

State of the School Address

Hapeville Charter Middle School and Career Academy
Fall 2011
Prepared by Gary Martin

Section 1. Introduction

Mission

Hapeville Charter School is comprised of two entities: Hapeville Charter Middle School, which includes grades 6-8, and Hapeville Charter Career Academy, which will include grades 9-12 by the start of the 2012-2013 School Year. The mission of the combined middle and high school programs is (1) - to provide a challenging and encouraging learning environment geared to increasing student achievement through academic and organizational innovation and (2) - to guide each student through the process of identifying, developing and achieving individual academic, personal and professional goals.

The mission of Hapeville Charter Middle School is to prepare each student, within a safe and caring learning environment, for successful transition to high school.

The mission of Hapeville Charter Career Academy is to provide a challenging and encouraging learning environment which substantially prepares each student for post-secondary plans and the workplace by supporting and encouraging his/her motivation for lifelong learning.

- Core Beliefs of the Hapeville Charter Schools:
 - students learn best when the method of instruction is varied, and is individualized to students' particular learning styles;
 - students learn best when they are fully engaged and self-motivated;
 - students learn best by experience and will develop higher levels of mastery when they can apply learned knowledge and skills to new situations;
 - students learn best when the school environment is safe, secure and positive.

Community Support and the Start and Growth of Hapeville Charter

Under the leadership of the Hapeville Mayor's office, the Hapeville Educational Committee, a collaborative three-year effort with citizens, civic organizations, local businesses and individuals interested in community education helped pave the way to establish the Hapeville Charter Middle School in 2004. Hapeville is located in a corridor that includes both an in-town housing boom as well as an increasing population of potentially at-risk students – and the city had a growing interest in providing community education to help address both needs.

City leaders were instrumental in introducing the petitioner, Dr. Gary Martin, with the Trustees of the Hapeville United Methodist Church to enable affordable facilities to the school. The church, whose congregation size had dwindled to very low levels in the recent past, recognized the opportunity to partner with the school for mutual benefit: the school would have a building in a land-locked downtown community at a reasonable rental rate and the church would have an income to sustain its membership. The partnership, which once stemmed from our need to depend on each other to sustain our individual needs, has proved to be a win-win situation for all involved.

The city of Hapeville was awarded the 2004 – 2005 Atlanta Regional Commission Award for Excellence in Education because of the desire of the Hapeville citizenry to return excellence in education to local, neighborhood schools.

The application for that award reads (in part):

“Hapeville, the City with a Heart, is very proud of the results of its effort to offer an alternative for educational opportunities for all south Fulton County students... (and) is also determined to bring a High School back to the community.

The City of Hapeville has seen a dream come true in the re-establishment of a community school. Local government, citizens, civic organizations and business can determine the course of education for the local community. It just takes dedication, determination and heart.”

As the middle school began operation and parents started voicing satisfaction about the overall academic and student experience at Hapeville Middle, the appeal from satisfied parents and local community leaders for the Administration to start a high school soon increased. With input from the parents, the Administration started work defining the high school initiative which soon turned into the Career Academy – which focused on increasing graduation rates and, thereby, helping the local community address one of its preeminent education concerns.

Hapeville Charter School
FROM GROUND BREAKING TO ROOF RAISING at the CAREER ACADEMY



Government representative from State of Georgia, Fulton County, and Hapeville City as well as HCS faculty, administrators, faculty and guests join HCS students as the group breaks ground for Hapeville Charter Career Academy, Union City Campus.



Working with Hapeville Charter School to realize our next phase is The Sizemore Group, our architects/designers and Lusk Construction that are both currently building the Career Academy for LEED certification.

The Fulton County School System recognized the success of Hapeville Charter Middle School by granting the petition to establish a high school Career Academy. With a \$3.2 grant from the Georgia Governor's Office, Hapeville Charter Career Academy (HCCA,) which opened in Fall 2009 with the first cohort group of Ninth Graders, is currently providing classes to more than 500 Ninth, Tenth and Eleventh Graders during the 2011-2012 School Year.

Through a partnership with Atlanta Technical College (ATC,) the students enrolled at Hapeville Charter Career Academy have the opportunity to schedule dual enrollment classes towards certification from ATC in the following subject areas:

- (1) Auto Technology
- (2) Avionics
- (3) Dental Care Assisting
- (4) Paralegal Studies
- (5) Patient Care Assisting

HCCA students who complete all credits for high school graduation, will be able to receive the high school diploma in addition to one, or more, certificates from the Technical College System of Georgia in the subject areas listed.

For the past two years Hapeville Charter Middle School has been housed in two facilities:

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Sixth and Seventh Grade Campus
3535 South Fulton Avenue
Hapeville, GA 30354

Eighth Grade Academy
6045 Buffington Road – Building B
College Park, GA 30349

Since 2009 Hapeville Charter Career Academy has been housed at:

Hapeville Charter Career Academy
6045 Buffington Road – Building A
College Park, GA 30349

Student Data (2011-2012 School Year)

The following charts include the demographic and additional information of Hapeville Charter Middle School and Hapeville Charter Career Academy for the 2011-2012 School Year (data reported as of Wednesday, September 28, 2011.)

Student Enrollment 2011-2012 School Year	Black	Asian	White*	Total
HCMS				
6 th Grade	178	2	16	196
7 th Grade	150	2	13	165
8 th Grade	182		18	200
HCMS Total	510	4	47	561
HCCA				
9 th Grade	189	3	6	198
10 th Grade	177	1	5	183
11 th Grade	147	3	6	156
HCCA Total	513	7	17	537
Combined	1,029	7	53	1,089
Percentage	94%	1%	5%	

*Includes Hispanic

Campus	Students With Disabilities	ESOL
Hapeville Charter Middle School	30	3
Hapeville Charter Career Academy	41	1
Combined	71	4

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Campus	Percentage Free/Reduced Students
Hapeville Charter Middle School	76%
Hapeville Charter Career Academy	73%

The following chart includes information about the faculty of Hapeville Charter Middle School and Hapeville Charter Career Academy:

HCMS and HCCA Faculty	# of Teachers in 2011-2012	# of Teachers in (A) who taught in 2010-2011	# of Teachers in (A) with a Bachelor's Degree	# of Teachers in (A) with a Master's Degree	# of Teachers in (A) with a Specialist' Degree	# of Teachers in (A) working on an Advance Degree
6th	8	7	8	2	0	0
7th	8	6	8	3	1	0
8th	8	8	8	2	1	0
Special Ed/ESOL	5	4	4	1	0	1
Total HCMS	29	25	28	8	2	1
9th	5	3	4	2	0	0
10th	5	4	5	2		0
11th	5	2	4	2	0	0
Special Ed/Encore	4	2	3	2		0
Electives	4	2	4	1	0	0
Tech Programs	2	1	1	0	0	0
Total HCCA	25	14	21	9	0	0
Totals	54	39	49	17	2	1

*HCCA rolled out the 11th Grade Level at the start of the 2011-2012 School Year.

Section 2: Student Performance

Student Academic Success

Per the charter goals, the following is a summary of the assessment results of Hapeville Charter for the Spring 2011 standardized tests with additional data comparing to previous years as well.

1. When comparing by grade level, the group mean score results of Hapeville Charter School students completing standardized assessments in Mathematics will meet or exceed the group mean score results of Fulton County Schools.

Hapeville Charter is currently in the 3rd year of a 10-year charter. For reporting progress purposes, the following chart includes the Math CRCT results for Hapeville Charter and the Fulton County School System starting with the Spring 2009 assessment:

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Standardized Testing Session Mathematics Grades 6 through 8	HCMS by grade level (the percentage of students who successfully completed the assessment)	Fulton County School System (the percentage of students who successfully completed the assessment)
Spring 2009		
Grade 6	74.0%	80.0%
Grade 7	87.0%	85.0%
Grade 8	77.0%	75.0%
Spring 2010		
Grade 6	64.0%	77.0%
Grade 7	91.0%	88.0%
Grade 8	67.0%	79.0%
Spring 2011		
Grade 6	83.0%	81.0%
Grade 7	96.0%	91.0%
Grade 8	91.0%	86.0%

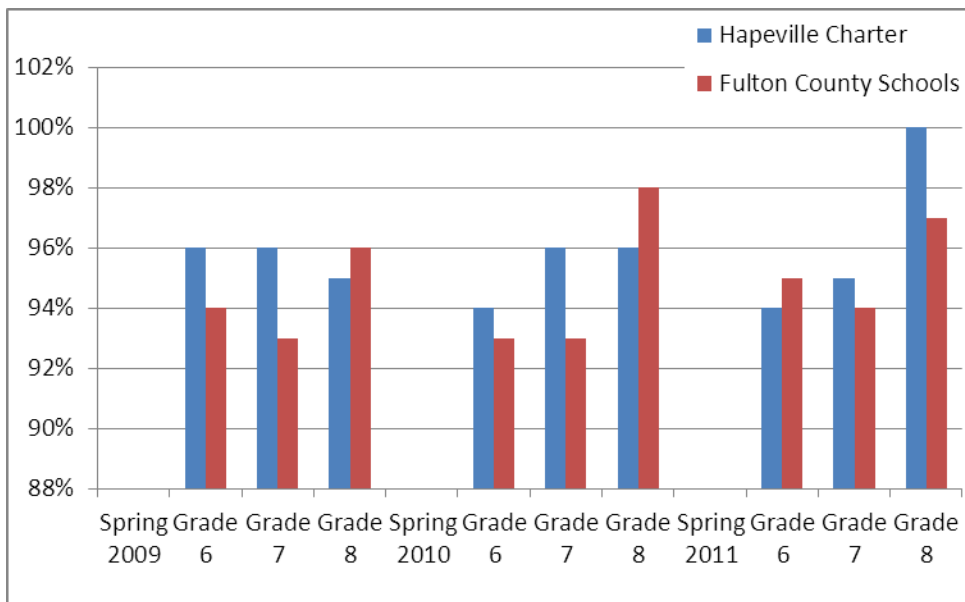
The percentage of Hapeville Charter students who successfully completed the Spring 2011 CRCTs in Mathematics by grade level exceeded the group mean score results of the Fulton County School System.

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2. When comparing by grade level, the group mean score results of Hapeville Charter School students completing standardized assessments in Reading will meet or exceed the group mean score results of Fulton County Schools.

Standardized Testing Session Reading Grades 6 through 8	HCMS by grade level (the percentage of students who successfully completed the assessment)	Fulton County School System (the percentage of students who successfully completed the assessment)
Spring 2009		
Grade 6	96.0%	94.0%
Grade 7	96.0%	93.0%
Grade 8	95.0%	96.0%
Spring 2010		
Grade 6	94.0%	93.0%
Grade 7	96.0%	93.0%
Grade 8	96.0%	98.0%
Spring 2011		
Grade 6	94.0%	95.0%
Grade 7	95.0%	94.0%
Grade 8	100.0%	97.0%

Even though the 94% of the Hapeville Charter sixth graders who passed the Spring 2011 CRCTs is 1% less than the group mean score for the Fulton County School System sixth graders, the data indicates that the students of Hapeville Charter are meeting or exceeding the group mean scores of the Fulton County School System in Reading.



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3. When comparing by grade level, the group mean score results of Hapeville Charter School students completing standardized assessments in reading will meet or exceed the group mean score results of demographically similar schools in the Fulton County School System.

Standardized Testing Session Reading Grades 6 through 8	Hapeville Charter Middle School (the percentage of students who successfully completed the assessment)	Paul D. West Middle School (the percentage of students who successfully completed the assessment)
Spring 2009		
Grade 6	96.0%	83.0%
Grade 7	96.0%	81.0%
Grade 8	95.0%	90.0%
Spring 2010		
Grade 6	94.0%	84.0%
Grade 7	96.0%	79.0%
Grade 8	96.0%	92.0%
Spring 2011		
Grade 6	94.0%	92.0%
Grade 7	95.0%	78.0%
Grade 8	100.0%	91.0%

When comparing the CRCT score results of Hapeville Charter Middle School with Paul D. West Middle School (a regular Fulton County school with similar demographics) for the past three years, the percentage of Hapeville Charter students who successfully completed the CRCTs in Reading exceeded the percentage of Paul D. West students who successfully completed the CRCTs in Reading.

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4. When comparing by grade level, the group mean score results of Hapeville Charter School students completing standardized assessments in math will meet or exceed the group mean score results of demographically similar schools in the Fulton County School System.

Standardized Testing Session Math Grades 6 through 8	Hapeville Charter Middle School (the percentage of students who successfully completed the assessment)	Paul D. West Middle School (the percentage of students who successfully completed the assessment)
Spring 2009		
Grade 6	74.0%	58.0%
Grade 7	87.0%	55.0%
Grade 8	77.0%	47.0%
Spring 2010		
Grade 6	64.0%	50.0%
Grade 7	91.0%	64.0%
Grade 8	67.0%	48.9%
Spring 2011		
Grade 6	83.0%	60.0%
Grade 7	96.0%	73.0%
Grade 8	91.0%	52.0%

When comparing the CRCT score results of Hapeville Charter Middle School with Paul D. West Middle School (a regular Fulton County school with similar demographics) for the past three years, the percentage of Hapeville Charter students who successfully completed the CRCTs in Mathematics exceeded the percentage of Paul D. West students who successfully completed the CRCTs in Mathematics.

The faculty at Hapeville Charter is encouraged to participate in Gifted certification due to the increasing numbers of students who qualify for the program each year. The impact of the continuing success rate of the Hapeville Charter students who exceed the AYP requirements over the past five years is indicated in the following tables:

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Standardized Testing Session Reading/Language Arts Grades 6 through 8	HCMS School Wide (the percentage of students who exceeded the requirements of the assessment)
Spring 2007	17.9%
Spring 2008	21.5%
Spring 2009	26.5%
Spring 2010	27.9%
Spring 2011	34.6%

Standardized Testing Session Mathematics Grades 6 through 8	HCMS School Wide (the percentage of students who exceeded the requirements of the assessment)
Spring 2007	6.4%
Spring 2008	8.8%
Spring 2009	13.0%
Spring 2010	15.4%
Spring 2011	25.8%

Section 3: Challenges and Opportunities

The focus of the Hapeville Charter school improvement plan for previous years, as well as the upcoming school year, is based on analyses of several measurements and reports:

- (1) The Spring 2011 CRCT/EOCT results
- (2) The NWEA Fall 2010/Spring 2011 results
- (3) Teacher made formative and summative assessments
- (4) Fulton County School System Multiple Measurements Report

The combination of the above four assessments, in addition to the regular 4 ½ and 9 week progress (formative) reports and benchmark test results, are consistently shared with parents at PTCO meetings, one-on-one meetings, and with grade level faculty meetings, if necessary to support the needs of the student. In fact, one of the agenda items for the first parent meetings of the school year include an overview of the NWEA assessment (why given, how administered, and how to interpret the score results) with score results to individual parents/guardians of their student(s).

The focus of the school improvement plan for the 2011-2012 School Year is on the areas of Science and Social Studies, with the goal to obtain at minimum, the Fulton County

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School System percentage passing points. The following chart includes the Spring 2011 CRCT results in Science and Social Studies by grade level:

Chart A

Subject:	HCMS (The percentage of students who passed the assessment)	Fulton County School System (The percentage of students who passed the assessment)
Science		
Grade 6	67%	76%
Grade 7	92%	88%
Grade 8	47%	75%
Social Studies		
Grade 6	60%	77%
Grade 7	87%	81%
Grade 8	64%	78%

The rationale for the school improvement plans that have been developed is two-fold:

- (1) Increase the Hapeville Charter School-wide scores in all core subject areas, but with on going benchmarks and NWEA assessments during the school year in Science and Social Studies in particular.
- (2) Continue to increase and improve the achievement and skill levels for each student in all areas.

As a receiver of Title I Funding, the importance of improving the overall parental involvement with our school programs continues to be an area which we focus on for improvement. Our counseling department works constantly with the faculty and staff to schedule and provide quality workshops with the goal of encouraging parents with the student achievement efforts. Parents are constantly reminded of the Parent Contract and Parent Compact which are signed at the beginning of each school year and maintained in student files. Each Hapeville Charter teacher is provided a laptop with the goal of facilitating email communication to and from the parent. Constant and open communication to parents and students is encouraged throughout the school.

Current Dual Enrollment Numbers (as of 10/20/2011:)

52 Students Total:	
Dental	8
Automotive	12
Paralegal	15
Patient Care	17

Section 4: Conclusion

Source of Pride

Hapeville Charter is proud of the data results of student achievement scores over the past years. The faculty, staff and students have worked hard, and the results are clearly evident through the various charts and graphs. As the formative assessment results are available, the information is disseminated as quickly as possible to the parents/guardians for review and follow-up, and, the data results are reviewed and analyzed for implementation of student achievement goals by the teachers and administration.

Formative and benchmark data is discussed and distributed to the Board each month with updates of progress towards the EOCT or CRCT test dates. The data results are included in all Board meeting minutes for review by the parents at their convenience.

Teachers and Professional Development

Hapeville Charter provides professional development and training opportunities to teachers, principals, and paraprofessionals based on the needs assessments surveys provided to all stakeholders. In addition, professional development is planned based on other data, such as student assessments and school initiatives determined by student needs.

Teachers at Hapeville Charter are involved in on-going professional learning through endorsement programs such as math, reading, gifted and ESOL. The endorsement programs are yearlong endeavors with 150 or more hours. School improvement activities at the district and school levels align to the stated goals and priorities. Our school has a “School Leadership Team” that is trained to guide educational growth and development for the school. Continuous, on-going training is provided to teachers, principals and paraprofessionals in order to develop a clear understanding and consistent implementation of standards-based classrooms to enable students to meet and exceed performance standards.

- We have included teachers, principals, and paraprofessionals and if appropriate, pupil services personnel, parents, and other staff in our staff development to provide feedback regarding the root cause of our identified needs. For example, Hapeville Charter provides professional development sessions during early release days. Conferences and workshops are conducted with consultants with expertise in areas where staff growth is essential are provided, and a general expectation of staff improvement through professional learning is pervasive.
- We have aligned professional development with the State’s academic content and student academic achievement standards by providing professional development training for all teachers on data analysis, data collection, tier-learning instructional strategies, critical friends group, differentiated instruction, closing the achievement gap for students, classroom management, and effective lesson planning.

- We have devoted sufficient resources to carrying out effectively the professional development activities that address the root causes of academic problems here at Hapeville Charter. For example, Title 1 funds are used for the following:
 - Parent Informational meetings
 - Professional development workshops for parents and teachers
 - Parent developmental videos and literature
 - Parenting consultants

- We have included teachers in professional development activities regarding the use of academic assessments to enable them to provide information on individual students and the overall instructional program with the following trainings:
 - In-house teacher led professional development sessions
 - Weekly planning with team members
 - Data Analysis - Teachers will plan with instructional coaches, data support specialists, principal and any other support staff who will provide assistance and direction related to the analysis of data and record relevant information.
 - Georgia Performance Standards
 - New Teacher Support
 - Future planning for student success - Fundamentally, all staff members of the school must be provided with the necessary time, resources and administrative support to acquire and improve their professional knowledge, practices, and skills to best enable the school to achieve their mission. With this in mind, Hapeville's goal for the coming years is to have complete professional development library in-house for continuous teacher development.

- Any staff member holding a Georgia professional certification (lifetime certification) must still meet the basic professional development requirement of the school and State of Georgia.

The long term strategic plan goals include the integration of the career readiness awareness across all grade levels which will synchronize the efforts currently underway in the career academy grade levels. The Eighth Grade students have participated in the Career Day activities for the past three years, and will have the opportunity to participate in the SkillsUSA Conference scheduled in the Spring, 2012.

AdvancED QAR Team Visits

Hapeville Charter Middle School Board, Faculty and Staff is preparing for an AdvancED QAR Team visit on November 9 and 10, 2011 for consideration for accreditation.

Hapeville Charter Career Academy Board, Faculty and Staff is preparing for an AdvancED QAR Team visit on November 2 and 3, 2011 for consideration for accreditation.