

PRINCETON CHARTER SCHOOL

ANNUAL REPORT

JULY 1, 2015 TO JUNE 30, 2016

This Annual Report was transmitted to the Commissioner of Education, the Mercer County Superintendent and the Princeton Regional Schools Board of Education.

ANNUAL REPORT QUESTIONS

BASIC INFORMATION ABOUT THE SCHOOL

Fill in the requested information below about the basic information of the school:

BASIC INFORMATION	
Name of School	PCS
Year School Opened	1997
Grade Level(s) served 2016-17	K-8
Enrollment (as of June 30, 2016, or the last day of school)	348
Maximum Enrollment in 2016-17 (allowed per the school's charter)	348
Current Waiting List for 2016-17 students (as of June 30, 2016, or the last day of school)	122
District(s) / Region of Residence	Princeton
Website Address	Pcs.k12.nj.us
Name of Board President	Paul Josephson
Board President email address	ppjosephson@duanemorris.com
Board President phone number	(609) 240-2597
Name of School Leader	Lawrence D. Patton
School Leader email address	lpatton@princetoncharter.org
School Leader phone number	609-924-0575 (ext.2501)
Name of SBA	Robert Long
SBA email address	rlong@princetoncharter.org
SBA phone number	609-924-0575 (ext. 2503)

SCHOOL SITE 1	
Site Name	Princeton Charter School
Year Site Opened	1997
Grade Level(s) Served at this site in 2015-16	K-8
Grade Level(s) to Be Served at this site in 2016-17	K-8
Site Street Address	100 Bunn
Site City	Princeton
Site Zip	08540
Site Phone Number	609-924-0575
Site Lead or Primary Contact's Name	Lawrence D. Patton
Site Lead's Email Address	lpatton@princetoncharter.org

Organizational Performance Areas

Education Program and Capacity

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 1: Education Program and Capacity.

1.1 Mission and Key Design Elements

a) State the school's mission and give a brief description of the school's key design elements.

Mission:

Princeton Charter School's mission is to provide its diverse student body the best possible education by focusing on the fundamental academic disciplines in an atmosphere that affirms academic achievement, and in so doing, to offer the community true choice in public education. Princeton Charter School believes that a "thorough and efficient" education is best accomplished through a rigorous curriculum that requires mastery of core knowledge and skills.

The main goals of Princeton Charter School are to:

1. educate students for future success;
2. promote academic excellence and equity for a diverse population of students within the public education system;
3. provide a choice of educational opportunities within a public school system for parents, students, and educators.

Specific Objectives

1. Students will develop clear and effective written and oral communication skills using standard English.
2. Students will acquire a strong foundation in mathematical reasoning and skills.
3. Students will learn about the political, economic, cultural, geographic, and technological forces that have shaped the history of the world and of the United States.
4. Students will acquire knowledge and skills in the sciences and will be able to conduct inquiries using the scientific method.
5. Students will develop an informed appreciation of the arts and participate in their creation.
6. Students will be able to speak, read, and write in a language other than English.
7. Students will learn the essentials necessary for a healthy, safe, and physically fit life.
8. Students will recognize the importance of hard work, personal responsibility, and respect for others.
9. Students from all demographic groups will perform at comparably high achievement levels

Key Design Elements:

Milestones: Milestones of achievement are annual assessments that celebrate and recognize student achievement. Students at each grade level take two milestones which are designed to measure proficiency at specific tasks assessed for that grade. For the Milestone, students work to meet a

standard of excellence for a specific project. Examples include: a well-prepared science laboratory report demonstrating proper use of data analysis(grade 8); an illustrated story with correct grammar and spelling (Grade 3); and a well written five-paragraph essay on a theme from history (grade 8).

Early Introduction of World Language: Foreign language instruction in French is offered three days per week in Kindergarten and increases to daily instruction for grades 1-8. Students may switch to Spanish in grade 3 and when entering the school in higher grades.

Early Introduction of Science: In the early grades (K-3), science at PCS is designed to make children explore and wonder about the world. In grades 4-8 the approach becomes more rigorous. Students start to ask quantitative questions and develop the ability to determine if they have enough information to answer them. Four major areas are covered: physical sciences, life sciences, earth sciences, and astronomy.

Specialized Instruction Begins in Grade 3: Starting in grade 3, math, English, history, and science are taught by teachers who specialize in that discipline, i.e. the math teacher for third grade students only teaches mathematics and the English teacher specializes in teaching language arts.

One-hour Periods for Math and Language Arts Instruction in Grades 3-8: We schedule one hour classes for math and language arts. Compared to a 45 minute class, a 60 minute period gives 15 more minutes a day which over the course of 180 days is equal to 60 additional 45 minute periods of instruction per year. All other academic subjects meet every day for 45 minutes.

Co-teaching in Language Arts and Math: In 2015, we began to have two certified teachers in mathematics classes in grades 3 and 4 and to have two certified teachers in each section of language arts in grades 3, 4, and 5 in order to have a low student to teacher ratio in these key instructional areas. Later grades at PCS have traditionally had smaller sections in language arts and mathematics: In grades 6, 7, and 8, language arts sections are composed 16 students. In grades 5, 6, 7, and 8, each grade of 48 students is distributed among four sections of math based on ability.

Grade level	Math class size	Math teach/class	Math ratio	English class size	English teach/class	English Ratio
3	23	2	11.5	23	2	11.5
4	24	2	12	24	2	12
5	12*	1	12	24	2	12
6	12*	1	12	16	1	16
7	12*	1	12	16	1	16
8	12*	1	12	16	1	16

Note that in some mathematics classes in grades 5-8, there may be as few as 6 students depending on the student placement by ability. For example, we may have an advanced class comprised of 18 students, two middle level classes comprised of 12 students, and a smaller class of 6 students in order to ensure more time for one-on-one instruction. This is driven by the learning needs of individual students.

1.2 Curriculum

All charter schools are required to adapt and implement their curriculum to align with the Common Core State Standards (NJ Student Learning Standards).

- a) Please submit [Appendix A](#).

1.3 Instruction

- a) Provide a brief description of the school's instructional practices and how the school defines high quality instruction.

Instructional Expectations: One of the founding beliefs of Princeton Charter School is that self-esteem is enhanced through authentic achievement. To that end, we offer a rigorous curriculum in which students achieve through targeted instructional practices. Additionally our school offers departmentalized instruction (i.e. instruction by subject area teachers) beginning in third grade.

Instruction would best be described as essentialist as teachers will take a variety of approaches and use many different methods and modalities to ensure student understanding. As technology has become increasingly more available, teachers are making use of technology to support and enhance students learning; however, as a general rule, teachers only make use of technology if it offers discernable improvement to student learning: Teaching staff at PCS are very covetous of instructional time and are wary of technology or approaches that are not efficient in terms of time dedicated to instruction.

In our K-5 English instruction, students may receive both whole and small group instruction. Guided Reading groups are determined by Directed Reading Assessment (DRA) and classroom performance. For AY 2015-16, we instituted a co-teaching approach for grades 3-5 mathematics and language arts.

In grades 6-8 students are divided into three English classes of 16 students each creating a lower student to teacher ratio. The foundation for writing instruction at the elementary level is Calkins' Units of Study, which spiral upward in development. Attention to published articles and research was given before the program was selected.

In mathematics, students are ability grouped starting in fifth grade. Class size ranges from 5 in the lower achieving groups to 18 in higher achieving classes, again, providing a lower teacher to student ratio and enabling more individualized student guidance. English language arts and mathematics are core subjects at Princeton Charter School and an hour of daily instruction occurs in each subject area. We provide a daily 30 minute reading period that allows additional instructional time for the class, small groups, or individuals needing additional instruction in ELA.

Evidence of the school’s core belief in rigor in instruction can be found in any class and subject area. Instruction is a mixture of lecture with notes, guided discussion, experimentation, role play, development of research projects, and flipped lessons in small or whole group arrangements. Teachers have been coached and trained in understanding the difference between literal, inferred, applied, and synthesized knowledge. Classwork and questioning aims to develop higher-order thinking skills.

Instructional expectations: Teachers make use of every minute of class time for instruction or supervised learning activities, offer support outside of class for any and all students who may need additional instructions. Teachers’ schedules allow for time to meet with students outside of class and teachers are expected to maintain gradebooks that are viewable by parents and to communicate with parents of any students who are struggling, receiving a grade below a C on any assessment.

1.4 Assessment

- a) Discuss the school’s 2014-15 statewide assessment results (PARCC) with regard to absolute, comparative and growth measures.

PARCC results-

In the first year of PARCC results, we are very happy with our students’ overall performance. As shown in the charts below, using the template provided by the DOE, our combined level 4+5 % far exceeds the state level, more than doubling it in all but one instance in Mathematics, and for exceeding the state levels in language arts by margins of 35%-40%. In particular we are very happy with our performance in terms of the number of students achieving level 5. We have a number of grade levels where the percentage of level 5 exceeds level 4: grade 6 math, geometry, grade 7 algebra in one year, grade 7 LAL. In addition, we have several grade levels where we are close to 50%- 50% split in levels 4 and 5: Grade 3 math, grade 6, and grade 8 LAL. For the first year of PARCC testing, we are very happy with the results. We will look at the performance in areas where we believe we can improve as identified by these scores. We have taken the approach that we want to examine these scores over a three year period, as we become more familiar and comfortable with the new PARCC assessment format and design, and as we continue to refine our instruction and curriculum for the common core.

Mathematics - 2015 PARCC Scores

	PCS % = Level 4 Meeting	PCS % = Level 5 Exceeding	PCS % >= Level 4 Total Passing	NJ % = Level 4 Meeting	NJ % = Level 5 Exceeding	NJ % >= Level 4 Total Passing
Grade 3	49%	44%	93%	37%	8%	45%
Grade 4	69%	17%	86%	36%	4%	41%
Grade 5	54%	23%	77%	35%	6%	41%
Grade 6	42%	52%	94%	35%	6%	41%

Grade 7 - math	86%	0%	86%	33%	4%	37%
Alg I Grade 7&8 combined	63%	29%	92%	33%	3%	36%
Geometry	19%	81%	100%	20%	3%	22%

Language Arts - 2015 PARCC Scores

	PCS % = Level 4 Meeting	PCS % = Level 5 Exceeding	PCS % >= Level 4 Total Passing	NJ % = Level 4 Meeting	NJ % = Level 5 Exceeding	NJ % >= Level 4 Total Passing
Grade 3	72%	15%	87%	39%	5%	44%
Grade 4	52%	31%	83%	39%	12%	51%
Grade 5	60%	27%	87%	45%	6%	52%
Grade 6	49%	47%	96%	40%	9%	49%
Grade 7	20%	73%	93%	34%	18%	52%
Grade 8	48%	44%	92%	39%	13%	52%

In addition, our student growth percentiles also demonstrated outstanding performance. From the The New Jersey Department of Education (NJDOE) annual report of School Performance. The following chart indicates our most recent Median student growth percentiles which include the 2015 PARCC test results. At 64 and 77 for LAL and math respectively, we are demonstrating significant student growth, far outstripping the state and peer groups.

Student Growth Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Student Growth on Language Arts	64	94	89	35	YES
Student Growth on Math	77	100	99	35	YES
		97	94		100%

- b) Provide a list of diagnostic, formative, and summative assessments by grade level administered during the 2015-16 year and describe how results from these assessments are used to improve instructional effectiveness and student learning.

Educational Records Bureau — CTP4 and WrAP Tests: In addition to information gleaned from our performance on annual state testing, since its inception, PCS has used the Educational Records Bureau Comprehensive Testing Program (known as the ERB CTP4). These examinations focus on verbal skills (reading, writing, and listening) and mathematical skills including mathematical comprehension and reasoning. Students also take a writing assessment through ERB, the Writing Assessment Program (WrAP). These tests provide a professionally scored essay-writing component and three sets of norms, measuring student performance with national, suburban, and independent school populations. The school-wide examinations are administered to grades 3-8 in October so that individual and group results may be used by teachers to inform decisions about areas of emphasis for the instruction of individual students and groups of students during the second half of the school year.

Milestones of achievement: Students in all grades complete a Milestone assessment each year in two subject areas. These assessments celebrate and recognize student achievement. Milestones are designed to measure proficiency. For the milestone, students work to meet a standard of excellence for a specific project.

Developmental Reading Assessment (DRA): Grades K-4 use DRAs to assess student reading levels. Teachers use this information to direct guided reading instruction.

1.5 Organizational Capacity - School Leadership/Administration

a) Fill in the requested information below regarding school leadership:

School Leadership / Administration Information		
School Leader / Administrator Name	Title	Start Date at School
Lawrence D. Patton	Head of School	07/01/2008
Gail Wilbur	Assistant Head of School: K-4	07/01/2009
Lisa Eckstrom	Assistant Head of School: 5-8	08/15/2013
Rob Long	School Business Administrator	02/18/2015

School Culture & Climate

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 2: School Culture & Climate.

2.1 School Culture and Climate

a) Fill in the requested information below regarding the school learning environment including methodology used.

Learning Environment / Professional Environment	
Learning Environment	
Attendance rate: (use the total days present divided by the total days in membership)	
Elementary School	97%
Middle School	96%
High School	N/A
Student - teacher ratio	9.16
Professional Environment	
Teacher retention rate (year to year)	36/38 = 94.7%
Total staff retention rate (year to year)	42/44=95.5%
Frequency of teacher surveys and date of last survey conducted	Two-three per year. 6/20/16.
Percent of teachers who submitted survey responses	80.6%
Percent of teachers who expressed satisfaction with school leadership or with the overall school environment	71.5%
List the main positive aspects identified in the survey	<ul style="list-style-type: none"> • Improved technology • Strong academics • Supportive colleagues and administration
List the main school challenges identified in the survey	<ul style="list-style-type: none"> • The schedule of classes- More planning time, time academic classes meet-Early vs late • Clarity on salaries • Coverage- availability of Substitutes • Communication with faculty/staff

2.2. Family and Community Engagement

a) Fill in the requested information below regarding parent satisfaction and involvement.

Parent Satisfaction	
Frequency of parents surveys and date of last survey conducted	Annual, 6/15/16
Percent of families completing a survey (considering 1 survey per family)	67%
Percent of parents who expressed satisfaction with the overall school environment	96.5%
List the main positive aspects identified in the survey	Academic program- notably Math & French
List the main school challenges identified in the survey	Improving communication from administration and board
Parent Involvement at the School	
Number of parents currently serving on the Board of Trustees out of total Board Membership	8 of 9 are current parents.; 1/9 is a parent of a graduate

<p>Major activities/events offered to parents during 2015-16 school year (For Example: Monthly Parent University. Topic include...)</p>	<ul style="list-style-type: none"> • Parent teacher conferences- two sessions per year, three dates per session • Back to school nights • Board Coffees • School performances • Information sessions and trainings <ul style="list-style-type: none"> ○ On School LMS ○ Developmental issues for students ○ Safety issues ○ State testing results
<p>Major activities/events conducted by the parents to further the school’s mission and goals, such as fundraising, volunteering, etc.</p>	<ul style="list-style-type: none"> • Annual Fall Barbecue • Annual Fundraising Gala • Volunteering for lunch service • Chaperoning trips • Grade level parent social gatherings • Organization and support for Field Day • Organizing school photo day • Annual Spring picnic

b) Provide a list of the partnerships with other educational or community institutions.

Community Involvement		
Partnering organization	Description of the partnership	Level of involvement: # students or/and staff involved, approx. # hours per month, resources involved etc.
EDUCATIONAL INSTITUTIONS:		
<u>Princeton University</u>	Through on-going partnership with the university, the school offers a number of activities and clubs in the sciences led by university students and faculty. These clubs engage over 40 students each year.	60+ students; 1-2 hours/week
<u>Princeton University</u>	We have benefited through partnership with parents who are professors at the university. Teachers in the history department received training on note-taking from primary sources and using visual art as primary source artifacts.	8 teachers 3 hours
<u>Princeton University</u>	Session on the brain and Learning-Professor Sam Wang	38 faculty members-2 hours
<u>Princeton University</u>	Teachers as Scholars program	1-2 teachers , 20 hours/year
<u>Princeton Pubic School Peer leaders:</u>	Students from PPS worked with the eighth grade, , in order to prepare them for the transition to the HS.	49 students; 1-2 hours
<u>Westminster Choir College:</u>	Our partnership with Westminster Choir College provides an orchestra for Charter School students throughout the year	30 students- 6 hours per month
COMMUNITY INSTITUTIONS:		
<u>Princeton Police Department:</u>	We engage the support of the local police department in reviewing our drill procedures and drill execution. In addition, they provide educational programming on Cyber safety/cyber-bullying. They have made presentations on their canine program in assemblies for the entire school.	All Students, 2-3 Times per year, 1-2 Hours.

<u>Fire department:</u>	The Fire department annually provides fire safety lessons for the K-4 division	150 students – 1 hour
<u>Philadelphia Public Schools:</u>	Our community service club, Service Corps, has organized a book drive over the last two years in support of a Philadelphia public elementary School. The entire school participated in the drive led by our Service Corps club	All student participate in the book drive. 15 students lead the club.
<u>Heifer international:</u>	Fundraising activities in support of Heifer International	Over 150 students participated
<u>St. Jude’s Children’s Hospital</u>	Fundraising activities in support of St. Jude’s. Over the last 19 years, we have raised over \$70,000 for St. Jude’s.	48 students, 3 hours/year.

Board Governance

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 3: Board Governance.

3.1 Board Capacity

a) Fill in the requested information below regarding the Board of Trustees:

Governance	
# of Board Members required as per charter by-laws	9
Date of Board Self-Evaluation (include a copy of the board self-evaluation tool as a Appendix B)	2/20/16
Date of School Leader Evaluation (include a copy of the school leader evaluation tool as a Appendix C)	7/27/16
Provide a list of amendments to the bylaws of the board of trustees adopted during the 2015-16 school year.	None
Critical Policies adopted by the Board during 15-16 academic year (list in bullets)	<ul style="list-style-type: none"> • FLA/FMLA • EEO & Anti-Harassment • Computer Use • Electronic Communications • Ethics/Conflicts of Interest • NJSAFE • Nepotism • HIB

3.2 Board Compliance

a) Fill in the requested information below regarding the Board of Trustees:

Board of Trustees						
Member's Name	Effective Start Date (when individual started on board)	Current Term Expiration Date (if applicable)	Officer Role (e.g. President, Vice President, Secretary, Treasurer)	Email Address	Date of criminal background check	Date of mandatory NJSBA training
Paul Josephson	7/1/11	06/2017	President	PPJosephson@duanemorris.com	08/24/2011	
Amanda Rose	7/1/11	06/2017	Vice President	arose70@hotmail.com	10/26/2011	
Shannon Daley-Harris	7/1/10	06/2016	Secretary	sdaleyharris@aol.com	12/14/2011	
Khalid Anwar	7/1/12	06/2018	Treasurer	kanwar@mecasacapital.com	07/02/2012	
Brandice Canes-Wrone	7/1/14	06/2017	Member	bcwrone@yahoo.com	07/23/2014	
Randy Hubert	7/1/12	06/2018	Member	randykhubert@hotmail.com	06/06/2012	
Kinga Kaminska	7/1/10	06/2016	Member	kpkam@me.com	05/22/2013	
Trusha Shah	7/1/10	06/2016	Member	trushashah2003@gmail.com	2013	
Mayellem McQuade	7/1/15	06/2018	Member	maryellenmcquade@gmail.com	6/03/2016	

Access and Equity

The following questions are aligned to the [Organizational Performance Framework](#), Performance Area 4: Access and Equity.

4.1 Access and Equity

a) Provide information regarding the school's suspension/expulsion/attrition/backfilling rate

School Suspensions / Expulsions 2015 - 2016			
	Total # Students Enrolled	Total # of Students (Unique Count) Suspended	Total # of Students Expelled
K	19	0	0
Grade 1	21	0	0
Grade 2	22	0	0
Grade 3	47	0	0
Grade 4	47	0	0
Grade 5	48	1	0
Grade 6	48	0	0
Grade 7	49	3	0
Grade 8	47	2	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Total	348	6	0

Student Mobility and Retention Rates 2015 - 2016			
	Total # of student withdrawals (for any reason) during the year	Total # of students enrolled after the initial start of the year	Total # of students not promoted (retained) in the same grade for SY 2016-17
K	0	0	0
Grade 1	1	1	0
Grade 2	0	1	0
Grade 3	1	1	0
Grade 4	1	0	0
Grade 5	1	1	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Total	4	4	0

b) Provide information regarding the school’s recruitment, application, admissions, lottery, and enrollment numbers for the 2015-2016 school year:

Application/Admissions/Lottery/Enrollment	
Provide the URL to the school’s application. If the application is not available online, then, as Appendix D , provide a copy of the schools current application in as many languages as available	http://pcs.k12.nj.us/polForms.cfm?DocType_Code=Form&Keyword_Desc=Admission
List all of the ways the application is disseminated	Website Newspaper Insert Handouts Mailed to local Pre-Schools
List all languages in which the application is available	English and Spanish
Provide the date on which the initial application for prospective students for the school year 2016-17 <u>was made available</u> .	9/30/15
What was the deadline for prospective students for school year 2016-17 to return the initial application to the school? Please provide the exact date.	January 26, 2016
List all of the ways in which initial applications are accepted.	Fax, Mail, In person, email- Attachment
Provide the date and location of the lottery held in the 2015-16 school year for prospective students for the 2016-17 school year. If the school did not have a lottery, provide a brief explanation why.	Location: PCS (Marsee Center) 575 Ewing St. Princeton, NJ 08540 Date: February 2, 2016
List the public avenues that the school utilized to advertise that initial applications are available to enter the school’s lottery (e.g. local newspapers, school website).	Local newspapers, website, community organizations, lawn signs

5.1 Compliance

a) Every charter school must develop and implement a high-quality, rigorous [educator evaluation system](#), which must be approved by their board of trustees. Provide the following:

- Provide a description of the teacher evaluation system and school leader evaluation system that aligns with [Department guidance](#); and
- **As Appendix E**, provide a board resolution approving the teacher and school leader/principal evaluation systems.

Note: You may use <http://www.nj.gov/education/chartsch/info/evaluation.pdf> for guidance.

Appendices	
Appendix A	Statements of Assurance
Appendix B	Board Self-Evaluation Tool
Appendix C	School Leader Evaluation Tool
Appendix D	Admissions Application (all languages)
Appendix E	Board resolution approving the teacher and school leader/principal evaluation systems
Appendix F	2016 – 17 School Calendar
Appendix G	Organizational Chart
Appendix H	Promotion/Retention Policy
Appendix I	Student Discipline Policy
Appendix J	Graduation Policy (Not applicable)

Submit each appendix as a separate attachment to the submission email saved by the appendix name. If necessary, submit all appendices and annual report in one zip folder.