



–FAST TRACK”
CHARTER SCHOOL APPLICATION
TO BEGIN IN FALL 2012

TRIANGLE MATH and SCIENCE ACADEMY

—*Success, Nothing Less*”

SUBMITTED TO
OFFICE OF CHARTER SCHOOLS
NORTH CAROLINA STATE BOARD OF EDUCATION

I. APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Triangle Math and Science Academy

NAME OF NONPROFIT ORGANIZATION UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Triad Math and Science Academy Company

HAS THE ORGANIZATION APPLIED FOR 501(c)(3) NON-PROFIT STATUS:
Yes No

Provide the name of the person who will serve as **the primary contact** for this Application. **The primary contact** should serve as the contact for follow-up, interviews, and notices regarding this Application.

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TITLE/RELATIONSHIP TO NONPROFIT: Board Member, Local Resident in Wake County

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Location of Proposed Charter School (LEA): Wake County

Conversion:

No:

Yes: If so, Public or Private:

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

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

Description of Targeted Population: Triangle Math and Science Academy (TMSA) will be an LEA in Wake County. As a result we anticipate that our student body will reflect the county's demographics. Furthermore, being a STEM school TMSA will mainly attract those students who are curious to explore and have intrinsic motivation for math, science and technology.

Proposed Grades Served: K-12

Proposed Total Enrollment: 272

Projected School Opening Year 2012 Month August

School Year	Grade Levels	Total Projected Student Enrollment	Year Round	
			YES	NO
First Year	K-6	272		X
Second Year	K-7	344		X
Third Year	K-8	420		X
Fourth Year	K-9	490		X
Fifth Year	K-10	536		X

I certify that I have the authority to submit this application and that all information contained herein is complete and accurate, realizing that any misrepresentation could result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the applicant.

Signature

Title

Printed Name

Date

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I. MISSION, PURPOSES and EDUCATIONAL FOCUS

A. MISSION

The mission of the proposed charter school is as follows:

The mission of Triangle Math and Science Academy (TMSA) 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 partnerships, and strong teacher-student relationships.

The purpose of TMSA is to provide a high quality and enriching educational experience that targets 21st century outcomes for elementary, middle and high school students in Wake 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.

In order to meet six legislated purposes of NC Charter School law TMSA will:

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

Core values of TMSA 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.

B. EVIDENCE FOR NEED OF THE PROPOSED SCHOOL D MISSION

Statement of Need for a Charter School

a. To fulfill the needs of increasing Student population

Modeled after Triad Math and Science Academy of Greensboro, TMSA will be the first STEM charter school in Wake County focusing on Information Technology. During 2010-11 academic year, after having met 17 out of 17 AYP targets, TMSA of Greensboro was designated as the –School of Distinction.” This designation is awarded on the basis of the percentage of students performing at grade level and on whether students have learned as much as they are expected to learn in one year.

When examining the trends in the change of demographics between 2000 and 2010, it is noted that Wake County, among other counties in NC, experienced one of the largest growths rates (43.5%) in population over the past 10 years, whereas NC state gained only 18.5% increase for

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

the same time period. The graph below summarizes population change and trends in school age population for the past 10 years.

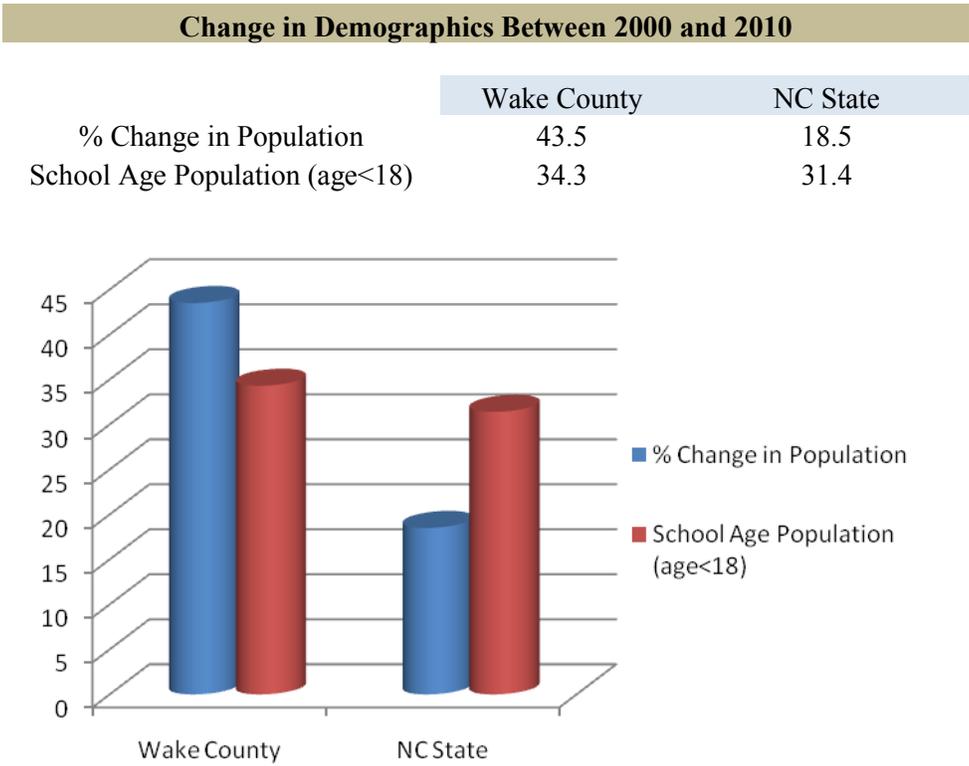
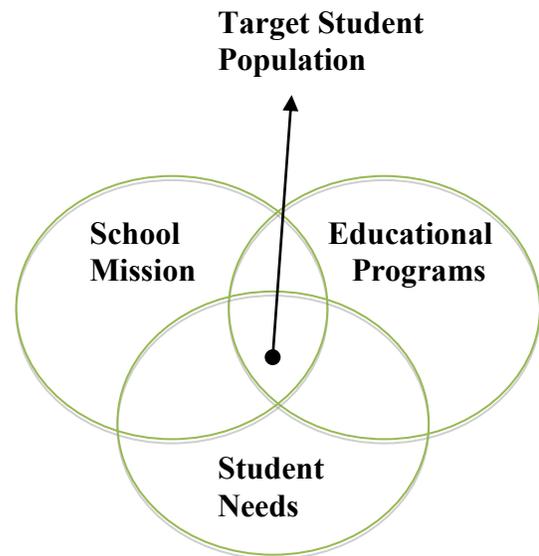


Figure 1: Trends in school age population change.

TMSA will be a public school with an open enrollment policy encouraging local students to join the TMSA student body. We adopted a non-discriminatory policy, and we believe in equal and free access to public education for all. Furthermore, it has been our experience from the TMSA of Greensboro that the majority of our prospective students will naturally be among those who are curious to explore and have intrinsic motivation for science and technology.

As shown in the graphs below, the projections indicate that the population in the Wake County will exceed the one million mark by the year 2015, thus making Wake County the most crowded school district in the state². And Wake County Public School System (WCPSS) has been historical experiencing long waiting list.



² http://www.wcpss.net/news/2010_oct8_20day_enrollment/

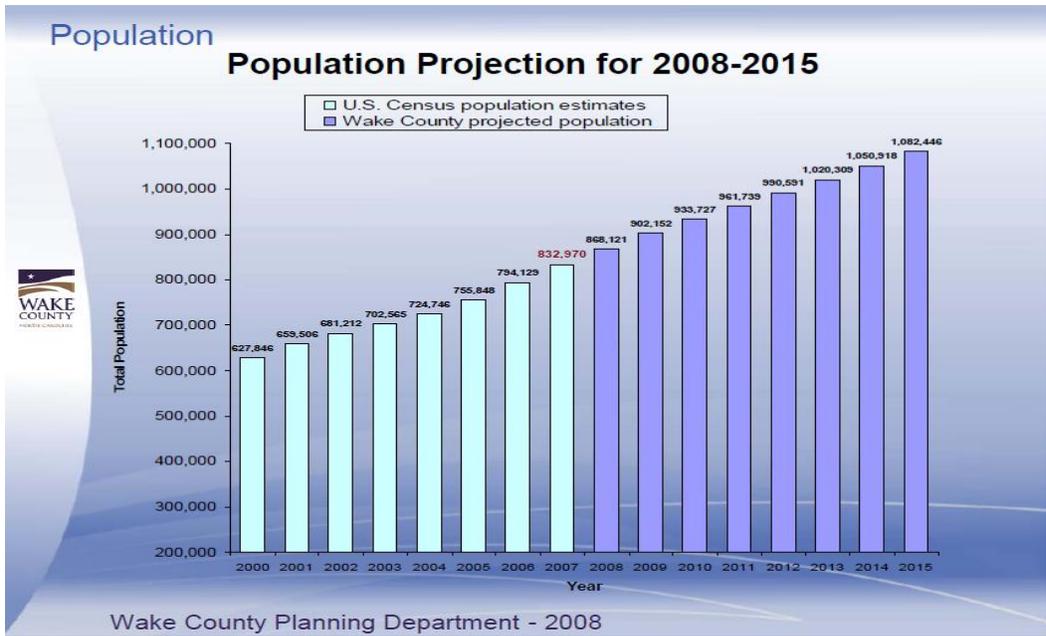


Figure 1: Population projection

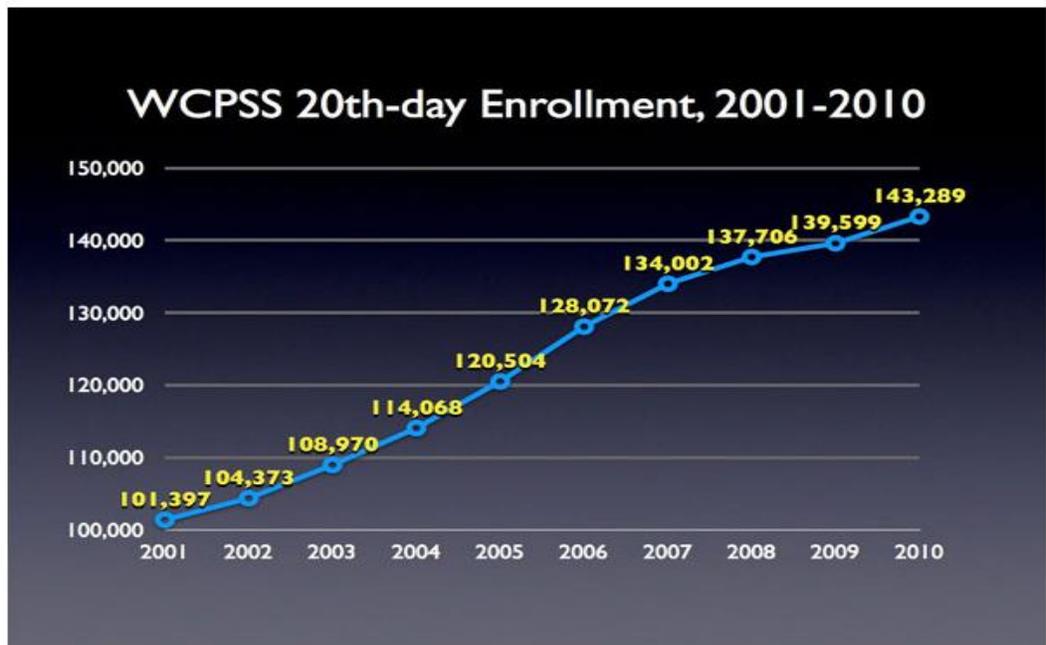


Figure 2: Wake County enrollment

Furthermore, TMSA founding members have been conducting community support surveys in order to have a realistic market analysis. So far, we have collected 182 surveys, and as shown in the graph below, 98% (178 survey) of families indicated their support for a Math and IT Charter School in their community. See actual surveys in Appendix D.

Survey results for TMSA support in Wake County

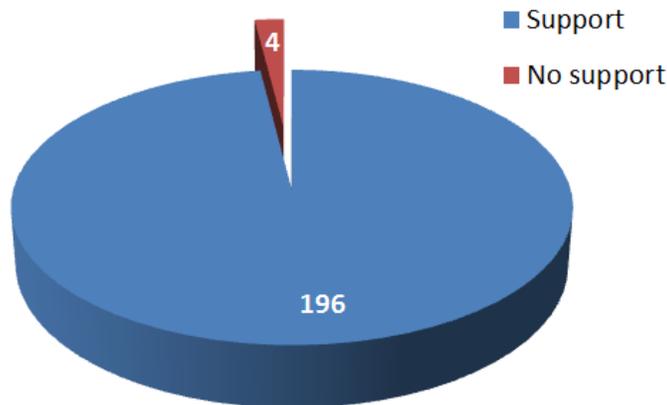


Figure 3: Community Support Survey Results

Additionally, we met with numerous elected officials and members of local community organizations, churches, and neighborhood associations. The feedback we received was very supportive and encouraging, and affirmed the need for a school such as TMSA in the area. The following key individuals have either expressed their support or issued a letter of endorsement for STEM charter school in the community.

- Wake County Rep. Jennifer Weiss
- Wake County Rep. Grier Martin
- Wake County Senator Neal Hunt
- Wake County Senator Josh Stein
- Gabriela Zabala, Director of Office of Hispanic/Latino Affairs, Office of Governor Bev Purdue
- Andrew Behnke, Assistant Professor at NC State and NC Cooperative Extension
- Harold Weinbrecht, Mayor of Cary
- Keith Weatherly, Mayor of Apex
- Jackie Holcombe, Mayor of Morrisville
- Harold Broadwell, Mayor of Wendell
- John Byrne, Mayor of Fuquay-Varina
- Bob Matheny, Mayor of Zebulon
- Russell Killen, Mayor of Knightdale
- Dick Sears, Mayor of Holly Springs
- Phil Matthews, Wake County Commissioner, Vice Chair
- Tony Gurley, Wake County Commissioner

At TMSA our educational philosophy is that we do not just want to prepare our students for the EOG, or SAT; instead, we want to prepare them for the workforce and a career. Many students in Wake County are not ready for the rigor of college coursework and need to take remedial classes. We are not worried about these standardized tests because we will teach at a higher-grade level. TMSA's mission is to exceed the school district's SAT averages and the state's proficiency scores on mandated testing, as well as to achieve high college acceptance rates. In addition to offering rigorous math and science courses, we will also offer several Advanced Placement (AP) courses, which will help our students to earn college credits.

TMSA will provide a tuition-free alternative to the existing public schools with a strong educational STEM program focusing on mathematics and IT, thus preparing students for a successful higher education.

It is TMSA's goal to address needs of students in the targeted area in the most efficient and productive way possible, and thus play a supplemental role to the existing public school system. In this regard, TMSA will implement an innovative, technology-integrated educational program that builds up a rigorous academic background in a nurturing, productive, safe, and disciplined learning environment. TMSA's innovative educational approach will allow the school to pursue its performance targets of exceeding the district's SAT averages, greatly surpassing the district's EOG and HSA proficiency test averages, and achieving high college acceptance rates.

TMSA students will experience intense and individualized instruction, especially in mathematics and IT, thus acquiring a strong academic background for a successful higher education. They will be provided opportunities for internships, projects, and in science fairs to gain hands-on experience and also observe, firsthand, real-world applications of the concepts they learn in class. One-on-one tutoring and peer-study groups will also be available for students to further assist them in their studies. At TMSA, we will expose our children to a variety of perspectives by means of technology, and we will challenge our students with high quality math and science curricula.

In addition to the academic welfare of the Wake County students, their social welfare will also be top priority. Therefore, we will integrate "Character Education" programs into the fabric of our curriculum to help with value formation while helping to boost academic performance. According to reports released by the Character Education Partnership (CEP), schools that integrated character education into the fabric of their curricula and cultures (for example, CEP's National Schools of Character) experienced improvement in academic achievement, behavior, school culture, peer interaction, and parental involvement. Through character education programs, students develop performance habits and intellectual qualities that enable them to perform at their highest potential not only in school but also in their personal and professional lives. These dual functions of character education work together in mutually supportive and complimentary ways. Research has shown that schools implementing good character education programs report, on the one hand, reduced levels of violence, crime, disruptive behavior, and discipline referrals, while on the other, improved attendance and academic achievement

a. To increase the Math and Science Scores to meet in Standardized Test.

According to the Nation's Report Card, 30% of the fourth graders and 24% of the eighth graders were at or above the NAEP science proficient level in 2009³. The average score for science was 149 out of 300 for national public eight graders, while it was 144 out of 300 for North Carolina eighth graders. Similarly, 38% of the fourth graders and 36% of the eighth graders were at or above the NAEP mathematics proficient level in 2009.⁴ That statistics imply that students of our state need additional innovative and effective approaches to reach the level of success they deserve.

³ The Nation's Report Card. (2009). http://nationsreportcard.gov/science_2009/

⁴ The Nation's Report Card. (2009). http://nationsreportcard.gov/math_2009/

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 mathematics and science. The ability to compete on 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. Mathematics and science skills are among the most essential skills for STEM fields. Indeed, a strong mathematics and science foundation is critical to succeed in college regardless of the field attained. Furthermore, 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.

Why Math and Science?

Students who take rigorous mathematics and science courses are much more likely to go to college than those who do not. Mathematics achievement depends on the courses a student takes, not the type of school the student attends.

According to U.S Department Education, taking rigorous mathematics and science courses in high school appears to be especially important for low-income students. Low-income students who took algebra I and geometry were almost three times as likely to attend college as those who did not."

TMSA aims to make a unique contribution to the education in Wake County. The foundation of this Charter School is timely because in this Hi-Tech era, a new generation is interacting with technology and computers at very young ages. Therefore, the educational needs of these so-called "digital citizens" cannot be satisfied with the traditional. American education is being bolstered by the increasing use of educational technology, greater accountability, and growing new partnerships between tech-savvy students and teachers according to a report released by the U.S. Department of Education⁵. "There is a new fervor in American education and a new creativity that's being driven in part by this generation of tech-savvy students," said former U.S. Secretary of Education Rod Paige. "We are already seeing some remarkable results, and I believe this trend bodes well for the future of our country." As the report noted, America's students are our ultimate constituents, and we need to listen to them. Hearing this message and understanding the needs of the "digital citizens," TMSA will not only teach the technology but also integrate technology actively into instruction to improve student learning.

In a broader perspective, in line with the Obama Administration's support for charter schools, the US Department of Education has launched the "Race to the Top" program (\$1.35 billion for the program in his FY 2011 budget)⁶ to expand and replicate successful charter school models across the nation. Considering the substantial success of Triad Math and Science Academy of Greensboro, expansion of its concept in Wake County as TMSA is an excellent fit into the overall nationwide initiative of the Department of Education.

⁵ U.S. Department Of Education Releases National Education Technology Plan - <http://www2.ed.gov/news/pressreleases/2005/01/01072005.html>

⁶ Race to Top Fund - <http://www2.ed.gov/programs/racetothetop/index.html>

C. SIX PURPOSES OF PROPOSED CHARTER SCHOOL

1. **Improve student learning:**

TMSA will employ active learning methods that aim to enhance learning process by shifting the focus of teaching from teacher to learners. In its active learning structure, TMSA will also apply the following techniques to 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 Education⁷, the TMSA 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 into instruction:⁸
 - technology for inquiry
 - technology for communication
 - 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’ assessment results and use these results for educational and instructional planning.
- Cognitively oriented instruction⁹: 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 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 accomplished through collaboration with the local colleges and universities and

⁷ Center for Science, Mathematics, and Engineering Education (CSMEE; 1999). Designing Mathematics or Science Curriculum Programs: A Guide for Using Mathematics and Science Education Standards.

⁸ 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.

⁹ Snow, D. (2003). *Noteworthy perspectives: Classroom strategies for helping at-risk students* (rev. ed.). Aurora, CO: Mid-continent Research for Education and Learning.

institutions by 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, 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.
- A Community-centered learning environment will be created to help students build confidence in themselves that ~~they~~ can do well, find the meaning and value in the material learned and feel that they are valued members of the learning community¹⁰. 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. TMSA targets a teacher-to-student ratio of 1:16 with a maximum class size of 24.

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:

2. 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 and assessment is critical. These strategies are proven to be effective to improve learning of students who are identified as at risk of academic failure:

- 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. Those approaches 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 the core program. Tier-2 is intended to providing supplemental and extended instruction. Tier-3, the final tier, is an intense and individualized intervention.

¹⁰ Barbara Gross Davis. Motivating Students.

<http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/motiv.htm>

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 (the areas, in which a student is able to accomplish a skill with the help of a more skilled individual) the individual will be moved to the level at which the student can do by him or herself. 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 a variety of instructional strategies at his or her 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. This will be done by sending materials and resources to the students' home as well as, educating parents in the means to help their children complete their homework and learning. Assistance will also be given to parents concerning the advantages and methods to structure student's routines and homework times. Parents will be strongly encouraged to volunteer in school activities to increase the efficacy of the student's learning experience as well as to visit the school. Parents will be kept informed about the progress of their children.

If the student does not respond 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 TMSA 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 risk for the next year and to minimize the summer lost.
- English Language Learners: Instructions designed to enhance language acquisition as well as content comprehension of ELL students will be provided. Teacher will coordinate with a reading specialist or ESL teacher.

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: TMSA will recruit competent teachers and professionals and provide professional development to meet the needs of AIG students. Collaboration with Wake County's AIG specialists will be facilitated.
- School Year Programs and Summer Camps: TMSA 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: TMSA 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 teaches to learn how to learn using real-life problems¹¹. Thus, TMSA 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 TMSA. 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.¹² Action research empowers teachers to make informed decisions about what works, what should be changed to improve students' learning as well as to improve teachers' pedagogical and content knowledge in their own classrooms with

¹¹ Boud, D. & Feletti, G. (1999). *The challenge of problem-based learning*. (2nd Ed.), London: Kogan Page.

¹² Nolen, A.L. & Putte, J. V. (2007). Action research in education: Addressing gaps in ethical principles and practices. *Educational Researcher*, 36 (7), 401–407.

their 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 Fine¹³ propose 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, TMSA’s notion of 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 information¹⁴. 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

¹³ 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>

¹⁴ 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

- English Language Learners
- Child and adolescent development
- Various technology tools

5. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system:

The following educational opportunities will be available for parents and students

- Strong mathematics and science focused curriculum
- Open enrollment that 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

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.)

TMSA, 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 Wake 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) and 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 reliance 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 proficient on EOC tests for Algebra 1 (unless exempted by the student’s Individualized Education Program), Biology, Civics and Economics, English I, and U.S. History and the Computer Skills Test¹⁵.

Similar to other charter schools, TMSA 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 determine success at TMSA. Parent and student satisfaction will be measured by annual satisfaction surveys. Results of the surveys will be reported to the Board of Directors in a public meeting and these will be used to better understand and improve the areas of concern.

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

D. EDUCATIONAL FOCUS

Triangle Mathematics and Science Academy is a proposed charter school with a math & science focus from grades Kindergarten level through Grade 12 in North Carolina Wake County. The mission of TMSA 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 TMSA is committed to providing a high quality and enriching educational experience that targets 21st century skills for elementary, middle and high school students in Wake County¹⁶. 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 TMSA 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 relationships.

¹⁵ Public Schools of North Carolina NC Standard Course of Study, K-12.
[Http://www.Ncpublicschools.Org/Curriculum/Graduation/](http://www.Ncpublicschools.Org/Curriculum/Graduation/)

¹⁶ Framework for 21st century learning, http://www.21stcenturyskills.org/documents/P21_Framework.pdf

Core values of TMSA 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 those 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 and Common Core Standards 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.

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.

A. PRIVATE NONPROFIT CORPORATION

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

Name of Private Nonprofit: Triad Math and Science Academy Company

Mailing Address: 700 Creek Ridge Rd.

City/State/Zip: Greensboro, NC 27406

Street Address: 700 Creek Ridge Rd.

Email: atombak@gmail.com

Phone: 336-601-1740

Fax: 336-621-0072

Name of registered agent and address: Ali Tombak, PhD., 3529 Parkhill Crossing Dr., High Point, NC 27265

FEDERAL TAX ID: 20-8471670

B. TAX-EXEMPT STATUS

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-see Appendix A)

No

Note:

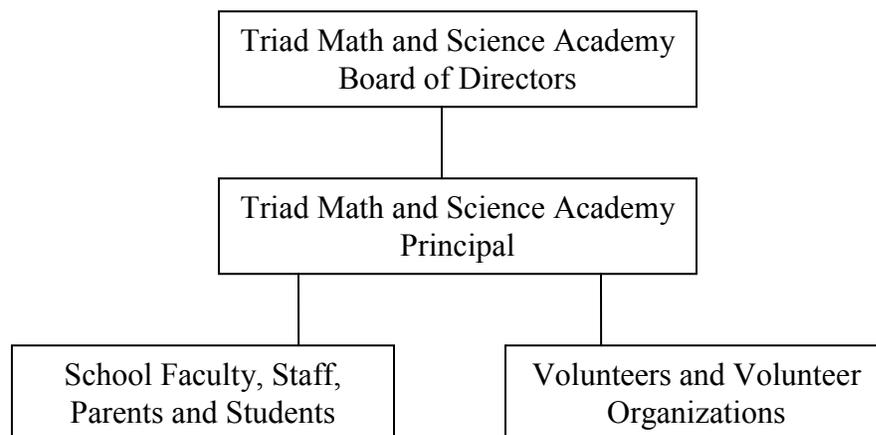
The tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval. *(G.S.115C-238.29E(b))*

C. ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT

The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

Please provide the following in this location of the APPLICATION: (Do not include as an appendices.)

1. A well-defined organizational chart showing the relationship of the Board of Directors to the administrative staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing the charter school.



2. A one-page resume for teach member of the board of directors highlighting his or her experiences over the past ten or more years.

The Board of Directors of proposed Triangle Math and Science Academy is the existing Triad Math and Science Academy's Board of Directors who has carried the charter school to success over the last years. The Board of Directors members have a wide range of expertise and experience in education, management, financial planning, law and

community outreach. As will be seen from the resumes, TMSA has a very strong team that not only understands the challenges of establishing such a school but also capable of overcoming these challenges. The most significant glue that binds such a diverse team is the desire of making a positive contribution to the education of our future.

ALI TOMBAK

Home Address: 3529 Parkhill Crossing Dr., High Point, NC 27265

Cell Phone: (336) 601-1740 — **e-mail:**atombak@gmail.com

Nationality: U.S. Citizen— **Personal:** Married with two children

PROFILE

Dr. Tombak is an electrical engineer doing research and development on high frequency high power amplifiers and switches for cellular applications based on bulk Silicon and Silicon-on-Insulator (SOI) based integrated circuit technologies. He serves as a technical reviewer for various journals and conferences, and served as an elected Board member for Turkish-American Scientists and Scholars Association. He has 5 issued patents and patent applications, and authored 29 journal and conference publications. He is the recipient of various awards, and gave several invited talks at universities and conferences. Dr. Tombak is also very passionate in math, science, and technology focused K-12 education. He is the founding Board member and serves as the President of Triad Math and Science Academy (TMSA), a charter school in Greensboro, NC with ~500 enrolled students serving grades K-10.

EDUCATION

- Ph.D.** Electrical Engineering, University of Michigan, Ann Arbor, MI
December 2004
- M.S.** Electrical Engineering, North Carolina State University, Raleigh, NC
December 2000
- B.S.** Electrical Engineering, Middle East Technical University, Ankara TURKEY
June 1999

PROFESSIONAL EXPERIENCE

- 10/2008-present **Staff Design Engineer, Technology Platforms Org., RF Micro Devices Inc., Greensboro, NC**
- 10/2004-9/2008 **Senior Design Engineer, Corporate R & D, RF Micro Devices Inc., Greensboro, NC**
- 9/2001-9/2004 **Research Assistant, Radiation Laboratory, Department of Electrical Engineering and Computer Science, University of Michigan, Ann Arbor, MI**
- 8/1999-8/2001 **Research Assistant, Department of Electrical and Computer Engineering, North Carolina State University, Raleigh, NC**

ACTIVITIES AND SERVICE

Technical Reviewer for IEEE Transactions on Microwave Theory and Techniques, IEEE Microwave and Wireless Components Letters, IEEE Antennas and Wireless Propagation Letters, IEEE Transactions on Electronics Packaging Manufacturing, IEEE Radio and Wireless Symposium, 2005 IEEE Southeast Conference, Fort Lauderdale, FL, Active and Passive Electronic Components, Hindawi Publishing Corp.

Elected Board Member for Turkish-American Scientists and Scholars Association (Jan, 2005 - Dec, 2007) (www.tassausa.org)

Adult CPR/AED, First-Aid, and Bloodborne Pathogens certified

Founding Board Member and President, Triad Math and Science Academy (TMSA), a charter school in Greensboro, NC with ~500 enrolled students serving grades K-10 (www.tmsacharter.org)

Numan S. Dogan

4506 Brandt Ridge Dr.
Greensboro, NC 27410,

phone # (336) 282 3926
Fax: (336) 334 7716,
e-mail-office: dogan@ncat.edu

Education

B.S. (Electrical Eng.) Karadeniz Technical University, Trabzon-Turkey, 1975
M.S. (Electrical Eng.) Polytechnic Institute of New York, N.Y., 1979
Ph.D. (Electrical Eng.) University of Michigan, Ann Arbor, MI, 1986
Thesis advisor: Professor George I. Haddad

Employment

7/05-present Professor, ECE North Carolina A&T State University
9/1/02-present Adjunct Professor , ECE Syracuse University, NY
8/98-7/05 Associate Professor , ECE North Carolina A&T State University
6/98-8/98 Visiting Research Scientist , General Electric Corporate Schenectady, NY 12309

Personal Information

Citizenship: USA

Professional Affiliations

Senior Member, Institute of Electrical and Electronics Engineers (IEEE)
Vice Chair, IEEE North Carolina Council.
Secretary, IEEE ED/MTT/SSC Chapter , Greensboro, NC.
Triad Math and Science Academy

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University and Community Services

Research Council, Division of Research, NC A&T State University, 2004-present
Intellectual Property Committee, NC A&T State University, 2001-2002
Affirmative Action Committee, NC A&T State University, 1998-2000
Faculty search committee, WSU, 1989-1992
Faculty senate, WSU, 1992-1993
Coordinator (Mousetrap vehicle), 1993 Washington State Science Olympiad
Soccer head coach, Under 8 girls, Auburn Soccer Association, Spring 98.

Teaching Interests

Have sixteen years of experience teaching undergraduate and graduate courses in the following subject areas; (1) Electrical Circuits, (2) Electromagnetics, (3) Microelectronics, (4) Semiconductor Device Theory, (5) Analog and Digital Integrated Circuits, (6) Digital Design, (7) VLSI Design, (8) IC Fabrication Laboratory, and (9) RF CMOS Circuits.

Research Interests

Earlier career, conducted research in Semiconductor Device Fabrication and Modeling (GaAs/AlGaAs MITATT diodes, GaAs/AlGaAs HBTs, LDD-MOSFETs, and Varactors), High-temperature electronics, Biosensors, Ultrasound Transducers, Silicon Micromachining, Nonreciprocal Microwave Devices.

Current research focus: RF IC design for low-power wireless applications, Millimeter-wave CMOS Circuits, Finite Ground Coplanar Waveguides (FGC) on lossy Si substrates, and Energy-Starved Electronics (ultralow-power design).

Publications

1 book chapter, 11 journal publications, 40 conference publications, and 4 technical reports.

DIANE GUNESGOR

CURRICULUM VITAE

3963 Old Hisborough Rd Mebane, NC 27302

E-mail: Jebsmommy@aol.com

Cell: 919-563 4398

EDUCATION

Nyack College, Nyack NY

Bachelor of Science in Elementary School Education Minor in Physiology

CERTIFICATION

NC Highly Qualified Reading K-12

NC State Certification Elementary Education K-6

New York State Provisional Certification Elementary Education K-6

PROFESSIONAL EXPERIENCE

Reading Remediation Teacher K-2 2005-present

Alamance Burlington Schools: E.M. Yoder

First Grade Teacher 2002-2005

Alamance Burlington Schools: E.M. Yoder

First Grade Teacher 2000-2002

Moore County School: Cameron Elementary

Teacher Assistant Title 1 1997-2000

Middle Country School District

Substitute Teacher 1996-1997

Patchogue-Medford, Mt. Sinai, Miller Place, Center Moriches, and Shoreham Wading River School Districts

Teacher 1990-1996

Leonard E. Burket Christian School, Center Moriches, NY

HIGHLIGHTS

- Developed and implemented — Pen ~~R~~ Program”
- Instituted and —Anti-Drug Program” and scheduled class discussions
- Initiated school Science Fair to promote student interest
- Encouraged participation in statewide Bus Safety Contest resulting in 3rd place finalist
- Coordinated the production of Yearbook

HONORS AND AWARDS

Served as Resident Assistant, 1987-1990

Nyack College Academic Honors, 1990

Nyack College Scholoastic Achievement Award, 1990

Gary L. Lebbby
Professor and Director of Machine Intelligence
Department of Electrical Engineering
North Carolina A&T State University
Phone: (910) 334 7761; Fax: (910) 334-7716
E-mail: lebbby@ncat.edu

EDUCATION:

Ph.D. Electrical and Computer Engineering, 1985, Clemson University,
Clemson, South Carolina.

M.S. Physics, 1982, University of South Carolina, Columbia, South Carolina.

B.S. Physics, 1980, University of South Carolina,
Columbia, South Carolina.
Mathematics, 1980, University of South Carolina
Columbia, South Carolina.

EXPERIENCE:

86-present Assistant to Full Professor in North Carolina A&T State University

8/82 - 8/85 Research Associate, Clemson University SC
8/82 - 8/85 Research Associate , J. F. Leathrum, Chair of Software Engineering
Clemson, South Carolina.

5/83 - 8/83 Telecommunications and Software Engineer, Columbia, South Carolina.
12/80 - 5/82 Graduate Researcher, Columbia, South Carolina.
5/80 - 8/80 Engineering Trainee, Fermi National Accelerator Laboratory, Botavia,
Illinois.

HONORS:

- Chancellor of North Carolina A&T State University Appointee to the Guilford GUILD for Leadership, 1997.
- Governor's Appointee for the University of North Carolina System to the State Board of Examiners of Electrical Contractors, 1996-2002.
- Community Service Award, Tutorial Programs for Disadvantage Youths, National Council of Negro Women, Columbia, South Carolina, 1988.
- North Carolina A&T State University Appointee to Honeywell Faculty Institute for Science and Engineering, Minneapolis, Minnesota, 1987.
- Minnesota Mining and Manufacturing Engineering Fellow, Innovative Methods in Pattern Recognition, Saint Paul, Minnesota. 1987 - 1990.
- Most Outstanding Engineering Faculty Award, Electrical Engineering, North Carolina A&T State University, Greensboro, North Carolina, 1987.
- Industrial Graduate Research Fellow, Clemson University, Electrical and Computer Engineering Department, Clemson, South Carolina, 1985.
- University, Harris Corporation, Miami, Florida, 1984.
- Corporate Engineering Research Fellow, Clemson University Electric Power Research Association, Clemson, South Carolina 1982-1985.
- South Carolina Graduate Fellow, South Carolina Commission on Higher Education, Columbia, South Carolina, 1982.

Mustafa Atay

Department of Computer Science
Winston-Salem State University
3215Elva J.Jones Computer Science Building
Winston-Salem,NC 27110

email:ataymu@wssu.edu
Phone: (336) 750-8641

Education

- PhD ComputerScience WayneStateUniversity,Detroit,MI,USA 2006
- MS ComputerEngineering FatihUniversity,Istanbul,Turkey 2001
- BS ComputerScience&Engineering HacettepeUniversity,Ankara,Turkey 1994

Employment

- Assistant Professor Dept.of Computer Science,Winston- 2007–present
- Summer Scholar Dept.of Computer Science,University Summer‘07
- Teac. Asst- Dept.of Computer Science,Wayne State University,MI,USA 2002–2007

Teaching

Prof. Atay has been teaching a variety of courses in computer science and technology including Database Management, programming, Systems Administration.

Publications and Presentations and Projects

Prof. Atay published 1 book, 14 articles presented 13 lectures in various national and international conferences. His research area is computer science and data management. He is advising 2 grad students.

Professional Activities

- Program Committee Member
 1. International Conference on Database and Expert Systems Applications (DEXA‘11), Toulouse, France, August 2011.
 2. 22.International Workshop on Data Mining with Graphs and Matrices in conjunction with DEXA‘11, Toulouse,France,August,2011.
 3. IADIS International Conference on Informatics,Rome,Italy,July 2011.
 4. 21.International Conference on Database and Expert Systems Applications (DEXA‘10), Bilbao, Spain, August 2010.

Awards and Certificates

- Department of Computer Science GTA Recognition Award, Graduate School,WayneStateUniversity,April 2006.
- Summer Dissertation Fellowship, Graduate School,Wayne State University,Summer 2005.
- Department of Computer Science GTA Recognition Award, Graduate School, Wayne State University, April 2004.
- Certificate of Teaching Development, Graduate School, Wayne State University, September 2001

KENAN GUNDOGDU
CURRICULUM VITAE
1933 Edenhurst Ave Cary, NC 27513
E-mail: Kenan_gundogdu@ncsu.edu
Cell: 919- 521 0800

EDUCATION

PhD Physics: The University of Iowa, 1999-2004
BS Physics: Bosphorous University, 1995-1999

EMPLOYMENT

Assistant Professor Department of Physics North Carolina State University	2008-present
Postdoctoral Associate Chemistry Department Massachusetts Institute of Technology	2006-2008
Postdoctoral Associate Chemistry Department The University of Iowa	2004-2006

HONORS AND AWARDS

Tubitak fellowship 1995

PUBLICATIONS AND EDUCATIONAL ACTIVITIES

Professor Gundogdu has published 30 research papers, and filed 3 patents. He organized and involved in many outreach activities including scientific conference organizations, science fairs. He coached high school students for international and national science olympiads, prepared students for college. He involved in organizations that provide carrier guidance to students.

ADVISORSHIP

Dr Gundogdu has currently four graduate students in his research group and involved in training of five students in his previous positions.

3. The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law.

D. TRIAD MATH AND SCIENCE ACADEMY COMPANY BYLAWS

ARTICLE I: NAME

Section 1: Name

The name of the nonprofit corporation is TRIAD MATH AND SCIENCE ACADEMY COMPANY (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 Greensboro, in Guilford County, in the State of North Carolina. The street address of the registered office of the Corporation is 700 Creek Ridge Rd., Greensboro, NC 27406 and the registered agent at such address is Ali Tombak.

ARTICLE II: PURPOSE

Section 1: Purpose

The purpose of the Corporation is to apply for, establish, and govern charter schools (Schools) under North Carolina Charter School Statutes and to pursue related educational endeavors.

ARTICLE III: MEMBERSHIP

Section 1: Membership

The corporation shall have no members.

ARTICLE IV: BOARD OF DIRECTORS

Section 1: Powers

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

Section 2: Mission

The mission of the Board of Directors 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

- a) The number of persons constituting the Board of Directors who have voting authority shall be seven (7).
- b) A person needs to be at least twenty-one (21) years old and in good standing to be qualified as a Director. Parents of the Schools’ students can be and are encouraged to be nominated to the Board of Directors;

- c) Election procedures to the Board of Directors are outlined as follows:
 - Nominations may be made by any Board member;
 - Vote to be taken publicly by show of hands;
 - A nominee is declared a Director as long as he/she receives the votes of the majority of the Directors.

- d) Directors shall serve for a term of three years, or until their successors are elected. A Director will be removed by a majority vote of the Board at any meeting. In order to be re-elected, he/she can be nominated by a Board member similar to any other nominee; Directors can nominate themselves as well.

Section 4: Duties

The Board is committed to the education of all students to the best of their individual abilities; to a constant awareness of the concerns and desires of the community regarding the quality and performance of the Schools 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,

- Directors shall meet at such times and places as required by these bylaws.
- The Board may consider a Director with three consecutive un-excused absences from regular meetings as having resigned.
- Directors 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 Schools' 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 Schools' administration building or any other appropriate place. 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 written or oral notice at least 24 hours in advance at the front door and Parent Information Center. Board members will be given at least 24 hours' notice of the meeting and the topics to be addressed. Notice to Board members may be by telephone, e-mail, fax or some other means to achieve notification.

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 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 Directors 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 Directors present at a meeting in which there is a quorum shall be the action of the Board of Directors. 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 Directors

A Director 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

Directors 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: Nepotism Policy

Consistent with the principle that School employees and prospective employees shall be hired, evaluated, and advanced on the basis of individual merit, without reference to considerations of race, sex, religion, sexual orientation, or national origin, or any other factors not involving professional qualifications and performance, the following restrictions shall be observed with respect to personnel matters to avoid the possibility of favoritism based on family or personal relationship:

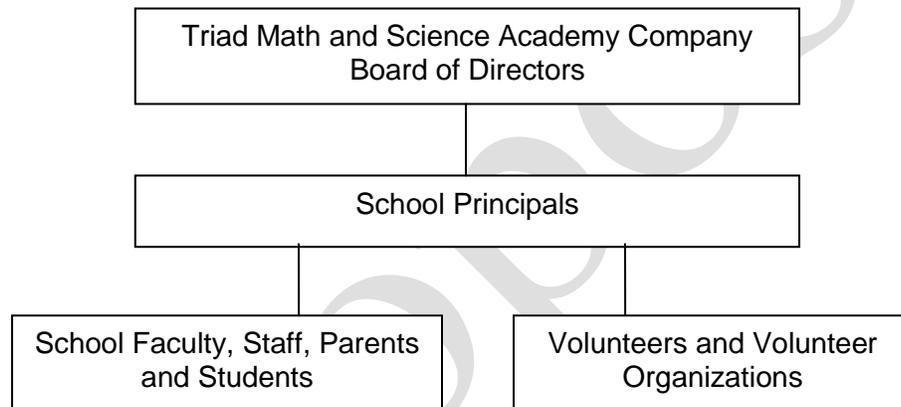
- a) In the context of this nepotism policy, related individuals are defined as husband, wife, son, son-in-law, daughter, daughter-in-law, father, father-in-law, mother, mother-in-law, brother, brother-in-law, sister, sister-in-law, grandparents, and grandchildren.
- b) No one with supervisory responsibility shall hire, recommend for hire or supervise any related employee.
- c) Related persons currently employed by the School shall immediately disclose all family and personal relationships with other School employees. All persons wishing to be considered for employment with the School shall disclose family and personal relationships with then-current School employees.
- d) No Board member, member of the School administration or faculty member shall engage in recommendations, discussions, or otherwise participate in any final

- decision or recommendation relating to the appointment, promotion, retention, tenure, or other condition of employment of a related person.
- e) In the event of a lack of candidates, a need for specialized skills, or other unique circumstances as determined on a case-by-case basis, the restriction against hiring related persons may be waived in the best interest of the School upon recommendation of a review committee comprised of non-related administrator(s), and upon the approval of the Board of Directors.

Section 16: Certain Director 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.

Section 17: Organizational Chart of School Governance



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 President shall preside over the election of the vice president and secretary 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

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

Any officer may resign at any time by giving written notice to the President or the Secretary of the Board, or, if that officer was appointed by an officer or agent in accordance with Section 3 of this Article, by giving written notice to the appointing officer or agent. Any such resignation shall take effect at the time specified or if no time is specified, at the time the President or the Secretary receives such resignation.

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 bylaws 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/fire 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. The Principal may be removed, with or without cause, by a majority vote of 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 incidental 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 bylaws, 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.

Section 2: Loans

The Board must authorize in advance the borrowing of any funds by the Corporation and the issuance of any promissory notes or other evidence of indebtedness in the name of the 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 Board of Directors 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, contractual expenses, and expenses not exceeding \$5,000, or
- in such other manner 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 each year.

Section 3: Amendments to Bylaws

These bylaws may be altered, amended, or repealed, or new bylaws 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 Director 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,
- to have been liable or guilty by reason of willful misconduct in the performance of duty,
- to have taken actions known or believed by the person to be clearly in conflict with the best interests of the Corporation,
- to have received an improper personal benefit, or
- in connection with a proceeding by or in the right of the Corporation, 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 Director, 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 Director, 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 Roberts 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.

SOSID: 898160
Date Filed: 2/13/2007 8:09:00 AM
Elaine F. Marshall
North Carolina Secretary of State
C200704300483

State of North Carolina
Department of the Secretary of State

ARTICLES OF INCORPORATION
NONPROFIT CORPORATION

Pursuant to §55A-2-02 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: **TRIAD MATH AND SCIENCE ACADEMY COMPANY**
2. (Check only if applicable.) The corporation is a charitable or religious corporation as defined in NCGS §55A-1-40(4).
3. The street address and county of the initial registered office of the corporation is:
Number and Street **4409 FELDSPAR CT. APT. 2A**
City, State, Zip Code **GREENSBORO, NC 27409**
County **GUILFORD**
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:
ALI TOMBAK
4409 FELDSPAR CT. APT. 2A
GREENSBORO, NC 27409
6. The name and address of each incorporator is as follows:
ALI TOMBAK
4409 FELDSPAR CT. APT. 2A
GREENSBORO, NC 27409
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 THE CORPORATION, THE BOARD OF DIRECTORS 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.
9. Any other provisions which the corporation elects to include are attached.

s.

C200704300483

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

Number and Street **4409 FELDSPAR CT. APT. 2A**

City, State, Zip Code **GREENSBORO, NC 27409**

County **GUILFORD**

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

SAME

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

This is the 15th day of February, 2007



Signature of Incorporator

Ali Tombak

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

NOTES:

1. Filing fee is \$60. This document must be filed with the Secretary of State.

SOSID: 0898160
Date Filed: 11/7/2008 11:16:00 AM
Elaine F. Marshall
North Carolina Secretary of State
C200830500302

**State of North Carolina
Department of the Secretary of State**

**ARTICLES OF AMENDMENT
NONPROFIT CORPORATION**

Pursuant to §55A-10-05 of the General Statutes of North Carolina, the undersigned corporation hereby submits the following Articles of Amendment for the purpose of amending its Articles of Incorporation.

1. The name of the corporation is: **TRIAD MATH AND SCIENCE ACADEMY COMPANY**
2. The text of each amendment adopted is as follows (*state below or attach*):

ARTICLE 3:

Number and Street **900 SIXTEENTH STREET**
City, State, Zip Code **GREENSBORO, NC 27405**
County **GUILFORD**

ARTICLE 5:

ALI TOMBAK
900 SIXTEENTH STREET
GREENSBORO, NC 27405

ARTICLE 6:

ALI TOMBAK
900 SIXTEENTH STREET
GREENSBORO, NC 27405

ARTICLE 8:

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.

ARTICLE 9:

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).

ARTICLE 10:

Number and Street **900 SIXTEENTH STREET**

City, State, Zip Code **GREENSBORO, NC 27405**

County **GUILFORD**

3. The date of adoption of each amendment was as follows:

October 15th, 2008

4. *(Check a, b, and/or c, as applicable)*

a. The amendment(s) was (were) approved by a sufficient vote of the board of directors or incorporators, and member approval was not required because according to the bylaws the voting of the board of directors was required.

b. The amendment(s) was (were) approved by the members as required by Chapter 55A.

c. Approval of the amendment(s) by some person or persons other than the members, the board, or the incorporators was required pursuant to N.C.G.S. §55A-10-30, and such approval was obtained.

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

This is the 5th day of November, 2008

TRIAD MATH AND SCIENCE ACADEMY COMPANY



Dr. Ali Tombak, President

Notes:

1. Filing fee is \$25. This document and one exact or conformed copy of these articles must be filed with the Secretary of State.

Revised January 2000
CORPORATIONS DIVISION

P. O. BOX 29622

Form N-02
RALEIGH, NC 27626-0622

5. A description of the Board of Directors' functions, duties, roles and responsibilities as it relates to overseeing the charter school and its mission.

The mission of the Board of Directors is detailed in the By Laws sections 2 and 4. It can be summarized as to make policy decisions regarding the operation of the Corporation and to provide it with oversight rather than day-to-day management of operations.

The Board is committed to the education of all students to the best of their individual abilities; to a constant awareness of the concerns and desires of the community regarding the quality and performance of the Schools 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.

6. Explain the decision-making processes the board will use to develop school policies.

The decision making process is described in the By Laws sections 5-11. These sections provide detailed information the board meetings, scheduling, quorum and voting requirements.

In these meeting 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.

7. Describe the organization's performance-based goals for the charter school. Organizational goals and measurable objectives should describe and measure the effectiveness and viability of the organization.

The goal of Triangle Math and Science Academy is to use state-of-the-art technology to provide educational experiences to enhance the teaching and learning of science, mathematics, and technology. Drawing upon the mission, philosophy and educational focus of TMSA as a science- and math- oriented K-12 school, the students' academic and non-academic performance goals and the school's organizational performance goals are listed below. The performance indicators and assessment tools will be further detailed in the curricular design and educational plan.

A. Students' Academic Performance Goals

1. Students will be able to master increasingly challenging concepts in reading/writing, math and science and as required NCLB act.
2. Students will become effective readers and writers, and will be able to write and speak clearly.
3. Students will attain a solid foundation in scientific methods and principles through hands-on lab experiences, and will be able to apply these methods in real- world situations.
4. Students will be expert computer users, and will be able to utilize information technology throughout their daily lives.
5. Students will be able to organize science fairs, and join statewide, national and international science and math Olympiads.

B. Students' Non-Academic Performance Goals

1. Students will demonstrate exemplary attendance rates encouraged through the principles of character education.
2. Students will be effective community leaders who will be actively engaged in their school and community, raising awareness of problem issues and contributing to resolutions.
3. Students will develop self-esteem, and overcome social-anxieties by engaging in performing arts, musical performances, and other professional performances.
4. Students will effectively utilize methods and principles learned in health and PE classes, in order to keep their minds and bodies healthy.
5. Students will respect and recognize gender differences, including different styles of learning, thinking and acting, through co-educational extracurricular activities.
6. Students will develop an awareness and sense of belonging to an educational institution through the dress code, which will help maintain discipline inside and outside the campus.

C. School's Organizational Performance Goals

1. The school will maintain healthy finances and practice effective use of resources through the commitment and professionalism of active Board of Directors.
2. The school will establish strong bridges between parents and local organizations through community outreach and partnerships related to science projects.
3. The school will foster a dynamic and successful educational environment that retains quality teachers, promotes professional development, and maintains a high level of parental involvement.

4. The administrative team and principal will be committed to maintaining a culture of trust by keeping the lines of communication open among staff, teachers, parents, and students.

8. Describe how the Board of Directors will ensure that current and future board members avoid conflicts of interest.

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.

PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CSO)

TMSA does not currently intend to contract for services with an educational management organization or a charter support organization at the moment, however it reserves the right to do so in the future should it be deemed appropriate by the Board of Directors, in which case the selection process, contracts, agreements, and other federal and state mandated requirements shall be followed strictly.

If the Charter School plans to contract for services with an “educational management organization” or “charter support organization,” please specify the name of the company, address, phone number, contact person, fax, and email:

1. Please include a copy of the proposed management agreement of the specified EMO and explain how the contract will be in the best educational and financial interests of the charter school.
2. What other EMO/CMOs were pursued and why did the applicant select this particular one?
3. Describe how the governance structure will be affected; if at all, by the EMO/CMO and particularly discuss how the board of directors of the charter school will govern the school independently of the EMO/CMO.
4. Explain how the contract includes measurable objectives whereby the charter school board can evaluate annually the performance of the EMO/CMO, and if necessary, terminate the contract without significant obstacles.

E. ADMISSIONS POLICY

Provide a description of the policies and the procedures for admitting students to the proposed charter school, including specific details of the enrollment lottery plan.

TMSA will be open to all students entitled to attend school in the State of North Carolina 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. TMSA will comply fully with the Elementary and Secondary Education Act (ESEA) and NCLB Acts. TMSA 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. TMSA 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 Wake 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 Wake County, the racial/ethnic diversity of the TMSA is expected to be similar to that of other area public schools.

Admission Criteria

TMSA 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 TMSA:

- The school will have an admission process with pre-announced enrollment period and deadlines.
- All student enrollment process and details, including deadlines for applications, lottery date, registration requirements and necessary documents, and waiting-list enrollment information, will be publicly available and announced at the school website and office.

- TMSA will publicize all enrollment information throughout Wake 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, TMSA will distribute the application forms during outreach programs. The applicants can also fill out the application on the school website.

Evaluation of the Student Demographic Data

2000-2010 Race/Ethnicity Population and Percentage Distribution				
Persons	2000 Population in Wake	% of Total	2010 Population in Wake	% of Total
African-American	123,339	19.6%	182,793	20.3%
Asian	23,866	3.8%	48,287	5.4%
Hispanic	33,985	5.4%	87,922	9.8%
White	440,929	70.2%	560,536	62.2%
Other	5,727	1.0%	21,455	2.3%

Chart 1: 2010 Census Results from www.wakegov.com

TMSA will be a public school with an open enrollment policy. Therefore we anticipate the school demographic will reflect the local demographics (See Chart above from Census 2010. Taken from www.wakegov.com). In order to make sure TMSA continuously represent local demographics, it will collect demographic information from the application forms at the beginning of each academic year and accordingly tailor recruiting efforts towards underrepresented communities.

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 who are in the waiting list for a particular grade will be enrolled in case of a vacancy on a first-come, first-served basis.
- 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, TMSA 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)	February – continuous
Pre-applications are accepted	February-March
Conducting school open house(s)	March
Application Deadline	March 31 st
Lottery Date	April 1
Notification of lottery winners/parents	By April 15
Registrations for lottery winners to be completed (in three weeks)	Until May 5
Registration invitations to students in waiting lists in the order in which each application is received.	May 6 – May 31 st
Open vacancies to be filled on a first-come, first-served basis	June 1 – ongoing
Orientation of parents	A week prior to first day of school
First school day	The similar calendar as Wake County Schools

Withdrawal Policy

Students who are planning to withdraw from school should report to Administrative Assistant with their parents in person three days prior to leaving Triangle Math and Science Academy. After verification from the student’s counselor, the student will report to the records office to receive the appropriate withdrawal form. Students must return all textbooks, pay all outstanding debts, obtain the required signatures, and return the completed withdrawal form to the records office before the withdrawal process is complete.

Student Records

All records at TMSA 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 counselor, 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 TMSA students also will be maintained on the TMSA information system with appropriate and timely access to these records and data.

If TMSA 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 TMSA. 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 will communicate with teachers and the parents/legal guardian of the student to better serve his/her needs.

Similarly, when a student transfers to another school and requests transfer of student's records to new school, TMSA will fulfill this request with appropriate written documentation.

III. EDUCATION PLAN

A. INSTRUCTIONAL PROGRAM

Educational theory, foundation of the model and proposed innovative offerings.

The educational theory and foundation of TMSA 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 are¹⁷

Founders of TMSA, rely on a pedagogy 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.
- The student is the starting point, the center and the end¹⁸. He or she needs to explore, manipulate, experiment, question, and search out answers for themselves. Activity is essential¹⁹.
- Teaching refers to relating to students and relating the curriculum to their lives. Culture and the nature of interaction between the student and knowledgeable

¹⁷ Bergman, A.B. (1998). *A survival kit for the elementary school principal*. Paramus, N.J: Prentice Hall

¹⁸ Dworkin, M. S. (Ed.). (1965). *Dewey on education: selections*. New York: Teachers College Press.

¹⁹ Smith, D. (1987). *A practical guide to play, Piaget and language in preprimary hearing impaired programs*. ERIC document reproduction service no: ED286293.

members of the culture are important and have primary roles on students' learning²⁰.

- A 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 actuator²¹. 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 each student's need and source of motivation may be different. To meet the needs of students with diverse skills, TMSA believes that a strong curriculum is critical. Nonetheless, implementation of the curriculum also has profound effects on students' learning and development. Thus, a well designed curriculum implemented by a caring, competent and dedicated instructional team, embedded in a sustained, high quality teacher-student relationships is fundamental to achieve the mission of TMSA.

TMSA's 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 local institutions such as universities, colleges, Wake 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 teachers, administrators and staff. As a result, students will reach their maximum potential to contribute to the globalized and changing society.

²⁰ Gredler, G. R. (1992). *School readiness: Assessment and educational issues*. Brandon, VT: Clinical Psychology Publishing

²¹ Wink, J. & Putney, L. G. (2001). *A vision of Vygotsky*. Boston: Allyn and Bacon.

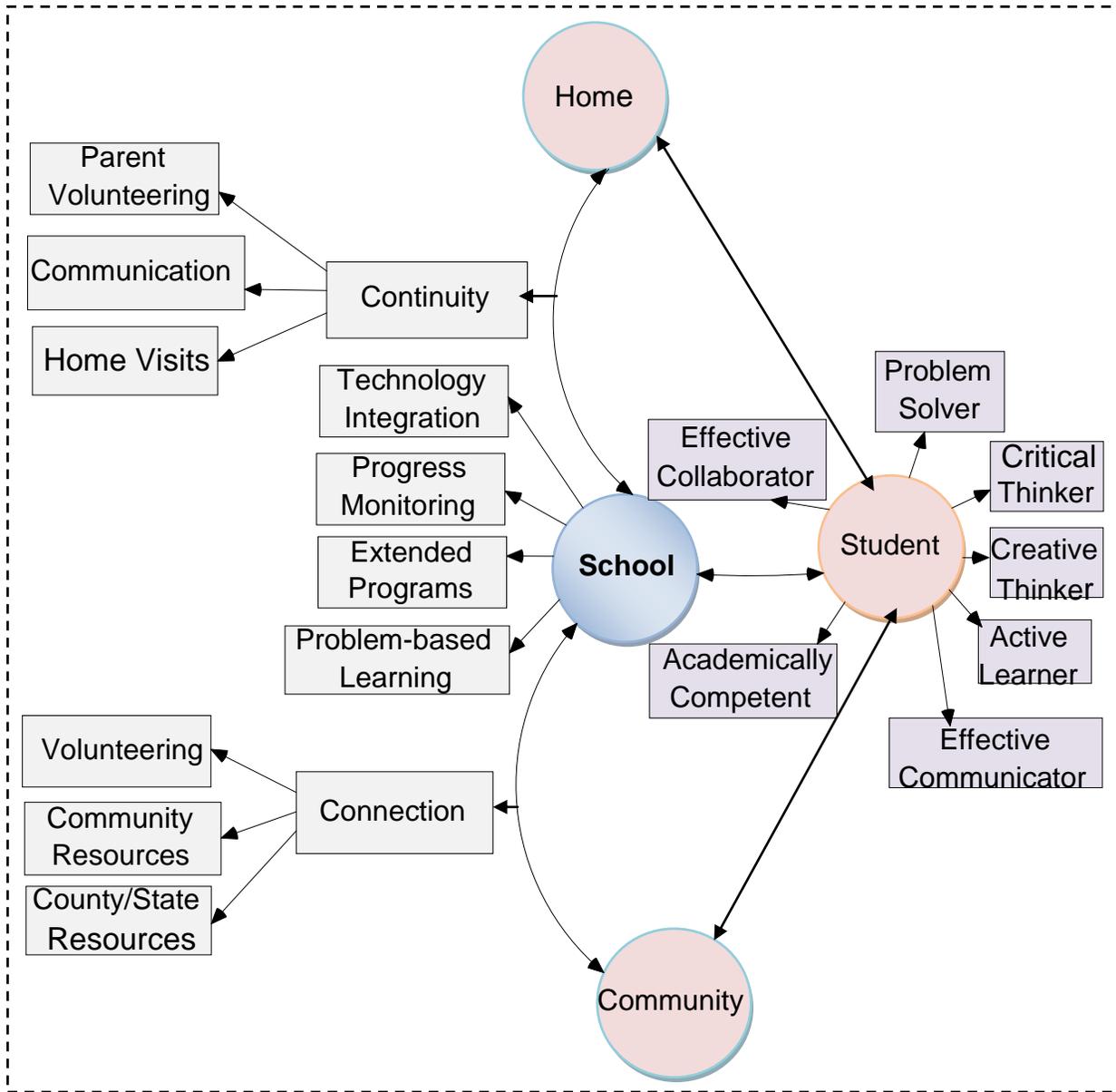


Figure 5. Framework of Triangle Math and Science Academy (TMSA) Model.

B. CURRICULUM DESIGN AND INSTRUCTIONAL METHODOLOGY

TMSA’s curriculum has been adopted from the *Triad Math and Science Academy* model, a charter school in Guilford County under NC Charter School Law. This model employs an inquiry-based curriculum, which is research-based and has been proven through extensive field studies across the nation. These studies showed that the curriculum has improved student learning and has been found appropriate for all student populations, including at-risk of academic failure and academically-gifted students.

Using the Triad Math and Science Academy model, TMSA 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

TMSA's 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 content to be taught in the formal curriculum and (3) using instructional strategies that meet the needs of students with different learning styles²². Thus, the learning environment will be positive and encouraging, and based on mutual respect, responsibility, and caring.

Teachers meet the students where they are. Learning activities will be built to meet students' existing needs, and take the student to a higher level, since 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 students will apply knowledge in-real life situations and solve problems, through problem-based learning²³. Using problem-based learning prepares students to be effective communicators, effective collaborators, critical and creative thinkers and active learners.

Curriculum Design

TMSA's 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, TMSA's approach to curriculum design is a "whole pupil" approach that refers to facilitating students' learning in cognitive, affective and psychomotor domains and developing skills and attitudes that TMSA envisions²⁴ for its students to acquire.

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

²² Gay, G. (2000). *Culturally Responsive Teaching: Theory, Research, & Practice*. New York: Teachers College Press.

²³ Boud, D. & Feletti, G. (1999). *The challenge of problem-based learning*. (2nd Ed.), London: Kogan Page.

²⁴ Please see the mission statement for TMSA's vision and mission.

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 Common Core Standards. Therefore, the following core knowledge in science, mathematics and language arts at elementary, middle, and high school level is targeted:

<i>ELEMENTARY SCHOOL: KINDERGARTEN -5th GRADE</i>	
Science	<ul style="list-style-type: none"> • Animals and their life cycles, 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 and language conventions</p> <p><u>Fiction:</u> Picture books, Caption books, Storybooks, Short chapter books, Short stories, Novels, Fantasies, Fairy tales and Fables, Legends, Novels, Folklore and Science fiction, Tall tales, Myths</p> <p><u>Nonfiction:</u> Short informational texts, Newspapers, Telephone books,</p>

	<p>Signs/labels, Biographies, Letters and Articles, Procedures/instructions, Charts, Autobiographies, Informational books, Diaries and Journals, True experiences, Newspapers and Magazines Schedules</p> <p><u>Poetry</u>: Nursery rhymes, Word plays and Finger plays, Short poems, Word plays (alliteration/rhyme), Proverbs, Riddles, Limericks, Simple poems, Concrete poems, Haiku, Narrative Lyric, Cinquain</p> <p><u>Drama</u>: Puppet plays, Reenactments of familiar stories, Skits, Plays</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • Linear functions, slope
Language Arts	<p><u>Five Goals:</u> Expressive, informational, 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 • Pre-calculus • 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
- Editorials
- Responses to 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

	<ul style="list-style-type: none"> • Apply knowledge of literary terms, grammar, and rhetoric in order to write clearly, succinctly, and accurately • Discern and correct errors in speaking and writing
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What is the best practice?

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 education²⁵*. TMSA 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)²⁶ 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 through 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 are followed.

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

²⁵ Center for Science, Mathematics, and Engineering Education (CSMEE; 1999). *Designing Mathematics or Science Curriculum Programs: A Guide for Using Mathematics and Science Education Standards*

²⁶ 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>.

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.

Assessment-Driven Instruction: Students' progress will be monitored via an online Progress Monitoring System (PMS) where teachers could access and analyze 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) legislation²⁷ requirement with an easy access to the data and use the data to inform educational decisions.

Cognitively oriented instruction²⁸: 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.

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 work 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

²⁷ 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.

²⁸ Snow, D. (2003). *Noteworthy perspectives: Classroom strategies for helping at-risk students* (rev. ed.). Aurora, CO: Mid-continent Research for Education and Learning.

structure, monitor, and initiate the tutoring process and students will be prepared for the process²⁹.

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. In addition there will be 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 are³⁰

- (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,
- (5) higher graduation rates, and
- (6) greater enrollment in postsecondary 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, TMSA 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-

²⁹ 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

³⁰ 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.

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

The primary criterion for selection of a curriculum at TMSA is how well any curriculum being considered is going to serve our students. TMSA will consider and use primarily 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)

C. SERVING EXCEPTIONAL CHILDREN

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

- Enrollment to all children will be open, regardless of disability status, which is in compliance with the regulation states that "the 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
- Child with special needs will be placed in the appropriate special program within 90 calendar days of receipt of a referral, unless the parent refuses 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

Entrance Requirements

The following requirement will apply for the entrance to TMSA:

- 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 TMSA.

Exit Requirements

Aligned with NC State requirements, TMSA 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 TMSA 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)
Science (3 Credits)	A Physical 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 185 instructional days) (G.S.115C-238.29F (d)(1))

TMSA will offer instruction for at least 180 days by following Wake 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, if any, that the proposed charter school will use in addition to any state or federally mandated tests and how this data will be used to drive instruction.

Benchmark Assessments of the Standards: Due to the critical factor of providing intervention as early and as focused as possible, TMSA 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 modify instruction and curriculum for students in danger of not meeting the standards. For benchmark assessment, nationwide-known standardized achievement 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: TMSA 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.

All school students enrolled in the 9th, 10th, 11th, and 12th grades will have at least one opportunity each school year to take the competency test. School will schedule administration dates of the competency tests during each testing cycle (summer, fall, spring).

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 of 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. These goals should include specific and measurable performance objectives over time. A timeline should be included to highlight how the school proposes to meet its objectives.

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 and Common Core Standards. 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, TMSA 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.

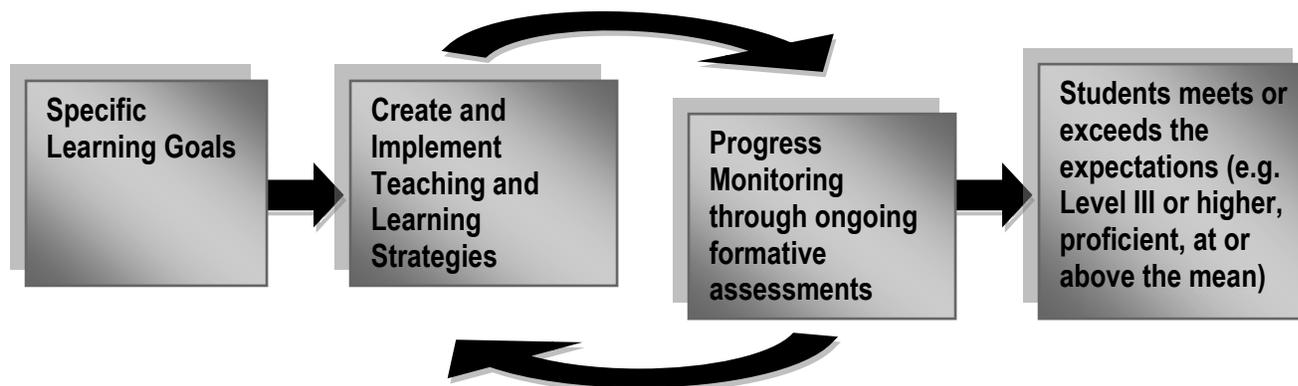


Figure 6. Process of attaining the achievement goals for students³¹.

8. An explanation of how the school will provide assistance to students that are not performing at expected levels to ensure the continued progress of student growth. The applicant needs to define their “expected levels” of performance and delineate a plan accordingly.

Triangle Math and Science Academy will employ several intervention techniques in order to ensure continued progress of student growth. Specific measures that will be taken are listed below;

- Meeting with parents and discussing the results, informing the parents how they can help to achieve the standards.
- Providing extra instruction time to those students during or outside the regular school day or calendar, such as in the summer or weekends.
- Providing extra learning resources to take home with the students for self-study.
- Monitoring the progress more frequently in order to ensure the close of the achievement gap.

With these and other appropriate intervention techniques any deficiency that may have been reported in the school's report regarding the overarching goals shall be rectified the next year at

³¹ Adopted with little changes from http://www.eyeeeducation.com/excerpts/7114-0_Ch1.pdf

least with a percentage of 30% or higher. After two years of intervention the initial deficiency shall be totally removed from the Charter School's report.

These goals shall be applied only for those students who were enrolled at the Charter School at least 75% of the school calendar in order to gain an impact by the Charter School's intervention and assistance programs.

In all public reports privacy concerns shall be addressed appropriately. Specifically, any subgroup data with 10 or fewer students shall not be publicized, but this section shall still apply for the purposes of accountability and the subgroup data regarding achievement of performance goals shall be provided to the North Carolina Department of Public Instruction.

9. Details of the proposed charter plan to involve parents and community members in the school.

Parents, community, and professional educators shall be involved with the governance and operations of the school directly through the Board of Directors elections, and indirectly through the committees that may be appointed by the Principal, his/her designee or the Board of Directors with representation from parents, community, and educators.

From time to time educators and community members with special expertise areas may be called for by the Board of Directors meetings to inform the Board of their respective educational knowledge at the request of the Board of Directors.

Parents shall be encouraged to share their educational resources with the school instructional staff and a section where parents directly address the Board of Directors shall be incorporated to each regular Board meeting for parents, community, and educators to bring up their concerns or praises in the governance and operations of the school.

10. Explanation of how the school will meet the needs of gifted students, English language learners, and other at risk students. Includes details of the school's process for identification and service of these students.

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 and assessment is critical. These strategies are proven to be effective to improve learning of students who are identified as at risk of academic failure:

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 provide 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 respond 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 state personnel as well as students' family.

Extended before school, after school, weekend and summer programs: During the school-year, the Triangle Math and Science Academy 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.

English Language Learners: Instructions designed to enhance language acquisition as well as content comprehension of ELL students will be provided. Teacher will coordinate with a reading specialist or ESL teacher.

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: Triangle Math and Science Academy will recruit competent teachers and professionals and provide professional development to meet the needs of AIG students. Collaboration with Union County's AIG specialists will be facilitated.

School Year Programs and Summer Camps: Triangle Math and Science Academy 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: Triangle Math and Science Academy 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.

SPECIAL EDUCATION(G.S.115C-106)

TMSA 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. TMSA 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.

D. STUDENT CONDUCT AND DISCIPLINE

All students at TMSA will comply with all discipline rules governing behavior and conduct. It is the TMSA Board of Directors' 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 TMSA 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.

TMSA discipline policy will support the attainment of the school's mission and reinforce its founding principles. TMSA 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 TMSA a fun and safe learning environment. To support the establishment and consistency of an effective learning community all students at TMSA will wear uniforms.

Discipline

The purpose of the discipline policy is to ensure a safe, positive, learning environment in the school while taking into consideration the behavioral development of the students. For this reason, the aim of disciplinary measures is to correct the students and help them learn from their mistakes except in cases where the behavior is so severe that it puts the safety or integrity of the school in jeopardy. 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

Major violations are those that are serious enough to require probation, suspension or expulsion. These violations will be immediately 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 TMSA 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 TMSA 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 TMSA. 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 student, teacher or adult will carry a severe penalty. Possible disciplinary actions: On-campus suspension, home suspension or expulsion. Flagrant 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

- TMSA 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 may be employed. Repeated disobedience may result in a request to have a student evaluated by other
- Behavior professionals. Every attempt will be made to correct the in appropriate 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 to carry out the threat, may be considered an act of hate violence. These offenses may call for reprimand, suspension, community service and/or expulsion.

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, TMSA'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.

Grievance Procedure / Conflict Resolution

During the academic year problems and misunderstandings between students, parents, and teachers may arise. The best way to resolve these problems is to keep an open, yet orderly channel of communication between all parties. The following is a strategy that will allow an open channel of communication between parents and the staff of TMSA.

The following steps are critical in maintaining a sense of discipline.

Step 1: Make an appointment with the Teacher or team of your child to discuss issues and concerns. Remember that Teachers will not be able to have conferences and lengthy

conversations in the classroom or in the hallway during class time. If you are not satisfied with the results from a Teacher conference go to Step 2.

Step 2: Contact the Principal and request a conference between yourself, the Teacher, and the Principal. The Principal will contact you with the conference time and location. Please allow 3-5 days for a written response from the Principal unless it is an issue that threatens immediate safety, physical, mental, or emotional health or constitutes a criminal act. If you are not satisfied with the results of this conference go to step 3.

Step 3: Fill out the conflict resolution form to request a meeting with the TMSA Committee. Please include your concerns and the results from the previous meetings. Please allow 3-5 days for a written response from the school unless it is an issue that threatens immediate safety, physical, mental, or emotional health or constitutes a criminal act.

Appeal Procedures

The identity of the students other than the student appealing the suspension shall be protected to the extent required by the Family Education Rights and Privacy Act (FERPA). There are two levels to the appeals process to the long term suspensions and expulsions.

- School-Level Disciplinary Hearings: held at the school and chaired by the Assistant Principal or appointed student due process officer.
- Administrative-Level Appeals: written appeals and school-level hearing materials reviewed by the Principal.
- Board-Level Appeal Hearings: held at special board meetings.

E. TIMELINES

Please create and describe a detailed start-up plan, identifying major tasks, timelines, and responsible individuals for accomplishing those tasks.

DETAILED STARTUP PLAN (2012)			
	Feb-Mar	Apr-Aug	Responsible Party
Preperation of application packet	√		Ali Tombak
Conduct lottery and establish wait list (if applicable)		√	Ali Tombak
Send confirmations of admission and/or waitlist status, notify parents of deadline for completing admission		√	Ali Tombak
Make sure parents receive all school information (calendar, parent handbook, etc.)		√	Ali Tombak

Conduct parent and student orientation		√	Board at Large
Initiate recruitment process to hire faculty and staff		√	Kenan Gun./Diane Gunegor
Hold open houses and community/parent forums		√	Mustafa Atay
Initiate advertising, distribute literature and promote school in targeted neighborhoods	√	√	Mustafa Atay
Inform parents about Parent Volunteer Organization and encourage parent participation		√	Mustafa Atay
Develop financial management systems, policies and establish internal controls	√		Gary Lebby
Obtain insurance policies		√	Kenan Gundogdu
Select independent auditor	√		Ali Tombak
Set up Parent Volunteer Organization		√	Board at Large
Receive approval of charter petition	√	√	Kenan Gundogdu
Execute charter contract with NC DPI		√	Ali Tombak
Identify and select a school site/facility	√	√	Kenan Gundogdu
Complete lease negotiation and signing	√	√	Kenan Gun./Ali Tombak
Complete all inspections (fire, health, building, etc.)		√	Kenan Gundogdu
Obtain certificate of occupancy		√	Kenan Gundogdu
Move in furniture, organize classrooms, office, activity centers, meeting and other space		√	Board at Large
Hire custodian		√	Mustafa Atay
Select food services vendor		√	Mustafa Atay
Order and manage receipt of textbooks and other instructional materials		√	Diane Gunesgor
Order and manage receipt of desks, furniture, and classroom equipment		√	Board at Large
Establish policy for addressing noncompliance by parents to ensure school receives all medical and health information as required	√		Board at Large
Ensure all staff receives First Aid and CPR certifications		√	Principal

Obtain any existing special education records, including IEPs, any entering students already have		√	Principal
Identify students requiring IEPs		√	Principal
Determine staffing needs, including special education, multilingual and additional services as needed		√	Principal
Develop personnel policies and procedures manual	√		NumanDogan
Develop job descriptions and timeline for hiring faculty & staff			Ali Tombak/Principal
Design school's employment contracts	√		Principal
Conduct background checks as required		√	Principal
Develop plans for after-school, enrichment and summer	√		Principal/Board at Large

IV. BUSINESS PLAN

A. PROJECTED STAFF AND QUALIFICATION

Provide a list of positions anticipated for the charter school; (e.g., principal or director; support staff; teachers, part-time and full-time; paraprofessionals/teaching assistants, clerical, and maintenance.)

Also include the following information for the proposed charter school:

- Process to advertise for and employ staff of the school
- Handbooks governing standards of conduct, grounds for termination, policies and procedures, etc.

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: Triangle Math and Science Academy (TMSA) Projected Staff Chart

Position	FTE for 2012- 2013	FTE for 2013- 2014	FTE for 2014- 2015	FTE for 2015- 2016	FTE for 2016- 2017
Principal	1	1	1	1	1
Assistant Principal	1	1	2	2	2
Clerical	1	1	1	1	1
Teachers	14	19	22	27	32
Teacher Assistant	1	2	2	2	2
Guidance	1	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	2	2	2	2
Bookkeeper	0	1	1	1	1

QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS:

List the qualifications and appropriate licenses that each position must have to perform the job function(s). Describe the plan to meet the licensure requirements for teachers and paraprofessionals as prescribed by state law and No Child Left Behind. If individuals have already been identified for specific positions, please provide their qualifications and/or resumes in the appendices.

TMSA 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:

- TMSA 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.
- TMSA employees will have a diverse demographic distribution that is representative of Wake County.
- TMSA will practice non-sectarian employment practices.
- The Board of Directors will create and/or approve all position descriptions, qualifications, and responsibilities.
- The Board of Directors will recruit and disseminate job announcements through public announcements.
- TMSA 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 Board of Directors 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.

The school agrees to disclose the qualifications 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.

Hiring Policy

The Principal fulfills the hiring process on behalf of the Board. At the beginning of the recruitment process, the open positions are identified by the administration based on the number of students, grade levels, subjects to be taught. Then, the budget is checked for the cost of the open positions by the Principal and the Business Manager. After the open positions are fitted in the budget, the open positions are posted on the school website, a local newspaper (News & Record), and a third party website (www.teachers-teachers.com). After the deadline for the resume submissions, a resume screening is done by the Principal, the Assistant Principal, or the Administrative Assistant. Then, the employment application form is sent to the selected applicants. After reviewing the employment application forms and supporting documents, the Principal or Assistant Principal invites the selected candidates for an interview. The interviews are conducted by the Principal and the Assistant Principal. The elementary or secondary dean is also invited to some of the interviews. After the interview, the selected candidates are invited to provide a sample lesson. The sample lesson evaluation committee is consisted of teachers, parents, and administrators. Then, the Assistant Principal makes his/her suggestion to the

Principal. The Principal makes the hiring decision. Finally, the list of new hires are presented to the Board and approved in the first Board meeting.

Termination Policy

TMSA does not have tenure or guaranteed employment. The employee or TMSA may terminate employment at any time after giving notice (employee 60 days, TMSA 30 days) with or without a reason.

Termination may result from any of the following:

- a. corrective action measures, which include infractions for violation of company policies
- b. layoffs, which include the elimination of an employee's job function or headcount reduction due to redundancy or cost reduction, and
- c. involuntary dismissal, which may include poor performance reviews or failure to demonstrate an acceptable attitude in the workplace.

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 TMSA'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 TMSA Board of Directors.

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.

B. PROFESSIONAL DEVELOPMENT

TMSA will support and encourage administrators, teachers and other instructional support staff to pursue their professional development endeavors and programs. TMSA 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 TMSA, 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 TMSA's innovative curriculum is another crucial part of professional development of the teachers. In order to fulfill this portion of collegiality, all the TMSA 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 NC Standard Course of Study. 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 TMSA 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. TMSA will set up a mentorship program to accelerate the experience transfer from one teacher to another one.

New TMSA 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 TMSA 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.

To sum up, the school will consider the above outlined professional development activities as well as explore alternate ways in which teacher and academic 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 TMSA'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

Employment Policies

Triangle Math and Science Academy will use the same Employee Handbook that is used in Triad Math and Science Academy.

Employee Evaluation

Teacher evaluations will be performed twice in an academic year by students, peers, and administration. These evaluations will be based on but not limited to the following criteria:

- a. Teaching effectiveness (classroom observation and satisfaction surveys)
- b. Professional development activities

C. PROJECTED ENROLLMENT

Provide a plan indicating how the school will reasonably reflect the demographic composition of the district in which the charter school will be located or of the special population the school seeks to serve: *(G.S.115C-238.29F(g)(5))*

The proposed school will abide by the charter school legislation, G.S. 115C-238.29F(g)(5), as stated below:

A charter school shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability. Except as otherwise provided by law or the mission of the school as set out in the charter, the school shall not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion, or ancestry.

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. Explain the analysis utilized to determine these specific enrollment figures

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 20% per year based on the previous year’s enrollment. Any increase above 20% must be approved by the State Board of Education in accordance with G.S. 115C-238D(d).

**PROJECTED
ENROLLMENT
2012-13 through 2016-2017**

IDENTIFY LEA FROM
WHICH
STUDENTS WILL
PROBABLY COME

List LEA #1 – Wake

List LEA #2 – Durham

List LEA #3 – _____

<u>GRADES</u>		2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
		LEA 1	LEA 2	LEA 3												
Kindergarten	K	<u>32</u>	<u>2</u>	_____												
First	1	<u>32</u>	<u>2</u>	_____												
Second	2	<u>36</u>	<u>2</u>	_____												
Third	3	<u>38</u>	<u>2</u>	_____												
Fourth	4	<u>38</u>	<u>2</u>	_____												
Fifth	5	<u>38</u>	<u>2</u>	_____												
Sixth	6	<u>44</u>	<u>2</u>	_____	<u>70</u>	<u>2</u>	_____									

PROJECTED ENROLLMENT 2012-13 through 2016-2017 (continued)

		2012-2013			2013-2014			2014-2015			2015-2016			2016-2017		
		LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	LEA	
		1	2	3	1	2	3	1	2	3	1	2	3	1	2	3
Seventh	7	—	—	—	<u>44</u>	<u>2</u>	—	<u>70</u>	<u>2</u>	—	<u>70</u>	<u>2</u>	—	<u>70</u>	<u>2</u>	—
Eighth	8	—	—	—	—	—	—	<u>48</u>	<u>2</u>	—	<u>70</u>	<u>2</u>	—	<u>70</u>	<u>2</u>	—
Ninth	9	—	—	—	—	—	—	—	—	—	<u>46</u>	<u>2</u>	—	<u>48</u>	<u>2</u>	—
Tenth	10	—	—	—	—	—	—	—	—	—	—	—	—	<u>42</u>	<u>2</u>	—
Eleventh	11	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
Twelfth	12	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—
LEA Totals		258	14		328	16		402	18		470	20		514	22	
Overall Total Enrollment		<u>272</u>			<u>344</u>			<u>420</u>			<u>490</u>			<u>536</u>		

D. BUDGET: REVENUE PROJECTIONS FROM 2-12-13 THROUGH 2016-17

INCOME: REVENUE PROJECTIONS	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<i>--State ADM Funds</i>	<u>\$1,292,406.08</u>	<u>\$1,637,088.43</u>	<u>\$1,998,430.01</u>	<u>\$2,331,279.68</u>	<u>\$2,550,161.69</u>
<i>--Local Per Pupil Funds</i>	<u>\$621,496.82</u>	<u>\$784,937.36</u>	<u>\$957,388.02</u>	<u>\$1,116,323.50</u>	<u>\$1,221,198.26</u>
<i>--Federal Funds</i>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
<i>--Grants*</i>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
<i>--Foundations*</i>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
<i>--Private Funds*</i>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
<i>--Other Funds*</i>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
TOTAL INCOME	<u>\$1,913,902.90</u>	<u>\$2,422,025.79</u>	<u>\$2,955,818.03</u>	<u>\$3,447,603.18</u>	<u>\$3,771,359.95</u>

Budget (continued): Revenue Projections 2012-13 through 2016-2017

**SHOW
CALCULATIONS
FOR FIGURING
STATE
AND LOCAL
DOLLARS
FOR THE PROPOSED
CHARTER SCHOOL**

See <http://www.ncpublicschools.org/fbs/stats/index.html>
 (OR Click on: Agency Website: Division of Financial Services, Reports and Statistics, Statistical Data
 The formula for figuring these allotments can be found in the Resource Guide.
 Calculations for Figuring State and Local Dollars for TMSA

2012-2013					
	ADM	X	\$/ADM	=	Funding
State Revenues					
State Funds - Wake	258	X	\$4,310.77	=	\$1,112,178.66
State Funds - Durham	14	X	\$4,532.77	=	\$63,458.78
		X		=	\$0.00
Special Education Funds	32	X	\$3,649.02	=	\$116,768.64
Local Revenues					
Wake	258	X	\$2,252.53	=	\$581,152.74
Durham	14	X	\$2,881.72	=	\$40,344.08
		X		=	\$0.00
Total Funding					\$1,913,902.90

2013-2014					
	ADM	X	\$/ADM	=	Funding
State Revenues					
State Funds - Wake	328	X	\$4,310.77	=	\$1,413,932.56
State Funds - Durham	16	X	\$4,532.77	=	\$72,524.32
		X		=	\$0.00
Special Education Funds	41	X	\$3,649.02	=	\$150,631.55
Local Revenues					
Wake	328	X	\$2,252.53	=	\$738,829.84
Durham	16	X	\$2,881.72	=	\$46,107.52
		X		=	\$0.00
		Total Funding			\$2,422,025.79

2014-2015					
	ADM	X	\$/ADM	=	Funding
State Revenues					
State Funds - Wake	402	X	\$4,310.77	=	\$1,732,929.54
State Funds - Durham	18	X	\$4,532.77	=	\$81,589.86
		X		=	\$0.00
Special Education Funds	50	X	\$3,649.02	=	\$183,910.61
Local Revenues					
Wake	402	X	\$2,252.53	=	\$905,517.06
Durham	18	X	\$2,881.72	=	\$51,870.96
		X		=	\$0.00
		Total Funding			\$2,955,818.03

2015-2016					
	ADM	X	\$/ADM	=	Funding
State Revenues					
State Funds - Wake	470	X	\$4,310.77	=	\$2,026,061.90
State Funds - Durham	20	X	\$4,532.77	=	\$90,655.40
		X		=	\$0.00
Special Education Funds	59	X	\$3,649.02	=	\$214,562.38
Local Revenues					
Wake	470	X	\$2,252.53	=	\$1,058,689.10
Durham	20	X	\$2,881.72	=	\$57,634.40
		X		=	\$0.00
Total Funding					\$3,447,603.18

2016-2017					
	ADM	X	\$/ADM	=	Funding
State Revenues					
State Funds - Wake	514	X	\$4,310.77	=	\$2,215,735.78
State Funds - Durham	22	X	\$4,532.77	=	\$99,720.94
		X		=	\$0.00
Special Education Funds	64	X	\$3,649.02	=	\$234,704.97
Local Revenues					
Wake	514	X	\$2,252.53	=	\$1,157,800.42
Durham	22	X	\$2,881.72	=	\$63,397.84
	0	X		=	\$0.00
Total Funding					\$3,771,359.95

Budget (continued): Expenditure Projections 2012-13 through 2016-2017

BUDGET EXPENDITURE PROJECTIONS	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
GS 115C-238.B(b)(5)					
<i>PERSONNEL</i>					
<i>Total # of staff</i> _____	<u>22</u>	<u>31</u>	<u>35</u>	<u>41</u>	<u>46</u>
--Administrator # 2-3	<u>\$145,000.00</u>	<u>\$149,000.00</u>	<u>\$213,830.50</u>	<u>\$220,245.42</u>	<u>\$226,852.78</u>
--Clerical #1-2	<u>\$13,000.00</u>	<u>\$26,520.00</u>	<u>\$ 27,050.40</u>	<u>\$27,591.41</u>	<u>\$28,143.24</u>
--Teachers #15-34	<u>\$580,000.00</u>	<u>\$769,000.00</u>	<u>\$938,936.00</u>	<u>\$1,142,126.12</u>	<u>\$1,358,094.2</u>
--Librarians #0-1	<u>\$0.00</u>	<u>\$12,000.00</u>	<u>\$15,000.00</u>	<u>\$15,000.00</u>	<u>\$20,000.00</u>
--Guidance #1	<u>\$32,000.00</u>	<u>\$32,000.00</u>	<u>\$35,000.00</u>	<u>\$35,000.00</u>	<u>\$40,000.00</u>
--Teacher Assistants#1-2	<u>\$22,000.00</u>	<u>\$44,880.00</u>	<u>\$45,777.6</u>	<u>\$46,693.15</u>	<u>\$47,627.02</u>
--Custodians #1-2	<u>\$15,000.00</u>	<u>\$15,300.00</u>	<u>\$20,000.00</u>	<u>\$20,400.00</u>	<u>\$20,808.00</u>
--Maintenance #0	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
--Food Service #0	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
--Bus Driver #0	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>
--Other					
--Nurse #0-1	<u>\$0.00</u>	<u>\$23,000.00</u>	<u>\$23,690.00</u>	<u>\$24,400.70</u>	<u>\$25,132.72</u>
--Technology #1	<u>\$40,000.00</u>	<u>\$41,200.00</u>	<u>\$42,436.00</u>	<u>\$43,709.08</u>	<u>\$45,020.35</u>
--Contracted	<u>\$34,500.00</u>	<u>\$36,680.00</u>	<u>\$40,283.50</u>	<u>\$44,036.23</u>	<u>\$48,150.44</u>
 <i>EMPLOYEE BENEFITS</i>	 <u>\$296,172.50</u>	 <u>\$406,139.95</u>	 <u>\$564,913.26</u>	 <u>\$700,762.78</u>	 <u>\$842,288.43</u>
 <i>STAFF DEVELOPMENT</i>	 <u>\$7,000.00</u>	 <u>\$14,500.00</u>	 <u>\$16,700.00</u>	 <u>\$18,640.00</u>	 <u>\$20,368.00</u>
 <i>MATERIALS AND SUPPLIES</i>	 <u>\$172,218.00</u>	 <u>\$98,226.59</u>	 <u>\$108,347.95</u>	 <u>\$230,923.35</u>	 <u>\$161,673.61</u>
 <i>OFFICE SUPPLIES</i>	 <u>\$23,140.00</u>	 <u>\$26,828.24</u>	 <u>\$30,568.71</u>	 <u>\$34,431.22</u>	 <u>\$38,053.77</u>

<i>INSTRUCTIONAL EQUIPMENT</i>	<u>\$73,880.00</u>	<u>\$45,500.00</u>	<u>\$80,042.60</u>	<u>\$109,133.11</u>	<u>\$43,933.08</u>
<i>OFFICE EQUIPMENT</i>	<u>\$10,000.00</u>	<u>\$6,310.00</u>	<u>\$6,536.80</u>	<u>\$11,681.95</u>	<u>\$8,197.17</u>

Budget (continued): Expenditure Projections 2012-13 through 2016-2017

BUDGET EXPENDITURE PROJECTIONS	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
<i>TESTING MATERIALS</i>	<u>\$6,908.00</u>	<u>\$8,737.60</u>	<u>\$10,668.00</u>	<u>\$15,484.00</u>	<u>\$16,937.60</u>
<i>INSURANCE</i>	<u>\$14,000.00</u>	<u>\$15,400.00</u>	<u>\$16,940.00</u>	<u>\$18,634.00</u>	<u>\$20,497.40</u>
<i>UTILITIES</i>					
<i>RENT</i>	<u>\$59,748.00</u>	<u>\$65,161.00</u>	<u>\$71,138.25</u>	<u>\$77,330.16</u>	<u>\$83,919.07</u>
<i>MAINTENANCE & REPAIR</i>	<u>\$244,800.00</u>	<u>\$309,600.00</u>	<u>\$378,000.00</u>	<u>\$441,000.00</u>	<u>\$482,400.00</u>
<i>TRANSPORTATION</i>	<u>\$2,448.00</u>	<u>\$3,096.00</u>	<u>\$3,780.00</u>	<u>\$4,410.00</u>	<u>\$4,824.00</u>
<i>MARKETING</i>	<u>\$17,000.00</u>	<u>\$18,700.00</u>	<u>\$20,570.00</u>	<u>\$22,627.00</u>	<u>\$24,889.70</u>
<i>FOOD/CAFETERIA SUPPLIES</i>	<u>\$17,000.00</u>	<u>\$10,000.00</u>	<u>\$10,000.00</u>	<u>\$10,000.00</u>	<u>\$10,000.00</u>
	<u>\$2,000.00</u>	<u>\$2,529.41</u>	<u>\$3,088.24</u>	<u>\$3,602.94</u>	<u>\$3,941.18</u>
TOTALS	<u>\$1,231,394.50</u>	<u>\$2,180,308.79</u>	<u>\$2,723,297.81</u>	<u>\$3,317,862.62</u>	<u>\$3,621,751.8</u>

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

Cash on Hand	\$ <u>0.00</u>
Certificates of Deposit	\$ <u>0.00</u>
Bonds	\$ <u>0.00</u>
Real Estate	\$ <u>0.00</u>
Capital Equipment	\$ <u>0.00</u>
Motor Vehicles	\$ <u>0.00</u>
Other Assets	\$ <u>0.00</u>
TOTAL	\$ <u>0.00</u>

ADDITIONAL NOTES:

First year Budget and Management of Shortfalls: In the marketing plan of this proposal, the strategy for reaching to students and maintaining high enrollment numbers is described. Our board is especially very experienced in that regard, since we have been governing another charter school. In order to prevent any budget shortfalls, we will organize fund raising events for the school before the opening. We will not limit the fundraising to the people but also the companies in the area. In Triangle area, there are several large corporations that support education, including SAS, and IBM.

E. MARKETING PLAN

Marketing to potential students and parents is vital to the survival of a charter school. Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school State Statute regarding admissions GS 115C.238.29F(g) (1-7) carefully. Describe how the board will market the school to all populations (including various community ethnic groups, teachers and other employees, and the general public) to ensure that the school fully complies with the State Statute to mirror the diversity of the local education agency.

TMSA Board of Directors will execute a sound marketing plan that will be composed of a marketing communications and an execution plan. The marketing communications plan will enable us to best communicate with various community leaders ,teachers, staff and the public while the marketing execution plan will help us implement the budget and dissemination of information in the most effective way.



Figure 7: TMSA Community information session held on Oct 29th 2011 (Top). One of our information tables (bottom). These tables were set-up in four regional libraries during two weekends. Inner figure shows the announcement of our event in the Cameron Village Library’s announcement board.

Marketing and Community Outreach Activities Prior to Application: As part of TMSA’s marketing plan, we have already started contacting the general public to inform them about an IT-based charter school in Wake County. We conducted 182 surveys; some of these surveys are available in Appendix D. These surveys are indicators of the public interest and the need for such a school in the area. In marketing, community/industry leaders play important roles since

they are influential in the community; recognizing this fact, we are also in communication with NC community leaders, and have requested their support letters to the Charter School Office during the application and review process. The details of this have been outlined below.

We organized a community meeting in Cameron Village Library on October 29th, 2011. During this meeting, the details of the proposal were presented to the residents of Wake County and their questions were answered both publicly and through one-to-one interactions during the short social event with light refreshments. The event was announced through library's announcement resources, by sending emails to parent-teacher associations of three other existing charter schools in Wake County, through our four information tables (see below) that we set-up in public libraries and by leaving brochures in stores (3 groceries, 2 restaurants, 1 laundries) close to a mobile home community dominated with residents of Hispanic and Latino origin (around SE Maynard Rd Cary).

We set up four tables in four regional libraries during last two weekends of October 2011 to talk to public, get their support through our surveys and listen to their concerns or expectations. These libraries are Cameron Village Regional Library, Eva H. Perry Regional Library, West Regional Library, and North Regional Library located in Raleigh, Cary and Apex.

Our interaction with *elected and appointed officials* and academicians was very instrumental while outlining the details of this proposal. Wake County representatives Jennifer Weiss, Deborah Ross, Grier Martin and Paul Stem (House Majority Leader), Senators Neal Hunt, Richard Stevens and Josh Stein provided us very valuable feedbacks about the role of charter schools in the educational systems, and their advantages and potential pitfalls. We presented the details of our project proposal and addressed the solutions to general concerns they mentioned such as equal access to quality and the role of art in STEM education. They demonstrated their satisfaction with our proposal through the support letters they provided. We also initiated communication with the mayors of Cary (Harold Weinbrecht), Apex (Keith Weatherly), Morrisville (Jackie Holcombe), Wendell (Harold Broadwell), Fuquay-Varina (John Byrne), Zebulon (Bob Matheny), Knightdale (Russell Killen), Holly Springs (Dick Sears) and Wake County Board of Education members Kevin Hill and Carolyn Morrison and Wake County commissioners Tony Gurley and Phil Matthews who encouraged us with positive comments on our proposal.

Reaching out *to underrepresented minority communities* will be an important aspect of Triangle Math and Science Academy. To share our proposal and get their feedback, we have organized meetings with Gabriela Zabala, Director of Office of Hispanic/Latino Affairs in Governor Bev Perdue's Office and Prof. Andrew Behnke of North Carolina State University and North Carolina Cooperative Extension. Dr. Behnke is an expert on Latino issues for parents and families and has been working to create a coalition to address the disparities in health-care, nutrition, financial awareness, housing, and academic youth outcomes among Latinos in North Carolina. Both Mrs. Zabala and Prof. Behnke were very supportive in their comments and highlighted the potential value of such a school to bridge the gap between the minority and majority communities. They were both glad to hear about the diversity of the existing student and academic body in Triad Math and Science Academy in Greensboro and emphasized the need for several such schools in Wake County, particularly in Raleigh.

According to Wake County Public School System—School Statistics and Maps, 2008-2009⁴² report, 51% of K-12 students are white, 26.1% Black, 11.5% Hispanic/Latino, 5.8% Asian, 4.8% Multi-National and 0.3% American Indian (Fig.8).

Wake County K-12 Student Population Percentage by Race, 2008-2009

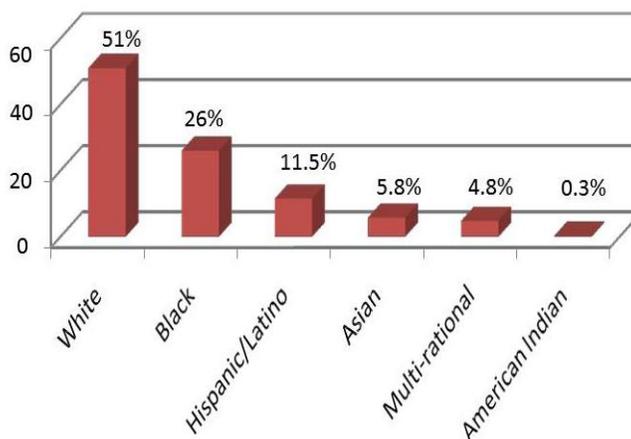


Figure 8. NC Wake County K-12 Student Population Percentages by Race, 2008-2009

The goal of our marketing plan is to create awareness and interest in the school and to ensure a diverse student body as indicated above by NC Wake county student population statistics. We also aim to attract highly qualified faculty and staff through our marketing plan. The marketing plan will include the following strategies:

Public relations: To reach out to various communities in Wake County, the TMSA board will contact community centers, church groups, and neighborhoods. We will also consult with Black, Hispanic and Asian organizations for outreach to minority groups. We will distribute flyers and brochures to community and neighborhood centers. While contacting the Hispanic/Latino community, the information on the flyers/brochures about the school will also be made available in Spanish.

Open houses: The school will organize quarterly open-house meetings. These meetings will specifically target the parents of school age children in Wake County. In the meetings, we will inform them about the educational focus and mission of the school.

Internet: Our website, <http://tmsacademy.org/>, is one of the important channels where the general information about the TMSA's educational philosophy and the contact information is provided. Application information for students and staff can also be found on the school's website. In addition, we will use online social networks such as Facebook and Tweeter to reach out to students, parents and the school employees.

Mass Media Resources: The TMSA board will use local radio, newspapers and child-focused publications to inform the community and make public announcements about the school. These ads in the mass media will also help to attract school faculty and staff.

Location: Location is vital to attract a diverse student population. Currently, TMSA is searching for a facility located in an area of the city that houses, or is nearby, a diverse population covering various socioeconomic levels.

Mass mailing: TMSA will mail the brochure to households within a fifteen-mile radius of the proposed school site.

Education Job Fairs: TMSA will be present at the education job fairs to attract highly qualified teachers.

SCHOOL AUDIT

F. PROGRAM AUDITS

Describe the procedure and method for evaluating the overall effectiveness of the proposed charter school program as related to the mission of the school.

TMSA 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. TMSA 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 TMSA's principal, Board of Directors members, and teachers, and be shared with all TMSA'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. TMSA aims to achieve a constant increase in interest and applications.

G. FINANCIAL AUDITS

Describe the procedure and method for conducting an independent financial audit for the proposed charter school. Give the name of the firm approved by the NC Local Government Commission (GCC) that will conduct the audit. Include the complete mailing address, telephone number and fax number.

An independent audit of TMSA'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 TMSA Board of Directors. 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

H. HEALTH AND SAFETY REQUIREMENTS

Describe how the school plans to adhere to the requirements of the health and safety laws and regulations of the federal and state governments. Address how the proposed charter school will meet the following 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 TMSA staff and students are of utmost importance. Therefore, the initial school policies and requirements will include the items outlined below.

- Each TMSA 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.
- TMSA will comply with all policies set forth for Local Safe School Plans under GS 115C-105.47.
- TMSA strictly will function as a tobacco free institution in accordance with GS 115C-407. Further, any use of drug or alcohol will be strictly prohibited.
- Science and computer labs will have 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**

TMSA 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. TMSA will outline all required immunizations and provide local health department resources when needed. TMSA will parents and guardians with information on meningococcal and influenza its vaccines, in accordance with GS 115C-238.29F.

- **Fire and Safety Regulations**

TMSA will comply with regulations set forth under GS 115C-525. In doing so, TMSA will ensure that the school meets the North Carolina Building Code standards. TMSA will cooperate with the local fire marshal, or designated person conducting the inspection to ensure all fire prevention precautions are met. TMSA 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. TMSA 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.

- **Diabetes care plans**

The school will provide training and all printed or electronic materials to all staff members as well as parents and students in accordance with state and federal statues.

- **Providing students in grades 9-12 with information on how a parent may lawfully abandon a newborn**

Triangle Math and Science Academy will provide information about the NC Safe Surrender Law by distributing information from appropriate agencies. The school will also work with the local Health and Human Services Department and hold information sessions.

- **Providing parents and guardians with information about:**

- **Meningococcal meningitis and influenza and their vaccines at the beginning of each year**

○ **Cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent diseases**

Triangle Math and Science Academy will provide information about meningococcal meningitis, influenza, cervical cancer, cervical dysplasia, human papillomavirus, and the vaccines available to prevent these diseases by distributing fliers in the beginning of each school year. The school will also work with the local Health and Human Services Department and hold information sessions throughout the year.

I. 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.

See Resource Manual for Minimums required by SBE Policy.

J. TRANSPORTATION

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation.

TMSA will ensure that transportation will not be an obstacle for any student within our community, and therefore, anticipates adhering to the plan below:

- Transportation of students attending TMSA 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 Wake County Schools.
- TMSA 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.

- TMSA may arrange a transportation service to serve students who do not have any other options of attending school.
- TMSA will help students get passes from/to the local transportation system.
- At the beginning of each school year TMSA 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

K. FACILITY

Describe the facility in which the school will be located. Include information on how the site is appropriate to your mission and instructional program. Note that the SBE may approve a charter school prior to the school's obtaining a facility; however, students may not attend school and no funds will be allocated until the school has obtained a facility and has provided a valid Certificate of Occupancy for Educational use to The Office of Charter Schools.

TMSA Board of Directors has started searching for an appropriate property to lease in the Wake County upon approval of final charter. The founders of TMSA have one major criterion for the location of the school: Accessibility.

TMSA 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, TMSA is willing to utilize any school facility, partially or as a whole. TMSA has started working with local real estate agents to find a building that meets the needs of TMSA.

Description of Planned School Facility

TMSA 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. TMSA 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.

TMSA 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 Wake County Schools and will be conducted in consultation with the local health and fire departments. In addition, TMSA will:

- Ensure the facility complies with the Americans with Disabilities Act (ADA) and addresses in its budget for renovations to make the building ADA compliant.
- Ensure that if they do not already, all exit doors will be equipped with panic hardware as required by the State Code; and
- Conduct fire drills at least once a week 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 including information about the spatial needs of the school to best suit your adopted educational program and instructional methodologies. Does the applicant have a facility contingency plan should their initial efforts not be successful?

The Board of Directors of TMSA is actively working on finding a facility for the school. We screened experienced realtors, who previously worked for charter schools and were recognized as successful. Among these companies, we chose York Properties, Inc., which helped Raleigh Charter High School and Endeavor Charter School in finding their previous facilities. We are about to sign a letter of representation with them. In the Appendix E, pictures of some of the facilities that are under consideration are provided.

V. LEA IMPACT STATEMENT

Pursuant to G.S. 115C-238.29B(d), the charter school 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 applicant's timely submission of a copy of this application to the LEA.

VI. APPENDICES

You may include numbered and indexed appendices to provide additional information that you believe will assist the State Board of Education in the consideration of your application.

APPENDIX A: IRS 501(c) (3) determination of TMSA Company

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **JAN 27 2009**

TRIAD MATH AND SCIENCE ACADEMY
COMPANY
3529 PARK HILL CROSSING DR
HIGH POINT, NC 27265

Employer Identification Number:
20-8471670
DLN:
208338016
Contact Person:
JOYCE DARBY ID# 95011
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
February 13, 2007
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

TRIAD MATH AND SCIENCE ACADEMY

Sincerely,

A handwritten signature in cursive script, appearing to read "Robert Choi".

Robert Choi
Director, Exempt Organizations
Rulings and Agreements

Enclosures: Publication 4221-PC

Letter 947 (DO/CG)

TRIAD MATH AND SCIENCE ACADEMY

INFORMATION FOR CHARTER SCHOOLS

You are not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you are operating under a contract with the local government. If your method of operation changes to the extent that your charter is terminated, cancelled, or not renewed, you should notify us. You will also be required to comply with Revenue Procedure 75-50.

APPENDIX B: Sample School Curricula to be implemented

The primary criterion for selection of a curriculum at TMSA is how well any curriculum being considered is going to serve our students. TMSA 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 solve a variety of problems, then students need to spend significant portions of their mathematics time solving problems that require thinking, planning, reasoning, computing, and evaluating.

A growing body of evidence from the theory supports that students can make sense of mathematics if the concepts and skills are embedded within a context or problem. If time is spent 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 mathematics³².

COLLEGE PREPARATORY MATHEMATICS³³:

³² <http://connectedmath.msu.edu/rnd/principles.html#pcc>

³³ http://cpm.org/pdfs/statistics/sallee_research.pdf

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.

The “spacing effect” is an overwhelmingly well-documented phenomenon. It shows that learning is improved when the learning time is interrupted, or spaced, rather than being continuous, or massed. The effect has been observed in babies, children and adults in numerous studies. The effect has been observed in learning mathematics, statistics, physics, languages, and such widely diverse skills as aircraft recognition and kayak rolls. 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

TMSA 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
5. Statistics, Data Analysis, and Probability
6. Problem Solving
7. Communication
8. Mathematical Reasoning

9. Connections

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

Triangle Math and Science Academy'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 TMSA 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 TMSA. 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 TMSA 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 TMSA 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.

d. Connections

Too often individuals perceive mathematics as a set of isolated facts and procedures. Through curricular and everyday experiences, students should recognize and use connections among mathematical ideas. Of great importance are the infinite connections between algebra and geometry. These two strands of mathematics are mutually reinforcing in terms of concept development and the results that form the basis for much 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 Triangle Math and Science Academy 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 Practice	The teacher will have students answer 10 exploring questions while working on the applet.
	Closure	The teacher will discuss what the students have learned that day while answering the exploring questions.
Standards Addressed	Grades3-5	<u>NCTM</u> (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:	<p>The teacher will first review the pertinent vocabulary, such as area and square unit.</p> <p>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.</p>
	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	<p>The teacher will ask students to recall what they have learned about measuring area so far. Illicit from them:</p> <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. 5. She will have that student explain to the class how he/she knew the area of the triangle. 6. She will ask the class to come up with a formula to calculate the area of right triangles. 7. She will tell them that they need to be able to explain why their equation should work for all right triangles. 8. If no one mentions the length * width / 2 method, she will mention the method to the class and have

		<p>them try it.</p> <p>9. Then she will show the students how to operate the <u>Triangle Explorer Applet</u> (*).</p>
	Independent Practice	<ul style="list-style-type: none"> ○ The teacher will have the students work in pairs to explore the <u>Triangle Explorer Applet</u>. ○ The teacher will instruct the students to work 5 easy problems, 5 medium problems, and 5 hard problems. ○ 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	The teacher will clarify how to calculate the area of a right triangle and ask if there are any questions.
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"> ○ 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"> ○ 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"> ○ Can someone tell me what a function is? ○ Will someone give me an example of a function? ○ Will someone give me an example of something that is not a function?
	Objectives	<p>The teacher will let the students know what it is they will be doing and learning that day. For example:</p> <ul style="list-style-type: none"> ○ 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	<p>The teacher will lead a discussion on how the functions and graphs are related.</p>
	Guided Practice	<ul style="list-style-type: none"> ○ 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: <ol style="list-style-type: none"> 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 <u>Graph Sketcher Tool</u>*. ○ The teacher will have the students investigate functions of the form $y = \underline{\hspace{1cm}}x + \underline{\hspace{1cm}}$ using the <u>Graph Sketcher Tool</u> 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	<p>The teacher will have the students repeat the previous activity with functions of the form:</p>

		$y = ___ x^2 + ___$
	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	<p><u>NCTM</u></p> <p>Grade 6-8 (Algebra): Represent and analyze mathematical situations and structures using algebraic symbols.</p> <p><u>North Carolina Standard Course of Study</u></p> <p>Algebra I (Algebra) Competency Goal 4: The learner will use relations and functions to solve problems.</p> <p>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.</p> <p>Introductory Mathematics (Algebra) Competency Goal 4: The learner will understand and use linear relations and functions.</p>

*Graph Sketcher Tool can be found at:

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

Probability (#5 Sequence of Saxon Math)

In this lesson, students learn how to calculate both theoretical and experimental probability by rotating through a series of work stations.

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> <p>be able to calculate both experimental and theoretical probabilities</p> <p>display probabilities in both graphical and fraction form</p>
Technological Tools	<p>Enough stations so that each pair of students can work at an individual station.</p> <p>2 race boards and 4 race cars</p> <p>8 dices</p> <p>2 pieces of paper numbered 1- 12</p> <p>10 square pieces of paper</p> <p>an opaque bag</p>

	<p>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</p>	
Classroom Settings	<p>Mathematics Lab. Each student must have a computer</p>	
Brief Description of Lesson	Focus:	<p>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</p>
	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. 4. The student will make a graph representing the results he/she will obtain from the penny flip. 5. The student will record the data on the <u>data collection sheet</u>. <i>SpinnerActivity</i>

	<p>6. $\frac{1}{4}$ of the spinner should be red, $\frac{1}{4}$ should be green, and $\frac{1}{2}$ should be blue.</p> <p>7. The teacher will ask to students —“Which color do you think you are more likely to stop on and why?”</p> <p>8. The students will calculate the theoretical probability of landing on each section.</p> <p>9. Each student will spin the spinner 50 times and record their results</p> <p>Students will make a graph representing the results she will obtain from the spinner.</p> <p>11. The student will record the data on the <u>data collection sheet</u>.</p> <p><i>Marble Bag Activity</i></p> <p>The teacher will place 10 of the white marbles into the opaque bag along with the 5 red marbles.</p> <p>The student will calculate the theoretical probability of drawing a red marble</p> <p>14. The student will draw 1 marble from the bag, record its color, and replace the marble back in the bag.</p> <p>15. The student will repeat step 3 until she has drawn 25 marbles.</p> <p>The student will create a graph which shows the results of her experiment.</p> <p>17. The student will record the data on the <u>data collection sheet</u>.</p> <p><i>Deck of Cards Activity</i></p> <p>18. First, the student will calculate the probability of drawing a spade.</p> <p>19. The student will mix the deck of cards.</p> <p>20. The student will draw 1 card, record whether or not it is a spade, and replace it into the deck.</p> <p>21. The student will then mix the deck of cards.</p> <p>22. The student will draw another card, record whether or not it is a spade, and replace the card back in the deck.</p> <p>23. The student will continue this process until she has drawn 20 cards</p> <p>24. The student will record the data on data collection sheet.</p> <p><i>1 Step Race Car Game Activity</i></p> <p>25. Player 1 will be assigned the numbers 1, 2, and 3. Player 2 will be assigned the numbers 4, 5, and 6.</p> <p>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.</p>
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		<p>27. The students will continue this process until either Player 1 or 2 wins.</p> <p>28. This game will be played at least 5 times.</p> <p>29. The winner of each game will be recorded.</p> <p>30. The theoretical and experimental probability of each player winning will be calculated.</p> <p>31. The data will be recorded on the data collection sheet.</p> <p>32. Then, this game will be played with player 1 winning on rolls of 1, 2, 3, and 4, and Player 2 winning on rolls of 5 and 6.</p> <p>33. 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> <i>2 Dice GameActivity</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	The teacher will have the students work through the stations allowing 5-10 minutes for each station
	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

		<p>applets that model some of the activities at the various stations. <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> *
	<p>Closure</p>	<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
<p>Standards Addressed</p>	<p>Grades 3-5</p>	<p><u>NCTM</u> Grade 3-5 (Data Analysis and Probability):</p> <ul style="list-style-type: none"> • 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

- –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?
	Objectives	<p>The teacher will let the students know what they will be doing and learning by saying:</p> <ul style="list-style-type: none"> ○ Today, class, we are going to be exploring how heights of different things in the world compare to one another by using bar graphs. ○ 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

		<p>teacher will discuss the importance of having identical units for all heights found.</p> <ul style="list-style-type: none"> ○ 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).
	<p>Guided Practice</p>	<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.
	<p>Independent Practice</p>	<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?
	<p>Closure</p>	<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

		<p>print out their bar graphs.</p> <ul style="list-style-type: none"> • To save the graphs the students will need to copy the graphs onto Word documents. • 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 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. ▪ If 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 Triangle Math and Science Academy Elementary and Middle School

TMSA 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, Triangle Math and Science Academy 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: TMSA 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: TMSA 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 Wake 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

Saxon's instructional approach to teaching mathematics is supported by Gagne's (1962, 1965) cumulative-learning theory and Anderson's (1983) ACT theory. Gagne's theory of cumulative learning is based on the premise that intellectual skills can be broken down into simpler skills, which can in turn be divided into even simpler skills. Research has shown that intellectual skill objectives are arranged into a pattern that reveals prerequisite relationships among them (Gagne & Briggs, 1974). Thus, lower level skills must be mastered before higher level skills can be in turn 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).

Student achievement was also examined by grade level. Grades 3, 4, and 5 from the five Saxon schools and a matched control sample from non-Saxon schools were chosen for comparison. Saxon students had higher achievement on 23 out of the 27 grade-level comparisons on the ITBS subtests. Eleven of 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.

THE SCIENCE AND TECHNOLOGY CURRICULUM (STC) PROGRAM™

General Description: The Science and Technology 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 States³⁴. 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.

³⁴ http://www.carolina.com/Carolina_curriculum/stc/publications.as#Evidence

Science and Technology Concepts for Middle Schools (STC/MS[®]):

NSRC received a grant from the National Science Foundation in 1997 to produce Science and Technology Concepts for Middle Schools (STC/MS[®]) that complements STC[®]. It contains 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/MS[®] 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
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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 to address the standards identified for grades 5-8 in the NSES. The Teacher’s Guide for each module includes a section that outlines the alignment between the module’s concepts and skills and the national content and process standards.

Results: A science education program that is judged to be effective typically includes a number of elements (such as exemplary curriculum, professional development, and community support) that work together. The most recognizable indicator of a science 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 standards³⁵. 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

³⁵ http://www.carolina.com/carolina_curriculum/stc/publications.asp#Evidence

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 homework. The daily homework sheet strengthens the home-school connection by explaining what the child is learning in school and asking the parent to review these skills at home. Another activity to review skills involves small group practice using the student game cards. For application of skills, a decodable reader using controlled text is introduced twice a week in 1st and once a week in 2nd grade. Fluency readers with a common 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 awareness skills), Spelling, and Reading Words tests. Most of the effect sizes, which provide an indication of the importance of results, would be considered educationally significant by the research literature.

In addition to treatment students outperforming control students on these measures, exploratory subgroup analyses showed a number of significant differences between treatment and control students who were females, Whites, African Americans, 2nd graders, receiving free/reduced lunch, 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.

Technology Enriched High School Education

TMSA will offer a strong focus on the use and learning of information technology systems, including but not limited to, computers, networking systems, the Internet, database structures, and artificial intelligence and its applications. TMSA will provide a technology-rich environment to achieve 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. TMSA 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: Academic and Community Support Letters



State of North Carolina
Office of the Governor
20301 Mail Service Center • Raleigh, NC 27699-0301

Beverly Eaves Perdue
Governor

Dr. Kenan Gundogdu,
Board member
Triad Science and Math Academy
Greensboro, NC

RE: Triangle Math and Science Academy

Dear Dr. Gundogdu,

I would like to thank for your informative presentation today about the new charter school plan for the Wake County. During the last three years, Triad Math and Science Academy seems to prove that it's a school of distinction through several accomplishments. Especially with its diverse academic and student body, there is no doubt that it is a great asset for Greensboro.

It is a fact that a quality education can increase earning power, thus help the members of the minority communities to become a contributing and integrated part of our society. But high quality education is, unfortunately, often beyond the reach of minority and low-income students, who are more likely to be taught by unprepared and/or uncertified teachers, and who tend to be underrepresented in gifted or advanced placement programs. I believe that, as it is happening in Greensboro, the educational opportunities that Triangle Math and Science Academy will provide the low-income and minority students the belief that any dream is within reach.

This letter is to offer my strong support for your charter school application to the NC State Board of Education. We believe that your school will allow more number of students from underrepresented communities to participate in the proposed innovative STEM learning practices.

Sincerely Yours,

Gabriela Zabala

A handwritten signature in purple ink that reads "Gabriela Zabala".

Director of the Governor's Office of Hispanic/Latino Affairs.
North Carolina Governor's Office

Location: 116 West Jones Street •Raleigh, NC • Telephone: (919) 733-5811



North Carolina General Assembly
Senate

SENATOR JOSH STEIN
16TH DISTRICT
1113 LEGISLATIVE BUILDING
16 W. JONES STREET
RALEIGH, NC 27601-2808
(919) 715-6400
(919) 754-3156 FAX
JOSH.STEIN@NCLEG.NET

Committees:
COMMERCE
EDUCATION
FINANCE
JUDICIARY I
RULES

November 7, 2011

Dr. Ali Tombak
Triangle Math and Science Academy
900 Sixteenth Street
Greensboro, North Carolina 27405

Dear Dr. Tombak:

I am writing to express my support for the proposed Triangle Math and Science Academy of Wake County. I had the pleasure of meeting with Dr. Kenan Gundogdu to discuss plans for the Wake County charter school and learned that the school will be modeled on the successful Triad Math and Science Academy (TMSA) in Greensboro.

I favor the concept of charter schools and have encouraged the replication of high performing existing models. Based on my review of the recent results of the "NC School Report Cards," TMSA is experiencing success in many areas, including reaching out to low-income students.

I appreciate your consideration of my letter of support. I look forward to the Triangle Math and Science Academy bringing inquiry and research-based curriculum to Wake County. The free after school and weekend tutoring programs should help close the achievement gap for academically challenged students while allowing for advanced studies for the academically gifted.

Again, thank you for your consideration, please feel free to contact me if I can provide additional information.

Sincerely,

A handwritten signature in black ink, appearing to read "Josh Stein".

Josh Stein



North Carolina General Assembly
House of Representatives
1109 Legislative Building
Raleigh, NC 27601-1096

REPRESENTATIVE JENNIFER WEISS
35TH DISTRICT
OFFICE ADDRESS: 16 W. JONES STREET
RALEIGH, NC 27601-1096
TELEPHONE: (919) 715-3010
(919) 754-3234 FAX
EMAIL: jennifer.weiss@ncleg.net

COMMITTEES:
AGRICULTURE
ELECTIONS
FINANCE
HEALTH AND HUMAN SERVICES
HEALTH AND HUMAN SERVICES
SUBCOMMITTEE ON MENTAL HEALTH
HOUSE SELECT COMMITTEE
ON TORT REFORM
JUDICIARY
JUDICIARY SUBCOMMITTEE C (FAMILY
LAW)

November 2, 2011

Dr. Ali Tombak
Triangle Math and Science Academy

Re: Proposed K-12 Charter School in Wake County

Dear Dr. Tombak:

I had the pleasure of meeting with Dr. Alper Bozkurt about your application for the Triangle Math and Science Academy (TMSA). I understand that TMSA will be modeled on the successful Triad Math and Science Academy in Greensboro. I appreciate your goal of bringing an inquiry-based, hands-on learning experience to students from all backgrounds in Wake County. It is my understanding that the Triad Math and Science Academy has helped close the achievement gap for at-risk students in the Triad. I am supportive of your application provided that you reach out to underserved communities in our county to ensure that children from all socio-economic backgrounds have the opportunity to experience this special educational setting. The after school tutoring component you have planned for the school will help support the needs of academically challenged students. I appreciate your goal of addressing the needs of both at-risk children and academically gifted children under one roof. Once established, I also encourage you to share your successful educational techniques and practices with teachers from traditional public schools so they too can benefit from this unique educational program.

Sincerely,

Handwritten signature of Jennifer Weiss in blue ink.
Jennifer Weiss

JW/jc





North Carolina General Assembly
House of Representatives

REPRESENTATIVE GRIER MARTIN
34TH DISTRICT - WAKE
OFFICE ADDRESS: 1219 LEGISLATIVE BUILDING
16 W. JONES STREET
RALEIGH, NC 27601-1096
TELEPHONE: (919) 733-5758
(919) 754-3139 FAX
EMAIL: grier.martin@ncleg.net

COMMITTEES:
APPROPRIATIONS
APPROPRIATIONS SUBCOMMITTEE ON
TRANSPORTATION
ELECTIONS
ENVIRONMENT
HOMELAND SECURITY, MILITARY AND
VETERANS AFFAIRS, VICE CHAIR
JUDICIARY
JUDICIARY SUBCOMMITTEE B
TRANSPORTATION

November 9, 2011

Dr. Ali Tombak
President
Board of Directors
Triad Math and Science Academy
700 Creek Ridge Road
Greensboro, North Carolina 27406

Dear Dr. Tombak:

I would like to offer my support for the Triangle Math and Science Academy scheduled to be opened in Fall 2012 in Wake County. I had the opportunity to meet with Dr. Kenan Gundogdu this week and was quite impressed with this endeavor. The educational program that Dr. Gundogdu presented focuses on providing hands-on education while reaching out to lower income families with a concentration on science, technology, engineering and math. This effort will prepare these students to become productive and successful members of our high-tech society.

Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink that reads "GRIER MARTIN".

Grier Martin

DGM/sh

NC STATE UNIVERSITY

Nov 9th, 2011

Dr. Ali Tombak
President of Board of Directors
Triad Math and Science Academy
Greensboro, NC 27406

Room 240F, 512 Brickhaven Dr
Department of 4-H, Youth
Development, and Family and
Consumer Sciences
Campus Box 7606
Raleigh, NC 27695-7606
Tel: 919-515-9156
Fax: 919-515-2786

Dear Dr. Tombak,

I really appreciate your reaching out and contacting me about your charter school application. As you know, I serve as a professor of human development and as an expert on Latino issues for parents and families here at NC State University and NC Cooperative Extension which was founded to give NC residents easy access to the resources and expertise of NC State University and NC A&T State University. I work here to create a coalition to address the disparities in health-care, nutrition, financial awareness, housing, and academic youth outcomes among Latinos in North Carolina. I am also developing and evaluating a community-based health and safety program for Latino families in NC. I conduct train-the-trainer workshops on how to work effectively with Latino audiences. In addition, I conduct applied research on marginalized (i.e., poor, rural, [im]migrant) families, academic achievement among Latino youth, parent involvement in academics, stress and parenting, minority fatherhood, poverty, and family and community partnerships.

According to the statistics, minorities will make up one-third of our population and an important proportion of our work force by the year 2015. A major share of skilled technicians, scientists and engineers can come from this group to move America ahead in the twenty-first century, which is clearly being missed currently. This is actually a requirement where minority and majority communities should work together to reverse many of the adverse conditions now shadowing our country's prosperity. Through my numberless encounters through our program, I have observed the evidence of hope where minority children from even the most disadvantaged backgrounds were enthusiastically learning and participating in academic activities.

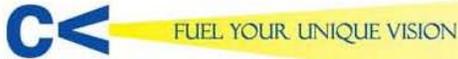
Your school project is addressing many key aspects that will bridge the gap between minority communities and our educational system. First of all, it motivates these kids starting from the kindergarten level and gets them ready for the challenges of the higher education. I am glad to see that in the Triad Math and Science Academy, you provided opportunities to a diverse population of students. You made the best teachers available to those who need them most and made your curricula more responsive to the needs of minority children through inquiry-based teaching. Your numerous after school programs and free-tutoring not only help these students to develop themselves in social and art related fields but also keep them away from the streets. I am sure you will be able to achieve this in the Triangle Math and Science Academy as well.

I highly support your charter school application which will give equal access to high quality education. I would be more than glad to share our resources and experiences to reach out to Hispanic and Latino communities in Wake County if your application is accepted. I wish you best of luck with your application and am hoping that we will be able to see Triangle Math and Science Academy as a functioning school next year. If you have any questions regarding my willingness to help, feel free to contact me at andrew_behnke@ncsu.edu or 919-515-9156.

Sincerely,



Andrew Behnke, PhD
Professor- NCSU



Convey Media Group

Info@ConveyMediaGroup.com

919)264-9868/(919)271-6204

Department of Education
State of North Carolina

November 7, 2011

To Whom it May Concern,

I am writing to express my support for a Triangle Math and Science Academy in the Raleigh area similar to the Triad Math and Science Academy in Guilford County. Please support this important opportunity for the Triangle area.

Wake County is home to a significant number of companies that require high level math and science skills. The number of bio-pharma companies, computer hardware, software and firmware companies, and other high tech companies will continue to need well-educated people with these skills. Creating a charter school will be an investment in our own community and assure that students from Wake County become the professionals who fill our local positions. We owe it to ourselves to support our own economy in the future.

I understand this school will use inquiry-based, student-center techniques to educate students. These students would then be prepared for changes in technology and bio-medical fields as they evolve in the coming decades. In addition, students who would sign up for this type program would be motivated to pursue higher education.

I have worked in a number of technology companies and have seen how the best and brightest, those who made breakthroughs and produced patents, exhibited the types of characteristics inquiry-based education promotes. Let's foster more great minds in the sciences and math so we can stay competitive in the fast-changing world we live in.

Please make a commitment to our local economy and industry by providing this important educational alternative.

Best Regards,

Drew Becker

President, Convey Media Group
Willow Spring, NC 27592

APPENDIX D: Potential Facilities



CREATIVE OFFICE SPACE AVAILABLE FOR LEASE

Pilot Mill
1100 Haynes Street
Raleigh, NC 27604



FEATURES:

- Up to 30,000 sq. ft. available for lease
- Space can be subdivided
- Beautifully renovated mill space on historic register
- 14' ceilings and 8' windows
- Lease Rate: \$20.50 full service
- On site parking
- Available immediately
- Located just north of Downtown Raleigh behind Peace College
- Great space for educational uses, professional office and technology/creative companies

FOR MORE INFORMATION CONTACT:

Peter Pace, SIOR
(919) 645-2770
peterpace@yorkproperties.com

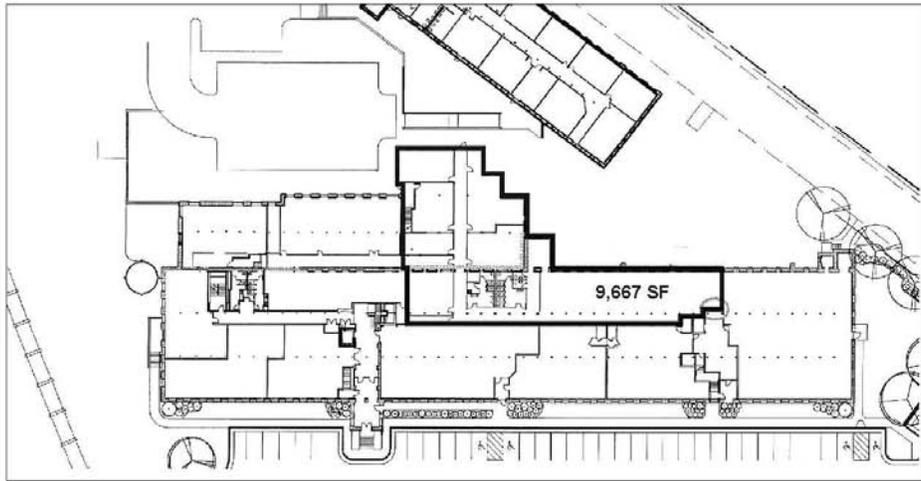


LOCATION

The information above has been obtained from sources believed to be reliable. While we do not doubt its accuracy, we have not verified it and make no guarantee, warranty or representation about it. It is your responsibility to independently confirm its accuracy and completeness. Any projections, opinions, assumptions or estimates used are for example only and do not represent the current or future performance of the property.



CREATIVE OFFICE SPACE AVAILABLE FOR LEASE



1903 BUILDING



CREATIVE OFFICE SPACE AVAILABLE FOR LEASE

Pilot Mill
1100 Haynes Street
Raleigh, NC 27604



1910 BUILDING

APPENDIX E: Community Support Surveys

Disclaimers:

1. This survey will be directly submitted to the NC State Board of Education and this information will not be shared to third-parties or used for commercial purposes.
2. Participating in this survey does not mean any commitment or agreement to send your child to the TRIANGLE MATH and SCIENCE ACADEMY. This survey only shows your support for the initiation of the school.

SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

Charter schools are public schools that provide free education to every student. These schools are funded and regulated by the North Carolina State although founded and governed by a private and nonprofit board. Establishment of such a school is planned in Wake County and the purpose of this survey is to assess the need and support for such a school by the local residents. The aim of the Triangle Math and Science Academy will be to provide the following:

- ✓ A free and equal opportunity academic environment
- ✓ A strong math and science program
- ✓ A safe learning environment with smaller classroom sizes
- ✓ A technology integrated and student centered education program

Please respond to below questions by checking one of the boxes:

- ❖ How many school-age child/children do you have?
 None 1 2 3 4 5 or more
- ❖ Which grade is your child or are your children attending? (Please check multiple boxes if needed)
 Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Ingrid A. Blount*

Street Address: *6631 Rock Glen Way*

Apt #: *309*

City: *Raleigh*

Zip Code: *27615*

Email: *blountaingrid@yahoo.com*

Phone Number: *919-607-2973*

Signature and Date

Ingrid A. Blount

Thanks for your time and have a nice day!

Disclaimers:

1. This survey will be directly submitted to the NC State Board of Education and this information will not be shared to third-parties or used for commercial purposes.
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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

Charter schools are public schools that provide free education to every student. These schools are funded and regulated by the North Carolina State although founded and governed by a private and nonprofit board. Establishment of such a school is planned in Wake County and the purpose of this survey is to assess the need and support for such a school by the local residents. The aim of the Triangle Math and Science Academy will be to provide the following:

- ✓ A free and equal opportunity academic environment
- ✓ A strong math and science program
- ✓ A safe learning environment with smaller classroom sizes
- ✓ A technology integrated and student centered education program

Please respond to below questions by checking one of the boxes:

- ❖ How many school-age child/children do you have?
 None 1 2 3 4 5 or more
- ❖ Which grade is your child or are your children attending? (Please check multiple boxes if needed)
 Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Lynne Dempsey*
Street Address: *2416 Cloud Hill Ct.* Apt #:
City: *Raleigh* Zip Code: *2764*
Email: Phone Number: *301-8917*
Signature and Date: *Lynne Dempsey* *10/29/11*

Thanks for your time and have a nice day!

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 Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO

- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

I had a younger sister attend a charter school
she did much better than in Reg school.

Please provide your

Name: Mrs. Kim S. Nidoye

Street Address: 4320 S Hanks Dr

Apt #: C

City: Ral

Zip Code: 27409

Email: Mrs Kim AS N @gmail

Phone Number: N/A

Signature and Date

 NIDoye 10/27/2011

Thanks for your time and have a nice day!

Disclaimers:

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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e-mail: info@tmsacademy.org

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Jill Walden*

Street Address:

Apt #:

City:

Zip Code:

Email: *jdaxsec28@gmail.com* Phone Number:

Signature and Date

Jill Walden 10/29/11

Thanks for your time and have a nice day!

Disclaimers:

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

I am a Math Tutor & support a Math & Science Charter School.

Please provide your

Name: *S. Fox*

Street Address:

Apt #:

City: *RALEIGH*

Zip Code: *27615*

Email: *Skerryfox@yahoo.com*

Phone Number:

Signature and Date *S. Fox*

Thanks for your time and have a nice day!

Disclaimers:

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

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e-mail: info@tmsacademy.org

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Leo John*

Street Address: *5604 Hawley Ct*

Apt #:

City: *Raleigh NC*

Zip Code: *27609*

Email:

Phone Number: *919-522-5138*

Signature and Date

Leo John

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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e-mail: info@tmsacademy.org

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your
Name:

Valerie Nzenza

Street Address:

7801 Fairmount Court

Apt #:

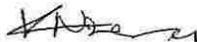
City: Raleigh

Zip Code:

Email: Valerienzenza@yahoo.com

Phone Number:

Signature and Date



10-28-11

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Audrey Adcock*

Street Address: *5416 Turkey Creek Dr*

Apt #:

City: *Raleigh*

Zip Code: *27613*

Email:

Phone Number:

Signature and Date *Audrey F. Adcock 10/30/11*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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e-mail: info@tmsacademy.org

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 Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Hemlata Rane*

Street Address: *12405 Village Gate Way*

Apt #:

City: *Raleigh*

Zip Code: *27614*

Email:

Phone Number: *919 435 6192*

Signature and Date

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: Tabatha Reece

Street Address: 3322 New Beer Ridge Dr. Apt #: 101

City: Raleigh Zip Code: 27610

Email: tabatha.reece@tr.com Phone Number: 919.522.8465

Signature and Date Tabatha Reece 10/29/11

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Ebony McBean*

Street Address: *230 Bass Lake rd*

Apt #:

City: *Holly Springs* Zip Code: *27540*

Email: *eboney507@yahoo* Phone Number:

Signature and Date: *[Signature]*

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Kathi Welch*

Street Address: *902 Haddon Hall Dr* Apt #: _____

City: *Apex* Zip Code: *27502*

Email: *Kathi@WelchFamily.com* Phone Number: _____

Signature and Date

KAWelch 10/24/11
Thanks for your time and have a nice day!

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e-mail: info@tmsacademy.org

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Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

❖ Would you support a charter school in your local community that will provide the educational opportunities above?

YES NO

❖ Any additional comments or expectations from Triangle Math and Science Academy:

Please provide your

Name: *MOULAY ALI MDAQHRI ALAOUI*

Street Address: *CHAPPELL DR*

Apt #: *629*

City: *N. RALEIGH N.C*

Zip Code: *27606-3213*

Email: *Ali_Alaoui_M@yahoo.com*

Phone Number: *919 348 7984*

Signature and Date



Thanks for your time and have a nice day!

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Riffat Bokhari*

Street Address:

Apt #:

City: *APEX*

Zip Code: *27562*

Email:

Phone Number:

Signature and Date

Riffat Bokhari

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: Holly Zverilt

Street Address: 503 Canon Gate Dr. Apt #:

City: Cary Zip Code: 27518

Email: heveritt1@yahoo.com Phone Number: 919-362-8241

Signature and Date:  10-23-14

Thanks for your time and have a nice day!

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e-mail: info@tmsacademy.org

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
..... *This is a much needed curriculum. I whole-heartedly support.*

Please provide your

Name: *Michelle Love*

Street Address: *806 Handel Lane*

Apt #:

City: *Apex*

Zip Code: *27502*

Email: *lovenm@kyanne@yahoo.com*

Phone Number: *(919) 349-8538*

Signature and Date

Michelle Love 10/23/2011

Thanks for your time and have a nice day!

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- ✓ A strong math and science program
- ✓ A safe learning environment with smaller classroom sizes
- ✓ A technology integrated and student centered education program

Please respond to below questions by checking one of the boxes:

- ❖ How many school-age child/children do you have?
 None 1 2 3 4 5 or more
- ❖ Which grade is your child or are your children attending? (Please check multiple boxes if needed)
 Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Chris Spancake*

Street Address: *710 Evanvale Ct*

Apt #:

City: *Cary*

Zip Code: *27518*

Email: *Bspancake@aol.com*

Phone Number: *367-2900*

Signature and Date

Chris Spancake
10/23/11

Thanks for your time and have a nice day!

Disclaimers:

1. This survey will be directly submitted to the NC State Board of Education and this information will not be shared to third-parties or used for commercial purposes.
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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *K Roberts*

Street Address: *106 Silvercreek rd*

Apt #:

City: *Cary*

Zip Code: *27513*

Email: *babyroberts2003@yahoo*

Phone Number: *407-2908*

Signature and Date: *K Roberts*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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website: www.tmsacademy.org

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Milton Perry*

Street Address: *4639 Vendue Range Drive* Apt #:

City: *Raleigh* Zip Code: *27604*

Email: *miltonperry@yahoo.com* Phone Number: *919-872-8403*

Signature and Date *Milton Perry* *10/29/11*

Thanks for your time and have a nice day!

Disclaimers:

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

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Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

❖ Would you support a charter school in your local community that will provide the educational opportunities above?

YES NO

❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: Mohamed Naji

Street Address: 5205 Dana Drive

Apt #: K

City: Raleigh

Zip Code: 27606

Email: noji45_17@hotmail.com Phone Number: 919-917-0003

Signature and Date

 10-22-2011

Thanks for your time and have a nice day!

Disclaimers:

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

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 Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
..... needed you 3-4 yrs ago, glad its coming

Please provide your

Name: Paul Hock
Street Address: 8424 Eden Park Dr Apt #:
City: Raleigh Zip Code: 27613
Email: rhock2@nc.rr.com Phone Number: 919-3253224

Signature and Date



Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.fmsacademy.org

e-mail: info@tmsacademy.org

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: *Shane Yount*

Street Address:

City: *2216 Countrywood N. Rd.*

Raleigh, NC

Apt #:

Zip Code: *27615*

Email: *Ssyount@earthlink.net*

Phone Number: *919-67-7579*

Signature and Date

[Signature] *10/30/11*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO

- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

I would like to see this Academy open in Garner, NC.

Please provide your Name:

Street Address:

City:

Email:

Signature and Date

Velda Kellard

5317 Rolling Field Dr

Garner

David.veldao@kaha.com

Velda M Kellard

Apt #:

Zip Code: *27529*

Phone Number: *910 988-4531*

10/20/11

Thanks for your time and have a nice day!

Disclaimers:

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *PATRICIA NUNN*

Street Address: *31 C BENTPINE DR*

Apt #:

City: *RALEIGH, NC*

Zip Code: *27603*

Email:

Phone Number:

Signature and Date

Patricia Nunn 10/30/11

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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 Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

..... No

Please provide your

Name: Patricia Martinez

Street Address: 2325 STEPHEN VALLEY ST

Apt #: —

City: RANDOLPH N.C Zip Code: 27610

Email: martinezclarina-nc@att.net Phone Number: (919) 828-54-81

Signature and Date: 10/21/11 Patricia

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

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 Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
..Would like to know the location of school.. Have
..child to be in middle school in 2012-13

Please provide your

Name: Ngk Moore

Street Address: 6800 VERNIE DR.

Apt #:

City: Raleigh

Zip Code: NC 27603

Email: ngamoore@gmail.com Phone Number: 919.524.3314

Signature and Date

 10/30/11

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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website: www.tmsacademy.org

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

Please provide your

Name: *Shawn Reed*

Street Address: *1120 Hawk Hollow Lane*

Apt #:

City: *Wake Forest*

Zip Code: *77587*

Email: *sreed68@yahoo.com*

Phone Number:

919-847-8192

Signature and Date

Shawn Reed

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

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e-mail: info@tmsacademy.org

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Ellen Cybrynska*

Street Address:

Apt #:

City:

Zip Code:

Email:

Phone Number:

Signature and Date

Ellen Cybrynska

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Seema Shekhar*

Street Address: *8812 Stockbridge Cir* Apt #: *202*

City: *Raleigh* Zip Code: *27615*

Email: Phone Number:

Signature and Date *Seema Shekhar*

10/30/11

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Kelly Johnson*

Street Address: *5140 Sandy Banks Rd*

Apt #:

City: *Raleigh*

Zip Code: *27616*

Email:

Phone Number:

Signature and Date

Kelly Johnson

Thanks for your time and have a nice day!

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

Please provide your

Name:

Street Address:

City:

Email:

Signature and Date

231 Ridgwood Dr

Apt #: 708

Zip Code: NC 27604

Phone Number:

Kesho Baker

10/30/2011

Thanks for your time and have a nice day!

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- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *S. Dey*

Street Address:

Apt #:

City:

Zip Code:

Email:

Phone Number:

Signature and Date *S. Dey*

WF 30 - 11

Thanks for your time and have a nice day!

Disclaimers:

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

Charter schools are public schools that provide free education to every student. These schools are funded and regulated by the North Carolina State although founded and governed by a private and nonprofit board. Establishment of such a school is planned in Wake County and the purpose of this survey is to assess the need and support for such a school by the local residents. The aim of the Triangle Math and Science Academy will be to provide the following:

- ✓ A free and equal opportunity academic environment
- ✓ A strong math and science program
- ✓ A safe learning environment with smaller classroom sizes
- ✓ A technology integrated and student centered education program

Please respond to below questions by checking one of the boxes:

- ❖ How many school-age child/children do you have?
 None 1 2 3 4 5 or more
- ❖ Which grade is your child or are your children attending? (Please check multiple boxes if needed)
 Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

Please provide your

Name:

S. Mercado

Street Address:

5400 Evergreen Forest Way Apt #: 100

City:

Raleigh NC

Zip Code:

27616

Email:

Smercado118@yahoo.com

Phone Number:

919 4101918

Signature and Date

Smercado

10/30/11

Thanks for your time and have a nice day!

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *C. Jones*

Street Address:

Apt #: *n/a*

City:

Zip Code:

Email: *cjones279@*

Phone Number:

Signature and Date

nc.rr.com
C. Jones 10/3/11

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Addie*

Street Address: *6416 The Lakes*

Apt #:

City: *Raleigh*

Zip Code: *27609*

Email:

Phone Number: *10-30*

Signature and Date *adda*

(919) 291-5230

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

Please provide your

Name:

Cynthia J. Robinson

Street Address:

7732 Bernadette Ln Apt #:

City:

Raleigh - Zip Code: *27615*

Email:

c.j77@live.com Phone Number:

Signature and Date

Cynthia J. Robinson

30 Oct 2011

Thanks for your time and have a nice day!

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Damian Maseda*

Street Address: *111, Modena*

Apt #:

City: *Cary*

Zip Code: *27513*

Email: *dmaseda@gmail.com*

Phone Number:

Signature and Date *10/30/2011*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

Please provide your

Name: PRASHANT K. PATEL
Street Address: 107 HEMINGFORD GREEK CT Apt #: _____
City: CARY Zip Code: 27518
Email: ppatel444@hotmail.com Phone Number: _____
Signature and Date: [Signature] 10/30/11

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Carolyn Concia*

Street Address: *111 Tiercel Ct*

Apt #:

City: *Ray*

Zip Code: *27518*

Email: *cconcia@yahoo.com*, Phone Number:

Signature and Date *eloneu,ro*

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: REES STILES

Street Address: 1002 SUTERLAND Rd

Apt #:

City: CARY, N.C

Zip Code: 27511

Email: REESTILES@AOL.COM

Phone Number:

Signature and Date

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: *ARTHUR D. LITTLE*

Street Address: *101 KELLY POINT CT*

Apt #:

City: *APEX, NC*

Zip Code: *27502*

Email:

Phone Number: *919-362-0829*

Signature and Date

Arthur D. Little 10/30/11

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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.....
.....

Please provide your

Name:

Street Address:

Apt #:

City:

Zip Code:

Email:

Phone Number:

Signature and Date

Sara Turner *Oct 30/2011*

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO

- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

To provide explicit instructions to students; provide DVDs of instructions; and just make it fun!!

Please provide your

Name: *MARGE CURTIS*

Street Address: *6209 Geary COAT Ct.*

Apt #:

City: *Raleigh, NC*

Zip Code: *27616*

Email: *mediamarge@hotmail.com*

Phone Number:

Signature and Date

M Curtis
10/30/11

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N/A Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

❖ Would you support a charter school in your local community that will provide the educational opportunities above?

YES NO

❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Don FARTHING*

Street Address:

Apt #:

City: *Raleigh NC*

Zip Code:

Email:

Phone Number:

Signature and Date

Don Farting 10-30-11

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 YES NO
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.....
.....

Please provide your Name:

SYLVIA HART

Street Address:

Apt #:

City:

Zip Code:

Email:

Phone Number:

Signature and Date

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
..... *It's about time!*

Please provide your

Name: *CASSANDRA TUCKER*

Street Address:

Apt #:

City:

Zip Code: *27603*

Email: *Casstucker@gmail.com*

Phone Number:

Signature and Date

Cassandra O Tucker 10/30/11

Thanks for your time and have a nice day!

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.....
.....

Please provide your

Name: *Marguerite Reiter*

Street Address: *3429 High Ridge Dr*

Apt #:

City: *Raleigh NC* Zip Code: *27606*

Email: Phone Number:

Signature and Date: *Margie Reiter*

Thanks for your time and have a nice day!

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- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *MARCOS SANCHEZ*

Street Address: *205 PRESIDENT CREEK DR*

Apt #: *205-B*

City: *RALIGH*

Zip Code: *27606*

Email:

Phone Number: *919-415-4422*

Signature and Date

[Signature] *10/22/11*

Thanks for your time and have a nice day!

Disclaimers:

1. This survey will be directly submitted to the NC State Board of Education and this information will not be shared to third-parties or used for commercial purposes.
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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

Charter schools are public schools that provide free education to every student. These schools are funded and regulated by the North Carolina State although founded and governed by a private and nonprofit board. Establishment of such a school is planned in Wake County and the purpose of this survey is to assess the need and support for such a school by the local residents. The aim of the Triangle Math and Science Academy will be to provide the following:

- ✓ A free and equal opportunity academic environment
- ✓ A strong math and science program
- ✓ A safe learning environment with smaller classroom sizes
- ✓ A technology integrated and student centered education program

Please respond to below questions by checking one of the boxes:

- ❖ How many school-age child/children do you have?
 None 1 2 3 4 5 or more
- ❖ Which grade is your child or are your children attending? (Please check multiple boxes if needed)
 Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: JITKA BARTONOVA

Street Address: BALD EAGLE LN.

Apt #: 224

City: CARY

Zip Code: 27518

Email: —

Phone Number: 919 - 815 99 50

Signature and Date *Jitka Bartono*

Thanks for your time and have a nice day!

Disclaimers:

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Stephanie Powell*

Street Address: *2119 Pilot Mt. Ct.*

Apt #:

City: *Apex*

Zip Code: *27502*

Email: *spowell5@aol.com*

Phone Number: *(919) 271-6544*

Signature and Date: *Stephanie Powell 10-23-11*

Thanks for your time and have a nice day!

Disclaimers:

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

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 None 1 2 3 4 5 or more
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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your Name: *MOUNIR EZZARAT*
Street Address: *30622 P-BOX* Apt #: *—*
City: *Raleigh* Zip Code: *27622*
Email: *mounir.Ezzarat@hshd.com* Phone Number: *919.986.4388*
Signature and Date: *[Signature]*
10/23/2011

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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website: www.tmsacademy.org

e-mail: info@tmsacademy.org

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *BIREN JOSHI*

Street Address: *208 CAPISTRANO DR.*

Apt #:

City: *CARY*

Zip Code: *27519*

Email:

Phone Number: *919 3571061*

Signature and Date *[Signature]* *10/23/11*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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e-mail: info@tmsacademy.org

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None 1 2 3 4 5 or more

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Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

❖ Would you support a charter school in your local community that will provide the educational opportunities above?

YES NO

❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Mehmet Ozbilal*

Street Address: *21040 Wofenn DR*

Apt #: *F*

City: *Cary*

Zip Code: *27511*

Email: *cimo1984@hotmail.com*

Phone Number: *919 475 8523*

Signature and Date *10.22.2011*



Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

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e-mail: info@tmsacademy.org

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: SANDRA HERSHBERGER

Street Address: 2404 Castleburg Dr

Apt #:

City: APEX NC

Zip Code: 27523

Email: —

Phone Number: —

Signature and Date

Sandra Hershberger

Thanks for your time and have a nice day!

Disclaimers:

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

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e-mail: info@tmsacademy.org

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Anna R Cunningham*

Street Address: *10312 Balwins Gate*

Apt #:

City: *Cary*

Zip Code: *27511*

Email: *AnnaR.Cunningham@yahoo.com*

Phone Number: *919-344-3504*

Signature and Date

Anna R Cunningham *Oct 23, 2011*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Paul Chan*

Street Address: *1201 Lexington Farm Rd*

Apt #:

City: *Apex*

Zip Code: *27502*

Email: *chan_p@bellsouth.net*

Phone Number: *919 303 3664*

Signature and Date

Paul F. Chan *10-23-11*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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e-mail: info@tmsacademy.org

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your Name: *Howard Teresa Howard*
Street Address: *111 Langdale Place* Apt #: _____
City: *Cary* Zip Code: *27513*
Email: *thoward21@nc.rr.com* Phone Number: *919-234-9371*
Signature and Date: *Teresa Howard* *10-23-11*
Thanks for your time and have a nice day!

Disclaimers:

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Ali Rochdi*

Street Address: *300 James st Apt #9A*

Apt #: *9A*

City: *Apex*

Zip Code: *NC 27502*

Email: *alirochdi1974@hotmail.com*

Phone Number: *919-809-3283*

Signature and Date

Ali Rochdi: 10-22-2011

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Swanyay Rodgers*

Street Address:

Apt #:

City:

Zip Code:

Email: *swanyay.rodgers@wake.k12.nc.us*

Phone Number: *919-935-8151*

Signature and Date

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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e-mail: info@tmsacademy.org

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name:

Street Address: *1405, Canadian Woods*

Apt #: *1415*

City: *Cary*

Zip Code: *27513*

Email:

Phone Number:

Signature and Date

[Signature]

10/30/11

Thanks for your time and have a nice day!

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❖ Would you support a charter school in your local community that will provide the educational opportunities above?

YES NO

❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Guo Jing Sun*

Street Address: *308 Kinellam LN*

Apt #:

City: *Cary*

Zip Code: *27519*

Email: *guojing53@yahoo*

Phone Number: *919-926-0565*

Signature and Date

Guo Jing Sun 10/30/2011

Thanks for your time and have a nice day!

Disclaimers:

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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e-mail: info@tmsacademy.org

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: M. Lilly

Street Address: 204 Juliet circle

City: Cary

Email: Amasavathi.lady@gmail.com

Signature and Date

M. Lilly - 10/30/11

Zip Code: 27513

Apt #:

Phone Number: 919-678-0856

Thanks for your time and have a nice day!

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO

❖ Any additional comments or expectations from Triangle Math and Science Academy:

The school is too far from my house. I hope more specialized school will be established in our community.

Please provide your

Name: Sae Ann Lee

Street Address: 2717 Murray Glen Dr. Apt #:

City: Cary Zip Code: 27519

Email: ssifine@gmail.com Phone Number: 919.468.6389

Signature and Date

Sae Ann Lee 10/30/11

Thanks for your time and have a nice day!

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website: www.tmsacademy.org

e-mail: info@tmsacademy.org

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- ✓ A free and equal opportunity academic environment
- ✓ A strong math and science program
- ✓ A safe learning environment with smaller classroom sizes
- ✓ A technology integrated and student centered education program

Please respond to below questions by checking one of the boxes:

- ❖ How many school-age child/children do you have?
 None 1 2 3 4 5 or more
- ❖ Which grade is your child or are your children attending? (Please check multiple boxes if needed)
 Pre-S K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: Yu-hsuan Lin
Street Address: 929 River Song Place Apt #:
City: Cary, NC Zip Code: 27519
Email: yushuantin@yahoo.com Phone Number: 919391-6589
Signature and Date: Yu-hsuan Lin 10/30/2011

Thanks for your time and have a nice day!

Disclaimers:

- 3. This survey will be directly submitted to the **NC State Board of Education** and this information **will not be shared** to third-parties or used for commercial purposes.
- 4. Participating in this survey does not mean **any commitment** or agreement to send your child to the TRIANGLE MATH and SCIENCE ACADEMY. This survey only shows **your support** for the initiation of the school.

SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....The school should be in Cary area since there is
.....no charter schools in Cary.....

Please provide your

Name: *Lazhu Wang*

Street Address:

City:

Email: *Lazhu93@gmail.com*

Zip Code: *27519*

Phone Number:

Signature and Date



10/30/11

Apt #:

Thanks for your time and have a nice day!

Disclaimers:

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Blanka Barnett*

Street Address: *416 Brookhannah Ct*

Apt #:

City: *Fuquay Varina*

Zip Code: *27526*

Email: *bbarnette@nc.rr.com*

Phone Number: *552 7299*

Signature and Date

Blanka Barnett

10/23/2011

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Ann M. Collins*

Street Address: *29 Bagwell Ave*

Apt #:

City: *Raleigh*

Zip Code: *27607*

Email: *irobot@gmail.com*

Phone Number: *919-349-8765*

Signature and Date *Ann M. Collins*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO

- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

Will the school also have a strong arts program?

Please provide your

Name: Janis Epton

Street Address: 3005 Woods Pl.

Apt #:

City: Raleigh

Zip Code: 27607

Email: morhousescrpts@yahoo.com

Phone Number: 919-832-6897

Signature and Date

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Xinrong Huo*
Street Address: *101 Stillman Creek Dr* Apt #:
City: *Cary* Zip Code: *27519*
Email: *xhuo2003@yahoo.com* Phone Number: *9194553299*
Signature and Date: *[Signature]* *10/30/11*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

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 Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: *Julia Watkins*

Street Address: *4609 St Andrews Drive*

Apt #:

City: *Raleigh NC*

Zip Code: *27609*

Email: *jk Watkins @wilsonia.com*

Phone Number:

Signature and Date: *Julia Watkins*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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 YES NO
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.....
.....

Please provide your

Name: *Keith Crowe*

Street Address: *301 Highfield Ave*

Apt #:

City: *Cary, NC*

Zip Code: *27519*

Email: *Keith.e.crowe@gmail.com*

Phone Number: *919-760-0920*

Signature and Date

Keith Crowe 10/29

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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.....
.....

Please provide your

Name: *Eric + Martha Cecka*

Street Address: *1908 Vanell Ave.*

Apt #:

City: *Raleigh,* Zip Code:

Email: Phone Number:

Signature and Date *[Signature]* *10/29/11*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Gina Guedira*

Street Address: *3722 Swift DR*

Apt #:

City: *Raleigh, NC* Zip Code: *27606*

Email: *mguedira11@gmail.com* Phone Number: *954-5578*

Signature and Date: *Gina Guedira*

Thanks for your time and have a nice day!

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- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Chris Blanchard*

Street Address: *103 Gearland Ln*

Apt #:

City: *Cary*

Zip Code: *27518*

Email: *blanch9@attglobal.net*

Phone Number: *919-294-0096*

Signature and Date

Chris Blanchard *10-24-11*

Thanks for your time and have a nice day!

*

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- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Susan Kahler*

Street Address: *3711 Swift Dr*

Apt #:

City: *Raleigh*

Zip Code: *27606*

Email: *se.kahler@bell.south.net*

Phone Number: *919-233-6629*

Signature and Date

[Signature]

Oct 29, 2011

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *David Webster*
Street Address: *500 Kadir Womble Rd* Apt #: _____
City: *New Hill* Zip Code: *27572*
Email: _____ Phone Number: *919-412-8362*
Signature and Date: *David Webster*

Thanks for your time and have a nice day!

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
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- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: Andrew Keenan

Street Address: 913 Stratford Avenue

Apt #: N/A

City: Apex

Zip Code: 27549

Email: Andrew.Keenan@tmsacademy.org

Phone Number: 919 7459130

Signature and Date

Thanks for your time and have a nice day!

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: *Minnie Gupta*

Street Address: *319 Felspar Way*

Apt #:

City: *Cary*

Zip Code: *27518*

Email:

Phone Number: *319-267-5200*

Signature and Date

Minnie Gupta

Thanks for your time and have a nice day!

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
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- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

Please provide your

Name: *Dora Pilgrim*

Street Address: *101 Forestrest Ct*

Apt #:

City: *Apex*

Zip Code: *27502*

Email: *ressential@gmail.com* Phone Number: *(919) 522-1167*

Signature and Date



Thanks for your time and have a nice day!

Disclaimers:

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

Charter schools are public schools that provide free education to every student. These schools are funded and regulated by the North Carolina State although founded and governed by a private and nonprofit board. Establishment of such a school is planned in Wake County and the purpose of this survey is to assess the need and support for such a school by the local residents. The aim of the Triangle Math and Science Academy will be to provide the following:

- ✓ A free and equal opportunity academic environment
- ✓ A strong math and science program
- ✓ A safe learning environment with smaller classroom sizes
- ✓ A technology integrated and student centered education program

Please respond to below questions by checking one of the boxes:

- ❖ How many school-age child/children do you have?
 None 1 2 3 4 5 or more
- ❖ Which grade is your child or are your children attending? (Please check multiple boxes if needed)
 Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *MATTHEW NELSON*

Street Address: *7901 JONAS FARM RD*

Apt #:

City: *APX*

Zip Code: *27539*

Email:

Phone Number: *919-773-4552*

Signature and Date: *M. Nelson 10/23/11*

Thanks for your time and have a nice day!

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❖ Would you support a charter school in your local community that will provide the educational opportunities above?

YES NO

❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Jeffrey Mazza*

Street Address: *105 OLYMPIC DRIVE*

Apt #:

City: *CARY*

Zip Code: *27513*

Email:

Phone Number:

Signature and Date

Jeffrey Mazza *10/22/11*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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e-mail: info@tmsacademy.org

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- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your Name:

Street Address:

City:

Email:

Signature and Date

Kan Kan
1007 Wellstone Circle - Apt #:

Zip Code: 27502

Phone Number:

Kan Kan 10/23/11
Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Deb Saie*

Street Address: *107 Evening Star Dr.* Apt #:

City: *APEX* Zip Code: *27502*

Email: Phone Number: *(919) 303-5326*

Signature and Date *Deb L Saie*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: *Cindy McCorkle*

Street Address: *905 Suterland Rd*

Apt #:

City: *Cary*

Zip Code: *27511*

Email:

Phone Number:

Signature and Date: *Cindy McCorkle 1/25/11*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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e-mail: info@tmsacademy.org

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: Pushpa Permesawaran

Street Address: 2021 Rapid Falls rd

Apt #:

City: Cary nc

Zip Code:

Email: Pushpa@ped.yahoram

Phone Number:

Signature and Date *P. Pushpa*

10/29/14

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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e-mail: info@tmsacademy.org

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Mathew George*

Street Address: *201 Breckenwood Dr*

Apt #:

City: *Cary*

Zip Code: *NC 27513*

Email:

Phone Number: *919-468-8232*

Signature and Date

[Signature]

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

Please provide your

Name: *Paul Kessel*

Street Address: *136 Chatham woods Dr* Apt #:

City: *Cary* Zip Code: *27511*

Email: *paul.kinnc@yahoo.com* Phone Number: *919-696-3991*

Signature and Date: *[Signature]* *10-29-11*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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e-mail: info@tmsacademy.org

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

Please provide your

Name: Elizabeth Villani

Street Address: 609 Modena Dr

Apt #:

City: Cary, NC

Zip Code: 27513

Email:

Phone Number: 919-466-9542

Signature and Date

E. Villani

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Barbara Jones*

Street Address: *205 Billingsrath Turn Ln*

Apt #:

City: *Cary*

Zip Code: *27579*

Email:

Phone Number:

Signature and Date

Barbara Jones 10/29/11

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Please provide your

Name: JUNHONG MA

Street Address: 503 Annandale Drive

Apt #:

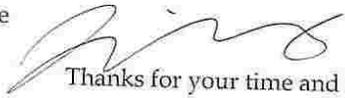
City: Cary

Zip Code: 27511

Email:

Phone Number:

Signature and Date

 10/28/11

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Please provide your

Name: *GINA KAPPE*

Street Address: *176 HIDDEN ROCK*

Apt #:

City: *CARY*

Zip Code: *27513*

Email: *GINA-KAPPE@HOTMAIL.COM*

Phone Number:

Signature and Date: *Gina Kapp* *10/30/11*

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.....
.....

Please provide your

Name: SAGAR TEOLEKAR

Street Address: 616 Dmstack way

Apt #:

City: Cary

Zip Code: 27519

Email: mayur@y@y.hoo.com

Phone Number: 919 358 5815

Signature and Date



3/00/01

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- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

Please provide your

Name: *Karla Hiser*

Street Address: *201 Ridge Creek Dr.*

Apt #:

City: *Morrisville NE* Zip Code: *27560*

Email:

Phone Number:

Signature and Date

K. Hiser

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.....
.....

Please provide your Name:

Lucy Wang

Street Address:

300. 3000 st

Apt #:

City:

Cary

Zip Code:

27579

Email:

hwang1@comcast.net

Phone Number:

Signature and Date

[Signature]

Oct 30 / 2011

Thanks for your time and have a nice day!

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 Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Mohamed Nawas*

Street Address:

Apt #:

City:

Zip Code:

Email:

Phone Number: *919 238 7782*

Signature and Date *Nawas 30 OCT 2011*

Thanks for your time and have a nice day!

Disclaimers:

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

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- ✓ A free and equal opportunity academic environment
- ✓ A strong math and science program
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Please respond to below questions by checking one of the boxes:

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Jayashree R.*
Street Address: *1800 Talking Rock Drive* Apt #: *4*
City: *Cary* Zip Code: *27519*
Email: *jjshree@hotmail.com* Phone Number:
Signature and Date: *Jshree*

Thanks for your time and have a nice day!

Disclaimers:

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: GIRIBABU PARAMKUSHAM

Street Address: 908 DeLeonale Ln

Apt #:

City: Mooresville

Zip Code: 27560

Email: giribabu_pv@hotmail.com

Phone Number: 919-678-1581

Signature and Date P.V. Geibabu

Thanks for your time and have a nice day!

Disclaimers:

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: *SAT, JOHN*

Street Address: *901 DELAROM, ELR, MO*

Apt #:

City: *MORRISVILLE, NC*

Zip Code: *27560*

Email:

Phone Number: *919 469 9464*

Signature and Date *[Signature]* *11/6/11*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: LALIT FARMAN

Street Address: 806 DELAROWDE LN

Apt #:

City: MORRISVILLE

Zip Code: 27560

Email:

Phone Number:

Signature and Date

Lalit Farmah

11/06/2011

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

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.....
.....

Please provide your

Name: *Nikhil Patel*

Street Address: *905 Delavande Lane*

Apt #:

City: *Morrisville*

Zip Code: *27560*

Email: *hernantcpatel@gmail.com*

Phone Number: *919-460-6439*

Signature and Date: *N Patel 11/6/11*

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

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e-mail: info@tmsacademy.org

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: SYED Z. JAFRI

Street Address: 913 DELARONDE LN

Apt #:

City: MORRISVILLE

Zip Code: 27560

Email: JAFRIS@YMAIL.COM

Phone Number: 919-481-2422

Signature and Date



Nov 6, 2011

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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website: www.tmsacademy.org

e-mail: info@tmsacademy.org

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- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your
Name:

Street Address:

Apt #:

City:

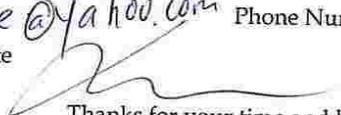
Zip Code:

Email:

xhbee@yahoo.com

Phone Number:

Signature and Date



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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

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.....
.....

Please provide your

Name: Hakan Golbasi

Street Address: 915 Delaronde LN

Apt #:

City: Morrisville NC Zip Code: 27560

Email: hakangolbasi@yahoo.com Phone Number: 408 4805973

Signature and Date Hgolbar 11/6/2011

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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website: www.tmsacademy.org

e-mail: info@tmsacademy.org

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

Please provide your

Name: *OUHADDOUCH Mohamed*

Street Address: *522 Bridle Path Drive*

Apt #:

City: *Raleigh*

Zip Code: *27606*

Email: *OUHADDOUCH18@hotmail.com*

Phone Number:

Signature and Date *10/21/2011*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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e-mail: info@tmsacademy.org

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YES NO

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.....
.....

Please provide your

Name: *ABELLHAN ELMEMISILI*

Street Address: *324-G Cheswick PL.*

Apt #: *3*

City: *Cary*

Zip Code: *27511*

Email:

Phone Number: *919-931-6070*

Signature and Date

Abellhan Elmemisili *10-12-11*

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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e-mail: info@tmsacademy.org

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.....
.....

Please provide your

Name: HATIM ZROWAT

Street Address: 415 BENSON CT

Apt #: C

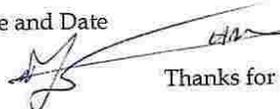
City: Cary

Zip Code: 27513

Email: HATIM_USA@hotmail.com

Phone Number: 919 995 2168

Signature and Date

 22.10.2011

Thanks for your time and have a nice day!

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YES NO

❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: YASSINE HAM

Street Address: 415 BENSON CT

Apt #: C

City: CARY

Zip Code: N 27513

Email: RAJAWI500@HOTMAIL.COM Phone Number: 919-917-6644

Signature and Date

 10/22/2011

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.....
.....

Please provide your

Name: Boucharif Nhadra

Street Address: 5301 Thicket Lane Hill Apt #: A

City: Raleigh Zip Code: 27607

Email: Boucharif27506@hotmail.com Phone Number: 919-9611912

Signature and Date

ful

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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e-mail: info@tmsacademy.org

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YES NO

❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: Majid ELqari

Street Address: 529 Bashford RD

Apt #:

City: Raleigh, NC

Zip Code: 27606

Email: ELQARIMAJID@yahoo.com

Phone Number: 919 328 0817

Signature and Date



10/22/2011

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.....
.....

Please provide your

Name: *KHALID ALAOU I*

Street Address: *101 CHESHILL DR*

Apt #: *204*

City: *Raleigh*

Zip Code: *27606*

Email: *khal280673@hotmail*

Phone Number: *919 323 5138*

Signature and Date

[Signature] *10/22/2011*

Thanks for your time and have a nice day!

Disclaimers:

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

Charter schools are public schools that provide free education to every student. These schools are funded and regulated by the North Carolina State although founded and governed by a private and nonprofit board. Establishment of such a school is planned in Wake County and the purpose of this survey is to assess the need and support for such a school by the local residents. The aim of the Triangle Math and Science Academy will be to provide the following:

- ✓ A free and equal opportunity academic environment
- ✓ A strong math and science program
- ✓ A safe learning environment with smaller classroom sizes
- ✓ A technology integrated and student centered education program

Please respond to below questions by checking one of the boxes:

❖ How many school-age child/children do you have?

None 1 2 3 4 5 or more

❖ Which grade is your child or are your children attending? (Please check multiple boxes if needed)

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

❖ Would you support a charter school in your local community that will provide the educational opportunities above?

YES NO

❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name:

Street Address: 2609 Village Ct

Apt #: J

City: RALEIGH

Zip Code: NC

Email: moumene2@hotmail.com Phone Number: 919-786-0164

Signature and Date



Thanks for your time and have a nice day!

Disclaimers:

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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❖ Which grade is your child or are your children attending? (Please check multiple boxes if needed) *None*

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

❖ Would you support a charter school in your local community that will provide the educational opportunities above?

YES NO

❖ Any additional comments or expectations from Triangle Math and Science Academy:

Please provide your

Name: *Hamid Amaan*

Street Address: *206 Poplar St*

Apt #: *206*

City: *Cary*

Zip Code: *27511*

Email:

Phone Number: *919 389 6827*

Signature and Date

Caf *10/22/2011*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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e-mail: info@tmsacademy.org

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Tim Suite & Colleen Suite*

Street Address: *304 DUNDALK WAY* Apt #:

City: *CARY* Zip Code: *27511*

Email: *timsuite@gmail.com* Phone Number: *345-8076*

Signature and Date *Tim Suite*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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❖ Would you support a charter school in your local community that will provide the educational opportunities above?

YES NO

❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Ryan Pounds*

Street Address: *1700 Rankin St.*

Apt #:

City: *Raleigh*

Zip Code: *27604*

Email: *ryan.pounds@gmail.com*

Phone Number: *919-274-7993*

Signature and Date: *[Signature]* *11/3/2011*

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *GAIL DUPRE*

Street Address: *206 Cabana Dr*

Apt #:

City: *Apex, NC*

Zip Code: *27539*

Email: ~~*info@tmsacademy.org*~~

Phone Number: *X*

Signature and Date

Gail Dupre 10/29/11

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name:

Brent Harpham

Street Address:

5104 Roswellcast Ct

Apt #:

City:

Aper

Zip Code:

27539

Email:

Phone Number:

Signature and Date

Brent Harpham 29 OCT 11

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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e-mail: info@tmsacademy.org

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: *Marvin Abrams*

Street Address:

Apt #:

City:

Zip Code:

Email:

Phone Number:

Signature and Date

M. Abrams

10/30/11

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Binny Joseph*

Street Address: *3049 Kilarney Ridge Loop* Apt #:

City: *LARY* Zip Code: *27511*

Email: *binnyreal@yahoo.com* Phone Number: *919 636 1582*

Signature and Date
Binny Joseph *10/29/2011*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: MOHAMMED MAJID

Street Address: 5301-Y Thicket Hill Ln

Apt #:

City: Raleigh

Zip Code: 27608

Email:

Phone Number: 919 623 9065

Signature and Date

10/20/2011



Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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e-mail: info@tmsacademy.org

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Godfrey Burke*

Street Address: *4916 Ayden Mill Rd*

Apt #:

City: *Apex*

Zip Code: *27539*

Email: *godburk@gmail.com* Phone Number:

Signature and Date *Godfrey Burke 10-29-11*

Thanks for your time and have a nice day!

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: *K Lopez*

Street Address: *8114 Henderson Rd*

Apt #:

City: *Apex*

Zip Code: *27539*

Email: *-*

Phone Number: *919-329-9765*

Signature and Date

Maren K Lopez

Thanks for your time and have a nice day!

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: DEAN BOSTIC

Street Address: 105 Glen MAVIS CT Apt #:

City: CARY, NC Zip Code: 27518

Email: Phone Number: 919 380 7940

Signature and Date DR BOSTIC 11-30-2011

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....*Would like to see more opportunities*.....
.....*like this for children who need AG support*.....

Please provide your

Name: *Kelly Wishon*

Street Address: *106 Coatbridge Circle*

Apt #:

City: *Cary*

Zip Code: *27511*

Email:

Phone Number:

Signature and Date

KWishon

Thanks for your time and have a nice day!

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *LISA LOPEX*
Street Address: *4800 University Drive* Apt #: *22-L*
City: *Durham* Zip Code: *27707*
Email: Phone Number: *919 760-5991*

Signature and Date
[Signature] *10-23-11*

Thanks for your time and have a nice day!

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- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: *Moges Abebe*

Street Address: *1715 New Bern Ave*

Apt #:

City: *Raleigh NC*

Zip Code: *27610*

Email:

Phone Number:

Signature and Date

Thanks for your time and have a nice day!

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Khalid Hamami*

Street Address: *109 WELLSRING DR*

Apt #:

City: *HOLLY SPRINGS*

Zip Code: *27540*

Email: *KHALIDMAJDA@YAHOO.COM* Phone Number: *919-971-0886*

Signature and Date: *[Signature]*

Thanks for your time and have a nice day!

Disclaimers:

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

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- ✓ A free and equal opportunity academic environment
- ✓ A strong math and science program
- ✓ A safe learning environment with smaller classroom sizes
- ✓ A technology integrated and student centered education program

Please respond to below questions by checking one of the boxes:

- ❖ How many school-age child/children do you have?
 None 1 2 3 4 5 or more
- ❖ Which grade is your child or are your children attending? (Please check multiple boxes if needed)
 Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
..... *School should be in a neighborhood where kids*
..... *do not have a lot of advantages.*

Please provide your

Name: *Nancy R Davenport*

Street Address: *1304 Athens Drive*

Apt #:

City: *Raleigh*

Zip Code: *27606*

Email:

Phone Number:

Signature and Date

Nancy R Davenport

Thanks for your time and have a nice day!

Disclaimers:

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
..... *Great opportunity*

Please provide your

Name: *Dr. Angela Hicks*

Street Address: *2401 Isabella Dr.*

Apt #:

City: *Rd.*

Zip Code: *27603*

Email: *angela2emeka@yahoo.com*

Phone Number: *919 412-1887*

Signature and Date

Angela Hicks 10/23/11

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.fmsacademy.org

e-mail: info@fmsacademy.org

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 Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
Everyone needs to be equally educated no matter race, gender, whatever

Please provide your

Name: *C. Stewart*

Street Address: *1420 S Wilmington St*

Apt #:

City: *Raleigh*

Zip Code: *27603*

Email: *call8146@hotmail*

Phone Number: *919 827 0783*

Signature and Date *C Stewart 10-23-2011*

Thanks for your time and have a nice day!

Disclaimers:

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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e-mail: info@tmsacademy.org

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: *Metasha J. Hughes*

Street Address: *2016 Crawford Rd.*

City: *Raleigh*

Email:

Signature and Date

Apt #:

Zip Code: *NC*

Phone Number: *919 829-9056*

Metasha J. Hughes *Oct 22, 2011*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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e-mail: info@tmsacademy.org

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: Ersilia Sama

Street Address: 102 Mayodan Drive

Apt #:

City: Cary

Zip Code: 27511

Email: esarnot@gmail.com

Phone Number:

Signature and Date



10/21/2011

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: *Suman Kenth*

Street Address: *401 Vintage Hill Circle*

Apt #:

City: *Apex NC*

Zip Code: *27539*

Email: *harsumneal@yahoo.com*

Phone Number: *919-439-3057*

Signature and Date: *[Signature]* *10/30/11*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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e-mail: info@tmsacademy.org

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Alison Donnelly*

Street Address: *12029 Deer Run*

Apt #:

City: *Raleigh*

Zip Code: *27614*

Email: *Almaarrado@yahoo.com*

Phone Number: *919-844-3976*

Signature and Date: *alison donnelly*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

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e-mail: info@tmsacademy.org

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Kwanda Powell*

Street Address: *8227 Perry Creek*

Apt #:

City: *Raleigh*

Zip Code: *NC 27616*

Email:

Phone Number:

Signature and Date *K. Powell 10-30-11*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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e-mail: info@tmsacademy.org

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: Trevor Harrison

Street Address:

Apt #:

City: Raleigh

Zip Code:

Email: Trevor Harrison

Phone Number:

Signature and Date

Daniel Henderson

Thanks for your time and have a nice day!

Disclaimers:

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

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YES NO

❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: ABDEL HAK NACHROUHI

Street Address: 5301 thicket Hill LN

City: Raleigh

Zip Code: 27607

Apt #: Y

Email: wow-hikayat@hotmail.com Phone Number: (919) 8027012

Signature and Date



Thanks for your time and have a nice day!

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- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Wayne*

Street Address: *3955 Green Road*

Apt #:

City: *Raleigh*

Zip Code:

Email: *Waymaj@yahoo.com*

Phone Number:

Signature and Date

Wayne

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- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: Bobby R Hargett

Street Address: Greater Hills St

City: Raleigh

Email: brhargett@gmail.com

Signature and Date: B. R. Hargett

Zip Code: 27614

Phone Number:

10-30-11

Apt #:

Thanks for your time and have a nice day!

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- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your
Name:

Street Address:

Apt #:

City:

Zip Code:

Email:

Phone Number:

Signature and Date

Sheryl Hopstern 10/30/11

Thanks for your time and have a nice day!

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your Name: *Arelinda Garcia H.*
Street Address: *7009 Woodbend Dr.* Apt #: *C*
City: *Raleigh, NC* Zip Code: *27615*
Email: *none* Phone Number: *919 224-7748*
Signature and Date: *Arelinda Garcia*
10-30-11 Thanks for your time and have a nice day!

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YES NO

❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *ISOKRANE JOHNSON*

Street Address: *Chappell Dr*

Apt #: *13*

City: *Raleigh*

Zip Code: *27606*

Email: *isokranejohnson@live.com*

Phone Number: *9192594596*

Signature and Date

[Signature] *10/22/11*

Thanks for your time and have a nice day!

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website: www.tmsacademy.org

e-mail: info@tmsacademy.org

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- ✓ A free and equal opportunity academic environment
- ✓ A strong math and science program
- ✓ A safe learning environment with smaller classroom sizes
- ✓ A technology integrated and student centered education program

Please respond to below questions by checking one of the boxes:

- ❖ How many school-age child/children do you have?
 None 1 2 3 4 5 or more
- ❖ Which grade is your child or are your children attending? (Please check multiple boxes if needed)
 Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

..... *great teachers!!*

Please provide your

Name: *PREETI RASU*

Street Address: *1004 COPPER RIDGE COURT*

Apt #:

City: *APEX, NC*

Zip Code: *27605*

Email: *preeti.rasu@gmail.com*

Phone Number: *919-342-3246*

Signature and Date: *preeti.rasu Oct 30th 2011.*

Thanks for your time and have a nice day!

Disclaimers:

1. This survey will be directly submitted to the NC State Board of Education and this information will not be shared to third-parties or used for commercial purposes.
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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

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 Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: *Evan Lang*

Street Address: *111 southwold Dr.*

Apt #:

City: *Cary*

Zip Code: *27519*

Email: *lang, evan 95@gmail.com*

Phone Number: *919-244-3404*

Signature and Date *Evan Lang*

10/30/11

Thanks for your time and have a nice day!

Disclaimers:

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

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 Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Gabe Decara*

Street Address: *1003 Parliament*

Apt #:

City: *Apex*

Zip Code: *27502*

Email: *gabedecara@nc.tmsacademy.org* Phone Number: *362-7673*

Signature and Date *GD* *10/30*

Thanks for your time and have a nice day!

Disclaimers:

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Ralph Layko*
Street Address: *118 Chimney Rise Dr.* Apt #: _____
City: *Carry* Zip Code: *27511*
Email: _____ Phone Number: *919-469-2528*
Signature and Date: *[Signature]*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

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 Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
... A math + science charter school in this
... area would be a great benefit to
... children.

Please provide your

Name: Rachel Patterson

Street Address: 108 Tiercel Court

Apt #:

City: Cary

Zip Code: 27519

Email:

Phone Number: (919) 467-6332

Signature and Date Rachel Patterson 10/30/11

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: *Jehan Ryu*

Apt #:

Street Address:

City: *Cary, NC*

Zip Code:

Email:

Phone Number:

Signature and Date

Jehan Ryu 10/31/2001

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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 Pre-S K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Karen Lewis*
Street Address: *902 Bryn Mawr Ct* Apt #: _____
City: *Apex* Zip Code: *27502*
Email: _____ Phone Number: *919-760-9805*
Signature and Date: *Karen Lewis*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.imsacademy.org

e-mail: info@tmsacademy.org

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 Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your
Name: *Karen Ray*

Street Address: _____ Apt #: _____

City: *wake County* Zip Code: _____

Email: _____ Phone Number: _____

Signature and Date *Karen Ray* *10/30/2011*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

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Please respond to below questions by checking one of the boxes:

❖ How many school-age child/children do you have?

None 1 2 3 4 5 or more

❖ Which grade is your child or are your children attending? (Please check multiple boxes if needed) *N/A*

Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

❖ Would you support a charter school in your local community that will provide the educational opportunities above?

YES NO

❖ Any additional comments or expectations from Triangle Math and Science Academy:
while I vehemently support educational opportunities for students I fear the focus of the educational system in general has become myopic and lost a liberal arts focus, and also no longer fosters imagination and wonderment amongst our youth but instead herds them like cattle from a young age into career focused upbringings. Our children are becoming a mini-work force. Schools like those focus and funnel students toward specific careers - shouldn't education be about exposing children to a broad spectrum to make them learned and well rounded versus a narrowly focused specialized career driven mini-adult?

Name: *Briana Sauer*
Street Address: *111 Modena Drive*
City: *Cary*
Email:

Apt #:

Zip Code: *27513*

Phone Number:

Signature and Date: *[Signature]* *10/30/2011*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

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 Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO

❖ Any additional comments or expectations from Triangle Math and Science Academy:

I have 4 children that graduated from Raleigh Charter High School. Two are getting their Masters degrees and two are getting their undergraduate degrees. I supported RCHS for 8 years.

Please provide your

Name: *Valerie Nicholson*

Street Address: *104 Strathburgh Lane*

Apt #:

City: *Carly*

Zip Code: *27518*

Email: *vhnicholson@bellsouth.net* Phone Number: *919-859-1087*

Signature and Date *October 30, 2010 Valerie St. Nicholson*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: Antonio James

Street Address: 7009 woodbend Dr. Apt C

Apt #: C

City: Raleigh, NC

Zip Code: 27615

Email: none

Phone Number: 919 224-7748

Signature and Date

Antonio James

10-30-11

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

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 Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
..... *We need more charter schools in*
..... *Wake County*

Please provide your

Name: *Nancy Pratt*
Street Address: *1524 Nealstone Way* Apt #: _____
City: *Raleigh, NC* Zip Code: *27614*
Email: _____ Phone Number: _____
Signature and Date: *Nancy E Pratt 10/30/11*

Thanks for your time and have a nice day!

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: Molly Feichter

Street Address: 526 Elm St

Apt #:

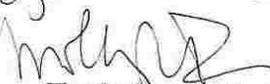
City: Raleigh

Zip Code: 27604

Email: mfeichter@gmail.com

Phone Number: _____

Signature and Date

 10/29/14

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: KRUPAL Annugula

Street Address: 613 DRYSTACK WAY

Apt #:

City: Cary

Zip Code: 15220

Email: kannu@wiley.com

Phone Number: 412 203 2357

Signature and Date

A. Annugula

10/30/2011

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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e-mail: info@tmsacademy.org

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 Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Steph Eliphyacu*

Street Address: *1022 Creekwatch LN*

Apt #:

City: *CARY*

Zip Code: *NC*

Email:

Phone Number:

Signature and Date

[Signature] *10/22/11*

Thanks for your time and have a nice day!

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Please respond to below questions by checking one of the boxes:

- ❖ How many school-age child/children do you have?
 None 1 2 3 4 5 or more
- ❖ Which grade is your child or are your children attending? (Please check multiple boxes if needed)
 Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Gangadharan Shelly*

Street Address: *2124 Arbors View dr*

Apt #:

City: *Cary* Zip Code: *27519*

Email: *shelly.jheera@gmail.com* Phone Number: *848 219 1416*

Signature and Date: *[Signature]* *10/30/2011*

Thanks for your time and have a nice day!

Disclaimers:

1. This survey will be directly submitted to the NC State Board of Education and this information will not be shared to third-parties or used for commercial purposes.
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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: *Chunying Tang*

Street Address: *103 Marsburg Lane*

Apt #:

City: *Lary*

Zip Code: *27519*

Email: *conitang@hotmail.com*

Phone Number: *919-342-6160*

Signature and Date

Tang, Chunying

Thanks for your time and have a nice day!

Disclaimers:

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name:

Street Address:

City:

Email:

Signature and Date

Padmapriya

1626 Pond Creek way

Cary

lawpadrao@gmail.com

Law
10-30-2011

Apt #:

Zip Code: 27519

Phone Number: 919-386-3308

Thanks for your time and have a nice day!

Disclaimers:

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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e-mail: info@tmsacademy.org

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: YASHO POTLAPALLI
 Street Address: 216 CANIFF LN Apt #: _____
 City: CARY Zip Code: 27519
 Email: yasho-potlapalli@hotmail.com Phone Number: (919) 386-0464
 Signature and Date: Yasho 10/30/2011

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name:

Street Address: 717 Hewespoint Ct Apt #:

City: Cary Zip Code: 27519

Email: plantsr@gmail.com Phone Number: 919-308-0526

Signature and Date

Sheila Plant 30 Oct 2011

Thanks for your time and have a nice day!

Disclaimers:

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

..... My children are grown

Please provide your

Name: Debbie Hunt

Street Address: 7313 Beaverwood Dr

Apt #:

City: Rae

Zip Code: 27614

Email: dvk48@yahoo

Phone Number: 919-917-3945

Signature and Date 11/30/2011

Debbie Hunt

Thanks for your time and have a nice day!

Disclaimers:

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12

❖ Would you support a charter school in your local community that will provide the educational opportunities above?

YES NO

❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Colleen Kiley*

Street Address: *2404 Ford crest Dr.*

Apt #:

City: *Apex*

Zip Code: *27502*

Email: *colleen.kiley@mindspring.com*

Phone Number: *(919) 414-9456*

Signature and Date

Colleen Kiley *10/30/11*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your
Name: *Manah Malik*

Street Address:

Apt #:

City:

Zip Code: *27609*

Email:

Phone Number:

Signature and Date

Manah D. Malik 10/30/11

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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e-mail: info@tmsacademy.org

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your Name: *Maryann Howard*

Street Address:

City: *Raleigh*

Email:

Signature and Date: *Maryann Howard*

Apt #:

Zip Code: *27606*

Phone Number:

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: *Chad Cooper*
Street Address: *2509 Australia Dr* Apt #: _____
City: *Rt 1c NC 27601* Zip Code: _____
Email: *erlcoop5@gmail.com* Phone Number: *798-7015*
Signature and Date: *Chad Cooper* *10/30/11*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

..... My children are in 27610 Longview Area

Please provide your

Name: Nelson Peebles

Street Address: 400 Fayetteville St.

Apt #: 516

City: Raleigh, NC

Zip Code: 27604

Email: ninthour1@hotmail.com

Phone Number:

Signature and Date

Nelson Peebles 10/30/2011

Thanks for your time and have a nice day!

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.....
.....

Please provide your

Name: *Ms. Susa Parkers*

Street Address: *247 Turnup Seed Road*

City: *Wendell*

Zip Code: *27591*

Apt #:

Email:

Phone Number:

Signature and Date

Susa Parkers 10-29-2011

Thanks for your time and have a nice day!

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: *Angela Todd*

Street Address: *215 Saunders St*

City: *APEX INC 27502* Zip Code: *27502*

Apt #:

Email:

Phone Number: *(919) 924-2640*

Signature and Date

Angela Todd

Thanks for your time and have a nice day!

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- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Robin Shafa*

Street Address: *4916 Timber Oaks Dr.* Apt #:

City: *Raleigh* Zip Code: *27606*

Email: *robinshafa@gmail.com* Phone Number: *919 696 8820*

Signature and Date: *Robin Shafa* *10/23/11*

Thanks for your time and have a nice day!

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

Please provide your

Name: *Aimee Norris*

Street Address: *4316 Hawksong Pl*

Apt #:

City: *Cary*

Zip Code: *27518*

Email: *aimee.norris@gmail.com*

Phone Number: *363-5879*

Signature and Date

Aimee Norris 10/23/11

Thanks for your time and have a nice day!

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Julie Biggs*

Street Address: *1515 Cone Ave*

Apt #:

City: *Apex*

Zip Code: *27502*

Email:

Phone Number:

Signature and Date

Julie Biggs

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

Charter schools are public schools that provide free education to every student. These schools are funded and regulated by the North Carolina State although founded and governed by a private and nonprofit board. Establishment of such a school is planned in Wake County and the purpose of this survey is to assess the need and support for such a school by the local residents. The aim of the Triangle Math and Science Academy will be to provide the following:

- ✓ A free and equal opportunity academic environment
- ✓ A strong math and science program
- ✓ A safe learning environment with smaller classroom sizes
- ✓ A technology integrated and student centered education program

Please respond to below questions by checking one of the boxes:

- ❖ How many school-age child/children do you have?
 None 1 2 3 4 5 or more
- ❖ Which grade is your child or are your children attending? (Please check multiple boxes if needed)
 Pre-K K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: *Agnieszka Blenched*

Street Address: *103 Gearwood Ln*

City: *Cary, NC*

Zip Code: *27518*

Apt #:

Email: *agnieszka@nc.rr.com*

Phone Number: *919-294-0096*

Signature and Date

Agnieszka Blenched

Thanks for your time and have a nice day!

Disclaimers:

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
..... *Feel it would be a wonderful opportunity,*
..... *to encourage children to excel in Math & Science*

Please provide your

Name: *Fonshel Richardson*

Street Address: *112-G Hunt Club Lane*

Apt #: *G*

City: *Raleigh, NC*

Zip Code: *27606*

Email: *fonshel.richardson@ gmail . com*

Phone Number: *919-454-5427*

Signature and Date

Fonshel 10/23/11

Thanks for your time and have a nice day!

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *JUDITH MELLOR*

Street Address: *119 SADDLE RIVER RD*

Apt #:

City: *APEX, N.C.*

Zip Code: *27502*

Email:

Phone Number: *919-303-3163*

Signature and Date

Judith Mellor 10-23-11

Thanks for your time and have a nice day!

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Kewanna Broadwater*

Street Address: *206 Lynch St*

Apt #:

City: *Apex*

Zip Code: *NC*

Email: *healingwaters09@hotmail.com*

Phone Number:

Signature and Date
K. Broadwater *10/24/11*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Larry Sims*

Street Address: *109 Flemington Ct.*

Apt #:

City: *Cary*

Zip Code: *27518*

Email: *larpsime@yahoo.com*

Phone Number: *919.851.6002*

Signature and Date *Lar* *10:30.11*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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.....
.....

Please provide your

Name: *J. T. Hat*

Street Address: *102 Beckley Ct*

Apt #:

City: *Asper*

Zip Code: *27523*

Email:

Phone Number: *(919) 274-2998*

Signature and Date: *[Signature]* *10/20/11*

Thanks for your time and have a nice day!

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: *Susan Wiedeman*

Street Address: *1304 Wellstone Cir*

Apt #:

City: *Apex*

Zip Code: *27502*

Email:

Phone Number:

Signature and Date *Wiedeman*

Thanks for your time and have a nice day!

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Yelena McManaman*
Street Address: *1708 LORIMED RD* Apt #:
City: *RACE 16H* Zip Code: *27606*
Email: Phone Number: *919 851 9156*
Signature and Date: *[Signature]* *10/22/11*

Thanks for your time and have a nice day!

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 Pre-S K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO

❖ Any additional comments or expectations from Triangle Math and Science Academy:
Currently my child is homeschooled
.....
.....

Please provide your

Name: *MIKE HENNESSEY*

Street Address: *1718 Ethana Ln*

City: *RALEIGH*

Email:

Signature and Date *[Signature]* *10/20/10*

Apt #:

Zip Code: *27606*

Phone Number: *919 855 1728*

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 YES NO
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.....
.....

Please provide your

Name: *BRIAN OROURKE*

Street Address: *2313 BEAVER OAKS CT*

City: *RALEIGH NC*

Email:

Signature and Date

Brian O'Rourke

Zip Code: *27606*

Phone Number: *919-233-8942*

10-22-11

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 YES NO
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.....
.....

Please provide your

Name: *Alyson ONAL*
Street Address: *109 Ashwick Court* Apt #: _____
City: *Car* Zip Code: *27513*
Email: *alysononal@yahoo.com* Phone Number: *847-988-0095*
Signature and Date: *[Signature]*
10/22/11

Thanks for your time and have a nice day!

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Jim Feick*
 Street Address: *125 PLAINVIEW AVE* Apt #:
 City: *RALEIGH* Zip Code: *27604*
 Email: Phone Number:
 Signature and Date: *[Signature]* *10/21/11*

Thanks for your time and have a nice day!

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: BEATRICE MUTHUKUMARAN^A

Street Address:

City:

Email:

Signature and Date

S. M. K.

Zip Code:

Phone Number: (919) 946 2144

Apt #:

Thanks for your time and have a nice day!

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 Pre-S K 1 2 3 4 5 6 7 8 9 10 11 12

- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO

- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

*PLEASE bring this to our AREA!
where will the school be located, if awarded?*

Please provide your

Name: *DAN EVARBS*
Street Address: *309 LANIER R. dge* Apt #: _____
City: *CARY* Zip Code: *27519*
Email: *dan.evarbs@burke.com* Phone Number: *919-363-1731*
Signature and Date



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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your:

Name: *Darilge Shance*
Street Address: *125 Shadow Mountain* Apt #:
City: *Morrisville* Zip Code: *27560*
Email: *simplyshance@gmail.com* Phone Number:
Signature, and Date

D Shance 10/22/11

Thanks for your time and have a nice day!

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- ❖ Which grade is your child or are your children attending? (Please check multiple boxes if needed)
 Pre-S K 1 2 3 4 5 6 7 8 9 10 11 12
- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: *F.M. Mahmood Hasan*

Street Address: *111 Church St cycle Ln*

City: *Morrisville*

Email:

Signature and Date

Zip Code: *NC*

Apt #:

Phone Number: *919 447 0121*

F.M. Mahmood Hasan

Thanks for your time and have a nice day!

Disclaimers:

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- 4. Participating in this survey does not mean any commitment or agreement to send your child to the TRIANGLE MATH and SCIENCE ACADEMY. This survey only shows your support for the initiation of the school.

SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

website: www.tmsacademy.org

e-mail: info@tmsacademy.org

Charter schools are public schools that provide free education to every student. These schools are funded and regulated by the North Carolina State although founded and governed by a private and nonprofit board. Establishment of such a school is planned in Wake County and the aim of this survey is to assess the need and support for such a school by the local residents. The aim of the Triangle Math and Science Academy will be to provide the following:

- ✓ A free and equal opportunity academic environment
- ✓ A strong math and science program
- ✓ A safe learning environment with smaller classroom sizes
- ✓ A technology integrated and student centered education program

Please respond to below questions by checking one of the boxes:

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: SRIDHAR GODTHI

Street Address: 312 MONTELENA PL

Apt #:

City: CARY

Zip Code:

Email: SGODTHI@YAHOO.COM Phone Number: 919-463-0300

Signature and Date

CS 10/22/11

Thanks for your time and have a nice day!

Disclaimers:

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

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e-mail: info@tmsacademy.org

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: CUMARANI NADARADJAN
Street Address: 802 TRANQUIL SOUND DRIVE Apt#: _____
City: CARY Zip Code: NC 27519
Email: sujacumarany@yahoo.com Phone Number: 919-265-9950

Signature and Date

 10/22/2011

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: *Bing Liu*
Street Address: *312 Council Gap Rd* Apt #:
City: *Cary* Zip Code: *27513*
Email: *bliu88@yahoo.com* Phone Number: *919-388-9714*
Signature and Date: *[Signature] 04-22, 2011*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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e-mail: info@tmsacademy.org

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: Ke Xu

Street Address: 104 Carbe Ct.

Apt #:

City: Cary

Zip Code: 27519

Email: ke_xu@yahoo.com

Phone Number:

Signature and Date

Ke Xu 10/22/11

Thanks for your time and have a nice day!

Disclaimers:

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....I support any program that gives students more.....
.....personal attention and motivation to learn.....

Please provide your

Name: *Laurel Nicolosi*

Street Address: *704 Madison Ave*

Apt #:

City: *Cary, NC*

Zip Code: *27513*

Email: *CaryTutor@gmail.com*

Phone Number: *919-795-6493*

Signature and Date

Laurel Nicolosi www.carytutor.com

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:
.....
.....

Please provide your

Name: *Peny Hu*
Street Address: *452 Panorama Park Pl.*
City: *Chapel Hill* Zip Code: *27519* Apt #:
Email: _____ Phone Number: _____
Signature and Date: *[Signature]*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

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e-mail: info@tmsacademy.org

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Kim C Rivera*
Street Address: *750 BLISSON GROVE DR* Apt #:
City: *COPY* Zip Code: *NC*
Email: *TWIN FENCIBLES@aol* Phone Number: *919-650-2779*
Signature and Date: *Kim Rivera* *10/22/11*

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

TRIANGLE MATH and SCIENCE ACADEMY

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- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *K. Shobe*
Street Address: *105 Echo Pkwy* Apt #:
City: *Cary* Zip Code: *27513*
Email: Phone Number:

Signature and Date

 *10/22/2011*

Thanks for your time and have a nice day!

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website: www.tmsacademy.org

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 YES NO
- ❖ Any additional comments or expectations from Triangle Math and Science Academy:

.....
.....

Please provide your

Name: *Raymond Rivera*

Street Address: *750 Blossom Grove Drive*

City: *Cary*

Email: *dvlcdog86@aol.com*

Signature and Date

Zip Code: *27519*

Apt #: *N/A*

Phone Number: *945 442 9045*

dvlcdog86@aol.com

Thanks for your time and have a nice day!

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SURVEY for a CHARTER SCHOOL ESTABLISHMENT in WAKE COUNTY

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- ❖ Would you support a charter school in your local community that will provide the educational opportunities above?
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.....
.....

Please provide your

Name:

Street Address: 1520 Wood Spring Ct, Raleigh, 27614 Apt #:

City: Zip Code:

Email: Phone Number:

Signature and Date

Thanks for your time and have a nice day!

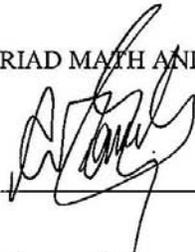
VII. SIGNATURE PAGE

The foregoing application is submitted on behalf of TRIAD MATH AND SCIENCE ACADEMY COMPANY (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accounts to the best of his/her information and belief. The undersigned further represent that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: Ali Tombak

Position: PRESIDENT, TRIAD MATH AND SCIENCE ACADEMY COMPANY

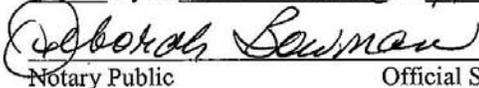
Signature: _____



Date: 11/8/2011

Sworn to and subscribed before me this

8 day of November, 2011.



Notary Public

Official Seal

My commission expires Sept. 24 2012.

