

CAPE FEAR STEM SCHOOL

A K-12 MATH & SCIENCE FOCUSED CHARTER SCHOOL IN CUMBERLAND COUNTY

Success STEMs from CFSS



TO OPEN IN THE FALL OF 2011

SUBMITTED BY
Cape Fear Education Services, Inc
Fayetteville, NC

SUBMITTED TO
North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
Raleigh NC 27601-2825

Friday, February 19, 2010

I. BASIC INFORMATION FOR THE PROPOSED CHARTER SCHOOL	3
II. GOVERNANCE	4
III. MISSION, PURPOSE AND EDUCATIONAL FOCUS	15
MISSION	15
PURPOSE OF PROPOSED CHARTER SCHOOL	15
EDUCATIONAL FOCUS	23
IV. EDUCATION PLAN	24
INSTRUCTIONAL PROGRAM	24
SPECIAL EDUCATION	38
ADMISSIONS POLICY	38
STUDENT CONDUCT AND DISCIPLINE	41
V. BUSINESS PLAN	46
PROJECTED STAFF AND QUALIFICATIONS	46
ENROLLMENT	49
PROJECTED ENROLLMENT 2011-12 THROUGH 2015-2016	50
BUDGET: REVENUE PROJECTIONS 2011-12 THROUGH 2015-2016	51
BUDGET: EXPENDITURE PROJECTIONS 2011-12 THROUGH 2015-2016	54
BUDGET: WORKING AND CAPITAL ASSETS ON DATE OF APPLICATION	56
HEALTH AND SAFETY REQUIREMENTS	57
CIVIL LIABILITY AND INSURANCE	58
TRANSPORTATION	59
FACILITY DESCRIPTION	59
MARKETING PLAN	61
VI. LEA IMPACT STATEMENT	63
VII. APPENDICES	64
APPENDIX A: PROPOSED BYLAWS	64
APPENDIX B: SAMPLE SCHOOL CURRICULA TO BE IMPLEMENTED	72
APPENDIX C: CFSS 5-YEAR DETAILED BUDGET	94
APPENDIX D: ACADEMIC AND COMMUNITY SUPPORT LETTERS	98
APPENDIX E: COMMUNITY & PARENT SURVEYS	119
VIII. SIGNATURE PAGE	220

THE PROPOSED CHARTER SCHOOL

Primary Contact Person: Ali Ikiz, PhD
Mailing Address: PO Box 48417
City/State/ Zip: Cumberland, NC 28331
Phone Number: 910-286-5406
Email: info@capefeareducation.org
Fax:

Name of Proposed Charter School: Cape Fear STEM School

Location Proposed Charter School (LEA): Cumberland County Schools
2465 Gillespie Street
Fayetteville, NC 28306

Proposed Grade Levels: (i.e., K-3, K-4, etc.)

2011-12: **K_6** 2012-13: **K-7** 2012-14: **K-8** 2014-15: **K-9** 2015-16: **K-10**

Projected Enrollment:
2011-12: **276** 2012-13: **320** 2012-14: **392** 2014-15: **434** 2015-16: **536**

Targeted Population: Cape Fear STEM Charter School targets general education students with no emphasis on any special subgroup from grades Kindergarten through Grade 12

Conversion:

No:

Yes: If so, Public or Private:

If a private school, give the name of the school being converted: N/A

If a public school, give the name and six-digit identifier of the school being converted: _____ - _____ - _____

Summary of Educational Mission:

Cape Fear Education Services, a non-profit organization founded by local residents and professors at Fayetteville State University, has been working to develop and start a charter school for Cumberland County community. The mission of Cape Fear STEM School (CFSS) is to prepare students to become competent, responsible and successful individuals in our globalized and technology-based society through a strong academic program, school-family-community partnership, and a strong teacher-student relationship. The CFSS is committed to providing a high quality and enriching educational experience that targets 21st century student outcomes for elementary, middle and high school students in Cumberland County¹. As a result, students will be equipped with strong core knowledge and higher-order skills, including critical and creative thinking, problem solving, effective communication, and collaboration skills. Core values of CFSS are responsibility, respect, resilience, diversity, courage, and industriousness. Fundamental to our mission is commitment to

¹ Framework for 21st century learning, http://www.21stcenturyskills.org/documents/P21_Framework.pdf



PDF Complete

Your complimentary use period has ended. Thank you for using PDF Complete.

[Click Here to upgrade to Unlimited Pages and Expanded Features](#)

aring staff and leadership, innovative and effective teaching strategies, nts.

II. GOVERNANCE

NOTE: Please answer all sections completely. Do not use “same as LEA” or “whatever the law states”. Lack of proper documentation will jeopardize the application review.

PRIVATE NONPROFIT CORPORATION (G.S.115C-238.29E)

The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Name of Private Nonprofit: Cape Fear Education Services

Mailing Address: PO Box 48417

City/State/Zip: Cumberland, NC 28331

Street Address: 2305 Cumberland Bay Dr. Apt 203 Fayetteville, NC 28306

Phone: 910-286-5406

Fax:

Name of registered agent and address: Ali IKIZ
2305 Cumberland Bay Dr. Apt 203 Fayetteville, NC 28306

FEDERAL TAX ID: 27-1915964

TAX-EXEMPT STATUS (501 (c) (3) (G.S.115C-238.29B(b)(3))

The private nonprofit listed as the responsible organization for the proposed charter school has 501 (c)(3) status:

- Yes (copy of letter from federal government attached)
- No

Note: Cape Fear Education Services acknowledge that this proposed school must obtain its tax-exempt status (a.k.a. 501(c)(3) status) from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval. (G.S.115C-238.29E(b))

ORGANIZATION (EMO)

Cape Fear Education Services is NOT planning on contracting for services with an “educational organization”; nonetheless, Cape Fear Education Services reserves the right to request services from educational management organizations in the future if its Governing Board deems necessary and approves.

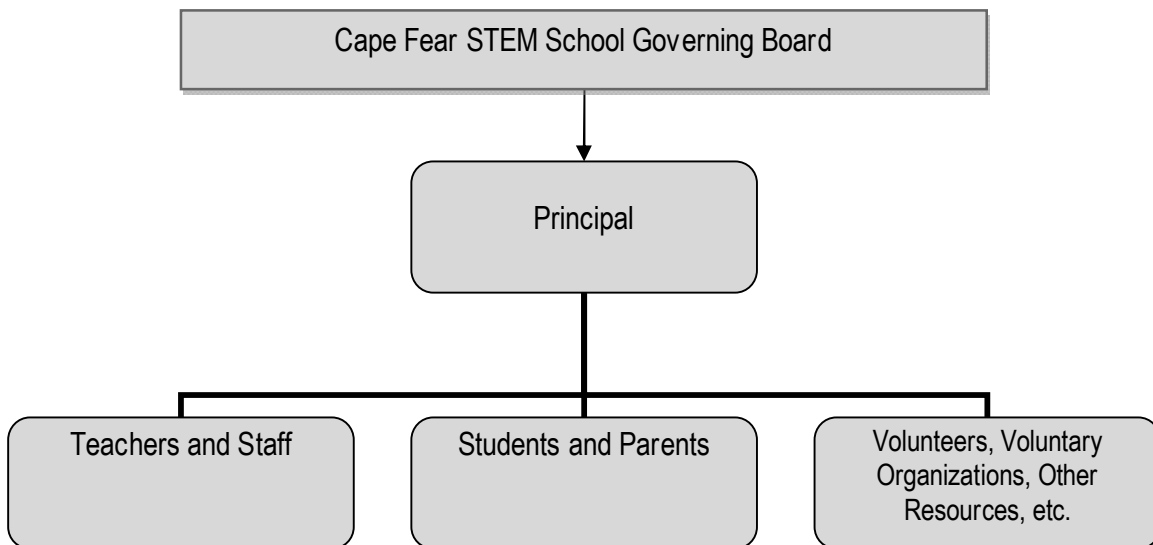
ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT:

- 1. A well-defined organizational chart showing the relationship of the Governing Board to the parents and staff of the proposed charter school.**

Cape Fear STEM School (CFSS) will be a public charter school founded and operated by Governing Board of Cape Fear Education Services, a non-profit corporation pursuant to applicable North Carolina laws on non-profit organizations and in accordance with the by-laws duly adopted by the incorporators. The non-profit corporation will preserve its non-profit status regardless of the status of the charter school.

Day-to-day operations of the CFSS will be managed by our school principal, whereas CFSS Governing Board will ensure that the school is governed in accordance with applicable federal, state, and county laws and regulations relating to public agencies and charter schools. The CFSS Governing Board will assume full responsibility to fulfill the requirements of the charter school application and contract. Prior to the opening of the school, the Board will ensure that an experienced principal is hired, and held accountable for the overall success of the school. The principal will coordinate the CFSS’ daily business among faculty, staff, students, parents, volunteers, and volunteer organizations, internal and external resources.

CFSS will be run according to the following organizational chart showing the relationships of the Governing Board to parents and staff of the proposed charter school.



Ali Ikiz, PhD

Resident in Cumberland County, NC

Department of Mathematics and Computer Science, Fayetteville State University

Phone: 910-286-5406

Email: ali@capefeareducation.org

EDUCATION

- PhD, Mathematics Education, March 2007 Ohio University, Athens, Ohio
- Master of Science in Mathematics, Celal Bayar University, Manisa, Turkey 1998
- Bachelor of Science in Mathematics Education, 1995 Selcuk University, Konya, Turkey

COLLEGE TEACHING

- Fayetteville State University, Fayetteville, NC, January 2009-Present
Assistant Professor of Mathematics, Dept. of Mathematics and Computer Science
- Kentucky State University, Frankfort, KY, August 2006-May 2008
Visiting Assistant Professor, Division of Mathematics and Sciences
- West Virginia University, Morgantown, WV, June 2005-May 2006
Visiting Assistant Professor, Department of Mathematics
- Ohio University, Athens, OH, September 1999-May 2005
Graduate Associate, Appalachian Collaborative Center for Learning, Assessment and Instruction in Mathematics (ACCLAIM)-Research Initiative

HIGH SCHOOL TEACHING

- Sehzade Mehmet High School, Manisa, Turkey, February 1997-August 1999
Mathematics Teacher, Mathematics Olympiads and Project Coordinator
- Yavuz Selim High School, Kutahya, Turkey, June 1995-February 1997
Mathematics Teacher, Mathematics Olympiads and Project Coordinator

PROFESSIONAL AFFILIATIONS

- Member, National Council of Teachers of Mathematics (NCTM), 1998-2005.
- Member, American Mathematical Society (AMS), 2000-2005.
- Board Member, Horizon Science Academy-Cincinnati, Dayton, 2007-2008.
- Board Member, International Mathematics Education Association, 2003-Present

HONORS AND AWARDS

- Recipient of the Ministry of Education Overseas Higher Education Scholarship given only to 3 mathematics teachers nationwide by the Turkish Government to pursue doctoral studies abroad, 1999.
- 4 year undergraduate scholarship from the Turkish Ministry of Education and Turkish Education Foundation awarded to pre-service teachers, 1991-1995.
- Recipient of Bronze Medal from 1st International Mathematics Project Competition, Kocaeli, Turkey, 14-21 July 1996.
- Recipient of 'Teacher of the Year' awards from high school directors, 1996, 1998.

Cevdet AKBAY, PhD

Assistant Professor in Cumberland County, NC

Fayetteville State University, Fayetteville, NC

Phone: 910-672-1945, Fax: 910-672-1159 E-mail: cevdet@capefeareducation.org

EDUCATION

- 2002 Ph.D. in Analytical Chemistry, Louisiana State University, Baton Rouge, LA
- 1999 M.S. in Analytical Chemistry, Louisiana State University, Baton Rouge, LA
- 1990 B.S. in Chemistry Education, İnönü University, Malatya, Turkey

PROFESSIONAL EXPERIENCE:

- Assistant Professor of Chemistry, Fayetteville State University (FSU), Fayetteville, NC, 2004 – Present
- Post Doctoral Research Associate, Georgia State University, Atlanta, GA, 2002-2004
- Teaching and Research Assistant at Louisiana State University, Baton Rouge, 1997-2002
- Chemistry instructor, Celal Bayar University, Turkey, 1993-1997
- Science and Chemistry Teacher, Public Middle and High Schools, Malatya, Turkey, 1990-1993

COMMUNITY SERVICES AND OTHER ACTIVITIES

- Governing Board Member of Fulton Science Academy (Public Charter Middle School), Alpharetta, GA, 2003-2007.
- Governing Board Member of Technology Enriched Accelerated Charter High (Public Charter High School), Alpharetta, GA, 2006-2007.
- Region IV Science Fair, University of North Carolina at Pembroke, Pembroke, NC
- Science Fair Judge, North Carolina School of Science and Math, Durham, NC
- Science Fair Judge, St. Patrick School, Fayetteville, NC

MENTORSHIP

- Mentored 2 Postdoctoral Research Associates, 17 undergraduate students and 3 high school students since 2007

HONORS/AWARDS/RECOGNITION

- Conference Presentations Award by Department of Natural Sciences, FSU, (2009)
- Research and Publications Award by Department of Natural Sciences, FSU, (2008)
- Recognition for Mentoring Undergraduate Research by STEM Undergraduate Research Program at FSU (2008)
- Recognition for Mentoring Undergraduate Students by FSU Research Initiative for Scientific Enhancement (FSU-RISE) Program (2008)
- External Funding Award by FSU (2008)
- Turkish Ministry of Education Fellowship, 1986-1990
- Turkish Education Foundation Fellowship, 1987-1990
- Turkish Higher Education Council Fellowship, 1993-1996

PROFESSIONAL AFFILIATIONS

- Sigma Xi, The Scientific Research Society
- American Chemical Society
- National Organization for the Professional Development of Black Chemist and Chemical Engineers

SCIENTIFIC PUBLICATIONS AND PRESENTATIONS

- 21 scientific publications in international scientific journals. Eight (8) of these publications were published while at FSU. FSU undergraduate students are author or co-authors in these publications.
- 48 presentations at regional, national and international scientific conferences. 23 of them were presented while at FSU. FSU undergraduate students and high school students from Fayetteville high schools are authors or co-authors in these presentations.

RESEARCH CONTRACTS AND GRANTS

- Grant from the National Institute of General Medical Sciences, one of the National Institutes of Health, award number: S06GM078246-01, award amount: \$697,568.00, award period: August 2006-August 2010
- Grant from the National Science Foundation, award number: HRD-0714826, award amount: \$149,958, award period: July 2007-June 2009

Noorani, PhD, MBA, PE

in Cumberland County, NC

Phone: 910-286-5743

E-mail: nida@capefeareducation.org

EDUCATION

- Ohio University, 2008, PhD., Integrated Engineering (Environmental Engineering), Athens, Ohio.
- Ohio University, 2004, Ms., Civil Engineering (Environmental Engineering), Athens, Ohio.
- Dokuz Eylul University, 2001, MBA, Management and Organization, Izmir, Turkey.
- Dokuz Eylul University, 1999, BE, Environmental Engineering, Izmir, Turkey.

TEACHING EXPERIENCE

- Teaching Assistant-TA for Statics Class during PhD Study.
- Lecturer of English Middle/High School students in Turkish Prospect Foundation, Louisville, KY.

PROFESSIONAL EXPERIENCE

July 2008-November 2009 Environmental Engineer, Suar Engineering and Trade Company Ltd.
January 2001-June 2008 Research/Teaching Assistant, Graduate Student, Civil Engineering Department, Ohio University and Ohio Research Institute for Transportation and Environment, Athens, Ohio.

SELECTED PUBLICATIONS

- Ikiz, Nida, Guo, Ting and Gayle F. Mitchell. "How Much Does Erosion and Sediment Control for DOT Projects Cost?," *2003 Erosion and Sediment Control Magazine*, January-February 2003.
- Ikiz, Nida, Guo, Ting, Hunt Chris, Richardson, Wallace and Gayle F. Mitchell. "Evaluation of Roadway Weather Sensor Systems for Snow and Ice Removal Operations Part III Optimization of Salt Brine Pretreatment Application Rates and Frequency," September 2003. A Report Presented to ODOT.
- Türkman, A., Baysal, C., Noorani, Nida,. "Reuse of Treated WasteWater of Izmir Waste Water Treatment Plant in Izmir Ataturk Organization Factory Units" 1999. A conference paper presented in 3rd Annual International Environmental Engineering Conference, Izmir Turkey 1999.

ACCOMPLISHMENTS

- October 2003 EIT exam passed.
- October 2007 PE exam passed.
- Became the 3rd among environmental engineering graduates in Dokuz Eylul University in 1999.
- Became the 1st among MBA students in 2001.
- Awarded by unconditional research and teaching assistantship stipend of Ohio University from March 2001 to June 2007.

MEMBERSHIPS

- Registered Professional Engineer of Ohio Professional Engineers and Surveyors.

Terrie Warren KELLEY
Cumberland County, NC
Phone: 910-484-8248
E-mail: terrie@capefeareducation.org

EDUCATION

- **Bachelor of Science in Elementary Education** **Expected Graduation: December 2010**
Concentration: Reading
Minor: Mathematics
Fayetteville State University, Fayetteville NC
- **Associate of Arts** **Graduation: June 2007**
Fayetteville Technical Community College
Fayetteville NC 28304

RELATED EXPERIENCE

- **Cumberland County School System, Fayetteville NC** **January 1997 – Present***
Substitute School Teacher
*Although I am still active on the substitute call list, I have not subbed during my college enrollment.

OTHER EXPERIENCE

- **Department of Defense Civil Service** **March 1980 – March 1997**
Secretary/Administrative Assistant

SKILLS

- Computer: Proficient in Microsoft Word, Excel, Publisher, and PowerPoint

AFFILIATIONS

- Pi Lambda Theta International Honor Society and Professional Association in Education
- Phi Theta Kappa International Honor Society
- Student North Carolina Association of Educators
- International Reading Association

arif DAGLI, PhD

Teacher in Pitt County, NC

Phone: 252-481-4171

E-mail: arif@capefeareducation.org

EDUCATION

PhD. , Aug 1999 -May 2005 Florida State University. Library and Information Science
MLIS, Jan 1997 -Dec 1998 University of Pittsburgh, Master of Library and Information Science.
BA, Sept 1989 - Jun 1993 Ankara University, Turkey.

PROFESSIONAL WORK EXPERIENCE

Nov 2009 – Present Curriculum Coordinator, Triad Math & Science Academy., Greensboro, NC
Dec 2006 - Present Research & Educational Development Consultant, Greenville, NC.
Aug 2005 - Jan 2008 Adjunct Faculty, College of Information, Florida State University, FL.
Jan 2001 - Aug 2005 Instructor, College of Information, Florida State University, FL.
Apr 1998 - Dec 1998 Library Assistant, University of Pittsburgh Libraries, Pittsburgh, PA.
Sep 1993 - Sep 1995 Technological Consultant, Ankara University, Turkey.
Apr 1993 - Jun 1994 Information Specialist, Halici IBM Ltd., Turkey.
Oct 1992 - Jan 1993 Information Assistant, State Planning Organization, Documentation Center for European Community Affairs, Turkey.

MANAGERIAL EXPERIENCE

- STARS Charter Middle School Governing Board Member (Leon County), Tallahassee, FL, Dec 2005- Jul 2009.
- Founding & Interim Principal, STARS Middle School (Leon County), Tallahassee, FL, Dec 2006 – Jul 2007.
- Internship Coordinator, College of Information, Florida State University, Tallahassee, FL. Apr 2004 – Aug 2004.

GRANTS

- The Impact of Virtual Education on Students' STEM Career Pathways. Submitted to National Science Foundation Proposal. (NSF) Program Subject: Research and Evaluation on Education in Science and Engineering (REESE) (Proposal No: 0910141; Submission Date: Nov 21 2008).
- Charter School Start-Up & Implementation Grant for STARS Middle School 2007-2009 by Florida Department of Education (\$185,000 AWARDED), 2007.
- STARS Charter Middle School Charter Grant by Leon County School District, Florida, 2006. (AWARDED).

... a Conflict of Interest Policy for board members and a stated
commitment to the NC Open Meetings Law.

The Conflict of Interest Policy for Board members is provided below as in Article IV, Section 14 of the proposed by-Laws

ARTICLE IV, Section 14: Conflict of Interest

If any member of the Board faces a conflict of interest in a matter pending before the Board, such member shall make full disclosure to the Board of the nature of the conflict. Upon full disclosure, the Board may approve the transaction only by the majority vote of Board members having no conflict of interest. However, no such transaction may be approved if it would constitute self-dealing, prohibited under Section 4941 of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws, or if it would result in the imposition of any excise tax under any other provision of Chapter 49A of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws.

The stated commitment to NC Open Meetings Law is provided below as in Article VII, Section 6 of the proposed by-laws:

ARTICLE VII, Section 6: Meeting Regulation

All meetings of the Board shall be held in compliance with the North Carolina Open Meetings Law, N.C. General Statutes Sections 143-318.9- 143-318.19. While the Board may elect not to proceed in full compliance with the Roberts Rules of Order, it will serve as a guideline for the conduct of all meetings

For complete set of the proposed Cape Fear Education Services Bylaws, please refer to **Appendix A: Proposed Bylaws**

The official Articles of Incorporation approved by NC Secretary of State is enclosed below:



NORTH CAROLINA Department of The Secretary of State

To all whom these presents shall come, Greetings:

I, Elaine F. Marshall, Secretary of State of the State of North Carolina, do hereby certify the following and hereto attached to be a true copy of

ARTICLES OF INCORPORATION

OF

CAPE FEAR EDUCATION SERVICES

the original of which was filed in this office on the 15th day of February, 2010.



IN WITNESS WHEREOF, I have hereunto set my hand and affixed my official seal at the City of Raleigh, this 15th day of February, 2010.

Elaine F. Marshall

Secretary of State

State of North Carolina
 Department of the Secretary of State

ARTICLES OF INCORPORATION
 NONPROFIT CORPORATION

Pursuant to §55A-2-03 of the General Statutes of North Carolina, the undersigned corporation does hereby submit these Articles of Incorporation for the purpose of forming a nonprofit corporation.

1. The name of the corporation is: CARE HEAR EDUCATION SERVICES
2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NC GS §55A-1-40(4).
3. The street address and county of the initial registered office of the corporation is:
 Number and Street 2525 Cumberland Bay Dr., Apt 205
 City, State, Zip Code Fayetteville, NY 28306 County CUMBERLAND
4. The mailing address if different from the street address of the initial registered office is:
SAME
5. The name of the initial registered agent is:
ALL KIDZ
6. The name and address of each incorporator is as follows: ALL KIDZ
2205 Cumberland Bay Dr., Apt 203, Fayetteville, NC 28306
7. (Check either a or b below.)
 a. The corporation will have members.
 b. The corporation will not have members.

8. Attached are provisions regarding the distribution of the corporation's assets upon its dissolution.
 UPON THE DISSOLUTION OF THIS 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 CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE), OR SHALL BE DISTRIBUTED TO THE FEDERAL GOVERNMENT, OR TO A STATE OR LOCAL GOVERNMENT FOR PUBLIC PURPOSES. ANY SUCH ASSETS NOT SO DISPOSED OF SHALL BE DISPOSED OF BY THE SUPERIOR COURT 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 EXCLUSIVELY FOR SUCH PURPOSES.

9. Any other provisions which the corporation elects to include are attached.
 THIS CORPORATION IS ORGANIZED EXCLUSIVELY FOR CHARITABLE AND EDUCATIONAL PURPOSES WITHIN THE MEANING OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE.

NOTWITHSTANDING ANY OTHER PROVISION OF THESE ARTICLES, THE CORPORATION SHALL NOT CARRY ON ANY OTHER ACTIVITIES NOT PERMITTED TO BE CARRIED ON (A) BY A CORPORATION 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) OR (B) BY A CORPORATION CONTRIBUTIONS TO WHICH ARE DEDUCTIBLE UNDER SECTION 170(C)(2) OF THE INTERNAL REVENUE CODE OF 1986 (OR CORRESPONDING PROVISION OF ANY FUTURE UNITED STATES INTERNAL REVENUE LAW).

Revised January 2000

Form NCI

CORPORATIONS DIVISION

P. O. BOX 29612

RALPHIGH, NC 27604-0612



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

10. The street address and county of the principal office of the corporation is:

Number and Street, 2305 Cumberland Bay Dr, Apt 203

City, State, Zip Code Fayetteville, NC 28306 County CUMBERLAND

11. The mailing address (if different from the street address of the principal office) is:

NAME _____

12. These articles will be effective upon filing, unless a later time and/or date is specified: _____

This is the 16 day of FEBRUARY, 2010.

Ali Kiz Ali Kiz
Signature of Incorporator

ALI KIZ, PhD
Type or print Incorporator's name and title, if any

My email is: aikiz@uncfsu.edu

NOTES:

1. Filing fee is \$50. This document must be filed with the Secretary of State.

Revised January 2000

Form 74-01

CORPORATIONS DIVISION

P. O. BOX 29622

Raleigh, NC 27626-0622

ATIONAL FOCUS

MISSION

The mission of the proposed charter school is as follows:

The mission of Cape Fear STEM School (CFSS) is to prepare students to become competent, responsible and successful individuals in our globalized and technology-based society through a strong academic program, school-family-community partnership, and a strong teacher-student relationship.

The CFSS is committed to providing a high quality and enriching educational experience that targets 21st century outcomes for elementary, middle and high school students in Cumberland County². As a result, students will be equipped with strong core knowledge and higher-order skills, including critical and creative thinking, problem solving, effective communication and collaboration skills.

To fulfill its mission, the CFSS will:

- implement well-defined curriculum, supported by research and with a strong emphasis on mathematics and science through technology integration,
- build strong school-family-community partnerships,
- create a safe, nurturing, engaging, caring and culturally-responsive learning environment, and
- facilitate strong teacher-student relationship.

Core values of CFSS are responsibility, respect, resilience, diversity, courage, and industriousness. Fundamental to our mission is commitment to active involvement of students, competent and caring staff and leadership, innovative and effective teaching strategies, and striving for academic excellence for all students.

PURPOSE OF PROPOSED CHARTER SCHOOL

From a broader perspective, the United States has entered into a significant national decline in the number of college graduates with STEM degrees. This downward trend is an issue of national importance as it affects the country's capacity to maintain a technological lead in critical skills and disciplines related to STEM. The ability to compete in the increasingly internationalized stage will be hindered without college graduates with the ability to understand and invent cutting edge technologies in the decades to come. Foundational skills to succeed in STEM fields must be built in early grades. Among the most essential skills are mathematics and science skills. Indeed, a strong mathematics and science foundation is critical to success in college regardless of the field attained. Further, as we move towards a more technology-based and globalized world, the importance of mathematics and science for functioning in the society effectively is indisputable.

North Carolina, as a leading state, houses many technology- and science-based businesses that demand employees with advanced knowledge and skills in mathematics and science. However, according to the Nations' Report Card, 25% of the fourth graders and 22% of the eighth graders were at or above the NAEP science proficient level in 2005. 43% of the fourth graders and 36% of the eighth graders were at or above the NAEP mathematics proficient level in 2009³. That statistics imply that students of our state need additional innovative and effective approaches to reach the level of success they deserve.

² Framework for 21st century learning, http://www.21stcenturyskills.org/documents/P21_Framework.pdf

³ The Nation's Report Card. (2005). nationsreportcard.gov/

age compared to North Carolina state averages. According to ABC the percentages of students scoring at or above level III on science, mathematics and reading in Cumberland County were below that of statewide. The gap was particularly larger in the area of mathematics and science than it was in reading.

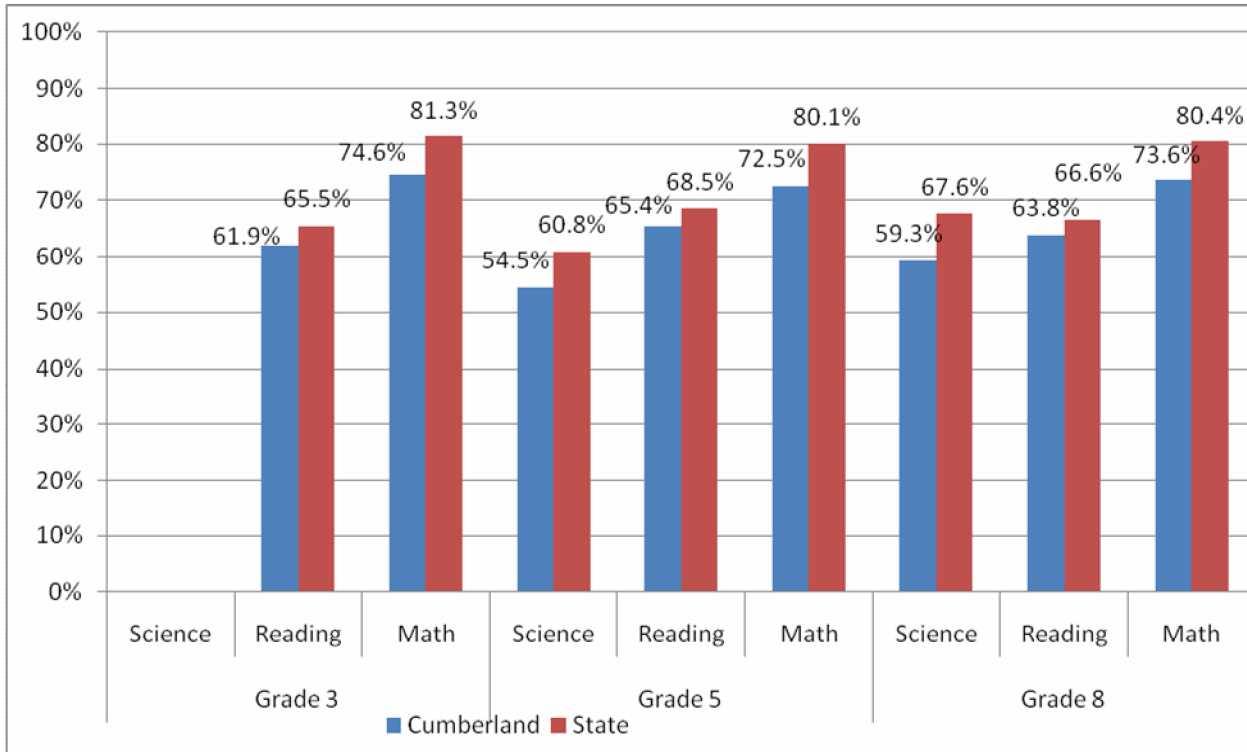


Figure 1. Comparison of NC State and Cumberland County ABC Reports for 2008-09 in reading, math and science

CFSS adapts various principles and strategies that research has demonstrated to be effective for improving learning of students as well as providing additional opportunities for academically at risk students and academically gifted students.

1. Improve student learning:

- Curriculum-led improvement:

The curriculum-led improvement focuses on “improving the quality, pattern and structure of day-by-day learning activities in the classroom” to meet the “best of national and international standards”.

Based on the recommendations by Center for Science, Mathematics, and Engineering Education⁴, the CFSS charter school will have curriculum that will:

- be designed based on what students have already learned
- specify what all students should know, understand, and be able to do
- specify how students’ learning will be assessed

- Technology-supported instruction: A variety of technologies will be incorporated in instruction as they will be used as⁵

⁴ Center for Science, Mathematics, and Engineering Education (CSMEE; 1999). Designing Mathematics or Science Curriculum Programs: A Guide for Using Mathematics and Science Education Standards.

- technology for construction, and
- technology for expression

- **Assessment-Driven Instruction:** Students' progress will be monitored via an online Progress Monitoring System (PMS) where teachers can access and analyze students' assessments results and use these results for educational and instructional planning.
- **Cognitively oriented instruction⁶:** This type of instruction refers to instruction that promotes the use of metacognitive skills, such as reflecting their own thinking process, and developing effective learning strategies. This will be achieved when students are provided opportunities to solve problems, reflect on the process of task, and use critical thinking skills and they will model the process.
- **Family-school-community partnership:** Family involvement will be facilitated through classroom and school newsletters, parent-teacher conferences, home visits, parent volunteering, and family nights. Community partnership will be through collaboration with the local colleges and universities and institutions such as inviting professionals, visiting places of interests, field trips and so on.
- **Extended programs:** Research has shown that well-designed before and after school programs and extended weekend programs improve students' academic skills and enhance students' social and emotional well-being, and reduce rates of substance abuse, juvenile crime and vandalism. Before and after school programs and extended weekend programs, some at no-cost, will be offered. These programs will offer various activities such as homework help, tutoring, foreign language learning, sports, music and art.
- **Community-centered learning environment** will be created to help students build their confidence in themselves that "they can do well, find the meaning and value in the material learned and feel that they are the valued members of the learning community"⁷. Small group activities and peer learning will also be used.
- **Small class size:** Research has demonstrated that students are more engaged in learning activities and show more learning gain when class size is smaller and teacher to child ratio is lower. CFSS targets to have a teacher-to-student ratio of 1:16 with a maximum class size of 24.

2. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted:

Learning Opportunities for Students At-risk of Academic Failure

Research has shown that students of color, students with limited English proficiency, and students from economically disadvantaged families are at risk of academic failure. Our approach to students at risk of academic failure is "catch them before they fall". Thus, early identification of at-risk students through on-going observation

⁵ Bruce, B. C., & Levin, J. A. (1997). Educational technology: Media for inquiry, communication, construction, and expression. *Journal of Educational Computing Research*, 17(1), 79-102.

⁶ Snow, D. (2003). *Noteworthy perspectives: Classroom strategies for helping at-risk students* (rev. ed.). Aurora, CO: Mid-continent Research for Education and Learning.

⁷ Barbara Gross Davis. *Motivating Students*. <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/motiv.htm>

es are proven be effective to improve learning of students who are

- Increasing students' self efficacy and motivation to learn: Students who are at risk of academic failure usually need support to increase their self efficacy and motivation to learn and to develop positive attitudes towards learning. Students will experience a *caring, sustained relationship*. They will be provided manageable and achievable tasks at their level and the difficulty level of the task will be increased as they accomplished more. This will create a sense of accomplishment, prevent frustration and will help to increase students' self-efficacy.
- A three-tiered approach: In the three-tiered approach, Tier-1 refers to the instruction through core program. Tier-2 is to providing supplemental and extended instruction. Tier-3, the final tier, is an intense and individualized intervention.

Usually, students who are at risk of academic failure will need supplemental and extended instruction (Tier 2), in addition to receiving instruction through the core program (Tier 1). Applying Vygotsky's concept of zone of proximal development, which is the areas that a student can accomplish a skill with a more skilled individual's help, the individual will be moved to the level that the student can do by himself. A more skilled individual could be a peer, an adult or a teacher. Therefore, at the tier 2 level, after identifying the areas of difficulty that put the students at risk, the following strategies will be followed:

- a. *Individualized student instruction* will be provided: Some students may need additional time and one-on-one teaching to master the content. The student will be provided additional materials and variety of instructional strategies at his level. Tutoring will be provided by the teachers and other peers.
- b. *Small group instruction*, including students with heterogeneous and homogenous abilities, will be provided.
- c. *Family involvement* will be increased. It will be done by sending materials and resources to home, educating parents to help their children completing their homework and learning, and structuring routines and homework times, having parents volunteering and visiting in school and informing parents about the progress of their children.

If the student does not response to Tier 2, a Tier 3 intervention will be provided. At the Tier 3 level, along with the strategies used at the Tier 2, an alternative program(s), which is proven to be effective with students who do not respond to Tier 2, will be implemented. Collaboration within school staff and across NC public school system staff will be needed. If the student's response to intervention (RTI) at Tier 3 is not at the expected level, an alternative intervention will be used. The school personnel will work closely with the district and state personnel as well as students' family.

- Extended before school, after school, weekend and summer programs: During the school-year, the CFSS will provide before school, after school and weekend programs where various instructional support and extra-curricular activities will be implemented. Additional instructional support will be offered during the summer to prepare students who may be at the edge for the next year and to minimize the summer lost.

teacher.

ons designed to enhance language acquisition as well as content
e provided. Teacher will coordinate with a reading specialist or ESL

Academically or Intellectually Gifted (AIG) Students

- Identification of Gifted Students: Test of Cognitive Skills (TCS), which is also used by some North Carolina public schools, will be used to identify AIG students. In addition, on-going assessments and teachers' observation of classroom behaviors and performances will be used.
- Differentiated, advanced and challenging instruction: Gifted students will have individualized educational plans (IEP; based on the test results and on-going assessments) that will fit their needs and facilitate their growth in the area that they are gifted. Teachers will provide enriched, advanced and challenging instruction for subject acceleration, follow a differentiated curriculum, and use research based supplemental resources.
- Highly qualified personnel and professional Development: CFSS will recruit competent teachers and professionals and provide professional development to meet the needs of AIG students. Collaboration with Cumberland County's AIG specialists will be facilitated.
- School Year Programs and Summer Camps: CFSS will collaborate with local and statewide community organizations (higher education institutions, and other private and public institutions) to provide gifted students with experiences and programs that suit their needs best so that they develop their potential.
- Academic competitions: CFSS students will participate in competitions organized within the school, district wide, statewide and nationwide.
- Advanced Curriculum Opportunities: These curriculum opportunities will include on-campus or online advanced placement courses, honors classes, and college connection courses

3. Encourage the use of different and innovative teaching methods:

- Problem-based learning: As opposed to the traditional teaching methods in which students memorize the information and little or no application is required, problem-based learning uses the knowledge as a means to apply and solve the problem. It is to learn how to learn using real-life problems⁸. Thus, CFSS will use problem-based learning both as a pedagogical approach and curriculum design methodology to facilitate higher order thinking skills and subject-based knowledge and skills.
- Technology Integration: Technology use is the primary signature of the CFSS. As discussed in above sections, technology will be simultaneously incorporated in teaching and curriculum as the integration of *technology will serve for inquiry, communication, construction and expression*. In addition, it will be used for assessment.
- Action research: Action research is a practical, yet systematic research method to investigate teachers own teaching and their students' learning in and outside the classroom.⁹ Action research empowers teachers to

⁸ Boud, D. & Feletti, G. (1999). *The challenge of problem-based learning*. (2nd Ed.), London: Kogan Page.

⁹ Nolen, A.L. & Putte, J. V. (2007). Action research in education: Addressing gaps in ethical principles and practices. *Educational Researcher*, 36 (7), 401–407.

works, what should be changed to improve students' learning as well as content knowledge in their own classrooms with their very students. Teachers will study their own classrooms to better understand their class and learning culture.

4. Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site:

Cook and Fine ¹⁰ proposes that “professional development can no longer be viewed as an event that occurs on a particular day of the school year; rather, it must become part of the daily work life of educators. Teachers, administrators, and other school system employees need time to work in study groups, conduct action research, participate in seminars, coach one another, plan lessons together, and meet for other purposes”. Accordingly, the notion of CFSS on professional development is to facilitate collaboration and team work among the school personnel, including teachers, administrators and staff to maximize the ongoing professional development of teachers.

- Transfer the research into practice through membership and attendance to professional organizations and subscription to professional journals: Teachers will be encouraged to be an active member of national, state or local organization and read articles in the professional journals and discuss with the team. This will help teachers to be up-to-date within the current research and transfer the research into practice. Teachers will also be trained on how to conduct action research and use the results in their classrooms and students.
- Professional development on the emerging standards: Knowledge and skills in the subject areas and standards, particularly in mathematics, science and technology, changes constantly, which requires ongoing training and adjustments in teaching and curriculum as well as in teachers' knowledge and skills. Professional development opportunities including on-site and off-site trainings will be provided for teachers.
- Professional development to transfer student data into usable information: Turning data into usable information is a challenging task and professional development is critical to implement an assessment-driven instruction. Unfortunately, most teachers are not prepared to transfer the student data into usable information¹¹. Therefore, teachers will be training on how the students' assessment results could be used to inform educational decisions.
- Additional professional development opportunities will be provided in the following areas:
 - Multicultural learning environment
 - Diverse learners
 - Classroom management and guiding positive behavior
 - English Language Learners
 - Child and adolescent development
 - Various technology tools

¹⁰ Cook, C. J., & Fine, C. (1997). *Critical Issue: Finding Time for Professional Development*. Retrieved from <http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd300.htm>

¹¹ Wayman, J.C. (2005). Involving teachers in data driven decision making: Using Computer Data Systems to Support Teacher Inquiry and Reflection. *Journal Of Education For Students Placed At Risk*, 10(3), 295–308

anded choices in the types of educational opportunities that are
am:

The following educational opportunities will be available for parents and students

- Strong mathematics and science focused curriculum
- Open enrollment which accepts all students around the district.
- Small class size and low teacher-to-child ratio
- Compliance with federal and state regulations (e.g. Title 1).
- Facilities, such as science lab, biology lab, computer lab, gymnasium, auditorium, and designated spaces for specialized professionals
- Miscellaneous community projects such as field trips, guest speakers from institutions, and site visits.
- College credits and advanced programs
- Extended weekend and summer programs,
- Before and after school programs
- Project-based programs with dedicated staff,
- Student clubs (e.g., chess clubs, table tennis clubs, language clubs).
- Home visits, parent volunteering, newsletters
- Free tutoring>

CFSS targets to be part of Cumberland County Schools' (CCS) Governed Choice Program.

6. Hold the schools established under this Part accountable for meeting measurable student achievement results, and provide the schools with a method to change from rule-based to performance-based accountability systems. (1995 (Reg. Sess., 1996), c. 731, s. 2.)

CFSS, by law, is subject to performance based accountability through state-mandated tests. Specifically, End of Grade (EOG) assessments will be administered in reading (from grades 3 through 8), mathematics (from grades 3 through 8), and science (from grades 5 and 8). End of Course (EOC) assessments will be administered in Algebra I, Algebra II, Biology, Chemistry, Civics and Economics, English I, Geometry, Physical Science, U.S. History, and OCS to high school students. NC Writing Assessment will be administered at grades 4, 7 & 10. K-12 students identified as limited English Proficient will be administered WIDA ACCESS Placement Test (W-APT) annually. Students with special needs will be administered NCEXTEND1 or NCEXTEND2. Iowa Test of Basic Skills (ITBS) may be administered to grades 5 & 8. In addition to NC state-mandated tests, tests required by Cumberland County Schools will also be considered. Among them are PSAT (Grades 8-11), SAT (Grades 9-12), ASVAB (Grades 11-12), PLAN (Grades 9&10), ACT (Grades 9-12).

For grades K-2, NC K-2 literacy assessment will be administered. In addition, kindergarten, first and second grade students' learning will be assessed continuously through summative and formative assessments, with a heavy rely on formative assessment. At the end of the year a summative evaluation will be obtained and reported. The importance of both results and process will be emphasized during assessment; yet the process will be gauged more. Individual conferences with the students and portfolio evaluations will be employed. Students will receive positive, constructive and frequent feedback on their learning process to improve their skills and learning to provide students with plenty of opportunities to learn and improve. These assessment methods will also be used with students in upper grades.

High school students will meet the following graduation requirements identified by NC Department of Public Instruction after they complete required credits (Total of 21 credits of Future-Ready Core). "Students must score



*Your complimentary
use period has ended.
Thank you for using
PDF Complete.*

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

ess exempted by the student's Individualized Education Program),
and U.S. History and the Computer Skills Test"¹².

Similar to other charter schools, CFSS is also subject to performance based accountability before the parents and students by being a school of choice. In this category, the number of students enrolled and the level of satisfaction among parents will be determining success at CFSS. Parent and student satisfaction will be measured by annual satisfaction surveys. Results of the surveys will be reported to the Governing Board in a public meeting and these will be used to better understand and improve the areas of concern.

Additionally, CFSS is subject to financial accountability through use of the allocated funds for its programs. Annual audits will be publicly made available by the Governing Board to inform the public of the financial health of the school. CFSS will strive for a balanced annual budget once reached its projected capacity at the end of each school year and will adhere to the balanced budget principle throughout its operations.

¹² Public Schools of North Carolina NC Standard Course of Study, K-12. [Http://www.Ncpublicschools.Org/Curriculum/Graduation/](http://www.Ncpublicschools.Org/Curriculum/Graduation/)



Your complimentary use period has ended.
Thank you for using PDF Complete.

[Click Here to upgrade to Unlimited Pages and Expanded Features](#)

Cape Fear Education Services, a non-profit organization founded by local residents and professors at Fayetteville State University, has been working to develop and start a charter school for Cumberland County community. The new Cape Fear STEM School is designed to provide local students with a math & science focused curriculum from grades Kindergarten level through Grade 12.

Within very short period of time founders of the organization have received enthusiastic support for the STEM school idea in Cumberland County, including from deans, professors, and researchers of Fayetteville State University, as well as local business owners and civic leaders in Cumberland County. The school founders is continuing to seek support for the school from community leaders, officials, educators, businesses, and gatekeepers in Cumberland County to get support for a math, science and technology-focused K-12 school in Fayetteville and neighboring communities.

The mission of Cape Fear STEM School (CFSS) is to prepare students to become competent, responsible and successful individuals in our globalized and technology-based society through a strong academic program, school-family-community partnership, and a strong teacher-student relationship.

The CFSS is committed to providing a high quality and enriching educational experience that targets 21st century student outcomes for elementary, middle and high school students in Cumberland County¹³. As a result, students will be equipped with strong core knowledge and higher-order skills, including critical and creative thinking, problem solving, effective communication, and collaboration skills. To fulfill its mission, the CFSS will

- implement well-defined curriculum, supported by research and with a strong emphasis on mathematics and science through technology integration,
- build strong school-family-community partnerships,
- create a safe, nurturing, engaging, caring and culturally-responsive learning environment, and
- facilitate strong teacher-student relationship.

Core values of CFSS are responsibility, respect, resilience, diversity, courage, and industriousness. Fundamental to our mission is commitment to active involvement of students, competent and caring staff and leadership, innovative and effective teaching strategies, and striving for academic excellence for all students.

The school is designed to:

- offer free after-school and weekend tutoring programs for students especially who are at risk of academic failure and need extra help to pass their classes,
- prepare interested students for regional, statewide, national, and international competitions, and
- utilize current best practices in teaching to improve student learning in all areas.

This school will be an elementary, middle and high school (K-12). Also,

- Its instructional program will be aligned with North Carolina Standard Course of Study as well as with nationally recognized standards, such as National Council of Teachers of Mathematics Standards and National Science Education Standards.
- Teacher Student Ratio will be 1:16.
- Maximum Class size is 20 for elementary grades, 22 for middle grades, and 24 for high school.
- ~276 students will be enrolled initially (K-6) & ~600 students with full capacity (K-12).
- School site will be decided once its school charter is approved by the NC Department of Public Instruction.

¹³ Framework for 21st century learning, http://www.21stcenturyskills.org/documents/P21_Framework.pdf

INSTRUCTIONAL PROGRAM

1. Educational theory and foundation of the model:

Educational theory and foundation of CFSS is built upon the following assumptions.

- “All children can learn
- All students will have equal access to program and experience regardless of sex, race, ethnicity, disabling condition
- All students are entitled to respect and dignity for who they are”¹⁴

Founders of CFSS, taking its roots from educational philosophers and learning theorists such as Dewey, Piaget, Vygotsky, Gardner, and Bronfenbrenner and relying on evidence-based approaches and curricula for its operations, believes that

- Learning is a continuing and vital process and requires active participation. The purpose for learning does not lie only in the future. Skills, knowledge, and experiences must have meaning in the present as well.
- Student is the starting point, the center and the end¹⁵. He or she needs to explore, manipulate, experiment, question, and search out answers for themselves. Activity is essential¹⁶.
- Teaching refers to relating to students and relating the curriculum to their lives. Culture and nature of interaction between the student and knowledgeable members of the culture have primary roles on students’ learning¹⁷.
- Student’s learning should be facilitated through *scaffolding* in his *zone of proximal development* by a more skilled adult or peer. The teacher is the mediator, guide, mentor and actuator¹⁸. Therefore, educational activity requires careful pedagogical guidance.

Students bring diverse skills, perceptions and experiences with them as they come to school. While some come with strong academic skills and with an enthusiasm to read and learn, educators may need to invest more time and energy in and develop different strategies for those who come with weaker academic skills or lower motivation. No doubt that each student’s need and source of motivation may be different. To meet the needs of students with diverse skills, CFSS believes that a strong curriculum is critical. Nonetheless, implementation of the curriculum has also profound effects on students’ learning and development. Thus, **a well designed curriculum implemented by caring, competent and dedicated instructional team, embedded in a sustained, high quality teacher-student relationship is fundamental to achieve the mission of CFSS.**

CFSS’ educational philosophy is based upon the maximum connection and continuity among school, home and community to prepare students with strong academic and higher order skills. As illustrated in the following figure, continuity between home and school is facilitated through parent volunteering, communication and home visits. The connection with the community will be facilitated through collaboration with the local institutions such as universities, colleges, Cumberland County educational institutions. In addition to continuity between home and school and connection between community and school, innovative instructional methods will be implemented by well-rounded

¹⁴ Bergman, A.B. (1998). A survival kit for the elementary school principal. Paramus, N.J: Prentice Hall

¹⁵ Dworkin, M. S. (Ed.). (1965). *Dewey on education: selections*. New York: Teachers College Press.

¹⁶ Smith, D. (1987). *A practical guide to play, Piaget and language in preprimary hearing impaired programs*. ERIC document reproduction service no: ED286293.

¹⁷ Gredler, G. R. (1992). *School readiness: Assessment and educational issues*. Brandon, VT: Clinical Psychology Publishing

¹⁸ Wink, J. & Putney, L. G. (2001). *A vision of Vygotsky*. Boston: Allyn and Bacon.

students will reach their maximum potential to contribute to the

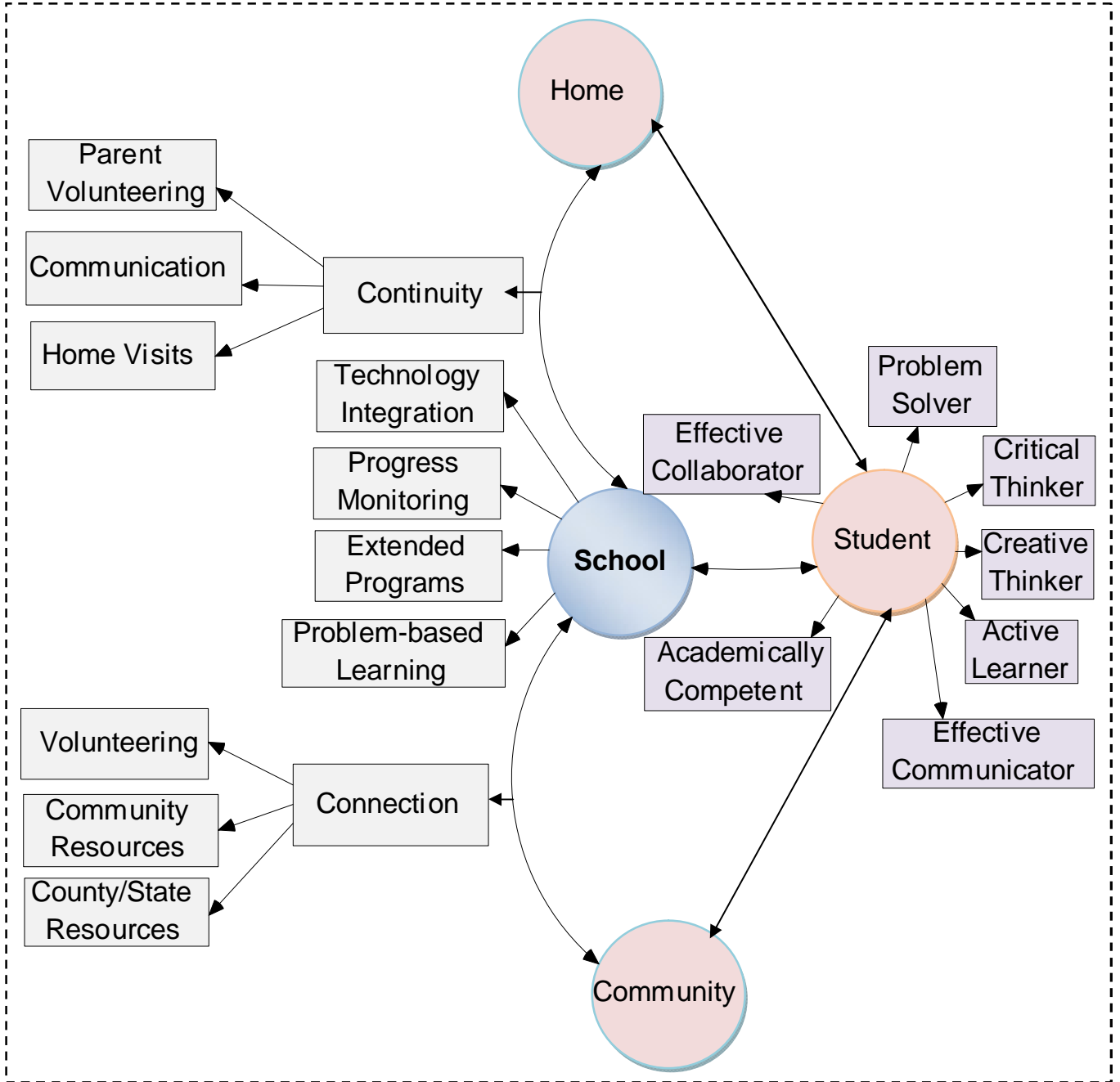


Figure 1. Framework of Cape Fear STEM School (CFSS) Model.



PDF Complete

Your complimentary use period has ended.
Thank you for using PDF Complete.

[Click Here to upgrade to Unlimited Pages and Expanded Features](#)

Design and instructional methods, courses of study, etc:

CFSS' curriculum has been adopted from the ***Pinnacle School Model***, a highly successful math and science oriented charter school model, designed and developed by the Washington Education Foundation (WEduF)¹⁹ in Washington, D.C. This research-based, proven educational program has been implemented by some of the most successful charter schools in the Maryland, Baltimore and Virginia. The model has four major components:

- Results Driven Instruction,
- Technology Integrated Education,
- Proactive Guidance Program and
- Advanced Studies Program.

Through Results Driven Instruction and Proactive Guidance, CFSS will ensure students make expected progress towards successful high school graduation and college acceptance. The instructional approach and school environment will sharpen students' skills and prepare them to pursue a high profile career, preferably a STEM career through our Technology Integrated Education and Advanced Studies Programs.

Teaching Approach

CFSS' teaching approach includes culturally responsive teaching by (1) acknowledging the cultural differences as they affect students' dispositions, attitudes, and approaches to learning, (2) incorporating cultural differences as a content to be taught in the formal curriculum and (3) using instructional strategies that meet the needs of students with different learning styles²⁰. Thus, the learning environment will be positive and encouraging, and based on mutual respect, responsibility, and caring. It will operate based on the respect for the differences in beliefs, values and cultural variations. Sense of belonging will be created among the students.

Teachers meet the students at where they are. Learning activities will be built to meet students' existing needs, and take the student to a higher level as high and reasonable expectations will be held for all students. To accomplish this goal, students will be given assignments that are challenging, but can be accomplished.

Active engagement of students is also critical. Every student will be provided with opportunities to develop and learn. Students will be actively involved in their learning, by doing, writing, making, debating, role playing, brainstorming, discussing, designing, problem solving, creating, demonstrating, and so on.

Problem-based learning: As opposed to rote memorization of the knowledge, through problem-based learning students will apply the knowledge in-real life situations and solve the problem²¹. Using problem-based learning prepare students to be effective communicators, effective collaborators, critical and creative thinkers and active learners.

Curriculum Design

CFSS' approach to curriculum design stems from two definitions of the curriculum. First, curriculum is the written plan with the course of study. Secondly, the broader definition of the curriculum, is inclusive of basic assumptions of nature of learning, social interactions, instructional environment and ways of knowing. Considering both definitions, CFSS'

¹⁹ www.weduf.org

²⁰ Gay, G. (2000). *Culturally Responsive Teaching: Theory, Research, & Practice*. New York: Teachers College Press.

²¹ Boud, D. & Feletti, G. (1999). *The challenge of problem-based learning*. (2nd Ed.), London: Kogan Page.

“oil” approach that refers to facilitating students’ learning in cognitive, developing skills and attitudes that CFSS envisions²² for its students to

acquire.

CFSS curriculum in the core subjects is to be designed to answer the following three questions:

1. What is worth knowing?
2. What is best practice?
3. What constitutes excellent performance?

What is worth of knowing? – Courses of Study

The curriculum and assessment will be aligned with the North Carolina Standard Course of Study and ABCs Accountability Program. Therefore, the following core knowledge in science, mathematics and language arts at elementary, middle, and high school level is targeted:

ELEMENTARY SCHOOL: KINDERGARTEN -5 th GRADE	
Science	<ul style="list-style-type: none"> • Animals, and their life cycles, of animal behavior and adaptation, plant growth and adaptations, interdependence of plants and animals • Earth materials, soil properties, composition and uses of rocks and minerals, landforms • Weather, changes in weather, climate, earth, moon and sun system • Living and nonliving objects, characteristics and properties, needs of living organisms, need for food and materials for growth and repair of the body. • The properties and relationship of objects, balance, motion and weighing of objects, concepts of sound, magnetism and electricity, forces and motion in technological designs • Form and function of the skeletal and muscle systems of the human body
Mathematics	<ul style="list-style-type: none"> • Number sense • Calendar • Length, time, capacity and mass • Shapes • Create and extend patterns • Sort and classify • Measurement • Collecting and displaying data • Symmetry and congruence • Probability • Pictographs • Addition, subtraction, multiplication, division • Non-negative rational numbers • Permutations and combinations • Perimeter and area • Median, mode, and range • Transformation • Simple equations and inequalities
Language Arts	<p><u>5 Competencies</u>: Word recognition/vocabulary, comprehension, connections, products, grammar & language conventions</p>

²² Please see the mission statement for CFSS’ vision and mission.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

n books, Storybooks, Short chapter books, Short stories, Novels,
s, Legends, Novels, Folklore & Science fiction, Tall tales, Myths

Nonfiction: Short informational texts, Newspapers, Telephone books, Signs/labels, Biographies, Letters & Articles, Procedures/instructions, Charts, Autobiographies, Informational books, Diaries & Journals, True experiences, Newspapers & Magazines Schedules
Poetry: Nursery rhymes, Word plays & Finger plays, Short poems, Word plays (alliteration/rhyme), Proverbs, Riddles, Limericks, Simple poems, Concrete poems, Haiku, Narrative Lyric, Cinquain
Drama: Puppet plays, Reenactments of familiar stories, Skits, Plays

- book and print awareness
- phonemic awareness and knowledge of alphabetic principle
- decoding and word recognition, reading, fluency
- conventions of print
- Sense of story, predictions, the sequence of events in a story, listening to and re-visiting stories, discussing, illustrating, and dramatizing stories, discovering relationships, oral-graphic directions
- Types of books and selections, distinguish fantasy from reality when reading text,
- fiction, nonfiction, poetry, and drama
literary language
- attending to oral presentations, sharing
- taking turns expressing ideas and asking questions
- Spelling
- Handwriting

MIDDLE SCHOOL: GRADES 6-8

Science

- Geological cycles, forces, processes, and agents, the lithosphere.
- Cycling of matter
- Solar System, atmosphere, hydrosphere
- Energy transfer and/or transformation
- Population Dynamics
- Nature of human body system
- Chemistry
- Cell theory
- Microbiology

Mathematics

- Real numbers
- Negative rational numbers
- Addition, subtraction, multiplication, division
- Ratio, probability and percent
- Number properties
- Transformation
- Perimeter and area
- Mean, median, mode, and range
- Equations and inequalities
- Graphs
- Volume and surface area
- Factors and multiples

	<p>national, argumentative, critical, grammar/language usage, literary</p> <ul style="list-style-type: none"> • Narrate an expressive account (e.g., fictional or autobiographical) which: • expressive materials that are read, heard, and/or viewed by: • Appropriate interaction • Reflecting on learning experiences • informational materials, multiple sources of print and non-print information, arguments • quality, purpose, and critique of communication • the characteristics of literary genres (fiction, nonfiction, drama, and poetry) • Reading Fluency • Comprehension • Conventions of writing, grammar, and spoken expression • Editing
HIGH SCHOOL: GRADES 9-12	
Science	<p>Grade level content, inquiry, and high order thinking skills on the following courses</p> <ul style="list-style-type: none"> • Biology • Chemistry • Earth/Environmental • Physical Science • Physics
Mathematics	<p>Grade level content, inquiry, and high order thinking skills on the following courses</p> <ul style="list-style-type: none"> • Introductory Mathematics • Algebra I & II • Geometry • Technical Mathematics I & II • Advanced Function • Discrete Mathematics • Precalculus • Integrated Mathematics I, II, III, IV
Language Arts	<p>English I:</p> <ul style="list-style-type: none"> • Narrate personal experiences that offer an audience: • Reflections to variety of expressive texts (e.g., memoirs, vignettes, narratives, diaries, monologues, personal responses • increasingly complex print and non-print expressive texts • Effectiveness of communication • Read and critique various genres <p>English II</p> <ul style="list-style-type: none"> • Produce reminiscences (about a person, event, object, place, animal) • Reflections to variety of expressive texts (e.g., memoirs, vignettes, narratives, diaries, Monologues, personal responses • Increasingly complex print and non-print expressive texts • Cause/effect relationship among events • Posing questions prompted by texts • controversial issues

- Interpreting real world events
- Thematic connections
- Evaluate and analyze the information, explanations, or ideas
- World literature
- Conventional written and spoken expression

English III

- Create memoirs
- Reflect and respond to text
- Read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus
- Research and analyze ideas, events, and/or movements related to United States culture
- Examine and explain how culture influences language through projects
- Persuasive use of language
- Use argumentation
- Interpret meaning for an audience
- Develop thematic connections among works by
- Assess the power, validity, and truthfulness in the logic of arguments given in public and political documents
- Interpret the significance of literary movements
- Analyze the relationships among United States authors and their works by
- Conventions of language
- Errors and editing

English IV

- Compose reflective texts
- Respond to texts
- Read, listen to and view a variety of increasingly complex print and non-print expressive texts appropriate to grade level and course literary focus
- Locate, process, and comprehend texts that explain principles, issues, and concepts at work in the world
- Analyze general principles
- Compose texts (in print and non-print media) that help the audience understand a principle or theory
- Research and define issues of public concern by:
- Organize and deliver an argument so that an intended audience respects it
- Develop critiques
- Explore British literature
- Extend engagement with selected works of British literature
- Apply knowledge of literary terms, grammar, and rhetoric in order to write clearly, succinctly, and accurately
- Discern and correct errors in speaking and writing

well-defined and implemented curriculum. Center for Science, Mathematics, and Engineering Education emphasize the “importance of defining and coordinating [mathematics and science] curricula across the 13-year span — based on standards in use by local school districts — as a way to improve the quality of education²³”. CFSS will use standards-based mathematics, science and language arts curriculum, supported by National Science Foundation and research.

All core subject areas are essential in students’ learning in all grade levels. Nonetheless, learning to read is the most important skill students need to learn to be successful in school and life. Students with strong language and literacy skills at early grades develop stronger language and literacy skills and perform better on academic tests. Therefore, the first years of school are critical for students to be proficient and skilled readers. Language art curriculum which facilitates students’ proficiency in the five essential components of reading – phonemic awareness, phonics, fluency, vocabulary and comprehension- identified by National Reading Panel (2000)²⁴ will be implemented. Strength of this curricular focus is its scope which aims not only to teach word decoding and read fluently, but also develop comprehension and vocabulary skills.

In addition, early years are important for building strong mathematics skills. Students with stronger mathematics skills at early grades perform better on mathematics and reading tests in upper grades. Thus, the focus of the

Grades K-3 is to build a strong language and literacy skills and mathematics skills. Science and social studies are naturally integrated thorough themes. All the instructions will be supported by the technology.

Grades 4-5: Focus starts shifting from general elementary education towards more science related classroom activities and advanced mathematics while NC Standard Course of Study is followed.

Grades 6-8, besides all core subject areas (NC Standard Course of Study), will have a strong focus on science and mathematics skills through integrated technology.

Grades 9-12 will be to develop a focused science, mathematics and technology skills towards higher education. Students will be guided to help choose STEM career pathways and follow college preparatory programs.

Technology-supported instruction: Traditional methods of teaching where one-way-flow of information from teacher (sender) to student (receiver) and students are assigned a passive role, have limited effectiveness in current needs of global economy. Thus, technology will be paired with instructional strategies such as project-based instruction, where students use *high-order thinking and problem solving skills*. It will also be a tool for *inquiry-based learning* in that students will acquire skills to access to a wide array of information resources and differentiate useful information from useless, important from unimportant, and reliable from unreliable. They will use *technology to build* small projects (robots, devices), *to present* their projects, work and assignments and *to communicate* with experts, classmates, teachers and individuals around the world.

²³ Center for Science, Mathematics, and Engineering Education (CSMEE; 1999). Designing Mathematics or Science Curriculum Programs: A Guide for Using Mathematics and Science Education Standards

²⁴ National Reading Panel (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction [on-line]*. <http://www.nichd.nih.gov/publications/nrp/report.cfm>.

Progress will be monitored via an online Progress Monitoring System (PMS) students' assessments results and use these results for educational and instructional planning. This will also meet the accountability requirement of No Child Left Behind (NCLB) legislation²⁵ requirement with an easy access to the data and use the data to inform educational decisions.

Cognitively oriented instruction²⁶: This type of instruction refers to instruction that promote the use of metacognitive skills, such as reflecting their own thinking process, and developing effective learning strategies. This will be achieved when students are provided opportunities to solve problems, reflect on the process of task and use critical thinking skills.

Balanced small group, whole class and pair instruction: Whole class, small group and pair instruction, each, has been found to be effective by the research if used effectively and in a balanced way. Students will work in small groups collaboratively, where each member is valued and contributing. Also, they will work as pairs and be instructed as whole class.

Peer tutoring and tutoring: Peer tutoring is when a pair of students at the same or close levels works together. Tutoring is when a pair of students, the ability level of one of whom is higher than the other one, works together. The peer tutoring and tutoring strategies will be used to provide additional learning opportunities for students at risk of academic failure. Teachers will structure, monitor, and initiate the tutoring process and students will be prepared for the process²⁷.

Characteristics of the physical learning environment: The physical learning environment will be created with a variety of interest centers where children can pursue special projects. The materials will be stored in enough space and at the students' eye level so that students can access easily. There will be quiet area designated for reading, a library, musical instruments and art materials. There are also some places allocated for scientific activities, such as taking care of animals and plants. Students in the classroom work with paper, cardboard, wood, leather, cloth, yarns, clay and sand, and the metals, with and without tools by employing the process of folding, cutting, pricking, measuring, molding, modeling, pattern-making, heating and cooling, and the operations characteristic of such tools as the hammer, saw, file, etc. Students are provided with active occupations such as outdoor excursions, gardening, cooking, sewing, printing, book-binding, weaving, painting, drawing, singing, dramatization, story-telling, reading and writing.

School-family-community partnership: Students are part of the systems surrounding them and they influence and are influenced by those systems. In addition, those systems are interrelated and interdependent. Studies have found benefits for students and schools when those systems communicate and connected with each other. Among the benefits for students are²⁸

- (1) higher grades and test scores,
- (2) better attendance and more homework done,
- (3) fewer placements in special education,
- (4) more positive attitudes and behavior,

²⁵ Wayman, J.C. (2005). Involving teachers in data driven decision making: Using Computer Data Systems to Support Teacher Inquiry and Reflection. *Journal Of Education For Students Placed At Risk*, 10(3), 295–308.

²⁶ Snow, D. (2003). *Noteworthy perspectives: Classroom strategies for helping at-risk students* (rev. ed.). Aurora, CO: Mid-continent Research for Education and Learning.

²⁷ Barley, Z., Lauer, P.A., Arens, S.A., Apthorp, H.S., Englert, K.S., Snow, D., & Akiba, M. (2002). *Helping At-Risk Students Meet Standards: A Synthesis of Evidence-Based Classroom Practices*. Aurora, CO: Mid-Continent Research for Education and Learning

²⁸ Henderson, A. T., & Berla, N. (Eds.). (1994). *A new generation of evidence: The family is critical to student achievement* (A report from the National Committee for Citizens in Education). Washington, DC: Center for Law and Education.

y education.

Among the benefits for schools are

- (1) improved teacher morale,
- (2) higher ratings of teachers by parents,
- (3) more support from families,
- (4) higher student achievement,
- (5) better reputations in the community."

Thus, CFSS believes the importance of school, family and community partnership. Consequently, various strategies to partnership with families and community will be applied.

What constitutes excellent performance?

This question forms the basis for the assessment. Assessment will be ongoing part of the instruction. As it is explained in this proposal in several other places above, an assessment-guided instruction approach will be followed. Multiple assessments combining the authentic assessments, performance task and standardized test, including state and district mandated tests, formative and summative assessments, will be utilized. These assessment techniques will also match to the learning. Rubrics for the performance assessments will be provided.

School Curricula to be Implemented

The primary criterion for selection of a curriculum at CFSS is how well any curriculum being considered is going to serve our students. CFSS will consider and use any research proven curriculum that is appropriate with the school's mission and goals. Following the school's curriculum review processes, curriculum change or adoption decisions will be made after consulting with teachers, instructional teams, parents, and educators. To illustrate, some of the curricula chosen by the school for implementation at the beginning of the school are the following or similar ones.

- Saxon Math (K-5),
- Saxon Phonics & Spelling (K-3).
- Science and Technology for Children (K-5),
- Science and Technology Concepts for Middle School (6-8),
- Connected Mathematics Project (6-8),
- College Preparatory Mathematics (9-12)

For a brief synopsis of the above curricula is provided in **Appendix B: School Curricula to be implemented**

3. Compliance with Federal and State regulations for serving exceptional children:

CFSS will ensure to comply with Federal and State regulations for serving exceptional children. Following are some of the commitments that CFS makes:

- Enrollment to all children will be open, regardless of disability status, which is in compliance with the regulation states that "free appropriate public education is available for exceptional children"
- Assistive technology devices or assistive technology services, or both, will be made available to a child with a disability if required as a part of the child's--(1) Special education; (2) Related services; or (3) Supplementary aids and services
- Exceptional children will be placed in least restrictive environment
- Each exceptional child will have an Individualized Educational Plan (IEP) and IEP team.
- An initial evaluation and reevaluation activities will be conducted after parent consent is obtained.
- Annual notices to the parents of exceptional children will be given

and in the appropriate special program within 90 calendar days of receipt to give consent for evaluation or placement.

Curricula for exceptional children will follow the curricula adapted for non-exceptional students. However, focus will be given to instruction on various subjects, depending on the needs of the individual students. Exceptional students' cognitive, affective, motor and vocational development within the curricular areas will be emphasized.

Although learning outcomes for exceptional children is mostly the same with students in general education, some exceptional children may need some accommodations to meet learning outcomes. Therefore, exceptional children will be provided additional educational opportunities, depending on types of exceptionally, such as

- Advanced and challenging instruction
- Highly qualified personnel and professional Development
- School Year Extended Programs and Summer Camps:
- Advanced Curriculum Opportunities
- Individualized student instruction
- Extended time and one-one teaching
- Instructional strategies that meet their learning style (e.g., multiple intelligence)
- Tutoring
- Small group instruction
- Different curriculum for students with severe disabilities, who might not meet the learning outcomes in general education

4. Entrance and exit requirements as well as graduation requirements (if the school is to be high school):

Entrance Requirements

The following requirement will apply for the entrance to CFSS:

- The student meets legal age requirements
- The student has satisfied North Carolina immunization requirements
- The student has the documentation of court order for guardianship (if student is living with someone other than the parent)
- Proof of successful completion of the previous grade if the students are entering 2nd grade or higher.
- Upon entrance, students and parents will sign and return a contract page, verifying they have received, read and understood the rules, policies and procedures of CFSS.

Exit Requirements

Aligned with NC State requirements, CFSS high school students are expected to meet Future-Ready Core course and credit requirements and testing standards to receive a high school diploma. Table 1 below shows the required course, credits and tests that CFSS students will meet before they graduate from high school.

Table 1: High School Exit Requirements

CONTENT AREA	FUTURE-READY CORE Credits and Courses	Tests to be Scored "Proficient"
English (4 Credits)	English I, II, III, IV	English I EOC
Mathematics (4 Credits)	(Algebra I, Geometry, Algebra II) OR (Integrated Math I, II, III) 4th Math Course to be aligned with the student's post high school plans	Algebra 1 (EOC)

	ical Science course, Biology, Earth/ Environmental Science	Biology (EOC)
Social Studies (3 Credits)	Civics and Economics, US History, World History	Civics and Economics (EOC) US History (EOC)
Computer Skills		Computer Skills Test
Health and Physical Education (1 Credit)	Health/Physical Education	
Electives or other requirements (6 Credits required and 4 credits strongly recommended)	2 Elective credits of any combination from either: – Career and Technical Education (CTE) – Arts Education – Second Languages 4 Elective credits strongly recommended (four course concentration) from one of the following: – Career and Technical Education (CTE) – JROTC – Arts Education (e.g. dance, music, theater arts, visual arts) – Any other subject area (e.g. mathematics, science, social studies, English)	
Total= 21 Credits		

Students will complete a research based graduation project before the graduation. The students will start developing ideas during the 9th -11th grades. The graduation paper will include a written paper, a visual related to the paper, a portfolio reflecting the project process and an oral presentation.

Students who satisfy the graduation requirements, but do not attain on proficiency on the tests, will receive a certificate of achievement and a final transcript and be allowed to participate in graduation exercises.

Graduation requirements for exceptional students are the same for non-exceptional students. If exceptional students do not meet the requirements, they will be eligible to participate in graduation exercises and receive a certificate of achievement.

5. The school calendar (must provide instruction for a minimum of 180 instructional days):

CFSS will offer instruction for at least 180 days by following Cumberland County Schools’ calendar. However, the school reserves the right to make any necessary change in the calendar as long as said change(s) is/are in compliance with NCGS 115C-238.29F(d)(1).

6. A concise description of any evaluation tool or test that the proposed charter school will use in addition to any state or federally mandated tests:

Benchmark Assessments of the Standards: Due to the critical factor of providing intervention as early and as focused as possible, CFSS will utilize benchmarks for the Student Accountability Standards. These benchmarks will be administered at grades 3- 8 in reading, writing, science, math, and in End Of Course (EOC) tested courses in high school in the proper sequence and frequency. The purpose of the assessments will be to guide teachers as they

in danger of not meeting the standards. For benchmark assessment, tests will be used such as Iowa Test of Basic Skills (ITBS), Cognitive Abilities Test (COGAT), and Stanford Achievement Test (SAT).

Participation in North Carolina Testing Program: CFSS will comply with the North Carolina Testing Program, including ABC Accountability Model, EOG Tests, EOC Tests, other state mandated tests, writing assessments, computer skill assessment, and student portfolio requirements. Below is the summary of the program.

1. *Elementary school students are required to take the following assessments:*
 - NC K-2 literacy assessment
 - Grade 3 Pretest in the first three weeks of the school,
 - End of Grade Tests (EOGs) -Mathematics and Reading Comprehension at grades 3, 4 and 5
 - End of Grade Test (EOG)- Science at grade 5.
 - The North Carolina Writing Assessment at grade 4.

2. *Middle school students are required to take the following assessments:*
 - End-of-Grade Assessments (EOGs) in Grades 6, 7, and 8 for Mathematics and Reading
 - End-of-Grade Test (EOG) in Grade 8 Science
 - The North Carolina Writing Assessment at Grade 7
 - North Carolina Tests of Computer Skills at Grade 8

In addition to meeting local promotion requirements, students in grade 8 will demonstrate proficiency by having test scores at Level III or above on an end-of-grade test in both reading and mathematics. Additionally, the School will use the grade 7 writing assessment as a screen to determine whether students are making adequate progress in developing writing skills. If a student has not scored at or above proficiency level 2.5 on the grade 7 writing assessment, the school will provide intervention and assistance to develop writing skills.

Alternate assessments are available for many of the state tests for students with disabilities who have Individualized Education Programs (IEPs) and students with limited English proficiency who meet specific eligibility requirements.

3. *High school students enrolled required to take the NC EOC Test:*
 - The following courses will have NC EOC tests: Algebra-I, Algebra-II, Biology, Chemistry, English, Geometry, Physical Science, Physics, Civics and Economics, and U.S. History.
 - All students at grade 10 will take writing assessment.

The North Carolina High School Competency Test: This test is administered annually to all ninth-grade students who did not meet the standard of Achievement Level III or above on the grade 8 end-of-grade tests or who have not passed the screening on other approved measures in the public schools. Students who fail to attain the required minimum standard for graduation in the ninth grade will be given remedial instruction and additional opportunities to take the test up to and including the last month of the twelfth grade. Students who fail to pass either of the tests will be retested only on the test they fail.

The competency tests are aligned to the grade 8 end-of-grade tests. The competency test for mathematics is based on the 1998 North Carolina Mathematics Standard Course of Study at grade 8, and the competency test for reading is based on the 1999 North Carolina English Language Arts Standard Course of Study at grade 8.

th, and 12th grades will have at least one opportunity each school year to e administration dates of the competency tests during each testing cycle

High School Comprehensive Test (or its replacement): Students that have not taken English 1 and/or Algebra 1 by the end of the tenth grade will participate in the high school comprehensive (or its replacement) test administration.

4. *Other tests to be administered:*
- WIDA ACCESS Placement Test (W-APT) in K-12 for students identified as limited English Proficient
 - NCEXTEND1 or NCEXTEND2 for students with special needs
 - Iowa Test of Basic Skills (ITBS)
 - Cognitive Abilities Test (CoGAT)
 - Stanford Achievement Test (SAT)
 - Test of Cognitive Skills (TCS)

7. A description the student achievement goals for the school’s educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals:

Students will obtain, comprehend, analyze, communicate, apply, synthesize and evaluate the knowledge and skills in all core disciplines, particularly in science and mathematics, to achieve success in school. Research has found that continuous progress monitoring significantly increases the performance of students. Progress monitoring is particularly beneficial if it’s linked to the instructional decisions. Thus, academic progress in the core disciplines will be monitored throughout the year through various assessment tools. The data will be stored in an online progress monitoring system (PMS) and will be used to guide the instruction.

The students’ performance levels will be targeted to meet or exceed the standards defined by NC Standard Course of Study. Overall goal is that when measured at the end of year or course (EOG or EOC), all students regardless of race, poverty, language or disability will be equipped with the knowledge and skills needed to be successful in school, college and life. Specifically, CFSS targets at least 85% of its students to attain Level III or higher on state-mandated tests with 5% of growth rate for each year. It also aims that at least 85% of high school students will graduate from high school and will obtain scores on SAT or ACT at or above mean of national norms.

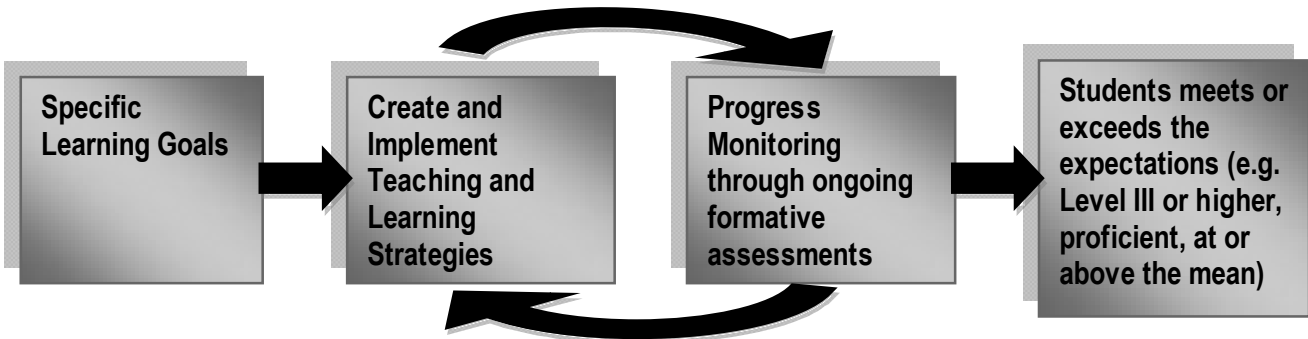


Figure 3. Process of attaining the achievement goals for students²⁹.

²⁹ Adopted with little changes from http://www.eyeeeducation.com/excerpts/7114-0_Ch1.pdf



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

CFSS will ensure that all students, regardless of their “intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry” are admitted to the school. Each child with special needs will have an Individual Educational Program (IEP). An IEP team for each child consisting of the parents of the child, a regular education teacher of the child, a special education teacher of the child, the child by himself or herself, if appropriate, a representative of the public agency and other individuals as needed. CFSS will ensure to carry out the IEP plan and to accommodate the children with special needs at its highest possible potential in a least restrictive environment. Therefore, children with special needs will be mainstreamed with children who are not disabled. Children with special needs will be in special classes or removed from the regular educational environment if their education cannot be accomplished satisfactorily in regular educational environments due to the nature of the child’s disability.

ADMISSIONS POLICY

CFSS will be open to all students entitled to attend school in the Cumberland County Schools who submit a timely and complete application. Its admission process will be consistent with the federal NCLB Title V, part B Charter Schools Program Non-Regulatory Guidance (USDOE 2004) provided by the US Department of Education. CFSS will comply fully with the Elementary and Secondary Education Act (ESEA) and NCLB Acts. CFSS will not discriminate on the basis of race, color, gender, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability (as well as actual or perceived disability), age, religion, ancestry, athletic performance, and association with an individual who has any of the aforementioned characteristics. All applications will be considered for admission without regard to achievement level. CFSS will not enroll pupils over 19 years of age unless they have been continuously enrolled in public school upon turning age 19 and making satisfactory progress toward high school diploma requirements and are not more than 22 years of age.

Due to the diverse racial and demographic representations of Cumberland County Schools, the school is expected to represent demographic diversity of the community it serves. The school will be promoted and publicized in order to reach the entire community and all of its racial/ethnic groups. By publicizing the school throughout Cumberland County, the racial/ethnic diversity of the CFSS is expected to be similar to that of other area public schools.

Admission Criteria

CFSS will give priority or pre-lottery status in admissions to the following students:

- Students who are the sibling of an already admitted and continuing student enrolled in the charter school,
- Students who are the children of a current employee or founding board member of the charter school, as stated in the Federal NCLB Guidance (USDOE, 2004). This is assumed that total number of students allowed under this exemption will represent only a small percentage of the school’s total employment.
- Current and continuing students from the previous grade/school year will be admitted directly; then available spots for the upcoming school year will be determined and publicized.

Students in these categories will be admitted automatically. If the applicants in the above priority groups exceed available vacancies, a lottery will be held.

Publicizing Admission Information

The following admission procedures will be publicized by CFSS:

- The school will have an admission process with pre-announced enrollment period and deadlines.

details, including deadlines for applications, lottery date, registration dates, and waiting-list enrollment information, will be publicly available and announced at the school website and office.

- CFSS will publicize all enrollment information throughout Cumberland County via flyers, bulletins, newspaper ads, websites, mailings, town meetings, informational open house sessions, and presentations at other local schools and public institutions.
- The school will hold open houses and arrange presentations and publicity events at community centers, churches, public libraries, local schools, and alternate locations, where possible.
- In addition, CFSS will distribute the application forms during outreach programs. The applicants can also fill out the application on the school website.

Application Procedures

- Applications submitted by the application deadline will have pre-application status.
- All applicants will be assigned a unique number for lottery or admission purposes. Multiple birth siblings will be assigned the same number.
- All applications of siblings of students with pre-lottery status, whose complete application is received before the application deadline, will be pre-selected and placed in open slots or on a waiting list. If there are more applicants than slots available in this category, a priority lottery will be conducted for students with pre-lottery status.
- During the pre-application process all applicants who apply by the application deadline will have equal opportunity in the lottery process.
- If and when the school reaches its full student capacity approved by its charter, a waiting list will be formed in the order in which each application is received.
- After the application deadline, applications for students will be accepted on a rolling basis throughout the school year and each complete application form will be recorded with the acceptance date and time information.
- A written admissions application is required for each student. Electronic and paper submissions of the pre-application and application forms will be accepted and carefully registered.
- Transfer students must follow regular lottery procedures and waiting list rules.

Admission Lottery & Registration

In the event that new student applications received by the registration deadline exceed the student spots available, eligible students to register will be determined by a lottery system. The following lottery procedures, where applicable, will be in place:

- During the lottery process, all applicants who applied by the pre-announced application deadline will have equal opportunity in the drawing.
- A public lottery will be held in the presence of a public notary, an administrator, and a parent.
- Students whose pre-application is received by the deadline and whose name is drawn in the lottery will be invited to register. Parents/legal guardians of lottery winners will be furnished with all necessary information and deadlines.
- The waiting list will also be prioritized through a lottery process for the student applications submitted by the registration deadline. Parents of waiting list students will be informed of their child's position on the list.
- All remaining eligible students will be placed on a waiting list and accepted by lottery as space becomes available.
- We will have a rolling enrollment process throughout the year after the application deadline. The students

cular grade will be enrolled in case of a vacancy on a first-come, first-

- Students whose pre-application is received by the application deadline will be notified of their initial enrollment status within one week after the lottery.
- Students who decline to enroll when invited to register will be deleted from the admission list, and a new application will be necessary for future consideration.
- Students whose names are drawn in the lottery must confirm their intention of enrolling within the time allotted in their notification of admission according to the admission timetable below.
- Once all waiting list students are invited for registration, and they deny or choose not to respond to the registration invitation, CFSS will fill remaining spots on a first-come, first-served basis.

Admission Calendar

The following or somewhat similar admission calendar will be implemented for pre-application, lottery, and enrollment:

Table 2. Admission Timetable

ADMISSION STEPS	CALENDAR
Availability of Application forms (Marketing & Publicity Campaign)	January – continuous
Pre-applications are accepted	January- February
Conducting school open house(s)	February
Application Deadline	February 28
Lottery Date	March 1
Notification of lottery winners/parents	By March 15
Registrations for lottery winners to be completed (in three weeks)	Until April 5
Registration invitations to students in waiting lists in the order in which each application is received.	April 6 – April 30
Open vacancies to be filled on a first-come, first-served basis	May 1 - ongoing
Orientation of parents	A week prior to first day of school
First school day	The similar calendar as Cumberland County Schools

Student Records

All records at CFSS will be subject to retention laws, policies, and procedures of the NC State Board of Education. Student records will be kept in a limited access environment. Only the secretary, guidance consular, assistant principal and principal will be provided access to student records. No records will be shared without written consent except to those parties allowed by Family Educational Rights and Policy Act (FERPA) (34 CFR 99.31). Records for CFSS students also will be maintained on the CFSS information system with appropriate and timely access to these records and data.

If CFSS ceases to exist, all records will be turned over for archiving. Upon registering, each student will have his/her own personal data files created at CFSS. Where applicable, all previous cumulative records (including report cards, interim reports and any testing data that have not been filed) will be requested from previous schools that students attends. Upon receiving previous documents, the records and previous history will be reviewed and any concerns will be reported to the assistant principal (i.e., missing report cards, test cards, test results, IEPs, etc.). If there are concerns, the assistant principal will call the former school for further information. If necessary, the assistant principal

ts/legal guardian of the student to better serve his/her needs. school, and requests transfer of student's records to new school, CFSS will fulfill this request with appropriate written documentation.

STUDENT CONDUCT AND DISCIPLINE

All students at CFSS will comply with all discipline rules governing behavior and conduct. It is the CFSS Governing Board's responsibility to establish a set of written rules and discipline in place. The Board will revisit, revise and update student conduct and discipline rules when necessary. For application of these rules within the school environment, it is the responsibility of the CFSS principal: 1) to investigate fully the cases of students appropriately referred to principal's office for misbehavior, 2) to ensure fair treatment of such students and protection of their procedural and substantive rights, and to determine what, if any, disciplinary action is warranted. The teacher shall have the responsibility and authority to discipline students, except in those cases requiring the attention of the principal.

Student Code of Conduct

CFSS discipline policy will support the attainment of the school's mission and reinforce its founding principles. CFSS will implement a positive discipline model that leads to a nurturing school environment that sets the stage for engagement and academic excellence. School leadership and staff will uphold high expectations and be responsible for establishing a positive school climate that continuously identifies and praises students for respectful behavior. Staff will model and identify appropriate behaviors in varying environments throughout the course of the school day and academic setting. Learning behavior transitions amongst varying environments is a valuable part of the socialization process of a productive citizen. All school staff will be trained to support and implement a school-wide positive discipline model which will be outlined in the Student/Parent Handbook. Teachers and students will work together to make the CFSS a fun and safe learning environment. To support the establishment and consistency of an effective learning community all students at CFSS will wear uniforms.

Discipline

In most cases, the appropriate faculty members within the classroom setting will handle situations requiring discipline immediately and effectively. In some circumstances, either due to the seriousness or repetitive nature of the offense, intervention by the principal or his or her designee is warranted. In any action requiring probation, suspension or expulsion, the principal will be included in the decision making process, and the parent or guardian will immediately be notified.

Less Serious Violations

Less serious violations will be handled by the classroom teacher or a faculty member responsible for student supervision. Such violations consist of disruptive classroom behavior, discourtesy, defacing property, roughhousing, profanity, etc. The attending faculty member may bring these situations to the attention of the principal or homeroom teacher if disciplinary action is warranted, or if these actions are repeated.

More Serious Violations

More serious violations such as unauthorized absence or repeated lesser violations will be dealt with on a more formal basis. Detention is one of the penalties that may be assigned at this level.

Major Violations

serious enough to require probation, suspension or expulsion. These violations are reported to the principal. They include: the use or possession of illegal or controlled substances, the use or possession of a weapon or any object being used as a weapon, academic dishonesty, theft or destruction of property and fighting which results in physical harm or injury. Any of these violations may result in probation, suspension, or expulsion.

Note: A detailed list of infractions and the range of resulting consequences is detailed herein. Additions, corrections, and deletions of these rules can ensue. Students and parents will be notified of changes or additions. These policies and others adopted by the CFSS Board will be distributed to parents and students in a Parent/Student Handbook.

Student Expulsion and Exclusion Policy

A pupil generally will not be suspended from school or recommended for expulsion unless the principal of CFSS determines that the pupil has:

- Caused or attempted to cause or threatened to cause physical injury to another person;
- Possessed, sold or otherwise furnished any fire arm, knife, explosive, or other dangerous object, unless in the case of possession of any such object, the pupil had obtained written permission to possess the item from a certified school employee, which is concurred by the principle or the designee of the principal;
- Unlawfully possessed, used, sold or otherwise furnished, or been under the influence of any controlled substance or alcoholic beverage or an intoxicant of any kind;
- Unlawfully offered, arranged or negotiated to sell any controlled substance or an intoxicant of any kind, and then either sold, delivered or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or materials as a controlled substance, alcoholic beverage or intoxicant;
- Committed robbery or extortion;
- Caused or attempted to cause damage to school property or private property;
- Stolen or attempted to steal school property or private property;
- Possessed or used tobacco, or any products containing tobacco or nicotine cigarettes, smokeless tobacco, or chew packets or betel. This section does not prohibit use or possession by a pupil of his or her own prescription products;
- Committed an obscene act or engaged in habitual profanity or vulgarity;
- Unlawfully offered, arranged or negotiated to sell any drug paraphernalia;
- Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials or other personnel engaged in the performance of their duties.
- Knowingly received stolen school property or private property.

Disciplinary consequences for behavior violation of the Student Code of Conduct:

Students and parents will understand that the following disciplinary actions could be implemented for acts enumerated in this section and related to school activities which occur at any time, including (but not limited to) any of the following:

- While on school grounds;
- While going to or coming from school;
- During the lunch period whether on or off campus;
- During, or while going to or coming from, a school sponsored activity.

Act of Violence

- Fighting is not allowed at CFSS. This action is considered one of the most severe infringements on the rights of others. It is also a direct attack on the educational process. Acts of violence, whether directed at another

evere penalty. Possible disciplinary actions: On-campus suspension, ant or repeat offenses may result in a maximum consequence of

expulsion.

- Threatening to cause physical harm detracts from the educational setting and places students in fear. Thus, depending on the severity of these actions, the following disciplinary actions may result: On-campus suspension, work details, home suspension or recommendation to expel.

Weapons and Dangerous Objects

- Possession of a defined weapon will not be tolerated. Possession of a weapon will result in disciplinary action -- home suspension or expulsion.
- Possession of fireworks and explosives or the use of these items will also result in home suspension or expulsion.

Tobacco, Drugs, and Alcohol

- CFSS is a tobacco, drug and alcohol-free campus. Any possession or use of these substances is strictly prohibited. Offenses of the rule may result in on campus suspension, home suspension or expulsion. This rule, as all school rules apply, for after school events and school trips.
- Possession of these substances with the intent to distribute or sell will result in expulsion. The sale of look-alike drugs will result in home suspension for the first offense and expulsion for any subsequent offense.
- Drug paraphernalia, whether possessed for use or with the intent to sell or distribute, will be seen as an attempt to promote the distribution and use of illegal drugs and will result in suspension or expulsion.

Stealing, Robbery, or Extortion

- These offenses will result in on-campus suspension, work detail, home suspension or expulsion. The severity of the crime and the number of offenses will dictate the punishment.

Damage to Property

- Caused or attempted to cause damage to school property will result in the replacement of the damaged property by the student. The parent or guardian will also be held responsible for the replacement of the damaged property.
- Severe cases of damaging, defacing or mutilating school property such as arson, damage to windows, playground equipment, computers, etc. may result in the suspension (on campus or home) or expulsion.

Profanity, Obscene Acts, Demeaning Racial Statements and Vulgarity

- These acts will be construed as an attack on the rights and privileges of other students who are attempting to receive an education and the rights of teachers to teach. Therefore, the attempt or act of projecting the above named actions whether on clothes, written, verbal or through gestures is in violation of school policy. The resulting disciplinary action will require: changing offensive clothing, work detail, on-campus suspension, home suspension, expulsion or a combination of any of these actions.

Willful Disobedience

- Willful disobedience is the intentional defiance of teachers and/or staff. Such action may be exhibited while coming to and from school, on the bus, during the normal school day or on fieldtrips. For the safety of the student and other students and the establishment of a nurturing learning environment, respect for faculty, staff, and parents is necessary. All students will come to understand this policy. It may take more time, patience and understanding to illuminate the younger children; however, student safety and a positive educational environment must be maintained. Therefore, timeout, work details, and on campus suspension

Violence may result in a request to have a student evaluated by other staff. Appropriate actions will be made to correct the inappropriate behavior before actions of home suspension and expulsion are considered.

- Students are expected to demonstrate good citizenship and act in a reasonable manner. Failure to do so will result in a reprimand, detention, Saturday work detail, after school work detail or suspension. Public displays of affection fall under this category.

Sexual Harassment

- Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, request for sexual favors, and other verbal, visual or physical conduct of a sexual nature.
 - Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status or progress;
 - Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual;
 - The conduct has the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile or offensive educational or work environment; and
 - Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities at or through the school.

Other types of conduct that are prohibited and may constitute sexual harassment include:

- Unwelcome leering, sexual flirtations or propositions;
- Unwelcome sexual slurs, epithets, verbal abuse, derogatory comments or sexually degrading descriptions;
- Graphic verbal comments about an individual's body, or overly personal conversation;
- Sexual jokes, stories, drawings, pictures or gestures;
- Spreading sexual rumors;
- Teasing or sexual remarks about students enrolled in a predominantly single-sex class;
- Touching an individual's body or clothes in a sexual way;
- Purposefully limiting a student's access to educational tools;
- Cornering or blocking of normal movements;
- Displaying sexually suggestive objects in the educational environment; and
- Any act of retaliation against an individual who reports a violation of the school's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Enforcement

The principal or designee will take appropriate actions to reinforce the board's sexual harassment policy. These actions may include:

- Removing vulgar or offending graffiti;
- Providing staff in-service training and student instruction or counseling; or
- Taking appropriate disciplinary action to include reprimand, detention, on-campus suspension or home suspension.
- Notifying law enforcement in necessary cases.

Act of Hate Violence

Causing, threatening, or attempting to cause or participate in an act of hate violence can be defined as willfully interfering with or threatening another person's personal or property rights because of race, ethnicity, national origin, religion, disability or sexual orientation. Speech that threatens violence, when the perpetrator has the apparent ability

act of hate violence. These offenses may call for reprimand, ion.

Other Harassment

Intentionally engaging in harassment, threats or intimidation against a student or group of students when the harassment is severe and pervasive and disrupts classes or creates disorder or an intimidating or hostile educational environment will not be tolerated. These offenses may call for a reprimand, suspension, community service and/or expulsion.

Academic Dishonesty

Academic dishonesty is often a difficult concept to define. As a school, CFSS's philosophy is to increase a student's ability to work independently and collaboratively, while realizing this only clouds the issue of academic dishonesty. We realize that valuable social skills and learning come through group projects, collaboration, and cooperation. Students should do as much of or all of their own homework, but students should be willing to give assistance to fellow students when the learning experience can be enhanced. In some situations, testing is required to be independent of any outside help. Students will be made aware of this and will be expected to act accordingly.

Plagiarism

Plagiarism is a serious issue in academe. Students should give credit to the appropriate individuals for their research and writing. It is often difficult to distinguish what should be duly noted and what is common knowledge. It is the job of the faculty to bring this issue into a clearer focus for the students so that students will learn proper citation processes. Through their own research and writing, the constitution of plagiarism will become better defined for the student. Students will begin learning the principles and process of research and writing in early elementary school. Over the course of the year, older students will be using the APA system for documenting paraphrased and quoted material.

Students with Disabilities

Students with disabilities may be suspended, in accordance with Federal legislation and the State law, for inappropriate behavior. The Principal may suspend a student with disabilities for short term suspension; suspension from school may not be for more than a total of fifteen days in a school year and not more than 10 consecutive days. The Principal may recommend a student with disabilities for long-term suspension or expulsion (more than 15 days) by following these procedures:

- The Principal will follow regular procedures for long-term suspension or expulsion as described above.
- Once the Principal has made a recommendation for long-term suspension or expulsion of a student with disabilities, he or she will convene members of the Student Support Team who will determine: if the student is eligible for special education services; if the student is appropriately placed in a special education program; and if there is a causal relationship between the student's disabling condition and the conduct for which he or she is to be disciplined.
- The parent will be notified in writing of the time and place of the committee meeting and its purpose.

PROJECTED STAFF AND QUALIFICATIONS

PROJECTED STAFF

Prior to each academic year, and as required by the SBE, the School will report the total number of teachers and the total number of teachers who hold valid licenses who are employed to teach at the school.

Table 3: Cape Fear STEM School Projected Staff Chart

Position	FTE for 2011-2012	FTE for 2012-2013	FTE for 2013-2014	FTE for 2014-2015	FTE for 2015-2016
Principal	1	1	1	1	1
Assistant Principal	1	1	2	2	2
Clerical	1	2	2	2	2
Teachers	16	18	22	27	32
Teacher Assistant	2	2	2	2	2
Guidance	0	1	1	1	1
Librarian	0	1	1	1	1
Custodian	1	1	1	2	2
Technology Specialist	1	1	1	1	1
Exceptional Children Teacher	1	1	2	2	2
Bookkeeper	1	1	1	1	1

QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS

CFSS will implement a non-discriminatory Human Resources (HR) procedure, which will be fully compliant with the North Carolina State laws and No Child Left Behind. Some of the highlights of the HR procedures can be outlined as follows:

- CFSS will not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, religion, ancestry, or athletic performance in the provision of employment and services.
- CFSS will practice non-sectarian employment practices.
- The Governing Board will create and/or approve all position descriptions, qualifications, and responsibilities.
- The Governing Board will recruit and disseminate job announcements through public announcements.
- CFSS will require fingerprints, and background checks of its employees as required by the applicable laws to ensure the safety of school and all students.
- The Governing Board will perform the annual formative and summative evaluation of the principal and/or administrators through a personnel evaluation procedure.

All administrators and the teachers of the school will possess the necessary knowledge, skills, and personal characteristics required by and consistent with the vision and philosophies of the school. The school will promote and look for opportunities, including the commitment and willingness from all employees to work as a team to implement the school's goals.

...s of its teachers by providing parents with short biographies of its full time teachers, including degrees attained, colleges/programs they attended, certifications or special competencies earned, and years of educational experience documented. An informational pamphlet with this information will be published or posted online to parents and the public.

Job Qualifications of Key Personnel

School Principal: The Principal is an integral member of the learning community. He or she will support shared decision-making, promote collaborative leadership, and require accountability from all stake holders in the school. In addition to serving as the educational leader of the school, the Principal is responsible for planning, budgeting, facilities management, staff development, and supervision and evaluation of the staff. The Principal is also responsible for overall operation and running the school efficiently to accomplish CFSS's mission and vision. The Principal serves as a member of the Administrative Team. The Principal will establish and maintain communication with DPI, SBE, superintendent, and county administrators. The Principal reports to the CFSS Governing Board.

Assistant Principal: The *Assistant Principal* will assist the Principal in planning and assessing the educational program. He or she promotes fairness for students and staff from all cultural backgrounds, and communicates with students and staff in an effective manner. He or she assists in organization of the school improvement plan with staff, parents, and community members and, helps the Principal to design, manage, and implement information systems to manage and track progress on school goals and academic excellence indicators. The Assistant Principal conducts employee evaluation conferences based on records of performance evaluation, assists the Principal in interviewing, selecting and orienting new employees, and assists in scheduling student activities by participating in the development of class schedules, teacher assignments, and extracurricular activity schedules. The Assistant principal ensures that the school complies with all applicable federal and state laws.

Teachers & Instructional Staff

All core subject teachers will be highly qualified as outlined by Federal No Child Left Behind requirements. As North Carolina State Statute requires, 75% of elementary school teachers and 50% of middle and high school teachers will be licensed. Teachers who are not licensed will hold a minimum of Baccalaureate degree in a related field. The school will strongly encourage its non-licensed teachers to become North Carolina licensed by going through the licensure procedures.

The school believes that the quality of the professional staff is an important factor in determining the quality of education offered. It is the responsibility of the principal to locate and recruit the best-qualified candidates to meet the school's educational needs.

The school will prefer qualified certified personnel in the first place. However, in case of shortage of certified candidates and/or for any other reason deemed appropriate by the principal, candidates from traditional secondary environments, from postsecondary environments, from international teacher recruitment organizations, and from business, industry and the military will also be considered.

Staff selection will be based on strong academic preparation, professional competence, intellectual rigor, emotional maturity, enthusiastic professional attitude, knowledge of instructional practices, and ability to contribute to the advancement of the school mission. Emphasis will be placed on the candidate's academic records and his/her previous relevant experience.

ors, teachers and other instructional support staff to pursue their professional development endeavors and programs. CFSS aims to recruit experienced staff and teachers from diverse backgrounds by using local, national and international educational resources as well as provide a strong professional development program for both enthusiastic new and the seasoned teachers.

The crucial element of collegiality is one of the main characteristics of effective and functioning professional learning communities. Teachers at CFSS, who teach the same grade levels, will meet once a month to discuss the issues of students one by one. Teachers will be able create academic improvement plans as well as behavioral plans for the students who are struggling in their classroom. This goes beyond the collaboration as they will be learning from each other as well as researching to find solutions to the problems they are facing with and improving their classroom management skills.

Developing and enhancing CFSS's innovative curriculum is another crucial part of professional development of the teachers. In order to fulfill this portion of collegiality, all the CFSS subject teachers will collaborate in their monthly departmental meetings. Teachers will be organized into three departments: English/Social Studies, Mathematics and Science. In these meetings, they will be developing, reviewing, revising, and aligning curriculum with SOL. They will also apply multiple intelligences theory to the curriculum, integrating curriculum through thematic instruction, designing assessment tools that teach and evaluate. Last, but not least, they will be talking about pedagogy.

Peer evaluation is another principle which CFSS will be taking into consideration in its professional development program. School administration will be asking every teacher voluntarily to announce at least one period of his or her teaching at least one during a school year as open class for other administrators or teachers to come and observe. This will give an opportunity to gain an appreciation for other teachers within the school, ask questions, share ideas through observing others' teaching techniques, and give both positive and negative feedback so that the teacher being observed can grow,. A variety of incentives will be considered to increase the "open class" participation.

Mentorship and Peer coaching are the last components of the professional development which yields an incredible outcome in school improvement by using the resources and staff which a school has. For a new-to-profession teacher, sharing expertise about curriculum, pedagogy, and child development with an experienced colleague is an incredible opportunity to grow very fast in a very small amount of time. Mentor teachers also share knowledge about curriculum, awareness and knowledge from readings, insights about families, and what was learned from attending presentations and conferences. CFSS will set up a mentorship program to accelerate the experience transfer from one teacher to another one.

New CFSS teachers will have one extra orientation before the other teachers show up for the school year. As a whole team, there will be three professional development days before the school starts and two days of "year - end evaluation meetings" after the student dismissal day. The other five days will be spread out during the school year. Those days will be mandatory for all CFSS teachers. Charter School Conferences, workshops, exchange teaching, as well as other teacher related conference and professional opportunities are planned to be available to teachers and academic staff throughout the school year contingent upon the teacher/school needs and available resources.

Additionally, will provide funds and resources for our faculty members to develop collaborative partnerships and mentoring programs with other schools, communities, businesses and industries, and each faculty member will have an active membership in the relevant organization for their field of expertise.

[Click Here to upgrade to Unlimited Pages and Expanded Features](#)

outlined professional development activities as well as explore how staff can improve their professional expertise depending on the school's needs and resources. Faculty and Staff Development Days will be planned based on the outcomes of these meetings. Before the start of the school year, the staff development program will provide teachers with an opportunity to design their goals, objectives, and curricula using the assessment data collected from the previous year. A projected timeline for CFSS's Professional Development activities during a school year is outlined below:

ACTIVITY	TIMELINE
Staff Orientation	3 days before school starts
Departmental Meetings	First Wednesday of each Month (after classes)
Grade Level Meetings	Third Wednesday of each Month (after classes)
Professional Development Days	One day every other month
Year End Meetings	2 days after student dismissal
Conferences/workshops	As needed

ENROLLMENT

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school.

The numbers in the following tables are projections, or estimates, and do not bind the State to fund the school at any particular level.

For the first two years the State will fund the school up to the maximum projected enrollment for each of those years as set forth and approved in the projected enrollment tables. However, in subsequent years, the school may increase its enrollment only as permitted by G.S. 115C-238.29D(d), that is, an increase of 10% per year based on the previous year's enrollment. Any increase above 10% must be approved by the State Board of Education in accordance with G.S. 115C-238D(d).

THROUGH 2015-2016

[Click Here to upgrade to Unlimited Pages and Expanded Features](#)

		2012-2013			2013-2014			2014-2015			2015-2016					
		1	2	3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3			
Kindergarten	K	36			36			36			36			36		
First	1	36			36			36			36			36		
Second	2	40			40			40			40			40		
Third	3	40			40			40			40			40		
Fourth	4	40			40			40			40			40		
Fifth	5	40			40			40			40			40		
Sixth	6	44			44		72			72			72			
Seventh	7				44		44			72			72			
Eighth	8						44			44			72			
Ninth	9									44			44			
Tenth	10												44			
Eleventh	11	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
Twelfth	12	___	___	___	___	___	___	___	___	___	___	___	___	___	___	___
LEA Totals		276			320		392			464			536			
Overall Total Enrollment		276	___	___	320	___	392			464			536			

2011-12 THROUGH 2015-2016

INCOME: REVENUE PROJECTIONS	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016
--State ADM Funds	<u>\$1,268,301.04</u>	<u>\$1,501,596.88</u>	<u>\$1,873,266.40</u>	<u>\$2,262,776.74</u>	<u>\$2,667,118.19</u>
--Local Per Pupil Funds	<u>\$402,572.48</u>	<u>\$477,222.67</u>	<u>\$595,940.75</u>	<u>\$719,445.09</u>	<u>\$847,925.33</u>
--Federal Funds	\$	\$	\$	\$	\$
--Grants*	\$	\$	\$	\$	\$
--Foundations*	\$	\$	\$	\$	\$
Private Funds(for gifted students)*	\$	-	-	-	-
--Other Funds*	<u>\$27,600.00</u>	<u>\$32,000.00</u>	<u>\$39,200.00</u>	<u>\$46,400.00</u>	<u>\$53,600.00</u>
TOTAL INCOME	<u>\$1,665,873.52</u>	<u>\$1,971,769.55</u>	<u>\$2,460,747.15</u>	<u>\$2,972,069.83</u>	<u>\$3,502,861.12</u>
*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.					

IS 2011-12 THROUGH 2015-2016

Calculations for Figuring State and Local Dollars for CFSS

2011-2012					
	ADM	X	\$/ADM	=	Funding
State Revenues					
State Funds - Cumberland	276	X	\$4,326.79	=	\$1,194,194.04
Special Education Funds	22	X	\$3,368.50	=	\$74,107.00
					\$1,268,301.04
Local Revenues					
Cumberland	276	X	\$1,440.48	=	\$397,572.48
					\$397,572.48
Total Funding					\$1,665,873.52

2012-2013					
	ADM	X	\$/ADM	=	Funding
State Revenues					
State Funds - Cumberland	320	X	\$4,413.33	=	\$1,412,264.26
Special Education Funds	26	X	\$3,435.87	=	\$89,332.62
					\$1,501,596.88
Local Revenues					
Cumberland	320	X	\$1,440.48	=	\$460,953.60
					\$460,953.60
Total Funding					\$1,962,550.48

2013-2014					
	ADM	X	\$/ADM	=	Funding
State Revenues					
State Funds - Cumberland	392	X	\$4,501.59	=	\$1,764,624.19
Special Education Funds	31	X	\$3,504.59	=	\$108,642.21
					\$1,873,266.40
Local Revenues					
Cumberland	392	X	\$1,440.48	=	\$564,668.16
					\$564,668.16
Total Funding					\$2,437,934.56

2014-2015					
	ADM	X	\$/ADM	=	Funding
State Revenues					
State Funds - Cumberland	464	X	\$4,591.62	=	\$2,130,513.61
Special Education Funds	37	X	\$3,574.68	=	\$132,263.13
					\$2,262,776.74
Local Revenues					
Cumberland	464	X	\$1,440.48	=	\$668,382.72
					\$668,382.72
			Total Funding		\$2,931,159.46

2015-2016					
	ADM	X	\$/ADM	=	Funding
State Revenues					
State Funds - Cumberland	536	X	\$4,683.46	=	\$2,510,332.76
Special Education Funds	43	X	\$3,646.17	=	\$156,785.43
					\$2,667,118.19
Local Revenues					
Cumberland	536	X	\$1,440.48	=	\$772,097.28
					\$772,097.28
			Total Funding		\$3,439,215.47

IONS 2011-12 THROUGH 2015-2016

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	#	Expenditure	#	Expenditure	#	Expenditure	#	Expenditure	#	Expenditure
PERSONNEL	-	-	-	-	-	-	-	-	-	-
TOTAL # STAFF	25		30		36		42		47	
ADMINSTRATORS	2	\$120,000.00	2	\$122,400.00	3	\$182,070.00	3	\$191,173.50	3	\$120,000.00
CLERICAL	1	\$20,000.00	2	\$40,800.00	2	\$41,616.00	2	\$43,696.80	2	\$20,000.00
TEACHERS	17	\$596,000.00	19	\$679,320.00	24	\$876,016.80	29	\$1,110,991.14	34	\$596,000.00
LIBRARIANS	0	\$0.00	1	\$35,700.00	1	\$36,414.00	1	\$38,234.70	1	\$0.00
GUIDANCE	0	\$0.00	1	\$35,700.00	1	\$36,414.00	1	\$38,234.70	1	\$0.00
TEACHER ASSISTANTS	2	\$34,000.00	2	\$34,680.00	2	\$35,373.60	2	\$37,142.28	2	\$34,000.00
CUSTODIAN	1	\$15,000.00	1	\$15,300.00	1	\$15,606.00	2	\$32,772.60	2	\$15,000.00
MAINTENANCE										
FOOD SERVICE										
BUS DRIVER										
OTHER	1	\$52,240.00	1	\$54,753.60	1	\$59,594.11	1	\$66,506.53	1	\$52,240.00
NURSE		\$0.00		\$0.00		\$10,000.00		\$11,500.00		\$0.00
TECHNOLOGY	1	\$40,000.00	1	\$40,800.00	1	\$41,616.00	1	\$43,696.80	1	\$40,000.00
CONTRACTED										
EMPLOYEE BENEFITS		\$197,817.62		\$238,906.79		\$300,979.48		\$363,945.51		\$197,817.62
STAFF DEVELOPMENT		\$13,400.00		\$14,000.00		\$15,550.00		\$16,655.00		\$17,320.50
MATERIALS & SUPPLIES		\$123,240.00		\$92,700.00		\$117,030.00		\$135,735.00		\$123,240.00
OFFICE SUPPLIES		\$12,000.00		\$16,000.00		\$20,000.00		\$23,000.00		\$12,000.00

JRE PROJECTIONS 2011-12 THROUGH 2015-2016

	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
	#	Expenditure	#	Expenditure	#	Expenditure	#	Expenditure	#	Expenditure
INSTRUCTIONAL EQUIPMENT	-	\$50,000.00	-	\$42,250.00	-	\$69,687.50	-	\$60,140.63	-	\$50,000.00
OFFICE EQUIPMENT	-	\$8,740.00	-	\$15,240.00	-	\$19,050.00	-	\$21,907.50	-	\$8,740.00
TESTING MATERIALS	-	\$6,620.00	-	\$7,700.00	-	\$9,390.00	-	\$11,130.00	-	\$6,620.00
INSURANCE	-	\$15,000.00	-	\$15,000.00	-	\$15,000.00	-	\$15,000.00	-	\$15,000.00
RENT & UTILITIES	-	\$252,101.56	-	\$333,505.00	-	\$394,858.25	-	\$441,080.16	-	\$484,695.07
MAINTENANCE & REPAIR	-	\$0.00	-	\$45,000.00	-	\$20,000.00	-	\$20,000.00	-	\$0.00
TRANSPORTATION	-	\$6,500.00	-	\$7,297.10	-	\$8,976.45	-	\$10,562.05	-	\$6,500.00
MARKETING	-	\$15,000.00	-	\$15,000.00	-	\$15,000.00	-	\$15,000.00	-	\$15,000.00
FOOD/CAFETERIA SUPPLIES	-	\$0.00	-	\$0.00	-	\$0.00	-	\$0.00	-	\$0.00
CONTRACTED SERVICES	-	\$74,500.00	-	\$86,901.54	-	\$115,509.68	-	\$157,186.93	-	\$200,787.90
TOTALS		\$1,652,159.18		\$1,988,954.03		\$2,455,751.87		\$1,988,954.03		\$2,014,961.09


C.  *Your complimentary use period has ended. Thank you for using PDF Complete.*

B [Click Here to upgrade to Unlimited Pages and Expanded Features](#)

ASSETS ON DATE OF APPLICATION

Cash on Hand	\$ <u>0</u>
Certificates of Deposit	\$ <u>0</u>
Bonds	\$ <u>0</u>
Real Estate	\$ <u>0</u>
Capital Equipment	\$ <u>0</u>
Motor Vehicles	\$ <u>0</u>
Other Assets	\$ <u>0</u>
TOTAL	\$<u>0</u>

ADDITIONAL NOTES: Please see **APPENDIX C: CFSS 5-YEAR DETAILED BUDGET**

C.  *Your complimentary use period has ended. Thank you for using PDF Complete.* **ICIAL**

[Click Here to upgrade to Unlimited Pages and Expanded Features](#)

CFSS recognizes the importance of the ABC Accountability Program and the No Child Left Behind (NCLB) Act, and agrees with the State Board of Education’s recent decision to raise student performance standards to help prepare students meet today’s challenges and skills, especially in the increasingly more competitive academic environment. CFSS will, therefore, adopt these standards as *the minimum* academic standards of the school. As such, end-of-grade and end-of-course test results will be closely evaluated and monitored by CFSS’s principal, governing board members, and teachers, and be shared with all CFSS’s staff members.

Individual student progress will be closely monitored by the classroom teacher through routinely documented students’ daily classroom participation, academic activities, and the student’s learning progress throughout the course of the year.

Annual parent, student and staff surveys will be conducted to assist in the identification of program’s strengths and weaknesses. Such parent surveys will include “Parent Satisfaction Surveys” to assess the school program’s achievements.

Community feedback at Open-houses will also be evaluated, and when possible, be documented with “Community Surveys” and polls.

Further indications of the school’s progress to be observed will be a targeted 10% annual increase in student applications. CFSS aims to achieve a constant increase in interest and applications.

FINANCIAL AUDITS

An independent audit of CFSS’s finances will be conducted annually by an independent auditor retained by the school. The audit will meet requirements set forth in the statute and requirements agreed to with the CFSS Governing Board. The school will adhere to the auditing and reporting procedures and requirements that are applied to public schools operating in North Carolina. Auditing and reporting requirements will be in compliance with the principles set forth in the following publications, published annually by the Office of District Auditing and Field Services:

- Single Audit Guide
- Financial Accounting Handbook
- Funding Manual


HEALTH AND SAFETY REQUIREMENTS

The school will grant access to local health and fire department officials for inspection of premises or operations of the School for purposes of ensuring the health, safety, and welfare of students and employees.

Safety

The safety of all CFSS staff and students are of utmost importance. Therefore, the initial school policies and requirements will include the items outlined below.

- Each CFSS employee, volunteer, contractor, board member or any other individual deemed to have access to students will be required to submit a criminal background check and furnish a criminal record summary before employment according to GS 115C-238.29K.
- The Board will ensure that policies for responses to emergencies and natural disasters, including fires, hurricanes, and tornados are established.

C.  *Your complimentary use period has ended. Thank you for using PDF Complete.*

[Click Here to upgrade to Unlimited Pages and Expanded Features](#)

th for Local Safe School Plans under GS 115C-105.47.
 free institution in accordance with GS 115C-407. Further, any use of

special laboratory safety handouts. Policies will be developed for each lab based on its special requirements, such as the proper use of eye protection devices described in 115C-166.

- Health and safety policies will be incorporated into student and staff handbooks. Policies will be continuously reviewed and various policies will be amended as required

Immunization of Students

CFSS will require that all students be immunized prior to the beginning of classes. Parents will be asked to provide record of completed immunizations at the time of enrollment. CFSS will outline all required immunizations and provide local health department resources when needed. CFSS will parents and guardians with information on meningococcal and influenza its vaccines, in accordance with GS 115C-238.29F.

Fire and Safety Regulations

CFSS will comply with regulations set forth under GS 115C-525. In doing so, CFSS will ensure that the school meets the North Carolina Building Code standards. CFSS will cooperate with the local fire marshal, or designated person conducting the inspection to ensure all fire prevention precautions are met. CFSS will further incorporate routine fire drills with students, as part of the school safety plan.

Food Inspections

The school will comply with all guidelines by the Child Nutrition Division of the United States Department of Agriculture and directives from the local board of health. When requested, food handling areas will be available for inspection.

Hazardous Chemicals

Hazardous chemicals will be clearly labeled and safely stored in a locked cabinet. CFSS will employ procedures of use, storage, and disposal in accordance with established state statutes.

Bloodborne Pathogens

The school will provide training and printed materials to all staff members regarding bloodborne pathogens in accordance with state statutes.

CIVIL LIABILITY AND INSURANCE

State the proposed coverage for:

- Comprehensive General Liability: \$2,000,000 aggregate limit for bodily injury and property damage
- Officers and Directors/Errors and Omissions: \$1,000,000 aggregate limit
- Property Insurance: Full replacement cost coverage
- Motor Vehicle Liability: \$1,000,000 for bodily injury and property damage
- Bonding
 - Minimum amount: Equivalent to state and local funds received by school.
 - Maximum amount: Equivalent to amount of funding received from all sources, including state, local, federal and private funds.

Other

C.  *Your complimentary use period has ended. Thank you for using PDF Complete.*

[Click Here to upgrade to Unlimited Pages and Expanded Features](#)

an obstacle for any student within our community, and therefore,

- Transportation of students attending CFSS will be decided based on the analysis of student population, traffic patterns, school bus capacities, exceptional education students' needs within the transportation guidelines established by Cumberland County Schools.
- CFSS targets to obtain a facility within easy access of public transportation to aid in the transportation of students to and from the school. The school will present parents or guardians with carpooling options and maintain a list of participating parents.
- CFSS may arrange a transportation service to serve students who do not have any other options of attending school.
- CFSS will help students get passes from/to the local transportation system.
- At the beginning of each school year CFSS administration will coordinate with the parents and local community to come up with the most effective transportation plan.

The School will provide transportation for the students as prescribed by law such as children with special education needs

FACILITY DESCRIPTION

CFSS Governing Board has started searching for an appropriate property to lease in the Cumberland County upon approval of final charter. The founders of CFSS have one major criterion for the location of the school: Accessibility. CFSS facilities should be located in a place that is easily accessible by most community elementary, middle and high students. Based on the availability of the classrooms and space, CFSS is willing to utilize any school facility, partially or as a whole. CFSS has started working with local real estate agents to find a building that meets the needs of CFSS.

Description of Planned School Facility


CFSS needs 12 classrooms for the first three years in addition to one wet science lab, one computer lab, four offices, one resource room, one teacher work area and lounge, one conference room, a library, a multipurpose room with enough parking and play area. CFSS will make sure that all applicable inspections and certifications will be in place prior to the opening of the facility. Total square footage of the building is expected to be twenty-five to thirty thousand square feet.

The facility will be maintained in a manner ensuring compliance with the North Carolina State Building Code so that the following factors are satisfied:

- The school building will be accessible, barrier free, safe, and clean;
- Provide for the proper outdoor display of flags of the United States and of the State;
- Provide suitable space for classrooms, administrative staff, pupil personnel services, library and media services, and for the needs and safety of physical education;
- Provide adequate, safe, and properly-equipped laboratories to meet the needs of instruction in the sciences, technology, and fine arts;
- Provide facilities for the adequate and safe administration and storage of student medications.

CFSS will maintain records of regular safety, health, and fire inspections that have been conducted and certified by local health and fire departments. The frequency of inspections will be the same as for other schools in other Cumberland County Schools and will be conducted in consultation with the local health and fire departments. In addition, CFSS will:

- Ensure the facility complies with the Americans with Disabilities Act (ADA) and addresses in its budget for

C.  *Your complimentary use period has ended. Thank you for using PDF Complete.*

[Click Here to upgrade to Unlimited Pages and Expanded Features](#)

compliant.
 it doors will be equipped with panic hardware as required by the State
 during the first month of school and at least once each month for the
 remainder of the school term. Evacuation routes for students will be posted in each room. Additionally, at least
 one simulated lock-down and crisis emergency evacuation activity will be conducted during the first week of
 each school year.

Name of the facility (if known): _____
 Address: _____
 City/State/Zip: _____

Description of the Facility:
 Total square feet: _____
 Number of Classrooms: _____
 Number of Restrooms: _____
 Other Rooms: _____
 Auditorium: _____
 Gymnasium: _____
 Music Room: _____
 Art Room: _____
 Laboratory: _____

Ownership: Fee Simple or Lease

If the facility is to be leased, provide the following information:
 (a) Term of the Lease: _____
 (b) Type of Lease: _____
 (c) Rent: \$ _____ per month

Name of Landlord: _____
 Address: _____
 City/State/Zip: _____

Phone: _____ Fax: _____

Document inspections for the following:
 (a) Fire: _____
 (b) Safety: _____
 (c) Handicapped accessibility? _____

Describe how the maintenance will be provided for the facility.
 Describe the method of finding a facility if one is not readily available at this time.

C  *Your complimentary use period has ended. Thank you for using PDF Complete.*

[Click Here to upgrade to Unlimited Pages and Expanded Features](#)

...ing our children not only for today's job market or for academic programs in today's colleges and universities, but also for those jobs that will exist five to ten years from now. The US Department of Labor predicts that virtually all science, technology, engineering, and math (STEM) jobs will continue to have excellent prospects, and it also projects a much faster growth than in other employment fields.

In order to assess the need for a STEM charter school in Cumberland County, we met with numerous elected and public officials and members of local community organizations, churches, and neighborhood associations. The feedback we received was very positive, supportive, and encouraging. Among the individuals we met as part of our community outreach efforts are the following, in no particular order:

<u>NAME</u>	<u>TITLE & WORKPLACE</u>
Daniel Okunbor, PhD	Professor and Assistant Dean-College of Arts and Sciences Director of Research Department of Natural Sciences
Vinod Arya, PhD	Professor and Chair Department of Mathematics and Computer Science
V. Dwight House, PhD	Professor and Former Chair Department of Mathematics and Computer Science
Yufang Bao, PhD	Assistant Professor Department of Mathematics and Computer Science Editorial Board Member of International Journal of Image Processing (IJIP)
Akbar Aghajanian, PhD	Professor Director of Research Center for Health Disparities
Khalid M. Lodhi, D.Sc.	Assistant Professor of Forensic Biology Director of Forensic Science Program Department of Natural Sciences
Wu Jing, PhD	Assistant Professor of Mathematics Department of Mathematics and Computer Science 2007-2008 Teacher of the Year of Dept. Math. and Comp. Science
Valeria P. Fleming, PhD	Professor of Biology Department of Natural Sciences
Shirley Chao, PhD	Associate Professor of Biology Department of Natural Sciences
Dong Wang, PhD	Assistant Professor Department of Mathematics and Computer Science
Albert Chan, PhD	Assistant Professor Department of Mathematics and Computer Science
Xin Tang, PhD	Assistant Professor Department of Mathematics and Computer Science
Mingxian Jin, PhD	Assistant Professor of Computer Science Department of Mathematics and Computer Science
Nicoleta V. Bila, PhD	Assistant Professor Department of Mathematics and Computer Science
Zhenlu Cui, PhD	Assistant Professor Department of Mathematics and Computer Science

C.  *Your complimentary use period has ended. Thank you for using PDF Complete.*

[Click Here to upgrade to Unlimited Pages and Expanded Features](#)

Shane Han, PhD
 Associate Professor of Biotechnology
 Department of Natural Sciences
 Doctoral Research Associate
 Department of Natural Sciences
 Assistant Professor of Chemistry
 Department of Natural Science
 Anthony Libero
 CEO of Operation
 Kai Tech Chemical and Environmental Research Laboratories
 Xin Li, Ms
 Mathematics Teacher
 Alpha Academy, A Charter School

Written support letters from local educators and community leaders are included in **APPENDIX D: ACADEMIC AND COMMUNITY SUPPORT LETTERS**. Our meetings with these individuals and their comments and suggestions had a significant impact on the design and development of CFSS .Project

In addition, we have surveyed residents of several Cumberland County neighborhoods and received tremendous support and interest from many members of the local community. In fact, we distributed more than 500 hundred CFSS fliers/surveys to interested local residents. As a result of our community outreach efforts, we collected much more support surveys from local parents than we had anticipated. In order to keep the charter school application at a reasonable size, we have included only 100 sample survey responses in **Appendix E: COMMUNITY & PARENT SURVEYS**.

Furthermore, CFSS will continue to publicize its school according to its marketing plan. CFSS is undertaking various strategies to create awareness and interest in the school, and to ensure a diverse student body. Some of these marketing and outreach strategies within next five years will include, but not limited to, the following:

- Community Centers, churches, and public events will be starting places to reach out local residents.
- Public and local radios will be one of the primary ways to get the word out about the school.
- Local TVs and closed-circuit programs at public locations will be utilized to inform local community of our schooling efforts.
- Media Resources: CFSS Board will advertise in the local newspaper, outlets and other local publications to introduce the school to the community, and to reach a diverse group of people for potential qualified teachers and other staff members.
- Public meetings: The school will organize quarterly Open-house meetings for parents of school age children in the county to promote the school’s mission and philosophy, and discuss the school’s educational plans for prospective students.
- Location: CFSS is searching for a facility located in an area of the city that houses, or is nearby, a diverse population covering various socioeconomic levels.
- Outreach: CFSS will contact community centers, church groups, and neighborhoods and give presentations about the school as an alternative solution to meet the educational needs of the community. The CFSS Board will consult with Hispanic organizations to outreach to the Latino population. Networking activities will be attended with diverse community organizations.
- The Board will create its own website providing information and pictures of the school to provide detailed and up-to-dated information about the school’s program.
- Hiring Qualified Staff & Teachers: CFSS believes that the structure of the school and quality of school staff will determine how successful the school is going to be. Therefore, CFSS will utilize all possible recruiting tools to reach the highest quality of staff and teachers nationally and internationally.

C
V
P



*Your complimentary use period has ended.
Thank you for using PDF Complete.*

[Click Here to upgrade to Unlimited Pages and Expanded Features](#)

applicant must submit a copy of the application to the LEA in which the school will locate within seven days of the submission of the application to the Office of Charter Schools. The LEA may then submit information or comment directly to the Office of Charter Schools.

Please attach to this application a return receipt, or other documentation, verifying the applicants' timely submission of a copy of this application to the LEA.

PDF Complete
Your complimentary use period has ended.
Thank you for using PDF Complete.
Click Here to upgrade to Unlimited Pages and Expanded Features

A: PROPOSED BYLAWS

CAPE FEAR EDUCATION SERVICES BYLAWS

ARTICLE I: NAME

Section 1: Name

The name of the nonprofit corporation is CAPE FEAR EDUCATION SERVICES (sometimes referred herein as “The Corporation”).

Section 2: Principal Office and Registered Agent

The principal office of the Corporation is located in the City of Fayetteville, in Cumberland County, in the State of North Carolina. The street address of the initial registered office of the Corporation is 2305 Cumberland Bay Dr., Apt 203, Fayetteville, NC 28306 and the registered agent at such address is Ali Ikiz.

ARTICLE II: PURPOSE

Section 1: Purpose

The purpose of the Corporation is to apply for, establish, and govern a charter school under North Carolina Charter School Statutes and to pursue related educational endeavors. The name of the charter school is CAPE FEAR STEM SCHOOL or also known as “CFSS”.

ARTICLE III: MEMBERSHIP

Section 1: Membership

The corporation shall have no members.

ARTICLE IV: GOVERNING BOARD

Section 1: Powers

The activities, affairs and business of the Corporation shall be conducted by or under the direction of the Governing Board (referred to herein as the “Board”).

Section 2: Mission

The mission of the Governing Board is to make policy decisions regarding the operation of the Corporation and to provide it with oversight rather than day-to-day management of operations.

Section 3: Number, Qualifications, Election and Tenure

The number of persons constituting the Governing Board who have voting authority shall be five (5). A person needs to be at least twenty-one (21) years old and in good standing to be qualified as a Member;

Election procedures to the Governing Board are outlined as follows:

Nominations may be made by any Board member;

Self nominations are also acceptable;

Vote to be taken publicly by show of hands;

A nominee is declared a Member as long as he/she receives the votes of the majority of the Board Members.

Board Members shall serve for a term of two years, or until their successors are elected. A Member may be removed by a majority vote of the Board at any Board meeting. In order to be re-elected, a Member can be nominated by a Board member similar to any other nominee.

C
S
T
C
C
C



Your complimentary use period has ended.
Thank you for using PDF Complete.

[Click Here to upgrade to Unlimited Pages and Expanded Features](#)

to the best of their individual abilities; to a constant awareness of the quality and performance of the School with the Board assuming an educational leadership role, and to the employment of school personnel who, under the direction of the Principal, will see that the school maintains an outstanding position and will carry out the policies of the Board with imagination and dedication.

Additionally, the Board's specific policy and direction goals are:

- To interpret the education needs and aspirations of the community through the formulation of policies which stimulate the learner and the learning process;
- To govern the school in accordance with federal and state laws;
- To provide leadership in order to carry out the goals and objectives of the school effectively;
- To facilitate communication with the community served by the school
- To develop and provide the data appropriate for the management functions of planning, evaluating, organizing, controlling and executing.

The Board should attempt to reflect the opinion of the community. However, Board members must look to the future more clearly than is required of the average citizen. The results of many of the decisions and actions of the Board may not be realized at once, but will set the course of education for future years. The Board should fearlessly support those educational philosophies and procedures needed to promote proper education for this community based upon the needs of the pupil population.

In addition, Board Members shall meet at such times and places as required by these by-laws. The Board may consider a Member with three consecutive un-excused absences from regular meetings as having resigned. Board Members shall register their home/business address, home/office/cellular phone numbers and e-mail addresses with the Secretary of the School.

Section 5: Meeting Procedures

All meetings of the Board shall be open to the public, including the news media, except when permitted or required by law to be closed. Visual and sound recordings shall be permitted during open meetings. The President of the Board shall preside at Board meetings and shall rule on questions of order. In the absence of the President, the Vice President shall preside. In the absence of both the President and Vice President, the attending members shall elect one of their numbers to preside. Meetings of the Board shall be formal enough to allow for the orderly conduct of business but informal enough to encourage free discussion among Board members and to promote group thinking and action.

Section 6: Meeting Schedule

The Board annually shall adopt a schedule for the upcoming year stating the date, time and place of its regular meetings. The meeting schedule shall be posted in a prominent place at the School's administration building and at any other locations where such scheduled meetings will be held. Electronic and other means of informing the public about the Board meetings shall be used where feasible. Any scheduled meeting may be cancelled, postponed or adjourned.


Section 7: Regular Meetings

Unless otherwise specified in the schedule or changed in a manner allowed by law, the Board's regular meetings shall be held regularly on the dates that will be publicized by the Board. The schedule shall call for the meetings to be held at the School's administration building. The board's regular meetings are legislative in nature. This is where most of the Board's formal actions are taken.

Section 8: Special or Called Meetings

In accordance with the state law, special meetings may be called by the Board President on the request of three or more Board members, or the Principal in accordance with state law. Due notice of such meetings shall be given to the public and shall include at a minimum the posting of a written notice for at least 24 hours at the place of regular meetings and by the giving of

C
w
at
fa



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

front door and Parent Information Center. Board members will be given
be addressed. Notice to Board members may be by telephone, e-mail,

Section 9: Emergency meetings

When special circumstances occur and are so declared by the Board, the Board may meet on less than 24 hours notice. Board members and the public shall be given as much notice of the meeting and subjects expected to be considered as is reasonable under the circumstances, including the posting of a written notice at the place of regular meetings. The minutes of the meeting shall reflect the reason for holding the meeting on the less than 24 hours notice and the nature of the notice given.

Section 10: Quorum

A majority (>50%) of the Board members having voting authority and currently in office shall constitute a quorum for the transaction of business. If a quorum is not present at the time and place of any meeting, the Board Members present shall adjourn the meeting until a quorum shall be present.

Section 11: Voting

Except as otherwise expressly provided by statute, or by the Charter of the Corporation, or by these by-laws, the action of a majority of the Board Members present at a meeting in which there is a quorum shall be the action of the Governing Board. The President shall vote at Board meetings only when his or her vote is necessary to resolve what would otherwise cause a tie vote.

Section 12: Resignation of Board Members

A Member may resign at any time by giving notice in writing to the President or Secretary of the Corporation. Such resignation shall take effect at the time specified, or if no time is specified, at the time the President or Secretary receives such resignation.

Section 13: Compensation

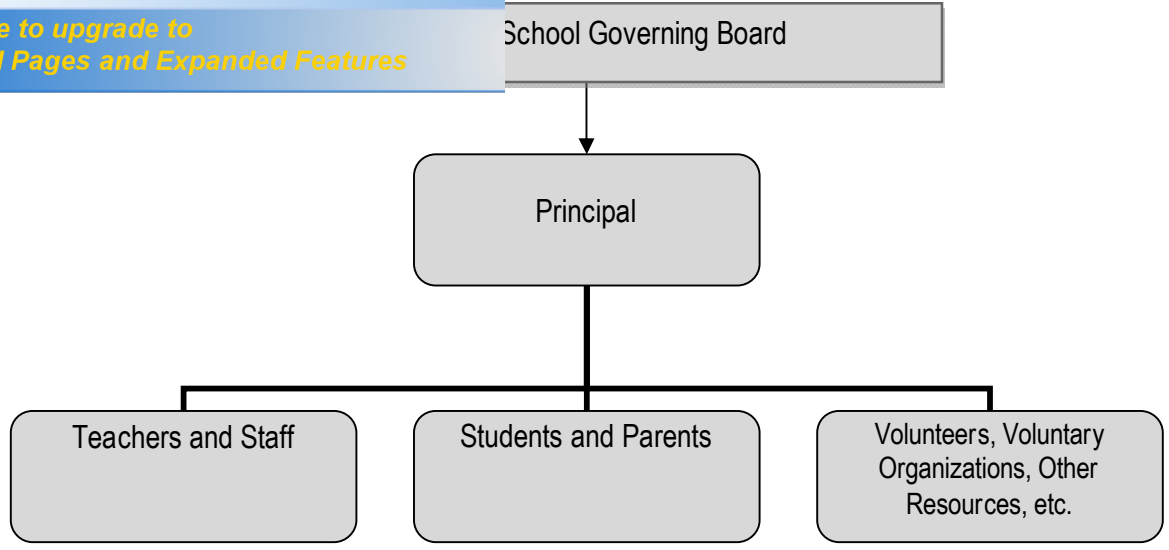
Board Members shall serve without compensation for their services to the Board except travel and related expenses as may be authorized by the Board for in-state or national conferences.

Section 14: Conflict of Interest

If any member of the Board faces a conflict of interest in a matter pending before the Board, such member shall make full disclosure to the Board of the nature of the conflict. Upon full disclosure, the Board may approve the transaction only by the majority vote of Board members having no conflict of interest. However, no such transaction may be approved if it would constitute self-dealing, prohibited under Section 4941 of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws, or if it would result in the imposition of any excise tax under any other provision of Chapter 49A of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws.

Section 15: Certain Member Liability

A member of the Board shall be subject to the liabilities imposed by law upon Board members of nonprofit corporations. In addition, all Board members who vote for or assent to any distribution of assets of the Corporation contrary to any restrictions imposed by the Nonprofit Corporation Act of North Carolina, the corporate articles of incorporation, charter, or by-laws, shall be jointly and severally liable to the Corporation for the amount of such distribution. Furthermore, such liabilities shall not exceed the debts, obligations and liabilities existing at the time of the vote or assent where the Board member relied on, and acted in good faith in the belief that, financial statements of the Corporation were correct and were based on generally accepted principles of sound accounting practice used by the president or the treasurer, or certified by an independent public accountant or firm of such accountants to fairly reflect the financial condition of the Corporation.



ARTICLE V: OFFICERS

Section 1: Designation of Officers

Officers of the Corporation shall be President, Vice President, Secretary and Treasurer. The Board may designate and fill other officers as needed. Any two offices except for the office of President may be held by one person. No officer shall sign or execute any document in more than one capacity.

Section 2: Election, Term of Office and Qualifications

At its regular annual meeting in September each year, the Board shall organize and elect officers among its own members. A President shall be elected to serve for a period of one year. A Vice President shall be elected to serve for a period of one year. The Secretary shall be elected to serve for a period of one year. The Treasurer shall be elected to serve for a period of one year. The President shall preside over the election of the vice president, secretary, and treasurer unless decided otherwise by majority of the Board members.

Section 3: Subordinate Officers and Agents

The Board may appoint other officers or agents to chair committees or perform certain other duties. Each such officer or agent shall hold office for such period, have such authority, and perform such duties as the Board determines. The Board may delegate to any officer or agent the authority to appoint subordinate officers or agents and to prescribe their respective authorities or duties.

Section 4: Duties

Officers shall stand in a fiduciary relation to the Corporation and shall discharge the duties of their respective positions in good faith, and with that diligence and care which reasonably prudent men and women would exercise in similar circumstances and like positions.

Section 5: Removal

The persons who are officers pursuant to Section 1 of this Article may be removed by majority vote of the Board with or without cause. The persons who are officers or agents pursuant to Section 3 of this Article may be removed by majority vote of the Board.

Section 6: Resignations

C.
A.
ap
ag
Se



PDF Complete

Your complimentary use period has ended. Thank you for using PDF Complete.

[Click Here to upgrade to Unlimited Pages and Expanded Features](#)

to the President or the Secretary of the Board, or, if that officer was on 3 of this Article, by giving written notice to the appointing officer or specified or if no time is specified, at the time the President or the

Section 7: Vacancies

A vacancy in any office because of death, resignation, removal or disqualification, or any other cause, shall be filled for the unexpired portion of the term of such office in the manner prescribed by these by-laws for regular appointments or elections to such offices. The Board may also reassign some or all of the duties of an absent officer as provided in Section 8 of this Article.

Section 8: Reassignment of Officer Duties

Should an office become vacant or should an officer of the Corporation be absent, or for any other reason the Board deems sufficient, the Board may reassign the duties of such officer to any other officer or to any member of the Board.

Section 9: Principal

The Board shall appoint the Principal by entering into a contract with a person to serve in that capacity. The contract shall specify the period of time for which the person is employed as Principal as well as his or her authority and duties. The Principal shall generally be responsible for the business and affairs of the Corporation and shall be authorized to hire and have control over its employees. In addition to the management of day-to-day operations of the Corporation, the Principal shall perform such other duties as are assigned by the Board.

Sections 10: President

The President shall be the principal person charged with supervising, organizing and managing the business of the Board and shall have the responsibility of conducting Board meetings. The president shall perform such other duties as are assigned by the Board.

Section 11: Vice President

At the request of the President, or in the absence or disability of the President, the Vice President shall perform the duties of the president and when so acting shall have all the powers of, and be subject to all the restrictions upon, the president.

Section 12: Secretary

The Secretary shall keep the minutes of the meetings of the Board and shall see that all notices are given in accordance with the provisions of these by-laws or as required by law. The Secretary shall also be the custodian of the statements, books, records, reports, certificates, and other documents of the Corporation and the seal of the Corporation, and shall see that the seal is affixed to all documents requiring such seal. The Secretary shall perform all duties and possess all authority incident to the office of the Secretary, and shall perform such other duties and have such other authority as may be assigned by the Board.

Section 13: Treasurer

The Treasurer is responsible to manage the funds, receipts, disbursements and securities of the Corporation. The treasurer shall perform such other duties and have such other authority as may be assigned or granted by the Board. The treasurer may be required to give a bond for the faithful performance of the duties of the office in such form and amount as the Board may determine.

ARTICLE VI: PROCEDURES AND RESTRICTIONS

Section 1: Contracts

Except as otherwise provided in these by-laws, the Board may authorize any officer or agent or the Principal to enter into any contract or to execute or deliver any instrument on behalf of the Corporation, and such authority may be general or confined to specific transactions.

C
S
T
or
B



Your complimentary use period has ended.
Thank you for using PDF Complete.

[Click Here to upgrade to Unlimited Pages and Expanded Features](#)

any funds by the Corporation and the issuance of any promissory notes
corporation. Any officer or agent of the Corporation authorized by the
Board to do so may obtain loans or advances on behalf of the Corporation provided said authority has been granted by means
of a majority vote of the Governing Board affirming the indebtedness or obligation, and in order to obtain such loans and
advances, may make, execute, and deliver promissory notes, bonds, or other evidences of indebtedness of the Corporation.

Section 3: Deposits

All funds of the Corporation shall be deposited to the credit of the Corporation in such banks or trust companies or with such
bankers or other depositories as the Board may select, or as may be selected by any officer or agent of the Corporation
authorized by the Board to do so.

Section 4: Checks, Drafts

All notes, drafts, acceptances, checks and endorsements or other evidences of indebtedness shall be signed by:
any two Board members, or
any Board member and the Principal, or
the Principal and the Assistant Principal for recurring expenses and expenses not exceeding \$5,000, or
in such other manners as the Board may determine.
Endorsements for deposit to the credit of the Corporation in any of its duly authorized depositories will be made by the Principal
or treasurer or by any officer or agent who may be authorized by the Board to do so.

Section 5: Gifts

The Board may accept on behalf of the Corporation any contribution, gift, bequest, or devise granted for the benefit or
perpetuation of the general educational or special educational purposes of the Corporation.

ARTICLE VII: GENERAL PROVISIONS

Section 1: Corporate Seal

The corporate seal shall be in such form as shall be approved by the Board.

Section 2: Fiscal Year

The fiscal year of the Corporation will commence on July 1 of each year and conclude on June 30 of the next year.

Section 3: Amendments to Bylaws

These by-laws may be altered, amended, or repealed, or new by-laws adopted at any regular or special meeting upon a super
(2/3) majority vote of the Board members.

Section 4: Books and Records

The Corporation shall keep correct and complete books and records of accounts and shall keep minutes of the proceedings of
its Board.

Section 5: Officer and Member Indemnification

The Corporation shall indemnify any present or former members of the Board, Officers, Principal or other employee or agent
against liabilities and reasonable litigation expenses, including attorneys' fees, incurred in connection with any action, suit or
proceeding in which that person is made or threatened to be made a party by reason of being or having been such Board
member, Officer, Principal or other employee except in relation to matters as to which the person shall be adjudged in such
action, suit or proceeding

to have acted in bad faith,

C
to
to
to
in



PDF Complete

Your complimentary use period has ended. Thank you for using PDF Complete.

[Click Here to upgrade to Unlimited Pages and Expanded Features](#)

ct in the performance of duty,
be clearly in conflict with the best interests of the Corporation,
orporation, where the person was adjudged liable to the Corporation.

The indemnification authorized by this section shall be in addition to that permitted by the North Carolina General Statutes or otherwise as authorized in these by-laws. The Corporation may purchase and maintain insurance on behalf of any person who is or was a member of the Board, Officer, Principal or other employee or agent of the Corporation or is or was serving at the request of the Corporation as a Member, Officer, employee, or agent of another corporation, partnership, joint venture, trust, or other enterprise, against any liability asserted against and incurred by the person in such capacity, or arising out of the person's (Board member's, Officer's, employee's or agent's) status as such, whether or not the Corporation would have the power to indemnify that person against such liability.

Expenses incurred by a Member, Officer, Principal or other employee or agent in defending a civil suit or criminal action or other proceeding may be paid by the Corporation in advance of the final disposition of such action, suit or proceeding as authorized by the Board upon receipt of an undertaking by or on behalf of the Board member, Officer, Principal or other employee or agent to repay such amount unless it shall ultimately be determined that the person is entitled to be indemnified by the Corporation as authorized by Section 55A- 17.2 or 55A- 17.3 of North Carolina General Statutes or as authorized in these by-laws.

Section 6: Meeting Regulation

All meetings of the Board shall be held in compliance with the North Carolina Open Meetings Law, Article 33C. While the Board may elect not to proceed in full compliance with the Robert's Rules of Order, it will serve as a guideline for the conduct of all meetings

Section 7: Gender

The masculine and feminine gender used in these by-laws shall include both the feminine and the masculine persons.

Section 8: Prohibited Activities

The Corporation shall comply with all prohibitions against substantial lobbying and involvement in political campaigns for public candidates, contained in Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to, its Board members or Officers.

Notwithstanding any other provisions of these articles, the Corporation shall not carry on any other activities not permitted to be carried on

by corporations exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or the corresponding provisions of any later federal tax laws, or
by a corporation, contributions to which are deductible under Section 17Q(c)(2) of the Code.

Section 9: Disposal of Assets

Upon the dissolution of the Corporation, the Governing Board shall, after paying or making provision for the payment of all of the liabilities of the corporation, dispose of all of the assets of the Corporation as directed pursuant to North Carolina General Statutes.

The undersigned persons certify the foregoing by-laws have been adopted for the Corporation, in accordance with the requirements of the North Carolina Nonprofit Corporation Act.

MEMBERS OF THE INITIAL GOVERNING BOARD

C
M
Member



PDF Complete

*Your complimentary use period has ended.
Thank you for using PDF Complete.*

[Click Here to upgrade to Unlimited Pages and Expanded Features](#)

Member Terrie Warren Kelley

Member Arif Dagli, PhD

Member Nida Noorani, PhD Member _____

Date of Adoption: February 19, 2010


 Your complimentary use period has ended. Thank you for using PDF Complete.

[Click Here to upgrade to Unlimited Pages and Expanded Features](#)

CURRICULA TO BE IMPLEMENTED

CFSS is how well any curriculum being considered is going to serve our students. CFSS will consider and use any research proven curriculum that is appropriate with the school's mission and goals. Following the school's curriculum review processes, curriculum change or adoption decisions will be made after consulting with teachers, instructional teams, parents, and educators. To illustrate, some of the curricula chosen by the school for implementation at the beginning year are the following or similar ones.

- Saxon Math (K-5),
- Saxon Phonics & Spelling (K-3).
- Science and Technology for Children (K-5),
- Science and Technology Concepts for Middle School (6-8),
- Connected Mathematics Project (6-8),
- College Preparatory Mathematics (9-12)

CONNECTED MATHEMATICS PROJECT:

The authors were guided by the following principles in the development of the *Connected Mathematics Project (CMP)*. These statements reflect both research and policy stances in mathematics education about what works to support students' learning of important math subjects.

- The "big" or key mathematical ideas around which the curriculum is built are identified.
- The underlying concepts, skills, or procedures supporting the development of a key idea are identified and included in an appropriate development sequence.
- An effective curriculum has coherence-it builds and connects from investigation to investigation, unit-to-unit, and grade-to-grade.
- Classroom instruction focuses on inquiry and investigation of mathematical ideas embedded in rich problem situations.
- Mathematical tasks for students in class and in homework are the primary vehicle for student engagement with the mathematical concepts to be learned. The key mathematical goals are elaborated, exemplified, and connected through the problems in an investigation.
- Ideas are explored through these tasks in the depth necessary to allow students to make sense of them. Superficial treatment of an idea produces shallow and short-lived understanding and does not support making connections among ideas.
- The curriculum helps students grow in their ability to reason effectively with information represented in graphic, numeric, symbolic, and verbal forms and to move flexibly among these representations.
- The curriculum reflects the information- processing capabilities of calculators and computers and the fundamental changes such tools are making in the way people learn mathematics and apply their knowledge of problem-solving tasks.
- *Connected Mathematics* is different from many more familiar curricula in that it is problem centered. The following section elaborates what we mean by this and what the value added is for students of such a curriculum.

Students' perceptions about a discipline come from the tasks or problems with which they are asked to engage. For example, if students in a geometry course are asked to memorize definitions, they think geometry is about memorizing definitions. If students spend a majority of their mathematics time practicing paper-and-pencil computations, they come to believe that mathematics is about calculating answers to arithmetic problems as quickly as possible. They may become faster at performing specific types of computations, but they may not be able to apply these skills to other situations or to recognize problems that call for these skills. Formal mathematics begins with undefined terms, axioms, and definitions and deduces important conclusions logically from those starting points. However, mathematics is produced and used in a much more complex combination of exploration, experience-based intuition, and reflection. If the purpose of studying mathematics is to be able to

significant portions of their mathematics time solving problems that evaluating.

A: students can make sense of mathematics if the concepts and skills are embedded within a context of problems. In time to spend on exploring interesting mathematics situations, reflecting on solution methods, examining why the methods work, comparing methods, and relating methods to those used in previous situations, then students are likely to build more robust understanding of mathematical concepts and related procedures. This method is quite different from the assumption that students learn by observing a teacher as he or she demonstrates how to solve a problem and then practice the same method on similar problems.

A problem-centered curriculum not only helps students to make sense of mathematics, it also helps them to process mathematics in a retrievable way.

Teachers of CMP report that students in succeeding grades remember and refer to a concept, technique, or problem-solving strategy by the name of the problem in which they encountered the ideas. For example, the Basketball Problem from What Do You Expect? in Grade Seven becomes a trigger for remembering the processes of finding compound probabilities and expected values.

Results from the cognitive sciences also suggest that learning is enhanced if it is connected to prior knowledge and is more likely to be retained and applied to future learning. Critically examining, refining, and extending conjectures and strategies are also important aspects of becoming reflective learners.

In CMP, important mathematical ideas are embedded in the context of interesting problems. As students explore a series of connected problems, they develop understanding of the embedded ideas and, with the aid of the teacher, abstract powerful mathematical ideas, problem-solving strategies, and ways of thinking. They learn mathematics and learn how to learn mathematics³⁰.

COLLEGE PREPARATORY MATHEMATICS³¹:

The writer-developers of CPM began with the belief that the primary goal of teaching mathematics should be long-term knowledge. If learning cannot be carried beyond textbooks or the school year, in what sense has the student learned anything useful? So the question becomes, what are the most effective ways to foster long term learning? Ultimately, the program is built around three fundamental principles informed by both theory and practice.

1. Initial learning of a concept is best supported by discussions within cooperative learning groups guided by a knowledgeable teacher.

It is unusual in educational research to have such unanimity of findings—in both individualistic settings and randomized experiments. The fact that these results are consistent for a wide span of ages and a wide set of topics indicates that a fundamental learning principle must be involved: social interaction increases the ability to learn ideas and to integrate them well into their existing cognitive structures. The techniques for using collaborative learning groups can undoubtedly be improved, but their efficacy is not in doubt.

2. Integration of knowledge is best supported by engagement of the learner with a wide array of problems around a core idea.

Traditional instruction with emphasis on telling does not work well for long-term **retention of knowledge** for most children. Studies on learning mathematics or science from first grade through college show that students retain more knowledge when they are taught using problem-based learning (PBL) than when they are simply told what to do. Problems engage the mental energies of students and allow them to develop cognitive understanding in a way that is more effective in the long term than simply being told a rule or procedure. Some research indicates that being told rules before attempting to forge a personal understanding can even interfere with deeper learning.

3. Long-term retention and transfer of knowledge is best supported by spaced practice or spiraling.

³⁰ <http://connectedmath.msu.edu/rnd/principles.html#pcc>

³¹ http://cpm.org/pdfs/statistics/sallee_research.pdf



PDF Complete

Your complimentary use period has ended.
Thank you for using PDF Complete.

[Click Here to upgrade to Unlimited Pages and Expanded Features](#)

ed phenomenon. It shows that learning is improved when the learning is spaced, or massed. The effect has been observed in babies, children and adults. Roughly speaking, as long as there is some latent memory of earlier learning of a skill, delaying the reinforcement by spacing improves both transfer and long-term learning.

There appear to be two principal reasons why this knowledge is not more widely applied in the classroom. First, little of the research has been done by educators. Most of the work has been done in psychology laboratories or for workplace training. Second—and this reason is probably more important for its lack of use—using spaced practice for learning rather than massed slows down the initial learning at the same time that it improves long-term retention and transfer. Thus teachers often feel that when students struggle to learn a new skill it is a bad thing because knowledge is mastered more slowly. However, the research is overwhelmingly positive that certain kinds of carefully designed struggle are beneficial.

Spacing thus has three positive effects on learning mathematics:

- it helps students **learn better**;
- it helps students **retain the knowledge longer**; and
- it helps students **transfer their knowledge** more effectively.

SAXON MATH

CFSS will employ the *Saxon Math* program for K-5 math education. Saxon Publishers, founded in 1981, is an imprint of Harcourt Education. Recognized as the nation’s best-selling and most thoroughly researched mathematics program, Saxon Math is designed to provide students and educators with a truly unique pedagogical approach.

The program promotes student success through the proven educational practices of incremental development and continual review. With incremental development, topics are developed in small steps spread over time. One facet of a concept is taught and practiced before the next facet is introduced. Both facets are then practiced together until it is time for the third to be introduced. Instead of being organized into chapters that rapidly develop a topic and then move on to the next strand, Saxon Math is organized into a series of lessons that gradually develop concepts. This approach gives students the time to develop a deeper understanding of concepts and how to apply them. Through continual review, previously-presented concepts are practiced frequently and extensively throughout the year. Saxon’s cumulative daily practice strengthens students’ grasp of concepts and improves their long-term retention of concepts.

Based on more than 25 years of measurable success and built on the idea that learning is cumulative; the Saxon Math program distributes instruction, practice, and assessments of related concepts throughout the school year students work toward mastery in three ways:

- They review, maintain and build upon previously learned skills.
- They receive explicit instruction of new content, mathematical thinking and vocabulary.
- They apply, reinforce and demonstrate cumulative learning and conceptual understanding.

The Saxon approach differs from most programs in that it distributes instruction, practice, and assessment instead of massing these elements throughout the lessons and school year.

In a massed approach, instruction, practice, and assessment of a skill or concept occur within a short period of time and are clustered within a single chapter or unit. In the *Saxon Math* program, as students encounter new increments of instruction, they are also continually reviewing previously introduced math concepts. Frequent assessments of newer and older concepts are encountered throughout the lessons, ensuring that students truly integrate and retain critical math skills.

Scope and Sequence:

The Scope and Sequence for the *Saxon K–4* mathematics series is intended to help educators view the progression of mathematical topics throughout the series. Topics are grouped into nine strands:

1. Numbers and Operations
2. Measurement
3. Geometry
4. Patterns, Algebra, and Functions

C.
5.
6.
7.
8.
9. Connections



Your complimentary use period has ended.
Thank you for using PDF Complete.

[Click Here to upgrade to Unlimited Pages and Expanded Features](#)

The locators in the Scope and Sequence identify lessons in which direct instruction of a topic is presented. The first lesson where the concept is taught is referenced, and subsequent lessons are referenced only when the concept is extended. Occasional references to spans of The Meetings are included to show the daily practice of expanding skills and concepts.

North Carolina Standard Course of Study

The Cape Fear STEM School’s curriculum explores such an education system which all the students are required to be fully active in. It aims to graduate students whom will take learning as a lifelong activity in order to meet the needs of this 21st century. Its Saxon Math Program is aligned with the current, revised North Carolina *K-8 Standard Course of Study for Mathematics* (<http://www.ncpublicschools.org/curriculum/mathematics/scos/2003/k-8/index>)

The objectives of CFSS curriculum match with the competency goals of the North Carolina Standard Course of Study for Mathematics.

National Council of Teachers of Mathematics (NCTM) Standards

The NCTM standards, along with the North Carolina Standard Course of Study for Mathematics will build up the heart of the academic program at CFSS. Students will learn mathematics with understanding, actively building new knowledge from experience and prior knowledge. Learning mathematics with understanding is essential. In addition, students in CFSS will recognize and apply mathematics in contexts outside mathematics. Students need experiences applying mathematics concepts and representations to describe and predict events in almost all academic disciplines, as well as in the workplace as CFSS will develop a fully informed citizenry.

Guiding Principles for Mathematics Curriculum of NCTM Standards are described as follows:

When a voluntary national mathematics curriculum is developed, the topics studied in that curriculum must be taught and learned in an equitable manner in a setting that ensures that problem solving, reasoning, connections, communication, and conceptual understanding are all developed simultaneously along with procedural fluency.

a. Problem Solving

Problem solving means engaging in a task for which the solution method is not known in advance. To find a solution, students must draw on their knowledge, and through this process, they will often develop new mathematical understandings. Solving problems is not only a goal of learning mathematics but also a major means of doing so. Students should have frequent opportunities to formulate, grapple with, and solve complex problems that require a significant amount of effort. They should then be encouraged to reflect on their thinking. Problem solving is an integral part of all mathematics learning.

b. Reasoning and Proof

Mathematical reasoning and proof offer powerful ways of developing and expressing insights about a wide range of phenomena. Those who reason and think analytically tend to note patterns, structure, or regularities in both real-world situations and symbolic objects; they ask whether those patterns are accidental or whether they occur for a reason; and they conjecture and prove. Ultimately, a mathematical proof is a formal way of expressing particular kinds of reasoning and justification. Being able to reason is essential to understanding mathematics. By developing ideas, exploring phenomena, justifying results, and using mathematical conjectures in all content areas and at all grade levels, students should recognize and expect that mathematics makes sense. Building on the considerable reasoning skills that children bring to school, teachers can help students learn what mathematical reasoning entails.

c. Communication

Communicating mathematical thinking and reasoning is an essential part of developing understanding. It is a way of sharing and clarifying ideas. Through communication, ideas become objects of reflection, refinement, and discussion and often require adjustments of thinking. The communication process also helps build meaning and permanence for ideas and makes them public. When students are challenged to think and reason about mathematics and communicate the results of their thinking with others, they learn to be clear and convincing in their verbal and written explanations. Listening to others gives students opportunities to develop their own understanding. Conversations in which mathematical ideas are explored from multiple perspectives help learners sharpen their ability to reason, conjecture, and make connections.

related facts and procedures. Through curricular and everyday connections among mathematical ideas. Of great importance are the infinite strands of mathematics are mutually reinforcing in terms of concept advanced work in mathematics as well as in applications. Such connections build mathematical conceptual understanding based on interrelationships across earlier work in what appear to be separate topics.

The examples of how the NCTM standards will be implemented to the in-class activities are shown under the next heading.

NC Standard Curriculum and NCTM Aligned Curriculum & Activities on the Topics of Mathematics

The lessons of Cape Fear Stem Elementary and Middle School will be supported by various in-class activities which will enable students to learn and experiment the information delivered. Activities explore many areas of mathematics and may be used to view or analyze data for scientific application. Each lesson and the activity will be in correspondence with the North Carolina Standards Course of Study and National Council of Teachers of Mathematics (NCTM) Standards. Examples of activities that will be applied for some of the mathematics topics are presented below.

Numbers and Operations (#1 Sequence of Saxon Math):

This lesson introduces students to elapsed time and how to calculate it.

Table 4: Lesson Sample 1 on Numbers & Operations

Course	Mathematics (Numbers and Operations)	
Grade Level	Grades 3-5	
Content Topic :	Elapsed Time	
Learning Objective	To understand the concept of elapsed time To be able to calculate the elapsed time given the starting and ending time	
Technological Tools	Access to a computer and a browser	
Classroom Settings	Mathematics Lab. Each student must have a computer	
Brief Description of Lesson	Focus:	The teacher will open the lesson with a question: E.g. We started the class at 10 AM. Now it is 11 AM. What is the elapsed time?
	Objectives	The teacher will inform the students on what they will learn that day. E.g. Today, we are going to learn what the elapsed time is and how to calculate it.
	Input	The teacher will lead the students to a discussion on elapsed time
	Guided Practice	The teacher will help students record the starting and ending times on the computer elapsed time record sheet. Then he/she will explain how it works to calculate the elapsed time.
	Independent	The teacher will have students answer 10 exploring questions while

C.  *Your complimentary use period has ended. Thank you for using PDF Complete.*

[Click Here to upgrade to Unlimited Pages and Expanded Features](#)

	working on the applet.
	the teacher will discuss what the students have learned that day while answering the exploring questions.
Standards Addressed	1.NCTM (Measurements): Apply appropriate techniques, tools and formulas to determine measurements

Geometry and Measurement (#2 & #3 Sequence of Saxon Math)

This lesson teaches students to find the area of a triangle.

Table 5: Lesson Sample 2 on Geometry

Course	Geometry and Measurement	
Grade Level	Grades 3-5	
Content Topic :	Triangle Area	
Learning Objective	a. To be able to find the area of a right triangle b. To reinforce the idea of area measure c. To understand the formula of finding the area of a right triangle.	
Technological Tools	The students will use browser to experiment the activities. Therefore, as a prerequisite, they should know how to point, drag and click the mouse. Also a ruler, graph paper and a pencil are needed.	
Classroom Settings	Mathematics Lab. Each student must have a computer	
Brief Description of Lesson	Focus:	The teacher will first review the pertinent vocabulary, such as area and square unit. The teacher will ask the students how to calculate the area of a rectangle. If the students answer as "length*width" the teacher will ask them why that formula works.
	Objectives	The teacher will ask the students to think about the area formula and if it works for shapes other than rectangles. Then, she will tell them "today we will be looking to find the area of a different shape - a right triangle"
	Input	The teacher will ask students to recall what they have learned about measuring area so far. Illicit from them: <ul style="list-style-type: none"> • area is measured in square units such as cm sq, in sq, ft sq, etc. • an explanation of what area means will be taught.
	Guided Practice	<ol style="list-style-type: none"> 1. The teacher will make students cut out a square. She will not specify the size. (She may want to remind the students that the corners of a square are right angles.) 2. Once the students have completed their squares, she will have them measure the area of their square. 3. She will have the students crease their square from the lower left corner to the upper right corner and cut along the crease to create two right triangles with equal areas. 4. She will ask the students if anyone can tell the class the area of one or both of the triangles.

		<p>will have that student explain to the class how he/she knew the area of the triangle.</p> <p>will ask the class to come up with a formula to calculate the area of right triangles.</p> <p>She will tell them that they need to be able to explain why their equation should work for all right triangles.</p> <p>8. If no one mentions the length * width / 2 method, she will mention the method to the class and have them try it.</p> <p>9. Then she will show the students how to operate the <u>Triangle Explorer</u> Applet (*).</p>
	Independent Practice	<ul style="list-style-type: none"> o The teacher will have the students work in pairs to explore the <u>Triangle Explorer</u> Applet. o The teacher will instruct the students to work 5 easy problems, 5 medium problems, and 5 hard problems. o The teacher will have the students draw several of the computer generated shapes on a sheet of graph paper and write the areas beside the shapes. This will help the students to process what they are doing on the screen.
	Closure	<p>The teacher will clarify how to calculate the area of a right triangle and ask if there are any questions.</p>
Standards Addressed	Grades3-5	<p><u>North Carolina Standard Course of Study</u></p> <p>Technical Mathematics 1: Geometry and Measurement</p> <ul style="list-style-type: none"> o Competency Goal 2: The learner will measure and apply geometric concepts to solve problems. <p>Technical Mathematics 2: Geometry and Measurement</p> <ul style="list-style-type: none"> o Competency Goal 1: The learner will use properties of geometric figures to solve problems.

*The Triangle Explorer Applet can be found at: <http://www.shodor.org/interactivate/activities/TriangleExplorer/>

Algebra (#4 Sequence of Saxon Math)

This lesson demonstrates the relation between functions and graphs

Table 6: Lesson Sample 3 on Algebra

Course	Mathematics (Algebra)	
Grade Level	Grades 6-8	
Content Topic :	Graphs and Functions	
Learning Objective	<p>a. To have the students introduce to plotting functions on the Cartesian coordinate plane</p> <p>b. To have the students see several categories of functions, including lines and parabolas</p>	
Technological Tools	Access to a computer and a browser, pencils and graph paper.	
Classroom Settings	Mathematics Lab. Each student must have a computer	
Brief Description of Lesson	Focus:	<p>The teacher will remind students what has been learned in previous lessons that will be pertinent to this lesson and/or have them begin to think about the words and ideas of this lesson. She will ask the following questions</p> <ul style="list-style-type: none"> o Can someone tell me what a function is? o Will someone give me an example of a function? o Will someone give me an example of something that is not a

function?

The teacher will let the students know what it is they will be doing and learning that day. For example:

Today, class, we are going to learn more about functions.

- We are going to use the computers to learn more about functions, but please do not turn your computers on until I ask you to. I want to show you a little about this activity first.

Input

The teacher will lead a discussion on how the functions and graphs are related.

Guided Practice

- The teacher will have the students try plotting points for several simple functions to ensure that they have some skill at plotting by hand. Even if graphing calculators are available, she will have the students plot points on graph paper (this is a skill that is important to practice by hand). Here are a few functions that will be assigned:
 1. $y = 3x - 2$
 2. $y = x^2$
 3. $y = 3 - 4x$
 4. $y = 4 - x^2$
- The teacher will help practice the students' function plotting skills by having them check their work from the previous activity by plotting the same functions using the Graph Sketcher Tool*.
- The teacher will have the students investigate functions of the form $y = \underline{\hspace{1cm}}x + \underline{\hspace{1cm}}$ using the Graph Sketcher Tool to determine what kinds of functions come from this form, and what changing each constant does to the function. She will make sure to have them keep track of what they try and record their hypotheses and observations

Independent Practice

The teacher will have the students repeat the previous activity with functions of the form:

$$y = \underline{\hspace{1cm}}x^2 + \underline{\hspace{1cm}}$$

Closure

The teacher will bring the class back together for a discussion of the findings. Once the students have been allowed to share what they found, she will summarize the results of the lesson.

Standards Addressed

Grades6-8

NCTM

Grade 6-8 (Algebra): Represent and analyze mathematical situations and structures using algebraic symbols.

North Carolina Standard Course of Study

Algebra I (Algebra) Competency Goal 4: The learner will use relations and functions to solve problems.

Grade 8 (Number and Operations, Measurement, Geometry, Data Analysis and Probability, Algebra) Competency Goal 5: The learner will understand and use linear relations and functions.

Introductory Mathematics (Algebra) Competency Goal 4: The learner will understand and use linear relations and functions.

*Graph Sketcher Tool can be found at:

<http://www.shodor.org/interactivate/activities/GraphSketcher/>

tical and experimental probability by rotating through a series of work

Table 7. Lesson Sample 4 on Probability

Course	Mathematics (Probability)	
Grade Level	Grades 3-5	
Content Topic :	Playing with Probability	
Learning Objective	<p>Upon completion of this lesson, students will:</p> <ul style="list-style-type: none"> • be able to calculate both experimental and theoretical probabilities • display probabilities in both graphical and fraction form 	
Technological Tools	<ul style="list-style-type: none"> • Enough stations so that each pair of students can work at an individual station. • 2 race boards and 4 race cars • 8 dices • 2 pieces of paper numbered 1- 12 • 10 square pieces of paper • an opaque bag • 15 white marbles • 5 red marbles • a spinner • 3 index cards (a mole drawn on the reverse of one card) • 2 pennies • a deck of playing cards • access to a browser • paper • pencil 	
Classroom Settings	Mathematics Lab. Each student must have a computer	
Brief Description of Lesson	Focus:	The teacher will introduce the idea of probability through a discussion that the students can relate to. For instance, students may be familiar with winning prizes through cereal boxes or soda cans. Students will be able to calculate both experimental and theoretical probabilities as well as display probabilities in both graphical and fraction form
	Objectives	<p>The teacher will let the students know what they will be learning and doing that day by saying:</p> <ul style="list-style-type: none"> ○ Today we are going to explore probability with a number of different activities. ○ We will be moving around the classroom and using the computer today, but for now I would like you to remain in your seat with the computer off or closed until I give you further instructions.
	Input	<ul style="list-style-type: none"> ○ The teacher will work through an example work station with the students. ○ The teacher will fill out the appropriate section in each station ○ The teacher will explain the procedures to be followed at each station: <i>Penny Flip Activity</i> <ol style="list-style-type: none"> 1. The student will write whether he/she thinks the coin is more likely to land on heads or tails and why. 2. The student will calculate the theoretical probability. 3. There will be 2 pennies at the station. Each student will flip the penny and

Record the number of times it lands on heads and the number of times it lands on tails.

The student will make a graph representing the results he/she will obtain from the penny flip.

The student will record the data on the data collection sheet.

Spinner Activity

6. 1/4 of the spinner should be red, 1/4 should be green, and 1/2 should be blue.

7. The teacher will ask to students "Which color do you think you are more likely to stop on and why?"

8. The students will calculate the theoretical probability of landing on each section.

9. Each student will spin the spinner 50 times and record their results

10. Students will make a graph representing the results she will obtain from the spinner.

11. The student will record the data on the data collection sheet.

Marble Bag Activity

12. The teacher will place 10 of the white marbles into the opaque bag along with the 5 red marbles.

13. The student will calculate the theoretical probability of drawing a red marble

14. The student will draw 1 marble from the bag, record its color, and replace the marble back in the bag.

15. The student will repeat step 3 until she has drawn 25 marbles.

16. The student will create a graph which shows the results of her experiment.

17. The student will record the data on the data collection sheet.

Deck of Cards Activity

18. First, the student will calculate the probability of drawing a spade.

19. The student will mix the deck of cards.

20. The student will draw 1 card, record whether or not it is a spade, and replace it into the deck.

21. The student will then mix the deck of cards.

22. The student will draw another card, record whether or not it is a spade, and replace the card back in the deck.

23. The student will continue this process until she has drawn 20 cards

24. The student will record the data on data collection sheet.

1 Step Race Car Game Activity

25. Player 1 will be assigned the numbers 1, 2, and 3. Player 2 will be assigned the numbers 4, 5, and 6.

26. Player 1 will roll first if he/she rolls a 1, 2, or 3 he/she will win; otherwise, Player 2 will roll.

If Player 2 will roll a 4, 5, or 6 he/she will win; otherwise, Player 1 will roll again.

27. The students will continue this process until either Player 1 or 2 wins.

28. This game will be played at least 5 times.

29. The winner of each game will be recorded.

30. The theoretical and experimental probability of each player winning

	<p>be calculated.</p> <p>The data will be recorded on the data collection sheet.</p> <p>Then, this game will be played with player 1 winning on rolls of 1, 2, and 4, and Player 2 winning on rolls of 5 and 6.</p> <p>The game will be played at least 5 times.</p> <p>34. The winner of each game will be recorded.</p> <p>35. The theoretical and experimental probability of each player winning will be calculated</p> <p>36. The data will be recorded on the <u>data collection sheet</u>.</p> <p><i>2 Dice Game Activity</i></p> <p>37. Each student will number a piece of paper 2-12 and place 10 chips or paper squares on 10 numbers. The pieces of paper do not need to be placed on different numbers.</p> <p>38. Players will roll the dice and the highest roll goes first.</p> <p>39. Player 1: will roll the dice, will calculate the sum, and will record this number on the data sheet. If student has a marker on that number, she/he will remove it.</p> <p>40. Player 2: will roll the dice, will calculate the sum, and will record the number on his/her data sheet. If student has a marker on that number she/he will remove it.</p> <p>41. The first player to remove all of his/her markers will win.</p> <p>42. The students will answer the questions provided by the teacher.</p> <ul style="list-style-type: none"> ○ The teacher will explain that experimental probability is the actual results gathered by doing the experiment several times. ○ The teacher will describe to the students how to calculate theoretical probability. ○ The teacher will put the students in pairs
Guided Practice	<p>The teacher will have the students work through the stations allowing 5-10 minutes for each station</p>
Independent Practice	<ul style="list-style-type: none"> ○ The teacher will have students rotate between the stations and complete their data collection sheet. ○ The teacher will have a computer station set up for the students to work with several probability applets that model some of the activities at the various stations. <p><i>Some appropriate applets are:</i></p> <ul style="list-style-type: none"> ▪ <u>Racing game with one die</u> ▪ <u>Racing game with two dice</u> ▪ <u>Adjustable Spinner Game</u> ▪ <u>Monty Hall Game</u> *
Closure	<ul style="list-style-type: none"> ○ The teacher will have each group share the experimental data they collected from one experiment. She will ask them if the experimental probability they calculated is the same as the theoretical probability. ○ The teacher will reinforce the concepts of theoretical versus experimental probability. ○ The teacher will compile the class' data for all the experiments and compare the individual group experimental results to the collective class results. The compiled class results should be closer to the theoretical probability than most individual group's results. ○ The teacher will discuss why this is so.

The teacher will discuss why computers might be helpful when working with probability experiments

NCTM

Grade 3-5 (Data Analysis and Probability):

- Develop and evaluate inferences and predictions that are based on data
- Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them

Grades 3-5

- “Racing game with one die” applet can be found at <http://www.shodor.org/interactivate/activities/RacingGameWithOneDie/>
- “Racing game with two dice” applet can be found at <http://www.shodor.org/interactivate/activities/RacingGameWithTwoDie/>
- “Adjustable Spinner Game” applet can be found at <http://www.shodor.org/interactivate/activities/AdjustableSpinner>
- “Monty Hall Game” applet can be found at <http://www.shodor.org/interactivate/activities/SimpleMontyHall/>

Statistics (#5 Sequence of Saxon Math)

The following lesson is designed to give students experience creating bar graphs and reading bar graphs. It also introduces students to the effectiveness of different representations of data. This lesson provides students with an opportunity to explore bar graphs using authentic information. This lesson would work well towards the middle of a unit on bar graphs, before the students make their own but after they've had sufficient practice reading them. It will take about 2 days (45 minutes each day) to complete this lesson.

Table 8: Lesson Sample 5 on Statistics

Course	Mathematics (Probability & Statistics)	
Grade Level	Grades 3-5 & 6-8	
Content Topic	Bar Graph	
Learning Objective	<p>Upon completion of this lesson, students will:</p> <ul style="list-style-type: none"> • have practice creating bar graphs • have experience reading bar graphs • have an understanding of how to accurately represent a graph with appropriate units 	
Technological Tools	Access to a computer and a browser. Each student should know how to point, drag and click the mouse.	
Classroom Settings	Mathematics Lab. Each student must have a computer	
Brief Description of Lesson	Focus:	<p>The teacher will ask the students the following questions:</p> <ul style="list-style-type: none"> ○ Why do we use bar graphs? ○ What are some things that we can show on bar graphs? <p>The teacher will show the students a bar graph of precipitation over a year in inches and ask the following questions:</p> <ul style="list-style-type: none"> ○ Why would this bar graph help us? ○ What do we know from this bar graph? How? <p>The teacher will show the students a bar graph of the same data, but with precipitation measured in feet and ask the following questions:</p> <ul style="list-style-type: none"> ○ Does this bar graph show us the same information? ○ Does it show you the information in a more helpful way or less helpful way?

teacher will let the students know what they will be doing and learning by saying:

Today, class, we are going to be exploring how heights of different things in the world compare to one another by using bar graphs.

	<ul style="list-style-type: none"> ○ We are going to use the computers to learn about how to put the data we find into a bar graph.
Input	<ul style="list-style-type: none"> ○ The teacher will use the <u>Bar Graph</u> activity to familiarize the students with how to input data. He/she will create a small example bar graph and have the students create it with her/him. ○ The teacher will emphasize the importance of vertical scale on bar graphs and labeling the two axes. Also the teacher will discuss the importance of having identical units for all heights found. ○ The teacher will explain the assignment: students will, in pairs, create a list of 4 things that have different heights. They then will research the height of these things using Google. ○ The teacher will emphasize that if the students cannot find the height of one item after 5 minutes of research they need to pick something else. Also, the teacher will suggest the students to include items with a wide range of heights to see how they compare (e.g. heights of different tree types).
Guided Practice	<ul style="list-style-type: none"> ○ The teacher will ask the students to provide some suggestions of fun things to compare heights with. If no one makes any suggestions she will provide some examples including: Mount Everest, Empire State Building, Eiffel Tower, tallest roller coaster or Niagara Falls. She/he will write their suggestions and hers/his own on the board for the students to reference. ○ The teacher will model how to research the height of one of the examples. He/she will emphasize that everything will need to be in the same units.
Independent Practice	<ul style="list-style-type: none"> ○ The teacher will have the students discuss 4 heights to find with their partners and complete the research. She/he will have the students record this data on a piece of paper to turn in with their final graph. He/she will provide a model for students to use to organize their data on the paper. ○ Then, she/he will have them put this data onto the <u>Bar Graph</u>* activity page. ○ She will have the students answer the following questions on the notebook paper once they have graphed their data: <ul style="list-style-type: none"> ▪ What do you learn when looking at this graph? ▪ What units did you use to graph your data? ▪ Do these units give you a good representation of the data? ▪ What is something you learned about bar graphs during this activity?
Closure	<ul style="list-style-type: none"> ○ The teacher will have the pairs share their bar graph with another group and share their answers to the questions. Then, he/she will bring the class together and go through the questions. The teacher will make sure to emphasize appropriate units and the usefulness of bar graphs. At the end, she/he will have the students hand in their notebook paper and email or print out their bar graphs. ○ To save the graphs the students will need to copy the graphs onto Word documents. <ul style="list-style-type: none"> ▪ If the student will use Macs, he/she will hold down shift+command+4 and the pointer will become a cross like shape with a circle in the



Your complimentary use period has ended. Thank you for using PDF Complete.

Click Here to upgrade to Unlimited Pages and Expanded Features

middle. The student will click and drag over the bar graph and this will take a picture of the image and it will be saved on the desktop and the student will insert this image into a Word document.

the student will use PCs, he/she will select the key on the keyboard marked "Print Screen". He/she will edit the image in Paint and then will insert the image file into his/her Word document.

Standards Addressed	Grades 3-5 & 6-8	<p><u>NCTM</u> Grades 3-5 & 6-8 (Data Analysis & Probability): Select and use appropriate statistical methods to analyze data</p>
---------------------	------------------	--

*Bar Graph Activity can be found at <http://www.shodor.org/interactivate/activities/BarGraph/>

Co-Curricular Activities at Cape Fear Elementary and Middle School

CFSS believes in the importance of co-curricular activities in the 21st century. In today's highly competitive world, students have to bear a lot of mental stress and also have to get involved in so many things in order to acquire knowledge. This is where co-curricular activities play a very significant role. They help students get mental rest and also help them to stay physically fit and healthy.

Being only brilliant in academics does not help a student become a responsible citizen of that country. It is because being both academically and co-curricularly talented helps a student to face the world. This also helps in developing his/her personality. There is no doubt that academics are the priority in a student's life but it would be very wrong to say that co-curricular activities are a kind of hindrance to academic excellence. Students don't go to school only to study but they also go there to show their potentiality in other fields like sports, dance and music. Another advantage of co curricular activities is that they help a student in building up their skills or nourishing their inner capabilities. Moreover, to get admitted in many top institutions in today's world, students have at least got to know any of the activities other than academics like sports or music.

Therefore, by acknowledging the importance of co-curricular activities, Cape Fear Elementary & Middle School will offer options to its student to choose from various clubs and activities which they can be able to attend after school. The students will choose to attend these clubs and/or activities according to their interests/hobbies. The school will also encourage them to open other clubs which the students are interested to join in. By this way, the students will be motivated to be active inside and outside of school.

Math course related extra-curricular activities will be clubs and math fairs.

Math Clubs: CFSS students will be encouraged and supported to be active in math related clubs such as Chess Club, Hands and Crafts Club, Geometry Club and Math Club. *Club activities may be in the form gathering weekly, improving innovative thinking with the help of Chess Club, constructing geometric shapes on rugs/fabric on arts & crafts club, performing projects related to Math and Geometry on Math & Geometry Clubs.*

Math Fairs: CFSS will organize and host fairs related to mathematics. The fairs will be designed according to the grade levels of math and geometry topics. The students will form groups and learn the importance of teamwork. It will be non competitive event that gives teachers an opportunity to have their students do problem solving with a particular goal in mind. Students will use mathematical models to search solutions to the needs of the 21st century in mathematics. During the research process of the projects, students will be encouraged to *communicate and partner* with professionals and local companies. Professionals in the Cumberland County Area will be invited to the fairs and students will present their research findings in a professional manner. The math fair will be planned to be adapted to almost any curriculum and set of standards, and it will motivate and inspire all of the students. It will help the students improve their innovative thinking and leadership skills as encouraged by North Carolina Education System.

Theoretical Framework for Saxon Math

C. S. A. br ob le



Your complimentary use period has ended. Thank you for using PDF Complete.

[Click Here to upgrade to Unlimited Pages and Expanded Features](#)

is supported by Gagne's (1962, 1965) cumulative-learning theory and active learning is based on the premise that intellectual skills can be broken into even simpler skills. Research has shown that intellectual skill acquisition is based on prerequisite relationships among them (Gagne & Briggs, 1974). Thus, lower level skills must be mastered before higher level skills can be mastered. Anderson's ACT theory explains the development of expertise through three stages: cognitive, associative, and autonomous. During the cognitive stage, learners rehearse and memorize facts related to a particular domain or skill that guide them in problem solving. Within the associative stage, learners are able to detect errors and misunderstandings through continual practice and feedback. By the time learners have reached the autonomous stage, they have practiced a skill to the extent that it becomes automated, reducing the amount of working memory needed to perform the skill and leading to expertise with that skill.

Effectiveness of Saxon Math program:

Historical Effectiveness of Saxon Math: Elementary & Middle School

A number of scientific studies have demonstrated the instructional effectiveness of *Saxon Math* at grades K–8. In 2005, Harcourt Achieve contracted with PRES Associates—an external, independent educational research firm—to conduct analyses using archival state assessment data on the effectiveness of their Saxon elementary and middle school math programs in the state of Georgia in grades 1st–8th (PRES Associates, December 2005) and a second separate analysis in the state of Texas in grades 6th–8th grade (PRES Associates, April 2005).¹ Both analyses were conducted on school-level achievement data from schools using the *Saxon Math* during specified years and those schools that used other math curricula during the same years.

Georgia Elementary and Middle Schools

Major findings of the study conducted in Georgia indicated that among Saxon schools there was significant growth in math performance within all grade levels (1st–8th) from spring 2000 to spring 2005 (see Figure 1).

Additionally, growth among Saxon schools on the Georgia Criterion Referenced Competency Test (CRCT) for math was not dependent on how long a school had used the program. Therefore, schools that had only implemented the Saxon program for 1 year showed the same rates of growth as schools that had implemented the program for 5 or more years. Furthermore, schools that used *Saxon Math* programs showed an improvement in math performance after just one year after exposure to Saxon as compared to their performance prior to Saxon and to schools that did not use Saxon that year. Overall, analyses of longitudinal data over the past 6 years in Georgia showed that the Saxon elementary and middle school math program were associated with positive and significant outcomes in math achievement, as measured by the Georgia statewide assessment (CRCT).

Experimental Studies: Kindergarten – Eighth Grade

A number of experimental and quasi-experimental evaluations of the *Saxon Math* program (K–8) have also been conducted through independent research organizations including universities and school district evaluation departments.

Kindergarten – Fifth Grade

Two large-scale, quasi-experimental studies on the effectiveness of *Saxon Math* were conducted during two school years (1992–1993) by the Planning, Research, and Evaluation Department of Oklahoma City Public Schools (Nguyen, 1992; Nguyen & Elam, 1993). During the first year of the evaluation, 1992–1993, researchers from the Oklahoma City Public Schools Research, Planning, and Evaluation Department examined student achievement from five Oklahoma City schools that had fully implemented the *Saxon Math* program in Kindergarten through fifth grade (Nguyen & Elam, 1993). These five schools had been implementing *Saxon Math* for two years at the time of data collection, minimizing any negative effects due to implementing a newly acquired program.

Achievement on the math subtests of the *Iowa Tests of Basic Skills* (ITBS) for students at the Saxon schools was compared to achievement from a matched-sample of students selected to be the control group who were in classrooms that were using a Scott Foresman math text. Students were matched on grade level, gender, race, socio-economic status (SES), and the year prior ITBS total math score. In general, students using the *Saxon Math* program scored significantly higher than the control group on five out of the nine subtests of the ITBS: Complete Composite, Total Mathematics, Mathematics Concepts, Problem Solving, and Reading Comprehension ($p < .05$ for all significant comparisons).

C.  Your complimentary use period has ended. Thank you for using PDF Complete.

St. [Click Here to upgrade to Unlimited Pages and Expanded Features](#)

sa. [Click Here to upgrade to Unlimited Pages and Expanded Features](#)

gr. [Click Here to upgrade to Unlimited Pages and Expanded Features](#)

.05. [Click Here to upgrade to Unlimited Pages and Expanded Features](#)

Grades 3, 4, and 5 from the five Saxon schools and a matched control group. Saxon students had higher achievement on 23 out of the 27 subtests. These differences were significant in favor of the Saxon group ($p < .05$). A specific pattern of results within grade levels was not found, but generally the Saxon group outperformed the control group on the majority of the grade-level subtest comparisons.

In order to further evaluate the effectiveness of *Saxon Math* at the elementary level, a second study was conducted by the Oklahoma City Public Schools, Planning, Research, and Evaluation Department to examine student achievement in math in Oklahoma City schools (Nguyen, 1993). This study was conducted with five elementary schools in Oklahoma City that had completely integrated the Saxon program in all grade levels. A matched sample of the students using the Scott Foresman math text was selected to be the control group. These students were matched to students using the Saxon program on grade level, gender, race, SES, and the year prior ITBS total math score.

The ITBS scores from the 1993–1994 school year were collected and used to evaluate growth in mathematic skill over the implementation time for both groups. On the posttest ITBS, the students using the *Saxon Math* product outscored the control group students on all subtests: Complete Composite, Total Math, Problem Solving, Reading Comprehension, Math Computation, Math Concepts, Science, and Social Studies. However, only the differences between groups on the Math Concepts, Science, and Social Studies tests were significant ($p < .05$). These results indicate that, collapsed across grade levels, students who used *Saxon Math* at these Oklahoma schools achieved greater gains in their knowledge of math concepts than did students using the Scott Foresman program.



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

CURRICULUM PROGRAM™ (STC PROGRAM™)

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

Curriculum Program® (STC Program®) is a complete science program for children in grades K-8 which was developed by the National Science Resources Center (NSRC), a nonprofit organization jointly operated by the Smithsonian Institution and the National Academy of Sciences, National Academy of Engineering, and Institute of Medicine to address the critical problem presented by the *A Nation at Risk* report. The NSRC began developing STC® in 1988; the curriculum was completed in 1997. Filled with innovative hands-on activities designed to motivate young students, it is the result of a joint effort by some of the leaders in the fields of education and science. Its mission is to improve the learning and teaching of science for all children in the United States and throughout the world. The primary goals of the STC/MS® program are to:

- Make available a sequence of learning activities that fully address the National Science Education Standards.
- Engage students directly with natural phenomena, the tools of science, real-world problems, and technological design challenges.
- Build on students' prior knowledge and experiences and allow them to apply problem-solving strategies in new contexts.
- Provide opportunities for students to test procedures collect and analyze data, use data to support conclusions, and communicate findings.
- Develop in all students the skills and knowledge necessary to open paths to careers in science and technology.
- Foster positive attitudes toward science.


The STC Program™ is made up of two comprehensive science curricula for K-8 students: Science and Technology for Children® (STC®), for grades K-5; and Science and Technology Concepts for Middle School™ (STC/MS™) for grades 6-8.

The Science and Technology for Children (STC®): The Science and Technology for Children (STC®) curriculum offers innovative, comprehensive 24 units for students in grades 1 through 6. It covers four broad topic areas: life, earth, and physical sciences and technological design. The curriculum is flexible with respect to grade level and units also may be used at a level below or above the designated grade level to meet specific needs.

Each STC® unit was written by a teacher-developer working in collaboration with educators, scientists, and evaluators, as well as with science editors and illustrators. All units were field-tested in demographically diverse classrooms throughout the United States³². Input from teachers and students who participated in the field tests, as well as recommendations provided by an independent evaluator, were incorporated into the final version of the text.

Each STC® unit provides a series of lessons that follow a carefully constructed conceptual sequence- one that builds both student understanding and skills using an inquiry approach design around current knowledge about how children learn. Because the science concepts and skills taught in later unit lessons build on those from earlier ones, all STC lessons are prearranged accordingly and included during unit instruction.

³² http://www.carolina.com/Carolina_curriculum/stc/publications.as#Evidence


 Your complimentary use period has ended. Thank you for using PDF Complete.

[Click Here to upgrade to Unlimited Pages and Expanded Features](#)

STC/MS[®]):
 ation in 1997 to produce Science and Technology Concepts for Middle
 eight modules that focus on topics related to the life, earth, and
 physical sciences and technological design. Two professional development modules for teachers are also developed.

STC/MS[®], designed for students in grades 6 through 8, joins STC[®] to provide a seamless approach to inquiry-based science. STC/MS[®] will engage adolescent in inquiry-based science learning and revive the natural curiosity typically found in young children but unfortunately discouraged in traditional middle school science programs. As they progress through an STC/MS[®] module, students will take greater responsibility for their own learning, eventually planning and conducting their own experimental procedures, devising their own data tables, and analyzing their own results. Keeping inquiry at the center of the learning process fosters student curiosity and enables students to learn new concepts in a real-world setting.

The NSRC followed a rigorous research and development process to ensure that the STC/MC[®] modules are scientifically accurate. NSRC curriculum developers worked with master teachers and scientists across the nation to ensure that the learning activities in each module are effective in the classroom and reflect current scientific thinking. Although any STC/MS[®] module can stand alone, each one builds on concepts developed in the elementary level STC[®] curriculum. Used in concert, STC[®] and STC/MS[®] modules follow a planned sequence of conceptual development shown in Table 9.

Table 9: Summary of STC Program™ modules.

	Grade Levels	Life and Earth Sciences		Physical Science and Technology	
STC	K-1	Organisms	Weather	Solids and Liquids	Comparing and Measuring
	2-3	The Life Cycle of Butterflies Plant Growth and Development	Soils Rocks and Minerals	Changes Chemical Tests	Balancing and Weighing Sound
	4-5	Animal Studies Micro worlds	Land and Water Ecosystems	Electric Circuits Food Chemistry	Motion and Design Floating and Sinking
STC/MS	6-8	Human Body Systems Organisms—From Micro to Macro	Catastrophic Events Earth in Space	Properties of Matter Light	Energy, Machines, and Motion Electrical Energy and Circuit Design

Lessons within each STC/MS[®] module also follow a carefully constructed conceptual sequence – one that builds both students understanding and skills using an inquiry approach designed around current knowledge about how children learn.

Alignment with Standards: The STC[®] Program is aligned with The National Science Education Standards (NSES), published by the National Research Council in 1996, and North Carolina Science Standard Course of Study. STC/MS[®] modules were written

C
to
ou



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

Click Here to upgrade to
Unlimited Pages and Expanded Features

USES. The Teacher's Guide for each module includes a section that
and skills and the national content and process standards.

R
C
education program's effectiveness, however, is the outcome of the student assessment-student test scores. Educational studies
show that student learning increases after the use of STC Program[®]. Students in school districts across the U.S that have
utilized STC Program exceeded the states' performance standards³³. Remarkably, the studies also indicate that this benefit
extends to subjects like reading, writing, language development, and math.

Saxon Phonics and Spelling

Saxon Phonics and Spelling is being planning for use as a reading and language arts curriculum in grades K-3. **Saxon Phonics and Spelling** is a research-based program that helps children master foundational skills of reading: phonemic awareness, alphabetizing, decoding, fluency, and spelling.

Saxon Phonics and Spelling is a structured, systematic, multi-sensory program based on a philosophy of incremental development of new skills and continual review throughout the year. The K, 1st and 2nd grade programs focus on phonemic awareness, phonics, spelling, alphabetizing, handwriting and fluency. For students who have had at least one year of a *Saxon Phonics program*, there is a 3rd grade program to help students maintain current skills and develop more advanced spelling strategies. This program includes explicit comprehension strategies in addition to the components of the programs for the younger ages. Grade specific teacher's manuals consist of binders that include a detailed scope and sequence, a list of support material, handwriting instructions for all the alphabet letters, and information about spelling rules. These binders have removable lesson booklets for the daily whole group lessons. A resource binder provides materials such as parent letters, a variety of masters, and recording forms for assessments. For classroom use there are review card decks for: letters, pictures, spelling, sight words, affixes and alphabet/accents. These materials are used to provide continual review of previously taught skills. Individual student materials consist of worksheets, decodable readers, leveled fluency readers, alphabet handwriting strips, a spelling dictionary, a reference booklet and depending of the grade level, tile sets.

The daily lessons for the *Saxon Phonics and Spelling* program are comprised of three main parts: lesson warm-up, new increment, and application and continual review. The first part is for reviewing skills, the second is for introducing new concepts, and the third part rotates through different activities. While the last part always previews the worksheets for class and home, it includes a fluency reader and assessments one day a week, a decodable reader on another day and small group practice activities three days a week. All parts to the lessons have a format that allows teachers a choice between using a model dialogue or summaries of the lesson to deliver their own presentation. Materials necessary for the lesson are clearly outlined.

Each lesson begins with a warm-up section that has various kinesthetic activities to practice alphabetizing with additional background information on the English language provided in 2nd grade. This section also includes appropriately sequenced activities in phonemic awareness and a time to use the *Saxon* cards for reviewing letter recognition, letter sounds with pictures, sight words and spelling. The lesson activities are interactive and often require the students to 'echo' their response or use manipulatives such as the letter tiles to represent letter sounds or words.

The next part of the lesson is called new increment. It includes phonics activities, handwriting and spelling rules. Students learn the letter sound then skywrite the letter in preparation for later handwriting activities. Additional aids in remembering a letter sound come from picture cards with a keyword, letter cards denoting letters as vowels or consonants and spelling cards showing the sound made by a letter or group of letters. Phrases are often memorized as a guide to decoding or spelling words. Students learn phrases to explain the different ways to spell a sound. For example, the long sound of the letter e can be: ee, e, or y so they learn to say "digraph ee comma e final digraph ee comma vowel y". Sight words are also taught in this section. The third part of each lesson is for application and continual review of skills. There are a variety of activities during this part of the lesson. One activity involves demonstrating the exercises on the blackboard to explain the worksheet for class and

³³ http://www.carolina.com/carolina_curriculum/stc/publications.asp#Evidence

home-school connection by explaining what the child is learning in school. Another activity to review skills involves small group practice using the reader using controlled text is introduced twice a week in 1st and once a theme but varying levels of difficulty are also introduced weekly. The average level set is included; easy and challenging levels are available for purchase. Questioning techniques are used to teach print awareness, preview vocabulary and monitor comprehension. This is a whole group activity so the program recommends a daily time for students to read individually to an adult or peer. In the 3rd grade program, reading from the decodable and fluency readers is a scheduled part of the daily lesson. Comprehension strategies are also included at this level. Every fifth lesson has a written and oral assessment component in this part of the lesson. These are designed to be diagnostic tests with suggestions for extra practice to use in remediation of specific problems.

The effectiveness of the Saxon Phonics and Spelling program: According to the National Reading Panel (2000), in order for students to read well, they need explicit, systematic instruction in five essential areas, including: 1) phonemic awareness; 2) phonics; 3) fluency; 4) vocabulary; and 5) text comprehension. At the early primary level (K-2), it is particularly important to emphasize phonics and phonemic awareness. Given the need to help students' with the skills they need to become successful readers, Saxon Publishers released *Saxon Phonics and Spelling*, a K-2 program designed to supplement existing classroom reading programs. In order to determine the effectiveness of the *Saxon Phonics and Spelling* program in helping students attain critical reading and spelling skills, Planning, Research, and Evaluation Services (PRES) Associates conducted a year-long study at the 1st and 2nd grades. This randomized control trial (RCT), which commenced in the Fall of 2006, was designed to fully address the quality criteria put forth by the What Works Clearinghouse (WWC). The final sample consisted of 682 students in six geographically-dispersed schools. Teachers were randomly assigned to treatment ($n=18$) and control conditions ($n=17$). Major findings, organized by the key evaluation questions, include:

1. Do phonics, reading words, and spelling skills improve over the course of participating in the Saxon Phonics and Spelling program? Does this vary across different types of students and levels of implementation?

Students using the Saxon Phonics and Spelling program significantly improved over the course of the school year in the areas of spelling, phonics, and reading words, including high frequency and sight words. Gains were also observed on developmental spelling stages. In particular, among 1st grade students who took the Morris & Perney Spelling test, results showed that students moved to higher spelling stages from pre- to post-testing.

Furthermore, the *Saxon Phonics and Spelling* program worked just as well with females and males, students who spoke a language other than English at home and those that did not, and special education and non-special education students. Among the remaining subgroups, differences in improvement between students were observed. Generally, Whites, 2nd graders, students not receiving free and reduced lunch, and lower-performing students showed greater gains than minorities, 1st graders, students receiving free/reduced lunch, and higher-performing students, respectively. Nevertheless, among all subgroups, students using the *Saxon Phonics and Spelling* program showed significant gains in reading, phonics, and spelling. Since there was some variation observed in overall implementation of the *Saxon Phonics and Spelling* program among treatment teachers, analyses were performed to examine if this affected student performance. Results showed that there was no significant relationship between overall *Saxon Phonics and Spelling* implementation levels and improved performance on the outcome measures. That is, students whose teachers used the *Saxon Phonics and Spelling* program improved on these measures, regardless of their level of overall implementation. However, preliminary analyses of individual components of the *Saxon Phonics and Spelling* showed that there was a relationship between teacher's use of various *Saxon Phonics and Spelling* program components (e.g., use of worksheets and fluency readers) and gains in student phonics, reading, and spelling performance. Furthermore, the percent of lessons completed in the *Saxon Phonics and Spelling* program was a strong predictor of student gains in performance – the more lessons completed, the greater the improvement.

2. How does phonics, reading words, and spelling performance differ between students who use Saxon Phonics and Spelling as compared to students who do not use this program? Do effects on student achievement differ across types of students or settings?

There were notable differences in treatment and control students' performance. Students using the *Saxon Phonics and Spelling* program showed more improvement than control students on the ITBS Word Analysis (which measures phonics and phonemic

most of the effect sizes, which provide an indication of the importance of the research literature. Students on these measures, exploratory subgroup analyses showed a control students who were females, Whites, African Americans, 2nd graders, receiving non-extended education, attending various schools, and lower-performing. In particular, students in these subgroups that used *Saxon Phonics and Spelling* showed greater growth in performance from pre- to post-testing as compared to students that did not use this supplemental program.

3. Does participation in *Saxon Phonics and Spelling* result in other positive student outcomes (e.g., positive attitudes towards reading and so forth)?

While the main focus of the *Saxon Phonics and Spelling* program is to improve upon important reading and spelling skills, other measures were included to explore if *Saxon Phonics and Spelling* was associated with positive impacts on student attitudes towards reading, phonics, and so forth. Results showed that, in general, treatment and control students had similar positive attitudes in regards to phonics, spelling, writing, motivation to do well in school, and perceived reading ability. However, control students had significantly more positive attitudes towards reading as compared to treatment students during the spring. In terms of the program's effects on teachers, results showed notable increases in treatment teachers' levels of preparation and knowledge to teach the five elements of reading, spelling and writing, and their engagement in effective literacy practices from fall to spring. In addition, the fall control teachers indicated having more knowledge, preparation, and engagement in effective literacy practices. While treatment teachers caught up to control teachers in the areas of preparation and engagement in best practices by spring. Thus, there is evidence that suggests that the *Saxon Phonics and Spelling* program has a positive impact on teacher's level of preparation to teach phonics and spelling, and this in turn can lead to improvement in their pedagogical practices.

4. What did users of the *Saxon Phonics and Spelling* program think about?

The *Saxon Phonics and Spelling* program was also highly regarded by the vast majority of teachers. A full 94% of treatment teachers surveyed agreed that that the program contributed to improved reading ability, and helped their students obtain greater phonics and spelling skills. A majority of teachers reported that the program provided them with the instructional background necessary to teach phonics and overall met their needs for both spelling and phonics instruction. In general, they also reported that the program was helpful in monitoring student progress. Generally, treatment students also liked the program. More than 70% indicated that they enjoyed the board work, and that the Wall Cards and letter/sound cards were helpful to them in learning and remembering phonics rules. The decodable readers were the lowest rated item among students. When asked what they felt were the greatest strengths of the *Saxon Phonics and Spelling* program, teachers' most often cited the Wall Cards, Review Decks and daily worksheets. Teachers also noted the sight word practice, the explicit phonics instruction, and the incremental approach to teaching phonics rules (i.e., building on student's knowledge throughout the school year) as being very beneficial to student performance. In terms of other programmatic feedback provided by teachers, they noted the following: (1) pacing of the lessons was at times unrealistic given the amount of material they had to cover; (2) the amount of time spent on coding words was sometimes overwhelming to students, caused confusion for students, and at times high-level students lost interest in the lesson; (3) a few noted that it took awhile for students (and themselves) to learn the program and become accustomed to the terminology, concepts, and activities employed by the program; and (4) some teachers also noted that the program did not integrate well with their basal reading and language arts program.

In summary, this RCT with its use of quantitative and qualitative methods enabled PRES Associates to determine that the *Saxon Phonics and Spelling* program did produce more positive outcomes relative to classrooms that did not use this program and was associated with improved performance of students. Students who used this program outperformed students that did not in the areas of spelling, phonics, and reading words. Given the limited amount of time that this supplemental program requires (4-5 hours/week) and other factors that may have diminished differences observed, these positive effects are even more noteworthy. Moreover, results suggest that this program can help improve upon teacher's preparation and engagement in effective literacy practices. Still, further research is needed to build upon the findings from this study.

C
Te
C
cc
pr



*Your complimentary use period has ended.
Thank you for using PDF Complete.*

[Click Here to upgrade to Unlimited Pages and Expanded Features](#)

information technology systems, including but not limited to, structures, and artificial intelligence and its applications. CFSS will create a learning environment conducive to produce these results, and instruction will

require that students use technology at advanced levels.

Wireless laptops with the latest operating systems (Microsoft and/or UNIX) will be provided for each high school student and faculty member. Students will learn to use technology to communicate, conduct research, solve problems and carry out both group and individual projects. Students will have Internet access to perform research to demonstrate competency in both technology and the target subject(s). Each classroom will also be equipped with audio/visual equipment to aid in presentations and instruction. CFSS will also explore the option of utilizing web-based instruction software such as Moodle to extend the teaching beyond the physical boundaries of the school building.

APPENDIX C: CFSS 5-YEAR DETAILED BUDGET

	FY11 6/30/2012	FY12 6/30/2013	FY13 6/30/2014	FY14 6/30/2015	FY15 6/30/2016
ENROLLMENT	<i>276</i>	<i>320</i>	<i>392</i>	<i>464</i>	<i>536</i>
REVENUES					
STATE REVENUE	\$1,268,301.04	\$1,501,596.88	\$1,873,266.40	\$2,262,776.74	\$2,667,118.19
LOCAL REVENUE	\$402,572.48	\$477,222.67	\$595,940.75	\$719,445.09	\$847,925.33
FEDERAL REVENUE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
FOOD REVENUE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
SCHOOL ACTIVITY REVENUE	\$27,600.00	\$32,000.00	\$39,200.00	\$46,400.00	\$53,600.00
TOTAL REVENUES	\$1,698,473.52	\$2,010,819.55	\$2,508,407.15	\$3,028,621.83	\$3,568,643.52
EXPENSES					
SALARIES & BENEFITS					
Instructional Salaries & Benefits					
1. Instructional Salaries & Bonuses	\$642,240.00	\$799,353.60	\$1,012,196.51	\$1,258,912.55	\$1,526,492.43
2. Instructional Benefits	\$144,825.12	\$180,254.24	\$228,250.31	\$283,884.78	\$344,224.04
Total Instructional Salaries & Benefits	\$787,065.12	\$979,607.84	\$1,240,446.83	\$1,542,797.33	\$1,870,716.47
Administrative Salaries & Benefits					
3. Administrative Salaries & Bonuses	\$235,000.00	\$260,100.00	\$322,524.00	\$355,036.50	\$372,788.33
4. Administrative Benefits	\$52,992.50	\$58,652.55	\$72,729.16	\$80,060.73	\$84,063.77
Total Administrative Salaries & Benefits	\$287,992.50	\$318,752.55	\$395,253.16	\$435,097.23	\$456,852.09
TOTAL SALARIES & BENEFITS	\$1,075,057.62	\$1,298,360.39	\$1,635,699.99	\$1,977,894.56	\$2,327,568.56
SUPPLIES & EQUIPMENT					
Instructional Supplies & Equipment					
5. Instructional Books	\$87,100.00	\$50,700.00	\$65,750.00	\$74,975.00	\$83,937.50



Your complimentary
use period has ended.
Thank you for using
PDF Complete.

[Click Here to upgrade to
Unlimited Pages and Expanded Features](#)

\$31,500.00	\$13,750.00	\$34,062.50	\$19,171.88	\$37,789.06
\$18,500.00	\$28,500.00	\$35,625.00	\$40,968.75	\$45,065.63

	FY11 6/30/2012	FY12 6/30/2013	FY13 6/30/2014	FY14 6/30/2015	FY15 6/30/2016
8. Instructional Supplies	\$36,140.00	\$42,000.00	\$51,280.00	\$60,760.00	\$70,240.00
9. Testing Supplies	\$6,620.00	\$7,700.00	\$9,390.00	\$11,130.00	\$12,870.00
Total Instructional Supplies & Equipment	\$179,860.00	\$142,650.00	\$196,107.50	\$207,005.63	\$249,902.19
Administrative Supplies & Equipment					
10. Administrative Computers	\$4,000.00	\$6,000.00	\$7,500.00	\$8,625.00	\$9,487.50
11. Administrative Equipment	\$4,500.00	\$7,500.00	\$9,375.00	\$10,781.25	\$11,859.38
12. Administrative Supplies	\$12,000.00	\$16,000.00	\$20,000.00	\$23,000.00	\$25,300.00
Total Administrative Supplies & Equipment	\$20,500.00	\$29,500.00	\$36,875.00	\$42,406.25	\$46,646.88
TOTAL SUPPLIES & EQUIPMENT	\$200,360.00	\$172,150.00	\$232,982.50	\$249,411.88	\$296,549.06
SUPPORT					
Instructional Support					
13. Contracted Instructional Services	\$2,000.00	\$27,500.00	\$34,375.00	\$39,531.25	\$43,484.38
14. Field Trips	\$7,500.00	\$10,000.00	\$12,500.00	\$14,375.00	\$15,812.50
15. Instructional Staff Development	\$4,500.00	\$7,500.00	\$9,375.00	\$10,781.25	\$11,859.38
16. Instructional Sales Tax	\$4,500.00	\$5,000.00	\$6,250.00	\$7,187.50	\$7,906.25
Total Instructional Support	\$18,500.00	\$50,000.00	\$62,500.00	\$71,875.00	\$79,062.50
Administrative Support					
17. Insurance	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
18. Debt Service	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
19. Taxes & Bank Fees	\$240.00	\$240.00	\$300.00	\$345.00	\$379.50
20. Attorney, Audit, & Accounting	\$18,000.00	\$26,500.00	\$26,500.00	\$26,500.00	\$26,500.00
21. Administrative Services	\$20,000.00	\$32,500.00	\$40,625.00	\$46,718.75	\$51,390.63
22. Administrative Staff Development	\$8,900.00	\$4,500.00	\$5,625.00	\$6,468.75	\$7,115.63
23. Administrative Sales Tax	\$0.00	\$1,500.00	\$1,875.00	\$2,156.25	\$2,371.88
24. Advertising	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00	\$15,000.00
Total Administrative Support	\$77,140.00	\$95,240.00	\$104,925.00	\$112,188.75	\$117,757.63

	FY11 6/30/2012	FY12 6/30/2013	FY13 6/30/2014	FY14 6/30/2015	FY15 6/30/2016
	\$220,801.56	\$261,406.54	\$326,092.93	\$393,720.84	\$463,923.66
	\$0.00	\$45,000.00	\$20,000.00	\$20,000.00	\$20,000.00
27. Custodial Services	\$22,500.00	\$27,000.00	\$30,450.00	\$33,807.50	\$37,188.25
28. Telephone	\$7,300.00	\$7,300.00	\$7,665.00	\$8,048.25	\$8,450.66
29. Utilities	\$24,000.00	\$25,200.00	\$26,460.00	\$27,783.00	\$29,172.15
Total Building Support	\$274,601.56	\$365,906.54	\$410,667.93	\$483,359.59	\$558,734.72
Pupil Support					
30. Child Nutrition	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
31. Transportation	\$6,500.00	\$7,297.10	\$8,976.45	\$10,562.05	\$12,082.02
Total Pupil Support	\$6,500.00	\$7,297.10	\$8,976.45	\$10,562.05	\$12,082.02
TOTAL SUPPORT	\$376,741.56	\$518,443.64	\$587,069.38	\$677,985.38	\$767,636.86
TOTAL EXPENSES	\$1,652,159.18	\$1,988,954.03	\$2,455,751.87	\$2,905,291.82	\$3,391,754.49
NET SURPLUS/(DEFICIT)		\$21,865.52	\$52,655.28	\$123,330.01	\$176,889.03
Beginning Balance		\$46,314.34	\$68,179.86	\$120,835.15	\$244,165.15
FUND BALANCE		\$68,179.86	\$120,835.15	\$244,165.15	\$421,054.18

COMMUNITY SUPPORT LETTERS

THE HENRY M. EDRIDGE
DEPARTMENT OF MATHEMATICS
AND COMPUTER SCIENCE



February 15, 2010

Mr. Jack Moyer
Director, Office of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303

Dear Mr. Jack Moyer:

I am writing to express my support for the **Cape Fear STEM School**, an initiative that will create a charter school focused on science, technology, engineering, and mathematics (STEM) in Fayetteville.

STEM education is important to our society. It has several economic benefits for society. Undergraduate and graduate programs in these fields provide highly skilled workers and researchers who can make constructive contributions in their field of employments.

Educating students in the sciences, technology, engineering, and math also creates people who are capable of finding solutions to the problems faced by the world today. Locally and globally, people with STEM degrees are helping create treatments and cures for diseases, generating ideas for sources of energy, and finding ways to deal with global warming. Their work improves all of our lives.

A significant aspect of this is ensuring the availability of STEM opportunities to students of all ages. Interest in these areas should be encouraged at a young age and must be sustained; we need challenging and engaging programs that nurture innovative thinkers.

President Obama said in his State of the Union 2010 address that we need to "inspire students to excel in math and science". Since STEM education is so significant to our society, it is crucial for each of us to support.

As far as I know, there is no such a school focused on STEM education in Fayetteville. I believe that the proposed **Cape Fear STEM School** will implement an innovative, challenging, and enhanced curriculum that reflects the increasing role of science, technology, engineering, and mathematics in today's world, utilize math and science programs that are proven to be effective for all students, including students at risk of academic failure and academically gifted students, provide opportunities and close the gap for students who are behind academically or at risk of academic failure, as well as challenging academically gifted students, and establish a pact among students, parents, staff, and the community to create a nurturing, safe, and dynamic learning environment.

1200 MURKIN ROAD / NEWCOLD STATION / FAYETTEVILLE / NC / 28303-4252 / 910.672.1254 / FAX 910.672.1070
FAYETTEVILLE STATE UNIVERSITY IS A CONSTITUENT INSTITUTION OF THE UNIVERSITY OF NORTH CAROLINA



THE HENRY M. ELDORF
DEPARTMENT OF MATHEMATICS
AND COMPUTER SCIENCE

It is my deep belief that a variety of accessible schooling options should exist within our community. The diversity of education as well as the quality of academic education provided by the proposed **Cape Fear STEM School** focused on STEM could offer a unique and necessary opportunity for many students and families in Fayetteville and guide the students on a high-tech career path. I sincerely endorse the **Cape Fear STEM School** initiative. Should you have any questions, please contact me at (910)672-2205 or wjing@uncfsu.edu.

Sincerely,



Wu Jing, Ph. D.
Assistant Professor in Mathematics
2007-2008 Teacher of the Year of DMCS
Department of Mathematics & Computer Science
Fayetteville State University
Fayetteville, NC 28301
Tel: (910)672-2205
Email: wjing@uncfsu.edu



COLLEGE OF ARTS AND SCIENCES

1206 MERCHISON ROAD
FAYETTEVILLE, NORTH CAROLINA 28401

Phone: (910)672-2104
FAX: (910)672-1883
d.okunbor@uncfsu.edu

February 17, 2010

Mr. Jack Mayor
Office of Charter Schools
Public Schools of North Carolina
6303 Mail Service Center
Raleigh, NC 27699-6303

Dear Mr. Mayor,

My name is Daniel Okunbor. I am a Professor of Computer Science and Director of Research in the College of Arts and Sciences at Fayetteville State University. I write this letter to enthusiastically support the establishment of Cape Fear STEM School (CFSS) in Cumberland County.

I believe in the mission of Cape Fear STEM School and I trust that CFSS will provide students with special emphasis on science, technology, engineering and mathematics. It is essential that our students have 21st century skills; therefore, it is a necessity to integrate STEM into educational programs.

In conclusion, I strongly believe that a charter school with STEM curriculum such as CFSS will prepare our students in Cumberland County for a global technology and science-based economy and improve our students' science literacy.

Please, contact at dokunbor@uncfsu.edu for further questions that you might have regarding this letter of recommendation.

Sincerely,



Daniel Okunbor, Ph.D.
Professor and Director of Research

THE HENRY M. THORPE
DEPARTMENT OF MATHEMATICS
AND COMPUTER SCIENCE



February 12, 2010

Mr. Jack Mayor
Office of Charter Schools
Public Schools of North Carolina
6303 Mail Service Center
Raleigh, NC 27699-6303

Dear Mr. Mayor,

I am writing in support for a STEM charter school in Cumberland County. I definitely do believe that we need to help prepare our children for science and technology developments for the future.

I am pleased to learn that the curriculum proposed by Cape Fear STEM School will have more concentration on math and science subjects for college preparation. Cape Fear Educational Services' mission is to provide challenges and opportunities for students to develop the necessary skills and knowledge needed to succeed in their professional years is really appreciated.

Please accept my endorsement of the application for the proposed charter school and I believe this will be a successful endeavor.

Yours truly,


2/12/10

Vinod Arya, Ph.D.
Professor and Chair

Email: varya@uncfsu.edu

THE HENRY M. FLEMING
DEPARTMENT OF MATHEMATICS
AND COMPUTER SCIENCE



February 12, 2010

Mr. Jack Moyer
Director, Office of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303

Mr. Moyer:

I am writing this letter in support of the proposed charter school by Cape Fear Education Services (CFES). I am an assistant professor in the Department of Mathematics and Computer Science at Fayetteville State University, and I am personally acquainted with one of the professors (Dr. Ali Ikiz) involved in this project.

I approve the intention of the proposed charter school to employ teaching methods that are proven to be effective for all students, including students at risk of academic failure as well as academically gifted students. Our community certainly needs such instruction for many of our students. They intend to offer opportunities for students who are behind academically, and at the same time offer a challenging program for academically gifted students. It is important to keep the gifted students engaged while giving plenty of help to their struggling colleagues. Establishing a pact among students, parents, staff, and the community to create a nurturing, safe, and dynamic learning environment is an important component of this proposal.

In addition they will offer free after-school and weekend tutoring programs for students especially who need extra help, and prepare interested students for regional, statewide, national, and international competitions. As a mathematician I especially like the idea of preparing student for competitions since they are fun (for some students), and they can open the door to a whole new world to the students involved.

If you have any questions for me you may contact me at dhouse@uncfsu.edu or 910-672-1664.

Very truly yours,



V. Dwight House

February 16, 2010

Mr. Jack Mayor
Office of Charter Schools
Public Schools of North Carolina
6303 Mail Service Center
Raleigh, NC 27699-6303

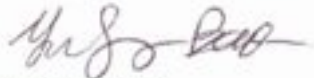
Dear Mr. Mayor,

I am writing to support of Cape Fear Educational Services' application for a charter school in Cumberland County. This new charter school will create an outstanding educational opportunity for youth in Cumberland County to pursue higher education and careers in the fields of science, technology, engineering and mathematics.

I am confident that this school will be a very successful one. The rapid changes in the economic pattern in the information age require interdisciplinary knowledge spanning various application areas where mathematics essentially plays a key role. This proposed Charter school will provide students with these kinds of innovative and unique themes in education to increase students' achievement in their future career.

The Services that Cape Fear Educational has put in together is a definitely an exciting one for providing children in our local communities with valued educational opportunities. I strongly support their application.

Sincerely,



Yufang Bao PhD
Assistant Professor
Editorial board member of International Journal of Image Processing (IJIP)
Department of Mathematics and Computer Science
Fayetteville State University
1200 Murchison Road
Fayetteville, NC 28301
Tel: 910-6722437
Email: ybao@uncfsu.edu

THE FIGHTING NC FIGHTER
DEPARTMENT OF MATHEMATICS
AND COMPUTER SCIENCE



February 16, 2010

Dr. Dong Wang
Assistant Professor
Department of Mathematics and Computer Science
Fayetteville State University
1200 Murchison Road
Fayetteville, NC 28301

Mr. Jack Moyer
Director, Office of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699

Dear Mr. Moyer,

As an assistant professor of mathematics in the Department of Mathematics and Computer Science at Fayetteville State University, I am writing to support Dr. Ali Ikiz's proposing to open a charter school in Cumberland County, namely in Fayetteville. Since the charter school will employ a hands-on, inquiry-base education program that utilizes research based proven teaching methods and performance based accountability measures, the approve of the proposing will help increase opportunities for learning and access to quality education for all students, create choice for parents and students within the public school system.

According the founding of the National Bureau of Economic Research in 2004, Charter Schools increase competition in a given jurisdiction, thus improving the quality of traditional public schools in the area. Using end-of-year test scores for grades three through eight from North Carolina's state testing program, researchers found that charter school competition raised the composite test scores in district schools, even though the students leaving district schools for the charters tended to have above average test scores.

The creation of the charter school in Fayetteville also provide a system of accountability for results in Cumberland County public education, encourage innovative teaching practices, create new professional opportunities for teachers in the area, and encourage community, parent involvement in public education, and leverage improved public education broadly as well.

Sincerely,



Dong Wang

THE FAYETTEVILLE
DEPARTMENT OF MATHEMATICS
AND COMPUTER SCIENCE



Dr. Albert Chan
Assistant Professor
achan@uncfsu.edu
910-672-1517

Mr. Jack Moyer
Director, Office of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303

February 16, 2010

Dear Mr. Moyer,

RE: Charter School Initiative in Cumberland County

I have heard from Dr. Ickiz about the charter school initiative in Cumberland County. I think this is a wonderful idea and will provide great opportunity for students in the surrounding area. I am writing to express my support to the project.

Regards,



Albert Chan
Assistant Professor
Department of Mathematics and Computer Science
Fayetteville State University

DEPARTMENT OF SOCIOLOGY



February 16, 2010

Dear Mr. Mayor and Members of Office of Charter Schools:

I write to you with great enthusiasm and support for the proposed charter of the Cape Fear STEM Charter School (CFSS). According to the North Carolina State's Charter School Law, one of the main purposes of having charter schools in North Carolina is to "encourage the use of different and innovative teaching methods". I strongly believe there is need for more charter school in Cumberland County and the CFSS will be a great contribution to the community:

- With its more than fifty-thousand students, currently Cumberland County has only one charter school.
- In North Carolina, charter school enrollment increased from 15,523 in 2000-01 to 31,193 in 2007-08
- Currently, a higher percentage of African-American students attend the State's Charter Schools (34.6 percent) than district schools (31.4 percent). CFSS will increase this capacity.
- The test scores of Cumberland County School systems in almost all subject areas, especially in science and mathematics, are below the State's average level. With its proposed science, technology, engineering and mathematics (STEM) focused curriculum, CFSS can do its best to improve students' success particularly in science and mathematics.
- A foundation for STEM education must be laid in elementary school. With its STEM curriculum, CFSS can improve our students' science literacy in Cumberland County and prepare them for college.

Sincerely yours,



Akbar Aghajanian, Ph.D.
Professor and Director, Research Center
for Health Disparities
Fayetteville State University
Fayetteville, NC 28301
Phone: 910.672.2927
E-mail: aaghajanian@uncfsu.edu



February 17, 2019
Mr. Jack Mayor
Office of Charter Schools
Public Schools of North Carolina
6303 Mail Service Center
Raleigh, NC 27699-6303

Dear Mr. Mayor,

I am writing in support of the Cape Fear STEM School (CFSS), a charter school proposed by the Cape Fear Education Services (CFES), the non-profit organization founded by professors at Fayetteville State University. As a mother of three children, ages 2, 4, and 12 and having lived in Fayetteville for nine years, I am acutely aware of the need for such a school. My 12-year old daughter had been taught through the Cumberland County School system until two years ago when we had had enough of the lack of progress she had made in elementary school. Although she was in the academically gifted program, she was still bored at school and did not feel challenged. In addition, there was very little history and science in her curriculum. As a result we have had to enroll her in a private school to fill the gaps in her education.

In addition to the personal experience, I am also involved in various literacy projects and know that there is much literature to support the importance of mathematics and science on improving the literacy of children. There is definitely a need here in Cumberland County for such a charter school. Students here in Cumberland County have one of the lowest scores in the state in almost all subject areas, especially in science and mathematics. The proposed charter school should improve our students' scores, especially with the proposed curricula and low teacher student ratio. Furthermore, my colleague, Dr. Cevdet Akbay, is an accomplished researcher and educator, and will undoubtedly have a major role in ensuring the quality education needed and the proper management of the proposed charter school.

I strongly believe that CFSS can provide students with the knowledge and skills needed to be competitive globally. Please feel free to contact me if you have any questions.

Sincerely,



Shirley Chao, PhD
Associate Professor of Biology
Fayetteville State University
910.672.1427, schao@uncfsu.edu

THE HENRY M. EDGERLE
DEPARTMENT OF MATHEMATICS
AND COMPUTER SCIENCE



February 15, 2010

Mr. Jack Mayor
Office of Charter Schools
Public Schools of North Carolina
6303 Mail Service Center
Raleigh, NC 27699-6303

Dear Mr. Mayor,

I am writing you to express my strong support of the Cape Fear Education Services' application for a STEM charter school to serve K through 12 grade students in Cumberland County. After my conversation with one of the founders of Cape Fear Education Services, I have been impressed by their determination and commitment; and I am fully convinced that this will be a successful school providing an excellent choice for our youth community.

As a middle and high school focusing on Mathematics and Sciences in the area, it will provide our students the opportunity to secure a thorough and challenging education in fields that are so crucial to our economic and technological future.

The founders have sought the advice and support of community groups and leaders to help them get the school started successfully. Moreover, they have demonstrated great enthusiasm and willingness to work with our Public Schools to establish a cooperative working relationship.

I truly support their application, and strongly urge you to approve Cape Fear Education Services' charter application. Should you need any further information, please let me know. Thanks a lot.

Sincerely,



Ting, Xin Ph.D.
Assistant Professor of Mathematics
Department of Math & Computer Science
Fayetteville State University
910-672-2206
xtang@uncfsu.edu

THE FERRY M. ELLIOTT
DEPARTMENT OF MATHEMATICS
AND COMPUTER SCIENCE



February 15, 2010

Mr. Jack Meyer
Office of Charter Schools
Public Schools of North Carolina
6303 Mail Service Center
Raleigh, NC 27699-6303

Dear Mr. Mayor,

I write in support of Cape Fear Educational Services' application for a charter school in Cumberland County. The founding team has put a lot of hard work into creating an outstanding educational opportunity for students, and I am very excited about their application.

I recently read the information about Cape Fear STEM School, and I am confident that this school will be a very successful one, providing opportunities for Cumberland County's youth to pursue higher education and careers in the fields of science, technology, engineering and mathematics.

Cape Fear Educational Services has put together a truly exciting application to provide our children with an invaluable opportunity. Moreover, the founders have demonstrated enthusiasm, vision, and great willingness to work with Public Schools to bring education to a higher level. I support their application wholeheartedly.

Yours truly,



Mingxian Jin, Ph.D.
Assistant Professor in Computer Science
Fayetteville State University
1200 Murchison Road
Fayetteville, NC 28301

(910) 572-1558

DEPARTMENT OF NATURAL SCIENCES



February 17, 2010

Mr. Jack Mayor
Office of Charter Schools
Public Schools of North Carolina
6303 Mail Service Center
Raleigh, North Carolina 27699-6303

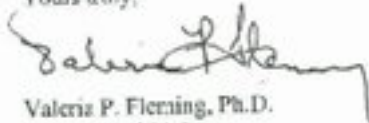
Dear Mr. Mayor,

As an educator and citizen of Cumberland County, I support the concept and mission of the charter Cape Fear STEM School (CFSS). Our history indicates that we are not producing enough students in Cumberland County and southeastern North Carolina who are highly competent in science, technology, engineering and mathematics. We need many more in this state and globally. I contend that one of the steps that we need to take to address this problem is to reduce the large number of potentially strong STEM (Science, Technology, Engineering, and Mathematics) students that we loose each year at the elementary and middle school level. The proposed CFSS will give us the latitude to build a curriculum to address this problem.

I am convinced that Cumberland County and Fayetteville, in particular, have a more than adequate pool of potential students that would thrive in a good STEM elementary and middle school. I am further convinced that the Fayetteville community has a strong base of adult supporters at the secondary and post-secondary levels that will become significant resources for the enrichment of a strong curriculum that promotes STEM education.

As an academician with years of service as a science professor and as an academic administrator, I support the application for the Cape Fear STEM charter school and encourage your favorable consideration.

Yours truly,



Valeria P. Fleming, Ph.D.
Professor of Biology
Department of Natural Sciences
Fayetteville State University

DEPARTMENT OF NATURAL



February 17, 2010.

Mr. Jack Mayor
Office of Charter Schools
Public Schools of North Carolina
6303 Mail Service Center
Raleigh, NC 27699-6303.

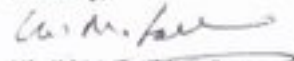
Re: Cape Fear Education Services Charter K-12 School at Fayetteville, NC.

Dear Mr. Mayor,

I fully support the initiative of *Cape Fear Education Services (CFES)* charter K-12 school focusing the Science, Technology, Engineering, and Mathematics' (STEM) at Fayetteville, NC. Addressing the shortcomings of the nation's STEM education system is absolutely essential to the continued economic success of the Nation and to its national security. It is essential that *all* American citizens have the necessary scientific, technological, and mathematical knowledge and skills to make informed personal choices in the present technologically rich global market. In 2003, 18 countries out of 29 countries outperformed the United States in the science literacy of 15 year olds on the Organization for Economic Co-operation and Development, Programme for International Student Assessment test ¹. Unless there is a broad pool of K-12 students with a solid foundation in STEM disciplines, it will be very difficult for the U.S. to develop the future mathematicians, scientists, and engineers needed for the Nation to continue to lead the world in innovation ¹. American students must achieve to higher standards and perform better relative to their international peers. Since 2006, I am a STEM faculty at Fayetteville State University (FSU), I fully understand the importance of K-12 STEM education. It is expected that *CFES* charter K-12 school will have a positive effect upon student's future STEM careers.

As a professor at FSU, I fully support this *SEFS* charter K-12 school proposal and will do what I can to ensure its successful implementation and sustainability afterward.

Sincerely,



Khalid M. Ebdhi, D.Sc.
Assistant Professor of Forensic Biology
Director Forensic Science Program
Department of Natural Sciences, LSA 220
Fayetteville State University
Tel: (910) 672-1650
Fax: (910) 672-1159
E-mail: kledhi@uncfsu.edu

1. Colburn, A. (2004). Inquiring scientists want to know. *Educational Leadership*, 62(10), 63.

THE HENRY M. BUDGING
DEPARTMENT OF MATHEMATICS
AND COMPUTER SCIENCE



February 15, 2010

Mr. Jack Mayor
Office of Charter Schools
Public Schools of North Carolina
6303 Mail Service Center
Raleigh, NC 27699-6303

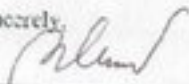
Dear Mr. Mayor,

I would like to support the Cape Fear Educational Services (CFES) initiative on opening a charter school in Fayetteville area. I strongly believe that this project represents a great opportunity for our community and will open many doors not only for the academically gifted students but also for all students. Generally, charter schools are a good way to introduce innovation and diversity into the public education. I am attracted to the idea of a school that will utilize current best practices in teaching to improve student learning.

These days I have discussed with Dr. Ali Ikiz and have been impressed by his enthusiasm and positive attitude on the new project. Implementing an innovative, challenging, and enhanced curriculum that reflects the increasing role of mathematics, science, and technology in today's world is one of the ideas that I support.

Hence, I highly support his initiative on opening a charter school in Fayetteville. Should you require further information please feel free to contact me. Thank you for your time.

Sincerely,



Dr. Nicoleta V. Bila
Assistant Professor
Fayetteville State University
Department of Mathematics and Computer Science
1200 Murchison Road
Fayetteville, NC 28301
Phone (910) 672-2204
Fax: (910) 672-1070

DEPARTMENT OF NATURAL SCIENCES



02/15/2010

Mr. Jack Mayor
Office of Charter Schools
Public Schools of North Carolina
6303 Mail Service Center
Raleigh, NC 27699-6303

My name is Hamid Ahmed, a postdoctoral research associate in the Department of Natural Sciences, Fayetteville State University, Fayetteville NC.

This is to support the opening of the Cape Fear STEM School (CFSS) in Cumberland County. I believe in the mission of Cape Fear STEM School (CFSS). I strongly believe that CFSS can provide students with special emphasis on science, technology, engineering and mathematics. It is essential that our students have 21st century skills; therefore, it is a necessity to integrate STEM into educational programs. In conclusion, I strongly believe that a CFSS with STEM curriculum can prepare our students in Cumberland County for a global technology and science-based economy and improve our students' science literacy.

Sincerely,



Hamid Ahmed, Ph.D.
Postdoctoral Research Associate
Department of Natural Sciences
Fayetteville State University
Fayetteville, NC 28301
Phone: 910 672 1532
E-mail: hahmed@uncfsu.edu



Department of Natural Sciences

February 16, 2010

To Whom It May Concern

It is pleasure to support the application of Cope Fear Education Services (CFES) to start a new K-12 chartered school in the Cumberland County. The emphasis in the school will be on math and science. I am fully supporting this initiative for several reasons, some of which are mentioned below;

- 1) I am an educator myself and teach college and university level students. My assessment with the students, coming from the local schools in Cumberland county and surrounding areas is that they need improvement in the math and science education. Students show weakness in basic concepts of mathematics and lack understanding in science subjects.
- 2) I have 3 children in the Cumberland County schools and 4th one is starting next year. I am closely involved with their education. I see a great need to improve math and science curriculum based on my own experience with my children. Cumberland County School District is allocating resources to improve math and science education but it is a huge task and new approaches need to be made. I think sanctioning the initiative taken by CFES will help train 150-200 children every year, which will be a great contribution. I would love to see that my children are educated in a school that is dedicated to math and science.
- 3) I know several members of CFES, who are my colleagues and faculty at Fayetteville State University. They are all accomplished scholars and researchers in the fields of math and science. One of them, Dr. Cevdet Akbay, has been awarded a research grant for several years by National Institute of Health. They are all familiar with the shortcomings in our education system and the ways to improve them for the children.

The proposed school should be able to produce some graduates who will continue to go to places of higher education and become educators, scientists and other professionals. If you have any questions please feel free to contact me at the number below or at: mlodhi@uncfsu.edu.

Sincerely



Muhammad A. Lodhi, PhD
(Associate Professor of Biotechnology)



Shubo Han, Ph. D.
Assistant Professor of Chemistry
Fayetteville State University
1200 Murchison Rd., Fayetteville
NC 28301
February 18, 2010

To Whom It May Concern:

I am writing this letter to strongly support the application of Cape Fear Education Service (SFES) to start a new publicly-funded Charter School in Cumberland County), North Carolina with an emphasis on Science, Technology, Engineering and Math (STEM). I believe this school could provide a unique and rewarding public education experience for students, parents, and teachers by combining academic rigor with social responsibility and mastery of the process of scientific inquiry. A solid and rigorous academic program provided by the new charter school will significantly improve student performance. In the mean time, this school will bring the STEM concept to life and will help to improve the education of the region and release the space for the overcrowding public schools. An emphasis on STEM education will foster each student's innate curiosity and joy of discovery, and to address the growing need for improved science, technology, engineering, and mathematics education, and eventually, will benefit the economic growth of North Carolina.

As science educator who has taught chemistry and a chemist who has done chemistry research for 36 years, I am eager to see an new charter school on STEM appear in this area, which will definitely increase the numbers of students who apply for STEM major in our university. If you have any questions, please contact me by phone at (910) 672-1303 or by e-mail at shhan@uncfsu.edu.



Shubo Han, Ph. D.

February 12, 2010

Mr. Jack Mayor
Office of Charter Schools
Public Schools of North Carolina
6303 Mail Service Center
Raleigh, NC 27699-6303

Dear Mr. Mayor,

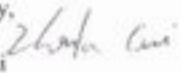
I am writing in support for a STEM charter school in Cumberland County. I definitely do believe that we need to help prepare our children for science and technology developments for the future.

I am pleased to learn that the curriculum proposed by Cape Fear STEM School will have more concentration on math and science subjects for college preparation. Cape Fear Educational Services' mission is to provide challenges and opportunities for students to develop the necessary skills and knowledge needed to succeed in their professional years is really appreciated.

Please accept my endorsement of the application for the proposed charter school and I believe this will be a successful endeavor.

Yours truly,

Zhenlu Cui



February 12, 2010

Mr. Jack Mayor
Office of Charter Schools
Public Schools of North Carolina
6303 Mail Service Center
Raleigh, NC 27699-6303

Dear Mr. Mayor,

I support a STEM charter school in Cumberland County. This type of charter school would compliment the other public schools by providing an alternate school of choice in the areas of science, technology, engineering, and math. Being a scientist myself, I believe today's students need this STEM concentration in order to meet tomorrow's demands. Having stated their mission as providing the necessary challenges and opportunities for students to develop these skills, Cape Fear Educational Services is to be commended. Therefore, my endorsement for this endeavor is wholeheartedly provided.

Yours truly,



Anthony Libero, CEO of Operations

910-261-1295



Kai Tech Chemical and Environmental Research Laboratories
4532 Spinel Dr. Fayetteville N.C. 28311

Ms. Xin Li
Math Teacher
Alpha Academy
907 Hay Street, Fayetteville
NC 28301
February 18, 2010

To Whom It May Concern:

As a former science teacher who has taught science for 12 years and the only licensed math teacher of middle school and high school who is currently teaching in the sole charter school in Cumberland County, I am strongly support Professor Akbay and coworkers to develop a new publicly-funded Charter School in Cumberland County with an emphasis on Science, Technology, Engineering and Math (STEM). This is desperately needed in this county due to the jammed local public schools, poorer average performance in STEM than the State and the Nation level. I believe the new STEM Charter School could provide a strong and rigorous academic program that will improve science, technology, engineering, and mathematics education in our area. Should you have any questions, please feel free to contact me by phone at (910) 223-7711.

A handwritten signature in cursive script that reads 'Xinli'.

Ms. Xin Li
Mater of Science and Bachelor of Math

Click Here to upgrade to Unlimited Pages and Expanded Features

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes No () if no, please skip to Question #4 below

2. What is your child's current grade level: 2

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes <input checked="" type="checkbox"/> | No () |
| B. with a strong academic program | Yes <input checked="" type="checkbox"/> | No () |
| C. with a strong science program | Yes <input checked="" type="checkbox"/> | No () |
| D. with a strong math program | Yes <input checked="" type="checkbox"/> | No () |
| E. with a strong reading program | Yes <input checked="" type="checkbox"/> | No () |
| F. with a strong technology integration | Yes <input checked="" type="checkbox"/> | No () |
| G. with a safe learning environment | Yes <input checked="" type="checkbox"/> | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes No ()

Additional comments / suggestions:

Name: Scott A Smith II
 Address: 1406 Longmont, Fayetteville (NC)
 Phone: (704) 237-3784 E-Mail: ksmith911@carolinaschools.org
 Signature: [Signature] Date: 2/15/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*)This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes (X) No () if no, please skip to Question #4 below

2. What is your child's current grade level: Pre-K

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (X) | No () |
| B. with a strong academic program | Yes (X) | No () |
| C. with a strong science program | Yes (X) | No () |
| D. with a strong math program | Yes (X) | No () |
| E. with a strong reading program | Yes (X) | No () |
| F. with a strong technology integration | Yes (X) | No () |
| G. with a safe learning environment | Yes (X) | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (X) No ()

Additional comments / suggestions:

Name: Debbie Tisdale
 Address: 8009 Trout Crk Fayetteville, NC 28304
 Phone: (910) 323-4169 E-Mail: debbtis@aol.com
 Signature: Debbie Tisdale Date: 02-03-10

--- Thank you for your support & time! ---
 CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*)This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc. is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes No () if no, please skip to Question #4 below

2. What is your child's current grade level: Pre-K

3. Would you agree with the following statements? Please answer all that apply:

"I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes () | No () |
| B. with a strong academic program | Yes () | No () |
| C. with a strong science program | Yes () | No () |
| D. with a strong math program | Yes () | No () |
| E. with a strong reading program | Yes () | No () |
| F. with a strong technology integration | Yes () | No () |
| G. with a safe learning environment | Yes () | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes No ()

Additional comments / suggestions:

Name: Brittany Mullins
 Address: 4241 Colby Ct Apt 204 Fayetteville, NC 28314
 Phone: (910) 309-1532 E-Mail: brit3221@aol.com
 Signature: Brittany Mullins Date: 02-01-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes No () if no, please skip to Question #4 below

2. What is your child's current grade level: 3rd 12th

3. Would you agree with the following statements? Please answer all that apply:

- I want my child to attend a school
- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes <input checked="" type="checkbox"/> | No () |
| B. with a strong academic program | Yes <input checked="" type="checkbox"/> | No () |
| C. with a strong science program | Yes <input checked="" type="checkbox"/> | No () |
| D. with a strong math program | Yes <input checked="" type="checkbox"/> | No () |
| E. with a strong reading program | Yes <input checked="" type="checkbox"/> | No () |
| F. with a strong technology integration | Yes <input checked="" type="checkbox"/> | No () |
| G. with a safe learning environment | Yes <input checked="" type="checkbox"/> | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes No ()

Additional comments / suggestions: Since 10 years ago?

Name: Vanessa Taylor
 Address: 2500 Vandemere Ave
 Phone: (910) 321-0016 E-Mail: Taylororganand@pe.com
 Signature: Vanessa Taylor Date: 2-21-2010

--- Thank you for your support & time! ---
 CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) The survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes No () if no, please skip to Question #4 below

2. What is your child's current grade level: 10th

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes <input checked="" type="checkbox"/> | No () |
| B. with a strong academic program | Yes <input checked="" type="checkbox"/> | No () |
| C. with a strong science program | Yes <input checked="" type="checkbox"/> | No () |
| D. with a strong math program | Yes <input checked="" type="checkbox"/> | No () |
| E. with a strong reading program | Yes <input checked="" type="checkbox"/> | No () |
| F. with a strong technology integration | Yes <input checked="" type="checkbox"/> | No () |
| G. with a safe learning environment | Yes <input checked="" type="checkbox"/> | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes No ()

Additional comments / suggestions:

Name: Linda Gaine
 Address: 407 Halcyon Circle, Fay, N.C. 28306
 Phone: () E-Mail: _____
 Signature: Linda Gaine Date: 2/12/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes (✓) No () if no, please skip to Question #4 below

2. What is your child's current grade level: 3rd grade

3. Would you agree with the following statements? Please answer all that apply.

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes (✓) | No () |
| C. with a strong science program | Yes (✓) | No () |
| D. with a strong math program | Yes (✓) | No () |
| E. with a strong reading program | Yes (✓) | No () |
| F. with a strong technology integration | Yes (✓) | No () |
| G. with a safe learning environment | Yes (✓) | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (✓) No ()

Additional comments / suggestions:

Name: Rachel Jones
 Address: 34 Wiesel Way, Fort Bragg, NC 28307
 Phone: (910) 477-9495 E-Mail: racheljmr@yahoo.com
 Signature: Rachel Jones Date: 2/12/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes (✓) No () if no, please skip to Question #4 below

2. What is your child's current grade level: 1

3. Would you agree with the following statements? Please answer all that apply.

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes (✓) | No () |
| C. with a strong science program | Yes (✓) | No () |
| D. with a strong math program | Yes (✓) | No () |
| E. with a strong reading program | Yes (✓) | No () |
| F. with a strong technology integration | Yes (✓) | No () |
| G. with a safe learning environment | Yes (✓) | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (✓) No ()

Additional comments / suggestions:

Name: Sharlene Simmons
 Address: 7308 Layton Drive Fayetteville, NC 28314
 Phone: (910) 868-3657 E-Mail: Sharlene79@hotmail.com
 Signature: Sharlene Simmons Date: February 11, 200

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES

www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes (✓) No () if no, please skip to Question #4 below

2. What is your child's current grade level: 1

3. Would you agree with the following statements? Please answer all that apply:

- I want my child to attend a school
- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes (✓) | No () |
| C. with a strong science program | Yes (✓) | No () |
| D. with a strong math program | Yes (✓) | No () |
| E. with a strong reading program | Yes (✓) | No () |
| F. with a strong technology integration | Yes (✓) | No () |
| G. with a safe learning environment | Yes (✓) | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?
Yes (✓) No ()

Additional comments / suggestions:

Name: Shanaira Walker
 Address: 1234 Skyline Dr. Fayetteville, NC 28314
 Phone: (919) 536-7927 E-Mail: mightyinpower@aol.com
 Signature: Shanaira Walker Date: 2/12/2010

--- Thank you for your support & time! ---
 CAPE FEAR EDUCATION SERVICES
www.capefeareducation.com
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes (✓) No () if no, please skip to Question #4 below

2. What is your child's current grade level: K

3. Would you agree with the following statements? Please answer all that apply.

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes (✓) | No () |
| C. with a strong science program | Yes (✓) | No () |
| D. with a strong math program | Yes (✓) | No () |
| E. with a strong reading program | Yes (✓) | No () |
| F. with a strong technology integration | Yes (✓) | No () |
| G. with a safe learning environment | Yes (✓) | No () |
| H. Other... please specify..... | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (✓) No ()

Additional comments / suggestions: I would support a Charter School, however depending on how much class would increase.

Name: Jessica Carroll
 Address: 1081 Five Bridge Rd. Clinton NC.
 Phone: 910 324-4661 E-Mail: _____
 Signature: Jessica Carroll Date: 8-12-2010

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes No () if no, please skip to Question #4 below

2. What is your child's current grade level: Pre-K

3. Would you agree with the following statements? Please answer all that apply.

- I want my child to attend a school
- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes <input checked="" type="checkbox"/> | No () |
| B. with a strong academic program | Yes <input checked="" type="checkbox"/> | No () |
| C. with a strong science program | Yes <input checked="" type="checkbox"/> | No () |
| D. with a strong math program | Yes <input checked="" type="checkbox"/> | No () |
| E. with a strong reading program | Yes <input checked="" type="checkbox"/> | No () |
| F. with a strong technology integration | Yes <input checked="" type="checkbox"/> | No () |
| G. with a safe learning environment | Yes <input checked="" type="checkbox"/> | No () |
| H. Other... please specify..... | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?
Yes No ()

Additional comments / suggestions:

Name: Paulene Atwood

Address: 1751 Old Campbell Dr. Raeford

Phone: _____ E-Mail: _____

Signature: Paulene Atwood Date: 2-12-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes No () if no, please skip to Question #4 below

2. What is your child's current grade level: 9

3. Would you agree with the following statements? Please answer all that apply:

"I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes <input checked="" type="checkbox"/> | No () |
| B. with a strong academic program | Yes <input checked="" type="checkbox"/> | No () |
| C. with a strong science program | Yes <input checked="" type="checkbox"/> | No () |
| D. with a strong math program | Yes <input checked="" type="checkbox"/> | No () |
| E. with a strong reading program | Yes <input checked="" type="checkbox"/> | No () |
| F. with a strong technology integration | Yes <input checked="" type="checkbox"/> | No () |
| G. with a safe learning environment | Yes <input checked="" type="checkbox"/> | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes No ()

Additional comments / suggestions:

Name: _____
 Address: _____
 Phone: () _____ E-Mail: _____
 Signature: Michelle Rowland Date: 2-17-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes No () if no, please skip to Question #4 below

2. What is your child's current grade level? 2nd + 8th

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes <input checked="" type="checkbox"/> | No () |
| B. with a strong academic program | Yes <input checked="" type="checkbox"/> | No () |
| C. with a strong science program | Yes <input checked="" type="checkbox"/> | No () |
| D. with a strong math program | Yes <input checked="" type="checkbox"/> | No () |
| E. with a strong reading program | Yes <input checked="" type="checkbox"/> | No () |
| F. with a strong technology integration | Yes <input checked="" type="checkbox"/> | No () |
| G. with a safe learning environment | Yes <input checked="" type="checkbox"/> | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes No ()

Additional comments / suggestions:

Name: Tara Bratcher
 Address: 3834 Talus Rd
 Phone: (910) 429-8382 E-Mail: tbrat33@yahoo.com
 Signature: Tara Bratcher Date: 2/11/2010

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefea-education@gmail.com

(*): This survey is being conducted to fill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes (✓) No () if no, please skip to Question #4 below

2. What is your child's current grade level: 4th - 5th

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes (✓) | No () |
| C. with a strong science program | Yes (✓) | No () |
| D. with a strong math program | Yes (✓) | No () |
| E. with a strong reading program | Yes (✓) | No () |
| F. with a strong technology integration | Yes (✓) | No () |
| G. with a safe learning environment | Yes (✓) | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (✓) No ()

Additional comments / suggestions:

Name: _____

Address: _____

Phone: _____ E-Mail: _____

Signature: W. Alvarez Bando Date: 2-12-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES

www.capefeareducation.org

capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below

2. What is your child's current grade level: _____

3. Would you agree with the following statements? Please answer all that apply.

"I want my child to attend a school

- | | | |
|---|----------------------------------|---------------------------------|
| A. that is not overcrowded | Yes (<input type="checkbox"/>) | No (<input type="checkbox"/>) |
| B. with a strong academic program | Yes (<input type="checkbox"/>) | No (<input type="checkbox"/>) |
| C. with a strong science program | Yes (<input type="checkbox"/>) | No (<input type="checkbox"/>) |
| D. with a strong math program | Yes (<input type="checkbox"/>) | No (<input type="checkbox"/>) |
| E. with a strong reading program | Yes (<input type="checkbox"/>) | No (<input type="checkbox"/>) |
| F. with a strong technology integration | Yes (<input type="checkbox"/>) | No (<input type="checkbox"/>) |
| G. with a safe learning environment | Yes (<input type="checkbox"/>) | No (<input type="checkbox"/>) |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No ()

Additional comments / suggestions:

Name: Louiseha K. McKethan
 Address: 3618 Gabe Smith Rd Wade, NC 28395
 Phone: 910 483-1428 E-Mail: _____
 Signature: Louiseha K. McKethan Date: 2-12-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES

www.capefeareducation.org

capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below

2. What is your child's current grade level: N/A

3. Would you agree with the following statements? Please answer all that apply.

I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes (<input checked="" type="checkbox"/>) | No () |
| B. with a strong academic program | Yes (<input checked="" type="checkbox"/>) | No () |
| C. with a strong science program | Yes (<input checked="" type="checkbox"/>) | No () |
| D. with a strong math program | Yes (<input checked="" type="checkbox"/>) | No () |
| E. with a strong reading program | Yes (<input checked="" type="checkbox"/>) | No () |
| F. with a strong technology integration | Yes (<input checked="" type="checkbox"/>) | No () |
| G. with a safe learning environment | Yes (<input checked="" type="checkbox"/>) | No () |
| H. Other...please specify: | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No ()

Additional comments / suggestions:

Name: Antonia Jefferys
 Address: 1200 Morrison Blvd Suite 10, 14188
 Phone: (919) 638-0135 E-Mail: _____
 Signature: [Signature] Date: 2/12/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

Click Here to upgrade to Unlimited Pages and Expanded Features

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No (X) if no, please skip to Question #4 below

2. What is your child's current grade level: Preschool

3. Would you agree with the following statements? Please answer all that apply:

- I want my child to attend a school
- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (X) | No () |
| B. with a strong academic program | Yes (X) | No () |
| C. with a strong science program | Yes (X) | No () |
| D. with a strong math program | Yes (X) | No () |
| E. with a strong reading program | Yes (X) | No () |
| F. with a strong technology integration | Yes (X) | No () |
| G. with a safe learning environment | Yes (X) | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?
Yes () No ()

Additional comments / suggestions:

Name: Tabitha Anderson

Address: Parish Ave Fayetteville, NC

Phone: (910) 804-2353 E-Mail: _____

Signature: [Signature] Date: 2/12/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No (X) if no, please skip to Question #4 below

2. What is your child's current grade level: _____

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes () | No () |
| B. with a strong academic program | Yes () | No () |
| C. with a strong science program | Yes () | No () |
| D. with a strong math program | Yes () | No () |
| E. with a strong reading program | Yes () | No () |
| F. with a strong technology integration | Yes () | No () |
| G. with a safe learning environment | Yes () | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No ()

Additional comments / suggestions:

Name: Megan Pankley

Address: _____

Phone: _____ E-Mail: _____

Signature: Megan Pankley Date: _____

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES

www.capefeareducation.org

capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below

2. What is your child's current grade level: _____

3. Would you agree with the following statements? Please answer all that apply:

- I want my child to attend a school
- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes () | No () |
| B. with a strong academic program | Yes () | No () |
| C. with a strong science program | Yes () | No () |
| D. with a strong math program | Yes () | No () |
| E. with a strong reading program | Yes () | No () |
| F. with a strong technology integration | Yes () | No () |
| G. with a safe learning environment | Yes () | No () |
| H. Other... please specify: | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?
Yes () No ()

Additional comments / suggestions:

Name: Catherine O. Reay
 Address: 2693 Hayes Mill Rd
 Phone: 910 214-7178 E-Mail: cruiz@broncos.uncc.edu
 Signature: Catherine O. Reay Date: 2/12/10

--- Thank you for your support & time! ---
 CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No (X) if no, please skip to Question #4 below

2. What is your child's current grade level: _____

3. Would you agree with the following statements? Please answer all that apply:

"I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes () | No () |
| B. with a strong academic program | Yes () | No () |
| C. with a strong science program | Yes () | No () |
| D. with a strong math program | Yes () | No () |
| E. with a strong reading program | Yes () | No () |
| F. with a strong technology integration | Yes () | No () |
| G. with a safe learning environment | Yes () | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (X) No ()

Additional comments / suggestions:

Name: Cabal Grant

Address: _____

Phone: 704 233 1111 E-Mail: _____

Signature: [Handwritten Signature] Date: _____

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1 Do you have a school-age child? Yes () ; No (✓) if no, please skip to Question #4 below

2 What is your child's current grade level: _____

3 Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes () | No () |
| C. with a strong science program | Yes () | No () |
| D. with a strong math program | Yes () | No () |
| E. with a strong reading program | Yes () | No () |
| F. with a strong technology integration | Yes () | No () |
| G. with a safe learning environment | Yes () | No () |
| H. Other... please specify..... | | |

4 Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (✓) ; No ()

Additional comments / suggestions: _____

Name: Ashleigh Stranally
 Address: 5695 Archer Rd. Hope Mills, NC 28348
 Phone: 910-364-6591 E-Mail: astranally@broncos.uncc.edu
 Signature: [Signature] Date: 2/11/2010

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below

2. What is your child's current grade level: _____

3. Would you agree with the following statements? Please answer all that apply.

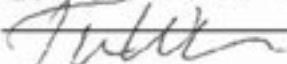
*I want my child to attend a school

- | | | |
|---|----------------------------------|---------------------------------|
| A. that is not overcrowded | Yes (<input type="checkbox"/>) | No (<input type="checkbox"/>) |
| B. with a strong academic program | Yes (<input type="checkbox"/>) | No (<input type="checkbox"/>) |
| C. with a strong science program | Yes (<input type="checkbox"/>) | No (<input type="checkbox"/>) |
| D. with a strong math program | Yes (<input type="checkbox"/>) | No (<input type="checkbox"/>) |
| E. with a strong reading program | Yes (<input type="checkbox"/>) | No (<input type="checkbox"/>) |
| F. with a strong technology integration | Yes (<input type="checkbox"/>) | No (<input type="checkbox"/>) |
| G. with a safe learning environment | Yes (<input type="checkbox"/>) | No (<input type="checkbox"/>) |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No ()

Additional comments / suggestions:

Name: TIM WARREN
 Address: 2915 PLAYCE AV
 Phone: (910) 321-3191 E-Mail: TIM.WARREN66@YAHOO.COM
 Signature:  Date: 2-15-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.com
capefeareducation@gmail.com

(*)This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are not public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes (X) No () if no, please skip to Question #4 below

2. What is your child's current grade level: Grade K and First. I also have a 3 year old.

3. Would you agree with the following statements? Please answer all that apply.


I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (X) | No () |
| B. with a strong academic program | Yes (X) | No () |
| C. with a strong science program | Yes (X) | No () |
| D. with a strong math program | Yes (X) | No () |
| E. with a strong reading program | Yes (X) | No () |
| F. with a strong technology integration | Yes (X) | No () |
| G. with a safe learning environment | Yes (X) | No () |
| H. Other... please specify: | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (X) No ()

Additional comments / suggestions:

Name: Prof. Abdelmajid Kassem
 Address: 971 Pepperwood Drive, Fayetteville, NC 28311
 Phone: (910) 728 4234 E-Mail: kassem2k@yahoo.com
 Signature:  Date: 2/15/2010

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes No () if no, please skip to Question #4 below

2. What is your child's current grade level: 3

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes <input checked="" type="checkbox"/> | No () |
| B. with a strong academic program | Yes <input checked="" type="checkbox"/> | No () |
| C. with a strong science program | Yes <input checked="" type="checkbox"/> | No () |
| D. with a strong math program | Yes <input checked="" type="checkbox"/> | No () |
| E. with a strong reading program | Yes <input checked="" type="checkbox"/> | No () |
| F. with a strong technology integration | Yes <input checked="" type="checkbox"/> | No () |
| G. with a safe learning environment | Yes <input checked="" type="checkbox"/> | No () |
| H. Other... please specify..... | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes No ()

Additional comments / suggestions:

Name: Cordell Campbell
 Address: Fayetteville, NC
 Phone: _____ E-Mail: Dennis Metts 1900 @ yahoo.com
 Signature: Cordell Campbell Date: 02/17/2010

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc. is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below

2. What is your child's current grade level: 1st

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes (<input checked="" type="checkbox"/>) | No () |
| B. with a strong academic program | Yes (<input checked="" type="checkbox"/>) | No () |
| C. with a strong science program | Yes (<input checked="" type="checkbox"/>) | No () |
| D. with a strong math program | Yes (<input checked="" type="checkbox"/>) | No () |
| E. with a strong reading program | Yes (<input checked="" type="checkbox"/>) | No () |
| F. with a strong technology integration | Yes (<input checked="" type="checkbox"/>) | No () |
| G. with a safe learning environment | Yes (<input checked="" type="checkbox"/>) | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No ()

Additional comments / suggestions:

Name: Tiffany Robinson
 Address: 116-202 Weatherston dr. Fayetteville NC 28301
 Phone: 910-391-2201 E-Mail: TRobinson01@protonos.undcu.com
 Signature: [Handwritten Signature] Date: 9-11-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below

2. What is your child's current grade level: Pre-School (4 yrs. old)

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes (<input checked="" type="checkbox"/>) | No () |
| B. with a strong academic program | Yes (<input checked="" type="checkbox"/>) | No () |
| C. with a strong science program | Yes (<input checked="" type="checkbox"/>) | No () |
| D. with a strong math program | Yes (<input checked="" type="checkbox"/>) | No () |
| E. with a strong reading program | Yes (<input checked="" type="checkbox"/>) | No () |
| F. with a strong technology integration | Yes (<input checked="" type="checkbox"/>) | No () |
| G. with a safe learning environment | Yes (<input checked="" type="checkbox"/>) | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No ()

Additional comments / suggestions:

Name: Daniel Matthews
 Address: 31 Tanglenail Dr. Southern Pines, NC 28387
 Phone: (612) 703 5036 E-Mail: dmatthews@ncmes.org
 Signature: [Signature] Date: 2-11-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes (✓) No () if no, please skip to Question #4 below

2. What is your child's current grade level: 9th and 6th

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes (✓) | No () |
| C. with a strong science program | Yes (✓) | No () |
| D. with a strong math program | Yes (✓) | No () |
| E. with a strong reading program | Yes (✓) | No () |
| F. with a strong technology integration | Yes (✓) | No () |
| G. with a safe learning environment | Yes (✓) | No () |

H. Other...please specify...strong arts/ sports as well

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (✓) No ()

Additional comments / suggestions: I have chosen a Private Academic School for my children

Name: Jennifer Muench

Address: 205 Southern Oaks Dr

Phone: (919) 985-1279 E-Mail: Jennifermuench@yahoo.com

Signature: [Signature] Date: 2/4/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes (X) No () if no, please skip to Question #4 below
2. What is your child's current grade level: 3rd
3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (X) | No () |
| B. with a strong academic program | Yes (X) | No () |
| C. with a strong science program | Yes (X) | No () |
| D. with a strong math program | Yes (X) | No () |
| E. with a strong reading program | Yes (X) | No () |
| F. with a strong technology integration | Yes (X) | No () |
| G. with a safe learning environment | Yes () | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (X) No ()

Additional comments / suggestions:

Name: Zhena Gu
 Address: 4229 Redspire Lane
 Phone: (910) 672-1164 E-Mail: zgu1@uncfsu.edu
 Signature: Zhena Gu Date: 2/12/2012

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes (✓) No () if no, please skip to Question #4 below

2. What is your child's current grade level: 10

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes (✓) | No () |
| C. with a strong science program | Yes (✓) | No () |
| D. with a strong math program | Yes (✓) | No () |
| E. with a strong reading program | Yes (✓) | No () |
| F. with a strong technology integration | Yes (✓) | No () |
| G. with a safe learning environment | Yes (✓) | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (✓) No ()

Additional comments / suggestions:

Name: A. Horney

Address: 1001 Patton Ct

Phone: 919-728-3307 E-Mail: _____

Signature: A. Horney Date: _____

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES

www.capefeareducation.org

capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

CUMBERLAND COUNTY A CHARTER SCHOOL INITIATIVE SURVEY (*)

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes No () if no, please skip to Question #4 below

2. What is your child's current grade level: 7

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|--|
| A. that is not overcrowded | Yes () | No (<input checked="" type="checkbox"/>) |
| B. with a strong academic program | Yes (<input checked="" type="checkbox"/>) | No () |
| C. with a strong science program | Yes (<input checked="" type="checkbox"/>) | No () |
| D. with a strong math program | Yes (<input checked="" type="checkbox"/>) | No () |
| E. with a strong reading program | Yes () | No (<input checked="" type="checkbox"/>) |
| F. with a strong technology integration | Yes () | No (<input checked="" type="checkbox"/>) |
| G. with a safe learning environment | Yes (<input checked="" type="checkbox"/>) | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No ()

Additional comments / suggestions:

Name: MUHAMMAD KHASRU

Address:

Phone:

Signature: Muhammad Khasru E-Mail: muhammad_khasru@yahoo.com
Date: 02-12-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below

2. What is your child's current grade level: 1st 5th

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|---------------------------------|
| A. that is not overcrowded | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| B. with a strong academic program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| C. with a strong science program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| D. with a strong math program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| E. with a strong reading program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| F. with a strong technology integration | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| G. with a safe learning environment | Yes (<input type="checkbox"/>) | No (<input type="checkbox"/>) |
| H. Other... please specify..... | <u>that has moral standing</u> | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No ()

Additional comments / suggestions:

Name: 1101 Brandon Dr

Address: Fayetteville NC 28311

Phone: _____ E-Mail: _____

Signature: James Moharam Date: 2-12-2010

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below

2. What is your child's current grade level: IV

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes (<input checked="" type="checkbox"/>) | No () |
| B. with a strong academic program | Yes (<input checked="" type="checkbox"/>) | No () |
| C. with a strong science program | Yes (<input checked="" type="checkbox"/>) | No () |
| D. with a strong math program | Yes (<input checked="" type="checkbox"/>) | No () |
| E. with a strong reading program | Yes (<input checked="" type="checkbox"/>) | No () |
| F. with a strong technology integration | Yes (<input checked="" type="checkbox"/>) | No () |
| G. with a safe learning environment | Yes (<input checked="" type="checkbox"/>) | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No ()

Additional comments / suggestions:

Name: SAJJAD MALICK
 Address: 300 COURTYARD LN, FAYETTEVILLE, NC 28303
 Phone: (910) 527-4021 E-Mail: _____
 Signature: [Signature] Date: 2/12/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes No () if no, please skip to Question #4 below

2. What is your child's current grade level: 5, 6, 7, 10, 11

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes <input checked="" type="checkbox"/> | No () |
| B. with a strong academic program | Yes <input checked="" type="checkbox"/> | No () |
| C. with a strong science program | Yes <input checked="" type="checkbox"/> | No () |
| D. with a strong math program | Yes <input checked="" type="checkbox"/> | No () |
| E. with a strong reading program | Yes <input checked="" type="checkbox"/> | No () |
| F. with a strong technology integration | Yes <input checked="" type="checkbox"/> | No () |
| G. with a safe learning environment | Yes <input checked="" type="checkbox"/> | No () |
| H. Other... please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes No ()

Additional comments / suggestions:

Name: Kenson Bell
 Address: 723 Raleigh St, Lenoirburg N.C., 28357
 Phone: (919) 277-0460 E-Mail: kensonbell30@yahoo.com
 Signature: [Handwritten Signature] Date: 2-12-2010

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes No () if no, please skip to Question #4 below

2. What is your child's current grade level: 4th

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes <input checked="" type="checkbox"/> | No () |
| B. with a strong academic program | Yes <input checked="" type="checkbox"/> | No () |
| C. with a strong science program | Yes <input checked="" type="checkbox"/> | No () |
| D. with a strong math program | Yes <input checked="" type="checkbox"/> | No () |
| E. with a strong reading program | Yes <input checked="" type="checkbox"/> | No () |
| F. with a strong technology integration | Yes <input checked="" type="checkbox"/> | No () |
| G. with a safe learning environment | Yes <input checked="" type="checkbox"/> | No () |
| H. Other... please specify: | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes No ()

Additional comments / suggestions:

Name: Latasha Mims
 Address: 2305 Cumberland Bay Dr Apt 204
 Phone: 910-257-3219 E-Mail: latashamims@yahoo.com
 Signature: Latasha Mims Date: 2/8/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below

2. What is your child's current grade level: 7th

3. Would you agree with the following statements? Please answer all that apply:

*I want my child to attend a school

- | | | |
|--|---|--------|
| A. that is not overcrowded | Yes (<input checked="" type="checkbox"/>) | No () |
| B. with a strong academic program | Yes (<input checked="" type="checkbox"/>) | No () |
| C. with a strong science program | Yes (<input checked="" type="checkbox"/>) | No () |
| D. with a strong math program | Yes (<input checked="" type="checkbox"/>) | No () |
| E. with a strong reading program | Yes (<input checked="" type="checkbox"/>) | No () |
| F. with a strong technology integration | Yes (<input checked="" type="checkbox"/>) | No () |
| G. with a safe learning environment | Yes (<input checked="" type="checkbox"/>) | No () |
| H. Other... please specify... <u>strong sports and music program</u> | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No ()

Additional comments / suggestions:

Name: Stephanie Crawford
 Address: 2307 Cumberland Gap Dr Fayetteville NC 28306
 Phone: (910) 339-1181 E-Mail: Crawfordsg1@yahoo.com
 Signature: Stephanie Crawford Date: 11 Feb10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes No () if no, please skip to Question #4 below

2. What is your child's current grade level: 6th, 4th, K

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes <input checked="" type="checkbox"/> | No () |
| B. with a strong academic program | Yes <input checked="" type="checkbox"/> | No () |
| C. with a strong science program | Yes <input checked="" type="checkbox"/> | No () |
| D. with a strong math program | Yes <input checked="" type="checkbox"/> | No () |
| E. with a strong reading program | Yes <input checked="" type="checkbox"/> | No () |
| F. with a strong technology integration | Yes <input checked="" type="checkbox"/> | No () |
| G. with a safe learning environment | Yes <input checked="" type="checkbox"/> | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes No ()

Additional comments / suggestions:

Name: Stephanie Little
 Address: 4143 Bent Grass Dr. Fayetteville, NC 28312
 Phone: 910 323-0923 E-Mail: sksteph@aol.com
 Signature: [Handwritten Signature] Date: 2-12-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes (✓) No () if no, please skip to Question #4 below

2. What is your child's current grade level: 1

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes (✓) | No () |
| C. with a strong science program | Yes (✓) | No () |
| D. with a strong math program | Yes (✓) | No () |
| E. with a strong reading program | Yes (✓) | No () |
| F. with a strong technology integration | Yes (✓) | No () |
| G. with a safe learning environment | Yes (✓) | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (✓) No ()

Additional comments / suggestions:

Name: Johnny Walsh
 Address: 120 N. Weight St.
 Phone: (910) 273-1835 E-Mail: johnew211@aol.com
 Signature: Johnny Walsh Date: 02/15/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below

2. What is your child's current grade level: pre-school

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes (<input checked="" type="checkbox"/>) | No () |
| B. with a strong academic program | Yes (<input checked="" type="checkbox"/>) | No () |
| C. with a strong science program | Yes (<input checked="" type="checkbox"/>) | No () |
| D. with a strong math program | Yes (<input checked="" type="checkbox"/>) | No () |
| E. with a strong reading program | Yes (<input checked="" type="checkbox"/>) | No () |
| F. with a strong technology integration | Yes (<input checked="" type="checkbox"/>) | No () |
| G. with a safe learning environment | Yes (<input checked="" type="checkbox"/>) | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No ()

Additional comments / suggestions:

Name: KELLY C WALSH
 Address: 120 N. WRIGHT ST Raleigh NC
 Phone: (919) 551-4333 E-Mail: KellyCWalsh@aol.com
 Signature: [Handwritten Signature] Date: 2-12-2010

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes No () if no, please skip to Question #4 below

2. What is your child's current grade level: Pre-K

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|--|
| A. that is not overcrowded | Yes <input checked="" type="checkbox"/> | No <input checked="" type="checkbox"/> |
| B. with a strong academic program | Yes <input checked="" type="checkbox"/> | No () |
| C. with a strong science program | Yes <input checked="" type="checkbox"/> | No () |
| D. with a strong math program | Yes <input checked="" type="checkbox"/> | No () |
| E. with a strong reading program | Yes <input checked="" type="checkbox"/> | No () |
| F. with a strong technology integration | Yes <input checked="" type="checkbox"/> | No () |
| G. with a safe learning environment | Yes <input checked="" type="checkbox"/> | No () |
| H. Other... please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes No ()

Additional comments / suggestions:

Name: KAREN NORMAN

Address: 3427 LANCERS Drive

Phone: (919) 864 3633 E-Mail: KNORMAN2@bronces.unccfsu.edu

Signature: Karen Norman Date: 2/12/2010

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below
2. What is your child's current grade level: K
3. Would you agree with the following statements? Please answer all that apply:

"I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes (<input checked="" type="checkbox"/>) | No () |
| B. with a strong academic program | Yes (<input checked="" type="checkbox"/>) | No () |
| C. with a strong science program | Yes (<input checked="" type="checkbox"/>) | No () |
| D. with a strong math program | Yes (<input checked="" type="checkbox"/>) | No () |
| E. with a strong reading program | Yes () | No () |
| F. with a strong technology integration | Yes (<input checked="" type="checkbox"/>) | No () |
| G. with a safe learning environment | Yes (<input checked="" type="checkbox"/>) | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No ()

Additional comments / suggestions:

Name: Liecong Zhu

Address: 2797 - F Alden Drive

Phone: (910) 672-1155 E-Mail: lzhu@uncfsu.edu

Signature: [Signature] Date: Feb 12, 13

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below

2. What is your child's current grade level: 7th

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|---------------------------------|
| A. that is not overcrowded | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| B. with a strong academic program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| C. with a strong science program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| D. with a strong math program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| E. with a strong reading program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| F. with a strong technology integration | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| G. with a safe learning environment | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No ()

Additional comments / suggestions:

Name: RENDE B. WILSON
 Address: 6307 MURPHY LN FAYETTEVILLE, NC 28304
 Phone: (919) 689-7974 E-Mail: jalewi4@gmail.com
 Signature: [Signature] Date: 11/6/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes No () if no, please skip to Question #4 below

2. What is your child's current grade level: 5th

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes <input checked="" type="checkbox"/> | No () |
| B. with a strong academic program | Yes <input checked="" type="checkbox"/> | No () |
| C. with a strong science program | Yes <input checked="" type="checkbox"/> | No () |
| D. with a strong math program | Yes <input checked="" type="checkbox"/> | No () |
| E. with a strong reading program | Yes <input checked="" type="checkbox"/> | No () |
| F. with a strong technology integration | Yes <input checked="" type="checkbox"/> | No () |
| G. with a safe learning environment | Yes <input checked="" type="checkbox"/> | No () |
| H. Other... please specify: | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes No ()

Additional comments / suggestions:

Name: KEVIN B. WILSON

Address: 6307 MELODY LN FAYETTEVILLE, NC 28304

Phone: (301) 689-7974 E-Mail: jakew4@gmail.com

Signature: [Signature] Date: 14 FEB 10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES

www.capefeareducation.org

capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes (✓) No () if no, please skip to Question #4 below

2. What is your child's current grade level: 3rd

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes (✓) | No () |
| C. with a strong science program | Yes (✓) | No () |
| D. with a strong math program | Yes (✓) | No () |
| E. with a strong reading program | Yes (✓) | No () |
| F. with a strong technology integration | Yes (✓) | No () |
| G. with a safe learning environment | Yes (✓) | No () |
| H. Other... please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (✓) No ()

Additional comments / suggestions:

Name: RENÉE B. WILSON
 Address: 6307 MELODY LN FAYETTEVILLE, NC 28304
 Phone: (910) 689-7974 E-Mail: jokewi4@gmail.com
 Signature: [Signature] Date: 14 FEB 10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*)This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below

2. What is your child's current grade level: 2 / 10

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes (<input checked="" type="checkbox"/>) | No () |
| B. with a strong academic program | Yes (<input checked="" type="checkbox"/>) | No () |
| C. with a strong science program | Yes (<input checked="" type="checkbox"/>) | No () |
| D. with a strong math program | Yes (<input checked="" type="checkbox"/>) | No () |
| E. with a strong reading program | Yes (<input checked="" type="checkbox"/>) | No () |
| F. with a strong technology integration | Yes (<input checked="" type="checkbox"/>) | No () |
| G. with a safe learning environment | Yes (<input checked="" type="checkbox"/>) | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No ()

Additional comments / suggestions:

Name: Michael Connor
 Address: 3173 White Ash Dr Fayetteville NC 28306
 Phone: 919 920-2459 E-Mail: michael50@nc.rr.com
 Signature: [Signature] Date: 2/15/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes (✓) No () if no, please skip to Question #4 below

2. What is your child's current grade level: K, 3, 5

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes (✓) | No () |
| C. with a strong science program | Yes (✓) | No () |
| D. with a strong math program | Yes (✓) | No () |
| E. with a strong reading program | Yes (✓) | No () |
| F. with a strong technology integration | Yes (✓) | No () |
| G. with a safe learning environment | Yes (✓) | No () |
| H. Other... please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (✓) No ()

Additional comments / suggestions:

Name: DON ACBREIN

Address: 672 S Kelly RD Fay

Phone: 919 868 1596 E-Mail: _____

Signature: [Signature] Date: 2/11/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES

www.capefeareducation.org

capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes No () if no, please skip to Question #4 below

2. What is your child's current grade level: RE (K)

3. Would you agree with the following statements? Please answer all that apply:

- I want my child to attend a school
- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes <input checked="" type="checkbox"/> | No () |
| B. with a strong academic program | Yes <input checked="" type="checkbox"/> | No () |
| C. with a strong science program | Yes <input checked="" type="checkbox"/> | No () |
| D. with a strong math program | Yes <input checked="" type="checkbox"/> | No () |
| E. with a strong reading program | Yes <input checked="" type="checkbox"/> | No () |
| F. with a strong technology integration | Yes <input checked="" type="checkbox"/> | No () |
| G. with a safe learning environment | Yes <input checked="" type="checkbox"/> | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes No ()

Additional comments / suggestions:

Name: IZIDUR CHARLES E
 Address: 8532 Brookstone Lane Apt
 Phone: () Email: easy best @ yahoo . com
 Signature: Richard Charles E. Date: 2/10/2010

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes No () if no, please skip to Question #4 below

2. What is your child's current grade level: K-2nd

3. Would you agree with the following statements? Please answer all that apply.

I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes <input checked="" type="checkbox"/> | No () |
| B. with a strong academic program | Yes <input checked="" type="checkbox"/> | No () |
| C. with a strong science program | Yes <input checked="" type="checkbox"/> | No () |
| D. with a strong math program | Yes <input checked="" type="checkbox"/> | No () |
| E. with a strong reading program | Yes <input checked="" type="checkbox"/> | No () |
| F. with a strong technology integration | Yes <input checked="" type="checkbox"/> | No () |
| G. with a safe learning environment | Yes <input checked="" type="checkbox"/> | No () |

H. Other... please specify parents/teachers/parents are able to deal w. the child's physical/mental/social/behavioral

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes No ()

Additional comments / suggestions:

Name: Mrs. Kenting

Address: _____

Phone: () E-Mail: Kenting.Pu@ncsu.edu

Signature: [Signature] Date: 2-11-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes (x) No () if no, please skip to Question #4 below

2. What is your child's current grade level: First grade

3. Would you agree with the following statements? Please answer all that apply:

"I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (x) | No () |
| B. with a strong academic program | Yes (x) | No () |
| C. with a strong science program | Yes (x) | No () |
| D. with a strong math program | Yes (x) | No () |
| E. with a strong reading program | Yes (x) | No () |
| F. with a strong technology integration | Yes (x) | No () |
| G. with a safe learning environment | Yes (x) | No () |
| H. Other... please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (x) No ()

Additional comments / suggestions:

Name: Scott Strasser
 Address: 8712 Huntington Dr. Fayetteville, NC, 28314
 Phone: (813) 579-8748 E-Mail: SCOTT.STRASSER@USARMY.MIL
 Signature: Scott Strasser Date: 9 Feb 2010

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes No () if no, please skip to Question #4 below

2. What is your child's current grade level: 2nd

3. Would you agree with the following statements? Please answer all that apply:

"I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes <input checked="" type="checkbox"/> | No () |
| B. with a strong academic program | Yes <input checked="" type="checkbox"/> | No () |
| C. with a strong science program | Yes <input checked="" type="checkbox"/> | No () |
| D. with a strong math program | Yes <input checked="" type="checkbox"/> | No () |
| E. with a strong reading program | Yes <input checked="" type="checkbox"/> | No () |
| F. with a strong technology integration | Yes <input checked="" type="checkbox"/> | No () |
| G. with a safe learning environment | Yes <input checked="" type="checkbox"/> | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes No ()

Additional comments / suggestions:

Name: Jessica Matthews

Address: 6746 Pin Oak Ln. Fayetteville, NC 28314

Phone: (910) 977-2786 E-Mail: butterflybanana@yahoo.com

Signature: [Signature] Date: 2-16-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES

www.capefeareducation.org

capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes (X) No () if no, please skip to Question #4 below

2. What is your child's current grade level: Kind 4th

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (X) | No () |
| B. with a strong academic program | Yes (X) | No () |
| C. with a strong science program | Yes (X) | No () |
| D. with a strong math program | Yes (X) | No () |
| E. with a strong reading program | Yes (X) | No () |
| F. with a strong technology integration | Yes (X) | No () |
| G. with a safe learning environment | Yes (X) | No () |
| H. Other... please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (X) No ()

Additional comments / suggestions:

Name: Brenda Martin

Address: 1023 Canter Ln High Mills, NC 28348

Phone: 704 987-5250 E-Mail: brendabou81@lycahaa.com

Signature: Brenda Martin Date: 2-15-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES

www.capefeareducation.org

capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes (X) No () if no, please skip to Question #4 below

2. What is your child's current grade level: 2nd

3. Would you agree with the following statements? Please answer all that apply:

*I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (X) | No () |
| B. with a strong academic program | Yes (X) | No () |
| C. with a strong science program | Yes (X) | No () |
| D. with a strong math program | Yes (X) | No () |
| E. with a strong reading program | Yes (X) | No () |
| F. with a strong technology integration | Yes (X) | No () |
| G. with a safe learning environment | Yes (X) | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (X) No ()

Additional comments / suggestions:

Name: Victoria Prior

Address: 5813 Bloomsbury Dr. Fayetteville, NC 28304

Phone: (910) 300-2954 E-Mail: victoria-prior@yahoo.com

Signature: Victoria Prior Date: 2-15-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes (y) No () if no, please skip to Question #4 below

2. What is your child's current grade level: 3rd

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (x) | No () |
| B. with a strong academic program | Yes (y) | No () |
| C. with a strong science program | Yes (x) | No () |
| D. with a strong math program | Yes (x) | No () |
| E. with a strong reading program | Yes (x) | No () |
| F. with a strong technology integration | Yes (x) | No () |
| G. with a safe learning environment | Yes (x) | No () |
| H. Other... please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (y) No ()

Additional comments / suggestions:

Name: Holly Berce
 Address: 438 Wilder Dr. Fayetteville, NC 28314
 Phone: (850) 748-7923 E-Mail: hberce1727@aol.com
 Signature: Holly Berce Date: 2-14-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below

2. What is your child's current grade level: K

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|--|
| A. that is not overcrowded | Yes (<input checked="" type="checkbox"/>) | No () |
| B. with a strong academic program | Yes (<input checked="" type="checkbox"/>) | No () |
| C. with a strong science program | Yes () | No (<input checked="" type="checkbox"/>) |
| D. with a strong math program | Yes (<input checked="" type="checkbox"/>) | No () |
| E. with a strong reading program | Yes (<input checked="" type="checkbox"/>) | No () |
| F. with a strong technology integration | Yes (<input checked="" type="checkbox"/>) | No () |
| G. with a safe learning environment | Yes (<input checked="" type="checkbox"/>) | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No ()

Additional comments / suggestions:

Name: Raychael Bauls
 Address: 5923 Lively Ct. Fayetteville, NC 28304
 Phone: (910) 916-7559 E-Mail: raychaelbauls@yahoo.com
 Signature: [Handwritten Signature] Date: 2-13-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes (X) No () if no, please skip to Question #4 below

2. What is your child's current grade level: 7th and 9th

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (X) | No () |
| B. with a strong academic program | Yes (X) | No () |
| C. with a strong science program | Yes (X) | No () |
| D. with a strong math program | Yes (X) | No () |
| E. with a strong reading program | Yes (X) | No () |
| F. with a strong technology integration | Yes (X) | No () |
| G. with a safe learning environment | Yes (X) | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (X) No ()

Additional comments / suggestions:

Name: Meredith Smith
 Address: 5514 Cinnabar Ln. Parkton, NC 28371
 Phone: (910) 309-4937 E-Mail: OMERCIFUL.I@yahoo.com
 Signature: Meredith Smith Date: 2-13-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes No () if no, please skip to Question #4 below

2. What is your child's current grade level: K

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes <input checked="" type="checkbox"/> | No () |
| B. with a strong academic program | Yes <input checked="" type="checkbox"/> | No () |
| C. with a strong science program | Yes <input checked="" type="checkbox"/> | No () |
| D. with a strong math program | Yes <input checked="" type="checkbox"/> | No () |
| E. with a strong reading program | Yes <input checked="" type="checkbox"/> | No () |
| F. with a strong technology integration | Yes <input checked="" type="checkbox"/> | No () |
| G. with a safe learning environment | Yes <input checked="" type="checkbox"/> | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes No ()

Additional comments / suggestions:

Name: CANDICE ROY
 Address: 5970 King Hickory Rd. Hope Mills, NC 28348
 Phone: (910) 813-4162 E-Mail: ccroy@comcast.net
 Signature: Candice Roy Date: 2-12-10

--- Thank you for your support & time! ---
 CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes (✓) No () if no, please skip to Question #4 below

2. What is your child's current grade level: 1st

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes (✓) | No () |
| C. with a strong science program | Yes (✓) | No () |
| D. with a strong math program | Yes (✓) | No () |
| E. with a strong reading program | Yes (✓) | No () |
| F. with a strong technology integration | Yes (✓) | No () |
| G. with a safe learning environment | Yes (✓) | No () |
| H. Other...please specify: | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (✓) No ()

Additional comments / suggestions:

Name: Belinda Perez
 Address: 1730 Winnabow Dr Fayetteville, NC 28304
 Phone: (910) 495-6336 E-Mail: mrs.perez915@gmail.com
 Signature: Belinda Perez Date: 2-11-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*)This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes (✓) No () if no, please skip to Question #4 below

2. What is your child's current grade level: 6

3. Would you agree with the following statements? Please answer all that apply.

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes (✓) | No () |
| C. with a strong science program | Yes (✓) | No () |
| D. with a strong math program | Yes (✓) | No () |
| E. with a strong reading program | Yes (✓) | No () |
| F. with a strong technology integration | Yes (✓) | No () |
| G. with a safe learning environment | Yes (✓) | No () |
| H. Other... please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (✓) No ()

Additional comments / suggestions:

Name: DAVID BUNCE

Address: 3206 KENTUCKY RD FAY, NC

Phone: _____ E-Mail: _____

Signature: [Signature] Date: 2-17-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES

www.capefeareducation.org

capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below

2. What is your child's current grade level: K

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|---------------------------------|
| A. that is not overcrowded | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| B. with a strong academic program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| C. with a strong science program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| D. with a strong math program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| E. with a strong reading program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| F. with a strong technology integration | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| G. with a safe learning environment | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| H. Other...please specify: | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No ()

Additional comments / suggestions:

Name: Demisha Turner
 Address: 5416 Birch Rd Fayetteville, NC 28304
 Phone: 910 404 9427 E-Mail: dgt1231@yahoo.com
 Signature: D Turner Date: 17 Feb 10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below

2. What is your child's current grade level: 4

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|--|
| A. that is not overcrowded | Yes (<input checked="" type="checkbox"/>) | No (<input checked="" type="checkbox"/>) |
| B. with a strong academic program | Yes (<input checked="" type="checkbox"/>) | No () |
| C. with a strong science program | Yes (<input checked="" type="checkbox"/>) | No () |
| D. with a strong math program | Yes (<input checked="" type="checkbox"/>) | No () |
| E. with a strong reading program | Yes (<input checked="" type="checkbox"/>) | No () |
| F. with a strong technology integration | Yes (<input checked="" type="checkbox"/>) | No () |
| G. with a safe learning environment | Yes (<input checked="" type="checkbox"/>) | No () |
| H. Other...please specify..... | <u>structured discipline environment</u> | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No ()

Additional comments / suggestions:

Name: Denisha Turner
 Address: 5416 Birch Rd Fayetteville, NC 28304
 Phone: 910 404 9427 E-Mail: dgt1221@yahoo.com
 Signature: [Signature] Date: 17 Feb 2010

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes No () if no, please skip to Question #4 below

2. What is your child's current grade level: 1st

3. Would you agree with the following statements? Please answer all that apply:

- I want my child to attend a school
- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes <input checked="" type="checkbox"/> | No () |
| B. with a strong academic program | Yes <input checked="" type="checkbox"/> | No () |
| C. with a strong science program | Yes <input checked="" type="checkbox"/> | No () |
| D. with a strong math program | Yes <input checked="" type="checkbox"/> | No () |
| E. with a strong reading program | Yes <input checked="" type="checkbox"/> | No () |
| F. with a strong technology integration | Yes <input checked="" type="checkbox"/> | No () |
| G. with a safe learning environment | Yes <input checked="" type="checkbox"/> | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program? Yes No ()

Additional comments / suggestions:

Name: Shirley Chao
 Address: 295 St. Johns Wood, Fayetteville, NC 28303
 Phone: (910) 272-1427 E-Mail: schao@uncfse.edu
 Signature: [Signature] Date: 2/17/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes (✓) No () if no, please skip to Question #4 below

2. What is your child's current grade level: 2

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes (✓) | No () |
| C. with a strong science program | Yes (✓) | No () |
| D. with a strong math program | Yes (✓) | No () |
| E. with a strong reading program | Yes (✓) | No () |
| F. with a strong technology integration | Yes (✓) | No () |
| G. with a safe learning environment | Yes (✓) | No () |
| H. Other... please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (✓) No ()

Additional comments / suggestions:

Name: Jaqueline Alphin
 Address: 700 Mill Bay Drive Stedman, NC 28391
 Phone: (910) 433-8840 E-Mail: babynavyeargirl@hotmail.com
 Signature: Jaqueline Alphin Date: 8-10-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes No () if no, please skip to Question #4 below

2. What is your child's current grade level: 5

3. Would you agree with the following statements? Please answer all that apply:

- I want my child to attend a school
- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes <input checked="" type="checkbox"/> | No () |
| B. with a strong academic program | Yes <input checked="" type="checkbox"/> | No () |
| C. with a strong science program | Yes <input checked="" type="checkbox"/> | No () |
| D. with a strong math program | Yes <input checked="" type="checkbox"/> | No () |
| E. with a strong reading program | Yes <input checked="" type="checkbox"/> | No () |
| F. with a strong technology integration | Yes <input checked="" type="checkbox"/> | No () |
| G. with a safe learning environment | Yes <input checked="" type="checkbox"/> | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program? Yes No ()

Additional comments / suggestions:

Name: Julia Andrews

Address: 28816 Copenhagen Drive

Phone: (910) 978-6291 E-Mail: _____

Signature: Julia Andrews Date: 2/11/10

--- Thank you for your support & time! ---
CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes (✓) No () if no, please skip to Question #4 below

2. What is your child's current grade level: 3rd

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes (✓) | No () |
| C. with a strong science program | Yes (✓) | No () |
| D. with a strong math program | Yes (✓) | No () |
| E. with a strong reading program | Yes (✓) | No () |
| F. with a strong technology integration | Yes (✓) | No () |
| G. with a safe learning environment | Yes (✓) | No () |
| H. Other... please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (✓) No ()

Additional comments / suggestions:

Name: Cynthia E Alexander
 Address: 3829 Cofoath Ln Hope Mills NC 28348
 Phone: (704) 527-0285 E-Mail: _____
 Signature: _____ Date: 2-15-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes No () if no, please skip to Question #4 below

2. What is your child's current grade level: _____

3. Would you agree with the following statements? Please answer all that apply:

- I want my child to attend a school
- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes <input checked="" type="checkbox"/> | No () |
| B. with a strong academic program | Yes <input checked="" type="checkbox"/> | No () |
| C. with a strong science program | Yes <input checked="" type="checkbox"/> | No () |
| D. with a strong math program | Yes <input checked="" type="checkbox"/> | No () |
| E. with a strong reading program | Yes <input checked="" type="checkbox"/> | No () |
| F. with a strong technology integration | Yes <input checked="" type="checkbox"/> | No () |
| G. with a safe learning environment | Yes <input checked="" type="checkbox"/> | No () |
| H. Other...please specify: | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program? Yes No ()

Additional comments / suggestions:

Name: SHANE STANLEY
 Address: PO Box 53613
 Phone: [REDACTED] E-Mail: ss.stank2@brncos.wncsu.edu
 Signature: [Signature] Date: 2/16/2010

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc. is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below

2. What is your child's current grade level: 2nd

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes (<input checked="" type="checkbox"/>) | No () |
| B. with a strong academic program | Yes (<input checked="" type="checkbox"/>) | No () |
| C. with a strong science program | Yes (<input checked="" type="checkbox"/>) | No () |
| D. with a strong math program | Yes (<input checked="" type="checkbox"/>) | No () |
| E. with a strong reading program | Yes (<input checked="" type="checkbox"/>) | No () |
| F. with a strong technology integration | Yes (<input checked="" type="checkbox"/>) | No () |
| G. with a safe learning environment | Yes (<input checked="" type="checkbox"/>) | No () |
| H. Other... please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No ()

Additional comments / suggestions:

Name: Bernard Douglas
 Address: 101 wall st Fayetteville NC 28301
 Phone: () E-Mail: bernard.douglas@cfes.com
 Signature: [Signature] Date: 16 Feb 10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below

2. What is your child's current grade level: 9th + 11th

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes (<input checked="" type="checkbox"/>) | No () |
| B. with a strong academic program | Yes (<input checked="" type="checkbox"/>) | No () |
| C. with a strong science program | Yes (<input checked="" type="checkbox"/>) | No () |
| D. with a strong math program | Yes (<input checked="" type="checkbox"/>) | No () |
| E. with a strong reading program | Yes (<input checked="" type="checkbox"/>) | No () |
| F. with a strong technology integration | Yes (<input checked="" type="checkbox"/>) | No () |
| G. with a safe learning environment | Yes (<input checked="" type="checkbox"/>) | No () |
| H. Other...please specify: | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No ()

Additional comments / suggestions:

Name: Charlesena Harrington

Address: 413 Pecan Dr Fayetteville, NC 28306

Phone: (910) 798-5617 E-Mail: N/A

Signature: C. Harrington Date: 2-13-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below

2. What is your child's current grade level: K-10

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes (<input checked="" type="checkbox"/>) | No () |
| B. with a strong academic program | Yes (<input checked="" type="checkbox"/>) | No () |
| C. with a strong science program | Yes (<input checked="" type="checkbox"/>) | No () |
| D. with a strong math program | Yes (<input checked="" type="checkbox"/>) | No () |
| E. with a strong reading program | Yes (<input checked="" type="checkbox"/>) | No () |
| F. with a strong technology integration | Yes (<input checked="" type="checkbox"/>) | No () |
| G. with a safe learning environment | Yes (<input checked="" type="checkbox"/>) | No () |
| H. Other... please specify..... | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No ()

Additional comments / suggestions:

Name: Melba Jones

Address: 1057 Glen Bell Dr 28514

Phone: () E-Mail: TAPPA@CFES-INC.COM

Signature: Melba Jones Date: 2-11-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes (✓) No () if no, please skip to Question #4 below

2. What is your child's current grade level: 4

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes (✓) | No () |
| C. with a strong science program | Yes (✓) | No () |
| D. with a strong math program | Yes (✓) | No () |
| E. with a strong reading program | Yes (✓) | No () |
| F. with a strong technology integration | Yes (✓) | No () |
| G. with a safe learning environment | Yes (✓) | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (✓) No ()

Additional comments / suggestions:

Name: Shamika Soydes
 Address: 1718 Webster Ave
 Phone: 919 527 9865 E-Mail: maeka2009@yahoo.com
 Signature: [Signature] Date: 2/11/2010

--- Thank you for your support & time! ---
 CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes (✓) No () if no, please skip to Question #4 below

2. What is your child's current grade level: 3

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes (✓) | No () |
| C. with a strong science program | Yes (✓) | No () |
| D. with a strong math program | Yes (✓) | No () |
| E. with a strong reading program | Yes (✓) | No () |
| F. with a strong technology integration | Yes (✓) | No () |
| G. with a safe learning environment | Yes (✓) | No () |
| H. Other... please specify..... | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (✓) No ()

Additional comments / suggestions:

Name: Anna Shilo
 Address: 4425 Chestnut Dr
 Phone: 910-844-6957 E-Mail: _____
 Signature: Anna Shilo Date: 2-11-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes No () if no, please skip to Question #4 below

2. What is your child's current grade level: 5th 3rd Grade

3. Would you agree with the following statements? Please answer all that apply:

"I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes <input checked="" type="checkbox"/> | No () |
| B. with a strong academic program | Yes <input checked="" type="checkbox"/> | No () |
| C. with a strong science program | Yes <input checked="" type="checkbox"/> | No () |
| D. with a strong math program | Yes <input checked="" type="checkbox"/> | No () |
| E. with a strong reading program | Yes <input checked="" type="checkbox"/> | No () |
| F. with a strong technology integration | Yes <input checked="" type="checkbox"/> | No () |
| G. with a safe learning environment | Yes <input checked="" type="checkbox"/> | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your neighborhood that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes No ()

Additional comments / suggestions:

I believe this is a great idea!

Name:

Terri Harris

Address:

3521 Hubert Dr

Phone:

910 527 4062

E-Mail:

Yonmira.2037000@pro.com

Signature:

Terri Harris

Date:

9/11/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

Click Here to upgrade to Unlimited Pages and Expanded Features

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below

2. What is your child's current grade level: 10th

3. Would you agree with the following statements? Please answer all that apply:

"I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes (<input checked="" type="checkbox"/>) | No () |
| B. with a strong academic program | Yes (<input checked="" type="checkbox"/>) | No () |
| C. with a strong science program | Yes (<input checked="" type="checkbox"/>) | No () |
| D. with a strong math program | Yes (<input checked="" type="checkbox"/>) | No () |
| E. with a strong reading program | Yes (<input checked="" type="checkbox"/>) | No () |
| F. with a strong technology integration | Yes (<input checked="" type="checkbox"/>) | No () |
| G. with a safe learning environment | Yes (<input checked="" type="checkbox"/>) | No () |
| H. Other... please specify..... <u>AP Courses</u> | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No ()

Additional comments / suggestions: A Charter school in Cumberland County will be in a great direction to put North Carolina State on top the state for high school education.

Name: Muhammad Yildirim

Address: 105 Boyce creek Lane, Fayetteville, NC 28303

Phone: (910) 964-0817 E-Mail: MASWIA6@AOL.com

Signature: Muhammad Yildirim Date: 11 Feb, 2010

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES

www.capefeareducation.org

capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes (✓) No () if no, please skip to Question #4 below

2. What is your child's current grade level: 10^{gr}

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|-----------------------------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes (✓) | No () |
| C. with a strong science program | Yes (✓) | No () |
| D. with a strong math program | Yes (✓) | No () |
| E. with a strong reading program | Yes (✓) | No () |
| F. with a strong technology integration | Yes (✓) | No () |
| G. with a safe learning environment | Yes (✓) | No () |
| H. Other...please specify..... | <u>not have information</u> | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (✓) No ()

Additional comments / suggestions: It should be started very soon.

Name: Abida Khan
 Address: 105 Bryce Creek Ln, Fayetteville, NC 28303
 Phone: (910) 860-1779 E-Mail: Abidounisa@gmail.com
 Signature: Abida Khan Date: 02/11/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes No () if no, please skip to Question #4 below

2. What is your child's current grade level: 1

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes <input checked="" type="checkbox"/> | No () |
| B. with a strong academic program | Yes <input checked="" type="checkbox"/> | No () |
| C. with a strong science program | Yes <input checked="" type="checkbox"/> | No () |
| D. with a strong math program | Yes <input checked="" type="checkbox"/> | No () |
| E. with a strong reading program | Yes <input checked="" type="checkbox"/> | No () |
| F. with a strong technology integration | Yes <input checked="" type="checkbox"/> | No () |
| G. with a safe learning environment | Yes <input checked="" type="checkbox"/> | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes No ()

Additional comments / suggestions:

Name: Michael A. Rutledge
 Address: 7915 Steele Dr
 Phone: (919) 623 9472 E-Mail: mrutledge@cfes-usa.com
 Signature: [Signature] Date: 14 Feb 09

--- Thank you for your support & time! ---
 CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below

2. What is your child's current grade level: 2nd

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|---------------------------------|
| A. that is not overcrowded | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| B. with a strong academic program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| C. with a strong science program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| D. with a strong math program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| E. with a strong reading program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| F. with a strong technology integration | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| G. with a safe learning environment | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| H. Other...please specify: | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No ()

Additional comments / suggestions:

Name: Bibi F. Hill

Address: 6923 Colleton Cir

Phone: 919 868-4761 E-Mail: _____

Signature: [Signature] Date: 11/2/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes (✓) No () if no, please skip to Question #4 below

2. What is your child's current grade level: 3rd

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes (✓) | No () |
| C. with a strong science program | Yes (✓) | No () |
| D. with a strong math program | Yes (✓) | No () |
| E. with a strong reading program | Yes (✓) | No () |
| F. with a strong technology integration | Yes (✓) | No () |
| G. with a safe learning environment | Yes (✓) | No () |
| H. Other... please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (✓) No ()

Additional comments / suggestions: Great... ideal

Name: Alisa Swamy
 Address: 76 Rockingham St
 Phone: 252 874 7414 E-Mail: wcswc72@yahoo.com
 Signature: Alisa Swamy Date: 02/14/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes (✓) No () if no, please skip to Question #4 below

2. What is your child's current grade level: 5B

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes (✓) | No () |
| C. with a strong science program | Yes (✓) | No () |
| D. with a strong math program | Yes (✓) | No () |
| E. with a strong reading program | Yes (✓) | No () |
| F. with a strong technology integration | Yes (✓) | No () |
| G. with a safe learning environment | Yes (✓) | No () |
| H. Other... please specify: | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program? Yes (✓) No ()

Additional comments / suggestions:

Name: Acad 9111

Address: 6909 Arbor Ct Fayetteville NC 28404

Phone: 704 826 9167 E-Mail: _____

Signature: [Signature] Date: 4/2/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes (✓) No () if no, please skip to Question #4 below

2. What is your child's current grade level: 5th

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes (✓) | No () |
| C. with a strong science program | Yes (✓) | No () |
| D. with a strong math program | Yes (✓) | No () |
| E. with a strong reading program | Yes (✓) | No () |
| F. with a strong technology integration | Yes (✓) | No () |
| G. with a safe learning environment | Yes (✓) | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (✓) No ()

Additional comments / suggestions:

Name: David Alby

Address: 6999 Ardian / Fayetteville NC 28404

Phone: (813) 826 9467 E-Mail: _____

Signature: [Signature] Date: 4/2/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes (✓) No () if no, please skip to Question #4 below

2. What is your child's current grade level: 1

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes (✓) | No () |
| C. with a strong science program | Yes (✓) | No () |
| D. with a strong math program | Yes (✓) | No () |
| E. with a strong reading program | Yes (✓) | No () |
| F. with a strong technology integration | Yes (✓) | No () |
| G. with a safe learning environment | Yes (✓) | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (✓) No ()

Additional comments / suggestions:

Name: Samantha Woods
 Address: 7105 Overland Court Fayetteville NC 28306
 Phone: (910) 243 8600 E-Mail: swoods5@nc.rr.com
 Signature: Samantha Woods Date: Feb 15, 2010

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes No () if no, please skip to Question #4 below

2. What is your child's current grade level: 2

3. Would you agree with the following statements? Please answer all that apply:

"I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes <input checked="" type="checkbox"/> | No () |
| B. with a strong academic program | Yes <input checked="" type="checkbox"/> | No () |
| C. with a strong science program | Yes <input checked="" type="checkbox"/> | No () |
| D. with a strong math program | Yes <input checked="" type="checkbox"/> | No () |
| E. with a strong reading program | Yes <input checked="" type="checkbox"/> | No () |
| F. with a strong technology integration | Yes <input checked="" type="checkbox"/> | No () |
| G. with a safe learning environment | Yes <input checked="" type="checkbox"/> | No () |
| H. Other... please specify:..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes No ()

Additional comments / suggestions: Hire good teachers

Name: Samantha Woods
 Address: 7105 Overland Court Fayetteville, NC 28306
 Phone: (919) 263-8600 E-Mail: swoods5@nc-rc.com
 Signature: Samantha Woods Date: Feb. 15, 2010

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below

2. What is your child's current grade level: 6

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes (<input checked="" type="checkbox"/>) | No () |
| B. with a strong academic program | Yes (<input checked="" type="checkbox"/>) | No () |
| C. with a strong science program | Yes (<input checked="" type="checkbox"/>) | No () |
| D. with a strong math program | Yes (<input checked="" type="checkbox"/>) | No () |
| E. with a strong reading program | Yes (<input checked="" type="checkbox"/>) | No () |
| F. with a strong technology integration | Yes (<input checked="" type="checkbox"/>) | No () |
| G. with a safe learning environment | Yes (<input checked="" type="checkbox"/>) | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No ()

Additional comments / suggestions:

Name: Muhammad A. Ledhi
 Address: 2008 Ashridge Drive, Fayetteville, NC 28304
 Phone: (910) 401-2137 E-Mail: mledhi2009@gmail.com
 Signature: [Signature] Date: 2/11/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes (✓) No () if no, please skip to Question #4 below

2. What is your child's current grade level: 5

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes (✓) | No () |
| C. with a strong science program | Yes (✓) | No () |
| D. with a strong math program | Yes (✓) | No () |
| E. with a strong reading program | Yes (✓) | No () |
| F. with a strong technology integration | Yes (✓) | No () |
| G. with a safe learning environment | Yes (✓) | No () |
| H. Other... please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (✓) No ()

Additional comments / suggestions:

Name: Muhammad A. Lodhi
 Address: 2008 Ashridge Drive, Fayetteville, NC 28301
 Phone: (910) 401-2137 E-Mail: mlodhi2009@gmail.com
 Signature: [Signature] Date: 2/11/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below

2. What is your child's current grade level: 2

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|---------------------------------|
| A. that is not overcrowded | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| B. with a strong academic program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| C. with a strong science program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| D. with a strong math program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| E. with a strong reading program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| F. with a strong technology integration | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| G. with a safe learning environment | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| H. Other... please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No ()

Additional comments / suggestions:

Name: Muhammad A. Lodhi
 Address: 2008 Ashridge Drive, Fayetteville, NC 28301
 Phone: (910) 401-2137 E-Mail: mlodhi2009@gmail.com
 Signature: [Signature] Date: 2/11/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below

2. What is your child's current grade level: 1st

3. Would you agree with the following statements? Please answer all that apply:

- I want my child to attend a school
- | | | |
|---|---|---------------------------------|
| A. that is not overcrowded | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| B. with a strong academic program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| C. with a strong science program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| D. with a strong math program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| E. with a strong reading program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| F. with a strong technology integration | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| G. with a safe learning environment | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program? Yes () No ()

Additional comments / suggestions:

Name: Shelo Ann
 Address: Fayetteville State University
 Phone: 19106721303 Email: shan@uncfsu.edu
 Signature: [Signature] Date: 02-19-2001

--- Thank you for your support & time! ---
 CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes (✓) No () if no, please skip to Question #4 below

2. What is your child's current grade level: 7

3. Would you agree with the following statements? Please answer all that apply:

*I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes (✓) | No () |
| C. with a strong science program | Yes (✓) | No () |
| D. with a strong math program | Yes (✓) | No () |
| E. with a strong reading program | Yes (✓) | No () |
| F. with a strong technology integration | Yes (✓) | No () |
| G. with a safe learning environment | Yes (✓) | No () |
| H. Other... please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (✓) No ()

Additional comments / suggestions:

Name: Robert Grier
 Address: 3214 Jura Dr.
 Phone: (910) 323-0280 E-Mail: rgrier@uncfsu.edu
 Signature: Robert Grier Date: 02/11/2010

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes (✓) No () if no, please skip to Question #4 below

2. What is your child's current grade level: Q+H

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes (✓) | No () |
| C. with a strong science program | Yes (✓) | No () |
| D. with a strong math program | Yes (✓) | No () |
| E. with a strong reading program | Yes (✓) | No () |
| F. with a strong technology integration | Yes (✓) | No () |
| G. with a safe learning environment | Yes (✓) | No () |
| H. Other... please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (✓) No ()

Additional comments / suggestions:

Name: Brenda Fuller
 Address: 124 LSA, FSU
 Phone: (910) 672-1691 E-Mail: bfuller@uncfsu.edu
 Signature: Brenda Fuller Date: 2-11-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*)This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents:

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below

2. What is your child's current grade level: K, 6th, 9th

3. Would you agree with the following statements? Please answer all that apply.

"I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes (<input checked="" type="checkbox"/>) | No () |
| B. with a strong academic program | Yes (<input checked="" type="checkbox"/>) | No () |
| C. with a strong science program | Yes (<input checked="" type="checkbox"/>) | No () |
| D. with a strong math program | Yes (<input checked="" type="checkbox"/>) | No () |
| E. with a strong reading program | Yes (<input checked="" type="checkbox"/>) | No () |
| F. with a strong technology integration | Yes (<input checked="" type="checkbox"/>) | No () |
| G. with a safe learning environment | Yes (<input checked="" type="checkbox"/>) | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No ()

Additional comments / suggestions:

Name: Katanye Faust
 Address: 6776-7 Willowbrook Dr Fay NC 28314
 Phone: (910) 496-0171 E-Mail: katanye_faust@yahoo.com
 Signature: [Handwritten Signature] Date: 2-11-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes (X) No () if no, please skip to Question #4 below

2. What is your child's current grade level: HS - Sophomore

3. Would you agree with the following statements? Please answer all that apply:

"I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (X) | No () |
| B. with a strong academic program | Yes (X) | No () |
| C. with a strong science program | Yes (X) | No () |
| D. with a strong math program | Yes (X) | No () |
| E. with a strong reading program | Yes (X) | No () |
| F. with a strong technology integration | Yes (X) | No () |
| G. with a safe learning environment | Yes (X) | No () |
| H. Other... please specify: <u>Extra-curricular programs, music, athletics.</u> | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (X) No ()

Additional comments / suggestions:

Name: John Mattia
 Address: 2345 Rolling Hill Rd.
 Phone: (910) 484-8570 E-Mail: 2/11/10
 Signature: [Signature] Date: _____

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes No () if no, please skip to Question #4 below

2. What is your child's current grade level: 7

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes <input checked="" type="checkbox"/> | No () |
| B. with a strong academic program | Yes <input checked="" type="checkbox"/> | No () |
| C. with a strong science program | Yes <input checked="" type="checkbox"/> | No () |
| D. with a strong math program | Yes <input checked="" type="checkbox"/> | No () |
| E. with a strong reading program | Yes <input checked="" type="checkbox"/> | No () |
| F. with a strong technology integration | Yes <input checked="" type="checkbox"/> | No () |
| G. with a safe learning environment | Yes <input checked="" type="checkbox"/> | No () |
| H. Other... please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes No ()

Additional comments / suggestions:

Name: Darren Pearson
 Address: 423 Morningside Drive, Fayetteville, NC 28311
 Phone: (910) 672-1346 E-Mail: dpearson@uncfcs.edu
 Signature: Darren L. Pearson Date: 2/16/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes No () if no, please skip to Question #4 below

2. What is your child's current grade level: 10

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes <input checked="" type="checkbox"/> | No () |
| B. with a strong academic program | Yes <input checked="" type="checkbox"/> | No () |
| C. with a strong science program | Yes <input checked="" type="checkbox"/> | No () |
| D. with a strong math program | Yes <input checked="" type="checkbox"/> | No () |
| E. with a strong reading program | Yes <input checked="" type="checkbox"/> | No () |
| F. with a strong technology integration | Yes <input checked="" type="checkbox"/> | No () |
| G. with a safe learning environment | Yes <input checked="" type="checkbox"/> | No () |
| H. Other... please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes No ()

Additional comments / suggestions:

Name: Alex Umanetsov
 Address: 505 Thorncliff Dr, Fayetteville
 Phone: 910 672-1449 E-Mail: _____
 Signature: [Signature] Date: 6/24/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below

2. What is your child's current grade level: 11

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---|---------------------------------|
| A. that is not overcrowded | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| B. with a strong academic program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| C. with a strong science program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| D. with a strong math program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| E. with a strong reading program | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| F. with a strong technology integration | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| G. with a safe learning environment | Yes (<input checked="" type="checkbox"/>) | No (<input type="checkbox"/>) |
| H. Other... please specify: | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No ()

Additional comments / suggestions:

Name: Emmanuel M. Intype

Address: 910 MS Daniel St Fayetteville NC 28306

Phone: (910) 409-4000 E-Mail: _____

Signature: *E. M. Intype* Date: 2/14/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes (✓) No () if no, please skip to Question #4 below

2. What is your child's current grade level: 3

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes (✓) | No () |
| C. with a strong science program | Yes (✓) | No () |
| D. with a strong math program | Yes (✓) | No () |
| E. with a strong reading program | Yes (✓) | No () |
| F. with a strong technology integration | Yes (✓) | No () |
| G. with a safe learning environment | Yes (✓) | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (✓) No ()

Additional comments / suggestions:

Name: Tasha Cleveland
 Address: 4020 Nashville Dr
 Phone: (910) 286-2823 E-Mail: jc-sharp@cfes.org
 Signature: Tasha Cleveland Date: 2-14-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes No () if no, please skip to Question #4 below

2. What is your child's current grade level: 3 & 5

3. Would you agree with the following statements? Please answer all that apply:

"I want my child to attend a school

- | | | |
|--|---|--------|
| A. that is not overcrowded | Yes <input checked="" type="checkbox"/> | No () |
| B. with a strong academic program | Yes <input checked="" type="checkbox"/> | No () |
| C. with a strong science program | Yes <input checked="" type="checkbox"/> | No () |
| D. with a strong math program | Yes <input checked="" type="checkbox"/> | No () |
| E. with a strong reading program | Yes <input checked="" type="checkbox"/> | No () |
| F. with a strong technology integration | Yes <input checked="" type="checkbox"/> | No () |
| G. with a safe learning environment | Yes <input checked="" type="checkbox"/> | No () |
| H. Other... please specify: <u>Language arts</u> | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No

Additional comments / suggestions: I suggest we strengthen public schools with these metrics

Name: Anthony D KEETON
 Address: 3436 Brushy Hill Road, Fayetteville, NC 28304
 Phone: (910) 425-3925 E-Mail: _____
 Signature: [Signature] Date: 2-14-10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? 3 1/2 yrs. Yes () No (✓) if no, please skip to Question #4 below

2. What is your child's current grade level _____

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes (✓) | No () |
| C. with a strong science program | Yes (✓) | No () |
| D. with a strong math program | Yes (✓) | No () |
| E. with a strong reading program | Yes (✓) | No () |
| F. with a strong technology integration | Yes (✓) | No () |
| G. with a safe learning environment | Yes (✓) | No () |
| H. Other...please specify: | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?
Yes (✓) No ()

Additional comments / suggestions:

Name: Gina George
 Address: 6603-3 Barons Landing
 Phone: 910 584-8374 E-Mail: forensic14u@aol.com
 Signature: Gina George Date: 2/11/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No (X) if no, please skip to Question #4 below

2. What is your child's current grade level: _____

3. Would you agree with the following statements? Please answer all that apply:

"I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes () | No () |
| B. with a strong academic program | Yes () | No () |
| C. with a strong science program | Yes () | No () |
| D. with a strong math program | Yes () | No () |
| E. with a strong reading program | Yes () | No () |
| F. with a strong technology integration | Yes () | No () |
| G. with a safe learning environment | Yes () | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (X) No ()

Additional comments / suggestions:

Name: ALBERTO PAGAN
 Address: 1810 CAMELOT DRIVE
 Phone: (910) 423-7349 E-Mail: albertopagan@us.army.mil
 Signature: [Signature] Date: 11 FEB 2010

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No (+) if no, please skip to Question #4 below

2. What is your child's current grade level: _____

3. Would you agree with the following statements? Please answer all that apply:

"I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (+) | No () |
| B. with a strong academic program | Yes (+) | No () |
| C. with a strong science program | Yes (+) | No () |
| D. with a strong math program | Yes (+) | No () |
| E. with a strong reading program | Yes (+) | No () |
| F. with a strong technology integration | Yes (+) | No () |
| G. with a safe learning environment | Yes (+) | No () |
| H. Other... please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (+) No ()

Additional comments / suggestions:

Name: Karin Felton

Address: 1200 Munroton Rd.

Phone: 919 672-1381 E-Mail: E.felton@uncfcsu.edu

Signature: [Handwritten Signature] Date: 2/17/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes () No (X) if no, please skip to Question #4 below

2. What is your child's current grade level: _____

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes () | No () |
| B. with a strong academic program | Yes () | No () |
| C. with a strong science program | Yes () | No () |
| D. with a strong math program | Yes () | No () |
| E. with a strong reading program | Yes () | No () |
| F. with a strong technology integration | Yes () | No () |
| G. with a safe learning environment | Yes () | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (X) No ()

Additional comments / suggestions:

Name: Andre Bentley
 Address: 400 Airport Rd Fayetteville NC
 Phone: (910) 484-9023 E-Mail: Andre.R.Bentley@cfec.com
 Signature: Andre Bentley Date: 2/15/10

*** Thank you for your support & time! ***

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below.

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below

2. What is your child's current grade level: _____

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes () | No () |
| B. with a strong academic program | Yes () | No () |
| C. with a strong science program | Yes () | No () |
| D. with a strong math program | Yes () | No () |
| E. with a strong reading program | Yes () | No () |
| F. with a strong technology integration | Yes () | No () |
| G. with a safe learning environment | Yes () | No () |
| H. Other...please specify:..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program? Yes () No ()

Additional comments / suggestions: great area really needs it. ~~~~~

Name: Rodney West

Address: 1000 240 milled road Fayetteville, NC 28303

Phone: (919) 257-6849 E-Mail: 1west24@aol.com

Signature: [Signature] Date: 2/14/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes () No (✓) if no, please skip to Question #4 below

2. What is your child's current grade level: _____

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes () | No () |
| B. with a strong academic program | Yes () | No () |
| C. with a strong science program | Yes () | No () |
| D. with a strong math program | Yes () | No () |
| E. with a strong reading program | Yes () | No () |
| F. with a strong technology integration | Yes () | No () |
| G. with a safe learning environment | Yes () | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (✓) No ()

Additional comments / suggestions: This is great initiative for the betterment of the future generations education

Name: Uzma Khan
 Address: 105 Blue Creek Lane
 Phone: (910) 584-9302 E-Mail: ukhan@unc.edu
 Signature: [Signature] Date: Feb 12, 2010

--- Thank you for your support & time! ---
 CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents:

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes () No (✓) if no, please skip to Question #4 below

2. What is your child's current grade level: _____

3. Would you agree with the following statements? Please answer all that apply:

"I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes () | No () |
| B. with a strong academic program | Yes () | No () |
| C. with a strong science program | Yes () | No () |
| D. with a strong math program | Yes () | No () |
| E. with a strong reading program | Yes () | No () |
| F. with a strong technology integration | Yes () | No () |
| G. with a safe learning environment | Yes () | No () |
| H. Other... please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (✓) No ()

Additional comments / suggestions: Starting our children at an early age will be exciting

Name: Kerry Ann Williams
 Address: 225-12 Waterdown Drive
 Phone: 910-213-2719 E-Mail: kwilli11@bravo.com
 Signature: [Signature] Date: _____

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes () No (x) if no, please skip to Question #4 below

2. What is your child's current grade level: _____

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes () | No () |
| B. with a strong academic program | Yes () | No () |
| C. with a strong science program | Yes () | No () |
| D. with a strong math program | Yes () | No () |
| E. with a strong reading program | Yes () | No () |
| F. with a strong technology integration | Yes () | No () |
| G. with a safe learning environment | Yes () | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (x) No ()

Additional comments / suggestions:

Name: ELLEN McMILLIAN
 Address: 3213 SAND HILL DRIVE
 Phone: 919 978 8935 E-Mail: E.McMillian9@cc.nc.edu
 Signature: [Handwritten Signature] Date: 2/14/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes () No () if no, please skip to Question #4 below

2. What is your child's current grade level: 9

3. Would you agree with the following statements? Please answer all that apply:


I want my child to attend a school

- | | | |
|---|---|--------|
| A. that is not overcrowded | Yes (<input checked="" type="checkbox"/>) | No () |
| B. with a strong academic program | Yes (<input checked="" type="checkbox"/>) | No () |
| C. with a strong science program | Yes (<input checked="" type="checkbox"/>) | No () |
| D. with a strong math program | Yes (<input checked="" type="checkbox"/>) | No () |
| E. with a strong reading program | Yes (<input checked="" type="checkbox"/>) | No () |
| F. with a strong technology integration | Yes (<input checked="" type="checkbox"/>) | No () |
| G. with a safe learning environment | Yes (<input checked="" type="checkbox"/>) | No () |
| H. Other...please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes () No ()

Additional comments / suggestions:

Name: Cardet Akbay
 Address: 1942 Ireland Dr. Fayetteville, NC 28304
 Phone: (910) 672-1943 E-Mail: caibay@uncw.edu
 Signature:  Date: 02/10/10

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

**CUMBERLAND COUNTY
A CHARTER SCHOOL INITIATIVE SURVEY (*)**

Dear Parents,

Cape Fear Education Services (CFES), Inc is currently developing a charter school proposal in Cumberland County, NC. Charter schools are free public schools in the US that receive public money, but founded and governed by a private non-profit board.

The purpose of this survey is to find out if our parents would support such a school in Cumberland County. Participation in this survey is voluntary and does not create any commitment on your part to send or assign your child to any charter school.

Please answer the questions below:

1. Do you have a school-age child? Yes (✓) No () if no, please skip to Question #4 below

2. What is your child's current grade level: K

3. Would you agree with the following statements? Please answer all that apply:

I want my child to attend a school

- | | | |
|---|---------|--------|
| A. that is not overcrowded | Yes (✓) | No () |
| B. with a strong academic program | Yes (✓) | No () |
| C. with a strong science program | Yes (✓) | No () |
| D. with a strong math program | Yes (✓) | No () |
| E. with a strong reading program | Yes (✓) | No () |
| F. with a strong technology integration | Yes (✓) | No () |
| G. with a safe learning environment | Yes (✓) | No () |
| H. Other... please specify..... | | |

4. Would you SUPPORT a charter school in your community that offers a SCIENCE & MATHEMATICS focused curriculum and a STRONG ACADEMIC program?

Yes (✓) No ()

Additional comments / suggestions:Fayetteville certainly needs a STEM charter.....

Name: Carole Akbay
 Address: 1942 Ireland Dr. Fayetteville, NC 28304
 Phone: (910) 672-1943 E-Mail: cabay@uncfsu.edu
 Signature: [Signature] Date: 02/10/2010

--- Thank you for your support & time! ---

CAPE FEAR EDUCATION SERVICES
www.capefeareducation.org
capefeareducation@gmail.com

(*) This survey is being conducted to fulfill the requirements of the Charter School application process, and your information will not be used for any commercial purposes.

