
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: Souderton CS Collaborative

Address: 110 E Broad St
Souderton, PA 18964

Phone: (215) 721-4560

Contact Name: Jennifer Arevalo

SECTION I. EXECUTIVE SUMMARY

Organization Description

The Souderton Charter School Collaborative was chartered in 2000 and completed the 2nd year of its 2nd (five-year) charter in June 2007. SCSC is located at 110 E. Broad Street, Souderton, PA 18964, in the heart of the boro of Souderton. SCSC served 140 students in grades kindergarten through 8 during the 2006-07 school year. The general education population is

comprised of a diverse group of children that is representative of the surrounding community. The special education population (15%) is comprised of children with mild to moderate disabilities including specific learning disabilities, speech impairments and mental retardation.

SCSC operated with two administrators performing the roles of educational and organizational/financial leader. SCSC employed nine full-time certified teachers and seven part-time certified teachers in the areas of elementary, special, english, mathematics, science, and reading education. In addition, nine paraprofessionals were employed to work with students in our inclusive, team-teaching model of education.

SCSC's present Board consists of eight members of which five are parents and the remaining three are educators.

Core Purpose

Mission

The goal of SCSC is that students leave us performing at a proficient level in all academic areas. The overall mission of the SCSC is to create an environment that will foster both learning and a commitment to life long learning, a learning center in which students, professional staff, parents, and community members are engaged in both their own learning and the learning of others. In this learning environment all children will be valued and each child's unique qualities will be appreciated and developed. As a concrete expression of this philosophy, home base for all children will be the general education classroom and everyone involved with the learning center, children and adults alike, will have an individualized education plan or individualized learning plan (IEP/ILP).

Ultimately, the goal of SCSC continues to be that all of us learn how to learn and to work cooperatively with one another, thus, becoming members of society who are confident not only in our abilities to adapt to a changing future, but in our abilities to guide and direct our future.

Vision

1. School becomes a learning community in which parents, students, teachers and community members advance their own and each other's learning goals and competencies.

· Learning prospers when the child sees that everyone continues to learn and increase his/her skills. Having the school as a locus for adult learning, having teachers and students participate in the joint learning tasks, and having the children aid others, creates a community in which continual learning becomes an over-arching goal. The school will, in cooperation with other local educational institutions, will be an active center for adult education as well, training parents and volunteers to act more effectively in facilitating children's learning, training student teachers, and offering training in the school's methods to teachers in other schools in the district. The school will become a resource for all parents, teachers and community members who want to learn more about innovative teaching and learning methods.

2. Active engagement in real life and interesting experiences.

· These experiences will be designed to engage the child's interest and curiosity. Under the facilitation of the teacher, that interest will create a need for knowledge. That need will, in turn, motivate learning basic skills; language, mathematical, and social. Children will learn these skills

through their application to “real life” experiences and their embodiment in competencies that the child perceives as useful.

3. Active child participation in decision making about experiences of interest to the child.

· The learning environment will be designed to encourage the child to ask questions. The teacher's role is to help the child find the answers and to suggest new questions. The teacher functions as a coach, for both the students and the parents, volunteers and aids that also working in the classroom or other learning sites. The premise of the educational method is that learning demands a real dialogue between teacher and child, child and child, and among adults. To create this dialogue, the child must be active in asking questions.

4. Children with diverse abilities participate fully as members of an inclusive school community.

· The learning environment will create active roles for children with diverse skills and levels of abilities and learning styles. This will be done by creating experiences that engage the widest range of skills and cognitive abilities, by empowering children to aid each other in the learning process, and by including parents and community members in the learning environment.

5. Substantive parent and community involvement viewed as crucial to providing a superb education.

· We wish to create an environment for learning that has no boundaries and that flows with no discontinuities into the community at large. We will have a diverse group of people come into the school to aid learning and import experience for learning. Also, we will have the children go out into the community to gather experience.

6. School becomes visible in the community through using opportunities for community service as learning experiences.

· There should be no arbitrary distinction between work and learning activities. Having the children participate in the activities that sustain the community gives them the opportunity to have a "real life" impact on their own environment. It also prepares them for participating in a broader range of activities that sustain the community and environment later in life.

7. Parents, to the extent of their abilities and energies, will be involved actively in the educational process.

· No one person or organization should do all of the work of educating a child. Parents should be aware of the school's methods so that they can make the home a supportive environment or engage community resources to continue their children's education outside of school. The school should be aware of the parents' valuable insights into the child. Both school and parents must collaborate to develop an accurate picture of the child's needs, competencies and aspirations for the future.

8. Education must involve understanding social systems.

· If children are to become active participants in their communities and understand the social systems that influence their lives, they must understand the social systems that organize their society. For young children this may be as simple as learning how milk gets from a cow to their school lunch counter. Understanding social systems is as important as learning how physiological and ecological systems function.

9. Learning is not an individual or a selfish process.

· Children and adults should appreciate and understand the role of cooperation in the learning process, in order to advance their individual strengths and talents. Just as they have the responsibility for sustaining their communities, they have a similar responsibility to actively facilitate each other's learning.

10. Students need to be prepared to perform at world class standards in all areas of academics.

Children will receive instruction that reflects all current educational initiatives. SCSC will incorporate cutting edge technological and instructional strategies to prepare learners to lead into the future.

Shared Values

Our faculty continues to identify inclusive education as our school's core shared value and its greatest strength. This core belief shapes the learning and community environment for all of our children, their families and the staff. We help the children build relationships and resolve conflicts through our school-wide culture and build ideas of tolerance for all people. This belief extends to the academic environment and meeting the educational goals of identified children within the regular education classroom.

SCSC strives to meet the social and academic needs of every individual child. In August our families meet with their child's teaching team to discuss goals and to develop an Individual Learning Plan (ILP) for the upcoming year. In September all children are placed in math and reading groups as determined by their academic needs. Rather than follow a chronological formula for instructing children, our children receive instruction at the level where they will achieve optimal results.

In addition, SCSC shares the following values:

1. We believe in high expectations for all.
2. We believe that children learn differently.
3. We believe in the value of diversity.
4. We believe that education is the responsibility of home and school.
5. We believe in active learning through hands-on experiences that promote inquiry and discussion.
6. We believe inclusive education is the right of every student.
7. We believe collaborative relationships are vital to the growth of schools.
8. We believe in accountability.

Academic Standards

The Souderton Charter School Collaborative accepts the current and future academic standards as they appear in Chapter 4,4.12 of the 22 PA. Our curriculum is updated using the Pennsylvania content standards. Each year, our teachers meet in professional development sessions to align the curriculum and ensure that there are no gaps nor repetitions in content. Our curriculum is organized into project units that unify the subject areas.

Based on PSSA results and curriculum overview and alignment, the following plan is used to develop a quality curriculum for all students:

- Assign standards to specific grade levels
- Develop cross-grade curriculum maps for subject areas

- Outline essential understandings and understandings for each standard
- Create meaningful objectives and goals for units and means of assessing student proficiency
- Modify or alter these goals and objectives for students with IEPs

Instructional Practices:

- Team-teaching to ensure that instruction is individualized and effective
- On-going assessment of skills to ensure that students are consistently on the road to proficiency
- Employment of the workshop model of instruction that enables students to have guided and independent practice
- Instruction will be differentiated and experiential to fully engage students in their learning

Assessment Practices:

Assessment is on-going at SCSC. Teachers keep anecdotal and cumulative information on all students to create a comprehensive picture of students' strengths and weaknesses. A mixture of tools is used by our teachers to assess student progress. In instances where students fail to make sufficient progress, the IST (instructional support team) process is initiated and a formal timeline is created with specific goals. Standardized testing is given in all grades and an analysis of these results are used for creating class configurations and providing staffing support.

Students are assessed using the following tools:

1. Quantitative Reading Inventories (QRI)
2. Quarterly open-ended math prompts
3. Comprehensive math tests
4. Teacher-made tests
5. Standardized tests
6. Student self-evaluations
7. Teacher anecdotal records
8. Teacher/Student conferences
9. Journaling
10. Project Folders
11. Writing folders
12. Portfolios
13. Rubrics

Student Achievement Analysis:

Every student at SCSC will be assessed quarterly to ensure that proficiency standards are met and plans are developed for any student who fails to meet these standards.

In September, every student's independent and instructional reading levels are determined using QRI's, dibels, phonemic checklists and sight word lists. In addition, student spelling and vocabulary skills are evaluated using developmental skills checklists. Student writing is evaluated in September and May using State developed rubrics and quarterly prompts are given to ensure that all students leave 8th grade with the ability to write narrative, expository, persuasive and informational texts.

For math, students' math abilities are evaluated at the beginning of the year and students are placed in developmentally appropriate math groups. In grades K-2, flexible groupings are created based on units studied. In grades 3-8, students' abilities are evaluated using a series of math maintenance activities in addition to unit tests. All students are given a comprehensive math test

at the conclusion of the school year and a summer plan is developed for students who fail to achieve a level of mastery of the year's content.

Every student at SCSC is engaged in inquiry and project based student for science and social studies. These units are designed using the Understanding By Design curriculum model developed by Grant Wiggins and Jay McTighe. Through this backward design model, essential understandings and questions are designed from which all instruction, activities and tasks flow. Students' learning is evaluated using rubrics and checklists and formal tests or assessments may also be given to determine each student's level of understanding. In grades K-2, students complete four units; in grades 3-5, students complete six units; in grades 6-8, a minimum of ten units are completed. In addition, all students in grades 6-8 complete an independent year-long study on a self-selected topic. In May, each student does a one hour presentation and demonstration of his/her unit and these units are assessed by self, peers and teachers.

Four times a year, parent, teacher and student conferences are held for students' progress to be shared with families. There is time to show student work, discuss future goals and evaluate current progress. In addition, each May, families are invited to Portfolio Night to come and discuss their children's work over the year.

Strengths and Challenges

We have successfully met AYP for the past three years in all areas. We will continue to monitor the progress of our special education and other sub-groups of students to ensure their success along with the general education population. The data we have gathered indicate that implementation of intensive decoding and phonological awareness program has had significant impact on these groups of students.

2007 PSSA Test Results (Grades 3-8)

Grade Average Math Score Average Reading Score

3rd	1380	1450
4th	1500	1460
5th	1570	1500
6th	1560	1500
7th	1530	1530
8th	1550	1710

Reading: In 2007 PSSA reading testing, 94% of all students scored at the proficient level or higher (88% in 2006). These scores continue to surpass AYP requirements.

Math: In 2007 PSSA math testing, 96% of all students scored at the proficient level or higher (91% in 2006). These scores continue to surpass AYP requirements.

2007 Terra Nova Test Results (Grades K-2)

Reading: In 2007 Terra Nova reading testing, 92% of all students scored at or above the 50th percentile. Terra Nova standardized testing for reading remained flat from last year's score; however this can be partially attributed to the entry of three students who are bi-lingual. We attribute these high scores to the continued use of a strong decoding and phonemic awareness scope and sequence in grades K-2 and earlier reading intervention for students who are not making progress. These interventions have been focused reading instruction with our reading teacher, more one-on-one reading support and whole class reading comprehension strategies.

Math: In 2007 Terra Nova math testing, 92% of all students scored at or above the 50th percentile. Terra Nova standardized testing for math improved from last year's score of 82% to this year's score of 92% of our students scoring above the 50th percentile. We attribute these gains to the continued standardization of the math text (Singapore Math) and scope and sequence of our math program in grades K-8. Singapore Math will continue to be our guide for instruction next year.

This up-coming year, we will focus our professional development sessions on creating a school-wide curricular continuum in science and writing. The school will participate in PDE's Science It's Elementary program to support the school-wide focus in science. The goal for this effort is to create easier transitions for students between our multi-age classrooms and between our elementary and middle school programs.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Strategic Planning Process

The preliminary e-strategic planning process began in April, 2007 with SCSC administration's attendance at Pattan preview training at its Norristown Office. In May 2007, the planning team met to view the technology and assign the various tasks. In July 2007, Wendy Ormsby and Jennifer Arevalo, SCSC administrators, began to input the information for the Annual Report into the e-strategic plan. On July 17th, Dr. Dale Baker came to SCSC to review the document thus produced and offered editing and main body suggestions as well as guidance in completing the newer sections of the document. For the remainder of July, the s-trategic Annual Report was reviewed, refined and finalized for submission on August 1st, 2007.

Strategic Planning Committee

Name	Affiliation	Membership Category
Wendy Ormsby	Administration	Director of Organizational Development
Jennifer Arevalo	Administration	Principal
Julie Cook	Middle School Staff	Secondary Teacher
Lisa Sobolak	Elementary School Staff	Elementary Teacher
Janis Rindone	Special Education	Special Education Coordinator
Karen Keller	Educator	Parent
Elise Bowers	Financial Consultant	Parent
Betsy Whitman	Storyteller	Community Member
Lisa Kern	Small Business Owner	Board Member

Lynn Pronznicki
Terry Rakszwaski

Nursing
Reading Specialist

School Nurse
Reading K-8

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Jennifer Arevalo	SCSC	Administrator	SCSC Board
Wendy Ormsby	SCSC	Administrator	SCSC Board
Julie Cook	SCSC	Middle School Teacher	SCSC Board
Janis Rindone	SCSC	Special Education Representative	SCSC Board
Karen Keller	SCSC	Parent	SCSC Board
Lisa Sobolak	SCSC	Elementary School Teacher	SCSC Board
Betsy Whitman	SCSC	Community Representative	SCSC Board
Elise Bowers	SCSC	Parent	SCSC Board

Goals, Strategies and Activities

Goal: Increase Parent Activities Supporting the School

Description: Add Goal Statement here..

Strategy: Family Meetings

Description: Monthly family meetings will be held that will showcase student work and school based programs to encourage greater family attendance and build a sense of community.

Activities:

Activity	Description	
design new communication strategies	Weekly school newsletters will be distributed via the internet in addition to the present hardcopy. Monthly Family meetings will be promoted throughout the school with students taking on an active role in contributing to these meetings.	
Person Responsible	Timeline for Implementation	Resources
Wendy Ormsby	Start: N/A Finish: N/A	\$0.00

Goal: MATHEMATICS

Description: At least 5% above the state PSSA annual performance indicator will be the criteria of all students to be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Monthly Math Maintenance

Description:

Activities:

Activity	Description	
Math maintenance assessments will be given, assessed and data tracked in grades 2-8		
Person Responsible	Timeline for	Resources

	Implementation	
Wendy Ormsby	Start: N/A Finish: N/A	\$0.00

Goal: READING

Description: At least 5% above the state PSSA annual performance indicator will be the criteria of all students to be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Monthly Reading Assessments

Description:

Activities:

Activity	Description	
Monthly reading assessments will be given, assessed and data tracked in grades 2-8		
Person Responsible	Timeline for Implementation	Resources
Wendy Ormsby	Start: N/A Finish: N/A	\$0.00

Goal: Science

Description: At least 5% above the state PSSA annual performance indicator will be the criteria of all students to be proficient in Science, as measured by the annual state-wide PSSA assessments and/or field tests.

Strategy: Increase hands-on science activities using the scientific method

Description:

Activities:

Activity	Description	
Science Its Elementary Program Adopted		
Person Responsible	Timeline for Implementation	Resources
Wendy Ormsby	Start: N/A Finish: N/A	\$0.00

Strategy: Participation in PDE's Science It's Elementary Program

Description:

Activities:

Activity	Description	
Full participation of our elementary students in SIE - grades K-5		
Person Responsible	Timeline for Implementation	Resources
Wendy Ormsby	Start: N/A Finish: N/A	\$0.00

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

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

Strategy: Track Daily Attendance

Description:

Activities:

Activity	Description	
Track daily attendance and follow-up with families when necessary		
Person Responsible	Timeline for Implementation	Resources
Wendy Ormsby	Start: N/A Finish: N/A	\$0.00

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

Strategy: Inclusion of PSSA Dates in School Calendar

Description:

Activities:

Activity	Description	
Track participation during PSSA's and schedule make-up days to ensure 100% participation		
Person Responsible	Timeline for Implementation	Resources
Wendy Ormsby	Start: N/A Finish: N/A	\$0.00

Goal: Technology

Description: In K-T1, 100% of students will be exposed to computers weekly and will gain fundamental skills of using a mouse to complete tasks.

In 1-2, 100% of students will use computers to learn basic research skills with teacher direction.

In 3-5, 100% of students will learn the skills of word processing and build upon research skills learned in earlier grades by accessing search engines and information houses weekly with teacher monitoring

In 6-8, 100% of students will utilize computers in their daily life to word process, on-line educational programs and independent research.

By graduation from 8th grade, 100% of students will view the use of computers as an effective tool for researching and communicating as well as understand its limitations.

Strategy: Increase the number of computers in the school

Description:

Activities:

Activity	Description	
Establish a mini-computer lab in the intermediate elementary wing		
Person Responsible	Timeline for Implementation	Resources
Wendy Ormsby	Start: N/A Finish: N/A	\$0.00

Goal: Writing

Description: At least 5% above the state PSSA annual performance indicator will be the criteria of all students to be proficient in Writing, as measured by the annual state-wide PSSA assessments.

Strategy: Develop Grade Level Samples of Proficient Student Writing in grades K-8

Description:

Activities:

Activity	Description	
Establish Monthly Writing Benchmarks for All Grades		
Person Responsible	Timeline for Implementation	Resources
Wendy Ormsby	Start: N/A Finish: N/A	\$0.00

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Our curriculum is delivered through the workshop model and the project approach. The following list provides a description of the programs and strategies we use to ensure that all students' academic needs are met. The programs we have selected are aligned with the mission of the school, which is focused on individualizing instruction and Pennsylvania State Standards - Chapter 4.

Language Arts

100 Book Challenge is a comprehensive reading program that allows students to spend at least thirty minutes of in-school reading at their independent level while providing the structure for teachers to individualize the instructional reading needs of each child through conferencing and small group work. Books are sent home every night so students read a total of at least 45 minutes each day.

Instruction: Dependent on the level of the reader, students are learning the variety of skills needed to be a fluent reader.

- In the earliest years, students learn sight words and basic decoding skills to navigate the written world. Phono-Graphix's decoding scope is used to bolster the decoding and phonemic awareness instruction in our primary grades.

- As students move towards becoming fluent readers, they are exposed to the skills needed to decode multi-syllable words, to understand more complex story structures, to acquire new vocabulary and to comprehend different genre.
- In the upper grades, students acquire a written vocabulary and learn the more complex elements of story like foreshadowing, literacy devices and text analysis.

Conferencing is the mechanism for teachers to place, assess and instruct students' reading. The goal of the conference is also to increase student understanding of the skills needed to be a successful and lifetime reader. Additionally, students should gain insight into themselves as learners by understanding their strengths and weaknesses as well as the work they need to continue to improve and "move through the levels". By maintaining constant information on students, teachers are able to create an individual plan for reading improvement. Depending on student needs and level of books being read, teachers differentiate instruction. By knowing each student's strengths and weaknesses, teachers can create one-on-one or flexible grouping conferences where students are practicing particular skills.

Making Meaning: This reading comprehension program uses read-aloud books, carefully chosen to target nine specific comprehension strategies. Students develop social skills within their homebase community as they listen to and discuss literature in pairs and as a class. The program is collaborative, interactive, and helps to create a classroom community of readers.

Nine Comprehension Strategies:

1. Retelling 2. Using Schema/Making Connections 3. Visualizing 4. Determining Important Ideas 5. Understanding Text Structures 6. Summarizing 7. Making Inferences 8. Synthesizing 9. Wondering/Questioning

Spelling: Phono-graphix Spelling, Rewards Program, and Words Their Way are used in the different grade levels.

- **Developing Spellers: (K-2)** Teachers use developmental scales to determine the level of each speller. Periodically, the students' level is analyzed and appropriate spelling lists are created.
- **Fluent Spellers: (3-5)** Teachers integrate vocabulary into their spelling program. Lists of words are determined by the needs of the class but often is a hybrid of conventional spelling lists (drawn from different spelling series) and wordlists from student writing or project work. Grammar conventions are woven into the overall program.
- **Middle School Spellers: (6-8)** Spelling is integrated into a larger grammar/vocabulary program. Students should have mastered conventional spelling in accordance with their reading level. Students should self correct their spelling using strategies like "try three", using dictionaries and spell check devices.

Vocabulary:

Grades 2-5 Through the 100 Book Challenge vocabulary lists, Making Meaning, Latin root work and project work, students in grades 2-5 receive vocabulary instruction. The emphasis is on placing vocabulary learning in a context of what students are studying. Teachers are familiar with the idea of Tier 1, 2 and 3 words and interweave these types of words throughout the school day.

Grades 6-8: In the middle school years, vocabulary becomes a dividing line. The acquisition of words needs to be more discreetly taught than in the early years. Reading achievement can be clearly measured by the depth and breadth of known vocabulary. In our middle school program, **GET A CLUE** computer program is utilized for vocabulary practice. This vocabulary tutorial enables the teacher to provide individualized work, as students are placed into different levels

according to their present level of knowledge. Students are then able to work at their own pace as they complete units.

Writing: The workshop model is employed in grades K-8. All students are given a pre and post-writing prompt, which is scored using Pennsylvania State Rubric. Writing incorporated into each school day in a variety of ways such as through journaling, writer's responses and writing prompts.

Grades K-1: Student instruction is often in small groups or one-on-one configurations with an emphasis on building ease, basic skill development and tapping creativity. The goal is to teach all children how to write so they are prepared in the upper grades to write for purpose, audience and meaning.

Grades 2-5: Student instruction occurs within the workshop model with students assuming responsibility for setting writing goals, for creating and editing pieces and for developing into competent writers. Teachers expose students to the variety of writing types: expository, narrative and persuasive, along with letter writing, poetry and journals. Writing is woven into the school day versus relegated to a prescribed time of the day.

Grades 6-8: Student instruction occurs within the language arts block in a deliberate manner. The emphasis of the writing instruction is on preparing students for high school requirements. By the end of this level, students possess the skills and confidence to write for differing audiences and purposes. They understand the necessary mechanics to create effective writing pieces and have had numerous writing experiences that allow them to write with originality and voice.

Math

Singapore Math is the series and scope and sequence used in all grades. It was selected after a thorough investigation of current US texts and deemed superior in both its content and rigor. The workbooks and texts are used as a guide for pacing and activities; however SCSC is not text based and instruction by the teachers involves both an uncovering of the mathematical concepts and a building of foundational skills needed to be competent mathematicians.

Each fall students are assessed and placed into appropriate ability groups using Singapore Math placement tests. This configuration allows for students to receive instruction at a level that is based upon ability and not chronological age. This strategy has been highly successful as demonstrated by our PSSA scores for the last three years.

Grades K-1: Student instruction is often given in small groups that are fluid and flexible. The goal of the primary years is to build a solid mathematical foundation where students learn through both a mental and a hands-on approach.

Grades 2-5: Student instruction is given in small and large group formats. These groups are fluid and flexible and change with the concepts being taught. The goal of the intermediate years is to help transition student understanding of math concepts from the concrete to the more abstract. Students will have opportunities to think about math and its impact on their lives.

Grades 6-8: Student instruction is given in large groups and small group or independent projects are woven into the program. The emphasis of the math program is on preparing students for high school requirements. Students possess a strong understanding of math concepts and necessary algorithms to perform increasingly abstract mathematical problems.

Science and Social Studies Curricular Overview

Grades K-5 employ the Project Approach to meet Pennsylvania State Standards in Science, History, Economics, Geography and Civics and Government. In order to balance these state requirements with our multi-age, mission driven school, teachers create a curriculum that reflects the students' interests while ensuring alignment with these outside forces. This school year, we used professional development time to search for science and social studies curriculum to use as a comparison to the on-going curriculum we have developed and create greater consistency.

Project Approach Overview

Purposes: Create a process for acquiring information/knowledge
Give opportunities for children to exercise choice in what they study
Allow for different learning styles to be utilized
Develop habits of learning
Provide time to wonder and discover

Goals: Showcase what has been learned
Help children meet standards and make connections
Encourage self-knowledge of skills
Aid children in creating meaningful questions
Teach children effective research skills and project management skills

Project Work Overview

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

At the conclusion of each school year, the SCSC faculty analyzes the topics, content and skills that the students have received in Grades K-8 to determine what gaps and repetitions exist and plan accordingly for the upcoming year. This process of reflecting back and planning forward allows for a more dynamic curriculum by allowing teachers to respond to student interests and teach and discuss current events and/or topics that emerge throughout the year. Rather than having a textbook or scope and sequence that dictates the course of instruction, we have developed a system of checks and balances that encourages professional freedom and creativity and ensures appropriate coverage of state and national standards. In addition, the task of cross-referencing the content and skills we have covered with state standards is completed yearly.

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

At SCSC, the academic needs of students are at the center of our decision making process. Once students' needs are assessed, we look at how to modify or enrich our curriculum to ensure that all of our students are making progress and achieving at a world-class level. A framing belief is that the interest of students must be considered alongside curriculum to maximize student achievement.

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

In depth and inquiry based teaching form the core of teaching and learning at SCSC. Our Project Approach involves learning experiences that are long-term, in depth investigations of a theme or topic that engage students through authentic research and fieldwork. This approach to learning allows for the development of learning experiences that engage students' curiosity and motivate them by taking them outside of the school. Teachers plan and teach in teams using topics, essential questions and learning goals. The students are required to be active participants in their own learning as they choose sub-topics of personal interest to research and present.

This year, students participated in a series of inquiry-based learning opportunities in state parks, cities, museums and cultural centers. A highlight of inquiry based learning meeting technology was the use of streaming video to view the Iditarod by our primary students. This experience brought to life events happening thousands of miles away. Fieldwork continues to be an area of distinction and innovation for our school.

What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?

Children who enter SCSC are assessed using standardized testing, developmental scales and classroom observations. The first weeks of school are devoted to placing children in appropriate groupings for mathematics and reading. Our current staff includes three certified special education teachers and each of our classes has two teaching adults to assist the children. Two adults allow for children to receive remediation during the course of real-time instruction rather than at some point in the future. Our goal is to meet the needs of the children, whenever possible, in the regular education environment. When children are still failing to make progress with this model, our special education team and the Director of Education meet to discuss the next step of action.

For 2007-08 school year, the Director of Education, the special education teachers, and members of the faculty will continue to identify students who are not making sufficient academic or social progress. Our Instructional Support Team (IST) process will focus on creating "action plans" and collecting documentation that will be used to measure and monitor the efficacy of strategies being used. Our goal is that the IST process continues to have a direct impact on student learning by providing children with timely and effective intervention strategies.

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

An instructional pedagogy that facilitates student learning requires an experiential approach to learning. The following teaching strategies are part of our charter and employed at SCSC:

- a. **Individualized learning** involves identifying a child's interests and affinities or strength and weaknesses throughout the year. This individualized learning plan (ILP) is used as a frame when guiding children to choose topics for project work, when self-reflecting on portfolios and when setting daily or weekly goals.
- b. Opportunities for **real-life learning** are sought to expose children to the connections between the school and the outside world. At SCSC we seize opportunities in the running of our day that are appropriate for children to be either involved in through actual work or to be part of the problem-solving process.
- c. **Responsive assistance** involves the continual adjustment of the level and amount of help provided to the child in relation to his/her level of performance and perceived need. Assistance is offered at points in the zone of proximal development at which performance requires assistance. The means of assisting performance is modeling, contingency managing, feeding back, instructing, questioning, and cognitive structuring.
- d. **Problem-based learning** has its roots in learning by doing. Learning is structured around problems/projects that stimulate students' interest because of their relevance to the real world and permit the mobilization of basic science, social, and math and language skills around the problems set by the projects. These projects are worked on in the school and in the community.

e. **Whole language** programs have a strong emphasis on reading for meaning. The role of the teacher is that of keeping language whole for children by focusing on the meaningfulness of language and including all aspects i.e. speaking, listening, reading, and writing. SCSC's whole language learning environment is organized around themes (e.g., electrical storms) and choices.

English Language Learners

Upon entry to SCSC, we ask each parent/guardian to complete a **Home Language Survey**, which includes answering the following three questions:

1. What was the first language that your child(ren) learned to speak? _____
2. What language does your child(ren) speak most often? _____
3. What language is spoken most often at home? _____

This year, we enrolled three students who speak English as a second language. In accordance with federal law, these students were screened three times during the year using Ballard and Tigh IPT 2004 IDEA Reading and Writing I, II and III (IPT R/W I, II and III) to ensure language development benchmarks were maintained. Test results showed that all three students met chronological benchmarks. In addition, the WIDA battery of tests were completed for each of the students and the data were sent in the Spring of 2007. The results for the WIDA tests have not been received and, therefore, official exiting from ELL watch has not occurred.

ELL plan: In accordance with Title 22, Chapter 4 Section 4.26 of the curriculum regulations, Souderton Charter School Collaborative is committed to providing a program for every child who is limited English proficient (LEP) or an English language learner (ELL). This commitment includes providing a program designed to facilitate the achievement in English proficiency and the academic standards under SS 4.12. Programs shall include, when appropriate, bilingual-bicultural or English as a second language (ESL) instruction as needed.

Graduation Requirements

SCSC currently serves children in grades K-8.

Special Education

The attached Child Find policy outlines the identification procedures we employ. Charter schools are not required by law to provide a gifted education program, however, through our assessment and placements procedures highlighted earlier, children who excel in the major academic areas are provided with accelerated instruction.

Our instructional strategies for special education students are driven by the IEP. Each year, the goals, objectives and program modifications are evaluated and altered as necessary. Our 2005-06 staff included three certified special education teachers and one reading specialist whose responsibilities are to evaluate the instructional practices in the multi-age classes and provide an adapted curriculum and direct instruction. An additional responsibility of these teachers is to serve as a mentor and model to the lead teachers in each of the classes. The special education teachers meet regularly with each other and once a week with the child's teaching team to facilitate the on-going learning process for students with IEPs. The reading specialist meets weekly with any regular education teacher who has students that receive remedial reading instruction. The information shared at the meetings allows for a smoother transition for students in their specific areas of need. This meeting/dialogue framework is used as part of our Instructional

Support Team to monitor children who are not making adequate progress. This serves as the first step towards determining if a formal evaluation is necessary.

The strategies used for these identified children vary and may include one-to-one, small group and modified requirements. The variety of strategies might include direct phonics instruction, kinesthetic approaches to learning math facts or using actual school experiences and transition to work experiences. Whenever possible, these strategies are employed within the regular education classroom. Those children having greater needs will receive more assistance and support in and out of the regular education classroom.

The services contracted by SCSC are determined by the goals of the IEP and its related services based on recommendations made in the Evaluation Report (ER). Presently we contract with a certified speech therapist, a certified occupational therapist and a certified school psychologist. We are in contact with PATTAN and the Montgomery County IU as additional services are required.

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Janis Rindone	.6	Learning support	SCSC	3	Special Education coordinator
Melissa Martinez	1.0	Learning support	SCSC-Middle School	5	Middle School Teacher
Jill Miller	.5	Learning support	SCSC-Elementary School	5	Intermediate Elementary Teacher
Terry Rakszawski	.6	Reading specialist	SCSC	2	Intermediate Elementary Teacher
Arlene Kirszaun	.4	Speech therapist	SCSC	15	Speech Therapist

Special Education Program Profile - Chart II

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

Special Education Program Profile - Chart III

Title	Location	FTE
Stephanie Sienkiewicz	SCSC	.8
Sue O'Shura	SCSC	1.0
Karen Keller	SCSC	1.0
Marianne Kane	SCSC	1.0
Allison Beard	SCSC	.6
Margaret Warnke-Barker	SCSC	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Natalie Rehak, PhD	School Psychologist	6/yr
Pam Woods, OTR	School Occupational Therapist	2
Arlene Kirszbraun	Speech & Language Therapist	12

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
Local Assessments	Yes	Yes	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

Student Assessment

PSSA results indicate that Reading and Mathematics are areas of growth and strength. In 2007 PSSA reading, 94% of students scored at or above the proficient level. In 2007 PSSA math, 96% of students scored at or above the proficient level. In grades K-2, Terra Nova standardized assessments indicate there was significant progress in levels of achievement for reading and mathematics also. 90% of these students scored at/or above the 50th percentile on the Terra Nova math test and 92% of these students scored at/or above the 50th percentile on the reading/language arts test.

In 2007 PSSA Writing in grades 5 and 8, 100% of students scored at or above the proficient level up from 86% for 2005-2006. In contrast to reading and math scores where 64% and 53% of students scored, respectively, at the advanced level, only 11% of our students scored at the advanced level in writing. Writing will continue to be a focus for improvement for the 2007-08 school year. We will continue to develop and implement writing rubrics and a progressive curriculum that guides our instruction and creates benchmarks for adequate student progress. Our writing goal for next year will continue to be to move 10% of our students into the advanced level for writing.

On-going assessments are used to ensure student progress. These assessments are not locally developed tests but rather are guides to inform our instruction as it relates to children in need of remedial or extension support.

The PSSA, Terra Nova testing and local assessments are used as performance indicators for measuring our academic program. At the beginning of the school year test results are analyzed in relation to areas of strength and weakness. The areas of weakness then become a focus for improvement in the daily practice of our teachers. If there are school-wide weaknesses, these become topics for weekly program development sessions and outside consultation is sought. Thorough inspection is made for students identified with special needs so that our certified special education teachers are able to model and create adaptive instruction to ensure academic progress for these children.

Testing is used as a performance indicator for our annual measurable goals and to ensure accountability to the public. However, their impact on curriculum is minimal compared to on-going assessments such as detailed developmental checklists and/or pre and post assessments in all academic areas.

All of our students have portfolios that are shared at the year-end conferences with parents/guardians. In the intermediate grades, children are involved in sharing self-selected pieces of their portfolios with their parents/guardians. In addition, teachers share observations and checklists with parents/guardians to demonstrate student progress.

Year to year test scores are evaluated for each child to provide evidence that these strategies are proving effective. We continued utilizing a comprehensive math tests and quarterly open-ended prompts in grades K-8 that highlighted individual areas of strength and weakness for each student in math and provided an overall picture of mastery in each of the grade levels. We continued utilizing quantitative reading inventories a minimum of three times a year to assess reading progress of students. For writing, students were given pre and post writing prompts which were assessed using Pa. writing rubrics to assess grade level writing achievement.

In surveying the PSSA scores for our students with learning disability IEPs, these students averaged 1430 in math and 1390 in reading. In disaggregating the data to compare it to AYP standards, 75% of these students were proficient/advanced in reading and 88% in math. We were pleased with these results as an indication of the success of our inclusion model and the cutting edge instructional strategies.

For the 2006-07 school year, these assessments along with anecdotal information were utilized to determine those children who were not making significant progress. These children received one-to-one or small group remediation in addition to their classroom instruction. During the 2006-07 school year, SCSC refined the instructional support team process developed in 2003-04, to address students who were not making reasonable progress in either academic or social areas. The process consists of three tiers of intervention. Data is collected and interventions are suggested and implemented. If no progress is evident, a formal Action Plan is developed and implemented and the student's teaching team meets monthly. Finally, internally psychological testing may be requested if it is the team's belief that the child may qualify for special education services. In addition, SCSC developed a protocol for all special education meetings. The protocol's aim is to begin by highlighting the strengths of the student and to frame the weaknesses as points needing remediation rather than deficits. We made a conscious effort to consider the language we use around learning differences to ensure that the families leave the meetings with a sense of hopefulness.

Teacher Evaluation

a) The number one criterion for learning is feedback. The main feature of the SCSC teacher evaluation process is 360-degree feedback. These evaluations are completed at the end of the year and represent the culmination of observations by colleagues, supervisors and parents. The feedback is synthesized and summarized for each faculty member by school leadership. This year, each faculty member reflected on the feedback and composed a reflective synthesis of their strengths and weaknesses. This synthesis is the foundation for identifying goals for the upcoming year.

Every year the SCSC Board of Trustees approves a salary raise schedule that includes a base/cost-of-living raise and a merit bonus. There are three areas on which a teacher may receive a merit bonus: parent communication, instructional excellence and contributions to the school outside of the classroom.

b) The Director of Education/Principal and Director of Organizational Development are ultimately responsible for teacher and staff evaluations. All faculty members, school leadership and parents are stakeholders in the evaluation process. While different weight is given to each of these groups, together they provide a full picture of the teacher's performance.

c) Ms. Arevalo attended workshops on writing, mathematics and distributed leadership during the 2006-07 school year. This summer she will be a member of Arcadia University's Inclusion Institute along with 4 members of the staff. She continued as part of a principal network through the University of Pennsylvania, using this network to assist her in both the daily and strategic planning of SCSC. Prior to coming to SCSC, she worked as a literacy consultant working with numerous schools in initiating and growing the literacy programs within these schools. Her experience of working with both teachers and administrators has given her a unique perspective on how to make programs and faculties work together efficiently and effectively.

Ms. Ormsby co-authored the SCSC charter application and was a SCSC core-founding member. Therefore, she was intimately knowledgeable about the school's vision, mission, and standards. Prior to becoming the Director of Organizational Development, she was a business consultant for Johnson and Johnson in the area of organizational culture, collaboration and process re-design. This experience makes her uniquely qualified to collaborate with faculty on areas related to communication, team-building and professional growth. This year she attended workshops on Distributed Leadership and serves as a Board Member of the Pennsylvania Coalition of Charter Schools.

Ms. Arevalo and Ms. Ormsby provide day-to-day leadership to the School to ensure that staff evaluations and the requirements of special education instruction are being met. They headed a Professional Development Team on the IST process and were involved weekly in IST teams in both the elementary and middle schools.

Evaluation at SCSC is shared by the entire faculty and the school community as highlighted above. The leadership assumes final responsibility for all evaluations.

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Lisa Kern was re-elected to the position of president, Board of Trustees. Kim Buchanan was elected vice-president, Board of Trustees. Heather Calarco will continue in the position of secretary and Pattie Guttenplan will continue in the position of treasurer. Jeff Whiteley resigned from the Board of Trustees in June of 2007. Maria van der Kleut was elected as a new member of the Board at its annual reorganization meeting held on June 19, 2007. There were no changes in the administrative leadership. Jennifer Arevalo continues to serve as CEO/Director of Education/Principal and Wendy Ormsby continues to serve as Director Organizational Development.

Board of Trustees

Name of Trustee	Office (if any)
Lisa Kern	President
Kim Buchanan	Vice-president
Pattie Guttenplan	Treasurer
Heather Carlarco	Secretary
Kristin Davenport	na
John Penny	na

Carina Urbach	na
Maria van der Kleut	na

Professional Development (Governance)

Each new board member receives a thorough orientation training session and packet including the Sunshine Law, the school's bylaws and previous minutes of board meetings. SCSC's legal counsel is consulted whenever a question arises regarding interpretation of the Sunshine Law to ensure strict adherence is maintained both in the spirit and letter of the law. When board training is offered throughout the state, frequently board members will attend the training. The Coalition for Pa. Charter Schools is available for training and consultation.

Coordination of the Governance and Management of the School

The Board of Trustees coordinates the governance and management of the school utilizing numerous structures. First and foremost, governance and management occurs at monthly board meetings. Other opportunities facilitate quality governance and this includes the work of a multidisciplinary human relations team, attendance by board members at monthly evening collaboration sessions in the role of Trustee, participation in school events, a minimum of four hours/month (as required in our by-laws), the review and adoption of school policies and the co-authorship, adoption and continual revision of the SCSC Personnel and School Handbooks. Finally, the working relationship between the Board President, the Director of Education/CEO and the Director of Organizational Development serves to coordinate the governance and management of the school. All of these working practices insure that school activities are in full alignment with the mission as stated in our charter and all state/federal regulations.

The SCSC Board of Trustees continued to maintain a positive working relationship with the School District's Board of School Directors. Ms. Arevalo contacted numerous SASD educational leaders to discuss issues and seek their input. Ms. Ormsby, SCSC Director of Organizational Development, consulted with SASD's serving business manager on related policy and procedural issues. An invitation to visit SCSC was extended by Ms. Ormsby to the District's board president at the beginning of the 2006-07 school year.

Community and Parent Engagement

SCSC continues to have an "open-door policy" for families at all times. Nearly 69 percent of families with children in the school volunteered 40 or more hours to the school during the year. Families are asked to volunteer four hours a month to the school. The volunteering effort is spread out across a wide range of tasks. This year's the volunteer committee focused on specific things for the school's such as the weekend work days when parents come in to help with building projects and other tasks for the school. The parent population was surveyed so jobs could be matched to fit individual interest and time availability. Family involvement improves instruction and saves the school money. It improves instruction when parents are helping out in the classroom by working one on one with a student or assisting a teacher. Additionally, by performing jobs at the school, the school easily saves tens of thousands of dollars each year.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

During the 2006-07 school year, the following fundraising activities were held: Service Auction, Scholastic Book Fairs, Car Show, a Holiday Shop and Basket Bingo. These fundraising activities will continue in the upcoming school year. These fundraising activities provide minimal funding for the school; they are targeted for specific wish-list items that are identified by the faculty.

Fiscal Solvency Policies

The SCSC Board of Trustees maintains a \$130,000 undesignated fund balance to ensure emergencies, shortfalls and delays in receiving monies were/are covered adequately. There are plans to increase the fund balance by approximately \$20,000-40,000 at the completion of the yearly audit. During the first seven years of operation, there were no instances when funds were unavailable.

It is the policy of the Souderton Charter School Collaborative Board of Trustees to maintain fiscal solvency by establishing a reserve fund balance of approximately 10 percent of the organization's total yearly revenue. This policy shall be reviewed and modified annually following completion of each year's audit, or at other times, if deemed necessary.

Accounting System

SCSC complies with GAAP and utilizes the accrual method of accounting. Under the modified accrual basis, SCSC budgets and records income in the period income is earned and budgets and records expenses in the period expenses are incurred. SCSC capitalizes fixed assets, when appropriate, in compliance with GAAP. Reporting systems follow the same GAAP methods.

SCSC utilizes the services of Pay USA to complete payroll activities and associated state and federal payroll related tax reporting. Accounting practices integrate with the Pennsylvania State Chart of Accounts. The accounting software, QuickBooks, allows SCSC to create and change the account structure as PDE modifies the chart of accounts. SCSC was 100% compliant with the Pennsylvania State Chart of Accounts, which allows SCSC staff to produce PDE reports quickly. Quick turnaround time is evident in that the school's 2007-08 budget was electronically filed (PDE 2028) within ten days of board adoption.

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

Baum, Smith and Clemens was contracted to audit SCSC financial records for the 2005-2006 fiscal year, which was completed in August 2006. SCSC received an unqualified opinion. The 2005-2006 audit report is attached. Baum, Smith and Clemens is currently conducting an audit for the 2006-07 school year. An unqualified audit is anticipated and the findings will be reported at the September 2007 board meeting.

Citations and follow-up actions for any State Audit Report

A State Audit Report has not been scheduled by PDE or the State Comptroller's Office as of the date this report was submitted.

SECTION VII. FACILITY RESPONSIBILITIES

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

The school's procurement practice policies and procedures provide for fair and equitable treatment of all persons or firms involved, assures that supplies, services and construction are procured efficiently, effectively and at the most favorable prices available to us, promotes competition in contracting, provides safeguards for maintaining a procurement system of quality and integrity and, assures that our purchasing actions were in full compliance applicable to federal, state and local laws.

During the 2006-07 school year, SCSC purchased various furniture including chairs, desks,

tables and computers at a cost of approximately \$8100. Two new vans were purchased at a cost of \$67,845. The vans are appropriately certified to transport school students and are used to transport children for field work activities.

Future Facility Plans and Other Capital Needs

For the upcoming school year, SCSC has leased an additional 2400 of square feet in a building adjacent to the existing school. Art and music instruction will be provided in this space for the 2007-08 school year. The budget covers all expenses related to this additional space. There are no anticipated capital needs at this time.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

SCSC complies with all health and safety requirements. Fire drills are conducted once each month. The school's certified school nurse maintains all required health records including immunization records. See Attachment for the Request for Reimbursement and Report of School Health Services.

It is understood that the Child Nutrition and WIC Reauthorization Act was signed as Public Law 108-265 on June 30, 2004. The law contains several provisions that impact the School Nutrition Programs. Section 204, Local Wellness Policy, requires all Local Education Agencies (LEA's) that participate in the National School Lunch or School Breakfast Program to develop and implement a Local Wellness Policy by July 1, 2006.

When learning of this requirement, Ms. Ormsby contacted Vonda Fekete, M.S., R.D., L.D.N. from the Pennsylvania Department of Education, Division of Food and Nutrition. Ms. Fekete confirmed that SCSC was not required to develop a Wellness Policy because SCSC does not participate in the National School Lunch or School Breakfast Program nor do they provide lunch.

Current School Insurance Coverage Policies and Programs

Medical Insurance: Independence Blue Cross, Personal Choice 10

Dental Insurance: United Concordia, Concordia Flex, Group Number 254113000

General Liability, Educators Legal: Twin City Fire Insurance Co., Policy 01UUNGD3521

Property: Twin City Fire Insurance Co., Policy 01UUNGD3521

Commercial Application: Twin City Fire Insurance Co., Policy 01UUNGD3521

Business Auto, Non-owned Auto: Twin City Fire Insurance Co., Policy 01UUNGD3521

Worker's Compensation: Technology Insurance Company, Policy TWC3109184

Umbrella Policy: Hartford Casualty, Policy 01RHUGD3478

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

During the 2006-07 school year, SCSC employed nine full-time certified teachers and seven part-time certified teachers. Five full-time elementary teachers led the five homebases serving grades 1-5. Our kindergarten team, which consisted of two part-time teachers, will not be returning for the 2007-2008 school year to stay home with their children. One middle school English teacher resigned during the school year due to childcare issues. All teachers have been contracted for the upcoming school year.

The turnover patterns of SCSC's faculty do not present any concerns to the school's leadership.

Name	Area of Certification	2005-06 School Year	2006-07 School Year	2007-08 School Year	Certified	Notes 2006-07
Kathy McGann	Elem	Yes	Yes	No	Yes	Part-time
Lisa Sobolak	Elem	Yes	Yes	Yes	Yes	
Keri Muller	Elem/Sped	Yes	Yes	Yes	Yes	
Patti Anderson	Elem	No	Yes	Yes	Yes	
Julie Cook	Secondary, English	Yes	Yes	Yes	Yes	Part-time
Paula Wynn	Secondary, Science/Elem	Yes	Yes	Yes	Yes	
Janis Rindone	Special Education	Yes	Yes	Yes	Yes	Part-time
Jeannine Dunn	MS Mathematics	Yes	Yes	Yes	Yes	
Melissa Martinez	Special Education	No	Yes	Yes	Yes	
Jill Miller	Special Education	Yes	Yes	Yes	Yes	Part-time
Amy Farabaugh	Elem/Sped	Yes	Yes	No	Yes	Part-time
Amanda Holwick	Sped	No	Yes	Yes	Yes	
Nancy Adams	Secondary English	No	Yes/resigned 2/2007	No	Yes	Resigned 2/2007
Terry Rakszawski	Reading Sp.	Yes	Yes	Yes	Yes	Part-time
MaryKay Rosen-Waite	Elem	No	Yes	Yes	Yes	
Allison Beard	Elem	Yes	Yes	Yes	Yes	Part-time
Betsy Kettle	Secondary English	No	Yes/Hired long-term sub 2/2007	No	Yes	Replace Nancy Adams
Brenda Dixon	Elem/Sped	No	Yes	No	Yes	
Jean Lori	Special Education	No	No	Yes	Yes	New headcount
Justin Piazza	Elem	No	No	Yes	Yes	Replace Farabaugh and

						McGann
Dawn Farrell	Elem	No	No	Yes	Yes	New headcount
Maureen McGurk	Elem	No	No	Yes	Yes	Replace Kettle

Administrative and other specialists

Name	Area of Certif.	2005-06 School Year	2006-07 School Year	2007-08 School Year	Certified	Notes
Jennifer Arevalo	Principal	Yes	Yes	Yes	Yes	
Wendy Ormsby		Yes	Yes	Yes	No	

Student Enrollment

a) After advertising in local newspapers, an open enrollment period for the 2007-08 school year occurred in January and February of 2007. At that time, interested parents completed a brief enrollment form. Given that applications exceeded openings, an impartial lottery process was used to select children, first from within the SASD, then, if openings still existed, from without the SASD. One lottery participant selected tickets to fill openings and determine the wait list by grade level. Parents of children selected were contacted by phone in order to finalize enrollment. As needed, to fill other open slots, parents of children on the wait list were contacted by phone in the order in which they appeared. Before entering school in September of 2007, parents will complete PDE's Enrollment Form and an enrollment packet consisting of a formal enrollment form, release of records, emergency contact information, transportation form, and an ESL Primary Language Survey. All completed and signed forms were maintained in the child's file.

b) SCSC Enrollment Policy

All of SCSC's enrollment and admissions policies comply with Act 22 in that children are given equal access within the constraints of the law. The following are SCSC's related policies: Whereas, it is the desire of the Board of Trustees of the Souderton Charter School Collaborative to define priorities in the Enrollment Policy in accordance with Pennsylvania Charter School Law.

Now, therefore, be it resolved by the Board of Trustees and it is hereby resolved by the authority of the same as follows:

At the conclusion of the open enrollment period or when an attendance slot becomes available, priority will be given to:

1. Children of founding members of the Souderton Charter School Collaborative whom have sustained involvement through the time of the open enrollment period or sustained involvement through the time when an attendance slot becomes available.
2. Siblings of currently enrolled students residing in the Souderton Area School District.

3. Siblings of currently enrolled students residing outside of the Souderton Area School District.
4. The children of residents of the Souderton Area School District.
5. The children of residents of Pennsylvania applicants living outside the Souderton Area School District.

Admissions Policy

For admissions into kindergarten at the Souderton Charter School Collaborative, the child must turn five (5) years of age prior to or on September 1st of the academic year targeted for admissions. The SCSC faculty reserves the right to consider, on a child-by-child basis, a child who will turn five (5) after September 1st and prior to December 1st for early admissions into kindergarten. When considering a child for early admissions, faculty will assess him/her in the following domain areas: (a) social development and interactions, (b) expressive language and communication, (c) personal care, (d) fine/gross motor, (e) coping and anger/frustration management, and (f) basic skill development. The assessment process for determining early admission eligibility will include successful completion of a four-phase process: (a) after school “meet and greet” with parents, child, and homebase teacher, (b) in-school kindergarten observation with parents and child, (c) half-day school visit/participation by child in kindergarten homebase followed by an after-school meeting with parents, and (d) a child/teacher assessment session. Please note that school personnel at any point in this process can make the decision against early enrollment and end the assessment process. Successful completion of all four phases is necessary for deciding in favor of early admission. Either early admission decision is reserved for SCSC faculty and is final.

For a child entering the Souderton Charter School Collaborative from another private or public school or a home school program, the child will be eligible for the grade level following the previous grade successfully completed.

2006-07 Enrollment by Grade Level:

Grade	Number of Children Enrolled	Notes
Kindergarten	15	Change from 15 to 14: One child withdrew
Transitional 1	5	No change in enrollment
Grade 1	14	No change in enrollment
Grade 2	18	No change in enrollment
Grade 3	17	No change in enrollment
Grade 4	24	Change from 24 to 22: Two children withdrew
Grade 5	12	No change in enrollment
Grade 6	18	Change from 18 to 17: One child withdrew
Grade 7	10	Change from 10 to 9: One child withdrew
Grade 8	7	No change in enrollment.

Of the 135 students who completed their year with us, six eighth graders graduated and will not return and seven children in grades K-7 will not return. All of these children left voluntarily with families either moving, transitioning to local middle schools or seeking another educational model.

The reasons children withdrew are as follows:

1. One of the children moved.

2. Four children withdrew to return to their host school district.
3. Two are seeking something different educationally: either homeschooling or private.

SCSC has completed the enrollment process for new families for the 2007-2008 school year. Seventeen new families will be joining us with students in grades K-6.

Transportation

Each summer, all home districts are notified in writing of the children from their district who will be attending SCSC for the purpose of making transportation arrangements. In August, each District notifies SCSC in writing as to which bus each child would be riding with anticipated arrival and departure times. Throughout the year, all transportation changes (e.g., address changes) are communicated either by phone or in writing with the corresponding district's transportation office. In the event that no children will be riding a bus on any given day, the district's transportation office is contacted to cancel the bus. Prior to making any changes to a child's established pick-up status (e.g., ride home with a peer, to be picked up by parent), the parent puts in writing the request.

To ensure all children returned home safely at the end of the school day, several procedures exist. Every day, a revised transportation list of bus and parent pick-up arrangements is created and distributed to SCSC employees who supervise departure. The office manager dismisses those children who are picked up by a parent or designee; the same person dismisses those children picked up by a parent as a safety measure (i.e., become acquainted with parents). Each week three additional employees supervise and document dismissal of those children riding busses. One person organizes and documents each child's dismissal to a bus on the daily transportation list, one person walks the children out to the bus, and the third person remains outside to monitor bus traffic. In summary, we continue to experience a relatively "flawless" transportation program and do not anticipate making any significant changes at this time.

In alignment with current IEPs, all children attending SCSC traveled on regularly-scheduled school busses to/from school during the 2006-07 school. Special transportation related services were not deemed necessary by the IEP teams in order for children to access a free and appropriate public education at SCSC.

Food Service Program

At this time, there is no Food Services Program at SCSC and SCSC does not participate in the FRL program. All children and employees bring a "bag" lunch to school every day. If a child comes to school without a lunch, we attempt to contact the parent and request lunch be sent to school. If follow up does not occur (this only occurs rarely), we provide the child with nutrition. For each such occurrence, a follow-up note is sent home reminding the parents of the need to send a healthy lunch to school for their child every day. Healthy Lunch Contest was continued this year in grades K-5 which is monitored by the school nurse and PE teacher. SCSC monitors the abilities of families to provide lunch for their children. Due to the sensitivity of this issue, school leadership completes this monitoring informally. Lunches have been provided throughout the year on a needs basis.

SCSC continues to offer children and employees the option of purchasing a drink (e.g., whole milk, skim milk, apple juice); drink orders were placed with Rosenberger's Dairies.

Student Conduct

a) The underlying premise of our code of conduct continues to be that of discipline, not punishment. Disciplining children begins with recognizing helpful and positive behaviors and ensuring an engaging and challenging learning environment. Using the conflict resolution tools that the children have learned through the peace table and emergency council meeting, they are able to identify the problem, tell how it made them feel, generate solutions and learn how to listen to another's perspective. This model of conflict resolution is utilized in all grade levels and is ingrained in our school culture.

The overarching goal of our discipline model is to assist children in developing an internalized sense of responsibility and feelings of self worth by creating and nurturing a community of learners. Several factors continue to guide interactions between adults and children: discipline values/principles and consequences. Values and principles are the basis for all decisions regarding the treatment of discipline "problems." Consequences for negative behavior could be characterized as logical, natural, realistic, and palatable both to persons delivering and receiving the consequence.

Within a school community of learners, everyone has rights and responsibilities. Discipline issues were characterized further into offenses of a minor and major nature, in relation to identified SCSC rights and responsibilities as stated in the school handbook. Minor offenses were responded to within the regular learning environment (e.g., I CARE principles, stop rule, emergency council meetings). Major offenses resulted in a progressive series of consequences (i.e., problem behavior report, behavior conference with teacher, CEO and parents).

SCSC complies with state regulations, especially those concerning due process. SCSC adheres to specific timelines related to suspension of children identified with IEPs. See Attachment K for a copy of SCSC Discipline Policy as stated in the school handbook.

b) There were no suspensions or expulsions during the 2006-07 school year.

Souderton Charter School Collaborative Discipline Policy

Provisions of the Discipline Policy will be implemented in accordance with state and federal special education regulations for those students who are classified as exceptional. Regulations can be found at the Pennsylvania Department of Education's website: www.pde.state.pa.us. An "exceptional student", which is defined in Section 14.1 of the regulations of the Pennsylvania State Board of Education located in 22 Pa Code, is a student who has an IEP while a non-exceptional student is a student who does not have an IEP.

Step 1 - In class Minor issues are handled on site (e.g., school, CLO location, local library) at the teacher's discretion using techniques, such as the I Care Rules, Peace Table, or Stop Rule.

Examples: disagreement between children
disruptive behavior
disrespectful language
incomplete in or out of school work assignments
off task behavior
inappropriate playground behavior
disrespect regarding school property
other violation of school policy

Step 2 — Out of class Repeat occurrences of minor issues or other more significant events are handled by removing the child from the class. The teacher decides the appropriate placement and duration of time the child is removed from the class, depending on the circumstances and the

child. Typically, the placement is not the office. At this time the child is told that a privilege (e.g., recess, a field trip, discovery or electives) will be lost after the next occurrence. The teacher uses such techniques as Problem Solving Reports, Broken Rule Notices, Emergency Council Meetings or a phone call home to parents to address issues of this nature. School leadership is notified and may get involved in the resolution.

Examples: repeated minor offense behavior as outlined in Step 1 above
defiant behavior towards an adult

Step 3 — Office/Home Connection For significant repeat occurrences of minor issues (over a single day or over time), violent behavior or other significant offenses, the child is brought to the office where the circumstances are explained to the office staff. When a child is brought to the office, the parent is always called and the situation is explained to him/her. It is the teacher's decision as to when the parent will be asked to remove the child from the school for the remainder of the day. School leadership will be involved with the discipline process.

Examples: chronic minor offenses over time (the parent will be made aware of these behaviors before it gets to this step)

- weapons/drugs brought to school
- violent behavior towards another individual
- destruction of school property
- repeated truancy
- repeated defiant behavior
- any behavior that jeopardizes the safety of others

Date of Adoption: August 20, 2002

Revised Date of Adoption: August 15, 2006

Date of Review:

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Souderton CS Collaborative

Date of Local Chartering School Board/PDE Approval: 1/19/2000 and 5/27/2004

Length of Charter: 5 years **Opening Date:** 9/6/2000

Grade Level: K-8 **Hours of Operation:** 8:40AM-3:15PM

Percentage of Certified Staff: 100% **Total Instructional Staff:** 17

Student/ Teacher Ratio: 10:1 **Student Waiting List:** 153

Attendance Rate/Percentage: 96%

Enrollment: 140 **Per Pupil Subsidy:** SASD Regular Ed = \$8294 / Special Ed = \$16,990

Student Profile

American Indian/Alaskan Native: 0

Asian/Pacific Islander: 3

Black (Non-Hispanic): 10

Hispanic: 3

White (Non-Hispanic): 122

Multicultural: 2

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: Approximately 10% (based on districts numbers)

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 27

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	180	180	180	180	na	180	540
Instructional Hours	180	180	975	975	na	1065	3015

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Souderton CS Collaborative within Montgomery County IU 23 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

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

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

Board President

Date

Chief Executive Officer

Date

2007 - 2008 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Jennifer Arevalo

Title CEO

Phone 215-721-4560

Fax 215-721-4071

E-mail scsc4@hotmail.com

Signature of the Chief Executive Officer and Date

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

Name Lisa Kern

Title President

Phone 215-721-4560

Fax 215-721-4071

E-mail AsilNerk@aol.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Janis Rindone

Title Special Education Liaison

Phone 215-721-4560

Fax 215-721-4071

E-mail jsr12696@msn.com

Signature of the Special Education Contact Person and Date