

# *Oregon Charter Schools 2007-2008 Evaluation Report*

Funded Under  
**Charter School Grant Program**  
**“No Child Left Behind” Title V-B**

**December 2008**



## **OREGON DEPARTMENT OF EDUCATION**

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**(Inside front cover)**

**Contact Information**

The information provided in this report has been collated by Dave Guile, Sounds of Silence, Inc. for the Oregon Department of Education. The statistical information was obtained from the Oregon Department of Education DBI database and charter school survey data. For additional information, please see the ODE charter schools website: <http://www.ode.state.or.us/search/results/?id=124>

## Introduction

The 2007-08 school year marked the eighth year for operational charter schools in Oregon. Since the authorizing legislation, Oregon Revised Statute (ORS) 338, was approved in 1999 schools of choice through a contract or *charter* have increased substantially. Charter schools exist through a contract between the charter school board of directors and a local school district board of directors. The legislation also allows the State Board of Education to be an authorizing board under certain conditions (ORS 338). In September 2007, 80 charter schools with a variety of programs and varying governance structures were operating.

Though each charter school is unique, they are still accountable to the purposes set forth in certain federal and state statutes. The goals established in ORS 338.015 provide the framework for charter school development and evaluation. These goals are:

- (1) Increase student learning and achievement;
- (2) Increase choices of learning opportunities for students;
- (3) Better meet individual student academic needs and interests;
- (4) Build stronger working relationships among educators, parents and other community members;
- (5) Encourage the use of different and innovative learning methods;
- (6) Provide opportunities in small learning environments for flexibility and innovation, which may be applied, if proven effective, to other public schools;
- (7) Create new professional opportunities for teachers;
- (8) Establish additional forms of accountability for schools;
- (9) Create innovative measurement tools.

Other statutes and rules, including those for non-discrimination and special education, remain in force for charter schools.

Charter schools are required to participate in the Oregon State Assessment Tests (OSAT) and have their results reported in a similar fashion to all other public schools. Charter schools must also conduct an annual municipal audit and report the results to the sponsoring district and the Oregon Department of Education. In addition, a local school district board, during the chartering process, may require other forms of accountability.

The number of charter schools and their student enrollment have grown substantially over the past eight years. In 2000-01, there were eleven operational charter schools with a total

enrollment of 622 students. By October 2007 there were eighty operational charter schools with a total enrollment of 11,592 students. The fall 2007 charter school enrollment was forty-five percent higher than the previous year.

This report provides data on charter school enrollment, academic achievement and performance, and survey information. It also includes a profile of the existing charter schools and their program offerings. This document concludes with a summation followed by recommendations.

### *Limitations*

Charter schools are still relatively new in Oregon and there are limited longitudinal achievement data available. Forty-three of Oregon's operational charter schools have assessment data in each of the last three reporting years. The forty-three schools represent 54% of Oregon's eighty operational charter schools. This limited data confines a full measurement of academic achievement and comparison to traditional schools. However, as charter schools have operated over a longer period of time, this limitation has mitigated and some comparisons are available.

A second limitation is caused by small enrollments in many of Oregon's charter schools. The Oregon Department of Education lists 42 as the minimum number of tests within an assessment group to be eligible for an overall Adequate Yearly Progress (AYP) rating under the *No Child Left Behind* law. Additionally, if fewer than six students are tested at a grade level the data is suppressed to protect student confidentiality. Since charter schools tend to be small schools with low class sizes, some charter school results are not reported. This condition will likely continue as long as charter schools have small enrollments and low class size.

Finally, since both the state report card and AYP ratings are based on specific grade level testing, some charter schools may never receive a rating. Unless a school has children tested at the specific assessment grade levels, the school will not have any measurable achievement data submitted. For example, a school that serves children in grades kindergarten through two will not have any state assessment data available and will not receive a state report card or AYP overall rating.

# Chapter I

## Charter School Incentive Grant Program

Oregon received funds from the U.S. Department of Education Public Charter School Program under Title V-B of the *No Child Left Behind* legislation. The original state grant was funded for 1999-2002 and then reauthorized for 2002-05 and for 2005-08. The original three-year grant (1999-2002) was for \$6 million and the reauthorization grants totaled \$40 million. These funds enabled Oregon to make substantial progress toward meeting the goals set forth in ORS 338. The major portion of the federal grant funds have been dedicated to the Oregon Public Charter School Incentive Grant Program. This three-phase grant program supported the planning, implementation and continued implementation of quality charter schools. It also supported grants for dissemination of successful charter school practices.

### *Planning*

The time between receiving a charter school planning grant and opening a new school has averaged about eighteen months in Oregon. This time is necessary for charter school developers to adequately plan and complete the charter contracting process. The Oregon Department of Education (ODE) has two charter school grant funding cycles in each fiscal year; one in the fall and one in the spring. This twice annual process was established in January 2003 to help standardize the grant award process and to allow the ODE charter school team to provide adequate technical assistance to the charter school developers.

The Oregon Department of Education awarded 13 new charter school incentive grants, during the 2006 federal fiscal year (October 1, 2006-September 30, 2007). These grants were used by charter school developers to plan for the eventual opening of their charter school. Some of these funds were used to train staff and publicize the school's offerings to potential students. ODE has awarded similar planning grants in each previous federal fiscal year between 1999 and 2006. The highest number of grants was awarded in 2003 when 18 incentive grants were approved.

The Oregon Department of Education is actively involved in assisting both developers and sponsoring school districts during the grant writing process. In addition to phone, e-mail, website, and individual assistance, the Department of Education provides three grant-writing workshops. Additionally ODE has sponsored *Charter School Authorizer* workshops to assist

charter developers and sponsoring districts in the implementation of Oregon’s Public Charter School Law. In these workshops, school district officials and charter school developers receive information clarifying the process of authorizing, renewal, and helping districts understand the process of contract non-renewal or termination.

### ***Implementation***

During the 2006-07 school-year, eight new charter schools opened in Oregon. This was the lowest number of new charter schools opening since 2001. However, in 2007-08 twelve new charter schools opened in Oregon. Generally, between eleven and eighteen new charter schools open each year. The 2007-08 school openings, and two school closures, brought the total number of operational charter schools to eighty. Each new school had the opportunity to request an implementation grant of \$150,000. These grants were used for start-up expenses such as purchasing furniture, supplies, textbooks and technology. The grant funds were not available to use for normal on-going operational expenses such as staff salaries. Allowable grant activities are determined by the Federal Public Charter School Program (ESEA, Title X, Part C—Public Charter Schools).

The implementation grants are for reimbursable expenditures. The fiscal agent of the charter school submits documentation of the expenditure and a request for reimbursement to ODE. Upon receipt of this information ODE processes the request and reimburses the charter school. This process provides for fiscal integrity and monitoring of grant expenditures.

### ***Dissemination***

According to the *Oregon Public Charter School Dissemination Grant Application*, the purpose of a dissemination grant is “to support charter schools’ efforts to form bridges with the larger system; to share best practices in improving achievement; and to transform specific successes and lessons learned into broader reforms.” Since the charter school program in Oregon started, ten charter schools have received dissemination grants. To be eligible for a dissemination grant a charter school must have been in operation for a period of at least three years. Currently, dissemination grants range from \$60,000 to \$120,000 over a two-year period. Three dissemination grants were approved in April 2007 and three were awarded during the 2007-08 school year. The recipient schools were Clackamas Middle College, Ridgeline Montessori, and The Lighthouse School. Previous examples of funded dissemination grants include Armadillo Technical Institute, which provided training and coaching for the development

of Phoenix Charter School in Roseburg; and Village School, which developed notebooks and catalogues as resource guides and provided a two-day training on best practices. Dissemination grants should help ODE achieve its goal “to disseminate promising practices.”

### *ODE Performance Measures*

Each year, Oregon Department of Education (ODE) staff complete a *Grant Performance Report*, which is submitted to the U.S. Department of Education. ODE reports quantitative data for each identified performance measure. These performance measures, the quantitative data and statements of progress, and an overall status are shown in the following chart.

<b>Performance Measure</b>	<b>Data and Progress</b>	<b>Status</b>
By September 2008, there will be at least 20 charter schools dissemination sites.	Successful charter school operation for a minimum of 3 years is required before a charter school may apply to become a dissemination site. By June 2007, 10 charter schools had become dissemination sites. During 2007-08, an additional 12 charter schools became dissemination sites.	Met
By 2008 there will be 100 charter schools in the State of Oregon	98 charter schools have operated in Oregon since the passage of the authorizing legislation in 1999. 80 of these remained open in 2007-08. An additional 8 charter schools opened in September 2008.	Met
By 2008 there will be 10,000 students served by charter schools in the State of Oregon	In October 2007, 11,592 students were enrolled in Oregon charter schools.	Met
100% of charter schools receiving implementation grants will have academic goals for improving student achievement.	80 of 80 (100%) of Oregon Charter Schools have academic goals for improving student achievement.	Met
At least 75% of charter schools receiving Oregon School Report Cards will have ratings of Satisfactory or above in all areas.	87% (36 of 41) charter schools received Oregon School Report Cards with ratings of Satisfactory or higher in 2007-08.	Met
The percentage of charter schools receiving Adequate Yearly Progress (AYP) ratings, meeting AYP goals will be more than non-charter public schools.	Of rated schools in Oregon, 63% of traditional public schools met AYP goals in 2007-08. 64% charter schools met AYP goals in 2007-08, which was up from 60% the previous year. The charter schools not meeting AYP were primarily charter high schools serving at-risk students.	Met

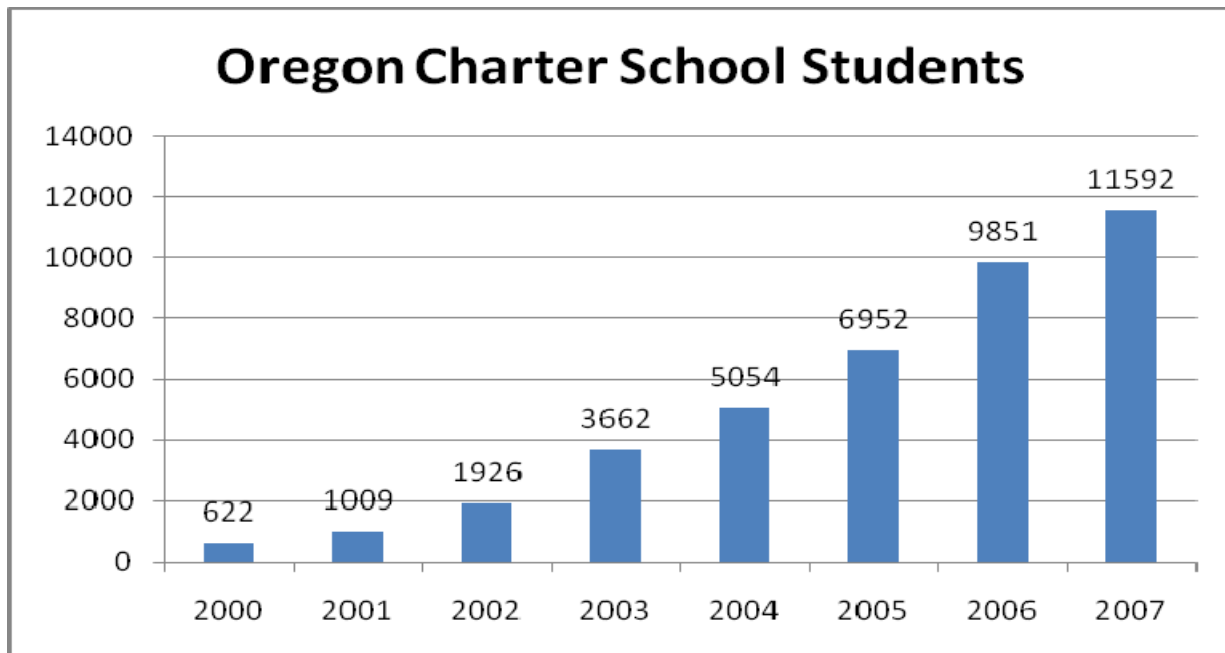
Performance Measure	Data and Progress	Status
At least 90% of charter schools developers and administrators in sponsoring districts will annually report receiving timely technical assistance from ODE that meets their needs	Charter school developers/administrators and sponsoring district administrators receive responses to their e-mails and phone calls within 48 hours of the request. Phone logs of all requests are kept by ODE staff who work with charter schools.	Met
ODE will provide the first year National Association of Charter School Authorizers (NACSA) membership cost for each new sponsoring district.	23 of 25 (92%) funded planning grants received an extra \$1000 to assist sponsoring districts in joining and using NACSA as a resource.	Met
Review and evaluate charter schools at least every three years including data on staff salaries, staff turn-over and board composition.	Charter school reviews are conducted annually utilizing achievement, enrollment, attendance, and satisfaction data. A report on staff salaries, staff turn-over and board composition was completed in 2008.	Met
ODE will annually compare charter and non-charter public school performance using the Oregon State Assessment Test (OSAT) scores and School Accountability Reports results. Longitudinal and AYP results will be used.	Each <i>Charter School Program Annual Report</i> compares charter and non-charter school performance using OSAT scores and AYP results. These reports have been published each year since 2003-04. Longitudinal data is slowly becoming available as charter schools operate for four or more years. The 2007-08 report includes reading and math data, and survey results over the previous three years.	Met
Compare the percentage of charter schools meeting AYP to the percentage of non-charter public schools meeting AYP and compare the most effective programs.	Each <i>Charter School Program Annual Report</i> compares charter and non-charter school performance using OSAT/OAKS scores and AYP results. These reports have been published each year since 2003-04. In 2007-08 charter schools performed comparably to non-charter public schools at all testing levels. In Oregon, 64% of charter schools met AYP as compared to 63% of traditional public schools.	Met
100% of charter school applications initially rejected by an LEA are mediated	100% of those charter schools requesting mediation and/or requesting State Board sponsorship have been mediated.	Met
100% of charter school applications denied by LEAs after mediation and appealed to the State Board of Education will be resolved within 180 days.	All charter applications which have been formally appealed to the State Board have been mediated and resolved within six months of the initial appeal.	Met

Performance Measure	Data and Progress	Status
Target 5% of dissemination grant funds to focus on increasing student academic achievement in charter schools serving a high percentage of at-risk, low-income students.	A total of \$581,474 was awarded in dissemination grants and 41% of the funds went to support activities to increase student achievement in schools serving at-risk, low-income students. Four of the nine schools receiving grants serve a high percentage of at-risk, low-income students.	Met
The percentage of charter schools that receive a “low” or “unacceptable” rating on the Oregon State Report Card and the percentage of Title I charter schools not meeting AYP will decrease each year.	According to Oregon assessment data in 2005-06, 33% of rated charter schools received a “low” or “unacceptable” rating. In 2006-07 this decreased to 23% . In 2007-08, 17% of rated charter schools received a “low” or “unacceptable” rating.	Met

## Chapter II

### Growth and Enrollment

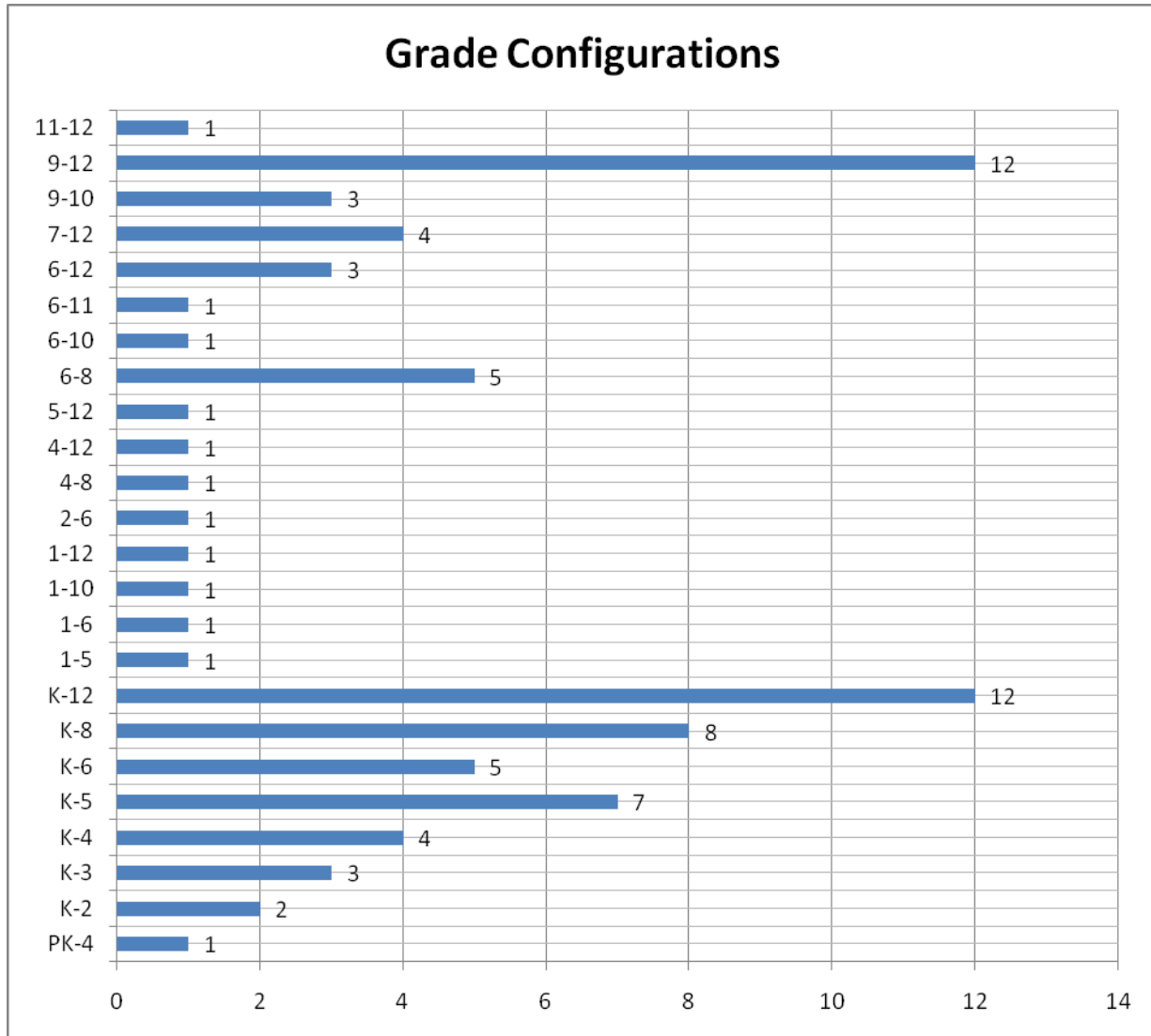
Charter school enrollment has continued to grow since the inception of the law in 1999, with significant growth in each of the previous five years. A large increase in charter school students between 2004 and 2007 may be attributed largely to the opening of two large distance learning charter schools. One of the schools, Oregon Connections Academy, which opened in 2005, had an enrollment in Fall 2007 of 1569. This school is an on-line school. No other charter school exceeded 500 students. Not including Oregon Connections Academy (OCA), the average enrollment in an Oregon charter school is 126. Thirty-four charter schools have less than 100 students enrolled. The chart below shows total charter school enrollment according to the Oregon Department of Education's database from the *October 1 Enrollment Reports*.



Over the last three years, charter school enrollment doubled. However, overall charter schools remain smaller than Oregon's traditional public schools, which average over 300 students.

The enrollment growth is matched by an increase in the number of charter schools. Each charter school develops or selects its own educational program(s) and grade configurations to

serve the needs of particular student groups. The school programs are outlined in Chapter VI and the chart below indicates the various grade configurations in Oregon’s charter schools.



These various configurations reflect the uniqueness of charter schools and an attempt by their developers to reach specific target populations.

Though charter schools are unique and viable, of the 98 charter schools that opened in Oregon, eighty remained open in Fall 2007. In addition during summer 2007, two charter schools that did not receive approval from their resident district appealed to the State Board of education for sponsorship. The following chart indicates the number of charter schools opened and the number that closed in the last seven years.

<b>Year</b>	<b>Opened</b>	<b>Closed</b>	<b>Total Operational</b>
<b>2000</b>	11	0	11
<b>2001</b>	7	2	16
<b>2002</b>	11	2	25
<b>2003</b>	18	2	41
<b>2004</b>	17	2	56
<b>2005</b>	14	5	65
<b>2006</b>	8	3	70
<b>2007</b>	12	2	80
<b>Total</b>	98	16	80

In April 2008, the Oregon Department of Education approved incentive grants for eight additional charter schools. These schools will most likely open in Fall 2009. Based on the experience of other states and the projection of additional charter schools, it is reasonable to assume charter school enrollment will continue to grow substantially in Oregon. Second round of grant applications are due in December 2008, which will add to the potential openings in Fall 2009. The following chart lists the April 2008 approved incentive grants.

	<b>School Name</b>	<b>District</b>	<b>County</b>
	Academic Potential Center	McMinnville SD	Yamhill
	Bennett Pearson Academy	Salem-Keizer SD	Marion
	Centennial Arthur Academy	Centennial SD	Multnomah
	City School of the Arts	N. Clackamas SD	Clackamas
	Clackamas Academy of Industrial Science	Oregon City SD	Clackamas
	Community Roots Montessori	Silver Falls SD	Marion
	Estacada Web Academy	Estacada SD	Clackamas
	Redmond Proficiency Academy	Redmond SD	Deschutes

## Chapter III

### Charter School Closures

When the Legislature approved the charter school law, it included a goal that would create other methods or means of accountability. The most significant form of accountability has been the ability of the sponsoring school district board to terminate a charter school for a contract violation or to non-renew the contract. Charter schools with financial problems or failing to meet their contract goals can also be closed. The Legislature recognized opening new types of schools would present risks. Their language in ORS 338 states, "...parents, educators and community members to take responsible risks to create new innovative ..." implies some charter schools might fail or face difficulties, like other innovative efforts. In Oregon, of the 86 charter schools opened since 1999, 70 (81%) were operating in the fall of 2006. The following chart identifies the closed charter schools and their length of operation prior to closing.

**Closed Charter Schools**

School	Months of Operation
21 <sup>st</sup> Century School House	46
Bandon Opportunity School	13
Columbia Academy	3
Crossroads	9
Destinations	58
Detroit Lake	22
Douglas Avenue	34
Garden Laboratory	10
Gold Beach Technology	25
McCoy Academy	22
Molalla Alternative Options	22
Morrison Campus	34
Oregon Virtual School	24
Pioneer Youth Academy	34
Technology Learning Center	29
Victory Middle School	34

West Salem Language Academy	24
Willamette Valley Community	22

The two most prevalent reasons for charter school closure in Oregon are financial problems or facility issues. Sponsoring districts have chosen to non-renew eight charter schools primarily due to financial concerns. Six closure decisions were made by the charter schools' board of directors, usually because the financial obligations of running a school could not be met within available resources. The charter contract for Crossroads Charter School in Salem, was terminated by its sponsoring district because of health and safety concerns. Columbia Academy in the Astoria School District opened in March 2004, but closed at the end of the school year due to low enrollment. The eighteen closed charter schools remained open for an average of 30 months and some charter schools transitioned back into regular district schools. For example, the West Salem Language Academy in the Salem-Keizer School District was housed within Harritt Elementary and was a dual language program. As the traditional school enrollment grew space was no longer available for the charter program. The developers found that leasing new space was cost prohibitive and decided to close the charter school. Harritt Elementary absorbed the program when the charter school closed.

## Chapter IV

### Academic Achievement

Reporting of academic achievement in Oregon is tied to the annual Oregon State Assessment Tests (OSATs). There are state assessments in math, reading, writing and science. Reading and math assessments are given in grades three through ten. Writing assessments occur in grades four, seven and ten. Science is assessed in grades five, eight and ten. Under *No Child Left Behind*, schools are expected to assess 95% or more of their students. The following chart indicates the percent of charter school students that participated in the OSATs in 2007-08. This is the data used to determine both report card and AYP ratings.

School	2007-08 Test Participation	School	2007-08 Test Participation
Academy of Character Education	73	Mosier Community School	100
Alliance Charter	98	Multisensory Learning Academy	99
Armadillo Technical Institute	65	Network Charter School	97
Arthur Academy	100	New Urban High School	94
Arts and Technology Charter H.S.	97	Nixyaawi Community School	100
Baker Charter School	99	North Columbia Academy	100
Ballston Charter School	97	Optimum Learning Environment	100
Bethany Charter School	99	Oregon City Service Learning	97
Blue Mountain Charter School	56	Oregon Coast Technology School	99
Camas Valley Charter School	98	Oregon Connections Academy	90
Cascade Heights Public Charter School	98	Paisley School District (Charter School)	100
Child's Way	99	Phoenix School	96
City View	100	Portland Arthur Academy	100
Clackamas Middle College	95	Portland Villiage School	96
Clackamas Web Academy	86	REALMS Rimrock Academy	100
CM2's Opal School	99	Resource Link	89
Columbia County Education Campus	97	Reynolds Arthur Academy	100
Days Creek	96	Riddle Education Center	100
Deschutes Edge	99	Ridgeline Montessori Charter School	97
Eagle Ridge H.S.	97	Sage Charter School	100
Eddyville Charter School	99	Sand Ridge Charter School	98
Emerson School	99	SEI Academy	100
Forest Grove C.S.	97	Sheridan Japanese School	98
Fossil C.S.	97	Siletz Valley Early College	98
Four Rivers Community School	99	Siletz Valley School	99
Gresham Arthur Academy	100	Sisters Academy of Fine Arts	97
Howard Street Charter School	99	South Columbia Family School	98

School	2007-08 Test Participation	School	2007-08 Test Participation
International School of the Cascades	100	Southwest Charter School	97
Ione Community School	98	Spring Water Environmental Sciences School	98
Jane Goodall Environmental Middle School	100	St. Helens Arthur Academy	100
Kings Valley Charter School	98	Sweet Home Charter School	100
Leadership & Entrepreneurship Public Charter H.S.	95	Three Rivers Charter School	100
Lighthouse School	99	Trillium Charter School	97
Lincoln City Career Technical High	97	Upper Chetco	100
Lourdes School	100	Village School	99
Luckiamute Valley Charter School	100	West Lane Technology Learning Center	74
Madrone Trail School	NR	Westside Dual Language Charter	99
Milwaukie Academy of the Arts	99	Willamette Leadership Academy	94
MITCH Charter School - Sherwood	100	Woodburn Arthur Academy	100
MITCH Elementary Public Charter School	100		

Of the 78 charter schools with participation data available, 70 schools met the *No Child Left Behind* participation requirement and 8 schools (10%) did not. Twenty-five charter schools (32%) tested 100% of their students.

School performance in Oregon is measured primarily by *State Report Card* ratings and *Adequate Yearly Progress (AYP)* ratings. The State Report Card considers achievement data over four years, attendance, participation in testing, and behavior factors such as dropout and graduation rates. At least three years of data are needed to receive an overall rating. This data requirement combined with restricted reporting for small groups of students limit the number of charter schools that receive an overall report card rating. Consequently, only 54% of charter schools have a State Report Card rating for 2007-08, however this is up from 22% in 2005-06 and 34% in 2006-07. Additionally, when examining the test scores some data has been suppressed due to confidentiality requirements. If any testing group has less than six students, the scores are not reported.

AYP is a federal requirement that is part of the *No Child Left Behind* legislation. To receive an overall AYP rating, schools are measured on reading and writing, math, attendance, graduation and participation in state assessments. Schools are not measured just on their overall scores, but also by sub groups, which include ethnic groupings and special education students. To receive an AYP rating a school must have at least two years of data and have sufficient

numbers of tests to produce valid and reliable ratings. The Oregon Department of Education lists 42 as the minimum number of tests within an assessment group to be eligible for an overall AYP rating. Additionally, if fewer than six students are tested at a grade level the data are suppressed to protect student confidentiality. Since many of Oregon's charter schools have small student enrollments, do not serve all grades, and/or do not have at least two years of state assessment data, only 84% of charter schools have a 2007-08 rating. However, this is an increase from 70% in 2005-06 and 81% in 2006-07

The chart on the following pages provides the 2007-08 the AYP and State Report Card ratings. The chart also shows the grade configuration for each school.

## 2007-08 AYP and State Report Card Rating

<b>Charter School</b>	<b>Grade Range</b>	<b>AYP Rating</b>	<b>State Report Card Rating</b>
Academy of Character Education	K-12	NOT RATED	NOT RATED
Alliance Charter School	K-12	NOT RATED	NOT RATED
Armadillo Technical Institute	6-12	NOT MET	UNACCEPTABLE
Arthur Academy	K-4	MET	STRONG
Arts & Technology Charter High School	9-11	MET	SATISFACTORY
Baker Charter School	K-2	MET	NOT RATED
Bethany Charter School	K-8	MET	EXCEPTIONAL
Blue Mountain Charter School	K-12	NOT MET	NOT RATED
Camas Valley School	K-12	MET	STRONG
Cascades Heights Public Charter School	K-6	MET	NOT RATED
Center For Advanced Learning	11-12	NOT RATED	NOT RATED
Child's Way Charter School	6-12	NOT MET	NOT RATED
City View Charter School	1-5	MET	STRONG
Clackamas Middle College	9-12	MET	NOT RATED
Clackamas Web Academy	K-12	NOT MET	UNACCEPTABLE
CM2 Opal School	K-3	MET	EXCEPTIONAL
Columbia County Education Campus	7-12	NOT MET	NOT RATED
Days Creek Charter School	7-12	MET	NOT RATED
Deschutes Edge Charter School	6-8	MET	EXCEPTIONAL
Eagle Ridge High School	9-12	NOT RATED	NOT RATED
Eddyville Charter School	K-12	MET	SATISFACTORY
Emerson School	K-5	MET	EXCEPTIONAL
Forest Grove Charter School	1-10	NOT RATED	NOT RATED
Fossil Charter School	1-8	NOT RATED	NOT RATED
Four Rivers Community School	K-5	NOT MET	SATISFACTORY
Gresham Arthur Academy	K-3	NOT RATED	NOT RATED
Howard Street Charter School	6-8	MET	EXCEPTIONAL
International School of the Cascades	9-12	MET	EXCEPTIONAL
Ione Community School	K-12	MET	EXCEPTIONAL
Jane Goodall Environmental Middle	6-8	MET	EXCEPTIONAL
Kings Valley Charter School	K-8	NOT MET	SATISFACTORY
Leadership and Entrepreneurship Charter	9-10	NOT MET	NOT RATED
Lighthouse School	K-6	MET	STRONG
Lincoln City Career Tech High School	9-12	NOT MET	NOT RATED
Lourdes School	K-8	MET	STRONG
Luckiamute Valley Charter School	K-8	MET	SATISFACTORY
Madrone Trail School	K-2	NOT RATED	NOT RATED
Milwaukie Academy of the Arts	9-12	NOT MET	STRONG
MITCH Charter School	K-8	MET	EXCEPTIONAL
MITCH Sherwood Charter School	K-2	MET	NOT RATED
Mosier Community School	K-6	MET	STRONG

### 2007-08 AYP and State Report Card Rating Continued

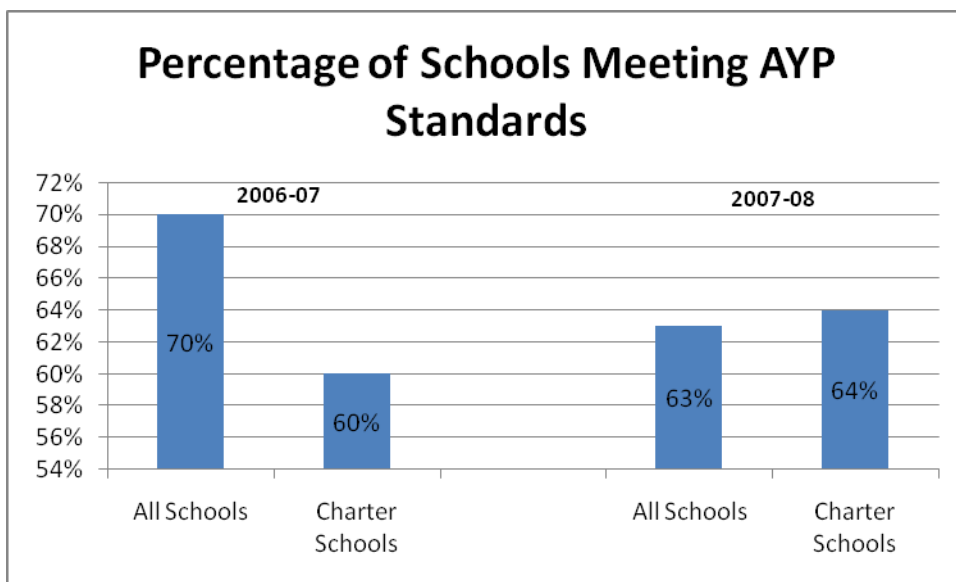
<b>Charter School</b>	<b>Grade Range</b>	<b>AYP Rating</b>	<b>State Report Card Rating</b>
Multisensory Learning Academy	K-5	MET	SATISFACTORY
Network Charter School	6-12	NOT MET	LOW
New Urban High School	9-12	NOT MET	UNACCEPTABLE
Nixyaawii Community School	9-12	NOT MET	NOT RATED
North Columbia Academy	9-12	NOT MET	NOT RATED
Optimum Learning Environments Charter	1-5	MET	STRONG
Oregon City Service Learning	9-12	NOT MET	NOT RATED
Oregon Coast Technology School	6-12	MET	STRONG
Oregon Connections Academy	K-9	NOT MET	LOW
Paisley School	P-12	MET	STRONG
Phoenix School	7-12	NOT MET	UNACCEPTABLE
Portland Arthur Academy Charter	K-5	MET	NOT RATED
Portland Village School	K-4	NOT RATED	NOT RATED
REALMS Middle School	6-8	MET	STRONG
Resource Link Charter School	5-12	NOT MET	NOT RATED
Reynolds Arthur Academy	K-5	MET	STRONG
Riddle Education Center	7-12	NOT MET	NOT RATED
Ridgeline Montessori	K-6	MET	STRONG
Sage Charter School	K-6	NOT RATED	NOT RATED
Sand Ridge Charter School	K-12	MET	STRONG
Self Enhancement Inc SEI Academy	6-8	MET	SATISFACTORY
Sheridan Japanese School	4-12	MET	EXCEPTIONAL
Siletz Valley Early College	9-12	NOT MET	NOT RATED
Siletz Valley School	K-8	MET	SATISFACTORY
Sisters Academy of Fine Arts	K-5	NOT RATED	NOT RATED
South Columbia Family School	K-12	MET	SATISFACTORY
Southwest Charter School	K-6	NOT RATED	NOT RATED
Springwater Environmental Sciences School	K-4	MET	NOT RATED
St. Helens Arthur Academy	K-4	NOT RATED	NOT RATED
Sweet Home Charter School	K-5	MET	NOT RATED
Three Rivers Charter School	4-8	MET	EXCEPTIONAL
Trillium	K-12	NOT MET	SATISFACTORY
Upper Chetco Charter School	2-5	NOT MET	NOT RATED
Village School	K-8	MET	SATISFACTORY
West Lane Tech Learning Center	9-12	NOT MET	NOT RATED
Westside Dual Language Charter School	K-5	MET	NOT RATED
Willamette Leadership Academy	6-12	NOT MET	UNACCEPTABLE
Woodburn Arthur Academy	K-3	MET	NOT RATED

In 2007, 67 of the 80 charter schools operating in 2006-07 received an AYP rating. This equals 84% of charter schools receiving a rating as compared with the state average of 95% of all schools receiving a rating. The lack of a rating for the remaining charter schools is primarily the

result of a lack of longitudinal (at least 2 years) data. Of the 80 charter schools operating in 2007-08, the following chart illustrates the AYP rating received in 2008.

<b>Met</b>	<b>Not Met</b>	<b>Not Rated</b>
43	24	13

Of the 67 charter schools that received an AYP rating, 64% received an overall *Met* rating, compared to 63% of all rated Oregon schools that received an overall *Met* rating. The 64% *Met* in charter schools was an increase from 60% *Met* in 2006.



The AYP ratings indicate performance levels for charter schools that match traditional schools. Most charter schools that received a *Not Met* designation specifically targeted at-risk youth in their marketing efforts and/or tested fewer than 95% of their students. Since this information provides one snapshot of achievement, it is prudent to examine additional sources of data regarding student and school progress.

The following chart shows the distribution of ratings for the forty-three charter schools (54% of all charter schools) receiving a State Report Card rating. The lack of an overall rating for the remaining charter schools is a result of the lack of longitudinal (at least four years) of data or no enrolled students at the testing grades, both of which are needed to receive an overall rating. Of all Oregon Schools, 89% received a State Report Card Rating.

### Ratings of Charter Schools on the 2007-08 Oregon Report Card

Exceptional	Strong	Satisfactory	Low	Unacceptable
11	14	11	2	5

### Of Rated Schools - The Overall Rating (by Percentage) on the 2007-08 Oregon Report Card

	Exceptional	Strong	Satisfactory	Low	Unacceptable
All Rated Schools	11%	37%	49%	2%	>1%
Rated Charter Schools	26%	33%	26%	5%	12%

Academic performance is an important element of both the AYP and Report Card rating. The charts on the following pages provide the 2007-08 state achievement data which was used to determine the State Report Card ratings. Please note that \*\* indicates the data was suppressed to protect student confidentiality and NTG means *No Testing Grade* at the school. Percentages shown in **Bold** indicate that the charter school's percentage was higher than the state average for that content area when compared with similar grade levels tested.

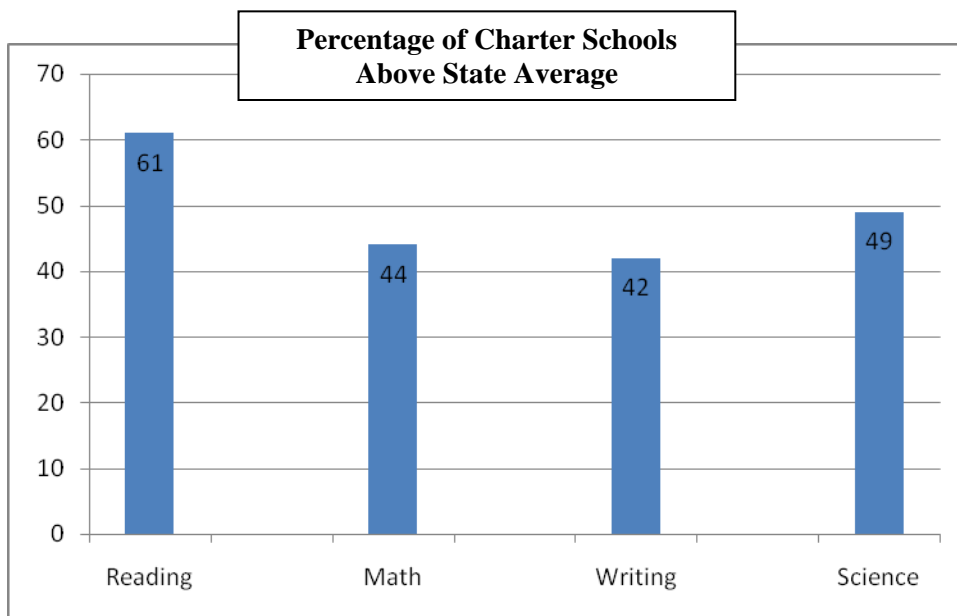
### 2007-08 Oregon Assessment of Knowledge and Skills Percent of Students That Met/Exceeded Standard

School	District	Read	Math	Writ	Sci
Academy of Character Education	South Lane	> <b>95</b>	70	<b>53</b>	60
Alliance Charter	Oregon City	<b>85</b>	65	51	<b>76</b>
Armadillo Technical Institute	Phoenix-Talent	35	22	**	**
Arthur Academy	David Douglas	<b>90</b>	<b>84</b>	<b>71</b>	<b>86</b>
Arts and Technology Charter H.S.	West Linn - Wilsonville	<b>91</b>	<b>55</b>	55	<b>73</b>
Baker Charter School	Salem-Keizer	79	67	53	NTG
Ballston Charter School	Amity	27	13	<5	38
Bethany Charter School	Silver Falls	73	75	44	<b>85</b>
Blue Mountain Charter School	South Lane	50	11	**	13
Camas Valley Charter School	Camas Valley SD	<b>77</b>	64	31	63
Cascade Heights Public Charter School	North Clackamas	<b>84</b>	<b>89</b>	<b>67</b>	<b>82</b>
Center for Advanced Learning	Gresham-Barlow	NTG	NTG	NTG	NTG

School	District	Read	Math	Writ	Sci
Child's Way	South Lane	<b>87</b>	<b>87</b>	39	<b>80</b>
City View	Hillsboro	<b>80</b>	<b>83</b>	46	<b>82</b>
Clackamas Middle College	North Clackamas	<b>80</b>	<b>60</b>	<b>82</b>	<b>62</b>
Clackamas Web Academy	North Clackamas	72	46	37	52
CM2's Opal School	Portland Public	<b>&gt;95</b>	<b>92</b>	<b>77</b>	<b>91</b>
Columbia County Education Campus	St. Helens	43	14	<5	43
Days Creek	Douglas County SD 15	58	49	<b>56</b>	35
Deschutes Edge	Redmond	<b>85</b>	<b>85</b>	<b>57</b>	<b>78</b>
Eagle Ridge H.S.	Klamath Falls	49	24	29	35
Eddyville Charter School	Lincoln County	72	71	39	<b>73</b>
Emerson School	Portland Public	<b>92</b>	<b>91</b>	40	<b>92</b>
Forest Grove C.S.	Forest Grove	<b>86</b>	71	<b>69</b>	<b>82</b>
Fossil C.S.	Fossil	<b>92</b>	<b>84</b>	<b>63</b>	**
Four Rivers Community School	Ontario	50	59	11	29
Gresham Arthur Academy	Gresham	<b>90</b>	60	NTG	NTG
Howard Street Charter School	Salem-Keizer	<b>89</b>	<b>86</b>	<b>57</b>	<b>89</b>
International School of the Cascades	Redmond	<b>&gt;95</b>	<b>&gt;95</b>	<b>&gt;95</b>	<b>&gt;95</b>
Ione Community School	Ione	<b>79</b>	<b>78</b>	47	65
Jane Goodall Environmental Middle School	Salem-Keizer	<b>93</b>	<b>93</b>	<b>&gt;95</b>	<b>&gt;95</b>
Kings Valley Charter School	Philomath	<b>82</b>	76	47	57
Leadership & Entrepreneurship Public Charter High School	Portland	55	27	32	31
Lighthouse School	North Bend	<b>89</b>	<b>78</b>	<b>49</b>	<b>85</b>
Lincoln City Career Technical High	Lincoln County	<b>70</b>	30	50	40
Lourdes School	Scio	<b>91</b>	<b>91</b>	<b>83</b>	<b>&gt;95</b>
Luckiamute Valley Charter School	Dallas	69	73	36	40
Madrone Trail School	Medford	<b>91</b>	<b>81</b>	NTG	NTG
Milwaukie Academy of the Arts	North Clackamas	<b>72</b>	<b>63</b>	<b>61</b>	<b>77</b>
MITCH Charter School - Sherwood	Sherwood	<b>85</b>	77	<b>71</b>	71
MITCH Elementary Public Charter School	Tigard-Tualatin	<b>93</b>	<b>89</b>	<b>52</b>	<b>86</b>
Mosier Community School	Chenowith (N. Wasco)	<b>94</b>	<b>88</b>	<b>64</b>	<b>&gt;95</b>
Multisensory Learning Academy	Reynolds	78	77	32	75
Network Charter School	Eugene	68	37	38	49
New Urban High School	North Clackamas	55	27	51	40
Nixyaawi Community School	Pendleton	36	14	29	29
North Columbia Academy	Rainier	17	17	**	**

School	District	Read	Math	Writ	Sci
Optimum Learning Environment	Salem-Keizer	<b>95</b>	<b>92</b>	<b>56</b>	<b>86</b>
Oregon City Service Learning	Oregon City	40	7	47	14
Oregon Coast Technology School	North Bend	82	67	53	75
Oregon Connections Academy	Scio	<b>84</b>	<b>73</b>	<b>65</b>	<b>74</b>
Paisley School District (Charter School)	Paisley	<b>92</b>	<b>79</b>	<b>56</b>	<b>90</b>
Phoenix School	Douglas County SD 4	16	<5	16	11
Portland Arthur Academy	Portland	<b>&gt;95</b>	<b>&gt;95</b>	<b>56</b>	NTG
Portland Villiage School	Portland	<b>92</b>	<b>84</b>	29	NTG
REALMS Rimrock Academy	Bend-La Pine	<b>78</b>	67	35	<b>79</b>
Resource Link	Coos Bay	<b>92</b>	46	**	40
Reynolds Arthur Academy	Reynolds	<b>86</b>	<b>83</b>	<b>52</b>	<b>91</b>
Riddle Education Center	Riddle	47	28	18	<b>67</b>
Ridgeline Montessori Charter School	Eugene	<b>89</b>	75	37	<b>94</b>
Sage Charter School	Klamath County	65	57	25	**
Sand Ridge Charter School	Lebanon	<b>86</b>	<b>76</b>	28	<b>85</b>
SEI Academy	Portland	52	55	<b>52</b>	47
Sheridan Japanese School	Sheridan	<b>&gt;95</b>	<b>87</b>	<b>79</b>	<b>92</b>
Siletz Valley Early College	Lincoln County	<b>72</b>	44	41	<b>72</b>
Siletz Valley School	Lincoln County	<b>80</b>	<b>84</b>	33	<b>89</b>
Sisters Academy of Fine Arts	Sisters	71	<b>86</b>	**	**
South Columbia Family School	Scappoose	<b>84</b>	<b>87</b>	<b>67</b>	<b>77</b>
Southwest Charter School	Portland	77	<b>88</b>	44	NTG
Spring Water Environmental Sciences School	Oregon City	<b>85</b>	77	<b>60</b>	<b>90</b>
St. Helens Arthur Academy	St. Helens	<b>&gt;95</b>	<b>&gt;95</b>	<b>67</b>	NTG
Sweet Home Charter School	Sweet Home	78	78	42	71
Three Rivers Charter School	West Linn-Wilsonville	<b>&gt;95</b>	<b>&gt;95</b>	<b>&gt;95</b>	<b>&gt;95</b>
Trillium Charter School	Portland Public	76	65	35	59
Upper Chetco	Brookings Harbor	<b>89</b>	61	34	61
Village School	Eugene	<b>79</b>	<b>79</b>	<b>57</b>	72
West Lane Technology Learning Center	Fern Ridge	17	<5	**	<5
Westside Dual Language Charter	Hood River	<b>86</b>	77	44	<b>87</b>
Willamette Leadership Academy	Fern Ridge	33	19	5	30
Woodburn Arthur Academy	Woodburn	73	46	26	80
<b>Total Number of Charter Schools Above State Average</b>		<b>48</b>	<b>35</b>	<b>30</b>	<b>35</b>

One way to summarize this achievement data is to examine the percentage of charter schools that had a higher percentage of students passing the assessments than the state average at similar grades. The following chart illustrates charter schools, as compared to state averages, did better in Reading than traditional schools. Charter schools performed somewhat worse in Math and Writing and about the same in Science.

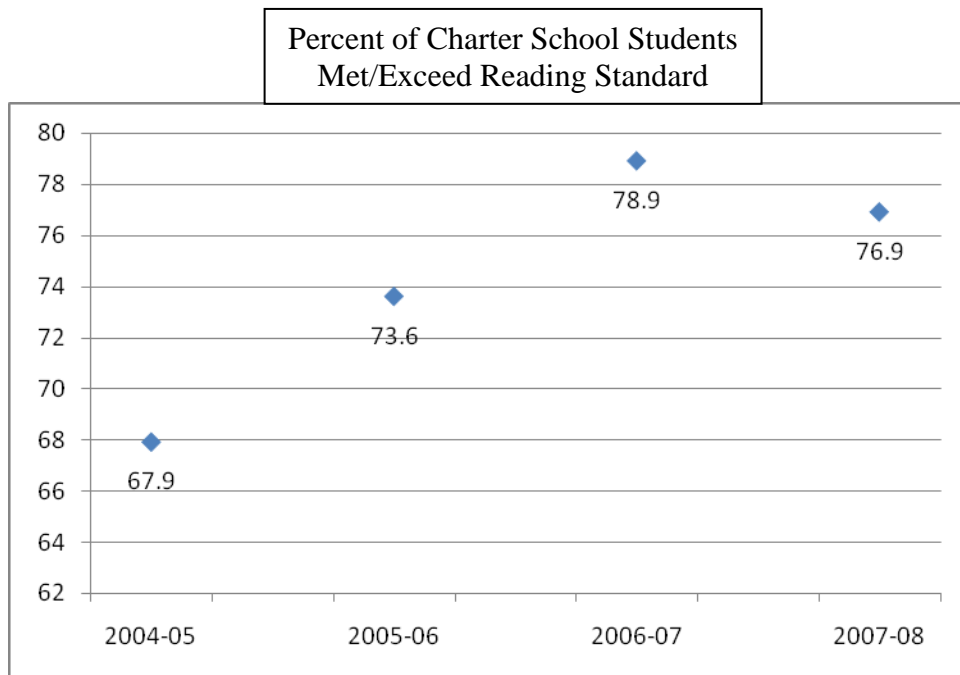


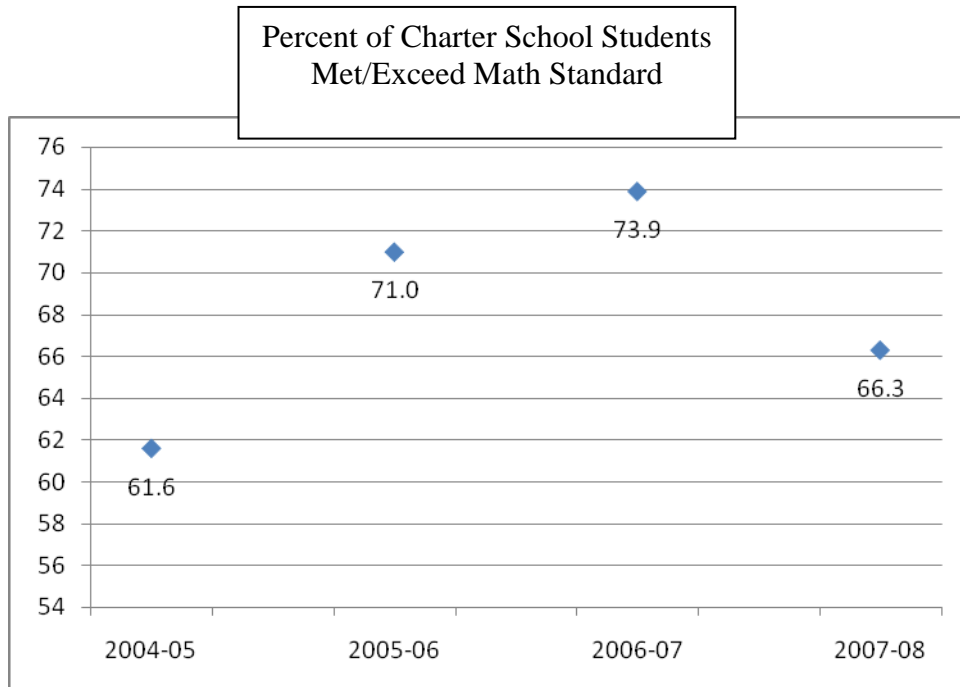
Note: Percentage of schools is based on those with data available.

In addition to total group scores, the *No Child Left Behind* legislation requires subgroups to also meet designated performance standards. The identified sub groups include students with disabilities (special education), economically disadvantaged, talented and gifted, American Indian/Alaskan Native, Black, Hispanic, Asian/Pacific Islander, White, Multi-racial, and Limited English Proficient. A school with one sub group falling below the designated achievement standard receives a *Not Met* rating. However, since charter schools generally have small classes, the number of students within any of the sub groups, except economically disadvantaged, are too small (less than 6 students) to have any data reported. Even of those schools with sub group data many reflect the scores of fewer than 10 students. In looking at the subgroup data, the small size of charter schools limits analysis. Generally, sub groups of economically disadvantaged and students with disabilities had lower percentages meeting AYP standards than the total student populations. ODE continues to examine individual school and sub group data looking for trends

that indicate success for identified subgroup populations. Summary charts of subgroup data showing the percent of charter school students meeting AYP in reading and math is provided in the appendices. If charter school enrollment continues to grow it will be possible to monitor any achievement gaps, which is a priority for the Oregon Department of Education.

As charter schools operate over longer periods of time, it is possible to begin a longitudinal study of student achievement. This four-year data shows an increase in both reading and math achievement based on the percent of charter students meeting standard. In reading, the percent increased from 68% to 77% and in math the percent increased from 62% to 66%. However, in both reading and math the percent of students meeting standards decreased from 2006-07 to 2007-08.





Student attendance is also an element of the school report card and AYP ratings. Charter schools tend to have high attendance rates. For 2007-08, sixty-seven percent of charter schools had attendance rates of over 93%. Twenty-two percent had attendance rates below 90%. Historically, state attendance averages have ranged from 91% to 93% based on grade levels of the school with high schools having a somewhat lower rate than elementary schools.

Student drop-out rates are also an important calculation in school ratings. Of the 33 charter schools reporting drop-out information in 2006-07, 17 had a rate lower than the state average of 4.2 percent. One school had the same rate and 15 had a drop-out rate above the state average. Nine charter schools had a drop-out rate of zero percent. The following chart identifies each charter school and their 2006-07 drop-out rate.

School	Drop-out Percentage	School	Drop-out Percentage
Ballston Charter School	0	Clackamas Middle College	4.5
Child's Way	0	Oregon City Service Learning	4.6
Eddyville Charter School	0	Clackamas Web Academy	4.7
International School of the Cascades	0	Siletz Valley Early College	4.8
Ione Community School	0	Trillium Charter School	5.2
Oregon Coast Technology School	0	Network Charter School	5.6
Paisley School District (Charter School)	0	Blue Mountain Charter School	7.5
Sand Ridge Charter School	0	Oregon Connections Academy	7.6
Sheridan Japanese School	0	Phoenix School	7.8
Armadillo Technical Institute	0.5	Nixyaawi Community School	11.3
Arts and Technology Charter H.S.	1.1	Lincoln City Career Technical High	11.8
Days Creek	1.6	Riddle Education Center	12.5
Milwaukie Academy of the Arts	2.6	North Columbia Academy	17.0
Columbia County Education Campus	3.0	West Lane Technology Learning Center	20.0
New Urban High School	3.3	Resource Link	22.0
Camas Valley Charter School	3.5		
Willamette Leadership Academy	3.8		
Leadership & Entrepreneurship Public Charter	4.2		

## Chapter V

### Charter School Survey Data

The Oregon Department of Education administers three on-line surveys (parents, students, and staff) to charter schools each spring. These surveys are optional, but each charter school is encouraged to publicize and participate in them. The overall responses for the last three years were:

	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
<b>Parents</b>	1700	1583	1278	2330
<b>Students</b>	2388	2860	1579	2768
<b>Staff</b>	391	434	263	580

The total number of responses for each survey group dropped significantly from spring 2006 to spring 2007. However, in spring 2008 the number of responses almost doubled from the previous year. The student survey is administered only to students in grades 3-12. The student response rate in 2005, based on the overall enrollment of 5054, was approximately 47%. In spring 2007, with a total enrollment of over 9800 the response rate decreased to 16%. However, in 2008 the student response rate increased to 24%. There are no data on the actual number of families or the total staff, so response rates for those are not calculated.

The length of attendance in the charter school is asked on the parent survey and in 2008 the largest respondent group had less than one year in the given charter school. Since the data is not disaggregated based on length in the charter school it is unknown if attitudes change over time within a particular charter school.

#### Length of Attendance

Less than one year	40%
One to two years	27%
Three to four years	21%
More than four years	12%

The charter school surveys focus primarily on satisfaction issues such as communication, involvement, adherence to the school mission, opportunities and program. Some questions are similar across surveys, so perceptions between parents and staff may be examined. Other questions pertain solely to one of the three groups. The following charts and comments outline the results from these surveys.

### ***Parents***

Spring 2005 was the first year in which the majority of parents (58%) reported it was **not** the first year their child was enrolled in a charter school. This pattern continued with 65% of parents reporting 2006-07 was **not** the first year their child was enrolled in a charter school. The data also suggests a larger percentage of students are enrolling in charter schools after being home-schooled. In 2008, the survey also allowed responses for those students who had not been attending school or had attended another charter school.

<b>Prior to attending a charter school my child attended...</b>	2005 Responses	2006 Responses	2007 Responses	2008 Responses
Traditional public school	58%	57%	52%	51%
Pre-school	9%	13%	17%	12%
Home school	7%	6%	6%	14%
Private School	11%	10%	10%	11%
Alternative public school program	3%	2%	2%	1%
Another charter school	NA	NA	NA	6%
Did not attend school	NA	NA	NA	4%

Also of interest are the many charter schools targeting their programs towards students who would benefit from an alternative education model yet, few students have been previously enrolled in a school district's alternative education program and the percentage is declining.

On questions about the factors influencing the decision to send their child to a charter school, the following chart illustrates the highest response rates. These rates have been virtually unchanged for the last three years.

### **Reasons for Sending My Child to This Charter School**

<b>Reason</b>	<b>2007</b>	<b>2008</b>
Opportunities for my child	98%	99%
Teachers and high quality instruction	98%	99%
Reputation and high academic standards	98%	98%

The instructional program offered	97%	97%
The educational philosophy of the school	97%	98%
School climate	96%	97%
Class size	95%	95%

Factors such as location (61%) and facility (65%) were less important in the decision-making process for parents. These results showed no significant change from the previous parent surveys. In the 2008 survey 53% cited *unhappy with instruction/curriculum at the previous school* as a reason for selecting the charter school option.

Parents were also asked to respond to how well the school was meeting expectations. These questions asked for responses ranging from *very dissatisfied* to *very satisfied*. The following chart illustrates the combined percentage of *satisfied* and *very satisfied* responses. Overall 95% of parents said they were *satisfied* or *very satisfied* with their school. This was an increase from 92% in 2005. Individual question responses percentages are shown on the following chart.

**Percent Satisfied or Very Satisfied With ...**

	2007	2008		2007	2008
Innovative practices	96%	94%	School climate	94%	92%
Opportunities for involvement	95%	94%	Accountability by staff	93%	90%
Progress toward mission	95%	94%	Child’s needs being met	92%	91%
Quality of instruction	95%	92%	School leadership	91%	89%
Student academic achievement	95%	91%	Communication: school to home	90%	88%
Instructional program	94%	93%	Parental influence on school	85%	84%

These survey results indicate a high level of satisfaction with the school, its mission and the programs offered. Most parent survey results are similar to those from previous surveys. However, between 2005 and 2008 *Parental Influence on the School* decreased from 88% to 84%, satisfaction, *Access to Technology* decreased from 82% to 78%, and satisfaction regarding the *Facility* decreased from 79% to 73%. There are no similar surveys given to parents in traditional

schools, so no comparison is made between charter school parent satisfaction and traditional school parent satisfaction.

### *Students*

The student responses indicate an overall satisfaction with their progress and interest at the charter school. Seventy-seven percent of the students indicated they were doing *excellent* or *good* in school. The following chart shows the percentages for the five possible responses on how students thought they were doing in the charter school for each of the last three years.

**“How well are you doing in school?”**

	<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Not so well</b>	<b>Very badly</b>
<b>Spring 2005</b>	34%	42%	19%	4%	<1%
<b>Spring 2006</b>	34%	41%	19%	4%	1%
<b>Spring 2007</b>	35%	42%	19%	3%	1%
<b>Spring 2008</b>	37%	40%	18%	4%	<1%

The interest of students also indicates a strong level of satisfaction with the charter school program. When students were asked to compare their interest at the charter school with their interest at the previous school 91% of the students said they were equally or more interested in their school work than at their previous school. The following chart shows the response rate for the three possible responses.

**“Compared to how you felt at your last school,  
how interested are you in your schoolwork now?”**

	<b>More interested</b>	<b>About the same interest</b>	<b>Less interested</b>
<b>Spring 2005</b>	59%	33%	8%
<b>Spring 2006</b>	57%	35%	8%
<b>Spring 2007</b>	53%	38%	9%
<b>Spring 2008</b>	59%	36%	9%

### *Staff*

There were 580 responses to the 2008 staff survey up from 263 responses to the 2007 staff survey . Of these, 151 (57%) were submitted by charter school teachers. The remaining

surveys were submitted by teaching assistants, specialists, principals, and office staff. The vast majority (95%) of the staff had opted to work at a charter school because of the instructional program offered and 93% indicated the opportunity to work with “like-minded educators” was also a factor. A high emphasis on academics was also a factor for 92% of the respondents. Overall, the surveys showed a high level of satisfaction with the mission of the school and 81% of staff indicated the school met or exceeded their initial expectations. The following chart illustrates *very satisfied* or *satisfied* combined response rates on various school factors listed on the staff survey.

#### **Staff Satisfaction With...**

	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
School mission	95%	97%	96%	93%
Teacher collegiality	95%	93%	91%	91%
School climate	92%	91%	89%	89%
Professional development opportunities	86%	83%	86%	85%
Student academic performance	83%	86%	86%	84%
Student motivation	78%	77%	80%	80%
Salary and fringe benefits	75%	70%	71%	77%
Facility	71%	70%	66%	77%

The satisfaction rates on these factors are similar to the parent responses and have been fairly consistent over the past three years.

The staff also responded to how well the school was meeting expectations. These questions asked for responses ranging from *very dissatisfied* to *very satisfied*. The following chart illustrates the combined percentage of *satisfied* and *very satisfied* responses.

#### **Staff Satisfaction with How Well the Charter School Meets Expectations**

	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
Teachers are autonomous/creative	97%	95%	96%	93%
Students feel safe	97%	98%	97%	96%
Commitment to mission	96%	95%	94%	93%
Teachers/leadership accountable	96%	93%	98%	97%

School meets local needs	94%	93%	92%	91%
Quality of instruction	94%	96%	94%	92%
School has a community atmosphere	93%	92%	94%	93%
Teacher involvement in decision-making	92%	89%	90%	88%
Student academic achievement	91%	86%	86%	88%
High academic standards	91%	90%	91%	91%
Teachers are challenged to be effective	90%	93%	91%	89%
Good home-school communication	90%	89%	93%	92%
Parental influence on school	89%	85%	85%	89%
Parent involvement	75%	74%	75%	81%

These results are very consistent over the four year period from 2005-2008. There was a 4% decrease in staff perception about *Teacher involvement in decision-making*. Staff surveys identified areas in which their charter school could use technical assistance. The two areas with the highest response rates were *improving facilities* (42%) and *finance and budget* (29%). The results from the staff surveys are not able to be compared to traditional school results, since there are no comparable surveys with traditional schools.

## **Chapter VI**

### **Charter School Profiles**

The distinctiveness of Oregon’s charter schools is evident in the variety of programs offered. Each school starts with the developers’ vision to offer a program of instruction that meets identified student needs. There is no “one size fits all” recipe for success. The unique and distinctive qualities for these public charter schools stems partly from the requirement that local school boards are the authorizing body. Since school boards have a primary interest in the development of schools that serve their community’s needs, the charter school designs tend to match the local educational philosophy rather than a generic state or national model. Many of Oregon’s charter schools are hybrid models of already designed innovations.

According to self-reported charter school profile information, 28% of Oregon’s charter schools specifically market to at-risk students. At-risk includes those students who are credit deficient, disenfranchised, poor attendees, drop-outs and/or under achievers. The marketing efforts occur mainly through community meetings, local media, websites, and information provided to the local school district.

The chart on the following pages profiles each Oregon charter school, opened since the charter school legislation passed in 1999. The chart shows the charter school’s location, target student group, program focus, opening date and status during 2007-08. To provide a historical perspective, the chart includes the sixteen charter schools closed between 2000 and Fall 2007. The program focus information reflects a self-report by each charter school.

<b>Charter School</b>	<b>District</b>	<b>Target Group</b>	<b>Program Focus</b>	<b>Opened</b>	<b>Status</b>
21st Century School House	Salem-Keizer	at-risk	Global Technology	9/1/00	Closed 6/04
Academy of Character Education	South Lane	all	Character Development	9/2/07	Open
Alliance Charter	Oregon City	all	Personalized Learning	9/2/07	Open
Armadillo Technical Institute	Phoenix-Talent	out of school, drop-outs	Technology and Service Learning	9/1/00	Open
Arthur Academy	David Douglas	all	Mastery Learning	9/2/02	Open
Arts and Technology Charter H.S.	West Linn - Wilsonville	at-risk	Technology, Arts, Project-Based	9/3/05	Open
Baker Charter School	Salem-Keizer	all	International Baccalaureate	9/3/05	Open
Ballston Charter School	Amity	special needs	Personalized Education Plan	9/2/06	Open
Bandon Opportunity School	Bandon	at-risk	Project-Based	9/4/04	Closed 10/05
Bethany Charter School	Silver Falls	all	Agriculture and Science	9/4/04	Open
Blue Mountain Charter School	South Lane	all	Democratic Education Model	9/4/04	Open
Camas Valley Charter School	Camas Valley SD	all	Individualized Instruction	9/4/04	Open
Cascade Heights Public Charter School	North Clackamas	at-risk	Multi-sensory Core Knowledge	9/2/06	Open
Center for Advanced Learning	Gresham-Barlow	all	Business and Technology	9/3/03	Open
Child's Way	South Lane	home-school	Multiple Intelligences	9/4/04	Open
City View	Hillsboro	all	Collaborative Learning	9/4/04	Open
Clackamas Middle College	North Clackamas	all	Project-Based	9/4/04	Open
Clackamas Web Academy	North Clackamas	all	Technology College Prep	9/3/05	Open

<b>Charter School</b>	<b>District</b>	<b>Target Group</b>	<b>Program Focus</b>	<b>Opened</b>	<b>Status</b>
CM2's Opal School	Portland Public	under-represented	Inquiry Based Core Knowledge	9/1/01	Open
Columbia Academy	Astoria	at-risk	Vocational Education	3/1/04	Closed 6/04
Columbia County Education Campus	St. Helens	all	Vocational Education	9/2/02	Open
Crossroads	Salem-Keizer	at-risk	Thematic units Life Skills	1/1/03	Closed 10/03
Days Creek	Douglas County SD 15	all	College prep Natural Resources	9/3/05	Open
Deschutes Edge	Redmond	at-risk	Technology Project-Based	9/3/05	Open
Destinations Charter School	Coos Bay	at-risk	School to Work Service Learning	9/1/00	Closed 6/05
Detroit Lake	Santiam Canyon	all	Community Based	9/1/00	Closed 9/02
Douglas Avenue Alternative School	Gervais	all	Vocational Education	9/3/03	Closed 6/06
Eagle Ridge H.S.	Klamath Falls	at-risk	Project and Career	9/2/07	Open
Eddyville Charter School	Lincoln County	all	Technology Character Building	9/3/03	Open
Emerson School	Portland Public	all	Inquiry Based	9/3/03	Open
Forest Grove Charter School	Forest Grove	all	Community Based	9/2/07	Open
Fossil Charter School	Fossil	all	Community Based	9/2/07	Open
Four Rivers Community School	Ontario	all	Multiple Intelligences	9/3/03	Open
Garden Laboratory	Portland	all	Experiential	9/4/04	Closed 6/05
Gold Beach Technology Charter School	Central Curry	at-risk	Technology	9/3/03	Closed 10/05
Gresham Arthur Academy	Gresham	all	Mastery Learning	9/2/07	Open
Howard Street Charter School	Salem-Keizer	all	Arts and Science	9/2/02	Open

<b>Charter School</b>	<b>District</b>	<b>Target Group</b>	<b>Program Focus</b>	<b>Opened</b>	<b>Status</b>
International School of the Cascades	Redmond	all	International Baccalaureate	9/3/05	Open
Ione Community School	Ione	all	College prep Science/Math	9/3/05	Open
Jane Goodall Environmental Middle School	Salem-Keizer	all	Environmental Studies	9/4/04	Open
Kings Valley Charter School	Philomath	all	Individualized Instruction	9/1/01	Open
Leadership & Entrepreneurship Public Charter High School	Portland	all	Project-Based Interdisciplinary	9/4/06	Open
Lighthouse School	North Bend	all	Holistic Curriculum	9/2/02	Open
Lincoln City Career Technical High	Lincoln County	at-risk	Technology, School to Work	9/1/00	Open
Lourdes School	Scio	all	Experiential	9/1/00	Open
Luckiamute Valley Charter School	Dallas	all	Problem solving	9/1/01	Open
Madrone Trail	Medford	all	Waldorf	9/2/07	Open
McCoy Academy	Portland	all	Individualized Instruction	9/1/00	Closed 6/02
Milwaukie Academy of the Arts	North Clackamas	all	The Arts Project-Based	9/3/05	Open
MITCH Elementary Public Charter School	Tigard-Tualatin	all	Multiple Intelligences	9/2/02	Open
MITCH Charter School - Sherwood	Sherwood	all	Multiple Intelligences	9/3/05	Open
Molalla Alternative Options	Molalla River	at-risk	Individualized Instruction	9/1/00	Closed 6/02
Morrison Campus Charter School	Dallas	at-risk	Individualized Instruction	9/3/03	Closed 6/06
Mosier Community School	Chenoweth (N. Wasco)	all	Community Based	1/2/03	Open
Multisensory Learning Academy	Reynolds	all	Multi-Sensory	9/1/01	Open

<b>Charter School</b>	<b>District</b>	<b>Target Group</b>	<b>Program Focus</b>	<b>Opened</b>	<b>Status</b>
Network Charter School	Eugene	non-mainstream	Project-Based	9/3/03	Open
New Urban High School	North Clackamas	all	Project-Based	9/3/03	Open
Nixyaawi Community School	Pendleton	at-risk	Individualized Instruction	9/4/04	Open
North Columbia Academy	Rainier	at-risk	Visual and Performing Arts	9/4/04	Open
Optimum Learning Environment	Salem-Keizer	all	Technology, Environmental	9/2/02	Open
Oregon City Service Learning	Oregon City	all	Service Learning	9/2/06	Open
Oregon Coast Technology School	North Bend	at-risk	Technology	9/3/03	Open
Oregon Connections Academy	Scio	all	Virtual Learning	9/3/05	Open
Oregon Virtual School	Bend-Lapine	all	Virtual Learning	9/3/05	Closed
Paisley School District (Charter School)	Paisley	all	Community Based	9/3/03	Open
Phoenix School	Douglas County SD 4	at-risk	Individualize Transitional	9/3/05	Open
Pioneer Youth Academy	Eugene	at-risk	Military Style	9/1/00	Closed 6/03
Portland Arthur Academy	Portland	all	Mastery Learning	9/3/05	Open
Portland Village School	Portland	all	Holistic Arts Integrated	9/2/07	Open
REALMS Rimrock Academy	Bend-La Pine	at-risk	Service Learning	9/1/01	Open
Resource Link	Coos Bay	at-risk	Technology, Individual Instruction	12/3/03	Open
Reynolds Arthur Academy	Reynolds	all	Mastery Learning	9/4/04	Open
Riddle Education Center	Riddle	at-risk	Experiential	9/4/04	Open
Ridgeline Montessori Charter School	Eugene	all	Self Directed	9/1/00	Open

<b>Charter School</b>	<b>District</b>	<b>Target Group</b>	<b>Program Focus</b>	<b>Opened</b>	<b>Status</b>
Sage Charter School	Klamath County	all	Community Based Natural Resources	9/2/07	Open
Sand Ridge Charter School	Lebanon	all	Core Knowledge	9/2/02	Open
SEI Academy	Portland	inner city youth	Individualized Instruction	9/4/04	Open
Sheridan Japanese School	Sheridan	all	Japanese	9/3/03	Open
Siletz Valley School	Lincoln County	all	Service Learning	9/3/03	Open
Siletz Valley Early College	Lincoln County	all	Natural Resources	9/2/06	Open
Sisters Academy of Fine Arts	Sisters	all	Experiential Fine Arts	9/2/07	Open
South Columbia Family School	Scappoose	all	Individualized Instruction	9/4/03	Open
Southwest Charter School	Portland	all	Community Based	9/2/07	Open
Spring Water Environmental Sciences School	Oregon City	all	Project-Based	9/2/06	Open
St. Helens Arthur Academy	St. Helens	all	Mastery Learning	9/2/07	Open
Sweet Home Charter School	Sweet Home	all	Core Knowledge	9/2/06	Open
Technology Learning Center	Vernonia	at-risk	Technology Project-Based	9/4/04	Closed 2/07
Three Rivers Charter School	West Linn-Wilsonville	all	Individualized Instruction	9/1/01	Open
Trillium Charter School	Portland Public	all	Contextual Learning	9/2/02	Open
Upper Chetco	Brookings Harbor	all	Learner-Centered	9/3/05	Open
Victory Middle School	Portland Public (ODE)	at-risk	Individualized Instruction	9/3/03	Closed 6/06
Village School	Eugene	all	Multi-Sensory	9/1/00	Open
West Lane Technology Learning Center	Fern Ridge	at-risk	Technology	9/3/03	Open

<b>Charter School</b>	<b>District</b>	<b>Target Group</b>	<b>Program Focus</b>	<b>Opened</b>	<b>Status</b>
West Salem Language Academy	Salem-Keizer	all	Second Language	9/3/03	Closed 8/05
Westside Dual Language Charter School	Hood River	all	Dual Language English-Spanish	9/2/06	Open
Willamette Leadership Academy	Fern Ridge	all	Military Style	9/3/03	Open
Willamette Valley Community School	Corvallis	all	Individualized Instruction	9/1/00	Closed 6/02
Woodburn Arthur Academy	Woodburn	all	Mastery Learning	9/4/04	Open

The variety of school programs is well evidenced in the previous chart. It also is apparent the majority of charter schools use an experiential (e.g. project based, service learning, multi-sensory) or individualized instruction methodology in program delivery. These models may hold particular appeal to students, especially at-risk students, who may learn better in non-traditional classes. Marketing to at-risk students is clearly evidenced in 28% of the charter schools, however, it may well be at-risk students are also attracted to other charter schools that offer unique learning methods or opportunities. This seems to be confirmed by both the parent and student survey results.

## Chapter VII

### Summation

Student performance, accountability, and choice are significant goals of Oregon's charter school legislation. On the positive side, charter schools are growing in number and enrollment. These facts, accompanied by strong survey results, indicate a desire among charter school parents to select a school program that best meets the needs of their child(ren). Charter schools have developed across the state and now offer instructional programs to almost 2% of the K-12 student population in Oregon. The uniqueness of charter schools is reflected in their program offerings and through the 24 different grade configurations offered in the 80 Oregon charter schools.

Charter schools are accountable for results under the *No Child Left Behind* legislation as well as through the contracts they establish with their sponsoring district. This clearly meets the intent of the charter school legislation. Using the required Oregon Assessment of Knowledge and Skill Tests and following the rules for receiving a State Report Card rating and an AYP rating means only forty-three schools (54%) received an overall State Report Card rating and 67 schools (84%) received an AYP rating. These percentages will grow as charter schools acquire the required longitudinal data needed for the ratings. The forty-three charter schools that had at least four consecutive years of achievement data were used for many of the achievement comparisons within this report.

The data show charter schools making steady growth in reading and math achievement with the percentages meeting AYP and State Report Card standards similar to traditional school percentages. Clearly, some charter schools showed exceptional achievement with over 90% of their students meeting standards. However, some charter schools lagged far behind state averages. Overall, charter schools had lower drop-out rates as compared to the state average and the attendance rates for charter schools were slightly above average. Similar to some non-charter public schools, some charter schools are scoring below federal AYP and test participation requirements. The achievement accountability using AYP ratings was significantly impacted by the 10% of charter schools that did not meet test participation requirements, thereby automatically not meeting AYP.

In summary, charter school performance remains mixed in Oregon with significant academic growth recorded in some charter schools and yet some charter schools lagging behind traditional schools in overall achievement as measured by state assessments. However, meeting *accountability* as a legislative goal for charter schools seems apparent considering the 18 charter schools closed between 2001 and 2007. This sanction indicates a level of accountability surpassing those that traditional schools face. Additionally, the continued growth of charter school enrollment portrays a desire by parents to select what they believe to be the best educational option for their child, meeting the legislative goal of *choice*. It seems apparent that charter school enrollment and achievement scores are likely to continue increasing based on the eight-year charter school history in Oregon.

**2007-08 Charter School  
Reading Sub Group Data: Percent Met AYP**

\*\* Data unavailable or suppressed for student confidentiality

School	All	Economically Disadvantaged	Students with Disabilities	Asian	Black	Hispanic	Native American	Multi-Racial
Alliance Charter	85	90	**	**	**	**	**	**
Armadillo Technical Institute	35	29	0	**	**	**	**	**
Arthur Academy	90	93	67	**	**	86	88	**
Arts and Technology Charter H.S.	88	86	83	**	**	**	**	**
Baker Charter School	79	80	**	**	**	**	**	**
Ballston Charter School	27		**	**	**	**	**	**
Bethany Charter School	73	43	55	**	**	57	**	**
Blue Mountain Charter School	53	55	**	**	**	**	**	**
Camas Valley Charter School	77	76	**	**	**	**	**	**
Cascade Heights Public Charter School	84	83	40	86	**	**	**	**
City View	80	**	56	**	**	**	**	**
Clackamas Web Academy	72	60	29	50	83	33	**	**
CM2's Opal School	100	**	100	**		**	**	**
Columbia County Education Campus	35	43	**	**	**	**	**	**
Days Creek	58	52		**	**	**	**	**
Deschutes Edge	85	67	43	**	**	67	**	**
Eagle Ridge H.S.	49	44	17	**	**	**	**	**
Eddyville Charter School	72	72	29	**	**	**	**	**
Emerson School	92	85	83	**	88	**	**	**
Forest Grove C.S.	86	42	44	**	**	**	**	**
Fossil C.S.	92	86	**	**	**	**	**	**

**2007-08 Charter School  
Reading Sub Group Data: Percent Met AYP**

<b>School</b>	All	Economically Disadvantaged	Students with Disabilities	Asian	Black	Hispanic	Native American	Multi-Racial
Four Rivers Community School	50	40	**	**	**	**	**	**
Howard Street Charter School	89	80	59	100	**	86	**	70
Ione Community School	79	64	43	**	**	43	**	**
Jane Goodall Environmental Middle School	93	75	86	83	**	80	**	**
Kings Valley Charter School	82	63	63	**	**	**	**	**
Leadership & Entrepreneurship Public Charter High School	55	47	38	**	26	**	**	**
Lighthouse School	89	81	58	**		**	**	**
Lincoln City Career Technical High	70	67	29	**	**	**	**	**
Luckiamute Valley Charter School	69	56	57	**	**	**	**	**
Milwaukie Academy of the Arts	72	63	**	**	**	**	**	**
Mosier Community School	94	84	70	**	**	75	**	**
Multisensory Learning Academy	78	73	42	**	**	**	**	**
Network Charter School	68	81	**	**	**	**	**	**
New Urban High School	55	52	**	**	**	**	**	**
Nixyaawi Community School	45	50	**	**	**	**	26	**
North Columbia Academy	46	44	**	**	**	**	**	**

**2007-08 Charter School  
Reading Sub Group Data: Percent Met AYP**

<b>School</b>	All	Economically Disadvantaged	Students with Disabilities	Asian	Black	Hispanic	Native American	Multi-Racial
Optimum Learning Environment	95	71	83	**	**	**	**	**
Oregon City Service Learning	40	56	**	**	**	**	**	**
Oregon Coast Technology School	82	79	27	**	**	69	84	**
Oregon Connections Academy	84	**	**	100	**	70	57	**
Paisley School District (Charter School)	92	90	**	**	**	**	**	**
Phoenix School	16	15	**	**	**	**	**	**
Portland Arthur Academy	>95	100	88	100	100	**	**	**
REALMS Rimrock Academy	78	60	53	**	**	**	**	**
Reynolds Arthur Academy	86	85	**	**	**	**	**	**
Riddle Education Center	58	67	**	**	**	**	**	**
Ridgeline Montessori Charter School	89	89	72	**	**	**	**	63
Sage Charter School	65	91	**	**	**	**	60	**
Sand Ridge Charter School	86	**	40	86	**	**	**	**
SEI Academy	52	48	29	**	51	**	**	**
Siletz Valley Early College	72	67	**	**	**	**	**	**
Siletz Valley School	81	78	61	**	**	**	75	**
South Columbia Family School	84	**	**	**	**	**	71	**
Sweet Home Charter School	78	**	67	**	**	**	**	**

**2007-08 Charter School  
Reading Sub Group Data: Percent Met AYP**

<b>School</b>	All	Economically Disadvantaged	Students with Disabilities	Asian	Black	Hispanic	Native American	Multi-Racial
Three Rivers Charter School	100	**	100	100	**	**	**	**
Trillium Charter School	76	76	45	**	40	67	**	**
Upper Chetco	89	89	86	**	**	**	**	**
Village School	79	67	42	**	**	**	**	**
Westside Dual Language Charter	86	69	55	**	**	64	**	**
Willamette Leadership Academy	33	28	**	**	**	**	**	**
Woodburn Arthur Academy	73	73	67	**	**	62	**	**

**2007-08 Charter School  
Math Sub Group Data: Percent Met AYP**

\*\* Data unavailable or suppressed for student confidentiality

School	All	Economically Disadvantaged	Students with Disabilities	Asian	Black	Hispanic	Native American	Multi-Racial
Alliance Charter	65	60	**	**	**	**	**	**
Armadillo Technical Institute	22	15	0	**	**	**	**	**
Arthur Academy	84	79	**	**	**	88	71	**
Arts and Technology Charter H.S.	55	43	50	**	**	**	**	**
Baker Charter School	67	65	**	**	**	**	**	**
Bethany Charter School	75	57	45	**	**	86	**	**
Blue Mountain Charter School	14	6	**	**	**	**	**	**
Camas Valley Charter School	64	52	**	**	**	**	**	**
Cascade Heights Public Charter School	89	100	40	100	**	**	**	**
City View	83		78	**	**	**	**	**
Clackamas Web Academy	46	40	29	17	17	17	**	**
CM2's Opal School	92	67	88	**	**	**	**	**
Columbia County Education Campus	12	0	**	**	**	**	**	**
Days Creek	49	52	**	**	**	**	**	**
Deschutes Edge	85	76	43	**	**	67	**	**
Eagle Ridge H.S.	24	25	0	**	**	**	**	**
Eddyville Charter School	71	66	38	**	**	**	**	**
Emerson School	91	86	75	**	88	**	**	**
Forest Grove C.S.	70	25	63	**	**	**	**	**
Fossil C.S.	84	79	**	**	**	**	**	**
Four Rivers Community School	59	49	**	**	**	55	**	**

**2007-08 Charter School  
Math Sub Group Data: Percent Met AYP**

<b>School</b>	All	Economically Disadvantaged	Students with Disabilities	Asian	Black	Hispanic	Native American	Multi-Racial
Howard Street Charter School	86	68	71	88	**	71	**	60
Ione Community School	78	59	36	**	**	43	**	**
Jane Goodall Environmental Middle School	93	75	57	83	**	100	**	**
Kings Valley Charter School	76	63	27	**	**	**	**	**
Leadership & Entrepreneurship Public Charter High School	27	15	13	**	11	**	**	**
Lighthouse School	78	75	67	**	**	**	**	**
Lincoln City Career Technical High	30	33	14	**	**	**	**	**
Luckiamute Valley Charter School	73	76	71	**	**	**	**	**
Milwaukie Academy of the Arts	63	68	**	**	**	**	**	**
Mosier Community School	88	76	50	**	**	67	**	**
Multisensory Learning Academy	77	73	50	**	**	**	**	**
Network Charter School	37	42	**	**	**	**	**	**
New Urban High School	27	16	**	**	**	**	**	**
Nixyaawi Community School	14	23	**	**	**	**	16	**
North Columbia Academy	46	56	**	**	**	**	**	**
Optimum Learning Environment	92	71	83	**	**	**	**	**

**2007-08 Charter School  
Math Sub Group Data: Percent Met AYP**

<b>School</b>	All	Economically Disadvantaged	Students with Disabilities	Asian	Black	Hispanic	Native American	Multi-Racial
Oregon City Service Learning	7	0	**	**	**	**	**	**
Oregon Coast Technology School	67	66	13	**	**	69	67	**
Oregon Connections Academy	73	**	**	100	**	50	43	**
Paisley School District (Charter School)	79	70	**	**	**	**	**	**
Phoenix School	3	3	**	**	**	**	**	**
Portland Arthur Academy	97	100	88	100	100	**	**	**
REALMS Rimrock Academy	67	45	33	**	**	**	**	**
Reynolds Arthur Academy	83	81	**	**	**	67	**	**
Riddle Education Center	32	38	**	**	**	**	**	**
Ridgeline Montessori Charter School	75	62	34	**	**	**	**	25
Sage Charter School	57	73	**	**	**	**	30	**
Sand Ridge Charter School	76	**	40	86	**	**	**	**
SEI Academy	55	52	36	**	54	**	**	**
Sheridan Japanese School	87	**	**	**	**	**	**	**
Siletz Valley Early College	44	33	**	**	**	**	**	**
Siletz Valley School	84	84	79	**	**	**	86	**
South Columbia Family School	87	**	**	**	**	**	86	**
Sweet Home Charter School	78	**	67	**	**	**	**	**
Three Rivers Charter School	100	**	100	100	**	**	**	**

**2007-08 Charter School  
Math Sub Group Data: Percent Met AYP**

<b>School</b>	All	Economically Disadvantaged	Students with Disabilities	Asian	Black	Hispanic	Native American	Multi-Racial
Trillium Charter School	65	60	50	**	38	33	**	**
Upper Chetco	61	44	38	**	**	**	**	**
Westside Dual Language Charter	77	50	45	**	**	43	**	**
Willamette Leadership Academy	19	17	**	**	**	**	**	**
Woodburn Arthur Academy	46	45	50	**	**	31	**	**