
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Charter Annual Report **Tuesday, October 09, 2007**

Charter School: 21st Century Cyber CS
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SECTION I. EXECUTIVE SUMMARY

Organization Description

21st Century Cyber Charter School (21CCCS) was developed collaboratively by the Bucks, Chester, Delaware, and Montgomery County Intermediate Units. 21CCCS educates Pennsylvania students in grades 6-12 who are motivated to learn in an asynchronous environment and prepares them for the future. The primary goal of the school is to provide

students with high quality instruction and a curriculum aligned to the state academic standards while tailoring the educational process to meet the students' individual needs.

The 21CCCS method of delivering instruction via the internet enables students to receive an appropriate public education through the use of a high quality curriculum designed by highly qualified teachers and staff. This curriculum is tied to the Pennsylvania academic standards, and is delivered through the innovative use of technology. 21CCCS will teach students to use technology to conduct in-depth research, collaborate with other students, and develop 21st century skills to be prepared for their individual goals after graduation. The focus of 21CCCS is to give students an individualized educational setting in which they can achieve academic success.

The ability to individualize the educational setting for students, both in curricular choices and the pace of instruction, enables 21CCCS to meet the needs of students who have a conflict with the traditional method of instructional delivery. Differentiation and communication are the keys to creating a successful academic environment for the students. Through weekly communication with instructors and staff, the students are taught to self-advocate and communicate when they need additional instruction, further explanation, or modification of the curriculum.

The asynchronous method of delivering curriculum is not appropriate for every student but when it is student are taught the necessary skills to be successful in this setting, and will be guided through the orientation period with daily assistance from teachers, counselors and staff. Should a student show signs of difficulty due to the setting, a conference is scheduled with the parent and student to determine if any other further modification can or should be made, and if cyber school is an appropriate placement.

Core Purpose

Mission

The 21st Century Cyber Charter School (21CCCS) mission is to: Provide students, for whom an asynchronous environment is an appropriate educational setting and attend our school at least half time, with an individualized learning program utilizing the latest information and communications technology. The basis for all learning plans is to maximize student achievement of the Pennsylvania Academic Standards while developing higher order thinking and complex problem-solving skills. The 21st Century Cyber Charter School will assure students master essential content and skills while preparing them for their future goals.

Vision

We provide students, families, teachers, and staff a world-class individualized asynchronous online "out of the box" educational experience, while achieving balanced growth and providing customers, both internal and external, with outstanding service.

Shared Values

We serve the students and families of Pennsylvania by ensuring our highly trained instructors and staff are using rigorous online middle and high school curriculum to help students achieve a well respected transcript and diploma. Although we do not believe that all students learn best in an online learning environment, or are motivated enough for full-time online asynchronous learning, but for those who are, we believe that 21CCCS offers the best asynchronous online learning environment available, which drives enrollment, decreases student and teacher turnover, and makes us the school of choice for asynchronous online learning in Pennsylvania.

Academic Standards

The 21CCCS curriculum provides a rich learning experience designed to foster creative and critical thinking skills, increase self-motivation and self-advocacy, and maximize student achievement of the Pennsylvania Academic Standards (PA Standards). With this ultimate goal in mind, the 21CCCS curriculum is tightly aligned to the academic standards through embedded anchors and diagnostic assessments designed to measure student proficiency annually. The 21CCCS curriculum utilizes an integrated, conceptually structured approach that stresses achievement of the Pennsylvania standards in real-life contexts and applications. In addition to this pedagogical basis for curriculum development, the 21CCCS curriculum varies the mode of assessment to collect evidence of content goals and Pennsylvania standards to benefit as many learners as possible. The staff, which developed the curriculum, created curriculum maps to document the standards, anchors, and content topics addressed in each course.

All classes created by 21CCCS staff have been, and will continue to be, developed using the board approved rubric to ensure standardization, ease of use, alignment to the PA Standards, and the ability to move at the most appropriate pace for the individual student. These courses are independently reviewed based upon this rubric.

All curriculum taught by 21CCCS staff is aligned to the PA Standards and augmented whenever necessary to enhance student achievement of the standards. Students are able to move through the classes as quickly as they are able to demonstrate mastery of the content, but they are monitored so they do not fall behind. Communication with the instructors is imperative to the student's success. The ultimate goal of the educational program is academic excellence for all students through the mastery of appropriate curriculum.

To successfully graduate from 21CCCS each student must meet the present standard for accumulated credits - 23 credits are required for students including: 4 credits in English, Social Studies, Mathematics, and Science; 2 credits in Physical Education and Health; 2 credits in Arts & Humanities; 2 credits in elective courses. A course on careers and a course on a graduation project are also both required, and achieve a level of "Proficient" or better on PSSAs. Student's not meeting PSSA proficiency requirements will be required to demonstrate proficiency on an alternate assessment. College bound students should take at least two years of a foreign language, and should also consider taking British Literature, Precalculus, Calculus, and Physics. In accordance with IDEA, identified special education students who satisfactorily complete a special education program developed by an Individualized Educational Program team shall be granted and issued a regular high school diploma by 21CCCS.

Strengths and Challenges

21CCCS made Adequate Yearly Progress (AYP) for the third year in a row. This success is attributed to a number of factors including, but not limited to, the development or modification of our own Pennsylvania online curriculum, the high level of individualization and communication between the school, students, and parents, the dedication of our highly trained teachers and staff and finally the support and guidance of our Board of Trustees.

Challenges include, but are not limited to, dealing with the large number of families that apply to the cyber school thinking it will be the "easy way out" or the "save all" solution for a child that is not motivated to learn, collecting hardware and textbooks from withdrawn families located across the commonwealth, preparing for the potential reduction in funding due to repeated bills brought forward, training requirements for staff working in this very new area of public education, and the federal and state district level requirements put on a small number of staff.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

After administration learned the school had not achieved AYP in 2004 due to participation rate on PSSA testing, a School Improvement Plan was developed using the Strategic Planning Process. The plan was executed during the 2004-05 and the 2005-06 school year. Until the rollout of the eStrategic planner this past year, the school has followed the Annual Report system of accountability.

With less than 90 days notice of being required to do strategic planning, 21CCCS was able to plan and hold four focus groups with parents and students, receive over 300 survey responses from students and parents, and plan and hold six listening posts with teachers and staff.

After the Annual Report is completed, it will be the focus of administration to continue the Strategic Planning Process.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Jon Marsh	Director/CEO	Administrator	Position
Lindi Steczak	Admin. Asst. / Bd. Sec.	Other	Jon Marsh
Joe Mayo	Student Support Manager	Administrator	Jon Marsh
Kent Stahlman	Associate Director of Curriculum Design	Administrator	Jon Marsh
Paige Morabito	English & Gifted Instructor/Lead Teacher	Secondary School Teacher	teachers
Teresa Meade	Recruitment and Communications Specialist	Other	Jon Marsh
Carly Fives	Special Services Coordinator	Special Education Representative	education specialist

Goals, Strategies and Activities

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The 21CCCS curriculum provides a rich learning experience designed to foster creative and critical thinking skills, increase self-motivation and self-advocacy, and maximize student achievement of the Pennsylvania Academic Standards (PA Standards). With this ultimate goal in mind, the 21CCCS curriculum is tightly aligned to the PA Standards through embedded anchors and diagnostic assessments designed to measure student proficiency annually. 21CCCS curriculum utilizes an integrated, conceptually structured approach that stresses achievement of the PA Standards in real-life contexts and applications. In addition to this pedagogical basis for curriculum development the 21st Century Skills are also embedded into the curriculum. The staff, which developed the curriculum, created curriculum maps to document the standards, anchors, and content topics addressed in each course. The 21CCCS Board approved this documentation at the January, 2006 Board Meeting and administration submitted these to PDE as part of the charter renewal in February 2006. A curriculum renewal cycle is in development to ensure that all classes are scheduled for regular review and approval by the board. The 21CCCS curriculum provides a high degree of individualization, allowing students to demonstrate mastery of the content most appropriate to the learner. Participation in group projects and learning activities are flexible and based upon common needs and learning objectives rather than age or placement within a predetermined curriculum. 21CCCS does not attempt to fit students into preordained

classes, but builds the educational program around the student's learning needs. Prior to the start of each semester, 21CCCS provides the students with the necessary materials to successfully complete the courses. In all English and math courses the students complete a pre and post assessment to identify the areas of the PA Standards in which the student may be deficient. The student's scores are used to help the instructional staff focus on the student's area(s) of need from the pre-diagnostic assessment, and to measure annual academic improvement with the post-diagnostic assessment.

All classes created by 21CCCS staff have been, and will continue to be, developed using the board approved rubric to ensure standardization, ease of use, alignment to the PA Standards, and the ability to move at the most appropriate pace for the individual student. These courses are reviewed based upon this rubric. Curriculum which is purchased or rented from third party sources is taught by our instructional staff whenever appropriate, and monitored by a 21CCCS Learning Coach for additional student support. When one of these courses are used, modifications are made to include an appropriate pace chart for the student's individual needs. All curriculum taught by 21CCCS staff is aligned to the PA Standards and augmented whenever necessary to enhance student achievement of the standards. Students are able to move through the classes as quickly as they are able to demonstrate mastery of the content, but they are monitored so they do not fall behind. Communication with the instructors is imperative to the student's success. The ultimate goal of the educational program is academic excellence for all students through the mastery of appropriate curriculum.

Based upon student preference and needs, many of the classes incorporate the use of virtual classrooms to introduce, discuss, and review the instructional material. Students who choose not to, or who are unable to participate in the live version of the presentation are able to watch a recorded version any time after the session has been posted. After review of current pedagogical research, many classes have incorporated the use of discussion boards, as they have been found effective for the learning process (Kassop 2003). Students are then able to participate in the curricular discussion in an asynchronous manner. A main benefit of the online method of instructional delivery is it allows students to process the information at their own speed without the demands and/or stress of a real-time class setting. Even within the synchronous webcasts, students are able to process information and respond within their comfort levels either through direct messaging or live audio. When collaborative activities are appropriate the students may use a combination of the discussion boards and/or the live webcasts to present their information to their collaborative group or the entire class.

When direct instruction, remediation, or tutoring is needed, the instructors may use the live webcast in a one-on-one setting to work with the students in a synchronous setting. Often a phone conversation or email will suffice to convey the necessary information, but if more is needed the necessary tools are available for communication with the students.

Not only do teachers have the opportunity to discover areas of need through regular one-on-one communication with students, diagnostic tests are also given to students. Specifically within the English and math subject areas, diagnostic tests assist in determining if extra focus is needed on fundamental skills for the individual student. 21CCCS teaching staff employs several strategies to accelerate academic skill development, content knowledge and learning strategies for students performing significantly below standards in literacy and mathematics skills. In English courses, students are regularly provided with reading guides for assessments to help them identify and study the content. Within daily communication and all submitted written work, the instructional staff works with students to consistently use clear, grammatically correct sentences and paragraphs. Particular emphasis is also given to the steps required for successful development of a five-paragraph essay and other standards-based writing techniques. The English courses also use student focused lessons based upon an inquiry method of learning which utilizes genre based readings, discussion boards, lectures using virtual classrooms, projects, group work, and presentations.

Within the math courses numerous strategies are incorporated to assist all students, but particularly those who do not show mastery of the appropriate mathematic skills in the diagnostic

assessments. Visualization is incorporated into daily instruction as the visuals enable students to see the processes of practical mathematics. Particular emphasis is given to practice and application of all basic math skills, practice is also provided on computational skills with integers and decimals within word problems. Students must show the ability to determine the proper mathematical methods to solve real world problems based on a step-by-step analysis. Based upon identified student need, an entire course was built upon the essential skills of arithmetic as they apply to algebra. Within all core subjects teachers increased efforts to integrate literacy and mathematic skills into project based activities.

English Language Learners

Students who enroll in 21CCCS who first acquired a language other than English, come from a home where a language other than English is spoken, or speak with peers in a language other than English are eligible for English as a Second Language (ESL) services.

As the students Local Education Agency (LEA), 21CCCS is responsible to provide services to English Language Learners (ELL). 21CCCS works collaboratively with the students' local intermediate unit to coordinate the delivery of services in accordance with that district's ESL program goals and objectives including identification, assessment, and language services.

Graduation Requirements

To successfully graduate from 21CCCS each student is required to meet the present standard for accumulated credits*, and to achieve a level of "Proficient" or better on reading, writing, and mathematics PSSAs. Eleventh grade students who did not demonstrate proficiency on the tests taken this year will have the opportunity to retake tests during the fall of their senior year. Students not meeting PSSA proficiency requirements were required to demonstrate proficiency on an alternate assessment.

The following information is based on the minimum requirements. Students pursuing a college education are encouraged to take additional courses.

Category	<u>Credit Requirements (23 total)*</u>	<u>Credit Requirements (22 total)*</u>	Courses
English	4	4	English 9, 10, 11, and 12. Electives include Grammar and Composition, Business Communication, and Creative Writing
Social Studies	4	4	World Geography, World History, American History II, Civics, Psychology, Social Studies Elective
Mathematics	4	3	Algebra I, Geometry, Algebra II, Pre-Calculus, Math Elective
Science	4	3	Earth Science, Biology, Chemistry, Physics, Physical Science, Science Elective
PE/Health	2	1.5	Includes Physical Education and Health courses
Arts & Humanities	2	1.5	Art, Music, Foreign Languages, and other Humanities
Electives	2	4	Many options
Graduation Requirement	.5	.5	Career and Life Skills (traditionally taken during 11th grade)

.5	.5	Graduation Project (Culminating Project- traditionally taken during 12th grade)
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* 23 credits were required for students enrolling in 21CCCS high school (grades 9+) after 2003-2004. 22 credits were required for students who enrolled in 21CCCS high school prior to the 2004-2005 school year.

In accordance with 22 Pa. Code § 4.24, identified special education students who satisfactorily completed a special education program developed by an Individualized Educational Program Team are granted and issued a regular high school diploma by 21CCCS.

Special Education

21CCCS will meet the educational needs of students with disabilities by continuing to provide students with the academic support(s) they need, specifically as outlined within their IEP or 504 Service Agreement. The Special Education Department works in collaboration with the regular education teachers to make any necessary modifications to the delivery or expectations of their curriculum in order for students with disabilities to be successful. Modifications may include, but are not limited to, extended time to complete assignments, altering the length of an assignment, reducing the number of assessments, or providing alternate means of assessment.

The regular education teachers are also provided with a copy of the 504 Service Agreement or IEP for students with disabilities in their classes in order to ensure they are working towards the students' annual goals and are making the necessary modifications and accommodations to ensure student success.

21CCCS currently operates a direct learning support program and it is projected that the program will continue to operate for at least the next four years. 21CCCS also provides emotional support for student's diagnosed as Emotionally Disturbed by contracting out psychological services and providing access to the guidance counselor on staff. 21CCCS contracted with Bucks County Technical High School to provide a Life Skills program for a single student, however the student graduated in June. It is projected that 21CCCS will continue to contract for the following related services:

- Psychological evaluations and reevaluations (on average of 15 per year).
- Speech and Language therapy
- Occupational Therapy (two students in 2006-07)
- Individual psychological therapy
- Physical Therapy
- Individual Reading Instruction (one student in 2006-07)

To ensure compliance with special education laws and determine the most appropriate instructional strategies for educating special education students, the Special Education Department at 21CCCS evaluates students to determine if they are in need of special education services, and examines IEP's of incoming and existing students to ascertain that they are written with clear, measurable, annual goals. The IEP team must determine whether to accept the IEP as it is written, or if a new IEP must be written. The IEP team also monitors students' progress towards IEP goals through collaboration between the regular and special education teams. The special education coordinator ensures regular & special education teachers are following the student's IEP and working towards annual goals.

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Carly Fives	1.0	Itinerant Learning Support	21st Century Cyber Charter	18	1.0% FTE

			School		
Rose Marsh	.5	Itinerant Learning Support	21st Century Cyber Charter School	7	.5% FTE
Michele Williams	.5	Itinerant Learning Support	21st Century Cyber Charter School	11	.5% FTE
Paige Morabito	.5	Gifted	21st Century Cyber Charter School	7	.5% FTE

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
N/A	0	N/A	N/A	0	N/A

Special Education Program Profile - Chart III

Title	Location	FTE
N/A	N/A	0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Chester County IU	Psychological Services	10 days total
Easter Seals	Psychological Services	60.5 hours total
Easter Seals	Occupational Therapy	1x week/60 minutes
Therapy Source	Psychological Services	173.25 hours total
Lancaster Lebanon IU 13	Psychological Service	14 hours total
Luzerne County IU 18	Psychological Service	3 hours total
Luzerne County IU 18	Speech Evaluation	3 hours total
Capital Area IU 15	Reading Instruction	2x week/60 minutes
Allegheny IU 3	Psychological Service	8 hours total

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	Yes	No
PLATO	No	No	No	No	No	No	Yes

Student Assessment

The Pennsylvania System of School Assessment (PSSA) results document the 21CCCS student achievement. In 2006, the 6th and 7th grade students were included in the PSSA for the first time along with the school's 8th and 11th grade students. In Reading, 71% of students demonstrated a level of Proficient or higher. In Math, 46% of students demonstrated a level of Proficient or higher. In order to continue this trend of student achievement, a number of new courses were added for the 2006-07 school year to focus on the students who need additional instructional support. In the 2007-08 school year, the plan is to establish a student performance management system to collect data on math and reading to drive more academic decisions for individual students.

Students take assessments on their reading and mathematical skills to be used as a baseline during the school year in measuring their academic growth and preparation for the PSSA assessments. At the end of the math/English class, students are directed to take a post-test in mathematics/reading. The school combines both test scores to chart the progress of each student over the academic year in math and reading.

A local assessment was used in the 2006-07 school year as an alternative assessment for graduating seniors who had met all other graduation requirements, except the PSSA requirement. For prospective graduating seniors who had not scored proficient or advanced on either of the two possible administered state assessments, an additional assessment was created using the PLATO Learning System. The PLATO Learning System is an online curriculum that provides both instruction, and assessment in the areas of reading, writing, and mathematics. With more than 120,000 mathematical and reading questions aligned to PA Standards, it provides a rich resource in creating an alternative assessment. These seniors were enrolled in the online course of assessment and required to reach an 80% mastery level before they could graduate.

The Administrative Review Team (ART) monitors at-risk students and is responsible for taking additional measures if parents or students are not following through on the recommendations made by the ART. The ART is made up of one administrator, the Student Support Manager, Guidance Counselor, and the Special Education Coordinator as needed. The ART team is used as one of the procedural steps in the identification process of academically at-risk students. Possible solutions include but are not limited to; mandatory phone or on-site conferences, removal of privileges and reduction of course loads. The goal of the ART conferences is to achieve a working contract agreed upon by all involved. The contract outlines the steps the student will take to succeed at 21CCCS. Truancy is often a part of the ART procedure. The course's teachers maintain the positive and supportive role in the path to student success while the ART team monitors and make requirements of the student and family.

Teacher Evaluation

Each professional and administrative employee is assigned to a supervisor who is responsible for evaluating the employee's job performance. The Director/CEO is responsible to assure that proper supervision and evaluation are accomplished. (Policy # 0816.01 & # 0816.03)

All staff members are evaluated twice a year using a CCIU developed evaluation tool and rubric. The tool evaluates three service areas including Organizational Expectations, Professionalism, and Job Performance Skills. Each of the three areas has three to four topics, plus Essential Responsibilities, Skills and five goals. Professional staff member can earn up to 10% merit, and clerical and technical staff can earn up to 7% merit.

Professional staff members are additionally evaluated using a tool developed by the CCIU and submitted to PDE for certification upgrades and maintenance. Both the CEO and a Division Director at the CCIU complete these evaluations. A portion of the individual evaluation also includes the development of and reflection upon his or her professional growth plan.

As part of the evaluations process, the CEO and the Division Director were trained by the Human Resources Department of the CCIU to use the tools; also, each take part in the numerous supervisory workshops put on each year by the CCIU. Both evaluators have educational, supervisory, special education, and cyber backgrounds so expertise is based on previous experience and ongoing training.

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The 21CCCS's Board of Trustees is made up of four area Intermediate Unit (IU) Executive Directors, eight area school district superintendents, and one parent of a 21CCCS student. The bylaws of the 21CCCS mandate the annual election of the Board of Trustee officers and members. For the 2006-07 election, Dr. Priscilla Feir, Superintendent of the Perkiomen Valley School District, was re-elected Chairperson of the Board. Dr. Feir and the four IU Executive Directors make up the Executive Committee. Dr. James Scanlon, Superintendent of Quakertown Community School District held the Vice-Chairperson seat until September 2006 when he resigned from his Superintendent role at the Quakertown Community SD. Dr. Alan Elko was elected into the Vice-Chairperson role for the remainder of the election period.

Two of the 21CCCS's original founders, Dr. John Baillie of the Chester County IU and Dr. Richard Coe of the Bucks County IU, retired from their Executive Director positions this year, therefore resigning from the board. These seats were filled by Dr. Joseph O'Brien the new Executive Director of the Chester County IU and Dr. Barry Galasso the new Executive Director of the Bucks County IU.

Dr. Victoria Gehrt resigned from her Superintendent position at the Bensalem SD this year, therefore resigning from the board. Mr. Mark Klein, Superintendent of the Council Rock SD, filled this seat. Dr. Francis Barnes of Palisades SD filled Dr. James Scanlon's seat on the Board after his resignation. The Parent seat is now filled by Mrs. Kathryn Emmel, mother of two 21CCCS students (9th & 10th Grade) and one 21CCCS graduate.

Board of Trustees

Name of Trustee	Office (if any)
Barry Galasso	Bucks County IU
Joseph O'Brien	Chester County IU
Christopher McGinley	Delaware County IU
Jerry Shiveley	Montgomery County IU
Francis Barnes	Palisades SD
Mark Klein	Council Rock SD
Alan Elko, Vice-Chairperson	West Chester Area SD
Thomas Newcome	Octorara Area SD
Anthony Costello	Garnet Valley SD
Dana Bedden	William Penn SD
Lisa Andrejko	Norristown Area SD
Priscilla Feir, Chairperson	Perkiomen Valley SD
Kathryn Emmel, Parent	

Professional Development (Governance)

Given the background, expertise, and continual training completed by the Board in their primary positions very little professional development is necessary. When a topic or concern specific to

the cyber environment arises, the CEO arranges any necessary professional development to ensure the Board is adequately informed.

Coordination of the Governance and Management of the School

Due to the unique make up of the Board of Trustees for the 21CCCS, other than the parent on the board, each of the eight Superintendents and the four IU Executive Directors have a solid working relationship with PDE. The Superintendent for the school district, which sponsored the original charter, West Chester Area School District, has been on the Board for the past six years, and was the Vice Chairperson for two of those years.

Community and Parent Engagement

To ensure Community and Parent Engagement a parent representative fills one seat on the Board of Trustees. The Minutes from board meetings are posted in CyberSchool Announcements, a discussion group for parents, staff, and students. The Board Meetings are all advertised local newspaper and on the school web site inviting the community and parents to attend. All meetings are open to the public as required by the Sunshine Act.

Each month the school organizes a monthly field trip for all students and their families. Not only is it recommended that parents attend the trips, at least one parent or guardian is required to attend the trips with their child due to supervision and transportation needs. The parent on the Board attends most of the field trips in order to interact with parents and staff.

Throughout the school year numerous open houses are held. The open houses are available to the public and are advertised on the schools website and through other varied sources.

In an effort to increase communication with students and the community at large 21CCCS created a school PTO at the start of the 2006-07 school year. The parent representative to the Board was a regular participant in the meetings. The meetings were an opportunity for the staff to share information with the parents, for the parents to share ideas and concerns with each other, and for the group as a whole to create a stronger sense of community within the school. The PTO generated the idea to complete a community service project in December 2006 across the commonwealth during which students participated in small groups at different locations to create blankets for homeless shelters. Those who could not meet with the group participated in various projects in their own communities and shared this information with the group. While still in its infancy the PTO will continue to meet during the 2007-08 school year to further enhance the connections between the school community and the community at large.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

There were no major fund-raising activities during the 2006-07 school year and none are planned for the 2007-08 school year.

Fiscal Solvency Policies

In order to maintain steady cash flows, school districts are billed on a regular and timely basis. Subsidy deductions, as allowed by PDE are requested periodically during the year. The Board has approved a number of major expenditures to come out of the fund balance during the 2006-07 School Year in part because some school districts have chosen not to pay on a timely bases. During the 2006-07 school year the Board approved a total of \$280,750 to be used for the above purchases.

As part of the working arrangement between the Board and the CCIU purchases over \$4,000 require additional pre-approval by a CCIU Division Director and purchases in excess of \$10,000

and any long-term lease commitments are voted on by the Board of Trustees. All purchases are approved by the Board in an Expenditure Report at each board meeting.

Accounting System

The CCIU provides financial services to the 21CCCS. For the 2006-07 fiscal year, the CCIU utilized Government e-Management Solutions (GEMS) software in conjunction with the PA Chart of Accounts for PA Public Schools for budgeting, accounting, and financial reporting on behalf of the 21CCCS. All financial reporting conforms to Generally Accepted Accounting Principles (GAAP) as stated in the Independent Auditor's Report dated January 11, 2007 presented by Herbein & Company Inc.

Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit

Herbein & Company, Inc., located in Reading, PA, audited the financial statements of 21CCCS for the year-ended June 30, 2006 and issued an unqualified opinion on January 11, 2007.

Audited financial statements for the year-ended June 30, 2007 are currently not available. Herbein & Company are expected to begin fieldwork on the 2006-07 financial statement audits of both the CCIU and the 21CCCS in mid-November 2007. A completion date for the audit cannot be provided at this time.

Citations and follow-up actions for any State Audit Report

There were no State Audits conducted on 21CCCS' financial records in 2006-07 School Year and therefore no citations or follow-up actions to report.

SECTION VII. FACILITY RESPONSIBILITIES

Acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year

The current arrangement with the CCIU provides 21CCCS with office space, including utilities. The school, however, is responsible for purchasing its own furniture and equipment. During the 2006-07 school year, 21CCCS spent \$69,000 on Board approved renovations and furniture to accommodate staff expansion.

Approximately \$145,000 was spent throughout the year with several vendors to purchase computer hardware and software. These purchases were necessary to outfit new staff and to replace obsolete equipment for both staff and students. The Board also approved the purchase of additional online courses totaling \$73,850 from the school's fund balance to meet the demands of the growing enrollment.

Future Facility Plans and Other Capital Needs

The Board of Trustees intends to maintain the agreement between 21CCCS and the CCIU for the foreseeable future. Since this arrangement includes office space, the school will continue to operate out of the CCIU's Educational Service Center facility in Downingtown, PA.

Planned expenditures in 2007-08 include \$40,000 for the development of additional online courses and \$200,000 for the purchase of a Moodle server and 150 new computers. Both of these items have been approved by the Board to be paid out of 21CCCS' fund balance.

As the school continues to meet the unique needs of the cyber school cliental other purchases

will continue such as additional furniture and space needs for staff and hardware for students and staff.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

No students are serviced at the 21CCCS office. Staff follows all required trainings, drills and schedules as directed by the Chester County Intermediate Unit. All student health and immunization records are maintained at this office under the guidance of a certified school nurse employed by 21CCCS.

21CCCS reported reimbursement, and received a reimbursement check on 2/27/07 from the DOH School Health Services.

21CCCS follows the policies and procedures of the Chester County Intermediate Unit including the Wellness Policy, in place as of July 1, 2006.

Current School Insurance Coverage Policies and Programs

Automobile
Commercial Package
Crime
Dental
Disability
Equipment Breakdown
General Liability
Inland Marine
Life
Medical
Prescription Drug
School Leaders Errors and Omissions (Including Employment Practices Liability)
Umbrella Liability Policy
Vision
Workers Compensation

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The 2006-07 school year ended with 20 full time teachers, two teaching assistants, one guidance counselor, one student support manager, one associate director, two full time technology help desk personnel, one registrar, one school secretary, one administrative assistant, one communications specialist, one part-time learning coach, one part-time school nurse, and the CEO. Two of the 34 staff members are from the school's first year; two are from the second year; three are from the third year; five are from the fourth year, ten are from fifth year, and ten are from the current year. The administration hired eight teaching staff, one teaching assistant, one full time technology help desk position, and the communications specialist position during the 2006-07 school year. The teachers are all licensed in their subject area with Pennsylvania certificates on file at the Chester County Intermediate Unit, and at the cyber school administrative offices.

This growth in staffing is concurrent with the growth of students served. Four resignations and/or terminations occurred this year. Resignations and/or terminations are consistent with the market, were predicted by administration, and is a reduction from 15% in the 2005-06 school year to 11% in the 2006-07 school year. Better hiring practices, continued improvement of the evaluations

process, and development of clearer policies and procedures should maintain or reduce current turnover percentages. The school offers a number of incentives to retain good staff including; flexible work schedule, excellent benefits, competitive compensation, merit pay, and extensive professional development opportunities.

A new challenge for the school is recruitment from other schools and school districts of our trained online staff. As online education continues to grow in popularity, and because 21CCCS has continually hit the AYP targets the staff of 21CCCS receives this type of attention.

Student Enrollment

The admission process is designed to determine the appropriateness of an asynchronous environment for any given student as a potential cyber school candidate. 21CCCS will not discriminate in its admission or any other policies on the basis of race, color, national origin, sex, or handicap. Students are enrolled in 21CCCS on a rolling basis at specific times of the year to correspond with the approved school calendar. Should the facility receive more applicants than there are available spaces, a wait list and lottery system will be initiated.

Throughout the enrollment process, all student information is cross-referenced with multiple sources to ensure accuracy. The information provided from the student's parent/guardian is compared to information received from the student's previous school, copies of the birth certificate, social security card, and proof of residency.

The enrollment process typically starts with an initial inquiry completed online which entails a brief questionnaire designed to assess the appropriateness of a cyber school for the student. Once this is completed, 21CCCS enrollment advisors contact the family by phone to discuss the school, the potential student, and the appropriateness of placement of the student in a cyber school. Following the phone conversation, the students are sent 21CCCS's "sample lesson", an evaluative survey of the pros and cons of attending school in an asynchronous, online environment. It gives a student the opportunity to view the look and feel of an online class while also allowing him or her to voice his or her own opinions and thoughts to 21CCCS's enrollment advisors.

If, following the completion of the sample lesson, a family wants to enroll a child, they are given access to an online form which is used to generate the enrollment paperwork. Once the form is submitted, 21CCCS prints and mails the enrollment packet to the parent or guardian for completion. Once the packet is completed and returned, along with the required documentation such as prior school transcripts or home school evaluations, the student is enrolled for the next start date, and enrollment forms are sent to the state and the local school district. All information is then filed securely.

In order to re-enroll families are mailed a re-enrollment form, computer lease, and a current Student and Parent Handbook. Once the required forms are completed and returned, the student is re-enrolled for the following year.

Enrollment History for the 2006-07:

Grade	Initially Enrolled	Dropped	Added
6th	19	7	7
7th	33	13	9
8th	39	19	10
9th	102	31	33
10th	117	41	23
11th	113	31	7
12th	82	19	7

Three hundred and one students are currently re-enrolled from the 2006-07 School Year.

21CCCS did not require any students to leave the school during the 2006-07 School Year, although 37 students were removed from active membership for exceeding the ten consecutive school days of no participation as required under Section 11.24 of the PA Code. No expulsions were necessary. One hundred and sixty one students chose to withdraw from 21CCCS during the 2006-07 School Year. In exit interviews, the reasons stated most often for leaving cyber school were: lack of student motivation, student not suited to cyber environment, and student desire for more social interaction.

Enrollment Trends: Each year the school retains more students:

School Year	# Returning Students
2004-05	174
2005-06	181
2006-07	263
2007-08	301 (tentative)

This increase in returning students, particularly the dramatic increase from 2005-06 to 2006-07, is attributed to the increased number of classes developed and taught by 21CCCS teachers (versus third party classes and teachers), a focus on increasing communication with students and parents, and improvements in tracking and reporting of student progress.

In an attempt to enforce the mission “â€for whom an asynchronous environment is an appropriate educational settingâ€” this past year administration asked students that had failed more than half their classes over two consecutive semesters (block scheduled) to consider not returning to our, or any other cyber school, as high failure rates in online classes was a good indicator that asynchronous online education was not an appropriate learning environment.

Attached: Withdrawn Student Destination

Transportation

21CCCS is an online school and transportation is not a normal issue. The 21CCCS had a student that attended an alternative school, and did not receive any services from the 21CCCS. This student received transportation services from his home district as he was transported from Philadelphia to Bucks County and as of the release of the new Cyber BEC 2006 it became the responsibility of 21CCCS to manage and pay for these services. This student graduated in the 2006-07 School year and the services are not long needed. The special services coordinator manages transportation with the home district, secondary location and transportation providers.

Food Service Program

21CCCS is an online school and no food services are provided. The school does, however use the requirements of the Federal Program to determine if students get a price reduction on field trips, yearbooks, cap & gown, etc.

Student Conduct

Since 21CCCS is an online school, the student code of conduct primarily addresses three aspects of student behavior: academic integrity, school attendance, and the use of school technology. Students and families have due process procedures stated in their student handbook. Violations of the Student Handbook policies and procedures may result in disciplinary measures. If the student has an IEP, or is receiving any special education services, the Special Services Coordinator is consulted and is involved with any team decisions. Law enforcement agencies are contacted if any student behavior violates a local, state, or federal law.

The Administrative Review Team was put in place to help with both academic integrity and attendance issues and to help support students who have been identified as being academically at-risk, defined as students not participating in a class, participating just enough to get by, and/or not working up to their ability. The team is composed of the Director, the Associate Director, the Student Support Manager, and the Special Services Coordinator (Special Education & Guidance Services).

According to procedure, 21CCCS supplies Internet access accounts to students who require it and technology to each child enrolled. Students are required to use the technology and access accounts supplied by the school responsibly. 21CCCS will cooperate fully with local, state, or federal officials in any investigation concerning or relating to any illegal activities conducted with school accounts or equipment. Disciplinary actions will be tailored to meet specific concerns related to the violation, and to assist the student in gaining the self-discipline necessary to behave appropriately on an electronic network.

During the 2006-07 school year one student was suspended for three days for posting terroristic threats.

As Chapter 12 Student Services was recently revised and is not scheduled to be released until September 15, 2007 we are unable to explain how our discipline policies comply with this document. A number of 21CCCS staff have attended trainings on Chapter 12 and the process is underway.

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: 21st Century Cyber CS

Date of Local Chartering School Board/PDE Approval: June 14, 2006

Length of Charter: 5 Years **Opening Date:** September 2001

Grade Level: 6-12 **Hours of Operation:** 8am-4pm

Percentage of Certified Staff: 92.8% **Total Instructional Staff:** 22

Student/ Teacher Ratio: 20.8:1 **Student Waiting List:** 0

Attendance Rate/Percentage: 98.9

Enrollment: ADM=457 **Per Pupil Subsidy:** \$7,696.18

Student Profile

American Indian/Alaskan Native: .5%

Asian/Pacific Islander: .8%

Black (Non-Hispanic): 6%

Hispanic: 3%

White (Non-Hispanic): 86.2%

Multicultural: 2.9%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 28%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 53

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	181	181	181	181
Instructional Hours	0	0	0	900	990	990	990

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The 21st Century Cyber CS within Chester County IU 24 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

2007 - 2008 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Jon Marsh

Title Director/CEO

Phone 484-237-5253

Fax 484-237-5314

E-mail jmarsh@21cccs.org

Signature of the Chief Executive Officer and Date

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

Name Pricilla Feir

Title Perkiomen Valley SD Superintendant

Phone 610-489-8506

Fax 484-237-5134

E-mail pfeir@pvsd.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Carly Fives

Title Special Services Coord.

Phone 484-237-5235

Fax 484-237-5219

E-mail cfives@21cccs.org

Signature of the Special Education Contact Person and Date