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# Pennsylvania Department of Education

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

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

**Entity:** Widener Partnership CS  
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Chester, PA 19013-5792  
**Phone:** (610) 872-1358  
**Contact Name:** Annette Anderson

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2009 - 2010

**Name of School:** Widener Partnership CS

**Date of Local Chartering School Board/PDE Approval:** February 23, 2006

**Length of Charter:** 5 Years   **Opening Date:** September 5, 2006

**Grade Level:** Kindergarten - 4th Grade   **Hours of Operation:** 8:30 am to 3:30 pm

**Percentage of Certified Staff:** 83%   **Total Instructional Staff:** 17

**Student/Teacher Ratio:** 17:1   **Student Waiting List:** 0

**Attendance Rate/Percentage:** 95%

## Summary Data Part II

**Enrollment:** 250 **Per Pupil Subsidy:** \$8,060.46 (regular); \$23,279.08 (special)

### Student Profile

|  |     |
|--|-----|
| <b>American Indian/Alaskan Native:</b> | 0   |
| <b>Asian/Pacific Islander:</b>         | 0   |
| <b>Black (Non-Hispanic):</b>           | 246 |
| <b>Hispanic:</b>                       | 3   |
| <b>White (Non-Hispanic):</b>           | 3   |
| <b>Multicultural:</b>                  | 0   |

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:**  
69%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 25

## Instructional Days and Hours

| <b>Number of:</b>   | <b>K (AM)</b> | <b>K (PM)</b> | <b>K (F.Time)</b> | <b>Elem.</b> | <b>Middle.</b> | <b>Sec.</b> | <b>Total</b> |
|---------------------|---------------|---------------|-------------------|--------------|----------------|-------------|--------------|
| Instructional Days  | 0             | 0             | 177               | 177          | 0              | 0           | 177          |
| Instructional Hours | 0             | 0             | 1062              | 1062         | 0              | 0           | 1062         |

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

The Widener Partnership Charter School, which opened its doors for the first time in September 2006, is a multicultural, student-centered environment in which all students are held to high academic and behavioral standards. The Widener Partnership Charter School will provide the context for students to work in collaborative relationships both within and outside the school to provide service to the greater community. The school aims to educate its students to become citizens of character who can contribute to the vitality and well-being of the region.

### Mission

The mission of the Widener Partnership Charter School is to develop urban elementary (K-5) students with the behaviors, task commitment and creativity to succeed in the current educational environment. Through holistic cultivation of children's resources, the Widener Partnership Charter School will enable students to become self-motivated, competent, and lifelong learners.

When our charter was written, in alignment with what research suggests, we decided to admit 100 students in only kindergarten and first grade our first year, adding a cohort of 50 every fall until we reach our capacity of 300 students as a K-5 school. Our class size of 17 is substantiated by the findings of the Tennessee Star Study, which clearly established a positive relationship between children in urban classrooms of that size and substantial gains on standardized testing, even into the middle school years.

Subsequently, our students receive lots of individualized attention from classroom teachers during a critical juncture of their educational career. Every student has each of the following twice each week: Art, Music, Physical Education and Spanish. Further complemented by a demanding hands-on math and science curriculum in which our teachers are well-trained thanks to a month of professional development, our students are constantly being critically engaged throughout the school day.

## **Vision**

By providing a multicultural, student-centered environment in which all students are held to high academic and behavioral standards and by engaging parents and caregivers as partners in the education of their children, the Widener Partnership Charter School will provide the context for students to work in collaborative relationships both within and outside the school to provide service to the greater community. The school will aim to educate its students to become citizens of character who can contribute to the vitality and well-being of the region.

## **Shared Values**

Following are our shared expectations:

1. Students will develop specific skills of precision, specificity, organization, punctuality, attentiveness, and persistence in their vocational, academic and personal pursuits.
2. Students will become adept at recognizing the contributions of music, art, physical wellness, and technology to the quality of life.
3. Students will become active and empathetic citizens through involvement in community activities, cooperative activity with diverse populations, and respectful service to others.
4. Students will develop ethical standards of conduct and appropriate decorum.

## **Academic Standards**

The academic goals and objectives of the Widener Partnership Charter School will emphasize the development of cognitive and meta-cognitive skills necessary for achieving the academic standards mandated by the Pennsylvania Department of Education and for exhibiting age-appropriate critical thinking. To ensure that all students demonstrate that they have attained skills, knowledge, and attitudes specified as goals in the school's educational program, the Widener Partnership Charter School will establish performance-based expected outcomes to which the performance of graduates will be compared.

Specific goals include:

1. Students will achieve grade level content knowledge in all academic areas as defined by the Pennsylvania state standards and assessed by the Pennsylvania Statewide System of Assessment.
  - a. This standard will be achieved incrementally during the progression of students through the school. Student progress will increase proportionately to the number of years consistent with attendance in the school.
2. Students will develop systemic and sustainable cognitive and metacognitive skills to help them in their academic pursuits.
3. Students will become active learners through a process of interactive instruction.
4. Students will become responsible and reflective learners through active instruction on reflective practice.
5. Students will participate in creative expression through music, drama, art, technology, and

physical education.

6. Students will integrate subject area learning and make applications between and among disciplines as assessed by learner portfolios.

## Strengths and Challenges

Our school has many strengths. In particular, we are regularly buoyed by the support we constantly receive from Widener University. Through multiple collaborations with various departments from within the university, our students receive many opportunities to extend classroom learning. In addition, non-academic goals and objectives include the development of skills to help students succeed in working both independently and with peers. Further, the school encourages students to develop pride in the city of Chester and engage in activities that support its renaissance. This commitment to civic engagement is nurtured through promotion of participation in school community activities as well as community activities outside of school. Learning dispositions, character education, appreciation of arts and culture, and community involvement for active citizenship are overarching program goals.

As our school continues to grow, we are challenged to balance our desire for a Deweyan, constructivist approach to education with our need to excel in terms of standardized testing. In a district where upwards of 25% of students may be classified as special needs, we are poised to consider thoughtful and reflective ways in which we might scaffold students who may benefit from additional support before we move to the IEP process. Many of our students hail from underresourced environments, necessitating a strong and concerted effort on the part of many involved with the school to determine how we might support the holistic development and education of all of our students. To that end, we have developed an Interdisciplinary Resource Team, comprised of WPCS administration and staff members, in addition to Widener University faculty, staff, and students. We believe that the IRT holds great promise as a model for supporting students from ethnically underrepresented and economically underresourced communities.

## SECTION II. STRATEGIC IMPROVEMENT PLANNING

### Strategic Planning Process

The Strategic Planning Process of the Widener Partnership Charter School has evolved to include both community members and Widener University staff who have made a strong commitment to the future and well-being of the school. In consort with Widener University's School of Human Service Professions, parents and individuals from the community were invited to work together with the administrative team of the school on behalf of the Widener Partnership Charter School.

### Strategic Planning Committee

| Name                    | Affiliation                  | Membership Category | Appointed By  |
|-------------------------|------------------------------|---------------------|---------------|
| Amelia Brown            | Assistant Principal          | Administrator       | Principal/CEO |
| Dr. Annette C. Anderson | Principal/CEO                | Administrator       | WPCS Board    |
| Dr. Michael Ledoux      | Widener University           | Board Member        | WPCS Board    |
| Dr. Paula Silver        | Widener University           | Board Member        | WPCS Board    |
| Dr. Stephen Wilhite     | President, Board of Trustees | Board Member        | WPCS Board    |

|                   |                                    |        |            |
|-------------------|------------------------------------|--------|------------|
| Harrison, Crystal | Widener Partnership Charter School | Parent | WPCS Board |
| James Turner      | Widener Partnership Charter School | Parent | WPCS Board |

## Goals, Strategies and Activities

### **Goal: MATHEMATICS**

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

**Strategy: Students will incorporate word problem practice into daily mathematics instruction.**

**Description:** Through the use of daily word problem practice models, students will become competent in the disaggregation and computation of word problems. Teachers will use a variety of types of word problems during the academic year to help students learn best practices and skillful strategies in solving word problems. These word problems will also be used in home assignments on a continuous basis.

**Activity: Purchase PSSA practice materials.**

**Description:** Summer 2008 purchase.

#### **Person Responsible Timeline for Implementation Resources**

|                  |                                    |   |
|------------------|------------------------------------|---|
| Annette Anderson | Start: 1/1/2008<br>Finish: Ongoing | - |
|------------------|------------------------------------|---|

**Status:** Not Started — Overdue

**Activity: Purchase PSSA Word Problem Practice materials**

**Description:**

#### **Person Responsible Timeline for Implementation Resources**

|                  |                                    |   |
|------------------|------------------------------------|---|
| Annette Anderson | Start: 1/1/2008<br>Finish: Ongoing | - |
|------------------|------------------------------------|---|

**Status:** Not Started — Overdue

## **Statement of Quality Assurance**

Charter school has met AYP.

There are currently no supporting documents selected for this section.

## **SECTION III. QUALITY OF SCHOOL DESIGN**

### **Rigorous Instructional Program**

#### **Curricular Overview**

The Widener Partnership Charter School has developed its overarching curricular goals and objectives using the academic standards prescribed for Pennsylvania schools as a framework. The curriculum goals and objectives are based on interdisciplinary themes and are incorporated into instruction in the special subject areas of art, music, Spanish, and physical education. In addition, a school-wide theme for the year (WPCS has the keys to success!) has been created with 9 monthly foci around which our social studies curriculum evolves. These foci include: teamwork, community building, sharing, caring, dreams, friendship, dedication, courage, and adventure. These keywords provide guidance in reference to field trip connections, school-wide projects, and coordination with our Second Step program, a weekly program facilitated through Widener University's Social Work Consultation Service (SWCS) intern program. In addition, content area overviews are provided below.

#### **Language Arts**

The Rigby Literacy program combines whole-class modeling and instruction with targeted small-group instruction to meet every child's instructional need. The Rigby Literacy Program has a long and rich track record of success. It is built on a balanced combination of whole class and leveled small group activities. Key components of the program include guided reading (that includes both independent fiction and nonfiction text), shared reading, writing, phonemic awareness, and assessment. The modeled reading and writing components focus on developing phonemic awareness and fluency, while the shared reading emphasizes phonics, vocabulary, and comprehension. Assessment pieces include benchmark books, selection quizzes, quarterly tests, and Rigby Reads pre- and posttests.

#### **Mathematics**

A comprehensive, core math program, the Saxon Math series offers additional hands-on and enrichment activities, problem-solving and performance tasks for all grade levels. The new textbooks also include more support for English Language Learners, ways to differentiate instruction, and open-ended questions for students to practice justifying their reasoning and to illustrate that they have learned the necessary skills and concepts. In addition to teacher planning resources and professional development tutorials for the new content, the revised series features the Benchmark Assessment Generator to help educators set benchmarks and track standards.

Based on more than 20 years of measurable success and built upon the idea that learning is cumulative, Saxon Math programs distribute instruction, practice and assessment of related concepts throughout the school year, while meeting evolving state standards. Using Saxon Math,

students work toward mastery in three ways: by reviewing, maintaining and building upon previously learned skills; through direct, explicit instruction of new content, mathematical thinking and vocabulary; and by applying, reinforcing and demonstrating cumulative learning.

## **Science**

FOSS (Full Option Science System) is a research-based, classroom-tested program that helps students to learn science by doing science. FOSS provides inquiry-based learning to promote scientific literacy and student achievement. The program's modular design provides instructional versatility, and the equipment kits come with all the components needed to teach key concepts through an engaging scientific process. Correlated to National and State Science Education Standards, the FOSS modules are designed to monitor student progress in content knowledge, conducting investigations, and building explanations. In addition, our school has a relationship with the John Heinz Wildlife Refuge in Tinicum, PA. Each grade visits JHWR several times per year to support their experiential learning in environmental education. As well, our students have nurtured a butterfly garden. We are currently looking for opportunities to increase student learning in environmental education and have teamed up with Widener University Science Education professor Dr. Nadine McHenry in this regard.

## **Rigorous Instructional Program - Attachment**

- Induction Plan Approval Letter

## **English Language Learners**

At this time, our school does not have a ELL student population. However, we have attached our ELL program description in order to prepared for such an occurrence.

## **English Language Learners - Attachment**

- English Language Learners

## **Graduation Requirements**

Our school is a K-5 elementary school. We do not graduate students at this level.

## **Special Education**

Widener Partnership Charter School had a certified Special Education instructor to provide services to students in the least restrictive settings appropriate, according to developed Individualized Educational Plans (IEPs). A strengths-based approach is emphasized, including early identification and intervention so as to prevent the development of deficits that can have cumulative detrimental effects on overall development and the acquisition of academic skills. All students who are entitled to special education services in the local public school setting receive these services at the Widener Partnership Charter School from our Special Education Instructor both in an resource capacity as well as through itinerant support. Approximately 21 students qualify for Special Education services at this time. Students who have been referred to for evaluation during the 2008-2009 academic year have been evaluated using guidance from the Pennsylvania Department of Education.

Speech and occupational therapy is provided through Pediatric Therapeutic Services, Incorporated (PTS). The speech therapist visits our school once a week and the occupational therapist visits once per week. In addition, we contract with the DCIU for additional speech services. One student who presented with multiple severe health and developmental delays was referred to the Delaware County Intermediate Unit for academic and life skills support. That student attended the Don Guanella school full-time until this spring, when his family moved to Virginia. In addition, two students with emotional challenges were placed at the Collingdale School.

## Special Education - Attachment

- Special Education Procedures

### Special Education Program Profile - Chart I

| Teacher       | FTE | Type of class or support | Location                           | # of Students | Other Information  |
|---------------|-----|--------------------------|------------------------------------|---------------|--|
| Timothy Lyons | 1.0 | Itinerant/resource       | Widener Partnership Charter School | 25            | Teacher Tim provides in-class itinerant support to those students who benefit from the "push in" model. In addition, he has a resource period each morning for those students who benefit from additional small-group and one-on-one support outside of the regular classroom setting. |

### Special Education Program Profile - Chart II

| Organization                      | FTE | Type of class or support | Location             | # of Students | Other Information  |
|-----------------------------------|-----|--------------------------|----------------------|---------------|--|
| Delaware County Intermediate Unit | 1.0 | Lifeskills support       | Don Gwinellas School | 1             | One student was referred to the DCIU after it was determined that this student had multiple health and learning disabilities. He is a full-time student there. |
| Delaware County Intermediate Unit | 1.0 | Emotional Support        | Collingdale School   | 2             | Two students were placed at the Collingdale School. One was a kindergarten student, the other was a third grader.  |

### Special Education Program Profile - Chart III

| Title                        | Location           | FTE |
|------------------------------|--------------------|-----|
| Special Education Supervisor | Widener University | 1.0 |

### Special Education Program Profile - Chart IV

| <b>IU, Public Agency, Organization, or Individual</b>   | <b>Title/Service</b>                               | <b>Amount of Time Per Week</b> |
|---|--|--------------------------------|
| Pediatric Therapeutic Solutions, Inc.                   | OT (Individual)                                    | 2 hours                        |
| Delaware County Intermediate Unit (DCIU)                | Speech/Language Therapy (Small Group & Individual) | 8 hours                        |
| Pediatric Therapeutic Solutions, Inc.                   | Speech/Language Therapy (Small Group & Individual) | 4 hours                        |
| DCIU (@ Don Guanella)                                   | OT (Individual)                                    | 30 minutes                     |
| DCIU (@ Don Guanella)                                   | Speech/Language Therapy (Large Group)              | 60 minutes                     |
| DCIU (@ Collingdale)                                    | SW   | 30 minutes                     |
| Neuropsychology Assessment Center at Widener University | Psychology and Intern Supervision                  | 5 hours                        |

## **SECTION IV. ACCOUNTABILITY**

### **Student Assessment - Primary**

| <b>Test/Classification K</b> | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |    |
|------------------------------|----------|----------|----------|----------|----------|----|
| Terra Nova                   | Yes      | Yes      | Yes      | No       | No       | No |
| DIBELS                       | Yes      | Yes      | Yes      | Yes      | Yes      | No |
| PSSA                         | No       | No       | No       | Yes      | Yes      | No |

### **Student Assessment - Secondary**

| <b>Test/Classification</b> | <b>6</b> | <b>7</b> | <b>8</b> | <b>9</b> | <b>10</b> | <b>11</b> | <b>12</b> |
|----------------------------|----------|----------|----------|----------|-----------|-----------|-----------|
| na                         | No       | No       | No       | No       | No        | No        | No        |

### **Student Assessment**

Because this is our fourth year of operation, both our third and fourth grade students took the PSSA this past spring. To help our students prepare for testing, we made several changes to our instructional program. First, we organized our classroom cohorts based on Terra Nova score reporting. During our month-long professional development sessions with staff members, we asked all teachers, including specialists, to make recommendations regarding preliminary class lists that were compiled according to student performance.

After spending several hours as an entire staff discussing each student's individual performance and anticipated needs for the upcoming year, we created three cohorts of 17 students that we felt strongly would work well together to make the greatest academic gains. Next, we instituted a Saturday Program for all third and fourth grade students. We held 10 sessions in the spring to help students review test strategies that would help maximize their successes. Finally, we instituted the Study Island online test prep software into our weekly schedule. We feel that these three strategies contributed greatly to our student's success on the PSSA this year.

To better gauge student progress in terms of literacy benchmarks, all 250 students were assessed using DIBELS (Dynamic Indicators of Basic Early Literacy Skills) three times this

year. In addition, teachers use portfolio demonstrations as opportunities during Parent-Teacher conferences to share student progress in accordance with state standards and benchmarks. Each marking period, classroom teachers are required to select three pieces of writing to demonstrate student progress to parents throughout the academic year. As well, teachers often compare student work in professional development sessions with benchmark papers to determine rates of student progress with state expectations.

We are presently awaiting Terra Nova results for our K-2 students for Spring 2010.

## **Student Assessment - Attachment**

- Terra Nova Percentile Rankings

## **Teacher Evaluation**

The Widener Partnership Charter School Teacher Evaluation Plan is a document co-constructed with teachers and the administration based upon the eight areas of evaluation. The Evaluation Plan has three key components upon which teacher progress is measured annually: Building a Classroom Community, The Learning Environment, and The School Community. Teachers are given an opportunity to document their perspective of how they feel they have addressed each of these points throughout the year in a written narrative that teachers are allowed to submit to the principal during the springtime, when formal evaluations are written. These comments are then discussed and integrated with the results of classroom observations to produce a final evaluation on each classroom instructor.

The Assistant Principal retains primary responsibility for both the formal and informal evaluations of the school faculty. She also serves as a classroom coach, modeling instructional practices that best support student learning. The Assistant Principal is involved in several initiatives that expose her to best practices in professional This year, both the Principal/CEO and Assistant Principal participated in the Pennsylvania Inspired Leadership Program to sustain growth in best education practices.

## **Teacher Evaluation - Attachment**

- Teacher Evaluation Criteria

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

As a fourth year charter school, we have not yet experienced any major changes to our current administrative or governing structure. The current Board of Trustees hired the Widener Partnership Charter School principal/CEO in May of 2006. In addition, three new board members were brought on to replace the expired terms of three founding board members.

### **Board of Trustees**

| <u>Name of Trustee</u> | <u>Office (if any)</u> |
|------------------------|------------------------|
| Dr. Stephen Wilhite    | President              |
| Dr. Paula Silver       | Vice President         |

|                           |           |
|---------------------------|-----------|
| George Hassel             | Secretary |
| Joseph Baker              | Treasurer |
| Dr. Virginia Brabender    | Member    |
| Dr. Michael Ledoux        | Member    |
| Dr. Marcine Pickron-Davis | Member    |
| Dr. Robin Dole            | Member    |
| Rev. Sidney Harrell       | Member    |
| Gwendolyn Smith           | Member    |
| James Turner              | Member    |
| Charles Gray              | Member    |
| Rev. William Brown        | Member    |
| Crystal Harrison          | Member    |
| Dr. Annette Anderson      | Member    |

## **Professional Development (Governance)**

At its June 2010 meeting, the Board of Trustees of the Widener Partnership Charter School heard a presentation by the Board Secretary, Mr. George Hassel, on the school's joint venture policy and its conflict of interest policy. This policy includes the Board of Trustees. The following Board members were present:

Dr. Stephen Wilhite, Dr. Annette Anderson, Dr. Virginia Brabender, Rev. William Brown, Dr. Robin Dole, Rev. Sidney Harrell, Mrs. Crystal Harrison, Mr. George Hassel, Dr. Michael Ledoux, Mrs. Barbara Muhammad, Dr. Marcine Pickron-Davis, Dr. John Poulin, Dr. Paula Silver, and Mr. James Turner

At the next regular meeting of the Board of Trustees, scheduled for December 2010, members' participation in the governance of the school will be addressed further. The Secretary of the Board of Trustees, also the Vice President for Administration at Widener University, will lead a session focused on Board members' responsibilities to be aware of relevant legislation (e.g., the Charter School Act 22 of 1997, the Sunshine Law, and the Public Officials Act) and expectations regarding Board members' remaining active in the work and deliberations of the Board.

## **Coordination of the Governance and Management of the School**

The members of the original Board of Trustees include 11 individuals who were members of the Widener Partnership Charter School's founding coalition. A number of these individuals are administrators and faculty members from Widener University who either have expertise directly relevant to the planning and operation of a K-5 school or who have supervisory responsibility for Widener staff and students who will be working directly in the school. Other members of the Board are Chester residents with prominent leadership roles in the community, as well as individuals who have a history of involvement in Chester through their work in organizations that serve this community. Members of the Board serve on a rotating basis, with a third of the Board rotating off the Board in the next three years, followed by a second third rotating off in four years, and the final third rotating off in the charter's fifth year. This allows the Board to bring in new members from the Widener and Chester communities on an ongoing basis, as well as allow members with time conflicts to cede their seat to other members with better availability.

The Board of Trustees maintains a strong relationship with the Chester-Upland School District. Widener University enjoys a close collaborative relationship with the Chester Upland School District through its continued involvement in a number of related partnership activities. A team of University faculty is conducting the program evaluation for the District's 21st Century Community Learning Centers grant awarded in 2004. As well, Widener's Center for Education, whose director is a member of the WPCS board, is actively working with the district to develop a progressive K-8 curriculum that is aligned with state standards.

## **Coordination of the Governance and Management of the School - Attachment**

- Board of Trustees Meeting Schedule 2009-2010

## **Community and Parent Engagement**

The Parent Caregiver Council (PCC) of the Widener Partnership Charter School serves a pivotal role in the school's operations. Membership in the PCC is open to all parents and caregivers of students enrolled in Widener Partnership Charter School. The role of the PCC is to provide an organized forum for parents and caregivers, as a group, to offer input and feedback to the school's administration regarding all aspects of the school's operations. The PCC held monthly meetings on topics of concern for the entire school community. Our School Social Worker was always on hand to offer suggestions regarding upcoming community events and resources, as well as to meet with parents on an individual basis.

In addition, we held several forums to discuss issues germane to the school through the creation of the Parent Academy. Throughout the academic year, five sessions were taught by Widener University Center for Education Reading faculty members, Dr. Annmarie Jay and Dr. Dana Korin. Sessions included such timely topics as Family Literacy, Homework Help, and Reading Aloud to Your Children. In addition, five evening sessions were included on topics ranging from a discussion on the H1N1 virus to precollegiate planning to the Resiliency of the Black Family. All ten events featured a full-dinner to open the event up to as many WPCS families as possible.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

In the coming year, WPCS will be coordinating efforts with Widener's development office to seek additional funding for infrastructure and programmatic support. In addition, WPCS received two federal earmarks for Fall 2009 totaling \$295,000. These funds were used to further our goal of improving environmental science learning and technology.

In addition, earmark funds were used to purchase four (4) Smart Boards for new classrooms on the first floor, as well as to strengthen our schoolwide use of the Incredible Years initiative, which focuses on classroom management skills of teachers in the primary grades, particularly kindergarten and grade one. Our assistant principal attended a national "train the trainer" conference in Seattle, Washington to develop the capacity to train WPCS staff members in this program. Staff members participated in four afternoons of full training on the Incredible Years program in June 2010.

### **Fiscal Solvency Policies**

In this, the fourth year of operation, the Charter School prepared an annual budget with the focus on providing quality education and utilizing all available resources in establishing a strong foundation. Most of the school's revenue is provided by the local school district based on enrollment. The school actively seeks other sources of grant funding as eligible. Additionally, Widener University fully supports the development and growth of the charter school and has provided the school with many additional resources including financial resources, health & educational services, human resources and other professional services.

## **Accounting System**

Widener Partnership Charter School uses Datatel Colleague Financial software residing at Widener University. The Charter School's accounts are segregated and structured to comply with Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. The school utilized Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and financial reporting.

## **Preliminary Statements of Revenues, Expenditures & Fund Balances**

### **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment**

- 2010 Preliminary Statement of Revenues, Expenditures & Fund Balances

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

The last completed audit of Widener Partnership Charter School was for fiscal year ended June 30, 2009 and was completed in August, 2009.

The audit firm was: LarsonAllen LLP, Nonprofit and Government, 18 Sentry Park West, Suite 300, Blue Bell, PA 19422-2327

The audit for fiscal year ended June 30, 2010 is scheduled for August 16-20, 2010.

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

- WPCS Audit 2009

## **Citations and follow-up actions for any State Audit Report**

Widener Partnership Charter School is in its fourth year of operations and did not have a state audit.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

This was our third year at our beautiful new location at 1450 Edgmont Avenue, Chester, PA near the Widener University campus. Widener University entered into a multi-million dollar agreement to purchase University Technology Park and convert it from its past use as a technology park into a state of the art educational facility. During the 2009-2010 school year, WPCS leased both the entire second floor of this building as well as 70% of the space on the first floor. A second floor cafeteria space was retrofitted to the first floor and the former cafeteria space was converted into two special education classrooms. During this year, because we added two fourth grade classrooms to our count, we also had to purchase classroom furniture to outfit those spaces.

## **Future Facility Plans and Other Capital Needs**

In the summer of 2010, sections of both floors of the new Widener Partnership Charter School home will be renovated to accommodate for new classrooms as well as a new first floor administrative suite including conference room, administrative offices, nurse's suite and teacher's lounge. In addition, the former administrative suite on the second floor will be converted into two additional classrooms to make more room for incoming fifth grade students. In addition, two kindergarten bathrooms will be converted for school-wide use.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

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

Since Widener Partnership Charter School completed its first year, our school has coordinated with the Widener University fire marshal to ensure that our students followed all fire safety standards. This included monthly timed fire drills, where our students would be safely and expeditiously escorted to various locations each approximately 300 yards from the nearest school entrance. As well, our Emergency Evacuation plans were prominently placed in each classroom by the exit.

Widener Partnership Charter School has had a full-time nurse for the past three years. Our nurse made sure that our school was in compliance for all health and immunization records. In addition, our nurse planned several community outreach programs for students and their families, including one on Helmet Safety, Gun Safety and another on Blindness prevention (from the Center for the Blind and Visually Impaired). Our school also held a Lead Screening program for all students, a program that led to some families having other children in the home tested for high levels of lead. She also invited speakers from Widener University to present on such topics as H1N1 at Parent Academy meetings.

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

- Health and Wellness Policy
- SHARRS Submission 2008-2009

## **Current School Insurance Coverage Policies and Programs**

Below is a list of our school insurance coverage policies.

Health Insurance: Independence Blue Cross

Specific products: Personal Choice [PPO], Keystone Health Plan East - Health Maintenance Organization [HMO] & Keystone Health Plan East - Point of Service [POS]

General Liability: Philadelphia Insurance Company  
Policy # PHPK181195

## **Current School Insurance Coverage Policies and Programs - Attachments**

- WPCS Insurance Information
- WPCS Insurance Outline

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

This year, we had seventeen teachers on our staff. In the upcoming 2010-2011 academic year we will add three more positions. Two of these were new positions that were added this year as a result of our burgeoning growth in adding 50 new students each year until we reach grade five. The new positions we added this year included 2 fourth grade teachers. In addition, we have a full-time Art teacher, full-time Spanish teacher, full-time Physical Education and full-time Music teacher. None of our staff left during the year. The rest of our staff stayed for the entire year such that our school experienced little turnover.

At the end of the year, our music teacher resigned to move to Ohio, another teacher left the field to pursue nursing, and another moved to Maryland. The rest of the staff is expected to return for the upcoming year.

### **Quality of Teaching and Other Staff - Attachment**

- PDE Form 414 - 2009-2010

### **Student Enrollment**

In its fourth year, the Widener Partnership Charter School served kindergarten through fourth grade. We ended the school year with approximately 246 students enrolled (out of a possible 250 slots). However, we are fully enrolled for next fall in grades K-5 with an expected student population of 300.

Over the course of the year, two kindergarten students left to attend school in Delaware. A family with three students left to attend school in Delaware as well. In third grade, one student transferred out of the school because she moved to Sharon Hill, PA. Two fourth grade students

moved to Virginia. Another fourth grade student moved to the Chichester School District. No students were expelled, although one kindergarten student was transferred to the Collingdale School for emotional support services.

We expect to open with a full complement of students in K-5, bringing our total enrollment to 300 this upcoming fall.

In accordance with state law, we employ a lottery system for our kindergarten selection because we typically have more applicants than spaces. Students who are not initially admitted to the incoming class are able to be put on a numbered wait list. During the year, if a space becomes available, we invite students to be admitted according to the waiting list. We still have a waiting list of at least 100 students in all grades. Families who tend to leave our school do so primarily because they are moving.

## **Student Enrollment - Attachment**

- Admissions Procedures

## **Transportation**

The Widener Partnership Charter School partners with the Chester-Upland School District provide transportation service for all students who live more than 1.5 miles from the school. In addition, our one student who attended a DCIU-sponsored school had transportation provided through the Chester-Upland School District to the Don Guanella school, and two others who attended the Collingdale School had transportation provided through the Chester-Upland School District as well.

## **Food Service Program**

Our Food Service Program is provided through the Nutritional Development Services (NDS) of the Archdiocese of Philadelphia. In concert with this program, our school is able to offer the Free and Reduced Lunch program. NDS makes a variety of nutrition programs available to elementary schools. The School Lunch Program provides high quality, nutritious lunches to school students. A typical meal includes a hot entree, a fruit or vegetable side dish, and milk. The meal provides students with one-third of their Recommended Daily Allowance for key nutrients and calories. Depending on family income the lunch is free or is available at a reduced price of \$.40 per day or at a full price of \$1.70 for children in grades K-6. Approximately 69% of the Widener Partnership Charter School students qualified for either free or reduced lunch during the 2008-2009 school year.

## **Student Conduct**

Because the Widener Partnership Charter School aims to create a student-centered environment in which all students are held to high academic and behavioral standards, the school's programmatic thrust has been organized around the development of skills to help students succeed in working both independently and cooperatively with peers. Our school discipline policy has been designed to affirm the holistic development of each child, as well as to support independent conflict mediation in preparation for adulthood.

We believe in the peaceful resolution to conflict, respect for others, and joy in the learning process. In addition, community rules include:

1. Treat all people with respect.
2. Walk respectfully through the halls and in public spaces.

3. Resolve all conflicts non-violently.
4. Respect our school property and help to take care of our school.
5. Respect the learning process and keep all interferences to it, including toys and games, at home.

Last year, 27 students were involved in 34 suspensions. One kindergarten student was referred to the DCIU's Collingdale School for students with emotional disabilities.

## **Student Conduct - Attachment**

- WPCS Disciplinary Policy

## **Signature Page**

## Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Widener Partnership CS within Delaware County IU 25 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 Widener Partnership 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:** Annette C. Anderson   **Title:** Dr.  
**Phone:** 610-872-1358   **Fax:** 610-872-1794  
**E-mail:** 610-872-1794

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*Signature of the Chief Executive Officer and Date*

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

**Name:** Stephen Wilhite   **Title:** Dr.  
**Phone:** 610-872-1358   **Fax:** 610-872-1794  
**E-mail:** 610-872-1794

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

*Identify the charter school's Special Education Contact Person.*

**Name:** Timothy Lyons   **Title:** Mr.  
**Phone:** 610-872-1358   **Fax:** 610-872-1794  
**E-mail:** 610-872-1794

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*Signature of the Special Education Contact Person and Date*

### **Signature Page - Attachment**

- 2010 Signature Page