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# Pennsylvania Department of Education

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

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

**Charter School:** Chester Community CS  
**Address:** 302 East 5th St  
Chester, PA 19013  
**Phone:** (610) 447-0400  
**Contact Name:** Steven Lee

### **SECTION I. EXECUTIVE SUMMARY**

#### **Organization Description**

*The school and the students that the school serves:* Students' academic growth and parent and student satisfaction have contributed to Chester Community Charter School's

steady growth from 97 students in grades K-4 in 1998 to its current enrollment of 2,015 in grades K-8. Facilities have improved and expanded from humble beginnings in conference rooms at the Howard Johnson Inn, to temporary trailers, to bright new construction that has been unveiled each year since 2001. Facilities now include the East Campus with three classroom buildings, a gymnasium, and an administration building, and the West Campus with two classroom buildings, a gymnasium, and a Head Start building.

- Chester Community Charter School prides itself on its:
  - Enthusiastic staff
  - High adult-child ratio
  - Modern facilities
  - Inclusive environment
  - Classroom computers (3-5 per room)
  - Four (4) computer labs
  - Exemplary Reading First Program
  - Five cafeterias
  - Large outdoor play areas
  - Video-security system
  - Before and after school childcare
- The school is located in a small city (population 38,762) that has been in decline over the last thirty years. The City's crime and poverty rates are among the highest in the state. Among the adult population, 31% have not completed high school and 12% are unemployed. The city has no supermarket, movie-theater, or bookstore.
- The School's student population is 92.7% African American, 5.6% Hispanic, 1.2% White, and 0.5% other. Half live in lone parent families and 90% in low-income families.
- At Chester Community Charter School the climate of violence in the city is offset by one of safety, security and caring. The school buildings are secured by video surveillance and intercom systems with camera and door strike.
- Based on the high percent of low-income students, the Chester Community Charter School has a Title I School-Wide Program.

***The aspects that make the charter school unique and innovative***

In keeping with the mission, teachers, teaching assistants, and administrative staff are committed to continual development of the learning community in order to impact favorably on students' academic and social performance. Each grade level has a team leader who meets weekly with: (1) the CAO, principal and other grade level team leaders; and (2) her/his same grade level teachers. These meetings serve as an opportunity for teachers and administrators to continually monitor student progress toward achievement of the state standards, develop the curriculum in response to student needs, as well as to plan professional development for any teachers who may need it.

CCCS employs two web-based software packages. *Benchmark Tracker* monitors students' progress toward achievement of the state standards while helping to prepare students for standardized testing. *Fast ForWord* prepares children to become proficient

readers and more attentive learners.

The school follows a code of conduct that includes no tolerance for violence or disrespect among members of the school community. In addition, CCCS is housed in brand new facilities that are safe, clean, and conducive to learning.

## **Core Purpose**

### **Mission**

- The Chester Community Charter School is dedicated to empowering students as learners through the development of a learning community. To accomplish this, the Chester Community Charter School:
  - Establishes a partnership with parents
  - Encourages students to become partners
  - Focuses on how to ask probing questions and where to find answers rather than memorizing and repeating facts
- By the time they leave the school students will:
  - Have a solid foundation to be self-sufficient learners for the rest of their lives
  - Be able to communicate confidently and well in the electronic world at large
  - Be proficient in reading, mathematics, and language as defined by state standards

### **Vision**

Our vision is to help students develop the necessary academic, social, and emotional skill sets and knowledge upon exiting the eighth to become successful high school students and beyond.

### **Shared Values**

- We believe learning is a defining characteristic of all human beings.
- We believe learning needs to be nurtured, supported, and guided toward independence.
- Our mission of empowering children as learners is powered by a philosophy that proposes:
  - Active learning
  - Attention to individual learning styles
  - Learning that integrates the senses
  - Learning that is student-centered and eventually student-driven

### **Academic Standards**

The Chester Community Charter School curriculum was selected based on its proven success both in the research-based literature and as observed directly by our curriculum development committee made up of principals, grade level directors, teachers, and parents and with Board of Trustees approval. The curriculum is aligned to the school's mission of *empowering students as learners* via its focus on independent learning. The selected curricula have gone through extensive

field trials to assure an unbiased representation regarding inner city populations in general and differences in ethnicity, gender, sexual orientation, religion and ability in particular.

The curriculum is a PA standards based curriculum that supports student achievement. The instructional leadership team has developed the specific grade-by-grade and subject-by-subject curriculum maps for grades K through 8. Daily lesson plans in core subjects, i.e., language arts, math, science, and social studies, are designed to maximize student progress on the PA standards.

## Strengths and Challenges

- Standardized assessments indicate steady increases in students' academic proficiencies:

### #1. Terra Nova: Increase in Mean NCE Scores from 2004 to 2006

	2004	2005	2006	Increase
Reading (Grade 1)	43.9	44.1	49.2	5.3
Language (Grade 1)	41.4	42.2	51.4	10.0
Reading (Grade 2)	36.8	39.7	40.6	3.8
Language (Grade 2)	38.6	42.1	46.0	7.4

### #2. PSSA: Grade 5 - Percent Proficient and Above, 2001 to 2006

	2001	2002	2003	2004	2005	2006	Increase in 6 years
Mathematics	5.0	25.0	13.7	43.3	44.5	60.0	55.0
Reading	10.0	20.0	27.5	53.7	40.7	55.0	45.0

- The school implemented a Reading First Program in spring 2004; significant student growth is evident as a result of this program. State and federal program monitors have given the school exemplary ratings for the CCCS program design and implementation.
- The school works closely with the *Benchmark Tracker* test maker to continually improve test reliability and predictive validity. BT provides teachers an opportunity to individualize instruction based on each student's academic strengths and weaknesses.
- We continue to provide additional support in the form of tutoring and extended day services to students performing below proficient.

## SECTION II. STRATEGIC IMPROVEMENT PLANNING

### Strategic Planning Process

- In summer 2006, the school developed a Strategic Planning Team for the purpose of improving student achievement in order to meet the requirement of NCLB.
- The Team organized and reviewed all assessment data derived from the PSSA, Terra Nova, DIBELS, and our web-based Benchmark Tracker system.
- The Team then analyzed the data in an attempt to identify our strengths and weaknesses as related to student performance.
- The Team then met with Dr. O'Neill of the DCIU to share our findings and solicit her expertise
- The Team then planned strategies to address student deficiencies.
- We then did a curriculum mapping using the state standards as measured by the PSSA.
- The plan has been closely monitored, adjusted and evaluated on an on-going basis.

## Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Allan Hart	Chester Community Charter School	Administrator	Steven E. Lee
Candace Crosse	Chester Community Charter School	Administrator	Steven E. Lee
Caryn Fenczer	Chester Community Charter School	Middle School Teacher	Steven E. Lee
Christine Fithian	Chester Community Charter School	Other	Steven E. Lee
Darnell Medley	Chester Community Charter School	Administrator	Steven E. Lee
David Clark	Chester Community Charter School	Special Education Representative	Steven E. Lee
Donald Odom	Chester Community Charter School	Administrator	Steven E. Lee
Doreen Storey	Chester Community Charter School	Parent	Steven E. Lee
Gigi Andrszewski	Chester Community Charter School	Other	Steven E. Lee
Lisa Gray	Chester Community Charter School	Elementary School Teacher	Steven E. Lee
Melvyn Burroughs	Chester Community Charter School	Administrator	Steven E. Lee
Nicole DeRitis	Chester Community Charter School	Elementary School Teacher	Steven E. Lee
Nicole Hollinger	Chester Community Charter School	Elementary School Teacher	Steven E. Lee
Nicole Lemons	Chester Community Charter School	Elementary School Teacher	Steven E. Lee
Pat Sciamanna	Chester Community Charter School	Middle School Teacher	Steven E. Lee
Penny Burrall	Chester Community Charter School	Other	Steven E. Lee
Sharon Beah	Chester Community Charter School	Parent	Steven E. Lee
Bettina Baker	Chester Community Charter School	Community Representative	Steven E. Lee
Peter M. Idstein	Chester Community Charter School	Board Member	Steven E. Lee
Louise Vitiello	Rotary Club of Chester	Business Representative	Steven E. Lee

## 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: Align curriculum with standards**

*Description:*

*Activities:*

<b>Activity</b>	<b>Description</b>	
Create a curriculum map of state standards and test objectives to be used in day-to-day lesson plans.		
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

<b>Activity</b>	<b>Description</b>	
Using test prep materials provided by the state and Harcourt Measurement, focus instruction on the areas of greatest weakness.		
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

**Strategy: Monitor each student's progress**

*Description:*

*Activities:*

<b>Activity</b>	<b>Description</b>	
Using web-based Benchmark Tracker program, benchmark student progress in Math on a monthly basis and provide teachers with feedback on where each student is relative to the state standards tested that month.		
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

**Strategy: Provide incentives**

*Description:*

*Activities:*

<b>Activity</b>	<b>Description</b>	
Provide incentives to individual students and to the whole class when they meet targeted benchmarks.		
<b>Person Responsible</b>	<b>Timeline for</b>	<b>Resources</b>

	<b>Implementation</b>	
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

**Strategy: Target students for improvement**

*Description:*

*Activities:*

<b>Activity</b>	<b>Description</b>	
Identify students in the Basic and Below Basic categories using last year's PSSA data.		
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Charter Annual Report Admin	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: Align curriculum with standards**

*Description:*

*Activities:*

<b>Activity</b>	<b>Description</b>	
Create a curriculum map of state standards and test objectives to be used in day-to-day lesson plans.		
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

<b>Activity</b>	<b>Description</b>	
Using test prep materials provided by the state and Harcourt Measurement, focus instruction on the areas of greatest weakness.		
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

**Strategy: Monitor each student's progress**

*Description:*

*Activities:*

<b>Activity</b>	<b>Description</b>
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Using PSSA Practice tests, measure students' progress on Reading standards on a bi-monthly basis and provide teachers with feedback on where each student is relative to the state standards tested that period.		
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

**Strategy: Provide incentives**

*Description:*

*Activities:*

<b>Activity</b>	<b>Description</b>	
Provide incentives to individual students and to the whole class when they meet targeted benchmarks.		
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

**Strategy: Target students for improvement**

*Description:*

*Activities:*

<b>Activity</b>	<b>Description</b>	
Identify students in the Basic and Below Basic categories using last year's PSSA data.		
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Charter Annual Report Admin	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: Incentive Program**

*Description:*

*Activities:*

<b>Activity</b>	<b>Description</b>	
Monthly student attendance competition		
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Louise Vitiello	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: Participation Checklist**

Description:

Activities:

Activity	Description	
Appropriate testing accommodations as needed		
Person Responsible	Timeline for Implementation	Resources
Louise Vitiello	Start: N/A Finish: N/A	\$0.00

**Statement of Quality Assurance - Attachment**

- STATEMENT OF QUALITY ASSURANCE

**SECTION III. QUALITY OF SCHOOL DESIGN**

**Rigorous Instructional Program**

- **What curriculum does your charter school utilize?** Our curriculum is mapped to the Pennsylvania content standards and to the Harcourt Measurement test objectives during annual review with our entire faculty. This takes place during a one-week staff development/curriculum development activity at the end of each school year and a follow-up week just before school starts in September.
- **Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?** Harcourt Brace curriculum materials meet the PA state curriculum standards and are scientifically research based. Documentation is reflected in the Harcourt scope and sequence.
- **How is the curriculum organized to meet the developmental and academic needs of students?** The curriculum is organized to meet the developmental and academic needs of our students by a student-by-student tracking process that looks at each child's progress as measured by assessments linked directly to the standards mentioned above. This information is both aggregated to get school-wide data on our progress and disaggregated to get classroom and student group level information to guide teacher planning.
- **How does the charter school promote in-depth and inquiry-based teaching and learning?** Our school mission is to empower students as learners and one of the ways that we implement this mission is through inquiry-based methodology.
- **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?** To accelerate academic skill development for students who demonstrate the potential, we move them to higher-grade level classrooms in the subject areas in which they excel. For students who excel in all areas, we skip them to the next grade level altogether. Our use of Direct Instruction also facilitates the advancement of these students as well as addressing the needs of students who come to us performing significantly below standards in literacy and mathematics skills.
- **What types of teaching strategies are used to actively engage students in the learning process?** To achieve all of the above we have a dual methodological focus. In our lower school we use Direct Instruction to make certain that all of our children become proficient in the basic skills that they will need to be successful in our upper school where

we use a thematic approach to curriculum that is spiraled to foster in depth learning while maintaining the overall growth that is expected to meet grade level state standards. Evidence that this teaching strategy is working (i.e., accelerating children's learning) is the fact that this summer we have had to order higher-level books for younger children than in previous years.

### **Rigorous Instructional Program - Attachments**

- RIGOROUS INSTRUCTIONAL PROGRAM
- RIGOROUS INSTRUCTIONAL PROGRAM

### **English Language Learners**

- The School's ELL Program includes: (a) identification and appropriate placement of potential ELL students through administration and analysis of the Home Language Survey and the Stanford English Language Proficiency Test; (b) orientation for students and parents in which, with the aid of an interpreter, they are introduced to the child's teacher, interviewed for the student's background information, and given a tour of the school; (c) instructional support appropriate to the student's English level, primarily regular classroom inclusion with daily pullout of instruction in ESL and tutorial assistance; and (d) counseling for adjustment to the school.
- A certified ELL teacher provides these services.

### **English Language Learners - Attachment**

- ENGLISH LANGUAGE LEARNERS

### **Graduation Requirements**

This is not applicable to Chester Community Charter School, which serves students in grades K through 8.

### **Special Education**

Chester Community Charter School (CCCS) has a comprehensive special education program for students with Individual Educational Programs (IEPs) as defined in [34 CFR 300]. Chester Community Charter School serves students with disabilities in a variety of ways according to their disability.

Chester Community Charter School has an extensive referral and screening process before students are considered for being identified as a student with a disability. The CCCS program screens incoming kindergarteners by using research-based assessment to determine if a child may be at risk of having a disability. If the results from the screening reveal that a child is suspected of having a disability, with parent approval a comprehensive evaluation is completed on the child suspected of having a disability. If the results of the evaluation indicate the child has a disability, CCCS will develop an IEP for the student designed to address their individual needs.

In addition to the aforementioned screening process, CCCS receives referrals from parents, teachers, and outside social agencies. When this occurs, a student suspected of having a disability must first be given instructional or behavioral interventions to determine if an evaluation for possible placement into the special education program is necessary. If the interventions do not work, students are then given a comprehensive evaluation. If the results of the evaluation indicate that a child has a disability the same process as indicated in the previous paragraph is followed.

Once children enter the CCCS special education program, their individual needs are met in several ways as required by the IEP. CCCS has available for students with disabilities the following in-house services:

- Counseling services from state licensed and school certified counselors
- One-to-one instruction for educational as well as behavioral needs
- Speech, physical, and occupational therapy
- State certified teachers
- Resource room placement
- Itinerant services
- Research-based curriculum provided for instruction
- Periodic assessments using valid and reliable instruments to follow student progress
- Parent support groups
- Sophisticated web-based system for compliance, tracking and developing IEPs

### Special Education - Attachment

- SPECIAL EDUCATION

### Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Teacher A	1.00	Learning Support	CCCS	13	n/a
Teacher B	1.00	Learning Support	CCCS	12	n/a
Teacher C	1.00	Learning Support	CCCS	14	n/a
Teacher D	1.00	Learning Support	CCCS	16	n/a
Teacher E	1.00	Learning Support	CCCS	14	n/a
Teacher F	1.00	Learning Support	CCCS	14	n/a
Teacher G	1.00	Learning Support	CCCS	17	n/a
Teacher H	1.00	Learning Support	CCCS	13	n/a
Teacher I	1.00	Learning Support	CCCS	14	n/a
Teacher J	1.00	Learning Support	CCCS	16	n/a
Teacher K	1.00	Learning Support	CCCS	14	n/a
Teacher L	1.00	Learning Support	CCCS	15	n/a
Teacher M	1.00	Learning Support	CCCS	14	n/a
Teacher N	1.00	Learning Support	CCCS	13	n/a
Teacher O	1.00	Itinerant	CCCS	50	n/a
Teacher P	1.00	Itinerant	CCCS	48	n/a
Teacher Q	1.00	Itinerant	CCCS	49	n/a

### Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Therapy Source	.20	School Psychologist	CCCS	46	n/a
Therapy Source	1.00	Speech Therapy	CCCS	50	n/a

Therapy Source	1.00	Speech Therapy	CCCS	45	n/a
Therapy Source	1.00	Speech Therapy	CCCS	48	n/a
Therapy Source	1.00	Speech Therapy	CCCS	47	n/a
Therapy Source	1.00	Speech Therapy	CCCS	49	n/a
Therapy Source	.50	Speech Therapy	CCCS	25	n/a
Therapy Source	.40	Speech Therapy	CCCS	17	n/a
Therapy Source	.40	Speech Therapy	CCCS	18	n/a
Therapy Source	.40	Speech Therapy	CCCS	22	n/a
Therapy Source	.40	Speech Therapy	CCCS	21	n/a
Therapy Source	.80	Occupational Therapy	CCCS	43	n/a
Therapy Play	.20	Physical Therapy	CCCS	8	n/a
Peggy Twigg	.60	Occupational Therapy	CCCS	33	n/a

### Special Education Program Profile - Chart III

Title	Location	FTE
School Psychologist	CCCS	1.00
One-to-one	CCCS	1.00
One-to-one	CCCS	1.00
Guidance Counselor	CCCS	1.00
Guidance Counselor	CCCS	1.00
Guidance Counselor	CCCS	1.00

### Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Elwyn, Inc	Life Skills	7 hours
Elwyn, Inc	Counseling	7 hours
Delta - T	One-to-one	30 hours
Delta - T	One-to-one	30 hours

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
PASA	No	No	No	Yes	Yes	Yes
Terra Nova	No	Yes	Yes	Yes	No	No
DIBELS	Yes	Yes	Yes	Yes	No	No
Benchmark Tracker in Math	No	No	Yes	Yes	Yes	Yes
PSSA Practics Tests in Reading	No	No	No	Yes	Yes	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
Benchmark Tracker in Math	Yes	Yes	Yes	No	No	No	No
PSSA Practice Tests in Reading	Yes	Yes	Yes	No	No	No	No

## Student Assessment

### Growth in Student Achievement by Grade Level on the PSSA Reading Tests During the 2006-2007 School Year

The general student population improved on state reading tests during the 2006-2007 school year compared with the previous year. The percentage of students reading at proficient levels on the PSSA Reading test rose from 48 percent in 2006 to 57 percent in 2007. This represents an overall increase of 8 percent of all students in grades 3 to 8 that reached proficient or advanced levels in reading.

The school made Adequate Yearly Progress in reading for the general population, which provided a unique challenge since scores for grades 4, 6, and 7 were included in the overall calculations, and twenty-five percent of the student body is classified as special education. However, the IEP sub group did not make AYP in reading, since less than 10 percent of this population increased proficiency levels to proficient or advanced. Twenty percent of the students in the IEP sub group reached proficient/advanced levels in reading during the 2006-07 school year. Ninety-five percent of the students in the IEP sub group were classified as reading disabled on their IEPs. Growth was flat in this area from the previous year, where 19 percent of the students scored at proficient/advanced levels in reading in 2006. Measurable goals have been established to address this population's needs in the 2007-08 school year.

### The Development of Measurable Goals and Targets for Reading Instruction for the Special Education Sub Group

Six measurable goals for reading instruction for students in the IEP sub group include:

**Goal #1:** Testing all students in the IEP population with standardized reading sub skill measures of a) decoding, b) word identification, c) passage comprehension, and d) fluency to determine their individual needs for instruction.

**Goal #2:** Special education students scoring below proficient levels in reading will be homogeneously grouped to provide intervention in small groups that target the individual needs based on period reading sub skill testing.

**Goal #3:** Special education student progress will be monitored through a series of reading sub skill tests implemented 3 times throughout the year, and instruction will be targeted for each child accordingly.

**Goal #4:** Itinerant and resource room teachers will be given greater professional development in several categories over the course of the 2007-08 school year. The Elwyn Institute will provide training in: understanding IEPs; differentiated instruction; monitoring small group instruction; implementing reading intervention programs; implementing behavioral interventions; and others programs to be selected and provided in the second semester.

**Goal #5:** Weekly meetings with special education teachers, the director of special education, and grade level directors will take place to ensure greater communication between regular education teachers and the special services department staff to increase monitoring of the implementation of intervention and teaching strategies for special education students in regular education classrooms.

**Goal #6:** Using the database management system that is in place, the special services staff will monitor and predict student achievement and share information on a weekly basis with teachers regarding individual student's learning needs.

### **The Development of Measurable Goals and Targets for Reading Instruction for the General Population of Students**

Although adequate yearly progress in reading was made for the general population, ten measurable goals have been established for those students who scored below proficient levels on state tests of reading. The goals include:

**Goal #1:** Testing all students who score at basic and below basic levels in reading on standardized reading sub skill measures of a) decoding, b) word identification, c) passage comprehension, and d) fluency to determine their individual needs for instruction.

**Goal #2:** All students scoring will be homogenously grouped to provide intervention in small groups that targets the individual needs based on period reading sub skill testing.

**Goal #3:** Student progress will be monitored through a series of reading sub skill tests implemented 3 times throughout the year, and instruction will be targeted for each child accordingly.

**Goal #4:** Vocabulary instruction using the Worldly Wise program will be implemented in grades 1 through 8.

**Goal #5:** Harcourt Brace social studies textbooks and decodable readers will be implemented in grades K through 8 in order to increase background knowledge and reading comprehension.

**Goal #6:** Instructional materials and professional development using the *Science! It's Elementary* program in grades K through 6, should increase background knowledge and reading comprehension as well.

**Goal #7:** Professional development programs have been selected and will be implemented in the first semester in teaching vocabulary effectively, managing multiple reading level groups, differentiating instruction, teaching writing, and managing behavior and discipline. These programs were selected based on teacher input and requests, and additional sessions will be made available to teachers based on further need in the second semester.

**Goal #8:** A database management system is in place whereby the special services staff can monitor and predict student achievement and share information on a weekly basis with teachers on individual student's learning needs.

**Goal #9:** Grade directors will meet weekly with the director of testing to develop and implement instructional plans based on the monitoring of student achievement.

**Goal #10:** Grade directors will meet weekly both individually and as a group with teachers to support instruction and address individual needs of staff and students, and to increase achievement.

### **A List of Measures Used to Monitor Student Achievement and Target Instructional Practices in Reading**

For both special education and general education students not reaching proficient levels in reading, the following reading sub skill measures are used in grades 2 through 8: 1) the Test of Word Reading Efficiency (TOWRE) phonemic decoding sub-test; 2) the Test of Word Reading Efficiency (TOWRE) word identification sub-test; 3) PSSA practice tests in reading comprehension; and 4) DIBELS or Harcourt Brace fluency measures. For the special education sub group, the WIAT tests are being implemented to obtain a baseline measure to further inform teachers on students' performance on a variety of skills and concepts in reading and mathematics.

### **Aggregate Test Scores and Database Management Using Local Measures**

Aggregate and individual student test scores on the PSSA practice tests in reading were shared with teachers, principals and grade directors in order to determine overall and individualized growth, and to target specific children who needed additional intervention in either reading or math instruction throughout the school year.

### **Growth in Student Achievement by Grade Level on the PSSA Math Tests During the 2006-2007 School Year**

The school made adequate yearly progress in mathematics during the 2006-07 school year. Sixty percent of the general population, including the special education group in

the calculations, scored at proficient/advanced levels in mathematics. Students in the 2005-06 school year had the exact same proficiency level: 60 percent scoring at proficient or advanced levels. The IEP sub group made adequate yearly progress through a calculation of PPI, or past performance indicators, administered by the Commonwealth of Pennsylvania.

### **The Development of Measurable Goals and Targets for Reading Instruction for the General Student Population and the Special Education Sub Group**

Four measurable goals have been established for both the general population and the special education sub group. They are:

**Goal #1:** A close review of and alignment to the math curricula used to the PA State Assessment Anchors will be conducted by directors, and units found in the school's math curriculum materials will be taught in the order the assessment anchors require.

**Goal #2:** The Benchmark Tracker software program will be used to assess students on the concepts and skills set forth in the PA State Assessment Anchors. This software program calculates individual as well as group performance levels by grade and classroom on each of the specific concepts and skills required by the PA State Assessment Anchors. The tests will be administered at the end of every instructional unit in the curriculum materials used by the school, and individual student reports are sent to classroom teachers to inform instruction and re-teach concepts not mastered as needed. Group performance data on these measures will be analyzed by the director of testing and grade directors, building principles and school administrators, who in turn provide this information to teachers.

**Goal #3:** Periodic testing on the PSSA practice math assessments will be given to track overall performance of students on what is expected to be mastered by the time of the administration of the 2007-08 state assessments. Student performance on these measures will be shared with grade directors, administrative staff, and teachers to shape instructional practices and target specific students for additional intervention throughout the school year.

**Goal #4:** Using the database management system that is in place, each grade level will collect data, monitor individual student progress, and address any required changes in instructional practices.

### **Measures Used to Monitor Student Achievement and Target Instructional Practices in Mathematics**

Three main assessments will be used to monitor student performance in mathematics: 1) end of unit tests in commercial instructional materials; 2) the web-based Benchmark Tracker program; and 3) PSSA mathematics practice tests.

### **Aggregate Test Scores and Database Management Using Local Measures**

Aggregate and individual student test scores on the PSSA practice tests in math were shared with teachers, principals and grade directors in order to determine overall and individualized growth, and to target specific children who needed additional intervention in either reading or math instruction throughout the school year.

## **Student Assessment - Attachment**

- STUDENT ASSESSMENT

### **Teacher Evaluation**

a) Teachers are evaluated based on their implementation of Effective Teaching Strategies as developed by Madeline Hunter and advanced by Ron Edmunds. These strategies directly support our mission by guiding the student through a series of steps leading to independent learning. Principals follow the state procedures and utilize the appropriate forms to evaluate all teachers.

b) The following individuals are responsible for teacher and staff evaluation: Steven E. Lee, CEO; David Clark, Executive Director of Student Services; Melvyn Burroughs, Principal; Candace Crosse, Principal; Lavada Driggins, Principal; Alan Hart, Assistant Principal; John Lemon, Principal; and Darnell Medley, Principal.

c) The Professional Development of these evaluators follows:

- Our CEO, Mr. Steven E. Lee, completed both his BS in Elementary Education and MA in Curriculum in Curriculum and Instruction at Delaware State University. He is certified as an Elementary School Administrator, Supervisor of Student Services, and Teacher for grades 1-8. His training includes staff development in team leadership/consensus building, crisis management/school security, school law, Parent Involvement Program "I Care," writing and math rubrics, seven habits of highly effective leaders, elementary and middle school standards-based mathematics, writing meaningful school improvement plans, balanced literacy, and emergency management administration.
- Dr. David Clark, Executive Director of Student Services, completed his doctorate in Educational Innovation and Leadership at Wilmington College; his Teacher Certification in Special Education and Master of Instruction at the University of Delaware; and his bachelor's degree in Human Services at Antioch University. He has Pennsylvania Principal Certification. During his 20+ years as an educator, Dr. Clark has held positions of special education coordinator, teacher, assistant principal, and charter school chief administrative officer. His broad experience in student services and in urban environments enhances his working relationships with parents and community agencies. His expertise includes: specialized needs

of at-risk youth, multi-cultural counseling, prevention programming, cognitive development, and school-family communication.

- Dr. Melvyn Burroughs has been a principal for a total of 16 years, first at an alternative high school in Massachusetts, and subsequently at elementary level charter schools in Chester and Philadelphia. In addition to his extensive experience, he has a doctorate in Educational Administration from the University of Massachusetts and a Masters in Urban Education from Springfield College through the Teacher Corps, a program that aimed to link the school with the community. His studies included teacher evaluation, special education, and instructional techniques consistent to the mission of Chester Community Charter School.
- Ms. Candace Crosse was employed for 13 years at the Brandywine School District in Claymont, Delaware, where she served as an elementary school assistant principal, principal, and instructional supervisor. She holds a bachelor's degree in Elementary Education, Education/Special Education for Cheyney University and a Master of Education degree in School Administration from Wilmington College, in Delaware.
- Lavada Driggins, Middle School Principal, has a Masters of Education Administration and previously taught Middle School Social Studies for 14 years, directed a day care program for 3 years, and served as Assistant to the Mayor of Chester from 2003-2006 when she joined the CCCS "family" as a principal. A life long resident of Chester, she has many ties to the students' families and has received numerous academic and civic honors.
- Dr. Alan Hart has an Ed. D. in Educational Leadership from Widener University, an M. Ed. in Applied Psychology from Teachers College Columbia, an MS in Physical Education from Morgan State University, and a BS in Elementary Education from Livingston College. He also has graduate credits in education from West Chester State College and the University of Delaware. He is certified as a principal and an elementary school teacher, as well as a physical education teacher.
- John Lemon, Elementary School Principal, has PA certification as an elementary and secondary school principal and a social studies teacher. He has completed doctoral level coursework in Educational Administration from Immaculata College; a Certificate in Curriculum and Supervision from Rowan University; an M. Ed. in Educational Administration and an M.Ed. in Elementary Education from Cheyney University; a BA in Liberal Arts from Washington State University; and a Certificate in Multicultural Human Services from Temple University. Prior work experience includes two years as a Vice Principal for Student Services; two years as an Assistant Principal; and five years as a social studies teacher.
- Ms. Darnell Medley has a Masters in Educational Administration from Temple University and was trained as a coach in the school's instructional approach through the National Institute for Direct Instruction. Also, most recently, she completed Coach's Training through the state's Reading First Initiative at the Governor's Institute.

## Teacher Evaluation - Attachment

- TEACHER EVALUATION

## SECTION V. GOVERNANCE REQUIREMENTS

### Leadership Changes

- William Farmer stepped down from the Board.
- Dr. Peter Idstein joined the Board and took on the role of Board Secretary.
- The school added one new principal for the 2006-07 school year to provide support and leadership for the increase in student enrollment and in number of teachers and staff. The school replaced one principal who left at the end of the 2005-06 school year.

### Board of Trustees

Name of Trustee	Office (if any)
Richard Englert, PhD	None
Sean Finnegan	Treasurer
Mr. Joseph T. Kelly, Jr.	None
Peter M. Idstein, PhD	Secretary
William Murray	None
The Honorable Spencer B. Seaton, Jr.	Chair

### Professional Development (Governance)

When a new member joins the Board, the CEO and Executive Vice President/Legal Counsel orient that individual to the laws and regulations that apply to Pennsylvania charter schools, including the Sunshine Law.

### Coordination of the Governance and Management of the School

- The Board of Trustees coordinates the government and management of the school through a detailed management agreement with Charter School Management, Inc. The management group reports to the Board for all operational, financial, and personnel responsibilities.
- The Board attempts to maintain a working relationship with the school district's Control Board through the principal and the management team. The superintendent, school representatives, and elected Board members have often been invited to the school.

### Coordination of the Governance and Management of the School - Attachment

- COORDINATION OF THE GOVERNANCE AND MANAGEMENT OF THE SCHOOL

## **Community and Parent Engagement**

There have been significant efforts to engage parents and the community in school activities through a series of open houses, Parent Award Dinner, the PTO, parent training sessions, and a Parent Report Card Program.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

We had no major fund-raising activities this year and none are planned for next year.

### **Fiscal Solvency Policies**

- An annual budget is prepared and submitted to the Board of Trustees for their review and approval. Upon adoption of the budget by the Board of Trustees, it is filed with the PA Department of Education in accordance with the Charter School Law. Actual results are compared with budgeted amounts on a monthly basis in order to maintain fiscal solvency.
- Also, cash accounts are reconciled on a monthly basis to insure fiscal solvency.

### **Accounting System**

Chester Community Charter School uses "Quick Books Accounting Software" to record receipts and cash disbursements on a monthly basis. Monthly Cash Basis Financial reports are generated from the system. Conversion from cash to modified accrual basis to accrual basis of accounting is done at year-end for filing the Annual Financial Report, Form PDE-2057. Annual financial reports are prepared in accordance with financial reporting requirements established by Government Accounting Standards Board Statement 34, "Basic Financial Statements — and Management's Discussion and Analysis for State and Local Governments."

### **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment**

- PRELIMINARY STATEMENTS OF REVENUES, EXPENDITURES & FUND BALANCES

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

- Touey & Co., LLP is the Chester Community Charter School's independent audit firm.
- The last audit was dated November 29, 2006 for Fiscal Year ending June 30, 2006 (school year 2005-06).
- Touey & Co., LLP issued an unqualified opinion on the financial statements of the Chester Community Charter School for the fiscal year ended June 30, 2006. In addition, there were no findings or questioned costs pertaining to the single audit of our federal programs.
- Our independent auditors are not expected to complete their audit fieldwork for the 2006-07 until October 2007 and issue their audit report until November 2007.

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

- AUDIT FIRM, DATE OF LAST AUDIT, AUDITOR'S OPINION, AND ANY FINDINGS RESULTING FROM THE AUDIT

## **Citations and follow-up actions for any State Audit Report**

Not applicable. The last State Audits of Chester Community Charter School reviewed the 1998-99 and 1999-2000 fiscal years.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

- We acquired our furniture and equipment through our capital program in the budget.
- We lease our facilities.

### **Future Facility Plans and Other Capital Needs**

- We anticipate adding two additional school buildings, one in 2008-09 and another in 2009-10. These plans fit in perfectly with our 5-year strategic plan that envisions two campuses (East and West sides of town) devoted to supporting learning and community development.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

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

- The Chester Community Charter School takes health and safety issues very seriously. We have five classroom buildings, the oldest of which is six years old. All of our buildings are equipped with a sprinkler system as well as the double protection of fire extinguishers.
- We hold a fire drill every month during which time we hold back a student unbeknownst to the teacher so that we can check to make sure that attendance is being taken.
- We also review every child's individual health folder to make sure that Physicals, Shot Records, and Dental Health Records are up to date. We formally notify parents of any missing records and we exclude children from attending school in compliance with state law.
- Our CFO is currently (July 25, 2007) working on the health reimbursement for the 2006-07 school year. We prepared and submitted the health reimbursement for the 2005-2006 school year also at this time last year and received the reimbursement in November 2006.

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

- COMPLIANCE WITH HEALTH AND SAFETY REQUIREMENTS AND MAINTENANCE OF HEALTH AND IMMUNIZATIONS RECORDS FOR STUDENTS
- COMPLIANCE WITH HEALTH AND SAFETY REQUIREMENTS AND MAINTENANCE OF HEALTH AND IMMUNIZATIONS RECORDS FOR STUDENTS
- COMPLIANCE WITH HEALTH AND SAFETY REQUIREMENTS AND MAINTENANCE OF HEALTH AND IMMUNIZATIONS RECORDS FOR STUDENTS

### **Current School Insurance Coverage Policies and Programs**

The school currently has the following insurance coverage with Philadelphia Insurance Companies:

- Worker's Compensation Policy
- Umbrella (Property and Casualty) Policy - \$10 Million
- General Liability Policy
- Builders Risk Policy
- Directors and Officers Policy - \$10 Million
- Student Accident Policy
- Fidelity Bond (401k Plan)

In addition, we offer the following is insurance coverage for our employees:

- Keystone Health Plan East (HMO)
- Independence Blue Cross (Personal Choice)
- Rayant Healthcare (Dental)
- Fort Dearborn Life Ins Co (S-T Disability, L-T Disability and Life Ins)

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

#### **Quality of teaching and other staff**

CCCS professional staff:

- Total number of professional personnel = 148
- Number returning from the 2004-2005 school year = 82
- Number with us for entire 2005-2006 school year = 96

Discuss staff turnover and retention patterns and possible reasons for each.

- Of the 96 professional staff (positions) employed at the school during the 2005-2006 school year, 85.4% returned for the 2006-2007 school year.
- During the 2005-2006 school year, 52 of the 148 professional staff were not on board for the entire school year.
- Reasons for turnover reflect the youthful status of the majority of our professional staff; this characteristic results in personal mobility (e.g., marriage, pregnancy) or lack of "fit" in our urban setting. To address the latter issue, we have been proactive recruiting professional staff from urban education programs.

#### **Quality of Teaching and Other Staff - Attachments**

- QUALITY OF TEACHING AND OTHER STAFF
- QUALITY OF TEACHING AND OTHER STAFF

### **Student Enrollment**

a) Student enrollment procedures and policies:

- Everyone may enroll his/her child in the Chester Community Charter School if space is available. Siblings of students currently enrolled are given first preference. The next preference goes to Chester Upland residents. As openings occur, these openings are filled by lottery in keeping with Act 22. If we do not have space available in our school, potential students are placed on a waiting list. When an opening occurs we draw from the waiting list by lottery, using a table of random numbers. The preference by lottery is siblings first, then Chester residents, and finally the full list.
- To enroll in kindergarten at our school, a child must be at least five years old by September 30<sup>th</sup>. To enroll in first grade at our school, a child must be at least six years old by September 30<sup>th</sup> of that school year.
- To enroll in kindergarten at our school, a child must be at least five years old by September 30<sup>th</sup>. To enroll in first grade at our school, a child must be at least six years old by September 30<sup>th</sup> of that school year.

b) Enrollment trends:

- **Student Enrollment History: 2006-2007**

Grade	Initial Enrollment	Dropped Voluntarily	Added
K	332	48	41
1	344	49	26
2	368	31	14
3	271	26	21
4	231	20	25
5	180	16	23
6	145	16	6
7	77	10	26
8	44	3	9
<b>Total</b>	<b>1992</b>	<b>219</b>	<b>191</b>

- Number of students who completed this school year who are currently enrolled to return in September = 1918
- Expulsions = 0
- Trends: 99% of student transfers are due to relocation outside of our district. Although, as a charter, we do accept out of district students, the students who move and leave, chose to leave due to transportation issues.

## Student Enrollment - Attachment

- STUDENT ENROLLMENT

## Transportation

- Our students are transported by the Chester Upland School District.
- None of our special education students have required special transportation, however, appropriate transportation would be arranged if it were required to meet the needs of any student(s).

## Food Service Program

We contract with the Archdiocese of Philadelphia to supply breakfast and lunch. The Archdiocese provides us with free and reduced lunch program and they process the necessary paperwork. In addition we employ a full time Food Services Manager to coordinate the ordering of food and serving breakfast, lunch, and snacks.

## **Student Conduct**

a) The school's expectations for student behavior and discipline:

- The Chester Community Charter School is committed to providing a safe, secure learning environment for all of our students. To this end we have established a dress code and a code of conduct along with consequences for violations. In addition, we have a social worker who counsels children in anger management and conflict resolution.
- The parents of a child who has been suspended or expelled from school may request a hearing with the Principal; if not satisfied they may then request a hearing with the Superintendent; finally, if still not satisfied, they may request a hearing with the Board of Trustees.

b) Three hundred two (302) students were involved in 360 suspension incidents, resulting in 463 out-of-school suspensions, 1 in-school suspension, and 1 expulsion.

## **Student Conduct - Attachment**

- STUDENT CONDUCT

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Charter School Annual Report Summary Data 2007 - 2008

**Name of School:** Chester Community CS

**Date of Local Chartering School Board/PDE Approval:** April 23, 1998

**Length of Charter:** Five Years: 2007-2012    **Opening Date:** September 9, 1998

**Grade Level:** Grades K-8    **Hours of Operation:** Elementary: 9:00 a.m. to 4:00 p.m. and Middle: 8:30 a.m. to 4:15 p.m.

**Percentage of Certified Staff:** 100%    **Total Instructional Staff:** 114

**Student/ Teacher Ratio:** 17.68 students to 1 teacher    **Student Waiting List:** 316

**Attendance Rate/Percentage:** K = 86.301; grades 1-5 = 89.839; grade 6 = 89.605; grades 7-8 = 87.513

**Enrollment:** 2,015    **Per Pupil Subsidy:** Regular education = \$6,877.55. Special education = \$18,485.47.

### Student Profile

**American Indian/Alaskan Native:** 0  
**Asian/Pacific Islander:** 0  
**Black (Non-Hispanic):** 1,868  
**Hispanic:** 112  
**White (Non-Hispanic):** 24  
**Multicultural:** 11

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:** 90%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 495

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	164	166	166	0	496
Instructional Hours	0	0	1011	1024	1107	0	3142

## **ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS**

**School Year: 2007**

The Chester Community CS within Delaware County IU 25 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.**

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**Board President**

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**Date**

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**Chief Executive Officer**

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**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** Steven E. Lee

**Title** CEO

**Phone** 610-447-0400

**Fax** 610-447-8546

**E-mail** slee@chestercommunitycharter.org

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*Signature of the Chief Executive Officer and Date*

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

**Name** Spencer Seaton

**Title** Honorable

**Phone** 610-447-0400

**Fax** 610-447-8546

**E-mail** none

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*Signature of the President of the Board of Trustees and Date*

*Identify the charter school's Special Education Contact Person.*

**Name** David Clark

**Title** Executive Director of Student Services

**Phone** 610-447-0400

**Fax** 610-447-8546

**E-mail** dclark@chestercommunitycharter.org

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*Signature of the Special Education Contact Person and Date*