
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: Lincoln Park Performing Arts CS

Address: One Lincoln Park
Midland, PA 15059

Phone: (724) 643-9004

Contact Name: Rebecca Manning

SECTION I. EXECUTIVE SUMMARY

Organization Description

The Lincoln Park Performing Arts Charter School is a student-centered, public charter school offering world-class training in music, theater, dance, creative writing, and media arts. A tuition-free course of study to Pennsylvania students with accredited academics, career exploration, pre-professional opportunities and an early college program is provided. The Lincoln Park Performing

Arts Charter School currently serves students in high school (grades 9-12) and also offers a K4 Kindergarten program.

Core Purpose

Mission

Through rich instruction and meaningful encounters with the arts, the mission of the Lincoln Park Performing Arts Charter School is to provide students with a free and appropriate public education in a nurturing environment and interdisciplinary atmosphere.

Vision

The Lincoln Park Performing Arts Charter School will be dedicated to providing student-centered service in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed. Lincoln Park will continue to develop best practices and will be a model of academic and artistic excellence.

Shared Values

The curriculum for the Lincoln Park Performing Arts Charter School was developed in accordance with a set of principles and guidelines that reflect the philosophy underlying both the mission and vision of the School. That philosophy stresses a nurturing environment and a view of the arts as an incomparable way of knowing the world. The guiding principles that follow were designed to implement the mission of the school based on that philosophy and create a distinctive prominence that reflects the true character of the School:

- Commitment to creating an academic enterprise that stands unique among arts specialty schools, grounded in a firm core curriculum that is required for all students.
- Commitment to an emphasis on an education in the arts as an interdisciplinary experience.
- Commitment to an emphasis on individual works of art used as “texts” for study.
- Commitment to an emphasis on “process over product,” wherein the primary challenge and purpose of acquiring artistic skills and expressing them is for the purpose of self-discovery and self-knowledge.
- Commitment to an emphasis on the integration of the arts in all the areas of study within the program.
- Commitment to individualized, student-centered curriculum plans as guided by artistic mentors attuned to individual student artistic goals and needs; and scholastic advisors who utilize the flexibility provided by a blend of both traditional instruction and technology-based instruction.

Academic Standards

The Lincoln Park Performing Arts Charter School is dedicated to providing both an academic and arts curriculum that is strictly aligned to the Pennsylvania academic standards. Lincoln Park uses the Lincoln Interactive curriculum that was developed by the National Network of Digital Schools. Each course provides the students with a textbook, lesson manual and online access to the lesson manual and assignments. The academic standards are listed in each lesson in the manual and online. In addition, students attend a class where a Pennsylvania certified teacher (certified in

the subject area). This teacher instructs the lessons to the class or individual. Teachers can intervene and help students that are struggling with a standard.

The Lincoln Interactive curriculum has also aligned the content of the course courses to the PSSA content in order to assure that all academic standards are covered in preparation for the PSSA exams. This alignment is categorized by how the standard is addressed in the lesson; the eligible content is classified as Introduction, Reinforcement, Enrichment, or Application in the course. This process allows for a clear picture of not only the standards covered in a course, but also how they are used in instruction of students.

The Lincoln Park arts curriculum was developed, in part, through a grant by the Grabel Foundation. A team of artists and educators were assembled to develop this curriculum over a period of one year. This curriculum was developed and aligned with the Pennsylvania academic standards. Each lesson plan identifies the standards being covered in the lesson. Teachers that identify students struggling with a standard will work with them individually.

Strengths and Challenges

Strengths:

- The key source of strength of the Lincoln Park Performing Arts Charter School is its people: students, parents, board members, faculty, and staff. These are people who have a shared commitment to, and love for, the arts and education, and to developing a public school model that emphasizes a student-centered approach to service. The success of the school thus far is directly attributable to the creativity, dedication, and perseverance of all those who have a vested interest in making the school thrive. Lincoln Park has attracted truly world-class teachers and teaching artists, students who have a strong desire to learn in an arts-rich atmosphere — along with a board and administration dedicated to serving the needs of students and faculty alike.
- Another factor benefiting the Lincoln Park Performing Arts Charter School is that it exists in an atmosphere of innovation and educational excellence. The School maintains excellent professional relations with its chartering district, the Midland Borough School District. Midland is recognized as offering one of the best elementary and middle school programs in the Commonwealth of Pennsylvania, and is currently a finalist for a Blue Ribbon from the United States Department of Education. The oversight provided to Lincoln Park by the Midland Borough School District, as well as the fact that the two schools are working together to find ways to share services and resources is creating a dynamic atmosphere that benefits both schools. Similarly, the fact that Lincoln Park grew out of the success of The Pennsylvania Cyber Charter School, and shares many of the values of PA Cyber in regard to serving students, inspiring innovation, and thinking “outside the box” provided the School with a solid foundation for building a successful, high-performance learning environment.
- An additional strength benefiting the Lincoln Park Performing Arts Charter School is the fact that it is based at the Lincoln Park Performing Arts Center, a world-class performing arts and arts education facility. The Lincoln Park Performing Arts Center serves as an arts and education resource for Pennsylvania, and the idea of locating a school in such a facility, and using resident artists at the facility to provide instruction and mentoring to students, is one which provides young people with unprecedented opportunities for learning and personal growth. By sharing a common set of goals, the School and the Center also partner on projects and initiatives which benefits the individual missions of each organization in a cost-effective manner.
- Innovative, dynamic, and creative thinking and problem-solving is an essential component in the success of the Lincoln Park Performing Arts Charter School. Charter schools are to be laboratories of experimentation and originality, and one would expect that a performing arts

charter school would be particularly focused on creativity. Lincoln Park has sought to not only thinking outside the box, but to “think outside the clock” in delivering ongoing, consistent, and high-quality educational opportunities for each and every students according to his or her individual needs. Whether it is by extending the school day or year, using online curriculum to give students the opportunity pace ahead or receive more individualized instruction when appropriate (and to provide additional and enhanced course offerings), or partnering with the Center to provide workshops, master classes, and performance opportunities of a particularly high caliber, the Lincoln Park Performing Arts Charter School embraces opportunities and is constantly brainstorming new ways of serving students in an effort to continuously improve the quality of the school and inspire student success.

Challenges

· The Lincoln Park Performing Arts Charter School, as a very new school, clearly faces certain logistical and organizational challenges in its first few years. As with any human organization, schools that are well-established and mature have certain policies and procedures that are so firmly established, they make day-to-day management easier. As a new organization, Lincoln Park is still finding its way, still developing its “best practices” and codifying its management procedures to facilitate smoother and more consistent management of operations. That being said, this challenge also provides our organization with an opportunity to embrace new ideas and approaches which, in a more traditional and established system, would be met with organizational resistance and would be difficult to implement or utilize fully.

· Like all schools, the Lincoln Park Performing Arts Charter School is faced with the fact that there are only so many hours in a day. Even when using technology to move beyond the traditional confines of time and space, scheduling provides an enormous challenge, and is further impacted by the realities of a budget and space requirements.

· Another challenge that is particular to charter schools is the fact that many of the students attending Lincoln Park are not residents of the Midland community (though they have been welcomed as valued members of the community). There is clearly a benefit to a school being located in the community of the students its serves, especially in regard to after school activities. Some of our students travel substantial distances to attend school here, a fact which sometimes complicates the planning and scheduling of after school events.

· Charter schools are still a very recent development within Pennsylvania’s public education system, and it is clear that all parties involved and/or impacted by the creation of charter schools are still finding their way in terms of the various issues, laws, policies, and procedures governing charter schools. Lincoln Park is striving to provide a high-quality education option to students in an innovative and dynamic manner, while at the same time attempting to complying with all regulatory requirements for school operations and accountability. Because both our school and the charter system are new, staying on top of this requires a tremendous amount of time and energy. Of course, complying with all regulatory requirements is something all schools must do, so the situation is not entirely unique to Lincoln Park or other charter schools.

· The controversies surrounding charter schools and the broader concepts of choice and competition within the public school system provide another challenge for the board and administration of Lincoln Park. While the School has been very successful in keeping this from impacting the day-to-day operation of the school and the quality of services students receive, it does create tension between Lincoln Park and other public schools. Such tensions can divert energy attention away from the primary mission of serving students — a mission which all schools — charter or traditional — obviously share. The board and administration of Lincoln Park embraces a philosophy of sharing and cooperation among all schools, and will continue to find ways to work with other school districts in the service of doing what is best for students. Slowly

but surely, we believe progress is being made, though fully embracing the opportunities such cooperation creates may require changes within the public education system as a whole.

- Performing arts schools are, simply put, expensive to run. Attracting and maintaining a high-quality staff of both academic and arts teachers, providing students with needs “tools of the trade” (instruments, supplies, specialized equipment, etc.), and producing performances (which provide students with projects-based learning opportunities) does not come cheaply. Like all performing arts organizations, Lincoln Park will need to rely on support from outside the funding provided by the taxpayers, by seeking out grants, private and corporate donations, etc.

- Finally, it must be pointed out that adequately serving the needs, requirements, dreams, and ambitions of each and every student is an ongoing challenge. All students are not created equal, and like every school, the Lincoln Park Performing Arts Charter School must constantly develop and implement strategies which promote exceptional service to each and every student. When all is said and done, we must be equipping our students with the knowledge, skills, and aptitudes they need to be successful after graduation as healthy and productive citizens. This is a challenge that exists every moment of every day in every school — and in every home. It is, in fact, the only challenge that truly matters, since it encompasses everything else we do or aspire to do. For this reason, the Lincoln Park Performing Arts Charter School will continuously seek out and utilize ideas, strategies, tools, and programs which assess the progress of our school and its students and which help us to address any and all deficiencies in the services we offer.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Lincoln Park Performing Arts Charter School is committed to providing a world class education in the academics and the arts that focuses on each student individually. It is the goal of the strategic planning committee to develop a plan that maintains this focus. Through the development of goals and strategies, the planning committee will provide a framework to guide the administrators, teachers, staff, parents and students to grow and continually improve.

One of the tasks facing the planning committee will be to identify the strengths and weaknesses of the organization. Once these are identified, the committee will prioritize these and develop a plan that will capitalize on the strengths and improve the weaknesses.

To undertake such a large task, we have selected individuals from different departments and from the community. These members will be charged with influencing the future of the Lincoln Park Performing Arts Charter school in areas such as instruction, finance, teacher induction and professional development. It will be a challenge for this committee to develop a plan for a school that has only been in existence for one school year. However, one of its first challenges will be to identify the steps to necessary to develop this strategic plan.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Patrick K. Poling	employee	Administrator	Rebecca Manning
Holly Castelli	employee	Administrator	Rebecca Manning
Robin Ferrello	employee	Special Education Representative	Rebecca Manning
Rebecca Manning	employee	Administrator	Rebecca Manning
Steven Catanzarite	community member	Community Representative	Rebecca Manning
Rick Wolfe	Consultant		Rebecca Manning

Sean Tanner	parent	Parent	Rebecca Manning
Dana Marquis	Nurse	Ed Specialist - School Nurse	Rebecca Manning
Dale Cottrill	consultant	Other	Rebecca Manning
Mary Crapis	consultant	Other	Rebecca Manning
Ronald Young	consultant	Community Representative	Rebecca Manning
Bill Holly	Technology	Other	Rebecca Manning

Goals, Strategies and Activities

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show growth.

Strategy: Work with students, families and staff to graduate high school students in four years.

Description: Administration, staff, parents and students will work as a team to successfully guide the student to graduation in four year.

Activities:

Activity	Description	
Provide the opportunity for credit recovery.	Through asynchronous and direct instruction, the student will be provided with opportunities during the school year and summer months to complete additional classes.	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Provide tutoring and additional instruction time for those students struggling in a class.	Provide adequate individual and online tutoring opportunities for the students.	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Goal: MATHEMATICS

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

Strategy: Move 10% of the students that did not meet proficiency to the proficient level on the PSSA.

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

Activities:

Activity	Description
Explore the possibility of increasing the math instructional time each week.	Meet with the mathematics teachers and administration to discuss the possibility of increasing math instructional time each week.

Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Provide direct instruction in all areas of math.	All ninth and tenth grade students will participate in direct instruction in all mathematics courses.	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Provide students with an atmosphere that is free of distractions during PSSA testing.	Provide a classroom that is free of noise and at a comfortable temperature. Also provide the students with pencils, scratch paper and a calculator.	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Provide students with test taking strategies.	Within the classroom, have teachers provide the students with test taking strategies.	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Goal: Professional Development

Description: All teachers will participate in scheduled professional development.

Strategy: Provide an increased number of opportunities for staff members to participate in professional development.

Description: The administrative staff will schedule professional development opportunities throughout the school year and encourage the participation in outside professional development opportunities.

Activities:

Activity	Description	
Provide information and classroom coverage for professional development outside of the school.		
Person Responsible	Timeline for Implementation	Resources

Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00
-----------------------------	---------------------------	--------

Activity	Description	
Schedule a series of professional development days within the school calendar.	The administrative staff will schedule a series of professional development opportunities throughout the school year.	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Goal: READING

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

Strategy: Continue to meet minimum proficiency standards in Reading, as measured by the annual state-wide PSSA assessments.

Description:

Activities:

Activity	Description	
Provide direct instruction in all areas of English.	The ninth and tenth grade students will be required to take direct instruction English classes.	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Provide students with an atmosphere that is free of distractions during PSSA testing.	The students taking the PSSA assessments will be provided with an atmosphere that is free of noise and comfortable in temperature. The students will also be provided with pencils and scratch paper.	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Provide students with test taking strategies.	In the classroom, the teachers will provide the students with test taking strategies.	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A	\$0.00

	Finish: N/A	
--	-------------	--

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

Strategy: Continue to meet at least 95% of the eligible student in required state-wide PSSA assessments.

Description: All eligible students will be required to participate in the PSSA assessments.

Activities:

Activity	Description	
Provide optional test dates for students that are absent.	For those students that are absent from school, provide additional days for testing.	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Provide students and families with the dates of PSSA testing ahead of time.	Provide the students with dates of the PSSA testings through school calendar and through the use of Blackboard.	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Goal: Writing

Description:

Strategy: Increase the number of students that are proficient in writing PSSA assessments.

Description:

Activities:

Activity	Description	
Encourage all teachers to incorporate writing assignments into the curriculum.	Encourage teachers in all areas of instruction to incorporate writing assignments such as essays and research papers into their curriculum.	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description
Provide direct instruction in all	Students in the ninth and tenth grade will be required to take all

areas of English.	direct instruction classes.	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Provide students with test taking strategies	Classroom teachers will provide students with test taking strategies.	
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Statement of Quality Assurance - Attachment

- Statement of Quality assurance

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

What curriculum does your charter school utilize:

The Lincoln Park Performing Arts Charter School uses the Lincoln Interactive curriculum for all of its academic course work. This curriculum is purchased through the National Network of Digital Schools. Lincoln Park's proprietary arts curriculum was developed, in part, through a grant by the Grable Foundation. A team of artists and educators was assembled to develop this curriculum over a period of one year, facilitated by Dr. Micheal Cerveris, an alumnus of the Juilliard School, retired arts administrator at the university level, and a staff member of the Arts Education Collaborative in Pittsburgh. Lincoln Park also purchases instructional services from the Community College of Beaver County to offer juniors and seniors rigorous, college-level coursework in select subjects. The primary interest was to the development of a core arts curriculum encompassing all arts areas.

Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and academic needs of students?

The Lincoln Interactive courses were designed so that each lesson addresses the grade level standards of the specific content area; eligible content and skills are identified in each area of instruction, and the pertinent PA content standards are then listed for each individual lesson. These standards are listed in the course lesson manuals that are provided to each student in the core subject areas.

The arts curriculum was also developed according to state standards. The syllabi and/or lesson plans for all of Lincoln Park's arts courses address the grade level standards of the specific content area, and the PA content standards are then listed for each individual lesson plan.

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

Curriculum for each student is chosen through the collaborative effort of the parents, student, and Lincoln Park professional staff. A personalized education plan is developed to address the student's abilities, learning needs, learning style, future educational plans, and/or employment interests. Course selection, course content, and delivery of instruction are adaptable and can be both chosen and modified based on individual needs. It is our goal to individualize instruction in order to meet the needs of each student.

In partnership with parents, Lincoln Park staff strive to offer each student an educational opportunity that will inspire him/her to excel both academically and artistically, and to reach his/her full potential. The Lincoln Park Performing Arts Charter School strives to offer choice and flexibility and a student-centered service model. Educational strategies engage different learning modalities: visual, auditory, and kinesthetic. The academic core courses are offered as self-paced but each student is scheduled into a classroom with a Pennsylvania certified teacher in that content area. These teachers provide instruction, tutoring, and remediation. Supplemental instructional programs are available to encourage the accelerated student, to support a student in need of remediation, or to inspire or enhance a student's new area of interest. These programs may include educational software, enrichment courses, educational field trips, and early college courses.

Lincoln Park's arts programs are also designed to be flexible and responsive to a student's individual abilities and goals. Each of the arts disciplines offers both an "arts exploration" track, for students who have a strong but generalized interest in the arts and may have not previously had access to formalized training or instruction, and an "arts immersion" track for students who have a serious interest in pursuing mastery of a specific discipline and have had the benefit of formal instruction prior to enrolling at Lincoln Park. Both tracks offer students quality instruction, interdisciplinary activities, and the opportunity to explore a range of post-secondary educational options and career options.

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

For every core academic subject area course, students receive textbooks and materials designed by major educational publishers to support the carefully structured curriculum. Many assignments engage the learner in web-based or interactive experience featuring clear directions, guided instruction, and detailed examples, as well as web linked activities, PowerPoint, and video presentations. Frequent and cumulative assessments reinforce and measure student success.

Lincoln Park's art curriculum was designed to engage the whole student and to promote interdisciplinary learning and discovery while encourage the arts faculty and resident/guests artists to work collaboratively. The arts curriculum emphasizes "process over product" wherein the primary challenge and purpose of acquiring artistic skills and expressing them is for the purpose of self-discovery and self-knowledge.

Lincoln Park encourages its instructors to use the problem-based learning approach. While working individually or in cooperative groups, students are challenged to solve real-world and futuristic problems. Students are encouraged by instructors to ask questions either during class or individually. Discussion boards are also available to all students and are monitored by subject-specific certified teachers.

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

Lincoln Park strives to place its students in courses that are appropriate for their individual skill level. When a teacher suspects that a student is not working at an appropriate grade level, a

placement test is suggested to the parents. Upon parental approval, this test is administered and the results are evaluated. The teaching staff, parents and student work together to develop a plan of action that best suits the needs of the student. This could result in tutoring, further testing, and/or a change in the course.

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

Each Lincoln Park student is enrolled in asynchronous courses in each of the core academic subject areas. This permits the students to move at a pace needed to meet their individual needs. These courses are designed to offer challenging coursework guided by instructive dialogue. An anticipatory set is followed by explanation of new concepts and guided practice. Assignments engage the learner in web-based and interactive textbook experiences where knowledge is assessed automatically for on-the-spot feedback. Interactive activities added to engage the learner may include web-based inquiry, PowerPoint and video presentations, on-line puzzles, maps, timelines, tutorials or lab experience. Learning is measured and reinforced through frequent graded and non-graded assignments such as on-line quizzes, unit test, projects, and writing assignments. Optional enrichment activities are included for high achieving students, comprehensive examinations are included in the courses. Student may interact with the teacher facilitator and other student, via a discussion board.

The student is also enrolled in a regular classroom with a teacher certified in that subject area. The teacher uses the lesson manual as a guide and instructs the lessons in the classroom. The teachers use a wide variety of teaching strategies including hands-on activities, work sheets, study guides, direct instruction, and additional problems. The teacher also provides both group and individual instruction to meet the needs of each student.

In terms of the arts, teaching artists use a variety of teaching strategies that are appropriate to the specific arts discipline. Such strategies range from one-on-one instruction (e.g. a creative writing instructor working closely with a student to refine a piece of poetry or prose, or an acting instructor assisting a student in the development of a character), to performance-based ensemble work (e.g. vocal or instrumental groups, works of drama, dance or musical theater that include substantial rehearsal as well as performance schedules, student reading series, a video production project) the teaching environment is meant to foster a nurturing environment and a view of the arts as a special way of knowing the world — and one's self.

Rigorous Instructional Program - Attachments

- Induction Plan
- Professional Development Plan

English Language Learners

Lincoln Park Performing Arts Charter School now provides a carefully articulated planned educational program for each student with limited English proficiency. This starts at the initial interview of every student that enters our school. The child and parent(s) are asked questions from our Home Language Survey. Once these questions are asked, the parents sign and date the copy to be placed in their permanent folder. If the scheduler knows this in advance about the child of limited proficiency, then the ELL teacher takes the interview.

If a Home Language Survey has any questions filled out other than English, then the folder goes the ELL teacher. There is currently one teacher who is involved in this program. She is currently trying to finish her certificate that is mandated by the No Child Left Behind Act. The Beaver Valley Intermediate Unit (#27) is providing the services to educate the teacher.

Lincoln Park Performing Arts Charter School has a unique situation with the ELL program. The students in our school live throughout the tri-state area. If the students do not have English as a primary language, then our school must contact the local intermediate unit. Based on what is being used in the local intermediate unit, the school then takes each situation on a case-by-case plan of action.

Once the student's paper work and folders are complete, the student is assigned one of the teachers in the ELL program. The teacher then decides the curriculum based on the transcripts from the child's former school. The teacher then asks the parent to have the student take the equivalent test at Beaver Valley Intermediate Unit #27.

The 2006-2007 school year did not have any students take part in our ELL program. Therefore, no child had to take part in the new Pennsylvania testing for ELL students, WIDA. Pennsylvania now is also using the PSSA scores and end of the year ELL testing to show where our ELL student stands as far as grade level ability and this also is part of the student exiting the program once abilities have been met.

Our ELL coordinator/teacher attends continuance workshops concerning ELL changes and programs through the PATTAN office. The coordinator/teacher also participates in ELL meetings through the Beaver Valley Intermediate Unit (#27).

The 2007-2008 school year does not have any students participating in the ELL program. The Lincoln Park Performing Arts Charter School has entrance testing through the Beaver Valley Intermediate Unit if a new ELL student would enter the program. Depending on the results, the student will be placed appropriately in the right curriculum. The ELL coordinator will set a workshop for appropriate staff to educate the school of new procedures and programs that we offer.

English Language Learners - Attachment

- ELL report

Graduation Requirements

The Lincoln Park Performing Arts Charter School graduation requirements are as follows:

*The successful completion of a minimum of 25 credits in the following areas:

*4 credits in Language Arts

*4 credits in Social Studies

*3 credits in Mathematics

*3 credits in Science (1 credit in Biology is required)

*1 credit in physical education

*1/2 credit in health

*the remaining credits will be fulfilled through the performing arts

curriculum and elective classes (2 credits must be in the fine arts)

*The successful completion of the Lincoln Park Graduation Project

In order to graduate, all student must demonstrate proficiency in reading, writing, and mathematics. If the student does not meet proficiency on the PSSA assessments, the student is required to take the Edvision exam for the math and/or reading. This test is aligned with academic standards. If a student does not proficiency in writing, the student is required to submit a writing assignment that is evaluated by our English department using the rubric used for the writing PSSA's.

Special Education

The Lincoln Park Performing Arts Charter School has established and implemented procedures to locate, identify and evaluate school age students suspected of being eligible for special education services. These procedures include, but are not limited to: review of records, various modes of screening (reading and math screenings are completed the first week of school), and/or recommendation of teacher and/or parent. There is currently in place a referral system for students who may be in need of assistance.

Instructional strategies are updated and revised as needed for individual student needs. Teachers attend trainings to ensure that strategies employed address the individual needs of the student in special education. Strategies used for the special education student are dependent upon the needs reflected in the IEP.

Special Education - Attachments

- Special Ed Policies 1
- Special Ed policies 2
- Special Ed policies 3
- Special Ed policies 4
- Penn Data Report

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Robin Ferrello	0.5	15 Learning Disability, 2 OHI,	Lincoln Park Performing Arts	20	Teacher works with the students

		1 autism, 1 MR, 1 MR with speech	Charter School		during academic classes in the afternoon.
--	--	----------------------------------	----------------	--	---

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Midland School District	1 hour per week	Speech	Lincoln Park Performing Arts Charter School	1	This service is provided by our Chartering District

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Supervisor	Lincoln Park Performing Arts Charter School	0.25
Psychologist	Lincoln Park Performing Arts Charter School	.5
Paraprofessional	Lincoln Park Performing Arts Charter School	1
Special Education Teacher	Lincoln Park Performing Arts Charter School	.5

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Chris Leheny, M.S. CCC?SLP0	Speech Pathologist	1 hour per week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	No	No	No	No	Yes	No
PASA	No	No	No	No	No	Yes	No
SAT	No	No	No	No	No	Yes	Yes
ACT	No	No	No	No	No	Yes	Yes
Edvision	No	No	No	Yes	Yes	Yes	Yes

Student Assessment

The Lincoln Park Performing Arts Charter School has completed its first year in 2006-2007. Because of this, we have no data in which to compare our recently received PSSA results, and SAT/ACT scores.

While we made AYP, it is important to our administration, staff, students and parents to always improve. With this in mind, our staff has continued to discuss strategies that will improve student performance, identify areas that may be a hindrance to student performance and develop goals and targets based on these discussions.

The local assessment that is mentioned above provides Lincoln Park with a means to assess an individual student and devise an individualized academic plan for the student. Our focus is to place students in courses in which they will be successful and continue to improve. This local testing may also be used to show proficiency in math and reading, and identify students with possible learning disabilities.

The Lincoln Park Performing Arts Charter School prides itself in a team approach to the education of our students. We involve the student, parents, teachers, and administration in the education process. When one of those team members notices a student struggling, our actions are steered by what is best for the student. The team works at making modifications and accommodations for the student. These modifications include tutoring, a change in course, and additional or change in assignments. With parental permission, a grade placement test (Edvision) can be administered to those students who continue to struggle. If these results indicate that a student is not working at grade level, a referral is made to the IAT team.

While we have noticed grade changes for those students that have been given modifications and accommodations, we look forward to seeing how the students progress in our second year.

Student Assessment - Attachments

- ACT scores
- Edvision Scores
- SAT scores

Teacher Evaluation

Teacher Evaluation

The primary purpose of the Teacher Evaluation Plan is to assist employees to recognize and fulfill their role in accomplishing the school's vision for education and providing the highest quality of instruction.

1. Improve instructional practices
2. Increase in retention of promising teachers

3. Promote the personal and professional growth of new employees
4. Transmit the mission/vision of the charter school, community, and profession to new employees and,
5. Foster unity, teamwork and a commitment to excellence among the entire learning community.

Teacher Evaluation Objectives

1. All staff will attend a Summer Workshop (5 days) to sharpen their skills in instructional strategies. The Code of Professional Conduct and charter school culture and climate.
2. All teachers will collaborate monthly with the Chief Executive Officer, Dean of Academics and/or Dean of Arts to discuss specific areas of instruction, classroom management and orientation to policies and procedures of Lincoln Park Performing Arts Charter School.
3. Professional development opportunities in teacher evaluation will be held throughout the year to provide instructional staff with resources, information, and strategies for their classrooms.

Evaluation Team

The evaluation team is made up of instructional leaders representing multiple facets of the Lincoln Park Performing Arts Charter School. Each member was selected based on their demonstrated leadership, scholarship and the capacity to help teachers be successful. The Evaluation Team will be responsible for maintaining accurate records of teacher evaluation (formal and informal), constructive feedback to teachers and completion of all evaluation forms required by the state.

Evaluation Team:

- a. Rebecca Manning, Chief Executive Officer
- b. Holly Castelli, Dean of Academics
- c. Steve Catanzarite, Dean of Arts
- d. Bruce Lauffer, Director of Music
- e. Dan LeRoy, Director of Creative Writing
- f. Maria S. Torrence, Director of Dance
- g. Gavan Pamer, Artistic Director
- h. Laura Humbert, Director of Media

Professional Development

Professional development as it pertains to teacher evaluation (special education and instructional techniques) will be provided to the Dean of Academics and the Dean of Arts by the Chief Executive Officer before the beginning of the school year. In addition, individually coordinated days will be established throughout the calendar year to update evaluators on current evaluation

techniques. Finally, every evaluator is encouraged to seek out professional development programs that would supplement our current plan.

Teacher Evaluation - Attachment

- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Discuss briefly any leadership changes during the past year on the Board of Trustees and in the school administration (President of the Board, Chief Executive Officer, Principal, etc.) explaining why or how those changes occurred.

At the April 2007 meeting of the Lincoln Park Performing Arts Charter School's Board of Directors, board member Stephen Catanzarite resigned. This was done for two reasons:

1. The board decided that at least one seat on the board should be occupied by the parent or guardian of a current Lincoln Park student.
2. Mr. Catanzarite, who assisted in the development of the school's artistic programs and, as Managing Director of the Lincoln Park Performing Arts Center also served as Dean of Arts during the school's first year of operation, wanted to avoid even the appearance of any conflict of interest with regards to the operations of the School, the Center, and the responsibilities of the Board of Directors.

Upon Mr. Catanzarite's resignation, the Board voted unanimously to fill his seat by electing Mr. Phillip Orend, parent of a Lincoln Park student and former member of a traditional public school board.

Board of Trustees

Name of Trustee	Office (if any)
Elizabeth Asche Douglas	None
Jerry Hodge	None
Patience Katich	President
Stephen Catanzarite	None
Toni Sadecky	None
Chris Shovlin	None
Daniel M. Zuppe	None
Phil Orend	None

Professional Development (Governance)

Lincoln Park's local legal counsel provides ongoing information, advice, and support to both individual board members and the Board of Directors as a whole in complying with all state and/or

federal regulations and maintaining sound and ethical governance. In addition to this special counsel was hired by Lincoln Park to assist the board in drafting comprehensive policies and procedures, including a detailed code of ethics for directors and officers.

Further, board members were offered the opportunity to attend state and national conferences for school board members and charter school operators which featured panels, seminars and workshops on good governance, best practices, etc. The board was also supplied with resources (books, manuals, newsletters, etc.) on a wide range of topics related to the sound oversight of charter schools.

Coordination of the Governance and Management of the School

The Lincoln Park Board of Directors is comprised of seven directors who provide expertise in key areas of responsibility:

- Maintaining the Mission, Goals, By-Laws, and Polices of the Lincoln Park Performing Arts Charter School;
- Hiring and Evaluating Administrative Staff;
- Budget approval;
- Curricular/program evaluation.

The Board of Directors of the Lincoln Park Performing Arts Charter School works cooperatively and collaboratively with the Board of the Midland Borough School District to provide high-quality educational opportunities for students at both schools. Since Midland does not have a high school program of its own, Lincoln Park exists in part to provide a viable education option for Midland students to be educated in their own community. The Board of both schools seek to work together to share services related to facilities, instruction, transportation, food service, administration, etc. in order to create "economies of scale" and create greater efficiencies within the public education sector. The goal of both Boards is to make every dollar count in the classroom for the purpose of providing Pennsylvania students with exceptional educational programs and services.

As a recognized leader in public education (recently nominated for a Blue Ribbon from the United States Department of Education), the Midland Borough School District is in a position to provide Lincoln Park with expert advice, support, and oversight. Lincoln Park not only welcomes but actively seeks this input from Midland in its desire to be held accountable for the services provide to both Midland students and those that come from outside of the district.

The Lincoln Park Performing Arts Center was designed to be a vibrant thread in the tapestry that is the community of Midland. In addition to providing a high-quality educational option to students, Lincoln Park was created to promote the social, cultural, and economic vitality of Midland.

Lincoln Park actively encourages the participant of parents in student learning because it recognizes that such parental involvement increases the likelihood of student success. It is the policy of the Lincoln Park Performing Arts Charter School to foster and maintain ongoing communications with parents concerning their opportunities for involvement, their children's eligibility for special programs, their children's educational progress, the professional qualifications of their children's teachers, and the status of their children's schools. Lincoln Park strives to provide such information in an understandable and uniform format. The school holds at least two open houses each year. In the 2006-2007 school year, each of these were attended by

at least 200 parents and families members, and including student performances and exhibitions and opportunities for group and one-on-one discussions with parents concerning student progress. The community is also encouraged to attend these events. Lincoln Park has also formed a parent group (Lincoln POPS — Parents of Performing Students) which serves as the main parent-teacher organization for the school. “Town hall” meetings with parents and other concerned community members are held as circumstances and events warrant.

Of course, as a performing arts school, Lincoln Park offers numerous performances in music, theater, and dance each year. These events have been very well-attended in 2006-2007, and Lincoln Park is garnering a reputation for excellence based on the quality of its student performances.

Of course, as a public school, Lincoln Park’s monthly meetings are advertised publicly, and comply with the Pennsylvania Sunshine law. These meetings are held at the Lincoln Park Performing Arts Center in the third floor conference room.

Coordination of the Governance and Management of the School - Attachment

- School Board meeting dates

Community and Parent Engagement

The Lincoln Park Performing Arts Center was designed to be a vibrant thread in the tapestry that is the community of Midland. In addition to providing a high-quality educational option to students, Lincoln Park was created to promote the social, cultural, and economic vitality of Midland.

Lincoln Park actively encourages the participant of parents in student learning because it recognizes that such parental involvement increases the likelihood of student success. It is the policy of the Lincoln Park Performing Arts Charter School to foster and maintain ongoing communications with parents concerning their opportunities for involvement, their children’s eligibility for special programs, their children’s educational progress, the professional qualifications of their children’s teachers, and the status of their children’s schools. Lincoln Park strives to provide such information in an understandable and uniform format. The school holds at least two open houses each year. In the 2006-2007 school year, each of these were attended by at least 200 parents and families members, and including student performances and exhibitions and opportunities for group and one-on-one discussions with parents concerning student progress. The community is also encouraged to attend these events. Lincoln Park has also formed a parent group (Lincoln POPS — Parents of Performing Students) which serves as the main parent-teacher organization for the school. “Town hall” meetings with parents and other concerned community members are held as circumstances and events warrant.

Of course, as a performing arts school, Lincoln Park offers numerous performances in music, theater, and dance each year. These events have been very well-attended in 2006-2007, and Lincoln Park is garnering a reputation for excellence based on the quality of its student performances.

Of course, as a public school, Lincoln Park’s monthly meetings are advertised publicly, and comply with the Pennsylvania Sunshine law.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

We received \$89,000 in grant money from the National Network of Digital Schools.

Fiscal Solvency Policies

The Lincoln Park Performing Arts Charter School (LPPACS) has been financially solvent from payments received for educational services provided from Pennsylvania LEA's. The School has had to request grants from a local foundation to meet cash flow deficits which have occurred due to the high accounts receivable balances from the LEA's. Payments to LPPACS for educational services (accounts receivable) are not being paid by PDE at this time for LEA's not remitting directly to the School.

Accounting System

PCCS utilizes the CSIU — Central Susquehanna Intermediate Unit accounting software that is fully compliant with PA, GASB and GAAP reporting requirements.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Statement of Revenues

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

LPPACS has contracted with McVey & Associates, LLC to complete the fiscal year ended June 30, 2006 audit.

LPPACS June 30, 2006 audit is in process and is to be completed by August 15, 2007

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

- Audit Summary Report

Citations and follow-up actions for any State Audit Report

None

SECTION VII. FACILITY RESPONSIBILITIES

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

As the enrollment numbers increase LPPACS is adding additional instructional equipment as required. (Leased and purchased). The increased enrollment also required an expansion of the technology capabilities, student computers, staff computers and staff furniture. Purchases are approved using State purchasing and bidding guidelines. (PEPPM or COSTAR pricing is also used)

Future Facility Plans and Other Capital Needs

For the 2007-2008 school year, we will be renting classroom space in the gymnasium from the Midland School District. These classrooms are currently not in use. The Lincoln Park Performing

Arts Charter School is also studying drawings for a cafeteria, additional classrooms and office space to be built.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

LPPACS adheres to all PA immunization requirements as stated in the school code. Specific information on student immunization may be obtained from the PA Dept of Health "School Immunization Law Report" which was submitted electronically to the SHARRS website by Charlene Freund, school nurse, on 10-16-2006.

Lincoln Park Performing Arts Charter participated in many areas of safety and prevention. We worked closely with both local police and fire officials. We completed all required drills. A "traumatic events" flipchart was designed and distributed to all staff following inservice regarding all possible events. Each administrator and support staff member was certified in both NIMS 1 and NIMS 7. Planning is in process to participate in an armed intruder drill with local officials this school year. Our building is a "locked down" facility and monitored by security officers hired by the school. Surveillance cameras will be installed this summer in 32 different areas.

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

- Wellness Policy
- Health Reimbursement

Current School Insurance Coverage Policies and Programs

Our health care is through Highmark which has an office in Pittsburgh, PA but we only have contact with The Reschini Group (who offers us the package of health care, dental, & vision). Their address is:

Crown Benefits Administration

922 Philadelphia Street
P. O. Box 1049
Indiana, PA 15701

Our life insurance is with Erie Life Insurance Company and their address is:

Erie Family Life Insurance Co.
1000 Erie Insurance Place
Erie, PA 16530

Our casualty insurance:

Pennsylvania National Mutual Casualty Insurance Company
PO Box 2361
Harrisburg, PA 17105
Policy No. CL9-0636459

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The Lincoln Park Performing Arts Charter School has 23 professional staff members. This is the first year for our school, therefore none are returning and retention and turnover patterns are difficult to determine. We have 17 professional staff members returning.

Quality of Teaching and Other Staff - Attachments

- ESPP
- PDE 414

Student Enrollment

The Lincoln Park Performing Arts Charter School enrollment policy was established in accordance with PDE regulations. Students and parents were required to attend an information seminar that provided information about our school and answered questions that arose. This was provided so that families could make an informed decision concerning their child's education. The next step, required that a student be evaluated in the area of the arts and select academic courses for the upcoming year. While no student was denied enrollment, priority was given to Midland residents. Once the Lincoln Park Performing Arts Charter School reached full enrollment, students were then placed on a waiting list. No student was admitted after full enrollment was reached except for Midland residents. The Lincoln Park Performing Arts Charter School did not have a kindergarten program.

We started the school year with 235 students in grades 9-12. The total number of students that enrolled at the Lincoln Park Performing Arts Charter School is 291. We had 21 that withdrew and one that was withdrawn/deceased. The students that withdrew either returned to their school district of residence or enrolled in a cyber charter school. We had 48 students that graduated. These students chose to withdraw either because they missed their friends at their home school district, length of travel, and academic rigor. No student was expelled from school.

We have 214 students that have indicated that they plan to return for the 2007-2008 school year.

Transportation

-

The charter school uses multiple forms of transportation to accomplish the task of bussing students to school. As charter school law requires school districts within a ten mile range to transport students who choose to attend a charter school, Lincoln Park has six districts who participate. Those districts are: Beaver, Blackhawk, Center, Hopewell, Southside and Western Beaver. For those students who do not reside in one of these districts, Lincoln Park contracts with a private company. (Rhodes Transit) Some students drive to school and must prove that they

have a valid license and proper insurance coverage. Accommodations and modifications to transportation are provided for any student with that need. This obviously includes I.E.P. goals.

Food Service Program

The charter school has a daily lunch program at the school and is a participant in the wellness program as mandated by Pennsylvania Department of Education for all schools involved with The National School Lunch Program. To accomplish this goal we contract with an outside agency to facilitate the program. (Aramark) Of the 273 students enrolled throughout the year; 14 (5%) received reduced-rate lunches, and 48 (17.5%) received free lunches.

Student Conduct

Lincoln Park exists to educate its students. The school will not tolerate any actions from students, parents, staff or visitors that in any way interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school family, or threaten the integrity and stability of the school itself. (see attached student code of conduct)

Student Conduct - Attachment

- Code of Conduct

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Lincoln Park Performing Arts CS

Date of Local Chartering School Board/PDE Approval: October 2004

Length of Charter: 5 years **Opening Date:** September 5, 2006

Grade Level: 9-12 **Hours of Operation:** 8AM-4PM

Percentage of Certified Staff: 77% **Total Instructional Staff:** 23

Student/ Teacher Ratio: 16.3 **Student Waiting List:** 13

Attendance Rate/Percentage: 92.5%

Enrollment: 253 **Per Pupil Subsidy:** 7,380.68 Reg. ed 13672.95 Special Ed.

Student Profile

American Indian/Alaskan Native: 0

Asian/Pacific Islander: 0

Black (Non-Hispanic): 42

Hispanic: 0

White (Non-Hispanic): 249

Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced

Lunch: 5% reduced, 17.5% Free

**Provide the Total Unduplicated Number of Students Receiving Special Services
(Excluding Gifted) as of Previous December:** 20

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	0	0	183	183
Instructional Hours	0	0	0	0	0	7.1	1299

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Lincoln Park Performing Arts CS within Beaver Valley IU 27 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 Rebecca Manning

Title CEO

Phone 724-643-9004

Fax 724-643-2171

E-mail rmanning@lppacs.org

Signature of the Chief Executive Officer and Date

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

Name Patience Katich

Title Board President

Phone 724-643-9004

Fax 724-643-2171

E-mail none

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Robin Ferrello

Title Special Education

Phone 724-643-9004

Fax 724-643-2171

E-mail rferrello@lppacs.org

Signature of the Special Education Contact Person and Date