
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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HARRISBURG, PA 17126-0333

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

Charter School: Centre Learning Community CS
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SECTION I. EXECUTIVE SUMMARY

Organization Description

The Centre Learning Community Charter School (CLC) was established in 1998 to serve a diverse population of students in fifth, sixth, seventh and eighth grade. CLC is a regional charter school with students from State College Area School District, Bellefonte Area School District,

Bald Eagle Area School District and Penns Valley School District. Approximately 30% of our students require special education support and 25% participate in the Federal Lunch Program.

Core Purpose

Mission

The mission of Centre Learning Community Charter School is to create a nurturing project-based, technology-enhanced learning environment in which the students share the responsibility for acquiring skills, knowledge, and attributes that lead to life-long learning and fulfilling lives.

Vision

From the beginning, the CLC has been a true partnership among students, parents, and educators to prepare our students to lead fulfilled lives in a dynamic future. At the CLC, we believe that students learn best and benefit most when they:

- are actively engaged
- share the responsibility for learning
- feel both safe and challenged
- are allowed time to explore
- are taught to think deeply
- use powerful, computer-based “thinking tools”
- collaborate with students and adults
- compete with themselves rather than with other students
- form strong relationships with good role models
- have in-depth information about the progress they are making
- are encouraged to be creative
- are supported by parents and/or other adult advocates who have a sincere interest in their progress
- solve complex, real-world problems
- engage in a series of activities prescribed to meet individual needs
- are involved in multi-year relationships with their teachers
- encounter the need for integrated knowledge and skills, rather than fragmented “subject areas”
- have access to a variety of computer-based technologies at home and at school
- are motivated by an intrinsic desire to do good work, not to avoid punishment or gain rewards.

In the end, the vision of CLC is brought to bear through a project-based, technology supported learning environment in which teachers develop real-world, contextualized projects that span the curriculum.

Shared Values

As a result of the above vision and philosophy, the CLC continues to engage students in active learning, using powerful tools to solve real problems. Working together and independently, students develop important skills, knowledge and attributes that will serve them well in school, at work, and in their personal life as they develop strong interpersonal relationships and interact with their families and others in the real world.

Academic Standards

We design our curriculum by creating multidisciplinary modules (projects) of approximately six to nine weeks duration that convey the knowledge contained in the standards in grades 5-8 and that

require use of the skills and knowledge defined in the Pennsylvania Standards. Our teachers use the standards as they generate learning experiences so that the work the students do on a daily basis involves the knowledge, the higher-order thinking skills and performances required by the standards. It should be noted that our projects go beyond the standards in terms of the development of cognitive skills and other skills demanded by the Pennsylvania Standards. The standards that are the basis for every project are part of the assessment that are sent to parents at the end of each project.

Strengths and Challenges

The strength of CLCCS's project-based and technology-supported learning environment lies in its ability to motivate students who have struggled academically for one reason or another. Many students have come to CLCCS having had little success academically, and they have been 'turned off' by many of the complexities of larger, more traditional learning environments. Within the CLCCS community, students are able to form meaningful relationships with teachers. Through these relationships, CLCCS teachers are better able to motivate students to achieve at higher levels in math, reading, writing, and a host of other academic pursuits. In the end, CLCCS students begin to have higher expectations for themselves because they have been able to successfully meet the high expectations of adults with whom they have formed meaningful and close relationships.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

As a teacher led school that successfully practices shared decision-making, strategic planning begins with teachers reviewing and analyzing how well CLCCS students have done utilizing a variety of assessments. Based on this review, teachers identify the areas of learning, instruction, assessment, and school environment that need to be improved. Having identified areas of need, teachers work with members of the CLCCS community, including Board Members, Parents, Students and at-large community members to establish appropriate and measurable goals. Based on the nature of the goals, strategies and interventions are developed that will allow teachers, staff, students and parents to achieve those goals. This process does not happen just once a year but it is an on going process which continually spirals and leads to renewal and continuous improvement.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Brian Rowan	Centre Learning Community Charter School	Middle School Teacher	Staff
Heidi Fletcher	Centre Learning Community Charter School	Board Member	Staff
Kosta Dussias	Centre Learning Community Charter School	Administrator	Staff
Lori Tavish	Centre Learning Community Charter School	Board Member	Staff
Mark Toci	Centre Learning Community Charter School	Middle School Teacher	Staff
Pat Hunt	Centre Learning Community Charter School	Special Education Representative	Staff

Goals, Strategies and Activities

Goal: MATHEMATICS

Description: At least 45% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Small Classes - Individualized Instruction

Description: Small math classes — individualized instruction — one-on-one instruction — consideration of adaptation of a new math series for younger students - after school tutoring

Activities:

Activity	Description	
Student Grouping	At the beginning of the year, students are provided math review and then tested to assess their skills and level. Using this data students are placed in appropriate groupings of approximately 10 ranging from 4th grade to high school mathematics. These groupings are continually assessed and monitored throughout the school year.	
Person Responsible	Timeline for Implementation	Resources
Mark Toci	Start: N/A Finish: N/A	\$0.00

Goal: READING

Description: At least 54% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Project Based Learning Environment

Description: A project-based learning environment through which reading is integrated into the projects and contextualized. Supported reading development through reading workshops/literature circles and one-on-one/small group instruction using researched based programs and strategies

Activities:

Activity	Description	
Reading across the curriculum	Content area reading is taught and supported in every area of the project-based curriculum. All students participate in structured literature circles and students who need further help participate in such programs as: Quick Reads III, Benchmark Reading and Sitton Spelling.	
Person Responsible	Timeline for Implementation	Resources
Mark Toci	Start: N/A Finish: N/A	\$0.00

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: Group and Individual Intervention

Description: Hold parent meeting-contact parents when a child is absent 10 days, then 15 days—require doctor's note when indicated—enforce attendance policy rigorously

Activities:

Activity	Description	
Student Motivation	Through relatively small classes, innovative projects, exciting technology and individualized nurturing interaction with students, teachers build rapport, understand student needs and are able to motivate students to want to be in school and do well in their studies.	
Person Responsible	Timeline for Implementation	Resources
Mark Toci	Start: N/A Finish: N/A	\$0.00

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: School Culture

Description: Contacted parents — tested in the middle of the week, provided snacks

Activities:

Activity	Description	
Student Motivation	See Student Attendance. Testing dates are published well in advance, students and parents are encouraged to participate and help our school perform well.	
Person Responsible	Timeline for Implementation	Resources
Mark Toci	Start: N/A Finish: N/A	\$0.00

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

What curriculum does your school utilize?

We design our curriculum by creating multidisciplinary modules (projects) of approximately six to nine weeks duration that convey the knowledge contained in the standards in grades 5-8 and that require use of the skills and knowledge defined in the Pennsylvania Standards. Our teachers use the standards as they generate learning experiences so that the work the students do on a daily basis involves the knowledge, the higher-order thinking skills and performances required by the standards. It should be noted that our projects go beyond the standards in terms of the development of cognitive skills and other skills demanded by the Pennsylvania Standards. The standards that are the basis for every project are part of the assessment that are sent to parents at the end of each project.

Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?

Yes, as each module is designed, the standards that apply are documented within the curriculum design. In addition, documentation is kept in the school office that all requirements of Chapter 4 are met. Finally, CLC has met AYP since 2003.

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

Our mission calls for important accomplishments that go far beyond the knowledge measured by standardized tests and the PSSA. Our curriculum is designed to deliver on our promise of developing crucial skills, which include teamwork, research skills, creativity, problem solving, independence, intrinsic motivation and confidence. Our students learn through being actively engaged in our project-based, multidisciplinary, technology rich curriculum centered on real-life tasks and problems. Rather than learning to recall facts taught to them, our students take what they have learned and apply the learning to new and novel situations. The exciting thing about this method of teaching and learning is that it fosters learners who are responsible for their own learning and excited by it. This method of teaching and learning can easily be and is adapted for learners of various skill levels, meeting individual needs in a challenging way for each student.

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

Project-based learning, cooperative learning, context-based learning, and authentic assessment, combined with powerful learning technologies, are designed to (and do) promote motivated, creative thinkers who can work effectively both in teams or independently. Students are given opportunities to develop, "minds that think, hearts that care, and the confidence to make things happen." Project-based learning by its very nature encourages students to delve into a project in an in-depth manner. Students become 'experts' in their part of a project and present to various student, parent and/or community audiences about their area of expertise. Project based learning, as it is presented at CLCCS, is inquiry-based. Our students are expected to take what they have learned and apply it creatively to unique situations. That is the essence of our teaching philosophy.

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?

Students who enroll performing significantly below standards in literacy and mathematics skills are not uncommon at CLCCS; in fact over 30% of our students in 2006-2007 had an IEP. Where literacy is concerned, those students needing help work on an individual/small group basis with a reading specialist to develop reading skills such as fluency, accuracy, and comprehension. Projects are specifically designed to meet the needs of these students. Very often, where these students are concerned, the scope and focus of a project is changed in order to require these students to practice and develop reading and writing skills in a challenging and developmentally appropriate way. Teachers also work with these students to develop individualized goals and learning strategies for reading and writing. We are cognizant that learning for these students must be accelerated as much as possible without frustrating the student. They must make great progress each year and our goal is that they achieve as close to grade level as possible.

Students who are performing well below standards and expectations are able to take advantage of smaller math classes in which they receive individualized attention. All of our students are appropriately grouped on the basis of performance and assessment. Teachers also employ many different curricula and resources in order to meet the needs of these and all students.

It is important to note that poor literacy skills will have a direct impact on a student's ability to learn and acquire math skills. As math curricula become more problem-based, students are required to do more and more reading in math. Only by providing support and scaffolding goals for those students who struggle with reading, will they be able to make academic progress in math.

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

The CLCCS Charter School is a cutting-edge, project-based, technology-rich learning environment in which students are actively engaged in working on multidisciplinary modules developed by our faculty. These modules are based on an understanding of what students are expected to learn in school and what they will need to succeed after school. Our students develop lifelong skills including teamwork, research skills, problem solving and confidence. Other strategies used include flexible grouping, cooperative learning, and inquiry-based learning. Our students are encouraged to be responsible for their own learning and to be self-motivated rather than externally motivated.

Rigorous Instructional Program - Attachments

- Professional Development Plan Approval Letter
- Induction Plan

English Language Learners

English As a Second Language (ESL)

Narrative Description

2006-07

The goal of the ESL Program is to provide an instructional English language communication program for language minority students with limited proficiency in English. Migrant worker's children who have limited proficiency in English are also eligible. The ESL program will enable them to participate fully in their educational experience.

In accordance with the standards set forth by the TESPL to ensure access to quality education for language minority student, the ESL program provides the Limited English Proficient (LEP) or English Language Learner (ELL) student population with access to a positive learning environment.

We implemented the plan that is discussed in this document in the 2005-2006 school year. We enrolled two Russian-speaking students, a brother and sister. The eighth grade boy graduated that year but his sister continued on in seventh grade this year (2006-2007). We provided an appropriate curriculum and equitable assessment of academic achievement for this student.

Objectives of the Program:

1. To provide a certificated ESL teacher for all ELL students.
2. To provide an instructional program that supports English language development necessary to participate in the full range of activities offered to the mainstream students.
3. To develop both conversational competence and academic cognitive competence in English.
4. To develop effective cultural communication skills that will foster an understanding and sensitivity to the complexities of intercultural interactions.
5. To provide the LEP student population with the opportunity to share their language, history, and culture with their peers from the majority population.

6. To continue to participate in the ESL Consortium supported by the Intermediate Unit 10 (IU 10).

Entry Assessment:

Elementary School Level (grade 5)

At CLC, the student eligibility for the Elementary program (grade 5) begins with a Home Language Survey and an oral interview conducted by the ESL teacher. The purpose of this interview is to evaluate the student's oral language proficiency through conversation. The ESL teacher then administers and scores the Munoz-Woodcock to determine the stage of English Language Development at which the student is performing.

Middle School Level (grades 6-8):

Although the Munoz-Woodcock is the assessment tool used, other screening procedures to identify students of limited English proficiency include the results of the Secondary Level English Proficiency Test as a formal evaluation, the World Class Instructional Design and Assessment (WIDA ACCESS) placement test as an optional evaluation and informal oral/aural interviews using sample questions in Appendix A. A rubric will be used to assign a rating to the student's language proficiency using a six-point rating.

Exit Assessment:

A student is phased out of the ESL program when he/she demonstrates the ability to communicate effectively in oral and written form and read the grade level instructional material. The student must be at the proficiency level in the Woodcock Munoz assessment and score at the Basic Level measured by the annual Pennsylvania System of School Assessment (PSSA). The student's composite scores must meet the Bridging criteria of the Pennsylvania English Language Standards in the areas of listening, speaking, reading, and writing on the annual Pennsylvania English Language Proficiency Assessment. In addition, the student must meet the proficient level in projects as decided jointly by their team teachers and the ESL teacher.

Exit Policy:

The student must meet the exit criteria as explained in the exit assessment section of this document. The parents of the student will be notified. Once the student is exited from our program, depending on their grade level (CLC services students in grades five through eight), the student's progress is monitored for as long as each attends CLC.

Program Description:

CLC provides an appropriate education for the students. Each student receives at least 1½ to 2 hours of individual instruction that is dedicated to ESL activities by the ESL teacher. The instruction involves listening, speaking, reading, reading comprehension and writing. ELL students receive help during project time in their classrooms to facilitate the students' learning English through the content area with some pull-out instruction in basic skill areas not emphasized in the project.

Instruction time focuses on the student's needs through direct individual instruction, large and small group instruction and, at times, independent work during project time. Large group activities involved having conversations and participating in cultural activities. Small group instruction targeted each student's specific interests.

The ELL student is grouped with the English-speaking students to work on reading, writing, and conversational skills during project time. At times, the ELL student can independently work on the computer or work on an adapted project.

The lead and assistant teacher make special provisions for the student throughout the day. The ESL teacher supports the student and the team teachers in developing appropriate curriculum.

The Technology that is available at CLC (each student has his/her own laptop) has been a great tool to deliver instruction to the ELL student. Initially, websites can be used to provide simple translations for the students. As the student progresses in their English proficiency, they may be asked to go to other websites that provide fun and interesting English practice and Math practice.

The Centre Learning Community Charter School ESL teacher makes comments using the ESL Rubric. The ESL teacher also assisted the team teachers in making their comments on the appropriate project assessments.

School-Wide Efforts:

One of the strengths of CLC's ESL program is the cross-cultural experiences it provides. Students, although not ELL's, from all nations attend CLC and have many opportunities to share their cultures when appropriate. The projects generally include some aspect of a variety of cultural experiences.

The mission statement of CLC clearly states its commitment to multicultural learning through accepting diversity within the CLC student and teacher community culture. The ESL student is a great source for addressing this commitment.

Student Services:

A full range of health and counseling services are made available to the ESL students and these services are provided as needed. Videotape orientations, standard school forms, and any other CLC forms (translated through the available websites) can be accessed in seven languages through Intermediate Unit 10 (IU 10) and PaTTAN. They are made available to the parents of the ESL students as needed.

Special Education Services for ELL Students:

A regular ongoing review of the bias-free assessment procedures is planned in order to identify ELL students who may qualify for special education services. The decision to assess will be made with the consideration that a disability may exist and not because the student lacked appropriate instruction or hasn't become proficient in the English Language. The parents of any ELL student who is being screened for Special Education services will be informed using clear wording and, if needed, in the parents' native language. Initial assessments will be administered in the students' native language and the ESL team will make the decision when assessments won't be beneficial to administer in the student's native language. Once the student is determined to be eligible for special education services, they will continue to receive ESL instruction unless it is determined that the Special Education services would be more beneficial.

Professional Development for CLC Staff:

CLC contracts a certified ESL teacher to work with our ELL Students. The Reading Specialist received training to support language minority students with limited proficiency in English through IU 10, workshops, Keystone Reading Association Conference and PaTTAN. The Reading

Specialist and other members of the professional development committee have developed training programs for the teams at CLC. They have planned professional development time dedicating it to ESL students and their needs. It is part of a systematic in-service training for all CLC personnel. In addition, the contracted ESL teacher and Reading Specialist provided materials and resources to use in the team where the student was placed.

Activities for Non-English Dominant Students with English Speaking Peers:

ESL students are placed in cooperative working groups with their peers on their teams for most of the year. There is ample opportunity for interaction in social, educational and athletic activities with the CLC Community. The project-based approach at CLC ensures that all CLC students must interact with and participate in interaction with others.

Community Involvement:

Parent involvement is a large part of CLC's curriculum. Teachers and other staff members are in contact with student's parents. Native speakers of various languages are made available to translate on an as-needed basis. Students have completed many service projects for the communities in the surrounding areas. The ESL student was equally involved with these projects.

The school regularly includes students and faculty associated with the Pennsylvania State University all of our students benefit from these resources.

Evaluation:

Tracking the progress of the students includes giving them the Woodcock Munoz test in September to see what level they are on and also in May of the following year in order to measure their progress during the year. Another form of evaluation includes quarterly progress reports and finally the WIDA test for the ESL student as recommended by the No Child Left Behind Law (NCLB). The evaluation of the ESL program includes careful tracking of the students' participation in their teams without the need for ESL support. Other data that is used include a parent survey, a teacher survey, the review of the student records, and a review of the scores of the students on the state mandated tests.

Census of the ESL Staff by Language Competence Certification:

<i>ESL Staff</i>	<i>Certification</i>	<i>Language Dominance</i>	<i>FTE</i>
<i>1 teacher</i>	<i>ESL</i>	<i>English</i>	<i>.4</i>

English Language Learners - Attachment

- LEP Report

Graduation Requirements

NA. CLCCS serves grades five through eight only.

Special Education

Most of the special education students that attend Centre Learning Community Charter School (CLCCS) have been identified in their home schools and come with an Individual Education Plan (IEP) in place. Most have been rewritten to meet the needs of the student within CLCCS's curriculum. Some students are identified while attending CLCCS.

The process begins with the parent or teacher requesting evaluation. The Learning Support Teacher or the Reading Specialist gives initial informal assessments in the academic areas of Math or Language Arts and reports to the Screening Team (ST). If emotional or social issues need to be addressed, the Mental Health Counselor observes and reports to the ST.

The Screening Team is made up of the teacher, the parent, the learning support teacher, the reading specialist, the education compliance officer and any other specialist that has worked with the student to determine if further evaluation is needed. If further evaluation is required or if the parent requests, the parent is sent a "Permission to Evaluate" form. This starts the formal process for identification. At this time, the screening team members become the Multi Disciplinary Team (MDT). The psychologist makes arrangements with the parents for psychological testing. After the formal testing occurs, an Evaluation Report with results from the psychological testing is shared at an MDT meeting which the parent(s) is invited to attend. All efforts to accommodate the parents' schedules are made. At that meeting, initial plans are made to work out the IEP, if needed, to fit the student's needs. Another meeting is held with the parent and members of the IEP Team to finalize the annual goals and objectives to meet those goals. If further additions are to be made to the IEP, then meetings are held until it is felt by all parties that the IEP meets the needs of the student.

Once the IEP is in place, then the appropriate strategies are implemented and accommodations are made in the classroom. The Learning Support teacher gathers information concerning the student's progress from those persons working to help the student complete the objectives to meet the goals as outlined in their IEP. If the Learning Support Teacher or any other party finds minimal progress being made, the strategies used and implemented are changed along with the IEP with the expectation that the student will make progress. Progress reports for the goals and objectives are sent to parents four times per year. CLCCS follows all federal regulations for charter schools. In addition, the school follows the special education policies of Central Intermediate Unit 10.

Special Education - Attachments

- Special Education Policy
- Positive Behavioral Support Plan
- Discipline Flowchart

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Deb Madrak	1.0	Learning Support	CLCCS	30	Special Education Teacher
Linda Bergeman	.48	Learning Support	CLCCS	19	Reading Specialist

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
CIU 10	.035 1	Occupational	CLCCS	2	Fine Motor Skills

	hour per week	Therapy			
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Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Supervisor	CLCCS	.15

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Kim Rimmey	Consultant/Counselor	10 hours per week
Dan Duffy	Psychologist	10 hours per month
Erinn Finke	Speech Therapist	2 hours per week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

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

Student Assessment

a.) The Centre Learning Community Charter School is a unique learning environment serving a population of students who do not necessarily follow traditional demographic patterns. CLCCS students in 2006-2007 were from six different school districts. These students presented a very broad range of academic and socioeconomic levels. Because we are small in size, the number of students in each grade is very small. This makes it statistically difficult to draw conclusions about our students within classes and from class to class and/or between other school entities.

Our results on the Terra Nova test and the PSSA have a great influence on the formulation of our annual measurable goals, especially reading and mathematics. Our results on the PSSA for 2006-2007 show that we exceed the state requirements for adequate yearly progress in all areas. When we study the results of the 2006-2007 Terra Nova testing, the average national percentile ranking for each grade level in both reading and mathematics is over the fiftieth percentile. There are some cases where our mathematics scores are a bit lower than the comparable reading scores. We also note that our special education students are achieving significantly lower than our regular education students. Of course, we look at individual students and when we see that they are not achieving at the fiftieth percentile, we design an individualized program for that

student—either in mathematics or reading. We believe that we can increase our scores yearly and that it is our challenge to work to do so. We also work on these needs within our project-based curriculum. We check our students' progress continuously and make corrections as needed to improve performance. We meet as a staff weekly and discuss student progress and how to improve it. The synergy of the entire staff coming together on a regular basis to work on student progress makes a real difference.

For our students who are making outstanding progress, we have the ability to challenge them to even greater achievement since our projects allow us to individualize and have even higher expectations for these students. In math, our students can have the opportunity to take a class that contains elements of algebra, geometry, and calculus. These students have the opportunity to excel at extremely high levels.

Teachers keep portfolios of student work, especially in the areas of writing, mathematics and project work. How exciting it is for students to present these portfolios to their parents at the end of the year and talk about the progress they have made! We feel that our group test data shows that these strategies work. These results show that our methods of individualization and targeting those students in need combined with continuous assessment and group staff discussions about students and their progress does work and produces tangible results for our students now and in the future.

b.) When we find students who need extra help, we also are able to support them, as they need it. We believe that students who are not performing at a proficient level or at grade level should have multiple opportunities to accelerate and become proficient. For those students who qualify, we have special education services. We also offer other support services such as remedial reading and writing and individualized support in the regular classroom. One of our classroom teachers also has a special education certificate. We offer individual services and small group services according to each student's needs. Teachers continually observe individual and group work. Our teachers report that while students come to us who have been struggling academically, they find that after a year at CLCCS many of those same students no longer struggle. We also notice that when comparing our PSSA scores for the same cohort of students from 2001 (grade 5) to 2004 (grade 8), the percentage of students proficient or advanced in reading rose from 50% to 70% and the number proficient or advanced in mathematics rose from 30% to 70%. This gain is too large to attribute to chance. It is safe to say that much of the gain came from interventions and the teaching/learning process.

We will continue to refine our methods and check to make sure that they are working. The challenge for us is to reach every one of our students so that each can find success.

Student Assessment - Attachment

- Terra Nova

Teacher Evaluation

A Summary of the Centre Learning Community Peer Assessment System

The Centre Learning Community Peer Assessment System is multifaceted and comprehensive. It is also uniquely suited to meet the needs of our teacher lead school. There are three components to the assessment system; **a weekly curriculum meeting, peer observations, and year-end staff presentations**. Each of these components is designed to assist the CLC staff in assessing the overall performance of individual teachers. What follows is a brief summary of the system.

Weekly Curriculum Meetings

Each Monday, the instructional staff meets from 3:00 to 4:30 in order to review and discuss instructional methodology and issues that impact the learning environment. Each teacher is expected to contribute to these discussions, develop and implement instructional methods that come out of these discussions, and assess the effectiveness of these instructional methods. In the end, these meetings become a cyclical process of discussion, development, implementation, assessment, and discussion.

Peer Observations

A CLC teacher is observed by at least one peer twice a year, once in the fall and once in the spring. The observation may occur over several days, and it is designed to be a cooperative effort in which the teacher being observed and the teacher doing the observation work together in order to assess and improve performance. The teacher being observed receives meaningful feedback. The teacher doing the observation is able to observe new instructional techniques that he or she may implement in their classroom. Following the observation, the participating teachers meet to discuss the observation and complete an observation report that details what each teacher learned from the observation. This report will then be made available to all members of the CLC staff.

Year-end Staff Presentations

In April of each year, each instructional staff member is responsible for giving a presentation that documents what that teacher and his/her students have done throughout the year. Think of this presentation as a living-portfolio. Teachers are encouraged to provide curriculum examples, test results, and student work as evidence of student progress. The teacher should also provide evidence of contributions to the community as a whole. In summary, the teacher should demonstrate how the instructional environment that he/she has created is enabling and has enabled his/her students to acquire important skills, knowledge, and attributes, and how each has supported the overall learning community of the school. Having been provided this information (this living-portfolio), the staff assesses the teacher's yearly performance using a comprehensive rubric that was developed by the staff. It is important to note that the staff will also draw information from the yearly observations and weekly meetings in order to assess the teacher's performance. The assessment rubric is made up of the following categories:

- Assessment Strategies
- Building Relationships with Kids
- Classroom Management
- Student Progress
- Extracurricular Duties
- Mentorship
- Curriculum Development and Implementation
- Parent Communication
- Participation in Staff Meetings
- Professional Goals
- Staff Communication
- Unique Contributions

Within each of these categories are several subtopics upon which the teacher is rated on a 4-point scale. If, in any of the areas, the teacher receives an average score of less than 3, the teacher will be asked to meet with the staff to discuss the deficiency or deficiencies. At this point, the staff or teacher may suggest a number of ways in which to rectify the problem or provide professional development targeted toward rectifying the problem. Given ample evidence that the teacher is unable to correct the problem, negligent in their duties, and or more importantly, unable to carry out their responsibilities, the staff may decide to not renew the teacher's contract.

As you can see, The Centre Learning Community Peer Assessment System is a multifaceted, comprehensive teacher assessment system that is unique in that it is based upon peer review and peer assessment. Through weekly meetings, peer observations, and year-end presentations (living-portfolios), CLC teachers are able to assess each other's performance and provide meaningful feedback and professional development.

By June 30, teachers will be rated by the Educational Compliance Officer using PDE form 5501. This rating will be based upon the above data.

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

A board member resigned due to the distance involved in attending board meetings and an increase of her work related responsibilities. The terms of three Board members expired at the end of June 2007, and three new Board members were elected, duties to begin July 2007. No staffing changes occurred during the 2006-07 year.

Board of Trustees

Name of Trustee	Office (if any)
Heidi Fletcher *	President (06-07) *
Darlene Fink *	Vice President *
Andrea Ryan	Secretary
Leslie Aderhold	Treasurer
Lori McTavish	N/A
Tanya Daher	Alternate
Linda Bergeman *	N/A
Melanie Loring *	N/A
Morgan Ilgen	N/A
Douglas Baxter	President (07-08)
Deb Beck	(entered June 07 for 07-08)
Mindy McDonough	(entered June 07 for 07-08)
Amy Weaver	(entered June 07 for 07-08)
Julie Danna	Vice President (07-08)
* indicates term ended June 2007	N/A

Professional Development (Governance)

CLCCS personnel have attended meetings and workshops offered by the Pennsylvania Department of Education, have attended the Pennsylvania Charter School Conference, the National Charter School Conference, and other sessions to develop critical understandings. The administration also works with the board so that all understand state regulations, local By-laws, and Robert's Rules of Order.

Coordination of the Governance and Management of the School

Teachers and staff members are encouraged to attend all meetings of the Board of Trustees. Parents are invited and encouraged to attend as well. Communication is direct and regular. The Board is very particular to gather information about an issue from all parties and make careful

decisions. Parents and students are surveyed during the year, providing them with opportunities to express any concerns, as well as comment on the direction of the school.

Our Board of Trustees attends a State College Area School District Board meeting each year to present and answer questions about the annual report. In addition, members of the State College School Board have visited the school and engaged in conversations with CLCCS faculty, students, parents and Board members. The CEO attends a monthly meeting with the other Charter School CEOs in the District and a District representative.

Community and Parent Engagement

In addition to the monthly meetings, weekly newsletters, an end-of-year picnic, and numerous gatherings during the school year and summer provide opportunities for the Board and parent and community representatives to meet.

We make decisions by consensus, using formal "voting" only where required (approving budgets, for example). All parties have an opportunity to voice their thoughts in person and through electronic means of communication. We have recently introduced a Community Advisory Council whose stated goal is to provide a forum for the discussion of issues as they relate to the mission of the school. A formal parent organization was started in the fall of 2004, which has been very active. In addition, parents are encouraged to give at least 10 hours of service to the school. Numerous open house opportunities are available to enable the community to visit.

Means of communication include:

1. Administration

Directly, during face-to-face meetings, via telephone and via email.

2. Teachers

Directly, during face-to-face meetings, via telephone and via email.

3. Students

Through their representatives who should attend monthly meetings.

4. Parents

Directly, during monthly face-to-face meetings, via telephone, via email and via the school's web site.

5. Community

Interested members of the community are invited to visit the school, to attend the regularly scheduled meetings and to view the wealth of information about our school posted on the school's web site.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

For the 2006-07 year we did not undertake any major fund-raising activities. Modest fund-raising (less than \$5,000) by classroom teachers for specific classroom projects were undertaken, wherein students played a major role in all aspects of the fund raising.

Fiscal Solvency Policies

We typically maintain a balance in our main account of one month's expenditures. We have established an interest-bearing account to hold set-aside funds that will provide funds in the case of emergency building repairs, unanticipated equipment replacement needs, and other related expenses.

Accounting System

Quickbooks Pro for Non-Profits accounting software is used and has been modified to classify revenue and expenses to conform to the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. We contract with Keystone Payroll to process payroll and provide tax calculations.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Revenues-Expenditures 2006-07

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

We contract with the accounting firm of Parente Randolph for our annual audit. The last audit was completed on October 19, 2006 for the fiscal year July 1, 2005 to June 30, 2006. A single major finding resulted from the report in that CLC did not have a custodial risk policy, and the School's bank balances were not covered by depository insurance. The school has subsequently spread its cash balances to ensure that all deposits were covered by depository insurance. The 2006-07 fiscal year audit will begin in August 2007 with an anticipated completion date of September 30, 2007. The 2006-07 audit will not be completed prior to this date.

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

- 2005-06 Audit

Citations and follow-up actions for any State Audit Report

We underwent a cyclical monitoring of our Special Education program during the 2006-07 school year. There were no findings in the Facilitated Self Assessment (FSA) and there were some findings having to do with individual student's documentation of the identification and IEP process. Some of these findings stemmed from paperwork received from other districts. A staff training was held and we expect a final file review to be held in early September 2007. The comments from the reviewer were positive concerning our program, our staff and the overwhelming majority of our documentation.

No other current State Audit Reports to comment on.

SECTION VII. FACILITY RESPONSIBILITIES

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

For the 2006-07 fiscal year, we purchased an additional 30 laptop computers using reserve funds as well as an SRSA grant. Beginning with the 2006-07 school year each student attending CLC is provided with a laptop for use both at school and at home. We also procured two additional Smart Boards, thus equipping every classroom with a Smart Board.

Future Facility Plans and Other Capital Needs

As part of our long range plans, we budget for a surplus in order to create annual reserves sufficient to allow for the purchase of 25 laptops every year, anticipating a 4 year useful life for our existing computer hardware.

We continue to assess our facility needs and plan for necessary upgrades, renovations, and remodeling. We are currently remodeling several areas of our building in order to create more adequate classroom spaces. Reserve funds will be maintained for emergency and unanticipated repairs and renovations, and we will continue to budget for planned expenditures as well as opportunistic events. We have established a fund-raising committee charged with various fund-raising projects which include pursuing other sources of funding for larger remodeling projects.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Building and safety inspections are done at the required periods; all permits and licenses are kept on file. Fire drills are conducted at the required intervals, record of drills are kept on file. CLCCS contracts with the State College Area School District for the review of health and immunization records as well as student health screening.

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

- Report of School Health Services
- Wellness Policy

Current School Insurance Coverage Policies and Programs

Commercial Package Policy:	
Property	
Building (\$500Deductible)	\$1,000,000
Business Personal Property (\$500 Deductible)	\$50,000
Loss of Income w/Extra Expense (No Ded.)	\$200,000
Equipment Breakdown(Boiler)	
Non Manufacturing (\$500Deductible)	\$1,000,000
Inland Marine	
Computer Hardware (\$500/\$1,000 Ded.)	\$300,000
Data & Media	\$10,000
Loss Of Income	\$10,000

Transit	\$50,000
Duplicate/Backup Data& Media	\$2,000
Electrical Damage Option Included	Included
Commercial General Liability	
Per Occurrence	\$1,000,000
Aggregate	\$3,000,000
Hired & Non-OwnedAuto Included	Included
Bodily Injury Excp.Pollution Exclusion Included	Included
Corporal Punishment Included	Included
Sexual Abuse and MolestationCoverage Option	
Per Occurrence	\$1,000,000
Aggregate	\$1,000,000
Teachers' Professional	
Per Occurrence	\$1,000,000
Aggregate	\$1,000,000
Workers Compensation State Mandated Limits	State Mandated Limits
Directors & Officers Liability	
Per Occurrence	\$1,000,000
Aggregate	\$1,000,000
Deductible	\$1,000
Commercial Umbrella	
PerOccurrence	\$1,000,000
Aggregate	\$1,000,000
CrimeCoverage	
Employee Dishonesty	\$100,000
Deductible	\$1,000

Employee Dental, Life and optional Loss of Income Insurance policies through the State College Area School District for all full-time employees. Effective May 1, 2006 we discontinued the purchase of Health Insurance through the State College Area School District and contracted directly with Health Assurance for similar health care benefits.

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

We continue to look for ways to improve the environment within which our students learn and our teachers lead. During the summer and fall of 2005, we reviewed our staffing structure. This

internal examination resulted in the refining of the job descriptions of the Lead and Assistant Teacher positions as well as the Education Compliance Officer. These new job descriptions were approved by our School Directors at our October 19, 2005 Board meeting.

Teacher, staff and board member turnover has been an issue in the past. Due to the rigorous nature of our program, great demands are placed on everyone's time and resources. With one exception, all teachers and staff have been invited to return during the last three years. In all cases, individuals have made personal decisions that best reflect their needs, as well as the needs of the CLCCS community. We are pleased in the fact that for past three years, we have experienced minimal staff turnover, which has enabled staff to become very effective and collaborative colleagues.

Instructional Staffing Structure

Lead Teachers

As professionals with expertise in learning and teaching, as well as a broad knowledge base and a commitment to providing the best possible educational program, the Lead Teachers bear full responsibility for the planning and implementation of the instructional program. In addition, they participate fully in the shared decision-making through which the program is administered. Lead Teachers have specific responsibilities in the areas of: curriculum and instruction, student services, parent communications, program implementation, organizational/administrative duties, and professional development.

The basic organization of teaching responsibilities in the classroom has not changed. In review, a Lead Teacher directs work in each classroom (team). Each Lead Teacher will be supported in the classroom by a full-time Assistant Teacher. Assistant Teachers will have full teaching responsibility in the classroom and are expected to provide small group and individual instruction under the direction of the Lead Teacher. However, they will not be responsible for curriculum planning or assessments.

Working together with other Lead Teachers and grade appropriate teams, the Lead Teachers will design the interdisciplinary projects (the core of CLCCS's instructional program) which are designed based on the knowledge and skills identified in our charter school application and the Pennsylvania State Standards.

Co-Lead Teachers

Co-Lead Teachers at the Centre Learning Community enhance the instructional program by working directly with students and supporting the operation of the school in ways that have allowed Lead Teachers to meet their responsibilities outside the classroom. Fully qualified and experienced teachers, Co-Lead Teachers work with another Co-Lead within a team each taking equal responsibility for curriculum planning and student assessment for specific components of the instructional program. They also participate in shared decision-making affecting the operation of the school program. Co-Lead Teachers have responsibilities in the areas of instruction, communications, program implementation, and professional development.

Assistant Teachers

Assistant Teachers at the Centre Learning Community play a vital role in the implementation of the instructional program. Their professional responsibilities require their full participation in supporting the work of the lead teacher and students in the classroom in which they work. In the classroom, they are key members of the teaching team. As assistants, however, they do not have

primary responsibility for curriculum planning, student assessment, or decision-making affecting the operation of the school program.

Specialist Teachers

The CLCCS is committed to providing a full and rich curriculum with a variety of instructional opportunities to its students. The full-time faculty relies on our subject area experts to enrich our program. Twice each week, students are given the opportunity to participate in a series of “special” subjects. This program is intended to provide students with additional learning experiences that enrich and supplement the core curriculum of interdisciplinary projects. Art, Music, Spanish, Health, Family and Consumer Science and Physical Education classes are provided to allow students to experience these disciplines in an exploratory manner appropriate to middle school students.

Administrative Support Staff

The School Secretary supports the mission of the Centre Learning Community by filling a range of supportive roles. The School Secretary’s primary task is to facilitate the smooth operation of the school on a daily basis. In addition to managing specific support services, the School Secretary facilitates communications among faculty, students, parents, and the community. In addition, the Business Manager/CEO oversees the financial and facility administration of the school, and along with the Education Compliance Officer, provide administrative and technical assistance to the teaching staff. The Business Manager/CEO and Education Compliance Officer attend all Board meetings and provide parents and the community an additional channel of communicating the school's mission.

Quality of Teaching and Other Staff - Attachments

- ESPP Submission Status
- PDE-414

Student Enrollment

According to our by-laws any student entering 5th or 6th grade may enter the program. There are no prerequisites for admission and no tuition. CLCCS will serve students regardless of race, color, gender, creed, disability, national or ethnic origin.

Section III - Students and Parents (excerpt from CLCCS by-laws)

CLC will accept students normally entering the 5th and 6th grade into an educational program that extends to 8th grade. The CLC will require no prerequisites for admission, and as the CLC is a public school, there will be no tuition. The CLC will serve students without regard to race, color, gender, creed, disability, or national or ethnic origin. CLC currently caps enrollment at 100 students.

The CLC will determine its minimum and maximum number of students, based on its academic goals and its cost to operate. All students will be allowed to apply for these openings, based on the procedure described below.

- 1) An application period will be advertised during which students from school districts that have approved the charter may apply.

2) At the end of the application period, a lottery will be held during which applicants are randomly selected to fill the openings.

3) If openings remain at the end of this application/lottery period, a second application period will be advertised, during which students from other school districts may also apply.

4) At the end of this period a second lottery will be held to fill remaining openings.

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

NOT APPLICABLE

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.

GRADE	INITIALLY ENROLLED	NUMBER DROPPED	NUMBER ADDED	RETURNING FOR 2007-08
5 TH	19	3	1	16
6 TH	30	3	0	26
7 TH	29	4	2	23
8 TH	22	2	1	0
TOTAL	100	12	4	65

Provide the number of students who completed the 2006-07 year who are currently enrolled to return in September.

65- See table above.

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

GRADE	LEFT AT SCHOOLS REQUEST	LEFT VOLUNTARILY	GRADUATED	2007-08 NEW STUDENTS As of 5/18/07	2007-08 EXPECTED ENROLLMENT
5 TH	0	3	0	20	21
6 TH	0	3	0	10	26
7 TH	0	4	0	3	29
8 TH	0	2	21	1	24
TOTAL	0	12	21	27	100

See Table: All 12 students left voluntarily, due to family relocation, desire to be in a larger school environment and parental decision to home school.

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.

As can be seen from the above tables, CLC both lost and gained students. Atypically, we lost more students than we gained, however, CLCCS enjoyed modest new student enrollment throughout the 2006-07 school year at all grade levels. We expect to begin the 2007-08 school year at our enrollment goal of 100 students. We are particularly pleased in the fact that the 7th and 8th grades are filled with mostly returning students and we have had tremendous interest for our 5th and 6th grades. Based on exit interviews most students choose to stay at CLC based on its dynamic and challenging technology-supported, project-based learning environment. Students that have elected not to return often state that they and their families are interested in a larger school environment.

Transportation

Transportation is provided by the school districts in which our students reside. Special Education students are currently accommodated on the regular transportation of the respective districts. Special accommodations will be made by each district per individual IEPs.

Food Service Program

Our students had the option of purchasing sack lunches through the State College Area School District, including students who are eligible through the National School Lunch Program (NSLP). Beginning 2007-08, the State College Area School District has informed us that they will no longer be able to include CLC as a site within the State College Area School District's National School Lunch Program. We have therefore applied to the Pennsylvania Department of Education, Division of Food and Nutrition, to become a sponsor for the NSLP and our application has been approved. We have contracted to purchase meals through the State College Area School District.

Student Conduct

A copy of the Student Code /Discipline Policy is attached which clearly describes our expectations for student behavior and discipline. The basis for CLCCS's Code of Conduct is "Respect yourself, each other and our school." Possession of weapons, drugs, or explosives, and any assault will result in suspension or expulsion (as required by law). Teachers can recommend suspension or expulsion, but this decision must be reviewed by the Board of Trustees, and should only follow actions that jeopardize the safety of other students.

Student Conduct - Attachment

- Student Conduct Code

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Centre Learning Community CS

Date of Local Chartering School Board/PDE Approval: 1/23/2006 (2nd 5 year renewal)

Length of Charter: 5 years **Opening Date:** 9/8/1998

Grade Level: 5th through 8th **Hours of Operation:** 7:30 a.m. - 5:30 p.m.

Percentage of Certified Staff: 100 **Total Instructional Staff:** 10

Student/ Teacher Ratio: 15:1 **Student Waiting List:** 10

Attendance Rate/Percentage: 96.09%

Enrollment: 104 **Per Pupil Subsidy:** Avg. Reg.Ed.= \$7528.60; Avg. Sp.Ed.=\$15,170.85

Student Profile

American Indian/Alaskan Native: 2

Asian/Pacific Islander: 2

Black (Non-Hispanic): 2

Hispanic: 7

White (Non-Hispanic): 90

Multicultural: 1

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 29%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 32

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	178	178	0	178
Instructional Hours	0	0	0	1031	1031	0	1031

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Centre Learning Community CS within Central IU 10 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 Kosta Dussias

Title Business Manager, CEO

Phone 814.861.7980

Fax 814.861.8030

E-mail kosta@clccharter.org

Signature of the Chief Executive Officer and Date

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

Name Douglas Baxter

Title Board President

Phone 814.861.7980

Fax 814.861.8030

E-mail dbaxter@ofii.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Pat Hunt

Title Education Compliance Officer

Phone 814.861.7980

Fax 814.861.8030

E-mail pat@clccharter.org

Signature of the Special Education Contact Person and Date