
Pennsylvania Department of Education



Commonwealth of Pennsylvania
Department of Education
333 Market Street
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Charter Annual Report
Monday, February 14, 2011
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Graystone Academy CS

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

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

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

Percentage of Certified Staff: 100% **Total Instructional Staff:** 39

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

Attendance Rate/Percentage: 90%

Summary Data Part II

Enrollment: 376 Per Pupil Subsidy: \$9,562.52

Student Profile

American Indian/Alaskan Native:	2
Asian/Pacific Islander:	1
Black (Non-Hispanic):	189
Hispanic:	133
White (Non-Hispanic):	45
Multicultural:	6

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

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 67

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	190	190	190	0	570
Instructional Hours	0	0	1235	1235	1235	0	3705

SECTION I. EXECUTIVE SUMMARY

Educational Community

Graystone Academy Charter School is located South Coatesville, PA which is western Chester County. We are a tuition free public K-8 school. We currently have approximately 473 students. Students residing in the following districts may apply to attend, Coatesville, Downingtown, Great Valley, Avon Grove, Peaqua Valley, Octorara, Twin Valley, and West Chester. Our school day is 8:15 AM-3:30 PM. We pride ourselves in providing not just an education, but an education of the whole child. We challenge students academically through the use of creative curricula and progressive teaching methods. While the fundamentals of a child's education — reading, writing, arithmetic — are vitally important, we also believe that students need exposure to the arts, humanities and practical life skills to address the whole person. A well-balanced education helps provide the skills and discipline needed to support our students.

Mission

Graystone Academy Charter School's Mission is to guide each student's self discovery and connect them to their community and world while developing their individual talents using innovative instruction, advanced technology, and life experiences. Working cooperatively with parents and community members, we will prepare our students to be respectful, responsible, and productive members of society.

Vision

Graystone Academy Charter School understands that staff and student behaviors are the cornerstone to advancing our school's Mission and Vision. Therefore, the Board of Trustees, Administration, and staff collectively and individually commit to:

1. Provide a school where students feel safe and accepted.
2. Provide inviting classroom environments with clear expectations and specific academic and behavior goals.
3. Promote positive behaviors and attitudes by modeling the qualities of good character both with colleagues and students.
4. Respect ourselves and on another, appreciate individual diversity, and encourage one another to reach our full potential.
5. Collaborate with students and parents/guardians throughout the learning process to achieve academic success and celebrate accomplishments.
6. Collaborate with colleagues to apply proven, effective classroom learning strategies and management practices to enhance student learning.
7. Demonstrate excellence through character development.
8. Develop and improve educational strategies through professional development.
9. Keep parents informed about their students' progress and seek their active involvement.
10. Strongly encourage the formation of parental and community partnership to stress the importance of education.

Shared Values

We share the belief that all students can learn at a high level of success given the right environment, supports, structure, committed and caring staff. We believe that children should be nurtured, guided and held to a high level of academic, social and behavior standards.

Our teachers and staff are committed to preparing our children to meet the challenge of the 21st century global community. Teachers use a variety of resources, methods, technology, and collaboration to help children reach their full academic potential.

We are committed to improving the overall lives of our children by modeling and fostering good citizenship. We expect that when our children leave our school, they are prepared to successfully meet the academic requirements of high school curricula. We also expect them to demonstrate civic consciousness and a sense of personal responsibility for the well being of their community.

Lastly we believe a strong community begets well rounded children and that cannot be attained without the involvement and commitment of our parents.

Academic Standards

Graystone Academy Charter School utilizes a proven researched-based core curriculum that is aligned with state and national content standards (NCTM, NSES, and NCTE). Our goal is to make sure all of our students either meet or exceed the Pennsylvania state standards in all of our major content areas. This year we plan to embed our curriculum into a software based mapping tool which will allow a closer alignment to the standards as well as making sure all eligible content is taught. GACS administration, along with the support of the whole curriculum team, will continue to improve and refine our curricula.

Strengths and Challenges

Graystone Academy Charter School is strength continues to be the dedicated and committed faculty and staff. Our staff has created an environment for students that has compassion embedded in the teaching and learning process. Each year, our teachers establish a personal partnership with parents so that they are informed of their child's academic progress throughout the school year.

Our professional staff has created a professional learning environment that allows teachers to collaborate, share ideas, best practices and support when needed.

We also believe another strength of our school is our rigorous core curriculum and enrichment programs offered to students throughout the school year. Graystone prides itself on becoming a 21st century learning environment. Technology integration is implemented in all teaching and learning across all grade levels. We have over 350 computers and over 15 smart boards in our school. We anticipate the implementation of two distant learning and a school multi-media room to broadcast morning announcements, school-wide news and other important school information.

Graystone Academy continues to experience a challenge with parent volunteers participation has decreased in recent years. However, parent participation and support with school activities and events remain positive.

In years past, teacher retention has been a challenge. Teachers often seek employment in larger districts offering better incentives. Graystone Academy Board of Trustees has made an attempt to create and raise salaries in hopes of deterring teachers from seeking employment elsewhere.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

In July 2010 the Graystone Academy Charter School Administration, along with school board members, advice from counsel and our accountant, held our first annual retreat. The spirit of the retreat was to set some attainable goals to keep moving the school forward into the 21st century. After many hours of dialogue on our agenda, a core set of goals was derived. Below you will find our 10 attainable goals for SY 2010-2011.

Create a “Data Warehouse” to compile and sort our data and make it more palatable for the teacher to use.

Restructure our administrative and support staff along with their roles to become more efficient.

Retain and recruit the best teachers to teach our children.

Implement standard IEP writing software for our Special Education Teachers to utilize.

Continue to become more fiscally responsible in today’s challenging economic climate.

Expand on our educational technology assets to further implement 21st century skills in our classrooms.

Grow our school by expanding our recruiting efforts in different avenues never used before.

Further strengthen our curriculum with the development of a standard K-8 vertical team.

Proficiently navigate and complete the charter renewal process.

Abide by our mission to be the best school serving the local community.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Basile, Bill	Instructional Technology Director	Other	Administration
Cooper, Nancy	4/5/6 teacher	Elementary School Teacher	Administration
Fetterman, Dawn	special education teacher	Special Education Representative	Administration
Powell, Cathy	Operations Manager	Administrator	Administration
Stokes, Karen	Kindergarten teacher	Elementary School Teacher	Administration
Van Vooren, Scott	CEO/Principal	Administrator	Graystone Academy School Board

Goals, Strategies and Activities

Goal: All students will meet the National Technology Standards.

Description: The Curriculum Development Team has assessed the needs our students and has decided to create a technological-enriched learning environment. A major piece to this education enhancement will be by adding software and web based learning system to support the learning endeavor of the students. The Curriculum Team will make desktop computers available to the students and ensure that internet access is available throughout the school. The infusion of the National Educational Technology Standards will ensure that student and teachers will have a collaborative effort with regard to all learning endeavors. This will enrich the school's learning environment. The school will utilize available software and web educational services that will reinforce math and reading skills, including various calculations This will also enhance vocabulary as well as problem solving techniques.

Strategy: Language Arts Curriculum

Description: We will provide ongoing training and guidance for teachers to effectively utilize our Language Arts curriculum (Harcourt Storytown) through mutli-grade level meetings and faculty meetings, along with approved PD days.

Activity: Ongoing Professional Development/Training in L.A.

Description: Ongoing trainings will be provided to teachers throughout the school year in Language Arts.

Person Responsible	Timeline for Implementation	Resources
Hogue, Marianne	Start: 9/20/2010 Finish: 6/3/2011	-

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	8	65
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Graystone	<ul style="list-style-type: none"> School Entity 	Approved

Knowledge and Skills	Research and Best Practices Designed to Accomplish
Best practices in L.A. instruction, including grouping, comprehension skills and strategies, and benchmarking/data driven decision making.	<p>Collaboration amongst peers with the presence of administration and reading specialists leads to effective decision making that keeps the needs of ALL students front-and-center.</p> <p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, 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"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5)

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 • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<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. • Classroom student assessment data

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

Charter school has not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

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

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

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

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

Elementary Math

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

Secondary Math

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

****Elementary Reading/English/Language Arts****

Storytown is a reading program that is based on scientifically based research and includes instructional content based on the five essential components of reading instruction integrated into an instructional design that includes the following:

-
- instructional strategies
- instructional sequences
- practice opportunities
- student and resource materials for a diverse population

Storytown is designed to teach skills in sequence in a developmentally appropriate method. It allows a variety of ways to practice and reinforce skills taught explicitly. Students are given multiple opportunities to read and reread sentences from an array of text such as anthology, social studies connection, decodable, and leveled readers.

Storytown daily vocabulary lessons reinforce the skills learned to provide real connection and application to what has been taught.

****Secondary Reading/English/ and Language Arts****

Elements of Literature. Designed to get students actively involved in literature and learning, this unique program combines a student-centered approach to the study of literature with a sharp focus on the development of practical reading and writing skills.

The program provides a thoughtfully selected, diverse mix of familiar classics and contemporary voices. Collections of poems, short stories, and non-fiction encourage students to enter into a meaningful dialogue with the ideas and themes of literature.

****Elementary Science****

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

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

Secondary Science

Holt, Reinhart and Winston: SciencePlus

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

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

Explorations uses simple equipment commonly found in most science classrooms.

Elementary Social Studies

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

Secondary Social Studies

The Teacher Curriculum Institute (TCI): History Alive

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

The TCI Approach is characterized by eight features:

- **Understanding by Design**

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

- **Nonlinguistic Representation**

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

- **Multiple Intelligences**

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

- **Cooperative Interaction**

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

- **Spiral Curriculum**

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

- **Standards-Based Content**

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

- **Preview Assignment**

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

Rigorous Instructional Program - Attachment

- Charlotte Danielson Framework Template 2010

English Language Learners

Program Outline

The primary goals of our ESOL program will be to develop students' English language skills, to enable students to meet academic standards, and to provide for their meaningful participation in their regular classroom studies and activities. Recognizing the value of bilingual instruction and retaining mastery of one's native language, the charter school will aim to integrate children as quickly as possible into the mainstream curriculum in order to make them socially comfortable and enable them to take advantage of all school resources. We envision children progressing through the ESOL program in as little a period of time as 6 months to as much as 2 years, depending on the child's level of English proficiency and ability to adapt to new situations. In order to facilitate the transition from ESOL instruction to regular classroom instruction and to ensure that ESOL students achieve content mastery, the ESOL specialist will meet frequently with classroom teachers. ESOL students will be expected to participate in all special subjects, such as art, music and physical education. All teachers will receive training in teaching ESOL students and orientation to their cultural norms.

Orientation Procedures:

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

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

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

Identification and Placement

- Screening procedure will include the Home Language Survey, administered to all incoming students.
- The school will use the Language Assessment Battery Test or the Woodcock-Munoz Language Survey to establish language proficiency level of students identified as ESL.
- The school will meet with parents to solicit input.
- The school's child study team in conjunction with the ESL program coordinator and the ESL specialist will advise about placement.

Instructional Program

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

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

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

D. Students with a possible disability will receive a CER and an IEP will be created for him/her. The ESL specialist will be trained to distinguish among learning problems that stem from lack of language skills, lack of familiarity and possible special needs.

E. Students will not be referred for special education until the school's child study team determines, as it does with any child in the school, that measures to address the child's

needs have been unsuccessful and that it is possible that the child has a disability. Students in need of counseling or other support services will be referred to appropriate agencies with bilingual staff.

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

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

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

There are currently no supporting documents selected for this section.

Graduation Requirements

Graystone Academy is an elementary charter school (K — 8) and graduation requirements are not applicable at this time.

Special Education

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

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

Special Education - Attachment

- Special Education

Special Education Program Profile - Chart I

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

Renninger			Academy		
Richard Durkin	1.00	Learning Support	Graystone Academy	12	none

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Chester County Intermediate Unit	no	Speech/Language Therapy	Graystone Academy	29	none
Chester County Intermediate Unit	no	Occupational Therapy/Physical Therapy	Graystone Academy	1	none
Chester County Intermediate Unit	no	Psychologist	Graystone Academy	0	none

Special Education Program Profile - Chart III

Title	Location	FTE
Dawn Fetterman	Graystone Academy	1.0
Rick Durkin	Graystone Academy	1.0
Jacqueline Renninger	Graystone Academy	1.0

Special Education Program Profile - Chart IV

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

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

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

Student Assessment

Graystone Academy Charter School (GACS) students in grades 3-8 take the Pennsylvania School Systems of Assessment (PSSA) in mathematics, reading and writing to determine their level of proficiency. Students in grades 4th and 8th also take the science PSSA.

GACS adopted the Terra Nova assessment in 2006. The school team felt that this assessment was more aligned with the local and state standards that teachers are expected to instruct. GACS also administers 4Sight, DIBBELS and curriculum based assessments throughout the school year to collect student data and provide academic support to students who are not meeting academic targets in the core subjects. Starting this year, the teachers will have web based access to all their data that is housed in a data "warehouse". This will help teachers make more effective and real time assessments of their students. The school also implements the Comprehensive Student Assistant Program (CSAP) to provide interventions to individual students.

Student Assessment - Attachment

- Preliminary PSSA Scores 2010

Teacher Evaluation

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

A Program Improvement Plan must be developed by the teacher and administrator in cases of Unsatisfactory Observation Reports.

Teachers with at least three years of service will go through the formal observation system outlined above at least twice during the school year. Temporary Professional Employees will be formally observed at least four times (twice during each rating period).

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

Teacher Evaluation - Attachment

- Charlotte Daniellson Framework Template 2010

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The Board of Trustees went through the following changes during the 2009-2010 school year. Officers serving a one year term for the 2009-2010 school year were Bill Bush, Marc Richard, Jack Stollsteimer, Nick Delassandro, Chad Peterson and Lynch Annunziato. Resignations included Anne Maroney and Gerry Calone.

The Administration and Executive Leadership had some changes as well. In early 2010 current principal Dr. Ron Hall left abruptly. That was followed by the departure of the assistant principal Randy Benedict in late March.

In late spring 2010, the school board conducted a new principal search in collaboration with the a teacher committee. In May, 2010, Scott E. Van Vooren was extended the position of Principal and officially appointed at the early June school board meeting. Mr. Van Vooren promptly began a search to find a new assistant principal. With the continued help of the teacher search committee, a candidate was found. Shawn Wright accepted the assistant principal's position in late June and was made official at the school board meeting in June as well.

Unfortunately there was more unrest with the Graystone Academy Charter School team. The School Board chose not to renew the current CEO's contract and therefore creating another opening. The school principal, Scott E. Van Vooren, will act in the dual role of CEO/Principal, until a suitable candidate is found.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
Bill Bush	President
Marc Richard	Member
Jack Stollstiemer	Vice President
Nick D'Alessandro Jr.	Secretary

Professional Development (Governance)

Public Board Meetings are publicized in the newspaper and posted on the school's website. Minutes and agendas are provided at all Public Meetings. Executive Sessions of the Board of Trustees are publicly announced. Board of Trustees training and development is provided through the school's solicitor, Tom Hogan of Lamb and McErLane P.C. The Board of Trustee members also attend workshops sponsored by the PA Coalition of Charter Schools.

Coordination of the Governance and Management of the School

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

The board of trustees and the CEO has cultivated a relationship with the Coatsville Area School District's Board. Presentations about the school and it's progress has been shared with the School District's Board Members and the public. The school board president also meets regularly with the school principal as well as receives a monthly report from the school administration.

Coordination of the Governance and Management of the School - Attachment

- 2010-2011 School Board meeting dates

Community and Parent Engagement

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

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Graystone Academy Charter School has continued its successful fund raising program. The main source of revenue for our fund raising is the after-school program. We plan on continuing that as well this coming school year. We are also continuing to raise money for our library. Other avenues are being investigated and will take place over the course of the 2010-11 school year.

Fiscal Solvency Policies

The Graystone Academy Board of Directors adopts an annual budget. This document is the cornerstone for fiscal reporting and accountability. The budget is reviewed using a year to date and percentage variance. Budget and general expense monitoring is preformed monthly by the

board and more frequently by key administrators. Graystone utilizes a segregation of duties as purchasing is directed by the operations manager, invoices are approved by the CEO, and monthly bank statements are reconciled by a third party accounting firm.

Accounting System

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

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- 2010 Statement of Revenue

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

Graystone Academy has engaged with Siegal & Drossner, PC to perform the annual audit for the fiscal year 2009/2010.

There are currently no supporting documents selected for this section.

Citations and follow-up actions for any State Audit Report

As a result of our E-rate grant. We have upgraded all of our internal server hardware and had installed a bonded T1 line to the school. These upgrades will allow us to increase our technology exposure to the student body as well as give us the endless platform to bring on new state of the art equipment. This will directly allow the staff to continue exposing our students to cutting edge educational technology.

Furthermore, we have installed a video editing and studio PC which will allow the students to record and broadcast their own morning announcements. This a 100% digital system which is broadcast over high speed Cat-6 cable and flat panel LCD monitors in each classroom.

SECTION VII. FACILITY RESPONSIBILITIES

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

Graystone Academy Foundation again finds itself with the task of looking for a new home to move to. The Foundation is currently searching for alternative locations to either purchase an existing building or land to build a new school on.

Renovations to the facilities included painting almost the complete first floor. Shifting of rooms to maximize space and equitable parsing of SMARTE Board equipment.

Future Facility Plans and Other Capital Needs

Graystone Academy Charter School is still searching for a new location to either build a new school or renovate an existing building. Two locations are currently being researched to the suitability of the school's needs. The Board of Trustee's predicts that it will be at least a minimum of two years until the school could move into new facilities. The Board is currently negotiating a lease renewal from Mittal Steel for the interim and is staying apprised of the possibility of a sale of the current building we are in to a new owner. This may cause us to actively speed up our search for a new location if the monthly lease amount would rise substantially.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

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

The school nurses did a complete audit of Health Files this school year to ensure that complete and accurate health and immunization records were maintained. A telephone and letter campaign was used to encourage parents to submit updated immunization records. We will utilize our school social worker to assist the school in getting current and up to date records.

Request for Reimbursement and the Report of School Health Services will be submitted online to the Pennsylvania Department of Health in August as per due date set by the Division of School Health.

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

- Compliance with Health and Safety
- Compliance with Health and Safety

Current School Insurance Coverage Policies and Programs

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

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

Current School Insurance Coverage Policies and Programs - Attachment

- Insurance 2010 coverages

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The professional staff for the 2010/2011 school year consisted of 32 classroom teachers, 6 specialty teachers (Physical Education, Art, Music, Band, Spanish and Computer Technology), 2 Guidance Counselor, 3 Special Education Teachers, 11 Classroom Aides, 2 Reading Teacher, 3 ESL teachers and 1 School Nurse. A total of 32 returned from the 2009-2010 school year staff.

There were several factors that impacted staff retention. The continued instability in the economy as well as our salaries in comparison to the public schools are a major factors. Another factor in staff turnover was certification status. Some teachers did not have their contracts renewed due to have no certification or certifications that were not in the appropriate content area.

Quality of Teaching and Other Staff - Attachments

- ACS
- 2010-2011 Staff matrix

Student Enrollment

Admissions

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

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

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

Admissions Procedures/Application Process

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

- ü Admission packets include: name, address, emergency contact, relevant health and safety information/forms, application for free or reduced meals, forms for transportation (if applicable) and all other information/forms required by the state charter school law and local school districts
- ü A deadline for submission of the application is clearly stated
- ü Applications are closely monitored to ensure that the applicant pool reflects the demographic makeup of the community served

Lotteries

If the number of applications exceeds the number of seats available in a grade, the school will accept students by a random selection process. The school will grant enrollment preference to returning students, to siblings of students already enrolled in the school, and to students residing in the district. The school will maintain a waiting list of the remaining applicants. The school will notify applicant families by the end of April whether their children have been accepted. Lotteries give the school very little control over the makeup of the student body. In order to achieve diversity it will be helpful to

create a database to allow the school to continually monitor the demographics of the applicant pool to highlight any racial, ethnic, or gender balance issues or problems early. If the applicant pool is unbalanced or appears biased, additional recruitment efforts in poorly represented communities can help round out the pool prior to a lottery. Probability dictates that a diverse applicant pool will likely lead to the desired diversity in the pool selected by lottery.

- ü If applications exceed the school's capacity a lottery is held
- ü The admissions lottery policies and processes are written and reflect state laws regarding random selection and no preference
- ü Admission lotteries are witnessed and usually occur in a public setting
- ü A neutral party will conduct the lottery on behalf of the school

Waiting Lists

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

Once the parent has accepted the position for their child:

- ü The appropriate Request for Transfer form should be immediately sent to the school of origin.
- ü A transportation request should be sent to the appropriate department, if applicable.
- ü Qualifying parents should complete the application for free or reduced lunches.
- ü Parents that need before and/or after school care should be informed about the availability of space in the OASIS Program, if applicable. If space is available and the parent desires to enroll, all forms for the program must be completed in order to complete enrollment.
- ü The parent is given a copy of the school's code of conduct and asked to return their signed verification and agreement before the student enters the school.
- ü Emergency cards are completed prior to the student's attendance.
- ü The parent is given a copy of the absentee/tardy policies of the school as well as any other office procedures (i.e. Visiting the school, drop off and pick up sites, classroom protocol, etc.).

Full Enrollment

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

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

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

For the 2010/2011, school year, 470 students re-enrolled at GACS.

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

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

This past year, we have found that students have left for a variety of reasons. The major reason for students leaving the school is a result of families moving out of the local area. Following that factor, another reason is that the parents have opted to return to their home districts because of our longer school day and longer school year. In the secondary grades, the majority of the students leave because they wish to play competitive sports and after school clubs.

There are currently no supporting documents selected for this section.

Transportation

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

Food Service Program

The Charter School contracts with Great Valley School District to deliver Bulk Meals. A serving staff, employed by Graystone Academy, served meals to the students in the cafeteria. Graystone Academy participates in the National School Lunch Program. The program had a 79% free and reduced rate. The school provides lunch and breakfast to students. Breakfast participation averages 40% and lunch participation averages 70%.

Graystone Academy Charter School will participate in the fresh fruits and vegetable program this coming year. We are very excited to offer this option to all of our students as past history has shown our students really enjoy their fresh fruits and vegetables.

Student Conduct

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

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

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

function identified with the school.

The school does not discriminate on the basis of race, gender, economic status, medical/handicapping condition, national origin, or any other personal characteristics in implementing its disciplinary policies. Chapter 12 guidelines are followed strictly when implementing disciplinary actions involving Special Education students.

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

Student Conduct - Attachment

- 2010-2011 Student Code of Conduct

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Graystone Academy CS within Chester County IU 24 assures that the charter school will comply with the requirements of 22 Pa. Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

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

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

Board President

Date

Chief Executive Officer
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 Graystone Academy 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: Scott E. Van Vooren **Title:** Chief Executive Officer/Principal

Phone: 610-383-4311 **Fax:** 610-383-7898

E-mail: svanvooren@graystoneacademy.org

Signature of the Chief Executive Officer and Date

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

Name: Bill Bush **Title:** President

Phone: 610-383-4311 **Fax:** 610-383-7898

E-mail: bbush@graystoneacademy.org

Signature of the President of the Board of Trustees and Date

Identify the charter school’s Special Education Contact Person.

Name: Dawn Fetterman **Title:** Special Education Coordinator

Phone: 610-383-4311 **Fax:** 610-383-7898

E-mail: dfetterman@graystoneacademy.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachments

- 2010-2011 School Board meeting dates
- 2010 Signature page