Maryland's Public Charter School Program
Providing High-Quality Choices in Public Education

CHARTER SCHOOL ANNUAL REPORT 2010

MARYLAND STATE DEPARTMENT OF
EDUCATION
Preparing World-Class Students

Nancy S. Grasmick
State Superintendent of Schools

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Dear Friends of Maryland Public Education:

Maryland's public school system continues to be ranked as the "Number One in the Nation" by *Education Week*, a nationally acclaimed educational publication for three years in a row. This recognition has been furthered endorsed as recipients of the Federal *Race to the Top* award in 2010. This is no small feat, since it has taken the hard work of the Maryland community to achieve such accomplishments.

During my tenure in the Maryland State Department of Education, I have witnessed the establishment, expansion and growth of Public Charter Schools and the contributions that they have made to school reform in the State. Today, we currently have forty four charter schools offering choice educational experiences to six school systems in Maryland. While this growth has not been without challenges, Charter Schools continue to show their commitment in creating innovative ways to provide and expand educational services for Maryland families.

Throughout this publication you will be able to read about our charter schools, their many successes and recognitions. I strongly encourage you, however, to visit these schools in person and see what they have to offer students, families and our communities.

Thank you for your ongoing dedication and hard work in helping to make Maryland's education system what it is today.

Sincerely,

Nancy S. Grasmick
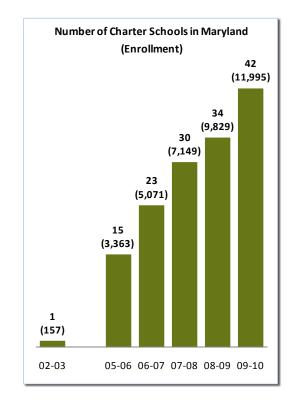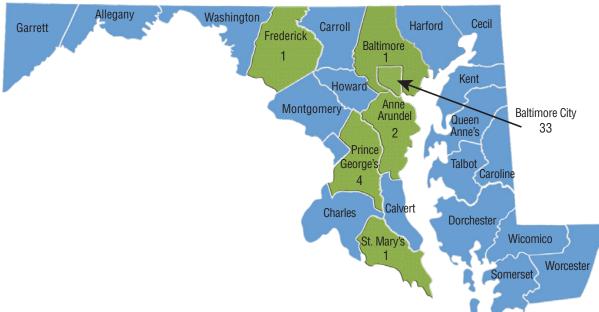State Superintendent of Schools

Maryland's Charter School Program

Charter schools offer Maryland's families and students a choice in educational opportunities and experiences. They are public schools free to any student who chooses to attend. These programs are designed to offer a personalized environment and unique experiences.

During the 2009–2010 school year, 42 public charter schools operated in Maryland serving 11,995 students. Nine of these 42 charter schools opened for the 2009–2010 school year. For the 2010–2011 school year, charter school authorizers approved the opening of four additional schools. The Maryland State Department of Education (MSDE) projects that, for the 2011–2012 school year, yet another five schools will open. Hence, MSDE expects that 51 charter schools will operate in Maryland during the 2011–2012 school year.[1]

During the 2009–2010 school year, 6 of the 24 districts (25%) in Maryland had charter schools: Anne Arundel County, Baltimore City, Baltimore County, Frederick County, Prince George's County, and St. Mary's County. Thirty-three of the 42 (79%) charter schools were located in Baltimore City.

Number of Charter Schools in Maryland (Enrollment)

School Year	Number (Enrollment)
02-03	1 (157)
05-06	15 (3,363)
06-07	23 (5,071)
07-08	30 (7,149)
08-09	34 (9,829)
09-10	42 (11,995)

Number of Charter Schools in Maryland in 2009-2010

Garrett, Allegany, Washington, Carroll, Harford, Cecil, Frederick 1, Baltimore 1, Howard, Kent, Montgomery, Anne Arundel 2, Queen Anne's, Prince George's 4, Talbot, Caroline, Charles, Calvert, Dorchester, Wicomico, St. Mary's 1, Somerset, Worcester, Baltimore City 33

In most Maryland Charter Schools, an overwhelming majority of students are African American. There are only three schools (all in Baltimore City) that have a sizeable Hispanic population: Wolfe Street Academy (60 percent), Hampstead Hill Academy (30 percent), and Patterson Park PCS (18 percent). The percentage of Hispanic students is below 10 percent in the remaining schools. The percentage of Asian and American Indian students does not exceed 5 percent in any of the schools.

Conversion Charter Schools vs. New Charter Schools:

Conversion schools are defined as any type of public school that existed before becoming a charter school.

New schools did not exist before opening as charter schools.

Key:

FARMs—Students eligible for Free and Reduced Meals

SPED—Students eligible for Special Education Services

ELL—English Language Learners

Characteristics of Maryland's Charter Schools (SY 2009-2010)

School	Conversion	Current Grades	Enrollment	% Minority	% FARMs	% SPED	% ELL	Title I
Anne Arundel County								
Monarch Academy Public Charter School		K, 1, 5	212	48%	21%	**14%**		
Chesapeake Science Point		6-8	195	38%	12%	3%		
Baltimore City								
The Afya Public Charter School		6-7	206	99%	84%	17%		
Baltimore Antioch Diploma Plus High School		8-10	172	98%	82%	23%		
Baltimore Community High School		7-10	159	97%	84%	15%		
Baltimore Freedom Academy		6-12	564	100%	75%	15%		
Baltimore International Academy		K-7	323	94%	56%	4%	6%	
Baltimore Leadership School For Young Women		6	121	99%	78%			
Baltimore Liberation Diploma Plus High School		8-12	170	99%	72%	21%		
Baltimore Montessori Public Charter School		PK-5	201	43%	29%	10%		
Bluford Drew Jemison STEM Academy East		6-8	365	100%	81%	11%		
Bluford Drew Jemison STEM Academy West		6	82	99%	80%	22%		
City Neighbors Charter School		K-8	198	61%	46%	17%		
City Neighbors Hamilton		K-3	87	66%	49%	12%		
City Springs Elementary	✓	PK-8	572	100%	92%	12%		✓
Collington Square Elementary	✓	PK-8	599	100%	94%	14%		✓
ConneXions Community Leadership Academy		6-12	337	99%	81%	17%		
Coppin Academy		9-12	333	100%	87%	9%		
Dr. Rayner Browne Elementary	✓	PK-8	280	99%	98%	9%		✓
Empowerment Academy		PK-8	237	100%	81%	5%		
Hampstead Hill Academy	✓	PK-8	586	56%	78%	8%	17%	✓
Independence School Local I	✓	9-12	103	66%	72%	24%		
Inner Harbor East Academy		PK-7	312	100%	94%	5%		✓
KIPP Harmony Academy		K	125	100%	88%	9%		
KIPP Ujima Village Academy	✓	5-8	374	98%	85%	10%		✓
MD Academy of Technology and Health Sciences		6-12	370	100%	76%	12%		
Midtown Academy	✓	K-8	182	84%	55%	8%		
NACA Freedom And Democracy Academy II		6, 9	124	100%	65%	15%		
Northwood Appold Community Academy		K-5	260	100%	78%	6%		
Patterson Park Public Charter School		K-8	564	91%	81%	9%	12%	
Rosemont Elementary	✓	PK-8	430	99%	90%	15%		✓
Southwest Baltimore Charter School		K-5	258	93%	80%	12%		
The Crossroads School	✓	6-8	152	97%	89%	9%		✓
The Green School		K-5	139	57%	40%	12%		
Wolfe Street Academy	✓	PK-5	204	84%	84%	13%	49%	✓
Baltimore County								
Imagine Discovery Charter School		K-5	552	99%	45%	5%		
Frederick County								
Monocacy Valley Montessori School		PK-8	294	14%	7%	13%	2%	
Prince George's County								
EXCEL Academy Public Charter School		K-6	257	99%	45%	5%	3%	
Imagine Foundations Charter		K-5	286	100%	23%	3%		
Lincoln Charter School		K-6	367	100%	47%	5%		
Turning Point Academy		K-6	390	100%	46%	5%	2%	
Saint Mary's County								
Chesapeake Charter School		K-7	253	28%	13%	6%		
Total/Average for All Charter Schools			11,995	86%	66%	11%	13%	

Best Educational Practices

Between 2005 and 2008, a research firm, MGT of America, conducted the Bridge to Excellence study for MSDE that identified best educational practices that consistently contribute to increased student achievement. In spring 2010, top-level administrators from 39 Maryland charter schools completed a survey that measured the use of 25 of the practices identified in the Bridge to Excellence study.

It is important to note that not all practices are applicable to all schools (e.g., if a school does not have any English-Language Learners [ELLs], the school does not need to provide support to such students). The results of the survey demonstrate that, on average, charter schools employ 20 of the 25 practices identified as important.

Best Practices in Maryland Charter Schools [2]

	Percentage of Schools That Follow the Practice
Schoolwide Programs, Practices, and Positions	
Use of a curriculum aligned with the State curriculum in tested core subjects	97%
Extended instruction in core areas (math and reading)—for example, block scheduling	92%
Use of technology in instruction (for example, computers and interactive boards)	97%
Intervention/enrichment class period/block for all students	79%
Before-school, afterschool, or lunchtime academic intervention period(s)	82%
Individualized intervention plans for struggling students	82%
Academic acceleration programs included in the general school schedule (Gifted & Talented, Advanced Placement classes, etc.)	54%
Individual learning plans for struggling students	42%
Data-based differentiation of instruction in the classroom	97%
Inclusion of special education students in regular classroom with special education support	100%
Inclusion of ELLs in regular classroom with support	60%
Reading specialist(s)	55%
Math specialist(s)	47%
Professional development on topics determined from the student testing/assessment data	95%
Professional development on topics unrelated to the testing/assessment data of students	95%
School-based teacher mentoring program	79%
LEA-based new teacher coaching program	41%
Behavior management program or strategies	92%
Home/family liaison program/staff	85%
Teacher Practices	
Team planning meetings by grade or subject level using student assessment data to develop specific goals and action steps	100%
Discussions of instructional challenges and practices during team meetings	100%
Use of internet-accessed electronic data warehouse to obtain student-level test data	92%
Use of student-level data to plan instruction	100%
School Improvement Plan	
Includes strategic plans for each grade level or subject area	82%

[2] Thirty-nine schools provided information on each practice. There were four exceptions: 31 schools reported on individual learning plans for struggling students, 35 schools reported on inclusion of ELLs with support, and 38 schools reported on reading and on math specialists.

Achievement on Reading/English and Math/Algebra: Percentage of Students Proficient and Advanced

The tables to the right include data on charter schools open in 2009–2010 for which assessment data are available. For those schools that operated between 2008 and 2010 and for which the MSDE website provides performance data, change in performance over this period is noted. For the remaining schools, the column reporting change in scores is blank.

Maryland School Assessments

The Maryland School Assessment (MSA) is the State's standardized test that meets the requirements of No Child Left Behind (NCLB). The MSA is used to assess student achievement in reading, mathematics, and science. Students in grades 3–8 are tested in reading and mathematics annually. The science test is also administered annually, but only to students in grades 5–8. MSDE uses the Reading and Math MSAs for all students tested to determine whether schools have met Adequate Yearly Progress (AYP) targets.

Reading MSA/English HSA Results

- The percentage of students who were proficient or advanced on the Reading MSA/English HSA increased in 18 of the 29 schools that operated between 2008 and 2010. In 5 of the 18 schools, the percentage increased more than 10 percentage points.

- In seven of the 29 schools, the percentage of students who were proficient or advanced on the Reading MSA/English HSA decreased—all by less than 10 percentage points.

- In four schools, the percentage of students who were proficient or advanced on the Reading MSA/English HSA remained constant.

School	Reading MSA/English HSA			
	2008	2009	2010	Change (2008-10)
Elementary Schools				
Baltimore Montessori Public Charter School		92%	84%	
City Neighbors Hamilton			79%	
Imagine Discovery Charter School		75%	79%	
Northwood Appold Community Academy	84%	83%	82%	↓
Southwest Baltimore Charter School	71%	81%	81%	↑
The Green School	94%	87%	91%	↓
Wolfe Street Academy	74%	85%	89%	↑↑
Elementary/Middle Schools				
Baltimore International Academy	73%	73%	65%	↓
Chesapeake Charter School	92%	93%	91%	↓
City Neighbors Charter School	85%	88%	85%	—
City Springs Elementary	59%	70%	68%	↑
Collington Square Elementary	62%	69%	57%	↓
Dr. Rayner Browne Elementary	60%	59%	75%	↑↑
The Empowerment Academy	84%	89%	89%	↑
EXCEL Academy Public Charter School	74%	78%	78%	↑
Hampstead Hill Academy	75%	86%	82%	↑
Imagine Foundations Charter	91%	86%	88%	↓
Inner Harbor East Academy	85%	77%	78%	↓
KIPP Ujima Village Academy	81%	83%	85%	↑
Lincoln Charter School	54%	59%	62%	↑
Midtown Academy	84%	86%	91%	↑
Monarch Academy Public Charter School			83%	
Monocacy Valley Montessori School	91%	95%	93%	↑
Patterson Park Public Charter School	67%	65%	83%	↑↑
Rosemont Elementary	88%	96%	96%	↑
Turning Point Academy	71%	72%	77%	↑
Middle Schools				
The Afya Public Charter School		88%	80%	
Baltimore Leadership School For Young Women			88%	
Bluford Drew Jemison STEM Academy East	68%	68%	68%	—
Bluford Drew Jemison STEM Academy West			75%	
Chesapeake Science Point	91%	97%	96%	↑
The Crossroads School	78%	81%	82%	↑
Middle/High Schools				
Baltimore Antioch Diploma Plus High School			n/a	
Baltimore Community High School			41%	
Baltimore Freedom Academy		50%	59%	
Baltimore Liberation Diploma Plus High School			n/a	
ConneXions Community Leadership Academy	67%	64%	67%	—
High Schools				
Coppin Academy	73%	81%	73%	—
Independence School Local I	25%		62%	↑↑
MD Academy of Technology and Health Sciences	55%	60%	72%	↑↑
NACA Freedom And Democracy Academy II			85%	

— No change
↓ Up to a 10 percentage point decrease
↓↓ More than a 10 percentage point decrease
↑ Up to a 10 percentage point increase
↑↑ More than a 10 percentage point increase

School	Math MSA/Algebra HSA			
	2008	2009	2010	Change (2008-10)
Elementary Schools				
Baltimore Montessori Public Charter School		66%	75%	
City Neighbors Hamilton			68%	
Imagine Discovery Charter School		76%	75%	
Northwood Appold Community Academy	78%	94%	79%	↑
Southwest Baltimore Charter School	82%	81%	73%	↓
The Green School	88%	69%	81%	↓
Wolfe Street Academy	81%	93%	92%	↑↑
Elementary/Middle Schools				
Baltimore International Academy	71%	67%	81%	↑↑
Chesapeake Charter School	86%	80%	84%	↓
City Neighbors Charter School	61%	67%	71%	↑
City Springs Elementary	28%	44%	64%	↑↑
Collington Square Elementary	41%	58%	53%	↑↑
Dr. Rayner Browne Elementary	54%	48%	71%	↑↑
The Empowerment Academy	87%	91%	93%	↑
EXCEL Academy Public Charter School	67%	59%	71%	↑
Hampstead Hill Academy	73%	87%	86%	↑↑
Imagine Foundations Charter	71%	79%	85%	↑↑
Inner Harbor East Academy	72%	65%	62%	↓
KIPP Ujima Village Academy	82%	78%	82%	—
Lincoln Charter School	44%	52%	43%	↓
Midtown Academy	79%	82%	86%	↑
Monarch Academy Public Charter School			68%	
Monocacy Valley Montessori School	85%	82%	85%	—
Patterson Park Public Charter School	59%	59%	79%	↑↑
Rosemont Elementary	80%	81%	87%	↑
Turning Point Academy	62%	56%	70%	↑
Middle Schools				
The Afya Public Charter School		81%	69%	
Baltimore Leadership School For Young Women			97%	
Bluford Drew Jemison STEM Academy East	51%	60%	55%	↑
Bluford Drew Jemison STEM Academy West			65%	
Chesapeake Science Point	91%	98%	94%	↑
The Crossroads School	74%	82%	88%	↑↑
Middle/High Schools				
Baltimore Antioch Diploma Plus High School			n/a	
Baltimore Community High School			0%	
Baltimore Freedom Academy		30%	27%	
Baltimore Liberation Diploma Plus High School			n/a	
ConneXions Community Leadership Academy	30%	40%	42%	↑↑
High Schools				
Coppin Academy	94%	99%	96%	↑
Independence School Local I	25%		62%	↑↑
MD Academy of Technology and Health Sciences	38%	44%	62%	↑↑
NACA Freedom And Democracy Academy II			61%	

— No change

↓ Up to a 10 percentage point decrease
↓↓ More than a 10 percentage point decrease

↑ Up to a 10 percentage point increase
↑↑ More than a 10 percentage point increase

High School Assessments

The Maryland High School Assessments (HSAs) are tests that measure school and individual student progress toward Maryland's High School Core Learning Goals in English, Government, Algebra/Data Analysis, and Biology. Passing the HSA became a graduation requirement beginning with the graduating class of 2009. Students take each test whenever they complete the associated course. MSDE uses the English and Algebra/Data Analysis HSAs for all students tested to determine whether schools have met AYP targets.

Math MSA/Algebra HSA Results

- In 22 of the 29 schools that operated between 2008 and 2010, the percentage of students who were proficient or advanced on the Math MSA/Algebra HSA increased. In 12 of the 22 schools, the percentage increased more than 10 percentage points.

- In five of the 29 schools, the percentage of students who were proficient or advanced on the Math MSA/Algebra HSA decreased—all by less than 10 percentage points.

- In two schools, the percentage of students who were proficient or advanced on the Math MSA/Algebra HSA remained constant.

Student Achievement in Charter Schools: Adequate Yearly Progress

Adequate Yearly Progress (AYP) is the measure that Maryland uses to track academic progress for schools and school systems. The NCLB requires every State to measure AYP and report the measure for schools, local school systems, and the State.

For a school to make AYP in a particular year, it must achieve predetermined targets in reading and mathematics for nine student groups:

1. All Students (ALL)
2. Special Education Students (SPED)
3. English-Language Learners (ELL)
4. Students Receiving Free/Reduced-Price Meals (FARMs)
5. American Indian/Native American Students (AINA)
6. Asian/Pacific Islander Students (API)
7. African American Students (AA)
8. White Students, Not of Hispanic Origin (W)
9. Hispanic Students (H)

Additionally, the "All Students" group in an elementary or middle school must meet set attendance rate targets, and the "All Students" group in a high school must meet set graduation rate targets.

In order to meet overall AYP, a school must meet a total of 19 different targets (if all subgroups are represented in the student population). Since 2007, the percentage of charter schools that have made overall AYP each year has fluctuated.

Percentage of Maryland Charter Schools Meeting AYP

	2007-2008		2008-2009		2009-2010	
	N (Schools Reporting)	% Met Target	N (Schools Reporting)	% Met Target	N[3] (Schools Reporting)	% Met Target
Overall AYP	30	70%	34	59%	39	62%
All Students (ALL)						
Graduation	1	100%	3	100%	1[4]	100%
Attendance	29	100%	31	100%	37	92%
Reading	30	83%	34	76%	39	79%
Mathematics	30	80%	34	68%	39	79%
African American Students (AA)						
Reading	30	83%	33	76%	39	79%
Mathematics	30	83%	33	64%	39	77%
White Students, Not of Hispanic Origin (W)						
Reading	11	100%	12	100%	16	100%
Mathematics	11	100%	12	100%	16	100%
Hispanic Students (H)						
Reading	6	100%	7	100%	8	100%
Mathematics	6	100%	7	100%	8	100%
Asian/Pacific Islander Students (API)						
Reading	1	100%	1	100%	3	100%
Mathematics	1	100%	1	100%	3	100%
American Indian/Native American Students (AINA)						
Reading	1	100%	1	100%	0	
Mathematics	1	100%	1	100%	0	
Special Education (SPED)						
Reading	22	73%	30	70%	36	69%
Mathematics	22	77%	30	63%	36	75%
English-Language Learners (ELL)						
Reading	3	100%	3	67%	4	100%
Mathematics	3	100%	3	100%	4	100%
Students Receiving Free/Reduced-Price Meals (FARMs)						
Reading	30	87%	33	76%	39	79%
Mathematics	30	83%	33	67%	39	77%

[3] Three schools did not have AYP data available in 2009-2010.
[4] One high school closed (Restoration Academy in Hartford County) and one high school did not report the data for 2009-2010.

High-Performing Charter Schools

This report features ten of Maryland's highest performing charter schools. These schools meet and exceed all AYP targets, and students in these schools often perform at or above the State and district averages on statewide tests.
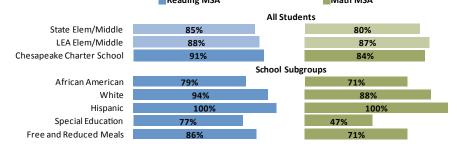
The profile for each school includes a table with demographic characteristics of the student population, including enrollment and percentage of students in each of the 9 subgroups.

The chart that follows shows the percentage of students who are proficient or advanced on the State assessments in reading and mathematics, including student achievement at State and district levels. Following the chart, readers can find a description of the school's program model, keys to high student performance, and recognitions and awards as reported by the schools.

Student Population and Performance

	ALL	AA	W	H	AINA	API	SPED	ELL	FARMs
Demographics:	253	18%	72%	7%	<1%	2%	6%	0%	13%
Overall AYP: Met									
Reading Target	Met	Met	Met	n/a	n/a	n/a	Met	n/a	Met
Mathematics Target	Met	Met	Met	n/a	n/a	n/a	Met	n/a	Met
Attendance Target	Met								

Maryland School Assessments Percent Proficient and Advanced

Reading MSA / Math MSA

All Students
- State Elem/Middle: Reading 85%, Math 80%
- LEA Elem/Middle: Reading 88%, Math 87%
- Chesapeake Charter School: Reading 91%, Math 84%

School Subgroups
- African American: Reading 79%, Math 71%
- White: Reading 94%, Math 88%
- Hispanic: Reading 100%, Math 100%
- Special Education: Reading 77%, Math 47%
- Free and Reduced Meals: Reading 86%, Math 71%

Program Model

Chesapeake Public Charter School (CPCS) offers a college preparatory program focused on mathematics, science, and technology viewed through the lens of the arts and the environment. CPCS is a Maryland Association for Environmental and Outdoor Educators Green School. With the help of the Baltimore Museum of Industry, students participate in project-based learning experiences, including Maryland Engineering Challenges. CPCS students also engage in Watershed Educational Experiences through residential field studies. Beginning in grade 4, students spend significant time offsite with organizations, such as the Chesapeake Bay Foundation, North Bay, and Echo Hill.

CPCS has the only middle school peer mediation program in the State that includes the entire eighth-grade class. Students are trained in peer mediation through the Citizenship Law-Related Education Program. CPCS has chosen to implement the program in this comprehensive way in order to realize an integral tenet of the CPCS charter, embedding methods of resolving conflict when it arises in the culture of the school.
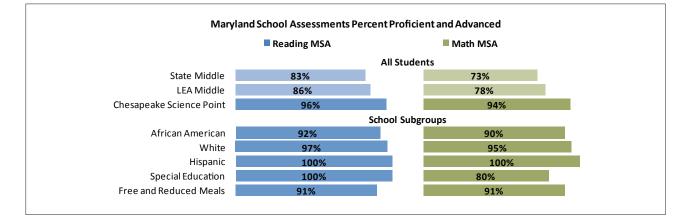
Keys to High Student Performance

- Project-based learning provides students opportunities to create and invent.
- An 11-month school year and carefully structured school day maximize periods of concentrated learning .
- Students learn through hands-on experience and social interaction, extending into the community.
- There is continuous learning for all teachers and staff that serves as a model for the school's students.

Recognition and Awards

- Southern Maryland Electric Cooperative Science Teacher of the Year to a middle school science teacher
- Middle school Direct Deposit Destination Imagination competition—first place locally, and third place at the State level
- For the Letters for Literature contest, a fifth grader was a State finalist.
- For the Math in Real Life Robotics competition, a seventh-grade team won first place for Research Presentation of Product.
- A CPCS seventh grader won the 2010 Outstanding Safety Patrol Award in Maryland.

Student Population and Performance

	ALL	AA	W	H	AINA	API	SPED	ELL	FARMs
Demographics:	195	28%	62%	5%	1%	5%	3%	0%	12%
Overall AYP: Met									
Reading Target	Met	Met	Met	Met	n/a	Met	Met	n/a	Met
Mathematics Target	Met	Met	Met	Met	n/a	Met	Met	n/a	Met
Attendance Target	Met								

Maryland School Assessments Percent Proficient and Advanced

■ Reading MSA   ■ Math MSA

All Students

	Reading MSA	Math MSA
State Middle	83%	73%
LEA Middle	86%	78%
Chesapeake Science Point	96%	94%

School Subgroups

	Reading MSA	Math MSA
African American	92%	90%
White	97%	95%
Hispanic	100%	100%
Special Education	100%	80%
Free and Reduced Meals	91%	91%

Program Model

Chesapeake Science Point (CSP) Public Charter School offers a college preparatory program focused on mathematics, science, and technology. CSP has evolved from a choice school to a strong partnership program with its parent and nonparent community members. The main philosophy of instruction is challenging all students to their maximum academic and social capacity by involving the parents in the learning and teaching process. One of the significant features of the CSP community is the level of dedication from the staff and the parents. This provides very strong motivation for students to go above and beyond because of direct access to role models.

Keys to High Student Performance

- Provides intense individualized instruction in science, math, and technology
- Engages students through one-on-one tutoring and peer study groups
- Prepares all students for college admittance
- Provides after school program and extracurricular activities
- Provides opportunities for internships, projects, science fairs, and participation in competitions
- Maintains high expectations for students, parents, teachers, and the community

Recognitions and Awards

- Maryland Charter School of the Year in 2010
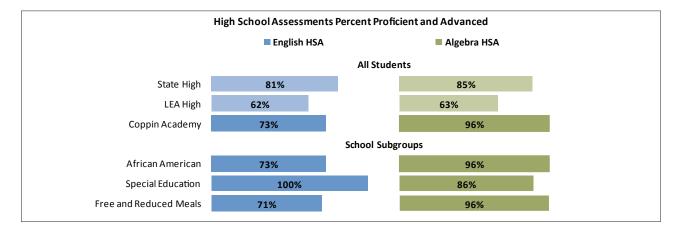- MATHCOUNTS Regional 2010: Won best team (second year in a row)
- The middle school math team participated in the Maryland statewide math competition, Mathalon. CSP received the highest number of awards among 41 participating middle schools across the State in the individual rounds and was the highest scoring middle school in all rounds among the schools from Anne Arundel County.

Student Population and Performance

	ALL	AA	W	H	AINA	API	SPED	ELL	FARMs
Demographics:	333	100%	0%	0%	0%	0%	9%	0%	87%
Overall AYP: Met									
Reading Target	Met	Met	n/a	n/a	n/a	n/a	Met	n/a	Met
Mathematics Target	Met	Met	n/a	n/a	n/a	n/a	Met	n/a	Met
Attendance Target	Met								

High School Assessments Percent Proficient and Advanced

■ English HSA   ■ Algebra HSA

All Students

	English HSA	Algebra HSA
State High	81%	85%
LEA High	62%	63%
Coppin Academy	73%	96%

School Subgroups

	English HSA	Algebra HSA
African American	73%	96%
Special Education	100%	86%
Free and Reduced Meals	71%	96%

Program Model

Coppin Academy is a charter high school that prepares students to further their education at institutions of higher learning. The school is affiliated with and situated on the campus of Coppin State University. Students learn early that college is not only reachable, but that it is doable and expected. Extracurricular activities include chess club, debate club, step team, fashion club, robotics, school choir, school newspaper, global connections, managers club, and international club. Athletic programs include badminton (intramural), baseball, basketball (boys and girls varsity and junior varsity), cheerleading, cross-country, flag football, golf, softball, swimming, tennis, track and field, volleyball (intramural), and wrestling.
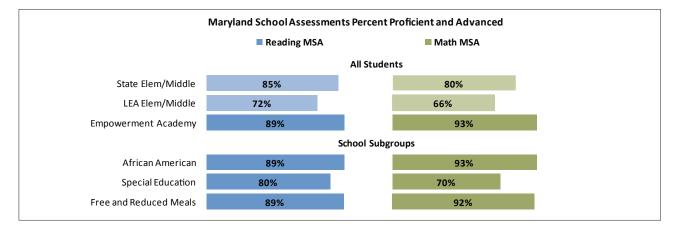
Keys to High Student Performance

- Tutoring provided by college students
- Mentoring delivered by college honor students
- Intervention programs organized and implemented by college fraternities
- School is integrated into the college campus and college culture.

Student Population and Performance

	ALL	AA	W	H	AINA	API	SPED	ELL	FARMs
Demographics:	237	100%	0%	0%	0%	0%	5%	0%	81%
Overall AYP: Met									
Reading Target	Met	Met	n/a	n/a	n/a	n/a	Met	n/a	Met
Mathematics Target	Met	Met	n/a	n/a	n/a	n/a	Met	n/a	Met
Attendance Target	Met								

Maryland School Assessments Percent Proficient and Advanced

■ Reading MSA   ■ Math MSA

All Students

	Reading MSA	Math MSA
State Elem/Middle	85%	80%
LEA Elem/Middle	72%	66%
Empowerment Academy	89%	93%

School Subgroups

	Reading MSA	Math MSA
African American	89%	93%
Special Education	80%	70%
Free and Reduced Meals	89%	92%

Program Model

The Empowerment Academy is a partnership between the Baltimore City Public School System and the Empowerment Foundation. Literacy Through the Arts is the theme for the school's curriculum and instructional program. The Dimensions of Learning serves as a framework for curriculum and instructional planning. The Empowerment Academy students receive instruction in art, music, theater, dance, technology, and other enrichment programs to reinforce reading, writing, mathematics, and other core content area subjects. In addition, the Empowerment Academy has adopted the Character Counts program to teach character education. The elementary students at the Empowerment Academy are taught Character Counts Education for at least 15 minutes daily. Middle school students study the six pillars of character education in more depth.

Keys to High Student Performance

- Establishing a positive and safe classroom/school climate that is conducive to learning
- Providing a rigorous, student-centered, differentiated instructional program that focuses on critical questioning/thinking and the use of technology
- Using data to drive instruction, professional development, and use of resources
- Providing professional development focused on differentiated instruction, rigor, and higher-order thinking skills
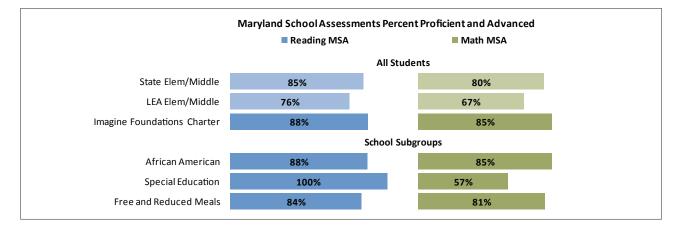
Recognitions and Awards

- In 2010, MSDE recognized Empowerment Academy as host of the Maryland Public Charter Schools Principal's Institute and as a Best Practice Charter School.
- Principal was selected to represent Maryland along with the National Alliance of Charter Schools in a visit to Congress during National Charter School Week in 2010.
- Teacher won the 2010 Maryland Charter School Teacher of the Year Award.
- At the 2010 Maryland Math, Engineering, Science Achievement regional competition focused on "Going Green," Empowerment middle school students won first place in Effective Communication (based on oral presentation and products) and second place in Scratch Banner Design (on-site creation of a design using a computer program).

Student Population and Performance

	ALL	AA	W	H	AINA	API	SPED	ELL	FARMs
Demographics:	286	98%	<1%	1%	<1%	1%	3%	0%	23%
Overall AYP: Met									
Reading Target	Met	Met	n/a	n/a	n/a	n/a	Met	n/a	Met
Mathematics Target	Met	Met	n/a	n/a	n/a	n/a	Met	n/a	Met
Attendance Target	Met								

Maryland School Assessments Percent Proficient and Advanced
■ Reading MSA   ■ Math MSA

All Students

	Reading MSA	Math MSA
State Elem/Middle	85%	80%
LEA Elem/Middle	76%	67%
Imagine Foundations Charter	88%	85%

School Subgroups

	Reading MSA	Math MSA
African American	88%	85%
Special Education	100%	57%
Free and Reduced Meals	84%	81%

Program Model

Imagine Foundations School is a college preparatory school that adheres to six measures of excellence: shared values (integrity, justice, fun), academic achievement, positive character development, economic sustainability, parent choice, and new school development. Through the adoption of the Core Knowledge sequence, Imagine Foundations provides students with an integrated educational approach that places a heavy emphasis on classical literature, mathematics, geography, art, physical education, and music. The school consciously and rigorously works to develop the character of every student by dedicating the first 20 minutes of each school day to the teaching of positive character traits. The school reinforces these teachings by incorporating character-forming rituals throughout the school day. Students also benefit from having monthly prominent character education speakers and award ceremonies.

Keys to High Student Performance

- High expectations for students and staff
- Weekly review of lesson plans using a prescribed lesson template
- Differentiated instruction to meet the needs of all students
- Frequent assessments of students, including the administration of the Stanford 10 at the beginning and end of the year and benchmark assessments every 6 weeks
- Analysis and use of student assessment data to design instructional plans for all students
- In-school and afterschool acceleration programs for flexible groups of students based on assessment data
- Bimonthly professional development meetings focused on book studies and on teaching and learning

Recognitions and Awards

- Exemplary School Performance Award by Prince George's County Public Schools
- Report Card rating for academic achievement from Imagine Schools on the implementation of six measures of excellence
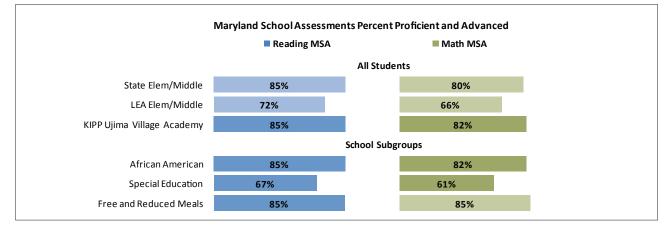
Student Population and Performance

	ALL	AA	W	H	AINA	API	SPED	ELL	FARMs
Demographics:	374	98%	1%	<1%	0%	1%	10%	0%	85%
Overall AYP: Met									
Reading Target	Met	Met	n/a	n/a	n/a	n/a	Met	n/a	Met
Mathematics Target	Met	Met	n/a	n/a	n/a	n/a	Met	n/a	Met
Attendance Target	Met								

Maryland School Assessments Percent Proficient and Advanced

■ **Reading MSA**   ■ **Math MSA**

All Students

	Reading MSA	Math MSA
State Elem/Middle	85%	80%
LEA Elem/Middle	72%	66%
KIPP Ujima Village Academy	85%	82%

School Subgroups

	Reading MSA	Math MSA
African American	85%	82%
Special Education	67%	61%
Free and Reduced Meals	85%	85%

Program Model

The mission of the Knowledge is Power Program (KIPP) Baltimore is to create and operate public schools in Baltimore City that lead students from underserved communities and a diversity of skill levels to attend and succeed in 4-year colleges and beyond. The five pillars of KIPP are—

1. **High Expectations**—All students are expected to achieve and ultimately matriculate to college.

2. **More Time on Task**—All students attend school daily for at least 9.25 hours during the regular school year, for at least 6.5 hours for 3 weeks in the summer, and for 3.5 hours on Saturdays throughout the year.

3. **Choice and Commitment**—All students, parents, and staff choose the school and make a commitment to meet its high expectations.

4. **Power to Lead**—The school has the power to staff, budget, and teach according to the students' needs.

5. **Focus on Results**—The school measures success based on actual student achievement, and ultimately based on how many of its students graduate from the KIPP Ujima Village Academy (KUVA).

KIPP Through College. KIPP Baltimore's high school placement and alumni support program guides students through the admission process to college-preparatory high schools and helps them succeed and stay on the path to and through 4-year colleges. KIPP Baltimore Alumni continue to gain admission to and succeed at magnet high schools and prestigious private schools. Eighty-eight percent of KIPP Ujima's first graduating class graduated from high school in 4 years. Of those students, 100 percent earned admission to college (91 percent of them to 4-year colleges).
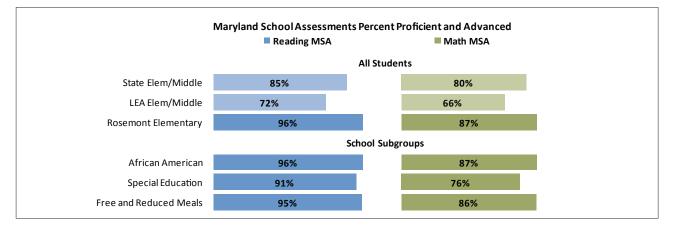
Keys to High Student Performance

- Students at KUVA attend school longer (9.5 hours) than other Baltimore City non-charter public school students. This extra time allows for more instruction and curricular opportunities both on and off campus.

- KIPP students are promoted to high school with a strengthened academic foundation as well as the life skills they will need to support themselves to and through college.

Student Population and Performance

	ALL	AA	W	H	AINA	API	SPED	ELL	FARMs
Demographics:	430	99%	1%	0%	0%	0%	15%	0%	90%
Overall AYP: Met									
Reading Target	Met	Met	n/a	n/a	n/a	n/a	Met	n/a	Met
Mathematics Target	Met	Met	n/a	n/a	n/a	n/a	Met	n/a	Met
Attendance Target	Met								

Maryland School Assessments Percent Proficient and Advanced
■ Reading MSA　　　■ Math MSA

All Students

	Reading MSA	Math MSA
State Elem/Middle	85%	80%
LEA Elem/Middle	72%	66%
Rosemont Elementary	96%	87%

School Subgroups

	Reading MSA	Math MSA
African American	96%	87%
Special Education	91%	76%
Free and Reduced Meals	95%	86%

Program Model

The focus of Rosemont is to empower, motivate, and inspire students in an urban community to seek academic excellence and goal attainment through positive decision making, hard work, and character development. The school emphasizes experiences for students that promote positive self-esteem and character development. Some of these activities include string orchestra, bell choir, drum-line, flag football, basketball, ski club, chess club, jewelry club, pottery, Saturday academy, Saturday algebra clinic, extended day academy, pink club, book club, and global classroom. Rosemont has partnered with several organizations to advance its mission. These include Coppin State University, U.S. Fish & Wildlife Service, NASA Goddard Space Flight Center, Brown Baltimore Polytechnic, Piarrians, U.S. Department of the Interior, VH1, and local churches.

Keys to High Student Performance

- Rigorous instructional program based on data
- Technology infused through all content areas
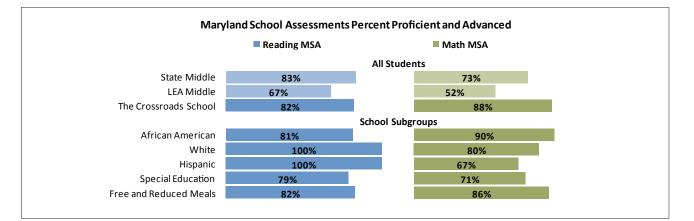- Dedication and commitment of the staff

Recognitions and Awards

- Third place in the Six Flags String Competition
- Basketball Championship for the Charter School Sports Program
- In May 2008, MSDE recognized Rosemont Elementary as host of the Maryland Public Charter Schools Principal's Institute. The Institute focused on the implementation of Rosemont's quality practices—particularly job-embedded professional development—that contribute to high student performance.

Student Population and Performance

	ALL	AA	W	H	AINA	API	SPED	ELL	FARMs
Demographics:	152	92%	3%	4%	1%	0%	9%	0%	89%
Overall AYP: Met									
Reading Target	Met	Met	Met	Met	n/a	n/a	Met	n/a	Met
Mathematics Target	Met	Met	Met	Met	n/a	n/a	Met	n/a	Met
Attendance Target	Met								

Maryland School Assessments Percent Proficient and Advanced

■ Reading MSA   ■ Math MSA

All Students

	Reading MSA	Math MSA
State Middle	83%	73%
LEA Middle	67%	52%
The Crossroads School	82%	88%

School Subgroups

	Reading MSA	Math MSA
African American	81%	90%
White	100%	80%
Hispanic	100%	67%
Special Education	79%	71%
Free and Reduced Meals	82%	86%

Program Model

The Crossroads School, founded as an Expeditionary Learning school, is implementing the project-based model originally developed to encourage collaboration and joint decisionmaking among instructors from different content-area backgrounds. Project-based learning is designed around long-term, in-depth investigations of a topic that engages students through authentic projects, and comprehensive skill refinement.

Keys to High Student Performance

- Individualized attention to students' academic needs
- Class size of approximately 18 students, which supports intensive differentiation
- Creative ways to bring students together as a community
- Emphasis on accountability and responsibility for one's own actions and decisions
- Promotion of students' self-motivation
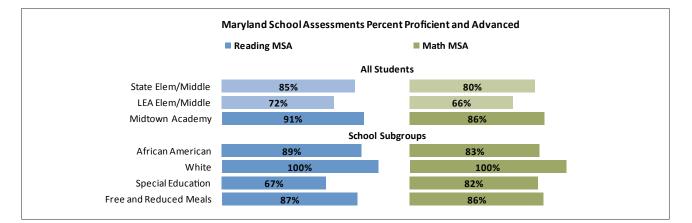
Recognitions and Awards

- For the second year in a row, the Crossroads School received the Maryland School Performance Recognition Program award. The Crossroads School was the only middle school in the city to receive the $2,000 award, based on continuing achievement associated with test scores and school climate.
- Twelve eighth-grade students received the Presidential Award for Academic Excellence and Service to the Community signed by President Obama.
- A Crossroads teacher received the Sontag Award for Teaching Excellence.
- Top-performing city debate team at middle school level in the Baltimore Urban Debate League.
- Three staff members selected to fulfill the role of "Teacher Leader," a program that leads other city teachers to learn from the best practices of their colleagues within the city.

Student Population and Performance

	ALL	AA	W	H	AINA	API	SPED	ELL	FARMs
Demographics:	182	77%	16%	3%	1%	3%	8%	0%	55%
Overall AYP: Met									
Reading Target	Met	Met	Met	n/a	n/a	Met	Met	n/a	Met
Mathematics Target	Met	Met	Met	n/a	n/a	Met	Met	n/a	Met
Attendance Target	Met								

Maryland School Assessments Percent Proficient and Advanced

■ Reading MSA ■ Math MSA

All Students

	Reading MSA	Math MSA
State Elem/Middle	85%	80%
LEA Elem/Middle	72%	66%
Midtown Academy	91%	86%

School Subgroups

	Reading MSA	Math MSA
African American	89%	83%
White	100%	100%
Special Education	67%	82%
Free and Reduced Meals	87%	86%

Program Model

The Midtown Academy is committed to educating the whole child. Midtown uses the core principles of Expeditionary Learning—deep inquiry into compelling topics, student engagement in learning and assessment, and establishment of a strong and vibrant culture and community. The school offers a daily morning meeting of the middle school advisory group (Crew), Second Step Violence Reduction and Character Development, and the 5 promises of the America's Promise Alliance. All Midtown students participate in art, music, martial arts, and Spanish.

Keys to High Student Performance

- Strong leadership and highly qualified teachers and staff, all unified around the school's mission
- Specialized professional development and coordinated planning time for teachers to support teacher and student success
- Consistent modeling by every adult of what is expected from students
- Class size limited to 20 students
- Active parent participation in their children's education

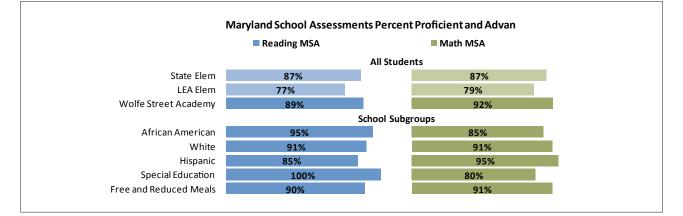## Recognitions and Awards/Achievements

- Comcast recognized Board President as Parent Involvement Matters award recipient for Baltimore City, as well as finalist for top volunteer in the State of Maryland.
- A Midtown Academy teacher was selected by Expeditionary Learning to document her unit on Gun Violence to be used as an Exemplary Learning Expedition. It was distributed and used by more than 4,000 teachers across the Expeditionary Learning Network. Baltimore City Public Schools also recognized this teacher as a mentor teacher.

Student Population and Performance

	ALL	AA	W	H	AINA	API	SPED	ELL	FARMs
Demographics:	204	21%	16%	60%	1%	2%	13%	49%	84%
Overall AYP: Met									
Reading Target	Met	Met	Met	Met	n/a	n/a	Met	Met	Met
Mathematics Target	Met	Met	Met	Met	n/a	n/a	Met	Met	Met
Attendance Target	Met								

Maryland School Assessments Percent Proficient and Advan

■ Reading MSA   ■ Math MSA

All Students

	Reading MSA	Math MSA
State Elem	87%	87%
LEA Elem	77%	79%
Wolfe Street Academy	89%	92%

School Subgroups

	Reading MSA	Math MSA
African American	95%	85%
White	91%	91%
Hispanic	85%	95%
Special Education	100%	80%
Free and Reduced Meals	90%	91%

Program Model

Wolfe Street Academy is a Baltimore City Community School that serves the entire child. Through the Community School model at Wolfe, the school provides services to families and children so that students are ready to learn. A full-time site coordinator gathers and coordinates services that address the basic needs of students outside of the academic realm. The Community School at Wolfe is a dedicated effort to remove the barriers that stand between the students and quality education.

Keys to High Student Performance

- Dedicated, highly qualified personnel
- Adaptive curriculum
- Research-based reading program: Reading Mastery Signatures
- Student instructional groups with a teacher focusing on the specific skills students need
- Onsite, on-demand teacher professional development by a full-time reading coach
- Intensive reading intervention services for students performing below grade level

Recognition and Awards

- Recognized by the Baltimore Brew online newspaper for its "Strategies for Success" in meeting the needs of its Latino population in October 2010
- Awarded the Ravens Plan in Motion grant in 2009 to promote activities for healthy youth focused on good nutrition and exercise
- Sixth Place in the National Primary Chess Championship

Frequently Asked Questions

Q *How long has there been a public charter school program in Maryland?*

A The Maryland General Assembly enacted Maryland's charter school law in 2003. The 2009–2010 school year marks the seventh year of Maryland's public charter school program. However, Frederick County Public Schools approved a charter for Monocacy Valley Montessori Public Charter School one year before the law's passage.

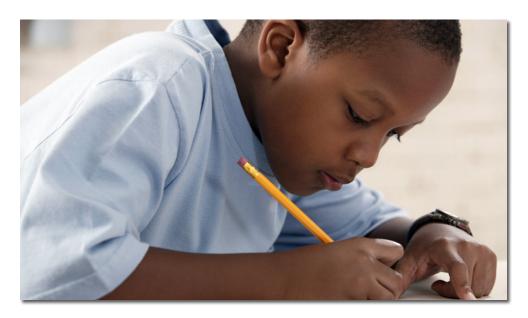**Q** *Are charter schools private schools?*

A No. Charter schools are public schools. They are open to all students on a space-available basis, and they are part of the local school system in which they are located. Charter schools are funded with public taxpayer dollars, just as traditional public schools are. Charter schools must administer the Maryland School Assessments and the High School Assessments. They are subject to the provisions of the No Child Left Behind Act and must ensure that all teachers are highly qualified.

Q *What makes charter schools different from traditional schools?*

A Charter schools receive flexibility in scheduling, staffing, program offerings, resource allocations, and grade configurations. However, in exchange for this flexibility they are subject to increased accountability. Success must be demonstrated through academic achievement, parental satisfaction, enrollment, fiscal responsibility, and attendance. Otherwise, local boards of education may revoke a charter or deny its renewal.

Q *How is a charter school started?*

A The first step in the charter school process is the completion of a rigorous application to the local board of education in which the charter school is to be located. Applications may be submitted by staff of a public school, parents/guardians of a student attending a school in the county, a nonsectarian nonprofit entity, or a nonsectarian institution of higher education. Once the application is completed and submitted, the local board of education will conduct a review of the application and make a determination as to whether the application is approved or denied. If approved, the local board of education engages in negotiations with the applicants to further refine operational and academic details of the charter school program. For more information on how to start a charter school, contact the Office of School Innovations at 410-767-3677 or charterschools@msde.state.mdus.

The Office of School Innovations

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

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

- School Improvement Training and Strategic Planning Assistance

- On-site visits, in partnership with State, District, and school staff to assess academic rigor and school climate improvement and alignment opportunities

- Coordination of the Charter School Stakeholder Committee to identify common needs, share effective practices, and inform MSDE involvement and support

- Executive Development and Coaching Services

- Administration of the Federal Charter School Grant Program

To learn more about the Charter School Program in Maryland and the support and assistance that is available:

Call: 410-767-3677

E-mail: charterschools@msde.state.md.us

Visit our website:
http://www.marylandpublicschools.org/MSDE/programs/charter_schools/

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