2014 CHARTER SCHOOL RENEWAL

SCHOOL NAME: PACE Academy		COUNTY: Orange		GRADES: 9-12	
Academic Performance					
Year	Composite	Growth	AYP/AMOs	School Designation	Enrollment
2013	25.8%	Met	Not met	---	---
2012	50.0%	Not met	Not met	Priority School	131
2011	*	Not met	Not met	Low Performing*	153
2010	*	*	Not met	95% Participation Violation	159
2009	57.3%	High	Met	Priority School	113

2012-2013 Percentage of Race of Total Population						
	American Indian	Asian	Hispanic	Black	White	Two or More Races	Pacific Islander
Charter School	0	3.1%	16.4%	33.6%	43.0%	3.9%	0
LEA	0.6%	15.1%	14.3%	11.8%	51.5%	6.6%	0
North Carolina	1.8%	1.8%	9.4%	27.4%	56.3%	3.2%	0%

2011-2012 Economically Disadvantaged		**2012-2013 Four-Year Cohort Graduation Rate**		**2012-2013 Withdrawal Rate**	
Charter School	20.9%	**Charter School**	51.6%	**Charter School**	16.1%
LEA	24.7%	**LEA**	92.6%	**All Charter Mean**	9.4%
All LEA	58.73%	**North Carolina**	82.5%	**All Charter Median**	6.7%

Current Noncompliance:	Accountability
Office of Charter School Recommendation:	OCS recommends nonrenewal of the charter for PACE Academy or a maximum of 3 years with specific conditions that must be annually met or the charter is to be surrendered. PACE Academy has a history of noncompliance findings in the areas of Accountability, Criminal Records Checks, Exceptional Children's, Governance and Finance. PACE has failed to test 95% of its students in multiple years (2010 and 2011). The charter school has not met subgroup targets for four consecutive years and met growth once in the past five years. Although the charter school is no longer on a Governance Warning for violating Policy TCS-U-006, concerns remain about the school's overall operation and functionality of the board. Additionally, the Finance Department has serious concerns about the financial stability of the charter school and its ability to operate long term. The school's enrollment has declined for three years. A recent student enrollment audit found that the school claimed 169 students but only 89 were present, 43 absent, 11 were in court and 26 were coming later. Last year, expenditures exceeded revenues by $245,000 leading to a fund balance decline of 60%. According to the Division of Business, the school has serious cash flow issues. If the charter school does not meet the conditions below, then its charter should not be renewed in 3 years:

	Academics: Charter school will demonstrate a performance composite greater of 60% or greater or meet expected academic growth in all three years. Failure to meet these criteria shall result in the governing board's surrender of its charter agreement immediately. **Legal Compliance:** Charter school will comply with ALL requirements under statute, federal programs and State Board of Education policies as noted on the Annual Compliance Checklist. If a violation occurs the charter school has 30 days from department notification to create a plan to remedy the violation or surrender its charter agreement. Failure to meet these terms will result in SBE revocation of charter process within 60 days of the noncompliance. **Fiscal Audit:** Financial audit is submitted on time and no significant findings or concerns are documented from local auditor and the Department of Public Instruction. Failure to submit a timely audit shall result in the governing board surrendering their charter. **Governance:** Board will demonstrate effective governance by: -Providing a board calendar to the SBE noting at least nine scheduled meetings. -Providing board meeting minutes within 10 days of each scheduled meeting to the OCS. -Complete board governance training (minimum 12 hours) through the OCS or other accredited providers. -Develop a strategic plan to earn a charter renewal. -Meet all requirements as stated in the charter agreement. Failure to meet these criteria shall result in the governing board's surrender of its charter agreement immediately.
Charter School Advisory Board Recommendation:	The Charter School Advisory Board recommended that the State Board of Education not renew the charter for PACE Academy. PACE had patterns of noncompliance, low academic performance, and concerns related to the financial sustainability. The nonrenewal votes of the CSAB were unanimous.

*School did not meet the 95% participation requirement and was deemed Low Performing. This was the second year the school failed to test at least 95% of enrolled students.

PACE Academy/Chapel Hill-Carrboro Schools
Performance Composite Comparison

Legend: ◆ Chapel Hill-Carrboro Schools   ■ PACE Academy
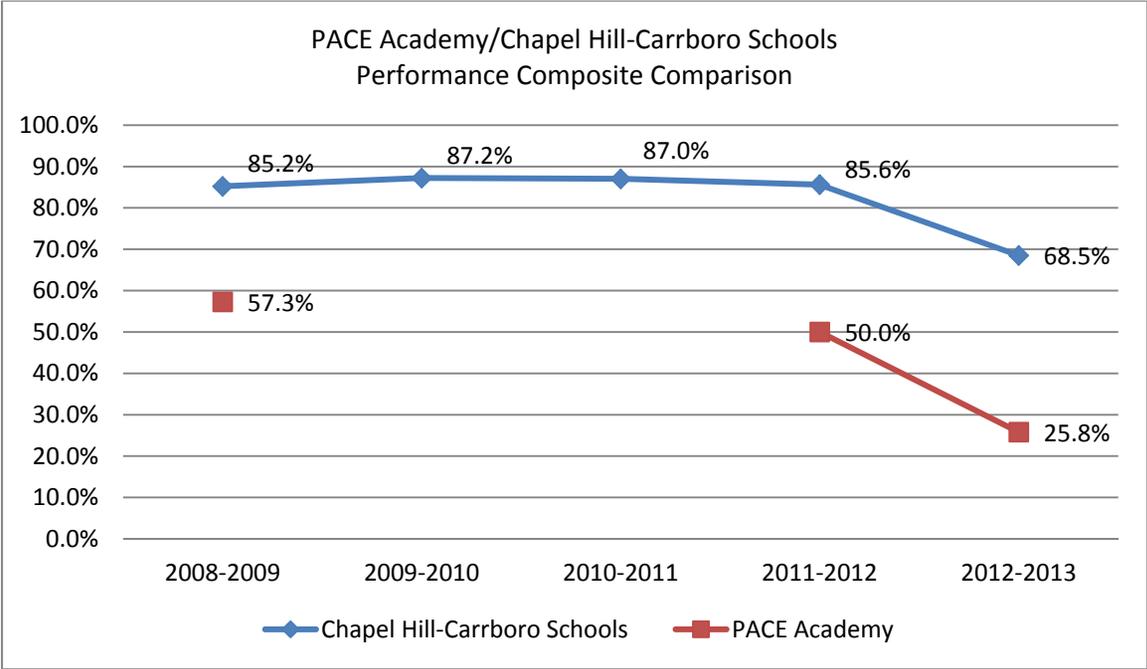
CHARTER SCHOOL RENEWAL VISITATION REPORT

School: PACE

Location: Carboro

Date of Visit: 5/2/13   **Grades Served:** 9-12

Office of Charter School Consultants Present: Lisa Swinson and Cande Honeycutt

Administrator: Rhonda Franklin

Enrollment during the site visit: 140

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Mission Statement: The mission of PACE Academy is to support the academic growth, emotional development, and professional readiness of all students. We believe community-based learning promotes sound decision-making, encourages independent problem solving, and provides our future workforce with prerequisite skills necessary for securing and maintaining post-secondary employment.

Background and Purposes:

PACE received a 10 year charter renewal from the State Board of Education, effective from July 1, 2004- June 30, 2014. They were granted a ten year renewal.

As part of the renewal process for schools with charters expiring in June 2014, a site visit was performed by members of the Office of Charter Schools. Its purpose was to afford the team an opportunity to talk to parents, staff members, and the administrative team including board members. Through a series of questions, the team hoped to attain a broader picture of the school, particularly in terms of continuity and fulfillment of its mission, its ability to provide for the academic and other needs of its students and their parents, and the support and development of its current staff. Ms. Rhonda Franklin was notified ahead of time about the visit and was allowed to choose the people to represent each of these groups. Ms. Lisa Swinson, the renewal team leader, requested that each group embody a cross section of experience. As an example, the team hoped for parents with diverse demographics as well as the length of time their children had attended the school. The team sought the same diversity variation in the staff members.

General Information:

PACE has had an increase in student enrollment as evidenced by their "Best 1 of 2" in 2010 at 99, 2011 at 158, and 2012 at 154.

On-site activities:

Parents:

The school uses ThinkWave, phone calls, face-to-face, videos and photos through text and emails to communicate with parents. Parents can log on to ThinkWave to check attendance and grades.   Rhonda often text parents throughout the day. The staff is easily accessible through phone, face-to-face and email. The school does not send hard copies of communication to parents and this is a barrier. Communication is 24-7; No matter the time of the day, the staff will respond to phone calls from parents and students. At the end of the school year, the school provides a formal transcript and the school provides a hard copy of the child's work. The school does not provide information about the school's test data. Parents have to look online for the information related to state testing data.

The school is welcoming. The students are very welcoming to their classmates and they accept everyone.   The parents noted that they do not know how the school fosters such a strong sense of acceptance of the special needs students but it is impressive. The teachers look at each child and incorporate different modalities in their teaching such as music and art. (This was evidenced during the tour: art work on the walls and a key board in the classroom with music). They try to cater to each child to ensure they master the information.

The parents noted the following areas as strengths:

- Acceptance of students by staff and students. There isn't one child who doesn't feel believed in 100%.
- They feel accepted loved and supported. The school takes the time to understand each child to see what they are capable of.
- Students' self-esteem rises tremendously once they enter the building. The school teaches the students that they are different and it is okay to be different.

The parents noted the following areas as needs for improvements:

- IEP meetings were not being held and reviewed on a constant basis (3 years ago). This was communicated to Rhonda and she changed the program and began to implement the plan.

- They should provide transportation so that it can be more accessible.
- The school does not promote themselves. There are so many other children who get lost in the large high schools and this is a very healthy high school environment.
- More sports offerings for students. The school only offers basketball. They used to offer Frisbee, bowling, baseball, and tennis.
- The community thinks that this is a school for troubled or special education students.

Staff:

The teachers noted that Rhonda and Jane lead the school without micromanaging. They allow teachers to do what they need to do to reach students in the classroom. The administrators have an open door policy with the staff, parents and students.

The staff is sent information about conferences/workshops from the administrators. The staff also seeks opportunities for professional development such as the entire staff attending conferences in Boston, Salt Lake City and Kentucky. There are monthly professional development sessions for cross curricular planning. Duke offers a lot of continuing education classes that are free. The staff has not attended the NC Summer Institute for Common Core.

The school is moving to computerized lesson plans through Think Wave. The objectives for the week are posted on the website.   Every student and parents has log on information, as well as colleagues, to see the objectives that are being taught during the day.

The staff is very flexible with the curriculum and are able to cater lessons to benefit to students. Performance based learning opportunities are done with the freedom to do things that are more relevant. Real world learning opportunities such as the creation of the community garden, keeps teachers and students excited. Teachers desire to have more technology in the classroom.

The staff does get together at the end of the day to speak informally about their day. There is not a common planning time.   Teachers are able to see what their colleagues are teaching through Think Wave. The school uses rubrics and individual assessments. There is not a school wide assessment other than state testing.

There is a regular monthly conference day with parents. Parents can come in or call in on that designated day. Students go home at noon. All staff participate in the Saturday school that follows the parent conference day

Administration visits the classrooms for daily to check-ins. There is a meeting afterwards in which the teachers give feedback first and then. There is a written evaluation at least twice per

year. All new teachers have a mentor and they have weekly check-ins. The entire staff is small and they spend time together outside of school.

The staff noted the following as strengths:

- All students interact with each other. There are no outcasts. Everyone comes into their own and the staff fosters those types of relationship. The students can not avoid each other and there are no cliques. Special needs students are not ostracized

- The administration is open and friendly. They make working here fun. Rhonda knows everything that is going on. Jane makes sure that everything comes together.

- Traveling both regionally and internationally

The staff noted the following as needed improvements:

- Technology

- More funding for trips

Board/Administration:
There were 4 board members and three administrative staff members present. The Board Chair, Ms. Mason, explained that she physically attends every third meeting and monthly meetings are done through Skype. The Board votes either face-to-face or electronically. Historically, the board meetings are held on Saturday. Parents usually do not attend the meeting and the meeting schedule is posted on the school's website. There is a slot for public comment included on the agenda. Meetings usually last 1 1/2 hours. The school knows that they have been successful and they have begun discussing ways of publicizing their successes. The strategic plan is in the process of being updated. The school has struggled to get quality board members because people do not want to put the 24-7 commitment. The board has had to be highly selective.

The school uses Acadia for their budgeting. The principal stated that she was not aware of the number of students who had withdrawn. There are a number of students who come to PACE from the LEA who have had academic/behavior problems. The school still continues to enroll students because it is a school of second and third chances.

The board chair noted that it is not the boards responsibility to deal with day-to-day running of the school. Teachers get calls from students and they know they will be helped throughout the night. Some students are thrown out of their homes in the middle of the night. It is a personalized approach that students have a connection with the staff. Knowing the students in the small setting and contacting them is something that the school does very well. Every student is valued and respected. Even those that really struggle.

Ms. Franklin added that the school can not force students to stay. Saturday school is offered and although the school would like to be able to save them, the school cannot save all the students. We still have to test students even if they miss half the semester. We do not do illegal things.

There is not a school leadership team because the school is small. The staff is very involved in the day-to-day decision making process. The teachers create individual assessments and the school does not have a school wide benchmark. Students are able to work or have an internship and there is flexible scheduling. Schedules are created by using a transcript audit. Their personal situations are used to cater to their needs when it comes to scheduling. Every child is looked at individually.

The school follows the state requirements for graduation. Most students are enrolled in at least 3 courses in order to be considered full time students. It is based on their personal academic information.

The greatest issue is continuing to meet the requirements by the State especially by the EC population. PACE is doing such great things but everything is not assessed.
When asked about the areas of noncompliance, the school responded that only one student did not take the ACT test and that they are prepared for Common Exams. The Criminal Records checks had not been completed at the time of the site visit. The Exceptional Children's report were completed and sent to the school's EC Consultant.

Summary:

1.   PACE was on Governance non-compliance from August 2012 until July 2013 for licensure. They now have 50% certified and are compliant as of November 2013.

2.   PACE is currently non-compliant in Accountability and recently became compliant in EC after their Fall Compliance Review. All other areas are compliant.

PACE Academy

Program Area	Area of Noncompliance
Accountability and Testing	1) Test all students appropriately to ensure valid test scores. Specifically ACT assessments. 2) Ensure all students are tested on End of Course

	assessments, ACCESS for ELL assessments, and other state required assessments. 3) Submit all required files to NCDPI on due dates. 4) Submit all requested data to DPI upon request. 5) Ensure that all students with accommodations are administered assessments correctly, per NCDPI monitoring visit. 6) Enroll students into courses by 10th day of semester to ensure that all students are listed for testing appropriately. 7) Complete all testing in a timely manner to ensure that all testing is completed during the testing window.
Criminal Records Check	Per State Board Policy TCS-U-002, no criminal record request has been submitted to the Office of Charter Schools. Currently compliant
Exceptional Children	1) Continuous Improvement Performance Plan (CIPP): 2012, timely submission; 2011, did not submit; 2010, late submission. 2) Determinations: 2012 for 10-11 data -- Needs Assistance - timely and accurate data submission; 2011 for 09-10 data - Needs assistance-timely and accurate data submission; 2010 for 08-09 data - Meets Requirements. 3) The LEA received a routine LEA Program Compliance visit in October 2012. Records were found to be in noncompliance in the areas of Prior Written Notice, Evaluation/ Reevaluation, Eligibility, IEP Development, and Transition. The required training has been completed and corrections are due in the spring of 2013. Currently compliant
Governance	May 17, 2012: GS 114C-238.29F(e)(1): School has met requirements for licensure plans and is awaiting copies of licenses from NCDPI.

	October 22, 2012: PACE Academy remains on governance non-compliance status until all requirements are met. Currently compliant
Finance	The Division of School Business has serious concerns about the financial stability of this school and their ability to operate long term.

Financial Report on Charter Schools
Summary for Renewal
November 2013

School: **Partnership for Community Education (PACE)**
Unit #:   **68N**
Location: **Orange County**

Assessment: **The Division of School Business has serious concerns about the financial stability of this school and their ability to operate long term.**

NCDPI Financial Noncompliance notifications in last 5 years: None

Financial Viability:

Near Term Indicators		2011	2012	2013
1a.	Current Ratio	57.45	39.07	33.39
1b.	Unrestricted Days Cash	95.44	73.48	14.42
1c.	Final Funded ADM	1.48	0.95	0.86
1d.	Default	No	No	No
1e.	Revenue over expenditures	28,554	(69,356)	(245,187)
Sustainability Indicators		**2011**	**2012**	**2013**
2a.	Total Margin	2%	(5%)	(19%)
2b.	Debt to Asset	0.01	0.02	0.01
2c.	Cash Flow	(7,341)	(81,006)	(261,940)
2d.	Debt Service Coverage Ratio	NA	NA	NA
2e.	Fund Balance	31%	25%	10%

1a. Current Ratio: A current ratio of greater than 1.0 indicates that the school's current assets exceed its current liabilities, indicating ability to meet current obligations.
PACE met standard for current ratio for all of the past three years.

1b. Unrestricted days cash on hand: Industry standard recommends a minimum of 30 days cash on hand to cover one month's of operating expenses.
PACE met industry standard for unrestricted days cash on hand two of the past three years, but fell below standard for the most recent year. The significant decrease from 2012 to 2013 is a serious concern.

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Financial Report on Charter Schools
Summary for Renewal
November 2013

1c. Final Funded Average Daily Membership (ADM): ADM determines all funding. Final Funded ADM variance of less than 1.0 indicates a decline in ADM, which could be a result of population changes or a low demand for enrollment due to academic or other concerns. A variance of less than 1.0 may result in current or future financial instability.

Year	2011	2012	2013
ADM	154	146	125

PACE did not meet the standard for the past two school years. The significant decrease in average daily membership is a serious financial concern.

The school claims 169 students in membership for fiscal year 2013-14. School Business staff visited the school on the morning of November 21, 2013 and performed a headcount of students. This was not a full student accounting audit. The following was the result

89 students	*present*
43 Student	*absent*
26 students	*administration stated that these students attend school in the afternoon or evening and would not be at school in the mornings*
11 students	*were in court due to an incident*

1d. **Default:** Schools that are not meeting financial obligations, either through missed payments or violations of debt covenants, are at risk of financial distress. A school that has received formal notice of default from a lender may be at higher risk of financial distress and may have difficulty meeting its operational and academic obligations required under law and the charter contract. *PACE did not default on debt in prior three years.*

1e. Revenue over expenditures: Schools that may be at risk of financial insolvency consistently expend more than revenues. *PACE expenditures exceeded revenues by $69,356 and $245,187 for the years ended June 30, 2012 and 2013 respectively. This significant deficit raises serious concerns about the ability of this school to manage their funds.*

2a. Total Margin: General preference in any industry is that total margin is positive. A total margin in any year of less than -10 percent is an indicator of financial risk. *PACE met the standard for total margin ratio only once in the previous three years. PACE fell far below the standard in the most recent year.*

2b. Debt to Asset: If a school's debt to asset ratio is greater than one, most of the school's assets are financed through debt. High ratios are said to be "highly leveraged" and could be in danger if creditors demand repayment of debt. Industry standards stipulate that a debt to asset ratio less than 0.9 indicates a financially healthy balance sheet, both in the assets and liabilities. *PACE met the industry standard for their debt to asset ratio for all of the prior three years.*

2c. Cash Flow: Cash flow should be greater than zero as a positive cash flow over time generally

Financial Report on Charter Schools
Summary for Renewal
November 2013

indicates increasing financial health and sustainability of the charter school. ***PACE has serious cash flow issues.***

2d. Debt Service Coverage Ratio: A Debt Service Coverage Ratio of 1.1 indicates an organization financially healthy enough to meet obligations and generate a surplus. ***The debt service coverage ratio was not applicable to PACE.***

2e. Fund Balance: The Local Government Commission considers a fund balance of 8% of expenditures an adequate fund balance. ***PACE met standard each of the three prior years.***

SUMMARY OF FINANCIAL CONCERNS:

Average Daily Membership Concerns:
PACE failed to meet the standard for final funded ADM variance the past two of the three prior years. In fact, the school has a decreasing trend for student enrollment for the past three years. PACE's ADM Year 3 (2013) to ADM Year 1 (2011) is a decrease of 19% (see table below).

Year	2011	2012	2013
ADM	154	146	125

Expenditure Concerns:

- Expenditures exceeded revenues by $245,187 (19% more than total revenue) in FY2013 resulting in fund balance decline of 60.37%.

NON FINANCIAL AUDIT ISSUES: None

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Charter School Performance Framework
Financial Performance
Fiscal Ratios

Name: Partnership Achieving Community Education (PACE)
Unit: 68N

	2009 Audit	2010 Audit	2011 Audit	2012 Audit	2013 Audit	Source
Cash	529,852	411,508	404,167	323,161	61,221	Audit: Exhibit A-1
Current Assets	550,320	510,925	483,867	416,753	165,870	Audit: Exhibit A-1
Total Assets	698,567	821,018	758,317	668,597	371,190	Audit: Exhibit A-1
Current Liabilities	3,767	64,034	8,422	10,666	4,968	Audit: Exhibit A-1
Total Liabilities	3,767	64,034	8,422	10,666	4,968	Audit: Exhibit A-1
Deferred Inflows of Resources	0	0	0	0	0	Audit: Exhibit A-1
Net Assets / Fund Balance	694,800	756,984	749,895	657,931	366,222	Audit: Exhibit A-1
Total Revenue*	1,152,580	1,140,760	1,574,304	1,535,888	1,304,482	Audit: Exhibit A-2
Total Expenses*	1,066,751	1,243,700	1,545,750	1,605,244	1,549,669	Audit: Exhibit A-2
Expenditures Under (Over) Revenues	85,829	(102,940)	28,554	(69,356)	(245,187)	
Other Financing Sources (Uses)						
Transfers to other funds	(3,817)	3,278	0	0	0	Audit: Exhibit A-2
Issuance of capital lease	0	0	0	0	0	Audit: Exhibit A-2
Loan proceeds	0	0	0	0	0	Audit: Exhibit A-2
Net Change in Fund Balance	82,012	(99,662)	28,554	(69,356)	(245,187)	Audit: Exhibit A-2
Fund balance - beginning	464,541	546,553	446,891	475,445	406,089	Audit: Exhibit A-2
Net Change in Fund Balance	82,012	(99,662)	28,554	(69,356)	(245,187)	Audit: Exhibit A-2
Fund balance - ending	546,553	446,891	475,445	406,089	160,902	Audit: Exhibit A-2
Depreciation Expense	64,094	55,827	63,917	54,958	48,705	Financial Statements/Audit Workpapers
Interest Expense	0	0	0	0	0	Financial Statements/Audit Workpapers
Principal Payments	0	0	0	0	0	Financial Statements/Audit Workpapers
Interest Payments	0	0	0	0	0	Financial Statements/Audit Workpapers
Funded ADM	104	104	154	146	125	Charter School Funded History - Allotments
Final Funded ADM Current Year	104	104	154	146	125	Charter School Funded History - Allotments
Final Funded ADM Prior Year	113	104	104	154	146	Charter School Funded History - Allotments

* Includes Federal Grants

RATIOS ANALYSIS...						
Near Term Indicators	2009	2010	2011	2012	2013	**Source:**
1a. Current Ratio	146.09	7.98	57.45	39.07	33.39	Current Assets/Current Liabilities
1b. Unrestricted Days Cash	181.29	120.77	95.44	73.48	14.42	Cash/(Total Expenses/365)
1c. ADM Variance (Increase or Decrease)	0.92	1.00	1.48	0.95	0.86	ADM current year/ADM prior year Enrollment
1d. Default	No	No	No	No	No	Audit
1e. Revenue over expenditures	85,829	(102,940)	28,554	-69,356	-245,187	Revenues - Expenditures
Sustainability Indicators						
2a. Total Margin	7%	-9%	2%	-5%	-19%	Change in Net Assets/Total Revenue.
2b. Debt to Asset	0.01	0.08	0.01	0.02	0.01	Total Liabilities/Total Assets
2c. Cash Flow	NA	(118,344)	(7,341)	(81,006)	(261,940)	Net change in cash flow from prior years.
2d. Debt Service Coverage Ratio	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	(Change in Net Assets+Depreciation+Interest Expense)/(Principal & Interest Payments)
2e. Fund Balance	51%	36%	31%	25%	10%	Ending Fund Balance / Total Expenditures

THE NORTH CAROLINA CHARTER SCHOOL SELF STUDY

SECTION I

Submit this page as a signed hard copy (and electronically-unsigned) to the Office of Charter schools on or before December 3, 2012.

All other sections of the Self-Study should only be submitted electronically.

I. **COVER PAGE**

School Name: PACE Academy
         Partnership Achieving Community Education

Mailing Address: 308 NC HWY 54
         Carrboro, NC 27510

Primary Contact Person: Rhonda Franklin
Title: Principal
Phone #:   919-933-7699
Fax#:   919-967-9905
E-mail Address: rhondafranklin@pace-academy.com

Signature: RHONDA FRANKLIN

Date: December 1, 2012

Contact Information for the Board Chairperson:

Name: Dr. Sylvia Mason
Term of Office:
Mailing Address: 308 NC 54, Carrboro, NC 27510
Phone Number: 919-328-0167
Fax Number: 919-967-9905
Email Address: spricemason@gmail.com

Signature: SYLVIA MASON

Date: December 1, 2012

Mr. Joel Medley, Director
Office of Charter Schools
North Carolina Department of Public Instruction
6303 Mail Service Center
Raleigh, NC 27699

December 1, 2012

Dear Mr. Medley:

As the chairperson of the governing body of PACE Academy, Partnership Achieving Community Education, Inc., I am pleased to formally indicate our intent to seek renewal for a second ten-year term.

In 2004, PACE Academy was granted a ten-year charter by the North Carolina State Board of Education. Since then, we have continually acted to serve the best interest of the students of North Carolina and adhered to the mission of the school.

Additionally, PACE Academy has maintained the same leadership for the last ten years, a unique quality among charter schools. Guided by the mission statement composed in the application process, the founders have worked tirelessly to assemble a staff of similarly interested professionals who are committed to increasing the academic growth, emotional development, and professional readiness of all students.

No words can adequately describe the work the staff and students of PACE Academy do on a daily basis. The growth that has been achieved is not always quantifiable. However, evidenced by the hundreds of positive outcomes for adolescents in our community, PACE Academy is a success. Notwithstanding, given the impact that PACE Academy has had on the lives of students and families in the community, I am proud to be a part of the PACE team.

I thank you for your consideration of this renewal request.

Sincerely,

Dr. Sylvia Mason, Board Chairperson
Partnership Achieving Community Education, Inc.

1. EXECUTIVE SUMMARY

1.1 Mission

The mission of PACE Academy is to support the academic growth, emotional development, and professional readiness of all students. We believe community-based learning promotes sound decision-making, encourages independent problem solving, and provides our future workforce with prerequisite skills necessary for securing and maintaining post-secondary employment.

1.2 Objective

PACE Academy requests a renewal term of ten years with the State of North Carolina. PACE Academy has been in operation since August 2004. The primary goal of all stakeholders is to provide an education that meets the unique academic, social, emotional, and pre-professional needs of adolescents in grades nine-twelve. PACE continually achieves its mission by serving the needs of public school students and their families by offering an instructional program that fosters an inclusive setting for students with disabilities. Regular communication and consistent reflection on the mission of PACE Academy have guided classroom instruction and the application of experiential learning opportunities in the community on a foundation of 21st century skills.

2. FULFILLMENT OF SCHOOL MISSION

2.1 Academic Growth

PACE Academy prepares students for the 21st Century by offering two graduation pathways: Future Ready Core and Occupational Preparation.

It is critical to consider that student achievement can be measured by means other than standardized testing at the conclusion of a course.

That is, PACE Academy observes significant academic growth when assessing students' progress relative to where they begin when they enroll in PACE Academy. It is commonplace for initial performance indicators for student decoding and comprehension, written expression, mathematics calculation and problem solving to measure less than the sixth grade level. When a student learns to read without struggling, compose a coherent progress, or solve an algebraic equation, academic growth is celebrated. A dedicated effort from all stakeholders to minimize these achievement gaps relies on the consistent application of research based instructional methods, hard work, and time.

2.2 Emotional Development

PACE Academy meets a significant need in the community. Of the student population, approximately one-half have medical diagnoses including depression, anxiety disorder bipolar disorder, attention-deficit hyperactivity disorder, conduct disorder, and post-traumatic stress disorder. More than anything, students with these medical diagnoses find PACE Academy a safe place to be themselves. They learn to manage their symptoms and demonstrate coping strategies, and they make gains in relating to peers

and adults in the school, home, and community settings. Even for students without any specified mental health issue, staff work alongside students and parents to manage the pangs of typical adolescent emotional development and deftly manage students' emotionally charged struggles for identity.

2.3   Professional Readiness

The current trend in traditional public schools is to prepare nearly every student to attend a four-year college. However, this pattern does not support the needs and desires of a large segment of public school students and families. Many students of PACE Academy have goals that include learning a trade, entering the workforce upon graduation from high school, or attending a community college. Both *Future Ready Core* and *Occupational* pathways at PACE Academy give students a jumpstart to their futures through assessment, career exploration, and skills development. Courses at PACE Academy place particular emphasis on learning academics in a career context using authentic workplace applications along with expectations to make Common Core learning relevant to the future. Many students participate in volunteer activities, job shadowing, and internships in the community to meet objectives in their professional readiness goals.   Soft professional skills such as timeliness, productivity, and interpersonal communication on the job, responsibility, maturity, work ethic, and perseverance are embedded in all aspects of the curriculum.

GOALS AND OBJECTIVES:

As the final part of your self-study, you need to write goals for your charter school. Include at least one academic, financial, and operational goal. Included with these goals should be measurable performance objectives that stretch at least five years.

In writing your goals and objectives, utilize the "triple T" method-target (where you want to be) time (when each year), and term (over the five year period). The information in the self-study should be the basis of these goals because you have already performed the review and have data immediately at hand.

1. Over the next five years, PACE Academy will increase student academic achievement by establishing and maintaining support mechanisms for underperforming students.

    a. Annually (by September 30 of every year), PACE Academy staff will identify the needs of the student population through a preliminary assessment of content area skills.

    b. Quarterly (four times per school year), PACE Academy staff will identify and review student progress and performance through an internal grade audit, work samples, and portfolio development in all content areas.

    c. After researching best practice among similarly populated schools, PACE Academy will implement a research-based intervention model for all stakeholders. Twice annually (December and June of every year), PACE Academy Board of Directors will evaluate the effectiveness of current support programs and add to or modify these programs where necessary.

    Growth Targets:

    By the end of the (2012-2013) school year:
    A) Meet or exceed growth targets specified by State of North Carolina.
    B) Increase reading decoding, comprehension and fluency across content areas to increase the overall content area performance to proficient
    C) 80% of all graduates will apply to at least one community college and complete one internship.

    By the end of the (2013-2014) school year:
    A) Meet or exceed growth targets specified by State of North Carolina.
    B) Complete all aforementioned growth targets AND
    C) 90% of all graduates will complete career exploration activities to identify at least three future options, visit and apply to at least one community college, visit and apply to one four year university, and complete one internship prior to graduation.
    D) Students will demonstrate workplace readiness and proficiency through the compilation and presentation of a portfolio that begins in grade nine and culminates in grade twelve.

By the end of the (2014-2015) school year:
A) Meet or exceed growth targets specified by State of North Carolina.
B) Complete all aforementioned growth targets AND
C) Students will plan the annual job and career fair and take responsibility for inviting local businesses, the military, community colleges, and training programs.

By the end of the (2015-2016) school year:
A) Meet or exceed growth targets specified by State of North Carolina.
B) Complete all aforementioned growth targets AND
C) 11th and 12th grade students will serve as peer mentors for 9th grade students and explore their understanding of academic preparation, emotional development, and professional readiness through the synthesis of a graduation project.

By the end of the (2016-2017) school year:
A) Meet or exceed growth targets specified by State of North Carolina.
B) Complete all aforementioned growth targets AND
C) Students will identify the choices they make every day and analyze how their decisions affect their own academic preparation, emotional development, and professional readiness and demonstrate their understanding through a presentation to local schools and middle school students.

2. Over the next five years, PACE Academy will maintain clean fiscal audits and increase outside grant funding (beyond federal, state, and local funding) by establishing and maintaining a grant writing committee.

   a. Annually (by January 30 of every year), volunteers will identify grants for which PACE Academy meets eligibility requirements to expand and increase the vocational training options for students in the community.

   b. Quarterly (four times per school year), the grant writing subcommittee will assign volunteers to collect data to compose grant applications according to the given criteria and submission guidelines.

   c. Twice annually (December and June of every year), PACE Academy Board of Directors will evaluate the effectiveness of the grant writing subcommittee and add to or modify the solicitation for grant funding where necessary.

Growth Targets:

By the end of the (2012-2013) school year:
A) PACE Academy will meet 100% of expectations in external audits.
B) PACE Academy identify grants for which it meets eligibility requirements.
C) PACE Academy will apply for grant funding to fully fund the requirements of a vocational training program in certified nursing assistants and landscaping and horticulture.

By the end of the (2013-2014) school year:
A) PACE Academy will meet 100% of expectations in external audits.
B) PACE Academy will identify grants for which it meets eligibility requirements.
C) PACE Academy will apply for grant funding to fully fund the requirements of a vocational training program in early childhood development and computer and web design.

By the end of the (2014-2015) school year:
A) PACE Academy will meet 100% of expectations in external audits.
B) PACE Academy will identify grants for which it meets eligibility requirements.
C) PACE Academy will apply for grant funding to fully fund the requirements of a vocational training program in office assisting, automobile mechanics and small engine repair.

By the end of the (2015-2016) school year:
A) PACE Academy will meet 100% of expectations in external audits.
B) PACE Academy will identify grants for which it meets eligibility requirements.
C) PACE Academy will apply for grant funding to fully fund the requirements of a vocational training program in medical coding and billing.

By the end of the (2016-2017) school year:
A) PACE Academy will meet 100% of expectations in external audits.
B) PACE Academy will identify grants for which it meets eligibility requirements.
C) PACE Academy will apply for grant funding to fully fund the requirements of a vocational training program in cosmetology and barbering.

3. Over the next five years, PACE Academy will increase operational efficiency by establishing and maintaining systematic methods to ensure timely reporting.

   a. Annually (by September 1 of every year), PACE Academy staff will identify reporting requirements and deadlines for all major areas related to efficient and effective school operation (Office of Charter Schools, Finance Division, Exceptional Children's Division, Accountability Division, Licensure Division).

   b. Quarterly (four times per school year), will review and assess the efficacy of on-site measures to ensure timely and accurate reporting to state and federal agencies and take corrective action whenever necessary.

   c. Monthly, PACE Academy will complete and certify all monthly reporting requirements to the state and federal government agencies responsible for oversight and review of charter school programming.

Growth Targets:

Prior to the first day of school, every year:
A) PACE Academy will use NCWISE to report all student schedules.

B) PACE Academy will lead staff orientation, assignment of mentors, and implementation of Beginning Teacher Support Program.
C) PACE Academy will establish a testing calendar aligned to the accountability, testing window and requirements set forth by the State of North Carolina.
D) PACE Academy will identify all students transferring with an Individualized Education Plan (IEP) and complete the LEA Transfer Request and begin the CIPP process per guidelines set forth by the Exceptional Children's Division.

By the end of the first quarter, every year:
A) PACE Academy will review teacher licensure information and submit applications to the Division of Licensure whenever needed.'
B) PACE Academy will review information in NCWISE and NCCECAS for all students.

By the end of the second quarter, every year:
A) PACE Academy will complete a needs assessment with all stakeholders to determine operational efficacy and efficiency.
B) PACE Academy will follow up with the Division of Licensure with regard to previously submitted applications.
C) PACE Academy will complete midyear reporting for student progress and instructional programming evaluation.

By the end of the third quarter, every year:
A) PACE Academy will identify areas of need to be addressed by the school community and establish a team to address areas identified.
B) PACE Academy will initiate the creation of plans, procedures, and policies to increase operational efficacy and efficiency.

By the end of the school year, every year:
A) PACE Academy will establish, modify, or review operational procedures to meet the needs of all stakeholders
B) PACE Academy will complete and certify all end of year reporting requirements.
C) PACE Academy will complete a fiscal and operational/programming internal and external audit.

THE EDUCATION PROGRAM

A. Curriculum

1. *Name or describe the curriculum design presently used.*

PACE Academy follows the Common Core State Standards for English and Mathematics instruction and the Essential Standards for all other content areas; the two outlined pathways of the North Carolina Standard Course of Study (*Future Ready Core and Occupational*)

Instruction at PACE Academy has been guided by the principles of the Constructivist Theory of Education. The theoretical framework of constructivism is founded on the premise that, by reflecting on our experiences, we construct our own understanding the world.

In the ten year term of the initial charter, PACE Academy has integrated instructional and community resources to advance students' cognitive, affective, and vocational skills. Instructional practices have successfully fueled students' natural passion for learning, developed their capacity to work cooperatively, and encouraged success in and out of the classroom.

2. *Is this the design submitted in the original charter application?   Yes   No*

Yes.*

*The original charter application cited two pathways of the North Carolina Standard Course of Study (*Career Prep* and *Occupational Prep*); however, in the time since initial approval, the State of North Carolina has phased out Career Prep. Therefore, students of PACE Academy are currently enrolled in either *Future Ready Core* or *Occupational Prep* pathways.

3. *If the answer to number to is yes:*
1. *What have been the strengths of the curriculum design for your school?*

The three largest strengths of the curriculum design for PACE Academy include:

1.   In practical terms, the Constructivist theory is founded on small group instruction, coaching, engaging students, creating a cooperative social structure, and basing assessment on products, process and effort. Encouraging students to work at their own pace to accomplish academic goals has increased time for one on one assistance, opportunities for cooperative learning and authentic assessment. Authentic real-life practice has allowed students to engage with the world through community partnerships (job shadowing, internships, and volunteerism).

2.   The learning processes at PACE Academy have focused on the application of primary, foundational concepts in content areas rather than the acquisition of isolated facts. Students engage with one another and master course content at their own pace. Students are afforded multiple opportunities to practice and apply newly learned information in a variety of formats. Likewise, the instructional strategies utilized by staff have reduced competitiveness, minimized social pressures, and limited stress within the classroom and increased rates and degrees of progress among students.

3.   As Dewey theorized, active learning involves the learners engaging with the world. Experiential learning opportunities in the form PACE's School Without Walls does just that; field trips in the local and global community have been paramount to activating learning as a search for meaning. In the last ten years, students have visited local businesses and organizations within the Triangle, volunteered with community partners, studied geology in the mountains, explored marine life on the coast, camped throughout New England, worked on a dairy farm, planted trees in Costa Rica, built a nature trail on campus, visited the ruins of Italy and Greece, the market in Morocco, and the museums of Paris, and shared their broader world views with others, connecting the course content in the classroom to the real-world outside their windows.

2. *What have been the weaknesses of this curriculum design for your school?*

Even though PACE Academy has aimed to create an educational setting that recognizes all students are unique learners who need direct instructional support and vocational training to make a positive transition from school to work, there are inherent weaknesses in this curriculum design. The two primary weaknesses include: 1) Motivation and 2) Prerequisite Academic Skills.

1)   Motivation is a key component in learning. Not only is it the case that motivation helps learning, it is essential for learning. In the tenure of administering the instructional program at PACE Academy, we have recognized the failure of several students and families to be properly motivated to meet school goals. In several circumstances, the message of attending school and behaving appropriately in the education setting were not complemented by the actions at home or in the community. In other circumstances, substance abuse or the necessity to go to work to earn money to support one's family have been factors that inhibit motivation for school success.

2)   The curriculum design does not adequately account for the varied skill sets of new students. At PACE Academy, some students enroll in the ninth grade and others transfer to PACE after failure in a traditional, private school, or another charter

school setting. Given the broad use of initial academic assessments, we have found many students under-prepared for high school success. Reading decoding, comprehension, and written expression skills rank between 3rd and 6th grade for approximately 25% of new admissions. Math calculation and problem solving skills show a lack of proper preparation for student success in Algebra I. Often, students must take an introductory or developmental math class prior to Algebra I; the State of North Carolina's requirement for all students to take Algebra I End of Course exam by the end of the 10th grade year gives staff and students only two years to make multiple grade level gains.

3. ***How are the weaknesses of the design being addressed?***

1) Motivation is being addressed in a multi-faceted approach.

   1. For positive gains in attendance and grades, students earn privileges and special events (e.g. scholarships for field trips, Lunch out with Staff)

   2. To include parents and families, PACE continues to offer monthly parent-teacher conferences and an annual family day. Administrative staff and teachers regularly call, email, and text parents. Parents are invited to campus and are greeted with an open door policy to visit with staff, observe students in the classroom, or address concerns.

   3. A study team led by the Student Affairs counselor is collecting data and will implement an action plan to increase motivation in and out of the classroom.

2) Academic deficits are being addressed systematically:

   1. Students are assigned supplemental reading instruction to increase decoding, comprehension and fluency.

   2. Students are assigned supplemental math instruction to increase calculation and problem solving proficiency.

   3. After school tutoring, Saturday School, and lunchtime study breaks

4. ***If the answer to the number two is* no:**
   a. ***Describe why the change in curricula was made.***
   b. ***What have been the strengths of this curriculum design for your students?***
   c. ***What have been the weaknesses of this curriculum design for your students?***
   d. ***How are the weaknesses of the design being addressed?***

5. *What tools and/or observations are used to evaluate the effectiveness of   the school's curriculum?*

Tools and observations are used to evaluate the effectiveness of the school's curriculum. These include:

1) Surveys of all stakeholders (students, parents, teachers, staff)

2) Observations of teacher performance, classroom walk through, progress towards goals of Professional Development Plan, and weekly conferences between teachers and administrators.

3) Progress towards goals outlined by IEP Teams

6. *Describe the steps taken to align the school's curriculum with the NC Standard Course of Study.*

Since 2004, the State of North Carolina has adjusted and changed multiple requirements of the North Carolina Standard Course of Study. With every requirement, PACE Academy administrators have taken steps to ensure the school's curriculum is aligned with the North Carolina Standard Course of Study. Professional development includes reporting of recent and upcoming changes adopted by the North Carolina SBE (State Board of Education). Lesson planning and course mapping aligns to the NCSCOS.   Students and parents are informed annually of graduation requirements and progress towards achieving the goal of earning a high school diploma via a graduation audit and transition conference.

B. Instructional Methodology or Techniques

1. *Summarize the instructional methodology or techniques employed (i.e. Direct Instruction, Hands on, Experiential, Expeditionary Learning, etc)*

Flexible, heterogeneous student groupings increase the preparation required by teachers for all content areas to design an differentiated instructional strategies that meet all students' needs. Across content areas, teachers embed conflict resolution, anger management, oral and written communication, job-readiness, teamwork, test preparation, study skills, career awareness and exploration, violence prevention, alcohol and drug abuse, and personal and professional goal setting within the framework of the North Carolina Standard Course of Study.

An interdisciplinary focus on learning through problem-solving, hands-on, experiential learning encourages students to play a crucial role in assessing their own progress. By taking responsibility for their own learning, reflecting on their academic performance, and evaluating themselves, students are able to more clearly adopt a direction for their lives.

2. Is this the design submitted in the original application?   Yes   or No

Yes.

3. IF the answer to number 2 is yes:
   a. What have been the strengths of these methods for your students?

The biggest strength, quite simply, is that students and parents are not only satisfied, but they are happy. That is, students can be themselves. They readily accept responsibility for their own learning and work to achieve their graduation requirements. Whether a student is in the *Future Ready* or *Occupational* Pathway, success is measured through personal growth – academically, emotionally, and professionally. Inside and outside of the classroom, students' skills are put to the test. They gain a sense of independence, self-reliance, and most importantly, set goals for a future they once thought unattainable.

   b. What have been the weaknesses of these methods for your students?

Given a student's skill or ability level, these methods cannot satisfactorily address the achievement gap for all low performing students in core content areas. Many students require sequential, explicit instruction in reading, writing, and math in order to achieve course mastery goals to earn a high school diploma.   Problem solving, teamwork, and reflection must be accompanied by this type of direct instruction in order to adequately meet these students' learning needs.

   c. How have the weaknesses in the methods been addressed?

For students who lack prerequisite reading, writing, and math skills, PACE provides in-class resource support, an Academic Strategies course (Learning Lab), direct instruction, extended practice, peer tutoring, mentoring and consultation services during the school day. All staff is trained on ways to implement accommodations for students within the context of the classroom environment, assessment techniques for monitoring individual student progress towards IEP goals and objectives, and methods to enhance the instructional design of academic content areas.

4. If the answer to number two is no:
   a. Describe why the change in instructional methodology was made.
   b. What have been the strengths of this instructional methodology for your students?
   c. What have been the weaknesses of this instructional methodology for your students?
   d. How are the weaknesses of the methodology being addressed?

GOVERNANCE STRUCTURE

1. *List below the members of the Board of Directors and offices held (Include : name, address, occupation, and years served):*

1. Dr. Sylvia Mason, 127 Poppy Trail Durham, NC 27713 (Chair, Special Education, 8)
2. John Hite, 531 Raleigh Road Chapel Hill, NC 27514 (Exceptional Children, traditional school district, 4)
3. Paul Bedford, 431 The Preserve Trail Chapel Hill, NC 27517 (Computer Software & Networking, 1)
4. Rebecca Edney, 13 S. Circle Drive, Chapel Hill, NC 27517 (PACE Graduate, Dental Assistant, 2)
5. Shaunda Spicer, 3523 North Roxboro Street Durham, NC 27704 (Business, 1)
6. Charryse Fredrick (teacher representative) 308 NC Highway 54 Carrboro, NC 27510 (PACE Staff, 1)
7. Kathleen Herr, 1704 Ferrell Road Chapel Hill, NC 27517 (Attorney, Parent, 1)
8. Student board member (not included due to confidentiality)

2. *Are any of the above Board Members employees of the school? If so, what is his/her job at the school?*

   One regular education teacher representative to the board serves every year. For 2012-2013, Charryse Fredrick is the staff liaison to the PACE Board of Directors. Staff representatives are non-voting members and do not participate in closed session.

3. *Are there any family relationships between the Board members and staff at the school? If so, what is the relationship and how is the relationship prevented from being a conflict of interest?*

   No. A conflict of interest policy is reviewed and signed by every board member.

4. *How are the members selected to serve on the Board of Directors? (Include who makes the decision.)*

   Board members are volunteers. To serve on the Board of Directors, a volunteer composes a letter of interest. The Board votes to determine whether or not to fill an open position on the board with the volunteer.

5. *How does the Board of Directors measure parent, student, and staff satisfaction? Provide as an attachment, a sample of any surveys the school uses to measure the overall success of the school in this area.*

At least one parent representative, one staff representative, and one student representative contribute feedback to the PACE Board of Directors. The parent liaison offers feedback solicited through the PTSA and discussion board. The student liaison offers is a member of

the PACE Student Government Association. The staff liaison takes all feedback from colleagues to present to the board.

6. *Describe how the Board of Directors uses feedback from stakeholders to refine its operations.*

Areas of need are identified. An action plan to address the stated need is adopted. The administrative team is led by the principal to refine the day-to-day operations affected by the action plan.

7. *List any Board-sanctioned standing committees and the function of each committee.*

No standing committees are formed due to lack of volunteers. Recommendations to establish committees in the areas of finance (grant-writing), technology, and marketing have recently been suggested.

   a. *What procedures do these committees follow to report their work to the Board of Directors?*

   Until the feasibility of a standing committee comes to fruition, the Board of Directors serves all areas.

8. *List below any major policy changes that have the school's original governance structure? If no major policy changes have occurred, check this box. X*

No major policy changes have affected PACE Academy's original governance structure.

9. *Include in the space provided below, a copy of the school's grievance policies for families and for the staff.*

PACE Board of Directors recognizes the rights of students, parents, and other individuals and groups to present complaints about school personnel, the curriculum or instructional materials, or concerning school services and school facilities. PACE Board of Directors would like complaints handled and resolved as close to their origin as possible.

The proper channel for complaints involving school matters is: 1. Employee 2. Director of Education (principal) 3. PACE, Inc. Board of Directors

A grievance procedure has been outlined by the PACE Board in order to resolve problems affecting PACE Academy' students, parents, or employees when:

   1) there has been a violation, misapplication, or misinterpretation of state or federal law or regulation, PACE Board policy or administrative regulation;
   2) someone has been subject to discrimination on the basis of race, religion, sex, national origin, age, sexual orientation, or disability; or
   3) there exists a physical condition which jeopardizes one's health or safety, or which interferes with one's ability to discharge his or her responsibilities properly and effectively.

Any personnel action resulting from an employee filing a grievance is prohibited. Any disciplinary action resulting from a student or parent filing a grievance is prohibited. Thus, students, parents, and employees are free to state the facts and express their opinions without fear

of punishment.

       1) Compose your grievance in writing (date and signature required)

       2) Submit grievance to administrator

       3) Conference will be scheduled within 10 business days

       4) If conference does not resolve grievance, it will be referred to Board

During all grievance proceedings an effort will be made to focus on finding a solution rather than on the problem. In addition, grievances should be resolved at the lowest level of administration possible.

Resolution of complaints should occur within 30 days of their origin and no later than 60 days.

10. Has your board of directors had formal board training during the last five years?   --- yes or -X-no

No.

11. Bylaws, Policies and Procedures
Submit the following as electronic attachments:
       a. The most recent copy of your Boards By-Laws including all amendments and changes from the original documentation.

Attachment 11-A

       b. A copy of your current parent/student handbook.

Attachment 11-B

       c. The most current copy of your school's board approved personnel policies.
       d. Copies of any other Board approved policies

Attachment 11-C

BUSINESS PLAN AND FINANCIAL REPORTING

1. ***During the past five years has the school had any financial warnings, been on Financial or Governance Cautionary status, Probationary Status, or Non-Compliance status?***
   ------yes or -----no
   Yes. Governance Probationary Status

2. ***Has the school complied with the annual financial audit requirement?—yes or no***
   Yes

3. ***In the past five years has this school had an end of year financial deficit?—yes or no***
   No

4. ***During the last five years of operation has the enrollment increases, decreased or remained steady? IF there has been fluctuation in enrollment please explain.***
   The fluctuation in enrollment is strongly correlated to the student population for whom we serve. High school students withdraw or transfer for several reasons (e.g. to traditional school district, Job Corps, Tar Heel Challenge, Jail/Incarceration, Pregnancy, Substance Abuse Treatment, Group Home placement change).

5. ***Complete the table below regarding school enrollment:***

	1st 20 Day ADM	Membership Last Day	Total # who enrolled during the year	Total Number if Students who Withdrew During the year
Year1 (07-08)	113	92	160	68
Year 2 (08-09)	104	91	151	60
Year 3 (09-10)	108	93	144	51
Year 4 (10-11)	154	158	204	46
Year 5 (11-12)	146	148	186	38

6. ***During the last five years has this school changed grade levels served? –yes or –no***
   If yes, explain the changes below.
   No.

7. ***Does the school currently have a waiting list? ----yes or No***
   If yes, how many students and at what grade level(s)

No.

8. Include below a copy of the school's admission policy.

PACE Academy holds Information Sessions in January and February to give prospective students and parents a chance to view the school campus, to visit staff members, to pick up an application and information packet, and to hear about PACE Academy's programming.

1) Prospective students complete an application for admission to PACE Academy. Student and parent or guardian must complete an on-site interview to complete the application process.
   i. Qualified siblings of current students have preference for admission.
   ii. Applications are accepted until March 1 (or date specified by Board of Directors).
2) If more applications are received than available spaces, a public lottery will be held to determine admission.
   i. The public lottery is held by April 1 on a date specified by the Board of Directors.

PACE Academy does not discriminate on the basis of race, color, national origin, sex, disability, sexual orientation or age in its admissions, programs, activities or employment.

9. Include below your school's lottery policy and procedures.

a. If more applications are received than available spaces, a public lottery will be held to determine admission.
   i. The public lottery is held by April 1 on a date specified by the Board of Directors in instances where applications exceed the number of available spaces.
   ii. All names of students are assigned a number.
   iii. Numbers are pulled out of hopper.
   iv. As number is pulled out of hopper, the number is documented.
   v. Students and families are informed if their number has been pulled.
   vi. If a student's number is not pulled, he or she is placed on a waiting list.

10. Does this school receive Title I funds? -----yes or ----no

No.

EXCEPTIONAL CHILDREN'S PROGRAM

1. *How many students at your school are currently identified as students with disabilities?*

   Sixty-one (61) students at PACE Academy are currently identified as students with disabilities.

   What percent of the entire school population does this represent?

   This represents 45% of the entire school population. Just less than one-half of all students are currently identified as a student with a disability.

   List the exceptionalities the school is presently serving.

   PACE Academy's exceptional children's program presently serves students identified under the following eligibility categories:
   - A. Specific Learning Disability (SLD)
   - B. Other Health Impairment (OHI)
   - C. Autism (AU)
   - D. Intellectual Disability Mild (IDMI)
   - E. Intellectual Disability Moderate (IDMO)

2. *List the Exceptional Children's (EC) settings your school is currently providing for students with disabilities.*

   PACE Academy IEP teams consider all settings to determine the least restrictive environment (LRE) for each student. The settings currently provided for students with disabilities include:
   - A. Regular
   - B. Resource
   - C. Separate
   - D. Homebound

3. *Does your school currently employ a licensed and Highly Qualified Exceptional Children's teacher who works with EC students? ---yes or ---no*
   If no, explain

   Yes, PACE Academy employs two licensed and highly qualified exceptional children's teachers who work with EC students.

4. *List related services currently provided for students.*
   Are all related service providers certified?---yes or ---no

   Related services currently provided for students at PACE Academy include:
   - A. Occupational Therapy

B. Speech-Language

Yes, both service providers are certified.

5. *List any non-compliance concerns cited by the state that resulted in fiscal revisions and the implemented corrective action.*

No non-compliance concerns cited by the state resulted in fiscal revisions.

Corrective action for content and terminology used on the Prior Notice (DEC 5) and Individualized Education Plans (DEC4) is currently being implemented. Training by NCDPI staff has resulted in continuous improvement in the service of exceptional children.

6. *If your school has not applied for federal EC funds, explain the reason for this.*

PACE Academy applies for federal EC funds annually.

7. *List, by year, all Exceptional Children's trainings, regional meetings and conferences (state and national) staff has attended in the last two years.*
   A. Meetings sponsored by the Exceptional Children's Division of the North Carolina Department of Public Instruction have been attended via Go-To meeting web-interface in the last two years.
   B. Professional Development in the areas of the neurobiological influences on learning has been attended by Jane Miller (2006-2012).
   C. Regular Ed and EC staff attended a transition conference in the summer of 2011.
   D. The annual NCDPI EC Conference is attended by Jamie Bittner (EC Staff) who presented as a keynote speaker at the Occupational Therapy Institute in November 2011.
   E. Regional, state, and national conferences of speech-language therapists are attended twice annually by Jerrie Blacklin.

C. **Student Accountability Performance**

1. Complete the following charts of student performance data. If the year or grade level is not applicable, enter N/A in the corresponding box.

ABCs Student Performance Data: Provide the student performance composite for applicable grade levels for the years indicated.										
	2007-2008		2008-2009		2009-2010		2010-2011		2011-2012	
	Reading	Math	Reading	Math	Reading	Math	Reading	Math	Reading	Math
3rd	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4th	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
5th	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6th	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
7th	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8th	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Performance Results					
	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
English I	76.5	42.1	77.8	64.7	63.2
Algebra I	55.6	>95	88.9	91.7	12.5
Algebra II	N/A	N/A	N/A	71.4	NA
Geometry	N/A	N/A	>95	N/A	N/A
Biology	77.8	33.3	84.2	78.6	46.9
Chemistry	N/A	N/A	N/A	N/A	N/A
Physical Science	55.6	66.7	88.9	83.3	N/A
Physics	N/A	N/A	N/A	N/A	N/A
ELPS	93.8	70.0	80.0	75.0	N/A
US History	87.5	61.5	64.3	85.7	N/A

ABCs Accountability Summary	Performance Composite	Designation	Met AYP	
			Yes	**No**
2007-2008	72.3	**ID NS**	X	
2008-2009	57.3	**PRI High Growth**	X	
2009-2010		**95R NS***		X
2010-2011		**LP 95R NS***		X
2011-2012	50.0	**PRI**		X

*While a performance composite was not reported in the North Carolina Report Cards because less than 95% of the student population was tested, a performance composite was generated and can be accessed by NCDPI Division of Accountability personnel, only.

2. Does the school use other evaluation instruments to assess student performance (i.e. Iowa testing)? Yes or No. If Yes, describe those assessments.

No other evaluation instruments are used to assess student performance.

3. How is student data used to improve student learning and to raise the academic performance of all students?

PACE Academy staff have analyzed the academic performance of all student groups, shared data with all stakeholders (board of directors, parents, and students) to evaluate the effectiveness of its instructional programming.

1) Strengths are celebrated and investigated to determine why and how students are successful in a particular area, why and how certain groups of students perform better than others, and why and how certain groups of students perform worse than others.

2) Intervention systems for students failing to meet academic performance standards as outlined by the State of North Carolina are established. Based on student achievement data, PACE Academy has set a goal to establish and maintain mechanisms for underperforming students and allocate financial, professional development, and personnel resources to raise the academic performance of all students.

3) PACE Academy is increasing the rigor of instruction by teaching the difference between recall, application, synthesis, analysis, and strategic reasoning.

4) PACE Academy staff maintain high expectations and teach students how to self-regulate their learning, how to set goals, how to achieve goals, and how to evaluate and reflect upon their performance.

11. Fill in the table below to reflect the demographic make-up of the school's student population.

	Percent African-American	Percent American Indian	Percent Caucasian	Percent Other	Percent eligible for free or reduced lunch
2009-2010	48%	2%	36%	12%	32%
2010-2011	34%	1%	42%	23%	28%
2011-2012	33%	1%	44%	23%	30%

12. Fill in the table below to reflect the demographic make-up of the student population of the LEA in which the school resides.

	Percent African-American	Percent American Indian	Percent Caucasian	Percent Other	Percent eligible for free or reduced lunch
2009-2010	19%	0%	55%	26%	
2010-2011	12%	.7%	52%	35.3%	
2011-2012	11%	.6%	49%	39.4%	

13. How does the marketing plan of your school address the need for the school to reflect the diversity of the community in which your school resides?

The marketing plan of PACE Academy addresses the need for PACE to reflect the diversity of the community in which the school resides by:
- Holding informal meetings for staff, students, and parents at local middle schools and high schools.
- Presenting information sessions to students and parents;
- Producing mass mailings to address all households with adolescents in a certain mile radius from the school.
- Utilizing the local newspapers to increase awareness
- Increasing web traffic by
- Interacting with local school district Exceptional Children's Teachers, Guidance Counselors, and staff.

14. Include below your school's transportation plan and an explanation of the procedures used to implement it.

PACE Academy's transportation plan (presents no barrier) is inclusive to any student who resides in the local school administrative unit in which the school is located (Chapel Hill-Carrboro) as well as surrounding counties (Chatham, Durham, Alamance, Orange). At the time of enrollment, students and parents identify the probable means by which they will come/go to school: pedestrian, bicycle, carpool, single-rider, or public bus.
- Students of PACE Academy ride the Chapel Hill Public Transit, TTA, and DATA bus to arrive at school.
- Students participate in carpools with other families who live in their neighborhood. (The PTA completes a carpool plan and map.)

- Students with disabilities ride the Chapel Hill "EZ" Rider with door-to-door service.
- Students walk and ride bicycles.

Current Teacher Licensure Data (School year 12/13)

(If your school does not include a particular grade level, indicate with N/A)

School Name: PACE Academy

Grade Level	Number of Teachers	Number of NC Licensed Teachers	Total Percent of NC Licensed Teachers	Number of Teachers Highly Qualified
K-5	0	n/a	n/a	n/a
6-8	0	n/a	n/a	n/a
9-12	11	5	>50%	5

All licensure applications for staff have been submitted by PACE Academy to the licensure division. The North Carolina Office of Charter Schools is aware of the length of time the process for approval has taken for all PACE Academy applications. Please refer to the correspondence between the OCS and PACE Academy for additional information.

Paraprofessional Data (School year 12/13)

(If your school does not include a particular grade level, indicate with N/A)

Grade Level	Total # of paraprofessionals	# With High School Degree	# With Associate's Degree And/or 2 years of higher education	# With a 4-year degree
K-5	0	n/a	n/a	n/a
6-8	0	n/a	n/a	n/a
9-12	2	2	1	0