

DELAWARE CHARTER SCHOOL ANNUAL REPORT

CHARTER SCHOOL INFORMATION

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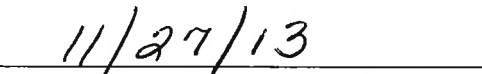
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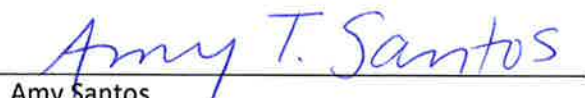
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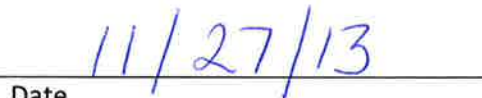
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Audrey M. Erschen
Head of School


Date


Amy Santos
Vice President (Acting President while
President is abroad)


Date

SUBMISSION DEADLINE: December 1st (September 30th for renewing charter schools)

All schools submit one (1) signed copy (PDF via email preferred) to the DDOE Charter School Office

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ABSTRACT

Providence Creek Academy Charter School, Inc. (PCA) opened its doors in September 2002, after a modification to change name, location and opening date. From the opening to the present, Providence Creek Academy Charter School has had two modifications and two renewals:

July 2003	Modification for separation from Management Company
February 2006	First charter renewal
February 2008	Modification to build new facility
January 2011	Second charter renewal

Currently, PCA has an authorized enrollment of 669 students in grades K through 8. Demographic specifics as of September 2013 are included in Appendix 1. PCA is located in Clayton, Delaware on 42 acres.

Mission

Providence Creek Academy is a charter school: which is a tuition free alternative to a traditional public school. At PCA we focus on Academics, Athletics, and the Arts for kindergarten through 8th grade. This focus allows teachers to educate the whole child. The goal of the staff is not just teaching your child subject matter, it's educating your child to become a better citizen inside and outside of the classroom. We believe in a disciplined climate and high expectations for our children. Our staff has strong relationships with students, parents, colleagues, and administration; this approach promotes helpful interactions that positively affect our community. PCA is a close-knit family in which communication is constant and always evolving. Our collegiate-styled campus allows for an extension of the classroom beyond four walls. Our students travel between buildings to attend classes in art, music, world language, physical education, health, library, and technology. The vast landscape allows for exploration and discovery of the world around us.

Vision

The vision of Providence Creek Academy Charter School is to provide a dynamic educational experience for children to realize success in academics, athletics, and the arts. Academics at PCA is hands-on, child-centered, and aligned with the State of Delaware Standards as a minimum educational requirement with high expectations to exceed beyond the minimum. Parents enjoy an active and collaborative role in the effort to integrate foundational skills with a broad scope of diverse and global knowledge. Students are given the tools to promote lifelong learning and growth in a safe and supportive learning environment by highly qualified and effective educators. Additional support to students and the school is provided by working partnerships with support staff, specialists, administrators, parents, families, business members, and the school community.

This year-end report covers the 2012-2013 school year. It is intended to be used by the Board of Directors to formally evaluate the school's performance. It will also serve as the document to report our progress to the Department of Education.

ACADEMIC PERFORMANCE:

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

The performance framework analysis conducted by the DDOE in 2013 indicates that our school rating is "Meets Standard." The performance framework evaluates the school on several different criteria including the percentage of students meeting growth targets on the Delaware Comprehensive Assessment System (DCAS), the performance of students in the lowest quartile and performance against state average.

Over the past several years, PCA has shown areas of significant growth that illustrates the hard work and dedication of our faculty, staff and students. It is our expectation that student growth and achievement will continue to be an area in which our school improves.

Measure 1 - Student Progress Over Time (Growth)

For our school, growth is one of our most important indicators of our success and achievement. While our students arrive with different levels of proficiency, our number one goal is moving them closer to standard. This requires a strong focus on growth and student centered instruction. The data from 2012-2013 demonstrates the areas that we are showing improvement.

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

Percentage of Students Meeting Growth Targets.

Subject	2010-11	2011-12	2012-13
Math	48.5%	54.3%	49.4%
ELA	49.2%	66.5%	63.1%

When looking at the percentage of students meeting their fall to spring scale score growth targets, it is clear that this is an area that our school continues to show improvement particularly in ELA. The data from Measure 1a shows that the percentage of students meeting growth targets over the last three year has increased 13.9% in ELA, while increasing 5.8% then decreasing 4.9% in Math. Growth for ELA has met the standard for the past two years which is indicative of our focus following our last renewal. Math data for Measure 1a. shows that our students are not meeting the growth targets with little change over the past two years. Although, we are showing significant overall improvement in ELA, we must refine our intervention programs to work with our students in the area of Math as well as ensure our curriculum is aligned to the CCSS.

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

Percentage of Students in the Lowest Quartile Meeting Growth Targets

Subject	2010-11	2011-12	2012-13
Math	60.9%	66.4%	61.3%
ELA	45.6%	69.0%	66.1%

Measure 1b looks at the growth of the lowest-performing students in our school. For the past three years, PCA has met the standard in this measure with the exception of ELA in 2010-11. When comparing 2011 to 2013 data, the overall percentage of students in the lowest quartile meeting growth targets is up 20.5% in ELA, and only .4% in Math. This again is indicative that while continuing growth in ELA we must refine our intervention programs to work with the students in the area of Math as well as review our curriculum for CCSS alignment in Math.

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

Percentage of Students Making Sufficient Growth

Subject	2010-11	2011-12	2012-13
Math	67.8%	82.4%	76.2%
ELA	65.4%	84.2%	81.9%

Measure 1c looks at the sufficient growth to maintain or achieve proficiency within 3 years or by 10th grade. PCA is considered to be meeting the standard in this measure though the drop in percentage from the 2011-12 to 2012-13 school year needs to be monitored to insure it continues to increase. A deeper analysis of PCA data has brought us to the conclusion that long term substitute assignments during FMLA leave must be reviewed in order to maintain an instructional level that enables students to continue to move forward.

Measure 2 – Student Achievement (Status)

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

School Proficiency Scores, State Averages and Percentiles

Subject and Year	School Prof %	State Average	State 90th Percentile	State 20th Percentile
Math, 2010-11	60.0%	62.9%	84.4%	46.2%
Math, 2011-12	74.4%	73.8%	91.6%	57.5%
Math, 2012-13	67.1%	66.0%	92.5%	48.7%
ELA, 2010-11	64.3%	61.9%	82.5%	47.3%
ELA, 2011-12	79.6%	75.0%	92.3%	60.1%
ELA, 2012-13	77.4%	69.1%	93.0%	54.8%

PCA has strived to show improvement in our school compared to the state average on DCAS. This indicator shows that PCA has met the standard consistently in ELA and has scored higher than the state average in Math. As stated previously curriculum work and intervention programs in the area of Math need refinement during the 2013-14 school year. The data presented illustrates that our school is meeting the standard in ELA.

While we are meeting the standard in ELA, we have seen a decrease in the percentage of students meeting proficiency in Math. To address this for the 2013-2014 school year, PCA has taken the following steps:

- Increased math focus during PLCs for all teachers K-8
- Increase math coordinator's time in the classroom to ensure instruction is based upon student assessment data
- Increased time for Math enrichment/intervention for all students
- Implement tutoring program for students academically at risk in math
- Implement IXL Math program school wide

We anticipate the steps taken will show an increase in student proficiency.

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

Low Socio-Economic Status

Subject and Year	School Proficiency Rate	State Average Proficiency Rate	State Proficiency Rate at 90th Percentile	State Proficiency Rate at 20th Percentile
Math, 2010-11	51.0%	51.7%	77.1%	37.3%
Math, 2011-12	68.2%	65.2%	86.5%	50.9%
Math, 2012-13	58.4%	59.3%	86.2%	43.2%
ELA, 2010-11	56.1%	50.0%	74.8%	38.7%
ELA, 2011-12	72.1%	66.3%	89.5%	54.3%
ELA, 2012-13	68.3%	62.4%	88.0%	48.3%

Note: 2013 State Annual Measurable Objectives (AMOs) were 59.2% for Reading and 60.0% for Mathematics.

Students with Disabilities

Subject and Year	School Proficiency Rate	State Average Proficiency Rate	State Proficiency Rate at 90th Percentile	State Proficiency Rate at 20th Percentile
Math, 2010-11	***	N/A	N/A	N/A
Math, 2011-12	***	N/A	N/A	N/A
Math, 2012-13	45.3%	45.1%	80.4%	23.5%
ELA, 2010-11	***	N/A	N/A	N/A
ELA, 2011-12	***	N/A	N/A	N/A
ELA, 2012-13	48.4%	45.7%	78.8%	23.6%

Note: 2013 State Annual Measurable Objectives (AMOs) were 41.4% for Reading and 41.8% for Mathematics.

African-American

Subject and Year	School Proficiency Rate	State Average Proficiency Rate	State Proficiency Rate at 90th Percentile	State Proficiency Rate at 20th Percentile
Math, 2010-11	48.5%	46.2%	73.3%	33.1%
Math, 2011-12	61.7%	59.1%	87.0%	43.7%
Math, 2011-12	57.5%	56.0%	82.8%	38.4%
ELA, 2010-11	57.4%	47.0%	75.7%	33.6%
ELA, 2011-12	77.4%	62.0%	92.3%	48.9%
ELA, 2012-13	78.4%	60.2%	85.0%	45.5%

Note: 2013 State Annual Measurable Objectives (AMOs) were 57.8% for Reading and 56.3% for Mathematics.

White

Subject and Year	School Proficiency Rate	Weighted State Average Proficiency Rate	Weighted State Proficiency Rate at 90th Percentile	Weighted State Proficiency Rate at 20th Percentile
Math, 2010-11	65.2%	74.8%	90.4%	59.6%
Math, 2011-12	81.3%	84.1%	96.3%	71.0%
Math, 2012-13	72.6%	77.0%	95.9%	66.5%
ELA, 2010-11	68.0%	73.3%	88.3%	59.3%
ELA, 2011-12	80.6%	85.0%	96.9%	73.7%
ELA, 2012-13	78.1%	79.3%	96.0%	70.2%

Note: 2013 State Annual Measurable Objectives (AMOs) were 78.8% for Reading and 79.3% for Mathematics.

Subgroup Summary

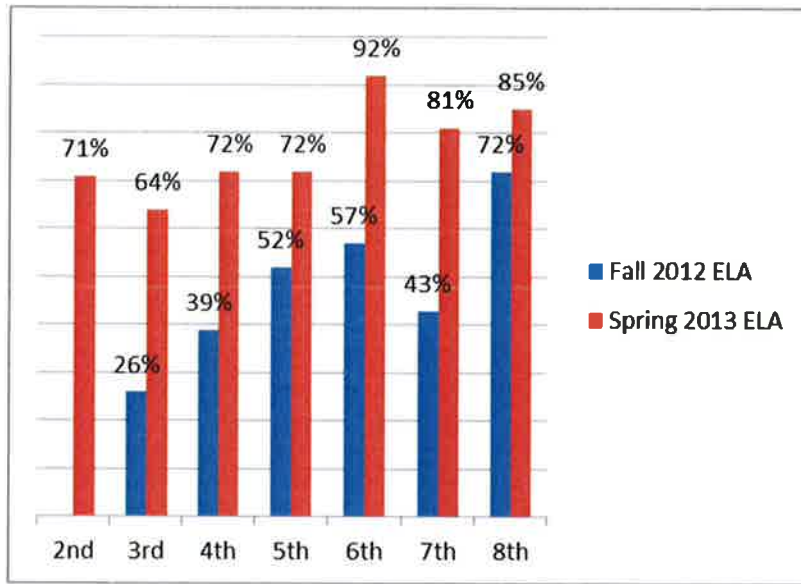
Year	Low-SES		ELL		SWD		African-American		Asian-American		Hispanic		Multiracial		Other Minorities		White		OVERALL RATING	
	Mat	E	Math	E	Math	E	Mat	E	Mat	E	Mat	E	Mat	E	Mat	E	Mat	E	Mat	E
10-11	D	M	***	***	***	***	M	M	***	***	***	***	***	***	-	-	D	D	M	M
11-12	M	M	***	***	***	***	M	M	***	***	***	***	***	***	***	***	D	D	M	M
12-13	D	M	**	**	M	M	M	M	**	**	*	*	**	**	-	-	D	D	M	M

As the data above indicates PCA has met the standard in this measure for the past three years with our overall rating. As indicated in other measures there are weaknesses in Math that are being addressed during the 2013-14 school year. During PLCs educators are looking at benchmark and progress monitoring data to guide instruction in the classroom not only for the lowest performing students but also the students on the highest performing end. It is expected that overall system improvements will yield results in this measure in the future. The school does not identify specific subgroups in need of assistance. Instead, our school focuses on every student making progress.

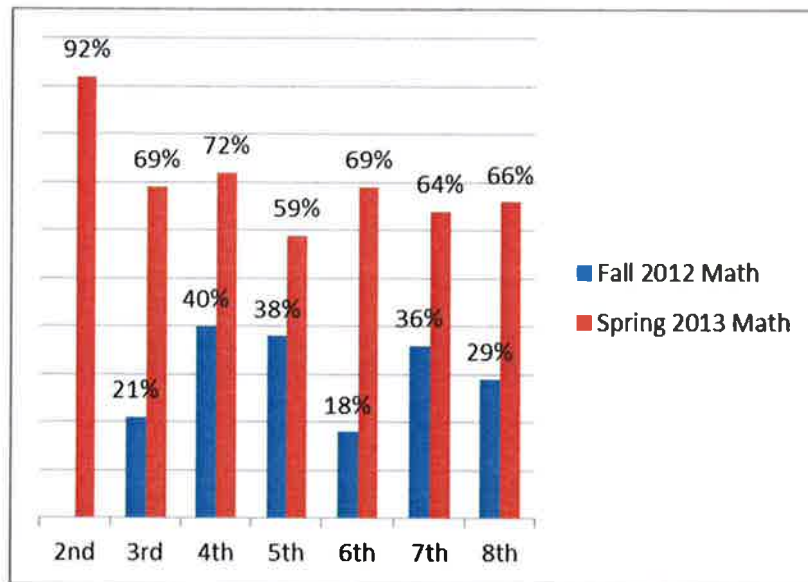
DCAS Performance

During the 2012-2013 school year our students showed areas of growth throughout the year. Each grade level in both ELA and Mathematics showed improvement in the percentage of students who met proficiency expectations. The following charts outline this growth.

ELA Growth



Math Growth



Math showed the greatest gains in our program. From the fall administration to the final spring administration the percentage of students meeting proficiency increased (3rd grade +48%, 4th grade +32%, 5th grade +21%, 6th grade +51%, 7th grade +28%, and 8th grade +37%). ELA performance also showed increases (3rd grade +30%, 4th grade +33%, 5th grade +20%, 6th grade +35%, 7th grade +38%, and 8th grade +13%). This indicates the programmatic changes and interventions put in place were successful. It is expected that overall system improvements will continue to yield results in this measure in the future.

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

Subject and Year	School Prof %	District Comparison
Math, 2010-11	60.0%	63.7%
Math, 2011-12	74.4%	75.9%
Math, 2012-13	67.1%	73.3%
ELA, 2010-11	64.3%	66.1%
ELA, 2011-12	79.6%	78.9%
ELA, 2012-13	77.4%	75.8%

¹Smyrna School District

Measure 2c demonstrates the performance of our school compared to school district in which our charter resides. This is another area that highlights the success of our school and our students in the area of ELA. As the table above indicates PCA students are outperforming their peers in district schools in ELA, but performing below them in Math. It is expected that overall system improvements will yield results in this measure in the future.

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

Subject and Year	School Prof %	Similar Schools Prof%
Math, 2010-11	60.0%	69.9%
Math, 2011-12	74.4%	81.1%
Math, 2012-13	67.1%	75.6%
ELA, 2010-11	64.3%	69.3%
ELA, 2011-12	79.6%	82.3%
ELA, 2012-13	77.4%	78.8%

As the data above indicates PCA has not met the standard in this measure in both ELA and Math for the past three years though increases of 13.1% and 7.1% respectively are shown. This is an area that indicates the work our educators are doing is having a positive impact on student population. It is expected that the extension of overall system improvements will continue to yield results in this measure in the future.

Measure 3 – State and Federal Accountability
Measure 3a. Did the school make AYP?

Year	AYP Status
2010-11	Meets
2011-12	Meets
2012-13	Meets

As the table above indicates, PCA has met AYP standards for the past three years.

Strengths, Challenges and Opportunities for Growth
Strengths

PCA has demonstrated considerable growth over the past three years. Since our last renewal in 2010, our school has been revised curriculum to align with the Common Core State Standards. We have worked closely with our Data Coach to ensure our student data is analyzed and instruction has changed in the classroom to meet the needs of our students.

Our school has developed programs that support the entire student. This starts with a focus on educating the whole child. Our school places the student in the center of our circle in all we do. Everything is designed for their growth. Our faculty and staff work diligently to support our students. Staff members are hired to provide a caring and supportive environment for our students. Faculty and staff who do not meet expectations are replaced.

PCA recognizes the foundation of student achievement is reading and math literacy. We are committed to ensuring that every child is on the path for college and career readiness. With the support of our families PCA empowers students to set goals to help every child reach their full academic potential. Classroom teachers and Instructional Support team use benchmark assessment data and summative assessments to identify students who are in need of additional academic support or “interventions” in order to meet defined growth targets. Examples of assessments used to monitor progress include: Delaware Comprehensive Assessment System (DCAS), Renaissance Learning STAR Reading/Math, McGraw-Hill and Pearson assessments, and teacher created assessments.

Teachers use student performance data to monitor growth and plan lessons based on student need. All classrooms have additional instructional of 45 minutes to increase small group intervention or enrichment. The instructional support team consists of a reading specialist, math specialist, instructional specialist, special education teachers and a speech language pathologist all with expertise in best-practice Student assessment data drives the process and students work in flexible groups based on academic needs in both Reading and Math.

Challenges and Opportunities for Growth

The largest challenge our school faces is consistently demonstrating growth for our students. Over the last three years our school has experienced growth; however, we historically struggle to maintain this growth.

We must provide consistent instruction across all grade levels. Due to a young staff, the number of teachers requesting FMLA had significant impact on our student performance last year. Replacing those staff members with long term substitutes who are capable of continuing instruction to support student growth has proven difficult. Now that this has been identified as a weakness, our Human Resource Department has reached out to our local universities to attain a pool from whom to choose in an effort to eliminate this weakness.

The next challenge will be to sustain the momentum around improvement. At a time when we are being successful, we must also continue to develop and grow and not become complacent. While we strive to reach 100% academic proficiency, we recognize that plateaus will be reached and we must find the means to continue our climb.

Additionally, over the next two years we will be completing our implementation of Common Core State Standards and preparing to for the new Smarter Balance assessment. Unfortunately, changes in assessment tools have not been positive for our students. Just when they begin to understand the test showing proficiency in its administration it is changed. We have developed and utilize practice tests to help with this transition. Until full scale use of the new assessments begins, we will not know the impact on our students.

Finally, we must improve our student performance in Mathematics. The 2013 – 2014 school year will see many changes to our Mathematics program. We have taken lessons learned from Reading and are applying them to Math. We have reviewed the benefit of one of our previous intervention tools and have purchased IXL Math. This area must show growth over the next year.

FINANCIAL PERFORMANCE:

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

Based on the last three years on the Delaware Financial Performance Framework, PCA has received an overall rating of Meets Standard. While PCA Did Not Meet in *2b. Debt to Asset Ratio* it is important to note that facility and grounds improvements were made each of the last three years. During the 10-11 year, additional exterior lighting and a maintenance building was constructed. In 11-12 the school's café was remodeled to include a dishwasher, serving trays, dishes, cups and utensils thus reducing the waste from use of disposable items. The ratio did decrease during the 12-13 school year, though we still Did Not Meet as electrical upgrades were necessary for efficient use of our technology. The school has ended each of the last three years with a financial surplus to ensure fiscal viability and security.

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

External auditors have audited our school finances annually and have found neither findings nor acts of impropriety. It is anticipated that this performance will continue into the future.

The school's budget is reviewed and approved by the Board of Directors on a monthly basis. Monthly financial reports are reviewed by the Citizens Budget Oversight Committee (CBOC) and the Board of Directors. The DOE Monthly Financial Summary report is posted on our website as required.

Strengths, Challenges, and Opportunities for Growth Strengths

The school's financial future is secure. Our school has met or exceeded enrollment expectations for each of the last three years. A waiting list is maintained in the event of any unexpected openings. Every financial decision the school makes is based on sound and planned reasoning. Both the Board of Directors and the CBOC are involved in those decisions.

Challenges and Opportunities for Growth

Funding for our school is a function of enrollment. As a charter school our funding levels can vary from year to year. Additionally, our school is dependent on consistent local funding numbers. Shifts in the number of students from one school district or another can cause funding to increase or decrease. The local funding received from school districts varies annually as well, which makes it difficult to plan, especially during the

current budget cuts and downshift in the economy. For a charter school these fluctuations can seriously impact our budgets and planning. These shifts also create challenges in maintaining human capital with competitive salaries.

ORGANIZATIONAL PERFORMANCE:

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

Based on the 2011-2012 Delaware Organizational Performance Framework, POCS has been rated as Meets Standard.

Year	1.a.	1.b.	2	3.a.	3.b.	3.c.	4.a.	4.b.	4.c.	4.d.	5.a.	5.b.	6	OVER ALL RATI
11-12	M	M	M	DNM	M	M	M	M	N/A	M	M	M	M	Meets
12-13	M	M	M	M	M	M	M	M	M	M	M	M	M	Meets

The purpose of the Organizational Performance Framework is to communicate to the charter school and public the existing compliance-related expectations to which the charter school is held. The Organizational Performance Framework lists expectations the charter school is required to meet through state and federal law and the charter Performance Agreement. For each measure a school receives one of two ratings: "Meets Standard" or "Does Not Meet Standard." PCA has received a rating of Meets Standard in each of the assessed framework elements for the 12-13 school year. During the 11-12 PCA did not have all Board of Director Meeting Minutes posted on its website therefore was rated "Does Not Meet Standard" in 3a. *Is the school complying with governance requirements?* This oversight has been corrected and the monthly meeting minutes are now posted on the website once they are approved.

Strengths, Challenges, and Opportunities for Growth

Strengths

PCA has always strived to be in compliance with all requirements. We plan to continue this practice. We have strong internal capacity to continue to meet all organization expectations. Our administrative team, Board of Directors and staff strive to ensure that we are viewed as an outstanding organization.

Challenges and Opportunities for Growth

The greatest challenge that we face is the continuously changing education landscape not only in Delaware, but nationally. Each year brings new regulations, requirements and expectations. Outside pressures continue to utilize resources that should be focused on educating the students who attend our school.

We have overcome many challenges during our existence, and will continue to do so.

STATUS OF CONDITIONS PLACED UPON THE CHARTER:

All conditions placed on Providence Creek Academy at its renewal in 2010 were met by the required deadline. No conditions existed for the 2012-2013 school year.

STUDENT RETENTION GOALS AND TARGETS:

The percentage of students who have re-enrolled from the prior year according to ESEA demographic categories

89.4% (555 out of 621) of the non-graduating students enrolled at the end of 2012-2013 school year reenrolled in our program for 2013-2014. The school's demographics for reenrollment were as follows:

AM IND/AK	3%
Asian	2%
BLACK	29%
WHITE	67%

A total of sixty-six students did not reenroll. Of those nineteen moved out of state, two began home school, six moved out of the twenty mile transportation radius, two went to another charter school and thirty-seven returned to their district of residence. Of the thirty-seven that returned to their district twenty-three parents indicated transportation scheduling conflicts, and four were being retained.

The number of students who have left your school before the year is over or before the end of the charter school's grade configuration per ESEA demographic category

BLACK	10%
WHITE	90%

A summary of why students chose to leave

Ten students chose to leave during the 2012-13 school year. Of those three returned to their district of residence due to travel time on PCA buses, one moved out of state, and six began home school.

The percentage of students who did not pass from one grade to the next

1% (6 out of 695) of our students did not pass from one grade to the next.

Your plan to improve student retention and average daily attendance if less than your stated targets

We do not see student retention as a problem for our program. This past year the economy had an impact on student retention as families made employment related moves from the area. Transportation also became an issue this year with changes in the geographic location of hub stops and pick-up/drop-off times. For the most part, once a student attends our school they typically remain. Our goal is to always have our students reenroll in our program; however, family situations have an impact.

INNOVATION:

Providence Creek Academy strives to create a partnership with our parents and community, as both are a vital part of our success. We utilize the latest innovations in teaching with rigorous academic content aligned to the Common Core State Standards to stimulate the child's mind and instill a passion for learning. We use a proven combination of instructional techniques, such as project based learning, technology and an academic content with a strong emphasis on literacy. Our parents and community are involved through PCA PTO, athletics, and the arts programs offered at PCA.

This is accomplished by offering students opportunities in the Arts and Athletics in conjunction with Academics. PCA offers students both vocal and instrumental music opportunities through a Choral program and a band program. Each area also has specialty groups which include a percussion ensemble, male and female choirs, and smaller ensembles. We value the PCA Ballet Theater program offering a variety of dance genres in which students may participate. Due to the success of this program it is open to the community outside of PCA.

Providence Creek Academy offers a rigorous sports program that emphasizes teamwork, good sportsmanship, and being a positive role model. While our program continuously grows, we currently offer: Football, Cheerleading, Cross Country, Baseball, Softball, Volleyball, and Basketball. A dedicated, knowledgeable coaching staff instructs the fundamentals of the sport while supporting academics. Our student athletes represent themselves, their parents, and Providence Creek Academy while building skills, strength, and passion for sports.

Strong community ties are built through annual Service Learning projects. All of our students participate throughout the year by adopting an organization or project to give back to their community. Examples include Habitat for Humanity, Relay for Life, Chimes of Delaware, and the Food Bank of Delaware. Two days a year are devoted to actual service hours given to these organizations.

Providence Creek Academy has created a culture of extended family within our organization. Not only do our students' families participate, but so do our staff families. Events at PCA draw a huge crowd from all areas among our stakeholders. These connections have created a place where students are able to grow as individuals to become college or career ready. A strong measure of our success is when graduates come back "home" to visit and share their accomplishments.

Appendix 1

Student Demographics September 2013

Grade	Students	Male		Female		African American		American Indian		Asian American		Hawaiian		Hispanic		White		Multi Racial		ELL		Low Income		Special Ed	
		#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
Kindergarten	80	37	46.3	43	53.8	22	27.5	1	1.3	1	1.3	0	0.0	1	1.3	55	68.8	0	0.0	0	0.0	0	0.0	1	1.3
Grade 1	79	39	49.4	40	50.6	19	24.1	1	1.3	0	0.0	0	0.0	2	2.5	56	70.9	1	1.3	0	0.0	0	0.0	3	3.8
Grade 2	80	43	53.8	37	46.3	19	23.8	3	3.8	1	1.3	0	0.0	3	3.8	53	66.3	1	1.3	0	0.0	0	0.0	1	1.3
Grade 3	79	32	40.5	47	59.5	18	22.8	0	0.0	4	5.1	0	0.0	3	3.8	54	68.4	0	0.0	0	0.0	0	0.0	4	5.1
Grade 4	78	43	55.1	35	44.9	27	34.6	0	0.0	1	1.3	0	0.0	5	6.4	45	57.7	0	0.0	1	1.3	0	0.0	3	3.8
Grade 5	79	41	51.9	38	48.1	24	30.4	3	3.8	2	2.5	0	0.0	4	5.1	44	55.7	2	2.5	1	1.3	0	0.0	5	6.3
Grade 6	77	41	53.2	36	46.8	27	35.1	1	1.3	0	0.0	0	0.0	4	5.2	43	55.8	2	2.6	0	0.0	0	0.0	6	7.8
Grade 7	73	38	52.1	35	47.9	18	24.7	2	2.7	1	1.4	0	0.0	4	5.5	47	64.4	1	1.4	0	0.0	0	0.0	4	5.5
Grade 8	72	28	38.9	44	61.1	20	27.8	3	4.2	2	2.8	0	0.0	2	2.8	43	59.7	2	2.8	0	0.0	0	0.0	4	5.6
Total	697	342	49.1	355	50.9	194	27.8	14	2.0	12	1.7	0	0.0	28	4.0	440	63.1	9	1.3	2	0.3	0	0.0	31	4.4