
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: Belmont CS
Address: 4030 Brown St
Philadelphia, PA 19104
Phone: (215) 823-8208
Contact Name: Alice Lunsford

SECTION I. EXECUTIVE SUMMARY

Organization Description

Belmont Charter School is located in the Belmont section of West Philadelphia and was placed under charter from the Philadelphia School District in 2002. The school currently offers grades K through 8, and serves approximately 410 low-income, high-risk, mostly African-American students from the surrounding geographic catchment area.

Core Purpose

Mission

Belmont Charter's mission is "to create intensive, high quality, individualized educational and social service programs for each child in order to promote the academic, social, and developmental growth of all students and the surrounding community." Our emphasis on early childhood intervention and the provision of family support further this mission, as do our developmentally appropriate curriculum, small class sizes, subject/grade-specific pullout/push-in sessions and individualized after-school tutoring program (among other strategies).

Vision

By the time they leave Belmont Charter, students are expected to:

- have learned and complied with reasonable standards of behavior in a learning environment (e.g., respect for others and school property, following directions, completing homework);
- have reached grade-level (proficient or advanced) competency in the core subjects of Reading and Math;
- be able to communicate effectively by using writing, listening and speaking skills;
- have demonstrated a basic level of technological skill as a foundation for technological literacy;
- be able to analyze, question, compare and comprehend ideas

Shared Values

Belmont Charter's core beliefs include:

- The idea that families come first. Communication and cooperation between home and school are essential for a child to learn effectively and to be educated consistently
- The idea that our students often struggle with life circumstances that make it much harder for them to learn than for their peers in higher income brackets. However, we believe that these children are capable of high performance if given the help, caring and support they need. Belmont Charter prides itself on doing everything possible to help these students achieve personal success.
- The idea that children must actively engage in the learning process and should understand that achievements are not accomplished without effort

Belmont Charter programs take a holistic approach to student learning that addresses the individual needs of this high-risk population. We provide: an extended school day; additional after-school tutoring; small class sizes; instruction differentiated according to learning ability; enrichment opportunities in music and athletics; a CARES program tailored to providing an individualized learning environment to students with extreme behavior challenges; a high percentage of certified teachers; a team of certified in class support teachers dedicated to providing both pullout and push-in support across all grades and subject areas (at least one assigned per grade level); provision of family and social services on an as-needed basis; provision of speech and occupational therapy on an as-needed basis; provision of free breakfast and lunch for each student; and much more.

Academic Standards

Our academic content standards are characterized by applying process knowledge to the standards that will foster our students in becoming life-long independent learners. Our academic

content is aligned with the PA content standards and students are expected to demonstrate proficiency on all assessment anchors. The use of data, observation and assessment combined with teacher and student learning styles are used to provide targeted instruction, coaching and intervention. Unifying themes across content areas are used to create a context in which mastered skills of specific disciplines can be transferred across all content areas.

Strengths and Challenges

Belmont Charter School has developed an infrastructure of using diagnostic placement, triangulation of data and data-driven instruction and intervention to improve the delivery of mathematics instruction. The use of this protocol has resulted in, grades 3,4 and 5 making AYP by scoring above the 45% (Proficient and Advanced) state AYP benchmark, as well as dramatic improvement in 6th and 8th grade scores. The increase in the numeracy skills of BCS students and their ability to interface them with real world problem solving has become a strength for BCS.

Reading and literacy skills continue to be a weakness at Belmont Charter School. Although we made AYP through the SafeHarbor/Confidence Interval provision, our rate of growth continues to fall behind the levels necessary to reach the 54% (Proficient and Advanced) state AYP benchmark. Building on our protocol for mathematics and placing a strong emphasis on coaching, we will target the areas of poetry, inference and interpreting the use of figurative language to increase our students' skills. In addition, placing emphasis on vocabulary development will allow us to increase our rate of growth and decrease the gap between our actual scores and the AYP benchmark.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Belmont Charter administrative team takes on the school's improvement process using information from formal assessments of the school's performance (PSSA and Terra Nova test results, 6 week benchmark testing, teacher evaluations from academic directors, discipline records) and feedback from teachers and parents. The team meets semiannually to evaluate progress toward the goals set at the beginning of the school year.

The team checks progress toward each target and assesses the strategies used to meet them. When the target is met, the team either replaces it with a more difficult one or creates strategies to maintain that level of performance.

If a target has not been met during the school year, the team identifies why: were the strategies for meeting it implemented improperly? Were the strategies unsuitable? Was the target overly ambitious? Were there any extenuating circumstances? The reassessed, readjusted targets are then included in the following school year's plan.

To determine areas of weakness, the planning team examines all the information from the aforementioned sources and compares its data to results from other local charter schools and to schools run by the Philadelphia School District. An assessment of available resources helps the team determine a realistic improvement rate in any particular area of weakness as well as to identify root causes on which to focus. The need for improvement is then turned into a particular target to be included in the School Improvement Plan for the upcoming year, which includes new strategies to outline how the area of weakness will improve.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Jaimee Friedman	Academic Director	Administrator	Jennifer Faustman
Arlene Shank	Academic Director	Administrator	Jennifer Faustman
Jennifer Faustman	Executive Director	Administrator	Michael Karp
Karen McGann	Special Education Director	Special Education Representative	Jennifer Faustman
Sam Foster	Charter School Director	Administrator	Jennifer Faustman
Bob Szybist	Director of Auxillary Programs	Other	Jennifer Faustman
Jeanne DiLeonardo	Director of Social Work	Ed Specialist - School Counselor	Jennifer Faustman

Goals, Strategies and Activities

Goal: Attendance

Description: To meet or exceed the 90% attendance requirement for Grades K-8 set forth by AYP standards

Strategy: Strategy 1

Description: Aggressive Truancy program

Activities:

Activity	Description	
Activity 1	Employment of Truancy Officer responsible for making home visits	
Person Responsible	Timeline for Implementation	Resources
Alice Lunsford	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Activity 2	Holding Saturday detention program for truant students	
Person Responsible	Timeline for Implementation	Resources
Alice Lunsford	Start: N/A Finish: N/A	\$0.00

Goal: AYP

Description: Belmont, by following these strategies, will meet their Annual Yearly Progress.

Strategy: Strategy 1

Description: Leveled Libraries

Activities:

Activity	Description
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Activity 1	Supple classrooms with leveled libraries to provide students with more resources to practice reading skills in the classroom, as well as at home.	
Person Responsible	Timeline for Implementation	Resources
Alice Lunsford	Start: N/A Finish: N/A	\$0.00

Strategy: Strategy 2

Description: Leadership and Coaching for Teachers

Activities:

Activity	Description	
Activity 1	Use Academic Directors and Mentor teachers to coach teachers towards meeting academic standards.	
Person Responsible	Timeline for Implementation	Resources
Alice Lunsford	Start: N/A Finish: N/A	\$0.00

Strategy: Strategy 3

Description: Improve 10% of students by moving them out of the basic/below basic categories in the PSSA in Math and Reading.

Activities:

Activity	Description	
Activity 1	Use math specialist in middle school and elementary school as a way to intervene and provide math pullout.	
Person Responsible	Timeline for Implementation	Resources
Alice Lunsford	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Activity 2	Offered after-school math tutoring, as well as Power Hour program to help bring integrated, real life experiences into each students learning.	
Person Responsible	Timeline for Implementation	Resources
Alice Lunsford	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Activity 3	Use Standards based curriculum that accesses math and reading progress every six weeks.	
Person	Timeline for Implementation	Resources

Responsible		
Alice Lunsford	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Activity 4	Reading specialist in both elementary and middle school to coach teachers and pull out students for additional help. Offer After School intensive reading programs, one-on-one tutoring.	
Person Responsible	Timeline for Implementation	Resources
Alice Lunsford	Start: N/A Finish: N/A	\$0.00

Goal: Parent Involvement

Description: To increase parent participation in student's school life and in student's learning.

Strategy: Strategy 1

Description: Increase parent participation

Activities:

Activity	Description	
Activity 1	Send out regular parent reminders of events, post parent events around school and community, offer incentives for attendance to events.	
Person Responsible	Timeline for Implementation	Resources
Alice Lunsford	Start: N/A Finish: N/A	\$0.00

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Our team develops a coherent education program for each student that includes adherence to the state anchors, supplemented with elements taken from other recognized bodies. For each standard, there are benchmarks at appropriate grade levels. In utilizing these standards and closely monitoring these benchmarks, we have developed an expectation of excellence using a multidisciplinary approach to learning. Students will leave the school meeting both the standards for the School District and Belmont Charter School itself. Additionally, Belmont Charter uses the Harcourt-Brace textbook series, which our administrators ensured met PA content standards prior to purchase.

Many Belmont Charter students lack home support for their academic development. In addition to its efforts to increase home support, Belmont Charter organizes its curriculum to provide as dense a learning experience as possible. Morning classes are focused on building literacy skills and afternoon ones on math skills: these classes are cross-curricular, incorporating the science and social studies elements of the curriculum. Thus students never learn one subject to the exclusion of others. Instead, they are expected to learn and apply skills across the curriculum,

cumulatively building their learning experience. The curriculum is broad enough to serve students of all abilities; based on academic performance, homework and class tasks are targeted exactly at the students' levels. Small group teaching facilitates this.

Belmont Charter School promotes in-depth and inquiry-based teaching and learning through the adherence to the philosophy that learning is child-centered, and should be driven by a constructivist approach. Children are encouraged to create their own knowledge with teacher support using hand-on experiential learning. Children are actively engaged throughout the day in work that embraces a variety of themes such as problem-solving, communication, critical thinking, information gathering/processing, and personal, family and community growth and development. Teachers are encouraged to plan field trips/activities around various curricular themes and units to provide students the opportunity to apply what is learned in the classroom to real life experiences.

Belmont Charter believes that one-on-one teaching is the most effective way to reach students who are performing significantly below standard. The school uses small-size classes to ensure that students are taught at the proper level of difficulty. The school makes one-on-one or one-on-two teaching sessions available to such students during the school day, in addition to placing them in small group learning communities whenever possible. Struggling students are also eligible for additional tutoring sessions after school hours and are encouraged to attend them. Likewise, academic tutoring during summer school is mandatory for these students. When students fail to meet success after participating in the above interventions, he/she may be recommended for retention as which point the decision is turned over the chairman of the board.

Rigorous Instructional Program - Attachments

- Teacher Induction Plan
- Professional Development Plan

English Language Learners

Belmont Charter School currently does not have any ELL students.

Graduation Requirements

This is not applicable to Belmont Charter School since it only extends to grade 8.

Special Education

Attached is a copy of all Special Education policies and procedures for Belmont Charter School. This includes those policies and procedures that deal with identification and provision of services to special needs students as well as instructional strategies for educating special education students.

Special Education - Attachment

- Belmont Charter School Special Ed. Report

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Michelle Marabotti	100	Primary Learning Support- full time, self-contained	Belmont Charter School	10	N/A
Blair Grammer	100	Intermediate Learning Support- full time,	Belmont Charter School	10	N/A

		self-contained			
Craig Dacheux	100	Middle School Learning Support- full time, self-contained	Belmont Charter School	10	N/A
Jill Johnson	100	K-3 Resource Room Support	Belmont Charter School	20	N/A
Nancy Convey	100	5-8 Resource Room Support	Belmont Charter School	20	N/A

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
Director of Special Education	Belmont Charter School	100

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Emily Hurley- Therapy Source	Speech and Language Pathologist	40 hours per week
Dan Fitzgerald- Therapy Source	Physical Therapy	2 hours per week
Heather Smith- Therapy Source	Occupational Therapy	8 hours per week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	Yes	Yes	Yes	Yes
Terra Nova	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

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

Student Assessment

The 06-07 PSSA results indicate that a strong trend in increased mathematics scores and a positive correlation between targeted skills and goals, and the student performance on the test in grades 3-5. Our goals for these grades will reflect a target of 10% growth from this new baseline in student achieving advanced and proficient levels. Our progress in grades 6 and 8 came within

5% of making the 45% AYP target. Our goals for these grades will be to achieve the AYP benchmark.

The results of the 06-07 PSSA in reading were less remarkable. Although our students have continued to make progress, with the exception of the 6th grade, the rate of growth is less than anticipated. This data has influenced us to put the intervention model used in math into place for the reading program. Our goals have been readjusted to reflect the impact that this intervention is projected to have on our reading assessment.

The benchmark scores and assessment have impacted our ISP plans (Individual Student Plans) to target intervention to needed skills. They have also impacted our pacing and correlation with the Core Curriculum. Teachers have begun using the disaggregated data from the benchmarks to inform their instruction and meet student needs in a timely fashion. In addition, skills been spiraled to ensure a deeper mastery of the subject matter.

The student achievement plan has been adapted to reflect the data collected from teacher observations, student portfolios and informal assessments. Weekly meetings have been established to allow this data to be incorporated in individual as well as small group instructional plans. Formal and informal evaluations are being used to guide and target individual as well as small group daily and weekly instruction and intervention.

Students at-risk of failure or who were not making progress in math were given diagnostic tests to identify skills and sub-skills that had not been mastered. Based on the diagnostic results in conjunction with Terra Nova, PSSA and Benchmark results an ISP (Individual Student Plan) was written that addressed the re-mediation of needed skills and the progression. Students were then cycled for math and received wither/or the services of an ungraded intervention class or the services of a math specialist. Based on the pilot 6th grade program 100% of the students receiving the help of the math specialist gain a performance level on the PSSA and 25% of the students in the intervention class gained a performance level on the PSSA. All students serviced made 10% or better gains on the Benchmarks. The push in model in the 3-5 grade level had similar results to the 6th grade intervention model. The intervention mode will be replicated in literacy classes for the 07-08 school year.

Teacher Evaluation

The purpose of performance evaluation for any category of employee is to document strengths and weaknesses and to pinpoint areas for improved performance. For professional employees, evaluation is primarily a way to document growth in the profession. Although professional growth is of primary importance, evaluation may also be used to document performance problems and deficiencies.

Belmont Charter School is committed to the notion of self-evaluation and self-reflection as a way to ensure professional growth. Self-reflection, combined with the fair and objective observation and feedback of a supervisor is the best way to assist professional teachers in advancing in the profession.

The availability of the Academic Directors, Administrators, and Mentor teachers, as well as other Professional Development opportunities, coupled with the evaluation process, provides the infrastructure necessary for sustained professional growth. It is the philosophy of the Belmont Charter School that evaluation is the tool to document sustained growth.

Teacher Evaluation - Attachment

- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

There has been one leadership change this past year on the Board of Trustees at Belmont Charter School during the 2006-2007 school year. Ron Kaplan has left Belmont Charter School's board to serve on another board of directors.

The chief executive officer position has changed from Alice Lunsford to Jennifer Faustman due to a restructuring of the school leadership position.

Board of Trustees

Name of Trustee	Office (if any)
Michael Karp	President
Leslie Hall	Secretary
Kristen Johnson	N/A
Herb Vederman	N/A
Donna O'Donnell	N/A
Lisa Kaminsky	N/A

Professional Development (Governance)

Belmont Charter School feels it is important to have an informed board of trustees. Accordingly, dissemination of updated information regarding local and state-mandated policies, are provided to the governance board. During every board meeting timely information is disseminated to all members in an effort to keep them abreast of the happenings at the charter school. Likewise, in an effort to keep the meetings public and open to all members of the schools' constituencies, all board meetings are posted in a local paper in compliance with the Sunshine Law and the Public Officials Act.

Coordination of the Governance and Management of the School

The Board of Trustees coordinate the governance and management of the school by overseeing all operations of the school and delegating day-to-day management to school's administrators. The Board holds the responsibility of ensuring that the school is run in compliance with its charter application and all applicable laws and regulations. The school's CEO maintains a relationship with members of the School District's staff and regularly attends meetings and conferences held at the District office. Additionally, the Belmont Charter School has sent appropriate administrators to attend and interact with district and state education department representatives on several occasions for a variety of meetings and trainings.

Coordination of the Governance and Management of the School - Attachment

- Board of Trustees Meeting Calendar

Community and Parent Engagement

The school will involve families in ongoing programs and seek to support family needs as a key to school success. Parents are required to participate at parent-student-teacher conferences and involvement in various school programs such as open house, back to school night and parent council meetings. The Board will also seek out collaborative projects with community organizations, agencies, non-profits and businesses in order to provide a greater range of services to the community.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

During the 2006-2007 school year, the Belmont Charter School did not receive any private donations, grants or other forms of funding.

Fiscal Solvency Policies

Belmont Charter School's board adopts an annual budget in June prior to the upcoming fiscal year. All purchasing and expense allocation throughout the fiscal year must align with the budget. The administration and board monitors fiscal activity, as related to the annual budget, on a monthly basis. Monthly reviews include accounts payable.

Accounting System

Belmont Charter School maintains its books on a fund accounting basis in accordance with GAAP. It maintains a chart of accounts based on the Pennsylvania State Chart of Accounts for PA Public Schools, and all PDE reports are filed in this format. Quick Books Accounting Software is used to classify, capture and report income and expenditures.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Belmont Charter School Revenues, Expenditures, and Fund Balances

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

Belmont Charter School selected Siegal and Drossner to perform the 2005-2006 audit report. They have been engaged to conduct the 2006-2007 audit, with an anticipated completion date before October 2007. The 2005-2006 audit is attached and has a completion date of October 9, 2006.

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

- Belmont Charter School Audit

Citations and follow-up actions for any State Audit Report

N/A

SECTION VII. FACILITY RESPONSIBILITIES

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

Furniture, fixtures and equipment that are necessary are acquired through a comparative pricing process. Several companies were requested to provide pricing and servicing worksheets. This is in accordance with the Charter procedure for acquisition of purchases above \$10,000. Facilities are negotiated on an as-needed basis.

Future Facility Plans and Other Capital Needs

Belmont Charter currently is leasing its building from the School District of Philadelphia, and plans to continue to lease it until its charter runs out. The Belmont Charter board has been in discussion with PSD regarding altering the parameters of its lease and perhaps creating a new agreement in which Belmont has more autonomy in regards to building repairs and improvements as related

the Belmont building. Nothing has been finalized to date, but per these discussions it seems that an agreement might be reached that is beneficial to both parties involved. This agreement would be a strategic step towards the future of our Charter particularly based on the fact that we are looking to extend our grade span up to grade 12 and will need to expand our physical space accordingly.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

The school's fire prevention and suppression systems are in full compliance with the City of Philadelphia standards. These systems receive semi-annual maintenance and are certified annually. The Philadelphia School District building supervisor Jim Hairston checks fire alarms weekly. Belmont Charter held 11 fire drills in 06-07 under the supervision of its Head Administrator. During these, our administrative staff: closes all doors and windows; maintains silence; helps primary grade teachers evacuate; assigns staff to each floor to ensure all students have been evacuated; requires all teachers to carry roll books; gives all staff members a copy of evacuation routes; and posts specific routes in each room in the school. Additionally, the school's administrative staff logs in all fire drill information (time of day, time taken to evacuate building, number of adults and children participating) at the end of each drill. In addition, Belmont also complied with the school bus safety guidelines ensuring that all students were given proper training on emergency procedures.

Our fulltime school nurse, in partnership with our registered nursing consultant, diligently oversees all school health operations within the charter school. Together they personally monitored and can provide appropriate evidence of maintaining health and immunizations records for students. They also are able to provide verification that the Request for Reimbursement and Report of School Health Services will be submitted by the September 30, 2007 deadline, as they are personally completing and submitting both reports.

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

- Belmont Wellness Policy

Current School Insurance Coverage Policies and Programs

Our current school insurance coverage policies are maintained under the Hartford Group with Boardman and Hamilton and include but are not limited to:

Property; Electronic; Fidelity Bond; Accounts Receivable; Commercial; General Liability; School Board Legal Liability; Worker's Compensation; Umbrella; Professional Practice Liability; Fire, Theft and Vandalism

In addition we offer health and additional insurances to employees via Blue Cross, PSERS, Equitable and AFLAC.

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Belmont Charter School's professional staff consists of 1 administrator, 1 school nurse, 1 IT director and 37 teachers. Of these, 29 will be returning for the 07-08 school year. Including staff holding emergency certification permits, at the close of the 05-06 school year, 76 percent of staff members were Pennsylvania certified. Attached is the PDE 414 verification form.

Quality of Teaching and Other Staff - Attachment

- Belmont PDE 414 updated

Student Enrollment

Keeping in line with our executive summary and our charter school mission, we feel it is imperative to focus our enrollment efforts exclusively on our surrounding community. As such, Belmont Charter holds a contract with the School District of Philadelphia that defines its enrollment strategy as targeting only those children living within the Belmont geographic catchment area. Consequently, under normal circumstances, the school's enrollment procedure is the same as it was before the school came under charter (after being a public school under district control). The school notifies parents of those students eligible to enroll under these parameters, and schedules an individual orientation session with them upon request. Our actual enrollment packet is based on a template from the school district, which complies with PA state law. To this we have attached additional requirements to best provide us with relevant pupil information and enhance our internal organizational system. Belmont Charter does not use an admissions lottery.

Belmont Charter begins at Kindergarten and requires that any student enrolling in Kindergarten be 5 years old by September 1 of each school year. These students are often times already familiar with our K program having come out of our Head Start program being run by CEA out of the FCS building. For those students entering BCS at the K grade level they follow the same enrollment policies guidelines as stated above.

According to monthly report generated from the PSD computer network system, 413 students were initially enrolled in Belmont Charter School in September of the 2006-2007 school year.

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Transportation

Student transportation for both regular and special education students is governed by the guidelines of the Philadelphia School District. Kindergarten parents provide transportation. The district assists with providing bus transportation for students in grades 1 through 8 who live further than 1.5 miles away. However, most of our students live within walking distance of the school so there is a very small number of our population effected by this.

Food Service Program

Belmont Charter participates in the National School Lunch Program, providing severe need breakfast and lunch to all students. 100% of our students qualify for the Free and Reduced Lunch program. This facility is run by the Philadelphia School District.

Student Conduct

Expectations for student behavior and discipline are summarized in the Belmont Charter School Student Handbook. During our fall open house, parents are presented with this handbook and

walked through the various details included regarding his/her child's code of conduct. Parents sign a form stating they will support this and adhere to it. Parents support consequences for infractions of the code and the school makes every effort to work with students and their families to ensure their educational rights. During the 2006-2007 School year Belmont Charter had 118 (Elem:88 ; Mid Sch:30) students involved in 209 (Elem:154 ; Mid Sch: 55) out of school suspensions and 0 expulsions.

Student Conduct - Attachment

- Belmont Student Handbook

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Belmont CS

Date of Local Chartering School Board/PDE Approval: July 30, 2002

Length of Charter: 6 years **Opening Date:** September 2002

Grade Level: grade 1 through grade 8 **Hours of Operation:** 8:00 am — 3:30 pm

Percentage of Certified Staff: 76% **Total Instructional Staff:** 40

Student/ Teacher Ratio: 15:1 **Student Waiting List:** N/A

Attendance Rate/Percentage: 90.46%

Enrollment: 413 **Per Pupil Subsidy:** \$7,248 per regular ed. student, \$15,346 per special ed. student

Student Profile

American Indian/Alaskan Native: 0
Asian/Pacific Islander: 0
Black (Non-Hispanic): 408
Hispanic: 3
White (Non-Hispanic): 2
Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 100%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 94

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	180	180	0	360
Instructional Hours	0	0	0	1260	1260	0	2520

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Belmont CS within Philadelphia IU 26 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 Jennifer Faustman

Title Executive Director

Phone 215-790-1294 x3

Fax 215-790-1475

E-mail jennifer.faustman@cea-philly.org

Signature of the Chief Executive Officer and Date

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

Name Michael Karp

Title Chairman of the Board

Phone 215-222-2000

Fax N/A

E-mail N/A

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Karen McGann

Title Director of Special Education

Phone 215-823-8208

Fax 215-823-8209

E-mail karen.mcgann@cea-philly.org

Signature of the Special Education Contact Person and Date