

THE STATE OF SOUTH CAROLINA
In the Court of Appeals

APPEAL FROM SOUTH CAROLINA ADMINISTRATIVE LAW COURT

S. Phillip Lenski, Administrative Law Judge

Docket No.: 10-ALJ-30-0437-AP
Court of Appeals Tracking Number: 2012208467

Midlands Math and Business Academy Charter School, ... Appellants,

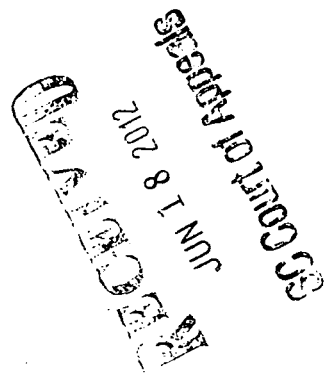
v.

Richland County School District 1 Board of Commissioners, ... Respondents.

RECORD ON APPEAL
VOLUME III OF IV

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RECORD ON APPEAL
VOLUME II OF III

THE STATE OF SOUTH CAROLINA
IN THE
ADMINISTRATIVE LAW COURT

MIDLANDS MATH AND BUSINESS ACADEMY CHARTER
SCHOOL,

PETITIONER,

VS.

RICHLAND COUNTY SCHOOL DISTRICT ONE,

RESPONDENT.

SUBMITTED BY:

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THE STATE OF SOUTH CAROLINA

Richland County School District One

PUBLIC HEARING REGARDING REVOCATION OF
MIDLANDS MATH AND BUSINESS ACADEMY'S CHARTER
Board of School Commissioners

**BRIEF OF MIDLANDS MATH AND
BUSINESS ACADEMY**

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FACTUAL BACKGROUND

Midlands Math and Business Academy ("MMBA") opened its doors in August 2004 for the 2004-2005 academic year. The school opened after its charter had been approved by both the South Carolina Department of Education's Charter School Advisory Committee and the Richland County School District One Board of School Commissioners ("Board"). The charter, attached hereto as Exhibit 1, called for a student population of about 200 students. However, when the school opened it had less than half of those students enrolled. Today, the school has 115 students, with its highest number being 139 students.

As required by statute¹, during each year of its existence the school has prepared an annual report on the state of the school and presented it to the Richland County School District One's ("District") administration. The report is typically distributed to various committees, and each year someone from the District will visit the school for an onsite observation. At the conclusion of this process, the final report is presented to the Board for approval. The Charter Schools Act of 1996 (the "Act") grants the Board the right to approve or revoke the charter at that time.² At the end of each academic year of MMBA's existence, the Board has authorized MMBA to continue operating.³ An exemplar of MMBA's annual reports to the District is attached hereto as Exhibit 2.

In the academic years of 2005-06 and 2006-07, Dr. Cynthia Cash Green performed the observations and evaluations on District's behalf and prepared a report

¹ S.C. Code Ann. § 59-40-110(A) (Supp. 2008).

² S.C. Code Ann. § 59-40-110 (Supp. 2008).

³ In 2005 the District places MMBA on an action plan to help improve its grades on the PACT test, but the Board did not make the implementation of this plan a condition of its continued operation.

regarding her findings. Copies of the letters setting forth her findings are attached as Exhibit 3.

Consonant with its usual practice, MMBA prepared its annual report to the District at the end of the 2008-09 school year. During a regular board meeting on June 9, 2009, the Board decided to withhold renewing MMBA's charter pending a comprehensive action plan/review to be instituted by the District. Immediately following the meeting, Ms. Michelle Spradley, president of MMBA's board of directors, wrote Mr. Vince Ford to express MMBA's concern regarding the Board's recommendation and decision not to renew the charter. Chairman Ford sent a response to Ms. Spradley responding to the concerns raised in her letter. Both letters are attached collectively as Exhibit 4. In July the school received the proposed action plan and started providing the answers that were requested by the District. The action plan is attached herewith as Exhibit 5.

During the period from July to November 2009, MMBA provided various information requested by the District. In August, the District sent out a team to visit the school to determine compliance with the items that had been listed in the action plan. The first visit to the school was on August 25, 2009 and that team consisted of eight people who arrived at various times between 8:50 and 9:10 a.m. based on the time log enclosed herewith as Exhibit 6. MMBA cannot determine the duration of the visit because the District team members failed to sign out upon their departure. There were also three short visits to the school by the District Charter School liaison, Mrs. Donna J. Hammett, which took place on September 14, 15 and 18, 2009. During the September 18 visit, Ms. Hammett was accompanied by Chavon Jennings.

On October 6, 2009, the same group of eight individuals from the District again came to the school for an hour and a half. Four members of that same team came back on October 15, 2009 for a visit that lasted not more than an hour and a half. MMBA provided all information that was requested by the District, including data of its own internal testing system that is used to assist the school in determining and planning its curriculum for each grade level and other documents used by the school to measure student progress.

MMBA's final response to the District was hand-delivered to its administration November 10, 2009. This final document was due at the District sooner than November 10, 2009; however, MMBA had requested and received an extension from the District to submit its final report on or before November 13, 2009. (See Exhibit 7). The document (Exhibit 8) comprehensively answered all the District's curriculum questions, including those concerning pacing guides and the tracking of its core knowledge curriculum with the South Carolina curriculum standards.

On November 24, 2009, the Board accepted the District administration's recommendation not to renew MMBA's charter (See DVD filed separately as Exhibit 9). On December 15, 2009 MMBA received a formal letter from the District indicating its intention not to renew MMBA's charter at the end of the current school year. On December 28, 2009 MMBA timely filed a request for a hearing with the District pursuant to S.C. Code Ann. § 59-40-110(F) (Supp. 2008).

In its letter to MMBA dated December 12, 2009, the Board indicated that MMBA had violated S.C. Code Ann § 59-40-110 (Supp. 2008) by committing material violations of the conditions, standards or procedures provided for in its charter application, and by

failing to make reasonable progress, as defined in the charter application, towards pupil achievement standards.

LEGAL ANALYSIS AND ARGUMENT

In examining the issues before it, the Board must bear in mind the purposes for which the General Assembly enabled the creation of charter schools. The Act was enacted to: (1) improve student learning; (2) increase learning opportunities for students; (3) encourage the use of a variety of productive teaching methods; (4) establish new professional opportunities for teachers, including the opportunity to be responsible for the learning program at the school site; and (6) assist South Carolina in reaching academic excellence. S.C. Code Ann § 59-40-20 (Supp. 2008). When compared with other statutory schemes, the Act contains a rare expression of the General Assembly's intent in enacting this legislation:

(A) In authorizing charter schools, it is the intent of the General Assembly to create a legitimate avenue for parents, teachers, and community members to take responsible risks and create new, innovative, and more flexible ways of educating all children within the public school system. The General Assembly seeks to create an atmosphere in South Carolina's public school systems where research and development in producing different learning opportunities are actively pursued and where classroom teachers are given the flexibility to innovate and the responsibility to be accountable. As such, the provisions of [the Act] should be interpreted liberally to support the findings and goals of this chapter and to advance a renewed commitment by the State of South Carolina to the mission, goals, and diversity of public education.

(B) It is the intent of the General Assembly that creation of [the Act] encourages cultural diversity, educational improvement, and academic excellence.

S.C. Code Ann. § 59-40-30 (Supp. 2008).

An application to start a charter school must be submitted to the school's proposed "sponsor," a term statutorily defined to include either the South Carolina Public

Charter School District Board of Trustees or "the local school board of trustees in which the charter school is to be located . . . from which the charter school applicant requested its charter and which granted approval for the charter school's existence." S.C. Code Ann. § 59-40-40(4) (Supp. 2008). If the application is approved, the approved application constitutes a contract between the charter school and its sponsor. S.C. Code Ann. § 59-40-60(A) (Supp. 2008). The application must contain, among many other things, "a description of the charter school's educational program, pupil achievement standards, and curriculum which must meet or exceed any content standards adopted by the State Board of Education and the chartering district [and] must be designed to enable each pupil to achieve these standards." S.C. Code Ann. § 59-40-60(F)(4) (Supp. 2008).

Because the Act is explicit in its use of contractual language to describe the relationship between a sponsor and a charter school, District may wish to take note of several common law contract principles that apply in South Carolina. First, a "contract" is an obligation that arises from actual agreement of the parties manifested by words, oral or written, or by conduct. *Sadighi v. Daghighfekr*, 66 F. Supp. 2d 752, 759 (D.S.C. 1999). Second, it has long been recognized in this state that every contract contains an implied obligation of good faith and fair dealing. *United States v. Metric Constructors, Inc.*, 325 S.C. 129, 480 S.E.2d 447, 448-49 (1997). In other words, each party to a contract has the obligation to act in good faith and to deal fairly with the other regarding all matters incident to the contract.

It is also universally held in the common law that:

Every breach of contract does not give a party the right to unilaterally terminate the contract, as long as the breaching party has substantially performed its duties under the contract. Rescission of a contract is not generally permitted for a casual, technical, or unimportant breach, but only

for a breach so substantial, fundamental, and material as to defeat the very object of the contract.

17A Am. Jur. 2d *Contracts* § 557 (2004). Another authority states that:

In determining whether a failure to render or to offer performance is material, the following circumstances are significant:

- (a) the extent to which the injured party will be deprived of the benefit which he reasonably expected;
- (b) the extent to which the injured party can be adequately compensated for the part of that benefit of which he will be deprived;
- (c) the extent to which the party failing to perform or to offer to perform will suffer forfeiture;
- (d) the likelihood that the party failing to perform or to offer to perform will cure his failure, taking account of all the circumstances including any reasonable assurances;
- (e) the extent to which the behavior of the party failing to perform or to offer to perform comports with standards of good faith and fair dealing.

Restatement (Second) of Contracts § 241. South Carolina common law falls in line with the above-quoted authorities. See, e.g., *Kiriakides v. United Artists Communications, Inc.*, 312 S.C. 271, 440 S.E.2d 364 (1994) (adopting Restatement (Second) of Contracts § 241); *Gibbs v. G.K.H., Inc.*, 311 S.C. 103, 427 S.E.2d 701 (Ct.App.1993) (in order to warrant a repudiation, a breach must be so fundamental and substantial as to defeat the purpose of the contract).

Once a charter school has been started, the Act empowers a charter school sponsor to revoke or not renew the school's charter only if the sponsor determines that the charter school:

- (1) committed a material violation of the conditions, standards, or procedures provided for in the charter application;

(2) failed to meet or make reasonable progress, as defined in the charter application, toward pupil achievement standards identified in the charter application;

(3) failed to meet generally accepted standards of fiscal management; or

(4) violated any provision of law from which the charter school was not specifically exempted.

S.C. Code Ann. § 59-40-110(C) (Supp. 2008). District has indicated that its action with respect to MMBA is grounded upon the first and second bases set forth above.

1. DISTRICT'S REASONS FOR REVOCATION DO NOT
CONSTITUTE A MATERIAL BREACH/VIOLATION OF
MMBA'S CHARTER.

Chairman Ford's letter of December 11, 2009 and the accompanying documents indicate that the District's decision not to renew MMBA's charter was based in part on alleged material violations related to Curriculum and Standards, Teacher Qualifications, Administrative Staff and Special Education. These alleged violations must be analyzed in light of the definition of a "material" breach of a contract, that is "a breach . . . so fundamental and substantial as to defeat the purpose of the contract." 17A Am. Jur. 2d *Contracts* § 557 (2004).

a. Curriculum and Standards

In its charter application MMBA stated that it would teach South Carolina Standards and use Core knowledge Curriculum⁴ as the template for teaching those standards. (See page 10 of Exhibit 1). MMBA also uses other outside materials, to include virtual/cyber lessons from South Carolina Virtual Charter School, to accomplish the goal of teaching state standards.(Exhibit 11) In response to the Board's allegation

⁴ Core Knowledge Curriculum is used by eleven schools in South Carolina and 1,120 other schools across 43 states. See Exhibit 10.

regarding MMBA's curriculum not being aligned to the state standards, MMBA has taken great pains to demonstrate that is not the case. Those efforts culminated in the production of the document described above as Exhibit 8.⁵

The District alleges that MMBA committed a material violation of the terms of its charter based on classroom observations that yielded mostly subjective conclusions that seek to compare MMBA with non-charter schools within District's jurisdiction. It further claims that student resources are inadequate to support a strong literacy program—another wholly subjective determination. However, the District conveniently fails to identify the section in MMBA's charter or a provision of South Carolina law that requires MMBA's classes to be conducted in an identical fashion to the other classes in the district. Further, the District blames MMBA for lack of *adequate* student resources. Nowhere in the charter does one find a section in which MMBA and the District agree as to what constitutes adequate resources to support a strong literacy program. Nowhere in the Act or the applicable regulations⁶ is there a definition or description regarding what constitutes adequate resources to support a strong literacy program. The District is therefore making an overreaching subjective finding that has no basis in the charter or the law.

For example, the District faults MMBA for using "worksheet and lecture as the predominant instruction strategies." However, the District team only went to MMBA about two times and only spent about an hour and a half each time prior to reaching such a sweeping conclusion, ignoring the rest of the school days when MMBA uses other

⁵ The Board's letter of December 11, 2009 and the materials that accompanied it leave MMBA unsure whether the District administration ever provided Exhibit 8 to the Board before it took its vote on November 24, 2010. The materials provided to MMBA make no reference to Exhibit 8; rather, they reference an earlier document submitted to District in August 2009.

⁶ S.C. Code Regs. § 43-601 (Supp. 2008).

teaching methods. The conclusion also ignores MMBA's representations regarding instructional delivery in its charter: "MMBA will use various teaching strategies (i.e. question and answer sessions, hands-on activities, lecture with note-taking, class discussions, demonstrations/modeling, technology assisted instruction, etc.)." Exhibit 1, p. 11.

Clearly, by faulting MMBA for using hands-on activities, which in this case would include worksheets, and lectures, the District either seeks to rewrite MMBA's charter or disregard it altogether.

b. Teacher Qualification

District further criticizes MMBA for failing to hire a "highly qualified" special education instructor. In its charter, MMBA stated on page 11 that:

In order to comply with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act, MMBA will work collaboratively with Richland School District One in serving all students with special needs. We will employ at least two full-time Certified Special Education Teachers. During the hiring process, the Board will take into consideration the special areas in which the teachers are certified.

(Emphasis added). The charter later states that the special education instructor will meet the certification requirements of the No Child Left Behind Law.

According to S.C. Code Ann. § 59-40-50(B) (Supp. 2008), a charter school must:

(5) in its discretion hire noncertified teachers in a ratio of up to twenty-five percent of its entire teacher staff [A] teacher teaching in the core academic areas as defined by the federal No Child Left Behind law must be certified in those areas or possess a baccalaureate or graduate degree in the subject he or she is hired to teach. Part-time noncertified teachers are considered pro rata in calculating this percentage based on the hours which they are expected to teach;

(Emphasis added). 83% of MMBA's faculty is certified, so it has exceeded the statute's mandate. Furthermore, Elsie White, the special education teacher at MMBA possesses a baccalaureate or graduate degree in the subject she is hired to teach. (See Exhibit 12). She is a thirty-year veteran with a Masters degree in special education and a wealth of experience teaching within many of the District's schools. She even served as the District's special education consultant prior to her retirement. Even during retirement, she continued to teach at some of the District's schools until she joined MMBA. She is certified as a special education teacher.

The District claims that Ms. White's employment at MMBA is a material violation of its charter because she is not "highly qualified."⁷ There is no requirement in the Act that she be "highly qualified," this cannot constitute a material breach.

c. Administrative Staff

The District has deemed it a material breach of the charter that MMBA's Director/Lead Teacher does not hold a South Carolina Teaching Certificate or an Educational Administrative Degree. MMBA has had four directors over the course of its existence. Michelle Spradley was the Director/Lead Teacher from its inception until the end of the 2007-08 school year. At that point, Ms. Benita Robinson held this position for three months until Reginald Flenory was hired in October 2008. Flenory served as principal for the rest of the academic year but left the school in September 2009. During Flenory's tenure, he suffered an injury and was out on sick leave. Gerald Jenkins and Gloria Garmany assumed the responsibility for the day-to-day operation of the school. Jenkins ran the overall business operation and Garmany served as lead teacher.

⁷ MMBA recognizes that "highly qualified" is a term of art for purposes of the No Child Left Behind Act, but it would argue that Ms. White is as highly qualified as any school could hope for its special education program.

MMBA's operation ran smoothly while Flenory was away on sick leave, so it decided to continue with the Jenkins/Garmany model for the rest of the 2009-10 academic year before making a determination on a new leader. Furthermore, in these days of difficult cuts to educational resources, MMBA thought it prudent to save on the cost of hiring an extra person when the people in place could effectively execute the task.

Jenkins is a 2002 graduate of Claflin University with a Bachelor in Arts in Child Development. In 2005 he was graduated from South Carolina State University with a Masters of Arts in Individual and Family Development. From 2002 to 2005 he served as Director of Trinity United Methodist Church Child Development Center & Kindergarten. He supervised the day-to-day operations of the program, including its afterschool program. He managed the budget, kept the books, performed budgetary projections, managed U.S.D.A. funds, and supervised the Curriculum and Instruction at the center. He is currently enrolled in the S.C. Department of Education Foundations in School Leadership with the anticipated completion date of March 4, 2010. From MMBA's perspective, he is certainly qualified to manage its day-to-day operations, irrespective of whether he holds a South Carolina Teaching Certificate or Administrative Certification.

Furthermore, the charter does not require that its Director/Lead Teacher hold such a certification. On page 18 of the charter (Exhibit 1), MMBA indicated that its Director/Lead Teacher would have the following qualifications: "Must hold current South Carolina Teaching Certificate or Administrative Certification; Trained in South Carolina's Teaching Evaluation Program (ADEPT); Experience as supervisor or department chairperson." However, this statement is qualified by the following language that is set forth at the bottom of the page: *"Either the director or the administrative*

assistant must hold current South Carolina certification in administration or have at least one year of experience in the field of school-based administration.” Jenkins meets this requirement, which tracks the requirement of the Act. See S.C. Code Ann. § 59-40-50(B)(6) (Supp. 2008).

Garmany, on the other hand, is a veteran certified teacher with many years of experience and she is handling the lead teacher role at the school. To ensure a smooth transition MMBA has contracted with Whizdom Group to assist with curriculum and instruction and also to enhance data collection for use to drive instruction.

Given the credentials and experience of its current director and lead teacher, MMBA fails to discern how its employment of these two individuals could constitute a material breach of its charter.

d. Special Education

In finding MMBA’s special education program to be a material breach of its charter, the District alleges that progress reports were not forwarded to parents of student receiving such services on a timely basis. This is inaccurate. Attached as a collective Exhibit 13 are affidavits from all parents whose children require special education services indicating that they receive timely and accurate student progress reports.

Regardless of the merits of the specific findings on which District has based its decision, MMBA is astounded that the District has waited this long to highlight these alleged material violations of the charter agreement and views this delay as a breach of District’s duty of good faith and fair dealing. District has the responsibility of annually evaluating MMBA with regards to the conditions outlined in S.C. Code Ann. § 59-40-110(C). The annual evaluation results must then be used in making a determination for

nonrenewal or revocation. MMBA has been reviewed annually since its inception and not until now has the District raised the issues regarding curriculum not being aligned to the state standards, special education teacher not being highly qualified, or any of the other allegations cited as a material breach of the charter agreement. If these conditions existed in prior years and were allowed by the District to persist, the alleged breaches could not be "material," as required by the Act and as defined by courts.

2. DISTRICT'S ASSERTION THAT MMBA HAS FAILED TO MAKE REASONABLE ACADEMIC PROGRESS IS ERROROUS.

District has determined that MMBA's charter should not be renewed because it has allegedly "failed to make adequate student achievement gains." District alleges that "MMBA has not met the objectives outlined in the original contract, student achievement is below the district's performance scores, and MMBA has failed to meet AYP each year."

In arriving at these conclusions, District compares MMBA with the schools within its jurisdiction in ELA, Math, Social Studies and Science, in each case concluding that MMBA's results from 2005-08 are inferior to the District's 2008 numbers. The given statistics glaringly failed to make side-by-side comparison of the performance of MMBA's students to that of the performance of the students in the entire district throughout that three-year time frame. If one makes such a comparison, the results actually favor MMBA. (See Exhibit 14). MMBA saw a 9.725% decrease in the number of elementary level students scoring below basic during that time frame, while the District at large only experience a 2.375% decrease. Simultaneously, MMBA has seen a

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February 16, 2010.

CHARTER SCHOOL APPLICATION COVER PAGE

Name of Proposed Charter School: Midlands Math + Business Academy

School Address (if known): _____

Name of Applicant group: _____

Contact person:

Name: Michelle Spradley

Address: P.O. Box 6792
Columbia, SC 29260

Daytime phone: 803 - 609 - 1882 Fax: 803 - 790 - 0387

Other phone: _____

E-mail address: mispradley@msn.com

Grade Levels of Charter School (or Age Groupings if the school will not use grades to distinguish students): 4-8

Sponsor (local school district board): Richland School District One

Signature of charter school planning committee chair:

Michelle Spradley

Date: 5/19/03

STATEMENT OF ASSURANCES

This form must be signed by a duly authorized representative of the applicant group and submitted with the Charter School Application.

As the authorized representative of the applicant group, I hereby certify under the penalties of perjury that the information submitted in this application for Midlands Math + Business Academy (name of school) is true to the best of my knowledge and belief, and further I understand that, if awarded a charter, the school and its governing board:

- A. Will comply with all federal and state laws and constitutional provisions prohibiting discrimination on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.
- B. Will not charge tuition or other charges of any kind except as may be allowed by the sponsor.
- C. Will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to other public schools operating in the same school district.
- D. Will meet, but may exceed, the same minimum student attendance requirements as are applied to public schools operating in the same school district.
- E. Will adhere to the same financial audits, audit procedures, and audit requirements as are applied to public schools operating in the same school district.
- F. Will use the same pupil accounting system as is required of all public schools and districts.
- G. Will employ noncertified teachers in a ratio of up to twenty-five percent of its entire teaching staff (ten percent for conversion schools). Teachers in the core academic areas of English/language arts, mathematics, science, or social studies will be certified in those areas or possess a baccalaureate or graduate degree in those areas. All teachers will be highly qualified as defined in the No Child Left Behind Act of 2002.
- H. Will employ one administrative staff member who is certified or experienced in the field of school administration.
- I. Will be secular in its curriculum, programs, governance, and all other operations.
- J. Will comply with the Freedom of Information Act.
- K. Will comply with the No Child Left Behind Act of 2002.

- L. Will assume liability for the activities of the charter school and will indemnify and hold harmless the school district, its servant, agents, and employees, from any and all liability, damage, expense, causes of action, suits, claims, or judgments arising from injury to persons or property or otherwise which arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of the charter school.
- M. Will report to its sponsor and the Department of Education any change to information provided under its application.
- N. Will report at least annually to its sponsor and the Department of Education all information required by the sponsor and by the Department, including, at a minimum, the number of students enrolled in the charter school, the success of students in achieving the specific educational goals for which the charter school was established, and the identity and certification status of the teaching staff.
- O. Will adhere to all provisions of federal law relating to students with disabilities, including Individuals with Disabilities Education Act, section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act of 1990 that are applicable.
- P. Will adhere to all provisions of federal law relating to students who are limited English proficient (LEP), including Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974.
- Q. Will comply with S.C. Code Ann. § 59-63-235 (Supp. 2002), which provides for the expulsion of any student who brings a firearm to school.
- R. Will comply with the Family Education Rights and Privacy Act (20 U.S.C. § 1232).
- S. Will comply with any school district desegregation plan or order in effect.

Michelle Spradley
Signature of charter school planning committee chair

5/19/03
Date

APPENDIX

STUDENT ENROLLMENT PROJECTIONS

GRADE	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Pre-Kindergarten					
Kindergarten					
First					
Second					
Third					
Fourth	40	40	40	40	40
Fifth	40	40	40	40	40
Sixth	40	40	40	40	40
Seventh	40	40	40	40	40
Eighth		40	40	40	40
Ninth					
Tenth					
Eleventh					
Twelfth					
TOTALS	160	200	200	200	200

Application Narrative

Proposed Charter School: Midlands Math and Business Academy (MMBA)

A. Charter School Mission Statement

Our mission is to provide students the opportunity to experience learning through an innovative, as well as a traditional, approach. The business component and the challenging Core Knowledge curriculum will provide students the chance to make discoveries using a hands-on approach with real-world applications.

B. Admissions Policies and Procedures

1. Enrollment Procedures

MMBA has an open enrollment policy. All students who are eligible to attend public school in Richland School District One will be eligible to attend MMBA subject to space limitations. This school will comply with all federal and state laws and constitutional provisions in its admissions policies and procedures. MMBA will not discriminate on the basis of disability, race, creed, color, gender, national origin, religion, ancestry, or need for special education services.

Applications will be received at a Post Office Box and processed by MMBA's planning committee.

If the number of applications exceeds the capacity of a grade level, students will be accepted by lottery. For the first and subsequent years of operation, a lottery will be conducted by placing all applicants' names in a computer program and allowing the computer to randomly select students. If a student's name is selected, all of his or her siblings may be eligible to attend the school.

MMBA's admissions policies and procedures will not limit or deny admission or show preference to any individual group; however, priority may be given to:

- a) a sibling of a pupil already enrolled
- b) children of MMBA employees, and
- c) children of MMBA planning committee, provided this enrollment does not exceed twenty percent of the enrollment of MMBA.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

2. Students Outside the District

If there are not enough applicants from Richland District One to fill all available slots, students who reside in different school districts may be granted permission to attend MMBA. Applications will be accepted on a first-come, first-served basis. MMBA does not expect to enroll more than 20 percent of its students from districts other than Richland One.

However, if more than 20 percent of MMBA's enrollment will be from other districts, then Richland One's Board of Trustees will need to grant approval before these students can attend this charter school.

MMBA will immediately notify all sending school districts of the transferring students.

If the 20 percent of out-of-district students are from one school district, then the sending district must concur with any additional students transferring from that district to attend MMBA.

3. Student Appeals Process

Students have the right to appeal if they feel they have not been treated fairly. If MMBA denies admission to a student for reasons other than the results of a lottery, the student may appeal the denial to Richland District One Board of Trustees. The decision will be binding on the student and MMBA.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

C. Support for Formation of Midlands Math and Business Academy

1. Charter Committee

Michelle Spradley
1703 Dupont Drive
Columbia, SC 29223

Ms. Spradley is a certified math teacher and has been teaching for 15 years. She has taught all levels of math (i.e. basic, average, and advanced) at both the high school and middle school levels. She has served as department chairperson and has provided training for teachers at several workshops. She has also served as Teacher of the Year. Please see **Appendix A** for copy of resumé.

Teacher A
Columbia, SC

Teacher A is a certified English/language arts teacher of three years. She returned to education after working for 25 years in the public sector where she was in charge of the budget for several employees. She has extensive supervisory and managerial experience. She is currently working toward a Masters in Library and Information Science at USC. She has completed several literary training workshops and is a member of three local reading associations.

Teacher B
Columbia, SC

Teacher B is a math teacher of five years who holds a Masters in Mathematics. She is a technology expert and has helped her school and a private learning center to set up computer labs in their facilities.

Teacher C
Columbia, SC

Teacher C is a certified math teacher of one year and is new to the profession. She is very excited about this unique opportunity to teach students about business, feeling assured that they will be motivated in their math class.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

Charter Committee (cont...)

Teacher D
Columbia, SC

Mr. D is a certified math teacher. He has taught at both the elementary and middle school levels. He has written a grant which provided a budget for six employees. He has extensive experience with budgeting and finance. He will be pursuing a doctoral degree in the near future at USC.

Secretary A
Columbia, SC

Secretary A has served as lead secretary and attendance clerk for several years. She is very familiar with the SASI System and has extensive knowledge of the student reporting requirements. She is also a parent of three children who attend school in Richland One.

Secretary B
Columbia, SC

Secretary B is a retired teacher. She has taught for 30 years and is currently working part-time as a parent-liaison. She is very active in the community and works hard to encourage parents to participate in their children's education.

Ada Sephes
1829 Roof Street
Columbia, SC 29223

Ms. Sephes is a grandparent and has served as a volunteer in her grandchildren's schools for several years. She currently works part-time as a companion in a senior citizen community program.

Dexter Ward
2417 Windy Drive
Columbia, SC 29209

Mr. Ward is the parent of four children who attend school in Richland One. He is a volunteer baseball coach and is concerned about keeping his children interested in school.

The names of some of the committee members have been withheld because they wish to remain anonymous at this time. Upon MMBA being granted a charter, their identities will be revealed.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

2. Evidence of Support

Please refer to **Appendix B** for letters of support from parents, teachers, community members, community leaders and organizations.

3. Conversion Schools

This section does not apply to MMBA.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

D. Educational Program

Curriculum:

The educational program of Midlands Math & Business Academy (MMBA) will consist of traditional and innovative curricula in order to reach students at many academic levels. The base curriculum for all core subjects will be Dr. E. D. Hirsch's Core Knowledge Program. This is a traditional, yet rigorous program designed to introduce students to unordinary topics that may be considered challenging in a regular school. Some topics are taught as integrated units which allows teachers of different subject matters to collaborate. In a regular school, teachers rarely get the opportunity to work with colleagues outside of their subject area. Core Knowledge will be the base curriculum used as it promotes the SC Standards for Curriculum in all disciplines and spirals throughout the grades to cover basic information and skills that all people should know in order to be productive and literate in our American society. Please see **Appendix C** for outline of samples of Core Knowledge topics by grade level.

As the name implies, Math and Business will be the focus of MMBA. Just as we try to have students "write across the curriculum," we also want them to "do math across the curriculum." One of the math series recommended in the Core Knowledge curriculum is Saxon Math. In this math program, students are introduced to new concepts almost daily, however the old (or already learned) concepts are presented over and over again so that students do not forget them. The textbook material is presented in a simple, non-cluttering format. There is no "fluff" or fancy pictures. Basic skills concepts are spiraled throughout the textbooks at all levels. At MMBA, some students will take Pre-Algebra in 6th grade, followed by Algebra One in 7th grade and Geometry in 8th grade. If students have not gained a solid foundation or have not mastered a level by maintaining at least a 'B' average, then the student will be required to retake the course at the next grade level. We will be sure that students and parents are aware that if a child has to repeat a math class, there is no need to be upset because our students will be ahead of most students in the traditional schools. Therefore, if a student does have to repeat a math course, he or she will still not be behind their peers in other schools. Most classes at MMBA will be grouped by grade level; however, there may be mixed grade levels in some math classes. In planning lessons with teachers, the Lead Teacher will make a special effort to integrate math with other subjects as much as possible. We want all students at MMBA to be high math achievers and our goal is to find ways that will make this possible. For some students, the business component will be the motivating factor they will need.

The Internet is increasing in its production of quality lesson plans based upon National Standards for all disciplines. At present, Marco Polo and NY Times have the best project based lessons. MMBA will continually update and use any lesson plans that are available. Also, the Curriculum Resource Teacher will continually look for quality interdisciplinary projects for the school.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

Educational Program (cont...)

Curriculum:

In the PE/Health Program of MMBA, students will prepare personal portfolios. They will design their own fitness plan under the direction of a qualified instructor, which may not necessarily be a certified teacher. We will collaborate with the medical community if necessary. The instructor will set up the criteria and help students to establish dietary guidelines for their personal situations.

The Fine Arts Program of MMBA will consist of collaborations with State and Local Museums, Theatre Workshops, Artists-in Residence, and Private Music Teachers since there is a possibility that full time teachers may not be hired in one or more of the following positions: music, dance, drama, and visual art. Students will complete project-based assignments for these courses under the guidance of professionals.

The innovative component of MMBA will consist of Robert Kiyosaki's Entrepreneurship Program for Students (called CASHFLOW for Kids at School). Mr. Kiyosaki, author of #1 Best Seller *Rich Dad Poor Dad*, believes that financial literacy should be one of the fundamental skills taught in school along with the other fundamental skills- reading, writing, math, history, etc. He feels that all individuals should be able to interpret basic financial data and be able to evaluate investment options like buying real estate, building a business, or estate planning. By being financially literate, they can provide for themselves, their families and communities without having to depend on the government. Mr. Kiyosaki's company's mission is simple: to elevate the financial literacy of adults and children around the world. He has a website dedicated to the education of children. There is a specific curriculum designed for use in the classroom for teachers. We felt that this business component was important because it may serve as a great motivator for those students who don't tend to do well in the traditional educational program. In one of his other books, *Rich Kid Smart Kid*, Mr. Kiyosaki outlines several financial field trips in which teachers and parents can take students. Students are given assignments to complete while on these outings. These field trips are not sightseeing tours. They are information-gathering sessions and there are always lessons planned around the trips. The intent of MMBA is to integrate the traditional and non-traditional programs whereas we will see students reach their highest academic potential. Please see **Appendix D** for a sample of questions and answers about the student program.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

Educational Program (cont...)

Instructional Practices:

Interdisciplinary project based teaching will occur whenever possible and include all forms of learning-listening, reading, and kinetics. Students will learn the basics of grammar and spelling, and reading in the context of the projects so that this learning will be relevant to the real world and their lives. Many activities will cross all curricula whenever possible.

Teachers will incorporate Connie Prevatte's philosophy and techniques for "Literacy Across the Middle" in all disciplines. They will include structured teaching of reading and writing skills that will increase the student's proficiency. Her belief emphasizes students' independent, self-selected reading for 30 minutes daily and a read-aloud daily. Her celebrated writing techniques allow the students to expend from 5-7 days on each essay. These methods have been proven winners across the USA in raising test scores and leading students into mastery of reading and writing. Another important note to add here is that our students at MMBA will be well prepared for the new version of the SAT which will include an essay component.

MMBA will use Marva Collins' techniques for school organization. All teachers and administrators will participate in her workshop in Chicago. It will take place at her school, Westside Preparatory Academy. Some of her principles of teaching and learning include:

- All children can and want to learn.
- All interactions with the child must be positive.
- The curriculum must emphasize classical literature from grade one.
- Every child must leave the school a successful person.
- All children need love and complete acceptance at school.
- A good teacher has a gentle spirit.

The Core Knowledge Curriculum echoes Ms. Collins' sentiment that classical works and basic principles, which are widely acknowledged as masterpieces and basic knowledge for all Americans, must be taught to every child because a literate person shares some basic knowledge with all of his or her society. In order to acquire this knowledge, it must be taught systematically to everyone regardless of one's cultural background. Marva Collin's techniques and Core Knowledge's curriculum are the perfect combination to lead our students into mature literacy.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

Educational Program (cont...)

1. Student Population

MMBA will enroll 4th, 5th, 6th and 7th grade students during its first year of implementation. During the second year of implementation, we will add 8th grade students to the enrollment. Each grade level will consist of two classes with approximately 20 students in each class. This amounts to 40 students per grade level. During the first year of implementation, there will be 160 students. During the second year of implementation, there will be 200 students enrolled at MMBA.

2. Goals and Objectives

One objective of MMBA is to provide our students with a rigorous and challenging curriculum that would ensure mastery of basic skills concepts. The Core Knowledge curriculum will also enable students to enjoy some of the classical literature readings, which are no longer used in most traditional school settings. Students will complete many interdisciplinary projects, which will allow them to see how they will use certain subjects later in life. MMBA's intent is to make sure that all of our students leave middle school with the knowledge base of at least a high school sophomore. PSAT/SAT and PLAN/ACT preparation will be an important component of MMBA's goal of academic excellence in our students.

Another objective of MMBA is to teach our students to become financially literate so that they can become self-supporting, self-sufficient adults and be able to provide for their families and communities. Helping students to establish their businesses is the ultimate goal of the entrepreneurship component of MMBA. The intent of this charter school is to make sure that all students have access to the information of business ownership and investing. Some may choose to use the information earlier than others. MMBA will also offer continuing support to our students once they enter high school. We will offer ongoing SAT/ACT preparation classes and business classes/seminars for our former students.

All curriculum and projects will be based upon the South Carolina Standards for all disciplines. Many Internet projects will be based upon more stringent National Standards as well; therefore, objectives will be met for state requirements with room for creativity.

Core Knowledge's *Four S's* will improve student achievement because it has been demonstrated to do so in other school districts throughout the country. Students will be motivated to learn because of the interesting projects that will entice them to discover their world. Please see **Appendix E** for explanation of *Four S's*.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

For 30 years, Marva Collins' philosophy and techniques have proven successful and as she states, she has never "lost a child." No better testimony could be given than this empowering of every child who attends her school. MMBA wants to bring that caliber of academic excellence to Columbia, South Carolina so that each student will become triumphant even if students are presently low achieving students. The small setting, the personal, positive teaching, and the established, universal curriculum will achieve advanced and excited learners at Midlands Math and Business Academy.

3. Academic Standards

The teachers of MMBA will provide instruction to students based on the South Carolina Academic Standards for all subjects. These standards identify the goals that our students will achieve in each subject area at each grade level. Please see **Appendix F** for a compilation of the South Carolina Standards for grades 4-8.

Core Knowledge provides a template in which educators in different states can correlate their state standards to the topics covered in the Core Knowledge Sequence. This is the process that MMBA will use to ensure that our school's instructional program meets or exceeds the student academic standards adopted by the State Board of Education. Please see **Appendix G** for a Sample Correlation Chart.

Teachers and administrators will determine whether all students are achieving or attaining the standards by completing a Standards Implementation Checklist for the individual classrooms. Also, they will be able to determine if the entire school is achieving or attaining the standards by completing a Standards Implementation Checklist for the school. These documents will be reviewed during faculty meetings and planning times to see where the weaknesses and strengths are. A teacher who is having success in an area may be able to share ideas with a teacher who may be struggling with presenting a certain concept or topic to students. This review process will take place on a regular basis, not at the end of the marking period. Please see **Appendix H** for a copy of a Standards Implementation Checklist for the classroom and school. (Douglas B. Reeves, *101 Questions & Answers about Standards, Assessment, and Accountability*)

Proposed Charter School: Midlands Math and Business Academy (MMBA)

4. Instructional Program

MMBA will operate on a year-round school schedule, using the same calendar as Forest Heights Elementary in Richland District One. There may be a few minor changes with dates; however, students will attend school for at least 180 days during the school year. The school's operating hours will be 8:00 AM- 3:00 PM. Please see **Appendix I** for a copy of Forest Heights' Calendar and a copy of MMBA's daily bell schedule.

In order to enable students to accomplish the curriculum standards, teachers at MMBA will use various teaching strategies (i.e. question and answer sessions, hands-on activities, lecture with note-taking, class discussions, demonstrations/modeling, technology assisted instruction, etc.). All students will be expected to participate in class activities. During lunch, extra help will be available to those students who have not met standard. Remediation assistance will be provided to those students who are performing below grade level. These students may be required to complete extra assignments if the teachers deem it necessary.

In order to comply with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act, MMBA will work collaboratively with Richland School District One in serving all students with special needs. We will employ at least two full-time Certified Special Education Teachers. During the hiring process, the Board will take into consideration the special areas in which the teachers are certified. Our goal is to provide as many services as needed in-house. Any services that we can not provide, we will contract with Richland One, Department of Social Services or private, licensed individuals. We will employ an additional Special Education Teacher during our 2nd year of implementation bringing the total to at least three full-time certified Special Education Teachers.

One of the Special Education Teachers will have a lighter class load so that he/she can handle all records of students with special needs on a daily basis. This person will be responsible for ensuring that individualized education programs are properly developed for these students, setting up conferences with parents or guardians, coordinating outside services for students, attending workshops and training sessions, and assisting all teachers of special needs students (especially those teachers who have students that have been mainstreamed into regular classes.

MMBA will provide assistive technology devices and/or services to students with special needs to the best of its ability. An assistive technology device is any item, piece of equipment, or product system that is used to increase, maintain or improve the functional capabilities of a student with a disability. An assistive technology service is any service that directly assists a student with a disability in the selection, acquisition, or use of an assistive technology device. A list of such services can be found in State Board of Education Regulation 43-243. If MMBA can not provide a device or service, we will ensure that the student is accommodated. We will look into all available resources which may be available to our special needs students. One valuable resource is the State Education Department's Web Site "Exceptional Children" link.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

4. Instructional Program (cont...)

The "Regulatory Page" link provides copies of regulations for special needs students and policy letters. This site also lists training workshops, allows you to access forms for complaint letters, due process hearings, etc. This web site also has a parents' guide available. There is a wealth of other information on this site.

MMBA will provide transition services to special needs students according to their individual needs, preferences and interests. These services will include a coordinated set of activities for students with disabilities that is designed within an outcome-oriented process that promotes movement from school to postschool activities. Postschool activities may include postsecondary education, vocational training, integrated/supported employment, continuing and adult education, adult services, independent living, or community participation. Also, the set of activities must include instruction, related services, community experiences, the development of employment and other postschool adult-living objectives, and if appropriate, acquisition of daily-living skills and functional vocational evaluation.

MMBA will provide continued staff development and implement any and all federal program requirements as they relate to the No Child Left Behind Act.

E. Student Assessment

1. Student Achievement and Progress Evaluation

MMBA will evaluate student achievement using various instruments including teacher prepared tests, book tests, observations, oral responses, multiple choice tests, short-answer tests, essays, projects, presentations, cooperative group assignments, Palmetto Achievement Performance Test (PACT), and other standardized assessments such as Otis Lennon Algebra One Readiness Test and Metropolitan Achievement Test.

2. Performance Goals Timeline

MMBA will adhere to all federal guidelines as much as possible with regard to the amount of time that schools have in order for students to be performing at the required academic levels. It is difficult for us to determine what our timeline will be at this time. We can make a better assessment once we know the performing level of our students.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

3. Academic Assistance

MMBA will provide continuous academic assistance to students who do not perform at acceptable levels of proficiency on the Palmetto Achievement Challenge Test (PACT). Intensive intervention will be provided to these students, including tutoring during lunch and after school, extra assignments provided by teachers, computer-assisted instruction, more writing assignments with immediate feedback, and any other special academic programs that the teachers and administrators feel would benefit our students. Also, some students may be required to take double periods of English/language arts or math. This will prevent them from taking electives; however, their future is more important than having fun at this point. At MMBA, we believe that high expectations from teachers along with perseverance from students is a winning combination. We feel that all of our students will achieve proficiency, some earlier than others.

All teachers at MMBA will receive training on how to vary their teaching styles. At MMBA we will encourage teachers to coach small groups, rather than lecture "whole groups". This will allow teachers to spend more time with students who need help on the fundamentals without subjecting the entire class to a review of material that is already mastered. (Douglas Reeves, *101 Questions & Answers about Standards, Assessments, and Accountability*)

MMBA may consider having some teachers loop with their students. This will prevent students who are not performing well the opportunity to "move up" with their classmates, while the teacher continues to work with them. Other advantages to looping is that teachers don't waste time teaching topics students have already mastered. They don't spend the first marking period reviewing.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

F. Budget and Accounting System

1. Annual Budget

Please see **Appendix J** for copy of five-year budget, grant award letter, and per pupil funding allotment.

2. Annual Audit

MMBA will contract with an outside company, Arcadia NorthStar, to manage the day to day operations of the school. Please see **Appendix K** for samples of financial statements that will be provided to the governing board. Also included is a sample service agreement.

At the end of each fiscal year, MMBA Governing Board's Committee on Finance and Administration will oversee selection of an independent auditor (CPA) and annual audit of the Charter School's financial practices and records.

The school will contract with a licensed South Carolina CPA to conduct financial audits for charter schools. As part of Arcadia NorthStar's audit coordination services, MMBA will be provided with four or five reliable firms from which to choose for auditing purposes.

The audit conducted will verify the accuracy of MMBA's financial statements, attendance and enrollment accounting practices, and review the School's internal controls. The audit will be conducted in accordance with generally accepted accounting principles applicable to MMBA to ensure compliance with state law and the requirements for a non-profit corporation. It is anticipated that the annual audit will be completed by the due date imposed by State Statute.

The Governing Board's Committee on Finance and Administration will review any audit exceptions or deficiencies and report to the School's Governing Board with recommendations on how to resolve them.

MMBA will adhere to the accounting, auditing, and reporting procedures and requirements that are applied to public schools operating in South Carolina. Accounting, auditing, and reporting requirements will be in compliance with the principles set forth in the following publications:

a) Single Audit Guide, b) Financial Accounting Handbook, and c) Funding Manual.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

3. Pupil Accounting System

MMBA will adhere to the procedures and regulations that are applied to public schools operating in South Carolina. The pupil accounting system will comply with the principles included in the *South Carolina Pupil accounting Manual* and the *South Carolina Student Accountability Manual*, published by the State Department of Education.

4. Negotiated Services Documentation

This section does not apply to MMBA. At this time, there are no negotiated services between Richland School District One and MMBA.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

G. Governance and Operation

1. Non-Profit Corporation Status

Please see **Appendix L** for copy of MMBA's non-profit articles of incorporation and by laws.

2. Governing Board

The governing board of MMBA will be elected annually by the employees of the school and all parents or guardians of enrolled students. Parents or legal guardians shall have one vote for each child enrolled in the school. Elections will take place at the beginning of each school year.

The governing board of MMBA will develop policies, make decisions and assume the following responsibilities:

- a) employing and contracting with teachers and non-teaching employees;
- b) ensuring that all certified teachers and non-certified personnel undergo the background checks and other investigations, as provided by law, before they are employed at MMBA;
- c) contracting for other services, including but not limited to transportation, financial accounting, and legal;
- d) developing pay scales, performance criteria, and discharging policies for its employees, including the school's administrator;
- e) deciding all other matters related to the operation of MMBA, including budgeting, curriculum, and operating procedures; and
- f) ensuring that MMBA will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to all public schools operating in Richland School District One.

MMBA and its governing body will comply with the Freedom of Information Act as evidenced in the bylaws of this corporation and the filing of a non-profit status.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

Proposed Charter School: Midlands Math and Business Academy (MMBA)

3. Administrative Structure

Director

- oversees the day to day operations of the school
- evaluates teachers and other personnel
- helps to coordinate lessons for interdisciplinary teaching
- assists with guidance counselor/disciplinarian duties

Administrative Assistant

- assists in the day to day operations of the school
- evaluates teachers and other personnel
- serves as guidance counselor/disciplinarian

Secretary

- serves as school secretary
- serves as attendance clerk
- serves as bookkeeper
- serves as nurse

4. Parental, Community, and Educator Involvement

The governing board of MMBA will consist of parents, guardians, community members and teachers. These members will set policies and procedures for the school. Once the charter has been approved, we will hold monthly meetings in order to educate everyone about the delicate, yet important details of the operations of a school. People must be made aware of state and federal laws that govern public schools. We will also inform parents and the community about the vision for MMBA. We will allow suggestions and comments from those who would like to have input. We will set up various committees on which parents and community members can work and offer their expertise. Each one will be co-chaired by a teacher and either a parent or community member. These committees will remain in place with elections being held each year for new members.

At MMBA, parents and guardians will be required to volunteer at least 30 hours per school term.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

H. Administrative and Teaching Staff

I. Administrative Staff

Director/Lead Teacher

Qualifications: Must hold current South Carolina Teaching Certification or Administration Certification; Trained in South Carolina's Teacher Evaluation Program (ADEPT); Experience as supervisor or department chairperson

Administrative Assistant

Qualifications: Must hold current South Carolina Teacher Certification or Administration Certification; Trained in South Carolina's Teacher Evaluation Program (ADEPT); Experience as supervisor or department chairperson

Secretary

Qualifications: Must have at least three years experience in South Carolina student records reporting system (SASI); Must have some working knowledge in school bookkeeping procedures; Must be trained in CPR immediately after hire date; Must be able to work independently

Either the director or the administrative assistant must hold current South Carolina certification in administration or have at least one year of experience in the field of school-based administration.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

2. Teachers

MMBA will employ teachers in the following manner:

Special Education Teacher, grades 4, 5
Special Education Teacher, grades 6, 7, 8
Special Education Teacher, grades 6, 7, 8 (2nd year of implementation)
Math Teacher, grades 4, 5
Math Teacher, grades 6, 7
Math Teacher, grade 6, 7, 8 (2nd year of implementation)
English/Lang. Arts Teacher, grades 4, 5
English/Lang. Arts Teacher, grades 6, 7
English/Lang. Arts Teacher, grades 6, 7, 8 (2nd year of implementation)
Social Studies Teacher, grades 4, 5 (part time)
Social Studies Teacher, grades 6, 7 (part time)
Social Studies Teacher, grades 6, 7, 8 (2nd year of implementation,)
Science Teacher, grades 4, 5 (part time)
Science Teacher, grades 6, 7 (part time)
Science Teacher, grades 6, 7, 8 (2nd year of implementation)
Foreign Language Teacher, grades 4, 5 (part time)
Foreign Language Teacher, grades 6, 7 (part time)
Business/Computer Teacher, grades 4, 5 (part time)
Business/ Computer Teacher, grades 6, 7
Business/Computer Teacher, grades 6, 7, 8 (part time, 2nd year of implementation)
Music/Chorus Teacher, grades 6-8 (contract service with USC, private instructors)
Drama Teacher, grades 6-8 (contract service with Community Playhouse, Drama Clubs)
Art Teacher, grades 6-8 (contract service with Artist in Residence for special projects)
P.E./Health, grades 6-8 (collaborate with SC Health Services, DHEC, local recreation centers)

MMBA may hire part time teachers during the course of the school year for special projects in Music, Drama, Art, P.E., and Health. In the future, we hope to add band and chorus to our course offerings.

All core subject teachers (i.e. math, English/language arts, social studies, & science) will either be certified in that area or hold a baccalaureate or graduate degree in that subject. Teachers with elementary certification may teach in any academic area and in any grades allowable by the status of their certification. No more than 25% of the teaching staff will be non-certified.

All special education teachers will meet the certification requirements of the No Child Left Behind Law. MMBA intends to hire teachers who are certified in various Special Education Areas. MMBA will contract out for other special education services such as Psychologists, Speech Therapists, Hearing Specialists, and Social Workers.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

I. Racial Composition

1. Racial Composition

In order to reflect the racial composition (78% minority, 23% white, & 3% other) of the school district as closely as possible, MMBA will recruit students for this charter school by advertising in newspapers such as *The State*, *Columbia Star*, *Black News*, and any other local newspapers found in communities in Richland School District One. We will also advertise on several radio stations catering to different racial and ethnic groups of Richland One. We will advertise on the Community Information Cable Channel 2 and pass out flyers in neighborhoods located in Richland One. We will also attend special community functions across the district in order to spread the word. Our targeted population is all students in Richland School District One in grades four through seven; therefore the racial composition of MMBA should be around 78% minority, 23% white, and 3% other).

2. Policies and Procedures

In addition to advertisements, MMBA will mail out information to parents and guardians of students in Richland One in grades three through six (who will actually be rising fourth through seventh graders) about our academic program and our special business component. Parents will be given the opportunity to attend several information sessions so that they may ask questions and/or voice concerns. Since MMBA is not interested in recruiting any special category of students, we hope that parents will see this as an opportunity for their children to learn in a diversified setting. There will be students of varying academic levels and varying interests, but we hope they all will be impressed by the unique business program that MMBA will offer for young students. We realize that it is almost every parent's desire that their children be financially literate; however, parents don't always have the time to share this information with them. At MMBA, financial literacy will be presented to students in an easy to understand, fun, and friendly environment. From this experience, we are sure to produce some very successful business entrepreneurs. There is no way for us to know which students will actually enroll at MMBA; however, we feel that if we make ourselves available to communities across the district, then we should get a good cross-section of people who are interested. Since Richland One is divided into clusters according to the high schools, we will ensure that information meetings are held in each cluster. This is typically the way that Richland One disseminates information throughout the district. Of course, as we have already stated, we will go one step further and have information meetings in many of the communities (which adds up to a lot more than the number of clusters the district has).

Proposed Charter School: Midlands Math and Business Academy (MMBA)

3. Desegregation Plan or Order

Please see **Appendix M** for letter from district attorney concerning desegregation order.

J. Transportation

1. Transportation Needs

MMBA will not provide transportation for students at this time. However, the school will help facilitate transportation by providing after-school tutoring services to give parents time to pick up their children.

2. School Bus

This section does not apply to MMBA.

3. Contracted Services

This section does not apply to MMBA.

4. Special Needs Students

If there any special needs students who will require transportation , then MMBA will contract with an outside cab or bus company in accordance with state and federal laws in the transportation of special needs students.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

K. Facilities and Equipment

1. Identified Facility

This section does not apply to MMBA.

2. Not Identified Facility

MMBA's estimated amount of required space is 10,000 square feet. Bud Kinnie of Remax Realtors is currently looking for a suitable facility for our school. We have looked at the following possibilities:

- 1) lease store-front space at \$12 per square foot
- 2) contract to build a Hoover Building at \$30 per square foot (sturdy warehouse type building) approx. cost \$300,000

Once MMBA's charter is approved, we will proceed with obtaining space for our school. The desired date for acquiring space is December 2003.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

L. Employee Relations

1. Employment Process

MMBA will advertise all positions in *The State* Newspaper. The Planning Committee will interview all candidates for employment. Upon verification of proper credentials, the Planning Committee will select those candidates which are most qualified according to the No Child Left Behind Law and those who appear to be the most capable in helping MMBA to obtain its mission.

2. Teacher Evaluations

MMBA will use the ADEPT (Assisting, Developing, and Evaluating Professional Teaching) Program for evaluation of teachers.

3. Terms and Conditions of Employment

Employment policies will be enforced by the MMBA's Governing Board. Any concerns from employees will need to be brought before the Board if the employee and director can not resolve the issue at hand.

M. Grievance and Termination Procedures

1. Teacher Employment and Dismissal Procedures

(Greenville Technical Charter High School Handbook)

All employees of MMBA are hired by the Governing Board of the school. In the interest of effective conflict resolution, the Board of MMBA recognizes the need for a grievance procedure to provide prompt and effective means of resolving any differences that may arise among parents, staff, and/or administration.

A grievance shall be defined as follows: a disagreement involving a school related matter in which an individual or group of individuals believes that an injustice has been done because of lack of policy, or because of a policy that is unfair, or a deviation from, or misapplication or interpretation of a policy, such as disciplinary action.

The purpose of this procedure is to settle grievances and complaints at a level as close as possible to the points of their origin. Proceedings will be informal and confidential whenever possible.

Since an objective of the Board is that the grievance be settled as quickly as possible, there will be no extension of the prescribed time for moving through the grievance procedure except upon a compelling showing of good cause. All appeals for such extension of time will be to the Chairperson of the Board.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

1. Teacher Employment and Dismissal Procedures (cont...)

Step 1

Any employee having a grievance shall first orally review or discuss such grievance with the director or his/her designee unless the grievance is with the director or his/her designee. In such case, the employee shall proceed to Step 2.

Step 2

If the grievance is with the director or his/her designee, the employee may direct a written grievance to the Chairperson of the Governing Board, but the employee must provide a copy for the director or his/her designee, giving the director or the designee five (5) working days to resolve the matter before the Chairperson is to act.

In the case where the complaint or grievance is not with the director or his/her designee, if the decision of Step 1 does not resolve the matter to the satisfaction of the employee, such employee shall have the right to present the grievance in writing to the director using a grievance form. If the grievance is with the director or his/her designee, then the employee shall have already presented the grievance in writing to the Chairperson.

The written grievance will consist of a concise statement of facts upon which the grievance is based. If a policy rule or regulation is in question, attach a copy of that policy and reference the specific provision if a specific provision applies. At the request of the employee, a copy of such grievance shall also be forwarded by the director to the Chairperson.

Step 3

If the grievance is with the director or his/her designee and the director has not resolved the matter within five (5) working days, the employee must directly notify the Chairperson of such. In all cases, the institution of Step 2 must be done within ten (10) working days after completing Step 1.

MMBA's Governing Board will make the final decision in all cases of termination of employees.

2. Employment and Dismissal Procedures for Administrative, Paraprofessional, and Non-teaching Staff

Paraprofessionals and non-teaching staff will follow the same grievance procedures as teachers. The director and administrative assistant must file any grievances they may have with the Chairperson of the Board. The written grievance must consist of a concise statement of facts upon which the grievance is based. If a policy rule or regulation is in question, attach a copy of that policy and reference the specific provision if a specific provision applies. MMBA's Governing Board will make the final decision in cases of termination of the director and administrative assistant.

Proposed Charter School: Midlands Math and Business Academy (MMBA)

N. Student Conduct, Rights, and Responsibilities

1. Student Conduct

MMBA will adopt Richland School District One's policy on student conduct and discipline.

MMBA will comply with S.C. Code Ann. § 59-63-235 (Supp. 2001), which provides for the expulsion of any student who brings a firearm to school.

2. Students with Disabilities

MMBA will follow the same policy as Richland One for students with disabilities in accordance with state and federal laws.

3. Student Rights

Students recommended for expulsion have the right to appeal. They may appeal to MMBA's Governing Board in writing within 10 working days of the expulsion.

MMBA will comply with the Family Education Rights and Privacy Act (20 U.S.C. § 1232) which entitles parents/guardians of students under 18 years of age and students over 18 years of age certain rights with respect to a student's education records.

4. Parent Notification

At the beginning of the school year, students and their parents or guardians will attend an orientation session. At this time, they will be given a copy of the policy manual explaining student conduct, rights, and responsibilities. The director will go over these policies in detail and give students and their parents or guardians the opportunity to ask questions.

O. Indemnification

Midlands Math and Business Academy (MMBA) assumes the liability for the activities of this charter school and indemnifies and holds harmless the school district, its servants, agents, and employees from any and all liability, damage, expense, causes of action, suits, claims, or judgments arising from injury to persons or property or otherwise that arises out of the act, failure to act, or negligence of the charter school, its agents and employees, in connection with or arising out of the activity of Midlands Math and Business Academy.

P. Insurance

1. Worker's Compensation Insurance

Please see **Appendix N** for description and amounts.

2. Liability Insurance

Please see **Appendix N** for description and amounts.

3. Property Insurance

Please see **Appendix N** for description and amounts.

4. Indemnity Insurance

This coverage is included in the liability section. Please see **Appendix N**.

5. Automobile Insurance

This section does not apply to MMBA because we will not be using an automobile at this time.

6. Other Insurance

MMBA will not obtain any other type of insurance at this time.

Appendix A

Michelle Sephes Spradley
1703 Dupont Drive
Columbia, SC 29223
803-609-1882

OBJECTIVE

To secure a Math Consultant or Curriculum Resource Teacher position that will maximize my opportunity to develop and implement programs, motivate teachers and students, and share ideas.

SUMMARY OF QUALIFICATIONS

- Ability to implement effective, creative ideas for school, grade-level teams, and individual teachers.
- Ability to gather, compile and analyze information from many different sources.
- Ability to train experienced people and develop highly effective teams.
- Serve as a role model and mentor for new teachers.
- Computer Literate. Proficient in Microsoft Word, Power Point, and Excel.
- Easily establish rapport with people of all ages, cultures, and beliefs.
- Strong communication, motivation, team building, liaison, and leadership skills.

ACCOMPLISHMENTS

- Worked on a middle school interdisciplinary team at W.G. Sanders that wrote and obtained funding for a technology grant. Awarded a computer and printer, Fall 1996.
- Served as co-chairperson of ACT 135 Technology Committee for Spring Valley High School. Many of our ideas and suggestions were implemented into the school's technology program, 1996-1997.
- Implemented an SAT preparation program at C.A. Johnson High School. The school was the recipient of a \$10,000 State Incentive Award for gains in SAT scores, 1999.
- C.A. Johnson High School Teacher of the Year, 2001-2002.
- W.A. Perry Middle School Teacher of the Year, 2003-2004.
- Presenter at Richland District One Math Conference.
- Developed the curriculum component of an Educational CD for 8th grade students for the SC Commission on Higher Education's HEAP Program, Summer 2001.

EXPERIENCE

Richland County School District One, Columbia, SC

Math Teacher, W.A. Perry Middle School, August 2002-present

Responsible for preparing lesson plans, providing instruction and maintaining discipline.
Courses taught: Algebra One, Algebra One Honors

Richland County School District One, Columbia, SC

Math Teacher, C.A. Johnson High School, August 1997-July 2002

Responsible for preparing lesson plans, providing instruction and maintaining discipline.
Courses taught: Basic Skills Math, Algebra for the Technologies, Algebra One, Geometry, Geometry Honors, SAT/ACT Prep, AlgIII/Trig., Pre-Calculus, and AP Calculus AB

Richland County School District One, Columbia, SC

Math Coordinator/ Math Teacher/ Dept. Chairperson, W.G. Sanders Middle School, July 1994-July 1997

Responsible for preparing lesson plans, providing instruction and maintaining discipline.
Responsible for training teachers in the use of various math manipulatives and hands-on instructional material. Provided enrichment activities and games to individual math classes. Sponsored grade level events. Provided academic as well as emotional support to teachers. Encouraged teachers to broaden their knowledge of the subject by attending various conferences and workshops. Responsible for preparing students for different math competitions during the year.

Courses taught: Pre-Algebra, Algebra One, Algebra One Honors

Indianapolis Public Schools, Indianapolis, IN

Math Teacher, Arlington Woods Middle School, IPS Alternative School, October 1991-June 1994

Responsible for preparing lesson plans, providing instruction, and maintaining discipline.
Courses taught: 7th grade Math, Pre-Algebra

Charlotte/Mecklenburg Schools, Charlotte, NC

Math Teacher, Albemarle Road Jr. High, February 1990-June 1991

Responsible for preparing lesson plans, providing instruction, and maintaining discipline.
Courses taught: 8th grade Math, Pre-Algebra

Palm Beach County Public Schools, West Palm Beach, FL

Math Teacher, Jupiter High School, July 1986-November 1989

Responsible for preparing lessons, providing instruction and maintaining discipline.
Courses Taught: Basic Math, Pre-Algebra, Algebra One, Geometry, and Geometry Honors

EDUCATION

Cambridge College, Boston, MA
M.Ed. Urban Education, January 1996

Florida Atlantic University, Boca Raton, FL
B.S. Business Administration, December 1985

Courses taken at the following colleges for continuous certification:
University of South Carolina, The Citadel, Clemson, and Columbia College

VOLUNTEER WORK

- Spearheaded and supervised a three-week Algebra workshop during the summer for rising 8th grade students, W.G. Sanders Middle School, 1996.
- Sponsored tutoring programs at a community church in Florida and one in North Carolina. A former student from the tutoring program in Florida majored in Mathematics and is currently a Math Teacher and Department Chairman.
- Coordinator of Math and Science Club, C.A. Johnson High School, 1998-2002.
- SAT/ACT Coach, weekends and after school, C.A. Johnson High, 1998-2001.
- Taught a one-week PSAT Preparation Course for Co-Worker's 7th & 8th grade classes, W.A. Perry, October 2002.

THIS CERTIFICATE IS A COPY IF THE BLUE COLORED BACKGROUND IS ABSENT

South Carolina State Board of Education

Educator Certificate

Michelle S Spradley

503 N Donar Drive

Columbia, SC 29223

Certificate Number

177788

Social Security Number

[REDACTED]

Validity Period

07/01/99 TO 06/30/04

Professional Certificate

Class

Masters Plus 30

Experience

14

Areas of Certification

10 - Mathematics

GT - Gifted and Talented

Inez Moore Tenenbaum

INEZ MOORE TENENBAUM

STATE SUPERINTENDENT OF EDUCATION

Date Printed

11/18/02

ROA 783

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Appendix B

Richland County Council



Anthony G. Mizzell
District Eleven

Administration & Finance

Economic Development

Central Midlands Regional
Planning Council

EPAC, Vice-Chairman

Detention Center Task Force

School District One

Recreation Commission

Community Relations
Council

Convention and Visitor's
Bureau

May 7, 2003

Ms. Michelle Spradley
Midlands Math and Business Academy
PO Box 6792
Columbia, SC 29260

Dear Ms Spradley:

I support your plan for a charter school, Midlands Math and Business Academy, for grades 5-8. I know that it will be available for all students of the Richland One School District. The emphasis will be on improving basic skills by using a business model for students to see how their learning will provide skills for the "real world."

The school will use the acclaimed *Core Knowledge* curriculum to encourage and enhance student learning as well as to develop a cultural literacy for all students so that they will become informed citizens. The focus will be to bring low achieving students to grade level and proficiency on PACT.

Charter schools have proven successful in many other states, and we want to see them as an additional approach to increasing achievement in South Carolina.

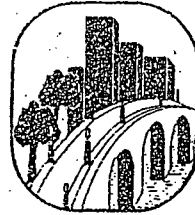
Sincerely yours,

A handwritten signature in dark ink, appearing to read "Tony Mizzell".

Tony Mizzell
Richland County Council
District Eleven

COLUMBIA

A Capital Place To Be



May 7, 2003

To Whom It May Concern:

As a member of Columbia City Council it is my pleasure to offer support for the Midlands Math and Business Academy. With the schools facing the PACT tests this week, I see no better time to offer support for an agency that seeks to bring students to at least the proficient level on these tests by using a business approach of "real world models."

I applaud Midlands Math and Business Academy for their plans on having classes of no more than 20 students focusing on sixth and seventh grade the first year and adding fifth and eighth grades during their second year. It is also impressive that the school's curriculum will be *Core Knowledge*, which is highly acclaimed throughout the USA. This curriculum is known for its solidity in basic skills but also providing diversity to give students exposure to all areas of our culture.

Please do not hesitate to contact me if further information is needed.

Sincerely,

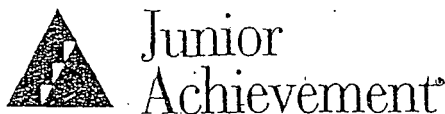
A handwritten signature in cursive script that reads "Anne Sinclair". The signature is written in dark ink and is positioned above the printed name.

Anne M. Sinclair
Councilwoman

ROA 786

Anne M. Sinclair • Columbia City Council • District #3
1737 Main Street • Post Office Box 147 • Columbia, SC 29217
Office 803.256.9700 • Message Service 803.253.8773

0559



Junior Achievement of
Central South Carolina, Inc.
P.O. Box 532
Columbia, SC 29202
803-252-1974
803-252-2720 - FAX
columbsc@worldnet.att.net - E-mail

April 16, 2003

Ms. Michelle Spratley
Midlands Math & Business Academy

Re: Letter of Support

Dear Ms. Spratley:

JA of Central South Carolina is very pleased to be asked to participate in the development of the Midlands Math & Business Academy (MMBA) that will provide a unique learning experience for middle school students in Richland School District One. JA's hands-on learning curricula will blend perfectly with MMBA's overall educational program.

JA will recruit volunteers from the business community who will meet with the a group of students for five to eight weeks, leading the discussions and enriching the program with their own experiences and business knowledge. Through interaction with positive role models, students work toward setting achievable educational and career goals. For many of these students, the JA volunteer may be the only business person with whom they interact regularly.

JA's programs correlate with the South Carolina Standards for Social Studies with an emphasis on economics. The goals of our programs are to help students:

- ▲ Develop an entrepreneurial spirit.
- ▲ Assess their personal skills and interests, explore career options, learn job hunting skills, and practice personal and family financial management.
- ▲ Understand the consequences of their decisions as they relate to their future.
- ▲ Learn about the U.S. economic system and the role of business in it.
- ▲ Discover how they are connected, through trade, to people and cultures throughout the world.

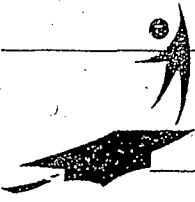
All JA programs are field tested in classrooms and updated in response to comments from teachers, students, and volunteers, and each program is evaluated by an independent research firm. The evaluators determined that JA students demonstrate a significant understanding of economics and business concepts over their counterparts. This is especially evident where students have been able to participate over consecutive years.

We look forward to working with the MMBA students. Please contact me at (803) 252-1974 ext. 13 if you have any questions.

Sincerely,

Helen Meyers
Vice President





**Communities
In Schools**

HELPING KIDS
PREPARE FOR LIFE

COMMUNITIES IN SCHOOLS OF THE MIDLANDS, INC.

Serving Richland & Lexington Counties

Post Office Box 8884 • 1300 Pickens Street • Suite 202 • Columbia, SC 29202
(803) 254-9727 Fax (803) 254-0320

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(Ex-off) USC School of Public Health

Mattie Fowler, Benedict College

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Jennifer Harding, The State Newspaper

Brenda Johnson, Community Volunteer

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ina L. Thorne, M.D.,

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Caroline Callison Tiffin, Esq.

SC Department of Juvenile Justice

Pope Walker, Rose Talbert Company

Dody Yarborough, WIS TV

May 6, 2003

Ms. Michele Spradley
Midlands Math & Business Academy
P.O. Box 6792
Columbia, SC 29260

Dear Ms. Spradley:

Communities In Schools is committed to exploring a partnership with the Midlands Math and Business Academy for it is our belief that we can touch children's lives best by partnering with schools to meet the needs of students. Collaborative opportunities may include resource brokering, volunteer management, after school support, and community coordination. During the last fifteen years, CIS has served thousands of children in multiple school districts with remarkable outcomes.

I have asked Lynn Bonus, CIS Project Director, to meet with you and to launch this partnership initiative with Midlands Math and Business Academy. I believe that together we can touch the lives of students so that they have confidence, a clear vision for their future, and a foundation, which prepares them for lifelong success.

With warmest regards,

Joan Fail Hoffman
Executive Director

Letter of Support

To whom it may concern,

Please let it be known that I / we, Myrtle L. Gordon,

residing at 2118 Gordon St. Colo. 80204,

am/are in support of the proposed Charter School, Midlands Math & Business

Academy. If the Charter School is approved to open, I / we will consider

enrolling my/our child(ren), N/A

_____, in this school.

Thank you,

Myrtle L. Gordon

Parent(s) / Community Member(s)

Letter of Support

To whom it may concern,

Please let it be known that I / we Willie Mae Porterfield
residing at 2600 Windy Drive Columbia, S.C. 29208
am/are in support of the proposed Charter School, Midlands Math & Business
Academy. If the Charter School is approved to open, I / we will consider
enrolling my/our child(ren), Lester Douglas Rayshon Douglas
_____, in this school.

Thank you,

Willie Mae Porterfield 4-18-03

Parent(s) / Community Member(s)

Appendix C

Core Knowledge at a Glance Major Topic Headings, 3-5

	Third Grade	Fourth Grade	Fifth Grade
Language Art/English	I. Reading and Writing II. Poetry III. Fiction (Stories; Norse Myths; Greek and Roman Myths) IV. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction (Stories; Legends of King Arthur) IV. Sayings and Phrases	I. Writing, Grammar and Usage II. Poetry III. Fiction (Stories; Shakespeare; Myths and Legends) IV. Sayings and Phrases
History and Geography	World I. World Geography (Spatial Sense; Canada; Important Rivers) II. Ancient Rome (Geography of Mediterranean Region; Roman Empire, "Decline and Fall") American I. The Earliest Americans II. Early Exploration of North America III. The Thirteen Colonies: Life and Times Before the Revolution	World I. World Geography (Spatial Sense; Mountains) II. Europe in the Middle Ages III. Spread of Islam and "Holy Wars" IV. Early and Medieval African Kingdoms V. China: Dynasties and Conquerors American I. American Revolution II. Making a Constitutional Government III. Early Presidents and Politics IV. Reformers V. Symbols and Figures	World I. World Geography (Spatial Sense; Lakes) II. Meso-American Civilizations III. European Exploration, Trade, and Clash of Cultures IV. Renaissance and Reformation V. England from the Golden Age to the Glorious Revolution VI. Russia: Early Growth and Expansion VII. Feudal Japan American I. Westward Expansion II. Civil War III. Native Americans: Cultures and Conflicts IV. U.S. Geography
Visual Arts	I. Elements of Art II. American Indian Art III. Art of Ancient Rome and Byzantine Civilization	I. Art of the Middle Ages II. Islamic Art and Architecture III. Art of Africa IV. Art of China V. Art of a New Nation: The United States	I. Art of the Renaissance II. American Art: Nineteenth-Century United States III. Art of Japan
Music	I. Elements of Music II. Listening and Understanding (Orchestra; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Orchestra; Vocal Ranges; Composers) III. Songs	I. Elements of Music II. Listening and Understanding (Composers; Connections) III. American Musical Traditions (Spirituals) IV. Songs
Mathematics	I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry	I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry	I. Numbers and Number Sense II. Ratio and Percent III. Fractions and Decimals IV. Computation V. Measurement VI. Geometry VII. Probability and Statistics VIII. Pre-Algebra
Science	I. Introduction to Classification of Animals II. Human Body (Muscular, Skeletal,	I. Human Body (Circulatory and Respiratory Systems) II. Chemistry (Atoms; Matter;	I. Classifying Living Things II. Cells: Structures and Processes III. Plant Structures and Processes

id Nervous Systems; Vision and
Hearing)

III. Light and Optics

IV. Sound

V. Ecology

VI. Astronomy

VII. Science Biographies

Elements; Solutions

III. Electricity

IV. Geology: Earth and Its Changes

V. Meteorology

VI. Science Biographies

IV. Life Cycles and Reproduction

V. Human Body (Endocrine and
Reproductive Systems)

VI. Chemistry: Matter and Change

VII. Science Biographies

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4/28/2000

Core Knowledge at a Glance: Major Topic Headings, 6-8

	Sixth Grade	Seventh Grade	Eighth Grade
Language Art/English	I. Writing, Grammar, and Usage II. Poetry III. Fiction and Drama (Stories; Shakespeare; Classical Myths) IV. Sayings and Phrases	I. Writing, Grammar, and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English	I. Writing, Grammar and Usage II. Poetry III. Fiction, Nonfiction, and Drama IV. Foreign Phrases Commonly Used in English
History and Geography	World I. World Geography (Spatial Sense; Deserts) II. Lasting Ideas from Ancient Civilizations (Judaism, Christianity; Greece and Rome) III. Enlightenment IV. French Revolution V. Romanticism VI. Industrialism, Capitalism, and Socialism VII. Latin American Independence Movements American I. Immigration, Industrialization, and Urbanization II. Reform	World I. America Becomes a World Power II. World War I, "The Great War" III. Russian Revolution IV. America from the Twenties to the New Deal V. World War II VI. Geography of the United States	World I. Decline of European Colonialism II. Cold War III. Civil Rights Movement IV. Vietnam War and the Rise of Social Activism V. Middle East and Oil Politics VI. End of the Cold War: Expansion of Democracy and Continuing Challenges VII. Civics: The Constitution – Principles and Structure of American Democracy VIII. Geography of Canada and Mexico
Visual Arts	I. Art History: Periods and Schools (Classical; Gothic; Renaissance; Baroque; Rococo; Neoclassical; Romantic; Realism)	I. Art History: Periods and Schools (Impressionism; Post-Impressionism; Expressionism and Abstraction; Modern American Painting)	I. Art History: Periods and Schools (Painting Since World War II; Photography; 20 th -Century Sculpture) II. Architecture Since the Industrial Revolution
Music	I. Elements of Music II. Classical Music: From Baroque to Romantic (Bach, Handel, Haydn, Mozart, Beethoven, Schubert, Chopin, Schumann)	I. Elements of Music II. Classical Music (Romantics and Nationalists (Brahms, Berlioz, Liszt, Wagner, Dvorak, Grieg, Tchaikovsky) III. American Musical Traditions (Blues and Jazz)	I. Elements of Music II. Non-Western Music III. Classical Music: Nationalists and Moderns (Sibelius, Bartok, Rodrigo, Copland, Debussy, Stravinsky) IV. Vocal Music (Opera; American Musical Theater)
Mathematics	I. Numbers and Number Sense II. Ratio and Percent	I. Pre-Algebra (Properties of the Real Numbers; Polynomial Arithmetic;	I. Algebra (Properties of the Real Numbers; Relations, Functions, and Graphs; Linear

	III. Computation IV. Measurement V. Geometry VI. Probability and Statistics VII. Pre-Algebra	Equivalent Equations and Inequalities; Integer Exponents) II. Geometry (Three-Dimensional Objects; Angle Pairs; Triangles; Measurement) III. Probability and Statistics	Equations and Functions; Arithmetic of Rational Expression; Quadratic Equations and Functions) II. Geometry (Analytic Geometry; Introduction to Trigonometry; Triangles and Proofs)
Science	I. Plate Tectonics II. Oceans III. Astronomy: Gravity, Stars, and Galaxies IV. Energy, Heat, and Energy Transfer V. Human Body (Lymphatic and Immune Systems) VI. Science Biographies	I. Atomic Structure II. Chemical Bonds and Reactions III. Cell Division and Genetics IV. History of the Earth and Life Forms V. Evolution VI. Science Biographies	I. Physics II. Electricity and Magnetism III. Electromagnetic Radiation and Light IV. Sound Waves V. Chemistry of Food and Respiration VI. Science Biographies
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Appendix D

Appendix E

[About Core Knowledge](#)

[An Overview of the K-8 Core Knowledge Sequence](#)

[Corrections to K-8 Sequence](#)

[Preschool Sequence](#)

[Articles by E.D. Hirsch, Jr.](#)

[Articles from our Newsletter](#)

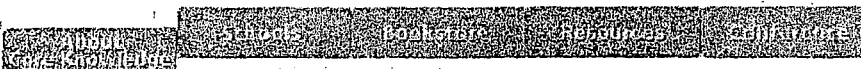
[Common Questions and Misconceptions](#)

[Frequently Asked Questions](#)

[Evaluation Data](#)

[Core Knowledge Discussion Lists](#)

[Staff Directory](#)



About Core Knowledge®

[What is Core Knowledge? / The Four S's / A Sample of the Core Knowledge Sequence / Who Decided What's in the Sequence? / Benefits of Core Knowledge](#)

What is Core Knowledge?



An Idea... that for the sake of academic excellence, greater fairness, and higher literacy, elementary and middle schools need a solid, specific, shared core curriculum in order to help children establish strong foundations of knowledge, grade by grade.

A Guide to Specific, Shared Content... as outlined in the *Core Knowledge Sequence* (a grade-by-grade guide to important knowledge) and supported in *Core Knowledge resources*, including the *What Your Kindergartner - Sixth Grader Needs To Know* book series.

A School Reform Movement... taking shape in hundreds of schools where educators have committed themselves to teaching important skills and the Core Knowledge content they share within grade levels, across districts, and with other Core Knowledge schools across the country.

The Four S's. Core Knowledge Is:

Solid

Many people say that knowledge is changing so fast that what students learn today will soon be outdated. While current events and technology are constantly changing, there is nevertheless a body of lasting knowledge that should form the core of a Preschool-Grade 8 curriculum. Such solid knowledge includes, for example, the basic principles of constitutional government, important events of world history, essential elements of mathematics and of oral and written expression, widely acknowledged masterpieces of art and music, and stories and poems passed down from generation to generation.

Sequenced

Knowledge builds on knowledge. Children learn new knowledge by building on what they already know. Only a school system that clearly defines the knowledge and skills required to participate in each successive grade can be excellent and fair for all students. For this reason, the *Core Knowledge Sequence* provides a clear outline of content to be learned grade by grade. This sequential building of knowledge not only helps ensure that children enter each new grade ready to learn, but also helps prevent the many repetitions and gaps that characterize much current schooling (repeated units, for example, on pioneer days or the rain forest, but little or no attention to the Bill of Rights, or to adding fractions with unlike denominators).

Specific

A typical state or district curriculum says, "Students will demonstrate knowledge of people, events, ideas, and movements that contributed to the development of the United States." But which people and events? What ideas and movements? In contrast, the *Core Knowledge Sequence* is distinguished by its specificity. By clearly specifying important knowledge in language arts, history and geography, math, science, and the fine arts, the *Core Knowledge Sequence* presents a practical answer to the question, "What do our children need to know?"

Shared

Literacy depends on shared knowledge. To be literate means, in part, to be familiar with a broad range of knowledge taken for granted by speakers and writers. For example, when sportscasters refer to an upset victory as "David knocking off Goliath," or when reporters refer to a "threatened presidential veto," they are assuming that their audience shares certain knowledge. One goal of the Core Knowledge Foundation is to provide all children, regardless of background, with the shared knowledge they need to be included in our national literate culture.

[back to top](#)

A Sample of the *Core Knowledge Sequence*

(These excerpts represent only a very small and selective sampling. Please see the *Core Knowledge Sequence* for additional information.)

KINDERGARTEN: VISUAL ARTS

- Painting: line and color in such works as Matisse's *The Purple Robe*, Picasso's *Le Gourmet*, Mary Cassatt's *The Bath*, Henry O. Tanner's *The Banjo Lesson*, and Diego Rivera's *Mother's Helper*.
- Sculpture: Statue of Liberty, mobiles of Alexander Calder, Northwest American Indian totem pole

FIRST GRADE: WORLD HISTORY

Early Civilizations: Ancient Egypt

- Geography: Africa, Sahara Desert
- Importance of the Nile River, floods and farming
- Pharaohs: Tutankhamen, Hatshepsut
- Pyramids, and mummies, animal gods, Sphinx
- Writing: hieroglyphics

SECOND GRADE: AMERICAN HISTORY

Civil Rights

- Susan B. Anthony and the right to vote
- Eleanor Roosevelt and civil rights and human rights
- Mary McLeod Bethune and educational opportunity
- Jackie Robinson and the integration of major league baseball
- Rosa Parks and the bus boycott in Montgomery, Alabama
- Martin Luther King, Jr. and the dream of equal rights for all
- Cesar Chavez and the rights of migrant workers

THIRD GRADE: MATH

Fractions

- Recognize fractions to one-tenth
- Identify numerator and denominator
- Write mixed numbers
- Recognize equivalent fractions (for example, $1/2 = 3/6$)
- Compare fractions with like denominators using the signs $<$, $>$, and $=$

Geometry

- Identify lines as horizontal, vertical, perpendicular, parallel
- Polygons: recognize vertex; identify sides as line segments; identify pentagon, hexagon, and octagon
- Identify angles: right angle; four right angles in a square or rectangle
- Compute area in square inches and square centimeters

FOURTH GRADE: SCIENCE

Electricity

- Electricity as the flow of electrons

- Static electricity
- Electric current
- Electric circuits: closed, open, and short circuits
- Simple circuit (battery, wire, bulb, filament, switch)
- Conductors and insulators
- How electromagnets work
- Using electricity safely

FIFTH GRADE: AMERICAN HISTORY AND GEOGRAPHY

Westward Exploration and Expansion

- Early exploration of the west: Daniel Boone, Cumberland Gap, Wilderness Trail
- The Louisiana Purchase: Lewis and Clark, Sacagawea
- Pioneer land routes: Santa Fe Trail and Oregon Trail
- Rivers: James, Hudson, St. Lawrence, Mississippi, Missouri, Ohio, Columbia, Rio Grande
- American Indian resistance: Tecumseh attempts to unite tribes to defend their land
- "Manifest Destiny" and conflict with Mexico
- The Mexican War

SIXTH GRADE: LANGUAGE ARTS

Fiction and Drama

- *The Iliad* and *The Odyssey*
- *The Prince and the Pauper*
- *Julius Caesar*

Writing and Research

- Write a research essay, with attention to
 - * asking open-ended questions
 - * gathering relevant data through library and field research
 - * summarizing, paraphrasing, and quoting accurately when taking notes
 - * defining a thesis
 - * organizing with an outline
 - * integrating quotations from sources
 - * acknowledging sources and avoiding plagiarism
 - * preparing a bibliography

SEVENTH GRADE: MUSIC**Classical Music: Romantics and Nationalists**

- Music and National Identity
- Antonin Dvorak, *Symphony No. 9 ("From the New World")*
- Edvard Grieg, *Peer Gynt Suites Nos. 1 and 2*
- Peter Ilich Tchaikovsky, *1812 Overture*
- **American Musical Traditions**
- Blues: Twelve bar blues form
- Jazz: Louis Armstrong, Duke Ellington, Miles Davis

EIGHTH GRADE: PHYSICS**Motion, Forces, Density and Buoyancy, Work, Energy, Power**

- Velocity and speed
- The concept of force
- Unbalanced forces cause change in velocity
- When immersed in a fluid, all objects experience a buoyant force
- In physics, work is a relation between force and distance: work is done when force is exerted over a distance
- In physics, energy is defined as the ability to do work
- In physics, power is a relation between work and time: a measure of work done and the time it takes to do it

[back to top](#)**Knowledge Builds on Knowledge**

We learn new knowledge by building on what we already know. Students in Core Knowledge schools know a lot, because they are offered a coherent sequence of specific knowledge that builds year by year. For example, in sixth grade they should be ready to grasp the law of the conservation of energy because they have been building the knowledge that prepares them for it, as shown in this selection from the physical science strand of the *Core Knowledge Sequence*:

Kindergarten:

Magnetism, the idea of forces we cannot see. Classify materials according to whether they are attracted to a magnet.

First Grade:

Basic concept of atoms. Names and common examples of the three states of matter. Examine water as an example of changing states of matter in a single substance. Properties of matter: measurement.

Second Grade:

Lodestones: naturally occurring magnets. Magnetic poles: north-seeking and south-seeking poles. Magnetic fields (strongest at the poles). Law of attraction: unlike poles attract, like poles repel.

Fourth Grade:

Atoms: all matter is made up of particles too small to see. Atoms are made up of even smaller particles: protons, neutrons, electrons. Concept of electrical charge: proton has positive charge; electron has negative charge; neutron has no charge. "Unlike charges attract, like charges repel" (relate to magnetic attraction). Properties of matter: mass, volume and density. The elements: basic kinds of matter.

Fifth Grade:

Atoms are constantly in motion; electrons move around the nucleus in paths called shells (or energy levels). Atoms form molecules and compounds. The Periodic Table: organizes elements with common properties.

Sixth Grade:

Kinetic and potential energy: types of each. Energy is conserved in a system. Heat and temperature. Three ways energy is transferred: conduction, convection, and radiation. Energy transfer: matter changes phase by adding or removing energy. Expansion and contraction.

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Who Decided What's in the Sequence?

The *Core Knowledge Sequence* is the result of research into the content and structure of the highest performing elementary-school systems around the world, as well as extensive consensus-building among diverse groups and interests, including parents, teachers, scientists, professional curriculum organizations, and experts from the Core Knowledge Foundation's advisory board on multicultural traditions. Provisional versions of the Sequence were reviewed and revised by panels of teachers, and in 1990 a national conference was convened at which twenty-four working groups hammered out a draft sequence. This draft was fine-tuned

during a year of implementation at Three Oaks Elementary in Ft. Myers, Florida. As more elementary schools adopt Core Knowledge, the Foundation seeks their suggestions based on experience in order to update the Sequence.

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Benefits of Core Knowledge

For Students

- Provides a broad base of knowledge and a rich vocabulary
- Motivates students to learn and creates a strong desire to learn more
- Provides the knowledge necessary for higher levels of learning and helps build confidence

For the School

- Provides an academic focus and encourages consistency in instruction
- Provides a plan for coherent, sequenced learning from grade to grade
- Promotes a community of learners -- adults and children
- Becomes an effective tool for lesson planning and communication among teachers and with parents
- Guides thoughtful purchases of school resources

For the School District

- Provides a common focus to share knowledge and expertise
- Decreases learning gaps caused by mobility
- Encourages cooperation among schools to provide quality learning experiences for all students
- Provides a strong foundation of knowledge for success in high school and beyond

For Parents and the Community

- Provides a clear outline of what children are expected to learn in school
- Encourages parents to participate in their children's education both at home and in school
- Provides opportunities for community members to help obtain and provide instructional resources

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Questions? Visit our [Frequently Asked Questions](#) page, or send an e-mail to the [Core Knowledge Foundation](#).

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Appendix F

Grades 3–5: Number and Operations

STANDARD

- I. Understand numbers, ways of representing numbers, relationships among numbers, and number systems.

EXPECTATION

- A. Understand the place-value structure of the base-ten number system and be able to represent and compare whole numbers and decimals.

3	4	5
*1. Explain the place value structure of whole numbers through hundred thousands.	1. Explain the place value structure of whole numbers including periods (thousands, millions, billions, etc.).	
2. Read and write whole numbers.		
3. Compare whole numbers using symbols ($>$, $<$, $=$) and words (<i>is greater than</i> , <i>is less than</i> , and <i>equals</i>).		
4. Identify the place value of decimals through hundredths using concrete and pictorial models.		1. Describe the place value structure of decimals.
5. Read and write decimals through hundredths based on concrete and pictorial models.		2. Read and write decimals.
6. Compare decimals (through hundredths) using symbols ($>$, $<$, and $=$) and words (<i>is greater than</i> , <i>is less than</i> , and <i>equals</i>) with concrete and pictorial models.	*2. Compare decimals (through hundredths) using symbols ($>$, $<$, and $=$) and words (<i>is greater than</i> , <i>is less than</i> , and <i>equals</i>).	*3. Order lists of three or more numbers that contain whole numbers, decimals, or both.
7. Read and write amounts of money using the dollar sign (\$) and decimal notation (.).		

EXPECTATION

- B. Recognize equivalent representations for the same number and generate them by decomposing and composing numbers.

3	4	5
*1. Recognize equivalent representations for the same whole number by decomposing and composing whole numbers up through three digits.		
2. Write three-digit whole numbers in standard form, in expanded form, and in words.	1. Write whole numbers in standard form, in expanded form, and in words.	1. Write decimals (ten thousandths) in standard form, in expanded form, and in words.

EXPECTATION

- C. Develop understanding of fractions as parts of unit wholes, as parts of a collection, as locations on number lines, and as divisions of whole numbers.

3	4	5
*1. Describe fractional parts of a unit or a group of objects ($1/100$, $1/10$, $1/8$, $1/6$, $1/5$, $1/4$, $1/3$, and $1/2$).	1. Describe fractional parts of collections of objects.	1. Name and write mixed numbers and improper fractions shown in concrete and pictorial models.
	2. Locate points on a number line corresponding to a unit fraction and its multiples between 0 and 1.	2. Locate points on a number line corresponding to mixed numbers and improper fractions.
		3. Explain the relationship between fractions and division.

EXPECTATION

- D. Use models, benchmarks, and equivalent forms to judge the size of fractions.

3	4	5
	1. Relate the size of fractions to the benchmark fractions of 0, $1/2$, and 1.	1. Relate the size of fractions to the benchmark fractions 0, $1/4$, $1/2$, $3/4$, and 1.
	2. Compare concrete or pictorial models of fractions using the symbols $>$, $<$, and $=$.	*2. Compare fractions using symbols ($>$, $<$, and $=$) and words (<i>is greater than</i> , <i>is less than</i> , and <i>equals</i>).

EXPECTATION E. Recognize and generate equivalent forms of commonly used fractions, decimals, and percents.

3	4	5
*1. Represent equivalent forms of commonly used fractions using concrete and pictorial models.	1. Write equivalent forms of commonly used fractions.	1. Represent fractions as decimals and percents using concrete and pictorial models.
	2. Write equivalent forms of decimals.	*2. Identify equivalent relationships among fractions, decimals, and percents such as $1/4 = .25 = 25\%$, $1/3 = .3\bar{3} = 33\frac{1}{3}\%$, $2/5 = .40 = 40\%$, $1/2 = .50 = 50\%$, and $3/4 = .75 = 75\%$.
	*3. Identify and represent common fraction-decimal equivalents.	

EXPECTATION F. Explore numbers less than 0 by extending the number line and through familiar applications.

3	4	5
	1. Identify situations in which numbers less than 0 are used.	1. Describe numbers less than 0 using real world models.

EXPECTATION G. Describe classes of numbers according to characteristics such as the nature of their factors.

3	4	5
1. Describe and identify the characteristics of even and odd numbers by examining their divisibility by 2.	*1. Determine the factors of a given number up to 50.	1. Identify a number as prime, composite, or neither.
		*2. Explain the characteristics of prime numbers and composite numbers.
	*2. Determine common multiples of pairs of whole numbers each of which is less than or equal to 12.	*3. Determine the least common multiple of two whole numbers.

STANDARD**II. Understand meanings of operations and how they relate to one another.****EXPECTATION****A. Understand various meanings of multiplication and division.**

3	4	5
*1. Describe the meaning of multiplication using concrete and pictorial models.		*1. Solve problems using multiplication and division.
*2. Describe the meaning of division using concrete and pictorial models.	1. Explain the meaning of a remainder.	

EXPECTATION**B. Understand the effects of multiplying and dividing whole numbers.**

3	4	5
	1. Explain the effect on the product when one of the factors is changed.	1. Describe and explain the effect on the product when both factors are changed.
	2. Compare the size of the quotient to the dividend when dividing two whole numbers.	2. Describe and explain the effect on the quotient when the divisor is changed.

EXPECTATION**C. Identify and use relationships between operations, such as division as the inverse of multiplication, to solve problems.**

3	4	5
*1. Use the inverse relationships between addition and subtraction to solve problems.	*1. Use the inverse relationships between multiplication and division to solve problems.	*1. Describe the relationships among the four operations.
		2. Solve multiplication problems such as rates and applications of the Fundamental Counting Principle.

EXPECTATION

- D. Understand and use properties of operations, such as the distributivity of multiplication over addition.

3	4	5
1. Recognize commutativity in the addition facts.	1. Recognize commutativity in the multiplication facts.	
2. Use the associative property to add efficiently.	*2. Use the associative and distributive properties to multiply efficiently.	
	3. Apply divisibility rules for 2, 5, and 10.	1. Apply the divisibility rules for 3, 6, and 9.

STANDARD

- III. Compute fluently and make reasonable estimates.

EXPECTATION

- A. Develop fluency with basic number combinations for multiplication and division and use these combinations to mentally compute related problems, such as 30×50 .

3	4	5
1. Recall multiplication and division facts through 9.		
*2. Use basic number combinations to compute related problems in multiplication and division using multiples of 10 (e.g., using 3×5 to compute 30×5).	1. Use basic number combinations to compute related problems in multiplication and division using multiples of 100 and 1,000.	

EXPECTATION**B. Develop fluency in adding, subtracting, multiplying, and dividing whole numbers.**

3	4	5
1. Compare and contrast different addition and subtraction algorithms to select the most efficient one for solving a given problem.	*1. Construct and analyze algorithms for all operations on whole numbers.	
2. Construct and analyze concrete models (rectangular arrays) for multiplication of one- and two-digit numbers.		1. Find the quotient and a remainder given a dividend of four digits or less and a divisor of two digits or less.
*3. Demonstrate fluency in the use of both addition and subtraction algorithms and explain the steps involved.	*2. Demonstrate fluency in the use of a multiplication algorithm and explain the steps involved.	*2. Demonstrate fluency in the use of a division algorithm and explain the steps involved.
		3. Explain computational strategies used to solve mathematical problem situations.

EXPECTATION**C. Develop and use strategies to estimate the results of whole-number computations and to judge the reasonableness of such results.**

3	4	5
1. Round whole numbers to the nearest 10, 100, and 1,000.	1. Round whole numbers to the nearest 10,000, 100,000, and 1,000,000.	
2. Estimate whole number sums and differences, describe the method used, and determine the reasonableness of the results.	*2. Estimate and determine the reasonableness of the product of whole numbers (one factor with two digits or less and the other factor with three digits or less).	1. Use estimation as a tool for judging the reasonableness of calculator, mental, and paper-and-pencil computations.
	3. Estimate the quotient of whole numbers with a one-digit divisor, a two-digit divisor, and multiples of 10 and determine the reasonableness of results.	*2. Apply a variety of computational estimation strategies to solve problems involving whole numbers.
	4. Refine estimates using terms such as <i>closer to</i> , <i>between</i> , and <i>a little more than</i> .	

EXPECTATION

- D. Develop and use strategies to estimate computations involving fractions and decimals in situations relevant to students' experience.

3	4	5
	1. Round decimals to the nearest tenth and hundredth.	1. Round decimals to the nearest tenth, hundredth, and thousandth.
	2. Develop and use strategies to estimate sum and difference of decimals.	*2. Estimate the sum and difference of decimals through thousandths and determine the reasonableness of the results.

EXPECTATION

- E. Use visual models, benchmarks, and equivalent forms to add and subtract commonly used fractions and decimals.

3	4	5
		*1. Add and subtract commonly used fractions using concrete models, pictorial models, and equivalent forms.
		2. Multiply commonly used fractions (including decimals) using area models.
		3. Relate connections between products of fractions and products of decimals using area models.
	1. Add and subtract decimals through hundredths using concrete and pictorial models.	*4. Add and subtract decimals through thousandths.

EXPECTATION

- F. Select appropriate methods and tools for computing with whole numbers from among mental computation, estimation, calculators, and paper and pencil according to the context and nature of the computation and use the selected method or tool.

3	4	5
*1. Select appropriate methods and tools and use the selected method or tool to solve addition and subtraction problems.	*1. Explain why a particular method or tool may be the most appropriate one to use in solving a given problem.	*1. Create and solve problems involving addition, subtraction, multiplication, and division of whole numbers using appropriate methods and tools.

Grades 3–5: Algebra

STANDARD I. Understand patterns, relations, and functions.

EXPECTATION A. Describe, extend, and make generalizations about geometric and numeric patterns.

3	4	5
1. Describe, create, and extend numeric patterns with and without models and calculators.	1. Using models and calculators, create, extend, and analyze numeric patterns (including decimal patterns through thousandths).	1. Using models and calculators, analyze and extend numeric and geometric patterns such as triangular numbers, perfect squares, and arithmetic sequences.
		2. Find the missing elements in numeric and nonnumeric patterns.

EXPECTATION B. Represent and analyze patterns and functions, using words, tables, and graphs.

3	4	5
1. Determine the pattern to identify missing numbers in a sequence and in a table of number pairs.	1. Describe and represent number relationships with tables.	*1. Represent and analyze patterns and functions using words, tables, and graphs.
*2. Use pattern identification to solve problems.	*2. Determine the rule to identify missing numbers in a sequence or a table.	2. Analyze, describe, and use function rules to make generalizations.

STANDARD

II. Represent and analyze mathematical situations and structures using algebraic symbols.

EXPECTATION

A. Identify such properties as commutativity, associativity, and distributivity and use them to compute with whole numbers.

For all three grade levels, refer to these concepts in the "Number and Operations" strand.

EXPECTATION

B. Represent the idea of a variable as an unknown quantity using a letter or a symbol.

3	4	5
1. Use concrete or pictorial models and symbols to represent missing addends or factors.	1. Use variables to represent an unknown quantity using a letter or a symbol.	1. Use variables to write a mathematical expression in symbolic form.

EXPECTATION

C. Express mathematical relationships using equations.

3	4	5
*1. Use concrete or pictorial models and symbols to identify missing addends or factors in equations that express relationships between two quantities.	*1. Use equations to represent relationships.	*1. Use a variable to write an open sentence representing a given mathematical relationship.

STANDARD**III. Use mathematical models to represent and understand quantitative relationships.****EXPECTATION****A. Model problem situations with objects and use representations such as graphs, tables, and equations to draw conclusions.**

3	4	5
*1. Use patterns and relationships in a variety of real-world contexts.		1. Use a single variable to create a problem situation based on a given open sentence.

STANDARD**IV. Analyze change in various contexts.****EXPECTATION****A. Investigate how a change in one variable relates to a change in a second variable.**

3	4	5
	1. Describe how a rate of growth varies over time.	1. Describe the relationship among distance, speed, and time.

EXPECTATION**B. Identify and describe situations with constant or varying rates of change and compare them.**

3	4	5
1. Identify real situations and events that show change.	*1. Using charts and graphs, describe changes over time as increasing, decreasing, and varying.	1. Create charts and graphs to show change over time.
		2. Represent situations with number tables, graphs, and verbal descriptions.
		*3. Associate tables, graphs, and stories of the same event.

Grades 3–5: Geometry

STANDARD

- I. Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships.

EXPECTATION

- A. Identify, compare, and analyze attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes.

3	4	5
*1. Using appropriate vocabulary, identify and describe attributes of polygons including triangles, quadrilaterals (rectangles, squares, other parallelograms, trapezoids), pentagons, hexagons, and octagons.	*1. Choose appropriate models of two- and three-dimensional shapes from descriptions of attributes.	1. Using models and appropriate vocabulary, compare and analyze attributes of polygons, attributes of polyhedra, and attributes of cones and cylinders.
*2. Using appropriate vocabulary, describe properties of circles (center, radius, and diameter).		
*3. Using appropriate vocabulary, identify and describe attributes of three-dimensional shapes including prisms, pyramids, spheres, cones, and cylinders.		

EXPECTATION

- B. Classify two- and three-dimensional shapes according to their properties and develop definitions of classes of shapes such as triangles and pyramids.

3	4	5
	*1. Classify triangles by lengths of sides (scalene, isosceles, and equilateral) and sizes of angles (acute, obtuse, and right).	*1. Using models and appropriate vocabulary classify quadrilaterals, polyhedra, cones, and cylinders according to their attributes.
1. Classify three-dimensional shapes according to their attributes.		2. Develop definitions for classes of two- and three-dimensional shapes.

EXPECTATION

C. Investigate, describe, and reason about the results of subdividing, combining, and transforming shapes.

3	4	5
1. Combine two-dimensional shapes to form new shapes and draw conclusions about area and fractional relationships.	1. Subdivide two-dimensional shapes to form new shapes and draw conclusions about area and fractional relationships.	

EXPECTATION

D. Explore congruence and similarity.

3	4	5
*1. Compare two-dimensional shapes to determine if they exactly match (congruency).		*1. Compare two-dimensional shapes to determine if they are similar by transformations of magnifying or shrinking.

EXPECTATION

E. Make and test conjectures about geometric properties and relationships and develop logical arguments to justify conclusions.

3	4	5
1. Using models, make and test conjectures about geometric properties and relationships and explain the conclusions.	1. Using models and mathematical vocabulary, make and test conjectures about geometric properties and relationships and explain the conclusions.	*1. Make and test conjectures about geometric properties and relationships and then develop logical arguments to justify the conclusions.

STANDARD

II. Specify locations and describe spatial relationships using coordinate geometry and other representational systems.

EXPECTATION

A. Describe location and movement using common language and geometric vocabulary.

3	4	5
1. Give instructions (direction, distance, turns) for moving from one location to another.	1. Describe location and movement using common language and geometric vocabulary and illustrate both with and without technology.	

EXPECTATION

B. Make and use coordinate systems to specify locations and to describe paths.

	4	5
1. Specify locations on maps and grids using direction and distance.	*1. Investigate possible paths from one point to another along vertical and horizontal grid-lines.	*1. Using ordered pairs of numbers, locate and name points in the first quadrant of a coordinate system.
*2. Locate points corresponding to given whole numbers on a number line.	2. Identify and name points on a coordinate grid using an ordered pair of whole numbers.	

EXPECTATION

C. Find the distance between points along horizontal and vertical lines of a coordinate system.

3	4	5
		*1. Find the distance between points in the first quadrant of a coordinate system along horizontal and vertical lines.

Appendix G

[Schools - Home](#)[Core Knowledge Preschool](#)[Friends of Core Knowledge](#)[Official Core Knowledge Schools List](#)[Official Core Knowledge School Application](#)[Certified Core Knowledge Schools List](#)[Information for CSR Schools](#)[Schools to Visit](#)[How to Get Started](#)[Professional Development Workshops](#)[State Alignments](#)[Hints for creating your own alignment \(including templates\)](#)[Teaching State History and Core Knowledge](#)[Developing a Yearlong Plan: Jobs](#)[University Partnerships](#)[National Core Knowledge](#)[About Core Knowledge](#)[Schools](#)[Education](#)[Resources](#)[Contact Us](#)

State Alignments - Creating your own

Last update April 7, 2003

Hints for creating your own alignment

If you choose to create your alignment, you will find that developing one is no simple task - there are many ways to correlate certain topics. We hope you will find the following hints helpful as you create your own alignment.

Suggested steps for completing alignments

1. Gather all your information (*Core Knowledge® Sequence*, state standards)
2. Review and study the *Core Knowledge Sequence* and your state standards
3. Choose an appropriate user-friendly format (see examples)
4. Start with your area and/or grade level of expertise
5. Choose a location that is quiet and free from interruptions
6. Cut and paste (literally)
7. Work through all the content areas and/or grade levels
 - Don't be too literal -- Core Knowledge and your state standards will not match word-for-word
 - This is not an exact science -- encourage debate and dialogue!
 - Include ALL standards in the alignment. There is a place to include those that do not correlate.

CoordinatorsTesting

8. Type your correlation and allow time for feedback and revisions

- Type standards AND numbers. Numbers are not useful without the explanation.

9. Use an abbreviated "at a glance" document for planning

10. Use a detailed document as supporting material

Other Hints

- What if topics from Core Knowledge are assigned to a different level than our state standards or testing requirements?
- You may move the content topic ONLY if the content is explicitly listed in your state standards. For example, if the state standard for Grade 2 says, "The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language," then you may move the Core Knowledge topic of Egypt from Grade 1 to Grade 2. Moving topics arbitrarily is strongly discouraged since it leads to gaps and repetitions in student learning.

Once your school has a completed alignment with our new philosophy, and you are willing to share it, please contact Cyndi Wells for details about the benefits of **Sharing Your Knowledge!**

Templates

Click on the grade level to link to a pre-made template in Microsoft Word.

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

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Grade 4 Correlation of Core Knowledge and YOUR State Standards

Working Draft, DATE

Note: Retype YOUR state standards in place of those listed below.

Strand	Core Knowledge Sequence	State Standards
Language Arts	I. Writing, Grammar, and Usage	Hint: Line up the state standard with the corresponding Core Knowledge topic (use these examples to assist you). EW4.7a: The student will write effective narratives and explanations: Focus on one aspect of a topic. EW4.7b: The student will write effective narratives and explanations: Develop a plan for writing. EW4.7c: The student will write effective narratives and explanations: Organize writing to convey a central idea. EW4.7d: The student will write effective narratives and explanations: Write several related paragraphs on the same topic. EW4.7e: The student will write effective narratives and explanations: Utilize elements of style, including word choice, tone, voice, and sentence variation. EW4.7f: The student will write effective narratives and explanations: Edit final copies for grammar, capitalization, punctuation, and spelling. EW4.7g: The student will write effective narratives and explanations: Use available technology. EW4.8a: The student will edit final copies of writing: Use subject-verb agreement. EW4.8b: The student will edit final copies of writing: Avoid double-negatives. EW4.8c: The student will edit final copies of writing: Use pronoun "I" correctly in compound sentences. EW4.8d: The student will edit final copies of writing: Use commas in series, dates, and addresses. EW4.9a: The student will use information resources to research a topic.

		Construct questions about a topic. EW4.9b: The student will use information resources to research a topic: Collect information, using the resources of the media center. EW4.9c: The student will use information resources to research a topic: Evaluate and synthesize information for use in writing. EW4.9d: The student will use information resources to research a topic: Use available technology. EW4.3a: The student will read and learn the meanings of unfamiliar words: Use knowledge of word origins, synonyms, antonyms, and homonyms; and multiple meanings of words. EW4.3b: The student will read and learn the meanings of unfamiliar words: Use word-reference materials including the glossary, dictionary, and thesaurus.
	II. Poetry	EW4.6a: The student will read a variety of poetry: Describe the rhyme scheme (approximate, end, and internal). EW4.6b: The student will read a variety of poetry: Identify the sensory words used and their effect on the reader. EW4.6c: The student will read a variety of poetry: Write rhymed, unrhymed, and patterned poetry.
	III. Fiction	EW4.4a: The student will read fiction and nonfiction, including biographies and historical fiction: Explain the author's purpose. EW4.4b: The student will read fiction and nonfiction, including biographies and historical fiction: Describe how the choice of language, setting, and information contributes to the author's purpose. EW4.4c: The student will read fiction and nonfiction, including biographies and historical fiction: Compare the use of fact and fantasy in historical fiction with other forms of literature. EW4.4d: The student will read fiction and nonfiction, including biographies and historical fiction: Explain how knowledge of the lives and experiences of individuals in history can relate to individuals who

		have similar goals or face similar challenges. EW4.5a: the student will demonstrate comprehension of a variety of literary forms: Use text organizers such as type, headings, and graphics to predict and categorize information. EW4.5b: the student will demonstrate comprehension of a variety of literary forms: Formulate questions that might be answered in the selection. EW4.5c: the student will demonstrate comprehension of a variety of literary forms: Make inferences using information from texts. EW4.5d: the student will demonstrate comprehension of a variety of literary forms: Paraphrase content of selection, identifying important ideas and providing details for each important idea. EW4.5e: the student will demonstrate comprehension of a variety of literary forms: Describe relationship between content and previously learned concepts or skills. EW4.5f: the student will demonstrate comprehension of a variety of literary forms: Write about what is read.
	IV. Speeches	EW4.4a: The student will read fiction and nonfiction, including biographies and historical fiction: Explain the author's purpose. EW4.4b: The student will read fiction and nonfiction, including biographies and historical fiction: Describe how the choice of language, setting, and information contributes to the author's purpose. EW4.4c: The student will read fiction and nonfiction, including biographies and historical fiction: Compare the use of fact and fantasy in historical fiction with other forms of literature. EW4.4d: The student will read fiction and nonfiction, including biographies and historical fiction: Explain how knowledge of the lives and experiences of individuals in history can relate to individuals who have similar goals or face similar challenges. EW4.5a: the student will demonstrate comprehension of a variety of literary forms: Use text organizers such as type, headings, and graphics

		to predict and categorize information. EW4.5b: the student will demonstrate comprehension of a variety of literary forms: Formulate questions that might be answered in the selection. EW4.5c: the student will demonstrate comprehension of a variety of literary forms: Make inferences using information from texts. EW4.5d: the student will demonstrate comprehension of a variety of literary forms: Paraphrase content of selection, identifying important ideas and providing details for each important idea. EW4.5e: the student will demonstrate comprehension of a variety of literary forms: Describe relationship between content and previously learned concepts or skills. EW4.5f: the student will demonstrate comprehension of a variety of literary forms: Write about what is read. SS4.3e: The student will explain the economic, social, and political life of the Virginia colony, with emphasis on: the backgrounds, motivations, and contributions of George Washington, George Wythe, Thomas Jefferson, James Madison, James Monroe, Patrick Henry, and other prominent Virginians in the Revolutionary era.
Language Arts, continued	V. Sayings and Phrases	Note: This section is a place to list English/Language Arts standards that do not correlate or could correlate anywhere. EW4.1a: The student will use effective oral communication skills in a variety of settings: Present accurate directions to individuals and small groups. EW4.1b: The student will use effective oral communication skills in a variety of settings: Contribute to group discussions. EW4.1c: The student will use effective oral communication skills in a variety of settings: Seek the ideas and opinions of others. EW4.1d: The student will use effective oral communication skills in a

		variety of settings: Begin to use evidence to support opinions. EW4.2a: The student will make and listen to oral presentations and reports: Use subject-related information and vocabulary. EW4.2b: The student will make and listen to oral presentations and reports: Listen to and record information. EW4.2c: The student will make and listen to oral presentations and reports: Organize information for clarity.
History and Geography	World I. World Geography II. Europe in the Middle Ages III. Spread of Islam and "Holy Wars" IV. Early and Medieval African Kingdoms	SS4.2a: The student will use the concepts of absolute location (e.g., using grid systems) and relative location (e.g., direction, reference to neighboring states, and water features) to: locate and identify on maps and globes his/her local city or county, Virginia, the other original states, the United States, Western Europe, and West Africa. SS4.2d: The student will use the concepts of absolute location (e.g., using grid systems) and relative location (e.g., direction, reference to neighboring states, and water features) to: construct physical maps and three-dimensional models that include the essential map elements and the geographic regions of Virginia (Tidewater, Piedmont, Ridge and Valley, Allegheny Plateau), and the U.S. (Coastal Plains, Appalachian Mountains, Interior Lowlands, Great Plains, Rocky Mountains, Basic and Ridge, Coastal Range). SS4.5c: The student will evaluate the social, political, and economic life in Virginia from the Reconstruction Period to the 20th century, with emphasis on: the economic and social transition from a rural, agricultural society to a more urban, industrialized society. (<i>Compare and contrast with Feudalism, & Growth of Towns</i>) SS4.2a: The student will use the concepts of absolute location (e.g., using

4-6

	III. Early Presidents and Politics IV. Reformers V. Symbols and Figures	establishment of the U.S. Constitution and Bill of Rights, and the success of the new national government. SS4.6e: The student will trace the history of Virginia in the 20th century, with emphasis on: the types of taxes collected and the types of services provided by each level of government. SS4.4a: The student will describe the social and political life of Virginians between the Revolutionary War and the end of the Civil War, with emphasis on: the contributions of Virginians to the establishment of the U.S. Constitution and Bill of Rights, and the success of the new national government. SS4.4b: The student will describe the social and political life of Virginians between the Revolutionary War and the end of the Civil War, with emphasis on: conflicts between northern and southern states and within Virginia, including Nat Turner's Rebellion, and events leading to secession..
History and Geography, continued		Note: This section is a place to list History and Geography standards that do not correlate or could correlate anywhere. SS4.1a: The student will explain the impact of geographic factors in the expansion and development of Virginia, with emphasis on: the location of American Indians, various European settlers, and African slaves. SS4.1b: The student will explain the impact of geographic factors in the expansion and development of Virginia, with emphasis on: the location and growth of cities in relation to the Atlantic Ocean, the Chesapeake Bay, major rivers, the fall line/fall zone, and the Shenandoah Valley. SS4.2b: The student will use the concepts of absolute location (e.g., using grid systems) and relative location (e.g., direction, reference to neighboring states, and water features) to: explain how physical

		characteristics, transportation routes, climate, and specialization influenced the variety of crops, products, and industries and the general patterns of economic growth in Virginia. SS4.2c: The student will use the concepts of absolute location (e.g., using grid systems) and relative location (e.g., direction, reference to neighboring states, and water features) to illustrate how communities in Virginia differ in physical features, such as land use, population density, architecture, services, and transportation. SS4.3a: The student will explain the economic, social, and political life of the Virginia colony, with emphasis on: its political and economic relationship to England and other nations. <i>(Review from Grade 3 Core Knowledge)</i> SS4.3b: The student will explain the economic, social, and political life of the Virginia colony, with emphasis on: characteristics and contributions of various groups of people. <i>(Review from Grade 3 Core Knowledge)</i> SS4.3c: The student will explain the economic, social, and political life of the Virginia colony, with emphasis on: the role of money, banking, saving, and credit in colonial Virginia. SS4.4c: The student will describe the social and political life of Virginians between the Revolutionary War and the end of the Civil War, with emphasis on: Virginia's role in the Civil War, including major battles and leaders in the Confederate army, including Robert E. Lee, J.E.B. Stuart, and Thomas "Stonewall" Jackson. <i>(Preview for Grade 5 Core Knowledge)</i> SS4.5a: The student will evaluate the social, political, and economic life in Virginia from the Reconstruction Period to the 20th century, with emphasis on: the Reconstruction Period and its impact on politics and government, the economy, demographics, and public opinion. <i>(Preview for Grade 5 Core Knowledge)</i> SS4.5b: The student will evaluate the social, political, and economic life in Virginia from the Reconstruction Period to the 20th century, with emphasis on: the impact of segregation and Jim Crow laws. <i>(Preview</i>

		<i>for Grade 8 Core Knowledge)</i> SS4.6a: The student will trace the history of Virginia in the 20th century, with emphasis on: the accomplishments of prominent Virginians, including Woodrow Wilson, Harry F. Byrd, Sr., L. Douglas Wilder, and Arthur Ashe. SS4.6b: The student will trace the history of Virginia in the 20th century, with emphasis on: social and political events linked to desegregation and Massive Resistance and their relationship to national history. <i>(Preview for Grade 8 Core Knowledge)</i> SS4.6c: The student will trace the history of Virginia in the 20th century, with emphasis on: the impact of advances in transportation and communication on migration, economic development, and the integration of Virginia into the U.S. economy and eastern Virginia into the northeast megalopolis. SS4.6d: The student will trace the history of Virginia in the 20th century, with emphasis on: the role of money, banking, saving, and credit in contemporary Virginia. SS4.7a: The student will develop historical analysis skills including: identifying, analyzing, and making generalizations about the life in Virginia history using primary sources including artifacts, diaries, letters, photographs, art, documents, and newspapers. SS4.7b: The student will develop historical analysis skills including: distinguishing fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events. SS4.7c: The student will develop historical analysis skills including: summarizing and sequencing major events in Virginia history from 1607 to the present and locating significant places and events on a map. See also: Language Arts
Visual Arts	I. Art of Middle Ages II. Islamic Art and Architecture	

	III. Art of Africa IV. Art of China V. Art of a New Nation: The United States	
Visual Arts, continued		Note: This section is a place to list Visual Arts standards that do not correlate or could correlate anywhere.
Music	I. Elements of Music II. Listening and Understanding III. Songs	
Music, continued		Note: This section is a place to list Music standards that do not correlate or could correlate anywhere.
Mathematics	I. Numbers and Number Sense II. Fractions and Decimals III. Money IV. Computation V. Measurement VI. Geometry	
Mathematics, continued		Note: This section is a place to list Math standards that do not correlate or could correlate anywhere.
Science	I. Human Body II. Chemistry	

	III. Electricity IV. Geology: Earth and Its Changes V. Meteorology VI. Science Biographies	SCI4.3a: The student will investigate and understand the characteristics of electricity. Key concepts include: the nature of electricity (voltage, ampere, resistance, conductors, and insulators). SCI4.3b: The student will investigate and understand the characteristics of electricity. Key concepts include: circuits (open/closed, parallel/series). SCI4.3c: The student will investigate and understand the characteristics of electricity. Key concepts include: magnetism and magnetic fields. SCI4.3d: The student will investigate and understand the characteristics of electricity. Key concepts include: static electricity. SCI4.3e: The student will investigate and understand the characteristics of electricity. Key concepts include: historical contributions in understanding electricity. SCI4.8c: The student will investigate and understand important Virginia natural resources. Key concepts include: minerals, rocks, ores, and energy sources. SCI4.8d: The student will investigate and understand important Virginia natural resources. Key concepts include: forests, soil, and land. SCI4.6a: The student will investigate and understand how weather conditions and phenomena occur and can be predicted. Key concepts include: weather factors (temperature, air pressure, fronts, formation and type of clouds, and storms). SCI4.6b: The student will investigate and understand how weather conditions and phenomena occur and can be predicted. Key concepts include: meteorological tools (barometer, hygrometer, anemometer, rain gauge, and thermometer).

Science, continued	Note: This section is a place to list Science standards that do not correlate or could correlate anywhere. SCI4.1a: The student will plan and conduct investigations in which: distinctions are made among observations, conclusions (inferences), and predictions. SCI4.1b: The student will plan and conduct investigations in which: data are classified to create frequency distributions. SCI4.1c: The student will plan and conduct investigations in which: appropriate metric measures are used to collect, record, and report data. SCI4.1d: The student will plan and conduct investigations in which: appropriate instruments are selected to measure linear distance, volume, mass, and temperature. SCI4.1e: The student will plan and conduct investigations in which: predictions are made based on data from picture graphs, bar graphs, and basic line graphs. SCI4.1f: The student will plan and conduct investigations in which: hypothesis are formulated based on cause and effect relationships. SCI4.1g: The student will plan and conduct investigations in which: variables that must be held constant in an experimental situation are defined. SCI4.1h: The student will plan and conduct investigations in which: numerical data that are contradictory or unusual in experimental results are recognized. SCI4.2a: The student will investigate and understand that energy is needed to do work and that machines make work easier. Key concepts include: energy forms (electrical, mechanical, and chemical energy). <i>(Preview for Grade 8 Core Knowledge)</i> SCI4.2b: The student will investigate and understand that energy is needed to do work and that machines make work easier. Key concepts include: potential and kinetic energy). <i>(Preview for Grade 8 Core Knowledge)</i>

		SCI4.2c: The student will investigate and understand that energy is needed to do work and that machines make work easier. Key concepts include: simple and complex machines. <i>(Review from Grade 2 Core Knowledge)</i> SCI4.2d: The student will investigate and understand that energy is needed to do work and that machines make work easier. Key concepts include: efficiency, friction, and inertia. <i>(Preview for Grade 8 Core Knowledge)</i> SCI4.4a: The student will investigate and understand basic plant anatomy and life processes. Key concepts include: the structures of typical plants (leaves, stems, roots, and flowers). SCI4.4b: The student will investigate and understand basic plant anatomy and life processes. Key concepts include: processes and structures involved with reproduction (pollination, stamen, pistil, sepal, embryo, spore, and seed). <i>(Preview for Grade 5 Core Knowledge)</i> SCI4.4c: The student will investigate and understand basic plant anatomy and life processes. Key concepts include: photosynthesis (chlorophyll, carbon dioxide). <i>(Preview for Grade 5 Core Knowledge)</i> SCI4.4d: The student will investigate and understand basic plant anatomy and life processes. Key concepts include: dormancy. <i>(Preview for Grade 5 Core Knowledge)</i> SCI4.5a: The student will investigate and understand how plants and animals and ecosystem interact with one another and the nonliving environments. Key concepts include: behavioral and structural adaptations. <i>(Review from Grade 3 Core Knowledge)</i> SCI4.5b: The student will investigate and understand how plants and animals and ecosystem interact with one another and the nonliving environments. Key concepts include: organization of communities. <i>(Review from Grade 3 Core Knowledge)</i> SCI4.5c: The student will investigate and understand how plants and animals and ecosystem interact with one another and the nonliving environments. Key concepts include: flow of energy through food

		webs. <i>(Review from Grade 3 Core Knowledge)</i> SCI4.5d: The student will investigate and understand how plants and animals and ecosystem interact with one another and the nonliving environments. Key concepts include: habitats and niches. <i>(Review from Grade 3 Core Knowledge)</i> SCI4.5e: The student will investigate and understand how plants and animals and ecosystem interact with one another and the nonliving environments. Key concepts include: life cycles. <i>(Review from Grade 2 Core Knowledge)</i> SCI4.5f: The student will investigate and understand how plants and animals and ecosystem interact with one another and the nonliving environments. Key concepts include: influence of human activity on ecosystems. <i>(Review from Grade 3 Core Knowledge)</i> SCI4.7a: The student will investigate and understand the relationships among the Earth, moon, and sun. Key concepts include: the motions of the Earth, moon, and sun (revolution and rotations). <i>(Review from Grade 3 Core Knowledge)</i> SCI4.7b: The student will investigate and understand the relationships among the Earth, moon, and sun. Key concepts include: the causes for the Earth's seasons and phases of the moon. <i>(Review from Grade 3 Core Knowledge)</i> SCI4.7c: The student will investigate and understand the relationships among the Earth, moon, and sun. Key concepts include: the relative size, position, and makeup of the Earth, moon, and sun. <i>(Review from Grade 3 Core Knowledge)</i> SCI4.7d: The student will investigate and understand the relationships among the Earth, moon, and sun. Key concepts include: unique properties of the Earth as a planet and as part of the solar system. <i>(Review from Grade 3 Core Knowledge)</i> SCI4.7e: The student will investigate and understand the relationships among the Earth, moon, and sun. Key concepts include: historical contributions in understanding the Earth-moon-sun system. <i>(Review</i>

		<i>from Grade 3 Core Knowledge)</i> SCI4.8a: The student will investigate and understand important Virginia natural resources. Key concepts include: watershed and water resources. SCI4.8b: The student will investigate and understand important Virginia natural resources. Key concepts include: animals and plants, both domesticated and wild.

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Core Knowledge[®] Schools

Professional Development Workshops

Effective March 1, 2003

The Core Knowledge Foundation offers a variety of workshops designed to take participants through the steps necessary to successfully implement the *Core Knowledge Sequence*. Workshops are tailored to the individual needs of schools throughout the process leading to full implementation, which is usually achieved in three years. The Core Knowledge Foundation has a network of experienced, specially trained teachers and administrators from Core Knowledge schools who serve as workshop leaders. Workshops are conducted at your school unless otherwise indicated. All logistics, including travel, are arranged by Core Knowledge Foundation staff. **The Core Knowledge Foundation is the sole provider of all training related to the implementation of the *Core Knowledge Sequence*.**

Goals of Core Knowledge Professional Development Training

- To provide professional development and technical assistance to teachers and administrators in their schoolwide implementation of the *Core Knowledge Sequence*
- To develop a schoolwide focus on the meaningful learning and understanding of content knowledge by all students
- To provide follow-up components for professional development in order to ensure that the implementation of the *Core Knowledge Sequence* results in improved student performance

College Credit is Available

Teachers who attend Core Knowledge workshops, writing institutes, or National Conferences are eligible to earn college credit through an arrangement with California State University Fullerton. For more information, [click here](#) to view the CSUF brochure (in Adobe[®] PDF

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Core Knowledge® Schools

University Partnerships

Core Knowledge schools and local universities can organize mutually beneficial partnerships. The specificity in the Core Knowledge Sequence provides the centerpiece to direct the activities in the partnership. Many types of professional development opportunities can be used to enhance a school's academic learning community.

University and school partnerships open an abundance of opportunities to seek funds to support joint projects. Foundations are more apt to support projects when they can see the connection between the proposed project and the specific content found in the Sequence.

The Trinity University partnership has facilitated a Professional Development School, school networking, content seminars, Grade-Level Share Sessions, mentoring programs, Summer Writing Institutes, Core Knowledge Conference scholarships, Core Knowledge Fair Meetings, New School Materials Stipends, Principals' Leadership Luncheons, technology centers, parental involvement, and the Texas State Leadership Conference.

Any geographic area that has several Core schools would benefit from organizing a university-school partnership. Once you organize your activities, sharing the positive experience of a partnership is very rewarding for the both university and schools. For more information contact Professor Frazee. He can provide details on the above programs and advice about how to get started with your own partnership. Professor Frazee would also appreciate hearing about other university or business partnerships.

Dr. Bruce Frazee, Professor of Education
Trinity University
715 Stadium Drive

National Core Knowledge
Coordinators

Testing

San Antonio, TX 78212
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ROA 842

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Curriculum Content Standards in Physical Education*

A physically educated person:

- Standard 1: demonstrates competency in many movement forms and proficiency in a few movement forms.
- Standard 2: applies movement concepts and principles to the learning and development of motor skills.
- Standard 3: exhibits a physically active lifestyle.
- Standard 4: achieves and maintains a health-enhancing level of physical fitness.
- Standard 5: demonstrates responsible personal and social behavior in physical activity settings.
- Standard 6: demonstrates understanding and respect for differences among people in physical activity settings, and
- Standard 7: understands that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

*National Association for Sport and Physical Education, *Moving into the Future: National Standards for Physical Education* (Reston, VA: 1995). These standards are the basis for the South Carolina Physical Education Curriculum Standards.

Appendix H

Appendix A

Standards Implementation Checklists

Classroom Checklist

Professional Practice	Exemplary	Proficient	Progressing	Remarks
1. Standards are highly visible in the classroom. The standards are expressed in language that the students understand.				
2. Examples of "exemplary" student work are displayed throughout the classroom.				
3. Students can spontaneously explain what "proficient" work means for each assignment.				
4. For every assignment, project, or test, the teacher publishes in advance the explicit expectations for "proficient" work.				
5. Student evaluation is always done according to the standards and scoring guide criteria and <i>never</i> done based on a "curve."				
6. The teacher can explain to any parent or other stakeholder the specific expectations of students for the year.				
7. The teacher has the flexibility to vary the length and quantity of curriculum content on a day to day basis in order to insure that students receive more time on the most critical subjects.				
8. Commonly used standards, such as those for written expression, are reinforced in every subject area. In other words, "spelling always counts"—even in math, science, music and every other discipline.				

Classroom Checklist (continued)

Professional Practice	Exemplary	Proficient	Progressing	Remarks
9. The teacher has created at least one standards-based performance assessment in the past month.				
10. The teacher exchanges student work (accompanied by a scoring guide) with a colleague for review and evaluation at least once every two weeks.				
11. The teacher provides feedback to students and parents about the quality of student work compared to the standards—not compared to other students.				
12. The teacher helps to build a community consensus in the classroom and with other stakeholders for standards and high expectations of all students.				
13. The teacher uses a variety of assessment techniques, including (but not limited to) extended written responses, in all disciplines.				
Other professional practices appropriate for your classroom:				

School Checklist

Professional Practice	Exemplary	Proficient	Progressing	Remarks
1. A Standards/Class matrix (standards across the top, classes on the left side) is in a prominent location. Each box indicates the correspondence between a class and the standards. Faculty members and school leaders discuss areas of overlap and standards that are not sufficiently addressed.				
2. Standards are visible throughout the school and in every classroom.				
3. The school leaders use every opportunity for parent communication to build a community consensus for rigorous standards and high expectations for all students.				
4. Information about rigorous standards and high expectations is a specific part of the agenda of every faculty meeting, site council meeting, and parent organization meeting.				
5. The principal personally evaluates some student projects or papers compared to a school-wide or district-wide standard.				
6. The principal personally evaluates selected student portfolios compared to a school-wide or district-wide standard.				
7. Examples of "exemplary" student papers are highly visible.				
8. Job interview committees explicitly inquire about the views of a candidate about standards, performance assessment, and instructional methods for helping all students achieve high standards.				

School Checklist (continued)

Professional Practice	Exemplary	Proficient	Progressing	Remarks
9. A "jump-start" program is available to enhance the professional education of new teachers who do not have an extensive background in standards and assessment techniques.				
10. Every discretionary dollar spent on staff development and instructional support is specifically linked to student achievement, high standards, and improved assessment.				
11. Faculty meetings are used for structured collaboration with a focus on student work - not for the making of announcements.				
12. The principal personally reviews the assessment and instructional techniques used by teachers as part of the personnel review and evaluation process. The principal specifically considers the link between teacher assessments and standards.				
Other professional practices appropriate for your school:				

Appendix I

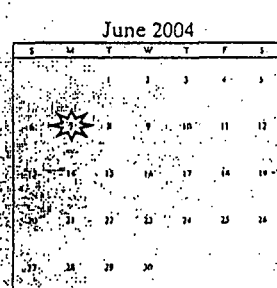
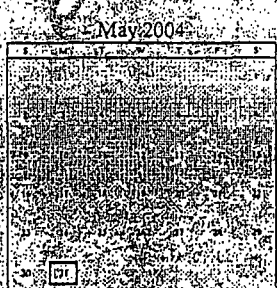
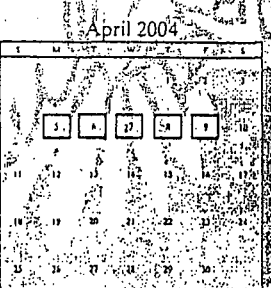
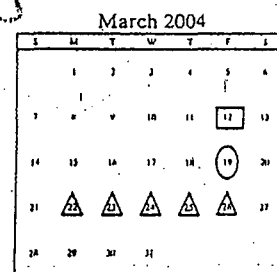
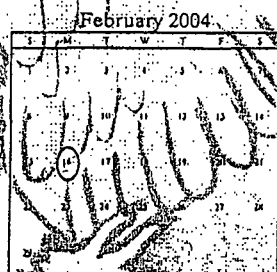
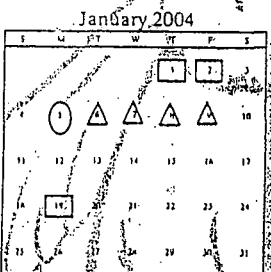
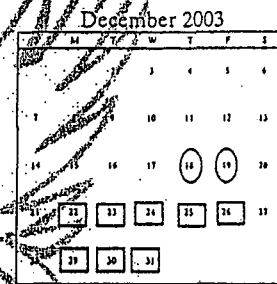
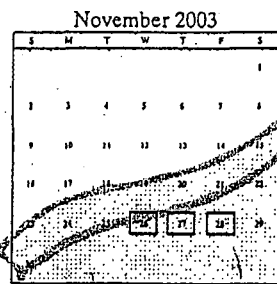
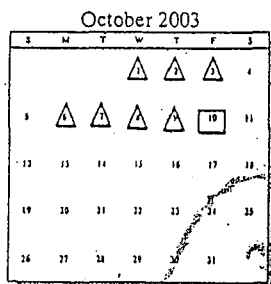
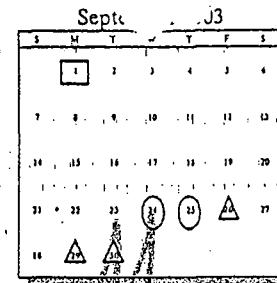
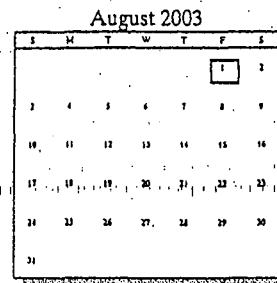
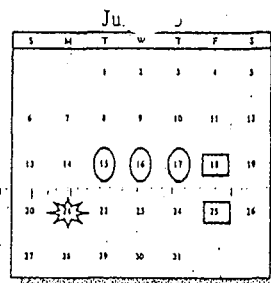
Forest Heights Elementary School 2003-2004 Calendar

July 15	Teachers Return
July 21	Students' First Day
July 25	No School
August 1	No School
September 1	Labor Day Holiday
September 23	Staff Development/Student Holiday
September 25	Report Card Pickup/Parent Conferences
September 26-	
October 9	Intersession
October 10	No School
November 26-28	Thanksgiving Holiday
December 18	Student Holiday/Staff Development
December 19	Report Card Pickup/Parent Conferences
December 22-	
January 2	Winter Holidays
January 5	Student Holiday/Staff Development
January 6-9	Intersession
January 19	MLK, Jr. Holiday
February 16	Student Holiday/Staff Development
March 12	Professional Day Holiday
March 19	Report Card Pickup/Parent Conferences
March 22-26	Intersession
April 5-9	Spring Break
May 31	Memorial Day Holiday
June 7	Students' Last Day

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- 84 Days - July 17-June 7 with Dec. 19th, Feb. 16th and Intersessions off
 90 Days - July 15-June 7 with Intersessions off
 100 Days - July 7-June 10 with Intersessions off
 120 Days - July 1-June 24 with Oct 6-10 and January and March Intersessions off
 40 Days - July 1-June 30

over →



Bell Schedule

8:00 – 9:10.....1st Period

9:15 – 10:25.....2nd Period

10:30 – 11:40.....3rd Period

11:45 – 12:30.....LUNCH

12:35 – 1:45.....4th Period

1:50 – 3:00.....5th Period

Sample Student Schedule

8:00 – 9:10.....Math

9:15 – 10:25.....E/LA

10:30 – 11:40.....(A) Science
(B) Social Studies

11:45 – 12:30.....LUNCH

12:35 – 1:45.....(A) Foreign Lang.
(B) Business/
Keyboarding

1:50 – 3:00.....Related Arts

Appendix J

Proposed Budget for Midlands Math and Business Academy

Budget Codes Category	2004-05	2005-06	2006-07	2007-08	2008-09
REVENUES:					
3313 Income/Student	\$891,680	\$1,114,600	\$1,114,600	\$1,114,600	\$1,114,600
4320 Grant	\$200,000	\$200,000	0	0	0
Carryover	0	\$33,271	\$334,148	\$287,119	\$189,511
Total Revenues	\$1,091,680	\$1,347,781	\$1,448,748	\$1,401,719	\$1,304,111
EXPENSES:					
113/100 Salaries/Admin.	\$113,850	\$117,266	\$120,784	\$124,407	\$128,140
113/200 Salaries/Instruc.	\$445,000	\$458,350	\$472,101	\$486,264	\$500,851
223/100 Benefit/taxes Admin.	\$23,909	\$24,626	\$25,364	\$26,125	\$26,909
223/200 Benefits/Taxes Instruc.	\$93,450	\$96,253	\$99,141	\$102,115	\$105,178
254/300 Rent	\$120,000	\$126,000	\$132,300	\$138,915	\$145,851
254/400 Electric	\$24,000	\$25,200	\$26,460	\$27,783	\$29,172
254/300 Telephone	\$4,800	\$5,040	\$5,292	\$5,557	\$5,834
254/300 Water	\$2,400	\$2,520	\$2,646	\$2,778	\$2,917
254/300 Maintenance	\$6,000	\$6,300	\$6,615	\$6,946	\$7,293
254/300 Insurance	\$6,320	\$7,244	\$7,968	\$8,765	\$9,641
254/300 Food	\$12,000	\$12,600	\$13,230	\$13,892	\$14,586
254/300 Janitorial	\$7,200	\$7,560	\$7,938	\$8,335	\$8,752
254/300 Computers	\$36,000	\$37,800	\$39,690	\$41,675	\$43,758
254/300 Postage	480	504	529	556	583
254/300 Attorney	\$12,000	\$12,600	\$13,230	\$14,586	\$15,315
254/300 Accountant	\$20,000	\$24,000	\$24,000	\$24,000	\$24,000
254/300 Trash	\$2,400	\$2,520	\$2,646	\$2,778	\$2,917
254/300 Annual Audit	\$0	\$5,000	\$5,000	\$5,000	\$5,000
255/300 Travel	\$6,000	\$6,300	\$6,615	\$6,946	\$7,293
224/300 Training	\$6,000	\$6,300	\$6,615	\$6,946	\$7,293
224/400 Supplies	\$3,000	\$3,150	\$3,308	\$3,473	\$3,647
113/400 Curriculum	\$76,800	\$19,200	\$5,000	\$5,000	\$5,000
221/500 Office Equipment	\$5,000	\$1,000	\$1,000	\$1,000	\$1,000
113/500 Classroom Furniture	\$21,000	\$4,000	\$2,000	\$2,000	\$2,000
113/500 Class Equipment	\$10,800	\$2,300	\$2,500	\$2,500	\$2,500
Total Expenses	\$1,058,409	\$1,013,633	\$1,161,629	\$1,212,208	\$1,105,430
Surplus(Deficit)	\$33,271	\$334,148	\$287,119	\$189,511	\$198,681

ROA 854



STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

INEZ MOORE TENENBAUM
STATE SUPERINTENDENT OF EDUCATION

prepared April 2003

Estimated Charter School Per Pupil Funding for Richland School District One

<u>1</u>	<u>2001-2002 Audited Financial Statements</u>	<u>Amount</u>
2	Total General Fund Expenditures	\$ 180,760,374.00
3	Less: Intergovernmental Expenditures	\$ 0.00
4	NET General Fund Expenditures (2-3)	\$ 180,760,374.00
5	FY 2001-2002 Weighted Pupil Units (135-day)	32,433.18
6	Per Pupil Amount (4/5)	\$ 5,573.32
7	2002-03 Inflation Factor (0.00% x 6)	0
8	2003-04 Inflation Factor (0.00% x 6 + 0.00% x 7)	(to be determined) -
9	2003-04 Weighted Per Pupil Amount (6 + 7 + 8)	\$ 5,573.32

The weighted per pupil amount (line 9 above) includes the base for state and local funding as determined by Richland School District One's audit FY2001-02. This amount is multiplied by the charter school's weighted pupil units based upon students' classifications (indicated below) and average daily membership.

The charter school may be entitled to other state and federal categorical funds based on the characteristics of the students actually enrolled.

<u>Code</u>	<u>Classification</u>	<u>Weighting</u>
K	Kindergarten	1.30
P	Primary	1.24
EL	Elementary	1.00
HS	High School	1.25
TM	Trainable Mentally Handicapped*	2.04
SP	Speech Handicapped	1.90
HO	Homebound	.10
EH	Emotionally Handicapped	2.04
EM	Educable Mentally Handicapped	1.74
LD	Learning Disabilities	1.74
HH	Hearing Handicapped	2.57
VH	Visually Handicapped	2.57
OH	Orthopedically Handicapped	2.04
V1	Vocational (Grades 9-12)	1.29
V2	Vocational (Grades 9-12)	1.29
V3	Vocational (Grades 9-12)	1.29
AU	Autism	2.57

*Includes Profoundly Mentally Handicapped.

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STATE OF SOUTH CAROLINA
DEPARTMENT OF EDUCATION

INEZ MOORE TENENBAUM
STATE SUPERINTENDENT OF EDUCATION

January 31, 2003

Ms. Michelle Spradley
Midlands Math and Business Academy
Post Office Box 6792
Columbia, South Carolina 29260

Dear Michelle:

The planning-implementation grant for Midlands Math and Business Academy is being processed. You will receive a check for 15 percent of the planning budget (\$3,000) in approximately two weeks.

A budget report form for the planning phase of the grant is enclosed. Funds have been placed in categories consistent with the expenditures in your approved budget. If you anticipate a deviation of more than 10 percent in any category, you must request a budget amendment **prior to obligating the funds**. An amendment request is also needed prior to purchasing goods or services not specified in your budget, even if there are funds in that category. An amendment request should be in the form of a letter to me that explains the nature of the request and what circumstances made the change necessary.

A copy of the expenditure report form is also enclosed. You will use this form to request reimbursement. The first expenditure report should include the initial grant funds (\$3,000), plus the added expenses over and above the initial funds for which you are requesting reimbursement. Designate the expenditures in the corresponding categories. Federal law establishes the standard for "drawing down" funds. The funds claimed in an expenditure report must already be encumbered, and, generally, you should not hold the funds in an account for more than 72 hours. You do not need to submit documentation (e.g., invoices, contracts, canceled checks) with the reimbursement request, but you must keep these records for at least three years after the conclusion of the grant for audit purposes.

Submit expenditure reports and amendment requests to me at the following address:

Catherine Samulski
South Carolina Department of Education
1429 Senate Street, Room 605
Columbia, South Carolina 29201

Ms. Michelle Spradley
Page 2
January 31, 2003

Please keep in mind that you will begin the implementation phase of the grant upon receiving an approved charter that complies with the South Carolina Charter Schools Act. If this does not occur by July 14, 2004, you will forfeit the implementation funds (\$200,000) and any funds remaining in the planning budget. Implementation funds will be assessable up to three months prior to the school's opening. In addition to the planning and initial implementation funds, during the second year of operation, the charter school will receive \$2,000 per student, up to \$200,000. Of course, as with all multi-year grants, these funds are dependent on Federal allocations that are established yearly and will be allocated based on availability.

I have also enclosed copies of the scores sheets, which document the grant reviewers' evaluation of your application. Please keep in mind that the application requirements and the Charter School Advisory Committee's and district's standard of review for an application to form a charter school will be different than the criteria used to review your grant application. If you have questions, please contact me by telephone at 803-734-8277 or by email at csamulsk@sde.state.sc.us.

Very truly yours,



Catherine Samulski
Education Associate

Enclosures.

Appendix K

Expanded Monthly Budget Report - April 2003

Highlighted Accounts Indicate Budget Overage. Please See Account Executive Recommendations.

	CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING	NOTES
REVENUES						
STATE REVENUE						
Revenue - State Funds	\$1,225,307.00	\$110,000.00	\$1,079,403.06	\$145,903.94	11.91%	
TOTAL STATE REVENUE	\$1,225,307.00	\$110,000.00	\$1,079,403.06	\$145,903.94	11.91%	
LOCAL REVENUE						
Revenue- State Sales Tax	\$935.60	\$0.00	\$0.00	\$935.60	100.00%	
Revenue - County Funds	\$353,948.27	\$12,534.93	\$284,147.72	\$69,800.55	19.72%	
Revenue- Rental of School Property	\$11,000.00	\$1,063.96	\$9,284.59	\$1,715.41	15.59%	
Revenue- Contributions and Donations	\$4,027.00	\$1,000.00	\$4,026.23	\$0.77	0.02%	
Revenue- Various	\$8,146.99	\$2,186.56	\$7,826.95	\$320.04	3.93%	
Revenue - USDA School Achievement	\$27,435.00	\$0.00	\$27,435.00	\$0.00	0.00%	
TOTAL LOCAL REVENUE	\$405,492.86	\$16,785.45	\$332,720.49	\$72,772.37	17.95%	
FEDERAL REVENUE						
Revenue - IDEA VI-B Silver Grant - 044	\$1,000.00	\$0.00	\$1,000.00	\$0.00	0.00%	
Revenue - Title I Basic - 050	\$19,944.99	\$1,555.01	\$19,173.15	\$771.84	3.87%	
Revenue - Title VI-B Handicapped - 060	\$22,624.00	\$2,575.00	\$22,374.00	\$250.00	1.11%	
Revenue - Continuing Federal Aid - 086	\$114,400.84	\$13,984.15	\$114,400.84	\$0.00	0.00%	
Revenue - REAP - 091	\$9,106.00	\$0.00	\$197.16	\$8,908.84	97.83%	
TOTAL FEDERAL REVENUE	\$167,075.83	\$18,114.16	\$157,145.15	\$9,930.68	5.94%	
FOOD REVENUE						
Revenue - USDA Funds	\$23,000.00	\$5,600.18	\$20,513.05	\$2,486.95	10.81%	
Revenue - Lunch (Full Pay)	\$52,000.00	\$5,547.86	\$38,752.71	\$13,247.29	25.48%	
TOTAL FOOD REVENUE	\$75,000.00	\$11,148.04	\$59,265.76	\$15,734.24	20.98%	
SCHOOL ACTIVITY REVENUE						
Revenue - School Activities Funds	\$251.00	\$0.00	\$251.00	\$0.00	0.00%	
TOTAL SCHOOL ACTIVITY REVENUE	\$251.00	\$0.00	\$251.00	\$0.00	0.00%	
TOTAL REVENUES	\$1,873,126.69	\$156,047.65	\$1,628,785.46	\$244,341.23	13.04%	
EXPENSES						
SALARIES & BENEFITS						
Instructional Salaries & Benefits						
1. Instructional Salaries & Bonuses						
Salary - Teacher	\$431,317.00	\$35,115.07	\$318,977.90	\$112,339.10	26.05%	
Salary - Teacher Assistant	\$55,414.00	\$3,422.50	\$40,489.42	\$14,924.58	26.93%	
Salary - Substitute Pay	\$5,000.00	\$1,625.00	\$6,150.00	(\$1,150.00)	-23.00%	

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ROA 859

EDUCATION EXAMPLE CHARTER SCHOOL

Expanded Monthly Budget Report - April 2003

Highlighted Accounts Indicate Budget Overage. Please See Account Executive Recommendations.

Salary - EXC Teacher	\$27,750.00	\$2,750.00	\$19,250.00	\$8,500.00	30.63%
Salary - EXC Teacher - 050	\$5,250.00	\$0.00	\$5,250.00	\$0.00	0.00%
Salary - EXC Teacher Assistant	\$13,390.00	\$304.32	\$8,665.91	\$4,724.09	35.28%
Salary - EXC Tutor - 050	\$3,300.00	\$1,444.50	\$2,583.00	\$717.00	21.73%
Salary - Bonus Pay	\$10,000.00	\$0.00	\$0.00	\$10,000.00	100.00%
Total Instructional Salaries & Bonuses	\$551,421.00	\$44,661.39	\$401,366.23	\$150,054.77	27.21%
2. Instructional Benefits					
Employer's Social Security Cost	\$40,850.00	\$3,214.85	\$29,568.64	\$11,281.36	27.62%
Employer's Social Security Cost - 050	\$654.08	\$110.51	\$599.24	\$54.84	8.38%
Employer's State Retirement Cost	\$16,438.87	\$1,324.68	\$12,073.16	\$4,365.71	26.56%
Employer's Hospitalization Cost	\$61,380.00	\$4,862.40	\$38,618.02	\$22,761.98	37.08%
Employer's Worker's Compensation Cost	\$9,000.00	\$168.39	\$6,670.00	\$2,330.00	25.89%
Employer's Unemployment Cost	\$6,000.00	\$2,069.69	\$5,503.63	\$496.37	8.27%
Employer's Dental Cost	\$5,500.00	\$405.46	\$10,691.76	(\$5,191.76)	-94.40%
Employer's Life Insurance Cost	\$2,100.00	\$197.98	\$2,375.71	(\$275.71)	-13.13%
Total Instructional Benefits	\$141,922.95	\$12,353.96	\$106,100.16	\$35,822.79	25.24%
Total Instructional Salaries & Benefits	\$693,343.95	\$57,015.35	\$507,466.39	\$185,877.56	26.81%
Administrative Salaries & Benefits					
3. Administrative Salaries & Bonuses					
Salary - Principal	\$65,000.00	\$5,416.67	\$48,750.03	\$16,249.97	25.00%
Salary - Assistant Principal	\$42,000.00	\$3,500.00	\$28,000.00	\$14,000.00	33.33%
Salary - Office Personnel	\$54,829.00	\$4,592.41	\$38,162.00	\$16,667.00	30.40%
Salary - Custodian	\$18,000.00	\$1,500.00	\$13,500.00	\$4,500.00	25.00%
Salary - Driver	\$8,100.00	\$1,087.50	\$6,157.16	\$1,942.84	23.99%
Salary - Child Nutrition	\$17,500.00	\$1,458.33	\$11,666.64	\$5,833.36	33.33%
Total Administrative Salaries & Bonuses	\$205,429.00	\$17,554.91	\$146,235.83	\$59,193.17	28.81%
4. Administrative Benefits					
Employer's Social Security Cost	\$15,715.32	\$1,262.48	\$10,754.09	\$4,961.23	31.57%
Employer's State Retirement Cost	\$6,224.50	\$508.97	\$4,313.99	\$1,910.51	30.69%
Employer's Hospitalization Cost	\$13,200.00	\$1,458.72	\$11,204.16	\$1,995.84	15.12%
Employer's Worker's Compensation Cost	\$1,900.00	(\$17.72)	\$1,309.17	\$590.83	31.10%
Employer's Unemployment Cost	\$2,400.00	\$726.81	\$1,622.03	\$777.97	32.42%
Employer's Dental Cost	\$1,650.00	\$158.76	\$1,439.83	\$210.17	12.74%
Employer's Life Insurance Cost	\$650.00	\$70.11	\$850.22	(\$200.22)	-30.80%
Total Administrative Benefits	\$41,739.82	\$4,168.13	\$31,493.49	\$10,246.33	24.55%
Total Administrative Salaries & Benefits	\$247,168.82	\$21,723.04	\$177,729.32	\$69,439.50	28.09%
TOTAL SALARIES & BENEFITS	\$940,512.77	\$78,738.39	\$685,195.71	\$255,317.06	27.15%

ROA 860

0633

EDUCATION EXAMINER CHARTER SCHOOL

Expanded Monthly Budget Report - April 2003

Highlighted Accounts Indicate Budget Overage. Please See Account Executive Recommendations.

5. Instructional Books					
Textbooks	\$23,135.00	\$0.00	\$10,730.59	\$12,404.41	53.62%
Textbook - 086	\$23,174.46	\$2,423.45	\$23,174.46	\$0.00	0.00%
EXC Textbooks	\$2,000.00	\$0.00	\$0.00	\$2,000.00	100.00%
Library Books	\$10,000.00	\$0.00	\$675.10	\$9,324.90	93.25%
Total Instructional Books	\$58,309.46	\$2,423.45	\$34,580.15	\$23,729.31	40.70%
6. Instructional Computers					
Instructional Computer Software & Supplies	\$5,410.00	\$0.00	\$5,199.30	\$210.70	3.89%
Instructional Computer Software & Supplies - 086	\$18,518.03	(\$1,524.78)	\$18,518.03	\$0.00	0.00%
Lease & Purchase - Instructional Computer Hardware	\$15,000.00	\$0.00	\$12,140.56	\$2,859.44	19.06%
Lease & Purchase - Instructional Computer Hardware - 086	\$11,806.15	\$929.14	\$11,806.15	\$0.00	0.00%
Lease & Purchase - EXC Computer Hardware - 050	\$8,099.69	\$0.00	\$8,099.69	\$0.00	0.00%
Lease & Purchase - EXC Computer Hardware - 086	\$8,393.20	\$0.00	\$8,393.20	\$0.00	0.00%
Lease & Purchase - EXC Computer Hardware - USDA	\$27,435.00	\$0.00	\$27,435.00	\$0.00	0.00%
Total Instructional Computers	\$94,662.07	(\$595.64)	\$91,591.93	\$3,070.14	3.24%
7. Instructional Equipment					
Lease & Purchase - Instructional Equipment	\$10,185.00	\$0.00	\$1,629.21	\$8,555.79	84.00%
Lease & Purchase - Instructional Equipment - 086	\$7,967.60	\$1,519.26	\$7,967.60	\$0.00	0.00%
Lease & Purchase - EXC Instructional Equip - 091	\$1,129.00	\$0.00	\$0.00	\$1,129.00	100.00%
Total Instructional Equipment	\$19,281.60	\$1,519.26	\$9,596.81	\$9,684.79	50.23%
8. Instructional Supplies					
Instructional Supplies & Materials	\$15,000.00	\$456.35	\$11,038.93	\$3,961.07	26.41%
Instructional Supplies & Materials - 086	\$7,414.53	\$205.19	\$7,414.53	\$0.00	0.00%
Incentive Awards	\$500.00	\$0.00	\$431.28	\$68.72	13.74%
EXC Instructional Supplies & Materials	\$5,000.00	\$85.24	(\$1,691.71)	\$6,691.71	133.83%
EXC Instructional Supplies & Materials - 050	\$2,033.36	\$0.00	\$2,033.36	\$0.00	0.00%
EXC Instructional Supplies & Materials - 091	\$1,049.00	\$0.00	\$197.16	\$851.84	81.21%
Total Instructional Supplies	\$30,996.89	\$746.78	\$19,423.55	\$11,573.34	37.34%
9. Testing Supplies					
Testing Supplies & Materials	\$5,000.00	\$0.00	\$234.29	\$4,765.71	95.31%
EXC Testing Supplies & Materials	\$1,000.00	\$0.00	(\$239.49)	\$1,239.49	123.95%
EXC Testing Supplies & Materials - 044	\$1,000.00	\$0.00	\$1,000.00	\$0.00	0.00%
EXC Testing Supplies & Materials - 060	\$2,826.00	\$0.00	\$2,826.00	\$0.00	0.00%
Total Testing Supplies	\$9,826.00	\$0.00	\$3,820.80	\$6,005.20	61.12%
Total Instructional Supplies & Equipment	\$213,076.02	\$4,093.85	\$159,013.24	\$54,062.78	25.37%

ROA 861

0634

EDUCATION EXAMPLE HARTER SCHOOL

Expanded Monthly Budget Report - April 2003

Highlighted Accounts Indicate Budget Overage. Please See Account Executive Recommendations.

10. Administrative Computers

Office Computer Software & Supplies	\$2,000.00	\$0.00	\$2,000.00	\$0.00	0.00%
Lease & Purchase - Office Computer Hardware	\$2,000.00	\$0.00	\$274.74	\$1,725.26	86.26%
Total Administrative Computers	\$4,000.00	\$0.00	\$2,274.74	\$1,725.26	43.13%

11. Administrative Equipment

Lease & Purchase - Office Equipment	\$12,000.00	\$824.54	\$10,568.02	\$1,431.98	11.93%
Total Administrative Equipment	\$12,000.00	\$824.54	\$10,568.02	\$1,431.98	11.93%

12. Administrative Supplies

Postage	\$2,000.00	\$271.35	\$1,282.56	\$717.44	35.87%
Office Supplies & Materials	\$12,397.96	\$1,427.68	\$7,416.80	\$4,981.16	40.18%
Membership Dues & Fees	\$1,140.00	\$190.00	\$1,045.00	\$95.00	8.33%
Total Administrative Supplies	\$15,537.96	\$1,889.03	\$9,744.36	\$5,793.60	37.29%
Total Administrative Supplies & Equipment	\$31,537.96	\$2,713.57	\$22,587.12	\$8,950.84	28.38%
TOTAL SUPPLIES & EQUIPMENT	\$244,613.98	\$6,807.42	\$181,600.36	\$63,013.62	25.76%

SUPPORT

Instructional Support

13. Contracted Instructional Services

Contracted Instructional Services	\$48,000.00	\$4,670.83	\$37,024.97	\$10,975.03	22.86%
Contracted EXC Services	\$3,000.00	\$412.50	\$412.50	\$2,587.50	86.25%
Contracted EXC Services - 060	\$3,000.00	\$325.00	\$3,000.00	\$0.00	0.00%
Contracted Psychological Services	\$2,500.00	\$0.00	\$0.00	\$2,500.00	100.00%
Contracted Psychological Services - 060	\$4,500.00	\$2,250.00	\$4,250.00	\$250.00	5.56%
Contracted Speech, Pathology, and Audiology	\$8,702.00	\$2,412.50	\$3,872.50	\$4,829.50	55.50%
Contracted Speech, Pathology, and Audiology - 060	\$12,298.00	\$0.00	\$12,298.00	\$0.00	0.00%
Total Contracted Instructional Services	\$82,000.00	\$10,070.83	\$60,857.97	\$21,142.03	25.78%

14. Field Trips

Field Trips	\$5,000.00	\$2,839.50	\$5,112.40	(\$112.40)	-2.25%
Total Field Trips	\$5,000.00	\$2,839.50	\$5,112.40	(\$112.40)	-2.25%

15. Instructional Staff Development

Workshop Expenses	\$1,000.00	\$24.00	\$729.28	\$270.72	27.07%
Workshop Expenses - 050	\$607.86	\$0.00	\$607.86	\$0.00	0.00%
Workshop Expenses - 086	\$17,843.89	\$4,995.63	\$17,843.89	\$0.00	0.00%
Workshop Expenses - 091	\$6,510.00	\$0.00	\$0.00	\$6,510.00	100.00%
Total Instructional Staff Development	\$25,961.75	\$5,019.63	\$19,181.03	\$6,780.72	26.12%

16. Instructional Sales Tax

Sales & Use Tax Expense	\$500.00	\$0.00	\$180.26	\$319.74	63.95%
Total Instructional Sales Tax	\$500.00	\$0.00	\$180.26	\$319.74	63.95%
Total Instructional Support	\$113,461.75	\$17,929.96	\$85,331.66	\$28,130.09	24.79%

EDUCATION EXAMPLE - STARTER SCHOOL

Expanded Monthly Budget Report - April 2003

Highlighted Accounts Indicate Budget Overage. Please See Account Executive Recommendations.

Total Insurance	\$14,000.00	\$121.78	\$10,702.88	\$3,297.12	23.55%
19. Taxes & Bank Fees					
Other Tax Payments	\$3,500.00	\$0.00	\$3,314.95	\$185.05	5.29%
Bank Service Fees	\$500.00	\$0.00	(\$0.03)	\$500.03	100.01%
Total Taxes & Bank Fees	\$4,000.00	\$0.00	\$3,314.92	\$685.08	17.13%
20. Attorney, Audit, & Accounting					
Contracted Legal Services	\$3,000.00	(\$3,333.19)	\$1,007.81	\$1,992.19	66.41%
Contracted Fiscal Services	\$32,100.00	\$5,270.80	\$28,864.62	\$3,235.38	10.08%
Contracted Audit Services	\$7,500.00	\$0.00	\$5,700.00	\$1,800.00	24.00%
Total Attorney, Audit, & Accounting	\$42,600.00	\$1,937.61	\$35,572.43	\$7,027.57	16.50%
21. Administrative Services					
Contracted General Administration Services	\$7,500.00	\$486.10	\$6,084.43	\$1,415.57	18.87%
Contracted Consultant Services - 091	\$418.00	\$0.00	\$0.00	\$418.00	100.00%
Contracted SIMS Services	\$11,500.00	\$0.00	\$9,450.00	\$2,050.00	17.83%
Contracted Technology Support Services - 086	\$16,071.59	\$4,974.09	\$16,071.59	\$0.00	0.00%
Total Administrative Services	\$35,489.59	\$5,460.19	\$31,606.02	\$3,883.57	10.94%
22. Administrative Staff Development					
Workshop Expenses	\$3,282.00	\$0.00	\$535.79	\$2,746.21	83.67%
Workshop Expenses - 086	\$2,811.39	\$62.17	\$2,811.39	\$0.00	0.00%
Total Administrative Staff Development	\$6,093.39	\$62.17	\$3,347.18	\$2,746.21	45.07%
23. Administrative Sales Tax					
Sales & Use Tax Expense	\$1,000.00	\$111.65	\$816.49	\$183.51	18.35%
Total Administrative Sales Tax	\$1,000.00	\$111.65	\$816.49	\$183.51	18.35%
24. Advertising					
Advertising Fees	\$3,000.00	\$0.00	\$274.90	\$2,725.10	90.84%
Total Advertising	\$3,000.00	\$0.00	\$274.90	\$2,725.10	90.84%
Total Administrative Support	\$106,182.98	\$7,693.40	\$85,634.82	\$20,548.16	19.35%
Building Support					
25. Rent					
Rentals & Leases	\$187,000.00	\$15,550.00	\$155,500.00	\$31,500.00	16.84%
Total Rent	\$187,000.00	\$15,550.00	\$155,500.00	\$31,500.00	16.84%
26. Building					
Building Supplies & Materials	\$2,000.00	\$146.00	\$2,012.55	(\$12.55)	-0.63%
Building Repair Parts, Materials, & Related Labor	\$7,000.00	\$87.00	\$1,652.78	\$5,347.22	76.39%
Architects Fees	\$3,700.00	\$0.00	\$4,231.83	(\$531.83)	-14.37%
Miscellaneous Contracts & Other Charges	\$15,000.00	\$165.00	\$11,485.88	\$3,514.12	23.43%
Improvements to Existing Sites	\$20,000.00	\$0.00	\$20,123.70	(\$123.70)	-0.62%
Total Building	\$47,700.00	\$398.00	\$39,506.74	\$8,193.26	17.18%

EDUCATION EXAMP: CHARTER SCHOOL

Expanded Monthly Budget Report - April 2003

Highlighted Accounts Indicate Budget Overage. Please See Account Executive Recommendations.

ROA 864

Total Custodial Services		\$7,500.00	\$1,407.11	\$5,252.41	\$2,247.59	29.97%
28. Telephone	Telephone	\$8,000.00	\$454.51	\$4,685.10	\$3,314.90	41.44%
	Telecommunication Services	\$5,000.00	\$225.60	\$3,130.38	\$1,869.62	37.39%
	Telecommunication Services - 086	\$400.00	\$400.00	\$400.00	\$0.00	0.00%
	Total Telephone	\$13,400.00	\$1,080.11	\$8,215.48	\$5,184.52	38.69%
29. Utilities	Public Utilities - Electrical Services	\$17,000.00	\$1,488.32	\$16,372.77	\$627.23	3.69%
	Public Utilities - Water, Garbage Services	\$4,000.00	\$569.36	\$3,794.01	\$205.99	5.15%
	Total Utilities	\$21,000.00	\$2,057.68	\$20,166.78	\$833.22	3.97%
	Total Building Support	\$276,600.00	\$20,492.90	\$228,641.41	\$47,958.59	17.34%
Pupil Support						
30. Child Nutrition	Contracted Food Services	\$46,000.00	\$8,265.07	\$44,695.97	\$1,304.03	2.83%
	Food Supplies & Materials	\$2,500.00	\$0.00	\$130.00	\$2,370.00	94.80%
	Food Purchases	\$15,000.00	\$4,528.21	\$20,691.73	(\$5,691.73)	-37.94%
	Lease & Purchase - Food Equipment	\$0.00	(\$866.70)	\$1,310.15	(\$1,310.15)	0.00%
	Total Child Nutrition	\$63,500.00	\$11,926.58	\$66,827.85	(\$3,327.85)	-5.24%
31. Transportation	Vehicle Rental & Lease	\$11,196.50	\$1,599.50	\$9,597.00	\$1,599.50	14.29%
	Vehicle Repair Parts, Materials & Related Labor	\$7,000.00	\$140.61	\$4,565.96	\$2,434.04	34.77%
	Vehicle Gas & Diesel Fuel	\$5,000.00	\$999.27	\$5,793.87	(\$793.87)	-15.88%
	Vehicle Licenses and Title Fees	\$1,250.00	\$0.00	\$16.00	\$1,234.00	98.72%
	Total Transportation	\$24,446.50	\$2,739.38	\$19,972.83	\$4,473.67	18.30%
	Total Pupil Support	\$87,946.50	\$14,665.96	\$86,800.68	\$1,145.82	1.30%
	TOTAL SUPPORT	\$584,191.23	\$60,782.22	\$486,408.57	\$97,782.66	16.74%
TOTAL EXPENSES		\$1,769,317.98	\$146,328.03	\$1,353,204.64	\$416,113.34	23.52%
NET SURPLUS THIS FY ONLY		\$103,808.71	\$9,719.62	\$275,580.82		
TOTAL OF OVERSPENT LINE ITEMS			(\$15,393.92)			
CASH FUND BALANCE CARRYOVER FY - 02		\$270,965.63				
ANTICIPATED POSITION 6/30/03		\$359,380.42				
CASH IN BANK 4/30/03				\$546,546.45		

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EDUCATION EXAMPLE CHARTER SCHOOL

Consolidated Monthly Budget Report - April 2003

Highlighted Accounts Indicate Budget Overage. Please See Account Executive Recommendations.

	CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING
REVENUES					
Revenue - State Funds	\$1,225,307.00	\$110,000.00	\$1,079,403.06	\$145,903.94	11.91%
Revenue- State Sales Tax	\$935.60	\$0.00	\$0.00	\$935.60	100.00%
Revenue - County Funds	\$353,948.27	\$12,534.93	\$284,147.72	\$69,800.55	19.72%
Revenue- Rental of School Property	\$11,000.00	\$1,063.96	\$9,284.59	\$1,715.41	15.59%
Revenue- Contributions and Donations	\$4,027.00	\$1,000.00	\$4,026.23	\$0.77	0.02%
Revenue- Various	\$8,146.99	\$2,186.56	\$7,826.95	\$320.04	3.93%
Revenue - USDA School Achievement	\$27,435.00	\$0.00	\$27,435.00	\$0.00	0.00%
Revenue - IDEA VI-B Sliver Grant - 044	\$1,000.00	\$0.00	\$1,000.00	\$0.00	0.00%
Revenue - Title I Basic - 050	\$19,944.99	\$1,555.01	\$19,173.15	\$771.84	3.87%
Revenue - Title VI-B Handicapped - 060	\$22,624.00	\$2,575.00	\$22,374.00	\$250.00	1.11%
Revenue - Continuing Federal Aid - 086	\$114,400.84	\$13,984.15	\$114,400.84	\$0.00	0.00%
Revenue - REAP - 091	\$9,106.00	\$0.00	\$197.16	\$8,908.84	97.83%
Revenue - USDA Funds	\$23,000.00	\$5,600.18	\$20,513.05	\$2,486.95	10.81%
Revenue - Lunch (Full Pay)	\$52,000.00	\$5,547.86	\$38,752.71	\$13,247.29	25.48%
Revenue - School Activities Funds	\$251.00	\$0.00	\$251.00	\$0.00	0.00%
TOTAL REVENUES	\$1,873,126.69	\$156,047.65	\$1,628,785.46	\$244,341.23	13.04%

EXPENSES

1. Instructional Salaries & Bonuses	\$551,421.00	\$44,661.39	\$401,366.23	\$150,054.77	27.21%
2. Instructional Benefits	\$141,922.95	\$12,353.96	\$106,100.16	\$35,822.79	25.24%
3. Administrative Salaries & Bonuses	\$205,429.00	\$17,554.91	\$146,235.83	\$59,193.17	28.81%
4. Administrative Benefits	\$41,739.82	\$4,168.13	\$31,493.49	\$10,246.33	24.55%
5. Instructional Books	\$58,309.46	\$2,423.45	\$34,580.15	\$23,729.31	40.70%
6. Instructional Computers	\$94,662.07	(\$595.64)	\$91,591.93	\$3,070.14	3.24%
7. Instructional Equipment	\$19,281.60	\$1,519.26	\$9,596.81	\$9,684.79	50.23%
8. Instructional Supplies	\$30,996.89	\$746.78	\$19,423.55	\$11,573.34	37.34%
9. Testing Supplies	\$9,826.00	\$0.00	\$3,820.80	\$6,005.20	61.12%
10. Administrative Computers	\$4,000.00	\$0.00	\$2,274.74	\$1,725.26	43.13%
11. Administrative Equipment	\$12,000.00	\$824.54	\$10,568.02	\$1,431.98	11.93%
12. Administrative Supplies	\$15,537.96	\$1,889.03	\$9,744.36	\$5,793.60	37.29%
13. Contracted Instructional Services	\$82,000.00	\$10,070.83	\$60,857.97	\$21,142.03	25.78%
14. Field Trips	\$5,000.00	\$2,839.50	\$5,112.40	(\$112.40)	-2.25%

ROA 865

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EDUCATION EXAMPL CHARTER SCHOOL

Consolidated Monthly Budget Report - April 2003

Highlighted Accounts Indicate Budget Overage. Please See Account Executive Recommendations.

ROA 866

	CURRENT BUDGET	MTD ACTIVITY	YTD ACTIVITY	BUDGET BALANCE	PERCENT REMAINING
15. Instructional Staff Development	\$25,961.75	\$5,019.63	\$19,181.03	\$6,780.72	26.12%
16. Instructional Sales Tax	\$500.00	\$0.00	\$180.26	\$319.74	63.95%
17. Insurance	\$14,000.00	\$121.78	\$10,702.88	\$3,297.12	23.55%
19. Taxes & Bank Fees	\$4,000.00	\$0.00	\$3,314.92	\$685.08	17.13%
20. Attorney, Audit, & Accounting	\$42,600.00	\$1,937.61	\$35,572.43	\$7,027.57	16.50%
21. Administrative Services	\$35,489.59	\$5,460.19	\$31,606.02	\$3,883.57	10.94%
22. Administrative Staff Development	\$6,093.39	\$62.17	\$3,347.18	\$2,746.21	45.07%
23. Administrative Sales Tax	\$1,000.00	\$111.65	\$816.49	\$183.51	18.35%
24. Advertising	\$3,000.00	\$0.00	\$274.90	\$2,725.10	90.84%
25. Rent	\$187,000.00	\$15,550.00	\$155,500.00	\$31,500.00	16.84%
26. Building	\$47,700.00	\$398.00	\$39,506.74	\$8,193.26	17.18%
27. Custodial Services	\$7,500.00	\$1,407.11	\$5,252.41	\$2,247.59	29.97%
28. Telephone	\$13,400.00	\$1,080.11	\$8,215.48	\$5,184.52	38.69%
29. Utilities	\$21,000.00	\$2,057.68	\$20,166.78	\$833.22	3.97%
30. Child Nutrition	\$63,500.00	\$11,926.58	\$66,827.85	(\$3,327.85)	-5.24%
31. Transportation	\$24,446.50	\$2,739.38	\$19,972.83	\$4,473.67	18.30%
TOTAL EXPENSES	\$1,769,317.98	\$146,328.03	\$1,353,204.64	\$416,113.34	23.52%
NET SURPLUS/(DEFICIT)	\$103,808.71	\$9,719.62	\$275,580.82		
FUND BALANCE, FY - 02	\$270,965.63				
ANTICIPATED POSITION 6/30/03	\$374,774.34				
CASH IN BANK 4/30/03			\$546,546.45		

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EDUCATION EXAMPLE CHARTER SCHOOL

Monthly Statement of Income and Expenses

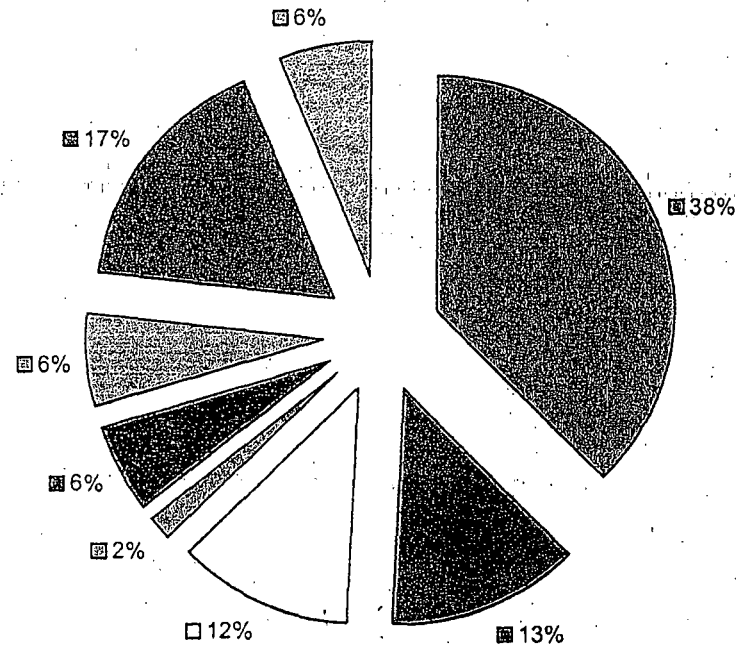
For the Period Ended April 30, 2003

	MTD		YTD		
	ACTIVITY		ACTIVITY		YTD
	4/1/2003	4/30/2003	7/1/2002	4/30/2003	%
REVENUES					
Revenue - EOG Bonus Funds		\$0.00	\$17,762.26		2.92%
Revenue - State Funds		\$104,658.00	\$422,680.00		69.51%
Revenue - State Sales Tax		\$0.00	\$0.00		0.00%
Revenue - County #1 Funds		\$0.00	\$139,056.70		22.87%
Revenue - County #2 Funds		\$0.00	\$6,156.84		1.01%
Revenue - County #3 Funds		\$0.00	\$473.17		0.08%
Revenue - School Annual Fundraiser		\$200.00	\$7,345.00		1.21%
Revenue- Various		\$123.02	\$1,941.82		0.32%
Revenue - Field Trips		\$0.00	\$1,819.50		0.30%
Revenue - IDEA VI-B Sliver Grant		\$0.00	\$0.00		0.00%
Revenue - Title VI-B Handicapped		\$0.00	\$0.00		0.00%
Revenue - Activities Funds - Spanish		\$0.00	\$650.00		0.11%
Revenue - Book Fair		\$0.00	\$1,719.08		0.28%
Revenue - Student Book Fees		\$110.50	\$8,490.50		1.40%
TOTAL REVENUE		\$105,091.52	\$608,094.87		100.00%
EXPENSES					
1. Instructional Salaries & Bonuses		\$31,494.54	\$256,461.78		51.79%
2. Instructional Benefits		\$2,409.34	\$20,619.39		4.16%
3. Administrative Salaries & Bonuses		\$7,012.67	\$64,416.36		13.01%
4. Administrative Benefits		\$536.47	\$5,414.41		1.09%
5. Instructional Books		\$0.00	\$857.32		0.17%
6. Instructional Computers		\$47.00	\$1,034.85		0.21%
7. Instructional Equipment		\$0.00	\$516.66		0.10%
8. Instructional Supplies		\$1,422.55	\$15,710.84		3.17%
9. Testing Supplies		\$0.00	\$0.00		0.00%
10. Administrative Computers		\$500.00	\$1,500.00		0.30%
11. Administrative Equipment		\$2,602.76	\$4,136.50		0.84%
12. Administrative Supplies		\$111.00	\$2,781.81		0.56%
13. Contracted Instructional Services		\$0.00	\$1,975.31		0.40%
14. Field Trips		\$0.00	\$1,169.00		0.24%
15. Instructional Staff Development		\$0.00	\$3,795.77		0.77%
16. Instructional Sales Tax		\$0.00	\$7.14		0.00%
17. Insurance		\$429.00	\$429.00		0.09%
19. Taxes & Bank Fees		\$0.00	\$450.96		0.09%
20. Attorney, Audit, & Accounting		\$1,174.29	\$19,196.45		3.88%
21. Administrative Services		\$0.00	\$420.00		0.08%
22. Administrative Staff Development		\$97.63	\$97.63		0.02%
23. Administrative Sales Tax		\$10.22	\$12.64		0.00%
24. Advertising		\$0.00	\$0.00		0.00%
25. Rent		\$8,976.34	\$80,787.06		16.31%
26. Building		\$0.00	\$1,149.08		0.23%
27. Custodial Services		\$434.12	\$3,761.20		0.76%
28. Telephone		\$139.44	\$3,497.74		0.71%
29. Utilities		\$0.00	\$5,013.59		1.01%
TOTAL EXPENSES		\$57,397.37	\$495,212.49		100.00%
NET SURPLUS/(DEFICIT)		\$47,694.15	\$112,882.38		18.56%

EDUCATION EXAMPLE CHARTER SCHOOL

As of April 30, 2003

GRAPHIC ANALYSIS - ALLOCATION OF EXPENSES



	Total Instructional Salaries & Benefits		Total Administrative Salaries & Benefits
	Total Instructional Supplies & Equipment		Total Administrative Supplies & Equipment
	Total Instructional Support		Total Administrative Support
	Total Building Support		Total Pupil Support

SAMPLE SERVICE AGREEMENT - THIS DOCUMENT DOES NOT CONSITUTE AN OFFICIAL QUOTE OR OFFER

STATE OF NORTH CAROLINA
COUNTY OF RUTHERFORD

SERVICE AGREEMENT

This Service Agreement (hereinafter "Agreement") entered into by and between Acadia NorthStar, L.L.C., a Limited Liability Company registered to conduct business in South Carolina and Midlands Math and Business Academy (hereinafter "Client"), a South Carolina Charter School based in CITY, South Carolina.

SERVICES RENDERED BY CONTRACTOR

Contractor agrees to provide to Client the following comprehensive charter school management and consulting services:

Financial Services

Unlimited Consulting

For these services indicated as being contracted Acadia NorthStar, L.L.C. agrees to perform all scheduled reporting to any and all local and state municipalities, education agencies and charter authorizers in compliance with all South Carolina statutes regarding compliance with said measures.

FEES AND PAYMENT FOR SERVICES

Client agrees to pay Contractor the following annual fees for services rendered:

SERVICE TYPE	ANNUAL FEE
Financial Services	\$XX,XXX.XX

The monthly fee for the client, excluding database access fees and software support fees is \$X,XXX.XX per Month. Client will be invoiced on the 25th of each month for the following month and fees are due and payable by the 10th day of the month following the invoice date. In the event that payment is not received within 30 days of the invoice date, Contractor will temporarily suspend service until payment is received. Contractor reserves the right to terminate this agreement at any time for non-payment. Furthermore, Client agrees that payment must be made within 30 days of the invoice date in order to preserve the terms of this Agreement for Services. This Agreement and all terms and guarantees made herein, with the exception of those terms specified under the sections of this Agreement titled "Collection", "Disputing Charges / Fees", and "Settlement of Disputes Relating to Agreement" shall be suspended if payment is not received within 15 days of the invoice date.

SOFTWARE OWNERSHIP AND LICENSURE

Client acknowledges that the financial software utilized by Acadia NorthStar is owned by Blackbaud, Incorporated (not a party to this agreement) and Capital Business Solutions (not a party to this agreement). Client will be billed the following annual rates for database access fees and software support fees. NOTE that these fees are paid directly to the software developer and owner and represent neither profit nor gain for Acadia NorthStar, L.L.C.

Software Support Fee	\$750.00 per Calendar Quarter
Database Access Fee and Cost of Checks	\$210.00 per Month

SAMPLE SERVICE AGREEMENT - THIS DOCUMENT DOES NOT CONSITTUTE AN OFFICIAL QUOTE OR OFFER

SCOPE OF SERVICES TO BE RENDERED

Contractor agrees to provide the following financial services to Client

Comprehensive Fiscal Management: Comprehensive Fiscal Management encompasses all financial and financial reporting functions necessary for sound cash and resource management. Services include:

- ❖ Processing of accounts payable
- ❖ Payroll Preparation, Payroll Tax Preparation, EFTPS Initiation and Reporting
 - Form 941
 - State Unemployment Tax
 - Forms W-2, W-3, 1099, 1096
 - State Withholding Tax
- ❖ Employee Benefits Coordination and Management
 - Retirement Contributions and Reconciliation
 - Major Medical Payments and Reconciliation
 - Supplemental Insurance Benefits Management
- ❖ Monthly Financial Reporting Including Profit and Loss (Statement of Changes in Net Assets) and Balance Sheet
- ❖ Local School District Financial Reporting
- ❖ Capital and Operating Budget Development, Planning, Monitoring and Adjustment
- ❖ Ongoing Cash Flow Analysis
- ❖ Bank Reconciliation
- ❖ Annual Audit Coordination
 - Auditor Selection
 - Internal Auditing Functions
 - Audit Report Review
- ❖ FTE Allotment Tracking and Related Budget Revisions
- ❖ All Required State and Local Compliance Functions
- ❖ Unlimited Telephone Consulting

SAMPLE SERVICE AGREEMENT - THIS DOCUMENT DOES NOT CONSITTUTE AN OFFICIAL QUOTE OR OFFER

OWNERSHIP OF DATA

Any data maintained by Acadia NorthStar, L.L.C. for client will remain the property of client. Said data will be provided to client within 30 days of a written request. Client acknowledges that neither client nor Acadia NorthStar owns the financial compliance software (i.e. Blackbaud® and E-Reporting®) and that client may be required to obtain said software from the appropriate financial software vendor should client terminate this agreement.

DURATION OF AGREEMENT

This Agreement for Services and the terms and conditions stated herein shall endure for a period beginning July 1, 2003 and expiring June 30, 2004.

COLLECTION

Client agrees to pay all collection fees, legal costs, and court costs of Contractor necessary to and/or associated with the collection of delinquent fees.

DISPUTING CHARGES / FEES

If client refuses to remit payment or authorization for payment for services due to a dispute regarding the services rendered, Client must write a letter to Contractor specifically detailing the reasons for the dispute and expressing that payment authorization will not be forthcoming until the dispute is settled. Said letter must be delivered to and received by Contractor via Certified Mail within 45 days of the invoice date of the invoice being disputed. If said letter is never received or received late by Contractor and this contract is terminated by Contractor specifically for non-payment as detailed above, Client shall pay liquidated damages to Contractor in the lesser amount of \$2,000.00 (two thousand dollars) or the effective monthly fee multiplied by the number of months remaining in the fiscal year. Contractor *may not terminate this Agreement for non-payment* if payment has been received within 15 days of the invoice date or if said letter is received within 45 days of the voice date.

EXCHANGE OF INFORMATION

Client agrees to provide Contractor with accurate information according to Contractor's monthly Information Submission Schedule. Client agrees to provide Contractor with accurate information in response to any request for information by Contractor within the earlier of either five working days or by the deadline provided by Contractor, if a deadline is stated.

RESPONSIBILITY FOR PENALTIES, FEES, ETC.

Contractor agrees to deliver, via overnight delivery by common carrier, all check payments for invoices processed by Contractor on behalf of Client. Client maintains responsibility for approving and mailing or rendering for payment all checks and remittances. Contractor assumes no responsibility for penalties, interest, charges or fees charged by a vendor, tax authority, bank or other entity resulting from Client's failure to approve or timely mail or render remittances.

Contractor agrees to pay penalties, interest, charges or fees charged by a vendor, tax authority, bank or other entity resulting from Contractor's failure to provide checks and remittances to Client within one working day prior to a remittance due date. Contractor assumes no responsibility for penalties, interest, charges or fees charged by a vendor, tax authority, bank or other entity resulting from an invoice or liability that was not submitted to or received by Contractor for payment at least 15 (fifteen) working days from the due date of the remittance.

TERMINATION OF AGREEMENT

Client may terminate this Agreement without penalty by providing 30 (thirty) days written notice delivered to and received by Contractor via Certified Mail. Contractor may terminate this Agreement by providing 30 (thirty) days written notice delivered and received by Client via Certified Mail. Within 30 days of the termination date, Contractor will provide to Client copies of all paper-file contents upon request at a fee of \$0.20 (twenty cents) per copy. Original documents will be provided to

SAMPLE SERVICE AGREEMENT - THIS DOCUMENT DOES NOT CONSITTUTE AN OFFICIAL QUOTE OR OFFER

ent at no cost. A copy of Client's computerized financial and student information data will be provided to Client at no cost within 30 days of the termination date of this Agreement.

SETTLEMENT OF DISPUTES RELATING TO AGREEMENT

The laws of the State of North Carolina shall govern this Agreement. Client and Contractor agree to settle any and all disputes, disagreements, or other misunderstandings relating to this contract by arbitration and waive all rights to trial or hearing.

ATTESTATION BY PARTIES

By having set my signature upon this agreement, I hereby attest that I understand and agree to, without exception, the terms set for in this Agreement for Services.

Signature - Authorized Agent for Midlands Math and Business Academy

Date

Printed Name - Authorized Agent for Midlands Math and Business Academy

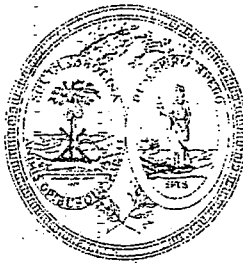
David M. Faunce, Chief Financial Officer, Acadia NorthStar, L.L.C.

01-April-2003

Date

Appendix L

The State of South Carolina



Office of Secretary of State Mark Hammond **Certificate of Existence, Non-Profit Corporation**

I, Mark Hammond, Secretary of State of South Carolina Hereby certify that:

MIDLANDS MATH AND BUSINESS ACADEMY, A Non-Profit Corporation duly organized under the laws of the State of South Carolina on May 5th, 2003, has as of the date hereof filed as a non-profit corporation for religious, educational, social, fraternal, charitable or other eleemosynary purpose, and has paid all fees, taxes and penalties owed to the Secretary of State, that the Secretary of State has not mailed notice to the company that it is subject to being dissolved by administrative action pursuant to section 33-31-1404 of the South Carolina code and that the non-profit corporation has not filed articles of dissolution as of the date hereof.

Given under my Hand and the Great Seal of
the State of South Carolina this 5th day of
May, 2003.

A handwritten signature in cursive script that reads "Mark Hammond". The signature is written in dark ink and is positioned above a horizontal line.

Mark Hammond, Secretary of State

ROA 874

CERTIFIED TO BE A TRUE AND CORRECT COPY
AS TAKEN FROM AND COMPARED WITH THE
ORIGINAL ON FILE IN THIS OFFICE

MAY 05 2003

Mark Hammond
SECRETARY OF STATE OF SOUTH CAROLINA

STATE OF SOUTH CAROLINA
SECRETARY OF STATE
NONPROFIT CORPORATION
ARTICLES OF INCORPORATION

FILED

MAY 05 2003

Mark Hammond
SECRETARY OF STATE 3

TYPE OR PRINT CLEARLY IN BLACK INK

Pursuant to Section 33-31-202 of the South Carolina Code of Laws, as amended, the undersigned corporation submits the following information:

1. The name of the nonprofit corporation is Midlands Math and Business Academy
2. The initial registered office of the nonprofit corporation is 1703 Dupont Drive
Columbia, Richland South Carolina 29223
City County State Zip Code

The name of the registered agent of the nonprofit corporation at that office is

Michelle Spradley
Print Name

I hereby consent to the appointment as registered agent of the corporation.

Michelle Spradley
Agent's Signature

3. Check "a", "b", or "c" whichever is applicable. Check only one box:
 - a. ☒ The nonprofit corporation is a public benefit corporation.
 - b. ☐ The nonprofit corporation is a religious corporation.
 - c. ☐ The nonprofit corporation is a mutual benefit corporation.
4. Check "a" or "b", whichever is applicable:
 - a. ☒ This corporation will have members.
 - b. ☐ This corporation will not have members.
5. The address of the principal office of the nonprofit corporation is
1703 Dupont Drive Columbia, Richland South Carolina 29223
Street Address City County State Zip Code
6. If this nonprofit corporation is either a public benefit or religious corporation (when box "a" or "b" of paragraph 3 is checked), complete either "a" or "b", whichever is applicable, to describe how the remaining assets of the corporation will be distributed upon dissolution of the corporation.
 - a. ☒ Upon dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future Federal tax code, or shall be distributed to the Federal government, or to a state or local government, for a public purpose. Any such asset not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated

Midlands Math and Business Academy
Name of Corporation

exclusively for such purposes.

- b. ☐ Upon dissolution of the corporation, consistent with the law, the remaining assets of the corporation shall be distributed to

7. If the corporation is a mutual benefit corporation (when box "c" of paragraph 3 is checked), complete either "a" or "b", whichever is applicable, to describe how the (remaining) assets of the corporation will be distributed upon dissolution of the corporation.

- a. ☐ Upon dissolution of the mutual benefit corporation, the (remaining) assets shall be distributed to its members, or if it has no members, to those persons to whom the corporation holds itself out as benefiting or serving.

- b. ☐ Upon dissolution of the mutual benefit corporation, the (remaining) assets, consistent with the law, shall be distributed to

8. The optional provisions which the nonprofit corporation elects to include in the articles of incorporation are as follows (See 33-31-202(c) of the 1976 South Carolina Code of Laws, as amended, the applicable comments thereto, and the instructions to this form)

9. The name and address of each incorporator is as follows (only one is required)

Michelle Spradley 1703 Dupont Dr Columbia, SC 29223
Name Address Zip Code

Name Address Zip Code

Name Address Zip Code

10. Each original director of the nonprofit corporation must sign the articles but only if the directors are named in these articles:

Michelle Spradley Michelle Spradley
Name (Only if named in articles) Signature of director

Name (Only if named in articles) Signature of director

Name (Only if named in articles) Signature of director

11. Each incorporator must sign the articles.

Michelle Spradley
Signature of incorporator

Signature of incorporator

Signature of incorporator

Midlands Math and Business Acad.
Name of Corporation

FILING INSTRUCTIONS

1. Two copies of this form, the original and either a duplicate original or a conformed copy, must be filed.
2. If space in this form is insufficient, please attach additional sheets containing a reference to the appropriate paragraph in this form, or prepare this using a computer disk, which will allow for expansion of space on the form.
3. This form must be accompanied by the filing fee of \$25.00 payable to the "Secretary of State."

Return to: Secretary of State
P.O. Box 11350
Columbia, SC 29211
4. If this organization is a Homeowners Association or a Political Association it must also be accompanied by the First Annual Report of Corporations and an additional \$25.00 fee is required.

NOTE

THE FILING OF THIS DOCUMENT DOES NOT, IN AND OF ITSELF, PROVIDE AN EXCLUSIVE RIGHT TO USE THIS CORPORATE NAME ON OR IN CONNECTION WITH ANY PRODUCT OR SERVICE. USE OF A NAME AS A TRADEMARK OR SERVICE MARK WILL REQUIRE FURTHER CLEARANCE AND REGISTRATION AND BE AFFECTED BY PRIOR USE OF THE MARK. FOR MORE INFORMATION, CONTACT THE TRADEMARKS DIVISION OF THE SECRETARY OF STATE'S OFFICE AT (803) 734-1728.

Midlands Math and Business Academy

Name of Corporation

1. Notwithstanding any other provisions of these articles, the purposes for which the corporation is organized are exclusively religious, charitable, scientific, literary, and educational within the meaning of 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue law.
2. Notwithstanding any other provisions of these articles, this organization shall not carry on any activities not permitted to be carried on by an organization exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future United States Internal Revenue law.
3. Upon dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986 or the corresponding provision of any future federal tax code, or shall be distributed to the federal government, or to a state or local government for a public purpose. Any such assets not so disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated for such purposes.

Richland One
South Carolina's Capital Schools
Legal Services
Stevenson Administration Building

May 1, 2003

Midlands Math and Business Academy
Attention: Mrs. Michelle Spradley
Post Office Box 6792
Columbia, South Carolina 29260

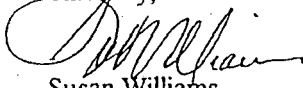
Re: Current Desegregation Plan

Dear Mrs. Spradley:

This letter is to advise that Richland County School District One is not currently operating under a desegregation plan. Within the past three years, I checked with the South Carolina State Department of Education and the United States Department of Education, Office of Civil Rights, and neither agency could provide me any information on a past or present plan, which is applicable to this district.

If you have any additional questions or concerns, please feel free to contact me at 733-6044.

Sincerely,



Susan Williams
District Counsel

C: Dr. Ronald L. Epps
Dr. Richard L. Moniuszko

ROA 880

0653

Appendix N

STATE BUDGET AND CONTROL BOARD
OFFICE OF INSURANCE RESERVE FUND
1201 MAIN STREET, SUITE 500
COLUMBIA, SOUTH CAROLINA 29201
PHONE #(803) 737-0020 FAX #(803) 737-0393

FACSIMILE TRANSMITTAL SHEET

TO:	Ms. Michele Spradley	FROM:	Albert C. Byrd, CPCU, ARM Manager, Underwriting/Risk Management Department
COMPANY:	Midlands Math & Business Academy	DATE:	5-19-2003
FAX NUMBER:	9-790-0387	TOTAL NO. OF PAGES INCLUDING COVER:	3
PHONE NUMBER:		SENDER'S REFERENCE NUMBER:	
RE:	Charter Schools	YOUR REFERENCE NUMBER:	

☐ URGENT ☐ FOR REVIEW ☐ PLEASE COMMENT ☐ PLEASE REPLY ☐ PLEASE RECYCLE

NOTES/COMMENTS:

Ms. Spradley,

The SC Insurance Reserve Fund is authorized to insure charter schools organized and formed pursuant to Title 59, Chapter 40 of the SC Code of Laws. The IRF eligibility letter is attached. It should be completed and returned when insurance is needed.

The IRF writes property and liability insurance products. The charter school application requires the following:

1. Workers Compensation - Provided by the State Accident Fund.
2. Liability Insurance - The policy issued by the IRF insures the entity and its employees and volunteer employees, while acting within the scope of official duties. The policy responds to occurrences, i.e., accidental events, resulting in property damage or personal injury to third parties. The IRF has two available limits: \$600,000 or \$1,000,000 per occurrence. The SC Tort Claims Act caps liability of governmental entities at \$600,000 in State courts. Any limits in excess of \$600,000 apply to those cases not subject to the Tort Claims Act, i.e., Federal court cases.

3. Property Insurance - Coverage for buildings and contents is written on a replacement cost basis using the special cause of loss (all risk) form and includes the additional perils of flood and earthquake. Data processing equipment may be insured under a separate form designed for such equipment. This coverage is also all risk and on a replacement cost basis.
4. Indemnity Insurance - All liability policies issued by the IRF exclude contractual liability (indemnity insurance). Contractual liability comes into play when one party assumes liability or the financial responsibility of liability through a contract. Common example is an indemnification/holdharmless clause. The IRF excludes contractual liability only because the SC Attorney General advises that the State Constitution prohibits the pledge of public funds.
5. Automobile Insurance - The policy issued by the IRF responds to bodily injury of third parties resulting from the negligent operation of a covered vehicle. The policy covers any vehicle owned, hired or borrowed by the insured. Primary coverage is provided on owned vehicles and excess coverage is provided on non-owned vehicles. An endorsement extends the excess coverage to the employees' use of privately owned vehicles in connection with their official duties. The insurance maintained on the privately owned vehicle is always primary. Two limits are available: \$600,000 Combined single limit (CSL) or \$1,000,000 CSL. Any limit in excess of \$600,000 applies only in cases not subject to the Tort Claims Act.
6. Other Insurance - Other insurance that may need or required by a charter school, and available through the IRF include: activity vehicle AD&D, medical professional liability, portable equipment floaters and builder's risk.

Based on the information you provided we have estimated first and second year premiums for the following:

	FY03/04	FY04/05
1. Contents of building	\$ 0	\$ 0
2. Data processing equipment	\$ 198	\$ 240
3. Liability insurance	\$4,100	\$5,000
4. Automobile liability (non-owned only)	\$ 380	\$ 456

This is not a quote for coverage. The premium stated is a rough estimate based on our telephone conversation.

Let me know if you need additional information or if anything in this FAX is unclear.

Al Byrd

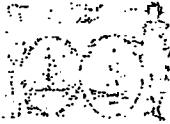
Al Byrd, Manager Underwriting/Risk Management Department
SC Insurance Reserve Fund

STATE OF SOUTH CAROLINA
State Budget and Control Board
OFFICE OF INSURANCE RESERVE FUND

MARK SANFORD, CHAIRMAN
GOVERNOR

GRADY L. PATTERSON, JR.
STATE TREASURER

RICHARD ECKSTROM
COMPTROLLER GENERAL



INSURANCE RESERVE FUND
POST OFFICE BOX 11066
1201 MAIN STREET, SUITE 300
COLUMBIA, SOUTH CAROLINA 29201
(803) 737-0020
FAX (803) 737-0042

HUGH K. LEATHERMAN, SR.
CHAIRMAN, SENATE FINANCE COMMITTEE

ROBERT W. HAMRELL, JR.
CHAIRMAN, WAYS AND MEANS COMMITTEE

FRANK W. RUSCO
EXECUTIVE DIRECTOR

April 30, 2003

Midlands Math & Business Academy
Attn: Ms. Michele Spradley

Re: Eligibility Letter

Dear Ms. Spradley:

The Insurance Reserve Fund is authorized to insure political subdivisions. In order to be eligible as a political subdivision, an entity must pass each of the following four tests.

1. The entity must serve a governmental purpose.
2. The entity must have been established by public action (such as a statute or executive order).
3. The entity must be at least partially subject to public control (one or more members of the board of directors must be elected by the public, appointed by a public official, or be a public official serving ex officio).
4. The entity must be funded, at least in part, by public funds.

If you feel that your entity meets all four of these tests, please document how your entity meets each test and forward such documentation to my attention.

Sincerely,

A handwritten signature in cursive script that reads "Albert C. Byrd".

Albert C. Byrd, CPCU, ARM
Manager, Underwriting/Risk Management Department
South Carolina Insurance Reserve Fund

/je

F-04 (6-91)

Proposed Charter School: Midlands Math and Business Academy (MMBA)

Section I. Racial Composition

The racial composition of MMBA's enrollment will not differ from that of Richland School District One by more than twenty percent. However, in the event that it does differ by more than twenty percent, despite its best efforts, the local school district board shall consider MMBA's recruitment efforts and racial composition of the applicant pool in determining whether the school is operating in a nondiscriminatory manner. A finding by the local school district board that MMBA is not operating in a racially discriminatory manner shall justify approval of the charter without regard to the racial percentage requirement if the application is acceptable in all other aspects. (SC Charter School Act, Section 59-40-70, 6 D)

Section K. Facilities and Equipment

MMBA will use the following equipment to support our curriculum instruction:

- Computers with Internet access
- Overhead Projectors and Screens
- Avery Keys for Teacher/Computer Interactive Lessons
- Slide/Image Projectors
- White Boards/ Chalk Boards
- Television/VCR
- Laser Disc Players for Interactive Student Lessons

This equipment will be purchased with funds obtained from a Planning and Implementation Grant from the SC State Department of Education. MMBA will receive \$200,000 during its first year of implementation and \$2000 per student (up to \$200,000) during its second year of implementation.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

PRINCIPLE 3. State definition of AYP is based on expectations for growth in student achievement that is continuous and substantial, such that all students are proficient in reading/language arts and mathematics no later than 2013-2014.

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.1 How does the State's definition of adequate yearly progress require all students to be proficient in reading/language arts and mathematics by the 2013-2014 academic year?	The State has a timeline for ensuring that all students will meet or exceed the State's proficient level of academic achievement in reading/language arts ³ and mathematics, not later than 2013-2014.	State definition does not require all students to achieve proficiency by 2013-2014. State extends the timeline past the 2013-2014 academic year.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

Attachment B provides a graphic depiction of the timeline for AYP to ensure that all students will meet or exceed the State's proficient level of academic achievement in English/language arts and mathematics, not later than 2013-14.

³ If the state has separate assessments to cover its language arts standards (e.g., reading and writing), the State must create a method to include scores from all the relevant assessments.

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.2 How does the State Accountability System determine whether each student subgroup, public school and LEA makes AYP?	For a public school and LEA to make adequate yearly progress, each student subgroup must meet or exceed the State annual measurable objectives, each student subgroup must have at least a 95% participation rate in the statewide assessments, and the school must meet the State's requirement for other academic indicators. However, if in any particular year the student subgroup does not meet those annual measurable objectives, the public school or LEA may be considered to have made AYP, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year decreased by 10% of that percentage from the preceding public school year; that group made progress on one or more of the State's academic indicators; and that group had at least 95% participation rate on the statewide assessment.	State uses different method for calculating how public schools and LEAs make AYP.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

Attachment C provides a matrix that will be used in determining adequate yearly progress for each student subgroup, public school, and school district. Each public school and school district will be required to show that:

- each student subgroup met or exceeded the State's annual measurable objectives;
- each student subgroup had at least a 95 percent participation rate in the statewide assessments; and
- the school met the State's requirement for other academic indicators.

A uniform averaging procedure will be applied to both grades and years. The State will average the percent proficient across grades within a school building and district to determine AYP. The percent proficient will be calculated based on the number of tested students that were enrolled for a full academic year. The average will be calculated separately for English/language arts and mathematics. Additionally, the State will average the most recent three years of test scores (the two prior years' and the current year's scores) and compare the results to the current year's test scores. The highest score will be used to determine the district's/school's AYP status.

The safe harbor provision of NCLB will be applied whereby the public school or school district will be considered to have made AYP in any particular year the student subgroup does not meet the annual measurable objectives, if the percentage of students in that group who did not meet or exceed the proficient level of academic achievement on the State assessments for that year:

- decreased by 10 percent of the percentage from the preceding public school year;
- that group made progress on one or more of the State's academic indicators; and
- that group had at least a 95 percent participation rate on the statewide assessments.

This information will be reported publicly through the report cards.

24 31

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.2a What is the State's starting point for calculating Adequate Yearly Progress?	Using data from the 2001-2002 school year, the State established separate starting points in reading/language arts and mathematics for measuring the percentage of students meeting or exceeding the State's proficient level of academic achievement. Each starting point is based, at a minimum, on the higher of the following percentages of students at the proficient level: (1) the percentage in the State of proficient students in the lowest-achieving student subgroup; or, (2) the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level. A State may use these procedures to establish separate starting points by grade span; however, the starting point must be the same for all like schools (e.g., one same starting point for all elementary schools, one same starting point for all middle schools...).	The State Accountability System uses a different method for calculating the starting point (or baseline data).
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy (Grades 3-8)

Attachment B provides a graphic depiction of the timeline for AYP to ensure that all students will meet or exceed the State's proficient level of academic achievement in English/language arts and mathematics, not later than 2013-14. This timeline also indicates the State's starting point for calculating AYP using data from the 2001-02 school year as the baseline and establishing separate starting points for both English/language arts and mathematics. The starting points were established using the percentage of proficient students in a public school at the 20th percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level, the higher of the two options allowed by law.

South Carolina is currently under a timeline waiver for development of our high school assessment. Therefore, the decision was made to establish a single starting point for AYP in elementary and middle schools based on grades 3 through 8 achievement results.

Status: Working on Policy (High School)

In the Spring of 2003, South Carolina will administer a full-scale field test of our High School Assessment Program (HSAP). By timeline agreement with the USDE, we will use the data from the Spring 2003 administration to determine AYP for high school performance. The process and timeline for this work is as follows:

In Spring 2003, we will administer the HSAP. When scoring is complete (June 30, 2003), the data will be reviewed by a team of South Carolina educators and outside experts. Under the direction of a contractor, performance levels (1-4) will be established and cut scores will be set. This process will begin in July, with completion set for August 15. The school, district, and state level data will be used to determine the AYP status of high schools.

The process for establishing the separate high school starting point will be the same as that used for PACT performance in elementary and middle schools. The schools will be ranked, separately in mathematics and English/language arts, by percent scoring level 3 and above, lowest to highest. Beginning with the school with the lowest percent scoring at level 3 and above and counting upward, the starting point will be the school at the point of 20% of high school enrollment. It is not possible to show AYP charts for annual objectives or intermediate objectives for high school performance until August of 2003.

26 33

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.2b What are the State's annual measurable objectives for determining adequate yearly progress?	State has annual measurable objectives that are consistent with a state's intermediate goals and that identify for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on the State's academic assessments. The State's annual measurable objectives ensure that all students meet or exceed the State's proficient level of academic achievement within the timeline. The State's annual measurable objectives are the same throughout the State for each public school, each LEA, and each subgroup of students.	The State Accountability System uses another method for calculating annual measurable objectives. The State Accountability System does not include annual measurable objectives.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

Attachment B provides a graphic depiction of the timeline for AYP to ensure that all students will meet or exceed the State's proficient level of academic achievement in English/language arts and mathematics, not later than 2013-14. The timeline indicates annual measurable objectives consistent with the State's intermediate goals, establishing for each year a minimum percentage of students who must meet or exceed the proficient level of academic achievement on PACT, the State's academic assessment. These annual measurable objectives will be the same throughout the State for each public school, each school district, and each subgroup of students.

27 34

CONSOLIDATED STATE APPLICATION ACCOUNTABILITY WORKBOOK

CRITICAL ELEMENT	EXAMPLES FOR MEETING REQUIREMENTS	EXAMPLES OF NOT MEETING REQUIREMENTS
3.2c What are the State's intermediate goals for determining adequate yearly progress?	State has established intermediate goals that increase in equal increments over the period covered by the State timeline. • The first incremental increase takes effect not later than the 2004-2005 academic year. • Each following incremental increase occurs within three years.	The State uses another method for calculating intermediate goals. The State does not include intermediate goals in its definition of adequate yearly progress.
STATE RESPONSE AND STATE ACTIVITIES FOR MEETING REQUIREMENTS		

Status: Final Policy

The chart shown in Attachment D depicts the State's intermediate goals, ensuring that all students will meet or exceed the state's proficient level of academic achievement by 2013-14.

28 35

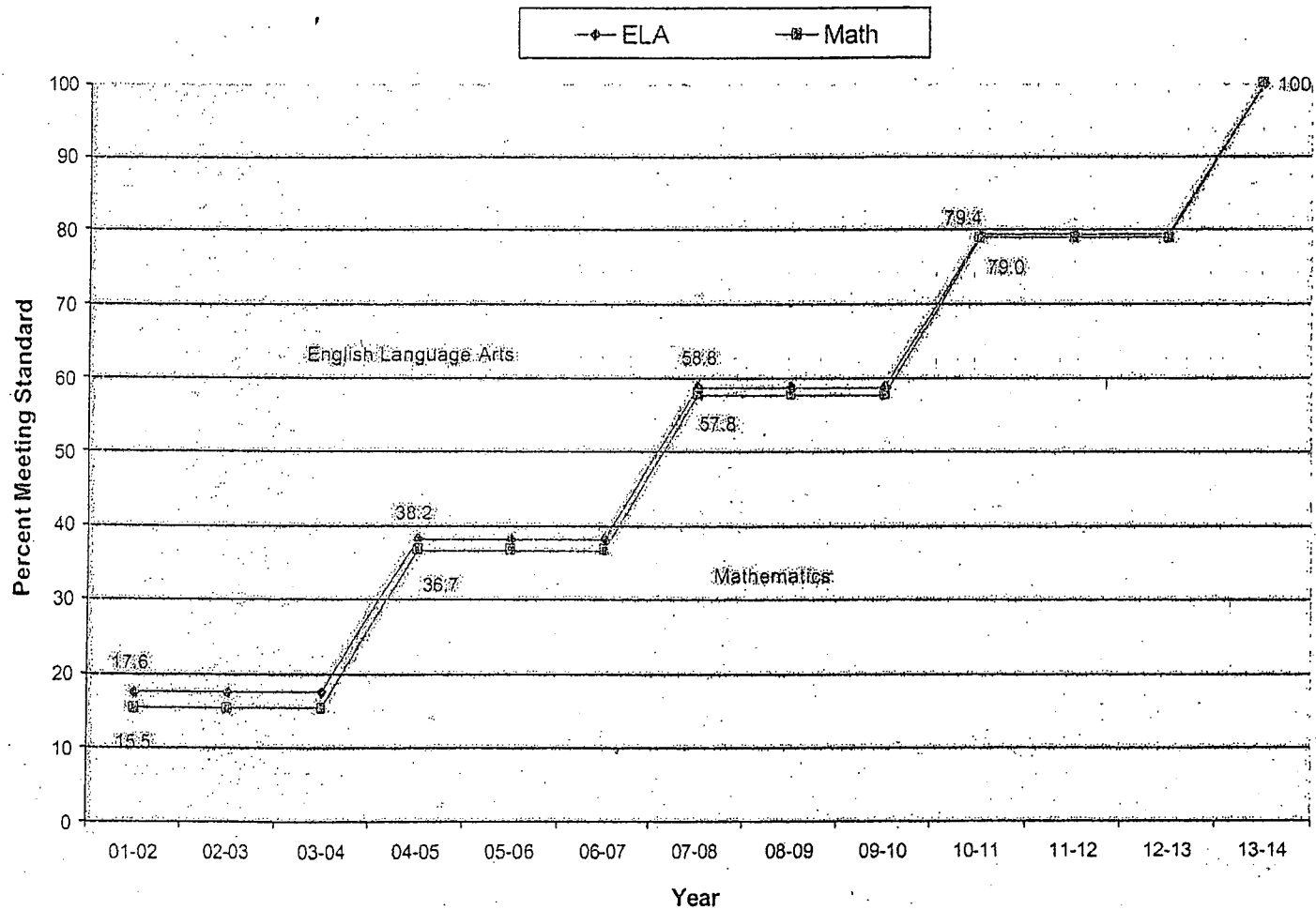
ATTACHMENT B

ADEQUATE YEARLY PROGRESS

ESTABLISHED STARTING POINTS FOR AYP

**ANNUAL MEASURABLE OBJECTIVES FOR MEETING AYP
BY THE 2013-14 SCHOOL YEAR**

Adequate Yearly Progress Objectives for S.C. Schools



ROA 894

27

0667

ATTACHMENT C

SAMPLE MATRIX FOR CALCULATING AYP

**NCLB
Targets For AYP**

NCLB Targets For AYP

AYP Subgroups	AYP TARGETS					NUMBER OF TARGETS TO MEET
	MATH	AT LEAST 95% TESTED	LANGUAGE ARTS	AT LEAST 95% TESTED	OTHER INDICATOR	
All Students	√	√	√	√	√	21
White Students	√	√	√	√	Not Applicable*	
African-American	√	√	√	√		
Low Economic Status (free/reduced lunch recipients)	√	√	√	√		
Students with Disabilities	√	√	√	√		
Limited English Proficient	√	√	√	√		25
Each Additional Ethnic Group	√	√	√	√	29+	

All subgroups must meet the math and language arts targets and the minimum of 95 percent tested target for adequate yearly progress (AYP).

Each student is counted in all appropriate subgroups. A minimum number of students is required for a subgroup to be disaggregated.

* If a school or district meets AYP by using the safe harbor provision, the subgroup(s) meeting safe harbor also must meet the other indicator target. The number of targets is increased accordingly.

ATTACHMENT D

INTERMEDIATE GOALS FOR AYP

ROA 897

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0670

MIDLANDS MATH AND BUSINESS ACADEMY 2004-2005 SCHOOL



July 5	Holiday
August 4	Teachers return/professional development day
August 5	Professional development
August 6	Professional development
August 9	Professional development
August 10	Teacher workday
August 11	Students first day
September 6	Labor Day holiday
September 14	Interim reports issued
October 13	Ends 45 days
October 15	Report cards issued
October 18	Teacher workday/student holiday/parent conference
November 2	ELECTION DAY HOLIDAY
November 17	Interim reports issued
November 24-26	Thanksgiving holidays
December 22	Ends 90 days
December 23-31	Winter holidays
January 3	Teacher workday/student holiday
January 10	Report cards issued
January 17	Martin Luther King, Jr. holiday
February 7	Interim reports issued
March 8	End 135 days
March 11	Holiday /SCEA Convention
March 14	Report cards issued
March 25-April 1	Spring holiday
April 20	Interim reports issued
May 20	Report cards issued/Student's last day
May 23	Teacher workday
May 24	Teacher workday/Teacher's last day

Proposed Charter School: Midlands Math and Business Academy (MMBA)

Addendum to Charter School Application

Section E. Student Assessment

MMBA will meet federal guidelines for student achievement pertaining to the No Child Left Behind Act. All students at MMBA will be proficient in all areas of the Palmetto Achievement Challenge Test (PACT) by 2014. Based on the State of South Carolina's proficiency goals, the students at MMBA will demonstrate adequate yearly progress toward these goals. At the end of the school year 2003-2004, the numbers of students meeting standard will increase by 20.6% in ELA and 21.15% in Math according to South Carolina's Accountability Plan. Since MMBA will not be scheduled to open until the school year 2004-2005, the number of students in our school meeting standard will increase by 20.6% in ELA and 21.15% in Math after our first year of implementation. After the first year, the number of students meeting standard will increase by the same percentage every three years until the school year 2013-2014, when 100% of students will be meeting standard (scoring proficient on PACT). Since we may be playing "catch-up", our increases each year may be slightly higher than the state's increases of 20.6% in ELA and 21.15% in Math every three years. It is difficult to determine the exact percentage until we know our starting point.

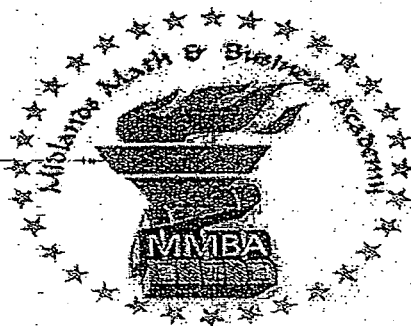
Once students are enrolled in MMBA and we obtain their PACT test scores from their previous school, a starting point will then be established for our school. Once the starting point is established, we will calculate how much progress must be made each year between 2004 and 2014 in order to achieve the State of South Carolina's adequate yearly progress goals.

The entire student population and specific subgroups of MMBA will meet the adequate yearly progress goals each year. The subgroups include white students, African-American, free/reduced lunch recipients, students with disabilities, limited English proficient, and any other ethnic groups.

In addition to meeting the federal and state guidelines for student achievement, MMBA will also use Core Knowledge's evaluation and assessment instruments in monitoring student performance and achievement.

Midlands Math & Business Academy

Annual Report



Michelle Spradley
Principal

April 28, 2008

Midlands Math & Business Academy

2007-08 Annual Report

Executive Summary

As Midlands Math & Business Academy (MMBA) completes its fourth year of operation, there are many accomplishments of which to be proud. Students made significant gains on PACT in 8th grade ELA and 7th grade Science and we are diligently searching for ways to improve in all of the other areas as well.

Analysis by grade:

The percent of elementary students (4th & 5th) scoring **Basic and Above** increased from 2006-2007 in all subject areas except 4th grade Science. This amount remained at 80% scoring Basic. The percent of elementary students scoring **Proficient or Advanced** increased in all subject areas.

The percent of 7th grade students scoring **Basic and Above** increased in all subject areas except Social Studies. The percent of 8th grade students scoring **Basic and Above** increased in ELA, but decreased in Math, Science, and Social Studies. The percent of 6th grade students scoring **Basic and Above** decreased in all subject areas. There was an increase in the percentage of 6th grade students scoring **Proficient and Advanced** in ELA and Science, the percentage of 7th grade students scoring **Proficient and Advanced** in ELA and Science, and the percentage of 8th grade students scoring **Proficient and Advanced** in ELA. There were decreases in the other subject areas for those grade levels.

Analysis by subject matter:

In the elementary grades, the percent of students scoring **Basic and Above** and **Proficient and Advanced** increased from 2006-2007 in all subject areas. In the middle level grades, the percent of students scoring **Basic and Above** and **Proficient and Advanced** increased in ELA and Science, but decreased in Math and Social Studies.

Analysis by gender:

In the elementary grades, 100% of the females scored **Basic or Above** in Math and Science, while 50% of the males scored at this level in Math and 42% in Science. Eighty-three percent of the females and 50% of the males scored **Basic or Above** in ELA. Eighty percent of the females scored at this level in Social Studies, while 50% of the males scored at this level.

Fifty percent of the elementary females scored **Proficient or Advanced** in ELA, 33.3% in Math, 33.3% in Science, and 20% in Social Studies. Twelve percent of the males scored at this level in Math only.

At the middle level, 81.5% of the females scored **Basic or Above** in ELA, 57.1% in Science, 55.6% in Math, and 45.5% in Social Studies. The males scored 32.6%, 34.4%, 41.3%, and 32.0% respectively. Twenty-eight percent of the females scored **Proficient or Advanced** in Science, 25.9% in ELA, and 4.5% in Social Studies. The males scored 6.3%, 4.3%, and 4% respectively.

After careful analysis of our PACT performance data, it appears that our male students should continue to

<http://webmail.richlandone.org/gw/webacc/ir7my0Zo4hpbqi0Mu3/GWAP/AREF/2?action=Atta...> 5/18/2008

receive supplementary services on a regular basis during the school term and during the summer. We will consider providing more remediation and enrichment services to eighth grade students who tend to become complacent near the end of the school term. We will also consider providing diagnostic testing to incoming students during the summer so that we can have an early indication of their needs. We can start to address those needs during the summer months.

Our students will continue to make gains on PACT and other assessment instruments. MMBA has used several different strategies in order to ensure that our students are being challenged and are continuously improving their academic performance. Several students are pulled out of elective classes in order to receive small group instruction during the school day. Some of these students also participate in after-school tutoring sessions at MMBA at no charge. We have incorporated the SuccessMaker Remediation/Enrichment Program as a daily part of each student's schedule. While in the SuccessMaker Lab, each student spends 20 minutes on Math activities and 20 minutes on Reading activities. In our End of Year Report, we have included reports which show that nearly all students have made gains since they began in the SuccessMaker Lab. MMBA has also instituted the Failure Free Reading Program. We selected 20 students whose reading comprehension was below grade level as a trial basis to see if MMBA will purchase more licenses. These students were given a 41-question diagnostic test. After the computer graded the diagnostic test, it generated a prescriptive report suggesting the grade level at which the student should begin to receive reading comprehension instruction. Another assessment tool that MMBA uses is EduTest by PLATO. This software program serves as a benchmark assessment tool in order for teachers to determine the strengths and weaknesses of individual students. All students participate in this assessment and it is given on a quarterly basis. The SuccessMaker Lab is used to administer all electronically generated assessments throughout the school year. Students are conveniently tested since attendance in this lab is part of their daily schedule.

Students, parents, and MMBA employees have been extremely busy this year with fundraising events for the school and charity. Several of our students have won different awards throughout the year. One of our fourth grade investment teams won second place and another team placed sixth in a Stock Market Simulation Game sponsored the South Carolina Economic Development Council. One of our eighth grade students placed first in the College of Charleston's Business Plan Competition and received \$250 and another was selected as the YES Carolina Business Student of the Year. This student, along with her business teacher (who was one of YES Carolina's Business Teachers of the Year) will participate in a week-long entrepreneur camp at the College of Charleston this summer. We have had several essay winners and one of our students has had several of her works published. MMBA is currently negotiating with community organizations in order to develop partnerships. We have had another successful year and we look forward to many more.

Michelle Spradley

Principal

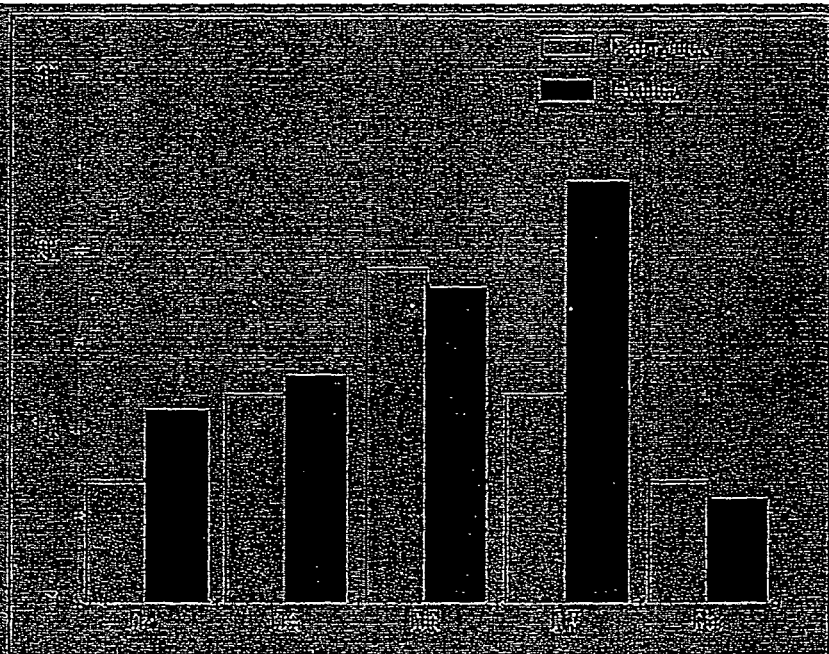
Maximum Student enrollment as stated in charter

200

Student Distribution - 04/01/08

Fri, Apr 25, 2008 03:36 PM Page: 1

Age Group	Female	Male	Total
10-14	7	11	18
15-19	12	43	25
20-24	19	18	37
25-29	12	24	36
30-34	7	6	13
35-39			
40-44	57	72	129
45-49			
50-54			
55-59			
60-64			
65-69			
70-74			
75-79			
80-84			
85-89			
90-94			
95-99			
100+			



Load from Date

Close

3:59PM 04/28/08

Midlands Math & Business Academy

Page 1

Last Name	First Name	Enter Date	Leave Date	Leave Code
Adams	Camele	08/20/07	10/04/07	W10
Baker	Jeffery	08/20/07	08/27/07	W10
Blakeney	Daphree	08/31/07	09/07/07	W10
Boyd	Miquain	08/20/07	11/27/07	W10
Brown	Tre'shawn	08/20/07	12/19/07	W22
Cannady	Shon-Ann	08/20/07	09/28/07	W22
Crawford	Darian	08/20/07	01/14/08	W10
Daise	Kayla	08/20/07	09/12/07	W10
Diggs	Destini	08/20/07	01/09/08	W10
Diggs	Dexter	08/20/07	01/08/08	W10
Duckett	Jwaun	01/04/08	02/11/08	W10
Grazette	Tiffany	10/16/07	01/25/08	W31
Griffin	Thomas	08/20/07	11/27/07	W22
Guinyard	Tyrone	02/11/08	03/31/08	W22
Hill	Jolisia	08/20/07	09/28/07	W22
Hill	Le-Ann	08/20/07	09/28/07	W22
Hill	Terrion	08/20/07	09/28/07	W22
Jackson	Tanika	08/20/07	08/21/07	W10
Jackson	Tanisha	08/20/07	08/21/07	W10
JohnLewis	Aron	08/20/07	10/24/07	W10
Johnson	Bryan	08/20/07	11/06/07	W10
Johnson-Boyd	Michael	08/20/07	11/26/07	W31
Knight	Justin	08/20/07	12/19/07	W22
McCrimon	Brianra	08/20/07	10/02/07	W22
McCrimon	Zanobia	08/20/07	10/02/07	W22
McDaniel	April	08/20/07	09/17/07	W10
McDaniel	Krishelle	08/20/07	09/17/07	W10
Miller	William	08/20/07	11/05/07	W10
Myers	Joseph	08/20/07	11/30/07	W10
Patterson	TreVonne	08/20/07	11/16/07	W10
Pelzer	Donato	08/20/07	08/27/07	W10
Robinson	Kara	08/20/07	10/30/07	W22
Ryans	Diante	08/20/07	08/21/07	W10
Shiver	Sheldon	08/20/07	09/25/07	W10
Taylor	Jarell	08/20/07	12/04/07	W10
Williams	Gentarra	08/20/07	12/05/07	W10

Total Lines: 36

0679

ROA 906

Midlands Math and Business Academy

1 Student Out of District

Female

6th Grade

Christin Graham

04/25/08
15:38

Midlands Math & Business Academy
ETHNIC DISTRIBUTION

STU98
Page

1

0681

ROA 908

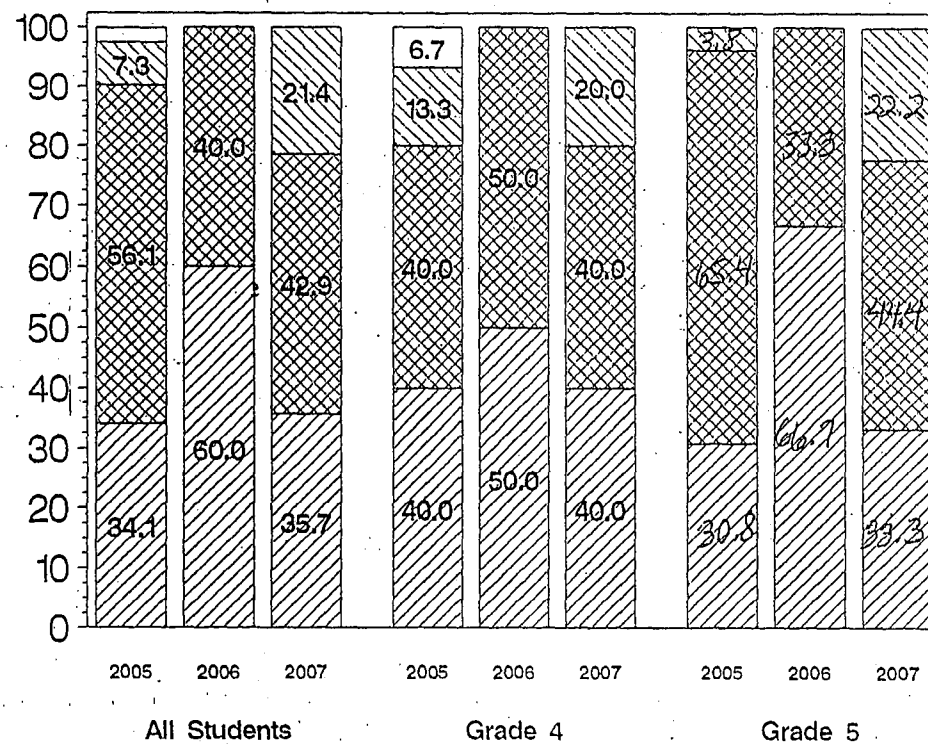
Grade Level	Gender	Code:	A	B	BI	H	I	O	P	W	WA	WB	WI	Blank	Inv	All
Grade: 4	Females		0	7	0	0	0	0	0	0	0	0	0	0	0	7
	Males		0	11	0	0	0	0	0	0	0	0	0	0	0	11
	Total		0	18	0	0	0	0	0	0	0	0	0	0	0	18
Grade: 5	Females		0	11	0	0	0	0	0	1	0	0	0	0	0	12
	Males		0	12	0	0	0	0	0	0	0	1	0	0	0	13
	Total		0	23	0	0	0	0	0	1	0	1	0	0	0	25
Grade: 6	Females		0	18	0	0	0	0	0	1	0	0	0	0	0	19
	Males		0	18	0	0	0	0	0	0	0	0	0	0	0	18
	Total		0	36	0	0	0	0	0	1	0	0	0	0	0	37
Grade: 7	Females		0	12	0	0	0	0	0	0	0	0	0	0	0	12
	Males		0	21	0	1	0	0	0	0	0	2	0	0	0	24
	Total		0	33	0	1	0	0	0	0	0	2	0	0	0	36
Grade: 8	Females		0	7	0	0	0	0	0	0	0	0	0	0	0	7
	Males		0	6	0	0	0	0	0	0	0	0	0	0	0	6
	Total		0	13	0	0	0	0	0	0	0	0	0	0	0	13
Total:	Females		0	55	0	0	0	0	0	2	0	0	0	0	0	57
	Males		0	68	0	1	0	0	0	0	0	3	0	0	0	72
	Total		0	123	0	1	0	0	0	2	0	3	0	0	0	129

PACT 2003–2007 – English/Language Arts

Percent Scoring at Each Performance Level by Grade

Includes All Students Tested (Ongrade and Offgrade) who were Enrolled at the School/District on the 45th Day
 Richland School District One, Office of Research and Evaluation – October 22, 2007

MMBA – Charter



Labels for percents less than three percent are not shown.

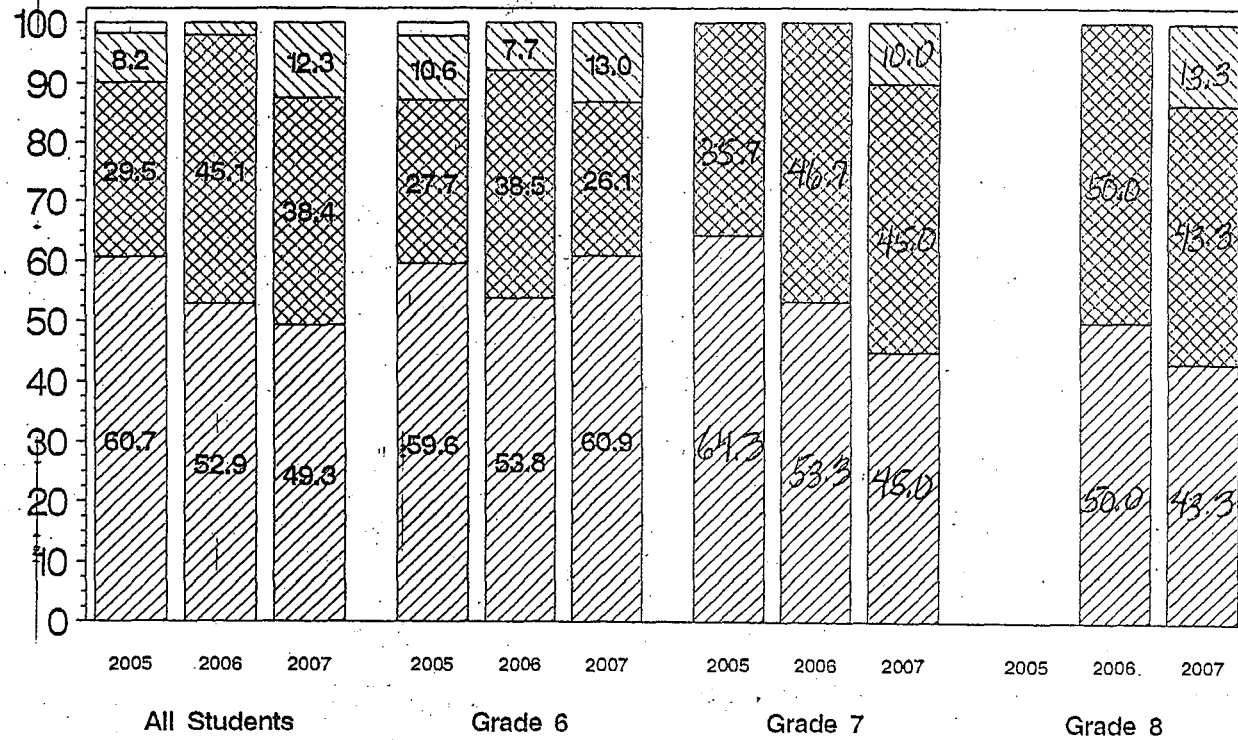
PACT 2003–2007 – English/Language Arts

Percent Scoring at Each Performance Level by Grade

Includes All Students Tested (Ongrade and Offgrade) who were Enrolled at the School/District on the 45th Day
 Richland School District One, Office of Research and Evaluation – October 22, 2007

0683

MMBA – Charter



ROA 910



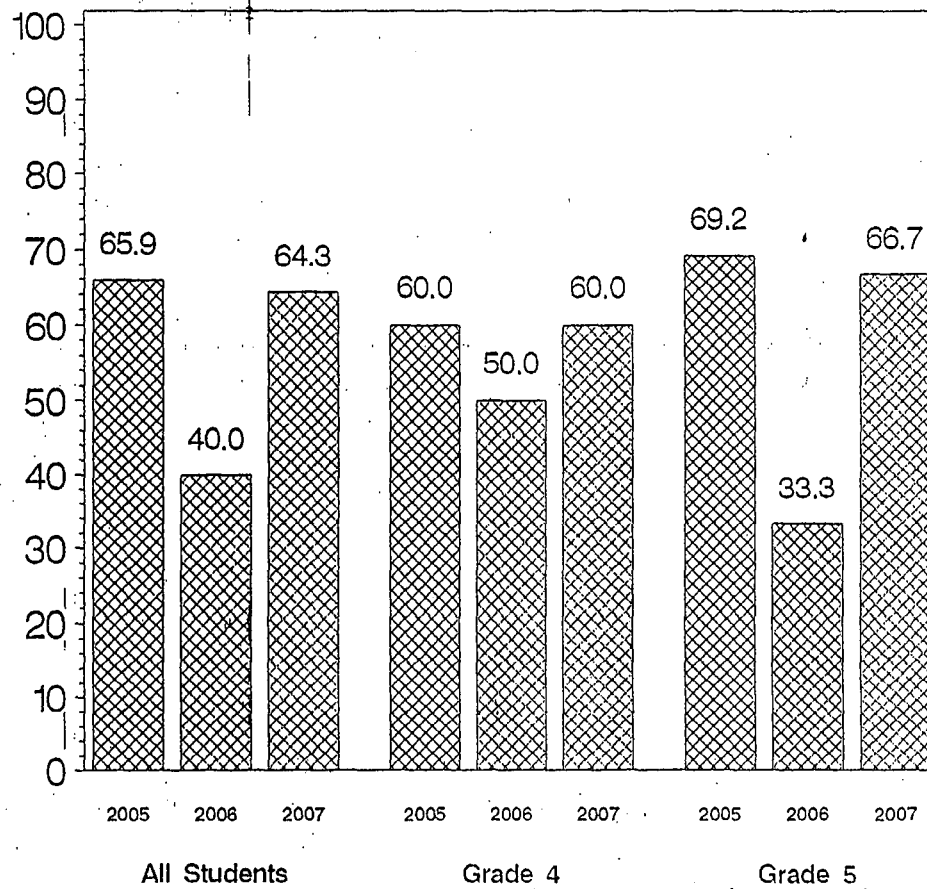
Labels for percents less than three percent are not shown.

PACT 2003–2007 – English/Language Arts Percent Scoring Basic and Above by Grade

Includes All Students Tested (Ongrade and Offgrade) who were Enrolled at the School/District on the 45th Day
Richland School District One, Office of Research and Evaluation – October 22, 2007

0684

MMBA – Charter



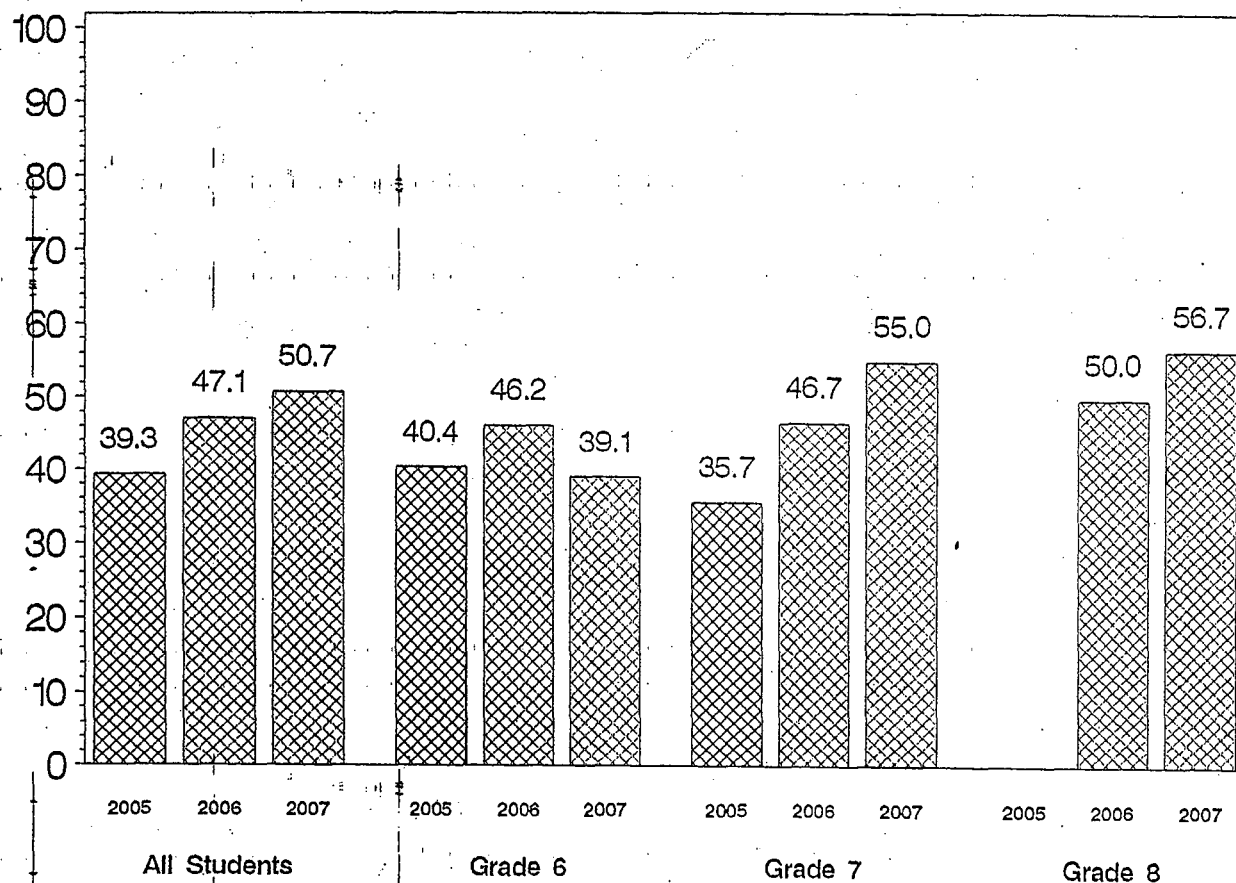
ROA 911

PACT 2003—2007 — English/Language Arts Percent Scoring Basic and Above by Grade

Includes All Students Tested (Ongrade and Offgrade) who were Enrolled at the School/District on the 45th Day
Richland School District One, Office of Research and Evaluation — October 22, 2007

0685

MMBA — Charter



ROA 912

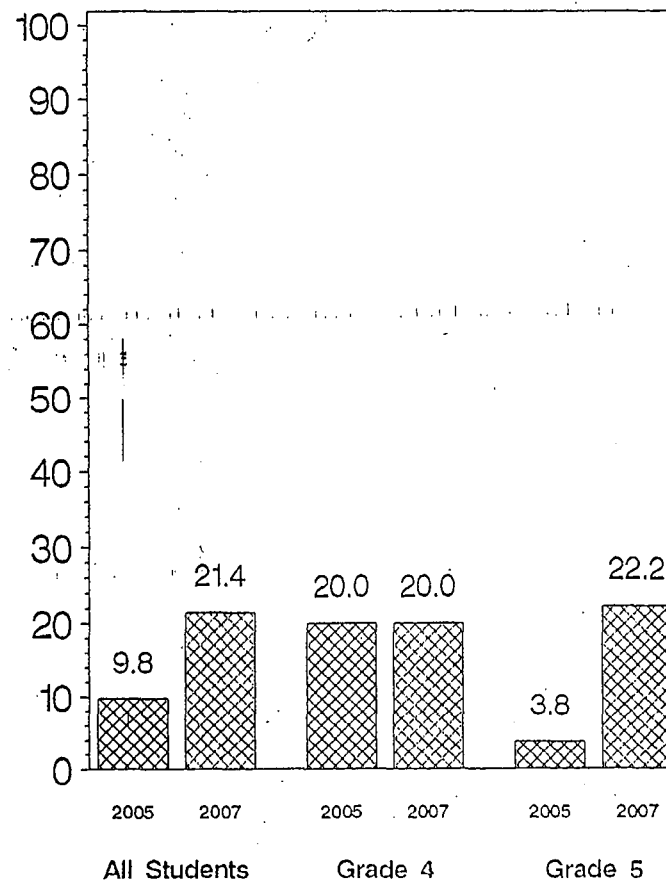
PACT 2003—2007 — English/Language Arts

Percent Scoring Proficient and Advanced by Grade

Includes All Students Tested (Ongrade and Offgrade) who were Enrolled at the School/District on the 45th Day
Richland School District One, Office of Research and Evaluation — October 22, 2007

0686

MMBA — Charter



ROA 913

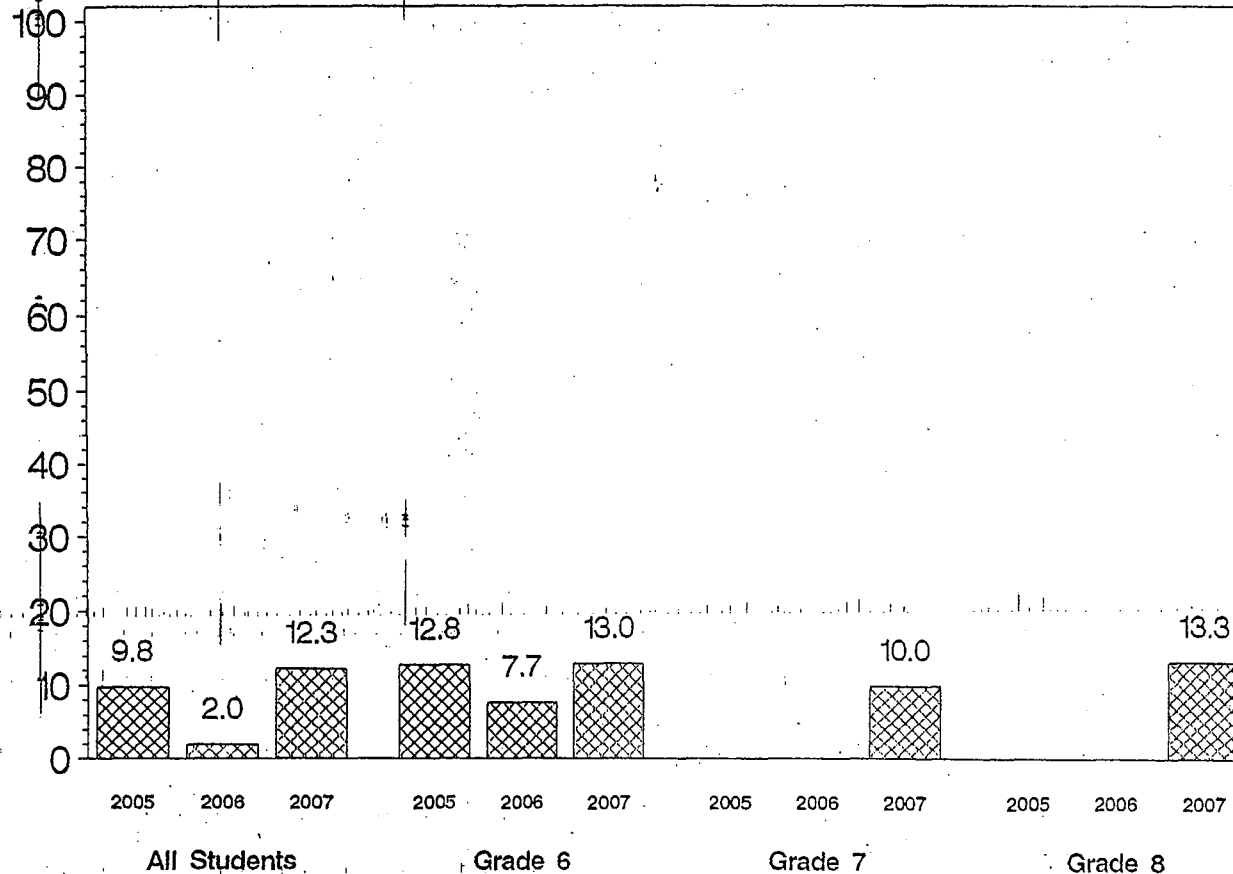
PACT 2003—2007 — English/Language Arts

Percent Scoring Proficient and Advanced by Grade

Includes All Students Tested (Ongrade and Offgrade) who were Enrolled at the School/District on the 45th Day
 Richland School District One, Office of Research and Evaluation — October 22, 2007

0687

MMBA — Charter



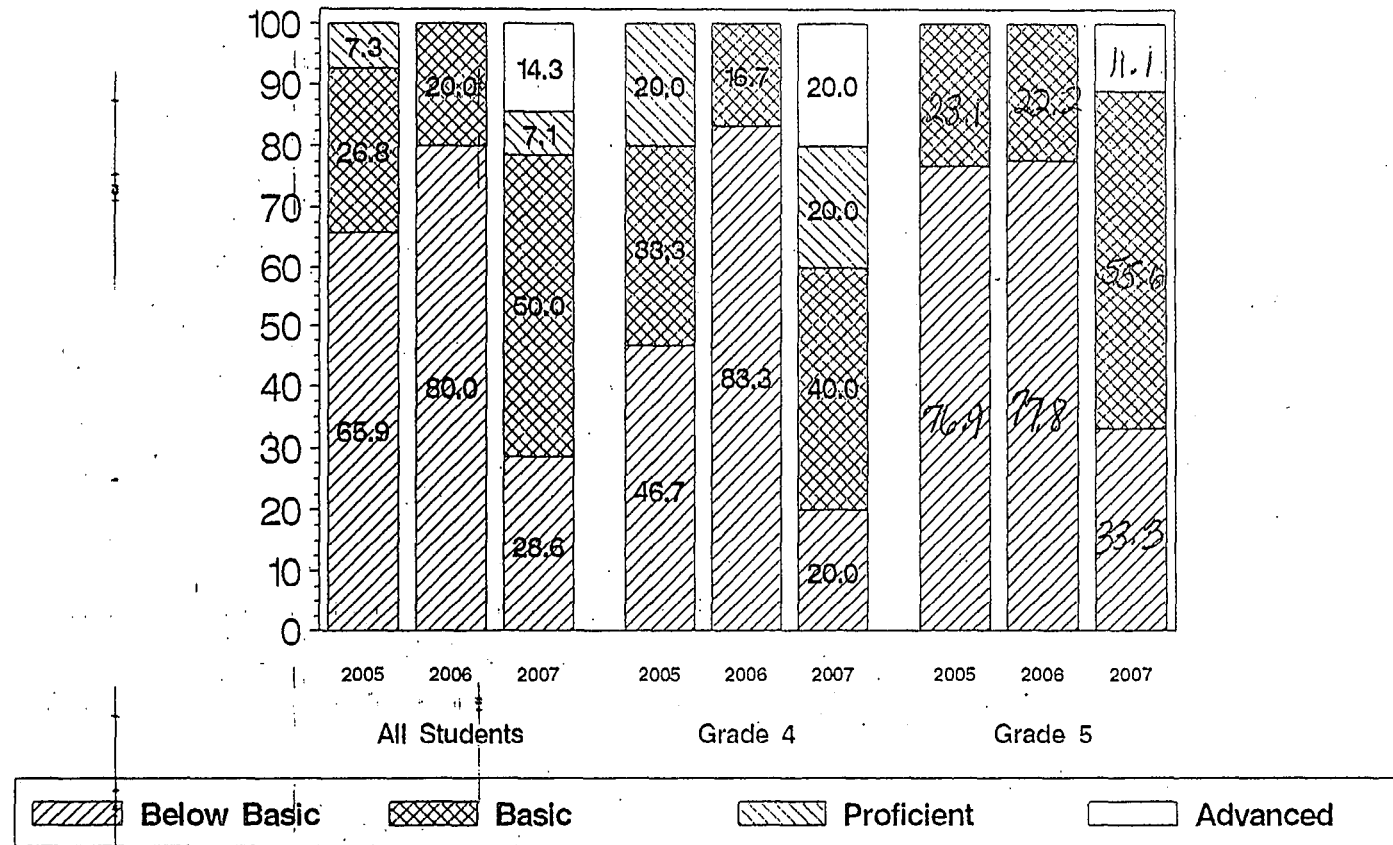
ROA 914

PACT 2003–2007 — Math

Percent Scoring at Each Performance Level by Grade

Includes All Students Tested (Ongrade and Offgrade) who were Enrolled at the School/District on the 45th Day
Richland School District One, Office of Research and Evaluation — October 22, 2007

MMBA — Charter



Labels for percents less than three percent are not shown.

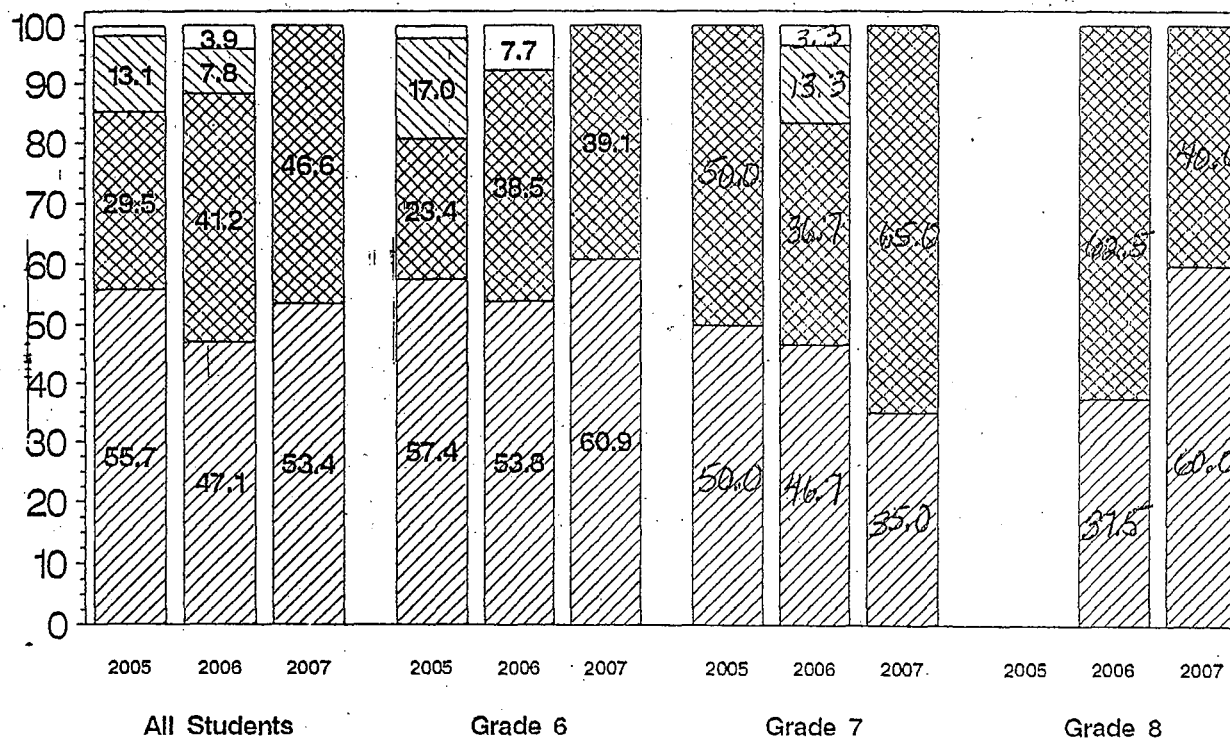
PACT 2003–2007 — Math

Percent Scoring at Each Performance Level by Grade

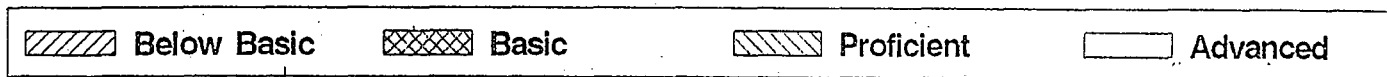
Includes All Students Tested (Ongrade and Offgrade) who were Enrolled at the School/District on the 45th Day
 Richland School District One, Office of Research and Evaluation — October 22, 2007

0689

MMBA — Charter



ROA 916



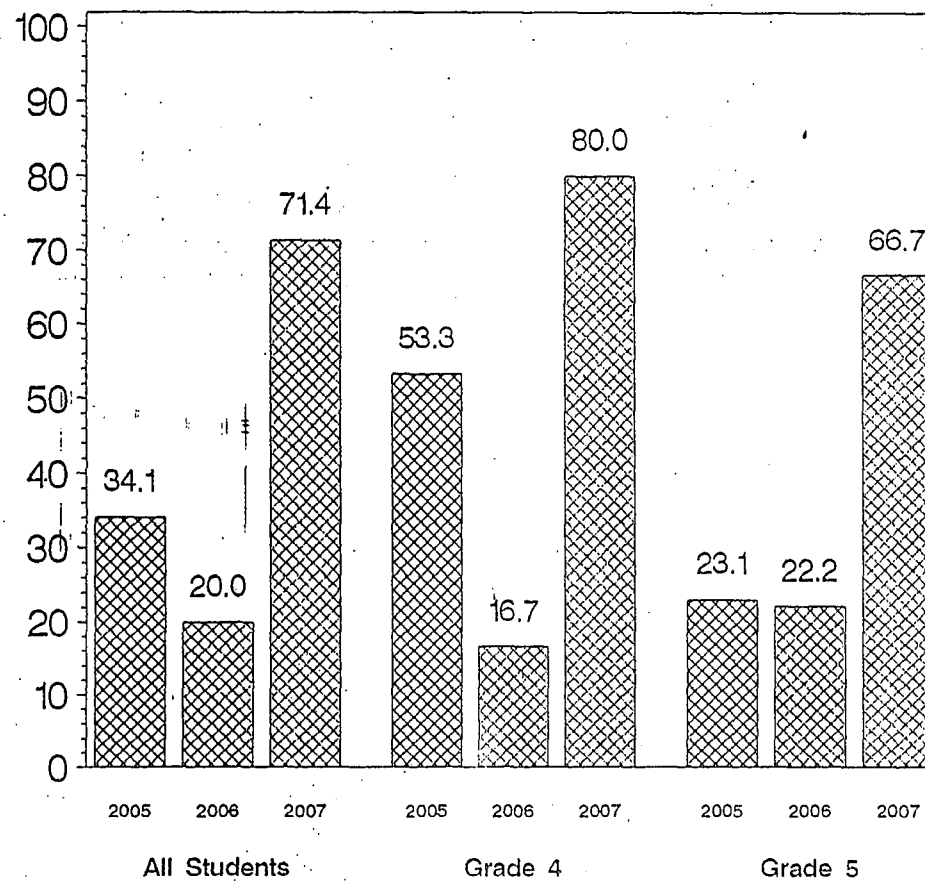
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PACT 2003–2007 — Math

Percent Scoring Basic and Above by Grade

Includes All Students Tested (Ongrade and Offgrade) who were Enrolled at the School/District on the 45th Day
Richland School District One, Office of Research and Evaluation — October 22, 2007

MMBA — Charter



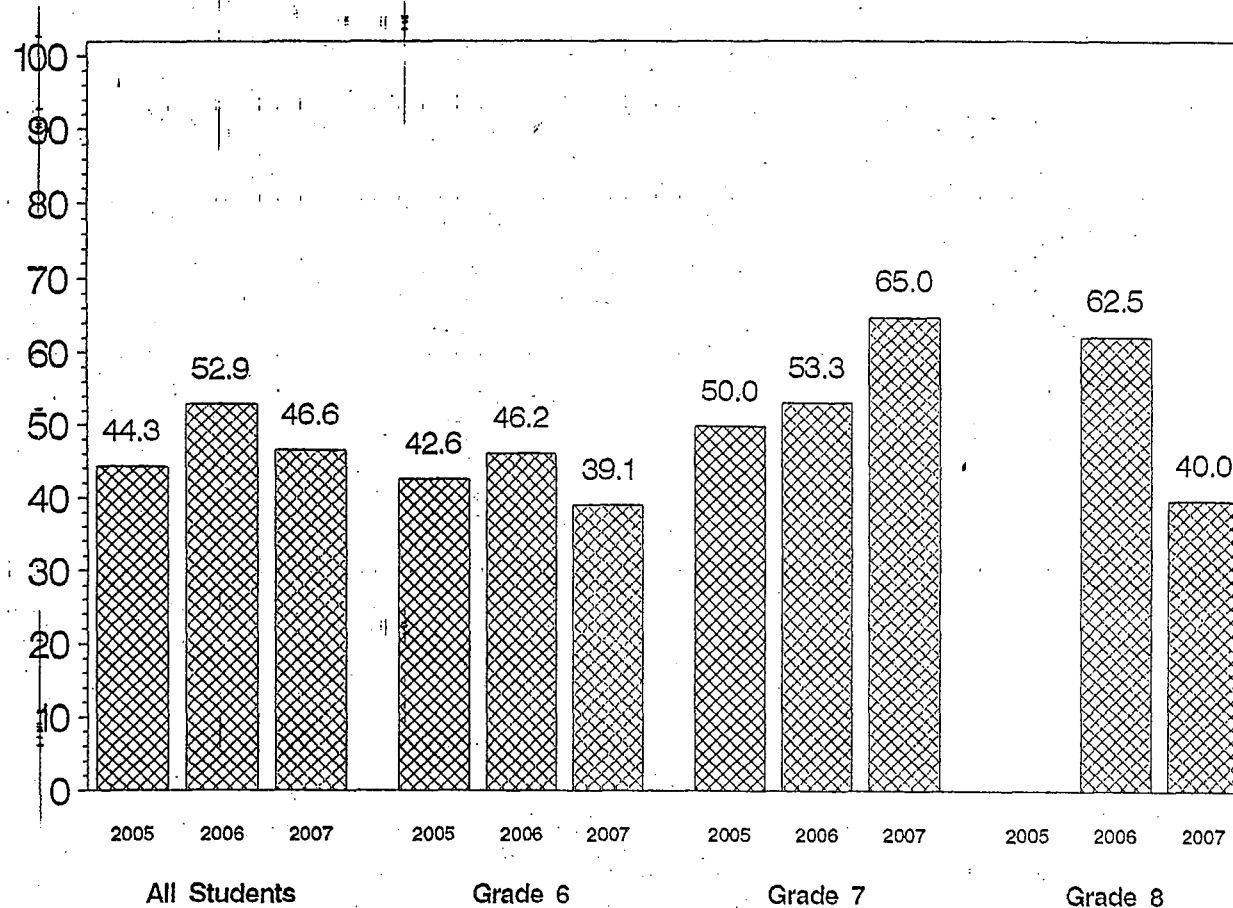
PACT 2003—2007 — Math

Percent Scoring Basic and Above by Grade

Includes All Students Tested (Ongrade and Offgrade) who were Enrolled at the School/District on the 45th Day
Richland School District One, Office of Research and Evaluation — October 22, 2007

0691

MMBA — Charter



ROA 918

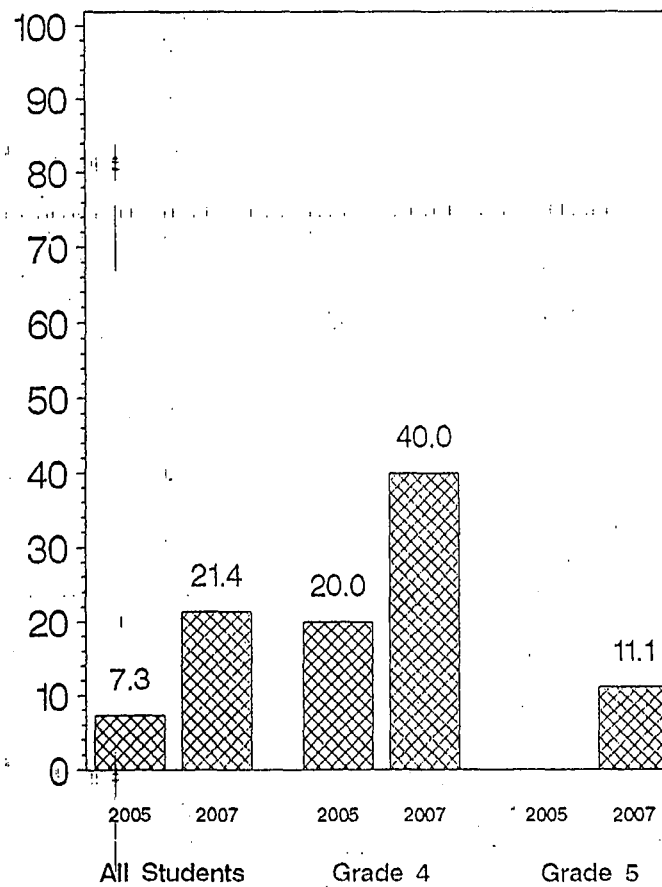
PACT 2003–2007 — Math

Percent Scoring Proficient and Advanced by Grade

Includes All Students Tested (Ongrade and Offgrade) who were Enrolled at the School/District on the 45th Day
Richland School District One, Office of Research and Evaluation — October 22, 2007

0692

MMBA — Charter



ROA 919

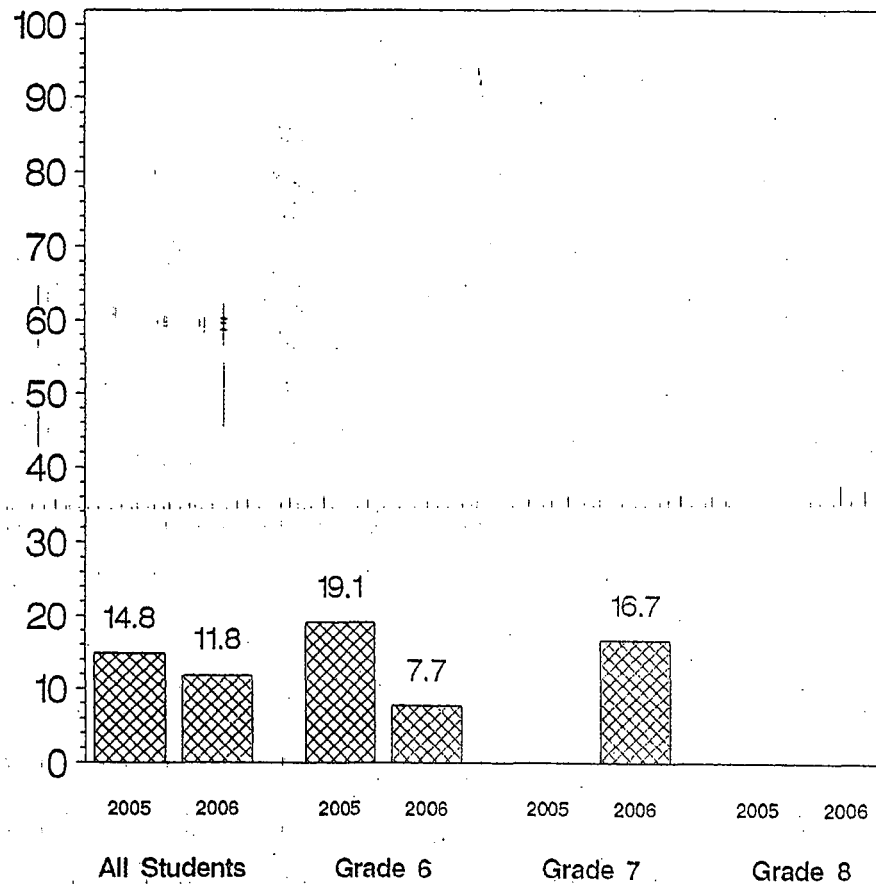
PACT 2003—2007 — Math

Percent Scoring Proficient and Advanced by Grade

Includes All Students Tested (Ongrade and Offgrade) who were Enrolled at the School/District on the 45th Day
 Richland School District One, Office of Research and Evaluation — October 22, 2007

0693

MMBA — Charter



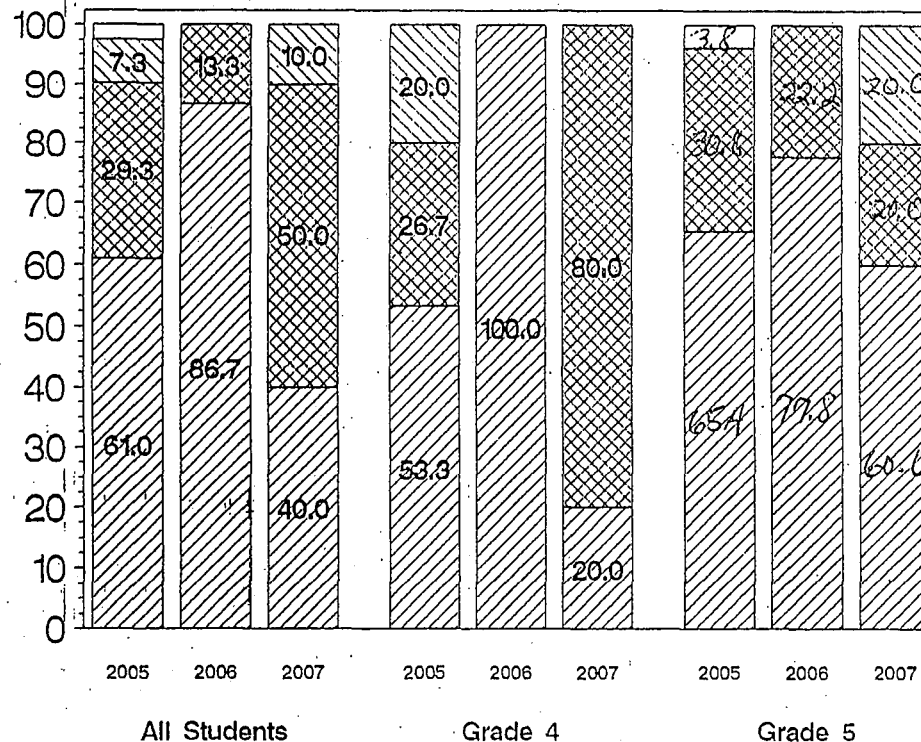
ROA 920

PACT 2004–2007 — Science

Percent Scoring at Each Performance Level by Grade

Includes All Students Tested (Ongrade and Offgrade) who were Enrolled at the School/District on the 45th Day
Richland School District One, Office of Research and Evaluation — October 22, 2007

MMBA — Charter



Below Basic Basic Proficient Advanced

Labels for percents less than three percent are not shown.

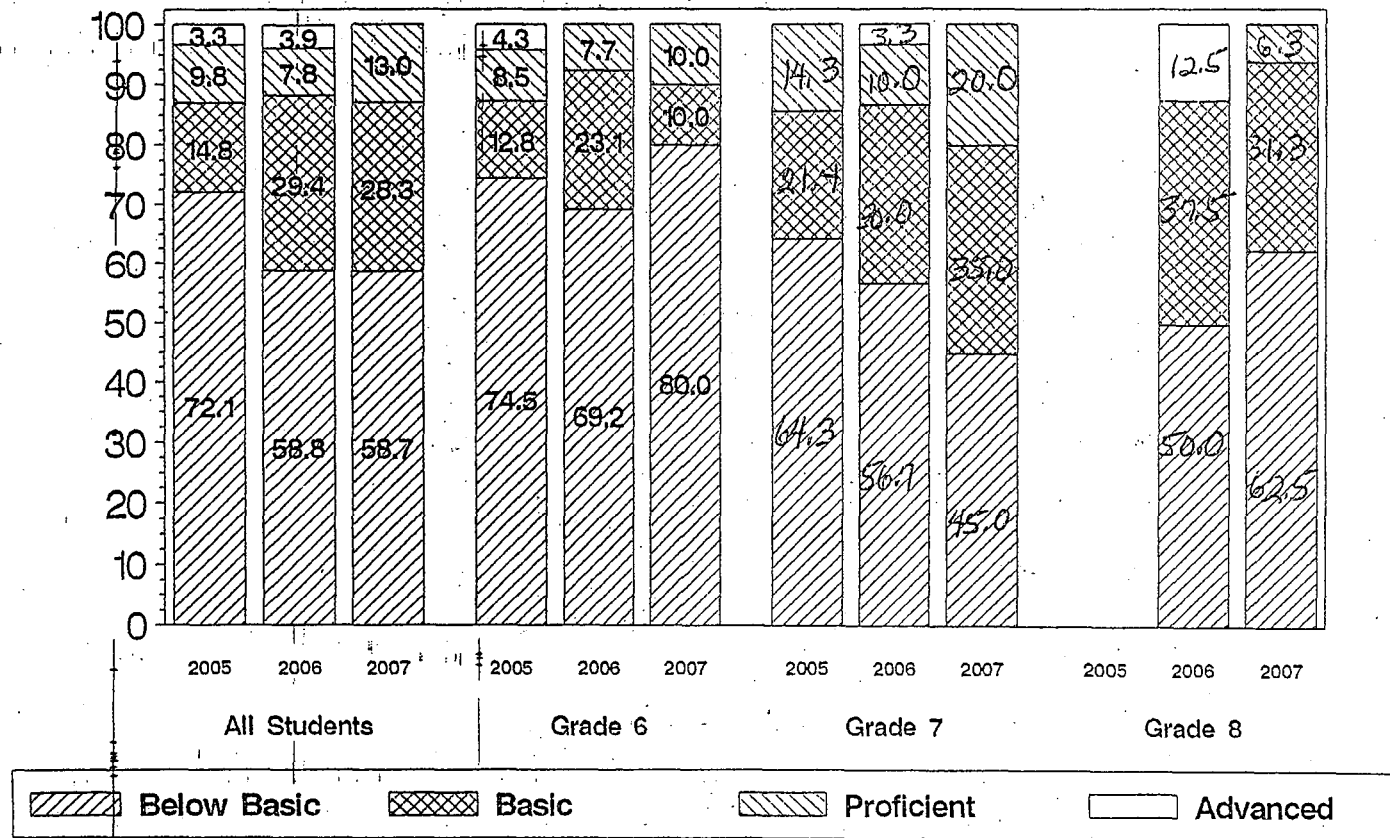
PACT 2004-2007 — Science

Percent Scoring at Each Performance Level by Grade

Includes All Students Tested (Ongrade and Offgrade) who were Enrolled at the School/District on the 45th Day
Richland School District One, Office of Research and Evaluation — October 22, 2007

0695

MMBA — Charter



ROA 922

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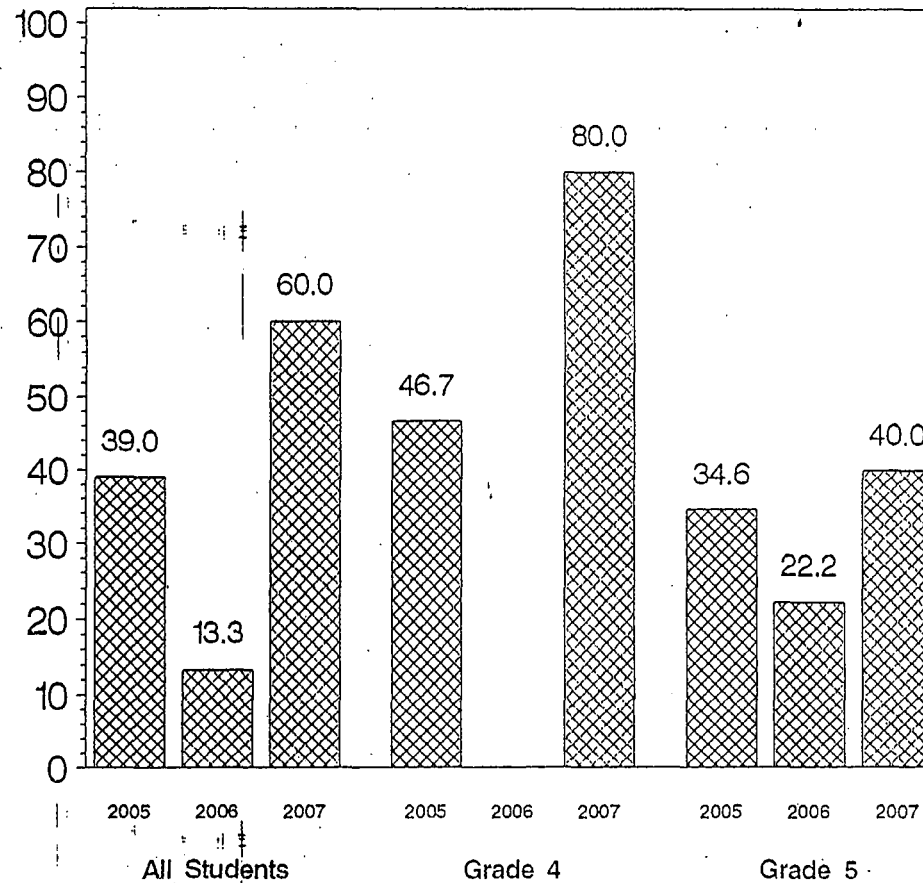
PACT 2004—2007 — Science

Percent Scoring Basic and Above by Grade

Includes All Students Tested (Ongrade and Offgrade) who were Enrolled at the School/District on the 45th Day
Richland School District One, Office of Research and Evaluation — October 22, 2007

0696

MMBA — Charter



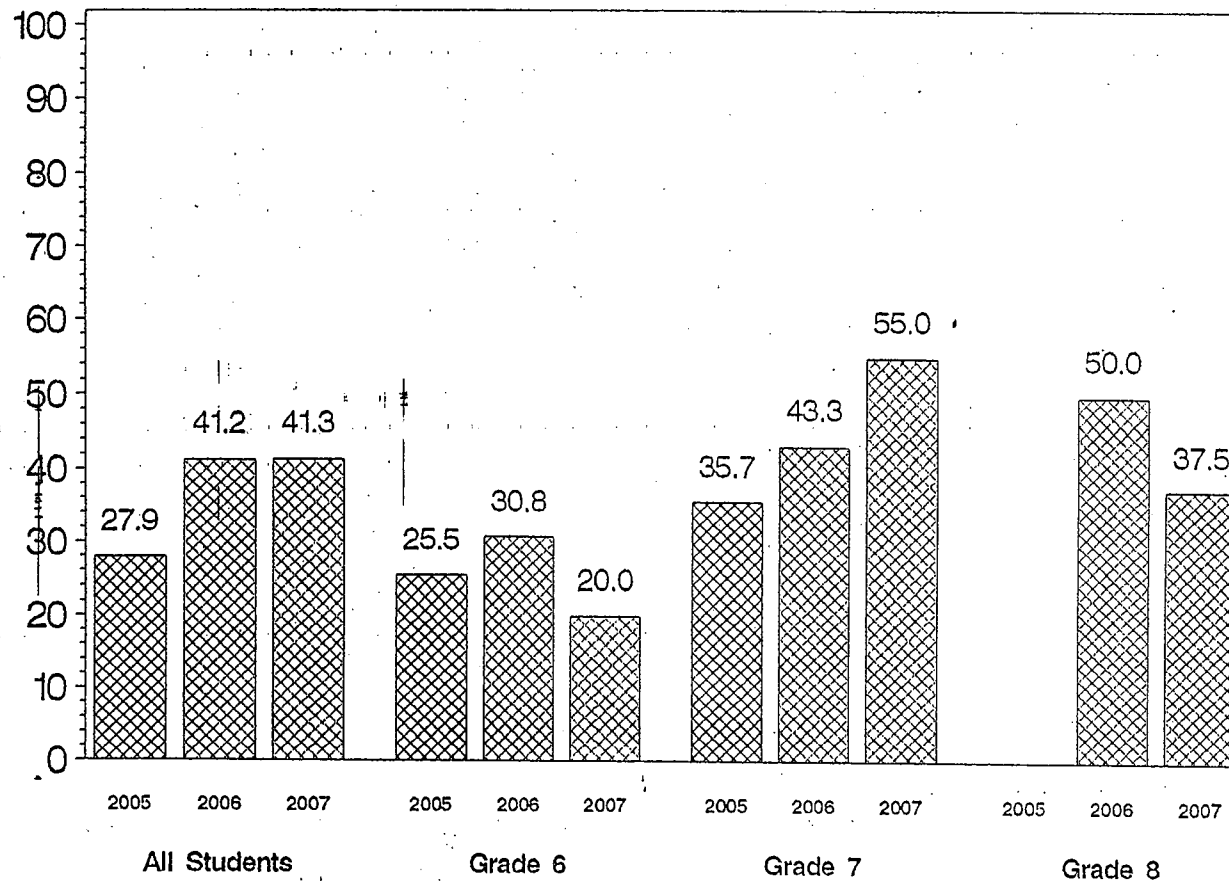
ROA 923

PACT 2004–2007 — Science

Percent Scoring Basic and Above by Grade

Includes All Students Tested (Ongrade and Offgrade) who were Enrolled at the School/District on the 45th Day
Richland School District One, Office of Research and Evaluation — October 22, 2007

MMBA — Charter



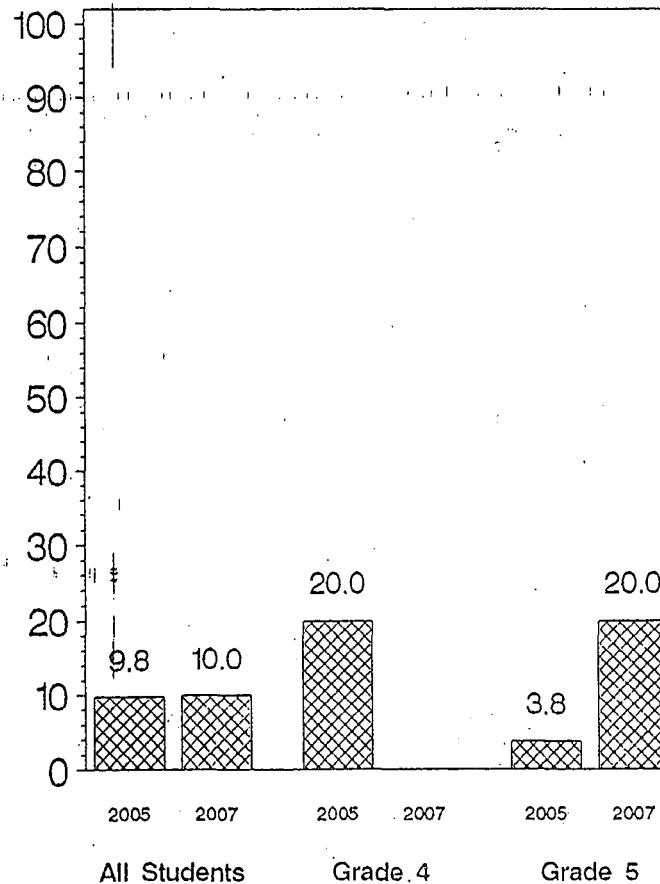
PACT 2004–2007 — Science

Percent Scoring Proficient and Advanced by Grade

Includes All Students Tested (Ongrade and Offgrade) who were Enrolled at the School/District on the 45th Day
Richland School District One, Office of Research and Evaluation — October 22, 2007

0698

MMBA — Charter



ROA 925

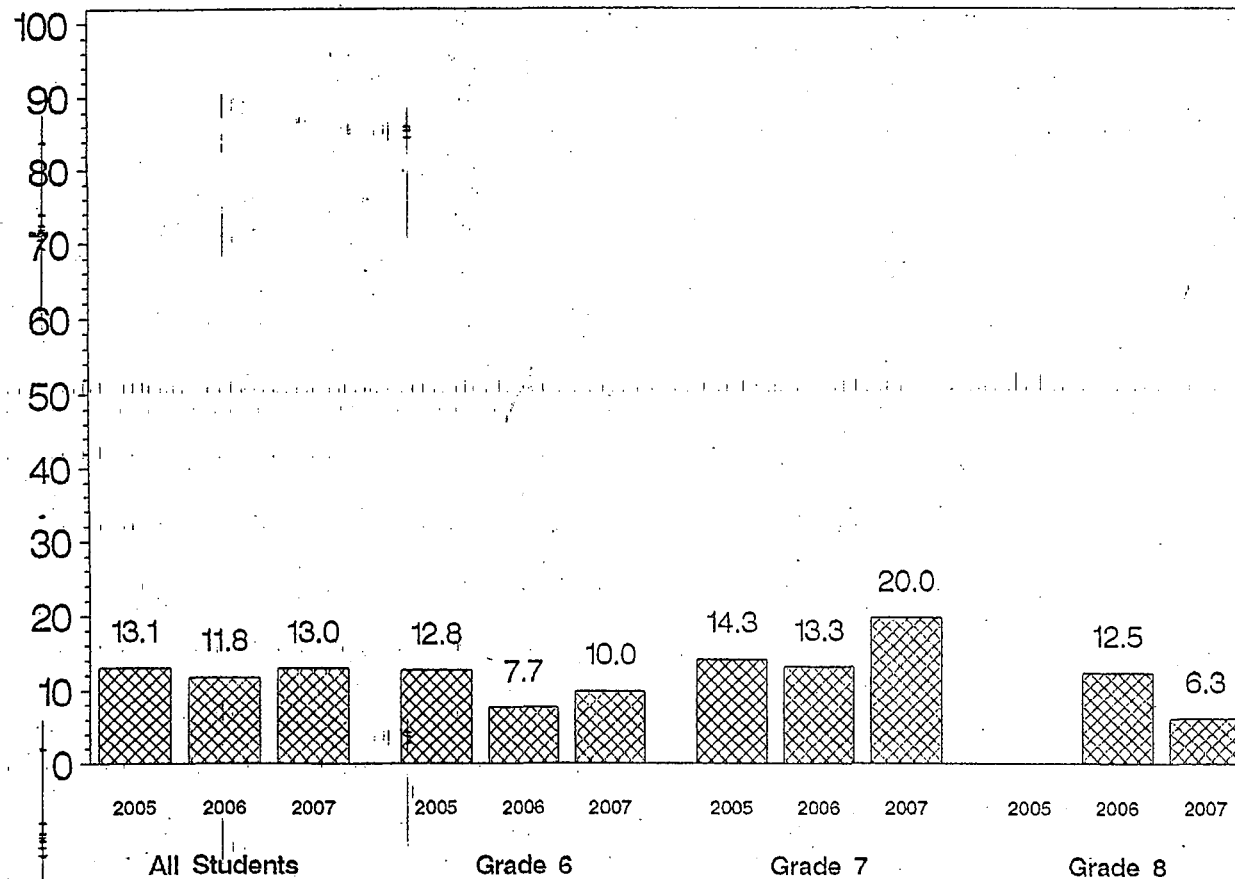
PACT 2004–2007 — Science

Percent Scoring Proficient and Advanced by Grade

Includes All Students Tested (Ongrade and Offgrade) who were Enrolled at the School/District on the 45th Day
 Richland School District One, Office of Research and Evaluation — October 22, 2007

0699

MMBA — Charter



ROA 926

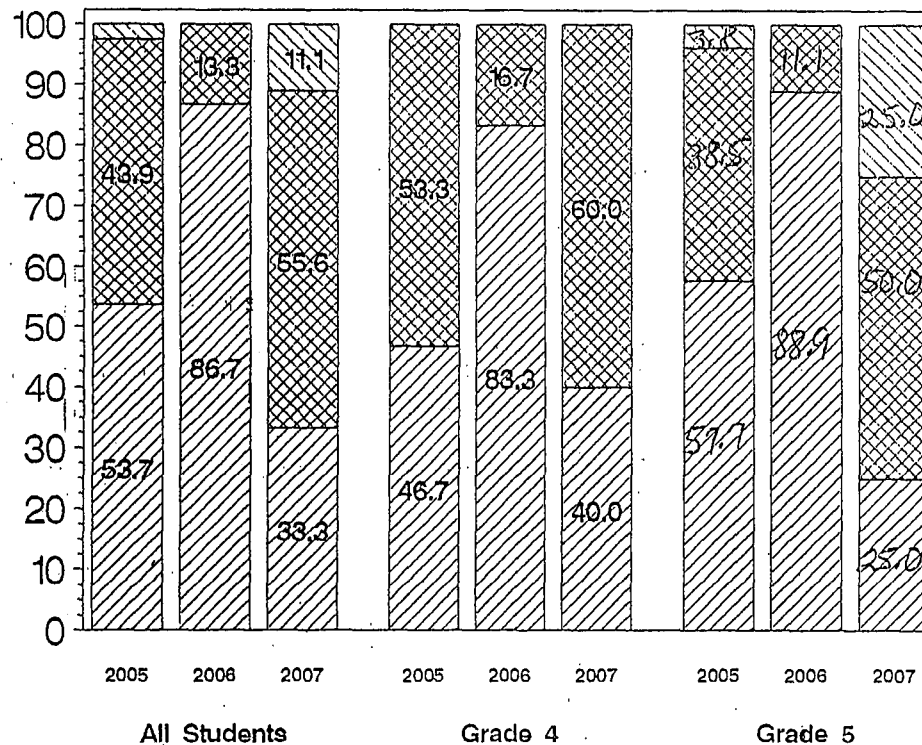
PACT 2004–2007 – Social Studies

Percent Scoring at Each Performance Level by Grade

Includes All Students Tested (Ongrade and Offgrade) who were Enrolled at the School/District on the 45th Day
 Richland School District One, Office of Research and Evaluation – October 22, 2007

0700

MMBA – Charter



ROA 927



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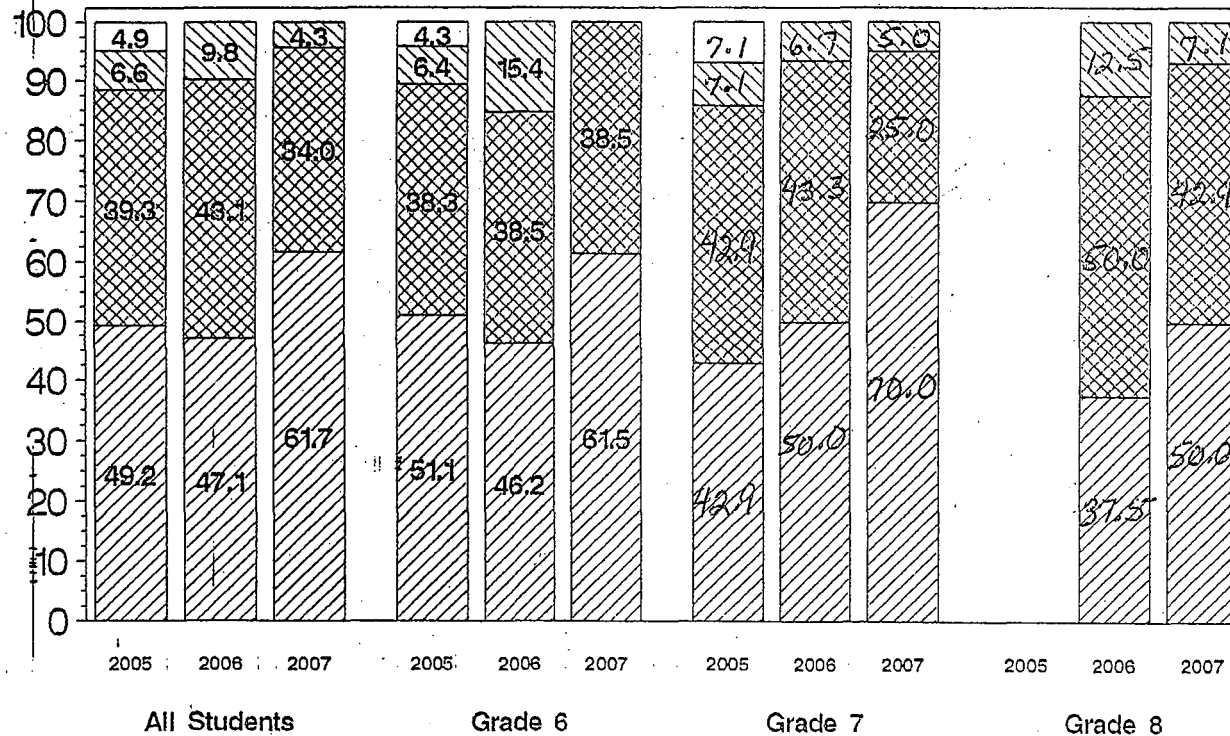
PACT 2004–2007 — Social Studies

Percent Scoring at Each Performance Level by Grade

Includes All Students Tested (Ongrade and Offgrade) who were Enrolled at the School/District on the 45th Day
 Richland School District One, Office of Research and Evaluation — October 22, 2007

0701

MMBA — Charter



ROA 928

Below Basic Basic Proficient Advanced

Labels for percents less than three percent are not shown.

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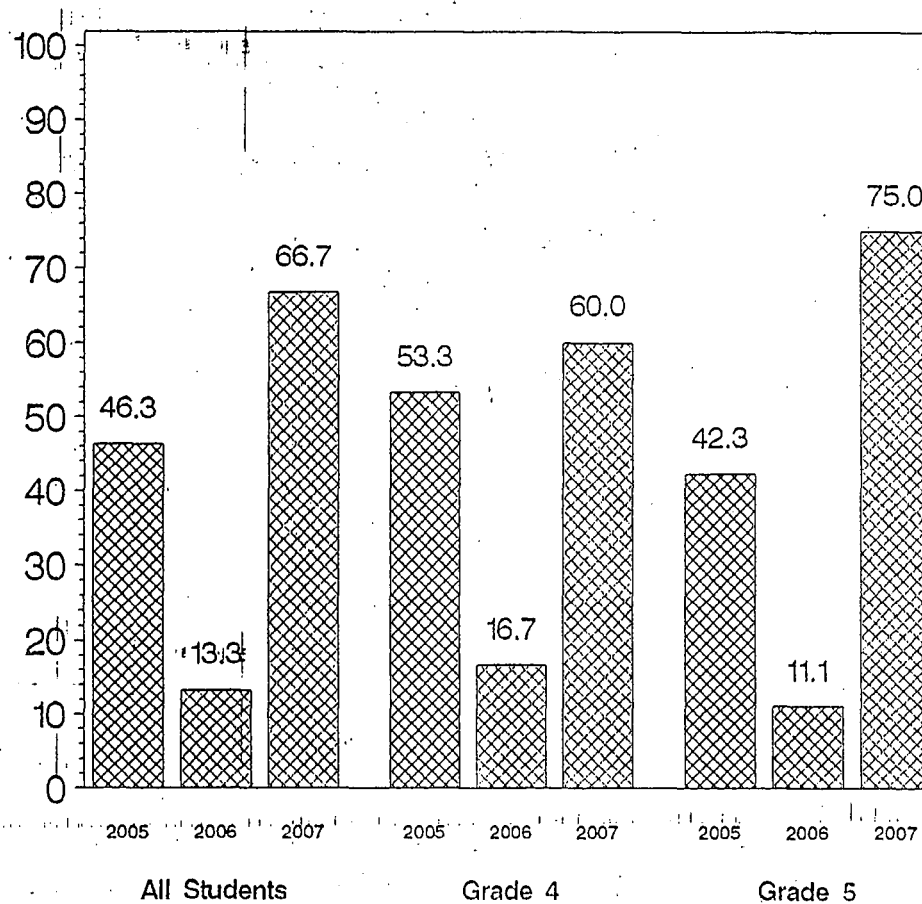
PACT 2004–2007 — Social Studies

Percent Scoring Basic and Above by Grade

Includes All Students Tested (Ongrade and Offgrade) who were Enrolled at the School/District on the 45th Day
Richland School District One, Office of Research and Evaluation — October 22, 2007

0702

MMBA — Charter



ROA 929

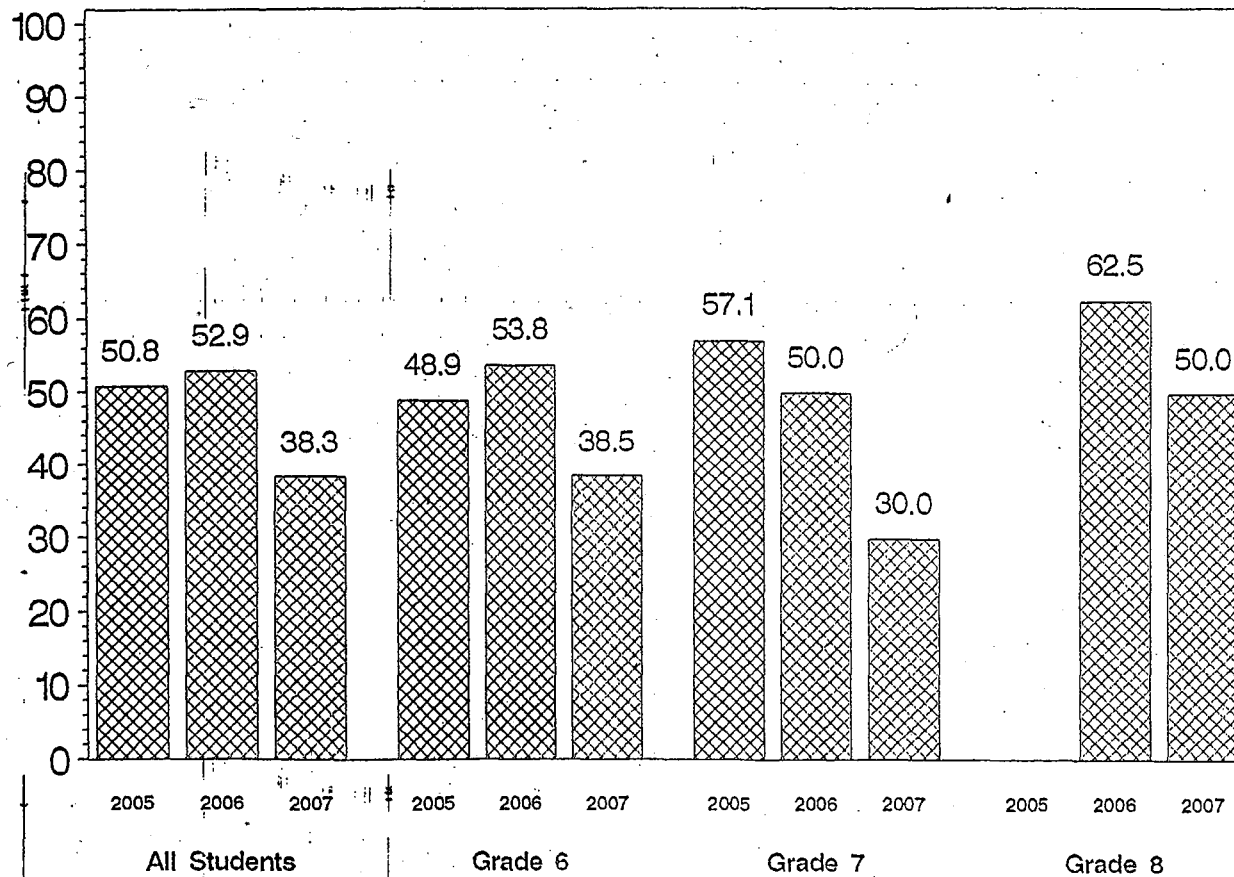
PACT 2004–2007 — Social Studies

Percent Scoring Basic and Above by Grade

Includes All Students Tested (Ongrade and Offgrade) who were Enrolled at the School/District on the 45th Day
Richland School District One, Office of Research and Evaluation — October 22, 2007

0703

MMBA — Charter



ROA 930

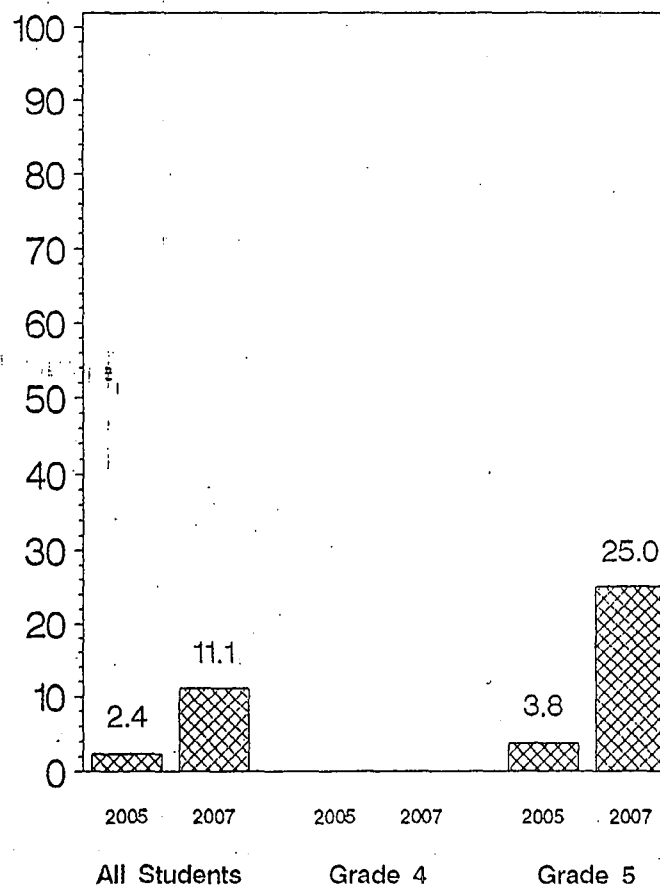
PACT 2004–2007 — Social Studies

Percent Scoring Proficient and Advanced by Grade

Includes All Students Tested (Ongrade and Offgrade) who were Enrolled at the School/District on the 45th Day
Richland School District One, Office of Research and Evaluation — October 22, 2007

0704

MMBA — Charter



ROA 931

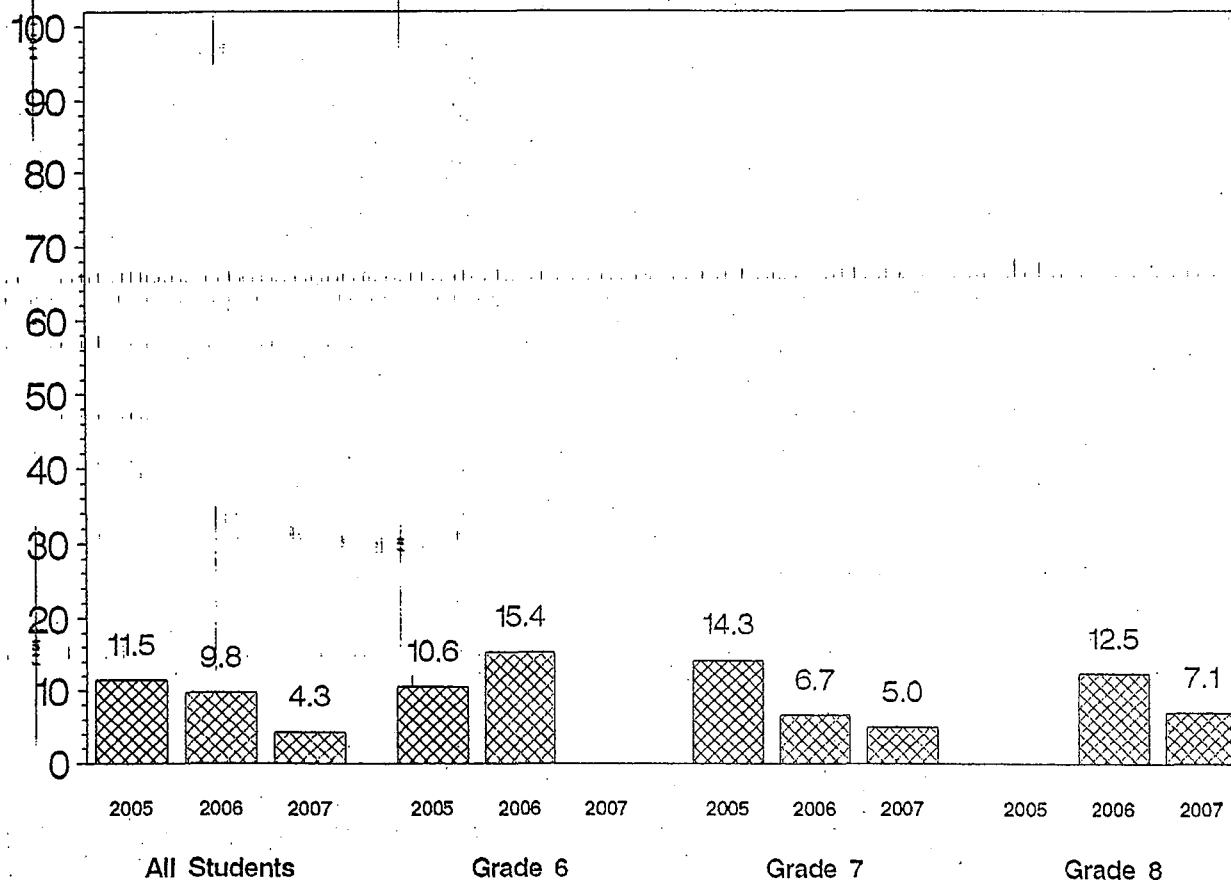
PACT 2004–2007 — Social Studies

Percent Scoring Proficient and Advanced by Grade

Includes All Students Tested (Ongrade and Offgrade) who were Enrolled at the School/District on the 45th Day
 Richland School District One, Office of Research and Evaluation — October 22, 2007

0705

MMBA — Charter



ROA 932



Gains Across Reading Report

Date Run: 04/28/08

4th Grade

Student Name	Individual Courses								Overall		
	Course Code	Starting Level	IPM Level	Current Course Level	Gain Since IPM	Total Page Correct	Time Spent Since IPM	Last Session Date	Total Time Spent Since IPM	Total Gain Since IPM	Highest Current Course Level
4th Grade											
Banks, Katelyn	RW	4.00	3.69	3.80	0.11	63	2:05	04/27/08	2:05	0.11	3.80
Barnes, Tia	RW	4.00	5.22	5.50	0.28	66	5:42	04/28/08	5:42	0.28	5.50
Blanding, Loritta	RW	4.00	5.41	5.67	0.26	82	3:33	04/28/08	3:33	0.26	5.67
Cunningham, Fred	RW	4.00	2.82	2.89	0.07	53	0:38	04/24/08	0:38	0.07	2.89
Dorsey, Destini	RW	4.00	4.57	4.72	0.15	83	2:27	04/28/08	2:27	0.15	4.72
Douglas, Micah	RW	4.00	3.98	3.98	0.00	41	0:00	04/14/08	0:00	0.00	3.98
Evans, Richard	RW	4.00	In IPM	3.69	In IPM	60	In IPM	04/22/08	0:00	0.00	3.69
Freeman, Rimmelle	RW	4.00	3.69	3.77	0.08	60	1:06	04/28/08	1:06	0.08	3.77
Gray, Tison	RW	4.00	3.28	3.35	0.07	63	1:18	04/28/08	1:18	0.07	3.35
Holmes, Rodney	RW	4.00	5.00	5.00	0.00	84	0:00	04/18/08	0:00	0.00	5.00
Johnson, Isaac	RW	4.00	5.45	5.61	0.16	84	2:39	04/28/08	2:39	0.16	5.61
Jones, Davonte	RW	4.00	3.73	3.91	0.18	19	0:14	02/21/08	0:14	0.18	3.91
Jones, Shequoya	RW	4.00	6.43	6.82	0.39	77	5:29	04/28/08	5:29	0.39	6.82
Lee, ShaMaya	RW	4.00	3.28	3.46	0.18	74	2:52	04/28/08	2:52	0.18	3.46
McDowell, Rekita	RW	4.00	3.99	4.24	0.25	79	3:51	04/28/08	3:51	0.25	4.24
McMilliam, Dasean	RW	4.00	5.21	5.39	0.18	85	2:20	04/24/08	2:20	0.18	5.39
Robinson, Antonio	RW	4.00	3.04	3.08	0.04	54	0:43	04/28/08	0:43	0.04	3.08
Williams, Jamar	RW	4.00	5.65	5.82	0.17	85	1:27	04/24/08	1:27	0.17	5.82
18 students											
Mean									2:01	0.14	4.48
Standard Deviation									1:43	0.10	1.08

ROA 933



Gains Across Reading Report

Date Run: 04/28/08

4th Grade

Student Name	Individual Courses								Overall		
	Course Code	Starting Level	IPM Level	Current Course Level	Gain Since IPM	Total Page Gained	Time Spent Since IPM	Last Session Date	Total Time Spent Since IPM	Total Gain Since IPM	Highest Current Course Level
4th Grade											
Total: 18 students											
Mean:									2:01	0.14	44.48
Standard Deviation:									(1.43)	(0.10)	(1.08)

Legend:

IR Initial Reading
RR Reading Readiness
RW Reader's Workshop

IPM Initial placement motion
-- Data not available or applicable

Total Reading Gain is calculated from the Lowest IPM level to the highest Current Course Level. These are shown in bold.

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Gains Across Reading Report

Date Run: 04/28/08

5th Grade

Student Name	Initial Course								Overall		
	Course Code	Starting Level	IPM (Base)	Current Course Level	Gain Since IPM	Total Age Correct	Time Spent Since IPM	Last Session Date	Total Time Spent Since IPM	Total Gain Since IPM	Highest Current Course Level
5th Grade.											
Allen, Kabree	RW	5.00	6.22	6.72	0.50	60	6:47	04/15/08	6:47	0.50	6.72
Beale, Charles I.	RW	5.00	4.38	5.20	0.82	54	13:47	05/22/09	13:47	0.82	5.20
Briggs, Joi	RW	5.00	4.85	5.25	0.40	68	13:29	04/24/08	13:29	0.40	5.25
Brown, Keymani L.	RW	5.00	6.50	6.90	0.40	78	7:09	01/18/08	7:09	0.40	6.90
Davis, Kahlil	RW	5.00	5.96	6.33	0.37	80	5:07	04/02/08	5:07	0.37	6.33
Douglas, Taylor	RW	5.00	5.77	6.81	1.04	72	15:59	04/23/08	15:59	1.04	6.81
Foreman, Daniel M.	RW	5.00	6.00	7.00	1.00	70	14:11	04/28/08	14:11	1.00	7.00
Franklin, Devin	RW	5.00	3.16	3.94	0.78	69	15:52	04/17/08	15:52	0.78	3.94
Gray, Tiski K.	RW	5.00	4.81	5.45	0.64	62	10:22	04/28/08	10:22	0.64	5.45
Harvin, Rion E.	RW	5.00	4.47	4.83	0.36	60	11:19	04/21/08	11:19	0.36	4.83
Johnson, Janasia C.	RW	5.00	5.74	6.46	0.72	82	13:51	04/15/08	13:51	0.72	6.46
Jones-Ashford, Tyreke D.	RW	5.00	6.46	7.50	1.04	83	13:15	01/14/08	13:15	1.04	7.50
Knight, Ashlyn N.	RW	5.00	5.29	5.80	0.51	69	9:24	04/22/08	9:24	0.51	5.80
Lee, Rodrick	RW	5.00	3.44	3.66	0.22	52	6:29	04/21/08	6:29	0.22	3.66
Matthews, Megan	RW	5.00	4.82	5.68	0.86	71	19:26	04/28/08	19:26	0.86	5.68
Muhammad, Khalia A.	RW	5.00	6.76	7.07	0.31	68	3:42	04/11/08	3:42	0.31	7.07
Simpson, Tianna	RW	5.00	4.90	5.29	0.39	77	7:43	04/03/08	7:43	0.39	5.29
Sinkford, Briyanna L.	RW	5.00	5.21	5.51	0.30	75	5:22	04/21/08	5:22	0.30	5.51
Smith, Layla	RW	5.00	6.22	6.50	0.28	75	4:25	04/08/08	4:25	0.28	6.50
Smith, Mildred	RW	5.00	4.15	4.33	0.18	66	3:54	04/24/08	3:54	0.18	4.33
Turner, Antwon A.	RW	5.00	5.98	6.36	0.38	75	10:49	04/28/08	10:49	0.38	6.36
Walker-Moore, Jermaine M.	RW	5.00	5.70	6.00	0.30	73	5:02	04/15/08	5:02	0.30	6.00
Waller, Nicolas	RW	5.00	4.21	4.71	0.50	63	12:36	04/20/08	12:36	0.50	4.71
Wright, Arthur	RW	5.00	5.50	5.89	0.39	74	5:46	02/29/08	5:46	0.39	5.89
24 students											
Mean									9:49	0.53	5.80
Standard Deviation									(4:25)	(0:26)	(1:00)

ROA 935



Gains Across Reading Report

Date Run: 04/28/08

5th Grade

Student Name	Individual Course								Overall		
	Course Code	Starting Level	IPM Level	Current Course Level	Gain Since IPM	Total Page Count	Time Spent Since IPM	Last Session Date	Total Time Spent Since IPM	Total Gain Since IPM	Highest Current Course Level
5th Grade											
Total: 24 students											
Mean									0.49	0.53	5.30
Standard Deviation									(0.25)	(0.26)	(1.09)

Legend:

IR Initial Reading
 RR Reading Readiness
 RW Reader's Workshop

IPM Initial placement motion
 — Data not available or applicable

Total Reading Gain is calculated from the Lowest IPM level to the highest Current Course Level. These are shown in bold.

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Gains Across Reading Report

Date Run: 04/28/08

6th Grade

Student Name	Individual Courses								Overall		
	Course Code	Starting Level	IPM Level	Current Course Level	Gain Since IPM	Total Score Correct	Time Spent Since IPM	Last Session Date	Total Time Spent Since IPM	Total Gain Since IPM	Highest Current Course Level
6th Grade											
Adams, Chelsea	RW	6.00	5.14	5.41	0.27	57	9:42	04/11/08	9:42	0.27	5.41
Ameen, Zakiyyud-Din	RW	6.00	5.51	5.75	0.24	77	7:40	04/03/08	7:40	0.24	5.75
Baxter, Christopher	RW	6.00	3.64	3.99	0.35	54	10:35	04/24/08	10:35	0.35	3.99
Boyles, Vaquifa E.	RW	6.00	6.81	7.23	0.42	69	8:59	03/05/08	8:59	0.42	7.23
Briggs, Kyrstal J.	RW	6.00	4.73	5.70	0.97	52	14:01	02/14/08	14:01	0.97	5.70
Cornelius, Devin T.	RW	6.00	4.17	4.43	0.26	56	4:02	04/11/08	4:02	0.26	4.43
Davis, Chazmon D.	RW	6.00	5.03	5.24	0.21	47	5:27	04/07/08	5:27	0.21	5.24
Gainyard, Tyrone	RW	6.00	5.91	6.25	0.34	76	7:01	03/20/08	7:01	0.34	6.25
Gibson, DeAngelo	RW	6.00	5.03	5.18	0.15	62	3:23	04/03/08	3:23	0.15	5.18
Gibson, Destiny M.	RW	6.00	6.28	6.60	0.32	60	14:49	05/05/09	14:49	0.32	6.60
Green, Aunisti	RW	6.00	6.65	6.74	0.09	67	2:42	04/23/08	2:42	0.09	6.74
Green, Marquise	RW	6.00	4.90	5.12	0.22	49	3:08	04/24/08	3:08	0.22	5.12
Holmes, Benjamin J.	RW	6.00	5.26	5.78	0.52	52	15:56	04/28/08	15:56	0.52	5.78
Hunter, Destiny D.	RW	6.00	4.95	5.11	0.16	55	8:06	04/25/08	8:06	0.16	5.11
Jackson, Shambra	RW	6.00	6.31	6.66	0.35	68	12:13	04/01/08	12:13	0.35	6.66
Jones, Khorrey M.	RW	6.00	4.20	4.86	0.66	33	8:45	04/04/08	8:45	0.66	4.86
Kingston, Tyra A.	RW	6.00	In IPM	7.50	In IPM	95	In IPM	04/01/08	0:00	0.00	7.50
Little, Monica	RW	6.00	6.60	6.64	0.04	70	2:36	04/03/08	2:36	0.04	6.64
Manning, Lashawna B.	RW	6.00	In IPM	5.95	In IPM	69	In IPM	04/01/08	0:00	0.00	5.95
Martin, Samuel J.	RW	6.00	In IPM	7.50	In IPM	95	In IPM	04/03/08	0:00	0.00	7.50
McIntyre, Marchelle	RW	6.00	6.00	6.65	0.65	57	9:03	04/23/08	9:03	0.65	6.65
Mcintyre, Me'chelle	RW	6.00	6.72	7.50	0.78	75	8:21	03/06/08	8:21	0.78	7.50
Mckinnon, Trey D.	RW	6.00	4.40	5.68	1.28	37	13:50	04/28/08	13:50	1.28	5.68
Percy, Jalon	RW	6.00	5.17	5.55	0.38	58	17:36	04/24/08	17:36	0.38	5.55
Perry, Mary G.	RW	6.00	7.17	7.50	0.33	81	1:39	04/23/08	1:39	0.33	7.50
Priester, Suzette	RW	6.00	6.99	7.50	0.51	80	3:29	04/17/08	3:29	0.51	7.50
Roberts, Jamie	RW	6.00	In IPM	7.50	In IPM	91	In IPM	01/08/08	0:00	0.00	7.50
Smith, Carlos	RW	6.00	In IPM	5.68	In IPM	22	In IPM	04/02/08	0:00	0.00	5.68



Gains Across Reading Report

Date Run: 04/28/08

6th Grade

Student Name	Individual Courses								Overall		
	Course Code	Starting Level	IPM Level	Current Course Level	Gain Since IPM	Total Words Correct	Time Spent Since IPM	Last Session Date	Total Time Spent Since IPM	Total Gain Since IPM	Highest Current Course Level
6th Grade											
Tolbert, Eric	RW	6.00	4.96	6.72	1.76	65	34:58	04/23/08	34:58	1.76	6.72
Tucker, Jasmine	RW	6.00	6.66	7.30	0.64	63	13:46	04/07/08	13:46	0.64	7.30
Tyler, Brittany	RW	6.00	6.04	6.68	0.64	72	18:44	04/24/08	18:44	0.64	6.68
Ward, Demetrius	RW	6.00	3.63	4.01	0.38	51	13:17	04/22/08	13:17	0.38	4.01
Warren, Kimani S.	RW	6.00	5.91	6.64	0.73	65	13:45	04/17/08	13:45	0.73	6.64
Wider, Vadasha L.	RW	6.00	4.95	5.49	0.54	56	6:52	12/12/07	6:52	0.54	5.49
Williams, Brandon	RW	6.00	5.57	6.18	0.61	63	13:03	04/21/08	13:03	0.61	6.18
35 students											
Mean:									8:47	0.42	6.12
Standard Deviation:									7:04	0.37	6.00



Gains Across Reading Report

Date Run: 04/28/08

6th Grade

Student Name	Individual Courses								Overall		
	Course Code	Starting Level	IPM Level	Current Course Level	Gain Since IPM	Total %age Correct	Time Spent Since IPM	Last Session Date	Total Time Spent Since IPM	Total Gain Since IPM	Highest Current Course Level
6th Grade											
Total: 35 students											
Mean									8.47	0.42	6.12
Standard Deviation									6.04	0.37	4.01

Legend:

IR Initial Reading
RR Reading Readiness
RW Reader's Workshop

IPM Initial placement motion
— Data not available or applicable

Total Reading Gain is calculated from the Lowest IPM level to the highest Current Course Level. These are shown in bold.

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Gains Across Reading Report

Date Run: 04/28/08

7th Grade

Student Name	Individual Courses								Overall		
	Course Code	Starting Level	IPM Level	Current Course Level	Gain Since IPM	Total Page Correct	Time Spent Since IPM	Last Session Date	Total Time Spent Since IPM	Total Gain Since IPM	Highest Current Course Level
7th Grade											
Abdul-Rahmaan, Zahir	RW	7.00	7.46	7.50	0.04	79	0:52	04/21/08	0:52	0.04	7.50
Ballard, William	RW	7.00	6.30	6.35	0.05	42	2:36	04/11/08	2:36	0.05	6.35
Benson, Deandra	RW	7.00	6.09	6.59	0.50	45	22:40	04/28/08	22:40	0.50	6.59
Boyce, Kaine	RW	7.00	6.09	6.31	0.22	34	17:24	05/29/09	17:24	0.22	6.31
Boyd, Sarah	RW	7.00	6.52	6.57	0.05	63	4:07	04/21/08	4:07	0.05	6.57
Brown, Micheal T.	RW	7.00	6.59	7.43	0.84	55	17:10	04/28/08	17:10	0.84	7.43
Byrd, Larry	RW	7.00	6.30	6.36	0.06	64	5:59	04/22/08	5:59	0.06	6.36
Carter, Ayesha I	RW	7.00	7.19	7.50	0.31	78	4:49	04/03/08	4:49	0.31	7.50
Clippard, Darrell	RW	7.00	6.23	6.32	0.09	41	6:03	04/28/08	6:03	0.09	6.32
Coleman, Jerome	RW	7.00	6.08	6.50	0.42	45	9:17	04/15/08	9:17	0.42	6.50
Colon, Jose	RW	7.00	6.74	7.50	0.76	80	6:16	04/23/08	6:16	0.76	7.50
Dreher, Mark	RW	7.00	6.16	6.26	0.10	38	1:55	04/22/08	1:55	0.10	6.26
Edwards, Shazzmere	RW	7.00	In IPM	7.50	In IPM	88	In IPM	10/31/07	0:00	0.00	7.50
Elkins, Tyjuan L.	RW	7.00	6.76	7.50	0.74	73	8:07	04/23/08	8:07	0.74	7.50
Foster, Darius I.	RW	7.00	6.66	6.75	0.09	69	4:31	04/22/08	4:31	0.09	6.75
Graham, Cristin	RW	7.00	6.44	7.50	1.06	69	10:48	04/28/08	10:48	1.06	7.50
Hopkins, Titus	RW	7.00	In IPM	7.50	In IPM	90	In IPM	04/18/08	0:00	0.00	7.50
Jones, Johnny	RW	7.00	6.38	6.75	0.37	50	8:19	04/09/08	8:19	0.37	6.75
Lewis, Japria C.	RW	7.00	6.22	6.41	0.19	63	7:42	04/22/08	7:42	0.19	6.41
Little, Jessica J.	RW	7.00	In IPM	7.50	In IPM	91	In IPM	12/10/07	0:00	0.00	7.50
Mcfadden, Diana	RW	7.00	6.08	7.00	0.92	49	21:38	04/28/08	21:38	0.92	7.00
Mckinnon, Tramell A.	RW	7.00	6.31	7.50	1.19	39	4:24	04/10/08	4:24	1.19	7.50
Moore, Shaquille	RW	7.00	6.01	6.17	0.16	42	7:37	04/28/08	7:37	0.16	6.17
Mosley, Jamel	RW	7.00	6.29	6.43	0.14	50	4:37	11/01/07	4:37	0.14	6.43
Muhammad, Khanesha	RW	7.00	6.51	6.67	0.16	59	9:03	05/29/09	9:03	0.16	6.67
Napolean, Timothy	RW	7.00	6.23	7.50	1.27	55	22:56	04/22/08	22:56	1.27	7.50
Palmer, Ruben	RW	7.00	6.16	6.29	0.13	56	10:27	04/22/08	10:27	0.13	6.29
Perry, Talia	RW	7.00	6.44	6.50	0.06	55	5:35	04/28/08	5:35	0.06	6.50



Gains Across Reading Report

Date Run: 04/28/08

7th Grade

Student Name	Individual Courses								Overall		
	Course Code	Starting Level	IPM Level	Current Course Level	Gain Since IPM	Total %age Correct	Time Spent Since IPM	Last Session Date	Total Time Spent Since IPM	Total Gain Since IPM	Highest Current Course Level
7th Grade											
Priester, Cam	RW	7.00	6.30	6.42	0.12	63	10:18	04/28/08	10:18	0.12	6.42
Roberts, Ladaizia	RW	7.00	6.01	6.43	0.42	39	28:46	04/28/08	28:46	0.42	6.43
Squire, Jasmine	RW	7.00	6.16	6.62	0.46	40	5:06	04/24/08	5:06	0.46	6.62
Thompson, Deshun	RW	7.00	6.59	6.70	0.11	40	5:35	04/23/08	5:35	0.11	6.70
Timmons, Kenneth T.	RW	7.00	6.24	6.37	0.13	42	3:59	04/18/08	3:59	0.13	6.37
Turner, Jasmine	RW	7.00	6.44	7.50	1.06	67	13:50	04/24/08	13:50	1.06	7.50
34 students											
Mean									8:36	0.36	6.34
Standard Deviation									7:03	0.32	0.51



Gains Across Reading Report

Date Run: 04/28/08

7th Grade

Student Name	Individual Course Summary								Overall		
	Course Code	Starting Level	IPM Level	Current Course Level	Gain Since IPM	Total Gain	Time Spent Since IPM	Last Session Date	Total Time Spent Since IPM	Total Gain Since IPM	Highest Current Course Level
7th Grade											
Total: 34 students											
Mean									8.36	0.36	6.84
Standard Deviation									(7.03)	(0.38)	(0.51)

Legend:

IR Initial Reading
RR Reading Readiness
RW Reader's Workshop

IPM Initial placement motion
Data not available or applicable

Total Reading Gain is calculated from the Lowest IPM level to the highest Current Course Level. These are shown in bold.

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Gains Across Reading Report

Date Run: 04/28/08

8th Grade

Student Name	Individual Courses								Overall		
	Course Code	Starting Level	IPM Level	Current Course Level	Gain Since IPM	Total Page Count	Time Spent Since IPM	Last Session Date	Total Time Spent Since IPM	Total Gain Since IPM	Highest Current Course Level
8th Grade											
adamS, Abriana	RW	7.00	6.58	7.11	0.53	52	9:23	01/18/08	9:23	0.53	7.11
Boatwright, Eddie	RW	7.00	6.74	7.14	0.40	72	8:25	02/20/08	8:25	0.40	7.14
bolton, Darien	RW	7.00	6.74	7.03	0.29	39	3:18	04/25/08	3:18	0.29	7.03
Coleman, Sharome	RW	7.00	6.45	6.92	0.47	70	11:41	04/28/08	11:41	0.47	6.92
Donald, Maya	RW	7.00	7.46	7.50	0.04	84	0:21	04/03/08	0:21	0.04	7.50
Drayton, John	RW	7.00	6.93	7.49	0.56	64	10:36	04/09/08	10:36	0.56	7.49
Gill, Muhammad	RW	7.00	6.59	7.43	0.84	44	14:22	04/24/08	14:22	0.84	7.43
Grazette, Tiffany	RW	7.00	6.51	6.61	0.10	47	1:27	01/04/08	1:27	0.10	6.61
Jones, Jamika	RW	7.00	6.23	6.55	0.32	54	13:38	02/13/09	13:38	0.32	6.55
Smith, Cassandra	RW	7.00	6.23	6.37	0.14	57	15:20	04/18/08	15:20	0.14	6.37
Stuckey, Alicia	RW	7.00	7.18	7.50	0.32	66	8:08	04/08/08	8:08	0.32	7.50
Tolbert, Dione	RW	7.00	6.38	6.60	0.22	69	13:07	04/17/08	13:07	0.22	6.60
Tyler, Dale D.	RW	7.00	6.50	7.01	0.51	61	12:42	04/17/08	12:42	0.51	7.01
Weeks, Ariel	RW	7.00	In IPM	7.50	In IPM	86	In IPM	04/22/08	0:00	0.00	7.50
14 students											
Mean									8:45	0.34	7.05
Standard Deviation									(6:11)	(0:23)	(0.39)



Gains Across Reading Report

Date Run: 04/28/08

8th Grade

Student Name	Individual Courses								Overall		
	Course Grade	Starting Level	IPM Level	Current Course Level	Gain Since IPM	Lowest Course	High Since IPM	Fast Session Pace	Total Time Spent IPM	Total Gain Since IPM	Highest Current Course Level
8th Grade											
Total: 14 students											
Mean									8.45	0.34	7.05
Standard Deviation									15.11	0.22	0.39

Legend:

IR Initial Reading
RR Reading Readiness
RW Reader's Workshop

IPM Initial placement motion
— Data not available or applicable

Total Reading Gain is calculated from the Lowest IPM level to the highest Current Course Level. These are shown in bold.

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Gains Across Reading Report

Date Run: 04/28/08

Hammett

Student Name	Individual Courses								Overall		
	Course Code	Starting Level	IPM Level	Current Course Level	Gain Since IPM	Total Grade Earned	Time Spent Since IPM	Last Session Date	Total Time Spent Since IPM	Total Gain Since IPM	Highest Current Course Level
Hammett											
Fleming, Rebecca G.	RW	6.00	6.29	6.91	0.62	62	11:24	04/24/08	11:24	0.62	6.91
Mayers, Micheal	RW	7.00	6.15	7.05	0.90	55	20:08	04/28/08	20:08	0.90	7.05
Mckinnon, Tylen	RW	6.00	3.92	5.81	1.89	55	22:00	04/24/08	22:00	1.89	5.81
Reid, Jordan S.	RW	6.00	3.39	3.62	0.23	31	7:40	04/24/08	7:40	0.23	3.62
Ward, Denzel	RW	6.00	5.49	5.78	0.29	48	3:05	02/22/08	3:05	0.29	5.78
Washington, Sarah K.	RW	5.00	2.84	3.52	0.68	38	17:07	04/24/08	17:07	0.68	3.52
Williams, Gentarra	RW	6.00	3.63	4.37	0.74	44	4:04	12/04/07	4:04	0.74	4.37
7 students											
Mean:									12:18	0.76	5.29
Standard Deviation:									(7.06)	(0.41)	(1.06)



Gains Across Reading Report

Date Run: 04/28/08

Hammett

Student Name	Individual Courses								Overall		
	Course Code	Starting Level	IPM Level	Current Course Level	Gain Since IPM	Total Gain	Time Spent Since IPM	Last Session Date	Total Time Spent Since IPM	Total Gain Since IPM	Highest Current Course Level
Hammett Total: 7 students											
Mean									12.31	0.76	8.29
Standard Deviation									7.06	(0.5)	(1.33)

Legend:

IR Initial Reading
RR Reading Readiness
RW Reader's Workshop

IPM Initial placement motion
-- Data not available or applicable

Total Reading Gain is calculated from the Lowest IPM level to the highest Current Course Level. These are shown in bold.

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Date Run: 04/28/08

Cumulative Performance Report

Math Concepts and Skills

4th Grade

Student Name	Current Score Level	Current Score IPM	Time Spent Since IPM	Total Time Spent	Total Sessions	Total Exercises Attempted	Total Exercises Completed	Total Skills Completed	Total Skills Mastered	Percent Correct (%)	Percentage of Skills Mastered	AP

4th Grade

Math Concepts and Skills

Banks, Katelyn	3.86	0.14	3:40	7:53	34	565	404	19.00	18.00	72	94	*
Barnes, Tia	4.13	0.11	2:41	5:51	42	604	413	15.00	14.00	68	93	*
Blanding, Loritta	4.97	0.11	3:28	5:58	28	801	506	14.00	13.00	63	92	*
Cunningham, Fred	3.80	0.00	0:09	1:56	10	301	216	0.00	0.00	72	In IPM	
Dorsey, Destini	4.49	0.15	3:30	6:59	45	699	556	33.00	33.00	80	100	*
Douglas, Micah	3.77	In IPM	In IPM	2:02	9	92	69	0.00	0.00	75	In IPM	
Evans, Richard	3.54	0.00	0:10	3:43	13	303	222	0.00	0.00	73	In IPM	
Freeman, Rimmelle	3.89	0.09	3:25	7:59	26	473	360	13.00	12.00	76	92	*
Gray, Tison	4.28	0.24	4:47	7:09	32	916	685	50.00	50.00	75	100	*
Holmes, Rodney	4.04	In IPM	In IPM	1:37	12	162	120	0.00	0.00	74	In IPM	
Johnson, Isaac	6.25	0.17	4:11	6:22	41	693	525	19.00	19.00	76	100	
Jones, Davonte	3.50	In IPM	In IPM	0:46	11	57	8	0.00	0.00	14	In IPM	
Jones, Shequoya	4.77	0.22	3:44	5:38	43	868	596	37.00	36.00	69	97	*
Lee, ShaMaya	2.98	0.03	1:18	3:57	16	411	265	3.00	2.00	64	66	
McDowell, Rekita	3.68	0.13	1:45	4:48	23	509	376	16.00	15.00	74	93	*
McMilliam, Dasean	5.19	0.16	3:07	6:32	38	666	496	24.00	24.00	74	100	*
Robinson, Antonio	3.52	0.00	0:15	5:53	29	308	214	0.00	0.00	69	In IPM	
Williams, Jamar	3.88	0.08	2:06	5:31	21	451	316	10.00	9.00	70	90	*

18 students

Percentage of students with AP : 61%

Mean	4.14	0.11	2:33	5:02	26	493	353	14	14	69	62	
Standard Deviation	(0.74)	(0.07)	(1:28)	(2:09)	(12)	(250)	(164)	(14)	(14)	(14)	(14)	



Date Run: 04/28/08

Cumulative Performance Report

Math Concepts and Skills
4th Grade

Total: 18 students

Percentage of students with AP : 61%

Mean	4.17	4.00	4.11	4.33	5.00	4.26	4.83	4.33	4.44	4.00	5.00
Standard Deviation	0.71	0.71	0.67	0.28	2.03	1.52	0.25	0.83	0.44	0.00	0.00

Legend:

- IPM Initial placement motion
- Data not available or applicable
- Meets Acceptable Performance (AP) of at least 90% skills mastered

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Date Run: 04/28/08

Cumulative Performance Report

Math Concepts and Skills

5th Grade

Student Name	Current Course Level	Gain Since IPM	Time Spent Since IPM	Total Time Spent	Total Sessions	Total Exercises Attempted	Total Exercises Correct	Total Skills Completed	Total Skills Mastered	Percent Correct (%)	Percentage of Skills Mastered	AC

5th Grade

Math Concepts and Skills

Allen, Kabree	6.12	1.10	23:39	26:06	92	3165	2273	189.00	177.00	72	93	*
Beale, Charles I.	4.38	0.86	23:24	28:43	203	2776	1911	181.00	177.00	69	97	*
Briggs, Joi	4.87	0.82	31:43	34:08	191	3739	2400	173.00	152.00	64	87	
Brown, Keymani L.	5.47	0.92	19:10	21:57	126	2607	1865	181.00	177.00	72	97	*
Davis, Kahlil	5.04	0.02	1:22	4:43	24	381	272	3.00	3.00	71	100	*
Douglas, Taylor	6.72	2.42	43:38	45:58	753	6179	4341	456.00	437.00	70	95	*
Foreman, Daniel M.	7.75	1.46	23:00	25:04	182	3920	2611	203.00	188.00	67	92	*
Franklin, Devin	4.61	0.78	27:52	31:25	135	3320	2279	175.00	165.00	69	94	*
Gray, Tiski K.	6.97	1.56	35:46	39:33	159	4225	2723	244.00	226.00	64	92	*
Harvin, Rion E.	4.67	0.87	32:34	37:52	136	2810	2079	203.00	194.00	74	95	
Johnson, Janasia C.	6.27	0.96	19:13	22:13	123	2298	1693	157.00	155.00	74	98	*
Jones-Ashford, Tyreke D.	6.78	2.01	24:33	26:58	91	4172	3208	351.00	345.00	77	98	*
Knight, Ashlyn N.	4.59	0.55	21:27	25:28	189	2721	1664	122.00	108.00	61	88	
Lee, Rodrick	5.28	0.48	24:51	28:50	290	2060	1302	83.00	75.00	63	90	*
Matthews, Megan	3.87	0.35	15:13	19:31	155	1230	882	63.00	60.00	72	95	*
Muhammad, Khalia A.	6.95	0.93	22:45	26:48	356	2472	1594	136.00	123.00	64	90	*
Simpson, Tianna	5.58	1.54	30:36	34:21	133	4003	2997	328.00	319.00	75	97	*
Sinkford, Briyanna L.	7.14	1.94	35:20	37:27	238	4954	3336	312.00	295.00	67	94	*
Smith, Layla	7.15	1.91	37:13	39:55	189	5226	3361	307.00	281.00	64	91	*
Smith, Mildred	3.64	0.83	41:49	46:58	205	2627	1798	176.00	170.00	68	96	*
Turner, Antwon A.	6.48	1.08	23:56	26:27	208	2737	1849	160.00	153.00	68	95	*
Walker-Moore, Jermaine	7.59	2.35	43:58	46:34	435	4932	3526	362.00	349.00	71	96	*
Waller, Nicolas	4.91	0.89	22:41	26:19	301	3594	2263	185.00	171.00	63	92	*
Wright, Arthur	6.34	2.02	34:24	36:47	539	4298	3295	394.00	390.00	77	98	*



Date Run: 04/28/08

Cumulative Performance Report

Math Concepts and Skills

5th Grade

24 students

Percentage of students with AP : 92%

Mean	5.80	1.19	27.30	30.50	227	3.352	2.313	214	204	69	94
Standard Deviation	1.18	0.63	9.34	9.31	156	1.279	.906	108	105	24	31

Total: 24 students

Percentage of students with AP : 92%

Mean	5.80	1.19	27.30	30.50	227	3.352	2.313	214	204	69	94
Standard Deviation	1.18	0.63	9.34	9.31	156	1.279	.906	108	105	24	31

Legend:

- IPM Initial placement motion
- Data not available or applicable
- Meets Acceptable Performance (AP) of at least 90% skills mastered

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Date Run: 04/28/08

Cumulative Performance Report

Math Concepts and Skills

6th Grade

Student Name	Current Score (Level)	Gain Since IPM	Time Spent Since IPM	Total Time Spent	Total Sessions	Total Exercises Attempted	Total Exercises Correct	Total Skills Completed	Total Skills Mastered	Percent Correct (%)	Percent of Skills Mastered	At

6th Grade

Math Concepts and Skills

Adams, Chelsea	5.14	0.44	25:14	29:03	122	2177	1168	76.00	66.00	54	86	
Ameen, Zakiyyud-Din	6.78	1.38	42:48	45:52	201	3561	2446	213.00	202.00	69	94	*
Baxter, Christopher	4.71	0.70	28:15	32:14	339	2559	1734	155.00	148.00	68	95	*
Boyles, Vaquita E.	6.24	1.02	33:32	35:06	199	4014	2200	154.00	130.00	55	84	
Briggs, Kyrstal J.	3.62	0.87	23:06	25:39	99	3774	2162	183.00	164.00	57	89	
Cornelius, Devin T.	6.75	2.24	43:10	46:02	262	5886	4021	407.00	395.00	68	97	*
Davis, Chazmon D.	5.28	1.33	38:01	40:53	350	5071	2968	284.00	262.00	59	92	*
Gainyard, Tyrone	5.48	In IPM	In IPM	0:38	8	30	4	0.00	0.00	13	In IPM	
Gibson, DeAngelo	6.39	2.43	47:29	49:38	403	8548	5176	473.00	431.00	61	91	*
Gibson, Destiny M.	5.35	1.40	36:44	40:06	170	4741	3271	303.00	289.00	69	95	
Green, Aunisti	6.76	1.91	27:39	29:54	129	4080	2988	326.00	321.00	73	98	*
Green, Marquise	5.12	0.42	10:16	12:14	84	1513	975	76.00	75.00	64	98	*
Holmes, Benjamin J.	7.31	0.87	22:32	25:30	605	2007	1326	122.00	117.00	66	95	*
Hunter, Destiny D.	~~4.61~~	1.11	56:07	61:11	326	4563	2823	~~236.00~~	215.00	62	91	*
Jackson, Shambra	4.37	0.67	26:10	30:53	141	2612	1700	141.00	129.00	65	91	*
Jones, Khorrey M.	6.54	1.82	32:14	34:21	290	5064	3121	318.00	298.00	62	93	*
Kingston, Tyra A.	7.76	1.43	17:51	20:12	83	2542	1895	202.00	199.00	75	98	*
Little, Monica	6.97	1.08	32:21	34:51	129	3030	1890	150.00	138.00	62	92	*
Manning, Lashawna B.	6.65	1.34	30:54	32:22	165	4777	2719	212.00	183.00	57	86	
Martin, Samuel J.	7.89	1.17	15:00	17:59	61	1975	1536	153.00	152.00	78	99	*
McIntyre, Marchelle	6.90	2.48	63:37	66:15	1594	10772	5784	450.00	363.00	54	80	
McIntyre, Me'chelle	8.22	2.02	21:49	23:52	90	4653	3126	285.00	273.00	67	95	*
McKinnon, Trey D.	7.43	1.40	42:29	46:55	202	4578	2629	203.00	174.00	57	85	
Percy, Jalon	4.73	1.19	46:52	51:44	418	4453	3143	268.00	251.00	71	93	*
Perry, Mary G.	7.92	2.09	39:37	41:41	217	5469	3665	304.00	284.00	67	93	



Date Run: 04/28/08

Cumulative Performance Report

Math Concepts and Skills

6th Grade

Student Name	Current Course Level	Gain Since IPM	Time Spent Since IPM	Total Time Spent	Total Sessions	Total Exercises Attempted	Total Exercises Correct	Total Skills Completed	Total Skills Mastered	Percent Correct (%)	Percentage of Skills Mastered	AP

6th Grade

Math Concepts and Skills

Priester, Suzette	7.61	1.33	26:30	29:31	108	3775	2389	186.00	169.00	63	90	*
Roberts, Jamie	6.11	0.96	15:40	17:30	108	2017	1582	161.00	159.00	78	98	*
Smith, Carlos	4.92	1.19	42:04	46:00	264	4687	2895	257.00	239.00	62	92	*
Tolbert, Eric	7.51	1.50	31:10	34:45	145	2917	2125	220.00	219.00	73	99	*
Tucker, Jasmine	8.88	2.58	37:26	39:17	382	4737	3376	384.00	370.00	71	96	*
Tyler, Brittany	5.96	1.94	45:25	49:04	611	6321	4173	393.00	360.00	66	91	*
Ward, Demetrius	5.43	0.88	51:51	53:48	293	3466	2002	167.00	145.00	58	86	
Warren, Kimani S.	6.25	2.25	50:07	51:33	392	8939	5309	447.00	395.00	59	88	
Vider, Vadasha L.	6.07	1.57	38:02	39:29	258	5834	3585	293.00	265.00	61	90	*
Williams, Brandon	7.03	2.53	61:18	63:07	316	7744	5070	449.00	416.00	65	92	

35 students

Percentage of students with AP : 74%

Mean	6.31	1.46	35:24	37:07	273	4368	2771	247	228	63	89	
Standard Deviation	(1.22)	(0.60)	(12:57)	(14:21)	(267)	(2181)	(1275)	(116)	(106)	(11)	(16)	

Total: 35 students

Percentage of students with AP : 74%

Mean	6.31	1.46	35:24	37:07	273	4368	2771	247	228	0	89	
Standard Deviation	(1.22)	(0.60)	(12:57)	(14:21)	(267)	(2181)	(1275)	(116)	(106)	0	(16)	

Legend:

- IPM Initial placement motion
- Data not available or applicable
- * Meets Acceptable Performance (AP) of at least 90% skills mastered

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Date Run: 04/28/08

Cumulative Performance Report

Math Concepts and Skills

7th Grade

Student Name	Current Course Level	WY Gain Since NPM	Time Spent Since NPM	Total Time Spent	Total Sessions	Total Exercises Attempted	Total Exercises Correct	Total Skills Completed	Total Skills Mastered	Percent Correct	Percent of Skills Mastered	AP

7th Grade

Math Concepts and Skills

Abdul-Rahmaan, Zahir	6.82	1.30	35:36	38:56	149	3542	2211	198.00	185.00	62	93	*
Ballard, William	7.69	1.47	44:28	46:52	177	3551	2383	203.00	191.00	67	94	*
Benson, Deandra	5.64	0.90	34:49	37:09	258	4071	2068	168.00	146.00	51	86	
Boyce, Kaine	8.01	0.47	43:12	47:55	387	1330	731	49.00	44.00	55	89	
Boyd, Sarah	7.63	2.90	56:32	58:38	187	6719	4812	485.00	470.00	72	96	*
Brown, Micheal T.	6.64	1.70	39:53	41:47	205	5577	3235	268.00	237.00	58	88	
Byrd, Larry	6.59	0.95	34:08	39:23	292	2258	1592	140.00	134.00	71	95	*
Carter, Ayesha I	8.06	0.53	17:40	21:51	108	1365	880	61.00	56.00	64	91	*
Clippard, Darrell	6.44	2.40	45:44	47:47	233	6290	4435	474.00	459.00	71	96	*
Coleman, Jerome	5.95	1.32	28:32	29:58	338	5751	3296	246.00	203.00	57	82	
Colon, Jose	8.65	2.84	47:04	49:33	226	7725	4597	406.00	367.00	60	90	*
Dreher, Mark	5.36	0.86	22:06	24:22	174	4210	2246	173.00	152.00	53	87	
Edwards, Shazzmere	8.89	1.24	14:25	16:47	74	2344	1766	188.00	183.00	75	97	*
Elkins, Tyjuan L.	7.78	2.47	39:27	42:24	153	5738	4001	382.00	370.00	70	96	*
Foster, Darius I.	7.04	0.60	28:11	31:45	351	1498	1055	83.00	80.00	70	96	*
Graham, Cristin	5.80	2.32	62:12	64:29	1964	9659	5594	482.00	416.00	58	86	
Hopkins, Titus	6.54	0.91	23:28	26:21	125	2075	1428	130.00	126.00	69	96	*
Jones, Johnny	6.76	1.51	37:06	38:58	169	4495	2702	237.00	218.00	60	91	*
Lewis, Japria C.	4.38	0.94	33:32	36:58	118	3466	2262	199.00	182.00	65	91	*
Little, Jessika J.	6.79	1.55	29:30	32:59	122	3498	2512	249.00	240.00	72	96	*
Mcfadden, Diana	5.04	1.33	39:02	41:33	410	6411	3654	288.00	241.00	57	83	
Mckinnon, Trammell A.	8.88	2.03	25:27	27:14	292	5111	3039	293.00	263.00	59	89	
Moore, Shaquille	4.88	1.40	53:34	56:35	395	5773	3614	307.00	282.00	63	91	*
Mosley, Jamel	6.60	1.39	16:09	17:54	82	2923	2026	223.00	218.00	69	97	*
Muhammad, Khanesha	6.79	1.07	29:31	32:02	304	3045	1881	166.00	150.00	62	90	



Date Run: 04/28/08

Cumulative Performance Report

Math Concepts and Skills

7th Grade

Student Name	Current Course Level	Gain Since IPM	Time Spent Since IPM	Total Time Spent	Total Sessions	Total Exercises Attempted	Total Exercises Correct	Total Skills Completed	Total Skills Mastered	Percent Correct (%)	Percentage of Skills Mastered	AP

7th Grade

Math Concepts and Skills

Napolean, Timothy	5.93	1.73	34:11	35:58	251	7281	4121	346.00	299.00	57	86	
Palmer, Ruben	4.29	0.29	9:36	14:23	111	999	634	52.00	51.00	63	98	*
Perry, Talia	5.38	0.76	40:31	45:12	218	2803	1566	129.00	115.00	56	89	
Priester, Cam	3.98	0.27	17:39	22:51	100	1164	695	47.00	45.00	60	95	*
Roberts, Ladaizia	3.57	0.57	16:18	19:52	191	1675	1015	97.00	92.00	61	94	*
Squire, Jasmine	6.36	1.35	38:12	40:28	227	4688	2870	220.00	197.00	61	89	
Thompson, Deshun	8.76	0.50	16:16	21:24	290	1202	796	71.00	69.00	66	97	*
Timmons, Kenneth T.	5.82	2.37	57:05	60:27	256	9331	5260	503.00	443.00	56	88	
Turner, Jasmine	8.38	3.44	57:14	59:05	237	12478	6537	528.00	435.00	52	82	

34 students

Percentage of students with AP : 62%

Mean	5.53	1.40	34:22	37:24	270	4443	2692	238	216	62	91	
Standard Deviation	(1.42)	(0.79)	(13:37)	(13:19)	(309)	(2700)	(1523)	(140)	(125)	(6)	(9)	

Total: 34 students

Percentage of students with AP : 62%

Mean	5.53	1.40	34:22	37:24	270	4443	2692	238	216	0	91	
Standard Deviation	(1.42)	(0.79)	(13:37)	(13:19)	(309)	(2700)	(1523)	(140)	(125)	0	(9)	

Legend:

- IPM Initial placement motion
- Data not available or applicable
- * Meets Acceptable-Performance (AP) of at least 90% skills mastered

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Date Run: 04/28/08

Cumulative Performance Report

Math Concepts and Skills

8th Grade

Student Name	Current Course Level	Gain Since IPM	Time Spent Since IPM	Total Time Spent	Total Sessions	Total Exercises Attempted	Total Exercises Correct	Total Skills Completed	Total Skills Mastered	Percent Correct (%)	Percentage of Skills Mastered	AP

8th Grade

Math Concepts and Skills

adams, Abriana	5.57	0.56	9:35	11:36	68	1431	954	93.00	92.00	67	98	*
Boatwright, Eddie	6.73	0.01	31:14	36:06	125	427	240	2.00	2.00	56	100	*
bolton, Darien	8.30	0.96	36:10	38:52	144	3734	1295	108.00	71.00	35	65	
Coleman, Sharome	8.45	1.20	28:08	30:24	396	3161	1977	154.00	136.00	63	88	
Donald, Maya	8.12	0.98	14:26	17:44	64	2091	1404	116.00	107.00	67	92	*
Drayton, John	8.95	0.00	8:42	10:29	71	68	66	0.00	0.00	97	In IPM	
Gill, Muhammad	5.61	1.67	34:08	37:28	218	3651	2719	336.00	335.00	74	99	*
Grazette, Tiffany	5.99	0.38	10:45	13:44	76	1359	703	49.00	43.00	52	87	
Jones, Jamika	6.14	0.98	20:24	22:53	211	2042	1360	150.00	147.00	67	98	*
Smith, Cassandra	5.77	0.33	15:12	19:29	120	1339	762	44.00	38.00	57	86	
Stuckey, Alicia	7.53	1.03	25:33	27:16	111	3180	1882	135.00	117.00	59	86	
Tolbert, Dionte	6.78	0.10	6:47	14:04	79	550	330	13.00	13.00	60	100	*
Tyler, Dale D.	4.93	1.49	29:53	35:21	196	4237	3008	310.00	300.00	71	96	*
Weeks, Ariel	8.95	0.00	0:13	0:37	17	70	69	0.00	0.00	99	In IPM	

14 students

Percentage of students with AP : 50%

Mean	6.99	0.69	19:22	22:35	135	1953	1198	108	100	66	78	
Standard Deviation	(1.33)	(0.55)	(11:05)	(11:30)	(92)	(1380)	(905)	(103)	(102)	(16)	(33)	

Total: 14 students

Percentage of students with AP : 50%

Mean	6.99	0.69	19:22	22:35	135	1953	1198	108	100	0	78	
Standard Deviation	(1.33)	(0.55)	(11:05)	(11:30)	(92)	(1380)	(905)	(103)	(102)	0	(33)	

Legend:

- IPM Initial placement motion
- Data not available or applicable
- * Meets Acceptable Performance (AP) of at least 90% skills mastered

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Date Run: 04/28/08

Cumulative Performance Report

Math Concepts and Skills

Hammett

Student Name	Current Course Level	Gain Since IPM	Time Spent Since IPM	Total Time Spent	Total Sessions	Total Exercises Attempted	Total Exercises Correct	Total Skills Completed	Total Skills Mastered	Percent Correct (%)	Percentage of Skills Mastered	AP

Hammett

Math Concepts and Skills

Fleming, Rebecca G.	6.32	1.58	60:55	62:47	330	7103	3972	273.00	214.00	56	78	
Mayers, Micheal	4.38	0.60	18:08	22:51	242	2082	1253	130.00	123.00	60	94	*
Mckinnon, Tylen	7.08	1.67	34:00	35:51	374	4496	2838	261.00	242.00	63	92	*
Reid, Jordan S.	2.94	0.50	34:02	39:12	229	1973	1302	121.00	118.00	66	97	*
Ward, Denzel	5.77	0.52	10:04	12:30	74	1554	1014	75.00	72.00	65	96	*
Washington, Sarah K.	3.45	0.45	30:47	34:09	455	2105	1187	65.00	55.00	56	84	
Williams, Gentarra	5.36	1.81	34:41	35:47	169	9516	4889	395.00	325.00	51	82	

7 students

Percentage of students with AP : 57%

Mean	5.04	1.02	31:48	34:44	268	4118	2351	189	164	60	89	
Standard Deviation	(1.40)	(0.58)	(14:45)	(14:22)	(119)	(2868)	(1452)	(114)	(92)	(5)	(7)	

Total: 7 students

Percentage of students with AP : 57%

Mean	5.04	1.02	31:48	34:44	268	4118	2351	189	164	0	89	
Standard Deviation	(1.40)	(0.58)	(14:45)	(14:22)	(119)	(2868)	(1452)	(114)	(92)	0	(7)	

Legend:

- IPM Initial placement motion
- Data not available or applicable
- * Meets Acceptable Performance (AP) of at least 90% skills mastered

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Midlands Math & Business Academy

**Teaching Staff
2007-2008**

Teacher	Certificate #	Expiration Date
James Baker	054094	06/30/2009
Ishmael Brown	191633	06/30/2011
Esther Etokitiot	217980	06/30/2008
Gloria Garmany	081234	06/30/2010
Gerald Jenkins	N/A	N/A
Howard Levy	206498	06/30/2010
Michelle Spradley	177788	06/30/2009
Bernice White	N/A	N/A
Elsie White	059232	06/30/2008
Yvonne White	170474	06/30/2008

**Staff Turn-Over
2006-2007**
Rosetta Roberson

**Staff Turn-Over
2007-2008**
Margaret Canales
Robert Whitworth

Midlands Math & Business Academy

**Teaching Staff
2007-2008**

Teacher	Certificate #	Expiration Date
James Baker	054094	06/30/2009
Ishmael Brown	191633	06/30/2011
Esther Etokitiot	217980	06/30/2008
Gloria Garmany	081234	06/30/2010
Gerald Jenkins	N/A	N/A
Howard Levy	206498	06/30/2010
Michelle Spradley	177788	06/30/2009
Bernice White	N/A	N/A
Elsie White	059232	06/30/2008
Yvonne White	170474	06/30/2008

**Staff Turn-Over
2006-2007**
Rosetta Roberson

**Staff Turn-Over
2007-2008**
Margaret Canales
Robert Whitworth

MIDLANDS MATH AND BUSINESS ACADEMY

REPORT ON FINANCIAL STATEMENTS

**FOR THE FISCAL YEAR ENDED
JUNE 30, 2007**

MIDLANDS MATH AND BUSINESS ACADEMY

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REPORT OF INDEPENDENT CERTIFIED PUBLIC ACCOUNTANTS

Board of Directors
Midlands Math and Business Academy
Columbia, South Carolina

We have audited the accompanying financial statements of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Midlands Math and Business Academy (the Academy), a component unit of Richland County School District One, as of and for the year ended June 30, 2007, which collectively comprise the Academy's basic financial statements as listed in the table of contents. These financial statements are the responsibility of the Academy's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the basic financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the basic financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall basic financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the business-type activities, each major fund, and the aggregate remaining fund information of Midlands Math and Business Academy as of June 30, 2007, and the respective changes in financial position and cash flows where applicable thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with *Government Auditing Standards*, we have also issued our report dated October 10, 2007 on our consideration of the Academy's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be read in conjunction with this report in considering the results of our audit.

Management's discussion and analysis on pages 3 through 8 and the budgetary comparison information on pages 21 through 24 are not required parts of the basic financial statements but are supplementary information required by the Governmental Accounting Standards Board. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was conducted for the purpose of forming an opinion on the financial statements that collectively comprise the Academy's basic financial statements. The individual fund financial statements and other schedules as listed in the table of contents are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated in all material respects in relation to the basic financial statements taken as a whole.

Elliott Davis LLC

Columbia, South Carolina
October 10, 2007

MIDLANDS MATH AND BUSINESS ACADEMY
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2007

As management of Midlands Math and Business Academy, we offer readers of Midlands Math and Business Academy's audited financial statements this narrative overview and analysis of the financial activities of Midlands Math and Business Academy for the fiscal year ended June 30, 2007. We encourage readers to read the information presented herein in conjunction with additional information that we have furnished in the School's financial statements, which follow this narrative.

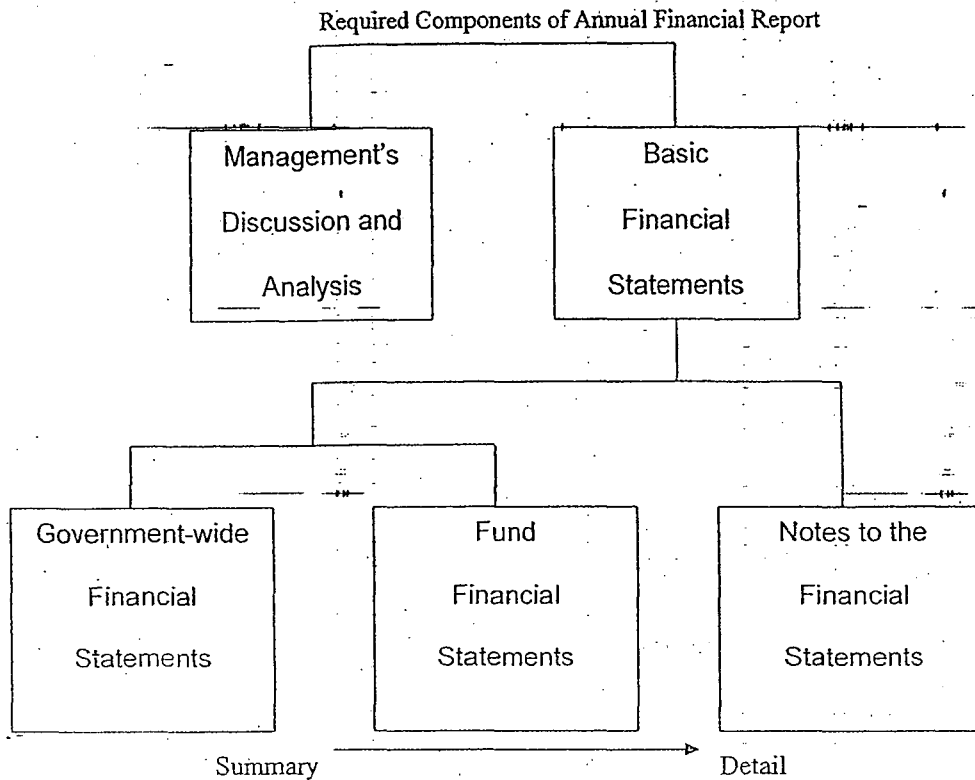
FINANCIAL HIGHLIGHTS

- The assets of Midlands Math and Business Academy exceeded its liabilities at the close of the fiscal year by \$225,347 (*net assets*).
- The school's total net assets increased by \$72,734.
- As of the close of the current fiscal year, Midlands Math and Business Academy's net assets totaled \$225,347.
- The 2006-2007 135-day headcount was 98.
- The 2007-2008 45-day headcount is 100.
- Midlands Math and Business Academy had no long-term debt as of June 30, 2007.

OVERVIEW OF THE FINANCIAL STATEMENTS

This discussion and analysis is intended to serve as an introduction to Midlands Math and Business Academy's basic financial statements. The School's basic financial statements consist of three components; 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements (see Figure 1). The basic financial statements present two distinct financial perspectives of the School through the use of government-wide statements and fund financial statements. In addition to the basic financial statements, this report contains other supplemental information that will enhance the reader's understanding of the financial condition of Midlands Math and Business Academy.

Figure 1



BASIC FINANCIAL STATEMENTS

The first two statements in the basic financial statements are the **Government-wide Financial Statements**. They provide both short and long-term information about the School's financial standing.

The next statements are **Fund Financial Statements**. These statements focus on the activities of the individual segments of the School's government. These statements are more detailed than the government-wide financial statements. There are two parts to the Fund Financial Statements: 1) the governmental funds statements; and 2) the proprietary fund statements.

Immediately following the fund financial statements are the **Notes to the Financial Statements** (i.e. "Notes"). The Notes offer a detailed explanation of the data contained in those statements. Next, **supplemental information** is provided to show details about the School's funds. Budgetary information for the School also can be found in this section of the statements.

GOVERNMENT-WIDE FINANCIAL STATEMENTS

The government-wide financial statements are designed to provide the reader with a broad overview of the School's finances, similar in format to the financial statements of a private-sector business. The government-wide statements provide short and long-term information about the School's financial status, as a whole.

The two government-wide statements report the School's net assets and how they have changed. Net assets equal the difference between the School's total assets and total liabilities. Measuring net assets is one way to gauge the School's financial condition.

The government-wide statements are divided into two categories: 1) governmental activities; and 2) business-type activities. The governmental activities include most of the School's basic functions such as instructional services and business services. These functions are funded almost entirely through state, county, and federal educational funds. The business-type activities are those services that the School charges its students and other customers. These include the Food Service Activities services carried out by Midlands Math and Business Academy.

The government-wide financial statements are enumerated on pages 9 and 10 of this report.

FUND FINANCIAL STATEMENTS

The fund financial statements provide a more detailed look at the School's most significant activities. A fund is a grouping of related accounts used to maintain control over resources that have been segregated for specific activities or objectives. Midlands Math and Business Academy, uses fund accounting to ensure and reflect compliance (or non-compliance) with finance-related statutory requirements, such as the School's budget ordinance, where and when applicable. All of the funds of Midlands Math and Business Academy can be divided into two categories: governmental funds and proprietary funds.

Governmental Funds - Governmental funds are used to account for functions reported as governmental activities in the government-wide financial statements. Most of the School's basic services are accounted for in governmental funds. These funds focus on how assets can readily be converted into cash flow in and out, and monies remaining at year-end that will be available for spending in the next fiscal year. Governmental funds are reported using the modified accrual accounting method, which provides a short-term spending focus. The governmental fund financial statements assist the reader in determining whether there has been an increase or a decrease in the financial resources available to finance the School's programs. The relationship between government activities (reported in the Statement of Net Assets and the Statement of Activities) and governmental funds is described in a reconciliation, which is an integral part of the fund financial statements.

Midlands Math and Business Academy has elected to adopt an annual budget. The budget incorporates input from the faculty, management, and the Board of Directors of the School and specifies which activities will be pursued and which services the School will provide during the year. It also authorizes the School to obtain funds from identified sources to finance current period activities. The budgetary statement demonstrates how well the School has complied with the budget ordinance and whether or not the School has succeeded in providing the services as originally planned.

Proprietary Funds - Midlands Math and Business Academy has one proprietary fund, which is an enterprise fund. *Enterprise Funds* are used to report the same functions presented as business-type activities in the government-wide financial statements. Midlands Math and Business Academy uses enterprise funds to account for its Student Nutrition functions.

Notes to the Financial Statements - The notes provide additional information essential to facilitating a full understanding of the data provided in the government-wide and fund financial statements. The notes to the financial statements begin on page 15 of this report.

GOVERNMENT-WIDE FINANCIAL ANALYSIS

As noted earlier, net assets may serve over time as one useful indicator of a school's financial condition. The assets of Midlands Math and Business Academy exceeded liabilities by \$225,347 as of June 30, 2007. \$95,326 reflects the School's investment in capital assets (e.g. furniture and fixtures, and equipment), less any related debt still outstanding that was issued to acquire these items. Midlands Math and Business Academy uses these capital assets to provide services to its students; consequently, these assets are not available for future spending. Although Midlands Math and Business Academy's investment in its capital assets is reported net of the outstanding related debt, the resources needed to repay that debt must be provided by other sources, since the capital assets cannot be used to liquidate these liabilities. The remaining balance of \$130,021 is unrestricted.

—Figure 2—

Midlands Math and Business Academy's Net Assets

	Governmental Activities 2007
Current assets	\$ 130,288
Capital assets, net of depreciation	95,326
Total assets	<u>\$ 225,614</u>
Current liabilities	\$ 267
Total liabilities	<u>267</u>
Net assets	
Invested in capital assets, net of related debt	95,326
Unrestricted	<u>130,021</u>
Total net assets	<u>225,347</u>
Total liabilities and net assets	<u>\$ 225,614</u>

Several aspects of the School's financial operations positively influenced the total unrestricted governmental net assets:

- The School adopted an annual budget. The School's performance was measured using this budget on a monthly basis, allowing changes to be made in spending as needed to remain within the confines of the budget.

Figure 3
Midlands Math and Business Academy's Changes in Net Assets

	Governmental Activities 2007	Business-Type Activities 2007	Total 2007
Donations and other revenues	\$ 35,486	\$ -	\$ 35,486
Charges for services	-	4,800	4,800
County, state, and federal funds	718,809	-	718,809
Total revenues	754,295	4,800	759,095
Instructional programs	337,569	-	337,569
Support services	342,254	-	342,254
School food service	-	6,538	6,538
Total expenses	679,823	6,538	686,361
Increase (decrease) in net assets before transfers	74,472	(1,738)	72,734
Transfers	(1,738)	1,738	-
Increase in net assets	72,734	-	72,734
Net assets, July 1	152,613	-	152,613
Net assets, June 30	\$ 225,347	\$ -	\$ 225,347

Governmental activities - Governmental activities increased the School's net assets by \$74,472. There was a transfer of (\$1,738) to the business type activities resulting in a net asset increase of \$72,734.

Business-type activities - Business-type activities decreased Midlands Math and Business Academy's net assets by \$1,738, however, \$1,738 was transferred in from the governmental activities. The School elects to continue to operate the School Food Service Fund to meet the daily dietary demands of the student population. The school considers a nutritional program an essential part of a healthy learning environment even though the program generates a decrease in net assets.

FINANCIAL ANALYSIS OF THE SCHOOL'S FUNDS

As noted earlier, Midlands Math and Business Academy uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental Funds - The focus of Midlands Math and Business Academy's governmental funds is to provide information on near-term inflows, outflows, and balances of usable financial resources. Such information is useful in assessing Midlands Math and Business Academy's financing requirements. Specifically, unreserved fund balance can be a useful measure of a government's net resources available for spending at the end of the fiscal year.

The general fund is the chief operating fund of Midlands Math and Business Academy. At the end of the current fiscal year, unreserved fund balance of the General Fund was \$130,021.

Proprietary Funds - The School's proprietary funds provide the same type of information found in the government-wide statements but in more detail. Unrestricted net assets of the School Food Service Fund at the end of the fiscal year amounted to zero. The total loss in net assets for the School Food Service fund was \$1,738. Other factors concerning the finances of this fund have already been addressed in the discussion of the School's business-type activities.

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital assets - Midlands Math and Business Academy's investment in capital assets for its governmental activities as of June 30, 2007, totals \$95,326 (net of accumulated depreciation). Capital assets include building improvements and equipment.

Figure 4
Midlands Math and Business Academy's Capital Assets
(net of depreciation)

	Governmental Activities 2006	Governmental Activities 2007	Balance June 30, 2007
Building improvements	\$ 57,452	\$ (5,971)	\$ 51,481
Equipment	81,684	(37,839)	43,845
Total	<u>\$ 139,136</u>	<u>\$ (43,810)</u>	<u>\$ 95,326</u>

Additional information about the School's capital assets can be found in Note 9 of the Basic Financial Statements.

Long-term Debt - As of June 30, 2007, Midlands Math and Business Academy had no long-term debt.

ECONOMIC FACTORS

The following key economic indicators reflect the growth and prosperity of the School:

- Midlands Math and Business Academy continues to see community support as evidenced by the volunteerism, local organizations donating classroom and office supplies, private donations, and support through fundraising.
- The School has a returning staff of professionals that are committed to the School.
- Midlands Math and Business Academy is now participating in the free and reduced lunch program which is helping them serve better meals to the students as well as cutting down on their outlay of funds.
- The School continues to seek both federal and private grant funds to supplement its EFA funding.
- The School's headcount has increased again significantly for the FY08.
- The School has begun to research the feasibility of building there own facility. Still in the early planning stages, the school feels a move to a facility they own instead of rent will help them succeed long term.

REQUESTS FOR INFORMATION

This report is designed to provide an overview of the School's finances for those with an interest in this area. Questions concerning any of the information found in this report or requests for additional information should be directed to the Director, Midlands Math and Business Academy, PO Box 4487 Columbia, South Carolina 29240, telephone number (803) 799-5101.

MIDLANDS MATH AND BUSINESS ACADEMY
STATEMENT OF NET ASSETS
JUNE 30, 2007

	Governmental activities	Business-type activities	Total
ASSETS			
CURRENT ASSETS			
Cash	\$ 117,406	\$ -	\$ 117,406
Accounts receivable	12,559	-	12,559
Prepaid expenses	323	-	323
Total current assets	130,288	-	130,288
NON-CURRENT ASSETS			
Capital assets, net of accumulated depreciation	95,326	-	95,326
Total non-current assets	95,326	-	95,326
Total assets	\$ 225,614	\$ -	\$ 225,614
LIABILITIES			
CURRENT LIABILITIES			
Accounts payable	\$ 267	\$ -	\$ 267
Total current liabilities	267	-	267
Total liabilities	267	-	267
NET ASSETS			
Invested in capital assets, net of related debt	95,326	-	95,326
Unrestricted	130,021	-	130,021
Total net assets	225,347	-	225,347
Total liabilities and net assets	\$ 225,614	\$ -	\$ 225,614

ROA 969

The accompanying notes are an integral part of these financial statements.

MIDLANDS MATH AND BUSINESS ACADEMY
STATEMENT OF ACTIVITIES
For the fiscal year ended June 30, 2007

Functions/Programs	Expenses	Program revenues	Net (expense) revenue and changes in net assets		
		Operating grants and contributions	Governmental activities	Business-type activities	Total
Governmental activities					
Instruction	\$ 337,569	\$ 718,809	\$ 381,240		\$ 381,240
Support services	342,254		(342,254)		(342,254)
Total governmental activities	679,823	718,809	38,986		38,986
Business-type activities					
Food service	6,538	4,800		\$ (1,738)	(1,738)
Total business-type activities	6,538	4,800		(1,738)	(1,738)
Total	\$ 686,361	\$ 723,609		(1,738)	37,248
General revenues:					
Miscellaneous			35,486	-	35,486
Transfers			(1,738)	1,738	-
Total general revenues and transfers			33,748	1,738	35,486
Change in net assets			72,734	-	72,734
Net assets, beginning of year			152,613	-	152,613
Net assets, end of year			\$ 225,347	\$ -	\$ 225,347

The accompanying notes are an integral part of these financial statements.

MIDLANDS MATH AND BUSINESS ACADEMY
BALANCE SHEET
GOVERNMENTAL FUNDS
JUNE 30, 2007

	General	Special Revenue	Total
ASSETS			
Cash	\$ 117,406	\$ -	\$ 117,406
Accounts receivable	12,559	-	12,559
Prepaid expenses	323	-	323
Total assets	<u>\$ 130,288</u>	<u>\$ -</u>	<u>\$ 130,288</u>
LIABILITIES AND FUND BALANCES			
Liabilities:			
Accounts payable	\$ 267	\$ -	\$ 267
Total liabilities	<u>267</u>	<u>-</u>	<u>267</u>
Fund balances:			
Unreserved, undesignated			
General fund	<u>130,021</u>	<u>-</u>	<u>130,021</u>
Total fund balances	<u>130,021</u>	<u>-</u>	<u>130,021</u>
Total liabilities and fund balances	<u>\$ 130,288</u>	<u>\$ -</u>	<u>\$ 130,288</u>

Total governmental fund balance \$ 130,021

Amounts reported for governmental activities are different because of the following:

Capital assets used in governmental activities not financial resources and therefore are not reported in governmental funds. The cost of assets is \$191,717, and the accumulated depreciation is \$96,391

95,326
\$ 225,347

The accompanying notes are an integral part of these financial statements.

**MIDLANDS MATH AND BUSINESS ACADEMY
STATEMENT OF REVENUES, EXPENDITURES
AND CHANGES IN FUND BALANCE
GOVERNMENTAL FUNDS
For the fiscal year ended June 30, 2007**

	General Fund	Special Revenue	Total
REVENUES			
Local sources			
Pupil activities	\$ 33,992	\$ -	\$ 33,992
Other	1,494	-	1,494
Total local sources	35,486	-	35,486
State sources			
Education Finance Act (EFA)	685,877	-	685,877
Education Improvement Act (EIA)	11,342	-	11,342
Education Lottery Act	-	3,006	3,006
Total state sources	697,219	3,006	700,225
Federal sources			
Elementary & Secondary Education Act of 1965 (ESEA)	-	7,510	7,510
Programs for children with disabilities	-	11,074	11,074
Total federal sources	-	18,584	18,584
Total revenues	732,705	21,590	754,295
EXPENDITURES			
Current			
Instruction	313,979	1,299	315,278
Support services	307,724	9,853	317,577
Capital outlay	3,158	-	3,158
Total expenditures	624,861	11,152	636,013
Excess of revenues over expenditures	107,844	10,438	118,282
OTHER FINANCING SOURCES (USES)			
Transfers (to) from	8,700	(10,438)	(1,738)
Total other financing sources (uses)	8,700	(10,438)	(1,738)
Net change in fund balance	116,544	-	116,544
FUND BALANCE, BEGINNING OF YEAR	13,477	-	13,477
FUND BALANCE (DEFICIT), END OF YEAR	\$ 130,021	\$ -	\$ 130,021
Total net change in fund balance - governmental funds			\$ 116,544
Capital outlays are reported in governmental fund as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense. This is the amount by which depreciation expense (\$49,306) exceeds net capital outlays (\$5,496) in the period.			(43,810)
Change in net assets of governmental activities			\$ 72,734

The accompanying notes are an integral part of these financial statements.

MIDLANDS MATH AND BUSINESS ACADEMY
STATEMENT OF REVENUES, EXPENSES AND
CHANGES IN FUND NET ASSETS
PROPRIETARY FUND
For the fiscal year ended June 30, 2007

	Business-type Activities
	<u>Enterprise Fund - Student Nutrition</u>
OPERATING REVENUES	
Proceeds from sales of meals	\$ 4,800
OPERATING EXPENSES	
Contracted food services	6,509
Employee benefits	29
Total operating expenses	6,538
Loss before capital contributions	(1,738)
Capital contributions	1,738
Change in net assets	-
TOTAL FUND BALANCE, BEGINNING OF YEAR	-
TOTAL FUND BALANCE, END OF YEAR	\$ -

MIDLANDS MATH AND BUSINESS ACADEMY
STATEMENT OF CASH FLOWS
PROPRIETARY FUND
For the fiscal year ended June 30, 2007

	Business-type Activities
	Enterprise Fund — Student Nutrition
CASH FLOWS FROM OPERATING ACTIVITIES	
Received from patrons	\$ 4,800
Payments to suppliers for goods and services	(6,538)
Net cash used for operating activities	(1,738)
CASH FLOWS FROM NONCAPITAL FINANCING ACTIVITIES	
Transfer from general fund	1,738
Net cash received from noncapital financing activities	1,738
Net change in cash and cash equivalents	
CASH AND CASH EQUIVALENTS, BEGINNING OF YEAR	-
CASH AND CASH EQUIVALENTS, END OF YEAR	\$ -

MIDLANDS MATH AND BUSINESS ACADEMY NOTES TO BASIC FINANCIAL STATEMENTS

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Midlands Math and Business Academy (the Academy) is a nonprofit organization incorporated in the state of South Carolina and organized under the South Carolina Charter School Act. The Academy was initially formed in June 2003. The Academy's charter was approved on July 19, 2004 by the Richland County School Board. The Academy operates within Richland School District One. The Academy serves approximately 114 students in grades 4 through 7 in Richland County, South Carolina.

A. Reporting Entity

The financial reporting entity, as defined by Governmental Accounting Standards Board (GASB) Statement No. 14, *The Financial Reporting Entity*, consists of the primary government, organizations for which the primary government is financially accountable for and other organizations for which the nature and significance of their relationship with the primary government are such that exclusion could cause the financial statements to be misleading or incomplete.

The Academy is a component unit of Richland County School District One, Columbia, South Carolina.

B. Basis of Presentation

The financial statements of the Academy have been prepared in conformity with accounting principles generally accepted in the United States of America (GAAP) as applied to governmental units. The GASB is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The Academy also applies Financial Accounting Standards Board (FASB) statements and interpretations issued on or before November 30, 1989, to its governmental activities provided they do not conflict with or contradict GASB pronouncements.

The statements of the Academy are presented as follows:

Government-wide Financial Statements - The statement of net assets and the statement of activities display information about the Academy as a whole. These statements include the financial activities of the Academy. For the most part, the effect of interfund activity has been removed from these statements. The Academy's activities are governmental activities generally financed through intergovernmental revenues and other non-exchange transactions.

The government-wide statements are prepared using the economic resources measurement focus. This approach differs from the manner in which governmental fund financial statements are prepared. Governmental fund financial statements therefore include a reconciliation with brief explanations to better identify the relationship between the government-wide statements and the statements for governmental funds.

The government-wide statement of activities presents a comparison between direct expenses and program revenues for each function or program of the Academy's governmental activities. Direct expenses are those that are specifically associated with a service, program or department and therefore clearly identifiable to a particular function. Program revenues include charges paid by the recipient of the goods or services offered by the program and grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues which are not classified as program revenues are presented as general revenues of the Academy, with certain limited exceptions. The comparison of direct expenses with program revenues identifies the extent to which each business segment or governmental function is self-financing or draws from the general revenues of the Academy.

(Continued)

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES - (Continued)

B. Basis of Presentation - (Continued)

Fund Financial Statements - Fund financial statements report detailed information about the Academy. The focus of governmental fund financial statements is on major funds rather than reporting funds by type. Each major fund is presented in a separate column. Non-major funds are aggregated and presented in a single column. The Academy has no non-major funds.

The accounting and financial reporting treatment applied to a fund is determined by its measurement focus. All governmental fund types are accounted for using a flow of current financial resources measurement focus. The financial statements for governmental funds are a balance sheet, which generally includes only current assets and current liabilities, and a statement of revenues, expenditures and changes in fund balances, which reports on the sources (i.e., revenues and other financing sources) and uses (i.e., expenditures and other financing uses) of current financial resources.

C. Measurement Focus and Basis of Accounting

Fund Accounting

The Academy uses funds to maintain its financial records during the fiscal year. Fund accounting is designed to demonstrate legal compliance and to aid management by segregating transactions related to certain Academy functions or activities. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts. The funds of the Academy are grouped into the categories governmental and proprietary.

Governmental Funds

Governmental funds focus on the sources, uses and balances of current financial resources. Expendable assets are assigned to the various governmental funds according to the purposes for which they may or must be used. Current liabilities are assigned to the fund from which they will be paid. The difference between governmental fund assets and liabilities is separated as fund balance. The general fund and special revenue fund are the Academy's major governmental funds and are described as follows:

General Fund - to account for all financial transactions not properly accounted for in another fund. The Academy uses this fund to account for expenditures principally for administration, instruction, pupil services, operation and maintenance of plant and related fixed charges.

Special Revenue Funds - to account for the proceeds of specific revenue sources requiring separate accounting because of legal or regulatory provisions or administrative action. The School has one special revenue fund.

Proprietary Funds

Proprietary funds are used to account for activities where the determination of net income is necessary or useful to provide sound financial administration. Goods or services from such activities can be provided either to outside parties (enterprise funds) or to other departments or agencies primarily within the government (internal service funds).

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, (Continued)

C. Measurement Focus and Basis of Accounting - (Continued)

Within proprietary funds, operating revenues and expenses are presented in the Statement of Revenue, Expenses and Changes in Fund Net Assets. Operating revenues are those revenues that are generated directly from the primary activity of the proprietary funds. Sales for food service represent the operating revenues of the Academy's enterprise fund. Operating expenses are necessary costs incurred to provide the goods or services that are the primary activity of the fund. A description of enterprise funds follows:

Enterprise Funds - to account for operations (a) that are financed and operated in a manner where the intent of the governing body is that costs (expenses, including depreciation) of providing goods or services to the general public on a continuing basis be financed or covered primarily through user charges; or (b) where the governing body has decided that periodic determination of revenue earned, expenses incurred and/or net income is appropriate for capital maintenance, public policy, management control, accountability or other purposes. The Student Nutrition Services Fund is the Academy's only enterprise fund and is used to account for the school breakfast and lunch programs.

Basis of Accounting

Basis of accounting determines when transactions are recorded in the financial records and reported on the financial statements. Government-wide financial statements are prepared using the accrual basis of accounting. Governmental funds use the modified accrual basis of accounting. On the accrual basis of accounting, revenues are recognized when earned and expenses are recognized when incurred. Under the modified accrual basis of accounting, revenues and expenditures are recognized when they become both measurable and available.

Revenues resulting from exchange transactions, in which each party gives and receives essentially equal value, are recorded on the accrual basis when the exchange takes place. On a modified accrual basis, revenue is recorded in the fiscal year in which the resources are measurable and become available. Available means that the resources will be collected within the current fiscal year or are expected to be collected soon enough thereafter to be used to pay liabilities of the current fiscal year. For the Academy, available means expected to be received within sixty days of fiscal year-end.

The Academy follows GASB No. 33, *Accounting and Financial Reporting for Non-Exchange Transactions*, to account for non-exchange revenues. Non-exchange transactions, in which the Academy receives value without directly giving equal value in return, include grants, entitlements and donations. On an accrual basis, revenue from grants, entitlements and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied. Eligibility requirements include timing requirements, which specify the year when the resources are required to be used or the fiscal year when use is first permitted, matching requirements, in which the Academy must provide local resources to be used for a specified purpose, and expenditure requirements, in which the resources are provided to the Academy on a reimbursement basis. On a modified accrual basis, revenue from non-exchange transactions must also be available before it can be recognized. Under the modified accrual basis, the following revenue sources are considered to be both measurable and available at fiscal year-end: interest, tuition, grants, student fees and rentals.

Deferred revenue arises when assets are recognized before revenue recognition criteria have been satisfied. Grants and entitlements received before the eligibility requirements are met are also recorded as deferred revenue. On governmental fund financial statements, receivables that will not be collected within the available period are also reported as deferred revenue.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, (Continued)

C. Measurement Focus and Basis of Accounting - (Continued)

Basis of Accounting (Continued)

On the accrual basis of accounting, expenses are recognized at the time they are incurred. The fair value of donated commodities received during the year is reported in the operating statement as an expense with a like amount reported as donated commodities revenue.

The measurement focus of governmental fund accounting is on decreases in net financial resources (expenditures) rather than expenses. Expenditures are generally recognized in the accounting period in which the related fund liability is incurred, if measurable. Allocations of cost, such as depreciation, are not recognized in governmental funds.

D. Assets, Liabilities and Equity

Capital Assets - Capital assets result from expenditures in the governmental funds. These assets are reported in the governmental activities column of the government-wide statement of net assets but are not reported in the fund financial statements.

Capital assets are stated at cost or, if donated, at estimated fair value at the time of donation. Depreciation is computed using the straight-line method over the estimated useful lives of the assets. Estimated useful lives used in computing depreciation for financial reporting are as follows:

<u>Description</u>	<u>Governmental Activities Estimated Lives</u>
Building improvements	10 years
Equipment	3 - 5 years

Fund Balances and Net Assets - Reservations of fund balance represent amounts that are not appropriated or are legally segregated for a specific purpose. Designations of fund balance represent tentative management plans that are subject to change.

Net assets represent the difference between assets and liabilities. Net assets invested in capital assets, net of related debt consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets. Net assets are reported as restricted when there are limitations imposed on their use either through the enabling legislation adopted by the Academy or through external restrictions imposed by creditors, grantors or laws or regulations of other governments.

The Academy applies restricted resources when an expense is incurred for purposes for which both restricted and unrestricted net assets are available.

Use of Estimates - The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the Academy's financial position and results of operations and disclosure of contingent assets and liabilities. Actual results could differ from those estimates.

NOTE 2 - CASH AND INVESTMENTS

The Academy is authorized by South Carolina state law to invest in the following types of investments:

1. Obligations of the United States and agencies thereof.
2. General obligations of the State of South Carolina or any of its political units.
3. Savings and loan associations to the extent they are guaranteed by the Federal Savings and Loans Insurance Corporation.
4. Deposits in certificates of deposit where the certificates are collaterally secured by securities of the type described in (1) and (2) above held by a third party as escrow agent or custodian, of a market value not less than the amount of the certificate of deposit so secured, including interest.
5. The State Treasurer's Local Government Investment Pool (monitored by the State Treasurer for investments invested in government guaranteed securities in accordance with South Carolina State laws).
6. Repurchase agreements.

At June 30, 2007, the carrying amount of the Academy's deposits was \$117,406 and the bank balance was \$139,762.

Custodial Credit Risk - Custodial credit risk is the risk that the Academy's deposits will not be returned to it. The Academy has no formal policy regarding custodial credit risk. The total cash balances are insured by the Federal Deposit Insurance Corporation (FDIC) up to \$100,000 per bank. At June 30, 2007, the Academy had no cash balances on deposit with banks that exceeded the balance insured by the FDIC.

Credit Risk - South Carolina statutes authorize investments in certificates of deposit, savings accounts, repurchase agreements, the State Treasurer's Local Government Investment Pool, obligations of the U.S. Government and government agencies unconditionally guaranteed by the U.S. Government. The Academy has no investment policy that would further restrict its choices.

Interest Rate Risk - The Academy does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates.

NOTE 3 - CAPITAL ASSETS

Capital asset activity for the fiscal year ended June 30, 2007 was as follows:

	Balance, July 1, 2006	Additions/ Transfers	Deletions/ Transfers	Balance, June 30, 2007
Governmental activities				
Building improvements	\$ 69,427	\$ -	\$ -	\$ 69,427
Equipment	116,794	5,496	-	122,290
Total capital assets, being depreciated, at historical cost	186,221	5,496	-	191,717
Less accumulated depreciation				
Building improvements	(11,975)	(5,971)	-	(17,946)
Equipment	(35,110)	(43,335)	-	(78,445)
Total accumulated depreciation	(47,085)	(49,306)	-	(96,391)
Governmental activities capital assets, net	\$ 139,136	\$ (43,810)	\$ -	\$ 95,326

(Continued)

NOTE 3 - CAPITAL ASSETS, Continued

Depreciation expense was charged to governmental functions as follows:

Instruction	\$ 37,524
Supporting services	<u>11,782</u>
Total depreciation expense	<u>\$ 49,306</u>

NOTE 4 - OPERATING LEASE

The Academy leases its facilities under an operating lease that expires December 31, 2009. Minimum annual lease commitments under this operating lease for the years following June 30, 2007, are as follows:

2008	\$ 49,668
2009	50,292
2010	<u>25,458</u>
	<u>\$ 125,418</u>

NOTE 5 - FUND BALANCES/DEFICITS AND NET ASSETS

The fund balances/net assets and other credits have been classified to reflect the limitations and restrictions placed on the respective funds as follows:

Governmental fund financial statements

Fund balances - Reserved - represents those portions of fund balances which are not available for expenditure or are legally segregated for a specific future use.

Fund balances - Designated - represents tentative management plans that are subject to change.

Fund balances - Undesignated - represents the remainder of the Academy's equity in governmental funds.

Government-wide and proprietary fund financial statements

Invested in capital assets, net of related debt - represents the net cost less accumulated depreciation and outstanding debt attributable to the organization of the capital assets.

Restricted net assets - represents net assets restricted externally by creditors, grantors, contributors or laws and regulations of other governments; or restrictions imposed by law through constitutional provisions or enabling legislation.

Unrestricted - represents the remainder of the Academy's net assets in government-wide and business-type activities.

NOTE 6 - CONTINGENCIES

Amounts received or receivable from grantor agencies are subject to audit and adjustment by grantor agencies, principally the federal government. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenditures which may be disallowed by the grantor cannot be determined at this time although the Academy expects such amounts, if any, to be immaterial.

MIDLANDS MATH AND BUSINESS ACADEMY
SCHEDULE OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCE - GENERAL FUND - BUDGET AND ACTUAL
For the fiscal year ended June 30, 2007

Schedule 1

	Original and Final Budget	Actual	Variance from Final Budget
REVENUES			
1000 Revenue from local sources			
1700 Pupil Activities			
1790 Other	\$ 33,131	\$ 33,992	\$ -861
1900 Other revenue from local sources			
1920 Contributions and donations - private sources	1,350	1,350	-
1999 Revenue from other local sources	-	144	144
Total local sources	34,481	35,486	1,005
3000 Revenue from state sources			
3300 Education Finance Act (EFA)			
3310 Full-time programs			
3313 Elementary	619,144	600,521	(18,623)
3316 Speech handicapped (part-time)	39,675	39,675	-
3317 Homebound	5,701	5,701	-
3320 Part-time programs			
3322 Educable mentally handicapped	12,111	12,111	-
3323 Learning disabilities	3,633	3,633	-
3324 Hearing handicapped	17,889	17,889	-
3399 Other EFA programs	6,347	6,347	-
3500 Education Improvement Act (EIA)			
3534 Professional development on standards	717	717	-
3577 Teacher supplies	1,750	1,750	-
3583 EAA Summer School/Comprehensive Remediation	2,387	2,387	-
3591 Excellence in middle schools	4,352	6,488	2,136
Total state sources	713,706	697,219	(16,487)
Total revenue all sources	748,187	732,705	(15,482)
EXPENDITURES			
100 Instruction			
110 General instruction			
112 Primary programs			
300 Purchased services	-	700	(700)
400 Supplies and materials	-	1,419	(1,419)
	-	2,119	(2,119)
113 Elementary programs			
100 Salaries	219,479	193,236	26,243
200 Employee benefits	31,858	26,955	4,903
300 Purchased services	30,500	26,565	3,935
400 Supplies and materials	27,102	16,911	10,191
500 Capital outlay	7,500	386	7,114
	316,439	264,053	52,386
120 Exceptional programs			
126 Speech Handicapped			
300 Purchased services	-	3,780	(3,780)
	-	3,780	(3,780)

MIDLANDS MATH AND BUSINESS ACADEMY
SCHEDULE OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCE - GENERAL FUND - BUDGET AND ACTUAL
For the fiscal year ended June 30, 2007

Schedule 1

	Original and Final Budget	Actual	Variance from Final Budget
EXPENDITURES, Continued			
100 Instruction, continued			
120 Exceptional programs, continued			
127 Learning disabilities			
100 Salaries	39,487	34,347	5,140
200 Employee benefits	4,323	3,591	732
400 Supplies and materials	4,000	3,310	690
	<u>47,810</u>	<u>41,248</u>	<u>6,562</u>
140 Special programs			
145 Homebound			
300 Purchased services	431	431	-
	<u>431</u>	<u>431</u>	<u>-</u>
170 Summer school programs			
172 Elementary summer school			
100 Salaries	2,540	2,540	-
200 Employee benefits	194	194	-
	<u>2,734</u>	<u>2,734</u>	<u>-</u>
Total instruction	<u>367,414</u>	<u>314,365</u>	<u>53,049</u>
200 Support services			
210 Pupil services			
212 Guidance services			
300 Purchased services	3,200	2,240	960
	<u>3,200</u>	<u>2,240</u>	<u>960</u>
213 Health services			
100 Salaries	8,934	8,934	-
200 Employee benefits	1,159	741	418
	<u>10,093</u>	<u>9,675</u>	<u>418</u>
214 Psychological services			
300 Purchased services	11,800	7,625	4,175
	<u>11,800</u>	<u>7,625</u>	<u>4,175</u>
220 Instructional staff services			
221 Improvement of instruction curriculum development			
100 Salaries	200	200	-
200 Employee benefits	38	-	38
	<u>238</u>	<u>200</u>	<u>38</u>
224 Improvement of instruction - inservice and staff training			
100 Salaries	535	535	-
200 Employee benefits	-	41	(41)
300 Purchased services	1,037	717	320
	<u>1,572</u>	<u>1,293</u>	<u>279</u>
230 General administration services			
231 Board of education			
300 Purchased services	7,000	6,505	495
400 Supplies and materials	10,753	10,753	-
600 Other objects	17,100	14,630	2,470
	<u>34,853</u>	<u>31,888</u>	<u>2,965</u>

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MIDLANDS MATH AND BUSINESS ACADEMY
SCHEDULE OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCE - GENERAL FUND - BUDGET AND ACTUAL
For the fiscal year ended June 30, 2007

Schedule 1

	Original and Final Budget	Actual	Variance from Final Budget
EXPENDITURES, Continued			
200 Support services, continued			
230 General and administrative services, continued			
233 School administration			
100 Salaries	127,944	116,945	10,999
200 Employee benefits	25,146	17,268	7,878
300 Purchased services	7,642	823	6,819
400 Supplies and materials	4,000	3,092	908
500 Capital outlay	4,800	2,772	2,028
	<u>169,532</u>	<u>140,900</u>	<u>28,632</u>
250 Finance and operations services			
252 Fiscal services			
300 Purchased services	23,140	22,490	650
600 Other objects	300	164	136
	<u>23,440</u>	<u>22,654</u>	<u>786</u>
253 Facilities acquisition and construction			
300 Purchased services	2,115	2,115	-
	<u>2,115</u>	<u>2,115</u>	<u>-</u>
254 Operation and maintenance of plant			
300 Purchased services	78,050	70,418	7,632
400 Supplies and materials	16,900	14,892	2,008
500 Capital outlay	500	-	500
	<u>95,450</u>	<u>85,310</u>	<u>10,140</u>
258 Security			
300 Purchased services	3,381	3,560	(179)
	<u>3,381</u>	<u>3,560</u>	<u>(179)</u>
260 Central support services			
263 Information services			
300 Purchased services	2,000	735	1,265
	<u>2,000</u>	<u>735</u>	<u>1,265</u>
270 Support services - pupil activity			
271 Pupil service activities			
660 Enterprise activities	12,000	2,301	9,699
	<u>12,000</u>	<u>2,301</u>	<u>9,699</u>
Total support services	<u>369,674</u>	<u>310,496</u>	<u>59,178</u>
Total expenditures	<u>737,088</u>	<u>624,861</u>	<u>112,227</u>
OTHER FINANCING USES			
Transfer from special revenue fund	-	10,438	(10,438)
Transfer to proprietary fund	-	(1,738)	1,738
Total other financing sources (uses)	<u>-</u>	<u>8,700</u>	<u>(8,700)</u>
Excess of revenues over expenditures and other financing sources (uses)	11,099	116,544	(105,445)
FUND BALANCE, JULY 1, 2006	<u>13,477</u>	<u>13,477</u>	<u>-</u>
FUND BALANCE, JUNE 30, 2007	<u>\$ 24,576</u>	<u>\$ 130,021</u>	<u>\$ (105,445)</u>

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MIDLANDS MATH AND BUSINESS ACADEMY
BUDGETARY COMPARISON SCHEDULE
SPECIAL REVENUE FUND
For the year ended June 30, 2007

Schedule 2

	Original and Final Budget	Actual	Variance from Final Budget
REVENUES			
3000 Revenue from state sources			
3600 Education Lottery Act revenue			
3607 6-8 Enhancement	\$ 836	\$ 836	\$ -
3610 K-5 Enhancement	2,170	2,170	-
Total state sources	3,006	3,006	-
4000 Revenue from federal sources			
4300 Elementary & Secondary Education Act of 1965 (ESEA)			
4340 Title V	648	648	-
4351 Improving teacher quality	6,862	6,862	-
4500 Programs for children with disabilities			
4510 Individuals with Disabilities Education ACT (IDEA)	11,074	11,074	-
Total federal sources	18,584	18,584	-
Total revenues all sources	21,590	21,590	-
EXPENDITURES			
100 Instruction			
110 General instruction			
113 Elementary programs			
400 Supplies and materials	648	648	-
	648	648	-
120 Exceptional programs			
127 Learning disabilities			
100 Salaries	651	651	-
	651	651	-
Total instruction	1,299	1,299	-
220 Instructional staff services			
221 Improvement of instruction curriculum development			
100 Salaries	2,800	2,800	-
200 Employee benefits	191	191	-
	2,991	2,991	-
224 Improvement of instruction - inservice and staff training			
300 Purchased services	4,004	4,004	-
	4,004	4,004	-
230 General administration services			
233 School administration			
300 Purchased services	2,858	2,858	-
	2,858	2,858	-
Total support services	9,853	9,853	-
Total expenditures	11,152	11,152	-
OTHER FINANCING USES			
Transfer to general fund	(10,438)	(10,438)	-
Excess (deficiency) of revenues over (under) expenditures and other financing uses	-	-	-
FUND BALANCE, JULY 1, 2006	-	-	-
FUND BALANCE, JUNE 30, 2007	\$ -	\$ -	\$ -

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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING
AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH
GOVERNMENT AUDITING STANDARDS

Board of Directors
Midlands Math and Business Academy
Columbia, South Carolina

We have audited the financial statements of Midlands Math and Business Academy as of and for the year ended June 30, 2007, and have issued our report thereon dated October 10, 2007. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

INTERNAL CONTROL OVER FINANCIAL REPORTING

In planning and performing our audit, we considered the Academy's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the Academy's internal control over financial reporting. Accordingly, we do not express an opinion of the effectiveness of the Academy's internal control over financial reporting.

A control deficiency exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect misstatements on a timely basis. A significant deficiency is a control deficiency, or combination of control deficiencies, that adversely affects the entity's ability to initiate, authorize, record, process, or report financial data reliably in accordance with generally accepted accounting principles such that there is more than a remote likelihood that a misstatement of the entity's financial statements that is more than inconsequential will not be prevented or detected by the entity's internal control.

A material weakness is a significant deficiency, or combination of significant deficiencies, that results in more than a remote likelihood that a material misstatement of the financial statements will not be prevented or detected by the entity's internal control.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and would not necessarily identify all deficiencies in internal control that might be significant deficiencies or material weaknesses. We identified deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above, and have communicated these deficiencies in the management letter dated October 10, 2007.

Midlands Math and Business Academy

March 2008 Budget Report

FUND	FCL	OBJ	EXPENDITURES	INSTRUCTION	Budget	MID	YTD	Remaining	%
25	100	113	110	Teacher Salaries	\$303,612.31	\$24,423.67	\$211,349.55	\$92,262.76	30.39%
26	100	113	115	Teacher Assistant Salaries	\$31,311.00	\$2,422.94	\$20,967.20	\$10,343.80	33.04%
27	100	113	110	Bonus	\$40,039.53	\$0.00	\$40,039.53	\$0.00	0.00%
28	100	113	120	Substitute Pay	\$18,800.00	\$2,200.00	\$14,300.00	\$4,500.00	23.94%
29	100	113	149	Tutor	\$2,000.00	\$0.00	\$0.00	\$2,000.00	100.00%
30	100	113	210	Group Health & Life Insurance	\$15,163.17	\$1,347.20	\$10,170.94	\$4,992.23	32.92%
31	100	113	230	Social Security	\$30,275.86	\$2,190.63	\$21,662.09	\$8,613.77	28.45%
32	100	113	260	Unemployment Compensation Tax	\$4,284.00	\$0.00	\$491.78	\$3,792.22	88.52%
33	100	113	270	Worker's Compensation Tax	\$1,346.87	\$0.00	\$0.00	\$1,346.87	100.00%
34	100	113	311	Instructional Services	\$28,500.00	\$0.00	\$4,238.00	\$24,262.00	85.13%
35	100	113	410	Instructional Supplies	\$23,000.00	\$336.00	\$19,591.67	\$3,408.33	14.82%
36	377	113	410	Teacher Supplies	\$1,750.00	\$0.00	\$1,750.00	\$0.00	0.00%
37	100	113	420	Instructional Textbooks	\$6,000.00	\$16.28	\$1,386.87	\$4,613.13	76.89%
38	100	113	446	Instructional Software & Supplies	\$3,000.00	\$0.00	\$1,000.00	\$2,000.00	66.67%
39	100	113	540	Instructional Equipment	\$2,500.00	\$0.00	\$1,209.86	\$1,290.14	51.61%
40	100	113	545	Instructional Cap Computers	\$20,000.00	\$0.00	\$14,116.65	\$5,883.35	29.42%
41	100	113	546	Instructional Cap Software	\$15,000.00	\$0.00	\$8,975.00	\$6,025.00	40.17%
42	100	120	110	Exceptional Teacher Salaries	\$28,500.00	\$3,554.32	\$22,578.20	\$5,921.80	20.78%
43	100	120	115	Exceptional Teacher Assistant Salaries	\$33,200.00	\$2,075.00	\$22,922.37	\$10,277.63	30.96%
44	100	120	120	Exceptional Substitute Salaries	\$2,000.00	\$65.00	\$1,150.00	\$850.00	42.50%
45	100	120	210	Group Health & Life Insurance	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
46	100	120	230	Social Security	\$4,873.05	\$435.62	\$3,381.66	\$1,491.39	30.60%
47	100	120	260	Unemployment Compensation Tax	\$714.00	\$0.00	\$174.59	\$539.41	75.55%
48	100	120	270	Worker's Compensation Tax	\$327.60	\$0.00	\$0.00	\$327.60	100.00%
49	100	120	410	Exceptional Instructional Supplies	\$3,500.00	\$0.00	\$0.00	\$3,500.00	100.00%
50	100	120	446	Exceptional Software & Supplies	\$500.00	\$0.00	\$0.00	\$500.00	100.00%
51	100	145	311	Contracted Homebound Services	\$500.00	\$0.00	\$0.00	\$500.00	100.00%
52	100	172	110	Summer School Salaries	\$750.00	\$0.00	\$750.00	\$0.00	0.00%
53	100	120	230	Social Security	\$60.00	\$0.00	\$57.37	\$2.63	4.38%
54				Total Instruction Expense	\$621,507.39	\$39,066.66	\$422,263.33	\$199,244.06	32.06%

Midlands Math and Business Academy
March 2008 Budget Report

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END ACT WORK	Expenditures	Support Services	Budget	YTD	YTD	Remaining	%		
55	100	212	311	Guidance Salary	\$3,200.00	\$0.00	\$0.00	\$3,200.00	100.00%
56	100	212	230	Social Security	\$244.80	\$0.00	\$0.00	\$244.80	100.00%
57	100	212	260	Unemployment Compensation Tax	\$108.80	\$0.00	\$0.00	\$108.80	100.00%
58	100	213	110	Health Salary	\$8,309.64	\$0.00	\$1,564.79	\$6,744.85	81.17%
59	100	213	230	Social Security	\$835.69	\$0.00	\$119.71	\$715.98	81.17%
60	100	213	260	Unemployment Compensation Tax	\$238.00	\$0.00	\$78.85	\$159.15	66.87%
61	100	214	313	Psychological Services	\$1,500.00	\$0.00	\$0.00	\$1,500.00	100.00%
62	100	215	313	Speech Services	\$3,500.00	\$0.00	\$0.00	\$3,500.00	100.00%
63	100	221	110	Curriculum Salary	\$4,000.00	\$0.00	\$2,000.00	\$2,000.00	50.00%
64	100	221	230	Social Security	\$306.00	\$0.00	\$153.02	\$152.98	49.99%
65	100	221	260	Unemployment Compensation Tax	\$136.00	\$0.00	\$0.00	\$136.00	100.00%
66	100	224	110	Staff Development Salary	\$600.00	\$0.00	\$0.00	\$600.00	100.00%
67	100	224	230	Social Security	\$45.90	\$0.00	\$0.00	\$45.90	100.00%
68	100	224	312	Instructional Staff Development & Training	\$5,000.00	\$2,012.50	\$3,512.50	\$1,487.50	29.75%
69	100	231	311	Administrative Services	\$1,200.00	\$0.00	\$200.00	\$1,000.00	83.33%
70	100	231	318	Audit Services	\$6,520.00	\$0.00	\$6,520.00	\$0.00	0.00%
71	100	231	319	Legal Services	\$5,000.00	\$0.00	\$5,000.00	\$0.00	0.00%
72	100	231	490	Board Supplies & Materials	\$15,000.00	\$0.00	\$11,963.02	\$3,036.98	20.25%
73	100	231	640	Membership Dues & Fees	\$1,000.00	\$0.00	\$945.00	\$55.00	5.50%
74	100	231	650	Liability Insurance	\$6,901.00	\$0.00	\$0.00	\$6,901.00	100.00%
75	100	233	111	Principal Salaries	\$66,946.88	\$5,149.76	\$51,497.60	\$15,449.28	23.08%
76	100	233	111	Administrative Assistant Salaries	\$54,421.12	\$4,186.24	\$41,862.40	\$12,558.72	23.08%
77	100	233	111	Bonus	\$29,226.64	\$0.00	\$29,226.64	\$0.00	0.00%
78	100	233	210	Group Health & Life Insurance	\$5,625.36	\$284.30	\$3,406.14	\$2,219.22	39.45%
79	100	233	220	Employee Retirement	\$18,794.21	\$1,057.08	\$14,218.28	\$4,575.93	24.35%
80	100	233	230	Social Security	\$11,520.49	\$708.99	\$9,526.00	\$1,994.49	17.31%
81	100	233	260	Unemployment Compensation Tax	\$714.00	\$0.00	\$48.18	\$665.82	93.25%
82	100	233	270	Worker's Compensation Tax	\$849.58	\$0.00	\$0.00	\$849.58	100.00%

Board discussed contract of a - 2 year extension for use of the building.

Harry Preston (continuance) gave board members a copy of his resume and discussed options of starting a 501c3 to get donations, recruit students, and expand Midlands Math & Business financially.

Midlands Math & Business Academy
Governing Board Meeting
Monday August 27, 2007
5:30 PM Executive Session
7:00 PM Public Session

Mission Statement: The mission of Midlands Math & Business Academy is to provide students the opportunity to experience learning through an innovative, as well as a traditional approach. The business component and the challenging Core Knowledge Curriculum will provide students the chance to make discoveries using a hands-on approach with real world applications.

Board Members: Byrd, Carter, Boatwright, Gladden, Ward

Bill Moser discussed July budget. Increase of students will add an estimated 300,000 extra dollars to the budget. Board approved the budget.

Public session called to order at 7:20 PM. Board President introduced new parents and teachers.

July minutes were approved with w/ changes and July budget approved.

Principal made recommendations to hire Harry Preston. Board is requesting a proposal for viewing, proper documentation. Request of continuance.

Mrs. Spradley made recommendations to change of dates on the calendar. December 20th & 21st to come to school and be off on January 3rd and 4th with a return on January 7th. Board approved the change of the dates.

Mrs. Spradley recommended to switch dates of school closing on March 6th, 7th, 8th closed for teacher professional development day with the school opened on March 21st. Charter conference and parents are invited. Board approved the change of dates. Beginning of September, forms will be sent home to vote for new board member, 2nd week of September.

Mrs. Spradley announced the hiring of new teachers. Two new elementary teachers, Mrs. White and Gayle Faust. Robert Whitworth is the PE /Health teacher. School is looking to hire a part-time or fulltime special education teacher. School is also looking to hire an Algebra and Geometry teacher. All new teachers were approved by the board.

Open House will be held the 4th week in September and Pepsi fundraiser will begin. Every Friday, parents should expect interim reports.

Public Comments:

Mrs. Iris Diggs is requesting a meeting with the board to hear issues of her son.

New parents made comments of how the school has changed their children lives.

Mrs. Carter will meet with Mr. Jenkins, (Business Teacher) to discuss the About Face Program and to set up a workshop for parents.

**Midlands Math and Business Academy
Governing Board Meeting**

Monday, August 27, 2007

5:30 PM—Executive Session

7:00 PM—Public Session

Mission Statement: The mission of Midlands Math and Business Academy is to provide students the opportunity to experience learning through an innovative, as well as a traditional, approach. The business component and the challenging Core Knowledge Curriculum will provide students the chance to make discoveries using a hands-on approach with real-world applications.

AGENDA

1. **Call to Order, Mission Statement and School Spotlight**
 - Approval of July Minutes (Action Required)
 - Approval of Current Agenda (Action Required)
2. **Financial Report**
 - Budget Report, July 2007 (Action Required)
3. **Old Business**
 - School Committees, Reports
 - Marketing Services, Harry Preston (Action Required)
4. **New Business**
 - School Committees, Reports
 - Change in School Calendar (Action Required)
5. **Executive Director's Report**
 - Personnel Issues (Action Required)
2 Elementary Teachers, Health/PE Teacher, Algebra/Geometry Teacher, Special Ed. Assistant
 - Announcements
6. **Public Comments**
7. **Adjournment**

*Note: Executive and public sessions have the same agenda items except for school spotlight and public comments, which are only held during the public session. Also, action is taken on an agenda item only during the public session.

Midlands Math and Business Academy

Governing Board Meeting

Monday, September 17, 2007

5:30 PM—Executive Session

7:00 PM—Public Session

Mission Statement: The mission of Midlands Math and Business Academy is to provide students the opportunity to experience learning through an innovative, as well as a traditional, approach. The business component and the challenging Core Knowledge Curriculum will provide students the chance to make discoveries using a hands-on approach with real-world applications.

AGENDA

1. **Call to Order, Mission Statement and School Spotlight**
 - Approval of August Minutes (Action Required)
 - Approval of Current Agenda (Action Required)
2. **Financial Report**
 - Budget Report, August 2007 (Action Required)
3. **Old Business**
 - School Committees, Reports
4. **New Business**
 - School Committees, Reports
5. **Executive Director's Report**
 - Personnel Issues (Action Required)
 - Music Teacher
 - Announcements
6. **Public Comments**
7. **Adjournment**

*Note: Executive and public sessions have the same agenda items except for school spotlight and public comments, which are only held during the public session. Also, action is taken on an agenda item only during the public session.

Midlands Math and Business Academy Governing Board Meeting Minutes

Monday, October 15, 2007

5:30 PM – Executive Session

7:00 PM – Public Session

Mission Statement: The mission of Midlands Math and Business Academy is to provide students the opportunity to experience learning through an innovative, as well as a traditional, approach. The business component and the challenging Core Knowledge Curriculum will provide students the chance to make discoveries using a hands-on approach with real-world applications.

CALL TO ORDER

A motion was made that the September 17, 2007 minutes be approved with the necessary recommendations and corrections. This motion was seconded. The corrections were in the school spotlight section of the minutes. It states a board member's granddaughter will be traveling to China to study their culture for 17 days during the summer of 2008. This should read; Mrs. Boatwright's granddaughter Ashanae Boatwright will be traveling to China to study their culture for 17 days during the summer of 2008. It also states that a board member's son will be traveling to Switzerland during the summer of 2008. This should read; Ms. Etheridge's son, Landon Etheridge has an invitation to travel to Switzerland during the summer of 2008. A motion was made that the agenda for October 15, 2007 be approved with the necessary corrections. The motion was seconded. The corrections were to delete (3)(a) Old Business – School Committees, Reports; (4)(b) Harry Preston, compensation for savings on computers (Action Required) and (4)(c) School Committees, Reports.

FINANCIAL REPORT

A motion was made to approve the budget report of September 2007 with corrections. This motion was seconded. A binder with the financial information is always kept in the front office. Parents and Guardians of the students that attend MMBA are allowed to look at view this information.

OLD BUSINESS

None.

NEW BUSINESS

Attorneys Kirby Shealy and Samuel Mokeba of the law firm Baker, Ravenel and Bender gave a detailed presentation of what their law firm can provide MMBA. Their office is in Columbia and they have knowledge of dealing with charter schools in educational law. A motion was made to hire Baker, Ravenel and Bender to be MMBA's

attorneys and advisors. This motion was seconded. Baker, Ravenel and Bender are now the attorneys for MMBA.

EXECUTIVE DIRECTOR'S REPORT

On October 16, 2007, elections will be held for new board members. Ms. Spradley needs to know by Wednesday, October 17, 2007, who will attend the training on Saturday October 20, 2007. If you are unable to attend this training, the next training is in November. All board members must attend this training, including returning board members. The new board members will be present at the next board meeting.

The Physical Education teacher resigned. Mr. Chestnut is replacing him. Ms. Faust is sick and Mr. Preston is subbing for her. Ms. Etheridge's grandmother, Monique Etheridge, passed. She will be at Levy Funeral home. For more details you can contact the funeral home.

PUBLIC COMMENTS

A parent commented on having the children take pictures for identification purposes (ID badges). It is very expensive to have IDs made. A comment was to ask the parents to pay for the IDs because they can be use for many purposes like discounts at different stores, discounts at the movie theater, recognition as a student at the library, etc. A fundraiser was suggested to pay for the IDs.

The first fundraiser, Pepsi, ended well. The numbers will be presented later. The next fundraiser, Fruit sale, will start October 16, 2007 and end November 5, 2007.

ADJOURNMENT

The public session was adjourned.

Respectfully submitted,

Claudette Jackson
Secretary

MMBA Governing Board Meeting
Monday, November 12, 2007
Special Meeting
7:00PM

Agenda

1. Attorneys' Update (Information Only)
2. Change in Organization Structure (Information Only)
3. Personnel Matter (Information Only)
4. December Calendar Dates (same as Richland One)
5. Election of Governing Board Officers (Action Required)

**Midlands Math and Business Academy
Special Governing Board Meeting**

Monday, November 12, 2007

5:30 PM—Executive Session

7:00 PM—Public Session

President Larry Byrd called the session to order at 7:20PM.

2007-2008 Governing Board Members: Wardah Ameen, Lillie Boatwright, Larry Byrd, Virginia Carter, Monique Etheridge, Richard Evans, Isaac Gladden, Perkeyja Gray, Khalif Muhammad

New Governing Board Officers were elected. Results were as follows:

President-Lillie Boatwright
Vice President-Wardah Ahmeen
Secretary-Virginia Carter
Treasurer-Monique Etheridge
Parliamentarian-Richard Evans

Midlands Math and Business Academy
Governing Board Meeting
Monday, November 19, 2007
5:30 PM—Executive Session
7:00 PM—Public Session

Mission Statement: The mission of Midlands Math and Business Academy is to provide students the opportunity to experience learning through an innovative, as well as a traditional, approach. The business component and the challenging Core Knowledge Curriculum will provide students the chance to make discoveries using a hands-on approach with real-world applications.

AGENDA

1. Call to Order, Mission Statement and School Spotlight

- Approval of November 12th Minutes, Special Meeting (Action Required)
- Approval of Current Agenda (Action Required)

2. Financial Report

- Budget Report, October 2007 (Information Only)

3. Old Business

- School Committees, Reports

4. New Business

- Potential Accounts Payable Items
 - a. Harry Preston, compensation for savings on computers (Information Only)
 - b. Willie Spradley, compensation for renovation/contractor services March 2004-August 2004 (Information Only)
 - c. Employee Cuts, '04-'05 school term, 10% cut (Information Only)
 - d. Employee Cuts, '05-'06 school term, 15% cut (Information Only)
 - e. Employer Portion of Retirement for Two Employees on Leave from District, 3 years, '04-'05, '05-'06, '06-'07 school terms (Information Only)
- Elliott Davis, Auditors' Report (Information Only)
- School Committees, Reports

5. Executive Director's Report

- Personnel Issues
- Announcements

6. Public Comments

7. Adjournment

*Note: Executive and public sessions have the same agenda items except for school spotlight and public comments, which are only held during the public session. Also, action is taken on an agenda item only during the public session.

MMBA Governing Board Meeting

Monday, December 10, 2007

Special Meeting

5:30 - Executive Meeting

7:30 - Public Meeting

Agenda

Mission Statement: The mission of Midlands Math and Business Academy is to provide students the opportunity to experience learning through an innovative, as well as a traditional, approach. The business component and the challenging Core Knowledge Curriculum will provide students the chance to make discoveries using a hands-on approach with real-world applications.

- 1) Reimbursement for pay cut for teachers (year 04 - 06) (Action Required)
(10% 04-05 and 15% 05-06)
- 2) Mr. Spradley's fee for contract work done March 2004 - August 2004 (Action Required)
- 3) Mr. Preston's Compensation for saving on lab tops (Action Required)
- 4) Personnel Issues

Striving to be the best, Moving to the Next Level of Excellence

MMBA Governing Board Meeting

Monday December 10, 2007

Special Meeting

5:30- Executive Meeting

7:00- Public Meeting

Mission Statement: The mission of Midlands Math & Business Academy is to provide students the opportunity to experience learning through an innovative, as well as a traditional approach. The business component and the challenging Core Knowledge Curriculum will provide students the chance to make discoveries using hands on approach with real world applications.

7:00 pm- The Executive meeting was called to order by the President, Mrs. Lillian Boatwright.

Board members approved reimbursement for teachers (04-06) and (05-06). Board members present were Evans, Carter, Gladden, Ahmeen, Byrd, and Boatwright.

Board approved payment for Mr. Spradley for renovations of school in the sum of 10,240 dollars. Board members present were Carter, Evans, Ahmeen, Byrd, Gladden, and Boatwright.

The board approved to pay Mr. Preston 1,012.50 for saving the school on laptop computers.

A letter will be drafted to Mrs. Gray and Mr. Khalif Muhammad in reference to nonattendance of three consecutive board meetings.

Board members will take pictures on December 17, 2007.

Mrs. Wine discussed the Christmas program. Dr. Sligh and Mr. Goodwin will conduct the music selections for a "Musical Christmas".

Fruit sale was a success and special thanks were given to Mrs. Diggs and her son Dexter and all the parents who came out to help with distribution.

The Valentine Ball will be held in February and a fundraiser will commence whereas Mr. & Mrs. MMBA will be crowned.

Recognition was given to Mr. Baker and Mr. Evans for cooking the fish on "Parent's Night" out. Parents were also thanked for volunteering for serving. The next parent night out will be a "Gang Out" seminar.

No Personnel Issues.

MIDLANDS MATH and BUSINESS ACADEMY

GOVERNING BOARD MEETING

Monday, December 17, 2007

5:30 PM—Executive Session

7:00 PM—Public Session

Mission Statement: The mission of Midlands Math and Business Academy is to provide students the opportunity to experience learning through an innovative, as well as a traditional, approach. The business component and the challenging Core Knowledge Curriculum will provide students the chance to make discoveries using a hands-on-approach with real-world applications.

AGENDA

- 1) Call to Order, Mission Statement and School Spotlight
 - Approval of November 19, 2007 & December 10, 2007 Minutes (Action Required)
 - Approval of Current Agenda (Action Required)
- 2) Financial Report
 - Budget Report, November 2007 (Action Required)
- 3) Old Business
 - School Committees, Report
- 4) New Business
 - Mr. Shane McCormick, Region Bank (Investment options)
 - Committees Appointment (Business/Finance, Educational Policy, Grievance, Fund-Raiser/ Resource, Facilities)
 - School Committees Report
- 5) Executive Director's Report
 - Personnel Issues
 - Announcements
- 6) Public Comments
- 7) Adjournment: Next meeting January 28, 2007

Note: Executive and public sessions have the same agenda items except for school spotlight and public comments. Also, action is taken on an agenda item only during the public session.

**Midlands Math and Business Academy
Governing Board Meeting
January 28, 2008
5:30 PM – Executive Session
7:00 PM – Public Session**

Mission Statement: The mission of Midlands Math & Business Academy is to provide students the opportunity to experience learning through an innovative, as well as a traditional, approach. The business component and the challenging Core Knowledge Curriculum will provide students the chance to make discoveries using hands – on approach with real world applications.

Board Members Present: Lillie Boatwright, Isaac Gladden, Monique Etheridge, Wardah Ameen, Virginia Carter

Call to order, Mission Statement and School Spotlight

- Approval for January 28, 2008 agenda. Yes votes (5)
- Zack Ameen was the student spotlight who traveled to People to People Leadership Conference in Washington, DC

Financial Report

- Approval of December 2007 Budget by Kelley-Moser Yes votes (5)

Old Business

(3) Motions made for Teacher Contract amount

Board Approved for Spradley/Wine, 2005 school year salary adjustment to receive the difference between contracted amount and actual salary paid. These employees took more than a 10% cut. Yes votes (5)

Approval of adding Gerald Jenkins to the 15% salary schedule for 2006. Yes votes (5)

Before checks are printed all discrepancies \$500.00 and less will be corrected. Yes votes (5)

New Business

Committees Appointees were delegated

Business/Finance: Etheridge, Boatwright

Educational Policy: Evans, Boatwright, Ameen

Grievance: Etheridge, Byrd

Fund-Raiser/Resource: Evans, Gladden, Carter, Ameen

Facilities: Carter, Gladden, Byrd, Ameen

Charter School Conference held in Charleston, SC on March 6-8, 2008

Executive Director's Report

Continue to look for ELA/Special Ed Teacher

Announcements

Preparation for Valentine's Ball/Mr. & Miss MMBA

Fundraiser for Valentine

Family Night out February 29th, 2008

Charter School Week May 5-9, 2008

Public Comments:

The Board thanks Ms. Jackson for her donations to the school.

Adjournment:

Next meeting February 25, 2008

**Midlands Math and Business Academy
Governing Board Meeting Minutes**

Monday, February 25, 2008

5:30 PM – Executive Session

7:00 PM – Public Session

Mission Statement: The mission of Midlands Math and Business Academy is to provide students the opportunity to experience learning through an innovative, as well as a traditional, approach. The business component and the challenging Core Knowledge Curriculum will provide students the chance to make discoveries using a hands-on approach with real-world applications.

Board Members Present: Lillie M. Boatwright, Mr. Larry Byrd, Mr. Dexter Ward, Mrs. Virginia Carter, Mrs. Monique Etheridge and Mrs. Patricia Sims. Mr. Evans, Mrs. Ameen

Call to Order, Mission Statement and School Spotlight

- MMBA students attended Math Meet at Midlands Technical College on February 9, 2008; they won 5 trophies and calculators.
- Approval of November 19, 2007 Agenda (8 votes)
- December 17, 2008 approved and agenda (8 votes)
- Approval of January 28, 2008 Agenda (8 votes)
- Approval of current agenda (8 Votes)
- Patricia Sims and Dexter Ward sworn in as new board members on February 25, 2008.

Financial Report

- Approval of January budget report by Kelley- Moser (8 votes)

Old Business

- Educations Committee has intervened ideas for next year (Ameen, Evans, and Spradley)
- Charter school conference – March 6-8 college of Charleston Board

New Business

- SaMaria Ashford – Sports, Intelligence & Solution
- Presentation on how we can market our students, prepare them for college by offering Leadership Development, Technology & Entrepreneurship, SAT Prep, ACT Prep and other skills and make money for the school.
- Mr. Richard Evans attended Board training.

Executive Director's Report

- Hired two new teachers, reading and math, full time.

Announcements

- Parent's night out, Feb. 29th, Black History Bingo 7pm – 9pm.
- Valentine Day Ball was a success.

- No activities for March due to New York trip and Charter School conference in Charleston.
- Field day information will be given at a different time.
- Parents are encouraged to attend school activities.

Public Comments

- Garmany - school attended Freedom Train on February 4, 2008.
- Mrs. Byrd - Add Mrs. Byrd to grievance committee.
- Mrs. Patricia Sims - Add to Educational Policy Committee.
- Mrs. Foster - Consistency with weekly progress reports/teacher complaint.
- Math Students 4th through 8th grades raised \$1,000 for St. Jude Hospital
- March 17th is the next meeting

Adjournment

**Improvement Plan for Elementary Level Students
Midlands Math and Business Academy
2007 - 2008**

Goals

- *To increase student achievement in Math and Reading
- *To increase student PACT scores

Activities (desired outcome)

- *Progress reports issued at least two weeks prior to interim reports (to keep parents abreast of student performance at more frequent intervals).

Action Taken: Teachers used the gradebook software program Making the Grade to notify parents of students' grades and class performance. Reports were sent home every other Friday to keep parents informed.

- *At least one hands-on activity per month integrating Math and/or Reading with other subjects (to give students exposure to different concepts and skills using alternate methods, allowing them to make discoveries on their own or with guidance).

Action Taken: See attached list of activities.

- *At least one hour per week using SuccessMaker program (to provide students with remediation in areas of weakness in Math and Reading, to provide students enrichment in areas of strength).

Action Taken: All students were scheduled into the SuccessMaker Lab on a daily basis. Students spent 20 minutes on Math activities and 20 minutes on Reading activities.

- *At least one hour per week using Failure Free-Reading program (to provide students with remediation in Reading in order to increase their comprehension skills).

Action Taken: In addition to SuccessMaker, students performing at least two grade levels below in reading comprehension were also scheduled to use the Failure Free Reading program for 1.5 hours per week.

- *Benchmark testing at the end of each marking period (to assess students' understanding of specific standards, enabling teacher to adjust instruction as necessary).

Action Taken: All students participated in benchmark testing on a quarterly basis using the EduTest Assessment Software by Plato. Teachers were provided reports that indicated individual students' strengths and weaknesses, as well as an entire class' strengths and weaknesses.

MIDLANDS MATH & BUSINESS ACADEMY

Integrating Across the Curriculum for Elementary Students

English Language Arts, Mathematics, Science, Social Studies, and Technology:

- The students highlighted the contributions and achievements of Americans in the areas of education, history, science, math, music, arts, literature, sports, and drama. (monthly)
- The students performed skits, made musical raps, created poster boards, power point presentations, community surveys and family interview. They wrote autobiographies. (monthly)
- Making the model of a cell structure.
- A great web site — www.reacheverychild.com/index.html - various resources to use in the classroom.
- The students receive Daily Oral Language (DOL) in science and social studies. (weekly)
- Each week students reported on current articles from the various newspapers that highlight the areas science, math, social studies, music, arts, literature, drama, and sports.
- Students constructed pie charts and graphs.
- Students used real life experiences — Calculating Broker fees / Taxes — students practiced calculating taxes on goods sold / purchased and arrived at the total cost. This skill was also used in calculating the cost of broker fees when purchasing stocks.
- Students traced their family tree, and presented their results on poster boards.
- Students used the formula of speed to calculate the distance an object travels per unit of time, and plotted it on a graph paper.

Page 1 of 3

- Weekly spelling test integrated vocabulary words from all subject areas.
- The students and their parents participated in the African- American Bingo Night, Math Family Activities Night, and Science Jeopardy Night.
- Students used problem solving strategies in math to solve word problems; example, keyword – context clues.
- Smart boards are used to enhance the lessons and also, addresses students visual and auditory learning styles.
- The Nine Planets: a Multimedia Tour of the Solar System – web site;
<http://seds.lpl.arizona.edu/nineplanets/nineplanets/nineplanets.html>
- Students used various CDS on the Computer to enhance their critical thinking skills in math, ELA, and science; example, “The Incredible Machine”- (170 brain – twisting puzzles)
- Students solved “Math-A- Day” activities through the use of puzzles, calendars, numerical and word problems.
- Students used Art to draw and created three dimensions geometrical shapes in math.
- Students listened to various form of music during seat work activities to soothe their mind and help them focus on their task; examples, Jazz and Classic music.
- Stocks and Percentages/Division/Ratios – students started with a certain amount of money they had to calculate how many shares of a particular company they can buy. Students had to calculate what percent of their holdings were of that particular company. Students were also, asked to determine a company’s price earning ratio to aide in their purchase decisions.

- Students studies the paths monarch butterflies take to get south.
- Tessellations / Fractals in Art – discussion about how math can be used in art, which shapes were best to use in tessellations; and how to draw regular and irregular tessellations.
- Geometry of Flight – students made different shapes and tried to figure which were best for flight.
- Students built models of volcanoes and wrote about their experiments.
- Research on Timeline for earthquakes from 1800 to present.
- Checkers and chess were used to help develop the student's analytical skills in the subject areas.
- Interactive sites for elementary students; example, www.enchantedlearning.com. - designed to develop creativity in children – includes a Pictionary, puzzles and crafts to do in the classroom.
- Students used apples to investigate the Earth's core, mantle and crust. They measured and recorded their experiment.
- Students used Lab Tops to assist in the completion of their science fair project demonstrate their understanding in scientific investigations.
- Experiments on mixtures and solutions with the aids of Foss Kits.
- Students did research on the circulatory system. They drew the pathways and wrote an explanation of their findings.
- Web Site – States of the Nations – <http://fermi.jhuapl.edu/states/states.html> -maps, this site cover the fifty states of the nations.

Table of Contents

- I. General Information
- II. Specific Information Required by S.C. Charter School Act
- III. Self-Study
- IV. Staffing
- V. Operating Budget
- VI. Governance
- VII. Auditor's Report
- VIII. MMBA Yearly School highlights(PowerPoint Presentation)
- IX. Subject-matter Highlights



Midlands Math and Business Academy



Reauthorization Report 2008-2009

**Richland County School District One
Charter School Reauthorization Report
School Year: 2008-2009**

Part I: General Information

Please complete the following information in the space provided.

Name of Charter School: Midlands Math and Business Academy

Name of Charter School Director/Principal: Reginald E. Flenory, Sr.

Signature of Director/Principal Submitting Report: _____

Date: _____

Part II: Specific Information Required by S.C. Charter School Act

Please complete the following information in the space provided, or include an attachment, as appropriate.

Students

Number of students enrolled as of 135th day of the current school year: 132

Number of students withdrawals during the current school year and reason for withdrawals: Appendix "A"

Number of "out-of-district" students enrolled as of 135th day of the current school year, and districts where students reside: 1; Richland 2

Breakdown of student population by gender and ethnicity: Refer to Appendix "A"

Number of disciplinary referrals and reasons for referrals: Refer to Appendix "B"

Number of expulsions/suspensions and reasons for actions: Refer to Appendix "B"

Student Achievement Data

Provide a data chart showing student PACT data over the past 2 years and any other student achievement data (SAT, PSAT, HSAP, and national achievement test score) as appropriate (please attach as separate document). Refer to Appendix "C"

2008-2009



Self-study

Part III: Self-Study

Please complete the self-study section by referring back to the school's charter. Check the Yes/No box as appropriate and cite evidence to support compliance or to give reasons for non-compliance.

	Yes	No	Compliance	Evidence
(A) Mission				
1. Did the charter adhere to the purpose stated in the application?	☒	☐		In accordance with its mission, Midlands Math and Business Academy has provided students the opportunity to experience learning through an innovative approach by offering courses in business, finance, entrepreneurship, and investing. In the Business program, students learn how to develop business plans beginning in 4th or 5th grade in preparation of starting their own businesses by 8th grade. Each year, they build on their Business Plan in preparation for their debut year. This year, about 50% of our 8th grade students have started their own businesses, while 100% have actually presented proposals to start a business. MMBA sponsors a Business Expo each year for students to display their products and advertise their businesses. Students are taught how to apply for a vendor's license. For the past two years, students have participated in The College of Charleston, along with YES Carolina's, Middle School Business Competition. Each year, our students have placed in the top tier. This year, out of 25 participants from MMBA, three won awards. Students participate in an after-school investment club where they have been learning about Stock Market trading and investing. Last year, a group of 4th grade students won 2nd place in the State Stock Market Simulation Game. MMBA also uses the Core Knowledge Curriculum and teachers have been trained by the Core Knowledge Foundation. In addition to traditional teaching methods, students were also provided the opportunity to engage in hands-on activities through collaboration with University of South Carolina and Benedict College's Science departments. MMBA also hosts a Science Jeopardy Night each year and a Science Fair. Every student must prepare a Science Project. Students also attended the Challenger Learning Center where they were able to participate in hands-on experiments. Instructors from the Challenger Center also visited MMBA with their gear and provided hands-on activities for students. Students visited the State House and talked with legislators about supporting charter schools and other school initiatives. In ELA classes, students submitted poems and drawings to Richland County Library's Kids in Print. Students have had their works published for two years. Students prepare extensive autobiographies and participate in various essay contests. Our ELA classes prepare Greeting Cards for various occasions on a regular basis. Math students participate in the St. Jude Math-a-Thon each year, raising over \$1000 each year. They also participate in Midlands Tech's Math Meet for middle school students; whereas, they collaborate with students from across the

	Yes	No	Compliance	Evidence
				midlands in solving all types of hands-on Math problems. Each year MMBA hosts a Family Math Night which allows families to join their students in various hands-on math activities in each classroom.
(B) Admissions policies and procedures				
2. Did the charter adhere to established admission policies and procedures?	☒	☐		MMBA has an open enrollment policy. Any student who attends a Richland One school in grades 4 – 8. Siblings of students already enrolled have first priority per the State Charter School Law.
3. Were all students who were eligible to attend Richland One schools admitted according to the admission policies and procedures, subject to space limitations?	☒	☐		All students who were eligible to attend public school in Richland School District One were eligible to attend MMBA subject to space limitations.
4. Did the number of applications exceed the capacity of the program, class, grade level, or building?	☐	☒		The number of applications did not exceed the capacity of any grade level. Therefore, student did not need to be accepted by lottery.
5. If so, were the students accepted by lot, as specified in federal or state guidelines?	☐	☐		N/A
6. Did the charter school limit or deny admission or show preference to any individual or group?	☐	☒		MMBA did not limit or deny admission or show preference to any individual or group other than those required by law (i.e. siblings).

	Yes	No	Compliance	Evidence
7. Did the charter school grant permission for students to attend if they resided in another school district?	☒	☐		MMBA does not have any out-of-district students. The student who was out-of-district previously moved into Richland One's attendance zone in December.
8. Did the charter school deny admission to a student for reasons other than the results of a lottery?	☐	☒		MMBA did not deny admission to any students.
In enrolling out of district students: 9. Were in district students given priority?	☒	☐		Richland One students are always given priority over non-district students.
10. Was the sending district immediately notified of the transfers?	☒	☐		The sending district was immediately notified of the transfer upon the student's enrollment.
11. Were out of district students considered on the basis of the order in which their applications were received?	☒	☐		Out-of-district students are considered on the basis of the order in which their applications are received.
(C) Educational Program Goals, Objectives, Pupil Achievement Standards, and Curriculum				

	Yes	No	Compliance	Evidence
12. Were the goals and objectives outlined in the charter adhered to?	☒	☐		MMBA met or exceeded its goals and objectives as outlined in the charter. One of the goals of MMBA is to provide students a rigorous and challenging curriculum. The Core Knowledge Curriculum is challenging for many students because of the amount of daily practice required for students to stay abreast of the subject matter. However, the curriculum also ensures that students will also engage in practice of their basic skills in order to attain mastery. Another goal of MMBA is to allow students to participate in Interdisciplinary Units via "Writing Across the Curriculum" and "Math Across the Curriculum". Many units are themed based and Fine Arts projects are used to help bring stories and the main idea of the stories to life. One unit consisted of the students integrating math and business skills by taking a shopping trip to the grocery store with their parents. This unit also dealt with deductive reasoning skills when making smart consumer choices. Still, another goal of MMBA is to have students leave our school with the knowledge base of a 10th grader. Students are exposed to the PSAT, SAT, and ACT as early as 5th grade. They are gradually introduced to the topics and taught the purpose and importance of these critical college entrance tests. Several 7th and 8th grade students who have taken the PSAT have scored just as well as many sophomores. This is encouraging for students. A final goal of MMBA is to teach our students to become financially literate in order to become self-supporting and contributors to society. Helping students to establish their businesses is the ultimate goal of the entrepreneurship component of MMBA. As mentioned before, 100% of our 8th graders completed a business plan and completed a proposal to start a business. Nearly 50% of the 8th graders this year started a business. MMBA continues to offer assistance in the business area and academics to its former students. However, many of the former students do not take advantage of these opportunities because they have jobs or other high school obligations. Also, many of them prefer to attend tutoring or other academic sessions at their high schools rather than returning to their middle school. We are still looking for ways to encourage our alumni to allow us to help foster their growth and development through their high school career.
13. Was the student population identified by grade level, unique educational needs, and projected enrollment?	☒	☐		The student population is identified by grade level and unique educational needs. Although most students attend classes throughout the day with their same classmates, students who take higher level Math classes such as Algebra 1, Geometry, and Algebra 2 may be in a smaller setting for those classes. Our 7th grade Algebra 1 classes usually consist of less than 10 students. The Geometry classes usually have one or two students and two years ago an Algebra 2 class consisted of three students.

	Yes	No	Compliance	Evidence
14. Do academic standards meet or exceed the South Carolina curriculum standards, as adopted by the State Board of Education?	☒	☐		MMBA adheres to the South Carolina Curriculum Standards. Standards are posted in teachers' classrooms and lesson plans indicate the standards are driving the instruction. Although MMBA also uses Core Knowledge Standards, the South Carolina Standards take precedence. When teaching Core Knowledge lessons, teachers may have to supplement with other material in order to make sure the SC standards are covered.
15. Does the school calendar and daily schedule include at least 180 instructional days of six hours each?	☒	☐		MMBA operates on the same schedule as Richland One's traditional schools. The original Charter indicates that MMBA would follow the Forest Heights year-round calendar; however, Richland One's board was informed before the approval was granted that MMBA would use the traditional calendar. The reason was that many parents in the public information sessions indicated that it would be a hardship if their students were on two different schedules.
16. Was evidence provided that all students are achieving the standards?	☒	☐		MMBA does extensive assessments throughout the year. Students attend the SuccessMaker Lab each day for 20 minutes of Math and 20 minutes of Reading remediation or enrichment. Reports are generated for teachers on a weekly basis to monitor student achievement. The data indicates that students are achieving the standards. Many students come to us below grade level; therefore, we monitor their progress to make sure they are achieving the standards they have been having difficulties with. Additionally, students take Benchmark tests quarterly in order for teachers to further assess their strengths and weaknesses.
17. Did the school comply with the IDEA section of 504 of the Rehabilitation Act, and the Americans with Disabilities Act?	☒	☐		MMBA has complied with all Special Education requirements for students with special needs. Our Special Education teacher works closely with Richland One in ensuring that we are in compliance with IDEA and ADA mandates.
18. Did the school follow its procedures for identifying students with special needs; developing individualized education programs, providing related	☒	☐		MMBA works closely with Richland One to make sure that students with special needs are identified. Individualized Education Programs (IEPs) are developed and delivered to Richland One's Special Education Department. Transitional services and assistive technology equipment needs are coordinated with the appropriate Social Service agencies and personnel.

	Yes	No	Compliance	Evidence
transitional services and providing assistive technology?				
(D) Student Assessment				
19. Did the school provide data that student achievement was assessed at each grade level?	☒	☐		Student achievement is assessed at each grade level on a regular basis. Students attend the SuccessMaker Lab each day, participate in Benchmark testing quarterly using EduTest by Plato, and students with weak reading comprehension skills also use Failure Free Reading Software.
20. Did the evaluation methods include the state assessments?	☒	☐		MMBA students take the state assessments. In recent years, our students took PACT. This year, they took the new state assessment, PASS.
21. Were other assessments such as Otis-Lennon, Algebra readiness, and Metropolitan Achievement Test used?	☒	☐		In addition to the Otis-Lennon and Metropolitan Achievement Tests, MMBA also used Saxon Math diagnostic tests to determine students' readiness levels.
22. Did the school meet AYP under No Child Left Behind?	☐	☒		This year MMBA met 12 out of 13 Objectives. Please refer to Appendix "E".
(E) Budget and Accounting System				
23. Did the Board elect a finance and administration committee?	☒	☐		In addition to a Finance and Administration committee, MMBA's Board also elected a Facility Committee.

	Yes	No	Compliance	Evidence
24. Did the charter comply with the established pupil accounting system that is applied to public schools?	☒	☐		Not only did MMBA comply with the established pupil accounting system that is applied to public schools, MMBA's SASI data clerk received a SASI award from the district for her level of proficiency.
25. Did the school provide evidence of any negotiated services with the district or others?	☒	☐		MMBA contracts with Richland One to provide food services; Kelley-Moser consulting to provide account management and payroll services; Elliott Davis to provide auditing services; and Baker, Ravenel, and Bender to provide legal services.
(F) Governance and Operations				
26. Was the governing board elected according to the Charter School Law?	☒	☐		MMBA's governing board was elected according to the Charter School Law. Parents were given the opportunity to cast one vote per child in attendance at MMBA.
Does the governing board assume the following responsibilities:				
27. Employing and contracting with teachers and non-teaching employees	☒	☐		MMBA's governing board is responsible for contracting with all employees. I
28. Ensuring that teachers whether certified or non-certified, undergo the background checks and other investigations required for certified teachers, as provided by law, before they may teach in the charter school	☒	☐		All employees undergo a background check before starting in their position.

	Yes	No	Compliance	Evidence
29. Developing pay scales, performance criteria, and discharging policies for its employees	☒	☐		MMBA's governing board is responsible for developing pay scales, performance criteria, and discharging policies for its employees.
30. Deciding other matters relating to the operation of the charter school, including budgeting, curriculum and operating procedures	☒	☐		MMBA's governing board is comprised of several school administrators and former administrators who are very familiar with making decisions relating to operations, budgeting, and curriculum matters. The Board assumes these responsibilities.
31. Ensuring that the charter school will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to all Richland One schools	☒	☐		MMBA's governing board is responsible for making sure that MMBA adheres to the same health, safety, civil rights, and disability requirements as all Richland One schools.
32. Do the charter school and its governing body comply with the Freedom of Information Act?	☒	☐		MMBA does comply with the Freedom of Information Act.
33. Is there evidence of parental, community and professional educator involvement in the governance and operation of the school?	☒	☐		Parents, community members, and professional educators are actively involved in the governance and operation of MMBA.
(G) Administrative and Teaching Staff				

	Yes	No	Compliance	Evidence
34. Does at least one member of the administrative staff hold a current SC certification in administration or has at least one year of school-based administrative experience?	☒	☐		The current principal, Reginald Flenory, holds a current SC certification in administration. In his absence, due to an accident, Interim Principal, Gerald Jenkins has four years of school-based administrative experience.
35. Are at least 75% of teachers certified?	☒	☐		MMBA has 83% of its teachers certified. The school as 10 out of 12 teachers certified. However, one of the non-certified teachers is "highly qualified" due to holding a degree in the area taught. The other non-certified teacher does not teach a core subject.
36. Does each teacher of a core academic area hold a certification in that area or a baccalaureate or graduate degree in that subject?	☒	☐		Each core teacher holds a certificate in that area or baccalaureate degree in that subject.
37. Are special education teachers certified in the area or hold a baccalaureate or graduate degree in the subject?	☒	☐		The Special Education teacher is certified and the Instructional Assistant holds a Bachelor Degree.
38. Are non-certified teachers appropriately qualified for the subject matter they teach, completed one year of study at an accredited college, and meet the qualifications of SC Code 59-25-115?	☒	☐		MMBA's non-certified teacher is appropriately qualified in the subject matter he/she teaches.

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Appendix A

1. Number of students withdrawals during the current school year and reason for withdrawals

20 students

Reasons for Withdrawals

14 students transferred in district

3 home schooled

2 transferred out of district

1 moved out of district/unknown

2. Breakdown of student population by gender and ethnicity

Grade: 4

Female 12 B 1 H
11 B

Total 24

Grade: 5

Female 5 B 1 W
Male 16B

Total 22

Grade: 6

Female 13B 1H
Male 19B 2WB

Total 35

Grade: 7

Female 10B 1W
Male 12B

Total 23

Grade: 8

Female 6B 1 WB
Male 17B 1H 1WB

Total 26

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Appendix B

Discipline

Midlands Math and Business Academy has a discipline policy that is consistently enforced and is parallel to that of Richland School District One. Behavior contracts in conjunction with parental and student involvement have been implemented and addressed throughout the year.

3. Number of expulsions/suspensions and reasons for actions:

1 expulsion; Student brought weapon to school.
55 suspensions

4. Number of disciplinary referrals and reasons for referrals:

(17) Profanity (3) Horseplay (1) gang activity (2) possession of electronic
(1) assisting w) rule violation (23) disruption of class (53) refusal to obey
(14) physical assault on student (10) fighting
(25) disrespectful remarks

Note: Students may occur more than one referral and/or suspension(s)

All Students

ela		%Below Basic	%Basic	% Proficient	%Advanced	%B and A	%P and A
	2005	60.7	29.5	8.2	1.6	39.3	9.8
	2006	52.9	45.1	2	0	47.1	2
	2007	49.3	38	12.3	0	50.7	12.3
	2008	47.5	35	15	0	52.5	17.5
	ELA AVG	52.6	36.9	37.5	1.6	47.4	10.4

math

		%Below Basic	%Basic	% Proficient	%Advanced	%B and A	%P and A
	2005	55.7	29.5	13.1	1.6	44.3	14.8
	2006	47.1	41.2	7.8	3.9	52.9	11.8
	2007	53.4	46.6	0	0	46.6	0
	2008	43.8	41.3	11.3	3.8	56.3	15
	Math AVG	50	39.65	32.2	2.325	50.025	10.4

sci

		%Below Basic	%Basic	% Proficient	%Advanced	%B and A	%P and A
	2005	72.1	14.8	9.8	3.3	27.9	13.1
	2006	58.8	29.4	7.8	3.9	41.2	11.8
	2007	58.7	28.3	13	0	41.3	13
	2008	50	37.9	3.4	8.6	50	12.1
	Science	59.9	27.6	8.5	3.95	40.1	12.5

ss

		%Below Basic	%Basic	% Proficient	%Advanced	%B and A	%P and A
	2005	49.2	39.3	6.6	4.9	50.8	11.5
	2006	47.1	43.1	9.8	0	52.9	9.8
	2007	61.7	34	4.3	0	38.8	4.3
	2008	55.4	32.1	5.4	7.1	44.6	12.5
	Social Studies	53.35	37.125	6.525	3	46.775	9.525

*** Grade 6 ***

ELA

		%Below Basic	%Basic	% Proficient	%Advanced	%B and A	%P and A
	2005	59.6	27.7	10.6	2.1	40.4	12.8
	2006	53.8	38.5	7.7	0	46.2	7.7
	2007	60.9	26.1	13	0	39.1	13
	2008	51.5	21.2	24.2	3	48.5	27.3

ELA		56.45	28.375	13.875	1.275	43.55	15.2

Math

		%Below Basic	%Basic	% Proficient	%Advanced	%B and A	%P and A
	2005	57.4	23.4	17	2.1	42.6	19.1

	2006	53.8	38.5	0	7.7	46.2	7.7
	2007	60.9	39.1	0	0	39.1	0
	2008	48.5	30.3	15.2	6.1	51.5	21.2
Math		55.15	32.825	8.05	3.975	44.85	12
Science							
		%Below Basic	%Basic	%Proficient	%Advanced	%B and A	%P and A
	2005	74.5	12.8	8.5	4.3	25.5	12.8
	2006	69.2	23.1	7.7	0	30.8	7.7
	2007	80	10	10	0	20	10
	2008	82.4	0	5.9	11.8	17.6	17.6
SS							
		76.525	11.475	8.025	4.025	23.475	12.025
		%Below Basic	%Basic	%Proficient	%Advanced	%B and A	%P and A
	2005	51.1	38.3	6.4	4.3	48.9	10.6
	2006	46.2	38.5	15.4	0	53.8	15.4
	2007	61.5	38.5	0	0	38.5	0
	2008	43.8	43.8	6.3	6.3	56.3	12.5
SS							
		50.65	39.775	7.025	2.65	49.375	9.625
*** Grade 7 ***							
ELA							
		%Below Basic	%Basic	%Proficient	%Advanced	%B and A	%P and A
	2005	54.3	35.7	0	0	35.7	0
	2006	53.3	46.7	0	0	46.7	0
	2007	45	45	10	0	55	10
	2008	47.1	41.2	8.8	2.9	52.9	11.8
Math							
		%Below Basic	%Basic	%Proficient	%Advanced	%B and A	%P and A
	2005	50	50	0	0	50	0
	2006	46.7	36.7	13.3	3.3	53.3	16.7
	2007	35	65	0	0	65	0
	2008	44.1	41.2	11.8	2.9	55.9	14.7
Science							
		%Below Basic	%Basic	%Proficient	%Advanced	%B and A	%P and A
	2005	64.3	21.4	14.3	0	35.7	14.3
	2006	56.7	30	10	3.3	43.3	13.3
	2007	45	35	20	0	55	20
	2008	38.2	50	2.9	8.8	61.8	11.8
SS							
		%Below Basic	%Basic	%Proficient	%Advanced	%B and A	%P and A
	2005	42.9	42.9	7.1	7.1	57.1	14.3
	2006	50	43.3	6.7	0	50	6.7

2007	70	25	5	0	30	5
2008	67.6	20.6	2.9	8.8	32.4	11.8

*** Grade 8 ***

ELA

	%Below Basic	%Basic	%Proficient	%Advanced	%B and A	%P and A
2006	50	50	0	0	50	0
2007	43.3	43.3	13.3	0	56.7	13.3
2008	38.5	53.8	7.7	0	61.5	7.7

Math

	%Below Basic	%Basic	%Proficient	%Advanced	%B and A	%P and A
2006	37.5	62.5	0	0	62.5	0
2007	60	40	0	0	40	0
2008	30.8	69.2	0	0	69.2	0

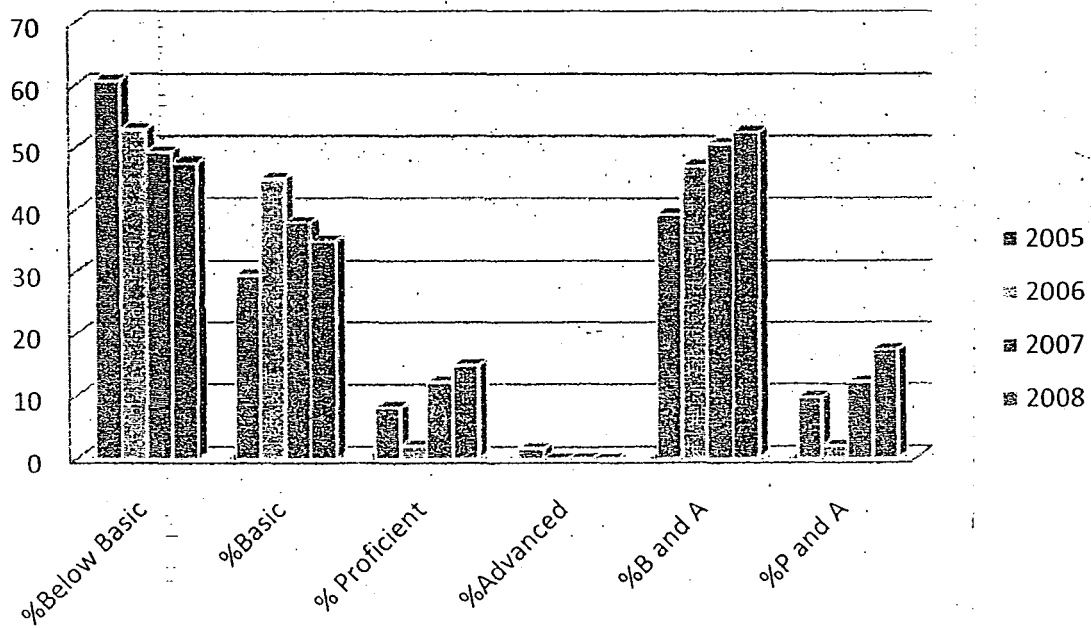
Science

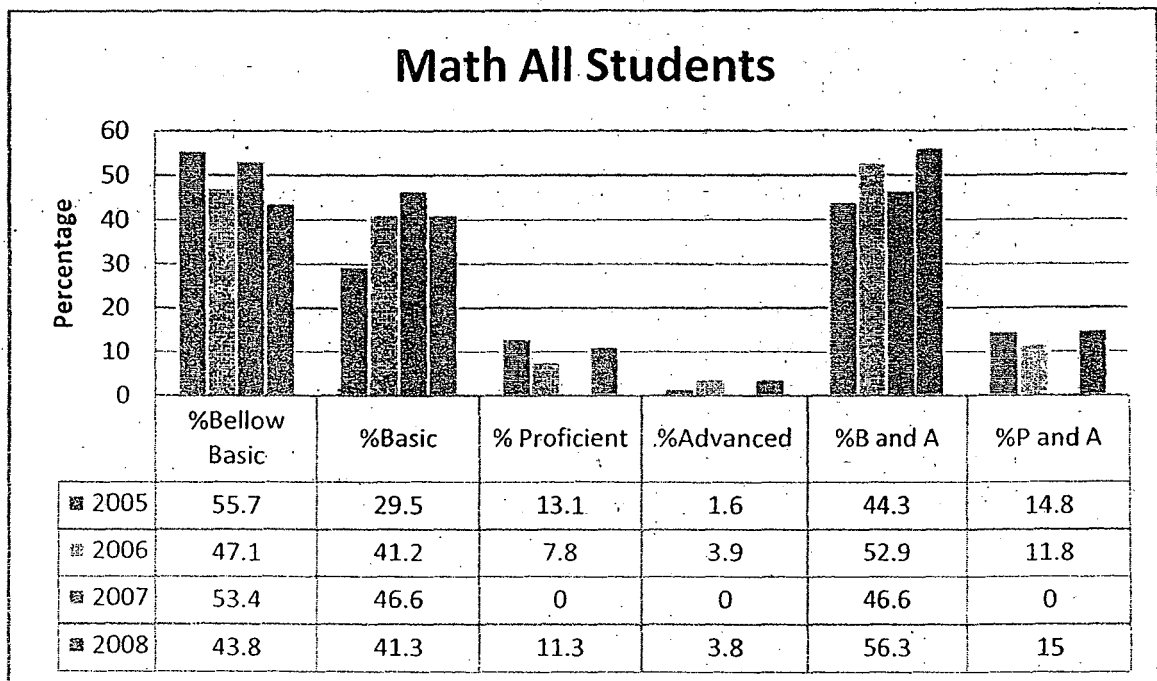
	%Below Basic	%Basic	%Proficient	%Advanced	%B and A	%P and A
2006	50	37.5	0	12.5	50	12.5
2007	62.5	31.3	6.3	0	37.5	6.3
2008	28.6	71.4	0	0	71.4	0

SS

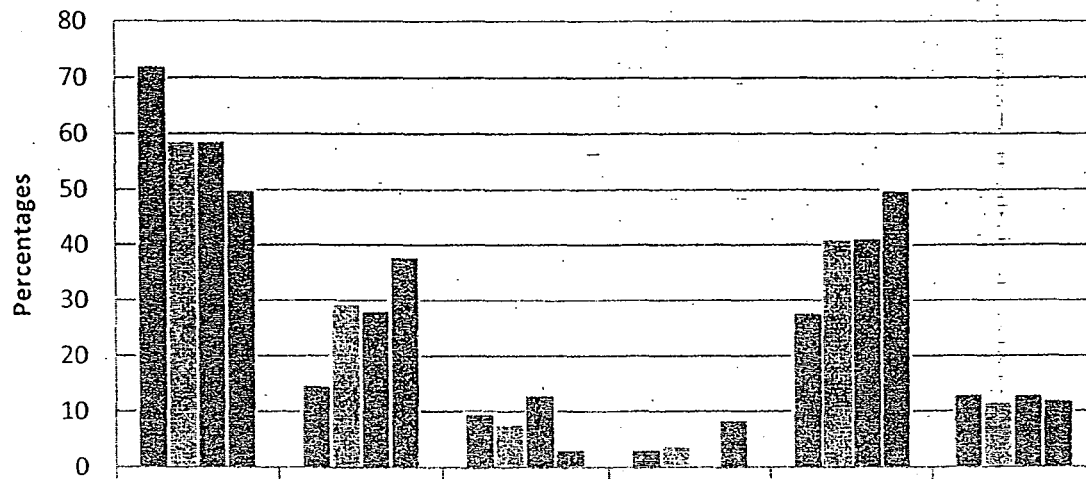
	%Below Basic	%Basic	%Proficient	%Advanced	%B and A	%P and A
2006	37.5	50	12.5	0	62.5	12.5
2007	50	42.9	7.1	0	50	7.1
2008	16.7	66.7	16.7	0	83.3	16.7

ELA All Students



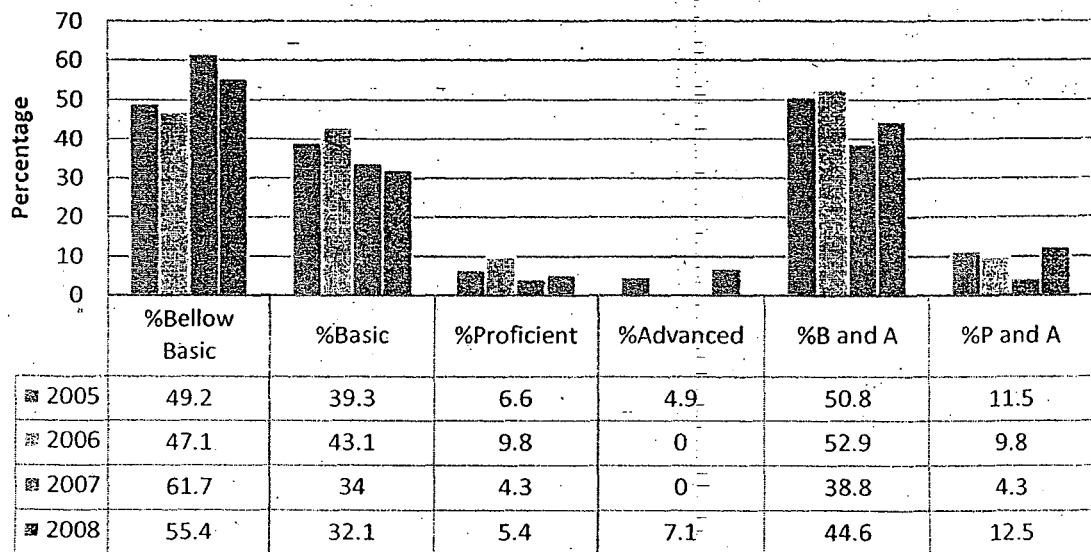


Science All Students



	%Bellow Basic	%Basic	% Proficient	%Advanced	%B and A	%P and A
2005	72.1	14.8	9.8	3.3	27.9	13.1
2006	58.8	29.4	7.8	3.9	41.2	11.8
2007	58.7	28.3	13	0	41.3	13
2008	50	37.9	3.4	8.6	50	12.1

Social Studies All Students



Appendix C

SAT

This year we focused on the 3 sections of the SAT and general test taking skills. For the writing portion each student throughout the year practiced writing in the 5 paragraph format. To aide in this writing process the students also formulated grammar checklists. These check lists were utilized to ensure the the best possible writing practices. Sentence structure, punctuation, and grammar were enhanced by the students new vocabulary. To build their base vocabulary the students learned from a list of top SAT words, latin and greek , roots and stems.

Success Maker Lab Results

Average Gain Across Grade Level

Foundations Reading AP is 65% Correct (COR)

MCS AP is
Mastery (MAS)

bGrade Level	#of students	F. R # W/AP (65%)	F.R. Mean	MCS # w/AP (90%)	MCS Mean	F.R Gain	MCS Gain		
Grade 4	5	60%	4.89	100%	5.30	.77	1.29		
Grade 5	9	67%	5.86	89%	5.61	.52	1.06		
Grade 6	28	39%	5.97	79%	5.91	.52	1.37		
Grade 7	20	21%	6.70	75%	6.52	.34	1.28		
Grade 8	26	31%	6.85	40%	6.93	.46	.64		
Special ED	4	25%	5.24	25%	3.22	.33	.53		

90% Skill

Success Maker Lab Results

Average Gain Across Grade Level

Grade Level	#of students	F. R # W/AP (65%)	F.R. Mean	MCS # w/AP (90%)	MCS Mean	F.R Gain	MCS Gain		
Grade 4	24	57%	4.33	96%	4.43	0.11	0.40		
Grade 5	22	64%	5.34	77%	5.13	0.53	0.62		
Grade 6	35	43%	5.94	86%	6.25	0.47	1.21		
Grade 7	26	46%	6.77	69%	6.90	0.28	1.14		
Grade 8	25	44%	6.87	64%	6.86	0.36	0.97		

*Special Education students are mainstream within grade levels.

Foundations Reading AP is 65% Correct (COR)

MCS AP is 90% Skill Mastery (MA)

Appendix D

	Percent Tested Obj						Performance Obj							
	ELA			Math			ELA			Math				
	All	Afr-Amer	Subs Meal	All	Afr-Amer	Subs Meal	All	Afr-Amer	Subs Meal	All	Afr-Amer	Subs Meal		
2005	✓	✓	✓	✓	✓	✓	x	x	x	x	x	x	✓	7/13=53.8%
2006	✓	✓	✓	✓	✓	✓	x	x	x	x	x	x	✓	7/13=53.8%
2007	✓	✓	✓	✓	✓	✓	✓	✓	✓	x	x	x	✓	10/13=76.9%
2008	✓	✓	✓	✓	✓	✓	✓	✓	x	✓	✓	✓	✓	12/13=92.3%

Reauthorization Report 2008-2009

Appendix E

MMBA Governing Board Directory

Karen Samuels

Patricia Sims (Secretary)

Darlene Lindler (Treasurer)

Muriel Wallace (Asst. Secretary)

Wardah Ameen (President)

Warren Wise

Frank Levi

Michelle Spradley (Chairwoman)

**Midlands Math and Business Academy
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Appendix F

Governing Board Responsibilities

The Governing Board of MMBA will develop policies, make decision and assume the following responsibilities:

- a) Employing and contracting with teachers and non-teaching employees
- b) Ensuring that all certified teachers and non-certified personnel undergo the background checks and other investigations, as provided before law employs them employed at MMBA;
- c) Contracting for other services, including but limited to transportation, financial accounting, and legal; developing pay scales, performance criteria, and discharging policies for its employees, including the school administrators
- e) Deciding all other matters related to the operation of MMBA, including budgeting, curriculum, and operating procedures;
- f) Ensuring that MMBA will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to all public schools operating in Richland School District One.

**Midlands Math and Business Academy
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Appendix G

Personnel

MMBA has 23 Staff Members
Student/Teacher Ratio: 12 to 1

1 Principal
1 Assistant Principal/Teacher
1 Administrative Assistant
12 Teachers
3 Instructional Assistants
2 Part-Time Curriculum/Instructional Coaches
1 Computer Lab Technician
1 Receptionist
2 Part/Time Custodians

Teacher Education
Midlands Math and Business Academy's Teacher and T.A. Degrees:

5 Masters
14 Bachelors

Areas of Certification
Biology
Elementary Education
Middle School Social Studies
Middle School Language Arts
Elementary Social Studies
High School Social Studies
Mathematics
Special Education
Gifted and Talented
Entrepreneurship
Spanish

IV. Staffing

Name	Certificate #	Exp. Date	Subject
James H. Baker III	54094	6/30/2009	Soc. Stud.
Esther Ephraim Etokitiot	217980	6/30/2009	Science
Gloria Smalls Garmany	81234	6/30/2010	ELA
Virginia C. Sanderson	116780	6/30/2012	ELA
Elsie P. White	59232	6/30/2012	Spec. Ed.
Yvonne White	170474	6/30/2013	Elem.
Rosetts S. Roberson	079235	6/30/2009	Math
Erin Elizabeth Fisher	235551	6/30/2010	Elem.
Melanie W. Howard	166080	6/30/2013	Elem.
Sheyrian P. Davis	97491	6/30/2009	Curr. Coord.
Eleanor Harris	100349	6/30/2009	Curr. Coord.
Reginald E. Flenory	230299	6/30/2009	Principal/Teacher
Lelia Joy Glover	213799	6/20/2009	Spanish
Bernice White	N/A		Math
Gerald Jenkins	N/A		Business

Staff Turn-Over

2007-2008: One elementary teacher resigned due to illness.

2008-2009: One middle level Math teacher returned to Richland One.

V. Operating Budget

See Appendix

Midlands Math & Business Academy
March 2009 Budget Report

FILE COPY

	NO	REV	Revenues	Budget	YTD	YTD	Remaining	%
1	100	1920	Contributions & Donations	\$1,500.00	\$0.00	\$15.00	\$1,485.00	99.00%
2	100	3313	Education Finance Act (Elementary)	\$992,275.75	\$82,434.63	\$734,805.96	\$257,469.79	25.95%
3	100	3316	Education Finance Act (SP)	\$15,182.19	\$1,365.78	\$10,929.31	\$4,252.88	28.01%
4	100	3321	Education Finance Act (EH)	\$65,203.50	\$7,290.44	\$42,664.16	\$22,539.34	34.57%
5	100	3322	Education Finance Act (EM)	\$13,903.69	\$1,144.03	\$10,329.17	\$3,574.52	25.71%
6	100	3323	Education Finance Act (LD)	\$125,133.18	\$15,206.46	\$78,231.79	\$46,901.39	37.48%
7	100	3324	Education Finance Act (HH)	\$20,535.90	\$1,689.74	\$15,256.29	\$5,279.61	25.71%
8	100	3331	Education Finance Act (AU)	\$20,535.90	\$2,902.53	\$11,617.94	\$8,917.96	43.43%
9	100	3399	Education Finance Act (OHI)	\$16,300.87	(\$1,893.34)	\$22,088.86	(\$5,787.99)	-35.51%
10	100	3399	Education Finance Act (Out of District)	\$1,650.00	\$137.50	\$962.50	\$687.50	41.67%
11	203	4510	IDEA	\$10,423.00	\$0.00	\$0.00	\$10,423.00	100.00%
12	241	4340	Title V	\$648.21	\$0.00	\$0.00	\$648.21	100.00%
13	267	4351	Title II	\$6,861.54	\$0.00	\$0.00	\$6,861.54	100.00%
14	305	3505	School Technology Initiative	\$1,138.00	\$0.00	\$0.00	\$1,138.00	100.00%
15	334	3534	Professional Development on Standards	\$716.70	\$0.00	\$0.00	\$716.70	100.00%
16	377	3577	Teacher Supplies	\$2,200.00	\$0.00	\$2,200.00	\$0.00	0.00%
17	383	3583	EAA Summer School / Comp Remediation	\$2,386.93	\$0.00	\$0.00	\$2,386.93	100.00%
18	391	3591	Excellence in Middle Schools	\$4,352.00	\$0.00	\$0.00	\$4,352.00	100.00%
19	600	1610	Lunch Sales to Pupils	\$5,000.00	\$109.35	\$2,187.83	\$2,812.17	56.24%
20	700	1700	Pupil Activity Funds	\$29,474.80	\$212.35	\$18,725.44	\$10,749.36	36.47%
21	700	1740	Field Trip Revenue	\$12,924.65	\$1,260.00	\$9,809.00	\$3,115.65	24.11%
22	960	3610	K - 5 Enhancement	\$2,170.08	\$0.00	\$0.00	\$2,170.08	100.00%
23	967	3607	6 - 8 Enhancement	\$835.50	\$0.00	\$0.00	\$835.50	100.00%
24			Total Revenue	\$1,351,352.39	\$111,859.47	\$959,823.25	\$391,529.14	28.97%

ROA 1046

0819

Midlands Math & Business Academy
March 2009 Budget Report

FUND 100 - Expenditures - Instruction				Budget	MTD	YTD	Remaining	%
100	113	110	Teacher Salaries	\$378,246.44	\$30,280.86	\$287,706.67	\$90,539.77	23.94%
100	113	115	Teacher Assistant Salaries	\$48,551.66	\$5,602.43	\$32,094.24	\$16,457.42	33.90%
100	113	120	Substitute Pay	\$12,000.00	\$460.00	\$2,748.00	\$9,252.00	77.10%
100	113	149	Tutor	\$2,000.00	\$0.00	\$0.00	\$2,000.00	100.00%
100	113	210	Group Health & Life Insurance	\$15,769.70	\$1,085.94	\$10,667.95	\$5,101.75	32.35%
100	113	230	Social Security	\$33,721.05	\$2,745.64	\$24,312.67	\$9,408.38	27.90%
100	113	260	Unemployment Compensation Tax	\$4,046.00	\$0.00	\$358.78	\$3,687.22	91.13%
100	113	270	Worker's Compensation Tax	\$3,071.59	\$0.00	\$0.00	\$3,071.59	100.00%
100	113	311	Instructional Services	\$15,000.00	\$1,180.00	\$6,391.50	\$8,608.50	57.39%
100	113	410	Instructional Supplies	\$23,000.00	\$1,021.60	\$13,449.57	\$9,550.43	41.52%
377	113	410	Teacher Supplies	\$1,750.00	\$0.00	\$0.00	\$1,750.00	100.00%
100	113	420	Instructional Textbooks	\$6,000.00	\$3,296.40	\$3,639.55	\$2,360.45	39.34%
100	113	446	Instructional Software & Supplies	\$2,000.00	\$840.00	\$1,910.00	\$90.00	4.50%
100	113	540	Instructional Equipment	\$2,500.00	\$955.38	\$1,829.36	\$670.64	26.83%
100	113	545	Instructional Cap Computers	\$20,000.00	\$0.00	\$80.00	\$19,920.00	99.60%
100	113	546	Instructional Cap Software	\$20,000.00	\$3,575.00	\$4,645.00	\$15,355.00	76.78%
100	120	110	Exceptional Teacher Salaries	\$30,379.20	\$2,280.00	\$22,947.20	\$7,432.00	24.46%
100	120	115	Exceptional Teacher Assistant Salaries	\$12,338.40	\$1,216.00	\$8,908.00	\$3,430.40	27.80%
100	120	120	Exceptional Substitute Salaries	\$2,000.00	\$130.00	\$1,884.00	\$116.00	5.80%
100	120	210	Group Health & Life Insurance	\$0.00	\$0.00	\$0.00	\$0.00	0.00%
100	120	230	Social Security	\$3,420.90	\$277.39	\$2,491.54	\$929.36	27.17%
100	120	260	Unemployment Compensation Tax	\$476.00	\$0.00	\$51.62	\$424.38	89.16%
100	120	270	Worker's Compensation Tax	\$299.02	\$0.00	\$0.00	\$299.02	100.00%
100	120	410	Exceptional Instructional Supplies	\$3,500.00	\$0.00	\$0.00	\$3,500.00	100.00%
100	120	446	Exceptional Software & Supplies	\$500.00	\$0.00	\$0.00	\$500.00	100.00%
100	172	110	Summer School Salaries	\$3,075.00	\$0.00	\$3,075.00	\$0.00	0.00%
100	172	230	Social Security	\$235.24	\$0.00	\$235.24	(\$0.00)	0.00%
52			Total Instruction Expense	\$643,880.20	\$54,946.64	\$429,425.89	\$214,454.31	33.31%

ROA 1047

0820

Midlands Math & Business Academy

March 2009 Budget Report

FUND				OBJ	Expenditures - Support Services	Budget	MTD	YTD	Remaining	%
57	100	212	311		Guidance Salary	\$5,200.00	\$0.00	\$0.00	\$5,200.00	100.00%
58	100	212	230		Social Security	\$397.80	\$0.00	\$0.00	\$397.80	100.00%
58	100	212	260		Unemployment Compensation Tax	\$176.80	\$0.00	\$0.00	\$176.80	100.00%
59	100	213	313		PE Services	\$25,000.00	\$9,375.00	\$15,625.00	\$9,375.00	37.50%
59	100	214	313		Psychological Services	\$1,500.00	\$0.00	\$0.00	\$1,500.00	100.00%
59	100	215	313		Speech Services	\$3,500.00	\$0.00	\$0.00	\$3,500.00	100.00%
59	100	221	312		Curriculum Development Services	\$30,000.00	\$2,608.68	\$21,893.34	\$8,106.66	0.00%
60	100	224	110		Staff Development Salary	\$600.00	\$0.00	\$0.00	\$600.00	100.00%
61	100	224	230		Social Security	\$45.90	\$0.00	\$0.00	\$45.90	100.00%
62	100	224	312		Instructional Staff Development & Training	\$5,000.00	\$0.00	\$325.00	\$4,675.00	93.50%
63	100	231	311		Administrative Services	\$1,200.00	\$0.00	\$300.00	\$900.00	75.00%
64	100	231	318		Audit Services	\$13,000.00	\$0.00	\$12,545.00	\$455.00	3.50%
65	100	231	319		Legal Services	\$5,000.00	\$0.00	\$0.00	\$5,000.00	100.00%
66	100	231	490		Board Supplies & Materials	\$15,000.00	\$154.35	\$6,435.47	\$8,564.53	57.10%
67	100	231	640		Membership Dues & Fees	\$2,000.00	\$0.00	\$1,985.00	\$15.00	0.75%
68	100	231	650		Liability Insurance	\$7,804.06	\$0.00	\$7,804.06	\$0.00	0.00%
69	100	233	111		Principal Salaries	\$72,081.76	\$5,384.62	\$52,905.59	\$19,176.17	26.60%
70	100	233	111		Administrative Assistant Salaries	\$56,597.97	\$4,353.70	\$43,627.00	\$12,970.97	22.92%
71	100	233	210		Group Health & Life Insurance	\$7,982.37	\$910.84	\$6,127.65	\$1,854.72	23.24%
72	100	233	220		Employee Retirement	\$6,782.26	\$445.12	\$5,446.90	\$1,335.36	19.69%
73	100	233	230		Social Security	\$9,844.00	\$711.31	\$7,221.66	\$2,622.34	26.64%
74	100	233	260		Unemployment Compensation Tax	\$952.00	\$0.00	\$204.15	\$747.85	78.56%
75	100	233	270		Worker's Compensation Tax	\$900.76	\$0.00	\$0.00	\$900.76	100.00%
76	100	233	311		Administrative Services	\$1,000.00	\$0.00	\$903.12	\$96.88	9.69%
77	100	233	314		Administrative Staff Training	\$500.00	\$0.00	\$0.00	\$500.00	100.00%
78	100	233	332		Travel	\$12,000.00	\$2,025.00	\$11,999.95	\$0.05	0.00%
79	100	233	410		Office Supplies	\$8,000.00	\$150.96	\$3,561.34	\$4,438.66	55.48%
80	100	233	446		Office Software & Supplies	\$500.00	\$0.00	\$62.84	\$437.16	87.43%
81	100	233	540		Office Equipment	\$5,200.00	\$0.00	\$4,348.84	\$851.16	16.37%
82	100	252	315		Fiscal Services	\$25,000.00	\$2,083.33	\$18,749.97	\$6,250.03	25.00%
83	100	252	690		Bank Fees	\$600.00	\$25.80	\$292.07	\$307.93	51.32%
84	100	253	395		Engineering & Architectural Fees	\$7,500.00	\$0.00	\$250.00	\$7,250.00	96.67%
85	100	253	399		Construction Services	\$40,000.00	\$0.00	\$0.00	\$40,000.00	100.00%

ROA 1048

0821

Midlands Math Business Academy

March 2009 Budget Report

Fund from: 0000 Expenditures: Support Services					Budget	MTD	YTD	Remaining	
86	100	254	321	Water and Sewer Services	\$1,000.00	\$22.37	\$199.77	\$800.23	80.02%
87	100	254	322	Cleaning Services	\$15,000.00	\$1,100.00	\$11,000.00	\$4,000.00	26.67%
88	100	254	323	Repairs & Maintenance Services	\$7,000.00	\$0.00	\$5,333.61	\$1,666.39	23.81%
89	100	254	324	Property Insurance	\$2,236.00	\$0.00	\$343.72	\$1,892.28	84.63%
90	100	254	325	Rent	\$57,000.00	\$4,495.37	\$41,215.30	\$15,784.70	27.69%
91	100	254	329	Fire Alarm System	\$600.00	\$0.00	\$0.00	\$600.00	100.00%
92	100	254	329	Trash Service	\$400.00	\$60.75	\$203.40	\$196.60	49.15%
92	100	254	340	Telephone	\$7,000.00	\$628.90	\$5,615.85	\$1,384.15	19.77%
94	100	254	410	Facility Supplies	\$5,000.00	\$149.27	\$3,446.33	\$1,553.67	31.07%
95	100	254	470	Energy (Electric, Gas, Oil)	\$15,500.00	\$3,087.02	\$11,744.18	\$3,755.82	24.23%
96	100	254	540	Facility Equipment	\$500.00	\$0.00	\$0.00	\$500.00	100.00%
97	100	255	331	Contracted Pupil Transportation	\$3,000.00	\$315.00	\$945.00	\$2,055.00	0.00%
98	600	256	460	Food Services Salaries	\$2,415.74	\$185.83	\$1,765.36	\$650.38	26.92%
99	600	256	230	Social Security	\$184.80	\$14.22	\$135.09	\$49.71	26.90%
100	600	256	260	Unemployment Compensation Tax	\$238.00	\$0.00	\$0.00	\$238.00	100.00%
101	600	256	270	Worker's Compensation Tax	\$6.31	\$0.00	\$0.00	\$6.31	100.00%
102	600	256	312	Contracted Food Services	\$16,260.00	\$1,627.65	\$11,414.15	\$4,845.85	29.80%
103	600	256	410	Food Supplies	\$800.00	\$0.00	\$0.00	\$800.00	100.00%
104	600	256	540	Food Equipment	\$1,000.00	\$0.00	\$0.00	\$1,000.00	100.00%
105	100	258	329	Security System	\$4,500.00	\$0.00	\$4,482.90	\$17.10	0.38%
106	100	263	359	Marketing & Advertising	\$10,000.00	\$879.60	\$4,785.31	\$5,214.69	52.15%
107	100	271	660	Field Trips	\$22,000.00	\$1,158.63	\$10,327.18	\$11,672.82	53.06%
108				Total Support Services Expense	\$542,506.53	\$41,953.32	\$335,571.10	\$206,935.43	38.14%
109				Total Expenditures	\$1,186,386.73	\$96,899.96	\$764,996.99	\$421,389.74	35.52%
110				FY-09 Budget Balance	\$164,965.66		\$194,826.26		
111				FY-08 Fund Balance	\$341,089.30		\$341,089.30		
112				Retirement Pay Back A/R	\$9,117.89		\$9,117.89		
113				Previous Month Payroll Adjustments			\$0.00		
114				Certificate of Deposit			(\$225,000.00)		
115				Money Market			(\$75,000.00)		
116				FY-09 Fund Balance	\$515,172.85		\$245,033.45		

ROA 1049

0822

VI. Governance

Wardah Ameen (President)

Frank Levy

Darlene Lindler (Secretary)

Karen Samuels

Patricia Sims (Secretary)

Michelle Spradley (Board Chair.)

Muriel Wallace (Asst. Secretary)

Warren Wise

Board Minutes (See Appendix)

Midlands Math & Business Academy

Governing Board Meeting

Monday August 4, 2008

5:30 PM- Executive Session

7:00 PM- Public Session

Mission Statement: The mission of Midlands Math & Business Academy is to provide students the opportunity to experience learning through an innovative as well as a traditional approach. The business component and the challenging Core Knowledge Curriculum will provide students the chance to make discoveries using a hands on approach with real world applications.

Minutes

Call To Order, Mission Statement, and School Spotlight

Board Members Present: Lillie Boatwright, Mrs. Monique Etheridge, Mr. Evans, Mr. Larry Byrd, Virginia Carter, Isaac Gladden, Mrs. Sims, Mrs. Ameen. **Absent:** Mr. Ward

Lillie Boatwright called the meeting to order.

Old Business

New Business: Motion was made by Mr. Evans to approve the current agenda and seconded by Mrs. Etheridge. (6) approved
Mrs. Ameen & Mrs. Sims came late.

Financial Report:

Executive Report: Administrator recommended hiring Virginia Sanderson as Sat Prep teacher with Mr. Harry Preston as an Instructional Assistant. Mrs. Sheriyan Davis and Eleanor Harris will be hired as part-time Curriculum Coordinators. Mrs. Spradley announced that we still need two more teachers.

Mrs. Etheridge made a motion that these teachers be hired for their slotted positions and was seconded by Mr. Evans. (8) Approved

The board recommends that Mrs. Benita Dinkins continue as Principal Consultant until the board gets a Principal Search Committee to look for a new principal. (7) approved, (1) oppose

No Public Comments.

Meeting was adjourned

Meeting adjourned

**Midlands Math and Business Academy
Governing Board Meeting Minutes**

Monday, August 25, 2008

5:30 PM – Executive Session

7:00 PM – Public Session

Mission Statement: *The mission of Midlands Math and Business Academy is to provide students the opportunity to experience learning through an innovative, as well as a traditional, approach. The business component and the challenging Core Knowledge Curriculum will provide students the chance to make discoveries using a hands-on approach with real-world applications.*

Board Members Present: Lillie M. Boatwright, Wardah Ameen, Issac Gladden, Monique Etheridge, Larry Byrd, Patricia Sims, Dexter Ward
Absent: Virginia Carter, Richard Evans

Call to Order, Mission Statement and School Spotlight:

- Approval of July 21, 2008 Minutes with necessary change to correct the name Rev. Byrd to Elder Byrd Motion by Mrs. Etheridge and Seconded by Mrs. Wardah Ameen
- Approval of August 4, 2008 Minutes Motion by Mrs. Etheridge and Seconded by Mrs. Wardah Ameen
- Approval of August 14, 2008 Minutes were not presented
- Approval of Current Agenda Motion by Mrs. Etheridge and Seconded by Mr. Isaac Gladden

Financial Report:

- August budget report was approved Motion by Elder Larry Byrd and Seconded by Mrs. Etheridge

Old Business:

Committee Reports were updated by Mrs. Wardah Ameen on the following items:

Back to school Bash	Black History Bingo
Pepsi Fundraiser	Talent Show
Governing Board Elections	Spring Yard Sale
Open House	Gala
Magnet fundraiser	
International Day	
Fruit Sale	
Fall Dance	
Valentines Ball	

New Business:

A motion was made by Mrs. Etheridge to hire Mrs. Benita Dinkins-Robinson as a Principal Consultant for two days (2) per week until a full time Principal is hired. The Motion was seconded by Ms. Patricia Sims.

Executive Director's Report:

Mrs. Spradley made a recommendation to use the Initiative Grant Funds payable to Mr. Jenkins to provide Guidance Services to current and alumni students during after school hours. Noted: the amount of the grant is yet not determined. Motion by Ms. Patricia Sims and Seconded by Dexter Ward. Vote was unanimous 7 votes.

Announcement:

No website available at this time for the school
No current information on Faculties

Public Comments:

- Mr. Preston asked a question regarding the grant money and its use and whether the school would be in violation if it is not used or carried through.
- Mrs. Ameen announced that Rep. John Scott accepted an invitation to speak at the Open House on Sept. 26, 2008.
- Mrs. Dinkins-Robinson mentioned two grants that MMBA is working on STEM and Assimilation Grant. She invited others to join the school in the preparation of the grant writing.
- Mr. Harry Preston mentioned the school newspaper and asked that interested persons running for board elections to allow the students to interview them for the school newspaper.

Adjournment:

The meeting was motioned by Elder Byrd and Seconded by Ms. Patricia Sims for an Adjournment.

Next Meeting will be held on September 15, 2008:

**MIDLANDS MATH and BUSINESS ACADEMY
GOVERNING BOARD MEETING**

Monday, September 15, 2008

6:00PM Executive Session

7:00 Public Session

Attendees

- * Michelle Spradley (Board Chair- Elect)
- * Wardah Ameen (President -Elect)
- * Stephanie Suell (Vice President- Elect)
- * Patricia Sims (Secretary- Elect)
- * Muriel Wallace (Assistant Secretary- Elect)
- * Darlene Lindler-Govan (Treasurer-Elect)
- * Karen Samuels
- * Warren Wise

Mission Statement

The mission of Midlands Math and Business Academy is to provide students the opportunity to experience learning through an innovative, as well as traditional, approach. The business component and the challenging Core Knowledge curriculum will provide students the chance to make discoveries using hands-on approach with real-world applications.

Meeting Minutes

Welcome and Board Focus | Michelle Spradley

~ Board opened with the mission statement and school spotlights.

~ Welcome and Introduction of 2008-09 Board members. Ms. Spradley explained the duties of the Board Chair and Board President. The Chair will facilitate the meeting and keep board focused on issues and moving forward to remain within meeting's time frame. The board President will run the board meetings and handle school business. Board offices were listed for consideration.

~ Ms. Spradley said the board will have three (3) primary issues of focus this year:

- Facility
- Technology
- On-line tutoring

~ Ms. Spradley informed new members of the Board training on November 1, 2008 from 9:30AM to 4PM by Dr. Church.

Financial Report | Tracey Kelly Moser

Ms. Moser suggested that the August 2008 Budget Report be taken home by the new board members to review and study. They should return with this report for our next meeting to ask questions and/or express any concerns. The board would then be able to approve the August report, review and approve September's report also at that time.

New Business | Ms. Wardah Ameen

- Ratifying Contracts – The board agreed to ratify the existing contracts with Kelly Moser Consulting, Elliot Davis, the Building lease, and the employment agreements.
 1. To continue contract with Kelly Moser Consulting
 - Motion made by M. Spradley and seconded by Ms. Lindler-Govan
 - Yes votes: 8 No votes: 0
 2. To continue contract with Elliott Davis
 - Motion made by M. Spradley and seconded by M. Wallace
 - Yes votes: 8 No votes: 0
 3. To continue lease with Collier Keenan
 - Motion made by K. Samuels and seconded by M. Wallace
 - Yes votes: 8 No votes: 0
 4. To keep current employment agreement in place.
 - Motion made by M. Wallace and seconded by K. Samuels
 - Yes votes: 8 No votes: 0

- Election of Board officers:

1. Motion made by Ms. Sims to have a board chairman and board president; seconded by Ms. Lindler.
-Yes votes: 8 No votes: 0
2. Motion made by D. Lindler for M. Spradley as Board Chair; seconded by D. Lindler-Govan
-Yes votes: 8 No votes: 0
3. Motion made by Spradley for W. Ameen as President; seconded by S. Suell
-Yes votes: 8 No votes: 0
4. Motion made by M. Spradley for S. Suell as V. President; seconded by P. Sims
-Yes votes: 8 No votes: 0
5. Motion made by S. Suell for P. Sims as secretary; seconded by M. Wallace.
-Yes votes: 8 No votes: 0
6. Motion made by D. Lindler for M. Wallace as Asst. Secretary; seconded by K. Samuel.
-Yes votes: 8 No votes: 0
7. Motion made by M. Wallace for D. Lindler-Govan as Treasurer; seconded by W. Wise
-Yes votes: 8 No votes: 0

- Next meeting will be October 20, 2008
- Committees will be discussed during the next meeting.

Public Comments |

- Parent spoke of bank accounts opened for the students that would tie in with Mr. Jenkins class. Amount to open would be \$50.
- Parent (Ms. Jackson) inquired about new facility.
- Another parent (Ms. Sumpter) inquired about the time frame of getting a new facility.
- Ms. Etheridge wished the new board success for the 2008-9 school year.

School Announcements |

Ms. Wine:

- Volunteers needed to help distribute Pepsi products from fund raiser.
- Open house 9/26- Representative John Scott will speak.
- Interims go out 9/17/08.

~ Motion to adjourn was made by Ms. Lindler-Govan and properly seconded by Ms. Suell.
--Yes votes: 8 No votes: 0

**MIDLANDS MATH and BUSINESS ACADEMY
GOVERNING BOARD.**

CALL MEETING

Friday, October 3, 2008
6:30PM Executive Session
7:00 Public Session

Attendees:

Michelle Spradley, Chair
Wardah Ameen, Pres.
Stephanie Smith, W. Teleconference
Patricia Sims, Sec.
Frank Flay
Warren Wise

Mission Statement:

The mission of Midlands Math and Business Academy is to provide students the opportunity to experience learning through an innovative, as well as traditional approach. The business component and the challenging Core Knowledge curriculum will provide students the chance to make discoveries using hands-on approach with real-world applications.

Meeting Minutes

Welcome and Board Focus | Michelle Spradley

~ Meeting was called to order by Wardah Ameen. The mission statement was read and agenda approved with unanimous vote.

New Business | Ms. Wardah Ameen

- Personnel issues- Ms. Ameen reviewed the Principal's search committees' recommendation for the hiring of Mr. Flenory as the new principal. Motion to accept Mr. Flenory as principal with the salary discussed in Executive board was made by P. Sims and seconded by W. Wise.
- Mr. Flenory will start at MMBA on Oct. 13, 2008.
- TBA- Principals night will be held in the last week in October.
- Principal Consultant, Ms. Benita Dinkins Richardson's last day is Thursday, 10/08/08

The motion for adjournment was made by W. Wise and seconded by M. Spradley with unanimous votes.

**MIDLANDS MATH and BUSINESS ACADEMY
GOVERNING BOARD**

Monday, October 20, 2008

6:00PM Executive Session

7:00 Public Session

Attendees

Michelle Spradley, Chair
Wardah Ameen, Pres.
Shephard Suell, VP, Teleconference
Patricia Smith, Sec.
Frank
Warren Wise

Mission Statement

The mission of Midlands Math and Business Academy is to provide students the opportunity to experience learning through an innovative, as well as traditional approach. The business component and the challenging core knowledge curriculum will provide students the chance to make discoveries using hands-on approach with real-world applications.

Meeting Minutes

~ Meeting was called to order by Wardah Ameen. The mission statement was read.

- The Agenda was approved with a unanimous vote.

The following Minutes were approved with unanimous vote.

- 8/14, 8/25, & 9/8.
- 9/15 first new Board meeting; 10/3 call meeting for Principal's interview
- 10/20 current Agenda

Mr. Levy made a motion to approve the above Minutes and Ms. Spradley second the motion.

YES votes_6_ NO votes_0_

Financial Report | Ms. Wardah Ameen

- The Financial report was discussed in Executive session by Bill Moser from Kelly Moser Financial Services. The August & September Budget Reports were approved with unanimous votes. The motion was made by Ms. Suell and seconded by Mr. Levy. YES votes_6_ NO votes_0_

New Business | Ms. Wardah Ameen

- There was no new business discussed.

Old Business | Ms. Wardah Ameen

- **Committee report:** Spradley- the facility committee is presently talking to the district in regards to one of their vacant facilities.

Introduction of the new principal Mr. Reginald Flenory Sr. Mr. Flenory shared a brief report of his personal history, school insights and his goals to move MMBA forward.

- **Announcements:** Gang awareness 10/28
- Report cards issued; 10/29
- Parent Teacher conference; 10/30
- Mr. Wise gave an overview of available Grants on ETV's website that parents and teachers could apply for.
- Public Comments:
 1. Ms. Jackson shared concern about local support of surrounding Businesses.
 2. Ms. Sumpter inquired about Board responsibilities and Expectations.

Motion for Public Adjournment and to re-enter the Executive meeting was made by W. Wise and seconded by M. Spradley with unanimous votes.

~~~ Meeting was called to order by Wardah Ameen for the 2<sup>nd</sup> Public session. She indicated that Mr. Fleury addressed school issues to the board. The motion for the 2<sup>nd</sup> adjournment was made by Ms. Spradley and seconded by Mr. Wise.~~

**MIDLANDS MATH and BUSINESS ACADEMY  
GOVERNING BOARD MEETING**

Monday, November 17, 2008

6:00PM Executive Session

7:00 Public Session

**Attendees**

Wendie Spradley, Board Chair, Elect  
Wardah Ameen, President, Elect  
Patricia Sims, Secretary, Elect  
Muriel Wallace, Assistant Secretary, Elect  
Darlene Lindler, Board Treasurer, Elect  
Karen Samuels  
Frank Levey

**Mission Statement**

The mission of Midlands Math and Business Academy is to provide students the opportunity to experience learning through an innovative as well as traditional approach. The business component and the challenging core knowledge curriculum will provide students the chance to make discoveries using hands-on approach with real-world applications.

**Meeting Minutes**

**Call to order | Ms. Wardah Ameen**

~ Board opened with the mission statement read.

**ACTION ITEMS:**

1. Current Agenda approved (11/17/08)  
-Motion made by Frank Levey; seconded by Darlene Lindler  
-Yes votes: 7 No votes: 0
2. Approved minutes from 10/20 with necessary corrections.  
-Motion made by M. Spradley; seconded by Muriel Wallace  
-Yes votes: 7 No votes: 0

**Financial Report | Ms. M Spradley**

Budget change - item #95 contracted pupil transportation.

**Old Business | Ms. Wardah Ameen**

N/A No committee reports.

**New Business | Ms. Wardah Ameen**

N/A No committee reports.

**Principal's Report | Mr. Reginald Flenory**

1. Mr. Flenory gave the principals report.  
-Reviewed PACT data  
-Introduced Mr. Flemming, SC Community Bank CEO- introduced vision of partnership with MMBA
2. The staff currently working towards implementing student achievement plan
3. Mr. Flenory shared reorganization document for the continuous functioning of our charter

### Announcements |

1. Ms. Wine spoke to the development of MMBA's emergency plan developed by a 6 member team.
2. Parent involvement organization has elected it's officers. They are in the process of revamping the bi-laws. They also plan to have a parent workshop.

### "School Spotlight" | Mr. Baker

1. 25 students have been identified to attend the Student Council Leadership camp. Students will be trained in both leadership and advisory.
2. Focus also on- community projects; paid association fees; establishing a constitution.
3. Scrapbooks created will be judged in camp the 1<sup>st</sup> week of July.
4. Future Farmers of America will be in Cherry Grove, N Myrtle Beach.
5. Student advisory training also available to interested adults.
6. Ms. Lindler (Board member) expressed an interest in being an advisor and advisory training and attending the camp.

- Next meeting will be December 15, 2008

### Public Comments |

- Parent had a question about staff changes that was redirected to the principal Mr. Flenory.

~ Motion to adjourn was made by Ms. Spradley and properly seconded by Mr. Levey.

--Yes votes: 7      No votes: 0



MIDLANDS MATH and BUSINESS ACADEMY  
GOVERNING BOARD MEETING  
Monday, December 15, 2008  
6:00PM Executive Session  
7:00 Public Session

Mission Statement

The mission of Midlands Math and Business Academy is to provide students the opportunity to experience learning through an innovative, as well as traditional, approach. The business component and the challenging Core Knowledge curriculum will provide students the chance to make discoveries using hands-on approach with real-world applications.

Attendees

- \* Michelle Spradley (Board Chair- Elect)
- \* Wardah Ameen (President -Elect)
- \* Patricia Sims (Secretary- Elect)
- \* Muriel Wallace (Assistant Secretary- Elect)-
- \* Ms. Lindler - phone conferencing
- \* Warren Wise - phone conferencing
- \* Karen Samuels
- \* Frank Levi

Meeting Minutes

Call to order | Ms. Wardah Ameen

~ Board opened with the mission statement read.

ACTION ITEMS:

Current Agenda approved

-Motion made by Ms. Spradley Seconded by Mr. Levi

-Yes votes: 7 No votes: 0

2. Current minutes approved (11/17/08) with corrections to Mr. Levi's name in the body of the minutes.

-Motion made by Ms. Spradley; seconded by Ms. Samuels

-Yes votes: 7 No votes: 0

Financial Report |

Mr. Moser will be here January to give the quarterly report.

Old Business | Ms. Wardah Ameen

N/A No committee reports.

New Business | Ms. Wardah Ameen

N/A No committee reports.

Principal's Report | Mr. Reginald Flenory

Mr. Flenory gave the principals report.

-Reviewed data relating to curriculum and planning

-Introduced Mr. Shane McCormick VP from Regions Bank

Mr. Jenkins gave a report on Core knowledge. Mr. Flenory shared that MMBA is applying for "Friends of Core Knowledge."

Mr. Flenory Currently interviewing teachers.

Announcements |

Ms. Ameen announced that the Board Retreat on strategic planning would be held January 10th at the Holiday Inn on Two Notch Road.

"School Spotlight" |

5 students from the student Investment club explained the stock market game its components and what they've learned.

The Students focus more on long term investments and what necessary points are needed to get a stock brokers license.

The students also visited The Capital City club, met with the Bank President who gave them pointers.

4. The Board members presented Ms. Wine SASI award.

5. Next meeting will be January 26, 2009

Public Comments |

1. Parent had a concern about board communication.

2. Parent reminded that board approval.

3. Parent inquired about the location of a copy of the schools' charter.

~ Motion to adjourn was made by Karen Samuels, seconded by Frank Levi

--Yes votes: 7      No votes: 0

**MIDLANDS MATH and BUSINESS ACADEMY  
GOVERNING BOARD MEETING**

Monday, January 26, 2009

6:00PM Executive Session

7:00 Public Session

**Mission Statement**

The mission of Midlands Math and Business Academy is to provide students the opportunity to experience learning through an innovative, as well as traditional, approach. The business component and the challenging Core Knowledge curriculum will provide students the chance to make discoveries using hands-on approach with real world applications.

**Attendees**

- \* Michelle Spradley (Board Chair- Elect)
- \* Wardah Ameen (President -Elect)
- \* Patricia Sims (Secretary- Elect)
- \* Muriel Wallace (Assistant Secretary- Elect)
- \* Karen Samuel

**Meeting Minutes**

**Call to order | Ms. Wardah Ameen**

~ Board opened with the mission statement read.

**ACTION ITEMS:**

Current Agenda approved (1/26/09)

-Motion made by Ms. Spradley; seconded by Ms. Wallace

-Yes votes: 5 No votes: 0

Approved minutes from 12/15 with necessary corrections.

-Motion made by Ms. Wallace; seconded by Ms. Samuels

-Yes votes: 5 No votes: 0

**Financial Report | Ms. Kelly Moser**

-Current head count higher than projected

-suggest placing money market in one bank, CD in another bank and Money Market in the third bank. CD gives compounded interest for 6 months; Money Market accumulates

interest

per month.

**Old Business | Ms. Wardah Ameen**

N/A No committee reports.

**New Business | Ms. Wardah Ameen**

Transfer of funds recommended by Kelly Moser

**Principal's Report | Mr. Reginald Flenory**

Mr. Jenkins gave a report of students business plans.

Mr. Flenory gave the principals report.

-Reviewed data

These students presented their plans to the Board.

PASS workshops for students held on 2/21/09 & 4/20/09; PSAT results; Math Contests.

-PIO Executive meeting on 2/7/09

#### **Announcements |**

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Ms. Wine spoke to the planned Black History activities for MMBA parents, students and teachers.

#### **"School Spotlight" | Mr. Flenory**

---

-Introduced 3 of 9 students who participated in the Business plan completion held at the College of Charleston.

**Next meeting will be February 16, 2009 (Pending)**

#### **Public Comments |**

---

1. Parent (Brenda Percy) had a question about the turn-around time for answers to parents from the board. Ms. Spradley informed that the chain of command was to address concerns to Principal first. Also, Board deals with employee termination and student expulsion.

~ Motion to adjourn was made by Ms. Spradley to return executive session; properly seconded by Ms. Wallace.

--Yes votes: 5      No votes: 0

**MIDLANDS MATH and BUSINESS ACADEMY  
GOVERNING BOARD MEETING**

Monday, February 16, 2009

6:00PM Executive Session

7:00 Public Session

|                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                          |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Attendees</b> <ul style="list-style-type: none"><li>* Michelle Spradley (Board Chair)</li><li>* Wardah Ameen (President)</li><li>* Patricia Sims (Secretary)</li><li>* Muriel Wallace (Assistant Secretary)</li><li>* Karen Samuel</li><li>* Warren Wise</li><li>~ Darlene Lindler - phone conferencing</li><li>* Frank Levi</li></ul> | <b>Mission Statement</b> <p>The mission of Midlands Math and Business Academy is to provide students the opportunity to experience learning through an innovative, as well as traditional, approach. The business component and the challenging Core Knowledge curriculum will provide students the chance to make discoveries using hands-on approach with real-world applications.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Meeting Minutes**

**Call to order | Ms. Wardah Ameen**

~ Board opened with the mission statement read.

**ACTION ITEMS:**

Current Agenda approved (2/16/09)

-Motion made by Mr. Wise ; seconded by Ms. Spradley -Yes votes: 6 No votes: 0

Approved minutes from 2/16 with necessary corrections. -Motion made by Ms. Wallace

seconded by Ms. Samuel -Yes votes: 6 No votes: 0

**Financial Report |**

No Committee reports.

**Old Business | Ms. Wardah Ameen**

No Committee reports.

**New Business | Ms. Wardah Ameen**

Presenters from Ace It Tutoring and Sylvan learning Center gave an overview of the proposed partnership with MMBA. on-line tutoring from Sylvan in math and reading.

**Principal's Report | Mr. Reginald Flenory**

Mr. Flenory gave the principals report.

Ms. White gave update on student progress in math.

**Announcements |**

Ms. Wine spoke updating black history activities for the month of February.

**"School Spotlight" | Mr. Flenory**

Student Accomplishments

**Public Comments |**

Parent (Evans) expressed concern regarding a class change.  
Parent inquired about property for new site.

~ Motion to adjourn was made by Mr. Wise; properly seconded by Ms. Wallace. --Yes  
votes: 6 No votes: 0

**Next meeting will be April 20, 2009**

**MIDLANDS MATH and BUSINESS ACADEMY  
GOVERNING BOARD MEETING**

Monday, March 16, 2009  
6:00PM Executive Session  
7:00 Public Session

|                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                          |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Attendees</b> <ul style="list-style-type: none"><li>* Michelle Spradley (Board Chair)</li><li>* Wardah Ameen (President)</li><li>* Patricia Sims (Secretary)</li><li>* Muriel Wallace - phone conferencing</li><li>* Warren Wise - phone conferencing</li></ul> | <b>Mission Statement</b> <p>The mission of Midlands Math and Business Academy is to provide students the opportunity to experience learning through an innovative, as well as traditional, approach. The business component and the challenging Core Knowledge curriculum will provide students the chance to make discoveries using hands-on approach with real-world applications.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

**Meeting Minutes**

**Call to order | Ms. Wardah Ameen**

~ Board opened with the mission statement read.

**ACTION ITEMS:**

Current Agenda approved (3/16/09)  
-Motion made by Ms. Spradley ; seconded by Ms. Sims -Yes votes: 5 No votes: 0  
Approved minutes from 2/16 with necessary corrections. -Motion made by Ms. Wallace  
seconded by Ms. Spradley -Yes votes: 5 No votes: 0

**Financial Report |**

No Committee reports.

**Old Business | Ms. Wardah Ameen**

No Committee reports.

**New Business | Ms. Wardah Ameen**

No Committee reports.

**Principal's Report | Mr. Reginald Flenory**

Mr. Flenory gave the principals report. PASS Writing Assessment was held; Black History Bingo was a success. Students are currently receiving Spanish. Visited with Dr. Coleman to discuss AYP and the rept card.

Ms. Cumbee reported and gave out rewards to 48 students for great performance with Reading in the Success Maker lab.

Ms. White gave out awards in math for students performance and participation in the annual Midlands math meet.

#### Announcements |

Ms. Wine spoke about the successful activities for the month of February. Most teachers will be in attendance at the Charter School conference the week end of 3/27/09. Student half day on 3/27/09.

Math Night to be held either the 1st or 2nd friday in May. Parents are encouraged to attend Parents Night Out in April.

trip Update - There will be 25 students and 23 parents attending the upcoming Baltimore/Washington, DC trip. Pageant will be held on April 4th, from 7 - 9pm.

Presentation to Ms. Spradley and Ms. Ada Sephes (mother) referencing the death of Ms. Spradley's father.

#### "School Spotlight" | Mr. Flehory

Student Accomplishments - Ms. Cumbee and Ms. White.

#### Public Comments |

No parent comments

~ Motion to adjourn and return to Executive session was made by Ms. Sims; properly seconded by Ms. Wallace. --Yes votes: 5 No votes: 0

**Next meeting will be May 18, 2009**



Richland County School District One  
Charter School Reauthorization Report  
2008-2009

Part IV: Board Approval

The filing of this annual report and self-assessment has been authorized by the Board of Directors.

Wardah Ameen  
Chairperson(Name)

Wardah Ameen  
Chairperson(Signature)

4.29.09  
Date

# Auditor's Report



# Yearly School highlights (PowerPoint Presentation)





End of the Year Report  
2008-2009



# Mission Statement

The mission of Midlands Math and Business Academy is to provide students the opportunity to experience learning through an innovative, as well as a traditional approach.

The business component and the challenging Core Knowledge Curriculum will provide students the chance to make discoveries using hands on approach with real world applications.



# Governing Board

## Governing Board Responsibilities

The Governing Board of MMBA will develop policies, make decision and assume the following responsibilities:

- a) Employing and contracting with teachers and non-teaching employees
- b) Ensuring that all certified teachers and non-certified personnel undergo the background checks and other investigations, as provided before law employs them employed at MMBA;
- c) Contracting for other services, including but limited to transportation, financial accounting, and legal; developing pay scales, performance criteria, and discharging policies for its employees, including the school administrators
- e) Deciding all other matters related to the operation of MMBA, including budgeting, curriculum, and operating procedures;
- f) Ensuring that MMBA will adhere to the same health, safety, civil rights, and disability rights requirements as are applied to all public schools operating in Richland School District One.

## Board Members

- Michelle Spradley, Chairman
- Wardah Ameen, President
- Patricia Sims, Secretary
- Warren Wise
- Karen Samuels
- Muriel Wallace, Ass't Secretary
- Frank Levi
- Darlene Lindler, Treasurer



# Student Demographics

## Breakdown of student population by gender and ethnicity

### Grade: 4

- Female 12 B 1 H
- Male 11 B

Total 24

### Grade: 5

- Female 5 B 1 W
- Male 16 B

Total 22

### Grade: 6

- Female 13 B 1 H
- Male 19 B 2 WB

Total 35

### Grade: 7

- Female 10 B 1 W
- Male 12 B

Total 23

### Grade: 8

- Female 6 B 1 WB
- Male 17 B 1 H 1 WB

Total 26

**130 Total Student Population**



# Student Withdrawals

- **20 students**
- Reasons for Withdrawals
- **14 students transferred In district**
- **3 home schooled**
- **2 transferred out of district**
- **1 moved out of district/unknown**





# Students' Previous Schools

Midlands Math & Business Academy

Burnside Elem

Brockman

A . J. Lewis Greenview

Caughman Rd Elem

Satchel Ford

Bradley

W. A. Perry Middle

St. Martin De Porres

Nativity Prep Academy(California)

Hopkins Middle

Alcorn Middle

St. Andrews Middle

E. L. Wright

South East Middle

Carolina School for Inquiry

Brookland Cayce

Forest Heights Elem

Watkins/Nance

Arden Elem

Forest Lake

Lonnie B Nelson

Mill Creek Elem

South Kilbourne

John P. Thomas

Sandel

H. B. Rhame

Hyatt Park

Pine Grove Elem

Horrell Hill



# What is Core Knowledge

## What is Core Knowledge?

An Idea . . . that for the sake of academic excellence, greater fairness, and higher literacy, elementary and middle schools need a solid, specific, shared core curriculum in order to help children establish strong foundations of knowledge, grade by grade.

A Guide to Specific, Shared Content . . . as outlined in the Core Knowledge Preschool Sequence and the Core Knowledge Sequence (K–8) (a grade-by-grade guide to important knowledge) and supported in Core Knowledge resources, including the What Your Kindergartner – Sixth Grader Needs To Know book series.



# Assessment Instruments

PASS

Edutest by Plato

Failure Free Reading

Teacher Created Test

Textbook Publisher Test



# 2008 PACT Result Summary

- Strengths
  - Significant Gains(6th Grade ELA)
  - Gains(6<sup>th</sup> Grade Math, 7th Grade Math, Science, Social Studies)

All subject matter areas of PASS Testing are targeted for growth in the upcoming school year.

- Areas targeted for Improvement:
  - 4<sup>th</sup> Grade Social Studies
  - 5<sup>th</sup> Grade ELA, Math, Science
  - 6<sup>th</sup> Grade Math, Science, Social Studies
  - 8<sup>th</sup> Grade ELA, Math, Science, Social Studies

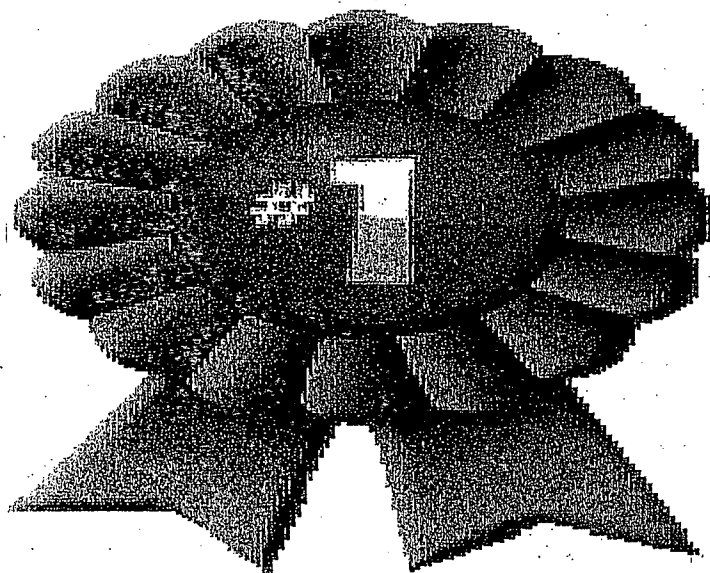


## Collaborations

- Junior Achievement
- City Year
- Benedict College
- University of South Carolina
- Midlands Education and Business Alliance (MEBA)
- Sylvan Learning Center (Ace IT Tutoring)
- Time Warner Cable
- Regions Bank
- South Carolina Community Bank



# Student Awards





**Governor's Citizenship Award 2009**

Mary Perry

**Kids-n-Print Award Sponsored by the Richland County Public Library**

Shazzmere Edwards

**Junior Scholar**

Shazzmere Edwards

**Science Fair Winners**

Tia Barnes

Isaac Johnson

Julius Grooms

Michelle McIntyre

Arthur Wright

Keith Williams

Anastasia Rivera

Tyrus Peoples

Dwayne Smith

Iyana Lathan



## Midlands Tech Math Meet Winners

Devin Franklin

Mary Perry

Kendra Grooms

Demetrius Ward

Joi Briggs

Samanuel Martin

Jalon Percy

Mechelle McIntyre

MarchelleMcIntyre

Rion Harvin

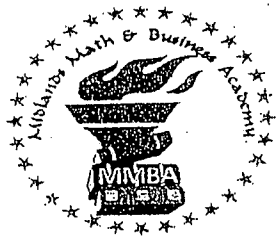
Moesha Priester

Krystal Briggs

Ryidiah Barron

Brandon Williams





## **College of Charleston Business Plan Competition**

**2<sup>nd</sup> Place**

Jasmine Squire

**3<sup>rd</sup> Place**

Cristin Graham

**Elevator Speech**

**1<sup>st</sup> Place Jonathan Collins**

**Honorable Mention**

- Shazzmere Edwards
- Zahir Abdul-Rahmaan
- Tramell McKinnon
- Darius Foster



## **Providence Camp Med Participants**

Samanuel Martin

Mechelle McIntyre

Kendra Grooms

## **100 days of School Winner**

Ms. Fishers Class

# Subject-matter Highlights



## **Subject Concentration Science**

Core Knowledge benefits students who are able to apply scientific processes and inquiry skills in their daily life. Students were introduced to scientific terms and vocabulary through reading and writing journals of reflections which help students to access scientific vocabulary through their own everyday language. Students also broaden inquiry skills by developing and asking questions and these were embedded throughout other content areas as Life Science, Earth Science, and Physical Science. Students were required to create individual and group projects and also artifacts during scientific research on various science topics to gain better a better understanding of each objective.

This science class worked in collaboration with the University of South Carolina by conducting experiments that were correlated with SC Curriculum Standards. We had a visiting lecturer from USC in the Department of Science Education that helped students with scientific investigation on the Physical Science Unit. Students used the Success Maker Lab weekly to improve their inquiry skills in science. Students completed many hands-on activities such as 3-D models, and science fair projects. Science jeopardy was held that all grade levels participated in answering question and winning prizes.

## **Special Education**

The Special Needs students at MMBA have benefited from the curriculum. In addition to addressing objectives in the IEP, the students have experienced hands-on activities with Business, PE, and the Success Maker Lab. The students experience first hand story telling, visits to the museums as follow-ups on units taught in the class. Class experiments on liquids, solids, and chemical reactions in the science subject. The experience supported the information taught and gave the students hand-on experience from the classroom.

## ELA

Midlands Math and Business Academy, upon opening, graciously received students from the public schools of Richland and Lexington counties. Students also entered from private schools and home schools.

In reviewing the ability levels of our students, we found that an outstanding number were weak in their writing skills (handwriting and creative writing), and reading comprehension. Our schools decided to implement and utilize the following:

- Speak in complete sentences.
- Write in manuscript and cursive
- Use the writing process
- Journal writing across the curriculum
- Use rubrics
- Weekly spelling test
- Read and analyze selections from a variety of genres
- Use the "State Newspaper" as a reading source
- Integrate across the curriculum
- Use various strategies to enrich vocabulary (example-word of the day)
- Use computers to publish and do research
- Peer tutoring
- Use Success Maker Computer Program

All of these skills were utilized to improve the writing and reading skills of our students. Our PACT test results over the years have shown gains in writing and reading.

Some accomplishments:

- Student's writing was published in Richland County Public Library's Kids in Print. (2 years consecutively)
- Three students' writing published in Girls of Power.
- Six students selected to attend the Junior National Young Leaders Conference in Washington, D.C.
- Four students received State of South Carolina Governor's Citizenship Award
- Three Junior Scholars
- Yearly African-American Bingo for parents, students, staff and community

### **Social Studies**

Learning and developmental goals were structured for the 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grade classes. They were adapted to the South Carolina Standards for each grade. Parallel, Core Knowledge topics were planned with all lessons to assist students toward higher levels of individual performance. Culture Relevant Teaching is used instead of the traditional learning techniques. Students were encouraged to relate lessons to recent events and learn how it all affects them in a global, political, economic world community.

### **Spanish**

Students in the Spanish Class benefited from visiting speakers, native dances, class skits and authentically prepared foods. Interviews in Spanish, practice grocery shopping and other home styled projects by students mirrored those of authentic Spanish speakers. Projects were assigned with Spanish vocabulary, and Hispanic flags were constructed and posted. The celebration of Spanish holidays took place in the class with projects, songs and foods.

## MMBA Business Department

The Business Department consists of several layers of tools for the purpose of developing students to unlock their entrepreneurial creativity. Students in grades 4<sup>th</sup> through 7<sup>th</sup> are guided through the Financial Fitness for Life Curriculum. This curriculum is used to develop the student skills in making better decisions for earning income, saving, borrowing, investing, and managing their money. Personal portfolio projects are created by the students to help guide them as they build up their human capital throughout the course, as well as research on various banks are presented, to display understanding of saving plans and investments.

The 8<sup>th</sup> graders use the National Foundation for Teaching Entrepreneurship (NFTE) Curriculum to further develop business principals and as an introduction to entrepreneurship education. Each student is required to construct a small business and business plan to complete prior to graduation. Over the past few years the business department has produced students who are winners..... At the end of the year, the 8<sup>th</sup> graders present a Business Expo, showcasing their business and its complete operation. This end of the year program concludes the knowledge gained from Entrepreneurship and the application presented for the public to see.

Included in the Business Department is the use of Rich Dad, Poor Dad for Teens. This resource is introduced to the students to add to their knowledge and understanding of financing and self motivation. Students read this publication and identify beneficial ideas that will guide them to be successful in business and finance.

A great addition to the Business Department is the Business Lab. It is an asset that allows students to do extensive research on companies and to get hands on experience in creating virtual businesses, resumes, cover letters and desktop publishing. The lab is also used for students who participate in the Stock Market Game.

## Math

### Why Math?

The Core Knowledge Curriculum benefits students MMBA in many areas such as:

- Motivates students to learn and create a strong desire to learn more
- Promote plan for coherent, sequenced learning from grade to grade
- Provides the knowledge necessary for higher levels of learning and helps builds confidence
- Core Knowledge impacts what teachers teach and students learn
- Promotes a community of learners-adults and children
- Encourage parents to participate in their children's education both home and in school
- Increase parent and community involvement
- Promotes a clear outline of what children are expected to learn in school
- Promotes an academic focus and encourage consistency in instruction
- Become an effective tool for lesson planning and communication among teachers and with parents

Each Core Knowledge Lesson motivates to learn by showing them how mathematics relate to their everyday interest and concerns: sports, entertainment, jobs, business, and many critical life skills

### 4<sup>th</sup> -8<sup>th</sup> Math & Pre-Algebra Classes

In order to enhance the enthusiasm for learning technology was heavily integrated into the class to boost the student retention level. The technologies used were interactive whiteboards, multimedia projection, internet, Laptops, integrated technology lessons and scientific calculators were used to make learning fun and exciting.

Hands-on activities and independent practice presented excellent feedback from homework. Parental involvement was inclusive with homework that provided guided practice, as well as independent practice. Motivational practices strategies fused into instructional lessons were used with whole-group and small group instruction in which students competed in



comprehension skills and basic math skills. Student ideas were solicited and generated constant revision of drill and practice in math.

### **I. Real Life Application-Math & Money (4<sup>th</sup>-8<sup>th</sup> Grade)**

a. Consumer Math-personal & business situation (making purchases, solving problems, selling items)

### **II. Consumer Comparison Project (4<sup>th</sup>-8<sup>th</sup> Grade)**

1. Compute Savings (basic math computations)
2. Calculate Bills (basic math computations)
3. Calculate Sales Tax (Percentages, Proportions, Conversions, Ratios)
4. Cost before and after coupon (basic math, comparison)
5. Finding unit prices

### **III. Geometry**

In Geometry, students learn to measure angles, to find circumference of a circle, find area and volumes of various geometric figures and perform constructions.

#### **Nature Geometric Project**

*The 4<sup>th</sup> and 5<sup>th</sup> complete construction of a Rubber Ball as reinforcement to 3 Dimensional Geometric Figures.*

This project help to reinforce the identification and naming of each geometric shape found in nature.

### **IV. How does the focus on math at MMBA benefit our students?**

Students are scheduled to math classes according to their ability levels. Students who exhibit above average skills in math and verbal reasoning are offered challenging math courses. This year there were students in grades 6<sup>th</sup> and 7<sup>th</sup> enrolled in Pre-Algebra. These students had not been state or locally identified as gifted/talented. We also have 7<sup>th</sup> and 8<sup>th</sup> grade students enrolled in Algebra I who were not state or locally identified as

gifted/talented. In Richland One, usually 7<sup>th</sup> grade students in the AAP or MEGSSS programs take Algebra I.

At MMBA, those students who need more assistance in math are allowed to continue in their previous year's math textbook until they have fully developed the skills to move on. The Saxon Math textbook is designed to address the concepts and skills of two grade levels.

### Elementary Report

The Elementary Department had an exciting and creative year. The year began with an emphasis on basic language arts skills such as reading strategies, sentence structure, and basic math skills. To facilitate healthy study habits and retention of instructed material, students consistently practiced new skills throughout each week. Students were often provided an enrichment activity which allowed them to demonstrate their knowledge of the covered skills. Several activities included: a kite Character, Plot, and Setting map to accompany the story, *The Emperor and the Kite*, a fold-over shaped like a hamburger that with paragraphs about the correct steps to use when dressing your favorite burger for the skill of sequencing, and film strips which were allowed the students to illustrate and re-create the most exciting part of the story, therefore focusing on reading comprehension. When these activities were completed, they were displayed either inside the classroom or in the hallway.

In terms of motivation and positive reinforcement, several different strategies were used throughout the school year. When students were caught maintaining focus on instruction, they were given a letter on the board. Eventually these letters spelled *compliment*. When the word was written in its entirety, the students were allowed "Drop Time." This was a period of 5 minutes in which we stopped everything so that the students could talk quietly with their neighbors. After the five minutes, the lesson resumed.

The 4<sup>th</sup> grade classes were given their own cheer. To maintain focus and confidence I often had the children repeat a pattern after me. "If you are the member of an outstanding 4<sup>th</sup> grade class, give me a Whoop, Whoop." They became very proud of their cheer and worked very hard to be allowed to say it around members of the administration at Midlands Math and Business Academy.