
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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HARRISBURG, PA 17126-0333

Charter Annual Report Tuesday, October 09, 2007

Charter School: Sylvan Heights Science CS
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SECTION I. EXECUTIVE SUMMARY

Organization Description

A HISTORY OF SYLVAN HEIGHTS SCIENCE CHARTER SCHOOL

In 1997, when the Commonwealth of Pennsylvania passed enabling charter school legislation, Greater Harrisburg YWCA CEO Patricia Schwartz submitted a charter school planning grant to the Pennsylvania Department of Education for an elementary school that would focus on science, math, and related technology. When the grant was awarded, Christie, Hansen & Associates was hired to assemble a group of volunteers and to prepare the application for a charter. This planning committee entailed interested educators, community activists, businesspersons, parents, and YWCA staff. The group included: Taja Barber, Cheryl Giles, Cheryl Harmon, Maryann Havalchak, Louise Kunkel, Brook Lenker, Fredrika McKain, Linda Moser, Bill Mosher, Jeanne Predmore, Stinson Stroup, Donna Weldon, and David Wise.

The first task of this group was defining the mission, vision, and core beliefs for the school. The group reviewed research on charter schools and school reform movements and made school visits. By the end of June 1997, the basic philosophy for the school was established and curriculum goals were set. In addition to the focus on science and math, another distinguishing characteristics of the school was to develop family and community connections. The school's application was submitted to the Harrisburg School Board in September 1997.

In January 1998, the Harrisburg School Board granted the Sylvan Heights Science Charter School a provisional charter, dependent on completion of items related to facility provisions, hiring of staff, and coordinating the school's calendar with Harrisburg School District. The school's first Board of Trustees was named, with YWCA President Sheila Dow-Ford serving as President of the school. Ms. Dow-Ford, an attorney and educator, was joined by five parents: Taja Barber, Julia Hoskins, Deidre Lenker, Fredrika McKain and Pamela Roberts; educators: Stinson Stroup, Cheryl Harmon, Louise Kunkel; business person: John Zarbus; and community activists: James Everett and David Wise. A group of parents known as the Founding Families helped to organize the school lottery system and ran the school office for four months. Parents also functioned as part of the Curriculum Committee, chaired by Louise Kunkel; the Personnel Committee, chaired by Stinson Stroup; the Finance Committee, chaired by Pamela Roberts; and other groups necessary to get the school operating. Principal/CAO Susan Spadafore, M.Ed. was hired in June 1998 and a five-year charter was granted by Harrisburg School District in July 1998. Parents continued to participate in determining the dress code, parent-school compact, and behavior code.

On August 31, 1998, Sylvan Heights Science Charter School opened its doors, becoming Harrisburg's first charter school, receiving 88 students in grades K-2. As the year progressed, the need for a larger facility became apparent. In October 1999, the school was moved to 915 South 13th Street after a new site was leased and renovated. Expansion of grade levels continued as planned, with annual renovations and increases in student population. Kevin J. Moran, Ph.D. was hired in July 2001 as the new principal/CAO. Since the school has opened, the Board of Trustees has been chaired by Sheila Dow-Ford (1998-99), Fredrika McKain (2000-01), Louise Kunkel (2002-04) and Joseph Summers (2005-present).

On March 17, 2003, Harrisburg School District Board of Control approved the renewal of the SHSCS charter, allowing the school to operate through June 30, 2008. The charter allows for 220 students in grades K-4th.

Today, Sylvan Heights Science Charter School serves a predominantly African-American and Latino, low income pupil population in grades kindergarten through fourth. Our curriculum has a strong science focus which maintains high student interest and provides students with a strong knowledge base in an area having great potential for future career choices. Its governing board of trustees is composed of a diverse group of local citizens, parents, and community leaders having a vested interest in the success of the community, the experience to plan responsibly, and a wide-range of expertise to oversee all areas of school operation.

Core Purpose

Mission

The mission of the Sylvan Heights Science Charter School is to enhance children's lives through educational experiences that are grounded in a comprehensive, science-driven interdisciplinary program highlighting discovery and creativity.

Vision

We envision our school to be a place where ...

- All students experience success.
- Students become proficient in the Sciences, Reading and Mathematics and are prepared for their next level of education.
- The sciences are infused throughout the curriculum.
- The curriculum, programs and services are routinely reviewed to ensure that they meet quality standards.
- Different learning styles and stages of development are recognized, and the faculty and staff help each child progress to reach his/her maximum potential.
- Students are engaged in the creative and performing arts.
- The school community reflects diversity in all of its dimensions.
- The school complements the broader educational community and works collaboratively with the community to ensure students are equipped with the necessary skills for future career opportunities.
- Educational opportunities are provided to our parents and others in the community.
- The faculty and staff are dedicated to teaching and learning in a charter school environment, which they believe in and respect.
- The school nurtures and supports the learning of faculty and staff by providing ongoing professional development opportunities.

Shared Values

The following are values that we share:

- All children are entitled to a quality education in a safe, nurturing environment.
- A child's education is a shared responsibility between the family and the school.
- Successful learners demonstrate self-discipline and personal responsibility through a structured and academically challenging environment.

- The learning atmosphere promotes creativity and effective approaches to problem solving.
- Inquiry-based science and hands-on learning experiences are pathways to meet the challenges of a rapidly changing, high-tech society.
- The learning atmosphere promotes and encourages diversity.
- The school community is respectful of the beliefs, ideas and values of all people.
- Caring, well-trained, and motivated educators are key to effective instruction.

Academic Standards

Pennsylvania Standards Guide Curriculum: Our school has used the Pennsylvania content standards as our guide to curriculum revision. During the process of updating our curriculum, our teachers met as a group, listed the PA standards for each subject area, assigned grade level responsibility for teaching each standard, and decided upon activities for addressing each standard. This ensures that our curriculum meets Pennsylvania's academic standards, keeps teachers current of trends in teaching, and makes the best use of available resources. In this work, we organize subject content around science themes. The thematic approach keeps students' attention on learning and adds depth to the science content knowledge we teach.

Our curriculum framework lists, by grade level and subject, each Pennsylvania standard, performance indicators, activities to demonstrate competency, and resources used to teach the standard. This model (used by Pittsburgh Public Schools) was chosen after the faculty reviewed several different models. As curriculum subject areas were completed, they were entered into a "shared file" on our computer server, where teachers can easily and securely access them from any computer in the school. Teachers also receive a paper copy of their grade level curriculum. During the summer months, our teachers make additions and revisions to the curriculum framework to more fully develop it.

In teachers' use of interdisciplinary thematic units, the themes selected are related to the science topics which our faculty teaches. This model is based on a similar approach taken by the highly successful Gateway Elementary and Middle School in St. Louis, MO, which is reported in research conducted by former National Science Teacher Association President Jo Anne Vasquez of Arizona State University (*Science Educator*, 12: 1, 2003). For example, in a second grade unit titled "All Systems Go!", students study the systems of the human body. They measure and weigh their bodies in Math classes, designing graphs based on pulse rates. They explore virtual body systems in computer classes. In Social Studies, students study medicine-related occupations, those that keep body systems healthy, and visit a hospital to speak with doctors and other medical workers. Students also learn the life lesson that although we may look different on the outside, we are all the same on the inside. Spelling words are drawn from the science-related words they study. Students create health posters in Art classes and design "keep fit" bumper stickers on the computer. As a result of using this thematic approach to teaching, our students gain a deeper understanding of science information.

To keep focus on meeting Pennsylvania standards of achievement on a daily basis, we adopted the practice of citing PA standards in teachers' lesson plans. We also began implementation of our "Sylvan Six" reading comprehension initiative. The initiative requires teachers to list in their lesson plans at least one Sylvan Six comprehension skill they will teach that day during a particular lesson. For example, during a social studies lesson, students may be asked to summarize a passage of text that they have read, addressing skill #2 of the Sylvan Six ("Be able to summarize or retell important events or ideas after reading a non-fiction passage"). The

following is a listing of the "Sylvan Six." The goal of the initiative is for our students to reach or exceed the PSSA proficiency levels in reading.

The Sylvan Six

1. Identify types and purposes of texts (for example—fiction: a story that is the product of imagination rather than a documentation of real life; biography: story of a person's life written by someone other than the subject of the story).
2. Retell and summarize stories (capturing the important parts of a story or article in a shorter space). Summarizing gives the main idea and important details.
3. Apply word recognition skills (identifying the root word, prefix, suffix) and recognize the meaning of a multiple-meaning word by its context.
4. Make inferences and draw conclusions (make text-to-self, text-to-other texts, text-to-larger world connections)
5. Distinguish. fact from opinion.
6. Identify literary elements (for example--characterization, setting, plot, theme).

The objectives of this initiative include: a.) Teachers will imbed reading comprehension strategies into the presentation of the content areas of their daily lessons; b.) teachers will create and maintain a professional binder which holds strategies and activities to teach lessons related to the Sylvan Six; c.) teachers and administrators will inform parents and community members of our reading initiative in an effort to garner their support; d.) teachers will share effective practices with their colleagues; e.) administrators will develop monitoring strategies to ensure that Sylvan Six activities are implemented; f.) administrators will ensure that adequate professional development time is provided for a successful implementation of the Sylvan Six; g.) teachers and administrators will continue their search for comprehension strategies that "work"; and h.) parents will increase their understanding of the PSSA testing process through attendance at PSSA parent information events.

Strengths and Challenges

School Strengths: Our school's strength in **Curriculum** comes, in part, from our work in continually reviewing, enhancing, and refining the curriculum. The purpose is to ensure that our curriculum meets Pennsylvania's academic standards, as well as to update our curriculum to remain current with trends and to make use of available resources. In this work, our teachers have organized subject content around science themes. The thematic approach keeps student attention on learning and adds depth to the science content knowledge we teach.

Professional development activities for the 2006-07 school year have been especially chosen to increase teacher knowledge and skill in areas of writing instruction (6 Traits of Writing), vocabulary building, cultural awareness, behavior management and intervention, and Learning Focused Schools instruction. All of our teachers are active members of the National Science Teachers Association (NSTA) and are involved in the networking initiative titled "Building a Presence for Science." All teachers attended the annual conference of the Pennsylvania Coalition of Charter Schools in Philadelphia in April 2007.

Academic strength is shown through the 2006 PSSA test results for 3rd graders--90% were advanced or proficient in math and 70% were advanced or proficient in reading. 4th graders

showed strength in math with 62% scoring at the advanced or proficient levels. PA state requirements for Adequate Yearly Progress (AYP) were 45% for math and 54% for reading.

The preliminary results of the 2007 PSSA test results show both 3rd and 4th grade classes passing the AYP mark for math and reading. In 3rd grade, 69% of students passed the math test and 57% passed the reading test. In 4th grade, 58% passed the math test and 66% passed the reading test.

The results of the 2006 Stanford 9 tests show overall strength for grades 1st, 2nd, and 3rd (Kindergarten does not take these exams). The partial battery scores (combination of reading, math, and language arts) show the national percentile rank of 71% for 1st grade, 85% for 2nd grade, and 67% for 3rd grade.

School Areas for Improvement: a) Boost PSSA reading proficiency scores for 4th graders; b) the 4th grade male subgroup in particular needs to improve their reading comprehension and interpretation of text skills; c) improve 4th grade Stanford 9 achievement as indicated by national percentile rank; and d.) overcome the challenge of limited classroom space for small group instruction and additional programs.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

At its semi-annual retreat on May 19, 2007, the Sylvan Heights Science Charter School Board of Trustees invited Dr. Dale Baker of Creative Educational Services and former Chief of the Pennsylvania Department of Education Office of Educational Initiatives to speak about the process of strategic planning. The group discussed ways to plan for the future of the school using the eStrategic Planning website. A planning committee formed and met on several occasions to make recommendations for the board to consider. The committee included parents, board members, building administrators, teachers, and business and community representatives.

During these meetings, the group reviewed the school's mission, goals, academic achievement levels, standards, curriculum, building needs, parent and teacher surveys, and charter renewal process.

The eStrategic Planning Committee held meetings on June 26 and July 17, reviewed the entire Annual Report, and recommended submission to the Pennsylvania Department of Education.

Prior to the May retreat, a charter renewal planning committee met on January 29, 2007 and March 26, 2007 to discuss many of these same issues in preparation for the upcoming charter renewal application process.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Ann Carbon	Attorney	Board Member	Kevin Moran
Charles Bussard	Nonprofit accounting services		Kevin Moran
Dale Baker	CES	Community Representative	Kevin Moran
Ed Jaroch	EDS	Business Representative	Kevin Moran
Evelyn Sanchez	Boys and Girls Clubs	Community Representative	Kevin Moran
Fredricka McKain	Institute for Cultural Partnerships	Community	Kevin Moran

		Representative	
Gary Johnson	International Shared Service		Kevin Moran
J. Michael Troutman	Citizens Bank	Business Representative	Kevin Moran
Jackie Potter	Sylvan Heights Science Charter School	Parent	Kevin Moran
Karl Singleton	Sylvan Heights Science Charter School	Administrator	Kevin Moran
Kevin Moran	Sylvan Heights Science Charter School	Administrator	Kevin Moran
Louise Kunkel	Tri-County OIC		Kevin Moran
Najee Ferguson	Carlisle Area School District		Kevin Moran
Pat Peffley	SHSCS	Elementary School Teacher	Kevin Moran
Raheem Potter	Sylvan Heights Science Charter School	Parent	Kevin Moran
William Feist, IV	Community Bank	Business Representative	Kevin Moran
Constance Ferguson	Sylvan Heights Science Charter School	Board Member	Kevin Moran
Cynthia Butler	Sylvan Heights Science Charter School	Board Member	Kevin Moran

Goals, Strategies and Activities

Goal: Building improvements

Description: Make building improvements necessary to implement new programs and curricular models.

Strategy: Identify classroom/curriculum/ program spatial needs and plan building designs by 2008

Description: Building and finance committee gathers information on needs and designs

Activities:

Activity	Description	
Committee work	Assign data gathering tasks to committee members, begin collecting data, and report findings and recommendations to board of trustees	
Person Responsible	Timeline for Implementation	Resources
Kevin Moran	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 (increased to 56% for 2008).

Strategy: Professional development to increase achievement

Description: To focus instruction on PSSA skills, faculty will participate in development of math anchor activities

Activities:

Activity	Description	
Quality teaching	Math specialists will provide targeted in-service; faculty participate in Learning Focused Schools math and acceleration workshops; summer tutoring; individualized tutoring during the school year	
Person Responsible	Timeline for Implementation	Resources
Kevin Moran	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 increased to 63% for 2008).

Strategy: Differentiated instruction

Description: Through the Reading Street and My Sidewalks (2008) reading programs, students will receive reading instruction at their own level within the classroom; selected students will receive additional daily small group instruction from a reading specialist.

Activities:

Activity	Description	
Three tiered model	Classrooms will utilize a three-tiered instructional model; summer tutoring for selected students	
Person Responsible	Timeline for Implementation	Resources
Kevin Moran	Start: N/A Finish: N/A	\$0.00

Goal: Science

Description: Identify and analyze excellent elementary science instructional models for adoption consideration

Strategy: Selecting science curricular models

Description: Locate science specialist to present models to planning committee; analyze program costs and building needs; decide on model; provide teacher training and implement

Activities:

Activity	Description	
Model presentation and steps	Model presentation; in-service; curriculum writing; continue using Learning Focused Schools instructional methods for science curriculum and critique its effectiveness	
Person Responsible	Timeline for Implementation	Resources
Kevin Moran	Start: N/A Finish: N/A	\$0.00

Goal: Technology

Description: Upgrade technology infrastructure to provide more academic skill development uses for students and to better assess students' academic needs

Strategy: Hardware and software upgrades

Description: Technology team will determine hardware needs; board members, teachers, and administrators will determine software needs; make purchases and install

Activities:

Activity	Description	
Professional development	Provide additional professional development on using new software; begin using software	
Person Responsible	Timeline for Implementation	Resources
Kevin Moran	Start: N/A Finish: N/A	\$0.00

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Pennsylvania Standards Guide Curriculum: Our school has used the Pennsylvania content standards as our guide to curriculum revision. During the process of updating our curriculum, our teachers met as a group, listed the PA standards for each subject area, assigned grade level responsibility for teaching each standard, and decided upon activities for addressing each standard. Our purpose was to ensure that our curriculum meets Pennsylvania’s academic standards, to keep current of trends in teaching, and to make best use of available resources. In this work, we organized subject content around science themes. The thematic approach keeps students’ attention on learning and adds depth to the science content knowledge we teach.

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Developmental and Academic Needs: In July 2001, we began making critical changes that have led to continual positive progress in our Reading program. Through the use of Reading Mastery/Corrective Reading and those practices and assessment strategies recommended by the 2001 Governor’s Institute for Reading, we are addressing the skill development needs of both

recent transfers to our school and continuing students. To best meet the needs of 3rd and 4th graders, we evaluate individual student performance and assign students to reading groups which meet their reading level, not grade level. In our second grade, grouping is done across grade level. In kindergarten and first grades, grouping is done within the self-contained classroom. By following this practice, we are better able to accommodate for students' reading and maturity levels. Our school has a special education teacher and a reading specialist to instruct students in small groups when their learning needs cannot be reached in regular reading group settings.

Throughout the school, reading has the highest priority and is taught in the first block of time each day in each classroom. As a result, the music, art, and computer teachers do not have classroom responsibilities during first period and are able to be assigned to other classrooms as co-reading teachers. This affords the opportunity to reduce the teacher/student ratio, creating smaller reading groups within classrooms and giving students more attention and practice.

In the area of Mathematics, our school uses the *Harcourt Math* program, and supplements it with a variety of materials so that each PA math standard is met. Harcourt was selected after reviewing several math series. We also purchased through a federal grant (Enhancing Education through Technology) two math software programs from *SuccessMaker—NCS Learn* to supplement math instruction. The software provides us with up-to-date assessments of student abilities and provides instruction and remediation based on individual student performance. The two software packages ("Math Concepts and Skills" and "Math Corner") are research-based and aligned with PA standards, providing basic skills instruction, thinking skills instruction, and tutoring when necessary. Students are able to work at their own pace, and teachers are able to communicate results with parents through computer-generated reports.

Promoting In-Depth Inquiry-Based Teaching and Learning:

Since the PA standards require teaching and learning to cover so many skill areas, we are coordinating science content to be taught across disciplines, adding depth to information studied during a school day.

Our teachers are using an inquiry-based approach to teaching, which effects teaching and learning in several ways. In general, inquiry-based instruction gives students more opportunities to explore ideas with materials and with other students. Lessons are structured around "big ideas" or carefully structured questions to guide students to conceptual understanding. Using this approach, teachers spend more time listening to students to find out what students understand and misunderstand. Opportunities are given for students to use tools to make observations, to collect and record data, and to use that information to make explanations. Science educator Lori Lauver of the Whitaker Center for Science and the Arts delivered inquiry-based in-service instruction to our teachers during the school year.

Additionally, much professional development time has been devoted to increasing teachers' facility with science subject matter knowledge, knowledge of best practices in instruction, and knowledge of PA standards and methods of curriculum writing. Teachers received instruction from representatives of Capital Area Intermediate Unit, the Whitaker Center for Science and the Arts, and the Pennsylvania Department of Education. We included our instructional aides in many of the professional development activities.

Addressing needs of students performing below average: During the 2006-07 school year, our school offered a full range of services to meet students' needs. Our special education teacher gave instruction aimed at meeting the specific needs of students in reading, math, language arts, and emotional support. A reading specialist also provided instruction to students who have reading difficulties and to those who were identified as needing gifted instruction.

In addition, we employed the services of a speech therapist and an occupational therapist through the Intermediate Unit. We purchased the services of a part-time social worker through the CARE (Children At Risk in Education) program operated by the Family and Children's Services of the Capital Area. We also employed an ESL teacher for English Language Learners through the Intermediate Unit.

The ability grouping strategies mentioned earlier for Reading accommodate the needs for students throughout the school. In Math, teachers make use of enrichment and remediation activities in our non-special education classrooms for meeting instructional needs of individual students.

During five weeks of summer, our school offered two hours of tutoring daily in math and reading to those students who were performing below average during the school year.

Active engagement: Teachers make use of many resources such as manipulatives, use learning centers, and use a variety of instructional techniques such as cooperative learning to keep students actively engaged. We believe that active engagement leads to greater understanding and the ability to apply learning to life situations.

As a culminating activity for 4th grade students, we hold an annual science fair in May. All 4th graders conduct a formal science experiment, from statement of problem, hypothesis testing, data collection, and analysis to poster presentation and oral report. The projects are judged for adherence to scientific principles and presentation.

We also make use of the resources of the larger community to provide additional learning opportunities. Over the year, students have taken academic field trips to places such as the annual Pennsylvania Farm Show, Wildwood Nature Reserve, the Pennsylvania State Museum, Whitaker Center for Science and the Arts, Susquehanna Art Museum, Kreider Farm, Indian Echo Caverns, the Planetarium, and Hershey Zoo America. During our final week of school, we prepared a week of science/environmental education for students at the YWCA's Camp Reily. The highlight of this year's trip was a presentation on regional habitats and animal behavior from "Wild Moments" television star Jack Hubley. The richness of our community in learning opportunities lets us extend the classroom beyond its four walls.

English Language Learners

Through our Home Language Survey, we identified students for additional language support. An ESL instructor from Capital Area Intermediate Unit tested these students using tests such as Woodcock-Munoz Language Survey to determine if they needed additional language support. We found that six students needed ELL services during the 2006-07 school year. We purchased the daily services of a qualified ESL teacher from the Capital Area Intermediate Unit for these students' language arts instruction.

Depending on the students' needs, ELL students received an hour of instruction daily in pull-out classes or through inclusion practices.

The following is our program outline:

1. Statement of program goals and objectives

In accordance with the Sylvan Heights Science Charter School (SHSCS) Board of Trustees' goal to provide a quality educational program for all students, the school provides appropriate planned instruction in ESL and content classes for identified students whose dominant language is not English. The objectives of the program include: 1.) developing English language skills, leading to English proficiency; and 2.) providing for meaningful participation in subject area content.

2. Student and parent orientation process

Every effort will be made to orient students and parents to the practices and procedures of the school. Guidance will be given, if needed, for completing registration forms. Forms may be translated into the native language when necessary.

3. Identification and placement

a. Screening procedures, entry/exit criteria Home Language Survey is administered for all new students, which is filed in the students' permanent record. When one of the three required questions is answered "not English," the students' English language proficiency is assessed.

b. Assessment process

Identified ELLs are assessed for their achievement levels and native language proficiency using multiple measures such as standardized tests, PSSA, curriculum assessments, and others.

4. Instructional program

a. Describe type of program

Students are placed in appropriate level of ESL instructional program. The ESL instruction will be based on sound educational and language learning theory and staffed by an appropriately prepared instructor. The program will be evaluated at least twice yearly.

b. Describe planned instruction standards

The planned instruction in ESL will include Language Arts areas of listening, speaking, reading and writing.

c. Indicate amount of time in: ESL classes

The amount of time allotted for instruction will be based on the proficiency of the student. Approximate times are two (2) hours daily for beginners; 1 hours daily for intermediate learners; and 1 hour daily for advanced students. Student performance will be monitored for one year after they have graduated from these classes.

Content classes

Students will receive content instruction aligned with the PA standards of instruction. Teachers will accommodate to the individual learning needs of the student when students experience difficulty in comprehending instruction.

5. Student participation in related and extracurricular activities

ELLs will have the opportunities to participate in all extracurricular activity programs for which they qualify.

6. Pupil personnel services

a. Counseling

Counseling is provided through our Children At Risk in Education program, staffed by a licensed social worker.

b. Special education

An IEP will be developed for students who have a disability that is not due to a lack of proficiency in the English language. In developing an IEP, interpreting service will be available for parents if necessary.

c. Other related services

Any service offered to other students will be made available to ELLs.

7. Staff development related to program

Staff receives inservice at the start of the school year from the ESL instructor. Inservice focuses on effective, research based practices as well as factual cultural information. In addition, the school encourages its faculty to become qualified to teach ESL. Currently five teachers are certified and another has nearly completed her classwork. The school supports ESL professional development by paying the tuition for teachers to attend classes and rewards them with a \$1000 annual stipend.

8. Community involvement

a. Program planning

Funds will be allotted to implement the ESL program at the rate of other core subject areas.

b. Communication with students' homes

Information disseminated to students and their parents will be provided in a language preferred by parents, including report cards, standardized tests, and policy handbooks.

c. Program advisory committee or existing committee which includes ESL stakeholders

The ESL teacher, special education teacher, principal or administrative designee, and community resource agency will plan the school program and inservice activities.

9. Program evaluation procedures

Program will be evaluated twice annually to assess its effectiveness for teaching English to students. Revisions will be made to the program for its improvement.

English Language Learners - Attachments

- ELL report - grade 1
- ELL report - Grade 2
- ELL report - Grade 3
- ELL report - Kindergarten

Graduation Requirements

Not applicable

Special Education

Students are first instructed with the supported-inclusion model. In this model, the general education teacher and special education teacher consult on ways to best meet the needs of the students through accommodations or adaptations in the general education classroom. Our teachers utilize authentic assessments and tasks, and portfolios in the classroom as alternatives to the basic pencil and paper assessments. They also use anticipation guides in order to assess prior knowledge in order to better serve the students needs. Co teaching is also used by the general education teachers and our special education teachers. If additional instructional time or alternative materials is necessary for student success, the special educator provides these services in a pull-out model in the resource room. For instance, students with reading difficulties in grades 2-4 receive additional reading instruction time through the program, Soar to Success from Houghton Mifflin. Students struggling with math receive additional help through the Touch Math series.

For students needing speech and language or occupational therapy, services are provided in an in-classroom and pull-out model, depending on the student's annual goals and objectives. Our staff provides support to the classroom teachers as well as to the special educator.

Special Education - Attachments

- Penn Data
- Assistive Technology Policy
- Student Records Confidentiality Policy
- Independent educational evaluation policy

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Mrs. Doering	1	learning support	Sylvan Heights	7	Excellent resource to classroom teachers--advises and consults
Mrs. Witmer	1	reading teacher	Sylvan Heights	33	Excellent resource to classroom teachers--advises and consults

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
CAIU #15	4	Occupational therapy	Sylvan Heights	6	(FTE 4 represents 4 hours per week. The software does not allow fractions of a day's time in that column.)Program cost \$ 19,152
CAIU #15	8	Speech &	Sylvan Heights	9	(FTE 8

		language			represents 8 hours per week.) Program cost \$ 19,152
CARE (Children At Risk in Education)	19	Social worker	Sylvan Heights	20	(FTE 19 represents 19 hours per week) Program cost \$ 15,500
Janus School	1	Learning disability	Janus school	1	(FTE 1 represents 1 full-time teacher all week.) Tuition cost \$25,900 plus transportation
Wordsworth Academy	1	Emotional support	Wordsworth Academy	1	(FTE 1 represents 1 full-time teacher all week.) Tuition cost \$98/day plus transportation

Special Education Program Profile - Chart III

Title	Location	FTE
Special education supervisor	Sylvan Heights	1

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Sleber Associates	Psychological Services	15 tests annually
IU # 15	Positive Behavior Support	As needed (cost \$2091)
IU # 15	Special education coaching	As needed (cost \$532)

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
Stanford 9	No	Yes	Yes	Yes	Yes	No
PSSA	No	No	No	Yes	Yes	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
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Student Assessment

School Improvement Planning Goals:

A. Continue program of increasing students' reading comprehension abilities

B. Enhance science instruction to boost science achievement, which will be assessed with 4th grade PSSA testing.

Our plan for improving reading comprehension is driven by the research of Jeanne Chall *The Reading Crisis: Why Poor Children Fall Behind* (1990) which points to vocabulary and language development differences between poor and middle class students as the primary cause in achievement differences by social class and racial groups. Nationally, achievement scores have a tendency to begin dropping near the 4th grade level among poor children, when significant vocabulary differences affect the ability to comprehend text.

Our school plan is to continue addressing the need to increase reading comprehension achievement. In order to meet this goal, we direct energies and funding toward activities that promote reading. We included our entire student body and their teachers in these activities to assure coordination of efforts in increasing reading achievement and continue their successful reading trajectory.

We have used DIBELS (Dynamic Indicators of Basic Early Literacy Skills), Monster, and Cowboy tests three times per year to benchmark, target instruction, and determine growth in literacy skills. These tests were recommended by the Pennsylvania Department of Education at a Governor's Institute for Reading.

Over the past few years, our school has made great strides in increasing students' ability to read by focusing instruction on the research-based "five building blocks of literacy" (phonemic awareness, phonics, fluency, vocabulary, and text comprehension). The last of these five elements, text comprehension, is the reason for reading. It tends to make up an increasingly larger portion of reading tests by 3rd grade and is a difficult task for a large portion of students.

Because of the growth in teachers' skills in teaching reading, we are moving away from direct instruction programs (Reading Mastery and Corrective Reading) to Scott Foresman Reading Street (2008) and My Sidewalks (2007), utilizing a three tier intervention plan. This new reading series was chosen by faculty after reviewing several series. Reading Street makes use of research-based teaching strategies and allows for differentiated instruction.

Classes will typically have three reading groups based on student ability. Students who are at risk of failure will receive a "double dose" of reading instruction daily in small group settings, once with the classroom teacher and once with the reading specialist as a pull-out intervention program.

Instructional aides and specials teachers (art, music, computer teachers) will assist classroom teachers in organizing and running centers and small groups in classrooms during reading class.

New PSSA testing on science skills, as well as 4th grade Stanford 9 science test results, is causing our school to choose science as the subject area for initially implementing the Learning Focused Schools teaching strategies. To date, our faculty has received inservice for the first two of four professional workshop days. Additional days are scheduled for early in the school year. In its initial implementation, at-risk and all students will benefit from the enhanced teaching strategies that teachers will use to improve learning and retention.

Teacher Evaluation

a.) Teachers are expected to be formally evaluated at least two times during the course of the school year. We use PDE forms 426 and 428 along with a classroom observation analysis

worksheet which complements these forms. Teachers are critiqued for demonstrating their skills in areas such as planning and preparation, classroom environment, instructional delivery, professionalism, assessment, and meeting individual student needs. Teachers discuss the results of their observations with the principal.

b.) Principal/CAO Dr. Kevin Moran was responsible for teacher and staff evaluations.

c.) Dr. Moran holds a principal letter of eligibility and has received training in his graduate studies for evaluation. He has participated in the in-service training teachers received, including the inquiry model. He also participated in the training for use of Reading Mastery and Corrective Reading and attended the Governor's School for Reading. Dr. Moran also attended workshops provided by the Capital Area Intermediate Unit related to special education during the year and workshops presented by the Pennsylvania Science Teachers Association. He had completed 215.5 hours toward his Act 48 Continuing Professional Education Activity hours for years 2000-2005 (35.5 more hours than the 180 required). Since July 2005, he logged 48.5 hours of additional professional development time. In November 2007, he will attend the teacher evaluation sessions for Learning Focused Schools administrators.

Teacher Evaluation - Attachments

- Instructional I teacher evaluation form
- Instructional II teacher evaluation form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

No changes in leadership.

Board of Trustees

Name of Trustee	Office (if any)
Joseph Summers	President
J. Michael Troutman	Vice President
Nichelle Cunningham-Perry	Secretary
William Feist, IV	Treasurer
Cynthia Butler	Director
Ann Carbon	Director
Constance Ferguson	Director
Nadine Ortiz	Director
Cynthia Presley	Director
Colleen Ulrich	Director
Steve Vedder	Director
Nicole Jordan	Director

Professional Development (Governance)

During 2006-07, our Board of Trustees were involved in several professional development activities that took place during two board retreats. The first board retreat occurred on October 29, 2006. The guest speaker was behavior specialist Lee Marriott of the Capital Area Intermediate Unit who led the board in discussions regarding positive behavior support for

students. The second board retreat occurred on May 19, 2007. Guest speakers included Dr. Julie Botel, Deputy Superintendent of Harrisburg School District; and Dr. Dale Baker, former director of the Office of Educational Initiatives of the Pennsylvania Department of Education. Topics of discussion were future directions and initiatives for Harrisburg School District and district charter school relations; and eStrategic Planning.

New board members receive a packet of information which includes information regarding the Sunshine Law and Public Officials Act when they join the board. A veteran board member also discusses these laws and expectations with new board members. In addition, one trustee member is an attorney who has practiced in the area of school law.

Annually, the Pennsylvania Coalition of Charter Schools may provide updates on the Sunshine Law and other changes in school law. All board members complete the required financial disclosure forms annually.

Coordination of the Governance and Management of the School

Per the By-Laws, board members are responsible for establishing and guarding the mission and vision of the school; approving the budget and major contracts; policy adoption; hiring, firing, and evaluating performance of principal/CAO; authorizing teacher appointments; student expulsion; strategic planning; recruitment and training of new board members; conducting monthly board meetings and work sessions; ensuring that board records are kept in proper order; and monitoring the CAO's management of the school. The Family Advisory Committee shares public relations and parent relations activities with the principal/CAO. To conduct this work, the board has several standing committees that report on their tasks at monthly board meetings. These committees include: By-Laws and Policies, Community Relations, Facilities & Finance, Family Advisory, Personnel, and Resource & Development. The board president meets or communicates through email weekly with the principal/CAO to discuss progress on the work of committees, general operations, and board meeting agenda setting.

To maintain relationships with the charter-granting school district, our board of trustees invites them to our annual October Meeting where our new board members are initiated. Deputy Superintendent of Harrisburg Public Schools Dr. Julie Botel accepted our invitation to be our guest speaker at the October event. In addition to describing the many fine programs and services Harrisburg Schools offer, she invited Sylvan Heights' principal to attend Learning Focused Schools training sessions. Her invitation, the principal's review of the Learning Focused Schools' instructional strategies, and the board of trustees' approval led to Sylvan Heights adopting this professional development program school-wide.

Board members also attend many community functions that members of Harrisburg School District's administration attend. Also, several SHSCS board members are long-time residents of the district and maintain working relationships with individual board directors. Through these relationships, communication occurs and progresses toward a more formal working relationship.

An additional tie to Harrisburg School District can be seen in our "community partnership" with Harrisburg Sci-Tech High School's intern program. We invite two high school students from Sci-Tech to come monthly to our school for their internship requirement. The students usually have aspirations for becoming an elementary teacher or are looking for a meaningful way to use their computer skills in teaching science-related lessons to our students. They are assigned to work with a teacher and assist in an instructional activity in the school each month. For example, one Sci-Tech student used the internet to research information on extinct animals and then created a PowerPoint presentation for Sylvan Heights students to view, complementing the students' unit on animals and habitats.

Community and Parent Engagement

The Board of Trustees provides parents and community members several ways to become engaged in school activities. First, parents and community members comprise the board, giving parents and community organization members direct involvement in the highest level of the school decision-making process. Second, parents are encouraged to become engaged in school activities by volunteering their services to the school. Board policy requires parents to volunteer 12 hours of time to projects and activities. Third, events and activities are publicized through a monthly newsletter, providing parents with details about how to become involved. Fourth, the school offered workshops addressing parent concerns about their children's education such as "Ensuring Your Child's Success at Taking the PSSAs," "Back-to-School Night," "Family Reading Night," and others. The school provided family educational activities such as our "Black History Program," "Hispanic Heritage Festival," and music concerts, and family entertainment activities such as "Family Skate Night," "Craft Night," and "Harvest Party."

The board and administration also engages in community activities, such as holding information booths at community gatherings such as the Allison Hill Weed and Seed Festival and the Tri-County OIC Annual Street Fair.

The school also provides information to parents on where to get services in the community. For example, the school publicizes the Tri-County OIC's GED program so that parents and other adults may gain reading, math, and other necessary work—related skills to prepare for entrance into the workforce.

In preparation for the earlier mentioned board retreat, in which the board invited parents to attend so that they have a direct voice in the planning process, the board conducted a school-wide parent survey. The survey provided parents an opportunity to rate the current level of school services and programs, to identify building priorities, to describe why they send their children to Sylvan Heights, to suggest future parent workshops, and to add any other comments they had.

In general, the survey showed very positive ratings from parents regarding their beliefs about the education their children receive.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Our 2006-07 budget of \$1.9 million came from three main sources: State sources (3.83%); federal sources (7.28%); and local sources (88.89%). Among the local sources, tuition payments collected from local school districts are our main source of funding, amounting to almost \$1.7 million.

Our major federal program funding source is our Title I program, which amounted to \$91,686 during the year and supplemented reading and math instruction and paid for parent involvement activities.

Three donations of \$500 were received from Sutliff Chevrolet, the Kunkel family, and the Engle family.

Fiscal Solvency Policies

The Board of Trustees' finance committee meets monthly, usually one week prior to monthly Board of Trustees' meetings to discuss the school's financial situation. During this time, the committee reviews cash disbursement journal, quarterly financials, and other budget concerns. The treasurer reports on the work of the finance committee at the monthly Board of Trustee meeting. The finance committee has developed internal controls for the school administration to follow relating to cash disbursements, purchasing, cash receipts, bank reconciliation, investment policy, petty cash, and credit card use.

The school has a \$100,000 line of credit with Citizens Bank to cover financial emergencies.

Accounting System

The school has contracted with a Certified Public Accountant to serve as our business manager. He attends all of our finance committee meetings and board meetings, prepares financial statements, and runs reports using the state chart of accounts.

SHSCS uses an accrual basis of accounting for budgeting, accounting, and reporting purposes. The school has also implemented GASB Statement No. 34, Basic Financial Statements and Management's Discussion and Analysis for state and local governments as of June 30, 2005.

This is in accordance with Generally Accepted Accounting Principles. This system is reviewed each year by our auditor.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Preliminary Statement of Revenues
- Preliminary Statement of Expenditures and Fund Balances

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

The board contracts with the accounting firm of Sager, Swisher and Company, Columbia, PA for auditing and financial consultation. The last audit was completed for year ending June 30, 2006. The auditors reported that: "In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the business-type activities of Sylvan Heights Science Charter School, as of June 30, 2006, and the respective changes in financial position and cash flows, where applicable, thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America."

The 2006-07 audit will be completed by October 31, 2007 with the Annual Financial Report (PDE-2057).

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

- audit 2006.pdf

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

With the support of the Harrisburg Redevelopment Authority, the school was able to secure a loan through Citizen's Bank to purchase its building from its owner in January 2005.

Regarding furniture, fixtures and equipment, the principal/CAO bases acquisition decisions on projected needs, incrementally purchasing furniture and equipment. Computer purchases were made using the PEPPM list. Several room carpets were replaced using bidding guidelines listed in Section 751 of the School Code.

Future Facility Plans and Other Capital Needs

Our Business Manager and CAO have developed a five-year projected budget to assist the board of trustees in decision-making regarding facility and capital needs. The plan considers strategic planning goals for replacing or upgrading systems as they wear out or become outdated.

During the next two years, the finance and facilities committee will conduct a feasibility study to determine the school's building needs and its ability to afford additions to the building.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

SHSCS complies with all federal, state, and local health and safety laws and regulations. The building was inspected by city inspectors and inspectors from Labor and Industry and granted a certificate of occupancy. The Harrisburg City Fire Department conducts an annual inspection, including a smoke alarm drill, to promote fire safety in the school. The school conducts monthly fire drills. The school does not use any explosive or flammable compounds in connection with courses taught at the school.

SHSCS has contracted with the Visiting Nurses Association to provide comprehensive health services as required under Article XIV, including screening for eye, dental, measures of height and weight, TB (if necessary), hearing, and other tests. They ensure that students have had proper physical examinations and that students have proper health records and immunizations. A nurse is on-site at the school for at least two hours daily throughout the school year. We currently contract the services of Dr. Meada J. McAllister as our school physician, who is "on-call" for the school.

Student health records are located in two locked fireproof files in the Nurse's Office. Current student academic and other records are kept in files in the Administrative Assistant's Office. Records of current faculty are also kept in the Administrative Assistant's Office. Our Records Room holds records of previous students, faculty and staff.

The Request for Reimbursement and Report of School Health Services for school year 2005-06 was submitted and approved. The report for 2006-07 is due on September 30, 2007 and will be submitted by then.

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

- Wellness policy
- Health Services Report

Current School Insurance Coverage Policies and Programs

Group, accident, D&O liability, and workers' compensation have been secured through Lackawana American Insurance Company (formerly Zurich Company). Health, dental, vision, prescription, and group life are provided through PCI Insurance.

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Total number of full-time teachers during 2006-07 school year: 14. Total number returning from 2005-06: 13 (A third grade teacher left at the end of the 2005-06 school year. She left to teach in a nearby district that is able to provide her tenure. (Being unable to grant tenure is an obstacle to the stability of the teaching force of charter schools. Charter schools give novice teachers good experience and professional development, making these teachers more attractive to public school districts when they need to hire highly skilled teachers.))

13 of the 14 teachers are PA certified.

One part-time teacher returned from last year and taught throughout the year. This teacher is not PA certified but does not teach a core subject (computer science).

Among the instructional aides, all five returned from 2005-06. In March 2007, our school hired a sixth instructional aide. All of these aides have passed a test designed by a PA intermediate unit to demonstrate their academic skills.

Speech and language, occupational therapy, and English as a Second Language are taught by certified instructors from the Capital Area Intermediate Unit.

The principal/CAO has an Administrative II certificate and an assistant superintendent letter of eligibility from the Commonwealth of Pennsylvania. The principal was selected on the basis of proven leadership ability and the sense of commitment to fulfill the mission of the school. He begins his seventh year with the school in 2007-08.

The Dean of Students has a masters degree from Clarion University of Pennsylvania and began working here in 2003-04. He assists in improving student attendance, achievement, and behavior.

Teachers are selected for their:

- *Expertise in science, math, technology, language and the arts
- *Commitment to life-long learning
- *Successful experience in work with young children from various backgrounds
- *Willingness to work beyond the minimum required
- *Dedication to the mission, vision, and values of SHSCS
- *Ability to work as part of a team, as leader and as follower
- *Ability to plan and to follow-through without close supervision

Other staff members are selected for their dedication to the mission of the school, their ability to work with children, and their qualifications for fulfilling the functions of their jobs.

Quality of Teaching and Other Staff - Attachments

- Elem_Sec Professional Personnel.doc
- PDE-414

Student Enrollment

a.) Enrollment Procedures and Admissions Policy: SHSCS advertises in the local newspaper several times during the year to inform residents of the existence of openings for students. We place brochures describing our school at local day care centers so that parents may consider our school when their children are eligible for kindergarten. Representatives of our school attend local street fairs and events, setting up information tables to distribute brochures and to answer questions parents may have about our school.

We have found that “word of mouth” advertising by our parents to friends and neighbors has been one of our most successful methods for publicizing our school. We are developing a stronger reputation based on our results with each passing year.

At SHSCS, we have an open door policy for parental visitation. We encourage the parents of potential students and their families to visit the school and observe instruction on a typical day. With proper notice, a staff member is made available to give families a tour and to answer questions they may have regarding our school.

As a result of these practices, our school enrollment has been near full capacity, with waiting lists for each grade level. As long as parents approve of the work that is done to educate their children, we expect to continue operating at near capacity.

Age Requirements and Selection Process: Students who are five years old by September 1st are eligible for enrollment. Parents first return to our school a completed application form for their children. Students are assigned a lottery number if there are more applicants than available slots in their grade level. Lottery drawings are held at the end of May for the open slots. The lottery viewing is open to the public. Children who have siblings already in our school are accepted first when slots are available. Children residing outside of the Harrisburg School District are not considered until all Harrisburg students have been accepted. A waiting list is maintained for students who had not won a slot in the lottery and for those students who apply after the lottery.

There are a full range of services, programs, and alternative placements available for implementation of the special education programs in SHSCS. We use the Child Find System to locate, identify, and evaluate children who are thought to have a disability eligible for special education. Child find data is collected, maintained, and used in decision-making for placement along with a conference between parents and an instructional team.

Students with disabilities are included in the general education program and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Plan.

These policies further the mission of SHSCS to remain nondiscriminating in the selection of students. SHSCS shows no preference on the basis of gender, social class, race/ethnicity, English proficiency, aptitude or achievement, or disability. Our lottery system also eliminates selection on the basis of special educational needs. Students with and without disabilities are admitted on the same basis (lottery).

Enrollment History--

Number of kindergarten students enrolled in August 2006: 44 (Two students left during the year, one of which went to Harrisburg School District. Parents withdrew child because they did not want to work with school on behavior interventions. Two new students were added.)

Number of kindergarten students enrolled in June 2007: 44

Number of 1st grade students enrolled in August 2006: 46 (Five students left. One went to Harrisburg School District because parents were dissatisfied with progress child was making. Four other children moved from area. Two new students were enrolled.)

Number of 1st grade students enrolled in June 2007: 43

Number of 2nd grade students enrolled in August 2006: 44 (Two students moved from the area, and two new students were enrolled.)

Number of 2nd grade students enrolled in June 2007: 44

Number of 3rd grade students enrolled in August 2006: 43 (Three students moved out of the area.)

Number of 3rd grade students enrolled in June 2007: 40

Number of 4th grade students enrolled in August 2006: 42 (One student moved out of the area.)

Number of 4th grade students enrolled in June 2007: 41

There are 171 students who completed the 2006-07 school year and are currently enrolled to return in August 2007.

We have 41 students leaving the school at the end of the 2006-07 school year because they graduated from our 4th grade. No students left the school due to expulsion.

b.) Many students continue to attend Sylvan Heights after moving from the district. As of May 2007, we had 14 students from Central Dauphin; 2 from Middletown; 5 from Steelton-Highspire; 2 from Susquehannah; and 1 from West Shore School District.

Sylvan Heights generally does not fill vacant seats in third and fourth grades after February.

Transportation

Harrisburg School District transports our students who live more than $\frac{3}{4}$ mile from the school through the private services of Laidlaw Transit, Inc.

Other districts from where we draw our students arrange to have district busses or private vans transport our students. This arrangement has been successful during the 2006-07 school year.

For adjunct classroom days and field trips, SHSCS hires bus services as necessary.

During the summer months when SHSCS provides summer tutoring for selected students, SHSCS provides transportation to and from each child's house through Laidlaw Transit, Inc. Funding for transportation is drawn from Title I monies.

Transportation expenses for special education students that we send to other schools (The Janus School and Wordsworth Academy) are paid for by SHSCS.

Bus monitors would increase the safety of students riding these busses.

Food Service Program

SHSCS contracted with The Nutrition Group during 2006-07 to provide breakfast and lunch for our school. Students were given monthly calendars which provided the month's menu so that they could choose whether to purchase a meal that day.

SHSCS participates in the National School Lunch Program for free and reduced lunch pricing. During the school year 2006-07, SHSCS had an 77% free and reduced priced lunch rate.

Student Conduct

a.) Our faculty has received training from a Capital Area Intermediate Unit behavior specialist who made several site visits to inform her recommendations. Our faculty has developed a list of school-wide rules to follow for when students are outside of their classrooms. Classroom rules are developed by teachers and students within each class, based on a combination of ideas from the IU behavior specialist, the research of Lee Cantor, and *1-2-3 Magic*. The behavior specialist also reported her findings to our Board of Trustees at a semi-annual board retreat. Teachers and administration also received in-service from the Intermediate Unit on the Olweus approach to bullying prevention during the 2005-06 school year. In general, teachers use a series of warnings and time-outs with increasing consequences for repeat offences to manage student behavior, with communication to the children's parents. It is our intention to turn misconduct occurrences into learning experiences for students so that students understand the consequences of their actions and make better choices.

Every effort is made to avoid suspension and expulsion. For students with disabilities, the procedural safeguards of 22 Pa. Code, Ch. 703 are utilized.

We also take a proactive approach with discipline by teaching from the character building curriculum titled *Second Step: A Violence Prevention Curriculum*. It instructs students in anger management, empathy training, and conflict resolution. Through its use, students learn to use their words to resolve differences, rather than resorting to violence. In addition, our third uses the Premier "Stop Bullying" program and our fourth grade uses the Premier "Stand Up! Speak Out!" program to prevent bullying behaviors and to improve peer relations through respectful actions.

b.) 21 students were involved in 28 suspension incidents. No students were expelled.

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Sylvan Heights Science CS

Date of Local Chartering School Board/PDE Approval: 3/17/2003 (renewal)

Length of Charter: 5 years **Opening Date:** 8/1998

Grade Level: kindergarten through 4th grade **Hours of Operation:** 8:00 am-4:00 pm

Percentage of Certified Staff: 93% **Total Instructional Staff:** 14.5

Student/ Teacher Ratio: 15:1 **Student Waiting List:** 111

Attendance Rate/Percentage: 94%

Enrollment: 219 **Per Pupil Subsidy:** 7487.24

Student Profile

American Indian/Alaskan Native: 0

Asian/Pacific Islander: 1

Black (Non-Hispanic): 182

Hispanic: 21

White (Non-Hispanic): 13

Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 77%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 17

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	182	183	0	0	183
Instructional Hours	0	0	1183	1190	0	0	1190

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Sylvan Heights Science CS within Capital Area IU 15 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 Kevin Moran

Title Dr.

Phone 717-232-9220

Fax 717-232-9221

E-mail kmoran@shscs.org

Signature of the Chief Executive Officer and Date

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

Name Joseph Summers

Title Mr.

Phone 717-234-3228

Fax 717-234-3228

E-mail joseph.summers@ymcaharrisburg.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Dustee Doering

Title Mrs.

Phone 717-232-9220

Fax 717-232-9221

E-mail ddoering@shscs.org

Signature of the Special Education Contact Person and Date