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THE COMMUNITY PUBLIC CHARTER SCHOOL ANNUAL REPORT JULY 1, 2011- JUNE 30, 2012

Mission

The mission of The Community Public Charter School is to provide an alternative and innovative learning environment, using the arts, to help children in grades six through eight learn in ways that match their learning styles; developing the whole child intellectually, emotionally, physically, and socially. Seeking to serve students who might be at risk of not meeting their potential, the program offers a balance of literacy tutorials and an arts-infused curriculum.

Goals

- Expand opportunities for students, who have not been successful in school, using the arts as a means of increasing literacy skills and as a means of expression;
- Use discovery, invention and reflection as the primary teaching pedagogy;
- Create an intimate educational setting designed to engage and empower each student to think critically, creatively and reflectively;
- Provide opportunities for students to achieve in literary, performing and visual arts;
- Design extensive process-oriented activities that result in a balance of process and product;
- Integrate educational experiences within the community and solicit active involvement from parents and others;
- Provide quality instruction by engaging and retaining a team of dedicated teachers and professional artists;
- Give students the skills to pursue their own goals and evaluate their own progress;
- Encourage family involvement as a key contributor to success;
- Teach students to think like artists.

Community Public Charter School welcomes students with the following characteristics:

Students who might:

- Be one or more years behind in reading and/or math;
- Learn differently from how school is traditionally taught;
- Lack motivation to do well in school;
- Experience difficulties with peers;
- Have poor organizational skills;
- Show an interest in learning through the arts;
- Thrive in a smaller middle school environment;
- Perform better with more active, experiential, hands-on-learning;

Accountability Measures: Faithfulness to the Charter

Objective:

The school strives to be faithful to the mission, vision and educational philosophy defined in the charter application and any subsequent approved amendment. Commentary on this year's progress toward our charter goals is in italics below each objective.

Goal One: The Community Public Charter School will improve the academic performance of all students.

Objective 1: To develop and provide arts-infused learning activities that result in engaged learning and deep understanding of concepts.

We are especially proud of our emphasis on project based learning with arts infused components this past year. Our most significant results were demonstrated in the Civics and Economics class.

Students engaged in a wide variety of project-based work to develop the social studies skills responsible citizenship requires. They examined and integrated primary and secondary sources into new media products that reflected their learning about civics and economics topics. Moreover, they created and explained a number of visual products, analyzed and used a variety of graphic media and media authoring tools, and routinely determined which information and tools would best allow them to identify a problem or question and plan to solve it through project-based work. Examples of student project-based work in civics and economics included 3D virtual models of important concepts and buildings, fictional narratives illustrating the criminal justice system at work, and the creation of a student-run design "business" through which participating learners used supply and demand economics to set prices and their speed of production.

Next year CPCS will begin a project-based learning elective to provide students with broad experience in new media authorship to support project-based work across the curriculum and to help students develop successful approaches to performance-based assessments.

The Community Public Charter School also made progress in all classes providing students with at least two arts-infused units in each class.

Objective 2: To improve student achievement in gaining the skills and knowledge defined by the Virginia Standards of Learning so that at least 70% of students pass the SOL tests.

The Community Public Charter School has largely met this measure.

Math 97.35% 8 advanced

Reading 86.8% 13 advanced

Writing 80% (8th grade only)

Science 100% (8th grade only)

Civics 67% (The Alternative Assessment plan raises this score to a passing score for AYP and accreditation but we did not reach this objective for Civics.)

In addition to the strong SOL scores three students received intensive Wilson Reading Instruction in 2011-12 and made impressive growth.

	Pre-test 1/12			Post-test 6/12			Growth	
	Spelling	Reading		Spelling	Reading		Spelling	Reading
Student A	27%	60%		89%	99%		329%	165%
Student B	39%	36%		85%	86%		110%	139%
Student C	80%	72%		100%	99%		25%	38%

Three students in grade six worked with SRI computer reading support. On average, students are expected to grow approximately 75 Lexiles per year.

	Lexiles	Date	Lexiles	Date	Growth in Lexiles
Student A	421	02/07/12	651	06/06/12	230
Student B	983	02/07/12	1127	06/06/12	144
Student C	504	02/07/12	630	06/06/12	126

Objective 3: To improve student homework completion by offering afternoon homework sessions resulting in 100% completion of homework.

The shortened school day has not allowed us to offer homework sessions at school as intended. CPCS does not give routinely required homework but rather encourages students to read for pleasure at home, actively engage in projects that use their minds well, extend school work by taking projects or lessons home to work on, get physical exercise, participate in family activities and feel relaxed at home.

Objective 4: To develop an awareness of the arts in the school community which can be measured by two performances/ public displays a year.

The Community public Charter School held two Expo exhibitions where students profiled their quality work. Students were actively engaged and the arts were emphasized. In addition, an art show was held at the Bikram Yoga Studio for six weeks. CPCS took part in the division wide Visual Arts Show.

Goal Two: The Community Public Charter School will create and sustain a school environment that invites personal commitment, responsibility and learning for all.

Objective 1: To increase the awareness of student empowerment through choice and through personal commitment to the school community.

The Community Public Charter School is making progress to meet this objective. There is less need for Choices as an intervention in all students by the middle of the sixth grade year and in all seventh graders. By 8th grade there is demonstrable change in students with a decreased need for Choices intervention, less need for redirection in classes and evidence that students take responsibility for helping other students.

By eighth grade students are able to use the language of Choices to describe their behavior, their goals and become responsive to the needs of the greater community.

Objective 2: To develop and celebrate individual, group and community contributions to the school and larger community.

The Community Public Charter School adds this to its challenges for the coming year. The Kid Hero Award given to a CPCS 8th grader from SARA celebrated one individual's contribution to the community. There was an art show at Bikram Yoga Studio. Students presented the results from their student created skateboard business in Economics at Murray High School.

Educational Plan, Student Performance Standards and Curriculum

The curriculum of the CPCS will be aligned with the standards and framework of the Albemarle County Public Schools and with the Standards of Learning established by the Virginia Department of Education. CPCS will follow the framework and curriculum designed by the teachers and administrators of the Albemarle County Schools

The innovative aspect of the academic program of CPCS will be in the areas of instruction and learning. The arts-infused nature of the program will offer teachers and students an alternative and engaging methodology for teaching and learning the established content material in each subject area. In addition, we will customize the learning environment for a diverse population of students with different learning styles. Instructional strategies include direct instruction, cooperative learning, case studies, laboratory learning, demonstrations, exhibitions, experiential learning internships, project-based learning and computer assisted instruction.

Teachers used a variety of these strategies to engage students in all classes.

Teaching in and through the visual and performing arts will allow for an emphasis on creative thinking and action around content standards within each discipline and for the integration of material across disciplines. The arts become the medium through which students acquire expected knowledge, skills and habits.

A concentration on visual arts and very little performing arts were introduced within each discipline. Creative thinking was encouraged in all areas.

The Community Public Charter School will follow the Quality School model. In this process, we commit ourselves to:

- Relationships based upon trust and respect, and all discipline problems, not incidents, will be eliminated.
- Total Learning Competency is stressed and an evaluation that is below competence or a "B" will be eliminated. All schooling (as defined by Dr. William Glasser) will be useful education.
- All students do some Quality Work each year that will be significantly beyond competence. All such work receives an "A" grade or higher, such as an "A+".
- Students and staff will be taught to use Choice Theory in their lives and in their work in school. Parents will be encouraged to participate in study groups to become familiar with the ideas of Dr. William Glasser.
- Staff, students, parents and administrators will view the school as a joyful place.

The Community Public Charter School made good progress in creating the framework for a Quality School model. Although we use completion and do not emphasize grades we are moving toward understanding the concept of quality in student work. We intend to use a portfolio plan for collecting quality work in each discipline for the 2012-13 school year.

Parents did not participate in Choice Theory study groups. We plan to offer groups 2012-13.

There are many areas of logical integration within the core subject areas of History, Language Arts, Science and Math. These points of intersection might occur quite naturally without any connection to the arts but introducing the visual and performing arts will make the content crossover more stimulating and thought-provoking.

The Community Public Charter School integrated one whole school unit of study during the year for a trip to the Luray Caverns. At least ten other units were taught in individual classrooms using an integrated model.

The Community Public School is committed to involving parents in the school community and believes that family involvement is a key contributor to student success. Parent satisfaction about CPCS is important to the fulfillment of the school's mission.

The Community Public Charter School 2011-2012 Parent Survey

59% of the Community Public Charter School families returned the parent surveys. The surveys were sent home by mail with a returned stamped envelope and were submitted anonymously.

This is the first CPCS parent survey.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Unsure
People who work at CPCS really care about my child.	71%	24%			4%
My child is excited about things he/she learns at school.	43%	48%			4%
My child is becoming a more independent thinker at CPCS.	52%	38%			9%
Technology is used effectively in classes.	48%	24%	4%		24%
I am satisfied with the education my child is getting at CPCS.	52%	43%			
There is someone at school I can talk to if I need to.	71%	24%			
I am satisfied with the communication I get from the school.	43%	33%	14%	4%	4%
Transportation is satisfactory.	43%	33%	10%		4%
I have a good understanding of how Choices is carried out at school.	29%	38%	14%		10%
My child participates in quality arts activities at CPCS.	52%	24%			19%
Teachers encourage my child to do his/her best at School.	67%	29%			
I feel welcome at CPCS.	90%	10%			
My child feels safe at school.	67%	24%	5%		5%
I can talk to my child's teachers if I need to.	90%	10%			
My child likes going to school.	86%	10%	5%		
My child is being challenged academically.	38%	33%			19%
It is good to have CPCS at Burley.	5%	19%	43%	5%	14%
It would be better if CPCS were not at Burley.		24%	14%		29%
I would recommend CPCS to friends.	95%	5%			

Quotes from Survey:

“I could not wish for a better place for my child to go to school. She wakes up and actually wants to go to school.”

“The environment has been beneficial to my child in regard to his esteem and decreasing stress around organization and the challenging academic tasks.”

“My child's confidence has grown twofold. He now reads by choice at an advanced level. At the absence of homework he has pursued a variety of quality creative pursuits. I see his curiosity, creativity, emotional well being and social ease have improved tremendously and credit CPCS.”

“My child is happy and excited about attending school. She loves her teachers and has made great friends”

“My child loves school and that makes me very happy because before he hated it.”

“My son loves going to school and has made great improvements over the past two years both academically and socially.”

“CPCS has been great for my son because the focus is not to memorize but really to learn the material. He is more confident and enjoys going to school.”

“This is an amazing school. The personal attention my child gets has really helped her blossom and take herself seriously as a student. She is making so much progress in her academics and her social skills. We feel so lucky. Thank you CPCS”

Expenditures:

Private donations funded the following expenditures for 2011-2012: totaling \$123,782

- One fulltime ACPS teacher salary plus benefits
- 15 hours a week counseling services
- 85 hours Mihr Walden Artist in Residence in class electives and arts-infused teaching
- Dale Morse Blacksmith all year forge master teaching
- Printing brochures, newsletters, etc.
- Art supplies for all arts-infused activities, arts electives and after school arts club
- Classroom supplies
- Food (family picnic, in-service, etc.)

Donated Services

- Karen Friedlander, parent. Metal Arts Elective , After School Arts Club, Art Show, School Management Team
- Boomie Pederson, parent, Drama Elective, School Management Team
- Nancy Mulrine, parent, Photographer, Art Show, School Management Team
- Norm Pederson, parent, Art Show
- Sandy Richardson, Co-founder, Admissions, Choices, Office support
- Bobbi Snow, Co-founder, Development and Outreach, After School Arts club
- Sharon Deal, School Improvement Board Member, Development
- Ellen Luksch, Counselor, Development
- Parents, Development

Major Challenges for 2012-13:

1. Clarify what aspects of the school are important to preserve and what needs changing.
2. Expand our arts program to include more than the visual arts. (drama, music, metalworking, etc.)
3. Continue our strong success in project based learning, standardized testing, and communication about our school to the Albemarle community.
4. Clearly articulate how we teach that leads to conceptual understandings and higher level thinking, is project based and arts infused and is not a “teach to the test” model.
5. Create a stronger adult community committed to sharing the leadership and working collaboratively.
6. Nurture a stronger student community with a student government, leadership group, morning meetings.
7. Continue to clarify the role of the School Management Team.
8. Create a long-term sustainable school with the ACPS board.