
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: Northwood Academy CS
Address: 4621 Castor Ave
Philadelphia, PA 19124
Phone: (215) 289-5606
Contact Name: Brien Gardiner

SECTION I. EXECUTIVE SUMMARY

Organization Description

The Northwood Academy Charter School (NACS) began operation for the 2005-2006 academic year. We were a K-6 program for the 2005- 2006 year, K-7 program for the 2006-2007 school year and will expand through 8th grade for the 2007 - 2008 school year. Our racially diverse student population was recruited primarily from the area around the Laura Carnell School, and

secondarily from the School District as a whole. Most of these students live within a three mile radius of our building. We provide transportation for the students specifically from the Carnell area.

Core Purpose

Mission

Northwood Academy Charter School

Mission Statement

Northwood Academy Charter School will focus on student welfare and student learning. All instruction will center on the core values of independence, integrity and academic excellence.

Northwood Academy Charter School will meet the educational needs of all its students, excepting none. Students at all levels will engage their intellects to develop critical thinking and problem solving skills allowing them to compete in a global arena. Our teachers will provide the tools to make our students standouts amongst their peers.

Northwood Academy Charter School will facilitate learning the importance of collaboration in the classroom, the school, the community and the world in a safe, nurturing environment. This will be achieved through instruction and demonstration of those skills necessary for successful integration into society regardless of race, gender, creed or exceptionality.

Northwood Academy Charter School will send forth its students imbued with the knowledge, confidence and ability to succeed both academically and socially.

Vision

NACS has been developed on the highly successful model of our sister school, The Philadelphia Academy Charter School. Therefore, we are a second generation model that has been improved upon to serve a different region of the city. We provide our ethnically, culturally and racially diverse students a safe, healthy, stimulating learning community built upon a broad based continuum of programs supported by an array of learning technologies. The programs will be linked together through a focus on literacy throughout the curriculum, an appreciation for the performing and visual arts, and emphasis on developing physical and mental health, and a deep understanding of world in which they live.

Our educational model incorporates a variety of pedagogical strategies delivered by certified teachers as well as parents, community members, practicing professionals and other qualified professionals.

In order to promote integrity, self discipline, compassion and respect, we have implemented a Positive Behavioral Supports Model in conjunction with our “Compact”. These documents lay out specific expectations and enforcement of rules for our community.

Shared Values

We believe that all children are able to achieve regardless of their socio-economic status, race, ability level or past academic experience. By respecting and supporting our students, their families and our staff on a regular basis we honor and uphold this belief.

Academic Standards

NACS has a well developed academic program that emphasizes comprehensive literacy and mathematical instruction in accordance with NCLB and local standards. Our program is driven by state, local and commercial assessment results, school achievement and adherence with IEP requirements. In response to the high number of students who are performing at Basic or Below Basic Levels, we are implementing ongoing 4Sight Benchmark Assessments and research-based guided practice materials (COACH series) into our curriculum for upper grades. Our younger grades will be regularly assessed using DIBELS and DRA testing.

Strengths and Challenges

NACS has a well developed academic program that emphasizes comprehensive literacy and mathematical instruction in accordance with NCLB and local standards. Our program is driven by state, local and commercial assessment results, school achievement and adherence with IEP requirements. In response to the high number of students who are performing at Basic or Below Basic Levels, we are implementing ongoing 4Sight Benchmark Assessments and research-based guided practice materials (COACH series) into our curriculum for upper grades. Our younger grades are regularly assessed using DIBELS and DRA testing.

We provide appropriate intervention for those students requiring additional supports and will continue to improve and expand our supportive programming as needed. At this time we have 159 students with IEPs who are served along the Special Education continuum. We found that many of our students who were in need of supportive services were underserved at their previous school institutions.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
N/A	N/A		N/A

Goals, Strategies and Activities

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Ø What curriculum does your charter school utilize?

Language Arts: Harcourt Trophies including Intervention Kits

Mathematics: Everyday Math (K-5) Prentice Hall: Course 1(6), Course 2(7)

Science: FOSS

Social Studies: Harcourt Horizons (K-5) Holt Reinhart: Call to Freedom (6-7)

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

Following PA Standards and School District of Philadelphia guidelines, we have adopted commercial curriculum for Language Arts, Mathematics, Social Studies and Science.

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

Our curriculum is used to its fullest extent including multi-leveled work opportunities and materials as needed. We use a hands-on approach and provide real life opportunities whenever possible. Teachers use small group instruction, cooperative learning and peer supports to encourage student growth.

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

Our instructional programs were purchased to promote in-depth and inquiry-based teaching and learning. We supplement all subjects with trade books & primary source materials.

We recognize that textbooks alone will never provide students with the kind of experience necessary to be successful productive citizens in our world today. Therefore, we encourage our teachers to continue their education through professional development, college courses and seminars. This continuing education fosters fresh engaging lessons. Each of our grades is required to take multiple academic based field trips throughout the school year to extend their classroom learning experiences and applied acquired knowledge.

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

Before opening our doors in 2005, we reviewed the records of our incoming students and realized early on that many of our students were performing below level. Therefore, early intervening prior to Special Education referral was immediately put into place when they arrived in September 2005. Since then we have provided daily one to one small group math and language arts support from classroom teachers in conjunction with the Special Education Resource Room team. These teachers have ongoing communications with administration to modify their programs and make Special Education testing referrals as necessary. We also contract with multiple educational consultants to provide direct support to the teachers and students weekly.

We purchased intervention programs from our major publishers to coincide with our curriculum which have proven to be instrumental in bridging the gap for many of our struggling students. Commercial benchmark assessments and anchors based test prep materials are also utilized to accelerate skill development. To meet the needs and challenges of all readers, each of our teachers implement ongoing assessment and leveled guided reading groups within their daily plans.

All students who have IEPs are serviced in accordance through our Special Education Team.

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

Our staff is highly qualified and required to implement effective teaching strategies which include but are not limited to:

- Multimedia presentations
- Cooperative learning groups for all subject matter
- Guided instruction for independent reading skills and expectations
- Project Based assessments
- Individual and small group instruction
- Hands on activities whenever possible
- Field trips that are academic in nature
- Multimodal instruction to meet different learning styles
- Consistent language and expectations among the grades

Rigorous Instructional Program - Attachments

- Rigorous Instructional Program
- Rigorous Instructional Program

English Language Learners

We have consulted with the Philadelphia Academy Charter School's ESOL contact to advise us on matters related to LEP programming and assessment. We have implemented a successful immersion model with one to one teacher support for our individual student who requires programming.

Graduation Requirements

N/A

Special Education

The Northwood Academy Charter School within Intermediate Unit 26 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of 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 Child Find 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 Pennsylvania 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.

Special Education - Attachments

- Special Education
- Special Education

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Elaine Gildein	1.00	Learning Support	Northwood Academy Charter School	15	N/A
Jennifer Maher	1.00	Learning Support	Northwood Academy Charter School	10	n/A
MaryBeth McVan	1.00	Learning Support	Northwood Academy Charter School	13	N/A
Pamela McPeak	1.00	Resource Room	Northwood Academy Charter School	20	N/A
Patricia McMenamin	1.00	Learning Support	Northwood Academy Charter School	15	N/A
Suzanne Rady	1.00	Resource Room	Northwood Academy Charter School	20	N/A
Kevin Griffis	1.0	Resource Room	Northwood Academy Charter School	7	N/A
Kenneth Van	1.0	Resource Room	Northwood	11	N/A

Leeuven			Academy Charter School		
Erin Mullville	1.0	Resource Room	Northwood Academy Charter School	18	N/A
Eftihia Georgallis	1.0	Resource Room	Northwood Academy Charter School	6	N/A

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Delta School	1.0	Emotional Support	Delta School	2	APS
Green Tree School	1.0	Emotional Support	Green Tree School	1	APS

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Supervisor	Northwood Academy Charter School	1.0
Certified School Psychologist	Northwood Academy Charter School	0.8
Classroom Assistant	Northwood Academy Charter School	1.0
Classroom Assistant	Northwood Academy Charter School	1.0
Classroom Assistant	Northwood Academy Charter School	1.0
Classroom Assistant	Northwood Academy Charter School	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapeutic Consultant	Speech Therapy	.60
Therapeutic Consultant	Occupational Therapy	.20

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA/PASA	No	No	No	Yes	Yes	Yes
Terra Nova (Local Assessment)	No	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA/PASA	Yes	Yes	No	No	No	No	No
Terra Nova (Local Assessment)	Yes	Yes	No	No	No	No	No

Student Assessment

Ø How these results influence development of new or revised annual measurable goals and targets.

Student performance is taken into account as annual measurable goals are developed. Student results indicate that it is necessary to continue to implement curriculum supports and small group instruction to those in need.

Ø If locally developed tests are used, discuss how they are used and what impact they have on the curriculum, student improvement, and decision making .

As Terra Nova results are correlated with PSSA results we also take these scores into consideration as we develop our goals. Local data may be more indicative of achievement because students are tested at their instructional level.

Ø Please describe features of the student achievement plan and note the usage of teacher observations, surveys, portfolios or other local instruments to measure student progress.

As stated previously, many measures are used to determine student progress. Standardized tests in combination with traditional and authentic assessments are used to measure student progress. School wide benchmark testing for both reading and math also assist teachers in measuring yearly progress.

b.) Describe the strategies and interventions that are in place to ensure that students who are at-risk of failure, or those not making reasonable progress, are being addressed. What opportunities are they afforded in order to help them succeed? Provide clear evidence that demonstrates how those strategies are proving to be effective in terms of improved academic performance.

We implement a Response to Intervention (RtI) model that identifies students who are at risk of failure prior to formal identification for Special Education services. Through using the RtI model we are able to identify specific skill deficits and provide those students with early intervening

services both in the classroom and in a small group learning environment. We have seen a trend in the decreased number of children who are being referred to special education services which we attribute to the implementation of the Rtl model.

Teacher Evaluation

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

We use Charlotte Danielson's Enhancing Professional Practice: A Framework for Teaching. Our teachers attend an in-house professional development session where they receive information pertaining to Charlotte Danielson's model. At this session they receive a narrative that explains in detail the components of professional practice. The Components of Professional Practice are broken down into four domains which include:

- Domain 1: Planning and Preparation
- Domain 2: The Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities

b.) List entities/individuals who are responsible for teacher and staff evaluation.

Evaluations are conducted by the Principal and her Mentor/Educational Consultant and Director of Special Education

c.) Describe professional development for the evaluators, particularly in the areas of special education and instructional techniques that are unique to the mission of the charter school and support student success.

The Principal is a certified and experienced Special Educator who is kept abreast of any developments in the field via the Director of Special Education. Our Educational Consultant has thirty years experience of evaluating and mentoring teachers.

Teacher Evaluation - Attachments

- Teacher Evaluation
- Teacher Evaluation
- Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

N/A

Board of Trustees

Name of Trustee	Office (if any)
Mary Joscelyne	President
Rita Brody	Vice President
Jessica Klitsch-Gardiner	Secretary
Bill Tomlinson	Treasurer
Joyce Podell	
Cathy Adams	

Gustave Ekhardt	
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Professional Development (Governance)

Our legal Council, Robert O'Donnell, Esq., provides ongoing training regarding specific issues. He attends on average four meetings per year.

Coordination of the Governance and Management of the School

The Board of Trustees requires the administrative staff to attend all applicable board meetings scheduled by the School District of Philadelphia and state meetings. The staff reports back to the Board on all meetings

Coordination of the Governance and Management of the School - Attachment

- Coordination of the Governance and Management of the School

Community and Parent Engagement

The school maintains an open door policy and parents are encouraged to be full partners in activities. We have developed parent committees that are more consistent and have direct access to the Board.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Cherrydale Farms Candy Sale
Scholastic Book Fair

Fiscal Solvency Policies

In order to maintain fiscal solvency all income and expenses are reviewed each month at our public board meeting. We project our cash flow through the end of the fiscal year. If we see an area that needs adjustment it is modified immediately.

Accounting System

All financial and budgetary reporting are prepared in accordance with the generally accepted Accounting Principles and the applicable standards set by the government Accounting Standards Board.

The general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. Utilization of Charter School Choice internal controls procedures, which include cash management, general ledger control, monthly financial reporting, and account reconciliation. The accounting software system used is Quickbooks 2004.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statements of Revenues, Expenditures & Fund Balances

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

Our Audit for the 2006-2007 school year will be conducted in August by:

Siegal and Drossner
300 Yorktown Plaza
Elkins Park, PA 19027

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

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

Citations and follow-up actions for any State Audit Report

There were no citations or request for follow-up.

SECTION VII. FACILITY RESPONSIBILITIES

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

We purchased additional chairs, desks, tables and shelving.

Future Facility Plans and Other Capital Needs

We are in the process of building an additional building on location to facilitate additional classroom and meeting space. The plans are to have the building completed by February 1, 2008.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

1. Describe how the charter school has complied with health and safety requirements (e.g., fire prevention, safety standards, requirements to hold fire drills), and provide appropriate evidence of maintaining health and immunizations records for students. Provide evidence that the Request for Reimbursement and Report of School Health Services has been submitted.

Fire drills are held as required and a log is maintained in the main office. Our building has been inspected and is up to code. We have a full time nurse who maintains records in accordance with Philadelphia School District policies and protocols. Reports are submitted as required.

□

2. Health & Immunization Records for Students

All Kindergarten and transfer students have their records screened by the school nurse. All records must be current in order for the child to begin school. If the child's records are incomplete they may not attend school.

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

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

Current School Insurance Coverage Policies and Programs

Goins and Hewitt, Inc.	Property and casualty insurance, auto insurance, workers compensation
BMC Benefits Group	Employees' Health

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

We have an instructional staff of 38 teachers, 35 of which are certified. All of our classroom grade teachers are appropriately certified. During our probationary period one teacher was dismissed. All, but two teachers were extended contracts for the upcoming year. Of them, six teachers resigned. Reasons for resignation are as follows: two for family obligations, two full time students, one to return to the school district and one for Support personnel stayed consistent throughout the year. Multiple year contracts were extended

Quality of Teaching and Other Staff - Attachment

- Quality of Teaching and Other Staff

Student Enrollment

Our enrollment history maintained at or about the 534 mark throughout the course of the year.

Enrollment History for 2006-2007

Grade	Student Numbers
Kindergarten	64
1 st	65
2 nd	61
3 rd	65
4 th	48
5 th	62
6 th	62
7th	51
Ungraded	56

Ø Provide the number of students who completed the 2006-2007 year who are currently enrolled to return in September.

Ø Provide numbers of students who were required to leave the school (expulsions, other), and the numbers who left voluntarily.

No students were expelled and seven were required to leave due to non compliance with our Code of Conduct.

31 students left voluntarily and we immediately filled their slots from a random lottery for children in our geographical range.

b.) Discuss any trends in enrollment including student turnover and retention data. Drawing upon exit interviews and other sources, explain why students choose to, or not to, return to the school. If the school is under-or over-enrolled based on the charter, provide an explanation.

Based on our intent to return forms, we are expecting a return rate of 98% after our second year. Students who are not returning have moved out of the area.

Transportation

We contract our bus service through Philadelphia Academy Charter School. We provide curb to curb van service for those students who qualify.

Food Service Program

Northwood Academy operates a full kitchen which is licensed by the City of Philadelphia. We do participate in the Free and Reduced Lunch (FRL) program. Our lunches are prepared in accordance with the federal guidelines

Student Conduct

We utilize the Northwood Norms:

- Northwood Families are responsible
- Always have a "take pride" attitude
- Care for our environment
- Show respect

Our Student Code of Conduct is in compliance with Public School Code and contains all disciplinary expectations and procedures, including due process. Each student and their

parent/guardian has received a copy of this document and has signed off in agreement.

109 students were involved in 181 suspension incidents.

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Northwood Academy CS

Date of Local Chartering School Board/PDE Approval: February 16, 2005

Length of Charter: September 2005 - August 2010 **Opening Date:** September 2005

Grade Level: K-7 **Hours of Operation:** 8:00a.m. - 3:00p.m.

Percentage of Certified Staff: 92% **Total Instructional Staff:** 38

Student/ Teacher Ratio: 20:1 **Student Waiting List:** 850

Attendance Rate/Percentage: 95%

Enrollment: 534 **Per Pupil Subsidy:** Regular Education \$7,247.92 Special Education \$15,346

Student Profile

American Indian/Alaskan Native: 0%
Asian/Pacific Islander: 2%
Black (Non-Hispanic): 64%
Hispanic: 23%
White (Non-Hispanic): 11%
Multicultural: 0%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 85%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 116

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	180	180	180	0	180
Instructional Hours	0	0	1170	1170	1170	0	1170

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

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

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

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

Board President

Date

Chief Executive Officer

Date

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 Brien Gardiner

Title Chief Executive Officer

Phone 215-852-2656

Fax 215-676-8320

E-mail briengardiner@yahoo.com

Signature of the Chief Executive Officer and Date

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

Name Mary Joscelyne

Title President

Phone 267-784-0142

Fax 215-676-8340

E-mail cowmom110@aol.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Pamela Friedman, M.Ed.

Title Director of Education

Phone 215-289-5606

Fax 215-289-5464

E-mail pfarfri@aol.com

Signature of the Special Education Contact Person and Date