
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Charter Annual Report **Monday, November 10, 2008**

Charter School: Germantown Settlement CS
Address: 4811 Germantown Ave
Philadelphia, PA 19144
Phone:
Contact Name:

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2008 - 2009

Name of School: Germantown Settlement CS

Date of Local Chartering School Board/PDE Approval: September 1999 (original) March 2003 (renewal)

Length of Charter: 9 years **Opening Date:** September 1, 1999

Grade Level: 5-8 **Hours of Operation:** 8:15-3:00 Lower School 8:15-2:30 Upper School

Percentage of Certified Staff: 80 **Total Instructional Staff:** 29

Student/ Teacher Ratio: 15:1 **Student Waiting List:** Not Applicable

Attendance Rate/Percentage: 89.51%

Enrollment: 416 **Per Pupil Subsidy:** Regular (\$7,708.33) and Special Education (\$16,760.03)

Student Profile

American Indian/Alaskan Native: 0
Asian/Pacific Islander: 0
Black (Non-Hispanic): 402
Hispanic: 6
White (Non-Hispanic): 4
Multicultural: 4

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 100%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 52

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	0	181	0	181
Instructional Hours	0	0	0	0	1116.5	0	1116.5

SECTION I. EXECUTIVE SUMMARY

Organization Description

Germantown Settlement Charter School (GSCS) is an urban middle school providing educational services to grades 5-8 students. The school is located in the Northwest section of Philadelphia. During the 2007-2008 school year, GSCS served 416 students. GSCS is a Title I funded school

servicing a 98 % African American, 1% Hispanic and 1 % other student population. The majority of the students come from the surrounding area. Eighty-five percent of our families have incomes below the federal poverty level; 65%, however, are employed. This indicates that half our constituency is working poor families. Over 77 % of our students receive free or reduced lunch. According to the 2000 US Census Data for the surrounding community:

- This area's population is 138,399 persons.
- The median family income is \$23,864.00 .
- The average family size is 3.3 people.
- The unemployment rate is 8.1 %.
- The high school graduation rate is 67.1 %.
- The female head of household rate is 32.5 %.

Germantown Settlement in participation with the Annie E. Casey "Rebuilding Communities" grant surveyed the Germantown community to identify community needs. The lack of educational options for middle school students were identified by the community as a need. This school was founded through the collaboration of local neighborhood groups led by Germantown Settlement to address the community's desire for high quality education options during the middle school years.

GSCS has two locations, a Lower School (5th and 6th grade students) located at 4811 Germantown Avenue and an Upper School (7th and 8th grade students) located at 5538-B Wayne Avenue. The Lower School contains 12 classrooms, administrative offices, a faculty lounge, a lunch room, the nurse's office, a gymnasium\multi-purpose room, and a library with computer lab. The Upper School contains 13 classrooms, administrative offices, a faculty lounge, a lunch room and the nurse's office. The Upper School students access library facilities at the Northwest Regional Library. There were 15 regular education teachers, 3 special education teachers and 4 specialty teachers: art (1), drama (1), music (1) and physical education (1).

GSCS offered after school and Saturday school programs to enhance their educational experience. Instructional areas included reading and math. In addition, GSCS offered extracurricular afterschool activities, including chess, basketball, dance, music and boxing clubs.

Core Purpose

Mission

The mission of Germantown Settlement Charter School is to help 512 low and moderate income students in grades 5 to 8 reach world class standards of academic excellence within an active learning context, promote social and cultural growth, prepare young people for leadership roles within their community and the nation and model effective educational approaches.

Vision

The Germantown Settlement Charter School believes that all children can succeed and achieve academically in an appropriate educational environment which has high academic, social and leadership expectations for all students, a unique and challenging approach to education, family and community involvement as a key element in the program, and reciprocally, and understanding that the effective education of children is a key component of a community rebuilding strategy.

Shared Values

The clarification of educational values is essential for any institution that strives to define its educational purpose and distinctiveness. Values define what we hold dear and give direction for establishing specific priorities and actions. They provide guidance for choosing among the myriad of educational options that could be offered to students and for evaluating the effectiveness of our efforts. At Germantown Settlement Charter School, our educational values are as follows:

- Students from low to moderate socioeconomic backgrounds require curricula and academic programs that are constructivist in approach, based on simulating roles, activities and requirements of the real world, and personalized through small classes.
- All students must be exposed to the same demanding curricula.
- All school personnel must be committed to a common purpose and clear performance goals that measure progress toward the school purpose.
- Curricula must be interdisciplinary, focused on powerful ideas, and capable of helping students to understand how their particular communities can and do relate to the mainstream.
- The school must develop the student's capacity as worker, citizen, and family member.
- Real world performance, in addition to standardized testing, is the important tests of students' knowledge.
- Engagement in the learning community is the natural by-product of respect for students, teachers, families, and community members.
- Budgetary decisions must be based on the cardinal principles of reduced student load and shared planning time for teachers.

Academic Standards

Academic Standards

The Germantown Settlement Charter School adopts the Pennsylvania Standard's which prepares all students to be proficient in all core areas, graduate from high school, ready for college and career and achieve high outcomes despite circumstances. GSCS standards place a heavy emphasis on student's ability to weigh and use evidence, see connections and relationships in all subject areas and within real world context learning for life to achieve mastery learning. GSCS follows the concepts and competencies outlined in the PA standards to guide the instruction throughout grades 5-8, building on what's learned from.

GSCS focuses on the three levels of content adopted by Pennsylvania's Department of Education which together offer a differentiated approach to instructional design and delivery to meet the needs of a diverse population.

- Anchors-based
- Standards-based
- Beyond standards based (learning for life)

Strengths and Challenges

Academic Standards

Germantown Settlement Charter School uses a curriculum that is aligned with the Pennsylvania State Standards. Teachers use differentiated instruction

Strengths:

Programming:

- **Saturday School**
- **University Collaborations —(Drexel University, University of Pennsylvania)**
- **Art and Music Programming**
- **Interaction of technology**

Students:

- **Attendance**
- **Extra Curricular Activities**
- **Increased school pride as noted by student surveys**
- **Benchmark Assessments**
- **Principal Breakfast —(Students who scored proficient and/or advanced on benchmark data)**

Teachers:

- **New Teacher Induction**
- **Literacy professional development**

Community

- **Community Collaborations**

Challenges:

- **A high percentage of first year teachers**
- **Changes in School Leadership**
- **On-going curriculum restructuring.**
- **PSSA results in Reading and Math. Germantown Settlement Charter School made AYP in two of the three targeted areas. Even though there was significant improvement in the number of students scoring proficient and advanced in reading making safe harbor,**

there was a decline in the number of students who scored proficient and advanced proficient in Math.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Strategic Planning Committee consists of Parents, Teachers, Board Members and Administrators. During the 2007-2008 school year, the Strategic Planning Committee

1. Met weekly (from October 2007 through January 2008) to develop and monitor implementation of the School Improvement Plan and the Charter Renewal application.
2. Met monthly throughout the school year to develop Academic and Professional Development Goals and monitor student performance.
3. Conducted student surveys, parent surveys and held two or more community forums. Information gathered from the surveys were presented to parents during community forums held in Fall 2007. Recommendations from the community forum and surveys were included in the School Improvement Plan submitted to the Department of Education in November 2007.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Cindy Cole	Special Education Teacher	Ed Specialist - School Counselor	Principal
Cliffie Johnson	GSCS Parent	Board Member	GSCS Board
Jeffrey Williams	Principal	Administrator	Board
Lois Mann	Grade 5 Teacher	Elementary School Teacher	Teachers
Lydia Reeder	After School Activities Coordinator	Other	Principal
Mr. Dennis Montague	Board Member	Board Member	Board
Ms. Cordelia Luke	Special Education Coordinator	Special Education Representative	Principal
Ms. Cornelia Swinson	Board Member	Board Member	Board
Ms. Sharon Fisher	Board Member	Board Member	Board
Raqueebah Burch	Curriculum Coordinator	Administrator	Principal
Sandra Reed	Outreach Coordinator	Other	Principal
Webster Brown	Facilities Manager	Administrator	Principal

Goals, Strategies and Activities

Goal: Attendance

Description: To increase and exceed our yearly average attendance rate of 90%

Strategy: Exceed 90% average attendance rate

Description: Closely monitor and maintain accurate attendance records.

Utilize the school's Outreach Coordinator to maintain close relations with families.

Activities:

Activity	Description	
Communicate with families regarding attendance	Office staff will contact the homes on the same day of an absence for verification. Outreach coordinator will ensure that all absent students who were absent have a note from a parent or guardian on file 24 hours after an absence. He/she will call parents or guardians if not is not received. Outreach coordinator will make phone calls to families on the second day of any student's absence; and conduct home visits for those students who have 3 or more absences. Third day absences will receive certified letters via US mail.	
Person Responsible	Timeline for Implementation	Resources
Jeffrey Williams	Ongoing	\$9,900.00

Activity	Description	
Monitoring	Closely monitor and maintain accurate attendance records using web-based student management system.	
Person Responsible	Timeline for Implementation	Resources
Jeffrey Williams	Ongoing	\$4,950.00

Activity	Description	
Reporting	Office staff will provide Principal with a daily attendance summary. In addition, at the end of each week the office staff and the outreach coordinator will prepare a report summarizing the reasons for excused and unexcused absences.	
Person Responsible	Timeline for Implementation	Resources
Jeffrey Williams	Ongoing	\$9,450.00

Goal: Increased Student Achievement

Description: All students will increase their academic performance by at least 10% as measured by state and local assessments.

Strategy: Student show at least a 10% increase in Mathematics and Reading Achievement

Description: Students will increase their achievement in Mathematics and Reading by a minimum of 10% as measured on local and state assessment

Activities:

Activity	Description
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Curriculum Training	Teachers will receive on-going training on aligning, planning and delivering curriculum.	
Person Responsible	Timeline for Implementation	Resources
Jeffrey Williams	Start:9/11/2007 Finish: 6/7/2011	\$64,500.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	10	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Assessment Anchors Planning Lessons Engaging Instruction Monitoring Student Performance		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> Middle (grades 6-8) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 	<ul style="list-style-type: none"> Student PSSA data Standardized student assessment data other than the PSSA Participant survey Review of participant lesson plans 	

<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring • Journaling and reflecting 	<ul style="list-style-type: none"> • Portfolio
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Activity	Description	
Identify students' skill strengths and weakness	All student data will be reviewed to determine academic skill strengths and weakness.	
Person Responsible	Timeline for Implementation	Resources
Jeffrey Williams	Ongoing	\$22,500.00

Activity	Description	
Scheduling changes	Student rosters will include a 90-minute block schedule for both reading and math throughout the school year.	
Person Responsible	Timeline for Implementation	Resources
Jeffrey Williams	Ongoing	\$0.00

Activity	Description	
Student Tutoring	Students will receive house tutoring on areas identified as weaknesses. Saturday School will be provided with instruction that aligns with the Pennsylvania Department of Education standards. Students will be assigned to attend when the topic being taught is a proven area of weakness.	
Person Responsible	Timeline for Implementation	Resources
Jeffrey Williams	Ongoing	\$90,000.00

Goal: School Climate

Description: To create a community of learners.

Strategy: A Community of Learners

Description: To create a community at Germantown Settlement that embraces learning and is

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physically and mentally safe for everyone.

Activities:

Activity	Description	
After School Homework Assistance	Homework assistance will be available for in the Technology/Computer Lab after school and in the evenings for all students.	
Person Responsible	Timeline for Implementation	Resources
Jeffrey Williams	Ongoing	\$58,500.00

Activity	Description	
Bullying Prevention	All teachers and students will be trained in bullying prevention. The physical environment of the building are being designed to reflect the anti-bullying campaign.	
Person Responsible	Timeline for Implementation	Resources
Jeffrey Williams	Ongoing	\$0.00

Activity	Description	
Community Access to Technology	A lab is set up for members of the community to have free access to technology in the evenings and on weekends.	
Person Responsible	Timeline for Implementation	Resources
Jeffrey Williams	Ongoing	\$10,000.00

Activity	Description	
Community Volunteer Program		
Person Responsible	Timeline for Implementation	Resources
Jeffrey Williams	Ongoing	\$0.00

Activity	Description	
Mobile Technology		
Person Responsible	Timeline for Implementation	Resources
Jeffrey Williams	Ongoing	\$15,000.00

Activity	Description	
Peer Mediation	Students and staff are both trained in peer mediation. Mediation hearings are conducted on the as needs basis.	

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Person Responsible	Timeline for Implementation	Resources
Jeffrey Williams	Ongoing	\$0.00

Activity	Description	
Re-Introduce the Code of Conduct	During Summer Professional Development teachers will review the Code of Conduct. Students and parents will also be presented with the code of conduct at open houses, school conferences and student orientation. An abbreviated version of the Code of Conduct was also presented in the Agenda Book for each student.	
Person Responsible	Timeline for Implementation	Resources
Jeffrey Williams	Start:12/29/2006 Finish: 9/11/2007	\$4,000.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0	0	0
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
		Not approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Follow-up Activities	Evaluation Methods	

Strategy: Parent and School Community Relationship

Description: Parents will receive ongoing opportunities to interact with the GSCS community.

Activities:

Activity	Description	
Back to School Night	An evening for families and school staff to meet and discuss the up coming year.	
Person Responsible	Timeline for Implementation	Resources
Jeffrey Williams	Ongoing	\$4,950.00

Activity	Description
Curriculum	Curriculum nights will be scheduled quarterly for parents to have opportunities to

Nights	review the curriculum, students to display their work and for teachers to provide families with strategies for success.	
Person Responsible	Timeline for Implementation	Resources
Jeffrey Williams	Ongoing	\$0.00

Activity	Description	
Web Gatherings	The Web Gatherings Data Base allows families to view student attendance information from home.	
Person Responsible	Timeline for Implementation	Resources
Jeffrey Williams	Ongoing	\$30,000.00

Goal: Teacher Certification

Description: To have 100% of the staff assigned such that they are highly qualified

Strategy: 100% Highly Qualified

Description: Provide support for certified teachers to become middle school certified

Identify programs and courses to assist with the Praxis exam

Quarterly meetings on progress

Ensure that all teachers have fulfilled emergency certification requirements and receive an Instructional I certificate

Teachers along with administrator develop a Professional Improvement Plan outlining these goals

Activities:

Activity	Description	
Professional Improvement Plan (PIP)	Teachers along with Principal develop a PIP outlining goals and strategies as they relate to being highly qualified. The principal will meet with teachers monthly to monitor progress	
Person Responsible	Timeline for Implementation	Resources
Jeffrey Williams	Start:8/27/2007 Finish: 5/11/2011	\$64,500.00

Activity	Description	
Provide Resources and Support	Workshops and Seminars will be held to provide teachers with information regarding resources and support available to them.	
Person Responsible	Timeline for Implementation	Resources
Jeffrey Williams	Ongoing	\$64,500.00

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

Intermediate Unit designee met with and when meeting occurred:

A representative of the School District of Philadelphia's Charter School Office in November 2007

Statement of Quality Assurance - Attachments

- School Improvement Plan Letter from the PA Department of Education
- School Improvement plan letter
- Statement of Assurance

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Rigorous Instructional Program

What curriculum does your charter school utilize?

GSCS utilizes a strong and rigorous PA standards-aligned world-class academic curriculum for its students which promote student's ability to weigh and use evidence, see connections and relationships in all subject areas and within real world context learning for life. In grades five through eight, the core subject areas of Reading, English/ language arts, math, science, social studies, music, art, physical education and health are complemented by after school courses and clubs as well as computer education. The reading curriculum is implemented through the use of the Trophies and Elements of Literature series. The Every Day Math, Connected Math, and McDougall Littell programs support the curriculum frameworks for math instruction. The standards-aligned science course of studies is implemented through FOSS kits. Also, GSCS students engaged in a comprehensive writing across the curriculum program.

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

Yes

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

Germantown Settlement Charter School's curriculum is organized to meet the developmental and economic needs of students. A fully comprehensive standards-aligned curriculum which strives for mastery learning for life enhanced by differentiated instruction.

Differentiated instruction is a best teaching practice that GSCS teachers use to meet the needs of its' diverse learners. Research has proven that differentiated instruction is a successful model for our student population.

Not all students are alike. Based on this knowledge, differentiated instruction applies an approach to teaching and learning that gives students multiple options for taking in information and making sense of ideas. Differentiated instruction is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students

in classrooms (Tomlinson, 2001). The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. Many teachers and teacher educators have recently identified differentiated instruction as a method of helping more students in diverse classroom settings experience success.

Differentiated instruction is proactive.

Differentiated instruction is more qualitative than quantitative.

Differentiated instruction provides multiple approaches to content, process, and product.

Differentiated instruction is student centered.

Differentiated instruction is a blend of whole-class, group, and individual instruction.

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

Germantown Settlement Charter School has committed to a professional development plan supported by a teacher evaluative tool which focuses on several domains. The domain which promotes in-depth and inquiry-based teaching and learning includes a best practice strategy based on the following:

Component: Using Questioning and Discussion Techniques

- Quality of questions
- Discussion techniques

Teachers receive ongoing professional development on strategies which incorporate Bloom's Taxonomy of Critical Thinking. Focus is placed on how to change the level of questioning that teachers use to move them from Knowledge level questioning to Analysis, Synthesis, and Evaluation.

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?

A number of relevant and research based programming has been incorporated into the curriculum integration of Germantown Settlement Charter School to affect change in student performance. The research based best practices which support academic skill development, content knowledge and learning strategies implemented at GSCS are incorporated in the following focus areas:

- i. Enhance Education Enrichment Services
- ii. Professional Development Enhancements
- iii. Increased Student and Parental Involvement

Below you will find detailed descriptions of activities that occurred within each focus area to enhance overall student achievement:

Enhance Education Enrichment Services

- **Collaboration with Drexel University** - Math instruction is supported by best practices and researched based methods in a collaborative relationship between Drexel University's Math Forum which is an interactive mathematics program aligned with PA standards based open

ended questioning. Teachers receive monthly training, attend workshops on various topics including reviewing student work and focusing on reflective practice.

- **Collaboration with Penn State University** - Science instruction is enhanced by Penn State University's Embryology Program which supports the school's Life Science curriculum. Teachers receive professional development training on implementing the curriculum, supporting the science process skills and how to care for live animals in the classroom environment.
- **Collaboration with BMW & Associates Professional Developers** - Comprehensive literacy training is provided to all teachers on a monthly basis to support best teaching practices using authentic literature in the classroom with enhanced support for multi-leveled readers.
- **Ninety Minute Math & Literacy Enrichment Academies** - The 90- minute Math and literacy enrichment academies will use the core curriculum materials for Literacy enrichment and interventions. Everyday Math is used in 5th and McDougall & Littell Math is used for 6th — 8th and all other populations as part of the curriculum to support enhancing and building math skills. This intervention will be targeted to all students.
- **Adoption of PA Standard** — Curriculum in the areas of science, math, reading, and social studies were aligned with the PA standards. Implementation of researched-based and field tested programs that have demonstrated success in raising proficiency levels among students. Use of Star Math and Star Reading aligned with PA standards implemented in all classrooms.
- **Tutoring\Resource Room** - Children that scored below basic on the standardized tests have access to materials and programs provided in the Resource Room including those students identified as itinerate through their IEP.
- **PSSA-** (The appropriate faculty and staff attended all local and or state trainings. Train on Current Administration and security processes, developing schedules and appropriate forms to ensure proper administration, monitoring administration, ensuring materials are secure, returning materials, reviewing data. GSCS procedural provided training on topics including security, securing materials, returning materials and Professional Development. Seminars were facilitated on various subject matter including administrative practices. Schedule development, documentation creation and data review and analysis.

Accelerated Reader & Math - (Star Reader & Math benchmark programs)

Accelerated Reader has infused enthusiasm for reading in every student for below basic, basic, proficient and advanced students. This intervention included guided reading, use of trade books, student assessments and immediate teacher feedback.

Accelerated Math is motivating and effective for the average, gifted, and remedial student alike. This intervention provided personalized assignments based on student level. Math subjects covered include Basic Math, Pre-Algebra, Algebra I, Algebra II, Geometry, Probability & Statistics, Pre-Calculus, Calculus, plus Science Libraries for Chemistry and Physics. Each student received a baseline assessment and math enrichment based on their performance level.

Formative Student assessments are conducted at 6-8 week intervals to assess student performance levels and monitor overall progress. Parents received the results. Parents are provided with opportunities to address student performance during report conferences, open houses and upon parent request at scheduled teacher conferences. Individualized diagnostic reports are provided for the teacher and parent to build upon comprehension skill areas.

Best Practice: Accelerated Mathematics & Reading programs are research based "accelerated"

interventions that have demonstrated success in improving student performance on standardized testing.

After School Extended Day Program - Tutoring services are offered to students identified with a need for additional supplemental educational services for their academic improvement. Students are identified through previous test scores and benchmark testing. Accelerated Reader and Math will be the curriculums used to guide extended day instruction. Extended day programs are offered Monday through Thursday.

Best Practice: Research shows after-school programs keep kids safe, help working families and improve academic achievement. Children and youth who regularly attend high-quality after-school programs have better grades and good conduct in school; Additional positive outcome include increased academic and enrichment opportunities, improved peer relation, emotional adequate adjustment and lower rates of drug-use, violence and pregnancy. (U.S. Department of Education. 21st Century Community Learning Centers: Providing Quality After-school Learning Opportunities for America's Families, September 2000)

Saturday Program —This program is a dual partnership between parents and the school administration. It addresses the needs of identified children by providing quality programming in the areas of classroom management, academic enhancement and character development. In lieu of suspending students out of school, GSCS parents and students are offered the opportunity to the Saturday Program.

Parents: Parents are required to attend the initial session of each Saturday school with their child for the term of their assignment.

Students: Students are required to attend the Saturday school program for the term of their assignment. Saturday school will include academic remediation, utilizing Accelerated Reader & Math.

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Rigorous Instructional Program - Attachments

- Induction Approval Letter
- Professional Education Approval Letter

English Language Learners

Currently, the GSCS does not serve English Language Learner students (ELL). However, the plan for serving ELL students is as follows:

The primary goals of our ELL program is to develop each ELL students' English language skills, to enable students to meet academic standards, and to provide for their meaningful participation in regular classroom studies and activities. Recognizing the value of bilingual instruction and retaining mastery of one's native language the charter school will aim to integrate children as quickly as possible into the mainstream curriculum in order to make them socially comfortable and enable them to take advantage of all resources. We envision children progressing through the ELL program in as little as 6 months to as much as 2 years, depending on the child's level of

English proficiency and ability to adapt to new situations. In order to facilitate the transition from ELL instruction to regular classroom instructions and to ensure that ELL students achieve content mastery, GSCS will contract an ELL specialist to provide services. The ELL specialist will meet frequently with classroom teachers and family members to coordinate services. ELL students will participate in all foundation and specialized subjects, such as art, music and physical education. ELL student participation in after school and Saturday school activities will also be encouraged. All teachers and staff will be trained on teaching and serving ELL students. Orientation to cultural norms will be included in cultural sensitivity and communication trainings.

- Please see attached ELL plan for additional detail.

English Language Learners - Attachment

- English Language Learners Plan

Graduation Requirements

Process:

Explicit academic standards at each grade level serve as the basis for promotion at the Germantown Settlement Charter School. Teachers may recommend to the principal for retention any students who receive below passing marks in one or more subjects. Teachers also consider students' social and developmental maturity in recommending promotion or retention. The principal takes all such recommendations into account, including input from other appropriate faculty including the Multi-disciplinary Team, which participates in the CHILD FIND process, before making final decisions concerning promotion.

Graduation Requirements:

Germantown Settlement Charter School's decision to promote or to retain a student is based upon a number of factors. These factors include: an evaluation of the work accomplished during the year, an analysis of the student's cumulative record, teacher input, multidisciplinary team feedback and assessment of the student's potential to work at the next higher grade. To this end, students must maintain a D average or above in at least 3 of the 4 core academic subjects which includes RELA, Math, Science, and Social Studies, in order to be promoted the next grade.

Special Education

Special Education

The goal of the Germantown Settlement Charter School is to provide a quality education for all learners, with emphasis on needs, interests and abilities of students. Germantown Settlement Charter School has a full complement of staff and services to meet the instructional (and overall) needs of our Special Needs Students. Our Special Needs Coordinator assures the IEP's are

updated in a timely manner and distributed along with professional development to the instructional staff. Teachers have the flexibility to select appropriate accommodations and/or modifications to encourage the highest level of student achievement and desired outcomes. A baseline assessment and subsequent benchmark tests are administered in Math and Reading using the Accelerated Math and Reading programs. Related service providers are hired to provide therapies and assessments for students currently with IEP's as well as assess students in the referral pipeline. The percent of time required for related services is determined by the student's IEP, in addition to the mandated requirements. Students with special needs follow the same rigorous core curriculum with modifications, as needed. Goals and objectives, which are generally the assessment items, are identified in a format that connects them to the discipline being taught from the overall core curriculum. Weekly lesson plans are prepared and reviewed by administration and special needs staff are an integral part of the Multi-Disciplinary Team meetings. Teachers collaborate and participate in co-teaching sessions throughout the month. Instructional strategies are selected and based upon an analysis of the IEP, interest inventories, students' experiences and attitudes towards learning and the level of student maturity. Some of the strategies include, but are not limited to: the Curriculum Mapping format (attached), the Specially Designed Instruction for students with Disabilities strategies provided by the School District of Philadelphia in the Core Curriculum Pacing Guides. Questions and strategies are prepared by our Special Needs Coordinator and Administration during our Professional Development workshops. Additional strategies and tools developed and used include: Questions To Help The Development of an Exemplary Lesson, 150 Ways To Present Information and Curriculum and Modification Ladder.

Special Education - Attachment

- Special Education Student Policies

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Monica Kurude	1.00	Learning Support	5538 B. Wayne Ave	18	N/A
Cindy Cole	1.00	Learning Support	4811 Germantown Ave	5	N/A
Lawrence Clever	1.00	Resoruce Support	5538 B. Wayne Ave.	21	N/A

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Not Applicable	Not Applicable	Not Applicable	Not Applicable	0	Not Applicable

Special Education Program Profile - Chart III

Title	Location	FTE
cordelia Luke	4811 Germantown Ave.	1.00
Tracy White	4811 Germantown Ave.	1.00

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Dr. Daniel Lee	Psychologist	4 times weekly
Barrett Effective Speech Therapy Inc.	Speech Language Therapy	2 Times weekly

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	No	No	Yes
STAR Reader	No	No	No	No	No	Yes
Accelerated Math	No	No	No	No	No	Yes
Student Surveys	No	No	No	No	No	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
STAR Reader	Yes	Yes	Yes	No	No	No	No
Accelerated Math	Yes	Yes	Yes	No	No	No	No
Student Surveys	Yes	Yes	Yes	No	No	No	No

Student Assessment

Germantown Settlement Charter School (GSCS), is data file report of the students performance on the 2008 PSSA scores indicates the following: GSCS met 2 out 3 AYP targets.

- Target 1: Attendance/Graduation:

GSCS with an attendance rate of 89.51% met this target

- Target 2: Participation Rate:

GSCS with a participation rate of 99.8% met this target

- Target 3: Performance:

GSCS did not meet its AYP targets in either math or reading. In math there was a 2.4% increase overall in the number of students who fell below proficiency. GSCS reading scores overall showed a 5.6% decrease in the number of students who fell below proficiency, this was very significant. These improvements gave this school a safe harbor rating in 3 out 4 subgroups. GSCS scores also demonstrate a trend of steady and increased academic growth in the performance of our eighth grade students who have been enrolled at GSCS since grade 5.

Student Assessment - Attachment

- PSSA Data 2007-2008

Teacher Evaluation

Teachers attend a two-week professional development summer workshop at the beginning of each school year. GSCS's 17 point performance criterion is presented, discussed and reviewed during this workshop series. Teachers review expectations in a variety of formats audio, visual and written. Facilities, administrative and safety guidelines are reviewed along with overall expectations of teachers with the GSCS. In addition to the kick off of professional development activities teachers are trained and later evaluated in a variety of formats, as follows:

1. Teacher Evaluations: On a semi-annual basis, teachers are observed and evaluated by the school administrator. Teachers are evaluated in four domains: planning and preparation, classroom environment, instruction, and professional responsibility. The evaluator notes strengths and weaknesses, and provides suggestions. If needed, an individual improvement plan is developed and is noted for follow-up on the next evaluation. Teachers also have an opportunity to provide feedback and a self-evaluation.
 - o Semi-annual Employee evaluations, PDE-426 and PDE-427 are used to conduct the semi-annual evaluations. All Evaluations are conducted by the Principal.
2. Classroom Observations: Formal and informal classroom observations are conducted throughout the school year. The Principal conducts both scheduled and unscheduled classroom observations. Teaching effectiveness sheets are completed as part of monitoring teacher effectiveness and assessing teacher needs for ongoing professional development and instructional staff support.
3. Lesson Plan Reviews: Lesson plans are submitted and reviewed on a weekly basis by either the Principal. Feedback is provided to teachers on the direction and progress of their teaching strategies.
4. Instructional Improvement: Instructional improvement plans are developed as part of the overall evaluation of teachers in order to prove performance and support professional development. Instruction plans also follow the four major areas of instruction, which include planning and preparation, classroom environment, instruction, and professional responsibility.
5. Professional Development activities throughout the year are both planned and modified to address teacher instructional needs. Staff members receive educational literature, are provided opportunities to attend conferences, participate in team teaching activities and receive one on one and small group instruction to address professional development needs.

Non-Instructional Staff

Non-instructional staff members are evaluated by their perspective manager in conjunction with the Principal who reviews all evaluations prior to submission. These staff members are also provided professional development and guidance related to their job functions throughout the school year. They participate in the two-week professional development series at the beginning of the school year with the teachers, attending all relevant training activities for their job function.

Administrative Staff-

Administrative Team:

Administrative team members are evaluated by the Principal. These staff members are also provided professional development and guidance related to their job functions throughout the school year. They participate in the two-week professional development series at the beginning of the school year with the teachers, attending all relevant training activities for their job function.

Principal Evaluation:

The Principal's performance is monitored and evaluated by the Board of Directors. He receives semi-annual reviews and professional development on an ongoing basis. GSCS contracts with educational management consultants to provide professional development and assistance in the administration of the school and evaluation of staff. The Principal has attended leadership conferences and meetings to remain abreast of the latest information regarding the management of charter schools.

The school's legal counsel also regularly updates the Principal, Human Resources Director and Lead Administrator on employee and labor relations issues.

Teacher Evaluation - Attachment

- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The GSCS Board of Trustees has experienced no changes in leadership this past year.

In May of 2008 Ron Rhoades was appointed interim Chief Executive Officer

Board of Trustees

Name of Trustee	Office (if any)
Emanuel Freeman	President
Cornelia Swinson	Vice-President
Scott Ross	Secretary
Dennis Montague	Treasurer
Emma Cummings-Freeman	Member
Sharon Fisher	Member
Rufus Holmes	Member
Maurice Mander	Member
Bruce Tabbs	Member
Kim Franks	Member

Professional Development (Governance)

The Board of Trustee members have attended and participated in meetings and workshops offered by providers including: Pennsylvania Coalition of Charter Schools; Latsha Davis Yohe & McKenna, P.C.; and the Nonprofit Finance Fund. Specific trainings and workshops include:

Facilitative Leadership - Lincoln Institute for Land Policy (Oct 1-2, 2007); Cornelia Swinson
 Non-Profit Loans Products - Non-Profit Finance Fund (Oct 29, 2007); Cornelia Swinson
 PA Charter School Law - Latsha Davis Yohe & McKenna (October 30, 2007) Dennis Montague,
 Cornelia Swinson

Before It's Too Late: Strategies for Community Land Control - Lincoln Institute for Land Policy (Nov 14-16, 2007) Emanuel Freeman, Bruce Tabbs, Emma Cummings-Freeman
Disaster Preparedness for Non Profits - United Way of SE Pennsylvania (Nov 29, 2007); Cornelia Swinson
Employment Law & School Compliance - Latsha Davis Yohe & McKenna (Apr 8, 2008); Dennis Montague

The Board held at least eight (8) meetings, which were open to the public, in compliance with the Sunshine Act. Copies of public notification are on file at the School. In addition, Statements of Financial Interests forms Board members were distributed to all Trustees in accordance with the Public Officials Act, in January 2008. Completed forms are on file at the School.

Coordination of the Governance and Management of the School

GSCS was issued its initial charter effective September 1, 1999 and issued a five year renewal of the charter effective September 1, 2003. During the 2005-2006 School year, in accordance with its amended bylaws dated August 28, 2003, the Board of Trustees maintained a membership of not less than nine (9) and not more than twenty-three (23) Directors.

The GSCS Board of Trustees governed and managed the School utilizing a defined committee infrastructure which linked and coordinated the work between the Board and School administration. This process facilitated consistent communication between The Board of Trustees, school administration, the business manager, legal counsel and other contracted providers.

The Board management and governance structure included a system for identifying and resolving problems that involved broad participation and input. Each Board committee membership includes a Trustee and a senior member of the school administration.

Executive Committee - President, Vice President, Secretary, Treasurer, Principal (staff liaison)
Finance - Treasurer, Business Manager, Principal (staff liaison)
Personnel - Trustee Members, Human Resource Manager (staff liaison)
Program Review & Evaluation: Trustee Members, Principal (staff liaison)
Development - Trustee Members, Principal (staff liaison) consultants
Facilities - Trustee Members, Facilities Manager (staff liaison)
Nominations - Trustee Members, Principal (staff liaison)

The essential functions of the Board include: hiring a principal for the school; setting policies, assuring sound management and oversight, and active participation in the provision of funding. The Board made all decisions regarding the operation and functioning of the school by an affirmative vote of a majority of the members of the Board, duly recorded, showing how each member voted to take action. In accordance with its bylaws, The Board held at least eight (10) meetings open to the public in compliance with the Sunshine Act. Copies of public notice are on file at the School. Board committee chairs provided monthly reports on their area of focus at Board meetings. School Administration provided reports on their progress in all areas concerning operations. In addition, the Board distributed Statement of Financial Interests forms to all Trustees in accordance with the Public Officials Act. Completed forms are on file at the School.

The Board adopted and/or revised polices to improve administration and operations of the School.

Day-to-day administration of the School was delegated to the principal and the staff. The relationship between teachers and administrators fell clearly within the responsibility of the principal, whose performance appraisal will encompass measures of team building. The principal met regularly with staff and provided oversight to the development of staff performance objectives. The Board monitored the principal's performance in this regard.

The Board increased parent representation on the Board and invited parents to: attend meetings, special events, and participate in other advisory committees established by the School administration and the Board.

The GSCS Board of Trustees maintained a working relationship with the charter's granting Board of Directors: the School District of Philadelphia. Specifically, Board members and school administrative staff interact, communicate and participate in required meetings and events with the District's staff. When necessary, the Office of Charter Schools was called for information and advice. The principal and lead teachers attended critical training provided by the Intermediate Unit including: Pennsylvanian Coalition of Charter School meeting throughout the year, School Improvement Planning Meeting (May 21, 2008) at the School District of Philadelphia, Title I meeting (June 17, 2008) at the Mariana Bracetti Charter School, and the Govern's Institute (July 13-18, 2008), Hershey, PA.

Coordination of the Governance and Management of the School - Attachment

- Board Meeting Calendar

Community and Parent Engagement

The Germantown Settlement Charter School employs an Outreach Coordinator who has done extensive outreach work to gain parent feedback regarding our school's strengths and weaknesses. The Coordinator regularly engages parent to encourage participation and volunteerism; actively pursues community resources and continues to develop relationships with local businesses and other November 2007. The Parent Association meets every third Thursday of the month. During school wide community forums parent surveys were disseminated to gather data for the school improvement planning process and charter renewal application.

Parents participated in and assisted with candy and bake sales, the spring and winter festivals, after school and Saturday school activities and chaperoned field trips.

We will continue to focus on reconnecting, expanding and sustaining our community partnerships. When Germantown Settlement Charter School was started, over 150 parents, community agencies and others helped to plan all aspects of the school's operations. Our partners included: Germantown Settlement; Germantown Community School, and Greater Germantown Housing Development Corp. Currently, many community agencies serve as sources of support services, volunteers and collaborators on projects of local concern.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

GSCS fund-raising efforts for the 2007-2008 school year include:

1. Continuing to identify and secure grants that promote academic achievement and cultural enrichment activities
2. Student fundraising plans for class activities

3. Forming a special planning committee to begin exploring the development of a Capital Fund plan for purchase/expansion of facilities and equipment

Fiscal Solvency Policies

1. Increasing student enrollment to increase the amount of local revenues
2. Increasing fund raising efforts
3. Reducing expenses where necessary

Accounting System

Please note that the charter school is required to have a system that integrates with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting. The schools Chart of Accounts mirrors that of the Pennsylvania state Chart of Accounts. GAAP account practices are followed for accrual based accounts.

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

Citrin Cooperman & is the school's audit firm for the school year 2007-2008. The date of the last audit was published on February 7, 2008. The opinion was stated that the audit ended in conformity with the accounting principles generally accepted in the United States.

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

- Audit Summar

Citations and follow-up actions for any State Audit Report

The school has not received any citations or follow up actions from a State Audit Report by the State Comptrollers Office.

SECTION VII. FACILITY RESPONSIBILITIES

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

The Charter School leases two facilities: 4811 Germantown Ave and 5538-C Wayne Ave in Phialdephia PA. All furniture and equipment was purchased after obtaining quotations from various vendors.

Future Facility Plans and Other Capital Needs

Germantown Settlement Charter School has developed a two (2) year Facility Improvement Plan. A primary goal included in the Facility Improvement Plan is to purchase land to build a new school or an existing building for renovation which will eliminate the management of two separate school campuses.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

GSCS conducted health and safety procedures to comply with standards established by: OSHA, Pennsylvania Department of Education — Division of Health and Safety, and the School District of Philadelphia.

The School Safety Plan, which includes a crisis response plan, is reviewed and updated yearly by the School Safety Committee. The School Safety Plan is to be reviewed by all staff in the event of a crisis. The plan includes universal precautions to be taken in the event of a fire, earthquake, bomb threat, unwanted intruder or catastrophic event. Safety procedures are posted throughout each building located on two (2) campus sites. Emergency Response Plans are posted in each classroom and at points of entrance and egress within each building.

During the 2007-2008 school year, ten (10) fire and emergency evacuation drills were held, two were in collaboration with the Philadelphia Fire Department. After each fire drill, staff leadership team members and the administrative team met to debrief and discuss areas for improvement. Staff members are trained on emergency procedures.

A contracted service group, Motivating America's Children-Consortium of Schools (MACCS) provides a complete comprehensive service to our children. MACCS provides all mandated medical and dental services under Title 28, Section 23.1-23.87 of the Pennsylvania School Code by certified school physicians and certified school dentists.

- A full-time nurse was on site and provided training to staff and students in specific health: The nurse adheres to the guidelines established by the State of Pennsylvania regarding immunizations and monitored this process working closely with the School administration, students, and parents/guardians. Each year, updated health and immunization records are obtained for each student. All student health records are maintained in locked cabinets in a locked office, where access is limited to medical personnel. The school adheres to federal HIPAA guidelines for protected health information. Student health records are not released without parent authorization.

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

- Request for Reimbursement
- Wellness Policy

Current School Insurance Coverage Policies and Programs

GSCS current school insurance coverage policies including health and general liability include:

- Great American Insurance Company - General Liability, Automobile Liability, Excess Liability and Property Insurance
- State Workers Insurance Fund- Workers Compensation and Employers' Liability
- American International Group- School Leaders Errors & Omissions Policy and Life Insurance
- Keystone HPE- Major Medical, Hospitalization, Eye and Prescription Plan
- Met Life- Dental Plan, Short term and long term disability

Current School Insurance Coverage Policies and Programs - Attachment

- Certificate of Insurance

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Germantown Settlement Charter School began and ended the 2007-2008 school year with a Principal/CAO, Lead Administrator, 3 secretaries, and 2 nurses. The instructional staff included: 4 fifth grade teachers, 5 sixth grade teachers, 5 seventh grade teachers, 6 eighth grade teachers, 4 specialist teachers, and 3 special education teachers for a total of 27 instructional staff. During the course of the year the following positions were added to more effectively support the stakeholders of the school which include: the students, parents, and instructional staff. Those positions were: Curriculum and Testing Coordinator and 3 instructional assistances. GSCS is proud of its record of teacher retention and strives hard to place emphasis on supporting the teaching staff with professional development and materials that will enhance the full academic and social development of our students.

Quality of Teaching and Other Staff - Attachments

- Evidence of Submission for Elementary & Secondary Professional Personnel Report 07-08
- Certification Verification Form

Student Enrollment

Below you will find the Admissions Policies and Enrollment Procedures:

Part A) Admissions and Enrollment Procedures-

Admissions Policy

The Germantown Settlement Charter School is a public school operating under a charter/license granted by the Commonwealth of Pennsylvania. Admission to the school is open to all eligible students who are residents of Philadelphia County in grades 5 through 8. Unlike other public schools, a charter school is populated by students who have freely chosen to attend that school. Students who choose to accept the academic program of a charter school assume also the obligations imposed by the policies of the school.

One of the goals of The Germantown Settlement Charter School is to ensure that the needs of all students, including those of diverse learners, are met, and the school's philosophy embraces inclusion where possible.

Admissions policies and practices are non-discriminatory. GSCS does not discriminate on the basis of race, color, national origin, creed, gender, ethnicity, sexual orientation, mental or physical disability, special needs, proficiency in English, or prior academic achievement when recruiting or admitting students.

GSCS accepts applications throughout the year. If needed, a public lottery is held on March, 31st of each year. In order to be eligible for the lottery, interested students must complete an

application and comply with all of the admission deadlines specified in the Admission's Calendar. We strongly encourage interested families to attend an Open House session.

The school specifically publicizes its application process, application deadline, and date of lottery on (insert date) of each year. It is publicized in local newspapers, in local radio programs, in a notice to all current families, and in a flyer or poster in local businesses and organizations. If March, 31st falls on a Saturday or Sunday, the lottery is held on the prior Friday. If March, 31st is a school day cancelled because of disabling inclement weather, the lottery will be held on the next possible day.

GSCS' lottery is open to the public. Student names, by grade level, are entered based on completed applications signed by a parent or legal guardian.

The enrollment process is as follows:

A public chart lists each grade level at the school (5 — 8). If an applicant is the sibling of a student currently attending GSCS, a card with the student's name, address, and sibling is posted for available slots. Once all siblings of current students are posted, the names of children without siblings are pulled and posted, in order, until all current openings for that grade are filled. Once all openings for a grade are filled, all remaining names are pulled, in order, creating a waiting list for that grade. GSCS will keep its waiting list from one year to the next and enroll students from the waiting list in each school year prior to accepting new applicants. Students accepted from the waiting list are notified by telephone and in writing. If a letter is returned by the Post Office without sufficient forwarding information, the school will go to the next student.

Once a student is accepted, that student must finalize acceptance.

All parents of students accepted at GSCS must attend an informational meeting with the school principal or other administrator to discuss the school's mission, its expectations for student attendance, its expectations for student conduct, school policies, and to sign that they understand and support these policies.

Students Who Move from Philadelphia

GSCS acknowledges that once a student enters the charter school, that student may continue even if the family moves to a new community within Pennsylvania. Transportation of the student is the responsibility of the parent.

Subsequent Public Lotteries

GSCS acknowledges that applications received after the deadline for the annual March 31st lottery will be held for subsequent lotteries to be held if required, such as all waiting list names being depleted, or until the next annual lottery. Applicant names

will be added to the waiting list in the order received.

Enrollment Procedures-

Parents must complete an application, which begins the enrollment process. Once the application is complete, parents must return the following documents to the office to complete the process.

Required Documents

Germantown Settlement CS - Charter Annual Report

1. Birth Certificate
2. Social Security Card
3. Up-to-date Immunization Records
4. Student report card
5. IEP (Individual Education Plan) if applicable
6. Proof of residence (with parents name)
7. Parents ID
8. Terra Nova test scores
9. Two letters of recommendation
10. Confirmation of transfer from pervious school

After all information has been received, the application will be reviewed by the GSCS enrollment team; then an interview with the student and parent will be scheduled. nce all required documents are recived and signed the student will be admitted.

School Policy

All requested information must be submitted before the application will be considered. All information must be accurate. Incomplete and/or inaccurate information will delay the enrollment process, and possibly cause the application to be denied.

Germantown Settlement Charter School is a public school that welcomes all students within the Philadelphia area. No child will be denied equal access and opportunity for enrollment. Every child at Germantown Settlement will be challenged and supported, in an environment marked by high expectations and outstanding student achievement.

Enrollment History:

<u>Grade</u>	<u>Initial Enrollment</u>	<u>Number Transferred</u>	<u>Final Enrollment</u>
5	85	10	83
6	98	16	94
7	121	16	117
8	132	34	122
Totals	436	76	416

Number of Students returning in September:

<u>Grade</u>	<u>Finished</u>	<u>Returning Students</u>
5	83	74
6	94	58
7	117	117
8	122	Not Applicable-graduated

Out of 416 students enrolled this school year, 31 students transferred at the beginning and during the school year. Reasons for student transfers included student relocation, change in parent work schedule, expulsion/or and parent choice.

Part B) Trends in Enrollment

The GSCS charter was approved to serve 512 students. According to students and parents over the past years, the main reason for choosing GSCS was for the small class size (22:1) and a safer school environment. Students enjoy the expressive arts classes that were offered: technology, physical education, careers, journaling and documentation, before and after school tutoring programs the other extra curriculum activities that complemented the academic curriculum and included in the daily school program.

During the 2007-2008 school year, student enrollment was 416 and therefore the school was under enrolled. This reduction in numbers resulted in GSCS positioning itself to decrease the number of students that perform below Proficient by 10% in math and reading for the 2006-2007 school year; thereby achieving our Pennsylvania Performance Index targets. We envision GSCS student academic achievement will continue to trend upward gradually reaching our goal of exceeding Adequate Yearly Progress. As the school solidifies its student performance recruitment efforts will also increase expanding GSCS services to its chartered target of 512 students.

Student Enrollment - Attachment

- Student Enrollment and Admissions Policy

Transportation

The GSCS provides both school bus transportation and a student free transpass program. The Lower Campus students who live more than one and half miles from the school receive school bus transportation provided by the School District of Philadelphia. The Upper School students in grades 7 and 8 free weekly transpasses.

Special Education Accommodations:

Currently, none of the enrolled Special Education students require transportation plans other than the school bus transportation and the student token program. However, the GSCS has a plan for meeting transportation accommodations of students with special needs. GSCS has a Special Education Coordinator that monitors the needs of all special education students. As part of this process, the coordinator maintains responsibility of coordinating transportation requirements for kids with special needs. The schools process for securing transportation for children with special needs includes the following activities:

1. IEPs are reviewed annually to address the educational services and related services for students with disabilities. Transportation services will be reviewed as part of all annual reviews. If special circumstances occur that require changes to the IEP to ensure that safe transportation is available to and from school, school personnel, transportation staff, or the student's parent(s) may request an IEP to address the issues. Below are examples of the considerations that may be made as part of the IEP process:
 - Can the student be safely transported given the transportation environment, including the length of the ride, without undue risk to the student or others?

Does the student have medical, health, physical or behavioral concerns which would expose the student to unreasonable risk given the anticipated transportation environment?
 - Can assistive or adaptive equipment identified as necessary to accommodate the student during the transportation process be safely secured and transported, and are there adequate instructions regarding its use?
 - Questions regarding the effect of necessary transportation services, (i.e., length of ride and/or time spent on the bus) on the student's ability to benefit from the planned program will be addressed as part of the IEP process.
2. Every effort will be made for the IEP meeting to include participants who are qualified to assist in determining transportation needs, particularly where significant medical or

- behavioral concerns are identified. When appropriate, a health care plan for the student will be developed which specifies the type and frequency of care required or expected; the skill level of the person expected to give the care; recommendation when general observation of the student by the driver would be adequate; or if a staff person independent of the vehicle driver is needed for the care or intervention of the student's needs.
3. If a student is found to be eligible for services under the Individuals with Disabilities Education Act (IDEA) and requires transportation as a related service, an IEP will be developed for the student. For students who will likely need special care or intervention during transportation or have adaptive or assistive equipment needs, transportation staff participation in the IEP will occur.
 4. The Special Education Coordinator will be responsible for communications about special needs transportation requests. GSCS requires all special needs transportation requests/requirements to be written as part of the IEP process and/or identified by parents, teachers or the Special Education Coordinator. The Special Education Coordinator will submit the specific transportation needs of a particular student to the Board of Directors as soon as possible after the IEP meeting or whenever the needs of the student change in order to provide required services within a reasonable time frame.
 5. Special Needs Transportation assessments will include home visits by the transportation personnel responsible for setting up transportation, if necessary. Establish minimum time lines for initiating special needs transportation following the development or revision of an IEP. This should not be confused with provision of special transportation at the beginning of a school year. Transportation services for students with IEPs will begin on the first day of school, as they do for nondisabled students.
 6. GSCS Special Education Coordinator in partnership with the Principal will make arrangements for transportation of special needs students, as necessary.

Food Service Program

The GSCS participates in the Free and Reduced Lunch Program (FRL). At the beginning of the school year, all families were surveyed for program eligibility. During the 2007-2008 school, 100% of the school population was eligible for the FRL program. The school collects all revenues and subsidies for the FRL program and pays all related food service expenditures. The school follows all state and federal regulations for free and reduced meal programs.

During the 2007-2008 school year, meals were provided daily by the School District of Philadelphia. Each campus has a cafeteria with appropriate refrigeration and warming equipment for meal preparation. All meals provided meet the nutritional requirements and dietary guidelines of the USDA. Students were provided both breakfast and lunch throughout the school year. Students also had the option of bringing their own breakfast and lunch to school.

Student Conduct

Code of Student Conduct

The Germantown Settlement Charter School is committed to the rights of others. Rules governing discipline and conduct are written so that parents, students, teachers and administrators know what is required of students. By working together under clearly stated and consistently enforced regulations, GSCS administers firm and fair practices.

Parents, teachers, staff, school administrators, and the Board of Trustees are responsible for helping students develop self-discipline. The Code of Student Conduct delineates the partnership between the school and the larger community, which shares in providing a safe educational environment for all students.

The Code of Student Conduct is delivered and explained to parents and students at the beginning of each school year. Teachers and staff engage in activities to support the Student Code of Conduct by modeling an environment that is respectful of all people regardless of race, gender, religion, culture or sexual orientation.

GSCS believes discipline is the positive direction of behavior towards established standards of conduct fully understood and based upon reason and consideration of the rights of others. Ideal discipline is self-directed and self—controlled. Schools, communities and parents share the responsibility for helping students develop self-discipline. When self-control falters and self-discipline fails disciplinary forces from the outside must be imposed to protect the rights of others and ensure the uninterrupted instruction by teachers for students.

In GSCS, as in the community at large, certain rules and procedures are established to guide through constructive growth and into mature adulthood. The rules and procedures are basically the same from fifth through grade eight. Parents and teachers and others responsible for the welfare and education of those students cooperate to interpret and enforce these rules.

GSCS complies with Chapter 12 of the Public School Code, all of our students are entitled to due process should any disciplinary action be necessary.

During the 2007-2008 school year, 124 students were involved in 492 suspensions. Seven students were expelled. During the 2007-2008 school year, in house suspensions were implemented for students that did not pose a threat to student\staff safety.

Student Conduct - Attachment

- Student Code of Conduct

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

The Germantown Settlement 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

2008 - 2009 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 Jeffrey L. Williams

Title Principal

Phone 215-713-0855

Fax 215-713-0553

E-mail jwilliams@gscharterschool.org

Signature of the Chief Executive Officer and Date

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

Name Emanuel V. Freeman

Title President

Phone 215-849-3104

Fax 215-842-7264

E-mail efreeman@germantown.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Cordelia Luke

Title Coordinator

Phone 215-713-0855

Fax 215-713-0553

E-mail cluke@gscharterschool.org

Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachment

- Assurances and Signature Pages 07-08.