
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: Lehigh Valley CHS for Performing Arts
Address: 675 E Broad St
Bethlehem, PA 18018
Phone:
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2008 - 2009

Name of School: Lehigh Valley CHS for Performing Arts

Date of Local Chartering School Board/PDE Approval: 1/08- Bethlehem and 2/08 - Northampton and Bangor

Length of Charter: 5 Years- Expiring June 30, 2012 **Opening Date:** September 2003

Grade Level: 9-12 **Hours of Operation:** 7:50-2:40 M/T/R.F 7:50-1:40 W.

Percentage of Certified Staff: 82.1 **Total Instructional Staff:** 47

Student/ Teacher Ratio: 9:1 **Student Waiting List:** 18

Attendance Rate/Percentage: 96.5

Enrollment: 420 **Per Pupil Subsidy:** Avg. \$8,471 Red. Ed, \$17,568 Spec. Ed from 45 Districts

Student Profile

American Indian/Alaskan Native: 1.0%
Asian/Pacific Islander: 1.9%
Black (Non-Hispanic): 6.2%
Hispanic: 9.3%
White (Non-Hispanic): 81.9%
Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 16%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 51

| Number of: | K (AM) | K (PM) | K (FTIME) | ELEM | MIDDLE | SEC. | TOTAL |
|---------------------|--------|--------|-----------|------|--------|------|-------|
| Instructional Days | 0 | 0 | 0 | 0 | 0 | 180 | 180 |
| Instructional Hours | 0 | 0 | 0 | 0 | 0 | 1032 | 1032 |

SECTION I. EXECUTIVE SUMMARY

Organization Description

INTRODUCTION

Lehigh Valley CHS for Performing Arts - Charter Annual Report

Dear Department of Education, Chartering Districts, and Participating Districts:

It is with continued pride that we present to you our fifth annual report. We continue to establish ourselves as one of the most truly unique charter schools in the state of Pennsylvania. Drawing students from over 35 school districts and 50 area high schools, we have created a truly regional model that exists to serve the unique needs of our student body. This year our enrollment moved to a full capacity of 420 students. Performing Arts high schools are found in most every major city in the United States. Suburban and rural districts, however, do not have facilities or financial ability to provide similar services to students. Our charter has enabled us to provide these services to the citizens of this area.

Our students come from all over the Lehigh Valley, Philadelphia suburbs, Reading area, and the Poconos. Students travel daily from areas such as Scranton, Reading, and King of Prussia! Any of you who have visited with us quickly recognize the energy and enthusiasm that abounds within our walls. Our range of students also provided us with a richly diverse student body.

Initially there were many questions regarding our ability to deliver a quality academic curriculum. We have successfully answered these questions with revisions to further enhance our curriculum and delivery of inter-disciplinary programs. This year we graduated 98 seniors. Our college acceptance rate was over 90% (one of the highest in the Lehigh Valley) and students "accepted" over \$2,100,000 in combined scholarships.

We continue to host a major event to showcase our talents. A "black tie" fund raiser, held at the school, in April raised over \$30,000 for our school. Our "second stage" theatre focused on purely developed student productions. Our formal theatre department produced 4 productions, the music department staged an additional musical. The dance and music departments staged varied exhibitions and events over the year. Students traveled to Senior Citizen centers and other social organizations to share their talents with the community.

The program offers a college preparatory academic curriculum in combination with a half-day devoted to one of six performing and visual arts majors: Theatre, Dance, Instrumental Music, Visual Art, Figure Skating, and Vocal Music are now offered as "majors". We expect that all students will graduate with a strong pre-professional training in their respective art, and an academic readiness to address higher education.

We are most proud of our Middle States fully approved status. We continue to upgrade our school procedures and have a team of educators in place to answer all challenges. We will continue to refine our program to meet the changing needs of our student population and look forward to your continued support of our efforts. We remain, always, available to come and speak with you and/ or your board — and you are all most welcome to visit with us here.

Core Purpose

Mission

The Lehigh Valley Charter High School for the Performing Arts will provide a rich and comprehensive educational program for students with talents and potential in dance, instrumental music, vocal music, or theatre. This REGIONAL model will enable each student to maximize his or her special talents. Our graduates will increase the quality of their life, the lives of people who surround them, and the respective communities of the Lehigh Valley."

Vision

A. What is your overarching vision of the school?

The vision for the Lehigh Valley Charter High School for the Performing Arts was crafted, honed, and refined during several meetings with the initial founders in April of 1996. That mission remains unchanged at this submission:

The Lehigh Valley Charter High School for the Performing Arts will provide a rich and comprehensive educational program for students with proven, exceptional talents in one of the six designated areas:

Dance Instrumental Music Vocal Music Theatre Visual Art Figure Skating

The School will strive to enhance the role of the performing arts in the life of each student. An integrated curriculum will provide a strong emphasis on the performing arts in regular and academic programs and related art classes. The school will enable each student to make maximum and intelligent use of his or her special talents in determining a career path and future role in our society.

The life of every student will be enhanced through the total school program. Some of our students will go on to either full or part-time careers in the performing arts, but ALL GRADUATES will be able to use their skills to increase the quality of their life, the lives of people who surround them, and their respective communities.

1. Goals and Objectives

A. What are the school's academic goals and objectives for student learning?

The overriding academic goals and objectives will insure that all students meet state objectives in traditional academic areas and exceed the challenging standards for all performing arts as set down by the Consortium of National Arts Education Association (See Addendum A).

1. It is our goal that each student in our school will meet or exceed Consortium of National Arts Education Association standards as measured by teacher observation, and through on-site juries conducted by area experts in the arts.

2. The school will be offering a comprehensive high school curriculum composed of more than 50 courses ranging from traditional academic to pre-professional courses in the performing arts. Specific course objectives are identified for each of these courses and will be measured in accordance with standards outlined under "school accountability".

3. It is our goal that all graduates will be prepared to either enter a college of their choosing or a professional career in their respective art. Measurement of this long range goal will be achieved by carefully following student careers through our guidance office.

4. The goal within each performing art area will be to provide each student with complete pre-professional training that will enable a student to optimize his or her future career choice.

These academic goals are also specified and identified in the curriculum manual that accompanies this charter and is labelled as Appendix A.

B. Describe any non-academic goals and objectives for student performance.

In order to achieve its vision for student performance, the charter school will:

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- Provide a school day that allows for a minimum of 40% of time dedicated to the performing arts format.
- Provide a core of experienced, talented, and creative teachers representing the arts enrichment format.
- Establish and create a cooperative working relationship with area youth programs, community theatres, and other organizations dedicated to the improvement of arts in our society.
- Maintain a limited student population to insure the flexibility needed for our students.
- Create a “safe haven” of security to foster achievement of objectives.
- Require internships with area colleges, performing arts groups as a portion of the student Junior and Senior year.
- Document 1C: A short description of the main features of the community served by the school.

We were created with a regional emphasis on the basis that a relatively small number of students would want a highly focused performing arts education. At present we service students from over 35 school districts, 50 different schools, and eleven Pennsylvania counties. Our ethnic distribution is far more reflective of the nation than most public schools.

They are all provided with a pre-professional experience in their respective field in combination with a college preparatory academic program. Busing is provided by about 12 of our sending districts. Students living outside the 10 mile busing radius must provide their own transportation. We have students who reside in Philadelphia, Reading, and the Poconos who either make a long commute or take up weekly residence in a local apartment.

Shared Values

The aspects that make the charter school unique and innovative

1. We are offering a unique program in the performing arts that traditional area schools find difficult (if not impossible) to replicate.
2. We continue to recruit a highly diverse student population. Our student population for 2007-2008 school year reflected approximately 80% White, 9% Hispanic, 5% Black, and 2%Asian. This is more reflective of the national averages than any of our 45 sending districts.
3. Our staff brought their own background in the arts to our school, providing our students with role models both in the artistic and academic areas.
4. We offer a serious “pre-professional” training in our performing arts areas that cannot be achieved in the traditional high school.

The core beliefs and values of the school community

Our mission rests on the belief that all children can learn. The research of Benjamin Bloom and Howard Gardiner are joined by other scholars who support and substantiate the powerful link between arts, education, and achievement. Our combined efforts focus on a combination of meaningful assessments, rigorous and engaging curriculum, and

mechanisms for both enrichment and remediation. We will continue to broaden our partnerships with both the academic and artistic communities.

Academic Standards

We are committed to the academic standards for high school students with the given exceptions provided to charter schools. We hold our students accountable to these standards as ascertained by our recent Middle States Evaluation Process and by making AYP for the past four consecutive years!

Strengths and Challenges

We continue to celebrate the fact that we have a strong, capable instructional leadership team. Our staff have created a culture of continuous professional learning, dedication and enthusiasm. In addition, our unique structure allows for freedom to create a dynamic curriculum combining academics and arts. Our students demonstrated outstanding artistic talents as seen through a variety of performances. Each year over 90% of our graduates proceed to higher education.

We have reached our enrollment capacity by continuing to draw students from almost 45 different school districts and 9 area counties. This is a true testament to parental choice and confidence in our unique artistic/ academic program.

- We are now fully accredited by the Middle States Association.
- We now offer 6 advanced placement courses. We require students in these courses to sit for the AP exams. Our scores in Advanced Music Theory and English Literature were outstanding. Our AP curricula have all been approved by the new monitoring system of the College Board.
- Our students are accepted routinely for the varied Governor's School programs, consistently at a higher proportion than other area high schools.
- The current graduating class sent over 90% to college, this ranks among the top percentages in the Lehigh Valley.
- We continue to offer curriculum workshops to strengthen and improve our instructional programs. We instituted a Math, Writing, and Reading workshop this year to meet the needs of our lower scoring academic students.

We will, however, to continue to look for ways to strengthen our unique program. In 2008-2009 we will continue to bring a more defined program for targeted assistance for struggling students. Our "child find" program better enables us to identify those students in need of Title 1 assistance. We are refining our Advanced Placement courses for advanced students. We are refining a procedure to insure that students participating in artistic activities are in good academic standing. We have strengthened our homework, final examination, and attendance procedures. We have had consultants review and make recommendations on both our Music and Mathematics programs. We continue to focus on improving test scores at the Junior PSSA level.

Improving skill development for our "child find" students and further enriching the curriculum programs for College Preparatory and Honors classes remains an ongoing challenge which we face with a strong in-service program.

We are attempting to expand our technology to enable greater use from the website for more students. We currently have one mobile wire-less lab and are planning to expand this capacity as soon as funds become available.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

We are actively involved in the strategic planning process through three distinct venues. All of our models involve a collective group of individuals who represent all elements of the school.

- 1) Board Level Strategic Planning- We had a full day retreat, referenced later in this report, to plan our future.
- 2) Although not required to, at this point, submit a formal state report, we have taken all preliminary steps including our professional development plan and teacher induction model (both state approved until 8/1/2009). Our initial charter and this annual report serve as a model for planning.
- 3) We have established an internal strategic planning model during our preparation for the Middle States visit last year, which continues in an ongoing process. We are expecting a return visit from Middle States to review our progress in the Spring of 2009.

We remain committed to this process.

Strategic Planning Committee

| Name | Affiliation | Membership Category | Appointed By |
|---------------------|-------------------|--------------------------|---------------------|
| Eric Hersh | Artistic Director | Secondary School Teacher | Administration |
| Heather DePew | Artistic Director | Secondary School Teacher | Administration |
| Karen Gulotta | Principal | Administrator | Administration |
| Kelly Minner | Academic Leader | Secondary School Teacher | Administration |
| Mario Acerra | Board President | Board Member | Board of Trustees |
| Mary Ann Kurcz | Science Teacher | Secondary School Teacher | Administration |
| Nancy Mikkelsen | Board Member | Board Member | Board of Trustees |
| Otto Ehram | Board Member | Board Member | Board of Trustees |
| Pat Blaszkowski | French Teacher | Secondary School Teacher | Administration |
| Sheila McDuffie | Parent | Parent | Parent Organization |
| Sue Cornbower | Science Teacher | Secondary School Teacher | Administration |
| William Fitzpatrick | Artistic Director | Secondary School Teacher | Planning Committee |

Goals, Strategies and Activities

Goal: Improved PSSA Mathematics Scores

Description: Add Goal Statement here..

Strategy: Focus on Junior Mathematic Courses

Description:

Activities:

| Activity | Description |
|---|-------------|
| Interface PSSA Standards in All Courses | |

| Person Responsible | Timeline for Implementation | Resources |
|--------------------|-----------------------------|-----------|
| Thomas Lubben | Ongoing | \$0.00 |

Statement of Quality Assurance

Charter school has met AYP.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

1. Rigorous Instructional Program

Under the Pennsylvania Accountability System, all schools will need a rigorous instructional program to meet the academic targets. Describe the charter school’s curriculum and instructional practices and how they are being used to meet academic standards and goals. For example:

What curriculum does your charter school utilize?

We initially developed our curriculum through the use of “Plato Learning”. This company provided a curriculum matrix that was tied directly to Pennsylvania content standards and other national standards, not yet adopted by Pennsylvania. The PSSA administrations in grades 9 and 11 provided school wide focus on Reading, Writing and Mathematics. Artistic curriculums were designed around the standards set down by the Consortium of National Arts Education Association.

In the summer of 2004, following the first full year of the school, summer workshops were organized to provide faculty members the opportunity to work with existing curricula, improve areas in need, and more clearly define objectives. The same format was used for each department which provided a system for curriculum mapping and accountability. In the summer of 2005 and 2006, summer workshops were used to further develop or realign curriculums. Teachers from both the academic and artistic areas met to further create curriculum that tied together both academics and the arts in a way that would best educate our diverse group of artists.

We have continued to utilize staff development sessions to refine and enhance all academic and artistic programs.

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

Yes, all of our curriculums are in line with state and national standards. In addition, these curriculum standards were evaluated and approved during our recent Middle States visitation.

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

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The academic curriculum is organized around a traditional high school college preparatory model. Over our first four years of operation, frequent modifications were made to meet the diverse background of the students who were coming to LVPA from more than 40 school districts. Teachers were directed to utilize differentiated instruction to better meet the needs of honors, college preparatory, advanced placement, and those students who were not at the college preparatory level.

Moving through our fifth year, these organizational questions have been addressed. A major advantage we have this year is that the majority of our students have been with us for at least one year, therefore, we have a better idea of skill level and can more effectively place students in honors or college preparatory courses. In addition, we have added Advanced Placement courses in English and History, and Mathematics.

We have also designed and implemented a Title One Program for students who need extra assistance in math and reading/writing. This program allows students to receive more individualized weekly instruction that will aid them in reaching proficient or above average levels on their PSSA tests.

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

Research and inquiry based projects dominate in the humanities (English, Social Studies, and Foreign Language) and science programs. All academic courses utilize performing arts techniques to broaden and enhance teaching and learning. The performing arts courses follow strict standards that promote the same discipline as the academic courses. The first year program was highly rigorous with many students commenting that they “never worked so hard” in school in their life.

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?

Research and inquiry based projects dominate in the humanities (English, Social Studies, and Foreign Language) and science programs. All academic courses utilize performing arts techniques to broaden and enhance teaching and learning. The performing arts courses follow strict standards that promote the same discipline as the academic courses.

The first step in this process is identifying those students who fall into the category of “performing significantly below standards”. This is accomplished through our At Risk Strategies, outlined in the Accountability section. If students do not qualify for special education, remediation is provided. This is accomplished by the Academic Director and Principal ensuring instructors are meeting adequately with students on an individualized basis to raise skill levels. Individualized instruction is the best way to gather enough information to develop a learning strategy for the student. Consequently, differentiated instruction is utilized to meet the diverse learning styles of our student population. In addition, students who were identified as needing extra assistance were placed in special study halls where they are monitored by a teacher twice weekly in the area in which they struggle. Remediation binders were developed that provided worksheets and remediation for student’s area of weakness. Peer tutoring has also been productive in a number of situations. Lastly, cooperation with a local after school assistance program called The Enrichment Zone has proven to be highly effective in assisting students with specific skill development needs.

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

Hands-on and participatory activities were the norm in most academic classrooms. This was readily observable during visits from administrators and during school tours. The use of performance techniques was also used effectively by most teachers. Visiting artists were used in the performing arts areas to allow students to interact with and observe professional artists in their area of study.

Rigorous Instructional Program - Attachment

- Induction and Professional Improvement

English Language Learners

We have had no students who qualified for the ELL program and therefore were not required to submit an ELL report. In the event that an ELL student is identified. (We have a "child find" program in place which identifies a myriad of student problems.) we will implement corrective action through our Director of Academics, utilizing the Foreign Language, Special Education, and Basic Skills departments.

Graduation Requirements

b) Graduation requirements

LVPA graduated 98 students in June of 2008. In addition to credited requirements, all seniors completed a Graduation Project. Several students had completed this state requirement before enrolling at LVPA. Previously completed projects were recognized if the transcript reflected this accomplishment.

Four year attendees are required to acquire 33 credits during their high school career. This involves:

| | |
|------------------|-----------|
| English | 4 Credits |
| Foreign Language | 2 Credits |
| History | 4 Credits |
| Mathematics | 3 Credits |
| Science | 3 Credits |

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| | |
|------------------------------|-------------------|
| Artistic Internship | 1 Credit |
| <u>Performing Arts Major</u> | <u>16 Credits</u> |

Total Required: 33 Credits

Students who completed *all graduation requirements* were issued a diploma.

Special Education

Special Education

In accordance with Federal and State Law and following the guidelines of IDEA, The Lehigh Valley Charter High School for the Performing Arts (LVPA) has a dynamic and well-established Special Education Department. Students who have special needs find a caring and firm staff that help them develop to their fullest potential, both academically and artistically.

The Special Education Department offers Itinerant Support in all subjects and artistic majors as well as a Resource Room for limited coursework in Math and English, utilizing the regular education curriculum. Each student of the Department manages their academic and artistic load with a school planner and maintains a close relationship with the staff and faculty of the department, meeting individually every other day in our 4 day cycle. The students are monitored through weekly progress reports from every one of their academic and artistic teachers. Communication between parents and staff is open and frequent.

Staff also offers tutoring assistance to students with special needs during their lunch period and study groups for upcoming tests and quizzes as well as learning support during study halls and personalized help with test and quiz administration.

In accordance with Federal and State directives, transition services are offered for each student with and IEP at and beyond the age of 16.

Please note that as a result of a comprehensive state special education audit, we have a myriad of policies on special education available on file. We have included our basic policy herein- not the entire Special Education section.

Special Education - Attachment

- Special Education Policy

Special Education Program Profile - Chart I

| Teacher | FTE | Type of class or support | Location | # of Students | Other Information |
|----------------|------|--------------------------|----------|---------------|----------------------|
| Kathleen Adolt | 1.00 | Learning Support | LVPA | 51 | Students are shared. |
| Gwenn Ayers | 1.00 | Learning Support | LVPA | 51 | Students are shared. |
| Susan Winzer | 1.00 | Learning Support | LVPA | 51 | Students are shared. |

Special Education Program Profile - Chart II

| Organization | FTE | Type of class or support | Location | # of Students | Other Information |
|--------------|-----|--------------------------|----------|---------------|-------------------|
|--------------|-----|--------------------------|----------|---------------|-------------------|

| | | | | | |
|----------------|----|----|----|---|----------------|
| Not Applicable | NA | NA | NA | 0 | Not Applicable |
|----------------|----|----|----|---|----------------|

Special Education Program Profile - Chart III

| Title | Location | FTE |
|------------------------------------|----------|------|
| Special Education Paraprofessional | LVPA | 1.00 |

Special Education Program Profile - Chart IV

| IU, Public Agency, Organization, or Individual | Title/Service | Amount of Time Per Week |
|--|---------------------|-------------------------|
| Dr. Janine Wargo | School Psychologist | As Needed |

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

| Test/Classification | K | 1 | 2 | 3 | 4 | 5 |
|-----------------------------------|----|----|----|----|----|----|
| We do not have elementary grades. | No | No | No | No | No | No |

Student Assessment - Secondary

| Test/Classification | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|----|----|----|-----|----|-----|----|
| PSSA | No | No | No | No | No | Yes | No |
| Terra Nova | No | No | No | Yes | No | No | No |

Student Assessment

a.) Using the most recent PSSA/PASA data, any locally developed tests, and other data that reflects improved academic performance, describe how the evidence indicates significant improvement or continued strong student performance. Include in the discussion:

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

PSSA results have helped to determine the focus of academic need and consequently, the areas to which our attention must be directed. Our students did meet the benchmark score in the area of mathematics for 2007. However, because of the benchmark has increased for 2007-2008, improvement in student achievement in the area of mathematics is mandatory for the 2008-2009 school year. To improve on our scores we are implementing in the 2008-2009 school year, a revision of our entire mathematics department to better address and articulate PSSA goals for all regular mathematics students. This will help up to continually work with these students to improve their basic skills and thus raise our PSSA scores.

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

A student achievement plan was developed by the mathematics department and implemented for the 2008-2009 school year. An initial test/survey in the fall will help faculty members determine areas of skill weakness or deficiencies. Students will be assigned additional study periods to accommodate the need to quickly increase skill levels and will have the option of peer tutoring. When appropriate, students will be placed

with an instructor in the learning support area. Teachers will be observed by the Academic Director and Principal to ensure achievement plan is effective.

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

- Our Academic Director and Special Education Director work together to form the "child-find" committee. This process initiates during the enrollment/ audition period and is further refined through academic testing (for placement purposes), and subsequent Terra Nova testing for all students.

Student Assessment - Attachment

- Terra Nova Aggregate Scores

Teacher Evaluation

In process, will be completed next week.

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

Our teacher evaluation plan is based upon the work of Dr. Michael Scriven. His "duties of the teacher" are provided to each new staff member for review on the basis of their observations and summative evaluation. It is provided to each teacher in a document identified as "Professional Development Plan". Each teacher should be observed twice during the school year, have an annual evaluation with the Superintendent, develop (cooperatively) goals with the Superintendent for the subsequent year, and prepare a summary sheet of professional and Act 48 accomplishments.

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

The Superintendent is a certificated PA administrator and completed or signed off on all observations and summative staff evaluations. The new (fully certificated) principal has taken on major responsibilities in this area. The remainder of the leadership team: Academic Leader, and Artistic Directors have received training from the Superintendent and principal and now provide additional class room observations. In addition they complete informal observations upon which to make decisions.

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

The principal evaluator, Superintendent, has an EdD with a focus on curriculum, instruction, and staff evaluation. He will provide in-service for other leadership teams. Other leaders are regularly attending related conferences to strengthen their respective backgrounds. The Special Education Director has worked closely with the department of education Special Education office. We have a weekly staff development program for at least 90 minutes, which meets over 30 times during the year. This allows for full faculty meetings, department meetings, focused

curriculum meetings, and mentoring activities. In addition we have two all day staff development sessions and two orientation days prior to the arrival of students. Our Director of Academics has basic charge of in-service activities.

Each summer we run extensive planning workshops in all areas of academic concern and need.

ATTACH THE DESCRIPTION OF YOUR TEACHER EVALUATION PLAN AS ATTACHMENT H.

Teacher Evaluation - Attachment

- Attachment H Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

There have been no major leadership changes in the school during our fifth year of operation. Our board and Senior Leadership remain unchanged. The Board President, Vice-President, and Treasurer are both in their second term. Our Principal resigned to take a position closer to her home in the Reading area in February. We had a smooth transition, however, since we (in anticipation of this resignation) had hired an experienced high school principal to serve as a Guidance Director prior to his assumption to this position.

Board of Trustees

| Name of Trustee | Office (if any) |
|------------------------|------------------------|
| Mario Acerra | President |
| Nancy Mikkelsen | Vice-President |
| Paul Braden | Treasurer |
| Otto Ehram | Development Chair |
| Leonard Perrett | Curriculum Chair |
| Stephanie Brooks | Development Member |
| Marc Basist | Development Member |
| Sharon Glassman | Curriculum Committee |

Professional Development (Governance)

Most training continues to be provided through the experience of the Superintendent who has been a former public school superintendent. Our attendance at state meetings and the Coalition of Charter School conference continue to enable the Superintendent to provide good additional information to the Trustees. The board president provided much information from internet sources regarding "boardsmanship" for the full board. The board is currently looking into additional training by the creation of a new committee- Board Development- led by a member with

extensive human relations experience. Several board members actively work with staff in many planning capacities at the school.

This past March we hired a consultant, Dr. Edwina Haring from Delaware, who met with staff and board prior to leading a full one-day workshop on strategic planning. All board members and administrators were in attendance. In addition several teachers and directors were present. This plan will govern our board and school actions over the next five years.

Coordination of the Governance and Management of the School

How does the Board of Trustees coordinate the governance and management of the school?

The board of trustees was organized into four main committees: Governance, Finance, Development and Curriculum. The Superintendent, and/or his designee, meets with each committee monthly throughout the school year. The executive committee (comprised of officers and committee chairs) meet as needed between meetings to address matters of special concern. These committees met on a monthly basis with regular board meetings scheduled for every other month.

Describe the Board of Trustees' efforts in maintaining a working relationship with the charter granting School District's Board of School Directors.

We continue to host periodic meetings with school board representatives. Each of our 40 districts are invited to send a representative to an informal breakfast meeting hosted at our school. On several occasions we have had visits from representatives of entire boards. Informally, board members are in contact with their peers on the local school board. We have an excellent relationship with our participating boards and have had fine support from the additional +30 districts from whom we draw. We most recently were re-approved for an additional five years by the Northampton Borough School District. We have pending re-approvals from Bangor, Bethlehem, and Nazareth.

The Superintendent has been elected to the board of directors for the Pennsylvania Coalition of Charter Schools. This keeps him in close contacts with state organizations and other charter schools. This year he served in the Pennsylvania Education Policy Fellowship Program, with support from the board, in which he gained much information on school policy and governance.

Coordination of the Governance and Management of the School - Attachment

- Board Meeting Dates 2007-2008

Community and Parent Engagement

Describe the Board of Trustees' efforts in promoting opportunities for community and parent engagement in school activities.

Our principal and a board representative have utilized the Parent Cabinet is intended to be a main avenue for communication with parents. Each performing arts department has their own parent group. Representatives from each area meet periodically with the principal and board representative. We actively participate with the Lehigh Valley Chamber of Commerce and the Lehigh Valley Council for the Arts in an effort to better reach out into the business, educational and artistic communities. The Board of Trustees charges the Superintendent and his leadership team to promote these opportunities. These are accomplished in a variety of ways:

Monthly Newsletters are mailed to parents.

- Our artistic directors have put together a heavy schedule of performances, many of which occur out in our respective communities.
- Public Relations have been a major avenue for this promotion. We have received extensive coverage in news media, magazines, and television.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

1. Identify major fund-raising activities performed this year and planned for next year.

We annually hold several major fund raising projects: This year this included an Annual Parent Appeal, and a Black-Tie Gala to be held April. This year we did not hold a "season ending" event, but instead concentrated on the development of an exemplary strategic plan for development funding.

Our two activities raised more than \$30,000 and will be continued. In addition, we had over 7,000 people attend a variety of performing venues. Receipts for these helped to fund the respective department performing needs.

Foundations and Corporate giving have provided us with an ability to expand a variety of programs. We completed the renovation of a area for Special Education. This was accomplished through previously raised development funds. All of our major artistic areas conduct their own respective fundraisers.

Our newly formed Development Committee has provided valuable assistance in the ongoing fund-raising activities of the school.

Fiscal Solvency Policies

Development success allowed us to begin to pay down some of the money drawn from the line of credit. As we close out our finances for this year, we are projecting a projected unreserved fund balance of approximately \$70,000.00. This amount is relatively insignificant when compared to a budget of over 4 Million Dollars.

We have several practices in place to provide continued fiscal solvency. They include, but are not limited to:

1. Our Board of Directors Treasurer reviews the Profit and Loss report, the Balance Sheet, and all projected over-expenditures or non-budget expenditures with the Director of Finance on a monthly basis.
2. We have a dual control with our Director of Finance and our Business Manager to review all expenditures and revenue flow.
3. We contract with one of the largest and leading school auditors in the state. Their office has continued to provide us with service and suggestions for improvement.

Accounting System

We continue to utilize Quick Books Professional Version for our fiscal accounting. We would welcome information on affordable systems that integrate with the state; or the state provision of a well-integrated system. This system converts into the states forms with relative ease.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Revenue and Expenses Preliminary Report

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

Our audit firm is Abbott, Davidson, Weiss & Co. LLC at 561 Main St., Suite 210, Bethlehem, PA 18018. They are one of the largest firms in the area and currently audit both Bethlehem and Allentown school districts. One of their principals, Bob Davidson, continues to work closely with our finance staff in putting our financials in proper format and making appropriate recommendations. Presently, Mr. Davidson is conducting the 2007-2008 audit.

The 2006-2007 auditor's opinion follows:

"In our opinion the finance statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the Lehigh Valley Charter High School for the Performing Arts, as of June 30, 2007, and the respective changes in financial position and cash flows, where applicable, thereof and the respective budgetary comparison for the general fund for the year then ended in conformity with accounting principles generally accepted in the United States of America".

The 2006-2007 audit cited two reportable conditions, none of these, it must be noted, involved "questioned costs". They are as follows:

1. Quarterly reporting not timely filed.
 2. Lack of segregation of duties.
- . The recommendations were minor and have been addressed.

Management Responses follow:

1. Quarterly reporting not timely filed. The Director of Finance has assumed the filing of quarterly reports and end of year reporting. We have established procedures for filing all required reports within the required period.
2. Lack of Segregation of Duties. Because of size and availability of resources, the school is limited to what duties can be performed by whom. We have segregated duties between the Director of Finance and the Business Manager to strengthen our internal controls. In addition, 2 signatures are required on all checks.

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

- Audit Report

Citations and follow-up actions for any State Audit Report

During the Fall of 2007, The Auditor General's office conducted a state audit for the years 2003-2004, 2004-2005, and 2005-2006. We have not yet received the final audit results, these will be included in next year's annual report. We expect the final audit to be received within the next few months.

SECTION VII. FACILITY RESPONSIBILITIES

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

We accomplished a wide variety of projects over the past year. These involved the following:

- I. Completed the renovation 700 square feet to create 5 small additional areas for Special Needs Students. This project was at a cost of approximately \$100,000.

The remainder of our expenditures in this areawere general and in the replacement/ repair mode..

Future Facility Plans and Other Capital Needs

Our strategic planning at the leadership and board levels have resulted in the plans to either acquire our current facility (with additional space), or seek to purchase a building upon the completion of our lease in the year 2013. On a short term basis, we have acquired an additional 700 square feet to house our expanded Special Needs Program.

To complete these tasks we have undertaken the following steps.

1. We have floated loans for most capital projects, which, once paid off will enable us to refinance for additional projects as needed.
2. We have a \$300,000 line of credit with PNC bank, in place, to protect against shortfalls and emergencies.
3. We have reorganized our administrative structure to provide for a Director of Development and Institutional Advancement and a Director of Administration and Finance. These two individuals can fully concentrate on the matters of the day-to-day budget and the need to develop funds for further expansion.
4. We are actively engaged in discussions with the current building owner to purchase our 40,000 square feet and an additional 40,000 square feet. This will allow us to reduce our facility expenditures by 50% and improve the classroom and performance spaces within the school.
5. We have made preliminary contacts with an Architectural Firm, Engineer, Bond Agents and Bankers to carefully plan an expansion program to be completed no later than September 2013.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

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

Our health office is staffed with two highly-qualified nurses who have assembled our Health program and placed in compliance with all related health and immunization requirements with the state. The head nurse completes the request for reimbursement and school report. Our nurses collected health records from over 45 school districts, and more than 50 schools for all new incoming students. One nurse has been fully trained to serve on our school S.A.P. team.

We worked closely with local fire officials throughout the renovation of the new space. The fire inspector made one tour and formal inspection during the year and required us to take several minor additional steps for full compliance. In addition, we did several

Our principal conducts all fire drills. We require one drill per month. In addition, we worked closely with local police officials in developing a lock-down procedure which we implemented in test format on several occasions. The local SWAT team practice in our building during off hours in order to be sure of appropriate exits and entrances. Appropriate signs are located in all rooms, offices, and hall areas. All fire extinguishers are routinely inspected and refilled as needed. We have submitted the annual fire drill report to the state as required.

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

- Health Reimbursement
- Wellness Policy

Current School Insurance Coverage Policies and Programs

Unlike our surrounding public schools, we do not, at this point, require any co-pay for insurance. Our policies, in keeping with charter school law, we meet or exceed our local supporting districts.

Highmark Blue Shield provides healthcare insurance for employees.

United Concordia provides dental insurance for employees.

Harleysville Life Insurance Co provides life and short-term disability for employees.

Selective Way Insurance Co provides the following policies:

Commercial Package Policy

Property

Commercial General Liability

Commercial Vehicle

Commercial Umbrella

Educator's Legal Liability

Commercial Crime

Workers Compensation

Current School Insurance Coverage Policies and Programs - Attachment

- Insurance

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Describe the professional staff of the school including total number of personnel, how many are returning staff from the previous school year, and how many were with the school for the entire 2007-2008 school year. Discuss staff turnover and retention patterns and possible reasons for each.

We were able to continue to maintain a highly qualified and talented staff as we completed our fourth year. We began this year with 35 teaching staff members. Of those staff members, all but 2 dance teachers were certificated. One teacher is obtaining special state certification through the American Board of Certification for Teacher Excellence (Passport to Teaching). One teacher holds full certification from NJ and PA, however PA has been unable to locate his certificate since it was submitted prior to the current computer "age". I have been unable to reach anyone in the department to clarify this- but I do have a copy of his NJ valid certificate. We are at the 80 % rate excluding our fully certificated administrators who are not counted in the percentage. In addition, if we were to not count our dance instructors (for whom no actual certification yet exists) our total would have been over 90%. Our non-certificated teachers were all highly qualified professionals with College and out of state-certificated experience. Many of our Artistic Leaders, although non-certificated hold advanced degrees and experience teaching at the College and University level- with exceptional credentials for this experience.

Recruitment of highly qualified academic teachers is surprisingly easy in this award winning school. At a recent Superintendent forum, my fellow school leaders were bemoaning the lack of qualified and certified teachers in Mathematics and Special Education. I had both of these positions fully filled before we left school for this summer and had several very qualified candidates to select from. This is particularly important when you understand that our pay scale is considerably under all public schools and our work load is considerably higher!

In addition, we were requested to produce evidence of the Personnel Report. We are now required to submit through PIMS so this is what we have uploaded.

Quality of Teaching and Other Staff - Attachments

- PDE 414 Form
- Pims Verification of Upload

Student Enrollment

We audition students in full compliance with school law. No students are rejected due to academic weakness. A waiting list for each grade and artistic major is created based on a rubric determined at the time for the audition. The guidance office contacts the appropriate people on the waiting list- in the event of an opening at that grade and major level.

2007-2008 ENROLLMENT HISTORY

| | |
|----------|--|
| Grade 9 | Number of Students Initially Enrolled: 98 |
| Grade 10 | Number of Students Initially Enrolled: 114 |
| Grade 11 | Number of Students Initially Enrolled: 121 |
| Grade 12 | Number of Students Initially Enrolled: 108 |
| Total: | Number of Students Initially Enrolled: 441 |
| | Number dropped: 31 |
| | Number added: 10 |

Our students attended from 39 different sending districts. Schools to which students transferred are, as a result, not easily calculated. Most students returned to their home school district. Several students entered private or parochial education or transferred into cyber education.

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

No students were required to leave the school .

Transportation

We currently receive school district bus transportation from 14 districts in Bucks, Lehigh & Northampton Counties. The 2007-2008 school year saw well over 100 students attending the charter school from outside the ten (10) mile area for public school district transportation. We rely on student drivers and car-pooling for these students to be able to attend. So far in our four year history, no students attending the charter school with Special Education needs have required special transportation services.

Last year we purchased a small school bus which we use to transport our figure skating students. This bus also allows u to provide transportation for small group outings. We have hired a certified school bus driver to handle this task. We continue to explore additional transportation options for our unique student body.

Food Service Program

Students bring their own lunch or purchase lunch from several available vending machines. We do not participate in the Free and Reduced Lunch Program. Our nurse and teachers provide healthy alternatives for those students in need.

Student Conduct

a.) Describe your expectations for student behavior and discipline. Explain how your discipline policy complies with Chapters 12 of the Public School Code, particularly with respect to due process.

Our students are “performers” and discipline is a key to performance success. We implemented a rather traditional program with the expectation that we would make revisions each year if needed.

Our discipline policies and procedures basically focused on a core group of “repeat offenders”. An analysis of discipline records indicate that most reported incidents were of a minor variety related to many new practices and procedures in the school. Suspensions were provided for more serious events and repeat offenders. Suspensions for 2006- 2007 were as follows:

b) Forty-three Suspensions, involving Forty students took place during 2006-2007 school year. The major infractions fell under the category of “Endangering the Health, Safety and Welfare of Self and/or Others”. Most of these involved students leaving the school premises without permission. Most others focused on a significant level of disruption in the classroom.

Due process was provided to all violators of policy. All suspensions required the parent to bring the student directly back to an administrator at the conclusion of the suspension. Suspensions under three days directly involved parents and suspensions over five days resulted in an immediate informal meeting with parents.

There were no expulsions nor threatened expulsions this past year.

Student Conduct -Chapter 12 Compliance

We are in complete compliance with Chapter 12 regulations regarding student conduct. These include, but are not limited to areas such as corporal punishment, exclusion from school/classes, freedom of expression, flag salute and Pledge of Allegiance, confidential communications and searches. Where appropriate, all these items are clearly addressed within our Student/Parent and Teacher Handbooks.

We have attached our code of student conduct which references a multitude of school policies.

Student Conduct - Attachment

- Discipline Policies

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

The Lehigh Valley CHS for Performing Arts within Colonial IU 20 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 Thomas S. Lubben

Title Superintendent

Phone 610-868-2971 x 108

Fax 610-868-1446

E-mail tlubben@lvpa.org

Signature of the Chief Executive Officer and Date

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

Name Mario Acerra

Title President

Phone 610-861-5545

Fax 610-868-1446

E-mail macerra@northampton.edu

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Kathleen Adolt

Title Director of Special Education

Phone 610-868-2971 x 151

Fax 610-868-1446

E-mail kadolt@lvpa.org

Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachment

- Signature Page