

CHARTER SCHOOL ANNUAL REPORT 2005-06 # 008628

Contact Information

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Position: Principal

School Name: DeKalb PATH Academy

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School Information

Type: Start-up

Opened : 07/01/2002

Grades Served: 5-8

Number of Students Enrolled: 252

(please include only the number of students enrolled at the end of the 2005-2006 school years)

Mission Statement

Charter School's Mission Statement

The mission of DeKalb PATH Academy is to create a safe and nurturing learning environment in which refugee, immigrant and local children from the Chamblee/Doraville area in DeKalb County, Georgia can develop the knowledge, skills, and character needed to succeed in top-quality high schools, colleges, and the competitive world beyond regardless of their socio-economic and linguistic barriers.

AYP Information

Did your school make AYP last year? Yes.

Is your school in Needs Improvement? No.

Academic Test Scores

Based on your 2005-2006 standardized test results, answer the questions below (500 words maximum)

1. Did your students' standardized test results meet your expectations for them? Explain.

Yes. The students' standardized test results of all students met or exceeded the objectives stated in our charter which are:

- 80% of the students excluding students with IEP, ELL (ESOL), and ELL-M19 (ESOL students who exited ESOL program less than 2 years) whose previous standardized test records can be obtained will increase their test scores in reading and mathematics each year by 3-5%ile.
The increase in ITBS met the target.
- The school will decrease the percentage of students excluding IEP, ELL (ESOL), scoring at Level 1 in grades 5 through 7 on the Georgia Criterion Referenced Competency Test in mathematics and reading by a minimum of 2% each year until a rate of 100% has been achieved.
The increase was over 2%.
- ELL (ESOL) students will increase their raw scores in LAB by a minimum of 5 points each year.
ESOL students increased their raw scores in LAB by an average increase of 12 points.

2. Highlight areas of success and progress revealed by your test scores. For these areas, did you use any particular instructional strategy or approach to achieve the desired result?

There are numerous performance highlights that can be found on the 2005-06 state of Georgia K-12 Report Card. Some examples are:

- 100% of 7th graders performed at meet or exceeding standards on CRCT social studies.
- 96.23 % of 7th graders performed at meet or exceeding standards on CRCT mathematics.

The most commonly used instructional approaches at PATH are hands-on and student-centered activities, project, and individualized lessons. Field trips and extra curricular activities enhance student learning. Longer school days, extra summer school days, and Saturday school programs contribute to more time in learning.

3. Describe the grades and content areas in which your students' performance improved from the previous year. Describe the grades and content areas in which your students' performance did not improve or regressed.

Almost all students except 6th graders improved their scores in most subjects. Our 7th graders did exceptionally well in mathematics with 98.23% passing and in social studies with 100% passing. Our 8th graders had the best academic results of all grade levels. Their passing scores in CRCT are 83.93% to 91.07% in all subject areas. Their passing scores on the GA 8th Grade Writing Assessment scores were 95%, which ranked 3rd among all middle schools in DeKalb County whereas the passing scores in Algebra I, year-end test were 61%, which ranked 2nd.

The content area in which the student regressed were science and mathematics in 6th grade and science in 7th grade.

4. Do you make any effort to track student cohorts from year-to-year by comparing, for example, the scores of last year's sixth grade scores to this year's seventh grade scores? (i.e., comparing the same group of students as they move from grade to grade). Explain.

Yes, we do. In fact we have been tracking individual student's academic achievement from year to year. The results show steady gain for most students except for a few students with learning disabilities and students whose first language is not English and have no formal education before they arrived in this country. The eight graders made the most significant gain. We conclude that the longer the student study at PATH, the more academic gain they made.

5. Describe particular areas of concern revealed by your students' standardized test results and how you plan to address them. In addressing this question, describe the efforts you have made or plan to make to disaggregate test data among subgroups (e.g., identified special education students; students who qualify for free or reduced lunch; ESOL students; etc.) and address any lagging achievement scores that may exist.

The particular concern I have is students with limited English proficiency who have very little or no formal education prior to enrolling at our school. These students function as many as 5 years below grade level. These students show good progress but not enough to make them pass the minimum requirement of CRCT especially in reading and language arts. Over 30% of our students are served in ESOL program and approximately 65% of our students are non-native English speakers. According to our disaggregate data our ESOL students did very well in comparison to ESOL students in DeKalb County schools and schools in the state of Georgia in most subjects except 6th grade science and 5th grade reading and language arts.

Academic Other Measures

In the space below, select up to five (5) other academic measures (e.g., SAT scores, promotion rates, AP test results, ITBS performance, etc.) stated in your charter and report on your progress in each of these areas.

- Several 8th grade students took SSAT. Their scores were high enough to enable them to apply through A Better Chance Program and eventually receive scholarships to private high schools around the state and other states.
- Several 7th grade ITBS scores were high enough to enable them to participate in Duke University Talent Search.
- The passing scores of 8th grade end-of year test on Algebra I were 61%, which ranked 2nd among the middle schools in DeKalb County. .
- The passing scores on the GA 8th Grade Writing Assessment were 95%, which ranked 3rd among middle schools in DeKalb County.

Parent/Community Involvement

- 1. During the 2005-2006 school year, did the level of parental and community involvement in your school meet your expectations? Explain.**

Yes. Parental involvement is very strong at PATH. Despite the fact that most parents are non-English speakers and many lived as far as 30 miles away from school, they were always present at our school functions. Parents set up several cultural fairs and pot luck parties. Parents volunteered at school whenever they could. Parents also made sure that their children were at school every day and did their homework. The attendance rate of PATH was 97-98% for the past 4 years.

Community involvement is also another strong feature of our school. Last year the Dunwoody Woman's Club, Oglethorpe University, the Boys and Girls Club, Hands On Atlanta, CLASE, the Mexican Consulate, the Brookhaven Homeowner Association, and the DeKalb County Chapter of Delta Kappa Gamma International sponsored several activities at our school. Volunteers and speakers from these organizations worked with students in the regular classrooms and during tutorial time. PATH Percussion also performed at various community events.

- 2. How do you measure the level of parental and community involvement in your school? Report on the outcome of each of those measures.**

We keep track of the number of parents and volunteers who participate in the school activities. The outcome can be measured through the in-kind contribution and the increase of student academic achievement.

3. What efforts do you plan to make to encourage additional parental and community involvement in your school?

We plan to continue our relationship with our present sponsors and reach out to more civic and educational organizations, and businesses through personal invitations and active recruitment.

Other Charter School Goals

In the space below, select up to five (5) goals stated in your charter and report on your progress in each of these areas. These goals should be different from the academic goals listed in response to the prompt in the "Academic Other Measures" section above.

The following goals are stated in the charter

- **Master the knowledge and skills needed in secondary school and college.**
Approximately 28 % of our 8th graders performed exceptionally well. They received several scholarships and admission to private high schools, magnet schools, IB school and early college programs in DeKalb County, in the state of Georgia, Alabama, and Connecticut.
- **Respect the views, values, traditions, and culture of other individuals and their own.**
The students at PATH Academy are taught to be aware of cultural diversity which is one of the main characteristics of the school. There are 18 languages spoken at PATH. All students work and play well together. There were very few conflicts between students. There were several activities that enhance students' respect for other people' culture such as international celebration, Black History celebration, Asian Pacific Month, etc.
- **Sense of personal commitment to action and service.**
Our students, parents, and staff members upheld high expectations and personal responsibilities. This commitment can be observed through the high attendance rate of both students and staff members for the past four years. The building despite its age is well taken care of. Our students were always praised by visitors and strangers for their discipline and politeness within the school and in public.
- **Extra Learning Opportunity.**
In the past four years through several grants students at PATH were able to participate in the year-end field trips to Georgia Coast, Washington D.C. Philadelphia, New York City.

Financial Accountability

Did you have a surplus at the end of 2005-2005 fiscal year? No.

Do you currently have a reserve fund? If yes, what percentage of your total operating expenses does this reserve represent? Yes, 10%
(if you marked "yes" then please specify a percentage.)

Financial Document

Please attach an official audit, if available, or unaudited financial statements for the fiscal year that ended June 30, 2006.

The official audit will be mailed via regular mail.

Non-Profit Status

PATH Academy is a non-profit entity. See attached document.

Supplemental Information

In the space below, please include any other information about your charter school that you feel the GA Department of Education and the Georgia legislature should consider as it review this 2006 Annual Report. You can supplement this response by attaching word documents below.

My first and greatest concern about our school is the inadequate funding. Since charter schools do not receive funding for facilities, which amounts to almost 7% of our budget, it has become very difficult and challenging to try to balance our annual budget. I am also concerned about the way the funds are being calculated and given to us by the county. It seems that there is no consistency from year to year. I would like more specific guidelines that are easier to understand and more difficult to manipulate at the expense of the charter school operators. My school has shown great academic improvement and extraordinary daily attendance rate in the past four years. However, without adequate funding several enrichment programs might have to be discontinued.

My second concern is the AYP requirements. I am concerned that our ESOL students who have only been in this country for a little over one year with no prior education will not pass CRCT in language arts and reading due to their lack of language proficiency.

Performance Highlights
DeKalb PATH Academy Charter School
Grade Range: 05, 06, 07, 08
 Enrollment: 273

Adequate Yearly Progress (AYP)

School met AYP
 School met criteria in 11 out of 11 areas
 Title I School
 Improvement Status: Adequate

Performance Highlights

This information reflects the 2005-2006 State Report Cards data which includes data for all students, not just Full Academic Year (FAY) students. Performance Highlights list the academic measurements for this school that meet or exceed 80%.

7th Grade - CRCT Social Studies	100.0 Percent Meeting and Exceeding Standard
7th Grade - CRCT Mathematics	96.23 Percent Meeting and Exceeding Standard
Middle Grades Writing Assignment	95.16 Percent Meeting and Exceeding Standard
5th Grade - CRCT Science	92.86 Percent Meeting and Exceeding Standard
5th Grade - CRCT Social Studies	91.07 Percent Meeting and Exceeding Standard
8th Grade - CRCT Reading	91.07 Percent Meeting and Exceeding Standard
8th Grade - CRCT Mathematics	91.07 Percent Meeting and Exceeding Standard
5th Grade - CRCT Mathematics	89.29 Percent Meeting and Exceeding Standard
8th Grade - CRCT Social Studies	89.29 Percent Meeting and Exceeding Standard
7th Grade - CRCT English Language Arts	88.68 Percent Meeting and Exceeding Standard
7th Grade - CRCT Reading	86.79 Percent Meeting and Exceeding Standard
8th Grade - CRCT English Language Arts	83.93 Percent Meeting and Exceeding Standard
8th Grade - CRCT Science	83.93 Percent Meeting and Exceeding Standard
6th Grade - CRCT English Language Arts	81.18 Percent Meeting and Exceeding Standard
6th Grade - CRCT Social Studies	81.18 Percent Meeting and Exceeding Standard

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