



HAPEVILLE CHARTER MIDDLE SCHOOL

Main Campus - 3535 South Fulton Avenue Hapeville, GA 30354 Phone: 404-767-7730 Fax: 404-767-7706
8th Grade Academy - 6045 Buffington Rd College Park, GA 30349 Phone: 404-941-1041 Fax: 404-941-1002

Ms. Stacy Henry
Assistant Principal

Dr. Audrey Greer
Principal

Mr. Darrie Nowell
Assistant Principal

Hapeville Charter Schools Vision Statement

The vision of Hapeville Charter Schools is to provide an environment that will excite, inspire and transform classes of students into productive, life-ready individuals capable of and interested in, working together to enrich their lives and lead future generations.

Hapeville Charter Middle School Mission Statement

The mission of Hapeville Charter Middle School is to prepare each student in a safe and caring learning environment for successful transition to high school.

Hapeville Charter Middle School 2018-2019 School-wide Goals

In accordance with the statements of vision and mission, the school-wide goals reflect three focus areas and have been developed to give direction to Hapeville Charter Middle School. The focus areas include Culture & Climate; Professional Growth; and Curriculum, Instruction, and Assessment. Hapeville Charter MS will complete specific actions to support students, teachers, and parents.

Goal	Area of Focus
1. To improve students' academic achievement in math, reading, science, and social studies by increasing the number of students performing at proficient and above by 3% as reflected on the GMAS from 2017-2018 to 2018-2019	Professional Growth Curriculum, Instruction, & Assessment
2. To improve the teacher retention rate by retaining at least 75% of the staff for the 2019-2020 school-year	Professional Growth Culture & Climate
3. To decrease the percentage of students receiving ISS and/or OSS by 3% from 2017-2018 to 2018-2019.	Culture & Climate Curriculum, Instruction, & Assessment

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Goal # 1

To improve students' academic achievement in math, reading, science, and social studies by increasing the number of students performing at proficient and above by 3% as reflected on the GMAS from 2017-2018 to 2018-2019

Progress Towards Goal Attainment

Students completed the second round of district interim assessments in December for math, 8th grade Science, and 8th grade Social Studies. The purpose of the district interim assessments was to assess students' understanding over concepts taught during 1st semester. The school leaders and teachers were able to measure students' growth from Interim Assessment I to Interim Assessment II as a portion of the same standards were assessed on both tests. The goal was to decrease the number of students performing at the Far Below Basic level and Below Basic level from Interim Assessment I to Interim Assessment II. The students showed gains in every content area except 8th grade Social Studies. With the start of the Extended Day program and a focus on the remediation of standards most missed for Interim II that we will see even more growth for Interim Assessment III. Students completed a writing assessment in Literacy, so this data is not included. They will complete the Interim Assessment III for Literacy in February.



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6th Grade Math Highlights – 84% of the 6th grade students performed at the Far Below Basic and Below Basic levels for assessment #1 whereas only 71% performed at these levels for assessment #2. Additionally, the percentage of students performing at the Advanced levels increased from 0% to 5% from the first test to the second test.

Site Assessment Overview

Assessment: Grade 6 Math Interim Assessment I

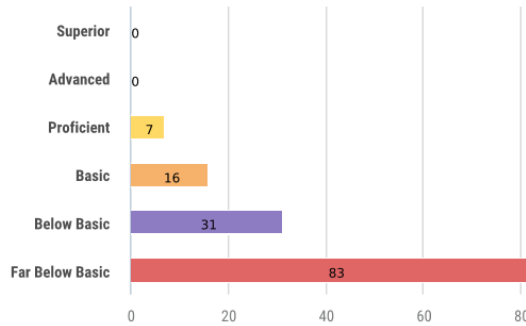
Site: Hapeville Charter Middle

Course: Math 6 (27.1210000M) - MATH, Math 6 (27.8210080M) - MATH, Math 6 (27.9210070M) - MATH, Math 6 Level A (27.2210040M) - MATH, Math 6 Lv O (27.0210000M) - MATH

Roster Date: Control Panel (10-03-2011)
Gender(s): Male & Female
Reported Race: All Reported Races
Special Education: Special & Non Special Ed
Socio-Economic: SED & Not SED
English Proficiencies: All

Performance Band Distribution

Performance Band (minimum % correct)	# of Students	% of Students
Superior (90%)*	0	0%
Advanced (80%)*	0	0%
Proficient (70%)*	7	5%
Basic (60%)*	16	12%
Below Basic (50%)	31	23%
Far Below Basic (0%)	83	61%
Total	137	100%



Site Assessment Overview

Assessment: Grade 6 Math Interim Assessment II

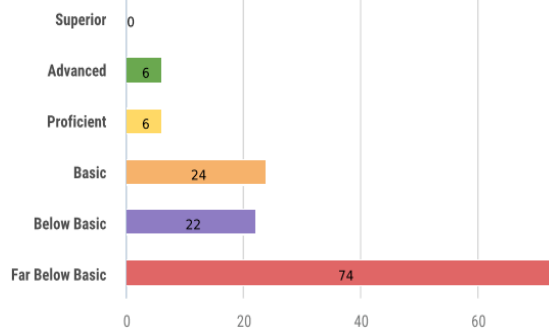
Site: Hapeville Charter Middle

Course: Math 6 (27.1210000M) - MATH, Math 6 (27.8210080M) - MATH, Math 6 (27.9210070M) - MATH, Math 6 Level A (27.2210040M) - MATH, Math 6 Lv O (27.0210000M) - MATH

Roster Date: Control Panel (01-03-2011)
Gender(s): Male & Female
Reported Race: All Reported Races
Special Education: Special & Non Special Ed
Socio-Economic: SED & Not SED
English Proficiencies: All

Performance Band Distribution

Performance Band (minimum % correct)	# of Students	% of Students
Superior (90%)*	0	0%
Advanced (80%)*	6	5%
Proficient (70%)*	6	5%
Basic (60%)*	24	18%
Below Basic (50%)	22	17%
Far Below Basic (0%)	74	56%
Total	132	100%



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7th Grade Highlights – There was a decrease of students performing at the Far Below Basic and Below Basic levels from 99% to 87% from Interim Assessment # I to Interim Assessment #II.

Site Assessment Overview

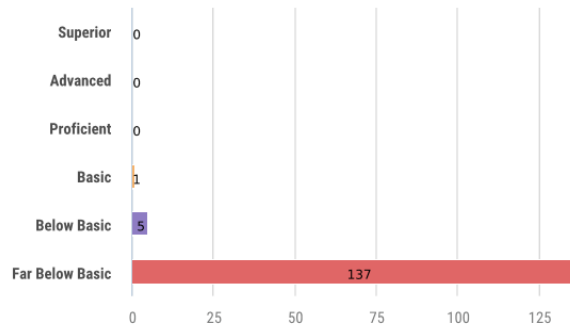
Assessment: Grade 7 Math Interim Assessment I

Site: Hapeville Charter Middle
 Course: Math 7 (27.1220000M) - MATH, Math 7 (27.8220080M) - MATH, Math 7 (27.9220070M) - MATH,
 Math 7 Lv O (27.0220000M) - MATH

Roster Date: Control Panel (10-24-2018)
 Gender(s): Male & Female
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: All

Performance Band Distribution

Performance Band (minimum % correct)	# of Students	% of Students
Superior (90%)*	0	0%
Advanced (80%)*	0	0%
Proficient (70%)*	0	0%
Basic (60%)*	1	1%
Below Basic (50%)	5	3%
Far Below Basic (0%)	137	96%
Total	143	100%



Site Assessment Overview

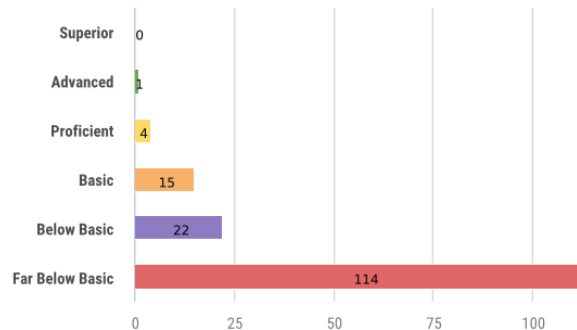
Assessment: Grade 7 Math Interim Assessment II

Site: Hapeville Charter Middle
 Course: Math 7 (27.1220000M) - MATH, Math 7 (27.8220080M) - MATH, Math 7 (27.9220070M) - MATH,
 Math 7 Lv O (27.0220000M) - MATH

Roster Date: Control Panel (01-03-2019)
 Gender(s): Male & Female
 Reported Race: All Reported Races
 Special Education: Special & Non Special Ed
 Socio-Economic: SED & Not SED
 English Proficiencies: All

Performance Band Distribution

Performance Band (minimum % correct)	# of Students	% of Students
Superior (90%)*	0	0%
Advanced (80%)*	1	1%
Proficient (70%)*	4	3%
Basic (60%)*	15	10%
Below Basic (50%)	22	14%
Far Below Basic (0%)	114	73%
Total	156	100%



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8th Grade Highlights – There was a decrease in the students performing at the lowest levels from 93% to 85%. The percentage of students performing proficient and above increased from 0% to 6%.

Site Assessment Overview

Assessment: Grade 8 Math Interim Assessment I

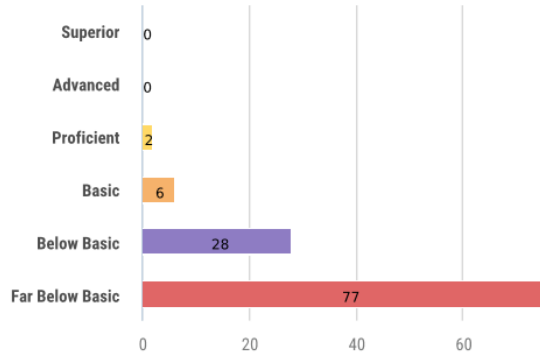
Site: Hapeville Charter Middle

Course: Math 8 (27.1230000M) - MATH, Math 8 (27.8230080M) - MATH, Math 8 (27.9230070M) - MATH,
Math 8 Level A (27.2230040M) - MATH, Math 8 Lv O (27.0230000M) - MATH

Roster Date: Control Pa
Gender(s): Male & Fe
Reported Race: All Report
Special Education: Special & I
Socio-Economic: SED & Not
English Proficiencies: All

Performance Band Distribution

Performance Band (minimum % correct)	# of Students	% of Students
Superior (90%)*	0	0%
Advanced (80%)*	0	0%
Proficient (70%)*	2	2%
Basic (60%)*	6	5%
Below Basic (50%)	28	25%
Far Below Basic (0%)	77	68%
Total	113	100%



Site Assessment Overview

Assessment: Grade 8 Math Interim Assessment II

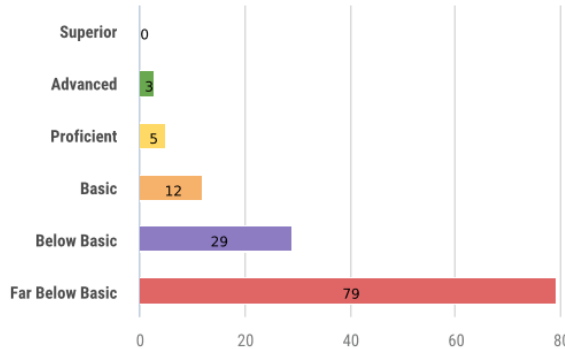
Site: Hapeville Charter Middle

Course: Math 8 (27.1230000M) - MATH, Math 8 (27.8230080M) - MATH, Math 8 (27.9230070M) - MATH,
Math 8 Level A (27.2230040M) - MATH, Math 8 Lv O (27.0230000M) - MATH

Roster Date: Control Panel
Gender(s): Male & Female
Reported Race: All Reported
Special Education: Special & Non
Socio-Economic: SED & Not SED
English Proficiencies: All

Performance Band Distribution

Performance Band (minimum % correct)	# of Students	% of Students
Superior (90%)*	0	0%
Advanced (80%)*	3	2%
Proficient (70%)*	5	4%
Basic (60%)*	12	9%
Below Basic (50%)	29	23%
Far Below Basic (0%)	79	62%
Total	128	100%



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8th Grade Science Highlights - Much like the Mathematics department, students experienced tremendous growth in 8th Grade Science from Interim Assessment I to Interim Assessment II. With a great decline in the performance band far below basic, and an increase in all other performance bands, below basic, basic, proficient, and advanced, the 8th Grade Science department is working hard to ensure that learning is occurring at the next level. 100% of the 8th grade student population performed at the lowest levels on Interim Assessment I whereas only 84% performed at these levels during Interim Assessment II. Additionally, 8% percent of the students performed at the Proficient and above levels.

Site Assessment Overview

Assessment: Grade 8 Science Interim Assessment I

Site: Hapeville Charter Middle

Course: Sci/Physical World (40.9170070M) - SCIENCE, Sci/Phy World Lv O (40.0170000M) - SCIENCE

Roster Date: Control Panel (1)

Gender(s): Male & Female

Reported Race: All Reported Races

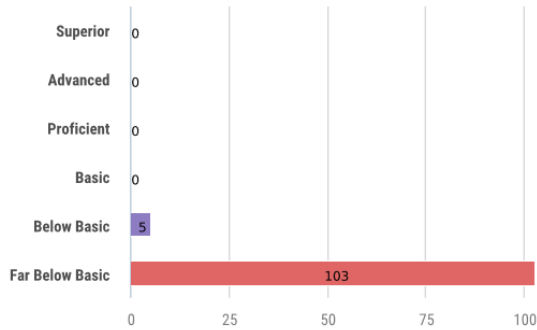
Special Education: Special & Non Spec

Socio-Economic: SED & Not SED

English Proficiencies: All

Performance Band Distribution

Performance Band (minimum % correct)	# of Students	% of Students
Superior (90%)*	0	0%
Advanced (80%)*	0	0%
Proficient (70%)*	0	0%
Basic (60%)*	0	0%
Below Basic (50%)	5	5%
Far Below Basic (0%)	103	95%
Total	108	100%



Site Assessment Overview

Assessment: Grade 8 Science Interim Assessment II

Site: Hapeville Charter Middle

Course: Sci/Physical World (40.9170070M) - SCIENCE, Sci/Phy World Lv O (40.0170000M) - SCIENCE

Roster Date: Control Panel (01-0

Gender(s): Male & Female

Reported Race: All Reported Races

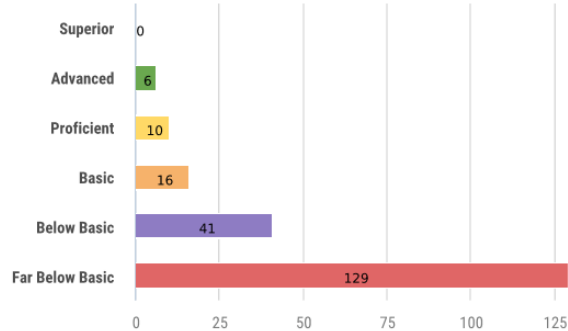
Special Education: Special & Non Spec

Socio-Economic: SED & Not SED

English Proficiencies: All

Performance Band Distribution

Performance Band (minimum % correct)	# of Students	% of Students
Superior (90%)*	0	0%
Advanced (80%)*	6	3%
Proficient (70%)*	10	5%
Basic (60%)*	16	8%
Below Basic (50%)	41	20%
Far Below Basic (0%)	129	64%
Total	202	100%



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8th Grade Social Studies Highlights - 8th Grade Science showed minimal growth between Interim Assessments I and II. Based on the data, all the students performed at the Below Basic and Far Below Basic levels for both assessments. The data also suggest, about 20 students did not test at all for the second test.

Site Assessment Overview

Assessment: Grade 8 Social Studies Interim Assessment I

Site: Hapeville Charter Middle

Course: Georgia Studies 8 (45.0090000M) - SOCIAL SCIENCES, Georgia Studies 8 (45.9090070M) - SOCIAL SCIENCES

Roster Date: Control Panel (10-24-2018)

Gender(s): Male & Female

Reported Race: All Reported Races

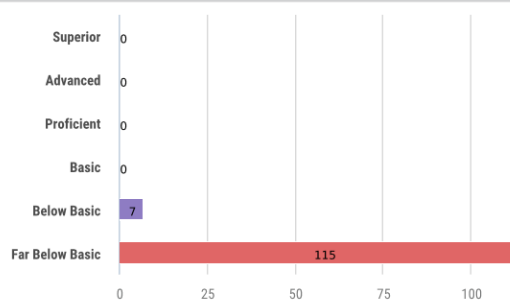
Special Education: Special & Non Special Ed

Socio-Economic: SED & Not SED

English Proficiencies: All

Performance Band Distribution

Performance Band (minimum % correct)	# of Students	% of Students
Superior (90%)*	0	0%
Advanced (80%)*	0	0%
Proficient (70%)*	0	0%
Basic (60%)*	0	0%
Below Basic (50%)	7	6%
Far Below Basic (0%)	115	94%
Total	122	100%



Site Assessment Overview

Assessment: Grade 8 Social Studies Interim Assessment II

Site: Hapeville Charter Middle

Course: Georgia Studies 8 (45.0090000M) - SOCIAL SCIENCES, Georgia Studies 8 (45.9090070M) - SOCIAL SCIENCES

Roster Date: Control Panel (01-03-2019)

Gender(s): Male & Female

Reported Race: All Reported Races

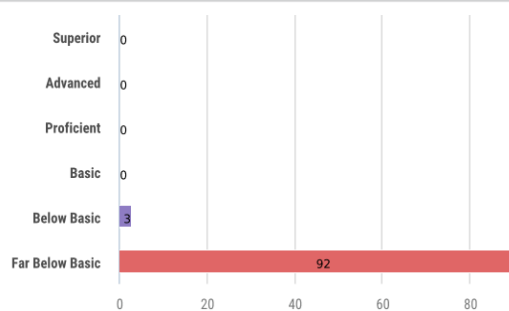
Special Education: Special & Non Special Ed

Socio-Economic: SED & Not SED

English Proficiencies: All

Performance Band Distribution

Performance Band (minimum % correct)	# of Students	% of Students
Superior (90%)*	0	0%
Advanced (80%)*	0	0%
Proficient (70%)*	0	0%
Basic (60%)*	0	0%
Below Basic (50%)	3	3%
Far Below Basic (0%)	92	97%
Total	95	100%



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Goal #3

To decrease the percentage of students receiving ISS and/or OSS by 3% from 2017-2018 to 2018-2019

Progress Towards Goal Attainment

The number of discipline related events has decreased from 2017-2018 to 2018 – 2019. For last school year, there were a total of 109 discipline events for 1st Semester. For this school year, there were a total 74 discipline events for 1st Semester which is a decrease of 35 incidents from last year at this same time of the year. While the same typical behaviors have taken place from year to year including class disruptions, disrespect to authority, etc., these behaviors have been minimized. Currently, the school employs a PBIS-like program that clearly and consistently communicates expectations for students and offers rewards and consequences for behaviors. Additionally, the administrative team began to consistently follow the FCS Code of Conduct for students in mid-October which was not done in the first few months of school.

