



Center for Education Reform

10th anniversary

Today

CHARTER SCHOOLS:

CHANGING THE FACE OF AMERICAN EDUCATION
STATISTICS, STORIES, AND INSIGHTS





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TABLE OF CONTENTS

NATIONAL CHARTER SCHOOL DATA	3-4
ANNUAL SURVEY OF AMERICA'S CHARTER SCHOOLS	5-18
ACHIEVEMENT AGAINST ALL ODDS	19-37
CHARTER SCHOOL CLOSURE DATA	39-68

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FORWARD

CHARTER SCHOOLS IN AMERICA -- THE UNTOLD STORY

What makes charter schools tick? How well are they doing? How do we know?

An understanding of what's really going on in charter schools is often lost in the data and hoopla surrounding charter schools. Good-news stories generally don't make for good news, and the struggles of schools that fight hard against the status quo don't make good news either. But those stories, and successful struggles exist -- and are worth telling. Once in business, the charters we have followed demonstrate not only their success with their own students, but additional success in paving the way for change in the traditional public-sector education community.

In The Center for Education Reform's "Achievement Against All Odds," the story of charter school success, the obstacles they face and the ripple effects their waves have on the public education sea are featured.

But if stories are not your idea of "good data," take a look at the *Survey of America's Charter Schools*. Most conventional surveys yield a 10 percent or lower return and still are considered definitive in the information and insights they yield. Amazingly, CER's survey yielded more than three times the number of typical surveys, and received valid responses from more than a third of charters operating at the time.

This tells us, first, that our findings represent some of the best data available about charter schools and, second, that charter schools are anxious to participate in any exercise by a credible and respected organization that wants to get the real news about charters into the hands of those who need it most.

Finally, if you question whether charters are, or can ever be, truly accountable, you need look no further than CER's unique analysis of all the charter schools in America that have ever closed, and why they closed. While no one likes to admit to not mastering an effort they undertake, the reality is that all ventures have some degree of failure and such failure is an indication of real accountability, to both the public and to the laws a venture must follow.

Charter schools came into being because the opportunities to hold public schools of the past accountable were scarce. Charters *are* held accountable and show that results, not seat time, are the best definition of a school's success. This concept was alive and well from the opening of the very first charter school in 1992 and has sparked major changes in public policy -- from standards, to curriculum, to more choices for parents and more options for children.

Today, thanks to charter schools, closing a public school is no longer heresy and demanding success is a feature charters proudly live by. And one of the few places where you can learn more about all of it, is right here.



Jeanne Allen
President
April 2004



NATIONAL CHARTER SCHOOL DATA



OPERATIONAL SCHOOLS BY YEAR OPENED

State (Yr. Law Passed)	1992- 1993	1993- 1994	1994- 1995	1995- 1996	1996- 1997	1997- 1998	1998- 1999	1998- 1999	1999- 2000	2000- 2001	2001- 2002	2002- 2003	2003- 2004	Total Operating	Approved to Open 2004-05
Alaska (1995)	0	0	0	1	0	8	3	3	1	2	0	1	4	20	0
Arizona (1994)	0	0	1	46	53	51	46	46	74	69	73	60	18	491	6
Arkansas (1995)	0	0	0	0	0	0	0	0	0	0	3	3	5	11	0
California (1992)	0	27	28	24	20	13	28	28	82	62	63	78	75	500	15
Colorado (1993)	0	2	12	8	7	17	11	11	7	12	10	7	4	97	1
Connecticut (1996)	0	0	0	0	0	10	4	4	2	0	0	0	0	16	0
Delaware (1995)	0	0	0	0	2	1	1	1	0	3	2	2	2	13	0
D.C. (1996)	0	0	0	0	1	1	12	12	11	6	4	3	4	42	0
Florida (1996)	0	0	0	0	4	26	39	39	36	33	50	39	31	258	0
Georgia (1993)	0	0	0	2	1	1	5	5	3	6	6	8	4	36	2
Hawaii (1994)	0	0	0	1	1	0	0	0	0	6	14	3	1	26	0
Idaho (1998)	0	0	0	0	0	0	1	1	5	0	0	7	3	16	0
Illinois (1996)	0	0	0	0	0	6	8	8	4	1	5	3	3	30	0
Indiana (2001)	0	0	0	0	0	0	0	0	0	0	0	11	6	17	3
Iowa (2002)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kansas (1994)	0	0	0	0	0	1	10	10	0	1	15	2	2	31	0
Louisiana (1995)	0	0	0	0	2	3	3	3	2	3	2	1	0	16	3
Maryland (2003)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Massachusetts (1993)	0	0	1	13	6	1	9	9	6	3	2	5	4	50	5
Michigan (1993)	0	0	3	37	34	29	32	32	35	13	8	5	14	210	0
Minnesota (1991)	1	4	6	2	3	5	12	12	16	14	11	12	11	97	5
Mississippi (1997)	0	0	0	0	0	0	1	1	0	0	0	0	0	1	0
Missouri (1998)	0	0	0	0	0	0	0	0	15	5	1	5	1	27	0
Nevada (1997)	0	0	0	0	0	0	1	1	4	1	2	3	3	14	5
New Hampshire (1995)	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New Jersey (1996)	0	0	0	0	0	11	15	15	11	7	4	2	2	52	4
New Mexico (1993)	0	0	1	0	0	0	0	0	1	8	11	6	10	37	0
New York (1998)	0	0	0	0	0	0	0	0	2	16	12	7	13	50	2
North Carolina (1996)	0	0	0	0	0	27	21	21	17	15	7	6	1	94	5
Ohio (1997)	0	0	0	0	0	0	15	15	24	21	31	37	11	139	0
Oklahoma (1999)	0	0	0	0	0	0	1	1	0	5	4	0	2	12	0
Oregon (1999)	0	0	0	0	0	1	0	0	1	9	6	7	19	43	0
Pennsylvania (1997)	0	0	0	0	0	6	23	23	17	18	11	15	13	103	3
Rhode Island (1995)	0	0	0	0	0	1	1	1	0	1	3	2	0	8	1
South Carolina (1996)	0	0	0	0	0	0	2	2	4	1	1	5	6	19	0
Tennessee (2002)	0	0	0	0	0	0	0	0	0	0	0	0	4	4	0
Texas (1995)	0	0	0	0	17	5	74	74	66	20	33	19	7	241	0
Utah (1998)	0	0	0	0	0	0	3	3	3	2	0	4	7	19	1
Virginia (1998)	0	0	0	0	0	0	0	0	0	1	5	2	1	9	0
Wisconsin (1993)	0	0	1	5	5	9	15	15	17	31	21	24	18	146	2
Wyoming (1995)	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0
Nationwide Total	1	33	53	139	156	233	396	396	466	395	420	395	309	2996	63

NATIONAL CHARTER SCHOOL DATA (2004)

STATE	TOTAL SCHOOLS	ENROLLMENT BY STATE	AVERAGE ENROLLMENT*
NATIONAL TOTAL	2,996	741,949	248
Alaska	20	3,320	166
Arizona	491	77,139	157
Arkansas	11	2,608	237
California	500	169,904	340
Colorado	97	27,698	286
Connecticut	16	2,614	163
Delaware	13	6,032	464
District of Columbia	42	12,287	293
Florida	258	56,826	220
Georgia	36	14,952	415
Hawaii	26	4,431	170
Idaho	16	3,253	203
Illinois	30	11,326	378
Indiana	17	3,086	182
Iowa	0	0	0
Kansas	31	2,622	85
Louisiana	16	4,222	264
Maryland	0	0	0
Massachusetts	50	15,391	308
Michigan	210	63,770	304
Minnesota	97	13,178	136
Mississippi	1	334	334
Missouri	27	12,482	462
Nevada	14	3,967	283
New Hampshire	0	0	0
New Jersey	52	14,108	271
New Mexico	37	4,772	129
New York	50	12,714	254
North Carolina	94	22,340	238
Ohio	139	34,980	252
Oklahoma	12	2,650	221
Oregon	43	3,047	71
Pennsylvania	103	33,107	321
Rhode Island	8	1,363	170
South Carolina	19	3,503	184
Tennessee	4	610	152
Texas	241	71,080	295
Utah	19	2,784	147
Virginia	9	940	104
Wisconsin	146	22,409	153
Wyoming	1	100	100

* Total does not reflect enrollment for 81 cyber charter schools.



ANNUAL SURVEY OF CHARTER SCHOOLS





ANNUAL SURVEY OF AMERICA'S CHARTER SCHOOLS

The Center for Education Reform (CER) is pleased to again present the findings of its most recent nationwide survey of charter schools, including data compiled from charter schools operating in the 2002–2003 school year. The responses represent 795 of the more than 2970 charters that were in operation in 2003 in 37 states and the District of Columbia. This reflects a response rate of 27 percent, more than three times higher than previous survey response rates.

CER's survey posed general questions to these charter schools about their educational programs and operations, the tests they give, and the populations they serve.

As we reported in our last survey, “results paint a picture of a diverse and vibrant system of charter schools that are held accountable by both traditional and non-traditional means. The results — and the actions of the schools — implicitly and explicitly reject the assertions of charter school opponents who fear their growth. Judging from the results, charters are accountable, educate underserved students, and provide innovative opportunities children and parents are unable to receive in their local traditional public school.”

“Yet, charters continue struggling to overcome obstacles not in the path of traditional public schools. Charter schools are typically required to operate with less funding than traditional public schools and, in many cases, have to finance their capital costs for facilities out of the same per-pupil expenditure — an obstacle not confronted by their traditional public school brethren.”

“[Still] charter schools continue to develop, thrive and, most importantly, serve the children they educate by providing more individualized instruction that better meets each child's needs. Charter schools' success is evident in both student achievement, with increasing examples of success by students who were not previously successful in traditional public school, and in community response: nearly 40 percent of charter schools have waiting lists.”

KEY FINDINGS SUMMARY

An over-representative sample of charter schools finds that they are highly accountable, smaller, leaner, more community-based and innovative. According to the 2002-2003 survey, the nation's charter schools are:

ENSURING ACCOUNTABILITY

Ninety-four percent of charter schools report administering at least one standardized test (91 percent administer two) including state tests in those states that have them, and are held to the same standards for those tests as traditional public schools. (The other six percent are likely alternative learning programs with non-traditional assessments, or are providing services to pre-school or post HS ages.)

EDUCATING UNDER-SERVED STUDENTS

Charters serve students who largely are under-served in the traditional public school environment: at-risk students, minority students, and low-income students. Traditional public schools do not provide the specialized attention and tailored programming that charters offer these students.

Charters continue to target services to students at the ends of the instructional spectrum who are being failed by a “one-size-fits-all” education system: gifted and talented students, teen parents, expelled and court-adjudicated youth, and non-English speaking children.

MEETING PARENTS’ DEMANDS FOR SMALLER SCHOOLS

Research has proven that smaller is typically more advantageous for learning. (Of course, it depends on the programs being used and what is expected). Average student enrollment in traditional public schools is 539 — twice the average charter school enrollment of 269. Nearly 40 percent of charter schools have a waiting list, averaging 135-students in length.

PROVIDING INNOVATIVE, QUALITY CHOICES

Charters can innovate and have the flexibility to utilize programs that are normally not part of agreed-upon district guidelines. There are more research-proven instructional programs operating in charters than in non-charter public schools. For example, twenty-seven percent of charter schools report using the “Core Knowledge” and/or “Direct Instruction” curriculum. The range of instructional programs offered by charters also is growing, and includes such programs as Expeditionary Learning and Virtual/Cyber courses.

GIVING MORE INSTRUCTIONAL TIME

Spending more time teaching (the right kind of curriculum) can have a profound effect on at-risk students. But this is rarely an option in traditional public schools because of the restrictions of district work and bargaining agreements. The flexibility of charters allows for more instruction time with 41 percent offering either or both an extended school day or an extended school year.

DOING MORE WITH LESS

Charter schools appear to cost less and receive fewer dollars than traditional schools, and yet they are providing more services and demonstrating achievement at faster rates than non-charters. The average per-pupil cost reported was \$6,501, versus \$7,000 per pupil in traditional public schools. But charter schools face the difficult additional burden of receiving only \$5,688 per pupil, an \$813-per-pupil shortfall in funding. Respondents report that about three percent of their budget is provided from private donors.

EXPANDING RESPONSIBILITY BEYOND TRADITIONAL EDUCATION

States with multiple chartering authorities have 14 times more charter schools than states requiring local school board approval only. Local school boards, however, are more likely to grant charters when state laws permit multiple authorizers or when there is a strong appeals process. Only six percent of charter schools are in the 13 states that allow for only one authorizer, while 94 percent are located in states with multiple chartering authorities or a strong appeals process.

FOSTERING DIVERSE SCHOOLING OPTIONS

Chartering brings more community groups and civic institutions into the education business. Thirty-seven percent of charter operators report having been started by an existing non-profit organization, as opposed to individual groups of parents or teachers or even public schools that started charters. Some popular examples: Urban Leagues, the YMCA, museums and arts institutions.

MAXIMIZING RESOURCES

The effective use of human resources is one of the most critical elements of the management – and success – of schools and instructional programs. Charter schools generally maintain very high ratios of teachers to administrative personnel, averaging 15 full-time teachers to an average of 3.5 full-time administrative staff.

ANNUAL SURVEY OF AMERICA'S CHARTER SCHOOLS

CHARTERS ENSURE ACCOUNTABILITY

A favorite criticism of charters is that they are not accountable because most do not report through the typical chain of command of a school district. However, charters are maintaining accountability systems that are showing results. (See the recent Brookings Institution report entitled “How Well Are American Students Learning?”). Ninety-four percent of charter schools reported administering at least one standardized test, with 91 percent

administering at least two. (The remainder likely provide alternative education programs for students that have dropped out or serve only pre-school age children.) Also, although charter critics frequently define “accountability” only on the basis of state law, charter schools typically promise, over and above state requirements, a certain level of achievement in the body of their charter agreement.

Figure 1: Charter School Testing Requirements

	<u>2002</u>	<u>2003</u>
Charter schools that administer at least one Standardized test	98%	94%
Require a state-specific test	57%	58%
Require a Stanford 9	50%	44%
Require the Iowa Test of Basic Skills	11%	12%
Require the California Test of Basic Skills	3%	4%
Require the California Achievement Test	4%	8%
Require the Terra Nova	10%	11%
Require another standardized test	38%	35%

Figure 1A: Charter School Testing

Charter Schools using multiple testing requirements

Percentages of charter schools reporting use of at least two standardized tests

	2003
Charter schools that administer at least two Standardized tests	91%
Require Stanford Assessment Test (SAT9) and State-specific Test	28%
Require Stanford Assessment Test (SAT9) and Other	14%
Require Stanford Assessment Test (SAT9) and CA Achievement Test	3.4%
Require Stanford Assessment Test (SAT9) and Terra Nova	2%
Require Stanford Assessment Test (SAT9) and Calif. Test of Basic Skills	1.6%
Require Stanford Assessment Test (SAT9) and Iowa Test of Basic Skills	1.5%
Require State-specific Test and Other	19%
Require State-specific Test and Iowa Test of Basic Skills	7%
Require State-specific Test and Terra Nova	6%
Require State-specific Test and California Achievement Test	2%
Require State-specific Test and California Test of Basic Skills	1%
Require Iowa Test of Basic Skills and Other	3.3%
Require Iowa Test of Basic Skills and Terra Nova	3%
Require Iowa Test of Basic Skills and California Achievement Test	1%
Require Iowa Test of Basic Skills and Terra Nova	1%
Require California Test of Basic Skills and Other	1.1%
Require California Test of Basic Skills and Iowa Test of Basic Skills	1%
Require California Test of Basic Skills and California Achievement Test	1%
Require California Test of Basic Skills and Terra Nova	1%
Require California Achievement Test and Other	2%

CHARTERS EDUCATE UNDER-SERVED STUDENTS

School data confirms recent research: charter schools frequently structure their curricula, operations, and instruction to serve children that are traditionally under-served by the district school systems, such as at-risk, minority and low-income students.

Middle-income majority students also benefit from charter schools, particularly those who are not well served by traditional public schools. Middle-income majority students who have not been successful in traditional public schools may gravitate toward charters specifically because these schools offer a better path to success. Over the last year, the percentage of charters identifying “gifted and talented” students as a target population to be served has

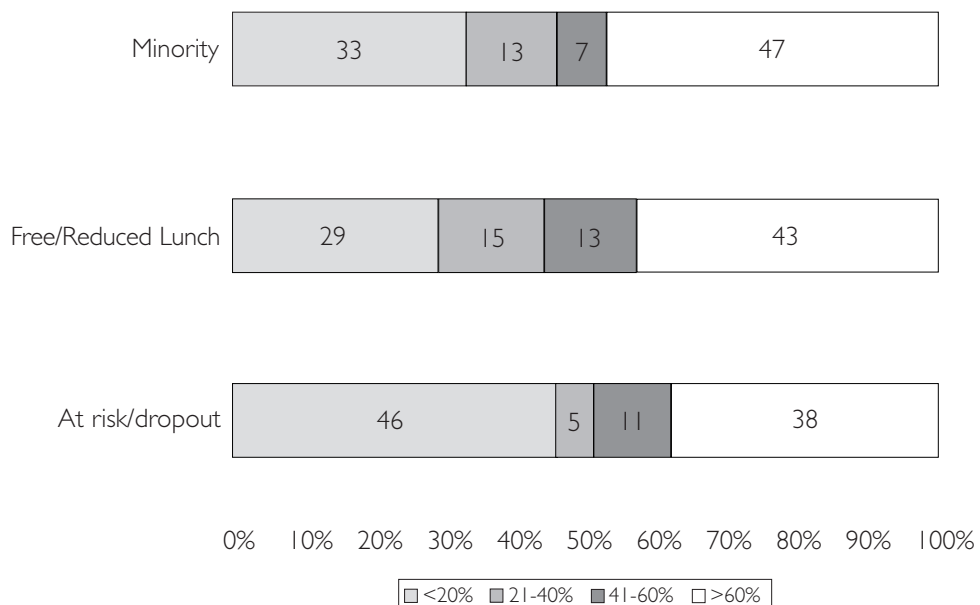
risen from 10 percent to 27 percent, suggesting the difficulty traditional public schools have in providing education using a “one-size-fits-all” system.

Indeed, charter schools seem to better address the needs of students at both ends of the educational performance continuum: Eighteen percent of charters indicate they view teen parents as a target population to be served, up from 12 percent in last year’s survey and 12 percent target disabled students, up from 8 percent last year. In addition, 10 percent of charters target expelled youth, 11 percent target court-adjudicated youth, and nearly a quarter target English-as-a-Second-Language students.

Figure 2: Student Populations

Percentage of charter schools serving selected populations

Explanatory Note: For example, in the minority category 7 percent and 47 percent are combined to show that 54 percent of all charter schools serve a minority population of 41 percent or above.



CHARTERS MEET PARENTS' DEMANDS FOR SMALLER SCHOOLS

Research shows that smaller schools lead to higher student achievement. Charter schools deliver the smaller size that produces results — and that parents want. Most charter schools are relatively small, with an average of 269 students, while the average enrollment in traditional public schools is twice that number, at 539.

In a notable change from last year's survey data, the percentage of schools with long waiting lists dropped from 69 to 39, and a decrease

in the size of the lists from (averages of) 166 students to 135 students. These changes are due, in part, to an increased number of charters and a larger base of survey respondents.

In 1998, CER predicted that the increasing number of charter schools and the competition they would inspire would result in shorter waiting lists. This year's numbers are proving this prediction right and also tend to support CER's earlier observation that last year's increase in student waiting lists is an anomaly.

Figure 3: Charter School Waiting Lists

	2000-01	2001-02	2002-03
Average Enrollment	258	242	269
Percentage of schools with waiting lists	63%	69%	39%
Average no. of students on waiting list	112	166	135

CHARTER SCHOOLS PROVIDE INNOVATIVE CHOICES

Charter schools provide multiple curriculum options, responding to the demand for better and more focused curricula that meet the needs of each school's distinct population.

As stated last year: "Even charter critics such as the American Federation of Teachers admit that 'charter schools use education programs that are not offered in their

host districts.'" Respondents to the 2003 survey again bear out that admission, offering a range of learning methodologies, from E.D. Hirsch's Core Knowledge Curriculum to Expeditionary Learning to Online learning. (For more information on effective methodologies and organizations, go to our web glossary at <http://www.edreform.com/glossary.htm>).

Most charter schools choose a specialized teaching strategy — one the school’s operators believe will best meet students’ needs. The curricula programs offered by charter schools vary considerably. Some, for example, focus on specific disciplines (such as math and science or the arts), while others are built around students’ future plans (college preparation or

school-to-work).

While comparable data for all public schools is unavailable, anecdotal evidence suggests that, overall, charter schools specialize more than traditional public schools. District public schools are less likely to specialize because the instructional methods and curricula for the entire district are usually centralized.

Figure 4: Curriculum/Instructional Focus

Charter schools use specialized teaching strategies*

Core Knowledge	14%
College Prep	13%
Science/Math Prep	13%
Thematic Instruction	12%
Direct Instruction	13%
Back to Basics	9%
Constructivist	5%
Arts	6%
Outcome-Based Education	6%
Home/Independent Study	4%
School to Work	6%
Bilingual/Foreign Language	4%
GED/HS Completion	3%
Montessori	5%
Expeditionary Learning	4%
Virtual/Cyber/Online	3%
Waldorf	1%
International Baccalaureate	1%

* Figures add to more than 100 due to rounding.

CHARTERS PROVIDE MORE INSTRUCTIONAL TIME

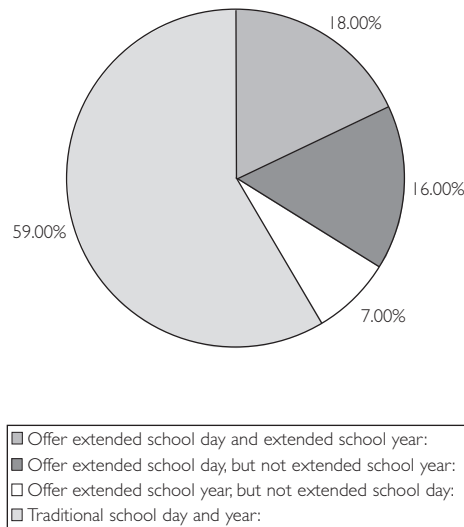
Perhaps the most innovative, yet simple, value provided by charter schools is increased instructional time for their students. Few traditional public schools have stretched their hours beyond the traditions of 180 days a year, 6.5 hours per day. Many charters provide additional instruction time because they are able to make innovative allocations of resources.

Forty-one percent of survey respondents go beyond the “typical school year” and “typical school day:” Eighteen percent offer an extended school day and school year; sixteen

percent offer an extended school day only; and seven percent offer an extended school year only.

(As noted last year, the U.S. Department of Education’s National Center for Education Statistics, asks schools if they offer “Extended day or before-school or after-school daycare programs.” Although daycare-type services should not be confused with instructional time, it must be noted that nearly 63 percent of charters offer students such additional time in school, while only 46 percent of traditional public schools do so).

Figure 5: Instructional Time
Charter Schools Provide More Instruction



CHARTER SCHOOLS DO MORE WITH LESS

Charter schools appear to cost less and receive fewer dollars than traditional schools, and yet they are providing more services and demonstrating achievement at faster rates than non-charters. Survey respondents report that their per-pupil cost averaged \$6,504 versus the average traditional school cost of more than \$7,000 per pupil reported by the National Center for Education Statistics. Charter schools also face additional burdens: Respondents report receiving only \$5,688 per pupil, and also report that about three percent of their budget must be provided from private donors.

Finally, they report that nearly 16 percent of their annual budget is spent on capital, or facilities, expenses. This category is typically not included in a traditional public school's per-pupil expenses because it is included in overall system's capital budget.

Charter schools, then, start off with fewer instructional dollars, have to raise part of it from private contributors, and in many cases are forced to slice off even more to pay for rental, renovations, or a mortgage - expenses furnished to traditional public schools by their school district.

Figures 6A-D: Finances

Charter Schools Do More With Less

Figure 6A: Average Cost-Per-Pupil Breakdown

Average Cost Per Pupil: \$ 6,501

Surveys reporting a cost per pupil amount between

\$0-\$5000

155 surveys Average = \$4,191.24 28.4%

\$5001-\$7000

225 surveys Average = \$5,930.16 41.3%

\$7001-9000

104 surveys Average = \$7,929.71 19.1%

\$9001+

61 surveys Average = \$12,044.59 11.2%

Figure 6B: Average Revenue-Per-Pupil Breakdown

Average Revenue Per Pupil: \$5,688

Surveys reporting a revenue per pupil amount between

\$0-\$5000

194 surveys Average = \$4,245.02 35.6%

\$5001-\$7000

222 surveys Average = \$5,955.73 40.7%

\$7001-9000

90 surveys Average = \$7,860.66 16.5%

\$9001+

39 surveys Average = \$12,771.71 7.2%

Figure 6C: Sources of Revenue for Charter Schools

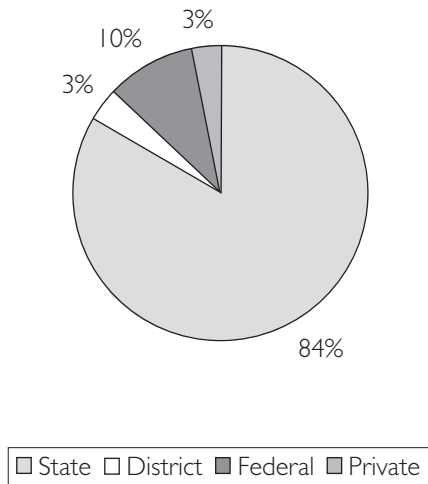
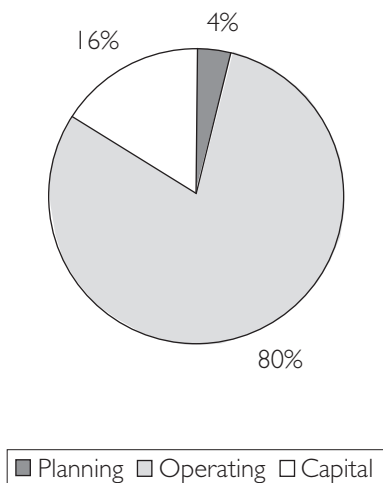


Figure 6D: Budget Allocations for Charter Schools



MULTIPLE CHARTERING AUTHORITIES

A review of who grants charters illustrates the impact of different state charter laws. Overall, there are more charter schools in states that allow more than one sponsor to grant charters. Other findings from data on charter schools in 2003:

Only six percent of charter schools are in the 13 states that require local school boards to approve charter school applications (Maryland was excluded from this count since the law was just enacted this year). Ninety-four percent are in the remaining 27 states. In other words, states with

multiple authorizers have 14 times more charter schools than states requiring local school board approval.

- Arizona, California, Michigan and Texas, which allow for multiple chartering authorities or have a strong appeals process, have half of all the charter schools in the United States.
- States requiring local school board approval of charter schools have an average 15 charters per state. States with multiple chartering authorities or a strong appeals process have an average 104 charters per state.

Figure 7: Percentage of Charters Approved by Various Authorities

	2000-01	2001-02	2002-03
Local School Boards	43%	44%	43%
State Boards of Education	37%	29%	28%
Universities/Colleges	8%	9%	7%
Other state chartering boards	7%	12%	14%
*Other	5%	6%	8%

* These responses listed county offices of education, mayors' offices, or did not specify.

CHARTER SCHOOLS FOSTER DIVERSE SCHOOLING OPTIONS

Charter schools engage community groups in ways that traditional schools cannot. Charter schools continue to enjoy a vibrant mix of applicants and operators providing diverse opportunities for communities and parents. Non-profit organizations continue as the leaders

in applying for charters and running charter schools. Thirty-seven percent of respondents cited their applicants/operators as non-profits. The next highest percentage, 26.4, represents public schools, with the next highest, 16 percent, consists of combined groups.

Figure 8: Charter Applicant/Operator

	<u>2003</u>
Public School	26.4%
For-Profit Organization	5%
Community Group	4.5%
Private School	1%
Parent(s)	4%
Teacher Union	<1%
Non-Profit Organization	37%
Teacher(s)	4.6%
University/College	1.5%
Combination	16%

CHARTERS MAXIMIZES HUMAN RESOURCES

An effective balance between teachers and administrators is key to ensuring schools meet their primary responsibility: to educate children. Charter schools generally maintain very high ratios of teachers to administrative personnel, averaging 15 fulltime teachers to an average of 3.5 full-time administrative staff.

Figure 9: Number of Employees

Average number of charter school employees for the following positions

*Based on the number of survey respondents for each category

	<u>2003</u>
Administrative Part Time	2
Administrative Full Time	3.5
Teacher Part Time	5.9
Teacher Full Time	15.36
Paraprofessional	5.46

The greatest challenges charter schools continue to face are facilities and funding issues. Asked an open-ended question about their school's greatest challenge, an overwhelming one-quarter of the respondents gave an answer that related to facilities and funding. These challenges include inability to find a permanent facility, inability to expand an existing facility, spending large amounts of funding to rent a facility, and lack of support from the district and/or, state in securing a permanent facility. In addition to facilities and funding issues, charter school respondents also expressed cited; transportation, marketing, support from state, district hostility, a mis-informed public, and political opposition from school boards.

NOTES ON SURVEY METHODOLOGY

Not all schools responded to all questions. For each question, percentages are based on total responses to that particular question.

For some questions, total responses may add to more than 100 percent, either because schools gave more than one answer to each question, or due to rounding.



ACHIEVEMENT AGAINST ALL ODDS





ACHIEVEMENT AGAINST ALL ODDS

ALASKA

SUCCESS

The **Aurora Borealis** charter school in Kenai once again proved their place among the top schools in the state. The K-8th grade school topped the charts with an 83 in 5th grade reading and an 89 in 7th grade math on the state required Terra Nova Testing. The six-year-old school, which serves 130 students, attributes its successes to its Back to Basics curriculum, which utilizes Core Knowledge, Direct Instruction, the Saxon mathematics and Riggs phonics programs and also the essential role of parental involvement. Sam Stewart, the school district's curriculum and assessment director of secondary education explains, "Charter schools usually require a higher level of parent involvement and as a result show higher test scores. Aurora Borealis did do very, very well."

ARIZONA

RIPPLE

In recognizing the importance of maintaining a responsible voice within the community, principal Nirvair Khalsa of **Khalsa Montessori School** in Tucson, alerted her school's community to the dangers of the videogame Hitman 2: The Assassins. The purpose of this video game, produced by Edios International, was to shoot and kill villains who were obviously intended to represent members of the Sikh faith. Khalsa encouraged the families at the school to join Sikh organizations and leaders in a protest against the game. The resulting online petition and letter-writing campaign resulted in Edios removing material offensive to Sikhs from its website and from the video game; several retailers, including Wal-Mart, pulled the game from its shelves. Arizona Senator John Kyl wrote to the Khalsa Montessori community to commend them for working "to uphold standards of decency."



SUCCESS

The latest AIMS test results have been released and students at the **BASIS School, Inc.**, in Tucson once again showed their continued level of excellence. BASIS 8th grade students' math results were the best in their county and the second best in the state. BASIS 10th graders were also recognized for having 86 percent of the class meeting or exceeding standards in math and 93 percent meeting or exceeding standards in reading. BASIS credits much of its success to support received from parents and also to its well-designed curriculum. BASIS maintains a maximum class size of 25 students and uses curriculum programs based on the Core Knowledge and Saxon math programs.

CALIFORNIA

RIPPLES

The **CHIME** school in Los Angeles has lived up to its promise to serve as a laboratory of innovation that leads to educational improvements for all. The Los Angeles Unified School District recognized the success of this Woodland Hills charter school that serves children with a range of learning disabilities and, in an attempt to replicate this success, announced a partnership with the school's operators. Many consider District C's partnership with CHIME as the first of its kind within Los Angeles Unified, whose officials in the past had regarded charter schools with suspicion and even animosity.

With their embrace of charter schools leaders of the **Oakland School District** have outwardly proven their commitment to ensuring all children within the district are provided an education that will enable them to succeed. From 2001 to 2002, charter numbers grew from 358 schools serving approximately 135,000 students to 436 schools serving 166,000 students. Oakland oversaw 14 charter schools in 2002 with plans for new schools underway.



A San Mateo County judge ended a 3-year search for a permanent facility by ruling that the Sequoia Union High School District must provide **Aurora Charter High School** with classroom space. Since opening in 1999, Aurora has operated out of a park and a warehouse and has undergone four moves in three years. Sequoia sued Aurora arguing that it should not be held responsible for providing classrooms to Aurora because the school was chartered by the Redwood City School District, an elementary district that feeds into Sequoia. The judge questioned the validity of Sequoia's argument due to the evidence that Sequoia had asked Aurora to apply for its charter in Redwood City to save money. The court's decision was hailed as a huge success for charter schools, supporting the view that charter schools deserve fair and equitable funding.

OBSTACLES

Despite reducing its projected operating budget deficit by over \$250,000, the survival of the **Nevada City School of the Arts** may still be in jeopardy. In addition to financial concerns, Nevada City School of the Arts also faces a facilities hurdle. Despite successes that include being the first charter school ever to receive a national Blue Ribbon Award, the Nevada City School of the Arts must eventually engage in a massive community-wide fundraising campaign to maintain its promise to students and parents not to cut any academic programs. The school currently resides in a business complex shared with another charter school. The complex lacks a playing field and - even more integral to the performing arts-intensive curriculum - an auditorium.

School officials are currently regrouping and looking into saving money by buying their half of the business complex instead of building their own facility; they fear, however, that if the financial situation doesn't improve, the **Nevada City School of the Arts** will not survive.

OBSTACLE

The Los Angeles School Board voted by a narrow margin to grant the application of **Granada Hills High School** to convert to a charter school, after a long protected battle in which district leaders publicly said they did not want to approve it. Granada Hills is one of the highest performing schools in the district and sought charter status to free itself from the bureaucratic control of its school district. Instead of the five-year term usually granted for charters, Granada Hills was provided only one year to prove their success. This means that the application for renewal will come before any test scores are released on their one-year anniversary as a charter. School board officials said that they would use reductions in class size, new course offerings, financial management, and public support to measure Granada Hills' success. With a new school board more hostile to charters now in place, Granada Hills charter's fate is in question.

COLORADO

RIPPLE

A waiting list in the hundreds for Jefferson County's first Montessori charter, **Montessori Peaks**, sparked parents to get together and submit their own charter application. As a result the birth of Compass and other public Montessori schools is the story of middle-class parents clamoring to gain access to an educational model they like without going broke.



OBSTACLE

A group of parents in **Steamboat Springs** has filed suit against the local school board for refusing to approve their application to open a Montessori charter school – the area's second. The local board has remained firm in its refusal to grant a charter despite twice being appealed to, and approved by the state board. In response to the filing of the suit, the local board has offered to put the question up for public referendum in the November election. Because the charter law does not provide for such a move, however the outcome can have no legal bearing.



SUCCESS

Cheyenne Mountain Charter Academy, located south of Colorado Springs, is the state's top middle school for the second straight year, according to the CO Board of Education's 2001-02 School Accountability Report. The K-8th grade school credits much of its success to the use of both Direct Instruction and the Core Knowledge curriculum.

SUCCESS

The Colorado Department of Education named **Ridgeview Classical School's** high school program the second best in the state in its 2001-2002 School Accountability Report (SAR). The SAR rankings are determined using each school's scores on the Colorado Student Assessment Program (CSAP) exams, and Ridgeview certainly excelled in this area compared to other schools in the Poudre School District. Ninety-six percent of Ridgeview's 9th- and 10th-graders scored at proficient or advanced on the 2002 CSAP reading test, 85 percent at proficient or advanced in writing, and 62 percent at proficient or advanced in math. The charter's scores beat the district averages of 78 percent, 62 percent, and 43 percent at proficient or advanced in reading, writing, and math, respectively. The K-12 school combines Core Knowledge and great books curricula and methodology.

CONNECTICUT

SUCCESS

Despite hailing from some of the toughest neighborhoods in the state, students from the fifth through eighth grade **Amistad Academy** in New Haven surpassed the statewide average in writing and math on the Connecticut Mastery Test, widely considered to be among the country's most challenging series of tests. This group of students, 100 percent of whom were Black and Latino and 87 percent of whom qualified for free or reduced lunch, significantly outperformed New Haven Public School (NHPS) students in every subject, and more than doubled the NHPS scores in math and writing, despite serving the identical student population.

DELAWARE

RIPPLE

The Charter School of Wilmington's science curriculum is receiving some well-deserved attention. The charter high school, which pulls from 60 to 70 feeder schools each year, realized that it needed a science program that could more adequately address the varying science backgrounds of its incoming students. The result was a switch from a traditional one-credit program to a series of half-credit classes in a geosystems course in the freshman and sophomore years, including introductions to physics and chemistry. Following implementation of this curriculum, CSW sophomores scored at the top of the state in science, according to the Delaware Student Testing Program, Dr Rachel Wood, an Education Associate in the Department of Education's Science/Environment Education division, visited CSW to learn more about the curriculum in the hope of using it as part of an effort to improve science education in all of Delaware.

SUCCESS

The accolades for **The Charter School of Wilmington** continue to surpass the previous ones. The 9-12th grade school that serves 935 students has the highest state scores in all five areas of the Delaware state assessments. In addition the school has: the highest average SAT scores in the state among all public high schools, the highest student attendance rate in the state, a Math League Press Team ranked first in the nation, most awards received by a school at the Delaware Science Expo, two Presidential Awards for the teaching of Mathematics and Science, first place at Delaware Envirothon, first Place at Delaware Science Olympiad, a college placement rate of 98 percent and a “Superior Performance” rating for overall student performance in Delaware Public School Accountability Ratings.

DISTRICT OF COLUMBIA

RIPPLE

The effective teaching styles at **César Chavez Public Charter School for Public Policy** have inspired Princeton economics professor Alan Krueger to team up with César teacher Marc Laitin to work together in writing a high school economics textbook. The book will be published by Worth Publishers and released, along with supplementary materials such as a teacher’s edition and study guide, late in 2005. César Chavez is also making waves in D.C. policy circles: the newly created Principal’s Circle will bring public policy and government professionals together with students and teachers to generate new curriculum ideas and enthusiasm for the study of public policy. Professional Principal’s Circle members include directors, fellows, and representatives from the Brookings Institute, the Center for the Study of Social Policy, the Bill & Melinda Gates Foundation, and the Federal City Council.



Under the **1995 D.C. School Reform Act**, charter schools supposedly have first dibs on purchasing surplus city buildings unless the District stands to generate significant revenue by selling or leasing them to another party. The “unless”, however, has proven a tremendous obstacle to obtaining facilities, according to several D.C. charters, particularly those that survive solely on public money. As a result, successful schools have been forced to turn away students because the city is offering them buildings that are structurally unsafe and in need of repair beyond their budgets.

OBSTACLES

The **Cesar Chavez Public Charter High School for Public Policy** continues five years of success despite being housed out of a former laundry plant. The limitations of the facility restrict students to eating lunch at their desks and holding Spanish and biology classes in a corner of a cafeteria.

Tri-Community Public Charter School had to delay its opening a year as a result of the facilities obstacle. Tri-Community has a projected enrollment of 400 students in grades K-5 but opened with 30 students in two grade levels; the school could not squeeze any more students into an old office space, the only real estate it could afford.

OBSTACLES

The **Hyde Leadership Public Charter School**'s projected enrollment also slipped, from 750 to 600 students, due to its limited space in an 80-year old building that formerly housed Langley Junior High.

The **Thurgood Marshall Academy**, home to 103 ninth and tenth graders, rents space from a church, but lacks a gym and a decent-sized library and auditorium. The city offered the school a building in 2002, which cost Thurgood an estimated \$10 million to renovate.



SUCCESS

Since opening in July 2001 **KIPP DC: KEY Academy** made statistically significant gains in student achievement despite the students' challenging backgrounds. One-hundred percent of KIPP DC: Key Academy's student body is African American, and over 80 percent qualify for free or reduced lunch, yet the results are the opposite of similar traditional public schools. President Bush made a significant visit to the school to acknowledge the school's successes, which include national test scores that far surpass the standard. KIPP credits the autonomy, longer school day, week, and year, as well as its parental and teacher involvement, for its success.

FLORIDA

The Miami-Dade County School Board approved a plan to create its first commuter elementary school. **Ada Merritt Elementary** is unique in that it does not have set neighborhood boundaries. Mercedes Toural, the associate superintendent for education, explained the decision: "The public school system is no longer the only game in town, we're competing with private schools, charter schools, voucher schools. The market wants accessibility and quality programs, and we think we can do that within the public school system."

RIPPLES

Academie Da Vinci received a \$47,000 grant from the Public Charter School Federal Grant Program to share some of its innovative programs, including a second-grade writing program, with other charter schools. The charter's 4th graders have consistently scored higher than both the district and the state averages on the writing, reading, and math section of the Florida Comprehensive Assessment Test (FCAT). In 2002, Da Vinci 3rd graders scored the highest in Pinellas County in reading and third highest in math. Da Vinci 5th graders' average math score on the FCAT was the highest in the district. The charter school, which places an emphasis on the fine and performing arts, serves about 100 students in grades 1-5.

OBSTACLE

The fledgling **Gulf Coast Academy of Science and Technology**, slated to open on August 11, 2003, was thrown for a loop in June 2003 when the Planning and Zoning Commission denied the charter a necessary permit. The commission cited a traffic impact by the school's opening, which the charter's founders say is not an issue thanks to several routes to and from the school's location in Spring Hill. Supporters of Gulf Coast Academy appealed to the Hernando County Commission; GCA won the case, but the school was forced to change its prospective opening date to August 27, as the commission stipulated that it must first reconfigure its parking lot and bus loop.



SUCCESS

Nap Ford Community School in Orlando continues to earn high recognition for its achievements. The K-2nd grade school, which serves 89 students, 73 percent of who qualify for the free and reduced price lunch program, was recently awarded the 2002 New School Award. This award is just the latest of their many awards, which include the 2001 Golden Brick Award, 2001 NFBPA Education Award, and the 2001 Florida Public Charter School Recognition Award.

GEORGIA

OBSTACLE

Two charter schools in Georgia - **Charter Conservatory for Liberal Arts and Technology** and **The Odyssey Charter School** - fought for years with local school boards to receive charters but to no avail. As early as 1993, The Charter Conservatory worked for a charter. For three years, from 1997 to 2000, the local board officially denied their application. In 2001, both schools were granted charters after appealing to the state. But instead of getting the funds to which they are entitled, the legislature created a funding formula that makes it more difficult for charters to open their doors.



SUCCESS

In addition to the recent unanimous decision to renew its charter, **Oglethorpe Academy Charter Middle School** of Savannah has another cause for celebration. The 6-8th grade school is recognized for the highest scores in the district for all middle school grades on the Stanford 9 tests. In addition, 100 percent of Oglethorpe's eighth graders meet or exceed state standards on the Georgia state writing exam.

HAWAII

SUCCESS

Several factors contribute to the 80-90 percent college acceptance rate of the students at **Education Laboratory School** in Honolulu. The K-12th grade school that serves 360 students credits its success to excellent parental support, longer school days and extensive curriculum and graduation requirements, annual school retention rate of 99 percent and a high rate of student awards and achievements.

ILLINOIS

RIPPLE

A poster hanging in the entryway to the **Fort Bowman Academy Charter School** in Cahokia outlines changes in curriculum and programming in Cahokia public schools that reflect the influence of the charter's own methodology and curriculum. The poster sums up the ripple effect on the surrounding schools with one line: "I wonder where they got these great ideas?" Fort Bowman opened in 1998 and has grown from its original 130 students in K-6 to 260 students in K-10. The charter has been operating on a budget surplus every year since its opening and, in 2002, used the saved surplus money to build a new, 7500-square foot building to replace the renovated shed in which the school was housed its first four years of operation.



OBSTACLE

A labor bill provision to raise the charter school cap in **Chicago** passed this year, causing a schism in the charter advocate camp, as well as major angst with the teachers union. The legislation, blocked by Senate President James Philip, restored the rights of teachers to bargain over such issues as schedules, student assessments, and class size. Interestingly, charter advocates in Chicago who backed the bill were willing to make a trade-off with the union in attempts to increase the cap within the city.



SUCCESS

Noble Street Charter School of Chicago celebrated its first year as a full 9-12 High School as well as its first graduating class. Led by two former Chicago public high school teachers in partnership with the Northwestern University Settlement House, Noble Street prepares its 474 students by emphasizing commitment to educational excellence, civic responsibility, and respect for the community, the environment, and others. The commitment and discipline of the school prove to be effective: the school has reported the highest state test scores of any non-magnet high school in Chicago.

INDIANA

OBSTACLE Charters often get blamed for district budget wars and unfortunately this is the case at Fort Wayne Community Schools. In addition to increases in property and liability insurance costs, and in teacher retirement costs, the one-year old **Timothy L. Johnson Academy** and the new **Urban Brightest Academy** have been targeted by Fort Wayne's School Superintendent for part of the blame for the budget concerns. The superintendent has stated that in one year the Fort Wayne Community Schools have lost \$463,000 for the more than 80 students from the district that attend Timothy Academy and expects another 200 students will be "lost" to the Urban Brightest Academy in the fall of 2003.

KANSAS

SUCCESS The 9-12th grade alternative school, **Hope Street Academy** of Topeka, has been recognized as a national model charter school. In August of 2002 Hope Street Academy was selected by the U.S. Department of Education to present at the national "No Child Left Behind" conference. The recognition for Hope Street Academy continued in 2003 when it received the Certificate of Recognition from the Confidence in Public Education Task Force for outstanding achievement and uncommon accomplishment on the Kansas Reading Assessment. Hope Street Academy placed in the upper 94th percentile for 11th grade reading.

LOUISIANA

SUCCESS **Avoyelles Public Charter School** uses a Core Knowledge curriculum, Saxon Math, a methodology based on Direct Instruction, and now boasts outstanding Louisiana Educational Assessment Program (LEAP) test scores. The K-6 charter school's 4th graders achieved 2001 LEAP scores in language arts, math, science, and social studies that far surpassed the scores of other Avoyelles Parish 4th graders and their peers statewide. These scores, with 98 percent of the 4th graders passing in the language arts section, ranked Avoyelles Public Charter in the top 10 percent of schools statewide.

MASSACHUSETTS

At a gathering of **Boston** school administrators and staff, Superintendent Thomas Payzant put his employees on notice: charters are here to stay, and traditional public schools have to compete:

RIPPLES

“The competition is real--for the resources and for the kids. We’ve got to meet it by saying we can do as well or better. The shrinking pool of funding means now, more than ever, public schools have to remain competitive by remembering that the goal is “not just to get kids out of level one,’ Payzant said, ‘but to get more students into levels three and four.’”



In early June of 2003, the mayor of North Adams who, for several months, has publicly denounced charters and accused the Massachusetts Board of Education chairman of violating state ethics laws announced that his city solicitor had filed a suit to stop the **Berkshire Arts and Technology Charter School**, approved in February, from opening as planned in 2004. The suit, filed in Berkshire County Superior Court, seeks declaration of MA charter law as unconstitutional and cancellation of Berkshire A&T’s charter. The mayor claims that the charter school would cause irreparable financial damage to area public schools; other opponents charge the school’s founders with elitism and conspiracy. This suit has not been the lone obstacle to MA charters in 2003. It arrives on the heels of an attempted moratorium on charter schools that was rejected in the final hour by a House-Senate Conference committee, as well as right behind a separate suit filed by North Adams city leaders against the state DOE after Berkshire’s charter approval. This suit cites a 150 year old anti aid amendment in the state constitution that has been invoked in the past to block private-school vouchers.

OBSTACLE



For the second consecutive year, students at **Roxbury Preparatory Charter School** earned the highest average score of any predominantly Black school in Massachusetts on 6th grade math MCAS and 7th grade English Language Arts tests. The school’s average score put them fourth highest of the 31 schools in the city of Boston. The school serves 170 students in grades 6-8th. The student body is entirely Black and Latino and more than 65 percent of students qualify for either free or reduced-price lunch.

SUCCESS

MICHIGAN

RIPPLES

In 2001, **Detroit** public schools ended 20 years of declining enrollments; Gaining 723 students, CEO Kenneth Burnley credits the system's re-energization to the competition from charter schools and other non-public elementary schools, which forced his system to address the needs of Detroit's families.



OBSTACLES

Michigan charter schools have been hit hard by the state's budget crisis this year, but are keeping their heads above water with persistence and thriftiness. **South Arbor Charter Academy** has engaged its students, faculty, and parents in the effort to save money without cutting into instruction. A sense of responsibility and respect for their building and their school is ingrained in students from kindergarten on, and the results are apparent: limited repairs and maintenance to the building and 100 percent of the textbooks kept in excellent condition for future use. Faculty recycle office supplies whenever possible and parents are constantly fundraising and even planted a garden to avoid the costs of landscaping. Administrator Miriam Snyder explains the efforts of the schools "It's a mentality of scarcity when it comes to provisions but no scarcity when it comes to teaching the students."

South Arbor Charter Academy, a National Heritage Academy in Ypsilanti, outscored the state in 80 percent of categories tested in the MEAP 2001-2002 results. South Arbor is a K-8th grade school, which serves 656 students. The school's success continues to earn it high praise and respect from the parents of the enrolled students. According to a fall 2002 South Arbor Parent Satisfaction survey, 97 percent of South Arbor parents say that they would recommend this school to their friends who have school-age children.



At Detroit's **Cesar Chavez Academy**, where about 7 of 10 students are bilingual and often struggle with English, an effort to align curriculum with state standards increased MEAP writing scores by 20 points. In contrast, the state average declined. The effort for curriculum improvements and alignment of curriculum with the state standards is supported by Saginaw Valley State University, the charter's authorizer. Each of the 18 charter schools authorized by SVSU is aligning its curriculum in this way as well.

SUCSESSES

In Dearborn, 88 percent of **Henry Ford Academy's** first graduating class and 91 percent of its second class were accepted into advanced learning programs or the US military. While 70 percent of its 9th-12th grade students are from the city of Detroit, each class of 9th graders comes from at least 65 different middle schools. Conceived, developed, and implemented in cooperation with Ford Motor Company and Henry Ford Museum & Greenfield Village and chartered by Wayne County Regional Educational Service Agency, Henry Ford Academy is the nation's first charter school developed jointly by a global corporation, public education, and a renowned cultural institution.

MINNESOTA

SUCCESSSES

Since its uncertain opening in 1999, **Sojourner Truth Academy** of Minneapolis has beaten the odds to become one of the most popular schools in the state, with a waiting list for the fourth, fifth and sixth grades. The K-6th grade school is sponsored by the Minneapolis School District and serves a population of 250 students, 97 percent of whom are black and Latino. More than 90 percent of its students qualify for either free or reduced-price lunch. Parent and teacher involvement are contributing factors in the continued popularity of the school. Events such as Family Math Night are held at least once a month, and teachers, who are on a merit-pay system, receive credit for calling parents on a regular basis.

The **Twin Cities Academy** of St. Paul reported outstanding 2003 Minnesota Basic Skills test scores: 90.3 percent of TCA students passed the test in both math and reading. The average passing rates for other schools in the St. Paul district were only 45 percent for math and 56.2 percent for reading. TCA's scores also surpassed the Minnesota state average of 71.7 percent in math and 81 percent in reading. TCA uses a Core Knowledge curriculum and serves 170 students in grades 6-8.

NEVADA

OBSTACLE

The **Nevada Legislative Counsel Bureau** found that charter schools there faced “enormous fiscal challenges in their first years.” The state office also noted that Nevada’s charter schools must follow stricter state fiscal reporting requirements than other states. One of the schools opening this fall would have to spend about \$500 per student of their estimated \$5,900 on facilities costs. Even after reaching these findings, the Bureau still concluded that it was, “beyond the scope of this report to decide whether Nevada had chosen an appropriate strategy for supporting new charter schools.”



SUCCESS

The students at **Coral Academy of Science** in Reno continue to prove why their school is among the top in the state. According to the 2001 statewide Terra Nova test scores among all Northern Nevada middle schools, Coral Academy ranked first in both Math and Science. The 6-9th grade school credits its 8:1 student teacher ratio and award-winning staff.

NEW JERSEY

OBSTACLE

Some 380 students at the **Trenton Community Charter School** are currently being taught in two classrooms after the ceiling in the building collapsed in late December. Administrators had to close the facility and provide classes for the 3rd, 4th and 8th graders at an alternate site. Students in the remaining grades stayed home. The district-owned building was scheduled to be demolished during the summer. The state does not consider charter schools eligible for even a part of the \$8.6 million mandated by law to repair decrepit public school buildings in poor districts. Many of New Jersey's charter schools serve minority and poor students, which has led to calls of discrimination. With no state facilities assistance, charter schools like Trenton Community are faced with soliciting private funds to keep their public schools afloat and successful.



SUCCESS

The successes of the K-8th grade **Elysian Charter School** in Hoboken caught the attention of former Governor Christie Whitman who recognized the importance of sharing the success stories with the public and did so during her State of the State Address. Whitman shared the story of Gabe Azaceta who, after struggling in first grade in a public school moved to the Elysian Charter School. He is now a high-achieving fifth-grader in several enrichment programs with a new-found dedication to his studies. Gabe's story is not an uncommon one and is one shared by many of his 240 classmates.

NEW MEXICO

OBSTACLE

One of the fundamental principles of the charter school movement - financial efficiency - is unjustly threatening some of the charter schools' future, thanks to a persistent one-size-fits-all mentality regarding the public school system. The state legislature recently passed a bill granting New Mexico teachers a 6 percent raise. The catch: the state is not going to finance those mandated salary hikes, thereby forcing schools to trim excess spending from their budgets. For traditional public schools, this idea might be a positive and even necessary move, but for charters, which operate by definition with a higher level of efficiency and generally with a smaller budget, it could mean ruin. The **Taos Municipal Charter School**, which serves 215 students, has applied for state supplementary emergency funds in order to avoid elimination of two and a half teaching positions. **Anansi Charter School**, also in Taos, with 48 students and four full time teachers, is looking at a loss of one full-time teacher, a part-time special-ed teacher, and two instructional assistants; these losses would raise the student-teacher ratio to a level that violates the terms of its charter. As a result Anansi also has been forced to apply for emergency money from the state.

NEW YORK

OBSTACLE

The new **International Charter School** in Schenectady, which opened in the old Fulton School building in September 2002, faced lengthy delays while a renovation dispute played out. The Fulton School had been closed for years and was leased to the charter for \$900,000. The lease required the district to deliver the building “in full compliance with all state and local building codes”, in a condition that would allow the charter to obtain “a certificate of occupancy for use as a school facility” and to comply with federal disability guidelines as well. However, the district is attempting to transfer the building as-is, which would place the charter in violation of several laws. The International School is devoted to serving a special needs population, which is now in jeopardy because of the district’s underhanded dealings.



The **International Charter School** of **Schenectady** is filled to capacity and there are waiting lists for five of the six grades in the school. The increased public interest in the SABIS-managed school is a clear indicator of the confidence and recognition of the school. The K-5th grade school maintains a retention rate of 97 percent, with those students not re-enrolling either being moved out of the district or returning to public schools to be with their older siblings.

SUCSESSES

For the fifth consecutive year, **KIPP Academy** was the Bronx’s highest performing middle school in reading and math scores and attendance. Once again, over 90 percent of KIPP 8th graders earned acceptances and scholarships to some of the most prestigious private and parochial high schools in New York City, New York State, and across the country. KIPP’s popular 145-piece Rhythm and String Orchestra debuted at Carnegie Hall in December. What makes all this impressive is that they accept their students via lottery without regard to their prior academics or behavior. As a result, KIPP Academy is reaching a significant population of underserved students. KIPP is now ranked in the top 10 percent of ALL New York City Public Schools.

NORTH CAROLINA

SUCCESS

Gaston College Preparatory School in Gaston is the highest performing public school in all of the four counties from which its students are drawn. The school, which serves grades five and six, houses a student body of 130 students. Ninety-eight percent of this population is Black and 85 percent qualify for free or discounted lunch. Gaston College Prep is one of 15 nationwide KIPP schools. The children are well-behaved and the classroom work is intense. The school day lasts from 7:30 am to 5 pm, with two hours of homework, classes every other Saturday and three weeks of summer school.

The Back to Basics education and extended school day continue to work for **Greensboro Academy**. The K-8th grade school, which serves 700 students and maintains a waiting list each year, earned official Core Knowledge status in one year and has showed significant progress in the state tests EOG's and MAT-8. The scores have improved from 71 percent of students scoring above the 50th percentile in 1999-2000 to 87 percent in 2001-2002. The achievements of the school have not gone unnoticed: according to a 2002 parent survey conducted by the school, 96 percent of parents said they would recommend their school to parents who have children in any other school.

SUCSESSES

The Durham Public Education Network recently recognized **Kestrel Heights Charter School**, a middle/high school in Durham for its student achievement. Kestrel Heights was recognized by the Network for its designation as a School of Excellence and a School of Distinction as measured by the State's ABC's Accountability Model.

The **Imani Institute** of Greensboro, a 6th-8th grade school serving a high percentage of at-risk students, credits its unique educational approach for its high student success rate. Imani combines the resources of the community with its daily curriculum utilizing an approach known as the Village Concept. This approach seems to be effective according to the 2001-2002 results of the state-mandated test, which showed 89 percent of Imani's 8th graders were operating at or above grade level.

The K-8th grade **Vance Charter School** of Henderson has been named a North Carolina School of Distinction and is the first charter school in North Carolina to be accredited by the Southern Association of Colleges and Schools (SACS).

OHIO

RIPPLE

Akron School District officials have dropped their long-standing opposition to charter schools by deciding to open a virtual charter school. The district has taken this step due to a massive decline in the District's enrollment numbers. During the 2001-2002 school year, the number of enrolled students dropped to a 50 year low of 30,000. The officials seem to agree that the growth of charter schools (all eight have met their enrollment goals) has led to this flight. The district's targeted student body is made up of children formerly home-schooled and private school students for whom the district has never allocated funds.

OBSTACLE

The Euclid public school district, in an attempt to pre-empt school competition, barred the **Constellation Community Schools** from buying a closed school building for use as a charter school. The school district claimed it refused the \$800,000 offer because it is going to study ways to realign grades, reduce crowding, and add full-day kindergarten and may decide to reopen the building in the future for these purposes. Constellation was approved to use classrooms at the Boulevard Presbyterian Church, but the decision came too late for the school to open for the 2002-2003 school year. Because of space constraints, the church will limit the school to kindergarten classes only.

OKLAHOMA

SUCCESS

Just five months before its scheduled opening, the **Independence Charter High School** of Oklahoma City was still pursuing an aggressive search for a facility. That effort was not made any easier by city officials. School leaders wanted to use an abandoned Wal-Mart building, but safety and fire codes, as well as the city's preference to have another retailer take over the building, nixed that option. Facilities were not the only hurdle this school faced. Although the operator, Excellence for Education, Inc., already successfully runs Independence Charter Middle School in Oklahoma City, the school board was opposed to the group's proposed three-year contract and wanted to amend it to a one-year contract. Fortunately this amendment failed.

PENNSYLVANIA

OBSTACLES

Chester Upland School District is appealing a court-ordered decision to pay charter schools their monthly allotments on time. The school district had only paid half of the allotments due to a \$5.5 million deficit. The district is appealing the decision claiming the judge had no authority to order the district to pay.

The **Wonderland Charter School** in Centre County faced threats of charter revocation for two provisions in its teacher contracts. The first provision prohibits teachers from seeking employment in several nearby districts within a year of leaving Wonderland, and the second deals with the due process required to remove a teacher. This former provision was instituted to keep nearby districts from trying to hire newly hired Wonderland teachers, who start at the charter in June but would not start at a district school until September. Wonderland's CAO says stealing teachers is a PSBA tactic. The school has had a long history of problems with the State College Area School District, which is now threatening Wonderland with a charter revocation.

Five year-old **World Communications Charter School**, which nearly closed its doors two years ago, has overcome its hurdle of previous rock bottom standardized test scores to become one of the best schools in the state. Opened in 1997, World Communications serves 450 students in grades 6-12 with a population of 100 percent African American students. According to the latest round of test scores, the 11th graders improved their scores by an average of 250 points in math on the Pennsylvania System of School Assessment, placing them 150 points above the state average.

SUCSESSES

Math, Science & Technology Community Charter School of Philadelphia received monetary recognition from the state for a dramatic increase in test scores and attendance. MAST opened in 1999 and serves a diverse student body of 950 students in grades K-12. In one year, their fifth grade math and reading scores jumped a whopping 290 points combined on the PSSA exams. Eighth graders increased their scores in math and reading by 200 points, and the 11th graders rose 110 points in all. As a result of their success they were given a grant of \$134,400 from the state of Pennsylvania.

A unique mix of technology and learning methods prove successful for Philadelphia's **High Tech High Charter School**. In one school year, students' median reading scores improved two grade levels and math scores were up nearly two and a half grade levels. The competency-based grading system of High Tech High leaves little to no room for failure. Anything below 80 percent is considered incomplete and the student will either have to repeat or re-test. By the end of the third marking period of the 2001-02 academic year, the passing rate had improved from 35 to 73 percent.

SOUTH CAROLINA

OBSTACLE

Two Aiken County charter schools, **Midland Valley Preparatory** of Graniteville and **Lloyd-Kennedy Charter School**, have felt the blow of South Carolina's budget crisis, a crisis that traditional public schools are protected from having to contend with. Midland Valley Prep, a K-6th school serving 170 students, had their monthly funding cut by approximately \$8,000, reducing revenue from \$56,300 to \$48,300. Five teacher's aides' positions were terminated but they continued to work unpaid so the children's routines would not be disrupted. Lloyd-Kennedy Charter School, a 5th-8th school serving 84 students, faced a similar dilemma, with a reduction in their monthly allocation from \$24,000 to \$21,000. The school decided to lower employees' salaries by 15 to 20 percent instead of layoffs. Despite a valiant effort on behalf of parents and supporters, only a substantial donation from a corporate sponsor or wealthy donor can prevent a massive pay cut at both schools.

TEXAS

RIPPLE

The Dallas School District has been considering the benefits of same-sex schools as a means to aid the increasing at-risk population. The Dallas Independent School District has approached **The Kipp Academy**, a successful at risk-student public school, to examine costs, school size, and possible locations within the Dallas Independent School District.



Every year since opening in 1998, **KIPP Academy Houston** has been recognized as an Exemplary School by the Texas Education Agency. Recent scores on the Texas Assessment of Academic Skills (TAAS) only support their success. Results of the 2002 TAAS scores reported Grades 5th-8th scored 100 percent on Math; Grade 5 scored 99 percent in Reading and the remaining 6th-8th scored 100 percent in Reading.

SUCSESSES

In spite of the challenges caused by facility changes, the **Jean Massieu Academy** has continued to prove its ability with a second consecutive rating of “recognized” - the states’ next to highest category - on the TAAS scores. The Academy, with a population of 160 students, was organized in 1999 to ensure that deaf and hearing-impaired children have access to quality education. Approximately 85 percent of the students have achieved TAAS scores high enough to qualify for the highest “exemplary” rating.

The **North Hills Charter School** in Dallas is another outstanding charter that believes that teacher quality is more important than a traditional certification credential. Only 43 percent of the North Hills teachers are certified through the traditional Texas certification system. Now North Hills has been granted the highest Texas accountability rating, “Exemplary,” and 50 percent of their 800 students are ethnic minorities. With a rigorous International Baccalaureate curriculum, North Hills Charter seeks high quality teachers, not necessarily those who have a traditional certification.

UTAH

SUCCESS

After growing dissatisfaction with academics in traditional public schools, and the lack of social interaction in home school, Eric and Michelle Smith started their own school. **Timpanogos Academy** of Lindon has recently completed its inaugural year. The Kindergarten through sixth grade school enrolls 350 students and provides the only public back-to-basics school choice in the area. The over 400 students on the waiting list for the 2003-2004 school year prove that the community has noticed the success of the Core Knowledge curriculum and dedicated staff of Timpanogos Academy.

WISCONSIN

Like many of its neighboring charter schools, **Core Knowledge Charter School** in Verona is facing significant budget cuts for the next school year. A number of factors, including the contracts of its teachers and support staff, the district's need to increase its fund balance, and the uncertainty of the state budget, have led to drastic measures. The cuts will be made in areas such as technology equipment, library resources, and secretarial support, so as to have a minimal effect on the students' routines. The state has not yet declared the per pupil allocation for the coming year.

SUCSESSES

Despite winning high praise from parents, the **Wisconsin Connections Academy** was the target of a suit filed by the Wisconsin Education Association Council. The K-8th virtual school serves 250 students from 85 different school districts across Wisconsin. The state's open enrollment law allows students to attend a school outside of their home district. The teachers union believes that state laws do not permit students to attend charters outside of the chartering districts. The union further contends that the formula for determining the per pupil allotment is based on the cost of a student attending a traditional school not a virtual one. The suit also named the Appleton School District and the state department of Public Instruction as co-defendants.



CHARTER SCHOOL CLOSURE DATA



GLOSSARY OF TERMS

Academic: Applies to schools whose sponsors found them unable to meet the adequate goals of their charter or (as noted in some cases) failed to carry out an acceptable academic plan.

Consolidations: Charter schools are in this category for one of two reasons. First, these schools were originally part of the school district or sponsored by a district where one party decided that the charter did not provide any significant benefits as a stand-alone school. Therefore, they were reverted or consolidated into the larger system. Consolidations of this type appear to occur after a district tried to spin off a program of the school only to determine that it would have better control if the program were still a part of the district. In some states, districts originally created the charter with a financial benefit in mind (since federal charter funds and some state funds are only available to actual charter schools), but the districts later concluded such an independent institution was not worth the trouble.

District: Applies to schools that were closed not for performance, management or facilities issues, but because its school district sponsor had issues with the independence of the charter, chose to cut it from the budget or decided to close it as a cost saving measure. These schools were authorized by school districts and thus final control of their existence rested with the district, with no recourse to challenge the decision to close.

Facilities: Applies to schools that got started but because they were unable to contract for a viable facility, were closed or voluntarily gave up their charter. While it is the charter's obligation to find a facility, the roadblocks created by zoning boards, school districts and even community opposition make up the bulk of facilities problems that result in a school closing.

Financial: Applies to charters that had budgetary problems resulting from involuntary causes, such as a lack of enrollment, insufficient funds, costs which exceeded projected revenues, etc. In most cases, these schools tried for a long time to become healthier but for a variety of reasons could not sustain the institution.

Mismanagement: Includes deliberate actions on the part of organizers or sponsors that led to the closure, such as mispending, failure to provide adequate programs, materials, etc., or an overall lack of accountability. Schools in this category would fall most likely into the "bad-apple" category.

Schools that Never Opened: The organization that granted a charter was unable to or chose not to open the school, and thus the charter was returned or expired. The reasons schools do not open range from obstacles to personal tragedies, to changes in the circumstances in which the charter was first obtained. It is important to note that up until now, no institution or reporter has ever accounted for this separate category, and that as such, failure rates are often quoted to include charters that were granted but never opened.



CHARTER SCHOOL CLOSURES

School City	Opened	Closed	Reason	Explanation	Sponsor
ALASKA					
Wiseman Charter School <i>Wiseman</i>	1999	2001	Mismanagement	Contract violations existed.	Yukon-Koyukuk School District
Takotna Training Center Charter School <i>Takoma</i>	1996	2001	Facility	Surrendered charter due to operational health safety issues and lack of parental involvement.	Iditarod School District
Walden Pond Charter School <i>Anchorage</i>	1997	2000	Financial	Inadequate enrollment.	Anchorage School District
ARIZONA					
Phoenix Pointe of Light Academy <i>Scottsdale</i>	2002	2003	Financial	Inadequate enrollment.	Peach Springs Unified School District
Phoenix South Pointe <i>Scottsdale</i>	2002	2003	Mismanagement	Inadequate record keeping.	Peach Springs Unified School District
Arizona Agribusiness & Equine Center Glendale	2001	2003	Mismanagement	Poor management.	State Board for Charter Schools
Country Day Academy <i>Glendale</i>	2000	2002	Financial	Lack of enrollment and construction delays that persisted while school was in operation.	State Board for Charter Schools
Life School College Preparatory - Gila <i>Pima</i>	2000	2003	Financial	Inadequate enrollment.	State Board for Charter Schools
Northern AZ Academy for Career Development <i>Florence</i>	1999	2003	Facility	Lost lease on building.	State Board for Charter Schools
Sterling Charter School <i>Sterling</i>	1998	2003	Mismanagement	Internal managerial problems lead to voluntary closure.	State Board for Charter Schools
Adaptive Thought Orientation Process Academy <i>Tempe</i>	1997	2000	Mismanagement	Charter assumed by Right Step then revoked due to audit issues and health and safety concerns.	State Board for Charter Schools
Los Milagros <i>Phoenix</i>	1996	2003	Facility	Lost facility.	State Board of Education

ARIZONA

CONTINUED

Concorde Elementary Charter <i>Mesa</i>	2001	2002	Financial	Inadequate enrollment.	State Board for Charter Schools
Palisades Academy <i>Fountain Hills</i>	2001	2002	Financial	Inadequate funding.	State Board for Charter Schools
Evergreen Charter School <i>Phoenix</i>	2000	2002	Mismanagement	Suffered from academic issues and mismanagement.	State Board for Charter Schools
Galveston Academy <i>Galveston</i>	2000	2002	Financial	Site closed due to inadequate enrollment. Students remain at two other campuses.	State Board for Charter Schools
Richard Milburn Charter High School <i>Phoenix</i>	2000	2002	Financial	Inadequate enrollment.	State Board of Education
Discovery Academy <i>Pima</i>	1999	2002	Mismanagement	Charter for elementary school surrendered by operators to Leona group.	State Board for Charter Schools
Jurisprudence Charter School at Carden Academy <i>Tuscon</i>	1999	2002	Mismanagement	Inadequate enrollment and poor record keeping. School failed to provide special education services.	Higley Unified School District
New Visions Academy <i>Rimrock</i>	1999	2002	Financial	Inadequate enrollment. Charter is active at two other sites.	Snowflake Unified School District
School for the Advancement of Gifted Education <i>Phoenix</i>	1998	2002	Mismanagement	Internal mismanagement led to administrative failure.	State Board for Charter Schools
Great American Academy <i>Mayer</i>	1997	2002	Financial	Inadequate enrollment. Charter holder surrendered charter for both sites voluntarily.	State Board for Charter Schools
Life School College Prep-Downtown <i>Mesa</i>	1997	2002	Mismanagement	Principal suggested closure and reopened under a separate charter, which later closed due to management and administrative problems.	State Board for Charter Schools
McCray Academy <i>Coolidge</i>	1996	2002	Academic	Did not fix academic and administrative problems under new management.	Coolidge Unified School District
Arizona Southwest Preparatory Academy <i>Mesa</i>	2000	2001	Mismanagement	Operator accused of using federal grant funds for personal use and falsifying enrollment numbers. Operator was indicted.	Peach Springs Unified District
Desert Springs Scholastic Institute <i>Higley</i>	1999	2001	Facility	Lost facility.	Higley Unified School District
Schools That Work <i>Peoria</i>	1999	2001	Financial	Surrendered charter, financial constraints.	Snowflake Unified School District
Aretê School <i>Phoenix</i>	1998	2001	Other	Choice of operator to close after the founder relocated to pursue other goals.	State Board of Education

ARIZONA

CONTINUED

Dimensions Academy <i>Glendale</i>	1998	2001	Mismanagement	Surrendered charter to the Leona Group. Charter organizers walked away from the school.	State Board of Education
Career Pathways Academy <i>Glendale</i>	1997	2001	Financial	Lack of enrollment and operator chose to pursue other interests.	State Board for Charter Schools
Paramount Academy <i>Mesa</i>	1997	2001	Financial	Inadequate enrollment.	Snowflake Unified School District
Touchstone Community, Inc. <i>Glendale</i>	1995	2001	Financial	Taken over by new charter holder who surrendered the charter due to financial mismanagement.	State Board of Education
Community High School <i>Lake Havasu City</i>	1999	2000	Academic	Inadequate enrollment due to inadequate academic program.	Lake Havasu Unified School District
Real Life Charter School <i>Camp Verde</i>	1999	2000	Academic	Did not remedy academic and administrative deficiencies.	Peach Springs Unified School District
Desert Hills Center for Youth and Families <i>Tuscon</i>	1998	2000	Financial	Surrendered charter. Not viable enterprise.	State Board for Charter Schools
Star Academy Charter Schools, Inc. <i>Tuscon</i>	1997	2000	Mismanagement	Governing board fired the executive director, who later pleaded guilty to inflating enrollment numbers and using the money.	State Board for Charter Schools
American Grade Schools Asimov School <i>Apache Junction</i>	1996	2000	Financial	Inadequate enrollment.	State Board of Education
Central City Academy <i>Phoenix</i>	1995	2000	Financial	Inadequate enrollment.	State Board for Charter Schools
AZ Vocational Training <i>Mesa</i>	1997	1998	Mismanagement	Financially mismanaged.	State Board of Education
Success	1995	1998	Mismanagement	Violations were reported including inflated enrollment figures. Surrendered charter.	Elk Grove Unified School District
Sonita Charter School <i>Sonita</i>	1996	1997	Mismanagement	Not properly staffed.	State Board for Charter Schools
The School <i>Tuscon</i>	1996	1997	Facility	Closed after one year due to facility troubles.	Cedar Unified School District
Theodore Roosevelt	1996	1997	District	Jurisdictional Dispute. Resident district officials objected to sponsorship by an outside district.	Window Rock School District
Citizen 2000 <i>Phoenix</i>	1995	1996	Mismanagement	Inflated enrollment estimates and later filed for bankruptcy.	State Board for Charter Schools

ARKANSAS

Little Rock Charter Elementary <i>Little Rock</i>	2000	2002	Financial	A program within a school that suffered from financial mismanagement.	State Board of Education
Fayetteville Multicultural Charter School <i>Fayetteville</i>	2001	2001	District	District cut school from its budget.	State Board of Education
GATEWAY Charter School <i>Ponca</i>	2000	2001	Financial	Residential component of the program proved too costly.	State Board of Education

CALIFORNIA

The Petaluma Charter School <i>Petaluma</i>	1997	2004	Financial	Increasing costs and declining enrollment.	Petaluma City School District
Nueva Esperanza Charter Academy <i>Los Angeles</i>	2003	2003	Financial	Inadequate enrollment.	Los Angeles Unified School District
Global Learning @Home Charter <i>San Diego</i>	2002	2003	Facility	Trouble with the facility lead to closure.	San Diego City Unified School District
Alternative Education Learning Center Charter School <i>El Cerrito</i>	2001	2003	District	Acquired large revolving loan with district as liable party. Charter revoked because school district feared liability.	West Contra Costa Unified School District
West Sonoma Charter School <i>Santa Rosa</i>	2000	2003	Financial	Inadequate funding and financial constraints.	West Sonoma County High School District
Kwachiiyao Charter School <i>San Diego</i>	1999	2003	District	Operational and political discourse with district. District let charter expire despite school submission of appropriate documents.	San Diego City Unified School District
Silicon Valley Essential Charter High School <i>Los Altos</i>	2002	2002	Facility	Could not secure a permanent facility.	Mountain View-Los Altos Union High School District
Pasadena Community Prep School <i>Pasadena</i>	2001	2002	Financial	Inadequate enrollment.	Pasadena Unified School District
Nexus Learning Community Charter School <i>Santa Rosa</i>	2001	2002	Financial	Inadequate enrollment.	Santa Rosa High School District
East Oakland Community Partnership School <i>San Diego</i>	2001	2002	Financial	Poor financial management.	Alameda School District
New Hope Charter School <i>Lodi</i>	2000	2002	Mismanagement	Leadership poorly managed operations.	New Hope Elementary School District

CALIFORNIA
CONTINUED

Stanislaus Technical High School <i>Oakdale</i>	1999	2002	Financial	Governance and financial problems, including lack of funding.	Oakdale Joint Unified School District
Idyllwild Charter High School <i>Idyllwild</i>	1999	2002	Mismanagement	Collapsed under numerous administrative troubles.	Hemet Unified School District
California Hope Charter Academy <i>Corona</i>	2001	2001	District	Financial constraints caused when district would not certify reports so that the school could receive funding.	Corona-Norco Unified School District
Renaissance Charter School <i>Fresno</i>	2000	2001	Financial	Teachers were not paid for several months.	Fresno Unified School District
Northern Light Charter School <i>Yreka</i>	2000	2001	Financial	Charter revoked due to inadequate funding and financial constraints.	Forks of Salmon Elementary School District
Meroe International Academy Charter School <i>Oakland</i>	2000	2001	Financial	Inadequate enrollment.	Oakland Unified School District
Marin City Charter School <i>Marin City</i>	2000	2001	Academic	Internal problems and low student achievement.	Sausalito Elementary School District
Kenwood Charter School <i>Kenwood</i>	2000	2001	Facility	Financial challenges due to facility costs.	Santa Rosa Elementary School District
Sierra Summit Academy <i>Sierra City</i>	1997	2001	Mismanagement	Audit should over-reporting of enrollment.	Sierra-Plamas Joint Unified School District
New Village Public Charter School <i>Oakland</i>	1996	2001	Financial	Governance and financial problems, including lack of funding.	Oakland Unified School District
Oak Tree Community School <i>North San Juan</i>	2000	2000	Mismanagement	Infighting among school leadership and difficulty finding credentialed Spanish-speaking teachers.	Twin Ridges Elementary School District
Wallstrom Gateway School <i>Santa Rosa</i>	1999	2000	Facility	Lost lease.	Twin Ridges Elementary School District
CATO School of Reason <i>Victorville</i>	1998	2000	Mismanagement	Inadequate record keeping and suspect relations with private schools.	Apple Valley Unified School District
Johnson Urban Elementary <i>San Diego</i>	1995	1996	District	Power struggle between Urban League and district administration.	San Diego Unified School District
Windows <i>San Diego</i>	1994	1996	Mismanagement	Mismanagement and inadequate enrollment.	San Diego Unified School District
EduTrain <i>Los Angeles</i>	1993	1995	Mismanagement	Enrollment figures were inflated and funds were used for personal expenses.	Los Angeles Unified School District

COLORADO

Community of Learners <i>Durango</i>	1994	2001	Financial	Special education programs became too expensive.	Durango 9-R School District
Colorado Visionary Charter Academy <i>Parker</i>	1997	2000	District	Trouble with the local school board.	Douglas County School District
Alpine Charter School <i>Dillon</i>	1996	1999	Academic	Low academic performance.	Douglas County School District

CONNECTICUT

Village Academy Charter School <i>Bridgeport</i>	1997	1999	Mismanagement	Financial and organizational mismanagement, poor record keeping and disgruntled staff.	State Board of Education
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DELAWARE

Georgetown Charter School <i>Laurel</i>	2000	2002	Financial	State made expansion contingent on obtaining permanent facility, but declared school insolvent when it used funds to do so.	State Board of Education
Richard Milburn Academy <i>Wilmington</i>	1999	2000	Financial	Enrollment decline and irregular board meetings.	Red Clay School District

DISTRICT OF COLUMBIA

ARE Public Charter High School <i>Washington, DC</i>	1999	2003	Academic	Low test scores and poor attendance.	DC Public Charter School Board
Richard Milburn, Carver Charter HUB <i>Washington, DC</i>	1999	2002	Mismanagement	Fiscal mismanagement and poor learning conditions.	DC Board of Education
World Public Charter School of Washington, DC <i>Washington, DC</i>	1998	2002	Mismanagement	Fiscal mismanagement and poor learning conditions.	DC Board of Education
Techworld Public Charter School <i>Washington, DC</i>	1998	2002	Mismanagement	Financial mismanagement. Allegations of attempts to pay officials and teachers bonuses from inappropriate funds.	DC Board of Education
Richard Milburn, Rabaut Charter HUB <i>Washington, DC</i>	1998	2002	Mismanagement	Fiscal mismanagement and poor learning conditions.	DC Board of Education
New Vistas Preparatory Public Charter School <i>Washington, DC</i>	1999	2001	Mismanagement	Fiscal mismanagement and poor learning conditions.	DC Board of Education
Young Technocrats Mathematics and Science Public Charter <i>Washington, DC</i>	1998	1999	Mismanagement	Suffered from significant financial and facility problems and failure to provide a sound education program.	DC Board of Education

DISTRICT OF
COLUMBIA
CONTINUED

Marcus Garvey <i>Washington, DC</i>	1996	1998	Mismanagement	Poor fiscal management and high profile public conflicts forced the closure.	DC Board of Education
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FLORIDA

Destiny Educational Academy of Excellence <i>Jacksonville</i>	2000	2004	Academic	Poor student achievement, low test scores.	Duval County School Board
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Academy School for the Arts <i>Boca Raton</i>	2003	2004	Academic	Deficiencies in curriculum, instruction and personnel.	Palm Beach County
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Horizon's Unlimited Academy <i>Jacksonville</i>	1999	2004	Academic	Poor student achievement, low test scores.	Duval County School Board
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The Academic School for the Arts <i>Palm Beach</i>	2003	2003	Management	Poor operational and academic management.	Palm Beach County School Board
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Roy McBean Charter School <i>Sarasota</i>	2001	2003	Financial	Poor financing and inadequate enrollment.	Sarasota County School Board
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T.H.E. Academy <i>Lake Butler</i>	1999	2003	Facility	Lost facility. Also had financial difficulties.	Union County School Board
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CYBER High <i>Sanford</i>	2000	2002	Financial	Complaints of financial mismanagement.	Orange and Seminole County School Boards
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Spiral Tech Elementary <i>Miami</i>	1998	2002	Facility	Building inspectors closed school after finding electrical problems.	Dade County School Board
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Academy for Applied Training <i>Sarasota</i>	1997	2002	Financial	Governing board voted to close the school due to financial difficulties.	Manatee and Sarasota County School Boards
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Toussaint Overture School of the Arts <i>Palm Beach</i>	2000	2001	Facility	Lost facility.	Palm Beach County School Board
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Learning Excellence North Tampa Alternative <i>Tampa</i>	2001	2001	Academic	Low test scores.	Hillsborough County School Board
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Specialkidz Charter School <i>Tampa</i>	2000	2001	Facility	Lost facility and also had financial difficulties.	Hillsborough County School District
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The Alpha Center <i>Port Charlotte</i>	1999	2001	Financial	Question of financial stability.	Charlotte-Desoto County School Board
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Radar School <i>Jacksonville</i>	1998	2001	Financial	Not renewed because of a 501(C)(3) status conflict.	Duval County School Board
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Dizzy Gillespie School for the Arts <i>Stuart</i>	1998	2001	Financial	Governing board voted to close. School was not considered a viable enterprise.	Martin County School Board
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FLORIDA

CONTINUED

Renaissance School <i>Lakeland</i>	1997	2001	Mismanagement	Health and safety concerns and management problems (high turnover, parental concerns).	Polk County School Board
Empowering Young Minds Academy <i>Jacksonville</i>	1997	2001	Academic	Low test scores cited. School system staff identified 18 deficiencies.	Duval County School Board
Horizon Academy <i>Tampa</i>	2000	2000	Financial	Inadequate enrollment.	Hillsborough County School Board
High Hopes Learning Center <i>Kissimmee</i>	2000	2000	Financial	Poor financing and low student turnout.	Osceola County School Board
Chance Charter School <i>Gainesville</i>	1997	2000	District	School Board withheld funds for additional special ed services. Additional costs put school in red.	Alachua County School Board
Impact Academy	1999	1999	Management	Severe management and financial problems.	Union County School Board
Stratford Education Institute	1997	1999	Mismanagement	Failure to meet terms of charter. School did not offer a full range of classes required for graduation.	Hillsborough County School Board
Orange Avenue School <i>Fort Pierce</i>	1997	1999	Financial	Inadequate enrollment.	Duval County School Board
Phoenix Essential Charter School <i>Phoenix</i>	1998	1998	Facility	Local board revoked charter when the school lost its facility in a lease dispute with the landlord.	Dade County School Board
New Light Special Care	1998	1998	Financial	Inadequate enrollment.	Union County School Board
Odyssey Charter School <i>Naples</i>	1997	1998	Academic	Inadequate enrollment due to inadequate academic program.	Collier County School Board
Techworld Public Charter <i>Miami</i>	1999	2001	Mismanagement	Financial Mismanagement.	Dade County School Board

GEORGIA

Taliaferro County Charter School <i>Crawfordville</i>	1999	2003	Facility	Financial challenges due to facility costs.	Taliaferro County School Board
Stone Mountain Charter School, Inc. <i>Stone Mountain</i>	1999	2002	District	New law and requirements were instituted. District refused to renew before the new law went into effect.	DeKalb County School Board
Taylorville Elementary <i>Taylorville</i>	1997	2002	Financial	Inadequate enrollment.	Bartow County School Board
Cartersville Elementary School <i>Carterville</i>	1996	2002	District	Surrendered the charter.	Cartersville County School Board

GEORGIA

CONTINUED

Mt. Bethel Elementary <i>Marietta</i>	1997	2001	Mismanagement	Collapsed under numerous administrative troubles.	Cobb County School Board
Adairsville Elementary <i>Adairsville</i>	1997	2001	Mismanagement	Poorly managed.	Bartow County School District

IDAHO

Lost Rivers Charter School <i>Arco</i>		2003	Facility	Financial constraints due to facility.	Butte County School District #111
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ILLINOIS

Academy of Communications and Technology <i>Chicago</i>	1997	2004	Academic	Poor student achievement.	Chicago Board of Education
Global Villages (Choir Academy Campus) <i>Chicago</i>	2001	2003	Financial	Inadequate enrollment.	Chicago Board of Education
Governor's State University Charter School <i>Crete</i>	2000	2002	District	Did not meet district guidelines.	Crete-Monee School District #201U
Nuestra America Charter High School <i>Chicago</i>	1997	2002	Mismanagement	Falling attendance, low test scores, and an understaffed board.	Chicago Board of Education
Chicago Preparatory Charter School <i>Chicago</i>	1997	1998	Mismanagement	Mismanagement and inadequate academic program.	Chicago Board of Education

KANSAS

Dodge City Academy Public Charter School <i>Dodge City</i>	1998	2001	District	Lack of additional state funding for paperwork and accountability requirements led district to close.	Dodge City Unified School District 443
The Cosmosphere Academy <i>Hutchinson</i>	1997	2001	District	District management led to inadequate enrollment.	Hutchinson Unified School District 308
Spring Hill Elementary Charter School <i>Spring Hill</i>	1998	2001	District	Poor district oversight led to closure.	Spring Hill Unified School District 230

LOUISIANA

Tensas Charter School <i>Newellton</i>	2000	2003	Financial	Financial and academic difficulties and inability to attract enough students.	State Board of Elementary and Secondary Education
The Street Academy Charter School <i>New Orleans</i>	1999	2003	Other	Reason unknown.	State Board of Elementary and Secondary Education

LOUISIANA
CONTINUED

Right Step Academy of Excellence <i>Shreveport</i>	1999	2002	Academic	Failed to document and provide proof of academic achievement.	State Board of Elementary and Secondary Education
St. Landry Charter School <i>Opelousas</i>	1998	2002	Mismanagement	Significant board turnover and instability in management.	State Board of Elementary and Secondary Education
Education 2000 <i>Hammond</i>	1999	2001	Mismanagement	Poorly managed.	State Board of Elementary and Secondary Education
Bayou Charter School <i>Houma</i>	1996	2001	Financial	Inadequate enrollment.	Terrebonne Parish School Board

MASSACHUSETTS

Lynn Community Charter School <i>Lynn</i>	1997	2002	Academic	Persistent academic problems.	State Board of Education
North Star Academy Charter School <i>Springfield</i>	1996	2001	Academic	Closed due to poor student achievement and declining enrollment.	State Board of Education
Boston University Residential Charter School <i>Granby</i>	1997	2000	Financial	Enrollment was below projections, and the school had not been reimbursed.	State Board of Education
YouthBuild	1995	1999	Mismanagement	Disorganization and an inadequate academic program.	State Board of Education

MICHIGAN

Detroit Merit Charter Academy <i>Detroit</i>	2002	2003	Facility	Unable to secure permanent site.	Detroit Public Schools
Saginaw Preparatory Public School Academy <i>Saginaw</i>	2000	2003	Facility	Building failed to pass fire marshal inspection.	Saginaw Valley State University
Blue Water Learning Academy <i>St. Claire</i>	2000	2003	Facility	Lost lease.	St. Claire ISD
Academy of Health and Science <i>Grand Rapids</i>	1997	2001	Financial	Inadequate enrollment.	Grand Valley State University
Oasis Academy <i>Southfield</i>	1996	2001	Mismanagement	Poorly managed.	Central Michigan University
The New Horizon Academy <i>Detroit</i>	1998	2000	Financial	Truancy problems lead to budget shortfalls.	Detroit Public Schools

MICHIGAN

CONTINUED

Turtle Island <i>Detroit</i>	1997	1998	Academic	Failed to meet educational goals and to translate learning activities into credit requirements.	Grand Valley State University
Sierra Leone Educational Outreach Academy	1995	1998	Financial	Lost facility lease. Failed to provide financial information including an independent financial audit.	Grand Valley State University
New School for Creative Learning <i>Detroit</i>	1996	1997	Facility	Lost facility lease.	Detroit Public Schools
Northland School for Math and Science <i>Freeland</i>	1995	1997	Financial	Inadequate Enrollment.	Grand Valley State University
Kenquest <i>Detroit</i>	1995	1996	Financial	Inadequate enrollment.	Detroit Public Schools
MINNESOTA					
PEAKS Charter School St. Cloud <i>Sartell</i>	2000	2001	Financial	Inadequate enrollment. Also financial mismanagement.	Central Lakes College
Fort Snelling Academy <i>Fort Snelling</i>	2000	2001	Financial	Transportation for the students was too costly for the school.	Normandale Community College
PEAKS Charter School <i>Dundas</i>	1999	2001	Financial	Inadequate enrollment. Also financial mismanagement issues.	Central Lakes College
Skills for Tomorrow Junior High School <i>St. Paul</i>	1998	2001	Financial	Inadequate enrollment.	Rockford School Board
PEAKS Charter School <i>Pillager</i>	1998	2001	Financial	Inadequate enrollment and financial management issues.	Central Lakes College
Learning Adventures Middle School <i>St. Paul</i>	1998	2001	Financial	Inadequate enrollment.	Central Lakes College of Brainerd
Central Minnesota Deaf School (CMDS) <i>St. Cloud</i>	1993	2001	Financial	Inadequate enrollment.	St. Cloud School Board
Summit School for the Arts <i>Chicago City</i>	1997	2000	Mismanagement	Administrative problems.	Chicago Lakes School Board
Success Academy <i>St. Paul</i>	1997	2000	District	The school board determined that it did not have enough money to pay teachers and staff.	St. Paul School District
Toivola-Meadowlands Charter School <i>Meadowlands</i>	1993	2000	Facility	Facility costs were too high.	St. Louis County School District

MINNESOTA

CONTINUED

Right Step Academy Elementary School <i>Minneapolis</i>	1991	2000	Mismanagement	Financial and administrative mismanagement.	St. Paul School Board
Frederick Douglass Math Science Technology Academy <i>Minneapolis</i>	1994	1999	Facility	Lease agreement issues. Inadequate enrollment, facilities debt.	Minneapolis School District
Dakota Open	1994	1998	Mismanagement	Management and disorganization led to inadequate academic program.	Morton School District

MISSOURI

Kansas City Career Academy <i>Kansas City</i>	2000	2001	Financial	Could not repay deficit to school district.	Central Missouri State University
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NEVADA

Nevada Explorers <i>Henderson</i>	2002	2003	Facility	Failed to secure a suitable facility.	Clark County School District
Nevada Leadership Academy <i>Sparks</i>	2000	2002	Financial	Inadequate enrollment.	Washoe County School District
Techworld Charter School <i>Las Vegas</i>	2000	2001	Facility	Failed to secure a permanent building site.	Clark County School Board

NEW JERSEY

Granville Charter School <i>Granville</i>	1999	2004	Financial	Grew too fast and could not pay bills.	State Commissioner of Education
Green Willow Charter School <i>Mahwah</i>	2002	2003	Financial	Fiscal and programmatic problems.	State Commissioner of Education
Bergen Hope Charter School <i>Clifton</i>	2002	2003	Academic	Low student achievement.	State Commissioner of Education
Atlantic City International Community Charter School <i>Atlantic City</i>	2002	2003	Facility	Failure to secure permanent facility and significant budget deficit.	State Commissioner of Education
CALLA Charter School <i>Plainfield</i>	1999	2002	Financial	Operated at deficit. State and school disputed continual financial problems.	State Commissioner of Education
Russell Academy Charter School <i>East Orange</i>	2000	2001	Mismanagement	Lack of certified staff, declining enrollment, and a failure to follow proper budgetary procedures.	State Commissioner of Education
College Preparatory Academy Charter School <i>Dover</i>	2000	2001	Mismanagement	Financial mismanagement.	State Commissioner of Education
Greenville Community Charter School <i>Jersey City</i>	1999	2001	Mismanagement	Failure/inability to provide necessary services, such as special education and IEP services.	State Commissioner of Education

NEW JERSEY

CONTINUED

Alexander Hamilton Charter School <i>Patterson</i>	1999	2001	Mismanagement	High personnel turnover and fiscal and administrative problems.	State Commissioner of Education
Greater Trenton Academic & Technology Charter School <i>Trenton</i>	1998	2001	Academic	High student failure rates that were not corrected.	State Commissioner of Education
Samuel DeWitt Proctor Academy Charter School <i>West Trenton</i>	1997	2001	Academic	Low student achievement and standardized test scores.	State Commissioner of Education
Simón Bolívar Charter School <i>Newark</i>	1999	2000	Facility	Failure to secure permanent facility and significant budget deficit.	State Commissioner of Education
Regional Experiential Academic Charter High School <i>Egg Harbor Township</i>	1999	2000	Financial	Fiscal and operational management problems.	State Commissioner of Education

NEW YORK

John. A. Reisenbach Charter School <i>New York</i>	1999	2004	Academic	Low student achievement and standardized test scores.	State University of New York
Austin L. Carr Charter School <i>Hudson</i>	2002	2002	Financial	Financial mismanagement of state grant funds.	New York City Schools Chancellor
Reach Charter School <i>New York</i>	2000	2002	Financial	Fiscally unsound: Governance problems and poor test scores.	New York City Schools Chancellor

NORTH CAROLINA

Tarheel Charter High School <i>St. Pauls</i>	2001	2003	Facility	Could not secure a facility.	State Board of Education
Bear Grass Community Charter School <i>Bear Grass</i>	2000	2003	Facility	Facilities issue.	State Board of Education
Turning Point Academy <i>Durham</i>	1998	2003	Financial	Accounting issues and disputes over teacher salary. Turned in charter to avoid revocation.	State Board of Education
Stanly County Community Outreach Community Charter <i>Badin</i>	1999	2002	Financial	Inadequate enrollment.	State Board of Education
Harnett Early Childhood <i>Dunn</i>	1998	2002	Financial	Low funding levels, low enrollment and high busing costs.	State Board of Education

NORTH
CAROLINA
CONTINUED

Success Academy <i>Durham</i>	1999	2001	Financial	Accounting issue. Surrendered charter.	State Board of Education
Developmental Day School <i>Statesville</i>	1999	2001	Financial	Served small special needs community. When private donations slowed, school could no longer stay afloat.	State Board of Education
The Sankore School <i>Raleigh</i>	1998	2001	Financial	Relinquished charter due to lack of financial management brought on by inability to find adequate building.	State Board of Education
PHASE Academy of Jacksonville <i>Jacksonville</i>	1998	2001	Mismanagement	Substandard financial management.	Onslow Public Schools
Right Step Academy <i>Greenville</i>	1997	2001	Mismanagement	Bad financial management caused poor board governance.	State Board of Education
Change for Youth <i>Goldsboro</i>	1999	1999	Financial	Small program with operating costs that were higher than were sustainable.	Wayne County School District
Wilkes Technical High <i>Goldsboro</i>	1998	1999	Financial	Inadequate enrollment.	Wilkes County School District
Arts & Basics Charter <i>Wilkesboro</i>	1998	1999	Financial	Inadequate enrollment.	Wilkes County School District
School in the Community <i>Chapel Hill</i>	1997	1999	Financial	Inadequate enrollment.	Chapel Hill/Cabboro City Schools
Nguzo Saba Charter School <i>Caldwell</i>	1997	1999	Financial	Inadequate enrollment.	Caldwell County School District
LIFT Academy <i>Winston-Salem</i>	1997	1999	Mismanagement	Poor financial health and problems with IRS. Revocation sparked litigation.	State Board of Education
Elizabeth Grinton Academy <i>Elkville</i>	1997	1999	Financial	Financial deficit. Paperwork did not satisfy regulators.	Wilkes County School District
Bright Horizons <i>Goldsboro</i>	1997	1999	Mismanagement	Inadequate enrollment and poor financial management.	Wilkes County School District
Bonner Academy <i>Jacksonville</i>	1997	1998	Mismanagement	Failed to maintain proper financial records and to supply district with financial documentation.	Onslow Public Schools

OHIO

JADES Academy <i>Toledo</i>	1998	2002	Financial	Board decided school was not fiscally viable.	State Board of Education
The SABIS International School <i>Cincinnati</i>	2000	2003	Mismanagement	Board of directors claim that the management company reaped profit and left insufficient funds for management.	State Board of Education
The Teresa Dowd School <i>Columbus</i>	1999	2003	District	Conflict with district led to closure.	State Board of Education

OHIO

CONTINUED

Dayton Urban Academy <i>Dayton</i>	1999	2002	Financial	Financial trouble caused by over-reported enrollment.	State Board of Education
Village Shule <i>Toledo</i>	1998	2002	District	Conflict with district led to closure.	Toledo School District
P.A.S.S. <i>Toledo</i>	1999	2001	Financial	Inadequate enrollment.	Toledo School District
Northwest Ohio Building Trades Academy <i>Rossford</i>	1999	2001	Financial	Remote location made it difficult for target population to reach school. Junior year enrollment also deterred potential students.	Lucas County Education Service Center
Cleveland Alternative Learning Academy <i>Cleveland</i>	1999	2001	District	Conflict with district led to closure.	State Board of Education
Riser Military Academy <i>Columbus</i>	1999	2000	Mismanagement	Poor management.	State Board of Education
Monroe Academy <i>Toledo</i>	1999	2000	Mismanagement	Facility's owner was arrested and school lost its building. Sponsor found alternative facility then closed the school due to mismanagement.	State Board of Education
High Life Youth Education Center <i>Columbus</i>	1999	1999	Financial	Suspended operations after failing to meet staff payroll.	State Board of Education

OKLAHOMA

W.E.B. Dubois Academy	2000	2000	Financial	Problems with finances, curriculum and repeated changes in leadership.	State Board of Education
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OREGON

Detroit Lake Charter School <i>Detroit</i>	2000	2003	Facility	Unable to secure a permanent building	Santiam Canyon School District
Molalla Alternative Options School <i>Beavercreek</i>	1999	2001	Financial	Principal and district board disputes caused financial difficulties for school.	Molalla School District

PENNSYLVANIA

Wakisha Charter School <i>Philadelphia</i>	2000	2004	Academic	Fluctuating test scores and poor academic performance.	School District of Philadelphia
Raising Horizons Quest Charter School <i>Philadelphia</i>	2000	2004	Financial	Improper accounting and financial management.	School District of Philadelphia
Mariana Bracetti Academy Charter School <i>Philadelphia</i>	2000	2004	Academic	Fluctuating test scores and poor academic performance.	School District of Philadelphia

PENNSYLVANIA

CONTINUED

Thurgood Marshall Academy Charter School <i>Wilkesburg</i>	1999	2003	Financial	Overspent budget by \$140 thousand. Lost lease.	School District of Philadelphia
Center for Economics and Law Charter School <i>Philadelphia</i>	1998	2002	Financial	Financial management.	School District of Philadelphia
The Creative Educational Concepts Charter School	1998	1999	Academic	Failed to carry out academic plan.	Molalla School District

SOUTH CAROLINA

Bethune Charter School <i>Bethune</i>	1999	2002	Academic	Did not meet academic goals.	Morrisville School District Board
Harbor School for Arts and Sciences <i>Georgetown</i>	1998	2000	Financial	Not economically viable.	Georgetown School District
Charter Alternative School	1997	2000	Mismanagement	Financial troubles. Questions of accountability were raised.	Mars Area School District
Education Redirection <i>Charleston</i>	1997	1999	Financial	Financial troubles and accountability issues.	Wilkesburg School District

TEXAS

Texas Virtual Charter School <i>Houston</i>	2001	2002	Facility	Lost facility.	State Board of Education
Twenty-First Century Academy <i>Corpus Christi</i>	2000	2002	Financial	Inadequate enrollment.	State Board of Education
Prepared Table, Inc. <i>Houston</i>	1999	2002	Mismanagement	False enrollment reporting and academic deficiencies.	State Board of Education
Kenny Dorham School for the Performing Arts <i>Austin</i>	1999	2002	Mismanagement	Poor governance and operational management.	State Board of Education
SCAN Charter School <i>Laredo</i>	2000	2001	Other	Realized their vision did not match the reality of running a charter. School voluntarily returned its charter.	State Board of Education
Eastpark Prep Charter Middle School <i>Missouri City</i>	2000	2001	Mismanagement	Financial mismanagement.	State Board of Education
Houston Accelerated Academy <i>Houston</i>	1998	2001	Academic	Poor student performance and management. Placed on probation but failed to make substantial progress.	Houston Independent School District
CASTLE Academy <i>Houston</i>	1998	2001	District	Internal disagreements among charter's board and its administrators.	Houston Independent School District

TEXAS

CONTINUED

Heritage Academy <i>Dallas</i>	1999	2000	Mismanagement	Surrendered charter because of financial mismanagement and community complaints of student misbehavior.	State Board of Education
Bolding Academy <i>Marshall</i>	1999	2000	Financial	Inadequate enrollment.	State Board of Education
All Saints Academy (A.S.A.) <i>Houston</i>	1999	2000	Facility	Lost lease on building.	State Board of Education
Academy of Austin <i>Austin</i>	1999	2000	Facility	Returned charter due to troubles with landlord.	State Board of Education
L.O.V.E. Charter High School (Ran by Life is Beautiful Education Center)	1998	2000	Mismanagement	Financial and programmatic issues.	State Board of Education
H.O.P.E.-Helping Others Pursue Excellence <i>Houston</i>	1998	2000	Mismanagement	Financial and programmatic issues.	State Board of Education
Emma L. Harrison Charter School <i>Waco</i>	1998	2000	Mismanagement	Violated laws covering non-profits, open meetings, and public information.	
Renaissance Charter School <i>Irving</i>	1996	2000	Mismanagement	Under investigation by the state for financial mismanagement.	State Board of Education
Rameses School <i>San Antonio</i>	1998	1999	Financial	Inadequate enrollment.	
P.O.W.E.R. (Life is Beautiful Education Center) <i>Dallas</i>	1998	1999	Financial	Financial and programmatic issues.	State Board of Education

VIRGINIA

Hampton University Charter School for Math, Science, and Technology <i>Hampton</i>	2002	2003	District	Law suit pending against district for failing to support programs.	City of Hampton
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WISCONSIN

Leadership Academy Charter School <i>Lac du Flambeau</i>	1998	2003	Facility	Lost facility.	Lac du Flambeau School District No.1
Lily Community Charter School <i>Lily</i>	2000	2002	District	Although school brought new students to the district, the school board closed schools in order to balance its own budget.	Unified School District of Antigo
Chrysalis Elementary Charter School <i>Antigo</i>	1999	2002	District	Although school brought new students to the district, the school board closed schools in order to balance its own budget.	Unified School District of Antigo

WISCONSIN

CONTINUED

Chrysalis Family Charter School <i>Antigo</i>	1996	2002	District	Although school brought new students to the district, the school board closed schools in order to balance its own budget.	Unified School District of Antigo
Charter Products, Inc. Fond du Lac	1998	2000	District	Declining enrollment. Developed to meet the needs of the school district rather than the needs of students the school planned to serve.	Fond du Lac School District
Kickapoo River Institute <i>Kickapoo Valley</i>	1997	1998	District	School served multiple districts but administrators could not agree on a location.	Fond du Lac School District



CONSOLIDATIONS

School City	Opened	Consolidated	Explanation	Sponsor
ALASKA				
New Beginnings Charter School <i>Fairbanks</i>	1997	2001	School consolidated back to district.	Fairbanks North Star School District
ARKANSAS				
Grace Hill Elementary School <i>Rogers</i>	2000	2003	Teachers voted to convert back into a traditional public school because of significant changes from the original program design.	State Board of Education
ARIZONA				
New West School <i>Pomerene</i>	2000	2003	Consolidated from three to two sites, students transferred.	State Board for Charter Schools
Montessori Day Public Schools Chartered Sunnyslope <i>Phoenix</i>	1996	2002	Consolidated to fewer campuses.	State Board for Charter Schools
Sedona Charter School <i>Sedona</i>	1999	2001	Built new building and consolidated all grades into one site.	State Board for Charter Schools
Tucson Urban League Academy <i>Tucson</i>	1999	2001	All students moved to one central campus.	State Board for Charter Schools
E.A.G.L.E. Academy <i>Williams</i>	1999	2001	Site was temporary. All students merged into one main campus.	Higley Unified School District
Bridgeway Alternative School (BAS) <i>Cottonwood</i>	1998	2001	Surrendered charter and consolidated back into the district.	Higley Unified School District
Baurau Learning Center <i>Cordes Lake</i>	1997	2001	Consolidated to one site. Charter holder changed name to Pittman Resources.	State Board for Charter Schools
Center for Educational Excellence Campus #2 <i>Chandler</i>	1997	2001	Site closed and consolidated with other campuses.	State Board for Charter Schools

ARIZONA

CONTINUED

Hermosa Montessori Charter #2 <i>Tucson</i>	1997	2001	Consolidated to one site.	State Board for Charter Schools
Mountain School - Highland Campus <i>Flagstaff</i>	1997	2001	Consolidated to one main campus.	State Department of Education
Horizon Charter School - McKemy Campus <i>Chandler</i>	1996	2001	Moved students to its main facility when construction was complete.	State Department of Education
Hotevilla-Bacavi Community School <i>Hotevilla</i>	1996	2001	Reverted to grant (tribal) school.	Cedar Unified School District
Khalsa Montessori School <i>Tucson</i>	1996	2001	Consolidated from two schools to become one site.	State Board for Charter Schools
Villa Montessori Campbell <i>Phoenix</i>	1996	2001	All sites under this charter chose to comprise one campus and share the same administration.	State Board for Charter Schools
Greyhills Academy High School <i>Tuba City</i>	1995	2001	Reverted back to grant (tribal) status.	State Department of Education
Montessori Charter School of Flagstaff/Westside <i>Flagstaff</i>	1995	2001	Four sites became one campus since all facilities shared the same administration.	State Board for Charter Schools
PPEP TEC - William Brown Learning Center <i>Marana</i>	1995	2001	Students transferred to another location under same charter.	State Board for Charter Schools
Montessori Charter School of Flagstaff/Sunnyside <i>Flagstaff</i>	1995	2001	Four sites became one campus since all facilities shared the same administration.	State Board for Charter Schools
TLC Charter Schools, Inc. <i>Cottonwood</i>	1999	2000	Site consolidated with others.	Higley Unified School District
Casabel	1996	2000	Was already working with another charter on contractual basis and decided to operate as combined site.	Window Rock School District
Life School College Prep Benchmark <i>Mesa</i>	1999	1999	Consolidated under same charter.	Higley Unified School District
Life School Legends	1998	1999	Transferred as a site under their charter with Higley School District.	Higley Unified School District
Bright Beginnings School #2 <i>Chandler</i>	1997	1999	Site closed and consolidated to other Bright Beginnings school.	State Board for Charter Schools

ARIZONA

CONTINUED

Life School College Prep St. Johns <i>St. Johns</i>	1997	1999	Inadequate enrollment. Consolidated with other location.	State Board for Charter Schools
NFL YET Academy	1997	1999	Consolidated into primary site.	State Board for Charter Schools
Kachina Country Day School <i>Paradise Valley</i>	1996	1999	Facility required extensive modifications. Students were moved to Kachina Country Day School #2.	State Department of Education
Intelli-School Main <i>Phoenix</i>	1995	1999	Lease terminated. Students transferred to three other campuses.	State Board for Charter Schools
Life School College Prep Benchmark <i>Mesa</i>	1995	1999	Consolidated under same charter.	Higley Unified School District
Round Valley	1995	1999	Program was not adequately innovative or different from the district's.	Round Valley District
Gila Crossing	1997	1998	Reverted back to grant (tribal) school.	
Excel Education Centers <i>Williams</i>	1995	1998	Enrollment in school and district dropped.	State Board for Charter Schools
Greaswood Springs	1996	1997	State withheld funding because school qualified for federal Bureau of Indian Affairs funds. Without state funding, the school opted to return to the district.	State Board for Charter Schools
Saint John's Alternative <i>Saint John's</i>	1995	1997	Program was not adequately innovative or different from the district's.	Saint John's District

CALIFORNIA

Little Red Schoolhouse <i>Kingsburg</i>	1999	2002	Was program within another school that became an official part of that charter.	Kingsburg Joint Union Elementary School District
Edison Language Academy Charter School <i>Santa Monica</i>	1998	2001	Converted back to traditional school.	Santa Monica-Malibu Unified School District
Orange County Charter School <i>Costa Mesa</i>	1998	2001	School reverted back to the district because of bureaucratic obstacles.	Orange Co. Office of Education
Placer High Charter School <i>Auburn</i>	1995	2001	School reverted back to the district.	Placer Union High School District
Yucca Mesa Charter School <i>29 Palms</i>	1993	2001	School surrendered charter and reverted back to the district.	Morongo Unified School District
Heritage School <i>Phelan</i>	1997	2000	School reverted back to the district.	Snowline Joint Unified School District

CALIFORNIA

CONTINUED

Temescal Canyon Continuation High School <i>Pacific Palisades</i>	1995	2000	Reverted back to the district.	Los Angeles Unified School District
Richgrove Elementary School <i>Richgrove</i>	1995	1999	Reverted back to the district.	Richgrove Elementary School District
Louisiana Schnell Elementary <i>Placerville</i>	1994	1999	Became part of another school after change in funding.	El Dorado School District
Folsom Middle School <i>Folsom</i>	1993	1998	Reverted back to traditional public school status.	Folsom-Cordova Unified School District
International Studies Academy <i>San Francisco</i>	1994	1997	Reverted back to traditional public school status.	San Francisco Unified School District

COLORADO

Renaissance School <i>Parker</i>	1995	2001	Jointly operated program lost support of other school and school board was not interested in managing the business side. Consolidated back into the district.	Douglas County School District
Clayton Charter School <i>Clayton</i>	1994	1997	Absorbed by a charter in the same district with better resources.	

FLORIDA

New Dimensions Charter-Ice Rink Satellite <i>Kissimmee</i>	1998	2000	Satellite location at an ice rink consolidated, due to fiscal concerns, with primary site.	Osceola School Board
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GEORGIA

Midway Elementary School <i>Cumino</i>	1995	1998	Was not renewed due to lack of educational innovation.	Forsythe School District
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ILLINOIS

Peoria Alternative Charter School <i>Peoria</i>	1996	1999	Was not renewed and reverted back to district.	Peoria School District
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LOUISIANA

Academic and Career Education <i>Ville Platte</i>	1996	1999	Board voted to revert back to district.	Evangeline Parish
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MICHIGAN

Curtis House Academy <i>Frankenmuth</i>	1997	2000	Reconverted to traditional school.	Saginaw ISD
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MINNESOTA

Opportunities for Learning <i>St. Paul</i>	1994	2001	Financial mismanagement. Reverted back to the district.	St. Paul School Board
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NEW MEXICO

Broad Horizons Educational Center <i>Portales</i>	1994	2001	Returned to district as an alternative high school.	State Board of Education
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Harrison Middle School <i>Albuquerque</i>	1996	1999	Was not renewed and reverted back to district.	State Board of Education
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Highland High Schools <i>Albuquerque</i>	1994	1999	Was not renewed and reverted back to district.	State Board of Education
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Taylor Middle Schools <i>Albuquerque</i>	1994	1999	Was not renewed and reverted back to district.	State Board of Education
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NEW YORK

International Charter High School at La Guardia Community College <i>Long Island City</i>	1999	2001	Reverted back to district.	New York City Schools Chancellor
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Middle College Charter High School at La Guardia Community College <i>Long Island City</i>	1999	2001	Reverted back to district.	State University of New York
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TEXAS

Anderson Charter Elementary <i>Houston</i>	1998	2002	Reverted back to district.	Houston Independent School District
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Jump Start, Johnston Middle School <i>Houston</i>	2000	2001	Was a program within a school that did not take off and was re-absorbed into the original school.	Houston Independent School District
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Centripet II <i>Pasadena</i>	1998	2001	Lost its site and consolidated all programs to one location.	Houston Independent School District
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WISCONSIN

Lancaster Academy <i>Lancaster</i>	1997	2002	District closed school, co-opted program and operated it as a resource room in the district's middle and high schools.	Lancaster Community School District
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WISCONSIN

CONTINUED

Glidden Charter School <i>Glidden</i>	1998	2000	State education department did not feel it met charter criteria and converted entire school to Title I status.	Glidden School District
Nature and Technology Charter School	1998	1999	Was one class in a traditional public school that is no longer being offered.	



NEVER OPENED

School <i>City</i>	Lost	Explanation	Sponsor
ARIZONA			
Frontier Charter School	2002	Charter rescinded because of facility issue.	State Board for Charter Schools
New Century Academy <i>Phoenix</i>	2002	Never opened as an active school.	State Board of Education
New Samaritan <i>Scottsdale</i>	2003	Never opened as an active school.	State Board for Charter Schools
Phoenix Day <i>Phoenix</i>	2002	Unable to obtain zoning permit.	State Board for Charter Schools
Primavera Builders <i>Tucson</i>	2002	Never opened as an active school.	State Board of Education
Rainbow Academy <i>Phoenix</i>	2002	Never opened as an active school.	State Board for Charter Schools
Sonora Academy - Thunderbird Campus <i>Phoenix</i>	2002	Never opened as an active school.	State Board for Charter Schools
Attix School	2001	Awarded charter, never signed contract with state.	State Board for Charter Schools
Beacon Ahwatukee Charter School	2001	Charter returned.	State Board for Charter Schools
Beacon Chandler Charter School	2001	Charter returned.	State Board for Charter Schools
Gilbert Life Community School <i>Gilbert</i>	2001	Never opened as an active school.	State Board for Charter Schools
Mission Montessori Academy <i>Phoenix</i>	2001	Never opened as an active school. Charter holder is approved for multiple campuses, but the facility had problems.	State Board of Education
Ashton Education Center <i>Peoria</i>	2000	Never opened as an active school.	State Board of Education
Bryan Charter Schools Congress	2000	Never opened as an active school.	State Board for Charter Schools
Desert Pathways <i>Mesa</i>	2000	Never opened as an active school.	State Board for Charter Schools
Edison Partnership Charter School <i>Glendale</i>	2000	Never opened as an active school.	State Board for Charter Schools

ARIZONA

CONTINUED

Foothills Community School	2000	Surrendered charter and never opened as an active school.	State Board for Charter Schools
Isaac Charter School <i>Phoenix</i>	2000	Never opened as an active school.	State Board for Charter Schools
New Age Arts Academy <i>Phoenix</i>	2000	Never opened as an active school.	State Board of Education
VistaCare Charter School Holbrook <i>Hereford</i>	2000	School never opened, charter now terminated.	Higley Unified School District
Academy for Career Exploration	1999	Awarded charter, never signed contract with state.	
Greenlee Charter School	1999	Charter returned, decided not to open.	State Board for Charter Schools
Virtual Universe	1999	Never opened as an active school.	State Board for Charter Schools
Wellspring Academy <i>Tucson</i>	1999	Never opened as an active school.	State Board for Charter Schools
AZ Academy Communications Arts and Technology	1998	Awarded charter, never signed contract with state.	State Board of Education
Tempe Horizons Charter School <i>Tempe</i>	1995	Never opened as an active school.	State Board for Charter Schools

CALIFORNIA

Charter Transmittal Reporting <i>Placerville</i>	2003	School is pending.	
El Dorado School-to-Career Charter <i>Camino</i>	2003	School is pending.	El Dorado Union High School District
Paragon Primary Waldorf Charter School <i>Aptos</i>	2003	Never opened as an active school.	Nevada School District
School of Arts and Sciences <i>North San Juan</i>	2002	Never opened as an active school.	Twin Ridges Elementary School District
Olivet Community Partnership School <i>San Diego</i>	2001	Could not secure facility.	Alameda School District
San Antonio Community Partnership School <i>San Diego</i>	2001	Never opened as an active school.	Alameda School District
Nevada County Academy of Learning High School	1997	Never opened as an active school.	Nevada County Office of Education
Westport Village School <i>Westport</i>	1997	Charter returned.	Fort Bragg Unified School District

CALIFORNIA

CONTINUED

Howell Mountain Charter School	1996	Never opened as an active school.	Howell Mountain Elementary School District
Options for Youth-Long Beach <i>Long Beach</i>	1996	Never opened as an active school.	Long Beach Unified School District
Country Charter School <i>Occidental</i>	1995	Never opened as an active school. Charter still exists, but is inactive.	Harmony Union School District
Golden Feather Charter School <i>Oroville</i>	1995	Never opened as an active school.	Golden Feather Unified School District
Walden Academy Charter School	1995	Charter returned.	San Diego City Unified School District
Magna Carta Secondary School	1994	Charter returned.	Cotait-Rohnert Park Unified School District
Bear Valley Charter School	1993	Never opened as an active school. Inactive.	Bear Valley Unified School District
Yulupa Elementary	1993	Never opened as an active school. Inactive.	Bennett Valley Union Elementary School District

COLORADO

Legacy Charter School <i>Aurora</i>	2003	Could not secure a facility and never got off the ground after approval.	Adams-Arapahoe School District
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DELAWARE

Diamond Bay Academy <i>Camden</i>	2003	Never opened as an active school.	State Board of Education
Archway Charter School of Delaware <i>Atco</i>	2003	Could not secure facility.	
Eagle Nest Charter School <i>Wilmington</i>	2002	Could not secure facility.	Red Clay School District

FLORIDA

West Orange County Elementary Charter School <i>West Orange County</i>	2003	Charter returned.	Orange County School Board
Learning Excellence Foundation of Sarasota <i>Pembroke Pines</i>	2003	Never opened as an active school.	Sarasota County School Board
The Museum Science and Discovery Charter School <i>Ft. Lauderdale</i>	2002	Plans for the school have been placed on indefinite hold by Broward County School Board the Museum board.	

FLORIDA

CONTINUED

Renaissance Academy <i>Sarasota</i>	2001	Applicants decided not to go forward.	Sarasota County School District
Westgate Academy of Excellence <i>Ft. Lauderdale</i>	2001	Was never approved. Application was submitted and withdrawn before it was considered.	Broward County School Board
Bay Village Center Education <i>St. Petersburg</i>	2000	Failed to get sufficient enrollment to open.	Pinellas County School Board
Building Blocks Charter School <i>Starke</i>	2000	Did not have adequate interest/enrollment to open.	Bradford County School District

IDAHO

Da Vinci Charter Academy <i>Bonner County</i>	2000	Experienced financing/facilities issues.	Bonner County School District
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ILLINOIS

Golden Apple Charter School <i>Chicago</i>	1998	The board withdrew the charter it had granted.	Chicago Public Schools
Great Builders Charter School <i>Chicago</i>	1998	Facility plans fell through.	Chicago Public Schools
Enterprise Charter School <i>Chicago</i>	1997	Facility plans fell through.	Chicago Public Schools
North River Charter School <i>Chicago</i>	1997	Facility plans fell through.	Chicago Public Schools
Student Builders Charter School <i>Chicago</i>	1997	Facility plans fell through.	Chicago Public Schools

MASSACHUSETTS

HM High School of Essential Studies <i>Springfield</i>	2000	Never opened as an active school.	Springfield School District
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MICHIGAN

The Children's Journey	2002	Never opened. Inadequate enrollment.	
Cornerstone Academy-Tecumseh <i>Dundee</i>	2001	Never opened as an active school.	Eastern Michigan University
Benton Harbor Community Academy <i>Benton Harbor</i>	2000	Never opened as an active school.	Grand Valley State University

MINNESOTA

Roseville Edison Academy <i>Roseville</i>	2000	Never opened as an active school.	Intermediate District 916
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MINNESOTA

CONTINUED

St. Lawrence Academy <i>Scott County</i>	1997	Never opened as an active school.	Normandale Community College
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Prairie Island CS <i>Red Wing</i>	1995	Surrendered charter due to lack of local support and withdrawal of local funding.	Red Wing School District
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MISSOURI

The Garden School <i>St. Louis</i>	2002	School could not meet deadlines for facility.	Southeast Missouri State University
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NEW JERSEY

General Colin Powell Academy	2002	Never secured facility.	Clark County School District
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Delta Community Charter School <i>Jacobstown</i>	2001	Never secured facility.	State Commissioner of Education
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Eugenio Maria De Hostos Charter School <i>Paterson</i>	2001	Withdrew charter application because it could not meet the state deadlines on its building.	State Commissioner of Education
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Newark Prep: Academy for Health Sciences and Technology Charter School <i>Newark</i>	2000	Never secured facility.	State Commissioner of Education
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Roberto Clemente Charter School <i>Perth Amboy</i>	2000	Staffing problems and inadequate renovations.	State Commissioner of Education
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NORTH CAROLINA

Catawba Valley Tech <i>Catawba</i>	2002	Never opened as an active school.	State Board of Education
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Cabarrus County Charter School <i>Cabarrus County</i>	2000	Charter returned.	State Board of Education
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Harnett Technical School <i>Dunn</i>	1999	Never opened as an active school.	State Board of Education
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Mecklenburg Tarheel Challenge-West <i>Charlotte</i>	1999	Never opened as an active school.	State Board of Education
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Mountain Pathways	1999	Charter returned.	State Board of Education
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The Odyssey <i>Hillsboro</i>	1998	Charter returned.	State Board of Education
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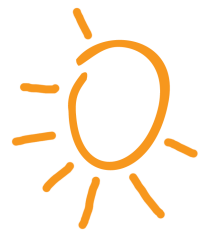
Rainbow Mountain Children's School <i>Ashville</i>	1997	Charter returned. School opened as a private school.	Ashville City School District
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PENNSYLVANIA

Health, Human Services, and Technical Academy Charter School <i>Philadelphia</i>	2003	Withdrew charter application.	School District of Philadelphia
Career Pathways <i>Philadelphia</i>	2001	Charter returned.	School District of Philadelphia
Longmore Academy Charter School <i>Mars</i>	2000	Withdrew charter application.	School District of Philadelphia

TEXAS

Houston's Space Community Charter School <i>Houston</i>	2003	Surrendered charter. Never opened as an active school.	State Board of Education
Brazos Valley Charter School <i>Bryan</i>	2001	Sponsor revoked charter. Never opened as an active school.	State Board of Education
Space Center Charter School	2001	Never opened as an active school. Charter Returned.	
Austin Interactive Learning Academy <i>Austin</i>	2000	Never opened as an active school. Charter Returned.	State Board of Education
Crystal Hills Prep Academy <i>Dallas</i>	2000	Charter returned.	State Board of Education
Freedom School <i>McAllen</i>	2000	Charter returned.	McAllen School District
Gateway-West Texas AM Canyon	2000	Never opened as an active school. Charter Returned.	State Board of Education
Texarkana Montessori <i>Austin</i>	2000	Charter returned.	State Board of Education
American Academy of Excellence Charter <i>Houston</i>	1999	Never opened as an active school.	State Board of Education
F.A.I.T.H Education Center	1999	Never opened as an active school.	
El Paso Community Charter School <i>El Paso</i>	1998	Never opened as an active school.	
Neighborhood Pride	1998	Never opened as an active school. Charter Returned.	
Sky's the Limit Charter School	1997	Never opened as an active school. Charter Returned.	



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