

# **PRINCETON CHARTER SCHOOL**

## **ANNUAL REPORT**

**JULY 1, 2008 TO JUNE 30, 2009**

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

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## APPENDICES

## DESCRIPTION OF PRINCETON CHARTER SCHOOL

**Startup and Current Year.** Princeton Charter School (“PCS”) opened in 1997 with 72 students in grades 4-6. PCS educates students in grades K-8 and has completed its twelfth year of operation.

**Address.** The school is located at 100 Bunn Drive in Princeton Township, New Jersey.

**Facility.** The seven-acre campus includes three buildings currently in service and an expansion underway. Two buildings are devoted to classrooms and cafeterias, one building houses the school’s administrative offices, and the expansion will include three additional classrooms and multi-purpose spaces with theater and gymnasium equipment.

**Number of Students, Grades, and Classes.** The school’s charter authorized a maximum enrollment of 348 students in grades K-8 for 2008-2009. The enrollment at the beginning of the school year was 321. In 2008, there was one class per grade for K-2, two classes for grade 3, one for grade 4 (see “Planned Expansion” below) and two classes per grade for 5-8.

**Class Size.** Class size is approximately 22 students per class.

**Planned Expansion.** In the 2009-2010 school year, the school will add 22 new 3<sup>rd</sup> grade students.

**District(s) of Residence.** The school draws its students from the Princeton Regional School District.

**Employees.** In 2008-09, PCS employed 29 classroom teachers (including physical education, art, and music). Three of these teachers are also part-time administrators. Other faculty members or administrators oversee professional development, extra-curricular activities, etc. The school employs three tutors, two nurses, two administrative assistants, a facilities manager, and a business administrator. PCS contracts with Middlesex Regional Educational Services Commission for special education and related services.

**Lead Person.** The school’s lead person is Dr. Broderick Boxley (Tel. 609-924-0575, Fax: 609-924-0282).

**Defining Attributes.** The defining attributes of the school are its academic emphasis and systematic curriculum. Facts, skills, and ideas are acquired sequentially in the six basic disciplines: English language and literature, mathematics, science, history and geography, world languages, and the arts. The teachers endeavor to support, challenge and inspire every student.

**Community/Organizational Affiliation (if any).** The school is an independent public school, governed by a board of trustees. There are no affiliations.

# **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**

PCS present below a description of goals and objectives, and how they are assessed at PCS, including the use of standardized tests. Assessment data follows this description.

### Princeton Charter School's Academic Goals and Objectives

Princeton Charter School's stated goals and objectives, as expressed in its charter, are as follows:

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.

### **Assessment Activities**

The academic objectives are assessed through several means, including (i) classroom assessment through observation, student-teacher interaction and graded work; (ii) administration of standardized tests; and (iii) educational "milestones" prescribed by the PCS Charter.

#### *Classroom Assessment.*

Assessment of student achievement begins with the classroom teachers. Teachers regularly monitor and evaluate student progress through written class work, oral contributions, homework, and formal assessments to confirm subject mastery. The teaching staff establishes a sequence of tests and portfolio assessments designed to measure explicit content and skill requirements for each grade level. Test types include a range of instruments such as multiple choice tests, whole sentence answers, problem solutions, and essays that encourage constructive or discursive thinking. Classroom assessment is the primary means of assessment in subjects not covered by standardized tests, such as history and geography, foreign language, and the arts, along with PCS' milestones (described below), and applies to all academic goals (Goals 1-6 and 9) described above.

In grades six through eight, all students take final exams in English, history, mathematics, science, and French or Spanish. Each exam counts one-ninth of the grade for the year. The fourth marking period report cards contain the exams scores and final grades in addition to the grades for the quarter. The examination results are assessment tools for Goals 1, 2, 3, 4, 6 and 8.

*Standardized Tests.*

Standardized test results inform teachers of student learning and are an important component of PCS's accountability process. The school-wide examinations are administered in October so that results can be used by teachers for diagnosis and remediation during the second semester. A general report of the results, showing trends to date, is given to the Board of Trustees and faculty, and parents receive reports for individual students.

The State of New Jersey mandates the Assessment of Skills and Knowledge tests ("ASK") for all public school students in grades three through eight. These tests measure student proficiency in English, mathematics and science, and allow comparisons with other public schools in New Jersey. In addition, PCS uses the Educational Records Bureau CTP-IV tests ("ERB"), tests used in many independent and public schools, to test all PCS students in grades 3-8. Unlike many standardized tests, the ERB has a professionally scored writing assessment component.

The ASK data is used as one element of assessing student proficiency in language arts and mathematics (Goals 1 and 2). For grades 4 and 8, the Science elements of the ASK provide data along with PCS' other described assessment tools to evaluate student proficiency with respect to Goal 4. The ERB data also is used in assessing student performance and effective delivery of the academic program in language arts (including writing) and mathematics, Goals 1 and 2.

*Milestones.* Among other innovative programs, PCS has established "milestones" as part of its assessment process, to highlight and celebrate student accomplishment. Milestones consist of one or two major academic objectives per grade, formally established by the PCS assessment committee in conformity with the school's charter and based on NJ Core Curriculum Standards and the PCS school curriculum, each approved by the individual curriculum committees and the Board of Trustees. When a teacher believes that a student's work meets the criteria for a milestone, the teacher gives the work for evaluation to one or several judges. These judges are other faculty members or adults in the community with subject-matter expertise. They review each student's work and determine whether it meets the milestone criteria. When successful, students receive a certificate of achievement for their success.

**NJ ASK Results**

The ASK tests were administered in May 2009. The results of this 2009 testing are not yet available. The results of the 2008 testing are presented below by grade and cohort for mathematics and language arts literacy. Scores for grades 3 and 4 were included in the 2007-2008 annual report.

*Note on Disaggregation of Data: Because racial and other subgroup distribution and general/special education at PCS does not exceed 10 students, disaggregated data by race and general/special education are not reported in this document; disaggregated data by gender is reported.)*

Comparison data to scores of students in Princeton Regional Schools ("PRS") is included below. Fifth-grade students exceeded state goals for AYP of 73% in Language Arts Literacy and 69% in Math for the 2007-2008 year, and compared favorably with the scores of PRS students.

**Table 1: Grade 5 NJ ASK Results 2008**

Language Arts Literacy				Mathematics			
# tested	% part. proficient	% proficient	% adv. proficient	# tested	% part. proficient	% proficient	% adv. proficient
48	12.5	83.3	4.2	48	4.2	33.3	62.5

**Table 2: Grade 5 Cohort Data NJ ASK 2006-2008**

Language Arts Literacy			Mathematics		
% proficient 2006	% proficient 2007	% proficient 2008	% proficient 2006	% proficient 2007	% proficient 2008
95.6	97.9	87.5	95.7	95.7	95.8

(5<sup>th</sup> grade ASK scores with the same group's ASK scores in grades 3-4.)

**Table 3: Grade 5 Comparison of 2008 ASK Scores between PCS and PRS**

School/ District	Language Arts Literacy			Mathematics		
	% part. proficient	% proficient	% adv. proficient	% part. proficient	% proficient	% adv. proficient
PCS	12.5	83.3	4.2	4.2	33.3	62.5
PRS	15	73	11.9	8.8	45.6	45.6

PCS students in grade six performed very well on the NJ ASK, surpassing the state goals for AYP of 72% in Language Arts Literacy and 61% in Math for the 2007-2008 year. These students have remained fairly consistent over the last three years, as is shown in the Cohort Data.

**Table 4: Grade 6 NJ ASK Results 2008**

Language Arts Literacy				Mathematics			
# tested	% part. proficient	% proficient	% adv. proficient	# tested	% part. proficient	% proficient	% adv. proficient
48	6.3	87.5	6.3	48	6.3	18.8	75

**Table 5: Grade 6 Cohort Data NJ ASK 2006-2008**

Language Arts Literacy			Mathematics		
% proficient 2006	% proficient 2007	% proficient 2008	% proficient 2006	% proficient 2007	% proficient 2008
100	95.8	93.8	100	97.8	93.8

(6<sup>th</sup> grade ASK scores with the same group's ASK scores in grades 4-5.)

(NOTE: historically, n=22-24 in grades K-4, and 24 students new to PCS were admitted in grade 5.)

**Table 6: Grade 6 Comparison of 2008 ASK Scores between PCS and PRS**

School/ District	Language Arts Literacy			Mathematics		
	% part. proficient	% proficient	% adv. proficient	% part. proficient	% proficient	% adv. proficient
PCS	6.3	87.5	6.3	6.3	18.8	75
PRS	23.8	69.9	6.3	14.6	44.7	40.8

Seventh grade students took the ASK test for the first time in 2006. Since that time, the seventh grade students have performed well, staying fairly consistent in Mathematics and making gains in Language Arts Literacy. Seventh grade students have surpassed state goals for AYP of 72% in

Language Arts Literacy and 61% in Math for the 2007-2008 year. The average ASK scores for seventh grade PCS students compared favorably with the average ASK scores of students in PRS, with a greater percentage of PCS students achieving Advanced Proficient in Mathematics.

**Table 7: Grade 7 NJ ASK Results 2008**

Language Arts Literacy				Mathematics			
# tested	% part. proficient	% proficient	% adv. proficient	# tested	% part. proficient	% proficient	% adv. proficient
46	2.2	63	34.8	46	4.3	28.3	67.4

**Table 8: Grade 7 Cohort Data NJ ASK 2006-2008**

Language Arts Literacy			Mathematics		
% proficient 2006	% proficient 2007	% proficient 2008	% proficient 2006	% proficient 2007	% proficient 2008
91.7	95.7	97.8	93.8	93.6	95.7

(7<sup>th</sup> grade ASK scores compared to the same group's 5<sup>th</sup> and 6<sup>th</sup> grade ASK scores.)

**Table 9: Grade 7 Comparison of 2008 ASK Scores between PCS and PRS**

School/District	Language Arts Literacy			Mathematics		
	% part. proficient	% proficient	% adv. proficient	% part. proficient	% proficient	% adv. proficient
PCS	2.2	63	34.8	4.3	28.3	67.4
PRS	8	55.5	36.5	10.5	46.5	43

The NJASK 8 was administered April 28 May 1, 2008 to 47 students. PCS students performed very strongly, with 95.7 % Proficient or Advanced Proficient in Language Arts Literacy and 97.8% Proficient or Advanced Proficient in Mathematics. The eighth grade PCS students have surpassed state goals for AYP of 72% in Language Arts Literacy and 61% in Math for the 2007-2008 school year. PCS eighth grade students performed well in comparison to the scores of the eighth grade students of PRS, with more students achieving either Proficient or Advanced Proficient scores in Language Arts and Mathematics and Advanced Proficient scores in Mathematics.

**Table 10: Grade 8 NJASK 8 Results 2008**

Language Arts Literacy				Mathematics			
# tested	% part. proficient	% proficient	% adv. proficient	# tested	% part. proficient	% proficient	% adv. proficient
47	4.3	68.1	27.7	47	2.1	34	63.8

**Table 11: Grade 8 Cohort Data NJ ASK8 2007-2008**

Language Arts Literacy			Mathematics		
% proficient 2006	% proficient 2006	% proficient 2007	% proficient 2006	% proficient 2007	% proficient 2008
100	94.9	95.8	95.3	97.5	97.8

(8<sup>th</sup> grade ASK results compared with the same group's 7<sup>th</sup> grade GEPA scores in 2006 and ASK scores in 2007.)

**Table 12: Comparison of 2008 NJASK 8 Scores Between PCS and PRS**

<i>School/ District</i>	<b>Language Arts Literacy</b>			<b>Mathematics</b>		
	<i>% part. proficient</i>	<i>% proficient</i>	<i>% adv. proficient</i>	<i>% part. proficient</i>	<i>% proficient</i>	<i>% adv. proficient</i>
PCS	4.3	68.1	27.7	2.1	34	63.8
PRS	7.2	61.4	31.4	14	32.9	53.1

**Science Assessment: ASK 8**

While NCLB does not require reporting of the scores for Science on the ASK and GEPA, these scores are part of the school's self-assessment process and are relevant to the NJCCS.

**Table 13: ASK 2008 Science Scores**

<b>Grade 4 – ASK Science</b>			<b>Grade 8 – ASK Science</b>		
<i>% part. proficient</i>	<i>% proficient</i>	<i>% adv. proficient</i>	<i>% part. proficient</i>	<i>% proficient</i>	<i>% adv. proficient</i>
0	16.7	83.3	0	19.1	80.9

PCS students performed extremely well on the latest Science portions of the Grade 4 ASK and the Grade 8 ASK, with all students achieving at least Proficient scores and a large majority of students with Advanced Proficient scores.

**Other Standardized Assessments: Results of ERB Administration, October 2008**

The ERB-CTP-IV is a battery of standardized tests in mathematics and language arts. The tests have been administered annually at PCS since it began operation in 1997-98. The ERB tests are administered in grades 3-8, approximately eight weeks after the start of school in the fall. An important feature of the ERB examinations is the provision of three sets of norms: Suburban, Independent and National. For suburban and independent schools, the ERB have a large base with rolling norms. The data presented below mainly compare PCS scores to suburban public school norms, but a few comparisons are made with independent school norms as well.

Data is presented below for three subjects (Reading Comprehension, Writing Mechanics, and Mathematics), in grades 3, 5 and 8, with comparisons drawn at the 75<sup>th</sup> and 25<sup>th</sup> percentiles. For each grade presented, one subject is shown against independent norms as well as suburban norms.

Grade Three ERB Scores**Table 14: Grade Three ERB Scores: Reading Comprehension**

	<i>PCS</i>	<i>Suburban Norms</i>	<i>Independent Norms</i>
Percentile	75	78	67
Percentile	25	35	20

**Table 15: Grade Three ERB Scores: Writing Mechanics and Mathematics**

	<b>Writing Mechanics</b>		<b>Mathematics</b>	
	<i>PCS</i>	<i>Suburban</i>	<i>PCS</i>	<i>Suburban</i>
Percentile	75	87	75	88
Percentile	25	48	25	61

In Reading Comprehension, 75% of PCS’s grade three students scored as well as 78% of suburban students. The lowest scoring PCS students scored as well as 35% of the suburban students. In writing mechanics, only the highest scoring 13% of suburban third grade students and the highest 20% of independent students equal the top 25% of PCS third grade students. Among lower scoring students, 48% of suburban and 34% of independent students score as low as the lowest 25% of PCS students. PCS third grade students showed a superior grasp of math; only 12% of suburban students and 16% of independent students were as strong as the top 25% of PCS students. Those in the lowest quartile at PCS far outperform their peers in the other norm groups.

Grade Five ERB Scores

**Table 16: Grade Five ERB Scores: Writing Mechanics**

	<i>PCS</i>	<i>Suburban Norms</i>	<i>Independent Norms</i>
Percentile	75	89	84
Percentile	25	47	30

**Table 17: Grade Five ERB Scores: Reading Comprehension and Mathematics**

	<b>Reading Comprehension</b>		<b>Mathematics</b>	
	<i>PCS</i>	<i>Suburban</i>	<i>PCS</i>	<i>Suburban</i>
Percentile	75	88	75	84
Percentile	25	45	25	52

In grade five, in most subjects and among both highest and lowest scoring quartiles, PCS students increased their lead over their suburban and independent peers. This advantage is especially noticeable among the lowest achieving students. In all subjects reviewed, the lowest scoring quarter of PCS students equaled the scores of the average suburban student.

Grade Eight ERB Scores

**Table 18: Grade Eight ERB Scores: Mathematics**

	<i>PCS</i>	<i>Suburban Norms</i>	<i>Independent Norms</i>
Percentile	75	96	96
Percentile	25	64	58

**Table 19: Grade Eight ERB Scores: Reading Comprehension and Writing Mechanics**

	<b>Reading Comprehension</b>		<b>Writing Mechanics</b>	
	<i>PCS</i>	<i>Suburban</i>	<i>PCS</i>	<i>Suburban</i>
Percentile	75	84	75	95
Percentile	25	53	25	49

In Reading Comprehension, PCS’s eighth grade students maintain the advantage over suburban students that appeared in grades 3 and 5. Scores for the lowest scoring PCS students were about twice as strong as those of suburban and independent students. Scores in writing mechanics suggest that the excellent results in grade five are exceeded in grade eight (although the differences are not statistically significant). Results in grade eight mathematics show remarkable gains for

PCS students; only 4% of suburban and independent school students achieve as well as the upper 25% of PCS eighth graders. At the other end of the scale, the lowest scoring 25% of PCS students score as well as 64% of suburban students, and 58% of independent school students.

### **ERB Writing Assessment**

All PCS students in grades 3 through 8 write an essay as part of the ERB battery of tests. The elements on which the writing assessment is scored include: overall development, organization, support, sentence structure, word choice, and mechanics.

In grade three, PCS writing scores are substantially superior to those for suburban and independent schools, with PCS students showing a statistically significant advantage over both comparable norms groups. Grade five results show continued strong results for PCS students over suburban and independent peers. In grade eight, the superior scores of the both the highest and the lowest scoring PCS students reach statistical significance. Only 2% of suburban and independent students score as highly as the top 25% of PCS eighth graders. The lowest scoring PCS students equal the performance of 77% of suburban students and 75% of independent students.

### **ERB Summary**

By third grade, PCS students demonstrate higher achievement in relation to suburban students, and approximately equivalent results to those for independent schools. Positive exceptions are scores in mathematics, in which PCS students display a strong advantage over the suburban and independent norms groups, and in the writing assessment. These excellent scores become even stronger in later grades. The differences between PCS and other schools' students are most obvious for the lowest scoring one-quarter of third, fifth and eighth graders, with the lowest scoring PCS students often matching or exceeding the average for the other two norms groups. In grades 5 and 8, PCS students increase their gains over their suburban and independent school peers. The most conspicuous example is eighth grade mathematics scores. Only 4% of students in both suburban and independent schools equal the top 25% of PCS eighth graders. For the lowest scoring students as well, the differences between PCS and their peers are large and statistically significant.

### **Interpretation and Use of ERB Scores**

ERB scores are received and analyzed in time for results to be compared with the current year's curriculum for each class and subject. The most intensive review and use of results is that by the administrators and faculty, with teachers comparing their classes and individual students' test scores with the students' classroom performance. For this review, the item analyses provided by the test publisher are of greatest value, enabling teachers to pinpoint both strong and weak points in relation to the curriculum, and on the part of individuals. At least one faculty meeting at PCS is devoted to discussing implications of the test scores for subjects and grades. At these sessions, teachers may also ask colleagues for feedback on individual students' achievement in their classes and what seems to work best with students who are experiencing learning difficulties. PCS trustees receive an analysis of ERB results from the Head of School. Because trustees must approve any change in curriculum, the Head points out any indications from test scores and faculty analyses where a revision in a text, the scheduling of course units, etc. may be called for. Such changes are rare, as the specifications for the ERB examinations have proven to be well aligned with the language arts and mathematics curricula at PCS.

## Milestones

As noted above, PCS has established “milestones” as part of its assessment process, to highlight and celebrate student accomplishment. Data on achievement of these Milestones, and their relationship to the PCS academic is presented below.

**Table 20: Milestone Achievement 2008-09**

Task	Grade	Attempt	Pass	PCS Goal
Mathematics	1	21	21	2
Reading	1	21	21	1
Letter Writing	2	22	22	1
Addition/Subtraction	2	22	22	2
English	3	46	45	3
Multiplication Tables	3	46	46	2
Biography Report	4	24	24	1
Health and Nutrition	4	24	24	7
World Civilizations	5	48	39	3
Science	5	48	25	4
Typing	5	48	27	1
English	6	48	48	1
Physical Fitness	6	48	43	7
English	7	47	42	1
Graphing Calculator	7	47	39	2
History	8	43	37	1
Science Laboratory	8	43	41	3
World Language and Art	8	43	38	5, 6

*Discussion of Progress.* The academic performance of PCS students as reflected in classroom work, state and ERB test results, and milestone achievement all affirm that PCS is succeeding strongly in achieving its stated academic goals and objectives. An overwhelming majority of PCS students (not just the top-performing PCS students) are keeping pace with or exceeding the performance of their peer groups on standardized tests, successfully accomplishing the grade-based milestones and achieving excellent grades for classroom work. While PCS continually strives to improve its program and curriculum, the assessment results confirm that no program or curricular adjustments or targeted professional development efforts are necessary to meet the school’s goals, to achieve AYP and to see all segments of the PCS student body succeed academically.

### **Non-Academic Goals and Objectives: Assessment Results**

Princeton Charter School’s primary non-academic goal is to provide a choice of educational opportunities within a public school system for parents, students, and educators. PCS sets high standards not only for academic achievement, but also for social atmosphere, the availability of extra-curricular activities, instruction in health and personal safety, and learning facilities. Of the specific goals identified previously, Goal 7, “Students will learn the essentials necessary for a healthy, safe, and physically fit life” and Goal 8, “Students will recognize the importance of hard work, personal responsibility, and respect for others” are the primary “non-academic” goals.

*Assessment Results and Discussion of Progress.* PCS provides a real choice among education opportunities for students and parents, regardless of the financial status of their families. The

availability of choice is an important element in educational accountability and promotes higher standards throughout the system. PCS needs to have not only an excellent academic program: the social atmosphere, extra-curricular activities, and good facilities may play an important role in some parents' choice of public school for their child.

After twelve years of growth and success, PCS has commenced the second major expansion of its facilities, to provide (for the first time on-site) appropriately designed space for (i) recreation and exercise in inclement weather, (ii) physical education and after-school sports, (iii) performing arts, (iv) assemblies, and (v) PCS community gatherings. These activities promote Goals 7 and 8 through students' expanded opportunities to participate in physical fitness and the arts; safety and fairness rules; cooperation; community spirit; and fair competition.

Participation in extracurricular activities continues to be very strong. In addition to all-school spring and fall concerts, 42 students participated in the Grades 6-8 musical. As of February, 2009, the PCS music program in partnership with Westminster Conservatory offers students in grades 5 through 8 the opportunity to play in an orchestra. The ensemble met every Tuesday evening and performed at the annual spring recital in May. The debut orchestra featured 5 flutes, 7 violins, 1 clarinet, 1 saxophone, 1 cello, and 1 trombone.

This year, PCS students participated in girls' and boys' basketball, boys' and girls' lacrosse, field hockey, cross country, and soccer. The teams played a number of games (or meets) against local schools, including independent schools, charter and district schools. Of the 140 students eligible to participate, 112 (80%) participated in at least one sport.

**Table 21: Participation in Sports**

<i>Sport</i>	<i>Level</i>	<i>Season</i>	<i>Gender</i>	<i>Males</i>	<i>Females</i>	<i>Total Students</i>
<b>Soccer</b>	Varsity	Fall	Co-Ed	10	5	15
<b>Soccer</b>	JV	Fall	Co-Ed	9	6	15
<b>Field Hockey</b>	Varsity	Fall	Female	NA	19	19
<b>Cross Country</b>	Varsity	Fall	Co-Ed	11	9	20
<b>Boys Basketball</b>	Varsity	Winter	Male	10	NA	10
<b>Boys Basketball</b>	JV	Winter	Male	15	NA	15
<b>Girls Basketball</b>	Varsity	Winter	Female	NA	11	11
<b>Girls Basketball</b>	JV	Winter	Female	NA	7	7
<b>Boys Lacrosse</b>	Varsity	Spring	Male	24	NA	24
<b>Boys Lacrosse</b>	JV	Spring	Male	NA	NA	NA
<b>Girls Lacrosse</b>	Varsity	Spring	Female	NA	15	15
<b>Girls Lacrosse</b>	JV	Spring	Female	NA	12	12

*Standard of Workplace Readiness.* In order to prepare students for the future, and to meet the New Jersey Core Curriculum Standard of Workplace Readiness, PCS fosters a range of attitudes and behaviors such as hard work, personal responsibility, constructive engagement in activities, self-discipline to tackle various assignments, a sense of fairness, and respect for others, as described in Goal 8. The PCS program includes a substantial amount of homework, particularly in core subjects, and includes a wide variety of assignments such as individual and group projects and labs. The PCS Code of Conduct and the school's Anti-Bullying Policy set out clear expectations for integrity and treatment of others. Hard work, personal responsibility and respect for others are promoted and rewarded through the high academic expectations of the school and emphasis on achieving mastery, with forms of recognition beyond report cards such as certificates of milestone

achievement; the use of Honor and High-Honor rolls for academic performance each marking period; and awards ceremonies at the close of sports seasons.

*Health, Safety and Physical Fitness.* In order to meet Goal 7, in addition to optional after-school sports, PCS students have daily outdoor recess periods, two daily 15-minute activity breaks, and twice-a-week 45-minute physical education classes. The PCS campus includes a soccer field, a running trail, and a playground. During the winter the school runs an off-site ice-skating program. In the fall and spring all students participate in the “President’s Challenge Fitness Program.” Each student receives an evaluation of his or her performance, and school records are maintained. The seventh and eighth graders participate in an overnight camping trip, where they hike, climb, and meet other physical challenges in a small teams. Students in grades five and six take a similar trip to build teamwork and cooperation skills. The facilities improvements now well underway will enable PCS to strengthen these programs, and achievement of its non-academic goals accordingly.

Health topics are covered during the winter session and within the science curriculum. The K-4 students have presentations on dental hygiene by a local dentist and on safety from members of the township police and fire departments. They also participate in Child Assault Prevention (CAP), the classroom-based program that addresses children’s rights and personal safety issues. This program helps children recognize potentially dangerous situations, emphasizes self-assertion, peer support, and communication skills. The seventh and eighth grade students have anti-bullying and harassment (including cyber-bullying) from HiTops. HiTops also works on healthy decision-making in relationships with grade 8. PCS also uses a program of interpersonal and cognitive problem-solving skills, *I Can Problem Solve*.

*Community Service Involvement.* This past year seventh and eighth grade student council representatives sponsored school-wide community service activities. They promoted participation in a winter coat drive and two canned food drives for homeless people in Trenton. They sponsored the Halloween UNICEF effort and a collection of coins called *Change for Change*, for the Trenton Area Soup Kitchen and Charity Water. All 48 sixth-grade students participated in the St. Jude Children’s Research Hospital Math-A-Thon and raised \$6981.00 for the hospital.

## **2. Review of Progress: Incorporating the NJCCCS, Delivering an Educational Program Leading to High Student Achievement for all Students**

### **Curriculum Development and Incorporation of the NJCCCS**

The PCS charter provides an overview and emphasis for each curriculum area. It also specifies outcomes to meet the New Jersey Core Curriculum Content Standards (NJCCCS) by the end of grades four and eight in each subject.

The development of the curriculum at PCS follows certain basic principles set forth in the school’s charter. The PCS educational program features a rigorous approach to the six basic academic disciplines: language arts, mathematics, science, history and geography, world languages, and the arts. The heart of the program is a sequential and cumulative curriculum. In each area, PCS emphasizes skills as well as knowledge and ideas. Repetition and drilling represent important, though not exclusive tools in the school’s program. To write well, one must write frequently and be exposed to the tools with which experienced writers construct polished prose. The same is true in mathematics and other areas.

Curriculum committees develop the program, establish outcomes, and review instructional materials in each subject. The Head of School and the chair of the Program Committee (a member of the Board of Trustees) serve on all curriculum committees, and attend curriculum committee meetings. Members of the individual committees include all teachers teaching the committee's subject area, and community members who are subject-area specialists or practitioners in the specific area. Most of the non-faculty committee members are parents of PCS students or alumni.

In order to assure uniformly high expectations consistent with the NJCCCS, each committee develops and maintains grade-level outcomes, course descriptions, lists of textbooks and other instructional materials, and teacher resources. The assessment committee is responsible for developing and reviewing the sequence of milestones that the Board of Trustees establishes to promote student achievement. Any changes from the committees are incorporated into the PCS Education Program after the committee has made final recommendations to the Board of Trustees. In each subject area for each grade, the committee starts with the overview from the PCS charter, including the outcomes to meet the NJCCCS. The grade level outcomes are based on the textbooks, other instructional materials, and the following documents: the New Jersey Core Curriculum Content Standards, the New Jersey Mathematics Curriculum Framework, the documents describing outcomes for the ASK and GEPA tests, the curriculum published by the Core Knowledge Foundation, etc.

All instructional materials, including textbooks, reading lists, enrichment materials, and supplemental materials are reviewed carefully by the curriculum committees. The PCS process of selection is based on the following criteria: (1) Correspondence with the school's achievement targets and the NJCCCS for each grade; (2) Subject accuracy; (3) Clarity of exposition; and (4) Vocabulary and ideas that build from grade to grade. Materials used for class and homework are selected to provide the practice needed to master a subject.

The current curriculum guide for PCS contains the following sections pertinent to every grade level: (1) Education Program Overview from the Charter; (2) Student Assessment Overview from the Charter; and (3) PCS Education Milestones.

For each of English, mathematics, history and geography, science (including health topics), and world languages, there are the following sections: (1) Overview from the Charter; (2) Outcomes to Meet the NJCCCS in Grades Four and Eight from the Charter; (3) Grade-Level Outcomes - organized by topic; and (4) Grade-level Course Descriptions - including goals, content, and lists of textbooks and other instructional materials.

For the arts and physical education there are the following sections: (1) Overview; (2) Outcomes to Meet the NJCCCS in Grades Four and Eight from the Charter; (3) Grade-Level Outcomes (the arts only); and (4) Description of the Program through Grade Eight.

### **Summary of Progress**

*Curriculum Needs and Planned Activities.* With more than one section in every subject in grades 3 to 8, there is a need to coordinate teacher resources, expectations, and curriculum delivery. During the 2008-2009 school year, progress continued in addressing coordination. PCS added a second section of grade 3 in the fall of 2008, which led to additional coordination of curriculum delivery, teacher expectations, and resources.

A new math series (Harcourt's HSP Math) for grades K-4 was selected for next year after extensive evaluation of five potential choices. The mathematics curriculum committee is still reviewing a number of candidates for adoption for grade five in 2010.

*Curriculum Monitoring.* The delivery of the curriculum is monitored by the Head of School. At the beginning of the academic year, the Head requests a timeline from each faculty member for every course taught. The Head of School then meets with the faculty in groups or individually, as needed. The Head of School is conversant with the curriculum in all areas and will identify areas of concern through analyzing student performance on such tests as the NJ ASK or the ERBs, as well as the school's milestones. As part of his staff evaluation process, the Head tracks the progress of the delivery of individual courses by teachers, correcting problems as necessary.

### **Delivery of an Educational Program Leading to High Achievement for All Students**

*Delivery of Services to Students with Educational Disabilities and Bilingual Students.* PCS contracts with Middlesex Regional Educational Services Commission to provide a Child Study Team (consisting of a psychologist, a social worker, and an LDTC) and teachers of special education and/or providers of related services. Linda Lewis at the Commission directs the program. Norma Jean Byers at PCS is the liaison between the Commission, Child Study Team, the providers, and the parents of special education students. The providers used this year were a speech/language teacher, a supplemental instructor, an occupational therapist, a counselor, and a physical therapist.

All of the classified special education students at PCS are in regular education classes; therefore, they study the same curricula (incorporating the NJCCCS) as the general education students. In addition, PCS students receive the following services:

**Table 22: Additional Services to Students with Educational Disabilities and Bilingual Students**

<b>Service</b>	<b># of Students in 2008-2009</b>	<b>Description</b>
<i>Speech</i>	14	Speech (articulation) lessons were provided, one time per week with a speech-language teacher provided by the Commission.
<i>Speech and Language</i>	4	Speech and language services one time per week.
<i>Supplemental</i>	12	Supplemental instruction from the Commission's supplemental instruction provider twice per week for 35 minutes per session, based upon the student's IEP. Frequently, these students also received extra help in their regular education classes, during the reading/tutoring period, and in the after school program.
<i>Occupational Therapy</i>	10	Occupational therapy one time per week.
<i>Physical Therapy</i>	1	Physical therapy one time per week.
<i>ESL and LEP</i>	0	ESL services twice a week

The English language proficiency of each entering student whose native language is not English is determined by a review process that considers the results of the state mandated *ACCESS to ELLs* English language proficiency test, if needed, the student's level of reading in English, previous academic performance, standardized tests in English, and reports of classroom teachers. When PCS identifies students who are in need of LEP or ESL help, MSRES Commission sends us a teacher of ESL to provide services for these students.

*Delivery of Services to At-Risk Students.* The Assistant Heads of School hold “at risk” faculty meetings three times a year to identify and discuss appropriate interventions for students who are struggling academically. The Head of School, along with members of the PCS Assessment Committee and faculty, regularly analyze report card grades and standardized test results to determine the relative pace of students’ progress. These studies have shown that students of diverse needs and initial achievement levels have achieved similar relative gain in their progress. We measure the success of the above described programs by looking at the number of students in each grade that pass the milestones identified for the grade level, by results on the ERB standardized tests and writing assessment given each fall, and by results of the state and NJ ASK tests.

This year PCS has instituted an Academic Round Table, a meeting held approximately once every two weeks to focus on a single student. Teachers collaborate to build shared responsibility for the learning of the student, and discuss the student’s strengths, instructional issues, recommendations, and reflections. An action plan designed to support the student as well as the teachers is agreed upon by teachers of the student, the special education teacher, the lead teaching/tutor, and an administrator.

To ensure that *every* child at PCS gains mastery of the subjects they study, PCS has an in-place tutoring program. Scholarships for the after-school program are available to students in need of them. This year PCS employed three certified teachers as tutors. In the classroom and during reading, study halls, or after school, they provided tutoring and support. This was offered to students organized in a variety of ways, depending on the situation: individually or in small homogenous groups. During this school year, 40 students met regularly with these tutors. Approximately 55 other students were helped by these tutors with certain skill areas periodically throughout the year.

To meet the needs of individual students, program adjustments may be made. Although PCS views all subject areas as important, success in reading, writing, and basic mathematics are crucial. Special steps are taken to support any student who appears to be at risk in these areas. If the daily tutoring period proves insufficient, a PCS teacher, in consultation with the Head of School and the student’s parent(s) or guardian(s), may consider adjusting the student’s weekly academic schedule, so that some additional time is made available for faculty tutoring. Students’ needs may also be met through flexible and highly mobile groupings. When appropriate, PCS teachers also employ either achievement-level or special-interest groupings as a tool to ensure that all students receive appropriate stimulating instruction.

### **Innovative/Exemplary Programs and Practices**

*Mastery Learning.* In all grade levels and all subject areas, PCS students are expected to master the material currently being studied. The PCS faculty has the opportunity to meet creatively the challenge of achieving timely mastery of the knowledge and skills specified in the curriculum. To help meet this challenge, assessment is integrated with the curriculum in order to confirm student progress and ensure accountability of the school.

*Content-Rich Curriculum and Sequential Learning.* PCS believes that children acquire genuine self-esteem through academic accomplishment, and so places knowledge first. Moreover, by focusing on core knowledge and essential skills, children are provided the building blocks for further knowledge acquisition. The PCS curriculum reflects the belief that knowledge and skills are best acquired in an incremental and cumulative manner. Continuity and coherence of the curriculum from grade to grade are emphasized. The curriculum minimizes fragmentation of an

academic discipline into independent and unrelated units; the emphasis is on using previously acquired knowledge and skills for further learning.

*Milestones.* The Milestones of Achievement described in Part 1, “Academic Goals and Objectives: Assessment Results” are an innovative practice used by PCS to recognize achievement and mastery of knowledge and skills.

*Use of Time.* PCS’s extended school day begins at 8:00 AM and ends at 3:15 PM. The instructional time is 6 hours 45 minutes (including 15 minutes for homeroom). The PCS after-school program begins at 3:15 PM and ends at 6:00 PM, and has an academic emphasis. The students enjoy outdoor recreation until 3:50 PM, when they are given a nutritious snack. From 4:00 to 5:00 PM, students in the youngest grades do craft projects, and older students work on homework, with tutors to help and monitor student work.

### **3. Review of School Governance and Management Accomplishments**

#### **Major Board of Trustees Accomplishments**

The most significant accomplishments of the PCS Board of Trustees in 2008-09 included (i) support for the successful transition of Head of School responsibilities from our founding Head of School, Mr. Charles Marsee, to Dr. Broderick Boxley; (ii) adding new trustees and committee members with strong backgrounds and experience; (iii) financing and commencing a major facilities expansion, which will enable PCS to strengthen and broaden the educational and extra-curricular opportunities for PCS students; and (iv) making additional efforts through its admissions process to recruit applicants from all backgrounds throughout the Princeton community, and welcoming and successfully transitioning new students including 22 new 3<sup>rd</sup> graders (discussed in “Student Recruitment” section). In addition, the Board of Trustees reviewed, revised and adopted certain major Policies as noted below.

Dr. Broderick Boxley, who began service in June 2008, brought a wealth of ideas and knowledge to share with the Board of Trustees, faculty and administrators; the Board of Trustees in turn supported and mentored Dr. Boxley in making the transition to PCS. A number of program enhancements and administrative improvements resulted from this collaborative effort. Dr. Boxley has proven to be an extremely dedicated leader in all areas of school management.

The Board also succeeded in recruiting candidates with valuable skills and experience as trustees and committee members. Two new Trustees have joined the Board: David Covin, a partner in McKinsey & Company who has extensive experience with management issues and analysis; and Alan Zetterberg, an attorney who has served on the Communications Committee and is active in many community activities within PCS and the larger Princeton community. Several new members including businesspeople, professors, and architects were added to the Finance Committee and Facilities Committee, and these new members contributed valuable expertise in the course of the financing and construction planning and execution described below.

The school broke ground in December 2008 on its second major facilities expansion in the school’s history, which adds an external stairwell greatly improving the circulation within the existing upper-school classroom building and an added adjoining Campus Center comprised of three classrooms, a black box theater and combination auditorium and gymnasium. An extensive budgeting and design process followed by refinancing of existing debt and addition of new credit facilities were necessary before the project itself could be commenced. The Board’s Finance

Committee and Facilities Committee worked closely with the school's business administrator, facilities manager, Head of School, architects and legal advisers to devise a sound and economically feasible project. Financing from Capital One Bank, N.A. and the New Jersey Economic Development Authority for \$8,420,000 closed in October 2008. The Board of Trustees determined that the school would act as its own general contractor (as it did in its previous expansion). Public bidding was conducted, and the Facilities Chair has met regularly with the Facilities Manager to provide oversight.

The Board held a day-long offsite strategic planning meeting with the Head of School on December 13, 2008 to discuss long-term goals for PCS.

### Critical Policies

In 2008-2009, the Board of Trustees adopted or amended the following critical policies:

**Table 16: Critical Policies Adopted**

Meeting	Policy	Action taken
07/23/08	Revisions to Anti-Bullying, Harassment and Intimidation Policy	Adopted
02/11/09	Revisions to Anti Bullying, Harassment and Intimidation Policy (based on new state guidelines)	Adopted
03/25/09	Special Education Policies and Procedures	Adopted

### Board Members

PCS is governed by a Board of Trustees whose ultimate responsibility is to uphold the mission of PCS by providing for the well being of the institution in the present as well as the future. Parents of PCS students participate in the governance of the school through electing PCS community members to serve on the Board of Trustees. The Board consists of nine members serving staggered three-year terms such that three terms are completed each year.

The PCS Board of Trustees holds open public meetings once per month, with additional meetings held in September and March. Attendance by Trustees at the 2008-09 meetings was high. Dr. Broderick Boxley, PCS Head of School and Board Member *ex officio*, and Diane Potorski, PCS Business Administrator, attended virtually all meetings.

### Election

The Board consists of nine members serving staggered three-year terms; the school by-laws provide that five of the trustees must be parents of current students at the school at the time of their election. Non-reserved seats and vacancies may be filled by direct vote of the Board of Trustees. Following nomination by the Board, H. McIntyre Gardner (who just completed his first term), David Covin (who was appointed by the Board in May 2009 to fill a vacancy) and Alan Zetterberg (who served on the Communications Committee, but not previously as a Trustee) were elected by the school's parents in June 2009, each to serve a three year term beginning 7/1/09.

**Figure 17: Members of the Board of Trustees, 2008-09**

Name	E-mail	Position	Affiliation	Term
Maureen Quirk	<a href="mailto:maureen_quirk@mac.com">maureen_quirk@mac.com</a>	President 2008-09	Community member	6/30/11
H. McIntyre Gardner	<a href="mailto:hmacgardner@gmail.com">hmacgardner@gmail.com</a>	Vice-President	Parent	6/30/12

Fernando Guerrero	<a href="mailto:fernando.guerrero@nibccm.com">fernando.guerrero@nibccm.com</a>	Treasurer 2008-09	Parent	6/30/10
Andrea Henneman	<a href="mailto:andreahenneman@msn.com">andreahenneman@msn.com</a>	Secretary	Parent	6/30/11
Frederick E. Cammerzell, III	<a href="mailto:princetonlaw@att.net">princetonlaw@att.net</a>		Parent	6/30/10
Lisa Crane	<a href="mailto:lisacrane@verizon.net">lisacrane@verizon.net</a>		Parent	6/30/09
David Covin	<a href="mailto:david_covin@mckinsey.com">david_covin@mckinsey.com</a>	Treasurer 2009-10	Parent	6/30/12
K. P. Weseloh	<a href="mailto:kpweseloh@hotmail.com">kpweseloh@hotmail.com</a>		Parent	6/30/10
Ellen DiPippo	<a href="mailto:e7dp@msn.com">e7dp@msn.com</a>		Parent	6/30/12
<i>Dr. Broderick Boxley</i>	<a href="mailto:bboxley@princetoncharter.org">bboxley@princetoncharter.org</a>	<i>ex officio</i>	<i>Head of School</i>	<i>ex officio</i>

### Biographies of the PCS Board of Trustees

**Maureen Quirk (President 2008-09)**, is an electrical engineer on the research staff at the Center for Communications Research in Princeton. She has been active in improving public education since 1993. **Education:** B.S., Electrical Engineering, Lehigh University; D.I.C., Imperial College of Science and Technology in London, England; Ph.D. in Electrical Engineering and Computer Sciences, Princeton University.

**Ellen DiPippo**, currently employed by Princeton University, has experience as an administrator and recruiter for academic and private sector organizations. She has been an elementary school music educator and private instrumental music instructor for over 30 years. **Education:** B.M. in Education, Youngstown State University.

**Fernando Guerrero (Treasurer 2008-09)**, is Chief Executive Officer of NIBC Credit Management, Inc. responsible for all aspects of its North American activities including its Investment Management business. **Education:** B.S., M.S. in Finance from Louisiana State University; graduate of the Program for Management Development at The Harvard Business School.

**Andrea Lodahl Henneman (Secretary)** is a self-employed consultant to private investment firms in the Princeton area. Formerly, she practiced law with law firms, international banks and reinsurance companies in Chicago, New York and Princeton. **Education:** A.B., Cornell University; J.D., University of Michigan Law School.

**H. McIntyre Gardner (Vice President, 2008-2009)** is a former senior executive of Merrill Lynch & Co., heading Merrill Lynch's private client business in the Americas and serving as chairman of Merrill Lynch Bank USA. He also has been CEO of two consumer products companies. Mac currently serves as a member of the North American Senior Advisory Board of Oliver Wyman, Inc. **Education:** B.A. in religion, Dartmouth College.

**Frederick E. Cammerzell III** is an attorney in private practice in Princeton, and also serves as General Counsel and Secretary of the Project on Ethnic Relations, and on the Board of Trustees of Princeton Healthcare System. **Education:** A.B., Princeton University; J.D. and M.A. in History, Catholic University of America.

**K. P. Weseloh** has taught for over 15 years in both public and private schools and has background training in both special education and gifted education. **Education:** B.A. in English and

Secondary Education from The College of St. Catherine; M.Ed. in English Education from Rutgers University.

**Lisa Crane** is an independent advertising and marketing communications consultant. She is also part-time Cemetery Manager for All Saints' Church. Lisa has been an active parent volunteer at PCS, and is a past president of Friends of PCS (2005-2007). Lisa has been a certified K-12 substitute since 2002. **Education:** B.A. in Communications, Glassboro State College (now Rowan University).

**David Covin** is a partner of the global consulting firm McKinsey & Company, where his clients include global financial institutions, US regulatory bodies, and Boards of Directors. Previously, he held senior positions at Goldman Sachs and JPMorgan. David has served as a trustee for Princeton University Rowing for almost two decades. **Education:** A.B. Princeton University.

*Training and Continuing Education for Board Members.* In 2008-2009, Board members Lisa Crane, Fritz Cammerzell, and K.P. Weseloh attended the NJSBA Governance 1 NJQSAC, in accordance with the training mandate of the School Ethics Act (18A:12-33).

### **Anticipated Issues; Board Goals for 2009-2010**

- Enhance ongoing, systematic performance evaluation and feedback to teachers to emphasize cognitive demand; constructive, thorough instructional feedback to students; and delivery of the ideas, facts, and skills prescribed by the PCS curriculum.
- Continued implementation of a PCS curriculum continuous improvement cycle that including scheduled engagement of curriculum committees and review of student progress to ensure the delivery of the world-class, coordinated, sequential, and cumulative curriculum promised in the school's charter.
- Complete test score analysis for curriculum enhancements and improvements for core academic areas. Establish regular schedule of curriculum committee and subject-area faculty meetings to guide curriculum review cycle and to plan for continuous improvement. The goal is to ensure that we have a world-class curriculum, as promised in the school's charter.
- Expand development, implementation and assessment of the character education curriculum and student life program in order to achieve a positive school atmosphere that supports excellence, well-being, and respect for the diversity, contributions, and ideas of others.
- Review and expand development and implementation of the character education curriculum in grades 5-8 - the goal is a positive school atmosphere of civility and respect for the diverse natures and ideas of others on the part of both students and teachers.
- Plan for and implement the use of the new campus center and existing facilities to enhance delivery of the core curriculum and to provide additional extracurricular activities. In particular, the meeting space can be used for assemblies to enhance the school's curricular and extracurricular goals, and to provide increased opportunities to showcase student achievements.
- Continue implementation of the charter promise of helping all students succeed: typical students, struggling students, high achievers, and special education students through parent communication and strategic faculty collaboration.

- Recruit additional talented parents, community members, or organizations for committees, board service, school programs, or partnerships.

### **Management: School Administration**

Dr. Broderick Boxley began service as PCS's new Head of School and Charter School Lead Person on July 1, 2008. Dr. Boxley was the Principal of Joyce Kilmer Elementary School in Cherry Hill from 2005-2008. He was formerly the Supervisor for Mathematics for the Cherry Hill Township Public Schools and Curriculum Supervisor for the Pontiac, MI, School District.. A graduate of The College of New Jersey with a B.A. in Mathematics and an M.Ed. in Leadership, Dr. Boxley received his doctoral degree in Educational and Organizational Leadership from the University of Pennsylvania. He holds New Jersey certifications as Principal/Supervisor and K-12 teacher of Mathematics.

Mr. Lawrence Patton is the Assistant Head of School leading the 5-8 Building, and began service on July 1, 2008. Since 1999, Larry was the Head of the Middle School at Poly Prep, a division of Poly Prep Country Day School in Brooklyn, NY. Larry earned his Bachelor of Arts in English at Dartmouth College. Larry has taught seventh grade, ninth grade and Junior/Senior English, and served as a Middle School Dean and varsity lacrosse coach. Larry holds a Master's Degree in Education from Harvard University.

In June of 2009, Ms. Gail Wilbur was hired as Assistant Head of School, leading the K-4 Building, and began service on July 1, 2009. Gail has taught for 13 years in the East Windsor Regional School District, where she has fulfilled leadership roles in many areas such as technology implementation, curriculum revision and a Bully Awareness program. In 2005, she was the recipient of the Governor's Teaching Award for excellence in teaching. Gail is a graduate of the University of New Hampshire, and holds both a Master of Arts in Teaching and Masters in Education and Educational Leadership from the College of New Jersey, where she received the Educational Leadership Best Research Award.

Diane Potorski was promoted from Business Manager to Business Administrator.

## **4. Description of Activities to Involve Parents and Community Members and Public Relations and Outreach Activities**

### **PARENT AND COMMUNITY INVOLVEMENT ACTIVITIES AND OUTCOMES**

PCS offers several avenues for parent involvement in the school: parents serve on the Board of Trustees and as members of standing and ad hoc committees of the Board; parents participate in school-initiated activities; parents volunteer their time and expertise through community-building activities sponsored by their organization, Friends of Princeton Charter School; and parents work to ensure the financial stability of the school through the activities of the non-profit fundraising corporation, PCS Capital and Endowment Fund, Inc.

#### **Board of Trustees**

Open parent seats for the Board of Trustees are announced to the school community through the school newsletter, and the parent community votes to elect these parent trustees. Nominations for non-parent seats are made by the Board's Nominating Committee and approved by the entire

Board. Presently, eight of the nine Trustees were parents of current students at the time of their election, and the other Trustee is the parent of two graduates.

### **Committees of the Board**

At the time of the Board election, a list of the committees of the Board is distributed to the parent community. These policy and decision-making committees develop plans for improving the school's facilities, curriculum and extracurricular activities, work with staff to discuss teaching methodology, help create and revise plans such as the new technology plan, and participate in interviews during the teacher and staff hiring process. Committee members include teachers, parents, Board members, and valued members of the greater Princeton community. Committee involvement is a significant way for parents to participate in school governance.

### **Parent Participation in School-Related Activities**

The parent community of PCS has established a tradition of holding twice yearly social events organized by the individual room parents of each grade. These events present opportunities for parents to meet one another and to discuss issues relating to their child's experiences at Princeton Charter School. The school organizes a back-to-school night in September, open houses for prospective students during the admissions process, and well attended parent-teacher conferences in the fall and spring. Spring and fall picnics also are held on campus to bring the entire school community together. Through the work of the school-sponsored Student Life and Character Education Committee, parents lead a service club for students and a community garden cooperative that has community as well as curricular connections.

#### *Friends of Princeton Charter School*

Friends of Princeton Charter School, a tax-exempt corporation established in 1997, is organized and operated exclusively to support the social and charitable activities of the school. All parents of PCS students are eligible and encouraged to be involved in Friends. Every August, Friends of PCS mails information about the Friends of PCS organization and a list of opportunities to volunteer throughout the year.- Volunteer activities range from daily lunchroom monitoring to running school picnics. Friends of PCS uses the school's weekly newsletter, direct mail, and the school web site to notify parents of meetings and upcoming school-wide events. Through the room parent system, individual grades have designated volunteers to help with outreach within their own grade. Approximately 14% of parents are room parents; a similar number of parents chair school event committees; most parents are active in their individual child's class activities.

#### *The PCS Capital and Endowment Fund, Inc.*

The Fund is a non-profit corporation to raise money for two purposes: to aid in the improvement of the school's facilities; and to provide long-term financial security for PCS. The fund continues to play a key role in the school's financing plan for its Campus Center expansion, making a contribution of \$1,000,000 and guaranteeing the school's obligations under its financing agreements. Most trustees and officers of the Fund are parents of PCS students or alumni.

*Parent Satisfaction.* At the end of the school year, the Board of Trustees sends to all parents and guardians of its student, a survey asking for assessment of the school's policies and practices and recommendations for change. Completed questionnaires are returned to an outside assessor, thus assuring the anonymity of respondents. The survey is available in Spanish. This year's questionnaire will be conducted electronically.

A summary of parent responses will be sent to all PCS households in September. Parents receive, with the survey form, a report of actions the Board has taken in response to recommendations in overall grade of A, B, C, D, or Fail. The 2008 survey results were compared with the results from previous years. On a 4.0 scale, the overall rating in 2008 was 3.53, 2007 was 3.62; in 2006, the rating was 3.55; in 2005, the rating was 3.59; in 2004 the rating was 3.67; in 2003 the rating was 3.65; and in 2002, the rating was 3.67.

*Parent Information.* The school launched a parent web-based portal to provide teachers access to the students' grade records and comment information. Further, teachers are provided school-based email accounts that facilitate more timely and direct communication with parents. This year the web site was redesigned to make it easier to add timely information. Each week, the Head and Assistant Heads of School communicate with parents via a weekly electronic newsletter or take-home hard copy if a parent chooses this option. Through the newsletter, parents are informed and frequently requested for their input and feedback on various projects. A calendar of major upcoming events, school announcements and daily homework assignments for grades three to seven are posted on the PCS website. In August, parents receive a back-to-school mailing that includes information about the school, a student-parent handbook, and school forms. The school's outreach efforts have been very successful in attaining a high turnout rate for all school events. The school's annual report is available to parents in each school office and in the business office.

*Training and Support.* As a new initiative, Friend of Princeton Charter School has worked with school administration to begin a Parent Education Coordinator position. The first event focused on ADHD and organization. More than 30 parents attended. Training and support are provided to parents throughout the school year. The Head of School meets with room parents and participates in monthly Friends meetings. The Head and Assistant Heads of School hold meetings and mail information to parents regarding trips and special programs. A fifth-grade and third grade family dinner and kindergarten social are held in the spring to welcome incoming families. New student/parent orientation is held the week before school starts to discuss the school's expectations. The Friends organization provides support for parent volunteers. Members of Friends attend back-to-school nights, open houses, and new parent events to discuss volunteerism at the school, including guidelines, opportunities and specific needs. Written job descriptions are provided to parent volunteers who chair school events.

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

*Public Relations/Engagement and Partnerships.* This year renewed outreach occurred between PCS and the public library, the clergy association, the health department, the Westminster College, the housing authority, the Youth Concerns committee, and the local high school. A goal for PCS is to disseminate timely and accurate information about the school to external and internal interested parties. One important goal of this work is to increase the school's enrollment for students of color, including African-American and Latino. Primary accountability for public relations and outreach is the responsibility of the Head of School, the Assistant Heads of School, and Communications Chair under the oversight of the Board of Trustees. The Communications Chair reports school news to the local media for publication and dissemination. The school held information events for parents with regard to the new building, charter school funding, and the local school district partnership.

*Community Involvement.* PCS values community involvement in a wide variety of school-related activities. Community members continue to serve on committees and provide specialized services, in particular, assisting the PCS Board in critical legal, facilities, financial, and personnel matters, as well as donating generously to the PCS Endowment Fund.

**Figure 18: Community Group Contributions to PCS in 2008-09**

<b>Group or Organization</b>	<b>Type of Involvement</b>
Princeton University	Graduate students serve as MATHCOUNTS coaches Field trips to Princeton University Art Museum Students attend Princeton University Science Expo
Princeton Sports Center	Provides use of ice skating rink for physical education unit
McCaffrey's (grocery store)	Donates percentage of receipts to school
Whole Foods Store	Provides space for vegetable sales from school garden
Princeton Recreation Department	Provides use of playing fields for after school sports Use of swimming pool for school's annual pool day
Fairview Lakes and Camp Mason	Provides programs for teamwork and outdoor challenge
Princeton Arts Council	Arranges hands-on field trips
Princeton Symphony	Demonstrates brass and wind instruments in school Invites students to annual BRAVO performance at Princeton U.
Princeton Public Library	Shows students how to access card catalog Provides reference books for research
Charter School Resource Center	Provides sharing of resources among charter schools
St. Joseph's Seminary	Provides gymnasium facilities for basketball
Princeton Historical Society	Princeton Battlefield tour and Princeton Walking Tour
Princeton Theological Seminary	Provides auditorium for school's winter concerts
Westminster College of the Arts	Orchestra participation was available after school at PCS

## **5. Description of Student and Staff Recruitment Efforts**

### **Admissions Timeline and Recruitment Activities**

The PCS charter states: "Princeton Charter School will seek a diverse student body and offer those students both excellence and equity in education." To meet this goal, PCS has an extensive recruitment program including mailings to parents, open houses at the school, outreach to local nursery schools, advertisements in local newspapers and on community bulletin boards, and availability of applications and information at community sites and on the PCS web site.

In September, dates are determined for the open houses and updated application forms are available in both English and Spanish in the school offices and website. In November, letters with application forms are sent to families that have previously applied to PCS, or that are known to have eligible school-age children. To ensure that the community is aware of potential openings and open house activities, PCS places weekly advertisements in Town Topics, the local newspaper delivered free of charge to all Princeton Township and Borough households. Every November, a special insert with information and an application form is distributed by Town Topics. The school also posts open house information with the community website, *Princeton Online*. Before each open house, lawn signs are posted throughout the community advertising the date, time and location. Open house activities are advertised in the school newsletter as well as on the school's website.

To reach potential kindergarten students, the K-4 assistant head of school contacts all local nursery schools and the Princeton Housing Authority to discuss the school and its programs with their directors and sends them English/Spanish information letters, brochures and applications. In December, PCS hosted an information session at Pannell (Clay Street) Learning Center run by the Princeton Young Achievers, a nonprofit after-school program that helps children from low- and moderate-income neighborhoods improve their school performance and English language skills. The Head of School also meets with local church leaders to provide information about the school and its programs to their parishioners.

PCS open houses, held on November 16 and December 6, 2008, include presentations by the Head of School followed by question-and-answer sessions. Visitors are encouraged to tour the facilities, talk with teachers, and examine textbooks and other instructional materials. The school provides copies of grade-level curricula and information about sports, extracurricular activities, and special events. Trustees, parents, and some current students are present to talk with visitors and to accompany them on tours. Spanish-speaking PCS representatives are present at all open houses.

This year's application deadline was January 6, 2009. The lottery, open to the public, was held at the school on January 12, 2009. Lottery results were posted on the school's website within 24 hours. Applicants were also mailed their results within 48 hours. The reply deadline was February 15, 2009. Parents and guardians wishing to see the school who could not attend an open house or information session were offered a tour of the school at a time more convenient to their schedules. Applications that were received after the January 6, 2009 deadline were entered into the school's late lottery, held at the school on May 27, 2009.

This year marks the final expansion of the PCS lower school with the additional third-grade class moving up to expand grade four to two sections. To ease the transition for new students and families, the school hosts events for all incoming and current families. Dinners are held for incoming fifth and third grade families as well as an ice cream social for incoming kindergarten families; these events are attended by the Head of School, Assistant Heads for their respective grade levels and classroom teachers. This past spring, the school also continued its kindergarten readiness program, in which the K-4 Assistant Head, the kindergarten teacher, and instructional support teachers meet with incoming kindergarten students one on one.

### **Admissions Results**

The majority of the students are drawn from the Princeton regional elementary schools. The table of Enrollment Statistics gives the enrollment, retention rate, and application and waiting-list statistics for each grade. Aggregate statistics from 1997 to the present are given in the admissions appendix.

### **Student Withdrawals and Exit Interviews**

The majority of students who withdraw from PCS are students whose parents move out of the area. In all cases, the admissions coordinator contacts the parents of departing students to discuss the nature of the withdrawal as well as to offer assistance in the transfer of records. For students who are withdrawing for reasons other than relocation, a more formal exit interview is conducted to seek reasons for departure. The committee uses this information, when applicable,

to improve on delivery of school services. Of the fourteen students that have withdrawn, ten have moved out of state and four have enrolled in the local public schools.

**Figure 19: 2008-09 Enrollment Statistics**

Grade 08-09	Enrollment 2008-09	Retention Rate (by grade) 2008-09 to 2009-10	Reason for Withdrawal R-geographical; S-school change	Resident New Applications	Resident Re-Applications	Non-Res Apps	Waiting List 2009-10	Enrollment 2009-10
K	19	95%	1 – R	63	0	11	56	18
1	21	100%		38	19	6	61	20
2	22	95%	1 – R	41	17	7	63	22
3	46	98%	1 – R	27	22	0	27	46
4	24	79%	5 – R	26	13	9	46	48
5	48	94%	1 – R 2 – S	26	30	1	33	48
6	48	100%		21	0	8	29	48
7	48	94%	1 – R 2 – S	8	1	1	10	48
8	45	(graduating seniors)		2	0	1	3	46
Total	321	95%	14	252	102	44	328	344

### Staff Recruitment

PCS faculty hiring criteria include, but are not limited to, subject area degree or specific expertise in a desired subject, convincing teaching credentials, a grammatically correct letter, a well-organized resume, and a rigorous interview. PCS is an Equal Opportunity Employer, and does not discriminate on the basis of race, ethnic origin, age, or gender.

*Recruitment Timeline and Activities.* PCS places ads in several local and regional papers: Town Topics; Packet Publications (13 publications, including the Princeton Packet); The Times (Trenton) and the Star-Ledger. Administrators and other staff attended a job fair in Piscataway, conducted by the NJ Charter Public School Association. Candidates were also sought through Carney, Sandoe & Associates, an educator’s placement service and websites such as NJjobs.com. Job openings are also posted on the PCS website.

*Application Review and Job Interview Procedures.* PCS regularly seeks teachers and substitute teachers in all subject areas. Advertisements are placed in area newspapers and placement services are contacted. Resumes are reviewed by administrators and members of the Personnel Committee. Candidates are interviewed at the school. Members of the Personnel Committee are invited to join interviews. Candidates are often asked to teach a class or respond to a scenario. The Personnel Committee is kept abreast of the interview process and results. The Head of School recommends candidates for Board of Trustees approval.

*Recruitment Results.* The 2008-2009 school year benefited from the hiring of three teachers to fulfill supplemental and core course roles.

**Figure 21: Recruitment Results 2008-09**

<b>Total Faculty/Staff</b>	<b>Faculty/Staff Retained</b>	<b>New Hires</b>	<b>Interviewees</b>
39	37	4	15

**Exit Interview Procedures and Data**

The Head of School interviews all staff members who leave PCS.

**Changes in School Leadership**

Dr. Broderick Boxley, who was hired as PCS' new Head of School and Charter School Lead Person for the 2008-09 school year on December 14, 2007, began service in that capacity on July 1, 2008. Mr. Lawrence Patton, who was hired on April 20, 2008 as the Assistant Head of School for Grades 5-8, began service on July 1, 2008. Mr. Patton also teaches English. Mrs. Gail Wilbur was hired in May 2009 as the Assistant Head of School for Grades K-4. She began service on July 1, 2009.

**Resignations and Hires**

Ms. Gail Wilbur was hired as the Assistant Head for Grades K-4, following the resignation of Ms. Shauna Chase from that position. Her background and qualifications are described in Part 3, Review of School Governance and Management Accomplishments under "Management: School Administration." Two teaching faculty members left PCS at the end of the 2008-2009 school year, and recruitment to fill those positions is in progress. Our Assistant Head of School for K-4 resigned as of June 30, 2009. The position was filled after a search. The Board of Trustees has approved the addition of counselor services, a supplemental teacher and an administrative assistant.

**6. Review of the School's Self-Evaluation and Accountability Plan****Description of Major Areas of Self-Evaluation**

The Princeton Charter School Assessment, Evaluation and Accountability Plan (see Appendix H) is designed to serve the following objectives:

- (1) All constituencies of the school—students, parents, administrators and trustees, and the Princeton community—will know how the school will measure and report its achievement against the standards it has adopted.
- (2) The results of each assessment can aid in the interpretation of other assessments, for example, student assessments will shed light on the results of curriculum and faculty assessment, and vice-versa.
- (3) The integration of results from a variety of assessments will provide PCS's Head of School, faculty, and Board with a picture of the school's academic achievement and offer objective information on which to base decisions concerning curriculum, personnel, etc.
- (4) Reports for the assessment system will provide the community and New Jersey's Department of Education with a candid, data-based understanding of PCS's operation and outcomes.

The nexus between the improvement of teaching and learning and assessment is the most important reason for academic evaluation. PCS's assessment plan is driven by the intent to use the results of students' assessment to guide and enhance further learning; assessments of the

school's curriculum, teachers and administration focus on the same purpose. The PCS assessment plan focuses on four areas of evaluation:

- (1) Student assessment;
- (2) Teacher assessment;
- (3) Curriculum assessment; and
- (4) Board/administration/school assessment.

In order to meet the plan, a number of measures are utilized: standardized tests; classroom evaluation of teachers; curriculum committee meetings; parent surveys; audits, other outside evaluations, and Board level discussions. The student assessment results discussed extensively in Section 1 show that PCS is accomplishing its educational mission. Teacher observations and evaluations are accomplished in a timely and thorough fashion, and novice teachers are given extra mentoring by experienced faculty as outlined in the school's mentoring plan. The school's curriculum is one of the strengths cited in the many awards the school has received. The faculty work hard to deliver the complete program, and through their committee memberships suggest revisions to improve both content and delivery.

#### **Current and Proposed Changes to the SEAP**

In 2008-09, PCS screened all new students entering grades K-2 for optimum student placement.

#### **Progress in Achieving Strategic Improvement Plans and Milestone Goals**

A new Head of School and a new Assistant Head for Grades 5-8 completed their first year with the school.

## APPENDICES

- A. Copy of Board Resolution Approving the 2008-2009 Annual Report
- B. Copy of Board Resolution Naming the Lead Person of the Charter School
- C. Copy of Academic and Non-Academic Goals and Objectives
- D. Copy of Admissions Policy, Admissions Statistics, and School Application Form(s)
- E. Copy of Board Resolution Naming the Affirmative Action Officer, the Section 504 Officer, and the Title IX Coordinator
- F. Copy of the School Recruitment Plan
- G. Copy of the School Staff Recruitment and Retention Plan
- H. Copy of Self-Evaluation and Accountability Plan
- I. Receipt(s) from District(s) of Residence
- J. Other Appendices (*None*)

**Appendix A: Copy of Board Resolution Approving the 2008-2009 Annual Report**

**Princeton Charter School**  
*Board of Trustees*

*The Annual Report was approved by a majority of the Board of Trustees of Princeton Charter School, at the meeting of July 22, 2009, PCS Board of Resolution 07-22-09-01. Copies of this report have been submitted to the New Jersey Department of Education; Mercer County Superintendent of Schools; and Princeton Regional School's Board of Education.*

The resolution is as follows:

**RESOLUTION:**

The Princeton Charter School Board of Trustees hereby approves the “2008-2009 Annual Report of the Princeton Charter School” as presented (Board Document 07-22-09-02).

*The undersigned Secretary of the Princeton Charter School Board of Trustees hereby attests that the foregoing resolution was duly adopted by the Board of Trustees on 7-22-09.*

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Andrea L. Henneman, Board Secretary July 22, 2009

**Appendix B: Copy of Board Resolution Appointing the Charter School Lead Person**

**Princeton Charter School**  
*Board of Trustees*

*The Princeton Charter School Board of Trustees appointed Dr. Broderick Boxley as Head of School for the 2009-2010 school year by a majority vote of the PCS Board of Trustees at the meeting on May 13, 2009. PCS Board Resolution 05-13-09-14.*

The resolution is as follows:

**RESOLUTION:**

The Princeton Charter School Board of Trustees hereby appoints Dr. Broderick Boxley as Head of School/Chief School Administrator for the 2009-2010 school year [Board Resolution 05-13-09-14]

*The undersigned Secretary of the Princeton Charter School Board of Trustees hereby attests that the foregoing resolution was duly adopted by the Board of Trustees on 5-13-09.*

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Andrea L. Henneman, Board Secretary July 22, 2009

## **Appendix C: Copy of Academic and Non-Academic Goals and Objectives**

### **PRINCETON CHARTER SCHOOL ACADEMIC GOALS AND OBJECTIVES**

#### **1. Education for Future Success**

The immediate goal of Princeton Charter School is to prepare students for academic success in their further education, to enable students to keep open a broad spectrum of options for their future endeavors, and to prepare them to be responsible and productive citizens.

To accomplish this goal, Princeton Charter School (PCS) will give students an early and thorough grounding in reading, writing, mathematics, history, science, a modern world language, and the arts, so as not to foreclose any future career choice. The school will focus on core knowledge and essential skills so that children may achieve the mastery on which further learning will build. The PCS education program also includes comprehensive health and physical education. The core PCS grade-level outcomes meet New Jersey Core Curriculum Content Standards and are defined in part by referring to existing national and international standards.

In the course of their studies, students in Princeton Charter School are expected to develop and hone the skills to formulate a question or define an issue. They will find relevant information using appropriate tools and evaluate it through critical thinking and quantitative analysis. They will solve problems and make decisions based on available information and organize and present their work both orally and in written or graphic form.

PCS will strive to lead every student to these accomplishments, which are essential to future success in school and at work, to the responsibilities of citizenship, and to the satisfactions of a cultivated mind.

#### **2. Excellence and Equity in Education**

Interest in rigorous early education crosses all demographic boundaries. Princeton Charter School will seek a diverse student body and offer those students both excellence and equity in education. The school's strong academic program will reduce achievement gaps by eliminating an important cause - the insufficient mastery of basic knowledge and skills required for further academic achievement.

Princeton Charter School will use a variety of teaching methods to ensure mastery of appropriate skills, ideas, and knowledge for all students, regardless of race, gender, or socioeconomic and educational background. Since knowledge and skills are acquired cumulatively and systematically, it is essential to detect any learning difficulties early and to intervene before proceeding to the next level. Regular assessments integrated with the curriculum will help to determine how students are learning and to identify those areas that need more support or greater challenge.

Princeton Charter School will be responsible for meeting the educational needs of its students without parents resorting to outside tutoring, provided parents or guardians support the school's mission by ensuring home study sessions and homework completion. Beyond its core program, PCS is dedicated to challenging and stimulating every child. A modified program will be provided for those children with diagnosed disabilities that require adjusted teaching strategies or definitions of success, all within the general framework of PCS education goals

#### Academic Objectives

- Students will develop clear and effective written and oral communication skills using standard English.
- Students will acquire a strong foundation in mathematical reasoning and skills.
- 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.
- Students will acquire knowledge and skills in the sciences and will be able to conduct inquiries using the scientific method.
- Students will develop an informed appreciation of the arts and participate in their creation.
- Students will be able to speak, read, and write in a language other than English.
- Students will learn the essentials necessary for a healthy, safe, and physically fit life.
- Students will recognize the importance of hard work, personal responsibility, and respect for others.
- Students from all demographic groups will perform at comparably high achievement levels.

## **PRINCETON CHARTER SCHOOL NON-ACADEMIC GOALS AND OBJECTIVES**

### 1. Education for Future Success

In order to prepare students for the future, and to meet the New Jersey Core Curriculum Standard of Workplace Readiness, PCS will foster a range of attitudes and behaviors such as hard work, personal responsibility, constructive engagement in activities, self-discipline to tackle various assignments, a sense of fairness, and respect for others.

### 2. Choice in Education

Princeton Charter School will provide a real choice among education opportunities for students, parents, and teachers. The availability of choices within public education, not just for those who can afford private schools, ensures a real option for all the residents of Princeton, regardless of the financial status of their families.

The availability of choice is an important element in educational accountability and promotes higher standards throughout the system. Those students whose families prefer a rigorous early education may choose PCS, while remaining free to return to the regular public schools in the district of their residence if they become dissatisfied. This mechanism puts emphasis on the needs of the students, and helps to ensure that these needs are met in either regular public schools or PCS. The accountability that choice encourages will also help maintain strong public support for public education as a whole.

### Non-Academic Objectives

- Students will learn the essentials necessary for a healthy, safe, and physically fit life.
- Students will recognize the importance of hard work, personal responsibility, and respect for others.
- Princeton Charter School will have timely and complete communication with parents about their child's progress.

**Appendix D: Copy of Admissions Policy and School Application Form(s)****PRINCETON CHARTER SCHOOL  
ADMISSIONS POLICY AND CRITERIA**

Princeton Charter School is a taxpayer-funded school, serving students residing in Princeton Township and Princeton Borough. It is open to all eligible K-8 students on a space-available basis and does not discriminate in its admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or proficiency in English.

**Admissions Policy**

As required by law, admissions preference is granted students who are residents of Princeton Township and Borough. Siblings of students already enrolled in the school are also granted preference provided the parents choose Princeton Charter School for that sibling. Enrolled students are guaranteed admission the following year provided the appropriate grade is available. As part of the application process Princeton Charter School requests that parents/guardians of new students participate in a half-hour information session with the Head of School or designated delegate to discuss the educational goals of the family and the school. (Public sessions are offered at open houses and new-family events, and many parents request a private meeting.) These sessions help parents make an informed choice for their children. Transportation, a translator, or other services will be provided to parents who make such requests in order to participate in an information session. Attendance at an information session is recommended, but is not mandatory. Admissions will seek to enroll, to the greatest degree possible, a cross-section of the local school-age population by promoting the school heavily in the entire community.

To be eligible for admission, the student must provide 1) proof of residence in Princeton Borough or Township; 2) proof of eligible non-resident status elsewhere for space available consideration; 3) proof of minimum age of five years as of the date established by law or by regulation for Kindergartners; 4) completed application form. Application forms request: student's name; date of birth; grade level; address; names, addresses, and telephone numbers of parents/guardians; names of siblings also applying; and a signature verifying that the information is correct and that the parents/guardians are choosing education at Princeton Charter School for their child. Application forms must be submitted to the school by the deadline determined by the Board of Trustees. An Admissions Committee will make all decisions concerning the status of student eligibility.

**Selection Process**

If the number of applicants exceeds the school's enrollment cap, a random lottery process will be instituted for applicant selection: 1) the pool of applicants will be sorted according to admissions preferences provided for by statute and listed above (sibling, district resident) and by grade level; 2) within each grade level, applications will be sorted according to these categories, arranged in order of admissions preference: a) returning resident student; b) returning non-resident student; c) sibling of returning resident student; d) new resident applicant; e) sibling of returning non-resident student; f) new non-resident applicant for space-available admission; 3) the Admissions Committee will reserve spaces for students in categories a) and b). Any remaining spaces will be allocated by holding a drawing of names by category in admissions preference order starting

with category c) in the oldest grade level and working down; 4) after all grade levels have been completed, names that remain will be placed by preference category, in drawing order, on the school's waiting list. Names are drawn one by one; as each student is drawn, that student and applicant siblings are immediately placed in their respective grade levels.

To avoid splitting up families, the oldest child will be entered in the lottery, and if that child is selected for admission, any younger siblings who may also be applying will be automatically admitted to their respective grade levels on a first-priority basis. If the oldest child is not selected, the next younger sibling may still be entered in the lottery for his/her grade level. If that second sibling is selected, he/she and all subsequent younger siblings are accepted to the school on a priority basis. If the second child is not selected, each subsequent younger child may still enter the lottery independently. When the lottery process is completed, wait-listed sibling applicants of admitted students will be placed in category 2 c) on the waiting list. Twins and members of other multiple births applying together will be entered separately in the lottery. If one twin or multiple-birth sibling is admitted, the other sibling(s) will also be admitted provided there is still space available. If no space is available, they will be placed in category 2 c) on the waiting list. Should attrition reduce the number of enrolled students after completion of the admissions process, Princeton Charter School will fill openings from the waiting list, in order by category, or if no names remain on the list, it will hold a secondary admissions process to fill available spaces after a suitable period of full public notice.

Admission decisions will be made by the process described above on the date set by the Board of Trustees. Parents/guardians will be notified by mail of each child's admission status, and will have fourteen calendar days after the postmarked date on the notification to return a signed enrollment registration card for each child offered enrollment, or signed waiting-list applicant card for wait-listed children. If no form is returned within ten days, PCS will make three attempts to contact the family before the fourteen-day deadline. If no form has been returned by the two-week deadline, the child's admission space or waiting-list order will be given to the next eligible candidate. Parents who will not be available at the home address listed on the application form during the notification period should contact PCS to make alternate arrangements.

#### Criteria for Prospective Students

Princeton Charter School practices open admissions. Criteria for prospective students include those provided for by statute, *i.e.*, continuing students, siblings, and Princeton Township and Borough residents. Beyond that, by submitting an application form, parents/guardians indicate their philosophical support of the academic goals of the school.

#### Nonresident Student Enrollment

Students from other localities may apply to the school as non-residents on a space-available basis. Non-resident tuition will be determined as prescribed by statute and regulation. Non-resident students are subject to the same admissions criteria as resident students.

#### Enrollment of a Cross-Section of the Community

As provided in the Charter School Law, all parents who choose to enroll their children in Princeton Charter School may do so, subject to admissions priorities established in statute and spaces available. To inform these parents' decision-making process, Princeton Charter School publicizes widely the nature and mission of the school, a process that began with early reports about the charter application in the local press, and that continues with press coverage of significant achievements. The school's telephone number and web site are on all PCS literature, and telephone calls about admissions are returned by a member of the Admissions Committee.

Administrators, teachers, trustees, and parents are available for personal consultations and to answer any questions that parents of potential applicants may have. In addition to frequent press releases as developments warrant, paid advertisements are inserted in local newspapers, and copies of the PCS charter and current application forms are available at the reference desk of the public library for public access. Application forms and extensive information about the school are also available on the PCS web site: <http://www.pcs.k12.nj.us>.

To promote a diverse applicant pool, PCS posts notices on church and neighborhood bulletin boards, and arranges informational meetings through church and community leaders. The publicity efforts include Spanish-language literature, and meetings when they can be arranged, explaining the nature and purpose of the school, and the admissions process. Princeton Charter School presents information that clearly defines the school, its mission, and its programs -- but it is ultimately up to the parents to decide whether this school will be the best choice for their child.

**Figure 19: Applicants by Year 1997-98 to 2009-10**

<i>Year</i>	<i>Grades</i>	<i>Resident New Applications</i>	<i>Resident Re-Apps</i>	<i>Non-Resident Applications</i>	<i>Total</i>	<i>Open Spaces</i>	<i>Waiting List</i>
1997-98	4-6	171	0	15	186	72	114
1998-99	3-7	139	29	17	175	46	139
1999-00	2-8	225	61	25	311	44	267
2000-01	1-8	166	122	21	309	42	267
2001-02	1-8	134	90	37	261	44	217
2002-03	K-8	232	62	104	398	58	340
2003-04	K-8	172	92	96	387	55	332
2004-05	K-8	233	104	41	378	42	336
2005-06	K-8	226	107	15	348	49	299
2006-07	K-8	207	101	21	329	48	281
2007-08	K-8	185	86	23	294	48	246
2008-09	K-8	221	97	28	346	70	276
2009-10	K-8	252	102	44	398	70	328

**Application for Admission**  
2009-2010 Academic Year  
*Application deadline: January 6, 2009*  
Apply by FAX: (609) 924-7450

**Princeton Charter School**  
100 Bunn Drive, Princeton, NJ 08540  
Telephone (609) 924-0575  
<http://www.pcs.k12.nj.us>

**Student's Name** \_\_\_\_\_  
*first middle last*

**Birth Date** \_\_\_\_\_  
*month day year*

**Current School** \_\_\_\_\_

**Current Grade (2008-2009)**  *Pre-K*  *K*  *1*  *2*  *3*  *4*  *5*  *6*  *7* (mark one)

**Are You a Resident of:**  **Princeton Township** or  **Princeton Borough?** (mark one)

If other municipality, please specify \_\_\_\_\_  
*Note: Princeton Township and Borough residents have priority over other applicants; based on the number of resident applicants in previous years, it is unlikely that offers will be made to non-residents.*

**Name of Parent/Guardian** \_\_\_\_\_

**Address** \_\_\_\_\_  
*street city zip code*

**Telephone** \_\_\_\_\_ **E-Mail** \_\_\_\_\_  
*home work or cell*

**Name of Parent/Guardian** \_\_\_\_\_

**Address** \_\_\_\_\_  
*street city zip code*

**Telephone** \_\_\_\_\_ **E-Mail** \_\_\_\_\_  
*home work or cell*

**Emergency Contact Information (in the event we cannot contact parents/guardians at above numbers)**

**Name** \_\_\_\_\_

**Telephone** \_\_\_\_\_  
*home work or cell*

Please list any siblings who are enrolled in PCS, on the waiting list, or applying for admission this year. **Note: You must submit a separate application for each child applying this year.**

**Name** \_\_\_\_\_ **Current school /grade** \_\_\_\_\_  
**Name** \_\_\_\_\_ **Current school /grade** \_\_\_\_\_  
**Name** \_\_\_\_\_ **Current school /grade** \_\_\_\_\_

**Note: All applications must be received by 3:00 pm, Tuesday, January 6, 2009.** All information on this application will be treated as confidential. The admissions lottery will be held January 12, 2009. Notification will be mailed within 10 days. Applications received after the deadline will be included in the late-applicant lottery held the last week in May. **Acceptances of admission offers must be received at PCS by 3:00 pm, February 20, 2009.**

**Signed:** \_\_\_\_\_  
parent or legal guardian date

Late Applicant Lottery Deadline: 3:00 pm, Monday, May 18, 2009.

**Appendix E: Copy of Board Resolution Naming the Affirmative Action Officer, the Section 504 Officer, and the Title IX Coordinator**

**Princeton Charter School**  
*Board of Trustees*

*The Princeton Charter School Board of Trustees appointed Norma Byers, Assistant Head of School, as Section 504 and Title IX officer and Affirmative Action Officer for the 2009-2010 school year by a majority vote of the PCS Board of Trustees at the meeting on May 13, 2009. PCS Board Resolution 05-13-09-16.*

The resolutions are as follows:

**RESOLUTION**

The PCS Board of Trustees hereby appoints Norma Byers as the Section 504 and Title IX officer.  
**Board Resolution [05-13-09-16]**

**RESOLUTION**

The PCS Board of Trustees hereby appoints Norma Byers as the Affirmative Action Officer.  
**Board Resolution [05-13-09-16]**

*The undersigned Secretary of the Princeton Charter School Board of Trustees hereby attests that the foregoing resolution was duly adopted by the Board of Trustees on 5-13-09.*

Signed \_\_\_\_\_ Date \_\_\_\_\_  
Andrea L. Henneman, Board Secretary July 22, 2009

**Appendix F: Copy of Student Recruitment Plan****PRINCETON CHARTER SCHOOL  
STUDENT RECRUITMENT PLAN**

The PCS charter states: “Princeton Charter School will seek a diverse student body and offer those students both excellence and equity in education.” To meet this goal, PCS has an extensive recruitment program consisting of mailings to parents, open houses at the school, outreach to local nursery schools, advertisements in local newspapers and on community bulletin boards, and availability of applications and information at community sites and on the PCS web site.

1. July-August – Set dates for open houses, application deadlines, lottery, acceptance deadline and social events relating to admissions.
2. August-September – Update admissions materials including application form, school brochures, admissions ads, and information on the school’s website.
3. October – Contact wait-listed applicants by mail to remind them of the upcoming admissions deadline, and to determine if they want their application to remain active.
4. October – Contact current PCS families to make them aware that the school is accepting applications, that they must apply for new siblings, and to request their help outreaching to new families.
5. October – Contact Town Topics to arrange for the newspaper insert to be delivered to all households in Princeton Township and Princeton Borough.
6. November-December – Submit press releases to local newspapers and place open house advertisements. Place information on community web sites such as Princeton Online.
7. November – Print and deliver special admissions insert with application to Town Topics.
8. November-December – Visit local nursery schools, housing authority, public library, churches, and other community locations to distribute materials and talk about program with appropriate personnel.
9. Host informal information session (PCS provides dinner) to meet with parents whose children attend the after-school at a local school-age child care community center.
10. November-January – Host two open houses at the school: one on a Saturday and the other on a Sunday.
11. January – Hold admission lottery and inform all applicants by mail of their status.
12. February – Host information sessions for parents offered admission and those high on the waiting list.
13. February – After reply deadline, start making offers to the waiting list.

14. February-May – Host individual parent meetings and student classroom experiences for admitted applicants.
15. March – Inform kindergarten applicants of the times and locations of the PRS kindergarten registration.
16. April-May – Host social events for the incoming kindergarten class and for the current and incoming fifth-grade students.
17. May – Remind all new students to inform their local schools that they will transfer to PCS.
18. May – Hold late-applicant lottery
19. June – Update school registry to include new students.
20. June – Send all incoming students summer packets.
21. August-September – New student orientation

## **Appendix G: Copy of Teacher Recruitment Plan**

### **PRINCETON CHARTER SCHOOL TEACHER RECRUITMENT PLAN**

1. Meet with Personnel Committee to determine staff and teacher openings
2. Place ads for position in:
  - Princeton Packet
  - Town Topics
  - Trenton Times
  - Star Ledger
3. Attend job fairs
4. Each resume is read by a committee of three and rated by readers based on:
  - Experience
  - Educational background
  - Any included letters or attachments
  - All math and science candidate resumes are read by head of Math Department
5. Top candidates are contracted by phone to determine interest and asked any questions that develop during reading of resumes
6. Top candidates interviewed at school by group who read resumes. Administrative candidates and select staff or faculty positions will include an increased element of stakeholder input opportunities.
7. Tour of school given
8. Top candidates references are reviewed or contacted
9. Committee agrees on top candidates
10. File reviewed by Head of School and Chair of Personnel Committee
11. Recommendation made to Personnel Committee
12. Offer made to candidate subject to Board approval
13. Candidate accepts
14. Board approves

## Appendix H: Copy of Assessment, Evaluation and Accountability Policy

### PRINCETON CHARTER SCHOOL ASSESSMENT, EVALUATION, AND ACCOUNTABILITY POLICY

On May 29, 1998 the trustees of Princeton Charter School adopted a statement, Accountability and Improvement, a description of the school's assessment processes and how they would be used. This revised document, adopted by the board in October 2005, replaces the earlier statement.

Assessment here simply means the measurement of performance. Evaluation refers to judgments or decisions based on the results of assessment. Accountability means a full and accurate reporting of a school's policies, operations, and assessment results to all parties of interest.

Princeton Charter School (PCS) is accountable to its students and their parents, to the staff and board of trustees, to the Princeton Community, and to the State of New Jersey. Each of these constituencies has a right to learn how well the school is carrying out its responsibilities as defined in the school's Charter.

In adopting this plan, the trustees of PCS intend that:

1. The primary purpose of all assessment and evaluation at PCS is the improvement of instruction.
2. All assessments and evaluations of the school will be communicated to the appropriate constituencies, ensuring the transparency that is appropriate for a public school. Only assessment results that are specific to individual students or staff will remain confidential.
3. Results of each assessment will aid in evaluating the results of other assessments, for example, student assessment will shed light on the effectiveness of the curriculum and faculty, and vice-versa. This integration of assessment results will provide objective data on which to base decisions about curriculum, personnel, etc.

Princeton Charter School holds itself accountable for achieving the following major goals and objectives, as set down in the school's Charter.

The main goals of Princeton Charter School are:

1. To educate students for future success;
2. To promote academic excellence and equity for a diverse population of students within the public education system;
3. To 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.

This revised statement includes the following components for assessing students, curricula, teachers, administrators, and trustees:

*Responsible parties:* those who direct the various assessments and evaluations.

*Subjects:* the persons or programs that are assessed and evaluated.

*Measures:* the procedures and instruments for carrying out the assessments and evaluations.

*Purposes:* the rationale and uses for each assessment and evaluation.

*Schedule:* when each process is to be carried out.

*Reports:* those to whom the results of assessment and evaluation are communicated.

### Student Assessment and Evaluation

#### **Classroom Assessment**

Teachers are responsible for preparing, administering, and evaluating the results of their students' assessments; they also administer the standardized examinations in fall and spring of the school year.

PCS policy requires that teachers evaluate their students by using a variety of assessment measures including brief oral quizzes, written examinations of varying length and complexity, portfolios, homework assignments, and their daily observations of student achievement and behavior. Graded tests and homework assignments should be returned to students with appropriate comments as soon as possible. Teachers are to retain a master copy of their major written tests and assignments for review by their mentors/supervisors and for possible discussion with parents. Teacher assessments are, cumulatively, the most important and reliable source of information about classes' and individual students' academic progress.

#### **Assigning Grades**

In grading student assessments, teachers should:

- Ensure that a single score on a test or assignment does not overly influence a student's quarterly grade. Teachers should set common guidelines for the extent to which tests, classroom participation, homework and other extra-school projects contribute to quarterly grades.
- Distinguish between achievement in a subject, for example, mathematics or history, and other factors such as classroom behavior or neatness. For a test score to be valid, it must reflect only what it purports to measure, that is, achievement in the subject tested.

Teachers use assessment to:

1. Improve instruction through understanding the learning strengths and weaknesses of individuals and groups of students. These insights enable teachers to learn what material needs to be re-taught, and when students are ready for further learning
2. Stimulate and focus students' study
3. Recognize student achievement; those who do well receive some recognition or opportunity.
4. Inform students and parents of the status of student learning in relation to the school's standards and the achievement of other students.
5. Identify students for whom additional tutoring or challenging may be appropriate in a timely fashion.

### **Standardized Tests**

Standardized tests are administered in the fall for grades three-eight. Since its inception, PCS has used the Educational Records Bureau Comprehensive Testing Program (CTP). These examinations focus on verbal skills (reading, writing, listening) and mathematical skills including mathematical comprehension and reasoning. Teachers administer the CTP and receive scores for their individual students and their classes, as well as item analyses that show how individual and classes responded to each item on the tests. Parents receive CTP reports for their own children and are invited to make an appointment with a PCS administrator or teacher to discuss the standardized scores in a context of all information concerning their children's progress.

The role of teachers in standardized testing at PCS includes:

1. Properly preparing students for the examinations. This preparation should ensure that students are familiar with the directions and item types that will appear on the tests. Of course, students may not be exposed to any questions that will actually appear on the tests. Teachers should encourage students to do their best on standardized tests, as they are an important set of measures that help parents, teachers, and the students themselves perceive what they have learned and what needs to be taught. But teachers must be careful not to overemphasize the importance or accuracy of any single test's results.
2. Evaluating the results of the examinations: students' scores on standardized tests are primarily a means of confirming and expanding the information from teachers' own assessments. If scores on standardized measures of knowledge and skills differ significantly from a teacher's own assessment and evaluation, the standardized tests should be checked for alignment of content with the teacher's syllabus. If the standardized measure and the classroom curriculum are not in reasonable conformity, either the standardized measure or the teacher's curriculum should be changed.

In spring, PCS students in grades three, four, and eight take the examinations administered to students in all New Jersey public schools. These statewide tests will be extended to other grades as the federal No Child Left Behind legislation takes effect over the coming years. The New Jersey tests are the only measures that allow direct comparisons between PCS and other public schools in the State.

Administrators have several obligations for student assessment:

1. Periodically, they review classroom assessment procedures to ensure that teachers are focusing on important learning objectives and are staying reasonably close to the scheduled course of study.
2. Administrators also regularly schedule in-service teacher activities for designing and using a variety of good assessment techniques.
3. Administrators evaluate the results of standardized testing to determine how the school and individual classes are achieving in relation to the test norms; they discuss these results with classroom teachers, and report their conclusions to the Board of Trustees.

Trustees receive an analysis in January of the results of the CTP administered in late fall. The Head of School presents his evaluation of the school-wide and individual classes' scores, and indicates any actions he and other faculty members are taking in response to the score reports. Board members focus especially on evidence of student growth; gains are analyzed by subgroups, notably the highest and lowest scoring quartiles of students, and those in the middle two quartiles.

Parents also have a responsibility for the assessment and evaluation of their children's progress. An intimate knowledge of their own children allows them to contribute to evaluating assessment results, homework assignments, and academic grades, as well as the behavior teachers observe at school. Parents can directly assist their children's learning and the ability to demonstrate that learning by ensuring that homework is done well and punctually, and by encouraging students to prepare for and do their best on classroom and standardized tests. But parents (and teachers) should not engender excessive anxiety by overemphasizing the significance of any single measure of achievement.

Students are arguably more responsible than anyone for their own assessment and evaluation. It is important that parents and teachers encourage students to accept responsibility for their learning and for evidence of that learning as it is presented through assessment. Not every student can lead the class, but it is an expectation at PCS that all students will progress academically every year. That progress, however, will not be on a perfectly uniform upward curve; it is normal for individual students and entire classes to show learning peaks and valleys over the course of a year.

### Curriculum Assessment and Evaluation

“Curriculum” is understood to be all the learning activities at PCS. The assessment of curriculum includes a review of:

1. Academic standards and objectives
2. Instructional content as found in courses of study, lesson plans, texts, etc.
3. Teaching methodologies
4. Extra-classroom activities, including athletics, social events, etc.

The responsibility for evaluating the curriculum rests ultimately with the Board of Trustees, which must approve any significant changes in the school's programs. PCS's Board depends primarily on recommendations of the curriculum committees; for each subject area, a committee

of faculty, parents, a board member, and an administrator are joined by at least one subject specialist from outside the school. These committees meet periodically to consider changes in their subject areas; their recommendations are forwarded to the Board for action.

Systematic curriculum review at PCS has several purposes and uses:

1. To determine how well the instructional program works and how it can be improved.
2. To communicate program results to all parties of interest.
3. To ensure systematic development of content within subjects and across grades.
4. To ascertain that human and material resources are sufficient and appropriate for achieving program objectives.

In assessing and evaluating curriculum, PCS committees and the board will pose three questions:

1. Is the program effective, that is, does it provide the knowledge, skills, and other outcomes for which the program exists? This question assumes that all programs have measurable objectives and outcomes.
2. Is the program worth the cost? School resources, including time, are limited.
3. Does the program enjoy acceptance? A committee may be convinced that a program is successful, but if many students, parents, or teachers oppose it, either those opinions or the program itself should be changed.

### Teacher Assessment and Evaluation

The Head of School and the assistant administrators are responsible for assessing teachers' performance at PCS. Their evaluations of the teaching staff are reported to the board in closed session at the time contract renewals are under discussion. Teachers are formally evaluated three times yearly, using the Classroom Observation and Teacher Evaluation Report. Teachers discuss the reports with their supervisors and are invited to submit their own comments, which are appended to the reports.

The assessment-evaluation process is both summative and formative in purpose. Summative evaluation is a formal, recorded process that yields a decision, for example, to rehire or give tenure, to reward performance with salary increases, etc. Formative evaluation is primarily intended to help educators improve; such evaluation can be informal, and often comes most helpfully from one's peers.

Every beginning teacher at PCS is assigned a mentor, a senior staff member who assists the new teacher with lesson plans, classroom management, record keeping requirements, and other typical concerns of beginning teachers. Mentors do not keep written records of those they assist, and they do not contribute to the formal teacher evaluation process. The Head of School may also assign mentors to teachers who need collegial assistance with any aspect of their teaching. Every teacher devises, with a supervisor, a plan for improving content knowledge/teaching strategies. PCS schedules teacher in-service days, and allocates funds to each teacher for professional development.

The principal purpose for teacher assessment is the improvement of instruction. Evidence of student learning is the strongest confirmation of good teacher performance. Relating the quality of teaching to student achievement must be done by experienced professional educators with consideration of the many variables that affect student learning. But teachers should regard student learning as the basic purpose and measure of their performance.

Professional development provided by the school or through outside agencies should focus on building each teacher's capacity in the areas of content knowledge, assessment, and effective teaching strategies. Teacher professional improvement plans should identify professional development that will lead to measurable improvements in student performance.

### Administrator Assessment and Evaluation

At PCS, the Head of School is responsible for assessing the performance of assistant heads and other administrators. That assessment takes place yearly, and the results are conveyed to the Board in closed session. The Board of Trustees is responsible for assessing and evaluating the Head of School. At the end of the school year, the Chair of the Board meets with the Head of School to discuss the assessment-evaluation results and to explore possible objectives for the following school year.

Systematic evaluation of administrators yields at least two significant benefits at PCS:

1. Evaluation requires that the school trustees have a clear definition of the administrator's major tasks. The formal agreement of evaluators and those being evaluated on the nature and priorities of the administrator's role reduces misunderstanding and improves trustee-administrator relations.
2. Agreement on the standards by which PCS administrators are assessed means that trustees can fairly and efficiently measure the quality of administrative performance. This process reduces friction, focuses the Board's and the administrator's own expectations, and makes decisions concerning the administrator's future more fair and productive.

### Board of Trustees Evaluation

Parents, faculty and administrators are constantly assessing informally the effectiveness of the board and its policies through conversations with trustees and at board meetings. The annual survey of parents provides more formal feedback on board policies. Once a year, the board meets for an entire Saturday at a retreat center to review its stewardship and plans for the future.

### Accountability: A Summary

Princeton Charter School acknowledges the primacy of parents in directing their children's education, so the school is especially accountable to the parents of its students. This obligation requires that the school explain clearly to parents the school's mission and curriculum, and the extent to which school programs are successful for each child and for the entire student body.

PCS shows itself accountable for its academic programs by making available the school's statement of curriculum goals and a description of all its academic courses.

The activities of the various curriculum committees ensure that the curriculum is known to and approved by faculty, trustees and parents. School and class-wide results of standardized student assessment are distributed to all parents, as are individual student's test results to their parents.

Princeton Charter School uses the results of various assessments to demonstrate the success of its curriculum and teaching to its students, parents, staff, trustees, the Princeton community, and the New Jersey Department of Education. The school's assessment and evaluation processes serve two major purposes: to demonstrate the trustees' intention that the school be accountable for all aspects of its operation, and to improve in the school's primary task of teaching and learning.

**PRINCETON CHARTER SCHOOL  
SELF-EVALUATION AND ACCOUNTABILITY PLAN**

**1. School Assessment**

<b>Goal or objective</b>	<b>How Assessed</b>	<b>When Assessed</b>	<b>Administered how/to</b>	<b>Analysis</b>	<b>Reporting</b>	<b>Accountability</b>
To assess parent view of PCS	Survey mailed to all parents	Annually in May	All parents	Members of Assessment Committee prepare summary for Board and Administration	Summary presented to Board and sent to all parents	Board, Teachers, Administration
To acquire / maintain accreditation	American Academy for Liberal Education (AALE)	2001-02, updated yearly	Evaluation of all elements of school	Members of accreditation team from PCS; AALE accreditation team	Summary presented to Board; results released to press	AALE; Board of Trustees
To maintain all school financial and record-keeping procedures and policies	Audit	Annually	School Business Office	Detailed report is presented to the Board	Independent observation prepare executive management report	Business Administrator, Board of Trustees
Rechartering	Department of Education / Office of Innovative Programs	In 5 year cycles	Evaluation of fulfillment of charter	Department of Education / Office of Innovative Programs	Rechartering Committee reports to State Dept. of Education	Board of Trustees
To assess annual performance	Department of Education / Office of Innovative Programs	Yearly, in July	Annual Report Committee	Annual Report presented to State Department of Education	Annual Report prepared according to State guidelines	Board of Trustees, School Administration
To maintain curriculum	Curriculum committee meetings	Throughout the school year	Curriculum committees in each academic area	Committee discussion; use of outside materials	Reports prepared for Board; minutes of meetings	Program Committee, Board of Trustees
Facility planning to meet program needs	Facility committee meetings	Weekly and when necessary	Facility committee meetings	Committee discussion; use of outside experts	Reports to Board; Master Plan for local government agencies	Board of Trustees, Head of School
To assess community demand for the school	Enrollment counts, mobility, waiting list statistics	Annually at completion of the initial enrollment period	Admissions coordinator and school registrar	Admissions Committee	Report to Board	Board of Trustees, Head of School

## 2. Assessment of Teachers

Goal or objective	How Assessed	When Assessed	Administered how/to	Analysis	Reporting	Accountability
To assess teacher performance	Classroom observation by Head or Assistant Head	Annually	All faculty	Summative, formative, and self-evaluation	“Classroom Observation and Teacher Evaluation Report”	Head of School
To assess progress of courses	Review of lesson plans	Monthly and on an ad hoc basis	All faculty	By Head of School	Discussion between Head of School and teachers	Head of School
To assess progress of courses	In the process of teacher observation and evaluation	Two to three times per school year	All faculty	By Head of School	Reports submitted to Board	Head of School
To assess effectiveness of professional development	Faculty professional development survey	Annually	All faculty	Professional Development Committee	“Professional Development Plan”	Head of School
To assess effectiveness of mentoring	Summative observations and review	Annually	New faculty and mentors	Professional Development Committee	“Mentoring Plan”	Head of School

## 3. Assessment of Students

Goal or objective	How Assessed	When Assessed	Administered how/to	Analysis	Reporting	Accountability
To assess student achievement	ERB test (ETS)	Annually in October	All students grades 2 to 8	Assessment Committee, Head of School	Administrators review reports and item analysis with teachers	Students, teachers
To assess student achievement	NJ Assessment tests (GEPA, etc.)	Annually	Students in grades 3, 4, 8	Assessment Committee, Head of School	State returns scores to school	Students, teachers
To assess student achievement	Milestones	Annually	Students in different grades are required to master specific skills	Teachers and outside examiners determine adequacy of projects	Students are presented with milestone certificates	Students, teachers
To assess student achievement	Homework, quizzes, etc.	Quarterly (marking periods)	All students	Grades and narrative of performance	Report card sent to all parents	Students, teachers
To assess student achievement	Homework, quizzes, class performance	Quarterly (in the middle of the marking period)	All students	Narrative and “check-list” of performance and behavior	Interim reports sent to all parents	Students, teachers

To assess student achievement	Class test results, standardized test results	Periodically	All students; all faculty	Discussion of results with teachers by administrators	Administrators schedule conferences or workshops with teachers	Students, teachers
To identify students that need tutoring or greater challenge and provide for these needs.	Classroom observations test results	Monthly	All students			

#### 4. Assessment of Board and Administration

Goal or objective	How Assessed	When Assessed	Administered how/to	Analysis	Reporting	Accountability
To establish Board goals	Through yearly strategic planning session	Annually in the first half of the year	Board of Trustees	Board members prepare individual reports	Letter to PCS community from Board, minutes of meeting	Board, accountable to parents
To maintain financial stability and fiduciary responsibility	Budgets	Monthly	Board Meetings	Treasurer and Business Administrator analyze financial data	Business Administrator presents updates to the Board	Board of Trustees, Business Administrator
Review of Head of School	Board review's performance of Head in relation to goals set by Board	Yearly	Discussion by Board of Trustees	Trustees discuss review	Results of review reported to Head	Board of Trustees
Review of Assistant Head of School	Head of School performance of Assistant Head(s) of School	Yearly	Discussion between Head and Assistant Head(s) of School	Head of School reviews performance data	Head of School reports to Board of Trustees	Head of School

**Appendix I: Receipt(s) from District(s) of Residence**