
Pennsylvania Department of Education



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

Charter Annual Report
Monday, February 14, 2011
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Entity: Sylvan Heights Science CS
Address: 915 S 13th St
Harrisburg, PA 17104
Phone: (717) 232-9220
Contact Name: Kevin Moran

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Sylvan Heights Science CS

Date of Local Chartering School Board/PDE Approval: 11/19/2007 (renewal)

Length of Charter: 5 years **Opening Date:** 8/1998

Grade Level: kindergarten through 4th grade **Hours of Operation:** 8:00 am-4:00 pm

Percentage of Certified Staff: 80% **Total Instructional Staff:** 15.5

Student/Teacher Ratio: 14:1 **Student Waiting List:** 185

Attendance Rate/Percentage: 94%

Summary Data Part II

Enrollment: 217 **Per Pupil Subsidy:** 10,312.23 (Harrisburg SD, regular education)

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	4
Black (Non-Hispanic):	170
Hispanic:	15
White (Non-Hispanic):	5
Multicultural:	23

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
82%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 11

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	180	181	0	0	181
Instructional Hours	0	0	1138	1144.5	0	0	1144.5

SECTION I. EXECUTIVE SUMMARY

Educational Community

A HISTORY OF SYLVAN HEIGHTS SCIENCE CHARTER SCHOOL

In 1997, when the Commonwealth of Pennsylvania passed enabling charter school legislation, Greater Harrisburg YWCA CEO Patricia Schwartz submitted a charter school planning grant to the Pennsylvania Department of Education for an elementary school that would focus on science, math, and related technology. When the grant was awarded, Christie, Hansen & Associates was hired to assemble a group of volunteers and to prepare the application for a charter. This planning committee entailed interested educators, community activists, businesspersons, parents, and YWCA staff. The group included: Taja Barber, Cheryl Giles, Cheryl Harmon, Maryann Havalchak, Louise Kunkel, Brook Lenker, Fredrika McKain, Linda Moser, Bill Mosher, Jeanne Predmore, Stinson Stroup, Donna Weldon, and David Wise.

The first task of this group was defining the mission, vision, and core beliefs for the school. The group reviewed research on charter schools and school reform movements and made school visits. By the end of June 1997, the basic philosophy for the school was established and curriculum goals were set. In addition to the focus on science and math, another distinguishing characteristics of the school was to develop family and community connections. The school's application was submitted to the Harrisburg School Board in September 1997.

In January 1998, the Harrisburg School Board granted the Sylvan Heights Science Charter School a provisional charter, dependent on completion of items related to facility provisions, hiring

of staff, and coordinating the school's calendar with Harrisburg School District. The school's first Board of Trustees was named, with YWCA President Sheila Dow-Ford serving as President of the school. Ms. Dow-Ford, an attorney and educator, was joined by five parents: Taja Barber, Julia Hoskins, Deidre Lenker, Fredrika McKain and Pamela Roberts; educators: Stinson Stroup, Cheryl Harmon, Louise Kunkel; business person: John Zarbus; and community activists: James Everett and David Wise. A group of parents known as the Founding Families helped to organize the school lottery system and ran the school office for four months. Parents also functioned as part of the Curriculum Committee, chaired by Louise Kunkel; the Personnel Committee, chaired by Stinson Stroup; the Finance Committee, chaired by Pamela Roberts; and other groups necessary to get the school operating. Principal/CAO Susan Spadafore, M.Ed. was hired in June 1998 and a five-year charter was granted by Harrisburg School District in July 1998. Parents continued to participate in determining the dress code, parent-school compact, and behavior code.

On August 31, 1998, Sylvan Heights Science Charter School opened its doors, becoming Harrisburg's first charter school, receiving 88 students in grades K-2. As the year progressed, the need for a larger facility became apparent. In October 1999, the school was moved to 915 South 13th Street after a new site was leased and renovated. Expansion of grade levels continued as planned, with annual renovations and increases in student population. Kevin J. Moran, Ph.D. was hired in July 2001 as the new principal/CAO. Since the school has opened, the Board of Trustees has been chaired by Sheila Dow-Ford (1998-99), Fredrika McKain (2000-01), Louise Kunkel (2002-04), Joseph Summers (2005-07), Colleen Ulrich (2007-08), J. Michael Troutman (2008-09), and William Feist (2009-present).

On March 17, 2003, Harrisburg School District Board of Control approved the renewal of the SHSCS charter, allowing the school to operate through June 30, 2008. The charter was again renewed on November 19, 2007, allowing the school to operate through June 30, 2013. The current enrollment is 218 students in grades K-4th.

Today, Sylvan Heights Science Charter School serves a predominantly African-American and Latino pupil population in grades kindergarten through fourth. Our curriculum has a strong science focus which maintains high student interest and provides students with a strong knowledge base in an area having great potential for future career choices. Its governing board of trustees is composed of a diverse group of local citizens, parents, and community leaders having a vested interest in the success of the community, the experience to plan responsibly, and a wide-range of expertise to oversee all areas of school operation.

In January 2008, Senator Jeffrey Piccola presented Sylvan Heights Science Charter School with a Keystone Achievement Award for having attained Adequate Yearly Progress on state-wide PSSA tests for the previous two years. The school has earned a second and third Keystone Achievement Award in the two following years.

Mission

The mission of the Sylvan Heights Science Charter School is to enhance children's lives through educational experiences that are grounded in a comprehensive, science-driven interdisciplinary program highlighting discovery and creativity.

Vision

We envision our school to be a place where ...

- All students experience success.

- Students become proficient in the Sciences, Reading and Mathematics and are prepared for their next level of education.
- The sciences are infused throughout the curriculum.
- The curriculum, programs and services are routinely reviewed to ensure that they meet quality standards.
- Different learning styles and stages of development are recognized, and the faculty and staff help each child progress to reach his/her maximum potential.
- Students are engaged in the creative and performing arts.
- The school community reflects diversity in all of its dimensions.
- The school complements the broader educational community and works collaboratively with the community to ensure students are equipped with the necessary skills for future career opportunities.
- Educational opportunities are provided to our parents and others in the community.
- The faculty and staff are dedicated to teaching and learning in a charter school environment, which they believe in and respect.
- The school nurtures and supports the learning of faculty and staff by providing ongoing professional development opportunities.

Shared Values

The following are values that we share:

- All children are entitled to a quality education in a safe, nurturing environment.
- A child's education is a shared responsibility between the family and the school.
- Successful learners demonstrate self-discipline and personal responsibility through a structured and academically challenging environment.
- The learning atmosphere promotes creativity and effective approaches to problem solving.
- Inquiry-based science and hands-on learning experiences are pathways to meet the challenges of a rapidly changing, high-tech society.
- The learning atmosphere promotes and encourages diversity.
- The school community is respectful of the beliefs, ideas and values of all people.
- Caring, well-trained, and motivated educators are key to effective instruction.

Academic Standards

Pennsylvania Standards Guide Curriculum: Our school has used the Pennsylvania academic content standards and the Standards Aligned System (SAS) as our guides to curriculum revision. During the process of updating our curriculum, our teachers met as a group, listed the PA standards for each subject area, assigned grade level responsibility for teaching each standard, and decided upon activities for addressing each standard. This ensures that our curriculum meets Pennsylvania's academic standards, keeps teachers current of trends in teaching, and makes the best use of available resources. In this work, we organize subject content around science themes. The thematic approach keeps students' attention on learning and adds depth to the science content knowledge we teach.

Our curriculum framework lists, by grade level and subject, each Pennsylvania standard, performance indicators, activities to demonstrate competency, and resources used to teach the standard. This model (used by Pittsburgh Public Schools) was chosen after the faculty reviewed several different models. As curriculum subject areas were completed, they were entered into a

"shared file" on our computer server, where teachers can easily and securely access them from any computer in the school. Teachers also receive a paper copy of their grade level curriculum. During the summer months, our teachers make additions and revisions to the curriculum framework to more fully develop it.

In teachers' use of interdisciplinary thematic units, the themes selected are related to the science topics which our faculty teaches. This model is based on a similar approach taken by the highly successful Gateway Elementary and Middle School in St. Louis, MO, which is reported in research conducted by former National Science Teacher Association President Jo Anne Vasquez of Arizona State University (*Science Educator*, 12: 1, 2003). For example, in a kindergarten unit titled "Where is Kinderwood Forest?" students' science and ecology goals are to: a) identify and describe our planet including its physical characteristics and its location in the universe; and b) identify how human actions affect environmental health on planet Earth. The Reading/Language Arts goal is to apply knowledge of the structural features of spoken and written language and the use of picture and context clues to derive meaning from texts related to knowledge of planets. Health and safety skills include: a) identifying environmental factors that affect health (pollution--air, water, soil; waste disposal, temperature extremes; insects and animals); and b) identifying and using safe practices in physical activity settings (including proper use of equipment, knowledge of rules, sun safety, guidelines of safe play, warm-up, and cool-down). In Social Studies, student learning goals are to: a) identify and locate places and regions on Earth; and b) identify the human characteristics of places and regions by their cultural characteristics. In the Arts and Humanities, student learning goals are to relate works in the Arts to geographic regions (examples from each of the seven continents). Student learning goals in Math are to: a) determine lengths and heights of objects with non-standard units; and b) identify a problem and implement possible solutions to determine the most appropriate solution. In the area of Writing and Grammar, student learning goals are to: a) describe roles of people, places, and things from the stories they read; and b) organize these words into complete sentences. As a result of using this thematic approach to teaching, our students gain a deeper understanding of science information.

In previous years we had implemented our own reading comprehension initiative titled "The Sylvan Six" which involved the building of reading comprehension and vocabulary skills in subjects across the curriculum. In the past two years, we also learned the methods of "Learning Focused Schools (LFS)," which incorporated most of the activities we started with The Sylvan Six and extends them. Our goal in creating the Sylvan Six and then adopting LFS practices was to reach or exceed the PSSA proficiency levels in reading and math. In addition, to keep focus on meeting Pennsylvania standards of achievement on a daily basis, we adopted the practice of citing PA standards in teachers' lesson plans.

Learning Focused Schools training has been presented to our faculty by curriculum specialists from the Capital Area Intermediate Unit and from national presenters such as LFS founder Dr. Max Thompson.

To give teachers additional strategies for increasing academic learning time through behavioral management, a behavior specialist from the Capital Area Intermediate Unit instructed teachers on evidence-based behavioral interventions and best practices in behavioral management.

After having received training on many of the best, science-based approaches to teaching and learning over the past few years, our faculty is poised to begin a different approach using this knowledge--the professional learning community model (DuFour, 2005).

Briefly stated, our faculty will create clear, measureable goals; use a teamwork approach to reaching goals; use data to monitor effectiveness; and focus on weaknesses. A new faculty position, curriculum and data advisor, has been created to ensure that teachers and administrators work as a team to increase student achievement, and that achievement data is

utilized to identify skills that need to be retaught. The curriculum and data advisor will support teachers in developing lessons that address student weaknesses and will be responsible for maintaining the common assessment data.

Strengths and Challenges

School Strengths: Our school's strength in **Curriculum** comes, in part, from our work in continually reviewing, enhancing, and refining the curriculum. The purpose is to ensure that our curriculum meets Pennsylvania's academic standards, as well as to update our curriculum to remain current with trends and to make use of available resources. In this work, our teachers have organized subject content around science themes. The thematic approach keeps student attention on learning and adds depth to the science content knowledge we teach. During the summer of 2010, our faculty revised its language arts writing curriculum, incorporating ideas presented in Ruth Culham's *Six + One Traits of Writing*. Our reading texts, Scott-Foresman *Reading Street*, also incorporates *The Six Traits* methods, bringing more integration to our Language Arts curriculum. During the 2009 summer, our faculty revised its science curriculum to fully utilize our new science texts.

Professional development activities for the 2009-10 school year have been especially chosen to increase teachers' knowledge and skill about the best practices of teaching reading and science and about best practices in classroom management. Professional development included sessions to increase teachers' knowledge in identifying students' reading needs and determining proper strategies to address them. Led by the school's reading specialist, instruction focused on comprehension, accuracy, fluency strategies, and expanding vocabulary (*The Literacy CAFE*, Boushey and Moser, 2009).

To increase our faculty's knowledge of science teaching, the faculty attended the National Science Teachers Association (NSTA) Conference at Philadelphia in November. All of our teachers are also active members of the National Science Teachers Association (NSTA) and the Pennsylvania Science Teachers Association and are involved in the state science networking initiative titled "Building a Presence for Science." Upon returning from the conference, teachers shared new knowledge they gained with each other during an in-service day at Sylvan Heights.

Earning a third Keystone Achievement Award in the Fall of 2009 highlighted our school's **academic strength** this past year. The award is presented to schools that have reached levels of Adequate Yearly Progress for at least two consecutive years on state PSSA testing.

2009 PSSA test results for 3rd graders showed that 58% were advanced or proficient in math and 60% were advanced or proficient in reading. Among 4th graders, 70% of students were advanced or proficient in science, 70% scored at the advanced or proficient levels in math and 63% were advanced or proficient in reading.

The school also shows strength in **Parent Involvement**. Attendance at our academically-oriented Family Reading Night and Open House filled our school to capacity. Nearly all kindergarten parents and children attended kindergarten's Cat-in-the-Hat Pajama Party in the Spring. The evening performances for our Winter Music Program and our Spring Music Program at The Forum were also attended by nearly all of our parents. Our 4th Grade graduation ceremony also filled the PA State Museum Hall.

In addition, we scheduled three parent-teacher conferences during the year to coincide with report card distribution.

Our Summer Reading Project titled "**Sylvan's Got Books**" was strongly supported by grants from the Center for Enhancing Communities and by parents through their participation in Family

Advisory Committee fundraisers. As a means to avoid summer reading skills loss and to encourage the habit of reading during leisure time, we mail a specially-selected book home each week to every child enrolled in our school during the summer. Along with the books, we include a reading activity sheet for children to complete with their parents.

According to the parent survey we distributed at the end of the summer, parents reported that 70% of the children read 7-9 of the books we sent home. At least 87% of the parents stated that the book project led to more parent interaction with their children, with parents stated that they defined unfamiliar words for their children, discussed book topics with their children, and took their children to the library or store for more books.

During the school year, we held **tutoring classes** twice weekly afterschool for one-hour sessions. We also held **summer tutoring** classes (reading and math) for five weeks during the summer months for students who are struggling academically. These sessions lasted two-hours each day.

School Areas for Improvement:

Our school had administered the Terra Nova 3 tests in Spring 2009. The results show mixed results. National percentile rates by grade level for reading, math and science for grades first through fourth fluctuate, averaging in a middle range.

a) With benchmarks rising for the 2010-11 school year, special attention need to be devoted to increasing PSSA reading and math proficiency; b) increase Terra Nova reading and math scores (Grades 3-4); and c) update computer curriculum.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

At its semi-annual retreat on May 19, 2007, the Sylvan Heights Science Charter School Board of Trustees invited Dr. Dale Baker of Creative Educational Services and former Chief of the Pennsylvania Department of Education Office of Educational Initiatives to speak about the process of strategic planning. The group discussed ways to plan for the future of the school using the eStrategic Planning website. A planning committee formed as a result of this meeting, which met on several occasions to make recommendations for the board to consider. The committee included parents, board members, building administrators, teachers, and business and community representatives. During these meetings, the group reviewed the school's mission, goals, academic achievement levels, standards, curriculum, building needs, parent and teacher surveys, and charter renewal process.

The eStrategic Planning Committee held meetings on June 26 and July 17, reviewed the entire Annual Report, and recommended submission to the Pennsylvania Department of Education.

Prior to the May retreat, a charter renewal planning committee met on January 29, 2007 and March 26, 2007 to discuss many of these same issues in preparation for the upcoming charter renewal application process.

During the 2007-08 school year, the Board of Trustees held two retreats (Oct. 20, 2007 and April 26, 2008) in addition to its monthly board meetings. Part of the time during the retreats was devoted to reviewing progress on Strategic Planning. A timeline was developed for addressing the issues that were uncovered in the planning meetings and retreats.

At its November 2008 board retreat, the board reviewed concepts of efficient and effective board leadership with Dr. Edward Frye, former CAIU Executive Director and professor of educational administration at Penn State Harrisburg. Guided by this knowledge, the board then reviewed progress on the planning goals.

The current board has made student achievement and building needs a top priority. To these ends, it has created a new position titled curriculum and data advisor. This instructor will facilitate teachers' use of data to improve instruction. He will ensure that teachers collaborate in the creation and administration of common assessments, their analysis, the redesign of lessons that target student weaknesses, their implementation, and follow-up reflections and model teaching. The board has also commissioned an energy efficiency audit for upgrading the building. After viewing the results, the school's building and finance committee advised the board to replace the existing HVAC units with new, energy-efficient ones and to also replace the existing 20-year old light fixtures with energy-efficient lighting.

The school followed state regulations in the bidding process for the HVAC and lighting replacement. The projects were advertised in the winter months, contracts were awarded in the Spring, and work on the projects began at the close of school.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Constance Ferguson	Sylvan Heights Science Charter School	Board Member	Kevin Moran
Dale Baker	CES	Community Representative	Kevin Moran
Ed Jaroch	EDS	Business Representative	Kevin Moran
Evelyn Sanchez	Boys and Girls Clubs	Community Representative	Kevin Moran
Fisher, Sarah	SHSCS	Administrator	Dr. Moran/Principal
Fredricka McKain	Institute for Cultural Partnerships	Community Representative	Kevin Moran
Gary Johnson	International Shared Service	Business Representative	Kevin Moran
Hess, Timothy	SHSCS	Elementary School Teacher	Dr. Moran
J. Michael Troutman	Citizens Bank	Business Representative	Kevin Moran
Jackie Potter	Sylvan Heights Science Charter School	Parent	Kevin Moran
Jackson, Sherita	SHSCS	Special Education Teacher	Dr. Moran/Principal
Karl Singleton	Sylvan Heights Science Charter School	Administrator	Kevin Moran
Kevin Moran	Sylvan Heights Science Charter School	Administrator	Kevin Moran
Louise Kunkel	Tri-County OIC	Community Representative	Kevin Moran
Najee Ferguson	Carlisle Area School District	Secondary School	Kevin Moran

		Teacher	
Pat Peffley	SHSCS	Elementary School Teacher	Kevin Moran
Raheem Potter	Sylvan Heights Science Charter School	Parent	Kevin Moran
William Feist, IV	Community Bank	Business Representative	Kevin Moran
Witmer, Janet	SHSCS	Elementary School Teacher	Dr. Moran/Principal

Goals, Strategies and Activities

Goal: Building improvements

Description: Make building improvements necessary to implement new programs and curricular models.

Build modular classroom for art and pull-out reading classes.

Strategy: Identify classroom/curriculum/ program spatial needs and plan building designs by December 2008

Description: Building and finance committee gathers information on needs and designs. Committee meets with architects to plan design in 2009 for construction in 2012.

Activity: Committee work

Description: Assign data gathering tasks to committee members, begin collecting data, and report findings and recommendations to board of trustees.

Begin grant writing activity to support building costs.

Person Responsible Timeline for Implementation Resources

Kevin Moran	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/24/2009	Board discussed issues of fund raising at Fall 2008 retreat to support building costs. Building and Finance Committee to engage architect after review of energy audit. Grant writing co-chairs selected and have begun brainstorming.
8/2/2010	Committee commissioned an energy audit. Reviewed findings and presented ideas to board of trustees for replacing lighting and HVAC systems. Committee will create a 5-year plan to include timetable for replacing roof, concrete parking areas, portable classroom, billboard, plumbing fixtures, carpeting.

Activity: Contract for feasibility study

Description: Conduct energy audit

Person Responsible Timeline for Implementation Resources

Kevin Moran	Start: 6/15/2009	-
	Finish: 10/30/2009	

Status: Complete

Date Comment

7/24/2009	In June and July 2009, representatives from McClures Mechanicals have inspected lighting and HVAC units. They will report their findings and recommendations to the Building and Finance Committee in August 2009.
8/2/2010	Energy audit is complete. Architect designed plans for lighting and HVAC replacement. Competitive bidding process occurred during winter 2009 for assigning contracts. Lighting and HVAC systems are being replaced during summer 2010.

Goal: MATHEMATICS

Description: At least 45% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments (increased to 56% for 2008).

Strategy: Professional development to increase achievement

Description: To focus instruction on PSSA skills, faculty will participate in development of math anchor activities; map PA math standards to school curriculum, assigning standards to grade levels; purchase new math materials and texts

Activity: Quality teaching

Description: Math specialists will provide targeted in-service; faculty participate in Learning Focused Schools math and acceleration workshops; summer tutoring; individualized tutoring during the school year

Person Responsible Timeline for Implementation Resources

Kevin Moran	Start: 1/1/2009	-
	Finish: Ongoing	

Status: Complete

Date	Comment
7/24/2009	Lehigh University professor to deliver math in-service to faculty in August 2009 and ongoing. Students received summer tutoring in reading and math during the months of June and July. Tutoring scheduled to occur in September 2009
8/2/2010	Fall 2009--Lehigh University professor Lanette Waddell presented math workshop sessions to faculty. Faculty tutored students during the school year and also during summer months.

Goal: READING

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

Strategy: Differentiated instruction

Description: Through the Reading Street and My Sidewalks (2008) reading programs, all students will receive reading instruction at their own level within the classroom; selected students will receive a second, additional daily small group instruction session from a reading specialist.

Activity: Three tiered model

Description: Classrooms will utilize a three-tiered instructional model; summer tutoring for selected students

Person Responsible Timeline for Implementation Resources

Kevin Moran	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date	Comment
7/24/2009	Students receive reading instruction using a 3-tier model--whole group, small group, pull-out for struggling readers with reading specialist; resource teacher also provides pull-out and inclusion reading instruction for students with IEPs.
8/2/2010	Practice has been implemented and is ongoing. Model will be evaluated during 2010-11 school year.

Goal: Science

Description: Identify and analyze excellent elementary science instructional models for adoption consideration

Strategy: Selecting science curricular models

Description: Locate science specialist to present models to planning committee; analyze program costs and building needs; decide on model; provide teacher training and implement

Activity: Model presentation and steps

Description: Model presentation; in-service; curriculum writing; continue using Learning Focused Schools instructional methods for science curriculum and critique its effectiveness

Person Responsible Timeline for Implementation Resources

Kevin Moran	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

7/24/2009	State science and ecology standards were mapped by grade level during inservices from January through May 2009. Science educator demonstrated to faculty how to use the state's Standards Aligned System (SAS) as a resource in curriculum writing and lesson plan writing. Faculty revised the school's science and ecology curriculum in June 2009. New science textbooks and materials were selected after faculty review and critique of texts and materials from various science vendors.
8/2/2010	Summer 2009-rewrote science curriculum Summer 2010-upgraded student writing curriculum & report cards. Identified need to review school reform models for possible implementation (e.g., Learning Focused Schools, LoTi)--Which model would best fit our mission?

Goal: Technology

Description: Upgrade technology infrastructure to provide more academic skill development uses for students and to better assess students' academic needs

Strategy: Hardware and software upgrades

Description: Technology team will determine hardware needs for board members to review and then provide funding. Teachers, and administrators will determine software needs; make purchases and install

Activity: Professional development

During the summer months, our teachers make additions and revisions to the curriculum framework to more fully develop it.

In teachers' use of interdisciplinary thematic units, the themes selected are related to the science topics which our faculty teaches. This model is based on a similar approach taken by the highly successful Gateway Elementary and Middle School in St. Louis, MO, which is reported in research conducted by former National Science Teacher Association President Jo Anne Vasquez of Arizona State University (*Science Educator*, 12: 1, 2003).

To keep focus on meeting Pennsylvania standards of achievement on a daily basis, we adopted the practice of citing PA standards in teachers' lesson plans. To practice and perfect newly learned effective teaching strategies during Learning Focused Schools (LFS) trainings, we write and deliver science lessons using the LFS exemplary practices, including: curriculum prioritizing, lesson plan guidelines, Essential Questions, acquisition lessons, graphic organizers, rubrics, and others.

Developmental and Academic Needs: In July 2001, we began making critical changes that have led to continual positive progress in our Reading program. Through the use of Reading Street and Sidewalks (2008) and those practices and assessment strategies recommended by the 2001 Governor's Institute for Reading, we are addressing the skill development needs of both recent transfers to our school and continuing students. To best meet the needs of our students, we evaluate individual student performance and assign students to reading groups which meet their reading level. Our school has a special education teacher and a reading specialist to instruct students in small groups when their learning needs cannot be reached in regular reading group settings.

Throughout the school, reading has the highest priority and is taught in the first block of time each day in each classroom. As a result, the music, art, and computer teachers do not have classroom responsibilities during first period and are able to be reassigned to other classrooms as co-reading teachers. This affords the opportunity to reduce the teacher/student ratio, creating smaller reading groups within classrooms and giving students more attention and practice.

One of our teachers who received her reading specialist certification has been sharing effective reading practices with the faculty on an individual and group level. Other faculty members and our reading specialist share professional knowledge regularly at teacher inservices and through sharing journal articles.

In the area of Mathematics, our school used the *Harcourt Math* program in 2007-08, and supplemented it with a variety of materials so that each PA math standard is met. We also purchased through a federal grant (Enhancing Education through Technology) two math software programs from *SuccessMaker—NCS Learn* to supplement math instruction. The software provides us with up-to-date assessments of student abilities and provides instruction and remediation based on individual student performance. The two software packages ("Math Concepts and Skills" and "Math Corner") are research-based and aligned with PA standards, providing basic skills instruction, thinking skills instruction, and tutoring when necessary. Students are able to work at their own pace, and teachers are able to communicate results with parents through computer-generated reports.

In upgrading our math textbooks for the 2008-09 school year, teachers reviewed several math series and won Board of Trustees' approval for a combination of choices that best meet the Pennsylvania standards and our individual students' needs.

For the summer of 2010, our teachers updated the school's writing curriculum, identifying common assessments to be used for analyzing and improving student writing skills. *Kidwriting* and the *Six Traits of Writing* are the primary sources used to support the writing curriculum.

Promoting In-Depth Inquiry-Based Teaching and Learning:

Since the PA standards require teaching and learning to cover so many skill areas, we are coordinating science content to be taught across disciplines, adding depth to information studied during a school day.

Our teachers are using an inquiry-based approach to teaching, which effects teaching and learning in several ways. In general, inquiry-based instruction gives students more opportunities to explore ideas with materials and with other students. Lessons are structured around "big ideas" or carefully structured "Essential Questions" to guide students to conceptual understanding. Using this approach, teachers spend more time listening to students to find out what students understand and misunderstand. Opportunities are given for students to use tools to make observations, to collect and record data, and to use that information to make explanations.

Additionally, much professional development time has been devoted to increasing teachers' facility with science subject matter knowledge, knowledge of best practices in instruction, and knowledge of PA standards and methods of curriculum writing. Teachers received instruction from representatives of Capital Area Intermediate Unit, the Whitaker Center for Science and the Arts, and the Pennsylvania Department of Education. We included our instructional aides in most of the professional development activities.

Addressing needs of students performing below average: During the 2009-10 school year, our school offered a full range of services to meet students' needs. Our special education teacher gave instruction aimed at meeting the specific needs of students in reading, math, language arts, and emotional support. A reading specialist also provided instruction to students who have reading difficulties and to those who were identified as needing gifted instruction.

We created a math coach position for the 2008-09 school year to provide additional support for students who struggle with learning math and to assist teachers in improving math instruction.

In addition, we employed the services of a speech therapist and an occupational therapist through the Intermediate Unit. We purchased the services of a part-time social worker through Adams-Hanover Counseling Services. We also employed an ESL teacher for English Language Learners through the Capital Area Intermediate Unit.

The ability grouping strategies mentioned earlier for Reading accommodate the needs for students throughout the school. In Math, teachers make use of enrichment and remediation activities in our non-special education classrooms for meeting instructional needs of individual students.

During the school year, our teachers offered 1-hour afterschool tutoring twice weekly for additional reading or math instruction.

During five weeks of summer, our school offered two hours of tutoring daily in math and reading to those students who were performing below average during the school year.

As an additional means to help curtail summer reading skill loss, our school also raised funds to purchase reading books to mail home weekly during the summer months to each student.

Active engagement: Teachers make use of many resources such as manipulatives, use learning centers, and use a variety of instructional techniques such as cooperative learning to keep students actively engaged. We believe that active engagement leads to greater understanding and the ability to apply learning to life situations.

We also make use of the resources of the larger community to provide additional learning opportunities. Over the year, students have taken academic field trips to places such as the annual Pennsylvania Farm Show, Wildwood Nature Reserve, the Pennsylvania State Museum, Whitaker Center for Science and the Arts, Susquehanna Art Museum, Kreider Farm, Indian Echo Caverns, the Planetarium, and Hershey Zoo America. During our final week of school, we prepared a week of science/environmental education for students at Fort Hunter Park. The highlights of this year's trip were sessions from Zoo America "Paws, Claws, Scales and Tails," power of sun rays, properties of air, properties of water, rocks and minerals, animal camouflage, and the life cycle of honey bees. The richness of our community in learning opportunities lets us extend the classroom beyond its four walls.

Rigorous Instructional Program - Attachments

- Teacher Induction Plan approval letter
- Professional Education Plan approval letter
- 2010 School Newsletters

English Language Learners

Through our Home Language Survey, we identified students for additional language support. An ESL instructor from Capital Area Intermediate Unit tested these students using tests such as Woodcock-Munoz Language Survey to determine if they needed additional language support. We found that three continuing students needed ELL services during the 2009-10 school year. We purchased the daily services of a qualified ESL teacher from the Capital Area Intermediate Unit for these students' language arts instruction.

Depending on the students' needs, ELL students received an hour of instruction daily in pull-out classes or through inclusion practices.

The following is our program outline:

1. Statement of program goals and objectives

In accordance with the Sylvan Heights Science Charter School (SHSCS) Board of Trustees' goal to provide a quality educational program for all students, the school provides appropriate planned instruction in ESL and content classes for identified students whose dominant language is not English. The objectives of the program include: 1.) developing English language skills, leading to English proficiency; and 2.) providing for meaningful participation in subject area content.

2. Student and parent orientation process

Every effort will be made to orient students and parents to the practices and procedures of the school. Guidance will be given, if needed, for completing registration forms. Forms may be translated into the native language when necessary.

3. Identification and placement

a. Screening procedures, entry/exit criteria Home Language Survey is administered for all new students, which is filed in the students' permanent record. When one of the three required questions is answered "not English," the students' English language proficiency is assessed.

b. Assessment process

Identified ELLs are assessed for their achievement levels and native language proficiency using multiple measures such as standardized tests, PSSA, curriculum assessments, and others.

4. Instructional program

a. Describe type of program

Students are placed in appropriate level of ESL instructional program. The ESL instruction is based on sound educational and language learning theory and staffed by an appropriately prepared instructor. The program is evaluated at least twice yearly.

b. Describe planned instruction standards

The planned instruction in ESL will include Language Arts areas of listening, speaking, reading and writing.

c. Indicate amount of time in: ESL classes

The amount of time allotted for instruction will be based on the proficiency of the student. Approximate times are two (2) hours daily for beginners; 1 hour daily for intermediate learners; and 1 hour daily for advanced students. Student performance will be monitored for one year after they have graduated from these classes.

Content classes

Students will receive content instruction aligned with the PA standards of instruction. Teachers will accommodate to the individual learning needs of the student when students experience difficulty in comprehending instruction.

5. Student participation in related and extracurricular activities

ELLs will have the opportunities to participate in all extracurricular activity programs for which they qualify.

6. Pupil personnel services

a. Counseling

Counseling is provided through Adams-Hanover Counseling Services, staffed by a licensed social worker.

b. Special education

An IEP will be developed for students who have a disability that is not due to a lack of proficiency in the English language. In developing an IEP, interpreting service will be available for parents if necessary.

c. Other related services

Any service offered to other students will be made available to ELLs.

7. Staff development related to program

Staff receives inservice at the start of the school year from the ESL instructor. Inservice focuses on effective, research based practices as well as factual cultural information. In addition, the school encourages its faculty to become qualified to teach ESL. Currently five teachers are certified and another has started program certification. The school supports ESL professional development by paying the tuition for teachers to attend classes and rewards them with a \$1000 annual stipend.

8. Community involvement

a. Program planning

Funds will be allotted to implement the ESL program at the rate of other core subject areas.

b. Communication with students' homes

Information disseminated to students and their parents will be provided in a language preferred by parents, including report cards, standardized tests, and policy handbooks.

c. Program advisory committee or existing committee which includes ESL stakeholders

The ESL teacher, special education teacher, principal or administrative designee, and community resource agency will plan the school program and inservice activities.

9. Program evaluation procedures

Program will be evaluated twice annually to assess its effectiveness for teaching English to students. Revisions will be made to the program for its improvement.

English Language Learners - Attachment

- 2010 ELL Report

Graduation Requirements

Not applicable

Special Education

Students are first instructed with the supported-inclusion model. In this model, the general education teacher, reading specialist, math coach, and special education teacher consult on ways to best meet the needs of the students through accommodations or adaptations in the general education classroom. Our teachers utilize authentic assessments and tasks, and portfolios in the classroom as alternatives to the basic pencil and paper assessments. They also use anticipation guides in order to assess prior knowledge in order to better serve the students needs. Co-teaching is also used by the regular education teachers and our special education teachers. If

additional instructional time or alternative materials are necessary for student success, the special educator, reading specialist, or math coach provide these services in a pull-out model in the resource room. For instance, students with reading difficulties in grades 2-4 receive additional reading instruction time through the program Soar to Success from Houghton Mifflin and supplemental materials. Students struggling with math receive additional help through the Touch Math or Saxon series.

For students having speech impairments or other language disabilities or the need for occupational therapy, services to meet these needs were purchased through the Capital Area Intermediate Unit. Students received services through in-classroom and pull-out models, depending on students' annual goals and objectives. IU staff provides support to classroom teachers as well as to the special educator.

The school also purchases the services of a Special Education consultant from the Intermediate Unit to coach our relatively new special education teacher. She helps to ensure that the needs of students with more challenging educational disabilities are met.

To meet the learning needs of a student diagnosed with mental retardation during the 2009-10 year, the school paid the tuition, transportation, and assessment costs to send the child to The Janus School. Another student received full-time emotional support through Wordsworth Academy, which was paid for by Sylvan Heights.

Special Education - Attachments

- Child Find
- Student Records Confidentiality Policy
- Assistive Technology Policy
- Independent educational evaluation policy

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Mrs. Rhone	.5	learning support	Sylvan Heights Science CS	8	Excellent resource to classroom teachers--advises and consults
Mrs. Witmer	1	reading teacher	Sylvan Heights Science CS	28	Excellent resource to classroom teachers--advises and consults
Ms. Jackson	1	learning support	Sylvan Heights Science CS	13	Excellent resource to teachers--supports students by inclusion and pull-out models
M. Loy	1	math teacher	Sylvan Heights Science CS	30	Excellent resource to teachers--advises and consults

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Janus School	1	Learning disability	Janus school	1	(FTE 1 represents 1 full-time teacher all week.) Tuition cost \$25,900 plus transportation

Wordsworth Academy	1	Emotional support	Wordsworth Academy	1	(FTE 1 represents 1 full-time teacher all week.) Tuition cost \$125/day
Adams-Hanover Counseling Services	.5	Social worker	Sylvan Heights	9	Program cost \$ 17,500
CAIU #15	.1	Occupational therapy	Sylvan Heights	5	4 hours per week at a cost of \$ 4,920
CAIU #15	.2	Speech & language	Sylvan Heights	7	8 hours per week at a cost of \$ 26,320

Special Education Program Profile - Chart III

Title	Location	FTE
Special education supervisor	Sylvan Heights	.5
Special education teacher	Sylvan Heights	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Sleber Associates	Psychological Services	8 evaluations (cost \$400/test)
IU # 15	Special education coaching	As needed (cost \$704/day)

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

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

Student Assessment

School Improvement Planning Goals:

A. Continue program of increasing students' reading comprehension abilities

B. Increase math proficiency

During the year, we administered practice reading and math tests in preparation for PSSA testing. We used both Study Island and the PSSA released items located on the PDE website. The results of the testing were analyzed by teachers, specialists, and administrators. The team met bi-weekly to create lessons that addressed the weaknesses in the student test scores. Teachers completed bi-weekly team meeting logs to assist in monitoring the effectiveness of interventions. The process included an ongoing cycle of assessment, analysis, collaboration, and reteaching (Schmoker, 2006).

Our plan for improving reading comprehension is driven by the research of Jeanne Chall *The Reading Crisis: Why Poor Children Fall Behind* (1990) which points to vocabulary and language development differences between poor and middle class students as the primary cause in achievement differences by social class and racial groups. Nationally, achievement scores have a tendency to begin dropping near the 4th grade level among poor children, when significant vocabulary differences affect the ability to comprehend text.

Our school plan is to continue addressing the need to increase reading comprehension achievement. In order to meet this goal, we direct energies and funding toward activities that promote reading. We included our entire student body and their teachers in these activities to assure coordination of efforts in increasing reading achievement and continue their successful reading trajectory.

We have used DIBELS (Dynamic Indicators of Basic Early Literacy Skills), Monster, and Cowboy tests three times per year to benchmark, target instruction, and determine growth in literacy skills. These tests were recommended by the Pennsylvania Department of Education at a Governor's Institute for Reading.

Over the past few years, our school has made great strides in increasing students' ability to read by focusing instruction on the research-based "five building blocks of literacy" (phonemic awareness, phonics, fluency, vocabulary, and text comprehension). The last of these five elements, text comprehension, is the reason for reading. It tends to make up an increasingly larger portion of reading tests by 3rd grade and is a difficult task for a large portion of students.

Because of the growth in teachers' skills in teaching reading, we moved away from direct instruction programs (Reading Mastery and Corrective Reading) to Scott Foresman Reading Street (2008) and My Sidewalks (2007), utilizing a three tier intervention plan. This new reading series was chosen by faculty after reviewing several series. Reading Street makes use of research-based teaching strategies and allows for differentiated instruction. It also incorporates the Learning Focus Schools teaching and learning strategies.

Classes will typically have three reading groups based on student ability. Students who are at risk of failure receive a "double dose" of reading instruction daily in small group settings, once with the classroom teacher and once with the reading specialist or special education teacher as a pull-out intervention program.

Instructional aides and specials teachers (i.e., art, music, computer teachers) assist classroom teachers in organizing and running centers and small groups in classrooms during reading class.

The results of our PSSA scores in reading led to our faculty making two instructional goals for the school year: a) increase the amount of vocabulary instruction; and b) incorporate summarizing as a daily student practice. For the 2010-11 school year, those lessons involving students summarizing will be noted in daily lesson plans. This extra attention given to summarizing has the potential of producing a 34% gain in achievement scores, according to Marzano and ASCD

(2001). We have increased vocabulary instruction with programs such as *Words Our Way* and *Text Talk*.

Research also shows that students need to read outside of school in a variety of genre in order to improve their reading skills. The research (e.g., Alexander, et al, 2007; Allington & McGill-Franzen, 2008; Kim, 2006) also shows that students' reading skills decline over the summer months, particularly those of students from low-income homes, due to academic inactivity. Therefore, our Family Advisory Committee (similar to other schools' PTA) used their fundraising efforts to purchase books to be mailed home weekly for students to read. This initiative was also supported by a grant from Harrisburg's Foundation for Enhancing Communities and a donation from the Goodwin Memorial Baptist Church. This initiative aims to develop the habit of reading during leisure time among students as well as a means to avoid summer reading skills loss among students. Each week, parent volunteers put specially-selected reading books in envelopes, affix mailing labels and postage, and mail them home to each student in our school.

We surveyed our parents regarding the effectiveness of the summer reading project. We found that 70% of our students read between 7 and 9 of the books we sent home over summer. In fact, 88% of parents stated that they believed their child read more than what they had expected during summer. Parents reported that 94% of their children were eager to receive their weekly books. The activity increased parent involvement in their children's reading activities by helping to define words for their child (87%), have further discussions about the book topic (81%), make additional trips to the library for more books (37%), and make trips to the store for more books (52%).

For students who need additional support in reading or math, teachers gave one hour of afterschool tutoring in small groups twice each week during the school year. We also offered five weeks of summer tutoring in small groups for two hours daily.

During the summer of 2008, our teachers revised our school's math curriculum as we adopted new math texts. The texts we selected, after comparing the qualities of four different programs, are aimed at increasing students' ability to problem solve and build critical thinking skills. During the 2008-09 school year, we also incorporated the daily use of the "Rocket Math" program so that students will increase their ability to recall math facts fluently. Fluent retrieval of basic facts is necessary for students to attain higher-order math skills.

Our PSSA Science results for 4th graders show that we compare very well with local districts. 70% of our 4th grade students were proficient in science. Since our school purchased new science texts and materials for the 2009-10 school year, and revised our science curriculum over the 2009 summer, we expect to continue to do well in science achievement.

Student Assessment - Attachments

- 2009 Keystone Achievement Award
- 2009 Title I Academic Achievement Award
- PSSA 2009 Comparison
- 2009 Terra Nova Results

Teacher Evaluation

a.) Teachers are expected to be formally evaluated at least two times during the course of the school year. We use PDE forms 426 and 428 along with a classroom observation analysis worksheet which complements these forms. Teachers are critiqued for demonstrating their skills in areas such as planning and preparation, classroom environment, instructional delivery,

professionalism, assessment, and meeting individual student needs. Teachers discuss the results of their observations with the principal.

b.) Principal/CAO Dr. Kevin Moran was responsible for teacher and staff evaluations.

c.) Dr. Moran holds a principal letter of eligibility and has received training in his graduate studies for evaluation. He has participated in the in-service training teachers received, including the inquiry model. He also participated in the training for use of Reading Mastery, Corrective Reading, and Reading Street. He attended the Governor's School for Reading with a team from our school. Dr. Moran also attended workshops provided by the Capital Area Intermediate Unit related to special education during the year and workshops presented by the Keystone State Reading Association in 2008. He has completed his Act-48 Continuing Professional Education Activity hours for years 2005-2010 with 191.5 hours (180 hours are needed). He completed 120 Act-45 administration hours (114 are needed) and continues to take Pennsylvania Inspired Leadership (PIL) courses. In November 2007, he attended the teacher evaluation sessions for Learning Focused Schools (LFS) administrators. He attended LFS sessions on Acceleration and Vocabulary as well as Days 1-4. He has also attended workshops on the Six Traits of Writing with other faculty members. He recently completed the LoTi Administration Course for school improvement. He attends all of the workshops given by presenters at Sylvan Heights in order to be fully knowledgeable about the professional development of his faculty.

Teacher Evaluation - Attachments

- Instructional I teacher evaluation form
- Instructional II teacher evaluation form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Vice President William Feist became President of the Board of Trustees for 2009-10, replacing Mr. J. Michael Troutman, who completed his two-year role as President. Mr. Troutman became Vice President.

Following Board of Trustees By-Laws, Secretary Nichele Cunningham-Perry retired from the board after completing two three-year terms. Director Constance Ferguson became the new Board Secretary. Director Ann Carbon also retired from the board after serving two three-year terms. Board Director Colleen Ulrich resigned from the board for personal reasons.

New candidates were identified by the nominating committee and approved by the full board. Tracey Jennings, Warren Persak, and Robert Tribeck replaced those Board Directors who left or completed their terms.

There were no other changes to leadership roles in the school.

Board of Trustees

<u>Name of Trustee</u>	<u>Office (if any)</u>
William Feist, IV	President
J. Michael Troutman	Vice President

Constance Ferguson	Secretary
Steven Vedder	Treasurer
Lori Lauver	Director
Tracey Jennings	Director
Nicole Jordan	Director
Jennifer Gallagher-Blom	Director
Jamie Marshall	Director
Warren Persak	Director
Robert Tribeck	Director

Professional Development (Governance)

During 2008-09, our entire Board of Trustees was involved in a professional development activity that took place during a board retreat held at the Harrisburg Area Community College Wildwood Conference Center. The retreat occurred on November 1, 2008. Our guest speaker was Dr. Edward Frye, former executive director of the Capital Area Intermediate Unit and superintendent of schools. He assisted the board in analyzing how it operates and how to become more efficient. Following Dr. Frye's presentation, the board reviewed school achievement data, discussed fund-raising ideas, and considered the reconfiguration of school committees.

New board members receive a packet of information which includes information regarding the Sunshine Law and Public Officials Act when they join the board. A veteran board member also discusses these laws and expectations with new board members.

Annually, the Pennsylvania Coalition of Charter Schools may provide updates on the Sunshine Law and other changes in school law. All board members complete the required financial disclosure forms annually.

Coordination of the Governance and Management of the School

Per the By-Laws, board members are responsible for establishing and guarding the mission and vision of the school; approving the budget and major contracts; policy adoption; hiring, firing, and evaluating performance of principal/CAO; authorizing teacher appointments; student expulsion; strategic planning; recruitment and training of new board members; conducting monthly board meetings and work sessions; ensuring that board records are kept in proper order; and monitoring the CAO's management of the school. The Family Advisory Committee shares public relations and parent relations activities with the principal/CAO. To conduct this work, the board has several standing committees that report on their tasks at monthly board meetings. These committees include: By-Laws and Policies, Community Relations, Facilities & Finance, Family Advisory, Personnel, and Resource & Development. The board president meets or communicates through email weekly with the principal/CAO to discuss progress on the work of committees, general operations, and board meeting agenda setting.

To maintain relationships with the charter-granting school district, our board of trustees invites them to our annual October Meeting where our new board members are initiated.

Board members also attend many community functions that members of Harrisburg School District's administration attend. Also, several SHSCS board members are long-time residents of the district and maintain working relationships with individual board directors. Through these relationships, communication occurs and progresses toward a more formal working relationship.

An additional tie to Harrisburg School District can be seen in our “community partnership” with Harrisburg Sci-Tech High School’s intern program. This year we invited six high school students from Sci-Tech to come monthly to our school for their internship requirement. The students usually have aspirations for becoming an elementary teacher or are looking for a meaningful way to use their computer skills in teaching science-related lessons to our students. They were assigned to work with a teacher and had assisted in an instructional activity in the school each month. For example, one Sci-Tech student used the internet to research information on famous African American scientists and then created a PowerPoint presentation for Sylvan Heights students to view, complementing the students’ unit on inventors and scientists during African American history month.

Coordination of the Governance and Management of the School - Attachments

- 2009-10 Board of Trustees Meeting Schedule
- 2010-11 Board of Trustees Meetings

Community and Parent Engagement

The Board of Trustees provides parents and community members several ways to become engaged in school activities. First, parents and community members comprise the board, giving parents and community organization members direct involvement in the highest level of the school decision-making process. Second, parents are encouraged to become engaged in school activities by volunteering their services to the school. Board policy requires parents to volunteer 12 hours of time to projects and activities. Third, events and activities are publicized through a monthly newsletter, providing parents with details about how to become involved. Fourth, the school offered workshops addressing parent concerns about their children’s education such as “Life after Sylvan Heights Night,” “Open House,” “Read-a-thon Night,” “Family Math Night.” The school provided family educational activities such as our “Black History Program,” “Hispanic Heritage Festival,” winter and spring music concerts, and family entertainment activities such as “Family Skate Day.”

The board and administration also engages in community activities, such as holding information booths at community gatherings such as the Tri-County OIC Annual Street Fair.

The school provides information to parents on where to get services in the community. For example, the school publicizes the Tri-County OIC’s GED program so that parents and other adults may gain reading, math, and other necessary work—related skills to prepare for entrance into the workforce.

In 2008, the board conducted a school-wide parent survey. The survey provided parents an opportunity to rate the current level of school services and programs, to identify building priorities, to describe why they send their children to Sylvan Heights, to suggest future parent workshops, and to add any other comments they had. The results of the survey were discussed at the board retreat. In general, the survey showed very positive ratings from parents regarding their beliefs about the education their children receive.

Lastly, the school's Strategic Planning Committee is comprised of representatives from the board, community and parents, giving community and parents opportunities engage in the development activities of the school.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Our 2009-10 budget of \$2.3 million comes from three main sources: State sources (4.0%); federal sources (7%); and local sources (91%). Among the local sources, tuition payments collected from local school districts are our main source of funding, amounting to almost \$2.045 million.

Our major federal program funding source is our Title I ARRA, Title I Regular and Title II programs, which amounted to \$169K during the year and supplemented reading and math instruction and paid for parent involvement activities.

SHSCS did not have any major fund-raising activities for 2009-10 and does not have any planned for 2010-11.

Fiscal Solvency Policies

The Board of Trustees' facilities and finance committee meets at least quarterly to discuss the school's financial situation. During this time, the committee reviews cash disbursement journal, quarterly financials, and other budget concerns. The treasurer reports on the work of the facilities and finance committee at the monthly Board of Trustees meeting. The committee has developed internal controls for the school administration to follow relating to cash disbursements, purchasing, cash receipts, bank reconciliation, investment policy, petty cash, and credit card use.

In addition, the school has a full-time Business Manager to manage school finances. She attends all of our facilities and finance committee meetings and board meetings, prepares financial statements, and runs reports using the state chart of accounts.

The school has a \$100,000 line of credit with Citizens Bank to cover financial emergencies. The line of credit has never been used.

Accounting System

To remain fully informed about changes to educational accounting procedures, the school's full-time business manager regularly attends useful workshops and webinars offered by the Department of Education and PASBO. She attends all of the school's facilities and finance committee meetings and board meetings, prepares financial statements, and runs reports using the state chart of accounts.

SHSCS uses an accrual basis of accounting for budgeting, accounting, and reporting purposes. The school has also implemented GASB Statement No. 34, Basic Financial Statements and Management's Discussion and Analysis for state and local governments as of June 30, 2005.

This is in accordance with Generally Accepted Accounting Principles. This system is reviewed each year by an independent auditor, Sager Swisher and Company, LLP.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- 2010 Revenues, Expenditures and Fund Balance

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

The board contracts with the accounting firm of Sager, Swisher and Company, Columbia, PA for auditing and financial consultation. The last audit was completed for year ending June 30, 2009. The auditors reported that: "In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the business-type activities of Sylvan Heights Science Charter School, as of June 30, 2009, and the respective changes in financial position and cash flows, where applicable, thereof for the year then ended in conformity with accounting principles generally accepted in the United States of America."

The 2009-10 audit will be completed by October 31, 2010 with the Annual Financial Report (PDE-2057).

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

- 2009 Auditor's Annual Report

Citations and follow-up actions for any State Audit Report

None.

SECTION VII. FACILITY RESPONSIBILITIES

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

With the support of the Harrisburg Redevelopment Authority, the school was able to secure a loan through Citizen's Bank to purchase its building from its owner in January 2005.

Regarding furniture, fixtures and equipment, the principal/CAO bases acquisition decisions on projected needs, incrementally purchasing furniture and equipment. Computer purchases were made using the PEPPM list. Several room carpets were replaced using bidding guidelines listed in Section 751 of the School Code.

School Code regulations were followed in the competitive bidding process for replacing the school's lighting and HVAC, which is in progress.

Future Facility Plans and Other Capital Needs

As a means to find areas where our school can become more energy efficient and cost effective, we hired the McClure Mechanical Company to conduct an energy audit of the building. They reported their findings to the school's building and finance committee, which made a

recommendation to the board to replace the lighting and HVAC systems. With the promise that the federal government was releasing stimulus money to the school for energy efficiency projects, the school engaged architects CS Davidson to draw blueprints for replacing the lighting and HVAC systems. Following the School Code for the competitive bidding process, the school hired Kolva Electric and RS Bortner to replace lighting and HVAC during the 2010 summer.

When completed, our Facilities and Finance Committee will develop a five-year plan regarding other facility and capital needs.

During the next two years, the finance and facilities committee will conduct a feasibility study to determine the school's building needs and its ability to afford additions to the building.

The school met one of its facility goals during the summer of 2008. We installed two modular classrooms in our loading dock area. This increased the size of our library and added an art room to the school. It also allows us to make greater use of the school's multipurpose room.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

SHSCS complies with all federal, state, and local health and safety laws and regulations. The building was inspected by city inspectors and inspectors from Labor and Industry and granted a certificate of occupancy. The Harrisburg City Fire Department conducts an annual inspection, including a smoke alarm drill, to promote fire safety in the school. The school conducts monthly fire drills and annual severe weather drills. The school does not use any explosive or flammable compounds in connection with courses taught at the school. The school was tested for asbestos and none was found.

SHSCS has contracted with the Visiting Nurses Association to provide comprehensive health services as required under Article XIV, including screening for eye, dental, measures of height and weight, TB (if necessary), hearing, and other tests. They ensure that students have had proper physical examinations and that students have proper health records and immunizations. A nurse is on-site at the school for at least two hours daily throughout the school year. We currently contract the services of Dr. Meada J. McAllister as our school physician, who is "on-call" for the school.

Student health records are located in two locked fireproof files in the Nurse's Office. Current student academic and other records are kept in files in the Administrative Assistant's Office. Records of current faculty are also kept in the Administrative Assistant's Office. Our Records Room holds records of previous students, faculty and staff.

The Request for Reimbursement and Report of School Health Services for school year 2008-09 was submitted and approved. The report for 2009-10 is due on September 30, 2010 and will be submitted by then.

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

- 2008-09 Request for Reimbursement and Report of School Health Services

- Student Wellness Policy

Current School Insurance Coverage Policies and Programs

Property, general liability, professional liability, automobile, physical damage, terrorism, employee dishonesty liability coverages are secured through Riverport Insurance Company. Workers' compensation is secured through Lackawana American Insurance Company. Liability for the board of trustees directors and officers is covered through Monitor Liability Management. (All of these are handled through the Nonprofit Insurance Services in Hanover, PA.) Health, dental, vision, prescription, and group life are provided through PCI Insurance.

Current School Insurance Coverage Policies and Programs - Attachments

- 2010 General Liability
- 2010 Workers Comp
- 2010 Directors, Officers, and Organization Liability Insurance
- 2010 Blanket Accident and Health Policy

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Total number of full-time teachers during 2009-10 school year: 15. Total number returning from 2008-09: 14.

Total number of part-time teachers: 2.

All 16 teachers were employed by the school throughout the school year. 13 of the 15 full-time teachers are PA certified. One special education teacher is enrolled in the PaTTAN Ace li program for special education certification.

Speech and language, occupational therapy, and English as a Second Language are taught by certified instructors from the Capital Area Intermediate Unit.

The principal/CAO has an Administrative II certificate and an assistant superintendent letter of eligibility from the Commonwealth of Pennsylvania. The principal was selected on the basis of proven leadership ability and the sense of commitment to fulfill the mission of the school. He began his ninth year with the school in 2009-10.

The Dean of Students has a masters degree from Clarion University of Pennsylvania and began working here in 2003-04. He assists in improving student attendance, achievement, and behavior.

The school's reading specialist is state certified and has a masters degree. One special education teacher is fully certified, and the second is certified with an emergency certificate as she finishes her program. Among the rest of the faculty, three other teachers have masters degrees, and one teacher has nearly completed his principal certification program.

Teachers are selected for their:

- *Expertise in science, math, technology, language and the arts
- *Commitment to life-long learning
- *Successful experience in work with young children from various backgrounds
- *Willingness to work beyond the minimum required
- *Dedication to the mission, vision, and values of SHSCS
- *Ability to work as part of a team, as leader and as follower
- *Ability to plan and to follow-through without close supervision

Other staff members are selected for their dedication to the mission of the school, their ability to work with children, and their qualifications for fulfilling the functions of their jobs.

Quality of Teaching and Other Staff - Attachments

- 2010 PDE-414 Verification Form
- 2010 Staff Assignment Report - PIMS
- 2010 Highly Qualified Teacher Listing -PIMS

Student Enrollment

a.) Enrollment Procedures and Admissions Policy: SHSCS advertises in the local newspaper several times during the year to inform residents of the existence of openings for students. We place brochures describing our school at local day care centers so that parents may consider our school when their children are eligible for kindergarten. Representatives of our school attend local street fairs and events, setting up information tables to distribute brochures and to answer questions parents may have about our school.

We have found that “word of mouth” advertising by our parents to friends and neighbors has been one of our most successful methods for publicizing our school. We are developing a stronger reputation based on our results with each passing year.

At SHSCS, we have an open door policy for parental visitation. We encourage the parents of potential students and their families to visit the school and observe instruction on a typical day. With proper notice, a staff member is made available to give families a tour and to answer questions they may have regarding our school.

As a result of these practices, our school enrollment has been near full capacity, with waiting lists for each grade level. As long as parents approve of the work that is done to educate their children, we expect to continue operating at capacity.

Age Requirements and Selection Process: Students who are five years old by September 1st are eligible for enrollment. Parents first return to our school a completed application form for their children. Students are assigned a lottery number if there are more applicants than available slots in their grade level. Lottery drawings are held in mid-May for the open slots. The lottery viewing is open to the public. Children who have siblings already in our school are accepted first when slots are available. Children residing outside of the Harrisburg School District are not considered

until all Harrisburg students have been accepted. A waiting list is maintained for students who had not won a slot in the lottery and for those students who apply after the lottery.

There are a full range of services, programs, and alternative placements available for implementation of the special education programs in SHSCS. We use the Child Find System to locate, identify, and evaluate children who are thought to have a disability eligible for special education. Child find data is collected, maintained, and used in decision-making for placement along with a conference between parents and an instructional team.

Students with disabilities are included in the general education program and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Plan.

These policies further the mission of SHSCS to remain nondiscriminating in the selection of students. SHSCS shows no preference on the basis of gender, social class, race/ethnicity, English proficiency, aptitude or achievement, or disability. Our lottery system also eliminates selection on the basis of special educational needs. Students with and without disabilities are admitted on the same basis (lottery).

Enrollment History--

Number of kindergarten students enrolled in August 2009: 44

Number of kindergarten students enrolled in June 2010: 44

Number of kindergartners returning to SHSCS in August 2010: 40

Number of 1st grade students enrolled in August 2009: 47

Number of 1st grade students enrolled in June 2010: 45 (One child moved out of district, and one child moved out of state.)

Number of 1st graders returning to SHSCS in August 2010: 44

Number of 2nd grade students enrolled in August 2009: 44

Number of 2nd grade students enrolled in June 2010: 42 (Two children moved out of district.)

Number of 2nd graders returning to SHSCS in August 2010: 40

Number of 3rd grade students enrolled in August 2009: 44

Number of 3rd grade students enrolled in June 2010: 44

Number of 3rd graders returning to SHSCS in August 2010: 38

Number of 4th grade students enrolled in August 2009: 43

Number of 4th grade students enrolled in June 2010: 42 (One child moved out of district.)

Number of 4th graders returning to SHSCS in August 2010: 0 (All of our 4th graders graduated and will not be returning.)

No students left our school due to expulsion.

Sylvan Heights averaged 217 students during the year with 217 students completing the 2009-10 school year. We expect 162 of them to return in August 2010. We will need 58 new students in the Fall of 2009--44 will be new kindergarten students and 14 will fill other grade levels.

In general, what these data tell us is that SHSCS has a low student turnover rate (less than 2% last year). Even when families move to other districts, they often keep their children in our school.

There are currently no supporting documents selected for this section.

Transportation

Harrisburg School District transports our students who live more than $\frac{3}{4}$ mile from the school through the private services of First Student Transit, Inc.

Other districts from where we draw our students arrange to have district busses or private vans transport our students. This arrangement has been successful during the 2009-10 school year.

For adjunct classroom days and field trips, SHSCS hires bus services as necessary.

During the summer months when SHSCS provides summer tutoring for selected students, SHSCS provides transportation to and from each child's house through First Student Transit, Inc. Funding for transportation is drawn from Title I monies.

Transportation expenses for one special education student that we send to another school (The Janus School) are paid for by SHSCS.

Bus monitors would increase the safety of students riding these busses.

Food Service Program

SHSCS contracted with Sedexo during 2009-10 to provide breakfast and lunch for our school. Students were given monthly calendars which provided the month's menu so that they could choose whether to purchase a meal that day.

SHSCS participates in the National School Lunch Program for free and reduced lunch pricing. During the school year 2009-10, SHSCS had an 80% free and reduced priced lunch rate.

The school's food service program was audited by the Department of Education's Division of Food and Nutrition in November 2008. The school passed the review and may continue operations. The next review will occur in five years.

Student Conduct

a.) Our faculty has received training from a Capital Area Intermediate Unit behavior specialist who made several site visits to inform her recommendations. Our faculty has developed a list of school-wide rules to follow for when students are outside of their classrooms. Classroom rules are developed by teachers and students within each class, based on a combination of ideas from the IU behavior specialist, the research of Lee Cantor, and *1-2-3 Magic*. The behavior specialist also reported her findings to our Board of Trustees at a semi-

annual board retreat. Teachers and administration also received in-service from the Intermediate Unit on the Olweus approach to bullying prevention during the 2005-06 school year. In general, teachers use a series of warnings and time-outs with increasing consequences for repeat offenses to manage student behavior, with communication to the children's parents. It is our intention to turn misconduct occurrences into learning experiences for students so that students understand the consequences of their actions and make better choices.

Every effort is made to avoid suspension and expulsion. For students with disabilities, the procedural safeguards of 22 Pa. Code, Ch. 703 are utilized.

We also take a proactive approach with discipline by teaching from the character building curriculum titled *Second Step: A Violence Prevention Curriculum*. It instructs students in anger management, empathy training, and conflict resolution. Through its use, students learn to use their words to resolve differences, rather than resorting to violence. In addition, our third uses the Premier "Stop Bullying" program and our fourth grade uses the Premier "Stand Up! Speak Out!" program to prevent bullying behaviors and to improve peer relations through respectful actions.

b.) 12 students were involved in 15 suspension incidents. No students were expelled.

Student Conduct - Attachment

- Code of Student Conduct

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Sylvan Heights Science CS within Capital Area IU 15 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 Sylvan Heights Science 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 Moran **Title:** Dr.
Phone: (717) 232-9220 **Fax:** (717) 232-9221
E-mail: kmoran@shscs.org

Signature of the Chief Executive Officer and Date

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

Name: William Feist, IV **Title:** Mr.
Phone: (717) 232-9220 **Fax:** (717) 232-9221
E-mail: WFeist@orrstown.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Sherita Jackson **Title:** Ms.
Phone: (717) 232-9220 **Fax:** (717) 232-9221
E-mail: sjackson@shscs.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- 2010 Signature Page Attachments