

# PROVIDENCE CREEK ACADEMY

ANNUAL REPORT

2018-2019



273 West Duck Creek Rd , P.O. Box 265

Clayton,DE 19938

Phone:(302) 653-6276

## I. OVERVIEW

### 1.1 School Overview:

Review the following chart with the school’s basic information. (Note: This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

BASIC INFORMATION	
Name of School	Providence Creek Academy
Year School Opened	2002
Enrollment 2018-2019 <sup>1</sup>	690
Approved Enrollment	669
School Address	273 West Duck Creek Rd , P.O. Box 265, Clayton,DE 19938
District(s) of Residence	Smyrna School District
Website Address	<a href="http://www.providencecreekacademy.org/">http://www.providencecreekacademy.org/</a>
Name of School Leader	Denise Stouffer
School Leader Email and Phone Number	denise.stouffer@pca.k12.de.us (302) 653-6276
Name of Board President	Melissa Rhoads
<p><b>Mission Statement:</b> The mission of PCA is to provide a safe, nurturing, and diverse campus environment allowing their K- 8 students to learn from experiences beyond the traditional classroom setting. Our mission is to empower students with opportunities to engage in a number of sports, visual and performing arts, creating connections with our community to provide deeper learning experiences.</p>	

## 1.2 School Demographic Data:

Please review the following table for accuracy and complete the second row (“# of Students on Waiting List”) for 2018-2019. (Note: The remaining sections of the table will be completed by the Charter School Office. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

ENROLLMENT & DEMOGRAPHIC INFORMATION	
	2018-2019 <sup>1</sup>
Total Enrollment	690
# of Students on Waiting List	
Gender	
% Male	47.68%
% Female	52.32%
Ethnicity/Race	
% African American	24.64%
% American Indian	0.43%
% Asian	2.17%
% Hispanic/Latino	4.20%
% White	61.88%
% Multiracial	6.38%
Special Populations	
%Special Education <sup>2</sup>	6.23%
% English Language Learners	1.74%
% Low-Income	16.38%

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Schools are invited but not required to comment on any aspect of the demographic data above in table 1.2

**Providence Creek Academy has a long standing history of being one of Delaware’s premier public schools. The high demand for a school with small class sizes, a family environment, and a hands-on approach to learning with an emphasis on the Arts has resulted in Providence Creek Academy exceeding our enrollment projections and educating 690 students for the last two years.**

**Due to our limited space, PCA consistently has an annual waitlist of 200 students. The blind lottery process, which is held annually, has allowed PCA to continue to represent a very diverse**

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population of students. According to the school year 2019 Consolidated Federal Grant Application, 30.87% of the current PCA students are socioeconomically disadvantaged<sup>1</sup>. Although PCA has always provided a Title I schoolwide program, this percentage indicates a 10% increase over prior years<sup>2</sup>. This data indicates that PCA has a greater number of students that are socio-economically disadvantaged in comparison to both the Town of Clayton (12.2%) and Smyrna (8.2%) based on the current USA Data statistics<sup>3</sup>.

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<sup>1</sup> Socio economically disadvantaged percentage is calculated differently for the federal consolidated grant. State low-income percentages only based on direct certification students. The state calculation information can be found [here](#).

<sup>2</sup> Data provided by the Delaware Department of Education Charter School Office

<sup>3</sup> Data Source: <https://datausa.io/profile/geo/clayton-de/?compare=smyrna-de>



### 1.3 Approved Minor and Major Modifications:

The table lists any approved minor and/or major modifications over the course of the school's current charter term.

(Note: This table will be completed by the Charter School Office. Please review the following table for accuracy. ***Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.***)

Date	Modification Requested	Outcome
1/25/19	Providence Creek Academy is seeking to modify our approved calendar hours from 1342.5 to 1267.5 hours beginning SY19/20.	Approved

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Schools are invited but not required to comment on any aspect of the modification data above in table 1.3

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**1.4 School Enrollment:**

Please review the following chart with the school’s enrollment trends during the current term of the charter. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Enrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
	2018-2019	
	Approved Enrollment	30-Sep Enrollment Count
K	72	79
Grade 1	72	79
Grade 2	75	76
Grade 3	75	78
Grade 4	75	78
Grade 5	75	81
Grade 6	75	79
Grade 7	75	76
Grade 8	75	64
Grade 9		
Grade 10		
Grade 11		
Grade 12		
<b>Total</b>	669	690

Schools are invited but not required to comment on any aspect of the enrollment data above in table 1.4.

**Providence Creek Academy is proud of our strong relationships with our families and community. These relationships have resulted in exceeding our enrollment every year.**

### 1.5 Reenrollment:

Reenrollment Rate<sup>2</sup> is the % of students continuously enrolled in the school from one year to the next.

Review the following chart with the school’s reenrollment trends during the current charter term. (This table will be completed by the Charter School Office. Please review for accuracy. **Any changes identified by the team must be highlighted in red prior to submitting the report. Only changes highlighted in red will be reviewed by the Charter School Office. Should there be no highlighted changes, the data will appear as presented in this draft.**)

School Reenrollment Trends		
<i>Cells highlighted in grey were grade levels not serviced by this school</i>		
Providence Creek Academy		
	Number of Students Reenrolled Count	Percentage of Students Reenrolled %
K	9	
Grade 1	63	78.75%
Grade 2	68	85.00%
Grade 3	69	87.34%
Grade 4	69	88.46%
Grade 5	68	88.31%
Grade 6	66	88.00%
Grade 7	71	89.87%
Grade 8	60	85.71%
Grade 9		
Grade 10		
Grade 11		
Grade 12		
<b>Total/Avg</b>	543	87.86%

\*\* School entry grade level. Reenrollment data not collected for this grade level.

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Describe the school’s plans to monitor and minimize attrition rates. Provide information about why students are choosing to enroll in different schools.

**PCA continues to monitor student attrition to ensure that the school is able to retain students. PCA seeks feedback from parents through our PTO and parent conferences. Transportation is evaluated annually based on student enrollment and accommodations are made to support parents’ needs when possible. Conversations with parents not re-enrolling their children**

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indicate that “moving” is a reason for the attrition rate along with the fact that parents want their children to make friends in their feeder pattern schools prior to entering high school.

## II. ACADEMIC PERFORMANCE

### 2.1 Delaware School Success Framework

#### Changes in the Academic Framework

From School Year (SY) 2014-15 through SY 2017-18, the academic performance of all charter schools was evaluated using the Delaware School Success Framework that we are publishing annually. In December 2015, Congress reauthorized the Elementary and Secondary Education Act, the main federal law governing public education. The Every Student Succeeds Act (ESSA) replaced the No Child Left Behind Act (NCLB). ESSA implementation began in 2017-18 school year.

Overall Academic Ratings

#### Elementary (grades K-5)/Middle School (grades 6-8)

Indicator	Points	Point Earned	Percent Point
Academic Achievement	150.00	91.00	61% Meets Expectations
Academic Progress	200.00	144.00	72% Meets Expectations
School Quality/Student Success	50.00	47.00	94% Exceeds Expectations
Progress Toward English Language Proficiency	n/a	n/a	Not Applicable
Overall	400.00	282.00	71% Meets Expectations

- a) Based on the table above discuss the school's:
- overall academic achievement results,
  - major challenges,
  - and accomplishments over the course of the school year.



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School Comments:

**Providence Creek Academy combines rigorous academic programming with arts and athletics.**

**Providence Creek Academy attributes the academic success of its students to the whole child approach that ensures that high quality arts and athletic programs play an equitable role in the daily schedule of every PCA student. PCA implemented new curriculum for ELA and Math three years ago. Eureka Math and Scholastic Reading are in their third year of implementation. ELA and math professional development focused on the use of math manipulatives and guided reading. The implementation of schoolwide professional development on the use of math manipulatives to increase student understanding of mathematical applications has resulted in an increase of achievement. Small group guided reading resulted in an increase in schoolwide student Lexile levels. PCA continues to review data regularly to develop and enhance academic programs to ensure the instructional needs of all learners are being met. PCA is providing additional professional development in SY19/20 on SRI Comprehension Clubs and is piloting Lucy Calkins Units of Study for Writing based on SY 18/19 data analysis.**

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## Performance Agreement

### Academic Performance Expectations

Providence Creek Academy overall academic rating is Meets. In the next renewal period, our expectation is to maintain the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

- a) Discuss the school's academic performance based on its approved Performance Agreement (see above).

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### School Comments

**PCA has met overall Delaware School Success Framework Standards for SY18/19.**

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## 2.2 Academic Achievement

Metric	Value	Points	Points Earned
Proficiency - ELA	63.97%	75.00	48.00
Proficiency - Math	56.83%	75.00	43.00

Respond to the following questions.

- a) Based on the school's Academic Achievement ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results. Please include local assessment data if applicable.

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### School Comments

**PCA's performance in Mathematics Proficiency is 56.5% which is above the state average of 44% (by 12%). PCA's analysis of math data indicates that this increase resulted from a strong system of RTI combined with additional professional development on the utilization and implementation of math manipulatives.**

**PCA's performance in ELA Proficiency is 63.9% which is above the state average of 53% (by 10%). The percentage for SY18/19 shows a slight decrease of 2.4% from the previous year's score. Analysis of the data indicates that students in grades three are having difficulty with reading fluency and comprehension. Additional resources such as Lucy Calkins Units of Study: Writing pilot for grades 1 – 6. have been added through direct instructional coaching by our reading specialist, enhanced professional development in the use of reading comprehension materials, and a change to the master schedule to allow for additional professional learning communities to allow for deeper analysis and planning based on student data. An analysis of the local Benchmark Data for grades K – 2 (DIBELS) showed room for growth in the area of intensive and systemic phonics instruction. To address that need, Providence Creek Academy is piloting the Lucy Calkins Units of Study: Phonics materials in kindergarten, first, and second grades.**

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- b) Looking ahead, what are your expected outcomes for Academic Achievement and what steps will you take to achieve them?

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### School Comments

**PCA expects to continue to improve our math and ELA proficiency based on the implementation of MTSS and expanded use of data driven instruction. These programs are also being supported by pilot programs in writing and phonics and enrichment programs for both proficient and advanced learners.**

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c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Achievement outcomes?

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School Comments

**The entire school benchmarks student progress a minimum of three times per year for both ELA and Math. For Math, each grade assessed the standards using the Eureka Module Assessments. For ELA, the entire school benchmarks using the DIBELS for K-2 and Reading Inventory for grades 3-8. Both ELA and Math instruction is supported by an authentic system of RTI. PCA will analyze the benchmark data, with a particular focus on phonics for grades K-2 and comprehension in grades 3 - 8 to determine whether we will adopt these materials into our curriculum.**

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## 2.3 Academic Progress

Metric	Value	Points	Points Earned
Growth - ELA	68.62%	75.00	51.00
Growth - Math	74.34%	75.00	56.00
Growth of Highest Quartile - ELA	71.89%	12.50	9.00
Growth of Highest Quartile - Math	74.56%	12.50	9.00
Growth of Lowest Quartile - ELA	71.58%	12.50	9.00
Growth of Lowest Quartile - Math	79.37%	12.50	10.00

Respond to the following questions.

- a) Based on the school's Academic Progress for all students over the course of the school year, discuss the school's current performance and provide at least three explanations/root causes for the results (Note: We invite the school to provide information about all students including those below, at and above proficiency.)

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School Comments

**PCA demonstrated significant growth in ELA and math based on the trend data for the last two years.**

<i>Academic Progress</i>	<i>Last Year</i>	<i>72.13%</i>
Growth in ELA (grades 4-8)	62.61%	68.50%
Growth in Math (grades 4-8)	52.67%	74.30%
Growth of lowest quartile ELA (grades 4-8)	52.53%	71.50%
Growth of highest quartile ELA (grades 4-8)	48.99%	71.89%

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Growth of lowest quartile Math (grades 4-8)	75.16%	79.36%
Growth of highest quartile Math (grades 4-8)	54.46%	74.55%

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b) Looking ahead, what are your expected outcomes for Academic Progress for all students and what steps will you take to achieve them?

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School Comments

**PCA believes that it will continue to demonstrate exceptional student growth next year. The school has modified its overall schedule to allow for an increase in the number of courses students can participate in both arts and athletics, added pilot programs for proficient and advanced students, and implemented a schoolwide Multi-Tiered System of Supports (MTSS).**

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c) Describe how you will measure progress to determine whether you are on track to meet your expected Academic Progress outcomes for all students.

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School Comments

**PCA benchmarks all learners three times per year and uses this data to implement a high functioning program of MTSS. These programs are now supported by professional learning communities multiple times per week to allow teachers to collaboratively plan and assess using data. PCA has also enhanced its systems of MTSS for students that benefit from behavioral supports. The school is in the process of a comprehensive curricula review to make enhancements based on data, a review of its current systems of PBIS, and implementation of the Wilson Reading Program after much success with the Barton Program that is designed on similar research evidenced practices.**

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## 2.4 School Quality/ Student Success

Metric	Value	Points	Points Earned
On-Track Attendance	94.44%	50.00	47.00
Proficiency - Science		n/a	n/a
Proficiency - Social Studies		n/a	n/a

Respond to the following questions.

a) Based on the school's School Quality/ Student Success ratings over the course of the school year, discuss the school's current performance and provide explanations/root causes (positive and negative) for the results.

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School Comments

**PCA is proud to have demonstrated an increase in exceeding standards from last year. PCA faculty work diligently to meet the needs of our children and families. Student attendance is monitored regularly to ensure the success of all students.**

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b) Looking ahead, what are your expected outcomes for School Quality/ Student Success and what steps will you take to achieve them?

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School Comments

**PCA has reviewed the data for Science and Social Studies and is completing a comprehensive curricula review for this school year in Social Studies. PCA will continue to work with the state's Science and Social Studies Coalitions to ensure the curricula is aligned with the enhancement of state standards.**

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c) Describe how you will measure progress to determine whether you are on track to meet your expected School Quality/ Student Success outcomes.

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School Comments

**PCA will continue to monitor and evaluate our curricula based on the data we receive from the additional science and social studies assessments. PCA monitors student attendance weekly. Meetings are held with parents to develop truancy elimination plans should students not meet the criteria for attendance.**

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## 2.5 Progress toward English language proficiency (ELP) \* new

Beginning in the 2017-2018 school year, every school was measured on student “Progress toward English language proficiency (ELP)” This metric is an index calculation that measures the percentage of all current ELs who make annual progress toward ELP as measured by the statewide ELP assessment. ELP is defined as scoring a PL of 5.0 on the statewide ELP assessment. Attainment has been defined in Delaware as a PL of 5.0 and a level in which a student is considered to have met a proficiency level comparable to their native English speaking peers. [Therefore, a PL of 5.0 is considered a student’s Attainment Target \(AT\).](#)

Metric	Value	Points	Points Earned
Progress Toward English Language Proficiency		n/a	n/a

Respond to the following questions.

a) Based on your Progress toward English language proficiency (ELP) ratings over the course of the school year, discuss the school’s current performance and provide explanations/root causes for the results. Please include local assessment data if applicable.

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School Comments

**PCA does not meet the n-size for this metric.**

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b) Looking ahead, what are your expected outcomes for Progress toward English language proficiency (ELP) and what steps will you take to achieve them?

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School Comments

**PCA does not meet the n-size for this metric.**

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c) Describe how you will measure progress to determine whether you are on track to meet your expected Progress toward English language proficiency (ELP) outcomes.

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School Comments

**PCA will continue to monitor the progress of all English Language Learners and use WIDA along with internal assessments to ensure all learners are making progress.**

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### III. ORGANIZATIONAL PERFORMANCE

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

#### 3.1 Mission Specific Goal(s)

Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

1a. Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?

MEETS STANDARD: 100% OF OUR MATH CLASSES (19 OUT OF 19) WILL USE EUREKA MATH AS THEIR FOUNDATIONAL CURRICULUM RESOURCE.

Essential Question Indicator 1a: Is the school faithful to its mission as defined in its current charter, including approved mission-specific academic goals if applicable?				
Staff				
Measure	Definition of Rating	Data Source	Data Collection Process	Notes
Eureka Math – curriculum implementation	<p>Meets Standard: 100% of our math classes (19 out of 19) will use Eureka Math as their foundational curriculum resource.</p> <p>Approaching Standard: 84% - 95% of our math classes (16 to 18 out of 19) will use Eureka Math as their foundational curriculum resource.</p> <p><b>87% 23/26 Teachers</b></p> <p>Far Below Standard: Less than 84% of our math classes (15 or fewer out of 19) will use Eureka Math as their foundational curriculum resource.</p>	<p>Walkthroughs</p> <p>Lesson plans</p> <p>Student work</p> <p>DRASIT observations</p> <p>PIC data discussions</p>	<p>PDF Upload and entry into system by EOL.</p>	<p>1a.1</p>

a) Rate the school’s performance according to the criteria established by the school for its 2018-2019 mission specific goal(s).

#### School Comments

**PCA met standard in its annual mission specific goal for the last three years. All teachers were trained in the Eureka Math program in SY17/18. Professional development in the use of math manipulatives aligned with the Eureka curricula and SRI reading groups have resulted in an increase in student growth.**

b) Provide as **Appendix 1** the results (data source) of the school’s mission specific goal(s). Remember not to include any personally identifiable information (PII).

### 3.2 Organizational Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Organizational Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

## SUMMARY AND OVERALL RATING

### Providence Creek Academy

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	
2018-2019	M	M	M	M	M	M	M	M	M	M	Meets Standard

a) Describe the school’s organizational performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:

**PCA is proud of meeting all of the ratings outlined in the Organizational Performance Framework and for meeting overall standards for the last several years. PCA and its Board of Directors go above and beyond to ensure that the school is in compliance with these metrics. The school implements Oversight Meetings of the Board to ensure compliance.**

b) Identify changes to organizational practices that the school has implemented to improve the school’s organizational outcomes.

School Comments:

**PCA will continue to conduct self-assessments of all internal systems to ensure compliance and best practices are being met and exceeded. Internal reviews are followed up with additional trainings and professional development on best practices.**



c) Address any measure where school did not meet standard or is approaching standard.

**PCA is meeting all standards.**

## Performance Agreement

### Organizational Performance Expectations

Discuss the school's organizational performance based on its approved Performance Agreement.

Providence Creek Academy overall organizational rating is Meets. In the next renewal period, our expectation is to maintain the overall rating of "Meets, " as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

a) Discuss the school's organizational performance based on its approved Performance Agreement (see above).

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#### School Comments:

**PCA is proud to have met the Organizational Performance Framework standards for the last three years. PCA's Board of Directors monitors the school's progress closely and takes their job of oversight seriously. PCA's Board has had two trainings this year to ensure all members are up to date with their governance responsibilities. The Board also received training on the performance framework updates in October of 2019. Monthly reports are being supplemented to include additional data as a part of Head of School, Dean of Academics, and Dean of Student reports.**

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### 3.3 Board Financial and Governance Members and Training

a) Please complete the chart below with the necessary information. In accordance with Del. 14 §512 (15), the school shall have a satisfactory plan to ensure the effectiveness of its board of trustees, including governance trainings conducted for any new board members and at a minimum of once every 3 years.

#### Board Financial and Governance Training

First Name	Last Name	Role/Title	Financial Training Date
Christine	Chaney	Teacher Member	12/18/2017
Elizabeth	Colombo-Kutch	Parent Representative	11/30/2015
Chuck	Moser	Board Member	11/30/2015
Lisa	Moore	Treasurer	11/30/2015
Melissa	Rhoads	President	11/30/2015
Gary	Stulir	Vice President	1/18/2011

**Please attach all certificates or evidence of Board Governance Training for active board members.**

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School Comments:

**The PCA Board of Directors supports and monitors the training of all board members. The Board completed a second training with the Delaware Alliance for Non-profit Advancement in June of 2018. The Board also received training on the performance framework updates in October of 2019.**

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b) Please complete the chart below with the necessary information. Pursuant to [14 Del. Admin. Code 736](#) 6.1 Each member of a Citizen Budget Oversight Committee shall attend and receive a Certificate of Completion for the Citizen Budget Oversight Committee training within the allotted timeframe of his/her appointment to a Citizen Budget Oversight Committee. Provided further, additional training may be required from time to time as determined by the Department.

**Citizen Budget Oversight Committee Membership & Trainings**

First Name	Last Name	Role/Title	Financial Training Date
Bill	Bentz	Consultant	1/11/2011
Brenda	Cowell	Parent	2/2/2017
Jennifer	Durham	Business Manager	11/19/2014
Audrey	Erschen	Educator	10/8/2017
Lisa	Moore	Board	11/30/2015
Brandon	Paris	Employee	10/12/2017
Richard	Riggs	DOE Representative	11/30/2015
Denise	Stouffer	Head of School	9/16/2018

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School Comments:

**The PCA Board of Directors supports and monitors the training of all CBOC members. All CBOC members have received their training within the proper timelines.**

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**3.4 Teacher Retention: Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teaching staff?**

2018-2019		
% of Teachers RETAINED	# of Teachers RETAINED	# of Teachers ELIGIBLE
85	35	41

Review the table above with the school’s teacher retention trends and answer the following questions.

- a) Describe the school’s plans to monitor and minimize teacher attrition rates. Provide information about why teachers leave the school.

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School Comments:

**PCA began conducting exit interviews of all staff in SY19/20. The majority of exit interviews indicate that teachers are choosing to leave the school for more money and to be closer to home. In SY18/19, the Board of Directors approved a new teacher pay scale to address payroll concerns. The Board also made enhancements to its organizational structure. Beginning in SY19/20, PCA implemented an enhanced organizational chart that provided for additional human resource supports for all staff and received approval for a teacher developed alternative evaluation system that provided additional coaching and support for educators. Informal interviews with parents and staff have demonstrated an increase in satisfaction in the overall climate and culture of the school. PCA has enhanced its systems of support by adding new on-boarding training for new staff. The school has also enhanced its systems of support for classroom instruction through partnerships with UD and DSU by allowing pre-teachers to work collaboratively with PCA classroom teachers to support instruction.**

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- b) Describe how the school’s professional development plans support teachers and leadership.

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School Comments:

**PCA’s professional development program begins with mentorship. At Providence Creek Academy (PCA) the Comprehensive Induction Program (CIP) Vision is to ensure that all new PCA teachers receive the necessary professional support as they develop the essential knowledge, skills, and experience that will result in rigorous and deep learning experiences for all PCA students.**

**The mission of the PCA CIP is to develop and implement a local Comprehensive Induction Program specific to our campus environment, aligned with state initiatives, and tailored to the needs of new educators.**



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**PCA CIP Objectives:**

- 1. Empower and support novice teachers to implement consistent routines and procedures in their classrooms that respect the individual student.**
- 2. Establish a campus-wide collaborative teaching community that embraces classroom management, instructional mastery, effective student questioning, and positive student expectations.**
- 3. Encourage new teachers to embrace PCA's philosophy of family-oriented education while continuously maintaining strict ethical standards and classroom rigor.**

**Providence Creek Academy meets monthly with first year teachers and quarterly with second, third, and fourth year teachers. These meetings are designed to foster a sense of community and support among these novice educators. Teachers video tape themselves for feedback, discuss ethical issues, and offers suggestion and encouragement to each other. Meetings are facilitated by the Dean of Academics or the Lead Mentor.**

**Professional Development (PD) for the entire staff is focused heavily on three big ideas this year: Implementation of our piloted Writing and Phonics programs, Implementation of a cohesive and rigorous MTSS program, and Enhancement of the Arts Curricula. Schoolwide PD days are differentiated to allow teachers to most effectively devote their time. Sessions are facilitated by the Dean of Academics, the Reading Specialist, and the Math Specialist.**

**PD continues in the Professional Learning Communities (PLCs) that take place weekly throughout the year for all core subject teachers. Teachers meet weekly in MTSS PLCs to analyze both formative and summative data and incorporate flexible strategies and groupings into small group instructions based on dynamic data. Teachers also meet in either a Math or a Reading PLC. In those communities, Specialists facilitate teacher-driven craft improvement. Math focuses primarily on manipulatives and small group differentiation, while reading continues the work of implementing the pilot Writing and Phonics programs.**

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## IV. FINANCIAL PERFORMANCE

### 4.1 Financial Performance

Note: Please utilize the hyperlink in this sentence for more information about the [Financial Performance Framework](#).

The following tables will be completed by the Charter School Office. Please review for accuracy.

Financial Performance Framework Ratings	Near Term Indicators				Sustainability Indicators				Financial Management and Oversight	Overall Rating
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt Asset Ratio	Cash Flow	Debt Service Coverage Ratio		
Year	1a	1b	1c	1d	2a	2b	2c	2d	3	
2018-2019	M	M	M	M	F	AS	F	M	M	Meets Standard

a) Describe the school's Financial performance over the current school year (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

School Comments:

**PCA's is proud of its progress and in meeting financial performance framework standards. We have taken great strides in meeting the needs of the school as well as learners and employees. Additional revenue sources including grants have allowed the school to pay for one-time instructional initiatives while continuing to make enhancements such as those made to our teacher pay scale. PCA will continue to strive to meet all of the standards of the Financial Performance Framework.**

b) Identify changes to Financial practices that the school has implemented to improve the school's financial outcomes.

School Comments:

**PCA continues to review its budget monthly to ensure it will continue to meet standards. The school has been able to supplement its revenue with grants to provide additional on-time academic materials that will benefit instruction without placing a burden on the school's limited**

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**budget. PCA has been able to work with the EPA to obtain grants for bus replacement and the Delaware Department of Education for grants to implement academic pilot programs and professional development programs. Since these are one-time expenses, the school will not experience problems with sustainability.**

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c) Address any measure where school did not meet standard or is approaching standard

**Measure 2a. Total Margin:**

*Net Income divided by Total Revenue*

<b>2018-2019</b>
1 YR: 1.43%
3 YR: -3.09%

Total margin measures the deficit or surplus a school yields out of its total revenues ; in other words, whether or not the school is living within its available resources. The preferred result is a positive margin for the past year and the past 3 years.

**School Response To Rating:**

	2019	2018
Net income (Change in Net Position)	20,039	(950,904)
Total Revenue	7,634,546	6,894,120
Total Margin (Net income / Revenues)	0.26%	-13.79%
	2019	2018
Net income (Change in Net Position)	20,039	(950,904)
Add back Additional NPL Expense	31,856	135,930
Add back additional OPEB Expense	57,038	313,324
Adjusted Net income (Change in Net Position)	108,933	(501,650)
Total Revenue	7,634,546	6,894,120
Total Margin (Net income / Revenues)	1.43%	-7.28%



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PCA's added revenue resulted in a dramatic gain in overall margin. The overall margin was impacted by one-time expenses such as the purchase of buses and cuts to Division II funding. The net result of SY18/19 was a positive result of 1.43. The chart above was provided by the school's audit firm. This data exemplifies the school's gains due to the increase in funding as well as the changes in budget to compensate for the Division II cuts that have not been restored.

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**Measure 2b. Debt to Asset Ratio:**

*Total Liabilities divided by Total Assets*

2018-2019
0.99

The debt to asset ratio compares the school's liabilities to its assets, or what a school owes against what it owns. The preferred result is less than 0.90.

**School Response To Rating:**

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Providence Creek Academy's total current liabilities were \$12,438,599 and the total assets were \$939,834 which results in a debt to asset ratio of .99 as of June 30, 2019. The preferred ratio is less than 0.9. PCA is working to implement a strategic plan to achieve this rating.

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**Measure 2c. Cash Flow**

2018-2019
1 YR: \$93344
3 YR: \$-69296

Cash flow indicates the trend in the school's cash balance over a period of time. This measure is similar to days cash on hand, but indicates long-term stability versus near-term. Since cash flow fluctuations from year-to-year can have a long-term impact on a school's financial health, this metric assesses both three-year cumulative cash flow and annual cash flow. The preferred result is greater than zero.

**School Response To Rating:**

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PCA's cash and cash equivalents increased by \$93,344 as of June 30, 2019. Despite this gain, the three-year margin had a significant impact on the overall rating. The three-year trend is a result of 2018 fiscal year, was a result of revenue reductions from local school districts of \$46,372 and state revenue reductions of \$111,809. These two revenue reductions total \$158,181. This trend was compounded by the 2017 bus expenditures. PCA hopes to achieve this rating in SY19/20 when the three-year trend of SY 2017 is no longer a part of the calculation.

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## Performance Agreement

### Financial Performance Expectations

Providence Creek Academy overall financial rating is Meets. In the next renewal period, our expectation is to maintain the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

- a) Discuss the school's financial performance based on its approved Performance Agreement.

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School Comments:

**PCA meets the overall standards of the Financial Performance Framework.**

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- b) Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

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School Comments:

**This is not applicable to PCA.**

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## V. INNOVATION

Describe the school's innovative practice(s) that could be replicated at other schools in Delaware. Please include the data that supports the success of these practice(s).

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School Comments:

**The mission of PCA is to provide a safe, nurturing, and diverse campus environment allowing our K- 8 students to learn from experiences beyond the traditional classroom setting. Our mission is to empower students with opportunities to engage in a number of sports, visual and performing arts, creating connections with our community to provide deeper learning experiences. PCA's innovation is not in what we do, but in how we teach, partner with our parents, and our connections with our community. Through academics, arts, and athletics we are the PCA family.**

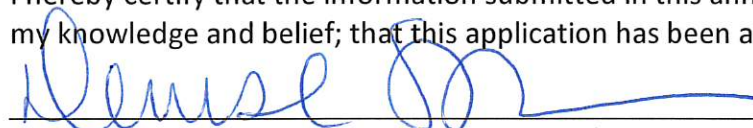
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**VII. ANNUAL REPORT CERTIFICATION STATEMENT**

<b>Name of School:</b>	Providence Creek Academy
<b>Location:</b>	273 W. Duck Creek Rd Clayton, DE

I hereby certify that the information submitted in this annual of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors.



11/22/19

Signature: Chairperson of Board of Directors (or designated signatory authority)

Date

***As approved by the Board of Directors at their regularly scheduled meeting on 11/21/2019.***

<b>Print/Type Name:</b>	Denise Stuffer
<b>Title (if designated):</b>	Head of School
<b>Date of approval by board of directors:</b>	11/21/19

## References:

<sup>1</sup> Based on September 30<sup>th</sup> Unit Count

<sup>2</sup> Pursuant to the Family Education Rights and Privacy Act (FERPA) (34 CFR §99), the DDOE applies the following statistical methods to avoid disclosure of personally identifiable information in aggregate reporting.

1. For all data, counts for groups or subgroups with 15 or fewer students are suppressed and represented by “-” in data reports. Complementary suppression of one or more non-sensitive cells in a table may be required so that the values of the suppressed cells may not be calculated by subtracting the reported values from the row and column totals.

2. Only report percentages for grade level reporting within a school and district.

3. Percentages are suppressed when the underlying student counts can be derived for groups or subgroups with 15 or fewer students (i.e., if the number tested and proficient are reported, then the percentage may need to be suppressed).

4. Any percentage above 95 or below 5 will be reported as >95% and <5%, respectively.

<sup>3</sup> Graduation rate data is lag data by one school year to include all students that have completed their high school diplomas during that year including summer graduates.