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: Graystone Academy CS
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report
Summary Data
2008 - 2009

Name of School: Graystone Academy CS

Date of Local Chartering School Board/PDE Approval: August 2006

Length of Charter: 5 years **Opening Date:** August 2002

Grade Level: K-10 **Hours of Operation:** 8:15-3:30

Percentage of Certified Staff: 98% **Total Instructional Staff:** 36

Student/ Teacher Ratio: 25:1 **Student Waiting List:** none

Attendance Rate/Percentage: 94.39%

Enrollment: 457 **Per Pupil Subsidy:** $9,500

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	262
Hispanic:	94
White (Non-Hispanic):	99
Multicultural:	2

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 74%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 46

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	199	199	199	199	796
Instructional Hours	0	0	1194	1194	1394	1394	5176

SECTION I. EXECUTIVE SUMMARY

Organization Description

Graystone Academy is located in South Coatesville, PA. We are a public school with no tuition that parents choose for their children. We currently enroll children in grades K-10 and have approximately 450 students. We have students enrolled from the school districts of Coatesville, Downingtown, Great Valley, Avon Grove, Peaqua Valley, Octorara, Twin Valley, and West Chester. We have a longer school day and a 200 day school year.

Core Purpose

Mission

Graystone Academy will open portals of opportunity to students through excellence in public education. Through our world class curriculum, we set students up to succeed by providing them the tools and the content knowledge necessary to participate as full citizens in our mainstream, and increasingly global culture.

Our students will learn through their mastery of skills and their multicultural journey through time with the innovative Curriculum, that whatever they can dream, they can achieve with the right combination of purpose, passion, and proficiency.

The school will serve as a community pillar for life-long learning, pride, and self actualization. Looking to the past to prepare students for the future, Graystone Academy will combine the beneficial rigors of a classical education with the latest technology and the best teaching and learning practices world-wide.

Vision

Graystone Academy students will be empowered to take responsibility for their own learning and development. The school will facilitate the learning process within an environment that encourages high ethical and academic standards.

Shared Values

We share the belief that all students can learn with a high level success through nurturing, guidance and differentiated instruction. The teachers and staff are committed to using a variety of resources, methodology, and collaboration to help assure student academic achievement. We are also committed to improving and to fostering good citizenship.

Academic Standards

Graystone Academy Charter School utilizes a rigorous core curriculum that is aligned with state standards according to a Site Selection Committee from Coatesville Area School District during the 2006 school year. Our core curriculum is researched-based proven to build knowledge from basic to higher order thinking and critical problem solving. Our standards are derived from Pennsylvania and national content standards (NCTM, NSES and NCTE).

Strengths and Challenges

Graystone Academy Charter School's strengths include our dedicated and committed faculty and staff. Every member of Graystone has taken a personal interest in assuring the success of each child that enters Graystone Academy.

Our teachers have created a continual learning, collaborating and collegial environment that allows for sharing of best practices and strategies that have proven to be successful working with our student population.

We believe that another strength of our school is our longer academic day. This additional hour of instruction daily allows extended academic focus.

One of Graystone Academy's challenges is parental participation. The number of parent participation has decreased over the past two years.

Staff retention has also been a challenge. Many teachers seek employment in other districts that offer better incentive programs.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Though Graystone Academy Charter School (GACS) is not in "School Improvement" or "Corrective Action", it has elected to utilize the PDE School Improvement Plan, "Getting Results." The school is adopting this model to:

* Enable administrators and staff, as well as parent, Board and community representatives, to engage in the systematic organization, interpretation and analysis of student achievement and other relevant data.
* Select measurable goals based on review of the data.
* Utilize the data to inform instruction by selecting research-based, high-leverage strategies to improve students' achievement.
*Develop an on-going monitoring plan that allows for mid-course corrections.
* Develop a differentiated and job-embedded professional development program to improve the quality of teaching.
*Align the school's resources and goals to maximize results.
*Develop a viable Comprehensive Student Assistance Program (CSAP) that utilizes a three-tier model to provide intervention strategies for struggling students.

Graystone will utilize the Getting Results *Criteria Review Rubric* to assess the School Improvement Plan. In addition, the school will invite the Chester County Intermediate Unit (CCIU) to provide input in the review of the plan, though it is not required by PDE.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Anthony Gordon	CEO	Administrator	Administration
Bill Basile	Instructional Technology Director	Other	Administration
Cathy Powell	Operations Manager	Administrator	Administration
Chris Stiles	teacher - Social Studies	Secondary School Teacher	Administration
Dawn Fetterman	special education teacher	Special Education Representative	Administration
Donna McKahan	parent	Parent	Administration
Jessica Imburgia	Guidance Counselor	Ed Specialist - School Counselor	Educational Specialists
Karen Stokes	Kindergarten teacher	Elementary School Teacher	Administration
Randy Benedict	Assistant CAO	Administrator	Administration

Goals, Strategies and Activities

***Goal:* All students will meet the National Technology Standards for their appropriate grade level**

Description: The Curriculum Development Team has assessed the needs of the student and it ha been decided to create a technological-enriched learning environment. A major piece to this education enhancement will be by adding software and web based learning system to support the learning endeavor of the students. The Curriculum Team will make desktop computers available to the students and ensure that internet access is available throughout the school.

The infusion of the National Educational Technology Standards will ensure that student and teachers will have a collaborative effort with regard to all learning endeavors. This will effectively enrich the schools learning environment.

The school will utilize available software and web educational services that will reinforce grade level for math and reading skills, including various calculations and enhance vocabulary as well as understanding problem solving techniques.

***Strategy:* Purchase new Language Arts Curriculum**
Description: Graystone Academy will purchase a new Language Arts curriculum in grades K-8 for the 2008-09 SY.
Activities:

Activity	Description	
Professional Training	Ongoing trainings will be provided to teachers throughout the school year in Language Arts.	
Person Responsible	**Timeline for Implementation**	**Resources**
Anthony Gordon	Ongoing	$0.00

Statement of Quality Assurance

Charter school has met AYP.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Graystone Academy Charter School is committed to developing children through an integrated learning approach utilizing curriculum, instruction and assessment. Graystone Academy Charter School embraces diversity and understands the importance of creating a learning environment where all children feel that their ideas, work and contributions are valued and that they are able to succeed academically and socially in this demanding global society.

Graystone core curriculums are all research-based and embedded with state standards to assure that students master the standards outlined under section 4.12 of 22 Pa. Code.

Graystone Academy is extremely devoted to assuring that all children, regardless of their strengths and challenges succeed academically to a level of proficiency. Therefore, a variety of differentiated instruction is practice in all classes and disciplines. Our maximum class size is 25 students. In our lower grades (K-3) a teacher assistant is assigned to help further reduce that student-teacher ratio. Our special education teachers are integrated into the regular classroom setting to work with small groups and individuals on specific assignments.

A specifically designed program (Talented Development Center) is designed to broaden the education experience of identified students who are self motivated, academically gifted and or artistically talented. These students are challenged everyday through differentiated instruction for all core subjects.

Graystone Academy Charter School uses a variety of curricular resources that was recently assessed by a Site Selection Committee from Coatesville Area School District (CASD). A state monitor for Title I program also reviewed the curricular and instructional programs for the school.

Both indicate that the school met all requirements under Chapter 4 guidelines for curriculum. Below is a chart that outlines the key content of our core curriculum for instruction but does not include any sub category outline in Chapter 4.Chapter 4-Content Area
Mathematics

Elementary:
Everyday Mathematics is a rigorous curriculum that is used across the country. It is scientifically research-based and proven to build students' mathematical knowledge from basic to higher order thinking and critical problem solving. The curriculum is rooted in real life situations where children are given the opportunity to become actively involved in learning. The curriculum builds a concrete foundation that gradually helps children gain an understanding of the abstract and symbolic.

Secondary
Connected Mathematics Program (CMP) helps students and teachers develop understanding of important mathematical concepts, skills, procedures and way of thinking and reasoning, in number, geometry, measurement, algebra, probability and statistics.

Reading/English/Language Arts

Elementary

Open Court (OCR) ensures that every child receives the best reading instruction available. This structured program teaches children through a systematic and explicit scaffolding of skills that build upon each other. By taking into account the individual needs of students and providing them with practice and engaging reading materials, Open Court Reading helps students become confident and successful readers.

Leveled Reading Promotes fluency and accuracy with students in Grades 1-6. With the new Leveled Readers for fluency, it gives students opportunity to practice at their reading level. The Leveled Readers for Fluency are correlated to Open Court Reading.

OCR Writing activities provide an engaging format to help improve students writing style, technique, comprehension and the five steps of the writing process.

Secondary

Prentice Hall: Literature, Timeless Voices, Timeless Themes:

This curriculum is designed to offer differentiated instruction to students through intense reading, writing instruction and interventions that help students succeed.

Other features of this curriculum are listed below:

Exclusive **leveled selection pairing** for differentiated instruction.

Focused instruction that ensures skills mastery.

Frequent, **built-in progress monitoring** to catch small learning problems before they become big ones.

Real authors who act as **teaching partners** to guide students through literary concepts.

More writing support than any other program, including practice in writing-on-demand- skills that students need for high-stakes test.

Science

Elementary

The elementary science curriculum goes beyond traditional textbook instruction, allowing students to learn by doing. Classrooms are provided with science kits Full Option Science System (FOSS and Harcourt) enabling children to experiment and see the “big picture” of how science impacts our lives, studying topics such as weather, water, balance and motion, electricity, rocks and mineral.

This approach allows children to not only observe the practical aspect of science, but also to experiment, interpret and purpose solutions that test their own scientific theories.

Secondary

Holt, Rheinhart and Winston: SciencePlus

This integrated, process-oriented program is designed to teach students the way they learn best by thinking, talking, writing and doing science.

Hands-on, inquiry-based Explorations give students opportunities to put scientific principles into action.

Explorations uses simple equipment commonly found in most science classrooms.

Social Studies

Elementary
The Social Studies curriculum provides standard-based content, developed from the latest research and organized around the themes of Social Studies. The program integrates reading support in every lesson and instills citizenship through real-life role models.

Secondary

The Teacher Curriculum Institute (TCI): History Alive

Approach consists of a series of instructional practices that allows students of all abilities to experience key social studies concepts.

The TCI Approach is characterized by eight features:

- **Understanding by Design**

Teaching for deep understanding requires planning backward—first determining the big ideas students are to learn and then working backward to identify methods to reach those goals and ways to assess the effectiveness of teaching.

- **Nonlinguistic Representation**

Research by Robert Marzano and colleagues demonstrates that teaching with nonlinguistic activities such as graphic organizers, mental images, and movement helps to improve students' understanding of content.

- **Multiple Intelligences**

According to Howard Gardner's revolutionary theory, every student is intelligent — just not in the same way. Because everyone learns in a different way, the best activities tap more than one kind of intelligence. Gardner has described these seven intelligences: verbal-linguistic, logical-mathematical, visual-spatial, body-kinesthetic, musical-rhythmic, interpersonal, and intrapersonal.

- **Cooperative Interaction**

Elizabeth Cohen's research has led her to conclude that cooperative groupwork leads to learning gains and to higher student achievement. Cohen has found that if students are trained in cooperative behaviors, placed in mixed-ability groups, and assigned roles to complete during a multiple-ability task, they tend to interact more equally. This increased student interaction leads to more learning and great content retention.

- **Spiral Curriculum**

Educational theorist Jerome Bruner championed the idea of the spiral curriculum, in which students learn progressively more difficult concepts through a process of step-by-step discovery. With this approach, all students can learn once a teacher has shown them how to think and discover knowledge for themselves.

- **Standards-Based Content**

Dynamic lessons build mastery of state and national social studies standards. Integrates hands-on active learning, achieving a consistent pattern of high-quality social studies instruction

- **Preview Assignment**

A short, engaging assignment at the start of each lesson helps preview key concepts and tap students' prior knowledge and personal experience.

Rigorous Instructional Program - Attachments

- Rigorous Instructional Program
- Rigorous Instructional Program

English Language Learners

Plan to Serve English Language Learners

Program Outline

The primary goals of our ESOL program will be to develop students' English language skills, to enable students to meet academic standards, and to provide for their meaningful participation in their 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 school resources. We envision children progressing through the ESOL program in as little a period of time 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 ESOL instruction to regular classroom instruction and to ensure that ESOL students achieve content mastery, the ESOL specialist will meet frequently with classroom teachers. ESOL students will be expected to participate in all special subjects, such as art, music and physical education. All teachers will receive training in teaching ESOL students and orientation to their cultural norms.

Orientation Procedures:

The school staff will meet with parents and students to review:

- Basic school information
- Description of the ESL program
- What content classes the student will attend
- Any special programs available to the student
- Homework and attendance policies
- Assessment procedures

All information will be made available to parents and students in their native language and an interpreter (possibly the ESL specialist) will be available to facilitate communication between parents and school personnel.

Identification and Placement

· Screening procedure will include the Home Language Survey, administered to all incoming students.

· The school will use the Language Assessment Battery Test or the Woodcock-Munoz Language Survey to establish language proficiency level of students identified as ESL.

· The school will meet with parents to solicit input.

· The school's child study team in conjunction with the ESL program coordinator and the ESL specialist will advise about placement.

Instructional Program

A. This is an ESL pullout program. When students eligible for the program enter the school, an individualized education plan will be written indicating how much time will be spent in bilingual instruction and how quickly the student is expected to progress toward full inclusion in the regular education program. A specialist will work with small groups of students at approximately the same age or grade level, using age appropriate books and materials in the student's native language at first, always mindful of the need to make a transition into the regular curriculum in English. As students gain language proficiency, they will spend more time in the regular classroom with tutorial support. Staff will include an ESL specialist and trained peer, parent or other volunteer tutors to support students through the process of acquiring proficiency. In addition, regular classroom teachers and the special education teacher may be called upon to provide special instruction to ELLs. Instruction will be correlated with the Pennsylvania standards in order to ensure that students do not miss out on content acquisition as they are learning the language. They will also be prepared for appropriate standardized testing by exposure to sample tests and the ability to practice the types of questions commonly asked.

B. Students will receive daily instruction, the duration determined by their skill level. (Non-English speakers=2-3 hours/day; beginners=2 hours/day; intermediates=1-1.5 hours/day; advanced= 1 hour/day)

· Students will be included in all extra-curricular and related activities.

· Students with a possible disability will receive a CER and an IEP will be created for him/her. The ESL specialist will be trained to

distinguish among learning problems that stem from lack of

language skills, lack of familiarity and possible special needs.

Students will not be referred for special education until the school's child study team determines, as it does with any child in the school, that measures to address the child's needs have been unsuccessful and that it is possible that the child has a disability. Students in need of counseling or other support services will be referred to appropriate agencies with bilingual staff.

· The ESL program staff will include a program coordinator and a specialist teacher. More than one teacher might be needed depending on the number of identified ELLs. In addition, tutors will be used to aid students transitioning into the regular curriculum. All staff will receive professional development training in how to include ESL students of all levels in the classroom and how to determine whether ELLs are receiving an appropriate amount of customized instruction. All staff, professional and paraprofessional, who come in contact with students will be included in the training. The child study team will gather information and provide ongoing feedback to the specialist and the ESL/Bilingual program coordinator.

· Parents of ESL students will be regularly surveyed as to their contentment with the instruction their children are receiving and will be invited to planning and informational meetings each year. The ESL program coordinator will identify community resources and ensure that parents are made aware of services. Complaints will be handled by the program coordinator, who will make every effort to mediate between parents and instructors if parents are dissatisfied with the program. Appropriate community-based supports, including social service agency representatives and community leaders such as clergy, will be used to help parents understand the school's expectations and advocate for their children. A translator will facilitate communication between parents and school staff as needed All school policies, including the handling of complaints, will be made available to parents in their native language.

The ESL program will be evaluated by an independent ESOL educator every year. The school will document student progress in the ESL program quarterly and ensure that students are meeting targets established when they entered the program.

English Language Learners - Attachment

- English Language Learners

Graduation Requirements

Graystone Academy is an elementary charter school (K — 10) and graduation requirements are not applicable at this time.

Special Education

GACS is committed to providing quality educational services for all students enrolled. The delivery of special education services is aligned with the school's mission and goals. This includes access to and participation in the general curriculum. The program for special education in our school is largely defined by IDEA, which guarantees a "free and appropriate public education" to children with disabilities and mandates that, "to the maximum extent appropriate", they be educated with their non-disabled peers in the "least restrictive environment". Graystone has a comprehensive pre-referral process where the Instructional Support Team (IST) meets with teachers to make recommendations for strategies/accommodations in the regular education classroom. When children are successful with the interventions, their progress is monitored in the regular education classroom. For children who do not meet success with the intervention in the regular education classroom, additional multidisciplinary evaluations are completed. If the evaluations indicate that the student is eligible for special education and requires specially designed instruction, a team of staff members meets with the parents to develop an IEP to set educational goals and specify services. What constitutes an appropriate program for an individual student is determined on a case-by-case basis following comprehensive evaluations based on the requirements of IDEA and Pennsylvania Chapter 14 of the school code. Once the IEP is developed for a student, GACS provides the services outlined in the document.

- On-site monitoring of compliance by the Coordinator of Special Services
- Consultation with administrative and instructional staff to provide special education technical support
- Consultation to support design and implementation of the special education programs in the least restrictive environment
- Specialized professional development and administrative support based on identified needs
- Close monitoring of the service delivery system including data collection, records review and tracking
- Respond to all corrective action, complaint investigations and due process action in an effective and timely manner
- Random sampling of evaluations for clinical support and over-site
- On-going consultation with PDE Advisor, PaTTAN and Chester County Intermediate Unit

Special Education - Attachment

- Special Education

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Dawn Fetterman	1.00	Learning Support	Graystone Academy	16	none
Jacqueline Renninger	1.00	Learning Support	Graystone Academy	14	none
Richard Durkin	1.00	Learning Support	Graystone Academy	14	none

Special Education Program Profile - Chart II

Organization	FTE	Type of class or	Location	# of	Other

		support		Students	Information
PTS	no	Speech/Language Therapy	Graystone Academy	33	none
Chester County Intermediate Unit	no	Occupational Therapy/Physical Therapy	Graystone Academy	4	none
Chester County Intermediate Unit	no	Psychologist	Graystone Academy	0	none

Special Education Program Profile - Chart III

Title	Location	FTE
Social Worker	Graystone Academy	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Chester County Intermediate Unit	School Psychologist	.20
PTS	Speech/Language Therapy	.60
Chester County Intermediate Unit	Occupational Therapy	.25

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

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

Student Assessment

Graystone Academy Charter School (GACS) students in grades 3-8 take the Pennsylvania School Systems of Assessment in mathematics, reading and writing to determine their level of proficiency.

GACS adopted the Terra Nova assessment in 2006. The school team felt that this assessment was more aligned with the local and state standards that teachers are expected to instruct. GACS also administer 4Sight, DIBBELS and curriculum based assessments throughout the school year to collect student data and provide academic support to students who are not meeting academic targets in the core subjects. The school also implements the Comprehensive Student Assistant Program (CSAP) to provide interventions to individual students.

Student Assessment - Attachment

- PSSA 2008

Teacher Evaluation

GACS will use the data from the PSSA and Terra Nova to develop more effective and high-leverage instructional strategies. To monitor the implementation of these strategies in the classroom, the school purchased the Charlotte Danielson Teacher Observation Framework as an observation tool. There is a four-tier approach to formal teacher observation that includes: 1) pre-observation conferences; (2) formal observations; (3) post-observation conferences; and (4) a Professional Growth Plan that will be developed jointly by the teacher and the administrator.

A Program Improvement Plan must be developed by the teacher and administrator in cases of Unsatisfactory Observation Reports. Tenured teachers will go through the formal observation system outlined above at least twice during the school year. Temporary Professional Employees will be formally observed at least four times (twice during each rating period).

An evaluation form was developed that is more closely aligned with the Teacher Observation Framework.

Informal observations and walk-throughs will be done routinely to assess the quality of the instructional program on an on-going basis.

Teacher Evaluation - Attachments

- Teacher Evaluation
- Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The Board of Trustees went through the following changes during the 2007-2008 school year. Officers serving a one year term for the 2007-2008 school year were Bill Bush, President, Gerard Calone, Treasurer and Anne Morroney, Secretary. New appointments to the School Board included John DiEugenio and Donna Comrie in July 2007, Carmen Boyd in January 2008, and Marc Richard in June 2008. Resignations included Grover Koon, Karen Woodall and Stephen Kelly in July 2007, John DiEugenio in April 2008 and Donna Comrie in June 2008.

The Administration had some minor changes as well. In June 2007, the Board of Trustees voted to not renew Linda Portlock's contract as CEO. Anne Humphrey served as both Principal and Interim CEO for the school year.

Board of Trustees

Name of Trustee	Office (if any)
Bill Bush	President
Ann Marroney	Secretary
Jerry Calone	Treasurer
Carmen Boyd	Vice President
Donna Comrie	
Marc Richard	

Professional Development (Governance)

Public Board Meetings are publicized in the newspaper, listed at exterior entrances and posted on the school's website. Minutes and agendas are provided at all Public Meetings. Executive Sessions of the Board of Trustees are publicly announced. Board of Trustees training and development is provided through the school's solicitors, Latsha, Davis, Yohe and McKenna. Board of Trustee members also attend workshops sponsored by the PA Coalition of Charter Schools.

Coordination of the Governance and Management of the School

The board president and the CEO meet regularly to discuss issues that affect the operations of the school. The board president has assigned board members to chair various subcommittees such as education, facility and finance. The CEO provides monthly reports to the board as part of the public board meeting.

The board of trustees and the CEO has cultivated a relationship with the Coastesville Area School District's Board. Presentations about the school and it's progress has been shared with the School District's Board Members and the public.

Coordination of the Governance and Management of the School - Attachment

- Coordination of the Governance and Management of School

Community and Parent Engagement

Part of the School Board Agenda is a PTO report that provides the Board of Trustees with upcoming events and fundraising activities sponsored by the Parent Organization. A member of the PTO attends all school board meetings. Board members are in attendance at Open Houses and other evening events.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Graystone Academy has continued its successful fundraising program. The Dutch Mills Bulbs and After School program are the primary revenue sources that will be repeated next year.

Fiscal Solvency Policies

The Graystone Academy Board of Directors adopts an annual budget. This document is the cornerstone for fiscal reporting and accountability. The budget is reviewed using an year to date and percentage variance. Budget and general expense monitoring is preformed monthly by the board and more frequently by key administrators. Graystone utilizes a segregation of duties as purchasing is directed by the business manager, invoices are approved by the CEO, and monthly bank statements are reconciled by a third party accounting firm.

Accounting System

Graystone Academy Charter School outsources its accounting services to Charter School Choice. They maintain a chart of accounts based on the Pennsylvania State Chart of Accounts for PA Public Schools, and all PDE reports are filed in this format. Quick Books Accounting Software is used to classify, capture and report income and expenditures.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statements of Revenues

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

Graystone Academy has engaged with Siegal & Drossner, PC to perform the annual audit for the fiscal year 2007/2008.

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

- 2007 audit

Citations and follow-up actions for any State Audit Report

No findings were cited.

SECTION VII. FACILITY RESPONSIBILITIES

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

Graystone Academy Foundation began the school year in negotiations to purchase the facilities that it currently leases from Mittal Steel. After months of negotiations, it was determined that Mittal Steel is not interested in selling the building and land. The Foundation is currently searching for alternative locations to either purchase an existing building or land to build a new school on.

Renovations to the facilities included new carpeting for ten classrooms and new bathroom partitions for four bathrooms.

Major purchases of computer equipment included the purchasing of new computer servers, laptop computers and network equipment. Other major purchases included Twenty-four new Cafeteria Tables to replace the outdated tables and chairs owned by the landlord. New Custodial equipment was purchased due to the decision to no longer outsource the Custodial Services. This equipment included a Carpet Steam Cleaner, Large Area Vacuum and two Backpack Vacuums.

Future Facility Plans and Other Capital Needs

Graystone is still searching for a new location to either build a new school or renovate an existing building. Two locations are currently being researched to the suitability of the school's needs. The Board of Trustee's predicts that it will be at least a minimum of two years until the school could move into new facilities. The Board is currently negotiating a lease renewal from Mittal Steel for the interim.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Fire drills were held once a month. Emergency Response plan has been developed for the school. It is discussed and shared with all professional and non-professional staff. A copy of the Response Plan is also presented to the South Coatesville Police Department and the Chester County Emergency Response Department.

The school nurses did a complete audit of Health Files this school year to ensure that complete and accurate health and immunization records were maintained. A telephone and letter campaign was used to encourage parents to submit updated immunization records.

Request for Reimbursement and the Report of School Health Services will be submitted online

to the Pennsylvania Department of Health in August as per due date set by the Division of School Health.

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

- Compliance with Health and Safety
- Compliance with Health and Safety
- Wellness Policy 2007

Current School Insurance Coverage Policies and Programs

School Insurance consists of several plans managed through Joseph A. Keenan of Hilb, Rogal & Hobbs of Philadelphia (HRH). Total insurance cost for the school year was $64,473. The majority of the plans are within normal limitations, however Mittal Steel, the Landlord, requires Graystone Academy to carry 4.5 million dollars of Fire Legal Liability Insurance. This amount of liability is excessive for a tenant; however, it is not a significant percentage of the total insurance cost.

Insurance	Carrier
Commercial Package (Property, General Liability, Legal Liability, Employee Benefits, Educators Professional Liability, Equipment and Automobile)	Great American
Worker's Compensation	Companion Property & Casualty
Umbrella Policy — Primary	North River
Umbrella Policy — Extended	RSUI Indemnity
Directors & Officers Liability	Great American
Student Accident	Peoples Benefit
Medical	Aetna
Dental, Life & Short Term Disability	Metlife

Current School Insurance Coverage Policies and Programs - Attachment

- School Insurance policies

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The professional staff for the 2007/2008 school year consisted of 24 classroom teachers, 6 specialty teachers (Physical Education, Art, Music, Spanish and Computer Technology), 1 Guidance Counselor, 1 Social Worker, 3 Special Education Teachers, 7 Classroom Aides, 1 Reading Teacher, and 2 School Nurses. A total of 32 returned from the 2006-2007 school year staff. Seven teachers left during the 2007-2008 school year. These positions were immediately filled with qualified replacements.

There were several factors that impacted staff retention. The increase in fuel prices forced some teacher to seek employment closer to their homes. Another factor in staff turnover was certification status. Some teachers went back to school to seek their certification in their

specialty; other teachers were not retained for this year because their certifications were not in the appropriate certification area.

Quality of Teaching and Other Staff - Attachments

- Quality of Teaching and Other Staff
- Quality of Teaching and Other Staff
- PDE 414

Student Enrollment

Admissions

All charter schools shall comply fully with the state's Charter School Law regarding admission policies and procedures, as well as all other applicable state and federal provisions. The charter school will be nonsectarian in all respects. The school shall not discriminate against any student, employee, or other person on the basis of race, ethnicity, national origin, gender, sexual orientation, or disability. Admission criteria will not consider intellectual or athletic ability, aptitude, disability, race, creed, national origin, religion, or ancestry.

Generally, the charter school will give preference in the following order to these categories of students:

1. Returning students
2. Siblings of currently enrolled students
3. Students residing in the school district in which the charter school is located
4. Students residing outside the school district in which the charter school is located
5. Other preferences may be permitted by the chartering authority on an individual school basis and only if consistent with the law

Admissions Procedures/Application Process

Any child who is qualified under state law for admission to a public school is qualified for admission to the charter school. Each school will establish a relatively easy application process, translated into several foreign languages to maximize applicant numbers. The application will include a general description of the charter school and more particularly, describe the *Paragon Curriculum* and highlight the school's parent involvement components. The charter school will conduct tours on a monthly basis and hold two open houses during the school year for prospective parents. It is suggested that the school set the deadline for submission of applications to the school in early April.

Ã¼ Admission packets include: name, address, emergency contact, relevant health and safety information/forms, application for free or reduced meals,
forms for transportation (if applicable) and all other information/forms required by the state charter school law and local school districts

Ã¼ A deadline for submission of the application is clearly stated

Ã¼ Applications are closely monitored to ensure that the applicant pool reflects the demographic makeup of the community served

Lotteries

If the number of applications exceeds the number of seats available in a grade, the school will accept students by a random selection process. The school will grant enrollment preference to returning students, to siblings of students already enrolled in the school, and to students residing in the district. The school will maintain a waiting list of the remaining applicants. The school will notify applicant families by the end of April whether their children have been accepted. Lotteries give the school very little control over the makeup of the student body. In order to achieve diversity it will be helpful to create a database to allow the school to continually monitor the demographics of the applicant pool to highlight any racial, ethic, or gender balance issues or problems early. If the applicant pool is unbalanced or appears biased, additional recruitment efforts in poorly represented communities can help round out the pool prior to a lottery.

Probability dictates that a diverse applicant pool will likely lead to the desired diversity in the pool selected by lottery.

Ã¼ If applications exceed the school's capacity a lottery is held

Ã¼ The admissions lottery policies and processes are written and reflect state laws regarding random selection and no preference

Ã¼ Admission lotteries are witnessed and usually occur in a public setting

Ã¼ A neutral party will conduct the lottery on behalf of the school

Waiting Lists

After all available spaces are filled waiting lists will be maintained for each grade. There should be complete student files for each student on the waiting list. When a space becomes available in a grade, the parent of the first student on the waiting list will be contacted and given a set period of time in which they can accept the position (usually one week). If the space is declined the next person on the list will be contacted.

Once the parent has accepted the position for their child:

Ã¼ The appropriate Request for Transfer form should be immediately sent to the school of origin.

Ã¼ A transportation request should be sent to the appropriate department, if applicable.

Ã¼ Qualifying parents should complete the application for free or reduced lunches.

Ã¼ Parents that need before and/or after school care should be informed about the availability of space in the OASIS Program, if applicable. If space is available and the parent desires to enroll, all forms for the program must be completed in order to complete enrollment.

Ã¼ The parent is given a copy of the school's code of conduct and asked to return their signed verification and agreement before the student enters the school.

Ã¼ Emergency cards are completed prior to the student's attendance.

Ã¼ The parent is given a copy of the absentee/tardy policies of the school as well as any other office procedures (i.e. Visiting the school, drop off and pick up sites, classroom protocol, etc.).

Full Enrollment

Every effort should be made by the office administrative staff to maintain full enrollment of the charter school.

The administrative assistant is to generate a weekly report that lists the current enrollment by class. The data should include current attendance information to assure that the figures include only students that are regularly attending and eliminates the "no-shows" from the numbers.

If a school is under-enrolled, efforts to increase enrollment will be made by working the waiting list, planning marketing events, open houses, parent orientations and enrollment meetings.

For the 2007/2008, school year, 351 students re-enrolled at GACS. While 74 students left the program, 106 students enrolled during this time period.

The reasons for a high re-enrollment were the following:

- **Parents and students like the extended day**
- **A high level of building security**
- **A strong curriculum with an emphasis in language arts and humanities**
- **The After-School Program**
- **The commitment and dedication of staff**
- **The location and the physical appearance of the building**
- **Open-door policy to visit the school**

This past year, we have found that students have left for a variety of reasons. The major reason for students leaving the school is a result of families moving out of the local area.

Following that factor, another reason is that the parents have opted to return to their home districts because of our longer school day and longer school year. In the secondary grades, the majority of the students leave because they wish to play competitive sports and after school clubs.

Transportation

Transportation is currently provided by the student's home school district. Districts which currently transport students to Graystone Academy are outsourcing their transportation with bus companies such as Krapf School Bus Company located in Glenmore, PA. There are currently no special education students requiring accommodations in their transportation. Krapf is currently equipped to handle special transportation needs with wheelchair assessable vans.

Food Service Program

The Charter School contracted with Great Valley School District to deliver Bulk Meals. A serving staff, employed by Graystone Academy, served meals to the students in the cafeteria. Graystone Academy participates in the National School Lunch Program. The program had a 74% free and reduced rate. The school provides lunch and breakfast to students. Breakfast participation averages 44% and lunch participation averages 70%. The National School Lunch Program was reviewed this year by the Department of Food and Nutrition. Barbara Feltenberger, Western Regional Supervisor of the Division of Food and Nutrition visited the school in May to complete a review of the February Lunch Program. The school passed the review with two minor issues to be corrected.

Graystone Academy was one of 25 schools in the state of Pennsylvania awarded the Fresh Fruit and Vegetable Grant. This grant provided an afternoon snack of a fresh or dried fruit or fresh vegetable. The school was awarded $17,257.00 to be spent between July 1, 2007 and September 30, 2007 and $36,454.40 to be spent between October 1, 2007 and June 30, 2008. Produce was purchased from Kegel's Produce in Lancaster, PA and was delivered fresh to the school several times each week. The program was well received by students and staff and helped improve the eating habits of many of the students. One drawback was that funds ran short and the program had to be discontinued in May. The shortfall was contributed to the increasing gas prices which increased produce costs.

Student Conduct

The school's discipline procedures are provided to parents and students through the code-of-conduct. Parents and students are asked to sign a notice indicating that they have read the code-of-conduct and will abide by the rules of the school.

GACS emphasizes proactive discipline practice and student self monitoring (school safeties, student government). There are school-wide student incentive programs and individual incentive awards to students who follow the school and classroom rules. These programs are proving to be effective in gradually reducing the number of students who are suspended and proactively inhibiting the possibility of other the need for expulsion.

Rules and regulations apply to school grounds and premises before, during and after school hours; off school grounds at any school function or event; traveling to and from school or school function; on the bus or at bus stops; and at any time or place which may affect an educational function identified with the school.

The school does not discriminate on the basis of race, gender, economic status, medical/handicapping condition, national origin, or any other personal characteristics in

implementing its disciplinary policies. Chapter 12 guidelines are followed strictly when implementing disciplinary actions involving Special Education students.

The principal and CEO analyze and track disciplinary data to ensure that consequences reflect the code-of-conduct. At each step, parents and guardians are involved to help remediate the situation. The school has a "time-out" room where they continue there regular instructional program, as well as speak with the time-out specialist about their problems and conduct. Above all, GACS utilizes a comprehensive rewards system to emphasize student self-monitoring.

Student Conduct - Attachments

- Student Conduct
- 2007/08 Code of Conduct

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

The Graystone Academy CS within Chester County IU 24 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**

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Verify that all DATA reports to PDE are complete **YES** _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.
Name Anthony Gordon
Title CEO
Phone 610-383-4311 **Fax** 610-383-7898
E-mail agordon@graystoneacademy.org

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name Bill Bush
Title Board President
Phone 610-383-4311 **Fax** 610-383-7898
E-mail wsbush20@aol.com

_____ _____
Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.
Name Dawn Fetterman
Title Special Education Teacher
Phone 610-383-4311 **Fax** 610-383-7898
E-mail dfetterman@graystoneacademy.org

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachment

- Signature Page