
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report
Monday, February 14, 2011
(Last Accepted: Monday, February 14, 2011)

Entity: Avon Grove CS
Address: 110 E State St
West Grove, PA 19390

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Avon Grove CS

Date of Local Chartering School Board/PDE Approval: July 27, 2006

Length of Charter: Renewed to 2011 **Opening Date:** September 3, 2002

Grade Level: Kindergarten- 12th **Hours of Operation:** 7:45am - 2:10pm (Main Site) / 8:30pm - 2:45pm (ELC)

Percentage of Certified Staff: 96.5% **Total Instructional Staff:** 113

Student/Teacher Ratio: 14 to 1 **Student Waiting List:** 731

Attendance Rate/Percentage: 91.5%

Second Site Address, Phone Number and Site Director:

Kemblesville Early Learning Center opened in September of 2008 - Although this site did not open this year, we are reporting it because its opening was relatively recent. The location of the site is: 1769 New London Road, Landenberg, PA 19350. The telephone number is 610-255-5325. Mrs. Kristen Bishop is the Director.

Summary Data Part II

Enrollment: 1369 Per Pupil Subsidy: 10,007.54

Student Profile

American Indian/Alaskan Native:	4
Asian/Pacific Islander:	63
Black (Non-Hispanic):	43
Hispanic:	70
White (Non-Hispanic):	1114
Multicultural:	75

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 9.4%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 19%

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	182	182	182	182	182
Instructional Hours	0	0	983	983	1031	1074	4071

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Avon Grove Charter School is a K-12 educational community located in southern Chester County, Pennsylvania. School enrollment will exceed 1200 students during the coming school year, making AGCS the largest charter school in Chester County and one of the largest in the state. AGCS has a very solid record of academic successes, and the school has made some very impressive strides since its founding. Among the school's accomplishments: significantly strong performance in standardized testing; a sustained emphasis on discovery-based and project-based learning methodologies; a groundbreaking special education program; an innovative program for academically talented students; an growing environmental sciences strand, a geography program; Middle State Accreditation for the High School program, and other milestones too numerous to mention.

The School was founded in the Summer of 2002, and was the culmination of the efforts of parents who were seeking a regional educational alternative for their children. AGCS was established at a time of public school consolidation of historic proportions. The parents who led the movement to establish a charter school in the Avon Grove community had as one of their immediate goals the preservation of neighborhood-based schooling which the establishment of AGCS largely accomplished. The opening of the Kemblesville Early Learning Center next year will renew the school's commitment to providing instruction in intimate and self-contained settings.

In many ways, the structure of the charter school's organizational structure and overall character is largely an outgrowth of the values which brought AGCS into being. At AGCS, we believe in the

power of small teams to create the kind of synergy necessary to create positive and on-going change. A small group of dedicated community members founded our school and small teams will drive change moving into the future.

AGCS is dedicated to the proposition that children learn best in an environment in which they are supported, encouraged, and nurtured. For our community, schools are not simply a vehicle for content-delivery; instead, schools must be places in which student are constantly growing: academically and personally. In this kind of environment, teachers are not referees who provide an ongoing stream of direct instruction and assessment. Our teachers are mentors, role-models, and important players in a community support system designed to enable students to achieve increasing levels of success. At AGCS we are genuinely dedicated to the "whole child" and this approach has enabled us to remain extremely competitive in a community in which all of the traditional public schools perform at a very high level.

Mission

Avon Grove Charter School Mission

The Avon Grove Charter School educates each student through a constructivist approach in a cooperative environment which honors differences and fosters acceptance.

Vision

—

Vision

To transition each student into the world with the capability to discover where they can make significant contributions within global cultures.

Shared Values

- Students learn best when expectations are high and instruction is engaging.
- Parents must take an active role in their child's education.
- All students are capable of success and should be actively encouraged to reach their potentials.
- The school must be intimately connected to the local community and should serve as a resource for community organizations and partners.

Academic Standards

The Avon Grove Charter School is committed to making certain that all students meet or exceed PA state standards in all of the major content areas. However, AGCS also has a commitment to "embedding" the PDE standards within instructional methodologies which are engaging, authentic, and relevant to the

lives of our students. The academic standards provide an excellent framework for talented teachers to utilize while they explore new ways of making instructional memorable and meaningful for their students.

To track student performance, AGCS has established a system of ongoing progress monitoring supported by the use of the "study island" on-line resource and sharply-focused systems of lesson planning a differentiated instruction to make certain that all students regardless of their academic strengths or learning challenges are being met at an appropriate instructional level. AGCS has also developed a broad array of assessment for targeted use to chart student progress in a variety of areas. AGCS is committed to on-going, formative assessment as a means of supporting an RTI process which puts the best instruction tools in the hands of teachers sophisticated enough to address a host of students needs.

This approach is completely consistent with the PDE requirement for a local assessment plan mandated under § 4.52 (relating to local assessment system). AGCS student progress is carefully and consistently monitored throughout the year with ongoing curricular, reference-based, informal and normed assessments.

Environmental Standards

In many ways, Pennsylvania is significantly ahead of other states in its approach to environmental education. Toward this end, Pennsylvania already has Environmental and Ecology Standards already in place to guide the creation of environmentally-g geared programming and to help teachers identify what students need to know in this critical and increasingly important content area.

AGCS has used the Pennsylvania State Environmental and Ecology Standards to establish a framework for its evolving "Green Initiative" and is in the process of gathering as many curricular resources as possible to ensure that student receive instruction that is tied into well defined performance indicators which have grown from the newly established state standards.

Admittedly, environmental education is new territory for many schools in Pennsylvania, and AGCS is very excited about the opportunity it now has to establish a program which is both new, innovative, and standards-based.

Strengths and Challenges

The 2009-10 school year has been challenging for AGCS. Although AGCS continues to perform well on state assessments and to experience a steady (yet manageable) upswing in its overall population, the school community has endured a number of political storms which have placed significant burdens upon many bricks-and-mortar charter schools across Pennsylvania.

In spite of these significant obstacles, AGCS has found many ways to continue to cultivate innovation. As an independent charter school, AGCS is a strong example of the value of offering educational choice, and we sincerely believe our educational model has made a significant difference in the lives of our students and their families. We hope the Department of Education will renew its commitment to supporting charter schools as an integral part of the public school system within our commonwealth.

Strengths:

Environmental Science and "Green Initiative" - Over the course of the last three years, AGCS has been deeply committed to developing an environmental initiative which will connect the school with conservation and environmental efforts throughout the state and will enable student to meaningfully explore environmental science in a hands-on manner. This process was guided by the state environmental standards as well as the creativity and ingenuity of AGCS staff. These efforts were so successful that AGCS made a major commitment to science instruction with an environmental focus and by hiring a full-time Green Initiative instructor for the 2009-10 school year.

AGCS has been recognized for its environmental efforts with numerous grants and awards from the following groups/organizations: the Dockstader Foundation, Project Learning Tree, Lowes, Dansko, Inc., London Grove Township, the Pennsylvania Game Commission, and the Pennsylvania Department of Conservation and Natural Resources.

Special Education — The Special Education Department at AGCS has done extraordinary work over the course of the last five years, leading to praise from impartial observers, the PDE, the local media, and the state's Bureau of Autism Affairs. We have also hosted seminars in topics as diverse as "dual exceptionalities" and "an Introduction to Autism" which have drawn audiences from AGCS, the local community, and even neighboring districts. AGCS (as you will see in the challenges section) is looking forward to meeting and surpassing the guidelines set by the PDE with regard to RTI.

In 2010, the AGCS Board of Trustees authorized Administration (with the assistance of the Chester County Intermediate Unit) to create a position which would provide students with significant language impairments due to autism with Verbal Behavioral support in small groups and one-on-one settings.

Parental / Community Involvement -- AGCS has partnered with a number of local organizations which address the needs of students and adults with special needs over the course of the last school year, and now works hand-in-glove with organizations such as ASCEND (autism issues) and CHADD (attention deficit issues) to meet the needs of our increasingly diverse student body. Both of these groups meet in the school building and an "exception child committee" formed last year, regularly interfaces with staff and administration on issues in special education.

Academically Accelerated / Gifted Enrichment — As a charter school, AGCS receives no Chapter 16 funding. However, due to a significant percentage of the AGCS population entering with the GIEP or similar documentation, it became immediately apparent that AGCS would need to develop a program for academically accelerated students. This program would need to address the unique needs of our gifted and talented population as well as high achieving students who might not receive gifted services in a traditional IQ-based gifted enrichment setting.

At AGCS, the gifted program is known as CAAP (Cooperative Academically Accelerated Program) and includes students who may have entered the school with a GIEP as well as high-ability students who have been identified through the AGCS CAAP screening process. The CAAP program includes a number of high-level middle school seminars, partnerships with Colleges and Universities, as well as intensive small group

and individualized projects designed to challenge and motivate. Children in the CAAP program receive pull-out and inclusion based enrichment each day.

AGCS High School Innovations:

During the course of the spring and summer of 2010, Avon Grove Charter School Administration presented a plan to the Board of Trustees to take the next logical step in the development of the AGCS High School program.

The accomplishments of the AGCS High School program are already impressive. As a matter of fact, the AGCS High School program managed to thrive in one of the most competitive educational markets in Pennsylvania at a time when other charter schools were eliminating their High School programs.

The challenge for the AGCS community has been to support a High School program which is explicitly designed to remain small, and to provide students with the kind of intimate, supportive, and academically rigorous program which would prepare students to face the challenges of higher education. The program would also stimulate students to grow intellectually and to which would foster student creativity and ingenuity.

In 2005, Middle States (the accrediting program) reviewed the two year old AGCS High School program and pronounced it a success. Since that time, the AGCS High School program has graduated over 175 students and graduation percentages and college acceptance rates have been among the highest in the area.

The next challenge for the AGCS High School program will be to enhance and magnify the areas of strength and innovation the program has cultivated and to build upon these curricular foundations to make the AGCS High School a permanent and continually relevant part of the educational life of Chester County.

The growth areas — for the sake of our internal discourse, are know as the “columns” — and it is these “columns” which will support the growing AGCS High School program into the future.

Column 1: Science - An expansion of *Green Initiative* resources into the High School will fuel innovation and make the High School’s biology offerings more “hands-on” and innovative, supported by a few key of *grants*, the reorientation of some teaching staff, and a strengthening of the *Middle School Science offerings which feed HS Science* this program will become a *genuine showpiece*. *Partnerships* with environmental, conservation, and agricultural organization are already providing additional support for this effort.

Column 2: Performing Arts - The extensively rehabilitated David MacKelcan Theater will provide appropriate physical space for the arts. Barring any major surprises this work should be completed before the end of the summer. This is an immense leap forward. Performing Arts offerings in both the MS and HS will become richer and more complex. — The acting / creative expression component (in particular) will provide students will a broad range of transfer skills which will positively impact all areas of study.

Column 3: Visual Arts - AGCS will invest modestly but meaningfully in Visual Arts resources this year. Photography, digital and conventional, will be bolstered. New and

permanent campus art *installations* will be supported both inside and outside of the school. A High-School *Visual-Arts Scholarship* will be established. New visual arts internships will be established, and existing internships will be renewed.

Column 4: Collegiate Experience - AGCS has established partnership with local universities to support students who wish to take college courses within the Junior and Senior years.

Column 5: Global Initiative - AGCS will begin to create a timeline for reciprocal exchange programming, and foster technology-driven connections with communities across the globe. All of this will be tied into coursework highlighting global connectedness.

Column 6: Senior Projects / Community Service - IN 2010-11, **Senior Projects may any of the following or an approved combination: A course of college / University study** with a written or media-rich final project (must be arranged with **AGCS and the College or university**) within a specific subject area. **Concentrated foreign study** and reflection (“vacation” tours would not qualify) — Students would use any combination of text or media to explore a meaningful cross-cultural interaction. **Study / Service with a community-based organization** (must be pre-approved by AGCS) — Students would identify a goal and product before adopting this strand. Daily volunteerism would not qualify, students would have to develop specific outcomes with the sponsoring organization and have the project approved by AGCS. **An ambitious traditional research project** with a culminating report or project in a specific subject area. This could be a written piece or could utilize new media. **A Performance or Visual Arts Portfolio** - Students would submit a pre-identified performance type or thematic visual arts project. **Philanthropy / Community Service** - Students would outline a specific philanthropic project or community service goal which would be captured in a tangible product, report, or process. **Innovation Focus** — Students would have an opportunity to propose a project for the review of the **Senior Project Committee**.

Challenges:

Increasing Financial and Political Pressure

Over the course of the last two years, the Avon Grove Charter School (and a number of other charter schools in Pennsylvania) have struggled for survival in the face of increasingly burdensome financial pressures which have had an immediate and devastating impact on our students and employees. Like all charter schools, AGCS is accustomed to having to “do more with less.” However, given the fact the per student funding from many of our sending districts never rises above 68% of the total per-student allotment, additional and unforeseen financial burdens have become increasingly hard for AGCS to bear. According to Act 22, the 1997 legislation that first authorized charter schools in Pennsylvania, our learning communities should be given the opportunity to thrive and become “laboratories for innovation.” While all of us at AGCS are proud of what we have accomplished in our eight year history, we feel that politics and

special interests sometime conspire to create an atmosphere which discourages innovation and threatens the right to exercise the public school choice granted by the state legislature.

One of the clearest examples of this kind of pressure was the recent wave of property taxes visited upon AGCS and other charter schools across the region. Given our already tight budgetary picture, these costs are particularly painful:

Property taxes Paid to date: \$604,626

Additional tax-related expenses \$165,000 (will additional billable hours expected).

Ironically, the majority of these taxes will return to the school districts in which the charter school's two sites are located. While the economic challenges our nation faces at the moment are significant, it seems fundamentally unjust that AGCS is forced to shoulder such crushing burden. For charter schools to remain stable they must own the property they occupy — assessing taxes against schools that have taken this important step forward places very significant obstacles in the ways of charter schools in Pennsylvania.

Finally, the system through which charter schools in Pennsylvania are funded creates a perpetually inequitable relationship between charter schools and their sending districts. During last year's state budgetary impasse, many of AGCS's sending districts (with the notable exception of Avon Grove, our authorizing district) withheld payment to AGCS. Even after the budget impasse had been resolved, AGCS was still faced with the challenge of drawing upon a line of credit to cover basic costs.

While AGCS weathered this political storm, some local charter schools experienced a level of financial pressure which could have easily brought about their closure. If our state is truly committed to education choice for Pennsylvania's families, it is critical that a less tenuous system of funding charter schools be developed. Political forces which may seem remote to us at AGCS can create a significant "ripple effect," and our school leadership is often impelled to react to these ongoing challenges in ways that can make it very difficult for us (and other charter schools) to engage in meaningful forward planning.

All of us at AGCS sincerely hope that the state will renew its commitment to school choice by looking at issues of funding equity for schools like ours.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Avon Grove Charter School was established by a group of parents and community members dedicated to providing an educational alternative which would meet the needs of a diverse group of families and which would serve as a community resource, rooted within the local neighborhood. From the school's inception, grassroots organizing and consensus building has characterized the way in which all of the stakeholders have been actively brought into the decision making process. Our school is, in many ways, naturally oriented toward inclusive dialog and response.

The strategic planning process is, therefore, a natural fit for a community-engineered charter school like AGCS, which through the process of grassroots organizing has put into place many of the processes and structures that enable real strategic planning to take place in an effective and meaningful manner.

Bi-Annual Retreat

Throughout the course of the year, the AGCS Board of Trustees commits to schedule retreats. These meetings bring together members of the AGCS community, outside consultants, board members, administration and other stakeholders. The objective of these retreats is to engage in goal-centered planning in an atmosphere in which the daily distractions of the school day do not hinder meaningful and in-depth discussion about critical issues. Students are also invited to these retreats, and their input becomes part of the strategic planning process.

Committees

At any one time, at least a dozen committees are in operation and meeting regularly at AGCS. Some of these committees grow directly out of needs identified at the AGCS retreats. Each one of these committees contributes to the overall strategic planning process. Reports of each of these committees are shared publicly at AGCS board meetings, and their goals are identified and honed both during the course of the year and during the bi-annual retreats. Committees are designed to include as many community stakeholders as possible, and committee heads actively recruit to ensure a diversity of opinions within these groups.

Data Collection

At every stage of the AGCS strategic planning process, data plays an important role. Throughout the course of the year, concrete data is used to address pressing issues in a meaningful way. Sometimes meaningful data is not yet available and the strategic planning team (or appropriate committee) will need to engage in active research. For example, the Future Growth Committee (a subset of the strategic planning group) recently contracted with an architectural firm to collect and interpret staff and community opinions about the future allocation and usage of space. The result was an extremely detailed report which will guide the school growth plans moving forward. In this case, the assembling of high-quality data made it possible for the school to move forward with facilities improvement with the maximum amount of community buy-in.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Aviles, Kathleen	AGCS "Green" Teacher	Regular Education Teacher	Kevin Brady, CEO
Bishop, Kathleen	AGCS Board Member	Board Member	Kevin Brady, CEO
Cirino, Mark	Community Member -- Local Faith-Based Organization	Administrator	Kevin Brady, CEO
Denson, Deb	Middle School Principal	Administrator	Kevin Brady, CEO
Donna Archer	Business Manager	Administrator	Kevin Brady
Donna Archer	AGCS Business Manager	Administrator	AGCS Board
Donna Kaiser	Parent Rep -AGCS	Parent	AGCS Parent
Durante, Tony	Facilities Manager	Administrator	Kevin Brady, CEO
Edward Delfin	Dean of Students		Kevin Brady
Eugene Steger	AGCS Board President	Board Member	Kevin Brady, CEO
Gail Townsend	Planning Consultant		AGCS Board
Gwen Galligan	Parent	Parent	Kevin Brady

Hendricks, Dale	Community Member / Business	Community Representative	Kevin Brady, CEO
Howard, Sue	AGCS CAAP Teacher	Regular Education Teacher	Kevin Brady, CEO
Joe DiGiacomo	Board President	Board Member	AGCS Board
Kathy Irving	Behavioral Specialist	Special Education Representative	Kevin Brady
Kozlowski, Bev	AGCS Parent	Administrator	Kevin Brady, CEO
Matt Heckendorn	Consultant - Hooper Shiles	Business Representative	AGCS Board
McElwain, Shannon	AGCS Student Service Headmaster	Administrator	Kevin Brady, CEO
Steven Strang	High School Student - AGCS		Kevin Brady
Susanne Steadman	AGCS / IU	Ed Specialist - School Psychologist	Kevin Brady, CEO
Tosha Brooks	Human Resources Coordinator	Administrator	Kevin Brady

Goals, Strategies and Activities

Goal: DEVELOP AND NURTURE EXTERNAL PARTNERSHIPS FOR EMERGING E-LEARNING CLASSROOM DELIVERIES AND OTHER EDUCATIONAL LEARNING OPPORTUNITIES

Description: Use external partnerships for e-learning and other visionary educational learning and collaborative opportunities as it relates to AGCS' unique environment

Strategy: Embed a dynamic group of learning programs with external resources in support of everyday student learning

Description: Initiate partnerships with local/national/global educational facilities and other entities to provide a menu of options in support of traditional and virtual instruction and training

Activity: Utilize technology committee and other instructional staff to help mold and identify partners and solution sets

Description: • 4th Quarter 2011 — Begin strategic processes to identify types of desired partnerships and curriculum benefits

• 1st Quarter 2012 — Begin acquisitions of partnerships to nurture relationships

• 2nd Quarter 2012 — Develop strategies to embed these partnerships and opportunities into

curriculum

Person Responsible Timeline for Implementation Resources

Kevin Brady	Start: 10/3/2011	-
	Finish: Ongoing	

Status: Not Started — Upcoming

Goal: INFUSE GREATER ACCESS TO RELIABLE HIGH-SPEED BROADBAND SERVICES TO ALL SITES IN ORDER TO POSITIVELY INFLUENCE STUDENTS AND LEARNING

Description: Infuse greater access to reliable high-speed broadband services in order to positively influence students and learning and embed a standard service level across all AGCS sites

Strategy: Ensure a reliable manageable seamless mobile network infrastructure is available

Description: Provide expanded access to reliable wireless services throughout all school buildings to support staff flexibility and student learning

Activity: Identify and purchase network appropriate equipment/devices including management capabilities that meet accepted industry standards in order to support new and current initiatives

- Description:**
- 3rd Quarter 2011 — Perform needs assessment and form strategic plan, align Educational Technology Plan
 - 4th Quarter 2011 — Begin processes to create specification guidelines for components and services
 - 3rd Quarter 2012 — Acquire equipment and deploy solutions on an as-needed basis

Person Responsible Timeline for Implementation Resources

Kevin Brady	Start: 8/1/2011	\$15,000.00
	Finish: 8/1/2012	

Status: Not Started — Upcoming

Goal: Instructional rigor

Description: Build a rigorous and use relevant instructional strategies that challenge all learners at their level of ability.

Strategy: Designing Instruction for Student Groups

Description:

Activity: Discovery Learning

Description: An overview of discovery learning and how to implement it in the classroom

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/31/2008 Finish: 12/31/9999	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
12.00	2	40

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
AGCS	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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- Explain the principles of discovery learning and how inquiry promotes active learning, student understanding and retention of knowledge.

- Engage learners in questioning and problem solving situations.
- plan lessons where students draw conclusions or formulate explanations from the evidence, connect and evaluate explanations and communicate and justify proposed explanations.

- Summarize the roles of the

The professional development is based on the works of Jerome Bruner and the constructivist theory

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.

For school and district

teacher and student in a discovery learning classroom.

- Demonstrate discovery learning instructional strategies

administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Classroom student assessment data • Review of participant lesson plans

Status: Not Started — Overdue

Activity: Response to Intervention

Description: Cross-train all teachers in the use of intervention strategies, materials, assessments, and progress monitoring that will support “at risk” and non-proficient students in all areas.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/31/2008 Finish: 12/31/9999	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	2	40
Organization or Institution Name	Type of Provider	Provider’s Department of Education Approval Status
AGCS	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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<ul style="list-style-type: none"> Utilize appropriate, research-based intervention materials, strategies, and assessments with fidelity. Monitor student progress utilizing identified probes. Implement AGCS approved Response to Intervention model. 	Professional Development will utilize best practices identified in the Pennsylvania Response to Intervention framework: http://www.pattan.k12.pa.us/files/Rtl/Rtl-WhatItI.pdf	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator’s <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>.
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For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities Evaluation Methods

<ul style="list-style-type: none"> • Team development and sharing of content-area 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
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- lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Student PSSA data
- Classroom student assessment data

Status: Not Started — Overdue

Activity: Using Differentiation in the Classroom to Support Learners

Description: Teachers will learn to adapt curriculum, instructional strategies and assessment techniques to enable maximum learning for varying student needs.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/31/2008 Finish: 12/31/9999	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	3	60
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
AGCS	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<ul style="list-style-type: none"> • Demonstrate the use of effective assessment strategies in the classroom. • Create effective enrichment opportunities for highly-abled students. • Select and construct instructional devices 	Professional Development will utilize best practices identified in the National Center on Accessing the General Curriculum's report: "Differentiated Instruction- Effective Classroom Practices Report". http://www.cast.org/system/galleries/download/ncac/DifInstruc.pdf	<i>For classroom teachers, school counselors and education specialists:</i> <ul style="list-style-type: none"> • Increases the educator's <u>teaching skills</u> based on research

that will enhance the content.

- Present content in a way that actively involves students while enhancing their learning.
- Meet both group and individual needs while

on effective practice, with attention given to interventions for struggling students.

- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

For school and district administrators, and other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to

access and use appropriate data to inform decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none">• Classroom teachers	<ul style="list-style-type: none">• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)

Follow-up Activities Evaluation Methods

<ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student learning styles	<ul style="list-style-type: none">• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.• Student PSSA data• Classroom student assessment data• Participant survey• Review of participant lesson plans
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Status: Not Started — Overdue

***Goal:* MATHEMATICS**

Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

***Strategy:* Increased Afterschool Support**

Description: AGCS will work with teachers to increase the rigor of afterschool tutoring in

mathematics. The school will require this kind of tutoring for students scoring in the bottom 20% of the school in the math section of standardized assessments. The school will work to secure volunteer tutors for this purpose. - The school will use classroom spaces at times when they would otherwise lay vacant.

Activity: Recruit Additional Volunteers to work with teachers and students

Description: Parents will play a role in the after school mathematics tutoring program. This initiative will take the same form as the previous boosting of the Reading Assist program which has a healthy parents support base.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Tutoring Afterschool Each Tuesday

Description:

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Strategy: Study Island

Description:

Activity: Assign Study Island at School and Home

Description: Increase exposure to "Study Island" resources through home assignments and continuous progress monitoring. Increase use of study island in school through more intensive (an cost free) use of school technology resource.

Person Responsible Timeline for Implementation Resources

Kevin Brady	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: PROVIDE A BROAD ARRAY OF UP-TO-DATE CORE COMPUTING DEVICES AND PLATFORMS TO ALL STUDENTS AND STAFF

Description: Provide a broad array of computing devices to all students, teachers, administrators, and other school staff to seamlessly provide experiences to newer technologies in support of student learning

Strategy: Ensure staff and students have access to appropriate and timely printing environments

Description: Expand the use of printing standards throughout AGCS to ensure all users can readily have access to printing and copying devices and embed print management to lower costs and reduce paper consumption

Activity: Communicate printing and copying standards to be implemented and acquire necessary devices and utilize any management capabilities

Description: Perform needs assessment and form strategic plan as necessary, and determine future printing needs

Determine continued feasibility of plan and ensure solution meets all strategies identified. Begin contact with solution providers if determined if required for a new or improved solution

Continue acquisition processes and implement approved solution

Person Responsible Timeline for Implementation Resources

Kevin Brady	Start: 8/1/2011 Finish: Ongoing	\$18,000.00
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Status: Not Started — Upcoming

Strategy: Integrate the use of newer technologies and operating systems to increase student achievement and embed classroom standard ratios for device availability

Description: Embed a blend of desktop and laptop computing environments that intuitively

permits access to various device types while insuring industry standard functionality. Develop and implement a replacement strategy for computers reaching the end of their life cycles and follow classroom standard ratios to ensure device equity

Activity: Utilize multiple computing platforms to implant (desktop, laptop and servers) specialized video and music production environments and develop a continuing strategy to replace or add computers in various classrooms at both Avon Grove sites.

Description: • Obtain computers (desktop and/or laptop) and develop strategy to replace desktop computers in various classrooms. Devise server refresh and acquisition plan to support stakeholder initiatives

- Continue refresh and implementation strategy and develop curriculum infusion plan
- Acquire necessary components and provide professional development to staff
- Continue implementation schedule and deploy

Person Responsible Timeline for Implementation Resources

Kevin Brady	Start: 7/1/2011 Finish: Ongoing	\$165,000.00
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Status: Not Started — Upcoming

Goal: READING

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Environmental Restructuring

Description: AGCS will completely alter a large section of the library to create a reading intervention space. This space will be planned by staff who are closest to reading instruction and literacy planning. Arrangement of space will make use of increasingly tight space, but will be informed by a careful analysis of the existing structure.

Activity: Build a New Reading Intervention Environment based on researched best practices in literacy rich environments

Description: Build a reading room to house the additional number of tutors and intervention staff who will be working on early literacy through Reading Assist and Read Naturally. This space will conform to best practices on literacy rich environments.

Person Responsible Timeline for Implementation Resources

Kevin Brady	Start: 8/1/2007 Finish: 8/30/2007	\$18,000.00
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Status: Not Started — Overdue

Strategy: Fluency Intervention

Description: As a part of its system of targeted intervention for students who struggle with basic literacy, AGCS will offer intensive one-on-one and small group tutoring sessions designed to increase reading fluency and accuracy. This step is meant to round-out reading interventions and will be used in conjunction with the school's existing "Reading Assist" program which places most of its emphasis on decoding through multi-sensory phonemic methodologies.

Activity: Teachers, tutors and students will work with "Read Naturally" curriculum and associated resource to develop fluency.

Description: Teachers and tutors will use "Read Naturally" to increase student reading fluency.

Person Responsible Timeline for Implementation Resources

Kevin Brady	Start: 1/1/2008 Finish: Ongoing	\$6,000.00
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Status: Not Started — Overdue

Strategy: Performance Tracking DIBELS/KTEA

Description: A system of formative assessment using the DIBELS and KTEA instruments will be implemented K-5 under the direction of the K-5 Director, Special Education Director, and the Intervention Specialist.

Activity: Test students throughout the year using these and supplemental assessments to provide a comprehensive formative assessment profile

Description:

Person Responsible Timeline for Implementation Resources

Kevin Brady	Start: 1/1/2008 Finish: Ongoing	\$2,000.00
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Status: Not Started — Overdue

Strategy: Reading Assist Intervention

Description: Continue to fund, staff and support the Reading Assist Intervention Program and increase the number of students served each week by at least one dozen. Use alterations in physical space to provide more tutoring space for the program and purchase more multi-sensory phonics support materials.

Activity: Create a working space for the program for the coming school year.

Description:

Person Responsible Timeline for Implementation Resources

Kevin Brady	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Hire full and part-time staff

Description:

Person Responsible Timeline for Implementation Resources

Kevin Brady	Start: 1/1/2008	\$40,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: School Safety

Description:

Strategy: CPR/First Aid Training

Description: Training will incorporate Adult and Child CPR, and the use of an Automated External Defibrillator (AED), while using a barrier device.

Activity: CPR/First Aid Training

Description: Training will incorporate Adult and Child CPR, and the use of an Automated External Defibrillator (AED), while using a barrier device.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/31/2008 Finish: 12/31/9999	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
4.00	1	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Red Cross via AGCS	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<ul style="list-style-type: none"> • Learn how to recognize and provide basic treatment for medical conditions like cardiac arrest, stroke, seizures, allergic reactions, asthma, and shock. • Learn how to recognize and treat major bleeding, neck injuries, head injuries, broken bones, cuts and bruises. 	Meets the standards set by the Pennsylvania Department of Health and the criteria of PDE.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists 	<ul style="list-style-type: none"> • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12)

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Participant survey

Status: Not Started — Overdue

Goal: TRANSITION PLANNING

Description: this is a very comprehensive undertaking, as clarified by the performance indicators. AGCS plans to launch, staff, and organize the most an intensive and meaningful battery of transition strategies aimed a special needs student who will be moving into the world of work, higher education, or other placements. AGCS will create a physical space for the program, hire staff, and establish community connections

Strategy: Establish, staff and organize new program

Description: The school will establish a new and comprehensive approach to transition planning using material, staff and community resources.

Activity: build transition center by subdividing existing "common space"

Description:

Person Responsible Timeline for Implementation Resources

Kevin Brady	Start: 1/1/2008	\$5,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: construct comprehensive plans for all transitioning students

Description:

Person Responsible Timeline for Implementation Resources

Kevin Brady	Start: 1/1/2008	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Hire full and part-time staff

Description:

Person Responsible Timeline for Implementation Resources

Kevin Brady

Start: 1/1/2008
Finish: Ongoing

\$60,000.00

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has met AYP.

Statement of Quality Assurance - Attachments

- Preliminary AYP Data - Unofficial Results
- 2008-09 School Report Card

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The Avon Grove Charter School is a K-12 institution. Therefore, the school draws upon a variety of curricular resources (aligned to ability and grade level) which are regularly reviewed and assessed by key instructional and administrative staff. Below is a chart designed to address the use of specific curricular resources in specific chapter 4 content areas. While it provides a relatively detailed picture of instruction at AGCS, it includes only the major content areas and not the sub-categories identified in Chapter 4. In the interest of space, AGCS has avoided inserting a full scope and sequence in favor of this summary. However, more comprehensive information including specific content alignment strategies and curriculum mapping products are available upon request. Please note, that most of the curricular resources chosen by the AGCS leadership team, have been "crosswalked" to the PA standards by their publishers, others have been specifically designed to address the state standards in the subject area.

Chapter 4 Content Area	Lower School	Middle School	Upper School
Mathematics	Combined use of the <i>Investigations</i> mathematics series (experiential mathematics) and a number of more algorithmically oriented resources including the <i>Saxon</i> mathematics series. — The use of both products was necessary to ensure	Holt Mathematics is the primary curricular resource for general mathematics instruction in the Middle School. The series has been extensively cross-walked with the PA state standards. — The school also makes limited use of	Holt Mathematics is the main resource used for students at this level. The series covers all of the competencies outlined in the PA standards, and provides excellent subject specific resources in: Algebra, Algebra II, Trigonometry,

	mastery of all mathematics standards at all levels.	Connected Mathematics (CMP) at this level.	Geometry, Pre-Calculus and Calculus.
Language Arts	The lower school uses the Harcourt Brace reading series in conjunction with the Reading A-Z series for intensive work on literacy skills. The school also uses the Reading Assist system for targeted reading interventions.	The Middle School uses the Holt Reading series as its primary language arts resource. However, students often examine content aligned to the PA standards through guided reading of whole works of literature.	The content for High School literature classes is drawn from anthologized works of literature as well as complete novels selected by the Language Arts task force. — The content at this level was carefully aligned to the PA standards during the AGCS petition for Middle States Candidacy.
Social Studies / History	The Lower School uses the <i>Core Knowledge Sequence</i> . — Unfortunately, this series did not contain units on Pennsylvania history identified in the PA state standards. As a result AGCS teachers have developed local history units to fill the gap.	The Middle School Uses the <i>History Alive</i> curriculum. Students also do a significant amount of targeted reading in areas identified in the PA state standards.	World History, European History, and other targeted history subject matter is delivered mainly through the use of textbooks provided by McGraw-Hill. These texts have been cross walked with the PA state standards. In many cases, students will also read full texts and original sources, especially in preparation for the Advanced

			Placement examination.
World Language (Chinese, Spanish, Latin, French)	In the lower school, language instruction takes place through a total physical response methodology which included games, songs, stories, and role play. Teacher draw upon a number of curricular resources by students are not assigned a text.	Middle School Students use language specific curricular resource provided by major publishers (including Holt). Language teacher also begin introducing students to world language literature and periodicals.	Texts from a number of educational publishers are provided to students in addition to novels, periodicals, and anthologized literature in the targeted language,
Arts and Humanities	All lower school students have art and music “specials” once each week. The AGCS music program is based on the Orf systems which employs simple instruments for teaching musical concepts. — This curriculum is well aligned to the state standards for music. Art classes for lower school students were designed by the art department with activities and projects specifically aligned to the state standards.	Students in the middle school have the ability to take core courses in visual and performing arts; however, student with a particularly well-developed interest in this area may explore visual and/or performing arts through electives and individualized projects. Dance is also available to Middle School students.	AGCS offers Visual and Performing arts courses and electives closely aligned with the PA state standards. Dramatic performances are usually drawn from whole literature content, although anthologized theatre pieces may be employed periodically. Art History and Art production delivered through both textual and audio visual resources. Dance clinics are adjusted to the ability of the individual performer.

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Documentation documenting the school compliance with chapter 4 is available in a variety of forms. 1) Crosswalk documents created by the educational publishers supplying the AGCS curriculum; 2) Scope and sequence documents developed by instruction teams a various grade levels. 3) Curriculum mapping documents (in production) created through the school-wide curriculum mapping initiative; 4) within the core sections of the Middle States document produced by AGCS as part of its Middle States application.

AGCS is deeply committed to making certain that all students, regardless of their strengths and challenges are able to experience academic success. Therefore, we employ a system of intensive differentiation at every grade level. In the lower school, instruction in all of the major subjects takes place at five levels of differentiation (within each grade). In the middle school, subjects such as Mathematics and Language Arts are offered at as many as six levels of differentiation. As a result, many core-subject classes in the middle and high school may have class sizes as small as ten or twelve. The individualized attention students receive as a result is invaluable. Special educators are also integrated into regular education classes and routinely work with individual students or small groups on specific assignments. These special educators will also “team teach” with their colleagues to make certain that all student are being reached. Academically talented students are able to take advantage of the AGCS CAAP program (Cooperative Academically Accelerated Program). These students are exposed to challenging academic content every day, for all of their core subjects.

AGCS has a five-year long history of promoting inquiry and discovery-based learning. The roots of the Avon Grove Charter School are solidly constructivist. AGCS has been careful to respond to the increasing state and federal emphasis on outcomes by “embedding” state provided standards and anchors within its existing educational methodologies. Project-based activities which require inquiry and promote discovery are encouraged at AGCS, and the school has formed a curriculum committee to ensure the survival of this educational approach into the future. AGCS students routinely apply grade-level mathematics to design community gardens, or emergent literacy skills to describe life inside of medieval castles. Our students are encouraged to employ creativity and ingenuity to solve problems. From a curricular standpoint, AGCS teacher meet regularly in small groups to design new ways to showcase the ingenuity of their students through the medium of “Curriculum Nights” evenings devoted to celebrating the power of inquiry and discovery based leaning.

AGCS provides targeted interventions for students struggling in core academic areas through the Reading Assist program. This program provides students with an opportunity to achieve greater phonemic awareness and fluency through small group and individualized instruction. At present, AGCS hosts the largest Reading Assist intervention program in Pennsylvania. Teachers, aides and parents have all received training in the program. The school makes extensive use of aides and parent volunteers to provide one-on-one tutoring. Students also receive assistance in reading and mathematics through the AGCS Title I program. Title I students meet with the Title I teacher every day of the week.

Teachers at the Avon Grove Charter School engage students in a variety of ways; however, few are more effective than project-based learning. The school makes extensive use of project-based learning across all grade levels. Project-based units enable students to work as members of a larger group and draw upon "hidden" skills and talents that are not always stimulated through the medium of "paper and pencil" activities. AGCS students are also encouraged to explore content across the curriculum through the vehicle of the visual and performing arts. Students routinely

explore literature and history by integrating music and drama into their work, and the results can be very impressive. Many students "process" classroom content more effectively when they have the ability to act or sing their way through the material. Anecdotally speaking, content retention and comprehension seem to increase as a result of this approach.

Rigorous Instructional Program - Attachments

- induction plan approval letter
- Professional Development Approval
- Signature Page Approval Pro. Dev Plan

English Language Learners

AGCS provides a comprehensive program for each student whose dominant language is not English. The vast majority of English Language Learners at AGCS are Spanish speakers. AGCS ESL staff work with students one-on-one and in an inclusion settings to facilitate achievement of English proficiency and the Pennsylvania Academic Standards. There is a strong emphasis on inclusive practices wherever possible: ESL staff "push-in" much more frequently than they "pull out." Students are identified for the ESL program through a Home Language Survey. The survey is used identify students with a primary or home language other than English. AGCS maintains a list of students with a foreign language in their background.

The amount of ESL support is dependent on the student's English proficiency level and the level of mastery of the English language as well as the Pennsylvania Academic Standards. English Language Learners are instructed in the same content areas as other students at AGCS. Instruction is modified and adapted to meet the needs of English Language Learners.

In 2005, AGCS contracted with the Chester County Intermediate Unit to provide additional ESL support in the form of additional instructional staff (AGCS already had one, full-time, certified, ESL instructor on staff). The number of students requiring ESL services (although small) is increasing each year, and AGCS is committed to providing high-quality and comprehensive services for each of these students.

In the coming school year (2010-11), AGCS plans on making a major change in the way that it provides ESL services. Although the support AGCS has received from Intermediate Unit #24 has been very welcome and very useful for our school, we now believe that it is necessary to have a full-time staff member dedicated to meeting the needs of our ELL population. Therefore, AGCS will be conducting a search for an appropriately certified, trained and experienced individual to fill this role throughout the summer. AGCS plans on continuing to draw upon IU #24 for training, support and technical assistance.

There are currently no supporting documents selected for this section.

Graduation Requirements

Graduation Requirements

The Board of Trustees of the AGCS has adopted requirements for graduation that are aligned to Pennsylvania Department of Education standards and consistent with the admission requirements of challenging post-secondary institutions. AGCS has developed a rigorous, college preparatory curriculum designed to equip all of our students to succeed not only in high school, but throughout their lives as life-long learners.

Our graduation requirements are as follows:

English	4 credits	Visual & Performing Arts	2 credits
Social Sciences	3 credits	Physical Education	1 credit
Math	3 credits	Health	.5 credit
Science	3 credits	Technology	.5 credit
World Language	2 credits (same language)	Electives	3 credits
		TOTAL	22 credits

Also:

Completion of approved community service requirement of 15 hours/year

Completion of approved culminating Graduation Project

Credit Accumulation

During the 2004-05 academic year, core instructional periods were 47 minutes in length, and each class met daily (180 days of instruction) for a total of 141 hours of instruction per class. Beginning in the 2005-06 academic year, instructional periods will be 42 minutes in length, and each class will meet for 9 instructional periods each 8-day cycle, for a total of 141.75 hours of instruction during the 180-day academic year.

AGCS awards one credit for a full-year class that meets daily (141.75 hours). A full-year class that meets 4 days per 8-day cycle will be awarded ½ credit (70.875 hours). Trimester-long (12-week) classes will be awarded either 1/3 credit for a class that meets daily (47.25 hours) or 1/6 credit for a class that meets 4 days per cycle (23.625 hours).

In order to receive graduation credit for a course, a student must receive a minimum grade of D- (D-minus), using the following grade distribution:

A+ = 98-100 A = 93-97 A- = 90-92

B+ = 88-89 B = 83-87 B- = 80-82

C+ = 78-79 C = 73-77 C- = 70-72

D+ = 68-69 D = 63-67 D- = 60-62

F = 59 or below

Additional Requirements

In addition, each student must complete approved community service hours amounting to not less than 15 hrs for each year of enrollment in AGCS. Finally, each student must complete an approved culminating graduation project involving a research, a written, and a presentation component as approved by the high school committee. Upon the successful conclusion of the project, the student must have demonstrated his/her ability to apply, analyze, synthesize, and evaluate information and to communicate significant knowledge and understanding.

Assessments

Each year, high school students in grade 11 will take the PSSA examination to determine proficiency in math, reading, and writing. Students who do not demonstrate proficiency in one or more tested area during the 11th grade will be provided additional instruction in preparation to retake the PSSA in grade 12.

In addition, students in grades 9 and 10 are given the Terra Nova test in math and reading/language arts to provide benchmark data of their progress toward mastering state standards in math, reading, and writing. This data will be used to inform both classroom and individual instruction to assist these students in attaining greater levels of mastery.

As AGCS has just completed its first year with a high school program, PSSA and Terra Nova testing during the 2004-2005 academic year will be used to establish a base-line to guide instruction and curricular decisions. Test results for the 2004-2005 academic year have not yet been made available.

Curriculum

The AGCS curriculum is college-preparatory in focus and designed to ready every student for post-secondary education and life-long learning. In major subjects, students must complete a minimum four years of English, three years each of math, social science and science, and two successive years of the same world language. Students must also complete health, physical education, technology, and visual/performing arts requirements.

In addition, students applying to competitive colleges are encouraged to complete up to four years in all major subjects, including world language. Students also have the option of contracting for honors or AP level instruction in each of our high school courses. Currently, AGCS offers AP instruction in English Literature and Composition, English Language and Composition, World History, American Government, United States History, European History, Biology, and Chemistry. Additional AP courses will be added as the high school population continues to grow. Finally, truly advanced students have the opportunity to take courses through the MIST (Monitored Independent Study Tutorial) program or to complete college courses online as offered through the University of Delaware. Successful completion of these course options will count toward the student's graduation requirements.

All high school students are required to complete a mandatory technology requirement involving the use of microcomputers and software. Students are expected to demonstrate competency in keyboarding, word processing, and basic computer applications.

In addition, high school students must complete physical education and health requirements, including instruction in concepts and skills which affect personal family and community health and safety, nutrition, physical fitness, movement concepts, and motor skill development, safety in physical activity settings, and the prevention of alcohol, chemical, and tobacco abuse. Physical education classes are adapted for students with disabilities as required.

Special Education

Avon Grove Charter School provides Special Education services and supports in an inclusion setting. Inclusive education of children with special needs has been an integral part of the AGCS philosophy since the school was chartered in 2002. As AGCS has grown, so has the population of students receiving special education services. At mid year there were 220 students at AGCS who were receiving special education. As the school's population has stabilized, AGCS expects to experience a similar stability in the growth of its population of special needs students, allowing for program building and innovation. AGCS serves all exceptional students in the regular education environment with the exception of two students: one student is placed at the Child and Career Development Center of the CCIU #24. This student is slated to return in the fall of 2008 for his senior year and a subsequent career path in the United States Army. A second student is educated at a private school for students with severe learning disabilities by agreement of the parents and AGCS.

AGCS offers a full continuum of Special Education Services. AGCS has had success in serving students of all exceptionalities in an inclusion environment, with particular success in serving students with Autism Spectrum Disorders, (ASD). Consequently, the school has drawn an increasing number of students with ASD. AGCS currently serves 22 students with ASD, which is 10% of the total number of students who are served by special education services. A similar number of students who may not fully meet the criteria for DSM-IV diagnoses of Autism are identified with diagnoses of Other Health Impairments or Specific Learning Disabilities. Consequently, AGCS sees the continuing increase of Autism Spectrum disorders in the school age population. AGCS added a third Learning Support teacher at the k-1 level, making the ratio of LS teachers to IEP students in the k-1 area a more manageable 1:8. Learning Support teachers at the k-1 level served 12 students with Autism (ASD), 2 students with Multiple Disabilities (MDS), 4 students with Other Health Impairments (OHI), 5 students with Specific Learning Disabilities, and 1 student with an Emotional Disturbance.

AGCS contracts for the services of three PA Certified School Psychologists; two are also a clinical Psy.D. level psychologists. AGCS also contracts with a PhD. Psychologist for supplemental evaluations and testing. AGCS provided 8 Independent Educational

evaluations in the 2008-09 school year. 3 of these evaluations were provided at school request.

AGCS contracts with Pediatric Therapeutic Services to provide Speech and Language, Occupational Therapy and Physical Therapy to its students. Caseloads for these Related Services are significant enough to require 2 Speech and Language Therapists and 2 Occupational Therapists and a Physical Therapist. AGCS devotes a large classroom for therapies and has committed significant school resources to furnishing and equipping the rooms to facilitate services. AGCS broadens traditional services in Speech and Language Therapy and Occupational Therapy to target the needs of students with Autism Spectrum Disorders, Non-verbal Learning Disabilities, severe ADHD and other diagnoses that require sensory approaches in OT and pragmatics instruction in Speech and Language.

AGCS has expanded the use of assistive technology. The use of *DANA* and *NEO* units by *AlphaSmart* has been initiated school-wide with extensive use of *DANA* word processors by high school students.

Increasingly, AGCS is obligated to serve students who have moderate to pervasive learning disorders coupled with exceptional cognitive abilities. This has created renewed challenges for regular education and special educators to collaborate to provide programming that serves the high cognitive abilities and accommodates the learning differences required for this significant population of students at AGCS.

In 2007-2008 AGCS implemented plans for Transition Planning and programming for special needs students. AGCS partnered with the University of Pennsylvania's New Bolton Center to allow AGCS students to serve extended internships in the bovine department. Plans to replicate the program in other departments at New Bolton were frustrated by changes in leadership at New Bolton Center. Nevertheless, the student intern was successful beyond the expectations of all, and will continue during the 08-09 school year. Interns were also very successful at the Southern Chester County YMCA. AGCS found that the greatest challenge to successful community based transition activities was the prohibitive cost of transportation.

AGCS graduated 9 special needs students in a class of 22 in June. Of these students, six will attend four year colleges beginning in the fall of 08, one will enter a community college, and one will enter the US Marines. Students were accepted to colleges that include Virginia Polytechnic Institute, Temple University, Penn State University, and Cedar Crest College, Goldey Beacom College, and West Virginia University. The eighth student will return to AGCS for transition programming that will include college level academics integrated with transition programming skills and training to enable a student with Autism Spectrum Disorder to integrate successfully into post secondary academic and career endeavors.

AGCS began to participate in the Pennsylvania School Based ACCESS Program (SBAP) in the 2006-07 school year. In 2007-08, AGCS will be eligible for approximately \$200,000 in reimbursement for Medical Access qualified services. Based on the most

recently available statistics, AGCS is predicted to be in the top three charter schools in the state of Pennsylvania in SBAP reimbursements.

AGCS has responded to mandates for school-wide systems of *Positive Behavioral Support* by managing Personal Care Assistants (PCA) that are employed by AGCS and also contracted through Chester County Respite Network. In house behavioral support planning was coordinated by a Special Educator with BSC and TSS experience. Numerous students received Behavioral Health Rehabilitative Services (BHRS “wraparound”) through outside sources. The AGCS Special Education Department takes an active role in managing, implementing and supporting BHRS to ensure student success, and agency accountability.

AGCS has also been working with the Chester County Intermediate Unity to provide intensive services for students with significant language challenges through the efforts of a full-time “Verbal Behavioral” instructor who receives on-going training and professional development through the IU, and works with AGCS instructional, support, and administrative staff to implement adaptations, modifications, and specially designed instruction according to the “Verbal Behavioral Protocol.” The addition of this program component has enabled AGCS to occupy the cutting-edge in terms of its ability to support students with profound needs.

AGCS implemented Response to Intervention (RTI) as a progress monitoring initiative and pre-referral structure in 2007-08. This effort included the following elements or processes:

- The formulation, training and implementation of a School/grade-Wide Assessment Team. These teams met on a bi-weekly basis by the end of the year to evaluate assessment data and to make recommendations for intervention or possible Special education testing and identification
- AGCS has had the Reading Assist Institute as a primary intervention for struggling readers for the past five years. Reading Assist includes Orton-Gillingham based direct instruction in reading. The RTI coordinator and a Master’s level Reading Paraprofessional created structures for gathering and retrieving data, and making recommendations for interventions at the Tier II or Tier III levels.
- All regular and special educators and some paraprofessionals were trained in the DIBELS assessment. For benchmarking and progress monitoring. All students in grades k-5 were administered the DIBELS assessment at least three times during the year.

- Special Education
- Special Education

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Kathryn Irving	1.0	Transition Planning/Autistic Support	AGCS	3	Autistic Support grade K-12
Holly Vischer	1.0	Learning Support	AGCS	15	Learning Support grade 3
Donna Fox	1.0	Learning Support	AGCS	12	Learning Support grade 7
Sara LaBarca	1.0	Learning Support	AGCS	14	Learning Support grade 8
Kristy Cameron	1.0	Learning Support	AGCS	17	Learning Support grade 4-5
Rosemary Gwynn	1.0	Learning Support	AGCS - Kemblesville	17	Learning Support Grades K-2
Joan Gravatt	1.0	Learning Support	AGCS	23	Learning Support High School 10-12
Kelly Dinan	1.0	Learning Support	AGCS - Kemblesville	19	Learning Support Grades K-2
Margaret Finnegan	1.0	Learning Support	AGCS	14	Learning Support grade 7 (second 1/2 of year replacing leave of Tellez)
Patricia Sharpe	1.0	Learning Support	AGCS	16	Learning Support Grade 9-10 Contract from CCIU for AGCS Learning Support program
Lisa Sides	1.0	learning Support	AGCS	10	Learning Support k-1
Mary Culler	1.0	Learning Support	AGCS	10	Learning Support Grade 6
Meghan Garchinsky	1.0	Learning Support	AGCS - Kemblesville	11	Learning Support Grades K-2
Kimberlee Scoffone	1.0	Learning Support	AGCS - Kemblesville	12	Learning Support Grades K-2
Nicole Nunn	1.0	Learning Support	AGCS	10	Learning Support Grade 7
Kimberlea Latsha	1.0	Learning Support	AGCS - Kemblesville	10	Learning Support Grades K-2

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
CCIU #24	N/A	emotional Support	Child and Career Development Center, Coatesville PA	1	IEP team placement. Student to return to AGCS for senior year w/US ARMY training

Special Education Program Profile - Chart III

Title	Location	FTE
David E. Conner- Special Education Supervisor / Grades 6-12	AGCS	1.0
Michele Tyndall- School Psychologist	AGCS	1.0
Lynn Anskis PCA- Child Specific	AGCS - Kemblesville Early Learning Center	.8
Beatrice Hudson PCA- Child Specific	AGCS - Kemblesville Early Learning Center	.8
Cathy Berman - Special Education Supervisor / Grades 3-5	AGCS	1.0
Jackie Kennedy- Paraprofessional	AGCS	.5
Nina Campagna - Federal Programs Coordinator	AGCS - Kemblesville Early Learning Center	.8
Dr. Suzan Steadman - Psychologist	AGCS	.5
Thomas Pittman - Personal Care Assitant	AGCS	1.0
Rachel Bettcher - RTI Support	AGCS - Kemblesville Early Learning Center	1.0
Shannon McElwain - Student Services Coordinator	AGCS - Kemblesville Early Learning Center	1.0
Sandy DiGiacomo - Bus Aide / Special Education Transportation Support	AGCS - Kemblesville Early Learning Center	.2
Cara Scialdone - Personal Care Assistant	AGCS - Kemblesville Early Learning Center	.8

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
CCIU #24 Cindy Zeigler	Hearing Impaired Teacher	.05 FTE
Ann Campbell-Pediatric Therapeutic Service (PTS)	Speech and Language Therapist	.80 FTE
Julie Guerin-Pediatric Therapeutic Service (PTS)	Speech and Language Therapist	.60 FTE
Helen Thompson (PTS)	Occupational Therapist	.60 FTE
Deb Christini (PTS)	Physical Therapist	.20 FTE
Dr. Suzann Steadman- Chester County Respite Network (CCRN)	Cinical Psychologist; BSC Services; Certified School Psychologist	.50 FTE
Heather Aubry - Chester County Respite Network	Personal Care Assistant (PCA)	.9
Diane Humphrys- Chester County Respite Network	Personal Care Assistant (PCA)	.9
Jen Markward - Chester County Respite Network	Personal Care Assistant (PCA)	.9
Steph Kilby - Chester County Respite	Personal Care Assistant (PCA)	.9

Network			
Leslie Phillips - Chester County Respite Network	Personal Care Assistant (PCA)		.9
Rachel Bettcher - Chester County Respite Network	Personal Care Assistant (PCA)		.9
Wendy Meenan - Chester County Respite Network	Personal Care Assistant (PCA)		.9
Lauren Allesandro - CCIU #24	Intensive Verbal/Behavioral Instruction		1.0 FTE

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification K	1	2	3	4	5	
PSSA	No	No	No	Yes	Yes	Yes
PASA	No	No	No	Yes	Yes	Yes
GMADE / GRADE	Yes	Yes	Yes	Yes	Yes	Yes
DIBELS	Yes	Yes	Yes	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	Yes	No
DIBELS	Yes	Yes	Yes	No	No	No	No
GMADE/GRADE	Yes	Yes	Yes	No	No	No	No

Student Assessment

Avon Grove Charter School Assessment Analysis

Each year, the Avon Grove Charter School provides the most recent assessment information available as a part of its annual report. Unfortunately, most of the "official" PSSA information has not reached AGCS prior to the annual report's submissions. This means that all of the data presented as a part of the AGCS annual report essentially lags a full year behind. If AGCS used this data along to identify larger implications for instruction, our overall reaction would very likely not adequately address any trend we might see.

Therefore, it is our intention to communicate to the Avon Grove School District (our authorizing district) that we intend on adding our 2010 PSSA data to the analysis shown below when we present our annual report to the Avon Grove School District Board of Directors. It is our belief that the Pennsylvania Department of Education is working to produce solid assessment data in an increasingly expedited manner and that in future years, our test results will be more up-to-date. If no "official" data is available, AGCS will

provide calculations based on the most recent "raw" data provided to the school as part of the annual AYP determination process.

The Assessment Climate at AGCS and New Challenges

The Avon Grove Charter School has made AYP (Adequate Yearly Progress) since its inception in 2002. The result of this year's (2010) PSSA data does not seem to be available in any "official" version at the moment. The AYP appeals website seems to have opened very late this year (within days of this report's deadline). However, we do know that AGCS once again continued its unbroken trend of AYP attainment for the last period for which AYP data was available (2008-09). This is a significant accomplishment considering the school's opening of a new campus (the Kemblesville ELC) and a series of significant organizational and structural changes.

The 2008-09 school year witnessed some of the most intense and sweeping change ever witnessed by our AGCS community. In order for the school to continue to provide an intimate and supportive setting for all of our students, a large capital project was initiated to secure a permanent home for the K-2 population. At the same time, AGCS also witnessed a very significant influx of students and finally, a departmental restructuring which has taken two full academic cycles to fully implement.

AGCS also serves an ever-increasing number of special education students. The school takes very seriously its obligation to serve exceptional students very seriously. However, the cost of personal care assistants (PCAs), new testing resources, health-related services, and specialized materials represents a very real financial burden for AGCS. The cost of special education and related services this year continues to outstrip school expectations. Yet, parents who do not feel well-served in a variety of school settings continue to send students to AGCS in very large numbers. This creates a total special education percentage that well exceeds that of many local districts. Many of these children have profound needs (particularly students who struggle with Pervasive Developmental Disorders), and AGCS understands that it is duty-bound to serve these students as sensitively and supportively as possible. The school's history of success and measurable gains in serving students with challenges of all kinds is part of the reason for its stellar reputation in the special needs community.

Finally, AGCS must constantly balance its drive for increasingly high levels of overall testing performance with the school-wide imperative to promote methods of instruction that are rooted in discovery, inquiry and project-based methodologies. It is our firm belief that students at AGCS will be able to perform at the highest levels without our school community defaulting "direct instruction" methods which impart content for the sake of test performance alone. At AGCS we seek to create lifelong learners who have a desire to increase the scope of their skills and knowledge in authentic ways which are broadly applicable not simply geared toward a one-time application within an "artificial" testing setting.

This is not, however, to say that AGCS is not conscious of the importance of state assessments. After all, trends within the PSSA can highlight the necessity of program improvement or signal the need for a change in instructional approach or delivery. PSSA

results can also highlight the necessity of addressing the needs of significant sub-groups of our school population. Again, we believe that any moves we make to react to trends on the data can be accomplished primarily within our discovery-based model of instruction. While AGCS students do utilize on-line “test prep” programs designed to produce solid information on progress and performance, this kind of pre-testing and benchmarking is designed to function as a tool to support instruction, not as the central focus of the AGCS instructional program.

School Wide Assessment Data

The 2009 assessment news, from a schoolwide perspective, is mixed. During the 2008 testing cycle, AGCS students performed higher (across all grade levels) than at any time in our school's history. During the 2009 testing cycle, schoolwide performance seems to have leveled-off considerably. In many cases, scores returned to the 2007 levels - or settled into the middle ground between the 2007 and 2008 levels of performance. One notable exception to this general rule can be seen in the 2009 PSSA Science Results. Science is a relatively new statewide assessment target, and the initial data seems to show AGCS moving steadily forward.

PSSA Science 4th Grade

School Year	Proficiency Rate	Trend
2009	90%	+4%
2008	86%	

AGCS has invested additional resources schoolwide to support its science curriculum, and the impact of the initial stages of the "Green Initiative" may be in evidence here. This seems particularly likely because of the very strong performance of 4th graders in the environmental/natural science sections of the assessment. The expansion of environmental science in both the 3-5 and middle school programs should have an even greater impact in 2010 given the far more intensive amount of instruction provided by the school's new "green educator."

Schoolwide results in Reading and Mathematics, show some overall downward trends. While fluctuations of five percentage points of less are to be expected in any population over a year's time. The decreased proficiency rates for the 2009 are somewhat concerning. Again, given the major changes taking place at AGCS during this time period, we may be looking at a one-time anomaly — this is why the much-anticipated 2010 scores will be of critical importance. If a downward trend exists, it should repeat itself. However, in 2010, students and teachers were able to settle-in and experience greater levels of rootedness within their respective facilities, and the substantial increase in the overall AGCS population (across grade levels) was more completely “absorbed” within the student body. At least theoretically, these changes should produce solid results.

Schoolwide Proficiency Rates

School Year	Mathematics	Trend	Reading	Trend
2009	71%	-7.7	73%	-5
2008	78.7 %	+4.2	78 %	+2.7
2007	74.5 %		75.3%	

Students with IEPs

School Year	Mathematics	Trend	Reading	Trend
2009	43 %	-3%	46%	-7.1%
2008	46.9 %	-12%	53.1 %	- 3.6%
2007	58.2%		56.7 %	

Both the schoolwide and the schoolwide IEP subgroup data indicate some downward trending at AGCS. However, the non-IEP population in both major subject areas seems to be showing a very modest peak and trough profile while the IEP subgroup seems to be incrementally, but steadily trending downward. Much of this flies in the face of recent changes to curricula (particularly in elementary language arts). Again, it will be very telling to see what major commitments to new researched-based curricular resources may have accomplished after two years of implementation. Again, the 2010 scores should be illuminating.

Divisional Data — Highlighted

Third Grade Math and Reading

School Year	Mathematics	Trend	Reading	Trend
2009	79%	-9%	77%	-10%
2008	88 %	+9%	87 %	+14%
2007	79%		73 %	

Fourth Grade Math and Reading

School Year	Mathematics	Trend	Reading	Trend
2009	74	-7%	71	+5%
2008	81		66	

Fifth Grade Math and Reading

School Year	Mathematics	Trend	Reading	Trend
-------------	-------------	-------	---------	-------

2009	63%	-7%	67%	-5%
2008	70 %	-7%	72 %	+6%
2007	77 %		66 %	

The trends present in the 3-5 program are less complicated. -- Although there is now downward trending, there are also some corresponding up-swings. The upward and downward trends present in this population range from 5-7% which one expects to see, positively and negatively within any group over the course of a given year. The one exception to this rule would be the third grade which has experienced a 10% swing in 2009. However, it should be noted that that grade level's 2008 performance was extremely high (among the highest proficiency rates in the school), and that their downward shift in the following year brought still left the grade level in a position superior to the one they had occupied in 2007. Again, AGCS absorbed a significant number of students in this division between the annual testing windows, and then began to level-out and stabilize. While the 2010 scores may not match the rates achieved in 2008, they should indicate an upward trend.

The ACCS Middle School

Sixth Grade 2008 Math and Reading

School Year	Mathematics	Trend	Reading	Trend
2009	73%	-7%	75%	-3%
2008	80 %	+12	78 %	+11%
2007	68 %		67 %	

Seventh Grade 2008 Math and Reading

School Year	Mathematics	Trend	Reading	Trend
2009	72%	-7	73%	-8
2008	79 %	0	81 %	0
	79%		81%	

Eighth Grade 2008 Math and Reading

School Year	Mathematics	Trend	Reading	Trend
2009	63%	- 25%	79%	-11%
2008	88 %	+18%	90 %	+7%
2007	70 %		83 %	

Middle school scores trended downward in 2009. Unfortunately, this downward trend applies to all measured areas. It should be noted, however, that the six grade saw an overall improvement over a two year period -- which is similar to the trend we noted in third grade.

AGCS High School

11th Grade 2008 Math and Reading

School Year	Mathematics	Trend	Reading	Trend
2009	61%	+10%	71%	-7%
2008	51 %	+1%	78 %	-3%
2007	50 %		81 %	

Finally, performance in the High School program at AGCS remained strong. While reading scores show a notable 10% downward trend over the course of two years, math scores have shown an increase of an identical amount. This trend may speak to the small size of the high school program and the tendency for any trend to be slightly magnified.

However, it may also highlight the statistical significance of a growing PDD population in the high school. Many of these students struggle with language arts and written and verbal expression; however, mathematics often poses less of a challenge for the subgroup, many of who thrive in mathematics. The data may point to the increased need for expressive and receptive language support in our high school program.

Student Assessment - Attachment

- 2008-09 School Report Card

Teacher Evaluation

Teachers at AGCS are formally and informally observed every two months. These evaluations may take three forms. 1) The teacher may be evaluated with the school's internally produced instrument. 2) The teacher may be reviewed using a "short form" providing short but useful feedback on an informal observation. 3) Finally, teacher may be evaluated using PA State evaluation forms 426-428A. Teacher at AGCS are observed formally and informally, by peers from within their grade groups, teacher-mentors, and members of the AGCS Administration.

The Avon Grove Charter School Teacher Evaluation Plan is designed to cultivate excellence in the AGCS teaching staff. In order for teachers to understand the criteria by which their work is being evaluated and their responsibilities to connect classroom instruction to state standards and school-wide initiatives, AGCS has created a simple evaluation plan which is made available to teachers at the beginning of each school year. Effective evaluation is one of the keys to ensuring continuous improvement in teacher performance and to promote overall program quality.

Individuals responsible for teacher and staff evaluations with administrative certificates: Dr. Kevin Brady, David Detzel, Deborah Denson, Kristen Bishop and David Conner. In addition, Michelle Kochan is also responsible for teacher and staff evaluations. She is currently pursuing principal certification.

Teacher evaluations are conducted by grade-level directors. Each of these evaluators have received training in evaluation through graduate study, principal certification, local training sponsored by the Intermediate Unit or PATTAN, or training at professional conferences. Throughout the summer and the academic year, AGCS provides each of the area directors with both general managerial/leadership training, and professional development relating to best practices in their areas of responsibility in addition to frequently providing time for the directors to collaborate as a professional learning community.

Teacher Evaluation - Attachments

- HARTER ANNUAL REPORT: REPORT SECTION - TEACHER EVALUATION
- AGCS Teacher Summative Performance Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Board of Trustees

The bylaws of the Avon Grove Charter School establish terms of service for board members, and it is, therefore, necessary for a small number of new board members to be appointed every two years while others will leave the board upon the completion of a longer period of service.

During the 2009-2010 School year, there were a number of changes on the AGCS Board of Trustees, largely due to members reaching the end of their respective terms. However, before the beginning of the school year, Dr. Glenn Hamilton resigned from the board, the remainder of his term will be covered by Dr. Greg Parsons who also assumed the chairmanship of the board's Health and Safety Committee. Toward the end of the 09-10 school year, one of our most valued and admired board members, Mr. David MacKelcan, passed away after a short battle with cancer. During the months of June and July, the Board Nomination Committee worked to fill Mr. MacKelcan's seat, as well as the seats of Dr. Mark Cirino and Ms. Deb Harper both of whom had come to the end of their respective terms.

Administration

During the 2008-2009 school year, AGCS hired Ms. Kristen Bishop as the K-2 Director for its newly opened Kemblesville site. Prior to this point, the K-2 Director position did not exist. It was

necessary to expand the school's administrative capacity to ensure that full-time supervision and oversight was occurring at the Kemblesville Early Learning Center. This is Mrs. Bishops Second year in this role, and the ELC continues to thrive under her leadership.

Foundation

The AGCS Foundation (which held title to the school's property) merged with the Board of Trustees in June/July of 2010.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Mark Cirino	President
Deborah Harper	Vice President
David MacKelcan	Secretary
Gene Steger	Treasurer
Chris Campagna	None
Ken Thurston	None
Greg Parsons	None

Professional Development (Governance)

The Avon Grove Charter School Board of Trustees is committed to on-going professional development and training. Currently, the school's solicitor, Gawthrop, Greenwood, PC, provides the Board of Trustees with ongoing training in the areas of the Public Official Act and the Sunshine Law. The Board of Trustees also conducts bi-annual retreats to address pressing issues and receive updates on charter school law and effective governance.

Coordination of the Governance and Management of the School

The AGCS Board of Trustees works closely with administration to ensure the effective governance and oversight of the school. The Board operates a number of committees which meet on a regular basis to address issues as the effectiveness of curricular resources or the overall morale of AGCS staff. Each Board Member is expected to play a meaningful role on a major committee and by doing so, to contribute to the overall success of the school. The Board of Trustees also requires regular reports and updates from the CEO and other key staff on issues identified throughout the course of the year. Board members also regularly review the schools assessment data and other measures of performance to judge program effectiveness. The Board of Trustees does, however, understand the importance of avoiding micro-management. While Board members demand that school administration effectively manage the school they are careful not to interfere with daily operations.

Both the administration and Board of the Avon Grove Charter School are in regular contact with the Avon Grove School District's Board of Directors. The relationship between these two entities has been very positive from the school's inception. The Board of the authorizing district has always shown a willingness to work toward common goals with Charter School Leadership. To facilitate communication, the AGCS Board of trustees regularly appoints a "district liaison" -- this individual is responsible for discussing critical issues with the Avon Grove School District Board.

This system has worked extremely well throughout the years. Further testament to the health of this relationship is the unanimous approval of the charter school's petition for renewal by the AGSD Board. The Avon Grove Charter School is also in the process of negotiating with the School District for the purchase of a currently inactive school building. This site would provide the AGCS community with significant additional instructional space. The on-going talks to secure the property have required continuous communication between the two school boards.

Coordination of the Governance and Management of the School - Attachment

- 2010 Board Meeting Calendar

Community and Parent Engagement

Throughout the course of the year, the AGCS Board of Trustees interacts with members the leadership of the AGCS PTO (Parent and Teacher Organization) to brainstorm strategies for increasing parental and community involvement in the school. There are also bi-annual retreats, to which AGCS parents and community members are invited. One of the objectives of these retreats is to thoroughly discuss the way in which community support is most effectively garnered and how such support might be maintained in the future. The majority of the Avon Grove Charter School Board of Trustees are parents with children attending the school and as such have a unique connection with the local community.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Fiscal Year: 2009-2010

There were no major fundraising campaigns conducted in the 2009-10 fiscal year.

As in previous years, there were several small classroom fundraisers held throughout the year. Fundraising guidelines and processes were followed to provide a full check and balance system for selected staff members conducting a fundraiser.

The fundraising policies and procedures implemented in prior years were strictly monitored and all fundraiser organizers and events were reviewed and found to be in compliance with all Avon Grove Charter School mandates.

The existing Avon Grove Charter School guidelines and procedures are stated below. There were no modifications made to the existing procedures during the 2009-10 academic year.

Fund Raiser Guidelines for all AGCS Fundraisers

Steps to planning a successful Fund-raiser:

- Each student group needs to develop a fund-raising objective.

What is your student group raising the funds for?

How much money are you looking to raise?

What kind of fund-raisers does your group want to try?

Determine how you will go about your task.

- When will the fund-raiser be?
- How will this fund-raiser be communicated to the school?
- Who will be participating in the fund-raiser?
- Who will be working the fund-raiser?
- Submit a request to the Administration listing the details of the proposed fundraiser to the Administration for approval.

Make sure all students involved have specific responsibilities.

Recruit volunteers (Parents and additional staff)

Make sure the fund-raising activity is approved by Administration. Be sure to check your state laws before committing to a raffle or casino night.

Verify Insurance coverage for all events. For all off-sight fundraising, a chaperone or parent is required.

No student is allowed to fundraise outside of any business establishment without adult supervision.

These persons should be cleared by the Administration to serve as a chaperone. Additionally, the Avon Grove Charter School must ensure that any person(s) acting as a chaperone has the proper clearances.

Any performer brought in to perform a service is required to submit a certificate of insurance and background clearances to the Business Office prior to the event.

Be sure to keep accurate records of all funds received and receipts for all expenditures.

If a check is required for vendor payment, all requests must be submitted to Accounts Payable ten days prior to the event. The Fundraiser must reimburse the school all prepaid expenses within one week of the event.

Once the event or fundraiser is completed, all funds need to be counted and submitted to the Accounts Receivable using a deposit summary sheet within one week of the event's conclusion. The advisor is responsible for submitting the collected funds to the Business Office (if the Main Office is holding fundraising money under lock & key). It is the fundraiser advisor's responsibility to pick up all

funds/orders by fundraising due date and submit all cash/check to the Business Office).

Be sure to thank all volunteers for their time.

All Student Council fundraisers must be student managed events. The students are responsible for deciding on the type of fundraiser, running and staffing the fundraiser and making the final decision regarding what the funds will be used for.

A provision should be included to explain what will happen to any remaining funds. This is especially true for senior class account which must be closed when the students graduate. Pursuant to the PDE Manual on Financial Accounting and Procedures, the money is vested in the School for "school related purposes" and can not be used to fund class reunions.

AGCS BUSINESS OFFICE PROCEDURE

"Fundraising Procedures and Definitions"

1. All fundraising initiatives or events for student activities must be presented and approved in advance by the Academic Director and Principal.

2. Fundraising activities may only benefit a student activity and not an individual's personal gain.

A. Personal gain is defined as the sale of goods or services or the sponsorship of any fundraising activity on school property by any individual or group that is intended to improve the personal financial status of any person or group of persons involved in the sponsorship of the activity. Fundamental to this definition is the premise that funds raised by student activities are to be used to expand or enhance the activities of those organizations and not to financially subsidize an individual's personal interests or needs.

3. Permission for all fundraising activities is extended only to Avon Grove Charter School (AGCS) recognized student groups and is subject to the following regulations:

A. Fundraising is defined as the sale of products, the solicitation of money or contributions, the collection of dues or donations, the charge of admission, or any other means of collecting revenue.

4. The AGCS principal and academic director must approve all fundraising activities at least two (2) weeks in advance. Permission shall not be granted for

products and services that conflict with the policies of AGCS. (Example: No candy is allowed be sold in the cafeteria)

5. Pre-established fees for facility use, equipment rental, and other direct costs must be paid in advance. Check requests for all required fees must be submitted to the Accounting Office two weeks prior to the vendor payment due date.

6. Funds raised must benefit a recognized student activity or a bona fide charitable organization. No funds may be used for personal gain as previously defined in this section. The AGCS reserves the right to review the financial records of student activities that have been allowed to raise funds on behalf of the school to determine if the funds are being used for the purpose for which they were raised.

7. Please make sure your forms include the person's name To whom they need to be returned. The Main Office will hold any money/forms that are turned in thru the attendance folders or dropped off to the office will be locked in a cabinet. It is the Advisor's responsibility to pick up the money/forms from the office daily.

Fiscal Solvency Policies

The Avon Grove Charter School

Fiscal Solvency Policy

1. Introduction

The Budgetary process at the Avon Grove Charter School is an integral part of carrying out the mission of the school. The budget is prepared prior to the beginning of the fiscal year and is approved by the Board of Trustees in advance of its implementation.

2. Accountability

The school has a fiduciary responsibility to effectively manage and use its financial resources. The Board of Trustees and Administration are ultimately responsible for the fiscal solvency of the school.

The school is committed to effective resource management and accountability. Ongoing budget oversight is provided to ensure that resources and expenditures are occurring in general conformity with the approved budget. Throughout the fiscal year, the Accounting/Business Office, Principal, Directors and Department Managers shall monitor and oversee operating budgets ensuring that:

Year-to-date resources and expenditures are occurring in a manner consistent with the departmental budget.

Resource shortfalls and expenditure overages are identified and resolved.

Deficit spending at the department level does not occur.

3. Employee Hiring and Compensation

Salaries and benefits represent the largest expenditure for the academic entity. It is important to manage this expense effectively. A staff list is provided to each department in their budget packet. The staff list is an effective tool used to provide each Academic Director and Administration with the necessary information required to make decisions on whether to recruit and /or refill a position vacancy.

4. Fiscal Year End Purchase Requisitions

Generally accepted accounting principles for the Not-for-Profit Organization require the school to record the expense at the time it was received or the service was rendered. Expense items incurred prior to June 30th will be expensed to the current fiscal year and not held and expensed against the following fiscal year.

Outstanding purchase orders on which delivery is not received before June 30th will be expensed against the following fiscal year.

5. Capital Expenditures

A capital expenditure is the purchase of furniture, equipment, vehicles, facilities, etc., with a price (or fair market value in the case of a gift) of \$ 5000 or more and a useful life of two or more years.

Capital Expenditures over \$ 5000.00 or more required the approval of the Board of Trustees and are expensed to the departmental budget and charged to object codes

700 — Computers

710 — Furniture & Equipment

6. Budget Reallocations

The Board of Trustees approves the budget for each Department based on the initial allocations submitted; therefore, it is imperative that adherence to these budget allocations be maintained. During the course of the academic year, adjustments to allocations may need to be made due to unforeseen circumstances and changes. All budget reallocations must be approved by the Board of Trustees.

7. Departmental Account Deficits

Deficits in a school department budget account are not permitted. The budget is approved by the Board of Trustees and departments should not deviate from their budget. In all cases, Academic Directors and Department Managers are ultimately responsible for the financial management of their accounts and should take immediate action to prevent or correct any deficit problems.

Certain circumstances may require a written explanation explaining a current deficit or the necessity of deficit for an unforeseen event or situation at the budget was created and approved. Any deficit or planned deficit due to unforeseen circumstances requires the approval of the Board of Trustees.

AGCS BUSINESS OFFICE PROCEDURE

"Budget and Approval Process"

1. Initial Budget Committee Meeting: (On or about March 1st)

A. Attendees should be:

- 1) Principal**
- 2) Business Manager**
- 3) Representation from AGCS Board of Trustees**

B. Review current year and discuss initial budget objectives for the next fiscal year:

- 1) Projected Revenue**
- 2) Enrollment**
- 3) Capital Expenditures**

C. Review and make any changes to the Budget Estimates Worksheet

2. Initial Department Budget Estimates are then requested from each Academic Director and Department Supervisor.

A. Initial Department Budget Estimates are due on or about March 15th.

B. Appointments are scheduled with each director to discuss the budget estimates worksheet. (Template attached)

3. Meetings are scheduled to discuss each Academic Director and Department Supervisor Initial Budget Requests.

- A. These meetings should be scheduled on or about March 30th.
 - B. The main purpose of these meetings is to determine student needs and prioritize each request.
 - C. Based on the discussions, the director or supervisor may be asked to edit and/or adjust their budget requests.
4. Once all Initial Departmental Budget Estimate Meetings have taken place, the Business Manager prepares the first round draft of the next fiscal year's budget.
 - A. This first round draft should be complete the first week in April.
 5. When the first draft is completed, the Principal, Business Manager and a Representative of the Board of Trustees will meet for discussion.
 - A. The first round cuts or additions are made at this time based on information gathered during the departmental meetings.
 - B. Based on the decisions made in the above mentioned meeting, the budget is adjusted accordingly and departmental budgets will then be printed for each director or supervisor.
 6. The Academic Directors or Departmental Supervisors review the newly released proposed budget reports.
 - A. Additional requests are made as the directors/supervisors feel necessary.
 - B. Due Date for additional requests will be slated for the end of the third week in April.
 7. The Business Manger will then finalize the proposed budget and prepare for the Board of Trustees Public Session Meeting Presentation.
 8. The Proposed Budget is presented to the Board of Trustees at the regularly held monthly meeting and questions and concerns are addressed from Board Members, Faculty and Staff, Parents of our enrolled students and any other individual attending the public session meeting.
 9. Once all questions, and concerns have been addressed and any changes have been identified, the Board of Trustees will make motion to approve the public posting of the new fiscal year budget.
 - A. This posting will include any changes discussed at that meeting.
 - B. The posting is in the Main Office of the AGCS and will remain posted for thirty days.
 - 10 At the end of thirty days, the proposed budget is again presented to the Board of Trustees for a motion to approve this document as the final Budget for the next fiscal year.
 - A. This must happen before the last meeting in June.

11. Once approved, the newly approved budget is formatted and electronically filed with the Pennsylvania Department of Education.

A. Filing with Pennsylvania Department of Education must take place within 15 days of the Board of Trustees Approval, or July 31 of the new fiscal year.

12. The finalized Department Budgets are entered into the accounting software and distributed appropriately.

Fiscal Year: 2009-2010

There were no modifications to the existing Avon Grove Charter School during the 2009-2010 Fiscal year.

Accounting System

Fiscal Year: 2006-2007

The Avon Grove Charter School uses the QuickBooks Premier Nonprofit Edition 2006 Accounting Software. This version integrates the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing the Generally Accepted Accounting principals for the school's budgeting, accounting and reporting practices.

Fiscal Year: 2007-2008

The Avon Grove Charter School uses the updated QuickBooks Premier Nonprofit Edition 2007 Accounting Software. This version integrates the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing the Generally Accepted Accounting principals for the school's budgeting, accounting and reporting practices.

Fiscal Year: 2008-2009

The Avon Grove Charter School uses the updated QuickBooks Premier Nonprofit Edition 2007 Accounting Software. This version integrates the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing the Generally Accepted Accounting principals for the school's budgeting, accounting and reporting practices.

Fiscal Year: 2009-2010

The Avon Grove Charter School uses the QuickBooks Premier Nonprofit Edition 2007 Accounting Software. This version integrates the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utilizing the Generally Accepted Accounting principals for the school's budgeting, accounting and reporting practices.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- 2007-2008 Signed Report replaced this file.
- 2008-2009 AGCS Furniture & Equipment Purchases
- 09-10 Preliminary Statement of Revenue, Expenditures and Fund Balances
- 09-10 AGCS General Fund Balances
- 2009-2010 Furniture & Equipment Purchases
- 2009-2010 Preliminary Summary of Revenue and Expenditures

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

Fiscal Year: 2006-2007

Avon Grove Charter School has engaged Umbreit and Associates as its auditing firm. The last school audit was completed in August of 2006. The auditor's annual report summary for 2005-2006 fiscal year has been forwarded to the PDE. The 2006-2007 audit is scheduled to begin in early September of this year. There were no significant findings identified by the auditor for the 2005-2006 school year. AGCS has been in the process of scheduling this year's audit for the last few months and was only able to schedule the audit for the 2006-2007 school year very recently. AGCS has traditionally conducted its annual audit during the month of August, following the close of the fiscal year. Therefore the data attached to this report is a copy of the audited financial statements for the Fiscal Year ending June 30, 2006. Attached please find the electronic pdf copy of the prepared audit financial statements conducted in August 2006.

Fiscal Year: 2007-2008

Avon Grove Charter School has again engaged Umbreit and Associates as its auditing firm. The last school audit was completed in August of 2007. The auditor's annual report summary for 2006-2007 fiscal year has been forwarded to the PDE. The 2007-2008 audit is scheduled to begin in late August of this year. There were no findings identified by the auditor for the 2006-2007 school year. AGCS has traditionally conducted its annual audit during the month of August, following the close of the fiscal year. Therefore the data attached to this report represents the last fiscal year audit completed. Attached please find the summary from the last audit.

Fiscal Year: 2008-2009

Avon Grove Charter School has again engaged Umbreit, Korengel & Associates, P. C. as its auditing firm. The last school audit was completed in August of 2008. The auditor's annual report summary for 2007-2008 fiscal year has been forwarded to the PDE. The 2008-2009 audit is scheduled to begin on August 31, 2009. There were

no findings identified by the auditor for the 2007—2008 school year. AGCS has traditionally conducted its annual audit during the month of August, following the close of the fiscal year. Therefore the data attached to this report represents the audited financial statements from the audit conducted on August 27, 2008. Attached please find the summary from the last audit.

Fiscal Year: 2009-2010

Avon Grove Charter School has engaged Umbreit, Korengel & Associates, P. C. as its auditing firm. The last school audit was completed in August of 2009. The auditor's annual report summary for 2008-2009 fiscal year has been forwarded to the PDE. The 2009-2010 audit is scheduled to begin on August 30, 2010. There were no findings identified by the auditor for the 2008-2009 school year. AGCS has traditionally conducted its annual audit during the month of August, following the close of the fiscal year. Therefore the data attached to this report represents the audited financial statements from the audit conducted on August 31, 2009. Attached please find the summary from the last audit.

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

- CHARTER ANNUAL REPORT: REPORT SECTION - AUDIT FIRM, DATE OF LAST AUDIT, AUDITOR'S OPINION, AND ANY FINDINGS RESULTING FROM THE AUDIT
- CHARTER ANNUAL REPORT: REPORT SECTION - AUDIT FIRM, DATE OF LAST AUDIT, AUDITOR'S OPINION, AND ANY FINDINGS RESULTING FROM THE AUDIT
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- CHARTER ANNUAL REPORT: REPORT SECTION - AUDIT FIRM, DATE OF LAST AUDIT, AUDITOR'S OPINION, AND ANY FINDINGS RESULTING FROM THE AUDIT
- 2007-2008 AGCS Audited Financial Statements
- 2008-2009 Avon Grove Charter School Fiscal Year Audit

Citations and follow-up actions for any State Audit Report

Fiscal Year: 2006-2007

The Department of the Auditor General conducted an audit of the Avon Grove Charter School throughout the months of September and October of 2006. During this time, staff members from the office of the Auditor General's office were present at the charter school every day, sorting through records from previous years. Although a number of charter schools were similarly audited during this time period, the results of the audit of AGCS have not yet been made public. Initially, the office of the Auditor General indicated that all charter school audit results would be released on June 19, 2007. The Avon Grove Charter School Board and Administration

met with representatives from the Auditor General's office in late November, at which time the preliminary data from the audit were reviewed. At this point, AGCS has received no further information from the office of the Auditor General. AGCS would be more than happy to provide information related to the findings of the Auditor General's office when they become available.

Fiscal Year: 2007-2008

The Auditor General released the AGCS 2006 Audit Report on February 27, 2008. The complete report and findings can be found in an attached file in the audit section of this annual report.

The findings are also stated below:

1. Eleven Different Noncertified Teachers Lacked Physician's Certificates At Some Time During the Audit Period.
2. In Violation of the Public Official and Employee Ethics Act, A Total of 10 of 14 Board Members, Plus the School Principal/Chief Administrative Officer, Failed to File Statements of Financial Interests At Some Time During the Audit Period.

Follow up actions taken by the school were to hire a Business Manager and Human Resources Coordinator to oversee and manage all required reporting and filings for timely submission going forward.

Fiscal Year: 2008-2009

No State Audits were performed in the Fiscal Year 2008-2009. The Avon Grove Charter School Administration has closely monitored and managed all required reporting and return filings to ensure all state mandates are met and the school has remained in full compliance.

Fiscal Year: 2009-2010

No State Audits were performed in the Fiscal Year 2009-2010. The Avon Grove Charter School Administration continues to closely monitor and manage all required reporting and return filings to ensure all state mandates are met and the school has remained in full compliance.

SECTION VII. FACILITY RESPONSIBILITIES

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

Fiscal Year: 2009-2010

The Avon Grove Charter School Community experienced a successful start to their 2009-2010 academic year with an total student population of 1365. This is the largest number of students to enter the Avon Grove Charter School on its first day of school to date.

The Avon Grove Charter School Early Learning Center @ Kemblesville, the school's second campus located in Landenberg, Pennsylvania houses our youngest students in grades kindergarten through second.

The total enrollment for this site for the 09-10 academic year was five hundred and thirteen students. This year, there were a smaller percentage of furniture and equipment purchases completed as compared to last year when this campus first opened. Additional equipment purchases for the Landenberg campus were made to address specific staff or student needs.

The AGCS Main Campus, located in West Grove, Pennsylvania serves our grade three to grade twelve student population. The total enrollment for this site for the 09-10 academic year was eight hundred and fifty-two students.

With significant capital improvements made to this campus during the summer of 2009, a larger percentage of our furniture and equipment budget was allocated to this campus for this fiscal year. The addition of a new computer resource room added additional technology resources for our West Grove faculty. This new lab enhanced their ability to incorporate more technology in the classroom for elementary, middle and high school populations housed at this campus.

A complete listing of furniture and equipment purchases for the fiscal year 2009-2010 has been included with this report.

Future Facility Plans and Other Capital Needs

In the summer of 2008, AGCS opened a K-2 "Early Learning Center" in the village of Kemblesville, PA. The opening of the new site (located in a disused public school building) was met with a great deal of support from the local community, and encouragement from the Avon Grove School District. The new AGCS Early Learning Center has continued to draw large numbers of students from the surrounding districts, and interest in the overall AGCS community has increased. Parents who have chosen the AGCS Early Learning Center for their children have been extremely satisfied with the level of instruction and personalized attention their children have received. The new school is beautiful, thriving, and on a excellent footing for future success.

The main AGCS site (3-12) is underwent a major "facelift" during the summer of 2009. The vintage 1928 building was originally owned by the Avon Grove School District, and was in structural decline when AGCS acquired the site. The front entry, hallways, gymnasium, and floors were restored and beautified.

In the summer of 2010, AGCS refirbished its auditorium, which is one of the few common spaces in the building. This much-needed repair and renovation work was supported with bond monies remaining from the Kemblesville renovation and subsequent "facelift."

Unfortunately, ongoing repair costs on the main site remain high, and AGCS plans to phase-in improvements through a series of very modest projects targeted at specific zones within our the main site. Facing the struggles connected with age of the building and its vintage infrastructure will continue to present a challenge to the ingenuity of the AGCS leadership team for the foreseeable future. Add to this the crushing property tax burden placed on both AGCS properties by the county assessor's office, and the needs of maintaining and renovating an historic structure like the AGCS main site will become increasingly difficult to meet.

It is our sincere hope that the Pennsylvania Department of Education, the County Assessor's Office, and our elected officials do all they can to enable our school (and other Pennsylvania charter schools) to support necessary and ongoing capital improvements. Throughout 2010, political moves at the state and local levels have made it increasingly challenging for AGCS to create a safe and sustainable place for families to exercise educational choice. We hope that the 2010-11 school year does not bring with it more politically-motivated thunderbolts -- our community's capital resources and the well-being of our children remain in the balance.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

AGCS does a monthly review of the facility to ensure that exits, safety lights, alarms, fire extinguishers, and first aid equipment are functioning properly. Monthly fire drills are conducted by the Director or Building Services, and a calendar of drills is kept on record in his office. Health and immunization records are kept by Ingrid Wertz, AGCS's registered school nurse. These records are kept in a locked cabinet and their accuracy is reviewed each year by the Offices of Latsha Davis & Yohe, P.C. and again at the end of the year by Larson Allen Weishair & Co., LLP. Health and Safety-Since the June 2005 Board of Trustees Meeting, an interim health and safety handbook has been adopted. There is a Health and Safety Committee/Task Force assigned to complete a "Safety Planning Response Check list". This list is in compliance with PDE and Homeland Security Standards.

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

- CHARTER ANNUAL REPORT: REPORT SECTION - COMPLIANCE WITH HEALTH AND SAFETY REQUIREMENTS AND MAINTENANCE OF HEALTH AND IMMUNIZATIONS RECORDS FOR STUDENTS
- CHARTER ANNUAL REPORT: REPORT SECTION - COMPLIANCE WITH HEALTH AND SAFETY REQUIREMENTS AND MAINTENANCE OF HEALTH AND IMMUNIZATIONS RECORDS FOR STUDENTS
- AGCS 2008-09 Reimbursement Report

Current School Insurance Coverage Policies and Programs

Fiscal Year 2009-2010

Insurance Coverage - Summary Report

Medical Benefits: 2 Options

1. Independence Blue Cross Personal Choice / High Deductible with a Health Savings Account:

MEDICAL (100 % paid by the employer)

This is a Preferred Provider Organization (PPO) deductible health plan.

(Employee - \$418.02; Employee Spouse - \$962.47; Employee Child(ren) - \$632.86; Employee Children - \$909.76; Family - \$1227.24)

Independence Blue Cross - Personal Choice:

MEDICAL (95% paid by the employer, 5% employee contribution)

This is a Preferred Provider Organization (PPO), which allows you the choice of seeking a physician in the network or out of the network. An employee can choose their own doctor or hospital.

Employee - \$535.39; Employee Spouse - \$1,232.56; Employee Child - \$804.23; Employee Children - \$1,165.06; Family - \$1,571.63).

*The above plans are provided by Independence Blue Cross and offer a **standard prescription drug** and **vision program**.

Dental Benefits (100% Paid by the Employer)

MetLife

This is a traditional fee-for-service dental plan. This program gives the freedom to choose any dentist to provide care; however, member savings are maximized when selecting a participating dentist. **(Employee - \$26.94; Employee and Dependents -- \$7).**

Voluntary Elective Insurance Plans

INSURANCE

DISABILITY INCOME PROTECTION INSURANCE — This is disability insurance that pays benefits if you cannot work because of illness or injury. Avon Grove Charter School has made it possible for an employee to obtain this type of insurance with lower cost group rates, no physical examination, and convenient payroll deduction. The employee chooses the amount of coverage they need and can afford.

Short Term Disability (VIP 530230) — An employee can elect an amount of \$100.00 to \$1,250.00 per week in \$25.00 units, as long as their selected amount doesn't exceed 60% of covered earnings.

Long Term Disability (VIP 530231) — An employee can elect an amount from \$500.00 to \$5,000.00 per month in \$100 units, as long as their selected amount doesn't exceed 60% of covered earnings.

Current School Insurance Coverage Policies and Programs - Attachments

- Current School Insurance Coverage Policies and Programs
- Current School Insurance Coverage Policies and Programs
- 2010-2011 AGCS Insurance Coverage

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Fiscal Year: 2009-2010

Number of Teachers -- 113

Grades K — 2 (teachers) — 21

Grades 3 — 5 (teachers) — 23

Middle school (teachers) — 23

High school (teachers) — 25

Special Education (teachers) — 17

Guidance Counselors — 3

Librarians — 1

Administration Staff (Managers) — 14

- Principal
- Dean of Discipline
- Business Manager
- Human Resources Manager
- Office Manager
- Facilities Manager
- Cafeteria Manager (2)
- Special Education Divisional Coordinators (3)
- High School Director
- Middle School Director
- Elementary School Director

Administrative Support -- 13

Support Staff - 24

Health Services (Nurses) — 3

Facilities (janitorial) — 16

Food Services (Cafeteria) — 7

Student Activities — 0

How many are returning staff from the previous school year, and how many were with the school for this entire school year?

Of the 164 staff returning from the previous school term; 156 remained with AGCS for the entire school term. Only 8 employees terminated employment at the end of this school term.

Discuss staff turnover and retention patterns and possible reasons for each.

Reasons:

Few teachers left AGCS this year, several former staff members cited financial reasons for their departure, while others moved out of the area.

Quality of Teaching and Other Staff - Attachments

- Quality of Teaching and Other Staff
- Quality of Teaching and Other Staff

Student Enrollment

AGCS selects students by lottery when spaces are available in the appropriate grades AGCS maintains a database of student applicants from all of the surrounding districts — names on this database make up the pool for the AGCS lottery. Initially students were drawn exclusively from the Avon Grove District. After AGCS exhausted the pool of Avon Grove students interested in applying to the school, first preference was given to Avon Grove students in accordance with state law: “Nonresident students may also be enrolled with first preference given to resident students.” Dean of Students, Ed Delfin, is responsible for hand-drawing names from the lottery, the date of these drawings is made known to parents and they may attend the drawing if they wish. All drawings take place in the AGCS main office.

If Kindergarten or First Grade is offered, provide a description of the admission policy with age requirements.

Students must be 5 years old by September 8th of the year of entrance to be admitted to the AGCS Kindergarten. Students must be 6 years old by September 8th of year of entrance to be admitted to the AGCS First Grade

Provide an enrollment history for the past year, by grade level, including the number of students initially enrolled, number dropped, and number added. For students who transferred out, indicate the school(s) to which they transferred, if known.

Below please find a chart detailing the fluctuations in enrollment during the course of the 2006 - 2007 academic year. Schools dis-enrolling students selected: Avon Grove Intermediate School,

Fred S. Engle Middle School, Avon Grove High School, Oxford Area High School, Ursuline Academy, Saint Mark's (Delaware), Wilmington Friends, and Kennett Middle School.

ENROLLMENT HISTORY 2009 - 20010

Grade	Enrolled on First Day of School	Added by End of Year	Dis-enrolled by end of year	Net Gain/Loss	Enrolled Last Day of School
K	200	3	7	-4	196
1	154	9	8	+1	155
2	167	12	13	-1	166
3	141	14	16	-2	139
4	123	9	8	+1	124
5	122	6	5	+1	123
6	122	3	6	-3	119
7	73	16	10	+6	79
8	63	8	7	+1	64
9	56	12	8	+4	60
10	55	3	5	-2	53
11	49	2	1	+1	50
12	41	2	2	0	41
Total	1366	99	96	+3	1369

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

A clear trend each year is a drop-off in enrollment at the very beginning of the year. Since the opening of the school it has been the practice of some parents to enroll their students at AGCS while waiting for another placement (often in a private setting). This practice tends to artificially inflate our numbers at the beginning of the year. The Administration has recommended that the Board over enroll by 3-5 percent to lessen the impact of this problem. In parent surveys and through informal discussions, we have learned that many Middle School students leave AGCS because of the school's small size \ and lack of a PIAA sports program. AGCS currently does not conduct exit interviews. We are currently on target with the number projected in the school's charter.

At this point, Approximately 1369 total students will return. However, that number may fluctuate slightly during the summer. We are planning on enrolling approximately an additional 170 students before September bringing our total number to approximately 1539

There are currently no supporting documents selected for this section.

Transportation

The Avon Grove Charter School (AGCS) contracts and utilizes the local school districts' transportation services. AGCS transports students from the Avon Grove, Kennett Consolidated, Oxford, Coatesville, Octorara, Unionville Chadsford school districts.

At present, AGCS relies on its local “feeder” districts to provide transportation for students who attend the school. No major transportation problems have arisen since the school’s inception. The individual school districts offer a variety of accommodations that are but not limited to an individual bus, van or adjusting a bus route and stop for the special education students.

AGCS will look to add a van for the transportation of selected special education students. This will provide a shorter and quieter bus route for those students who need those accommodations.

Food Service Program

Food services at AGCS for the 2008-09 school year were contracted through the Archdiocese of Philadelphia. The Archdiocese provides ready-to-heat lunches for all AGCS students who pay \$2.25 (elementary) and \$3.00 per entrée. New and existing students who are eligible to receive assistance through the Free and Reduced Lunch Program are identified at the beginning of each year.

Student Conduct

The AGCS school discipline code was developed in conjunction with the school’s legal counsel to ensure that the subsections of Pa Code chapters 12 of the Pennsylvania School Code were addressed directly and completely. The Avon Grove Charter School Discipline Policy specifically addressed the right of families to due process including hearing before the charter school’s Board of Trustees.

A total of 18 students were involved with 24 suspension incidents.

No AGCS students were expelled during the 2009-2010 school year.

Student Conduct - Attachments

- AGCS Student Parent handbook
- AGCS Bullying Policy
- Discipline of Students with Disabilities

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Avon Grove 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
2009 - 2010 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, *et seq.* and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 *et seq.*) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Avon Grove CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: <http://www.ethics.state.pa.us/ethics/site/>

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.

Name: Kevin Brady **Title:** Dr.
Phone: 484-667-5002 **Fax:** 610-869-5892
E-mail: kbrady@agcharter.org

Signature of the Chief Executive Officer and Date

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

Name: Eugene Steger **Title:** Mr.
Phone: (610) 388-7800 **Fax:** 610-388-9332
E-mail: esteger@stegergowie.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Kathy Berman **Title:** Ms.
Phone: 484-667-5002 **Fax:** 610-869-5892
E-mail: cberman@agcharter.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachments

- Major Equipment Purchases
- Charter Annual Report Section: Compliance With Health and Safety Requirements and Maintenance of Health and Immunizations Records for Students

