

**U.S. Department of Education**  
**2013 National Blue Ribbon Schools Program**  
**A Public School - 13DE3**

School Type (Public Schools):      **Charter**      **Title 1**      **Magnet**      **Choice**  
                    

Name of Principal: Dr. Samuel Paoli Ed.D.

Official School Name: The Charter School of Wilmington

School Mailing Address:      100 N. DuPont Road  
   Wilmington, DE 19807-3106

County: New Castle      State School Code Number\*: 70-295

Telephone: (302) 651-2727      E-mail: spaoli@charterschool.org

Fax: (302) 652-1246      Web site/URL: http://charterschool.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that all information is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Principal's Signature)

Name of Superintendent\*: Mr. Charles Baldwin      Superintendent e-mail: cbaldwin@charterschool.org

District Name:      District Phone: (302) 651-2727

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. John Stacy

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_  
(School Board President's/Chairperson's Signature)

*\*Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Director, National Blue Ribbon Schools (Aba.Kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, National Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## **PART I - ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made Adequate Yearly Progress (AYP) or its equivalent each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's AYP requirement or its equivalent in the 2012-2013 school year. Meeting AYP or its equivalent must be certified by the state. Any AYP status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2007 and each tested grade must have been part of the school for that period.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2008, 2009, 2010, 2011 or 2012.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

### DISTRICT

1. Number of schools in the district     0 Elementary schools (includes K-8)  
    0 Middle/Junior high schools  
    0 High schools  
    1 K-12 schools  
    1 Total schools in district
2. District per-pupil expenditure:   9722

### SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Urban or large central city
4. Number of years the principal has been in her/his position at this school:     2
5. Number of students as of October 1, 2012 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	113	140	253
10	131	109	240
11	111	123	234
12	122	121	243
<b>Total in Applying School:</b>			970

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native  
26 % Asian  
6 % Black or African American  
4 % Hispanic or Latino  
0 % Native Hawaiian or Other Pacific Islander  
63 % White  
0 % Two or more races  
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2011-2012 school year: 4%  
This rate is calculated using the grid below. The answer to (6) is the mobility rate.

Step	Description	Value
(1)	Number of students who transferred <i>to</i> the school after October 1, 2011 until the end of the school year.	19
(2)	Number of students who transferred <i>from</i> the school after October 1, 2011 until the end of the school year.	19
(3)	Total of all transferred students [sum of rows (1) and (2)].	38
(4)	Total number of students in the school as of October 1, 2011	970
(5)	Total transferred students in row (3) divided by total students in row (4).	0.04
(6)	Amount in row (5) multiplied by 100.	4

8. Percent of English Language Learners in the school: 0%  
Total number of ELL students in the school: 0  
Number of non-English languages represented: 0  
Specify non-English languages:

9. Percent of students eligible for free/reduced-priced meals: 2%  
 Total number of students who qualify: 16

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

10. Percent of students receiving special education services: 4%  
 Total number of students served: 4

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>3</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>1</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<u><b>Full-Time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>47</u>	<u>2</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>9</u>	<u>0</u>
Paraprofessionals	<u>3</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>6</u>	<u>0</u>
Total number	<u>67</u>	<u>2</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1: 20:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	<b>2011-2012</b>	<b>2010-2011</b>	<b>2009-2010</b>	<b>2008-2009</b>	<b>2007-2008</b>
Daily student attendance	97%	96%	97%	97%	97%
High school graduation rate	99%	99%	100%	100%	99%

14. **For schools ending in grade 12 (high schools):**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2012.

Graduating class size:	<u>240</u>
Enrolled in a 4-year college or university	<u>97%</u>
Enrolled in a community college	<u>2%</u>
Enrolled in vocational training	<u>%</u>
Found employment	<u>%</u>
Military service	<u>%</u>
Other	<u>1%</u>
<b>Total</b>	<b><u>100%</u></b>

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

No

Yes

If yes, what was the year of the award?

## **PART III - SUMMARY**

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The mission of The Charter School of Wilmington (CSW) is to engage highly motivated high school students with an interest in math and science by providing a challenging college preparatory curriculum in a safe, friendly and nurturing environment that integrates practical learning opportunities, sets high expectations, develops social responsibility and promotes a global perspective.

The Charter School of Wilmington is a nationally recognized college-preparatory math/science high school that continuously improves academic excellence by advancing overall student performance - to produce leaders for the 21st century.

In 1995, a group of visionary leaders from the Wilmington business community, encouraged by then Governor Thomas R. Carper, joined forces with educational leaders from the Wilmington area and from the Red Clay Consolidated School District to form Delaware's first public charter school-The Charter School of Wilmington. The school serves students from 8 schools districts in Delaware and over 60 feeder schools.

The vision shared by this group of leaders was to create a world-class STEM school for the state of Delaware and to share success with Delaware's public school system. The founding companies shared time, talent, and capital in the development of CSW. The influence of the founding companies is still felt today through their representation on the Board of Directors.

Early projections for the size of the student body were exceeded in a short time. What was envisioned as a total student population of approximately 600, soon grew to 800, and now capped at 970 students, in grades 9-12. Applicants need to express and demonstrate an interest in mathematics and science. The application packet must contain the student's final 7th grade report card, the first 8th grade report card, an "Official Confidential CSW Recommendation Form" and proof of residency. At present, the waiting list for available seats in the freshman class exceeds the size of the acceptance list. This high demand is a product of our academic and extra-curricular success.

CSW has been annually ranked #1 in reading, writing, math, science, and social studies of the Delaware Comprehensive Assessment System (DCAS) and maintains an SAT average score (1894), well above the state and national average.

On April 21, 2011, CSW received a recommendation of 'Full re-accreditation without stipulations' from the Middle States Association (MSA) visiting committee.

Charter was ranked #5 on the Best High Schools for STEM rankings (science, technology, engineering, math) by U.S. News & World Report (May, 2012) as well as a rating of 11th on the list of Top Charter Schools in the U.S. by World News & World Report (May, 2012).

Our school offers a challenging, college preparatory curriculum. To graduate from The Charter School of Wilmington, students earn a minimum of 24.5 credits. All students are required to participate in the Science Fair during their 11th grade year. Students must complete the following to graduate: Math (4 credits), Science (4.5 credits), Computer Science (.5 credit), English (4 credits), Social Science (3 credits), Foreign Language (2 credits), Math/Science/Computer Elective (1 credit), Physical Education (1 credit), Health (.5 credit), Electives (3.5 credits), Science Fair (.5 credit).

Our instruction focuses most heavily on developing our students' higher order skills: analysis, synthesis, and evaluation. We reach our objectives through a combination of traditional and innovative instructional techniques. Our lessons and assessments include: research projects, power points, essays, and various

Smartboard presentations. Our educational objectives are: to develop students who are technologically literate and able to understand and make use of computers and laboratory instruments,

CSW students have been successful in inter-scholastic and academic competitions placing at the top in state, national, and international competitions. These events are inclusive of varied disciplines; Science Olympiad, Math League, Envirothon, U.S. Physics Team, Mock Trial, Model United Nations, Academic Bowl, and World Quest. CSW writing and reading performances regularly receive State and national recognition.

The growth has provided the school an opportunity to excel beyond the academic arena. The athletic programs have grown in size and scope as well. CSW enjoys the highest rate of student participation in interscholastic athletics in the State of Delaware. CSW teams have earned several conference and state championships in a variety of sports.

Although our focus is STEM, Charter students in collaboration with Cab Calloway School of the Arts, are enrolled in art, drama, concert band, jazz band, marching band, chorus and other musical groups. In a symbiotic relationship, CSW provides Cab Calloway students the opportunity to enroll in a variety of advanced placement (AP) academic courses and to participate on Charter's interscholastic athletic teams, color guard and cheerleading squads. In total, CSW students are enrolled in 25 AP courses and score 94% at 3 or better. Over 850 exams were administered in 2012.

In July, 2011, CSW had a change in leadership. Under the new President's direction, the school continues to thrive. Building renovations, technology upgrades and a drive for science lab enhancements have been achieved through a comprehensive grant/ capital campaign. Next year, CSW will offer a Fluid Mechanics class, an engineering class typically offered at the college level, through a Foundation grant.

With the introduction of block scheduling, CSW was able to provide study halls and activity periods, helping to reduce student stress and allow student participation in over 65 clubs and activities. Student/faculty exchange programs have been initiated with high schools in Taiwan, Italy, and Spain as part of our global expansion program introducing our students and faculty to new cultures and teaching methods.

The addition of the Junior Research Science project as a high school requirement by CSW has been hailed and embraced by the local science community as long overdue. New partnerships are being formed and the collaboration is extraordinary ensuring that The Charter School of Wilmington remains on a steady course and known for being an innovative educational force in Delaware, and a national leader in STEM initiatives.

## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. Assessment Results:

In 2011 the state launched the Delaware Comprehensive Assessment System (DCAS). This adaptive assessment was administered on the computer for most students and replaced the state's previous paper-and-pencil exam, the Delaware Student Testing Program (DSTP). Students take the exams in the fall, winter and spring, giving educators the opportunity to adjust instruction throughout the year to meet student needs.

On the DCAS reading test, in the lower grades, the increases were generally higher, and as grade level increased, the amount of gain decreased. By year's end, about 60 percent of students at each grade (3-10) met or exceeded the standard in reading. Notably, about one third of students in each grade scored in the advanced level in reading.

The mathematics gains appear to be larger than the reading gains. The gains for grades 3, 4, and 5 are between 30 and 40 percent, with the largest gain at grade 3 (39.2 percentage points). The gains for grades 6 to 9 are between 20 and 25 percentage points, and the gain for grade 10 is 18 percentage points.

The state's science and social studies tests also were administered online this year, though each only had one testing window and the social studies exam was not adaptive. The DCAS science test results showed fewer than half of tested students meeting the standard. In the three grades tested in spring 2011, fewer than 49 percent of fifth graders demonstrated proficiency. Similarly, fewer than 48 percent of eighth graders and 40 percent of 10th graders met the proficient standard. Science trends across districts mirrored long-term patterns seen during the DSTP years, but at a lower level likely due to more stringent performance level cut scores.

Guide to the State Rating System:

Superior: AYP is met while the school or district is not under improvement and additional rigorous state criteria are met.

Commendable: AYP is met while the school or district is not under improvement.

Academic Review: AYP is not met for one year while the school or district is not under improvement.

Academic Progress: AYP is met for one year while the school or district is under improvement.

Academic Watch: AYP is not met for two or more years. School or district goes into or remains under improvement

Higher Proficiency Standards: In September 2010, the State Board of Education adopted a new scoring system that "raises the bar" for what is considered proficient on the exam. The new system recognizes that we must be preparing our children to compete in a global economy by requiring a greater mastery of core subjects to achieve a rating of "proficient" on the exams. As expected, this depressed student scores, both individually and in group/aggregated scores.

When you take a look at the performance of The Charter School of Wilmington students versus the rest of the state, CSW students perform very well on the state's DCAS test. For example, the fall of 2012 testing in reading, 99% of students in the 9th and 10th grades at CSW were "proficient" compared to the rest of DE where 47% of 9th grade students were proficient and 50% of 10th grade students were "proficient." For Math, during the same time period, 99% of CSW's 9th grade students were proficient and 100% of 10th grade students were proficient compared to the rest of DE where 42% of 9th grade students were proficient and 44% of 10th grade students were proficient. In the spring of 2013, students take the second phase of DCAS testing in reading & math. In reading, 98% of CSW 9th grade students were proficient and 100% of 10th grade students were proficient. For the rest of DE, 67% of 9th grade students were proficient and 73% of 10th grade students were proficient. In math, 100% of CSW's 9th and 10th grade

classes were proficient, while 70% of DE's 9th graders were proficient and 69% of 10th graders were proficient.

The Charter School of Wilmington was ranked 36 out of over 1000 schools by Newsweek Magazine (June, 2011) for the Top High Schools in the United States. The Charter School of Wilmington was ranked #19 on the Best High Schools for Math and Science list by U.S. News & World Report (September, 2011).

Delaware's DOE Guide to the State Rating System:

Superior: AYP is met while the school or district is not under improvement and additional rigorous state criteria are met.

Commendable: AYP is met while the school or district is not under improvement.

Academic Review: AYP is not met for one year while the school or district is not under improvement.

Academic Progress: AYP is met for one year while the school or district is under improvement.

Academic Watch: AYP is not met for two or more years. School or district goes into or remains under improvement

Recent Achievements:

- “Superior performance” rating for overall school performance in Delaware Public School accountability ratings.
- Top-scoring high school in the State on Delaware Math Assessments (1998-2011)
- Top-scoring high school in the State on Delaware Reading Assessments (1998-2011)
- Top-scoring high school in the State on Delaware Writing Assessments (1999-2011)
- Top-scoring high school in the State on Delaware Science Assessments (2000-2011)
- Top-scoring high school in the state on Delaware Social Studies Assessments (2000-2011)
- Highest average SAT scores in the State (among all public high schools) (2000-2011)
- National Merit Scholarship Winners (2002-2011)
- First place in State at Delaware Science Olympiad (2000-2011) top one third in National Science Olympiad
- Academic Bowl-State Champion (2002-2011) 2009 National Champion
- State and National French, Latin and Spanish contest winners (2003-2011)
- Most awards received at First State Journalism Contest (2004-2009)
- First place at Delaware Math League Invitational (both 9th grade team & 10th-12th grade teams; 2000-2008)
- Students placing first in the State individually Delaware Math League Invitational (2000, 2003, 2004, 2005, 2006, 2007, 2008, 2010)
- Math League Press Team ranked 1st in the United States (2001, 2002, 2003, 2005, 2008)
- First Place in Regional Delaware Math League (2001-2011)
- First Place in State in Delaware Envirothon (1999, 2000, 2002-2011) (1st place in North America - 2008)
- Most awards received by a school at Delaware Science Expo (1998-2011)
- First Place “Best of Show” Award at Delaware Science Expo (1999-2011)
- First Place in Odyssey of the Mind Competition (2002-2011)
- United States Presidential Scholar Student (2002, 2003, 2006, 2007, 2008, 2009, 2010)
- United States National Physics Team (2002-2010); 36 semi-finalists and 11 national team members
- 2003 gold medalist International Physics Olympiad; 2007, 2008 silver medalists International Physics Olympiad
- Three Davidson Fellows Scholarship Awards from the Davidson Institute for Talent

## Development

- Delaware Mock Trial Competition 6 Time State Champions 2006-2011 and 3rd place in Nation 2008
- World Quest State Champions 2007-2011; 4th place in Nation 2008; 9th in Nation 2009
- Delaware Chemical Olympiad State Winners (1999-2008)
- National Senate Youth Scholar 2005, 2007
- USA Biology Olympiad semifinalist & finalist –  
Gold Medal International Competition 2008, 2009, 2011
- FIRST Tech Robotics Regional Champion 2006, 2010 - Regional participant 2005-2010; World Championships participant 2005-2007
- TEAMS Engineering Competition - Varsity: First place regional 2002-2003, 2005-2010; National Champions 2003, 2006. JV - First place regional 2000, 2005-2007; National Champions 2007
- Three Presidential Awardees for Excellence in the Teaching of Mathematics and Science
- USA Today All-USA Teacher 2005
- 2009 Life Sciences Educator's Award Columbus Scholar
- Delaware State Chamber of Commerce Superstars in Education teaching award
- 2005, 2008 Governor's Youth Volunteer Service Award
- Superstars in Education Award winner
- First place Smart Drive Program scholarship winner (2008, 2009)
- State Brain Bee Champion 2010-2011; 8th in Nation 2011
- 2011 Gold Banner Winner for Jefferson Council Volunteer Awards
- 18 out of 20 winners in 2011 Delaware Today's Best High School Essayist Contest (including first place)

Our performance trends have stayed within a 5% margin at the highest end of the scale and results have been consistently 96% or greater in proficient and advanced categories. During the 5 years of testing the state assessment has changed from DSTP to DCAS. This accounts for a small decrease in performance scores as the test went from paper & pencil to an online test delivery system. In addition to the online delivery, the new test is also adaptive. This means the questions will adjust depending on the student's skills and knowledge in an attempt to capture the highest accuracy of a student's performance.

The current state performance test system is online which means the results are available almost immediately. This allows administrators, teachers, students, and parents to view results once the test is complete. The performance test also has an online reporting system that helps analyze where the student has done well and where they need improvement. When the reports become available teachers will work with students to overcome their weak areas. In the meantime teachers use their own assessments to determine where a student needs improvement and concentrate on those topics.

## **2. Using Assessment Results:**

Throughout the year, CSW collects and analyzes quantifiable and observable evidence of individual learning and growth from many resources. Evidence of student learning is used to evaluate and improve curriculum effectiveness and professional development. CSW has a planned and well-executed curriculum that includes appropriate academic standards and assessment, based on research and best practices. Our educational program parallels our mission and is approved by the Board of Directors, is sufficiently financed, and periodically reviewed by stakeholders. The curriculum addresses the needs of all students and challenges them at every level.

Our academic programs are structured so each student is placed in a level that will challenge one without being overwhelmed. To accommodate the range of abilities at The Charter School of Wilmington, we provide three levels of ability groupings which we call "phases." Each student's phase is initially determined through placement testing required for acceptance and entrance into Charter. Acceptances to The Charter School of Wilmington are based on meeting a Specific-Interest Preference in Math &

Science. We evaluate each applicant for specific-interest eligibility through the use of a point-system rubric and/or a supplemental interview. Scores on the CSW-administered (TerraNova™) placement test assess exposure and foundation in Math and Reading. The test is also used to phase students in three ability groupings so students are challenged but not overwhelmed. The English Department carefully phases each incoming student by individually examining both the student's reading and language scores on the entrance test and the student's writing ability demonstrated by the entrance essay.

Challenge testing occurs in the Spring for all rising eighth graders who have applied/been accepted into CSW. The purpose of the challenge test is to determine appropriate phasing and course load for students.

The Math Challenge Test topics correlate with the topics of the Integrated Mathematics Program, Courses I and 2, at CSW. The integration of topics in our curriculum is not limited to the traditional general topic areas of Algebra and Geometry. Our program includes Statistics, Probability, Logical Reasoning, Discrete Math, and Trigonometry as well as Algebra and Geometry. Students who demonstrate exemplary performance on the initial test would qualify for placement in Math 3.

The English Department's Challenge Test provides the department more data for the best English phase placement for an incoming ninth grader. Sometimes the test scores and the writing ability on the entrance essay suggest different phase placements, so this additional assessment maybe required for some students.

The World Language Department allows incoming freshmen to take a challenge test in Latin, French or Spanish to determine what year of a language they may take.

### **3. Sharing Lessons Learned:**

The leadership at CSW believes in setting a high priority on school climate/culture. Administration delegates responsibilities to all stakeholders (parents, students, faculty), which creates a sense of ownership.

Teachers are also given opportunities to present during any our in-service days throughout the school year. For example, we had two faculty members present during our last in-service on course webpages and the various web page platforms. We had discussions on the pros and cons, various aspects of pedagogy related to course webpages and so on. Five platforms were compared (Quia, Moodle, Edublogs, Wikispaces, Google sites). The second part of the training involved concurrent workshops on the different platforms in 5 different rooms. These would be the "how to" sessions - people would bring their questions about what they wanted to learn, and they could circulate among the workshops if they wanted to. Everyone was given a laptop to use. And any workshop group would be free to explore other online resources if there were extra time.

Our faculty also participates in Positive Learning Communities (PLCs). A professional learning community is characterized by the collaborative work of educators to continuously seek, share, and act on their learning in order to improve their practice for the purpose of improved student outcomes (Astuto, 1993). By modeling collegiality, intellectual inquiry, critical discourse, and continuous improvement, professional learning communities raise the expectation and standard for students' level of engagement, development, and achievement.

Department chairs meet with administration twice a month and our faculty meeting always takes place on the last Thursday of the month.

CSW mentors/tutors students at three local elementary schools, the Boys/Girls Club and through the Buddy Program at Richardson Park Learning Center (RPLC). We host the Charter Science Expo and offer science enrichment class visits to local schools using science kit extension activities.

Our teachers/faculty volunteer at the following organizations:

- Academic Achievement Committee for a local charter school
- FAME Panel (Forum to Advance Minorities in Engineering) – guest speakers
- Area Churches and Cultural Organizations - promote the values of STEM education and college education
- Delaware Council of Teachers of Mathematics – guest speakers at workshops
- NEST- MIT’s network for educators of Science & Technology - shares professional development (PD), lesson plans and resources on a national level; workshop presenter
- Delaware Governor’s STEM council - works with teachers, educators and business professionals to improve opportunities and quality of science, technology, engineering and mathematics education for students
- American Horticultural Society - works with educators nationally to present and share PD to use plants, gardens and horticulture to educate students; workshop presenter
- DIAA Athletic Officials Committee
- National Merit Scholarship Corporation selection committee – reads for the top merit awards issued per state by NM.
- Association for Computing Machinery – workshop presenter
- Several charter school boards – offers assistance to startup charter schools
- Delaware Charter Schools Network – shares expertise with state-wide network and member schools

Our teachers and faculty:

- Attend luncheons with 7th and 8th grade students at local elementary schools and attend evening High School Night sessions with parents and students to promote the benefits of STEM education and attending college
- Partner with the Delaware Children's Museum – hosts a Science Expo and participates in weekend Science and Engineering activities for museum guests
- Partner with Delaware Lahore Delhi Partnership for Peace for the India and Pakistan – offers lecture series at CSW
- Sponsor a CSW Blood Drive for the Delaware Blood Bank
- Sponsor a Lego League team at a local charter school
- Present a workshop with Newark CHADD and a college search for students who have ADHD
- Represent CSW on DuPont's engineering panel for Girl Scouts program
- Share Physics study guide with other high schools
- Share tests with State Driver Education (Dr Ed) teachers and Delaware Driver Safety Education Association (DDSEA)
- Worked on the State Curriculum and State Final Exam for Dr Ed at summer workshops
- Helped develop and write the State of Delaware DPAS II Component 5 Pre and Post test for Dr Ed teachers

#### **4. Engaging Families and Communities:**

School counselors at the Charter School of Wilmington are an integral link in the educational system. They promote educational success by enhancing the development of academic skills, interpersonal skills and self-understanding. This is achieved through a collaborative working relationship with teachers, parents, and Wellness Center staff. School counselors help students to recognize their innate talents and encourage them to share these talents with others in an increasingly diverse society.

School counseling services also educate students in decision making, problem solving, goal setting, self-esteem, and educational/occupational opportunities.

Special events include: Junior Parent Night, Senior Parent Night , Financial Aid Guest Speakers, over 100 college visits a year are scheduled, College Planning Inventories

The Charter School of Wilmington is very fortunate to have such involved and caring students, parents, alumni and faculty. We have a strong communications system in place to engage all our shareholders from sharing breaking news and successes with them to rallying the troops for legislative action at the polls.

- A new website informs parents, students, alumni and our community about current news, opportunities and heralds our students' successes.
- Our Home Access Center (HAC) and Teachers Access Center (TAC) allow students to check their grades and parents to monitor their child's academics. Teachers can communicate with classes or individuals with TAC.
- Gmail and Moodle accounts have been created for all students and faculty to share homework assignments, news and supplemental materials.
- Our Emergency Alert System sends automated phone messages and emails to our parents, students and faculty.
- Our parents receive a weekly email, a monthly Parents Newsletter, a weekly email message and regular YouTube video clips from our School President.
- Our School President and administration attend monthly Parent Association and Athletic Booster Club meetings.
- Our Board of Directors holds monthly meetings open to the public.
- A daily Activity Period allows for students assemblies as needed to share information or host an awards ceremony for seniors.
- Charter administration and the Board of Directors invite parents to participate/volunteer as members on the following groups:
  - Middle States
  - Parent Association
  - Blue and White Club (Boosters)
  - Board of Directors
- Parent Involvement is critical for these opportunities:
  - Science fair judges
  - Mentors
  - Field Trip Chaperones
  - Special Fundraising Events

Last year, our community raised \$200,000.00 with 55% participation in the Charter Fund. Separately, the Parent Association raises \$50,000.00 annually and our sports booster clubs generate about \$100,000.00 to help offset the cost of our \$600,000.00 sports program. These funds have been used to broaden our range of classes and extracurricular activities, provide transportation for sports, and complete minor facility improvements.

# PART V - CURRICULUM AND INSTRUCTION

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## 1. Curriculum:

CSW's organizational structure and climate (culture, atmosphere, standards), support our curriculum. The roles, responsibilities, and expectation of the administration and faculty are clearly defined. Administration, faculty, and support staff are qualified to provide a top quality educational experience.

Our school offers a challenging, college preparatory curriculum. To graduate from The Charter School of Wilmington, students earn a minimum of 24.5 credits, compared to the State of DE's requirement of 24 credits. All students are also required to participate in the Science Fair during their 11th grade year. Students must complete the following to graduate: Math (4 credits), Science (4.5 credits), Computer Science (.5 credit), English (4 credits), Social Science (3 credits), Foreign Language (2 credits), Math/Science/Computer Elective (1 credit), Physical Education (1 credit), Health (.5 credit), Electives (3.5 credits), Science Fair (.5 credit).

Over a three-year period, Integrated Mathematics teaches the same mathematical topics as a contemporary Algebra 1, Geometry, Algebra 2, and Pre-calculus sequence. The difference is in the organization of the content. Instead of being separate courses, algebra, geometry, trigonometry, and mathematical modeling are interwoven throughout each of the three years. In addition, topics from logical reasoning, measurement, probability, statistics, discrete mathematics, and functions are interwoven through each year. The structure and content of Integrated Mathematics is such that students can progress to Calculus without taking an additional pre-calculus course. Integrated Mathematics has been designed to prepare students for success in college, their careers and daily lives in the 21st century. It also helps them develop their abilities to explore and solve mathematical problems, think critically, work cooperatively with others, and communicate ideas clearly.

This program is built on the idea that students develop better conceptual understanding of mathematics and stronger problem solving skills when they:

- See the connections among different branches of mathematics
- Are actively involved in the learning process (including hands-on exploration)
- Study mathematics that is meaningful

Eighth grade students who demonstrate exemplary performance on the initial test would qualify for placement in Integrated Math III.

The science curriculum at The Charter School of Wilmington is designed to provide the best possible college-preparatory science education for all students. The core (required) curriculum consists of:

- Set of three one-semester 9th grade courses (Introduction to Chemistry, Introduction to Physics, & Introduction to Science Research.)
- Biology
- Chemistry
- Physics

The entire science curriculum, including the core curriculum as well as electives relating to pre-engineering, medical sciences, and environmental science, foster science literacy and understanding essential for success at the college and career level. The core curriculum is designed to meet and exceed the Delaware State Science Content Standards, with electives offered to enhance and broaden students' experience prior to entering college.

The computer science program at The Charter School of Wilmington is designed to introduce all students to computer science. The Computer Science (CS) Department offers a strong and varied program. It prepares students to consider a CS and/or CS Engineering Major in college as well as CIS, IS, IT, Networking, and Information Security majors or minors that flow from CS. Computer Science at CSW gives students the fundamentals to enroll in these programs with deliberate confidence.

The World Language Department follows the core standards of communication, culture, connections, comparison and community. In order to be competitive during the college admissions process we encourage our students to take four years of a language. The following courses may be taken to fulfill the Charter School of Wilmington's two-year world language requirement: Spanish I, II, III, IV, V, AP and Advanced Spanish Literature; French I, II, III, IV, AP and Advanced French Literature; Latin I, II, III, IV, AP and Advanced Latin Literature. Courses must be taken in succession, and the two required courses must be in the same language.

CSW's English language arts curriculum is focused on developing our students' reading, writing, thinking, and speaking skills in preparation for admittance to some of this country's finest colleges. Since our lowest level course is college-prep and our highest level is AP (college) level, we follow not just the Common Core Standards, but also vertically team our curriculum to align with College Board standards. We encourage our students to be life-long readers, writers, speakers, listeners, critical thinkers, and problem-solvers. The English department takes pride in providing students with quality instruction that appropriately challenges students while creating a climate that honors appropriate risk-taking. We want students to become effective communicators both orally and in writing. We demonstrate that writing is a process – one that ultimately galvanizes students to think more clearly and deeply about a topic. Students will learn the appropriate research techniques so to avoid plagiarism, especially the correct use of MLA guidelines as outlined in the seventh edition handbook. Students at every grade and phase level are expected to read literature that will challenge and engage them.

The Social Studies curriculum at the Charter School of Wilmington includes a three year requirement. Freshmen are required to take our Integrated Social Science course which includes a foundation of economics, civics and geography and an application of each into regional studies. Sophomores take our World History course which examines topics ranging from the fall of the Roman Empire to global issues of the 21st century. Juniors take our United States History course which covers the U.S. Civil War to present U.S. History. In addition, we offer a wide range of advanced placement, full-year and semester elective courses that focus on a variety of topics that might interest our students. All of our courses strive to prepare our students for college as well as long-term global citizenship. Some of the key elements emphasized in our social studies curriculum include:

- Critical thinking, problem-solving skills, and collaboration to promote innovation.
- An ethical learning environment that develops good decision making, habits, and virtues.
- Cultural awareness that is important to appreciate unique differences within an interconnected and multicultural world community.

The goals for our Health, Physical Education, and Driver Education (HPEDE) department are to meet and exceed State, National, and International standards in each of our curricular areas. It is important to provide our students with a safe, friendly and nurturing learning environment. The students are provided the knowledge, tools, and models to make healthy choices and enjoy lifetime sports/activities. We also encourage our students to make mature, responsible, and self-directed decisions. Finally, we do incorporate a global perspective into all areas of our departmental curricula.

## **2. Reading/English:**

CSW's English language arts curriculum is focused on developing our students' reading, writing, thinking, and speaking skills in preparation for admittance to some of this country's finest colleges. Since our lowest level course is college-prep and our highest level is AP (college) level, we follow not just the

Common Core Standards, but also vertically team our curriculum to align with College Board standards. To further this endeavor, the tenth and twelve grade classes have participated in national WordWright Challenges (modeled after AP-level questions); Charter's 10th grade team placed first in the nation in the third WordWright meet held in February. The Word-Wright Challenge is an international competition for high school students requiring close reading and analysis of various styles of prose and poetry. More than 58,000 students from across the country (and three foreign nations) participated in this competition. Our tenth grade students are currently second in the nation and our twelfth grade students are first. We plan to expand the program to all grade levels next year.

Our instruction focuses most heavily on developing our students' higher order skills: analysis, synthesis, and evaluation. We reach our objectives through a combination of traditional and innovative instructional techniques such as: whole class Socratic discussions, small group projects, guiding study questions, video and audio clips, podcasts, journaling, and, of course, essays. In addition, we welcome opportunities for cross-curricular assignments like non-fiction science-based reading and reaching as many Gardner's intelligences as possible by integrating musical, fine art, kinesthetic, and inter- and intra- personal elements to our lessons.

CSW's English department harnesses the modern advances in technology. Our lessons and assessments include: blogs posts, webcasts, power points, glogs, and various Smartboard presentations. In order to maintain a consistency of instruction, the English department has collaborated on a vocabulary strand, a grammar strand, and a writing skills strand. The vocabulary strand involves utilizing Prestwick House's Vocabulary Power Plus for the New SAT workbooks in each grade level. Our grammar strand focuses our grammar instruction on specific concrete skills per year, regardless of the phase of the student. Instead of teaching and re-teaching every grammar skill, every year, we have streamlined our approach with seeming success, so each year our students are mastering different skill sets. Our writing strand also attempts to streamline our students' instruction. Each grade level assigns four major writing assignments a school year with one of those assignments being research-based. These four writing assignments fit into specific types of writing (ie: expressive, narrative, definition) we have assigned to each grade level. This is our first year implementing our writing strand and we will be evaluating the value of each type of writing that we selected for each grade level. Our writing instruction has always emphasized that writing is a process that requires planning, drafting, and revision before a final draft is ready for submission. We rely on teacher-feedback, as well as extensive peer mentoring (within a class and across grade levels), to assist with the revision process.

For the 2012-2013 school year, the English department was confronted with a significant amount of incoming ninth graders who tested below CSW's standard scores in reading and writing. In order to adjust our challenging curriculum without lowering our standards, we created a unique ninth grade English class tailored to the needs of these struggling students and assigned our best teacher to its instruction; many schools refer to this practice as Response to Intervention (RTI).

### **3. Mathematics:**

The Mathematics Department of Charter School of Wilmington (CSW) is an area of specialization (STEM) that requires a minimum of 4.0 earned math credits out of the requisite 24.5 (Students average 5.5 math credits). Our curriculum is structured to provide students of all capabilities with a challenge that will not overwhelm them but inspire them to succeed. Our Math curriculum consists of 14 courses offered at 22 levels. Student enrollment is based on ability, skill and prerequisites, not grade level. Our instruction is based on the concept of Integrated Mathematics. Our approach is, specifically, over a three year period, Integrated Mathematics courses teach the same math topics as a contemporary Algebra 1, Geometry, Algebra 2 and Pre-Calculus sequence. The difference is in the organization of the content. Instead of being separate courses Algebra, Geometry, Trigonometry and Mathematical Modeling are interwoven throughout each of the three years. Additionally, topics from logical reasoning, measurement, probability, statistics, discrete math and functions are intermingled through each year. The structure and content of Integrated Mathematics is such that students can progress to Calculus without taking an additional pre-

calculus course. We have found this to be highly motivating and integral to improving the math skills of students who are at an accelerated level, which provides them with an opportunity to take higher level math courses (i.e., Calculus) as underclassmen.

Integrated Mathematics has been designed to prepare students for success in college, their careers and daily lives into the 21st century. It also helps them develop their abilities to explore and solve mathematical problems, critical thinking, communication and cooperative work. The concept is that students develop better understanding of mathematics and enhanced problem solving skills as demonstrated by:

- Connecting the different branches of mathematics
- Active involvement in the learning process
- The study of meaningful mathematics

This approach has proved highly successful as evidenced by our outcomes in the AP scores of our students.

A variety of methods and strategies are utilized across the spectrum of learning. Smart boards are used in all math classrooms to deploy a variety of multimedia leaning strategies.

Learning takes place in the typical classroom environment and beyond. Peer to peer mentoring/tutoring programs are an essential element of the department methodology. This has benefits beyond the obvious advancement of the individual student. It provides an opportunity to augment the CSW mission of “Innovation, Ethics, Cultural Awareness, Motivation, Respect, Mastery, Social Responsibility, and Partnerships”.

Other approaches inherent in the culture are student led discussions, role play, student observation, oral presentations, math league participation, teacher availability (before, during and after school hours), parent-teacher interaction and involvement and data analysis by Management

Last but not least is the CSW collaboration with the Cab Calloway School of the Arts. Cab Calloway students attend our math classes and are a vital part of our curriculum decisions. The school occupies the same physical space as CSW; we have a unique opportunity to live our mission on a daily basis. These students have provided increased clarity of our desire to provide mathematical education for all levels not just the focused math student. Their participation, input and desire to succeed brings another dimension to our learning for which we are and will always be, grateful.

#### **4. Additional Curriculum Area:**

The science curriculum at The Charter School of Wilmington is designed to provide the best possible college-preparatory science education for all students. The core (required) curriculum consists of three one-semester 9th grade courses (Introduction to Chemistry, Introduction to Physics, and Introduction to Science Research), Biology, Chemistry, and Physics. The entire science curriculum, including the core curriculum as well as electives relating to pre-engineering, medical science, and environmental science, foster science literacy and understanding essentials for success at the college and career level. The core curriculum is designed to meet and exceed the Delaware State Content Standards, with electives offered to enhance and broaden students’ experiences prior to entering college.

Science courses at the Charter School of Wilmington employ a variety of instructional methods to facilitate student learning in conjunction with the goals of our school’s mission statement. Fundamental skills that stress what scientists must possess in order to conduct science and share experimental results are learned through the introduction to science research course. These skills include: experimental design, library and Internet research skills, measurement and laboratory skills, critical and analytical thinking skills, keeping a research notebook, lab report writing, summarizing and presenting data.

Emphasis is placed on practical applications in associated health fields. For example, elective courses in medical science such as forensic science and anatomy and physiology emphasize inquiry-based activities using computer-based technology to gather and analyze data. Students are required to work independently and in groups to research and solve simulated medical cases and to perform various medical testing procedures. Biology courses at the Charter School of Wilmington use methodology that includes both lecture and laboratory experiences supplemented with current event topics. The neuroscience course uses a clinical approach as students learn about brain imaging techniques, neurological testing techniques, and work to solve case studies.

The introduction to engineering course focuses on how to use the engineering design cycle to solve problems. This teamwork-emphasized course achieves this goal by the application of various strategies for designing, problem-solving, prototyping, and evaluating design solutions. In the forensic science course emphasis is placed on inquiry, research, and technology to investigate data and reach firm conclusions. Students work independently and in groups to research information and solve simulated crimes.

The addition of the Junior Research Science project as a high school requirement by CSW has been hailed and embraced by the local science community (i.e., Christiana Care, Astra Zeneca, Verizon, Delmarva Power, Ashland Inc. and DuPont). Employees from these companies are participating in learning lunches and sharing their talents, creating internships for students, volunteering as science fair judges, and mentoring Junior Research students. New partnerships are being formed and the collaboration is extraordinary, ensuring The Charter School of Wilmington remains on a steady course and remains an innovative educational force in Delaware, and a national leader in STEM initiatives. Staff members are also visiting other top STEM schools across the country to gather "best practices" to incorporate into CSW's curriculum and planning.

The school president hosts business lunches with national and local companies focusing on STEM areas such as engineering, technology and bio-medical engineering. Business guests see firsthand, through a student business presentation, how talented our students are and how they can shape young minds through financial and in-kind investments.

The guests have an opportunity to strengthen or create relationships with CSW that ultimately leads to a better workforce in the future. As a result of these lunches, CSW received new science lab equipment, grants, computers, laptop carts and internships.

## **5. Instructional Methods:**

The Charter School of Wilmington believes that critical thinking, problem solving skills, and collaboration promote innovation. We also strive to develop an ethical learning environment that creates good decision making, habits and virtues. To appreciate all the unique differences within an interconnected and multicultural world community, CSW places a high priority on cultural awareness. Our academic programs are structured so each student is placed in a level that will challenge one without being overwhelmed. To accommodate the range of abilities at The Charter School of Wilmington, we provide three levels of ability groupings which we call phases. We review each student's academic history and standardized test scores so that each student is assigned to classes that will stimulate and challenge. The result is a custom-tailored program that allows maximum academic growth and achievement. Teaching methods/styles differ, but the ultimate goal is the same, to deliver the best instruction to the students. CSW also offers online courses through the University of Delaware for dual credit (credit towards Charter graduation and credit to be used at the college level) in our Learning Lab with a CSW staff member as the moderator. The cost to the family is \$625.00 per course.

CSW relies heavily on data, which plays a major role in our decision making. Meeting the needs of the students is vital, so teachers are required to assess the students, analyze the data, and make any adjustments they feel necessary. Parents and students are able to see the results of assessments on the

Home Access System (HAC) and are encouraged to communicate with the teacher with any/all concerns.

The Charter School of Wilmington is a nationally recognized college-preparatory math/science high school that continuously improves academic excellence by advancing overall student performance.

## EDUCATIONAL OBJECTIVES

- To prepare students who are thoroughly educated in mathematics and science.
- To prepare students who are broadly educated in the humanities.
- To prepare students who are technologically literate and understand the operation and use of computers and laboratory instruments.
- To prepare students who are able to communicate effectively, both verbally and in writing.
- To prepare students who are firmly grounded in character development.

Our instruction focuses most heavily on developing our students' higher order skills: analysis, synthesis, and evaluation. We reach our objectives through a combination of traditional and innovative instructional techniques. Our lessons and assessments include: research projects, power points, essays, and various Smartboard presentations. Our educational objectives are: to develop students who are technologically literate and able to understand and make use of computers and laboratory instruments. Our most significant use of technology in the English department is our contract with Turnitin.com. Not only do we use Turnitin.com for plagiarism prevention and education, but also to facilitate peer revision and access paperless grading. In an effort to maintain a consistency of instruction we've established a culture where there is a lot of cross-curriculum collaboration. We recognize the importance of working together, sharing experiences and recognizing the fact that diverse abilities and interests impact student learning/growth.

### **6. Professional Development:**

CSW's administration and faculty have developed and implemented a long-range strategic plan to improve its educational program. The plan is directly linked to our school's mission and operational plans and focuses on the continuous improvement of student performance and professional and organizational growth. The importance of professional development can't be overemphasized, especially in a field as vital as education. Only by continually assessing the latest research, techniques and knowledge in the profession can we hope to stay effective.

It is critical for both young and veteran teachers to have ongoing and regular opportunities to learn from each other. Ongoing professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more.

The CSW administration is responsible for using the Delaware Performance Appraisal System (DPAS II) to evaluate all teachers/specialist. Teachers and specialist are given a formative assessment each year and a summative assessment every other year. The evaluation process includes a pre-observation meeting, the actual announced classroom observation, and a post-observation meeting. The DPAS II system supports continuous improvement of instructional practice and student outcomes by helping evaluators and teachers monitor professional growth and student improvement.

In DE, as part of the race to the top initiative, CSW has developed our own Professional Learning Communities (PLC) where teachers are able to work and learn together to ensure high levels of learning for all students. With the assistance from a "Data Coach" (provided by the DOE), CSW is able to use the multiple varieties of data to help our educators make more effective instructional decisions and drive continuous improvement.

Each department chair has a budget to manage throughout the course of the school year. The money can be used to support staff development or purchase needed supplies/materials.

All teachers are required to attend in-service days. We had four during the course of the 2012-2013 school year and the staff are encouraged to request different topics/ideas to be addressed. We are constantly sharing best practices with each other, which often times results in a staff member or more presenting during the in-service. At the end of the in-service, we send out a survey asking for staff feedback.

Data coaches meet with our teachers/departments at least two times per month to review data regarding those teachers' student data, help the teachers identify areas of deficiency and progress, and offer suggestions for teachers to address student needs as identified by the data. Through the coaching program, the data coaches -- all former experienced educators -- will help our teachers accelerate student achievement and sustain progress.

CSW looks at professional development as a combination of job-related, focused and in-depth learning, practice, feedback, reflection, and support experiences designed to enhance participants' perspectives, insights and/or attitudes; and which lead to improved professional practice and student performance. Effective professional development programs include ample opportunities for knowledge acquisition, skill mastery, descriptive feedback, and refinement in the work setting.

## **7. School Leadership:**

The Charter School of Wilmington (CSW) administrative leadership consists of a President and Vice President who are Delaware State certified Principals. They are complimented by team of five certified counselors, a Chief Financial Officer (CFO), and a Public Relations/Development/Admissions Officer. Through weekly 2 hour student services meetings all facets of school life are discussed and areas of concern identified and addressed. Additionally individual students with particular needs are identified and corrective measures debated and implemented. Material/ financial resources, as well as student progress for each discipline, are reviewed bi-weekly in after school meetings chaired by the President with the Vice President, CFO, and seven appointed Department Chairs. The President communicates with all families and students on a weekly basis through electronic means by newsletter and You Tube show called, The Prez Sez. Parent, student, and staff input play a key role in the day to day operations of CSW.

CSW's leadership team consists of the following individuals:

The **President** is the Leader of the school. He answers to the CSW Board of Directors and oversees the development of the school and constantly works to achieve the goals outlined in his strategic plan. .

The **Vice President** manages the day-to-day operations. He oversees the curriculum, scheduling, in-service training/staff development, oversees assessment programs, responsible for establishing a positive learning environment and the climate/culture at the school.

The **Disciplinarian** is also the the schools **Athletic Director**. He is responsible for managing student behavior and teacher write-ups. As the school's AD, he's responsible for overseeing our school's athletic programs.

The **Chief Financial Officer** oversees the schools' budget, reports monthly financial reports to the board, and acts as the schools **Human Resource Officer**.

**Department Chairs** meet with their departments on a regular basis and have mandatory meetings with the President and Vice President every two weeks. Each department is consider a Positive Learning

Community (PLC) where they are expected to share teaching ideas/strategies, review data, and discuss curriculum ideas/concerns.

**Director of Development** is responsible for fundraising, marketing, communications, admissions and overseeing the school's many outreach programs.

It is the leadership philosophy of CSW to:

1. Administer the school in strict compliance with State and Federal Charter School regulations ensuring a free and appropriate public school education for students with a demonstrated interest in Math and Science.
2. Academic rigor, exposure to appropriate social activities, and challenging physical development will be the basic principles guiding our daily routine.
3. Leadership training for students will be paramount in our operations and integrated into the curriculum. Student leadership will be included/ advised on all major operational decisions and will enjoy open door access to CSW Administration.
4. Material and financial resources will be allocated and allotted to the maximum extent in support of our student's education.
5. Pursue through Foundation grants, community donations, and state and federal agencies, funding and resources for the upgrading of our physical plant, technology, and science laboratory modernization.
6. To maintain a CSW outreach program effectively communicating to members of the community that diversity is a welcome entity and all may apply.
7. To continue to develop partnerships with our middle school, secondary, and post-secondary institutions in pursuit of student achievement.
8. To provide professional development opportunities for staff and an ideal workplace.
9. Decisions at CSW are made always with the best interest of the student in mind.

# PART VII - ASSESSMENT RESULTS

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: 10 Test: Delaware Comprehensive Assessment System  
Edition/Publication Year: 2007-2012 Publisher: State of DE Dept. of ED

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient and Advanced	100	100	99	97	96
Advanced	86	88	92	97	96
Number of students tested	234	247	252	249	236
Percent of total students tested	100	99	100	99	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient and Advanced				100	100
Advanced				89	90
Number of students tested				18	20
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>4. Special Education Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>6. Asian</b>					
Proficient and Advanced			95	95	95
Advanced			95	95	95
Number of students tested			55	47	62
<b>NOTES:</b>					

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 10 Test: Delaware Comprehensive Assessment System

Edition/Publication Year: 2007-2012 Publisher: State of DE Dept. of ED

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient and Advanced	97	98	100	100	100
Advanced	81	89	54	57	67
Number of students tested	234	246	252	247	236
Percent of total students tested	98	98	100	98	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient and Advanced	Masked	100		94	100
Advanced	Masked	94		44	80
Number of students tested	7	17		18	20
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	Masked	Masked			
Advanced	Masked	Masked			
Number of students tested	8	6			
<b>4. Special Education Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>6. Asian</b>					
Proficient and Advanced	97	100	100	100	100
Advanced	79	93	75	64	71
Number of students tested	67	67	55	47	62
<b>NOTES:</b> Masked indicates data were not made public because fewer than 10 students were tested.					

13DE3

## STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 9 Test: Delaware Comprehensive Assessment System

Edition/Publication Year: 2007-2012 Publisher: State of DE Dept. of ED

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient and Advanced	100	100	100	100	99
Advanced	97	93	97	88	92
Number of students tested	239	229	258	257	248
Percent of total students tested	98	99	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient and Advanced	Masked	Masked	100	93	100
Advanced	Masked	Masked	88	73	89
Number of students tested	8	8	17	15	18
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced		Masked			
Advanced		Masked			
Number of students tested		7			
<b>4. Special Education Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>6. Asian</b>					
Proficient and Advanced	100	100	93	95	98
Advanced	100	98	93	95	98
Number of students tested	65	63	74	57	48
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13DE3

## STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 9 Test: Delaware Comprehensive Assessment System

Edition/Publication Year: 2007-2012 Publisher: State of DE Dept. of ED

	2011-2012	2010-2011	2009-2010	2008-2009	2007-2008
Testing Month	Apr	Apr	Apr	Apr	Apr
<b>SCHOOL SCORES</b>					
Proficient and Advanced	98	98	100	100	100
Advanced	90	92	74	75	81
Number of students tested	240	229	258	257	248
Percent of total students tested	99	99	100	100	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>2. African American Students</b>					
Proficient and Advanced	Masked	Masked	100	100	100
Advanced	Masked	Masked	76	53	78
Number of students tested	8	8	17	15	18
<b>3. Hispanic or Latino Students</b>					
Proficient and Advanced	Masked	Masked			
Advanced	Masked	Masked			
Number of students tested	6	7			
<b>4. Special Education Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>5. English Language Learner Students</b>					
Proficient and Advanced					
Advanced					
Number of students tested					
<b>6. Asian</b>					
Proficient and Advanced	99	98	100	100	100
Advanced	97	90	78	93	85
Number of students tested	65	63	74	57	48
<b>NOTES:</b>					
Masked indicates data were not made public because fewer than 10 students were tested.					

13DE3