

Healthy Start Academy

School Improvement Plan: 2015-17

School improvement at Healthy Start Academy, as set forth in the four goals of this Plan, focus on the increase of student achievement, training of faculty, staff and administration, growth in parent involvement and cultural changes continuing to unfold supporting the development of an Academy of Scholars. This plan provides for modifications to the instructional day, thereby providing increased instructional time in the areas of elementary reading, mathematics and science, as well as lengthening all instructional periods for students in grades 6 – 8. Teachers will connect horizontally in grade level teams as well as vertically to continue aligning the instructional activities with the Common Core/NC Essential Standards. We have, and we will continue to base these changes on student performance data derived from the analysis of End of Grade (EOG) tests (3 – 8), mClass/Reading 3D (K – 3) and NWEA benchmark assessments (K – 8). Many of the initiatives discussed in this plan reflect initiatives being explored and implemented with funds received through our Title I, PRC 050, School-wide Plan, Title II (PRC 103) Teacher Quality Grant, Technology Plan and Title VIB (PRC 060) Exceptional Children Grant. The results of the Teacher Working Conditions Survey, administered in April 2014, were also considered during the preparation of this plan.

Parents and Faculty and Staff participated in anonymous surveys during April and May 2015. The intent of the surveys was to gather suggestions from stakeholders as to instructional changes and eliminations as well as suggestions for new programs. The administration also wanted to gather suggestions regarding the operational practices and procedures in place at the Academy. Activities associated with the development, distribution and summarization of the data collected through the surveys was facilitated by the Building Leadership Team (BLT). Healthy Start Academy is a K-8 charter school with 335 students with 90% being African American and 10% Hispanic. We are a Title I school with over 90% over our students qualifying for free/reduced lunch. Healthy Start Academy currently runs 7 buses through out the city of Durham.

The results of the two surveys assisted the Administration and Building Leadership Team to conduct a Needs Assessment to develop this School Improvement Plan and prepare the Comprehensive Continuous Improvement Plan (CCIP). The CCIP combine the annual Title I and Title II Grant Applications, including the Annual Performance Review (APR) for Title II. Based on the results of the research conducted by the BLT, discussions during various Academy wide Committees, suggestions presented by the Title I Parent Advisory Committee and review of the results from the two surveys, it was determined that the administration, faculty and staff, with Board support should explore greater uses of technology within instructional activities, expand professional development opportunities for teachers and staff, reach out more aggressively to parents and guardians and strengthen efforts to set forth a “Culture of Achievement” at the Academy.

As the 2015-16 school year progresses, the administration will continue to review the results of the various surveys. The purpose for the reviews will be to give further consideration to the suggestions offered by Parents/guardians, teachers and staff.

During the 2011 – 12 school year the Academy was granted accreditation by the Southern Association of Colleges and Schools (SACS/AdvancED). The accreditation process required that the faculty, staff and community complete a self-study as a part of the application process. That process required that the faculty, staff and administration complete the Self Assessment, submit the necessary documents and host a Quality Assurance Review (QAR) Team in November 2011. Thus representative stakeholders participated in the assessment of the administrative operations and

instructional practices that supported the daily educational programs available at the Academy. The Academy will enter into its next series of activities associated with renewing its accreditation through SACS/AdvancED during the 2016-17 school year. Faculty and staff, parents, students, community partners and Academy leadership will strive to achieve the goals in this plan through the application of numerous strategies meant to generate specific actions. Those goals are divided in to four categories. Those categories are:

1. **Student Achievement:** Daily instructional activities and supplemental resources will be available to the students each day with the goal of increasing student achievement beyond the current performance levels. Expectations for maximum instructional time on task are understood by faculty, staff, parents and students, and several intervention programs will be available to identified students during and after school.
2. **Professional Development:** Administration has trained, and will continue to train faculty to disaggregate student performance data and apply the data, and connect faculty with outside consultants, such as university professors and NCDPI consultants to develop instructional plans. The expansion and further development of the Mentor/Mentee Program will strengthen our Beginning Teacher Support Program.
3. **Parent Involvement:** Administration and faculty will contact parents and guardians to gather support for improvements in student behavior and raise expectations for academic performance. Faculty and staff will communicate expectations for student behavior and high academic performance on a continuing basis, through positive reinforcement, with the understanding that students and families must assume higher levels of accountability for student achievement. The Thursday folder, a weekly link between the Academy and each home, enables parents to receive pertinent information. The Title 1 Parent Advisory Committee (PAC), with teacher representation, will plan activities to support and encourage greater parental involvement in the social and learning activities associated with the culture and instructional programs at the Academy. Title 1 parent meetings, Student/Parent/Teacher Conferences, and evening workshops for parents (such as EOG Parent Night, Title 1 Parent Nights, 3rd/8th Grade Next Step Night, ...) will increase communications between homes and Academy.
4. **Academy Culture, “Academy of Scholars:”** We will communicate expectations for student behavior, student academic performance and faculty professionalism each day, with the intended result being a common, clearly understood culture. The ultimate goal of the faculty, staff, parents and students will be to develop a “Culture of Achievement.”

The purpose of the School Improvement Plan is to provide a road map for success in the four specific areas. The collective challenges for all persons associated with the Academy will be to strive for the attainment of the four goals set forth in this plan. The dates and levels of accomplishment provide targets for our efforts.

NWEA assessments administered to students in Grades K – 8 continue to demonstrate the need to make ongoing modifications to the current instructional practices and processes at the Academy. Faculty, staff and administration will develop and implement research, data driven responses to students’ instructional needs. Faculty, staff and administration will also work with parents and community to communicate the academic and behavioral expectations at the Academy. All stakeholders must work collectively ensure that we become an “Academy of Scholars.”

The Building Leadership Team (BLT) facilitated the development of the current School Improvement Team. The BLT was responsible for considering all instructional and operational suggestions offered during meetings and gathered through the various surveys. The persons that served on that Building Leadership Team were:

Ms. Alycia Crews, Reading Intervention Specialist (K-3)
Ms. Linda Wallace, Teacher, First Grade
Ms. Marie Collins, Teachers, Fourth Grade
Ms. Yolanda Coleman, Teacher, Fifth Grade
Ms. Cassie Newson, Coordinator/Teacher, Exceptional Children's Programs
Ms. Cassandra Palmer, Teacher, Middle School Science
Ms. Aronda Hill, Executive Assistant to Principal/Supt. and Director, School-wide Services
Ms. Maureen Bailey, Administrative Assistant, Data Analyst
Mr. Marc Willis, Assistant Principal
Dr. James McCormick, Principal/Superintendent

Student Achievement

- Instructional/Student Preparedness to Apply Higher Order Thinking Skills (HOTS)
- Curriculum Alignment with North Carolina Standard Course of Study: Common Core/State Standards
- Amount of Class Time Devoted to Skill Mastery
- Time Allocation Instructional Grouping Patterns for Differentiated Instruction

Goal Number One:

At Healthy Start Academy, a minimum of 60% of the students will demonstrate proficiency and the Academy will meet or exceed growth in math and reading as measured by North Carolina's State End of Grade Tests.

Strategies	Responsibility	Actions	Monitoring/Documentation	Timeline
Increase daily instructional time Plan and deliver supplemental resources	Teachers: Implementation Principal: Resources Feedback Parents: Support Feedback Intervention Specialist Elementary grades, 1-3 Teacher Assistants: Elementary grades, 1-3 Teacher Assistant: Elementary grades, 4&5, With emphasis at 4 th Grade: Read to Achieve Volunteers: Parents, mentors, tutors America Reads, America Counts (Duke University) Consultants: (NCCU, DPI)	Increase daily instructional time to: • Math: 75 with 100 minutes, as often as possible • Literacy/ELA: 120 to 150 minutes (minimum) in all elementary grades Use supplemental resources to enhance learning: • Math Investigations • USATest Prep • Brain Pop • IXL Math • Library experiences • Reading A-Z • Reading intervention services for students, in grades 1-5	Professional Learning Communities (PLCs) by grade level Design a progress monitoring portfolio of each student's math and reading performance using the assessment data from the following resources: • mClass/Reading 3D (Grades K-3) • Weekly reading assessment, Journeys (Grades 1-5) • Read 180: monitor middle school student performance • Student math and reading progress monitoring sheets at end of each unit of study • Weekly math and reading lesson plans to ensure adequate pacing and inclusion of all NCSCoS/Common Core math and reading goals	PLCs - Bi-weekly, by grade level (Grade level Planning meetings, with administrative participation) Periodic review of results by administration Benchmarks, Progress Monitoring Weekly End of Year Evaluation and Exit Conferences with teachers: How did the students (K-8) perform (grow) on the NWEAs? How did the students (3-8) perform On the End of Grade Tests? How did the students (K-3) perform as measured by mClass/Reading 3D?

Identify and deliver academic interventions to low performing students	Systemic improvement methods and data monitoring tools assessment tools Administration, teachers, testing co-coordinator	Introduce RTI/MTSS	Investigate, introduce to faculty and staff, train faculty and staff, implement in support of higher student achievement	2015-16
	Administration, middle school teachers, Intervention Specialist, Testing Co-coordinator/ Scholastic Trainers	Establish Professional Learning Communities (grade level groups) to collaborate and gather data and document regrouping efforts; identify student goals and successes to be shared with entire faculty Employ teacher assistant for 4 th and 5 th grade to work with identified students 4 th grade: Read to Achieve reading groups	NWEA Benchmark data will show if students are on task to make growth Identify 4 th and 5 th grade students NWEAs will provide snapshot of potential success/failure on End-of-Grade tests	Fall/Winter/Spring August/September Fall/Winter/Spring
Ensure that Read 180 is implemented according to prescribed plan (as developed by Scholastic) for all middle school reading classes and Common Core Code X (Scholastic Publishers) for ELA classes.	Principal	Schedule classes that enable students to move periodically within the reading and ELA classes according to needed skills. However, all middle school students will participate in Read 180	Identify Read to Achieve participants Scholastic pretests (SRI) and NWEA benchmark tests	August/September: identify students October – May conduct classes in accordance with the Read 180 prescribed instructional model recognizing that the instructional periods are shorter than the time prescribed by Scholastic. There may be one day per week when higher level students, grades 6 and 7, move between ELA and Read 180 in order to allow one period/ week for a 100 minute class in Read 180 for lower achieving readers.
Communicate instructional needs to the Board of Directors - Equipment and instructional materials and supplies - Employment activities - Grant Applications Student Discipline matters	Principal	Principal reports to the Board	Monitor/evaluate the uses of the equipment and materials, success of teacher recruitment efforts, progress on NWEAs and mClass/Reading 3D, and overall student behavior patterns	As necessary, each school year, 2015-17

Professional Development

- Innovative Classroom Instructional Practices
- Assessment Tools to Improve Instruction
- Higher Order Questions by Teachers and Students
- Time Allocated to Differentiated Instruction

Goal Number Two:

Administration will provide teachers with quality professional development to utilize and understand student assessment data to support the delivery of effective instructional activities matched with the Standard Course of Student: Common Core/State Standards

Strategies	Responsibility	Actions	Monitoring/Documentation	Timeline
Improve faculty's ability to use assessment tools to deliver meaningful instruction;	Teachers Implementation Communication Analysis Assessments	Train teachers how to apply results of the NWEA Tests, using M.A.P. (Measures of Academic Progress) student reports to identify academic weaknesses	Teacher evaluations and lesson plan meetings for every teacher identified by a mentor or principal as in need of additional assistance. Review outcomes of training with consultants and DPI consultants	In-house - Weekly Consultants - Monthly - arranged with consultant
Facilitate collaboration among faculty, leadership, and supplemental services providers, using their individual assessments;	Principal Resources Monitoring DPI Consultants Training Feedback	Professional Learning Communities (PLC) by grade level, will review NWEA assessment data and subsequent reports. Math teachers will work with Dr. C.E. Davis to align instruction by grade level and vertically.	Professional Learning Communities (grade level groups) will meet with administrative personnel to review data, determine grade goals and establish target goals for all students, with monitoring by Administration.	Begin in October (following release of the September NWEA results) and continue bi-weekly to ensure quick intervention
Design flexible student instructional groups from the data results to facilitate effective instruction and provide instructional differentiation.	Administration Teachers : Teacher Assistants Volunteers Testing Coordinator Data analysis Communications Scheduling	Train teachers in use of supplemental resources to enhance learning: • Math Investigations • IXL Math • USATestPrep • Phonemic Awareness in Young Children • Reading A-Z	Administration and consultants will meet with grade levels to examine progress toward accomplishing stated goals. End of the Year conference with teachers to evaluate application of student assessment data and use. Principal and assistant principal will review lesson plans	Weekly Bi-weekly/Grade Levels/Monthly/Principal On going
Review Teacher Working Condition Survey (2013-14 edition)				

Literacy/ELA and Math	Administration and teachers	Lesson Plans will be reviewed to ensure alignment with pacing guides and Standard Course of Study: Common Core/State Standards	Periodic conferences with Principal and mentor, and use these tools: - Standard Course of Study: Common Core/State Standards - Observe Effective Teachers - Action Plans - Mentoring	Weekly/as necessary
Consistent, Academy wide lesson plan procedures	Administration and teachers	Use principal/teacher observations to document effective instructional delivery and provide peer coaching and modeling for teachers when observations indicate the need	Testing/Evaluation discussions in PLC meetings End of year evaluations	Post Observation Conferences Faculty meetings BLT meetings PLC meetings Academy Committee Meetings
Instructional management and classroom management training for faculty and staff	Administration, teachers and consultants	In-service activities for administration, faculty and staff	Dr. Malone, Dr. Davis, Academy's Building Leadership Team (BLT), Academy Teacher and staff committees, resource: Strategies that Work (used in 2013-14), Data Analysis training sessions, Anti Bullying in-service for faculty and staff, AYA Center: Circle of Courage (again), Positive Behavior and Support (PBIS) Training (DPI Consultant)	2015-17
Curriculum Development				

Parent Involvement

- Improve Parent/Teacher communications
- Improve Parent Support for increase of student academic achievement
- Student behaviors in alignment with Academy Model
- Provide support, training and guidance to parents/guardians

Goal Number Three:

Healthy Start Academy will implement actions and activities that increase parent involvement and support stronger communication between school and homes

Strategies	Responsibility	Actions	Monitoring/Documentation	Timeline
Develop parent workshops to guide parents in providing academic student support at home;	Teachers: Workshops Title 1 Parent Advisory Committee (PAC)	Parent curriculum workshops/curriculum event nights where parents are provided grade and age appropriate materials and skills, working with other parents and their student's teachers. The main focus will be to help parents assist with homework.	File the Agenda for each meeting/activity Have parents/guardians sign in when attending the activities	Periodic Parent Workshops and Questionnaire Reviews after Workshops
Parent workshops, conferences and newsletters to discuss student behaviors affect achievement and provide strategies parents can use to help;	Principal: Resources, Home Visits, Newsletters Assistant Principal: mentor and counsel Home to School Liaison Title 1 Parent Advisory Committee (PAC)	Student/Parent/Teacher Conferences Make home visits as necessary to promote parent and school collaboration in raising student achievement Provide as newsletter content relevant articles on discipline and study structure that can contribute to a home learning environment	Teachers will conduct Student/Parent/Teacher Conferences, offering information and suggestions: - How parents can help child with homework - How parents can build students' reading habits - How frequently does your child use the Internet to enhance learning	November, end of first quarter Weekly newsletters Academy Website PTO Meetings
Establish convenient and regular interactions with parents to suggest an at home learning setting for their child/children	Administration, Home to School Liaison Title 1 Parent Advisory Committee (PAC)	Make home visits as necessary to promote parent and school collaboration in raising student achievement	Monitor discipline levels to determine if program provides a decrease in discipline referrals and counselor interventions - reduction in discipline issues, reduction in discipline referrals via discipline tracing report	Review at end of each month

Assist parents with reducing inappropriate social behaviors and tardiness by students	Parents: - Support, Feedback Community: - Resource Speakers - Materials	Parent EOG Preparation Nights - Seek community volunteers to work with students who appear at-risk of school failure - Newsletters, website, parent meetings	Absences and tardiness will be reviewed by principal and assistant principal Monitor parent/guardian responses	Review at end of month or more frequently as necessary On going
Data analysis: Communication Documentation	Administration, teachers, Title 1 PAC			

Academy Culture: "Academy of Scholars"

- Establish a Culture of Achievement within the Academy of Scholars for students, parents, faculty and staff
- Apply the Code of Conduct that fosters good manners, mutual respect and acceptance of differences within other people
- Employ and train teachers and staff who foster an environment that reflects the Healthy Start Academy Vision/Mission

Goal Number Four:

Healthy Start Academy will establish and maintain an Academy-wide Culture that reflects and provides for an Academy of Scholars,

Strategies	Responsibility	How	Impact Measurement (Monitoring/Documentation)	Milestone Dates
Employ teachers and staff according to the vision	Board of Directors Provides Vision Conducts periodic review Offers support Principal Recommendations for Employment	Continue, and modify as necessary, a common Vision/Mission amongst all stakeholders: Board, administration, faculty and staff, parents and students Establish interview application procedures as necessary to evaluate and recommend teachers who: - Are highly qualified, NC Certified in the subject area; - Possess backgrounds in educational innovation, have demonstrated prior successes as measured by standardized tests in rigorous academic settings; - Demonstrate excellent subject knowledge and have educational experience; - Have advanced degrees; - Have graduated from recognized teaching programs; - And, if newly experienced, have received impressive honors and demonstrated leadership.	Brand/Public Relations Consultant will monitor vision/mission focus and progress and will lead training sessions and report to the Board of Directors. Establish application procedures as necessary to evaluate and recommend teachers who: - Are highly qualified, NC Certified in the subject area; - Possess backgrounds in educational innovation, have demonstrated prior successes as measured by standardized tests in rigorous academic settings; - Demonstrate excellent subject knowledge and have educational experience; - Have advanced degrees; - Have graduated from recognized teaching programs; - And, if newly experienced, have received impressive honors and demonstrated leadership. Administration will monitor that Academy has 100% certified teachers and report periodically to the Board of Directors Monitor impact on student success Principal Reports to Board Board	August 2015 January 2016 February and March 2016 June 2016 Throughout each school year, 2015-17 Board Meetings; as necessary September/October 2015, 2016

Principal/Asst. Principal Mentors	Meet with each teacher	Individual Growth Plans Teacher Self Assessments	On going
- Conduct pre observation/pre evaluation conferences - Use workshops and training to improve leadership and cultivate a passion for continuous improvement and high achievement; - Strengthen school standards for behavior, attitude - Develop a culture that rewards scholarship, leadership "Culture of Achievement"	Participation in BTSP for ILTs and teachers new to the Academy Continue to implement the Rules of Engagement Plan as designed in August 2008 and modified each year to focus on customer satisfaction and student productivity Plan, modify and implement changes in structure/discipline NCEES Health Rocks Queens Program for middle school girls PBIS Training for teachers and staff PBIS Orientation for students	Periodic review sessions for faculty and staff re: Professionalism and Customer Satisfaction Monitor/evaluate implementation of PBIS (Positive Behavior Intervention and Support) Reduction in referrals to office Reduction in arrival/dismissal issues Reduction in noise Improvement in time management in classrooms and time on task Daily administrative visits to classrooms, presence in the hallways, playground, cafeterias and other high student density areas	On going On going On going On going On going

The School Improvement Plan reflects the thinking, passion and collaboration of many individuals. This plan drives the academic and behavioral efforts at The Academy. Meetings of all stakeholders, examination of the Teacher Working Conditions Survey, administered in April 2014, surveys administered to teachers and staff, surveys administered to parents and guardians as well as continuous review of all student performance data and collaborative zeal to challenge our students to strive for excellence were supporting factors that contributed to development of the School Improvement Plan for 2015-17.

For three school years, up through 2010-11, students enrolled in grades 3 – 8 at Healthy Start Academy achieved Expected Growth or High Growth in as measured by the End of Grade Testes each of those years. Likewise, the levels of proficiency (levels 3 and 4) on those tests for those students had risen measurably. While the levels of proficiency rose again in 2011-12, the Academy did not achieve Expected Growth, but did so in 2012-13 and 2013-14. With the introduction of the Common Core/State Standards within the Standard Course of Study, the instructional transition caused many challenges for student and teachers in 2013-14. While the Academy did make growth, the Proficiency levels dropped dramatically, however, the levels of Proficiency have begun to rise again.

As we move through the 2015-16 school year, and review this plan prior to 2016-17, administration, faculty and staff will continue to administer the NWEA tests, which are predictors of student performance on the End of Grade tests. Additionally as plans unfold for the 2016-17 school year administration will review alternative benchmark testing applications that might replace the NWEAs.

The administration thanks all persons that supported the development of this School Improvement Plan for 2015-17. There will be further opportunities for stakeholders to discuss modifications to this plan as the next two school years progress.

Attendance:

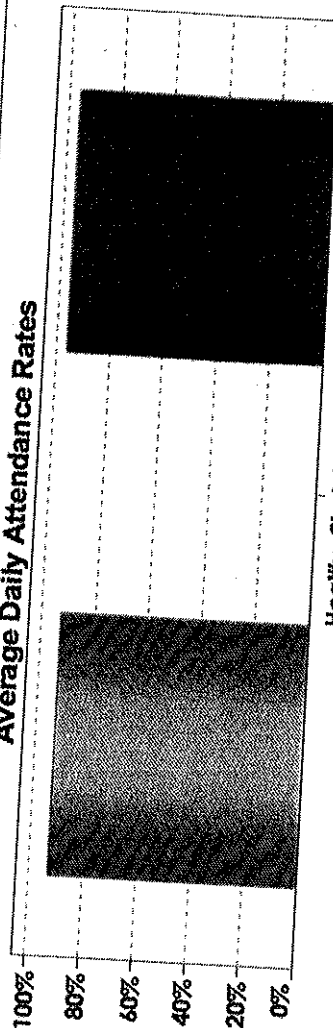
This report shows the average percentage of students who attend school daily as reported on the Principal's Monthly Report (PMR). Attendance is an important part of academic achievement. When students are absent from school, they miss the instruction that their classmates receive. Frequent absences can make it more difficult for children to master school work in the same amount of time as the rest of their class. For this reason, your Report Card includes data on the percentages of students who attend school each day.

Select School Year

2015

Select School(s)

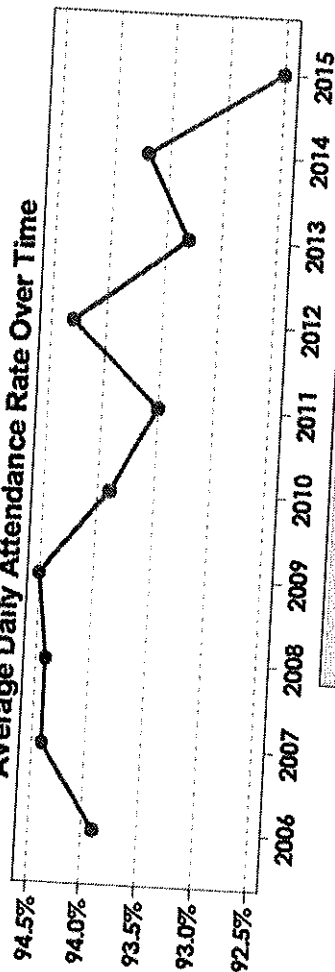
Average Daily Attendance Rates



Healthy Start Academy

☐ School Attendance
 ☒ District Attendance
 ☐ State Attendance

Average Daily Attendance Rate Over Time



☐ School
 ☒ Healthy Start Academy

Average Daily Attendance Rates

School	School Attendance	District Attendance	State Attendance
Healthy Start Academy	93%	93%	96%



Healthy Start Academy

807 West Chapel Hill Street

Durham, NC 27701

(919)956-5599

Grade Range: K-8

Regular School

Traditional Calendar

<http://www.healthystartacademy.com>

Title I

SCHOOL PERFORMANCE GRADE

Achievement Indicators	Score
Reading EOG Proficiency	29
Math EOG Proficiency	35
Science EOG Proficiency	31
Biology Proficiency	..
Math II Proficiency	..

	Score
Achievement	29
Growth	80.0
School Performance	35
EOG Reading	41
EOG Math	27

	Grade
School Performance	F
EOG Reading	D
EOG Math	F

Growth Status: This School Met Growth

What is Growth? The Growth Status measures the academic growth of a school's students from the previous year to the current year.

Formula for determining the School Performance Grade:

- 80 percent of the School Performance Grade is based on the school achievement score. The school achievement score is calculated using a composite method based on the points earned by a school on all of the tests measured for that school

- 20 percent of the School Performance Grade is based on academic growth

- If a school has met expected growth and inclusion of the school's growth score reduces the school's performance score and grade, a school may choose to use the school achievement score solely to calculate the performance score and grade

Formula for determining the EOG Math and EOG Reading Grades:

- 80 percent of the grade is based on proficiency

- 20 percent of the grade is based on growth

SCHOOL PERFORMANCE GRADING SCALE	
Grade Range	Letter Grade
85-100	A
70-84	B
55-69	C
40-54	D
Below 40	F

SCHOOL PROFILE

School Size: The total number of students in this school and the average number of students in schools with similar grade ranges at the district and state levels.

Our School	347
State	454

Average Class Size: The average number of students enrolled in the "typical" K-8 classroom.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Our School	.	.	.	.	.	.	.	.	.
State	.	.	.	.	.	.	.	.	.

School Attendance: The average percentage of students who attend school daily.

Our School	93.7%
State	95.8%

STUDENT PERFORMANCE*

Performance of Students on the North Carolina End-of-Grade Tests:
Percentage of Students at Level 1 (Limited Command of knowledge and skills)

LEVEL 1	Reading	Math	Science
Our School	35.0%	55.3%	43.1%
State	21.2%	25.0%	17.0%

N/A = Fewer than 5% of students

Performance of Students on the North Carolina End-of-Grade Tests:
Percentage of Students at Level 2 (Partial Command of knowledge and skills)

LEVEL 2	Reading	Math	Science
Our School	35.5%	29.4%	25.9%
State	22.5%	24.0%	15.2%

N/A = Fewer than 5% of students

Performance of Students on the North Carolina End-of-Grade Tests:
Percentage of Students at Level 3 (Sufficient Command of knowledge and skills)
Students performing at Level 3 are performing at grade level

LEVEL 3	Reading	Math	Science
Our School	15.7%	6.6%	10.3%
State	11.6%	8.0%	10.5%

N/A = Fewer than 5% of students

Performance of Students on the North Carolina End-of-Grade Tests:
Percentage of Students at Level 4 (Solid Command of knowledge and skills)
Students scoring at Level 4 meet NC Standard for College and Career Readiness and are performing at or above grade level

LEVEL 4	Reading	Math	Science
Our School	13.2%	8.1%	20.7%
State	34.4%	28.3%	41.1%

N/A = Fewer than 5% of students

Performance of Students on the North Carolina End-of-Grade Tests:
Percentage of Students at Level 5 (Superior Command of knowledge and skills)
Students scoring at Level 5 meet NC Standard for College and Career Readiness and are performing at or above grade level

LEVEL 5	Reading	Math	Science
Our School	N/A	N/A	N/A
State	10.3%	14.8%	16.1%

N/A = Fewer than 5% of students

NEW: Five Achievement Levels

Beginning with the 2013-14 school year, EOG and EOC tests will be measured on five levels.

New North Carolina Achievement Levels

LEVEL 1: Limited Command of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

LEVEL 2: Partial Command of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

LEVEL 3: Sufficient Command of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: NO

LEVEL 4: Solid Command of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

LEVEL 5: Superior Command of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

What does this new achievement level number mean?

The new achievement levels are similar to the old ones, with the addition of a middle category that did not exist before. Students scoring at Levels 1 and 2 will likely need additional help next year to succeed in that subject area. Students scoring at Level 3 are considered proficient for that grade level or course, but may still need some targeted help in the next grade or course. Students scoring at Levels 4 and 5 are ready for the next grade or course, and are also on a path to be prepared for college or a career by the time they graduate.

Why did the achievement levels change?

The State Board of Education created the new achievement levels to communicate more accurately both how well students have mastered the standards in their grade or course, and how ready they are to move forward toward college and/or a career.

* The reading and math End-of-Grade tests are administered in grades 3-8. The science End-of-Grade tests are administered in grades 5 and 8 only.

STUDENT PERFORMANCE, CONTINUED

Annual Measurable Objectives (AMOs): Per the Elementary and Secondary Education Act (ESEA), North Carolina set AMOs based on 2012-2013 data. Targets can be viewed at www.ncaccountabilitymodel.org.

Our school met 10 out of 19 targets.

QUALITY TEACHERS

	Total Number of Classroom Teachers*	Fully Licensed Teachers**	Classes Taught by Highly Qualified Teachers
Our School	23	82.6%	.
State	31	92.3%	.

* The total number of teachers in this school and the average number of teachers in schools with similar grade ranges at the district and state level.

** According to the charter school statute, a charter school is required to have a minimum of 50% of its teachers licensed.

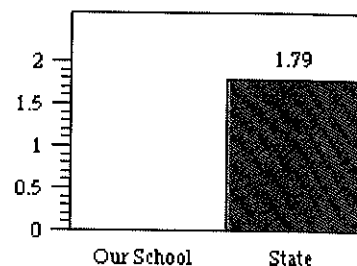
SAFE, ORDERLY AND CARING SCHOOLS

School Safety: The number of acts of crime or violence per 100 students reported below includes all acts occurring in school, at a bus stop, on a school bus, on school grounds, or during off-campus, school-sponsored activities.

The number of acts of crime or violence reported per 100 students:

OUR SCHOOL	0.53
STATE	0.32

Access to Technology: The Number of Students per Internet-Connected Digital Learning Device



READ TO ACHIEVE

The Read to Achieve program is a part of the Excellent Public Schools Act which became law in July of 2012 and applies to all schools at the beginning of the 2013-2014 school year. The goal of the State is to ensure that every student reads at or above grade level by the end of third grade. Students who are proficient on the 3rd-grade EOG or qualify for a "good cause exemption" are promoted to Grade 4. Students who are not proficient may be retained in 3rd grade or placed in 4th grade with extra reading instruction and interventions.

	PROMOTED TO GRADE 4		RETAINED	
	# of Students	Percentage	# of Students	Percentage
Our School	31	75.6%	10	24.4%
State	101373	87.3%	14755	12.7%

Keeping you informed: More information about your school is available on the NC School Report Cards website at: <http://www.ncpublicschools.org/src/>



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction



Healthy Start Academy

807 West Chapel Hill Street
Durham, NC 27701

(919)956-5599

Grade Range: K-8

Regular School

Traditional Calendar

Charter and Non-District Affiliated
Schools

<http://www.healthystartacademy.com>

Title I

SCHOOL PERFORMANCE GRADE

Achievement Indicators	Score
Reading EOG Proficiency	34
Math EOG Proficiency	20
Science EOG Proficiency	39
Biology Proficiency	
Math II Proficiency	

Growth Status

Met

	Score	Grade
Achievement	28	
Growth	31.8	
School Performance	39	D
EOG Reading	44	D
EOG Math	32	F

Formula for determining the School Performance Grade:

- 80 percent of the School Performance Grade is based on the school achievement score. The school achievement score is calculated using a composite method based on the points earned by a school on all of the tests measured for that school
- 20 percent of the School Performance Grade is based on academic growth
- If a school has met expected growth and inclusion of the school's growth score reduces the school's performance score and grade, a school may choose to use the school achievement score solely to calculate the performance score and grade

A+NG Schools: A+NG schools earned a score of 85-100 and do not have significant achievement or graduation gaps.

SCHOOL PERFORMANCE GRADING SCALE	
Grade Range	Letter Grade
85-100	A
70-84	B
55-69	C
40-54	D
Below 40	F

SCHOOL PROFILE

School Size: The total number of students in this school and the average number of students in schools with similar grade ranges at the district and state levels.

Our School	362
State	462

Average Class Size: The average number of students enrolled in the "typical" K-8 classroom.

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Our School	.	19	19	17	21	13	17	17	12
State	.	19	19	19	20	20	22	22	22

☐ Legislation mandates that class sizes for grades ☐ are not restricted ☐

School Attendance: The average percentage of students who attend school daily.

Our School	92.5%
State	95.6%



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

KEEPING YOU INFORMED

More information about your school is available on the NC School Report Cards website at: <http://www.ncpublicschools.org/src/>

SCHOOL PERFORMANCE

Performance of Students on the NC End-of-Grade Tests: Percentage of Students at Level 1 (Limited Command of knowledge and skills)

LEVEL 1	Reading	Math	Science
Our School	34.3%	45.9%	39.0%
State	21.6%	24.9%	16.5%

N/A = Fewer than 5% of students

Performance of Students on the NC End-of-Grade Tests: Percentage of Students at Level 2 (Partial Command of knowledge and skills)

LEVEL 2	Reading	Math	Science
Our School	31.5%	34.3%	22.0%
State	22.1%	22.8%	14.6%

N/A = Fewer than 5% of students

Performance of Students on the NC End-of-Grade Tests: Percentage of Students at Level 3 (Sufficient Command of knowledge and skills)
Students performing at Level ☐ are performing at grade level ☐

LEVEL 3	Reading	Math	Science
Our School	13.8%	8.3%	7.3%
State	11.2%	8.1%	9.7%

N/A = Fewer than 5% students

Performance of Students on the NC End-of-Grade Tests: Percentage of Students at Level 4 (Solid Command of knowledge and skills)
Students scoring at Level ☐ meet NC Standard for College and Career Readiness and are performing at or above grade level ☐

LEVEL 4	Reading	Math	Science
Our School	19.3%	9.9%	29.3%
State	34.7%	28.3%	41.5%

N/A = Fewer than 5% of students

Performance of Students on the NC End-of-Grade Tests: Percentage of Students at Level 5 (Superior Command of knowledge and skills)
Students scoring at Level ☐ meet NC Standard for College and Career Readiness and are performing at or above grade level ☐

LEVEL 5	Reading	Math	Science
Our School	N/A	N/A	N/A
State	10.4%	15.8%	17.7%

N/A = Fewer than 5% of students

FIVE ACHIEVEMENT LEVELS

LEVEL 1: Limited Command of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

LEVEL 2: Partial Command of knowledge and skills

- Performing At or Above Grade Level: NO
- Meets N.C. Standard for College-and Career-Readiness: NO

LEVEL 3: Sufficient Command of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: NO

LEVEL 4: Solid Command of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

LEVEL 5: Superior Command of knowledge and skills

- Performing At or Above Grade Level: YES
- Meets N.C. Standard for College-and Career-Readiness: YES

What does this achievement level number mean?

Students scoring at Levels 1 and 2 will likely need additional help next year to succeed in that subject area. Students scoring at Level 3 are considered proficient for that grade level or course, but may still need some targeted help in the next grade or course. Students scoring at Levels 4 and 5 are ready for the next grade or course, and are also on a path to be prepared for college or a career by the time they graduate.

The reading and math End-of-Grade tests are administered in grades ☐☐☐☐. The science End-of-Grade tests are administered in grades ☐ and ☐ only.

Summer Program for School Report Cards

This school's report card (School Performance Grades and EOG/EOC results) include test scores from a summer program administered after the conclusion of the school year.

Annual Measurable Objectives (AMOs): Per the Elementary and Secondary Education Act (ESEA), North Carolina set AMOs based on 2012-2013 data. Targets can be viewed at www.ncpublicschools.org/accountability/reporting.

Our school met 11 out of 19 targets.

QUALITY TEACHERS

	Total Number of Classroom Teachers*	Fully Licensed Teachers**
Our School	26	80.8%
State	32	90.3%

□ The total number of teachers in this school and the average number of teachers in schools with similar grade ranges at the district and state level □
 □ According to the charter school statute □ a charter school is required to have a minimum of □□ of its teachers licensed □

Highly Qualified Teachers:
 Percentage of classes taught by Highly Qualified teachers as defined by federal law.

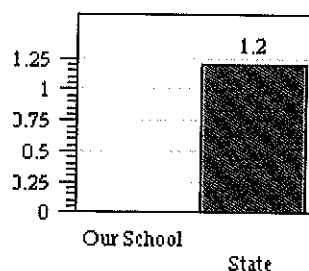
Our School	85.7%
State	91.3%

SAFE, ORDERLY AND CARING SCHOOLS

School Safety: The number of criminal acts reported per 100 students. Criminal acts include all acts occurring in school, on a school bus, on school grounds, or during off-campus, school-sponsored activities.

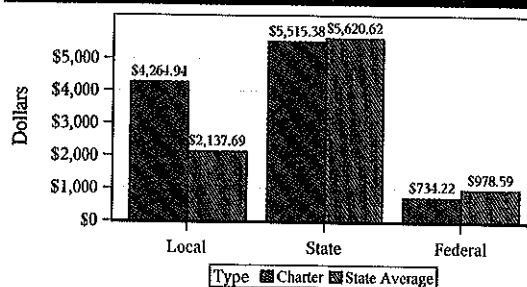
Our School	0.55
State	0.36

Access to Technology: The Number of Students per Internet-Connected Digital Learning Device

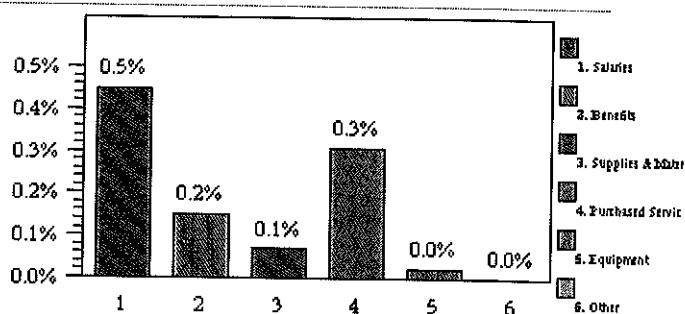


On this measure, smaller numbers are better than larger numbers; there are more computers available to students when the number of students per computer is low.

FINANCIAL SUPPORT



Source of Funds (Amount per Student): Charter schools in North Carolina operate with funding from local, state, and federal sources. The financial support reflected in these numbers includes all categories of expenses for operating a charter school, including teacher and administrator salaries, textbooks, transportation, Career and Technical Education courses and other education supplies and materials.



Use of Funds: Education is a labor-intensive enterprise, as reflected in the accompanying chart. Salaries for teachers and other staff are usually the largest expense in a charter school. State and federal funds are generally allotted for specific purposes, services, or programs.

READ TO ACHIEVE

The Read to Achieve program is a part of the Excellent Public Schools Act which became law in July of 2012 and applies to all schools at the beginning of the 2013-2014 school year. The goal of the State is to ensure that every student reads at or above grade level by the end of third grade. Students who are proficient on the 3rd-grade EOG or qualify for a "good cause exemption" are promoted to Grade 4. Students who are not proficient may be retained in 3rd grade or placed in 4th grade with extra reading instruction and interventions.

	PROMOTED TO GRADE 4		RETAINED	
	# of Students	Percentage	# of Students	Percentage
Our School	36	73.5%	13	26.5%
State	102276	86.4%	16079	13.6%

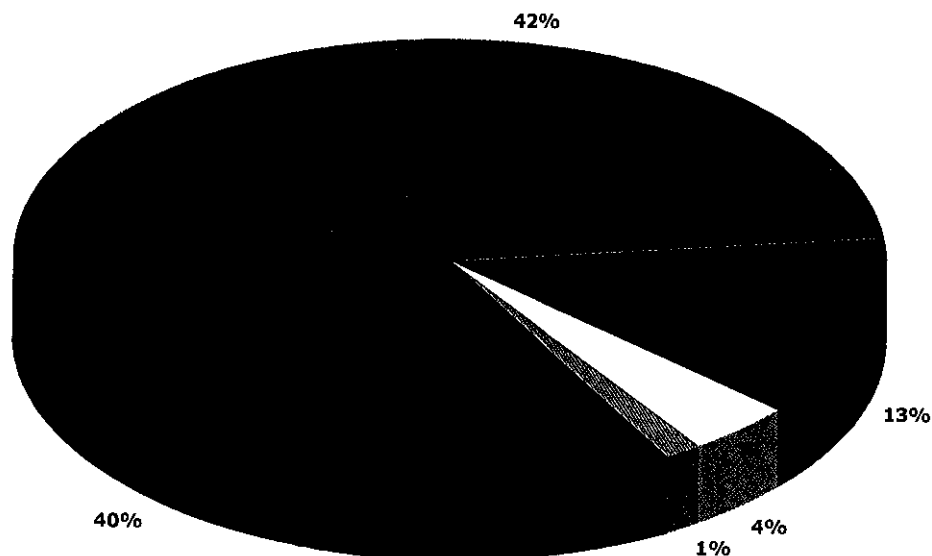
FINDINGS REPORT

Parents/Guardians of all students at Healthy Start Academy were surveyed in January 2014 to determine their satisfaction levels with six key aspects of the Academy's performance: Academics, Behavior, School Services, Communications and Staff, Moral Guidance, and Overall Satisfaction. One hundred, ninety-nine responses were received.

Overall, respondents indicated high levels of satisfaction in all areas. The sum of all responses to all questions shows 82% approval.

Summary Profile

SUM of ALL RESPONSES



n=202

■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

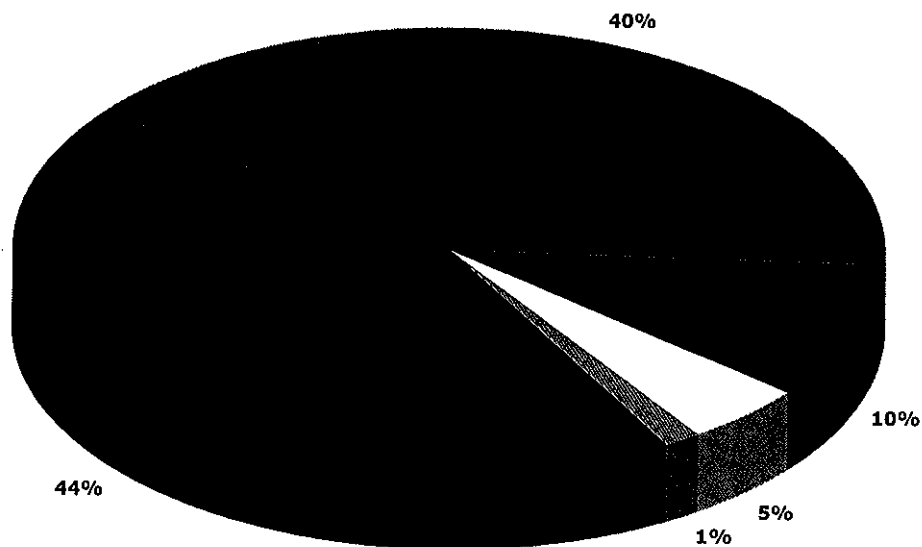
January 2014

CONFIDENTIAL

Tally of Responses

n=202

ACADEMICS	5 Strongly Agree	4 Agree	3 Neither	2 Disagree	1 Strongly Disagree
I am satisfied with my child's academic progress this year.	73	71	20	21	6
The emphasis on reading and math at Healthy Start Academy is good for my child.	89	79	17	3	0
My child's teachers make adjustments based on how well he or she is learning.	78	78	20	7	4
Healthy Start Academy has high expectations for my child.	89	70	24	4	1
Healthy Start Academy challenges my child to reach his or her potential.	85	81	13	8	2

Summary Profile**ACADEMICS**

n=202

■ Strongly Agree ■ Agree ■ Neutral ■ Disagree ■ Strongly Disagree

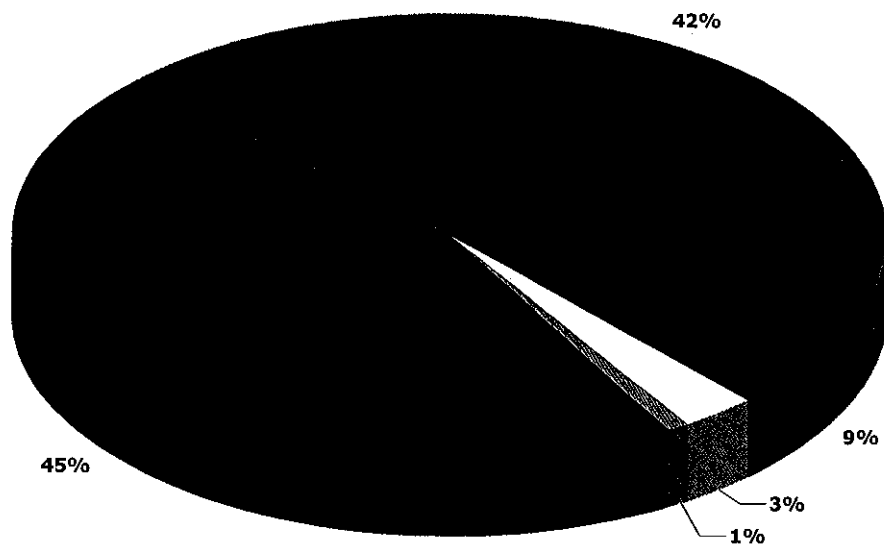
January 2014

CONFIDENTIAL

Tally of Responses

n=202

BEHAVIOR	5 Strongly Agree	4 Agree	3 Neither	2 Disagree	1 Strongly Disagree
The discipline policies at Healthy Start Academy are consistent and effective.	73	77	26	10	3
Healthy Start Academy is providing a safe environment for my child.	98	75	16	3	1
My child's classrooms are caring and safe.	86	83	12	1	0
Teachers model positive behavior and relationship building for my child.	80	86	14	8	3
Teachers clearly communicate behavior expectations to my child.	94	75	17	4	2

Summary Profile**BEHAVIOR**

n=202

■ Strongly Agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly Disagree

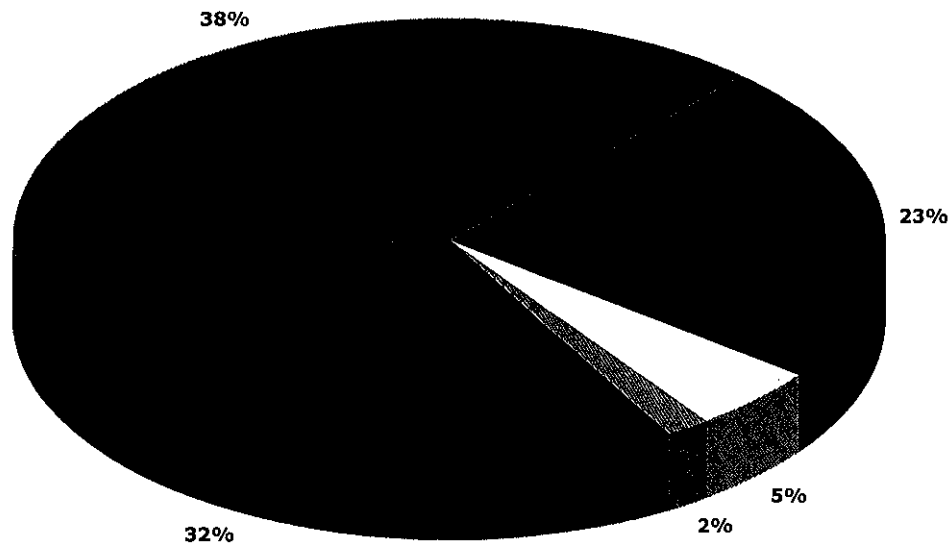
January 2014

CONFIDENTIAL

Tally of Responses

n=202

SCHOOL SERVICES	5 Strongly Agree	4 Agree	3 Neither	2 Disagree	1 Strongly Disagree
Healthy Start Academy's transportation service is reliable and convenient.	65	79	25	8	3
Healthy Start Academy is providing safe transportation for my child.	74	74	33	6	3
Healthy Start Academy is providing nutritious meals for my child.	67	82	33	12	1
Healthy Start Academy is providing afterschool Programs that meet my child's needs.	35	50	85	11	5

Summary Profile**SCHOOL SERVICES**

n=202

■ Strongly Agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly Disagree

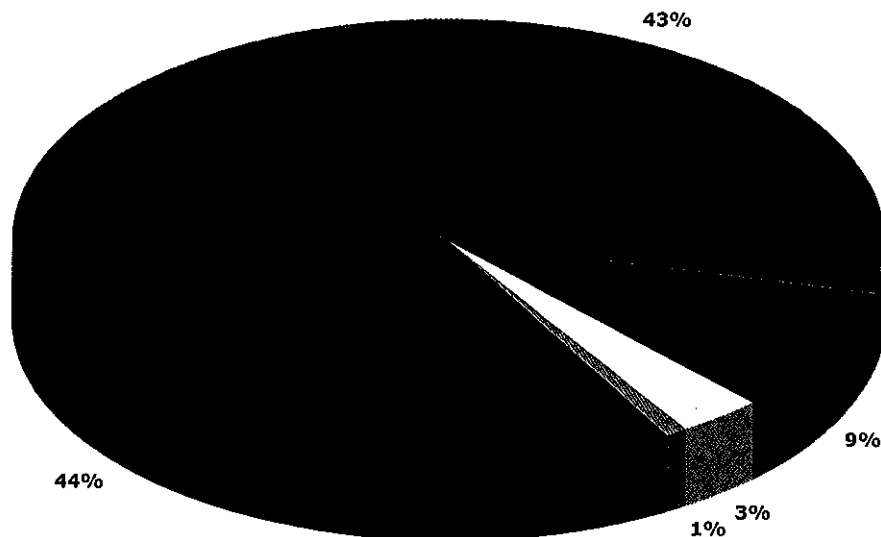
January 2014

CONFIDENTIAL

Tally of Responses

n=202

COMMUNICATION AND STAFF	5 Strongly Agree	4 Agree	3 Neither	2 Disagree	1 Strongly Disagree
I am satisfied with the updates I receive about my child's academic progress.	80	88	14	9	3
Teachers are available to discuss my concerns at a time that is convenient for me.	84	87	16	7	0
School communication is effective and timely.	76	92	15	12	1
The school's office staff is helpful.	106	85	4	1	1
The Principal works continually to improve Healthy Start Academy.	82	80	24	4	2
The Dean works continually to improve Healthy Start Academy.	83	71	34	2	2

Summary Profile**COMMUNICATION AND STAFF**

n=202

■ Strongly Agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly Disagree

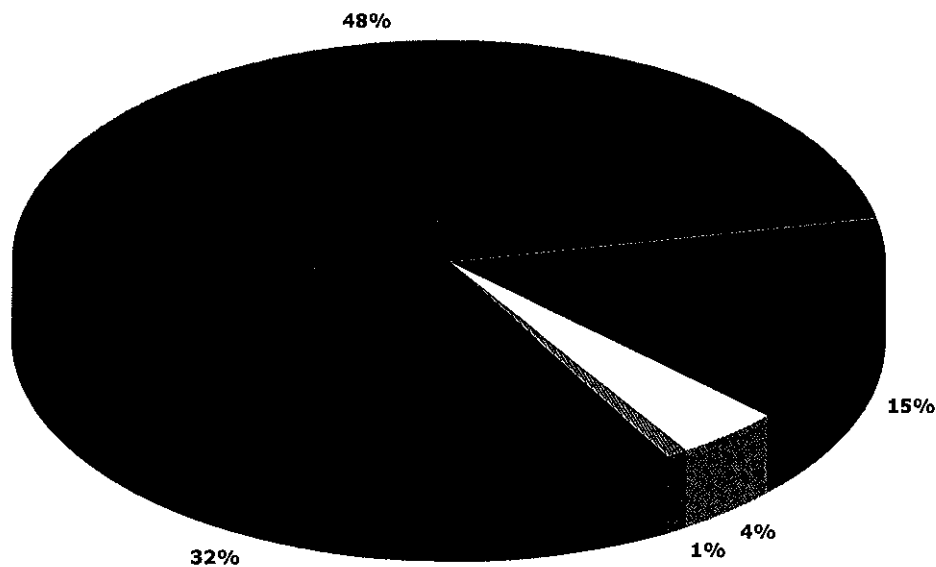
January 2014

CONFIDENTIAL

Tally of Responses

n=202

MORAL GUIDANCE	5 Strongly Agree	4 Agree	3 Neither	2 Disagree	1 Strongly Disagree
Healthy Start Academy helps my child become more respectful and caring.	61	88	35	8	1
Healthy Start Academy helps my child develop the work habits and study skills needed to be successful.	72	87	24	7	3
Healthy Start Academy helps my child make wise choices, consider consequences, and take responsibility for his or her actions.	44	97	26	7	1

Summary Profile**MORAL GUIDANCE**

n=202

■ Strongly Agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly Disagree

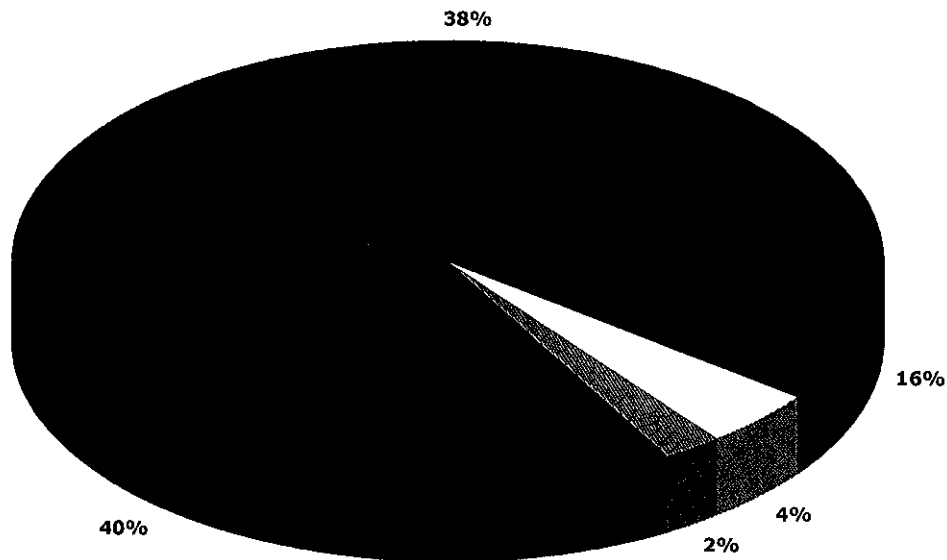
January 2014

CONFIDENTIAL

Tally of Responses

n=202

OVERALL SATISFACTION	5 Strongly Agree	4 Agree	3 Neither	2 Disagree	1 Strongly Disagree
I am proud that my child attends Healthy Start Academy.	80	79	26	5	5
I am likely to recommend Healthy Start Academy to others.	75	73	30	10	5
I will re-enroll my child/children at Healthy Start Academy next year.	77	64	40	7	4
We are satisfied with Healthy Start Academy this year.	74	81	24	9	4

Summary Profile**OVERALL SATISFACTION**

n=202

■ Strongly Agree
 ■ Agree
 ■ Neutral
 ■ Disagree
 ■ Strongly Disagree

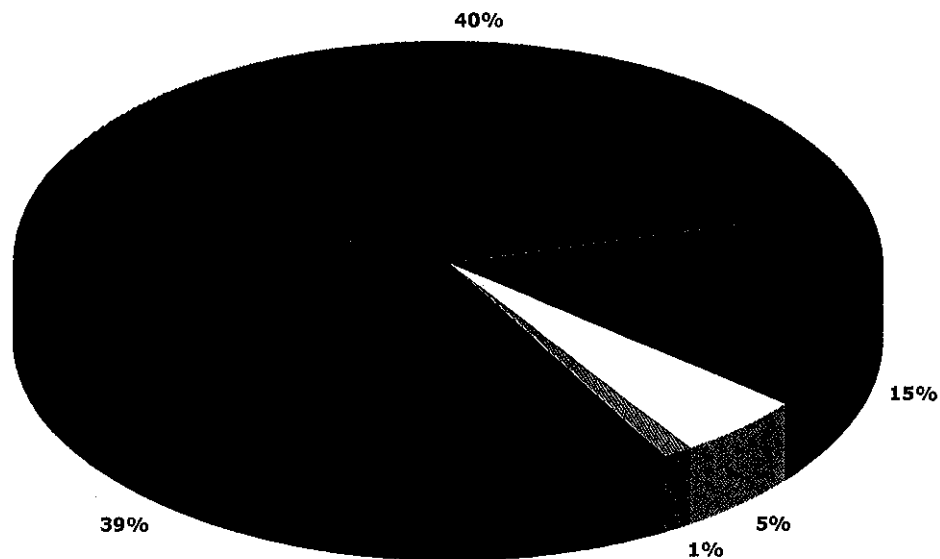
January 2014

CONFIDENTIAL

Tally of Responses

n=202

OVERALL GRADE	A	B	C	D	F
What overall grade would you give to Healthy Start Academy?	74	75	28	9	2

Summary Profile**GRADE**

n=202

■ A ■ B ■ C ■ D ■ F

January 2014

CONFIDENTIAL

Extracurricular Activities and Additional Classes

Through open-ended questions, the survey also provided Parents/Guardians the opportunity to identify extracurricular (afterschool) activities and additional classes they would like to be offered at the Academy.

Most frequently mentioned were more sports, dance/step, or cheerleading activities (particularly for the younger students), foreign language classes (Spanish was often named specifically), tutoring programs, and art classes. A complete list of all responses is included below:

Extracurricular Activities	x	Classes to Add	x
more sports	14	foreign languages*	15
<i>softball</i>		art	8
<i>football</i>		history (more)	4
<i>basketball</i>		dance	3
<i>soccer</i>		computer	2
<i>swim team</i>		cursive writing	2
<i>gymnastics</i>		math (more)	2
<i>tennis</i>		science (more)	1
<i>volleyball</i>		special STEM class	1
more afterschool tutoring	9	advanced courses	1
dance/step team	6	citizenship	1
cheerleading for younger students	5	cooking	1
sports for younger students	4	environmental science	1
academic clubs – esp. science & math	4	finance	1
ask students what they want	2	global studies	1
band	2	gymnastics	1
chess	2	manners	1
robotics	2	sex education (grades 5-8)	1
chorus / music	2	tutoring for special help	1
drama	1	typing	1
more for K-3	1		
Saturday programs	1		
field trips	1		

* Spanish frequently mentioned;
French and Chinese also named