
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: Lehigh Valley Academy Regional CS
Address: 1560 Valley Center Parkway
Suite 200
Bethlehem, PA 18017
Phone: (610) 866-9660
Contact Name: Susan Mauser

SECTION I. EXECUTIVE SUMMARY

Organization Description

Lehigh Valley Academy Regional Charter School (LVA) is a Kindergarten through 10th grade public charter school located at 1560 Valley Center Parkway, Suite 200, Bethlehem, PA 18017.

For the 2006/2007 school year 582 students from 15 different school districts attended LVA. The student body is socio-economically, racially and religiously diverse with about 18% of the children qualifying for the free or reduced lunch program.

The students who attend LVA work at a variety of academic levels. There is no entrance exam. A lottery determines which students are enrolled in the school. A waiting list of about 200 students ensures that available spots are quickly filled. Class size is limited to 25 students per class at each of the grade levels. About 12% of the students qualify for special needs services.

The school is located in three spaces within two buildings of a corporate center. The primary school (K-1) and the secondary school (6-10) are located in one building, while the elementary school (2-5) is separated by a parking lot. The gym and the library are shared by all students. All specialist teachers except for the Spanish teachers have their own classrooms.

The school day starts at 8:00 am and ends at 3:30 pm. LVA's students attend school for 192 days a year, while faculty work for 200 days. The Kindergarten program is a full-day program.

LVA is proud to be considered an IB World School and to offer an authorized Primary Years Programme (PYP). For the 2007/2008 school year, LVA is also authorized to offer the Diploma Programme (DP). The school is diligently working towards authorization in the Middle Years Programme (MYP) and has reached "candidate" status in this programme.

The academic curriculum includes teaching foreign language starting in Kindergarten. Our students all participate in a minimum of 100 minutes of Spanish instruction a week. At the Kindergarten through 5th grade level, the specialist classes (art, music and drama) take place once a week for 45 minutes with physical education being offered twice a week. At the secondary school (6-10), the students participate in art, music, physical education/health and design technology every other day for 50 minutes.

Parent involvement plays a very important part in the school. Each parent is required to participate in the education of his or her child or children. This participation can involve different things from actively volunteering at the school, being a part of a committee to attending meetings, concerts and conferences. LVA's different committees currently include a Board Development committee, a technology committee, an athletic committee, a wellness committee and a strategic planning committee.

Core Purpose

Mission

Providing a quality choice in K-12 education, built on a global foundation of academic excellence, active parental involvement, and applied character development, by integrating technology into innovative teaching strategies and best learning practices.

Vision

Lehigh Valley Academy (LVA) will continually strive to be a quality choice in K-12 public education. At LVA, students receive a dynamic standards-grounded education solidly based in inquiry, critical thinking and problem-solving, as well as creativity, values and ethics. Through their pursuits at LVA, students engage in holistic preparation for post-secondary education and to become committed life long learners and valuable and productive contributors to the greater society.

Shared Values

1. **Respect:** Respect for self and all people through civility, tolerance, understanding, open-mindedness, caring and empathy.
2. **Responsibility:** Responsibility for self through discipline, independence, accountability, and being principled.
3. **Lifelong Learning:** Lifelong learning is experienced through thinking, curiosity, creativity, risk-taking, being knowledgeable and showing commitment.
4. **Citizenship:** Students, as well as the LVA community, demonstrate citizenship through self control, respect for one's environment, demonstrating a sense of community and an ever widening circle of responsibility to others.

Academic Standards

Lehigh Valley Academy (LVA) follows the Pennsylvania State Standards and the International Baccalaureate (IB) curriculum. LVA's curriculum has been developed to provide students with the instruction needed to acquire the skills necessary to attain proficiency in these academic standards. As teachers develop their unit plans, lesson plans and instructional materials, they ensure that the PA State Standards are being addressed. The IB curriculum is the framework in which the standards are addressed.

Students in grades 3 through 8 and next year, in grade 11, participate in PSSA testing annually. Students who struggle in an area of instruction receive additional support that can include small group instruction from a reading specialist or tutoring in the area of need. Internal assessments are incorporated at each grade level to ensure that students meet or exceed the PA State Standards.

Should a student qualify for special needs services, these will be provided through through the least restrictive environment which can range from itinerant support to pull-out instruction in a resource room.

Strengths and Challenges

Lehigh Valley Academy was very pleased to have achieved AYP for a fifth year. The teachers and students worked diligently in the areas of mathematics, writing and reading. Our reading and math specialists worked with the classroom teachers and their students to provide as much support as necessary. A key component was familiarizing the students with the format of the testing and the expectations particularly in the essay parts of the assessment.

During the course of the 2006/2007 school year, LVA , already an IB World school due to Primary Years Programme authorization in June of 2006, also was authorized by the International Baccalaureate Organization as an IB Diploma Programme (DP)School. This means that our school will be able to offer the IB Diploma Programme in grades 11 and 12 starting in August 2007 and our students will be able to graduate not only with a high school diploma, but also with an IB diploma.

One of our biggest challenges is for us to attract and retain middle and high school students who have the ability and motivation to be successful in our programme.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Lehigh Valley Academy reached out to the school community for membership in our strategic planning committee in December of 2006. By January 2007, the committee was formed and the first meeting was held in February of 2007. Since the committee was quite large, it was divided into four sub-committees: Facility, Finance, Curriculum & Instruction K-5 and Curriculum & Instruction 6-10. Each sub-committee, except for the Finance committee, met regularly over the next several months and developed a set of goals. These goals are now being compiled into one larger strategic plan that will address the next three years.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Anna Meyerson	parent	Parent	Board of Trustees
Christina Santos	employee	Elementary School Teacher	Board of Trustees
Cristal McCollum	employee	Administrator	Board of Trustees
Dennis Capozzolo	BOT member	Board Member	Board of Trustees
Diane Lawson	parent	Parent	Board of Trustees
Emily Wank	employee	Secondary School Teacher	Board of Trustees
Holly Parkinson	employee	Administrator	Board of Trustees
Hugh Dugan	grandparent	Business Representative	Board of Trustees
Jack Toy	husband of LVA substitute	Community Representative	Board of Trustees
Jennifer Bradley	parent	Parent	Board of Trustees
Lee Merendino	Business Manager	Business Representative	Board of Trustees
Michael Karabin	ex-BOT member	Community Representative	Board of Trustees
Nancy Vignola	parent	Parent	Board of Trustees
Richard Gorton	BOT member	Board Member	Board of Trustees
Susan Mauser	employee	Administrator	Board of Trustees
Terry Walter	employee	Administrator	Board of Trustees
Whitney Davison	employee	Secondary School Teacher	Board of Trustees
Karen Deichman	employee	Administrator	Board of Trustees

Goals, Strategies and Activities

Goal: CHARACTER EDUCATION

Description: The goal of Lehigh Valley Academy is to have the LVA community demonstrate appropriate personal qualities embraced by the International Baccalaureate Learner Profile and Attitudes.

Strategy: IB Learner Profile & IB Attitudes

Description: Parents are invited to attend informational sessions on the IB Learner Profile and the IB Attitudes

Activities:

Activity	Description	
Professional Development	Faculty and staff are trained in order to be able to provide information to parents	
Person Responsible	Timeline for Implementation	Resources
Susan Mauser	Start: N/A Finish: N/A	\$450.00

Strategy: Character Education Classes

Description: Students in grades 4 through 9 participate in regularly scheduled character education classes led by the Dean of Students

Activities:

Activity	Description	
Professional Development	Professional development for the Dean of Students or other teachers	
Person Responsible	Timeline for Implementation	Resources
Teacher Induction Admin	Start: N/A Finish: N/A	\$200.00

Strategy: Home/School Connection

Description: A strong connection between the home and school is developed.

Activities:

Activity	Description	
Communication	Dean of Students, Principals and Parental Involvement Coordinator develop communication plan.	
Person Responsible	Timeline for Implementation	Resources
Susan Mauser	Start: N/A Finish: N/A	\$0.00

Strategy: Units of Inquiry

Description: The IB learner profile traits and IB attitudes are incorporated into the units of study.

Activities:

Activity	Description	
Professional Development	Teachers are trained by the PYP, MYP and DP Coordinators to integrate IB Learner Profile into their lessons.	
Person Responsible	Timeline for Implementation	Resources
Susan Mauser	Start: N/A Finish: N/A	\$1,500.00

Goal: INSTRUCTION

Description: The goal of Lehigh Valley Academy is to provide instruction and support in the skills mandated by the Pennsylvania State Academic Standards and the IBO philosophy.

Strategy: Articulation

Description: Continual update and adjustment made to the horizontal and vertical articulation of Lehigh Valley Academy's Program of Inquiry as monitored by LVA educators and the IBNA.

Activities:

Activity	Description	
Common planning time	Common planning time is built into the schedule. Substitute teachers are hired to allow teachers to meet.	
Person	Timeline for Implementation	Resources

Responsible		
Susan Mauser	Start: N/A Finish: N/A	\$2,000.00

Strategy: Certification

Description: Maintain that 100% of fulltime classroom educators hold valid Pennsylvania Teaching Certificates.

Activities:

Activity	Description	
HR Specialist support	HR specialist works with the CEO and the principals to ensure that all teachers who are hired for core subject areas are fully certified.	
Person Responsible	Timeline for Implementation	Resources
Susan Mauser	Start: N/A Finish: N/A	\$0.00

Strategy: Training

Description: Within 3 years of teaching at LVA, all fulltime classroom educators will attend IB Training.

Activities:

Activity	Description	
Professional Development	Teachers are sent to IB training.	
Person Responsible	Timeline for Implementation	Resources
Susan Mauser	Start: N/A Finish: N/A	\$45,000.00

Goal: MATHEMATICS

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

Strategy: Math Specialist

Description: The math specialist works with small groups of students to develop concepts that the students struggle with.

Activities:

Activity	Description	
Professional Development	Provide the math specialist with professional development in the area of the math PSSA.	
Person Responsible	Timeline for Implementation	Resources
Susan Mauser	Start: N/A Finish: N/A	\$500.00

Strategy: Professional Development

Description: The math specialist works with teachers to help them to become familiar with the PSSA math test. She also assists them in integrating problem solving skills into their instruction.

Activities:

Activity	Description	
Common Planning Time	Teachers are freed up to meet with the math specialist. Substitutes cover classes as necessary.	
Person Responsible	Timeline for Implementation	Resources
Terry Walter	Start: N/A Finish: N/A	\$1,000.00

Goal: PARENTAL INVOLVEMENT

Description: The goal of Lehigh Valley Academy is to promote parental involvement at home and in school which supports the character development and academic achievement of each child while creating a strong sense of community between children, parents, administrators, teachers, support staff and the community at large.

Strategy: Communication

Description: Open lines of communication through Edline, Newsflash, Website

Activities:

Activity	Description	
Software	Tools are available to make communication as accessible as possible.	
Person Responsible	Timeline for Implementation	Resources
Susan Mauser	Start: N/A Finish: N/A	\$5,000.00

Strategy: Opportunities

Description: Provide a diverse list of opportunities by providing monthly calendar listing volunteer opportunities

Activities:

Activity	Description	
Parental Involvement Coordinator	Parental Involvement Coordinator develops and communicates opportunities for parents to get involved in their child's education.	
Person Responsible	Timeline for Implementation	Resources
Susan Mauser	Start: N/A Finish: N/A	\$5,000.00

Strategy: Survey

Description: Parents are surveyed to determine their interests and ways in which they would like to get involved.

Activities:

Activity	Description	
Parental Involvement Coordinator	Parental Involvement Coordinator position is actively involved with the connection between home and school.	
Person Responsible	Timeline for Implementation	Resources
Susan Mauser	Start: N/A Finish: N/A	\$5,000.00

Strategy: Tracking

Description: Use software to track parental involvement hours

Activities:

Activity	Description	
Software	Implementation of software to track parental involvement	
Person Responsible	Timeline for Implementation	Resources
Susan Mauser	Start: N/A Finish: N/A	\$200.00

Goal: READING

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

Strategy: Professional Development

Description: Reading Specialists work with teachers to develop familiarity with the PSSA reading test, as well as assisting them in integrating these skills into their curriculum.

Activities:

Activity	Description	
Common Planning Time	Teachers are freed up to meet with the reading specialists. Substitutes cover classes as necessary.	
Person Responsible	Timeline for Implementation	Resources
Terry Walter	Start: N/A Finish: N/A	\$1,000.00

Strategy: Reading Specialists

Description: LVA reading specialists work with small groups of students who need additional support.

Activities:

Activity	Description	
Professional Development	Ensure that the reading specialists have all pertinent information regarding the PSSA.	
Person Responsible	Timeline for Implementation	Resources
Susan Mauser	Start: N/A Finish: N/A	\$500.00

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The Lehigh Valley Academy (LVA) embraces the International Baccalaureate (IB) philosophy and curriculum. The Primary Years Programme, which is designed for students in the elementary school grades, focuses on the total growth of each developing child, touching hearts as well as minds and encompassing social, physical, emotional and cultural needs in addition to academic development. The PYP draws on research and best practice from a range of national systems

with a wealth of knowledge and experience from international schools to create a relevant, engaging, challenging and significant educational framework for all children. Throughout the past five years, LVA educators teaching Kindergarten through Grade 5 have worked diligently to learn as much as possible about the PYP curriculum. This has been accomplished through a variety of resources which include, attending PYP Level 1 and/or Level 2 Teacher Training Workshops; meeting weekly with the PYP Coordinator; and observing one another's classrooms. In 2006, the International Baccalaureate Organization (IBO) visited LVA in search of evidence of LVA's knowledge, commitment and financial resources to support the IB philosophy and curriculum and determined that LVA provided sufficient evidence to earn authorization in the area of PYP.

At the Secondary School, the educators who taught the students in grades 6 — 10 attended training in the IB's Middle Years Programme (MYP). The MYP philosophy provides a challenging academic program by means of infusing transdisciplinary collaborative strategies and critical life skills. The MYP focuses on five Areas of Interaction which allows the students to learn to recognize how best they learn; how important it is to reflect on supporting one's community through a commitment to community and service; to recognize the importance of one's environment; the importance of physical and social education; and homo faber, where students learn to appreciate human creativity. Common planning time was incorporated into the schedule allowing teachers to plan collaboratively, as well as to discuss the specific needs of students.

Also at the Secondary School, plans were set in motion to implement IB's Diploma Programme (DP) for students entering grades 11 and 12. This rigorous 2-year curriculum challenges highly motivated students to reach their ultimate academic potential. The DP is recognized by many universities around the world. The educators who will teach students in grades 11 and 12 were sent to DP training in order for them to have the knowledge to write curriculum documents, which will become each area's subject specific content guide. These documents, driven by Pennsylvania State Academic Standards, as well as the IB requirements, have been submitted to the IBO and as a result, an authorization visit from IBO was held in the fall of 2007. Full authorization was granted to Lehigh Valley Academy in the area of DP.

The Reading, Writing, Speaking and Listening and Mathematic Pennsylvania State Academic Standards are strongly evident at each grade level due, in part, to the fact that one of the tools that LVA utilizes is the Pennsylvania edition of the Scott Foresman Reading and Mathematics series. Both of these series utilizes a strong scope and sequence, which are LVA's backbones in these areas.

Throughout the past four years, the PYP educators at each grade level, Kindergarten through grade 5, have been dedicated to creating six six-week Units of Inquiry. These Units are based on the Pennsylvania State Academic Standards in the areas of Civics and Government, Economics, Environment and Ecology, Family and Consumer Sciences, Geography, History, and Science and Technology. A notebook containing documentation detailing the grade and Unit of Inquiry when specific content standards are addressed is located in the elementary school.

LVA's Specialists have created their scope and sequence following the Arts and Humanities and the Health, Safety and Physical Education Academic Standards.

All students in grade 6 — 10 were taught based on the Pennsylvania State Academic Standards. At this level, the subjects were taught separately with each teacher focusing his/her instruction on the standards. In addition, appropriate textbooks and other resources and materials were purchased to support the state standards.

Documentation detailing how the Pennsylvania State Academic Standards align with LVA's curriculum is available upon request.

The IB curriculum is presented utilizing pre-assessments, on-going formative assessments, and a summative assessment. Through these tools, the teacher has a clear understanding of each of the student's developmental and academic needs as he/she progresses through the assignments, activities and projects. The on-going formative assessments are particularly important, as they assist the teachers reflect on their instruction, as well as the needs of the students. The summative assessment allows the students to apply and demonstrate the knowledge and skills that they have attained.

In the beginning of the school year, the teachers administered reading, spelling and math inventories as well as a writing sample to all of the students. The Developmental Reading Assessment (DRA) was used for the reading inventory. Math inventories were based on assessments from the Scott Foresman textbook. This information provided teachers with a baseline of information about their students. At the end of the school year the students were assessed again using the same tool, which allowed the teachers to clearly see the areas of growth and the areas that were still in need of improvement.

In the spring, the PSSA's were administered to the students in grades 3 — 8 and the Terra Nova Test was administered to students in grades 2, 9 and 10. The Terra Nova test scores have recently been received and the results are being carefully disaggregated. The results will be available upon request.

The philosophy of our school and the IB curriculum is founded in inquiry-based instruction. The teaching of questioning skills and research skills is at the forefront of every unit of study. As the students learn about a topic they are asked to develop questions related to this idea. The student questions as well as the teacher questions then guide the instruction as well as the direction that this unit of study takes. The students are empowered and learn the skills necessary to question, make connections and develop theories and knowledge related to a topic or central idea.

The IB curriculum is very open-ended and encourages higher order thinking skills. Rather than offering a pullout program for gifted students, we include this program into the daily instruction for the entire class. This way all students have an opportunity to benefit from these creative and challenging activities.

During the 2006/2007 school year, the students who experienced difficulties in the areas of math or reading received support inside, as well as outside of the classroom. The teachers differentiated instruction whenever necessary. Students with IEP's were pulled out for small group instruction with the Special Education Teachers; three teachers supporting students in Kindergarten through grade 5 and two additional teachers supporting our students at the Secondary School. LVA employs three full-time and one part-time Reading Specialists, who offered small group or one-on-one reading support to all students who needed additional help; these students included those who had IEPs and those who did not. LVA also employs one full time Math Specialist, who assisted the students when necessary throughout the year. In addition, she modeled math lessons for teachers using the traditional Scott Foresman series, as well as the Investigations series. Our teaching assistants, who were fully certified teachers, also provided this support on a daily basis for students who struggled in the areas of either literacy or mathematics and did not have an IEP.

The students are continuously asked to actively participate in the learning process. They are a part of the planning process where they are expected to drive the units of study through their questioning. They are part of the daily instruction where they actively discuss and discover new ideas and they are part of the reflection process where they have opportunities to revisit what they have learned.

Built into the calendar were 10 teacher in-service days. Six days were scheduled at the beginning of the school year, with four day and 2 full day in-service opportunities taking place during the

course of the year. The professional development for the school year 2006/ 2007 focused primarily on the International Baccalaureate curriculum, methodology and philosophy. Discipline, assessment and meeting the needs of a diverse student population were also addressed at in-service sessions, as well as during other meetings scheduled after school. The in-service sessions were required for all of the teachers and were open to any support personnel who wished to attend. The educators were awarded Act 48 hours for their time spent in curriculum development, as well as other important Professional Development opportunities.

LVA educators were sent to training for the Primary Years Programme, the Middle Years Programme and the Diploma Programme in a variety of locations throughout North America. Three LVA Curriculum Coordinators attended the International Baccalaureate of North America Regional Conference held in Chicago, Illinois. Six educators, teachers of grades 3 - 5, attended workshops dedicated to the Lucy Calkins Writing Program. Our nurse and our special needs teachers also attended training sessions and conferences specific to their areas of expertise.

A tuition reimbursement program where teachers are reimbursed for 50% of the tuition cost of college coursework continued throughout the 2006/2007 school year for those educators who have been with LVA for more than one year.

This year, LVA moved into a two-year Induction Program. The decision was made to move in this direction in order to adequately prepare our new educators; two years is the essential time frame necessary to provide guidance and support, as well as the leadership and skills we seek in our staff. LVA's Technology Specialist led a very successful first year of the Teacher Induction Program. This program took place after-school during 10 sessions, which were each taught by experienced teachers or administrators from the school. Each session focused on a different topic such as record keeping or classroom management, as outlined in our induction plan. An experienced teacher was assigned to each new teacher and acted as his/ her mentor throughout the course of the school year. As the second year begins, LVA will be providing peer coaching opportunities, along with formal and informal meetings for all to begin a dialogue intended to have participants reflect upon what was observed.

Rigorous Instructional Program - Attachments

- Quality of School Design
- Quality of School Design

English Language Learners

At Lehigh Valley Academy families complete a home language survey upon enrollment. If a language other than English is spoken in the home more than 50% of the time, the child's English language skills are assessed using the Stanford English Language Proficiency test. Should a child need ELL services, the level of need is addressed on an individual basis. At this time we have been able to meet all of the students' ELL needs through in-class support.

English Language Learners - Attachment

- Quality of School Design

Graduation Requirements

Lehigh Valley Academy only offered Kindergarten through grade 10 instructional programs during the school year 2006/2007. Therefore, this section is not applicable.

Special Education

LVA offers special needs services that include accommodations made in the classroom, itinerant support and instruction in a resource room. We have three teachers working with students in grades Kindergarten through 5 and three teachers working with students in grades 6 through 10. Each Individualized Education Plan (IEP) determines the level of support that a student needs. The goal is always to work with the least restrictive environment that allows the student to be successful.

For the 2006/2007 school year, Lehigh Valley Academy contracted out services for speech and occupational therapy through Therapy Source. A fulltime School Psychologist is employed by the school to complete all of LVA's testing.

The IB curriculum is very open-ended and encourages higher order thinking skills. Rather than offering a pullout program for gifted students, we include this program into the daily instruction for the entire class. This way all students have an opportunity to benefit from these creative and challenging activities.

Special Education - Attachments

- Interagency Coordination
- Placement Considerations
- Special Education Procedures
- IEP Process

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Posipanko	1.00	Learning Support	Elementary School (K-5)	6	N/A
Laffey	1.00	Learning Support	Elementary School (K-5)	6	N/A
Dickert	1.00	Learning Support	Elementary School (K-5)	3	N/A
Rothenberger	1.00	Learning Support	Secondary School (6-10)	10	N/A
Keiser	1.00	Learning Support	Secondary School (6-10)	12	N/A
Hultin	1.00	Learning Support	Secondary School (6-10)	11	N/A

Special Education Program Profile - Chart II

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

Special Education Program Profile - Chart III

Title	Location	FTE
School Psychologist	Whole school	1.00
Special Needs Coordinator	Elementary School	0.50
Special Needs Coordinator	Secondary School	0.50

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Source	Speech Therapist	2 days
Therapy Source	Speech Therapist	2 days
Therapy Source	Occupational Therapist	3 days
Therapy Source	Occupational Therapist	1 day

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment

In the beginning of the school year, the teachers administered reading, writing, and math inventories to all of the students. The DRA was used for the reading inventory; math inventories were based on assessments from the Scott Foresman textbook. This information provided teachers with a baseline of information about their students. At the end of the school year, the students were assessed again using the same tool, which allowed the teachers to clearly see the areas of growth and the areas that were still in need of improvement. It is LVA's goal to have the students demonstrate academic growth of at least 1 grade level throughout the course of the school year. We have been tracking the students who have been exposed to the IB curriculum and have seen significant growth in those students. In order to assure this growth, DRA's, as well as math assessments, have been administered mid-year, in addition to those at the beginning and ending of the year. Those students who struggled mid-year were provided with additional support through our Reading and Math Specialists, and if need be, were referred to our Instructional Support Team (IST) Coordinator. Those that excelled mid-year were pulled out by our Reading and Math Specialists to provide enrichment and higher level skills lessons. In the spring, the Terra Nova test was administered to students in grades 2, 9 and 10 and the PSSA's were administered to the students in grades 3 — 8. The Terra Nova test scores have recently been received and the results are being carefully disaggregated. The results will be available upon request. Our PSSA scores indicate that our student achievement plan is effective and providing the support and enrichment necessary within our school.

Lehigh Valley Academy utilized authentic assessments, project-based assessments and group work to demonstrate their proficiency in all subject areas; however, traditional tests were also utilized. The combination of these tools provided our teachers with the knowledge of each student's improved academic performance. If there was a decline in a student's academic performance, steps were taken to provide additional support and/or individual tutoring by grade level or subject specific teachers. Should our tests indicate our students require support above and beyond our current scenario, LVA would make every effort to locate the financial means to provide it.

The Student Achievement Plan began with reading, writing and math assessment data collected during the first few weeks of school. This provided teachers with a baseline of information about their students. As the year progressed, the teachers used their observations, as well as information gathered in student journal entries, as forms of on-going formative assessments. The students, with the assistance of their teachers created portfolios, which were shared at their Parent/ Student/ Teacher Conferences. This documented the students' progress throughout the course of the school year. Each teacher also created authentic assessments in each core subject area. All of this data was incorporated with their summative assessments when teachers compiled grades for their students' Report Cards.

Report Cards are reviewed yearly and revisions made when necessary. During the 2006-2007 school year, the Principal of the Primary / Elementary School of Lehigh Valley Academy sought a committee of educators to rework and make improvements on the Report Cards at each grade level. The new document is strongly based on the state academic standards in the areas of math and reading. Copies of this new document are available upon request. Our Secondary School educators utilize GradeQuick as their electronic grade book. The students' Report Cards are generated using School Minder.

Teacher Evaluation

The teachers at the Lehigh Valley Academy Regional Charter School were assessed through formal and informal observations during the 2006/2007 school year. The evaluation procedure included a pre-conference, as well as a post-conference with the administrator who provided the evaluation. Teachers were asked to reflect on the lesson and list areas of strength and areas needing improvement. The administrator who completed the observation also commented on the lesson and completed a written observation report.

The PDE Form 426 / 426A was completed twice during the year for all Level I educators and 428 /428A was completed twice during the year for all Level II educators; three educators also moved from Level I to Level II and PDE Form 427 / 427A was completed and submitted to PDE. These forms combined the information gathered during all observations, as well as during informal visits and discussions.

The teachers at Lehigh Valley Academy developed a rubric that was used to determine their Merit Pay during the 2006/2007 school year. The rubric is scheduled to be reviewed by the faculty each year. This document is utilized as a self-evaluation tool for teachers and was a factor in determining teacher salary raise for the upcoming school year. The merit pay process also included parent surveys.

The Principals completed all of the teacher observations during the 2006/2007 school year. Parent surveys were sent out at the end of the school year and the information gathered was carefully reviewed. The teachers thoughtfully completed the rubric for the merit pay and presented his/her completed rubric to his/her building principal.

The CEO and the Principals of the school are trained in the Primary Years Programme (PYP) / Middle Years Programme (MYP) / Diploma Programme (DP), which are the philosophy and approach to teaching that the charter school is implementing. The CEO has had several years of experience teaching the curriculum overseas and has completed extensive training in this area. The Principals have had years of teaching experience at the elementary school / middle school / high school levels. Each has received official IB training in her area of expertise. A consultant who is also an experienced superintendent continued to conduct mentoring and consulting visits throughout the school year.

The evaluators attended graduate classes in this area and attended IB Training, assuring that each would learn the appropriate skills and techniques to search for within the formal and informal observations.

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

During the summer of 2006 two of the members of the Board of Trustees, Donald Hoffman and Mark Nebbia, started their second consecutive term. There were no new Board members instated that summer. In January 2007, Mark Nebbia resigned from the Board, as he and his family moved to North Carolina. His position was not filled until July 2007. Donald Hoffman remained in the position of Board President.

Susan Mauser continued in the position of Chief Executive Officer through the 2006/2007 school year, while Terry Walter was promoted to Principal of the Primary School and Elementary School. Joel Boyd resigned from his position and Cristal McCollum was hired as Secondary School Principal in August 2006.

Board of Trustees

Name of Trustee	Office (if any)
Donald Hoffman	President
Richard Gorton	Vice-President
Brian Bortz	Secretary
Dennis Capozzolo	Treasurer
William Parkinson	none
Eva Burkhart	Ombudsman

Professional Development (Governance)

Several members of the Board of Trustees attended the Coalition of Pennsylvania Charter Schools conference in May of 2007.

Coordination of the Governance and Management of the School

At a minimum, the Board of Trustees met bi-monthly with LVA's Chief Executive Officer. The Board members were in daily/weekly contact with various functions of the school.

Both the Bethlehem Area School District (BASD) Board of Directors and the Saucon Valley School District (SVSD) Board of Directors were invited to visit the Lehigh Valley Academy. Two Board members from BASD visited Lehigh Valley Academy in May 2007.

In addition, throughout the course of the school year, the LVA administrative staff was in contact with the Business Manager and the Transportation Director of the Bethlehem Area School District, as well as the Saucon Valley School District.

Coordination of the Governance and Management of the School - Attachment

- Governance Requirements

Community and Parent Engagement

The LVA Board of Trustees oversaw a variety of ad-hoc committees, which were comprised of parents of students from LVA as well as faculty and staff members. In addition, LVA hosted regular outreach/informational meetings.

The Parental Involvement plan requires parents to be involved in their child's education for at least a few hours each month.

The annual golf tournament encouraged community participation from the wider local community, particularly the business community.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

There were major fundraising activities held during the year with other smaller ventures surrounding them. Sales from Entertainment and KidsStuff books, "Sally Foster" and Basket Bingo each raised money to support programs in the school. Many of these same fundraisers are planned again for the next school year.

Fiscal Solvency Policies

Expenditures are reviewed by the CEO for reasonableness and by the Business Manager for budget compliance. Significant expenditures (i.e.: new hires, financing arrangements, etc.) are approved by the Board of Trustees before being incurred. The School maintains an unreserved undesignated fund balance that is available to cover any shortfalls that may exist.

Accounting System

During the 2006/2007, school year we subcontracted a part-time Business Manager. The school uses the QuickBooks accounting system, which is approved by the independent auditors. This is a general ledger accounting system. Accounting is reported on an accrual basis. Internal financial reports were prepared and submitted to the school's Board of Trustees on a monthly basis.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Financial Responsibilities

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

Buckno, Lisicky & Company CPAs completed audit fieldwork on 11/29/06 for the 2005-2006 school year. The firm issued an unqualified opinion with no findings resulting from the audit. The 2006-2007 audit is scheduled to begin in the fall of 2007.

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

- Financial Responsibilities

Citations and follow-up actions for any State Audit Report

There were no state audits during the school year 2006/2007.

SECTION VII. FACILITY RESPONSIBILITIES

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

During the school year 2006/2007, the Lehigh Valley Academy rented space from Liberty Property Trust in two buildings of a local corporate center. The buildings have been fit-out to meet the needs of the school.

During the 2006-2007 school year there was the addition of the primary school space for grades K-1. Student desks and chairs were purchased to fill the additional classrooms in the new K-1 center. The school also entered into a lease for approximately \$88,000 to purchase new computer equipment. Also purchased were software programs for both educational and administrative purposes. One additional photocopying machine was leased, and the telephone system was upgraded to fill new classrooms and administrative offices.

Future Facility Plans and Other Capital Needs

The two spaces that the school was located in for the 2006/2007 school year met the needs for that year. As of the preparation of this report, the school has agreed to add a third space in its current facility for the high school. The school does have a ten year lease in its current location. Additional space that will meet the needs of the school's future growth will be made available during that time.

Lehigh Valley Academy will be looking to purchase a building or land to build on in the years to come. Understanding the necessity to be able to show financial stability, future facilities plans are being incorporated into the strategic plan of Lehigh Valley Academy.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

LVA has complied with the safety requirements by holding monthly fire or emergency drills and by working closely with the local fire department to make sure that the safety standards are in place. The local fire department visits our school every October for an inspection, drill and program for our Primary School students. This year a LVA Crisis Planning Committee consisting of administration, staff, parents and community members created an Emergency Procedures Manual including everything from weather emergencies, suicide, weapons, family crisis, to medical emergencies and lockdowns.

Student health and immunization records are on file in the nurse's office. LVA provides opportunities for the students to get their physicals and dentals on site. Students who do have the state mandated immunizations are excluded from school until their required immunizations have been completed.

The Request for Reimbursement and the Report of School Health Services for the 2006/2007 school year is due in October of 2007.

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

- Wellness Policy

Current School Insurance Coverage Policies and Programs

The school has continuously held insurance coverage for general and excess liability, workers compensation and employer's liability insurance, and property insurance. Since 2005, LVA

also holds policies for student accident insurance and sexual harassment liability coverage.

All faculty and staff members who work more than 25 hours a week are eligible for the school's benefit package which includes health coverage for medical, dental, prescription drug, and vision. The benefit package also includes life insurance and short/long term disability coverage.

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

During the school year 2006/2007 the Lehigh Valley Academy Regional Charter School employed 23 classroom and core subject area teachers, 12 full-time Specialists and 4 part-time specialist teachers who taught music, art, drama, reading, math, library, physical education, design technology and Spanish. The special needs department includes 6 teachers, a school psychologist and a school counselor. LVA also employs a certified school nurse. None of these teachers left in the course of the school year.

Of the teachers employed for the 2005/2006 school year, 6 employees did not return. Two of the employees moved out of state, two were offered positions at other schools in the area while the other two were asked not to return. Due to the fact that the student enrollment continues to increase each year, LVA hires additional teachers each summer.

Quality of Teaching and Other Staff - Attachments

- Administrative Needs
- Administrative Needs

Student Enrollment

Lehigh Valley Academy (LVA) follows the state law for its enrollment policies and procedures. Our enrollment process for the next school year begins in January. Students who are currently enrolled in the school are first permitted to move up. Any openings are then offered to siblings of currently enrolled students. If we have more siblings interested in enrolling, than available spots, then a sibling lottery is held. The general enrollment process starts in February with Information Sessions. It also includes a public lottery which is run by an independent accounting firm. The new students are divided into two groups, those residing in Bethlehem Area School District (BASD) or Saucon Valley School District (SVSD), our two chartering school districts and those residing in other school districts in the state of Pennsylvania. During the lottery, BASD and SVSD students' names are drawn first and the students are placed in available spots at each of the grade levels. Then this process is followed for the students from the other school districts. Once the available spots are filled, the students' names are placed on the waiting list in the order that their names were drawn. In the course of the school year, through the end of January, the family of the next student on the waiting list is contacted as a spot becomes available. The waiting list does not carry over from school year to school year.

Kindergarten students must be five years old by October 1 in order to be eligible for enrollment at LVA.

LVA started the school year with 582 students. In the course of the school year students withdrew from LVA for a variety of reasons that included moving away, academic struggles or looking for more extracurricular opportunities. As students withdrew their spots were filled with students on the waiting list. LVA has not expelled any students. Of the students enrolled at LVA for the 2006/2007 school year, 516 are currently enrolled for the 2007/2008 school year.

Lehigh Valley Academy is chartered for 975 students in grades Kindergarten through 12. We are chartered to enroll seventy-five students at each grade level. Through the school year 2006/2007 we had seventy-five students each at Kindergarten through 3rd grade, fifty students in grades 4 through 8 and twenty-five students in grades 9 and 10. During the course of the 2006/2007 school year the 7th grade and the 10th grade showed some openings. Each year we add seventy-five students as we grow through the grade levels. Therefore, for the 2007/2008 school year we look for a maximum enrollment of 675 students, with a maximum of seventy-five students at each grade level through 4th grade, fifty students at each grade level through 9th grade and twenty-five students at each grade level through 11th grade. We do not anticipate being at full capacity for the 2007/2008 school year, as our 10th and 11th grade are currently not at full enrollment.

Transportation

The Lehigh Valley Academy Regional Charter School transportation is handled by the sending school districts. The school was pleased with the transportation provided by each of the districts. Several districts contract with outside bus companies to transport our students. We have direct contact with the school districts along with staff from each of the contracted bus companies. We have a very good relationship with Bethlehem Area School District's transportation department, who provided the majority of the transportation. They all worked closely with the charter school to ensure the safety of the children. We did not have any students participating in an ESY program this year.

Food Service Program

During the 2006/2007 school year, LVA participated in the Free and Reduced Lunch Program. During the school year we bid out our food service contract. O'Briens Really Good Foods of Allentown was awarded the bid. They are an approved Food Service Provider and meet the requirements of the Free and Reduced Lunch program. O'Briens delivered the food to the Primary, Elementary and Secondary School lunch areas just before lunch. It was kept warm in the warming oven or in steam table pans. LVA employed lunch servers ensured that the appropriate temperatures and serving sizes were adhered to. The school followed the federal guidelines in determining whether a family qualified for free or for reduced lunch. Students who did not qualify for free or for reduced lunch paid \$ 2.25 for their lunch.

Student Conduct

Lehigh Valley Academy (LVA) expects students to be internationally minded by striving to be principled, open-minded, caring, and respectful. The aims of the IB Learner Profile are integrated into the curriculum, so that they become part of the instructional day. If students make a poor choice, they are asked to reflect on their decisions and are asked to develop a different plan of action should they find themselves in a similar situation. Minor discipline issues are handled in the classroom by the teachers, while larger issues are addressed by the Dean of Students or the Principal. Consequences vary according to incident.

The attached Code of Conduct was adopted by the Board of Trustees in 2003 and is currently being reviewed and revised by the code of conduct committee.

LVA did not expel any students during the 2006/2007 school year. Forty-eight students were involved in eighty-four suspension incidents.

Student Conduct - Attachment

- Student Code of Conduct

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Lehigh Valley Academy Regional CS

Date of Local Chartering School Board/PDE Approval: January 1, 2006

Length of Charter: 5 years **Opening Date:** September 3, 2002

Grade Level: KG - 10 **Hours of Operation:** 8:00AM - 3:30PM

Percentage of Certified Staff: 88% **Total Instructional Staff:** 45

Student/ Teacher Ratio: 13:1 **Student Waiting List:** 200

Attendance Rate/Percentage: 94.75%

Enrollment: 582 **Per Pupil Subsidy:** BASD \$ 7385.40 SVSD \$ 10,248.24

Student Profile

American Indian/Alaskan Native: 0

Asian/Pacific Islander: 24

Black (Non-Hispanic): 70

Hispanic: 129

White (Non-Hispanic): 359

Multicultural: N/A

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 18%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 77

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	185	188	188	188	187.25
Instructional Hours	0	0	1156.25	1222	1269	1269	1229.06

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Lehigh Valley Academy Regional CS within Colonial IU 20 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

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

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

Board President

Date

Chief Executive Officer

Date

2007 - 2008 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Susan Mauser

Title Mrs.

Phone 484.821.0462 x203

Fax 484.821.0468

E-mail mausers@lvacademy.org

Signature of the Chief Executive Officer and Date

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

Name Donald Hoffman

Title Mr.

Phone 484.821.0462

Fax 484.821.0468

E-mail dhoffman@lvacademy.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Susan Mauser

Title Mrs.

Phone 484.821.0462 x203

Fax 484.821.0468

E-mail mausers@lvacademy.org

Signature of the Special Education Contact Person and Date