

CHARTER SCHOOL APPLICATION

Douglass Academy

Schools opening in the fall of 2013

See Resource Manual for Assistance

Due by 12 noon Friday, April 13, 2012

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

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CHARTER SCHOOL
2012 Application Process
To open a charter school in the 2013-2014 school year

TIMELINE

APPLICATION DUE DATE/TIME

- APRIL 13, 2012** A complete application package must be received in the Office of Charter Schools by 12 noon on April 13, 2012. If the preliminary chartering entity is other than the State Board of Education (SBE), please contact the Office of Charter Schools for guidance.
- APRIL 20, 2012** Copy of the application due to the Local LEA.
- MAY 11, 2012** LEA Impact Statements due to the Office of Charter Schools
- MAY, 2012** Public Charter School Advisory Committee receives applications and begins the process of reviewing applications ahead of their initial meeting.
- JUNE/JULY, 2012** The Public Charter School Advisory Committee meets and discusses applications. Candidates receiving the highest ratings will receive interviews.
- JULY, 2012** Charter School Advisory Committee interviews candidates and makes recommendations to SBE for preliminary charter school approval.
- SEPTEMBER, 2012** SBE votes for applicants which will begin their preliminary planning year training with final approval to be granted in March of 2013.

*The Office of Charter Schools must receive the entirely complete application package no later than **12 noon on April 13, 2012**. A copy must be submitted to the LOCAL Board pursuant to G.S. 115C-238.29B(d) within 7 days.*

I.

APPLICATION COVER PAGES

NAME OF PROPOSED CHARTER SCHOOL: Douglass Academy
 NAME OF NONPROFIT ORGANIZATION/MUNICIPALITY UNDER WHICH CHARTER WILL BE ORGANIZED OR OPERATED: Charter Day School, Inc.
 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.

NAME OF CONTACT PERSON: Barbra Jones
 TITLE/RELATIONSHIP TO NONPROFIT: Headmaster
 MAILING ADDRESS: 3610 Thaddeus Lott Ln
 PRIMARY TELEPHONE: 910-655-3600 ALTERNATE TELEPHONE: 713-899-7279
 E-MAIL ADDRESS: bjones@rogerbacon.net

Location Proposed Charter School (LEA): New Hanover County Schools

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:

The targeted population for Douglass Academy is students in grades K - 5 who live in the Wilmington housing units of Jervay, Hillcrest, Houston Moore, and Greenfield Village. According to the 2010 US Census Tracts, there are a total of 889 children ages 0 to 10. (See Appendix for Census Summary and Maps) By the time the school opens 2013, 295 of these children would be eligible to apply for the 228 slots for the first year. Of the 295 children, 100% of them are African-American.

Proposed Grades Served: K,01,02,03,04,05
 Proposed Total Enrollment: 453

Projected School Opening Year 2013 Month July

School Year	Grade Levels	Total Projected Student Enrollment	Year Round
First	K-2	228	N
Second	K-3	303	N
Third	K-4	378	N
Fourth	K-5	453	N
Fifth	K-5	453	N

I certify that I have the authority to submit this application and that I was regularly involved in the development of this application. 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.

Barbra Jones
Signature

*Coordinator of Community
Relations and New School
Development*
Title

Printed Name
Barbra Jones

Date
4/12/2012

II. TABLE OF CONTENTS FOR THE APPLICATION

Please provide a clear and precise table of contents to the proposed charter application that guides the reader through the document in correct sequence as outlined in the application provided.

See Above

QT-P2

Single Years of Age and Sex: 2010

2010 Census Summary File 1

NOTE: For information on confidentiality protection, nonsampling error, and definitions, see <http://www.census.gov/prod/cen2010/doc/sf1.pdf>.

Geography: Census Tract 111, New Hanover County, North Carolina

Age	Number			Percent		
	Both sexes	Male	Female	Both sexes	Male	Female
Total population (all ages)	2,882	1,240	1,642	100.0	100.0	100.0
Under 5 years	246	125	121	8.5	10.1	7.4
Under 1 year	38	20	18	1.3	1.6	1.1
1 year	51	29	22	1.8	2.3	1.3
2 years	55	30	25	1.9	2.4	1.5
3 years	34	16	18	1.2	1.3	1.1
4 years	68	30	38	2.4	2.4	2.3
5 to 9 years	210	106	104	7.3	8.5	6.3
5 years	40	22	18	1.4	1.8	1.1
6 years	44	24	20	1.5	1.9	1.2
7 years	36	17	19	1.2	1.4	1.2
8 years	44	22	22	1.5	1.8	1.3
9 years	46	21	25	1.6	1.7	1.5
10 to 14 years	187	86	101	6.5	6.9	6.2
10 years	35	13	22	1.2	1.0	1.3
11 years	47	19	28	1.6	1.5	1.7
12 years	30	18	12	1.0	1.5	0.7
13 years	42	19	23	1.5	1.5	1.4
14 years	33	17	16	1.1	1.4	1.0
15 to 19 years	227	110	117	7.9	8.9	7.1
15 years	48	21	27	1.7	1.7	1.6
16 years	47	25	22	1.6	2.0	1.3
17 years	43	19	24	1.5	1.5	1.5
18 years	48	24	24	1.7	1.9	1.5
19 years	41	21	20	1.4	1.7	1.2
20 to 24 years	178	67	111	6.2	5.4	6.8
20 years	31	11	20	1.1	0.9	1.2
21 years	38	19	19	1.3	1.5	1.2
22 years	32	7	25	1.1	0.6	1.5
23 years	44	15	29	1.5	1.2	1.8
24 years	33	15	18	1.1	1.2	1.1
25 to 29 years	197	73	124	6.8	5.9	7.6
25 years	31	6	25	1.1	0.5	1.5
26 years	42	22	20	1.5	1.8	1.2
27 years	50	14	36	1.7	1.1	2.2
28 years	48	18	30	1.7	1.5	1.8
29 years	26	13	13	0.9	1.0	0.8
30 to 34 years	155	61	94	5.4	4.9	5.7
30 years	20	6	14	0.7	0.5	0.9
31 years	36	17	19	1.2	1.4	1.2
32 years	33	14	19	1.1	1.1	1.2
33 years	25	5	20	0.9	0.4	1.2
34 years	41	19	22	1.4	1.5	1.3
35 to 39 years	174	87	87	6.0	7.0	5.3



QT-P2

Single Years of Age and Sex: 2010

2010 Census Summary File 1

NOTE: For information on confidentiality protection, nonsampling error, and definitions, see <http://www.census.gov/prod/cen2010/doc/sf1.pdf>.

Geography: Census Tract 110, New Hanover County, North Carolina

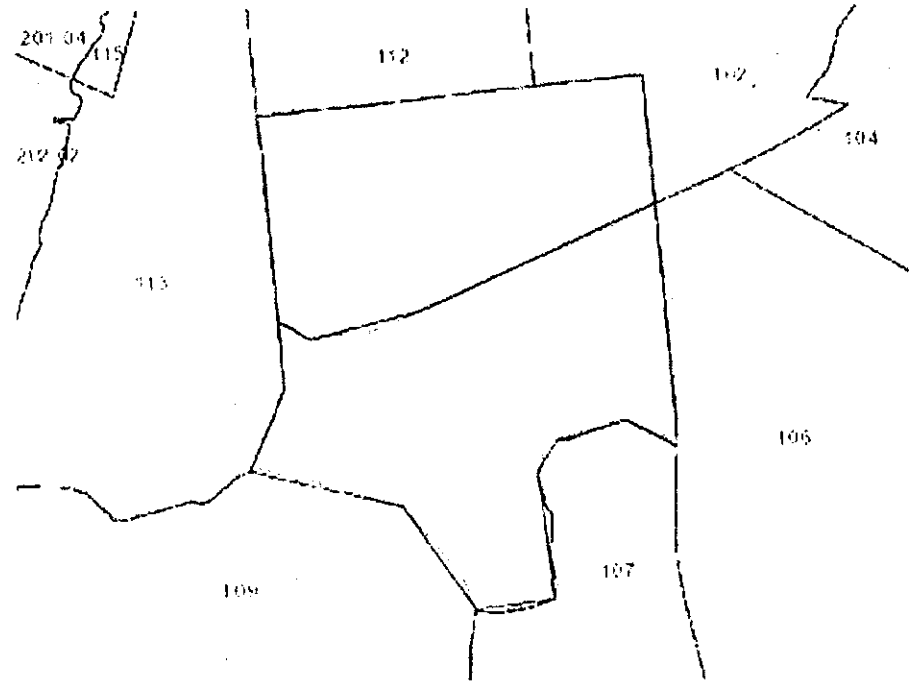
Age	Number			Percent		
	Both sexes	Male	Female	Both sexes	Male	Female
Total population (all ages)	2,248	960	1,288	100.0	100.0	100.0
Under 5 years	215	108	107	9.6	11.3	8.3
Under 1 year	43	23	20	1.9	2.4	1.6
1 year	34	20	14	1.5	2.1	1.1
2 years	44	28	16	2.0	2.9	1.2
3 years	50	21	29	2.2	2.2	2.3
4 years	44	16	28	2.0	1.7	2.2
5 to 9 years	156	70	86	6.9	7.3	6.7
5 years	33	18	15	1.5	1.9	1.2
6 years	38	18	20	1.7	1.9	1.6
7 years	25	9	16	1.1	0.9	1.2
8 years	29	16	13	1.3	1.7	1.0
9 years	31	9	22	1.4	0.9	1.7
10 to 14 years	143	83	60	6.4	8.6	4.7
10 years	27	17	10	1.2	1.8	0.8
11 years	22	13	9	1.0	1.4	0.7
12 years	27	16	11	1.2	1.7	0.9
13 years	26	12	14	1.2	1.3	1.1
14 years	41	25	16	1.8	2.6	1.2
15 to 19 years	116	50	66	5.2	5.2	5.1
15 years	22	9	13	1.0	0.9	1.0
16 years	22	11	11	1.0	1.1	0.9
17 years	22	10	12	1.0	1.0	0.9
18 years	27	13	14	1.2	1.4	1.1
19 years	23	7	16	1.0	0.7	1.2
20 to 24 years	168	62	106	7.5	6.5	8.2
20 years	30	12	18	1.3	1.3	1.4
21 years	27	12	15	1.2	1.3	1.2
22 years	35	7	28	1.6	0.7	2.2
23 years	42	20	22	1.9	2.1	1.7
24 years	34	11	23	1.5	1.1	1.8
25 to 29 years	151	52	99	6.7	5.4	7.7
25 years	35	12	23	1.6	1.3	1.8
26 years	31	11	20	1.4	1.1	1.6
27 years	34	9	25	1.5	0.9	1.9
28 years	37	16	21	1.6	1.7	1.6
29 years	14	4	10	0.6	0.4	0.8
30 to 34 years	113	38	75	5.0	4.0	5.8
30 years	32	15	17	1.4	1.6	1.3
31 years	18	4	14	0.8	0.4	1.1
32 years	28	7	21	1.2	0.7	1.6
33 years	20	7	13	0.9	0.7	1.0
34 years	15	5	10	0.7	0.5	0.8
35 to 39 years	131	55	76	5.8	5.7	5.9

Legend:

Boundaries

Features

Your Selections

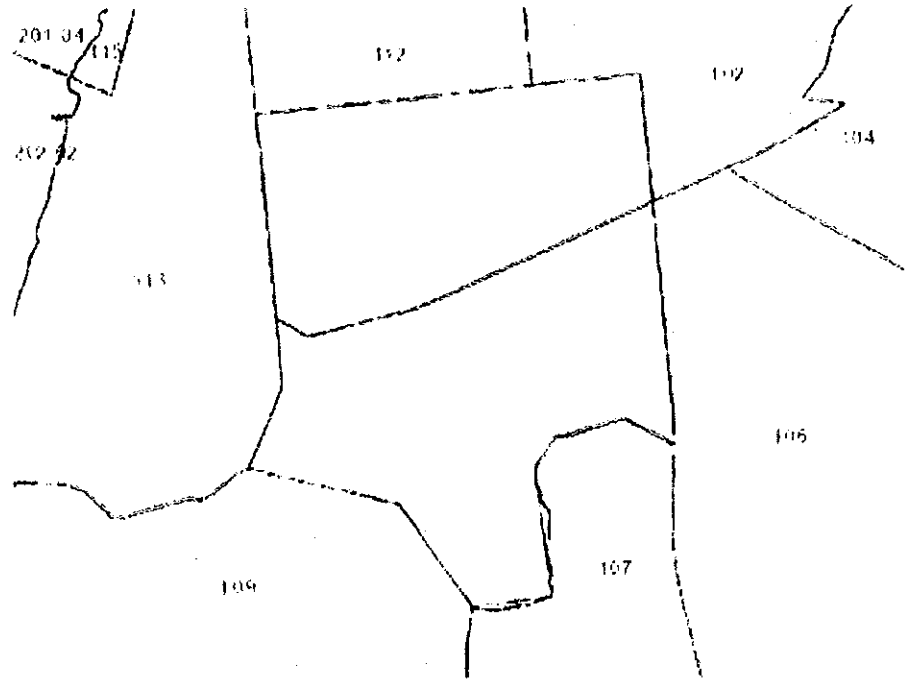




Legend:

Boundaries

Your Selections



MISSION, PURPOSES and EDUCATIONAL FOCUS (G.S.115C-238.29A)

MISSION:

The mission of the proposed charter school is as follows:

The mission of Douglass Academy through The Roger Bacon Academy is, for the next generation,

- * to teach the rules and techniques for effective expression and communication in the arts and sciences,
- * to communicate by those arts and sciences, our understandings of the universe and our role in it, and
- * to instill a love of learning and discovery, justifying a life-long dedication to health, truth, and virtue.

See full "MISSION -2013" statement in Appendix.

EVIDENCE FOR NEED OF THE PROPOSED SCHOOL:

Describe the community relationships forged in the preparation of the charter application. Provide information detailing how the community and parents have been involved in the formation of the proposed mission statement. Evidence of surveys, dates, times, and locations of public meetings discussing this proposed charter school can be used to demonstrate the level of public interest.

There are six elementary schools in the New Hanover School District which surround Douglass Academy. The North Carolina School Report Cards for the school year 2010-2011 for these schools reported test scores of the economically disadvantaged students are less than both the district and state averages of 56.2% and 53.3% respectively. See "DATA FOR SIX NHC SCHOOLS" in Appendix.

According to the ABCs Accountability Model for 2010 - 2011, three of the six did not make expected growth, two of the schools received NR (No Recognition) and two of them are priority schools. Overall, these six schools averaged 55.5% in reading and 69.7% in mathematics. Unless something is done to address the disparity among the tested groups, the achievement gaps will continue to widen and students will enter middle school grossly unprepared. (See Appendix for "NC School Report Cards" for the six schools cited)

Barbra Jones has been on the agendas of some of the Wilmington Housing Authority Residential Board Meetings. Attendees at these meetings have been apprised of the desire for a neighborhood charter school. Residents of the complexes as well as other members of the community have been supportive of the concept and have participated in the selection of the school name. [See Appendices for "Curriculum Vitae for Headmaster Barbra Jones", Agendas of "Residential Meetings and Sign-in Sheets" and a sampling of "Participation in the Selection of School Name", letters of support from "Mayor Bill Saffo" (mayor of Wilmington), and "Pastor James Jamison" (local pastor).

GOALS FOR THE PROPOSED CHARTER SCHOOL:

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.

See chart entitled "Goals for Academic Performance" in Appendices

MISSION:

The mission of the proposed charter school is as follows:

Our understanding of humankind and our universe are expressed and communicated through all of our arts and sciences. Each method of expression – language, painting, music, mathematics, and science – has its rules and techniques for effectively communicating these ideas and understandings.

These rules and techniques are the bridges over which ideas must be communicated from one generation to the next.

Thus, the mission of Charter School 14 through The Roger Bacon Academy is, for the next generation,

- To teach the rules and techniques for effective expression and communication in the arts and sciences,
- To communicate, by those arts and sciences, our understandings of the universe and our role in it, and
- To instill a love of learning and discovery, justifying a life-long dedication to health, truth, and virtue.

Therefore, to accomplish this mission, our curriculum is structured to teach the established rules and to develop the skills for using the tools for expression – whether a word-processor for literature, a paint brush for art, a chisel for sculpture, or an experiment for science.

By accomplishing our mission, our students will truly be prepared to become globally competitive citizens in any endeavor they choose to undertake.

We will measure the achievement of these goals by the following:

- Stanford Achievement Tests for academics,
- North Carolina End-of-Grade Tests for academics,
- Parent surveys about mission accomplished,
- Enrollment numbers for student service organizations such as Campfire /girls, Boy Scouts,
- Attendance trends,
- Parent volunteer participation, and
- Student participation in other extracurricular activities

Data for Six NHC Schools

	ED	Expected Growth	Designation	White	Black	Achievement Gap
Alderman	43.0%	Y	Progress	83.9%	37.5%	46.4%
Forest Hills	38.2%	N	No	84.9%	29.2%	55.7%
R. Freeman	52.4%	N	No	73.3%	52.9%	20.4%
Snipes	32.7%	Y	Priority	63.6%	31.7%	31.9%
Sunset Park	40.1%	N	Priority	73.8%	36.7%	37.1%
Winter Park	52.9%	High	Progress	84.0%	38.1%	45.9%
District	56.2%			83.5%	44.2%	39.8%
State	53.3%			79.0%	48.5%	30.5%
Schools Avg.	43.2%			77.3%	37.7%	39.6%

	Reading %	Math %
Alderman	67.2	74.6
Forest Hills	56.0	69.3
R. Freeman	56.2	70.2
Snipes	39.0	58.9
Sunset Park	51.2	64.2
Winter Park	63.6	81.0
District	75.0	85.0
State	70.7	82.4
School Avg.	55.5	69.7



School Year Quick Search

ADVANCED SEARCH **RESOURCES** **CONTACT US**

2010 - 11 School Year

SCHOOL DISTRICT STATE

HIGH STUDENT PERFORMANCE | SAFE, ORDERLY & CARING SCHOOLS | QUALITY TEACHERS

2025 Independence Blvd
Wilmington, NC 28403-5467
(910) 350-2031

Edwin A Alderman Elementary

Principal: Robert Maxey
Prior Principal: Mark Tracy

New Hanover County Schools
Grades K-5
Regular School
Traditional Calendar
Title I



The documents to the right are provided in PDF format. To download, you will need the Acrobat Reader, a free download from Adobe.

- **SCHOOL REPORT CARD SNAPSHOT**
English Spanish
- **TIPS TO UNDERSTANDING YOUR SCHOOL SNAPSHOT**
English Spanish

School Size

The total number of students in your school and the average number of students in schools with similar grade ranges in your district and the state.

MORE INFORMATION

Our School:	276
District:	462
State:	497

Average Class Size

The average number of students enrolled in "typical" K-8 classrooms.

MORE INFORMATION

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Our School	18	18	17	21	15	18
District	20	20	20	20	21	22
State	20	19	20	20	21	21

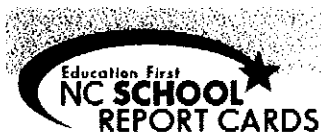
* Legislation mandates that class sizes for grades 4-12 are not restricted for 2009-10 and 2010-11.

* Due to data entry issues, some class sizes in select schools are unavailable for 2010-11.

Financial Support

Information about the financial support in your district is available on your district's Report Card. This information includes the source of funds from local, state and federal sources; the use of funds for salaries, employee benefits, purchased services, supplies/materials, instructional equipment, and other items.





School Year

Quick Search

ADVANCED SEARCH

[RESOURCES](#) [CONTACT US](#)

SCHOOL DISTRICT STATE

2010 - 11 School Year

SCHOOL PROFILE

HIGH STUDENT PERFORMANCE

SAFE, ORDERLY & CARING SCHOOLS

QUALITY TEACHERS

**2025 Independence Blvd
Wilmington, NC 28403-5467
(910) 350-2031**

Edwin A Alderman Elementary

**Principal: Robert Maxey
Prior Principal: Mark Tracy**

**New Hanover County Schools
Grades K-5
Regular School
Traditional Calendar
Title I**

The documents to the right are provided in PDF format. To view this two-page printable report, a simplified version of the full online report is available. To download, you will need the Acrobat Reader, a free download from Adobe. English and Spanish versions are available.

SCHOOL REPORT CARD SNAPSHOT

[English](#) [Spanish](#)

TIPS TO UNDERSTANDING YOUR SCHOOL SNAPSHOT

[English](#) [Spanish](#)

STUDENT PERFORMANCE

North Carolina students in grades 3-8 must complete annual ABCs End-of-Grade tests in reading, mathematics and science (grades 5 and 8). Students enrolled in the following courses must complete End-of-Course tests: English I, Algebra I, Algebra II, Biology, Physical Science, Civics & Economics, and US History. Results from tests taken by students in this school are reported below. (In the 2011-12 school year, the End-of-Course tests in Physical Science, Algebra II, Civics and Economics, and U.S. History will be eliminated from the testing program.)

Overall Student Performance

In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values may not be displayed because of federal privacy regulations. In these cases, the results will be shown as >95% or <5% for the group.

Performance of Students in Each Grade on the ABCs End-of-Grade Tests

Percentage of students' scores at or above grade level*

MORE INFORMATION

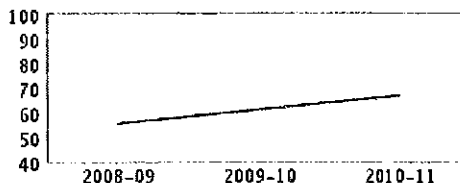
	Grade 3		Grade 4		Grade 5		OVERALL	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Our School	60.5%	69.8%	76.7%	81.7%	58.1%	67.7%	67.2%	74.6%
# of Tests Taken	43	43	60	60	31	31	134	134
District	71.7%	84.7%	73.3%	84.5%	75.3%	83.7%	75.0%	85.0%
State	67.6%	82.1%	71.6%	83.8%	72.3%	82.0%	70.7%	82.4%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

Three Year Trend in Student Performance on ABC's End-of-Grade Reading Test

MORE INFORMATION

Percentage of students at or above grade level in this school



(Display data in table format)

▼ [Click here for additional results for each grade level in the school.](#)

Three Year Trend in Student Performance on ABC's End-of-Grade Math Test

MORE INFORMATION



Percentage of students
at or above grade level
in this school

(Display data in table format)

▼ Click here for additional results for each grade level in the school.

Performance of Students on the End-of-Grade Science Tests for NCLB

Percentage of students' scores at or above grade level*

MORE INFORMATION

Grade 5	
Our School	61.3%
# of Tests Taken	31
District	78.7%
State	73.4%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

Student Performance Data by Student Groups

In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values may not be displayed because of federal privacy regulations. In these cases, the results will be shown as >95% or <5% for the group.

Performance of Each Student Group on the ABCs End-of-Grade Tests

The percentage of students, grouped by gender, ethnicity and other factors, who passed BOTH the reading and math tests.*

MORE INFORMATION

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	61.2%	60.6%	61.8%	83.9%	37.5%	N/A	N/A	N/A	N/A	62.5%	43.0%	87.3%	N/A	N/A	16.7%
# of Tests Taken	134	66	68	62	56	N/A	N/A	N/A	N/A	8	79	55	N/A	N/A	24
District	71.8%	69.4%	74.3%	83.5%	44.2%	59.4%	77.2%	85.5%	58.3%	69.8%	56.2%	85.8%	36.7%	N/A	33.3%
State	67.0%	64.6%	69.5%	79.0%	48.5%	54.4%	55.1%	78.2%	63.7%	69.3%	53.3%	82.8%	34.4%	45.2%	34.4%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

▼ Click here for additional information on student performance by group.

Performance of Each Student Group on the End-of-Grade Science Tests for NCLB

The percentage of students, grouped by gender, ethnicity and other factors, who passed science test.*

MORE INFORMATION

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	61.3%	54.5%	65.0%	80.0%	38.5%	N/A	N/A	N/A	N/A	N/A	41.2%	85.7%	N/A	N/A	25.0%
# of Tests Taken	31	11	20	15	13	N/A	N/A	N/A	N/A	N/A	17	14	N/A	N/A	8
District	79.5%	81.2%	77.7%	88.9%	55.7%	69.4%	93.3%	90.2%	80.0%	79.5%	66.7%	89.9%	48.6%	N/A	49.1%
State	74.2%	75.9%	72.4%	85.6%	55.4%	63.5%	64.4%	84.2%	70.7%	76.1%	62.2%	87.3%	41.5%	57.1%	49.4%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

▼Click here for additional information on student performance by group.

Additional Student Performance Data

SCHOOL PERFORMANCE

Each year, schools in North Carolina may receive several designations based on their performance on the state's ABCs tests. Those designations are 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. The designations earned by your school are displayed below, followed by a brief description of each designation.

MORE INFORMATION

Our School's Designation(s): School of Progress, Expected Growth

Designation	Performance: Students performing at grade level	Growth: Learning achieved in one year			Percent of Schools with Designation	
		High Growth	Expected Growth	Expected Growth Not Achieved	District	State
Honor School of Excellence	At least 90% of students at grade level and the school made adequate yearly progress (AYP)			--	24%	8%
School of Excellence	At least 90% of students at grade level			--	0%	1%
School of Distinction	80 to 90% of students at grade level			--	12%	28%
School of Progress	60 to 80% of students at grade level		✓	--	36%	38%
No Recognition	60 to 100% of students at grade level	--	--		20%	15%
Priority School	50 to 60% of students at grade level or Less than 50% of students at grade level				8%	11%
Low Performing	Less than 50% of students at grade level	--	--		0%	0%

Adequate Yearly Progress (AYP) Results

North Carolina has set target goals that schools must meet to make Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act.

MORE INFORMATION

AYP	Targets
Our school did not make adequate yearly progress.	We met 13 of our 17 performance targets.

▼Click here for additional information on AYP by student group and subject.

Title I School Improvement Status

Under No Child Left Behind (NCLB), schools enter Title I School Improvement status by not meeting target goals in the same subject (reading or mathematics) for two years in a row. A school in Title I School Improvement status must take certain measures to improve performance. Below is the status of the current year (2011-12) based on 2010-11 data.

Our school is in year 2 of Title I School Improvement.

MORE INFORMATION

▼ Click here for information on student performance on End of Grade tests by group and subject for Reading and Math.

AYP Attendance

Our school met its attendance target.

MORE INFORMATION

▼Click here for additional AYP attendance information

Highly Qualified Teachers

[Click here for Classes Taught by Highly Qualified Teachers](#)





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SCHOOL DISTRICT STATE

2010 - 11 School Year

ACADEMIC ACHIEVEMENT

HIGH STUDENT PERFORMANCE


SAFE ORDERLY & CARING SCHOOLS

QUALITY TEACHERS

602 Colonial Drive
Wilmington, NC 28403
(910) 251-6190

Forest Hills Elementary
Principal: Michael Cobb
Prior Principal: Michael Cobb

New Hanover County Schools
Grades K-5
Regular School
Traditional Calendar
Title I

 The documents to the right are provided in PDF format. To download, you will need the Acrobat Reader, a free download from Adobe.

■ **SCHOOL REPORT CARD SNAPSHOT**

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[English](#) [Spanish](#)

School Size

The total number of students in your school and the average number of students in schools with similar grade ranges in your district and the state.

MORE INFORMATION

Our School:	459
District:	462
State:	497

Average Class Size

The average number of students enrolled in "typical" K-8 classrooms.

MORE INFORMATION

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Our School	19	19	18	23	23	22
District	20	20	20	20	21	22
State	20	19	20	20	21	21

* Legislation mandates that class sizes for grades 4-12 are not restricted for 2009-10 and 2010-11.

* Due to data entry issues, some class sizes in select schools are unavailable for 2010-11.

Financial Support

Information about the financial support in your district is available on your district's Report Card. This information includes the source of funds from local, state and federal sources; the use of funds for salaries, employee benefits, purchased services, supplies/materials, instructional equipment, and other items.





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2010 - 11 School Year

SCHOOL PROFILE | **HIGH STUDENT PERFORMANCE** | **SAFE, ORDERLY & CARING SCHOOLS** | **QUALITY TEACHERS**

602 Colonial Drive
Wilmington, NC 28403
(910) 251-6190

Forest Hills Elementary
Principal: Michael Cobb
Prior Principal: Michael Cobb

New Hanover County Schools
Grades K-5
Regular School
Traditional Calendar
Title I

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- **SCHOOL REPORT CARD SNAPSHOT**
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English Spanish

STUDENT PERFORMANCE

North Carolina students in grades 3-8 must complete annual ABCs End-of-Grade tests in reading, mathematics and science (grades 5 and 8). Students enrolled in the following courses must complete End-of-Course tests: English I, Algebra I, Algebra II, Biology, Physical Science, Civics & Economics, and US History. Results from tests taken by students in this school are reported below. (In the 2011-12 school year, the End-of-Course tests in Physical Science, Algebra II, Civics and Economics, and U.S. History will be eliminated from the testing program.)

Overall Student Performance

In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values may not be displayed because of federal privacy regulations. In these cases, the results will be shown as >95% or <5% for the group.

Performance of Students in Each Grade on the ABCs End-of-Grade Tests

Percentage of students' scores at or above grade level*

MORE INFORMATION

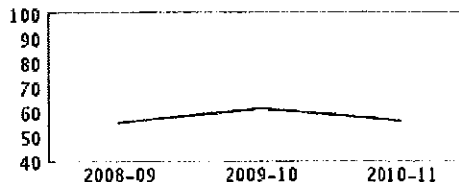
	Grade 3		Grade 4		Grade 5		OVERALL	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Our School	52.7%	68.1%	59.4%	75.0%	57.1%	65.7%	56.0%	69.3%
# of Tests Taken	91	91	64	64	70	70	225	225
District	71.7%	84.7%	73.3%	84.5%	75.3%	83.7%	75.0%	85.0%
State	67.6%	82.1%	71.6%	83.8%	72.3%	82.0%	70.7%	82.4%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

Three Year Trend in Student Performance on ABC's End-of-Grade Reading Test

MORE INFORMATION

Percentage of students at or above grade level in this school

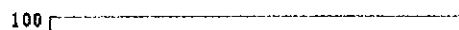


(Display data in table format)

▼ Click here for additional results for each grade level in the school.

Three Year Trend in Student Performance on ABC's End-of-Grade Math Test

MORE INFORMATION



Percentage of students at or above grade level in this school

(Display data in table format)

▼Click here for additional results for each grade level in the school.

Performance of Students on the End-of-Grade Science Tests for NCLB

Percentage of students' scores at or above grade level*

MORE INFORMATION

	Grade 5
Our School	62.9%
# of Tests Taken	70
District	78.7%
State	73.4%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

Student Performance Data by Student Groups

In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values may not be displayed because of federal privacy regulations. In these cases, the results will be shown as >95% or <5% for the group.

Performance of Each Student Group on the ABCs End-of-Grade Tests

The percentage of students, grouped by gender, ethnicity and other factors, who passed BOTH the reading and math tests.*

MORE INFORMATION

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	53.3%	43.8%	66.0%	84.9%	29.2%	25.0%	N/A	N/A	N/A	55.6%	38.2%	84.9%	28.6%	N/A	13.2%
# of Tests Taken	225	128	97	93	113	8	N/A	N/A	N/A	9	152	73	7	N/A	38
District	71.8%	69.4%	74.3%	83.5%	44.2%	59.4%	77.2%	85.5%	58.3%	69.8%	56.2%	85.8%	36.7%	N/A	33.3%
State	67.0%	64.6%	69.5%	79.0%	48.5%	54.4%	55.1%	78.2%	63.7%	69.3%	53.3%	82.8%	34.4%	45.2%	34.4%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

▼Click here for additional information on student performance by group.

Performance of Each Student Group on the End-of-Grade Science Tests for NCLB

The percentage of students, grouped by gender, ethnicity and other factors, who passed science test.*

MORE INFORMATION

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	62.9%	59.5%	67.9%	89.3%	40.0%	N/A	N/A	N/A	N/A	N/A	56.0%	80.0%	N/A	N/A	16.7%
# of Tests Taken	70	42	28	28	35	N/A	N/A	N/A	N/A	N/A	50	20	N/A	N/A	12
District	79.5%	81.2%	77.7%	88.9%	55.7%	69.4%	93.3%	90.2%	80.0%	79.5%	66.7%	89.9%	48.6%	N/A	49.1%
State	74.2%	75.9%	72.4%	85.6%	55.4%	63.5%	64.4%	84.2%	70.7%	76.1%	62.2%	87.3%	41.5%	57.1%	49.4%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

▼ Click here for additional information on student performance by group.

Additional Student Performance Data

SCHOOL PERFORMANCE

Each year, schools in North Carolina may receive several designations based on their performance on the state's ABCs tests. Those designations are 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. The designations earned by your school are displayed below, followed by a brief description of each designation.

MORE INFORMATION

Our School's Designation(s): No Recognition

Designation	Performance: Students performing at grade level	Growth: Learning achieved in one year			Percent of Schools with Designation	
		High Growth	Expected Growth	Expected Growth Not Achieved	District	State
Honor School of Excellence	At least 90% of students at grade level and the school made adequate yearly progress (AYP)			--	24%	8%
School of Excellence	At least 90% of students at grade level			--	0%	1%
School of Distinction	80 to 90% of students at grade level			--	12%	28%
School of Progress	60 to 80% of students at grade level			--	36%	38%
No Recognition	60 to 100% of students at grade level	--	--	✓	20%	15%
Priority School	50 to 60% of students at grade level or Less than 50% of students at grade level				8%	11%
Low Performing	Less than 50% of students at grade level	--	--		0%	0%

Adequate Yearly Progress (AYP) Results

North Carolina has set target goals that schools must meet to make Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act.

MORE INFORMATION

AYP	Targets
Our school did not make adequate yearly progress.	We met 11 of our 17 performance targets.

▼ Click here for additional information on AYP by student group and subject.

Title I School Improvement Status

Under No Child Left Behind (NCLB), schools enter Title I School Improvement status by not meeting target goals in the same subject (reading or mathematics) for two years in a row. A school in Title I School Improvement status must take certain measures to improve performance. Below is the status of the current year (2011-12) based on 2010-11 data.

Our school is in year 2 of Title I School Improvement.

MORE INFORMATION

▼ Click here for information on student performance on End of Grade tests by group and subject for Reading and Math.

AYP Attendance

Our school met its attendance target.

MORE INFORMATION

▼ Click here for additional AYP attendance information

Highly Qualified Teachers

[Click here for Classes Taught by Highly Qualified Teachers](#)





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SCHOOL DISTRICT STATE

2010 - 11 School Year

HIGH STUDENT PERFORMANCE

SAFE ORDERLY & CARING SCHOOLS

QUALITY TEACHERS

**2601 Princess Place Drive
Wilmington, NC 28405
(910) 251-6011**

R Freeman Sch of Engineering

**Principal: Adrian Pearson
Prior Principal: Adrian Pearson**

**New Hanover County Schools
Grades K-5
Regular School
Traditional Calendar
Title I**



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■ **TIPS TO UNDERSTANDING YOUR SCHOOL SNAPSHOT**

English Spanish

School Size

The total number of students in your school and the average number of students in schools with similar grade ranges in your district and the state.

MORE INFORMATION

Our School:	326
District:	462
State:	497

Average Class Size

The average number of students enrolled in "typical" K-8 classrooms.

MORE INFORMATION

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Our School	17	14	19	19	15	18
District	20	20	20	20	21	22
State	20	19	20	20	21	21

* Legislation mandates that class sizes for grades 4-12 are not restricted for 2009-10 and 2010-11.

* Due to data entry issues, some class sizes in select schools are unavailable for 2010-11.

Financial Support

Information about the financial support in your district is available on your district's Report Card. This information includes the source of funds from local, state and federal sources; the use of funds for salaries, employee benefits, purchased services, supplies/materials, instructional equipment, and other items.





School Year

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2010 - 11 School Year

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[QUALITY TEACHERS](#)

2601 Princess Place Drive
Wilmington, NC 28405
(910) 251-6011

R Freeman Sch of Engineering

Principal: Adrian Pearson
Prior Principal: Adrian Pearson

New Hanover County Schools
Grades K-5
Regular School
Traditional Calendar
Title I



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STUDENT PERFORMANCE

North Carolina students in grades 3-8 must complete annual ABCs End-of-Grade tests in reading, mathematics and science (grades 5 and 8). Students enrolled in the following courses must complete End-of-Course tests: English I, Algebra I, Algebra II, Biology, Physical Science, Civics & Economics, and US History. Results from tests taken by students in this school are reported below. (In the 2011-12 school year, the End-of-Course tests in Physical Science, Algebra II, Civics and Economics, and U.S. History will be eliminated from the testing program.)

Overall Student Performance

In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values may not be displayed because of federal privacy regulations. In these cases, the results will be shown as >95% or <5% for the group.

Performance of Students in Each Grade on the ABCs End-of-Grade Tests

Percentage of students' scores at or above grade level*

[MORE INFORMATION](#)

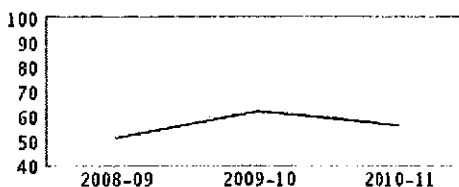
	Grade 3		Grade 4		Grade 5		OVERALL	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Our School	51.7%	71.7%	47.2%	73.1%	69.6%	66.1%	56.2%	70.2%
# of Tests Taken	60	60	53	52	56	56	169	168
District	71.7%	84.7%	73.3%	84.5%	75.3%	83.7%	75.0%	85.0%
State	67.6%	82.1%	71.6%	83.8%	72.3%	82.0%	70.7%	82.4%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

Three Year Trend in Student Performance on ABC's End-of-Grade Reading Test

[MORE INFORMATION](#)

Percentage of students at or above grade level in this school

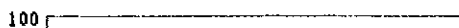


(Display data in table format)

▼ [Click here for additional results for each grade level in the school.](#)

Three Year Trend in Student Performance on ABC's End-of-Grade Math Test

[MORE INFORMATION](#)



Percentage of students
at or above grade level
in this school

(Display data in table format)

▼ Click here for additional results for each grade level in the school.

Performance of Students on the End-of-Grade Science Tests for NCLB

Percentage of students' scores at or above grade level*

MORE INFORMATION

Grade 5

Our School	67.9%
# of Tests Taken	56
District	78.7%
State	73.4%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

Student Performance Data by Student Groups

In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values may not be displayed because of federal privacy regulations. In these cases, the results will be shown as >95% or <5% for the group.

Performance of Each Student Group on the ABCs End-of-Grade Tests

The percentage of students, grouped by gender, ethnicity and other factors, who passed BOTH the reading and math tests.*

MORE INFORMATION

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	53.6%	45.7%	63.2%	73.3%	52.9%	42.9%	N/A	N/A	N/A	33.3%	52.4%	60.0%	N/A	N/A	25.8%
# of Tests Taken	168	92	76	15	140	7	N/A	N/A	N/A	6	143	25	N/A	N/A	31
District	71.8%	69.4%	74.3%	83.5%	44.2%	59.4%	77.2%	85.5%	58.3%	69.8%	56.2%	85.8%	36.7%	N/A	33.3%
State	67.0%	64.6%	69.5%	79.0%	48.5%	54.4%	55.1%	78.2%	63.7%	69.3%	53.3%	82.8%	34.4%	45.2%	34.4%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

▼ Click here for additional information on student performance by group.

Performance of Each Student Group on the End-of-Grade Science Tests for NCLB

The percentage of students, grouped by gender, ethnicity and other factors, who passed science test.*

MORE INFORMATION

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	67.9%	57.1%	78.6%	85.7%	70.5%	N/A	N/A	N/A	N/A	N/A	68.6%	60.0%	N/A	N/A	38.5%
# of Tests Taken	56	28	28	7	44	N/A	N/A	N/A	N/A	N/A	51	5	N/A	N/A	13
District	79.5%	81.2%	77.7%	88.9%	55.7%	69.4%	93.3%	90.2%	80.0%	79.5%	66.7%	89.9%	48.6%	N/A	49.1%
State	74.2%	75.9%	72.4%	85.6%	55.4%	63.5%	64.4%	84.2%	70.7%	76.1%	62.2%	87.3%	41.5%	57.1%	49.4%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

- E.D. = Economically Disadvantaged Students
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▼ Click here for additional information on student performance by group.

Additional Student Performance Data

SCHOOL PERFORMANCE

Each year, schools in North Carolina may receive several designations based on their performance on the state's ABCs tests. Those designations are 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. The designations earned by your school are displayed below, followed by a brief description of each designation.

MORE INFORMATION

Our School's Designation(s): No Recognition

Designation	Performance: Students performing at grade level	Growth: Learning achieved in one year			Percent of Schools with Designation	
		High Growth	Expected Growth	Expected Growth Not Achieved	District	State
Honor School of Excellence	At least 90% of students at grade level and the school made adequate yearly progress (AYP)			--	24%	8%
School of Excellence	At least 90% of students at grade level			--	0%	1%
School of Distinction	80 to 90% of students at grade level			--	12%	28%
School of Progress	60 to 80% of students at grade level			--	36%	38%
No Recognition	60 to 100% of students at grade level	--	--	✓	20%	15%
Priority School	50 to 60% of students at grade level or Less than 50% of students at grade level				8%	11%
Low Performing	Less than 50% of students at grade level	--	--		0%	0%

Adequate Yearly Progress (AYP) Results

North Carolina has set target goals that schools must meet to make Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act.

MORE INFORMATION

AYP	Targets
Our school did not make adequate yearly progress.	We met 7 of our 13 performance targets.

▼ Click here for additional information on AYP by student group and subject.

Title I School Improvement Status

Under No Child Left Behind (NCLB), schools enter Title I School Improvement status by not meeting target goals in the same subject (reading or mathematics) for two years in a row. A school in Title I School Improvement status must take certain measures to improve performance. Below is the status of the current year (2011-12) based on 2010-11 data.

Our school is in year 3 of Title I School Improvement.

MORE INFORMATION

▼ Click here for information on student performance on End of Grade tests by group and subject for Reading and Math.

AYP Attendance

Our school met its attendance target.

MORE INFORMATION

▼ Click here for additional AYP attendance information

Highly Qualified Teachers

[Click here for Classes Taught by Highly Qualified Teachers](#)





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2010 - 11 School Year

SCHOOL PROFILE

HIGH STUDENT PERFORMANCE


SAFE, ORDERLY & CARING SCHOOLS

QUALITY TEACHERS

1100 McRae Street
Wilmington, NC 28401
(910) 251-6175

A H Snipes Academy of Arts/Des
Principal: Laura Jennings
Prior Principal: Laura Jennings

New Hanover County Schools
Grades K-5
Regular School
Traditional Calendar
Title I

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- **TIPS TO UNDERSTANDING YOUR SCHOOL SNAPSHOT**
English Spanish

School Size

The total number of students in your school and the average number of students in schools with similar grade ranges in your district and the state.

MORE INFORMATION

Our School:	478
District:	462
State:	497

Average Class Size

The average number of students enrolled in "typical" K-8 classrooms.

MORE INFORMATION,

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Our School	18	21	20	13	10	12
District	20	20	20	20	21	22
State	20	19	20	20	21	21

* Legislation mandates that class sizes for grades 4-12 are not restricted for 2009-10 and 2010-11.

* Due to data entry issues, some class sizes in select schools are unavailable for 2010-11.

Financial Support

Information about the financial support in your district is available on your district's Report Card. This information includes the source of funds from local, state and federal sources; the use of funds for salaries, employee benefits, purchased services, supplies/materials, instructional equipment, and other items.





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2010 - 11 School Year

SCHOOL PROFILE

HIGH STUDENT PERFORMANCE

SAFE ORDERLY & CARING SCHOOLS

QUALITY TEACHERS

1100 McRae Street
Wilmington, NC 28401
(910) 251-6175

A H Snipes Academy of Arts/Des
Principal: Laura Jennings
Prior Principal: Laura Jennings

New Hanover County Schools
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[English](#) [Spanish](#)

STUDENT PERFORMANCE

North Carolina students in grades 3-8 must complete annual ABCs End-of-Grade tests in reading, mathematics and science (grades 5 and 8). Students enrolled in the following courses must complete End-of-Course tests: English I, Algebra I, Algebra II, Biology, Physical Science, Civics & Economics, and US History. Results from tests taken by students in this school are reported below. (In the 2011-12 school year, the End-of-Course tests in Physical Science, Algebra II, Civics and Economics, and U.S. History will be eliminated from the testing program.)

Overall Student Performance

In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values may not be displayed because of federal privacy regulations. In these cases, the results will be shown as >95% or <5% for the group.

Performance of Students in Each Grade on the ABCs End-of-Grade Tests

Percentage of students' scores at or above grade level*

[MORE INFORMATION](#)

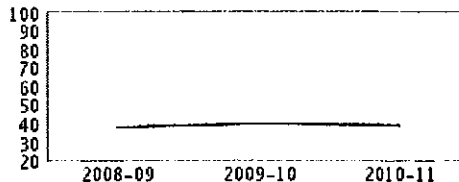
	Grade 3		Grade 4		Grade 5		OVERALL	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Our School	28.8%	42.5%	35.2%	56.0%	54.2%	79.2%	39.0%	58.9%
# of Tests Taken	73	73	91	91	72	72	236	236
District	71.7%	84.7%	73.3%	84.5%	75.3%	83.7%	75.0%	85.0%
State	67.6%	82.1%	71.6%	83.8%	72.3%	82.0%	70.7%	82.4%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

Three Year Trend in Student Performance on ABC's End-of-Grade Reading Test

[MORE INFORMATION](#)

Percentage of students at or above grade level in this school

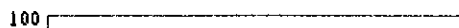


(Display data in table format)

▼ [Click here for additional results for each grade level in the school.](#)

Three Year Trend in Student Performance on ABC's End-of-Grade Math Test

[MORE INFORMATION](#)



Percentage of students
at or above grade level
in this school

(Display data in table format)

▼ Click here for additional results for each grade level in the school.

Performance of Students on the End-of-Grade Science Tests for NCLB

Percentage of students' scores at or above grade level*

MORE INFORMATION

Grade 5

Our School	38.9%
# of Tests Taken	72
District	78.7%
State	73.4%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

Student Performance Data by Student Groups

In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values may not be displayed because of federal privacy regulations. In these cases, the results will be shown as >95% or <5% for the group.

Performance of Each Student Group on the ABCs End-of-Grade Tests

The percentage of students, grouped by gender, ethnicity and other factors, who passed BOTH the reading and math tests.*

MORE INFORMATION

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	35.2%	35.2%	35.1%	63.6%	31.7%	56.3%	N/A	N/A	N/A	N/A	32.7%	68.8%	14.3%	N/A	35.5%
# of Tests Taken	236	105	131	11	205	16	N/A	N/A	N/A	N/A	220	16	7	N/A	31
District	71.8%	69.4%	74.3%	83.5%	44.2%	59.4%	77.2%	85.5%	58.3%	69.8%	56.2%	85.8%	36.7%	N/A	33.3%
State	67.0%	64.6%	69.5%	79.0%	48.5%	54.4%	55.1%	78.2%	63.7%	69.3%	53.3%	82.8%	34.4%	45.2%	34.4%

- * If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.
- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

▼ Click here for additional information on student performance by group.

Performance of Each Student Group on the End-of-Grade Science Tests for NCLB

The percentage of students, grouped by gender, ethnicity and other factors, who passed science test.*

MORE INFORMATION

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	38.9%	54.8%	26.8%	N/A	35.5%	71.4%	N/A	N/A	N/A	N/A	36.9%	57.1%	N/A	N/A	60.0%
# of Tests Taken	72	31	41	N/A	62	7	N/A	N/A	N/A	N/A	65	7	N/A	N/A	10
District	79.5%	81.2%	77.7%	88.9%	55.7%	69.4%	93.3%	90.2%	80.0%	79.5%	66.7%	89.9%	48.6%	N/A	49.1%
State	74.2%	75.9%	72.4%	85.6%	55.4%	63.5%	64.4%	84.2%	70.7%	76.1%	62.2%	87.3%	41.5%	57.1%	49.4%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

▼ Click here for additional information on student performance by group.

Additional Student Performance Data

SCHOOL PERFORMANCE

Each year, schools in North Carolina may receive several designations based on their performance on the state's ABCs tests. Those designations are 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. The designations earned by your school are displayed below, followed by a brief description of each designation.

MORE INFORMATION

Our School's Designation(s): Priority School, Expected Growth

Designation	Performance: Students performing at grade level	Growth: Learning achieved in one year			Percent of Schools with Designation	
		High Growth	Expected Growth	Expected Growth Not Achieved	District	State
Honor School of Excellence	At least 90% of students at grade level and the school made adequate yearly progress (AYP)			--	24%	8%
School of Excellence	At least 90% of students at grade level			--	0%	1%
School of Distinction	80 to 90% of students at grade level			--	12%	28%
School of Progress	60 to 80% of students at grade level			--	36%	38%
No Recognition	60 to 100% of students at grade level	--	--		20%	15%
Priority School	50 to 60% of students at grade level or Less than 50% of students at grade level		✓		8%	11%
Low Performing	Less than 50% of students at grade level	--	--		0%	0%

Adequate Yearly Progress (AYP) Results

North Carolina has set target goals that schools must meet to make Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act.

MORE INFORMATION

AYP	Targets
Our school did not make adequate yearly progress.	We met 7 of our 13 performance targets.

▼ Click here for additional information on AYP by student group and subject.

Title I School Improvement Status

Under No Child Left Behind (NCLB), schools enter Title I School Improvement status by not meeting target goals in the same subject (reading or mathematics) for two years in a row. A school in Title I School Improvement status must take certain measures to improve performance. Below is the status of the current year (2011-12) based on 2010-11 data.

Our school is in year 4 of Title I School Improvement.

MORE INFORMATION

▼ Click here for information on student performance on End of Grade tests by group and subject for Reading and Math.

AYP Attendance

Our school met its attendance target.

MORE INFORMATION

▼ Click here for additional AYP attendance information

Highly Qualified Teachers

[Click here for Classes Taught by Highly Qualified Teachers](#)





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2010 - 11 School Year

SCHOOL **DISTRICT** **STATE**

LEARNING OPPORTUNITIES

HIGH STUDENT PERFORMANCE


SAFE, ORDERLY & CARING SCHOOLS

QUALITY TEACHERS

613 Alabama Ave
Wilmington, NC 28401-6899
(910) 815-6948

Sunset Park Elementary
Principal: Jakki Jethro
Prior Principal: LaChawn Smith

New Hanover County Schools
Grades K-5
Regular School
Traditional Calendar
Title I

 The documents to the right are provided in PDF format. To download, you will need the Acrobat Reader, a free download from Adobe.

- **SCHOOL REPORT CARD SNAPSHOT**
English Spanish
- **TIPS TO UNDERSTANDING YOUR SCHOOL SNAPSHOT**
English Spanish

School Size

The total number of students in your school and the average number of students in schools with similar grade ranges in your district and the state.

MORE INFORMATION

Our School:	335
District:	462
State:	497

Average Class Size

The average number of students enrolled in "typical" K-8 classrooms.

MORE INFORMATION

	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Our School	15	15	15	15	14	16
District	20	20	20	20	21	22
State	20	19	20	20	21	21

* Legislation mandates that class sizes for grades 4-12 are not restricted for 2009-10 and 2010-11.
* Due to data entry issues, some class sizes in select schools are unavailable for 2010-11.

Financial Support

Information about the financial support in your district is available on your district's Report Card. This information includes the source of funds from local, state and federal sources; the use of funds for salaries, employee benefits, purchased services, supplies/materials, instructional equipment, and other items.





School Year ▼ GO Quick Search

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2010 - 11 School Year

SCHOOL PROFILE

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SAFE, ORDERLY & CARING SCHOOLS

QUALITY TEACHERS

613 Alabama Ave
Wilmington, NC 28401-6899
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Sunset Park Elementary
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SCHOOL REPORT CARD SNAPSHOT

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TIPS TO UNDERSTANDING YOUR SCHOOL SNAPSHOT

[English](#) [Spanish](#)

STUDENT PERFORMANCE

North Carolina students in grades 3-8 must complete annual ABCs End-of-Grade tests in reading, mathematics and science (grades 5 and 8). Students enrolled in the following courses must complete End-of-Course tests: English I, Algebra I, Algebra II, Biology, Physical Science, Civics & Economics, and US History. Results from tests taken by students in this school are reported below. (In the 2011-12 school year, the End-of-Course tests in Physical Science, Algebra II, Civics and Economics, and U.S. History will be eliminated from the testing program.)

Overall Student Performance

In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values may not be displayed because of federal privacy regulations. In these cases, the results will be shown as >95% or <5% for the group.

Performance of Students in Each Grade on the ABCs End-of-Grade Tests

Percentage of students' scores at or above grade level*

MORE INFORMATION

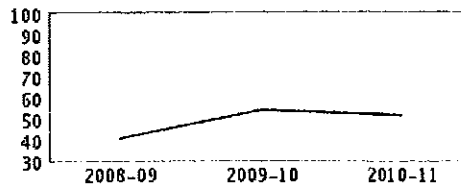
	Grade 3		Grade 4		Grade 5		OVERALL	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Our School	49.1%	65.5%	60.8%	68.6%	44.6%	58.9%	51.2%	64.2%
# of Tests Taken	55	55	51	51	56	56	162	162
District	71.7%	84.7%	73.3%	84.5%	75.3%	83.7%	75.0%	85.0%
State	67.6%	82.1%	71.6%	83.8%	72.3%	82.0%	70.7%	82.4%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

Three Year Trend in Student Performance on ABC's End-of-Grade Reading Test

MORE INFORMATION

Percentage of students at or above grade level in this school



(Display data in table format)

▼ [Click here for additional results for each grade level in the school.](#)

Three Year Trend in Student Performance on ABC's End-of-Grade Math Test

MORE INFORMATION



Percentage of students at or above grade level in this school

(Display data in table format)

▼Click here for additional results for each grade level in the school.

Performance of Students on the End-of-Grade Science Tests for NCLB

Percentage of students' scores at or above grade level*

MORE INFORMATION

Grade 5	
Our School	52.7%
# of Tests Taken	55
District	78.7%
State	73.4%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

Student Performance Data by Student Groups

In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values may not be displayed because of federal privacy regulations. In these cases, the results will be shown as >95% or <5% for the group.

Performance of Each Student Group on the ABCs End-of-Grade Tests

The percentage of students, grouped by gender, ethnicity and other factors, who passed BOTH the reading and math tests.*

MORE INFORMATION

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	45.1%	42.4%	48.1%	73.8%	36.7%	32.0%	N/A	N/A	N/A	20.0%	40.1%	93.3%	11.1%	N/A	14.8%
# of Tests Taken	162	85	77	42	90	25	N/A	N/A	N/A	5	147	15	9	N/A	27
District	71.8%	69.4%	74.3%	83.5%	44.2%	59.4%	77.2%	85.5%	58.3%	69.8%	56.2%	85.8%	36.7%	N/A	33.3%
State	67.0%	64.6%	69.5%	79.0%	48.5%	54.4%	55.1%	78.2%	63.7%	69.3%	53.3%	82.8%	34.4%	45.2%	34.4%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

▼Click here for additional information on student performance by group.

Performance of Each Student Group on the End-of-Grade Science Tests for NCLB

The percentage of students, grouped by gender, ethnicity and other factors, who passed science test.*

MORE INFORMATION

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	52.7%	62.1%	42.3%	90.9%	38.9%	50.0%	N/A	N/A	N/A	N/A	48.0%	>95%	N/A	N/A	38.5%
# of Tests Taken	55	29	26	11	36	6	N/A	N/A	N/A	N/A	50	5	N/A	N/A	13
District	79.5%	81.2%	77.7%	88.9%	55.7%	69.4%	93.3%	90.2%	80.0%	79.5%	66.7%	89.9%	48.6%	N/A	49.1%
State	74.2%	75.9%	72.4%	85.6%	55.4%	63.5%	64.4%	84.2%	70.7%	76.1%	62.2%	87.3%	41.5%	57.1%	49.4%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

▼ Click here for additional information on student performance by group.

Additional Student Performance Data

SCHOOL PERFORMANCE

Each year, schools in North Carolina may receive several designations based on their performance on the state's ABCs tests. Those designations are 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. The designations earned by your school are displayed below, followed by a brief description of each designation.

MORE INFORMATION

Our School's Designation(s): Priority School

Designation	Performance: Students performing at grade level	Growth: Learning achieved in one year			Percent of Schools with Designation	
		High Growth	Expected Growth	Expected Growth Not Achieved	District	State
Honor School of Excellence	At least 90% of students at grade level and the school made adequate yearly progress (AYP)			--	24%	8%
School of Excellence	At least 90% of students at grade level			--	0%	1%
School of Distinction	80 to 90% of students at grade level			--	12%	28%
School of Progress	60 to 80% of students at grade level			--	36%	38%
No Recognition	60 to 100% of students at grade level	--	--		20%	15%
Priority School	50 to 60% of students at grade level or Less than 50% of students at grade level			✓	8%	11%
Low Performing	Less than 50% of students at grade level	--	--		0%	0%

Adequate Yearly Progress (AYP) Results

North Carolina has set target goals that schools must meet to make Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act.

MORE INFORMATION

AYP	Targets
Our school did not make adequate yearly progress.	We met 9 of our 15 performance targets.

▼ Click here for additional information on AYP by student group and subject.

Title I School Improvement Status

Under No Child Left Behind (NCLB), schools enter Title I School Improvement status by not meeting target goals in the same subject (reading or mathematics) for two years in a row. A school in Title I School Improvement status must take certain measures to improve performance. Below is the status of the current year (2011-12) based on 2010-11 data.

Our school is not in Title I School Improvement.

MORE INFORMATION

▼ Click here for information on student performance on End of Grade tests by group and subject for Reading and Math.

AYP Attendance

Our school met its attendance target.

MORE INFORMATION

▼ Click here for additional AYP attendance information

Highly Qualified Teachers

[Click here for Classes Taught by Highly Qualified Teachers](#)





School Year

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SCHOOL DISTRICT STATE

2010 - 11 School Year

SCHOOL PROFILE

HIGH STUDENT PERFORMANCE

SAFE, ORDERLY & CARING SCHOOLS

QUALITY TEACHERS

204 S MacMillan Ave
Wilmington, NC 28403
(910) 350-2159

Winter Park Model Elementary

Principal: Monica Goza
Prior Principal: Lynn Fulton
Welcome Letter

New Hanover County Schools
Grades K-5
Regular School
Traditional Calendar
Title I



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STUDENT PERFORMANCE

North Carolina students in grades 3-8 must complete annual ABCs End-of-Grade tests in reading, mathematics and science (grades 5 and 8). Students enrolled in the following courses must complete End-of-Course tests: English I, Algebra I, Algebra II, Biology, Physical Science, Civics & Economics, and US History. Results from tests taken by students in this school are reported below. (In the 2011-12 school year, the End-of-Course tests in Physical Science, Algebra II, Civics and Economics, and U.S. History will be eliminated from the testing program.)

Overall Student Performance

In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values may not be displayed because of federal privacy regulations. In these cases, the results will be shown as >95% or <5% for the group.

Performance of Students in Each Grade on the ABCs End-of-Grade Tests

Percentage of students' scores at or above grade level*

MORE INFORMATION

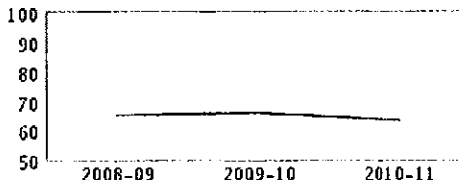
	Grade 3		Grade 4		Grade 5		OVERALL	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math
Our School	58.3%	73.3%	64.1%	81.3%	68.3%	88.3%	63.6%	81.0%
# of Tests Taken	60	60	64	64	60	60	184	184
District	71.7%	84.7%	73.3%	84.5%	75.3%	83.7%	75.0%	85.0%
State	67.6%	82.1%	71.6%	83.8%	72.3%	82.0%	70.7%	82.4%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

Three Year Trend in Student Performance on ABC's End-of-Grade Reading Test

MORE INFORMATION

Percentage of students at or above grade level in this school

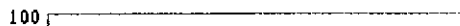


(Display data in table format)

▼ [Click here for additional results for each grade level in the school.](#)

Three Year Trend in Student Performance on ABC's End-of-Grade Math Test

MORE INFORMATION



Percentage of students
at or above grade level
in this school

(Display data in table format)

▼ Click here for additional results for each grade level in the school.

Performance of Students on the End-of-Grade Science Tests for NCLB

Percentage of students' scores at or above grade level*

MORE INFORMATION

	Grade 5
Our School	76.7%
# of Tests Taken	60
District	78.7%
State	73.4%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

Student Performance Data by Student Groups

In any group where the percentage of students at a grade level is greater than 95% or less than 5%, the actual values may not be displayed because of federal privacy regulations. In these cases, the results will be shown as >95% or <5% for the group.

Performance of Each Student Group on the ABCs End-of-Grade Tests

The percentage of students, grouped by gender, ethnicity and other factors, who passed BOTH the reading and math tests.*

MORE INFORMATION

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	60.3%	58.2%	62.8%	84.0%	38.1%	40.8%	N/A	N/A	N/A	62.5%	52.9%	82.6%	30.6%	N/A	17.9%
# of Tests Taken	184	98	86	75	42	49	N/A	N/A	N/A	16	138	46	36	N/A	28
District	71.8%	69.4%	74.3%	83.5%	44.2%	59.4%	77.2%	85.5%	58.3%	69.8%	56.2%	85.8%	36.7%	N/A	33.3%
State	67.0%	64.6%	69.5%	79.0%	48.5%	54.4%	55.1%	78.2%	63.7%	69.3%	53.3%	82.8%	34.4%	45.2%	34.4%

* If the number of students in a category is fewer than five, then results are not shown and are represented by a N/A.

- E.D. = Economically Disadvantaged Students
- N.E.D. = Not Economically Disadvantaged Students
- L.E.P. = Limited English Proficient Students

▼ Click here for additional information on student performance by group.

Performance of Each Student Group on the End-of-Grade Science Tests for NCLB

The percentage of students, grouped by gender, ethnicity and other factors, who passed science test.*

MORE INFORMATION

	All	Male	Female	White	Black	Hispanic	American Indian	Asian	Pacific Islander	Two or More Races	E.D.	N.E.D.	L.E.P.	Migrant Students	Students with Disabilities
Our School	76.7%	82.4%	69.2%	>95%	66.7%	52.9%	N/A	N/A	N/A	N/A	70.5%	93.8%	33.3%	N/A	44.4%
# of Tests Taken	60	34	26	24	15	17	N/A	N/A	N/A	N/A	44	16	9	N/A	9
District	79.5%	81.2%	77.7%	88.9%	55.7%	69.4%	93.3%	90.2%	80.0%	79.5%	66.7%	89.9%	48.6%	N/A	49.1%
State	74.2%	75.9%	72.4%	85.6%	55.4%	63.5%	64.4%	84.2%	70.7%	76.1%	62.2%	87.3%	41.5%	57.1%	49.4%

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▼ Click here for additional information on student performance by group.

Additional Student Performance Data

SCHOOL PERFORMANCE

Each year, schools in North Carolina may receive several designations based on their performance on the state's ABCs tests. Those designations are 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. The designations earned by your school are displayed below, followed by a brief description of each designation.

MORE INFORMATION

Our School's Designation(s): School of Progress, High Growth

Designation	Performance: Students performing at grade level	Growth: Learning achieved in one year			Percent of Schools with Designation	
		High Growth	Expected Growth	Expected Growth Not Achieved	District	State
Honor School of Excellence	At least 90% of students at grade level and the school made adequate yearly progress (AYP)			--	24%	8%
School of Excellence	At least 90% of students at grade level			--	0%	1%
School of Distinction	80 to 90% of students at grade level			--	12%	28%
School of Progress	60 to 80% of students at grade level	✓		--	36%	38%
No Recognition	60 to 100% of students at grade level	--	--		20%	15%
Priority School	50 to 60% of students at grade level or Less than 50% of students at grade level				8%	11%
Low Performing	Less than 50% of students at grade level	--	--		0%	0%

Adequate Yearly Progress (AYP) Results

North Carolina has set target goals that schools must meet to make Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act.

MORE INFORMATION

AYP	Targets
Our school did not make adequate yearly progress.	We met 15 of our 19 performance targets.

▼ Click here for additional information on AYP by student group and subject.

Title I School Improvement Status

Under No Child Left Behind (NCLB), schools enter Title I School Improvement status by not meeting target goals in the same subject (reading or mathematics) for two years in a row. A school in Title I School Improvement status must take certain measures to improve performance. Below is the status of the current year (2011-12) based on 2010-11 data.

Our school is not in Title I School Improvement.

MORE INFORMATION

▼ Click here for information on student performance on End of Grade tests by group and subject for Reading and Math.

AYP Attendance

Our school met its attendance target.

MORE INFORMATION

▼ Click here for additional AYP attendance information

Highly Qualified Teachers

[Click here for Classes Taught by Highly Qualified Teachers](#)



The Roger Bacon Academy

CURRICULUM VITAE

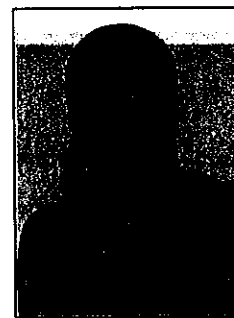
BARBRA A. JONES

Address 3610 Thaddeus Lott Lane, Leland, NC 28451
Contact 910/655-3600, bjones@rogerbacon.net

Degrees M.S. Education Principal Certification
Prairie View A & M, Prairie View, TX

B.S. Business Administration, Cum Laude
Texas Southern Univ., Houston, TX

Associate of Arts
Houston Community College, Houston, TX



Barbra Jones
Coordinator of Community Relations
and New School Development

Certifications Principal, Prairie View A & M
Teacher, pK-6, Houston ISD Alternative Certification

In the leadership positions within her communities, Ms. Jones fosters parental involvement wherever possible along with outreach to local organizations. While striving for buy-in by the community outside the school, her internal focus is on implementing field-proven curricula and training her classroom teachers in successful pedagogical methods. The goal is that every student will meet high expectations and become a productive member of society.

Experience

2011-Present *Coordinator of Community Relations and New School Development*

The Roger Bacon Academy ~ Charter Day School,
Charter Day School Leland, NC K-8 919 students
Columbus Charter School Whiteville, NC K-6 596 students

2009-2011 **Executive Director**

Rodeo Institute for Teacher Excellence, Houston, TX
The Rodeo Institute for Teacher Excellence™ (RITE™) was founded by The Houston Livestock Show and Rodeo™ in 1997 to address the dropout rate in the Houston Independent School District by focusing on reading of at-risk students in their early years. Ms. Jones directed sixteen trainers working with three school districts (Houston ISD, Aldine ISD and Spring ISD) and 57 schools, who coached over 356 teachers and assisted with teaching over 8,000 at-risk students to read.

2006-2009 **Principal**
Heritage Elementary, K-5, 765 students in Spring ISD with 36,000 students

1993-2006 *Various leadership positions with turn-around responsibilities:*
Aldine ISD with 62,000 students, 97% minority.

2004-2006: Principal
Caraway Intermediate School, 5-6, 820 students

2001-2004: Principal
Carmichael Elementary, K-4, 850 students

1998-2001: Assistant Principal
Thompson Elementary, K-4, 980 students

1995-1998: Assistant Principal *Coordinator of the Texas Magnet Schools State Conference*
Drew Academy MS, 6-8, 450 students, magnet school,

1993-1995: Title I Coordinator: Established the Title I program and spearheaded Parent Involvement Program at **Anderson**, 4-5, 650 students, magnet school

1989-1993 **Teacher, 5th Grade**
Westley Elementary, pK-6, 900 students in Houston ISD with 202,000 students district wide

Houston Moore Resident Meeting
1601 South 13th Street
Learning Center

January 26th, 2012

5:30pm

Call to Order

Dainya Polk

Prayer

Phyllis Gibson

Welcome

Alena Ward

Guest Speaker

Barbra A. Jones

(Coordinator of Comm. Relations)

Chad Rivers

(Project Manager)

(Houston Moore Project Manager)



HOUSING

Old Business

1. Internet Updates
2. Bed Bugs

New Business

1. Resident Issues
2. Suggestion Box Hours/ Days
3. Survey - Changing Meeting Time

Financial Report

Ms. Rose Coston

Next Meeting Date will be posted later

Meeting Adjourned

HOUSTON MOORE RESIDENT ORGANIZATION
1601 SOUTH 13TH STREET
Community Learning Center

SIGN-IN SHEET

1. Veronica Herring
2. Marsha McMillan
3. Alena Ward
4. Rashu Jones
5. Joseph B. Johnson
6. Izee Custon - WNA
7. Shante Batts
8. Myra B. Batts
9. Dillia Pitt
10. Phyllis Meier
11. Lura Siler
12. Dillia Pitt
- 13.
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.

**Resident Advisory Board Meeting
Vesta Village Center
February 1, 2012
11:00 am**

Call to Order

Prayer

Guest Speaker

Barbra A. Jones
Coodinator of Community Relations
The Roger Bacon Academy

Development Reports

(Keep all reports to 5 to minutes)

Creekwood	Veronica Murphy
Glover Plaza	Angeline Ravix
Hillcrest	Mary Johnson
Houston Moore	Dainya Polk
Rankin Terrace	Joan Johnson
Solomon Towers	Cleveland Peoples
Vesta Village	Barbara White
Section VIII	Kathleen Davis

Informational Update Rose Coston

New Business
RAB Meeting Location

Next Meeting Date
March 7, 2012

Meeting Adjourned

AGENDA

**Creekwood South
Resident Organization Meeting
February 8, 2012
6:00 PM**

CALL TO ORDER

- Welcome Barbara Jenkins, Vice-President
- Roll Call of Officers

I. GUEST SPEAKER

Barbra A. Jones - Coordinator of Community Relations and
New School Development
Roger Bacon Academy

II. UPCOMING EVENTS

Rose Coston - Client Services Coordinator

III. OPEN FORUM

IV. MEETING ADJOURNED

Creekwood South

Resident Organization Meeting

February 8, 2012

6:00 PM

Come to your monthly Resident Organization
meeting

- *Come and voice your concerns and ideas*
- *What do you want*
- *We will love to hear from you*

We need everyone's SUPPORT. Your OPINIONS, SUGGESTIONS and CONCERNS are welcome. Stop allowing 1 or 2 residents to make decisions that affect you.
Make decisions for yourself!



CREEKWOOD SOUTH RESIDENT ORGANIZATION MEETING

February 8, 2012

Ordia Sloan - C.S.U.S.R.O.

Jerome Cromartie

Chieley Hines

BARBARA Jenkins

Barbra Jones

Barbra W/ta Freeman 11.11.30.11

Quanita Mullins

Glennia a mullins

Latika DIXON

Joan Lamin Palmer

Sandra Newton 804 N. 30th St

Joann Robinson 809 Emory St

Wshon Jenkins 1007 Emory St

Andreanna Jenkins 1007 Emory St

Theresa Jenkins 1007 Emory St

Darryl Palmel 681 Emory St

Daryle Fleming 876 North St

Rhonda Meyer Fleming 876 North St

Damesha Armistead 602a Emory St. 6:45 pm

Brenda Mendell

Dore Craton WHA

2.

Houston Moore Resident Organization

AGENDA

CALL TO ORDER-

PRAYER-

Guest Speaker-

Barbra A. Jones

Announcements-

Meeting Adjourned

Barbra Jones
Feb. 17, 2012

HOUSTON MOORE RESIDENT ORGANIZATION
1601 SOUTH 13TH STREET
Community Learning Center

~~2/11/12~~
1/17

SIGN-IN SHEET

1. Patricia Green
2. MARSHA McMillan
3. Veronica Hernandez
4. Diana Castro - UHHA
5. Anna Lopez
- 6.
- 7.
8. Myra Pittman
9. Tonya Carter
10. Patricia Hernandez
11. Cynthia Thompson
12. Arlene Gonzalez
13. Raylene Williams
- 14.
- 15.
- 16.
- 17.
- 18.
- 19.

**HILLCREST RESIDENT ORGANIZATION
1402 MEARES STREET
WILMINGTON, NC 28401
(910) 341-7735**

March 8, 2012

AGENDA

Call to Order	Mary Johnson
Prayer	Mary Alice Davis
Minutes	Crystal McClammy
Financial Report	Flossie Bryant

BUSINESS

Ms. Tracy Fullard	Manager
Mr. Travis Corpening	CFCC HRD Coordinator
Ms. Amanda Rice	Shaw University
Ms. Barbra A. Jones	Roger Bacon Charter School
Mr. Paul D'Angelo	Choice Neighborhood Coordinator
Questions, Comments	
Adjournment	

HILLCREST RESIDENT ORGANIZATION

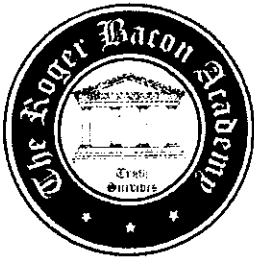
SIGN-IN SHEET

DATE 3/8/12

PAGE 1

NAME	ADDRESS	PHONE	CELL	E-MAIL
Mary Johnson	917 S. 14th St		232-1226	maryjohnson@hcc.org
TK Furland	WHA / PHM	341-7715		
Sarah Priddy	6 N. Nevada Ct	362-1799		
Ashley Cochran	914 807th	431-5936		
Michelle Tompkins	105 S. 13th St	251-8739		
MILLIE NEWKAMP	ADAMANT	763-9973		
Mary Alice Davis	5 S. 24th St	763-5360		
John DeLong	739 W. Lincoln Ct.	763-5514		
Richard White	1023 South Lincoln Ct	763-8783		
Angie Butler	6 S. 24th St			
Corey Eaton	10th St			
Barbara Woods	RBP			
Monty White	1023 So. Lincoln	910-738183		
Phanie Bryant				
Hattie McLean		WHA		
Amelia Beck		Shaw University		
Levin Brock		Shaw University		
Kimberly	1105 Shipyard Dr	274-2285	437-0100	
Sheila Brown	619 S. 14th St	763-7286	447-9913	
Paul D'Angelo	431 S. 14th St			
	400 W. 11th St	910-297-2719	SAE	DANDANGELO@AOL.COM

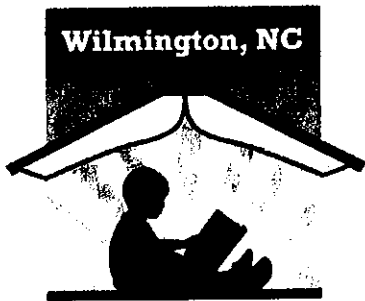
Church of Christ
 2-6 Hillcrest Ave
 202 665 4074
 919-5877767



The Roger Bacon Academy

Parents and supporters,

It is important that we work with you and get strong feedback about the prospect of a new charter school in downtown Wilmington. We are working for a general theme and name to emphasize and personalize this new charter school. As we develop more school materials and have to fit it on letterheads, calling cards, envelopes, website, etc., details in the selected logo may have to be adjusted. Please take a moment to vote for your favorite school **name** and **logo**. We value your response and all comments and votes will be taken seriously. Thank you for your interest in our schools and for your time!



Haven
Charter School



Logo #1



Greenfield
Charter Academy



Logo #2



DOUGLASS
ACADEMY

"Once you learn to read, you
will be forever free."



Logo #3



Comments: _____ Number of children ages 3-5 in household 1

Name Nichelle Miller

Address 626 North 30th St Wilmington NC 28405

Phone 910-254-4678 Email _____

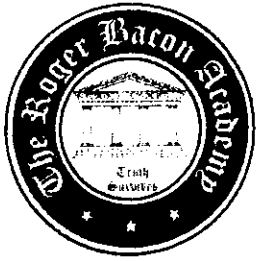
3610 Thaddeus Lott Ln.
Feland, NC 28451

Office 910-655-3600
Fax 910-655-0310

www.RogerBacon.net

The Three Laws

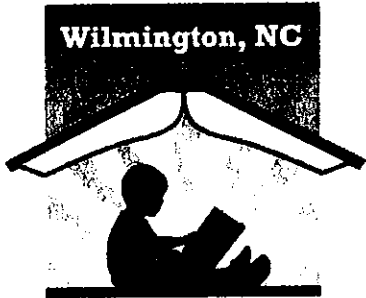
- Law 1 Reward good behavior. *...will get more of it.*
- Law 2 Teach to mastery. *...every child will learn.*
- Law 3 Watch the children. *...if they are not learning or behaving, don't be following to first two laws.*



The Roger Bacon Academy

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Haven
Charter School



Logo #1



Logo #2



DOUGLASS
ACADEMY

“Once you learn to read, you
will be forever free.”



Logo #3



Comments: _____ Number of children ages 3-5 in household 4

Name John Doe

Address 123 Main St Wilmington NC 28401
Street City State Zip

Phone _____ Email _____

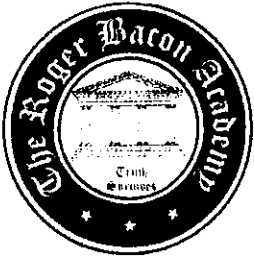
3610 Thaddeus Lott Ln.
Leland, NC 28451

Office 910-655-3600
Fax 910-655-0310

www.RogerBacon.net

The Three Laws

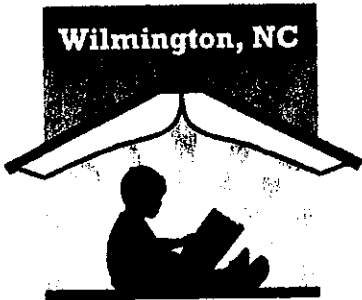
Law 1 - Reward good behavior, *with attention.* Law 2 - Teach to mastery, *every child will learn.* Law 3 - Watch the children, *it is not a matter of if, but how, when and where, and how often.*



The Roger Bacon Academy

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Haven
Charter School



Logo #1



Logo #2



DOUGLASS
ACADEMY

"Once you learn to read, you will be forever free."



Logo #3



Comments: _____

Number of children ages 3-5 in household 1

Name Guinesha Mullins

Address 623 Emory St Wilmington NC 28405

Street

City

State

Zip

Phone 253-4132

Email guinesha.mullins@yaho.com

3610 Thaddeus Lott Ln.
Leland, NC 28451

Office 910-655-3600
Fax 910-655-0310

www.RogerBacon.net

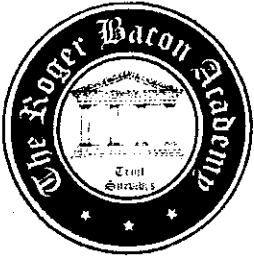
The Three Laws

Law 1 Reward good behavior. Law 2 Teach to mastery. Law 3 Watch the children.

each at home at all

every child will learn

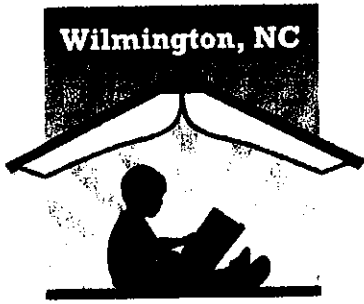
if they are not learning at home, we're not pursuing the first two laws.



The Roger Bacon Academy

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Haven
Charter School



Logo #1



Logo #2



DOUGLASS
ACADEMY

"Once you learn to read, you
will be forever free."



Logo #3

Comments: _____ Number of children ages 3-5 in household 0

Name Aislin Dunston

Address 703 Emily Wilmington NC 28405
Street City State Zip

Phone 910-113-1645 Email _____

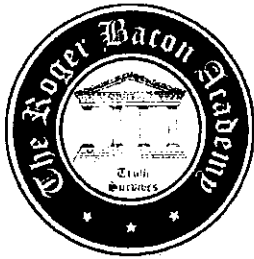
3610 Thaddeus Lott Ln.
Leland, NC 28451

Office 910-655-3600
Fax 910-655-0310

www.RogerBacon.net

The Three Laws

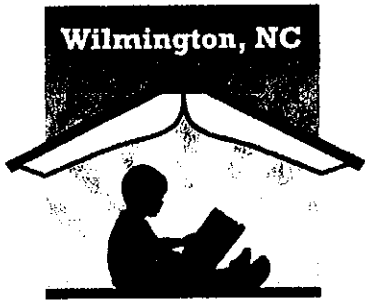
- Law 1 - Reward good behavior. *you'll get more of it.*
- Law 2 - Teach to mastery. *every child will learn.*
- Law 3 - Watch the children. *if they are not learning, or behaving, correct without using the word punishment.*



The Roger Bacon Academy

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Haven
Charter School



Logo #1



Logo #2



DOUGLASS
ACADEMY

"Once you learn to read, you
will be forever free."



Logo #3



Comments: _____ Number of children ages 3-5 in household 1

Name Lalasha Murray

Address 903 Emory St W. 11th NC 28403
Street City State Zip

Phone 910 550 5031 Email _____

3610 Thaddeus Lott Ln.
Leland, NC 28451

Office 910-655-3600
Fax 910-655-0310

www.RogerBacon.net

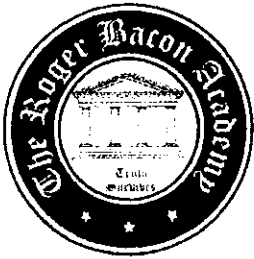
The Three Laws

Law 1: Reward good behavior. Law 2: Teach to mastery. Law 3: Watch the children.

...and I'll get more out of it.

...every child will learn.

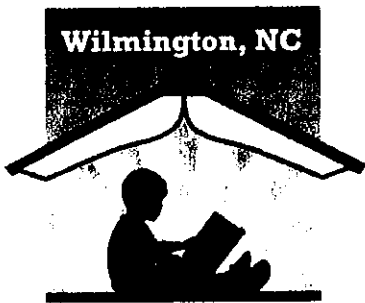
*...if they are not learning or behaving,
...punish and pull them out of the class.*



The Roger Bacon Academy

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Haven
Charter School



Logo #1



Logo #2



DOUGLASS
ACADEMY

"Once you learn to read, you
will be forever free."



Logo #3



Comments: _____ Number of children ages 3-5 in household 3

Name _____

Address _____
Street City State Zip

Phone _____ Email _____

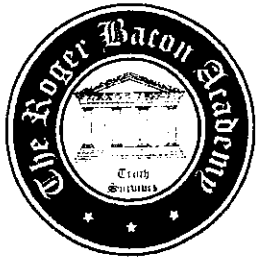
3610 Thaddeus Lott Ln.
Leland, NC 28451

Office 910-655-3600
Fax 910-655-0310

www.RogerBacon.net

The Three Laws

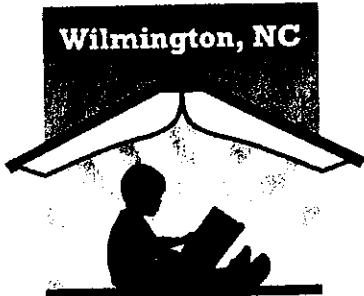
Law 1 - Reward good behavior. Law 2 - Teach to masters. Law 3 - Watch the children.
...with a good heart. *...and you will learn.* *...they are not learning or behaving.*
...and not putting me first then theirs.



The Roger Bacon Academy

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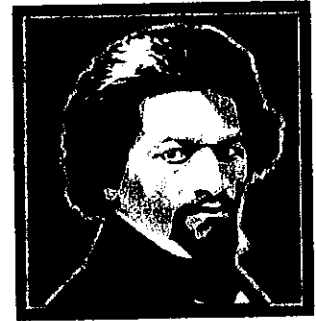
**Haven
Charter School**



Logo #1



Logo #2



**DOUGLASS
ACADEMY**

"Once you learn to read, you
will be forever free."



Logo #3



Comments: _____ Number of children ages 3-5 in household 1

Name Dumonde D'Arbo

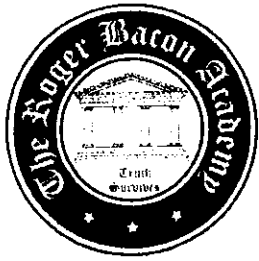
Address 1010 Emory St Wilmington NC 28409
Street City State Zip

Phone 352-1368 Email dumondearbo@hotmail.com

3610 Thaddeus Lott Ln.
Leland, NC 28451
Office 910-655-3600
Fax 910-655-0310
www.RogerBacon.net

The Three Laws

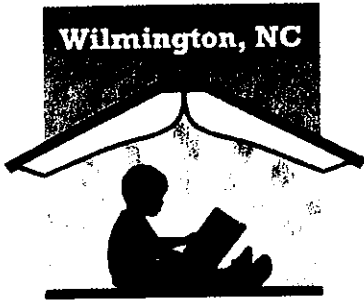
- Law 1 Reward good behavior. *we'll get more of it.*
- Law 2 Teach to mastery. *every child will learn.*
- Law 3 Watch the children. *if it is not learning, or behavior, or safety, not following the first two laws.*



The Roger Bacon Academy

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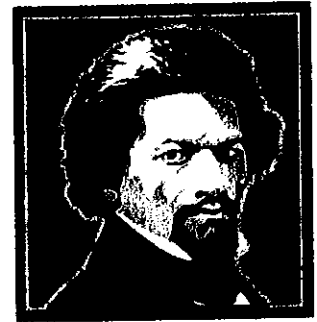
Haven
Charter School



Logo #1



Logo #2



DOUGLASS
ACADEMY

"Once you learn to read, you
will be forever free."



Logo #3

Comments: _____ Number of children ages 3-5 in household 1

Name Jakeelah Tamee Kelly

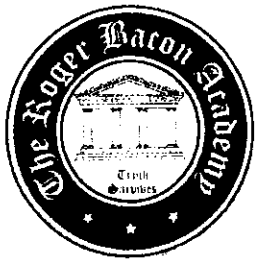
Address 400 Emory St. Wilmington NC 28405
Street City State Zip

Phone 910-399-2159 Email _____

3610 Thadden-Lott Ln.
Leland, NC 28451
Office 910-655-3600
Fax 910-655-0310
www.RogerBacon.net

The Three Laws

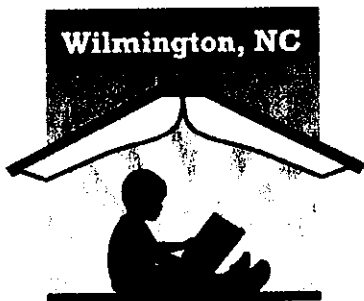
Law 1 - Reward good behavior. *Don't get caught at it.* Law 2 - Teach to mastery. *Learn with it.* Law 3 - Watch the children. *They are not learning, or not learning, or not learning, or not learning.*



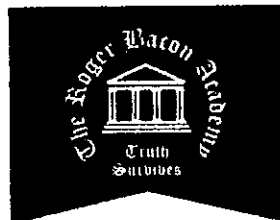
The Roger Bacon Academy

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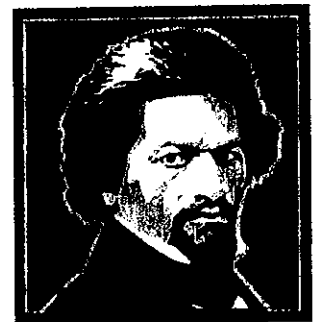
Haven
Charter School



Logo #1



Logo #2



DOUGLASS
ACADEMY

"Once you learn to read, you
will be forever free."



Logo #3



Comments: _____ Number of children ages 3-5 in household 11

Name Glendora mullin's

Address 910 N 30th Wilmington NC 28405
Street City State Zip

Phone 910 254-3498 Email _____

3610 Thaddeus Lott Ln.
Leland, NC 28451

Office 910-655-3600
Fax 910-655-0310

www.RogerBacon.net

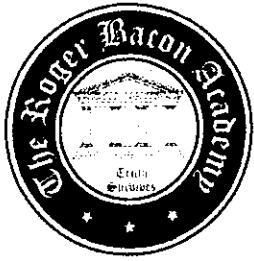
The Three Laws

Law 1 Reward good behavior, Law 2 Teach to masters, Law 3 Watch the children,

so it get more of it.

every one will learn.

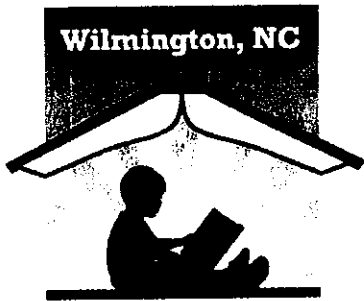
*if they are not learning, it becomes
your, not suffering, for first two laws.*



The Roger Bacon Academy

Parents and supporters,

It is important that we work with you and get strong feedback about the prospect of a new charter school in downtown Wilmington. We are working for a general theme and name to emphasize and personalize this new charter school. As we develop more school materials and have to fit it on letterheads, calling cards, envelopes, website, etc., details in the selected logo may have to be adjusted. Please take a moment to vote for your favorite school name and logo. We value your response and all comments and votes will be taken seriously. Thank you for your interest in our schools and for your time!



Haven
Charter School



Logo #1



Logo #2



DOUGLASS
ACADEMY

"Once you learn to read, you
will be forever free."



Logo #3



Comments: _____ Number of children ages 3-5 in household _____

Name Zachary Allen

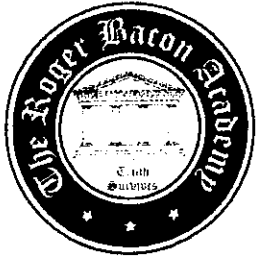
Address 209 Broadway St. Navassa NC 28451
Street City State Zip

Phone (910) 367-3713 Email allen.zachary75@yahoo.com

3610 Thaddeus Lott Ln.
Leland, NC 28451
Office 910-655-3600
Fax 910-655-0310
www.RogerBacon.net

The Three Laws

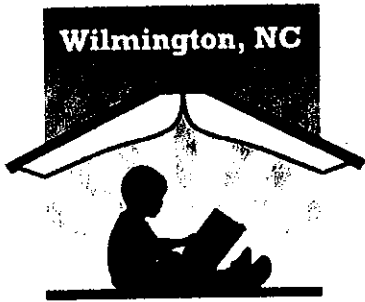
Law 1 - Reward good behavior. *and reward it.* Law 2 - Teach to mastery. *no second chances.* Law 3 - Watch the children. *Focus on and learning of behavior, not allowing to get away.*



The Roger Bacon Academy

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Haven
Charter School



Logo #1



Greenfield
Charter Academy



Logo #2



DOUGLASS
ACADEMY

"Once you learn to read, you
will be forever free."



Logo #3



Comments: _____ Number of children ages 3-5 in household 1

Name Kirk & Williams

Address 117 South 13th Street Wilmington NC 28401

Phone (910) 620-6757 Email _____

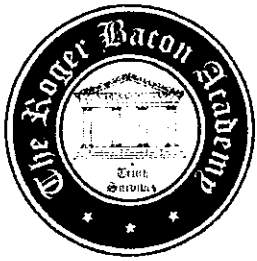
3610 Thaddens Lott Ln.
Leland, NC 28451

Office 910-655-3600
Fax 910-655-0310

www.RogerBacon.net

The Three Laws

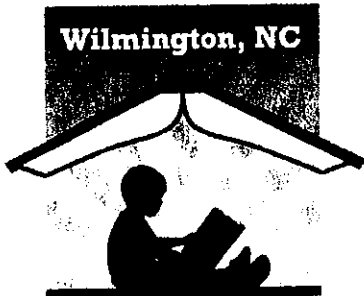
- Law 1: Reward good behavior. *will get away with it.*
- Law 2: Teach to mastery. *they will not learn.*
- Law 3: Watch the children. *if they are not learning, it is because we are not following the first two laws.*



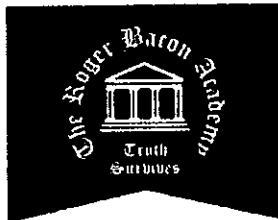
The Roger Bacon Academy

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Haven
Charter School



Logo #1



Logo #2



DOUGLASS
ACADEMY

"Once you learn to read, you
will be forever free."



Logo #3



Comments: _____ Number of children ages 3-5 in household _____

Name _____

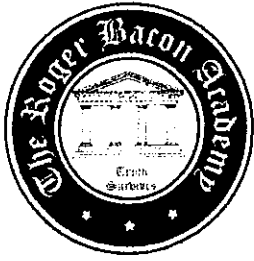
Address _____
Street City State Zip

Phone _____ Email _____

3610 Thaddeus Lott Ln.
Leland, NC 28451
Office 910-655-3600
Fax 910-655-0310
www.RogerBacon.net

The Three Laws

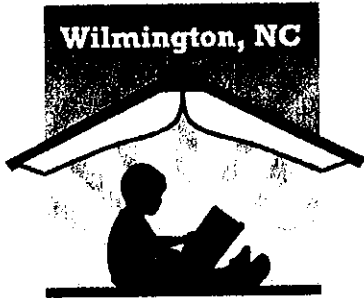
- Law 1 - Reward good behavior, *non est in re*
- Law 2 - Teach to mastery, *non est in re*
- Law 3 - Watch the children, *non est in re*



The Roger Bacon Academy

Parents and supporters,

It is important that we work with you and get strong feedback about the prospect of a new charter school in downtown Wilmington. We are working for a general theme and name to emphasize and personalize this new charter school. As we develop more school materials and have to fit it on letterheads, calling cards, envelopes, website, etc., details in the selected logo may have to be adjusted. Please take a moment to vote for your favorite school **name** and **logo**. We value your response and all comments and votes will be taken seriously. Thank you for your interest in our schools and for your time!



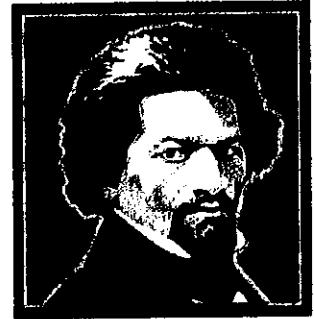
Haven
Charter School



Logo #1



Logo #2



DOUGLASS
ACADEMY

"Once you learn to read, you
will be forever free."



Logo #3



Comments: _____ Number of children ages 3-5 in household 2

Name Shanita Washington

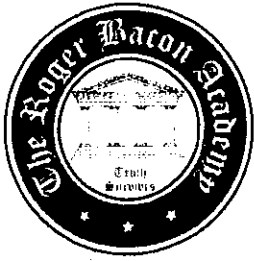
Address 1508 Moore Plaza
Street City State Zip

Phone _____ Email _____

3610 Thaddeus Lott Ln.
Leland, NC 28451
Office 910-655-3600
Fax 910-655-0310
website: RogerBacon.net

The Three Laws

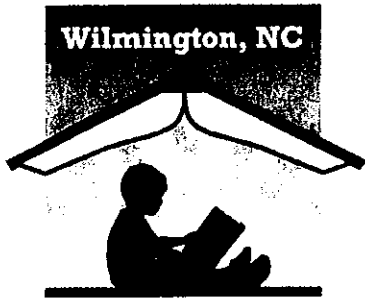
- Law 1 Reward good behavior, *don't get mad at it.*
- Law 2 Teach to mastery, *use your skills.*
- Law 3 Watch the children, *if they are not learning, it's because we're not allowing them to try.*



The Roger Bacon Academy

Parents and supporters,

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Haven
Charter School



Logo #1



Logo #2



DOUGLASS
ACADEMY

Once you learn to read, you
will be forever free."



Logo #3



Comments: _____ Number of children ages 3-5 in household 1

Name Robert McKee

Address 5701 East Plaza Wilmington NC 28201

Phone 910-520-6580 Email _____

3610 Thaddeus Lot Ln.
Leland, NC 28451

Office 910-655-3600
Fax 910-655-0310

www.RogerBacon.net

The Three Laws

Law 1 Reward good behavior. Law 2 Teach to mastery. Law 3 Watch the children,
small get more of it. *it is done with honor.* *if they are not learning, or behaving,
they are not following the three laws.*



Mayor and City Council

Mayor
Bill Saffo

Mayor Pro-Tem
Earl Sheridan, Ph.D.

Council Members
Neil Anderson
Margaret E. Haynes
Kevin O'Grady
Laura W. Padgett
Charlie Rivenbark

City of Wilmington
City Hall
102 North Third Street
PO Box 1810
Wilmington, NC 28402-1810
910.341.7815
910.341.4628 fax
wilmingtonnc.gov
Dial 711 TTY/Voice

WILMINGTON
NORTH CAROLINA

February 22, 2012

Dr. William C. Harrison, Chairman
North Carolina State Board of Education
301 N. Wilmington Street
Raleigh, NC 27601 - 2825

Dear Dr. Harrison:

As Mayor of Wilmington, I am writing you on behalf of Charter Day School, Inc. which is applying to serve approximately 420 inter-city youth located in the center of four Section 8 housing communities at a new elementary charter school.

The four housing communities – Jervay, Hillcrest, Greenfield, and Houston-Moore – are home to approximately 600 youths in these grades. From the proposed school location to the farthest point is under eight-tenths of a mile; thus all the homes in these communities are within easy walking distance for the students and this very nearby school would greatly facilitate increased parental involvement.

I know you share my concern that all families participate as fully as possible in the education of their children, and I believe that this school will be an excellent addition to our county's educational system. Charter Day School has a twelve-year record of outstanding academic achievement with economically-disadvantaged elementary students across the river at their Leland campus. Their Whiteville campus is the highest scoring elementary school in Columbus County. This track record is assurance that these Greenfield Lake area communities will be well served by this school, and I am confident that their contribution to these Wilmington families will be significant.

I urge the State Board to approve this application so the community's children can be helped by Charter Day School's creative instructional techniques which will become centrally available to these families.

Thank you for your consideration.

Sincerely,


Bill Saffo

HOPE BAPTIST CHURCH FOR ALL NATIONS
DR. JAMES JAMISON, JR., PASTOR DR. JEWANTA JAMISON, ASSIST. PASTOR

March 1, 2012

Dr. William Harrison, Chairman
State Board of Education
301 Wilmington Street
Raleigh, North Carolina

Re: Charter School For Greenfield

Dear Dr. Harrison:

My name is Rev. James Jamison, Jr., and I have pastored the Hope Baptist Church on Greenfield Street in Wilmington for the past 17 years. In addition to my church, I am employed by the Wilmington Housing Authority as one of their security staff and know first-hand the needs of these communities.

I understand from Ms. Barbra Jones that Charter Day School is applying for a charter school to be located next to my church. The addition of a charter school centrally located in this area would fill a great need. Every day, I see the effects of poor academic learning and how it leads to drop-outs and failure. I have offered my help in any way to assist the school. There is additional parking for visitors and staff that they could use, as well as open areas for added playgrounds, if needed.

The members of my church and the families I talk to are excited about the charter school coming here because Charter Day School has such a good reputation. We would all be very supportive and believe that it will be a success to benefit our children. Thank you.

Sincerely,



Rev. Dr. James Jamison, Jr.

GOALS FOR ACADEMIC PERFORMANCE

for

DOUGLASS ACADEMY

PERFORMANCE OUTCOME	INTERNAL GOALS	TIMELINE
<i>Diagnostic Tests</i>	100% Participation	Every student tested by 2 nd week of school
<i>In Program Tests</i>	90%	Tests administered according to program guidelines
<i>State Tests</i>	85% - 95%	Results available end of school year
<i>Teacher Retention</i>	100%	End of year with all teachers remaining

PURPOSES OF PROPOSED CHARTER SCHOOL:

State the relationship between the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.

See State the relationship between the six legislated purposes Download

EDUCATIONAL FOCUS:

Describe briefly, limited to one page, the focus of the proposed charter school. This description will be used in public releases of information to interested parties, such as: the media, the State Board of Education, parents, school systems, and in various documents produced by the Office of Charter Schools. It must be concise and relate directly to the mission of the school.

Douglass Academy is an inspiring progressive new charter school serving students in grades K - 2 its first year and expanding to K - 5 by the school year 2017 - 2018. This tuition-free neighborhood school will be located in New Hanover County, but will serve any student living in surrounding counties of North Carolina in those grades. Douglass Academy will be a uniform school and though not required as part of the charter, breakfast and lunch will be provided at no cost to disadvantaged students. In a safe and secure environment, students will be challenged daily to perform at high levels of achievement in preparation of becoming life-long learners and productive members of society. The school calendar will mirror the traditional school calendar of the New Hanover County Public Schools with hours of operation from 8:00 AM - 3:30 PM.

PURPOSES OF PROPOSED CHARTER SCHOOL:

State the relationship between the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.

1. Improve student learning;

Learning Environment: The learning environment depends on a number of interdependent elements with the primary one being an orderly and disciplined setting. At Douglass Academy students will be taught to take responsibility for their actions and understand the rewards for good behavior as well as the consequences associated with certain negative behaviors. Behaviors not conducive to learning and which impede the learning of others will not be tolerated.

Teaching Method: Douglass Academy will incorporate a myriad of teaching methods to address the learning styles of its students. While direct instruction will be used as the core instructional method in the primary grades, it is recognized that there is no one method that serves as a panacea for addressing the needs of all students and particularly those of our target audience of economically disadvantaged students. Therefore, instruction will also be differentiated to provide various avenues for students to be successful regardless of their background knowledge and readiness. As well, cooperative learning activities will be incorporated to empower and support students who would normally be reluctant to participate for fear of failure.

Technology: Douglass Academy will have a multi-media computer and computer projector with sound system in each classroom that will be networked to a central network server or "electronic library." Teaching aids, reference materials, inter-active lessons, videos and other materials will be easily accessed for incorporation into the daily lesson.

Dress Code: Although the debate about uniforms has been around since the 1980s, many large urban school districts have experienced a reduction in many types of behavior problems by requiring uniforms for all students. Uniforms create a visual uniformity across all students which help to foster an environment more conducive to learning. Douglass Academy will require all students to wear a simple uniform that may be easily acquired at local department and discount stores. The goal is to avoid undue hardship on families who are challenged financially.

2. Increase learning opportunities...

for all students, with special emphasis on expanded learning experiences for students who are identified as at risk of academic failure or academically gifted;

The first steps to effectively meet the needs of at-risk students as well as those who are gifted academically is to embrace the theory that all students learn differently and know that there is no single style of teaching to meet those needs. Teachers will be expected to make modifications to their lessons to meet the needs of every student through differentiated instruction. The disaggregation of student data by subgroups will be used as a critical piece in monitoring achievement gaps. For years, Individual Education Plans have been used for exceptional children, but similar plans can be used for all students. The purpose of such a plan would be to target a student's specific needs, address the needs and track the progress. By doing so, we avoid students "falling through the cracks" and being left behind (NCLB). Teachers will provide immediate feedback on daily assignments and form groups for intervention and acceleration accordingly. Results from regular assessments will help guide curriculum decisions which will also include responses to intervention as well.

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

Teaching Methods: The Direct Instruction teaching method has been proven to be very effective for students who are at risk of academic failure because it provides a more efficient way for students to learn and sets the standard of achievement at 100% mastery. This same expectation of mastery will be used throughout the campus to assist students to achieve at a high rate of success. Lessons will be scaffolded and used in conjunction with choral responses to help build student confidence and independence.

Charter Day School of Brunswick County achieved "TOP 25" recognition by DPI through the use of direct instruction and stressing mastery of all basic skills.

Teaching Aids: The use of multimedia technology in each classroom will provide accessibility outside of the classroom which can be incorporated in the curriculum to enhance real world connections. Multimedia technology is engaging and motivating and meets the needs of the auditory and visual learner. It is appealing to exceptional students and to those at risk, and it allows the teacher to act as a facilitator to student learning.

4. Create new professional opportunities...

for teachers, including the opportunities to be responsible for the learning program at the school site;

Since Douglass Academy will exist as a learning community, the focus shifts from teaching to learning. Teachers will receive on-going staff development related to student learning, rigor and relevance, results, data and accountability and continuous improvement creating a culture of collaboration and building teacher efficacy. As new materials, programs and equipment are made available, teachers will receive professional development on effective implementation to attain the desired outcomes for student success.

5. Provide parents and students with expanded choices...

in the types of educational opportunities that are available within the public school system; and

Parents who are seeking an educational setting of structure, high expectations, character building and positive student-teacher relationships will find what they are looking for when enrolling students at Douglass Academy.

- The safety and security of the students and staff will always remain the first priority.
- Students will be supervised at all times.
- As students enter the classroom, they will be acknowledged each morning by a handshake or verbal greeting.
- At the beginning of the school day, students will recite pledges to acknowledge allegiance to our country, our school and respect for self and others.
- Although not required, disadvantaged students enrolled at Douglass Academy will have both breakfast and lunch provided at no cost.
- Teachers will play an important role in addressing monthly themes related to Character Education.
- Students and staff will be required to do their best each day.
- The curriculum team will facilitate regular planning sessions with the teachers to ensure that rigor and relevance are always embedded in lessons to challenge students.
- Teachers will be required to dialog with parents often about student progress.
- Parents will be asked to partner with the school in the education of their student(s) by:

- attending all parent/teacher conferences,
- promoting a positive home environment,
- making sure students attend school daily,
- sharing their expectations for behavior, and
- encouraging them to ask questions and do their best each day.

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.

Douglass Academy will use computer-based technology to lower the costs for testing, evaluation, and reporting of achievement results. Immediate feedback to teachers on the performance of their students is monumental to being able to provide early corrective and remedial measures in the case of lagging students and for introducing enriching material to prevent boredom and discipline problems in the case of gifted students.

Entry Testing: Each enrollee will be given the DIBELS basic assessment test in reading to determine their developmental readiness, basic skills and other readiness indicators. The Saxon Math Placement test will be used to assess students' math aptitude and identify the most appropriate mathematics level of instruction.

End-of-Grade Achievement Testing: North Carolina begins ABC testing only at the third grade and these tests will be used by the Douglass Academy. Additionally, however, each student will be given the *Stanford Achievement Test* to enable correlation with their DIBELS scores and with well-established national norms.

The SAT 10 is a comprehensive set of measures that assess student achievement from kindergarten through grade 8. They measure skills and standards that are important to successful learning. Standardized with a nationally representative sample of over 10,000,000 students, the tests can be used to compare the performance of students tested locally with the performance of students tested in the national sample. The SAT 10 can also be used for diagnostic purposes which the ABC cannot.

IV.GOVERNANCE

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

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

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

Name of Private Nonprofit: Charter Day School, Inc.
Mailing Address: 3610 Thaddeus Lott Lane
City/State/Zip: Leland NC 28451
Street Address: 3610 Thaddeus Lott Lane
Phone: 910-655-3600
Fax: 910-655-0310

Name of registered agent and address:
Mark Dudeck
3610 Thaddeus Lott Ln
Leland, NC 28451

FEDERAL TAX ID: 56-2173031

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

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

X Yes (copy of letter from federal government attached) :

No

See Tax Exempt Status Letter Download

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))

PROPOSED EDUCATIONAL MANAGEMENT ORGANIZATION (EMO OR CMO)

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, website, phone number, contact person, fax, and email:

The Roger Bacon Academy
3610 Thaddeus Lott Lane Leland NC 28451
910-655-3600
910-655-0310
mtc@rogerbacon.net
Mark Cramer
www.RogerBacon.net

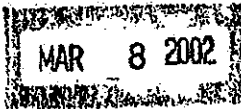
- Please include a copy of the proposed management agreement of the specified EMO and explain how the contract will be in the best educational and financial interests of the charter school.



TAX EXEMPT AND
GOVERNMENT ENTITIES
DIVISION

DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
WASHINGTON, D.C. 20224

Date:



Charter Day School, Inc.
7055 Bacon's Way
Leland NC 28451

Employer Identification Number:

56-2173031

Issuing Specialist:

Bruce Lewis, 50-18875

Toll Free Customer Service:

877-829-5500

Accounting Period Ending:

~~July~~ June 30, 2001

Foundation Status Classification:

509(a)(1) & 170(b)(1)(A)(ii)

Form 990 Required:

Yes

Dear Applicant:

Based on the information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3). Our letter of November 14, 2001, is hereby revoked.

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in the section(s) indicated above.

Revenue Procedure 75-50, 1975-2 C.B. 587, sets forth guidelines and recordkeeping requirements for determining whether private schools have racially nondiscriminatory policies as to students. You are excepted from complying with this revenue procedure as long as you operate as a Charter school. Should you no longer operate under the Charter you will have to comply with the revenue procedure to maintain your tax-exempt status.

Please notify the Ohio Tax Exempt and Government Entities (TE/GE) Customer Service office if there is any change in your name, address, sources of support, purposes, or method of operation. If you amend your organizational document or bylaws, please send a copy of the amendment to the Ohio TE/GE Customer Service office. The mailing address for that office is: Internal Revenue Service, TE/GE Customer Service, P.O. Box 2508, Cincinnati, OH 45201

You are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act.

If you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958 of the Code. In this letter we are not determining whether any of your present or proposed arrangements would be considered an excess benefit transaction resulting in tax under section 4958. Additionally, you are not automatically exempt from other federal excise taxes.

- 2 -

Charter Day School, Inc.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Donors (including private foundations) may rely on this ruling unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your 509(a) status as indicated above, donors (other than private foundations) may not rely on the classification indicated above if they were in part responsible for, or were aware of, the act that resulted in your loss of such status, or they acquired knowledge that the Internal Revenue Service had given notice that you would be removed from that classification. Private foundations may rely on the classification as long as you were not directly or indirectly controlled by them or by disqualified persons with respect to them. However, private foundations may not rely on the classification indicated above if they acquired knowledge that the Internal Revenue Service had given notice that you would be removed from that classification.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fund-raising events may not necessarily qualify as fully deductible contributions, depending on the circumstances. If your organization conducts fund-raising events such as benefit dinners, shows, membership drives, etc., where something of value is received in return for payments, you are required to provide a written disclosure statement informing the donor of the fair market value of the specific items or services being provided. To do this you should, in advance of the event, determine the fair market value of the benefit received and state it in your fund-raising materials such as solicitations, tickets, and receipts in such a way that the donor can determine how much is deductible and how much is not. Your disclosure statement should be made, at the latest, at the time payment is received. Subject to certain exceptions, your disclosure responsibility applies to any fund-raising circumstance where each complete payment, including the contribution portion, exceeds \$75. In addition, donors must have written substantiation from the charity for any charitable contribution of \$250 or more. For further details regarding these substantiation and disclosure requirements, see the enclosed copy of Publication 1771. For additional guidance in this area, see Publication 1391, *Deductibility of Payments Made to Organizations Conducting Fund-Raising Events*, which is available at many IRS offices or by calling 1-800-TAX-FORM (1-800-829-3676).

In the heading of this letter we have indicated whether you must file Form 990, *Return of Organization Exempt from Income Tax*. If "Yes" is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. If your gross receipts each year are not normally more than \$25,000, we ask that you establish that you are not required to file Form 990 by completing Part I of that Form for your first year. Thereafter, you will not be required to file a return until your gross receipts exceed the \$25,000 minimum. For guidance in determining if your gross receipts are "normally" not more than the \$25,000 limit, see the instructions for the Form 990. If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. The

- 3 -

Charter Day School, Inc.

maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so please be sure your return is complete before you file it. Form 990 should be filed with the Ogden Service Center, Ogden, UT 84201-0027.

You are required to make your Form 990 available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and this exemption letter. Copies of these documents must be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, *Tax-Exempt Status for Your Organization*, or you may call our toll free number shown above.

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, *Exempt Organization Business Income Tax Return*. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

Please use the employer identification number indicated in the heading of this letter on all returns you file and in all correspondence with the Internal Revenue Service. Because this letter could help resolve any questions about your exempt status, you should keep it in your permanent records. If you have any questions about this letter, or about filing requirements, excise, employment, or other federal taxes, please contact the Ohio TE/GE Customer Service office at 877-829-5500 (a toll free number) or correspond with that office using the address indicated above.

Sincerely,



Gerald V. Sack
Manager, Exempt Organizations
Technical Group 4

Enclosure:
Pub. 1771

See Proposed EMO management agreement Download

- *What other EMO/CMOs were pursued and why did the applicant select this particular one? Please include information regarding other management fees and financial/academic records that led to the selection of the proposed EMO/CMO as the best fit for this proposed school.*

FINANCIAL AND CONTRACTUAL CONSIDERATIONS

Comparing available data from EMO web sites, contracts, and available literature reveals the following profiles of EMOs.

EMO & HQ	Fee	Funds Deposited To	Term	Schools
Charter Schools USA FL	15%	CSUSA	Term of Charter	31
Edison Learning NY	Varies, >20%	Depends on district	Fixed - 5-20 yrs.	10, many "partnerships"
Imagine Schools VA	15-22%	Imagine	Term of Charter	72
Lighthouse Acad. NY	15-20%	Lighthouse Acad.	Term of Charter	19
Mosaica Ed. Mgmt. GA	12-15%	Varies	Fixed or Term	37
Nat. Herit. Acad. MI	100%	NHA	Term of Charter	71
Roger Bacon Acad. NC	16%	Charter Board	Term of Charter	2
White Hat Mgmt. OH	96%	Software by EMO (?)	Term of Charter	40

Charter Day School believes that the fees charged by RBA are reasonable and toward the low end of the range charged by many EMOs. Charter Day School also believes that the contractual terms of the management agreement are more favorable than those from other EMOs.

Under the management agreement, RBA provides the Board with a detailed projected budget for the Board's approval. As seen by the table in Appendices entitled "Other EMOs", Charter Day School receives and holds all funding in a bank account from which payment to RBA occurs only upon receipt of itemized invoices showing payments to vendors and suppliers in conformance with the budget.

The budget must include all expenses and costs associated with operating the school such as

- all services and educational programs
- leasehold and all expenses associated with the facility
- in any case where an expense may exceed the amount authorized by the board in the budget by more than \$5,000, Board approval must be obtained.

Finally, Charter Day School may terminate the management agreement upon an unremedied material breach of the agreement, upon a failure to follow policies, rules, procedures, or curriculum adopted by the Board, or upon an unsatisfactory finding by an independent educational consultant retained by the Board concerning the performance of RBA or its staff that has not been corrected or adequately

Education Service Provider Agreement

The Roger Bacon Academy, Inc.

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Education Service Provider Agreement

The Roger Bacon Academy, Inc.

Charter School Management Contract

This Agreement made and entered into as of the ____ day of _____, 20____, by and between The Roger Bacon Academy, Inc. ("RBA"), a North Carolina corporation, and Charter Day School, Inc. ("CDS"), a North Carolina Nonprofit Corporation.

Recitals

1. CDS was organized as a non-profit corporation under North Carolina General Statutes Section 115C-238.29A, et. seq. (the "Law"). CDS was granted a charter (such charter, including any renewals, extensions or amendments thereto, the "Charter") by the North Carolina State Board of Education (the "SBE") in ____ (insert year), to organize and operate a public charter school, ____ (insert school name) (the "School"), with the SBE as the authorizing body. A copy of the Charter is attached to this Agreement is Exhibit "A."
2. The Board of Directors of CDS (the "Board") is the grantee of the Charter, under which it is authorized to operate a charter school.
3. CDS desires that RBA provide management, operational and educational services to the School.
4. CDS and RBA desire to create an enduring educational alliance, whereby CDS and RBA will work together to bring educational excellence and innovation to the Columbus County, North Carolina area, based on RBA's school design, comprehensive educational program and management principles.
5. RBA desires to provide to CDS the necessary educational facilities and management services required to educate children in accordance with the Charter, the "Education Plan" and the "Business Plan" as described in the Formal Charter Application submitted to the SBE by RBA and CDS, and dated ____ (enter date). A copy of the Formal Charter Application containing the "Education Plan" and the "Business Plan" is attached to this agreement as Exhibit "B." The Charter, the Education Plan and the Business Plan shall at times be referred to in this Agreement collectively as the "Operational Documents."

In consideration of the foregoing premises and other good and valuable consideration, the receipt and adequacy of which are hereby acknowledged, the parties hereto hereby covenant and agree as follows:

Education Service Provider Agreement
The Roger Bacon Academy, Inc.

Article I. General Requirements

For and during the duration of this Agreement, RBA shall be obligated, under the general oversight and control of the Board, to manage and operate the School consistent with the Operational Documents, the Law, any other applicable laws or regulations, and the terms of this Agreement.

Article II. Contracting Relationship

Section 2.01 Authority

CDS represents that it is authorized by law to contract with a private entity for that entity to provide educational management services. CDS further represents that it has been granted the Charter by SBE to organize and operate a public charter school. CDS is therefore authorized by law and SBE to supervise and control such charter school and is invested with all powers necessary or desirable for carrying out the educational program contemplated in this Agreement.

Section 2.02 Contract

CDS hereby contracts with RBA, to the extent permitted by law, for RBA to provide to CDS all labor, materials, equipment, facilities and supervision necessary for the provision of educational services to students, and the management, operation and maintenance of the School in accordance with the educational goals, curriculum, methods of pupil assessment, admission policy and criteria, school calendar and school day schedule, age and grade range of pupils to be enrolled, educational goals, and method to be used to monitor compliance with performance of targeted educational outcomes, all as adopted by the Board of CDS and included in the Operational Documents. Any documents or policies adopted by the Board may be modified from time to time in the sole and absolute discretion of the Board.

Section 2.03 Designation of Agents

The Board designates the employees of RBA as agents of CDS having a legitimate educational interest such that they are entitled to access to educational records under 20 U.S.C. Section 1232g, the Family Rights and Privacy Act (FERPA). RBA employees shall not be agents of CDS for any other purposes, except as may otherwise be provided in this Agreement.

Education Service Provider Agreement

The Roger Bacon Academy, Inc.

Section 2.04 Status of the Parties

RBA is not a division or a part of CDS; CDS is not a division or part of RBA. The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor and not employer – employee. No agent or employee of RBA shall be deemed to be the agent or employee of CDS, except as expressly provided in this Agreement. RBA shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between RBA and CDS is based solely on the terms of this Agreement, and the terms of any other written agreements between RBA and CDS.

Article III. Effective Date and Duration

Section 3.01 Effective Date

This Agreement shall be effective as of the ____ (enter date).

Section 3.02 Academic Year

The first academic year of this Agreement shall commence on the ____ (enter date) and shall end on the ____ (enter date). Each academic year thereafter shall commence during the month of July, and shall end during the month of June of the following year.

Section 3.03 Duration

This Agreement shall continue from the effective date until the expiration of the Charter, unless otherwise terminated pursuant to Article VIII of this Agreement. Prior to the expiration of the Charter, CDS agrees to authorize and assist RBA to apply to SBE for a renewal on its behalf and if such renewal is granted the term of this Agreement shall become coterminous with the renewal.

Education Service Provider Agreement
The Roger Bacon Academy, Inc.

Article IV. Role of RBA

Section 4.01 Responsibilities

RBA shall be responsible and accountable to the Board for the administration, operation and performance of CDS in accordance with the Organizational Documents. RBA's responsibility is expressly limited by:

- (a) The budget established by CDS pursuant to the terms of this Agreement;
- (b) The availability of funding to pay for the services described in this Agreement;
and
- (c) RBA's ability to obtain a facility for use by CDS which is acceptable to RBA and the Board by the beginning of the Academic Year.

Neither RBA nor CDS shall be required to expend funds on services in excess of the amount set forth in the CDS budget. RBA shall have no obligation to raise, generate, provide or contribute any funds necessary for the operation of CDS. RBA shall also have no obligation to pay any financial obligations of CDS other than with Revenues received by or on behalf of CDS as defined in Section 6.01 of this Agreement.

Section 4.02 Educational Program

RBA agrees to implement the educational goals and programs (the "Education Program") stated in the Organizational Documents and documents incorporated in the Charter. In the event RBA determines that it is necessary to modify the Education Program, RBA shall inform the Board of the proposed changes and obtain Board approval, and if required under the Charter, approval of SBE. The parties hereto acknowledge that an essential principle of the Educational Program is its flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency, and that CDS and RBA are interested in results and not in inflexible prescriptions. RBA will provide the Board with monthly reports (or at such longer intervals as requested by the Board in writing) concerning CDS's Educational Program.

Section 4.03 Specific Functions

RBA shall be responsible for the management, operation, administration, accounting and education at CDS. Such functions include, but are not limited to:

Education Service Provider Agreement

The Roger Bacon Academy, Inc.

- (a) Implementation and administration of the Education Program, including the selection and acquisition of instructional materials, equipment and supplies, and the administration of any and all extra-curricular and co-curricular activities and programs;
- (b) Management of all personnel functions, including professional development for CDS Administrator and all instructional personnel and the personnel functions outlined in Article VII;
- (c) Securing a facility to be leased or otherwise provided to CDS, and operation of the facility, and the installation of technology integral to the school design;
- (d) All aspects of the business administration of CDS;
- (e) All aspects of the accounting operation, including general ledger management and financial reporting;
- (f) Food service, if any is provided, for CDS; and
- (g) Any other function necessary or expedient for the administration of CDS.

Section 4.04 Subcontracts

RBA reserves the right to subcontract any and all aspects of all services it agrees to provide to CDS, including, but not limited to transportation and/or food service. However, RBA shall not subcontract the management, oversight or operation of the teaching and instructional program, except as specifically permitted in this Agreement or with approval of the Board.

Section 4.05 Place of Performance

RBA reserves the right to perform functions other than instruction, such as purchasing, professional development, and administrative functions, off-site, unless prohibited by state or local law.

Section 4.06 Student Recruitment

RBA and the Board shall be jointly responsible for the recruitment of students, subject to agreement on general recruitment and admission policies. Students shall be selected in accordance with the procedures set forth in the Charter and in compliance with the Law and other applicable law.

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The Roger Bacon Academy, Inc.

Section 4.07 Due Process Hearings

RBA shall provide student due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and access to records, to an extent consistent with CDS's own obligations. CDS shall retain the right to provide due process as required by law.

Section 4.08 Legal Requirements

RBA shall provide educational programs that meet federal, state, and local requirements, and the requirements imposed under the Law and the Charter, unless such requirements are or have been waived. CDS shall interpret state and local regulations liberally to give RBA flexibility and freedom to implement its educational and management programs.

Section 4.09 Rules and Procedures

RBA shall recommend reasonable rules, regulations and procedures applicable to CDS, to be adopted by CDS in the sole discretion of the Board, and is authorized and directed to enforce the rules, regulations and procedures adopted by CDS.

Section 4.10 School Year and School Day

The school year and the school day shall be as provided in the Charter submitted to and approved by SBE.

Section 4.11 Pupil Performance Standards and Evaluation

RBA shall implement pupil performance evaluations which permit evaluation of the education progress of each student. RBA shall be responsible and accountable to the Board for the performance of students who attend the School. RBA will utilize the assessment strategies specified in the Organizational Documents. The Board and RBA will cooperate in good faith to identify measures of and goals for the School's students and school performance, including but not limited to parent satisfaction.

Section 4.12 Services to Disabled Students and Special Education

RBA shall provide special education services to students who attend the School in conformity with the requirements of state and federal law. RBA may subcontract as

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necessary and appropriate for the provision of services to students whose special needs cannot be met within the School's program, subject to the approval of CDS Board. Such services shall be provided in a manner that complies with local, state and federal laws and applicable regulations and policies.

Section 4.13 Charter between CDS and SBE

RBA will not act in a manner which will cause CDS to be in breach of its Charter with the SBE. If RBA is notified by SBE or any other governmental authority or by any other person or entity that it may be in violation of the Charter, then RBA shall immediately notify CDS of the alleged violation.

Section 4.14 Unusual Events

RBA agrees to timely notify the Board and/or school administrator of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect CDS in complying with its responsibilities hereunder or under the Organizational Documents.

Section 4.15 Student and Financial Records

All student and financial information related to CDS shall be available for inspection at CDS facilities upon reasonable request, consistent with applicable federal and state laws.

Article V. Obligations of the Board

Section 5.01 Good Faith Obligation

The Board shall be responsible for the fiscal and academic policy of CDS and shall retain the power to hire and terminate teachers and administrative personnel serving at CDS, although such persons may be employed by RBA. The Board shall exercise good faith in considering the recommendations of RBA, including but not limited to, RBA's recommendations concerning policies, rules, regulations, and budgets. The Board may make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and activities of the School, including regulations relative to the conduct of pupils both while in attendance at the School and en route to and from the School. In recognition of the Board's responsibility for the fiscal policy of the School, the Board shall exercise good faith and due diligence in acquiring and obtaining Revenues as defined in Section 6.01 of this Agreement on a timely and consistent basis

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The Roger Bacon Academy, Inc.

so that funds will be available for RBA to expend as provided by the budget and terms of this Agreement.

Section 5.02 Assistance to RBA

CDS shall cooperate with RBA in furnishing all information and submitting all forms and reports required in association with this Agreement, including timely notice of all Board meetings. CDS shall timely furnish RBA all documents and records necessary for RBA to properly perform its responsibilities under this Agreement.

Section 5.03 Charter between CDS and SBE

CDS will not act in a manner which will cause it to be in breach of its Charter with the SBE. If CDS is notified by SBE or any other governmental authority or by any other person or entity that it may be in violation of the Charter, then CDS shall immediately notify RBA of the alleged violation.

Section 5.04 Unusual Events

CDS agrees to timely notify RBA of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect RBA in complying with its responsibilities hereunder.

Section 5.05 RBA Office Space

For the term of this Agreement, suitable office space shall be provided by CDS for RBA personnel and subcontractors. The office space shall be used by RBA only for RBA activities related to CDS. CDS shall also provide RBA, upon RBA's request, with an additional room to be used for activities not related to CDS.

Section 5.06 Building Facility

RBA shall lease or otherwise cause a facility to be made available to the Board. The facility shall comply with all requirements of the Charter and with federal and state laws and any other regulations that pertain to schools.

Education Service Provider Agreement

The Roger Bacon Academy, Inc.

Section 5.07 Educational Consultant

The Board may retain an educational consultant to review the operations of CDS and the performance of RBA under this agreement. RBA shall cooperate with such consultant in the performance of his or her responsibilities to the Board.

Article VI. Financial Arrangements

Section 6.01 Revenues

CDS and RBA shall open a joint bank account (the "Account") with a financial institution acceptable to the Board and RBA for the School. CDS and RBA shall be named signatories on the account so created. Except as hereinafter provided, all monies received by CDS Board shall be deposited within three (3) business days to the Account. RBA is authorized to disburse funds from the Account for the purposes and uses authorized pursuant to the terms of this Agreement, including disbursements for the compensation of RBA for services provided under this Agreement. Except as specifically excluded by the terms of this Agreement, the term "Revenues" shall include all funds received by or on behalf of CDS for the School, including but not limited to:

- (a) State funding for public school students ("State ADM Funds");
- (b) Local funding;
- (c) Special education funding provided by Federal or State Governments to CDS that is directly allocable to special education students in the School;
- (d) Gifted and Talented funding provided by Federal and State Governments that is directly allocable to Gifted and Talented students in the School;
- (e) At-Risk Funding provided by Federal and State Governments to CDS that is directly allocable to At-Risk students in the School;
- (f) Funding provided by Federal and State Governments to CDS that is directly allocable to students in the School with limited English proficiency;
- (g) Federal and State grant sources, including Title 1, which is directly allocable to the School;

(All of the above are hereinafter collectively referred to as the "Revenues").

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The Roger Bacon Academy, Inc.

The Revenues shall be expended by RBA in accordance with the approved Budget and as otherwise authorized by the Board. The expenditure of the Revenues received from governmental entities shall be consistent with all applicable laws, regulations and policies, and in the case of private donations, the directives of the donor where applicable.

Section 6.02 Budget

RBA shall provide the Board with an annual projected Budget for Board approval (the "Budget"). For the first Academic Year of the School, the Budget shall be submitted prior to the beginning of the Academic Year. Thereafter, the Budget shall be submitted to the Board as required by the terms of the Charter. The Budget may be amended from time to time as deemed necessary by RBA and the Board.

The Budget shall contain reasonable detail as requested by the Board. The Budget shall include all reasonable projected expenses and costs associated with operating the School program including, but not limited to the projected cost of:

- (a) All services and education programs provided to the School;
- (b) Leasehold and other lease or purchase expenses incurred for the facility, maintenance and repairs to the School facilities and capital improvements except as otherwise agreed upon, supplies and furnishings necessary to operate the School, all taxes of any kind that are assessed or imposed, insurance premiums, utilities, professional fees, and other costs and expenses connected to operating the School;
- (c) RBA shall not expend the Revenues in such a way as to deviate materially from the provisions of the Budget without Board approval (except where the deviation is less than the amount budgeted). For purposes of this subsection, material deviation includes any expenditure which exceeds five thousand dollars (\$5,000.00).

Section 6.03 Reimbursement and Base Fee

RBA shall be reimbursed for all costs incurred directly or indirectly in connection with the performance of the services under this Agreement.

Such costs shall include, but shall not be limited to, salaries for all personnel, curriculum materials, textbooks library books, computer and other equipment, software, building payments, repairs and maintenance, capital improvements, legal and account costs, permits, and audit fees. RBA, at its election, may pay any such costs directly and provide the School with itemized invoices for reimbursement. Such invoices shall be due and payable 10 days after receipt by School.

Education Service Provider Agreement

The Roger Bacon Academy, Inc.

In addition, RBA shall be entitled to receive an annual base fee in an amount equal to sixteen percent (16%) of the year's per pupil funds (PPF) that the School(s) receives from local, state, federal, or other sources for the students enrolled in the school. The PPF may change from year to year during the term of this Agreement according to changes in enrollment and in the state aid payments, federal funding, and other sources.

This fee shall be invoiced, due and payable on the first day of each month in one-twelfth increments based on the most current School-approved projected budget with the last month's amount being a reconciliation with the actual PPF payments received or due for the year by the School.

Excluded from the PPF shall be donations raised by the School Board from private local donors such as businesses and parents or any amounts received through student fund raisers.

In the case of other funds raised from private foundations through RBA's grant writing functions, such grant funds shall be included in the PPF but the base fee on such funds shall not exceed the amount permitted under the terms and conditions of the grant.

Section 6.04 Availability of Funds

RBA shall only be required to perform its responsibilities under this Agreement to the extent that there are sufficient Revenues to make payments in accordance with the terms of the Budget.

Section 6.05 Other Public School Academies

CDS acknowledges that RBA may enter into similar management Agreements with other public charter schools. RBA shall maintain separate accounts for expenses incurred by or on behalf of the School and other charter schools. If RBA incurs expenses on behalf of the School and other charter schools which are incapable of precise allocation, then RBA shall allocate such expenses among all such academies, including the School, on a prorated basis based upon the number of students enrolled at such academies, or upon some other equitable basis that is acceptable to the parties.

This reimbursement shall be invoiced, due and payable on the first day of each month in one-twelfth increments based on the most current School-approved projected budget with the twelfth month's amount being reconciliation with the actual RBA expenses as allocated for the year by RBA.

Education Service Provider Agreement

The Roger Bacon Academy, Inc.

Section 6.06 Financial Reporting

RBA shall provide the Board with:

- (a) The projected annual Budget as required by the terms of this Agreement;
- (b) Detailed statements of all Revenue received, and detailed statements of all direct expenditures for services and or expenses rendered to or incurred on behalf of the School, whether incurred on-site or elsewhere, upon request;
- (c) Reports on the School operations, finances, and student performance shall be provided upon request, but not less frequently than four (4) times per year; and
- (d) Other information which CDS may request periodically to enable it to reconcile the Fee paid to RBA.

Section 6.07 Access to Records

RBA shall keep accurate financial records pertaining to its operation of the School, together with all the School financial records prepared by or in possession of RBA, and shall retain all of the said records for a period of five (5) years from the close of the fiscal year to which such books, accounts, and records relate. RBA and the School shall maintain the proper confidentiality of personnel, students, and other records as required by law.

Section 6.08 Review of Operational Budget

The Board shall be responsible for reviewing and approving the annual Budget of the School as presented by RBA.

Section 6.09 Annual Audit

The Board shall have an annual audit in accordance with the Charter, the Law, and Generally Accepted Accounting Practices.

Section 6.10 Annual Management Performance Incentive

RBA shall be entitled to an annual performance incentive (“Incentive”) based upon the academic achievement of the students in the School(s) combined with its fiscal managerial achievements of each School.

Education Service Provider Agreement

The Roger Bacon Academy, Inc.

RBA will use its best efforts to operate the School(s) in an academically responsible manner such that students in each School will be performing at or above their grade levels at the end of each Academic Year.

For purposes of this Section, the nationally-normed Stanford Achievement Test ("SAT") for sentence reading in K and reading comprehension in grades 1-8 and the total math test in K-8 shall be the tests used to assess the students' performances. A percentile ranking of 40th percentile on a SAT test is deemed grade level.

A grade level index ("Index") shall be calculated by dividing the total number of tests scored at 40th percentile or more by the total number of tests taken, $\text{Index} = \text{tests above } 40^{\text{th}} \text{ percentile} / \text{total tests}$.

RBA will use its best efforts to operate the School(s) in a fiscally responsible manner such that there is an increase in Net Assets ("Surplus") prior to computing the Incentive for each School at the end of each Academic Year.

The annual Incentive shall be computed and paid to RBA as follows:

- If there is no Surplus generated for the School in a given year, no Incentive shall be due from that School's fund.
- In the event that a Surplus is generated for the School at year end, RBA shall be eligible to receive as an Incentive one-half of this Surplus multiplied by a Factor = $2 \times (\text{Index} - .5)$. If fewer than half of the tests score at grade level (Factor < 0), then no Incentive is earned or due. If all of the students test at grade level in all of their tests (Factor = 1), then the full 50% of the Surplus shall be due.
- As an example, suppose the School audit would show an increase in Net Assets of \$100,000 over the prior year for the year in question. Suppose further that 700 students take both the SAT reading comprehension test (Sentence reading for grade K) and the total mathematics test (1,400 total tests taken). Further, it is found that 360 students score at 40th percentile or above in reading and 480 students score 40th percentile or above in math for a total of 840 tests at or above 40th percentile. The Index will be $840/1,400 = .6$ and the Factor = $2 \times (.6 - .5) = .2$. The Incentive is thus $\$100,000 \times 50\% \times .2 = \$10,000$ and will show as an accrued liability for that year being audited. The remaining \$90,000 becomes retained surplus for the school. The Incentive shall be payable upon completion of the audit.

Nothing in this Section shall relieve RBA of its obligations with regard to other testing as may be required by Law or agreed to elsewhere in this Agreement.

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Section 6.11 Start-Up Loan and Late Fees

RBA may have expended and may expend considerable amounts in providing advanced services and materials deemed necessary to the Board and School in preparation for the start-up of the School and for the initiation of the educational services. School shall reimburse RBA for these start-up costs upon receipt of itemized invoices for such services and materials. Such services may include, but not be limited to, legal services, advertising costs, printing and media costs, personnel, travel, and other expenses incurred for start-up and initiation of the School.

Such invoices shall be due and payable upon receipt.

Where state, federal, or other funding is delayed or is not received in time to make timely payments in accordance with the terms of the invoices or for any other reason payment is delayed, then RBA shall be entitled to receive interest at the annual rate of 1% over prime rate as announced by the School's bank on the unpaid balances.

Section 6.12 Propriety Information

RBA shall own all copyright and other proprietary rights to all instructional materials, training materials, software, curricula and lesson plans, and any other materials developed by RBA, its employees, agents or subcontractors or any individual working for, or supervised by RBA. RBA shall have the sole and exclusive right to license such materials for use by other schools or to modify and/or sell material to other customers. During this Agreement, RBA may disclose and/or license such propriety information to School which agrees to treat all such propriety information as trade secret and copyrighted and shall use reasonable efforts as requested by RBA to assure that such propriety information shall not be disclosed or utilized than is necessary for implementation of this Agreement.

Article VII. Personnel & Training

Section 7.01 Personnel Responsibility

RBA, with Board approval, which shall be granted or withheld in the sole discretion of the Board, shall select and hire qualified personnel to perform services at CDS. The parties anticipate that virtually all personnel shall be employees of RBA, but such determination may change, from time to time, with Board approval. Compensation of all employees will be paid in accordance with the Budget. RBA shall have the responsibility and authority to select, evaluate, assign, and determine staffing levels, and, with Board approval, to hire, discipline, transfer and terminate teaching personnel consistent with state and federal law.

Education Service Provider Agreement
The Roger Bacon Academy, Inc.

Section 7.02 School Administrator

The accountability of RBA to CDS is an essential foundation of this Agreement. Since the responsibility of the CDS school administrator is critical to the success of CDS, RBA shall have the authority, consistent with state law, to select and supervise each school administrator and to hold the school administrator accountable for the success of CDS. RBA shall consult with the Board with respect to the hiring of the school administrator, and RBA shall remove the school administrator from CDS if the Board, in its sole and absolute discretion, is dissatisfied with his or her performance. The duties of the school administrator, and the terms of the school administrator's employment contract, shall be determined by RBA subject to approval by the Board. The school administrator shall be accountable for the performance of CDS, and shall work with RBA in matters concerning the operation and management of CDS.

Section 7.03 Teachers

RBA, subject to Board approval, which shall be granted or withheld in its sole and absolute discretion, shall hire or cause to be hired teachers who are qualified in the grade levels and subjects required in order for CDS to operate in accordance with the terms of the Charter. The curriculum taught by such teachers shall be the curriculum prescribed by RBA and the Charter for CDS. Such teachers may, in the discretion of RBA, work at CDS on a full or part time basis. If assigned to CDS on a part time basis, such teachers may also work at other schools managed or operated by RBA. Each teacher assigned to or retained by CDS shall hold a valid teaching certificate issued by the state board of education under the Law, to the extent required under the Law.

Section 7.04 Support Staff

RBA shall determine the number and the functions of support staff required for the operation of CDS. RBA shall provide CDS with qualified staff sufficient to efficiently operate CDS in accordance with the Charter. The support staff may, in the discretion of RBA, work at CDS on a full or part time basis. If assigned to CDS on a part time basis, the support staff may also work at other schools managed or operated by RBA.

Section 7.05 Training

RBA shall provide training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Non-instructional personnel shall receive such training as RBA determines reasonable and necessary under the circumstances.

Education Service Provider Agreement
The Roger Bacon Academy, Inc.

Article VIII. Termination of Agreement

Section 8.01 Termination by RBA

RBA may terminate this Agreement prior to the end of the Charter, as specified in Article II, in the event that the Board fails to remedy a material breach of this Agreement within ninety (90) days after notice of such breach from RBA. A material breach may include, but is not limited to:

- (a) RBA's failure to receive, for any reason, compensation or reimbursement as required by the terms of this Agreement; and
- (b) CDS's loss or suspension of its Charter, or the Board's failure to adopt reasonable personnel recommendations made by RBA, or reasonable rules and policies reasonably necessary to implement and/or operate CDS as provided in the Organizational Documents.

Section 8.02 Termination by CDS

CDS may terminate this Agreement prior to the end of the Charter, as specified in Article II, in the event that RBA shall fail to remedy a material breach of this Agreement within ninety (90) days after notice of such breach from the Board. Material breach includes, but is not limited to:

- (a) Failure to account for its expenditures or to pay the operating costs of CDS, provided funds are available to do so;
- (b) Failure to follow policies, procedures, rules, regulations or curriculum duly adopted by the Board which are not in violation of the Charter, this Agreement, or law; and
- (c) Receipt by the Board of unsatisfactory reports from RBA or from an educational consultant retained by the Board about matters concerning the performance of RBA or of the staff which matters are not adequately corrected or explained.

Section 8.03 Removal of Personal Property

Upon termination or expiration of this Agreement, RBA shall have the right to remove equipment and other assets owned or leased by RBA. Assets owned or leased by CDS shall remain the property of CDS. Equipment leased by CDS shall continue to be subject to the interest of the Lessor/Owner. CDS shall vacate any premises owned or leased by RBA within a reasonable time.

Education Service Provider Agreement
The Roger Bacon Academy, Inc.

Section 8.04 Advances/Out-of-Pocket Expenses

Upon termination or expiration of this Agreement for any reason, all advances or out-of-pocket expenses paid by RBA shall be immediately repaid by CDS unless otherwise agreed in writing by RBA.

Article IX. Indemnification

Each party to this Agreement does hereby indemnify and hold harmless the other and the SBE, as well as their respective boards of directors, partners, officers, employees, agents, representatives and attorneys from and against any and all claims, actions, damages, expenses, losses or awards which arise out of:

- (a) The negligence of the other party;
- (b) Any action taken or not taken by the other party; or
- (c) Any noncompliance or breach by the other party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement.

As used in this subsection, "party" shall include the party's trustees, directors, officers, employees, agents, representatives, and attorneys. Such indemnification may be achieved by the joint purchase of general liability and property insurance policies, or by such other means as the parties may mutually agree.

Article X. Insurance

Section 10.01 Insurance Coverage

RBA shall maintain general liability insurance in the amount of One Million and 00/100 Dollars (\$1,000,000) per occurrence and Three Million and 00/100 Dollars (\$3,000,000) in the aggregate (or such greater amounts if required by the terms of the Charter or Law), which insures CDS, RBA and the entity which owns the building and related capital facilities. In addition RBA shall maintain an umbrella liability policy of One Million and 00/100 Dollars (\$1,000,000) (or such greater amounts if required by the terms of the Charter or Law), which insures RBA, CDS and the entity which owns the building and related capital facilities. RBA shall be responsible for maintaining and renewing the policy or policies as necessary, and for paying the premiums from Revenues received by CDS. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this section. Each party shall

Education Service Provider Agreement

The Roger Bacon Academy, Inc.

comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

Section 10.02 Workers' Compensation Insurance

Each party shall maintain workers' compensation insurance covering their respective employees, as required by law.

Article XI. Warranties and Representations

Section 11.01 CDS Warranties and Representations

CDS represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. The Board warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for the execution of this Agreement.

Section 11.02 RBA Warranties and Representations

RBA warrants and represents that it is a corporation in good standing and is authorized to conduct business in the State of North Carolina. RBA will comply with all registration and licensing requirements relating to conducting business under this Agreement. CDS agrees to assist RBA in applying for such licenses and permits, and in obtaining such approvals and consents.

Section 11.03 Mutual Warranties

CDS and RBA mutually warrant to the other that there are no pending actions, claims, suits, or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have material adverse effect on its ability to perform its obligations under this Agreement.

Section 11.04 Compliance with Laws

RBA shall manage and operate CDS, and shall at all times conduct all of its other affairs, in compliance with the Operational Documents and all applicable federal, state and local statutes, rules and regulations, including without limitation requirements prohibiting discrimination in employment. RBA shall procure all licenses or other approvals necessary to the conduct of its business and the operation of CDS.

Education Service Provider Agreement

The Roger Bacon Academy, Inc.

Article XII. Miscellaneous

Section 12.01 Sole Agreement

This Agreement supersedes and replaces any and all prior agreements and understandings between CDS and RBA.

Section 12.02 Force Majeure

Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement under Article VIII if sufficient grounds exist as required by said Article VIII.

Section 12.03 State Governing Law

The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of North Carolina.

Section 12.04 Agreement in Entirety

This Agreement (including Attachments) constitutes the entire agreement of the parties.

Section 12.05 Official Notices

All notices and other communications required by the terms of this Agreement shall be in writing and sent to the parties hereto at their address set forth below or to their facsimile number. Notice may be given by:

- (a) Facsimile with written evidence of confirmed receipt by the receiving party of the entire notice;
- (b) Certified or registered mail, postage prepaid, return receipt requested; and
- (c) Personal delivery.

Notice shall be deemed to have been given on the date of transmittal or personal delivery if given by facsimile or personal delivery, or upon the date of postmark if sent by

Education Service Provider Agreement

The Roger Bacon Academy, Inc.

certified or registered mail. The address of the parties hereto for the purposes aforesaid shall be:

Section 12.06 Assignment

RBA may assign this Agreement only with the prior consent of CDS Board, which may be granted or withheld in its sole and absolute discretion.

Section 12.07 Amendment

This Agreement shall not be altered, amended, modified or supplemented except by written memorandum approved by the Board and signed by both the President of CDS and authorized officer of RBA.

Section 12.07 Waiver

No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

Section 12.08 Cost and Expenses

If either party to this Agreement commences an action against the other party as a result of a breach or alleged breach of this Agreement, the prevailing party shall be entitled to have and recover from the losing party reasonable attorneys' fees and costs of suit.

Section 12.09 Delegation of Authority

Nothing in this Agreement shall be construed as delegating to RBA powers or authority of the Board which are not subject to delegation by the Board under North Carolina law.

Section 12.10 Indebtedness

No indebtedness of any kind incurred or created by the public charter school shall constitute an indebtedness of the State of North Carolina or its political subdivisions, and no indebtedness of public charter schools shall involve or be secured by the faith, credit or taxing power of the State of North Carolina or its political subdivisions.

Education Service Provider Agreement
The Roger Bacon Academy, Inc.

In Witness Whereof, the undersigned have executed this Agreement as of the date and year first above written.

Roger Bacon Academy, Inc.

By: _____
President

Charter Day School, Inc.

By: _____
President

OTHER EMOs

EMO Name	Headquarters	Fees	Reimbursement Method	Term of Contract	Number of Schools	Leadership
<u>Charter Schools USA</u>	Fort Lauderdale, Florida	15% of Total Funding	All funds impounded by CSUSA	Term of Charter	31	Jonathan Hage
<u>Edison Learning</u>	New York, New York	Widely Varies, Generally over 20%	Depends on District / School	Fixed - 5 to 20+ years	10 schools, 391 "partnerships"	Christopher Whittle
<u>Imagine Schools</u>	Arlington, Virginia	15% - 22% of Total Funding	All funds Impounded by Imagine	Term of Charter	72	Dennis Bakke
<u>Lighthouse Academies, Inc.</u>	Bronx, New York	15%-20% of Total Funding	All Funds Impounded by LAI	Term of Charter	19	Michael Ronan
<u>Mosaica Education Mgt</u>	New York, New York Atlanta, Georgia	Varies - \$500-\$750 per student /12%-15% of funding (w/ curriculum)	At discretion of school leadership	Fixed AND Term of Charter	37	Gene Eidelman
<u>National Heritage Academies</u>	Grand Rapids, Michigan	100% of Total Funding	All funds Impounded by NHA	Term of Charter	71	Mike Ronan
Phoenix Systems	High Point, North Carolina	16% of Total Funding	Charter holds funds. EMO issues Itemized invoices to Charter.	Term of Charter	1	Paul Norcross
<u>The Roger Bacon Academy</u>	Leland, North Carolina	16% of Total Funding	Charter holds funds. EMO issues Itemized invoices to Charter.	Term of Charter	2	Baker Mitchel
<u>White Hat Management</u>	Akron, Ohio	96% of total funding	Specialized Software Managed by White Hat	Term of Charter	40	David L. Brennan

explained.

EDUCATIONAL CONSIDERATIONS

In 2000, Charter Day School selected RBA because of its offering of a proven set of curricula along with many research-based instructional and class managerial techniques. These factors have proven the test of time over 12 years of successful operation as documented by the numerous academic honors that have been accrued during this time.

A key factor is in the very strong staff training program that RBA has developed and refined over the years. In 2005, when Charter Day School achieved a Top-25 ranking out of 1,865 elementary schools, the average teacher experience was 1.8 years which is a testament to the effectiveness of the curricula and the training.

- *Provide and discuss performance and financial data from other schools managed by the management company to demonstrate how this organization is a good fit for the proposed population of students*

The Roger Bacon Academy has managed Charter Day School since its inception in 2000 (now K-8, 900 students from 5 counties) and Columbus Charter School since 2007 (now K-6, 600 students from 4 counties). Each year, these schools outperform other schools in the surrounding counties and score well above the state average on End-of-Grade and End-of-Course Assessments. These schools, under control of the Charter Day School Board, have also received numerous awards, including the designation of being a Top-25 School for Academic Growth and of Excellence in the state of North Carolina. The schools also have a track record of success nationally on the Stanford Achievement test - consistently achieving above sixty percentile in reading and math. Other achievements are listed below:

Academic Performance:

Charter Day School, Leland, NC

Five times a North Carolina School of Distinction	(80% of students passing End of Grade test)
North Carolina Honor School of Excellence	(90% passing EOG with High Growth)
North Carolina School of Excellence	(90% passing EOG)
Top 25 K-8 School	(out of 1,865 schools)
2002/03 School of Distinction	
2003/04 School of Distinction	
2004/05 High Academic Growth, Honor School of Excellence, Top 25 in State	
2005/06 High Academic Growth	
2007/08 High Academic Growth, School of Progress	
2008/09 High Academic Growth, School of Distinction	
2009/10 High Academic Growth, School of Distinction	
2010/11 Expected Growth, School of Distinction	

Columbus Charter School, Whiteville NC

2008/09 High Academic Growth, School of Distinction	
2009/10 Highest proficiency Rate for South Central Region of North Carolina	
2010/11 High Academic Growth, School of Distinction	

Other Achievements:

RBA Archery Team

- Team placed 7th in NASP World Competition Orlando FL 2011
- Team placed 14th in NASP World Competition Orlando FL 2010
- Team member ranked NASP World Champion

RBA Football Team

- 2 Viking Football Players selected for Youth All-American Bowl San Antonio TX 2010

RBA Cheerleading

- Top 5 in Nation 6 years in a row Pop Warner Cheerleading Orlando, FL
- 2011 National Champions

RBA Music

- 1st Place Show Choir Regional Competition 3 years running Richmond, VA
- 1st Place Band Regional Competition at Carowinds Festival of Music Charlotte, NC

Financial Data:

The Roger Bacon Academy has successfully managed the finances for both Charter Day School and Columbus Charter School by receiving clean audit opinions from independent auditors every year. The Appendices contain the Independent Auditor's Reports for the last three years for both schools beginning in July 1, 2008 and ending in June 30, 2011. Additionally, in accordance with Charter Day School's budgets under the control of its board, The Roger Bacon Academy's management team has achieved a Total Net Assets or fund balance of \$1,596,142 for Charter Day School as of 6/30/2011.

See Appendices for "AUDITOR'S REPORTS"

- *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. An organizational chart showing the lines of authority should be included.*
-

The Charter Day School Board consists of three parents, a banker, a forensic CPA, a district judge, a former university president, and two members of the RBA staff who recuse themselves on all matters relating to RBA.

Because Board members are separately and personally liable for monthly unpaid withholding taxes, having key RBA employees being liable alongside other Board members help ensure that such matters are well attended to by management.

The Board retains control of all educational and financial decisions and RBA serves at their pleasure.

- *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.*
-

The performance objectives of the EMO are the performance objectives of the school, which are specified by statute and are supplemented by the specific objectives outlined earlier in this Application.

ORGANIZATIONAL STRUCTURE OF PRIVATE NONPROFIT: (GS 115C-238.29B(b)(3); GS



Independent Auditors' Report

PETWAY
MILLS &
PEARSON, PA

Board of Trustees
Charter Day School
Celano, North Carolina

MEMPHIS, TENNESSEE

James A. Wynn, Jr.
Randy C. Miller
Philip M. Leasure

We have audited the accompanying financial statements of the governmental activities and each major fund of Charter Day School, North Carolina, as of and for the year ended June 30, 2011, which collectively comprise Charter Day School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of Charter Day School's management. Our responsibility is to express an opinion on these financial statements based on our audit.

Wynn, Miller &
Leasure, P.C.
1000 N. 1st Street
Memphis, TN 38103
901.525.1200
www.pmpa.com

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

Charter Day School
1000 N. 1st Street
Memphis, TN 38103
www.pmpa.com

Our opinion is based on our audit of the financial statements of Charter Day School, North Carolina, in all material respects. The respective financial position of the governmental activities and each major fund of Charter Day School, North Carolina, as of and for the year ended June 30, 2011, and the respective changes in financial position and cash flows, where applicable, thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Charter Day School
1000 N. 1st Street
Memphis, TN 38103
www.pmpa.com

In accordance with Government Auditing Standards, we have also issued our report dated October 31, 2011 on our consideration of Charter Day School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of the report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of the audit performed in accordance with Government Auditing Standards and should be read in conjunction with this report, considering the results of our audit.

Charter Day School
1000 N. 1st Street
Memphis, TN 38103
www.pmpa.com

Management's Discussion and Analysis is not a required part of the basic financial statements but is supplementary information required by the Governmental Accounting Standards Board. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Charter Day School
1000 N. 1st Street
Memphis, TN 38103
www.pmpa.com

Our audit was performed for the purpose of forming an opinion on the financial statements that collectively comprise the basic financial statements of Charter Day School, North Carolina. The budgetary schedules, as well as the annual budget, schedule of expenditures on federal and state awards as required by the Office of Management and Budget Circular #133, Rules of States Local Governments and Non Profit Organizations and the State Single Audit Implementation Act, are presented for purposes of additional analysis and are not a required part of the basic financial statements. The schedules, schedules and the

accompanying schedule of expenditures of federal and State awards have been subjected to the auditing procedures applied in the audit of the basic financial statements and in our opinion, are fairly stated in all material respects in relation to the basic financial statements taken as a whole. The introductory information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and accordingly we express no opinion on it.

Petway Mills & Pearson, PA
PETWAY MILLS & PEARSON, PA
Certified Public Accountants
Zebulon, North Carolina

October 31, 2011

PM&P

Independent Auditors' Report

**PETWAY
MILLS &
PEARSON, PA**

CERTIFIED PUBLIC ACCOUNTANTS

C. Briggs Petway, Jr.
Roger G. Mills
Phyllis M. Pearson

Zebulon Office
P.O. Box 1036
1014 N. Arendell Ave.
Zebulon, NC 27597
919.269.7405
919.269.8728 Fax

Raleigh Office
5116 Bar Oak Ct.
Raleigh, NC 27613
919.781.1017
919.781.1052 Fax

Memberships

North Carolina
Association of
Certified Public
Accountants

American Institute
of Certified Public
Accountants

Medical Group
Management
Association

Board of Directors
Charter Day School
Leland, North Carolina

We have audited the accompanying financial statements of the governmental activities, and each major fund of Charter Day School, North Carolina, as of and for the year ended June 30, 2010 which collectively comprise Charter Day School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of Charter Day School's management. Our responsibility is to express an opinion on these financial statements based on our audit.

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

In our opinion, based on our audit, the financial statements referred to above present fairly in all material respects, the respective financial position of the governmental activities, and each major fund of Charter Day School, North Carolina as of and for the year ended June 30, 2010, and the respective changes in financial position and cash flows, where applicable thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated October 25, 2010 on our consideration of Charter Day School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of the report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be read in conjunction with this report in considering the results of our audit.

Management's Discussion and Analysis is not a required part of the basic financial statements but is supplementary information required by the Governmental Accounting Standards Board. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was performed for the purpose of forming an opinion on the financial statements that collectively comprise the basic financial statements of the Charter Day School, North Carolina. The individual fund statements and budgetary schedules, as well as the accompanying schedule of expenditures of federal and State awards as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and the State Single Audit Implementation Act, are presented for purposes of additional analysis and are not a required part of the basic financial statements. The individual fund financial statements, budgetary schedules and the accompanying

schedule of expenditures of federal and State awards has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole. The introductory information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we express no opinion on it

Petway Mills & Pearson, PA
PETWAY MILLS & PEARSON, PA
Certified Public Accountants
Zebulon, North Carolina

October 25, 2010



**PETWAY
MILLS &
PEARSON, PA**

CERTIFIED PUBLIC ACCOUNTANTS

Independent Auditors' Report

Cliff Briggs Petway, Jr.
Roger G. Mills
Phyllis M. Pearson

Board of Directors
Charter Day School
Leland, North Carolina

Zebulon Office
P.O. Box 1036
1014 N. Arendell Ave.
Zebulon, NC 27597
919.269.7405
919.269.8728 Fax

We have audited the accompanying financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Charter Day School, North Carolina, as of and for the year ended June 30, 2009 which collectively comprise of the Charter Day School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of Charter Day School's management. Our responsibility is to express an opinion on these financial statements based on our audit.

Raleigh Office
5116 Briar Oak Cr
Raleigh, NC 27612
919.781.1017
919.781.1052 Fax

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

In our opinion, based on our audit, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund and the aggregate remaining fund information of Charter Day School, North Carolina as of and for the year ended June 30, 2009, and the respective changes in financial position and cash flows, where applicable, thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Memberships

North Carolina
Association of
Certified Public
Accountants

In accordance with Government Auditing Standards, we have also issued our report dated September 30, 2009 on our consideration of Charter Day School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of the report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be read in conjunction with this report in considering the results of our audit.

American Institute
of Certified Public
Accountants

Management's Discussion and Analysis is not a required part of the basic financial statements but is supplementary information required by the Governmental Accounting Standards Board. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Medical Group
Management
Association

Our audit was performed for the purpose of forming an opinion on the financial statements that collectively comprise the basic financial statements of the Charter Day School, North Carolina. The introductory information and schedule, as well as the accompanying schedule of expenditures of federal and State awards as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations* and the State Single Audit Implementation Act, are presented for purposes of additional analysis and are not a required part of the basic financial statements. The individual non-major fund financial statements and the accompanying schedule of expenditures of federal and State awards has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole. The introductory information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we express no opinion on it.

Petway Mills + Pearson, PA
PETWAY MILLS & PEARSON, PA
Certified Public Accountants
Zebulon, North Carolina

September 30, 2009

PM&P

PETWAY
MILLS &
PEARSON, PA

CERTIFIED PUBLIC ACCOUNTANTS

Independent Auditors' Report

C. Briggs Petway, Jr.
Roger G. Mills
Phyllis M. Pearson

Board of Directors
Charter Day School
Leland, North Carolina

Zebulon Office
P.O. Box 1036
1014 N. Arendell Ave.
Zebulon, NC 27597
919.269.7405
919.269.8728 Fax

We have audited the accompanying financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Charter Day School, North Carolina, as of and for the year ended June 30, 2008 which collectively comprise of the Charter Day School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of Charter Day School's management. Our responsibility is to express an opinion on these financial statements based on our audit.

Raleigh Office
5116 Bar Oak Cr.
Raleigh, NC 27612
919.781.1047
919.781.1052 Fax

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

In our opinion, based on our audit, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund and the aggregate remaining fund information of Charter Day School, North Carolina as of and for the year ended June 30, 2008, and the respective changes in financial position and cash flows, where applicable, thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Memberships

North Carolina
Association of
Certified Public
Accountants

American Institute
of Certified Public
Accountants

Medical Group
Management
Association

In accordance with Government Auditing Standards, we have also issued our report dated October 9, 2008 on our consideration of Charter Day School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of the report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be read in conjunction with this report in considering the results of our audit.

Management's Discussion and Analysis is not a required part of the basic financial statements but is supplementary information required by the Governmental Accounting Standards Board. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was performed for the purpose of forming an opinion on the financial statements that collectively comprise the basic financial statements of the Charter Day School, North Carolina. The introductory information and schedule, as well as the accompanying schedule of expenditures of federal and State awards as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and the State Single Audit Implementation Act, are presented for purposes of additional analysis and are not a required part of the basic financial statements. The individual non-major fund financial statements and the accompanying schedule of expenditures of federal and State awards has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole. The introductory information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we express no opinion on it

Petway Mills & Pearson, PA
PETWAY MILLS & PEARSON, PA
Certified Public Accountants
Zebulon North Carolina

October 9, 2008



Independent Auditors (NEW)

**PIETWAY
MILLS &
PEARSON, PA**

Board of Trustees
Columbus Charter School
Wilmington, North Carolina

1000 W. ...
Wilmington, NC
28401

We have audited the accompanying financial statements of the governmental activities and each major fund of Columbus Charter School, North Carolina, as of and for the year ended June 30, 2011, which collectively comprise Columbus Charter School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of Columbus Charter School's management. Our responsibility is to express an opinion on those financial statements based on our audit.

1000 W. ...
Wilmington, NC
28401

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

1000 W. ...
Wilmington, NC
28401

In our opinion, based on our audit, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Columbus Charter School, North Carolina, as of and for the year ended June 30, 2011, and the respective changes in financial position and cash flows, where applicable, thereof for the year then ended, in conformity with accounting principles generally accepted in the United States of America.

1000 W. ...
Wilmington, NC
28401

In accordance with Government Auditing Standards, we have also issued our report dated October 31, 2011 on our consideration of Columbus Charter School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of this report is to describe the scope of our testing of internal controls over financial reporting and compliance and the results of that testing, and it is not a statement on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be read in conjunction with this report in considering the results of our audit.

Management's Discussion and Analysis is not a required part of the basic financial statements but is supplementary information required by the Governmental Accounting Standards Board. We have applied certain limited procedures, which consisted principally of reviews of management regarding the methods of measurement and presentation of the required supplementary information. However, we do not express an opinion on the required supplementary information.

Our audit was performed for the purpose of forming an opinion on the financial statements that collectively comprise the basic financial statements of Columbus Charter School, North Carolina. The individual fund statements and budgetary schedules, as well as the accompanying schedule of expenditures of federal and state awards as required by U.S. Office of Management and Budget Circular A-133, *audits of State, Local, and Federal Government Organizations*, and the State Single Audit Implementation Act are presented for the purpose of a 301A analysis and are not a required part of the basic financial statements.

The individual fund financial statements, budgetary schedules and the accompanying schedule of expenditures of federal and State awards has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole. The introductory information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we express no opinion on it.

Petway Mills & Pearson, PA
PETWAY MILLS & PEARSON, PA
Certified Public Accountants
Zebulon, North Carolina

October 31, 2011

PM&P

Independent Auditors' Report

PETWAY
MILLS &
PEARSON, PA

CERTIFIED PUBLIC ACCOUNTANTS

C Briggs Petway, Jr
Roger G. Mills
Phyllis M. Pearson

Zenon Office
PO Box 1036
1014 N. Arendell Ave
Zebulon, NC 27597
919.269.7405
919.269.5728 Fax

Raleigh Office
5116 Blair Oak Ct
Raleigh, NC 27612
919.781.1047
919.781.1052 Fax

Memberships:

North Carolina
Association of
Certified Public
Accountants

American Institute
of Certified Public
Accountants

Medical Group
Management
Association

Board of Directors
Columbus Charter School
Whiteville, North Carolina

We have audited the accompanying financial statements of the governmental activities and each major fund of Columbus Charter School, North Carolina, as of and for the year ended June 30, 2010 which collectively comprise Columbus Charter School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of Columbus Charter School's management. Our responsibility is to express an opinion on these financial statements based on our audit.

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

In our opinion, based on our audit, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Columbus Charter School, North Carolina as of and for the year ended June 30, 2010, and the respective changes in financial position and cash flows, where applicable, thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated October 26, 2010 on our consideration of Columbus Charter School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of the report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be read in conjunction with this report in considering the results of our audit.

Management's Discussion and Analysis is not a required part of the basic financial statements but is supplementary information required by the Governmental Accounting Standards Board. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was performed for the purpose of forming an opinion on the financial statements that collectively comprise the basic financial statements of the Columbus Charter School, North Carolina. The individual fund statements and budgetary schedules, as well as the accompanying schedule of expenditures of federal and State awards as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and the State Single Audit Implementation Act, are presented for purposes of additional analysis and are not a required part of the basic financial statements. The individual fund financial statements, budgetary schedules and the accompanying

schedule of expenditures of federal and State awards has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole. The introductory information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we express no opinion on it.

Petway Mills & Pearson, PA
PETWAY MILLS & PEARSON, PA
Certified Public Accountants
Zebulon, North Carolina

October 25, 2010

PM&P

**PETWAY
MILLS &
PEARSON, PA**

CERTIFIED PUBLIC ACCOUNTANTS

Independent Auditors' Report

C. Briggs Petway, Jr.
Roger G. Mills
Phyllis M. Pearson

Board of Directors
Columbus Charter School
Whiteville, North Carolina

Zebulon Office
PO Box 1036
1014 N. Arendell Ave.
Zebulon, NC 27597
919 269 7405
919 269 8728 Fax

We have audited the accompanying financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Columbus Charter School, North Carolina, as of and for the year ended June 30, 2009 which collectively comprise of the Columbus Charter School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of Columbus Charter School's management. Our responsibility is to express an opinion on these financial statements based on our audit.

Raleigh Office
5116 Bur Oak Ct.
Raleigh, NC 27612
919 781 1047
919 781 1052 Fax

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

In our opinion, based on our audit, the financial statements referred to above present fairly in all material respects, the respective financial position of the governmental activities, each major fund and the aggregate remaining fund information of Columbus Charter School, North Carolina as of and for the year ended June 30, 2009, and the respective changes in financial position and cash flows, where applicable, thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Memberships:

North Carolina
Association of
Certified Public
Accountants

American Institute
of Certified Public
Accountants

Medical Group
Management
Association

In accordance with Government Auditing Standards, we have also issued our report dated September 30, 2009 on our consideration of Columbus Charter School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of the report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be read in conjunction with this report in considering the results of our audit.

Managements Discussion and Analysis is not a required part of the basic financial statements but is supplementary information required by the Governmental Accounting Standards Board. We have applied certain limited procedures which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was performed for the purpose of forming an opinion on the financial statements that collectively comprise the basic financial statements of the Columbus Charter School, North Carolina. The introductory information and schedule, as well as the accompanying schedule of expenditures of federal and State awards as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and the State Single Audit Implementation Act, are presented for purposes of additional analysis and are not a required part of the basic financial statements. The individual non-major fund financial statements and the accompanying schedule of expenditures of federal and State awards has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole. The introductory information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and accordingly we express no opinion on it.

Petway Mills + Pearson, PA
PETWAY MILLS & PEARSON PA
Certified Public Accountants
Zebulon, North Carolina

September 30, 2009

Independent Auditors' Report

Board of Directors
Columbus Charter School
Whiteville, North Carolina

We have audited the accompanying financial statements of the governmental activities and each major fund of Columbus Charter School, North Carolina, from inception through the year ended June 30, 2008 which collectively comprise of Columbus Charter School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of Columbus Charter School's management. Our responsibility is to express an opinion on these financial statements based on our audit.

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

In our opinion, based on our audit, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Columbus Charter School, North Carolina from inception through the year ended June 30, 2008, and the respective changes in financial position and cash flows, where applicable, thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated October 9, 2008 on our consideration of Columbus Charter School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of the report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be read in conjunction with this report in considering the results of our audit.

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Our audit was performed for the purpose of forming an opinion on the financial statements that collectively comprise the basic financial statements of the Columbus Charter School, North Carolina. The introductory information and schedule, as well as the accompanying schedule of expenditures of federal and State awards as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and the State Single Audit Implementation Act, are presented for purposes of additional analysis and are not a required part of the basic financial statements. The accompanying schedule of expenditures of federal and State awards has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole. The introductory information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we express no opinion on it.

Petway Mills & Pearson, PA
PETWAY MILLS & PEARSON, PA
Certified Public Accountants
Zebulon, North Carolina

October 9, 2008

115C-238.29E(d))

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.)

- *A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school as well as any advisory council. This chart should also include lines of authority to and from any outside entity that will play a role in managing the charter school.
See Organization Chart Download*
- *Each founding board member must submit, in this section of the application, a one-page resume highlighting his or her experiences over the past ten or more years.
See Resume Downloads*
- *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. (G.S. 143.318.9 et seq)
See Proposed By-laws Download*
- *A copy of the articles of incorporation, if available. If not available, must be available prior to interview by SBE, so must show that it has been applied for prior to submission of application.
See Articles of incorporation Download*
- *A description of the governing board's functions, duties, roles and responsibilities as it relates to overseeing the charter school and its mission.*

Douglass Academy will be governed by the Charter Day School Board of Trustees, six of the Trustees live in New Hanover County. The Roger Bacon Academy will provide day-to-day management under the direction of Charter Day School Board of Trustees. The Board is the governing and policy-making authority and retains all fiduciary responsibilities.

The Board will establish general policies in keeping with the needs of the community and the requirements of state law and perform all specific duties imposed by law. The Board considers some of its most significant duties to be the following:

1. Providing leadership and direction through the formulation of goals and objectives, especially in defining and setting high academic standards for student success;
2. Creating policies that establish standards, accountability and evaluation of essential operations of their schools;
3. Taking steps necessary to help ensure legal compliance of Board and school functions;
4. Performing judicial functions by conducting hearings as appropriate or required by law regarding decisions of school personnel or the Board.

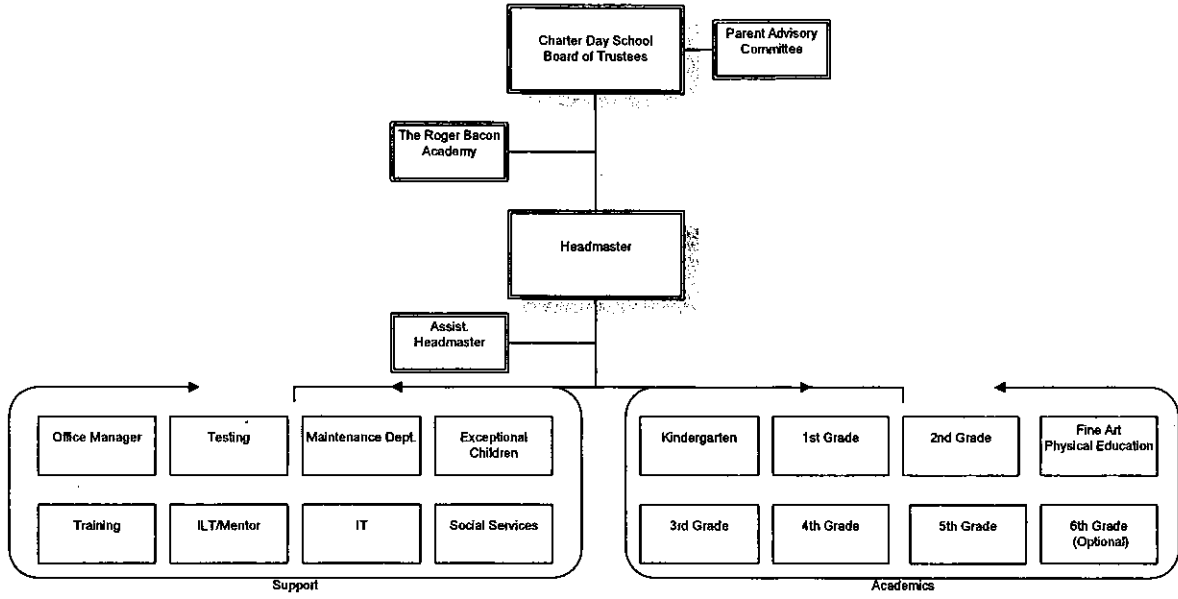
Board meetings will physically rotate through each location with live A/V feeds to and from each of the other locations allowing for local public participation in each area.

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

The Board of Trustees is a body corporate and has general control and supervision of all matters pertaining to Douglass Academy and the authority to enforce the public school law. All powers and duties conferred and imposed by law respecting public schools, which are not expressly conferred and imposed upon some other official, are conferred and imposed by law upon the Board.

- *Portray how the board will involve parents and community members in governing the school.*

Douglass Academy



Board of Directors

Current Trustees	Occupation	Position
Donnie Norris	First Bank Vice President, Business Development	Board Chair
C. William Barker	Barker Jones & Co. President	Board Treasurer
Lori Boldt	Parent Charter Day School	
Briana Cahn	Parent Columbus Charter School	
Mark T. Cramer	The Roger Bacon Academy Superintendent	
James H. Faison, III	District Court Judge 4 th District	
Baker A. Mitchell, Jr.	The Roger Bacon Academy Founder	Board Secretary
Lee Monroe, Ph.D.	Shaw University, Former President	
Steve Windham	Parent; President and CEO Windham Distributing Co.	

Counsel of Advisors

Ronnie McNeill	Life Care Health Systems Chief Operating Officer	
Beth Quinn	First Citizens Bank Financial Services Executive	
Dr. Karen Wetherill	Former Acting Dean, Watson School of Education UNC Wilmington	

Lori Boldt

Mrs. Boldt graduated from UNC-Chapel Hill with a B.A. in Communications in 1987. Upon graduation, she achieved professional success for 14 years in the areas of sales, marketing, and sales management within the pharmaceutical industry.

After the birth of the family's first two sons, Lori retired to become a full time mother. She and her husband, Terry, have four children who currently attend Charter Day School. Lori has served on the Board of Trustees since 2008.

C. William Barker

Mr. Barker is the founder and president of Barker Jones & Company Certified Public Accountants of Wilmington. Bill has over thirty years' experience as a Certified Public Accountant. Prior to going into private practice he was employed as with the US Treasury Department Internal Revenue Service. Bill is a Certified Fraud Examiner and was recently certified in Financial Forensics by the American Institute of Certified Public Accountants. He has appeared numerous times as an expert witness in both Federal and State courts. Bill is also a contract consultant for the U.S. Attorney's Office and an instructor of taxation.

He is a graduate of Pfeiffer College and has taken course work from Duke University and the University of North Carolina Wilmington.

Briana Cahn

Ms. Cahn has a BS in dietetics and works in nutrition with Columbus County. She has two children at Columbus Charter School and has been an active volunteer for several years along with her husband who is an MD in Whiteville.

Mark T. Cramer

Mr. Cramer attended Oregon State University, and upon graduation with a Bachelor of Science degree in Physical Education, he joined the United States Marine Corps and was commissioned as an officer in July of 1979. During his twenty-year career he held a variety of management and administrative positions, including tours as commanding officer and operations officer for several infantry units. His final tour of duty brought him back to North Carolina where he served as the Base Magistrate for Camp Lejeune.

Upon retirement from the Marine Corps as a Major, Mr. Cramer returned overseas as the Administrator and Principal for a private school serving the US military in Okinawa Japan. After returning to the Cape Fear area, Mr. Cramer joined The Roger Bacon Academy in May 2000 to apply his experience in education, administration, leadership, and team building as its Headmaster and Chief Executive Officer.

Mr. Cramer's dedication to his community and to education led him to serve as a member of the school board for Wilmington Christian Academy for several years, where he also chaired their Long Range Planning Committee. He was also president of the school's Booster Club. His four children attended the academy, and he was often called upon as a substitute teacher. His wife Nancy is a registered nurse and is currently employed with Wilmington Health Associates at the Children's Clinic in Wilmington. His children later attended New Hanover public high school from which they graduated.

Mr. Cramer has established and evolved the detailed policies and operational procedures for the new school that has become a K- 8 institution of the highest caliber. He is also responsible for all personnel decisions and supervises the day-to-day operations of the school in accordance with the guidelines set forth in the Academy's agreement with Charter Day School.

The Academy is fortunate to have a leader with the extensive range of abilities that Mr. Cramer has demonstrated throughout his career. His experience and talents are now benefiting the Academy's students, parents, and staff and our community at large. Mr. Cramer and wife reside in Wilmington.

James H. Faison

District Court Judge James H. Faison, III was elected in 2002 to the 5th District Court (New Hanover County, North Carolina) after serving as an assistant district attorney for the county. He is a 1987 graduate of North Carolina Central University Law School. Judge Faison is also on the Advisory Board of the Yahweh Center for Abused and Neglected Children, is Reverend of the Byrd Chapel Baptist Church, and is active in numerous civic affairs, including the Cape Fear Literacy Council and the Wilmington Chamber of Commerce.

Judge Faison's role in the judicial system brings a unique perspective to the Charter Day School Board of Trustees of the area's needs and will help ensure that we stay responsive to the needs of all citizens. Judge Faison was the keynote speaker at the school's American Heritage celebration in the spring of 2004. His willingness to give his time to speak and his ability to enthrall the students with his presentation made him a valuable addition to the Board in the fall of 2004.

Baker Mitchell

Mr. Mitchell graduated from Duke University in 1962 with a BS in electrical engineering. He then obtained an MS in electrical engineering from the University of Arizona. He was an Associate Professor of Bioengineering with the University of Texas where he taught and did research until 1973. He then formed his own company, Community Health Computing, Inc. that he managed as its President and Chairman to be a leader in medical data management hardware and software. Mr. Mitchell sold his interests in CHC in 1989 when the company had reached annual sales in the \$30,000,000 range with over 200 employees.

Returning to his interest in teaching, Mr. Mitchell has written a science curriculum for grammar schools and was a volunteer teacher at several schools where he developed his methods for teaching science. Mr. Mitchell is the founder of The Roger Bacon Academy, Inc. –a North Carolina corporation formed to develop and manage charter schools. Mr. Mitchell is the author of a number of scientific papers and has been issued two patents. He has four children, three of whom attended Wilmington public schools.

Dr. Lee Monroe

Dr. Monroe graduated from Shaw University, earned his Master's degree from the University of Cincinnati, and completed his Doctorate of Educational Administration from Virginia Polytechnic Institute in 1982.

His thirty-year career in education has spanned from his years as a classroom teacher, to management of a Ford Foundation fellowship program for minority students, to the presidency of several colleges, including nine years as president of Paul Quinn College in Dallas and six years as president of Voorhees College in Denmark, South Carolina

Lee served for five years as Senior Educational Advisor to the Governor of North Carolina in the late 1980's. He currently is with Capella University and teaches three on-line sections of Financing of Educational Institutions, serves on ten dissertation committees, and chairs six dissertation committees.

Lee was born and raised in Wilmington where he now makes his home with his wife with whom he frequently makes trip to Africa in consultation with various organizations.

Donnie Norris

Mr. Norris is a Wilmington native, graduating from New Hanover High School in 1981. After working for two years, he enrolled at the University of North Carolina at Wilmington and graduated with a Bachelor of Science degree in 1987.

In 1988 Mr. Norris started work at Branch Banking and Trust Company in May of 1988. Mr. Norris has worked his way up through the bank in a variety of positions: collections, special assets, branch management, retail and business lending. He was a business lender serving the Leland and Wilmington markets, until he took a position with First Bank as Branch Manager of their Wilmington branch.

Mr. Norris and his wife have two children and he is a member of the UNC-W Entrepreneurial Council and resides in Wilmington.

Steve Windham

Mr. Windham is the President and Chief Executive Officer of Windham Distributing Company, a company that he founded in 1977. Steve is a graduate of the University of North Carolina Chapel Hill where he attended on a full football scholarship. Steve is currently the Vice-Chairman of the North Carolina Wildlife Resource Commission. He was appointed by Governor Easley in 2000.

Mr. Windham is the past president of the Wilmington Rotary Club and a Paul Harris Fellow. Steve is an avid hunter and enjoys fishing and reading.

CHARTER DAY SCHOOL, INC.
a Public Charter School organized
under Chapter 55A of the
General Statutes of North Carolina

BY-LAWS

1. ARTICLES OF INCORPORATION

The name, location of principal office, and purposes of the Charter Day School, Inc. (the "Corporation") shall be as set forth in the Articles of Incorporation. These By-Laws, the powers of the Corporation and of its Trustees and Officers, and all matters concerning the conduct and regulation of the business of the Corporation, shall be subject to such provisions in regard thereto, if any, as are set forth in the Articles of Incorporation, and the Articles of Incorporation are hereby made a part of these By-Laws. All references in these By-Laws to the Articles of Incorporation shall be construed to mean the Articles of Incorporation of the Corporation as from time to time amended.

2. MEMBERSHIP

The Corporation shall have no members. The Board of Trustees shall take any and all actions and votes required or permitted to be taken by Members under Chapter 55A of the General Statutes of North Carolina. Any such action or vote so taken shall be taken by action or vote of the same percentage or number of Trustees of the Corporation as would be required of Members so acting or voting. References to Members in these By-Laws shall refer to the Board of Trustees so acting or voting.

3. SPONSORS, BENEFACTORS, CONTRIBUTORS, ADVISORS, FRIENDS OF THE CORPORATION

The Trustees may designate certain persons or groups of persons as sponsors, benefactors, contributors, advisers or friends of the Corporation or such other title as they deem appropriate. Such persons shall serve in an honorary capacity and, except as the Trustees shall otherwise designate, shall in such capacity have no right to notice of or to vote at any meeting, shall not be considered for purposes of establishing a quorum, and shall have no other rights or responsibilities.

4. BOARD OF TRUSTEES

a) Number and Election of Trustees.

The Board of Trustees shall consist of not less than five Trustees. Trustees shall be elected at the annual meeting of the Trustees and each Trustee shall serve until the next succeeding annual meeting of the Trustees or special meeting in lieu thereof, and until his/her successor is duly elected, or until he/she sooner dies, resigns or is removed.

b) Vacancies.

Vacancies created by the death, removal, or resignation of one or more Trustees, or otherwise, may be filled by the affirmative vote of a majority of the Trustees remaining in office, even if a quorum is not present when such a vote is taken.

c) Powers.

The management of the affairs of the Corporation shall be vested in and exercised by the Board of Trustees, who shall pursue such policies and principles as shall be in accordance with law, the provisions of the Articles of Incorporation and these By-Laws. The Board of Trustees shall be considered as having the powers of a Board of Directors and shall be deemed to be acting as the Board of Directors for all purposes of Chapter 55A of the General Statutes of North Carolina. To the extent permitted by law, the Board of Trustees may, by general resolution, delegate to officers of the Corporation such powers as they may see fit.

d) Compensation and Expenses.

The Board of Trustees may receive reasonable compensation for its services as such, and the Board of Trustees shall have the power and authority, in its exclusive discretion, to contract for and to pay Trustees compensation for unusual or special services rendered to the Corporation, provided, that any such compensation shall be reasonable and appropriate to the value of the services rendered by the Trustees.

e) Resignation of Trustees.

Any Trustee may resign from the Corporation by delivering a written resignation to the Board of Trustees, its presiding officer or to the Corporation.

f) Removals.

The Board of Trustees may, by affirmative vote of a majority of the Trustees in office, remove any Trustee from office with or without cause.

g) Meetings of the Board of Trustees.

An annual meeting of the Board of Trustees to re-elect Trustees and to elect the President, Secretary, Treasurer and other officers shall be held each year by the last Friday in June, provided that any such annual meeting must comply with all applicable laws requiring such meetings to be announced or open to the public. If an annual meeting is not held, the President or any Trustee shall call a special meeting of the Board of Trustees for such purpose.

Regular meetings of the Board of Trustees may be held at such places and at such times as the Board may from time to time determine, provided that any such regular meeting must comply with all applicable laws requiring such meetings to be announced or open to the public. The Board of Trustees shall hold at least six regular meetings each year. Special meetings of the Board of Trustees may be held at any time and at any place when called by the President, or one or more Trustees, upon reasonable notice, stating the time and place of said meeting, given to each Trustee by the Secretary or, in the case of the death, absence, incapacity or refusal of the Secretary, by the officer or Trustee(s) calling the meeting, or at any time, provided all the Trustees are present or waive notice thereof before or after the meeting by a writing which is filed with the records of the meeting. Notice to a Trustee of any meeting shall be deemed to be sufficient if sent by mail at least three (3) days prior to such meeting, addressed to him/her at his/her usual or last known business or residence address, or by facsimile or telegram at least twenty-four hours before the meeting, or if given in person, either by telephone or by handing him a written notice at least twenty-four hours before the meeting. Notwithstanding anything to the contrary, any special meeting must comply with all applicable laws requiring such meetings to be announced or open to the public.

The Board of Trustees may permit any or all directors to participate in an annual, regular or special meeting by, or conduct such meeting through the use of, any means of communication by which all directors participating may simultaneously hear each other during the meeting. A director participating in a meeting by this means is deemed to be present in person at the meeting.

h) Quorum.

A majority of the Trustees in office shall constitute a quorum. When a quorum is present at any such meeting, the vote of a majority of the Trustees present shall be necessary and sufficient for election to any office or for a decision on any matter, except as otherwise required by law, by the Articles of Incorporation, or by these By-Laws. Whether or not a quorum is present, any meeting may be adjourned from time to time by a majority of the votes cast upon the question, without notice other than by announcement at the meeting, and without further notice to any absent Trustee. At any adjourned meeting at which a quorum shall be present, any business may be transacted which might have been transacted at the meeting as originally called.

i) Committees of Trustees.

The Board of Trustees, by vote of a majority of the Trustees then in office, may at any time appoint such committees of the Board of Trustees as are deemed desirable, including an executive committee and/or one or more other committees, provided that at least two (2) Trustees sit on each committee. The Board of Trustees may from time to time designate or alter, within the limits permitted by this Section, the duties and powers of such committees or change their membership, and may at any time abolish such committees or any of them.

Any committee shall be vested with such powers of the Board of Trustees as the Board may determine in the vote establishing such committee or in a subsequent vote of a majority of Trustees then in office, provided, however, that no such committee shall have any power prohibited by law or the Articles of Incorporation, or the power to:

- authorize distributions;
- to approve dissolution, merger or the sale, pledge or transfer of all or substantially all the Corporation's assets;
- to elect, appoint or remove Trustees or fill vacancies on the Board of Trustees or any of its committees; or
- to adopt, amend or repeal the Articles of Incorporation or these By-Laws;

and provided further, that the fact that a particular power appears in the foregoing enumeration of powers denied to committees of the Board of Trustees shall not be construed to over-ride by implication any other provision of the Articles of Incorporation or these By-Laws, limiting or denying to the Board of Trustees the right to exercise such power.

Each member of a committee shall hold office until the next annual meeting of the Board of Trustees (or until such other time as the Board of Trustees may determine, either in the vote establishing the committee or at the election of such member) and until his/her successor is elected and qualified, or until he sooner dies, resigns, is removed, or is replaced by change of membership, or until the committee is sooner abolished by the Board of Trustees.

A majority of the members of any committee, but not fewer than two, shall constitute a quorum for the transaction of business, but any meeting may be adjourned from time to time by a majority of the votes cast upon the question, whether or not a

quorum is present, and the meeting may be held as adjourned without further notice. Each committee may make rules not inconsistent herewith for the holding and conduct of its meetings, but unless otherwise provided in such rules its meetings shall be held and conducted in the same manner, as nearly as may be, as is provided in these By-Laws for meetings of the Board of Trustees. The Board of Trustees shall have the power to rescind any vote or resolution of any committee; provided, however, that no rights of third parties shall be impaired by such rescission.

5. OFFICERS

a) Officers.

The officers of the Corporation shall be a President, a Treasurer, a Secretary, a Chairman of the Board and such other officers as the Board of Trustees may, in its discretion, elect or appoint. The Corporation may also have such agents, if any, as the Board of Trustees may, in its discretion, appoint. The President need not be a Trustee. So far as is permitted by law, any two or more offices may be held by the same person.

Subject to law, to the Articles of Incorporation, and the other provisions of these By-Laws, each officer shall have, in addition to the duties and powers herein set forth, such duties and powers as the Board of Trustees may from time to time designate.

The President, the Treasurer, and the Secretary shall be elected by the Board of Trustees at its annual meeting, by vote of a majority of the full Board of Trustees for a term not exceeding three (3) years. Such other offices of the Corporation as may be created in accordance with these By-Laws may be filled at such meeting by vote of a majority of the full Board of Trustees, or at any other time, by vote of a majority of the Trustees then in office.

Each officer shall hold office until the next annual meeting of the Board of Trustees or until his successor is elected or appointed, or until he/she sooner dies, resigns, is removed, or becomes disqualified. Each agent shall retain his/her authority at the pleasure of the Board of Trustees.

Any officer, employee, or agent of the Corporation may be required, as and if determined by the Board of Trustees, to give bond for the faithful performance of his/her duties.

b) President.

The President shall be the chief executive officer of the Corporation and shall have general charge and supervision of the business, property and affairs of the Corporation unless otherwise provided by law, the Articles of Incorporation, the By-Laws, or by specific vote of the Board of Trustees. The President shall preside at all meetings of the Board of Trustees at which he/she is present except as otherwise voted by the Board of Trustees.

c) Secretary.

The Secretary shall record all proceedings of the Trustees in books to be kept therefor, and shall have custody of the Corporation's records, documents and valuable papers in the absence of the Secretary from any such meeting, the Secretary, if any, may act as temporary Secretary, and shall record the proceedings thereof in the aforesaid books, or a temporary Secretary may be chosen by vote of the meeting.

Unless the Board of Trustees shall otherwise designate, the Secretary shall have custody of the corporate seal and be responsible for affixing it to such documents as may be required to be sealed.

The Secretary shall attend all meetings of the Board of Trustees and shall record the proceedings thereat in books provided for that purpose which shall be open during business hours to the inspection of any Trustee. He/She shall notify the Trustees of the meetings in accordance with these By-Laws and shall have and may exercise such other powers and duties as the Board of Trustees may prescribe. In the absence of the Secretary at a meeting of the Board of Trustees, a temporary Secretary shall be chosen. The Secretary shall have such other duties and powers as are commonly incident to the office of a corporate Secretary, and such other duties and powers as may be prescribed from time to time by the Board of Trustees or by the President.

d) Treasurer.

The Treasurer shall be the chief financial officer of the Corporation and shall be in charge of its funds and the disbursements thereof, subject to the President and the Board of Trustees, and shall have such duties and powers as are commonly incident to the office of a corporate treasurer and such other duties and powers as may be prescribed from time to time by the Board of Trustees or by the President. The Treasurer shall be responsible to and shall report to the Board of Trustees, but in the ordinary conduct of the Corporation's business, shall be under supervision of the President.

e) Resignations.

Any officer of the Corporation may resign at any time by giving written notice to the Corporation by delivery thereof to the President, the Secretary, or to a meeting of the Board of Trustees.

f) Removals.

The Board of Trustees may, by affirmative vote of a majority of the Trustees in office, remove from office the President, the Secretary, the Treasurer or any other officer or agent of the Corporation whenever, in their judgment, the best interest of the Corporation will be served thereby, with or without cause, without prejudice to the contract rights, if any, of the individuals so being removed. Any officer may be removed for cause only after reasonable notice and opportunity to be heard.

g) Vacancies.

If the office of any member of any committee or any other office becomes vacant, the Board of Trustees may elect or appoint a successor or successors by vote of a majority of the Trustees then in office. Each successor as an officer shall hold office for the unexpired term and until his/her successor shall be elected or appointed and qualified, or until he/she sooner dies, resigns, is removed or becomes disqualified.

h) Compensation.

Officers may receive reasonable compensation for their services as such, and the Board of Trustees shall have the power and authority, in its exclusive discretion, to contract for and to pay officers compensation for unusual or special services rendered to the Corporation; provided, that any such compensation shall be reasonable and appropriate to the value of the services rendered by the officers.

6. INDEMNIFICATION OF TRUSTEES, OFFICERS, EMPLOYEES OR OTHERS

a) The Corporation shall indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action, suit or proceeding,

whether civil, criminal, administrative or investigative (other than an action by or in the right of the Corporation) by reason of the fact that he/she is or was a trustee, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a Trustee, officer, trustee, employee, or agent of another corporation, partnership, joint venture, trust or other enterprise in which this Corporation directly or indirectly owns shares or of which it is a creditor, against expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and reasonably incurred by him/her in connection with such action, suit or proceeding if he/she acted in good faith and (a) in a manner he/she reasonably believed (i) in the case of conduct in his/her official capacity, to be in the best interests of the Corporation, and, (ii) in all other cases, at least not opposed to its best interests, and (b) with respect to any criminal action or proceeding, had no reasonable cause to believe his/her conduct was unlawful. The termination of any action, suit or proceeding by judgment, order, settlement, conviction or upon a plea of no contest or its equivalent, shall not, of itself, be determinative that the person did not meet the standard of conduct described in this section.

b) The Corporation shall not indemnify any person who was or is a party or is threatened to be made a party to any threatened, pending or completed action or suit by or in the right of the Corporation to procure a judgment in its favor by reason of the fact that he/she is or was a trustee, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, trustee, employee, or agent of another corporation, partnership, joint venture, trust or other enterprise in which this Corporation directly or indirectly owns shares or of which it is a creditor, against expenses, including attorneys' fees, judgments and fines and, except as hereafter set forth, amounts paid in settlement of such action or suit, if he/she failed to act in good faith and in a manner he/she reasonably believed to be in or not opposed to the best interests of the Corporation, except that if a proceeding by or in the right of the Corporation is concluded without a final adjudication on the issue of liability, indemnity is limited to reasonable expenses incurred in conjunction with the proceeding, and except that no indemnification may be made in respect of any claim, issue or matter as to which such person shall have been adjudged to be liable to the Corporation; or in connection with any other proceeding charging improper personal benefit to such person, whether or not involving action in his/her official capacity in which such person was adjudged to be liable to the corporation.

c) To the extent that a trustee, officer, employee or agent of the Corporation has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in paragraphs (1) and (2), or in defense of any claim, issue or matter therein, he/she shall be indemnified against expenses (including attorneys' fees) actually and reasonably incurred by him/her in connection therewith.

d) Any indemnification under paragraphs (1) and (2) (unless ordered by a court) shall be made by the Corporation only as authorized in the specific case upon a determination that indemnification of the trustee, officer, employee or agent is proper in the circumstances because he/she has met the applicable standard of conduct set forth in paragraphs (1) and (2). Such determination shall be made (i) by the Board of Trustees by a majority vote of a quorum consisting of Trustees who were not parties to such action, suit or proceeding, or (ii) if such quorum is not obtainable, by a majority of a committee of the Board of Trustees designated to act in the matter by a majority vote of all Trustees, consisting solely of two or more Trustees who at the time of the vote are not named defendants or, (iii) by special legal counsel selected by the Board of Trustees or its committee in the manner prescribed in subsections (i) and (ii) of this Section 4, or if a

quorum of the board cannot be obtained under subsection (i) and a committee cannot be designated under subsection (ii), selected by a majority vote of the full board.

e) Expenses incurred in defending an action or suit may be paid by the Corporation in advance of the final disposition of such action or suit as authorized by the Board of Trustees in a specific case upon receipt of an undertaking by or on behalf of the trustee, officer, employee or agent to repay such amount unless it shall ultimately be determined that he/she is entitled to be indemnified by the Corporation as authorized in this Article VI.

f) The indemnification provided by this Article VI shall not be deemed exclusive of any other rights to which those seeking indemnification may be entitled under any statute, agreement, vote of members or disinterested Trustees or otherwise, both as to action in his official capacity and as to action in another capacity while holding such office, and shall continue as to a person who has ceased to be a trustee, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such a person.

g) The Corporation may purchase and maintain insurance on behalf of any person who is or was a trustee, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as director, officer, trustee, employee or agent of another corporation, partnership, joint venture, trust or other enterprise in which this Corporation directly or indirectly owns shares or of which it is a creditor, against any liability asserted against him and incurred by him in any such capacity, or arising out of his/her status as such, whether or not the corporation would have the power to indemnify him against such liability under the provisions of this Article VI.

i) For the purposes of this Article VI, references to "the Corporation" include all constituent corporations absorbed in a consolidation or merger as well as the resulting or surviving corporation so that any person who is or was a director, officer, trustee, employee or agent of such a constituent corporation or is or was serving at the request of such constituent corporation as a director, officer, trustee, employee or agent of another corporation, partnership, joint venture, trust or other enterprise in which this Corporation directly or indirectly owns shares or of which it is a creditor, shall stand in the same position under the provisions of this Article with respect to the resulting or surviving corporation as he would if he/she had served the resulting or surviving corporation in the same capacity.

7. CONFLICTS OF INTEREST

The Trustees and Officers of this Corporation may have a financial interest in other companies or other persons with which from time to time this Corporation may have business dealings. A Trustee or Officer of this Corporation shall disclose to the Board of Trustees any personal interest which he or she may have in any matter pending before the Board of Trustees, unless such conflict shall have been known to the Board of Trustees prior to the meeting at which, or prior to the Trustees executing their written consents by which, action to authorize, ratify or approve such contract or transaction shall be taken. No Trustee of this Corporation may vote upon or give his or her written consent to any contract or other transaction between the Corporation and any person with respect to which he or she has a direct or indirect financial interest. Any such contract or transaction must be authorized, ratified or approved by the affirmative vote of a majority of those Trustees present at any

duly called meeting who have no direct or indirect financial interests, or, alternatively, by written consent of a majority of Trustees who have no direct or indirect financial interests. In Any contract, transaction, or act on behalf of the Corporation in a matter in which one or more Trustees or officers have a direct or indirect financial interest shall not be violative of the proscriptions in the Articles of Incorporation against the Corporation's use or application of its funds for private benefit, so long as the policies outlined in this Article VII have been followed. In no event, however, shall any person or other entity dealing with the Trustees or Officers be obligated to inquire into the authority of the Trustees or Officers to enter into and consummate any contract, transaction, or other action."

8. EXECUTION OF PAPERS

Except as the Board of Trustees may generally or in particular cases authorize or direct the execution thereof in some other manner, all deeds, leases, transfers, contracts, proposals, bonds, notes, checks, drafts, and other obligations made, accepted or endorsed by the Corporation shall be signed or endorsed on behalf of the Corporation by the President or the Treasurer or their designees.

9. SOURCE AND INVESTMENT OF FUNDS

Funds for the operation of the Corporation and for the furtherance of its objectives and purposes may be derived from grants and allocations from governmental or private agencies or bodies, donations from public and private organizations, associations and individuals, and such other sources as may be approved by the Board of Trustees. Except as otherwise provided by law or lawfully directed by any grantor or donor, the Corporation may retain or dispose of all or any part of any real or personal property acquired by it and invest and reinvest any funds held by it according to the judgment of the Board of Trustees, without being restricted to the class of investments which fiduciaries are or hereafter may be permitted by law to make.

10. PROHIBITION REGARDING THE USE OF FUNDS AND DISTRIBUTION OF ASSETS ON DISSOLUTION

No part of the net earnings or receipts of the Corporation shall inure to the benefit of any Trustee or officer of the Corporation or any private individual, provided, however, that this prohibition shall not prevent the payment to any person of such reasonable compensation for services actually rendered to or for the Corporation in conformity with these By-Laws.

11. SEAL

The seal of the Corporation shall, subject to alteration by the Board of Trustees, consist of a flat-faced circular die with the words "North Carolina" together with the name of the Corporation and the year of incorporation cut or engraved thereon. An impression of the seal impressed upon the original copy of these By-Laws shall be deemed conclusively to be the seal adopted by the Board of Trustees.

12. FISCAL YEAR

The fiscal year of the Corporation shall be from the first day of August through the thirty-first day of July.

13. AMENDMENTS

The Board of Trustees, by a majority vote of Trustees at the time in office, may alter, amend or repeal these By-Laws, in whole or in part.

- A copy of the articles of incorporation, if available. If not available, must be available prior to interview by SBE, so must show that it has been applied for prior to submission of application.

**STATE OF
NORTH
CAROLINA**



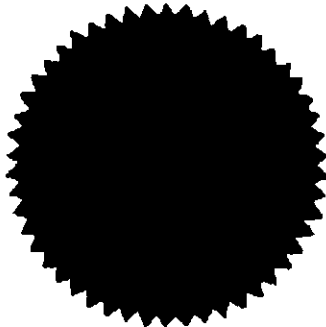
**Department of The
Secretary of State**

To all whom these presents shall come, Greetings:

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

**ARTICLES OF INCORPORATION
OF
CHARTER DAY SCHOOL, INC.**

the original of which was filed in this office on the 17th day of August, 1999.



**IN WITNESS WHEREOF, I have herunto
set my hand and affixed my official seal at the
City of Raleigh, this 17th day of August,
1999.**

Elaine F. Marshall

Secretary of State

89 223 5021

ARTICLES OF INCORPORATION
OF
CHARTER DAY SCHOOL, INC.

CORP ID # 0503504
FILED
12:36 PM
AUG 17 1999

Effective
ELAINE F. MARSHALL
SECRETARY OF STATE
NORTH CAROLINA

The undersigned, acting as incorporator of a North Carolina corporation under the North Carolina Nonprofit Corporation Act, Chapter 55A of the General Statutes of North Carolina, hereby adopts the following Articles of Incorporation for such Corporation:

ARTICLE I
NAME

The name of the Corporation is CHARTER DAY SCHOOL, INC.

ARTICLE II
PURPOSE

The Corporation is formed for charitable purposes as that term is defined in section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

ARTICLE III
REGISTERED OFFICE AND MAILING ADDRESS

The street address and mailing address of the Corporation's registered office, in New Hanover County, North Carolina is:

5917 Hollyholm Trace
Wilmington, North Carolina 28409

The initial registered agent at this address is:

Baker Mitchell

ARTICLE IV
INCORPORATOR

The name and address of the incorporator, in New Hanover County, North Carolina, is:

Name

Kent D. Schenkel

ADDRESS

Suite 110, Orbita Center
1205 Culbreth Drive
Wilmington, North Carolina 28405

ARTICLE V
MEMBERS

The Corporation will have no members.

ARTICLE VI
DISSOLUTION


Upon dissolution the corporation shall distribute its assets to a charitable or religious corporation, the United States, a state or an entity that is exempt under section 501(c)(3) on the Internal Revenue Code of 1986 or any successor section.

ARTICLE VII
PRINCIPAL OFFICE

The street address and mailing address of the principal office of the Corporation, in New Hanover County, North Carolina, is:

5917 Hollyholm Trace
Wilmington, North Carolina 28409

IN WITNESS WHEREOF, the Incorporator has executed these Articles of Incorporation this
6th day of August, 1999.



Kent D. Schenkel, Incorporator

Amended 10/9/2001 to add Article VIII as follows:

ARTICLE VIII

No part of the net earnings of the corporation shall inure to the benefit of, or be distributed to its members, trustees, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. 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, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code; or the corresponding section of any future federal tax code."

The board of directors has the sole responsibility of governing the school. However, there will be collaboration between the board, parents, and community by establishing a Parent Advisory Council (PAC). The responsibilities of the PAC would include, but not limited to:

- * acting as a liaison between the board and parents of students enrolled at Douglass Academy,
- * addressing concerns which are brought to the council by parents or other stakeholders,
- * encouraging participation of all parents in supporting their child(ren)'s education, and
- * attending monthly meetings to keep abreast of activities on campus.

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

Douglass Academy will engage students in meaningful learning by providing equitable opportunities for all students and student groups to achieve at the 85% passing rate in all tested areas. To achieve this goal and support the mission of the campus, the following expectations will serve as the foundation:

Reading is a multifaceted process involving word recognition, accuracy, fluency, and comprehension.

In kindergarten, students will read fifty word grade-level text in one minute with 95% accuracy and respond to questions reflecting an understanding of story elements.

In first grade, students will read sixty-five word grade-level text with 95% accuracy and respond to literal, inferential, and critical questioning.

In second grade, students will read ninety word grade-level text with 95% accuracy and respond to literal, inferential, and critical questioning.

To measure the success of the students in meeting these reading goals, Douglass Academy will utilize the following criterion and norm-referenced assessments:

- * Core Program Accuracy and Fluency Assessments
- * Dynamic Indicator of Basic Early Literacy Skills (DIBELS)
- * Organizational Comprehension Benchmark Exams
- * Stanford Ten Achievement Test

Instructional Programming

- * Kindergarten and First Grade: Reading Mastery
- * Second Grade: Reading Mastery and Houghton Mifflin Journeys

Language arts goals will reflect mastery of basic grammar, conventions, and written expression.

In kindergarten, students will identify and write the alphabet, master primary language concepts, and learn foundational grammar skills.

In first grade, students will master primary grammar and conventions and demonstrate proficiency with three different forms of written expression.

In second grade, students will extend knowledge of grammar and conventions and demonstrate proficiency with five different forms of written expression.

To measure the success of the students in meeting these language goals, Douglass Academy will utilize the following criterion and norm-referenced assessments:

- * Core Program Formative and Summative Assessments
- * Organizational Language Benchmark Exams
- * Organizational Written Expression Benchmarks

Instructional Programming:

- * Shurley English and Grammar

Journeys Reading Program will be used in some 2nd grade classes through 5th grade. It supports 100% of the Common Core Standards by emphasizing explicit, systematic instruction in the areas of reading, fluency, writing, speaking and listening, and language. The program encompasses guided reading, whole group and small group instruction. Journeys provides differentiation for exceptional children and English language learners.

Mathematics requires that students obtain several conceptual skills at the grades K and 1, in order to be successful in 2nd grade and beyond. These skills include strategic counting, the ability to compare numbers, and developing an understanding of the Base 10 number system. Within these conceptual skills are many enabling skills such as number identification, for kindergarten students, magnitude comparison (K and 1), which requires students to choose the larger of two numbers, identifying missing numbers in a sequence (K and 1), and math facts for 1st graders. Fluency in math facts is essential for developing and understanding mathematical concepts. Constructing this measure of working with the concept of the Base 10 number system links the measure to the more advanced concepts of place value that will form a cornerstone for their work in arithmetic in second and later grades.

In grades K-2 students will be proficient in the Common Core Standards to a 85% accuracy.

As grades are added each year, the program implementation and expectations will be at 85% mastery.

To measure the success of the students in meeting these math goals, Douglass Academy will utilize the same assessments as stated above.

- *Describe how the governing board will ensure that current and future board members avoid conflicts of interest.*

CONFLICTS OF INTEREST

The Trustees and Officers of this Corporation may have a financial interest in other companies or other persons with which from time to time this Corporation may have business dealings. A Trustee or Officer of this Corporation shall disclose to the Board of Trustees any personal interest which he or she may have in any matter pending before the Board of Trustees, unless such conflict shall have been known to the Board of Trustees prior to the meeting at which, or prior to the Trustees executing their written consents by which, action to authorize, ratify or approve such contract or transaction shall be taken. No Trustee of this Corporation may vote upon or give his or her written consent to any contract or other transaction between the Corporation and any person with respect to which he or she has a direct or indirect financial interest. Any such contract or transaction must be authorized, ratified or approved by the affirmative vote of a majority of those Trustees present at any duly called meeting who have no direct or indirect financial interests, or, alternatively, by written consent of a majority of Trustees who have no direct or indirect financial interests. In Any contract, transaction, or act on behalf of the Corporation in a matter in which one or more Trustees or officers have a direct or indirect financial interest shall not be violative of the proscriptions in the Articles of Incorporation against the Corporation's use or application of its funds for private benefit, so long as the policies outlined in this Article VII have been followed. In no event, however, shall any person or other entity dealing with the Trustees or Officers be obligated to inquire into the authority of the Trustees or Officers to enter into and consummate any contract, transaction, or other action.

ADMISSIONS POLICY (G.S.115C-238.29B(b)(4); G.S. 115C-238.29F(d)(1))

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, statutorily allowed preferences, a plan to develop clear procedures for withdrawals and transfers, as well as subsequent marketing strategies to reach all demographic groups.

The application of any eligible student who agrees to be bound by the school pledge and adheres to the school's policies will be accepted and that student will be admitted if there is space available. The open enrollment period for each year's new class will be held from January 1st through the 31st. If the number of applications received during this period exceeds the available number of openings, then all the applications will be placed in a lottery and assigned placement numbers as each number is drawn. The lottery, if necessary, will be held shortly after the end of the enrollment period and is open to the public. Available classroom seats will be determined by the number of students reenrolling for the next school year. All students intending to reenroll for the next year will be given the opportunity to do so by filling out a Letter of Intent. This letter will be sent home prior to the end of the second quarter of school. If a parent fails to return the Letter of Intent by the given due date, they will not be guaranteed a seat and must reapply for enrollment.

If, by the close of the open enrollment period, there are still openings available in a grade, students will be admitted on a first come, first served basis. Applications received after open enrollment will be noted with the time and date received, and the students become eligible for admission in the order received until all currently available openings are filled. Applications will be accepted after classes begin. Once a class is full, applicants will be placed on a waiting list in the order drawn by lottery and/or received after the lottery to be admitted to openings created by transfers as they become available. No vacancies occurring after the first quarter of the school year will be filled.

After notification of acceptance, a student registration packet must be completed and submitted prior to the student attending class. This includes health forms, birth certificate, and other required information. No new students will be allowed to begin classes until proof of promotion from their previous school has been given to Douglass Academy.

Douglass Academy will admit all children regardless of race, ethnic background, or religious preference.

The following are the only priorities which will be given:

- * Students of faculty members have first priority and
- * Applicants who have a sibling who is currently enrolled and has been for at least one school year will be given priority.

V. EDUCATION PLAN

NOTE: Answer all sections completely, include your answers in this section of the application, do not include as an appendices. Do not use "same as LEA" or "whatever the law says". The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Give explanations. Lack of proper documentation will jeopardize the application review.

INSTRUCTIONAL PROGRAM: (G.S. 115C-238.29F (d))

Provide a detailed description of the overall instructional program, including the following:

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

The educational model of the school can be encapsulated and summarized in three researched-based laws.

An Educational Model for Successful Schools The 3 Ms

Motivation Law 1. Reinforce good behavior. You will get more of it.

Mastery Law 2. Teach each step to mastery. Every child will learn.

Management Law 3. Watch the children. If they are not behaving or learning, you are not following the first two laws.

Details for these three laws are contained in the Appendices and references to appropriate citations are provided.

- *Teaching approach, class structure, curriculum design, courses of study, sample daily schedule, pillars of the school culture, and instructional methodology that align with the school's mission.*

Douglass Academy is proposing to use Saxon Mathematics as the basal math program for 80% of our students. Saxon is a national curriculum that aligns very well with the Common Core Standards. Saxon Math instruction promotes student success through the sound 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 in chapters that rapidly develop a topic and move on to the next strand the content in the Saxon program is organized in a series of lessons that gradually develop concepts. This incremental approach provides students with time to solidify the prerequisite concepts and skills before they are introduced to the next step of instruction.

Saxon Math will be used in grades K - 5. It is a teaching method that introduces a mathematical concept every day, provides practice on the new material and allows for constant review of materials previously taught. This teaching concept is especially important to address the needs of students who struggle to retain what they learn. Once students have grasped the basic language and understanding of mathematics, teachers can then challenge students by integrating several resources to enable them to apply what they learn in real-life applications and justify their responses.

No "one" size fits all and the Saxon program is no exception. We will use alternative curriculum programs and technology to reach the other 20%. Connecting Math Concepts (CMC) is also a basal math program that we may use in at least one class per grade level. The difference between Saxon and CMC is that CMC has much more depth in its lesson and practice which allows more time to retain a concept. Students who are identified as lower performers by placement tests and screening will be placed in the appropriate level. CMC also aligns very well with the Common Core Standards and we will still use the backward planning design with this program.

To enhance the instruction of these lower performing students and to try and catch them up as quickly as possible, we may use two technology programs. The first technology program is ISucceed. This program works on skill building rather than grade level concepts. It helps students develop the building blocks that will allow them to master the Common Core objectives at their grade. The other technology program that we may use for all of our students is "IXL". This is a practice program that

An Educational Model for Successful Schools – the 3 M's

- Motivation – Law 1. Reinforce good behavior. You will get more of it.**
- Mastery – Law 2. Teach each step to mastery. Every child will learn.**
- Management – Law 3. Watch the children. If they are not behaving or learning, you are not following the first two laws.**
-

Motivation – Law 1. Reinforce good behavior. You will get more of it.

But don't we all want good behavior?

Of course, good behavior in the classroom is an absolute necessity for meaningful instruction to take place; and an engaging curriculum that is at the correct level of difficulty will eliminate most discipline problems. But here, we are using the word "behavior" in its broadest meaning – any observable action that the student may exhibit at any time.

For our definition of "behavior," we must include

- manners,
- posture,
- study habits,
- penmanship,
- sportsmanship,
- grooming,
- pronunciation,
- punctuality,
- diligence,
- mood displays, or any other action.

Often, key events in our lives involve having other people make quick judgments of us. Critical life events such as an interview with a college admissions officer, interviewing for a job, applying to a banker for a car loan, applying to a mortgage lender for a home loan, or appearing before a judge for a traffic ticket are all situations in which we are competing with other applicants and another person must make a quick judgment about our character.

So in addition to our academic record, we are judged in a very short period of time on the actions we display. It is incumbent on schools to foster the characteristics that can lead to success in such situations, as well as to success in the classroom.

What is meant by Reinforcement?

Many of us tend to think of reinforcement as a reward such as merely handing out candy or gold stars at the appropriate time. The issue is, at once, easier than that and is more subtle and difficult than just a star or a smiley face on the paper.

The first thing to keep in mind is that there is no such thing as a universal reinforcement for all students in all actions. A reinforcement is whatever results in an increase of the desired behavior in a particular individual. An attention-starved student may respond well to public praise in front of the class. However, a shy student may act to avoid public praise and a quiet touch on the shoulder with a smile would be reinforcing. There are many forms that reinforcement can take and the teacher's job is to determine which form is most reinforcing for each student.

- Praise – “Hey, John. That’s nice handwriting.”
- Gratitude – “Thanks for getting that trash, Jill.”
- Attention – “Class, look at Antwan’s picture.”
- Approval – “I like how you did that, Sam.”
- Favors – “Be line leader, Sue, for neat math work today.”
- Privileges – “You all worked so quietly you may have five extra minutes recess.”

The above are examples of positive reinforcement – something was added to the student’s environment such as a verbal praise or a material object or more recess time that may make the desired behavior more likely in the future.

There is also negative reinforcement in which something is taken away that produces an increase in the frequency or likelihood of a desired behavior. You can take away a few homework problems or let the class out early or change recess time to when the playground is less crowded.

Reinforcement Guidelines:

- Never give unearned rewards or praise.
- Reinforcements must be specific and exactly identify the behavior that is being rewarded.
- Reinforcements must be immediate.
- Reinforcements must be individualized – one’s reinforcement may be another’s punisher.
- Never reinforcement poor behavior – even unintentionally.

Telling attention-starved Johnny to stop wiggling in his seat may actually be very reinforcing for Johnny – the whole class hears his name called out by the teacher! Johnny will stop wiggling for the time being (and this is reinforcing to the teacher for this poor management tactic), but he will soon begin wiggling or talking to his neighbor to gain attention. Instead, catch Johnny sitting still and paying attention; then praise him for his attentive behavior. Ignore the wiggling unless it is distracting others.

Summary: Law 1 states that reinforcing good behavior will result in more good behavior. Teachers who correctly apply Law 1 (who execute good teaching behavior) will be reinforced by their students’ responses – a cycle of mutual reinforcement resulting in a superior learning environment.

Who has published the data?

- B. F. Skinner
- J. O. Cooper
- R. W. Malott

References

Paul Chance, *First Course in Applied Behavior Analysis*, 1997, Wadsworth, ISBN 0534339360

Julie Vargas, *Behavioral psychology for teachers*, 1977, Harper & Row

Mastery – Law 2. Teach each step to mastery. Every child will learn.

Teach what? Teach component skills in sequence.

- Divide the skill or knowledge into its small component parts.
- Teach each part in sequence.

Teach how? Teach by the *Model, Lead, Test* method.

- Model – demonstrate the skill or behavior.
"Watch me do it."
- Lead – lead the group in performing the skill.
"Let's all do it together."
- Test – Have the group demonstrate the skill.
"Now, show me how you can do it."
- Recycle until perfect.
- Practice until automatic. This is mastery.
- Advance to the next component skill.

Who has published the data?

- S. Englemann
- D. Carnine
- O. Lindsley

References:

Siegfried Englemann, Douglas Carnine, *Theory of Instruction: Principles and Applications*, 1991, ADI Press www.adihome.org

Michael Maloney, *Teach Your Children Well, A Solution to Some of North America's Educational Problems*, 1998, Cambridge Center for Behavioral Studies, Cambridge

H.S. Pennypacker, Anibal Gutierrez, Jr., and O.R. Lindsley, *Handbook of the Standard Celeration Chart*, 2004, Cambridge Center for Behavioral Studies, Cambridge

Robert Mager, *Preparing Instructional Objectives: A Critical Tool in the Development of Effective Instruction*, 1997, Center for Effective Performance, Atlanta

Management – Law 3. Watch the children. If they are not behaving or learning, you are not following the first two laws.

Why watch?

Laws 1 and 2 always work. They have been proven to be rooted in human nature and in the natural order. Teachers and principals must accept the challenge of ensuring that these laws are being properly applied. And the key to managing the application of these two laws is stated in Law 3 – Watch the Children. A teacher must watch the children in order to apply positive reinforcement (Motivation - Law 1) and to guarantee mastery at each step in the curriculum (Mastery – Law 2). The principal must watch the children to assess the coaching needs of the teachers and to assist them in achieving proficiency in their skills.

The Role of “Watching” in Other Fields

If confirmation of this management axiom is needed, let us look at the highly successful fields of medicine, computer technology, and our armed services. What is the paramount consideration in guiding the conduct of professionals in these fields?

- **Oath for Physicians:** By Hippocrates, 350 B.C.
“...And it is well to superintend the sick to make them well, to care for the healthy to keep them well, also to care for one's own self, so as to *observe what is seemly*.”
- **Management by Walking Around:** From “The HP Way” by entrepreneurs Bill Hewlett and Dave Packard of Hewlett-Packard fame, 1995
“In effect you are being yourself walking throughout the organization *looking for opportunities* to make positive comments and/or receive input and feedback. This approach allows you *to see everything going on*, and it allows you to listen directly to the employees.”
- **US Marine Corps General Orders: First Two of Eleven Orders**
“General Order 1. To take charge of this post and all government property *in view*.”

General Order 2. To walk my post in a military manner, keeping always on the alert and observing everything that takes place within sight or hearing."

Implications for the Education Field

In a medical setting, nurses visit the patients on their floor and record their "vital signs" on a regular basis. Doctors make their morning and evening rounds to watch their patients and see how they are responding to treatment.

In the corporate setting, it has been claimed that for many years David Packard did not have an office; he was on the shop floor, in the receiving department, accompanying a salesman on a call, or talking with the clerks in the accounting department. He felt blind and out of touch in an office and feared that his memos and directives would be misguided.

In the military, officers constantly are holding inspections or visiting the front lines to see how their troops are doing so that adjustments in positions or deployments can be made.

The teacher cannot sit behind a desk and watch how the students are doing. The principal cannot know how the students are learning or what the teachers are doing by sitting behind a desk.

Teachers must get out from behind their desks and watch the children closely. The principal must make a habit of frequently visiting every classroom and watching the children.

In a successful school, the principal should make daily rounds of the classrooms by "walking around." The following guidelines should be followed during their "walking around."

- Walk around daily, every day, even twice a day.
- Be very positive and smile.
- Appoint someone from your staff to accompany you (to have them drag you out of your office if necessary).
- "Staff Development" must be constantly emphasized as the purpose.
- Build familiarity with your visits gradually with new personnel. Starting with simple walk through's without stopping, then pausing for a minute, then stopping for five minutes, and then doing prolonged formal observations.
- Formal observations should be scheduled by the teacher in advance so they are prepared and can perform their best.
- Formal observations require written feedback, which should always be given back to them on the same day. Always find positives for praising; negatives are opportunities to "grow" and refine skills.

- Never mix Staff Development and administrative issues (e.g. - dirty bathrooms, carpet not clean...). Have an assistant principal or operations officer take care of those issues separately.
- Except for the formal observation, never make notes while in the classroom - they will always assume it is about them and usually negative.
- Mix up your schedule, don't go at the same time every day.
- Whenever possible, go twice a day to every classroom.
- Occasionally visit classrooms when students are not there; it's a good time to chat informally to the teachers in their environment, when they are relaxed and at ease (don't stay too long because they need the break).

Remember the main purpose is to help staff understand and execute the first two laws. The new staff will need help and coaching to come up to speed on applying the all of the concepts to their classrooms. Empathize with their problems, but firmly insist that they follow their coach's instructions. They cannot just apply ABA and DI as a thin veneer over old habits.

Lastly, new technologies such as inexpensive audio/video cameras in each classroom connected to the school's wireless LAN network enable trainers, coaches, and principals to observe and help teachers with their techniques. Also LAN-based data recording for interventions provides an important adjunct for quantitatively "watching the children" an assessing progress on a daily or weekly basis.

Summary: Remember to *manage* with Law 3: Watch the children.

References

David Packard, *The HP Way: How Bill Hewlett and I Built Our Company*, 1995, HarperCollins, NY

Tom Peters, *In Search of Excellence: Lessons from America's Best-Run Companies*, 1984, Warner Books, NY

Moran, R. Malott, *Evidence-Based Educational Methods*, Elsevier, 2004, ISBN:0-12-506041-6

has hundreds of skills at each grade level. It aligns with the Common Core and allows teachers to assign particular skills and collect data through many different types of reports. As with most technology programs it has many built-in rewards.

In addition to these two technology programs, we will rely heavily on a program called ClassScape developed by North Carolina State University in conjunction with the North Carolina Department of Instruction. It is simply an assessment program that will be used before the End of Grade (EOG) Tests. This program more than any other will give us an excellent representation of where we are as a school and where we need to be before the EOG tests.

See Appendices for "Curriculum Design for Reading"

See Appendices for "Proposed Daily Schedule"

- *Demonstration that selected goals are clear, specific, measurable, ambitious and attainable.*
-

The goals for Douglass Academy will be as ambitious as the goals set for the other two campuses using the same curriculum and under the guidance of the Associate Superintendents for Curriculum Implementation and Development for Science and Mathematics, Michael Frank and for Reading and Language Arts, Cary Andrews. Both schools have demonstrated success since their inception. Please refer to the download for "Program Audits" to view a detailed account of both schools' academic achievement.

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

Not Applicable

- *The school calendar (must provide instruction for a minimum of 185 instructional days) (G.S.115C-238.29F(d)(1)) and how it coincides with the tenets of the proposed mission.*
-

The school calendar for Douglass Academy will mirror the Traditional School Calendar of the New Hanover County Schools with the exception of additional staff development days at the beginning of the school year and the instructional day operating from 8:00am - 3:30pm. Since Douglass Academy is not privy to the calendar for the 2013-2014 school year, included in the Appendices is the "NHCS 2012-2013 Traditional School Calendar."

- *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 and improve the curriculum over time for the benefit of students.*
-

Entry Level Testing: Each enrollee will be given the DIBELS basic assessment test in reading to determine their developmental readiness, basic skills, and other readiness indicators. There are seven measures of DIBELS to function as indicators of phonemic awareness, alphabetic principle, accuracy and fluency with connected text, reading comprehension, and vocabulary. Additionally, the Reading Mastery Placement Test will be utilized to ensure that all students are properly placed within the reading program. Ongoing testing throughout the reading programs will provide an opportunity to address a student's weakness and intervene appropriately.

Journeys Reading Program will be used in the upper grades. Its Comprehensive Screening Assessment

CURRICULUM DESIGN FOR READING

Douglass Academy will create college and career ready learners by initially equipping learners with solid foundational skills in writing and reading including phonological awareness, phonics and fluency. As both accurate and fluent readers, the students will effortlessly read a range of literary and informational text identifying key ideas and details, analyzing and interpreting the author's craft and structure, as well as integrating knowledge and ideas gleaned from multiple sources.

Beginning with the 2013 school year, Reading Mastery will be used for grades K-2. Students will be grouped homogeneously so no student is at-risk of being left behind. If the teacher teaches to the high performing students, the lower performing students suffer and vice versa. Direct instruction uses a very precise method of teaching students to read. Rather than relying on memorization, students are taught reading strategies. Reading Mastery develops skills and strategies through a systematic approach using small steps to make it possible for all students to learn and learn in a timely manner. Objectives of the lessons are clearly stated and teachers are able to observe specific behaviors that align with mastery of the lessons. The format of the reading program allows for the teacher to focus on student performance. Its design is such that students can attain mastery within the school calendar year. Choral responses engage all the students, even those who may be reluctant to participate for fear of failure.

For students to be successful readers, they should be able to think critically and comprehend what they read. As students' level of mastery increases, the Journeys Reading Program or a similar program will be introduced in the second semester of second grade and for grades 3 through 5. As students are assessed, the data will be used to adjust the curriculum and teaching strategies to meet the needs of all students. It is important to note that in the stages of reading, students "learn to read" and then "read to learn."

PROPOSED DAILY SCHEDULE

TIME	# OF MINUTES	ACTIVITY
7:45 – 8:05	20	Breakfast
8:05 – 8:15	10	Announcements/Pledges
8:15 – 9:45	90	Reading
9:45 – 10:35	50	Language/Handwriting
10:35 – 11:05	30	Recess
11:05 – 11:15	10	Restroom Break
11:15 – 11:45	30	Lunch
11:45 – 1:15	90	Mathematics
1:15 – 2:05	50	Arithmetic Class
2:05 – 2:15	10	Restroom Break
2:15 – 2:45	30	Science/Social Studies
2:45 – 3:20	40	Enrichment/Remediation
3:20 – 3:30	10	Dismissal
	470	



2012-2013 Traditional School Calendar

Board Approved 11/1/2011

August 2012						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	■	■	25
26	●	28	29	30	31	

September 2012						
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23 30	24	25	26	27	28	29

October 2012						
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November 2012						
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December 2012						
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23	24	25	26	■	■	29
30	●					

AUGUST
 20-22 Teacher Workdays
 23-24 Designated Teacher Workdays
 27 First Day of School

SEPTEMBER
 3 Labor Day Holiday
 28 Half Day for Students, Staff Development Day

OCTOBER
 3 Interim Reports
 26 Half Day for Students, End of Grading Period
 26 Staff Development Day

NOVEMBER
 2 Report Cards
 6 Undesignated Teacher Workday
 12 Veterans Day Holiday
 21 Half Day for Students, Staff Development Day
 22-23 Thanksgiving Holidays

DECEMBER
 5 Interim Reports
 21 Half Day for Students, Staff Development Day
 24-26 Christmas Holidays
 27-28, 31 Vacation Days

JANUARY
 1 New Year's Day Holiday
 17 Half Day for Students, End of Grading Period
 17 Staff Development Day
 18 Teacher Workday
 21 Martin Luther King, Jr. Holiday
 25 Report Cards

FEBRUARY
 15 Half Day for Students, Staff Development Day
 20 Interim Reports

MARCH
 22 Half Day for Students, End of Grading Period
 22 Staff Development Day
 25-28 Spring Break
 29 Good Friday Holiday

APRIL
 5 Report Cards
 12 Half Day for Students, Staff Development Day

MAY
 1 Interim Reports
 10 Half Day for Students, Staff Development Day
 27 Memorial Day Holiday

JUNE
 7 Last Day & Half Day for Students
 7 End of Grading Period
 8 High School Graduation
 10-12 Teacher Workdays
 12 Report Cards via U.S. Mail
 13-14, 17 10-Month Staff Vacation Days

● First/Last Day of School ■ Undesignated Teacher Workday ■ Designated Teacher Workday ☉ Holiday
 *Vacation Day Half Day for Students () Interim Reports | Report Cards

January 2013						
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February 2013						
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March 2013						
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April 2013						
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28	29	30				

May 2013						
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June 2013						
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16	●	18	19	20	21	22
23 30	24	25	26	27	28	29

will be used for group testing to screen the previous year's skills of comprehension, vocabulary, language arts, decoding, spelling, and writing. The Diagnostic Assessment will be administered individually to diagnose basic reading skills inclusive of context and comprehension.

Beginning in Kindergarten and every grade following, students will be screened for their instructional level using the assessments provided by Saxon Math. This process will allow us to immediately discover any deficiencies or advanced skills of our students. The data from these assessments will be used in monthly data meetings to adjust our instruction as needed to meet the needs of the students.

In addition to the assessments provided with our programs of choice, benchmark testing provided by our associate superintendents of curriculum will be used to monitor student progress on a continuous basis.

The Stanford 10 will be administered annually to measure students academic knowledge. There are three types of questions associated with the test - multiple choice, short answer and extended response included in the areas of science and mathematics. The test is norm-referenced and allows for comparison of student performance with that of a representative sample of students across the country. The data from this test will provide specific information to the teachers to support instructional planning for individual students and the class as a whole as well as to improve their teaching.

As required by the state, the EOG will begin at third grade and administered each year for Douglass Academy through grade five.

Douglass Academy will adhere to all testing required by state and federal entities.

Data obtained from all assessments whether formal or informal will be used to drive instruction and will be the foundation of decisions made to meet the needs of our students at Douglass Academy. There is no set program, textbook or teaching style that serves as a panacea for any of the core subject areas. Therefore, Douglass Academy reserves the right to make adjustments to curriculum and instruction to meet the needs of its staff and students through the selection of instructional processes that address the varied teaching styles and learning styles. Data will always be used to drive instruction by highlighting patterns of teaching whether it is Teacher-centered versus Student-centered instruction. There will be a reflection on factors and processes that would facilitate a change in what we do to meet and exceed state and national standards.

- *Provide an overview of the professional development needs associated with the mission and proposed instructional program. Be sure this discussion matches with the funding of the budget section.*

The Douglass Academy professional development needs will be extensive. The use of an alternative curriculum dictates this as does the instructional techniques of the proposed methodology. Also, the fact that newly hired instructional staff will not have been in-serviced on this methodology underlines the need for extensive staff development. With this in mind, Douglass Academy will incorporate into its instructional school calendar multiple professional development days.

Teachers at Douglass Academy will identify the needs of individual students in their class and work to help each student achieve his or her full potential. In preparation for these responsibilities, teachers will receive professional development in Character Education for character building and the resources that are available online to achieve the desired results in preparing students for the future. "Characters of Character" is one example of a free online character education program that was written by a teacher and focuses on behavior, perseverance, friendship and honesty, and healthy habits for the mind and body encompassing manners, respect, responsibility, self-esteem, confidence and kindness. It is

important for teachers to be trained in this area to have a safe and secure environment conducive to learning.

The plan currently is to use Reading Mastery for the incoming students to Douglass Academy for the year 2013. Teachers will have a two-day training to learn how to test students for placement and practice the implementation of the program.

Two days of training will be devoted to Saxon Math and supportive programs such as Connecting Math Concepts (CMC) and Rocket Math. Teachers will receive training on placement inventory and have an opportunity to rehearse and present lessons to peers.

One day of training will be devoted to science and social studies.

The Associate Superintendents for Curriculum are responsible for all staff development including outsourcing if applicable. In addition to the initial trainings, teachers receive side-by-side coaching, lessons modeled and time out of class to observe other teachers. Teachers will be encouraged to do a self-assessment and request professional development as needed. The goal of such an intense professional development program is to ensure that teachers are successful.

There is a line item in the budget for \$5,000 slated for Staff Development to cover any training materials. Funding for the associate superintendents is included in Contracted Service: \$73,500.

- *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.*

A minimum of 80% passing will be the norm set for achievement. Teachers will be expected to teach in small groups and provide immediate feedback to those students who do not meet expectations and grasp a concept. Understanding that students learn differently, differentiated instruction will be used to proactively plan an approach to meet the needs of the students in what they need to learn, how they learn and express what they have learned. Flexible grouping will be used as well to informally group and regroup students in a variety of ways to maximize student performance.

If students continue to struggle, there will be a Response to Intervention (RTI) plan in place where parents are included on the team. Douglass Academy will use research-based instruction with a Three Tier Program for students struggling in reading and/or mathematics. Tier I instruction is defined as the normal 90 minutes of instruction that all students receive. Tier II instruction is defined as the additional 30 minutes of math and/or reading instruction for students that have been identified as "at-risk." Tier III instruction is also an additional 30 minutes of instruction along with services provided by the EC Department in accordance with a student's IEPs.

There will be time allotted in the school day for meeting the needs of the struggling student. Students will be monitored continuously through objective testing and adjustments to how students are taught will be made as needed.

The design of RTI is to provide effective instruction to students before making a referral for special services. If during this process it is determined that the child has a learning disability, then appropriate action and referral will take place.

- *Details in how the proposed charter plans to involve parents and community members within the school.*

Once the staff is hired, the staff along with a representative group of parents will develop a plan that they feel they could embrace to involve more parents and the community in Douglass Academy. The establishment of a Parent Teacher Organization is one possibility. We want the parents to feel a part of the school, so volunteering will be encouraged. General areas for volunteering include: classroom support, administrative support, campus maintenance and assisting at special events. The school will strive to create an environment that parents will want to become involved in their children's education. We will hold quarterly school showcases to get the parents into the facility where we can demonstrate all aspects of the school. Parents will be given the opportunity to take instructional classes on how they can assist their child at home as well as classes in the actual curriculum so that if they desire, they can help in classrooms.

- *Describe how the school will meet the needs of gifted, at-risk children, English language learners by explaining the proposed school's process for identification and service of these students.*
-

Serving English Language Learners

The school will enroll students who are classified as Limited English Proficiency. For new students, an assessment will be used to identify those students requiring service. Every student who enrolls and qualifies as LEP will be given the Reading Mastery basic assessment test in reading for proper placement in the school's reading program. The child would place and enter the reading classroom that teaches at his/her present level of performance.

In other subjects such as Language Arts the child would be administered the Language for Learning Placement test if they are between ages 4-7. If older, students would be given the Corrective Reading Placement test in Decoding. This would place them correctly in the appropriate language curriculum. The other disciplines such as Art, Music, Social Studies, Science, Physical Education, and Computer Technology would require that the student attempt to access the curriculum. However, the school will make every effort to assign a language tutor, use a buddy system or a parent volunteer to help the LEP child understand the instructional content. Every effort would be made to assist the student including finding a translator or similar professionals in order to help the child succeed in school.

Serving Gifted/Talented and Advanced Students

The headmaster will meet with the student and his/her parents. It is during this registration and the ongoing interview that will determine if the child should be in an accelerated program. The school will use Reading Mastery tests, the SAT 10, and the DIBELS basic assessment test for reading as a guide to place the child in an appropriate accelerated reading program. To identify students for service in language and or math, the SAT 10 will be used for screening along with parent and teacher recommendations. Other factors for evaluation would be character, academic records from previous schools, standardized test scores that are in the students records, and criterion referenced student work that might be in the students confidential records. Every effort will be made to match the students academic ability to offered programs. The school may use an array of screening tools if they are determined to be of use in the proper placement of the child.

Serving At-Risk Students

The Roger Bacon Academy serves all students including those labeled At Risk. The model, which uses Direct Instruction Programs, Applied Behavior Analysis principles, and Saxon Math assumes very little. The model chose these programs because they control several variables which have proven to be detrimental to At Risk populations trying to learn.

It is the structure of each educational program that allows At Risk students to learn correctly. The

scripted lesson format controls instruction and vocabulary, provides correction procedures, immediately corrects an incorrect concept or word; uses timed reading checks for adequate pacing; uses mastery testing for concept acquisition and numbered comprehension questions so a student doesn't miss the chance to answer a main idea, has cause and effect, and sequencing of events questions. It is these prompts and controlled lessons that allow At Risk students the opportunity to learn effectively, efficiently, and without the worry of being embarrassed or belittled. The Learner Verification and Revision of each program has already eliminated useless verbiage and misleading instructional terms and questions. Thus At Risk students can expect to be successful and learn to enjoy school and its life learning opportunities.

- *Discuss any proposed extra-curricular activities to be offered by the school and how these offerings match the over-all mission of the school.*

Although not stated emphatically in the mission, the underlying goal of the mission is to produce productive members of society through character building and education. The following programs will be in place at Douglass Academy:

****Camp Fire USA** - an organization focused on building caring, confident youth and future leaders. Originally established in 1910 for girls, boys were allowed to participate in 1975.

****American Heritage Girls**- an organization established in 1995 and dedicated to the mission of building women of integrity.

****Cub Scouts/Boy Scouts** - an organization whose goal is to prepare young people to make ethical and moral choices.

The Roger Bacon Academy for Charter Day School and Columbus Charter School has several activities that engage the students. Please refer to "The Composer, Volume XI, Issues 1, 2, and 4, and Volume XII, Issue 1" in the Appendices.

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

The charter school must accept special needs children under the federal legislation Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 Et seq.) and the state legislation (G.S. 115C-106 Et seq.). 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.

Provide a clear and thorough explanation of the procedures the proposed charter will follow to insure compliance of the above laws. As part of this section, the plan should include how you will identify and meet the needs of your projected students (at-risk, gifted/talented, English language learners, and students with disabilities) in a manner that aligns with the overall curriculum, instructional approach, and mission.

The Board will ensure that Douglass Academy will operate in accordance with all applicable federal and state regulations. At the Brunswick County campus, out of the 2011-2012 student body of 893, there are approximately 90 exceptional children with IEPs. These students are served by a staff of 6 licensed EC teachers, 3 one-on-one shadows and 1 assistant as well as the contracted services of psychologists, speech therapists, occupational therapists, and other such professionals.

The same management concepts and professional support will be applied to Douglass Academy in New Hanover County.

The Composer

Volume XI, Issue 1

The Roger Bacon Academy, for
Charter Day School & Columbus Charter School

Emotions Run High at Lottery

See a video of the lottery at www.youtube.com/user/PEFNC.

Charter Day School had more applications than seats for each class of students again this year. There were 235 student applications to enter the charter school with only 89 spots available; 146 families were left disappointed.

In compliance with public charter school admission guidelines, the school admits applicants by public lottery. The lottery drawing was held on campus Friday, February 11, 2011 at 10 a.m. Due to high demand resulting from a state-imposed cap on the growth of charter schools, more than 200 parents attended. Charter Day School, along with local officials, conducted a fair and unbiased lottery by pulling numbers out of an opaque container.

The event came as state lawmakers are proposing lifting the current cap on charter schools. In light of North Carolina's ranking – 32nd of 40 states – by the National Alliance for Public Charter Schools, the event also highlights the need for greater public awareness and more competitive, innovative charter laws.

"We would love to enroll all families that apply," stated Mark Cramer, Superintendent of Charter Day School. "But the fact remains that the law has limited the growth of charter schools, and until that law is changed we have to follow the guidelines for lottery submissions."

"Charter schools can't pick and choose whom they want to be in their schools," said Headmaster Jennifer Beamer. "Our mission is to serve all children equally."



According to public school law:
Statutes 115C-238.29F:

Any child who is qualified under the laws of this state for admission to a public school is qualified for admission to charter schools. Charter schools shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability and shall not limit admission to students on the basis of intellectual ability, disability, race, creed, gender, national origin, religion or ancestry.



Inside this Issue:

- Lottery Results
- Let Your Voice Be Heard
- Homelessness
- Academic Excellence Award
- National Spotlight On RBA Cheerleaders and Archers
- CDS Teacher of the Year
- Career Day
- HAM Radio Club
- Cape Fear Award
- Accelerated Reader Tie Dye
- Save It or Shave It
- Teacher of the Week
- Veterans Message
- CCS Athletic Programs

Let Your Voice Be Heard!

Dear Charter School Parent,

February 11, 2011

We completed our enrollment lottery and had about 240 applicants for 90 slots; so unfortunately 150 parents were disappointed at the day's outcome. We have applied to the State Board of Education (SBE) twice to establish more schools, and both times, despite our outstanding academic record, the SBE denied our application without any explanation.

Under the SBE, North Carolina ranks 46th in the nation in graduation rates according to the US Dept. of Education. Over half of our minority males do not graduate. An article in the News and Observer stated that North Carolina ranks 4th in expulsions and suspensions. NC's own tests show most cannot read proficiently by 3rd grade.

Now we need your help! The past arbitrary and erratic rulings of the SBE pose a threat to every charter school in the state. Therefore, *please call these legislators* and tell them, **"Please move the Office of Charter Schools out from under the State Board of Education and into a different department that will better represent my interests."**

Representative Paul Stam	919/362-8873	Paul.Stam@ncleg.net	House Education Committee
Representative Bryan Holloway	919/733-5609	Bryan.Holloway@ncleg.net	House Education Committee Chairman
Senator Richard Stevens	919/733-5653	Richard.Stevens@ncleg.net	Bill Sponsor
Senator Jerry Tillman	919/733-5870	Jerry.Tillman@ncleg.net	Committee Co-Chair

As you are aware, the new General Assembly is working hard to change the restrictive charter laws that have been in place for many years.

They will remove the limits on the number of charter schools, so there can be more charters.

They will remove the limits on a charter school's enrollment, so each school can expand.

They *want* to remove the control of the State Board of Education, so each school is free to best serve its students under a separate Office of Charter Schools.

Your Senators *want* to create high-quality charter schools under an Office that is *independent of the State Board of Education* (SBE), but they face opposition from a number of special-interest groups who are demanding that the SBE to retain control of charter schools.

Some claim the state constitution requires the SBE to rule over charters. We believe this claim is unfounded and must be challenged. The Office of Charter Schools, which regulates charter schools, must be taken out from under the control of the SBE and placed under another branch such as the Department of Administration.

Your legislators need to hear from you and know of your support for an *independent Office of Charter Schools*. Let them know that you *do not want* the State Board of Education controlling charter schools like they control the other schools.

Please call these legislators who are working hard on your behalf. Thank them and let them know you support an **independent Office of Charter Schools** not more of the same failed SBE control.

You must let these great charter supporters know immediately that you are behind their efforts for an SBE-free charter system. The vote is soon. *Please help by calling today.* Thank you.

Sincerely, Your Board of Trustees

Eighth Graders See Homelessness Up Close

The students in the eighth grade language arts class, taught by Mr. Will Fassbender, not only study their world through literature, they make a difference in their world through action! After reading about homelessness in a novel during class, Mr. Fassbender suggested they have a can drive to benefit the displaced in our community. The students were very enthusiastic and went about planning and promoting the can drive throughout the entire school. From November 15 to December 15, with contributions from their can collection, our Cub Scouts, and the holiday fair, the eighth graders collected 2,515 cans of food.

Reading about homelessness is one thing. Seeing it up close is another. On December 15, 2010, the eighth graders loaded over 1,500 lbs. of food onto the activity bus and traveled to the Good Shepherd Center in Wilmington. After unloading their contributions, the students were



Students Zack Bordeaux and Alex Thomas helping with supplies. Later Zack disclosed that he enjoyed participating in the food drive. "I also like that the students could see the living environment of the ones we were helping."



Will Britt with others unloading cans of food. "I was amazed at how fast they put the food up. We spent twenty minutes unloading the bus and ten minutes later all the food was put up!" exclaims Will.

guided through the Center. They were allowed to see the common areas, sleeping quarters and the food and clothes donation areas.

Afterward, the students were given a writing assignment based on their experience.

"My experience with the Good Shepherd Center was wonderful. I had so much fun helping other people because, I hate to say it, but I don't do that often. I really think the trip was life changing-not only to the homeless people but to me. That was my first time helping homeless people but definitely not my last," says eighth grader, Kiara Deschamps.

Cameron Beebe remarked, "I think that the Good Shepherd Center food drive taught our class a valuable lesson in teamwork and the meaning of charity. We enjoyed collecting cans and so did the elementary students."

"Since we finished this project, the students have been begging me for more service learning opportunities," states Mr. Fassbender.

There are two kinds of rewards in this world.

An extrinsic reward is the kind you can touch or feel or taste; your paycheck, a bonus, a new car, a new outfit, ice cold pecan pie with ice cream. These rewards tend to be external coming from our employers, clients, friends, and family.

An intrinsic reward cannot be seen, it cannot be touched. These are usually not visible to the eye. Intrinsic rewards, in many cases, are received when we have touched someone's life, when we have made a difference. Intrinsic rewards make us cry, make us warm all over, and help us realize that life is about supporting others.

The Excellence in Education Program is all about intrinsic rewards. We acknowledge and honor teachers, students, and parents for their accomplishments and their commitment to high standards.

We start by asking teachers and principals to select a few students from their school who represent academic, athletic, or social excellence. Each student is then asked to identify which teacher has had the greatest positive impact. Each student recognizes his or her teacher by writing a letter describing how the teacher impacted the student's life. The honored students, their parents and the honored teachers are all invited to attend the NB Chamber of Commerce Excellence in Education dinner.

That evening the students' achievements are recognized and in turn, each student reads his or her letter to the teacher. The Excellence in Education Program encourages students to acknowledge the important role of teachers. It honors teachers by reminding them that their work "makes a difference." As each student marches up to the podium, teachers in the room are reminded why they love to teach.



L to R: Award Winners: Micah McDaniel, Courtney Dees, Ashlyn Herron, Samantha Stearns, and Elizabeth Eskander

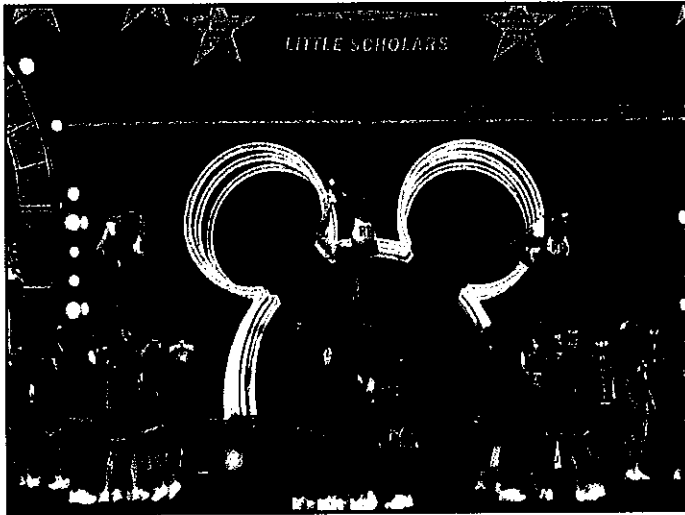


Above: Parents of Courtney Dees, Excellence in Education award winner.

Below: Tom Miller presents awards at Middle School assembly.



RBA Vikings Cheerleaders Sixth Return to Nationals



RBA Vikings Cheerleaders at Pop Warner National Championships in Orlando, Florida

The Roger Bacon Academy Viking Pop Warner Cheerleaders have just completed their sixth successful season. This year RBA had over 130 girls participating on five teams including three competitive. The competitive teams went on to win the Coastal Pop Warner Local and Regional Title and traveled to National Pop Warner Championships in Walt Disney World. At Nationals, our youngest (JPW) team placed fourth, our middle (PW) team placed sixth, and our oldest team (Midget) placed fifth. This was the sixth year our teams have earned the right to compete on the national level. All of the participants had a wonderful time and are very excited about working hard to make it back again next year.

RBA Archery Team Nabs Shot At NASP Nationals

See the WECT News story video by Casey Roman at www.youtube.com/watch?v=LDvDat7R5Cs.

On Monday, February 21, The RBA archery teams made up of 5th, 6th, 7th & 8th graders competed in the NASP state virtual competition. The virtual competition means that teams across the state simultaneously compete and results are tallied online to declare the winners. Teams with the highest scores qualify for the NASP national tournament. The 5th and 6th grade qualifying score is 2,700, and 7th and 8th grade qualifying score is 2,800. Summation of the highest 12 individual scores, with at least 4 of both gender will comprise the team score.

The 7th & 8th grade team scored above the qualifying score and earned a spot at the national competition that will be held in Louisville, Kentucky in May.



Mr. Joel Medley, Acting Director of the NC Office of Charter Schools, observes the intense concentration and attention to detail shown by the archers.

Charter Day School's Teacher of the Year

There are very good reasons why this dedicated teacher deserves recognition. She is the school's lead mentor, language arts chairperson, and, yes, has had tremendous achievement results.

Shelby Gorski is getting kids interested in social concerns around the world. Shelby conceived and managed a fundraiser for Pennies for Peace – you can find more at www.penniesforpeace.org Under her direction, the 6th grade raised \$419.57 in change, mostly pennies, to help build schools in Pakistan and Afghanistan.

She's a wonderful, innovative teacher that truly engages her students in clever ways. Last year, when looking at the same group of kids from 5th grade to 6th grade, she increased passing Reading End of Grade (EOG) scores by 14%.



Mrs. Shelby Gorski
Middle School Teacher – 6th Grade

She sees things through to completion: her first year of teaching (5th grade in New Hanover Co. Schools), she was assigned a group of at-risk students who had failed the EOG the previous year, but who were not identified as Exceptional Children or any other special needs. These were just kids who needed extra attention, remediation and who had fallen through the cracks for too many years. At the end of the year, her students achieved 100% EOG success in both reading and math.

Her experience gives her a diverse outlook on teaching: She attended UNCW for her undergraduate career, earning two degrees -- one in Elementary Education and one in English. She attended Teachers College at Columbia University for her Masters degree, earning a degree as a Literacy Specialist. This is her 5th year of teaching. She taught in NHCS for one year (5th grade), in Brooklyn, NY for two years (2nd grade), and this is her 2nd year here at CDS (6th grade).

Comments from the Middle School Director Tom Miller:

On a half-day before Spring Break last year, we were giving a 50-question reading benchmark to the school. A particular parent who was leaving with her kids for a trip to Florida said they had planned on leaving the day before but their son said, "I HAVE TO go to school today because Mrs. Gorski is giving us a test to see how much we learned." This particular student had not ever previously passed an EOG reading assessment...until last year.

The second story is about a young lady, Katie. She has since left us, but last year she would always tell us how her mom would hide her homework! We didn't quite believe her until one day the mom came in early to pick her up. She had asked me about Mrs. Gorski's reading class. Students were required to read 20 minutes a night and we talked about why. She said, "Well I've hidden all of her books because I can't get her to do any chores around the house. She loves reading so much that every time I tell her to do something she has her nose in a book." She, of course, did very well in Mrs. Gorski's class.

Career Day

On January 13th, Charter Day Middle School's seventh and eighth grade students caught a glimpse of their future endeavors. Fifteen local business leaders, entrepreneurs, members of the Sheriff's Department, and local media took the time to educate our future leaders of the Cape Fear Region of their experiences, professional knowledge, and most importantly, education required to obtain these positions.

This Career Day is made possible by the North Brunswick Chamber of Commerce's Excellence in Education Committee. The Excellence in Education Committee, made up of members of the North Brunswick Chamber of Commerce, school principals, and local small business owners, acknowledge and honor teachers, students and parents for their accomplishments and their commitment to



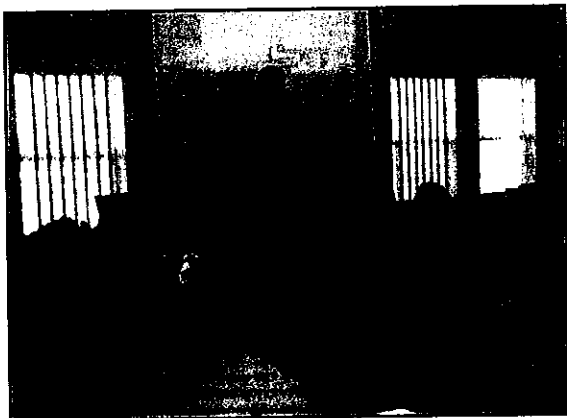
Gregory Darrow from Images8Photography talking with students on career day.

high standards.

The purpose of career day is to educate and expose the future leaders of the Cape Fear Region to professionals and the numerous occupations that exist within our region. A strong educational background is the key ingredient that supports local businesses and overall economy of a region. By partnering with local businesses and community members, the local schools can help support the long term goals of their students.



Jerry Jackson, Chief Meteorologist, WWAY



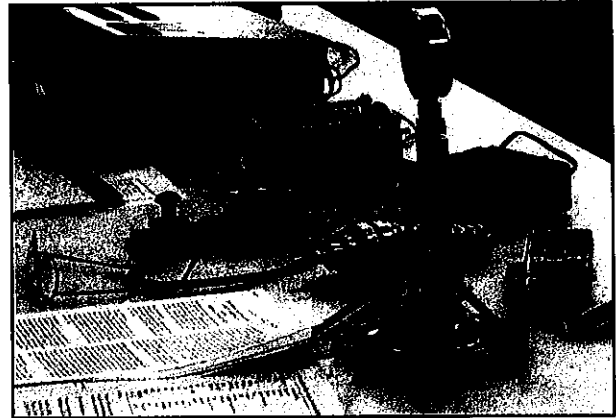
Mr. Howie Franklin from the Brunswick County Airport.



Joseph King, Professional Basketball Player with the Wilmington Sea Dawgs

Voices Heard Around The World

"HAM Radio is fun because it shows the diversity of our world," comments Zack Potter, member of the HAM radio club. Charter Day Middle School's first ever HAM radio club, led by Bill Whetherill, participated last week in a competition with schools from around the country. The School Club Round Up competition challenges school radio clubs to contact as many HAM operators as possible, scoring points based on how far the signal travels. The students established contact with 40 states, 5 Canadian provinces, and 5 foreign countries including Belgium, the Dominican Republic, the Netherlands, Puerto Rico, and Spain. "Its a great way to get to know people around the country and the world," explains middle school student Dylan Lechtrecker. By the end of the week, the club spent 22 hours on the radio, made 233 total contacts, and tallied a final score of 45,825 points!



Mr. Bill Wetherill introducing students to HAM radio

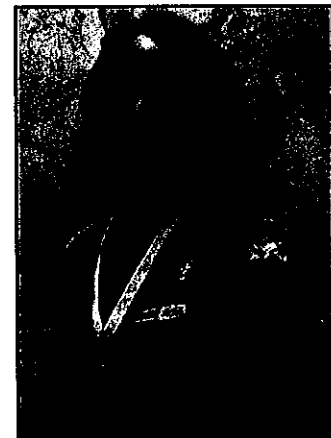
Amy Britt Receives Cape Fear Award



BOY SCOUTS OF AMERICA®

Charter Day School second grade teacher, Amy Britt, was this year's recipient of the Cape Fear Boy Scout Council's Brunswick Cape Fear Award.

Ms. Britt received this award for her outstanding contributions not only to her troop but the entire district at large. Congratulations!



2nd Grade Teacher and Scout Leader, Amy Britt

Accelerated Reader Tie Dye

By Whitney Walton, First Grade Teacher

Accelerated Reader is a wonderful program that encourages students of all grade levels to read! They are able to read a book on their level and take a quiz to test their comprehension of the story. Each quarter we set a new goal for our students to meet. Students are given a reward day at the end of each quarter if they meet their goal.

We have had everything from an ice cream party to our most recent tie dying t-shirts. These reward days are a great incentive for students to meet their goal. Most recently we took on tie dying t-shirts for over 300 students at CDS! We spent our entire



Students hang their designs up to dry.



Ms. Owens has a good time helping the students.

reading block outside with all of the students who met their goal. We were so lucky to have so much help. Parents, teachers, and administration were outside helping and joining in on our event.

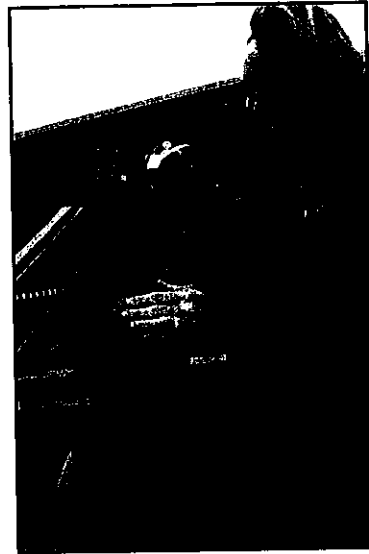
The students had a great time and were so respectful. The best part about tie dying the t-shirts is that the students were able to wear them with jeans for a dress down day! We are so pleased with the students who are meeting their goal. We are hoping that each quarter the participation gets better and better. We are planning our final incentive to be a blowout DJ Dance Party!



Save It or Shave It

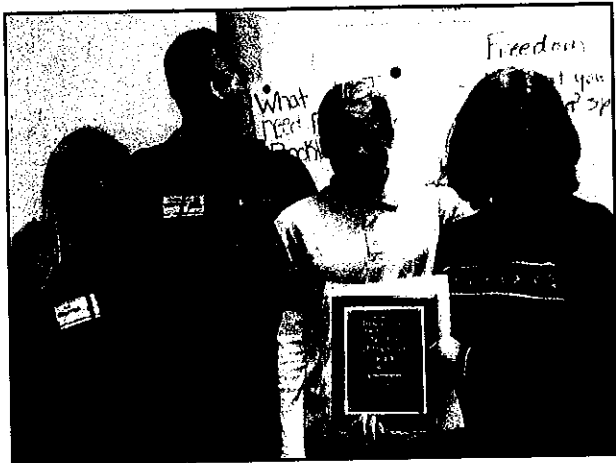
Columbus Charter School is off to a great start in raising money for the "Relay for Life" event in Columbus County for the second year in a row. Mr. David Massey, the school technology facilitator, agreed to participate in this year's "shave-it or save-it" contest. Each classroom received two envelopes, one that said "shave it" and one that said "save it." The students would put money in one of the envelopes depending on if they wanted Mr. Massey to shave his head. Needless to say, \$50 went to saving his hair, and \$600 went to shaving his hair. As the winning class, Ms. Toler in KA had the honor of shaving his hair off.

There are many more fundraising opportunities for our "Relay for Life" fund this year, and we hope to raise over \$8,000.



David Massey being a good sport!

Mrs. Lopez is the Huntington Learning Center's Teacher of the Week



WGNI employees with nominating student, Alexis Thorpe and teacher, Jessica Lopez

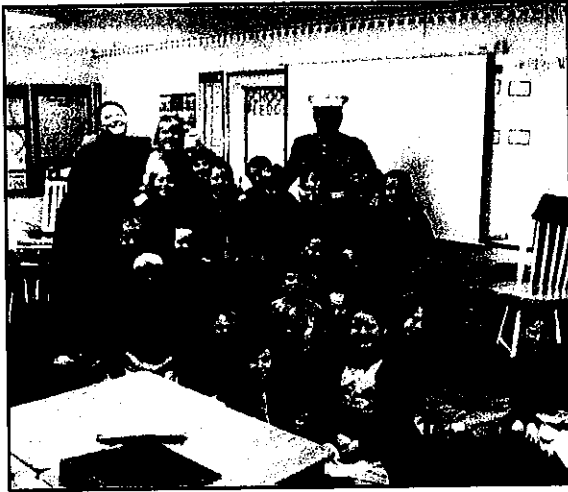
Mrs. Jessica Lopez is a middle school teacher at The Roger Bacon Academy. She was awarded the Hunting Learning Center's Teacher of the Week on January 24, 2011. The following is her nomination written by one of her students.

"I would like to nominate The Roger Bacon Academy's social studies teacher, Jessica Lopez, for Teacher of the Week. Mrs. Lopez has encouraged me to stay enlightened on current events and politics. My new found interest of politics has encouraged me to continue to strive for academic success so that one day I may have a successful political career.

Mrs. Lopez has made a positive impact in my life and is an exceptional role model."

Alexis Thorpe
6th grader
The Roger Bacon Academy

Veterans Message from Headmaster Smith



Headmaster Smith teaches students about Veterans Day

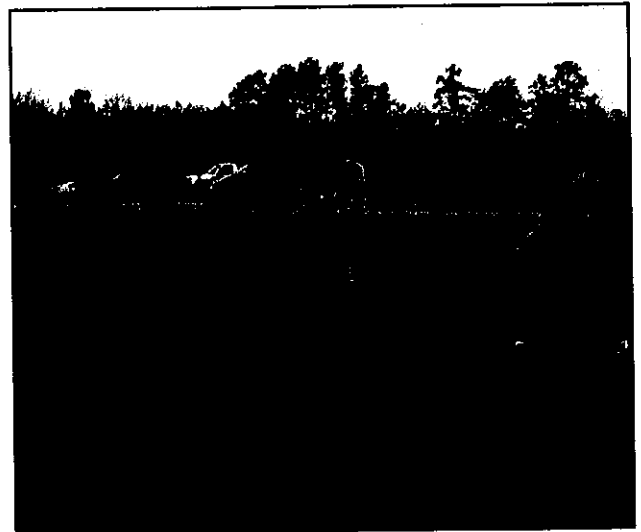
Veteran's Day is honored and observed on November 11th of each year. At Columbus Charter School, Headmaster Steve Smith, makes the day even more memorable. On the day before the holiday is observed, Mr. Smith dresses in his Marine uniform and tours all the classrooms explaining the meaning and importance of Veteran's Day. He emphasizes to the students to thank all of their relatives that have served our great country in protecting our freedom.

New Athletic Programs at Columbus Charter

Columbus Charter School has started a cheerleading program that practices every Monday. Over eighty students are currently enjoying this new program run by Coach Jean LaFave, who has coached the nationally ranked cheerleaders at our sister school, Charter Day School, for almost ten years.

As well as cheerleading, Columbus Charter School has implemented an athletic club. The athletic club is a program to promote fitness and fun, focusing on warm-up exercises and football drills. This program is run by Coach Daryl LaFave, who is also a coach at Charter Day School.

The goal of these programs is to participate in local parades and join the Pop Warner Athletic Association. Both programs are currently looking for volunteers. If you are interested in helping, please contact Crystal Morgan or Steve Smith at Columbus Charter School.



Students at CCS enjoy playing football during athletic club

The Composer

The Roger Bacon Academy, for
Charter Day School & Columbus Charter School

Charter Day School
7055 Bacon's Way
Leland, NC 28451

Phone: 910/655-1214
Fax: 910/655-1549

Columbus Charter School
35 Bacon's Way
Whiteville, NC 28472

Phone: 910/641-4042
Fax: 910/641-9014

To:

General School Information

School: Charter Day School
Founded: 2000 with 65 students in grades K-2
Currently: 2009 with 832 students in grades K-8
Awards: 2005 Honor School of Excellence,
Top 25 K-8 in NC, AYP every year
Campus: 50 wooded acres, 12 minutes west
of Wilmington off H74

Columbus Charter School
2007 with 124 students in K-2
2009 with 363 students in K-4
2008-9 School of Distinction, High Growth, AYP
100 acre campus, 10 minutes north
of Whiteville off Old Lumberton Road

Guest Commentary

**Dr. Terry Stoops,
Director of Education Studies
The John Locke Foundation**

The State Board of Education is arguably one of the most powerful entities in North Carolina state government. The North Carolina Constitution authorizes the State Board of Education to establish policies and spending priorities that set the course for public K-12 education in North Carolina. The policies and priorities established by The State Board of Education determine how the state spends billions of dollars in state, federal, and local funds every year. Moreover, their decisions ultimately affect every one of North Carolina's 1.5 million public school students and over 180,000 full-time public school employees across the state.

Monthly State Board of Education meetings are not forums that welcome debate. They are echo chambers that reinforce the policies of the status quo. Board members approve proposed measures unanimously and enthusiastically. To

minimize the threat of debate and dissent, the chairs of the board do not provide a public-comment period before, during, or after their meetings. Last week, that practice prompted me to call members of the State Board of Education cowards. I stand by that charge.

At their March 3, 2011 meeting, State Board of Education member John Tate (a businessman who has represented Anson, Cabarrus, Cleveland, Gaston, Lincoln, Mecklenburg, Stanly, and Union counties on the board since 2003) spoke out against charter school, testing, and education tax credit bills making their way through the General Assembly. During his lengthy monologue, Mr. Tate explained that, while the board would not make their opposition to these bills official, they (the collective) were not pleased. Regardless, it is easy for board members like Mr. Tate to criticize legislation and policies proposed by members of the General Assembly. The closed structure of State Board of Education meetings ensures that neither he nor his colleagues need to worry about individuals challenging his views publicly. If you ask me, that is cowardly.

My confident position did not sit well with Chris Fitzsimon of NC Policy Watch, who defended the State Board of Education's prohibition on public comments. (It must have been a slow week for the Watchers.) He noted that the board and its staff provide plenty of opportunities to be "involved in the board's policymaking process." Curiously, Mr. Fitzsimon later complained that opportunities for public comment were not available during the General Assembly's Obamacare debate. This is not inconsistent, just pragmatic.

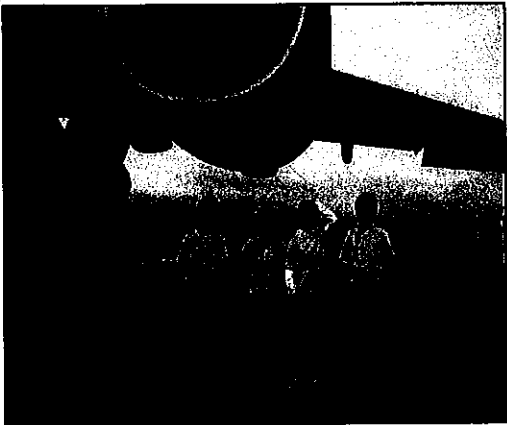
In the spirit of Eddie Davis' original plan, I have a modest proposal for the State Board of Education. Give well-meaning folks—parents, educators, researchers, and lowly policy wonks—a monthly, 30 minute public-comment period to participate in the process of developing educational policies for our public schools. The board would benefit by hearing opinions and perspectives that may not be represented by the NC Department of Public Instruction personnel and others who are granted an audience with the board.

The Composer

The Roger Bacon Academy, for
Charter Day School & Columbus Charter School

Volume XI, Issue 2

Bacon's Hams Take to the Air!



Wilmington International Airport – Student ham radio operators from The Roger Bacon Academy went on the air at the annual Coastal Carolina Air Show to help provide emergency communication backup and assist first responders in their communication needs.

Licensed radio operators and their call signs were Zach Potter, KK4BJU, Elizabeth Eskander, KK4BJT, and Samantha Stearns, KK4BJS – all 6th graders in the school's ham radio club. They were joined by Nevin Wetherill, KJ4WLP who attends Topsail Middle School.

From 7:00 AM until noon, the hams assisted in pedestrian traffic control and with the SKYWARN system which was very active due to the severe weather in the area. At noon the Air Show officials canceled the program due to the high winds, but the RBA volunteer hams enjoyed a full morning's excitement.

"Ham radio has opened up a whole new world of interest for Zack,"

exclaimed mother Rebecca Potter.

Newly licensed ham Samantha Stearns said, "Ham radio has helped me overcome my fear of talking in public, and I have enjoyed learning about other cultures." Elizabeth Eskander commented that actually using the technology was helpful in learning the physics and science that was involved.

Bill Wetherill, N2WG, has volunteered countless hours into supervising the club and conducting lessons for the students so they can pass the examinations for their FCC radio operator's licenses. "The license exams cover the FCC laws about radio communications as well as the electronic principals involved in radio communications," he said. "These kids are amazing, and I'm really looking forward to our next set of license courses," he added. Wetherill said that one of the kid's first contacts was a ham in Chile and that lit a real spark in the group.

"Baker [school founder, Baker Mitchell, K4BAG] has been a ham since the 1950's and has constructed a radio room on campus for the ham club," said Wetherill. "This will give the kids a real boost to have their own 'shack' as hams call their equipment rooms," he said.

In an emergency such as a hurricane or other disaster, the kids realize that cell phones, telephones, and the internet may all be put out of service. Hams with their long-range

Inside this Issue:

- HAM Radio Club
- Spring Fling 2011
- Washington DC
- Golf Tournament
- FASTAR
- Tee Off For Technology
- Special Olympics
- All District Band Winners
- Earth Day
- National Archery Tournament

battery-driven radios may be the only surviving means of communications, and these students intend to be ready.

Each year, hams across the country participate in a weekend-long "Emergency Field Day" where they go to campsites or open areas and erect antennas, set up their radio stations, and use generators or batteries to communicate all over the country.

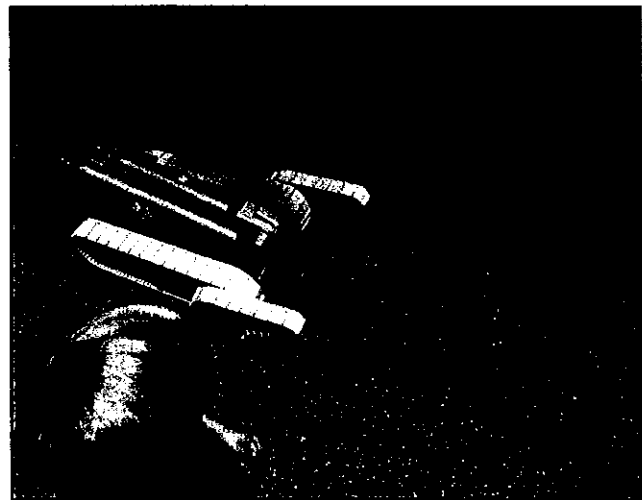


School Superintendent, Mark Cramer, N4NLC, is pictured operating the radio at the 2010 field day last summer.

SPRING FESTIVAL 2011!

On April 30, 2011 Charter Day School hosted its annual spring festival. Over two thousand people came out to enjoy the day. There were performances by the school's nationally ranked cheerleaders, world ranked archery team and superior chorus and band. Who could resist watching Mr. Miller, the Middle School Director, being dunked into freezing water by sharp eyed students throwing a ball at the bullseye! Children and adults alike got a thrill from being able to get a close look at law enforcement boats, vehicles, helicopters, equipment and more! Cotton candy, hot dogs, games, inflatables, slides and the book fair were enjoyed by all! A sincere thank you to all who helped to make this year's spring festival another memorable success.





Charter Day Middle School Takes On The Capitol

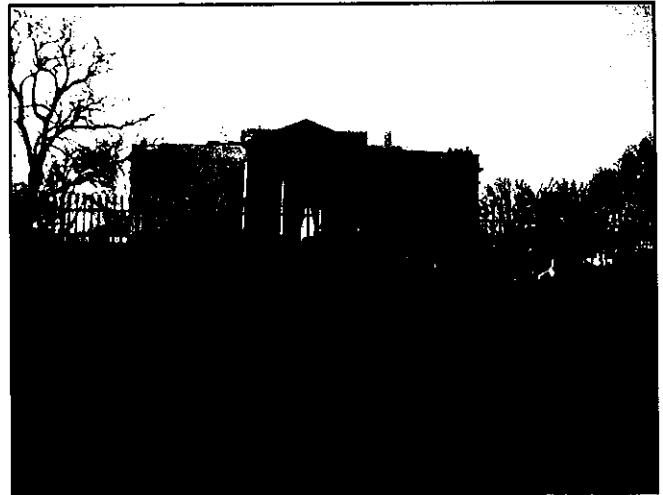
Roger Bacon, a 13th century teacher, philosopher, and scientist often quipped that “seeing is believing.” He contended that in order for someone to arrive at the truth, he or she would have to experience something firsthand instead of simply trusting in other sources of knowledge. In the spirit of our Academy’s namesake, a group of students, teachers and parents traveled to Washington D.C. with goals of examining our nation’s history and unique government up close.

On the three-day journey, participants in Charter Day School’s Eighth Grade Trip visited an impressive list of sites and museums. During tours of the Capitol Building, the National Archives and quick stops at the White House and Supreme Court, students learned about America’s three branches of government and actually viewed the original documents that created them. At Arlington National Cemetery, participants watched the dramatic and honorable Changing of the Guard all while gaining a deeper appreciation for those that sacrificed their lives for our nation’s freedom. Visits to the Iwo Jima Memorial, Vietnam Veterans Memorial, Korean War Memorial, and World War II Memorial helped students and adults alike feel an overwhelming sense of gratitude towards America’s unsung heroes. At the Jefferson Memorial, FDR Memorial, Lincoln Memorial and Washington Monument, some of our famed presidents came to life and opened our students’ eyes to some of the most pivotal time periods in America history. Finally, during tours of the Holocaust Museum, National Museum of Natural History, Air and Space Museum and the National Museum of American History, trip participants explored their own interests and witnessed some of the world’s most impressive exhibits.

The trip’s focus on experiential learning not only offered students a glimpse of history but also provided the rare yet valuable opportunity of traveling out of their comfort zone and experiencing something new. It also gave teachers Lauren Eleuteri, Kristi Bolen, Will Fassbender and director Tom Miller a chance to connect with their students on a different level away from the school environment.

Social studies teacher and trip leader Lauren Eleuteri noted, “This trip encompassed everything I love about teaching. It was incredibly fun to let students see and experience firsthand much of what we discussed in my history classes throughout the year. It was a chance to get kids away from their textbooks and everyday lives and show them what the world has to offer and in turn, equip them with skills that will allow them to give back.”

Middle school director Tom Miller praised the entire



Middle School Students and Teachers along with Middle School Director, Tom Miller in front of the White House

program. “I am grateful that our students had the opportunity to learn in such a unique way. Trips like this help prepare them for the future and create a wonderful sense of community. I had an amazing time learning alongside our students.”

Math teacher Kristi Bolen shared, “I was blown away by how smoothly the trip ran. Every logistical detail worked out and allowed for us to truly enjoy our time. Our days were filled with laughter and learning – you can’t ask for much more than that!”

Language Arts teacher Will Fassbender credited the students for making our eighth grade trip a glowing success. “I’m proud of our kids for how maturely and responsibly they behaved. It was fun to offer them some independence by taking them away from their hometown and into a big city - they handled it wonderfully. They will remember this forever. I’m looking forward to next year’s trip.”

Plans are already in the works to take next year’s eighth graders to Washington D.C. One of the many benefits of a charter school is that teachers have the opportunity to create unique and effective learning experiences like this trip. The staff and students would like to thank the entire Charter Day School community, especially the parent chaperones, for its support. The trip would not have been a success without you!

-written by Lauren Eleuteri, Social Studies teacher at Charter Day Middle School

FASTAR

Students Compete with Mind Power

Academic race accelerates kids' math and reading skills.

LELAND, NORTH CAROLINA: February 23, 2011 – Pit crews, qualifying races, and big trophies for the winners; no, it's not stock car racing, it's *FASTAR* - an exciting academic competition for students at The Roger Bacon Academy. Each year, nearly 200 charter school student-racers and their crew chiefs - parents - accept the challenge of tuning their reading and math skills, qualifying for the big race event, and competing for trophies and gold medals while their classmates cheer them on to the finish line!

"This year will mark the seventh annual *FASTAR* race series at Charter Day School and the second year for our school in Whiteville, Columbus Charter School," said Superintendent Mark Cramer. "Then we will take the top winners from each school and have a Grand Cup series to determine the overall winners," Cramer added.

FASTAR stands for Fluent Academic Skills Tournament for Arithmetic and Readng. Modeled upon auto racing, this extra-curricular competition took place on March 8, 2011 at Charter Day School in Leland and on March 10, 2011 at Columbus Charter School in Whiteville both beginning at 9 a.m.

Race Marshall and second-grade teacher, Bob Wingett, has seen the benefits of *FASTAR* with his students over the years. "Kids love fast paced, exciting, and engaging challenges. That, coupled with a researched-based curriculum, has proven that competition does provide an atmosphere for learning. The racer's eyes light up with pride when they are successful; and they are rewarded by their parents, teachers, and fellow classmates."

Elementary students work throughout the school year to increase fluency and become nearly automatic in reading and in math facts. *FASTAR* offers a fun and rewarding experience for students in setting higher performance goals. When a student becomes fluent in a skill, he benefits in numerous ways: increased



endurance, longer retention, broader application, and faster problem solving with better immunity from distractions.

The *FASTAR* race series consists of four race courses geared towards specific grade levels from Kindergarten through Fifth Grade, and skills including reading and math facts. The current race courses include: the Charter Day 140 for grade K, the Teach Well 220 for 1st and 2nd, the Booster Club 350 for 3rd and 4th, and the Bacon 400 for 5th grade. Each race has a course layout with several straight-aways. For example, the Booster Club 350 consists of a 260-word reading passage that leads into three turns of math facts arranged in 30 problems each for addition, subtraction, and multiplication. The racers all begin together when the green flag drops and must cover all items in order. The first racer to finish all items in the entire course with the fewest errors gets the black-and-white checkered flag.

As in auto racing, each child has a sponsor, crew chief, pit crew, and mechanic to help them race to success in weekly tune-ups at the "garage" classroom after school. The volunteers can be anyone who wants to provide support and encouragement to help each racer meet the qualifying speed and accuracy rates set forth for their competition level. Every student who qualifies for an event will have already reached a significant milestone in achieving mastery of basic academic skills. "I had gotten a little rusty and lazy on my math facts and helping my child during the tune-ups actually got me back in better shape with my basic arithmetic," stated one mother after a tune-up session.

FASTAR was conceived and developed by The Roger Bacon Academy to promote the skills of high academic achievement among all school children. Just as track-and-field competition is an exciting venue that promotes physical fitness, *FASTAR* promotes academic fitness. The competition is funded by RBA, parents, and sponsors. New sponsors are always welcome. Please call Brad Barth at 910.655.3600 x 224 to join a racing team that is helping a child become an academic *Fast Star!*



How to Save \$55,000 in Technology

Leland charter school upgrades and saves with new technology.

LELAND, NORTH CAROLINA: March 15, 2011 – “Resourceful” is a popular word at The Roger Bacon Academy’s Charter Day School. Even though they are public schools, charter schools receive less money per pupil than traditional public schools. But this has not stopped growth at one of the premier charter schools in southeast North Carolina and technology is at the center of that growth.

“Technology plays a tremendous role in today’s classrooms,” stated Superintendent Mark Cramer. “And while it does not replace great teachers it is an invaluable tool for learning.”

Some smart and resourceful upgrades have recently taken place at the school this year. Those changes include a new fiber optic line that runs directly to the school for 6 times faster internet connection speeds – it also cut the cost in half. A new campus wide wireless “N” system was also implemented this year that creates a communication dome between classrooms and staff offices. New seamless video cameras have been installed in each classroom for interactive teacher training and student security. A revamped computer lab has 26 new Windows 7 work stations that run on a virtual desktop configuration making up to 6 computers from 1. The virtual desktop configuration is also being implemented in all the classrooms on campus turning 35 computers into 175+ work stations. All work stations include “mercury-free” LED monitors that are highly efficient and longer lasting. New projectors which are essential for teaching aides and presentations, are being installed in every classroom as well. By using refurbished computers and maximizing network efficiency these upgrades come in at a cost savings of roughly \$55,000.

“Because money is tighter at Charter Schools we are required to look more stringently at all our costs and see what the best value is for our purchases,” said Keith Allen Information Technology Director of The Roger Bacon Academy. “Our goal continues to be increasing the computer to student ratio.”

But there are more technology upgrades that need to be done including document cameras, audio response systems, and other 21st century technology systems to



**TEE OFF
FOR TECHNOLOGY**



BRAISED BEEF SHORT RIBS



FREE BEVERAGES DURING EVENT



WORLD CLASS GOLF



WIN A 6 PERSON FISHING TRIP



maximize student learning and teaching.

On March 24th over 50 community members, teachers, students, and business partners helped support the media and technology programs at Charter Day School by participating in the Charter Day School Booster Clubs second annual Tee Off for Technology golf outing at Cape Fear National golf course in Leland. Participants enjoyed a complimentary lunch, 18 hole captain's choice tournament with 12 participating teams, a "longest drive contest", and a "closest to the pin" challenge. After the players left the course for the day, ten players had the opportunity to win \$100,000 by getting a hole-in-one on the 9th hole. A couple of players came just within a few yards of leaving \$100,000 richer! The day concluded with a delicious western cookout style buffet, award ceremony, silent auction, and grand prize raffle. This year's raffle prize was a full day charter boat fishing trip donated by Reel-em-N-Charters. There were over 75 prizes and raffle items donated by generous business partners of Charter Day School. In addition, the school strengthened their relationship with 19 local businesses and organizations through major sponsorships. The list of Platinum, Gold, Silver, and Hole sponsors is listed below. On behalf of the Charter Day students, staff members, and booster club we would like to personally thank each participant and sponsor. Your contributions helped raise over \$11,000 that will provide additional technology resources and programs within the classrooms.

Platinum Sponsors

First Bank

Reel Em-N- charters

McLemore Consulting

Gold and Silver Sponsors

McLemore Consulting

Hoofnagle Law Firm

Sea Blue Development

Wells Insurance

Riegelwood Federal Credit Union

Leland Pediatrics

Turning Technologies

Mobile Modular Management
Corporation

BB&T Insurance
Services

Hole Sponsors

Holt C-Stores

Capeside Animal Hospital

Marine Max

McPhersons

Council Tools

Delco Auto Parts

Batish Family Medicine

CDS Students Triumph at Special Olympics

The Special Olympics Brunswick County spring games were held on April 15th at Town Creek Park in Winnabow. Three Charter Day School student athletes participated this year in various activities. All three excelled in ball toss, ball kick, long jump, running long jump, and 50m dash. The entire elementary EC Department attended as did CDS Elementary Headmaster Jennifer Beamer, Mr. Irizaray, and CDS Middle School Headmaster Tom Miller.

The Brunswick County Parks & Recreation Department offers a number of



Brandon Goodson competing in the ball toss competition.



Jonathan Littleton proudly displays his awards!

programs especially for persons with special needs -- physical or mental disabilities. The programs offer fun, fellowship, and fitness. Brunswick County's Special Olympics program gives participants an opportunity to develop physical fitness, demonstrate courage, experience joy in competition, and participate in the sharing of gifts, skills, and friendship with their families, other athletes, and the community, as they train for and participate in the ultimate challenge..



CDS EC Department



Sage Anderson high fives Headmaster Jennifer Beamer

Two Chosen for All District Band

Congratulations to Constance Chadwick and Kayde Brown on their acceptance into All District Band! They were chosen to participate in the All District Clinic and Performance at Campbell University in February. They went through an audition process that was thorough and rigorous. As a part of their audition process, they performed a solo as well as a variety of scale presentations. They were chosen out of hundreds of middle school band performers to be a part of the All District Band. This is a band that is made up of the very best students from nearly twenty different counties in southeastern North Carolina! The clinic at Campbell University was an intense two day workshop and ended with an amazing concert performance. We are so proud of Constance and Kayde and their successes with band!



Kayde Brown



Constance Chadwick

Casual for a Cause

Once a month, for the past three years, the staff of Charter Day School participates in Casual for a Cause. For a minimum donation of \$5.00, the staff is allowed to dress business casual. The money is donated to local charities such as, The Ronald McDonald House, Relay for Life, The American Heart Association, Juvenile Diabetes Research Foundation and the New Hanover Regional Medical Center NICU. On occasion, the staff is asked to donate items for the Domestic Violence Shelter and for Toys-4-Tots.

This past December, donations from Casual for a Cause were used to provide Christmas to a local family. Over the past three years, we have raised over \$4,500.00. Chairpersons Lesley Bright (2D) and Debbie Sherwood (2C) would like to thank the staff for their continued support.

The Superbowl, the Concert, the Art Exhibit: End-of-Grade Testing

Think about a football team that scrimmages all year but ends the season never playing a game. Imagine an orchestra that practices for nine months but ends their year never holding a concert. Think of an artist who paints all year in her studio but never exhibits her work in a gallery.

In education, the "End-of-Grade" tests, or EOG's as they are called, are like the "big game," the final concert, or the gallery exhibition for which the students and staff have worked all year. At The Roger Bacon Academy's Charter Day School, the EOG's furnish the opportunity for the students and staff to "show their stuff" and let the world know what they can do.

"I don't think Dale Earnhardt, Jr. and his crew work all year building a car that they are just going to put up on blocks and never race," said Bob Wingett, a teacher at the school.

Headmaster Jennifer Beamer says they are competing with themselves and comparing this year's scores with last year's scores, not with other schools. "Each school out there has its own unique objectives with different goals, so it may not be fair to compare one school that emphasizes science with another school that has an emphasis on the arts or on history," Mrs. Beamer said. "We see it as a confirmation of our curriculum and teaching that our scores improve from year to year," she added.

Founder Baker Mitchell reflected on comments made that such tests may put pressure on the teachers. "Why shouldn't teachers feel some pressure to improve?" he asks. "If a doctor is operating on me or a lawyer is defending me in court, I hope they feel a little pressure to do

their best," Mitchell said. "I think every good, conscientious professional will admit to feeling pressure to do their best on behalf of their clients, and teachers should be no exception," he



Charter Day School teacher Bob Wingett standing next to student Nick LaFave, comments on the school's EOG test results.

added.

As for the school's scores this year, Superintendent Cramer said while only preliminary results are in, it appears that the students and staff have indeed beat last year's scores. "I'm encouraged by our overall progress in raising our scores in most categories despite the 2.5% cut in state funding," said Cramer.

Cramer and Middle School Director Tom Miller both cited the fact that Charter Day School added a section of ninth grade high school English I to their eighth grade offerings this year and that 100% of the students passed the high school EOC test for English I. They also added high school Algebra I to the eight grade curriculum several years ago and over 95% of the 40 students who took the course passed.

Founder Mitchell points also to the large population of Exceptional Children that is being served by the school. "Over 11% of our students have Individual Education Programs and quite a few more have

accommodations known as 504s," said Mitchell. "We continually fine-tune our curricula for year-to-year gains for these students as for every other student on campus," he added.

When asked about the state's calculation of "expected growth" for each student and for the school, Mitchell said that he felt the state's formula still needed more refinement. "The state's definition of "growth" allows for a student who was near the bottom in his class last year to remain near the bottom of his class this year and still be classified as having made growth," he said. Students can fail year after year yet still be classed as having "made expected growth" under the state's flawed formula.

Mitchell said that Charter Day School looks at students individually. He said they try to intervene to catch up low-performing students even though the formula might say that they made growth.

Superintendent Cramer noted that the success of the Algebra program has encouraged him to add high school geometry next year in spite of another anticipated 3% cut in state funds. "We'll just sharpen our pencils some more and figure out how to get it done," Cramer said.



Charter Day School fifth grade sisters, Jillian and Maya Tucker, look forward to completing their End of Grade tests.

Shooting for the Moon!

LOUISVILLE, KENTUCKY: May 13, 2011 – Sometimes when you shoot for the moon you end up competing for the world. And another world title is exactly what The Roger Bacon Academy (RBA) Archery team is shooting for again. Advancing from state champions to national contenders, the archery team is headed again to Orlando, FL to compete in the National Archery in the Schools Program® (NASP®) World Tournament in the fall.

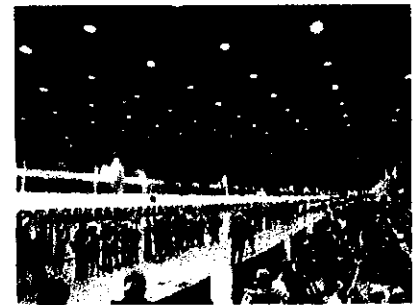
“We are thrilled with the progress of our archery students and the competitive archery teams,” said T.J. Beamer, head archery coach for The Roger Bacon Academy, “in only our second year, it is exciting to be going back to the NASP® World Tournament.”

The archery competition journey started on February 21, 2011 when two archery teams -the RBA Elementary team and the RBA Middle School team - competed for the NASP® North Carolina State Championship. The Elementary team won first and became the N.C. State Champions while the Middle School team took third overall. Individual state champions, based on individual scores, were awarded to George Austria -grade 5, Caeleigh McGuire – grade 5, Will Britt – grade 8, and Hunter Johnson – grade 8. Johnson earned the title of “World Champion” in last year’s NASP® World Tournament.

Both teams moved on to compete in the 2011 NASP® Nationals in Louisville KY last weekend. The National tournament, which is growing tremendously every year, saw nearly three hundred teams and over 8,000 students compete in the three-day event. The Roger Bacon Academy was one of three teams from North Carolina to compete in the tournament. Both RBA teams and individual students did well enough in the national tournament to be invited to the NASP® World Tournament held October 6-8th in Orlando, FL. Based on scores from both teams, a combined RBA Archery team will be sent in the fall.



The Roger Bacon Academy elementary and middle school archery teams pose with coaches at the 2011 NASP® Nationals in Louisville KY.



The Roger Bacon Academy archery team competes against over 6,500 students at the three day 2011 NASP® Nationals in Louisville KY.



The Roger Bacon Academy archery team member and North Carolina State Champion George Austria – grade 5 competes in the 2011 NASP® state tournament.

Click on photo for higher resolution image.

The Composer

The Roger Bacon Academy, for
Charter Day School & Columbus Charter School

Charter Day School
7055 Bacon's Way
Leland, NC 28451

Phone: 910/655-1214
Fax: 910/655-1549

Columbus Charter School
35 Bacon's Way
Whiteville, NC 28472

Phone: 910/641-4042
Fax: 910/641-9014

To:

General School Information

School: Charter Day School
Founded: 2000 with 65 students in grades K-2
Currently: 2009 with 832 students in grades K-8
Awards: 2005 Honor School of Excellence,
Top 25 K-8 in NC, AYP every year
Campus: 50 wooded acres, 12 minutes west
of Wilmington off H74

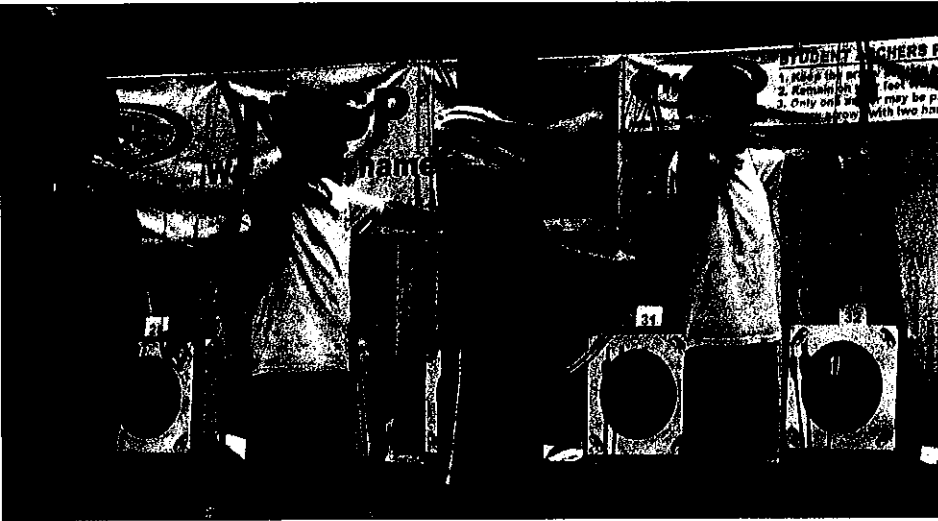
Columbus Charter School
2007 with 124 students in K-2
2009 with 363 students in K-4
2008-9 School of Distinction, High Growth, AYP
100 acre campus, 10 minutes north
of Whiteville off Old Lumberton Road

The Composer

Volume XI, Issue 4

The Roger Bacon Academy, for
Charter Day School & Columbus Charter School

RBA Archers Ranked 7th in the World!



Orlando, FL—Middle school students from Leland's Roger Bacon Academy (RBA) were thrilled to meet students from South Africa, Canada and New Zealand. It was also a thrill to compete against them at the National Archery in the Schools Program® (NASP) World Tournament held in Orlando FL. And compete with them they did. In only their second appearance in the world tournament, the RBA Archery team climbed up to seventh in the world in middle school archery. That's up seven spots from last year's fourteenth ranking.

"This year was a total team effort, everybody pulled their own weight," said T.J. Beamer archery team coach for The Roger Bacon Academy. "Not only did our students compete well, their sportsmanship and conduct away from the competition was outstanding," he added.

At the National NASP® Tournament in Louisville, KY, the archery team, with 21 middle school students, won the right to compete

in the NASP® World Tournament. The tournament invites the best competitive archers from around the world in three divisions of competition: elementary, middle school and high school. The RBA middle school team of boys and girls was accompanied by not only team coaches but a myriad of parents and family members as well, taking up a whole section in the stands.



"This is a family endeavor," said Jill Applewhite mother of eighth grade archer Leanne Applewhite. Jill's husband also attended. "We had a great group of people from RBA here this year supporting these students and it

Inside this Issue:

- World Ranked Archery
- Cheerleaders Win Championship 16 Teams-16 Trips to Nationals
- Football Team wins Division
- Basketballers start games
- Maco Light Legend 5K and Fun Run
- Running Habits Off Campus
- Meet Barbra Jones

makes a huge difference. Not only are these archers competing on an enormous stage, they are also learning about how to interact with people from around the country and around the world," she said.

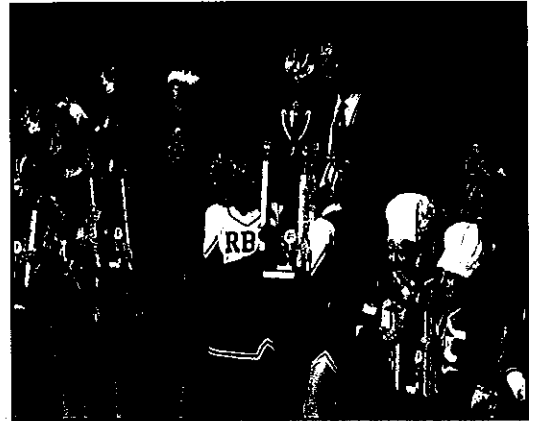
Steve Windham, Charter Day School Board of Trustees member and guardian of sixth grade archery competitor Coty Conner said, "I am thrilled to be involved with such a great group of students who worked extremely hard and performed very well. They represented North Carolina with the utmost sportsman-like conduct both on and off the archery range."

The National Archery in the Schools Program® brings the sport of archery to millions of students in schools across the United States. The program is designed to teach International style target archery in physical education classes in the 4th-12th grades.

The RBA Archery team was sponsored for this trip by Windham Distributing, Quality Deer Management Association (QDMA), The Roger Bacon Academy and Coastal Habitat Conservancy LLC.

RBA Cheerleaders National Champions!

Orlando, FL—Precise movements, school spirit, contagious enthusiasm, vocal articulation, spiraling jumps, unbelievable stunts, team pyramids, individual safety and crowd appeal are all part of what is intensely cheer squad for this monumental accomplishment of winning the national championship!” said Jean Lascrutinized by five national Pop Warner cheerleading judges. The cheerleading teams only get one shot to show their stuff. One shot was all that was needed for The Roger Bacon Academy’s Junior Pee Wee medium intermediate cheer squad to take home the national championship on Monday, December 5, 2011. Not only did they receive the highest award, the squad, which is composed of 9, 10 and 11 year old girls, were also awarded the “Spirit of Sport Award” for sportsmanship.



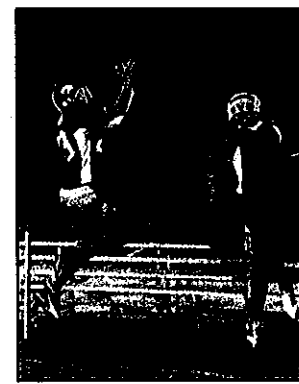
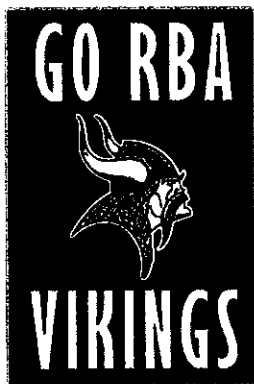
“I am so unbelievably proud of our cheerleaders,” states Jean LaFave, Pop Warner cheerleading coach and coordinator for The Roger Bacon Academy. “I am equally as thrilled with them winning the sportsmanship award. It’s the best of both worlds to compete well *and* do it with a great attitude,” she added.



Other RBA cheer squads competed at the National tournament this week: the Junior Pee Wee large intermediate cheer squad placed 4th in the nation and the Midget cheerleaders place 6th in the nation. We are pleased our girls have this opportunity to travel and compete on such a high level.

“No Fear, No Limits” is the cheerleading motto on

RBA Vikings Football Team Wins Division! Goes To First Playoff Game



Special shout out to the RBA Football teams for a great season this year! Our Junior Midget football team was UNDEFEATED in regular season games and were the Coastal Pop Warner Division Champs this year! “They weren't even scored on the first 6 games!” said coach Darryl LaFave. Great job RBA Vikings!

CDS Basketball Developing Shooters

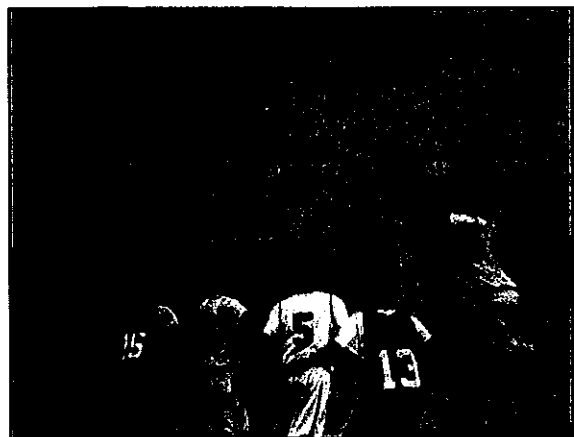
Since the opening of Charter Day School (CDS) eleven years ago mainly two sports have been offered, football and cheerleading. In 2009, Charter Day School began offering Archery and that program has flourished over its first three seasons. Now our school offers a new sport, basketball. The team consists of seventeen boys and one girl across all three grade levels. "I love being the only girl on the team because hanging out with the guys is just so much fun," said Jami Boyette, the only girl who tried out for the basketball team. The team practices twice a week from 4:00 p.m. to 5:30 p.m. and their new coaches, Dr. Miller, Mr. Fassbender and Mr. Driver, mainly focus on the team learning sportsmanship, being leaders and working to improve every day. The team has just played their first game and even though they lost, they are determined to do a lot better at their next game and their best throughout this season.

All of the players that were interviewed came to the same conclusion: Basketball is a great sport and is really fun to play! "Our players are good sports, talented, and will gain a lot of experience playing," said Coach William Fassbender. "They have the potential to win their next game." In order for players to stay on the basketball team they have to maintain at least a C average in all of their classes and maintain a level of character within the classroom. Jami Boyette commented, "The grade limit challenges me to do my best in school but it's all worth it because I get to play the sport I love." The new basketball team, unlike many of the other teams in their division, is still starting out and they are also still getting used to a new coach: Coach Miller. "Even though Coach Miller is our principal he is still a great coach and challenges us to do our best every time we step on the court," commented Jesse Morgan on the subject.



As CDS grows into the new sport, the expectations are high. Many of the players believe that as they grow more as a team and practice a lot more that they will have a lot more potential. "We have improved a lot since last year and Coach Miller works a lot on sportsmanship and helps us to perfect the little things that don't seem very important but really are," said power forward Jesse Morgan. You would think that losing big in your first game might take a hit on a new basketball team but according to small forward Zach Potter, it gives them some more confidence. "Our team definitely has room for improvement, but if we learn from our mistakes we can fix them and we will be a lot better." After being outscored heavily in the first half against Cape Fear Academy, the team showed their fortitude and competed hard in the second half only being outscored 19 to 15.

Written by Ms. Rebecca Harris and Mr. Hunter Mintz - CDS 7th grade students



2011 Maco Light Legend 5K/Fun Run

"I'm not sure I saw the Maco light, but I sure was looking!" said Jack Boldt, 4th grader at Charter Day School, about running the Maco Light Legend 5k last year. He joined nearly two hundred other runners and walkers in last year's race held on the school's campus. Jack, then an eight year old, finished an impressive 3rd in his age group and 23rd overall. The 5k race and fun run was such a successful fundraiser for the non-profit Charter Day School Booster Club that they decided to organize it again.

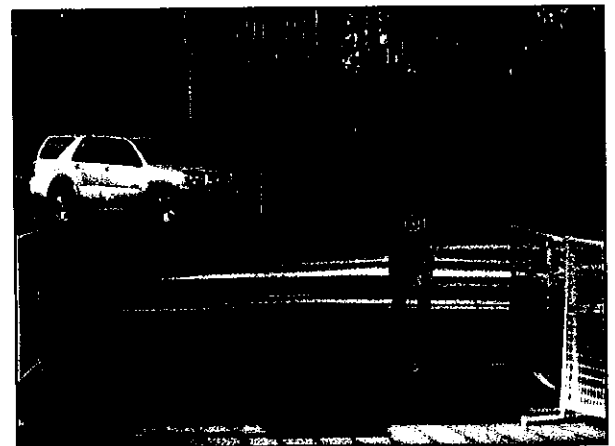
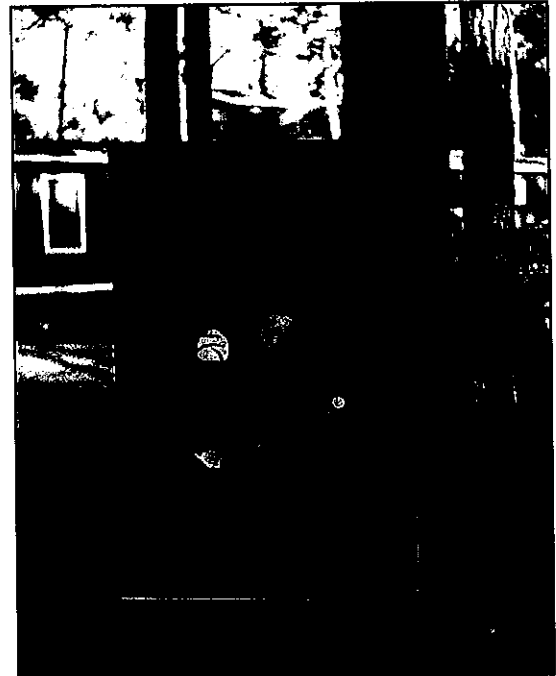
The Maco Light Legend 5k and Fun Run was held on Saturday, November 12, 2011 at 3:30 p.m. on the Charter Day School campus in Leland, NC. A successful event overall, the school saw 164 runners and walkers. Teachers and Cub Scouts volunteered to help with the event and we had a good staff turn out. The event raised \$3,592.57 for the Fitness and Fine Arts Program of Charter Day School.

"The event is a great opportunity to show off our campus and school to the local community, challenge our students (along with parents, community members, faculty and staff) to keep active while having fun by running and walking," said Mark Cramer, CEO and Superintendent for The Roger Bacon Academy.

The Maco Light Legend is a familiar ghost story in Brunswick county. The old Maco train ran on the back of the school property and race organizers have taken advantage of the folklore to help promote the event. The Maco Light Legend 5K and Fun Run was sponsored by the Maco Depot C-Store, The Roger Bacon Academy, and Coastal Habitat Conservancy LLC among others.

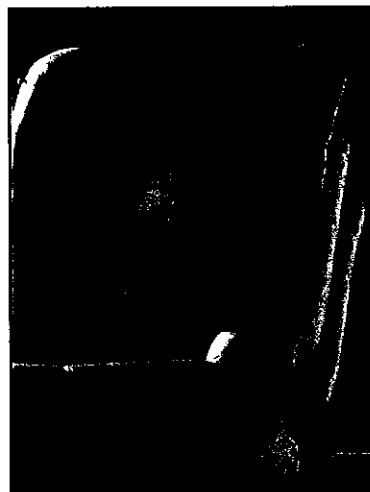
This cross country/haunted trail race is run through the beautiful woodland campus and includes the old train track trail known to be where the legendary Joe Baldwin ghostly light has been seen. There was a new finish line this year, and the post-race party featured bouncy houses for the kids, vendor/sponsor booths, refreshments, entertainment and awards.

Popular Wilmington rock and blues band BLP with Jaime Michele did a great job performing at the after party. Plan on attending the Maco Light Legend 5K next year!





Thank You Sponsors



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Running Habits Carrying Off Campus



Mark Cramer, RBA Superintendent, Completed: Marine Corps Marathon 2011

How long have you been running? I did a lot of running when I started in the Marine Corps, including sub 20 minute 5k's. But I started running again about 18 months ago to train for the Maco Light Legend's inaugural 5k race here on campus and just kept going.

Have you participated in any other marathons? While training I ran several 5k's and a half marathon in the mountains of western North Carolina called Downhill at Dawn. MCM was my first full marathon.

What is it about running that you enjoy? I choose to do a marathon because of the extreme challenge is presents and to push myself to complete it. The tough part is not the marathon itself, but the months of training to prepare for it. It takes perseverance.

Donnie Norris, CDS Board Member, Completed: Marine Corps Marathon 2011

How long have you been running? I have been running to stay in shape for about 6-7 years but have become a "serious" runner trying to increase my speed in the past 12 months.

Have you participated in any other marathons? I have run 3 marathons. My first was in March 2010 with a time of 4:15, my second one was in March 2011 with a 3:48 time. The last one was the MCM in October 2011 with a 3:29 time.

What is it about running that you enjoy? The competitiveness, great stress reliever and you can do it whenever or wherever you want. Not to mention it's a great way to stay in shape.



Kristin Brown, CDS Teacher, Completed: PPD Beach to Battleship Triathlon

How long have you been running/biking/swimming? I started training in running, biking, and swimming two years ago. I was a competitive swimmer when I was younger and I played competitive rugby for years (which involves a lot of running during a game), but when I moved to NC I decided it was time to retire from rugby and try something new.

Have you participated in any other marathons/triathlons? My first triathlon was last year (May 2010). It was the White Lake Sprint and I became addicted to the sport. I have completed sprint, internationals, and my first half iron this past season.

What is it about running/biking/swimming that you enjoy? I enjoy all three because it allows me to challenge myself and I achieve goals I didn't think were possible. I also enjoy running, biking, and swimming because it allows me to be reflective. The great thing about triathlons is that I get to do three different sports each week.

Brad Barth, RBA Director of Public Affairs, Completed: Ridge to Bridge Marathon 2011

How long have you been running? Outside of training for soccer in high school and college not much—I really started running to train for this marathon about 6 months ago.

Have you participated in any other marathons? This was my first marathon. While training I ran three 5k's a 10k and a lot of long runs on Saturdays at Wrightsville beach.

What is it about running that you enjoy? The finish line mostly! I heard someone say "the only runner's high they get is when they finish running" and I would have to agree with that. I do enjoy the process of running and have come to appreciate all the benefits that come along with a daily exercise routine. Running is one of the most basic and inexpensive form of exercise there is—so why not get into it? The benefits to your body and mind are too numerous to even mention. I plan on running a half and another full marathon in 2012.



Columbus Charter School Updates



Columbus Charter School parents and teachers supported costume day and had a great time. Ms. Stroup's class enjoyed a terrific Halloween party with lots of food and candy. All of the children in the classroom had a great time and enjoyed the day's festivities. Ms. Raymond and some of the parents dressed up to add more fun to the children's event. Each child enjoyed learning about other children's costumes and took home plenty of goodies.

November is a time to remember all of the men and women that have served in the United States Armed Forces. Mr. Steve Smith and Mr. Wade Hall walked around each classroom and instructed the children about what a Veteran is and how you become a Veteran. Children were able to view some sword drill and ask questions about our armed forces. They were tasked with thanking all Veterans for their service on Veteran's day and not forget that our country is free because of those that protect us.



The Pilgrims and Indians of Ms. Cox and Ms. Neel's 1st grade class set down for an exciting day and meal during their Thanksgiving party. During the first week of Thanksgiving the children were taught what thanksgiving really means and about sharing. All of their costumes were made by the children and they were also taught about friendship, Pilgrims, and Indians. Many parents came in and helped with the Thanksgiving meal and enjoyed watching the children interact.

The children of Columbus Charter School donated over 130 unwrapped toys for the Toys for Tots program. Thousands of children each year would not enjoy Christmas and the opportunity to open gifts if it were not for wonderful and grateful people that are very giving during this holiday season. Thank you to all of those families and children that supported Columbus Charter School's efforts.



CCS Middle School Coming in 2012-13

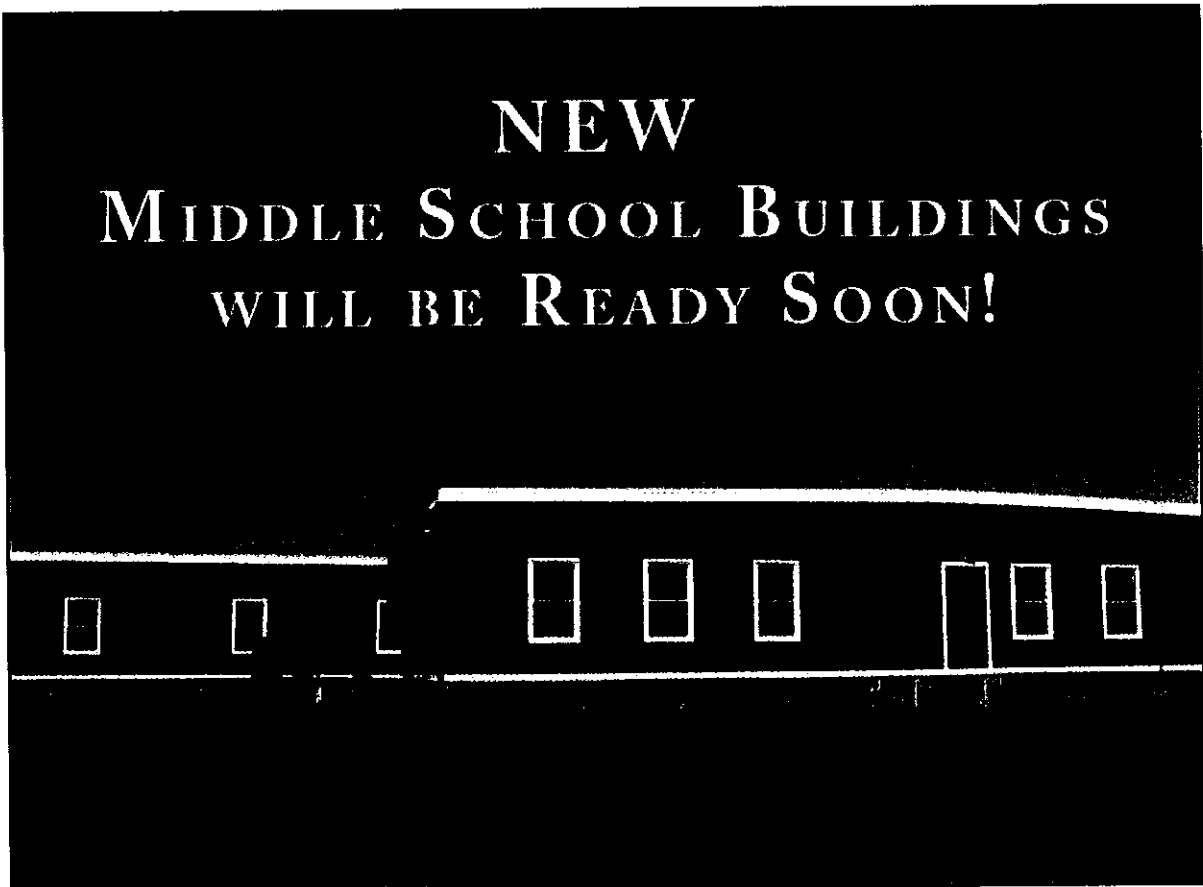
Whiteville—Classroom and office buildings have arrived at 350 Education Lane in Whiteville. Columbus Charter Middle School is under construction and well on the way to completion. The 42 acre track purchased in January of 2010 by Coastal Habitat Conservancy (CHC) at the southwest corner of Peacock and Old Lumberton Road will be our school site for our 6th, 7th, and future 8th grade students in 2012-2013. Mr. Baker Mitchell (our school founder) and Mr. Mark Cramer (our school superintendent) are very happy with the success and growth of Columbus Charter Elementary School and both are excited to see how the middle school is coming along in Columbus County.

Headmaster Steve Smith states, "The setup of our new middle school will give the children the feel of a regular school setting as all of the classrooms with the exception of the computer lab, will be located in one building. Each child will have his or her own

locker space and I look forward to continuing the safe and structured environment that we have established in our elementary school".

Columbus Charter Middle School is a tuition free public charter school and our school will continue to be a school of distinction. The middle school will challenge children academically with levels higher than expected. In 2012-2013, the number of students will be at or about 100 children with the maximum growth of 300 by 2015 in our middle school. Columbus Charter School and Columbus Charter Middle School will be operated by the Roger Bacon Academy under the direction of Superintendent Mark Cramer. Smith states, "we currently have about 110 children in grades 5 and 6 that will start in July 2012 at the new middle school and we are looking forward to seeing more applications". Open enrollment for the 6th and 7th grade will be on 1 January 2012.

**NEW
MIDDLE SCHOOL BUILDINGS
WILL BE READY SOON!**



The Composer

The Roger Bacon Academy, for
Charter Day School & Columbus Charter School

National Championship Cheerleaders recognized by the NC General Assembly



The Roger Bacon Academy cheer squad gets ovations by both the NC House of Representatives and the Senate.

RALEIGH, NORTH CAROLINA: January 4, 2012 – It doesn't happen often, but this time The Roger Bacon Academy cheerleaders *received* a cheer instead of giving one. And it came from two of the largest platforms in North Carolina: the NC House of Representatives and the NC Senate.

Representative Susi Hamilton invited The Roger Bacon Academy Pop Warner National Championship Cheerleading Squad and their coaches to be recognized by the NC General Assembly when they reconvened in Raleigh at 2:00 p.m. on Wednesday, January 4th, 2012. All 23 members of the squad, coaches, parents, and RBA staff went to Raleigh on Wednesday morning. The team sat in the

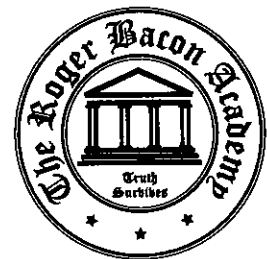
visitor's gallery and were recognized at the beginning of the House of Representatives session. **Speaker of the House Thom Tillis** introduced the team, coaches, and Superintendent Mark Cramer which prompted the first



Volume XII, Issue 1
Spring — 2012

Inside this Issue:

- *Statement to Honor Cheer Squad*
- *RBA Makes Some Noise at the MLK Parade*
- *FASTAR races on both campuses*
- *CDS Middle School announces new Director*
- *What's cool in our school!*



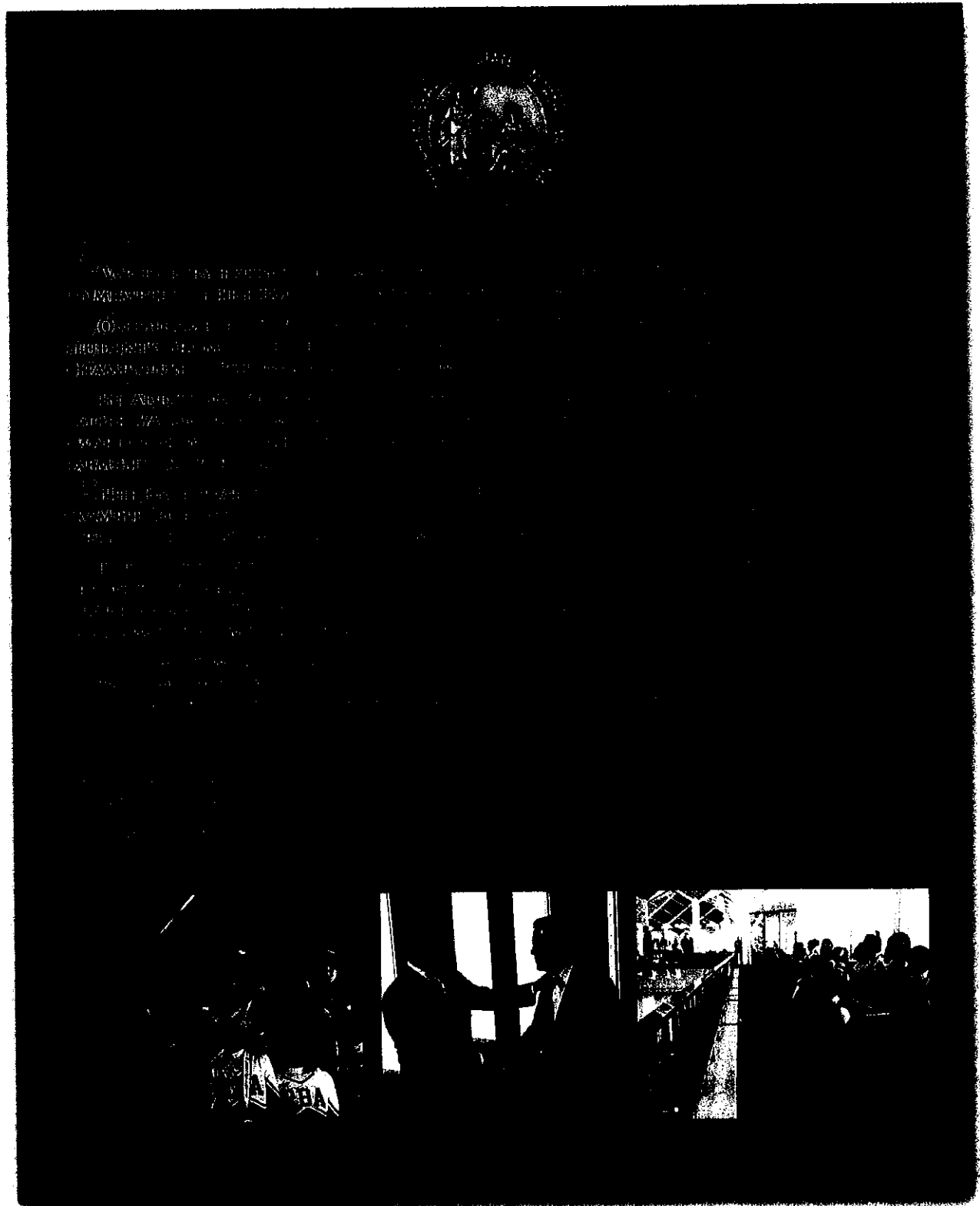
standing ovation. Representative Susi Hamilton continued the acknowledgement and read a statement praising the team. After her remarks the House gave the students another standing ovation.

The cheer squad was also asked to be recognized in the NC Senate by **Senator Bill Rabon**. The group was ushered over to the Senate gallery where **Lt. Governor Walter Dalton** stopped the session to recognize the national champions from Leland. He then turned the floor over to Senator Rabon who also read a statement honoring the RBA Cheer Squad. The team was again cheered by the entire Senate floor.

The girls were thrilled to be honored on both stages and learned a little about how state government works as well. "We are so proud of our cheerleaders and their extraordinary accomplishment" said Mark Cramer Superintendent. "And we are honored and thankful that our distinguished legislators invited these young girls to stand before them and be praised for their awards," he continued.

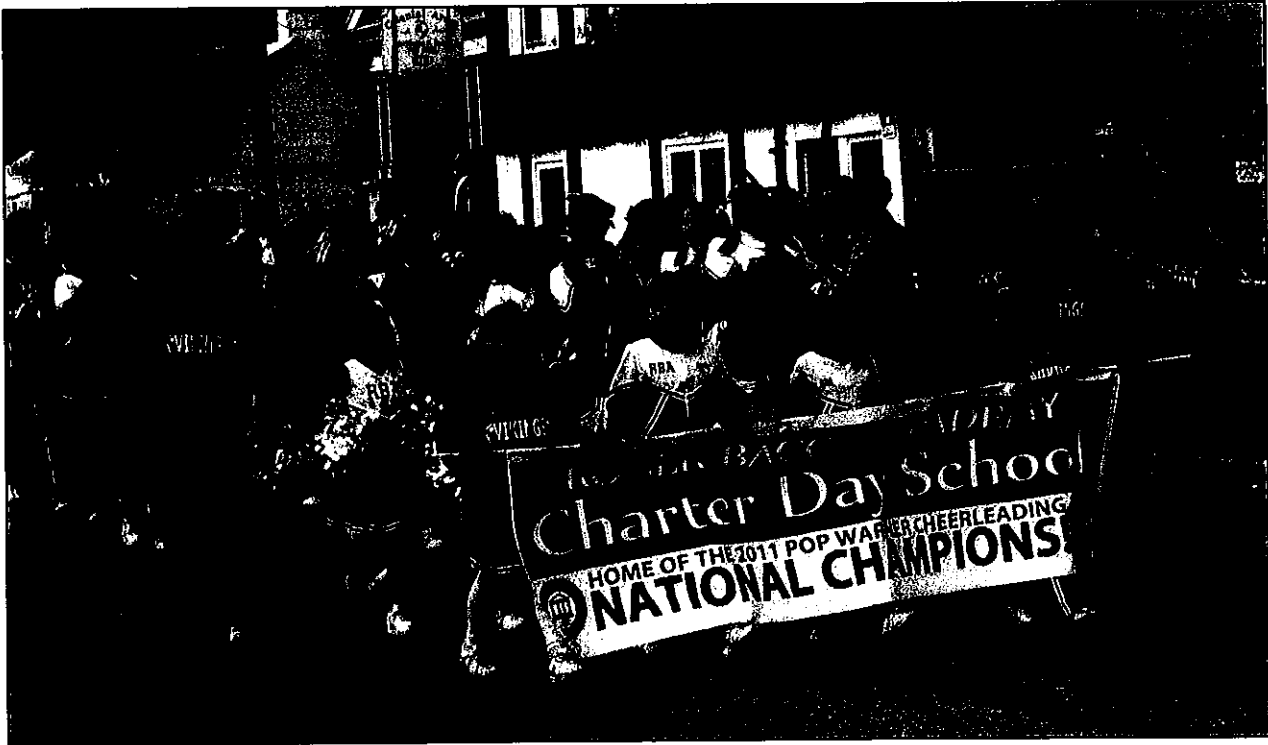
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The Statement Read on Both the NC House and Senate Floors Honoring RBA Cheer Squad

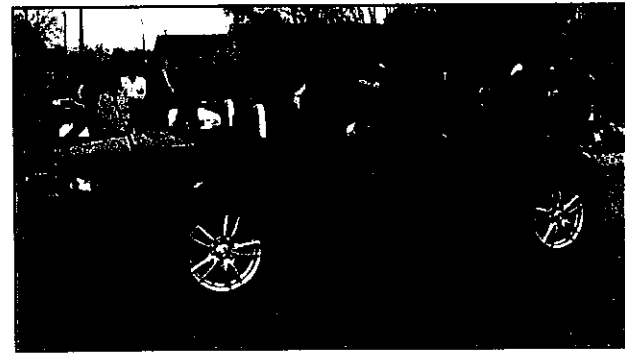


RBA Makes Some Noise at the MLK Parade

RBA Cheerleaders and football players marched in the Martin Luther King Jr. Parade in Wilmington!



The National Champion cheer squad lead the group of RBA athletes down Castle Street at the Martin Luther King Jr. Parade held on Monday, January 17th in Wilmington. RBA cheerleaders, football players and archers marched, cheered, waved and passed out candy with information about our schools to those who attended.



FASTAR Races on Both Campuses!



Everyone loves a good race, and this is especially true for elementary students and their parents. The Roger Bacon Academy's annual **FASTAR** event isn't about racing cars or bikes - **FASTAR** is a race of academic skills. Held annually, nearly 400 charter school student-racers test the speed of their reading and math skills. The students must practice math and reading proficiencies to qualify for the **FASTAR** race day. When they qualify, they compete for trophies and gold medals while their classmates, parents and supporters cheer them on to the finish line!

"This annual event has captivated our students and parents," said Superintendent Mark Cramer. "Our students practice their academic skills in a very fun and competitive environment," Cramer added.

FASTAR stands for Fluent Academic Skills Tournament for Arithmetic and Reading. Modeled upon auto racing, this extra-curricular competition will take place on March 6, 2012 at Charter Day School in Leland and on March 8, 2012 at Columbus Charter School in Whiteville both beginning at 9 a.m.

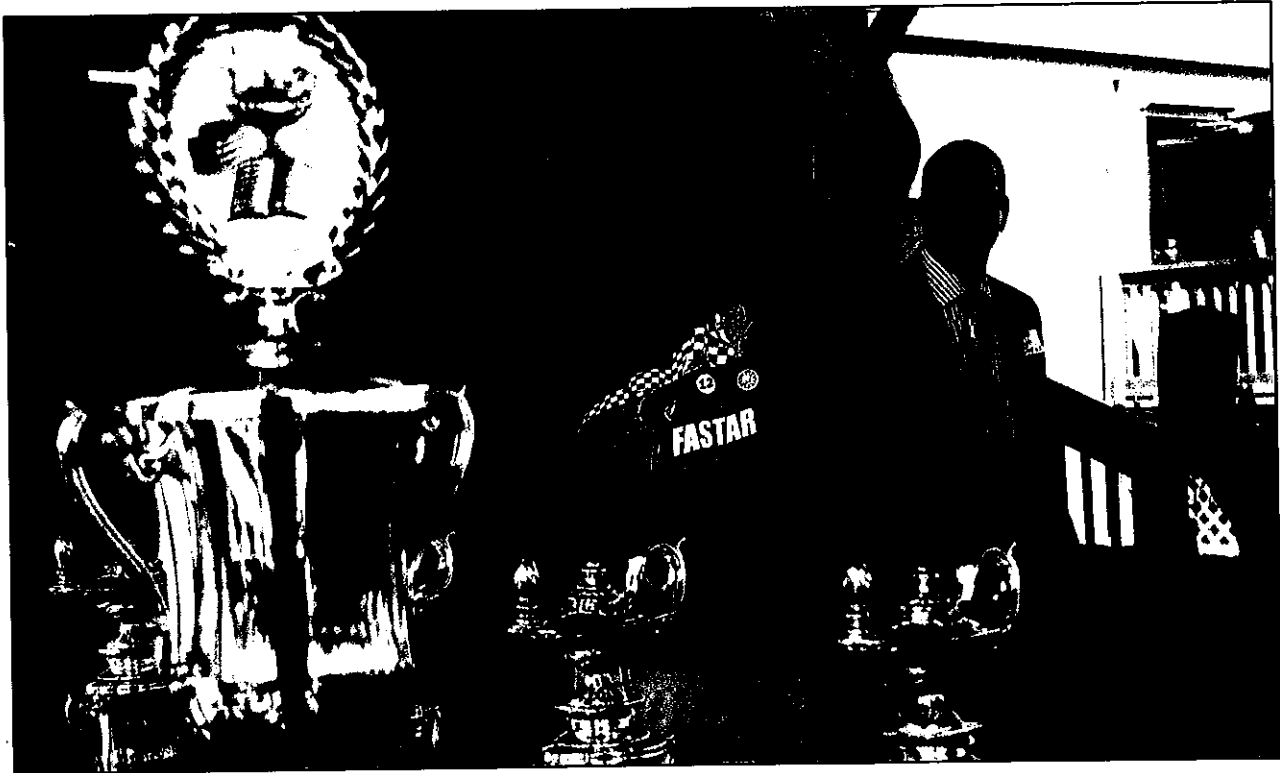
Race coordinator, Jesse Smith, has seen **FASTAR** make incredible differences in students' academic lives. "FASTAR has changed many students' skill levels to grow in areas where they would not have been previously challenged. The competition drives each student to become better in math and reading; and the results are better overall academic growth."

Elementary students practice throughout the school year to increase fluency and become nearly automatic in reading and in math facts. **FASTAR** offers a fun and rewarding experience for students in setting higher performance goals. When a student becomes fluent in a skill, they benefit in numerous ways: increased endurance, longer retention, broader application, and faster problem solving with better immunity from distractions.

"It doesn't matter how smart you are," explains school founder Baker Mitchell who devised the competition, "the winners are those who practice the most and are most devoted to honing their skills."

The **FASTAR** race series consists of four race courses geared towards specific grade levels from Kindergarten through Fifth Grade. The current race courses include: the Charter Day 140 for grade K, the Teach Well 220 for 1st and 2nd, the Booster Club 350 for 3rd and 4th, and the Bacon 400 for 5th grade. Each race has a course layout with several straight-aways. For example, the Booster Club 350 consists of a 260-word reading passage that leads into three turns of math facts arranged in 30 problems each for addition, subtraction, and multiplication. The racers all begin together when the green flag drops and must cover all items in order. The first racer to finish all items in the entire course with the fewest errors gets the black-and-white checkered flag.





CDS Middle School Announces New Director

The Charter Day School has a new Middle School Deputy Headmaster, Eric Irizarry. Eric who was previously Assistant to the Headmaster in the elementary school is a familiar face on campus and brings a wealth of experience and knowledge to his new position. Eric took over the Middle School in February and hit the ground running by continuing existing programs and building relationships with staff, students, and parents already. Active in the community as well, Eric will make a great leader in our Middle School. To get a hold of Eric please call 910-655-5455 or email him at eric@rogerbacon.net.



New Middle School Deputy Headmaster Eric Irizarry

Dr. Miller, who received his doctorate degree just prior to leaving, posted this letter:

Dear parents and students of Charter Day Middle School,

In December of 2008, my family and I were offered a life changing opportunity to lead the middle school at Charter Day School. Over the past three years, numerous school improvement initiatives have been added to the school's curriculum, structure, and daily schedule. I could not be more proud of the efforts of our dedicated staff members, and our diligent learners' achievements.

Recently, my family and I were offered an additional life changing opportunity. This opportunity is a chance to work for the North Carolina Office of Charter Schools as a consultant for charter schools in the eastern region of the state. My family and I accepted this challenge and will be relocating to Raleigh, North Carolina, my last day here as director will be January 31st. The new Director will be Mr. Eric Irizarry. Mr. Irizarry has been the Assistant Headmaster of Charter Day School for the past 3 years and has worked with the middle school closely. He and I have been working side by side over the past week to ensure a smooth transition.

Being a member of the Charter Day School family has been the most rewarding and educational experience in my 12 years in education. I would like to personally thank the students, teachers, staff members, and stakeholders for their belief in our school's vision. As I told the students this past Tuesday, that if I am at all successful in the future it will be because of my time here at Charter Day School. I wish them all the success in the world.

Warmest Regards,

Dr. Thomas William Miller

What's Cool in Our Schools!



School Custodian Judy Smith Honored

Friday morning January 20th, the entire CDS elementary school honored custodian Judy Smith for her hard work and great attitude! She was presented in front of the entire elementary assembly with a huge card signed by faculty, staff and students. Thanks to 5th grader Jaxon Long for coming up with the idea.

Middle School fundraiser for Comfort Socks

During the days of February 1st through February 14th, the CDS eighth grade "Big Picture" program partnered with the non-profit organization Comfort Socks. Students from the class promoted this cause by sharing information to all students, staff, and supporters at Charter Day School. The students collected nearly 500 socks to be delivered to homeless shelters in the area and the region!



CCS students complete DARE Course

Our 5th grade students completed the DARE course this quarter and received their certificates and T-shirts. Thank you Sheriff Batten, Captain Worley, and Deputy Barnes for doing the program at our school and showing the county what great children we have. Awesome job CCS 5th graders for writing terrific essays!

CCS Kindergarten class— "I CAN READ"

Congratulations are in order for the entire Kindergarten team. Headmaster Steve Smith said, "It was awesome looking at all the little faces as they received their 'I can read' certificates. Thank you to the children, and all eight of the teachers and teacher assistants for all their hard work!"



The Composer

The Roger Bacon Academy, for
Charter Day School & Columbus Charter School

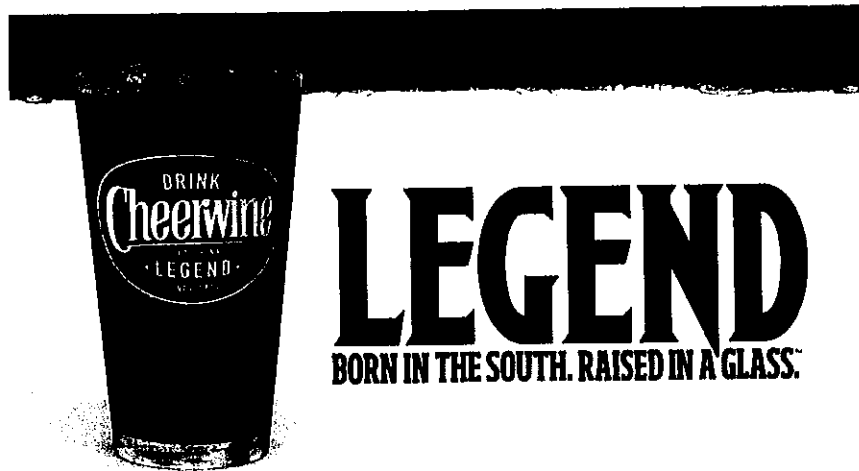
Charter Day School
7055 Bacon's Way
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www.charterdayschool.org

Phone: 910/655-1214
Fax: 910/655-1549

Columbus Charter School
35 Bacon's Way
Whiteville, NC 28472

www.columbuscharterschool.org

Phone: 910/641-4042
Fax: 910/641-9014



Thank you Cheerwine and Quality Beverage Leland for supporting the CDS Elementary dance!

General School Information

	<u>Charter Day School</u>	<u>Columbus Charter School</u>
School:	2000 with 65 students in grades K-2	2007 with 124 students in K-2
Founded:	2011 with 903 students in grades K-8	2011 with 596 students in K-6
Currently:	2005 Honor School of Excellence, Top 25 K-8 in NC, AYP every year	2008-9 School of Distinction, High Growth, AYP
Awards:	80 wooded acres, 12 minutes west of Wilmington off H74	100 acre campus, 10 minutes north of Whiteville off Old Lumberton Road
Campus:		

National Charter Group selects Mr. Mitchell for Conference

Baker Mitchell, Founder of The Roger Bacon Academy, was invited to join 50-60 other attendees from across the country to participate in Hillsdale College's Charter School Seminar: "What Makes Classical Education Different?"

Hillsdale College, located in Michigan and founded in 1844, is widely known for its uniqueness in that it accepts no federal funding for any of its activities.

The three-day conference features such topics as "Undoing Dewey," "Why Shakespeare Matters," "Classical Math: Euclid, Pythagoras, and Newton," and "Psychology and the Assault on Moral Education in Public Schools." Other topics range from progressivism in teacher certification requirements to school culture and grammar as the first liberal art.

The conference for charter school leaders will be held June 24-27 at Hillsdale's Dow Conference Center in Michigan and all expenses will be borne by The Barney Charter School Initiative, a new project funded by the Barney Family Foundation and other national donors.

"I have long been an admirer of Hillsdale College, and I am honored to have been selected to attend this conference," Mitchell said. "I look forward to bringing back many ideas to help our schools accomplish their mission of achieving excellence through classical subjects and methods," he added.



HILLSDALE COLLEGE

Among the challenges facing charter schools is the No Child Left Behind initiative. This challenge has been embraced by the Board and staff.

Early identification of learning difficulties is essential. Many studies confirm that if a lagging student is allowed to progress to third grade without being caught up, the probability is that this student will most likely become a high school drop-out.

The Board believes that the Response to Intervention (RTI) approach in early identification yields valuable, timely information as to which students need continuing intervention. Both the mastery tests incorporated into the SRA Direct Instruction curriculum and the DIBELS reading tests serve for early problem detection.

All students identified as at-risk of not passing curriculum measures such as the EOGs are given appropriate interventions regardless of whether or not they have been formally identified as requiring an IEP. Typically these interventions take the form of additional daily practice in achieving fluency aims in basic skills such as letter-sound correspondence or basic math facts.

STUDENT CONDUCT AND DISCIPLINE (G.S. 115C-238.29B(b)(12); G.S. 115C-238.29F(d)(4 and 5))

Provide drafts, included in this section, of student handbooks and other policies governing student conduct and discipline. Include policies and procedures governing suspension and expulsion of students. Specifically address these policies with respect to exceptional children. Also describe how a parent could appeal the decision of a school administrator through a grievance process.

Students will be expected to adhere to the policies, rules and procedures of the campus. However, infractions of school rules will be addressed immediately by the teacher or staff member involved, and appropriate consequences will be decided. The following steps will be taken when a student's behavior is inconsistent with the school's mission or standards of conduct:

The student will be expected to evaluate his/her behavior with the teacher and to identify actions that will result in pro-social behavior. An apology or restitution, as appropriate, may be required. The student will be expected to correct his/her behavior immediately.

Appeals with regards to an expulsion, long-term suspension, or exclusion should be formally directed in writing to the Board of Trustees within two (2) days of the student's dismissal. The suspension will remain in place until the Board meets and reviews the appeal.

In addition, the Parent/Student Handbook addresses discipline and states in part:

"If the action plan is not successful and the behavior persists, the teacher and Headmaster will determine appropriate disciplinary action which may include after-school detention, limits on free play, exclusion from off-campus activities, parental attendance in class, suspension, expulsion, or dismissal from the school. Douglass Academy does reserve the right to exclude a student from the charter school and return to another school in the local school administrative unit as in accordance with NC Public School Law 115C-238.29F (d) (5)."

The staff's responsibility is to work as a TEAM in organizing, planning, and providing a stimulating and non-threatening environment where students may engage in meaningful learning experiences. The ultimate goal is to provide an environment conducive to learning where the student achieves these goals. In order to do this, discipline is necessary, as it creates conditions favorable to efficient learning. To achieve good discipline of students, all members of the staff must be concerned with the discipline of each

student.

Classroom teachers will have Classroom Rules and Consequences posted in their classroom and a copy in their plan book. At the beginning of the school year and as necessary throughout the year, students will be taught rules for the school and classroom and consequences associated when rules are not followed. Students will be taught every expectation the teacher will ask of students throughout the year.

Parents will be encouraged to partner with us in the education of their children. This partnership will provide support to the school to effectively help students reach their full potential. Parents can assist by sharing their expectations for student behavior and encouraging the student to do his/her best each day. It is important for the students to see that the parents are supportive and that we work together as a team in the best interest of all of our students to create an environment that is conducive to learning. Learning will not be sacrificed as a result of another student's inappropriate behavior.

School/classroom rules, rewards and consequences will be sent home with students at the beginning of the school year along with an acknowledgement form to be signed and returned to the classroom teacher and filed in the students' folder.

We have reviewed the New Hanover County School Board of Education Policy Manual Series 8000 regarding rules and regulations addressing student conduct and discipline. The NHCS manual is the framework from which individual schools are expected to seek parental involvement to develop supplemental school discipline rules and procedures covering matters not specifically addressed in the manual such as dealing with students who are repeat offenders or to highlight students for citizenship. The NHCS Board prohibits the use of corporal punishment. Douglass Academy will adhere to the NHCS Board Policy as the framework for its policy.

See Student handbooks and other policies governing student conduct and discipline Download

TIMELINES

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

See Time Line Download

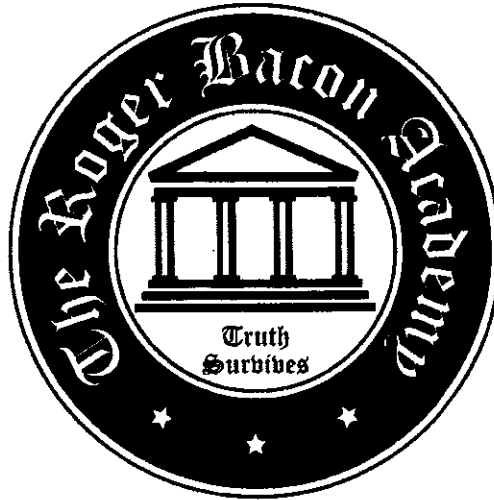
PRIVATE SCHOOL CONVERSIONS: *complete ONLY if the proposed charter is a private school conversion.*

- *Provide a detailed description of the existing private school's financial status.*

Not Applicable

- *Describe the rationale for converting from a private entity to a public school. Include information regarding how the proposed charter school will be nonsectarian in nature and will be open for all students (not just those currently attending the private school).*

Not Applicable



2011-12

PARENT AND STUDENT

HANDBOOK

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www.rogerbaconacademy.org

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Charter Day School – MS
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www.charterdayschool.org

Columbus Charter School
35 Bacon's Way
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www.columbuscharterschool.org

Approved for use by the Charter Day School Board of Trustees – Rev. 1 July 15, 2011

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School Overview

Introduction

This Parent and Student Handbook sets forth policies and expectations of the School. This information will be beneficial as your guide to a successful school year.

The faculty of The Roger Bacon Academy and its affiliated schools approach each year with excitement and vitality. We look forward to a rewarding school year!

Mission Statement

Our understandings of humankind and our universe are expressed and communicated through all of our arts and sciences. Each method of expression- language, painting, music, mathematics, and science- has its rules and techniques for effectively communicating these ideas and understandings.

These rules and techniques are bridges over which ideas must be communicated from one generation to the next.

Thus, the mission of the school through The Roger Bacon Academy is, for the next generation:

- To teach the rules and techniques for effective expression and communication in the arts and sciences,
- To communicate, by these arts and sciences, our understandings of the universe and our role in it, and
- To instill a love of learning and discovery, justifying a life-long dedication to health, truth, and virtue.

Purpose

1. Improve Student Learning:

- Learning environment: The mandatory prerequisite for learning to occur is an orderly, disciplined environment. Our School Pledge requires the student to strive for positive goals and virtues. Behavior that is not conducive to the achievement of the goals and virtues of the School Pledge will not be allowed.
- Teaching Method: The School will use Direct Instruction as the cornerstone of its teaching method and curriculum. Direct Instruction has proven in numerous schools to dramatically improve learning over other teaching methodologies.
- Technology: The School will use the latest technologies as aids, reference materials, art examples, music and other teaching materials to assist the teacher in presentations to the students.
- Dress Code: The School requires all students to wear a uniform to instill discipline and keep order so that student learning is not impeded. Use of uniforms also helps promote a sense of pride and of team spirit, as every student is a member of the academic team.

2. Increase Learning Opportunities: Special emphasis is given to expanding learning experiences for students who are identified as 'at risk of academic failure' or 'academically gifted'. Direct Instruction has shown to be particularly effective for students at risk of academic failure. Its method of 100% mastery and its achievement classification system also enables gifted students to advance at their maximum potential as soon as material is presented.

3. Encourage the use of Different and Innovative Teaching Methods: Through the use of Direct Instruction, students benefit from the well documented success the curriculum has had across the country.

4. Provide Parents and Students with Expanded Choices: The achievement-based classification for student progression assures that each student is in a classroom environment that has instructional objectives that are challenging to that student's abilities and willingness to learn.

Educational Focus

The School offers a disciplined, caring classroom environment that emphasizes traditional values and direct instructional methods for students who wish to fulfill high expectations for diligence, discipline, and devotion to seeking knowledge.

The School unites and balances all subjects—whether language, mathematics, art, music, history, or science—by teaching each as a method for expressing ideas with standard rules and classical examples for study in each area.

Every student who is willing to pledge self-discipline, honesty, and perseverance can excel to their fullest potential at The School. We expect every student to devote full attention to every subject—whether language, mathematics, art, music, history, or science—to achieve a balanced, comprehensive understanding of our civilization and the world in which we live.

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School Administrators

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Calendar

The School follows a year-round schedule consisting of two semesters of two quarters each with an academic break following each quarter. The academic calendar will consist of 180 instructional days per year G.S. 115C-84.2 (a) (1).

Curriculum

The School teaches a classical curriculum espousing traditional western civilization values and founded on the belief that one must be able to communicate clearly one's ideas and understand the communications of others.

To this end, all communication must be grounded upon commonly understood and agreed upon rules. Only when these rules are learned can one strive to communicate new ideas that may lie beyond the rules' abilities and thereby create new, more powerful means of communication.

In literature, for example, the progression of skills and knowledge of rules from handwriting to vocabulary, from vocabulary to grammar, from grammar to composition, and finally from composition to personal expression cannot be shortened. Omitting any step in this progression invites miscommunication and erroneous understandings.

An analogous progression exists in art, in music, in drama, in mathematics, in science, and in every human endeavor to express ideas - regardless of the medium of expression or the subject of the expression.

The School curriculum is structured to teach the established rules and to develop the skills for using the tools for expression - whether a word-processor for literature, a paint brush for art, a chisel for sculpture, a keyboard for music, or an experiment for science.

Along with skill development, the curriculum incorporates a continuum of examples - both classical and contemporary - of techniques for expressions from our world. For example, the artistic expressions of the hunter-gatherers' cave paintings, the works of Caravaggio, and impressionists such as Van Gogh will be studied. The literary works of Homer, Chaucer, Shakespeare, and Hemmingway, and the expressions of Bacon, Galileo, Newton, and Einstein in science are examples of recognized expressions of our universe.

These men all sought, by one medium or another, to express their understanding of some bit of truth about our universe and thereby improve our ability to exist within it.

The combination of learning rule-based methods for expression and error-free communication with examples drawn from our civilization prepares each student for life-long learning and for contributing to their generation and to the generations of the future.

Values

The Roger Bacon Academy strives to inculcate the four classical virtues of prudence, justice, fortitude, and temperance and the three virtues of faith, hope, and charity. Each person associated with the Academy - student, faculty, or staff - is accountable for ensuring that his or her actions exemplify, and are in accord with, these virtues.

School Pledge

I pledge to keep myself healthy in body, mind, and spirit -
staying physically fit,
mentally awake,
and morally straight.

I pledge to be truthful in all my works -
guarding against the stains of falsehood from
the fascination with experts,
the temptation of vanity,
the comfort of popular opinion and custom,
the ease of equivocation and compromise, and
from over-reliance on rational argument.

I pledge to be virtuous in all my deeds,
with the courage to exemplify
faith in my beliefs,
hope for a better future, and
charity towards my neighbor -
with prudence in new undertakings,
with justice when called upon to judge,
with fortitude in the face of adversity, and
with temperance toward temptation.

I pledge to be obedient and follow the laws and rules
in my family,
in my school, and
in my community and country,

So long as I shall live.

Pledge of Allegiance

The Pledge of Allegiance shall be said every morning along with the School Pledge prior to the start of the academic school day. Individual students may choose to refrain from reciting the Pledge but will be expected to maintain proper decorum while others participate (G.S. 115C-47 (29a)).

Equal Education Opportunities

The School provides equal education opportunities for all students and does not discriminate on the basis of race, gender, disability, nationality, or religious affiliation. The school adheres to the legal obligations and requirements under section 504 of the Rehabilitation Act of 1973 and the Individuals with Disabilities Act Amendments of 1997, including identification, evaluation, and provision of an appropriate education.

Compliance with other Laws

The school shall comply with all applicable federal laws and regulations, including but not limited to such laws and regulations governing employment, environment, disabilities, civil rights, children with special needs, transportation, and student records. The school shall comply with all applicable health and safety laws and regulations, whether federal, state or local. Neither the State Board of Education nor the local board of education assumes the duty to oversee the

operations of the School except as may otherwise be required to monitor the charter school for compliance with applicable laws and regulations. The School is required to notify parents, students and staff of the provisions of this paragraph.

Health and Safety Requirements

- **Asbestos, Notification of Inspections**

In compliance with the US Environmental Protection Agency (EPA) Asbestos Hazard Emergency Response Act (AHERA), The School is inspected annually for asbestos. The school was found to have no asbestos during the recent inspection.

- **Blood Borne Pathogens**

Any staff member or child who is diagnosed as having a blood borne disease, e.g., AIDS, HIV, HBV, etc. shall be allowed to continue to attend duties/school unless it is determined that the staff/child is too ill to attend or presents a health risk to others. In any case of communicable disease, strict adherence to control measures as defined by OSHA and the North Carolina Department of Environment, Health, and Natural Resources, Division of Health Services will be observed.

- **Immunizations**

The School will comply in full with the provisions of G.S. 130A-155 that requires all students attending school provide a certificate of immunization indicating that the child has received immunizations required by G.S. 130A-152. Complete and up-to-date records of the student's immunizations must be provided by the parent/guardian to the school office within 30 days of enrollment. If proper documentation is not provided, the School will follow the process outlined in the law for obtaining the certificate or not permitting the student to enroll and/or continue enrollment.

- **Fire and Safety Regulations**

The School will submit to all fire and safety inspections by state, county, and municipal authorities as required by law. The School will also obtain all necessary certificates and licenses prior to opening for each school year.

- **Hazardous Chemicals**

The School will take all necessary steps to protect its students and staff from hazardous chemicals or other potentially dangerous materials, and it will comply fully with all required inspections, laws, ordinances, and regulations regarding hazardous chemicals.

- **Seclusion and Restraint**

- **House Bill 1032 (Deborah Greenblatt Act)**

The School has established guidelines for the use of restraint and provisions for training the staff in the management of student behavior in accordance to North Carolina General Statute, 115C-391.1, also known as House Bill 1032 – Deborah Greenblatt Act. This law took effect July 1, 2006; and requires the School to inform parents of the existence of the law, the definitions for the following terms and how the school will use these forms:

- **Physical Restraint** is the use of physical force to restrict the freedom of movement of all or a portion of a student's body. The School will use a trained crisis team to physically restrain a child only as the last resort to protect the health and safety of the child and others in the area.

- **Mechanical Restraint** is the use of any device or material attached or adjacent to a student's body that restricts the freedom of movement. The School will use a trained crisis team to mechanically restrain a student only as a last resort to protect the health and safety of the student and others in the area. The School will also contact the proper authorities (law enforcement) to assist when needed.
- **Seclusion** is the confinement of a student alone in an enclosed space from which the student is prevented from or not capable of leaving. The School will use a trained crisis team to seclude a student only as a last resort to protect the health and safety of the student and others in the area. The School will also contact the proper authorities (law enforcement) to assist when needed.
- **Isolation** is a behavior management technique in which a student is placed alone in an enclosed space from which the student is not prevented from leaving. The School will use isolation to help a child get their behavior back under control before allowing them to rejoin their classmates. This space will follow the guidelines set forth in the law.
- **Time-out** is a behavior management technique in which a student is separated from others for a limited time in a monitored setting. The School uses the time out system to manage student behavior. The new law does not regulate the use of time out.
- **Aversive Procedures** are a systematic physical or sensory intervention program for modifying the behavior of a student which causes physical harm and long term psychological impairment. The School will at no time use aversive procedures to modify a student's behavior.

Student Admission and Leave Procedures

Admission Policy

The application of any eligible student who agrees to be bound by the school pledge and adhere to the school's policies will be accepted and that student will be admitted if there is space available. If the number of applications received during this period exceeds the available number of openings, then all the applications will be placed in a lottery and assigned placement numbers as each number is drawn.

Lottery Policy

In accordance with public school law statutes 115C-238.29F, any child who is qualified under the laws of this state for admission to a public school is qualified for admission to charter schools. Charter schools shall not discriminate against any student on the basis of ethnicity, national origin, gender, or disability and shall not limit admission to students on the basis of intellectual ability, disability, race, creed, gender, national origin, religion or ancestry.

- **Lottery Procedures**

Applications for enrollment will be accepted during the month of January. All applications received during January will have equal priority for the lottery which will be held in February.

After January 31st, all applications will be dated/time stamped by computer submission and will be added to the waiting list in the order received. These applicants will be used to fill available vacancies after the lottery list has been depleted. Applicants who have siblings who are currently enrolled and have been for at least one school year will be given priority. Employees of The Roger Bacon Academy, Charter Day School, and Columbus Charter School will be guaranteed enrollment for their children.

The conduct of the lottery shall be open to the public. Public notice will be sent to all concerned parties at least one week in advance. Prominent members of the local community will be asked to attend the lottery. Additionally, Charter Day School Trustees will be present, if possible.

The names of all children eligible for the lottery will be electronically drawn from an executive report off of the enrollment data base and placed on a slip of paper containing the child's name and the grade they are applying for. The names will then be sorted by grade and placed in individual grade envelopes and sealed. At the time of the lottery, the names will be removed from the sealed envelope and placed in an opaque container.

The lottery will start with kindergarten, followed by the first grade and work its way up through the various grades. The number of anticipated openings will be stated before names are drawn. If no openings exist or when all seats are full, then all names will be drawn for the waiting list.

The first official will draw a name and read it. They will then pass it to the next official who will verify the name drawn and then hand it to the next official for their verification. The name will then be given to the recording secretary for recording. Once the drawing starts, it will not stop until all names for that grade are drawn.

Waiting List Policy

If seats become available prior to the first day of school, the student's parent/guardian at the top of the waiting list will be contacted. All the numbers on the student application will be called. If there is no answer, a message will be left on the answering machine. That parent will have to confirm that his/her child will attend the school within 24 hours of the phone call. After 24 hours, the next name will be called, and the first student will go to the bottom of the waiting list. This procedure continues until all names have been called or all seats have been filled.

If seats become available on the first day of school until enrollment closes in October, the student's parent/guardian at the top of the waiting list will be contacted. All the numbers on the student application will be called. If there is no answer, a message will be left on the answer machine. That parent will have to confirm immediately to reserve his/her child's seat. If there is no response, or the parent does not call back right away, that student will go to the bottom of the waiting list and the next child will be called. This procedure continues until all names have been called or all seats have been filled.

Notification of Acceptance Policy

Parent/guardians will be notified of their child's acceptance or placement on a waiting list by an official letter from the Headmaster/Director following the conclusion of the lottery.

Acceptance of Seat Policy

After notification of acceptance, a student registration packet must be completed and submitted prior to the due date set by administration, otherwise a seat will not be guaranteed for that student, and he/she will be placed at the end of the waiting list. Newly enrolled students must be present the first day of school by 8:30am to secure their seat. Also, new students will not be allowed to begin classes until proof of promotion from their previous school has been provided.

Transfer Policy

Students enrolled in schools governed by the Charter Day School Board of Trustees may not automatically transfer from one campus to another or have enrollment priority. Transfer students will have to follow public lottery procedures during open-enrollment month or if applying after February 1, will have to be placed on the waiting list until seats become available and until enrollment closes.

Placement

The Headmaster/Director of the school makes all placement decisions. Placement decisions are made for all new students and a review of placement for all continuing students occurs each year. The Headmaster/Director of the school will make every effort to place students in classes that are balanced to foster the optimum growth of each child and the class as a whole.

Re-Enrollment Policy

Prior to the end of the second quarter of school, parents will be given the opportunity to re-enroll their child for the next academic year by filling out a "Letter of Intent." This letter helps determine the number of students per grade level that will be returning and is essential in preparing for new student enrollment. If a parent fails to return the Letter of Intent by the given due date, they may not be guaranteed a seat and must reapply for enrollment.

Promotion and Retention Criteria

In order for a student to be promoted, the following criteria must be met as set forth by the Charter Day School Board of Trustees and North Carolina State Law:

- All students shall meet all attendance requirements.

- All students shall earn a yearly average of 70 or above to pass any subject area.
- All students must pass language arts, reading, and mathematics at or above the minimum acceptable grade level.

The following additional criteria will be used in the decision to promote or retain a student:

- Academic promotion requirements which are specified in a student's Individualized Education Plan (IEP) shall establish the promotion standards by which students with an IEP will be promoted. Any academic requirements for promotion stated in this policy which are not modified in a student's IEP shall remain as a requirement for promotion.
- An evaluation of a number of assessments; including end-of-grade scores, achievement of mastery, and other additional academic considerations specific to grade level and the School philosophy.
- Teacher recommendation to the Headmaster/Director.
- No student will be retained for athletic purposes.

Students progress at their own rate and the significance of their age and/or grade level is de-emphasized. There are times, however, when it is believed that it would benefit a student to spend an additional year at the same grade level. The final decision for promotion will be made after End-of-Grade testing has completed. A parent who does not agree with the decision to retain may appeal the decision to the Headmaster/Director. The State of North Carolina has vested all final promotion authority with the Headmaster/Director of the School.

Suspension, Exclusion, and Expulsion

- **Exclusion**

A student can be excluded from the School in accordance with GS 115C-238.29F (d) (5) and be returned to another school in the local school administrative unit if, in the opinion of the Headmaster/Director, there has been sufficient violation of the School Pledge or the rules and policies of the Parent/Student Handbook.

- **Suspension/Expulsion**

A student may be suspended or expelled from the school in accordance with GS 115C-391 if the rules continue to not be followed or if the student's conduct, as established by his or her teacher(s), proves to be disruptive or dangerous to other students and/or staff, recognizing the requirements of state and federal law concerning special needs students. Suspension may also occur if a student or parent(s) fails to adhere to the terms of the School Pledge or the rules and policies of the Parent/Student Handbook. Until the length of the suspension has been completed and/or the suspension or expulsion is excused by the Board of Trustees (see Appeals), the student will not be permitted to return to campus or participate in any off-campus school activities.

- **Appeals**

Appeals with regards to an expulsion or long term suspension should be formally directed in writing to the Board of Trustees within three business days of the student's dismissal. The decision will remain in place until the Board has an opportunity to meet and review the appeal.

Withdrawal

Parents withdrawing their children must fill out a "Withdrawal Form" at the time of withdrawal. Student's permanent records will not be forwarded until the form is completed and a request for transcripts has been received from the student's new school.

General School Expectations

Arrival and Departure Procedures

When students arrive on campus, they should report directly to their classroom or to the classroom designated as early drop-off for that grade level. Once students arrive on campus, they must remain on campus throughout the school day. Students should leave campus when their school day ends. It is the parents' responsibility to ensure their child/children are picked up by each grade level's designated time. If a student is not picked up by their designated time, they will be sent to Before and After School Care, if they are enrolled and in good standing. If they are not enrolled, we will contact the local authorities, after attempting to contact the parents.

- **Traffic, Pedestrians**

- Parents who wish to walk with their children on campus must use all designated crosswalks. Parents are not allowed to enter the classrooms during morning drop-off or afternoon pick-up. An exception to this will only be made for parents of kindergarten children during the first two weeks of school and those with a scheduled conference.

- **Traffic, Vehicles**

- Drivers are expected to use proper turn signals and obey the direction of the School resource officer (where applicable) and/or staff members assisting in traffic flow when entering and exiting the campus.
- Drivers are reminded to drive slowly throughout the campus. The speed limit is **5 mph**.
- All roads that are located directly in front of classrooms are open only to single vehicle, one way traffic during drop-off and pick-up.
- Vehicles are not allowed to pass, go around, or pull in front of stopped vehicles.
- Drivers must remain in their vehicle while in the drop-off or pick-up line.
- Vehicles are not allowed beyond the gates during school hours unless specific permission has been given by the administration.
- Drivers are expected to obey all traffic signs, cones, and barricades on campus including those put in place to direct traffic into staging lanes (where applicable).
- Specific traffic directions will be presented during orientation.

- **Parking**

- Parking is prohibited in areas designated by signs as well as on any grassy areas, unless otherwise indicated.
- Parents are not allowed to park in the designated staff parking areas.
- During drop-off and pick-up, vehicles are not allowed to park in front of the classrooms.

Attendance

- **Absence, Excused and Unexcused**

All children are expected to be at school each day unless they are ill or there is an emergency. In compliance with the North Carolina Compulsory Attendance Law (G.S. 115C-378) all absences require parental documentation explaining the child's absence. Ten or more unexcused absences will result in a meeting with school administration and could ultimately result in a parent being referred to the District Attorney's office and the director of social services in the county in which the child resides.

It is the policy of the state of North Carolina and the Charter Day School Board of Trustees that any student with more than 15 absences (excused or unexcused) shall be retained the

following school year. Parents may appeal this decision if a medical condition exists which may have prevented normal attendance.

If your child is absent from school, please send a note with your child on his/her return stating the reason for the absence. Notes should be received at school no later than 2 days after the absence. Undocumented absences cannot be excused.

Students who are absent for family, church trips or other reasons not considered excused by state policy will be given an unexcused absence. Work may be provided ahead or made up upon return if cleared with an administrator before the absence occurs. In certain cases, travel for an educational purpose may be excused. Approval must be obtained prior to the travel and an age appropriate report must be turned in for the absences to be excused.

- **Early Dismissal**

If parents must take a child out of school during the school day for reasons such as a doctor's appointment or other medical appointments, a note should be submitted no later than the morning of the pick-up and they must come to the office to sign the student out. Anyone picking up a student must present an ID card which will be verified against the student's records. Students will be called from the office to meet their parent or designated adult. Students will be considered present for the day if they are in attendance for at least 3 ½ hours.

We cannot prohibit parents from taking their children out early; however, if a student is checked out of school for reasons not approved by the Headmaster/Director, they will not be allowed to make up missed work or tests. **Students are not allowed to be released from school between 2:30 and their designated grade level's dismissal time unless there is an emergency or doctor's appointment.** Please remember, teachers are still instructing in the classrooms until the end of school and early dismissals interrupt instruction. We encourage all parents to make routine medical appointments during school breaks.

- **Tardies**

If a student arrives after the designated time for school to begin parent and student will need to go to the administration office to sign the student in and get a tardy slip to present to the teacher. Please note that failure to wake-up on time does not excuse a tardy. Additionally, students must be in their classroom at the designated time, not on campus or through the gate. Also remember that children rely on an adult to bring them to school and that your actions do influence your child's education.

- **Make-up Work**

Students will be allowed an equal number of days to makeup work for excused absences and early dismissals as were missed.

Bullying

Bullying, intimidation, repeated teasing or taunting, use of offensive or degrading language including, but not limited to remarks that demean a person's race, religion, sex, national origin, disability, intellectual ability or physical attributes are specifically prohibited. The School has a zero tolerance for bullying. Bullying will result in an automatic office referral, and in accordance with the state law, can result in expulsion.

Child Abuse/Neglect

The faculty and staff of the School are required by law to report any suspected case of child abuse or neglect to the Department of Social Services.

Discipline

The School is an academic institution; therefore, all behaviors should reflect the seriousness of this endeavor. Each student is a valuable member of the school community. A community which values the dignity and worth of each individual is created by each member taking personal responsibility for his or her behavior and respecting the personal and cultural differences of others. Students shall display a courteous attitude at all times. When students fail to do this, disciplinary action may take place. Discipline and self-control are essential to the academic and social success of each child. We are committed to fostering in each student self-discipline, sound moral character, and respect for our community of unique individuals. With these ethics in mind, the following expectations apply:

Students will:

1. Strive to maintain high academic standards.
2. Respect the personal space, property, and privacy of others.
3. Be kind, courteous, and thoughtful.
4. Respect and keep our environment clean.
5. Complete all class assignments and submit when due.
6. Exhibit a spirit of scholarship and good sportsmanship.
7. Exercise good manners at all times. This includes:
 - Not interrupting others or speaking out of turn.
 - Raising one's hand to be called upon.
 - Addressing all adults by their appropriate title (Mr., Mrs., Miss, Ms., Dr., etc).
 - **Using polite responses frequently, such as: "Thank you", "Please", "Yes Ma'am/Sir", "No Ma'am/Sir", etc.**

Students will not:

1. Breach the School Pledge.
2. Plagiarize –claiming the intellectual, artistic, or literary work of another as one's own.
3. Compromise the safety of oneself or others through inappropriate behavior.
4. Possess or use alcohol, tobacco products, marijuana, controlled substances or associated paraphernalia on campus or while attending off-campus events.
5. Make a presentation of, or use of counterfeit (fake) drugs or weapons. This will result in the same punishment as if it were the real item.
6. Possess, threaten to possess, or use weapons of any kind as defined in **G.S. 14-269.2(b-g)** or powerful explosives as defined in **G.S. 14-284.1** on campus or while attending off-campus events.
7. Fight, show physical aggression, or display any inappropriate physical contact.
8. Misuse school or personal property of others.
9. Engage in personal harassment of any kind.
10. Leave school grounds without expressed permission of a teacher, parent and/or administrator. Being outside the boundaries of the school campus will be construed as leaving school grounds.
11. Lie.
12. Cheat.
13. Steal.
14. Use profane, rude, or disrespectful language or gestures.
15. Display mean, unkind, or unpleasant behavior towards others, such as bullying.
16. Engage in inappropriate displays of affection.
17. Wear caps indoors.
18. Litter or harm school property.

19. Chew gum.
20. Violate the Dress Code.

Intolerable Behaviors:

The following behaviors will not be tolerated and may result in immediate dismissal or suspension from school without discussion. Additionally, a recommendation for expulsion will be made by the Headmaster/Director to the Superintendent.

- Any action or threat of an action that could jeopardize the safety and well-being of others
- Possession of illegal drugs (including counterfeit)
- Possession of a weapon
- Repeated willful defiance of a teacher or refusal to follow directions given by an adult in charge
- Bullying

Disciplinary Action

Most infractions of school rules will be addressed immediately by the teacher or staff member involved, and appropriate consequences will be decided. The following steps will be taken when a student's behavior is inconsistent with the school's mission or standards of conduct:

- The student will be expected to evaluate his/her behavior with the teacher, and to identify actions that will result in pro-social behavior. This action plan should include describing the inappropriate behavior, identifying the rule or expectation, and alternatives to the behavior for the future. An apology or restitution, as appropriate, may be required. The student will be expected to correct his/her behavior immediately. Excuses for a recurrence of the behavior will not be accepted.
- If the action plan is not successful and the behavior persists, the teacher and Headmaster/Director will determine appropriate disciplinary action which may include on-campus community services, after-school detention, limits on free play, exclusion from off-campus activities, parental attendance in class, suspension, expulsion, or dismissal from the School.
- The School may refer to the Local LEA's Code of Conduct Policy Manual when a specific discipline infraction has taken place, or where it is not specifically dealt with in this Parent/Student Handbook.

Emergency School Closing

An emergency school closing is defined as a cancellation of part or all of a normally scheduled school day due to any reason that may endanger the safety of our students and staff including but not limited to: inclement weather, electrical failures, and water system failure.

- **School Closing Announcement**

In the event a decision is made by the Superintendent to delay or close school due to a situation that may endanger our students and staff, it will be announced on the following local new stations' broadcasts and websites: WECT-TV 6 and WWAY-TV 3. **School information will be strictly listed under the name of the School or The Roger Bacon Academy. Our schools do not follow the local school district's schedule of closings and delays.** Where available, announcements will also be made on the School Information

Hotline (dial school office and extension 411) as well as by way of the Parent Notification System that will notify parents by phone and email.

- **Emergency Closing Procedure**

In the event of any emergency school closing **during the school day**, the School will follow normal pick-up procedures, at the time designated for closing. Before and After School Care will not be available due to safety concerns. Please ensure that your child is familiar with those individuals authorized on their enrollment form to pick him/her up and where he/she will be taken in case of school closings. Students not picked up by the time designated for the school closing will be secured in a safe place while attempting to contact parents and emergency contacts an additional time. If no response is received, the local authorities will be contacted.

- **Delayed Opening Procedure**

The School will open following the normal hours of operation plus the number of hours of the delay. For example: If the normally scheduled school day begins at 8:00am and there is a two hour delay, the school day would then begin at 10:00am. Students may arrive 30 minutes prior to the start of the delayed schedule. Before and After School Care will not be available due to safety concerns.

Emergency Contact Information

Before the start of the school year, each child must have on file in the school office a Student Enrollment Form that contains health information, emergency telephone numbers, and parent signatures. **Changes in this information at any time during the school year should be reported to the office immediately.**

Electronic Devices

Cell phones and all other electronic devices must remain turned off and in backpacks throughout the school day. Any electronic device used inappropriately will be confiscated and returned to a parent/guardian at the end of the school day. Second offenders will receive further consequences and will lose future electronic device privileges. The School will not be responsible for lost, stolen or broken items.

Field Trips

The School recognizes that field trips are a fun and necessary part of education. All students must participate in school sponsored field trips. Any excuses must be in writing and pre-approved by the Headmaster/Director. Permission slips and specified attire are required in order for the student to participate.

Safety on field trips is also a primary concern of the school. Where available, the school bus will be used. Only students and faculty are allowed to ride the bus unless otherwise approved by the Superintendent. Parents who wish to drive to attend a school field trip may only drive their own children in the case where a school bus is available. If on a campus where a school bus is not available, parents may volunteer to drive children other than their own by completing a Field Trip Driver's Form and providing proof of insurance along with assurance of a safe driving record prior to the day of the trip.

Because of the possibility of distraction, other siblings or children may not accompany parents who have volunteered to drive and/or participate on the trip.

Fundraising

All fundraising events are to be approved by administration. The Headmaster/Director and an Officer of the Board must approve the event prior to it being scheduled or announced. The purpose of this policy is to ensure that all fundraising events are consistent with the School mission and that all responsible parties are informed of school activities.

Grading

The academic year is divided into four 9-week grading periods. Progress reports are sent home with students halfway through each nine-week period. Report cards are sent home at the end of each nine weeks. Parents should sign progress reports and report cards and return to the appropriate teacher. The grading scale for the School is as follows:

A	93-100	Excellent
B	85-92	Above Average
C	77-84	Average
D	70-76	Below Average
F	Below 70	Failure

- INC - Incomplete grades must be made up at the end of each nine weeks or the grade will be changed to an F.
- Where applicable, conduct is graded as follows:
O= Outstanding, S = Satisfactory, N = Needs Improvement, U = Unsatisfactory

Grievances

All grievances against faculty members will be handled in the following manner:

1. Grievances will be directed first to the faculty member and/or party in which the grievance originated.
2. If not resolved with the faculty member, a meeting with the parent, faculty member, and a third party staff member related to the situation (i.e. teacher, lead teacher, etc.) will be scheduled.
3. If the grievance is not adequately resolved, the matter will be brought to the appropriate member of school administration (i.e. Assistant Headmaster, Headmaster, Director) who will meet with the faculty member first, followed by a meeting with both parties.
4. If the grievance is not resolved at this level, the Board of Trustees will meet with the person who has the grievance to resolve the matter. All Board decisions are final.

Health/Wellness

• Contagious Conditions

To protect the school population, students with ailments that are easily spread must be kept at home until a physician renders the student non-contagious. The following includes, but is not limited to possible contagious conditions: pink eye, ringworm, and chicken pox.

• Head Lice

We have a zero nit policy. If you discover lice or nits in your child's hair, please do not send them back to school until they have been treated and all the nits have been removed. Please tell your child not to share other children's combs, brushes, hats, etc.

After adequate treatment, please accompany your child to the school office where he/she will be inspected for lice and nits. Upon a thorough inspection by school personnel, the child

may remain in school if nits and lice are not found. Please re-check your child frequently to ensure lice has not returned.

Remember, head lice may cause extreme discomfort, interfere with concentration and spread easily; therefore, we ask parents to give this matter immediate attention. Children will only be given two excused absences for lice and nit removal.

- **Illness**

Students should not come to school with a fever of 100 degrees or higher. Additionally, a student should not come to school if they demonstrate any of these symptoms: malaise, headache, nausea, vomiting, abdominal pain or symptoms of upper respiratory infection.

If your child becomes ill at school, we will contact you immediately. If we cannot reach you, we will use the emergency contact numbers on the student's enrollment form to contact you or the person you designate. Please remember, we cannot keep ill children at school.

- **Immunizations**

Please refer to Health and Safety Requirements in the School Overview section.

- **Injuries**

In the event of a serious injury, the school staff will use the emergency contact information that you provided on your child's enrollment form to contact you or the person you have designated. If necessary, we will call 911 while we are trying to reach you. Our staff will complete an accident report to keep on file for insurance purposes.

If the injury is minor, the classroom teacher will exercise judgment in making a decision to call you. In most cases you will be alerted so that you will have the option of viewing the injury yourself.

- **Medicine - Prescription and Non-prescription**

The staff cannot dispense non-prescription medicine (such as aspirin or creams for itching, etc.) to students. Students who need to take prescribed medication must have a current prescription and a completed "Dispensing Medications Form" that can be obtained from the administrative office. This form must be filled out by a doctor, signed by a parent, and returned to the office before the medication can be administered. All prescribed medication will be kept in a locked box to be accessed and dispensed by designated staff only. Under no circumstance should a student have in their possession any type of medication. Any medications not picked up by a parent/guardian at the end of the school year will be disposed of.

Homebound Instruction

Homebound Instruction will be provided for any student that is expected to be confined for four weeks or longer at home for treatment or convalescence. The homebound instruction, based on the individual need of the student, will be approximately 3-5 hours per week. A medical statement **must be signed by a physician** confirming that the student will be away from the classroom for a minimum of four weeks and the anticipated length of time the student is expected to be unable to attend school.

Homework

It is the responsibility of parents to provide adequate time and proper environment for homework assignments to be completed. **Homework is not an optional activity.** Failure to complete homework will result in loss of privileges. All students are expected to complete assigned

homework neatly, accurately, and on time. Parents may help with a child's homework, but should not do the work for the child as this is considered a form of cheating. All homework is to be turned in the morning of the due date. Homework assignments will drop a letter grade each day it is past due.

Hours of Operation

Please contact the individual school office for specific hours of operation.

Internet Use Policy

Students are not allowed unsupervised access to the Internet at school. Access is only available under the direct supervision of a teacher, instructional assistant or other trained adult.

Lost and Found

Lost and found articles that are turned into the office will be returned to the owners upon identification. We urge parents to put nametags on clothing and other articles. Articles without names will be kept as long as possible, but there is very limited space. Items not claimed will be given away to local charitable organizations or sold the last week of school prior to breaks.

Lunch and Snack

The School does not provide food services. Students need to bring a lunch. drink (non-caffeinated only), and snack in an appropriate container(s). Meals will be eaten in the classroom or outside, weather permitting. Please strive to pack healthy and filling meals. High sugar, caffeinated, and highly processed foods do not give children the energy they need to learn and function well in a classroom. Also, keep our environment in mind and pack meals in reusable and/or recyclable containers to help eliminate excessive waste. In the event that a student forgets a lunch, parents must bring a lunch to the school office. If you are unable to provide your child with a lunch, please notify the school.

Off Campus Activities

The same School rules of behavior and discipline, as well as the consequences already outlined under Disciplinary Action, will apply to the students attending and participating in any off campus school sanctioned activities.

Participation, Student

Students are required to participate in all school directed activities. Any exceptions must be in writing and pre-approved by the Headmaster/Director.

Pets on Campus

Animals are not allowed on campus during school hours or at school events unless permission has been given from administration. Any animals brought on campus must be on a leash or in a cage.

Physical Education

The State of North Carolina requires that all students "recognize the joy of participating" in athletic activities. Therefore, each child is expected to participate in Physical Education classes. A note will be accepted if a student cannot participate in P.E. classes for the length of one week. Beyond one week, a doctor's statement must be presented.

Remediation

Students are encouraged to attend remediation after each of the nine week grading periods. Students attending remediation will be allowed to make up missed work and receive help on

concepts they don't understand. Remediation attendance is only one part of the picture when looking at promotion or retention of students who do not make the grades at the end of the year. The School does not offer remediation during the summer break.

Returned Check Fee

A fee of \$25.00 will be charged for all returned checks until payment is made. After two returned checks from an individual, the School will no longer accept checks for any payment.

Safety

Safe schools are critical to creating a learning environment where students can succeed. Staff and students share in the responsibility to take reasonable precautions and safety measures to create and maintain safe schools.

- **Campus Boundaries**

For safety reasons, students are not permitted outside the immediate school area without supervision. Violation of these boundaries will subject the student to disciplinary action for being "Off-Campus". Under no circumstances are students allowed to wander without supervision.

- **Care of School Buildings and Grounds**

Students are required to treat the school building and grounds with respect. All students will be given age-appropriate tasks to help in the upkeep of the campus. Any signs of vandalism or potential hazards on campus must be reported to a staff member.

- **Reporting Suspicious Behavior**

Students are required to notify any staff member of any acts of violence or any unusual or suspicious behavior that may endanger safety. Ongoing student education efforts will aim at minimizing any fear, peer pressure, embarrassment or other impediments to students reporting potential problems. Staff must report immediately to administration any student's information or their own observation of unusual or suspicious behavior or acts of violence. A member of administration is required to investigate and act upon any reports of such behavior including, when appropriate, reporting criminal activities to law enforcement.

- **Weapons**

The School has a "No Weapons" policy in accordance with G.S. 14-269.2 (b-g) that reads, "It shall be a Class I felony for any person to possess or carry and/or cause, encourage, or aid a minor who is less than 18 years old, whether openly or concealed, any gun, rifle, pistol, or other firearm, and a Class G felony for any person to possess and/or cause or aid a minor less than 18 years old, any dynamite cartridge, bomb, grenade, mine, or powerful explosive as defined in G.S. 14-284.1 of any kind on educational property or to a curricular or extracurricular activity sponsored by a school. It shall be a Class 1 misdemeanor for any person to possess or carry and/or cause, encourage, or aid a minor who is less than 18 years old whether openly or concealed, any BB gun, stun gun, air rifle, air pistol, bowie knife, dirk, dagger, slungshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors and razor blades, firework, or any sharp-pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction, and maintenance on educational property.

Any student with a weapon in his/her possession will have the weapon confiscated and will be suspended. The weapon will be stored with administration or the school resource office

(where applicable). Any student who threatens or intimidates another student or staff member with a knife or any weapon will be immediately expelled.

Solicitations

Any solicitations are prohibited without the permission of administration. This includes the selling of tickets, candy, toys, the distribution of political materials and the circulation of petitions, etc. All items intended for sale or sold for profit will be confiscated. The only exception is the selling of goods for an approved school fundraiser.

Student Recognition

Teachers and staff will take opportunities throughout the school year to recognize students who are upholding the characteristics outlined in the School pledge. These students demonstrate by their actions that they are working towards the being self-directed learners, problem solvers, thinkers, quality producers, community contributors, collaborative workers, and individuals who respect themselves and others.

Student Records

Confidentiality of all student records is protected by the Family Educational Rights and Privacy Act of 1974. The School cannot make available any student information to unauthorized persons.

- **Review, Release of Records to Parent, Guardian or Eligible Student**

A parent, guardian or eligible student (one who is at least 18 years old or is married) will be allowed access to the student's records upon proper request. A formal review of a student's complete records will be conducted only in the presence of the Headmaster/Director or his or her designee.

- **Release of Records to Others**

Student records will be released promptly upon request from any school to which a student transfers, and in other circumstances specifically permitted by law. Written permission by a parent, guardian or eligible student is required for the release of a student's records in any other circumstance.

Supplies, Classroom

Each teacher will issue a list of supplies required for the class before the beginning of the school year. Parents are expected to replace used supplies throughout the year.

Teacher Conferences

Parents may contact teachers during regular school hours to relay a message or schedule conferences by writing a note, calling the administrative office and leaving a message, or through their school email as listed on the school website. Any dialogue with a teacher concerning a student is to be scheduled in advance. Remember, our teachers are planning for students, teaching, supervising, and advising during their time on campus. In order to maximize teaching time and teacher effectiveness, interrupting or detaining a teacher is not allowed. Parents may schedule a meeting with the Headmaster/Director by contacting the school office; however, all grievances must be handled as described under Grievances in the General School Expectations section. Please realize that the Headmaster/Director has many meetings and appointments and will not always be able to meet with you immediately.

Telephone and Cell Phone Usage

Students are not permitted to make phone calls except in cases of emergency or by teacher request. Students who need to use the telephone must have approval from their teacher. It is

requested that all travel and after-school plans be made ahead of time in order to keep the school telephone lines available. As outlined in the "Electronic Devices" section of this handbook, students bringing cell phones to school must keep them in their backpack throughout the school day. Cell phones are not the responsibility of the faculty and staff at the School. Students who disregard the cell phone policy are subject to disciplinary actions. Please do not call or text your child's cell phone as it is against school policy for students to use them during school hours.

Testing

The School will administer a nationally recognized standardized test each year in order to compare the scholastic aptitude of our students on a national scale. Additionally, all children will participate in grade appropriate state required End-of-Grade testing.

Textbook Fines

Students will be held accountable for the condition of textbooks they are assigned. Damaged textbooks will earn a fine. These fines are meant to encourage students to take care of their books and to discourage any deliberate defacing of school items. As such, the fines do not relate directly to the original price of the book, except in the case of a book that is no longer fit to be checked out. In that case, the replacement cost of the book will be charged. Parents and students are asked to look over each assigned and record any damage found. Any damage not reported will be charged to the student. All damage must be reported to the teacher when it is found. If textbooks are lost or rendered un-useable, parents will be required to reimburse the school for the cost of the book, plus shipping. All textbooks must be covered with a book cover to minimize damage.

Tutoring

Special tutoring is available to all students on an as needed basis. If it is determined that a student requires additional remediation, it will be provided during the last week of each break. Teachers are not allowed to tutor their own students for pay after hours. The use of an outside tutor during school hours is not authorized. Parents may elect to hire a tutor if they desire; however, they will not be allowed to use the School facilities. The use of any outside consultants, regardless of specialty field, must have permission from administration prior to coming on campus.

Uniform Policy

Students are required to dress in the appropriate school uniform. High standards of decency, cleanliness and grooming are expected at all times. The Administration believes these dress guidelines are reasonable. Additionally, if a child's clothing is torn, dirty or not properly fitted, parents will be asked to replace the uniform. Please find the grooming standards and uniform requirements below:

Grooming Standards

Girls:

- May wear single stud and small earrings that are no longer than ½ inch (no more than 2 per ear).
- Small, non-eccentric necklaces and bracelets may be worn. Not more than one necklace and one bracelet.
- Watches may be worn.
- Excessive or radical haircuts and colors are not allowed.
- Make-up is not allowed for elementary students; middle school girls may wear conservative make-up.

Grooming Standards

Boys:

- No jewelry is allowed.
- Watches may be worn.
- Hair must be off the collar, above the eyebrows, and not below the top of the ears or eyebrows.
- Excessive or radical haircuts and colors are not allowed. Hair cannot be braided or twisted.
- No mustache or beards. Boys must be clean shaven.

Charter Day School – Girl's Uniform Requirements

Clothing Category	Types	Description	Color
Tops	Shirts	Unisex Polo, Oxford/Peter Pan acceptable, tucked in at all times	White/ Navy Blue
	Sweaters	V-neck, cardigan	
	Turtlenecks	Worn under uniform shirt	
	Undershirts	Worn under uniform shirt	
	Jackets	Elementary classrooms only, uniform colors required	
	Sweatshirts	Elementary classrooms only, RBA authorized required	N/A
Bottoms	Jumpers	Knee-length or longer	Khaki
	Skirts		
	Skorts		
Footwear	Socks/Stockings/ Leggings	Not Required, Plain – no designs	White, Black, Navy Blue
	Shoes	Closed-toe/Closed-heel secure shoes required; Flip-flops, Crocs, sandals, platform or high heel shoes prohibited	Casual dress or Athletic
PE Uniform	N/A	RBA authorized only; Will be worn to school on PE days only	N/A

Charter Day School – Boy's Uniform Requirements

Clothing Category	Types	Description	Color
Tops	Shirts	Unisex Polo, Oxford acceptable, tucked in at all times	White/ Navy Blue
	Sweaters	V-neck, cardigan	
	Turtlenecks	Worn under uniform shirt	
	Undershirts	Worn under uniform shirt	
	Jackets	Elementary classrooms only, uniform colors required	
	Sweatshirts	Elementary classrooms only, RBA authorized required	N/A
Bottoms	Pants	Plain, not cargo	Khaki
	Shorts	Knee-length. Plain, not cargo	
Belt	N/A	Must be worn with pants and shorts at all times	Black, Brown, Khaki, Navy
Footwear	Socks	Required	White, Black, Navy Blue
	Shoes	Closed-toe/Closed-heel secure shoes required; Flip-flops, Crocs, and sandals, are prohibited	Casual dress or Athletic
PE Uniform	N/A	RBA authorized only; Will be worn to school on PE days only	N/A

Columbus Charter School – Girl’s Uniform Requirements			
Clothing Category	Types	Description	Color
Tops	Shirts	Unisex Polo; Must be tucked in at all times	Forest Green
	Sweaters	V-neck, cardigan	Forest Green, White
	Jackets	Any style, uniform colors only allowed in classroom	Forest Green
	Sweatshirts	RBA authorized only allowed in classroom	N/A
Bottoms	Jumpers	Knee-length or longer	Khaki
	Skirts		
	Skorts		
Footwear	Socks/Stockings/Leggings	Required, Plain – no designs	White, Brown, Forest Green
	Shoes	Closed-toe/Closed-heel secure shoes required; Flip-flops, Crocs, sandals, platform boots, and high heel shoes or boots prohibited	Casual dress or Athletic
PE Uniform	N/A	RBA authorized only; Will be worn to school on PE days only; PE shirts do not have to be tucked in	N/A

Columbus Charter School – Boy’s Uniform Requirements			
Clothing Category	Types	Description	Color
Tops	Shirts	Unisex Polo; Must be tucked in at all times	Forest Green
	Sweaters	V-neck, cardigan	Forest Green or White
	Jackets	Any style, uniform colors only allowed in classroom	Forest Green
	Sweatshirts	RBA authorized only allowed in classroom	N/A
Bottoms	Pants	Plain, not cargo	Khaki
	Shorts	Knee-length; Plain, not cargo	
Belt	N/A	Must be worn with pants and shorts at all times	Black, brown, khaki
Footwear	Socks	Required	White, Brown, Black, Khaki
	Shoes	Closed-toe/Closed-heel secure shoes required; Flip-flops, Crocs, and sandals, are prohibited	Casual dress or Athletic
PE Uniform	N/A	RBA authorized only; Will be worn to school on PE days only; PE shirts do not have to be tucked in	N/A

Visitors/Volunteers

Visitors and volunteers are welcomed at the School and are reminded that they are a very visible role model while on campus and should conduct themselves as such. Visitors are those who make routine visits to their child's classroom to participate in events, etc. Volunteers are those who have signed up to offer specific support while on campus. Due to the nature of their assignments in working directly with our students, volunteers will be asked to sign a confidentiality agreement and may be subject to a background check. Visitors and volunteers are subject to the same expectations of the conduct as outlined for students in this handbook (see Discipline). Specifically, the following limits are asked to be kept in mind:

- First schedule an appropriate time to participate in the classroom or on campus with the teacher and/or administrative staff.
- On the day of the visit, check in with the school office. A pass will be issued by the school office which must be visibly worn at all times during their visit.
- Act appropriately. Use of profanity or acting hostile while on campus is strictly prohibited. Disagreements may be resolved in private or off-campus.
- Dress appropriately. All volunteers working on campus are asked to dress in business casual attire.
- Be considerate while visiting classrooms so as not to interrupt the instruction or distract the students.
- Do not have other children accompany you to the classrooms due to the possibility of distraction.
- Classroom visits are not a time to conference. Teachers are teaching during this time and cannot be distracted to answer questions about individual students. (Please see Teacher Conferences in the General School Expectations section).
- Only enter an empty classroom, even if unlocked, with the permission of the teacher.
- Grade books are highly confidential and are not available to the parents. Parents may find out what their child's grades are by scheduling a conference with the teacher. Parents may request to view their child's academic records but must be accompanied by a school employee.
- Do not interrogate or discipline another family's child under any circumstances.
- No smoking on campus.
- Do not litter. This includes cigarettes. This is not only a litter problem, but a fire hazard as well.

Failure to observe these standards of behavior can result in parents being denied the right to come on campus.

Parent and Student Handbook Agreement 2011-2012

In order to accomplish our mission charge, The Roger Bacon Academy and its affiliated schools will need the help and cooperation of parents. We believe that parental presence in the school will contribute to learning through the example set by committed, caring adults. *Parental and student commitment to the following agreement is required by all parents and guardians.*

Students are expected to:

- attend school punctually and regularly.
- obey the rules and regulations of the school.
- be courteous, obedient, and respectful to all school staff and personnel.
- be respectful and considerate of classmates.
- be diligent in study.
- complete homework assignments on time and in good order.
- adhere to the School Pledge.

The Parent(s)/Guardian(s) and Student agree to:

- the philosophy of the School.
- make sure the student is at school on time with appropriate materials.
- read correspondence and sign notices sent home with the student in a timely manner.
- set aside a homework time for the student to complete individual assignments.
- attend parent/teacher/student conferences. Other meetings can be arranged at a mutually convenient time.
- not allow non-enrolled siblings or other children we may bring with us to play on the playground or go anywhere on the premises unless accompanied by an adult.
- the ultimate responsibility of the student's appropriate behavior in school.
- provide lunch for my child on a daily basis, as the school will not be operating a cafeteria.
- provide timely transportation for my child to and from school each day, as the school will not be operating school buses. If lack of transportation is a barrier to attendance at The School, parent(s) will be given assistance in finding suitable transportation arrangements.
- be bound by the terms of the The School Pledge.

I/We as the Parent(s)/Guardian(s) and our child have read and understand the rules and expectations outlined above and in the Parent and Student Handbook. We agree to be held accountable for these rules and expectations.

Student's Printed Name: _____ Homeroom: _____

Student's Signature: _____ Date: _____

Parent/Guardian's Printed Name: _____ Date: _____

Parent/Guardian's Signature: _____ Date: _____

Note: Student **must** return this form to his/her homeroom teacher properly signed.



IMPLEMENTATION TIMELINE

Date	Task	Party Responsible
May 2, 2011	Attend Wilmington City Planning Commission Meeting	RBA and designees
June 5, 2012	Present at Wilmington City Council Meeting to pitch plan for Douglass Academy	RBA and designees
August, 2012	Move forward with Mobile Modular for buildings	Coastal Habitat
August, 2012	Ground Breaking Ceremony	RBA
August, 2012	Begin site preparation	RBA
November, 2012	Contact media sources for advertising for students and staff	RBA
December, 2012	Modular buildings installed on site	Mobile Modular
January 1, 2013	Begin Open Enrollment	Headmaster
	Begin interview process and hiring of teachers and staff	Headmaster/BoD
	Upfit of buildings begin	Coastal Habitat
January 31, 2013	Open Enrollment ends	Headmaster
February, 2013	Website established	RBA
February 15, 2013	Hold lottery and create a waiting list if necessary	Headmaster
March 29, 2013	Enrollment packets and confirmation letters returned for class assignments	Headmaster
April, 2013	Begin ordering books and supplies	Headmaster
May, 2013	Teachers and staff roster created	Headmaster
June, 2013	Open Day	Headmaster
July, 2013	Day camp for staff development	Curriculum Superintendents
	Teachers take possession of room keys	Headmaster
August 9, 2013	Open House/ Meet the Teachers	All staff and BoD
August 12, 2013	School Begins	Douglass Academy Staff

- *Depict and analyze the current enrollment trends of the school over the past three academic years.*
-

Not Applicable

- *Document and expound upon evidence that the existing private school is successful in student achievement. Base this explanation upon academic data available through summative assessments.*
-

Not Applicable

- *Explain the proposed charter school's expected staff turnover due to the statutory requirements for teacher licensure and highly qualified status.*
-

Not Applicable

VI. BUSINESS PLAN

PROJECTED STAFF:

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.).

Position Name	Job Description
--Administrator(S)	assumes all responsibilities regarding the effective operation, management, and supervision of the school, staff, and students.
--Clerical	provides administrative support to the Headmaster and campus including appropriate and accurate written, verbal, and non-verbal communication with all stakeholders.
--Teachers	create an environment that engages the students in successfully achieving the goals and objectives of learner-centered instruction.
--Librarians	promotes the enjoyment of reading, collaborates with staff regarding curriculum and manages the facility to provide access to resources.
--Guidance	directs the Character Education Program, provides individual and group counseling to meet the needs of the students, and coordinates with outside services for resources.
--Teacher Assistants	works closely with teachers in the implementation of curriculum and management of students as well as provides instruction for small groups.
--Custodian	is responsible for general housekeeping duties of the facility as well as assuming the responsibilities of maintaining the equipment and grounds.
--Maintenance	Not Applicable
--Food Service	Not Applicable
--Bus Driver	Not Applicable
--Other	

Discuss how the school will develop, mentor, retain, and evaluate staff in a format that matches the school's mission and educational program. Please include a timeline, steps to be taken, and a lead contact.

Douglass Academy will have a shared position with the other two charter schools of a Mentor/Beginning Teacher Coordinator. The coordinator is responsible for, but not limited to the following:

- * to ensure that each beginning teacher is assigned a trained mentor for their first three years of teaching
- * to assign mentors to teachers who are new to the school
- * to guide beginning teachers and their assigned mentors in developing and completing Professional Development Plans for each of their first three years of teaching
- * to verify that DPI requirements of four formal observations are adhered to for each of the beginning teachers' first three years of teaching
- * to maintain files for Professional Development Plans, Data from formal observations, Professional Development Logs, Mentor/Mentee Logs, Yearly Evaluations, Summatives and Updated Licensures
- * to assist with issues relating to licensure (continuing or renewed) for all teachers.

If interested, the staff can participate in an insurance plan for self and family. There is also a matching 401k plan available and on occasion, annual bonuses.

The headmaster will have an open door policy where staff can come in and voice their concerns. The staff will be included in some decisions and will form the team to assist with hiring and recruiting for vacancies. While most organizations conduct exit interviews, Douglass Academy will also poll those teachers who remain. High expectations for both students and staff will be clearly articulated and staff development and coaching will be on-going. Staff will be recognized for Perfect Attendance, going Above and Beyond, and for a Job Well Done.

Also include the following information for the proposed charter school:

- *Process to advertise for and employ members of the school*
-

The process to advertise and employ teachers has already begun. Douglass Academy will be located in the downtown Wilmington area where the majority of the population to be served is African-American. It is important for Douglass Academy to have staff that reflects the population of the student body. With that focus in mind, during the week of December 5, 2011, the Coordinator of Community Relations and New School Development, Barbra Jones visited 7 of the Historically Black Colleges and Universities in North Carolina to establish a relationship in hopes of attracting future teachers to the school. (See "HBCU Visits" in Appendices for schedule). A partnership with a local hotel is in place to provide lodging for students from these colleges and universities to have field experiences on the campuses of our current charter schools, Charter Day School and Columbus County School. (See "Best Western Letter" in Appendices) In addition to these efforts, recruiting will take place at the local colleges and universities job fairs.

The Roger Bacon Academy is currently working with a couple of local billboard companies to post information about the new charter which will attract potential students and staff on a daily basis. The billboard, which will be erected along Oleander Drive in Wilmington, is a heavily traveled business thoroughfare.

The Wilmington Chamber of Commerce has invested resources to promote growth and development in the downtown area. Upon joining the organization, Douglass Academy will have access to the Chambers workforce related services such as the Wilmington Minority Professional Networking Group.

Word of mouth is always a means for getting a message out to the community. Each Sunday since her arrival in North Carolina, Barbra Jones has visited local churches where she has a platform to talk about the new school and employment opportunities.

- *Procedures for grievance and/or termination*
-

Upon entering an agreement for employment, applicants understand the position of the Board that all employees are hired as "At Will". There is a procedure in place to provide Corrective Counseling before an employee is terminated.

Please note page 15 of the Charter Day School Board of Trustees Policies Handbook referenced as "CDS Board Policies Handbook 2011-2012".

- *Sample employment policies to be implemented by the proposed charter school*
-

Please note pages 6-15 of the Charter Day School Board of Trustees Policies Handbook referenced as "CDS Board Policies Handbook 2011-2012".



January 18, 2012

Dear Ms. Jones:

We are extremely excited about being involved in this program that you are putting together. We believe that the students who participate will enjoy their stay at the Best Western *PLUS* Westgate Inn and Suites. Our beautifully designed property is conveniently located on Highway 17 within minutes of an array of shops, restaurants and golf courses. A five minute drive takes you to historic downtown Wilmington where you can enjoy horse-drawn carriage rides, the Cape Fear Riverwalk, unique dining and shops and a vibrant night-life. Discover the beautiful North Carolina beaches that are just a short, twenty-minute drive from our property!

- 100% non-smoking facility
- Complimentary Hot Breakfast
- Complimentary Wireless Internet Access
- Monk's Lounge °Open every evening with food & drink specials
- 37-inch high definition TV in room
- Refrigerator & Microwave in every room
- 24 Hour Fitness Center
- Ice/Vending Machines on every other floor



Guest Rooms:

Room Type	Rate Per Night
(2) Queens	\$72.22

(*Rate does not include state or occupancy tax)

Thank you again for your interest in the Best Western *PLUS* Westgate Inn and Suites. I know that your guests will be pleased with the accommodations and location of this meeting. Please contact me if I can be of any assistance during the decision making process. Otherwise I will look forward to following up with you.

Haven Holsinger
Director of Sales and Marketing
Best Western *PLUS* Westgate Inn and Suites
1120 Towne Lake Drive
Leland, NC 28451
Hholsinger.bestwestern@gmail.com
PH: 910.371.2858
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Charter Day School Board of Trustees

Policies Handbook

2011 / 2012

Revision 2

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Organization Overview

Introduction

The Charter Day School Board of Trustees welcomes you to an exciting and challenging experience as an employee of one of our schools under the management of The Roger Bacon Academy. In the following pages you will find our policies and practices for faculty and staff. These policies and practices are provided to help us work together to accomplish our goal of providing the very best education possible and an environment which is conducive to learning.

It is important to realize that this is a policy handbook and is not a contractual agreement. It is intended as a general source of pertinent information. The Board reserves the right to change or modify any policy as needed to best serve the organization. As changes become necessary, you will be notified and can find all handbook updates available at The Roger Bacon Academy website (www.rogerbacon.net).

Please become familiar with the policies and practices contained within this handbook, as they are intended to make the work place as professional an environment as possible. Please note that failure to comply with the policies contained in this handbook can result in suspension or dismissal, at the sole discretion of the Headmaster.

It is also imperative that all employees, regardless of position, are familiar with the Parent and Student Handbook specifically the School Overview which includes the founding principles of the organization such as the mission statement, purpose, and educational focus.

Schools of the Organization

Charter Day School – Elem.
7055 Bacon’s Way
Leland, NC 28451
(910)655-1214
www.charterdayschool.org

Charter Day School – MS
3516 Bernoulli’s Trail
Leland, NC 28451
(910)655-5455
www.charterdayschool.org

Columbus Charter School
35 Bacon’s Way
Whiteville, NC 28472
(910)641-4042
www.columbuscharterschool.org

Organizational Structure

• Board Authority and Duties

The Charter Day School Board of Trustees is a body corporate and has general control and supervision of all matters pertaining to the schools. The Board will establish general policies in keeping with the needs of the community and the requirements of state law and perform all specific duties imposed by law. The Board considers some of its most significant duties to be the following:

1. Providing leadership and direction through the formulation of goals and objectives, especially in defining and setting high academic standards for student success;
2. Creating policies that establish standards, accountability and evaluation of essential operations of their schools;
3. Taking steps necessary to help ensure legal compliance of Board and school functions.

• Administration

The Board has entered a contractual agreement with The Roger Bacon Academy to manage each of the schools under its supervision. The Superintendent reports to the Board and is responsible

for administrative operations in accordance to the Board's overall vision. The Headmaster serves as the educational leader of the school and administers the school according to the policies set by the Board.

School Pledge

I pledge to keep myself healthy in body, mind, and spirit -
staying physically fit,
mentally awake,
and morally straight.

I pledge to be truthful in all my works -
guarding against the stains of falsehood from
the fascination with experts,
the temptation of vanity,
the comfort of popular opinion and custom,
the ease of equivocation and compromise, and
from over-reliance on rational argument.

I pledge to be virtuous in all my deeds,
with the courage to exemplify
faith in my beliefs,
hope for a better future, and
charity towards my neighbor -
with prudence in new undertakings,
with justice when called upon to judge,
with fortitude in the face of adversity, and
with temperance toward temptation.

I pledge to be obedient and loyal to the laws and rules
in my family,
in my school, and
in my community and country,

So long as I shall live.

Pledge of Allegiance

The Pledge of Allegiance shall be said every morning along with the School Pledge prior to the start of the academic school day. Individual students may choose to refrain from reciting the Pledge but will be expected to maintain proper decorum while others participate (G.S. 115C-47 (29a)).

Employment Policies and Agreements

Equal Employment Opportunity

The School is an equal opportunity employer and provides employment without regard to race, color, religion, national origin, sex, age, or handicap, except where sex, age or physical requirements are essential occupational qualifications.

Code of Ethics

All employees are expected to abide by the North Carolina State Board of Education policy regarding the Code of Ethics for North Carolina Educators (Policy ID # QP-F-012). Failure to abide by this code and the School Pledge can result in immediate dismissal. The following are specific areas of importance that relate to the Code of Ethics at the School:

Professional Ethics

Professional Ethics as well as state and federal privacy law dictate that no faculty member or administrative staff member is to discuss any student's problems, grades, personal life, or any other confidential matter in the presence of other students or visitors, regardless of place, time or conditions. On the one hand, it is vital to the student's well-being and educational progress that pertinent information be conveyed to appropriate individuals. On the other hand, the need cannot excuse idle gossip or a breach of anyone's privacy rights.

Official Resolution

- The lives of our school children are very precious to us.
- We are committed to preventing emotional, physical or sexual abuse to our school children.
- As an employee, I understand that it is completely outside the scope of this school's philosophy to engage in any practice that would intentionally harm a child emotionally or physically.
- As a worker (compensated or volunteer), I also agree not to engage in any behavior that would involve sex or sexuality with any child. That includes inappropriate touching, intimate sexual contact, sexual gestures, sexual jokes and statements, exhibitionism, actions or speech designed to arouse sexually, and actions or speech designed to encourage sexual experimentation.
- Realizing the detrimental moral and spiritual impact of pornography and other sexually explicit media, I agree not to engage in viewing such materials.
- I understand that sexual abuse of a minor child is a crime. I understand that the school will cooperate fully with law enforcement agencies when abuse, or allegations of abuse occur.

Confidentiality Agreement

The following Confidentiality Agreement is made and entered into this school year by and between the employee to the employer in consideration of the employee's employment with the

employer and in consideration of the compensation paid to the employee by the employer in connection with his/her employment.

1. Confidential Information

Employee acknowledges that in the course of his/her employment with employer he/she will have access to information that is not generally known and available to the public and which may be treated as confidential by employer and/or by North Carolina state law. Such information may include, but is not limited to, student names, student addresses and telephone numbers, disciplinary records, other information pertaining to students or their families, the names and addresses of employer's employees, concepts, ideas, designs, methodologies, and information pertaining to marketing, advertising, prospective school development, prospective Board contacts, business plans, payroll, and financial affairs or data of employer, all of which may be in tangible or intangible form (collectively "Confidential Information").

2. Access to, Disclosure of, and Securing Confidential Information

Employee agrees that he/she shall not at any time during or following employee's employment with employer access, disclose, communicate, or otherwise directly or indirectly use or permit access to any confidential information other than as strictly necessary within the scope of and related to the performance of employee's duties for employer. Employee will not disclose, furnish, or otherwise make available any confidential information to any other person or entity or use any confidential information for employee's own benefit or the benefit of any other person or entity. Employee shall not disclose confidential information to co-workers who have no legitimate, work-related need to know the confidential information. Further, employee agrees to store any confidential information in his/her possession or control in a secured area when not in use and take all reasonable precautions to prevent disclosure of the confidential Information to unauthorized persons or entities.

3. Copies of Confidential Information

Further, employee shall not make any copies of or extracts from any confidential information except as strictly necessary within the scope of and related to employee's duties to the employer as its employee.

4. Duties Upon Termination of Employment

Employee acknowledges that the restrictions for use of confidential information set forth in Paragraph 2 above continue after the termination of employee's employment with employer, regardless of the reason for termination. Additionally, upon termination of employee's employment with employer for any reason and under any circumstances, employee will return and deliver to employer any and all copies, lists, printouts, memoranda, reports, surveys, or other documents then in employee's possession or under employee's control containing or relating to confidential information, and employee shall not retain any copies thereof. As determined by employer in its sole discretion, employee shall make a copy of any such confidential information stored on any non-employer owned computer or personal digital device, including mobile telephones, and return and deliver the copy to employer. Employee shall subsequently delete any confidential information stored on a non-employer owned computer or personal digital device, including mobile telephones.

5. Breach of Agreement

Should employee breach this agreement and/or violate any North Carolina or federal law pertaining to confidentiality or release of information, employee may be subject to

disciplinary action, up to and including immediate termination, in addition to any fines or penalties or other legal recourse prescribed by state or federal law. Nothing contained in this Agreement shall alter the status of employee's employment as being "at-will."

6. General Provisions

This Agreement shall be governed by and enforced and construed in accordance with the laws of the State of North Carolina. No amendment of this Agreement or any waiver of any of its provisions shall be effective unless expressly stated in a writing signed by both parties. If any provision or portion of this Agreement is held to be void or unenforceable, the remaining provisions of this Agreement, and the remaining portion of any provision held void or unenforceable in part, shall continue in full force and effect. No delay or omission in the exercise of any right, power, or remedy under this Agreement shall impair such right, power, or remedy or be construed as a waiver of any breach of this Agreement. Any waiver of a breach of this Agreement or any failure to claim a breach of this Agreement shall not be treated as a waiver of any subsequent breach of this Agreement, whether or not of the same provision. This Agreement states the entire agreement and understanding of the parties on the subject matter of this Agreement and supersedes all previous agreements, arrangements, communications, and understandings relating to that subject matter.

Conflicts of Interest

- **Charter Day School Board of Trustees**

The Trustees and Officers of this Corporation may have a financial interest in other companies or other persons with which from time to time this Corporation may have business dealings. A Trustee or Officer of this Corporation shall disclose to the Board of Trustees any personal interest which he or she may have in any matter pending before the Board of Trustees, unless such conflict shall have been known to the Board of Trustees prior to the meeting at which, or prior to the Trustees executing their written consents by which, action to authorize, ratify or approve such contract or transaction shall be taken. No Trustee of this Corporation may vote upon or give his or her written consent to any contract or other transaction between the Corporation and any person with respect to which he or she has a direct or indirect financial interest. Any such contract or transaction must be authorized, ratified or approved by the affirmative vote of a majority of those Trustees present at any duly called meeting who have no direct or indirect financial interests, or, alternatively, by written consent of a majority of Trustees who have no direct or indirect financial interests. In any contract, transaction, or act on behalf of the Corporation in a matter in which one or more Trustees or Officers have a direct or indirect financial interest shall not be violative of the proscriptions in the Articles of Incorporation against the Corporation's use or application of its funds for private benefit, so long as the policies outlined in this article, "Conflicts of Interest," have been followed. In no event, however, shall any person or other entity dealing with the Trustees or Officers be obligated to inquire into the authority of the Trustees or Officers to enter into and consummate any contract, transaction, or other action.

- **Faculty and Staff**

No member of the staff shall derive any material personal profit or gain, directly or indirectly, by reasons of his or her participation with the school. Each individual shall disclose to the organization any personal interest, which he or she may have in any matter before the organization and shall refrain from participation in any decision on such matter.

Any member of the staff who is an officer, Board member, committee member or staff member of a client organization or vendor of the school shall identify his or her affiliation with such agency or agencies; further, in connection with any committee or Board action specifically directed to that agency, he or she shall not participate in the decision affecting that agency and the decision must be made and/or ratified by the full Board.

Any member of the staff shall refrain from obtaining any list of clients for personal or private solicitation purposes at any time during the term of their affiliation.

No member of the staff shall:

- Be a participant, directly or indirectly, in any manner, agreement, investment, or other activity with any vendor, supplier, or other party; doing business with the school which has resulted or could result in personal benefit.
- Be a recipient, directly, or indirectly, of any salary payments or loans or gifts of any kind or any free service or discounts or other fees from or on behalf of any person or organization engaged in any transaction with the school.

Any exceptions to 1 or 2 above are to be disclosed with a full description of the transactions and of the interest, whether direct or indirect.

Intellectual Property Agreement

The following Intellectual Property Agreement is made and entered into this school year by and between the employee to the employer in consideration of the employee's employment with the employer and in consideration of the compensation paid to the employee by the employer in connection with his/her employment.

1. Materials

For purposes of this Agreement, the term "Materials" shall include, but not be limited to, all instructional materials, curriculum materials, lesson plans, advertising or marketing plans, business plans, programs, papers, concepts, ideas, designs, methodologies, text, and other information, whether tangible or intangible and whether in electronic or paper format (collectively "Materials").

2. Ownership

Employer and its assigns shall exclusively own all right, title and interest, including, but not limited to, patents, copyrights, and other proprietary rights, in all Materials created, discovered, authored, conceived, or prepared by or with assistance of employee in the scope or in furtherance of employee's employment with employer. Employee agrees that such Materials are "works made for hire" within the meaning of the U.S. Copyright law and that, in the event that such Materials are not deemed to be "works made for hire" for any reason, employee irrevocably assigns to employer all of Employee's rights therein. Employee acknowledges that employer, as owner of such Materials, shall have the right to revise, rewrite, or otherwise modify the Materials and to exploit the Materials throughout the world in any medium. When requested during or after employment, employee agrees to execute at employer's expense, but without any additional compensation to employee, applications, assignments, and other instruments to convey to employer the exclusive right, title and interest therein, and to render all other assistance that employer deems necessary to make application for, obtain, preserve, and enforce copyrights and copyright registrations in the United States and other countries.

3. Employee's Use of Materials

Materials prepared by or with the assistance of employee shall only be used by employee in connection with the performance of employee's duties as an employee of employer, unless written permission to use the Materials for other purposes either during the employee's employment or subsequent thereto is obtained in advance from employer.

4. No Royalty, Etc.

Employee acknowledges and agrees that employee is to receive no royalties, profits, or other amounts or special compensation of any sort derived from or relating to the exploitation of any Materials regardless of employee's role in creating or developing such Materials. Employee's salary or wages that he/she receives for his/her employment are consideration in full for the assignments made and obligations incurred under this Agreement, and employee shall make no claim for any royalties, profits, or other amounts or special compensation against employer for employee's assignments and obligations hereunder.

5. Breach of Agreement

Should employee breach this Agreement, employee may be subject to disciplinary action, up to and including immediate termination, in addition to any recourse available to employer under state or federal law. Nothing contained in this Agreement shall alter the status of employee's employment as being "at-will."

6. General Provisions

This Agreement shall be governed by and enforced and construed in accordance with the laws of the State of North Carolina. No amendment of this Agreement or any waiver of any of its provisions shall be effective unless expressly stated in a writing signed by both parties. If any provision or portion of this Agreement is held to be void or unenforceable, the remaining provisions of this Agreement, and the remaining portion of any provision held void or unenforceable in part, shall continue in full force and effect. No delay or omission in the exercise of any right, power, or remedy under this Agreement shall impair such right, power, or remedy or be construed as a waiver of any breach of this Agreement. Any waiver of a breach of this Agreement or any failure to claim a breach of this Agreement shall not be treated as a waiver of any subsequent breach of this Agreement, whether or not of the same provision. This Agreement states the entire agreement and understanding of the parties on the subject matter of this Agreement and supersedes all previous agreements, arrangements, communications, and understandings relating to that subject matter.

Orientation Period

All employees are provisionally hired for the first ninety days of employment which serves as an orientation period. Satisfactory completion of this period in no way implies or guarantees subsequent continued employment with the School. This period is designed to allow appropriate orientation, training and evaluation period for the staff member.

Professional Development/In-service Training

The School is committed to the personal and professional growth of its faculty and staff. Professional development and training will be provided on an on-going basis as a means of further developing our employees' professional skills and personal growth. Employees wishing to pursue professional workshops and/or training opportunities should submit such requests for approval to the Headmaster. A schedule for reimbursement of expenses will need to be approved

by the Headmaster (See Educational Incentive). In-service training will be held annually during the weeks prior to school starting. Staff will be notified of the dates and requirements for participation of all training.

Resignations

As common courtesy, employees are encouraged to notify the School as soon as practicable when the decision had been made to resign. Employees are expected to submit their resignation in writing to their immediate supervisor. The employee's supervisor will forward a copy of the written resignation to the Finance Department for processing and record keeping purposes.

Teachers are reminded of G.S. 115C-325, which states, "A teacher, career or probationary, should not resign without the consent of the Superintendent unless he has given at least 30 days' notice. If the teacher does resign without giving at least 30 days' notice, the Board may request that the State Board of Education revoke the teacher's certificate for the remainder of that school year. A copy of the request shall be placed in the teacher's personnel file."

All School property must be returned and all outstanding debts paid or arrangements made for payment on or before the employee's last day. The school may deduct for liquidated damages and other fees from the employee's final paycheck or collect in any other lawful manner.

Technology Policy

1. Computer Software

Employees will adhere to the provisions of copyright laws in the area of computer software. The ethical and practical problems caused by software piracy will be taught by the school. Educators will be expected to read the software documentation's copyright pages and adhere to the licensing restrictions. Illegal copies of copyrighted programs may not be made or used on school computers. Based on the Copyright Act of 1976 and amended in 1980, it is clear in permitting the owner of software to make a backup copy of the software to be held for use as an archival copy in the event the original disk fails to function. No person will use or cause to be used on a school computer, any software which does not fall within one of the following categories:

- It is public domain.
- It is covered by a licensing agreement with the software author, author's vendor or developer, whichever is applicable.
- It is donated to the school and a record of contribution exists.
- It has been purchased by the school and a record of purchase exists.
- It has been purchased by the user and a record of purchase exists and can be produced by the user upon demand.
- It is being reviewed or demonstrated by the users in order to reach a decision about possible future purchases or request for contribution or licensing.
- It has been developed by a school employee for use within the school for instructional or administrative purposes.

When more than one copy of a program is needed, a site license will be purchased. It is illegal to load the contents of one disk into more than one computer at a time unless it is expressly permitted in the purchase agreement. A written license will be obtained from the copyright holder before placing software programs on a local area network or disk sharing system.

2. Acceptable Use of Network and Internet

The integrity and stability of the school's network and the services it provides rely on the proper conduct of its users and strict adherence to acceptable use guidelines. Technology plays a vital role in assuring equitable access to a variety of resources. The system provides access to network resources to help conduct the instructional, administrative, and operational business of the school district.

As a learning resource, the Internet is similar to books, magazines, audio recordings, videos, CD-ROMs, laserdiscs, and other information media that can be used to meet educational needs. The Internet also provides access to material that is of no educational value. However, the value of the information found and interaction available outweighs the possibility of locating inappropriate material.

The smooth operation of the network relies upon the proper conduct of all users who adhere to strict guidelines. The guidelines, which call for efficient, ethical and legal utilization of the network resources, are provided here so that users are aware of the responsibilities they are about to assume. Violations of any of these provisions may result in access being suspended and/or future access being denied.

Email is provided to conduct the business of the school. Occasional and reasonable personal use is permitted, providing that this does not interfere with the performance of an individual's job assignment or the performance of the electronic mail system.

• Online Responsibilities

a. Acceptable Use

The goal of providing network/Internet access for students and staff is to support education and research consistent with the educational objectives of the school. Transmission of any material in violation of any federal or state regulations is prohibited. This includes but is not limited to copyrighted material, threatening or obscene material, or material violation of the school's policies.

b. Privileges

The use of the network/Internet is a privilege, not a right, and inappropriate use will result in suspension of that privilege. All user accounts are property of the school. Computer accounts shall only be used by the authorized owner of the account. No attempt to gain unauthorized access to accounts is permitted. School staff or system administrators may deny access at any time that it is deemed necessary. Serious and/or repetitive infractions will be reported to the Headmaster and handled according to school and student discipline policies.

c. Network Etiquette

While each user has the right to free speech, all are expected to abide by the Charter Day School Board of Trustees Internet Policy. The following are specifically not permitted:

- Accessing, producing, posting, sending, or displaying material that is offensive in nature. This includes obscene, discriminating, profane, lewd, vulgar, rude, inflammatory, threatening, disrespectful, or sexually suggestive language or images, including images of exposed private body parts.
- Harassing, insulting, or attacking others.

- Knowingly or carelessly performing an act that will interfere with the normal operation of computers, terminals, peripherals, or networks, including vandalism and the creation, upgrading, or disseminating of computer viruses.
- Violating copyright laws. All communications and information accessible via the network are private property unless otherwise stated.
- Using another's id or password.
- Illegally using, destroying, or manipulating data in folders or work files.
- Intentionally wasting limited resources. This includes distributing mass email messages, participating in chain letters, creating and participating in unauthorized newsgroups, sending large graphic files unrelated to school operation, and storing files on servers without proper authorization.
- Employing the network for commercial purposes.
- Using the system for political lobbying.
- Revealing or disseminating personal or family identification information (i.e. name, address, or phone number).
- Arranging or agreeing to meet with someone you have met on-line.
- Engaging in any illegal activities or accessing material advocating illegal acts or violence. This includes pornography and hate literature.
- Posting information that could be disruptive, cause damage, or endanger students or staff.
- Posting false or defamatory information about a person or organization.
- Downloading files without prior approval from supervising staff.
- Accessing chat rooms unless assigned by a teacher/administrator for a valid educational purpose.

d. Security

Security on a computer system is critical. Proper procedures for logging on and off the network must be followed. If a security problem is identified, the user must notify a system administrator or staff member; the problem may not be demonstrated to other users. Unauthorized use of accounts is strictly prohibited. Attempts to log on to the network as a computer system administrator will result in immediate cancellation of user privileges. Users who have a history of problems with other computer systems or who have been identified as a security risk for any other reason will be denied access to the network. Attempts to obtain access to restricted sites, servers, files, databases, etc. are prohibited. Unauthorized access to other systems is prohibited.

e. Internet Safety

The school utilizes a technology protection measure that monitors and filters Internet access. Access will be denied to sites that are identified as obscene, pornographic, or harmful to minors.

f. Sanctions

Disciplinary action related to inappropriate use of electronic resources will be determined in accordance with existing Board policies. When deemed necessary, the infractions may be referred to law enforcement agencies for appropriate legal action.

3. Donated Technology Equipment

All computer and computer peripheral donations must be approved by the IT support staff before they can be accepted for use at the school. In order to accept these donations,

computers and related equipment must meet minimum hardware, software and manufacturer specifications (memory, software, etc.).

4. Hardware & Software Procurement / Disposal / Inventory

The physical management of hardware and software, both instructional and non-instructional rests with the Superintendent. Conscientious efforts will be made in the management of these resources to achieve efficiency. Good management requires that necessary equipment and spare parts be readily available when and where needed if feasible from a financial and physical inventory prospective. In supervision of material resources, the Finance Officer will manage the controls of hardware and software system wide. Controls will include a continuing inventory of equipment and records of equipment assigned to staff for personal use. Procurement and disposal of all hardware and software will be managed by the Financial Officer and collaborated with the Director of IT.

5. Information Security Awareness

The management of the school shall lead by example by ensuring that information security is given a high priority in all current and future activities and initiatives. Technology through management shall provide regular and relevant information security awareness communications to all staff by various means, such as electronic updates, briefings and newsletters. All employees and contractors shall be provided with information security awareness tools to enhance awareness and to educate them regarding the range of information technology security threats and the appropriate safeguards. An employee handbook or summary of information security policies shall be delivered to employees and contractors before they begin work.

6. Instructional Media Selection

The Headmaster sets priorities for acquiring instructional materials based on school wide objectives. The Headmaster assures that all instructional materials are educationally suitable and appropriate for the age, maturity and grade level of the students. The Headmaster will in all ways protect the students from pervasively vulgar, educationally unsuitable and inappropriate materials.

7. NCWISE ID and Password

The purpose of this policy is to reduce unauthorized access to information within the NCWISE system. Guidelines will be developed that outline the minimum requirements for User IDs, Passwords and Workstations to be used with the NCWISE system. The use of passwords in conjunction with unique User IDs is required in order to allow authorized access to the NCWISE information. It is intended to prohibit the possibility of compromising NCWISE passwords.

8. Skype

The school's form of communication is Skype. It is equivalent to an instant messenger program. Each employee will be given a Skype account when issued a laptop. It will come with a user ID and a password, which must NOT be changed. Skype is to be used for professional purposes only, and will be reviewed by the Headmaster. Skypes will not be deleted. Any deleted skypes will result in a verbal warning and ultimately suspension without pay.

9. Network Security

It shall be the responsibility of the IT support department to provide adequate protection and confidentiality of all data and software systems, whether held centrally, or on local storage media, to ensure the continued availability of data and programs to all authorized members, and to ensure the integrity of all data and configuration controls. Technology will maintain and update procedures which address virus protection, disaster recovery, authorization, authentication and access controls processes, physical, LAN, and WAN security protocols as well as network security best practices that ensure a safe and secure computing environment.

10. Remote Access

Opening any unsecure paths into any element of the school's network presents an unacceptable risk to the school's infrastructure. The computer systems, network and data repositories of the school's network are critical resources and must be protected against unauthorized access, malicious access, and disruption of service. Authorized users of the school's computer systems, networks and data repositories may be authorized to remotely connect to those systems, networks and data repositories for the conduct of the school's related business only through secure, authenticated and carefully managed access methods.

11. Virus Protection

The purpose of this policy is to protect the school's computers and data networks against viruses and other destructive programs. All files downloaded to the school might potentially harbor computer viruses, Trojan horses, worms or other destructive programs and therefore, all downloaded files must be scanned for such viruses. Virus detection programs and practices shall be implemented throughout the school. Proper procedures must be posted to ensure that all computer users know and understand safe computing practices. IT support staff will be held responsible for ensuring that they have current software on their systems to prevent the introduction or propagation of computer viruses.

Employee Conduct

Academic Honesty

The school seeks to nurture absolute respect for intellectual property. Any willful misrepresentation of another's work or ideas as one's own-cheating or plagiarism-will be treated with the utmost gravity. Teachers understand that students need coaching and careful guidance in such matters.

Attendance Expectations

Employees are expected to be present during all working hours. Absence without prior approval, chronic absences, habitual tardiness (see Tardiness Policy for additional information), or abuses of designated working hours are all considered neglect of duty and shall result in disciplinary action up to and including dismissal.

Corrective Counseling

The School operates under the assumption that all of our employees are responsible adults who take their work seriously and conduct themselves with pride and self-respect. As such, we believe employees will rarely lapse from competent work habits or violate established rules and regulations. We also believe that employees will quickly correct any lapses in their work and

address any violation of rules or policies if brought to their attention in a professional, constructive manner.

The School takes a corrective action approach to helping employees resolve performance deficiencies or addressing policy/rule infractions. Corrective actions are determined based on the appropriateness to the infraction and at a level of intervention deemed appropriate to address the issue. The employer may, in its sole discretion, bypass any step in the corrective counseling process or decide not to use it at all.

Typically, minor first offenses are addressed with verbal counseling or reprimands. Serious, or more frequent violations warrant more serious action, up to and including termination. Types of corrective action include but are not limited to:

1. Verbal warning or counseling.
2. Written warning in the form of a letter or memo.
3. Suspension
4. Discharge/termination.

The corrective action chosen will be appropriate to the infraction and will be based on a number of factors including but not limited to, the work record of the employee, previous occurrences of similar incidents, any previous corrective action taken, the severity of the incident and the likelihood that changed/corrected behavior would result from the action taken. Management reserves the right to terminate in cases of serious or grievous infractions. Deficiencies and infractions include but are not limited to, unsatisfactory work performance, inappropriate work conduct, rule or policy violations, attendance infractions, etc.

Dress Code and Personal Appearance

Appropriate attire for the faculty is a must. While our objectives are educational, we are also a business concern in the sense that we flourish and survive entirely by the continued patronage of our parents and students. It is, therefore, incumbent upon each of us that we represent the school well. We represent the school not only by how we talk, how we behave, but also by how we dress and our personal appearance. Therefore, all staff will wear appropriate attire as specified below during working hours as well as during remediation.

Ladies are required to dress modestly and wear knee-length dresses or skirts. Capri's and slacks can be worn for field trips only, when appropriate. Men are required to wear dress slacks with shirt and tie. Exceptions will only be made for specific positions that necessitate alternate attire due to the nature of their job and are at the sole discretion of the Headmaster. Jeans and flip-flops are not allowed. Men will be clean-shaven unless a certified medical condition prevents otherwise. Mustaches and goatees are permitted as long as they are neatly trimmed. Hair should be neat and off the collar and not below the ears. Tattoos will be covered, if possible. Visible body piercing (including tongue rings), other than earrings for women, is not allowed.

Drug-Free Workplace

The Board is committed to maintaining a drug and alcohol-free work environment. The possession, use, sale, or distribution of illegal drugs or the abuse of prescription drugs in the workplace will not be tolerated. The legal use of prescribed drugs is permitted on the job only if it does not impair an employee's ability to perform the essential functions of the job effectively and in a safe manner. Also, employees are not permitted to consume alcoholic beverages or take

controlled substances immediately before the workday or during school sponsored functions on the property. Such actions of intoxication, being under the influence of an alcohol and/or controlled substance, or having alcohol and/or a controlled substance in an employee's system while on school property will necessitate immediate and decisive disciplinary measures, up to and including discharge. In addition, any employee convicted of a drug offense must report such conviction to the School within five calendar days. Please be advised that random drug screenings will be administered.

Harassment

The School will not tolerate any form of harassment against staff or students. All staff, faculty, and students are encouraged to report any acts of harassment without fear of reprisal or retaliation. It is the policy of the Board of Trustees that any actions taken by any persons limiting or trying to subdue or retaliate against someone making an allegation of harassment shall be dealt with the most severe consequences.

With respect to sexual harassment, the following are strictly prohibited:

1. Unwelcome sexual advances, requests for sexual favors, and all other verbal or physical conduct of a sexual or otherwise offensive nature, especially where:
 - a. Submission to such conduct is made either explicitly or implicitly a term or condition of employment.
 - b. Submission to or rejection of such conduct is used as the basis for decisions affecting an individual's employment; or
 - c. Such conduct has the purpose or effect of creating an intimidating, hostile, or offensive working environment.
2. Offensive comments, jokes, innuendos, and other sexually oriented statements.

Injury

All injuries, faculty or student, that occur either on campus or at a school function need to be documented by an injury report at the time of injury. One copy needs to go in that person's file and one copy needs to be turned into the Finance Department. All injured employees must have a written return to work notice from their doctor before returning to work.

Performance Reviews and Observations

Performance reviews and observations will be conducted in accordance to NCDPI requirements. All observations conducted are intended to assist the teachers in their instructional presentations and to observe general classroom behaviors.

Formal observations will be scheduled by the Headmaster periodically throughout the year. When a formal observation is scheduled, the teacher will provide the observer a copy of the lesson being presented or the lesson plan. Upon completion of the observation the teacher will receive a written report with confirmations of those things being done correctly and assignments for those areas which need improvement.

Personal Calls

The use of personal cell phones during the workday is not allowed except during break periods and in the case of emergency. A phone for staff use is located in the office. Long distance calls are not to be made without prior approval from administration. Messages for staff members will

be taken and placed in your box during the day. If an emergency call comes in, you will be notified via the Skype system or someone will contact you in person.

Professionalism

All employees are expected to behave in a professional manner at all times. Employees, through their actions and words, should strive to ensure that a positive image of the school is projected to parents, students, and the general public.

Property

The School provides its employees with appropriate supplies, facilities and equipment necessary to effectively perform their job duties. These supplies, facilities and equipment will not be used for personal business or for non-work related purposes unless approved by the Headmaster. In addition, School property will not be sold, borrowed or lent unless approved by the Headmaster. Employees are encouraged to use School resources prudently and efficiently. Misuse of these resources will be regarded as a serious violation of Board policy.

Safety

The School strives to make the working environment as safe as possible in order to eliminate or reduce conditions which shall result in personal injury and property loss to employees, visitors, students and parents. Employees are expected to abide by the safety policies and procedures of their department and to carry out their job duties in a safe and productive manner. It is the duty of every employee to report workplace hazards or safety concerns to their supervisor for correction.

Employees who work with hazardous materials will receive safety instruction on how to handle them properly. Other programs such as Blood Borne Pathogen Training are offered to employees on a scheduled basis according to OSHA legal requirements. A handbook regarding blood borne pathogens is available to all employees.

In addition to workplace safety, safe schools are critical to creating a learning environment where students can succeed. Staff and students share in the responsibility to take reasonable precautions and safety measures to create and maintain safe schools. The following guidelines must be taken into account in dealing with the safety and care of school buildings and grounds:

1. Care of School Buildings and Grounds

- **Reporting Hazards and Maintenance Problems**

The Headmaster is required to inspect school buildings, playgrounds, equipment and buses for health, fire and safety hazards on a regular basis and as required by law. Any staff member who observes any potential hazards must immediately notify the Headmaster. All other maintenance problems are to be reported to the office as they occur and will be handled in a prioritized manner. The Headmaster must notify the Superintendent immediately of repairs needed in order to meet safety standards. Proper signs indicating potential danger are to be posted.

- **Layout of Buildings and Campus**

The Superintendent shall provide to local law enforcement and emergency management agency's copies of floor plans of all school buildings and site plans showing campus boundaries and access points upon request and/or as the need for such plans arises.

- **Building, Grounds and Equipment, and Classroom Care**

Teachers are responsible for cleaning their own classrooms. The maintenance and custodial staff are is not responsible for cleaning up after the students. Ensure proper equipment (gloves) is worn when cleaning restrooms or other areas that may be exposed to blood borne pathogens. If a child makes a mess in the classroom, it is the teacher's responsibility to clean it up or to have the child clean it up – depending on age appropriateness. Students should be made to clean their feet thoroughly prior to entering the classrooms. Please adhere to the following guidelines:

- Any damage to the classroom should be immediately reported to the Facilities Director.
- Be prepared for visitors at all times.
- Students are expected to keep their desks neat and orderly.
- Students are expected to perform age-appropriate chores in their classroom. No cleaning solvents will be used by students except disinfectant wipes.
- Ensure that all cleaning materials are placed in the locked container provided for each quad of classrooms. It must remain locked at all times. No cleaning supplies are to be left in the classrooms or lavatory. Students are not allowed to use any type of cleaning solutions. The only permissible supplies they may use are Non-Bleach Disinfectant Wipes.

2. **Reporting Suspicious Behavior**

Staff and students are required to notify someone in authority of any acts of violence or any unusual or suspicious behavior that may endanger safety. Ongoing student education efforts will aim at minimizing any fear, peer pressure, embarrassment or other impediments to students reporting potential problems. Staff must report immediately to the Headmaster any student's information or their own observation of unusual or suspicious behavior or acts of violence. The Headmaster is required to investigate and act upon, as necessary, any reports of such behavior including, when appropriate, reporting criminal activities to law enforcement.

3. **School Emergency Procedures**

1. Witness reports incident to main office via Skype, runner, or phone call.
2. Office manager reports incident on radio to Headmaster or designee, SRO, and, corporate office using code.
3. Headmaster or designee, closest first responders and SRO go to the site of the incident and take necessary steps to ensure child's/children's safety.
4. Headmaster or designee, first responder, and SRO will call 911 if necessary and signal on radio that EMS vehicles are coming. This will ensure EMS are directed quickly and quietly (ask dispatcher to make sure siren is turned off when on campus) to location. If Headmaster or designee, first responder, and SRO deem that 911 is not necessary, please notify code 7 on the radio.
5. In the event of codes 1-6, please signify using radio to office manager to let any or all appropriate faculty/staff know via skype, siren, or bullhorn.
6. After primary assessment, Headmaster or designee will notify parents of incident.
7. After the conclusion of events, an incident report will need to be filled out by all present and placed in student's/students' file. Headmaster should obtain a copy for his/her records also.
8. People involved should meet and discuss the steps taken for accuracy and effectiveness.

- Radio should be the main line of communication
- Make sure area is kept as clear as possible

Codes:

After each code please say green, yellow, or red to decipher urgency (i.e. “code 1 red” to signify an intruder on campus with a gun, or “code 1 green” to signify person on campus without a badge).

Code 1: Intruder

Code 2: Injury

Code 3: Runner

Code 4: Tornado or severe weather

Code 5: Shelter in place

Code 6: Fire

Code 7: Everything is clear

4. Supervision

The reasonable supervision of students is the responsibility of all faculty members. The faculty is expected to take an active part in supervising all students, not just the students under a particular teacher’s charge. All students must be reasonably supervised whenever they are on campus during the academic day, on campus participating in extracurricular activities, and whenever they are off campus on school-sponsored trips.

Smoking Policy

The Board maintains a smoke-free environment for the greater health, comfort and productivity of all students and staff. NC G.S. 115C-407 prohibits the use of all tobacco products in school buildings, grounds, and at school-sponsored events. Violations are subject to disciplinary action up to and including termination

Solicitations

Any solicitations are prohibited without the permission of administration. This includes the selling of tickets, candy, toys, the distribution of political materials, and the circulation of petitions, etc.

Tardiness

Tardiness without a legitimate excuse will not be tolerated. The accumulation of four tardies will result in a conference with administration, and further offenses will result in disciplinary actions and/or dismissal. The Headmaster will make the final determination if a tardy arrival will be excused.

In the event of illness or other emergency that prevents an employee from reporting to work, the employee should call the Office Manager as early as possible in order to allow him time to arrange for necessary coverage. The Headmaster must approve early departures.



Benefits

Benefit Eligibility

New employees working more than 32 hours a week will be considered a full time employee and will become eligible for benefits. The employee is eligible to start their benefits on the first of the month following 60 days of employment. All benefit changes and additions are only allowed during open enrollment in December or at a change of life occurrence.

Educational Incentive

Employees must have permission to attend continuing education programs if the educational program interferes with the employees' normal work schedule. They may request that the school reimburse them for that expense; however, any such reimbursement must be approved prior to enrollment in the proposed continuing educational program. If the school agrees to reimburse the employee for the cost of the continuing education, the employee must agree to remain with the school for a period of no less than two years. If the employee leaves prior to the completion of the additional two years from the time of completion of the continuing education program, the employee agrees to reimburse the school for all expenses paid by the school.

Medical Insurance

Medical health care insurance is available to all full time employees (minimum of 32 hours per week). The employee is responsible for paying a portion of the health insurance. The premiums that the employee pays may be adjusted in January of each year. Coverage for employee child, employee spouse, and family members is available at the expense of the employee. Upon termination of employment (for any reason), Cobra benefit information will be mailed to you.

Optional Insurance

The following additional optional insurance types may be elected at the full cost to of the employee after a period of 60 days of employment: Dental, Life, Short Term Disability, Accident, and Critical Illness.

Retirement Plan

The school maintains a 401K retirement plan for the benefit of its employees. Employees are eligible to participate in the retirement plan beginning on the first date of employment. Details of this plan are available in the Benefits Information Packet.

Compensation and Pay Practices

Categories of Employment

Positions at the School are categorized for purposes of wages and salaries, benefit eligibility, legal compliance and internal and external reporting requirements. Jobs are categorized as either "exempt" (from overtime regulations) or "non-exempt," based upon regulations established by the Fair Labor Standards Act (FLSA). These laws establish minimum wage and salary criteria, and define whether or not a job is entitled to overtime compensation.

Whether exempt or non-exempt, you may be employed in a full-time or part-time capacity at the School as defined below:

1. **Regular Full-Time** – Employees who are scheduled to work a minimum of 32 hours per week for a minimum of **12 months** and who work when school is in and out of session.
2. **Regular Part-Time** – Employees who work less than 32 hours per week for a minimum of **12 months** per year and who work when school is in and out of session.
3. **Regular School Year** - Employees who are scheduled to work a minimum of 32 hours per week for each **school** year (approximately 9 months) and who have off work during breaks and when school is closed.
4. **Part-time School Year** - Employees who work less than 32 hours per week for each school year (approximately 9 months) and who have off work during breaks and when school is closed.
5. **Substitute** – Employees who are hired to work for a specified assignment of a limited duration, i.e., employee hired for two months to temporarily replace an employee on a leave of absence or employee assigned to an assignment for a day.

Individual job descriptions will determine which category applies to the employee.

Compensatory Time/Overtime

A non-exempt employee shall not work overtime without prior approval of the Headmaster. Administrators may need to adjust daily schedules to prevent non-exempt employees from working more than 40 hours in a workweek. In lieu of overtime compensation, non-exempt employees will receive compensatory time off at a rate of not less than 1.5 hours for each hour of overtime worked. Employees must be allowed use of compensatory time within a reasonable period after requesting such use.

Remediation

All employees approved to participate in remediation must clock in and out each day. A PTO form must be completed at the end of the week in order to be financially compensated.

Salary/Paychecks

All employees are paid by direct deposit on a semi-monthly basis. Employees are not to discuss their salaries with other employees. The School is not required to abide by the salary scale set by the North Carolina State Board of Education. Final pay checks will be calculated on the monthly salary divided by thirty days times actual days worked.

Time Records

Accurate and complete time sheets of actual hours worked during the workweek shall be signed by each non-exempt employee and approved by his/her supervisor. Administration shall issue time sheet procedures and shall review the time sheets periodically throughout the year to ensure leave and time reported matches the time sheets.

Work Schedules

An academic school year is defined to be July 1st through June 30th. All staff is required by the Board of Trustees to work a minimum of 200 days and a maximum of 220 days. The general work schedule for all employees is listed below; however, certain positions may necessitate a varied work schedule to best meet the needs of the school and will be given by the Headmaster as needed.

School In Session:

Regular Employees (12 Month): 7:30-4:00pm
School Year Employees: Elementary – 7:30-3:30pm
Middle School – 7:45-3:45pm

School Out of Session:
All Employees: 8:00-4:00pm

Note: The Headmaster may authorize an early release of 2:00pm when school is not in session. Releases earlier than 2:00pm must have authorization from the Superintendent.

The length of the work day for non-exempt faculty and staff, including teacher assistants and classified staff (clerical and maintenance), will be a minimum of seven hours and thirty minutes and a maximum of eight hours (without prior consent from the Headmaster).

For all employees, it may be required under the direction of the Headmaster or designee to work later than the normal schedule due to remediation, supervision of student activities, meetings, detention, club activities, etc.

Working from home or off-campus will not be authorized with exceptions only made for medical necessity at the sole discretion of the Headmaster.

Each employee must physically clock themselves in/out as required by the Headmaster for their specific job to ensure proper time keeping and that all attendance expectations are being met (See Attendance Expectations). Employees are not allowed to leave the campus during the work day unless they have permission and must clock out and back in.

Time Off from Work

Bereavement Leave

- **Funeral Leave for an Immediate Family Member:**

All permanent full-time employees may take up to three days off with pay to attend the funeral or make funeral arrangements of an immediate family member. The School may require verification of the need for the leave. The School understands the deep impact that death can have on an individual or a family, therefore additional unpaid time off may be granted. The employee may make arrangements with his or her supervisor for up to an additional four unpaid days off in the instance of the death of an immediate family member.

Immediate family members are defined as an employee's spouse, parents, stepparents, siblings, children, stepchildren, grandparent, father-in-law, mother-in-law, brother-in-law, sister-in-law, son-in-law, daughter-in-law, or grandchild.

- **Funeral Leave for a Non-Family Member:**

All permanent, full-time employees may take up to one day off with pay to attend the funeral of a close, non-family member. The School may require verification of the need for the leave.

Jury Duty

The School will cooperate fully with state and federal courts in allowing employees to serve on juries without financial loss. In general, the School will pay employees what they would have earned had they not been serving jury duty. Any payment for jury duty to the employee by the courts is considered appropriate for the employee to retain as adequate remuneration for parking and other incidental expenses related to jury duty, and need not be returned to the school. Jury duty will not count against PTO days. The School may request the employee to petition to defer duty or to be excused from duty if the employee's absence would constitute a hardship to the school.

Leaves of Absence

Employees will be allowed a leave of absence for personal illness, accident, maternity, paternity, or for illness or death in the immediate family. In the case of maternity leave, six weeks of full pay and benefits will be provided from time of delivery or leave. For all other leaves of absence for which the available number of PTO days has been exceeded, it shall be without pay.

For up to six weeks of such leave during a 12 month period, the school will allow the employee to return to the same position. In the interest of the students and the operational constraints, a position cannot be guaranteed for leave periods beyond six weeks. The Federal Medical Leave Act (FMLA) allows up to 12 weeks of leave within a 12 month period, during which time the school will allow the employee to return to work.

To request a leave of absence, submit a Leave of Absence Request form to the Headmaster outlining the purpose of the leave of absence and the dates the leave would start and end, if the need for leave is foreseeable. For unexpected leaves, provide notice as soon as the need for leave becomes known. Requests for Leave of Absence are subject to approval of the Headmaster.

Paid Time Off (PTO)

All **regular full-time and regular school year** employees will receive in their first year three paid days off per quarter for a maximum of 12 PTO days per academic year. Employees that begin work on or after July 1 through the start of the school year will receive PTO at time of hire. All employees hired after the start of the school year will begin receiving PTO on the first day of the quarter following their date of employment. Upon completion of an entire academic school year, regular full-time employees will receive 15 PTO days and regular school year employees will receive 12 PTO days beginning on July 1.

An academic school year is defined to be July 1st through June 30th. Quarters are defined as follows: July-September, October-December, January-March, April-June.

PTO days will be used in the following manner:

- All PTO days must be approved by your supervisor
- All PTO days are considered 8 hour days
- Five days advanced notice should be given for personal days without reason
- Days may not be taken during any in-service training or professional development
- Consecutive days may only be taken when school is not in session
- PTO days will not be granted during standardized testing
- PTO days can only be used in increments of two hours up to a full day
- A maximum of eight PTO days will carry over to the following year
- PTO days are not cash redeemable with the only exception being for teachers (see Redemption of Unused PTO Days below)
- Upon termination of employment, no pay will be given for unused days
- PTO must be used when attending a school sponsored event (i.e. field trips, campus activities) unless you are the teacher or the assistant of the class or have been asked specifically by administration to participate

Redemption of Unused PTO Days (Teachers only):

Teachers may request to be paid for unused PTO days at a rate of \$100.00 per day. A maximum of 6 days can be redeemed at the end of December and June for a possible total of 12 days redeemed. The request must be submitted by the 15th of the month and approved by the Headmaster. These funds will be included in the January 5th and July 5th pay checks.

Holidays: The holidays listed below will be observed. If the holiday falls on a weekend, notice will be given as to which day it will be observed.

New Year's Eve, New Year's Day, Martin Luther King Jr.'s Birthday, Good Friday, Memorial Day, Independence Day (2 days), Labor Day, Veteran's Day, Thanksgiving Day (2 days) and Christmas (2 days).

General Information and Guidelines

Administration of Medications

The administration of medication to students by staff members will be permitted only when proper written authorization is received from the student's parent or guardian with a prescription from a physician. Instructions for such administration of any medications must be provided by the physician and must be in the original prescribed container. Students with asthma or students subject to anaphylactic reactions, or both, can possess and self-administer asthma medication with physician and parental consent. Over the counter medication will not be given without being prescribed by a physician. Staff members may give emergency health care when circumstances indicate that any delay would seriously worsen the physical condition or endanger the life of the student.

Bomb Threats

In the event of a bomb threat, all faculty and parents will be notified through local media if it is not during school hours. If a threat occurs during school hours, teachers will treat it like a fire drill and quietly take their students to the assembly area. No one is allowed to re-enter the classrooms until the proper authorities have declared the rooms safe and free from any explosive device.

Bullying

Faculty and staff are to be diligent in their efforts to ensure that students are not bullying one another. Strict adherence to the School Wide Discipline Plan will prevent acts of bullying. All incidents of bullying will be reported in accordance with the federal guidelines provided by the Office for Civil Rights.

Classroom Schedules

A schedule of class times will be published by the Headmaster at the beginning of each school year. Teachers are to follow the schedule as published. Any deviations must have prior approval from the Headmaster.

Club Affiliations

Due to the varying nature, purposes, and philosophies of different clubs and organizations, the Charter Day School Board of Trustees, in fairness to all, has determined that it will not sponsor any external clubs or organizations.

Community Service

The faculty is encouraged to have students involved in the ownership of our school. Age appropriate student involvement in the cleanliness of the campus and classroom buildings such as vacuuming, washing windows, sweeping, picking up litter and other chores is a means to develop team work, commitment to an organization, responsibility, and maturity. It is the desire of the Board of Trustees that these fundamental measures will be taken with the students into all areas of their lives.

Corporal Punishment

Although North Carolina General Statutes have authorized the use of Corporal punishment, the school forbids such practices.

Discipline, Student

The School is an academic institution; therefore, all behaviors should reflect the seriousness of this endeavor. Each student is a valuable member of the school community. A community which values the dignity and worth of each individual is created by each member taking personal responsibility for his or her behavior and respecting the personal and cultural differences of others. Students shall display a courteous attitude at all times. When students fail to do this, disciplinary action may take place in accordance with the School Wide Discipline Plan. Discipline and self-control are essential to the academic and social success of each child. We are committed to fostering in each student self-discipline, sound moral character, and respect for our community of unique individuals.

Correspondence

All correspondence leaving the school must be first reviewed, and then approved by the Headmaster prior to being released. This includes, but is not limited, to school newsletters and classroom letters. Additionally, the Headmaster is the only one authorized to sign for the school.

Emergency School Closing

An emergency school closing is defined as a cancellation of part or all of a normally scheduled school day due to any reason that may endanger the safety of our students and staff including but not limited to: inclement weather, electrical failures, and water system failure. In the event of predicted inclement weather, our staff should ensure that all electrical items are unplugged, items are moved away from windows and exterior walls, and that all A/C's are turned off.

Announcements will be made on local news stations' broadcasts and websites strictly under the name of the School or The Roger Bacon Academy. **Our schools do not follow the local school district's schedule of closings and delays.** Generally, prior to school resuming, a faculty work time will be announced to prepare for the students' return. Please review the "Emergency School Closing" section of the Parent and Student Handbook for further specifics on announcements and procedures.

Field Trip Policy and Practices

1. Criteria

The trip must be an extension of the classroom activities and related to the curricula in which the students are actively engaged. No field trip will be approved or permitted if such a trip involves extensive risk or danger. The request must be submitted to administration a minimum of 30 calendar days prior to the date requested. All money must be collected and turned into the school office 5 working days ahead of the planned trip. All check requests must be turned in at least 2 working days ahead of the trip.

2. Fees

Absolutely no solicitations/donations of any type, for any kind of trip, or activity that has not been approved by administration is allowed. Administration may grant permission for minimal fees to be collected to defray the cost of the trip, if the field trip is part of the curriculum. No student may be denied the trip on account of an inability to pay.

3. Field Trip Plan

- No field trip should take place more than once to the same place during the primary and elementary grade sequence.

- Bus drivers and car drivers must be 21 years of age and older. The chaperone to student ratio must be 1:10.
- A plan for students not going on the field trip must be on file to ensure meaningful instruction while other students are away.

4. Supervision

- A teacher or other school official will be responsible for conducting the trip and will adhere to prudent supervisory practices to assure student safety and well-being.
- All field trips must be approved by administration.
- No overnight field trips are permitted, except the 8th grade class trip.
- Written permission for each student participating in a field trip must be collected before the trip takes place.
- Student(s) that teachers deem risky to take on trips because of behavioral issues must have their names submitted to the office. Proof of the student(s) prior behavior indiscretions is submitted to the Headmaster for approval to leave the student behind.
- The lead teacher will have a cell phone on them at all times that is to be turned on throughout the entire trip.
- The lead teacher will check-in with administration upon arrival and departure.

5. Transportation

Where available, the School bus will be used. A key for the bus may be obtained from the school office. Directions including expected mileage are to be turned in when requesting the key. A fee of 50 cents per mile is required to cover the costs to operate the bus. This cost may be calculated and divided amongst the students participating on the trip. The clipboard on the bus must be filled out accurately and the bus be left clean. Maps will be provided by the faculty to the parents prior to departure.

Fire Drills

Unannounced fire drills will be conducted once a month. All students will go to their assigned staging location. Teachers should ensure they have their attendance books with them, and that they are the last person to exit the room. All lights will be turned off and all windows and doors closed. Upon arrival at the designated staging location teacher will take roll and give their attendance information to the Headmaster.

All campus fire extinguishers are checked annually by a certified inspector as required by OSHA. Additionally, all fire extinguishers will be checked monthly by the classroom teacher or assistant.

All students are to be instructed in how to react in the case of a fire on campus. Students will be instructed on how to pull the fire alarm in the event that a faculty member is injured or unable to do so.

Grades

The academic year is divided into four 9-week grading periods. Progress reports are sent home with students halfway through each nine-week period. Report cards are to be sent home at the end of each nine weeks, filled out with black ink, and professionally prepared. The Headmaster will establish a grade cutoff period for each quarter. This is normally one week prior to the report cards being sent home. Grades will be posted in the specified location(s) as given by the Headmaster and will be established using a percentile score based upon the student's tests and

homework assignments. The percentage score is entered on the report card. If an academic subject does not allow for a percentage score, the student will be graded on the teacher's assessment of the student's knowledge, their participation, and overall conduct.

The grading scale for the School is as follows:

A	93-100	Excellent
B	85-92	Above Average
C	77-84	Average
D	70-76	Below Average
F	Below 70	Failure

- INC - Incomplete grades must be made up at the end of each nine weeks or the grade will be changed to an F.
- Where applicable, conduct is graded as follows:
O= Outstanding, S = Satisfactory, N = Needs Improvement, U = Unsatisfactory

All comments should be grammatically correct and legible. The following comments may be utilized on report cards:

Positive Comments:

1. Student consistently exceeds the expectations for the class.
2. Student performs well in class.
3. Student has an excellent attitude towards school.
4. Student maintains grade level achievement.
5. Student is a good worker and attentive listener.
6. Student participates in class.
7. Student is cooperative and well mannered.
8. Student completes homework in a timely manner.
9. Student works well with others.
10. Student is enthusiastic about work in general.

Negative Comments:

1. Student seems unconcerned about classroom behavior
2. Student lacks interest in schoolwork.
3. Student is inconsistent in completing assignments.
4. Student needs to use time more wisely.
5. Student is not working to his/her full potential.
6. Student is easily distracted.

Informational Comments:

1. Student has excessive tardies.
2. Student has excessive absences.
3. Student is working below grade level.
4. Student has low test scores in class.
5. Parent Conference needed.

Homework

Homework is essential for establishing a strong academic background and study habits. Teachers are encouraged to make homework meaningful and worthwhile, yet at the same time not unnecessarily burdening the student. Please keep the following guidelines in mind when assigning homework:

Kindergarten:	15 to 30 minutes
First and Second Grade:	30- 45 minutes
Third Grade:	45-60 minutes
Fourth and Fifth Grades:	60 minutes
Middle School:	30 minutes in each core course with occasional homework in other courses as needed in similar amounts.

Homework is not to be assigned over vacation periods. Ensure that if homework is given, it is graded. All homework is to be completed prior to the beginning of the class for which the work was assigned. Failure to complete homework will result in disciplinary action until homework is made up. Each class period that an assignment is not turned in, a loss in letter grade will be deemed per day.

Keys

Keys will be issued to necessary staff by the school office during faculty In-Service training. The keys will be turned in at the end of the year and may not at any time be duplicated without permission.

Licensure Program

The North Carolina Initial Licensure Program was adopted by the State Board of Education in 1985. The Initial Licensure Program has three components: the teacher component, the student-services component, and the administrators and curriculum-instructional specialist's component. The Division of Human Resource Management, Licensure Section, requires that a North Carolina license must be renewed every five years. The renewal process ensures that professional school personnel continually update their professional knowledge and technical competency. Each license holder is responsible for knowing and satisfying renewal requirements. Failure to renew a license makes one ineligible for employment. License holders renew continuing license, which are valid for five years, by earning ten semester hours or fifteen units of renewal credits within the five-year renewal cycle. For a license to remain current, all credit must be earned by the expiration date of the license. If the license expires, reinstatement requires ten semester hours or fifteen units of renewal credits earned within the most recent five-year period. It is the individual's responsibility to ensure that their license is current and that all required classes and credits are being obtained.

Media

All contact with the media will be done through the Headmaster or his designee. No contact is to be made with the media without prior approval.

Parent/Teacher Conferences

When a conference is deemed necessary, the teacher will send a note home asking the parent to meet with them at the school. These meetings are to be scheduled before or after school hours whenever possible to minimize the disruptions during the school day. Teachers are not to schedule in home visits without approval from the administration, nor are teachers to meet alone

with a parent of the opposite sex. If there is a requirement to meet with a parent of the opposite sex alone, that meeting will take place in the administration building during normal working hours. Conferences involving the Headmaster should be scheduled through the school office. Please ensure all teachers involved with the student are present for that meeting and are available to meet with the Headmaster 15 minutes prior to the arrival of the parents.

Parental Permission Requirements

Written parental permission is required prior to the following activities:

1. Medicines administered to students by employees of the school district (See Policy 6125, Administering Medicines to Students);
2. Any release of student records that are not considered directory information unless the release is allowed or required by law (See Policy 4700, Student Records);
3. Off campus trips;
4. Participation in high impact or high risk sports or extracurricular activities, such as football or mountain climbing;
5. Parental permission as required by law for exceptional children Education Programs/Rights of Disabled Students);
6. Parental permission as required by law for certain health services.

Parking

All faculty and staff members will park in designated staff parking areas. Do not park in front of the administration building. There is only one designated parking space on campus and that is reserved for the Teacher of the Year.

Parties, Classroom

All class parties must have prior approval from the Headmaster. All parties must be held on campus.

Personal Data Changes

The School makes every attempt to maintain an accurate and up-to-date employee database for internal and external record keeping and reporting requirements. It is very important that employees promptly notify the school office manager of any change in name, address, telephone number, marital status, dependent status or other pertinent information so that the appropriate records can be updated accordingly.

Physical Force

School personnel (Headmaster, teachers, teacher assistants, substitute teachers, volunteer teachers, and student teachers) may use reasonable force in the exercise of lawful authority to restrain or correct pupils and to maintain order (NC GS 115C-390).

Public Participation at Board Meetings

In order to provide for full and open communication with the public, the Charter Day School Board of Trustees authorizes several avenues for the exchange of information, ideas, and opinions. All of the following operate within the framework of the Board's regular meetings:

1. Written correspondence may be directed to the Board through the Headmaster for consideration at a meeting.

2. There will be a period of up to 30 minutes set aside for residents to address the Board on items of school business. Individuals are limited in their comments to three minutes unless extra time is allowed by the chairperson. When several persons wish to address the Board on one topic, they shall choose one spokesperson.
3. The chairperson retains the right to limit discussions on a particular question when such discussion becomes libelous, slanderous, personally colored, or unrelated to the topic being considered.

All meetings of the Board will be presided over by the chairperson with the purpose of conducting the business of the Board in a responsible and expeditious manner. While the chairman will have authority to regulate and limit public participation within the provisions of this policy, the Board may determine to limit or alter this authority by a majority vote.

Note: The above paragraphs are a modified version from the New Hanover County Public Schools Board Policy manual.

Search and Seizure

In order to protect the safety and welfare of students and school personnel, school authorities may search a staff member's desk, locker, school computers, and may seize any illegal, unauthorized, or contraband materials discovered in the search. Searches can be conducted when there is a reasonable suspicion that a staff member has an illegal or unauthorized item. Items discovered during routine cleanliness inspections of desks, hand bags, etc., may also be seized. Staff members who refuse to permit searches are subject to disciplinary actions.

Student Teachers and Other Interns

The Board believes that student teachers make a direct, positive contribution to the process of education and that the school district has a professional responsibility to participate in the effective preparation of new teachers. Accordingly, student teachers from accredited colleges and universities may be assigned for student teaching experience in the school system. The school shall endorse formal collaborative agreements between the school system and institutions of higher education that establish roles and responsibilities in the student teacher program. The Superintendent or designee is authorized to execute such agreements as required by the State Board of Education for the approval of teacher education programs.

The specific assignment of student teachers shall be determined through cooperative involvement of the administrative staff, the respective principals, and appropriate teachers. The Superintendent or designee shall assign student teachers to those experienced teachers identified as likely to make the most effective contribution to the profession through their work with prospective teachers. While the supervising teacher works with beginning teachers to provide an effective student teaching experience, the supervising teacher shall remain accountable for the quality and extent of student learning.

Student teachers shall follow the policies and procedures of the Board and the Superintendent, as well as those of the school to which they are assigned.

A student teacher shall be removed by the Superintendent or designee if it is determined that the student teacher's presence is detrimental to the welfare of the students or school system, or if it found that he or she is academically unprepared for student teaching.

Visitors/Volunteers

Visitors and volunteers are welcomed at the School and are reminded that they are a very visible role model while on campus and should conduct themselves as such. Visitors are those who make routine visits to their child's classroom to participate in events, etc. Volunteers are those who have signed up to offer specific support while on campus. Due to the nature of their assignments in working directly with our students, volunteers will be asked to sign a confidentiality agreement and may be subject to a background check. Visitors and volunteers are subject to the same expectations of the conduct as outlined for students in the Parent and Student handbook. The following are guidelines for all staff to follow in relation to visitors and volunteers:

- All visitors and volunteers must report to the administration building prior to going to the classrooms and receive a pass. It is the responsibility of the teacher or assistant to stop anyone on campus who does not have a visitor's pass and direct them to go to the administration office and get one prior to allowing them into the classroom.
- No parent is to have contact or speak to another child (other than their own children) at any time. If a parent insists on seeing or speaking to another child, immediately call the office.
- Expect visitors. When a visitor is brought to your classroom by an administration member, do not stop instruction.
- The school's administration is authorized to ban/restrict any person the administration deems as a threat to the welfare of the children and the safety of the faculty. We are charged to place the security and safety of the children and employees as our highest priority.

Charter Day School Board of Trustees Handbooks – 2011-12

Understanding by the Employee

I am signing below to confirm that I have been provided with a copy of and/or access to the Charter Day School Board of Trustees Policies Handbook as well as the Parent and Student Handbook. I agree to review each handbook thoroughly and familiarize myself with the contents, in particular the following sections:

- The School Pledge
- Code of Ethics
- Confidentiality Agreement
- Conflict of Interest Agreement
- Intellectual Property Agreement
- Technology Policy
- The School Overview (as included in the Parent and Student Handbook)

I understand the information in the Charter Day School Board of Trustees handbooks represents policies and practices only and that the Board reserves the right to modify any of its policies and practices at any time.

I also understand that these handbooks are not a contract of employment and I will not view these or other written or verbal communications from the School as a contract or guarantee of employment for any specific duration. I understand and agree that my employment is at will, and can be terminated by me or by the School at any time.

Dated: _____

Printed Name of Employee

Employee Signature

- *Description, if the proposed charter school partners with an EMO, of the relationship that will exist between the charter school employees and the management company.*
-

The Board will enter into an agreement with The Roger Bacon Academy to manage Douglass Academy. The Superintendent will report to the Board and is responsible for administrative operations in accordance to the board's overall vision. The Headmaster will serve as the educational leader of the school and will administer the school according to the policies set by the Board. The staff of the school will report directly to the Headmaster.

See Handbooks governing standards of conduct, grounds for termination, policies and procedures, etc Download

QUALIFICATIONS REQUIRED FOR INDIVIDUAL POSITIONS: (G.S.115C-238.29F(e))

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.

The North Carolina Initial Licensure Program was adopted by the State Board of Education in 1985. The Initial Licensure Program has three components: the teacher component, the student-services component, and the administrators and curriculum-instructional specialists component. The Division of Human Resource Management, Licensure Section, requires that a North Carolina license must be renewed every five years. The renewal process ensures that professional school personnel continually update their professional knowledge and technical competency. Each license holder is responsible for knowing and satisfying renewal requirements. Failure to renew a license makes one ineligible for employment. License holders renew continuing license, which are valid for five years, by earning ten semester hours or fifteen units of renewal credits within the five-year renewal cycle. For a license to remain current, all credit must be earned by the expiration date of the license. If the license expires, reinstatement requires ten semester hours or fifteen units of renewal credits earned within the most recent five-year period. It is the individual's responsibility to ensure that their license is current and that all required classes and credits are being obtained.

Douglass Academy has a shared position with the other two charters whose assignment is to assist with this process.

See Qualification Required for Individual Positions Download

ENROLLMENT and BUSINESS PLAN (GS 115C.238.29F(g)(1-7))

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 target population lives within a 3/4 mile radius of the location for Douglass Academy. The plan to attract the students in the area we wish to serve includes, but not limited to the following:

-meetings with residents of the housing complexes
-addressing the congregation at local churches
-advertising in local publications
-connecting with potential parents and students on website, Facebook, and Twitter
-publicizing open enrollment dates
-posting flyers in local establishments
-garnishing the support of key community figures

DOUGLASS ACADEMY
QUALIFICATIONS for POSITIONS

POSITION	DEGREE	LICENSURE
Headmaster	BA – MS	Administration
Asst. Headmaster	BA – MS	Administration
Teacher	BA – MS	K – 5 Education
PE Teacher	BA - MS	Certified for Physical Education
EC Teacher	BA - MS	Certified / Exceptional Children
Teacher Assistant	AA – BS	General Studies
Custodian	GED / HS	
Instructional Tech	AA – MS	Computer Science / Technology
Office Manager	GED / HS - BS	
Office Clerk	GED/HS – BS	
Security Officer	GED / HS	

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.

In addition to the information shared in the above section entitled "Process to Advertise for and employ members of the school", our other charter schools have had successful results using public service announcements on local radio stations, attending local parades and festivals, posting flyers in convenience stores, gas stations, churches and community centers. Douglass Academy will utilize the same process to attract students and employees as well. The community has embraced the project and the buzz about the school has taken hold in local barber and beauty shops. A community meeting is scheduled for mid April to share the plans for Douglass Academy. Letters and flyers announcing the community meeting will be placed in local businesses and housing complexes.

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 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).

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 over time and be sure these figures match those on the initial cover page. In describing your budgetary assumptions, explain the analysis utilized to project these specific enrollment figures. If your budget projections are lower than anticipated, how will the school adjust this budget and what is the determined break-even point for student enrollment?

Projection of Enrollment:

The first step in projecting the enrollment for Douglass Academy was to obtain 2010 census figures for school-age children in the two census tracts (110 and 111) within which the school is centrally located. The location is such that the furthest student in these tracts would be within .8 miles of the school. After extensive community meetings and discussions with area residents, a target of 70% attendance of the area's children was set and felt to be conservative. Then the facility was designed to accommodate this target, and this target is the basis for the "Enrollment Projections" stated above.

From the community responses received to date, we believe these projections are very conservative because they do not depend upon attendance from children outside of the immediate area, but who could be attracted to enroll.

If initial enrollment from area children is lower than projected, marketing coverage will be extended to further neighborhoods. Charter Day School's established reputation substantially lessens the risk of low

enrollment. Waiting lists at its two schools in neighboring counties exceed several hundred students each year, and similar demand is being seen in Wilmington. Lotteries are anticipated.

Estimation of Break-even Point

If, however, demand is less than expected, enrollment is managed in increments of full classrooms. For example, initially two 2nd grade classes would be advertised, and additional applications would be wait-listed until the third classroom is full, which would fund the teacher and space rental.

Many of the support costs for training, coaching, EC support, accounting, and other services are provided from the central office staff and charged out to each of Charter Day School's schools on the basis of enrollment so the breakeven point can be substantially lower than with a stand-alone school having to absorb the full cost of such services. From Charter Day's past experience, the Leland campus operated its first year at a break-even with only 76 students and the Whiteville campus was well above break-even its first year with 128 students.

Also, in narrative format, explain how your spending priorities align with the school's mission, curricular offerings, transportation plans, and professional development needs. Be able to depict in chart format and discuss in a narrative how the school will maintain a small, contingency reserve and operate using sound fiscal practices. As you construct the budget, include any and all documentation about cash on hand, bonds, real estate, or grants as part of this application package.

Spending Priorities

The Board of Charter Day School has had a banker as its Chairperson for over ten years and a Forensic CPA as its Treasurer who review all budgets with the entire board. The first budget priority has always been the safety of the students and staff, and items impacting safety receive very high budgetary priority. After all safety considerations have been satisfied, the priority becomes staff development, coaching, and oversight. Within the curriculum, reading and math take primary budget consideration. Finally, allowance for building a cash fund balance must become an explicit budget item and not just be whatever happens to be left over.

The latest IRS Form 990 Balance Sheet for Charter Day School, Inc. for 2010-2011 shows a cash, savings, and temporary cash investments totaling \$1,798,505 with Unrestricted Net Assets of \$1,596,142. With monthly expenditures of \$813,024, Charter Day School has a 2.2 month cash reserve. This reserve is within the widely accepted rule-of-thumb of between 2 and 3 months reserve being prudent.

Start-up expenses and building the enrollment pose considerable challenges in the first several years; but with careful management, there is no reason that Douglass Academy cannot begin accumulating its fund balance as have the other two schools under the control of the Charter Day School board.

For documentation, please see attachments "CDS IRS Form 990" in the Appendix.

Please refer to "Financial Statements for Leland and Whiteville" after page 36.

PETWAY MILLS & PEARSON, PA
P.O. Box 1036
Zebulon, NC 27597-1036
919-269-7405

April 10, 2012

CONFIDENTIAL

CHARTER DAY SCHOOL, INC.
7055 BACON'S WAY
LELAND, NC 28451

Dear Board of Directors:

We have prepared the following returns from information provided by you during the course of your audit.

Return of Organization Exempt From Income Tax (Form 990)

We suggest that you examine these returns carefully to fully acquaint yourself with all items contained therein to ensure that there are no omissions or misstatements. Attached are instructions for signing and filing each return. Please follow those instructions carefully.

Enclosed is any material you furnished for use in preparing the returns. If the returns are examined, requests may be made for supporting documentation. Therefore, we recommend that you retain all pertinent records for at least seven years.

In order that we may properly advise you of tax considerations, please keep us informed of any significant changes in your financial affairs or of any correspondence received from taxing authorities.

If you have any questions, or if we can be of assistance in any way, please call.

Sincerely,

Petway Mills & Pearson, PA

PETWAY MILLS & PEARSON, PA

Filing Instructions

CHARTER DAY SCHOOL, INC.

Exempt Organization Tax Return

Taxable Year Ended June 30, 2011

Date Due: May 15, 2012

Remittance: None is required. Your Form 990 for the tax year ended 6/30/11 shows no balance due.

Mail To: Department of the Treasury
Internal Revenue Service Center
Ogden, UT 84201-0027

If a private delivery service is used, mail to:
OSPC
1973 N. Rulon White Blvd.
Ogden, UT 84404

Signature: The return should be signed and dated on Page 1 by an officer representing the organization.

Other: Initial and date the copy of the return, and retain it for your records.

CHARTER DAY SCHOOL, INC.
7055 BACON'S WAY
LELAND, NC 28451

Department of the Treasury
Internal Revenue Service Center
Ogden, UT 84201-0027



Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except black lung benefit trust or private foundation)

The organization may have to use a copy of this return to satisfy state reporting requirements.

OMB No. 1545-0047

2010

Open to Public Inspection

A For the 2010 calendar year, or tax year beginning **07/01/10**, and ending **06/30/11**

B Check if applicable:
 Address change
 Name change
 Initial return
 Terminated
 Amended return
 Application pending

C Name of organization: **CHARTER DAY SCHOOL, INC.**
 Doing Business As
 Number and street (or P.O. box if mail is not delivered to street address) Room/suite
7055 BACON'S WAY
 City or town, state or country, and ZIP + 4
LELAND NC 28451

D Employer identification number: **56-2173031**

E Telephone number: **910-655-1214**

F Name and address of principal officer:
DONNIE NORRIS
7055 BACON'S WAY
LELAND NC 28451

G Gross receipts \$ **10,181,291**

H(a) Is this a group return for affiliates? Yes No
H(b) Are all affiliates included? Yes No
 If "No," attach a list. (see instructions)

I Tax-exempt status: 501(c)(3) 501(c) () (insert no.) 4947(a)(1) or 527

J Website: **www.charterdayschool.org**

K Form of organization: Corporation Trust Association Other

L Year of formation: **1999** **M** State of legal domicile: **NC**

H(c) Group exemption number

Part I Summary		Prior Year	Current Year
Activities & Governance	1 Briefly describe the organization's mission or most significant activities: Operation of public charter schools.		
	2 Check this box <input type="checkbox"/> if the organization discontinued its operations or disposed of more than 25% of its net assets.		
	3 Number of voting members of the governing body (Part VI, line 1a)	3	9
	4 Number of independent voting members of the governing body (Part VI, line 1b)	4	7
	5 Total number of individuals employed in calendar year 2010 (Part V, line 2a)	5	165
	6 Total number of volunteers (estimate if necessary)	6	10
	7a Total unrelated business revenue from Part VIII, column (C), line 12	7a	
b Net unrelated business taxable income from Form 990-T, line 34	7b	0	
Revenue	8 Contributions and grants (Part VIII, line 1h)	737,572	1,110,908
	9 Program service revenue (Part VIII, line 2g)	7,763,187	9,061,232
	10 Investment income (Part VIII, column (A), lines 3, 4, and 7d)	6,723	9,151
	11 Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	60	
	12 Total revenue - add lines 8 through 11 (must equal Part VIII, column (A), line 12)	8,507,542	10,181,291
Expenses	13 Grants and similar amounts paid (Part IX, column (A), lines 1-3)		
	14 Benefits paid to or for members (Part IX, column (A), line 4)		
	15 Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	4,011,449	4,682,094
	16a Professional fundraising fees (Part IX, column (A), line 11e) b Total fundraising expenses (Part IX, column (D), line 25)	4,335,138	5,074,199
	17 Other expenses (Part IX, column (A), lines 11a-11d, 11f-24f)	8,346,587	9,756,293
18 Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	160,955	424,998	
19 Revenue less expenses. Subtract line 18 from line 12			
Net Assets or Fund Balances	20 Total assets (Part X, line 16)	1,240,714	2,169,873
	21 Total liabilities (Part X, line 26)	69,570	573,731
	22 Net assets or fund balances. Subtract line 21 from line 20	1,171,144	1,596,142

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

Signature of officer: _____ Date: _____
 Type or print name and title: _____

Paid Preparer Use Only

Print/Type preparer's name: **J. Alan Ridoutt** Preparer's signature: *J.A. Ridoutt, CPA* Date: **04/10/12** Check if self-employed PTIN: **P00394550**

Firm's name: **PETWAY MILLS & PEARSON, PA** Firm's EIN: **20-2102404**

Firm's address: **P.O. Box 1036 Zebulon, NC 27597-1036** Phone no.: **919-269-7405**

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response to any question in this Part III

1 Briefly describe the organization's mission:

Operation of public charter schools.

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? Yes No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? Yes No

If "Yes," describe these changes on Schedule O.

4 Describe the exempt purpose achievements for each of the organization's three largest program services by expenses. Section 501(c)(3) and 501(c)(4) organizations and section 4947(a)(1) trusts are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses \$ **8,503,389** including grants of \$) (Revenue \$)
Operated two charter schools in North Carolina, Charter Day School and Columbus Charter School, serving approximately 1,316 students in kindergarten through 8th grade for the fiscal year ending June 30, 2011.

4b (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4c (Code:) (Expenses \$ including grants of \$) (Revenue \$)

4d Other program services. (Describe in Schedule O.)
(Expenses \$ including grants of \$) (Revenue \$)

4e Total program service expenses **8,503,389**

Part IV Checklist of Required Schedules

		Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? If "Yes," complete Schedule A	X	
2	Is the organization required to complete Schedule B, Schedule of Contributors? (see instructions)		X
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? If "Yes," complete Schedule C, Part I		X
4	Section 501(c)(3) organizations. Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? If "Yes," complete Schedule C, Part II		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? If "Yes," complete Schedule C, Part III		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts where donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? If "Yes," complete Schedule D, Part I		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? If "Yes," complete Schedule D, Part II		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? If "Yes," complete Schedule D, Part III		X
9	Did the organization report an amount in Part X, line 21; serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? If "Yes," complete Schedule D, Part IV		X
10	Did the organization, directly or through a related organization, hold assets in term, permanent, or quasi-endowments? If "Yes," complete Schedule D, Part V		X
11	If the organization's answer to any of the following questions is "Yes," then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.		
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? If "Yes," complete Schedule D, Part VI	X	
b	Did the organization report an amount for investments—other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? If "Yes," complete Schedule D, Part VII		X
c	Did the organization report an amount for investments—program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? If "Yes," complete Schedule D, Part VIII		X
d	Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? If "Yes," complete Schedule D, Part IX		X
e	Did the organization report an amount for other liabilities in Part X, line 25? If "Yes," complete Schedule D, Part X	X	
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? If "Yes," complete Schedule D, Part X		X
12a	Did the organization obtain separate, independent audited financial statements for the tax year? If "Yes," complete Schedule D, Parts XI, XII, and XIII	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? If "Yes," and if the organization answered "No" to line 12a, then completing Schedule D, Parts XI, XII, and XIII is optional		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? If "Yes," complete Schedule E	X	
14a	Did the organization maintain an office, employees, or agents outside of the United States?		X
b	Did the organization have aggregate revenues or expenses of more than \$10,000 from grantmaking, fundraising, business, and program service activities outside the United States? If "Yes," complete Schedule F, Parts I and IV		X
15	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of grants or assistance to any organization or entity located outside the United States? If "Yes," complete Schedule F, Parts II and IV		X
16	Did the organization report on Part IX, column (A), line 3, more than \$5,000 of aggregate grants or assistance to individuals located outside the United States? If "Yes," complete Schedule F, Parts III and IV		X
17	Did the organization report a total of more than \$15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? If "Yes," complete Schedule G, Part I (see instructions)		X
18	Did the organization report more than \$15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? If "Yes," complete Schedule G, Part II		X
19	Did the organization report more than \$15,000 of gross income from gaming activities on Part VIII, line 9a? If "Yes," complete Schedule G, Part III		X
20a	Did the organization operate one or more hospitals? If "Yes," complete Schedule H		X
b	If "Yes" to line 20a, did the organization attach its audited financial statements to this return? Note. Some Form 990 filers that operate one or more hospitals must attach audited financial statements (see instructions)		

Part IV Checklist of Required Schedules (continued)

		Yes	No
21	Did the organization report more than \$5,000 of grants and other assistance to governments and organizations in the United States on Part IX, column (A), line 1? If "Yes," complete Schedule I, Parts I and II		X
22	Did the organization report more than \$5,000 of grants and other assistance to individuals in the United States on Part IX, column (A), line 2? If "Yes," complete Schedule I, Parts I and III		X
23	Did the organization answer "Yes" to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? If "Yes," complete Schedule J		X
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than \$100,000 as of the last day of the year, that was issued after December 31, 2002? If "Yes," answer lines 24b through 24d and complete Schedule K. If "No," go to line 25		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?		
d	Did the organization act as an "on behalf of" issuer for bonds outstanding at any time during the year?		
25a	Section 501(c)(3) and 501(c)(4) organizations. Did the organization engage in an excess benefit transaction with a disqualified person during the year? If "Yes," complete Schedule L, Part I		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? If "Yes," complete Schedule L, Part I		X
26	Was a loan to or by a current or former officer, director, trustee, key employee, highly compensated employee, or disqualified person outstanding as of the end of the organization's tax year? If "Yes," complete Schedule L, Part II		X
27	Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor, or a grant selection committee member, or to a person related to such an individual? If "Yes," complete Schedule L, Part III		X
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV Instructions for applicable filing thresholds, conditions, and exceptions):		
a	A current or former officer, director, trustee, or key employee? If "Yes," complete Schedule L, Part IV		X
b	A family member of a current or former officer, director, trustee, or key employee? If "Yes," complete Schedule L, Part IV		X
c	An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? If "Yes," complete Schedule L, Part IV	X	
29	Did the organization receive more than \$25,000 in non-cash contributions? If "Yes," complete Schedule M		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? If "Yes," complete Schedule M		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? If "Yes," complete Schedule N, Part I		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? If "Yes," complete Schedule N, Part II		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? If "Yes," complete Schedule R, Part I		X
34	Was the organization related to any tax-exempt or taxable entity? If "Yes," complete Schedule R, Parts II, III, IV, and V, line 1		X
35	Is any related organization a controlled entity within the meaning of section 512(b)(13)?		X
a	Did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? If "Yes," complete Schedule R, Part V, line 2	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
36	Section 501(c)(3) organizations. Did the organization make any transfers to an exempt non-charitable related organization? If "Yes," complete Schedule R, Part V, line 2		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? If "Yes," complete Schedule R, Part VI		X
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11 and 19? Note. All Form 990 filers are required to complete Schedule O	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance
 Check if Schedule O contains a response to any question in this Part V

		Yes	No
1a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable		
1b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable		
1c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	X	
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return		
2b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns? <small>Note. If the sum of lines 1a and 2a is greater than 250, you may be required to e-file. (see instructions)</small>	X	
3a	Did the organization have unrelated business gross income of \$1,000 or more during the year?		X
3b	If "Yes," has it filed a Form 990-T for this year? If "No," provide an explanation in Schedule O		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?		X
5a	If "Yes," enter the name of the foreign country: <small>See instructions for filing requirements for Form TD F 90-22.1, Report of Foreign Bank and Financial Accounts.</small>		X
5b	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?		X
5c	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?		
6a	If "Yes" to line 5a or 5b, did the organization file Form 8866-T?		
6a	Does the organization have annual gross receipts that are normally greater than \$100,000, and did the organization solicit any contributions that were not tax deductible?		X
6b	If "Yes," did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?		
7	Organizations that may receive deductible contributions under section 170(c).		
7a	Did the organization receive a payment in excess of \$75 made partly as a contribution and partly for goods and services provided to the payor?		X
7b	If "Yes," did the organization notify the donor of the value of the goods or services provided?		
7c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?		X
7d	If "Yes," indicate the number of Forms 8282 filed during the year		
7e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?		X
7f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?		X
7g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?		
7h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?		
8	Sponsoring organizations maintaining donor advised funds and section 509(a)(3) supporting organizations. Did the supporting organization, or a donor advised fund maintained by a sponsoring organization, have excess business holdings at any time during the year?		
9	Sponsoring organizations maintaining donor advised funds.		
9a	Did the organization make any taxable distributions under section 4966?		
9b	Did the organization make a distribution to a donor, donor advisor, or related person?		
10	Section 501(c)(7) organizations. Enter:		
10a	Initiation fees and capital contributions included on Part VIII, line 12		
10b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities		
11	Section 501(c)(12) organizations. Enter:		
11a	Gross income from members or shareholders		
11b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.)		
12a	Section 4947(a)(1) non-exempt charitable trusts. Is the organization filing Form 990 in lieu of Form 1041?		
12b	If "Yes," enter the amount of tax-exempt interest received or accrued during the year		
13	Section 501(c)(29) qualified nonprofit health insurance issuers.		
13a	Is the organization licensed to issue qualified health plans in more than one state? <small>Note. See the instructions for additional information the organization must report on Schedule O.</small>		
13b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans		
13c	Enter the amount of reserves on hand		
14a	Did the organization receive any payments for indoor tanning services during the tax year?		X
14b	If "Yes," has it filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O		

Part VI Governance, Management, and Disclosure For each "Yes" response to lines 2 through 7b below, and for a "No" response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.

Check if Schedule O contains a response to any question in this Part VI

Section A. Governing Body and Management

		Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year		
1b	Enter the number of voting members included in line 1a, above, who are independent		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors or trustees, or key employees to a management company or other person?	X	
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?		X
6	Does the organization have members or stockholders?		X
7a	Does the organization have members, stockholders, or other persons who may elect one or more members of the governing body?		X
7b	Are any decisions of the governing body subject to approval by members, stockholders, or other persons?		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:		
8a	The governing body?	X	
8b	Each committee with authority to act on behalf of the governing body?	X	
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? If "Yes," provide the names and addresses in Schedule O		X

Section B. Policies (This Section B requests information about policies not required by the Internal Revenue Code.)

		Yes	No
10a	Does the organization have local chapters, branches, or affiliates?		X
10b	If "Yes," does the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with those of the organization?		
11a	Has the organization provided a copy of this Form 990 to all members of its governing body before filing the form?		X
12a	Describe in Schedule O the process, if any, used by the organization to review this Form 990.	X	
12b	Does the organization have a written conflict of interest policy? If "No," go to line 13	X	
12c	Are officers, directors or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	X	
13	Does the organization regularly and consistently monitor and enforce compliance with the policy? If "Yes," describe in Schedule O how this is done		X
14	Does the organization have a written whistleblower policy?	X	
15a	Does the organization have a written document retention and destruction policy?	X	
15b	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?	X	
16a	The organization's CEO, Executive Director, or top management official		
16b	Other officers or key employees of the organization		
16a	If "Yes" to line 15a or 15b, describe the process in Schedule O. (See instructions.)		
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?		X
16b	If "Yes," has the organization adopted a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and taken steps to safeguard the organization's exempt status with respect to such arrangements?		

Section C. Disclosure

- 17 List the states with which a copy of this Form 990 is required to be filed **None**
- 18 Section 6104 requires an organization to make its Forms 1023 (or 1024 if applicable), 990, and 990-T (501(c)(3)s only) available for public inspection. Indicate how you make these available. Check all that apply.
 Own website Another's website Upon request
- 19 Describe in Schedule O whether (and if so, how), the organization makes its governing documents, conflict of interest policy, and financial statements available to the public.
- 20 State the name, physical address, and telephone number of the person who possesses the books and records of the organization: **ACADIA NORTHSTAR, LLC** **5029 FALLS OF NEUSE**
RALEIGH **NC 27609** **919-954-7040**

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response to any question in this Part VII

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
 - List all of the organization's **current** key employees, if any. See instructions for definition of "key employee."
 - List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than \$100,000 from the organization and any related organizations.
 - List all of the organization's **former** officers, key employees, and highest compensated employees who received more than \$100,000 of reportable compensation from the organization and any related organizations.
 - List all of the organization's **former** directors or trustees that received, in the capacity as a former director or trustee of the organization, more than \$10,000 of reportable compensation from the organization and any related organizations.
- List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

Check this box if neither the organization nor any related organizations compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (describe hours for related organizations in Schedule O)	(C) Position (check all that apply)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) DONNIE NORRIS BOARD CHAIR	0.26	X		X			0	0	0	
(2) C WILLIAM BARKER TREASURER	0.26	X		X			0	0	0	
(3) BAKER A MITCHELL, JR SECRETARY	0.26	X		X			0	0	0	
(4) MARK T CRAMER DIRECTOR	0.26	X					0	0	0	
(5) JAMES H FAISON, III DIRECTOR	0.26	X					0	0	0	
(6) ERIK KENYON DIRECTOR	0.26	X					0	0	0	
(7) STEVE WINDHAM DIRECTOR	0.26	X					0	0	0	
(8) LORI BOLDT DIRECTOR	0.26	X					0	0	0	
(9) OLA LEWIS DIRECTOR	0.26	X					0	0	0	
(10)										
(11)										
(12)										
(13)										
(14)										
(15)										
(16)										

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees (continued)

(A) Name and Title	(B) Average hours per week (describe hours for related organizations in Schedule O)	(C) Position (check all that apply)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(17)										
(18)										
(19)										
(20)										
(21)										
(22)										
(23)										
(24)										
(25)										
(26)										
(27)										
(28)										
1b Sub-total										
c Total from continuation sheets to Part VII, Section A										
d Total (add lines 1b and 1c)										

2 Total number of individuals (including but not limited to those listed above) who received more than \$100,000 in reportable compensation from the organization 0

	Yes	No
3 Did the organization list any former officer, director or trustee, key employee, or highest compensated employee on line 1a? If "Yes," complete Schedule J for such individual		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than \$150,000? If "Yes," complete Schedule J for such individual		X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? If "Yes," complete Schedule J for such person		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than \$100,000 of compensation from the organization.

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including but not limited to those listed above) who received more than \$100,000 in compensation from the organization 0

Form 990 (2010) **CHARTER DAY SCHOOL, INC.**

Part VIII Statement of Revenue

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512, 513, or 514	
Contributions, gifts, grants and other similar amounts	1a	Federated campaigns					
	1b	Membership dues					
	1c	Fundraising events					
	1d	Related organizations					
	1e	Government grants (contributions)	1,110,908				
	1f	All other contributions, gifts, grants, and similar amounts not included above					
	g	Noncash contributions included in lines 1a-1f: \$					
	h	Total. Add lines 1a-1f	1,110,908				
Program Service Revenue	2a	STATE FUNDING	6,854,673	6,854,673			
	b	LOCAL FUNDING	2,169,794	2,169,794			
	c	SCHOOL PROGRAMS & ACTIVITIES	36,765	36,765			
	d						
	e						
	f	All other program service revenue					
	g	Total. Add lines 2a-2f	9,061,232				
Other Revenue	3	Investment income (including dividends, interest, and other similar amounts)	9,151			9,151	
	4	Income from investment of tax-exempt bond proceeds					
	5	Royalties					
	6a	Gross Rents	(i) Real				
			(ii) Personal				
	b	Less: rental exps.					
	c	Rental inc. or (loss)					
	d	Net rental income or (loss)					
	7a	Gross amount from sales of assets other than inventory	(i) Securities				
			(ii) Other				
	b	Less: cost or other basis & sales exps.					
	c	Gain or (loss)					
d	Net gain or (loss)						
8a	Gross income from fundraising events (not including \$ of contributions reported on line 1c). See Part IV, line 18	a					
b	Less: direct expenses	b					
c	Net income or (loss) from fundraising events						
9a	Gross income from gaming activities. See Part IV, line 19	a					
b	Less: direct expenses	b					
c	Net income or (loss) from gaming activities						
10a	Gross sales of inventory, less returns and allowances	a					
b	Less: cost of goods sold	b					
c	Net income or (loss) from sales of inventory						
Miscellaneous Revenue			Busn. Code				
11a							
b							
c							
d	All other revenue						
e	Total. Add lines 11a-11d						
12	Total revenue. See instructions.		10,181,291	9,061,232	0	9,151	

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns.
All other organizations must complete column (A) but are not required to complete columns (B), (C), and (D).

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to governments and organizations in the U.S. See Part IV, line 21				
2 Grants and other assistance to individuals in the U.S. See Part IV, line 22				
3 Grants and other assistance to governments, organizations, and individuals outside the U.S. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees				
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)				
7 Other salaries and wages	3,764,323	3,512,994	251,329	
8 Pension plan contributions (include section 401(k) and section 403(b) employer contributions)	93,172	85,492	7,680	
9 Other employee benefits	328,923	299,122	29,801	
10 Payroll taxes	495,676	441,169	54,507	
11 Fees for services (non-employees):				
a Management	1,826,232	1,619,087	207,145	
b Legal	53,556		53,556	
c Accounting	19,790		19,790	
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other	996,456	680,310	316,146	
12 Advertising and promotion	8,037		8,037	
13 Office expenses	267,094	214,602	52,492	
14 Information technology	40,818	35,721	5,097	
15 Royalties				
16 Occupancy	1,562,036	1,382,641	179,395	
17 Travel	9,770	123	9,647	
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings	7,222	5,883	1,339	
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	84,910	75,281	9,629	
23 Insurance	43,226		43,226	
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses in line 24f. If line 24f amount exceeds 10% of line 25, column (A) amount, list line 24f expenses on Schedule O.)				
a NON-CAPITAL EQUIPMENT	152,003	150,964	1,039	
b FOOD PURCHASES	2,864		2,864	
c MEMBERSHIP FEES	185		185	
d				
e				
f All other expenses				
25 Total functional expenses. Add lines 1 through 24f	9,756,293	8,503,389	1,252,904	0
26 Joint costs. Check here <input type="checkbox"/> if following SOP 98-2 (ASC 958-720). Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation				

Part X Balance Sheet

		(A) Beginning of year		(B) End of year	
Assets	1 Cash—non-interest bearing	577,128	1	129,512	
	2 Savings and temporary cash investments	414,658	2	1,678,993	
	3 Pledges and grants receivable, net		3		
	4 Accounts receivable, net	18,146	4	35,092	
	5 Receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5		
	6 Receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions)		6		
	7 Notes and loans receivable, net		7		
	8 Inventories for sale or use		8		
	9 Prepaid expenses and deferred charges		9		
	10a Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 703,795			
	b Less: accumulated depreciation	10b 377,519	205,782	10c 326,276	
	11 Investments—publicly traded securities		11		
	12 Investments—other securities. See Part IV, line 11		12		
	13 Investments—program-related. See Part IV, line 11		13		
	14 Intangible assets		14		
	15 Other assets. See Part IV, line 11		25,000	15	
16 Total assets. Add lines 1 through 15 (must equal line 34)		1,240,714	16	2,169,873	
Liabilities	17 Accounts payable and accrued expenses	69,570	17	396,681	
	18 Grants payable		18		
	19 Deferred revenue		19		
	20 Tax-exempt bond liabilities		20		
	21 Escrow or custodial account liability. Complete Part IV of Schedule D		21		
	22 Payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22		
	23 Secured mortgages and notes payable to unrelated third parties		23		
	24 Unsecured notes and loans payable to unrelated third parties		24		
	25 Other liabilities. Complete Part X of Schedule D		177,050	25	
	26 Total liabilities. Add lines 17 through 25		69,570	26	573,731
Net Assets or Fund Balances	Organizations that follow SFAS 117, check here <input checked="" type="checkbox"/> and complete lines 27 through 29, and lines 33 and 34.				
	27 Unrestricted net assets		1,171,144	27	1,596,142
	28 Temporarily restricted net assets			28	
	29 Permanently restricted net assets			29	
	Organizations that do not follow SFAS 117, check here <input type="checkbox"/> and complete lines 30 through 34.				
	30 Capital stock or trust principal, or current funds			30	
	31 Paid-in or capital surplus, or land, building, or equipment fund			31	
	32 Retained earnings, endowment, accumulated income, or other funds			32	
	33 Total net assets or fund balances		1,171,144	33	1,596,142
34 Total liabilities and net assets/fund balances		1,240,714	34	2,169,873	

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response to any question in this Part XI

1	Total revenue (must equal Part VIII, column (A), line 12)	10,181,291
2	Total expenses (must equal Part IX, column (A), line 25)	9,756,293
3	Revenue less expenses. Subtract line 2 from line 1	424,998
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	1,171,144
5	Other changes in net assets or fund balances (explain in Schedule O)	
6	Net assets or fund balances at end of year. Combine lines 3, 4, and 5 (must equal Part X, line 33, column (B))	1,596,142

Part XII Financial Statements and Reporting

Check if Schedule O contains a response to any question in this Part XII

	Yes	No
1 Accounting method used to prepare the Form 990: <input type="checkbox"/> Cash <input checked="" type="checkbox"/> Accrual <input type="checkbox"/> Other _____ If the organization changed its method of accounting from a prior year or checked "Other," explain in Schedule O.		
2a Were the organization's financial statements compiled or reviewed by an independent accountant?		X
b Were the organization's financial statements audited by an independent accountant?	X	
c If "Yes" to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant? If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.	X	
d If "Yes" to line 2a or 2b, check a box below to indicate whether the financial statements for the year were issued on a separate basis, consolidated basis, or both: <input checked="" type="checkbox"/> Separate basis <input type="checkbox"/> Consolidated basis <input type="checkbox"/> Both consolidated and separate basis		
3a As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	X	
b If "Yes," did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits.	X	

SCHEDULE A
(Form 990 or 990-EZ)

Public Charity Status and Public Support

OMB No. 1545-0047

2010

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

▶ Attach to Form 990 or Form 990-EZ. ▶ See separate instructions.

Name of the organization

CHARTER DAY SCHOOL, INC.

Employer identification number

56-2173031

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

- 1 A church, convention of churches, or association of churches described in section 170(b)(1)(A)(i).
- 2 A school described in section 170(b)(1)(A)(ii). (Attach Schedule E.)
- 3 A hospital or a cooperative hospital service organization described in section 170(b)(1)(A)(iii).
- 4 A medical research organization operated in conjunction with a hospital described in section 170(b)(1)(A)(iii). Enter the hospital's name, city, and state:
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in section 170(b)(1)(A)(iv). (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in section 170(b)(1)(A)(v).
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in section 170(b)(1)(A)(vi). (Complete Part II.)
- 8 A community trust described in section 170(b)(1)(A)(vi). (Complete Part II.)
- 9 An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions—subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See section 509(a)(2). (Complete Part III.)

- 10 An organization organized and operated exclusively to test for public safety. See section 509(a)(4).
- 11 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2). See section 509(a)(3). Check the box that describes the type of supporting organization and complete lines 11e through 11h.

a Type I b Type II c Type III—Functionally integrated d Type III—Other

e By checking this box, I certify that the organization is not controlled directly or indirectly by one or more disqualified persons other than foundation managers and other than one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2).

f If the organization received a written determination from the IRS that it is a Type I, Type II, or Type III supporting organization, check this box

g Since August 17, 2006, has the organization accepted any gift or contribution from any of the following persons?

- (i) A person who directly or indirectly controls, either alone or together with persons described in (ii) and (iii) below, the governing body of the supported organization?
- (ii) A family member of a person described in (i) above?
- (iii) A 35% controlled entity of a person described in (i) or (ii) above?

	Yes	No
11g(i)		
11g(ii)		
11g(iii)		

h Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-9 above or IRC section (see instructions))	(iv) Is the organization in col. (i) listed in your governing document?		(v) Did you notify the organization in col. (i) of your support?		(vi) Is the organization in col. (i) organized in the U.S.?		(vii) Amount of support
			Yes	No	Yes	No	Yes	No	
(A)									
(B)									
(C)									
(D)									
(E)									
Total									

For Paperwork Reduction Act Notice, see the instructions for Form 990 or 990-EZ.

Schedule A (Form 990 or 990-EZ) 2010

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)
 (Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here ▶ <input type="checkbox"/>						

Section C. Computation of Public Support Percentage

14 Public support percentage for 2010 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2009 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test—2010. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization ▶ <input type="checkbox"/>		
b 33 1/3% support test—2009. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization ▶ <input type="checkbox"/>		
17a 10%-facts-and-circumstances test—2010. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ▶ <input type="checkbox"/>		
b 10%-facts-and-circumstances test—2009. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization ▶ <input type="checkbox"/>		
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ▶ <input type="checkbox"/>		

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2006	(b) 2007	(c) 2008	(d) 2009	(e) 2010	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here

Section C. Computation of Public Support Percentage

15 Public support percentage for 2010 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2009 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2010 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2009 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests—2010. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization

b 33 1/3% support tests—2009. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and stop here. The organization qualifies as a publicly supported organization

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions

SCHEDULE D (Form 990)

Department of the Treasury Internal Revenue Service

Supplemental Financial Statements

Complete if the organization answered "Yes," to Form 990, Part IV, line 6, 7, 8, 9, 10, 11, or 12.

Attach to Form 990. See separate instructions.

OMB No. 1545-0047

2010

Open to Public Inspection

Name of the organization

CHARTER DAY SCHOOL, INC.

Employer identification number

56-2173031

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts. Complete if the organization answered "Yes" to Form 990, Part IV, line 6.

Table with 2 columns: (a) Donor advised funds, (b) Funds and other accounts. Rows include: 1 Total number at end of year, 2 Aggregate contributions to (during year), 3 Aggregate grants from (during year), 4 Aggregate value at end of year, 5 Did the organization inform all donors...?, 6 Did the organization inform all grantees...?

Part II Conservation Easements. Complete if the organization answered "Yes" to Form 990, Part IV, line 7.

Table with 2 columns: Description, Held at the End of the Tax Year. Rows include: 1 Purpose(s) of conservation easements, 2 Complete lines 2a through 2d..., 2a Total number of conservation easements, 2b Total acreage restricted..., 2c Number of conservation easements..., 2d Number of conservation easements..., 3 Number of conservation easements modified..., 4 Number of states where property..., 5 Does the organization have a written policy..., 6 Staff and volunteer hours..., 7 Amount of expenses incurred..., 8 Does each conservation easement..., 9 In Part XIV, describe how the organization reports...

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets. Complete if the organization answered "Yes" to Form 990, Part IV, line 8.

Table with 2 columns: Description, Amount. Rows include: 1a If the organization elected, as permitted under SFAS 116..., 1b If the organization elected, as permitted under SFAS 116..., 2 If the organization received or held works of art..., a Revenues included..., b Assets included...

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets (continued)

3 Using the organization's acquisition, accession, and other records, check any of the following that are a significant use of its collection items (check all that apply):

- a Public exhibition
- b Scholarly research
- c Preservation for future generations
- d Loan or exchange programs
- e Other

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIV.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? Yes No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered "Yes" to Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? Yes No

b If "Yes," explain the arrangement in Part XIV and complete the following table:

- c Beginning balance
- d Additions during the year
- e Distributions during the year
- f Ending balance

	Amount
1c	
1d	
1e	
1f	

2a Did the organization include an amount on Form 990, Part X, line 21? Yes No

b If "Yes," explain the arrangement in Part XIV.

Part V Endowment Funds. Complete if organization answered "Yes" to Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the year end balance held as:

- a Board designated or quasi-endowment ▶ %
- b Permanent endowment ▶ %
- c Term endowment ▶ %

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

	Yes	No
3a(i) unrelated organizations		
3a(ii) related organizations		
3b If "Yes" to 3a(ii), are the related organizations listed as required on Schedule R?		

- (i) unrelated organizations
- (ii) related organizations

b If "Yes" to 3a(ii), are the related organizations listed as required on Schedule R?

4 Describe in Part XIV the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment. See Form 990, Part X, line 10.

Description of investment	(a) Cost or other basis (Investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment		122,199	67,284	54,915
e Other		581,596	310,235	271,361
Total. Add lines 1a through 1e. (Column (d) must equal Form 990, Part X, column (B), line 10(c).) ▶				326,276

Part VII Investments—Other Securities. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely-held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
(I)		
Total. (Column (b) must equal Form 990, Part X, col. (B) line 12.)		

Part VIII Investments—Program Related. See Form 990, Part X, line 13.

(a) Description of investment type	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. (Column (b) must equal Form 990, Part X, col. (B) line 13.)		

Part IX Other Assets. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 15.)	

Part X Other Liabilities. See Form 990, Part X, line 25.

(a) Description of liability	(b) Amount
1. (1) Federal income taxes	
(2) Bonus Accrual - Teachers & Staff	177,050
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. (Column (b) must equal Form 990, Part X, col. (B) line 25.)	177,050

2. FIN 48 (ASC 740) Footnote. In Part XIV, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FIN 48 (ASC 740).

Schedule D (Form 990) 2010

Part XI Reconciliation of Change in Net Assets from Form 990 to Audited Financial Statements

Table with 10 rows for Part XI reconciliation. Line 1: 10,181,291; Line 2: 9,756,293; Line 3: 424,998; Line 10: 424,998.

Part XII Reconciliation of Revenue per Audited Financial Statements With Revenue per Return

Table with 5 main rows for Part XII reconciliation. Line 1: 10,181,291; Line 3: 10,181,291; Line 5: 10,181,291.

Part XIII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return

Table with 5 main rows for Part XIII reconciliation. Line 1: 9,756,293; Line 3: 9,756,293; Line 5: 9,756,293.

Part XIV Supplemental Information

Complete this part to provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, line 8; Part XII, lines 2d and 4b; and Part XIII, lines 2d and 4b. Also complete this part to provide any additional information.

Schools

OMB No. 1545-0047

SCHEDULE E
(Form 990 or 990-EZ)

▶ Complete if the organization answered "Yes" to Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.
▶ Attach to Form 990 or Form 990-EZ.

2010

Open to Public Inspection

Department of the Treasury
Internal Revenue Service

Name of the organization

CHARTER DAY SCHOOL, INC.

Employer identification number

56-2173031

Part I

	YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	<input checked="" type="checkbox"/>	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	<input checked="" type="checkbox"/>	
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If "Yes," please describe. If "No," please explain. If you need more space, use Part II. Charter Day School operates as a public charter school and is funded by the state of North Carolina and local government. North Carolina requires a policy of nondiscrimination and the school's nondiscrimination policy is disclosed in all solicitations for students.	<input checked="" type="checkbox"/>	
4 Does the organization maintain the following?		
a Records indicating the racial composition of the student body, faculty, and administrative staff?	<input checked="" type="checkbox"/>	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	<input checked="" type="checkbox"/>	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	<input checked="" type="checkbox"/>	
d Copies of all material used by the organization or on its behalf to solicit contributions? If you answered "No" to any of the above, please explain. If you need more space, use Part II.	<input checked="" type="checkbox"/>	
5 Does the organization discriminate by race in any way with respect to:		
a Students' rights or privileges?		<input checked="" type="checkbox"/>
b Admissions policies?		<input checked="" type="checkbox"/>
c Employment of faculty or administrative staff?		<input checked="" type="checkbox"/>
d Scholarships or other financial assistance?		<input checked="" type="checkbox"/>
e Educational policies?		<input checked="" type="checkbox"/>
f Use of facilities?		<input checked="" type="checkbox"/>
g Athletic programs?		<input checked="" type="checkbox"/>
h Other extracurricular activities? If you answered "Yes" to any of the above, please explain. If you need more space, use Part II.		<input checked="" type="checkbox"/>
6a Does the organization receive any financial aid or assistance from a governmental agency?	<input checked="" type="checkbox"/>	
b Has the organization's right to such aid ever been revoked or suspended? If you answered "Yes" to either line 6a or line 6b, explain on Part II.		<input checked="" type="checkbox"/>
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If "No," explain on Part II.	<input checked="" type="checkbox"/>	

Part II **Supplemental Information.** Complete this part to provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also complete this part to provide any other additional information (see instructions).

Sch E - Financial Aid or Government Assistance Explanation

6a) North Carolina Charter School, funded by state & local government. Also receives various federal and state grants.

SCHEDULE L
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service
Name of the organization

Transactions With Interested Persons

▶ Complete if the organization answered
"Yes" on Form 990, Part IV, line 26a, 26b, 26, 27, 28a, 28b, or 28c,
or Form 990-EZ, Part V, line 38a or 40b.
▶ Attach to Form 990 or Form 990-EZ. ▶ See separate instructions.

OMB No. 1545-0047

2010

Open To Public Inspection

Employer identification number
56-2173031

CHARTER DAY SCHOOL, INC.

Part I Excess Benefit Transactions (section 501(c)(3) and section 501(c)(4) organizations only).
Complete if the organization answered "Yes" on Form 990, Part IV, line 25a or 25b, or Form 990-EZ, Part V, line 40b.

1	(a) Name of disqualified person	(b) Description of transaction	(c) Corrected?	
			Yes	No
(1)				
(2)				
(3)				
(4)				
(5)				
(6)				

2 Enter the amount of tax imposed on the organization managers or disqualified persons during the year under section 4958 ▶ \$ _____

3 Enter the amount of tax, if any, on line 2, above, reimbursed by the organization ▶ \$ _____

Part II Loans to and/or From Interested Persons.
Complete if the organization answered "Yes" on Form 990, Part IV, line 28, or Form 990-EZ, Part V, line 38a.

(a) Name of interested person and purpose	(b) Loan to or from the organization?		(c) Original principal amount	(d) Balance due	(e) In default?		(f) Approved by board or committee?		(g) Written agreement?	
	To	From			Yes	No	Yes	No	Yes	No
(1)										
(2)										
(3)										
(4)										
(5)										
(6)										
(7)										
(8)										
(9)										
(10)										
Total				▶ \$						

Part III Grants or Assistance Benefiting Interested Persons.
Complete if the organization answered "Yes" on Form 990, Part IV, line 27.

(a) Name of interested person	(b) Relationship between interested person and the organization	(c) Amount and type of assistance
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		

Schedule L (Form 990 or 990-EZ) 2010

Part IV Business Transactions Involving Interested Persons.

Complete if the organization answered "Yes" on Form 990, Part IV, line 28a, 28b, or 28c.

(a) Name of interested person	(b) Relationship between interested person and the organization	(c) Amount of transaction	(d) Description of transaction	(e) Sharing of org. revenues?	
				Yes	No
(1) B. A. MITCHELL, JR. (SEE PART V)	OFFICER	1,627,585	Management Fee	X	
(2) B. A. MITCHELL, JR. (SEE PART V)	OFFICER	549,626	Staff Dev. & Supervision		X
(3) B. A. MITCHELL, JR. (SEE PART V)	OFFICER	169,357	Back-Office & Support		X
(4) B. A. MITCHELL, JR. (SEE PART V)	OFFICER	965,740	Bldging Rent - Classrooms		X
(5) B. A. MITCHELL, JR. (SEE PART V)	OFFICER	82,740	Bldging Rent - Admin Offices		X
(6) B. A. MITCHELL, JR. (SEE PART V)	OFFICER	317,898	Misc Equipment Rent		X
(7)					
(8)					
(9)					
(10)					

Part V Supplemental Information

Complete this part to provide additional information for responses to questions on Schedule L (see instructions).

Schedule L, Part V - Additional Information

Ln 1) Charter Day School, Inc. (CDS) contracts for management services under a management agreement with The Roger Bacon Academy, Inc. (RBA). Mr. Mitchell is one of the Trustees of CDS and owns RBA. The transaction amount was paid to RBA for management services and administrative fees and is based upon 16% of revenues of the organization as defined in the management agreement, which was approved by the Board of Trustees, The North Carolina State Board of Education, and the Internal Revenue Service.

Ln 2) CDS reimburses RBA for its direct costs in providing a staff development and training program, for teacher coaching and mentoring, for supervision of on-going classroom instruction, and for building and grounds maintenance under its management agreement.

Ln 3) CDS reimburses RBA for its direct costs in providing staff for accounting, advertising, quality control, and public relations under its management agreement.

Schedule L (Form 990 or 990-EZ) 2010

Part IV Business Transactions Involving Interested Persons.

Complete if the organization answered "Yes" on Form 990, Part IV, line 28a, 28b, or 28c.

(a) Name of interested person	(b) Relationship between interested person and the organization	(c) Amount of transaction	(d) Description of transaction	(e) Sharing of org. revenues?	
				Yes	No
(1)					
(2)					
(3)					
(4)					
(5)					
(6)					
(7)					
(8)					
(9)					
(10)					

Part V Supplemental Information

Complete this part to provide additional information for responses to questions on Schedule L (see instructions).

Ln 4) CDS reimburses RBA under its management agreement for its direct costs in leasing classroom space from Coastal Habitat Conservancy, LLC. (CHC) at its established rates. Coastal Habitat Conservancy is owned by Mr. Mitchell. CDS periodically has the lease rates revalued to ensure that rates are at fair market value. Board trustees are not required to personally guarantee the lease, and the State of North Carolina does not provide capital funding for charter schools.

Ln 5) CDS reimburses RBA under its management agreement for its direct costs in leasing school office space from Coastal Habitat Conservancy, LLC. at its established rates. Coastal Habitat Conservancy is owned by Mr. Mitchell. CDS periodically has the lease rates revalued to ensure that the rates are at fair market value. Board trustees are not required to personally guarantee the lease, and the State of North Carolina does not provide capital funding for charter schools.

Schedule L (Form 990 or 990-EZ) 2010

Part IV Business Transactions Involving Interested Persons.

Complete if the organization answered "Yes" on Form 990, Part IV, line 28a, 28b, or 28c.

(a) Name of interested person	(b) Relationship between interested person and the organization	(c) Amount of transaction	(d) Description of transaction	(e) Sharing of org. revenues?	
				Yes	No
(1)					
(2)					
(3)					
(4)					
(5)					
(6)					
(7)					
(8)					
(9)					
(10)					

Part V Supplemental Information

Complete this part to provide additional information for responses to questions on Schedule L (see instructions).

In 6) CDS rents certain furniture, fixtures, and equipment from Coastal Habitat Conservancy, LLC. under a rental agreement. Although CDS has from time to time received federal start-up funds to purchase certain items in the first year of operation, many items are not eligible and later years are not covered by such funds. Therefore, limitations may exist that require CHC to purchase such items and rent to CDS. Coastal Habitat Conservancy is owned by Mr. Mitchell.

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Name of the organization

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

▶ Attach to Form 990 or 990-EZ.

OMB No. 1545-0047

2010

Open to Public
Inspection

Employer identification number

56-2173031

CHARTER DAY SCHOOL, INC.

Form 990, Part VI, Line 3 - Management Delegated

Charter Day School Inc. has agreements with Roger Bacon Academy, Inc. to manage the schools under the control of the Board of Trustees. The owner of Roger Bacon Academy is Baker A. Mitchell, Jr, who also serves on the Board of Trustees of Charter Day School. On July 18, 2001, Charter Day School entered into an agreement with Roger Bacon Academy for management and faculty services. Roger Bacon Academy provides supervision and administration services for the management, operation and maintenance of the School in accordance with the educational program as adopted by the Board of the School and included in its operational documents. The Board sets the budget annually within which the schools are managed. Any documents or policies adopted by the Board of the School may be modified from time to time at the sole and absolute discretion of the Board. Roger Bacon Academy is entitled to compensation for its services based on 16% of revenues, as defined in the management agreement. The agreement was approved by the Board of Charter Day School, the NC State Board of Education and the Internal Revenue Service.

Form 990, Part VI, Line 11b - Organization's Process to Review Form 990

Form 990 is prepared by the company's auditors based on information from its audited Financial Statements. The 990 is then reviewed by the management company and the Assistant Treasurer of the corporation.

Name of the organization

CHARTER DAY SCHOOL, INC.

Employer identification number

56-2173031

Form 990, Part VI, Line 12c - Enforcement of Conflicts Policy

The Board of Directors reviews the policy annually. If any conflicts arise they are resolved by the Board of Trustees.

Form 990, Part VI, Line 15a - Compensation Process for Top Official

Management company reviews and recommends all compensation for top level positions. Recommendations are submitted to the Board of Trustees for their budgetary approval.

Form 990, Part VI, Line 15b - Compensation Process for Officers

The management company reviews all compensation packages within the budgets as approved by the Board of Trustees.

Form 990, Part VI, Line 19 - Governing Documents Disclosure Explanation

Governing documents, School policies and Financial Statements are available for viewing by the public at the organization's office upon request.

Federal Statements

Taxable Interest on Investments

<u>Description</u>	<u>Amount</u>	<u>Unrelated Business Code</u>	<u>Exclusion Code</u>	<u>Postal Code</u>	<u>Acquired after 6/30/75</u>	<u>US Obs (\$ or %)</u>
INTEREST	\$ 9,151		14			
Total	<u>\$ 9,151</u>					

Federal Statements

Form 990, Part IX, Line 11g - Other Fees for Service (Non-employee)

Description	Total Expenses	Program Service	Management & General	Fund Raising
CONTRACTED INSTRUCTIONAL	\$ 19,429	6,696	12,733	\$
CONTRACTED EXCEP STUDENTS	30,616	21,593	9,023	
CONTRACTED PSYCHOLOGICAL	60,673	59,458	1,215	
CONTRACTED SPEECH PATH	84,319	70,529	13,790	
CONTRACTED SOCIAL WORK	75,301	60,794	14,507	
CONTRACTED GEN ADM	88,550	57,646	30,904	
CONTRACTED R&M	78,867	54,011	24,856	
CONTRACTED CURRICULUM	549,626	344,172	205,454	
MISC CONTRACTS	9,075	5,411	3,664	
Total	\$ 996,456	\$ 680,310	\$ 316,146	\$ 0

PROJECTED ENROLLMENT 2013-14 through 2017-2018

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

List LEA #1 ? 650

List LEA #2 ? 000

List LEA #3 ? 000

Grade	2013-2014			2014-2015			2015-2016			2016-2017			2017-2018		
	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3	LEA 1	LEA 2	LEA 3
Kindergarten	78	0	0	78	0	0	78	0	0	78	0	0	78	0	0
Grade 01	75	0	0	75	0	0	75	0	0	75	0	0	75	0	0
Grade 02	75	0	0	75	0	0	75	0	0	75	0	0	75	0	0
Grade 03	0	0	0	75	0	0	75	0	0	75	0	0	75	0	0
Grade 04	0	0	0	0	0	0	75	0	0	75	0	0	75	0	0
Grade 05	0	0	0	0	0	0	0	0	0	75	0	0	75	0	0
Grade 06	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 07	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 08	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 09	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 10	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 11	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grade 12	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LEA Totals	228	0	0	303	0	0	378	0	0	378	0	0	453	0	0
Overall Total Enrollment	228			303			378			453			453		

Budget: Revenue Projections 2013-14 through 2017-2018

INCOME: REVENUE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
--State ADM Funds	\$1,020,300	\$1,355,925	\$1,691,550	\$2,027,175	\$2,027,175
--Local Per Pupil Funds	\$600,096	\$797,496	\$994,896	\$1,192,296	\$1,192,296
--Federal Funds	\$99,864	\$132,714	\$165,564	\$198,414	\$198,414
--Grants*	\$0	\$0	\$0	\$0	\$0
--Foundations*	\$0	\$0	\$0	\$0	\$0
--Private Funds*	\$0	\$0	\$0	\$0	\$0
--Other Funds*	\$0	\$0	\$0	\$0	\$0
TOTAL INCOME	\$1,720,260	\$2,286,135	\$2,852,010	\$3,417,885	\$3,417,885

*If you are depending on these sources of funding to balance your operating budget, please provide documentation, such as signed statements from donors, foundations, etc., on the availability of these funds.

Budget (continued): Revenue Projections 2013-14 through 2017-2018

<p>SHOW CALCULATIONS FOR FIGURING STATE AND LOCAL DOLLARS FOR THE PROPOSED CHARTER SCHOOL</p>	<p>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. Refer to "Calculations for Funding" in Appendices</p>
--	---

**INCOME PROJECTIONS
CALCULATIONS FOR FUNDING**

	2013 - 2014	2014 - 2015	2015 - 2016	2016 - 2017	2017 - 2018
Enrollment #s					
State ADM = \$4,475	\$ 1,020,300	\$ 1,355,925	\$ 1,691,550	\$ 2,027,175	\$ 2,027,175
Local Per Pupil = \$2,632					
Fed. Funds: \$3,649 * .12 = \$438	99,864	132,714	165,564	198,414	198,414
Total Income					

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Personnel Total # Of Staff	20	25	34	39.5	40
And Projected Costs	\$653,000	\$818,000	\$1,095,000	\$1,281,500	\$1,278,000
--Administrator(S)	1	1	1.5	2	1
--Clerical	1	1	2	2	2
--Teachers	9	12	15	18	18
--Librarians	0	0	0	0	0
--Guidance	0	0	0	0	0
--Teacher Assistants	7	7	9	10	11
--Custodian	0	0	0	0	0
--Ec Teachers	1	2	3	4	4
--Physical Ed Teacher	0	1	1	1	1
--Security	1	1	1	1	1
--Phys. Ed Assistant	0	0	1	1	1
--Instructional Technologist	0	0	.5	.5	1
Employee Benefits	0	0	0	0	0
Staff Development	0	0	0	0	0
Materials And Supplies	0	0	0	0	0
Instructional Equipment	0	0	0	0	0
Office Equipment	0	0	0	0	0
Insurance	0	0	0	0	0
Utilities	0	0	0	0	0
Rent	0	0	0	0	0
Maintenance & Repair	0	0	0	0	0
Marketing	0	0	0	0	0
Food/Cafeteria Supplies	0	0	0	0	0
Contract Serv: Ot,Pt	0	0	0	0	0
Contract Serv:	0	0	0	0	0
	\$653,000	\$818,000	\$1,095,000	\$1,281,500	\$1,278,000
	\$60,000	\$60,000	\$82,500	\$105,000	\$60,000
	\$25,000	\$30,000	\$55,000	\$55,000	\$55,000
	\$315,000	\$420,000	\$525,000	\$630,000	\$630,000
	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0
	\$168,000	\$168,000	\$216,000	\$240,000	\$264,000
	\$0	\$0	\$0	\$0	\$0
	\$35,000	\$70,000	\$105,000	\$140,000	\$140,000
	\$25,000	\$35,000	\$35,000	\$35,000	\$35,000
	\$0	\$0	\$24,000	\$24,000	\$24,000
	\$25,000	\$0	\$17,500	\$17,500	\$35,000
	\$148,750	\$195,750	\$265,000	\$311,625	\$344,500
	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
	\$5,700	\$10,000	\$12,000	\$15,000	\$16,000
	\$0	\$7,000	\$9,000	\$11,000	\$11,000
	\$6,000	\$14,000	\$18,000	\$21,000	\$23,000
	\$11,665	\$12,200	\$12,700	\$13,200	\$13,720
	\$28,450	\$29,000	\$37,000	\$45,000	\$48,000
	\$171,962	\$187,000	\$212,000	\$257,000	\$272,000
	\$23,300	\$28,000	\$35,000	\$43,000	\$45,000
	\$7,000	\$5,000	\$5,000	\$5,000	\$5,000
	\$53,725	\$64,287	\$81,631	\$98,975	\$111,318
	\$45,600	\$56,000	\$71,000	\$86,000	\$91,000
	\$73,500	\$93,000	\$118,000	\$143,000	\$152,000

BUDGET EXPENDITURE PROJECTIONS	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018		
Curriculum							
Emo Fee @ 16%	0	\$365,782	0	\$456,321	0		
Administrative Support Fee	0	\$72,000	0	\$90,000	0		
Audits	0	\$8,000	0	\$10,000	0		
Technology	0	\$22,000	0	\$28,000	0		
Transportation	0	\$1,200	0	\$1,400	0		
Substitutes	0	\$2,000	0	\$2,500	0		
Textbooks And Instr.	0	\$90,000	0	\$90,000	0		
Supplies							
TOTALS	20.00	\$1,719,828	25.00	\$2,085,219	34.00	\$2,654,552	
				39.50	\$3,129,576	40.00	\$3,171,514

Budget (continued): Expenditure Projections 2013-14 through 2017-2018

BUDGET NARRATIVE:

Please include additional information that showcases all assumptions for your budgetary calculations. For instance, you may start the first year with 10 teachers but plan to add 2 teachers each year. The increase may be seen in the budget; however, the specific assumptions are missing beyond the projected first year. Use this space to explain, in depth, your budget calculations for years 2 through 5.

Assumptions

The primary assumption is that enrollment will drive both revenue and expenses. Secondly, the budget assumes no changes in per pupil allotment amounts from year to year nor does the cost basis change from year to year for any particular budget category. One could argue that future years might experience per pupil amounts decreasing and per pupil expenses increases; but no firm basis exists for estimating such impacts at this time.

Finally, the cost basis for the various expense categories is experientially based on how such costs have been incurred at the other two schools. Douglass Academy will hire from the same teacher pool, and supplies and utilities will be obtained from the same vendors. The major difference due to the different populations may be due to an increased EC enrollment above the 12% allowed by the application. Additional in-school remediation and Response to Intervention resources are already built into the budget. Furthermore, if EC exceeds 12%, additional revenue will track the increase.

Through years 2 to 5, each year has a year-end surplus of approximately \$200,000 representing about 6% of the year's revenue. While this yearly

surplus can be viewed as a cushion in case expense estimates are exceeded, management believes that holding to the surplus as budgeted is just as important as any other category until the accumulated surplus reaches the prescribed 2-3 months reserve. This has been achieved in the other schools under the Board's management and there is no reason to assume it cannot be achieved here at Douglass Academy.

WORKING CAPITAL and/or ASSETS ON DATE OF APPLICATION

<i>Cash on Hand</i>	<u>\$\$129,512.00</u>
<i>Certificates of Deposit</i>	<u>\$\$1,678,993.00</u>
<i>Bonds</i>	<u>\$\$0.00</u>
<i>Real Estate</i>	<u>\$\$0.00</u>
<i>Capital Equipment</i>	<u>\$\$326,276.00</u>
<i>Motor Vehicles</i>	<u>\$\$0.00</u>
<i>Other Assets</i>	<u>\$\$0.00</u>
TOTAL	<u>\$\$2,134,781.00</u>

ADDITIONAL NOTES:
From latest audit of June 30, 2011.

See Financial Statements Download

SCHOOL AUDITS:

PROGRAM AUDITS: GS 115C-238.29B(b)(6)

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

FINANCIAL STATEMENTS
CHARTER DAY SCHOOL
LELAND, NORTH CAROLINA
JUNE 30, 2011

PM&P

**PETWAY
MILLS &
PEARSON, PA**

CERTIFIED PUBLIC ACCOUNTANTS

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Memberships:

North Carolina
Association of
Certified Public
Accountants

American Institute
of Certified Public
Accountants

Medical Group
Management
Association

To the Board of Trustees
Charter Day School

We have audited the financial statements of the governmental activities, and each major fund of Charter Day School for the year ended June 30, 2011. Professional standards require that we provide you with information about our responsibilities under auditing standards generally accepted in the United States of America, *Government Auditing Standards* and OMB Circular A-133 as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated January 20, 2011. Professional standards also require that we communicate to you the following information related to our audit.

Our Responsibility under *Government Auditing Standards* and OMB Circular A-133

In planning and performing our audit, we considered Charter Day School's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control over financial reporting. We also considered internal control over compliance with requirements that could have a direct and material effect on a major federal or State program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133 and the State Single Audit Implementation Act.

As part of obtaining reasonable assurance about whether Charter Day School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with OMB Circular A-133 and the State Single Audit Implementation Act, we examined, on a test basis, evidence about Charter Day School's compliance with the types of compliance requirements prescribed by the State of North Carolina applicable to its major federal or State program for the purpose of expressing an opinion on Charter Day School's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on Charter Day School's compliance with those requirements.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Charter Day School's are described in Note I to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2011. We noted no transactions entered into by the governmental unit during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about

past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate affecting the financial statements was:

Management's estimate of the depreciation expense is based on estimated useful lives. We evaluated the key factors and assumptions used to develop the depreciation expense in determining that it is reasonable in relation to the financial statements taken as a whole.

Certain financial statement disclosures are particularly sensitive because of their significance to the financial statement users. The most sensitive disclosures affecting financial statements were:

The disclosure of capital assets in Note III.A.2 to the financial statements.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in aggregate, to each opinion unit's financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 31, 2011.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the governmental unit's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

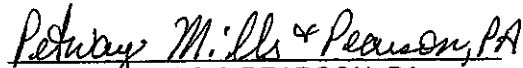
Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the governmental unit's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Information in Documents Containing Audited Financial Statements

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

This information is intended solely for the use of Board of Trustees and management of Charter Day School and is not intended to be and should not be used by anyone other than these specified parties.



PETWAY MILLS & PEARSON, PA

Certified Public Accountants

Zebulon, North Carolina

October 31, 2011

Board of Trustees

Donnie Norris
Chairman

C. William Barker
Treasurer

Baker A. Mitchell, Jr.
Secretary

Mark T. Cramer
Trustee

James H. Faison, III
Trustee

Ola Lewis
Trustee

Erik Kenyon
Trustee

Steve Windham
Trustee

Lori Boldt
Trustee

CHARTER DAY SCHOOL
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FINANCIAL SECTION
CHARTER DAY SCHOOL
LELAND, NORTH CAROLINA
JUNE 30, 2011

**PETWAY
MILLS &
PEARSON, PA**Board of Trustees
Charter Day School
Leland, North Carolina*CERTIFIED PUBLIC ACCOUNTANTS*C. Briggs Petway, Jr.
Roger G. Mills
Phyllis M. Pearson*Zebulon Office*
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Association of
Certified Public
AccountantsAmerican Institute
of Certified Public
AccountantsMedical Group
Management
Association

We have audited the accompanying financial statements of the governmental activities and each major fund of Charter Day School, North Carolina, as of and for the year ended June 30, 2011 which collectively comprise Charter Day School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of Charter Day School's management. Our responsibility is to express an opinion on these financial statements based on our audit.

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

In our opinion, based on our audit, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, and each major fund of Charter Day School, North Carolina, as of and for the year ended June 30, 2011, and the respective changes in financial position and cash flows, where applicable, thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated October 31, 2011 on our consideration of Charter Day School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of the report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be read in conjunction with this report in considering the results of our audit.

Management's Discussion and Analysis is not a required part of the basic financial statements but is supplementary information required by the Governmental Accounting Standards Board. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was performed for the purpose of forming an opinion on the financial statements that collectively comprise the basic financial statements of Charter Day School, North Carolina. The budgetary schedules, as well as the accompanying schedule of expenditures of federal and State awards as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and the State Single Audit Implementation Act, are presented for purposes of additional analysis and are not a required part of the basic financial statements. The budgetary schedules and the

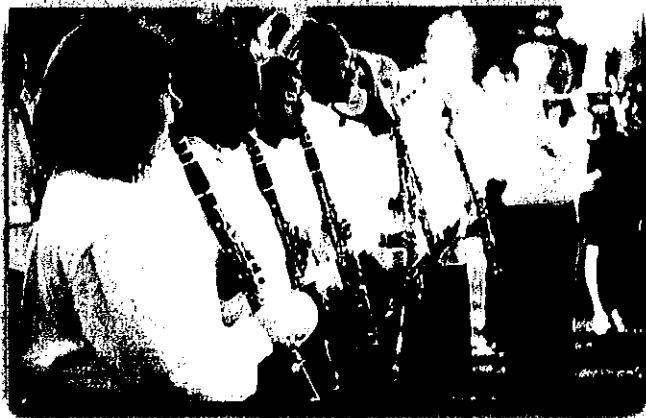
accompanying schedule of expenditures of federal and State awards have been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, are fairly stated, in all material respects, in relation to the basic financial statements taken as a whole. The introductory information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we express no opinion on it.

Petway Mills & Pearson, PA
PETWAY MILLS & PEARSON, PA
Certified Public Accountants
Zebulon, North Carolina

October 31, 2011



EXCELLENCE WITHOUT EXCUSES



7055 Bacon's Way, Leland, NC 28451
910-655-1214 www.charterdayschool.org



Charter Day School is a tuition-free, open enrollment public school in southeastern North Carolina. Since 2000, Charter Day School has focused on quality K-8 education and is a premier performance-driven year round school. Widely recognized as a compelling choice to conventional public education the school has built a reputation for retaining dedicated and highly qualified teachers that give students a strong and proven academic foundation. Charter Day School has received numerous awards, including the designation of being a Top-25 School for Academic Growth and of Excellence in the state of North Carolina.

School Features

- Tuition Free
- Set on 66 Scenic Acres in Brunswick County
- Just 15 minutes from downtown Wilmington
- Use researched based core curriculum
- Student uniforms mandatory
- High expectations for students and staff
- School pledge for students and staff
- Intensive new-hire training
- Continuous in-service monitoring
- Teacher dress codes
- On Site, Educational Day Care
- After School Clubs and Activities
- Consistently rated as one of the best schools academically in NC!
- Regular parent surveys conducted
- Annual financial audits conducted

Our Foundation - Three Laws

- Law 1 - Reward good behavior,
you'll get more of it.
- Law 2 - Teach to mastery,
every child will learn.
- Law 3 - Watch the children,
if they are not learning or behaving, you're not following the first two laws.





Management's Discussion and Analysis
Charter Day School
June 30, 2011

As management of Charter Day School, we offer readers of Charter Day School's audited financial statements this narrative overview and analysis of the financial activities of Charter Day School for the fiscal year ended June 30, 2011. We encourage readers to read the information presented herein in conjunction with additional information that we have furnished in the School's financial statements, which follow this narrative.

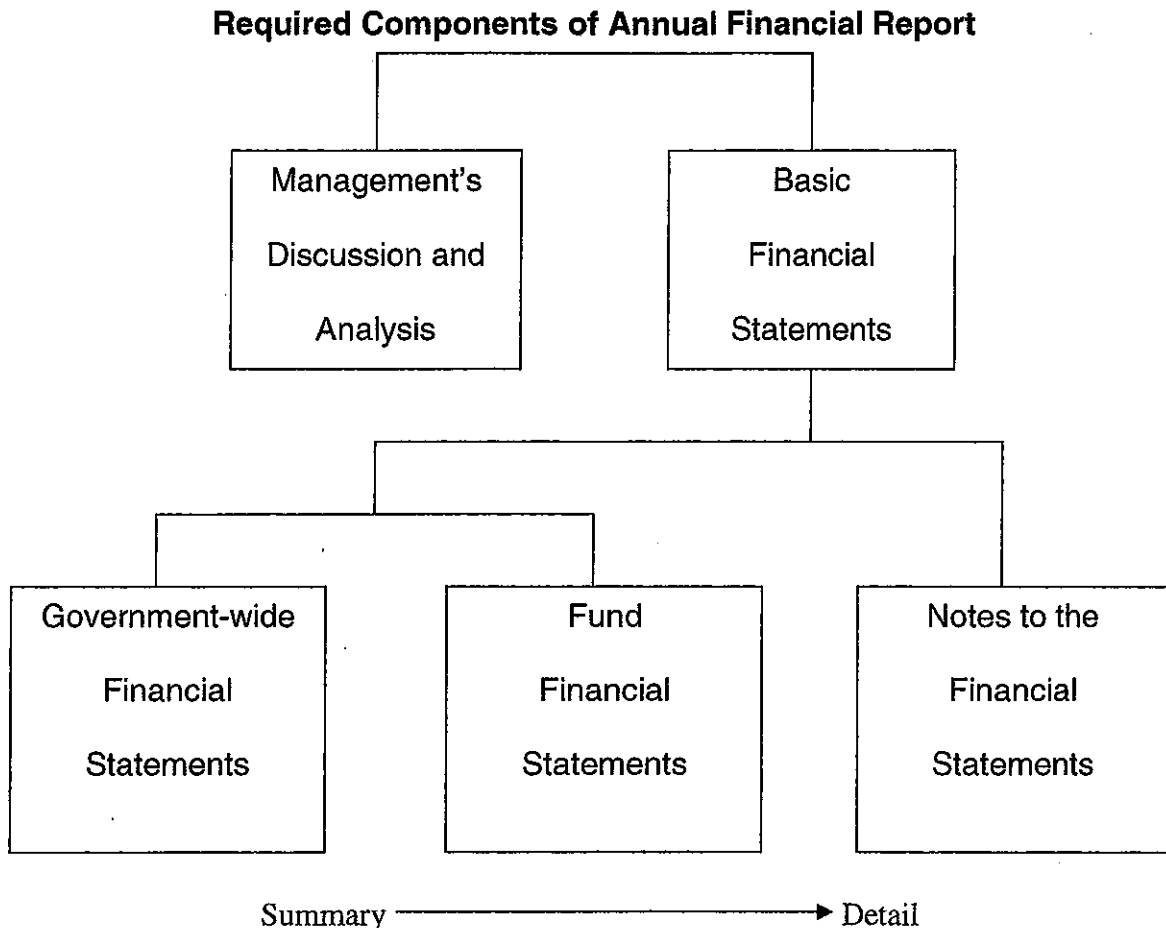
Financial Highlights

- The assets of Charter Day School exceeded its liabilities at the close of the fiscal year by \$1,382,838(*net assets*).
- The school's total net assets increased by \$294,534, due to increases in the governmental activities net assets.
- As of the close of the current fiscal year, Charter Day School's governmental funds reported combined ending fund balances of \$1,185,109, an increase of \$247,600 in comparison with the prior year.
- As of the close of the current fiscal year, Charter Day School reported fixed assets net of depreciation of \$197,729, an increase of \$46,934 in comparison with the prior year's \$150,795.
- Enrollment increased at the School from the 2009-2010 to 2010-2011 school year by 9.3%. The 2009-2010 enrollment was 820, and the 2010-2011 enrollment was 896. The current initial enrollment for the 2011-2012 school year has increased by 2.6% to 919 students.
- Charter Day School has no long-term debt.

Overview of the Financial Statements

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

Figure 1



Basic Financial Statements

The first two statements (Exhibits 1 and 2) in the basic financial statements are the **Government-wide Financial Statements**. They provide both short and long-term information about the School's financial standing.

The next statements (Exhibits 3 through 8) are **Fund Financial Statements**. These statements focus on the activities of the individual segments of the School's governmental fund statements. These statements are more detailed than the government-wide financial statements. There are two parts to the Fund Financial Statements: 1) the governmental funds statements; and 2) the proprietary fund statements.

Immediately following the fund financial statements are the **Notes to the Financial Statements** (i.e. "Notes"). The Notes offer a detailed explanation of the data contained in those statements. Next, **supplemental information** is provided to show details about



the School's funds. Budgetary information for the School also can be found in this section of the statements.

Government-wide Financial Statements

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

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

The government-wide statements are divided into two categories: 1) governmental activities; and 2) business-type activities. The governmental activities include most of the School's basic functions such as instructional services and business services. These functions are funded almost entirely through state, county, and federal educational funds. The business-type activities are those services that the School charges its students and other customers. Charter Day School participates in no business-type activities.

The government-wide financial statements are enumerated in Exhibits 1 and 2 of this report.

Fund Financial Statements

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

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

Management's Discussion and Analysis

Charter Day School

June 30, 2011



a governmental fund is described in the reconciliation, which is an integral part of the fund financial statements.

Although not compelled or required to do so by federal, state, or local law, Charter Day School has elected to adopt an annual budget. Since the budget is not required by law, the budgetary comparison statements are not included in the basic financial statements, but are part of the supplemental statements and schedules following the notes. The budget incorporates input from the management and the Board of Directors of the School and specifies which activities will be pursued and which services the School will provide during the year. It also authorizes the School to obtain funds from identified sources to finance current period activities. The budgetary statement demonstrates how well the School has complied with the budget and whether or not the School has succeeded in providing the services at the costs as originally planned.

Proprietary Funds – Charter Day School does not have a proprietary fund.

Notes to the Financial Statements – The notes provide additional information essential to facilitating a full understanding of the data provided in the government-wide and fund financial statements. The notes to the financial statements begin on page 22 of this report.

Government-Wide Financial Analysis

As noted earlier, net assets may serve over time as one useful indicator of a school's financial condition. The assets of Charter Day School exceeded liabilities by \$1,382,838 as of June 30, 2011. As of June 30, 2010, the net assets of Charter Day School stood at \$1,088,304. The School's net assets increased by \$294,534 for the fiscal year ended June 30, 2011, compared to an increase of \$124,606 in 2010. The amount of \$197,729 reflects the School's investment in capital assets (e.g. electronic equipment, textbooks, and playground equipment). Charter Day School uses these capital assets to provide services to its students; consequently, these assets are not available for future spending. The remaining balance of \$1,185,109 is unrestricted. In 2010, the amount of net assets invested in capital assets net of related debt was \$150,795. The remaining \$937,509 was unrestricted net assets for that year.



Figure 2
Charter Day School's Net Assets

	Governmental Activities		Business-Type Activities		Total	
	2011	2010	2011	2010	2011	2010
Current and other assets	\$ 1,563,232	\$ 998,798	-	-	\$ 1,563,232	\$ 998,798
Capital assets, net of depreciation	197,729	150,795	-	-	197,729	150,795
Total assets	1,760,961	1,149,593	-	-	1,760,961	1,149,593
Other liabilities	378,123	61,289	-	-	378,123	61,289
Total liabilities	378,123	61,289	-	-	378,123	61,289
Invested in capital assets, net of related debt	197,729	150,795	-	-	197,729	150,795
Unrestricted	1,185,109	937,509	-	-	1,185,109	937,509
Total net assets	\$1,382,838	\$1,088,304	-	-	\$1,382,838	\$1,088,304

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

- The School adopted an annual budget. The School's performance was measured using this budget on a monthly basis, allowing changes to be made in spending as needed to remain within the confines of the budget.
- The School applied for and was awarded several federal grants to assist with meeting the educational needs of the student population.
- The school continued to obtain additional classroom space at very competitive rental rates.



Figure 3
Charter Day School's Changes in Net Assets

	Governmental Activities		Business-Type Activities		Total	
	2011	2010	2011	2010	2011	2010
Other Revenues	\$ 45,546	\$ 7,247	-	-	\$ 45,546	\$ 7,247
Charges for Services	-	-	-	-	-	-
Operating Grants and Contributions	810,095	578,642	-	-	810,095	578,642
County, State, and Federal Funds	5,910,148	5,555,604	-	-	5,910,148	5,555,604
Total revenues	6,765,789	6,141,493	-	-	6,765,789	6,141,493
Instructional Programs	5,177,004	5,123,999	-	-	5,177,004	5,123,999
Support services	1,294,251	892,888	-	-	1,294,251	892,888
Fund raising	-	-	-	-	-	-
Interest on short-term debt	-	-	-	-	-	-
Total expenses	6,471,255	6,016,887	-	-	6,471,255	6,016,887
Increase (Decrease) in net assets before transfers	294,534	124,606	-	-	294,534	124,606
Transfers	-	-	-	-	-	-
Increase (Decrease) in net assets	294,534	124,606	-	-	294,534	124,606
Net assets, July 1	1,088,304	963,698	-	-	1,088,304	963,698
Net assets, June 30	\$ 1,382,838	\$ 1,088,304	-	-	\$ 1,382,838	\$ 1,088,304

Governmental activities. Governmental activities increased the School's net assets by \$294,534.

Business-type activities. Charter Day School does not have a proprietary fund.

Financial Analysis of the School's Funds

As noted earlier, Charter Day School uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

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

Management's Discussion and Analysis

Charter Day School

June 30, 2011



The general fund is the chief operating fund of Charter Day School. At the end of the current fiscal year, unrestricted fund balance of the General Fund was \$1,185,109.

Proprietary Funds. Charter Day School does not operate any proprietary funds.

Capital Asset and Debt Administration

Capital assets. Charter Day School's investment in capital assets for its governmental and business-type activities as of June 30, 2011, totals \$197,729 (net of accumulated depreciation). Capital assets include textbooks, playground equipment, and computers. The capital asset purchases during the year included \$77,023 of textbooks and \$35,809 of electronic equipment.

Figure 4
Charter Day School's Capital Assets
(net of depreciation)

	Governmental Activities		Business-Type Activities		Total	
	2011	2010	2011	2010	2011	2010
Electronic equipment	\$ 33,496	-	-	-	\$ 33,496	-
Textbooks	144,366	121,235	-	-	144,366	121,235
Playground equipment	18,641	23,429	-	-	18,641	23,429
Computers	1,226	6,131	-	-	1,226	6,131
Total	\$ 197,729	\$ 150,795	\$ -	\$ -	\$ 197,729	\$ 150,795

Additional information about the School's capital assets can be found in Note III.A.2. of the Basic Financial Statements.

Long-term Debt. As of June 30, 2011, Charter Day School had no outstanding debt.

Economic Factors

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

- The school operated with substantially lower amounts (nearly 30% less) than other public schools because it receives no capital funding and must pay rent out of its operating revenue.
- The high growth rate of Brunswick County will continue to increase the number of students applying to the School for the foreseeable future. Due to statutory enrollment limits, the school was forced to hold a lottery in February, 2011 and admit only 87 of 234 applicants for the upcoming year.

Management's Discussion and Analysis

Charter Day School

June 30, 2011



- State funds were decreased by 2.1% per student for the 2010-2011 school year, this reduction equated to a \$84,955 decrease based on the current year student count. The total decrease in state funding (adjusted for inflation) since the 2007-2008 school year equals 18.5%.
- With the lifting of the "Charter School Cap" it is important for the school to maintain its unrestricted funds surplus since there now is a possible impact with other competing charter schools.

As in past years, such factors evidence the demand on the school by the parents and community that will require additional financing in future years. As specified in the charter application, Charter Day School intends to continue expansion and replication in nearby counties to try and meet the local demands subject to constraints on the available land and on available financing. It was partially for this reason that the fund balance was substantially increased this year.

Careful management of the School's financial resources and building relationships with possible new major donors will continue as in the past; however there is no guarantee that future financing will be available or that any major donors can be found to fund continued expansion.

Requests for Information

This report is designed to provide an overview of the School's finances for those with an interest in this area. Questions concerning any of the information found in this report or requests for additional information should be directed to the Mr. Mark Dudeck, Assistant Treasurer, Charter Day School, 7055 Bacon's Way Leland, North Carolina 28451, and Telephone (910) 655-3600.

Charter Day School
Statement of Net Assets
June 30, 2011

	Primary Government		
	Governmental Activities	Business-type Activities	Total
ASSETS			
Cash and cash equivalents	\$ 1,536,993	\$ -	\$ 1,536,993
Due from other governments	20,176	-	20,176
Receivables - other	6,063	-	6,063
Capital assets:			
Land, improvements, and construction in progress	-	-	-
Other capital assets, net of depreciation	197,729	-	197,729
Total capital assets	197,729	-	197,729
Total assets	1,760,961	-	1,760,961
LIABILITIES			
Accounts payable - trade	267,473	-	267,473
Accrued salaries and wages payable	110,650	-	110,650
Long-term liabilities:			
Due within one year	-	-	-
Due in more than one year	-	-	-
Total liabilities	378,123	-	378,123
NET ASSETS			
Invested in capital assets, net of related debt	197,729	-	197,729
Restricted for:			
Clubs and activities	-	-	-
Unrestricted	1,185,109	-	1,185,109
Total net assets	\$ 1,382,838	\$ -	\$ 1,382,838

The notes to the financial statements are an integral part of this statement.

Charter Day School
Statement of Activities
For the Year Ended June 30, 2011

Functions/Programs	Program Revenues				Net (Expense) Revenue and Changes in Net Assets	
	Expenses	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Primary Government	
					Governmental Activities	Business-type Activities
Total						Total
Primary government:						
Governmental Activities:						
Instructional programs	\$ 5,177,004	\$ -	\$ 801,620	\$ -	\$ (4,375,384)	\$ (4,375,384)
Support services	1,294,251	-	8,475	-	(1,285,776)	(1,285,776)
Community services	-	-	-	-	-	-
Non-programmed charges	-	-	-	-	-	-
Interest on short-term debt	-	-	-	-	-	-
Total governmental activities	6,471,255	-	810,095	-	(5,661,160)	(5,661,160)
Business-type activities:						
School food service	-	-	-	-	-	-
Fund Raising	-	-	-	-	-	-
Total business-type activities	-	-	-	-	-	-
Total primary government	\$ 6,471,255	\$ -	\$ 810,095	\$ -	(5,661,160)	(5,661,160)
General revenues:						
Unrestricted county appropriations					1,738,230	1,738,230
Unrestricted State appropriations					4,146,579	4,146,579
Unrestricted Federal appropriations					-	-
Unrestricted fines and forfeitures					25,339	25,339
Donations - general					-	-
Investment earnings, unrestricted					8,877	8,877
Miscellaneous, unrestricted					36,669	36,669
Transfers					-	-
Total general revenues, special items, and transfers					5,955,694	5,955,694
Change in net assets					294,534	294,534
Net assets-beginning					1,088,304	1,088,304
Net assets-ending					\$ 1,382,838	\$ 1,382,838

The notes to the financial statements are an integral part of this statement.

Charter Day School
Balance Sheet
Governmental Funds
June 30, 2011

	Major Funds			Total Governmental Funds
	General	State Public School	Federal Grants	
ASSETS				
Cash and cash equivalents	\$ 1,536,993	\$ -	\$ -	\$ 1,536,993
Due from other governments	20,176	-	-	20,176
Accounts Receivable - other	6,063	-	-	6,063
Total assets	<u>\$ 1,563,232</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,563,232</u>
LIABILITIES AND FUND BALANCES				
Liabilities:				
Accounts payable - trade	\$ 267,473	\$ -	\$ -	\$ 267,473
Accrued salaries and wages payable	110,650	-	-	110,650
Total liabilities	<u>378,123</u>	<u>-</u>	<u>-</u>	<u>378,123</u>
Fund balances:				
Nonspendable:				
Inventories	-	-	-	-
Prepaid items	-	-	-	-
Assigned:				
Clubs and Activities	-	-	-	-
Unassigned:	1,185,109	-	-	1,185,109
Total fund balances	<u>1,185,109</u>	<u>-</u>	<u>-</u>	<u>1,185,109</u>
Total liabilities and fund balances	<u>\$ 1,563,232</u>	<u>\$ -</u>	<u>\$ -</u>	

Amounts reported for governmental activities in the statement of net assets (Exhibit 1) are different because:

Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds.

197,729

Liabilities for earned but deferred revenues in fund statements.

-

Some liabilities, including bonds payable and accrued interest, are not due and payable in the current period and therefore are not reported in the funds (Note 5).

-

Net assets of governmental activities

\$ 1,382,838

The notes to the financial statements are an integral part of this statement.

Charter Day School
Statement of Revenues, Expenditures, and Changes in Fund Balances
Governmental Funds
For the Year Ended June 30, 2011

	Major Funds			Total Governmental Funds
	General	State Public School	Federal Grants	
REVENUES				
State of North Carolina	\$ -	\$ 4,146,579	\$ -	\$ 4,146,579
Local education agencies	1,738,230	-	-	1,738,230
U.S. Government	-	-	810,095	810,095
Fines and forfeitures	25,339	-	-	25,339
Contributions and donations	-	-	-	-
Investment earnings	8,877	-	-	8,877
Other	36,669	-	-	36,669
Total revenues	1,809,115	4,146,579	810,095	6,765,789
EXPENDITURES				
Current:				
Instructional programs	1,186,504	2,725,067	801,620	4,713,191
Support services	296,626	1,387,065	8,475	1,692,166
Non-programmed charges	-	-	-	-
Capital outlay	78,385	34,447	-	112,832
Debt service:				
Principal	-	-	-	-
Interest and other charges	-	-	-	-
Total expenditures	1,561,515	4,146,579	810,095	6,518,189
Excess (deficiency) of revenues over expenditures	247,600	-	-	247,600
OTHER FINANCING SOURCES (USES)				
Transfers from other funds	-	-	-	-
Proceeds from short-term note	-	-	-	-
Capital lease obligations issued	-	-	-	-
Total other financing sources (uses)	-	-	-	-
Net change in fund balance	247,600	-	-	247,600
Fund balances-beginning	937,509	-	-	937,509
Fund balances-ending	\$ 1,185,109	\$ -	\$ -	\$ 1,185,109

The notes to the financial statements are an integral part of this statement.

Charter Day School
Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances
Governmental Funds
For the Year Ended June 30, 2011

Amounts reported for governmental activities in the statement of activities are different because:

Net changes in fund balances - total governmental funds	\$ 247,600
Change in fund balance due to change in reserve for inventory	-

Governmental funds report capital outlays as expenditures. However, in the statement of activities the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which capital outlays exceeded depreciation in the current period.	46,934
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Revenues in the statement of activities that do not provide current financial resources are not reported as revenues in the funds.

Amount of donated assets	-
--------------------------	---

Difference in accrued investment income and income reported in fund statements	-
--	---

The issuance of long-term debt provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the current financial resources of governmental funds. Neither transaction has any effect on net assets. Also, governmental funds report the effect of issuance costs, premiums, discounts and similar items when debt is first issued, whereas these amounts are deferred and amortized in the statement of activities. This amount is the net effect of these differences in the treatment of long-term debt and related items.

-

Difference in accrued interest payable and interest expensed on fund statements	-
---	---

-

Some expenses reported in the statement of activities do not require the use of current financial resources and, therefore, are not reported as expenditures in governmental funds.

Rounding	-
Compensated absences	-
Loss on disposal of assets	-

-

Total changes in net assets of governmental activities	\$ 294,534
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The notes to the financial statements are an integral part of this statement.

Charter Day School, North Carolina
Notes to the Financial Statements
For the Fiscal Year Ended June 30, 2011

I. Summary of Significant Accounting Policies

The accounting policies of Charter Day School, North Carolina (School) conform to generally accepted accounting principles (GAAP) as applicable to governments. Charter schools are established by non-profit entities. Because of the authority of the State Board of Education (SBE) to unilaterally abolish a school with all the assets reverting to a local education agency, the charter schools in North Carolina follow the governmental reporting model, as used by local education agencies. The following is a summary of the more significant accounting policies:

A. Reporting Entity

The Charter Day School is a public school operated by a local non-profit corporation, serving approximately 839 students. The School operates under an approved charter received from the SBE, and applied for under the provisions of General Statute (G.S.) 115C-238.29B. G.S. 115C-238.29F(f)(1) states that a charter school shall be subject to the audit requirements adopted by the SBE, which includes the audit requirements established by G.S. 115C-447 of the School Budget and Fiscal Control Act (SBFCA). G.S. 115C-447 also requires financial statements to be prepared in accordance with GAAP.

B. Basis of Presentation

Government-wide Statements: The statement of net assets and the statement of activities display information about the School. These statements include the financial activities of the overall government. Eliminations have been made to minimize the double counting of internal activities. These statements distinguish between the *governmental* and *business-type activities* of the School. Governmental activities generally are financed through intergovernmental revenues, and other non-exchange transactions. Business-type activities are financed in whole or in part by fees charged to external parties.

The statement of activities presents a comparison between direct expenses and program revenues for the different business-type activities of the School and for each function of the School's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. Indirect expense allocations that have been made in the funds have been reversed for the statement of activities. Program revenues include (a) fees and charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues.

Fund Financial Statements: The fund financial statements provide information about the School's funds. Separate statements for each fund category - *governmental* and *proprietary* - are presented. The emphasis of fund financial statements is on major governmental and enterprise funds, each displayed in a separate column. All remaining governmental and enterprise funds are aggregated and reported as non-major funds.

Proprietary fund operating revenues, such as charges for services, result from exchange transactions associated with the principal activity of the fund. Exchange transactions are those in which each party receives and gives up essentially equal values. Non-operating revenues, such as subsidies and investment earnings, result from non-exchange transactions or ancillary activities.

The School reports the following major governmental funds:

General Fund. The General Fund is the general operating fund of the School. The General Fund accounts for all financial resources except those that are required to be accounted for in another fund.

State Public School Fund. The State Public School Fund includes appropriations from the Department of Public Instruction for current operating needs of the public school system and is reported as a special revenue fund.

Federal Fund. The Federal fund is used to account for the Federal moneys that are passed through the State Department of Public Instruction to the School.

C. Measurement Focus and Basis of Accounting

Government-wide and Proprietary Fund Financial Statements. The government-wide and proprietary fund financial statements are reported using the economic resources measurement focus. The government-wide and proprietary fund financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Non-exchange transactions, in which the School gives (or receives) value without directly receiving (or giving) equal value in exchange, include grants and donations. Revenue from grants and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Governmental Fund Financial Statements. Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The School considers all revenues reported in the governmental funds to be available if the revenues are collected within sixty days after year-end. These could include federal, State, and county grants, and some charges for services. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under capital leases are reported as other financing sources.

Under the terms of grant agreements, the School funds certain programs by a combination of specific cost-reimbursement grants and general revenues. Thus, when program expenses are incurred, there are both restricted and unrestricted net assets available to finance the program. It is the School's policy to first apply cost-reimbursement grant resources to such programs, and then general revenues.

All governmental and business-type activities and enterprise funds of the School follow FASB Statements and Interpretations issued on or before November 30, 1989, Accounting Principles Board Opinions, and Accounting Research Bulletins, unless those pronouncements conflict with GASB pronouncements.

D. Budgetary Data

Annual budgets are adopted for all funds on a government-wide basis. All budgets are prepared using the modified accrual basis of accounting.

The governing board has voluntarily established the policy, as a sound business practice, that expenditures may not exceed appropriations, for all of the School's funds, based on the adopted budget and subsequent amendments. During the year, several amendments to the original budget were necessary, the effects of which were not material. The budget presented in the supplemental data represents the budget of the School at June 30, 2011. All appropriations lapse at year-end.

E. Assets, Liabilities, and Fund Equity

1. Deposits and Investments

All deposits of the School are made in a local bank, whose accounts are FDIC insured. Also, the School has established time deposit accounts such as money market accounts.

2. Cash and Cash Equivalents

The School pools money from several funds to facilitate disbursement and investment and to maximize investment income. Therefore, all cash and investments are essentially demand deposits and are considered cash and cash equivalents.

3. Capital Assets

The School's capital assets are recorded at original cost. Donated assets are listed at their estimated fair value at the date of donation. The total of these estimates is not considered large enough that any errors would be material when capital assets are considered as a whole.

It is the policy of the School to capitalize all capital assets costing more than \$5,000 with an estimated useful life of two or more years. In addition, other items which are purchased and used in large quantities such as student desks and office furniture are capitalized. Improvements are capitalized and depreciated over the remaining useful lives of the related capital assets. All depreciable assets are depreciated using the straight-line method of depreciation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

Capital assets are depreciated over the following estimated useful lives:

	<u>Years</u>
Textbooks	5
Playground Equipment	7
Electronic	3
Computers	5

4. Long-term obligations

In the government-wide financial statements, and proprietary fund types in the fund financial statements, long-term debt and other long-term obligations are reported as liabilities in the applicable governmental activities, business-type activities, or proprietary fund-type statement of net assets.

In the fund financial statements, governmental fund types report the face amount of debt issued as other financing sources.

5. Compensated Absences

Employees earn twelve days of paid time off each year. A maximum of twenty days may be accumulated. Since the School has no obligation for paid time off; no paid time off accrual has been made.

6. Net Assets/Fund Balances

Net assets in the government-wide and proprietary fund financial statements are classified as invested in capital assets, net of related debt; restricted; and unrestricted. Restricted net assets represent constraints on resources that are either externally imposed by creditors, grantors, contributors, or laws or regulations of other governments or imposed by law through state statute. In the governmental fund financial statements, fund balance is composed of five classifications designed to disclose the hierarchy of constraints placed on how fund balance can be spent.

The governmental fund types classify fund balances as follows:

Nonspendable Fund Balance – This classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact.

Inventories - portion of fund balance that is not an available resource because it represents the year-end balance of ending inventories, which are not spendable resources.

Prepaid Items- portion of fund balance that is not an available resource because it represents the year-end balance of prepaid rent on the school facility which is not a spendable resource.

Restricted Fund Balance –This classification includes amounts that are restricted to specific purposes externally imposed by creditors or imposed by law.

Committed Fund Balance –portion of fund balance that can only be used for specific purpose imposed by majority vote of School's governing body (highest level of decision-making authority). Any changes or removal of the specific purpose requires majority action by the governing bodies that approved the original action.

Assigned fund balance – portion of fund balance that Charter Day School intends to use for specific purposes.

Subsequent year's expenditures – portion of fund balance that is appropriated in the next year's budget that is not already classified in restricted or committed. The governing body approves the appropriation; however the budget ordinance authorizes the Trustee to modify the appropriations by resource or appropriation within funds up to \$5,000.

Assigned for Clubs and Activities funds - revenue sources restricted for expenditures for the various clubs and organizations, athletic events, and various fund raising activities for which they were collected.

Unassigned fund balance – the portion of fund balance that has not been assigned to another fund or restricted, committed, or assigned to specific purposes within the general fund.

Charter Day School has a revenue spending policy that provides guidance for programs with multiple revenue sources. The Board of Trustees will use resources in the following hierarchy: bond proceeds, federal funds, State funds, local non-board of education funds, board of education funds. For purposes of fund balance classification expenditures are to be spent from restricted fund balance first, followed in-order by committed fund balance, assigned fund balance and lastly unassigned fund balance. The Board of Trustees has the authority to deviate from this policy if it is in the best interest of the School.

7. The governmental fund balance sheet includes a reconciliation between fund balance - total governmental funds and net assets - governmental activities as reported in the government-wide statement of net assets. The net adjustment of \$197,729 consists of several elements as follows:

<u>DESCRIPTION</u>	<u>AMOUNT</u>
Capital assets used in governmental activities are not financial resources are therefore not reported in the funds (total capital assets on government-wide statement in governmental activities column).	\$ 541,549
Less accumulated depreciation	<u>(343,820)</u>
Total adjustment	<u>\$ 197,729</u>

F. Revenues, Expenditures, and Expenses

1. Funding

The Charter Day School is funded by the State Board of Education, receiving (i) an amount equal to the average per pupil allocation for the average daily membership (ADM) from the local school administrative unit allotments in which the school is located (i.e. New Hanover County Board of Education) for each child attending the School except for the allocation for children with special needs and (ii) an additional amount for each child attending the School who is a child with special needs [G.S. 115C-238.29H(a)]. Additionally, the appropriate local school administrative unit(s) transfers to the School, for each student who resides in the local administrative unit and attends the charter school, an amount equal to the per pupil local current expense appropriation to the respective local school administrative unit for the fiscal year. [G.S. 115C-238.29H(b)]. For the fiscal year ended June 30, 2011, the Charter Day School received funding from the Boards of Education for Bladen County, Brunswick County, Columbus County, New Hanover County, Pender County, and Whiteville City.

Furthermore, Charter Day School has received donations of cash and/or equipment from private organizations. The cash has been used for the purchase of new equipment for the School's facilities.

2. Reconciliation between government-wide and fund statements

The governmental fund statement of revenues, expenditures, and changes in fund balance is followed by a reconciliation between the change in fund balance - governmental activities and the change in net assets - governmental funds as reported on the government-wide statement of activities. The net difference of \$46,934 between the two amounts consists of the following elements:

<u>DESCRIPTION</u>	<u>AMOUNT</u>
Capital outlay expenditures recorded in the fund statements but capitalized as assets on the statement of activities.	\$ 112,832
Depreciation expense that is recorded on the statement of activities but not in the fund statements.	<u>(65,898)</u>
Total	<u>\$ 46,934</u>

II. Stewardship, Compliance, and Accountability

A. Material Violations of Finance-Related Legal and Contractual Provisions
Noncompliance with North Carolina General Statutes

None.

Contractual Violations

None.

B. Deficit Fund Balance or Net Assets of Individual Funds

None.

III. Detail Notes on All Funds

A. Assets

1. Deposits

At June 30, 2011, the School had deposits with banks and savings and loans with a carrying amount of \$1,536,993. The bank balance with the financial institutions was \$1,678,993, of which \$250,000 was covered by federal deposit insurance corporation. The remaining \$1,428,993 was a credit risk at June 30, 2011. The School invests excess funds overnight in U.S. government securities in accordance with its deposit policy for custodial credit risk.

2. Capital Assets

	Beginning Balances	Increases	Decreases	Ending Balances
Governmental activities:				
Capital assets being depreciated:				
Electronic equipment	\$ 21,870	\$ 35,809	\$ -	\$ 57,679
Textbooks	344,153	77,023	-	421,176
Playground equipment	38,173	-	-	38,173
Computers	24,521	-	-	24,521
Total capital assets being depreciated	428,717	112,832	-	541,549
Less accumulated depreciation for:				
Electronic equipment	21,870	2,313	-	24,183
Textbooks	222,917	53,893	-	276,810
Playground equipment	14,744	4,788	-	19,532
Computers	18,391	4,904	-	23,295
Total accumulated depreciation	277,922	\$ 65,898	\$ -	343,820
Total capital assets being depreciated, net	150,795			197,729
Governmental activity capital assets, net	\$ 150,795			\$ 197,729

Depreciation expense was charged to governmental functions as follows:

Instructional programs	\$ 58,797
Supporting services	7,101
	<u>\$ 65,898</u>

B. Liabilities

1. Pension Plan Obligations

a. Retirement Plan

The School maintained a simple IRA retirement plan for the benefit of its employees from June through December 2010. They changed to a 401K plan in January 2011. The School will match up to a maximum of 3% of the employee's gross salary. Employees may contribute an unlimited portion of their salary into the retirement plan, with tax deductible amounts up to the amounts allowable by the Internal Revenue Service. The Charter Day School made all required contributions. For the year ended June 30, 2011, the retirement cost for the Simple IRA Retirement plan to the School was \$25,832, with employees contributing \$30,975. For the year ended June 30, 2011, the retirement cost for the 401K plan to the School was \$34,669, with employees contributing \$60,180.

2. Risk Management

The School is exposed to various risks of losses related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School maintains general liability and errors and omissions insurance coverage of \$1 million per occurrence with a commercial carrier.

The School has obtained a major medical insurance policy for its personnel through a commercial insurer. Through the plan, permanent, full-time employees of the School are eligible to receive health care benefits. The School carries commercial coverage for all other risks of loss. There have been no significant reductions in insurance coverage in the prior year, and claims have not exceeded coverage in any of the past two fiscal years.

3. Long-Term Obligations

a. Operating Leases

The School rents space for the School under a ten-year lease from the Roger Bacon Academy. The School paid a total of \$611,449 on this lease agreement for the year ended June 30, 2011. Future lease payments are included in the schedule below.

The School also has a lease agreement for the rental of computers, furniture and equipment with Coastal Habitat Conservancy, LLC. They paid a total of \$274,259 on this lease agreement during the year ended June 30, 2011.

Future minimum lease payments are included in the schedule below.

<u>Year Ending June 30</u>	
2012	\$ 875,873
2013	875,873
2014	875,873

b. Fund Balance

Charter Day School has a revenue spending policy that provides for programs with multiple revenue sources. The Board of Trustees will use resources in the following hierarchy: federal funds, State funds, local non-School funds, Charter Day School funds. For purposes of fund balance classification expenditures are to be spent from restricted fund balance first, followed in-order by committed fund balance, assigned fund balance and lastly unassigned fund balance. The Board of Trustees has the authority to deviate from this policy if it is in the best interest of the School.

The following schedule provides management and citizens with information on the portion of General fund balance that is available for appropriation.

Total fund balance	\$1,185,109
Less:	
Inventories	-
Prepaid Items	-
Appropriated Fund Balance in 2012 Budget	-
Remaining Fund Balance	\$1,185,109

IV. Related Party Transactions

Charter Day School has agreements for management services and property use with Roger Bacon Academy, Inc. Roger Bacon Academy, in turn, rents the land, building, and equipment from Coastal Habitat Conservancy, LLC, which owns all the physical facilities and most of the equipment used by the School. The owner of Roger Bacon Academy and Coastal Habitat Conservancy, LLC, is also on the Board of Trustees of Charter Day School.

On July 18, 2001, Charter Day School entered into an agreement with Roger Bacon Academy for management and faculty services. Roger Bacon Academy provides supervision and administration services for the management, operation and maintenance of the School in accordance with the educational program as adopted by the Board of the School and included in its operational documents. Any documents or policies adopted by the Board of the School may be modified from time to time in the sole and absolute discretion of the Board.

Roger Bacon Academy is entitled to compensation for its services based on 16% of revenues, as defined in the management agreement. The agreement was approved by the Board of Charter Day School, State Board of Education and the Internal Revenue Service. During the fiscal year ended June 30, 2011, management and administration fees were paid to Roger Bacon Academy in the amount of \$1,347,976. Rent paid to Roger Bacon Academy for the use of facility and equipment was \$611,449 for the year ended June 30, 2011. Future obligations under the management agreement are subject to change and are indeterminable since terms are based on projected enrollments and revenues. Mark Cramer, superintendent of Charter Day School, is an employee of the Roger Bacon Academy. Mr. Cramer is also on the Board of Trustees. The School made no direct payments to Mr. Cramer during the year ended June 30, 2011.

The School loaned Columbus Charter School, a related party, a total of \$266,000 during the school year. Columbus Charter had repaid Charter Day the entire amount as of June 30, 2011. Charter Day School paid the second quarter unemployment insurance payment of \$6,063 to the Employment Security Commission on behalf of Columbus Charter. Columbus repaid this money on June 29, 2011.

V. Commitments

The School has entered into an agreement with Brunswick County for the services of a School Resource Officer. Future obligations are \$41,507 in 2012.

VI. Summary Disclosure of Significant Contingencies

Federal and State Assisted Programs

The School has received proceeds from several federal and State grants. Periodic audits of these grants are required and certain costs may be questioned as not being appropriate expenditures under the grant agreements. Such audits could result in the refund of grant moneys to the grantor agencies. Management believes that any required refunds will be immaterial. No provision has been made in the accompanying financial statements for the refund of grant moneys.

VII. Subsequent Events

The School has evaluated subsequent events from the date of the balance sheet through the date the report is available to be issued which is the date of the independent auditors' report. The School has not evaluated subsequent events after that date. There were no subsequent events during this period that require disclosure.

VIII. Contingency

The School is currently involved in litigation to collect additional local area education funding in excess of \$10,000 per system from Bladen County Schools, Brunswick County Schools, Columbus County Schools, New Hanover County Schools, Pender County Schools and Whiteville City Schools. The outcome of this matter is uncertain.

REQUIRED SUPPLEMENTARY INFORMATION

Charter Day School
All Fund Types Except Federal Grants Fund
Statement of Revenues, Expenditures, and
Changes in Fund Balances - Budget and Actual
For the Fiscal Year Ended June 30, 2011

	2011		Favorable (Unfavorable) Variance
	Final Budget	Actual	
Revenues:			
State of North Carolina Board(s) of Education:	\$ 4,146,579	\$ 4,146,579	\$ -
Bladen County	50,832	50,832	-
Brunswick County	1,411,520	1,411,520	-
Columbus County	119,158	119,158	-
New Hanover County	163,631	163,631	-
Pender County	16,279	16,279	-
Whiteville City	2,148	2,148	-
Investment earnings	8,896	8,877	(19)
Donations	-	-	-
Others	36,669	36,669	-
Total	<u>5,955,712</u>	<u>5,955,693</u>	<u>(19)</u>
Expenditures:			
Salaries & Bonuses	1,806,846	1,806,435	411
Benefits	537,191	537,158	33
Books & Supplies	181,291	179,507	1,784
Technology	39,170	38,579	591
Non Capitalized Equipment	101,950	101,945	5
Contracted Student Services	538,352	537,309	1,043
Staff Development	4,936	4,667	269
Administrative Services	1,331,852	1,331,789	63
Insurances	42,880	42,867	13
Rents & Debt Service	902,281	902,278	3
Facilities	92,730	92,422	308
Utilities	91,380	91,363	17
Nutrition & Food	2,743	2,467	276
Transportation & Travel	3,499	3,498	1
Capital Purchases	35,820	35,809	11
Total expenditures	<u>5,712,921</u>	<u>5,708,093</u>	<u>4,828</u>
Excess of revenue over expenditures	<u>\$ 242,791</u>	<u>\$ 247,600</u>	<u>\$ 4,809</u>

**Charter Day School
Federal Grants Fund
Statement of Revenues, Expenditures, and
Changes in Fund Balances - Budget and Actual
For the Fiscal Year Ended June 30, 2011**

	2011		Favorable (Unfavorable) Variance
	Final Budget	Actual	
Revenues:			
IDEA VI-B Sliver	\$ 5,512	\$ 5,512	\$ -
IDEA VI-B Handicapped	123,565	122,487	(1,078)
IDEA VI-B Special Needs Targeted Assistance	2,000	1,619	(381)
IDEA VI-B - ARRA	30,094	30,094	-
Risk Pool	51,377	51,377	-
Title I, Basic Education	109,583	109,583	-
Title I - ARRA	33,312	33,312	-
Improving Teacher Quality	27,398	27,062	(336)
Educational Stabilization Funds - ARRA	254,530	254,073	(457)
Homeless Children	748	748	-
Education for Jobs Fund - ARRA	174,660	174,228	(432)
Total revenue	812,779	810,095	(2,684)
Expenditures:			
Salaries & Bonuses	739,168	739,168	-
Benefits	55,670	54,289	1,381
Contracted Student Services	13,180	12,595	585
Workshop Expenses	2,621	1,903	718
Supplies and Materials	2,059	2,059	-
Field Trip	31	31	-
Travel Reimbursement	50	50	-
Total expenditures	812,779	810,095	2,684
Excess of revenue over expenditures	\$ -	\$ -	\$ -

COMPLIANCE SECTION
CHARTER DAY SCHOOL
LELAND, NORTH CAROLINA
JUNE 30, 2011

PETWAY
MILLS &
PEARSON, PA

CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

C. Briggs Petway, Jr.
Roger G. Mills
Phyllis M. Pearson

Board of Trustees
Charter Day School
Leland, North Carolina

Zebulon Office
P.O. Box 1036
1014 N. Arendell Ave.
Zebulon, NC 27597
919.269.7405
919.269.8728 Fax

We have audited the accompanying financial statements of the governmental activities and each major fund of Charter Day School, North Carolina, as of and for the year ended June 30, 2011, which collectively comprises Charter Day School's basic financial statements and have issued our report thereon dated October 31, 2011. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States of America.

Raleigh Office
5116 Bur Oak Cr.
Raleigh, NC 27612
919.781.1047
919.781.1052 Fax

INTERNAL CONTROL OVER FINANCIAL REPORTING

In planning and performing our audit, we considered Charter Day School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency or combination of significant deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis.

Memberships:

North Carolina
Association of
Certified Public
Accountants

American Institute
of Certified Public
Accountants

Medical Group
Management
Association

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

COMPLIANCE AND OTHER MATTERS

As part of obtaining reasonable assurance about whether Charter Day School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the Board of Trustees, management, others within the organization, and federal and State awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Petway Mills & Pearson, PA

PETWAY MILLS & PEARSON, PA
Certified Public Accountants
Zebulon, North Carolina

October 31, 2011

**PETWAY
MILLS &
PEARSON, PA**

CERTIFIED PUBLIC ACCOUNTANTS

C. Briggs Petway, Jr.
Roger G. Mills
Phyllis M. Pearson

**INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH REQUIREMENTS
APPLICABLE TO EACH MAJOR FEDERAL PROGRAM AND INTERNAL CONTROL
OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133 AND THE
STATE SINGLE AUDIT IMPLEMENTATION ACT**

Board of Trustees
Charter Day School
Leland, North Carolina

COMPLIANCE

Zebulon Office
P.O. Box 1036
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Zebulon, NC 27597
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We have audited the compliance of Charter Day School, North Carolina, with the types of compliance requirements described in the US Office of Management and Budget (OMB) Circular A-133 Compliance Supplement and the Audit Manual for Governmental Auditors of North Carolina, issued by the Local Government Commission, that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2011. Charter Day School's major Federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major Federal programs is the responsibility of Charter Day School's management. Our responsibility is to express an opinion on Charter Day School's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, and the State Single Audit Implementation Act. Those standards, OMB Circular A-133, and the State Single Audit Implementation Act require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major Federal program occurred. An audit includes examining, on a test basis, evidence about Charter Day School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of Charter Day School's compliance with those requirements.

Memberships:

North Carolina
Association of
Certified Public
Accountants

American Institute
of Certified Public
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Medical Group
Management
Association

In our opinion, Charter Day School complied, in all material respects, with the requirements referred to above that could have a direct and material effect on each of its major Federal programs for the year ended June 30, 2011.

INTERNAL CONTROL OVER COMPLIANCE


The management of Charter Day School is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to Federal programs. In planning and performing our audit, we considered Charter Day School's internal control over compliance with requirements that could have a direct and material effect on a major Federal program in order to determine the auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the

effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Charter Day School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct noncompliance with a type of compliance requirement of a Federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of significant deficiencies, in internal control, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a Federal program will not be prevented or detected and corrected on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of the Board of Trustees, management, others within the entity, Federal and State awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.


PETWAY MILLS & PEARSON, PA
Certified Public Accountants
Zebulon, North Carolina

October 31, 2011

**PETWAY
MILLS &
PEARSON, PA**

CERTIFIED PUBLIC ACCOUNTANTS

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INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH REQUIREMENTS
APPLICABLE TO EACH MAJOR STATE PROGRAM AND INTERNAL CONTROL OVER
COMPLIANCE IN ACCORDANCE WITH APPLICABLE SECTIONS OF OMB CIRCULAR
A-133 AND THE STATE SINGLE AUDIT IMPLEMENTATION ACT

Board of Trustees
Charter Day School
Leland, North Carolina

COMPLIANCE

We have audited the compliance of Charter Day School, North Carolina, with the types of compliance requirements described in the Audit Manual for Governmental Auditors in North Carolina, issued by the Local Government Commission, that could have a direct and material effect on each of its major State programs for the year ended June 30, 2011. Charter Day School's major State programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major State programs is the responsibility of Charter Day School's management. Our responsibility is to express an opinion on Charter Day School's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and applicable sections of OMB Circular A-133, as described in the Audit Manual for Governmental Auditors in North Carolina, and the State Single Audit Implementation Act. Those standards, applicable sections of OMB Circular A-133, and the State Single Audit Implementation Act require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major State program occurred. An audit includes examining, on a test basis, evidence about Charter Day School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of Charter Day School's compliance with those requirements.

In our opinion, Charter Day School complied, in all material respects, with the requirements referred to above that could have a direct and material effect on its major State program for the year ended June 30, 2011.

INTERNAL CONTROL OVER COMPLIANCE

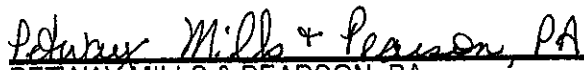
The management of Charter Day School is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to State programs. In planning and performing our audit, we considered Charter Day School's internal control over compliance with requirements that could have a direct and material effect on a major State program in order to determine the auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the

effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct noncompliance with a type of compliance requirement of a State program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of significant deficiencies, in internal control in compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a State program will not be prevented or detected and corrected on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of the Board of Trustees, management, others within the entity, and federal and State awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.


PETWAYMILLS & PEARSON, PA
Certified Public Accountants
Zebulon, North Carolina

October 31, 2011

CHARTER DAY SCHOOL
 SCHEDULE OF FINDINGS AND QUESTIONED COSTS
 FOR THE YEAR ENDED JUNE 30, 2011

SECTION I. -- SUMMARY OF AUDITORS' RESULTS

Financial Statements

Type of auditors' report issued: Unqualified.

Internal control over financial reporting:

Material weakness(es) identified? yes X no
 Significant deficiency (ies) identified
 that are not considered to be
 material weaknesses? yes X none reported

Noncompliance material to financial
 statements noted yes X no

Federal Awards

Internal control over major federal programs:

Material weakness(es) identified? yes X no
 Significant deficiency(ies) identified
 that are not considered to be material
 weaknesses? yes X none reported

Type of auditors' report issued on compliance for major federal programs: Unqualified

Identification of major federal programs:

<u>Program Name</u>	<u>CFDA Number</u>
Special Education Cluster	84.027, 84.391
Education Stabilization Funds - ARRA	84.394

Dollar threshold used to distinguish between
 Type A and Type B Programs \$ 300,000

Auditee qualified as low-risk auditee? yes X no

State Awards

Internal control over major state programs:

Material weakness(es) identified? yes X no
 Significant deficiency (ies) identified that are not
 considered to be material weaknesses? yes X none reported

Type of auditors' report issued on compliance for major state programs: Unqualified.

Any audit findings disclosed that are required
 to be reported in accordance with Section 510(a)
 of Circular A-133 yes X no

Identification of major state programs:

<u>Program Name</u>
State Public School Funds (PRC 036 - Charter School Funds)

CHARTER DAY SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2011

SECTION II. -- FINANCIAL STATEMENT FINDINGS

None reported.

SECTION III. -- FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None reported.

SECTION IV. -- STATE AWARD FINDINGS AND QUESTIONED COSTS

None reported.

CHARTER DAY SCHOOL
CORRECTIVE ACTION PLAN
FOR THE YEAR ENDED JUNE 30, 2011

SECTION II. -- FINANCIAL STATEMENT FINDINGS

None required.

SECTION III. -- FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

None required.

SECTION IV. -- STATE AWARD FINDINGS AND QUESTIONED COSTS

None required.

CHARTER DAY SCHOOL
SUMMARY SCHEDULE OF PRIOR YEAR'S AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2011

There were no findings for the year ended June 30, 2010.

CHARTER DAY SCHOOL
 SCHEDULE OF EXPENDITURES OF FEDERAL AND STATE AWARDS
 FOR THE FISCAL YEAR ENDED JUNE 30, 2011

GRANTOR/PASS-THROUGH GRANTOR PROGRAM TITLE	FEDERAL CFDA NUMBER	STATE/ PASS-THROUGH GRANTOR'S NUMBER	EXPENDITURES
FEDERAL GRANTS:			
CASH ASSISTANCE:			
<u>US Department of Education</u>			
Passed Through the NC Department of Education			
Special Education Cluster			
IDEA VI-B Sliver	84.027	PRC 044	\$ 5,512
IDEA VI-B Handicapped	84.027	PRC 060	122,487
IDEA VI-B Special Needs Targeted Assistance	84.027	PRC 140	1,619
IDEA VI-B - ARRA	84.391	PRC 144	30,094
Risk Pool	84.027	PRC 114	51,377
Total Special Education Cluster			<u>211,089</u>
Title I, Part A Cluster			
Title I Basic Education	84.010	PRC 050	109,583
Title I - ARRA	84.389	PRC 141	33,312
Total Title I, Part A, Cluster			<u>142,895</u>
Improving Teacher Quality	84.336	PRC 103	27,062
Education Stabilization Funds - ARRA	84.394	PRC 141	254,073
Education for Homeless Children and Youth	84.196	PRC 026	748
Education Jobs Fund - ARRA	84.410	PRC 155	174,228
TOTAL FEDERAL CASH ASSISTANCE			<u>810,095</u>
NC STATE GRANTS:			
CASH ASSISTANCE			
<u>NC Department of Public Instruction</u>			
State Public School Funds (PRC 36 – Charter School Funds)		XXXX	<u>4,146,579</u>
TOTAL FEDERAL AND STATE AWARDS			<u>\$ 4,956,674</u>

Note to the Schedule of Expenditures of Federal and State Financial Awards:

Basis of Presentation

The accompanying schedule of expenditures of federal and State awards includes the federal and State grant activity of Charter Day School and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations* and the State Single Audit Implementation Act. Therefore some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the basic financial statements.

FINANCIAL STATEMENTS
COLUMBUS CHARTER SCHOOL
WHITEVILLE, NORTH CAROLINA
JUNE 30, 2011

Board of Trustees

Donnie Norris
Chairman

C. William Barker
Treasurer

Baker A. Mitchell, Jr.
Secretary

Mark T. Cramer
Trustee

James H. Faison, III
Trustee

Ola Lewis
Trustee

Erik Kenyon
Trustee

Steve Windham
Trustee

Lori Boldt
Trustee

PM&P

PETWAY
MILLS &
PEARSON, PA

CERTIFIED PUBLIC ACCOUNTANTS

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Management
Association

To the Board of Trustees
Columbus Charter School

We have audited the financial statements of the governmental activities and each major fund of Columbus Charter School for the year ended June 30, 2011. Professional standards require that we provide you with information about our responsibilities under auditing standards generally accepted in the United States of America, *Government Auditing Standards* and OMB Circular A-133 as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated January 20, 2011. Professional standards also require that we communicate to you the following information related to our audit.

Our Responsibility under *Government Auditing Standards* and OMB Circular A-133

In planning and performing our audit, we considered Columbus Charter School's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control over financial reporting. We also considered internal control over compliance with requirements that could have a direct and material effect on a major State program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133 and the State Single Audit Implementation Act.

As part of obtaining reasonable assurance about whether Columbus Charter School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit. Also, in accordance with OMB Circular A-133 and the State Single Audit Implementation Act, we examined, on a test basis, evidence about Columbus Charter School's compliance with the types of compliance requirements prescribed by the State of North Carolina applicable to its major State program for the purpose of expressing an opinion on Columbus Charter School's compliance with those requirements. While our audit provides a reasonable basis for our opinion, it does not provide a legal determination on Columbus Charter School's compliance with those requirements.

Significant Audit Findings

Qualitative Aspects of Accounting Practices

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by Columbus Charter School's are described in Note I to the financial statements. No new accounting policies were adopted and the application of existing policies was not changed during 2011. We noted no transactions entered into by the governmental unit during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about

past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimate affecting the financial statements was:

Management's estimate of the depreciation expense is based on estimated useful lives. We evaluated the key factors and assumptions used to develop the depreciation expense in determining that it is reasonable in relation to the financial statements taken as a whole.

Certain financial statement disclosures are particularly sensitive because of their significance to the financial statement users. The most sensitive disclosures affecting financial statements were:

The disclosure of capital assets in Note III.A.2 to the financial statements.

Difficulties Encountered in Performing the Audit

We encountered no significant difficulties in dealing with management in performing and completing our audit.

Corrected and Uncorrected Misstatements

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in aggregate, to each opinion unit's financial statements taken as a whole.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditors' report. We are pleased to report that no such disagreements arose during the course of our audit.

Management Representations

We have requested certain representations from management that are included in the management representation letter dated October 31, 2011.

Management Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the governmental unit's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Other Audit Findings or Issues

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the governmental unit's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

Other Information in Documents Containing Audited Financial Statements

With respect to the supplementary information accompanying the financial statements, we made certain inquiries of management and evaluated the form, content and methods of preparing the information to determine that the information compiles with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

This information is intended solely for the use of the Board of Trustees and management of Columbus Charter School and is not intended to be and should not be used by anyone other than these specified parties.

Petway Mills & Pearson, PA
PETWAY MILLS & PEARSON, PA
Certified Public Accountants
Zebulon, North Carolina

October 31, 2011

COLUMBUS CHARTER SCHOOL
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FINANCIAL SECTION
COLUMBUS CHARTER SCHOOL
WHITEVILLE, NORTH CAROLINA
JUNE 30, 2011

PETWAY**MILLS &****PEARSON, PA***CERTIFIED PUBLIC ACCOUNTANTS*

C. Briggs Petway, Jr.
 Roger G. Mills
 Phyllis M. Pearson

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Board of Trustees
 Columbus Charter School
 Whiteville, North Carolina

We have audited the accompanying financial statements of the governmental activities and each major fund of Columbus Charter School, North Carolina, as of and for the year ended June 30, 2011 which collectively comprise Columbus Charter School's basic financial statements as listed in the table of contents. These financial statements are the responsibility of Columbus Charter School's management. Our responsibility is to express an opinion on these financial statements based on our audit.

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

In our opinion, based on our audit, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and each major fund of Columbus Charter School, North Carolina, as of and for the year ended June 30, 2011, and the respective changes in financial position and cash flows, where applicable, thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America.

In accordance with Government Auditing Standards, we have also issued our report dated October 31, 2011 on our consideration of Columbus Charter School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements and other matters. The purpose of the report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be read in conjunction with this report in considering the results of our audit.

Management's Discussion and Analysis is not a required part of the basic financial statements but is supplementary information required by the Governmental Accounting Standards Board. We have applied certain limited procedures, which consisted principally of inquiries of management regarding the methods of measurement and presentation of the required supplementary information. However, we did not audit the information and express no opinion on it.

Our audit was performed for the purpose of forming an opinion on the financial statements that collectively comprise the basic financial statements of Columbus Charter School, North Carolina. The individual fund statements and budgetary schedules, as well as the accompanying schedule of expenditures of federal and State awards as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and the State Single Audit Implementation Act, are presented for purposes of additional analysis and are not a required part of the basic financial statements.

Memberships:

North Carolina
 Association of
 Certified Public
 Accountants

American Institute
 of Certified Public
 Accountants

Medical Group
 Management
 Association

The individual fund financial statements, budgetary schedules and the accompanying schedule of expenditures of federal and State awards has been subjected to the auditing procedures applied in the audit of the basic financial statements and, in our opinion, is fairly stated, in all material respects, in relation to the basic financial statements taken as a whole. The introductory information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we express no opinion on it.

Petway Mills & Pearson, PA

PETWAY MILLS & PEARSON, PA

Certified Public Accountants

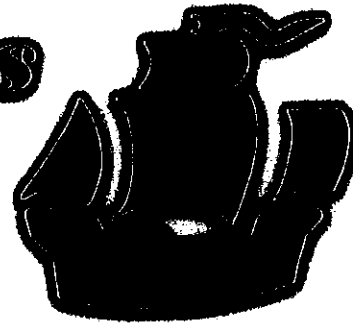
Zebulon, North Carolina

October 31, 2011

Management's Discussion and Analysis
Columbus Charter School
June 30, 2011



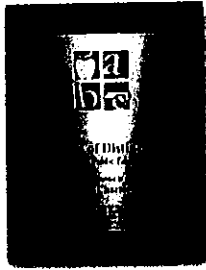
Columbus Charter School



PREPARE EXPLORE DISCOVER



35 Bacon's Way, Whiteville, NC 28472
910-641-4042 www.columbuscharterschool.org



Columbus Charter School is a tuition-free, open enrollment public school in southeastern North Carolina. Since 2007, Columbus Charter School has focused on quality K-6 education and is a premier performance-driven year round school. Widely recognized as a compelling choice to conventional public education the school has built a reputation for retaining dedicated and highly qualified teachers that give students a strong and proven academic foundation. Columbus Charter School is among the top scoring schools in the Southeast region of North Carolina.

School Features

- Tuition Free
- Set on 142 Scenic Acres in Columbus County
- Just 5 minutes from downtown Whiteville
- Use researched based core curriculum
- Student uniforms mandatory
- High expectations for students and staff
- School pledge for students and staff
- Intensive new-hire training
- Continuous in-service monitoring
- Teacher dress codes
- On Site, Educational Day Care
- After School Clubs and Activities
- Highest proficiency rates for South Central Region of NC!
- Regular parent surveys conducted
- Annual financial audits conducted

Our Foundation - Three Laws

- Law 1 - Reward good behavior,
you'll get more of it.
- Law 2 - Teach to mastery,
every child will learn.
- Law 3 - Watch the children,
*if they are not learning or
behaving, you're not following
the first two laws.*



Management's Discussion and Analysis
Columbus Charter School
June 30, 2011

As management of Columbus Charter School, we offer readers of Columbus Charter School's audited financial statements this narrative overview and analysis of the financial activities of Columbus Charter School for the fiscal year ended June 30, 2011. We encourage readers to read the information presented herein in conjunction with additional information that we have furnished in the School's financial statements, which follow this narrative.

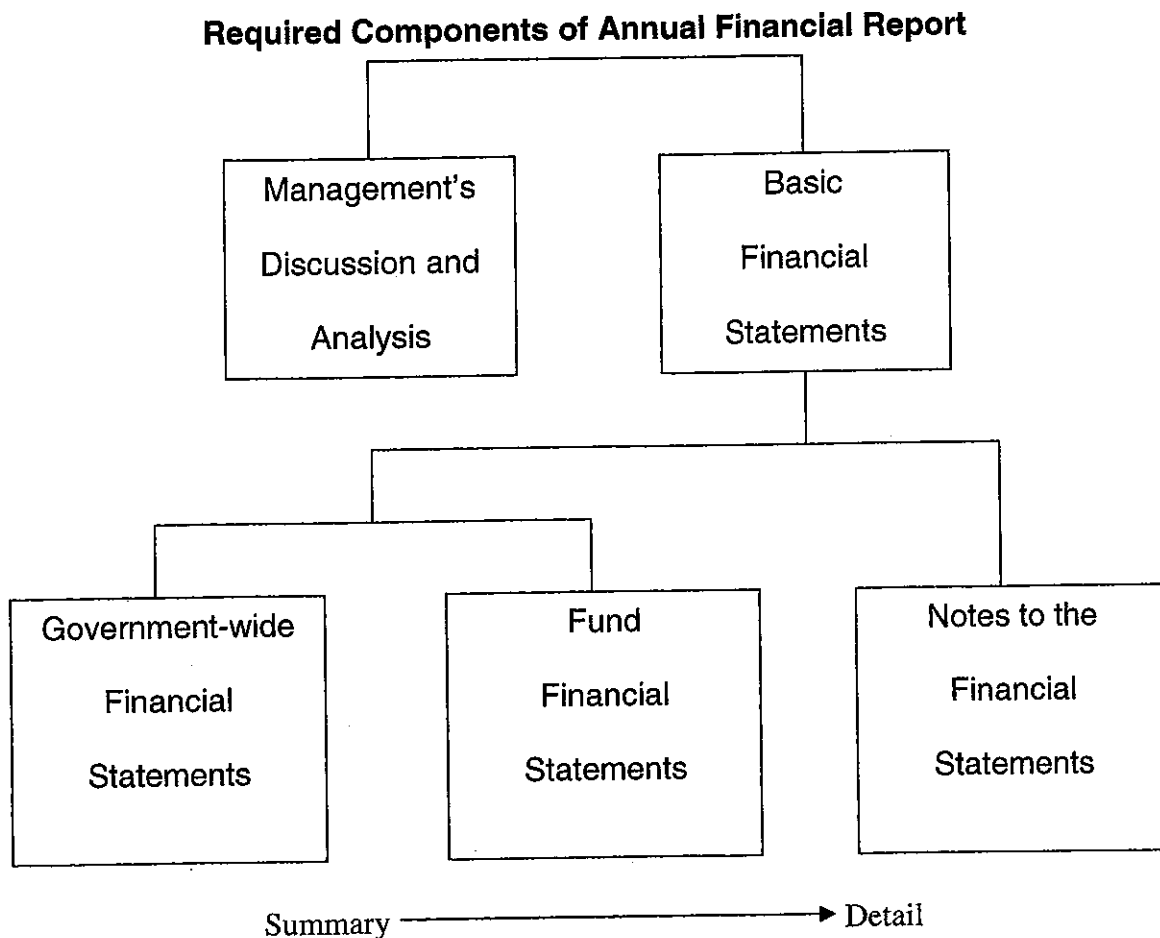
Financial Highlights

- The assets of Columbus Charter School exceeded its liabilities at the close of the fiscal year by \$213,304 (net assets).
- The school's total net assets increased by \$130,464, due to increases in the governmental activities net assets.
- As of the close of the current fiscal year, Columbus Charter School's governmental funds reported combined ending fund balances of \$84,757, an increase of \$56,904 in comparison with the prior year.
- As of the close of the current fiscal year, Columbus Charter School reported fixed assets net of depreciation of \$128,547, an increase of \$73,560 in comparison with the prior year.
- Enrollment continued to increase at the school in the 2010-2011 school year. The enrollment for the 2010-2011 school year was 488 which was an increase over the 2009-2010 school year enrollment of 355. The current initial enrollment for the 2011-2012 school year has increased to 595 students.
- Columbus Charter School has no long-term debt.

Overview of the Financial Statements

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

Figure 1



Basic Financial Statements

The first two statements (Exhibits 1 and 2) in the basic financial statements are the **Government-wide Financial Statements**. They provide both short and long-term information about the School's financial standing.

The next statements (Exhibits 3 through 4) are **Fund Financial Statements**. These statements focus on the activities of the individual segments of the School's government. These statements are more detailed than the government-wide financial statements. There are two parts to the Fund Financial Statements: 1) the governmental funds statements; and 2) the proprietary fund statements.

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

Government-wide Financial Statements

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

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

The government-wide statements are divided into two categories: 1) governmental activities; and 2) business-type activities. The governmental activities include most of the School's basic functions such as instructional services and business services. These functions are funded almost entirely through state, county, and federal educational funds. The business-type activities are those services that the School charges its students and other customers. Columbus Charter School operates no business-type activities.

The government-wide financial statements are enumerated in Exhibits 1 and 2 of this report.

Fund Financial Statements

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

Governmental Funds – Governmental funds are used to account for functions reported as governmental activities in the government-wide financial statements. Most of the School's basic services are accounted for in governmental funds. These funds focus on how assets can readily be converted into cash flow in and out, and monies remaining at year-end that will be available for spending in the next fiscal year. Governmental funds

Management's Discussion and Analysis
Columbus Charter School
June 30, 2011



are reported using the modified accrual accounting method, which provides a short-term spending focus. The governmental fund financial statements assist the reader in determining whether there has been an increase or a decrease in the financial resources available to finance the School's programs. The relationship between government activities (reported in the Statement of Net Assets and the Statement of Activities) and governmental funds is described in reconciliation, which is an integral part of the fund financial statements.

Although not compelled or required to do so by federal, state, or local law, Columbus Charter School has elected to adopt an annual budget. Since the budget is not required by law, the budgetary comparison statements are not included in the basic financial statements, but are part of the supplemental statements and schedules following the notes. The budget incorporates input from the faculty, management, and the Board of Directors of the School and specifies which activities will be pursued and which services the School will provide during the year. It also authorizes the School to obtain funds from identified sources to finance current period activities. The budgetary statement demonstrates how well the School has complied with the budget ordinance and whether or not the School has succeeded in providing the services as originally planned.

Proprietary Funds – Columbus Charter School has no proprietary funds, which are enterprise funds. *Enterprise Funds* are used to report the same functions presented as business-type activities in the government-wide financial statements. Columbus Charter School did not operate any enterprise funds.

Notes to the Financial Statements – The notes provide additional information essential to facilitating a full understanding of the data provided in the government-wide and fund financial statements. The notes to the financial statements begin on page 22 of this report.

Government-Wide Financial Analysis

As noted earlier, net assets may serve over time as one useful indicator of a school's financial condition. The assets of Columbus Charter School exceeded liabilities by \$213,304 as of June 30, 2011. As of June 30, 2010, the net assets of Columbus Charter School stood at \$82,840. The School's net assets increased by \$130,464 for the fiscal year ended June 30, 2011, compared to an increase of \$36,349 for the fiscal year ended June 30, 2010. The amount of \$128,547 reflects the School's investment in capital assets (e.g. textbooks), less any related debt still outstanding that was issued to acquire those items. Columbus Charter School uses these capital assets to provide services to its students; consequently, these assets are not available for future spending. Although Columbus Charter School's investment in its capital assets is reported net of the outstanding related debt, the resources needed to repay that debt must be provided by other sources, since the capital assets cannot be used to liquidate these liabilities. An additional portion of the School's net assets represents resources that are subject to external restrictions on how they may be used. The remaining balance of \$84,757 is

Management's Discussion and Analysis
Columbus Charter School
June 30, 2011



unrestricted. In 2010, the amount of net assets invested in capital assets net of related debt was \$54,987. The remaining \$27,853 was unrestricted net assets for that year.

Figure 2
Columbus Charter School's Net Assets

	Governmental Activities		Business-Type Activities		Total	
	2011	2010	2011	2010	2011	2010
Current and other assets	\$ 280,365	\$ 36,134	\$ -	\$ -	\$ 280,365	\$ 36,134
Due from other governments	-	-	-	-	-	-
Capital assets, net of depreciation	128,547	54,987	-	-	128,547	54,987
Total assets	408,912	91,121	-	-	408,912	91,121
Other liabilities	195,608	8,281	-	-	195,608	8,281
Long-term liabilities outstanding	-	-	-	-	-	-
Total liabilities	195,608	8,281	-	-	195,608	8,281
Invested in capital assets, net of related debt	128,547	54,987	-	-	128,547	54,987
Restricted	-	-	-	-	-	-
Unrestricted	84,757	27,853	-	-	84,757	27,853
Total net assets	\$ 213,304	\$ 82,840	\$ -	\$ -	\$ 213,304	\$ 82,840

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

- The School adopted an annual budget. The School's performance was measured using this budget on a monthly basis, allowing changes to be made in spending as needed to remain within the confines of the budget.
- The School applied for and was awarded several federal grants to assist with meeting the educational needs of the student population.

Figure 3
Columbus Charter School's Changes in Net Assets

	Governmental Activities		Business-Type Activities		Total	
	2011	2010	2011	2010	2011	2010
Other Revenues	\$ 370	\$ 1,036	-	-	\$ 370	\$ 1,036
Charges for Services	-	-	-	-	-	-
Operating Grants and Contributions	300,813	157,430	-	-	300,813	157,430
County, State, and Federal Funds	3,114,319	2,207,583	-	-	3,114,319	2,207,583
Total revenues	3,415,502	2,366,049	-	-	3,415,502	2,366,049
Instructional Programs	2,632,879	2,011,484	-	-	2,632,879	2,011,484
Support services	652,159	318,216	-	-	652,159	318,216
Fund raising	-	-	-	-	-	-
Interest on short-term debt	-	-	-	-	-	-
Total expenses	3,285,038	2,329,700	-	-	3,285,038	2,329,700
Increase (Decrease) in net assets before transfers	130,464	36,349	-	-	130,464	36,349
Transfers	-	-	-	-	-	-
Increase (Decrease) in net assets	130,464	36,349	-	-	130,464	36,349
Net assets, July 1	82,840	46,491	-	-	82,840	46,491
Net assets, June 30	\$ 213,304	\$ 82,840	-	-	\$ 213,304	\$ 82,840

Governmental activities. Governmental activities increased the School's net assets by \$130,464.

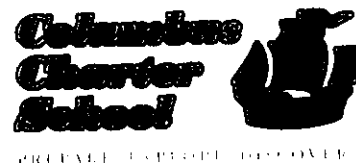
Business-type activities. Columbus Charter School did not operate any Business-type activities during the year.

Financial Analysis of the School's Funds

As noted earlier, Columbus Charter School uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental Funds. The focus of Columbus Charter School's governmental funds is to provide information on near-term inflows, outflows, and balances of usable financial resources. Such information is useful in assessing Columbus Charter School's financing

Management's Discussion and Analysis
Columbus Charter School
 June 30, 2011



requirements. Specifically, unrestricted fund balance can be a useful measure of a government's net resources available for spending at the end of the fiscal year.

The general fund is the chief operating fund of Columbus Charter School. At the end of the current fiscal year, unrestricted fund balance of the General Fund was \$84,757.

Proprietary Funds. Columbus Charter School does not operate any proprietary funds.

Capital Asset and Debt Administration

Capital assets. Columbus Charter School's investment in capital assets for its governmental and business-type activities as of June 30, 2011, totals \$128,547 (net of accumulated depreciation). Capital assets include textbooks.

	Governmental Activities		Business-Type Activities		Total	
	2011	2010	2011	2010	2011	2010
Computers	\$ 1,552	\$ -	\$ -	\$ -	\$ 1,552	\$ -
Textbooks	126,995	54,987	-	-	126,995	54,987
Total	\$ 128,547	\$ 54,987	\$ -	\$ -	\$ 128,547	\$ 54,987

Additional information about the School's capital assets can be found in Note III.A.2. of the Basic Financial Statements.

Long-term Debt. As of June 30, 2011, Columbus Charter School no outstanding debt.

Economic Factors

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

- Due to statutory enrollment limits, the school was forced to hold a lottery in February, 2011 and admit only 183 of 347 applicants for the upcoming year.
- With the lifting of the "Charter School Cap" it is important for the school to maintain its unrestricted funds surplus since there now is a possible impact with other competing charter schools.

As in past years, such factors evidence the demand on the school by the parents and community that will require additional financing in future years. As specified in the charter application, Columbus Charter School intends to continue expansion and replication in nearby counties to try and meet the local demands subject to constraints on the available land and on available financing. It was partially for this reason that the fund balance was substantially increased this year.

Management's Discussion and Analysis
Columbus Charter School
June 30, 2011



Careful management of the School's financial resources and building relationships with possible new major donors will continue as in the past; however there is no guarantee that future financing will be available or that any major donors can be found to fund continued expansion.

Requests for Information

This report is designed to provide an overview of the School's finances for those with an interest in this area. Questions concerning any of the information found in this report or requests for additional information should be directed to Mr. Mark Dudeck, Assistant Treasurer, Charter Day School, 7055 Bacon's Way, Leland, NC 28451, 910-655-3600.

Columbus Charter School
Statement of Net Assets
June 30, 2011

	Primary Government		
	Governmental Activities	Business-type Activities	Total
ASSETS			
Cash and cash equivalents	\$ 271,512	\$ -	\$ 271,512
Receivables - other (net)	8,853	-	8,853
Prepaid items	-	-	-
Capital assets:			
Land, improvements, and construction in progress	-	-	-
Other capital assets, net of depreciation	128,547	-	128,547
Total capital assets	128,547	-	128,547
Total assets	408,912	-	408,912
LIABILITIES			
Accounts payable - trade	129,208	-	129,208
Accrued salaries and wages payable	66,400	-	66,400
Short-term payables	-	-	-
Long - term liabilities:			
Due within one year	-	-	-
Due in more than one year	-	-	-
Total liabilities	195,608	-	195,608
NET ASSETS			
Invested in capital assets, net of related debt	128,547	-	128,547
Restricted for:			
Clubs and activities	-	-	-
Unrestricted	84,757	-	84,757
Total net assets	\$ 213,304	\$ -	\$ 213,304

The notes to the financial statements are an integral part of this statement.

Columbus Charter School
Statement of Activities
For the Year Ended June 30, 2011

Functions/Programs	Program Revenues				Net (Expense) Revenue and Changes in Net Assets		
	Expenses	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	Governmental Activities	Business-type Activities	Total
Primary government:							
Governmental Activities:							
Instructional programs	\$ 2,632,879	\$ -	\$ 292,273	\$ -	\$ (2,340,606)	\$ -	\$ (2,340,606)
Support services	652,159	-	8,540	-	(643,619)	-	(643,619)
Non-programmed charges	-	-	-	-	-	-	-
Interest on short-term debt	-	-	-	-	-	-	-
Total governmental activities	\$ 3,285,038	-	\$ 300,813	-	\$ (2,984,225)	-	\$ (2,984,225)
Business-type activities:							
School food service	-	-	-	-	-	-	-
Fund Raising	-	-	-	-	-	-	-
Total business-type activities	\$ -	\$ -	\$ 300,813	\$ -	\$ (2,984,225)	-	\$ (2,984,225)
Total primary government	\$ 3,285,038	\$ -	\$ 300,813	\$ -	\$ (2,984,225)	-	\$ (2,984,225)

General revenues:							
Unrestricted county appropriations	406,225	-	-	-	406,225	-	406,225
Unrestricted State appropriations	2,708,094	-	-	-	2,708,094	-	2,708,094
Unrestricted Federal appropriations	-	-	-	-	-	-	-
Donations - general	-	274	-	-	274	-	274
Investment earnings, unrestricted	-	96	-	-	96	-	96
Miscellaneous, unrestricted	-	-	-	-	-	-	-
Transfers	-	-	-	-	-	-	-
Total general revenues, special items, and transfers	3,114,689	-	-	-	3,114,689	-	3,114,689
Change in net assets	130,464	-	-	-	130,464	-	130,464
Net assets-beginning	82,840	-	-	-	82,840	-	82,840
Net assets-ending	\$ 213,304	\$ -	\$ -	\$ -	\$ 213,304	\$ -	\$ 213,304

The notes to the financial statements are an integral part of this statement.

Columbus Charter School
 Balance Sheet
 Governmental Funds
 June 30, 2011

	Major Funds		Total Non-major Funds	Total Governmental Funds
	General	State Public School	Federal Grants	
ASSETS				
Cash and cash equivalents	\$ 271,512	\$ -	\$ -	\$ 271,512
Accounts Receivable - other (net)	8,853	-	-	8,853
Prepaid items	-	-	-	-
Total assets	<u>\$ 280,365</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 280,365</u>
LIABILITIES AND FUND BALANCES				
Liabilities:				
Accounts payable - trade	\$ 129,208	\$ -	\$ -	\$ 129,208
Accrued salaries and wages payable	66,400	-	-	66,400
Total liabilities	<u>195,608</u>	<u>-</u>	<u>-</u>	<u>195,608</u>
Fund balances:				
Nonspendable:				
Inventories	-	-	-	-
Prepaid items	-	-	-	-
Restricted:				
Capital outlay	-	-	-	-
Assigned:				
Clubs and Activities	-	-	-	-
Unassigned:	84,757	-	-	84,757
Total fund balances	<u>84,757</u>	<u>-</u>	<u>-</u>	<u>84,757</u>
Total liabilities and fund balances	<u>\$ 280,365</u>	<u>\$ -</u>	<u>\$ -</u>	

Amounts reported for governmental activities in the statement of net assets (Exhibit 1) are different because:

Capital assets used in governmental activities are not financial resources and therefore are not reported in the funds.

128,547

Liabilities for earned but deferred revenues in fund statements.

-

Some liabilities, including bonds payable and accrued interest, are not due and payable in the current period and therefore are not reported in the funds (Note 5).

-

Net assets of governmental activities

\$ 213,304

The notes to the financial statements are an integral part of this statement.

Columbus Charter School
Statement of Revenues, Expenditures, and Changes in Fund Balances
Governmental Funds
For the Year Ended June 30, 2011

	Major Funds		Total Non-major Funds	Total Governmental Funds
	General	State Public School	Federal Grants	
REVENUES				
State of North Carolina	\$ -	\$ 2,708,094	\$ -	\$ 2,708,094
Local education agencies	406,225	-	-	406,225
U.S. Government	-	-	300,813	300,813
Investment earnings	274	-	-	274
Other	96	-	-	96
Total revenues	406,595	2,708,094	300,813	3,415,502
EXPENDITURES				
Current:				
Instructional programs	257,451	2,083,155	292,273	2,632,879
Support services	57,298	567,310	8,540	633,148
Non-programmed charges	-	-	-	-
Capital outlay	34,942	57,629	-	92,571
Debt service:				
Principal	-	-	-	-
Interest and other charges	-	-	-	-
Total expenditures	349,691	2,708,094	300,813	3,358,598
Excess (deficiency) of revenues over expenditures	56,904	-	-	56,904
OTHER FINANCING SOURCES (USES)				
Transfers from other funds	-	-	-	-
Proceeds from long-term note	-	-	-	-
Repayment to long-term note	-	-	-	-
Capital lease obligations issued	-	-	-	-
Total other financing sources (uses)	-	-	-	-
Net change in fund balance	56,904	-	-	56,904
Fund balances-beginning	27,853	-	-	27,853
Fund balances-ending	\$ 84,757	\$ -	\$ -	\$ 84,757

The notes to the financial statements are an integral part of this statement.

Columbus Charter School
Reconciliation of the Statement of Revenues, Expenditures, and Changes in Fund Balances
Governmental Funds to the Statement of Activities
For the Year Ended June 30, 2011

Amounts reported for governmental activities in the statement of activities are different because:

Net changes in fund balances - total governmental funds	\$	56,904
Change in fund balance due to change in reserve for inventory		-
<p>Governmental funds report capital outlays as expenditures. However, in the statement of activities the cost of those assets is allocated over their estimated useful lives and reported as depreciation expense. This is the amount by which capital outlays exceeded depreciation in the current period</p>		
		73,560
<p>Revenues in the statement of activities that do not provide current financial resources are not reported as revenues in the funds.</p>		
Amount of donated assets		-
<p>Difference in accrued investment income and income reported in fund statements</p>		
		-
<p>The issuance of long-term debt provides current financial resources to governmental funds, while the repayment of the principal of long-term debt consumes the current financial resources of governmental funds. Neither transaction has any effect on net assets. Also, governmental funds report the effect of issuance costs, premiums, discounts and similar items when debt is first issued, whereas these amounts are deferred and amortized in the statement of activities. This amount is the net effect of these differences in the treatment of long-term debt and related items.</p>		
		-
<p>Difference in accrued interest payable and interest expensed on fund statements</p>		
		-
<p>Some expenses reported in the statement of activities do not require the use of current financial resources and, therefore, are not reported as expenditures in governmental funds.</p>		
Compensated absences		-
Loss on disposal of assets		-
		<hr style="border-top: 1px solid black;"/>
Total changes in net assets of governmental activities	\$	<u>130,464</u>

The notes to the financial statements are an integral part of this statement.

Columbus Charter School, North Carolina

Notes to the Financial Statements

For the Fiscal Year Ended June 30, 2011

I. Summary of Significant Accounting Policies

The accounting policies of Columbus Charter School, North Carolina (School) conform to generally accepted accounting principles (GAAP) as applicable to governments. Charter schools are established by non-profit entities. Because of the authority of the State Board of Education (SBE) to unilaterally abolish a school with all the assets reverting to a local education agency, the charter schools in North Carolina follow the governmental reporting model, as used by local education agencies. The following is a summary of the more significant accounting policies:

A. Reporting Entity

The Columbus Charter School is a public school operated by a local non-profit corporation, serving approximately 477 students. The School operates under an approved charter received from the SBE, and applied for under the provisions of General Statute (G.S.) 115C-238.29B. G.S. 115C-238.29F(f)(1) states that a charter school shall be subject to the audit requirements adopted by the SBE, which includes the audit requirements established by G.S. 115C-447 of the School Budget and Fiscal Control Act (SBFCA). G.S. 115C-447 also requires financial statements to be prepared in accordance with GAAP.

B. Basis of Presentation

Government-wide Statements: The statement of net assets and the statement of activities display information about the School. These statements include the financial activities of the overall government. Eliminations have been made to minimize the double counting of internal activities. These statements distinguish between the *governmental* and *business-type activities* of the School. Governmental activities generally are financed through intergovernmental revenues, and other non-exchange transactions. Business-type activities are financed in whole or in part by fees charged to external parties.

The statement of activities presents a comparison between direct expenses and program revenues for the different business-type activities of the School and for each function of the School's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. Indirect expense allocations that have been made in the funds have been reversed for the statement of activities. Program revenues include (a) fees and charges paid by the recipients of goods or services offered by the programs and (b) grants and contributions that are restricted to meeting the operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues.

Fund Financial Statements: The fund financial statements provide information about the School's funds. Separate statements for each fund category - *governmental* and *proprietary* - are presented. The emphasis of fund financial statements is on major governmental and enterprise funds, each displayed in a separate column. All remaining governmental and enterprise funds are aggregated and reported as non-major funds.

Proprietary fund operating revenues, such as charges for services, result from exchange transactions associated with the principal activity of the fund. Exchange transactions are those in which each party receives and gives up essentially equal values. Non-operating revenues, such as subsidies and investment earnings, result from non-exchange transactions or ancillary activities.

The School reports the following major governmental funds:

General Fund. The General Fund is the general operating fund of the School. The General Fund accounts for all financial resources except those that are required to be accounted for in another fund.

State Public School Fund. The State Public School Fund includes appropriations from the Department of Public Instruction for specific operating needs of the public school system and is reported as a special revenue fund.

The School reports the following non-major governmental fund:

Federal Fund. The Federal fund is used to account for the Federal moneys that are passed through the State Department of Public Instruction to the School.

C. Measurement Focus and Basis of Accounting

Government-wide and Proprietary Fund Financial Statements. The government-wide and proprietary fund financial statements are reported using the economic resources measurement focus. The government-wide and proprietary fund financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place. Non-exchange transactions, in which the School gives (or receives) value without directly receiving (or giving) equal value in exchange, include grants and donations. Revenue from grants and donations is recognized in the fiscal year in which all eligibility requirements have been satisfied.

Governmental Fund Financial Statements. Governmental funds are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Under this method, revenues are recognized when measurable and available. The School considers all revenues reported in the governmental funds to be available if the revenues are collected within sixty days after year-end. These could include federal, State, and county grants, and some charges for services. Expenditures are recorded when the related fund liability is incurred, except for principal and interest on general long-term debt, claims and judgments, and compensated absences, which are recognized as expenditures to the extent they have matured. General capital asset acquisitions are reported as expenditures in governmental funds. Proceeds of general long-term debt and acquisitions under capital leases are reported as other financing sources.

Under the terms of grant agreements, the School funds certain programs by a combination of specific cost-reimbursement grants and general revenues. Thus, when program expenses are incurred, there are both restricted and unrestricted net assets available to finance the program. It is the School's policy to first apply cost-reimbursement grant resources to such programs, and then general revenues.

All governmental and business-type activities and enterprise funds of the School follow FASB Statements and Interpretations issued on or before November 30, 1989, Accounting Principles Board Opinions, and Accounting Research Bulletins, unless those pronouncements conflict with GASB pronouncements.

D. Budgetary Data

Annual budgets are adopted for all funds on a government-wide basis. All budgets are prepared using the modified accrual basis of accounting.

The governing board has voluntarily established the policy, as a sound business practice, that expenditures may not exceed appropriations, for all of the School's funds, based on the adopted budget and subsequent amendments. During the year, several amendments to the original budget were necessary, the effects of which were not material. The budget presented in the supplemental data represents the budget of the School at June 30, 2011. All appropriations lapse at year-end.

E. Assets, Liabilities, and Fund Equity

1. Deposits and Investments

All deposits of the School are made in a local bank, whose accounts are FDIC insured. Also, the School has established time deposit accounts such as money market accounts.

2. Cash and Cash Equivalents

The School pools money from several funds to facilitate disbursement and investment and to maximize investment income. Therefore, all cash and investments are essentially demand deposits and are considered cash and cash equivalents.

3. Capital Assets

The School's capital assets are recorded at original cost. Donated assets are listed at their estimated fair value at the date of donation. The total of these estimates is not considered large enough that any errors would be material when capital assets are considered as a whole.

It is the policy of the School to capitalize all capital assets costing more than \$5,000 with an estimated useful life of two or more years. In addition, other items which are purchased and used in large quantities such as student desks and office furniture are capitalized. Improvements are capitalized and depreciated over the remaining useful lives of the related capital assets. All depreciable assets are depreciated using the straight-line method of depreciation. The cost of normal maintenance and repairs that do not add to the value of the asset or materially extend asset lives are not capitalized.

	<u>Years</u>
Computers	5
Textbooks	5

4. Long-term obligations

In the government-wide financial statements, and proprietary fund types in the fund financial statements, long-term debt and other long-term obligations are reported as liabilities in the applicable governmental activities, business-type activities, or proprietary fund-type statement of net assets.

In the fund financial statements, governmental fund types report the face amount of debt issued as other financing sources.

5. Compensated Absences

Employees earn twelve days of paid time off each year. A maximum of twenty days may be accumulated. Since the School has no obligation for paid time off, no paid time off accrual has been made.

6. Net Assets/Fund Balances

Net assets in the government-wide and proprietary fund financial statements are classified as invested in capital assets, net of related debt; restricted; and unrestricted. Restricted net assets represent constraints on resources that are either externally imposed by creditors, grantors, contributors, or laws or regulations of other governments or imposed by law through state statute.

In the governmental fund financial statements, fund balance is composed of five classifications designed to disclose the hierarchy of constraints placed on how fund balance can be spent.

The governmental fund types classify fund balances as follows:

Nonspendable Fund Balance – This classification includes amounts that cannot be spent because they are either (a) not in spendable form or (b) legally or contractually required to be maintained intact.

Inventories - portion of fund balance that is not an available resource because it represents the year-end balance of ending inventories, which are not spendable resources.

Prepaid Items - portion of fund balance that is not an available resource because it represents the year-end balance of prepaid rent on the school facility which is not a spendable resource.

Restricted Fund Balance – This classification includes amounts that are restricted to specific purposes externally imposed by creditors or imposed by law.

Committed Fund Balance – portion of fund balance that can only be used for specific purpose imposed by majority vote of School's governing body (highest level of decision-making authority). Any changes or removal of the specific purpose requires majority action by the governing bodies that approved the original action.

Assigned fund balance – portion of fund balance that Columbus Charter School intends to use for specific purposes.

Subsequent year's expenditures – portion of fund balance that is appropriated in the next year's budget that is not already classified in restricted or committed. The governing body approves the appropriation; however the budget ordinance authorizes the Director to modify the appropriations by resource or appropriation within funds up to \$5,000.

Assigned for Clubs and Activities funds - revenue sources restricted for expenditures for the various clubs and organizations, athletic events, and various fund raising activities for which they were collected.

Unassigned fund balance – the portion of fund balance that has not been assigned to another fund or restricted, committed, or assigned to specific purposes within the general fund.

Columbus Charter School has a revenue spending policy that provides guidance for programs with multiple revenue sources. The Board of Trustees will use resources in the following hierarchy: bond proceeds, federal funds, State funds, local non-board of education funds, board of education funds. For purposes of fund balance classification, expenditures are to be spent from restricted fund balance first, followed in-order by committed fund balance, assigned fund balance and lastly unassigned fund balance. The Board of Trustees has the authority to deviate from this policy if it is in the best interest of the School.

7. The governmental fund balance sheet includes a reconciliation between fund balance – total governmental funds and net assets – governmental activities as reported in the government-wide statement of net assets. The net adjustment of \$128,547 consists of several elements as follows:

<u>DESCRIPTION</u>	<u>AMOUNT</u>
Capital assets used in governmental activities are not financial resources are therefore not reported in the funds (total capital assets on government-wide statement in governmental activities column).	\$ 162,246
	(33,699)
Less accumulated depreciation	<hr/>
Total adjustment	<u>\$ 128,547</u>

F. Revenues, Expenditures, and Expenses

1. Funding

The Columbus Charter School is funded by the State Board of Education, receiving (i) an amount equal to the average per pupil allocation for the average daily membership (ADM) from the local school administrative unit allotments in which the school is located (i.e. Columbus County Board of Education) for each child attending the School except for the allocation for children with special needs and (ii) an additional amount for each child attending the School who is a child with special needs [G.S. 115C-238.29H(a)]. Additionally, the appropriate local school administrative unit(s) transfers to the School, for each student who resides in the local administrative unit and attends the charter school, an amount equal to the per pupil local current expense appropriation to the respective local school administrative unit for the fiscal year. [G.S. 115C-238.29H(b)]. For the fiscal year ended June 30, 2011, the Columbus Charter School received funding from the Boards of Education for Bladen County, Columbus County, Robeson County and Whiteville City.

2. Reconciliation between government-wide and fund statements

The governmental fund statement of revenues, expenditures, and changes in fund balance is followed by a reconciliation between the change in fund balance – governmental activities and the change in net assets – governmental funds as reported on the government-wide statement of activities. The net difference of \$73,560 between the two amounts consists of the following elements:

<u>DESCRIPTION</u>	<u>AMOUNT</u>
Capital outlay expenditures recorded in the fund statements but capitalized as assets on the statement of activities.	\$ 92,571
Depreciation expense that is recorded on the statement of activities but not in the fund statements.	<u>(19,011)</u>
Total	<u>\$ 73,560</u>

II. Stewardship, Compliance, and Accountability

A. Material Violations of Finance-Related Legal and Contractual Provisions
Noncompliance with North Carolina General Statutes

None.

Contractual Violations

None.

B. Deficit Fund Balance or Net Assets of Individual Funds

None.

III. Detail Notes on All Funds

A. Assets

1. Deposits

At June 30, 2011, the School had deposits with banks and savings and loans with a carrying amount of \$271,512. The bank balance with the financial institutions was \$385,712, of which \$250,000 was covered by federal deposit insurance corporation. The remaining \$135,712 is a credit risk. The School invests excess cash overnight in U.S. government securities in accordance with its deposit policy for custodial credit risk.

2. Capital Assets

Capital asset activity for the year ended June 30, 2011, was as follows:

	Beginning Balances	Increases	Decreases	Ending Balances
Governmental activities:				
Capital assets being depreciated:				
Computers	\$ -	\$ 1,826	\$ -	\$ 1,826
Textbooks	69,675	90,745	-	160,420
Total capital assets being depreciated	69,675	92,571	-	162,246
Less accumulated depreciation for:				
Computers	-	274	-	274
Textbooks	14,688	18,737	-	33,425
Total accumulated depreciation	14,688	\$ 19,011	\$ -	33,699
Total capital assets being depreciated, net	54,987			128,547
Governmental activity capital assets, net	\$ 54,987			\$ 128,547

Depreciation expense was charged to governmental functions as follows:

Supporting services	<u>\$ 19,011</u>
---------------------	------------------

B. Liabilities

1. Pension Plan Obligations

a. Retirement Plan

The School maintained a simple IRA retirement plan for the benefit of its employees from June through December 2010. They changed to a 401K plan in January 2011. The School will match up to a maximum of 3% of the employee's gross salary. Employees may contribute an unlimited portion of their salary into the retirement plan, with tax deductible amounts up to the amounts allowable by the Internal Revenue Service. The Columbus Charter School made all required contributions. For the year ended June 30, 2011, the retirement cost for the simple IRA retirement plan to the School was \$11,306 with employees contributing \$12,100. For the year ended June 30, 2011, the retirement cost for the 401K plan to the School was \$16,629, with employees contributing \$21,496.

2. Risk Management

The School is exposed to various risks of losses related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters. The School maintains general liability and errors and omissions insurance coverage of \$1 million per occurrence with a commercial carrier.

The School has obtained a major medical insurance policy for its personnel through a commercial insurer. Through the plan, permanent, full-time employees of the School are eligible to receive health care benefits.

The School carries commercial coverage for all other risks of loss. There have been no significant reductions in insurance coverage in the prior year, and claims have not exceeded coverage in any of the past two fiscal years.

3. Short-Term Obligations

The School borrowed a total of \$266,000 from Charter Day School, a related party, for working capital during the year ended June 30, 2011. The balance had been repaid at June 30, 2011.

4. Long-Term Obligations

a. Operating Leases

The School rents space for the School under a ten-year lease from the Roger Bacon Academy. The School paid a total of \$415,533 on this lease agreement for the year ended June 30, 2011. Future lease payments are included in the schedule below.

The School also has a lease agreement for the rental of computers, furniture and equipment with Coastal Habitat Conservancy, LLC. They paid a total of \$43,641 on this lease agreement during the year ended June 30, 2011.

Future minimum lease payments are included in the schedule below.

	<u>Year Ending June 30</u>
2012	\$ 392,110
2013	392,110
2014	392,110
2015	392,110
2016	392,110
2017	392,110

b. Fund Balance

Columbus Charter School has a revenue spending policy that provides policy for programs with multiple revenue sources. The Finance Officer will use resources in the following hierarchy: federal funds, State funds, local non-School funds, Columbus Charter School funds. For purposes of fund balance classification expenditures are to be spent from restricted fund balance first, followed in-order by committed fund balance, assigned fund balance and lastly unassigned fund balance. The Finance Officer has the authority to deviate from this policy if it is in the best interest of the School.

The following schedule provides management and citizens with information on the portion of General fund balance that is available for appropriation.

Total fund balance	\$ 84,757
Less:	
Inventories	-
Prepaid Items	-
Restricted for USDA Debt Service	-
Appropriated Fund Balance in 2012 Budget	-
Remaining Fund Balance	\$ 84,757

IV. Related Party Transactions

Columbus Charter School has agreements for management services and property use with Roger Bacon Academy, Inc. Roger Bacon Academy, in turn, rents the land, building, and equipment from Coastal Habitat Conservancy, LLC, which owns all the physical facilities and most of the equipment used by the School. The owner of Roger Bacon Academy and Coastal Habitat Conservancy, LLC, is also on the Board of Trustees of Columbus Charter School.

On June 13, 2007, Columbus Charter School entered into an agreement with Roger Bacon Academy for management and faculty services. Roger Bacon Academy provides supervision and administration services for the management, operation and maintenance of the School in accordance with the educational program as adopted by the Board of the School and included in its operational documents. Any documents or policies adopted by the Board of the School may be modified from time to time in the sole and absolute discretion of the Board.

Roger Bacon Academy is entitled to compensation for its services based on 16% of revenues, as defined in the management agreement. The agreement was approved by the Board of Columbus Charter School, State Board of Education and the Internal Revenue Service. During the fiscal year ended June 30, 2011, management and administration fees were paid to Roger Bacon Academy in the amount of \$732,083. Rent paid to Roger Bacon Academy for the use of facility and equipment was \$415,533 for the year ended June 30, 2011. Future obligations under the management agreement are subject to change and are indeterminable since terms are based on projected enrollments and revenues.

Mark Cramer, superintendent of Columbus Charter School, is an employee of the Roger Bacon Academy. Mr. Cramer is also on the Board of Trustees. The School made no direct payments to Mr. Cramer during the year ended June 30, 2011.

The School borrowed \$266,000 from Charter Day School, a related party, during the school year. As of June 30, 2011 the School had repaid all the funds.

Charter Day School paid the second quarter unemployment insurance payment of \$6,063 to the Employment Security Commission on behalf of Columbus Charter. Columbus repaid this money on June 29, 2011.

V. Summary Disclosure of Significant Contingencies

Federal and State Assisted Programs

The School has received proceeds from several federal and State grants. Periodic audits of these grants are required and certain costs may be questioned as not being appropriate expenditures under the grant agreements. Such audits could result in the refund of grant moneys to the grantor agencies. Management believes that any required refunds will be immaterial. No provision has been made in the accompanying financial statements for the refund of grant moneys.

VI. Subsequent Events

The School has evaluated subsequent events from the date of the balance sheet through the date the report is available to be issued which is the independent auditors' report. The School has not evaluated subsequent events after that date. There were no subsequent events during this period that require disclosure.

VII. Contingency

The School is currently involved in litigation to collect additional local area education funding in excess of \$10,000 per system from Bladen County Schools, Columbus County Schools and Whiteville City Schools. The outcome of this matter is uncertain.

REQUIRED SUPPLEMENTARY INFORMATION

NON-MAJOR FUNDS

Federal Grants Fund -

This fund is used to account for the Federal monies that are passed through the State Department of Public Instruction to the School.

**Columbus Charter School
 Non-major Governmental Funds
 Balance Sheet
 as of June 30, 2011**

Statement 1

Special
Revenue Funds

Federal
Grants Fund

Assets

Cash and cash equivalents
 Due from other governments
 Total assets

\$ -
 -
\$ -

Liabilities and Fund Balances

Liabilities:

Accrued salaries and wages payable
 Deferred revenue
 Total liabilities

\$ -
 -
-

Fund balances-unreserved
 Total liabilities and
 fund equity

-
\$ -

Statement 2

Columbus Charter School
 Non-major Governmental Funds
 Statement of Revenues, Expenditures, and
 Changes in Fund Balances
 For the Year Ended June 30, 2011

	Special Revenue Funds
	<u>Totals</u>
	<u>2011</u>
Revenues:	
U.S. Government:	
IDEA VI-B Sliver	\$ 3,927
IDEA VI-B Handicapped	49,064
IDEA VI-B ARRA	17,369
Title I Basic Education	32,769
Title I Basic ARRA	8,294
Education Jobs Fund - ARRA	76,923
Education Stabilization Funds - ARRA	103,163
Homeless Children	721
Improving Teacher Quality	8,583
Total	<u>300,813</u>
Donations	-
Other	-
Total	<u>-</u>
Total revenues	<u>300,813</u>
Expenditures:	
Current:	
Instructional programs:	
Regular programs	188,669
Special programs	103,604
Other	-
Total	<u>292,273</u>
Support services:	
Pupil services	8,540
Instructional staff services	-
General administrative	-
School administrative	-
Club and activity expenditures	-
Total	<u>8,540</u>
Non-programmed charges:	
Other	-
Total	<u>-</u>
Total expenditures	<u>300,813</u>
Revenues over expenditures	<u>-</u>
Fund balances:	
Beginning of year, July 1	-
End of year, June 30	<u>\$ -</u>

Columbus Charter School
All Fund Types Except Federal Grants Fund
Statement of Revenues, Expenditures, and
Changes in Fund Balances - Budget and Actual
For the Year Ended June 30, 2011

	2011		Favorable (Unfavorable) Variance
	Final Budget	Actual	
Revenues:			
State of North Carolina Board(s) of Education:			
Bladen County	129,710	129,710	-
Columbus County	165,578	165,578	-
Robeson County	3,270	3,270	-
Whiteville City	107,667	107,667	-
Investment earnings	273	273	-
Others	96	96	-
Total revenues	<u>3,114,688</u>	<u>3,114,688</u>	<u>-</u>
Expenditures:			
Salaries & Bonuses	977,245	977,214	31
Benefits	280,385	280,172	213
Books & Supplies	147,256	146,943	313
Technology	10,960	10,954	6
Non Capitalized Equipment	109,090	109,085	5
Contracted Student Services	216,524	215,916	608
Staff Development	676	651	25
Administrative Services	711,432	711,390	42
Insurances	24,590	24,570	20
Rents & Debt Service	469,906	469,905	1
Facilities	54,033	54,015	18
Utilities	49,380	48,596	784
Nutrition & Food	400	397	3
Transportation & Travel	6,150	6,150	-
Capital Purchases	1,830	1,826	4
Total expenditures	<u>3,059,857</u>	<u>3,057,784</u>	<u>2,073</u>
Other financing sources (uses):			
Fund balance appropriated	-	-	-
Proceeds from loan	-	-	-
Total other financing sources and (uses)	<u>-</u>	<u>-</u>	<u>-</u>
Excess of revenue over expenditures	<u>\$ 54,831</u>	<u>\$ 56,904</u>	<u>\$ 2,073</u>

**Columbus Charter School
Federal Grants Fund
Statement of Revenues, Expenditures, and
Changes in Fund Balances - Budget and Actual
For the Fiscal Year Ended June 30, 2011**

	2011		Favorable (Unfavorable) Variance
	Final Budget	Actual	
Revenues:			
IDEA VI-B Sliver	\$ 3,927	\$ 3,927	\$ -
IDEA VI-B Handicapped	66,407	49,064	(17,343)
IDEA VI-B ARRA	17,369	17,369	-
IDEA VI-B Special Needs Target	2,000	-	(2,000)
Title I Basic Education	32,769	32,769	-
Title I ARRA	8,294	8,294	-
Education Jobs Fund - ARRA	76,923	76,923	-
Education Stabilization Funds - ARRA	103,163	103,163	-
Homeless Children	721	721	-
Improving Teacher Quality	8,583	8,583	-
Total revenues	<u>320,156</u>	<u>300,813</u>	<u>(19,343)</u>
Expenditures:			
Salaries and Bonuses	252,923	241,505	11,418
Benefits	27,865	21,940	5,925
Supplies and Materials	3,703	3,703	-
Contracted EC Services	33,623	33,623	-
Travel Reimbursement	42	42	-
Workshop Expenses	2,000	-	2,000
Total expenditures	<u>320,156</u>	<u>300,813</u>	<u>19,343</u>
Excess of revenue over expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

COMPLIANCE SECTION
COLUMBUS CHARTER SCHOOL
WHITEVILLE, NORTH CAROLINA
JUNE 30, 2011

PM&P

**PETWAY
MILLS &
PEARSON, PA**

CERTIFIED PUBLIC ACCOUNTANTS

C. Briggs Petway, Jr.
Roger G. Mills
Phyllis M. Pearson

Zebulon Office
P.O. Box 1036
1014 N Arendell Ave.
Zebulon, NC 27597
919.269.7405
919.269.8728 Fax

Raleigh Office
5116 Bur Oak Cr.
Raleigh, NC 27612
919.781.1047
919.781.1052 Fax

Memberships:

North Carolina
Association of
Certified Public
Accountants

American Institute
of Certified Public
Accountants

Medical Group
Management
Association

**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL
REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT
OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT
AUDITING STANDARDS**

Board of Trustees
Columbus Charter School
Whiteville, North Carolina

We have audited the accompanying financial statements of the governmental activities and each major fund of Columbus Charter School, North Carolina, as of and for the year ended June 30, 2011, which collectively comprises Columbus Charter School's basic financial statements and have issued our report thereon dated October 31, 2011. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States of America.

INTERNAL CONTROL OVER FINANCIAL REPORTING

In planning and performing our audit, we considered Columbus Charter School's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over financial reporting.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. A material weakness is a deficiency or combination of significant deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis.

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

COMPLIANCE AND OTHER MATTERS

As part of obtaining reasonable assurance about whether Columbus Charter School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

This report is intended solely for the information and use of the Board of Trustees, management, others within the organization, and federal and State awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.

Petway Mills & Pearson, PA

PETWAY MILLS & PEARSON, PA
Certified Public Accountants
Zebulon, North Carolina

October 31, 2011

PM&P

**PETWAY
MILLS &
PEARSON, PA**

CERTIFIED PUBLIC ACCOUNTANTS

C. Briggs Petway, Jr.
Roger G. Mills
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Management
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INDEPENDENT AUDITORS' REPORT ON COMPLIANCE WITH REQUIREMENTS
APPLICABLE TO EACH MAJOR STATE PROGRAM AND INTERNAL CONTROL OVER
COMPLIANCE IN ACCORDANCE WITH APPLICABLE SECTIONS OF OMB CIRCULAR
A-133 AND THE STATE SINGLE AUDIT IMPLEMENTATION ACT

Board of Trustees
Columbus Charter School
Whiteville, North Carolina

COMPLIANCE

We have audited the compliance of Columbus Charter School, North Carolina, with the types of compliance requirements described in the Audit Manual for Governmental Auditors in North Carolina, issued by the Local Government Commission, that could have a direct and material effect on each of its major State programs for the year ended June 30, 2011. Columbus Charter School's major State programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major State programs is the responsibility of Columbus Charter School's management. Our responsibility is to express an opinion on Columbus Charter School's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States; and applicable sections of OMB Circular A-133, as described in the Audit Manual for Governmental Auditors in North Carolina, and the State Single Audit Implementation Act. Those standards, applicable sections of OMB Circular A-133, and the State Single Audit Implementation Act require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major State program occurred. An audit includes examining, on a test basis, evidence about Columbus Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of Columbus Charter School's compliance with those requirements.

In our opinion, Columbus Charter School complied, in all material respects, with the requirements referred to above that could have a direct and material effect on each of its major State programs for the year ended June 30, 2011.

INTERNAL CONTROL OVER COMPLIANCE


The management of Columbus Charter School is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to State programs. In planning and performing our audit, we considered Columbus Charter School's internal control over compliance with requirements that could have a direct and material effect on a major State program in order to determine the auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance.

Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct noncompliance with a type of compliance requirement of a State program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of significant deficiencies, in internal control in compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a State program will not be prevented or detected and corrected, on a timely basis.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of the Board of Trustees, management, others within the entity, and federal and State awarding agencies and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties.


PETWAY MILLS & PEARSON, PA
Certified Public Accountants
Zebulon, North Carolina

October 31, 2011

COLUMBUS CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2011

SECTION I. -- SUMMARY OF AUDITORS' RESULTS

Financial Statements

Type of auditors' report issued: Unqualified.

Internal control over financial reporting:

Material weakness(es) identified? yes no

Significant deficiency (ies) identified
that are not considered to be
material weaknesses? yes none reported

Noncompliance material to financial
statements noted yes no

State Awards

Internal control over major state programs:

Material weakness(es) identified? yes no

Significant deficiency (ies) identified
that are not considered to be
material weaknesses? yes none reported

Type of auditors' report issued on compliance for major state programs: Unqualified.

Any audit findings disclosed that are required
to be reported in accordance with Section 510(a)
of Circular A-133 yes no

Identification of major state programs:

Program Name

State Public School Funds (PRC 036 - Charter School Funds)

COLUMBUS CHARTER SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2011

SECTION II. -- FINANCIAL STATEMENT FINDINGS

None reported.

SECTION III. -- STATE AWARD FINDINGS AND QUESTIONED COSTS

None reported.

COLUMBUS CHARTER SCHOOL
CORRECTIVE ACTION PLAN
FOR THE YEAR ENDED JUNE 30, 2011

SECTION II. -- FINANCIAL STATEMENT FINDINGS

None required.

SECTION III. -- STATE AWARD FINDINGS AND QUESTIONED COSTS

None required.

COLUMBUS CHARTER SCHOOL
SUMMARY SCHEDULE OF PRIOR YEARS' AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2011

There were no findings for the year ended June 30, 2010.

COLUMBUS CHARTER SCHOOL
 SCHEDULE OF EXPENDITURES OF FEDERAL AND STATE AWARDS
 FOR THE YEAR ENDED JUNE 30, 2011

GRANTOR/PASS-THROUGH GRANTOR PROGRAM TITLE	FEDERAL CFDA NUMBER	STATE/ PASS-THROUGH GRANTOR'S NUMBER	EXPENDITURES
FEDERAL GRANTS:			
CASH ASSISTANCE:			
<u>US Department of Education</u>			
Title I, Part A Cluster			
Title I Basic	84.010	PRC 050	\$ 32,769
Title I ARRA	84.389	PRC 141	8,294
Total Title I, Part Cluster			41,063
Special Education Cluster			
IDEA VI-B Sliver	84.027	PRC 044	3,927
IDEA VI-B Handicapped	84.027	PRC 060	49,064
Title VI-B ARRA	84.391	PRC 144	17,369
Total Special Education Cluster			70,360
Education Jobs Fund - ARRA	84.410	PRC 150	76,923
Education Stabilization Funds ARRA	84.394	PRC 140	103,163
Education for Homeless Children and Youth	84.196	PRC 026	721
Improving Teacher Quality	84.367	PRC 103	8,583
TOTAL FEDERAL CASH ASSISTANCE			300,813
NC STATE GRANTS:			
CASH ASSISTANCE			
<u>NC Department of Public Instruction</u>			
State Public School Funds (PRC 36 -- Charter School Funds)		XXXX	2,708,094
TOTAL FEDERAL AND STATE AWARDS			\$ 3,008,907

Note to the Schedule of Expenditures of Federal and State Financial Awards:

Basis of Presentation

The accompanying schedule of expenditures of federal and State awards includes the federal and State grant activity of Columbus Charter School and is presented on the modified accrual basis of accounting. The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations and the State Single Audit Implementation Act. Therefore some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of the basic financial statements.

Douglass Academy will conduct periodic self-evaluations to ensure that our programs align with the mission of the school. In addition, results from state required EOG and SAT 10 will also be used to measure the overall effectiveness of what and how we teach. Data obtained from these sources will be used to make adjustments as needed to meet the needs of our students.

Our stakeholders are important to the success of our school. Parent surveys will be conducted annually to glean from parents what they feel is important to move the school forward as it relates to a safe, secure and educationally sound campus environment.

Results from assessments and surveys will be compiled and presented to the Charter Day School Board of Directors at its annual meetings to review the progress of Douglass Academy.

See Program Audit Download

FINANCIAL AUDITS: GS 115C-238.29F(f)(1)

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.

Douglass Academy will employ the same firm that has conducted audits for both Charter Day School and Columbus Charter School. At the end of each fiscal year, the firm of "Petway, Mills & Pearson, PA" will conduct an annual audit in compliance with requirements described in the Annual Manual for Governmental Auditors in North Carolina and adopted by the State Board of Education for Charter Schools. Contact information for the firm is below:

Petway, Mills & Pearson, PA
Raleigh Office
5116 Bur Oak Cr
Raleigh, NC 27612
919-781-1047 (Office)
919-781-1052 (Fax)

See Letter from Auditor Download

CIVIL LIABILITY AND INSURANCE (GS 115C-238.29F(c))

State the proposed coverage for:

<i>Comprehensive General Liability</i>	\$2,000,000
<i>Officers and Directors/Errors and Omissions</i>	\$0
<i>Property Insurance</i>	\$15,000
<i>Motor Vehicle Liability</i>	\$0
<i>Bonding</i>	\$0
Minimum amount:	\$0
Maximum amount:	\$1,000,000

Charters Day School Financial															
Year	Grade	Reading				Math		Combined		State Academic Awards	AYP	FYE Debt	FYE Unrestricted Fund Balance Surplus (Deficit) x1000	FYE Total Net Assets x1000	Audited unless indicated. Findings
		State Test - % Proficient	SAT 9/10	RBA	County	National %ile Rank	State Test - % Proficient	SAT 9/10	National %ile Rank						
2000-01	K-2	85%	71st	95%	88%	73rd	92%	71st	High Academic Growth	Yes	\$0	\$ 151,800	\$ 184,800	none	
2001-02	K-3	62%	41st	46%	85%	44th	53%	n/a	- K-2 not tested - not recognized	Yes	\$0	\$ 18,500	\$ 43,200	none	
2002-03	K-4	77%	n/a	84%	86%	n/a	81%	n/a	School of Distinction	Yes	\$0	\$ 105,400	\$ 127,300	none	
2003-04	K-5	83%	69th	90%	86%	67th	86%	68th	School of Distinction	Yes	\$0	\$ 94,700	\$ 56,000	none	
2004-05	K-6	89%	69th	95%	88%	73rd	92%	71st	High Academic Growth	Yes	\$0	\$ 151,800	\$ 184,800	none	
2005-06	K-7	91%	71st	72%	59%	74th	79%	72nd	Honor School of Excellence	Yes	\$0	\$ 350,600	\$ 392,200	none	
2006-07	K-8	89%	69th	71%	64%	73rd	78%	71st	High Academic Growth	Yes	\$0	\$ 497,300	\$ 650,600	none	
2007-08	K-8	63%	71st	82%	68%	80th	73%	76th	High Academic Growth	Yes	\$0	\$ 814,400	\$ 976,300	none	
2008-09	K-8	75%	68th	92%	80%	74th	84%	71th	School of Progress	Yes	\$0	\$ 775,500	\$ 963,700	none	
2009-10	K-8	79%	62nd	91%	82%	71st	86%	67th	High Academic Growth	Yes	\$0	\$ 937,500	\$ 1,088,300	none	
2010-11	K-8	79%	62nd	90%	82.80%	72nd	85%	67th	School of Distinction	No	\$0	\$ 1,185,109	\$ 1,382,838	none	
2011-12	K-8								Expected Growth			\$ 1,250,000	\$ 1,400,000	budget	

tbr = to be released

Note 1 Stanford Achievement Test (SAT) is not recognized by State of NC. No state equivalents exist. RBA administers SAT to gain comparison with national norms. SAT is given "cold," and no SAT preparation is done. SAT 9 given until 2006-07.

Note 2 North Carolina recentered and raised the state-wide EOG cut-scores for math in 2007.

Note 3 North Carolina recentered and raised the state-wide EOG cut-scores for reading in 2007.

Note 4 SAT used 2002 norms up until 2008-09 when they changed to norms based on 2007 data.

Columbus Charter School Financial															
Year	Grade	Reading				Math		Combined		State Academic Awards	AYP	FYE Debt	FYE Unrestricted Fund Balance Surplus (Deficit) x1000	FYE Total Net Assets x1000	Audited unless indicated. Findings
		State Test - % Proficient	SAT 10	RBA	County	National %ile Rank	State Test - % Proficient	SAT 10	National %ile Rank						
2007-08	K-2	74th	74th	74th	74th	74th	74th	74th	- K-2 not tested in NC		\$0	\$ 17,300	\$ 17,300	none	
2008-09	K-3	71%	53%	94%	72%	59th	82%	58th	High Academic Growth	Yes	\$0	\$ 22,000	\$ 46,500	none	
2009-10	K-4	78%	64%	90%	76%	61st	84%	58th	School of Distinction	Yes	\$0	\$ 27,900	\$ 82,800	none	
2010-11	K-5	77%	66%	90%	77%	65th	84%	61st	Expected Growth Not Achieved	Yes	\$0	\$ 84,757	\$ 213,304	none	
2011-12	K-6								High Academic Growth	No	\$0	\$ 120,000	\$ 250,000	budget	

Other The insurance coverage for Douglass Academy will mirror the coverage for the other two charter schools managed by RBA which includes General Aggregate, Products-Comp/OPS Aggregate, Personal and Advertising Injury, Fire Damage and Medical Expense. A copy of the certificate of insurance for the current schools' coverage is attached.

If you, as an applicant, have already received a quote from an insurance organization, please provide a copy within the appendices.

See Insurance Quote Download

See Resource Manual for Minimums allowed by SBE Policy.

TRANSPORTATION (G.S. 115C-238.29F(h))

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

The vision of Douglass Academy is to provide a school that is centrally located for easy access among four housing complexes in downtown Wilmington. The site was chosen because of its proximity to the housing complexes as well as the location on the Wave Transit bus line. The targeted population lives within a three-fourth mile radius of the school. It is, at most, a 15 minute walk from each of the four complexes. Douglass Academy will work with local law enforcement agencies to establish a Volunteer Crossing Guard Program which will provide safety at key designated points for students who walk or bicycle to school. Because of its location on the corner of Greenfield and Thirteenth Streets (intersection controlled by a traffic signal), any student living in the City of Wilmington interested in attending Douglass Academy will have access to public transportation. The bus service has stops both adjacent to and across the street from the school. Wave Transit has connecting services from every area of the city. Three of the Wave Transit bus schedules are included in the appendices. (See "Bus Schedules" in Appendices)

FACILITY (GS 115C-238.29D(c))

Describe the facility in which the school will be located. Include information on how the site is appropriate to your 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.

Douglass Academy will be constructed as a two story facility with access to the second floor via stairs or elevator. The first floor of the building will house grades K - 2 with an EC classroom and an administrative office. The second floor will consist of the remaining classrooms for grades 3 - 5 along with a shared classroom for art/music and another for the library/computer lab. There will be two restrooms on each floor of the building as well as office and storage space. [See attached "Site Plan for Douglass Academy (2)"]

See Floor plans, photos, etc of the facility Download

Name of the facility (if known): Douglass Academy

Address: 1420 South 14th Street

City/State/Zip: Wilmington NC 28401

Description of the Facility:

ACORD (R)

CERTIFICATE OF INSURANCE

ISSUE DATE (MM/DD/YY)
07-29-2011

PRODUCER Markel Insurance Company P.O. Box 2009 Glen Allen, VA 23058-2009	THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW.	
	COMPANIES AFFORDING COVERAGE	
CODE	COMPANY LETTER A	MARKEL INSURANCE COMPANY
SUB-CODE	COMPANY LETTER B	
INSURED The Roger Bacon Academy, Inc. Charter Day School, Inc., Columbus Charter School, Inc. Coastal Habitat Conservancy LLC 3610 Thaddeaus Lott Lane Leland, NC 28451	COMPANY LETTER C	
	COMPANY LETTER D	
	COMPANY LETTER E	

COVERAGES

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED, NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

CO LTR	TYPE OF INSURANCE	POLICY NUMBER	POLICY EFFECTIVE DATE (MM/DD/YY)	POLICY EXPIRATION DATE (MM/DD/YY)	LIMITS	
A	GENERAL LIABILITY	8502CC259780-8	07-01-2011	07-01-2012	GENERAL AGGREGATE	\$ 2,000,000
	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY				PRODUCTS-COMP/OPS AGGREGATE	\$ 1,000,000
	<input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR,				PERSONAL & ADVERTISING INJURY	\$ 1,000,000
	<input type="checkbox"/> OWNERS & CONTRACTOR'S PROT.				EACH OCCURRENCE	\$ 1,000,000
					FIRE DAMAGE (Any one fire)	\$ 100,000
					MEDICAL EXPENSE (Any one person)	\$ 5,000
A	AUTOMOBILE LIABILITY	8502CC259780-8	07-01-2011	07-01-2012	COMBINED SINGLE LIMIT	\$ 1,000,000
	<input checked="" type="checkbox"/> ANY AUTO				BODILY INJURY (Per Person)	\$
	<input checked="" type="checkbox"/> ALL OWNED AUTOS				BODILY INJURY (Per accident)	\$
	<input type="checkbox"/> SCHEDULED AUTOS				PROPERTY DAMAGE	\$
	<input checked="" type="checkbox"/> HIRED AUTOS				EACH OCCURRENCE	\$
<input checked="" type="checkbox"/> NON-OWNED AUTOS	AGGREGATE	\$				
<input type="checkbox"/> GARAGE LIABILITY						
A	EXCESS LIABILITY				STATUTORY LIMITS	
	<input type="checkbox"/> UMBRELLA FORM				EACH ACCIDENT	\$
	<input type="checkbox"/> OTHER THAN UMBRELLA FORM				DISEASE POLICY LIMIT	\$
A	WORKER'S COMPENSATION AND EMPLOYERS' LIABILITY				DISEASE - EACH EMPLOYEE	\$
	OTHER					
		Inland Marine Property	8502CC259780-8	07-01-2011	07-01-2012	

DESCRIPTION OF OPERATIONS/LOCATIONS/VEHICLES/SPECIAL ITEMS

Certificate holder is included as additional insured for operations conducted by the named insured.

CERTIFICATE HOLDER

NC State Board of Education
6302 Mail Service Center
Raleigh, NC 27699

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, THE ISSUING COMPANY WILL ENDEAVOR TO MAIL 10 DAYS WRITTEN NOTICE TO THE CERTIFICATE HOLDER NAMED TO THE LEFT, BUT FAILURE TO MAIL SUCH NOTICE SHALL IMPOSE NO OBLIGATION OR LIABILITY OF ANY KIND UPON THE COMPANY, ITS AGENTS OR REPRESENTATIVES.

AUTHORIZED REPRESENTATIVE

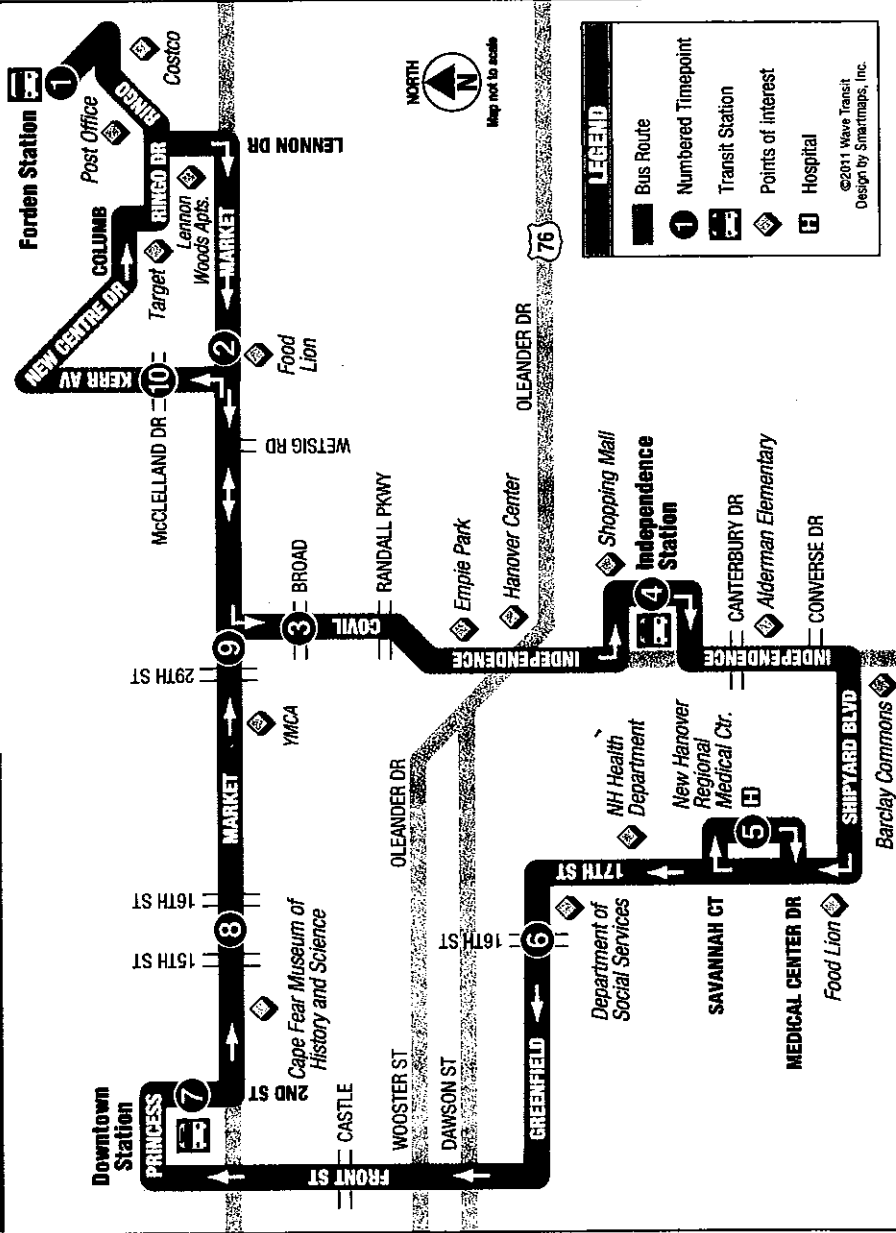
Bruce A. Kay

Bruce A. Kay
JCO

JCO

105 Medical Center

Forden/Independence/Downtown Station



Fares

Cash One-Way

Adult	\$1.50
Senior* .....	.75¢
Persons with Disabilities* .....	.75¢
Students** (K-12th) .....	.75¢
Local College Students** .....	.75¢
UNCW Students & Staff**	free
Brunswick Connector	\$1.50

* Reduced fares are available to disabled persons, Medicare card holders, and ages 65+ with valid ID.
 ** Valid ID required.

FARES SUBJECT TO CHANGE WITH NOTICE



105 Schedule

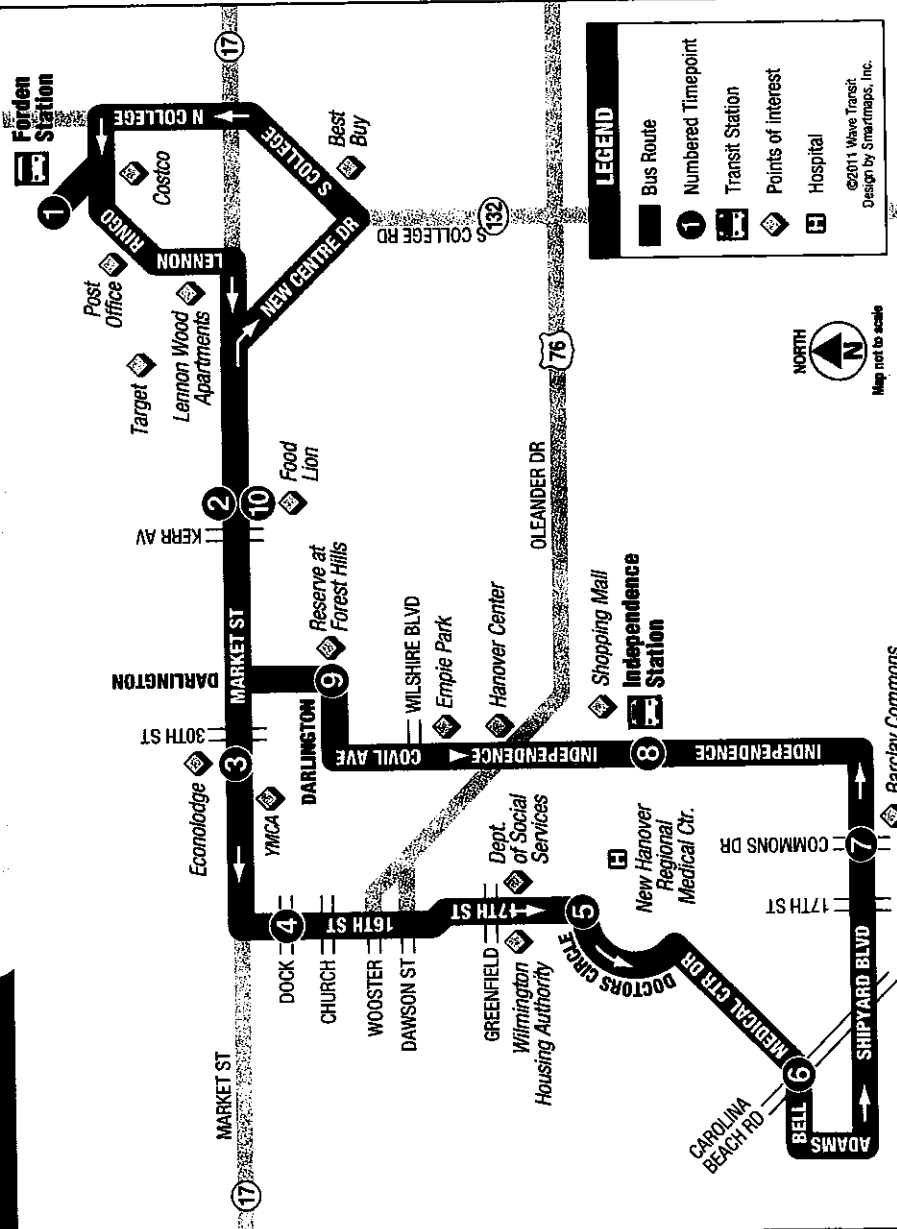
MONDAY-FRIDAY: Peak service (every 30 minutes) 6:30am - 6:30pm; Off Peak service (hourly) 6:30pm - 9:30pm
SATURDAY: Off Peak service (hourly) 6:30am - 9:30pm • **SUNDAY:** Off Peak service (hourly) 9:30am - 6:30pm

Peak service operates on 30-minute frequency. Off Peak (times listed in bold) service operates on 60-minute frequency. Time points indicate the minutes after each hour that a bus will arrive at that location during operating hours. All bus routes return to their starting point (bus stop #1) after leaving bus stop #10.

BUS STOP	PEAK TIMES	OFF PEAK	BUS STOP	PEAK TIMES	OFF PEAK
1 Forden Station	:00	:30	6 Greenfield St / 16th St	:31	:01
2 Market St / Kerr Ave	:04	:34	7 Downtown Station	:40	:10
3 Covil Ave / Broad St	:08	:38	8 Market St / 16th St	:45	:15
4 Independence Station	:15	:45	9 Market St / Covil Ave	:50	:20
5 17th St / Medical Center Dr	:25	:55	10 Kerr Ave / McClelland Dr	:55	:25

106 West

Forden Station / Independence Station




Fares

Cash One-Way

Adult	\$1.50
Senior*	.75¢
Persons with Disabilities*	.75¢
Students** (K-12th)	.75¢
Local College Students**	.75¢
UNCW Students & Staff**	free
Brunswick Connector	\$1.50

* Reduced fares are available to disabled persons, Medicare card holders, and ages 65+ with valid ID.
 ** Valid ID required.

FARES SUBJECT TO CHANGE WITH NOTICE



wavetransit@wavetransit.com
 (910) 343-0106

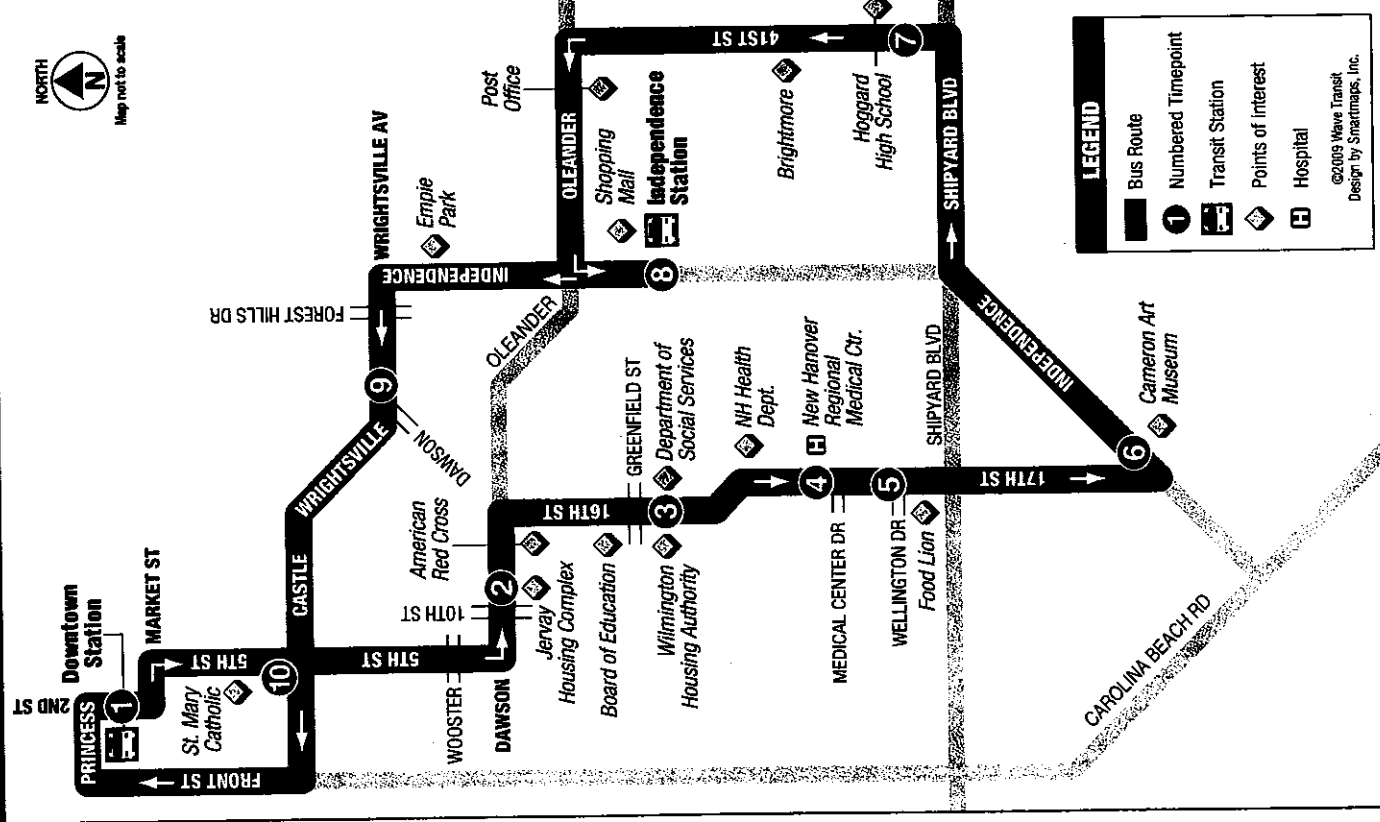
106 Schedule

MONDAY-FRIDAY: Peak service (every 30 minutes) 6:30am - 6:30pm; Off Peak service (hourly) 6:30pm - 9:30pm
SATURDAY: Off Peak service (hourly) 6:30am - 9:30pm • **SUNDAY:** Off Peak service (hourly) 9:30am - 6:30pm

Peak service operates on 30-minute frequency. Off Peak (times listed in bold) service operates on 60-minute frequency. Time points indicate the minutes after each hour that a bus will arrive at that location during operating hours. All bus routes return to their starting point (bus stop #1) after leaving bus stop #10.

BUS STOP	PEAK TIMES		OFF PEAK	
	PEAK	OFF PEAK	PEAK	OFF PEAK
1 Forden Station	:00	:30	6 Med Ctr Dr / Carolina Beach Rd	:26 :56
2 Market St / Kerr Ave	:05	:35	7 Shipyard Blvd / Commons Dr.	:32 :02
3 Market St / 30th St	:08	:38	8 Independence Station	:38 :08
4 16th St / Dock St	:15	:45	9 Darlington Ave / Covil Ave	:44 :14
5 17th St / Doctors Circle	:22	:52	10 Market St / Kerr Ave	:50 :20

202 Independence



202 Schedule

MONDAY-FRIDAY: Peak (every 30 minutes) 6:30am – 6:30pm
 Off Peak service (hourly) 6:30pm – 9:30pm

SATURDAY: Off Peak service (hourly) 6:30am – 9:30pm

SUNDAY: Off Peak service (hourly) 9:30am – 6:30pm

Peak service operates on 30-minute frequency. Off Peak service (times listed in bold) operates on 60-minute frequency. Time points indicate the minutes after each hour that a bus will arrive at that location during operating hours. All bus routes return to their starting point (bus stop #1) after leaving bus stop #10.


BUS STOP	PEAK TIMES	OFF PEAK
1 Downtown Station	:00	:30
2 Dawson St / 10th St	:10	:40
3 16th St / Greenfield St	:15	:45
4 17th St / Medical Center Dr	:17	:47
5 17th St / Wellington Ave	:18	:48
6 Independence Blvd / 17th St	:23	:53
7 41st St / Shipyard Blvd	:27	:57
8 Independence Station	:36	:06
9 Wrightsville Ave / Dawson St	:43	:13
10 5th St / Castle St	:48	:18

Fares Cash One-Way

Adult	\$1.50
Senior* (age 65+) .....	.75¢
Persons with Disabilities* ..	.75¢
Students** (K-12th) .....	.75¢
Local College Students** .....	.75¢
UNCW Students & Staff**	free
Brunswick Connector	\$1.50

* Reduced fares are available to disabled persons, Medicare card holders, and ages 65+ with valid ID.
 ** Valid ID required.

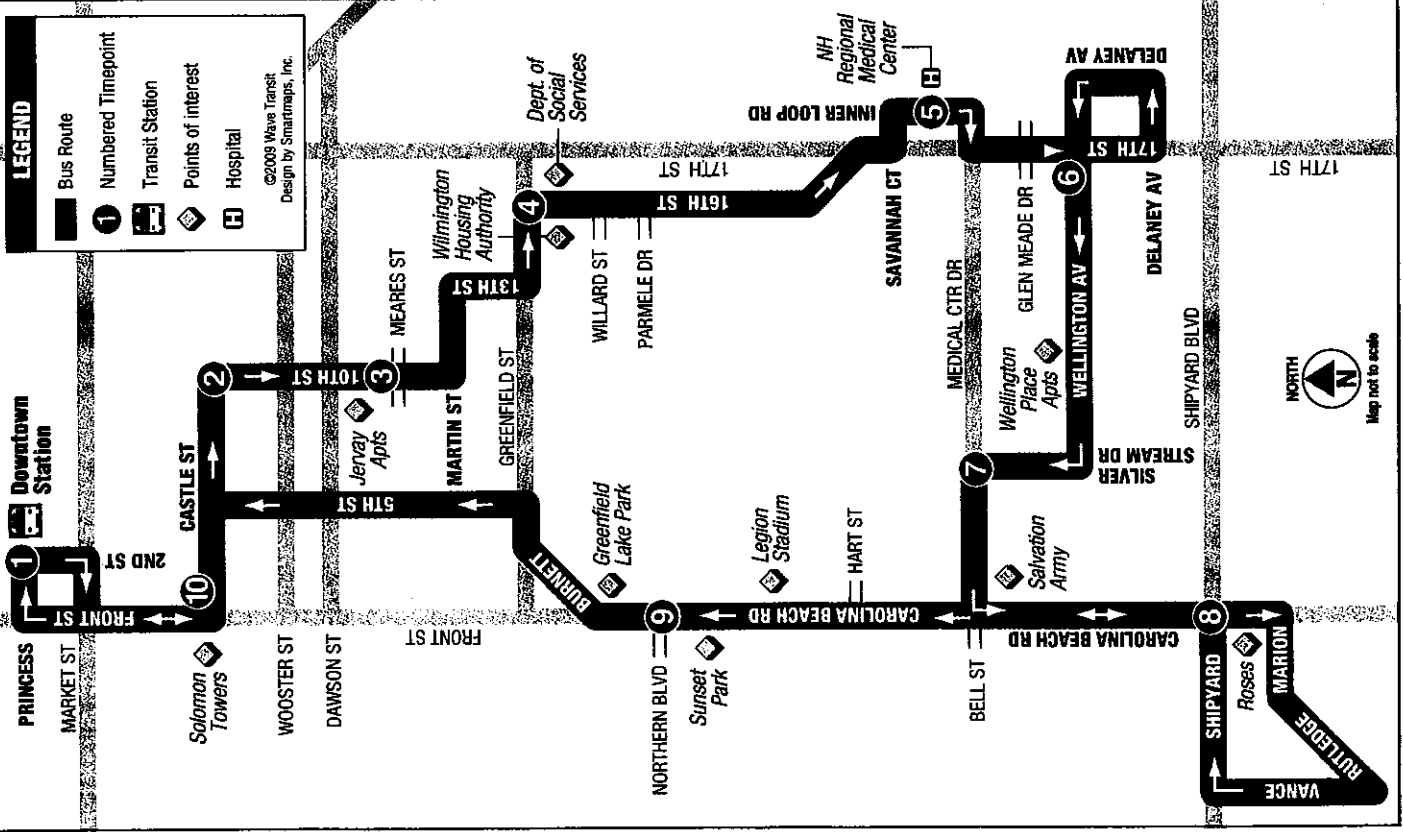
FARES SUBJECT TO CHANGE WITH NOTICE



wavetransit@wavetransit.com
 (910) 343-0106

205 Long Leaf Park

Downtown



205 Schedule

MONDAY-FRIDAY: 6:30am – 9:30pm (every 60 minutes)
SATURDAY: 6:30am – 9:30pm (every 60 minutes)
SUNDAY: 9:30am – 6:30pm (every 60 minutes)

Service operates on 60-minute frequency
 Time points indicate the minutes after each hour that a bus will arrive at that location during operating hours.

TIME POINT	TIME
1 Downtown Station	:30
2 Castle St / 10th St	:36
3 10th St / Meares St	:41
4 Greenfield St / 16th St	:46
5 New Hanover Regional Medical Center	:51
6 Wellington Ave / 17th St	:58
7 Medical Center Dr / Silver Stream Dr	:04
8 Carolina Beach Rd / Shipyard Blvd	:09
9 Carolina Beach Rd / Northern Blvd	:19
10 Castle St / Front St	:26

Fares Cash One-Way

Adult	..... \$1.50
Senior* (age 65+)	..... .75¢
Persons with Disabilities*	... .75¢
Students** (K-12th)	..... .75¢
Local College Students**	..... .75¢
UNCW Students & Staff**	..... free
Brunswick Connector.....	\$1.50

* Reduced fares are available to disabled persons, Medicare card holders, and ages 65+ with valid ID.
 ** Valid ID required.

FARES SUBJECT TO CHANGE WITH NOTICE

Wave
 wavetransit@wavetransit.com
 (910) 343-0106

Building 1
Classrooms are 28' x 30'

Store	Store	3	4	4	Stair	Elev.	K	K
Off.	Off.							
2 nd Floor								
3		3	4	Music/Art	Boys RR	Girls RR	Lib/Comp	K

Store	Store	K	K	1	Stair	Elev.	2	2
Store	Off.							
1 st Floor								
Admin Offices		K	1	1	Boys RR	Girls RR	EC	2

30'

28'

Douglass Academy

PROJECT
ROGER BACON SCHOOL
 1410-1420 S. 14TH STREET
 WILMINGTON, NC 28401
 COASTAL HABITAT CONSERVANCY LLC
 CONTACT: BAKER MITCHELL
 PHONE: 910-655-3600

CLIENT
 ROGER BACON SCHOOL
 1410-1420 S. 14TH STREET
 WILMINGTON, NC 28401
 COASTAL HABITAT CONSERVANCY LLC
 CONTACT: BAKER MITCHELL
 PHONE: 910-655-3600

DESIGNER
 MIHALY LAND DESIGN
 1124 CHERRY STREET
 WILMINGTON, NC 28401

PHASE
 PRELIMINARY SITE PLAN
 SHEET NO. L-1.1
 OF 1.1 SHEETS

SITE MAP
 Showing site location relative to surrounding streets: 13th Street, 14th Street, Greenfield Street, and Hope Street.

SITE DATA

OWNER: HOPE STREET, INC.
 CONTACT: HOPE STREET, INC.
 ADDRESS: 1110 S. 14TH STREET
 WILMINGTON, NC 28401
 PHONE: 910-655-3600

PROJECT NO.: 100-0000000
 SHEET NO.: L-1.1 OF 1.1
 DATE: 10/18/2017

DATE: 02/18/2017
 JOB NUMBER: 100-000
 DRAWN BY: JWC
 CHECKED BY: JWC

PROJECT: ROGER BACON SCHOOL
 1410-1420 S. 14TH STREET
 WILMINGTON, NC 28401
 CLIENT: COASTAL HABITAT CONSERVANCY LLC
 CONTACT: BAKER MITCHELL
 PHONE: 910-655-3600

BULK REQUIREMENTS

TOTAL AREA: 11,742 SF (0.46 AC)

APPROXIMATE TOTAL: 11,742 SF (0.46 AC)

13th Street (66' Public Row): 3,200 SF (0.11 AC)

Greenfield Street (66' Public Row): 3,200 SF (0.11 AC)

Other: 5,342 SF (0.19 AC)

OFF-STREET PARKING REQUIREMENTS

SPACES: 100

100 SPACES

100 SPACES

LANDSCAPE REQUIREMENTS

MINIMUM TREE VARD: 1,000 SF

MINIMUM SHRUB VARD: 500 SF

MINIMUM GRASS VARD: 500 SF

WATERSEALER USE

PERMIT TO BE REMOVED

GENERAL NOTES

- ALL CONSTRUCTION SHALL BE ACCORDING TO THE CITY OF WILMINGTON DEPARTMENT OF PUBLIC WORKS (DPW) SPECIFICATIONS.
- ALL CONSTRUCTION SHALL BE ACCORDING TO THE CITY OF WILMINGTON DEPARTMENT OF PUBLIC WORKS (DPW) SPECIFICATIONS.
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SYMBOL LEGEND

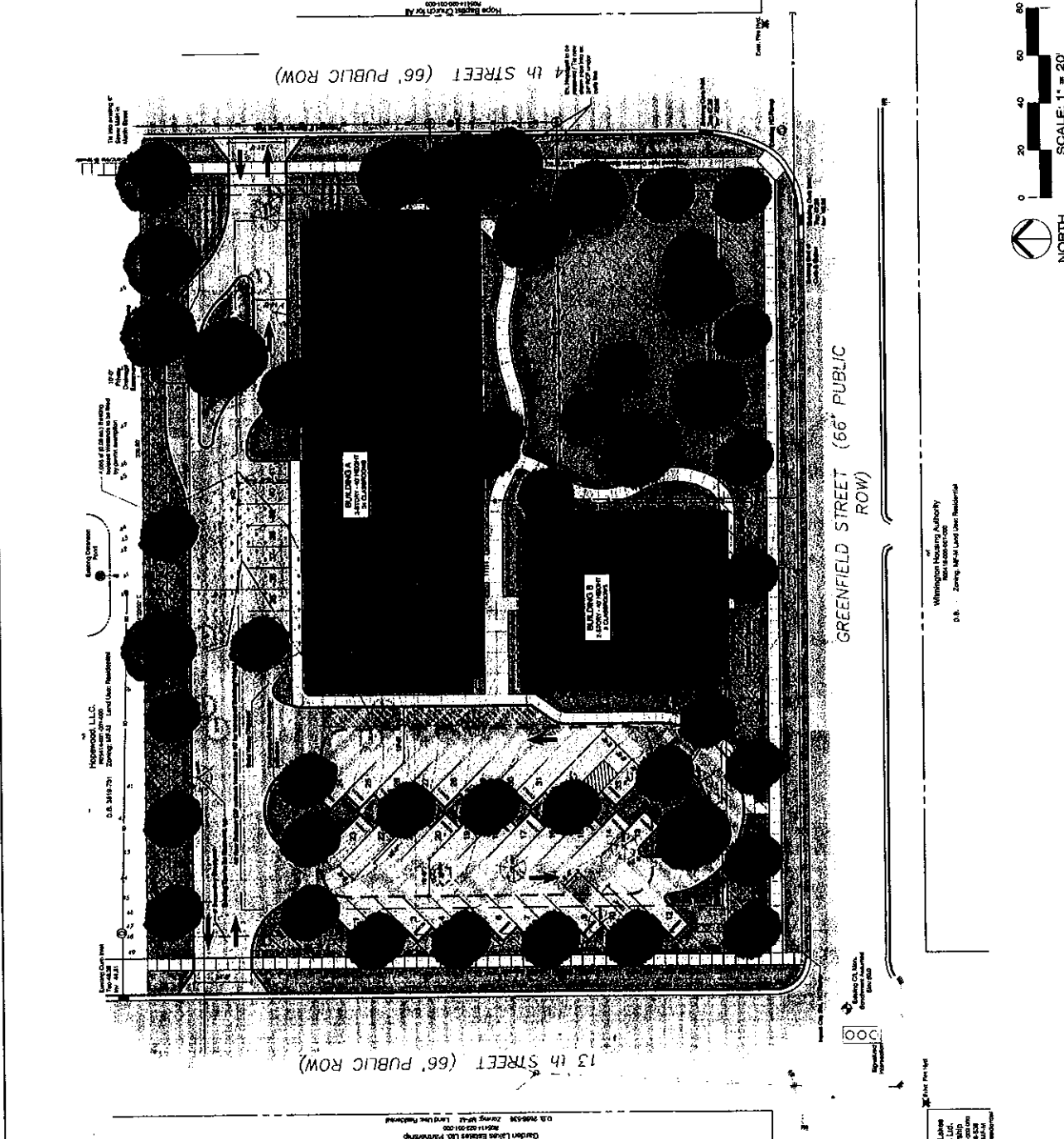
STREET VARD AREA: Hatched pattern

POSITION PLANTING: Dashed pattern

CONTIGUOUS (1" INTERVAL): Solid pattern

PROPOSED WATER LINES: Dotted pattern

PROPOSED SEWER: Dashed pattern



Wilmington Housing Authority
 1410 S. 14th Street
 Wilmington, NC 28401

Scale: 1" = 20'
 North arrow pointing up.

MIHALY LAND DESIGN
 1124 CHERRY STREET
 WILMINGTON, NC 28401

DRAFT

Total square feet:	<u>26,656</u>
Number of Classrooms:	<u>19</u>
Number of Restrooms:	<u>4</u>
Other Rooms:	<u>1</u>
Auditorium:	<u>0</u>
Gymnasium:	<u>0</u>
Music Room:	<u>.5</u>
Art Room:	<u>.5</u>
Laboratory:	<u>0</u>

Ownership: Fee Simple or Lease

If the facility is to be leased, provide the following information:

- (a) Term of the Lease: 10 years
 (b) Type of Lease: North Carolina Standard Commercial Lease
 (c) Rent: \$ 10,192 per month

Name of Landlord: Coastal Habitat Conservancy, LLC
 Address: 3610 Thaddeus Lott Lane
 City/State/Zip: Leland NC 28451
 Phone: 910-655-3600 Fax: 910-655-0310

Document inspections for the following:

- (a) Fire: See Fire Inspection Download
 (b) Safety: See Safety Inspection Download
 (c) Handicapped accessibility? See Handicapped Accessibility Download

Describe how the maintenance will be provided for the facility.

Since Douglass Academy will be constructed as a new facility, customary warranties will provide services as related to items covered by one to multiple-year plans. Routine maintenance at the school will be provided by Douglass Academy and logged accordingly.

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?

Dr. James Jamison, Jr., pastor of Hope Baptist Church for All Nations, has agreed to partner with Douglass Academy in any way to make sure the school comes to fruition. Hope Baptist Church will serve as the alternate facility should there be a delay in opening Douglass Academy at the 1420 S. 14th Street location across the street from the church. Please refer to the letter of support from Dr. Jamison in the Appendices.

HEALTH AND SAFETY REQUIREMENTS (G.S. 115C-238.29F(a))

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:

- Safety

In addition to the other safety practices and policies contained in the appendix, another key

DOCUMENT INSPECTIONS
FOR
DOUGLASS ACADEMY

Document inspections for the following:

- (a) **Fire:** will be available upon completion of the facility

- (b) **Safety:** will be available upon completion of the facility

- (c) **Handicapped accessibility:** will be available upon completion of the facility

component is the weekly safety inspection. The operations officer will complete an inspection from a safety standpoint every Friday morning. Areas to check would include, but should not be limited to any unusual hazards, areas-operations known to have contributed to employee accidents in the past, GFCI operation, fire extinguishers, first-aid supplies. The results of each internal inspection will be recorded and forwarded to the Headmaster.

- *Immunization of Students*

All students are required to show proof of all state required immunizations (Public School Law 130A-152 Immunizations Required) prior to the first day of school. Information to the parent is included in the Parent/Student Handbook.

- *Fire and Safety Regulations*

The first fire drill will take place within the first ten days of the new school year. Unannounced fire drills will then be conducted once a month. All students will go to their assigned staffing location. Teachers should ensure that they have their attendance books with them and that they are the last person to exit the room. All lights should be turned off and all windows and doors shut. Upon arrival at their designated staging location they will take roll and give their attendance information to the headmaster.

- *Food Inspections*

Not applicable

- *Hazardous Chemicals*

All staff will be instructed in the proper storage and handling of hazardous chemicals as discussed in the school's policy OSHA manual which appears in the appendix.

- *Bloodborne Pathogens*

Any staff member or child who is diagnosed as having a blood borne disease, eg., AIDS, HIV, HBV, etc. shall be allowed to continue to attend duties/school unless it is determined that the staff/child is too ill to attend or presents a health risk to others. In any case of communicable disease, strict adherence to control measures as defined by OSHA and the North Carolina Department of Environment, Health, and Natural Resources, Division of Health Services will be observed. In addition, the Red Cross will conduct in-service sessions on handling of bloodborne pathogens.

- *Diabetes care plans*

Diabetes care plans will be developed with the parent based on the needs of individual students. Each plan however, will include a 504 Plan to address issues on accommodations such as allowing the student to test his or her blood sugar as well as designating a place for testing and administering insulin, allowing the student to eat as needed, permitting extra trips to the bathroom or water fountain, etc. In addition to the 504 Plan, each student will have a Medical Management Plan (MMP) on file signed by the health care provider that describes the specific health care services the student is

to receive at school. The MMP could include information such as the times the students blood sugar should be checked, the students behavior when the blood sugar is high or low, modifications to routine management that should take place before or after exercising, the care the student is able to do on his or her own, etc. The American Diabetes Association developed an eight page Diabetes Medical Management Plan document which can be downloaded for the school to use. (See Appendices for "DMMP Form") A diabetes team, which includes the parent, will be established to implement diabetes care plans.

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

Not Applicable

- *Providing parents and guardians with information about:*
 - *Meningococcal meningitis and influenza and their vaccines at the beginning of each year*
-

Information about meningococcal meningitis and influenza and their vaccines will be included in the campus handbook and posted on the campus web site to read in part as below: Senate Bill 260, previously referred to as Garretts Law, requires each school system to provide parents and guardians with information about meningococcal meningitis and influenza diseases and their vaccines.

Meningococcal Disease

What is meningococcal disease & what causes it? - Meningococcal disease is a serious, potentially fatal illness caused by a bacteria. There are three types of invasive meningococcal disease: Meningitis - an infection of the fluid surrounding the brain and spinal cord; Bacteremia - an infection of the blood stream; and Pneumonia - an infection of the lungs

How is the disease spread? - Meningococcal disease is contagious. The disease is spread through air droplets and direct contact with infected persons. It can be spread through coughing, sneezing, kissing, or shared items like a drinking glass, utensils or cigarettes.

What are the symptoms? - Symptoms can progress rapidly and may resemble the flu. They can include fever, headache, stiff neck, nausea, vomiting, confusion, sleepiness and sensitivity to light. Some people also develop a rash mainly on their arms and legs.

Can meningococcal disease be prevented? - Yes. Although meningococcal disease is serious and potentially life threatening, up to 83 percent of the cases in adolescents and young adults are potentially vaccine preventable. The meningococcal vaccine has been demonstrated to be safe, and offers protection against four of the five most common types of meningococcal infection.

What do health officials recommend? - Health officials recommend routine vaccination of children 11-12 years old, previously unvaccinated adolescents at high school entry, and college freshmen living in dormitories with the newly licensed meningococcal conjugate vaccine (MCV4).

Does the meningococcal vaccine prevent all forms of meningococcal disease? - There are currently two meningococcal vaccines available in the United States 1) Meningococcal polysaccharide vaccine (MPSV4) - available since the 1970s and 2) Meningococcal conjugate vaccine (MCV4) - licensed in 2005. Both vaccines protect against four of the five most common types of meningococcal infection, including two of the three types most common in the United States. Neither vaccine prevents meningitis caused by other bacteria such as strep or Hib bacteria.

Is the vaccine effective? - Yes. Both vaccines work well, and protect about 90 percent of those who receive it. MCV4 is expected to give better, longer-lasting protection. MCV4 should also be better at preventing the disease from spreading from person to person.



Diabetes Medical Management Plan (DMMP)

This plan should be completed by the student's personal diabetes health care team, including the parents/guardian. It should be reviewed with relevant school staff and copies should be kept in a place that can be accessed easily by the school nurse, trained diabetes personnel, and other authorized personnel.

Date of Plan: _____ This plan is valid for the current school year: _____ - _____

Student's Name: _____ Date of Birth: _____

Date of Diabetes Diagnosis: _____ type 1 type 2 Other _____

School: _____ School Phone Number: _____

Grade: _____ Homeroom Teacher: _____

School Nurse: _____ Phone: _____

CONTACT INFORMATION

Mother/Guardian: _____

Address: _____

Telephone: Home _____ Work _____ Cell: _____

Email Address: _____

Father/Guardian: _____

Address: _____

Telephone: Home _____ Work _____ Cell: _____

Email Address: _____

Student's Physician/Health Care Provider: _____

Address: _____

Telephone: _____

Email Address: _____ Emergency Number: _____

Other Emergency Contacts:

Name: _____ Relationship: _____

Telephone: Home _____ Work _____ Cell: _____

OTHER DIABETES MEDICATIONS

Name: _____ Dose: _____ Route: _____ Times given: _____
Name: _____ Dose: _____ Route: _____ Times given: _____

MEAL PLAN

Meal/Snack	Time	Carbohydrate Content (grams)
Breakfast	_____	_____ to _____
Mid-morning snack	_____	_____ to _____
Lunch	_____	_____ to _____
Mid-afternoon snack	_____	_____ to _____

Other times to give snacks and content/amount: _____

Instructions for when food is provided to the class (e.g., as part of a class party or food sampling event): _____

Special event/party food permitted: Parents/guardian discretion
 Student discretion

Student's self-care nutrition skills:

- Yes No Independently counts carbohydrates
 Yes No May count carbohydrates with supervision
 Yes No Requires school nurse/trained diabetes personnel to count carbohydrates

PHYSICAL ACTIVITY AND SPORTS

A quick-acting source of glucose such as glucose tabs and/or sugar-containing juice must be available at the site of physical education activities and sports.

Student should eat 15 grams 30 grams of carbohydrate other

before every 30 minutes during after vigorous physical activity

other _____

If most recent blood glucose is less than _____ mg/dL, student can participate in physical activity when blood glucose is corrected and above _____ mg/dL.

Avoid physical activity when blood glucose is greater than _____ mg/dL or if urine/blood ketones are moderate to large.

(Additional information for student on insulin pump is in the insulin section on page 6.)

INSULIN THERAPY (Continued)

When to give insulin:

Lunch

- Carbohydrate coverage only
- Carbohydrate coverage plus correction dose when blood glucose is greater than _____ mg/dL and _____ hours since last insulin dose.
- Other: _____

Snack

- No coverage for snack
- Carbohydrate coverage only
- Carbohydrate coverage plus correction dose when blood glucose is greater than _____ mg/dL and _____ hours since last insulin dose.
- Other: _____

Correction dose only:

For blood glucose greater than _____ mg/dL AND at least _____ hours since last insulin dose.

- Other: _____

Fixed Insulin Therapy

Name of insulin: _____

- _____ Units of insulin given pre-lunch daily
- _____ Units of insulin given pre-snack daily
- Other: _____

Parental Authorization to Adjust Insulin Dose:

- Yes No Parents/guardian authorization should be obtained before administering a correction dose.
- Yes No Parents/guardian are authorized to increase or decrease correction dose scale within the following range: +/- _____ units of insulin.
- Yes No Parents/guardian are authorized to increase or decrease insulin-to-carbohydrate ratio within the following range: _____ units per prescribed grams of carbohydrate, +/- _____ grams of carbohydrate.
- Yes No Parents/guardian are authorized to increase or decrease fixed insulin dose within the following range: +/- _____ units of insulin.

HYPOGLYCEMIA TREATMENT (Continued)

Follow physical activity and sports orders (see page 7).

- If the student is unable to eat or drink, is unconscious or unresponsive, or is having seizure activity or convulsions (jerking movements), give:
- Glucagon: 1 mg 1/2 mg Route: SC IM
- Site for glucagon injection: arm thigh Other: _____
- Call 911 (Emergency Medical Services) and the student's parents/guardian.
- Contact student's health care provider.

HYPERGLYCEMIA TREATMENT

Student's usual symptoms of hyperglycemia (list below):

Check Urine Blood for ketones every _____ hours when blood glucose levels are above _____ mg/dL.

For blood glucose greater than _____ mg/dL AND at least _____ hours since last insulin dose, give correction dose of insulin (see orders below).

For insulin pump users: see additional information for student with insulin pump.

Give extra water and/or non-sugar-containing drinks (not fruit juices): _____ ounces per hour.

Additional treatment for ketones: _____

Follow physical activity and sports orders (see page 7).

- Notify parents/guardian of onset of hyperglycemia.
- If the student has symptoms of a hyperglycemia emergency, including dry mouth, extreme thirst, nausea and vomiting, severe abdominal pain, heavy breathing or shortness of breath, chest pain, increasing sleepiness or lethargy, or depressed level of consciousness: Call 911 (Emergency Medical Services) and the student's parents/guardian.
- Contact student's health care provider.

Influenza

Influenza (commonly called the flu) is caused by the influenza virus, which infects the respiratory tract (nose, throat, lungs). It can cause mild to severe illness, and at times can lead to death. In the United States, it is estimated that 10 percent to 20 percent of people get the flu each year: an average of 200,000 people are hospitalized for flu-related complications and 36,000 Americans die each year from complications of the flu. Five hundred out of 100,000 children with high-risk conditions (such as heart disease or asthma) and 100 out of 100,000 otherwise healthy children aged 0 to 4 years who are infected with the flu will be hospitalized for complications each season.

Symptoms of flu include fever (usually high), headache, tiredness (can be extreme), dry cough, sore throat, runny or stuffy nose, and muscle aches. Other symptoms, such as nausea, vomiting, and diarrhea, are much more common among children than adults.

Is there a flu vaccine? Yes. The flu vaccine prevents the flu. Flu immunization is encouraged because the flu can lead to other problems including pneumonia, inflammation of the heart, and inflammation of the lungs...

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

Information about cervical cancer, cervical dysplasia, Human papillomavirus, and vaccines available to prevent diseases will be posted on the campus web site and will read in part as below:

HPV

What is HPV? - HPV (human papillomavirus) is a common virus that is spread from one person to another by skin-to-skin contact in the genital area. HPV can be spread even if there is no intercourse. There are about 40 types of HPV that can infect men and women. Some types of HPV can cause cervical dysplasia and/or cervical cancer in women. Other types of HPV can cause genital warts. Many sexually active people (at least 50%) get HPV at some time in their lives, although most never know it because HPV usually has no symptoms and goes away on its own. However, while a person is infected with HPV, they can spread the virus to other sex partners. HPV is most common in young women and men who are in their late teens and early 20s.

How do you get HPV? - HPV can infect any person who is sexually active. HPV can be spread by vaginal, anal, and oral sex. Both males and females can get it and pass it on to their sex partners without even realizing it.

What are the signs and symptoms of HPV infection? - Some people will develop visible growths or bumps in the genital area (genital warts). The virus lives in the body and usually causes no symptoms. Many people who have HPV do not know they are infected.

How can my child be protected from getting HPV? - The only sure protection from HPV is lifelong abstinence or a monogamous relationship with an uninfected partner. However, a new vaccine can now protect females (ages 9 to 26) from four major types of HPV. These include two types that cause about 70% of cervical cancer and two types that cause about 90% of genital warts. HPV vaccine can prevent most genital warts and most cases of cervical cancer.

Who should get the HPV vaccine? - Routine vaccination is recommended for all 11 and 12 year old girls. The vaccine is also recommended for girls and women 13-26 years of age who did not receive it when they were younger. The vaccination can also be started for girls as early as age 9.

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. Applicants are encouraged to submit their application to the LEA first so that proof of submission can be included in the complete application packet. The LEA may then submit information or comment directly to the Office of Charter Schools for consideration by the State Board of Education.

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.

See Return receipt or other documentation Download

VI APPENDICES (OPTIONAL)

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.

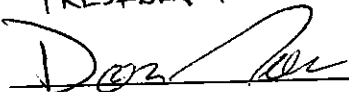
See Appendix Download

IX. SIGNATURE PAGE

The foregoing application is submitted on behalf of CHARTER DAY SCHOOL, INC. ~~(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: DONNIE NORRIS

Position: PRESIDENT

Signature: 

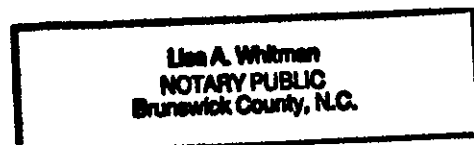
4/10/12
Date:

Sworn to and subscribed before me this

10th day of April, 2012.

Lisa A. Whitman
Notary Public Official Seal

My commission expires: 4-17, 2016.



LEA IMPACT STATEMENT

RETURN RECEIPT

To Whom It May Concern:

My signature below indicates that I have received a copy of the 2012 Charter Application for Douglass Academy whose address at 13th and Greenfield is located in the New Hanover County School District. I understand that by accepting this application, it then becomes my responsibility to get it to the appropriate party(ies). I also understand that this signature page will be scanned and becomes a part of the application that will be filed with the state by April 13, 2012 for the school year 2013-2014.

Application delivered by: Barbara Jones on 4/12/2012 at 3:35 PM

Received by:

Signature Glenda M. White Print Name Glenda M. White

Title: Administrative Assistant Date: 4/12/12 Time: 3:35 pm