

Pennsylvania

Charter Schools



Annual Report

2004 – 2005

To be submitted August 1, 2005

2004-2005 Annual Report for Pennsylvania Charter Schools

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If you have any questions about this publication, or for additional copies, contact: the Department of Education, Bureau of Community and Student Services, Division of Nonpublic, Private and Charter School Services, 5th Floor, 333 Market Street, Harrisburg, PA 17126-0333, Voice Telephone: 717-705-8019, Text Telephone TTY: 717-783-8445, FAX: 717-214-4389, e-mail: dfelix@state.pa.us.

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Complaints regarding discrimination in schools:

*Human Relations Representative, Intake Division
Pennsylvania Human Relations Commission
Harrisburg Regional Office (717) 787-9784; Pittsburgh Regional Office (412) 565-5395
Philadelphia Regional Office (215) 560-2496*

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*Pennsylvania Department of Education, Equal Employment Opportunity Representative
Bureau of human Resources, 11th Floor, 333 Market Street, Harrisburg, PA 17126-0333
Voice Telephone: (717) 787-4417, Fax: (717) 783-9348, Text Telephone TTY: (717) 783-8445*

Information on accommodations within the Department of Education for persons with disabilities:

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General questions regarding educational law or issues:

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**The mission of the
Pennsylvania
Department of Education
is to lead and serve the educational community
to enable each individual
to grow into an inspired, productive, fulfilled
lifelong learner.**

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2004-05 Annual Report

Pennsylvania Charter Schools

INTRODUCTION

Each year charter schools are required by law to submit an annual report to the Secretary of Education and local charter granting Board of School Directors. The annual report is a public accounting of the charter school's progress at meeting its annual measurable goals. The information in the annual report is also used by the local charter granting Board of School Directors, and by PDE for cyber charter schools, in the decision making process when determining the five (5) year renewal of the charter. The Annual Report also is a resource for the charter school governing boards, administrators, parents and students to measure how well each individual school's programs are serving students.

The Pennsylvania Accountability System

The Pennsylvania Accountability System (which incorporates the Federal No Child Left Behind Law) requires that all schools be accountable to the students, parents, and communities that they serve. The annual report is an opportunity for charter schools to identify strengths and weaknesses in their educational programs and to show how they are making progress at meeting the common set of annual measurable goals identified in the Pennsylvania Accountability System.

Annual goals and school improvement

The 2004-2005 Annual Report requires charter schools to describe measurable goals. These measurable goals include:

- 1) goals from the chartering agreement, both academic and non-academic;

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- 2) goals that are required under the Pennsylvania Accountability System;
- 3) and any new or yearly goals that the charter schools want to add.

All of these goals must be expressed in measurable terms. (See Addendum A for examples of measurable goals.) In addition, this report requires charter schools to describe how they are using current data in their school improvement planning process. Charter schools should examine the information provided in the Annual Report and use it to determine its strengths as well as areas of the school operation that may need improvement to ensure student academic success in their school.

Submitting the Annual Report

Charter Schools should download the format of the 2004-2005 Annual Report from the PDE website and submit to the Department of Education by an email at ra-CSAR@state.pa.us as a “Word Document” attachment. **Charter Schools are to use a version of Microsoft “Word” and save the document as “Name of School” Annual Report.** [Example: **Apple Charter School 2004-2005 Annual Report**]. Charter schools are encouraged to create a disk copy of the Annual Report and keep it at the school as a back up. Any attachment documents mailed to the chartering School District or the Department should have the school identified on each page. Indicate in the email any attachments that will be mailed. Charter schools are encouraged to include a data disk with any paper copy of the Annual Report submitted to the local chartering School District. Charter schools that submit their Annual Report through the email address are not required to send an additional paper copy to the Department. Charter schools are required to send any attachments to the Department of Education that cannot be included in the email, with the priority focused on the signature pages. Include all parts of the address on the following page to ensure the material arrives in the correct office.

Timeline for submission

Charter Schools are required to complete an Annual Report and submit a copy of that report no later than August 1, 2005 to the:

President, Board of School Directors of the chartering School District

And

Pennsylvania Department of Education

Charter School E-mail address

ra-CSAR@state.pa.us

Or for paper attachments and signature pages

Pennsylvania Department of Education

Bureau of Community and Student Services

Division of Nonpublic, Private and Charter School Services

333 Market Street, 5th Floor

Harrisburg, PA 17126-0333

The Bureau of Community and Student Services, Division of Nonpublic, Private and Charter School Services, will notify chartering School Districts in writing when a Charter School has not submitted an Annual Report to the Department. Not submitting the Annual Report by August 1 may be considered a material violation of the charter.

SECTION I. EXECUTIVE SUMMARY

1. Provide a brief two-page overview of your school. Describe:

The school and the students that the school serves.

The school's core beliefs and mission statement, including what students will know and be able to do by the time they leave the school

The aspects that make the charter school unique and innovative

The core beliefs and values of the school community

The charter school's program strengths and areas needing improvement, e.g., content areas, grade levels, and/or subgroups of students based on data from this past year.

SECTION II. ANNUAL MEASURABLE GOALS

The success of a charter school can best be demonstrated through the achievement of annual measurable goals. These annual measurable goals include those set forth in the charter, as well as the adequate yearly progress targets described in the Pennsylvania Accountability System. The Pennsylvania 2004-2005 Adequate Yearly Progress (AYP) goals (for grades 5, 8, & 11) are as follows:

- 54% proficient or above in reading and
- 45% proficient or above in math and
- 95% participation rate in PSSA assessment and
- 90% attendance (for grades K-11) or 80% 4-year graduation rate (secondary).

These requirements apply not only to the school as a whole, but to the following subgroups as well: racial/ethnic groups; students with disabilities, English Language Learners (ELL) and economically disadvantaged students. In addition to the AYP, the Pennsylvania Accountability System includes a performance index that provides recognition to schools that make significant growth with their lowest achieving students each year. (See the PDE Website Pennsylvania Accountability System at <http://www.pde.state.pa.us/pas/site/default.asp?g=0>)

1. In a chart, describe each of the charter school's measurable goals, 2. the strategies used to meet those goals, 3. the performance indicators, and 4. the results achieved.

1. Annual Measurable Goal	2. Strategies/ Interventions	3. Performance Indicators	4. Results/ Progress
<i>For example:</i>	<i>This is what you did to move towards that goal.</i>	<i>This is what you used to measure your performance.</i>	<i>This is what happened.</i>
Example: 5 percent increase in the number of students achieving at proficient or advanced on the PSSA Math assessment	Example: Students weak in Math skills are given an additional 30 minutes of one-on-one math instruction daily	Example: After base score is established, students are given weekly assessments to determine areas of strength and weaknesses.	Example: 5 percent increase in number of students that improve their scores on weekly assessments and PSSA Math results.

SECTION III. SCHOOL IMPROVEMENT PLANNING

Creating measurable goals should be part of a strategic plan to improve both student and school performance. A critical aspect of school improvement planning is the setting of targets and assessing how well those targets are met. Assessing school improvement targets help to determine the school's success in achieving measurable annual goals. Describe the charter school's improvement planning process. Include in the description how certain goals were only partially successful or unmet and how those goals will be included in the improvement plan for the next school year. Also, include how weaknesses in the school program will be addressed in that plan.

Charter Schools that do not meet AYP are identified as being in "School Improvement," or "Corrective Action." Charter Schools identified in these categories are required to complete a specific School Improvement Plan. In addition, charter schools that receive Title 1 funds and are identified in "School Improvement" or "Corrective Action" must meet specific requirement in developing their School Improvement Plan. The requirements can be found at the following website: http://www.pde.state.pa.us/k12/lib/k12/TITLE_1_REQUIREMENTS.doc.

The School Improvement Plan should be developed in conjunction with the Intermediate Unit (IU) where the Charter School is located. The Charter School must create a school team that is led by the CEO, or Principal, and works with guidance from an IU designee. The team should work to identify the "root causes" of issues that may be preventing the school from meeting its AYP targets. After identifying these issues, the team should plan how the school will address them to aide students and the school in achieving success. Those charter Schools that must develop School Improvement Plans are encouraged to use the PDE framework "Getting Results" and "2004-2005 Quality Review Criteria" which can be accessed at: <http://www.pde.state.pa.us/pas/cwp/view.asp?A=3&Q=96694>. This framework is voluntary. If a charter school chooses to use its own improvement plan, it must be certain to clearly identify all essential requirements. After the plan is finalized it is to be approved by the IU and the Charter School Board of Trustees. A copy of the signed Statement of Quality Assurance Page (found on the web site) should be included with this Annual Report that is sent to the chartering School District. Cyber charter schools should send the signed Statement of Quality Assurance to the Division of Nonpublic, Private and Charter School Services at PDE as part of the Annual Report documents. A separate copy of the Statement of Quality Assurance should be submitted to the Division of District and School Improvement at PDE according to the date required.

1. Guidelines for development of the School Improvement Plan are included here to help charter schools have a consistent model for planning. Charter Schools that have met AYP should use this model as part of their development of measurable annual goals and targets. Those schools identified in School Improvement or Corrective Action must prepare a specific School Improvement Plan.

Guidance for development of a School Improvement Plan:

School Improvement Plans should be **Student Centered, Data Informed, Personalized and Results Focused**.

An effective school improvement plan focuses tightly on a few high-leverage approaches and aligns its resources (staff, budget, etc.) accordingly. Do not try to do too much too quickly.

The plan should be a working document that provides a starting point. Adjustments may be made throughout the coming school year as your experiences and the evidence justify. Careful implementation of the plan with follow-through and continuous evidence-based monitoring of progress is key to accomplishing desired results.

An effective school improvement plan should be an outcome of **discussion** and **reflection** among school staff and between the school and its community.

An effective school improvement plan must ensure the **alignment** of stakeholders on common purpose – i.e., it must ‘get everyone on the same page, going in the same direction.’ Furthermore, it must align the school’s resources with the goals of its educational priorities.

An effective school improvement plan must be **results-focused** and must give priority to the vital few **high-leverage strategies** that would significantly enhance student achievement and educational practices.

As you develop your school improvement plan, here are a few helpful ideas:

Involve all school staff in development of the Improvement Plan and solicit input from parents, students, and other stakeholders; ensure that all voices are heard.

The Improvement Plan should be based on data about student achievement and other evidence that demonstrates the quality and effectiveness of your educational practices. The Improvement Plan should utilize information about proven practices and research-based approaches that have demonstrated good results in similar schools.

Reflect on the Guiding Questions provided in the PDE framework and be sure to consider other questions that are suggested by your experiences and unique circumstances.

Identify only a few priorities which you can implement successfully and which you believe will produce high-impact results. Do not attempt to do too much all at once.

This School Improvement Plan should be unique to each charter school. Utilize the planning process as a tool to facilitate the development of a plan in a way that will significantly improve student achievement and the quality of the school’s instructional programs. The School Improvement Plan should be a guide for all decision-making at the school.

SECTION III ATTACHMENTS:

**CHARTER SCHOOLS IDENTIFIED IN “SCHOOL IMPROVEMENT” OR
“CORRECTIVE ACTION” SHOULD ATTACH A COPY OF THE
“STATEMENT OF QUALITY ASSURANCE” PAGE**

SECTION IV. QUALITY OF SCHOOL DESIGN

1. Rigorous Instructional Program

Under the Pennsylvania Accountability System, all schools will need a rigorous instructional program to meet the academic targets. Describe the charter school's curriculum and instructional practices and how they are being used to meet academic standards and goals. For example:

How is your school using the Pennsylvania content standards to form curriculum?

How is the curriculum organized to meet the developmental and academic needs of students?

How does the charter school promote in-depth and inquiry-based teaching and learning?

What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?

What types of teaching strategies are used to actively engage students in the learning process?

2. Professional Development

As prescribed in "Act 48 Professional Education Plan Guidelines" public charter schools are required to submit a three-year professional education plan summary to the Department of Education, Division of Professional Education and Planning, 333 Market Street, 8th Floor, Harrisburg, PA 17126-0333 for review and approval. Helpful information can be found at the Pennsylvania Department of Education web site at www.pde.state.pa.us. Attach a copy of the letter of approval as **Attachment A**.

3. Teacher Induction

As prescribed in "Induction Plan Guidelines" public charter schools are required to submit an Induction Plan Summary to the Department of Education, Division of Professional Education and Planning, 333 Market Street, 8th Floor, Harrisburg, PA 17126-0333 for review and approval. Helpful information can be found at the Pennsylvania Department of Education web site at www.pde.state.pa.us. Attach a copy of the letter of approval as **Attachment B**.

4. Helping all students

a) English Language Learners

Describe the charter school's program for English Language Learners (ELL) and a brief narrative about how it functions. Provide a copy of the report from the LEP System used to submit ELL data to PDE Bureau of Teaching and Learning Support as **Attachment C**.

b) Graduation requirements

Describe (where applicable) how the charter school’s curriculum and instruction practices are being offered to prepare students to meet high school graduation requirements. The charter school Board of Trustees set forth the graduation requirements. Reference Chapter 4 under Section 4.24 of 22 Pa. Code (relating to high school graduation requirements). See web page http://www.pde.state.pa.us/stateboard_ed/cwp/view.asp?a , select “Regulations” to see Chapter 4 under Section 4.24 of 22 Pa. Code.

c) Special Education

Include a copy of all Special Education policies and procedures for the school. Be sure to include policies and procedures that deal with identification and provision of services to special needs students. This should include instructional strategies for educating special education students. Attach a copy as **Attachment D**.

A major component of the school design is how the charter school addresses programming for special needs students. Special Education refers to those instructional and related services that are provided to students with disabilities in accordance with an Individualized Education Program (IEP). The charter school may provide Special Education services or contract out to the chartering School District, the Intermediate Unit, or another outside agency.

Please complete the following 4 charts reflecting the charter school’s Special Education program profile:

List all current Special Education instructional programs **operated directly by the charter school**. List teacher, FTE*, type of class or support, e.g. learning support, emotional support, autistic support or other designation used by the charter school, location (building name), and current number of students on the teacher’s roster. Use “other information ” to explain unique circumstances.

Chart 1

Teacher	FTE	Type of class or support	Location	# of Students	Other information
<i>Example: Teacher A</i>	<i>1.00</i>	<i>Learning Support</i>	<i>Progress Charter School</i>	<i>10</i>	
<i>Teacher B</i>					
<i>Teacher C</i>					

*Full Time Equivalent (FTE) - enter the full time equivalent of each teacher as pro-rated for the class or program described. For example, enter 1.00 for a staff person who works with a class or program 100% of their time, .45 for a staff person who works with the class or program 45% of their time, etc.

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List any current Special Education instructional programs **operated by others under contract** with the charter school. Be sure to include those that are contracted with the Intermediate Unit in which the charter school is located.

Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other information
<i>Example: IU 30</i>	<i>1.00</i>	<i>Emotional Support</i>	<i>Progress Charter School</i>	<i>10</i>	
<i>ABC, Inc.</i>					

List all support staff (instructional and non-instructional) and related service providers **employed directly by the charter school** (vs. contracted with other providers) who provide required support for students with disabilities receiving Special Education services. Include at least the following: Special Education supervisor, psychologist, speech therapist, occupational therapist, physical therapist and paraprofessionals.

TITLE	LOCATION	FTE
<i>Example: Special Education Supervisor</i>	<i>Main Campus – Progress Charter School</i>	<i>.75</i>

List all support staff (instructional and non-instructional) and related service providers (**provided under contract**) who provide required support for students with disabilities receiving special education. Be sure to include services that are provided by the Intermediate Unit in which the charter school is located.

INTERMEDIATE UNIT, PUBLIC AGENCY, ORGANIZATION OR INDIVIDUAL	TITLE/SERVICE	AMOUNT OF TIME PER WEEK
<i>Example: IU 30</i>	<i>School Psychologist</i>	<i>.65</i>
<i>Therapeutic Consultant</i>	<i>Occupational Therapy</i>	<i>1 FTE</i>
	<i>Physical Therapy</i>	<i>1 FTE</i>



To fulfill the reporting requirements of Chapter 711.6, please attach a copy of the December 1, 2004 and the revised June 2005 Penn Data student database as **Attachment E**.

SECTION IV ATTACHMENTS:

PROFESSIONAL DEVELOPMENT PLAN APPROVAL LETTER AS ATTACHMENT A

TEACHER INDUCTION PLAN APPROVAL LETTER AS ATTACHMENT B

ENGLISH LANGUAGE LEARNERS REPORT AS ATTACHMENT C

SPECIAL EDUCATION POLICIES AND PROCEDURES AS ATTACHMENT D

DECEMBER 1 AND REVISED JUNE 1 PENN DATA STUDENT REPORT AS ATTACHMENT E

SECTION V. ACCOUNTABILITY

1. Indicate which state and national testing programs are used per grade levels:

Test/Grades	K	1	2	3	4	5	6	7	8	9	10	11	12
PSSA/PASA													
Local Assessment (Provide Name of Test)													

2. Provide the most recent copy of the school’s PSSA Results. Include as **Attachment F**

3. Provide a copy of the latest local test data. Include as **Attachment G**.

a.) Using the most recent PSSA/PASA data, any locally developed tests and other data that reflects improved academic performance, describe how the evidence indicates significant improvement or continued strong student performance. Include in the discussion:

How these results influence development of annual measurable goals and targets.

If locally developed tests are used, discuss how they are used and what impact they have on the curriculum and any measurable goal decisions.

Please describe features of the student achievement plan and note the usage of teacher observations, surveys, portfolios or other local instruments to measure student progress.

b.) Describe the strategies and interventions that are in place to ensure that students who are at-risk of failure, or those not making reasonable progress, are being addressed. What opportunities are they afforded in order to help them succeed? Provide clear evidence that demonstrates how those strategies are proving to be effective in terms of improved academic performance.

4. Teacher Evaluation

a.) List the main features of the school’s teacher evaluation plan.

b.) List entities/individuals who are responsible for teacher and staff evaluation.

c.) Describe professional development for the evaluators, particularly in the areas of Special Education and instructional techniques, that is unique to the mission of the charter school.

ATTACH THE DESCRIPTION OF YOUR TEACHER EVALUATION PLAN AS ATTACHMENT H.

SECTION V ATTACHMENTS:

COPY OF MOST RECENT PSSA SCHOOL REPORT AS ATTACHMENT F

LOCAL TEST DATA AS ATTACHMENT G

TEACHER EVALUATION PLAN AS ATTACHMENT H

SECTION VI. GOVERNANCE REQUIREMENTS

1. Provide a complete list of the members of the Board of Trustees’. Use the following format.

Name of Trustee	Office/if any	Address	Telephone #	E-Mail Address

a.) Attach a list of the members of the Board of Trustees as **Attachment I**

b.) Attach the Board of Trustees meeting schedule for the school year as **Attachment J.**

2. Discuss briefly any leadership changes during the past year on the Board of Trustees and in the school administration (President of the Board, Chief Executive Officer, Principal, etc.) explaining why or how those changes were accomplished.

3. Describe professional development regarding governance of the school (including the Sunshine Law and the Public Officials Act) for the Board of Trustees.

4. How does the Board of Trustees coordinate the governance and management of the school? Describe the Board of Trustees' efforts in maintaining a working relationship with the charter granting School District's Board of School Directors. Cyber Charter Schools should address the efforts of the Board of Trustees to maintain a working relationship with PDE.

5. Describe the Board of Trustees' efforts in promoting opportunities for community and parent engagement in school activities.

SECTION VI ATTACHMENTS:

BOARD OF TRUSTEE INFORMATION AS ATTACHMENT I

A LIST OF BOARD OF TRUSTEE MEETINGS AS ATTACHMENT J

SECTION VII. FINANCIAL RESPONSIBILITIES

1. Provide a listing of significant private donations and foundation grants, or other non-state, non-federal funding, including the source and amount of the funding.

2. Identify major fund-raising activities performed this year and planned for next year.

3. Describe budgeting for emergencies, shortfalls or delays in receiving state, federal or other monies.

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4. Identify the charter school's projected unreserved fund balance for next year and describe the policies used to maintain fiscal solvency by determining the amount of funds to be set-aside for unexpected expenditures.

5. Describe the accounting system used by the charter school and how it integrates with the required Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting.

6. Identify the charter school's audit firm, date of last audit, auditor's opinion and any findings resulting from the audit. The audit report should be for the 2004-2005 school year. Provide a detailed explanation, if a prior report is submitted. Any audit report prior to 2003-2004 is not acceptable and may be considered a material violation.

7. List citations and follow-up actions for any State Audit Report.

SECTION VII ATTACHMENTS:

AUDITOR'S 2004-2005 ANNUAL REPORT SUMMARY AS ATTACHMENT K

SECTION VIII. FACILITY RESPONSIBILITIES

1. Describe the charter school's acquisition of facilities, furniture, fixtures, and equipment during the 2004-2005 fiscal year.

2. Describe future facility plans and other capital needs for the length of the charter and how these items have been integrated into the strategic plan of the charter school.

SECTION IX. HEALTH AND SAFETY RESPONSIBILITIES

1. Describe how the charter school has complied with health and safety requirements (e.g., fire prevention, safety standards, requirements to hold fire drills), and provide appropriate evidence of maintaining health and immunizations records for students. Provide evidence that the Request for Reimbursement and Report of School Health Services has been submitted.
2. Provide a complete list of current school insurance coverage policies and programs including health and general liability.

SECTION X. ADMINISTRATIVE NEEDS

1. Quality of teaching and other staff

Describe the professional staff of the school including total number of personnel, how many are returning staff from the 2003-2004 school year, and how many were with the school for the entire 2004-2005 school year. Discuss staff turnover and retention patterns and possible reasons for each. Provide percentages for certified and non-certified professional employees with areas of teaching, specialist or administrative responsibilities. Do not include Resource Specialist in this percentage count. Provide a copy of, or evidence that, the Elementary and Secondary Professional Personnel report was filed with PDE.

ATTACH EVIDENCE THAT THE ELEMENTARY AND SECONDARY PROFESSIONAL PERSONNEL PDE REPORT WAS SUBMITTED AS ATTACHMENT L.

2. Student Enrollment

a.) Describe the charter school's student enrollment procedures and policies, including the admissions policy. Describe how all policies and procedures comply with state law. Describe if a lottery was used, how students were placed on a waiting list and how those students were enrolled from the list.

If Kindergarten or First Grade is offered, provide a description of the admission policy with age requirements.

Provide an enrollment history for the past year, by grade level, including the number of students initially enrolled, number dropped, and number added. For students who transferred out, indicate the school(s) to which they transferred, if known.

Provide the number of students who completed the 2004-2005 year who are currently enrolled to return in September.

Provide numbers of students who were required to leave the school (expulsions, other), and the numbers who left voluntarily.

b.) Discuss any trends in enrollment including student turnover and retention data. Drawing upon exit interviews and other sources, explain why students choose to, or not to, return to the school. If the school is under- or over-enrolled based on the charter, provide an explanation.

3. Transportation

a.) Describe the charter school's transportation program. Include in the discussion whether the charter school, the school district, or a private company operates the transportation program. Also, include a description of transportation accommodations for Special Education students and suggestions for improvement to the program.

4. Food Service Program

a.) Describe the charter school's food services program. Does the charter school participate in the Free and Reduced Lunch (FRL) Program? If not, provide a brief explanation.

5. Student Conduct

a.) Describe your expectations for student behavior and discipline. Explain how your discipline policy complies with Chapters 12 of the Public School Code, particularly with respect to due process.

ATTACH A COPY OF THE CHARTER SCHOOL'S DISCIPLINE POLICIES AS ATTACHMENT M.

g.) Provide the number of suspensions and expulsions by student. [Example: 12 students were involved in 21 suspension incidents and 1 student was expelled.]

SECTION X. ATTACHMENTS:

CERTIFICATION VERIFICATION FORM AS ATTACHMENT L

DISCIPLINE POLICY AS ATTACHMENT M

ADDENDUM A

A measurable annual goal contains the following elements:

#1 Element -What is being measured?

Academic Example:	Increased number of students achieving at Proficient or Advanced Proficient as measured by the PSSA Mathematics Scores
Non-Academic Example:	Improved Parent Participation in school activities

#2 Element -What is the standard for success?

Academic Example:	5% increase in number of students achieving
Non-Academic Example:	75% of parents will participate in school activities

#3 Element - How frequently will the goal be measured?

Academic Example:	Yearly
Non-Academic Example:	Monthly

#4 Element - What is the instrument used to measure the goal?

Academic Example:	PSSA results as reported on school profile
Non-Academic Example:	Monthly participation charts.

Examples of Measurable Goals:

- 5% increase in number of students achieving at proficient or advanced proficient on PSSA Math assessment.
- 75% of parents will participate in monthly meetings as documented on participation chart.
- Students will complete 90% of all daily homework assignments as charted by classroom teacher.
- The charter school will submit all state reports at least 3 days prior to deadlines as monitored monthly by a committee of the Board of Trustees.
- 75% of parents or guardians will participate in at least one of the following, as charted bi-weekly by community relations committee:
 1. Attend monthly PAC meeting,
 2. Volunteer for in-school paraprofessional duties,
 3. Volunteer for after school paraprofessional duties,
 4. Provide resources for curricular and extra-curricular activities; and,
 5. Perform other appropriate duties as authorized by committee.

CHARTER SCHOOL ANNUAL REPORT

SUMMARY DATA

2004 – 2005

NAME OF SCHOOL _____

DATE OF LOCAL CHARTERING SCHOOL BOARD/PDE APPROVAL _____

LENGTH OF CHARTER _____ OPENING DATE _____

GRADE LEVEL _____ HOURS OF OPERATION _____

PERCENTAGE OF CERTIFIED STAFF _____ TOTAL INSTRUCTIONAL STAFF _____

STUDEN/ TEACHER RATIO _____ STUDENT WAITING LIST _____

ATTENDANCE RATE/PERCENTAGE _____ ENROLLMENT _____

PER PUPIL SUBSIDY 2004-2005 _____

STUDENT PROFILE:

	AMERICAN INDIAN/ALASKAN NATIVE	_____
	ASIAN/PACIFIC ISLANDER	_____
	BLACK (NON-HISPANIC)	_____
	HISPANIC	_____
	WHITE (NON-HISPANIC)	_____
	MULTICULTURAL	_____

PERCENTAGE OF STUDENTS FROM LOW INCOME FAMILIES ELIGIBLE FOR A FREE AND REDUCED LUNCH _____

PROVIDE THE TOTAL UNDUPLICATED NUMBER OF STUDENTS RECEIVING SPECIAL SERVICES (EXCLUDING GIFTED) AS OF 12/04 _____ (Attach 12/04 and June 2005 revised PENN DATA Report as Attachment D).

	K (AM)	K (PM)	K (FULLTIME)	ELEM	MIDDLE	SEC.	TOTAL
NUMBER OF INSTRUCTIONAL DAYS							
NUMBER OF INSTRUCTIONAL HOURS							

**ASSURANCE FOR THE OPERATION OF
SPECIAL EDUCATION SERVICES AND PROGRAMS**

School Year _____ **(Enter the upcoming school year)**

The _____ Charter School within Intermediate Unit _____ assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school
2. The charter school has adopted a “child find” system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school’s jurisdiction. “Child find” data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

Board President

Date

Chief Executive Officer

Date

Verify that all DATA reports to PDE are complete

YES

NO

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name _____

Phone _____ Fax _____

E-mail _____

Signature of the Chief Executive Officer *Date*

Identify the charter school's President of the Board of Trustees

Name _____

Phone _____ Fax _____

E-mail _____

Signature of the President of the Charter School Board of Trustees *Date*

Identify the charter school's special education contact person.

Name _____

Title _____

Phone _____ Fax _____

E-mail _____

Signature of Special Education Contact Person *Date*