

# DELAWARE CHARTER SCHOOL ANNUAL REPORT

## CHARTER SCHOOL INFORMATION

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Dr. Jack L. Perry  
Head of School



11/28/13  
Date

Don C. Mell III  
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11/28/13  
Date



## TABLE OF CONTENTS

|  |    |
|--|----|
| Abstract .....                                     | 3  |
| Academic Performance .....                         | 4  |
| Financial Performance .....                        | 13 |
| Organizational Performance .....                   | 15 |
| Status of Conditions Placed Upon the Charter ..... | 16 |
| Student Retention Goals and Targets .....          | 17 |
| Innovation .....                                   | 18 |

## ABSTRACT

When we think about the greatest challenges facing our public schools, it's hard to get beyond the challenges faced by young African American males. A 2010 report from the *Council of the Great City Schools*, entitled "A Call for Change," begins by saying that "the nation's young black males are in a state of crisis." It tells us that black males remain far behind their schoolmates in academic achievement and that they drop out of school at nearly twice the rate of whites, and a majority of black men without a high school diploma has spent time in prison. We are losing minority boys every day to senseless violence, prison and hopelessness. Without a quality education we will lose thousands more.

Prestige Academy Charter School is the result of a vision of a committed group of local professionals, educators, business and community leaders, as well as child and neighborhood advocates. All Founding Board members were dedicated to the mission and vision of a college preparatory middle school education for young men in Delaware, and have remained uncompromising about academic achievement. The Founding Board included Delaware certified teachers, parents, and community members with deep experience in education, business, finance, management, fundraising, diversity issues, and community and organizational leadership. The goal of this group was and remains to provide a safe, well-disciplined, achievement-oriented middle school where boys in grades 5-8 can learn, master, and apply foundational skills and content knowledge in the core subjects, and develop the strong character necessary for success in school and in life.

Prestige Academy Charter School opened in 2008 with 103 boys in grade 5. We have strategically added a grade each year and now serve 287 boys in grades 5-8. Our core mission is to prepare young men in grades 5-8 for admission to and success in demanding college preparatory high schools. In a highly structured, achievement-oriented school culture, Prestige Academy students develop a strong academic foundation in the core subjects and the REAL values necessary for success: Respect and Responsibility, Excellence in Behavior, Academic Mastery, and Leadership.

The school primarily serves young men from low income and minority backgrounds; 96% are African American and over 70% are eligible for free and reduced price school meals. In order to address the severe academic underperformance and low college matriculation rates of boys from these backgrounds, the school offers a highly rigorous, college-preparatory curriculum supported by a structured school culture. Using a data-driven instructional model, all students are assessed regularly, and instruction is adapted to use the most effective teaching practices. The goal is to enable every student to perform at or above grade level by 8<sup>th</sup> grade as measured by standards-based external and internal assessments.

This annual report will document the schools progress during the 2012-2013 school year.

## ACADEMIC PERFORMANCE:

WHAT ARE THE SCHOOL'S ACADEMIC PERFORMANCE OUTCOMES THAT WILL DEMONSTRATE STUDENT GROWTH, PROFICIENCY, AND COLLEGE AND CAREER READINESS LEVELS AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

The performance framework analysis conducted by the DDOE in 2013 indicates that our school rating is "Does Not Meet Standard." The performance framework evaluates the school on several different criteria including the percentage of scholars meeting growth targets on the Delaware Comprehensive Assessment System (DCAS), the performance of scholars in the lowest quartile and performance against state.

Over the past two years, PACS has graduated two classes of eighth graders. Both years, the eighth grade scholars outperformed the state on the math and reading spring DCAS. This highlights the process and time required to remediate achievement gaps from fifth or sixth grade enrollment to eighth grade graduation. It is our expectation that student growth and achievement will continue to be an area of growth.

PACS was founded to enroll boys with the greatest need and to advocate for all boys receiving an ineffective education. The PACS board and staff are closely bound together by a shared belief – that all boys deserve a college-preparatory education prior to high school enrollment. Boys at-risk for academic failure can indeed be high achievers and change agents in low-income communities when rigorous academics are combined with character education through the REAL Values.

### Measure 1: Student Progress Over Time (Growth)

While our scholars arrive with different levels of proficiency, our number one goal is moving them closer to standard prior to eighth grade graduation. This requires a strong focus on growth and data-driven instruction. The data from 2012-2013 demonstrates the areas that we are showing improvement as compared to 2011-2012.

#### Measure 1a. Are scholars meeting their fall to spring instructional scale growth targets?

Percentage of Scholars Meeting Growth Targets

| Subject | 2010-11 | 2011-12 | 2012-13 |
|---------|---------|---------|---------|
| Math    | 56.4%   | 40.8%   | 49.6%   |
| ELA     | 50.0%   | 50.2%   | 62.6%   |

When looking at the percentage of scholars meeting their fall to spring scale score growth targets, it is clear that this is an area that our school continues to show improvement particularly in ELA. The data from Measure 1a shows that the percentage of scholars meeting

growth targets from 2012 to 2013 increased 8.8% in math and 12.4% in ELA. Our goal is to grow in both of these areas, meeting and exceeding our performance from prior years. Detailed plans for this goal appear in the *Challenges and Opportunities for Growth* area below.

**Measure 1b. Are lowest-performing scholars in the school meeting their fall to spring instructional scale score growth targets?**

Percentage of Scholars in the Lowest Quartile Meeting Growth Targets

| Subject | 2010-11 | 2011-12 | 2012-13 |
|---------|---------|---------|---------|
| Math    | 76.8%   | 61.3%   | 60.6%   |
| ELA     | 57.9%   | 59.2%   | 77.5%   |

Measure 1b looks at the growth of the lowest-performing scholars in our school. For the past three years, PACS has met the math standard in this measure, and shown significant growth in ELA. When comparing 2011 to 2013 ELA data, the overall percentage of scholars in the lowest quartile meeting growth targets is up 19.6% points. Our goal for the 2013-2014 school year is to meet or exceed the standard in math as well. Detailed plans for this goal appear in the *Challenges and Opportunities for Growth* area below.

**Measure 1c. Are scholars making enough annual growth to maintain or achieve proficiency status within 3 years or by 10th grade?**

Percentage of Scholars Making Sufficient Growth

| Subject | 2010-11 | 2011-12 | 2012-13 |
|---------|---------|---------|---------|
| Math    | 70.0%   | 64.4%   | 62.1%   |
| ELA     | 62.3%   | 63.5%   | 73.7%   |

Measure 1c looks at the sufficient growth to maintain or achieve proficiency within 3 years of by 10th grade. PACS is considered to be below standard in math and meeting the standard in ELA. Our goal for the 2013-2014 school year is to meet or exceed the standard in math. Detailed plans for this goal appear in the *Challenges and Opportunities for Growth* area below.

**Measure 2: STUDENT ACHIEVEMENT (STATUS)**

**Measure 2a. Are scholars achieving proficiency on state examinations in math and reading?**

School Proficiency Scores, State Averages and Percentiles

| Subject and Year | School Prof % | State Average | State 90th Percentile | State 20th Percentile |
|------------------|---------------|---------------|-----------------------|-----------------------|
| Math, 2010-11    | 54.9%         | 60.6%         | 82.5%                 | 44.5%                 |
| Math, 2011-12    | 59.8%         | 71.4%         | 90.0%                 | 54.1%                 |
| Math, 2012-13    | 48.6%         | 63.9%         | 93.4%                 | 46.5%                 |
| ELA, 2010-11     | 56.1%         | 62.2%         | 82.3%                 | 49.1%                 |
| ELA, 2011-12     | 57.4%         | 74.4%         | 91.9%                 | 60.4%                 |
| ELA, 2012-13     | 55.6%         | 70.0%         | 95.2%                 | 56.4%                 |

Measure 2a compares our school to several comparison schools. The data presented illustrates that our school is not meeting the standard in Mathematics and ELA. Specifically, our fifth and sixth grades are struggling to meet this standard. See the grade level breakdown below.

DCAS Proficiency Grade Level Break Down\*

| Subject and Year | Fifth grade | Sixth grade | Seventh grade | Eighth grade |
|------------------|-------------|-------------|---------------|--------------|
| Math, 2010-11    | 60%         | 51%         | 57%           | NA           |
| Math, 2011-12    | 55%         | 44%         | 69%           | 77%          |
| Math, 2012-13    | 40%         | 36%         | 49%           | 76%          |
| ELA, 2010-11     | 44%         | 58%         | 67%           | NA           |
| ELA, 2011-12     | 38%         | 54%         | 59%           | 77%          |
| ELA, 2012-13     | 44%         | 40%         | 67%           | 76%          |

*\*Data generated by DCAS Online Reporting System*

To address this for the 2013-2014 school year, PACS has taken the following steps:

- Continue implementation of Common Core aligned math and ELA curriculums which provide remediation and enrichment: McGraw Hill MyMath for fifth grade math, Scholastic Read 180 and Houghton Mifflin Harcourt Journeys for fifth grade ELA, Springboard for sixth through eighth grade math, and Holt McDougal Literature for sixth through eighth grade ELA, novel studies for sixth through eighth grade honors ELA.
- Increase on-site and off-site Common Core aligned teacher training including, but not limited to, the following topics: McGraw Hill MyMath, Scholastic Read 180, Springboard Math, Introduction to Smarter Balanced (SBAC) with Bonnie Albertson (University of Delaware), Vetting and Implementing Performance Tasks with Bonnie Albertson and Jon Manon (University of Delaware), Quarterly Interim Assessment Data Analysis with Achievement Network, Collaborative Teaching with Amy Pleet-Odle (University of Delaware), Academic Language Teaching Strategies with Emily

Amendum (University of Delaware), Citing/Summarizing/Podcasts with Bonnie Albertson, Close Reading, and Reading ASSIST Institute CORE Conference.

- Implement co-teaching in grade five ELA and math, and grade seven math.
- Implement Math 2.0 in grade five. This fifty minute class addresses math remediation and enrichment in addition to the one-hundred minutes of fifth grade math instruction. Classroom teachers utilize benchmark assessment data and standards-based mastery trackers to identify remediation and enrichment learning objectives.

**Measure 2b. Are scholars in demographic subgroups achieving proficiency on state examinations in math and reading?**

Low Socio-Economic Status

| Subject and Year | School Proficiency Rate | State Average Proficiency Rate | State Proficiency Rate at 90th Percentile | State Proficiency Rate at 20th Percentile |
|------------------|-------------------------|--------------------------------|---|---|
| Math, 2010-11    | 52.4%                   | 48.9%                          | 74.3%                                     | 3   |
| Math, 2011-12    | 55.2%                   | 61.2%                          | 82.9%                                     | 4   |
| Math, 2012-13    | 44.0%                   | 56.2%                          | 85.5%                                     | 4   |
| ELA, 2010-11     | 53.4%                   | 50.3%                          | 74.1%                                     | 4   |
| ELA, 2011-12     | 54.3%                   | 64.9%                          | 88.6%                                     | 5   |
| ELA, 2012-13     | 47.1%                   | 62.3%                          | 89.3%                                     | 4   |

Performance of our scholars classified as Low Socio-Economic status matches similar performance in other measures. The data presented illustrates that our school is not meeting the standard in Mathematics and ELA. To address this for the 2013-2014 school year, PACS has taken the following steps to further engage families from Low Socio-Economic backgrounds:

- Increase community partnerships and volunteer opportunities for mentoring and tutoring.
- Increase parent collaboration through workshops including, but not limited to, the following topics: Engaged Families Make the Difference, Beat Back Bullying, Understanding My Scholar’s School, What’s My Child Learning, and Raising My Grandchild.
- Continue financial assistance for uniform items, school supplies, extracurricular activities, and school trips.
- Continue guidance from Graduate Services Coordinator for high school enrollment and financial aid application.

- Hire of full time Recruitment and Volunteer Coordinator.

Scholars with Disabilities

| Subject and Year | School Proficiency Rate | State Average Proficiency Rate | State Proficiency Rate at 90th Percentile | State Proficiency Rate at 20th Percentile |
|------------------|-------------------------|--------------------------------|---|---|
| Math, 2010-11    | 27.3%                   | 20.0%                          | 51.7%                                     | 7.8%                                      |
| Math, 2011-12    | 32.6%                   | 30.6%                          | 66.3%                                     | 12.5%                                     |
| Math, 2012-13    | 19.4%                   | 42.9%                          | 83.9%                                     | 20.3%                                     |
| ELA, 2010-11     | 21.2%                   | 20.8%                          | 49.2%                                     | 6.2%                                      |
| ELA, 2011-12     | 20.5%                   | 32.0%                          | 71.6%                                     | 15.6%                                     |
| ELA, 2012-13     | 21.0%                   | 45.9%                          | 80.3%                                     | 24.0%                                     |

Performance of our scholars classified as Scholars with Disabilities (SWD) status matches similar performance in other measures. The data presented illustrates that our school is not meeting the standard in Mathematics and ELA for the 2012-13 school year. One root cause is the increase in percent of total population identified as SWD. This trend continues into the 2013-14 school year. See the school year breakdown below.

Scholars with Disabilities Breakdown by School Year\*

| School Year | # SWD | Total # enrolled | % SWD of total population |
|-------------|-------|------------------|---------------------------|
| 2010-11     | 33    | 228              | 14.5%                     |
| 2011-12     | 44    | 284              | 15.5%                     |
| 2012-13     | 49    | 280              | 17.5%                     |
| 2013-14     | 48    | 245              | 19.6%                     |

*\*Data generated by DSARA Disaggregate Summary for Reading*

To address this for the 2013-2014 school year, PACS has taken the following steps:

- Increase on-site and off-site differentiation and behavioral support teacher training including, but not limited to, the following topics: Delaware Positive Behavior Support Project: Working with Students Who Present Behavioral Challenges with Eileen Baker (State of Delaware), From Chaos to Classroom Control with Dr. Fred Johnson (Educational Resource Services), and the Dynamics of Facilitating IEP Meetings (Conflict Resolution Program).

- Hire an additional Learning Support (Special Education) teacher, allowing for each grade to have a case manager.
- Hire additional para-professionals for educational and behavioral support.
- Increase contractual hours with Special Education Consultant, Behavioral Support Specialist, and Affinity Health.
- Creation of Learning Support PLC and Clinical Health Team which includes all Learning Support teachers, the Learning Support Coordinator, the school nurse, the school therapist, and the Behavioral Support Specialist.

**African-American**

| Subject and Year | School Proficiency Rate | State Average Proficiency Rate | State Proficiency Rate at 90th Percentile | State Proficiency Rate at 20th Percentile |
|------------------|-------------------------|--------------------------------|---|---|
| Math, 2010-11    | 54.5%                   | 43.9%                          | 71.4%                                     | 31.3%                                     |
| Math, 2011-12    | 59.1%                   | 55.2%                          | 82.7%                                     | 40.1%                                     |
| Math, 2012-13    | 47.1%                   | 53.4%                          | 81.5%                                     | 36.6%                                     |
| ELA, 2010-11     | 55.4%                   | 47.1%                          | 74.0%                                     | 34.3%                                     |
| ELA, 2011-12     | 55.8%                   | 60.9%                          | 92.1%                                     | 50.7%                                     |
| ELA, 2012-13     | 54.4%                   | 60.7%                          | 85.5%                                     | 46.2%                                     |

As the data above indicates PACS has met or exceeded standard in this measure for the past three years and has been recognized for our work in closing the achievement gap. This is an area that highlights the success of the Prestige Model with our student population.

**Measure 2c. Are scholars performing well on state examinations in math and reading in comparison to other schools in the district?**

<sup>1</sup>School Proficiency Compared to Home District Proficiency

| Subject and Year | School Prof % | District Comparison |
|------------------|---------------|---------------------|
| Math, 2010-11    | 54.9%         | 47.8%               |
| Math, 2011-12    | 59.8%         | 59.4%               |
| Math, 2012-13    | 48.6%         | 56.1%               |
| ELA, 2010-11     | 56.1%         | 49.2%               |
| ELA, 2011-12     | 57.4%         | 62.7%               |
| ELA, 2012-13     | 55.6%         | 62.9%               |

<sup>1</sup>Christina School District

Measure 2c demonstrates the performance of our school compared to school district in which our charter resides. This is another area that highlights the challenges we have faced, specifically in grades five and six. See the data and action steps in Measure 2a.

**Measure 2d. Are scholars performing well on state examinations in math and reading in comparison to similar schools in the state?**

School Proficiency Compared to Similar Schools Proficiency

| Subject and Year | School Prof % | Similar Schools Prof% |
|------------------|---------------|-----------------------|
| Math, 2010-11    | 54.9%         | 45.9%                 |
| Math, 2011-12    | 59.8%         | 58.3%                 |
| Math, 2012-13    | 48.6%         | 54.6%                 |
| ELA, 2010-11     | 56.1%         | 48.0%                 |
| ELA, 2011-12     | 57.4%         | 63.0%                 |
| ELA, 2012-13     | 55.6%         | 63.1%                 |

The data above is difficult to analyze for a root cause and corrective action as there are no other schools with a comparable single-gender population. The data is comprised of boys from a variety of school environments.

**Measure 3-- STATE AND FEDERAL ACCOUNTABILITY**

**Measure 3a. Did the school make AYP?**

| Year    | AYP Status    |
|---------|---------------|
| 2010-11 | Meets         |
| 2011-12 | Meets         |
| 2012-13 | Does Not Meet |

As the table above indicates, PACS met AYP in 2010-11 and 2011-12. PACS did not meet AYP in 2012-13, specifically due to school proficiency scores in ELA and scholars with disabilities subgroup. Corrective action has been detailed above.

## SUMMARY AND OVERALL RATING

### Prestige Academy

| Year  | 1.a. Growth |     | 1.b. Bottom 25% |     | 1.c. Growth to Prof |     | 2.a. Prof |     | 2.b. Overall Subgroup |     | 2.c. District |     | 2.d. Similar Schools |     | 3.a. AYP | 4.a. SAT | 4.b. Grad Rate | 5.a. Mission Specific | OVERALL RATING |
|-------|-------------|-----|-----------------|-----|---------------------|-----|-----------|-----|-----------------------|-----|---------------|-----|----------------------|-----|----------|----------|----------------|-----------------------|----------------|
|       | Math        | ELA | Math            | ELA | Math                | ELA | Math      | ELA | Math                  | ELA | Math          | ELA | Math                 | ELA |          |          |                |                       |                |
| 10-11 | D           | D   | M               | D   | M                   | D   | D         | D   | M                     | M   | M             | M   | M                    | M   | M        | NA       | NA             | NA                    | D              |
| 11-12 | D           | D   | M               | D   | D                   | D   | D         | F   | M                     | D   | M             | D   | M                    | D   | M        | NA       | NA             | NA                    | D              |
| 12-13 | D           | M   | M               | M   | D                   | M   | D         | F   | D                     | F   | D             | D   | D                    | D   | D        | NA       | NA             | NA                    | D              |

### Strengths, Challenges and Opportunities for Growth

#### Strengths:

The original purpose of Prestige Academy Charter School (PACS) was to establish a tuition free college-preparatory school for boys in the Wilmington area. Prestige graduated its first class of eighth graders in 2011-12, and another in 2012-13. Both years, our eighth graders outperformed the state proficiency average in ELA and math. Furthermore, this state comparison includes boys and girls of all races and socio-economic backgrounds, whereas our population targets a specific subgroup of minority males mostly from a low socio-economic background. As a result, our scholars have been prepared for admission to rigorous high schools, including Caravel Academy, Wilmington Friends, the Charter School of Wilmington, and Salesianum.

Problem-solving and collaborative approaches in math (Springboard Math), and consistent implementation of research-based strategies in reading have enabled PACS scholars to score well above state averages in math, and have eliminated the achievement gap in grade 7 and grade 8 reading.

In the first year of practice (2011-12), one eighth grade Prestige teacher achieved 65% Component V growth goals met as a part of the Delaware Talent Cooperative Teacher Retention Program. In the second year of practice (2012-13), six Prestige teachers achieved 65% Component V growth goals. Furthermore, Prestige has significantly increased professional development and leadership opportunities for its teachers. Teacher leadership and growth opportunities include Saturday Academy Coordinator, Tuesday Tutoring Coordinator, and Grade Level Chairs.

Common Core alignment has been an integral part of the PACS curriculum for three years, and professional development in this area has increased since 2012. PACS is focused on Common Core aligned instructional practices, including problem-solving, performance tasks, and writing. Prestige empowers scholars and families to analyze data from Achievement Network Interim Assessments, DCAS, and weekly quizzes and tasks. Data is shared every two weeks with a printed progress report in addition to quarterly

conferences and weekly behavior reports. Classroom teachers utilize benchmark assessment data and standards-based mastery trackers to identify scholars who are in need of additional academic support or “interventions” in order to meet defined growth targets. Examples of assessments used to monitor progress include: DIBELS, TOMA, Delaware Comprehensive Assessment System (DCAS), Achievement Network Interim Assessments, Scholastic Reading Inventory and teacher created assessments.

Teachers use student performance data to monitor growth and plan additional small group lessons or tutoring. Using the assessments listed above and best practices from Response to Intervention (RtI), all scholars identified as Tier III are invited to Saturday Academy and Tuesday Tutoring, an additional intervention of eight to twelve hours per month. These programs are described in detail in the *Innovation Section* below.

All fifth grade classrooms and Learning Support teachers utilize self-directed computer based instruction to maximize individualized student support and keep intervention groups sizes low (1:8 or less). Student assessment data drives the process and scholars work in flexible groups based on academic needs.

### **Challenges and Opportunities for Growth:**

The data detailed above indicates challenges in the areas of math growth (Measures 1a-1c) and performance of subgroups (Measure 2b). In addition to the detailed action steps above, PACS is planning to implement the following:

- Extension and expansion of Summer Academy, designed to remediate school year deficits for returning scholars, to introduce new scholars to school wide expectations in student culture and academics, and to provide extended school year services to scholars with disabilities.
- Increase supports for at-risk scholars including additional tutoring and mentoring through community partnerships.
- Increase instructional support for teachers in the classroom with weekly classroom observations and debrief coaching sessions.
- Increase professional development and on-site coaching for curricular programs including McGraw Hill MyMath, Scholastic Read 180, Springboard Math, and Collaborative Teaching.
- Increase professional development for teacher leaders in the area of cognitive coaching, data analysis, and DCAS completion compliance.

**FINANCIAL PERFORMANCE:**

WHAT ARE THE SCHOOL’S FINANCIAL PERFORMANCE EXPECTATIONS THAT WILL DEMONSTRATE VIABILITY AND SUSTAINABILITY AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

Based on the 2012-2013 Delaware Financial Performance Framework, Prestige Academy Charter School has been rated as Meets Standard. This rating is consistent with the 2011-2012 Meets Standard rating.

| Year  | 1.a. | 1.b. | 1.c. | 1.d. | 2.a. | 2.b. | 2.c. | 2.d. | OVERALL RATING |
|-------|------|------|------|------|------|------|------|------|----------------|
| 10-11 | F    | D    | F    | M    | NR   | F    | NR   | D    | F              |
| 11-12 | M    | M    | M    | M    | NR   | D    | NR   | M    | M              |
| 12-13 | M    | M    | M    | M    | M    | M    | M    | M    | M              |

External auditors, Maille LLP performed an audit and analysis of the School’s financial activities for the fiscal year ending June 30, 2013. There was one finding noted which referenced the failure to post board minutes to the school website in a timely fashion. This has since been rectified and the school intends to maintain its sound financial standing.

The School’s budget is reviewed monthly and approved by the board on an annual basis. The monthly report is reviewed by the finance committee and the Citizens Budget Oversight Committee as well as the Board of Directors. Once approved by the Board, the report is posted on the School website as required by the Department of Education.

**Strengths, Challenges and Opportunities for Growth**

**Strengths:**

Financial highlights for fiscal year ending June 30, 2013 include:

- The assets of the School exceeded its liabilities at the close of the most recent fiscal year by \$568, 285; this is an increase of \$306, 888 over the prior fiscal year.
- Program revenues accounted for \$663, 800 or 16% of total revenue of which the primary source is private foundations. General revenue accounted for \$3, 576, 344 or 84% of funding received.
- As of the close of the current fiscal year, the School’s Governmental Fund reported an ending fund balance of \$765, 079, an increase of \$345, 106 from the prior year.

**Challenges and Opportunities for Growth:**

The Schools funding is dependent upon student enrollment. Any decrease in student enrollment can significantly impact funding. A Student Recruitment Coordinator has been hired in the 2013 school year to address this need. School leadership and the Board reviews monthly the actual performance against budget to timely respond to any significant variances. In addition, resources will need to be acquired to support program expenses not adequately funded at the federal and state level, i.e. music, foreign language, visual arts. In anticipation of these events, the School is taking steps to increase the percentage of funding from nongovernmental resources. The school contracts with a Development Director in order creatively explore this need. In the event that the School needs to reduce expenses, reductions of non-essential personnel, supplemental programming, and other cost cutting measures will be explored. This exercise will occur while maintaining the integrity of educational programming.

**ORGANIZATIONAL PERFORMANCE:**

WHAT ARE THE SCHOOL’S PERFORMANCE EXPECTATIONS IN MEETING ITS ORGANIZATIONAL RESPONSIBILITIES INCLUDING, BUT NOT LIMITED TO, ADMINISTRATIVE OPERATIONS, REPORTING, AND LEGAL RESPONSIBILITIES AS MEASURED BY THE PERFORMANCE FRAMEWORK? PROVIDE AN ANALYSIS OF STRENGTHS, CHALLENGES, AND OPPORTUNITIES FOR GROWTH IN THESE AREAS.

The 2011-2012 and 2012-2013 Delaware Organizational Performance Framework for Prestige Academy Charter School has been rated Meets Standard.

**SUMMARY AND OVERALL RATING**

**Prestige Academy**

| Year  | 1.a. | 1.b. | 2 | 3.a. | 3.b. | 3.c. | 4.a. | 4.b. | 4.c. | 4.d. | 5.a. | 5.b. | 6 | OVERALL RATING |
|-------|------|------|---|------|------|------|------|------|------|------|------|------|---|----------------|
| 11-12 | M    | M    | M | M    | M    | M    | M    | N/A  | M    | M    | M    | M    | M | Meets          |
| 12-13 | M    | M    | M | M    | M    | M    | M    | DNM  | M    | M    | M    | M    | M | Meets          |

**Strengths, Challenges and Opportunities for Growth**

**Strengths:**

Prestige Academy Charter School aims for compliance with all Department of Education regulations and policies. School leadership understands the importance of strong organizational performance and with Board oversight and support, will continue to strive for Meets Standard ratings.

**Challenges and Opportunities for Growth:**

We did not process staff certifications effectively during the 2012-2013 school year. School leadership has since acquired a better understanding of this process and has greatly improved the School’s standing in this area.

## **STATUS OF CONDITIONS PLACED UPON THE CHARTER:**

Include:

- A status update of any conditions imposed upon the school's charter,
- Your plan to meet any conditions that are currently "not met".

There were no conditions placed upon the School's Charter during the 2012-2013 school year.

## STUDENT RETENTION GOALS AND TARGETS:

Include:

- The percentage of scholars who have re-enrolled from the prior year according to ESEA demographic categories,
- The number of scholars who have left your school before the year is over or before the end of the charter school's grade configuration per ESEA demographic category,
- A summary of why scholars chose to leave,
- The percentage of scholars who did not pass from one grade to the next,
- Your plan to improve student retention and average daily attendance if less than your stated targets.

Ninety-five percent or 283 of 298 students (this includes 8<sup>th</sup> grade graduates) reenrolled at the School at the start of the 2013-2014 school year. The percentage of students who have re-enrolled from the prior year according to ESEA demographic categories is

- African American            95%
- Hispanic                      100%
- White                         100%

During the 2012-2013 school year, two students left our school. One student was admitted to a residential treatment facility, and the other moved out of state. A total of fifteen students did not reenroll at our School for the 2013-2014 school year. One student was admitted to a residential treatment facility, one moved out of state, and the remaining 13 transferred to other schools. We would like to decrease attrition rates to 3% or below. We have made a commitment to more positive rewards and recognition of students in an effort to make the school experience more enjoyable. We have increased parent outreach through the hiring of our Student Recruitment Coordinator and have created a space for families through the designation of a parent resource room. This is a space for parents to explore the internet, socialize, or just enjoy being present in the school community.

Approximately 4.0% or 12 scholars were not promoted to the next grade. We do not promote students who have failed two or more classes for the year and offer summer school to students who fail one class. This policy ensures that students are provided with the academic foundation necessary to move successfully to the next grade.

On average, Prestige Academy's daily student attendance rate is above 95%. We do have a staff member who performs the duties of truancy officer. His role is to track attendance and establish contact with students and families who have triggered interventions due to absences. During parent meetings at the start of the year the School stresses the importance of daily attendance and has outlined expectations in our Student and Family Handbook.

## INNOVATION:

Include:

- A discussion of innovation occurring at the school in areas including, but not limited to, curriculum development, instructional strategies, school culture and climate, community and parent engagement, professional development, operations and management practices, and extra-curricular programming.

### **Common Core Aligned Curriculum**

Since 2011, PACS has actively integrated Common Core State Standards in all subject areas. First driven by the Achievement Network Interim Assessments and Common Core documents, teachers were creating their own lesson plans. Since that time, PACS has adopted Common Core aligned textbooks and curriculum including McGraw Hill MyMath for fifth grade math, Scholastic Read 180 and Houghton Mifflin Harcourt Journeys for fifth grade ELA, Springboard for sixth through eighth grade math, and Holt McDougal Literature for sixth through eighth grade ELA. In the 2013-14 school year, we have expanded our departments to include honors math and ELA in sixth through eighth grade, with a heavy focus on novel studies, rubric-scored writing, and algebra. All grade levels and subject areas activity engage with research and analysis of primary and secondary sources, problem-solving strategies, and performance tasks. In these ways, PACS prepares for the Smarter Balanced Assessment, ISEE, and SSAT for high school enrollment. PACS continues to partner with the Achievement Network, University of Delaware, RELAY Delaware, Building Excellent Schools, and Teach for America to promote teacher coaching and development.

### **District and Community Partnerships**

In keeping with the original intent of Delaware Charter Law, PACS has participated with district schools and the Delaware Charter School Network in on-going training and coaching for Springboard Math. In addition to partnerships with local districts around math instruction, PACS has also partnered successfully with the Delaware Math Coalition and MSERC's Math Instructional Specialist Team to advance our implementation of problem-solving and performance tasks in Springboard Math. PACS is also a member of the Delaware Science Coalition to successfully implement kit instruction in safe, fully equipped science laboratories.

We have increased our partnership with Christina Cultural Arts Center to provide daily music instruction to all grades. New partnerships include the Delaware Theater Company and the International Reading Association who begin work with our scholars in spring 2014. PACS also participates in community sponsored educational events including Capital One Day of Giving, Make a Difference Day at Barclays, and WSFS Bank at School.

The Charter School of Wilmington (CSW), Delaware's top performing public school, continues its strong partnership with Prestige Academy. CSW provides upper classmen homework tutors and mentors, Lego Robotics League coaches and string instrument instructors every Tuesday afternoon between October and April. This partnership has existed and grown since 2011. Members of the CSW faculty also serve on the Academic Achievement Committee, and assist scholars with high school enrollment procedures. Prestige Academy is an active member of the Alternative Evaluation Collaboration, a network of charter schools implementing the Teaching Excellence Framework for weekly classroom observations and teacher coaching. Membership includes high performing urban charter schools including Thomas Edison, Kuumba Academy, and East Side Charter School. School leaders engage in monthly professional development with Achievement First, Bloomboard staff, and the Rodel Foundation. In addition, members of the Collaboration conduct site visits and alignment studies to increase fidelity and improve teacher coaching.

PACS continues its strong relationship with the Delaware Charter School Network (DCSN) and Teach for America, participating in professional development opportunities and community outreach. PACS teachers are members of the Harvard's Best Foot Forward Program, Rodel Teachers Council, and the Delaware Talent Cooperative.

### **Extended Learning Opportunities: Summer Academy, Saturday Academy, Most Wanted Targeted Tutoring, and Enrichment**

**Summer Academy:** PACS offers new and returning scholars additional academic support through a two-week, four hour intensive summer remediation program. The program is designed to prevent summer learning loss, and to accelerate new and academically at-risk scholars' progress toward academic proficiency. The summer program introduces new scholars to the Prestige culture and rigorous college preparatory curriculum. Summer Academy provides remedial instruction for math, reading, science, and social studies in a small group setting (1:12). Concurrently, a summer program through Affinity Health provides scholars with social and emotional support through workshops, small group lessons, role plays, and educational field trips.

**Saturday Academy:** The program occurs the first and third Saturdays of every month between October and December. Summer Academy provides remedial math and ELA instruction for scholars identified as RtI Tier III. Teachers use student performance data to monitor growth and plan small group lessons. Saturday Academy utilizes the co-teaching model, wherein two teachers provide direct instruction and differentiation to a group no larger than eight scholars. Scholars with disabilities are also provided with push-in and pull-out services matching their benchmarks and goals. Saturday Academy is a positive incentive for scholars as they can earn behavior points and prizes.

**Most Wanted Targeted Tutoring:** The program occurs weekly from February to May. The purpose of Most Wanted Targeted Tutoring is to use student performance data from spring DCAS round 1 to plan small group remediation or enrichment. Tutoring sessions occur for two to three hours on Wednesdays and/or Saturdays. Teachers

utilize self-directed computer based instruction such as Learning Point Navigator, Khan Academy, Read 180, as well as and guided reading groups to maximize individualized student support and keep intervention groups sizes low (1:10). Similar to Saturday Academy, Most Wanted is a positive incentive for scholars.

Academic Enrichment: PACS offers a number of enrichment opportunities through weekly extracurricular activities and clubs. PACS staff members and community partners offer a wide range of activities that appeal to the boys' interests. Performing arts opportunities include show choir *Show Dogs*, Hop Team, string instruments, bucket drumming, and spoken word. PACS performance groups have showcased for the community at the Queen, DCSN IDEA Awards, and Superstars in Education. Educational opportunities include Arthur J. Turner Scholarship Spelling Bee Club, Math League, Lego Robotics League, National Geographic Society Geography Bee, and Delaware History Day Essay Competition. Athletic opportunities include varsity and junior varsity basketball, track, and baseball.