are opportunities but without some kind of forum to bring this information to light, they may never be recognized. (CA)

Parents volunteer to do many office type duties, or anything asked of them. (CA)

Parents support the school in so many ways, depending on their talents. For example, since I am fluent in Spanish, last year I was able to come in and help some students with a project they were doing for their Spanish class. I also cooked a dish which they shared during their study of Spanish countries. Some parents help with making costumes and crafts or help the kids rehearse for a play. We are the ones who drive our own vehicles to the middle school to pick up lunches for the students so that these kids can have a healthy hot lunch. Parents come in and volunteer to work in the office and help with cleaning the school. They also help with the fundraising efforts which are ongoing throughout the year. The list of what parents do is endless. (CA)

Donations, volunteer work, lots of driving (because of the location, far away from all students' homes). (CA)

Parents support the school in a number of ways. The most important way is in paying attention to what the student is learning and what the academic requirements are. If issues arise, the parents contact CATA staff to problem solve.

Parents support the school by volunteering. You name it, parents will do it. Last year, volunteer parents transported lunches for the students. Parents help with field trips, do office work, paint bulletin boards, inventory costumes; bake food for events; assist with events; send in paper/snacks/whatever is needed. (CA)

Monetary contributions from the parents to CATA support the school. Last year there was a Quarters for CATA drive, a 100% Contribution drive and an auction to which parents donated and bid on items. (CA)

Volunteer work, fund raising, positions on the board of directors. (CA)

Through fundraising, participating in the teaching environment if they have special skills, assisting with P.R. (CA)

Parents help where they can. Some do more than others by volunteering their time and others donate with supplies or monetarily. I myself work two jobs as a single mother and support in small ways where I can. (CA)

Volunteerism. some monetary. (CA)

Some parents volunteer house with the lunch program and other volunteer with various duties at the school. Some help by donating some equipment for the school. (CA)

We are new this year, but I have heard how important parent involvement is. I know of a potluck/talent show fund raiser that is tentatively arranged for this month. That should be a success. (CA)

Volunteer work and fundraising. (CA)

Fundraising, volunteering, etc. (CA)

We are supposed to keep Open Contact with all teachers and staff, volunteer in school, on trips and social events, fund raisers, give money, supplies, our time. Be accountable for our students. (CA)

The parents are required to volunteer. We help with phones, copying, field trips, whatever needs to be done. I know I personally will do whatever I can for the school and I know I am not alone. (CA)

We have an active parent group which works with the school and Board of Directors. We address fundraising, extracurricular events, and the school's progress. (CA)

School volunteers. The school needs more parent involvement and support. The Board needs to let the parents help more with clubs and activities. (CA)

Parents have opportunities to mentor students in a special field of expertise. They also have opportunities to assist as fundraising event of school activities. There are parent groups immersed and interested in keeping CATA running. Parent involvement is necessary and expected. (CA)

Parents support the school in every way possible; financially, volunteerism, working in the school, etc., etc.

Some parents volunteer at the school, others are paid members of the staff. I am the editor of the Magna Charter (the SVCS Newsletter), my wife is heading up the Annual Fund at the request of the Board of Directors. There are a good number of parents who do so much, and then again there are those who do nothing. (SV)

6. Are their Community Partners who support this school? Please explain.

Area businesses have been generous with donations of gift cards, retail items that have been used for school events and fundraisers. Students have also volunteered to help with community service projects, soup kitchens, Red Cross Blood Drives. We are supported by the cooperative school district, meaning GBeLCS gets support from the tax dollars in addition to Adequate Ed. Funds, which pays for teacher salaries and building costs. Cooperative school district voted at the outset to support GBeLCS since the majority of students attending would otherwise be attending the district's H.S. (GB)

Local businesses provide venues for internships and off campus job shadows. The area high school is beginning to really appreciate the alternative offered by GBeCS. (GB)

SAU 16 (GB)

I believe there is a good deal of community involvement. I can't identify who partners with the charter specifically. (GB)

Happily, I can say that our local SAU 16, and more recently SAU 17 superintendents have been outstanding community partners with SCS. We have also attracted community leaders who have supported our school with some financial gifts because they are impressed by our mission and role as a choice public school - a relatively new concept in our area and state. As a board member, I know SCS will continue to build on these kinds of relationships. (SC)

Yes, at our breakfast fundraisers we received lots of donated items for the school fundraisers so that it goes right into the school. We also got a lot of support from the VOC school for our fundraisers. Outside businesses, elected officials, and philanthropies come into the school, are really impressed and then spread the word about our school. (SC)

Unsure. (SC)

I hope so. (SC)

We are musicians and writers and will be able to offer classes, bring our experiences and the experiences/know-how of our art-based community to the school. Recording studio. Writing workshops. Access to UHN writing academy for 5-6 graders. (SC)

I believe the board is developing a relationship with potential community partners. (SC)

Not sure. (SC)

Mostly parents. None that I'm aware of from local business. This is not entirely bad as much of the outreach effort has been with the State of NH. (SC)

Not that I'm aware of. (SC)

Not sure. (SC)

Not sure. (SC)

We know there are groups but we are not familiar with them. (SC)

Yes, we have many. As seen at the fundraising breakfast. (SC)

We believe so, but we're not fully familiar with the external support for the school (SC)

Do not know. (SC)

The school has received support from Barnes and Noble, Flatbread and other small businesses. They have allowed the school to run fundraising events and have made donations. (CA)

The Bell Center in Dover, where our school once shared its hallways with all their music. Also, the Rochester Opera House. (CA)

Because of the difficulty that the State of NH Charter Schools has experienced with their funding, coupled with having to move to a new location in the second full year of operation, there has been difficulty having people/businesses get behind the school since we did not even know if our doors would be open this year. CATA is currently a member of the Dover Chamber of Commerce. We have students from 18-20 different communities, with not a lot of industry/business in the community that the school is located in. Hopefully that with financial sustainability, coming perhaps from having the money follow the student from each community or the state can come up with a solution to finance CATA and other public schools are so CATA will be able to develop a solid financial base, and not have to worry about the costs of day to day operations. Since the other public high schools do not have to worry about business plans and fundraising the way that our public high does. The Town of Barrington does give a discount in the rent they charge CATA and has one of their janitors for the building. Unlike district public schools, charter public schools need to pay for rent, heat, lights, phone bill, internet connection, garbage removal, and janitors along with all the other school costs from teachers to stamps. (CA)

I'm sure there are, but I'm not very familiar with them. (CA)

I suspect there are resources available, although I don't know if any have been tapped. (CA)

Yes, the community in general supports this school. All CATA students, parents, teachers and counselors support this school as well as some of the administrators support CATA as well. The Bell Center for the Arts, and the Rochester Opera House are also supporters. (CA)

I'm not sure what this means. (CA)

In the fall of 2004, the CATA Board of Trustees began a campaign to develop community partners. Individual board members approached community businesses with packets of information. I

personally talked with Rivers Camera and Andy's Pottery. The Board became too involved with the critical issue of funding and this community partner effort was not increased. Right now the Bell Center for Music and the Arts partners with CATA to share performing space and materials/supplies. But you are right, we need to do more in this area. We will be doing Spotlights in which students will perform and specific community representatives will be invited to join us. (CA)

Yes, by volunteer work within the school, time and money. (CA)

Not sure. (CA)

I don't know. (CA)

I'm not sure. (CA)

I am not sure. (CA)

There are people in the community that help out with the students and mentoring them. (CA)

Unsure. (CA)

Being very involved in the school, I know of many different times our outside community has helped. Hannaford in Dover has given CATA money for different activities. Pizza Places donated pizzas for our students during community service our students have done. Spaulding High School gave money to CATA. I am sure there is a lot more with plenty of room for even more. I can't remember them - a "Poetry Out Loud" took place with outside judges and a few spectators - with a nice luncheon for the judges. (CA)

There are board members, but we are not known enough in the community. We are working on that. We just formed a group of parents and friends to help raise money and to work on community outreach. (CA)

We are in need of more active community involvement. (CA)

I don't know. (CA)

Nobody outside the Board of Directors knows the answer to that question. As the Editor of the Magna Charter, I feel it is my duty to find answers to questions that parents are asking. That is a question that has been asked and never answered. (SV)

(GB) = Great Bay eLearning Charter School

(SC) = Seacoast Charter School

(CA) = Cocheco Arts and Technology Academy

(SV) = Surry Village Charter School

New Hampshire Charter School Parents Survey Response Key

*Note: each question response may apply to multiple key answers

7. How well and in what ways is the charter school meeting the educational needs of your child?
 - 1-Not well: not developing, no change in habits or abilities
 - 2-Well: Meets all expectations, standards
 - 3-Very well: Exceeds expectations, dramatic changes

8. How does the school communicate with you about your child's progress and school related issues?*
- 1-E-mail
 - 2-Telephone
 - 3-In person
 - 4-Progress report/report card
 - 5-Other
9. What support does the school offer your child?*
- 1-Individual Learning Plans
 - 2-Guidance counselor
 - 3-Specialist/therapy
 - 4-Other
10. What special resources (people, learning equipment, funds) does the school have that help your child to succeed?*
- 1-Staff members
 - 2-Technology, equipment
 - 3-Software
 - 4-Funds
 - 5-Other
11. How do parents support the school?*
- 1-Financially
 - 2-Volunteering
 - 3-Expertise/specialized instruction
 - 4-Other
12. Are there Community Partners who support this school?
- 1-Yes
 - 2-No

APPENDIX 2 IS BASED ON INFORMATION RECEIVED FROM FOUR OF THE SEVEN SCHOOLS IN THE STUDY



New Hampshire Center for School Reform

CONTACT INFORMATION

NEW HAMPSHIRE CHARTER SCHOOLS

GENERAL INFORMATION

NH Center for School Reform:

Susan Hollins, Director & Consultant
89 South Street
Concord, New Hampshire 03301
Phone: (603) 224-0366
Email: susan@nhschoolreform.org
Comprehensive Charter School Website: www.nhschoolreform.org

NH Department of Education:

Roberta Tenney, Program Administrator
Office of Accountability
101 Pleasant Street
Concord, NH 03301-3860
Phone: (603) 271-2079
Email: rttenney@ed.state.nh.us

CHARTER SCHOOLS OPEN & OPERATING

Surry Village Charter School (Opened September 2006)

School Director: Matora Fiorey
11 Village Rd
Surry, NH
Phone: 603-357-9700
Fax: 603-357-9701
Contact: Matora@surryvillagecharterschool.org
Web Site: <http://www.surryvillagecharterschool.org/>

Strong Foundations (Opened September 2007)

School Director: Beth McClure
5 Riverwood Drive
Pembroke, New Hampshire
Contact: bethmcclure@comcast.net
Web Site: <http://www.strongfoundationsnh.org/>

Submission b

Academy for Science and Design (Opened September 2007)

School Director: Chris Franklin
316 Daniel Webster Highway
Merrimack, NH. 03054
Phone: 603-262-9162
Contact: chris@sunnycampus.com
Web Site: <http://www.asdnh.org>

Franklin Career Academy (Opened August '04)

Head of School, Bill Grimm
PO Box 70,
Franklin, NH 03235
Physical Address:
St. Paul Parish Center at 15 Elkins Street in Franklin.
Phone: 603-934-9200
Fax: 603-934-9202
Email: bgrimm2@verizon.net
Web Site: www.franklincareeracademy.org

North Country Alternative Charter School (Opened September '04)

School Director: Lisa LaVoie
260 Cottage Street Suite A
Littleton, NH 03561
Phone: 444-1535
Fax: 444-9843
Email: lisal@ncedservices.org
Web Site: www.northcountrycharteracademy.com

Seacoast Charter School (Opened September '04)

Head of School: Bill Wilmot
PO Box 892,
Exeter, NH 03833
Physical Address:
13 Church Street
Kingston NH, 03848
Phone: 603-642-8400
Fax: 603-642-8404
Email: bill@seacoastcharterschool.org
Web Site: www.seacoastcharterschool.org

Laurent Clerc Academy (Opened January 18, 2005) -- CLOSED

Cocheco Arts & Technology Academy (Opened January 24, 2005)

School Director: Deborah Byrne

37A Province Ln.

Barrington, NH 03825-3937

Phone: 603-664-9671

Fax: 603-664-9679

Email: info@catanh.org

Web Site: www.catanh.org

Great Bay eLearning Charter School (Opened January 24, 2005)

School Director: Cheryl McDonough

30 Linden St.

Exeter, NH 03833-2622

Phone: 603-775-8638

Fax: 603-775-8528

Contact: cmcdonough@saul6.org

Web Site: www.bgecs.org

New Heights Academy Charter School (Opened January, 2006) - CLOSED

The Academy of Equine Science – (Opened September 2006)

Academic Coordinator: Casey Robinson

36 Industrial Way Suite3

Rochester, NH 03867

Phone: 603-335-690

Contact: english@nhequestrianacademy.org

Web Site: <http://www.nhequestrianacademy.org/>

Ledyard Charter Academy (Opened September 2007)

School Director: Jim Nourse

Lebanon High school

195 Hanover St.

Lebanon, NH. 03766

Phone: 603-448-2055

Virtual Learning Academy Charter School

School Administration: Arthur (Skip) Hanson, Ed.D Superintendent of Schools

30 Linden Street

Exeter, NH 03833

Phone: 603.778.2500

Fax: 866-651-5038

info@vlacs.org

Telephone: 603.224.0366 Fax: 603.224.8366

Postal Address: Concord, NH 03301 Email: info@nhschoolreform.org

2007-2008 Kansas Charter Schools

District	School Name	Building Number	Date Established	Renewal Date	Receives Federal Charter Grant	Receives Dissemination Funds	Contact Information
USD 101 Erie	Galesburg Elementary	0108	2003	2011	No	No	Doug Reed 620-763-2470 gesdr@usd101.com
USD 101 Erie	Erie High Charter School	0105	2007	2012	Yes	No	Rose Fry 620-244-3264 araf@usd101.com
USD 200 Greeley County	Greeley County Jr. High Charter School	0134	2004	2011	No	No	Ken Bockwinkel 620-376-4265 kenb@tribuneschools.org
USD 202 Turner	Turner Virtual Learning Center	0159	2006	2011	Yes	No	Stanley Cole 620-875-6500 stanley.cole@greenbush.org
USD 218 Elkhart	Point Rock Family Academy	0524	2007	2012	Yes	No	Dorothy Williams 620-697-1253 dwilliams@usd218.org
USD 253 Emporia	Turning Point Learning Center	1406	2004	2011	No	No	Terri Peckham 620-728-8585 terrip@essdack.org
USD 261 Haysville	Learning by Design Charter School	1963	2007	2012	Yes	No	Terry Eis 316-554-2331 teis@usd261.com
USD 263 Mulvane	Mulvane Academy	1989	2004	2011	No	No	Barbie Hamlin 316-777-3070 bhamlin@usd263.k12.ks.us
USD 267 Renwick	St. Mark's Charter School	2074	2007	2012	Yes	No	Mindy Bruce 316-796-1406 mindy.bruce@usd267.com

Submission C

District	School Name	Building Number	Date Established	Renewal Date	Receives Federal Charter Grant	Receives Dissemination Funds	Contact Information
USD 287 West Franklin	West Franklin High School Learning Center	2562	2001	2011	No	No	Robert Allen 785-746-5766 allenr@usd287.org
USD 312 Haven	Pleasantview Elementary/High School Charter	3241/3242	2001	2011	No	No	Terry Fehrenbach 620-662-5516 tfehrenbach@essdack.org
USD 312 Haven	Yoder Charter Elementary School	3238	1998	2011	No	No	Delon Martens 620-465-2605 dmartens@havenschools.com
USD 315 Colby	Thomas County Academy	3296	2004	2011	No	Yes	Diana Wieland 785-460-5000 dwieland@colbyeagles.com
USD 321 Kaw Valley	Delia Charter School	3418	2003	2008	No	No	Pam Sumner 785-771-3470 sumnerp@kawvalley.k12.ks.us
USD 332 Cunningham	Zenda Grade School	3760	2004	2011	No	Yes	Melvin Ormiston 620-243-5721 ormistonm@usd332.com
USD 347 Kinsley-Offerte	Kinsley-Offerte Jr./Sr. High Charter School	4118	2007	2012	Yes	No	Kevin Logan 620-659-2126 klogan@usd347.org
USD 349 Stafford	Stafford Economic Development Charter	4164	2005	2010	Yes	No	Jim Cox 620-234-5248 jcox@stafford349.com
USD 373 Newton	Walton Rural Life Center	4791	2007	2012	Yes	No	Natise Vogt 620-837-3161 nvogt@newton.k12.ks.us
USD 376 Sterling	Sterling Academy	4862	2006	2011	Yes	No	Judith Best 620-278-4215 jbest@sterling.edu

District	School Name	Building Number	Date Established	Renewal Date	Receives Federal Charter Grant	Receives Dissemination Funds	Contact Information
USD 382 Pratt	Walden Center	5093	2007	2012	Yes	No	Becky Carter 620-672-4555 becky.carter@usd382.com
USD 400 Smoky Valley	Smoky Valley Virtual Charter School	5498	2004	2011	No	No	Marla Elmquist 785-227-4254 melmquist@smokyvalley.org
USD 418 McPherson	Career Academy of McPherson County	6039	2007	2012	Yes	No	Kent Nye 620-241-9350 kent.nye@mcpherson.com
USD 424 Mullinville	21 st Century Elementary/High School Learning Academy	6160/6162	2003	2008	No	No	John Paul Jones 620-548-2289 jonesj@mullinville.org
USD 497 Lawrence	Lawrence Virtual School	8185	2004	2011	No	No	Gary Lewis 785-832-5620 glewis@usd497.org
USD 499 Galena	Cornerstone Alternative Charter High School	8272	1998	2011	No	No	Jeff Eberhart 620-783-4499 jeberhart@usd499.org
USD 500 Kansas City	Maurice R. Holman Academy of Excellence	n/a	Will open in 2008	2012	Yes	No	Dr. Cynthia Lane 913-279-2232 cilane@kckps.org

District	School Name	Building Number	Date Established	Renewal Date	Receives Federal Charter Grant	Receives Dissemination Funds	Contact Information
USD 501 Topeka	Hope Street Charter Academy	8467	2004	2011	No	Yes	Dale Noll 785-438-4280 dnoll-jr@topeka.k12.ks.us
USD 501 Topeka	Hope Street Academy Charter Middle School	8469	2001	2011	No	No	Dale Noll 785-438-4280 dnoll-jr@topeka.k12.ks.us
USD 503 Parsons	Parsons Health Careers Academy	8589	2007	2012	Yes	No	Linda Proehl 620-421-3660 lproehl@vikingnet.net

Charter Schools

On this page...

[Authorized Charter Schools](#)

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Charter schools are public schools of choice. In Iowa, schools obtain charters only with the approval and oversight of their local school district. In addition to schools directly operated by a school district, charter schools are another way that communities can create new public education options and partnerships for their children.

Contact: Del Hoover 515-281-8402 del.hoover@iowa.gov

Authorized Charter Schools

Buffalo Ridge Charter School (K-6th Grade)

Sioux Central Community School District

4400 US Highway 71

Sioux Rapids, Iowa 50585

712-283-2571

Administrator: Kevin Teno

Iowa Central Charter School (11-12th Grade)

Southeast Webster Community School District

P.O. Box 49 30850 Paragon Avenue

Burnside, Iowa 50521-0049

515-359-2235

Administrator: Mike Jorgenson

Storm Lake/Iowa Central/Buena Vista Early College Charter High School (9-12th Grade)

Storm Lake Community School District

P.O. Box 638

Storm Lake, Iowa 50588-0638

Administrator: Michael J. Hanna

Elma Elementary Charter School (K-6th Grade)

Howard-Winneshiek Community School District

P.O. Box 56 120 West Jackson

Elma, Iowa 52155

Administrator: Robert Hughes

Northeast Iowa Charter High School (9-12th Grade)

West Central Community School District

P.O. Box 54

Maynard, Iowa 50655-0054

563-637-2283

Administrator: Jim Patera

Lincoln Academy of Integrated Arts Charter School (K-5th Grade)

Davenport Community School District

318 East 7th Street
Davenport, Iowa 52803
563-324-0497
Administrator: Jeff Womack

Northwest Iowa Charter High School (9-12th Grade)

Hartley-Melvin-Sanborn Community School District
173 South Central Avenue
Hartley, Iowa
712-928-3406
Administrator: Mark Petersen

Prescott Elementary School (9-12th Grade)

Dubuque Community School District
1151 White Street
Dubuque, Iowa 52001
563-552-4200
Administrator: Christine McCarron
563-552-4200

Panorama Charter School (9-12th Grade)

Panorama Community School District
701 West Main- P.O. Box 39
Panora, Iowa 50216
641-755-2317
Administrator: Mark Johnson

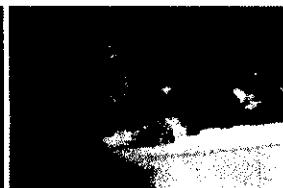
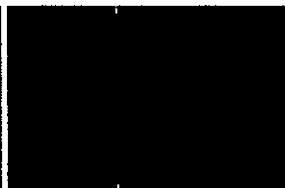
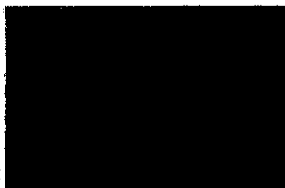
eSigourney Entrepreneurial Academy for Leadership (7-12th Grade)

Sigourney Community School District
107 W. Marion
Sigourney, IA 51591
641-622-2025
Administrator: Jason Munn

Charter School Allocations

Last Updated (Tuesday, 26 February 2008)

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DEPARTMENT OF EDUCATION**[» NJDOE Home](#)[Home](#) | [About Charter Schools](#) | [NJ Charter School Fact Sheet](#) | [Regulations](#) | [Application](#) | [Audit Information Directory](#) | [Reporting Requirements](#) | [Research & Resources](#) | [Calendar](#) | [Grants Update](#) | [Technology](#)**NEW JERSEY CHARTER SCHOOLS
FACT SHEET**

A charter school is a public school operated under a charter granted by the Commissioner of Education, that is independent of the district board of education and that is managed by a board of trustees.

Charter school legislation was passed to give choice for all parents for their children's education. The intent of this legislation is to:

- Improve student learning and achievement;
- Increase the availability of choice to parents and students when selecting a learning environment;
- Encourage the use of different and innovative learning methods;
- Establish a new system of accountability for schools;
- Make the school the unit for educational improvement;
- Establish new professional opportunities for teachers

Founders of a charter school may be teaching staff members, parents with children attending schools of the district or a combination of both, as well as institutions of higher education or a private entity located within the State in conjunction with teaching staff members and parents.

Charter schools may not charge tuition.

A private or parochial school may not convert to a charter school.

A charter school is open to all students on a space-available basis with preference being given to students from the district of residence or region of residence of the charter school.

All classroom teachers and professional support staff must hold appropriate New Jersey certification.

CURRENT STATISTICS

- As of January 2005, there are 55 approved charter schools in New Jersey. Forty-nine are operating and three are scheduled to open in September 2005;
- In September 2004, Princeton Charter School became the first charter school in New Jersey to achieve National Blue Ribbon School of Excellence status;
- As of September 2004, New Jersey's charter schools are serving over 14, 000 students in pre-kindergarten through grade 12;
- Fourteen counties have approved charter schools;
- All of New Jersey's charter schools are newly created. There are no charter schools that have been converted from other public schools;
- The average enrollment in a charter school is 193 students;
- The average class size of charter schools is 17 students;
- The average school year for charter schools is 186 days;

- The average length of the school day in charter schools is slightly over 7 hours; students are engaged in instruction for an average of slightly over 6 hours;
- In 2004, four of the charter schools that opened in September 2000 were granted charter renewals for an additional five-year period.

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- » Camden's Pride Charter School (Camden County)
- » Camden's Promise Charter School (Camden County)
- » Capital Prep Charter High School (Mercer County)
- » Center for Responsible Economic and Technological Excellence Charter School (CREATE) (Hudson County)
- » Central Jersey Arts Charter School (Union County)
- » Central Jersey College Prep Charter School (Middlesex and Somerset County)
- » chARter~TECH High School for the Performing Arts (Atlantic County)
- » Classical Academy Charter School of Clifton (Passaic County)
- » Community Charter School of Paterson (Passaic County)
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- » Discovery Charter School (Essex County)
- » East Orange Community Charter School (Essex County)
- » Elysian Charter School of Hoboken (Hudson County)
- » Emily Fisher Charter School of Advanced Studies (Mercer County)
- » Englewood on the Palisades Charter School (Bergen County)
- » Environment Community Opportunity Charter School (ECO Charter School) (Camden County)
- » Foundation Academy Charter School (Mercer County)
- » Freedom Academy Charter School (Camden County)
- » Galloway Community Charter School (Atlantic County)
- » Gray Charter School (Essex County)
- » Greater Brunswick Charter School (Middlesex County)
- » Greater Newark Charter School (formerly Newark, Greater Newark Academy Charter School (Essex County)
- » Hoboken Charter School (Hudson County)
- » Hope Academy Charter School (Monmouth County)
- » International Charter School of Trenton (Mercer County)
- » Jersey City Community Charter School (Hudson County)
- » Jersey City Golden Door Charter School (Hudson County)
- » Lady Liberty Academy Charter School (Essex County)
- » LEAP Academy University Charter School (consolidated school in 2001) (Camden County)
- » Learning Community Charter School (Hudson County)
- » Liberty Academy Charter School (Hudson County)
- » Maria L. Varisco-Rogers Charter School (Essex County)
- » Marion P. Thomas Charter School (Essex County)
- » New Horizons Community Charter School (Essex County)
- » North Star Academy Charter School of Newark (Essex County)
- » Oceanside Charter School (Atlantic County)
- » PACE Charter School of Hamilton (Mercer County)
- » Paterson Charter School for Science and Technology (Passaic County)

- » Paul Robeson Charter School for the Humanities (Mercer County)
- » PleasanTech Academy Charter School (Atlantic County)
- » Pride Academy Charter School (Essex County)
- » Princeton Charter School (Mercer County)
- » Queen City Academy Charter School (Union County)
- » Red Bank Charter School (Monmouth County)
- » Ridge and Valley Charter School (Warren County)
- » Robert Treat Academy Charter School (Essex County)
- » Schomburg Charter School (Hudson County)
- » Soaring Heights Charter School (Hudson County)
- » Sussex County Charter School of Technology (Sussex County)
- » TEAM Academy Charter School (Essex County)
- » Teaneck Community Charter School (Bergen County)
- » Trenton Community Charter School (consolidated school in 2001) (Mercer County)
- » Union County TEAMS (Technology, Engineering, Architecture, Math&Science) Charter School (Union County)
- » Unity Charter School (Morris County)
- » University Academy Charter High School (Hudson County)
- » University Heights Charter School (Essex County)
- » Village Charter School (Mercer County)

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NEW MEXICO CHARTER SCHOOLS – 2008-2009

ALBUQUERQUE CHARTER SCHOOLS							Bernalillo County			
Charter School	Principal	Address	Phone	Fax	E-Mail	Grades	Students	Teachers	Code	
Academia de Lengua y Cultura	Colleen Adolph	P.O. Box 9087 Physical Location: 1900 Randolph, SE Albuquerque, NM 87195-2039	563-4242	563-4260	ckelleya2005@yahoo.com	6-8	73	2	1015013	
Albuquerque Institute of Math & Science	Kathy Sandoval-Snider	933 Bradbury, SE Albuquerque, NM 87106	599-4249	994-3394	Kathy.sandoval@hthabq.org	9	121	13	1015101	
Amy Biehl Charter High	Sandy Beery	123 4th Street SW Albuquerque, NM 87102	468-0653	299-9493	sbeery@abhs.k12.nm.us	9-12	259	21	1015026	
Bataan Military Academy	Shelby Tallchief	8001 Mountain Rd. Place NE Albuquerque, NM 87110	292-5588		bataanacademy@aol.com	9-10	114	9	1015007	
Career Academic Technical Academy	Glee Hare	6805 Academy Parkway West NE Albuquerque, NM 87109	345-1514	962-2574	CATA_HS@msn.org	10-12	99	7	1015015	
Cesar Chavez Community School	Caryl Thomas	1718 Yale, SE Albuquerque, NM 87106	877-0558	877-4991	cthomas@cesarchavezcharter.net	9-12	146	6	1015083	
Christine Duncan Community	Jesus Moncada	5201 Central, SW Albuquerque, NM 87105	839-4971	268-3276	jmoncada@christineduncan.org	K-5	142	6	1015118	
Corrales International School (opening fall 2008)	Carlos Pagan	PO Box 2987 Corrales, NM 87048	270-5870	N/A	catherine@corralesinternationalschool.org	K-8	180 projected	N/A	1015028	
Cottonwood Classical Preparatory (opening fall 2008)	Lynn Barr or Lynn Carey	CCPS 1776 Montano NW Los Ranchos De Albuquerque, NM 87107	344-1776	345-6398	lbarr@cottonwoodclassical.com	6-12	500 projected	N/A	502015001	
Creative Education Prep Institute #1	Tom Crespin	69 Hotel Circle, NE Albuquerque, NM 87123	314-2374, Ext. 1	314-2377	tjcespin2000@yahoo.com	9-12	167	8	1015066	
Creative Education Prep Institute #2	Nancy Romero	69 Hotel Circle, NE Physical Location: 69 Hotel Circle, NE Albuquerque, NM 87123	237-2373 x222	237-2380	nromero@cepi2nm.com	9-12	168	25	1015070	
Digital Arts and Technology Academy (Formerly Charter Vocational High School)	Lisa Myhre	1011 Lambertton Place, NE Albuquerque, NM 87107	341-0888	341-0749	lisa.myhre@acvhs.com	9-12	310	21	1015063	

East Mountain High School	Danielle Johnston	P.O. Box 340 Sandia Park, NM 87047	281-7400, Ext. 112	281-4173	djohnson@spinn.net	9-12	325	24	1015024
El Camino Real Charter	Jennifer Mercer Joyce	3713 Isleta Blvd., SW Albuquerque, NM 87105	314-2212	314-2216	jm.ecra@comcast.net	K-12	617	18	1015069
Gordon Bernell Charter School (opening fall 2008)	Greta Rosckom	100 John Dantis Dr.SW Albuquerque, NM 87151	838-8716	N/A	groskom@bemco.gov	9-12	250 projected	N/A	1015030
Horizon Academy West	Amie Duran	1900 Atrisco Avenue, NW Albuquerque, NM 87120	998-0459	998-0463	amieamp@aol.com	K-6	429	23	1015022
La Academia de Esperanza	Steve Wood	5200 Sequoia, NE Albuquerque, NM 87120	352-3037	764-5500	swood@esperanzacharter.org	6-12	190	19	1015061
La Luz del Monte Learning Center	Al Baysinger	10301 Candalaria NE, Suite B Albuquerque, NM 87112-1504	296-7677	296-0510	abaysinger@laluz.nm.com	7-8	109	5	1015093
La Promesa Early Learning Center	Francis Salazar	5201 Central Ave. NW Albuquerque, NM 87105	268-3274	242-7365	Fsalazar@lapromesa.k12.org	K-3	59	3	1015115
La Resolana Learning Academy	Justina Montoya	1718 Yale Blvd. SE Albuquerque, NM 87106	292-0100	292-0109	J_montoya1129@yahoo.com	6-8	59	5	1015114
Los Puentes Charter School	Ellen Moore	1106 Griegos, NW Albuquerque, NM 87107	923-2401	341-0836	emoore@lospuentes.k12.nm.us	8-12	130	10	1015017
Media Arts Collaborative Charter School (opening fall 2008)	Patti Gladstone	4401 Central Ave. NE Albuquerque, NM 87108	224-9774	N/A	deugals@swcp.com	9-12	240 projected	N/A	501015001
Montessori Elementary School	Mary Jane Besante	3821 Singer Blvd., NE Albuquerque, NM 87109	796-0149	796-0147	mbesante@tmesnm.com	K-6	191		1015290
Montessori of the Rio Grande	Bonnie Dodge	1650 Gabaldon Drive, NW Albuquerque, NM 87104	842-5993	242-2907	msbonnie@mrgcharter.org	K-5	155	11	1015095
Mountain Mahogany Community School	Nancy Kent	5014 4TH St. NW Albuquerque, NM 87107	341-1424	341-1428	kent@aps.edu	K-3	79	5	1015098
Native American Community Academy	Kara Bobroff	1100 Cardenas Ave., SE Albuquerque, NM 87108	266-0992	266-2905	kbobroff@yahoo.com	6-8	158	6	1015006

ALBUQUERQUE CHARTER SCHOOLS –continued							Bernalillo County			
Charter School	Principal	Address	Phone	Fax	E-Mail	Grade	Students	Teachers	Code	
North Albuquerque Co-op Community	Shelly Cherrin	4261 Balloon Park Rd NE Albuquerque, NM 87109	344-0746	344-0789	scherin@comcast.net	K-6	155		1015116	
North Valley Academy	Jerald Snider	7939 4th Street, NW Los Ranchos de Albuquerque, NM 87114	998-0501	998-0505	jsnider@nvanm.org	K-8	387	26	1015018	
Nuestros Valores Charter School	Monica Sanchez	1021 Isleta Blvd., SW Albuquerque, NM 87105	873-7758	873-3567	mosanch8@hotmail.com	9-12	125	10	1015039	
Public Academy for Performing Arts	Katy Harvey	4665 Indian School Road, NE Albuquerque, NM 87110	262-4888, Ext. 103	262-4893	kharvey@paparts.org	6-12	343	25	1015047	
Ralph J. Bunche Academy	Jasper Matthews	1718 Yale SE Albuquerque, NM 87106	292-0100	292-0109	jmatthews@rjba.org	K-5	82	4	1015004	
Robert F. Kennedy Charter School	Glen White Eagle	1511 Central, NE Albuquerque, NM 87106	243-1118	242-7444	gwhiteeagle@rfkcharter.net	9-12	238	19	1015051	
S.I.A. Tech (School for Integrated Academics & Technologies)	Kelly Callahan	C/O Albuquerque Job Corps, 1500 Indian School Rd, NW Albuquerque, NM 87104	242-6640	242-6872	callahanke@siatech.org	9-12	284	15	1015090	
South Valley Academy	Alan Marks	3426 Blake, SW Albuquerque, NM 87105	452-3132	452-3133	amarks@southvalleyacademy.org	9-12	220	18	1015025	
Southwest Primary Learning Center	Deb Young	10301 Candelaria, NE Suite B Albuquerque, NM 87112	296-7677	296-0510	dyoung@sslc-nm.com	4-6	103	9	1015125	
Southwest Secondary Learning Center	Scott Glasrud	10301 Candelaria, NE Suite B Albuquerque, NM 87112	296-7677	296-0510	sglasrud@sslc-nm.com	7-12	266	12	1015031	
The Albuquerque Talent Development Secondary Charter School	Robert Chavez	7521 Paseo del Volcan c/o Double Eagle Airport II, NW, Albuquerque, NM 87121	850-9188	821-2554	Chavez177828@aol.com	9-12	83	4	1015016	
The Learning Community Charter School	Viola Martinez	4575 San Mateo, NE Suite K Albuquerque, NM 87109	332-3200	342-5955	vmartinez@lccnm.net	6-12	179	11	1015038	
Twenty-First Century Public Academy	Donna Eldredge	3100 Menaul, NE Albuquerque, NM 87107	254-0280	254-8507	a21stcenturypa@qwest.net	6-8	208	20	1015027	

Youth Build Trade & Technology High	Kay A. Birukoff	1718 Yale Blvd. SE Albuquerque, NM 87106	765-5517	765-5925	kbirukoff@msn.com	9-12	175	9	1015130
AZTEC CHARTER SCHOOLS San Juan County									
Charter School	Principal	Address	Phone	Fax	E-Mail	Grade s	Students	Teachers	Code
Mosaic Academy Charter	Bonnie Braden	101 Ute Aztec, NM 87410	334-6364	N/A	bradenb@mosaic.k12.nm.us	K-7	160	11	64455001
BERNALILLO CHARTER SCHOOLS Sandoval County									
Charter School	Principal	Address	Phone	Fax	E-Mail	Grade s	Students	Teachers	Code
Village Academy	Pamela Engstrom	P.O. Box 1247 Placitas, NM 87043	449-3360	N/A	Pamela_engstrom@yahoo.com	6-8	66	6	61435008
CARLSBAD CHARTER SCHOOLS Eddy County									
Charter School	Principal	Address	Phone	Fax	E-Mail	Grade s	Students	Teachers	Code
Jefferson Montessori Academy	Cindy Holquin	P.O. Box 2184 Physical Location: 101 South Canal Carlsbad, NM 88221	887-9380	887-9391	Cindy.holquin@gmail.com	K-12	82	6	20155001
CIMARRON CHARTER SCHOOLS Colfax County									
Charter School	Principal	Address	Phone	Fax	E-Mail	Grade s	Students	Teachers	Code
Moreno Valley High School	Jacque Boyd	P.O. Box 1037 Angel Fire, NM 87710-1037	377-3100	377-7263	jacqueboyd@yahoo.com	9-12	82	22	8075003
DEMING CHARTER SCHOOLS Luna County									
Charter School	Principal	Address	Phone	Fax	E-Mail	Grade s	Students	Teachers	Code
Deming Cesar Chavez Charter High	Artene Trujillo	122 West Spruce Deming, NM 88030	544-8404	265-5412	atrujillo_qnm@yahoo.com	9-12	98	6	42295006
ESPANOLA CHARTER SCHOOLS Rio Arriba County									
Charter School	Principal	Address	Phone	Fax	E-Mail	Grade s	Students	Teachers	Code
Cariños de los Niños	Victoria Garcia	P.O. Box 1097 Physical Location: One Church Circle San Juan Pueblo, NM 87566	852-3119	N/A	vlgarcia31@hotmail.com	K-2	73	?	55395018
Espanola Military Academy	Steve Baca	P.O. Drawer 100 Espanola, NM 87532	747-3317	747-6084	stevebaca@ema.k12.nm.us	6-11	164	14	55395026
GALLUP CHARTER SCHOOLS McKinley County									
Charter School	Principal	Address	Phone	Fax	E-Mail	Grade s	Students	Teachers	Code
Middle College High School	Wally Feldman	C/O UNM-Gallup, 200 College Road #9 Gallup, NM 87301-7603	863-7551	863-7627	wfeldman@gallup.unm.edu	10-12	50	1	43315097
JEMEZ MOUNTAIN CHARTER SCHOOLS Rio Arriba County									

Charter School	Principal	Address	Phone	Fax	E-Mail	Grade s	Students	Teachers	Code
Lindrith Area Heritage Charter School	Rebecca Gibson	P.O. Box 166 Lindrith, NM 87029	774-6669	N/A	ditto@zianet.com	K-8	25	5	56395003
JEMEZ VALLEY CHARTER SCHOOLS Sandoval County									
Charter School	Principal	Address	Phone	Fax	E-Mail	Grade s	Students	Teachers	Code
San Diego Riverside	Eugene Johnson	P.O. Box 99 Jemez Pueblo, NM 87024	834-7419	834-9167	eugenio2002@yahoo.com	K-8	100	10	63435004
Walatowa Charter High School	Tony Archuleta	P.O. Box 60 Physical Location: 147 Bear Head Canyon Jemez Pueblo, NM 87024	834-0443	834-0449	tarchuleta@walatowahcs.org	9-12	50	7	63435003
LAS CRUCES CHARTER SCHOOLS Dona Ana County									
Charter School	Principal	Address	Phone	Fax	E-Mail	Grade s	Students	Teachers	Code
Alma d'Arte Charter High	Catherine Martinez	P.O. Box 10 Physical Location: 402 West Court Las Cruces, NM 88004	541-0145	541-0146	cmart@zianet.com	9-12	164	10	17135001
La Academia Dolores Huerta	Gilbert Gutiérrez	1480 North Main Las Cruces, NM 88001	526-2984	523-2924	ggutierrez@acadeianm.org	6-8	81	7	17135011
Las Montañas Charter School	Joyce Aranda	201 E. Lohman Las Cruces, NM 88001	575-636-2100	527-7686	jaranda@fynm.org	9-10	90	New	17135013
LAS VEGAS CITY CHARTER SCHOOLS San Miguel County									
Charter School	Principal	Address	Phone	Fax	E-Mail	Grade s	Students	Teachers	Code
Bridge Academy Charter High	Ruben Cordova	P.O. Box 1119 Physical Location: 1216 9th Street Las Vegas, NM 87701	425-3302	454-8688	RubenCordova10@hotmail.com	9-12	29	3	69475002
QUESTA CHARTER SCHOOLS Taos County									
Charter School	Principal	Address	Phone	Fax	E-Mail	Grade s	Students	Teachers	Code
Red River Valley Charter	Karen Phillips	P.O. Box 742 Red River, NM 87558	754-6117	754-3258	redrivervalleycs@hotmail.com	K-8	59	9	79555004
Roots & Wings Community School	Margaret Bartlett	P.O. Box 1152 Physical Location: 35 La Lama Road El Prado, NM 87529	586-2076	586-2087	todd@nwcs.org	5-8	26	2	79555006
ROSWELL CHARTER SCHOOLS Roosevelt County									
Charter School	Principal	Address	Phone	Fax	E-Mail	Grade s	Students	Teachers	Code
Sidney Gutierrez Middle School	Joe Andreis	P.O. Box 1437 Roswell, NM 88201	347-9703	347-9707	jandreis@sgms.us	6-8	60	7	4055009

SANTA FE CHARTER SCHOOLS										Santa Fe County
Charter School	Principal	Address	Phone	Fax	E-Mail	Grade s	Students	Teachers	Code	
Academy for Technology and the Classics	Ruth LeBlanc	74 A Van Nu Po Road Santa Fe, NM 87508	473-4282	1-866-362-8106	ruthblac@atcschool.org	7-12	289	38	71495024	
Charter School 37	Jody Drew	1501 Cerrillos Rd, Bldg 2 Santa Fe, NM 87501	983-3337	466-7372	jdrew@cs37.org	9-11	105	6	71495036	
Monte del Sol Charter School	Tony Gerlicz	P.O. Box 4068 Physical Location: 4157 Walking Rain Rd. Santa Fe, NM 87502	982-5225	982-5321	tgerlicz@montedelsol.org	7-12	368	36	71495014	
Turquoise Trail Elementary	Sandra Davis	13-A San Marcos Loop Santa Fe, NM 87508	467-1700	474-7862	sdavis@sfps.info	K-6	450	34	71495155	
SILVER CITY CHARTER SCHOOLS										San Miguel County
Charter School	Principal	Address	Phone	Fax	E-Mail	Grade s	Students	Teachers	Code	
Aldo Leopold Charter School	Michael May	P.O. Box 770 Silver City, NM 88062	538-2547	388-4970	michaelmay@aldoleopoldhs.org	9-12	95	11	23175011	
SOCCORO CHARTER SCHOOLS										Socorro County
Charter School	Principal	Address	Phone	Fax	E-Mail	Grade s	Students	Teachers	Code	
Cottonwood Valley Charter School	Karin Williams	P.O. Box 1829 Socorro, NM 87801	838-2026	838-2420	kwilliams@cottonwoodvalley.org	K-8	170	13	74535003	
TAOS CHARTER SCHOOLS										Taos County
Charter School	Principal	Address	Phone	Fax	E-Mail	Grades	Students	Teachers	Code	
Anansi Charter School	Michelle Hunt Interim Director	P.O. Box 1709 El Prado, NM 87529	776-2256	776-5561	mhunt@acstaos.org	K-2	50	3	76555006	
Taos Municipal Charter School	Nancy O'Bryan point of contact	P.O. Box 3009 Ranchos de Taos, NM 87571	751-7222	751-7546	taoscharterschool@newmex.com	K-8	201	13	76555005	
Vista Grande High School	Greg Perry Contact	P.O. Box 850 Taos, NM 87571	758-5100 Ext 102	770-8681	malaitaman@gmail.com	9-10	79	New	76555012	
WEST LAS VEGAS CHARTER SCHOOLS										San Miguel County
Charter School	Principal	Address	Phone	Fax	E-Mail	Grades	Students	Teachers	Code	
Rio Gallinas School	Cindy McLeod	1300 Mineral Hill Las Vegas, NM 87701	454-8687	454-6055	storyranch@hotmail.com	2-8	84	11	68475004	

NEVADA DEPARTMENT of EDUCATION
Administrative and Fiscal Services

Charter School and University School Directory

Revised: March 20, 2008 (New FY2008 Charter/University Schools)

[1] CHARTER SCHOOLS

Academy for Career Education

School Year Begun Operation: 2002-2003 (FY2003)

Sponsor: Washoe County School District

Grades: 10-12

Administrator/Principal: Silvia Marin, smarin@acehighschool.org

Mailing Address: 2800 Vassar Street, Reno, NV 89502

Physical Address: same

Phone: 775.324.3900

FAX: 775.324.3901

Website: www.acehighschool.org

Andre Agassi College Preparatory Academy

School Year Begun Operation: 2001-2002 (FY2002)

Sponsor: Clark County School District

Grades: K-12 (K-10 for FY2007; K-11 for FY2008)

Administrators/Principals: Roy Parker, roy_parker@agassiprep.net (Grades K-8)

Caesar Mickens, Caesar_mickens@agassiprep.net (Grades 9-11)

Mailing Address: 1201 West Lake Mead Boulevard, Las Vegas NV 89106

Physical Address: same

Phone: 702.948.6000

FAX: 702.948.6002

Website: www.agassiprep.org

Bailey Charter Elementary School

School Year Begun Operation: 2001-2002 (FY2002)

Sponsor: Washoe County School District

Grades: K-6

Administrator/Principal: Carl Meibergen, cmeibergen@baileycharter.org

Mailing Address: 1090 Bresson Avenue, Reno NV 89502

Physical Address: same

Phone: 775.323.6767

FAX: 775.323.6799

Website: www.baileycharter.org

Carson Montessori School

School Year Begun Operation: 2004-2005 (FY2005)

Sponsor: Carson City School District

Grades: K-6

Administrator/Principal: Jessica Daniels, jdaniels@carson.k12.nv.us

Mailing Address: 2263 Mouton Drive, Carson City, NV 89706

Physical Address: same

Phones: 775.887.9500 and 775.887.9501

FAX: 775.887.9502

Website: www.carsonmontessori.com

Coral Academy of Science

Submission g

School Year Begun Operation: 2000-2001 (FY2001)
Sponsor: Washoe County School District
Grades: K-12 (2-12 currently)
Administrator/Principal: Erdinc Acar, eacar@coralacademy.org
Mailing Address: 1350 East Ninth Street, Reno NV 89512
Physical Address: same
Phone: 775.323.2332 x114
FAX: 775.323.2366
Website: www.coralacademy.org

Coral Academy of Science-Las Vegas

School Year Begun Operation: 2007-2008 (FY2008)
Sponsor: State Board of Education
Grades: K-12 (5-9 currently)
Administrator/Principal: Feyzi Tandogan, ftandogan@coralacademylv.org
Mailing Address: 8185 Tamarus Street, Las Vegas NV 89123
Physical Address: same
Phone: 702.822.0179
FAX: 702.269.3258
Website: www.coralacademy.org

Explore Knowledge Academy

School Year Begun Operation: 2003-2004 (FY2004)
Sponsor: Clark County School District
Grades: K-12
Administrator/Principal: Dr. Joan Sando, jsando@ekacademy.org
Mailing Address: 1711 Whitney Mesa Drive, Henderson, NV 89014
Physical Addresses: 4801 South Sandhill Road and 4845 Community Lane, Las Vegas, NV 89121
Phone: 702.870.5032
FAX: 702.871.5032
Website: www.ekacademy.org

High Desert Montessori School

School Year Begun Operation: 2002-2003 (FY2003)
Sponsor: Washoe County School District
Grades: K-8 (K-7 currently)
Administrator/Principal: Carol Andrew, principal@hdmschool.org
Mailing Address: 2590 Orovada Street, Reno, NV 89512
Physical Address: same
Phone: 775.624.2800 x103
FAX: 775.624.2801
Website: www.highdesertmontessori.org

I Can Do Anything Charter High School

School Year Begun Operation: 1998-1999 (FY1999)
Sponsor: Washoe County School District
Grades: 9-12
Administrator/Principal: Jill Wells, jwells@icdachs.com
Mailing Address: 1195 Corporate Boulevard, Suite C, Reno NV 89502
Physical Address: same
Phone: 775.857.1544
FAX: 775.857.6825
Website: www.icdachs.com

Innovations International Charter School of Nevada

School Year Begun Operation: 2006-2007 (FY2007)
Sponsor: Clark County School District
Grades: K-12
Administrator/Principal: Dr. Connie Malin, connie.malin@iicsn.org
Mailing Address: 1600 East Oakey Boulevard, Las Vegas, NV 89104
Physical Address: same
Phone: 702.216.4337
FAX: 702.216.4353
Website: www.iicsn.org

Mariposa Academy of Language and Learning

School Year Begun Operation: 2002-2003 (FY2003)
Sponsor: Washoe County School District
Grades: K-6
Administrator/Principal: Maria Sandra Jimenez, mariposaacademy@sbcglobal.net
Mailing Address: 3875 Glen Street, Reno NV 89502
Physical Address: same
Phone: 775.826.4040
FAX: 775.826.4030
Website: www.mariposaacademy.net

Nevada Connections Academy (Distance Education)

School Year Begun Operation: 2007-2008 (FY2008)
Sponsor: State Board of Education
Grades: 4-12 (4-11 for FY2008)
Administrator/Principal: Dr. Carol White, cwhite@connectionsacademy.com
Mailing Address: 5690 Riggins Court, Suite B, Reno, NV 89502
Physical Address: same
Phone: 775.826.4200 x301
FAX: 775.826.4288
Website: www.connectionsacademy.com (Nevada link)

Nevada State High School

School Year Begun Operation: 2004-2005 (FY2005)
Sponsor: State Board of Education
Grades: 11-12
Administrator/Principal: Dr. John Hawk, hawkj1@earlycollegeNV.com
Mailing Address: 303 South Water Street; Suite 120, Henderson, NV 89015
Physical Address: 1125 Nevada State Drive, Henderson, NV 89002
Phone: 702.953.2600
Cell: 702.808.3373
FAX: 702.953.2608
Website: www.earlycollegeNV.com

Nevada Virtual Academy (Distance Education)

School Year Begun Operation: 2007-2008 (FY2008)
Sponsor: State Board of Education
Grades: 4-8
Administrator/Principal: Pamela Jonidis (Interim), pjonidis@nvvacademy.org
Mailing Address: 187 East Warm Spring Road, Suite C, Las Vegas, NV 89119
Physical Address: same
Phone: 702.407.1825 x7001

FAX: 702.407.5055
Cell: 702.232.7034
Website: www.k12.com/nv

Odyssey Charter Schools (Distance Education)

School Year Begun Operation: 1999-2000 (FY2000)
Sponsor: Clark County School District
Grades: K-12
Administrator/Principal: Dr. Craig Butz, cbutz@odysseyk12.org
Mailing Address: 2251 South Jones Boulevard, Las Vegas NV 89146
Physical Address: same
Phone: 702.257.0578 x5550
FAX: 702.259.7793
Website: www.odysseyk12.org

One Hundred Academy of Excellence

School Year Begun Operation: 2006-2007 (FY2007)
Sponsor: Clark County School District
Grades: K-12 (K-5 currently)
Administrator/Principal: Hugh Wallace, Hugh.wallace@imagineschools.com
Mailing Address: 2341 Comstock Drive, North Las Vegas NV 89032
Physical Address: same
Phone: 702.636.2551
FAX: 702.636.9475
Website: www.imagineschools.com

Rainbow Dreams Academy

School Year Begun Operation: 2007-2008 (FY2008)
Sponsor: Clark County School District
Grades: K-5 (K-2 First Year)
Administrator/Principal: Carol Threats, rd charter@yahoo.com
Mailing Address: 950 West Lake Mead Boulevard, Las Vegas, Nevada 89106
Physical Address: same
Phone: 702.638.0222
FAX: 702.638.0220
Website: Unknown

Rainshadow Community Charter High School

School Year Begun Operation: 2003-2004 (FY2004)
Sponsor: Washoe County School District
Grades: 9-12
Administrator/Principal: Jon Hussman, jphussman@rainshadowcchs.org
Mailing Address: 434 Washington Street, Reno NV 89503-4300
Physical Address: same
Phone: 775.322.5566
FAX: 775.322.5509
Website: www.rainshadowncchs.org

Sierra Crest Academy

School Year Begun Operation: 2004-2005 (FY2005)
Sponsor: Douglas County School District
Grades: K-12 (7-10 currently)
Administrator/Principal: David Brackett, David_Brackett@jhu.edu
Mailing Address: P.O. Box 2439, Minden NV 89423

Physical Address: 1701 Lucerne Street, Minden NV 89423
Phone: 775.783.9002
FAX: 775.552.9815
Website: www.sierracrest.org

Sierra Nevada Academy

School Year Begun Operation: 1999-2000 (FY2000)
Sponsor: Washoe County School District
Grades: K-8
Administrator/Principal: Kim Regan, kregan@clearwire.net
Mailing Address: 13880 Stead Boulevard, Reno NV 89506
Physical Address: same
Phone: 775.677.4500 x13
FAX: 775.677.4441
Website: www.snacsonline.org

Silver State High School (Distance Education)

School Year Begun Operation: 2004-2005 (FY2005)
Sponsor: State Board of Education
Grades: 9-12
Administrator/Principal: Steve Knight, sknight@sshs.org
Mailing Address: 3719 North Carson Street, Carson City NV 89706
Physical Address: same
Phone: 775.883.7900
FAX: 775.883.9130
Website: www.SSHS.org

WestCare Charter School

School Year Begun Operation: 2007-2008 (FY2008)
Sponsor: Clark County School District
Grades: 7-12
Executive Director/Principal: Wayne Tanaka, wtanaka@cox.net
Principal: Dr. Kyle Konold, kyle_konold@westcarecharterschool.com
Mailing Address: 4075 North Rancho, Las Vegas NV 89130
Physical Address: same
Phone: 702.396.2252
FAX: 702.396.0848
Website: www.westcarecharterschool.com

[2] UNIVERSITY SCHOOLS FOR THE PROFOUNDLY GIFTED PUPILS

The Davidson Academy of Nevada (Serving Profoundly Gifted Students)

School Year Begun Operation: 2006-2007 (FY2007)
School Year State Payments Began: 2007-2008 (FY2008)
Sponsor: None (University of Nevada, Reno / Washoe County School District)
Grades: Ungraded (non-traditional grades)
Administrator/Director: Colleen Harsin, charsin@DavidsonAcademy.UNR.edu
Mailing Address: P.O. Box 9119, Reno, NV 89507
Physical Address: 1670 North Virginia Street, 2nd Floor, Reno, NV 89503
Phone: 775.337.0171 x105
FAX: 775.337.0141
Website: www.DavidsonAcademy.UNR.edu



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Whitetail Academy	Tony, WI, 54563
Whittier Elementary School	Milwaukee, WI, 53207
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BOSTON CHARTER SCHOOLS

Champions of School Achievement

Over recent years, Bostonians have seen many different champions emerge. The Red Sox finally broke the curse and won two World Series in four years. The New England Patriots have become one of the most dominant football teams in history, winning three Superbowls. And, the Boston Celtics are primed to have rousing success in the NBA playoffs.

While these champions are praised and talked about repeatedly in the media, one champion in Beantown has gone largely unnoticed - charter schools. Charters have been an important part of education reform in Boston and across the state, offering choice and opportunity for children, especially in low-income areas, and prompting reforms in conventional district schools.

The recent study by the Boston Foundation lauded the accomplishments of pilot schools in the city. However, Boston's charter schools are making huge strides in raising student achievement scores to unprecedented levels, and many are doing better than pilot schools. The Boston media has focused on the success of pilot schools as a way for entrenched interests to downplay and block parents' access to the often more successful charter schools. And while the pilot schools have been recognized, it's important to highlight Boston's true winners of education achievement and improvement - charter schools.

KEY FINDINGS:

- ⊙ Charter school students in Boston have made impressive academic gains and surpass the scores of students in pilot schools and conventional public schools on the Massachusetts Comprehensive Assessment System (MCAS). In eighth grade math alone, charter school students outperformed their district peers by as much as 50 percentage points.
- ⊙ In 2007, there were 5,649 applications for 1,249 spots in Boston charter schools. While the demand for quality school options is high, a repressive cap on the number of charter schools in Boston has recently been met, offering no hope to students and parents wanting a better choice.
- ⊙ As Massachusetts embarks on its 15th year as a model for education reform, lawmakers and educators are at a crossroads. Will they continue to expand educational excellence in the Bay State through charter schools by eliminating the enrollment cap and impact aid, or retreat from offering this important choice for families?

Submission J

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Published Online: March 25, 2008

March 27, 2008

Student Engagement Found to Rise as Class Size Falls

By Debra Viadero

New York

A new British study quantifies and confirms what many teachers have long believed: Students tend to be "off task" more often when they are in larger classes.

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BOOKMARK

The report, by researchers from the University of London Institute of Education, was one of several studies on the educational effects of reducing class sizes that were presented here Monday on the first day of the annual meeting of the Washington-based American Educational Research Association. The March 24-28 event is expected to draw more than 15,000 education scholars from around the world before it ends on Friday.

Studies on class size have long suggested that elementary school pupils tend to learn more in classes of 20 students or fewer. The papers presented yesterday, which were based on studies conducted in the United States and Hong Kong, as well as in the United Kingdom, extend and deepen the discussion on that topic by looking more closely at what goes on inside smaller and larger classes.

In his study of British classrooms, for instance, researcher Peter Blatchford found that both elementary and secondary students benefit from smaller classes and that the benefits at the secondary level are particularly strong for the lowest-achieving students. That study involved 686 students in 27 primary schools and 22 secondary schools in the United Kingdom.

Benefits in Britain

The students were closely observed by teams of researchers who recorded their "moment-to-moment" behaviors in blocks

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of 10-second intervals. The researchers found that adding five students to a class decreases the odds of students being on task by nearly a quarter. In fact, the study found that low-attaining students were nearly twice as likely to be disengaged in classes of 30 students as they were in classes of 15.

"As class size increases, the amount of teaching also increases," Mr. Blatchford, a professor of psychology and education, added. "But that's explained by more whole-class teaching." Teachers are not necessarily capitalizing on the smaller settings to engage more students in collaborative projects—a finding that that some other studies have echoed.

In secondary classrooms with low-achieving students, though, teachers are also spending more of their time dealing with pupils' off-task behaviors, Mr. Blatchford said.

Contrary to some class-size studies conducted in the United States, the British researchers also found no "threshold effect" in their study. In other words, classes did not have to be reduced to 15 or 20 students before the behavioral benefits started to kick in.

Reducing class size at any end of the class-size spectrum seemed to help.

Hong Kong Results Differ

A second study presented at the conference, though, suggested that cultural differences can also play a role in the way that class-size differences affect learning. Maurice Galton, an education professor from the University of Cambridge in Britain, has been studying the effects of an initiative to phase in reductions in primary-level class sizes over several years in Hong Kong, which, like other Asian countries, is noted for having larger classes than is typically the case in many Western nations.

In that 7,000-student study, though, the reductions appeared to have no effect on the level of student engagement—mostly because students are already on task much of the time, according to Mr. Galton. He also found that teachers' one-to-one interactions with students were just as frequent in classes of 20-to-25 students as they were in classes of 32-to-37 students.

Mr. Galton said that is because Chinese teachers typically make an effort to interact with each individual student, keeping track by ticking off the names on the class roster as

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Teachers did spend more time talking with individual students in smaller classes, though, and their students were more likely to ask for help outside of class. Teachers in larger classes also relied more on textbooks for all of their instruction, the study found.

"We need to be able to collect data in different cultural contexts," Mr. Galton said, "so we can tease out those things that are common and those things that are peculiar to that culture."

The U.S. study, which was conducted by researchers from the University of Wisconsin-Madison, also attempts to focus on what goes on inside classrooms, rather than rely on measuring only outcomes like student achievement.

The study tracks schooling in nine Wisconsin schools taking part in that state's **Student Guarantee in Education**, or SAGE, program, an initiative aimed at reducing the student-teacher ratio to 15-to-1 in kindergarten to 3rd grade classrooms serving economically disadvantaged students. Those findings are not due to be released by the state education department, though, until this summer.

Vol. 27

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POWERED BY  Pluck



rllayman wrote:

How can this be news. Hasn't anyone ever heard of Roger Barker's classic study, published in 1964?

Barker R G & Gump P V Big school, small school: high school size and student behavior. Stanford. CA: Stanford University Press, 1964

<http://www.garfield.library.upenn.edu/classics1988/A1988P780500001.p>

3/26/2008 9:00 AM EDT on EdWeek

Recommend (3)

Report Abuse



Attitutor wrote:

Yes, It's news because in order for enough people to get the message it has to be repeated over and over again until it becomes common sense.

Here are two good meta-analyses of the issue from the Northwest Regional Educational Laboratory from 1996 and 2001:

<http://www.nwrel.org/scpd/sirs/10/c020.html>

http://www3.scasd.org/small_schools/nlsc.pdf

It's fundamental to science that the issue is studied extensively and from different angles to ensure that the initial picture from 1966 was not a one-off accident of the politics of the time or the bias of the authors.

3/26/2008 1:22 PM EDT on EdWeek

Recommend

Report Abuse



richardginn wrote:

Well rllayman, a new study could go in a different route or come up with some findings.

New studies never hurt.

3/26/2008 1:59 PM EDT on EdWeek

Recommend (1)

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Intercepts

A listening post monitoring education and teachers' unions.

NEA CONVENTION CONCLUDES

Because of all the presidential candidates, the NEA Representative Assembly ended much later than it has in recent years - 9:34 p.m., if you had that in your office pool. I'll have some video of Barack Obama, Mike Huckabee and Joseph Biden once I can edit it all together.

I've resisted the great temptation to write about the candidates' appearances and speeches as they occurred, but I feel there's a lot to be said that you're not getting from the newspaper coverage. A prime example is the *Philadelphia Inquirer's* story about Barack Obama supporting merit pay.

This was no Sister Souljah moment. Sen. Obama - who probably does support performance pay - merely misunderstood the inner workings of the union he was addressing.

"I commend the work you've done in Minnesota with the governor there to craft an innovative pay system that not only values your performance in the classroom, but the performance of your students as well," he said. "You helped craft it and you and your students benefit from it."


He was referring to Q-Comp, an alternative pay plan of Gov. Pawlenty's that was put together with plenty of input from Education Minnesota, NEA's and AFT's state affiliate. What Sen. Obama probably didn't know is: a) Education Minnesota's participation in Q-Comp has not been, shall we say, universally embraced within NEA and its other state affiliates; and b) it can't really be considered the pride and joy of Education Minnesota either.

In short, by citing Minnesota, Obama had no reason to believe his statements on alternative pay would be all that controversial with his audience. Nevertheless, there was some murmuring in the hall.

If he miscalculated, he would not be the first politician at the NEA convention to do so. Back in 1999, Hillary Clinton was greeted with a moment of silence when she expressed her great admiration for charter schools. But at the time, NEA had its own Charter School Initiative, and she cited it in her speech. Of course, the Charter School Initiative soon disappeared, and even if Q-Comp does not, there is virtually no chance that NEA desires it as a national model.

I doubt Obama will have to back away from his statement, the way John Kerry had to do in 2004, because he spoke only of discussing such a system with NEA. But I strongly suspect in the future this particular plank in his education platform will see its way out of the woodshed only at more opportune times.

I'll have a lot more on the candidates in Monday's communiqué. I would like to mention that I think I was wrong about Mike Huckabee's appearance here. After hearing him speak, I think he did himself some good, striking just the right humorous tone and avoiding the pitfalls.

Posted by Mike Antonucci on Thursday, July 05, 2007 at 19:43 [Permalink](#) 

Ain't it a shame that candidates attend these frivolous NEA pow-wow's, full of fresh (reformist)

Submission K

Reasons to Support Charter School Funding

Public Charter schools are successfully serving a disparate group of grateful students and parents, despite the low level of funding received from the state.

There are approximately 400 students statewide (not including students of the new Virtual Learning Academy Charter School).

These schools were approved by the state and should be supported by the state at a monetary level sufficient to provide for their continued existence.

This bill only provides for one more year of funding and is passed with the understanding that the charter school law will be rewritten in an effort to ameliorate some of the problems the existing charter schools face, and in anticipation of the success of SB 539. There is an extension of the moratorium on any new charter schools till this can be accomplished. (2010)

The House Education Committee determined that the education policy of charter schools is sound, and indicated as such in a bipartisan vote of 12-2.

Passing from Education on to the 2nd House committee, Finance, the bill again received strong bipartisan support with a 16-8 OTP from the full Finance Committee in order to continue on to the Senate. The bill passed to the Senate, with a House vote 204-118

Our constituents support charter schools in great numbers and wish to see them continue to operate, and thrive.

The educational opportunities charters provide public school students can greatly enrich and strengthen all public schools. Collaboration between public charter schools and more traditional public schools can allow for all public schools to have opportunities to be more innovative.

Submission 1

Hello, my name is Nathan Tong, and I attend Cocheco Arts and Technology Academy. I am 14 and am part of the freshmen class of about fifteen students.

My educational career has never been a simple one. I started with homeschooling, and did that for a couple years before getting put into an underfunded public school amidst an educational crisis in California. Since then, I've switched back and forth again, although I've also been partial to charter schools. After finishing 8th grade at Oyster River Middle School, CATA seemed like the perfect fit for me.

When I first went into to shadow at CATA, I was amazed by how relaxed everyone was, except when it came to the actual school work. The teachers and students actually acknowledged that you are a person, not just another kid who came to school because they have to. I must say, one of the things that really appealed to me was the fact that everyone who came to CATA came because they wanted to, not because they had to. If they didn't really care about their education, they would have just gone to their regular school.

Going to CATA has been one of my better educational experiences. The smaller setting of the school lets students and teachers interact on a more personal level, so that the teacher understands the student's needs as an individual, and when I say that, it's not like I'm just saying that. Other schools have said the same, but my experience while in those school has shown me otherwise. The teachers have a much better knowledge of the student body. To me, that alone was one of the most attractive things at CATA.

Another trait that I like about CATA is that you determine the level of your involvement in the school. If you want to do something or you want to see a change, all it takes is self motivation to get things moving in the direction you want them to go. Often enough, you will find yourself in the support of many of the teachers, although they will push you to excel with your own motivation and be the change you want to see.

During the current semester, I've been working on my independent study, another interesting aspect at CATA. As CATA has been oriented towards the arts, the goal of my independent study has been to bring more technological resources into the school. Being a technology student, this has been one of the best things for me, because as part of the independent study I'll be getting hands-on experience. I'll be interning with the person who

Submission M

originally donated the computers to the school, and through this, I'll gain valuable experience. In addition, I'll be able to apply the skills I'll be learning to the school, as well as possibly bringing in more resources. One of the things I enjoy about working on my independent study is that the school supports me, and I have a chance to give back to the school. CATA gives students freedom to pursue their interests and have it be related to their education.

Overall, Cochecho Arts and Technology Academy is as successful educational experience as it is because everyone involved understands everyone else: teachers, students, and other individuals associated with the school. Without that sense of understanding, CATA would be just like any other high school, but because of it, it has a positive learning environment that is supportive of all who attend: the musicians, the artists, and the assorted technology student such as myself. CATA is not just a place to come and learn about the history of the world, or how atoms interact, but a place where students can come and be themselves, something that is not commonplace in our educational system.

Lars Christiansen

From: nhhra@yahooogroups.com on behalf of Johnson, Rogers [Rogers.Johnson@ed.gov]
Sent: Wednesday, April 16, 2008 11:42 AM
To: nhhra@yahooogroups.com
Subject: [nhhra] Charter Schools

Follow Up Flag: Follow up
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The Florida House has passed a bill mandating that charter schools share in the construction aid going to local communities.

Panel: Public schools must share money with charters

By DWAYNE ROBINSON and LAURA GREEN <mailto:dwayne_robinson@pbpost.com>

Palm Beach Post Staff Writers

Wednesday, April 16, 2008

TALLAHASSEE — School districts would be forced to share construction money with charter schools under a bill approved Tuesday by a legislative panel.

For years, charter school operators have lobbied for a portion of the property tax dollars that go to construction, remodeling or maintenance of regular county schools. Two years ago, the legislature allowed local school boards to share the money with charter schools. The new legislation (HB 1259), which passed the House Budget and Policy Council, would mandate it.

Finding a building is often a major hurdle for charter school operators. Schools have opened in strip malls, converted bowling alleys and old office buildings.

The council's vote is seen as a tentative victory for charter schools, which are often at odds with their school districts.

"At this stage of the game, school districts across the state are uniformly opposed to it," said Vern Pickup-Crawford, a lobbyist for Palm Beach, St. Lucie and Martin county schools. Districts already forfeit most of the per-pupil allotment when a student transfers to a charter school.

The state's charter schools, which make up less 10 percent of all schools, already receive about \$55 million - about a third of the total construction funding the state provides for all 67 school districts, Pickup-Crawford said.

School districts are able to charge for construction spending an additional \$2 for every \$1,000 in taxable value above its normal tax rate that pays for the operation of its schools.

Supporters of the charter school movement sold the schools as a way to take some pressure off crowding at district schools and allow school boards to catch up on construction needs, Pickup-Crawford said. That can't happen if they have to share construction money with charter schools, he said.

Submission n

The measure says school districts would share an "equitable" portion of the tax money. But districts would have discretion to decide how much that would be.

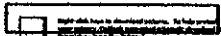
Charter schools are publicly financed but privately run. They are exempt from many mandates applied to regular public schools. District administrators worry that charters would not have to subscribe to many construction requirements school districts face.

The bill also would permit students to transfer to a different school district to attend a charter for practically any reason, including his or her proximity to the school.

Rogers J. Johnson
Director, Intergovernmental Affairs
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202
(202) 401-0026

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Lars Christiansen

From: News@nhschoolreform.org
Sent: Thursday, April 17, 2008 5:33 PM
To: lars@taybre.net
Subject: NEWS UPDATE!



NEWSLETTER UPDATE #45

APRIL 17, 2008

Policy makers and opinion leaders should pay close attention...

LEGISLATION UPDATE

CHARTER SCHOOL UPDATE

OUR "WHY TO FUND CHARTER SCHOOLS" REPORTS

THE NORTH COUNTRY CHARTER SCHOOL—A LIFELINE FOR IT'S STUDENTS

LEGISLATION UPDATE & HB 1642

House Bill 1642 will have its second hearing on Tuesday, April 22nd, 8:30 a.m., State House, Concord. This bill provides one year of sustainable funding for the independent chartered schools--a bridge until the state's new funding system begins in 2009-2010. Quite a few one-year, emergency spending bills have been voted before by Senators who will vote on this one-year bill. With so much invested, how can we not support these schools when a one-year solution is available?

Read our whole story—with Senator Estabrook's objections and Representative Weyler's proposal.

CHARTER SCHOOL UPDATE

Public interest and demand for New Hampshire's chartered public schools keeps increasing, as is the case nationwide. Most schools plan to expand somewhat next year, according to space capacity. Schools are authorized with 5-year plans that include gradual growth. Most schools are accepting applications now for next year and are holding open houses and special events. To connect with each school's website, go to complete listing.

Submission 0

The Academy for Equine Sciences, Rochester, plans to expand by 15 students, mostly in grades 9 and 10. This school is career-specialized in the state's largest agricultural industry—horses. Students have rigorous math and sciences and weekly clinical rounds with an equine surgeon. One open house is planned for May 31st--the day of the school's auction--in Rochester.

Strong Foundations, elementary school, Pembroke, plans to expand from 52 to 70 students. Founded by reading and special education teachers, this school's mission is early literacy--preventing failure and frustration. Teachers use well-researched methods for teaching reading. Strong Foundations opened this September and already they see amazing results in reading.

The Academy for Science and Design, New Hampshire's first science-specialized school, opened this September in Merrimack. ASD plans to increase from 32 to 50-60 students, grades 7, 8, and 9. This school sets a new and uniquely high standard for science and mathematics teaching, requiring algebra, physics, and bio-chemistry in grade 7. The school has a fabulous enrichment program. Over 100 people attended each of the first open houses (see article).

North Country Charter School, the state's first drop-out recovery school, is on target to graduate 30 students (50% of enrollment) and has weekly calls about openings from parents and school districts (see article).

Seacoast Charter School, elementary, in Kingston, plans to expand to 106 students next year, adding two classrooms. This school specializes in the arts and teaching through the arts.

CSI has just opened in Merrimack Valley, with students who had dropped out or were close to dropping out of high school. The school is thriving.

Cocheco Arts and Technology (CATA), Barrington, is also thriving. This is New Hampshire's first high school for performing arts and arts-related technology. Students from CATA have won talent competitions, have acted in professional theatre productions, have been recognized for musical compositions, and obtained significant college scholarships.

Franklin Career Academy is accepting applications and recently received additional funding from the Governor.

Surry Village Charter School, Surry, elementary, is also accepting applications now. This is a true village school with high academic standards.

For students attending, these schools are described as either a lifeline or a school that finally is a match for the students. All chartered public schools use a lottery if more students apply than there are spaces available.

For a complete listing of schools and links to websites (where you can find application materials and contact information) [click here](#).

OUR "WHY FUND CHARTER SCHOOL" REPORTS

Charter schools should be allowed funds for rent and lease costs if public space is not available. That seems to be the state funding policy. In New Hampshire's state budget, 280 state programs receive \$29,000,000.00 for various rent and lease costs. Are the authorized charter schools the only state programs left out? Read: [3 Reasons to Fund Charter School Rent and Lease Costs](#) (April 2008).

Current state aid is calculated and distributed ~~to districts~~ according to a formula that provides more state aid to districts which, essentially, are poor. But charter schools are not "districts" so even though they are the poorest of public schools with no local funding guaranteed, this allowable additional aid is not provided.

Additional reasons to provide a larger portion of state aid funding to charter schools are found in [20 Reasons to Fund Charter Schools](#) (March 2008).

THE NORTH COUNTRY CHARTER SCHOOL—A LIFELINE FOR ITS STUDENTS

With locations in Littleton and Lancaster, the North Country Charter Academy literally makes a difference in the lives of young people who ~~have~~ dropped out, or are ~~on~~ the verge of dropping out, of public high schools. These students are at risk of not completing high school and all of life's disadvantages that result from this decision. [Read more](#) about this fantastic New

We welcome questions and suggestions. So [contact us](#). Know someone who might like our newsletter? [Let us know](#).

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LETTERS TO THE EDITOR

Senate should approve charter school measure

I urge all state senators to support House Bill 1642, providing sustainable funding to public charter schools for next year, which is being heard by the Senate Education Committee on Tuesday, April 22.

I see the financial benefit – as well as the benefit to the child – of offering a public charter school option for students who could be successful in environments that range from focusing on literacy at the elementary school level to a school that focuses on a rigorous science and engineering curriculum for middle and high school students.

Public charter schools are not in competition with our school districts; they are public school options open to any child in the Granite State who might flourish in another smaller environment, perhaps with a special focus.

Having worked at a Nashua higher education institution for five years, I saw the opening of Merrimack's Academy for Science and Design as a benefit to the Greater Nashua region in its special focus and as a special place for students whose interest in science and technology goes beyond what may be available at their own middle or high school.

Our senators must be made aware of the financial and educational benefits of New Hampshire's charter schools, which ultimately save taxpayers money.

It is imperative that the Legislature supports the one-year bridge funding for next year for charter public schools so that they may continue to offer options to all of our children.

Please urge our state senators to vote "yes" on House Bill 1642.

Annette Kurman
Chester

Voting Sheets

Senate Education Committee

EXECUTIVE SESSION

Bill # 1642-FN

Hearing date: 4.15.2008 + 4.22.2008 Room: SH 103

Executive session date: 4.22.2008

Motion of: OTP

VOTE: 6-0

		<i>OTP</i>	<i>OTP-Am. #1440s failed</i>		
<u>Made by</u>	Estabrook	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<u>Seconded</u>	Estabrook
<u>Senator:</u>	Foster	<input type="checkbox"/>	<input type="checkbox"/>	<u>by Senator:</u>	Foster
	Fuller	<input checked="" type="checkbox"/>	<input type="checkbox"/>		Fuller
	Bragdon	<input type="checkbox"/>	<input type="checkbox"/>		Bragdon
	Letourneau	<input type="checkbox"/>	<input type="checkbox"/>		Letourneau
	Kelly	<input type="checkbox"/>	<input type="checkbox"/>		Kelly

<u>Committee Member</u>	<u>Present</u>	<u>Vote</u> (Y/N)	<u>Reported out by</u>
Senator Estabrook, Chairman	✓		
Senator Foster, Vice-Chair	✓		
Senator Fuller	✓		
Senator R. Bragdon	✓		✓
Senator Letourneau	✓		
Senator Kelly	✓		

*Amendments: Senator Estabrook-1440s

NOTES:

Committee Report

STATE OF NEW HAMPSHIRE
SENATE
REPORT OF THE COMMITTEE

Date: April 22, 2008

THE COMMITTEE ON Education

to which was referred House Bill 1642-FN

AN ACT (New Title) providing additional funding for charter schools for the 2009 fiscal year.

Having considered the same, the committee recommends that the Bill:

OUGHT TO PASS

BY A VOTE OF: 6-0

AMENDMENT # s

Senator Peter E. Bragdon
For the Committee

Amanda Jurta 271-1403

New Hampshire General Court - Bill Status System

Docket of HB1642

Docket Abbreviations

Bill Title: (New Title) providing additional funding for charter schools for the 2009 fiscal year.*Official Docket of HB1642:*

Date	Body	Description
01/25/2008	H	Rules Committee Approved: Introduced 1/23/2008 and Referred to Education; HJ 13 , PG.724
01/30/2008	H	Suspend Rules for Reporting Deadline to 2/21/08 (Reps Wallner & Whalley): MA VV; HJ 14 , PG.726
01/30/2008	H	Public Hearing: 2/7/2008 1:00 PM LOB 207
02/14/2008	H	Executive Session: 2/19/2008 10:00 AM LOB 207 (Continued 2/20/08 10:00 AM LOB 207 if needed)
02/20/2008	H	Committee Report: Ought to Pass with Amendment #0672h NT for Mar 5 Reg (vote 12-2); HC 18 , PG.979
02/20/2008	H	Proposed Committee Amendment #0672h (New Title); HC 17 , PG.940
03/05/2008	H	Amendment #0672h (New Title) Adopted, VV; HJ 22 , PG.1292-1293
03/05/2008	H	Ought to Pass with Amendment #0672h NT: MA DIV 198-91; HJ 22 , PG.1292-1293
03/05/2008	H	Referred to Finance; HJ 22 , PG.1293
03/06/2008	H	Division II Work Session: 3/10/2008 9:15 AM LOB 210-211
03/06/2008	H	Executive Session: 3/13/2008 9:30 AM LOB 210-211
03/13/2008	H	Committee Report: Ought to Pass for Mar 18 Reg (vote 16-8); HC 21 , PG.1092
03/18/2008	H	Floor Amendment #1030h (Rep Weyler) Adopted, VV; HJ 26 , PG.1431-1432
03/18/2008	H	Ought to Pass with Amendment #1030h: MA DIV 204-118; HJ 26 , PG.1431-1432
03/27/2008	S	Introduced and Referred to Education; SJ 11 , Pg.362
04/08/2008	S	Hearing; === RECESSED === April 15, 2008, Room 103, State House, 8:45 a.m.; SC15
04/15/2008	S	Hearing; === CANCELLED === RECONVENE === April 22, 2008, Room 103, State House, 8:30 a.m.
04/17/2008	S	Hearing; = TIME CHANGE = RECONVENE = April 22, 2008, Room 103, State House, 8:45 a.m.; SC16
04/23/2008	S	Committee Report; Ought to Pass [05/01/08]; SC17
05/01/2008	S	Ought to Pass, MA, VV; Refer to Finance [Rule 26]; SJ 15 , Pg.442
05/13/2008	S	Committee Report; Ought to Pass with Amendment{1852} [05/15/08]; SC19A , Pg.15
05/15/2008	S	Sen. Burling Moved Laid On Table RC 10Y-14N , MF; SJ 18 , Pg.623-624
05/15/2008	S	Committee Amendment{1852} RC 15Y-9N , AA; SJ 18 , Pg.624
05/15/2008	S	Ought to Pass with Amendment{1852} RC 13Y-11N , MA; OT3rdg; SJ 18 , Pg.624
05/15/2008	S	Passed by Third Reading Resolution

05/21/2008	H	House Non-Concurs and Requests Comm of Conf (Reps Rous & M.Smith): MA VV; HJ 43 , PG.2108
05/21/2008	H	Speaker Appoints: Reps Casey, B.Shaw, Stiles, and Weyler; HJ 43 , PG.2108
05/21/2008	S	Sen. Estabrook Accede to House Request For Committee of Conference, MA, VV
05/21/2008	S	President Appoints: Senators Foster, Burling and Odell
05/22/2008	H	Committee of Conference Meeting: 5/27/2008 1:00 PM LOB 207 ==RECESSED==
05/27/2008	H	==RECONVENE== Committee of Conference Meeting: 5/28/2008 11:00 AM LOB 207 ==RECESSED==
05/28/2008	H	==RECONVENE== Committee of Conference Meeting: 5/29/2008 10:00 AM LOB 207
05/30/2008	S	Conference Committee Report; Senate Amendment + New Amendment (2098), Filed
06/04/2008	S	Conference Committee Report{2098}; RC 18Y-5N , Adopted
06/04/2008	H	Conference Committee Report #2098 Adopted, VV
06/04/2008	H	Enrolled
06/05/2008	S	Enrolled

 NH House

NH Senate

Contact Us

New Hampshire General Court Information Systems
 107 North Main Street - State House Room 31, Concord NH 03301

Other Referrals

COMMITTEE REPORT FILE INVENTORY

ORIGINAL REFERRAL RE-REFERRAL
HB 1642-FN

1. THIS INVENTORY IS TO BE SIGNED AND DATED BY THE COMMITTEE SECRETARY AND PLACED INSIDE THE FOLDER AS THE FIRST ITEM IN THE COMMITTEE FILE.
2. PLACE ALL DOCUMENTS IN THE FOLDER FOLLOWING THE INVENTORY IN THE ORDER LISTED.
3. THE DOCUMENTS WHICH HAVE AN "X" BESIDE THEM ARE CONFIRMED AS BEING IN THE FOLDER.
4. THE COMPLETED FILE IS THEN DELIVERED TO THE CALENDAR CLERK.

- DOCKET (Submit only the latest docket found in Bill Status) *Hearing over 2 Sessions*
- COMMITTEE REPORT
- CALENDAR NOTICE on which you have taken attendance (2)
- HEARING REPORT (written summary of hearing testimony)
- HEARING TRANSCRIPT (verbatim transcript of hearing)
List attachments (testimony and submissions which are part of the transcript) by number [1 thru 4 or 1, 2, 3, 4] here: 1 thru 15 from 4.15.08
1 thru 5 from 4.22.08
- SIGN-UP SHEET (4)

ALL AMENDMENTS (passed or not) CONSIDERED BY COMMITTEE:

N - AMENDMENT # 1440S _____ - AMENDMENT # _____
_____ - AMENDMENT # _____ _____ - AMENDMENT # _____

ALL AVAILABLE VERSIONS OF THE BILL:

AS INTRODUCED AS AMENDED BY THE HOUSE
 FINAL VERSION _____ AS AMENDED BY THE SENATE

- PREPARED TESTIMONY AND OTHER SUBMISSIONS (Which are not part of the transcript)
List by letter [a thru g or a, b, c, d] here: a thru o

EXECUTIVE SESSION REPORT

- OTHER (Anything else deemed important but not listed above, such as amended fiscal notes):

Amended on 06/03/08

IF YOU HAVE A RE-REFERRED BILL, YOU ARE GOING TO MAKE UP A DUPLICATE FILE FOLDER

DATE DELIVERED TO SENATE CLERK 6.26.2008

Amanda Jurta
COMMITTEE SECRETARY