



PRIDE ACADEMY CHARTER SCHOOL

ANNUAL REPORT 2008-2009

Copies of this report were transmitted to the following:

1. Commissioner of Education
2. County Superintendent
3. Board of Education of District of Residence – Newark, NJ
4. Board of Education of District of Residence – East Orange, NJ
5. Board of Education of District of Residence – Orange, NJ

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July 31st, 2009**

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SCHOOL DESCRIPTION

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School Name: Pride Academy Charter School

Startup and Current Year. Pride Academy Charter School commenced implementation in the 2008-2009 school year and has just completed its first year of operation.

Address. The school is located at 117 Elwood Ave, East Orange, NJ 07018.

Facility. The school is located in a three-story building that formerly served as a Catholic School and is rented from the Imani Baptist Church.

Number of Students, Grades and Classes. The school's charter authorized a maximum enrollment of 240 students in grades 5-8. The enrollment at the beginning of the school year was 190 students. At the end of the year the enrollment was 230 students, with ten open 8th grade spots. There are three classes of grades 5, 6, 7, and 8.

Class Size. Class size is 20 students per class.

School Day: The school day begins at 8:00 am and ends at 4:00 pm. for a total of eight hours.

School Year: School began September 3rd and ended June 24th for a total of 188 school days.

Planned Expansion. There is no planned expansion for the 2009-2010 school year.

District of Residence. The school draws its students from the following districts: Newark, East Orange, and Orange.

Employees. The school employs a Principal, 1 Assistant School Director, 1 Dean of Students, 1 Dean of Student Life, 10 classroom teachers, 3 aides, 3 special education teachers, a physical education teacher, a Spanish teacher, a computer teacher, an art teacher, a nurse, and a social worker. On a contract time basis, the school employs a business administrator, a learning consultant, a school psychologist, a speech therapist, and an occupational therapist. In addition, the school employs the services of 1 office worker and 2 custodians.

Lead Person. The school's lead person is Mrs. Fiona Thomas (Tel. 973-627-3200), (Fax 973-672-3207), (email ffr.Thomas@gmail.com).

Board Members. The school's organizational documents provide for seven Board of Trustee members.

Defining Attributes. The defining attributes reference the mission with it's focus on academic achievement and mastery of fundamental skills, positive leadership, and active service.

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Academic Goals and Objectives: Assessment Results

Pride Academy Charter School is dedicated to the power of assessment for driving instruction, shaping visions, and crafting action steps to realize goals. Multiple forms of data collection including formal and informal observations, in-house grade-wide tests, performance task exhibitions, self-and peer reflections, and group and individual pattern analysis will be utilized to help create the most complete picture of how Pride Academy Charter School is achieving its mission and ways it can improve.

Research indicates that effective schools develop a multifaceted model of data gathering and interpretation that allows administrators and teachers to pose, investigate, and answer data-based questions about teaching and learning. Data categories can be intersected to provide deeper insight into student learning and how to improve it. As Victoria Bernhardt proposes in her seminal work on data-driven instruction, gathering data in a school means looking at students, teachers, and the school community in different ways and through different lenses. She suggests that an efficient model of data analysis for a school or program should include four different types of data:

- Student learning data (such as standardized test results, grade point averages, standard assessments, and other formal assessments)
- Demographic data (such as enrollment, attendance, grade level, ethnicity, gender, home background, and language proficiency)
- Perceptions data (such as opinions and views gleaned from surveys, questionnaires, interviews, and observations)
- School process data (such as systematic and reflective examination of teacher practices and student outcomes)
[Bernhardt, "Intersections, New routes open when one type of data crosses another" Journal of Staff Development, Vol. 21, Winter 2000]

Bernhardt further demonstrates how utilization and cross analysis of these kinds of data can have the following impact on a school program:

- replacement of hunches and hypotheses with facts

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- identification of root causes of problems, rather than just the symptoms
- assessment of needs, and target resources to address the causes
- development of goals and a track system that documents whether the goals are being accomplished
- identification and implementation of relevant and focused staff development efforts and evaluation of their impact

[Bernhardt, "Intersections, New routes open when one type of data crosses another" Journal of Staff Development, Vol. 21, Winter 2000]

Specific time is built into the weekly schedule dedicated to staff reflection and evaluation of student performance and progress with the NJCCCS and other school goals. Data from a variety of measures are reviewed to analyze strengths and weaknesses, as well as to dictate future steps needed for success.

The staff work collaboratively on evaluating these assessments and analyzing their results. Test data are used in part for determining student placement within appropriate ability levels as well as to identify key class weaknesses and areas of strength. Teachers meet in grade level groups throughout the year to review and analyze targeted skill data and to share and create consistent effective practices and tools of instruction. Teacher work sessions are built into the school schedule to ensure time for collaboration, analysis, development and review of appropriate action plans. All grade level teachers assist in this collaboration to ensure a cross-discipline focus on strengthening skills throughout the content areas and receive training on methods of data analysis.

Students, too, are involved in the acts of gathering data and using analysis to determine action steps for growth. Each student will maintain a working portfolio in most classes to catalogue work, celebrate achievement, show growth, and demonstrate skill. An important component of the student portfolios will be the self-assessment pieces in which students write reflective narratives explaining how they evaluate their work and outlining future steps based on this analysis.

State Assessment Results

This year, all of our students in grades 5-8 participated in the NJASK state testing. Assessment data has not yet been received from the State.

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Discussion of Progress

Academic Goal A: Pride Academy Charter School will facilitate student growth in fundamental literacy skills.

Academic Goal B: Pride Academy Charter School will facilitate student growth in fundamental mathematic skills.

In order to address our two overarching academic goals in math and literacy, Pride Academy implemented a data-driven instructional model based on the North Star Assessment process that involved the administration and analysis of a series of interim grade-wide assessments in math and literacy. As the 2008-2009 school year is our founding year, teachers and administrators will use the 2008-2009 NJASK test results to develop a baseline measure and to compare the scores with data trends and patterns gathered on the interim assessments.

This summer, a curriculum committee will focus efforts on reviewing and revising the North Star interim assessments that were utilized this past year and designing assessments, rubrics, and menus of teaching strategies that will not only develop the functional curriculum more comprehensively, but also sustain and enhance the utilization of the process of data-driven instruction that was implemented this year. An array of assessment data has been analyzed this past year, including North Star interim assessments, and Pride Academy teacher created classroom based assessments, and patterns of grade level skills that need to be addressed have been identified. The assessments, rubrics and resources that are being developed will directly align to the clusters of skills that need development in literacy and math.

This work will be a first step in tailoring the North Star model assessments and creating an assessment accountability system that will assist the school in using longitudinal data for assessing students' progress in grades 5 through 8. The data results from a series of three assessments in Math and 10 assessments in LAL annually will allow teachers to track students' progress over three academic terms in a school year as well as from grade to grade. Table 1 summarizes the goals and expected outcomes of our summer assessment work.

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<u>Intended Objectives</u>	<u>Project outcomes (products)</u>	<u>Goals Addressed</u>
<p>Utilize the North Star Assessment models to develop 3 grade wide assessments in Math (per grade in grades 5-8) and science (grade 8) with improved question quality, graduated level of difficulty, and alignment to NJCCCS and test specifications.</p>	<p>18 assessments (Math, 8th Gr. Science) aligned with state test specifications and NJCCCS.</p>	<p>Create a PRIDE assessment accountability system that provides for easy access, efficient management and the ongoing utilization of data results to improve students' learning through specifically planned instruction.</p>
<p>Design a standardized and effective method of recording, tracking, and displaying assessment data for analysis and publication to teachers, students and parents.</p>	<p>18 new answer keys including model open-ended responses for score points 0 - 4.</p>	<p>Utilize teachers' expertise in subject areas to maximize impact on student learning.</p>
<p>Compile a scope and sequence guide for each grade level in math, LAL and 8th grade science using the assessments and curriculum maps created for driving and facilitating instructional decision making.</p>	<p>13 scope and sequence guides for assisting teachers in pacing and identifying resources, teaching strategies, alternate forms of assessments and re-teaching strategies.</p>	<p>Raise teachers' expectations in meeting school's goals to improve student achievement.</p>
<p>Design a pilot assessment approach in LAL that utilizes the data driven instructional model and scaffolds and chunks the skills and focus areas into a sequence of assessments that are more targeted and administered with greater frequency. Instead of administering 3 grade wide assessments in LAL, students will take 9 targeted skill tests throughout the months leading up to March. In March, students will take 1 long test that incorporates all the skills areas that they have been building and practicing through the preceding months.</p>	<p>9 targeted skill reading and writing assessments and 1 full scope assessment and answer keys.</p>	<p>Create a practical student and teacher friendly approach to delivering, evaluating, and analyzing the results of assessments that teachers can use in a timely and efficient manner.</p>
<p>Design curriculum units in Social Studies that integrate LAL skills and standards and are aligned to the LAL scope and sequence and the annual calendar of LAL writing tasks and genres.</p>	<p>4 sets of curriculum units (including writing tasks, lesson plans and assessments) per grade level 5-8.</p>	<p>Increase student and parent involvement in the assessment and subsequent goal setting process.</p>
<p>Incorporate writing tasks formatted to match NJ state tests in LAL to assist teachers in moving toward holistic approaches in teaching and assessing students' writing proficiency.</p>		<p>Integrate LAL standards throughout the curriculum for increasing students' transferring and application of skills and to increase connections across subjects.</p> <p>Utilize teachers' expertise in subject areas to maximize impact on student learning.</p>

Table 1 - July 2009 Assessment Development

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This year, professional development and mentoring supported staff members in their implementation of the data-driven instructional model of assessment, analysis, and instructional action planning. Teacher and administrator conversations and collaboration based on the analysis of test data patterns and trends directly guided the design of lesson plans that focused on skill deficiencies and the delivery of workshops to train teachers in re-teaching strategies, grading processes, and differentiation of instruction.

High School Placement:

This year our 8th grade class totaled 49 students. Table 2 summarizes our high school placement results for 2008-2009 as of June 30th. We anticipate that high school placement decisions will be made throughout the summer and will change the numbers reflected below.

Type of School	# of students accepted in Class of 2009	# of students registered in Class of 2009
Parochial	41	10
Vocational	11	8
Charter School	4	4
Magnet	1	1
Other Distinct Public	3	3

Table 2 – High School Placement Results as of June 30th, 2009

The challenges that impacted the high school placement process and results in our founding year included the following:

- All of our 8th graders were new to the school. Many students struggled with the transition to a new school in their 8th grade year as well as with higher and more demanding expectations for academic achievement and conduct. Teachers had less than two short months from September to October to prepare our 8th graders for rigorous high school entrance exams and production of first trimester report cards that presented competitive profiles to support high school acceptance.
- There are a limited number of magnet schools available for our students, many of whom reside in East Orange.
- The cost of tuition and registration fees at parochial schools is prohibitive for some of our families.

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- Although a high school informational night was hosted and outreach was made to parents with regard to the high school application process, some parents struggled with meeting deadlines on a timely basis.

The following steps will be taken to strengthen the high school placement process in the upcoming year:

- 8th grade students will participate in a series of High School preparation classes that will include a more detailed curriculum, goal setting, and work sessions during two class sessions per week. Students will build a portfolio that will help them to become more self-aware of their strengths and weaknesses, improve their writing skills, build awareness of the expectations of high schools, and become more organized with their HSP plan in order to meet deadlines and testing requirements. The class will also include more time to complete applications as well as test preparation practice (COOP Exam, Magnet school admissions tests, etc.).
- Increase the frequency and regularity of parent outreach and communication. High school placement success directly correlates with the involvement of parents in tracking their children's progress in all areas of high school placement, including academic and behavior progress. Regular communication with parents will also build awareness of the need for their active support and participation in all steps of the application process.
- Provide Financial Aid education to help support and increase the number of parents who are able to register their children in parochial or independent schools and take advantage of scholarship opportunities.
- Strengthen relationships with Vocational programs and work closely with the Academic Support team in order to ensure our students with IEPs have more support and time to complete applications and that their parents are aware of all aspects of high school transition.
- Increase and build awareness about the high school placement process with 7th grade families in order to prepare them for their application and testing responsibilities and choices in the first trimester of their 8th grade year.

Anticipated Changes or refinements:

The following changes and refinements will be made with regards to procedures for assessing our academic goals in literacy and math:

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- Grade-wide interim assessments and data analysis tools will be revised and strengthened in both LAL and math.
- Lesson planning and curriculum unit planning will be more closely aligned with the assessment schedule of targeted skills.
- More targeted professional development will be delivered focusing on the action planning and reteaching steps of the data driven model.
- A more scaffolded and chunked data driven assessment model will be piloted in all grades for LAL.
- A new text book series will be adopted in math that will strengthen the delivery of differentiated instruction, support the need to remediate target skill areas, and involve parents more in the home-based practice of skills.
- The final exam model that was implemented in the third trimester this year will be expanded to support the implementation of a mid-term exam.

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Non-Academic Goals and Objectives: Assessment Activities

Assessment Procedures

Pride Academy Charter School uses the following methods to measure progress made towards accomplishing our non-academic goals:

- Census of participation in targeted activities
- Cross referencing with data gathered for the EVVRS report for discipline
- Survey data
- Tangible products

Non-Academic Goals and Objectives: Assessment Results

Assessment Results and Discussion of Progress

Goal A: Pride Academy Charter School will create a safe, peaceful, and structured learning environment

In this, our first year, we faced and overcame a unique set of challenges. When we opened our doors in September we were an unknown and untested school. Many of the parents/guardians that were willing to embark on this new venture were those who felt their children had little to lose by transferring to a new school. Some of their children hailed from alternative schools. Some children had spent the majority of their educational careers in self-contained classrooms. These parents welcomed the switch to a school with smaller class sizes that would utilize an inclusion model. Some were parents of students who had been expelled from prior schools or who had significant behavior struggles. With few exceptions, our students had under performed at previous schools. Although their parents and guardians eagerly made the change in schools, the students, particularly the 8th graders, were ambivalent at best. Some of them were deeply resentful and others were fearful based on previous school experiences.

Our challenges were to foster unity, positive relationships, and a sense of belonging while acclimating them to Pride Academy's high standards. We sought to firmly establish a culture in which students, staff, and parents would uphold and model the Pride Academy Core Values of peace, respect, integrity, determination and empathy. Our primary goal was to establish a community in which all members would feel safe so that teachers could teach and students could learn. To this end, we sought to achieve the following:

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1. Create an environment in which students could approach any teacher or administrator to seek assistance to resolve issues. Special emphasis was placed on treating the school as community, increasing unity through peacemaking, and resolving conflict constructively. Students were taught how to approach others respectfully to initiate dialogues.
2. Establish a stringent "zero tolerance" standard related to violence of all types. The policy was specifically designed to address and prevent bullying and harassment of all kinds and to discourage behaviors that lead to fighting such as play fighting and roughhousing.
3. Foster an environment where differences are celebrated and all members of the community are made to feel welcome.

Measures of assessment of progress towards achievement of Goal A include the development of tangible artifacts and events. Some significant products and events include:

1. A Student Code of Conduct was created and distributed to all staff members and parents that clearly outlined the school Code of Conduct and the system of graduated consequences for infractions
2. Explanation of the Student Code of Conduct was delivered to each grade level during the first week of school
3. Collection of data and the conducting of vertical and horizontal level meetings to address emergent trends in challenging student behaviors and design intervention action plans
4. Reinforcement of the Student Code of Conduct with students and parents by incorporating it in every aspect of school life
5. Development of an Harassment and Anti-Bullying Policy
6. Design and delivery of Parent Workshops on Bullying and Cyber-Bullying
7. Professional development for all staff on the topic of Bullying
8. Utilization of anti-bullying lesson plans and workshops
9. Facilitation of a school-wide Violence and Vandalism Awareness Week in October
10. Implementation of a mentoring program for at-risk girls and boys
11. Development of Student Peace Circle Moderators to mediate disputes and to train other student moderators

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Table 3 below shows our first year results, broken down by month. The figures are based upon data submitted via the State of New Jersey Electronic Violence and Vandalism Reporting System (EVVRS) Report. Column 1 lists the total number of EVVRS reportable incidents involving physical violence, broken down by month. Physical violence figures are derived by adding the total number of reportable fights and assaults for each month. Column 2 lists the total number of reportable incidents involving harassment, intimidation, bullying and threats (HIB), also broken down by month.

The school year began with a brief honeymoon period during which there were no major incidents. During this period, presentations were made to students and teachers reinforcing expectations for student conduct. Students exhibiting problematic behaviors short of physical violence received warnings. Parent calls were made to reiterate school policy and explain impending consequences for continued negative behavior. This was done to allow both students and parents time to become familiar with expectations. All instances of physical violence earned a consequence of suspension in accordance with the zero tolerance policy.

By October, our students began to form relationships, both positive and negative. Reportable events of physical violence spiked dramatically to a number at least double that which occurs at any subsequent point in the year. Reportable HIB incidents also increased with seven incidents reported in the month of October.

Month 2008-2009 School Year	Column 1	Column 2
	EVVRS Reportable Incidences of Physical Violence	EVVRS Reportable Incidences of Harassment, Intimidation, Bullying & Threats (HIB)
September	4	1
October	18	7
November	3	8
December	6	1
January	8	7
February	8	2
March	3	2
April	9	0
May	7	1
June	5	0

Table 3 – Number of EVVRS reportable incidents of Physical Violence and HIB Incidents for years 2008 to 2009.

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The October increase in physical violence was directly correlated to a spike in out of school suspensions, the accountability consequence for all acts of violence under our zero tolerance policy.

In November, as students and their parents became aware that students were receiving suspensions for hitting and fighting, there was a dramatic change in behavior with reportable incidents of physical violence plummeting to three for the entire month. During this time, we continued to struggle with teaching our students to treat others respectfully as reflected in HIB incident totals that remained essentially unchanged from October to November of 2008. As students began to receive severe consequences for this behavior under the zero tolerance policy for violence of any type, these incidents too showed a marked improvement in the following month, dropping from eight incidents in November to just one in December. Thereafter, reportable events of physical violence leveled off, averaging just over six per month for the year. While this number is still higher than acceptable, it represents a significant decline from the October 2008 high point.

We attribute this result to:

- Consistent application of the Student Code of Conduct and school-wide behavior management system by teachers and Administrators
- Adoption and practice of the Pride Core Values by students
- Adoption and use of the Pride Circle of Peace to effect conflict resolution
- Increased levels of trust between students, administrators and teachers
- Increased feelings of safety in the school based on students' experiences at Pride

Table 4 breaks down by category the total number of EVVRS reportable incidents that occurred during the 2008-2009 school year. The Violence figure represents the aggregate total of incidents of physical violence and HIB incidents as reported in Table 3 above. There were a total of five (5) reportable incidents of vandalism representing a total cost to the district of approximately \$200. Students received consequences of community service and suspension for damaging school facilities and/or property. For the Weapons total it should be noted that only one of the five incidents reported involved an actual weapon, a martial arts throwing knife. The other incidents are comprised of events in which objects like push pins, pencils, scissors, etc., were used as weapons.

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Year	Number of EVVRS Reportable Incidents			
2008-2009	Violence	Vandalism	Weapons	Substance Abuse
	100	5	5	0

Table 4 - Number of EVVRS reportable incidents for years 2008 to 2009.

Program Modifications based on Data:

One of the most important ways in which Pride Academy strives to establish positive partnerships with parents is by engaging parents in the process of supporting student behavior. When parents and schools unite to work toward the common goal of consistently appropriate, positive school behavior, students achieve success at greater rates.

We will implement a Saturday School Accountability program in September of 2009 to strengthen the partnership between parents and the school. In doing so, the goal is to help parents, teachers and students work together to:

1. Ensure that the Student Code of Conduct and the attendant rules and expectations are clearly understood by parents/guardians and students
2. Facilitate the creation of a behavior management plan and goals for student behavior utilizing the parents/guardian's unique expertise
3. Integrate behavior management plans at home and school to increase the efficacy of behavior modification efforts for students with challenging school behaviors
4. Provide opportunities for parents/guardians and students to take greater ownership and responsibility for the social and emotional learning environment of the school
5. Reduce the number of school days lost due to out of school suspensions
6. Provide resources and information for parents on topics that impact behavior such as bullying and discipline

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Goal B: Pride Academy Charter School will establish and support an active professional learning community.

Data to support steps that have been taken to achieve our objectives include a tally of the number of staff involved in an array of professional development activities and tangible products and experiences.

Professional Development Activity	Staff Participation (20 teachers/aides)
Staff involved in Curriculum Committee work and development.	4
Staff involved in turn key professional development throughout the year.	4
Staff involved in mentoring activities	7
Staff involved in on-site professional development activities throughout the year.	20
Staff involved in off-site professional development activities throughout the year.	5

Table 5 – Staff involvement in professional development activities.

As indicated in Table 5, all faculty have been actively involved this year in professional development and growth activities. The level of participation in off-site activities will be increased during the 2009-2010 school year.

In addition to the data, other measures of assessment of achievement of these goals include the development of the following tangible artifacts/events/services.

1. The organization and execution of a detailed, comprehensive professional development summer orientation program.
2. The availability of lead staff members to provide individualized, embedded, and sustained support, mentoring, coaching and resources

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in all areas of professional development such as lesson planning, classroom management and discipline, meeting the needs of diverse learners, curriculum mapping, collaborating with colleagues, design of assessments and the analysis of assessment data.

3. The organization and execution of professionally presented on-site workshops and turnkey presentations on targeted areas of assessment, lesson planning, and behavior management systems.
4. The development of a comprehensive mentoring plan in accordance with State mandated guidelines and a resource kit to support the training of mentors and mentees, and the implementation of the plan.

Goal C: Pride Academy Charter School will foster and encourage parent involvement and collaboration.

Table 6 shows the numbers of parents involved in various activities during the 2008-2009 school year. This year a core group of committed parents stepped up to leadership roles. They served as a vital link between parents and the school, implemented a number of school community initiatives, expanded partnerships with other parents, and encouraged participation and support in school events and governance.

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Parent Involvement Event 2008-2009	Parent Council Activities		Class related Activity		Parent-School Activities	
	Parents Involved	Percent	Parents Involved	Percent	Parents Involved	Percent
Back to School Night					125	55%
New Family Orientations					180	79%
Volunteers	50	22%				
Parent Council Meeting	10 per meeting (10 meetings)	4%				
High School Night					50	22%
Parent participation in school sponsored workshops					15	7%
Grade 8 Graduation Events Parent Workshop					20	9%
Chaperones (Trips; Dances; Fun Nights)			10	4%	20	9%
Fundraising Activities					125	55%
Academic Performance Exhibitions (eg: Science Expo; Mock Trials; Project Pride Events)			50	22%		
Photography Club Exhibition					15	7%
Graduation Event					100	44%
Progress Report Card Nights					80 per night (3 nights)	35%
Report Card Nights					80 per night (2 nights)	35%

Table 6 The number of parents involved in Parent Council and classroom activities expressed as raw counts and as a percentage of the parent body.

In addition to the data, other measures of assessment of achievement of these goals include the development of tangible artifacts/events such as:

1. The development and distribution of a Parent Involvement Policy.

1. REVIEW OF STATE AND LOCAL ASSESSMENT ACTIVITIES AND STUDENT ACHIEVEMENT RESULTS IN THE CONTEXT OF THE SCHOOL'S GOALS AND REQUIRED NCLB ADEQUATE YEARLY PROGRESS

2. The design and facilitation of a Parent Council Appreciation Dinner to express gratitude for parent participation and encourage increased parent involvement.

Recommendations based on the Use of Data:

The data that has been gathered in order to measure the progress that Pride Academy Charter School has made this year shows that overall in all three non-academic goals, our school made some progress towards the benchmarks. Identified needs in all three goal areas will be addressed by the following action steps:

- Increase and encourage teacher participation in off-site professional development activities.
- Support the development of the teacher portfolio process.
- Continue to work on implementing a more systematic in-house process of collecting discipline data.
- Continue to incorporate a systematic and consistent process of positive rewards and recognition.
- Implement a Saturday Accountability Program
- Lead a more rigorous and active recruitment of parent representation at Parent Meetings.
- Implement Special Education and NCLB Parent Advisory Committees.
- Continue to facilitate a range of meeting times for parents to try to accommodate a greater number of parents' schedules, such as Breakfast Meetings and Brown Bag Lunch meetings.
- Ensure that administration maintains visibility during arrival and dismissal times in order to greet and meet with parents.
- Disseminate information in Spanish as well as English.
- Continue to create sustainable opportunities for targeting our literacy and math initiatives by running workshops and Family Reading/Math/NJASK test information events.

Overall, the collection and analysis of non-academic data is instructive and allows the school to not only monitor our efforts, but also direct us in our formulation of action steps to take in order to improve our results and address gaps in achievement of the benchmarks.

2. REVIEW OF PROGRESS: INCORPORATING THE NJCCCS, DELIVERING AN EDUCATIONAL PROGRAM LEADING TO HIGH ACHIEVEMENT FOR ALL STUDENTS

2. REVIEW OF PROGRESS: INCORPORATING THE NJCCCS, DELIVERING AN EDUCATIONAL PROGRAM LEADING TO HIGH ACHIEVEMENT FOR ALL STUDENTS

Incorporation of New Jersey Core Curriculum Content Standards

Summary of Curriculum Development Progress

I. A Fully Integrated Curriculum

Pride Academy Charter School's curriculum was designed with the New Jersey Core Curriculum Content Standards (NJCCCS) and the five core Cross Content Workplace Readiness Indicators as its backbone, and will be continuously shaped with regular teacher input, review, and reflection throughout the course of each year to ensure that is a living, working document. Pride Academy Charter School believes firmly in the power of identifying clear goals and measures of success for both teachers and students. Along with curriculum guides outlining the scope and sequence for their subjects, all teachers are presented with a school-wide schedule of targeted skills to be taught, assessed, evaluated, and analyzed.

To ensure consistency across disciplines and grade levels, all teachers are equipped with Pride Academy Charter School-created rubrics, grading tools, benchmarks, and checklists to accompany each skill. These assessment tools, aligned with the state standards, serve a two-fold purpose: to provide students and teachers with clear, consistent means for identifying what is meant by mastery of skills and to serve as an instructional tool for feedback and self-assessment.

Pride Academy Charter School values the work pioneered by Howard Gardner's theories of "Multiple Intelligences," Robert Sternberg's "Triarchic Theory of Intelligence," and Carol Ann Tomlinson's research on the benefits of offering a differentiated approach to instruction. As such, time is devoted in teacher orientations and throughout the year in both grade-level and subject-specific collaborative work sessions to examine effective methods for making the curriculum accessible according to each learner's needs. This attention to individualized instruction will benefit all students and ensure success for Pride Academy Charter School's special needs and at risk students.

The Pride Academy Charter School curriculum is also infused with the goals and approaches of multicultural education, particularly the critical multiculturalism that is espoused by researchers such as Christine Sleeter, Carl Grant, Sonia Nieto, and Peter McClaren. This approach calls for practices that enable the students to:

2. REVIEW OF PROGRESS: INCORPORATING THE NJCCCS, DELIVERING AN EDUCATIONAL PROGRAM LEADING TO HIGH ACHIEVEMENT FOR ALL STUDENTS

- Understand and actively practice the principles of democracy.
- Learn how to critically examine their own life circumstances in order to confront and explore myths and stereotypes about controversial, politically sensitive issues of race and gender.
- Develop social action skills in order to make informed decisions and take risks.
- Become involved in the process of coalescing individuals across the lines of race, gender, class and disability to work together to fight against discrimination or intolerance.

In order to successfully accomplish these fundamental goals of student empowerment and social justice, Pride Academy Charter School uses and trains teachers in research-based culturally relevant and responsive teaching practices to guide selection of texts, foster varied learning arrangements, and develop hands-on, experiential strategies. For example, Gloria Ladson-Billings, Barbara Shade, Arthur Boykin and Lisa Delpit call for the use of non-competitive, cooperative learning groups, the inclusion of peer groups and students-as-teachers in the learning process, and the infusion of unbiased texts and materials and interdisciplinary thematic units that reflect the students' cultural experiences to acknowledge the cultural integrity of their students and provide for continuity between home and school cultures. Such practices foster more positive expectations of academic potential and circumvent many of the conflicts that result in misinterpretation and student alienation. Without undermining home or school culture, Pride Academy Charter School teachers develop their students' fluency in mainstream academic skills, cultural expressions, and codes in order for them to successfully function and compete in a multicultural society.

Pride Academy Charter School understands the necessity for student investment in the curriculum. To that end, many courses of study are centered around project-based assessments. The benefits of project-based assessments with their emphasis on active learning, demonstration of skills, outlets for creativity, and potential for a meaningful application of curriculum standards are a key component of the Pride Academy Charter School educational experience. Wherever possible, opportunities for choice and input into the selection of assessments are made available to students as well. Teachers are guided on effective methods of incorporating project-based assessments in their curriculum and receive feedback on their use of tools created by Pride Academy Charter School to aid in the design, implementation, and evaluation of student projects.

Finally, the Pride Academy Charter School curriculum is distinguished by its emphasis and focus on its Core Values of Peace, Respect, Integrity, Determination and Empathy. Pride Academy Charter School strongly believes that students of all abilities will thrive in a peaceful learning

2. REVIEW OF PROGRESS: INCORPORATING THE NJCCCS, DELIVERING AN EDUCATIONAL PROGRAM LEADING TO HIGH ACHIEVEMENT FOR ALL STUDENTS

community committed to living these values in all school aspects. Both the school code of conduct and the curriculum are grounded in behavioral expectations aligned with the fourth Cross Content Workplace Readiness Indicator, the Core Values, and with the principles of eliminating discrimination of all kinds and promoting mutual acceptance and respect. Students learn, for example, what the Core Value of Integrity means both through a commitment to accurate data gathering in their science classes as well as through the language arts classroom's procedures for properly citing texts and avoiding plagiarism. Likewise, Pride Academy Charter School upholds The NJ Amistad Act of 2002 by utilizing the Core Value of Empathy as a critical lens through which students explore the events of history and examine the atrocities and acts of genocide committed against slaves, victims of the Holocaust, Native Americans, Japanese Americans, martyrs for the Civil Rights Movement, and other persecuted groups throughout history. Additionally, the social studies and language arts curriculum support in-depth study of African-American history and not only allow students to gain knowledge and understanding of the historical facts, but facilitate their understanding and appreciation of how the values of Determination and Peace apply to the civil rights movement and how they are exemplified in the lives of prominent role models like Rosa Parks and Martin Luther King Jr.

By interweaving the Core Values throughout all disciplines and school guidelines, character education and the curricula focus on equity and social justice, multicultural education, instruction in African American history, the Holocaust, and Genocides, and function as meaningful components of Pride Academy Charter School's academic program.

II. A School-Wide Focus on Higher Order Thinking Skills

Pride Academy Charter School trains all teachers in the delivery of the PACS Learning Cycle, an original system created by the Pride Academy Charter School team to cultivate and strengthen higher order habits of mind. The PACS Learning Cycle is an enduring process in which learners continuously demonstrate four key habits: questioning, seeking, understanding, and responding. Curriculum design, instruction, discipline, professional development, and parent involvement also build upon this cycle to ensure an embedded, deliberate culture of the PACS Learning Cycle throughout the school.

The guiding principle behind the PACS Learning Cycle is that meaningful learning involves an interactive process during which learners formulate questions and hypotheses, search for and evaluate sources of information, articulate what they comprehend, and actively respond to the newly acquired knowledge. This response to knowledge in turn requires new questions, more searches for information, a deeper level of comprehension, and another response.

2. REVIEW OF PROGRESS: INCORPORATING THE NJCCCS, DELIVERING AN EDUCATIONAL PROGRAM LEADING TO HIGH ACHIEVEMENT FOR ALL STUDENTS

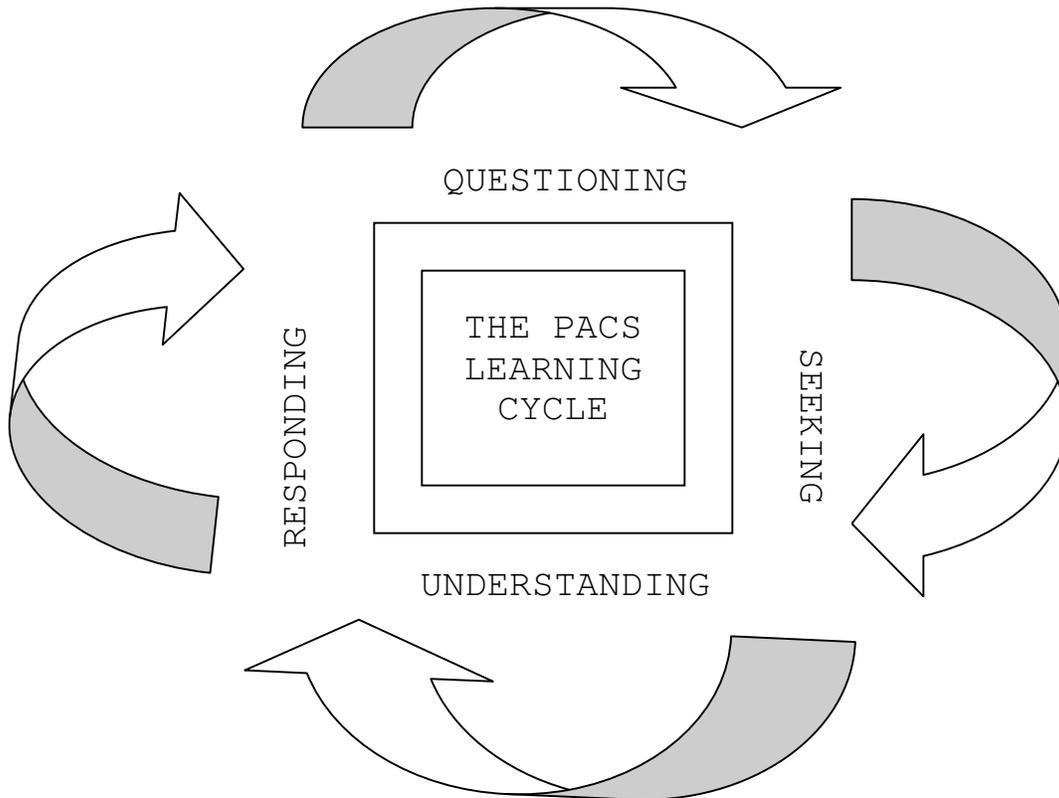


Figure 1 – The PACS Learning Cycle.

The four key components of The PACS Learning Cycle---questioning, seeking, understanding, responding---are critical habits of mind needed for the development and execution of higher order thought processes. Pride Academy Charter School recognizes that rudimentary memorization of facts and content will not translate into more meaningful, useful learning for any discipline unless students are also directly taught how to make sense of information and then to respond actively to what they have learned.

Furthermore, Pride Academy Charter School believes that authentic learning and application of skills can best be achieved by immersing all students in a culture that espouses the very practices it advocates for its children. Therefore, staff who use The PACS Learning Cycle themselves will not only be more effective at communicating and instructing students in its use, but will also serve as models of applying higher order thinking skills in daily life.

Curriculum Needs and Planned Activities

Pride Academy is committed to addressing the following needs and areas in the delivery and monitoring of the curriculum:

2. REVIEW OF PROGRESS: INCORPORATING THE NJCCCS, DELIVERING AN EDUCATIONAL PROGRAM LEADING TO HIGH ACHIEVEMENT FOR ALL STUDENTS

1. Continue to develop and train subject/grade level teachers to:

- Ensure that teachers on same grade level and subject areas understand the components of the curriculum and how to utilize this tool for planning instruction and designing lessons to meet the needs of students at different levels of understanding.
- Provide professional development and training in curriculum evaluation, mapping, and curriculum unit design for new staff members
- Collect and incorporate best practice learning activities and teaching materials in order to continuously evolve the curriculum guides into functional tools that supply additional resources easily accessed, built upon, and shared by faculty.

2. Continue to design, revise, and implement a set of rigorous in-house assessments in each core subject area that can be utilized to drive instruction and provide the appropriate professional development to support the process of creating, delivering, and analyzing the assessments.

3. Continue to provide time in the school schedule for teachers to meet in order to review curriculum in a meaningful and purposeful way through scheduling common meeting times into the regular school day.

4. Continue to assign teacher-leaders with curriculum design experience to assist other teachers in implementing the curriculum into their instruction and guide and advise, as needed.

5. Develop partnerships with institutions of higher learning, corporations, and community-based agencies in order to enhance the existing curriculum in science and technology.

6. Continue to develop and refine Pride Academy Charter School-created rubrics, grading tools, benchmarks, and checklists to accompany targeted standards and skills.

7. Design a PACS Learning Cycle curriculum for teachers to utilize and teach this four-step habit of mind to students.

2. REVIEW OF PROGRESS: INCORPORATING THE NJCCCS, DELIVERING AN EDUCATIONAL PROGRAM LEADING TO HIGH ACHIEVEMENT FOR ALL STUDENTS

Delivery of Educational Program Leading to High Achievement for all Students

Delivery of Services to At-Risk Students

In this first year of operation, Pride Academy has serviced students at risk through two means – a formal inclusion model of push-in service to support approximately 34 students with IEP's and who were also eligible for Title I service, and an informal Title I model of push-in support for approximately 40 students identified at risk through teacher observation, analysis of school-wide interim assessment data and in-class performance, and referral to the I&RS Committee. Services were provided through the combined work of 5 academic support teachers working in conjunction with the core subject regular education teachers.

Over the course of the year, a more articulated Title 1 program was designed, which will be implemented during the 2009-2010 school year.

Service to Students without IEP's:

Students who were identified to be at-risk during the school year received in class push-in support and they were encouraged to attend lunch time and after school skills strengthening support sessions.

For students who do not meet the acceptable levels of proficiency based on the Spring 2009 NJASK tests, and are identified by teachers to be at risk based on their final report card profile for the 2008-2009 school year, Pride Academy Charter School will continue to consider and utilize a range of options geared towards helping students achieve their potential. Such measures will include, but are not limited to, the following:

- Recommending student attendance at summer academic enrichment programs.
- Providing targeted assistance once the new school year begins in class and/or after school for academic tutoring.
- Utilizing the school's I&RS program and procedures to help identify areas of weaknesses and possible strategies for help.
- Reviewing and restructuring teacher/class assignments to ensure the most effective placements.
- Involving parent/guardians in strategy sessions to create a viable program and plan for their child.

2. REVIEW OF PROGRESS: INCORPORATING THE NJCCCS, DELIVERING AN EDUCATIONAL PROGRAM LEADING TO HIGH ACHIEVEMENT FOR ALL STUDENTS

- Closely examining and regularly reviewing curriculum and instructional practices to maximize the school's program for student success.
- Providing professional development opportunities closely aligned with the school's curricular goals and geared towards helping all teachers teach and reinforce basic skills, reach a variety of learners, and meet individual student needs by using modifications and differentiation of instruction.

Service to students with IEP'S:

At Pride Academy Charter School, we offer a variety of in-class support and resource for students. Our services are part of an inclusion model. Inclusion is defined as a commitment to educate each child, to the maximum extent appropriate, in the school and classroom that he or she would otherwise attend. It involves bringing the support services to the child rather than moving the child to the services and requires only that the child will benefit from being in the class, rather than having to keep up with the other students. Students frequently have an in-class resource teacher in all core academic areas (English, Math, Science and Social Studies-).

There are different models of inclusion used in co--teaching classes. The different models are tailored based on the individual needs of the student. Some of the inclusion models used at Pride Academy Charter School are as follows:

- Both teachers work with their own groups in a class and teach, re-teach, supplement, and instruct their own students until the two groups are ready to rejoin later for core tasks.
- Both teachers divide the content and skills to be taught. Students rotate through stations managed by the teachers. Eventually all students participate in all stations.
- One teacher provides core content and the other provides supplementary instruction to the less able students or to the remedial class.
- Instructional tasks are split between the teachers, with each teacher taking responsibility for specific groups of students for variation of tasks.
- Both teachers jointly plan instruction and each teacher delivers instruction to half of the class.

At Pride Academy Charter School, we determined that an ongoing assessment process is the best way to make sure a team is making appropriate decisions. Assessments in teams are designed and delivered to

2. REVIEW OF PROGRESS: INCORPORATING THE NJCCCS, DELIVERING AN EDUCATIONAL PROGRAM LEADING TO HIGH ACHIEVEMENT FOR ALL STUDENTS

be as objective and unbiased as possible. Sometimes it can be difficult to get objective opinions among team members; this is why it is important to use multiple sources for a team's evaluation. This assessment process is important to ensure that a student is successful in the classroom.

Innovative Programs and Practices

Interim Assessment Program

Program Description: This year we implemented a data-driven instructional model based on the North Star Assessment process that involves the administration and analysis of a series of interim grade wide assessments in math and literacy.

Extent of Program: Grades 5-8

Impact on Student Achievement: Due to our first year status and lack of solid data to compare and measure growth, the impact that the interim assessment program has had this year is based largely on qualitative observations and past experience of the strategy as a proven best practice. The following positive gains were observed in the implementation of the program this year:

- The Interim Assessment Program has contributed towards improving student achievement by identifying skills in need of reinforcement and more intensive instruction.
- The program has made teachers more reflective and aware of the need to be self critical in their teaching so that they can improve and focus their lesson planning, refine their use of assessments, and adapt their teaching strategies to meet the needs of their students.
- The program can contribute towards individual teacher growth as more reflective, informed, and involved teachers, and to the growth of a more professional and collaborative learning environment.
- The program can lead to a more constructive supervision process that provides a higher level of targeted encouragement and support and that can lead to increased opportunities for involvement in decision making.

Supporting Data: As we are in our first year of operation, the NJASK test result data that we will receive based on the Spring 2009 administration will form a quantitative basis for us to analyze the impact that the interim test program may have had on student achievement in Spring 2010.

2. REVIEW OF PROGRESS: INCORPORATING THE NJCCCS, DELIVERING AN EDUCATIONAL PROGRAM LEADING TO HIGH ACHIEVEMENT FOR ALL STUDENTS

Project Pride

Program Description: Project Pride is a year-long grade-level inquiry and performance project, which challenges all students to investigate and actively respond to an issue in one of four key areas that impact our communities: health, violence, poverty, and education. Units of study and essential questions focusing on these big idea themes are developed that are aligned with the NJCCCS and directly address issues of equity and social justice.

Extent of Program: The program currently serves all students in grades 5-8

Impact on Student Achievement: After students choose one of the suggested topics under their grade-level theme, they use the PACS Learning Cycle to generate questions spurred by the topic, seek information and answers, demonstrate comprehension of the newly gained knowledge, and, most importantly, create an action plan of direct service intended to make a positive change within the community targeting their focus issue. Just as problems with health, violence, poverty, and education can negatively affect communities, Pride Academy Charter School empowers its students to realize their potential to be positive agents of change and social justice through community service, fundraising, awareness, and/or advocacy. Teachers create authentic activities to directly focus on issues that impact our students, community and world, and that surround the elimination of discrimination, and the promotion of mutual acceptance, tolerance, and respect regardless of race, national origin, sexual orientation, gender, religion, English proficiency, socio-economic status or disability.

Supporting Data: Qualitative and quantitative data are gathered to measure the impact of this program through reflective surveys and student performance exhibitions.

Mentoring

Program Description: Pride Academy developed a mentoring program for boys and girls in the 7th and 8th grades most at risk academically and behaviorally. The mentoring groups were led by role models from community organizations and Pride Academy staff members provided support and supervision. Ms Mercedes Cotchery led the girls mentoring group and Mr. Stanley Daniels, defensive end for the New York Jets, led the boys group. The groups met each week and participated in weekend and after school field trips with their mentors and teachers. The goals of the program included the following:

- Students are able to recognize the importance of respect for self, adults, peers, and parents
- Students accept responsibility for actions/choices

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- Students connect consequences with actions/choices
- Students set weekly goals and identify steps to achieve them
- Students engage in self-reflection in order to identify areas for self growth and improvement

Extent of Program: 24 students in the 7th and 8th grades (12 boys and 12 girls)

Impact on Student Achievement: School culture and the creation and preservation of a safe, peaceful learning environment is essential for students to maximize their potential to learn and achieve. The use of character building activities such as mentoring, afford opportunities for positive skill-focused modeling and instruction in character education, the building of self-esteem and leadership, and guidance in making healthily, safe, and ethical choices. Teachers observed the following positive outcomes:

- Students developed motivation to do better in classes and take the time to think before acting.
- Students encouraged each other to make the right choices
- Students were able to participate in field trip experiences that enabled them to practice etiquette and practice team building skills which helped to promote positive thinking and develop strategies for problem solving
- Students improved academically in some classes in terms of their level of engagement, rate of homework completion, and their interest in improving their grades.
- Students were able to express their emotions, thoughts, and opinions in an appropriate manner
- Students learned to appreciate resources and opportunities provided here at Pride Academy

Supporting Data: Qualitative and quantitative data drawn from teacher observations and the participating students' weekly behavior charts that tracked the type and frequency of disciplinary incidences and the increased level of engagement and grade averages in academic classes positively supported the benefits of mentoring interventions.

Extra-curricular Programs

Program Description: Throughout the year, a menu of after school activities and opportunities were designed and offered to our students including the following:

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Yearbook & Photography Club: Approximately 12 or more students participated in the program, meeting at least twice per week (one day in the computer lab, and one day in a classroom) to learn about photography, appreciation of photography, photography skills, and how to use computer programs to organize their pictures. The cameras used either belonged to the school, the students, or were donated from friends of Pride. Mrs. Dunn, a professional photographer, used her professional knowledge to educate the Pride students on many facets of photography, not only in our lab and classrooms, but also by taking a trip to New York City's Museum of Photography and Central Park in order to take pictures for their own 'portfolio' of photos they have been building. During the final week of school, student work was displayed at various school-wide functions, and the response to the student work was overwhelmingly positive. The students' abilities and talents were discovered, fostered, and celebrated; culminating in the layout and publication of a School Yearbook.

Book Clubs: Book Clubs were facilitated throughout the school year for 7th & 8th graders and for 5th & 6th graders. Each club included approximately six to eight students, and the clubs met once per week. The students in the clubs read novels and shared their opinions, reactions, and personal experiences, in order to use literature as a vehicle to improve communication skills and self-awareness.

Math Tutoring: Pride Math teachers met with students every week in order to work on math skills and assignments. Many of our students, across all grade levels, need extra help in math for a variety of reasons. Students not only improved their math skills, but also learned new testing skills and better ways in which to approach homework assignments.

Art Club: The Art Teacher started a weekly Art Club for students across all grade levels. Students worked on a variety of projects and all work was exhibited publicly around the school for the enjoyment of the student body.

Video Team: Our computer teacher facilitated a Video Club team that worked on creating News Reports that were aired on our classroom televisions throughout the school year. The students used iMovie and other related computer programs to film their interviews and reports, and the students put together impressive news reports that were broadcast to real audiences.

Student Council: The Student Council was convened during the latter part of the school year and the student leaders accomplished several key projects during their short term as officers. Each team had a Council representative and the team also included four officers (President, Vice President, Secretary, and Treasurer). Students were elected by their peers, and participated in various activities, such as fundraising, Teacher Appreciation Week, Spirit

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Week, Field Day, and an assortment of other school-wide functions that gave students leadership opportunities.

Spirit Week/Field Day: In June, the Student Council, led by the Assistant School Director, held a Spirit Week culminating in a Field Day in order to celebrate the end of Pride Academy's first school year. Spirit Week and Field Day featured a variety of fun activities, including creative dress-down days, competitions, performances, and a schedule of celebratory student performance exhibitions.

Boys & Girls Basketball Teams: Despite not having our own basketball gym or means of transportation to a local facility, Pride did have an abbreviated basketball program for all interested students. Coaches held practices for a 5th/6th grade boys team, a 7th/8th grade boys team, and a girls team. Practices were held in our common room and at the neighboring park. During our first year, the basketball team members experienced teamwork, selflessness, and practice in key basketball skills.

Talent Show & other student performances: Throughout the year, Pride Academy held a number of student performances and speeches including but not limited to, 'Pride's Got Talent' Show, Student Council campaign speeches, and Project Pride presentations. During our first year, Pride students have developed a positive self-image and desire to share and present their talents and accomplishments. We offered many opportunities for students to present to a larger group, and next year we plan on using Morning Assembly and other common times for students to build their public speaking skills.

Extent of Program: all students in grades 5-8 had the opportunity to participate in extra curricular program activities. Approximately 67% of our student body participated in the activities described above.

Impact on Student Achievement: Through programs such as Photography & Yearbook, Video Team, Art Club, and Math Club, students learned new skills, while building upon interests they may have already had. And in clubs such as Basketball, and Student Council, students developed leadership skills, team-work habits, and trust in one another. The Student Life program helped teachers and volunteers to provide opportunities to teach and reinforce our Core Values with our students, and we look forward to improving the program as we approach our second year.

Supporting Data: Qualitative and quantitative data are gathered to measure the impact of this program through reflective surveys and student performance exhibitions.

3. REVIEW OF SCHOOL GOVERNANCE AND MANAGEMENT ACCOMPLISHMENTS

3. REVIEW OF SCHOOL GOVERNANCE AND MANAGEMENT ACCOMPLISHMENTS

Board of Trustees

Summary of Accomplishments

This year the Board of trustees have led and supported the following:

- The finalizing of the lease on the school building and completion of construction to allow full access to all parts of the facility
- The hiring of teaching and support staff members to service 240 students
- The successful completion of the founding school year
- The completion of all required School Board training
- The development and approval of a Critical Policies Manual
- The search for and hiring of a full time School Board Administrator
- The search for and retaining of a School Board Attorney
- The qualification of tax exemption status under section 501(c) (3)

Policies

In addition to the development and adoption of the entire Critical Policies Manual, the Board approved the following additional policies:

- Harassment, Intimidation, and Bullying Policy
- Computer Use Policy
- Emergency Administration of Epinephrine and Management of Life Threatening Food Allergies Policy
- Employee Cash Advance and Travel Reimbursement Policy
- School Visitor Policy
- Petty Cash Use Policy

Board Members

There are five current Board members with voting status. The Board recognizes the need and accepts the challenge to continue to actively recruit parent members and community members.

3. REVIEW OF SCHOOL GOVERNANCE AND MANAGEMENT ACCOMPLISHMENTS

Board of Trustees				
Name	Affiliation	Date of Appointment	Position	Status: Voting, Non-Voting
Dr. Randall Richards III	Community member	April-08	President	Voting
Mr. Robert Mitchell	Community member	April-08	Vice-President	Voting
Ms Annette Hale	Community member	July-09	Board Treasurer	Non Voting
Mr. Jnanendra Ray	SBA	July -09	Board Secretary	Non Voting
Ms Jane Albert	Community member	June-08	Member	Voting
Mr. Hollister Brown	Community member	June-08	Member	Voting
Mr. Bryan Tiggs	Community member	June 08	Member	Voting

Table 7 –Board of Trustee members and their status as of July 31, 2009.

Biographical Information

Dr Randall Richards: is retired from the position as Director of Financial Aid at Montclair State University and from the position as Director of Enrollment Services at the County College of Morris. He is a member of the New Jersey Association of Student Financial Aid Administrators, a volunteer for Clean Beaches, Ocean City NJ, and Habitat for Humanity, and an elder at the Grace Presbyterian Church in Montclair, NJ.

Mr. Rob Mitchell: graduated from the University of Pennsylvania in 1994 with a BA in African-American Studies. After college, he embarked on a mission to pursue his passion in music. For nearly 10 years Mr. Mitchell worked with major recording artists and professional music productions companies as an A&R Administrator for record labels like Island Def Jam, Mercury, Motown, Verve, and many more. He managed millions of dollars in recording costs for some of the most successful artists in the business. Mr. Mitchell was an active participant in company internship programs where he provided mentorship and guidance to young entrepreneurs and fledgling industry executives. Mr. Mitchell is currently the Assistant Director of Admission for the Morristown-Beard School.

3. REVIEW OF SCHOOL GOVERNANCE AND MANAGEMENT ACCOMPLISHMENTS

Ms Jane Albert: graduated with a BA in Business Administration (Cum Laude) from Caldwell College, a MS in Business Education from Marywood College, and an MA in Religious Studies (Cum Laude) from Providence College. Her career has included 44 years in elementary and secondary education serving as Principal of Union Catholic Girls' High School (1979-1981) and St. Dominic Academy (1981-1987). As the Administrator of Finance and Development for St. Dominic Academy from 1987 until 2003, she spearheaded the capital campaign and oversaw the building of a three-story classroom addition to St. Dominic Academy (1990-1993) and created and was responsible for the Alumnae/Development Office at St. Dominic Academy until retirement. Ms Albert has served on various Middle States Evaluation teams in NY and NJ, and she has served on the Finance Committee for the Sisters of St. Dominic and Board of Trustees for St. Dominic Academy and Caldwell College.

Mr. Bryan F. Tiggs: is an associate at the law firm of French & Casey, LLP located in lower Manhattan, New York. Mr. Tiggs has practiced law since 2000 in both trial and appellate forums. Currently, he is conducting the defense of several multi-million dollar New York Labor Law and premises liability cases. Prior to joining the French & Casey, Mr. Tiggs gained significant experience prosecuting and defending a broad range of civil matters. He currently serves as an Alumni Mentor in the Fordham University School of Law Minority Mentorship Program. Mr. Tiggs received his J.D. from Fordham University in 2000 and a B.S. from Rutgers University in 1994. Prior to becoming an attorney, Mr. Tiggs worked at a major national insurance company as a contract technician responsible for sales support, drafting contracts, and general compliance work. Mr Tiggs is a member of the Metropolitan Black Bar Association, National Bar Association, New York County Lawyers' Association, and the New York State Bar Association.

Training

All of the voting members of our Board have attended New Jersey School Board Association Training. All members attended a Board Retreat led by NJSBA in May 2008. Topics of discussion included Code of Ethics, Working Styles, Goal Setting, and Strategic Planning. All members attended Board Orientations between September 2007 and May 2008. Additionally, the Board President attended a President Council meeting in June 2007. Board members were also registered for Web-based trainings (Governance I, NJQSAC) and 2 members completed these trainings in March 2009.

Anticipated Issues

1. Student test scores: Many of our students entering Pride Academy are on average two to three years behind grade level in most subject areas. We have developed a promotion/retention policy, ensured that the curriculum is aligned to the skills that are tested by the State, and implemented an interim assessment initiative in grades 5-8 in order to try to close the

3. REVIEW OF SCHOOL GOVERNANCE AND MANAGEMENT ACCOMPLISHMENTS

learning gap. The school leadership continues to be aware of the urgency and steps that must be sustained in order to raise standards, close the achievement gap, and increase accountability. The school administration will continue to develop benchmarks, in-school assessments, and rubrics with the Board to ensure that students have the skill sets to move to the next grade level and increase student outcomes on the NJ State tests.

2. **Budget:** The needs of our students demand enhanced education, technology, and extra-curricular services to level the educational playing field. This initiative requires additional financial resources. The Board will continue to commit to continuing to try to raise funds in the corporate and philanthropic community to address this need.
3. **Safety:** Student and parent satisfaction surveys confirm that Pride Academy provides a safe and nurturing school environment. However, our experience with drug and gang-related violence in our immediate neighborhood this year emphasizes the need to continue to work with law enforcement to maintain high levels of safety and security in and around our school building.

School Administrators

Summary of Accomplishments

During the 2008-2009 school year, the Administrative team led the founding, opening, and completion of Pride Academy Charter School's first year. In addition, the following accomplishments were also of note:

- Development and approval of State Mandated Plans including the Professional Development Plan; Mentoring Plan; Technology Plan; ESL Plan; Integrated Pest Management Plan; and Asbestos Management Plan.
- Development of curricula aligned to NJCCCS standards and the implementation of a data driven assessment model of instruction.
- A comprehensive student code of conduct was designed and implemented
- Development of a 20 station computer lab and Teacher Laptop service
- Development of enrollment procedures to ensure and maintain enrollment numbers
- Development of an updated MOA between Law Enforcement and the School: Administration has worked to design and revise the MOA with law enforcement to ensure that all protocols are followed and understood with regard to calling for law enforcement support and involvement.

3. REVIEW OF SCHOOL GOVERNANCE AND MANAGEMENT ACCOMPLISHMENTS

- Administration revised and created a comprehensive Personnel Handbook outlining school and work place polices and expectations.

Changes in School Leadership

A full-time School Business Administrator was hired.

4. DESCRIPTION OF ACTIVITIES TO INVOLVE PARENTS AND COMMUNITY MEMBERS AND PUBLIC RELATIONS AND OUTREACH ACTIVITIES

4. DESCRIPTION OF ACTIVITIES TO INVOLVE PARENTS AND COMMUNITY MEMBERS AND PUBLIC RELATIONS AND OUTREACH ACTIVITIES

Parental Involvement Activities and Outcomes

Outreach Procedures

Parents play an integral role at Pride Academy in achieving success in educating our students. Increasing levels of parental involvement is one of the school's essential non-academic goals. The following outreach procedures were used this year to involve parents and invite them into the school:

- A Parent Council was established and convened on a monthly basis
- Informational fliers, memos, and a monthly Principal Newsletter were distributed to families throughout the year and published on the school website
- Parents were invited to participate in a School Life/Student Code of Conduct Committee
- School-wide events such as Open Houses and Family Orientations, progress report and report card conference nights, student performance exhibitions, and awards assemblies were arranged and parents were invited to attend
- Parents were invited to be chaperones on class trips, and at school dances and parent council sponsored activities such as the grade-specific Fun Nights.
- Parents were invited to volunteer their time at events like the Scholastic Book Fair
- Teachers were encouraged to keep in regular phone contact with parents in order to update them with progress and share good news as well as any concerns they were having with student class work or conduct
- A number of fundraising initiatives were organized that parents were encouraged and invited to support
- The school web site was published and maintained as a source of information
- Parents were invited to attend a number of classroom-based events by teachers such as student performance exhibitions and special celebrations.

4. DESCRIPTION OF ACTIVITIES TO INVOLVE PARENTS AND COMMUNITY MEMBERS AND PUBLIC RELATIONS AND OUTREACH ACTIVITIES

The expansion and addition of procedures and events to elicit parent involvement and provide a broader menu of avenues for parents to contribute to and support the school community will continue to be addressed in order to increase the overall percentage of parents involved in the school and maintain more timely, comprehensive communication.

Community Involvement Activities and Outcomes

Outreach Procedures

Community participation in Pride Academy has been solicited through a number of vehicles this year and these have included the following:

- Board of Trustee members' liaisons and partnerships
- Media attention and public relations efforts.
- Association and partnership with the Imani Baptist Church and the Life Christian Church
- Affiliation with the New Jersey Charter Public Schools Association.

School/Community Activities

Working in conjunction with Imani Baptist Church, the school building is used to host community meetings and other programs. This enables the school to stay in touch with the local community and for the local community to feel comfortable in the building.

In addition, during the 2008-2009 school year, Pride Academy interacted with the community in the following ways:

- In conjunction with Imani Baptist Church, the school celebrated the opening of Pride Academy during a ribbon cutting ceremony in February 2009. The Mayor of East Orange and other officials in the community and faith-based organizations attended the event. Our families were invited and a number of student representatives spoke at the event and greeted our guests.
- Students in all grades participated in school-wide fundraising activities and donations for Thanksgiving baskets.
- New Jersey Charter Public Schools Association: Pride Academy applied for and received a SMARTer Charter grant that led to collaboration with and technical assistance in the area of implementing a school wide data system.

4. DESCRIPTION OF ACTIVITIES TO INVOLVE PARENTS AND COMMUNITY MEMBERS AND PUBLIC RELATIONS AND OUTREACH ACTIVITIES

- A High School Night was planned and executed for our middle school families. Ten high school admissions representatives and the Wight Foundation attended and provided information to our families, especially of our 8th grade students, about a range of public, parochial, and private high school choices.

Parent Satisfaction

Feedback was elicited from parents in a number of formal and informal ways. The informal ways include the following:

- Open discussion time at monthly Parent Council meetings
- Open door policy to meet with the Principal and staff with or without appointments
- Phone and email contact

Formal methods for evaluating parent satisfaction included the use of a Spring survey tool. Please see Appendix J for a copy of the survey form and a detailed presentation of the results. Table 8 details the process of administering surveys to parents, students and staff.

Survey	Time Administered	Analysis & Presentation	Audience of Survey Data
Parent	March annually	Analysis will include a Tally of items and summary of open-ended responses. A data table of percentages and a narrative describing trends and action steps will be presented.	Administration, Faculty and Board of Trustees
Student	March annually	Analysis will include a Tally of items and summary of open-ended responses. A data table of percentages and a narrative describing trends and action steps may be presented.	Administration, Faculty, Parents, and Board of Trustees
Staff	March annually	Analysis will include a Tally of items and summary of open-ended responses. A data table of percentages and a narrative describing trends and action steps may be presented.	Administration, Faculty, and Board of Trustees

Table 8 - Plan for the Administration and Analysis of Surveys

4. DESCRIPTION OF ACTIVITIES TO INVOLVE PARENTS AND COMMUNITY MEMBERS
AND PUBLIC RELATIONS AND OUTREACH ACTIVITIES

The following tables and figures present a summary of the quantitative tally (in percentages) of items for the parent survey responses. As this is the first year the survey has been administered at Pride Academy, there exists no data for comparison.

Statement	Positive (%)	Negative (%)
Student Achievement		
Our school is meeting the academic needs of your child.	94	6
Our school is meeting your child's needs in developing reading and writing skills.	100	0
Our school is meeting your child's needs in developing math skills.	94	6
Our school is meeting your child's needs in developing computer and technology skills.	90	10
High academic expectations are held for your child at our school.	84	16
Your child's progress is regularly and systematically assessed and evaluated.	97	3
Assessment information is regularly communicated to students and parents.	81	19
Our school provides opportunities for your child to be involved in extracurricular activities.	77	23

Table 9 – Student Achievement: Parent satisfaction survey ratings on the ranking section of the survey. The data indicates the percentage of parents selecting positive responses ('agree' or 'strongly agree' on a four choice Likert scale) and the percentage of parents selecting

4. DESCRIPTION OF ACTIVITIES TO INVOLVE PARENTS AND COMMUNITY MEMBERS AND PUBLIC RELATIONS AND OUTREACH ACTIVITIES

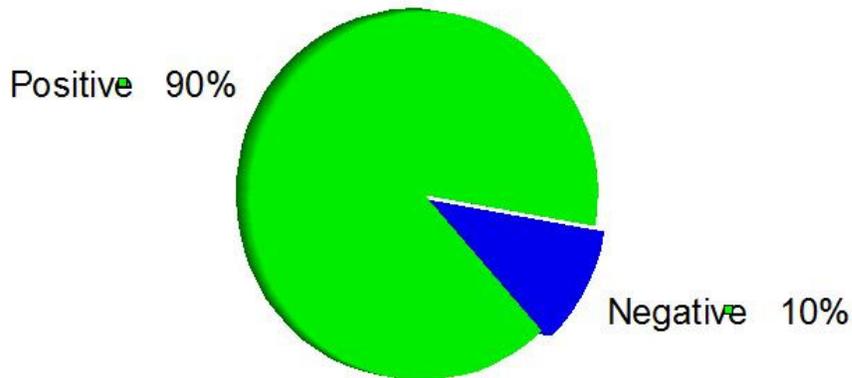


Figure 2 - Student Achievement: Overall 90% of parents responded positively on questions related to student achievement.

School Culture		
Our school has a positive climate.	74	26
All students are welcomed and included at our school.	94	6
The physical condition of our school is welcoming.	87	13
Our school is a safe place to work and learn.	84	16
Our school is meeting your child's needs in developing social skills.	91	9
Our school provides clear expectations for student behavior in the school.	94	6
Our school has established clearly defined core values for behavior.	94	6
Staff members at our school uphold and model the core values for our students.	91	9
Students are rewarded for upholding the core values at our school.	94	6
Rules related to behavior are enforced consistently at our school.	81	19

Table 10 – School Climate: Parent satisfaction survey ratings on the ranking section of the survey. The data indicates the percentage of parents selecting positive responses ('agree' or 'strongly agree' on a four choice Likert scale) and the percentage of parents selecting

4. DESCRIPTION OF ACTIVITIES TO INVOLVE PARENTS AND COMMUNITY MEMBERS AND PUBLIC RELATIONS AND OUTREACH ACTIVITIES

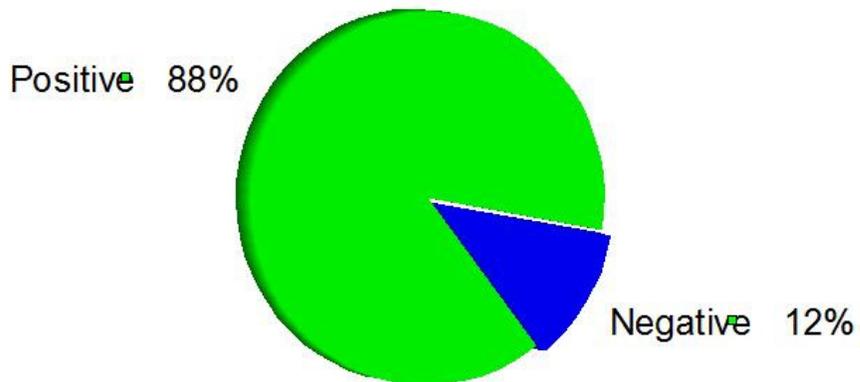


Figure 3 - School Culture: Overall 88% of parents responded positively on questions related to school culture.

Parent Relations		
In our school, staff members work hard to maintain positive relations with parents.	78	22
Our school welcomes the participation of parents (for example, volunteering).	90	10
Our school invites the input of parents in school-planning activities.	87	13
Parents are actively involved in decision-making that affects their children.	70	30

Table 11 – Student Achievement: Parent satisfaction survey ratings on the ranking section of the survey. The data indicates the percentage of parents selecting positive responses ('agree' or 'strongly agree' on a four choice Likert scale) and the percentage of parents selecting

4. DESCRIPTION OF ACTIVITIES TO INVOLVE PARENTS AND COMMUNITY MEMBERS AND PUBLIC RELATIONS AND OUTREACH ACTIVITIES

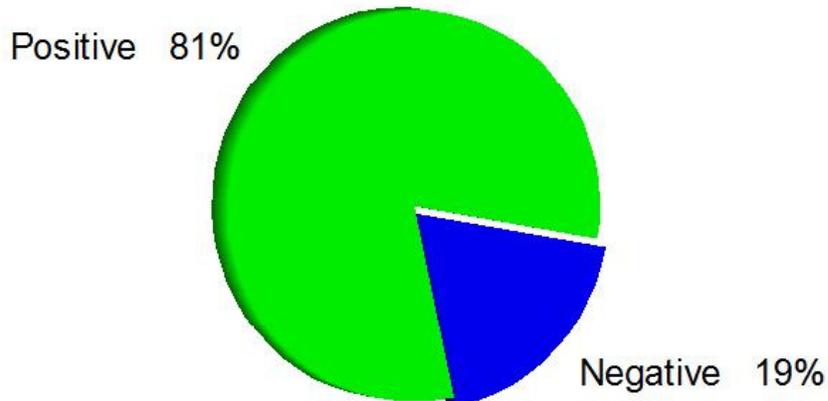


Figure 4 - Parent Involvement: Overall 81% of parents responded positively on questions related to parent involvement.

Open Ended Questions

Five open-ended questions were included on the survey. Appendix J includes detailed lists of the responses that were given on each survey.

Discussion of Results

Strengths:

- Parents have indicated an overwhelmingly positive response in all areas of the survey. For every item a majority of parents, in excess of 70% of respondents, either agreed or strongly agreed with the positive statements about the school in each item.
- Extremely high percentages of parents responded that the school is meeting the needs of their students in the core areas of reading, writing, and math. This year, 100% of parents responded positively that the school is meeting the needs of their students in reading and writing, and 94% of parents responded positively that the school is meeting the needs of their students in math.
- A very high proportion of responding parents (97%) is aware that the school is regularly and systematically assessing students

4. DESCRIPTION OF ACTIVITIES TO INVOLVE PARENTS AND COMMUNITY MEMBERS AND PUBLIC RELATIONS AND OUTREACH ACTIVITIES

- High percentages of responding parents indicated that the school provides clear expectations for student behavior (94%) and that the school has clearly defined core values (94%). Furthermore, parents felt strongly that these expectations are clearly defined and upheld by the staff (at 94% and 91% favorable responses, respectively).
- Parents indicated that the school provides a safe (84%) and welcoming (94%) atmosphere for their students.
- The survey results indicate that the school has created an environment that welcomes parent participation with 90% of parents responding favorably.
- Overall, the responses to the open-ended questions indicate strong support for the teachers, administrators, and a general climate of respect, encouragement, and commitment to learning at the school. Parents recognize the presence of and appreciate having a set of core values that are followed by the students and modeled by the staff.

Challenges:

- This year, 32 parents responded to the survey. This indicates a need to work harder to encourage parents to complete and return the survey.
- Although a very high proportion of responding parents (97%) are aware that the school is regularly and systematically assessing students, only 81% of parents felt that the results of these assessments were regularly communicated to the students and parents.
- More efforts need to be made in order to increase the extracurricular opportunities for students after school. This desire was reflected in both the survey questions (only 77% of parents felt that the school provides opportunities for their children to be involved in extracurricular activities) and in the responses to the open ended questions.
- The results of this survey highlight the need to continue to work on improving overall relations with parents, especially through increased parent involvement in decision-making processes at the school.
- Overall, in responses to the open ended questions, parents expressed strong support for and approval of the school. Some parents indicated that there has been a more strict enforcement of

4. DESCRIPTION OF ACTIVITIES TO INVOLVE PARENTS AND COMMUNITY MEMBERS AND PUBLIC RELATIONS AND OUTREACH ACTIVITIES

the discipline and suspension policies compared to their other experiences of schools, and they have expressed some concerns about this.

Parent Information

Parents were notified of school information through the following means:

- The school web site was published and maintained as a source of information.
- Informational fliers, student academic progress reports, memos, and a monthly Principal Newsletter were distributed to families throughout the year and by way of email to parents with Internet online access.
- Teachers were encouraged to keep in regular phone and/or email contact with parents.
- Monthly parent council meetings and Report Card/Progress Report conference days were publicized and facilitated as a means for sharing information and maintaining school-home partnerships.

The Annual Report will be made available upon request for parents who would like to read it and it will be published on the web site.

Training/Support

This year training and support have been made available to parents through the following means:

- Parents were invited to be members of a number of committees that involved school governance and school culture issues including the Affirmative Action Team Committee and the Student Code of Conduct Committee.
- A number of Parent/Student Orientations were held at the beginning of the year for all families to discuss school policies and issues, how to support their children in school, and the development of strong and positive parent-school partnerships.
- Parents have had open door access to conferences with the Principal, Assistant School Director, Dean of Students and school social worker.
- The I&RS team, Academic Support Team, and nurse have provided support and information to parents with regard to academic, health, and behavioral concerns.

4. DESCRIPTION OF ACTIVITIES TO INVOLVE PARENTS AND COMMUNITY MEMBERS AND PUBLIC RELATIONS AND OUTREACH ACTIVITIES

- The Coordinator of High School Placement provided support and direction for the 8th grade parents as he guided their children through the steps of applying to quality high schools.
- The Coordinator of Technology and Administration presented a workshop to parents on bullying and cyber bullying.

Plans

Plans for the future involve:

- The administration will work with parent leaders to create a committee responsible for liaising and facilitating parent education workshops and support groups.
- Parent education and support programs will be integrated into the school's CEP Plan, Special Education Services, and NCLB Title I Plan, and developed as a result of our needs assessment process.

Public Relations and Outreach Activities and Outcomes

Public Relations Activities

This year Pride Academy Charter School initiated a series of positive steps towards enhancing its public relations activities and becoming visible and known within the wider community. The following highlights summarize some of our major efforts for the 2008-2009 school year:

- **Parent Welcome Breakfast:** Before the school year started, parents were invited to meet teachers and tour the building. As this was our first year of operation, this was an integral part of Pride's goal of establishing a strong school community. Teachers donated and brought in refreshments to serve our parents. Parents arrived and met informally with teachers. Teachers and staff also conducted tours of the building and classrooms for parents. An estimated 65 parents attended the Parent Welcome Breakfast.
- The design and publication of a color yearbook that catalogued and celebrated the 2008-2009 academic year of Pride Academy Charter School.
- The school website has been developed, maintained, and advertised on the Internet.
- An updated PR packet of promotional materials has been utilized for outreach to the corporate and philanthropic community.

4. DESCRIPTION OF ACTIVITIES TO INVOLVE PARENTS AND COMMUNITY MEMBERS AND PUBLIC RELATIONS AND OUTREACH ACTIVITIES

- PowerPoint presentations that showcase school events and accomplishments have been designed and delivered at school wide events, Board of Trustee meetings, and parent council meetings.
- Pride Academy was represented at a major career and job fair this year.
- Faculty, parent leaders, and administration conducted a Back to School Open House for all families and student Orientation sessions for all our families.
- A High School Night attracting a range of private and public high school recruiters was organized and facilitated.
- A monthly school newsletter to parents was published.
- As part of our year-long inquiry Project Pride courses, a number of speakers from community based organizations were invited to meet and speak with our students. Students met and worked with representatives from the American Cancer Society in West Orange, NJ, Friends in Need in Newark, NJ, The Kessler Institute, The New Jersey Brain Injury Association, and Harmony House.
- Pride Academy hosted gang awareness presentations to students in grades 5-8 presented by officers from the East Orange Police Department.
- During our annual Violence and Vandalism Awareness Week, through a collaboration between a Board of Trustee member and Dean of Students, a motivational speaker and consultant specializing in violence prevention, Mr. Hashim Garrett, was engaged to address all students in grades 5-8 in assembly gatherings.
- Life Christian Church Partnerships: The Church became involved as Pride Academy was preparing for our opening. Church members organized a volunteer day in July to assist us in preparing the building for the opening of school and approximately 25 volunteers came to the site to help assemble classroom furniture, clean, distribute classroom supplies, and move classroom furniture throughout the building. Additionally, in order to raise awareness about our school, church members created a promotional video that featured interviews with our students. The video was shown at a number of church services during the month of October. Some positive results from this PR effort included the development of a school-based Girls Mentoring Group, the presence of a weekly volunteer to assist during student recess periods, the donation of a water fountain, the presentation to 20 Pride Academy families with Thanksgiving baskets, and the formation of a committee of 5

4. DESCRIPTION OF ACTIVITIES TO INVOLVE PARENTS AND COMMUNITY MEMBERS AND PUBLIC RELATIONS AND OUTREACH ACTIVITIES

people who are strategically planning ways to support Pride Academy.

- Links, Inc. (national community service org): The Links, Inc. organization led and organized an after school workshop for 10 Pride Academy students in grades 7 and 8. One parent also attended the workshop. The workshop focused on avoiding risky behaviors and discussed cyber-bullying, sending and receiving inappropriate images and messages through the internet and on other electronic devices, and internet predators. Presenters also discussed issues related to HIV/AIDS prevention and abstinence. Students were instructed in these areas, invited to participate in discussions, and completed a poster project in which they created a positive message about avoiding risky behaviors. The program provided student and parents with brochures to take home, as well as refreshments.
- Orange Middle School Dance Ensemble: The Parent Council Community Involvement Committee worked with the Orange Middle School Dance Ensemble to bring a Black History Month Celebration to Pride Academy. The Dance Ensemble, led by Ms. Rembert, did two performances (one for 5th and 6th students and one for 7th and 8th students). The performances included poetry, song, and dance that celebrated African American History and Culture and emphasized positive messages for our youth to take ownership for the history that they are part of making now and to make honorable, proud, and wise choices with regard to their education and life-style choices.
- Cablevision and Comcast Ads: In support of the school's enrollment and lottery goals, cable television ads were run during the month of December. Cablevision filmed classes and created a commercial that was aired to residents of Newark. The Cablevision commercial was shared with Comcast and aired for residents of East Orange and Orange.
- Media Coverage: Articles were published in the Star Ledger and The Imani Baptist Paper, The Trumpet. The first article appeared in September and focused on the school's opening. The second article highlighted our Thanksgiving Assembly and Awards Recognition Program and a computer animation student exhibition that was presented during the Thanksgiving presentation. A third article celebrated the official ribbon cutting celebration.
- Ribbon Cutting: On February 7th, Imani Baptist Church hosted a dedication and ribbon cutting ceremony to officially introduce the building to the community as the site of Pride Academy Charter School and the Imani Baptist Church Cultural Center. During this

4. DESCRIPTION OF ACTIVITIES TO INVOLVE PARENTS AND COMMUNITY MEMBERS AND PUBLIC RELATIONS AND OUTREACH ACTIVITIES

event, the principal and students spoke about their experiences at Pride Academy. One of our students provided some entertainment by singing "Lean On Me" and Student Council members were available to give guests and visitors tours of the school building. The event was attended by several East Orange community leaders, including Mayor Bowser and Superintendent Hoover of East Orange Public Schools.

- Middle School Fair at University Heights in Newark: Pride Academy was one of six schools invited to participate in a Middle School Recruitment Fair on February 17. Pride Academy presented information about the school, distributed brochures, and answered parent questions.
- Thanksgiving Presentation: Pride Academy organized a food drive during the Thanksgiving season. Students and faculty collected close to 950 non-perishable items, which were presented to the Imani Baptist Church Food Pantry.
- Imani Baptist Church Cultural Center: Committee members organized three events throughout the year that Pride Academy supported: A Gospel Choir Concert, a Children's Book Fair and a Financial Literacy Workshop.
- An after school workshop led by Ms Paula Dubill, a professional artist and art teacher who works with the *Youth with a Mission* organization was organized for our students. Ms Dubill travels the world training young people to share their talents and gifts with others, especially in the area of creative arts. Using the varied media of art, Ms Dubill encourages students to take risks, dream BIG, and believe with determination to hold onto and realize their dreams no matter what obstacles may stand in the way. Ms Dubill was accompanied by 6 college students who were currently studying with her in Manhattan and preparing to travel to Brazil to perform community service later this month. About 30 of our students from grades 5-8 participated in the two-hour workshop and worked with Mr Dubill and her trainees.

Accountability and Plan

The Board of Trustees and the School administration will continue to work together to publicize the school and its activities.

In the future, we aim to continue to develop and maintain a comprehensive approach to public relations that includes print materials, website information, and newsworthy activities. We recognize that our most valuable and compelling resource is our children and our future efforts will be to continue to

4. DESCRIPTION OF ACTIVITIES TO INVOLVE PARENTS AND COMMUNITY MEMBERS AND PUBLIC RELATIONS AND OUTREACH ACTIVITIES

focus increasing opportunities and access for them to be ambassadors for the school and their community.

Our Public Relations planning is currently the responsibility of the Assistant School Director and includes implementing the following events and creating the following products:

- The continuation of creating opportunities for student assessment performance exhibitions in front of an audience that includes parents, Board members and community figures.
- The development of another promotional school video.
- Involvement of students in more community events and Charter School events.
- Invitation of community leaders and parents to participate in and witness our Morning Assemblies. Morning Assemblies serve as a time for the community to come together each morning to greet each other, share inspirational words, celebrate student and faculty accomplishments, make important announcements about schedule and school wide events, exhibit school projects and work, recognize students and staff members who practice the core values in outstanding ways, and also to be held accountable to the school rules and code of conduct.
- Establish contacts with the local papers (Newark Leader, East Orange Record, Orange Transcript) in the area in order to promote the publication of articles on Pride Academy.
- Establish contacts with journalists from the "In the Schools" section of the New Jersey Star Ledger.
- Research funding sources including Terrell Foundation and Victoria Foundation.
- Host a community-wide event celebrating some of the service projects that students plan and implement as part of the Project Pride Curriculum.

5. DESCRIPTION OF STUDENT AND STAFF RECRUITMENT ACTIVITIES

5. DESCRIPTION OF STUDENT AND STAFF RECRUITMENT EFFORTS

Admissions Policies

Admissions Timeline and Recruitment Activities

Pride Academy Charter School is open to all children living in East Orange, Orange, and Newark, on a space available basis within each grade. The school does not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, disability or proficiency in English, or any other basis prohibited by law.

There are no admissions requirements, or tests of any sort to determine admissions. Assessments may be conducted once a student is admitted to determine placement. If the number of applicants exceeds the number of student slots available, a lottery is conducted in January and through the year to determine which students will be enrolled and invited for admissions for the academic year. This ensures that all applicants will be admitted in a fair and impartial manner. Preference is given to siblings of students who are currently enrolled in the school. Students are admitted as their names are drawn and continue to be drawn after all spaces are filled in order to establish an accurate waitlist. Students on the waitlist are determined by the order in which their names were drawn.

New students entering mid-year participate in an admissions entrance interview component. Prior to being placed in a class, students and their parent/guardians meet with a staff member. The staff member gathers necessary records and facilitates the process of completing Main Office documentation. The interview is a time when the student and family begin the process of orientation to the school. The Student Code of Conduct is explained and any questions that the family may have are answered. The interview ends with a tour of the facility.

Recruitment activities include the following:

1. Promotional material: bulk mailings throughout East Orange, Orange and Newark, and the publication and broadcast of a promotional video on Comcast and Cablevision
2. Posting information in local community churches, youth organizations, and the Imani Baptist affiliated community centers.
3. Holding Open Houses/Parent Information Sessions
4. School lottery event held in the first week of January.

5. DESCRIPTION OF STUDENT AND STAFF RECRUITMENT ACTIVITIES

Admissions Results

The following statistics represent the enrollment for Pride Academy ending June 30th 2009:

Grade	# of Enrolled Students June 30, 2009	Wait List Number as of January 2009
Fifth	60	65
Sixth	60	100
Seventh	60	86
Eighth	49	23

Table 12 – Current enrollment for the 2008-2009 school year and the numbers of students on the wait list in each grade as of June 30th 2009.

The following data show the number of Student Transfers in and out of Pride Academy over the course of the 2008-2009 school year:

Grades	IN	OUT
Fifth	8	8
Sixth	11	11
Seventh	13	13
Eighth	6	16

Table 13 – Number of students who transferred in or out in the 2008-2009 school year.

The student population of 240 students is fairly representative of our community. The broad demographics fall into the following categories:

- 95% African American
- 5% Hispanic

The ethnic group in which the school may need to continue to more actively recruit in order to be more aligned to the immediate neighborhood is the Hispanic population.

The following data show the proposed grades and enrollment for the 2009-2010 school year:

5. DESCRIPTION OF STUDENT AND STAFF RECRUITMENT ACTIVITIES

Grade	# of Classes at each grade level	Average # of Students in each class per grade level	Total Number of Students at each grade level
5	3	20	60
6	3	20	60
7	3	20	60
8	3	20	60

Table 14 – Proposed grades and enrollment for the 2009-2010 school year.

Student Withdrawals and Exit Interviews

Students withdrew for a number of reasons throughout the year. The reasons included the following:

- Mobility within East Orange, Orange, and Newark and to neighboring towns and out of state was cited as a common reason for transfer. Many students do not live close to the school and need to rely on public transportation and multiple buses to get to and from school. This can present challenges for some parents.
- Eighth grade students who were recruited early by charter school high schools who would decline to accept them in 9th grade unless they transferred into their schools within the 2008-2009 school year.
- Parents desiring to move their children out of the inner city districts in order to escape the negative influences in the neighborhood.
- Dissatisfaction with the strictness of our Student Code of Conduct and our expectations that parents and students support and respect our policies with regard to academic performance and practicing behaviors that create a safe and violence, gang and drug-free environment on a consistent basis.

Exit interviews were performed and documented by the Principal and/or School Secretary when the parent came to pick up the transfer documentation.

5. DESCRIPTION OF STUDENT AND STAFF RECRUITMENT ACTIVITIES

Staff RecruitmentRecruitment Results

Hiring Data	Result
Staffing Level, 2008-2009	30
Number Retained	23
Retention Rate	76%
Number of Retirements	0
Number of Resignations	0
Number of Non-renewals	7
Number of Promotions and Reassignments (within the school)	1
Current Openings	5
Number of Applicants	>500
Number of Applicants Interviewed	50
Number of Applicants Hired To Date	6

Table 15 Recruitment results for the 2008-2009 year, as of July 15th.Problems

Problems that hindered the hiring process included the following:

- A limited pool of diverse qualified teachers
- Attracting strong candidates to a challenging urban area.
- Offering salaries that may be below the Public School scale
- Arranging and conducting interviews to accommodate a range of committee members' schedules
- The challenges of recruiting staff during a start-up year without official approval for a site or opening date.

In order to strengthen the hiring process, the school recognizes the need to continue to work on adding the following components to the process:

- Initiate recruitment efforts at universities that historically attract minority students
- Incorporate a more timely process of responding to candidates who are not successful in the interview process
- Include parents, students, and Board members in the interview process by building a pool of interested and qualified interviewers and creating a master schedule of the most convenient times to interview candidates as a committee.

5. DESCRIPTION OF STUDENT AND STAFF RECRUITMENT ACTIVITIES

Exit Interview Procedures and Data

Exit information will be gathered in two ways:

1. The Business Office will elicit information by way of a written Exit Survey
2. Administrators will gather information by way of an informal interview with the staff member.

Supporting Data:

Exit Data 2008-2009	
Number of Non-Returning Staff	Reason for Leaving
1	Unable to receive appropriate certification
1	Restructuring
5	Performance related reasons
Total # of non-returning staff: 7	

Table 16 – Staff exit data as of June 30th.

6. REVIEW OF THE SCHOOL'S SELF-EVALUATION AND ACCOUNTABILITY PLAN

Self-Evaluation and Accountability Plan

Description of Major Areas of Self-Evaluation

The Self-Evaluation and Accountability Plan (SEAP) provides guidelines for the school administration in ensuring that Pride Academy Charter School is meeting the requirements of its Charter. It also provides guidance in how the school will assess progress in all areas of school operations and governance.

Table 17 provides a description of each area of self-evaluation, summarizes progress towards achieving the target goals, and indicates any proposed changes or refinements in the plan for the coming year.

The process of revisiting and evaluating the SEAP is an important reflective practice and a useful process that will support Pride Academy in our purpose to create short term and long term strategic planning goals and realistic action steps that will guide our progress towards addressing our students' achievement levels and strengthening our overall program and school culture in order to support the growth of our students as leaders and agents of change through service to our community.

6. REVIEW OF THE SCHOOL'S SELF-EVALUATION AND ACCOUNTABILITY PLAN

Table 17 - Review of the School's Self Evaluation and Accountability Plan.

Self-Evaluation Goals and Objectives	Evaluation of achievement occurs through the following means:	To grow in this area, the following action steps were taken during the 2008-2009 school year:	To continue to grow in this area the following action steps will be taken during the 2009-2010 school year:
To assess the articulation and visibility of the Mission in our school community.	<ul style="list-style-type: none"> Administer surveys to all main stakeholders in our school community to evaluate their understanding of our Mission and ability to articulate it in their own words. Maintain a log of the frequency and context within which the Mission is presented and communicated to stakeholders. (for example: faculty and board of trustee meetings; school-wide events and assemblies; curriculum integration with the PRIDE project; public relations materials such as brochures, web-site; newsletters; visual display in the school and classrooms. Maintain, review, and update Pride Academy Charter School's CEP and needs assessment. 	<p>The Mission Statement was created and communicated to all key stakeholders by way of announcements during parent and public meetings, gatherings, and celebratory events, and by way of publication on the website and through promotional print materials.</p> <p>Posters of the Mission Statement and Core Beliefs were created and installed in the Main Lobby of the school building.</p>	<p>Opportunities to publish and promote Pride Academy and its mission will be explored and developed through fund raising and grant activities as well as submitting regular press releases to newspapers in our district and the development and promotion of an annual culminating school wide performance exhibition and celebration.</p> <p>A log of the different ways that the Mission is communicated and reinforced will be maintained and updated on an ongoing basis.</p> <p>Installing appropriate and professionally created school signage.</p> <p>Create posters of the Mission Statement to install in every classroom.</p> <p>A needs assessment will be completed by the end of August to drive the development of a Comprehensive Equity Plan which will be put in effect until the new three year plan guidance is distributed by the NJDOE.</p>
To monitor the process of curriculum development and revision.	<ul style="list-style-type: none"> Establish a timeline for review and development tasks to be completed and maintain a log of progress. Create a schedule of designated times for teacher-leader led committees to gather feedback and review and evaluate curriculum including scope, sequence, pacing, materials, assessments, alignment of NJCCCS and State tests, and integration of PACS Learning Cycle, PRIDE values and Project Pride Performance Exhibitions. Prepare a summary of tasks completed and include the data in the Annual Report 	<p>All curricula for all core and co-curricular subjects were designed aligned to the NJCCCS and developed to incorporate the use of Big Ideas, Essential Questions, and Authentic Assessments.</p> <p>Teachers were involved in an ongoing process of designing, implementing, and reflecting on their curriculum maps and unit plans.</p> <p>All the steps proposed to evaluate achievement of this goal were implemented and utilized.</p>	<p>A summer task force was created to develop curricula for the PACS Learning Cycle and Project Pride components of our program.</p> <p>Professional development workshops during the August Orientation and throughout the year will focus on the building of and ongoing evaluation of curriculum maps and unit plans.</p> <p>An online and hard copy library of unit plans for the core subject areas will be developed.</p>
To monitor and coordinate school based and State mandated NCLB assessments.	<ul style="list-style-type: none"> Create a timeline of dates/benchmark events related to the administration of tests. Create and maintain a schedule of benchmark meetings and workshops for faculty to report on and analyze assessment data. Collect, reduce, analyze and report data 	<p>All the steps proposed to evaluate achievement of this goal were implemented and utilized.</p>	<p>State test data will be reduced, analyzed and reported on when the results are received.</p>
To monitor the implementation of professional development (PD) and assess staff PD needs	<ul style="list-style-type: none"> Administer staff survey and administer and collect workshop evaluations Analyze data, prepare report & share with school staff Conduct a review of Portfolios and PIP development 	<p>Staff surveys and opportunities for reflection and feedback were created throughout the year.</p> <p>A Professional Development Plan was designed and approved by the NJDOE.</p> <p>A Mentoring Plan was designed and approved by the State.</p>	<p>The teacher portfolio system will be introduced using a gradual release model through the school year.</p> <p>Professional Development and Training for mentors will be incorporated into the Summer Orientation.</p>
To evaluate Staff and Administration	<ul style="list-style-type: none"> Establish a timeline for staff and administrator evaluations Conduct evaluations and maintain a log of the clinical supervision process. Conduct Annual Performance Review 	<p>A timeline for evaluation was created and utilized.</p> <p>Evaluation tools to support a clinical supervision model were designed and used with all instructional staff.</p>	<p>A mid-year Performance Review tool will be designed and implemented to provide feedback and an opportunity for reflection for Support Staff.</p>

6. REVIEW OF THE SCHOOL'S SELF-EVALUATION AND ACCOUNTABILITY PLAN

Self-Evaluation Goals and Objectives	Evaluation of achievement occurs through the following means:	To grow in this area, the following action steps were taken during the 2008-2009 school year:	To continue to grow in this area the following action steps will be taken during the 2009-2010 school year:
	evaluations of all staff <ul style="list-style-type: none"> Conduct teacher portfolio review. 	An evaluation tool and process were developed and used to provide feedback for Academic Support Staff. An Annual Performance Review tool was developed and used to provide feedback for Support Staff. Evaluation tools and a process were designed and used to enable staff to provide feedback to the Principal and Assistant School Director.	
To evaluate Parent, Student and Staff Perceptions	<ul style="list-style-type: none"> Establish a timeline for the administration of surveys to all school constituents. Administer, gather and analyze data from surveys Share results with school constituents 	Surveys were designed and administered to staff, students and parents. Parent Survey data was analyzed and reported to the Board of Trustees during an open public meeting and incorporated in the Annual Report.	Student and staff survey data will be analyzed and formally reported to the Board of Trustees and to staff.
To evaluate and monitor Community Involvement and Partners	<ul style="list-style-type: none"> Maintain a log of activities, outreach events, and securing of partners Prepare a summary report to include in Annual Report 	A log of activities was maintained and a summary report has been incorporated in the Annual Report.	The continuation of creating opportunities for student assessment performance exhibitions in front of an audience that includes parents, Board members and community figures. The development of another promotional school video. Involvement of students in more community events and Charter School events. Invitation of community leaders and parents to participate in and witness our Morning Assemblies. Morning Assemblies serve as a time for the community to come together each morning to greet each other, share inspirational words, celebrate student and faculty accomplishments, make important announcements about schedule and school wide events, exhibit school projects and work, recognize students and staff members who practice the core values in outstanding ways, and also to be held accountable to the school rules and code of conduct. Establish contacts with the local papers (Newark Leader, East Orange Record, Orange Transcript) in the area in order to promote the publication of articles on Pride Academy. Establish contacts with journalists from the "In the Schools" section of the New Jersey Star Ledger. Research funding sources including Terrell Foundation and Victoria Foundation. Host a community-wide event celebrating some of the service projects that students plan and implement as part of the Project Pride Curriculum.
To evaluate Student Recruitment and maintain stable and constant Enrollment	<ul style="list-style-type: none"> Establish a timeline of recruitment tasks and responsibilities and share with staff. Maintain a log of recruitment and enrolment activities and events. Complete State mandated enrolment counts. Summarize data and prepare a report in Annual Report. 	An admissions process and set of enrollment procedures were designed and utilized. State mandated reports were prepared and submitted in October and June. The School Register Report was compiled and submitted on time in July.	Admissions and enrollment procedures will be strengthened and streamlined by the use of the Power School data base system and by designating a full time staff member to take on the enrollment and admissions responsibilities.
To monitor student code of conduct	<ul style="list-style-type: none"> Maintain accurate records of disciplinary actions. Administer parent/teacher/student surveys Maintain and complete the EVVRS reporting system Maintain a log of positive discipline and leadership activities and events Establish a timeline of discipline review tasks and an advisory committee composed of teachers, administrators, parents, student leaders, and community partners Set aside time for the discipline 	A Student Code of Conduct was designed, implemented and reinforced consistently throughout the year. A school wide positive behavior management system was implemented and reinforced through the school year. Opportunities for stake holders to review and give feedback with regard to revisions to the Code of conduct were created by way of surveys and meetings. The annual EVVRS report was compiled and submitted on time in July.	Data collection and tracking of incidents will be more streamlined and efficient by using the Power School data base system. Adjustments will be made to the behavior charts that are used to support the positive behavior management system. An addition to the Code of Conduct was made as a result of parent and staff feedback and reflection. A Saturday Accountability component will be added that will address chronic infractions before they reach the status of suspension.

6. REVIEW OF THE SCHOOL'S SELF-EVALUATION AND ACCOUNTABILITY PLAN

Self-Evaluation Goals and Objectives	Evaluation of achievement occurs through the following means:	To grow in this area, the following action steps were taken during the 2008-2009 school year:	To continue to grow in this area the following action steps will be taken during the 2009-2010 school year:
	<ul style="list-style-type: none"> committee to meet and review policies, positive reward and classroom management systems and discipline data. Gather, analyze and report data in Annual Report 		
To monitor Staff Recruitment and Retention.	<ul style="list-style-type: none"> Establish a Faculty Life committee to give input and work on initiatives to maintain and sustain a positive professional learning community. Develop and maintain PR materials and web site Attend job fairs Advertise positions on NJ Hire and newspapers Network and advertise positions in colleges and universities Summarize and report data in Annual Report 	<p>A staff recruitment plan has been developed.</p> <p>Job fairs were attended and NJ Hire was utilized</p> <p>Promotional materials and web site announcements were created and maintained throughout the year</p>	<p>A Faculty Life committee will be established to give staff a sustained and organized forum to give input, problem-solve and work on initiatives to maintain a positive and supportive professional learning community.</p> <p>Opportunities to provide incentives and an increased array of benefits for employees will be explored, such as Tuition Reimbursement and 403b retirement plan.</p>
To evaluate Board composition/Duties/Policies.	<ul style="list-style-type: none"> Establish and review roles and responsibilities of all Board members. Establish a schedule of Board retreats and trainings. Maintain a log of policies that are reviewed and adopted by the Board Summarize accomplishments and activities and report in Annual report. 	<p>Recruited and oriented 5 board members to create Board of Trustees</p> <p>Established a schedule of retreats and trainings and ensured that all Board members registered and completed the trainings.</p> <p>A log of policies that have been created, reviewed, and adopted by the Board throughout the year has been maintained.</p> <p>A summary of accomplishments has been incorporated in the Annual Report.</p>	<p>Continue to recruit, orient, and train additional Board members.</p> <p>Design and implement a Board Member Evaluation tool to use for reflection and assessment of Board member goals and accomplishment of goals.</p>
To monitor Fiscal Functions and Reporting.	<ul style="list-style-type: none"> Complete and fulfill all action plan steps involved in EWEG and accounting of government grant funds Complete and fulfill all action plan steps involved in the Audit and Comprehensive Annual Report 	<p>Federal grants have been disbursed and accounted for according to the guidelines. EWEG reporting was completed for IDEA and NCLB funds.</p> <p>Recruitment and selection of an Auditor has been accomplished and preparation for the school's first audit is in process.</p>	<p>The proposed reorganization and development of the school's Business Office will streamline and strengthen fiscal functions and reporting.</p> <p>The hiring of a full time SBA and two support personnel will allow for an increased level of strategic planning, accuracy, professionalism, compliance, checks- and-balances, identification of cost-savings procedures, and additional resources.</p>
To monitor and evaluate Special Education Implementation.	<ul style="list-style-type: none"> Designate a coordinator of Special Education services Conduct timely IEP reviews with all appropriate personnel Conduct annual reviews and three year reevaluations as pursuant to N.J.A.C. 6A:14 Conduct a State mandated Self-Assessment of the special education program when directed by NJDOE Summarize and report findings in Annual Report 	<p>Special education policies have been created, adopted, and reviewed.</p> <p>An inclusion model of delivery of service to classified students was developed and implemented.</p> <p>Child Study Team services were provided and OT and speech services were delivered to students as required by their IEPs and needs.</p>	<p>The Special Education Policy Manual will be reviewed and revised in order to update and reflect newly adopted policies.</p> <p>A continuum of service will be developed to include the potential for pull out resource and a self-contained setting if required and needed.</p> <p>A checklist and timeline of dates and IEP tasks will be developed and implemented with all staff members responsible for the generation and maintenance of IEP documents.</p> <p>A SEMI component to our program will be developed and implemented.</p> <p>Increased Professional Development will be provided for all staff focusing on the inclusion model and the role of the general education teachers in modification and differentiation of instruction.</p>
To monitor and evaluate At-risk Student programs	<ul style="list-style-type: none"> Administer in-house assessments to gather base line data for all new students Create pre-test style placement assessments in math and literacy for all grades. Collect, reduce, analyze and report data Review the effectiveness of the menu of at risk student programs and interventions 	<p>An I&RS team was established and utilized.</p> <p>The inclusion model of push in academic support was effective in supporting many of our at-risk students.</p> <p>An ongoing data driven interim assessment approach was implemented in math and literacy for all grades to identify skill deficiency and tailor instruction to strengthen areas of needs.</p>	<p>Entrance assessments in math and language arts literacy will be created for all grades.</p> <p>A formal and more extensive basic skills program of push-in support will be developed and implemented.</p> <p>Additional personnel will be hired to deliver push-in support in math and literacy.</p> <p>Additional supplies and technology will be purchased to support the basic skills program.</p>

6. REVIEW OF THE SCHOOL'S SELF-EVALUATION AND ACCOUNTABILITY PLAN

Self-Evaluation Goals and Objectives	Evaluation of achievement occurs through the following means:	To grow in this area, the following action steps were taken during the 2008-2009 school year:	To continue to grow in this area the following action steps will be taken during the 2009-2010 school year:
		After school support was provided for students in math and literacy.	The I&RS team will be developed, formalized, and implemented. An after school program for skill enhancement will be developed and offered to students identified most at risk.
To monitor and evaluate LEP Student Programs.	<ul style="list-style-type: none"> Administer an assessment of LEP identified students with the MAC II Test of English Language Proficiency. Collect, reduce, analyze and report data Create a timeline of evaluation dates/benchmarks at which time student progress is assessed and the program service is monitored to ensure that it is adequately meeting student needs. 	An LEP plan was designed and adopted. LEP identification assessment materials were purchased.	Continue to explore options for hiring personnel with ESL certification in the event that we enroll students with needs for LEP service.
To monitor and evaluate Co-curricular programs.	<ul style="list-style-type: none"> Maintain a log of co-curricular activities. Administer, gather and analyze data from evaluation surveys from students and teachers Prepare a summary report to include in Annual Report 	A log of activities has been created. A summary report has been included in the Annual Report.	A more extensive menu of extra curricular activities will be developed contingent on the availability of stipends and facility space. A survey instrument that gathers feedback from students and teachers will be developed and administered.
To assess students' participation in community service activities.	<ul style="list-style-type: none"> Create a timeline of benchmark dates/activities/performance exhibitions related to grade level Pride Projects. Maintain a log of all activities related to the implementation and completion of grade level Pride Projects. Video tape performance exhibitions of final culminating presentation of Pride Projects 	A timeline and log of Project Pride –related activities was created. All grades participated in year-long inquiry based Project Pride community service related activities. Project Pride culminating exhibitions of learning and service were presented to school wide audiences and audience members were guided in their reflection and evaluation of the exhibitions. Some of the performances were video-taped.	A formal Project Pride curriculum will be developed and implemented. Additional personnel will be hired to teach Project Pride classes. A final culminating performance exhibition of Project Pride presentations will be developed for a community- wide audience.
To monitor SEAP Implementation.	<ul style="list-style-type: none"> Create a timeline of dates/meeting times and benchmarks for completion of activities to share with appropriate staff Summarize and report findings in Annual Report 	A summary report evaluating the SEAP is included in the Annual Report.	A timeline of check-in meetings and benchmarks for completion of SEAP tasks and activities will be developed and implemented in the coming year.
1. To assess the achievement of Pride Academy Charter School's first academic goal: to facilitate student growth in fundamental literacy skills.	<ul style="list-style-type: none"> Create, administer and analyze Pride Academy Charter School yearly literacy pre-test survey tests for grades 5-8. Administer and analyze Pride Academy Charter School series of interim grade-wide literacy tests for grades 5-8. Administer and analyze the NJASK ELA assessment for grades 5-8 Administer and analyze classroom-based mid-term and final exams in ELA Collect, reduce, analyze and report data 	A series of interim grade-wide literacy tests for grades 5-8 were developed, administered, analyzed and utilized to tailor and target instruction. NJASK tests in literacy were administered to all students in grades 5-8. Upon receipt from the State, the results will be analyzed, reported on, and utilized to develop school wide goals and action plans. Final exams in literacy were developed and administered to all students in grades 5-8. Teachers reflected on the design, administration, and grading of the exams.	Grade-wide interim assessments and data analysis tools will be revised and strengthened in LAL. Lesson planning and curriculum unit planning will be more closely aligned with the assessment schedule of targeted skills. More targeted professional development will be delivered focusing on the action planning and reteaching steps of the data driven model. A more scaffolded and chunked data driven assessment model will be piloted in all grades for LAL. The final exam model that was implemented in the third trimester this year will be expanded to support the implementation of a mid-term exam.

6. REVIEW OF THE SCHOOL'S SELF-EVALUATION AND ACCOUNTABILITY PLAN

Self-Evaluation Goals and Objectives	Evaluation of achievement occurs through the following means:	To grow in this area, the following action steps were taken during the 2008-2009 school year:	To continue to grow in this area the following action steps will be taken during the 2009-2010 school year:
<p>2. To assess the achievement of Pride Academy Charter School's second academic goal: to facilitate student growth in fundamental mathematic skills.</p>	<ul style="list-style-type: none"> • Create, administer and analyze Pride Academy Charter School yearly math pre-test survey tests for grades 5-8. • Administer and analyze Pride Academy Charter School series of interim grade-wide math tests for grades 5-8. • Administer and analyze the NJASK math assessment for grades 5-8 • Administer and analyze classroom-based mid-term and final exams in math • Collect, reduce, analyze and report data 	<p>A series of interim grade-wide math tests for grades 5-8 were developed, administered, analyzed and utilized to tailor and target instruction.</p> <p>NJASK tests in math were administered to all students in grades 5-8. Upon receipt from the State, the results will be analyzed, reported on, and utilized to develop school wide goals and action plans.</p> <p>Final exams in math were developed and administered to all students in grades 5-8. Teachers reflected on the design, administration, and grading of the exams.</p>	<p>Grade-wide interim assessments and data analysis tools will be revised and strengthened in math.</p> <p>Lesson planning and curriculum unit planning will be more closely aligned with the assessment schedule of targeted skills.</p> <p>More targeted professional development will be delivered focusing on the action planning and reteaching steps of the data driven model.</p> <p>The final exam model that was implemented in the third trimester this year will be expanded to support the implementation of a mid-term exam.</p> <p>A new text book series will be adopted that will strengthen the delivery of differentiated instruction, support the need to remediate skill areas, and involve parents more in the home-based practice of skills.</p>
<p>3. To assess the achievement of Pride Academy Charter School's third academic goal: to instill the higher order thinking habits of The PACS Learning Cycle in its students.</p>	<ul style="list-style-type: none"> • Administer and analyze the PACS Learning Cycle end of year student questionnaire. • Administer and utilize the PACS Learning Cycle end of year questionnaire scoring rubric. • Administer and utilize the PACS Learning Cycle application rubric. 	<p>The PACS learning cycle was introduced to parents and students and reinforced in many classrooms.</p> <p>The PACS learning cycle was utilized in solutions-based approaches to school wide issues and problems.</p> <p>The PACS learning cycle was incorporated in project based learning activities throughout the curriculum in core and co-curricular classes.</p>	<p>PACS learning cycle will become more formalized in the lesson planning template and expectations for the opening phase of lessons.</p> <p>Materials (student questionnaire, learning tasks and rubrics) to support instruction in and assessment of the PACS learning cycle higher order critical thinking skills will be developed and utilized.</p> <p>Professional development will be provided to support the teachers in their teaching and assessment of the PACS skills and habits.</p> <p>PACS learning cycle posters will be developed and displayed in all classrooms.</p>
<p>1. To assess the achievement of Pride Academy Charter School's first non-academic goal: to create a safe, peaceful, and structured learning environment.</p>	<ul style="list-style-type: none"> • Complete the EVVRS report and report results • Maintain and evaluate the Pride Academy Charter School annual record of student incidents. • Administer, gather and analyze quantitative and qualitative data from Pride Academy Charter School's annual parent surveys. • Maintain a log of positive leadership opportunities and evidence of positive communication. 	<p>The EVVRS report was completed and submitted on time.</p> <p>A record of student incidents was maintained and utilized for proactive code of conduct interventions.</p> <p>A school wide behavior management system was implemented and maintained that produced documentation and records to support opportunities for positive rewards and leadership.</p> <p>Parent surveys were administered, gathered, analyzed and reported back to the Board of Trustees.</p> <p>In addition: A Student Code of Conduct was created and distributed to all staff members and parents that clearly outlines the school code of conduct and the system of graduated consequences for infractions. Collection of data and the conducting of vertical and horizontal level meetings to address emergent trends in challenging student behaviors and design intervention action plans. Reinforcement of the Student Code of Conduct with students and parents and incorporating it in every aspect of school life. Development of an Harassment and Anti-Bullying Policy Design and delivery of Parent Workshops on Bullying and Cyber-Bullying Professional development for all staff on the topic of Bullying Utilization of anti-bullying lesson plans and workshops. Facilitation of a school-wide Violence and Vandalism Awareness Week in October. Implementation of a mentoring program for at risk girls and boys.</p>	<p>Implementation of a Saturday School Accountability program to strengthen the partnership between parents and the school and accomplish the following:</p> <p>Ensure that the Student Code of Conduct and the attendant rules and expectations are clearly understood by parents/guardians and students</p> <p>Facilitate the creation of a behavior management plan and goals for student behavior utilizing the parents/guardian's unique expertise</p> <p>Integrate behavior management plans at home and school to increase the efficacy of behavior modification efforts for students with challenging behaviors</p> <p>Provide opportunities for parents/guardians and students to take greater ownership and responsibility for the social and emotional learning environment of the school</p> <p>Reduce the number of school days lost due to out of school suspensions</p>
<p>2. To assess the achievement of Pride Academy Charter School's second non-</p>	<ul style="list-style-type: none"> • Maintain Pride Academy Charter School's annual record of professional 	<p>A teacher survey and other reflective tools were administered to all staff. Feedback was gathered and action plan steps were created.</p>	<p>Increase and encourage teacher participation in off-site professional development activities.</p>

6. REVIEW OF THE SCHOOL'S SELF-EVALUATION AND ACCOUNTABILITY PLAN

Self-Evaluation Goals and Objectives	Evaluation of achievement occurs through the following means:	To grow in this area, the following action steps were taken during the 2008-2009 school year:	To continue to grow in this area the following action steps will be taken during the 2009-2010 school year:
<p>academic goal: to establish and support an active professional learning community.</p>	<p>development staff participation and licensed provider numbers.</p> <ul style="list-style-type: none"> Implement, sustain, and evaluate Pride Academy Charter School's professional portfolio program. Maintain Pride Academy Charter School's annual record of in-house teacher-led workshops Administer, gather, and analyze quantitative and qualitative data from Pride Academy Charter School's annual teacher surveys. Maintain and evaluate teacher PIPS and performance reviews 	<p>PIPS were developed for all instructional staff and a clinical supervisory model of evaluation was implemented.</p> <p>Records of teacher participation in Professional Development was maintained.</p> <p>In addition:</p> <p>A comprehensive professional development summer orientation program was organized and delivered.</p> <p>Lead staff members provided individualized, embedded, and sustained support, mentoring, coaching and resources in all areas of professional development such as lesson planning, classroom management and discipline, meeting the needs of diverse learners, curriculum mapping, collaborating with colleagues, design of assessments and the analysis of assessment data.</p> <p>Professionally presented on-site workshops and turnkey presentations on targeted areas of assessment, lesson planning, and behavior management systems were delivered.</p> <p>A comprehensive mentoring plan in accordance with State mandated guidelines and a resource kit to support the training of mentors and mentees, and the implementation of the plan was designed.</p>	<p>Support the development of the teacher portfolio process.</p> <p>Continue to schedule time for staff to participate in and lead turnkey on-site professional development workshops.</p> <p>Implement the mentoring plan in a more systematic manner.</p>
<p>3. To assess the achievement of Pride Academy Charter School's third non-academic goal: to foster and encourage parent involvement and collaboration.</p>	<ul style="list-style-type: none"> Maintain and evaluate Pride Academy Charter School's system of documenting dated parent sign-in sheets for workshops, meetings, and committee attendance. Maintain and evaluate Pride Academy Charter School's menu and log of events documenting frequency, variety, and focus of parent workshops, orientations, committee work, Parent Council meetings, volunteer work, and teacher-parent collaborative settings. Administer, gather, and analyze quantitative and qualitative data from Pride Academy Charter School annual parent surveys. 	<p>Sign in Sheets were maintained to document and tally parent attendance at a range of functions and events throughout the year including meetings, workshops, back to school nights, progress and report card nights, school wide celebrations (Awards Assemblies/student performance exhibitions), and special committee meetings.</p> <p>A parent survey was administered and results were analyses and reported to the Board of Trustees and included in the Annual Report.</p> <p>A Parent Council was created and monthly meetings were scheduled. Agendas were created and collected, and Minutes were recorded.</p>	<p>Lead a more rigorous and active recruitment of parent representation at Parent Meetings.</p> <p>Implement Special Education and NCLB Parent Advisory Committees.</p> <p>Continue to facilitate a range of meeting times for parents to try to accommodate a greater number of parents' schedules, such as Breakfast Meetings and Brown Bag Lunch meetings.</p> <p>Ensure that administration maintains visibility during arrival and dismissal times in order to greet and meet with parents.</p> <p>Disseminate information in Spanish as well as English.</p> <p>Continue to create sustainable opportunities for targeting our literacy and math initiatives by running workshops and Family Reading/Math/NJASK test information events.</p>

7. APPENDICES

A. Copy of Board Resolution Approving the 2008-2009 Annual Report

7. APPENDICES

A. Copy of Board Resolution Approving the 2008-2009 Annual Report

**Pride Academy Charter School
Resolution**

Date: 9-Jun-09 Resolution 9

**BE IT RESOLVED that the Board of Trustees for Pride Academy Charter School
authorizes the submission and adoption of the 2008-2009 annual report**

Motioned Mr. Tiggs Seconded Ms Albert

RECORD OF BOARD VOTE

X indicates Vote ABS- Abstain NP-Not Present

Board Member	Yes	No	NP	ABS	Board Member	Yes	No	NP	ABS
Richards	✓				Brown				✗
Mitchell				✗	Albert	✓			
					Tiggs	✓			

Ronald W. Richards, Jr.
Board President

[Signature]
Board Secretary

I hereby certify that the foregoing is the true copy of the resolution duly adopted by the Board of Trustees on:

Date 09-Jun-09

Board Vice President
(in absence of Board President)

Board Treasurer
(in absence of Board Secretary)

7. APPENDICES

B. Copy of Board Resolution Naming the Lead Person of the Charter School

B. Copy of Board Resolution Naming the Lead Person of the Charter School

**Pride Academy Charter School
Resolution**

Date: 9-Jun-09 Resolution 7

**BE IT RESOLVED that the Board of Trustees for Pride Academy Charter School
names Mrs Fiona Thomas as the Principal of Pride Academy**

Motioned Mr. Tiggs Seconded Ms. Albert

RECORD OF BOARD VOTE
X indicates Vote ABS- Abstain NP-Not Present

Board Member	Yes	No	NP	ABS	Board Member	Yes	No	NP	ABS
Richards	✓				Brown				x
Mitchell				x	Albert	✓			
					Tiggs	✓			

Donald W. Keenan
Board President

[Signature]
Board Secretary

I hereby certify that the foregoing is the true copy of the resolution duly adopted by the Board of Trustees on:

Date 09-Jun-09

Board Vice President
(in absence of Board President)

Board Treasurer
(in absence of Board Secretary)

7. APPENDICES

C. Copy of Academic and Non-Academic Goals and Objectives

C. Copy of Academic and Non-Academic Goals and Objectives

Academic Goals

Goal A: **Pride Academy Charter School will facilitate student growth in fundamental literacy skills.**
Academic

- Objectives:**
1. Each school year, Pride Academy Charter School students will achieve an average minimum increase of 10% growth on aggregate student achievement test scores on in-house yearly literacy assessments aligned with the NJCCCS.
 2. Each year, Pride Academy Charter School students will average a minimum of 5 points growth on the Normal Curve Equivalent (NCE) scale on state-wide tests such as the NJASK in the area of literacy.

Goal B: **Pride Academy Charter School will facilitate student growth in fundamental mathematic skills.**
Academic

- Objectives:**
1. Each school year, Pride Academy Charter School students will achieve an average minimum increase of 10% growth on aggregate student achievement test scores on in-house yearly mathematics assessments aligned with the NJCCCS.
 2. Each year, Pride Academy Charter School students will average a minimum of 5 points aggregate growth on the Normal Curve Equivalent (NCE) scale on state-wide tests such as the NJASK in the area of mathematics.

Goal C: **Pride Academy Charter School will instill the higher order thinking habits of The PACS Learning Cycle in its students.**
Academic

- Objectives:**
1. Each school year, Pride Academy Charter School students will be able to articulate the four steps of The PACS Learning Cycle (*questioning, seeking, understanding, responding*), an original higher order thinking model created by Pride Academy Charter School founders.
 2. Each school year, Pride Academy Charter School students will be able to correctly identify and label key skills as examples of The PACS Learning Cycle's four steps (*questioning, seeking, understanding, responding*).
 3. Each school year, Pride Academy Charter School students will be able to demonstrate application of The PACS Learning Cycle by scoring "proficient" on The PACS Learning Cycle application rubric for their ability to apply the four steps of The PACS Learning Cycle (*questioning, seeking, understanding, responding*) to a standardized grade-appropriate task.
 4. Each school year, Pride Academy Charter School students will be able to demonstrate application of The PACS Learning Cycle by scoring "proficient" on The PACS Learning Cycle application rubric for their ability to apply the four steps of The PACS Learning Cycle (*questioning, seeking, understanding, responding*) to subject-specific tasks.
 5. Each school year, Pride Academy Charter School students will be able to demonstrate application of The PACS Learning Cycle by scoring "proficient" on The PACS Learning Cycle application rubric for their ability to apply the four steps of The PACS Learning Cycle to a culminating collaborative inquiry-action project (Project Pride).

7. APPENDICES

C. Copy of Academic and Non-Academic Goals and Objectives

Non-Academic Goals

Goal A: **Pride Academy Charter School will create a safe, peaceful, and structured learning environment.**
Non-Academic

- Objectives:**
1. Each school year, Pride Academy Charter School students will reduce the number of serious school discipline incidents by a minimum of 10% as measured by the annual EVRRS report.
 2. Each school year, the last two quarters will show a decrease of a minimum of 10% in the number of major school disciplinary incidents in comparison to the first two quarters of each school year.
 3. Each school year, Pride Academy Charter School parents will rate the school's environment as "satisfactory" or higher on the annual parent survey.

Goal B **Pride Academy Charter School will establish and support an active professional learning community.**
Non-academic

- Objectives**
1. Each school year, Pride Academy Charter School teaching staff will participate in at least two certified professional development workshops targeted on achieving school-wide goals.
 2. Each school year, Pride Academy Charter School teaching staff will produce at least two finished pieces related to individual P.I.P. forms to be included in teacher working portfolios.
 3. Each school year, Pride Academy Charter School teaching staff will serve as lead teachers in creating and facilitating an in-house turn-key professional development workshop.
 4. Each school year, Pride Academy Charter School teaching staff will rate the Pride Academy Charter School professional learning community as at least "satisfactory" according to annual teacher surveys.

Goal C **Pride Academy Charter School will foster and encourage parent involvement and collaboration.**
Non-academic

- Objectives**
1. Each school year, Pride Academy Charter School parents will rate the Pride Academy Charter School opportunities for parental school involvement as at least "satisfactory" according to annual parent surveys.
 2. Each school year, Pride Academy Charter School will offer its parents a multiple range of opportunities for parents to be included in the following areas: Code of Conduct, Academics, School Culture, Student Life, Community Service, Athletics, Facilities, and Special Events.

7. APPENDICES

D. Copy of Admissions Policy and Application Forms

D. Copy of Admissions Policy and Application Forms

Pride Academy Charter School

FILE CODE: 5111

<input type="checkbox"/>	Monitored
<input checked="" type="checkbox"/>	Mandated
<input checked="" type="checkbox"/>	Other Reasons

Policy

ADMISSION

Pride Academy Charter School will aim to fill enrollment positions from students within the established region of residence, which is composed of Orange, East Orange and Newark, NJ. The charter school will only take students that are not within the region of residence in the event that it has exhausted wait lists from all districts within the region of residence. The region of residence consists of the districts of Orange, East Orange, and Newark. The charter school will serve students in grades 5-8. Each grade will have a maximum of 60 students.

Eligibility

Enrollment shall be free of charge to students selected by lottery who are appropriately placed within the grades served by the charter school and also meet the following criteria:

- A. Any student having completed fourth grade domiciled within the sending districts;
- B. Any student kept in the home of a person other than the student's parent/guardian, where the person is domiciled in the sending districts and is supporting the student without remuneration as if the student were his/her own child;
- C. Any student kept in the home of a person domiciled in the sending districts, other than the parent/guardian, where the parent/guardian is a member of the New Jersey National Guard or the reserve component of the United States armed forces and has been ordered into active military service in the United States armed forces in time of war or national emergency;
- D. Any student whose parent/guardian temporarily resides within the sending districts, notwithstanding the existence of a domicile elsewhere;
- E. Any student whose parent/guardian moves to another district as the result of being homeless, subject to the provisions of administrative code;
- F. Any student placed in the home of a sending district resident by court order pursuant to statute;
- G. Any student previously residing in the sending district if the parent/guardian is a member of the New Jersey National Guard or the United States reserves and has been ordered to active service in time of war or national emergency pursuant to statute; and

Proof of Eligibility

The board shall accept any of the forms of documentation that are listed in the administrative code when they are presented by persons attempting to demonstrate a student's eligibility for enrollment in the charter school. The board shall consider the totality of information and documentation offered by an applicant and may accept other forms of documentation or information presented by a person seeking to enroll a student.

The board shall not require or request any information or document protected from disclosure by law or pertaining to criteria that are not legitimate bases for determining eligibility to attend school.

7. APPENDICES

D. Copy of Admissions Policy and Application Forms

File Code: 5111

ADMISSION (continued)Transfers Into Grades Served by the Charter School

Pupils transferring into the district are expected to present copies of records from the previously attended school (or district) to aid in placement. Also required are proof of immunizations and proof of identity.

Within the time prescribed by law, the chief school administrator shall request in writing from the school or district of previous attendance, the pupil's records.

Initial placement shall be made on the basis of the records, but adjustment may be made at the discretion of the administration when the state-mandated assessment indicates that such adjustments would be beneficial to the child. Parents/guardians shall be informed of this policy on registration.

Joint Custody

When divorced parents/guardians have joint custody of (a) minor child(ren), admission shall be based on the present address of the parent/guardian with whom the child(ren) resided as of the date required by administrative code.

Affidavit Pupils

When there is any doubt as to whether a child is entitled to free public education in the charter school, all procedures of law and code shall be followed.

Nonresidents

The mere owning of any property whatsoever within the sending districts does not qualify a parent/guardian to send children to school in this charter school. See policy 5118 Nonresidents.

Students Returning from County Detention

The charter school shall accept all days of attendance and courses studied by a student at a county juvenile detention center and apply them toward district requirements for elementary, middle or high school graduation.

Homeless Pupils

The charter school will cooperate with the sending districts to determine the educational placement of homeless students in each child's best interest and respond to appeals concerning them made by parents/guardians or other parties in accordance with New Jersey statutes and administrative code, as well as, pertinent federal law. The board shall make this policy available to parents and the public.

Date:

Key Words

Admission, Resident, Pupil Records, Affidavit Pupil, Homeless Pupil, Student Records, Affidavit Student, Homeless Student

Legal References: N.J.S.A. 18A:7B-12 District of residence; determination
N.J.S.A. 18A:7B-12.1 Homeless child; responsibility for education; determination

7. APPENDICES

D. Copy of Admissions Policy and Application Forms

ADMISSION (continued)

File Code: 5111

	of placement; payment of costs
N.J.S.A. 18A:7C	High School Graduation Standards
N.J.S.A. 18A:36-19a	Newly enrolled students; records and identification
N.J.S.A. 18A:36-25.1	Proof of child's identity required for enrollment; transfer of record between districts
N.J.S.A. 18A:38-1	Attendance at school free of charge
N.J.S.A. 18A:38-2	Free attendance at school by nonresidents placed in district under court order
N.J.S.A. 18A:38-3	Attendance at school by nonresidents
N.J.S.A. 18A:38-4	Free attendance to persons over age
N.J.S.A. 18A:38-5	Admission of pupils under age
N.J.S.A. 18A:38-5.1	No child to be excluded from school because of race, etc.
N.J.S.A. 18A:38-6	Time of admission of pupils; first school year
N.J.S.A. 18A:38-7.7	Legislative findings and declarations
N.J.S.A. 18A:38-8	Duty to receive pupils from other districts
N.J.S.A. 18A:38-25	Attendance required of children between six and 16; exceptions
N.J.S.A. 18A:40-20	Immunization at public expense
N.J.S.A. 18A:44-1	Establishment of nursery schools or departments; eligibility for admission
N.J.S.A. 18A:44-2	Establishment of kindergarten; eligibility for admission
N.J.S.A. 26:1A-9.1	Exemption of pupils from mandatory immunization
N.J.S.A. 26:4-6	Prohibiting attendance of teachers or pupils
N.J.A.C. 6A:10A-2.1 <u>et seq.</u>	Preschool program general provision
N.J.A.C. 6A:12-3.1	Choice district application procedures
N.J.A.C. 6A:14-1.1 <u>et seq.</u>	Special Education
N.J.A.C. 6A:16-2.2	Required health services
N.J.A.C. 6A:16-2.4	Required student health records
N.J.A.C. 6A:17-1.1 <u>et seq.</u>	Students at Risk of Not Receiving a Public Education
N.J.A.C. 6A:22-1.1 <u>et seq.</u>	Entitlement to Attend School Based on Domicile or Student Residency
<u>See particularly:</u> N.J.A.C. 6A:22-3.1, 3.2, 3.3, 3.4	
N.J.A.C. 6A:23-5.2, -5.3	Method of determining the district of residence
N.J.A.C. 6A:32-8.2	School enrollment
N.J.A.C. 8:57	Communicable diseases
<u>See particularly:</u> N.J.A.C. 8:57-2 N.J.A.C. 8:61-1.1	Attendance at school by pupils or adults infected by Human Immuno-Deficiency Virus (HIV)

P.L. 2005, c. 265 concerning students returning to public schools from county detention centers

Tepper v. Board of Education of the Township Hackensack, Bergen County, 1971 S.L.D. 549

No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.

Plyler v. Doe, 457 U.S. 202 (1982)

7. APPENDICES

D. Copy of Admissions Policy and Application Forms

File Code: 5111

ADMISSION (continued)Plainfield Board of Education v. Cooperman, 105 NJ 587 (1987)J.A. v. Board of Education of South Orange/Maplewood, 318 N.J. Super. 512 (App.Div.1999)"Pupil Residency": Who is Eligible for a Free Public Education," by Donna Kaye, Esq. In N.J. School Leader (July-August 2002).**Possible**

Cross References:	3240	Tuition income
	*5118	Nonresidents
	5119	Transfers
	*5120	Assessment of individual needs
	*5141	Health
	*5141.2	Illness
	*5141.3	Health examinations and immunizations
	6142.5	Travel and exchange programs
	*6164.4	Child study team
	*6171.4	Special education
	6174	Summer school
	6178	Early childhood education/preschool

*Indicates policy is included in the Critical Policy Reference Manual.

7. APPENDICES

D. Copy of Admissions Policy and Application Forms



ADMISSIONS APPLICATION - 2009

Mail completed application to PRIDE Academy Charter School, 117 Elmwood Ave, East Orange, NJ 07018 or FAX the application to 973-672-3207.

Student's Name _____
(Last) (First) (Middle)

Sex ____ Age ____ Date of Birth ____/____/____ Current School _____

What grade is this student applying for? _____

Address _____
(Number / Name of Street) (Apt. #) (City) (Zip Code)

Mailing Address _____
(if different from above) (P.O. Box # or Number/Name of Street) (City) (Zip Code)

Home Phone # _____ Alternate Phone# _____

Check one (optional): Hispanic Black White American Indian/Alaskan Asian / Pacific Islander

Information about race, gender and ethnicity is collected for statistical purposes required by the State of New Jersey. Pride Academy is committed to serving all students, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, academic ability, disability, or socioeconomic status.

FAMILY INFORMATION

Check one: Parent Step-parent Legal Guardian Check one: Parent Step-parent Legal Guardian

Full Name _____ Full Name _____

Home Phone _____ Home Phone _____

Work Phone _____ Work Phone _____

Cell Phone _____ Cell Phone _____

email address _____ email address _____

Sibling Policy Preference is given to siblings of enrolled students (N.J.S.A 36A-8c). Once a student is admitted, if the student has a sibling or siblings who have also applied for admission, they will automatically be admitted, as space allows.

Please list any siblings (brothers/sisters) applying for or enrolled at PRIDE Academy Charter School this year.

Sibling Name _____ Grade in 2009-10 _____ Enrolled at Pride

Sibling Name _____ Grade in 2009-10 _____ Enrolled at Pride

Sibling Name _____ Grade in 2009-10 _____ Enrolled at Pride

 (Signature of Parent/Guardian)

 (Date)

7. APPENDICES

D. Copy of Admissions Policy and Application Forms

Native Language of Child _____ (The language or dialect first learned by your child or first used by the Parent /Guardian with your child)
Primary Language Spoken at Home _____

II. FAMILY INFORMATION

Parent's Marital Status: _____ Married _____ Divorced _____ Separated _____ Single Custody/Lives with _____

What is the extent of formal instruction received by the student's mother/guardian/caregiver? (Optional)

_____ No schooling completed _____ Primary _____ Secondary _____ High School Graduate/GED _____ Some College _____ Associate's Degree _____ Bachelor's Degree _____ Higher

What is the extent of formal instruction received by the student's father/guardian/caregiver? (Optional)

_____ No schooling completed _____ Primary _____ Secondary _____ High School Graduate/GED _____ Some College _____ Associate's Degree _____ Bachelor's Degree _____ Higher

Mother/Guardian/Caregiver Name _____ Address _____
Street City State Zip
Home Phone # _____ Work Phone # _____ EXT. _____ Cell Phone # _____

Father/Guardian/Caregiver Name _____ Address _____
Street City State Zip
Home Phone # _____ Work Phone # _____ EXT. _____ Cell Phone # _____

Emergency Contact 1: _____ Relation to Student _____
Home Phone # _____ Work Phone # _____ EXT. _____ Cell Phone # _____

Emergency Contact 2: _____ Relation to Student _____
Home Phone # _____ Work Phone # _____ EXT. _____ Cell Phone # _____

Emergency Contact 3: _____ Relation to Student _____
Home Phone # _____ Work Phone # _____ EXT. _____ Cell Phone # _____

List other children in family (including pupil) in order of age, oldest first.

1. _____
Name, Gender, Birth Date
2. _____
Name, Gender, Birth Date
3. _____
Name, Gender, Birth Date
4. _____
Name, Gender, Birth Date
5. _____
Name, Gender, Birth Date
6. _____
Name, Gender, Birth Date

Parent/Guardian Signature _____ Date _____

7. APPENDICES

D. Copy of Admissions Policy and Application Forms



**Admissions and Registration
Checklist: February 2009**

<p>Pride Academy Acceptance Letter</p>	<p>The Parent/Guardian section of the acceptance letter must be completed, dated and signed. If the parent decides to send his/her child to another school, the parent is requested to contact Pride Academy immediately and the child's name will be removed from Pride Academy Charter School enrollment.</p>	
<p>Transfer Cards</p> <p>Students may not enter Pride Academy without a Transfer Card that meets the requirements listed to the right.</p> <p>Ensure that students are registered at their local public school. This is the public school in the district/city where they are currently living.</p> <p>Students must transfer out of their current local public school by completing the forms required by their public school district to obtain a transfer card.</p> <p>If a student is moving from one district or state to another, the parent must first request a transfer out of their current school and then register the child in their new public school district. After these steps have been taken, the parent must then request a transfer out of that public school district and into Pride Academy.</p>	<p>Students Currently Attending a Public School:</p> <ol style="list-style-type: none"> Residents of East Orange who are transferring from an East Orange public school should request a transfer form or card from the school that they are attending. This transfer form and the Pride Acceptance letter must then be faxed to Ms Mincy at the Enrollment Center at the Church of the Crossroads. Residents of Newark or Orange or another district who are transferring from a neighborhood public school in their city of residence should request a transfer form or card from the school that they are attending. This transfer form and the Pride Acceptance letter must then be faxed to the district Board of Education. Contact info: Newark – Ms Lewis (ph. 973-733-8067) Orange - Mr. James (ph. 973-677-4000 x 6000 fax: 973-673-0535 Irvington - Aira Kierton (ph.973-399-6800 x2121) If the parent is a new resident of East Orange and the child attended a school in a district other than East Orange, the parent must arrange their transfer and registration with the East Orange Enrollment Center at the Church of the Crossroads. To do that, parents must schedule a time to meet with their office by calling 973-676-1869 or 973-676-1873. Make sure that the transfer card is signed by the principal and has the 10 digit student identification number listed. 	<p>Students Currently Attending a Private, Parochial School, or Charter School</p> <ol style="list-style-type: none"> Residents of East Orange, should arrange their transfer and registration with the East Orange Enrollment Center at the Church of the Crossroads. To do that, parents must schedule a time to meet with their office by calling 973-676-1869 or 973-676-1873. Residents of other districts or states currently attending a non-public school should first register the child in the local public school in their neighborhood that they would attend if they attended public school. After being registered, they should then immediately request a transfer to Pride Academy. It is important that the child is first registered in a public school before transferring to Pride Academy.

7. APPENDICES

D. Copy of Admissions Policy and Application Forms

<p>Public School Registration</p>	<p>Parents should take the following documents with them when they register their child in their resident school district and/or request transfer documentation to Pride Academy:</p> <ul style="list-style-type: none"> • The acceptance letter from Pride Academy that provides proof that their child has been accepted to Pride Academy • If the family has moved from one school district to another because they have changed their residence, they should submit the Transfer Card that is signed by the school Principal and includes the child's 10 digit Student Identification Number from the child's current school. • Immunization Record and Health Records • If appropriate, proof of legal guardianship • Proof of the child's age (birth certificate, passport or baptismal certificate) • 2 forms validating proof of residency (current utility bill and current lease/mortgage statement or two of the following: current cable bill; current phone bill; current bank statement) • Students' Standardized Test Scores and Cumulative Record • The child must accompany the parent to the registration interview
<p>Pride Academy Registration Documents</p> <p>Copies of all the documents listed, as well as the Enrollment Center <i>Schools of Choice Application</i> (East Orange residents) must be brought to Pride Academy as soon as possible. Students may not be enrolled in Pride Academy without submission of all the documents listed to the right.</p>	<ul style="list-style-type: none"> • The signed and dated acceptance letter from Pride Academy that demonstrates proof of acceptance. • The Transfer Card that is signed by the school Principal and includes the child's 10 digit Student Identification Number from the child's current school. • Immunization Record and Health Records • If appropriate, proof of legal guardianship • Proof of the child's age (birth certificate, passport or baptismal certificate) • 2 forms validating proof of residency (current utility bill and current lease/mortgage statement or two of the following: current cable bill; current phone bill; current bank statement) • Students' Standardized Test Scores and Cumulative Record

7. APPENDICES

D. Copy of Admissions Policy and Application Forms



PRIDE ACADEMY
CHARTER SCHOOL

117 Elmwood Ave, East Orange NJ, 07018

Phone: 973-672-3200 Fax: 973-672-3207

Website: www.prideacs.org

Date: _____

To the family of _____,

Congratulations! We are very pleased to inform you of your acceptance to Pride Academy Charter School as a _____ Grader for the 2009-2010 school year. This letter confirms that we have a roster spot for your child. **In order to ensure your child's enrollment in our school, it is essential that you complete the required student registration forms and submit all documents to Pride Academy as soon as possible.**

In addition, we ask that you confirm your intention to enroll your child in Pride Academy Charter School for the 2009-10 academic year, by completing and signing the statement in the box at the bottom of this letter. If you decide to send your child to another school, please contact Pride Academy immediately and your child's name will be removed from Pride Academy Charter School enrollment.

The following documents must be provided either prior to the lottery or two weeks after the lottery has been drawn and you have been notified of your child's place:

I. Student Identification

Parents must provide identification for each child who wishes to be enrolled in PRIDE Academy Charter School. Acceptable proofs of identification include:

- a copy of the child's birth certificate

II. Parent Identification

Proof of parental identification is necessary for all students. Forms of identification include **one** of the following:

- a NJ Drivers License *or*
- a passport with photo id *or*
- any state issued id

Foster parents and superior court appointed legal guardians must provide proof of custody as well as proof of identification.

III. Verification of Residence

Two forms of residence verification are required from those listed below:

- Lease agreement for housing
- Property Deed
- PSE&G bill (both parts) or verification of electrical service connection*
- Closing Escrow Agreement (Note: PRIDE does not accept opening escrow papers)
- Current Income Tax or Property Tax Documents
- Current Bank Statements
- Current Cable Bill
- Current Water/Trash Bill
- Current Telephone Bill (landline only, not cellular)
- Current Social Services documents

7. APPENDICES

D. Copy of Admissions Policy and Application Forms

*NOTE: in the event a utility connection is used as proof of residency, then a utility bill must be provided again within 45 days to assure continuation of the admissions process.

IV. Immunization Records

Parents must provide a copy of their child's immunization records as required by the State of New Jersey.

V. Transfer Card

As soon as possible, you need to request a transfer card from your child's current school. Residents of Orange and Newark should request a transfer card from your current or neighborhood elementary or middle school. Residents of East Orange should arrange their transfer and registration with the East Orange Enrollment Center at the Church of the Crossroads. To do that, you must schedule a time to meet with their office by calling 973-676-1869 or 973-676-1873. Follow the prompts to set up an appointment. Please bring the following documents with you to your appointment:

- This acceptance letter that provides proof that your child has been accepted to Pride Academy
- Transfer Card that is signed by the school Principal and includes your child's 10 digit Student Identification Number from your child's current school
- Immunization Record and Health Records
- If appropriate, proof of legal guardianship
- Proof of your child's age (birth certificate, passport or baptismal certificate)
- 2 forms validating proof of residency (current utility bill and current lease or two of the following: cable bill; phone bill; bank statement)
- Test Scores
- Your child must accompany you to the interview

Please bring all copies of the above documents as well as the Enrollment Center *Schools of Choice Application* (East Orange residents) to Pride Academy as soon as possible. Your child will not be enrolled in Pride Academy without submission of **all** the documents listed above.

Pride Academy Charter School is committed to igniting success in middle school students of all abilities through a curriculum rooted in the values of peace, respect, integrity, determination, and empathy. Because of our level of commitment, we expect a great deal from your child and your family. We are very confident you can meet our high expectations and that together we can provide your child with an excellent education.

Yours sincerely,

Mrs. Fiona Thomas
Principal

Ms Rose Mary Dumenigo
Assistant Director

<p><i>I intend to enroll my child _____ in</i> (Child's Name) <i>Pride Academy Charter School as a _____ grader for the 2009-10 academic year.</i> (Child's grade)</p>		
<p>----- <i>Parent/Legal Guardian Name (Please Print)</i></p>	<p>----- <i>Parent Signature</i></p>	<p>----- <i>Date</i></p>
<p><i>Student Date of Birth:</i> _____</p>		

7. APPENDICES

E. Copy of Board Resolution Naming the Affirmative Action Officer the Section 504 Officer and the Title IX Coordinator

E. Copy of Board Resolution Naming the Affirmative Action Officer the Section 504 Officer and the Title IX Coordinator

**Pride Academy Charter School
Resolution**

Date: 9-Jun-09

Resolution 8

BE IT RESOLVED that the Board of Trustees for Pride Academy Charter School

**approves the adoption of the following officers for the 2009-2010 school year naming:
Mr Greg Silver as Pride Academy's Affirmative Action Officer
Ms Robin Brower as Pride Academy's Title IX Officer
Ms Katherine Wilcox as Pride Academy's Section 504 Officer**

Motioned Mr. Tiggs

Seconded Ms Albert

RECORD OF BOARD VOTE

X indicates Vote

ABS- Abstain

NP-Not Present

Board Member	Yes	No	NP	ABS	Board Member	Yes	No	NP	ABS
Richards	✓				Brown				✗
Mitchell				✗	Albert	✓			
					Tiggs	✓			

Pendell W. Richards
Board President

[Signature]
Board Secretary

I hereby certify that the foregoing is the true copy of the resolution duly adopted by the Board of Trustees on:

Date 09-Jun-09

Board Vice President
(in absence of Board President)

Board Treasurer
(in absence of Board Secretary)

7. APPENDICES

F. Copy of the School Student Recruitment Plan

F. Copy of the School Student Recruitment PlanSchool Student Recruitment Plan**Pride Academy commits to adhering to the following guidance:**

Provide equal and bias-free access for all students to all school facilities, courses, programs, activities, and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, intellectual or athletic ability, disability or socioeconomic status. N.J.A.C. 6A:7-1.7 & (g); Titles VI & VII, Civil Rights Act of 1964; Title IX, Education Amendments of 1972; Section 504, Rehabilitation Act of 1973; N.J.S.A. 10:5 IDEA of 1997; Guidelines for Eliminating Discrimination and Denial of Services in Vocational Education (1989), U.S. Supreme Court, 1982; Plyer v. Doe

In order to ensure that the regulations and policies are applied in an ethical and just way and all students in the school's three districts of residence have equal access to admissions, the following recruitment steps will be followed:

- Fliers, brochures, and applications will be distributed through community organizations such as the YMCA, the Boys and Girls Club, Boys and Girl Scouts, youth groups, and faith-based organizations in all 3 districts.
- Pride Academy Charter School will seek publication through media sources including local papers, cable access bulletins, radio, and the Internet in all 3 districts of residence.
- Pride Academy Charter School will maintain a web site to provide information about the school mission, goals, curriculum, special programs, and admissions procedures.
- Pride Academy Charter School will take advantage of any invitations or opportunities to participate in school fairs that promote educational opportunities and choices.
- Pride Academy Charter School will maintain appropriate signage outside the school building to promote the presence of the school in the community.
- Pride Academy Charter School will develop a cadre of Student Ambassadors who will participate in admissions and public relations events.
- Pride Academy will develop a calendar of Open Houses/Informational events and tours for prospective families.
- Pride Academy Charter School will commit to honoring our Mission and practicing our core values in order to continue to develop our reputation as a school of excellence.

7. APPENDICES

G Copy of the School Staff Recruitment and Retention Plan

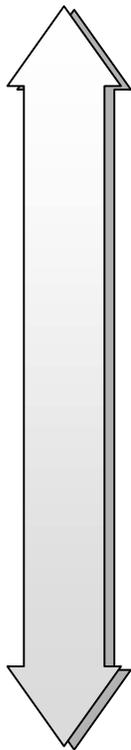
G. Copy of the School Staff Recruitment and Retention Plan

School Staff Recruitment and Retention Plan

Pride Academy is equal opportunity employer and respects diversity in the workplace. Applicants for employment are considered without regard to race, creed, color, national origin, ancestry, marital status, age, affectional or sexual orientation, gender, disability, religion, or socioeconomic status.

The Board of Trustees and school administration pledge to recruit and retain highly qualified, dedicated, and professional staff members with diverse backgrounds, talents, and experiences. We hold high expectations for our staff and seek individuals who are committed to supporting our school vision in attaining excellent student achievement results, developing positive school-home partnerships, engaging in lifelong learning, and taking an active role in building a strong, united school community.

Recruitment Timeline



March Attend Statewide Charter School Job Fair CPSA
April Attend Seton Hall University Educators Career Fair
May Attend William Paterson University Career Fair
May Attend Kean University Job Fair
May Screening, Interviews, Visits and Lesson Demonstration
June / July Screening, Interviews, Visits and Lesson Demonstration

7. APPENDICES

G Copy of the School Staff Recruitment and Retention Plan

Recruitment Activities

Staff recruitment typically begins in March and extends until mid-July or until positions are filled. Activities involve the following:

- Surveying current staff to gauge their level of intent/interest in returning to Pride Academy Charter School
- Attendance of school personnel at job fairs in March and April
- Advertising in the Star Ledger
- Advertising on-line with NJ Hire
- Networking with other Charter School leaders and sharing resumes
- Consideration of high-performing current substitute teachers for teaching positions and promotion of current personnel
- Recommendations from current employees

Application Review and Job Interview Procedures

The application review and job interview process includes the following steps:

- Resumes are examined for qualifications and compliance with NCLB Highly Qualified requirements, experience, willingness to commit to the School mission and vision, and preparedness for an urban teaching assignment
- Phone calls are made to selected candidates who are interviewed using a standard interview protocol that includes the following

Phone Interview Questions

1. Why are you interested in teaching/working at Lady Liberty Academy Charter School?
2. Why did you become a teacher/social worker etc?
3. Why are you interested in teaching/working in Newark versus teaching in the suburbs?
4. What have your prior teaching/work experiences been like?
5. What has been your greatest success in the classroom/work place?
6. One of the biggest challenges in urban teaching is classroom management. How have you dealt with that challenge in your teaching?
7. What kinds of students do you enjoy working with?
8. Are you certified? Willing to become certified?

questions:

Figure 2 – Telephone interview questions.

7. APPENDICES

G Copy of the School Staff Recruitment and Retention Plan

- Candidates are then scheduled for a face-to-face interview with an interview committee comprised of administrators, specialists, support personnel, and teachers from various grade levels and subject areas.
- After conferencing with committee members, the strongest candidates are then invited to teach a demonstration lesson (teacher candidates) or come in for a second interview (support position candidates).
- The committee convenes again to discuss observations and further insights gleaned in the debriefing of the lesson and/or second interview.
- A reference check is completed before the selected candidate is offered a contract.
- Tools that assist the interview committee in asking an equitable and standard set of questions to the candidates and compiling information during recruitment efforts at job fairs comprise of *Teacher Interview* protocol.

Retention Strategies and Activities

The following activities, programs, and strategies are designed to contribute to the retention of staff at Pride Academy Charter School:

- Maintaining a safe and supportive work environment
- Encouraging the growth of teacher-leaders and offering opportunities for active participation in school policy decision making
- Providing a meaningful, relevant, embedded range of professional development services and opportunities that address staff member needs and school-wide academic and non-academic goals
- Providing mentoring and support for new, beginning, and alternate route teachers
- Offering a viable and comprehensive health benefits and pension program
- Offering salaries that approach comparable charter school salary scales for qualifications and experience
- Offering annual increments/increases in salary based on performance
- Provision of stream-line tenure
- Provision of a Grievance Committee process for resolution of work-related conflicts/grievances

7. APPENDICES

H. Copy of Self-Evaluation and Accountability Plan

H. Copy of Self-Evaluation and Accountability Plan

Pride Academy Self-Evaluation and Accountability Plan 2008-2009

A. What are our self-evaluation and accountability goals and objectives?	B. What activities do we have to perform to accomplish our self-evaluation goals and objectives?	C. In what order and by what dates do the activities have to be completed?	D. Who will be responsible for carrying out each proposed activity?	E. What costs are involved in regard to staff time &/or dollars?	F. How well did we accomplish our goals and objectives? Were they accomplished on time? What follow-up actions are required?
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Self-Evaluation Goals and Objectives	Activities Required to Achieve Our Goals and Objectives	Timeline for Each Activity and/or Completion Date	Staff Responsible (Accountabilities for Each Activity)	Costs or Resources Required	Evaluation of Progress and Next Steps
To assess the articulation and visibility of the Mission in our school community.	<ul style="list-style-type: none"> Administer surveys to all main Smallholders in our school community to evaluate their understanding of our Mission and ability to articulate it in their own words. Maintain a log of the frequency and context within which the Mission is presented and communicated to stakeholders. (for example: faculty and board of trustee meetings; school-wide events and assemblies; curriculum integration with the PRIDE project; public relations materials such as brochures, web-site; newsletters; visual display in the school and classrooms. Maintain, review, and update Pride Academy Charter School's CEP and needs assessment. 	<ul style="list-style-type: none"> Trimester basis checks Bi-annually 	<ul style="list-style-type: none"> Principal Teachers Parent Leaders Board President Affirmative Action officer and Team 	None	To be completed on a quarterly basis.
To monitor the process of curriculum development and revision.	<ul style="list-style-type: none"> Establish a timeline for review and development tasks to be completed and maintain a log of progress. Create a schedule of designated times for teacher-leader led committees to gather feedback and review and evaluate curriculum including scope, sequence, pacing, materials, assessments, alignment of NJCCCS and State tests, and integration of PACS Learning Cycle, PRIDE values and Project Pride Performance Exhibitions. Prepare a summary of tasks completed and include the data in the Annual Report 	<ul style="list-style-type: none"> Trimester basis Prepare schedule in August August 	<ul style="list-style-type: none"> Principal Teacher-Leaders 	Stipends for summer and after school work	To be completed on a quarterly and annual basis.
To monitor and coordinate school based and State mandated NCLB assessments.	<ul style="list-style-type: none"> Create a timeline of dates/benchmark events related to the administration of tests. Create and maintain a schedule of 	<ul style="list-style-type: none"> August of each new year 	<ul style="list-style-type: none"> Principal Leadership team 	None	To be completed on an ongoing and annual basis.

7. APPENDICES

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Self-Evaluation Goals and Objectives	Activities Required to Achieve Our Goals and Objectives	Timeline for Each Activity and/or Completion Date	Staff Responsible (Accountabilities for Each Activity)	Costs or Resources Required	Evaluation of Progress and Next Steps
	<ul style="list-style-type: none"> benchmark meetings and workshops for faculty to report on and analyze assessment data. Collect, reduce, analyze and report data 	<ul style="list-style-type: none"> August of each new year and ongoing Annually in July of each year 			
To monitor the implementation of professional development (PD) and assess staff PD needs	<ul style="list-style-type: none"> Administer staff survey and administer and collect workshop evaluations Analyze data, prepare report & share with school staff Conduct a review of Portfolios and PIP development 	<ul style="list-style-type: none"> Annually in May and workshop evaluations after each workshop Annually in June Trimester basis and Annually in June 	<ul style="list-style-type: none"> Principal & Administrative Assistant 	None	To be completed on a quarterly and annual basis.
To evaluate Staff and Administration	<ul style="list-style-type: none"> Establish a timeline for staff and administrator evaluations Conduct evaluations and maintain a log of the clinical supervision process. Conduct Annual Performance Review evaluations of all staff Conduct teacher portfolio review. 	<ul style="list-style-type: none"> Prepare schedule in August Administrator evaluations in February At least one formal evaluation of tenured instructional staff to be completed by April At least three formal evaluations of non-tenured instructional staff to be evenly spaced out and completed by April Annual Performance Reviews of all staff to be completed by June Portfolio review conducted on a quarterly basis 	<ul style="list-style-type: none"> Principal Board of Trustees 	None	To be completed on an annual basis
To evaluate Parent, Student and Staff Perceptions	<ul style="list-style-type: none"> Establish a timeline for the administration of surveys to all school constituents. Administer, gather and analyze data from surveys Share results with school constituents 	<ul style="list-style-type: none"> Set timeline in August Annually in March Annually in May and in the Annual Report 	<ul style="list-style-type: none"> Principal School Secretary Dean of Students 	None	To be completed on an annual basis.
To evaluate and monitor Community Involvement and Partners	<ul style="list-style-type: none"> Maintain a log of activities, outreach events, and securing of partners Prepare a summary report to include in Annual Report 	<ul style="list-style-type: none"> Ongoing as activities and events occur August 	<ul style="list-style-type: none"> Principal Assistant School Director School Secretary Dean of Students 	None	To be completed on a quarterly and annual basis.
To evaluate Student Recruitment and maintain stable and constant Enrollment	<ul style="list-style-type: none"> Establish a timeline of recruitment tasks and responsibilities and share with staff. Maintain a log of recruitment and enrolment activities and events. Complete State mandated enrolment counts. Summarize data and prepare a report in Annual Report. 	<ul style="list-style-type: none"> Review timeline in August Ongoing Bi-annually in October and June August 	<ul style="list-style-type: none"> Principal Office Manager 	None	To be completed on a quarterly and annual basis.
To monitor student code of conduct	<ul style="list-style-type: none"> Maintain accurate records of disciplinary actions. Administer parent/teacher/student surveys Maintain and complete the EVVRS reporting system 	<ul style="list-style-type: none"> Ongoing Annually in March 	<ul style="list-style-type: none"> Dean of Students Student Life/Code of Conduct Advisory Committee 	None	To be completed on a quarterly and annual basis.

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Self-Evaluation Goals and Objectives	Activities Required to Achieve Our Goals and Objectives	Timeline for Each Activity and/or Completion Date	Staff Responsible (Accountabilities for Each Activity)	Costs or Resources Required	Evaluation of Progress and Next Steps
	<ul style="list-style-type: none"> Maintain a log of positive discipline and leadership activities and events Establish a timeline of discipline review tasks and an advisory committee composed of teachers, administrators, parents, student leaders, and community partners Set aside time for the discipline committee to meet and review policies, positive reward and classroom management systems and discipline data. Gather, analyze and report data in Annual Report 	<ul style="list-style-type: none"> Ongoing Annually in August Trimester basis August 			
To monitor Staff Recruitment and Retention.	<ul style="list-style-type: none"> Establish a Faculty Life committee to give input and work on initiatives to maintain and sustain a positive professional learning community. Develop and maintain PR materials and web site Attend job fairs Advertise positions on NJ Hire and newspapers Network and advertise positions in colleges and universities Summarize and report data in Annual Report 	<ul style="list-style-type: none"> Annually in August and ongoing check-in Ongoing Annually in February-May As required Annually in February-May 	<ul style="list-style-type: none"> Principal Assistant School Director Faculty Life Committee 	None	To be completed on a quarterly and annual basis.
To evaluate Board composition/Duties/Policies.	<ul style="list-style-type: none"> Establish and review roles and responsibilities of all Board members. Establish a schedule of Board retreats and trainings. Maintain a log of policies that are reviewed and adopted by the Board Summarize accomplishments and activities and report in Annual report. 	<ul style="list-style-type: none"> Annually in August Annually in August Ongoing August 	<ul style="list-style-type: none"> Board President Principal Leadership team 	None	To be completed on a quarterly and annual basis.
To monitor Fiscal Functions and Reporting.	<ul style="list-style-type: none"> Complete and fulfill all action plan steps involved in EWEG and accounting of government grant funds Complete and fulfill all action plan steps involved in the Audit and Comprehensive Annual Report 	<ul style="list-style-type: none"> Annually in August Annually August -November 	<ul style="list-style-type: none"> Principal Leadership team Board of Trustees Business Administrator Auditor 	None	To be completed on an annual basis.
To monitor and evaluate Special Education Implementation.	<ul style="list-style-type: none"> Designate a coordinator of Special Education services Conduct timely IEP reviews with all appropriate personnel Conduct annual reviews and three year reevaluations as pursuant to N.J.A.C. 6A:14 Conduct a State mandated Self-Assessment of the special education 	<ul style="list-style-type: none"> Annually in August November, January, March and June Annually and as required tri-annually As required 	<ul style="list-style-type: none"> Principal Special Education teachers and general education teachers Child Study Team members Special Education Coordinator 	None	To be completed on a quarterly and annual basis.

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	<ul style="list-style-type: none"> program when directed by NJDOE Summarize and report findings in Annual Report 	<ul style="list-style-type: none"> August 			
To monitor and evaluate At-risk Student programs	<ul style="list-style-type: none"> Administer in-house assessments to gather base line data for all new students Create pre-test style placement assessments in math and literacy for all grades. Collect, reduce, analyze and report data Review the effectiveness of the menu of at risk student programs and interventions 	<ul style="list-style-type: none"> June-August September Fall and ongoing Annually 	<ul style="list-style-type: none"> Principal Assistant School Director I&RS team 	None	To be completed on a quarterly and annual basis.
To monitor and evaluate LEP Student Programs.	<ul style="list-style-type: none"> Administer an assessment of LEP identified students with the MAC II Test of English Language Proficiency. Collect, reduce, analyze and report data Create a timeline of evaluation dates/benchmarks at which time student progress is assessed and the program service is monitored to ensure that it is adequately meeting student needs. 	<ul style="list-style-type: none"> Targeted as required August 	<ul style="list-style-type: none"> Principal ESL Certified teacher Lead Teacher in Literacy 	None	To be completed on a quarterly and annual basis.
To monitor and evaluate Co-curricular programs.	<ul style="list-style-type: none"> Maintain a log of co-curricular activities. Administer, gather and analyze data from evaluation surveys from students and teachers Prepare a summary report to include in Annual Report 	<ul style="list-style-type: none"> Ongoing March August 	<ul style="list-style-type: none"> Principal Dean of Student Life Leadership team Administrative assistant 	None	To be completed on a quarterly and annual basis.
To assess students' participation in community service activities.	<ul style="list-style-type: none"> Create a timeline of benchmark dates/activities/performance exhibitions related to grade level Pride Projects. Maintain a log of all activities related to the implementation and completion of grade level Pride Projects. Video tape performance exhibitions of final culminating presentation of Pride Projects 	<ul style="list-style-type: none"> August of each new year Ongoing May-June of each year 	<ul style="list-style-type: none"> Principal Assistant School Director Leadership team Teachers Parent council 	Costs associated with travel expenses/speakers/PR	To be completed on a quarterly and annual basis.
To monitor SEAP Implementation.	<ul style="list-style-type: none"> Create a timeline of dates/meeting times and benchmarks for completion of activities to share with appropriate staff Summarize and report findings in Annual Report 	<ul style="list-style-type: none"> August of each new year July at the end of the year 	<ul style="list-style-type: none"> Principal Leadership team 	None	To be completed on an annual basis.
Academic Goals					
1. To assess the achievement of Pride Academy Charter School's first academic goal: to facilitate student growth in fundamental literacy skills.	<ul style="list-style-type: none"> Create, administer and analyze Pride Academy Charter School yearly literacy pre-test survey tests for grades 5-8. Administer and analyze Pride Academy Charter School series of interim grade-wide literacy tests for grades 5-8. 	<ul style="list-style-type: none"> On students' entry to the school Bi-monthly basis 	<ul style="list-style-type: none"> Principal Assistant School Director Leadership team Teachers 	Per diem substitute stipends to cover teachers for release for collaborative planning and analysis of assessment results	To be completed on a quarterly and annual basis.

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Self-Evaluation Goals and Objectives	Activities Required to Achieve Our Goals and Objectives	Timeline for Each Activity and/or Completion Date	Staff Responsible (Accountabilities for Each Activity)	Costs or Resources Required	Evaluation of Progress and Next Steps
	<ul style="list-style-type: none"> Administer and analyze the NJASK ELA assessment for grades 5-8 Administer and analyze classroom-based mid-term and final exams in ELA Collect, reduce, analyze and report data 	<ul style="list-style-type: none"> Annually in April/May Mid-year and June Annually in June 			
<p>2. To assess the achievement of Pride Academy Charter School's second academic goal: to facilitate student growth in fundamental mathematic skills.</p>	<ul style="list-style-type: none"> Create, administer and analyze Pride Academy Charter School yearly math pre-test survey tests for grades 5-8. Administer and analyze Pride Academy Charter School series of interim grade-wide math tests for grades 5-8. Administer and analyze the NJASK math assessment for grades 5-8 Administer and analyze classroom-based mid-term and final exams in math Collect, reduce, analyze and report data 	<ul style="list-style-type: none"> On students' entry to the school October, January, March Annually in April/May Mid-year and June Annually in June 	<ul style="list-style-type: none"> Principal Assistant School Director Leadership team Teachers 	Per diem substitute stipends to cover teachers for release for collaborative planning and analysis of assessment results	To be completed on a quarterly and annual basis.
<p>3. To assess the achievement of Pride Academy Charter School's third academic goal: to instill the higher order thinking habits of The PACS Learning Cycle in its students.</p>	<ul style="list-style-type: none"> Administer and analyze the PACS Learning Cycle end of year student questionnaire. Administer and utilize the PACS Learning Cycle end of year questionnaire scoring rubric. Administer and utilize the PACS Learning Cycle application rubric. 	<ul style="list-style-type: none"> Annually in May-June Annually in May-June Ongoing and trimester reviews 	<ul style="list-style-type: none"> Principal Leadership team Teachers 	None	To be completed on a quarterly and annual basis.
Non-academic Goals					
<p>1. To assess the achievement of Pride Academy Charter School's first non-academic goal: to create a safe, peaceful, and structured learning environment.</p>	<ul style="list-style-type: none"> Complete the EVVRS report and report results Maintain and evaluate the Pride Academy Charter School annual record of student incidents. Administer, gather and analyze quantitative and qualitative data from Pride Academy Charter School's annual parent surveys. Maintain a log of positive leadership opportunities and evidence of positive communication. 	<ul style="list-style-type: none"> Ongoing and annually in June and September (report) Ongoing and annually in June March Ongoing 	<ul style="list-style-type: none"> Dean of Students Principal Leadership team Teachers 	None	To be completed on a quarterly and annual basis.
<p>2. To assess the achievement of Pride Academy Charter School's second non-academic goal: to establish and support an active professional learning community.</p>	<ul style="list-style-type: none"> Maintain Pride Academy Charter School's annual record of professional development staff participation and licensed provider numbers. Implement, sustain, and evaluate Pride Academy Charter School's professional portfolio program. Maintain Pride Academy Charter 	<ul style="list-style-type: none"> Ongoing Ongoing Ongoing Ongoing March Ongoing and August of each new 	<ul style="list-style-type: none"> Principal Leadership team 	Per diem substitute stipends to cover teachers for release for workshops, school visits, collaborative planning	To be completed on a quarterly and annual basis.

7. APPENDICES

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Self-Evaluation Goals and Objectives	Activities Required to Achieve Our Goals and Objectives	Timeline for Each Activity and/or Completion Date	Staff Responsible (Accountabilities for Each Activity)	Costs or Resources Required	Evaluation of Progress and Next Steps
	School's annual record of in-house teacher-led workshops <ul style="list-style-type: none"> • Administer, gather, and analyze quantitative and qualitative data from Pride Academy Charter School's annual teacher surveys. • Maintain and evaluate teacher PIPS and performance reviews 	year and June at the close of the year			
3. To assess the achievement of Pride Academy Charter School's third non-academic goal: to foster and encourage parent involvement and collaboration.	<ul style="list-style-type: none"> • Maintain and evaluate Pride Academy Charter School's system of documenting dated parent sign-in sheets for workshops, meetings, and committee attendance. • Maintain and evaluate Pride Academy Charter School's menu and log of events documenting frequency, variety, and focus of parent workshops, orientations, committee work, Parent Council meetings, volunteer work, and teacher-parent collaborative settings. • Administer, gather, and analyze quantitative and qualitative data from Pride Academy Charter School annual parent surveys. 	<ul style="list-style-type: none"> • Ongoing • Ongoing • March 	<ul style="list-style-type: none"> • Principal • Assistant School Director • Leadership team 	None	To be completed on a quarterly and annual basis.

7. APPENDICES

I. Receipts from the Districts of Residence

I. Receipts from the Districts of Residence

Receipts are enclosed in the binder of the original copy of the Annual Report submitted to NJDOE

7. APPENDICES

J. Parent Survey Form and Responses

J. Parent Survey Form and Responses

**Pride Academy Charter School
2008-2009 PARENT SURVEY**

Please read each statement carefully and then fill in the circle that best represents your feelings. When you have completed both front and back of the survey, please return the survey to the Main Office. Surveys will be collected and mailed directly to the Board President for the Board's review.

Please fill in the circles for all grades in which you have students.			
5 ○	6 ○	7 ○	8 ○

Parent/Guardian Name:
(optional)

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
Student Achievement				
1. Our school is meeting the academic needs of your child.	○	○	○	○
2. Our school is meeting your child's needs in developing reading and writing skills.	○	○	○	○
3. Our school is meeting your child's needs in developing math skills.	○	○	○	○
4. Our school is meeting your child's needs in developing computer and technology skills.	○	○	○	○
5. High academic expectations are held for your child at our school.	○	○	○	○
6. Your child's progress is regularly and systematically assessed and evaluated.	○	○	○	○
7. Assessment information is regularly communicated to students and parents.	○	○	○	○
8. Our school provides opportunities for your child to be involved in extracurricular activities.	○	○	○	○
School Climate				
9. Our school has a positive climate.	○	○	○	○
10. All students are welcomed and included at our school.	○	○	○	○
11. The physical condition of our school is welcoming.	○	○	○	○

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J. Parent Survey Form and Responses

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
12. Our school is a safe place to work and learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Our school is meeting your child's needs in developing social skills.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Our school provides clear expectations for student behavior in the school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Our school has established clearly defined core values for behavior.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Staff members at our school uphold and model the core values for our students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Students are rewarded for upholding the core values at our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Rules related to behavior are enforced consistently at our school.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent Relations				
19. In our school, staff members work hard to maintain positive relations with parents.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Our school welcomes the participation of parents (for example, volunteering).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Our school invites the input of parents in school-planning activities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Parents are actively involved in decision-making that affects their children.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Open Ended Questions

1. What is your overall opinion of the school?
2. What is your opinion of your child's teacher?
3. What is your opinion of the school principal?
4. Do you anticipate enrolling your child for the next school year? (Yes/No) If not, why not?
5. If you could change one thing about the school, what would it be?
6. How is Pride Academy different from the last school attended by your child?

7. APPENDICES

J. Survey Forms and Responses

Open Ended Questions: Detailed Responses

1.

What is your overall opinion of the school?	What is your opinion of your child's teacher?	What is your opinion of the school principal?	Do you anticipate enrolling your child for the next school year? (Yes/No) If no, why not?	If you could change one thing about the school, what would it be?	How is Pride Academy different from the last school attended by your child?
Quite favorable, what a fantastic environment for my son and his peers to thrive in.	Mr. G, Ms C, Ms. B, Mr. D & Mrs Thomas are exceptional role models. Kudos to them.	These children will all blossom in Mrs. Thomas' presence because she sees the good in them and encourages the best out of them.	Yes. Definitely.	School seven days a week -> my son is going to hate me for saying this.	Pride Academy abides and upholds the core values that are taught at home.
It could be better. I believe is talking to kids before you suspend them for every little thing & always believing with one say about the other (strongly agree the school could be better).	She is very nice	Very anti-social. Never really talk to the parent. Need help with social skills.	Unsure Ask me in June 2009.	The principal and appearance the school could be better. The Dean should talk to the kids before suspending them all the time.	Pride Academy is okay. But could be better.
Pride Academy is doing a great job.	Most teachers are very supportive and caring.	Mrs. Thomas is just wonderful, focused and very good at what she's doing	Yes	Pride really needs to invest in a breakfast program or set the morning schedule to where children can eat but not in a rushed manner.	Pride offers discipline and core values.
I like the overall idea of what's going on in the school. I disagree with the fact of no text books.	The teachers are good. I only ask that they keep in touch when my son is not doing well.	The principal is very good. She is always around making sure the kids are leaving, going home. She's very stern.	Yes. I like the rules and policies enforced per the children, it helps to keep them on the right track.	To give the kids text books. Some kids are slower learners and need more reinforcement, this would strongly help.	The school is better controlled. No loud kids, no violence. Attention span more better most of the time and rewarding the kids for positive behavior.
I think the school is very professional, positive and challenges the kids to do their best.	My opinion of my child's teacher is she is very caring and professional.	The school principal is very hands on, involved, friendly and stern when she needs to be.	I wish I could have kept her here for high school. No she is in the 8th grade.	Nothing at this time.	Pride is different because the staff takes pride in their work and shows lots of love for the children.
Good place for learning.	Very good teachers	She is a very hard working person.	Yes		
It is okay.	They are very nice.	She's a nice and respectful mother.	Yes.	Gym so they can have basketball.	Its working harder on the literacy.
Good school	Very nice	Good	Yes		
Conducive to learning.	OK	Very professional	Yes		A whole lot, due to new rules the kids need to uphold.

7. APPENDICES

J. Survey Forms and Responses

What is your overall opinion of the school?	What is your opinion of your child's teacher?	What is your opinion of the school principal?	Do you anticipate enrolling your child for the next school year? (Yes/No) If no, why not?	If you could change one thing about the school, what would it be?	How is Pride Academy different from the last school attended by your child?
It is a good school. It has a sense of a catholic/private school goals and setting.	My child's teacher is good. She is very in tune with the behavior / hormonal change in children this mental age.	The school principal from my experience is doing a good job. Training another person's child is never easy.	Yes.	Just a little bit more extracurricular activities, but this is only the first year.	It addresses the behavior / negative issues in my child immediately - allowing parent intervention and correction.
Pride is an excellent school that models for the children what they will need to succeed in life.	The teachers that I've met seem pleasant and confident about my child's education.	Oh so pleasant! She makes calls to the kid's homes when necessary - the best!	Yes	The school could be larger I guess.	The teachers are more caring, the classes are smaller, homework is more intense, the staff at Pride expect more from the children. The children have respect for each and every one there.
Very good school, very educational and they stand by the word Pride.	I have found no complaint concerning his teachers.	So far I have no complaint about the Principal. I like her standards to a T.	Yes Yes Yes!	Closer to my home so far as the distance.	They are learning Value not Fashion, and things that are important as far as Education, and that alone speaks well for me.
This school is to strict and needs to loosen up	She is the best supportive teacher.	She is very kind.	No, school is not enough extra curriculum activities.	I would change the Dean, the behavior charts and the uniform expectation (blk socks blk shoes) etc. Lateness apologizes. Discipline policy too rigid, needs room for understanding and compromises. Levels of punishment.	Other school had more extra curricular activities and basketball.
I like the school.	She's fine.	She's welcoming and involved.	No, she will attend out of district.		Higher standards for the students academic & social.
Pride Academy has helped my daughter to remember that being positive is a must.	I am thankful that my daughter has caring teachers. My daughter looks forward to being in class.	The principal really seems to be in touch with the students and staff.	Yes.	Unknown.	The children wears a uniform.
Good	My child's teacher is great. She communicates problems and concerns as they are developing.	Honestly, I hardly know the principal. However, from a distance she seems wonderful for the fact that she takes the time to welcome each student every day with a handshake.	Yes.	Increase the funding it receives.	Many way. They are all good: discipline, length of school day, quality of work and more.
Not positive.	Wonderful caring person	No comment.	Can't answer at this time.	Safety - Security	It really isn't just new faces.

7. APPENDICES

J. Survey Forms and Responses

What is your overall opinion of the school?	What is your opinion of your child's teacher?	What is your opinion of the school principal?	Do you anticipate enrolling your child for the next school year? (Yes/No) If no, why not?	If you could change one thing about the school, what would it be?	How is Pride Academy different from the last school attended by your child?
I love this school is teaching my child core values.	I love my child's teacher because they love what they do and they love to teach my child.	I enjoy watching her care about the kids, she loves her job and she's good at what she does.	Yes, I want my child to attend this school until he graduates. I love the staff. Everybody is so nice.	I wouldn't change anything.	The teachers have a love for teaching, they care if the kids are learning as well as how they are doing as a person. Pride Academy enforces good rules and encourages the children to do their best.
Better to the last school.	Very helpful	Very good	Yes.		The teachers at Pride Academy take their jobs very serious and the other school lacked in that area. I do thank the other school preferred to use other methods of discipline rather than suspension.
I love the teacher's dedication and the positive attitudes of all of them.	I feel the teachers care about teaching and care about the students.	I feel Ms Thomas needs to visit the disciplinary actions. All incidents do not require suspension.	Not sure. I love the teachers but do not appreciate the administration.	Having other disciplinary actions other than suspension.	
I think the school is a good disciplinary atmosphere for the future children of tomorrow. They really challenge the children.	They are good achievers to get the best from my child. They push her to exceed beyond the norm or average.	She is very patient and has great expectation from each student.	Yes.	They need security guards. I would change the way they accept students. I would think to test all students before they are accepted.	
	All of them are very kind and passionate about teaching.	Quiet.	Yes.	Water fountains would be added. 3:30 would of dismissal instead of 4pm.	1. Not as bright. 2. Students have books to take home. 3. Less suspension. 4 Students did not wander and make noise in hallways. 5. Did not talk back to teachers.
The CORE values at the school, the discipline at the school is great. Overall its good. However, it is fairly new and it's a work in progress. There are a lot of things the school needs and once received hopefully thing will progress more quickly.	My child's teachers are wonderful. They have excellent vision for the students and work hard at making sure our children succeed. Most of them I have daily interaction with and inform me of my child's progress.	Mrs. Thomas is a very nice lady. I don't know how she is doing during school hours but from what I see at the beginning of the day is a very shy, humble person, whereas I wonder if she ever raises her voice.	Yes, because I like consistency in education. That would be his last year and then he's off to high school. Pride I believe is very good with helping him make plans for high school.	The school could offer more challenges to students that are more advanced beyond your basic work. I would like for the kids to work from textbooks.	It is very different. Although slightly behind in some ways as far as curriculum it is however more controlled, smaller class. Personal attention is paid to the children and that is what the children need.

7. APPENDICES

J. Survey Forms and Responses

What is your overall opinion of the school?	What is your opinion of your child's teacher?	What is your opinion of the school principal?	Do you anticipate enrolling your child for the next school year? (Yes/No) If no, why not?	If you could change one thing about the school, what would it be?	How is Pride Academy different from the last school attended by your child?
The school needs more activity for the students, otherwise from that the school is safe.	Very good.	The principal of Pride Academy, Mrs Thomas is very good. Mrs Thomas always have the time to listen to a parent.	No. Why, because she is going to high school.	The one thing I would change about the school is the lunch room. I know this is a new school but the lunch room need to be bigger.	The difference is that there are not a lot of students at Pride Academy, so the teachers have more time for each and every student in their class.
I'm not too fine of the school. I don't see the benefits.	I like all of my child teachers.	She seems very nice and she seems to be really trying to make the school work.	I'm hoping not because the school seems very unorganized. I don't feel education is the #1 focus of Pride Academy.	The behavior policy. Only because I feel that it is excessive!! All of the time spent on suspension is taking away from the children education.	Pride Academy seems to be more focus on proving a point, making a mark than in the kids actual education. My daughter previous school (Jackson Academy) was very much Academics. And was very hands-on. I really regret pulling her out. But she would be finish is year anyway & I thought Pride Academy would give her a better chance.
Since the opening of Pride Academy I have been impressed with the concern of Ms Thomas & the teachers concern for the education & behavior of the students.	I think my grandson's teacher & teachers are the best of the best. He has nothing but good things to say about them and so do I.	Ms Thomas has faced difficult situations and has overcome them with patient & leadership. She is truly an example for other teachers to follow.	Yes	There is a need for after school programs for student who are having difficulty in certain subjects.	Pride is 180 degrees better in all ways.
The people who work there are really nice.	She is a good teacher.	She is a really great principal, I think the school should hold more activities for children to get more motivated about being in school.	Yes. The school is very good.	The strictness of the school is a little to strict to the children. Also the price of a uniform is too expensive.	The last school started at pre-kindergarten & ended at 4th grade. But the last school had beef patties.
Overall, I like what I'm seeing, the dedication of the staff, the welcoming environment, makes me feel confident that I made a good choice in enrolling my daughter here.		I like Ms. Thomas, she seems to be very dedicated to that school and its overall success.	Yes.	The students really need lockers. I don't like the idea that the students carry their belongings with them all day. Those book bags are heavy. There needs to be lockers so they can lighten their loads during	The biggest difference that I see is that Mr. P has a different way of teaching math. My daughter used to HATE math but she Loves it now. She enjoys doing her math homework, I don't have to bug

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I am truly pleased with Pride Academy. I feel like since school started they are constantly making improvements.	I feel like all of my child's teachers are going above and beyond to help my child. I want to give special acknowledgment to Mr Powell for giving my son extra help with math.	Ms Thomas is wonderful for the school. She is truly dedicated the children at the school. I truly appreciate that she makes sure my child is safe in and out of the school building.	Yes.	the day. I would like to see more after school activities, field trips for the students. Also the children need lockers to house all of their books.	her about it. I love that she enjoys math. My hat goes off to Mr. P. You are doing an excellent job. Your hard work and dedication is paying off. I loved my child's elementary school. However, our local middle school produces an environment that is no conducive to learning. I need to know that my child is safe.
	He ok	She ok, quite	Yes. Maybe!!	To lower there suspensions & the way some people talk to the children and put on airs when we are there	The other school was great I had no problems at the other school.
It was open to soon? All school must have a water fountain and this one has not got one Why!!!	I think he's a great teacher. I have no problems at all.	I feel things could be better with her.	Yes. Maybe	I feel that you should lower your standard for suspension.	There's no difference but there was a guard at the doors so that the children couldn't just walk out when they got ready.