Pennsylvania Department of Education

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

Charter Annual Report
Tuesday, October 09, 2007

Charter School: Delaware Valley CHS
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SECTION I. EXECUTIVE SUMMARY

Organization Description
1. Overview of Delaware Valley Charter High School:

Delaware Valley Charter High School (DVCHS) is located in the Germantown section of Philadelphia. Any student who resides in Philadelphia can apply and attend the school.

The mission of the Delaware Valley Charter High School is to provide an excellent program that gives students a solid academic background and critical thinking and social skills, and knowledge to successfully transition into a chosen career and/or further their education upon graduation. "School to work and school to college"

Philosophical Convictions

Many students are in conflict between staying in high school or dropping out to seek employment. DVCHS is committed to addressing the high dropout rate by utilizing strategies that develop and strengthen the student's ability to secure meaningful employment. Those students who desire a college education are given the support and educational background to be able to meet their goal of acceptance into college of their choice. In addition, it is the goal of DVCHS to provide a secure and safe learning environment, which is conductive to learning. DVCHS is a place where teachers and students can learn without distraction.

Unique Aspects, Features or Innovations of DVCHS

DVCHS has a career center and a career counselor. Job fairs are provided and students are provided with career counseling and assistance in locating employment after graduation. For college bound and continuing education students, there are college fairs and opportunities to take courses at local colleges during the senior year. Academic course work is designed to help the students succeed in their post high school educational experience.

The Core Beliefs of the school Community

The community supports the core belief of the school, as do parents. Community resources are utilized to help students and parents reach their goals.

The professional staff assures that the students are receiving a quality education in a safe and secure environment. Counseling and health services, career counseling, remedial support and extra curricular activities are available for the students to seek out and utilize.

Strengths

Individual programs based on futures goals, tutoring programs, support services, parent and community support, are all-important strengths of the school. Student progress is assessed monthly and parents are informed. The school has a quality Special Education Program, which passed the State review. Building security and student behavior management remain a high priority.

As a result of an increase in enrollment and some facility design limitations, there was need to

locate another larger and more suitable facility. The additional space accommodates more students and also allows for program expansion to better meet the needs of the students. More funding is required to meet this need. The move to our new facility took place during the week of June 25, 2006. We are officially in our new school and anticipate an excellent opening on September 7 for our 600 students.

Weaknesses

The students have not met Annual Yearly Progress Goals.
Students are economically disadvantaged with parents that do not consistently reinforce their child's educational program Students lack preparation in taking standardized tests, they do not understand the importance of the tests, and have met little success in test taking.
Test taking and study skills are not included in the daily instructional program.
Students have had a weak foundation in Reading and Mathematics in their previous school experience.

Core Purpose

Mission

The mission of the Delaware Valley Charter School (DVCHS) is to provide an excellent educational program that gives students a solid academic background, critical thinking and social skills, and the knowledge to successfully transition into a chosen career and/or further education upon graduation. DCVHS offers a school-to-career component designed to help students identify the career areas that they want to pursue. The educational program of DVCHS is designed to do more than prepare students to for entry-level jobs; rather, it will give students on-the-job experience in their areas of interest.

Vision

The DVCHS vision includes the following core principles:

- DVCHS will prepare its students to develop critical thinking skill;
- DVCHS will prepare students to develop civic responsibilities;
- DVCHS students will cultivate a passion for life-long learning; and
- DVCHS students will be helped to reach their highest individual potential

Shared Values

The school is aware that many students are in conflict between staying in school and going to work. DVCHS is committed to addressing high dropout rates by utilizing educational strategies that develop and strengthen the student's ability to secure meaningful employment. DVCHS partners with various businesses in the Philadelphia area in order to provide internships and on-the-job training for students as a part of their educational program. Students have an opportunity to enhance their academic studies by participation in courses at local colleges and universities with the option of becoming full time students upon graduation.

Academic Standards

The success of a charter school can best be demonstrated through the achievement of annual measurable goals. These annual measurable goals include those set forth in the charter, as well as the adequate yearly progress targets described in the Pennsylvania Accountability System. The Pennsylvania 2005-2006 Adequate Yearly Progress (AYP) goals (for grades 5, 8, & 11) are as follows:

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

These requirements apply not only to the school as a whole, but to the following subgroups as well: racial/ethnic groups; students with disabilities, English Language Learners (ELL) and economically disadvantaged students. In addition to the AYP, the Pennsylvania Accountability System includes a performance index that provides recognition to schools that make significant growth with their lowest achieving students each year

Strengths and Challenges

Our strength area is Reading. Our 2007 PSSA scores show that 48% of the students tested scored proficient or above.
Our major challenge is Math. We made substantial gains in this area, but overall, our PSSA scores are not acceptable.
We also need to improve the quality of instruction.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

1. Annual Measurable Goal	2. Strategies/ Interventions	3. Performance Indicators	4.Results/Progr
10 percent increase in the number of students achieving at proficient or advance on the PSSA Math and Reading Language Arts assessments	Teaching of test taking and problem solving skills -Tutoring in small groups for 4 hrs a week after school -Develop a differentiated curriculum -Test taking strategies become part of the daily curriculum -Interpretation of PSSA data that will direct educational practice.	-PSSA Data -Terra Nova Data Yearly -Quarterly Student Evaluations -Teacher Observation Daily -Parent Observation Quarterly -Teacher made assessments.	11.4 increase in M sc 15.0 increa Reading sc 10th graders has increase in Math a 15% decrea Reading fron previous We did meet our g
10 percent decrease in the number of students achieving at basic or below basic levels on the PSSA Math and Reading Language Arts assessments	Academic Enrichment program for six hours of tutoring and intensive instruction after school	-PSSA Data -Terra Nova Data Yearly -Quarterly Student Evaluations -Teacher Observation Daily -Parent Observation Quarterly -Kaplan Achievement Planner -Teacher made assessments.	15.8 decrease i number of stu achieving as bas below basic leve the PSSA Rea 11.8 decrease i number of stu achieving at bas below basic leve PSSA

Non-Academic Goals

1. Annual Measurable Goal	2. Strategies/ Interventions	3. Performance Indicators	4.Results/Prog
Comprehensive staff development program Increase teacher attendance by 10 percent	-Cooperative Learning -Test Taking Skills -Effective Administration of the PSSA -Process Approach to Writing -Personalize Professional Development -Interpretation of test data -Differentiated Instruction -Connecting with students -Action Research	Teacher attendance logs at each session Teacher attendance reports	Staff developme were held every Wednesday covering a varie topics. Teacher attend increased by 10 percent. We met our goa

	Perfect Attendance incentives. Attendance Memos.		
Increase daily student attendance by 10 percent	Phone calls home to parents. Stricter attendance requirements. Penalties for excessive absences.	Daily homeroom attendance reports are reviewed. Daily homeroom absentee rates drop Tardy rate drops	Students avera attendance was 79.18, up from 79.05 the previ year
Have an active Parent Teacher Student Association.	Give parents a space to meet in the school. Have staff members attend meetings Invite parents to use facilities for their functions. Make them part of the school team	The PTSA will have regular meetings and have regular function. They will a voice in the everyday operation of the school. The PTSA will hold regular functions at the school. PTSA members will serve on school committees.	We have an act Parent Teacher Student Association. Th plans to have regular function this school year PTSA members on standing sch committees.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Anthony Lawrence	Board member	Board Member	Board of Trustees
Ava Bedden	Executive Director	Administrator	Board of Trustees
Brett Lynch	Counselor	Ed Specialist - School Counselor	Executive Director
Derrick Moore	Director of Security	Ed Specialist - Social Restoration	Executive Director
Ernest Holiday	Principal	Administrator	Board of Trustees
Irv Rotter	Careers Coordinator		Executive Director
Rosetta Williams	Counselor	Ed Specialist - School Counselor	Executive Director

Goals, Strategies and Activities

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

1. Rigorous Instructional Program

Curriculum utilized

We have a curriculum that created by outside curriculum specialists. The name of the consultant company is Synergy Educational Consultants.

The curriculum is designed to address all of the state content area standards and educational requirements.

The curriculum is organized to provide a scope and sequence of events and expectations that take into consideration student growth and development. The curriculum is rigorous and incorporates grade appropriate content and instructional strategies.

Delaware Valley Charter High School (DVCHS) promotes in-depth and inquiry-based teaching and learning by investigating slices of essential knowledge deeply and extensively. We practice hands-on and project based learning with a focus on student inquiry with the teacher acting as a facilitator.

DVCHS uses double dosing of Math classes and Double dose of English Classes along with a Literary class, Differentiated Instruction and Flexible Grouping strategies to accelerate academic skill development, and acquisition of content knowledge.

Teachers at DVCHS use a variety of teaching strategies to enhance student learning. We use Problem Based Learning, Inquiry Base Learning, Authentic Assessment, Peer Tutoring and Review, Differentiated Instruction, Cooperative Learning, Services Learning, SQ3R, Experiential learning, and many other strategies.

The School's curriculum and instruction practices are evaluated to identify student progress and the support the students need. This will be the basis for improving instructional practices. A review of standardized and state test results will also be part of the curriculum writing and instructional improvement. Emphasis will be placed on Mathematics, English, Science, and Social Studies.

Curriculum Organization

There was a full day of curriculum review occurred in August 2005. There are plans to spend 2 days this summer at our professional development sessions. Consultants will guide the staff through each core curriculum areas. Attention will focus on standards and instructional strategies to teach the standards. Follow up staff development activities will occur at weekly staff meetings through out the year. All curriculum materials will be updated, will address PDE content standards, and address the students' instructional levels.

In Depth and Inquiry Based Teaching

Inquiry based instruction is developed by holding workshops and departmental meeting as well as team meetings to accelerate academic skills for students below standards in literacy and mathematics. Courses are structured to allow students to work at their level based on grades, standardized test results, and teacher observation. Students are reassigned to tutorial groups when they perform basis or below basic levels on the PSSA

Strategies Used to Accelerate Skill Development

- Mastery learning
- Drill and Reinforcement
- A curriculum and staff development program that will enable the staff to gain a better understanding of a standards based program
- Process Approach to Writing
- Incorporate the Balanced Literacy Framework

2. Professional Development

Attached is a copy of the Professional Development Plan **See Attachment A.**

3. Teacher Induction

Attached is a copy of the Teacher Induction Plan as **Attachment B.**

Rigorous Instructional Program - Attachment

- 2006 Audit

English Language Learners

1. Statement of program goals and objectives

The Delaware Valley Charter High School (DVCHS) believes in the power of the arts to stimulate excitement about learning. Universal lessons which are transmitted in learner centered classrooms embody the school's philosophy of education: high expectations both academically and socially: active student participation and engagement: thematically integrated instruction across disciplines: early intervention: and extensive parent participation in the classroom.

A second tenet in that the school is part of the community and the community must be part of the school.

Thirdly the school calendar provides for 1295 hours of instruction, the equivalent of nearly 42 additional days of instruction, thereby minimizing the learning loss that occurs during the traditional school year.

The first goal of the Delaware Valley Charter High School's (DVCHS) English as a Second Language Program is to increase the proficiency of limited English proficient students so they can meet state and national standards of English proficiency. The second goal of the program is to increase the students' language proficiency to enable them to completely and successfully participate in all age and grade level appropriate

classes. The academic objectives of the ELL/LEP instructional program are the development of English proficient skills in listening, speaking, and writing. The establishment of a caring setting will provide an understanding to the newness of the culture.

2. Student and parent placement

Student participation in the ELL/ LEP program in based on the needs of individual student. The results of the Home Language Survey and assessments in listening, speaking, reading and writing will determine the needs of the student. Every student who registered in the Delaware Valley charter high School (DVCHS) will complete or will be assisted in completing the Home Language Survey. When the Home Language Survey indicates that the student was born in another country or that English is not the language spoken in the home, the following procedures will be followed:

- the secretary or administrator registering the student will place the Home Language Survey and the individual registration form in the student's cumulative record folder
- staff will be notified of the date the student will begin school
- the building secretary or administrator will contact, the ELL/LEP staff the counselor, the roster chair or the Small Learning Community Coordinator and the grade level coordinator

3. Identification and placement

a. Screening procedures conducted by licensed ELL/LEP staff
   1. review the results of the Home Language Survey
   2. review previous school records i.e. grades, IEP's, ESL experiences in other middle schools or sending elementary school
   3. New students will be assessed using the Woodcock Munoz Language Survey (WMLS) within one week of their initial enrollment.

b. Assessment process
   1. All PHILOTE students who receive a score of 3-4 or lower on the Woodcock Munoz Language Survey (WMLS), Broad Ability, Age equivalent in English shall be identified as English Language Learners. If the primary language is not Spanish the Bilingual Verbal Abilities Test will be used in conjunction with the WMLS.
   2. Examine student portfolios for examples of class work
   3. Observe student in the formal classroom setting and in informal school activities, i.e. the lunchroom, social settings, and the hallways and to determine their interactions with students and teachers
   4. Conference with parents with the assistance of a translator
   5. Conference with teachers
   6. All assessment results will be maintained in the student's cumulative record folder and will be communicated to teachers

c. entry criteria
   1. If the initial assessment indicates the need for ELL/LEP Program Services the ELL/LEP staff member will arrange for a program to be developed with the appropriate academic supports

d. Exit guidelines- to exit the program an ELL/LEP team meeting will be called

The team will consist of the ELL/LEP staff member, classroom teacher or the subject area teacher. The Principal or the principal's designee is encouraged to participate in the discussion of the following criteria:

- performance in Language Arts assessment, PSSA's and other appropriate standardized tests.
- satisfactory assessment in English proficiency scores
- satisfactory performance on quarterly report cards
- overall academic performance and adjustments
- performance in the ELL/LEP program

4. Instructional program

a. Description of the programs

ELL/LEP programs (rather than bilingual programs) are likely to be used when the language minority population is very diverse and represents many different languages. ELL/LEP programs can accommodate students from different language backgrounds in the same class and teachers do not need to be proficient in the home language(s) of their students.

ELL/LEP class periods can be used in the middle school setting. Students receive ELL/LEP instruction during a regular class period. When there is a small group of LEP/ELL students in the same class, small group instruction may be provided by the ELL/LEP teacher. The LEP/ELL teacher and the regular classroom teacher meet regularly to determine student needs and progress. Students may be grouped for instruction according to their level of English proficiency.

The ELL/LEP resource center is another approach, a variation of the pullout design, brings students together from several classrooms of the school. The resource center concentrates ESL materials and staff in one location and is usually staffed by at least one ELL/LEP staff member.

If the school enrolls a large number of students with the same language background, bilingual program models would be used, in addition to English, for instruction. Students in Bilingual program groups are classified according to their first language, and teachers must be proficient in both English and the students' home language.

The early-exit bilingual program is designed to help children acquire the English skills required to succeed in an English-only mainstream classroom. The program provides some initial instruction in the students' first language, primarily for the introduction of reading. Instruction in the first language is phased out rapidly, with most students mainstreamed by the end of first or second grade. The choice of an early-exit model reflects community and parental preference.

Late-exit programs differ from early-exit programs primarily in the amount and duration that English is used for instruction as well as the even through middle school and continue to receive 40% or more of their instruction in their first language, even when they have been reclassified as fluent-English-proficient.

Graduation Requirements

The purpose and intention of this revised Promotion and Graduation Policy is to clarify the changes in the graduation requirements as a result of the implementation of a 14-day attendance policy, and the need for increased instruction time/longer school day by adding an additional course/period for literacy. This policy

will help to ensure that that all students are performing at appropriate grade levels before they progress to the next grade or graduate from Delaware Valley Charter High School (DVCHS).

Students who will enter the **12th grade**, who were first-time ninth graders in September of 2003, will graduate in 2008, if they satisfy the following requirements:

- Earned a total of 25 credits including 4 in English, 4 in mathematics, 4 in science, 4 in social studies, 2 in world language, 2 in health and physical education 2 in literacy and 3 electives. One of the required electives must be one of the following: mathematics, science, international baccalaureate, or advanced placement course.
- Successfully complete a multidisciplinary project or a service learning project.
- **Attended school consistently with no more than 14 unexcused absences for the school year**

Students with disabilities will be promoted or will graduate if they complete satisfactorily a special education program developed by an Individualized Education Program team.

High School Promotion and Graduation Standards for 2008 Graduates

A. General Promotion Guidelines

1. Promotion from grade to grade should be based on credits earned:
   - ? Promotion to 10th grade — 6 credits
   - ? Promotion to 11th grade — 12 credits
   - ? Promotion to 12th grade -19 credit or sufficient number of credits to reach 25 credits by the end of 12th grade

2. A passing grade at the high school level is described as a D- or higher (65 or higher).

B. General Graduation Guidelines

1. A Grade 12 student shall graduate if he/she has

   ? earned a total of 25 credits, which include:
   - 4 in English
   - 4 in Mathematics
   - 4 in Science
   - 3 in Social Studies
   - 1 in African American History
   - 2 in World Language
   - 2 in Literacy
   - 2 in Health / Physical Education
   - 3 in electives

   ? And completed a Multidisciplinary Project or a Service Learning Project successfully.

High School Promotion and Graduation Standards for 2009 Graduates

A. General Promotion Guidelines

1. Promotion from grade to grade should be based on credits earned:
   - ? Promotion to 10th grade — 6 credits

? Promotion to 11th grade — 12 credits
? Promotion to 12th grade -19 credit or sufficient number of credits to reach 26 by the end of 12th grade

2. A passing grade at the high school level is described as a D or higher (65 or higher).

B. General Graduation Guidelines

1. A Grade 12 student shall graduate if he/she has

? Has earned a total of 26.5 credits, which include:
4 in English
4 in Mathematics
4 in Science
3 in Social Studies
1 in African American History
2 in World Language
3 in Literacy
2 in Health / Physical Education
3 in electives

? And completed a Multidisciplinary Project or a Service Learning Project successfully.

High School Promotion and Graduation Standards for 2010 Graduates

A. General Promotion Guidelines

1. Promotion from grade to grade should be based on credits earned:
? Promotion to 10th grade — 6 credits
? Promotion to 11th grade — 13 credits
? Promotion to 12th grade -20 credit or sufficient number of credits to reach 28 by the end of 12th grade

2. A passing grade at the high school level is described as a D or higher (65 or higher).

B. General Graduation Guidelines

1. A Grade 12 student shall graduate if he/she has

? Has earned a total of 28 credits, which include:
4 in English
4 in Mathematics
4 in Science
3 in Social Studies
1 in African American History
2 in World Language
4 in Literacy
2 in Health / Physical Education
4 in electives

? And completed a Multidisciplinary Project or a Service Learning

Project successfully.

C. June Decision

1. A student accumulating sufficient credits shall be promoted to the next grade, or shall graduate.

2. A student who has not accumulated sufficient credits for promotion or graduation due to failures shall be assigned to attend the School's Summer Program or an accredited Summer Program outside the School.

D. August Decision

1. A student passing Summer Program courses shall have the appropriate credits added to his/her archive and shall be promoted to the next grade, or shall graduate, if the new credit total meets required total.

2. A student shall be retained in his/her grade if:
   a. He/she did not attend an accredited Summer Program
   b. He/she did attend an accredited Summer Program but did not pass the courses taken in the Summer Program

The Principal, in consultation with the Executive Director, shall make the final decision on awarding credit for classes taken if there is any dispute.

Special Education

We use the Inclusion model. Students are mainstreamed and pulled out for remediation.

DVCHS is in full compliance with all IDEA regulations. The school was reviewed by the PDE and approved with no recommendations

We contract out our IEP program to Premier Services.

Listed below are all current Special Education instructional programs **operated directly by the charter school**.

Chart 1

Teacher	FTE	Type of class or support	Location	# of Students	Other information
A. Cissorky	1.00	Learning Support	DVCHS	76	
K. Pierce	1.0	Learning Support	DVCHS	76	
D. McIntosh	1.0	Learning	DVCHS	76	

		Support			
M. Smith	.6	Learning Support	DVCHS	76	

Listed below are other current Special Education instructional programs **operated by others under contract** with the charter school.

Chart II

Organization	**FTE**	**Type of class or support**	**Location**	**# of Students**	**Other information**
Carson Valley School	n/a	Learning Support	Flourtown, PA	6	

Listed below are all of the support staff (instructional and non-instructional) and related service providers **employed directly by the charter school** (vs. contracted with other providers) who provide required support for students with disabilities receiving Special Education services.

Chart III

TITLE	**LOCATION**	**FTE**
Special Education Coordinator	DVCHS	.25
School Counselor	DVCHS	1.0
School Nurse	DVCHS	.25
Discipline Staff	DVCHS	.20
Alternative Education Specialist	DVCHS	.25

Listed below are all support staff (instructional and non-instructional) and related service providers **(provided under contract**) who provide required support for students with disabilities receiving special education

Chart IV

INTERMEDIATE UNIT, PUBLIC AGENCY, ORGANIZATION OR INDIVIDUAL	**TITLE/SERVICE**	**AMOUNT OF TIME PER WEEK**
Premier Health Services	School Psychologist	*1.0*
	Occupational Therapy	*.25*
	Speech/Lang. Therapist	.25

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Karen Pierce	1.0	Learning Support	DVCHS	20	This teacher provides in class and pull out support.
Millicent Bryant	.50	Learning Support	DVCHS	18	This teacher provides in class and pull out support.
Dawn McIntosh	1.0	Learning Support	DVCHS	20	This teacher provides in class and pull out support.
Martha Smith	1.0	Learning Support	DVCHS	20	This teacher provides in class and pull out support.

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Premier Services	.25	IEP support	DVCHS	78	Premier provides IEP and evaluation services

Special Education Program Profile - Chart III

Title	Location	FTE
Millicent Bryant	DVCHS	.5
Debra Sterling	DVCHS	1.0
Olivia Widgins-Williams	DVCHS	1.

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Carson Valley	Emotional Support services	1.0

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
None	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12

PSSA	No	No	No	No	No	Yes	No
TerraNova	No	No	No	Yes	Yes	No	No
Kaplan Achievement Test	No	No	No	Yes	Yes	Yes	No

Student Assessment

We made substantial progress in Reading and Math. Our students scored 48% proficient or better on the reading section of the PSSA. Our students scored 17% proficient of better on the math section of the PSSA

We had double digit gains in each area. Based upon these results, we have revised our goals. Our goal is repeat last years double digit increase in student performance. We use locally developed test to assess student progress towards our goals. These tests are given bimonthly and the results guide our instructional practices.

Our student achievement plan is based upon the premise that more time on task and effective instruction will raise test scores. Every 9th, 10th, and 11th grade students receives two 48 minute periods of math daily. The same students receive three 48 minute periods reading daily. We do daily walkthroughs and teacher observations. We also survey teachers meet weekly to receive input from the team. We use the Kaplan Acheivement Planner to guage student success. The Kaplan program also provides instructional strategies and lesson plans that address student weaknesses.

Teacher Evaluation

The Principal and Assistant Principal conduct all teacher observations. Both routinely attend conferences and workshops regarding staff evaluation. Unfortunately, neither has had formal training in the specific evaluation of Special Education teachers. We have scheduled such training for SY 06-07.
We observe teachers twice a year. We observe new teachers three times a year. We also do daily walkthroughs which last from 5 to 10 minutes.

These adminstrators are responsible for evaluations:
Ernest Holiday Jr. Principal
Sharon Heard-McKnight

List the main features of the school's teacher evaluation plan.

· Follows PDE regulations for supervising/evaluating teachers

· All non-tenured teachers receive three formal observations and numerous informal classroom visits

· Tenure teachers receive one formal observation and numerous informal classroom visits.

· Post observation conferences are held with the teacher

· Teachers are notified in a timely manner about annual reappointments and teaching assignments

· These are the main components of our teacher evaluation plan:

1) Instructional Planning

This category includes the degree to which instructional planning relates to student needs; reflects the goals, objectives, content, and other aspects of curriculum; causes materials to be utilized appropriately for various age and ability levels; includes a variety of activities which contribute to student achievement; and provides for reinforcement of concepts and evaluation of learning.

2) Lesson Implementation

The effective implementation of a lesson includes the sharing of objectives with students, motivation for learning, logical development of the lesson, activities which contribute to the achievement of the objectives, optimum pacing, differentiation for instruction, use of appropriate strategies and techniques, ongoing assessment of pupil progress

3) Pupil Involvement

This category includes evidence of time-on-task behavior, the attainment of objectives, significant and meaningful activities, and the maintenance of student interest and participation.

4) Management and Organization

Factors to be considered in this category include routine classroom procedures, pupil control and discipline, attention to the health and safety needs of pupils, seating and furniture arrangements, and the use and care of supplies an equipment.

5) Professional Characteristics

Attributes to be considered include interpersonal relationships with students, communication skills, knowledge of content area, emotional control, response to constructive criticism, appropriate appearance, and the degree to which school policies and procedures are followed.

6) Student Learning

Teacher must demonstrate ability to raise student achievement based on standardized, local and teacher made assessments. They must implement a individualized professional development plan based upon improving student achievement and demonstrate learned competencies in the classroom.

· Administrators make daily classroom visits to observe that the teachers are teaching, following the curriculum guidelines, assigning homework and that the students are engaged in learning and being responsive to the teacher. Furthermore they observe that the educational process meets the student's needs and course requirements. Formal evaluations and conferences are done on a scheduled basis and more often as needed. Conferences are held on improvement with benchmarks and time lines are determined. All evaluations contain constructive criticisms and are designed to improve instruction. Department heads assist and mentors are assigned. Performance is reviewed on a regular basis. This process has been shown to be fair, to help improve the teacher's performance and through mentoring, assist the teacher to set up a self-evaluation and improvement plan. The process was chosen to build confidence, show administrative support, and encourage teachers to develop a sense of personal and professional pride as well as teamwork.

· The due process system for teachers consists of administrative evaluations, meetings and discussions with teacher involvement, meetings with mentors. After benchmarks and timelines are determined, further evaluations are established. Follow-up meetings occur on a weekly basis. After the above has continued for several months, a determination meeting will be held with the administrative team. The findings will be submitted to the teacher and the Board of Trustees. If the teacher is not satisfied with the administrative teams' findings, a hearing can be set up with the Board of Trustees to review all findings and make the final determination as to whether or not to renew the teacher.

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

We did not have any leadership changes in the last year.

Board of Trustees

Name of Trustee	Office (if any)
Frank Sciarra	President
Bruno Sciarra	Vice President
Joseph Smalley	Treasurer
Charles Rotelli	Board memeber
Anthony Lawrence	Board member
Christine Norris	Secretary

Professional Development (Governance)

PROFESSIONAL EDUCATION PLAN

The Professional Education Coordinator: Ernest Holiday Jr. Principal

The Professional Education Committee:
Ernest Holiday Jr.
Ava Greene Bedden, Executive Director
Sharon McKnight-Heard
Harold Kurtz, Educational Specialist
Barry Thomas, Math Teacher
Frank Sciara
Joy Kurtz
Dana Nubles
Robert Pollaack

Description of Needs Assessment:

Needs were assessed by teacher, parent and student surveys, staff conferencing, committer meetings, grade group meetings, curriculum meeting, PSSA test results, TERRA NOVA test results, benchmark test, and comparable school data. Needs are assessed on the basis of staff development needed to achieve the academic standards and goals of our strategic plan to increase student achievement.

The professional education needs/goals will be met by completion of each of the continuing professional development education options:
Collegiate studies; teachers and staff will be reimbursed for collegiate studies that enrich their ability to serve our student and staff population.
Continuing professional education courses; Differentiated Instruction, Classroom Management, Positive Behavior Strategies, Teaching Math and Reading across the Curriculum, PowerPoint, GradeQuick, Integrating Technology into the Classroom, Understanding Multiple Intelligences, Teaching to Multiple Intelligences, Cooperative Learning, Data Driven Instruction, Data Analysis, Lesson Study, Peer Coaching, Standards in Practice, Study Groups, Curriculum Design, Action Research
Other Programs;
Grade Group Meetings,
Curriculum Group Meetings,
Participation in professional conferences and workshops
Faculty Meeting,
School Improvement Plan Meetings
In-service programs
Special Education staff development and activities
Trainings sponsor by Local School Districts and Department of Education
ELL Training; Training that helps staff to enable students with limited English Proficiency and/or students who are English language learners meet academic standards succeed in school.
CPR Training; At least once every three years a CPR training will be offered onsite.
Gifted In-service Training; In-service training will be given to gifted teachers, regular teachers, the principal and administrators, and support staff responsible for gifted education.
List of providers; See Appendix A for the list of providers, programs and activities approved for professional education committee to provide continuing professional education option listed in the plan.
Action Plans; See Appendix B for the action plans for professional education activities to meet the three-year plan.

Evaluation and Revision; The professional education plan will be reviewed annually and revised as needed. The review will include evaluation of goals, activities, and delivery systems, and attainment of the competencies for each activity. Five levels of evaluation will be used. These include: 1) participant reaction, 2) participants' learning, 3) organization support and change, 4) participants' use of new knowledge and skills, and 5) student outcomes. Amendments to the plan will be recommended to the professional education committee, approved by the board of directors, and submitted to the Department of Education for approval.

APPENDIX A
List of Approved Professional Education Providers

Howard Gardner
Walter Specter
Anne Specter

Harold Kurtz
Len Saffren
Ernest Holiday, Principal
Sharon Heard-McKnight, Asst. Principal
Pennsylvania Dept. of Ed.
Rediker Software
NASSP
ASCD
National Staff Development Council
School District of Philadelphia

PROFESSIONAL EDUCATION ACTION PLAN

Program: Differentiated Instruction

Need Statement: Due to the diversity of student readiness, interest and learning profiles, teachers expressed a need for training to help them develop the understanding and tools to differentiate instruction and assessment so all students can be successful and meet the district curriculum standards.

Purpose: Teachers will be trained to build a learning profile of their students, to design and implement differentiated instruction, and to use differentiated methods of assessments to maximize success for the diversity of learners in the class.

Resources Required: Educational articles from the Internet, LCD projector, Handouts. describing the different ways to differentiate instruction.

Method of Evaluation: Performance assessment, observation of teachers implementing differentiated instructional strategies.

ACTION	FOR WHOM	BY WHOM	TIMELINE
1, Train presentation in teams in Differentiated instruction	Team of administrators and teachers	Ernest Holiday	Fall of 2006
2. Design DI workshop series Year 1, Year 2 Year3	All school teaching staff	Teams of administrators	Fall of 2006 Fall of 2007 Fall of 2008

Implementation support Focus Group In Class support	All professional staff.	Team of administrators and teachers	Ongoing
Policy of sustainability Expectations workshops	Professional staff	Team of administrators and teachers	Ongoing
2006-2007 workshops	All Staff	Team of administrators and teachers	4 sessions-fall 4 sessions- spring

Coordination of the Governance and Management of the School

The Board of Trustees relies on the school administration to keep them informed about issues rrelating to the operation and governance of the school. Regular contact is maintained with the board preseident and monthly reports are given to the board at the monthly board meeting.

The Board of Trustees is attentive to all parent concerns and encourages parent involvement at DVCHS. Typically parent involvement at the high school level is limited, but DVCHS has an active parent organization and is working diligently to increase parent attendance at school events.

Community and Parent Engagement

The Board of Trustees encourages parent and community involvement. The Board allots time at every board meeting for parents and community members to voice concerns, or give input relating to school operation. The Board of Trustees is attentive to all parent concerns and encourages parent involvement at DVCHS. Typically parent involvement at the high school level is limited, but DVCHS has an active parent organization and is working diligently to increase parent attendance at school events.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

We had candy sales, lemonade sales, pretzel sales and pizza sales. We will have the same fund-raisers next year

Fiscal Solvency Policies

Although DVCHS budget is required to be a zero based budget, advanced financial planning over the prior two school years for the school's upcoming move to their new location effective July 1, 2006 resulted in an unreserved/unrestricted fund balance of

approximately $400,000. This unreserved fund balance did enable DVCHS to operate the 2006-2007 school year with adequate fiscal solvency that resulted in an estimated excess of $40,000. The school has budgeted a "breakeven" budget for the 2007-2008 school year which will enable the school to maintain its fiscal solvency by maintaining the unreserved fund balance of approximately $440,000.

Accounting System

DVCHS continues to use QuickBooks accounting system. The chart of accounts has been formatted to match the approved chart of accounts in the PDE (Pennsylvania State) system. This existing chart of accounts enables DVCHS to file its required Annual Financial Report as well as its required budget filings with the State. DVCHS engages an Independent Audit Firm to perform its required annual financial audit and the Administration and Business Manager work closely with the Independent Audit Firm to furnish the Audit Firm with any requested financial information to enable the Audit Firm to prepare GAAP Financial Statements as required. Internal monthly financial statements are prepared as part of the monthly Business Manager's report and included in every monthly Board of Trustees meeting. The internal statements are formatted similar to the Independent Audit Firm's issued annual GAAP financial statements.

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

DVCHS's Independent Audit firm is Siegal and Drossner, PC, Certified Public Accountants & Business Advisors, 7708-10 Castor Avenue, Philadelphia, PA 19152. The date of the last issued audit report was October 4,2006 and was issued for the 2005-2006 fiscal school year. The audit for the 2006-2007 school year is in process and is anticipated to be completed on or before December 31, 2007 as required. The auditor's opinion for the 2005-2006 school year was an unqualified, "clean" report. The report included three finding by the Audit Firm. The findings identified that DVCHS did NOT obtain required proof of residency for 4 students out of a sample of 25 students. They also did not obtain a criminal history background check on four files out of a sample 25 employee files. Six employee files did have child abuse clearances. DVCHS also did not obtain form I9 for four files out of the sample 25 files. Management did NOT disagree with the findings and has implemented new student file review and employee file review procedures which should eliminate this findings in the future.

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

- 2006 Auditors report

Citations and follow-up actions for any State Audit Report

There were NO citations issued or follow-up actions required by any State Audit Report.

SECTION VII. FACILITY RESPONSIBILITIES

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

We moved to a new location last September. The new space provided much needed room for expansion. We purchased furniture, fixtures, internet wiring, intecom system, new phones, and more. We also suffered through a large rent increase.

Future Facility Plans and Other Capital Needs

We plan to take over the 4th floor of our current building. We will need to wire the floor for Internet and phone services. This much needed space will enable us to expand our program offering and decrease class size. The cost of the additional space will increase our rent by approximately $20,000.00 a month.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Our nurse maintains health and immunization records on every Delaware Valley Charter High School student. They are available upon request. DVCHS is in compliance with all code and license requirements. All inspections certificates are current and on display and student immunization records are on file in the Nurse's Office. Fire drills are held monthly and the log is available for inspection.

Safe guarding human life takes precedence over all other considerations. Students and other personnel must be trained to leave the building in an orderly fashion and to go to a designated place of safety and assemble. The fire drill is to be practiced frequently enough to ensure, during a real life emergency, the highest degree of obedience, order and control in the mass evacuation of the school building. Every fire drill must be considered on the assumption that a real fire emergency exists.

Procedures

A — Frequency

1. Fire drills must be conducted monthly through out the school year.
   a. Additional fire drills maybe conducted beyond the required ten (10) per year, when needed to insure a high degree of order and control expected from staff and students under.

   b. The fire code requires that a record of the date and time when fire drills are conducted, these records shall be maintained in the main office of the school.

2. Fire drills are to be held at irregular intervals and at different times during the school day.

3. Fire drills are not to be announced in advanced to most staff and all students, except for very special circumstances, such as conducting the first organizational drill of the school year, for obtaining outer clothing on a cold day.

a. Advance notice of a fire drill shall be given to staff in charge of medical Service area, administrative staff and the building custodian.

b. Advance notice is not to be given more than one hour prior to calling the fire drill.

c. In the absence of advanced notice, it must be assumed an emergency exists.

4. The fire drill signal shall be communicated via the schools public address system.

a. School bells are not to be used for fire signals.

b. Teachers must notify the main office when the fire drill AP System is not loud enough or not clearly heard.

B. — Assembly of Students Outside of the School Building.

1. Students shall be stationed outside of school in one designated area, so there will be no interference with the use if fire fighters access to the school building. The designated areas are as follows:

- **North Wing** — will assemble in the park area located between Broad St & Old York Rd & between Fisher and Somerville Sts
- **South Wing** — will assemble in the park area located between Broad St & Old York Rd & between Fisher and Somerville Sts
- **Cafeteria/Gym -** will assemble in the park area located between Broad St & Old York Rd & between Fisher and Somerville Sts
- **Administrative Areas -** will assemble in the park area located between Broad St & Old York Rd & between Fisher and Somerville Sts

2. Teachers must carry roll book and each student must be accounted and student attendance must be turned in immediately during fire drills.

C. — Posting of Routes

1. Fire drill procedures pertaining to each classroom and all other school areas must be conspicuously posted.

2. The directions must include the exit route to be used.

3. All staff and students occupying each area must know the fire drill directions for the area.

D. — Observation of Fire Drill by Fire Department

1. Twice each school year, the local fire company is to observe fire drills.

2. Arrangements for such observations are to be mutually planned by the school administrator and the fire company.

E. — Teachers Responsibility

1. Teachers must make certain that all classroom doors are closed when classes evacuate the building.

2. Teachers must make certain that a safe, orderly and quiet evacuation of the building, which is essential.

3. Students are to walk rapidly and do not run, because control is more than speed.

Please be advised, listed below are fire drill procedures to follow each time a fire drill is conducted.

1. Take your Roll Book

2. Turn off lights and close doors and windows

3. Wait for security personnel to tell your class to proceed outside where you will assemble; please ensure that your students exit the school in a quiet orderly fashion.

4. Stay with your class

5. Keep your class together

6. When the signal is given, dismiss your class to go home or return to the school

7. Follow the direction of Security Staff assisting with the fire drill process.

FIRE DRILL CLASSROOM MOVEMENT

Please exit the school building at the corresponding exit designation. When you exit the building please proceed to the park area located between Broad St. & Old York Rd & between Fisher Ave and Somerville Sts. with your students, security staff will direct you to a slot where you will form a line in an orderly, quiet manner. Keep your students under control and wait for further instructions.

NORTH WING EXIT
Theatre/Music (A-1)
(exit is directly behind elevator, 1st floor.)
201, 202, 203, 227, 228. 229, 230 (B-1)
301, 302, 303, 304, 305, 320, 322, 323, 324, 325 (C-1 to B-1)
(Exit is located north end of hallway, right side, down 1 flight of stairs)

SOUTH WING EXIT
(Handicap Accessible, Single Door)
Cafeteria, Gym (A-5)
208, 209, 210, 211, 212, 213, 214 (B-3)
306, 307, 308, 309, 310, 311, 312, 313, 314 (C-3 to B-3)

CENTER EXIT
(Main Office Stairs)
2nd Floor Administrative Suite (B-2) 204, 226,

NOTE: All office staff use nearest exit to your office.

When a fire drill is conducted Mr. Holiday our school principal will make the announcement that a fire drill is in process over the Public Address System. Please note students are not permitted to go to their lockers during the drill unless otherwise instructed. Each drill shall be conducted in a serious manner and treated as if there is an actual fire drill emergency.

LOCKDOWN/SHELTER-IN-PLACE: An announcement over the public address system and/or via security staff will notify occupants that the **"electrician"** is in the building and to turn off lights and hold students in classrooms until further notice. This will alert teachers to stop all movement, turn off lights and lock room doors-lock down/shelter-in-place. All doors should be locked; lights out, and individuals should kneel or sit away from the door with window in room and remain quiet. Administration/Security will be responsible for ensuring removing any persons from the hallway. When time permits, each room will be contacted for attendance via telephone and then with follow-up for termination of lockdown/shelter-in-place incident. **NOTE: occupants of lunchroom and music room will lockdown/shelter-in-place in the gym area**

Current School Insurance Coverage Policies and Programs

For insurance information, please see attached Certificate of Insurance for Liability, Auto and Property. Our Health and Life is covered through ROC Consulting Group Inc. Contact name is Donna Whitman, (215) 343-9109, 1432 Easton Road, Suite 2D, Warrington, PA. 18976. Employee Dishonesty Policy: Limit $100,000, expiration is 7/28/2007 - Boardman Hamilton Company (See Attached for address).

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The Professional staff was made up of 35 individuals 75% of whom were fully certified and 25% held emergency certification. All teachers are teaching in their subject matter of certification. Seventeen teachers from the 2004-2005 returned to teach in the 2005-2006 school year and remained through June 2006. Those who left went to teaching positions in other charter schools or district schools. Staff turnover has been leveling at DVCHS with more professional staff returning each year. Over seventy-five percent of the staff returned for the 2006-2007 school year. Either young recent college graduates or mature alternative career professionals characterize the professional staff.

Quality of Teaching and Other Staff - Attachments

- ESPP report
- PDE-414

Student Enrollment

DVCHS has an open enrollment policy for all students from within the city of Philadelphia. Each spring the school advertises for new students, interviews each applicant and gives them a diagnostic test for placement purposes. Health records, proof of residency and a copy of the student's latest report card are required at the time of application. Students are placed on a waiting list when the school is filled to capacity. This will provide opportunities for new students when openings occur.

Six hundred and thirty students began DVCHS in September 2006. Eighty-four transferred from DVCHS and it is not know if they attended another school. Eighty-seven were added during the school year and there were six hundred and ten on roll at the end of the June 2007 school year. No students were expelled and twelve left voluntarily. Enrollment is increasing each year. DVCHS serves as small, safe, and caring goal-oriented high school program for students living in the Germantown/ Mt. Airy community. The number of students that the school attracts is beyond its capacity. High student turnover can be accounted for by the high mobility of the student's families, the need for students to find full-time employment, and a desire to attend a school that meets other educational needs not provided by DVCHS.

Transportation

Most students use public transportation to get to and from school. Special Education students are entitled to free tokens to cover the cost of transportation

Food Service Program

DVCHS has a hot lunch program that is provided by the School District of Philadelphia. Eligible students are provided free and reduced lunch. All other students can pay for lunch.

Student Conduct

DVCHS has placed a high priority on safety, security and good student conduct. Eleven professionally trained security personnel have been employed to provide security and are highly visible. Fighting and violent behaviors are almost non-existent in the building. Student behavior management is strong but not oppressive.

DVCHS had 419 incidents of suspensions. We had no expulsions.

Student Conduct - Attachment

- Discipline Code

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report
Summary Data
2007 - 2008

Name of School: Delaware Valley CHS

Date of Local Chartering School Board/PDE Approval: August 17th 2004

Length of Charter: 5 years **Opening Date:** September 2000

Grade Level: 9-12 **Hours of Operation:** 7:30 AM to 3:30 PM

Percentage of Certified Staff: 75 % **Total Instructional Staff:** 34

Student/ Teacher Ratio: 25 to 1 **Student Waiting List:** 50

Attendance Rate/Percentage: 82.78
Enrollment: 610 **Per Pupil Subsidy:** $7,261 for Regular Education $14,738 for Special Education

Student Profile

American Indian/Alaskan Native: 0
Asian/Pacific Islander: 0
Black (Non-Hispanic): 99.6
Hispanic: .1
White (Non-Hispanic): .3
Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 74%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 78

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	0	0	181	181
Instructional Hours	0	0	0	0	0	1439	1439

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Delaware Valley CHS within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

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

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

_____ _____

Board President **Date**

_____ _____

Chief Executive Officer **Date**

Verify that all DATA reports to PDE are complete **YES** _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.
Name Ava Bedden
Title Ava Bedden
Phone 214 455 2550 **Fax** 215 455 5701
E-mail abedden@dvchs.net

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name Frank Sciarra
Title President
Phone 215-643-6430 **Fax** 215 455 5701
E-mail fsciarra@dvchs.net

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

Identify the charter school's Special Education Contact Person.
Name Millicent Bryant
Title Special Education Coordinator
Phone 215 455 2550 **Fax** 215 455 5701
E-mail mbryant@dvchs.net

_____ _____
Signature of the Special Education Contact Person and Date