



# **PRIDE ACADEMY CHARTER SCHOOL**

## **ANNUAL REPORT 2009-2010**

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

**SUBMITTED:  
July 30<sup>th</sup> 2010**

## TABLE OF CONTENTS

<b>SCHOOL DESCRIPTION.....</b>	<b>1</b>
<b>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.....</b>	<b>2</b>
<b>Academic Goals and Objectives: Assessment Results .....</b>	<b>2</b>
Discussion of Progress: State Assessment Results (2008-2009) .....	4
Discussion of Results: NJASK Assessments .....	9
Discussion of Progress: School Wide Interim Assessments .....	14
Discussion of Progress: PACS Learning Cycle Assessments .....	26
High School Placement .....	29
List of High Schools that Accepted Pride Academy Graduates: .....	30
<b>Non-Academic Goals and Objectives: Assessment Activities .....</b>	<b>33</b>
Assessment Procedures .....	33
<b>Non-Academic Goals and Objectives: Assessment Results.....</b>	<b>33</b>
Assessment Results and Discussion of Progress .....	33
<b>2. REVIEW OF PROGRESS: INCORPORATING THE NJCCCS, DELIVERING AN EDUCATIONAL PROGRAM LEADING TO HIGH ACHIEVEMENT FOR ALL STUDENTS .....</b>	<b>47</b>
<b>Incorporation of New Jersey Core Curriculum Content Standards.....</b>	<b>47</b>
Summary of Curriculum Development Progress .....	47
Curriculum Needs and Planned Activities .....	50
<b>Delivery of Educational Program Leading to High Achievement for all Students.....</b>	<b>52</b>
Delivery of Services to At-Risk Students .....	52
Innovative Programs and Practices .....	57
<b>3. REVIEW OF SCHOOL GOVERNANCE AND MANAGEMENT ACCOMPLISHMENTS.....</b>	<b>70</b>
<b>Board of Trustees.....</b>	<b>70</b>
Summary of Accomplishments .....	70
Policies .....	70
Board Members .....	71
Biographical Information.....	71
Training .....	73
Anticipated Issues .....	73
<b>School Administrators .....</b>	<b>74</b>
Summary of Accomplishments .....	74
Changes in School Leadership.....	75
<b>4. DESCRIPTION OF ACTIVITIES TO INVOLVE PARENTS AND COMMUNITY MEMBERS AND PUBLIC RELATIONS AND OUTREACH ACTIVITIES.....</b>	<b>76</b>
<b>Parental Involvement Activities and Outcomes .....</b>	<b>76</b>

Outreach Procedures .....	76
<b>Community Involvement Activities and Outcomes .....</b>	<b>77</b>
Outreach Procedures .....	77
School/Community Activities.....	77
Parent Satisfaction .....	78
Parent Information .....	85
Training/Support .....	85
Plans .....	86
<b>Public Relations and Outreach Activities and Outcomes .....</b>	<b>86</b>
Public Relations Activities.....	86
Accountability and Plan .....	89
<b>5. DESCRIPTION OF STUDENT AND STAFF RECRUITMENT EFFORTS</b>	<b>91</b>
<b>Admissions Policies .....</b>	<b>91</b>
Admissions Timeline and Recruitment Activities .....	91
<b>Staff Recruitment.....</b>	<b>94</b>
Recruitment Results .....	94
Exit Interview Procedures and Data .....	95
<b>6. REVIEW OF THE SCHOOL'S SELF-EVALUATION AND ACCOUNTABILITY PLAN.....</b>	<b>96</b>
<b>Self-Evaluation and Accountability Plan.....</b>	<b>96</b>
Description of Major Areas of Self-Evaluation .....	96
<b>7. APPENDICES .....</b>	<b>105</b>
<b>A. Copy of Board Resolution Approving the 2009-2010 Annual Report .....</b>	<b>105</b>
<b>B. Copy of Board Resolution Naming the Lead Person of the Charter School</b>	<b>106</b>
<b>C. Copy of Academic and Non-Academic Goals and Objectives .....</b>	<b>107</b>
<b>D. Copy of Admissions Policy and Application Forms.....</b>	<b>109</b>
<b>E. Copy of Board Resolution Naming the Affirmative Action Officer the Section 504 Officer and the Title IX Coordinator .....</b>	<b>120</b>
<b>F. Copy of the School Student Recruitment Plan.....</b>	<b>121</b>
<b>G. Copy of the School Staff Recruitment and Retention Plan.....</b>	<b>122</b>
<b>H. Copy of Self-Evaluation and Accountability Plan .....</b>	<b>125</b>
Non-academic Goals .....	129
<b>I. Receipts from the Districts of Residence .....</b>	<b>131</b>
<b>J. PACS Learning Cycle Assessment Open-Ended Responses .....</b>	<b>132</b>
<b>K. Parent Survey Form and Responses .....</b>	<b>135</b>

**SCHOOL DESCRIPTION**

---

**SCHOOL DESCRIPTION**

**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 second 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 240 students. At the end of the year the enrollment was 234 students, with six open 8<sup>th</sup> grade spots. There are three classes each 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 2<sup>nd</sup> for all students and ended June 23<sup>rd</sup> for a total of 188 school days.

**Planned Expansion.** There is no planned expansion for the 2010-2011 school year.

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

**Employees.** The school employs 1 Principal, 1 Vice Principal, 1 School Business Administrator, 1 Dean of Students, 1 Dean of Student Life, 13 content teachers, 5 Special Education teachers, 2 Teacher Aides, 1 Physical Education teacher, 1 Spanish teacher, 1 Computer teacher, 1 Art teacher, 1 Nurse, and 1 Social Worker. In addition, the school employs the services of 1 Fiscal Assistant, 1 School Secretary, 1 Office Manager, and 1 Custodian. On a contract time basis, the school employs a learning consultant, a school psychologist, a speech therapist, and an occupational therapist.

**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 its focus on academic achievement and mastery of fundamental skills, positive leadership, and active service.



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

---

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

**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;

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

---

- 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 and yearly 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.

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

---

Discussion of Progress: State Assessment Results (2008-2009)

This year, all of our students in grades 5-8 participated in the NJASK state testing. Assessment data for the 2009-2010 school year has not yet been received from the State. Assessment data received for the 2008-2009 school year will be presented and discussed, followed by a summary of our school based internal interim assessment results for 2009-2010.

NJASK Grade 5 - Language Arts					
Demographic Group	Students Tested		Mean Score		Proficient (%) 2009
	N	%	School	DFG	
Total Students	60	100	189	195	38.3
General Education	53	100	192	198	43.4
Special Education	7	100	*	174	*
Female	37	100	192	198	45.9
Male	23	100	183	192	26.1
Black or African American	59	100	188	192	37.3
Econ. Disadvantaged	41	100	186	192	31.7
Non-Econ. Disadvantaged	19	100	194	203	52.6

**Table 1.** Disaggregated NJASK Language Arts test results for grade 5 showing the number of students tested, the mean scaled scores and the percentage of student scores that were at or above the minimum level for proficiency. For comparison, the mean scaled test scores are presented for schools in the same District Factor Group (DFG). The 2009 NJASK tests were administered in April-May of 2009. (\*To protect the privacy of individual students, the results are only presented for groups with more than 10 students.)

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

NJASK Grade 6 - Language Arts					
Demographic Group	Students Tested		Mean Score		Proficient (%) 2009
	N	%	School	DFG	
Total Students	60	100	193	208	38.3
General Education	51	100	198	211	45.1
Special Education	9	100	*	184	*
Female	37	100	196	207	40.5
Male	23	100	189	208	34.8
Black or African American	59	100	193	201	37.3
Econ. Disadvantaged	46	100	193	202	34.8
Non-Econ. Disadvantaged	14	100	194	217	50.0

**Table 2** Disaggregated NJASK Language Arts test results for grade 6 showing the number of students tested, the mean scaled scores and the percentage of student scores that were at or above the minimum level for proficiency.

NJASK Grade 7 Language Arts					
Demographic Group	Students Tested		Mean Score		Proficient (%) 2009
	N	%	School	DFG	
Total Students	59	100	194	203	50.8
General Education	52	100	197	207	55.8
Special Education	7	100	*	176	*
Female	30	100	196	205	50.0
Male	29	100	193	201	51.7
Black or African American	59	100	194	200	50.8
Econ. Disadvantaged	36	100	192	199	41.7
Non-Econ. Disadvantaged	23	100	198	211	65.2

**Table 3** Disaggregated NJASK Language Arts test results for grade 7 showing the number of students tested, the mean scaled scores and the percentage of student scores that were at or above the minimum level for proficiency.

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

NJASK Grade 8 - Language Arts					
Demographic Group	Students Tested		Mean Score		Proficient (%) 2009
	N	%	School	DFG	
Total Students	49	98	197	211	45.8
General Education	38	100	202	214	57.9
Special Education	11	91	176	191	0.0
Female	31	100	196	213	41.9
Male	18	94	199	208	52.9
Black or African American	47	98	197	207	47.8
Econ. Disadvantaged	28	96	193	207	33.3
Non-Econ. Disadvantaged	21	100	202	217	61.9

**Table 4** Disaggregated NJASK Language Arts test results for grade 7 showing the number of students tested, the mean scaled scores and the percentage of student scores that were at or above the minimum level for proficiency.

NJASK Grade 5 - Math					
Demographic Group	Students Tested		Mean Score		Proficient (%) 2009
	N	%	School	DFG	
Total Students	60	100	189	195	38.3
General Education	53	100	192	198	43.4
Special Education	7	100	*	174	*
Female	37	100	192	198	45.9
Male	23	100	183	192	26.1
Black or African American	59	100	188	192	37.3
Econ. Disadvantaged	41	100	186	192	31.7
Non-Econ. Disadvantaged	19	100	194	203	52.6

**Table 5.** Disaggregated NJASK Math test results for grade 5 showing the number of students tested, the mean scaled scores and the percentage of student scores that were at or above the minimum level for proficiency.

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

NJASK Grade 6 - Math					
Demographic Group	Students Tested		Mean Score		Proficient (%) 2009
	N	%	School	DFG	
Total Students	60	100	184	207	31.7
General Education	51	100	188	209	37.3
Special Education	9	100	*	183	*
Female	37	100	184	205	32.4
Male	23	100	184	209	30.4
Black or African American	59	100	184	199	30.5
Econ. Disadvantaged	46	100	184	202	32.6
Non-Econ. Disadvantaged	14	100	186	216	28.5

**Table 6.** Disaggregated NJASK Math test results for grade 6 showing the number of students tested, the mean scaled scores and the percentage of student scores that were at or above the minimum level for proficiency.

NJASK Grade 7 - Math					
Demographic Group	Students Tested		Mean Score		Proficient (%) 2009
	N	%	School	DFG	
Total Students	59	100	179	200	23.7
General Education	52	100	183	204	26.9
Special Education	7	100	*	172	*
Female	30	100	179	199	23.4
Male	29	100	179	201	24.1
Black or African American	59	100	179	194	23.7
Econ. Disadvantaged	36	100	179	194	22.2
Non-Econ. Disadvantaged	23	100	180	210	26.0

**Table 7.** Disaggregated NJASK Math test results for grade 7 showing the number of students tested, the mean scaled scores and the percentage of student scores that were at or above the minimum level for proficiency.

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

NJASK Grade 8 - Math					
Demographic Group	Students Tested		Mean Score		Proficient (%) 2009
	N	%	School	DFG	
Total Students	49	98	173	203	23.0
General Education	38	100	180	209	29.0
Special Education	11	91	150	169	0.0
Female	31	100	170	202	16.1
Male	18	94	179	204	35.3
Black or African American	47	98	175	195	23.9
Econ. Disadvantaged	28	96	170	198	14.8
Non-Econ. Disadvantaged	21	100	177	212	33.4

**Table 8.** Disaggregated NJASK Math test results for grade 8 showing the number of students tested, the mean scaled scores and the percentage of student scores that were at or above the minimum level for proficiency.

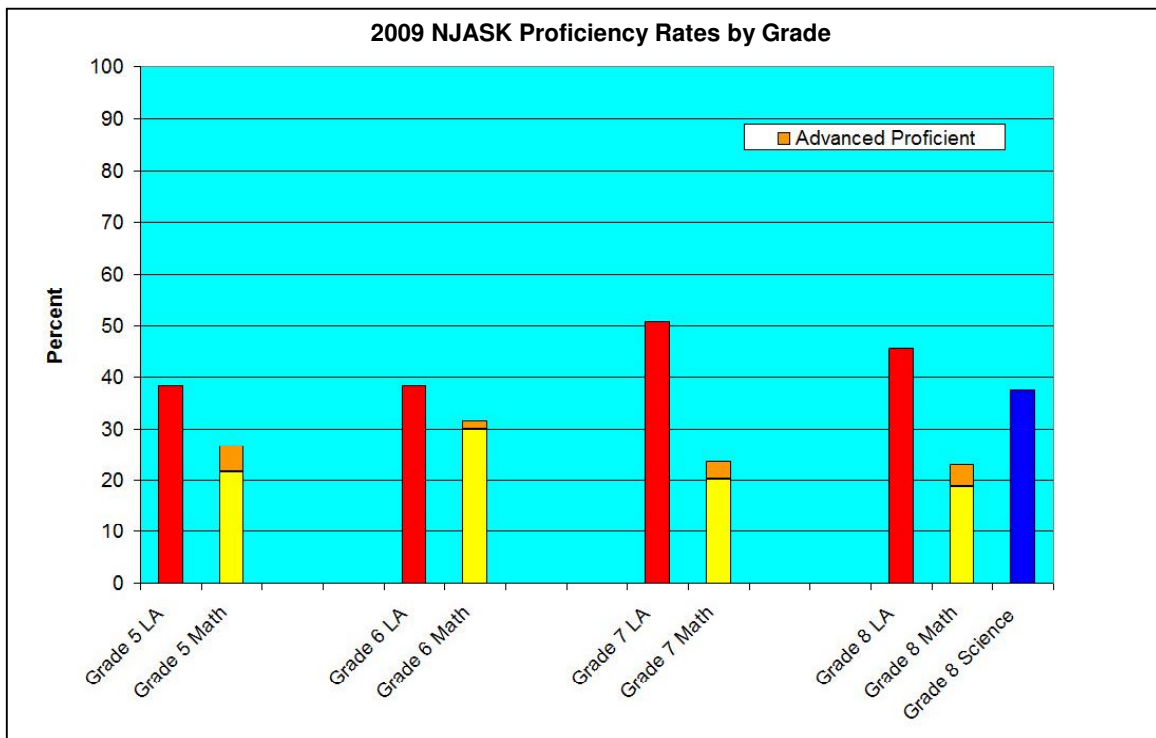
NJASK Grade 8 - Science					
Demographic Group	Students Tested		Mean Score		Proficient (%) 2009
	N	%	School	DFG	
Total Students	49	98	195	218	37.5
General Education	38	100	199	222	47.4
Special Education	11	91	182	196	0.0
Female	31	100	189	217	29.0
Male	18	94	207	220	52.9
Black or African American	47	98	195	213	37.0
Econ. Disadvantaged	28	96	191	214	33.3
Non-Econ. Disadvantaged	21	100	201	225	42.9

**Table 9.** Disaggregated NJASK Science test results for grade 8 showing the number of students tested, the mean scaled scores and the percentage of student scores that were at or above the minimum level for proficiency.

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

Discussion of Results: NJASK Assessments

Figure 1 shows the percentage of student NJASK test scores that were in the proficient and advanced proficient ranges in each grade. The assessments were taken in April and May of 2009, the first year of operation of Pride Academy, and show that students are entering the school with low rates of proficiency in all grades. There is some variation by grade with the Language Arts proficiency rates 7 to 12 percent higher in the 7<sup>th</sup> and 8<sup>th</sup> grade than in the 5<sup>th</sup> and 6<sup>th</sup> grades. This relationship is reversed with the Math results, which are 8 to 15 percent higher in 5<sup>th</sup> and 6<sup>th</sup> grade than in 7<sup>th</sup> and 8<sup>th</sup> grade.



**Figure 1.** Percentages of student scores that were proficient or advanced proficient in the 2009 NJASK assessments.

The disaggregated results shown in Table 1 to Table 4, giving the student scores on the NJASK Language Arts tests, show a significant gap of 16 to 28 percent in rates of proficiency on the basis of economic advantage. The gap for scores on the Math tests shown in Table 5 to Table 8 is much less consistent and ranges from 20 percent in grade 5 to -4 percent in grade 6.

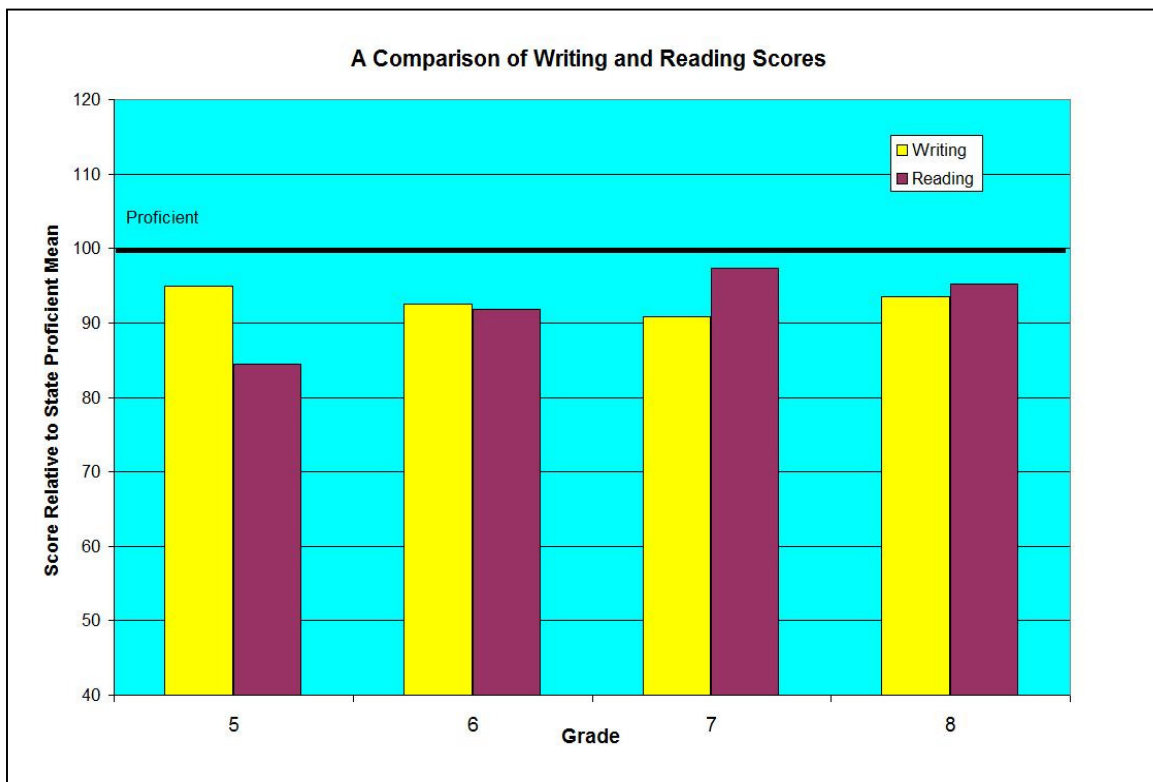


1. REVIEW OF STATE AND LOCAL ASSESSMENT ACTIVITIES AND STUDENT ACHIEVEMENT RESULTS IN THE CONTEXT OF THE SCHOOL'S GOALS AND REQUIRED NCLB ADEQUATE YEARLY PROGRESS

---

The results also show large differences in the results for male and female students with a general tendency for male students to under-perform in the lower grades, but to perform more strongly than females in the upper grades. This trend is more pronounced in the Math results than in the Language Arts results.

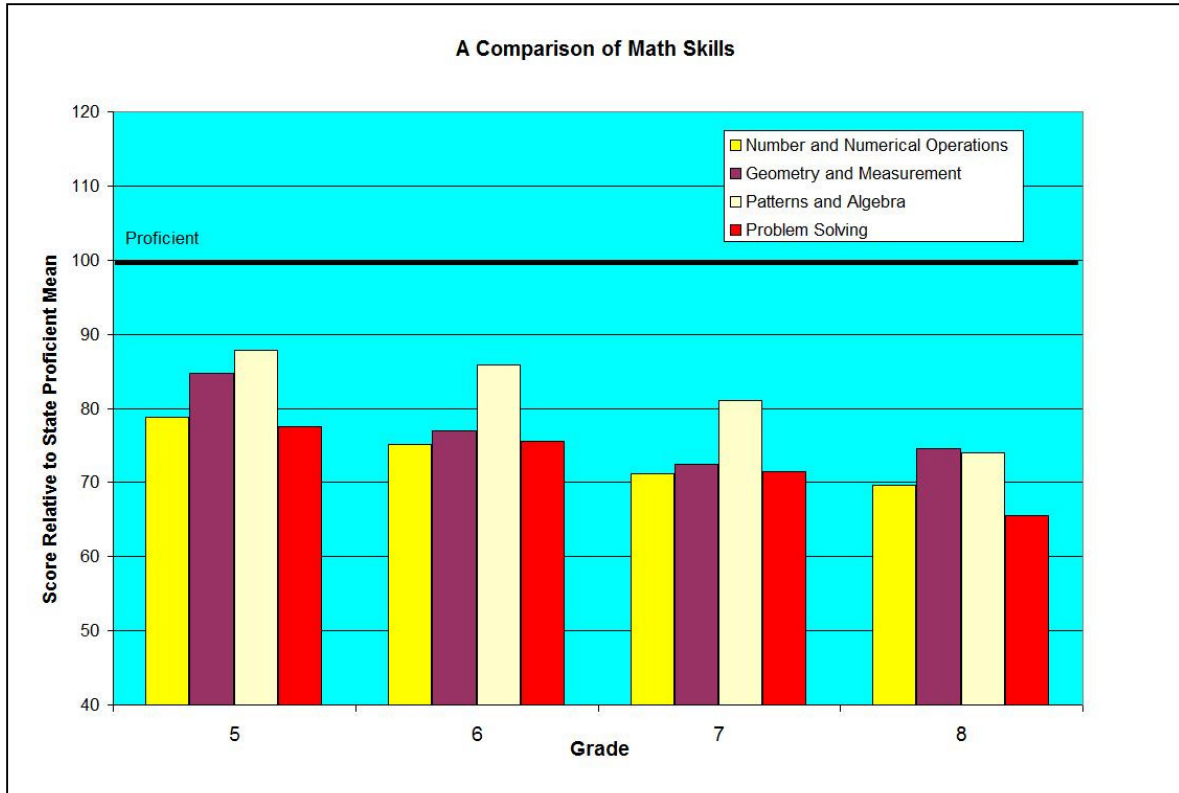
A comparison of scores on the reading and writing components of the Language Arts NJASK tests is shown in **Figure 2**. Writing test scores are approximately 10% higher than reading scores in 5<sup>th</sup> grade and reading scores are approximately 5% higher than writing scores in grade 7. Overall, however, the scores are similar for both reading and writing and in all cases, the mean score is below the state mean proficient scores.



**Figure 2.** NJASK test scores for the reading and writing components of the 2009 Language Arts tests.

In Figure 3, the test scores on the various components of the NJASK Math test are compared for each grade. The results show that in each grade, the student scores on each component are similar except for the Patterns and Algebra component which is higher in grades 5 to 7.

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



**Figure 3.** NJASK test scores for the components of the 2009 Mathematics tests.

Based on the results, an action plan for improvement was designed and implemented during the 2009-2010 school year that included the following action steps:

Academic:

- The administration and analysis of interim assessments that are directly aligned with the NJCCCS and State tests to support the process of data driven instruction that was initiated during the 2008-2009 school year;
- Teachers met regularly in grade and subject level groups to monitor the teaching and assessment of targeted skills and were guided in their analysis of assessments of the core skills;
- State Assessment data was analyzed in depth to identify patterns of grade level and class level skills that needed to be addressed;
- Over the summer, a core group of teachers reviewed, revised and designed interim assessments and scope and sequence charts to

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

---

focus on the teaching of core skills in math, language arts and science;

- A new LAL assessment schedule and set of assessments were created in order to provide more targeted and frequent feedback on core skills and writing processes;
- Over the summer of 2009, we worked on the integration of LAL core skills in the Social Studies Curriculum and developed a series of reading and writing tasks that reinforced the teaching of these core skills;
- A new math text book series aligned to the NJCCCS and NJASK preparation was adopted and provided the following:
  - a. A more structured and efficient pacing of topics
  - b. Math Triumphs - a series designed for students performing below level, allowing them to learn the same skills presented in the regular education classroom at a more accommodating pace.
  - c. Student workbooks with notes formatted according to the Cornell system of note taking.
  - d. Online Parent and student access to the textbook, quizzes, and homework-help support services.

Staffing:

- We continued to dedicate increased time and resources to provide an embedded, standards-based professional development program aligned to teacher PIP goals, the implementation of our interim assessment initiative, and supportive of the co-teaching model;
- We increased the number of our Academic Support Team members in order to provide more extensive push in services both in the areas of Special Education and Title I;
- We implemented a mentoring program that provided comprehensive support and training for novice teachers enrolled in the provisional program.

Climate:

- The Code of Conduct was reviewed, developed, and reinforced with even greater consistency and rigor to ensure a structured, safe, and focused learning environment;
- School wide expectations and procedures were developed that became required standard practice for all teachers in order to

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

---

maintain and sustain a structured “no-excuses” learning environment;

- Attendance issues were addressed through an approach that involved timely response and documentation of response by teachers, administrators, the social worker, and school nurse;
- Administrators and staff were required to create and sustain a positive and learning focused classroom culture using a set of school-wide practices and norms.

Parent Involvement:

- Parent Workshops and Family Math and Language Arts Literacy Nights were developed and offered to parents;
- Parents were invited to participate in school wide leadership committees in the areas of NCLB School Improvement, Special Education, and Affirmative Action;
- Administrators and Staff were required to regularly reach out to and document phone and/email contact with parents;
- An incentive program was developed to encourage and increase parent attendance and participation at our progress report and report card conference nights each trimester.

Support:

- We designed and offered an After School Enrichment Program to strengthen core skills in math and LAL;
- A Home Work accountability program was implemented to support students in practicing effective study skills and producing a consistent level of quality homework assignments;
- We purchased Study Island – a web-based NJ standards mastery and NJASK preparation program that was utilized primarily in math, language arts and science classes to provide online practice, assessment, and differentiated reinforcement of targeted skills;
- We purchased SMART interactive boards for all classrooms to facilitate the incorporation of technology in instruction and increase student engagement;
- We purchased mobile laptop labs for use in all classrooms and a second mobile laptop lab for dedicated use in our Title I program.

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

Discussion of Progress: School Wide Interim Assessments

**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.

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.

**Summary of Language Arts Literacy Interim Assessment Results**

The Pride Academy Charter School Language Arts Interim Assessments were designed during the summer of 2009 to assess students on the key language arts literacy skills as measured by the NJASK. The interim tests were created to mirror the format of the standardized New Jersey annual test held in the Spring and were administered with similar time guidelines and constraints. To maximize student opportunity to practice each skill, the assessments were distributed throughout September till March. However, to facilitate a more seamless connection with curriculum, each language arts teacher was able to decide the particular date of testing within each month to meet his or her planning needs. The key language arts literacy skills addressed by the 2009-2010 interim tests were:

READING	WRITING
Identifying details Recognizing theme/main idea Drawing conclusions Identifying figurative language devices Determining vocabulary in context Answering open-ended questions*	Answering open-ended questions* Writing persuasive essays Writing explanatory essays Writing speculative (i.e. creative) stories  <i>*Open-ended questions involve both writing and multiple reading skills as they are based on reading passages but require written responses</i>

**Table 10.** Key language arts literacy skills addressed in interim exams.

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

---

### Areas of Strength--Reading

By the final practice assessment administered in March, the average for the entire school was 60%--“proficient”--for each of the reading skills. In some cases, this level of success was attained by a modest show of progress (e.g. students improved their ability to recognize theme by 10%) while other skills reflected a more significant jump in growth (e.g. students improved their ability to discern figurative language techniques by 60%).

The reading skill demonstrating the most growth varies by each grade, perhaps due to the nature of the varying tests. The most significant areas of growth, per grade, are as follows:

Grade	Literacy Skill	Percentage of Growth
8	<b>Determining vocabulary in context</b> (i.e. utilizing context clues to determine unfamiliar word meanings)	98% growth
7	<b>Identifying details</b> (i.e. recall of information)	57% growth
6	<b>Drawing conclusions</b> (i.e. inferring and deducing)	125% growth
5	<b>Answering open-ended questions</b> (i.e. using text to support answers)	445% growth

**Table 11.** Growth in literacy skills determined from interim assessments.

As a school, the largest area of growth was seen collectively with the skill of identifying details, which rose 24% from the first reading assessment to the last.

### Areas of Strength--Writing

The student scores for the writing portions of the assessments did not overall reach the proficient level. Persuasive writing, however, is the exception, with the overall school average by the final test measuring “proficient” at 67%. The increase of growth between the first essay and the last, on average, rose 81%.

The seventh graders were the top performers in the writing categories, showing a marked improved of a 97% average growth with persuasive writing (final grade average: 67%) and with a growth of 80% for explanatory essay writing (final grade average: 56%).

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

---

As was noted in the area of reading strengths, the fifth graders improved their ability to write answers for open-ended questions with an impressive 445% rise in growth by improving their original class averaged score of 14.6% to 79.6% over the course of the first to the second assessment.

Open-ended writing for the entire school showed growth, in fact, from the first test to the second with an average increase of growth of 148% for all grades.

*Areas to be Improved—Reading and Writing*

The most notable area needing to be strengthened is the ability to answer open-ended questions. Since this skill spans both reading and writing and currently counts, cumulatively, for the majority of points one can earn on the NJASK, special attention needs to be given to how this can be improved.

Though all grades showed significant improvement in their ability to answer open-ended questions in comparison from their first test to their second, a phenomenon occurred throughout all grades in which performances peaked at this second test and dropped in subsequent assessments. As was noted, the entire school's rate of growth from the first assessment to the second was an improvement of 148%. However, after this second test, the rate of growth from the first assessment to the final assessment was only 83%. This is still impressive given that the students began with a school-wide average of 22%, however this 83% rate of growth ultimately only increased their scores to an average of 49.5%, which remains "below proficient." The same held true for the fifth graders who, despite their 445% growth on the second test with a class average of a nearly "advanced proficient" mark of 79.6%, later plummeted to a class average of 41% with a "below proficient" rating.

The second area needing to be strengthened is that of responding to speculative (i.e. creative) writing prompts. Due to time management constraints with teacher planning, the majority of teachers were unable to measure their students adequately with this skill. Only one grade, fifth grade, was able to participate in two speculative writing assessments and their performance remained at a "below proficient" level (51.3%).

*Significance of Trends—Reading and Writing*

1. The growth of students across assessments is, in most cases, commendable and directly related to time periods following professional development data inquiry meetings. The school-wide open-ended scores are a solid example of this trend as displayed in the table below. The rise and fall of these scores seems to correlate with the emphasis placed on open-ended answers during teacher professional development meetings. There is a marked increase, for example, between the September and the November test, most likely stemming from the strategies for improvement

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

---

heavily discussed during the analysis meeting held in October. Growth continued into January, but seems to have fallen in March due to a change in focus favoring new skills such as persuasive writing, which happened at this time.

Assessment	School-Wide Average
1 <sup>st</sup> Test (September)	27%
2 <sup>nd</sup> Test (November)	41%
3 <sup>rd</sup> Test (January)	67%
4 <sup>th</sup> Test (March)	49.5%*

**Table 12.** School wide average scores on literacy interim assessments.

\*Since the test in March incorporated two opportunities for open-ended questions (March A and March B), these have been averaged to determine this score.

**Recommendations based on analysis:** Pride teachers should be heartened by this data in that it validates the work accomplished during the group analysis meetings and shows clear growth whenever each skill was made a priority in the classroom. However the drop from “proficiency” to “below proficiency” underscores the increased need to maintain a frequent return to skills throughout the curriculum with frequent chances for practice, feedback, re-teaching, and sustained growth.

2. The lack of availability of some of the assessment data (such as work with speculative writing) is a reflection of time management and unit planning practices. Teachers were allowed the opportunity to work with a flexible schedule of assessments with the assumption of completion of all practice tests. Though a general schedule was drawn up for teacher guidance, a variety of factors ranging from first year teacher challenges to underestimating the time needed for instruction and re-teaching quickly resulted in teachers working weeks behind the original benchmarked goals. However, it is important, too, to note that without teacher buy-in, a unilaterally enforced schedule with no regard for individual curricula and unit plans may have negatively impacted results.

**Recommendations based on analysis:** The language arts department will meet to devise a working schedule to guide the writing assessment calendar for the 2010-2011 school year. This schedule needs to work in conjunction with the other standardized interim practice assessments to be implemented, as well as take into consideration the time needed for introductory course work, team-building activities, and other essential classroom experiences, which were often cited as the reason for adjusting the original schedule. Teachers who show an early challenge with adhering to the calendar will meet as soon as possible with administration to work on how to regain lost ground.



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

---

3. The pattern of “rise-fall” which was illustrated by the students’ fluctuating ability to demonstrate how to answer an open-ended question was the norm for each of the eighth grade writing prompts. With persuasive writing, the eighth graders rose significantly from an average of 50.6% to a class average of 70% only to then drop to a final class average of 59.6%. This same trend happened again with their explanatory essay writing rising from 36% up to 59.3% and finally back down to 45%.

**Recommendations based on analysis:** This trend seems to reflect the students’ difficulty in retaining skills once mastered unless they encounter them frequently. This presents some challenges since teachers must move forward with new skills at a steady pace. To mitigate this phenomenon, teachers will spiral their lesson plans in order to “loop back” and revisit former skills that have been taught. The goal will be frequent assessment of each NJASK skill within the classroom beyond what is measured by the school’s general interim assessment schedule. Since the eighth grade showed the strongest tendency to exhibit this trend, it would also be beneficial to incorporate positive reinforcement and incentives for students to continue to do well on each assessment, thus possibly combating any eighth grade apathy for the tests.

4. The school growth in persuasive essays across the board is impressive, but the sixth graders performed exceptionally well. Not only did they increase their scores 226%, but their class averages grew from 26.3% (“below proficient”) to 86% (“advanced proficient”). This trend appears to be the result of several successful teacher-implemented strategies and, along with the notable growth of the fifth graders with answering open-ended questions, can point the way to similar success across all skills.

**Recommendations based on analysis:** The key strategies for improving persuasive writing were the use of direct instruction, examination of and student evaluation of model essays, student ease and familiarity with the Pride persuasive rubric, exposure to the essay in both language arts and social studies classes, and clear, scaffolded-steps which provided feedback and ensured student accountability along the way. To build upon this area of growth, further collaboration between language arts and social studies will be required as well as time for individual teachers of both subjects to meet with administration to discuss individual class progress and to share best strategies. Likewise, the continuation of including social studies teachers in the large group data analysis meetings and providing opportunities for grade level teachers to meet to plan cross-disciplinary units will be facilitated.

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

### **Summary of Math Interim Assessment Results**

The Pride Academy Charter School Math Interim Assessments were designed to assess students on their understanding of critical math skills and concepts aligned to the NJCCCS and measured by the NJASK. The interim tests were created to mirror the format of the annual NJASK test held in the Spring. In addition to the academic rigor of these assessments, testing environments were modeled in a similar fashion to those of the actual tests in the Spring. Students were expected to maintain silence and focus for the duration of the timed assessments. As a result, students received preparatory skills that equipped them to be successful in all areas during the formalized assessments. The assessments were administered per trimester with a total of three times for the year. In between assessments, there was a 6-8 week time period allotted for teachers to reteach and teach the next set of skills.

<b>Grade 5 Teams</b>	<b>Class Overall Achievement 1<sup>st</sup> Assessment</b>	<b>Class Overall Achievement 2<sup>nd</sup> Assessment</b>	<b>Class Overall Achievement 3<sup>rd</sup> Assessment</b>
<b>R*</b>	<b>39%</b>	<b>0%</b>	<b>15%</b>
<b>C*</b>	<b>57%</b>	<b>32%</b>	<b>61%</b>
<b>M**</b>	<b>50%</b>	<b>5%</b>	<b>40%</b>

**Table 13.** Overall percentage of students in each 5<sup>th</sup> grade class testing Proficient or Advanced Proficient (Multiple Choice, Open-Ended & Short Constructed Response). Each of the three assessments evaluated different groups of skills.

*\*Some students were absent or transferred for the assessment and their data is not included*

*\*\*Class is comprised of some IEP students, also some students were absent or transferred for the assessment and their data is not included*

### **5<sup>th</sup> Grade Assessment Analysis – Major Trends:**

- Students performed well with questions related to NJCCCS strands of Whole Number Operations, Number Sense- ordering fractions, rounding and evaluating powers, as well as interpreting graphs. The results indicated proficient or advanced proficient student performance. This indicates that the students have a firm grasp of mental arithmetic and can efficiently use proper methods to solve problems, such as the use of pencil and paper;
- On the second assessment, the results indicate that the students were not proficient in any one area. This is largely due to the test

**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**

---

make-up and the strands presented. Some of the skills were not addressed in between the two assessments. Students therefore were not prepared for these questions. Much of this assessment consisted of decimal topics and may not have been aligned to the NJASK to incorporate other concepts and skills;

- The third assessment shows more students falling in the proficient or advanced proficient range. Areas of advanced proficiency are Whole Number Operations and Number Sense. Students were also able to use calculators during the test and this may have contributed to decreased stress levels and higher levels of confidence;
- Students strengthened their approach to solving open-ended questions and providing information required;
- More students were able to use successful strategies to complete the multiple-choice questions. With each assessment, fewer questions were left blank or unanswered;
- Students were more confident and prepared for the formal NJASK administered later in the Spring and were able to maintain focus for the duration of the testing sessions.

<b>Grade 6 Teams</b>	<b>Class Overall Achievement 1<sup>st</sup> Assessment</b>	<b>Class Overall Achievement 2<sup>nd</sup> Assessment</b>	<b>Class Overall Achievement 3<sup>rd</sup> Assessment</b>
<b>C*</b>	<b>5%</b>	<b>5%</b>	<b>15%</b>
<b>T*</b>	<b>50%</b>	<b>53%</b>	<b>40%</b>
<b>K**</b>	<b>19%</b>	<b>10%</b>	<b>17%</b>

**Table 14.** Overall percentage of students in each 6<sup>th</sup> grade class testing Proficient or Advanced Proficient (Multiple Choice, Open-Ended & Short Constructed Response). Each of the three assessments evaluated different groups of skills.

*\*Some students were absent or transferred for the assessment and their data is not included*

*\*\*Class is comprised of some IEP students, also some students were absent or transferred for the assessment and their data is not included*

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

---

6<sup>th</sup> Grade Assessment Analysis – Major Trends:

- Students performed well with questions related to NJCCCS strands of Whole Number Operations, Number Sense-ordering fractions, rounding and evaluating powers. The results indicated proficient or advanced proficient scores. Many of these concepts were presented in the beginning of the year, so students had a solid base for prior knowledge;
- On the second assessment, there is consistency with the first assessment. Many of the topics presented were similar. An area of strength was multiplication, probably due to the practicing of multiplication facts and drills, DO NOWS, etc. Students were confident to approach the problems based on their prior knowledge. Geometry, however, was a challenging concept for the students as reflected in the fact that 60% of students performed poorly;
- The third assessment shows a significant increase in scores in all classes. The material presented was familiar to the students and in addition, the students were able to use their calculators;
- Students strengthened their approach to solving open-ended questions and providing information required;
- More students were able to use successful strategies to complete the multiple-choice questions. With each assessment, fewer questions were left blank or unanswered;
- Students were more confident and prepared for the formal NJASK administered later in the Spring and were able to maintain focus for the duration of the testing sessions.

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

---

Grade 7 Teams	Class Overall Achievement 1 <sup>st</sup> Assessment	Class Overall Achievement 2 <sup>nd</sup> Assessment	Class Overall Achievement 3 <sup>rd</sup> Assessment
G*	35%	60%	0%
K*	55%	70%	15%
P**	15%	20%	0%

**Table 15.** Overall percentage of students in each 7<sup>th</sup> grade class testing Proficient or Advanced Proficient (Multiple Choice, Open-Ended & Short Constructed Response)  
*Each of the three assessments evaluated different groups of skills.*

\*Some students were absent or transferred for the assessment and their data is not included

\*\*Class is comprised of some IEP students, also some students were absent or transferred for the assessment and their data is not included

7<sup>th</sup> Grade Assessment Analysis – Major Trends:

- Students performed well with questions related to NJCCCS strands of Whole Number Operations. The results indicated proficient or advanced proficient scores, most notably in areas of multiplying, dividing, subtracting, adding, decimals and exponents, students achieved a 75% average. On the first assessment, it is clear that students had prior knowledge or these concepts were being presented in class at the time. The use of the calculator also contributed to high achievement;
- On the second assessment, in terms of class average, students performed at an advanced proficient level on problems dealing with fractions and whole number operations. The use of the calculator strengthened their performance as well as prior knowledge; Students performed proficient on graphing strands and this is related to the introduction of this concept in class during the time of the assessment;
- The third assessment shows a decline in student performance across the board. This is attributed to many of these skills not being covered completely in time for the assessments, as well as the nature of the questions. The wording of the questions posed to be a challenge for students and their understanding. It is necessary to consider the split in the classes as teaching across Houses could account for the variation in materials covered and presented in the classes;

**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**

---

- Students strengthened their approach to solving open-ended questions and providing information required;
- More students were able to use successful strategies to complete the multiple-choice questions. With each assessment, fewer questions were left blank or unanswered;
- Students were more confident and prepared for the formal NJASK administered later in the spring and were able to maintain focus for the duration of the testing sessions.

<b>Grade 8 Teams</b>	<b>Class Overall Achievement 1<sup>st</sup> Assessment</b>	<b>Class Overall Achievement 2<sup>nd</sup> Assessment</b>	<b>Class Overall Achievement 3<sup>rd</sup> Assessment</b>
<b>D*</b>	<b>70%</b>	<b>37%</b>	<b>32%</b>
<b>L*</b>	<b>6%</b>	<b>5%</b>	<b>5%</b>
<b>C**</b>	<b>11%</b>	<b>0%</b>	<b>0%</b>

**Table 16.** Overall percentage of students in each 8<sup>th</sup> grade class testing Proficient or Advanced Proficient (Multiple Choice, Open-Ended & Short Constructed Response)

*\*Some students were absent or transferred for the assessment and their data is not included*

*\*\*Class is comprised of some IEP students, also some students were absent or transferred for the assessment and their data is not included*

**8<sup>th</sup> Grade Assessment Analysis – Major Trends:**

- Students performed well with questions related to NJCCCS strands of Number Sense and Data Analysis. Based on the first assessment, the overall average was 64% for Data Analysis and 73% for Number Sense. In problems dealing with fractions, the average student performance was 70%. These areas indicate student performance to be proficient;
- On the second assessment, in terms of class average, students did not perform at a level of proficiency. However, they earned the highest percentage in Data Analysis and Number Sense. The class average for probability was 50%. On problems dealing with equations related to the number sense strand as well as the algebra strand, the class average was 48%. As time approached for this assessment to be administered, students were being taught these concepts in class. This contributed to the heightened student success on this strand;

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

---

- Unfortunately, the last assessment reveals an overall lack of proficiency from the majority of students. With the exception of the Douglass team, more than 2/3 of the classes tested below proficiency levels;
- Students strengthened their approach to solving open-ended questions and providing information required;
- More students were able to use successful strategies to complete the multiple-choice questions. With each assessment, fewer questions were left blank or unanswered;
- Students were more confident and prepared for the formal NJASK administered later in the Spring and were able to maintain focus for the duration of the testing sessions.

**Contributing Factors to Low Student Performance on the Assessments:**

- By the third assessment, retention of target skills and strategies posed to be a challenge for students;
- For some students, lack of prior knowledge and a firm grasp of basic skills (multiplication facts, order of operations, etc.) impacted their performance;
- Lack of practice using the reference sheets to solve problems;
- Improper use of calculators;
- Design of the assessments and consistency of topics that appeared on each assessment impacted student performance. Too many of the topics were scattered and not all of them were repeated throughout each assessment;
- New students transferred mid-year to the school may not have had experience with interim assessments or the concepts may not have been presented at their prior schools;
- It was evident that reading comprehension and lack of understanding of the use of the proper methods to solve the problems presented on the assessment contributed to student struggles and poor performance in some sections on the assessments.

**Recommendations based on analysis:**

- The topics presented on the assessments need to be more diverse and the assessments need to be more closely aligned to the NJASK assessment and the categories that are likely to be covered;

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

---

- Teachers in the PEP After school program can focus on areas/strands where students struggle the most and work with students on a more individual or small group basis;
- Teachers need to check and constantly review the alignment of their curriculum maps with the scope and sequence of the assessments;
- Math Department teachers and Academic Support Teachers need to have more planning time or arrange to do so in order to design lessons more effectively;
- Continue to strategize ways to motivate students for the assessments;
- Find opportunities to revisit skills throughout daily class instruction and homework assignments;
- Use a universal approach to solve word problems;
- Scaffold concepts presented yet provide challenges for students;
- Use the iNo as an effective method to develop study skills and organize student materials;
- Develop a DO NOW tracking sheet with teachers and students that show student performance on the skills in each DO NOW;
- Utilize the “No Opt Out” strategy. Students are held accountable for producing work when they are struggling with a concept or answer;
- Differentiate instruction by creating leveled questions for assessments;
- When creating in-class tests or quizzes, include a bonus section of challenging questions to add rigor and challenges for students;
- Review assessments and answers, and discuss why the choices are right or wrong;
- Design homework assignments that are aligned with interim assessments and the NJASK skills;
- Push student thinking: use wait time to give students a chance to think through their answers, check for student use of specific strategies and not just the answer, write wrong responses to questions and allow the students to find the errors;
- Use the “Cold Call” strategy where every student must know and expect to be called on during class;



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

---

- Make real-life connections and incorporate hands-on activities and projects that will further contribute to students grasping material presented;
- Utilize Think-Pair-Share strategies to check for understanding frequently through instruction;
- Involve students in their own evaluation and reflection of performance on assessments using rubrics;
- Teacher Identification and self-monitoring of skills /strands on the assessments when they appear in the DO NOWS, lesson plans, homework, etc.

Discussion of Progress: PACS Learning Cycle Assessments

**Academic Goal C:** *Pride Academy Charter School will instill in our students the higher order thinking habits of questioning, seeking, understanding, and responding represented in the PACS Learning Cycle.*

In an effort to measure student performance with the PACS Learning Cycle, the students were assessed in September and in June regarding the four skills of the PACS Learning Cycle: *questioning, seeking, understanding, and responding*.

Each test was designed using the same format, with graduated difficulty for each grade. Part I asked students simply to recall the steps of the cycle from memory. Part II presented a short passage depicting the PACS Learning Cycle in action and required the students to identify and label sections according to each skill. Part III directed the students to choose from three situations and then to apply the skills of the learning cycle to describe what would be needed to solve the problem. Part IV offered a chance for students to reflect on their use of the cycle and to share their thoughts and reactions.

The post-test was modified for those students requiring special accommodations. In order to avoid "teaching to the test," students were not directly prepared for either assessment. Their results reflect their general experiences with the PACS Learning Cycle as garnered from their day-to-day experience with the cycle in their classes.

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

---

<p>PART I: Recall</p>	<p><b>Trends:</b> Since they were new to the school, grade 5 was not assessed on the pre-test for recall. The remaining grades, however, showed overall improvement with this skill. The whole school grew from a 23% average of mastery of listing the four skills to one of 71% mastery. Grade 8 showed the most improvement increasing their initial performance from 15% to 73%. In grade 6 the average growth remained 36% to 73%. Grade 7 grew the least (39% to 50%), but still showed growth overall.</p> <p><b>Recommendation:</b> It is clear that once exposed to the cycle, most students were able to recall the skills fairly easily. With the exception of missing skills, the most common mistake was to label “understanding” as “learning.” Grade 5, even though new to the school, eventually performed with 90% accuracy when measured by the end of the year. For future growth, it is recommended that teachers continue to use the common language of the PACS Learning Cycle within their classes, especially when highlighting practice of skills during lessons and assignments.</p>
<p>PART II: Identification</p>	<p><b>Trends:</b> The ability to identify each skill within the context of a textual passage produced the most disappointing results. As a whole school, the students dropped from their beginning average of 44% mastery to just 36%. Grades 5 and 6 made slight improvements (35% to 42% and 37% to 55% respectively). Grades 7 and 8, however, both went down in performance. Grade 8 was especially disappointing with a drop from 55% mastery to just 11% mastery by the post-test.</p> <p><b>Recommendations:</b> The most common mistakes regarding identification were twofold: mislabeling sections incorrectly and not following directions, most specifically with students underlining the sections but neglecting to label each as directed. To improve student performance, teachers are encouraged to offer opportunities in class with subject specific text for students to practice identifying each skill. One such way (piloted in classes during this year) is for teachers to present the lesson agenda to the students and ask them to identify each portion appropriately. Teachers can also offer examples relevant to their subjects (lab reports, a character’s struggling with a question, real-world math problems, etc.) which utilize the PACS Learning Cycle and ask students to identify when and where each skill has been used. Once again, the more frequently the students are exposed to the language of the skills, the better they will be at recognizing them within a variety of situations. Finally, to reduce the number of tests which were marked as incorrect due to not following directions, teachers are encouraged to directly teach the importance of reading and following directions with specially designed assignments and practice problems emphasizing following written directions.</p>

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

<p>PART III:</p> <p>Application</p>	<p><b>Trends:</b> While students performed better on the application portion than they did on the identification section, there was little growth evident across the board. The whole school grew from 74% mastery to only 77%. Grade 7 showed the most improvement (76% to 82%), yet grades 6 and 8 averaged only 3-5 pt differences between their pre- and post-tests. Grade 5 performed slightly worse on the post-test (72%) compared with their original score on the pre-test (74%).</p> <p><b>Recommendations:</b> Though a tremendous amount of growth is not apparent, it is heartening that students were able to perform fairly well with applying the PACS skills to a variety of problems. Students were asked to comprehend and explain the core problem, list questions that would help them in their search for an answer, brainstorm tools to aid their quest, and to explain how they would respond once they gained that information. Overall, the step needing the most help was "seeking." The majority of teams (10 out of 12) had students who were rated "3" or below on both the pre- and post-tests on their ability to list a variety of tools that would help them seek answers. To earn a "4" or a "5" on the PACS Learning Cycle rubric, students need to list not only multiple search options, but also sources that would lead to comprehension. Students were able to list relevant seeking tools, but their tendency was to list too few (average: 1-2). This tendency to write the bare minimum also impacted their ability with questioning, the second weakest category across the classes. As with seeking, students were able to create relevant questions, but far too few of them. For future growth, teachers are strongly encouraged to teach the importance of employing maximum effort when answering questions. The scores would have risen significantly if students had taken the time to answer completely and with a desire to prove how much they indeed know, as opposed to simply offering the least amount acceptable. Finally, teachers should praise students for their overall ability to employ the PACS Learning Cycle skills and to point out that the skills are ones that are used in everyday life.</p>
<p>Part IV:</p> <p>Self-Reflection.</p>	<p>This portion of the test was not a measurement of skill, but an assessment of reactions and thought. Here are the trends and responses from the 12 teams.</p> <p>The results for this section are presented in Appendix J.</p>

**Table 17.** Student responses on a survey to assess the PACS Learning Cycle, the students were assessed in September and in June regarding the four PACS Learning Cycle skills: *questioning, seeking, understanding, and responding.*

**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**

---

### High School Placement

This year, our 8<sup>th</sup> grade class totaled 54 students. Table 18 summarizes our high school placement results for 2009-2010 as of June 30<sup>th</sup>. We anticipate that high school placement decisions will be made throughout the summer and will change the numbers reflected below.

<b>Type of School</b>	<b># of HS acceptances in Class of 2010</b>	<b># of students registered in Class of 2010</b>
Parochial	88	31
Vocational	3	3
Charter School	4	4
Independent/Boarding School	8	1
Other District Public	3	3

**Table 18 – High School Placement Results as of June 30<sup>th</sup>, 2010**

The High School Placement program for the 2009-2010 school year was a successful process that built upon last year's reflective action steps, and has set a foundation of high standards and positive results. Although we experienced some challenges throughout the year, many of the obstacles were anticipated and handled efficiently and with purpose. The task of placing approximately 50-60 8<sup>th</sup> graders in high schools of their choice is a multifaceted process that involves a number of variables that can impact the potential of attaining goals, however, in our second year of Pride Academy, we have grown significantly in meeting our high school placement expectations.

The general High School Placement Process included the following steps:

- High School Night;
- Individual Parent/Student conferences and on-going communication with families;
- High School Visits;
- HSP class sessions, including test prep, application work, interview preparation;
- Interviews, both on site and at Pride;
- Admissions exams;

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

---

- High School Registration.

List of High Schools that Accepted Pride Academy Graduates:

**Parochial High Schools:** Christ the King Prep, St. Vincent Academy, Seton Hall Prep, Marist High School, Immaculate Conception of Montclair, Marylawn of the Oranges, Mother Seton, Lacordaire Academy, St. Anthony High School, St. Benedicts Prep, Union Catholic.

**Vocational High Schools:** Newark Tech, North 13<sup>th</sup> St. School

**Charter High Schools:** Visions Charter School

**Independent Boarding High Schools:** Kent School, Millbrook School, Milton Academy, Oldfields School, Stoneleigh Burnham, The Ethel Walker School, The Taft School, Phillips Exeter Academy

**Public High Schools:** Mapleshade, Columbia High School, Allentown, PA, Easton High School PA, Orange High School, South Orange/Maplewood High School, Campus 9,

Nearly 85% of Pride graduates are prepared to attend the high school of his/her choice for 9<sup>th</sup> grade. This shows exceptional growth in our second year of our high school placement process. The improvements from last year are a result of more meetings with 8<sup>th</sup> grade students and their parents, more frequent communication between the Dean of High School Placement and the 8<sup>th</sup> grade families throughout the fall and winter, and a more targeted approach in day-to-day lessons in the High School Placement/Project Pride class. Also, this year's group of 8<sup>th</sup> graders essentially began their high school placement process as early as their 7<sup>th</sup> grade year, which helped them understand the details of the process, including test preparation, application deadlines, and financial aid planning for parents.

The challenges that impacted the high school placement process and results this year included the following:

- 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 are prohibitive for some of our families;
- Although a high school informational night was hosted and a more consistent level of outreach was made to parents with regard to the high school application process, some parents struggled with meeting deadlines on a timely basis.

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

---

The following steps will continue to 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, particularly with parents who are not as involved in the process. 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;
- Maintain strong relationships with Vocational programs and work closely with the Academic Support team in order to ensure that 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 7<sup>th</sup> grade families in order to prepare them for their application and testing responsibilities and choices in the first trimester of their 8<sup>th</sup> 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:

- Grade-wide interim assessments and data analysis tools will be provided by Achievement Network which should help not only to standardize the assessments, but also give teachers the

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

---

opportunity to focus more on the analysis of the assessment data rather than the time consuming task of inputting of the data and preparing it for analysis;

- There will be increased supervision of the pacing of instruction as well as the reteaching and reassessment process in between the interim tests;
- 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 and the co-teaching model in order to maximize the presence of two or sometimes three teachers in the LAL and math classrooms;
- More targeted professional development and oversight will be delivered focusing on the use and integration of technology as a tool to strengthen and reteach key skills.

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

---

## **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

Now at the close of our second year in operation, we have achieved the goals we set for Year 1. We continue to set additional goals and to raise the bar for ourselves and our students. In keeping with our core values, which are peace, respect, integrity, determination and empathy, the first of the goals we set in Year 1 of operations was to establish a safe, peaceful, orderly and structured learning environment where teaching and learning could flourish.

As a first step to accomplishing this, we instituted a zero tolerance policy for violence, harassment, intimidation, and bullying in Year 1. This policy, and consistent application thereof, were instrumental in creating a safe environment during our first year. While our suspensions last year were high in number, the high numbers were attributable to very stringent application of the policy, under which any incident of violence was met with suspension. The nature of the incidents that resulted in the majority of those suspensions did not result in injuries and weapons were not used against others. Weapons offenses were, for the most part, minor incidents involving items like a push pin, a ball point pen, and a pencil. Students, teachers, and parents alike felt the school was a safe place to work and learn.

The zero tolerance policy was continued during Year 2, with the school-wide focus being to "increase the peace". In Year 1, special emphasis was placed on treating the school as community, increasing unity through peacemaking, and resolving conflicts constructively. Students were taught how to approach



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

---

others respectfully to initiate dialogues. In Year 2, students began to utilize these skills as they displayed greater initiative in peacemaking and defusing interpersonal conflicts after reflection and calming down. There were arguments, however students were far more successful at de-escalating situations, avoiding physical violence, resolving issues without adult intervention and asking for adult intervention to avoid physical violence.

As we did last year, we continued to apply the zero tolerance policy in Year 2, however our outcomes were different. A palpable improvement in the school climate was noticeable when we re-opened September of 2009. Incidences of violence were dramatically reduced from Year 1 and remained so for the duration of Year 2. We attribute the improved climate in Year 2 and the resulting reduction in incidents of harassment, intimidation, bullying, and violence to the following:

- Students, who were largely strangers to one another in Year 1, had established positive peer relationships by Year 2;
- The establishment in Year 1 of our core values and expectations of acceptable standards of conduct;
- The establishment of clear, consistent consequences for acts of harassment, intimidation, bullying and violence;
- We implemented Saturday Accountability, an intermediate consequence applied to prevent violent offenses. Students who committed more serious non-violent offenses attended a two-hour session with their parents. The session focused on reinforcing understanding of the Student Code of Conduct and enlisting parent support to remediate poor behavior before it escalated to suspension;
- Teachers and students alike explored and modeled through dialogue, written and oral reflection, and playacting what each of the core values look and sound like in action;
- We continued to expand our achievements in the area of safety by establishing and enforcing practices that would promote orderliness and safety in common areas such as the common room, which serves as our cafeteria and gymnasium, the hallways, and stairwells.

Our second goal was to build upon our accomplishments of Year 1 to strengthen our community of trust. During our founding year, we laid the cultural foundation to support the growth of a community in which all members would speak and model the same language and practice of our core values. This foundation was strengthened this year with the implementation of the following trust and community building activities:

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

---

- Establishment and sharing with all stakeholders a clear vision for the organization based upon shared beliefs and common purpose, and the critical role each plays in the attainment of that vision;
- Demonstrated unconditional empathy for the members of the organization;
- Displayed leadership behaviors consistent with the shared values and stated commitments of the school;
- Administrators were available on most days from 7:00 a.m. until 7:00 p.m. or later to accommodate working parents;
- Displayed consistent commitment to community members demonstrating integrity and adhering to ethical practice;
- Established non-negotiable expectations of respectful treatment of students and outlined what represents acceptable and unacceptable teacher behavior to teachers and students;
- Adhered to high academic and behavioral standards.

Our third goal was to establish, with parents and collaborative partnerships within the community, activities and programs that would support students in the areas of:

- Promoting pro-social behaviors;
- Fostering community;
- Reducing “risky behaviors”;
- Goal setting;
- Making positive choices;

All students participated in a service learning course called Project Pride in which they researched and addressed major societal problems. The course culminated in an end of year project and community wide presentation on the issue addressed. While our service learning projects were in full swing this year, we still sought to involve more families in school activities and extend the walls of our classrooms deeper into the community.

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

- Our Student Code of Conduct was refined in existing areas and expanded in others. The changes were made as result of our experiences during our first year. They incorporated feedback from the entire school community including teachers, students, parents

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

---

and administrators. The Code of Conduct was distributed to all staff members and parents. It clearly outlined expectations and the system of graduated consequences for infractions;

- Explanation of the Student Code of Conduct was delivered to each grade level during the first week of school. The students received a second address about expectations regarding the Student Code of Conduct upon return from the Winter Break;
- Staff members volunteered to monitor the hallways adjacent to student restrooms during their prep. periods and during transitions between classes;
- Security cameras were installed throughout the building to enable monitoring of common areas;
- Weekly community-wide celebrations of students who model the Core Values and uphold the Student Code of Conduct as determined via performance on the community-wide positive behavior management system were held;
- Establishment of boys' and girls' basketball teams, a co-ed soccer team and a co-ed cheerleading squad and a widely expanded array of extracurricular activities during after school hours;
- Individual Student Code of Conduct orientations provided for students and parents/guardians enrolling in school after the first weeks of school;
- Establishment of an after school academic enrichment program staffed by highly qualified teachers;
- Development of daily Homework Accountability sessions for students who failed to complete quality homework that demonstrated determination, care, and effort;
- A Staff Handbook was created and distributed to all staff members that clearly outlined the school Code of Conduct and the expectations for staff behavior, including modeling of the Core Values;
- Collaborative, community-based approaches to school concerns that recognized the specific expertise and contributions of individual members;
- Reinforcement of the Student Code of Conduct with students and parents by incorporating it in every aspect of school life;
- Development of an Harassment and Anti-Bullying 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

---

- Design and delivery of Parent Workshops on Bullying and Cyber-Bullying, Talking to Your Child about Sex, Gang Awareness, Avoiding Risky Behaviors, HIV and AIDS Awareness and Prevention, and Strengthening the Parent/School Partnership;
- Utilization of anti-bullying lesson plans and workshops;
- Implementation of a mentoring program geared toward preventing risky sexual behaviors for at-risk girls and boys;
- Additional training of Student Peace Moderators to mediate disputes and to train other student moderators;
- Facilitation of a school-wide Violence and Vandalism Awareness Week in October focused on the theme, "Increase the Peace";
- Implementation of a mentoring program for all girls and boys in 7th and 8th grades.

Table 19, below shows our second 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 violence (physical violence, harassment, intimidation and bullying (HIB)) for the 2008-2009 school year broken down by month. Column 2 lists the total number of EVVRS reportable incidents involving violence for the 2009-2010 school year broken down by month. Column 3 lists incidents of vandalism for the 2009-2010 school year, also broken down by month. Violence figures were derived by adding the total number of reportable fights, assaults and HIB incidents that occurred in each month.

The school year began with a period during which there were no incidents and no suspensions. During this time, presentations were made to individual classes in grades 5 through 8 reinforcing expectations for student conduct. Students exhibiting problematic behaviors short of violence received initial warnings and parent calls to reiterate school policy and explain impending consequences for continued negative behavior. This was done to allow new students and parents time to become familiar with expectations. Students who failed to change problematic behaviors received a Lunch Accountability for minor infractions or a Saturday Accountability for more serious infractions. In accordance with the existing zero tolerance policy, instances of physical violence, would have earned a consequence of suspension.

By October, reportable events of violence increased to three (3) and there was a single incident of vandalism. This increase was accompanied by an increase to a commensurate number of suspensions; however both still represented a significant decline from the previous ten-month high of twenty-five (25) incidents and suspensions in October 2008. The 2009-2010

**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**

---

numbers were well below the previous year's figures with no incidents reported in February and only one incident reported per month in November, January and April. This pattern continued throughout the year with suspensions for reportable incidents of violence averaging 1.2 per month for 2009-2010 versus an average of 10 per month during the 2008-2009 school year. Incidences of vandalism totaled three (3) for the entire 2009-2010 school year versus a total of five (5) for the 2008-2009 school year.

	<b>Column 1</b>	<b>Column 2</b>	<b>Column 3</b>
<b>Month</b>	<b>EVVRS Reportable Incidences of Violence 2008-2009</b>	<b>EVVRS Reportable Incidences of Violence 2009-2010</b>	<b>EVVRS Reportable Incidences of Vandalism 2009-2010</b>
<b>September</b>	5	0	0
<b>October</b>	25	3	1
<b>November</b>	11	1	1
<b>December</b>	7	3	0
<b>January</b>	15	1	0
<b>February</b>	10	0	0
<b>March</b>	5	2	0
<b>April</b>	9	1	0
<b>May</b>	8	2	1
<b>June</b>	5	2	0

**Table 19.** Number of EVVRS reportable incidents of Violence (Physical Violence & HIB) for 2008-2009 and 2009-2010, and Vandalism Incidents for 2009-2010

After the first round of student and parent Saturday Accountabilities and suspensions for reportable incidents of physical violence were served in October, there was improvement in November as suspensions dropped from three (3) incidents in October to just one (1) in November. There was an increase to three (3) incidents in December, a month in which excitement about the impending holidays and vacation often strain student behavior. Three (3) is the highest number of reportable incidents occurring in any month during 2009-2010, and represents, across the board, a significant decrease from the lowest numbers reported in any month during the 2008-2009 school year. Additional factors contributing to these results were:

- Regular discussions addressing the Student Code of Conduct and school-wide behavior management system by teachers and Administrators. These discussions supported teachers and encouraged more consistent application and compliance;

**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**

---

- Adoption and practice of the Pride Core Values by students;
- Adoption and independent use of the Pride Circle of Peace to effect conflict resolution;
- Increased levels of trust between students and other students, students and administrators, and students and teachers;
- Increased feelings of safety in the school based on students' experiences at Pride.

Table 20 breaks down by category the total number of EVVRS reportable incidents that occurred during the 2009-2010 school year. The Violence figure represents the aggregate total of incidents of physical violence and HIB incidents as reported above. There were a total of three (3) reportable incidents of vandalism representing no cost to the district for 2009-2010, down from five (5) reportable incidents at a cost of \$200 to the district reported for the 2008-2009 school year. In Year 2, students who committed acts of vandalism were held responsible for their actions. Students received a consequence of community service and suspension for vandalizing school facilities and/or property. One (1) weapons incident occurred, this is down from five (5) incidents the prior year. One reportable substance abuse incident occurred this year.

Year	Number of EVVRS Reportable Incidents			
	Violence	Vandalism	Weapons	Substance Abuse
<b>2009-2010</b>	<b>15</b>	<b>3</b>	<b>1</b>	<b>1</b>

**Table 20.** Number of EVVRS reportable incidents for the 2009-2010 school year.

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 have implemented a Summer Academy program to run through the month of July to orient incoming 5<sup>th</sup> grade students to Pride Academy. During the Academy, students attend school from 8:00 a.m. until 12 noon daily. They receive academic enrichment in Math and Language Arts Literacy. In addition, the students participate in a class entitled Pride Scholar. The Pride Scholar classes enable new students to learn about Pride's Core Values, and what these values look like in action. Students become familiar with day to

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

---

day school practices, such as orderly hallway conduct, greetings and the daily Morning Assembly. While the students become familiar with their new school, parents or guardians also have opportunity to meet and become acquainted with school administrators, teachers and school operations, in general. Parent orientation meetings, offered at mid-day and in the evenings, provide a window into Pride Academy's Student Code of Conduct, core values, and expectations for academic and common area practices prior to the regular school year. We expect this program to yield the following dividends:

- Strengthen the partnership between parents and guardians and the school by fostering trust and providing opportunities for relationship building and mutual engagement;
- Allows parents who struggle with or oppose Pride Academy practices and policies time to identify and respond to the mismatch before the school year begins;
- Ensure that the Student Code of Conduct and the attendant rules and expectations are clearly understood by parents/guardians and students;
- Decreased discipline referrals due to unfamiliarity with behavior expectations and school practices;
- Increased familiarity with students' academic strengths and weaknesses will enable more appropriate class placements;
- Increased familiarity with students' behavioral strengths and weaknesses will facilitate planning and organizing class groups;
- Reduced conflicts resulting from behaviors that violate the core values of peace, respect, integrity, determination and empathy;
- Increased familiarity with behavior expectations will further reduce the number of school days lost due to out of school suspensions;
- Provide opportunities for parents/guardians and students to take greater ownership and responsibility for student behaviors and the impact of those behaviors on the social and emotional learning environment of the school;
- Reduce the number of school days lost due to out of school suspensions;
- Provide resources and information for parents on topics that will support students in the classroom.

We will continue to focus on training our students in practices of peace and respect. We will also develop and implement additional practices and procedures to increase structure and order in our shared spaces, and to

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

---

facilitate the smooth transition of our 240 students and 36 adult staff members throughout our building. In doing so, we will further promote peace by eliminating disagreements that arise from incidental contacts between students in these areas.

Overall, although any number of violent incidents greater than zero is higher than we would like, we are encouraged by this year's results. It is our expectation that as we continue to articulate our unwavering commitment to maintaining a school culture rooted in peace, unconditional respect, integrity, determination and empathy, violence of any type will become a rare exception.

**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.

<b>Professional Development Activity</b>	<b>Staff Participation (35 teachers/aides/support staff)</b>
Staff involved in Curriculum Committee work and development.	4
Staff involved in turn key professional development throughout the year.	10
Staff involved in mentoring activities	15
Staff involved in on-site professional development activities throughout the year.	30 – 35 (depending on PD focus)
Staff involved in off-site professional development activities throughout the year.	11

**Table 21** – Staff involvement in professional development activities.

As indicated in Table 21, all faculty have been actively involved this year in professional development and growth activities, and the level of participation in turn-key, mentoring and off site professional development activities has



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

---

doubled since last year. The level of participation in off-site activities will continue to be supported during the 2010-2011 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.

- The organization and execution of a detailed, comprehensive professional development summer orientation program;
- The availability of lead staff members to provide 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;
- The organization and execution of professionally presented on-site workshops and turnkey presentations on targeted areas of assessment, lesson planning, and behavior management systems;
- 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;
- The provision of classroom embedded coaching from an expert provider in the area of co-teaching and peer coaching.

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

Table 22 shows the number of parents involved in various activities during the 2009-2010 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. The main goal established by the parent council group this year was to increase the level of school wide parent involvement and participation. Various programs were implemented to accomplish this goal that included the following:

- Serving a light dinner at all Parent Council meetings and workshops;

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

---

- Raffle off items on Progress Report Nights and Report Card Nights to build incentive for increased attendance;
- Award parents with Pride Easy Bucks for attending school wide events. Pride Easy Bucks were tabulated at the end of the year and were used to participate in a Tricky Tray event. The more events a parent/guardian attended, the more chance parents earned toward the Tricky Tray prizes. Tricky Tray prizes included home decorative items, small appliances, gift cards, baseball tickets, printers, a TV and more.

As a result of these initiatives, the regular attendance rate at Parent Council meetings doubled in size, parent workshop attendance grew from 7% to 66%, Progress Report attendance grew by 13%, and Report Card attendance grew by 22%.

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

Parent Involvement Event 2009-2010	Parent Council Activities		Class related Activity		Parent-School Activities	
	Parents Involved	Percent	Parents Involved	Percent	Parents Involved	Percent
Back to School Night					113	49%
New Family Orientations					103	44%
Volunteers	10	4%				
Parent Council Meeting	19 per meeting in 5 meetings	8%				
High School Night					55	24%
Parent participation in school sponsored workshops					152	66%
Grade 8 Graduation Events Parent Workshop					42	17%
Chaperones (Trips; Dances; Fun Nights; Field Day)			6	2%	10	4%
Fundraising Activities					155	67%
Academic Performance Exhibitions (eg: Science Expo; Science Fairs; Project Pride Events)			117	51%		
Graduation Events					100	44%
Progress Report Card Nights					110 per night (3 nights)	48%
Report Card Nights					145 per night (2 nights)	63%

**Table 22** 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 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 increased levels of parent satisfaction with the school and feeling welcomed and encouraged to become involved in an array of different capacities and events.

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 continue to be addressed by the following action steps:

- 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;
- Continue to develop activities to encourage increased involvement of parents 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;
- Invite parents to join the Graduation committee so that students, parents, and the school can work towards planning and implementing graduation activities and celebrations;

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

---

- Expand the Pride Easy Bucks program to include rewarding parents who make sure that students get their homework done and signed, are in perfect uniform, and come to school every day and on time;
- Double Pride Easy Bucks for parents who perform volunteer service at the school;
- Institute a "Bring a Parent Friend" initiative to reward parents who get another Pride parent to attend Parent Council meetings.

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 it 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

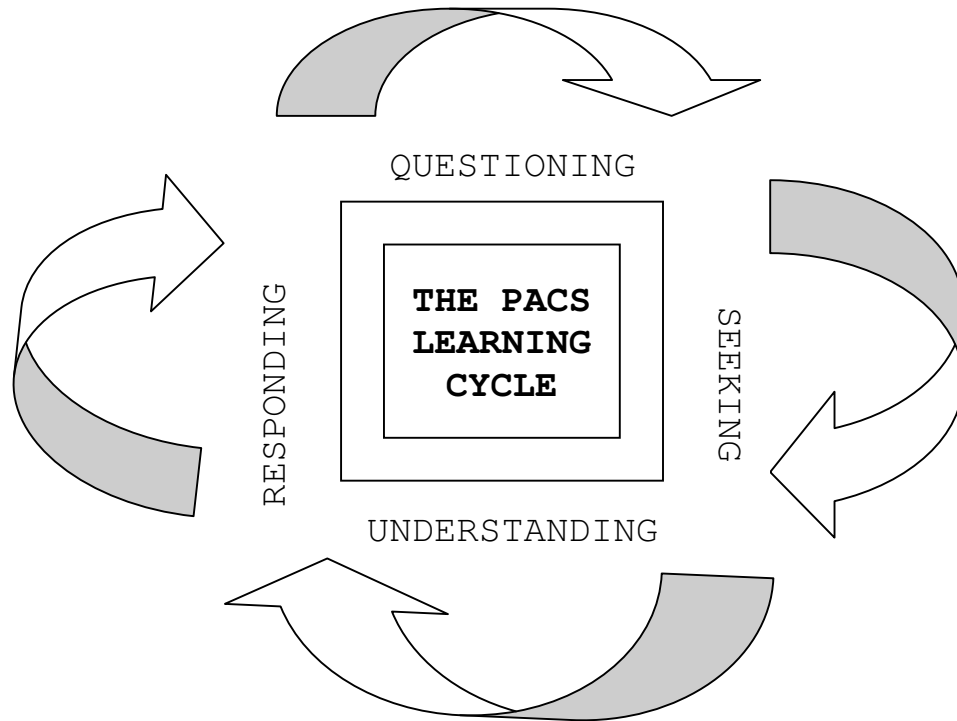
Pride Academy Charter School trains all teachers in the delivery of the PACS Learning Cycle, an original system created by the Pride Academy Charter School team to cultivate and strengthen higher order habits of mind. The PACS Learning Cycle is an enduring process in which learners continuously demonstrate 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 4 – 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 PACS Learning Cycle strategies and integrate them into curriculum maps and daily lesson activities.

8. Provide more professional development and accountability for teachers to utilize the Study Island program in math and literacy classes.

9. Provide continued professional development and embedded support for teacher in their utilization of the Smart Board technology.

## 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

Pride Academy serviced students at risk through two means – a formal inclusion model of push-in service to support approximately 30 students with IEP's and who were also eligible for Title I service, and a formal Title I model of push-in support for approximately 116 students identified at risk through teacher observation, analysis of school-wide interim assessment data and in-class performance, NJASK scores, and referral to the I&RS Committee. Services were provided through the combined work of 9 academic support co-teachers working in conjunction with the core subject content teachers.

Additionally, enrichment programs were instituted to help students get additional academic instruction outside of the regular class day. These programs included a summer enrichment program and the Pride Enrichment Program (PEP), which was an after school program offered to all Title 1 students. The 50 students that participated in the PEP program attended a 2-hour after-school academic enrichment program that included a brief snack period and two 50 minute classes to reinforce math and language arts literacy skills. The course work focused on two goals:

- 1) To practice, reinforce, and support the course work taking place in the classroom curriculum.
- 2) To provide instruction in the basic skills necessary to master the course work.

By focusing on these two goals, the PEP teachers worked towards closing the gaps that exist for at-risk students. The strategies and tools used to close the academic gaps included small group instruction, skill drills, and use of Study Island, which is a web-based assessment tool used to reinforce and assess academic skills.

Students in the PEP afterschool program were surveyed on the program's impact on their learning. Of the students surveyed, 74% felt that PEP had made a positive impact on their success in their math class, and 82% of the students felt that they did better in language arts, because of their involvement in PEP.

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

### ***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.

Students who were eligible for Title 1 services were assessed throughout the year in order to identify areas of growth in math and language arts skills. Academic goals were set for each student each trimester, as well as strategies and interventions that would assist those students in meeting their academic goals. Academic Support/Title I (TI) teachers assessed student growth and progress towards meeting the academic goals at least three times throughout the academic year.

The pre- and post assessments for language arts measured reading fluency and comprehension, as well as a writing sample. Table 23, below, demonstrates improved skills for the majority of the students in the Title I program. The percentage of students reading at or above grade level doubled in all grade levels. Equally as impressive, is the percentage of students who are now reading above grade level.

Additionally, pre-tests of writing skills identified that 0% of students in all grade levels were able to score at a proficient level. Post-tests demonstrate that more than 50% of students were able to achieve a proficient score in writing in all grade levels.

Grade	Pre-Test % students <u>reading at or above grade level</u>	Post-Test % students reading at or above grade level	Post-Test % students <u>reading above grade level</u>	Pre-Test % students scoring Proficient in <u>writing</u>	Post-Test % students scoring Proficient in <u>writing</u>
	Oct. 2009	May 2009	May 2009	Oct. 2009	May 2009
<b>5<sup>th</sup> Grade</b>	19%	84%	61%	0%	54%
<b>6<sup>th</sup> Grade</b>	30%	78%	51%	0%	63%
<b>7<sup>th</sup> Grade</b>	25%	67%	50%	0%	50%
<b>8<sup>th</sup> Grade</b>	20%	71%	63%	0%	58%

**Table 23.** Student Growth in reading and writing as measured by an October Pre-test and a May Post-test.

The Title 1 math program faced some difficulties providing conclusive evidence of growth due to the fact that interim assessments administered throughout the year measured different skills. Therefore, accurate

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

---

comparisons could not be made to effectively measure growth in a quantitative form.

Qualitatively, in a survey administered to all classroom math teachers, the overwhelming response reported was that the Title I math teachers made a positive impact on student performance. Citing that by using the co-teaching model and learning stations and by applying small group instruction to struggling students, the Academic Support–TI math program developed academic skills essential to contributing to closing the achievement gap.

Other improvements to the Academic Support–Title I program this year included the purchase and use of 6 classroom desk top computers in math and language arts classes, as well as a 10 piece laptop mobile lab that was utilized exclusively by Academic Support– TI staff during instruction.

### Plans for the Future:

The school will be purchasing the Kaufman Test of Educational Achievement, Second Edition (KTEA-II) , a research-based assessment test for both language arts and math for the 2010-11 academic year, which will provide conclusive evidence regarding student growth in academic skills and grade level equivalents. The Kaufman Test gives an error analysis along with detailed prescriptive information for simple remediation planning.

For students who do not meet the acceptable levels of proficiency based on the Spring 2010 NJASK tests, and are identified by teachers to be at risk based on their final report card profile for the 2009-2010 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;
- Provide parents/guardians with frequent trimester reports of student progress towards meeting their academic goals;
- 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 effectively utilize the co-teaching model to teach and reinforce basic skills, reach a variety of learners, and meet individual student needs by using modifications and differentiation of instruction. Our goal is to sustain the kinds of embedded professional development opportunities that were facilitated this year by Stephen Barkley, a consultant expert in the field of co-teaching and peer coaching. The model involved Mr. Barkley observing teachers working together as they taught a lesson and then conferencing with them as a group or pair to provide them with detailed and targeted feedback to improve their lesson design, delivery and co-teaching collaboration;
- Creating more common planning time in the schedule for teachers and Academic Support teachers to work together and foster a stronger co-teaching model;
- Devise strategies to increase the regular attendance and participation in the Pride Enrichment Program (PEP).

### ***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 attends. 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 usually have an in-class resource teacher in all core academic areas (English, Math, Science and Social Studies) and they may have up to 3 teachers present in the classroom when the Academic Support Title I and Academic Support Special Education teachers are both scheduled for a LAL or math class.

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;

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

---

- 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.

This year, our inclusion program was strengthened through our work with Steve Barkley on implementing the strategy of the co-teachers serving as “observers and voices of the learners”. During instruction, this co-teaching model involves the “off-stage” teacher taking on the role of asking guiding questions or sharing insights out aloud that assist the “on-stage” teacher and the students to more effectively understand the lesson content or increase student engagement levels.

In order to build our continuum of service, Pride Academy established a self-contained room to provide service to a group of students with IEP’s and needs that required more intensive support in language arts literacy, math, and social studies. Plans are in process to add Science to the range of subjects taught in the self-contained setting.

### Intervention and Referral Services:

The IR&S process was reviewed and improved at the start of the 2009-2010 academic year. The goals of the improvement plan were to ensure the following:

- The I&RS process followed appropriate time guidelines;
- The school’s House System, which creates teaching teams, was used to support the goals of the I&RS system;
- House teachers would be provided with concrete strategies and modifications to utilize for students in the initial referral process;
- Documentation to be provided for every step of the I&RS process, including examples of student work.

All these goals were met with the improvements put in place, which included revising documents and procedures. Pride Academy would like to strengthen

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

---

the I&RS program further, by simplifying the initial pre-referral form in order to ensure that the form can be completed during a regular House team meeting.

### Innovative Programs and Practices

#### *Inclusion and Co-teaching (designed and facilitated by Ms Wilcox, the Academic Support Teachers, and the Leadership Team)*

**Program Description:** From its inception, Pride Academy believed that it was important to provide students with the modifications and support needed and detailed in their IEPs. Pride Academy also believed strongly that it was important for the school to create an environment where special education students would not experience any of the negative stigma that is often attached to students with learning challenges. In order to meet these important goals, Pride Academy decided to implement a full-inclusion model to their special education program. Additionally, the school decided to identify and name special education teachers and aides as Academic Support Teachers, instead of Special Education teachers or resource teachers. In our first year, the Academic Support teachers traveled with a class or “team” throughout the day that had students with IEPs as part of that team. Since those teachers provided support to all students, students with IEPs never felt singled out. Without the students’ knowledge, Academic Support Teachers assisted the content teachers with the implementation of modifications to their lessons and assignments for those students that required it.

The Academic Support teachers (appropriately certified in special education) who travel with a team of students also serve as the Case Coordinators for that specific caseload. They are responsible for each of the student’s goals and services and not only lead and coordinate meetings with teachers and parents, but also write their own IEPs. The Academic Support Teacher (special educator) is then responsible for creating goals, carrying them out and assessing progress each trimester.

With fifteen percent of our population classified as special education students, there is a wide range of learning challenges that Pride Academy addresses that include Specific Learning Disabilities, Multiple Disabled, Communication Impaired, and Attention Deficit Disorder. Pride Academy creates an environment that welcomes, accepts, and supports students who may face all types of challenges, whether it is academic, social, or emotional.

**Extent of Program:** All students in grades 5-8

**Impact on Student Achievement:** This school year, administration made a deliberate decision to expand our Academic Support Staff and the team now also includes Academic Support Staff who work primarily with Title I students.



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

---

The Academic Support team provides classes with two or sometimes three teachers in a classroom to support our students. This allows content area teachers and Academic Support teachers to work together to provide small group instruction through learning stations, and other co-teaching models. These small groups vary weekly and are not divided by students with IEP and regular education students. The groups are purposefully arranged to avoid this type of grouping in order to eliminate assumptions from the other students. The Special Education Teachers, not only lead and facilitate small groups along with the content teachers, but also collaborate with all of the subject team teachers on a daily basis. Team teaching has become a focal-point of the school's professional development, so that we can expand and utilize the Academic Support Program effectively and expansively.

In this our second year of operation, we have formalized and enriched our inclusion model of providing services to our at-risk and special needs population. We are committed to constantly developing the best way to meet our students' needs. The idea of inclusion classrooms is to help reach our students the best we can and decrease the achievement gap between the at-risk and special needs population and regular education students. The administration has provided sustained and embedded professional development and training for staff which focuses on the principles and strategies of co-teaching and peer coaching models and also on building a strong, cohesive professional learning community that encourages and demands open communication, support, and understanding.

The versatile role that the Academic Support Teachers serve in the Pride Academy Community has reached so many of our students. From just a year and half from the creation of the school, the success stories of all our students are countless. We believe that every child who walks through our doors are welcomed with an exceptional opportunity to learn, be cared for, and unconditionally respected and valued.

**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 this performance based work.

*Homework Accountability (designed and facilitated by Ms Jodi Cenac and Ms Rebecca Kalenak)*

**Program Description:** In the area of homework, our teachers found that many of their students struggled with the following:

- completing homework assignments each night;

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

---

- completing QUALITY homework assignments in terms of presentation (neatness, organization, etc.);
- demonstrating EFFORT applied in the process of completing homework assignments;
- utilizing an organization system by recording homework assignments in their agendas;
- being responsible to turn in homework assignments and meet deadlines.

In order to address these concerns a homework accountability program was developed with the following goals in mind:

- Improve the quality of homework submitted by students;
- Reinforce concepts and skills taught in the classroom;
- Encourage students to complete homework;
- Emphasize the significance of effort;
- Decrease the numbers of students who are assigned Homework Accountability;
- Improve student performance academically in classes and standardized tests;
- Increase students' active engagement and responsibility for their learning.

**Extent of Program:** The program was available to all students in grades 5-8

**Impact on Student Achievement:** There were several key components of the program that impacted students' outcomes.

*Teaching/Modeling:* Teachers of all subjects were required to follow these guidelines in designing and communicating homework tasks:

- Teach students what it means to apply effort to completing their homework assignments;
- Provide and display models of quality homework so that students have a visual and exemplar for what is expected;
- Maintain communication with parents by having students call, teacher calls, email, and conduct in person conferences;
- Provide clear directions and expectations for the way in which homework is to be completed;
- Allow time in class for students to write the homework tasks in their agendas and ensure that they understand the directions;

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

---

- Motivate students to complete homework through incentives such as homework awards, passes, homework all-stars, class rewards for 100% homework completion;
- Differentiate homework assignments for students and offer choices when appropriate;
- Use Morning Assembly as a venue to educate students about homework (tips, homework accountability, effort, writing homework down accurately, skits to show what it means to help another student and not have them copy homework etc).

*Parent/Student Homework Workshop and Training:* Workshops were presented to students and parents to educate parents and students about our homework expectations. The following topics were addressed:

- Samples of student work that displays Outstanding Effort, Satisfactory Effort, and Poor Effort were displayed and analyzed;
- Parents were informed about what EFFORT looks like based upon our definition and designed a rubric for each category;
- The Homework Accountability component of the program was explained for when students failed to meet the homework expectations;
- Parents were given strategies to use to work with their children at home to assess the quality, completion, and their children's understanding of the homework tasks;
- The importance of signing the agenda each night and checking homework was stressed.

*Homework Accountability:* Students who did not meet the standards and expectations for homework in the subjects of Math and Language Arts were assigned to Homework Accountability which ran from 4-5pm, Monday through Thursday. The goals of these sessions included the following:

- Students were required to complete missing or incomplete assignments, as well as make improvements to poor quality assignments on the day they were to be submitted;
- Teacher proctors kept a record of student attendance and parents were informed if their children received Homework Accountability;
- Students had an opportunity to begin homework assignments in the format that met their teachers' expectations;
- Students were able to ask questions regarding the homework and work individually with their teachers;

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

---

- Students were provided with a quiet, focused atmosphere to complete their homework;
- Students received ½ credit for completing homework assignments during Homework Accountability;
- Homework Accountability superseded participation in all other after school activities including basketball, cheerleading, and clubs.

**Supporting Data:** Qualitative and quantitative data drawn from teacher observations and the participating students' grade record for homework and effort ratings positively supported the benefits of this intervention.

### *Pride News (designed and facilitated by Ms Sue Becker)*

**Program Description:** The technology program at Pride Academy is project based with the goal of having students use computers in order to accomplish their academic goals. To this end, we launched a school news project this year for which the participating students produced news segments that were broadcast to all classrooms at the end of the day during homeroom. The objectives of the project required that students be able to research news and background information in order to write news stories; use a word processor to write and format a script; use a camcorder and digital camera to record stories; use video editing software to edit news stories; and use music editing software to edit and/or compose music for their news stories and shows.

**Extent of Program:** Two eighth grade classes, and one seventh-grade class were involved in the project with a total of 60 students over the course of the third trimester.

**Impact on Student Achievement:** The benefit of using video as part of a project is that it is a medium that students relate to and are excited about. What students aren't aware of is that in order to produce a good news story, it is important that they be able to understand the underlying news, interpret it for a new audience, write clearly about it, and read it fluently when recording it. This project also has the benefit of having no floor and no ceiling: students of all abilities are able to contribute.

By the end of the trimester, the participating students had researched and written stories about current events, school news, sports, and entertainment. They had interviewed peers, teachers, administrators and school visitors, and assembled weekly news shows aimed at a middle school audience. The participants came to recognize the importance of writing clearly. They understood what made a story interesting, and they were beginning to integrate that knowledge into their productions. They realized that rehearsing their scripts—a skill that helped them improve their reading fluency—made them sound more professional. As they produced original work, they were realizing that taking other people's work—copying and pasting without

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

---

attribution—was akin to theft.

The project culminated with the presentation of “Emmy” awards for the best productions. Although we were using consumer camcorders and had no official studio space, our students were able to make interesting and entertaining news segments and produce news shows which quickly developed an enthusiastic following.

**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 this performance based work.

### *Math Counts (designed and facilitated by Ms Rebecca Kalenak)*

**Program Description:** The goals of the MathCounts program were as follows:

- To prepare a team of 8 students to compete in the annual MathCounts Regional Competition;
- Prepare a school-based team to compete in online and mail-in math competitions;
- To present higher-level math and critical thinking problems to challenge student ability levels;
- To introduce students to different occupations and professions which regularly use mathematics;
- To introduce and apply different problem solving strategies and work in teams to problem solve;
- To introduce students to a college campus and give them the experience of working in lecture halls and classrooms.

**Extent of Program:** The program was available to all 7<sup>th</sup> and 8<sup>th</sup> grade students and throughout the year, 22 students were involved.

**Impact on Student Achievement:** Students who were involved with the MathCounts Team demonstrated significant growth both in and out of the classroom. In the classroom, they have become leaders in class discussions and homework evaluation. Academically, our mathletes have the highest grades in their classes, but more importantly, they are better equipped to help other students in their class. They have become comfortable working with the problem solving strategies and using those to guide their peers through new problems. Our mathletes are also showing a much higher comfort level with

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

---

standardized testing as they begin to realize that not all problems have one direct solution and that there are multiple ways to come to a single answer.

**Supporting Data:** Qualitative and quantitative data are gathered to measure the impact of this program through reflective feedback from students and teachers, and from tracking data reported on the participating students' progress reports and report cards.

### *Mentoring (designed and facilitated by Mrs. Cotchery and Ms Rose Mary Dumenigo)*

**Program Description:** With the generous sponsorship and support of the Cotchery Foundation, our mentoring program was expanded to provide a trimester of in-school mentoring experiences for all boys and girls in the 7<sup>th</sup> and 8<sup>th</sup> grades. Mrs. Cotchery trained role models from the community and together with Pride Academy staff members, these mentors utilized the RESH 180 curriculum program to deliver strategic and relevant mentoring experiences that included weekly lunchtime workshops/meetings, weekend field trips, and safe social events. 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;
- 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:** all students in the 7<sup>th</sup> and 8<sup>th</sup> grades

**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 healthy, 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

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

---

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.

*MVP Program (designed and facilitated by Mr. Edgar Dinzey, Mr. Bolove Simon, and Mr. Oswaldo Altamirano)*

**Program Description:** the MVP program is a program designed to mentor and work with middle school boys through mediation by teacher/mentors in order to build a sense of positive self-being and growth. Students met on Saturdays and participated in an hour and half workshop based on the theme for the day. For the remaining hour and a half, students participated in physical sports-related activities that supported and reinforced the theme for the day.

**Extent of Program:** 10-15 male students in the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades

**Impact on Student Achievement:** Motivating our young men during the middle school years is essential and important in mitigating the effects of academic and school disengagement. 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 such as a college trip to Kean University that helped to motivate them and visualize their future goals to successfully graduate 8<sup>th</sup> grade and 12<sup>th</sup> grade to college;

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

---

- Students were exposed to positive male role models and leaders, both in terms of their teacher/mentors and guest speakers from the community that included a councilman and an attorney;
- 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.

### *KIDS S.A.V.E Program (designed and facilitated by Ms Jodi Cenac and Ms Keesha McClean)*

**Program Description:** Peer mediation is a negotiation – based strategy that teaches student mediators alternative strategies to resolve conflict among their peers. In peer mediation, students work with teachers to receive skills that will enable them to become trained conflict managers where they can apply problem- solving strategies to assist their peers in settling disputes in a manner satisfying to all parties. Such a strategy helps to keep many minor incidents from escalating over time into more serious incidents. More importantly, peer mediation teaches alternate skills that can be used to resolve conflicts and personal problems and empowers students to make better choices.

Kids S.A.V.E. (Kids Speak Against Violence Everywhere) is a peer mediation program designed to help children resolve conflicts amongst each other openly and respectfully. Students strive to build a peaceful environment within their school by working with teachers and peers to acquire knowledge and tools that will equip them to help other students resolve their differences. By upholding our Core Values- Peace, Respect, Integrity, Determination, and Empathy, and applying the skills learned, students recognize that they can grow as leaders, increase peace, and reduce violence in our school.

**Extent of Program:** a total of 10 students participated in the program from the 7<sup>th</sup> and 8<sup>th</sup> grades.

**Impact on Student Achievement:** This year, students were introduced to the peer mediation process through the use of team-building activities, a social-



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

---

cognitive problem-solving model (*ASK method*), repetition and mental rehearsal, anger management techniques, small group work, specific social skills for preventing violence, and role-plays. The goals for this pilot year included:

- Develop a universal approach that can be used by all members of our community when resolving conflicts;
- Empower mediators to respond creatively to new situations;
- Enhance students' vision of themselves as mediators;
- Provide adult and peer models for conflict resolution and positive risk taking.

Peer mediators worked with the school Social Worker and faculty advisor to explore topics of trust and leadership. Students were able to unite as a group and achieve our goal of designing a universal approach to conflict resolution that can be used by all members of our community. This will help to further establish a safe, peaceful school environment in the new school year.

**Supporting Data:** Although the participants only began to meet from the end of 2nd trimester until the end of the year, there was some notable growth in the students' behavior. Teachers observed peer mediators working with fellow classmates to resolve conflicts without the need for teachers to intervene. The male students began to interact more openly with their peers and take risks in class to share ideas. The peer mediators grew more confident in their leadership roles and they really began to pay attention to issues such as name calling and teasing. In addition, peer mediators began to think about ways to inform students about conflict resolutions and reduce the escalation of conflicts among students. Plans for next year's training process will include the implementation of role plays, peer mediator conferences, and conducting school wide surveys to gather data for evaluation of the program.

### *E-pal International Exchange Programs (designed and facilitated by Ms Rebecca Kalenak)*

**Program Description:** Epals is an online forum for students and educators around the world to have electronic pen pals through a dedicated email system. Our Epals project this year included introductory and information sharing projects between students at Pride Academy and students from Ghana, England, Portugal, Korea, Hungary, Germany, and Russia. The goals of the program included the following:

- To build multicultural awareness and introduce students to countries and locations about which they have very little prior knowledge;
- To identify and locate new places in the world;

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

---

- To practice writing skills in the classroom;
- To show our use of correct English and grammar to same-age peers in other schools who are second language learners;
- To practice letter writing skills;
- To establish long-term relationships with other students;
- To learn about the education system of other countries;
- To see how people who are both more and less fortunate than ourselves live, and discuss those differences and similarities to gain a deeper and more empathetic understanding;
- To complete short and long term literacy and research projects;
- To research our own history and share it with others.

**Extent of Program:** The Epals program was piloted with one 7th and one 8th grade team and involved 40 students this year.

**Impact on Student Achievement:** The Epals program has offered our students a much needed chance to practice typing skills and communication skills while using proper English. Students have shown a great deal of improvement in sending messages to other students and to staff after spending time working on emails and messages which have been edited to eliminate slang and abbreviations. Students have also shown growth in world relations. Many students can locate countries that they did not know existed before and are familiar with countries and continents, which were not in their geographical vocabulary prior to their participation in the epals program.

The students have also built many relationships that help put their own lives into perspective. Some of the schools we have partnered with are private high schools in countries that do not offer education to everyone, some are students who gather in large school rooms and fight for an education. Many of our students have recognized the differences that exist across our world and are now in a position to want to make a change and educate people about our community. We have projects planned for the upcoming school year and students are anxious to get more classes involved in our Epals projects and information sharing.

Another positive activity that has resulted from our Epals relationships was the planning and execution of school visits. This year, we had our first school visit from the Oaklands School in London, England. The students had an opportunity to give tours of the school building, show students what they have been learning, and attend a field trip to the Liberty Science Center with the visiting students. We are continuing to build our relationship with Oaklands and other Epals schools and plan for a school visit of our own in the future.

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

---

During the planning, preparation, and execution of the visit, students were exposed to and developed skills in the following areas:

- Utilizing technology to develop and maintain educational partnerships with peers in schools in other countries;
- Multicultural awareness and sensitivity to the lifestyles, cultures, and belief systems of same age peers living in another country;
- Leadership and building of confidence and social skills involved in detailed planning and hosting of the social events of the visit;
- Students learned to appreciate educational resources and opportunities provided here at Pride Academy.

**Supporting Data:** Qualitative and quantitative data drawn from teacher observations about the students' use of technology 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 exchange.

### *20-Day Countdown to Success (designed and facilitated by Ms Dumenigo and Ms Cenac)*

**Program Description:** In addition to providing the data driven interim assessment program to prepare our students academically to master the NJCCCS skills and increase their readiness for the NJASK, this year we implemented a school wide 20-Day Countdown to Success. This initiative was created in order to address the emotional test preparedness of our students, build student motivation, and increase students' level of confidence in taking the NJASK tests. Each day, teachers led presentations and activities that focused on math and language arts literacy skills. Students were encouraged to take part in incentive based competitions during Morning Assembly and homeroom periods to give them the opportunity to strengthen their skills as well as win prizes for their participation in critical thinking and brain power building challenges.

**Extent of Program:** all students in grades 5-8

**Impact on Student Achievement:** Through the sustained daily focus and incentive games, students were exposed to skill and test habit best practices including the following:

- Multiplication Mondays: practicing math facts;
- Test Tip Tuesdays: using effective strategies for answering multiple choice questions;
- Word Problem Wednesdays: mastering math word problems;

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

---

- Thesaurus Thursdays: building Robust Vocabulary;
- Fabulous Fridays: writing strong open-ended responses and essays;

**Supporting Data:** Qualitative and quantitative data drawn from teacher observations about the students' response to the NJASK testing 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 initiative.

---

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 implementation of a School Improvement Action Plan that addressed action plan steps that enhanced the quality of instruction, school operations, retention of quality staff, and facility;
- Under the strong fiscal oversight and guidance of our School Business Administrator, the Board was able to make informed and strategic decisions and provide informed guidance;
- The creation of a committee to lead a Board expansion initiative, which resulted in the induction and appointment of two new members;
- The delivery of a Board Retreat and training to prepare the Board and school to embark on a strategic planning initiative;
- The erection of a digital information sign on school grounds that will greatly enhance school visibility in the community and communication with parents;
- The adoption of a Technology Plan to support an extensive infrastructure that will serve as the foundation for our school network for the next three years;
- A partnership with NJ READS to address facility improvements and development.

##### Policies

During the 2009-2010 school year, the Board approved the following additional policies:

- Board Attendance policy
- Investment Policy
- FICA Policy & Procedure
- Employee Cash Advance Policy
- Affirmative Action Grievance Procedure
- Addendum to the Admissions Procedure

## 3. REVIEW OF SCHOOL GOVERNANCE AND MANAGEMENT ACCOMPLISHMENTS

- Sick/Personnel/Vacation days policy
- 2010-2011 Personnel Handbook

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.

<b>Board of Trustees</b>				
<b>Name</b>	<b>Affiliation</b>	<b>Date of Appointment</b>	<b>Position</b>	<b>Status: Voting, Non-Voting</b>
Mr. Robert Mitchell	Morristown-Beard School, Admissions	April-08	President	Voting
Mr. Michael Moore	Genova Burns and Vernoia, Attorneys at Law	Dec-09	Vice-President	Voting
Ms Annette Hale	Rutgers University	July-09	Board Treasurer	Non Voting
Mr. Jnanendra Ray	SBA	July -09	Board Secretary	Non Voting
Ms Jane Albert	Retired Principal, Director of Development and Administrator of Finance and Development	June-08	Member	Voting
Mr. Bryan Tiggs	French & Casey, Attorneys at Law	June 08	Member	Voting
Ms Helen Spencer	Managing Partner of Egg Donor and Surrogacy Services	May-10	Member	Voting

**Table 24.** Board of Trustee members and their status as of July 31, 2010.

Biographical Information

*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

### 3. REVIEW OF SCHOOL GOVERNANCE AND MANAGEMENT ACCOMPLISHMENTS

---

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.

*Mr. Michael Moore:* is an Associate at Genova, Burns and Vernoia's law firm in Newark, New Jersey. He is a member of the Commercial Real Estate, Redevelopment and Environmental Law Practice Group. Mr. Moore received his law degree from Rutgers School of Law, Newark in 2004 and his Bachelor of Arts degree from Seton Hall University in 2001. After law school, he served as Law Clerk to the Honorable Michelle Hollar-Gregory, J.S.C., Superior Court of New Jersey. Mr. Moore is a member of the New Jersey State Bar Association, the Essex County Bar Association, the Jaycees of Orange and the Clergy Alliance of Newark. He is a Fellow of Leadership Newark, Class of 2011. Mr. Moore also serves as a mentor for the Thomas J. Griffin Bridges Program at Seton Hall Preparatory School.

*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,

### 3. REVIEW OF SCHOOL GOVERNANCE AND MANAGEMENT ACCOMPLISHMENTS

---

New York County Lawyers' Association, and the New York State Bar Association.

*Ms Annette Hale:* Ms Hale is currently employed as a Business Manager with Rutgers University. She is a certified public accountant in New Jersey. Ms Hale brings more than ten years of experience in public accounting and her involvement with various audits of local governments including New Jersey school districts as well as not-for-profit organizations has given her knowledge of their accounting, compliance and reporting requirements. Ms Hale received her BS in Accounting from Seton Hall University and her MBA in Finance from Fairleigh Dickinson University. She is a member of the American Institute of Certified Public Accountants and the New Jersey Society of Certified Public Accountants.

*Ms Helen Spencer:* Ms Spencer graduated from the University of Florida with a Bachelors of Science in Microbiology and is the recipient of a number of awards including the STAR Award and the Master Account Executive Award that speak to her notable contributions in her professional roles as a medical sales representative and account executive. Ms Spencer is currently Managing Partner of Egg Donor and Surrogacy Services. Prior to this position, she dedicated fifteen years in the Pharmaceutical and Retail industry, building a network of contacts that has allowed her to contribute significantly in fundraising endeavors for local charities and political campaigns. As a mother of two children, Ms Spencer actively participates in the empowerment of students through mentorship programs. She is currently actively involved in the Montessori Schools system and is a member of the Advanced Reproductive Society for Medicine (ASRM) and the National Sales Network (NSN).

#### Training

Two of the three original voting members have completed all required NJSBA board trainings and the third member is in process of completing the requirements.

The two new members appointed this year are in the process of registering for the NJSBA orientation and mandated trainings.

In addition, four of the five members attended a Board Retreat facilitated by an independent provider and all five members will be involved in strategic planning training during the months of August and September.

#### 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 promotion standards, ensured that the curriculum is aligned to the skills that are tested by the State, and implemented an



### 3. REVIEW OF SCHOOL GOVERNANCE AND MANAGEMENT ACCOMPLISHMENTS

---

interim assessment initiative in grades 5-8 in order to try to close the 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 support services to level the educational playing field. This initiative requires additional financial resources. The Board will continue to commit to raise funds in the corporate and philanthropic community to address these needs.
3. **Facility:** The Board will continue to support improvements designed to enhance the safety, cleanliness, and sustainability of the building as well as to support the development of an optimum learning environment in all classrooms.

## School Administrators

### Summary of Accomplishments

During the 2009-2010 school year, the Administrative team continued to lead the growth and strengthening of our second year of operation. Some highlights in accomplishments include the following:

- The leadership of our School Business Administrator and combined efforts, skills, and capacity of our newly organized business office and newly hired personnel have allowed for a more efficient and professional management of critical policies and procedures, savings in many areas, stabilization in enrollment, as well as sustained and detailed oversight and management of the school budget, grants, facility issues, and personnel;
- Developed and implemented a School Improvement Action Plan that addressed action plan steps that improved the quality of instruction, school operations, retention of quality staff, and facility;
- Development and approval of State Mandated Plans including the Professional Development Plan and Technology Plan;
- Development and refinement of curricula aligned to NJCCCS standards and the continued implementation of a data driven assessment model of instruction;
- Provided embedded in-class professional development to support our co-teaching model and to develop our Professional Learning Community;

### 3. REVIEW OF SCHOOL GOVERNANCE AND MANAGEMENT ACCOMPLISHMENTS

---

- Installed SMART board technology in all classrooms and established four mobile laptop labs for use in all classrooms;
- Set up and installed a NJ Alert System to enhance communication with parents and school community members;
- Set up and installed a Business Office server to increase security and streamline operations;
- Successfully nominated one of our teachers, Ms Jodi Cenac, New Jersey Charter School Teacher of the Year;
- Successfully applied for and received two Smarter Charter grants to support the development of our school database system and provide strategic planning training for our Board of Trustees;
- Enhanced security through the installation of a security alarm system and camera system;
- Trained and supported faculty and staff in their use of PowerSchool as our school wide data system;
- Developed and implemented an extracurricular and after school program that offered a wide range of athletic, academic, and culturally enriching activities and experiences that included MathCounts, chess, photography, Drama, Art, Earth Club, Fantasy Football, Yearbook, cheerleading, basketball, soccer, Spanish club, origami, yarning, Speed Stacks, and book clubs;
- Developed and implemented a mentoring program that involved all 7<sup>th</sup> and 8<sup>th</sup> grade students.

#### Changes in School Leadership

A new president and vice president of the Board of Trustees were appointed.

#### 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 and developed monthly goals to direct their work during the year;
- Informational fliers, memos, and a monthly Principal Newsletter were distributed to families throughout the year and published on the school website;
- 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;
- Parents were invited to contribute to and participate in a Multi-Cultural Feast;
- Parents were invited to attend "Journey Across Africa", a dance performance by the Okra African Dance Troup in celebration of African-American History;
- Parents were invited to participate in a Thanksgiving Feast, a Mothers' Day Breakfast, and a Male Role Models Day activity hosted by one of the eighth grade classes;
- Parents were invited to volunteer their time at events like the Scholastic Book Fair and Field Day;
- 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;

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

---

- 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.

The expansion and addition of procedures and events to elicit parent involvement and provide a broader menu of avenues for parents to contribute 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 Cotchery Foundation;
- Affiliation with the New Jersey Charter Public Schools Association.

#### School/Community Activities

Pride Academy is committed to growing relationships with community organizations that can provide positive experiences for our students, as well as providing students with the opportunity to serve and positively impact their community.

During the 2009-2010 school year, Pride Academy interacted with the community in the following ways:

- Pride Academy grew its relationship with The Cotchery Foundation, a non-profit charitable organization started by Jerricho Cotchery, wide receiver of the New York Jets. Pride Academy was selected to be one of their featured organizations during their Monday Night Football at the ESPN Zone Benefit Event in NYC;
- Pride Academy successfully nominated one of our teachers, Ms Jodi Cenac, for the New Jersey Charter School Teacher of the Year award;

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

---

- Students in all grades participated in school-wide fundraising activities and donations for Thanksgiving baskets and to support the Haiti reconstruction initiatives;
- Pride Academy applied for and received two SMARTer Charter grants from the New Jersey Charter Public Schools Association that led to continued technical assistance in the area of implementing our school wide data system and strategic planning for our Board of Trustees;
- A High School Night was planned and executed for our middle school families. Ten high school admissions representatives attended and provided information to our families of our 8<sup>th</sup> grade students about a range of public, parochial, and private high school choices;
- Fifth grade students participated in an East Orange community Asthma Walk in Elmwood Park;
- Our boys and girls basketball and soccer teams participated in the Charter School Athletic League, and our girls' basketball team won the championship.

#### 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 A for a copy of the survey form and a detailed presentation of the results. Table 25 details the process of administering surveys to parents, students and staff.

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

<b>Survey</b>	<b>Time Administered</b>	<b>Analysis &amp; Presentation</b>	<b>Audience of Survey Data</b>
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

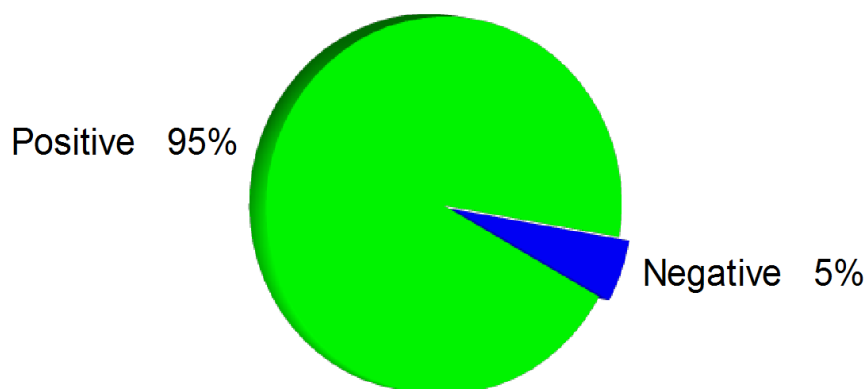
**Table 25** - Plan for the Administration and Analysis of Surveys

The following tables and figures present a summary of the quantitative tally (in percentages) of items for the parent survey responses. The data is compared to the data for the previous school year.

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

Statement	Positive (%)	
	2008-2009	2009-2010
<b>Student Achievement</b>		
Our school is meeting the academic needs of your child.	94	93
Our school is meeting your child's needs in developing reading and writing skills.	100	95
Our school is meeting your child's needs in developing math skills.	94	93
Our school is meeting your child's needs in developing computer and technology skills.	90	93
High academic expectations are held for your child at our school.	84	98
Your child's progress is regularly and systematically assessed and evaluated.	97	98
Assessment information is regularly communicated to students and parents.	81	93
Our school provides opportunities for your child to be involved in extracurricular activities.	77	95

**Table 26 – Student Achievement:** Parent satisfaction survey ratings on the student achievement section of the survey. The data indicates the percentage of parents selecting positive responses ('agree' or 'strongly agree' on a four choice Likert scale) in the 2008-2009 school year and the 2009-2010 school year.

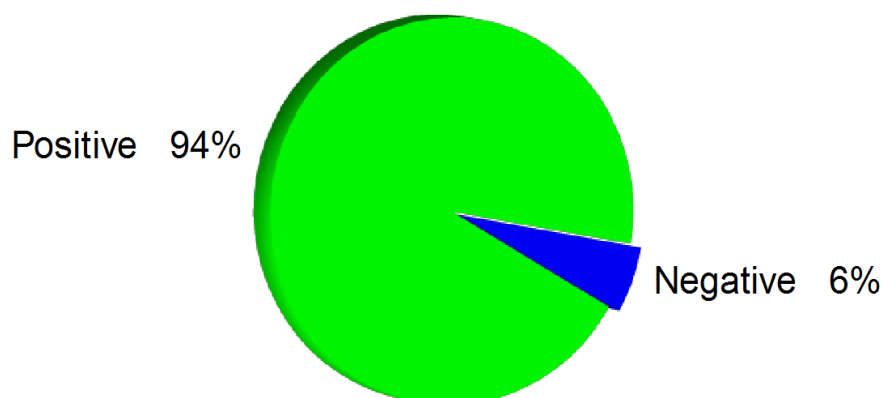


**Figure 5 - Student Achievement:** Overall 95% of parents responded positively on questions related to student achievement. This is a 5% increase over 2008-2009.

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

Statement	Positive (%)	
	2008-2009	2009-2010
<b>School Culture</b>		
Our school has a positive climate.	74	88
All students are welcomed and included at our school.	94	100
The physical condition of our school is welcoming.	87	88
Our school is a safe place to work and learn.	84	95
Our school is meeting your child's needs in developing social skills.	91	88
Our school provides clear expectations for student behavior in the school.	94	98
Our school has established clearly defined core values for behavior.	94	100
Staff members at our school uphold and model the core values for our students.	91	98
Students are rewarded for upholding the core values at our school.	94	100
Rules related to behavior are enforced consistently at our school.	81	90

**Table 27 – School Culture:** Parent satisfaction survey ratings on the school culture section of the survey. The data indicates the percentage of parents selecting positive responses ('agree' or 'strongly agree' on a four choice Likert scale) in the 2008-2009 school year and the 2009-2010 school year.



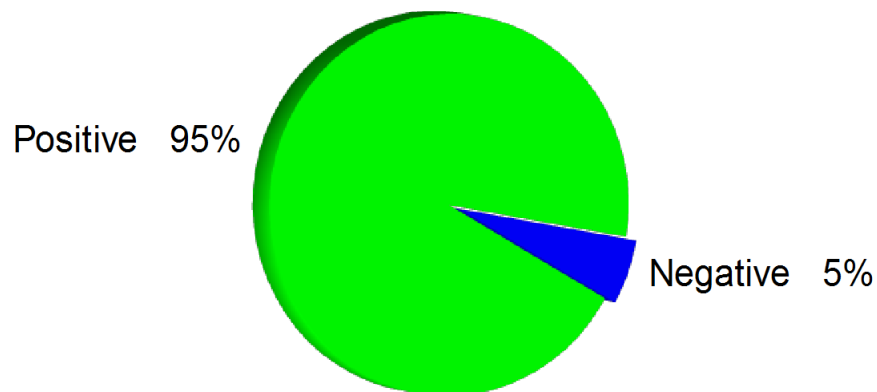
**Figure 6 - School Culture:** Overall, 94% of parents responded positively on questions related to school climate. This is a 6% increase over the 2008-2009 survey results.



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

Statement	Positive (%)	
	2008-2009	2009-2010
<b>Parent Relations</b>		
In our school, staff members work hard to maintain positive relations with parents.	78	95
Our school welcomes the participation of parents (for example, volunteering).	90	95
Our school invites the input of parents in school-planning activities.	87	98
Parents are actively involved in decision-making that affects their children.	70	90

**Table 28 – Parent Relations:** Parent satisfaction survey ratings on the parent relations section of the survey. The data indicates the percentage of parents selecting positive responses ('agree' or 'strongly agree' on a four choice Likert scale) in the 2008-2009 school year and the 2009-2010 school year.



**Figure 7 - Parent Involvement:** Overall 95% of parents responded positively on questions related to parent involvement. This is a 14% increase over the results for the 2008-2009 school year.

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

---

##### 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 continued to indicate an overwhelmingly positive response in all areas of the survey. For every item, a majority of parents, in excess of 88% of respondents, either agreed or strongly agreed with the positive statements about the school in each item;
- Overall, 95% of parents responded positively to questions related to student achievement. This is an increase of 5% from the previous year;
- Ninety eight percent of parents indicated that the school has high academic expectations and that student progress is regularly assessed and evaluated;
- This year, 93% of parents indicated that assessment information is regularly communicated. This is an increase of 12% from last year when this was identified as a challenge to be addressed;
- Last year, extracurricular activities were identified as an area needing improvement. This year 95% of parents indicated that our school provides opportunities for students to be involved in extra-curricular activities. This is an increase of 22%;
- Overall, the percentage of parents responding positively about our school culture increased 6% from 88% last year to 94% this year. Eighty eight percent of parents responded that the school has a positive school climate and this is an increase of 12%;
- 100% of parents responded that the school welcomes all students. This is an increase of 6% from the previous year;
- Parents unanimously indicated that the school has clearly defined core values and that the students are rewarded for upholding them. This is an increase of 6% from the previous year. In addition, 98% of parents indicated that the school upholds and models these values;
- The percentage of parents indicating in the survey that school rules are consistently enforced has increased by 9% from 81% to 90%;

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

---

- Overall, the survey results show that 95% of parents responded that the school welcomes parent participation. This is an increase of 14% from our first year of operation;
- Ninety eight percent of parents indicated that they are actively involved in decision-making;
- Overall, the responses to the open-ended questions continue to indicate strong support for the teachers, administrators, and a general climate of respect, encouragement, and commitment to learning at the school.

#### **Growth Areas:**

- This year, 43 parents responded to the survey up from 32 in our first year. However, more work is still needed to encourage parents to complete and return the survey so that accuracy of the survey results can be increased;
- While there was an overall increase in the percentage of parents responding positively to questions concerning student achievement, there was a slight decrease in the percentage of parents who responded that the school is meeting the needs of students in the core areas of reading, writing and mathematics. The school continues to hold this as our highest priority and has instituted improvements in professional development, assessment, co-teaching models of instruction, and tutoring programs to address student academic needs;
- While there was an overall increase in the ratings given by parents for the school culture that has been created at Pride Academy, there was a slight decrease in the percentage of parents who indicated that the school is meeting student's needs in developing social skills (from 91% down to 88%). To address this, the school will continue to strengthen our mentoring and peer mediation programs, and will continue to offer parent and student workshops on building social skills;
- In response to last year's parent comments to the open ended questions in the parent survey, the school introduced Saturday Morning Accountability and recess accountability as additional steps before student suspension. However, while most parents are supportive of the school discipline policy, there are still some parents who express a desire for further alternatives to student suspensions;
- A number of parents indicate a need for lockers in the school. The school is examining solutions to this problem;

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

---

- Some parents expressed a desire for more choice in the school uniform. The school is planning to introduce a 'skort' option for girls and knee length black uniform walking shorts for girls and boys.

##### 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;
- Pride Academy purchased an electronic screen outdoor sign that posts information about upcoming school events. The sign was installed on the front lawn of the school for all parents and community members to see.

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

##### Training/Support

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

- 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, Vice Principal, 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 8<sup>th</sup> grade parents as he guided their children through the steps of applying to quality high schools;
- Teachers conducted a workshop on assisting students with homework, meeting homework standards, and completing high quality homework assignments;
- A workshop on NCLB was presented to parents that introduced and informed them about the school's NCLB goals and initiatives;
- Several workshops were provided on various topics including "Talking to Your Child about Sex", "Helping Your Child Avoid Risky Behaviors", and "Drugs, Gangs, and Guns";
- The Math Department presented a Family Math activity, which involved hands on activities for parents to use with their children to practice math skills at home.

#### 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;
- A committee of parents and students will be created to work on graduation events and activities.

#### **Public Relations and Outreach Activities and Outcomes**

##### Public Relations Activities

In this second year, Pride Academy Charter School has worked to expand its public relations activities and become more visible and known in the wider community. The following highlights summarize some of our major efforts for the 2009-2010 school year:

- The design and publication of a full color yearbook that catalogued and celebrated the 2009-2010 academic year of Pride Academy Charter School;

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

---

- The school website has been developed, maintained, and expanded to include a blog;
- 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 the NJPCSA 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, students worked with and made contributions to several community based organizations that included the Imani Soup Kitchen and the American Lung Association;
- Pride Academy hosted abstinence workshops for students in grades 7 and 8;
- During our annual Violence and Vandalism Awareness Week, through a collaboration between the Dean of Students and Health Educators from UMDNJ specializing in preventing HIV and STDs, students in grades 5-8 attended workshops about respecting their bodies and respecting themselves. These workshops focused on avoiding sexually inappropriate behaviors;
- Pride Academy grew its relationship with Links, Inc. (a national community service org). The Links, Inc. organization led and organized monthly after school workshops for 12 Pride Academy students in grades 7 and 8. The workshops focused on a variety of topics including Internet Safety, Positive and Negative Media Images, Physical Health and Nutrition, and Financial Health. Students were instructed in these areas and invited to participate in discussions. The program provided students and parents with brochures to take home, monthly refreshments, and two family celebrations which involved the participation of parents;
- The Okra African Dance Ensemble performed for the African American History Month Celebration at Pride Academy. The performance was entitled "Journey Through Africa" and involved songs, spoken word, and dances that celebrated and educated about the culture and traditions from the continent of Africa;

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

---

- The Cotchery Foundation expanded their involvement and support of Pride Academy by expanding the mentoring program from serving 20 students during the 2008-2009 year to serving 120 students during the 2009-2010 academic year. Additionally, Pride Academy received a \$10,000 grant from the foundation to support the school's athletic program;
- Pride Academy and The Cotchery Foundation were featured in the NJ Star Ledger and the NFL Cable Station in relation to Mr. and Mrs. Jerricho Cotchery's mentoring program;
- Ms. Jodi Cenac, Pride Science teacher and Dean of Academics, was named the NJ Charter School Teacher of the Year. As part of honoring her award, she was featured in the Star Ledger Sunday edition, visited by the Essex County Superintendent of Schools, and honored at a community celebration at the Imani Baptist Church. Pride Academy also celebrated her award by posting an announcement on its website and on a banner that hangs on the school building;
- Pride Academy was asked to participate in an informational film about charter schools being produced by the New Jersey Public Charter School Association. As part of the documentary, students, teachers, and administration were filmed and interviewed;
- Pride Academy was invited to attend the Middle School Recruitment Fair at University Heights in Newark. Pride Academy presented information about the school, distributed brochures, and answered parent questions;
- Pride Academy organized a food drive during the Thanksgiving season. Students and faculty collected non-perishable items, which were presented to the Imani Baptist Church Food Pantry;
- Forty students were invited to attend a 50-year anniversary celebration of the end of the Korean War. The celebration involved a performance in New York City of the Little Angels, a Korean Children's Traditional Dance Ensemble;
- Pride Academy students participated in a school-wide campaign to raise funds for the victims of the earthquake in Haiti. Approximately \$625.00 was raised.

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

---

##### 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 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 Vice Principal 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;



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

---

- Work towards building a foundation that will work to raise awareness and support of Pride Academy programs;
- Increase marketing efforts by including ads on cable television, newspapers, and billboards.

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 and ongoing lotteries as applications are received;

## 5. DESCRIPTION OF STUDENT AND STAFF RECRUITMENT ACTIVITIES

Admissions Results

The following statistics represent the enrollment for Pride Academy ending June 30<sup>th</sup> 2009:

<b>Grade</b>	<b># of Enrolled Students June 30, 2010</b>	<b>Wait List Number as of July 2010</b> (there is no rollover of waitlists from prior years)
Fifth	60	46
Sixth	60	112
Seventh	60	61
Eighth	53	44

**Table 29** – Current enrollment for the 2009-2010 school year and the numbers of students on the wait list in each grade as of July 20<sup>th</sup> 2010.

The following data show the number of Student Transfers in and out of Pride Academy over the course of the 2009-2010 school year:

<b>Grades</b>	<b>IN</b>	<b>OUT</b>
Fifth	7	7
Sixth	2	3
Seventh	10	10
Eighth	3	10

**Table 30** – Number of students who transferred in or out in the 2009-2010 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 2010-2011 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 31** – Proposed grades and enrollment for the 2010-2011 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;
- Parents desiring to move their children out of the inner city districts in order to escape the negative influences in the neighborhood.

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

5. DESCRIPTION OF STUDENT AND STAFF RECRUITMENT ACTIVITIES

---

**Staff Recruitment**Recruitment Results

Hiring Data	Result
Staffing Level, 2009-2010	36
Number Retained	32
Retention Rate	89%
Number of Retirements	0
Number of Resignations	2
Number of Non-renewals	4
Number of Promotions and Reassignments (within the school)	4
Current Openings	1
Number of Applicants	>500
Number of Applicants Interviewed	50
Number of Applicants Hired To Date	8

**Table 32** Recruitment results for the 2009-2010 year, as of July 23<sup>rd</sup>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;

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 is gathered in two ways:

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

**Supporting Data:**

Exit Data 2009-2010	
Number of Non-Returning Staff	Reason for Leaving
1	Decision to leave in January for a less demanding position
1	Moving out of State
4	Performance related reasons
Total # of non-returning staff: 6	

**Table 33** – Staff exit data as of June 30<sup>th</sup>.

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

---

## 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 34 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 34 - 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 2009-2010 school year:	To continue to grow in this area the following action steps will be taken during the 2010-2011 school year:
To assess the articulation and visibility of the Mission in our school community.	<ul style="list-style-type: none"> <li>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.</li> <li>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 Project Pride Curriculum; public relations materials such as brochures, web-site; newsletters; visual display in the school and classrooms.</li> <li>Maintain, review, and update Pride Academy Charter School's CEP and needs assessment.</li> </ul>	<p>The Mission Statement was 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 and in every classroom.</p> <p>A needs assessment has been completed 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>	<p>Opportunities to publish and promote Pride Academy and its mission will continue to 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 our annual culminating school wide performance exhibitions and celebrations.</p> <p>A log of the different ways that the Mission is communicated and reinforced will continue to be maintained and updated on an ongoing basis.</p>
To monitor the process of curriculum development and revision.	<ul style="list-style-type: none"> <li>Establish a timeline for review and development of tasks to be completed and maintain a log of progress.</li> <li>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.</li> <li>Prepare a summary of tasks completed and include the data in the Annual Report</li> </ul>	<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>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 focused on the building of and ongoing evaluation of curriculum maps and unit plans.</p> <p>A Summer Academy curriculum aligned to the Work place readiness standards (Career Education and Consumer, Family, and Life Skills) was designed to instill critical core competencies, habits, and skills for success.</p>	<p>An online and hard copy library of unit plans for the core subject areas will be developed.</p> <p>Curriculum pacing and maps will be aligned to the Achievement Network assessments in math and literacy.</p>
To monitor and coordinate school based and State mandated NCLB assessments.	<ul style="list-style-type: none"> <li>Create a timeline of dates/benchmark events related to the administration of tests.</li> <li>Create and maintain a schedule of benchmark meetings and workshops for faculty to report on and analyze assessment data.</li> <li>Collect, reduce, analyze and report data</li> </ul>	All the steps proposed to evaluate achievement of this goal were implemented and utilized.	State test data will continue to be reduced, analyzed and reported on when the results are received. Data will drive instructional decisions and school –wide staffing decisions.



## 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 2009-2010 school year:	To continue to grow in this area the following action steps will be taken during the 2010-2011 school year:
To monitor the implementation of professional development (PD) and assess staff PD needs	<ul style="list-style-type: none"> <li>Administer staff survey and administer and collect workshop evaluations</li> <li>Analyze data, prepare report &amp; share with school staff</li> <li>Conduct a review of Portfolios and PIP development</li> </ul>	<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>Our Mentoring Plan was implemented.</p> <p>Professional Development and Training for mentors will be incorporated into the Summer Orientation.</p> <p>Embedded, targeted professional development was provided based on teacher feedback and need in support of our inclusion and co-teaching instructional model and strengthening of our PLC.</p>	<p>The teacher portfolio system will be introduced using a gradual release model through the school year.</p> <p>More turn-key professional development opportunities will be facilitated.</p> <p>A peer-coaching program will be designed and implemented.</p>
To evaluate Staff and Administration	<ul style="list-style-type: none"> <li>Establish a timeline for staff and administrator evaluations</li> <li>Conduct evaluations and maintain a log of the clinical supervision process.</li> <li>Conduct Annual Performance Review evaluations of all staff</li> <li>Conduct teacher portfolio review.</li> </ul>	<p>A timeline for evaluation was created and utilized.</p> <p>An evaluation tool and process were developed and used to facilitate evaluation of and feedback to Business Office support staff.</p> <p>Evaluation tools and a process were designed and used to enable staff to provide feedback to the Principal.</p>	<p>Evaluation tools to support a clinical supervision model will be modified to address school wide goals in technology, differentiated instruction, and PACS learning cycle implementation.</p>
To evaluate Parent, Student and Staff Perceptions	<ul style="list-style-type: none"> <li>Establish a timeline for the administration of surveys to all school constituents.</li> <li>Administer, gather and analyze data from surveys</li> <li>Share results with school constituents</li> </ul>	<p>Surveys were designed and administered to staff, students and parents.</p> <p>Parent Survey data was analyzed and reported to the Board of Trustees during an open public meeting and incorporated in the Annual Report.</p>	<p>Student and staff survey data will be analyzed and formally reported to the Board of Trustees and to staff.</p>
To evaluate and monitor Community Involvement and Partners	<ul style="list-style-type: none"> <li>Maintain a log of activities, outreach events, and securing of partners</li> <li>Prepare a summary report to include in Annual Report</li> </ul>	<p>A log of activities was maintained and a summary report has been incorporated in the Annual Report.</p> <p>The development of another promotional school video.</p> <p>Increased partnership with the Cotchery Foundation in the expansion of the boys and girls mentoring program and in the benefit that the foundation held at ESPN in NYC to support Pride.</p> <p>Expanded year-long workshop program provided by the LINKS Inc national community service organization program.</p> <p>Maintained partnership with the leaders and congregation of the Imani Baptist Church in participation at their annual citywide celebrations such as their Thanksgiving Service and Martin Luther King Jr. celebrations.</p> <p>Invitation of community leaders and parents to participate in and witness our Morning Assemblies.</p> <p>Participation in fundraising and support of the following organizations and causes: UNICEF, American heart Association, Asthma Research, St Jude's Hospital, community food banks and clothing drives.</p> <p>Continued utilization of contacts with the local papers (Newark Leader, East Orange Record, Orange Transcript) in the area in</p>	<p>Plan to create opportunities for student assessment performance exhibitions in front of an audience that includes parents, Board members and community figures. Host a community-wide event celebrating some of the service projects that students implemented as part of the Project Pride Curriculum.</p> <p>Continue to research funding sources including Terrell Foundation and Victoria Foundation.</p> <p>Establish a schedule of visits to the school by community members from East Orange, Orange and Newark.</p> <p>Work towards building a foundation that will work to raise awareness and support of Pride Academy programs.</p> <p>Increase marketing efforts by including ads on cable television, newspapers, and bill boards.</p> <p>Develop an additional promotional video about Pride Academy.</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 2009-2010 school year:	To continue to grow in this area the following action steps will be taken during the 2010-2011 school year:
		<p>order to promote the publication of articles on Pride Academy.</p> <p>Increased publicity and public relations resulting from one of our teachers receiving the New Jersey Charter School Teacher of the Year Award and inclusion of our school in a film that NJCPSA is producing.</p> <p>Mayor of Orange was our guest speaker at our 8<sup>th</sup> grade Graduation celebration.</p>	
To evaluate Student Recruitment and maintain stable and constant Enrollment	<ul style="list-style-type: none"> <li>Establish a timeline of recruitment tasks and responsibilities and share with staff.</li> <li>Maintain a log of recruitment and enrolment activities and events.</li> <li>Complete State mandated enrolment counts.</li> <li>Summarize data and prepare a report in Annual Report.</li> </ul>	<p>Admissions and enrollment procedures were 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.</p> <p>Stable enrollment was maintained throughout the year.</p> <p>State mandated reports were prepared and submitted on time in October and June.</p> <p>The School Register Report was compiled and submitted on time in July.</p>	<p>Continue to work on the design and implement of student and parent orientation steps for mid-year entrances.</p> <p>Continue to work on PR and publicity to increase student recruitment and build waitlists, especially for the 8<sup>th</sup> grade.</p>
To monitor student code of conduct	<ul style="list-style-type: none"> <li>Maintain accurate records of disciplinary actions.</li> <li>Administer parent/teacher/student surveys</li> <li>Maintain and complete the EVVRS reporting system</li> <li>Maintain a log of positive discipline and leadership activities and events</li> <li>Establish a timeline of discipline review tasks and an advisory committee composed of teachers, administrators, parents, student leaders, and community partners</li> <li>Set aside time for the discipline committee to meet and review policies, positive reward and classroom management systems and discipline data.</li> <li>Gather, analyze and report data in Annual Report</li> </ul>	<p>An addition to the Code of Conduct was made as a result of parent and staff feedback and reflection. A Saturday Accountability component was added that will address chronic infractions before they reach the status of suspension.</p> <p>A school wide positive behavior management system was implemented and reinforced through the school year.</p> <p>Opportunities for stakeholders to review and give feedback with regard to revisions to the Code of conduct were offered by way of surveys and meetings.</p> <p>The annual EVVRS report was compiled and submitted on time in July.</p> <p>A more expanded array of extracurricular and leadership opportunities were offered to the students this year.</p> <p>A peer mediation program was established.</p> <p>Mentoring programs were expanded this year to include all 7<sup>th</sup> and 8<sup>th</sup> grade students.</p> <p>A Boy's and Girls Book Club was established for students this year.</p>	<p>Data collection and tracking of incidents will be more streamlined and efficient by using the Power School data base system and the addition of a staff member to assist the Dean of Students.</p> <p>Adjustments will be made to the behavior charts that are used to support the positive behavior management system.</p> <p>Continue to strengthen and implement the Peer Mediation (KIDS SAFE) program.</p> <p>Expand our support services to include an additional social worker.</p> <p>A Summer Academy New 5<sup>th</sup> grade orientation was designed and implemented to inform and educate students and parents about our code of conduct expectations.</p>
To monitor Staff Recruitment and Retention.	<ul style="list-style-type: none"> <li>Establish a Faculty Life committee to give input and work on initiatives to maintain and sustain a positive professional learning community.</li> <li>Develop and maintain PR materials and web site</li> <li>Attend job fairs</li> <li>Advertise positions on NJ Hire and newspapers</li> <li>Network and advertise positions in colleges and universities</li> <li>Summarize and report data in Annual Report</li> </ul>	<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>Opportunities to provide incentives and an increased array of benefits for employees were implemented such as Metlife enrollment.</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>

## 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 2009-2010 school year:	To continue to grow in this area the following action steps will be taken during the 2010-2011 school year:
To evaluate Board composition/Duties/Policies.	<ul style="list-style-type: none"> <li>Establish and review roles and responsibilities of all Board members.</li> <li>Establish a schedule of Board retreats and trainings.</li> <li>Maintain a log of policies that are reviewed and adopted by the Board</li> <li>Summarize accomplishments and activities and report in Annual report.</li> </ul>	<p>Recruited and oriented 2 new board members and created a Board Expansion Committee that facilitated a Board Expansion Open House.</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>A Board Retreat was facilitated and training in strategic planning initiated.</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> <p>Continue to facilitate Strategic Planning training and support the development of a two year strategic plan for the school.</p>
To monitor Fiscal Functions and Reporting.	<ul style="list-style-type: none"> <li>Complete and fulfill all action plan steps involved in EWEG and accounting of government grant funds</li> <li>Complete and fulfill all action plan steps involved in the Audit and Comprehensive Annual Report</li> </ul>	<p>Federal grants have been disbursed and accounted for according to the guidelines. EWEG reporting was completed for IDEA IDEA ARR, NCLB ARRA and NCLB funds.</p> <p>The school's first Audit was completed thoroughly and all corrective actions have been addressed.</p> <p>The hiring of a full time SBA and two support personnel has allowed for an increased level of strategic planning, accuracy, professionalism, compliance, checks- and-balances, transparency, identification of cost-savings procedures, and additional resources.</p>	<p>Broaden the communication among business office staff and sharing of information/data through the business office server.</p> <p>Improve and strengthen the operation and management of the School Lunch Program.</p>
To monitor and evaluate Special Education Implementation.	<ul style="list-style-type: none"> <li>Designate a coordinator of Special Education services</li> <li>Conduct timely IEP reviews with all appropriate personnel</li> <li>Conduct annual reviews and three year reevaluations as pursuant to N.J.A.C. 6A:14</li> <li>Conduct a State mandated Self-Assessment of the special education program when directed by NJDOE</li> <li>Summarize and report findings in Annual Report</li> </ul>	<p>The Special Education Policy Manual was reviewed and revised in order to update and reflect newly adopted policies.</p> <p>A continuum of service was developed to include the potential for a self-contained setting as required and needed.</p> <p>An inclusion model of delivery of service to classified students was further expanded and developed.</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>Increased Professional Development was provided for all staff focusing on the inclusion model and the co-teaching model.</p> <p>A SEMI action plan for implementation was developed.</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 implemented if numbers permit.</p> <p>Increased Professional Development will be provided for all staff focusing on the role of the general education teachers and SPED teachers in modification and differentiation of instruction.</p> <p>Purchase and implement ezIEP to streamline , expedite, and ensure a high level of compliance and accuracy in documentation and reporting.</p> <p>Add the teaching of science to the self-contained room range of service.</p>
To monitor and evaluate At-risk Student programs	<ul style="list-style-type: none"> <li>Administer in-house assessments to gather base line data for all new students</li> <li>Create pre-test style placement assessments in math and literacy for all grades.</li> <li>Collect, reduce, analyze and report data</li> <li>Review the effectiveness of the menu of at risk student programs and interventions</li> </ul>	<p>Entrance assessments in math and language arts literacy were created and utilized for all grades.</p> <p>A formal and more extensive basic skills program of push-in support was developed, implemented, and monitored.</p> <p>Additional personnel were hired to deliver push-in support in math and literacy.</p> <p>Additional supplies and technology were purchased to support the basic skills program.</p> <p>The I&amp;RS process was developed, formalized, and implemented.</p> <p>An after school program for skill enhancement was developed</p>	<p>Develop a schedule for bi-weekly meetings with the Title I Team</p> <p>Develop and implement a schedule for increased supervisory observations and evaluations of Title I teachers</p> <p>Continue to provide embedded professional development to support the co-teaching model and differentiation</p> <p>Develop a schedule to drive more frequent review of and feedback on documentation/reporting</p> <p>Purchase the Kaufman Test of Educational Achievement, Second Edition (KTEA-II) , a research-based assessment test for both language arts and math for the 2010-11</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 2009-2010 school year:	To continue to grow in this area the following action steps will be taken during the 2010-2011 school year:
		and offered to students identified most at risk.  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.	academic year.  Streamline the pre-evaluation documentation component of the I&RS process to expedite the paperwork.
To monitor and evaluate LEP Student Programs.	<ul style="list-style-type: none"> <li>Administer an assessment of LEP identified students with the MAC II Test of English Language Proficiency.</li> <li>Collect, reduce, analyze and report data</li> <li>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.</li> </ul>	<p>An LEP plan is in place.</p> <p>LEP identification assessment materials were purchased.</p>	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"> <li>Maintain a log of co-curricular activities.</li> <li>Administer, gather and analyze data from evaluation surveys from students and teachers</li> <li>Prepare a summary report to include in Annual Report</li> </ul>	<p>A log of activities was created.</p> <p>A summary report has been included in the Annual Report.</p> <p>A more extensive menu of extra curricular activities was developed and implemented contingent on the availability of stipends and facility space.</p>	<p>A survey instrument that gathers feedback from students and teachers will be developed and administered.</p> <p>Provide a greater level of supervision in the planning, assessment, and implementation of the extracurricular activities.</p> <p>Ensure that each activity utilizes a performance exhibition type of assessment and celebration of student accomplishments.</p>
To assess students' participation in community service activities.	<ul style="list-style-type: none"> <li>Create a timeline of benchmark dates/activities/performance exhibitions related to grade level Pride Projects.</li> <li>Maintain a log of all activities related to the implementation and completion of grade level Pride Projects.</li> <li>Video tape performance exhibitions of final culminating presentation of Pride Projects</li> </ul>	<p>A timeline and log of Project Pride –related activities was created.</p> <p>All grades participated in year-long inquiry based Project Pride community service related activities.</p> <p>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.</p> <p>A formal Project Pride curriculum was developed.</p> <p>An additional staff member was hired to teach Project Pride classes.</p>	<p>Provide a greater level of supervision in monitoring and evaluating the implementation of the Project Pride curriculum.</p> <p>A final culminating performance exhibition of Project Pride presentations will be developed for a community- wide audience.</p>
To monitor SEAP Implementation.	<ul style="list-style-type: none"> <li>Create a timeline of dates/meeting times and benchmarks for completion of activities to share with appropriate staff</li> <li>Summarize and report findings in Annual Report</li> </ul>	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"> <li>Create, administer and analyze Pride Academy Charter School yearly literacy pre-test survey tests for grades 5-8.</li> <li>Administer and analyze Pride Academy Charter School series of interim grade-wide literacy tests for grades 5-8.</li> <li>Administer and analyze the NJASK ELA assessment for grades 5-8</li> <li>Administer and analyze classroom-based mid-term and final exams in ELA</li> <li>Collect, reduce, analyze and report data</li> </ul>	<p>A series of interim grade-wide literacy tests for grades 5-8 were developed, administered, analyzed and utilized to tailor and target instruction.</p> <p>Grade-wide interim assessments and data analysis tools were revised and strengthened in LAL.</p> <p>Lesson planning and curriculum unit planning was more closely aligned with the assessment schedule of targeted skills.</p> <p>More targeted professional development was delivered focusing on the action planning and reteaching steps of the data driven model.</p> <p>A more scaffolded and chunked data driven assessment model</p>	<p>The Achievement Network assessments will be purchased and utilized for our interim testing initiative.</p> <p>Lesson planning documents and evaluation tools to support a clinical supervision model will be modified to more closely monitor the pacing and teaching of target skills.</p> <p>Develop and formalize Family LAL nights and ways to increase parent involvement and information about key LAL skills and instruction.</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 2009-2010 school year:	To continue to grow in this area the following action steps will be taken during the 2010-2011 school year:
		<p>was piloted in all grades for LAL.</p> <p>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.</p> <p>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.</p>	
2. To assess the achievement of Pride Academy Charter School's second academic goal: to facilitate student growth in fundamental mathematic skills.	<ul style="list-style-type: none"> <li>Create, administer and analyze Pride Academy Charter School yearly math pre-test survey tests for grades 5-8.</li> <li>Administer and analyze Pride Academy Charter School series of interim grade-wide math tests for grades 5-8.</li> <li>Administer and analyze the NJASK math assessment for grades 5-8</li> <li>Administer and analyze classroom-based mid-term and final exams in math</li> <li>Collect, reduce, analyze and report data</li> </ul>	<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>Grade-wide interim assessments and data analysis tools were revised and strengthened in math.</p> <p>Lesson planning and curriculum unit planning was more closely aligned with the assessment schedule of targeted skills.</p> <p>More targeted professional development was delivered focusing on the action planning and reteaching steps of the data driven model.</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>A new text book series was adopted that strengthened the delivery of differentiated instruction, supported the need to remediate skill areas, and involved parents more in the home-based practice of skills.</p> <p>A Math Fair and Parent-Math night were designed to support a project-based process of learning, showcase student skills, and involve parents in hands-on math activities that they can use to reinforce skills at home.</p>	<p>The Achievement Network assessments will be purchased and utilized for our interim testing initiative.</p> <p>Lesson planning documents and evaluation tools to support a clinical supervision model will be modified to more closely monitor the pacing and teaching of target skills.</p> <p>Develop and formalize Family Math nights and ways to increase parent involvement and information about fundamental math skills and instruction.</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.	<ul style="list-style-type: none"> <li>Administer and analyze the PACS Learning Cycle end of year student questionnaire.</li> <li>Administer and utilize the PACS Learning Cycle end of year questionnaire scoring rubric.</li> <li>Administer and utilize the PACS Learning Cycle application rubric.</li> </ul>	<p>Pre-and post assessments of the PACS learning cycle were administered and the data reduced and analyzed.</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 was more formalized in the lesson planning template and expectations for the opening phase of lessons.</p> <p>PACS learning cycle posters were developed and displayed in all classrooms.</p>	<p>Data from the pre- and post-assessments will be utilized to drive target goals and objectives for the teaching and integration of the PACS learning cycle throughout instruction.</p> <p>Professional development will continue to be provided to support the teachers in their teaching and assessment of the PACS skills and habits.</p> <p>Further 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>

## 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 2009-2010 school year:	To continue to grow in this area the following action steps will be taken during the 2010-2011 school year:
<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"> <li>Complete the EVVRS report and report results</li> <li>Maintain and evaluate the Pride Academy Charter School annual record of student incidents.</li> <li>Administer, gather and analyze quantitative and qualitative data from Pride Academy Charter School's annual parent surveys.</li> <li>Maintain a log of positive leadership opportunities and evidence of positive communication.</li> </ul>	<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>Implementation of a Saturday School Accountability program to strengthen the partnership between parents and the school and accomplish the following took place:</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>The school wide behavior management system will be reviewed and revised in order to emphasize and capitalize on the positive effects of the system.</p> <p>The impact of our Summer Academy Orientation Program for our new incoming 5<sup>th</sup> grade class will be evaluated and utilized to ensure a smooth transition into the school year and transfer of skills, habits of mind, and best practices across other grades.</p> <p>Home-school partnership workshops and opportunities will continue to be provided for information and training with regard to ways to manage adolescent behavior, needs, and remain informed and proactive with regard to risky behaviors.</p>
<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"> <li>Maintain Pride Academy Charter School's annual record of professional development staff participation and licensed provider numbers.</li> <li>Write, implement, sustain, and evaluate Pride Academy Charter School's annual Professional Development Plan.</li> <li>Maintain Pride Academy Charter School's annual record of in-house teacher-led workshops</li> <li>Administer, gather, and analyze quantitative and qualitative data from Pride Academy Charter School's annual teacher surveys.</li> <li>Maintain and evaluate teacher PIPS and performance reviews</li> </ul>	<p>The annual Professional Development Plan was created and approved by the State.</p> <p>Embedded, targeted professional development was provided based on teacher feedback and need in support of our inclusion and co-teaching instructional model and strengthening of our PLC.</p> <p>A teacher survey and other reflective tools were administered to all staff. Feedback was gathered and action plan steps were created.</p> <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 were 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,</p>	<p>Increase and encourage teacher participation in off-site professional development activities.</p> <p>Continue to schedule time for staff to participate in and lead turnkey on-site professional development workshops.</p> <p>Support the implementation of a peer coaching 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 2009-2010 school year:	To continue to grow in this area the following action steps will be taken during the 2010-2011 school year:
		<p>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 and implemented.</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"> <li>Maintain and evaluate Pride Academy Charter School's system of documenting dated parent sign-in sheets for workshops, meetings, and committee attendance.</li> <li>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.</li> <li>Administer, gather, and analyze quantitative and qualitative data from Pride Academy Charter School annual parent surveys.</li> </ul>	<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 analyzed and reported to the Board of Trustees and included in the Annual Report.</p> <p>Our Parent Council was strengthened and increased in membership this year. Regular meetings were scheduled, agendas were created and collected, and minutes were recorded.</p> <p>An NCLB Parent Advisory committee was developed and a meeting was held.</p> <p>Administration maintained visibility during arrival and dismissal times in order to greet and meet with parents.</p> <p>A parent involvement reward and incentive program was developed and implemented.</p>	<p>Continue to implement a rigorous and active recruitment of parent representation at Parent Meetings and events.</p> <p>Support the development of the Special Education Committee.</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>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 2009-2010 Annual Report

## 7. APPENDICES

## A. Copy of Board Resolution Approving the 2009-2010 Annual Report

### Pride Academy Charter School Resolution

Date: 8-Jun-10Resolution 24

**BE IT RESOLVED** that the Board of Trustees for Pride Academy Charter School  
authorizes the submission and adoption of the 2009-2010 annual report.

Motioned Mr. MesserSeconded MS HILBERT


#### RECORD OF BOARD VOTE

X indicates Vote

ABS- Abstain

NP-Not Present

Board Member	Yes	No	NP	ABS	Board Member	Yes	No	NP	ABS
Stephens	<input checked="" type="checkbox"/>				Moore	<input checked="" type="checkbox"/>			
Mitchell	<input checked="" type="checkbox"/>				Albert	<input checked="" type="checkbox"/>			
					Tiggs				<input checked="" type="checkbox"/>



Board President



Board Secretary

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

Date 08-Jun-10

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

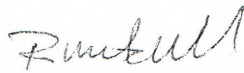
Date: 8-Jun-10Resolution 22

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

Motioned Ms. AlbertSeconded Ms. Stephens

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

Board Member	Yes	No	NP	ABS	Board Member	Yes	No	NP	ABS
Stephens	<input checked="" type="checkbox"/>				Moore	<input checked="" type="checkbox"/>			
Mitchell	<input checked="" type="checkbox"/>				Albert	<input checked="" type="checkbox"/>			
					Tiggs				<input checked="" type="checkbox"/>



Board President



Board Secretary

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

Date 08-Jun-10

\_\_\_\_\_  
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

       Monitored  X   Mandated  X   Other ReasonsPolicyADMISSION

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

N.J.S.A. 18A:7C	of placement; payment of costs
N.J.S.A. 18A:36-19a	High School Graduation Standards
N.J.S.A. 18A:36-25.1	Newly enrolled students; records and identification
	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**

<b>Cross References:</b>	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

PRIDE ACADEMY  
CHARTER SCHOOL

117 Elmwood Ave, East Orange NJ, 07018

Phone: 973-672-3200 Fax: 973-672-3207  
Website: [www.prideacs.org](http://www.prideacs.org)

# STUDENT REGISTRATION FORM

PLEASE PRINT ALL INFORMATION

## I. STUDENT INFORMATION

Student Name	Gender (circle one):			Grade: _____
	<i>Last</i>	<i>First</i>	<i>MI</i>	
				Male
				Female

**What was the last grade completed by your child?**

**Race/Ethnicity:** *(please check one)* \_\_\_\_\_ American Indian/Alaska Native \_\_\_\_\_ Asian \_\_\_\_\_ Caucasian/White \_\_\_\_\_ African American/Black \_\_\_\_\_ Hispanic/Latino \_\_\_\_\_

**Student Home Address:**

<i>Street</i>	<i>City</i>	<i>State</i>	<i>Zip</i>
---------------	-------------	--------------	------------

**Mailing Address (if different):**

<i>Street</i>	<i>City</i>	<i>State</i>	<i>Zip</i>
---------------	-------------	--------------	------------

Home Phone # \_\_\_\_\_  
Work Phone # \_\_\_\_\_ EXT. \_\_\_\_\_  
Cell Phone # \_\_\_\_\_

Student Date of Birth (mm/dd/yyyy) \_\_\_\_\_  
City and State of Birth \_\_\_\_\_  
Country of Birth \_\_\_\_\_

**\*Has your child ever been referred to or evaluated by the Child Study Team?** YES \_\_\_\_\_ NO \_\_\_\_\_

\*Does your child have an IEP (Individualized Educational Plan)? YES NO

\*Does your child receive ESL (English as a Second Language) services?

*\*If you answered YES to any of the above statements, please provide documentation. Thank you.*

CONTINUE ON THE BACK→

## 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 \_\_\_\_\_  
 Home Phone # \_\_\_\_\_ Work Phone # \_\_\_\_\_ EXT. \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Cell Phone # \_\_\_\_\_

Father/Guardian/Caregiver Name \_\_\_\_\_ Address \_\_\_\_\_  
 Home Phone # \_\_\_\_\_ Work Phone # \_\_\_\_\_ EXT. \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ 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**

<b>Pride Academy Acceptance Letter</b>	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.	
<b>Transfer Cards</b>  <b>Students</b> may not enter Pride Academy without a Transfer Card that meets the requirements listed to the right.  <b>Ensure</b> that students are registered at their local public school. This is the public school in the district/city where they are currently living.  <b>Students</b> must transfer out of their current local public school by completing the forms required by their public school district to obtain a transfer card.  <b>If a student</b> 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.	<b>Students Currently Attending a Public School:</b>  1. 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.  2. 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)  3. 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.  4. Make sure that the transfer card is signed by the principal and has the 10 digit student identification number listed.	<b>Students Currently Attending a Private, Parochial School, or Charter School</b>  1. 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.  2. 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

<b>Public School Registration</b>	<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"> <li>• The acceptance letter from Pride Academy that provides proof that their child has been accepted to Pride Academy</li> <li>• 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.</li> <li>• Immunization Record and Health Records</li> <li>• If appropriate, proof of legal guardianship</li> <li>• Proof of the child's age (birth certificate, passport or baptismal certificate)</li> <li>• <b>2</b> 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)</li> <li>• Students' Standardized Test Scores and Cumulative Record</li> <li>• The child must accompany the parent to the registration interview</li> </ul>
<b>Pride Academy Registration Documents</b>  Copies of <b>all</b> 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 <b>all</b> the documents listed to the right.	<ul style="list-style-type: none"> <li>• The signed and dated acceptance letter from Pride Academy that demonstrates proof of acceptance.</li> <li>• 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.</li> <li>• Immunization Record and Health Records</li> <li>• If appropriate, proof of legal guardianship</li> <li>• Proof of the child's age (birth certificate, passport or baptismal certificate)</li> <li>• <b>2</b> 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)</li> <li>• Students' Standardized Test Scores and Cumulative Record</li> </ul>

## 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](http://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

<i>I intend to enroll my child _____ in</i> <div style="text-align: center; font-size: small;">(Child's Name)</div>		
<i>Pride Academy Charter School as a _____ grader for the 2009-10 academic year.</i> <div style="text-align: center; font-size: small;">(Child's grade)</div>		
_____ <i>Parent/Legal Guardian Name (Please Print)</i>	_____ <i>Parent Signature</i>	_____ <i>Date</i>
<i>Student Date of Birth: _____</i>		



## 7. APPENDICES

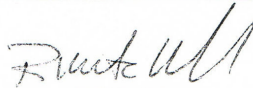
## E. Copy of Board Resolution Naming the Affirmative Action Officer the Section 504 Officer and the Title IX Coordinator

**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: 8-Jun-10Resolution 23**BE IT RESOLVED** that the Board of Trustees for Pride Academy Charter School

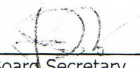
approves the adoption of the following officers for the 2010-2011 school year naming:

**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. MooreSeconded Ms. Stephens**RECORD OF BOARD VOTE****X indicates Vote****ABS- Abstain****NP-Not Present**

Board Member	Yes	No	NP	ABS	Board Member	Yes	No	NP	ABS
Stephens	<input checked="" type="checkbox"/>				Moore	<input checked="" type="checkbox"/>			
Mitchell	<input checked="" type="checkbox"/>				Albert	<input checked="" type="checkbox"/>			
					Tiggs				



Board President



Board Secretary

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

Date 08-Jun-10Board 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 Plan***School 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

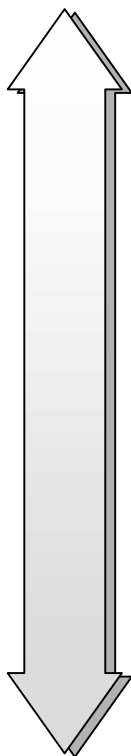
G Copy of the School Staff Recruitment and Retention Plan

---

**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 2009-2010

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?
--	--	--	---	--	--

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"> <li>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.</li> <li>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.</li> <li>Maintain, review, and update Pride Academy Charter School's CEP and needs assessment.</li> </ul>	<ul style="list-style-type: none"> <li>Trimester basis checks</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Teachers</li> <li>Parent Leaders</li> <li>Board President</li> <li>Affirmative Action officer and Team</li> </ul>	None	<p>To be completed on a quarterly basis.</p> <p>Please see Section 6, Review of the School's SEAP Plan for evaluation details.</p>
To monitor the process of curriculum development and revision.	<ul style="list-style-type: none"> <li>Establish a timeline for review and development tasks to be completed and maintain a log of progress.</li> <li>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.</li> <li>Prepare a summary of tasks completed and include the data in the Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>Trimester basis</li> <li>Prepare schedule in August</li> <li>August</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Dean of Academics</li> <li>Teacher-Leaders</li> </ul>	Stipends for summer and after school work	<p>To be completed on a quarterly and annual basis.</p> <p>Please see Section 6, Review of the School's SEAP Plan for evaluation details.</p>
To monitor and coordinate school based and State mandated NCLB assessments.	<ul style="list-style-type: none"> <li>Create a timeline of dates/benchmark events related to the administration of tests.</li> <li>Create and maintain a schedule of benchmark meetings and workshops for faculty to report on and analyze assessment data.</li> <li>Collect, reduce, analyze and report data</li> </ul>	<ul style="list-style-type: none"> <li>August of each new year</li> <li>August of each new year and ongoing</li> <li>Annually in July/August of each year</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Vice Principal</li> <li>Leadership team</li> </ul>	None	<p>To be completed on an ongoing and annual basis.</p> <p>Please see Section 6, Review of the School's SEAP Plan for evaluation details.</p>

## 7. APPENDICES

## H. Copy of Self-Evaluation and Accountability Plan

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
<b>To monitor the implementation of professional development (PD) and assess staff PD needs</b>	<ul style="list-style-type: none"> <li>Administer staff survey and administer and collect workshop evaluations</li> <li>Analyze data, prepare report &amp; share with school staff</li> <li>Conduct a review of Portfolios and PIP development</li> <li>Create and submit an annual Professional Development Plan to the county and state.</li> </ul>	<ul style="list-style-type: none"> <li>Annually in May and workshop evaluations after each workshop</li> <li>Annually in June</li> <li>Trimester basis and Annually in June</li> <li>Annually in January</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Dean of Academics</li> </ul>	None	<p>To be completed on a quarterly and annual basis.</p> <p>Please see Section 6, Review of the School's SEAP Plan for evaluation details.</p>
<b>To evaluate Staff and Administration</b>	<ul style="list-style-type: none"> <li>Establish a timeline for staff and administrator evaluations</li> <li>Conduct evaluations and maintain a log of the clinical supervision process.</li> <li>Conduct Annual Performance Review evaluations of all staff</li> <li>Conduct teacher portfolio/PIP review</li> </ul>	<ul style="list-style-type: none"> <li>Prepare schedule in August</li> <li>Administrator evaluations in February</li> <li>At least one formal evaluation of tenured instructional staff to be completed by April</li> <li>At least three formal evaluations of non-tenured instructional staff to be evenly spaced out and completed by April</li> <li>Annual Performance Reviews of all staff to be completed by June</li> <li>Portfolio/PIP review conducted on a bi-annual basis</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Board of Trustees</li> </ul>	None	<p>To be completed on an annual basis</p> <p>Please see Section 6, Review of the School's SEAP Plan for evaluation details.</p>
<b>To evaluate Parent, Student and Staff Perceptions</b>	<ul style="list-style-type: none"> <li>Establish a timeline for the administration of surveys to all school constituents.</li> <li>Administer, gather and analyze data from surveys</li> <li>Share results with school constituents</li> </ul>	<ul style="list-style-type: none"> <li>Set timeline in August</li> <li>Annually in March</li> <li>Annually in May and in the Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Vice Principal</li> <li>School Secretary</li> </ul>	None	<p>To be completed on an annual basis.</p> <p>Please see Section 6, Review of the School's SEAP Plan for evaluation details.</p>
<b>To evaluate and monitor Community Involvement and Partners</b>	<ul style="list-style-type: none"> <li>Maintain a log of activities, outreach events, and securing of partners</li> <li>Prepare a summary report to include in Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing as activities and events occur</li> <li>August</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Vice-Principal</li> </ul>	None	<p>To be completed on a quarterly and annual basis.</p> <p>Please see Section 6, Review of the School's SEAP Plan for evaluation details.</p>
<b>To evaluate Student Recruitment and maintain stable and constant Enrollment</b>	<ul style="list-style-type: none"> <li>Establish a timeline of recruitment tasks and responsibilities and share with staff.</li> <li>Maintain a log of recruitment and enrolment activities and events.</li> <li>Complete State mandated enrolment counts.</li> <li>Complete and submit the School Register Report</li> <li>Summarize data and prepare a report in Annual Report.</li> </ul>	<ul style="list-style-type: none"> <li>Review timeline in August</li> <li>Ongoing</li> <li>Annually in June</li> <li>Bi-annually in October and June</li> <li>August</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Office Manager</li> </ul>	None	<p>To be completed on a quarterly and annual basis.</p> <p>Please see Section 6, Review of the School's SEAP Plan for evaluation details.</p>
<b>To monitor student code of conduct</b>	<ul style="list-style-type: none"> <li>Maintain accurate records of disciplinary actions.</li> <li>Administer parent/teacher/student surveys</li> <li>Maintain and complete the EVRS reporting system</li> <li>Maintain a log of positive discipline and</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Annually in March</li> <li>Annually in June</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Dean of Students</li> <li>Student Life/Code of Conduct Advisory Committee</li> </ul>	None	<p>To be completed on a quarterly and annual basis.</p> <p>Please see Section 6, Review of the School's SEAP Plan for evaluation details.</p>

## 7. APPENDICES

## H. Copy of Self-Evaluation and Accountability Plan

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
	leadership activities and events <ul style="list-style-type: none"> <li>Establish a timeline of discipline review tasks and an advisory committee composed of teachers, administrators, parents, student leaders, and community partners</li> <li>Set aside time for the discipline committee to meet and review policies, positive reward and classroom management systems and discipline data.</li> <li>Gather, analyze and report data in Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>Annually in August</li> <li>Trimester basis</li> <li>August</li> </ul>			
<b>To monitor Staff Recruitment and Retention.</b>	<ul style="list-style-type: none"> <li>Establish a Faculty Life committee to give input and work on initiatives to maintain and sustain a positive professional learning community.</li> <li>Develop and maintain PR materials and web site</li> <li>Attend job fairs</li> <li>Advertise positions on NJ Hire and newspapers</li> <li>Network and advertise positions in colleges and universities</li> <li>Summarize and report data in Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>Annually in August and ongoing check-in</li> <li>Ongoing</li> <li>Annually in February-May</li> <li>As required</li> <li>Annually in February-May</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Vice Principal</li> <li>Dean of Academics</li> <li>Faculty Life Committee</li> </ul>	None	To be completed on a quarterly and annual basis.  Please see Section 6, Review of the School's SEAP Plan for evaluation details.
<b>To evaluate Board composition/Duties/Policies.</b>	<ul style="list-style-type: none"> <li>Establish and review roles and responsibilities of all Board members.</li> <li>Establish a schedule of Board retreats and trainings.</li> <li>Maintain a log of policies that are reviewed and adopted by the Board</li> <li>Summarize accomplishments and activities and report in Annual report.</li> </ul>	<ul style="list-style-type: none"> <li>Annually in August</li> <li>Annually in August</li> <li>Ongoing</li> <li>August</li> </ul>	<ul style="list-style-type: none"> <li>Board President</li> <li>Principal</li> <li>Leadership team</li> </ul>	None	To be completed on a quarterly and annual basis.  Please see Section 6, Review of the School's SEAP Plan for evaluation details.
<b>To monitor Fiscal Functions and Reporting.</b>	<ul style="list-style-type: none"> <li>Complete and fulfill all action plan steps involved in EWEG and accounting of government grant funds</li> <li>Complete and fulfill all action plan steps involved in the Audit and Comprehensive Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>Annually in August</li> <li>Annually August -November</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>School Business Administrator</li> <li>Board of Trustees</li> <li>Fiscal Assistant</li> <li>Auditor</li> </ul>	None	To be completed on an annual basis.  Please see Section 6, Review of the School's SEAP Plan for evaluation details.
<b>To monitor and evaluate Special Education Implementation.</b>	<ul style="list-style-type: none"> <li>Designate a coordinator(s) of Special Education services</li> <li>Conduct timely IEP reviews with all appropriate personnel</li> <li>Conduct annual reviews and three year reevaluations as pursuant to N.J.A.C. 6A:14</li> <li>Conduct a State mandated Self-Assessment of the special education program when directed by NJDOE</li> <li>Summarize and report findings in Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>Annually in August</li> <li>November, January, March and June</li> <li>Annually and as required tri-annually</li> <li>As required</li> <li>August</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Special Education Coordinators, SPED teachers and general education teachers</li> <li>Child Study Team members</li> </ul>	None	To be completed on a quarterly and annual basis.  Please see Section 6, Review of the School's SEAP Plan for evaluation details.
<b>To monitor and evaluate At-risk Student programs</b>	<ul style="list-style-type: none"> <li>Administer in-house assessments to gather base line data for all new students</li> <li>Create pre-test style placement assessments in math and literacy for all</li> </ul>	<ul style="list-style-type: none"> <li>June-August</li> <li>September</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Vice Principal</li> <li>I&amp;RS team</li> </ul>	None	To be completed on a quarterly and annual basis.  Please see Section 6, Review of the School's SEAP Plan for evaluation details.

## 7. APPENDICES

## H. Copy of Self-Evaluation and Accountability Plan

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"> <li>grades.</li> <li>Collect, reduce, analyze and report data</li> <li>Review the effectiveness of the menu of at risk student programs and interventions</li> </ul>	<ul style="list-style-type: none"> <li>Fall and ongoing</li> <li>Annually</li> </ul>			
<b>To monitor and evaluate LEP Student Programs.</b>	<ul style="list-style-type: none"> <li>Administer an assessment of LEP identified students with the MAC II Test of English Language Proficiency.</li> <li>Collect, reduce, analyze and report data</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Targeted as required</li> <li>August</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>ESL Certified teacher</li> <li>Lead Teacher in Literacy</li> </ul>	None	<p>To be completed on a quarterly and annual basis.</p> <p>Please see Section 6, Review of the School's SEAP Plan for evaluation details.</p>
<b>To monitor and evaluate Co-curricular programs.</b>	<ul style="list-style-type: none"> <li>Maintain a log of co-curricular activities.</li> <li>Administer, gather and analyze data from evaluation surveys from students and teachers</li> <li>Prepare a summary report to include in Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>March</li> <li>August</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Dean of Student Life</li> <li>Leadership team</li> </ul>	None	<p>To be completed on a quarterly and annual basis.</p> <p>Please see Section 6, Review of the School's SEAP Plan for evaluation details.</p>
<b>To assess students' participation in community service activities.</b>	<ul style="list-style-type: none"> <li>Create a timeline of benchmark dates/activities/performance exhibitions related to grade level Pride Projects.</li> <li>Maintain a log of all activities related to the implementation and completion of grade level Pride Projects.</li> <li>Video tape performance exhibitions of final culminating presentation of Pride Projects</li> </ul>	<ul style="list-style-type: none"> <li>August of each new year</li> <li>Ongoing</li> <li>May-June of each year</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Vice Principal</li> <li>Leadership team</li> <li>Teachers</li> <li>Parent council</li> </ul>	Costs associated with travel expenses/speakers/PR	<p>To be completed on a quarterly and annual basis.</p> <p>Please see Section 6, Review of the School's SEAP Plan for evaluation details.</p>
<b>To monitor SEAP Implementation.</b>	<ul style="list-style-type: none"> <li>Create a timeline of dates/meeting times and benchmarks for completion of activities to share with appropriate staff</li> <li>Summarize and report findings in Annual Report</li> </ul>	<ul style="list-style-type: none"> <li>August of each new year</li> <li>July at the end of the year</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Leadership team</li> </ul>	None	<p>To be completed on an annual basis.</p> <p>Please see Section 6, Review of the School's SEAP Plan for evaluation details.</p>
<b>Academic Goals</b>					
<b>1. To assess the achievement of Pride Academy Charter School's first academic goal: to facilitate student growth in fundamental literacy skills.</b>	<ul style="list-style-type: none"> <li>Create, administer and analyze Pride Academy Charter School yearly literacy pre-test survey tests for grades 5-8.</li> <li>Administer and analyze Pride Academy Charter School series of interim grade-wide literacy tests for grades 5-8.</li> <li>Administer and analyze the NJASK LAL assessment for grades 5-8</li> <li>Administer and analyze classroom-based final exams in LAL</li> <li>Collect, reduce, analyze and report data</li> </ul>	<ul style="list-style-type: none"> <li>On students' entry to the school</li> <li>Every 4-6 weeks</li> <li>Annually in April/May</li> <li>June</li> <li>Annually in June</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Vice Principal</li> <li>Leadership team</li> <li>Teachers</li> </ul>	Per diem substitute stipends to cover teachers for release for collaborative planning and analysis of assessment results	<p>To be completed on a quarterly and annual basis.</p> <p>Please see Section 6, Review of the School's SEAP Plan for evaluation details.</p>

## 7. APPENDICES

## H. Copy of Self-Evaluation and Accountability Plan

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
2. To assess the achievement of Pride Academy Charter School's second academic goal: to facilitate student growth in fundamental mathematic skills.	<ul style="list-style-type: none"> <li>Create, administer and analyze Pride Academy Charter School yearly math pre-test survey tests for grades 5-8.</li> <li>Administer and analyze Pride Academy Charter School series of interim grade-wide math tests for grades 5-8.</li> <li>Administer and analyze the NJASK math assessment for grades 5-8</li> <li>Administer and analyze classroom-based final exams in math</li> <li>Collect, reduce, analyze and report data</li> </ul>	<ul style="list-style-type: none"> <li>On students' entry to the school</li> <li>Every 4-6 weeks</li> <li>Annually in April/May</li> <li>June</li> <li>Annually in June</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Vice Principal</li> <li>Leadership team</li> <li>Teachers</li> </ul>	Per diem substitute stipends to cover teachers for release for collaborative planning and analysis of assessment results	<p>To be completed on a quarterly and annual basis.</p> <p>Please see Section 6, Review of the School's SEAP Plan for evaluation details.</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.	<ul style="list-style-type: none"> <li>Administer and analyze the PACS Learning Cycle pre-and post tests.</li> <li>Administer and utilize the PACS Learning Cycle end of year questionnaire scoring rubric.</li> <li>Administer and utilize the PACS Learning Cycle application rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Annually in September-June</li> <li>Annually in September-June</li> <li>Ongoing and trimester reviews</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Leadership team</li> <li>Teachers</li> </ul>	None	<p>To be completed on a quarterly and annual basis.</p> <p>Please see Section 6, Review of the School's SEAP Plan for evaluation details.</p>
<b>Non-academic Goals</b>					
1. To assess the achievement of Pride Academy Charter School's first non-academic goal: to create a safe, peaceful, and structured learning environment.	<ul style="list-style-type: none"> <li>Complete the EVVRS report and report results</li> <li>Maintain and evaluate the Pride Academy Charter School annual record of student incidents.</li> <li>Administer, gather and analyze quantitative and qualitative data from Pride Academy Charter School's annual parent surveys.</li> <li>Maintain a log of positive leadership opportunities and evidence of positive communication.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing and annually in June and September (report)</li> <li>Ongoing and annually in June</li> <li>March</li> <li>Ongoing</li> </ul>	<ul style="list-style-type: none"> <li>Dean of Students</li> <li>Principal</li> <li>Leadership team</li> <li>Teachers</li> </ul>	None	<p>To be completed on a quarterly and annual basis.</p> <p>Please see Section 6, Review of the School's SEAP Plan for evaluation details.</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.	<ul style="list-style-type: none"> <li>Maintain Pride Academy Charter School's annual record of professional development staff participation and licensed provider numbers.</li> <li>Implement, sustain, and evaluate Pride Academy Charter School's professional learning community goals (co-teaching and peer coaching)</li> <li>Maintain Pride Academy Charter School's annual record of in-house teacher-led workshops</li> <li>Administer, gather, and analyze quantitative and qualitative data from Pride Academy Charter School's annual teacher surveys.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Ongoing</li> <li>Ongoing</li> <li>Ongoing and August of each new year and June at the close of the year</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Dean of Academics</li> <li>Leadership team</li> </ul>	Per diem substitute stipends to cover teachers for release for workshops, school visits, collaborative planning	<p>To be completed on a quarterly and annual basis.</p> <p>Please see Section 6, Review of the School's SEAP Plan for evaluation details.</p>



## 7. APPENDICES

## H. Copy of Self-Evaluation and Accountability Plan

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"> <li>Maintain and evaluate teacher PIPS and performance reviews</li> </ul>				
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"> <li>Maintain and evaluate Pride Academy Charter School's system of documenting dated parent sign-in sheets for workshops, meetings, and committee attendance.</li> <li>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.</li> <li>Administer, gather, and analyze quantitative and qualitative data from Pride Academy Charter School annual parent surveys.</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> <li>Ongoing</li> <li>March</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>Vice Principal</li> <li>Leadership team</li> </ul>	None	<p>To be completed on a quarterly and annual basis.</p> <p>Please see Section 6, Review of the School's SEAP Plan for evaluation details.</p>

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. PACS Learning Cycle Assessment Open-Ended Responses

## J. PACS Learning Cycle Assessment Open-Ended Responses

<p>Part IV:</p> <p>Self-Reflection</p> <p>The number in parentheses represents the number of similar responses.</p>	<p>1. Which step of the PACS Learning Cycle seems to be the <u>easiest</u> for you to do?</p> <p>Pre-test majority answer: <i>Questioning</i>      Post-test majority answer: <i>Questioning</i></p> <p>2. Which step of the PACS Learning Cycle seems to be the <u>hardest</u> for you to do?</p> <p>Pre-test majority answer: <i>Searching</i>      Post-test majority answer: <i>Searching</i></p> <p>3. Explain a time when using the PACS Learning Cycle helped you in school:</p> <p>•“On a test” (27)    •“Never” (19)    •“When I was reading a book that I didn’t understand.” (15)    •“When someone asks me a question.” (8)    •“When I don’t know anything or where to go.” (3)    •“In science class/lab” (2)    •“In history class” (5)    •“On the NJASK” (27)    •“In math class” (24)    •“In language arts class” (35)    •“When I’m doing hw” (6)    •“Doing a project” (13)    •“In Project Pride class”    •“When I was trying to figure out if I wanted to stay here (Pride)    •“When I don’t understand something in class.” (4)    •“When I was in an argument I used them all but I didn’t notice”    •“When I lost something.” (3)    •“When I was waiting to meet Ms. Brower and she asked me why I was there.” (3)    •“To help a friend understand something.”    •“When I didn’t know who to choose for friends and who not to”    •“When I had to take <u>this</u> test.” (8)    •“I was about to go to school being mean, but when I got in the school I started to think about other people.”    •“It helps me break things down and understand better.” (10)    •“When I study.” (2)    •“With my high school applications.”    •“When I have a problem with a peer.” (4)    •“When I was failing, I questioned...and fixed all things and passed.”    •“The first month of the year and then we stopped.”</p> <p>4. Explain a time when using the PACS Learning Cycle helped you outside of school:</p> <p><i>The answers were so wildly varied that it would be difficult to note them here. Besides the common response of “never” (23), responses ranged from times the cycle helped them with peers, family, directions, and recipes to times spent figuring out which jeans were the best bargain, which friend to invite to a party, how to solve disagreements between siblings, and even how to order the best food at Wendy’s.</i></p>
---	--

## 7. APPENDICES

## J. PACS Learning Cycle Assessment Open-Ended Responses

	<p>5. As you have grown in school over the years, what step have you gotten better at?</p> <p>Pre-test majority answer: <i>Understanding</i>      Post-test majority answer: <i>Responding</i></p> <p>6. Finish this sentence: <i>The PACS Learning Cycle...</i></p> <p>"...is easy" (7) "...is good if you get lost" "...is there to help you reach your goals/learn/understand/do your best" (76) "...is the greatest learning cycle you can have." (4) "...is questioning, seeking, understanding, responding" (22) "...is something that helps me in and out of school." (8) "...is 4 steps to a good education." "...is fun." (3) "...is an amazing way to understand what you are reading." (4) "...is the most reasonable thing I have ever learned." "...is a wonderful thing that none of my other schools had." "...is the best way to figure out problems in your life." (9) "...is something people use everyday except they just don't call it the PACS Cycle." (2) "...can help any students who are struggling with school" (8) "...is a great tool for the future." "...somewhat hard" (3) "...boring" (2) "...is on the board in my classroom."</p> <p>7. The step we seem to do the most in my classes has been:</p> <p>Pre-test majority answer: <i>Understanding</i>      Post-test majority answer: <i>Questioning</i></p> <p>8. The step I wish we would do more of in my classes is:</p> <p>Pre-test majority answer: <i>Searching</i>      Post-test majority answer: <i>Searching</i></p> <p>9. My favorite project or lesson that we've done in school that used the PACS Learning Cycle was in _____ class when we _____.</p> <p>• "Nothing. We just never use it in class anymore" (3) • "Math. We studied radius and diameter." • "Math. When we did the math fair." (5) • "Language Arts. When we did the poetry." (9) • "Science. When we do labs." (6) • "Math. When we did the cell phone project." (3) • "Science. When we did the genetic disorder project." (2) • "Spanish. When we did the countries." (2) • "Science. When we did the science fair." (23) • "Social Studies. When we did the shoe boxes about a leader." (4) • "Project Pride. When we did our service project." (14) • "Math. When we did board games." (2) • "Language Arts. When we were doing classwork." (9) • "Math. When we did the Pythagorean Theory" • "Language Arts. When we had to teach the class." (5) • "Language Arts. When we did our book project." (7) • "Language Arts. When we did the utopia project." • "Language Arts. When we do debates and discussions." (2) • "Social Studies. When we have to do articles." • "Math. When we made the boxes." • "Physical Ed. When we played other games than basketball." • "Language Arts. When we translated <i>Romeo and Juliet</i>." • "Science. When we looked at how violent</p>
--	---

## 7. APPENDICES

## J. PACS Learning Cycle Assessment Open-Ended Responses

	<p>video games affect children.” • “Language Arts. When we did 5 paragraph essays.” (3) • “Language Arts. When we did the project about ourselves.” • “Social Studies. When we had to find out how old is the Statue of Liberty.” • “Art. When we learned how to do the color wheel.” • “Math. When we made up that dance.” • “Language Arts. When we drew pictures to show what we saw in the books.” • “Math. When we did a song about mean, median, and mode.” (2) • “Math. When we had to find circumference.” • “Math. When we did our order of operations project.” (5) • “Math. When we worked on the survey projects” • “Math. When we used the CAKE method.” (2) • “Spanish. When we did a skit about the learning cycle.” • “Social Studies. When we were understanding the Greece topic.” • “Math. When we did a project on math basketball teams.” • “Science. When we were seeing how to make bricks.” • “Social Studies. When we looked at opportunity costs.” • “Language Arts. When we learn new vocabulary.” (4) • “Math. When we made the tornado project.” • “Language Arts. When we were learning reading strategies.” (2) • “Social Studies. When we made masks.” • “Art. When we painted the PACS Learning Cycle.” • “Science. When we compared the water cycle.”</p> <p>10. What is the thing that you would like your teachers to know about how we can better teach you the PACS Learning Cycle?</p> <p>• “Keep doing what you’re doing and everything will be alright.” (22) • “About how to question our answers or we may get them wrong.” • “ We need to respond more often.” (3) • “Teach the kids how to question more.” (7) • “Thoughtful projects and fun, exciting activities.” (22) • “We need to do it more often to learn it better. Use it every day.” (36) • “I would like to let my teachers know that we should do more seeking so we can have the actual experience of finding information for ourselves.” (5) • “After we use the learning cycle, tell us that we did because sometimes we do not realize we just used it.” (7) • “Review each step carefully with us.” (3) • “By making us label everything in our do now’s and in class” (2) • “By getting us more involved in the cycle.” • “I think we should learn it with a song.” • “Make a little cartoon character.” • “Give us more details.” (4) • “By testing us weekly.” • “By learning one step one part of the year, then another one later, and so on.” • “Explain to us that this is the way we learn to think.” (2) • “Have a specific class dedicated to the learning cycle at least once a week.” • “I have made questioning a part of my everyday life. Focus on that.” • “Talk about it more. Even though it’s on the board every day, everyone don’t look on the board.” • “Slow down a little bit, because you all kind of just rushed through it.” (3) • “Know that even when we don’t understand something, we can answer our own questions.”</p>
--	--

## 7. APPENDICES

## K. Parent Survey Form and Responses

## K. Parent Survey Form and Responses

### Pride Academy Charter School 2009-2010 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
<b>Student Achievement</b>				
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.	○	○	○	○
<b>School Climate</b>				
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.	○	○	○	○

## 7. APPENDICES

## K. 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"/>
<b>Parent Relations</b>				
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

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 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 not too crowded and the behavior is good	Well! The teachers let us know what is going on. So far it's ok.	She cares for her students in and out of school. I know that because I see her with the students. She makes sure they get on the bus. She is doing a good job!	Yes	Bathroom downstairs	I see improvements in my child's work and better grades.
The school is OK. But things take time to make everything right.	Mrs V. teaches her kids with lots of fun and love. I think the kids like this.	Mrs T. is very hard worker and cares about her students as well as for the parents.	Yes.	Take away the front steps and have a gate close in away from the traffic and strangers.	The last school you have to sign them out, and stay inside until an adult picks the kids. This school, the students wait outside. Same, she attended a charter school
Good school, high expectations for kids	Some are more dedicated than others, I should say most are.	Good	Yes	The kids need lockers. My child's book bag is so heavy, I'm concerned she'll get a hernia.	Pride has strict rules that are good but many don't like it. But it's good. Pride has order and displays control over issues which benefit my child's overall well being.
Pride Academy is excellent with helping my child's academics. I'm hoping in the near future, Pride Academy can network with other agencies to help home or assist home issues which effect school work.	Mrs. V. is a very good teacher. We stay in contact often concerning my child's behavior and work and I appreciate that she takes out the time to keep me informed.	The principal is dedicated and takes action. She displays patience and care. I really appreciate the time when the principal said it was ok to bring my child a little early due to both schools were requesting the children to be there at 8 am. The other school said no, but Pride said yes	Yes. I would like my son to attend when he is ready for the fifth grade. My concern is that he's in special education now for speech delay and I'm unsure if pride provides those services.	More physical activity, more gym class because it teaches the kids how to work together as a team, fitness, more active.	
My overall opinion of the school is that it provides the education my child needs at her level. The atmosphere is warm and inviting and the environment is safe.	The opinion that I have about my child's teacher is that she is smart and well educated. She stays on top of everything and has a great sense of humor. She is loving and kind. She is very respectful and very creative--Perfect.	My opinion of the school's principal is that she is a very no-nonsense person, rules and values are very important to her as well as the children's wellbeing. She is humble and very straight forward. She is kind and loving as well.	Yes, absolutely.	If I could change one thing about the school it would be providing a place for the students to place their book bags. They are extremely heavy on the children's back to be carrying around all day.	Pride Academy is different in that all the grades are housed under one roof. The rules are stricter and enforced. The wearing of uniform is mandatory. There is a general assembly every morning before class begins for students and staff.
My overall opinion of Pride Academy Charter School is they are great! Keeping improving and getting better.	All of my son's teachers were great--cant' complain.	The best principal I've seen in a long time... no offense to others	No, my child has received the tools he needed and will be graduating :)	Students need more activities, sports, etc. and maybe lockers	Teachers/staff make an effort to stay involved 150% with students, parents, as well as staff. If a situation does arise, it gets immediate attention.
I love the school it has made S. try his best, because he knows he will be rewarded.	I love S's teachers because they care about him progressing in his learning skills and his social skills.	The school principal cares about the children, she's always interacting with the parents, even when she's outside. She shakes the kids' hands when she greets them	Yes, I thank God I found this school, it's not every day you can get a staff that really cares about the children learning as well as their well being.	I would change the grade it goes up to. I would like for it to go up to the 12th grade.	The class was over crowded and the teachers really care if the children learn or not.



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 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?
Love the small classes and teacher parent communication Needs more structure	Appreciate the honesty and consistency  Great	in the morn. Consider very caring and a great administrator No comment	No, 8th grade. Wish it went to 12  No, moving to another district	Size of the building ONLY  A clearer and more structured assignment pad where teachers assure the students are writing down their homework assignments properly before signing next to what was written down. Nothing	Personal attention my child receives is invaluable If homework was not complete, a phone call was made to parents the day the assignment was missed and not after the student has missed several assignments and is in danger of failing. They uphold their core values and stick by/with it which is very important to the child, teachers, and parents. The teachers take time to explain things to the children. They care more about the child learning and getting a good education Too many suspensions.
Excellent	Awesome	Excellent	Yes		
No opinion, first year for my child.	No opinion at this time	I love Mrs. Thomas. She is always available	Yes	Uniforms, more diverse for girls	
I like the way the school is run	Very efficient and helpful	Very nice and protective of the rules		Nothing	They care more about the child learning and getting a good education
Pride can be petty sometimes	I like my child's teacher. She is a very good teacher. She is able to reach my child.	I think she is very hands on and involved. She is trying to meet her challenge.	Maybe. I have to see the end of the year results.	Less suspensions or in school suspensions.	Too many suspensions.
I am very pleased with the school and what it offers.	Most of them show that they care about his learning and well being.	Mrs. Thomas is a great leader.	Yes	I would give them lockers and take more trips.	I think its different in the way that they let the child be more independent and responsible.
Some of the rules they have should be enforced.	The ones that I met seemed to be very nice and understanding.	Mrs. Thomas is a darling! She is very kind and welcomes everyone into the school, especially the children.	Yes	I would rather not answer this question, for hurting someone's feelings.	Having somewhere to hang their coats and not walking around from class to class with their bookbags.
	The teachers are concerned about our children's' education. Overall they are doing a good job.		Yes	Better lunches	Pride Academy is smaller
I understand the school's vision as far as education and behavior, but I don't agree with some of the rules.	She is well aware of my child's needs as far as her education.	I like the fact she tries to get to know each individual student.	I'm not sure	The school needs to communicate better when it comes to the child's behavior and not wait until it is escalated.	Pride is more hands on compared to public schools.
I believe Pride Academy is moving in the right direction. I would like to see more systems in place to help children who are struggling. Ok.	There are several teachers that I have built a relationship with and I feel that I can reach out to them (Mr. S, Mr. P, Ms. L). They are wonderful. Very impressive	She is a dedicated principal that goes above and beyond. Furthermore she has a terrific demeanor.	Yes		The school's enrollment is smaller which is truly beneficial. Also Pride promotes community, which is not a priority in public schools. Children are more focused
Not happy with the discipline issues. The school is very quick to suspend.	Very helpful	Knows what she is about Very positive, very excited every day. motivates the students	Yes	School building	My son attended ... Charter School before. It was more family oriented.

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 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?
Pride is a very good educational institution that still needs to iron out changes.	I don't have an opinion at this time!	She has a no-nonsense policy and I like the discipline.	No, my child will be graduating in June 2010	I would change the school hours. It's far too long to be in school until 4 pm.	Pride is different in a lot of ways. This is the first year I have every head my daughter complain about disliking school! Consistency and principal involvement.
Very consistent in student reward and consequences. Doing an excellent job of building self-esteem and respectable students.	They are indeed concerned about my child's education	She is very dedicated, seen interacting with students at various times. Has student learning and staff empowerment in mind at all times.	Yes		
I really like the school. I think Pride Academy is truly for the kids.	I'm satisfied with all the teachers that worked with my son this year.	Ms. Thomas is doing great, she takes the time to greet and talk to the children before and after school. Keep up the good work.	Yes	I would like the kids to have somewhere they can do outside activities, gym, etc.	Besides tuition! More, teachers, more communication, and that's what I love.
I think the school is great because my child has improved a lot academically.	She takes time and effort to help each child.	I think she is a great role model for the kids.	Yes	Nothing	The teachers are so much more involved with the children.
Good, but I do not get to spend a lot of time there.	Pleasant	Very involved with students, student activities, concerned pleasant, understanding.	Yes	Uniform colors--not cheery	Less parental involvement and parent activities
A good school	A real good teacher	She helps L. and we can come to her when we need her.	No	Uniform	Knda better
Pride Academy is a great school that believes in the students and giving them services that are beyond the requirements.	T's teachers are great educators who have his best interests at heart.	Mrs. Thomas is an excellent principal who is truly concerned and interested in the students.	No, he will be graduating.	I feel changes made in schedules could be a little more timely.	The core values are completely different from the traditional education he was used to.
It is an exceptional place for learning and developing young minds.	They are great role models and mentors	She is very professional, supportive, and welcoming	No, he is in 8th grade, the final year	Extend the grades through 12th (high school)	Pride Academy is more supportive and encouraging
Rather not say	Excellent	Ok	No, 8th grade	The way they discipline students	My child was never suspended
I think Pride is a good school	They are okay	She is okay	Yes	They need a high school	They are patient and persistent
Good school but could use some fine tuning.	A few of them are not approachable.	She is a fair and easily approachable person	No Graduating this year	Discipline policies are too over done	Really no difference, always attended a charter school
Very good school with great staff	Not enough words to describe the teachers--professional, amazing, well aware about they have to deliver to the children	Very professional, handles well all the children with different backgrounds and provides them with all the respect and love	No this is my child's last year	More structure when it comes to choose new students. A big library is needed.	Pride has more staff, teachers in the classroom, very good
I think the school is good but their suspension reasons aren't excellent	I think my child's teacher is very helpful and patient	The school principal is nice, helpful, and caring	No my son is not at the age to be enrolled in Pride Academy (GRADUATING)	More structure when it comes to choose new students. A big library is needed.	Pride Academy really helps the students with the high school process
It is alright	She is helpful	She can do things better	No, she is in 8th grade	To change we get out at 2:30	This school is more strict and you get out later

## 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 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?
Pride Academy is an excellent school to help advance the students.	They are great in my eyesight; they communicate with me very well on my daughter's progress.	Mrs. Thomas shows all of the core values to each student. She is a gem	No, she will be graduating this year	Lockers	They are both the same with high expectations
Excellent, they need to start making plans on a high school once our children leave the Pride Academy I think it's great for M.	She really enjoys her job and her kids	Wonderful, caring, just LOVE her	Yes	Having lockers and a place to hang their coats	Clear expectations for students' behavior in school
I'm very pleased with Pride Academy and I appreciate my son was accepted and given a great opportunity. All of the male and female teachers and staff members send out good things!	She is okay	She is okay	Yes, plus one	They need a High School	They are patient and persistent
	Ms. D. is a fine, warm, positive thinking teacher who my son and I both admire and love.	Ms. Thomas is "One of a kind!" I love the way she welcomes the children and takes time with them and relates to them. Whenever I talk to her - I feel inspired and encouraged by her kind and strong spirit.	Yes, of course!	I can't think of anything at the moment, I'm still on Cloud 9 from September	It's a different world to a certain degree. I think it's the awareness of the core values that are stressed more here and the family-like atmosphere.
My child is doing very well at Pride Academy emotionally and academically.	I like my child's teacher and he likes her as well.	She is the best, very caring and really cares about her school and the children	Yes	I wouldn't try anything.	Pride Academy is more involved in the children and my son loves Pride Academy