
Pennsylvania Department of Education



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

Charter Annual Report
Thursday, February 10, 2011
(Last Accepted: Thursday, February 10, 2011)

Entity: Young Scholars CS
Address: 900 N Marshall St
Philadelphia, PA 19123
Phone: (215) 232-9727
Contact Name: Lars Beck

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Young Scholars CS

Date of Local Chartering School Board/PDE Approval: 5/2009 (Renewal Application) 9/1999
(Original Charter)

Length of Charter: 5 years **Opening Date:** 9/1999

Grade Level: 6-8 **Hours of Operation:** 8:00 - 4:00 Mon-Thurs., 8:00-1:30 Friday

Percentage of Certified Staff: 85% **Total Instructional Staff:** 19

Student/Teacher Ratio: 12.5/1 **Student Waiting List:** 50

Attendance Rate/Percentage: 97.0

Summary Data Part II

Enrollment: 222 Per Pupil Subsidy: Reg. \$8,183.58; Sp. Ed. \$17,788.75

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	213
Hispanic:	3
White (Non-Hispanic):	0
Multicultural:	6

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 72.1%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 31

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	184	0	187
Instructional Hours	0	0	0	0	1300	0	1300

SECTION I. EXECUTIVE SUMMARY

Educational Community

Young Scholars Charter School was founded in 1999 to provide an environment where academic excellence is the norm, not the exception. Young Scholars is a 6th-8th grade middle school in the north central section of Philadelphia, just blocks from Temple University. Our school serves approximately 200 students from over 30 different zip codes within the city. We provide an academically accelerated curriculum based on the Pennsylvania standards that challenges each child to work toward their full potential. Young Scholars prepares all of its students to develop the behaviors and social skills they will need to be successful in demanding high school and college environments in the future.

Mission

Young Scholars Charter School prepares middle school students to attend and succeed academically in the best high schools and colleges, and Young Scholars provides students with a foundation of life skills required to become productive members of their communities.

Vision

Young Scholars Charter School is dedicated to being the best school in the City of Philadelphia, and we will work in every way possible to close the achievement gap for inner-city students. In doing so, we will provide a rich educational opportunity for our students and seek to contribute to the academic success of schools throughout the country.

To realize our vision, Young Scholars is committed to fulfilling a four-part plan focusing on academic excellence, high school placement/tracking, human capital and replication.

1. Educational Excellence: We will work to achieve measurable academic results and to provide our students an exceptional education on par with the best middle school education offered anywhere in the country. We will deliver an enhanced curriculum stressing math, reading and language arts but also including science, social studies, art and a wide array of extracurricular activities. We will quantitatively and qualitatively assess student progress and needs on an individual basis to ensure that every student exceeds our expectations of excellence.

2. High School Placement/Tracking: We will work to place students in the best high schools in the region, with appropriate scholarships, and to ensure that students are prepared to transition successfully to these schools. Beginning with their first year at Young Scholars, we will provide a high level of support to students and families as they focus on the high school selection process. Additionally, throughout high school and into college, graduates will be tracked and supported as they continue on their path to excellence.

3. Human Capital: We will work to attract and retain the most qualified, deeply committed and mission-driven faculty and administrative personnel. We will create a team environment that enables students, families/guardians, faculty, staff, trustees, volunteers, and partners to build on each other's strengths as we work together to provide the highest quality education for our students.

4. Replication: We will work to be recognized as a model inner-city school based on our student success and innovative educational practices. Young Scholars will seek to replicate this success elsewhere for underserved students in Philadelphia and in other cities, by actively and freely sharing our best practices.

We are one of a handful of charter schools in Philadelphia that uses a very focused, progressive educational approach designed specifically to close the achievement gap for low-income students who come to us severely unprepared. This approach includes:

- extended school day and extended school year

- 33% more in-school time per year than the local school district
- school-created, standards-based curriculum delivered using a results-oriented instructional model
- comprehensive teacher support and development
- use of data and assessments to drive achievement and interventions
- relentless pursuit of school culture (P.A.T.H., Professional, Attentive, Thoughtful, Hardworking) designed to spur academic success
- school-wide staff and teacher commitment to do whatever it takes to provide our students with as an enriching and rewarding educational experience as possible
- enriching after-school programs and after-school tutoring
- world-class high school placement program

Shared Values

Young Scholars is unique in that it blends structure, discipline, and order with an environment that fosters and encourages individual (and group) achievement, creativity, and compassion. It accomplishes this by:

- providing a firm foundation in reading, writing and mathematical skills
- addressing student educational needs through the use of individual plans
- partnering with parents to encourage students to reach their maximum potential
- providing mentoring and tutoring opportunities for students needing extra help
- utilizing technology to maximize learning
- including science, social studies, computers, art and physical education for all students
- providing a wealth of extracurricular activities designed to enrich students' academic experience
- creating an environment of mutual respect within the entire Young Scholars community

The over-riding belief of the school is that every child is capable of achieving the high goals set forth in the curriculum.

Academic Standards

Based on the research conducted by Grant Wiggins and Jay McTighe, as outlined in their book *Understanding by Design*, the approach to the Young Scholar's curriculum is

teacher-created, backwards-mapped, and standards aligned. All curriculum is created from scratch using a backwards planning process, where each course objective is linked to a Pennsylvania Commonwealth Standard and then articulated to a productive, engaging, measurable lesson.

Teachers create their own curriculum to develop a course designed specifically for our students, city, and state and allows for the most targeted approach to instruction. Additionally, in creating one's own curriculum, there is greater sense of understanding of objectives, content, and purpose. The belief is that this provides for a deeper understanding leads to instructional delivery with an increased sense of ownership, which, in turn, has a positive impact on investing students in the course and improving student achievement. While the approach calls for an entirely school-created curriculum for all subjects, textbooks and supplementary materials are used as resources.

Curriculum development is an important part of what every teacher does and a great deal of time and energy is spent documenting this work in a consistent and 'usable' format. Teachers must develop curriculum aligned with the Pennsylvania Commonwealth Standards. While state learning standards, objectives, and skills are not all-encompassing, they must be the starting point for all teacher planning and course curriculum.

All curricula are comprised of **clear and measurable standards**, which are defined as those that clearly define what students should know and those that can be easily assessed.

Even if not every classroom activity is reflective of the State standards, teachers must ensure that every unit addresses Pennsylvania standards and that every Pennsylvania standard receives sufficient attention during the school year.

Overview of Curriculum Writing and Planning Process

Long term unit planning is highly effective in keeping classes on pace, reaching long-term goals and delivering content that is both relevant to students and engages them in learning.

In order to maintain and achieve the highest of academic expectations, fulfill our ambitious, challenging and urgent mission, and provide our students with rigorous, college-prep classes, teachers at Young Scholars are responsible for answering and continuously reflecting upon the following three questions:

- 1. What do my students need to know?**
- 2. How are students going to learn the skills and content that they need to know?**
- 3. How will I know if students understand and master the skills and content that I have taught?**

To best answer these questions, teachers are required to use the following methodology and tools:

What do my students need to know?

- At the beginning of the year, teachers intensely examine and understand the Pennsylvania State Standards (as well as released examples of questions from previous year's PSSA exams) for their particular subject and grade level.
- Teachers break down these frameworks into clear and measurable Young Scholars learning standards. Teachers should review these standards throughout the year to ensure consistent alignment.
- Teachers internalize school-wide Big Goals and ensure that their course content is designed to lead to attainment of these goals. Additionally, they develop a **Big Goal** for their class.

How are my students going to learn the skills and content that they need to know?

- At the beginning of the year, teachers use their learning standards to create a **Scope and Sequence** that provides them with a roadmap of the year ahead. If needed, this document will be revised throughout the year to reflect sequencing adjustments.
- Teachers translate the scope and sequence into a **Unit Sequence Calendar**. This document will likely be revised throughout the year to reflect pacing adjustments.
- Teachers use the Scope and Sequence, and Unit Sequence Calendar, to create a **Course Description**, which publicly outlines the significant teaching and learning that will be accomplished by the end of the academic year.
- Teachers create **Unit Plans** at least one week before that unit begins.
- Teachers translate their Unit Plans into **Daily Lesson Plans**.

How will I know if students understand and master the skills and content that I have taught?

- Throughout the year, teachers look specifically at school-wide assessments and results to determine student readiness for content before every unit begins and to adjust units to account for least mastered standards and necessary re-teaching. If necessary, Teachers develop **Pre-Diagnostic Assessments** that students take before every unit begins.
- Teachers are expected to create **Summative Unit Assessments** before every unit that will be taken at the end of every unit.
- Teachers will employ a variety of other formal and informal assessments to gauge mastery.

Step by Step Approach to Writing a Standards-Driven Curriculum

Step 1: Creating a Big Goal

The purpose of a “Big Goal” is to help create a sense of purpose and make tangible a trajectory of progress for a given school year. A “Big Goal” for a class is what it states; it should be clear and compelling, fall outside of the comfort zone, and be bold and exciting. This Big Goal could be, “by the end of the year, 80% of my students will score proficient, or advanced on the math PSSA” or, “my students will show two grade levels growth in reading.” This goal is not just for a teacher, but also for students. A Big Goal invests students in where they can go and helps teachers assist in getting them there. The

Big Goal is helpful in producing a culture of achievement where students take ownership of their learning and consider distractions a disservice.

Step 2: Scope and Sequence Creation

1. Read through the subject appropriate Pennsylvania Academic Standards in entirety as it is important to know the big picture, where learning standards, content skills, and subject themes overlap. Whenever possible, review and incorporate the standards of other area schools to create a complete picture of high academic expectations.
2. Re-read through grade specific learning standards and required concepts and skills. Know the standards and keep referring to them throughout the writing process. The breadth of knowledge and skills that must be taught throughout the year is the "Scope" of your curriculum. The order in which the content and skills are presented is the "Sequence" of your curriculum.
3. Record all of the learning standards and performance skills that you will be teaching this year on the Scope and Sequence Template for the specific course.
4. Sequence the standards in the order in which they will be assessed and expected to be mastered by the students.

Step 3: Unit Sequence Calendar Creation

Units can be based on content, skills, and/or themes. For example, it is appropriate to have one Social Studies unit for each of the ancient civilizations. In Science, it is appropriate to have a small unit on the Periodic Table that is then used throughout other units. In Math, it is appropriate to begin with a review unit of addition and subtraction.

1. Based on the list of standards in your Scope and Sequence, decide the number of units for the year. Then, decide if all units will be of equal duration or if certain units will require more time. It is fine to have a short two-week unit, but units should not take more than six to eight weeks.
2. Using a yearlong calendar, set the beginning, and ending date of each unit. Start from your endpoint to ensure that all standards are met and timing of units is adequate. Where do you need to be in June?
3. Using the school calendar, break down units by weeks in terms of content topics and performance skills and insert on calendar. Read just schedule of units, number of weeks if necessary.
4. Schedule class testing days (and review days), research and other long term projects, including final and/or midterm assessments on the calendar. Read adjust schedule of units, number of weeks if necessary.
5. Record the unit number in which it is anticipated that students will have mastered the learning standard on the Scope and Sequence.
6. Throughout the year, check in with pacing of curriculum and readjust when necessary. Pacing will be affected inevitably by unexpected missed classes or days off, topics taking more time than others, or incorporating time for re-teaching.

Step 4: Creating a Course Description

Each teacher is responsible for a Course Description that describes the highlights of the course, its learning standards and sequence of units for the year, as well as other teacher- and course- related information. It is required that teachers distribute Course

Descriptions to families at the start of the school year. It is also required that they be maintained on the school-wide network. If any substantive changes occur to courses during the year, it is expected that teachers will update course descriptions on the network and distribute the new version to students and families.

Step 5: Writing Daily Lesson Plans

The purpose of having Daily Lesson Plans is twofold: 1) to clearly define the desired outcomes and what exactly the students need to learn - clear expectations for student learning are in the best interest of the students, families, teachers, and school community; and 2) to provide a roadmap for how Teachers will use each minute during a Lesson so time-on-task is maximized and time is not wasted.

It is recommended that Teachers create Daily Lesson Plans a week at a time so that the standards being taught can easily be connected to the Scope and Sequence and Unit Sequence Calendar. When doing so, Teachers should check the Scope and Sequence and Unit Sequence Calendar to make sure that required content and performance skills are covered in the Daily Lesson Plans.

The Daily Lesson Plan Template integrates the expectations of lesson formats. The most critical component of Daily Lesson Planning is creating a clear, specific, student-centered, measurable objective that is highly assessable.

YS teachers collaborate in content teams to develop a course description, unit plans, and daily lessons for all core subjects using the process outlined above. The School Director reviews these planning documents to provide feedback, coaching, and support. Once the scope and sequence is complete, the School Director and teacher-leaders will create summative assessments aligned to the year-end outcomes.

Strengths and Challenges

The Young Scholars leadership set out in 2006 to identify best practices in place at the highest charter schools in the country including Academy of the Pacific Rim Public Charter School, Roxbury Preparatory Charter School, Inner City Education Foundation Public Schools, KIPP Philadelphia Charter School, Mastery Charter Schools, and Excel Academy Charter School. From this extensive research and intensive planning, reflection, and reinvestment Young Scholars completed an internal turnaround in 2007. We just completed our third complete year in the re-launch and are finely tuning the best practices found during the initial research. The results of that turn around were highlighted this school year. In 2009-10, Young Scholars Charter School was successful in meeting our AYP goals for the third year in a row. In Math, our students have made dramatic progress over the past four years, with nearly double the number of students scoring on grade level or above in 2010 compared with 2006. In Reading, our students have also made progress, but less overall than they have made in Math. In Math, nearly three quarters of our students scored at grade level or above on the state PSSA tests in 2010, and in Reading, just over half of our students scored at grade level or above on the PSSA test this year.

The academic success of our students is the result of our consistent, whole school approach to academics, culture, and organization.

Consistent, Whole School Approach

Young Scholars believes that academic excellence can only be achieved within a highly structured environment that drives the implementation of a singular, common approach to every school element. This maintains consistent expectations for students, it increases efficiencies for teachers and staff, and, most importantly, it leads to maximized time on task so that the achievement gap can be closed during a student's tenure.

Atop this foundation, there are five pillars that drive student success on a day-to-day basis:

- 1) Extended day and extended year so that students spend **more time in school**;
- 2) Standards-aligned, school created curriculum combined with a uniform approach to lesson planning/delivery to **consistently provide highly effective instruction**;
- 3) Transparent and strict student incentive and accountability system implemented to drive **positive student behavior and strong school culture**;
- 4) **Use of data** to measure overall school performance and to frequently measure student performance so that intervention strategies can be created when needed;
- 5) **Engagement of families and community stakeholders** to ensure strong connection to school and support of high expectations both in and out of school.

1) More time in school

Young Scholars maximizes student time on task and learning with an extended school day and extended school year, which provides students with at least 33% more time in class than students in a neighborhood public school. The extended schedule allows for a daily timeline (See Appendix C) where students have double reading and language arts and double math while maintaining appropriate class time for courses in science, social studies, physical education, computers, and art or music. See Appendix D for the Young Scholars yearly schedule.

2) Highly effective instruction

Young Scholars consistently provides highly effective instruction by using its most valuable resource, its teachers, to execute the following:

- Rigorous, standards-based, objective-driven curriculum created at the School in all subject areas.
- Teachers use a uniform structure for every lesson to maximize use of instructional time. Additionally, teachers apply a consistent set of instructional strategies, which provides students with clear expectations for each class and promotes a smoother transition from subject to subject.
- There are 10 Instructional Standards used to define quality instructional delivery. The Instructional Standards are centered on the acronym "PROFICIENT" (see Section 2c) and serve to support teachers in effectively promoting the strongest school experience for students, both in terms of instruction and school culture. The Instructional Standards also serve as a framework for evaluating teacher quality and drive professional development for staff.

3) Pursuit of school culture

Young Scholars works tirelessly to create a school culture where there are “no excuses,” where there is a palpable sense of “urgency,” and where there are universal “high expectations.” School culture is the platform for student achievement; this platform is built and maintained through structure, intense attention to detail, consequences, rewards, and a deep commitment and care for each and every student.

The school culture model encompasses a transparent, strict student incentive and accountability system inextricably linked to our student core values, PATH[1] and our student behavioral expectations, SMARTS[2]. Additionally, there is heavy focus on use of procedures, community-building, a token-economy discipline system and character-building.

4) Use of data

Young Scholars extensively uses data to measure student performance at a micro-level and to measure school performance at a macro-level. At the micro-level, a wide variety of assessments that vary in scope and delivery throughout the school year are administered and used to inform their instruction and highlight skill areas in need of intervention. At the macro-level, key indicators are used to inform leadership on school performance in a timely manner so that changes can be made when necessary.

5) Community and family engagement

Young Scholars believes in the collective commitment from students, families, parents and neighboring community to solidify a community culture of achievement. Since its re-launch, Young Scholars has put increased emphasis on a pro-active approach to engage community and families including the establishment of a role dedicated to focusing on these efforts. Young Scholars engages all those external people associated with student success, namely families and community stakeholders, through numerous outreach efforts.

We recognize that we need to continue to hone in on the best implementation in these five areas so that we can continue to advance our students academically. Our goals, strategies, activities section provides our plans to continue progressing in these areas.

[1] Professional, Attentive, Thoughtful, Hardworking (PATH)

[2] Sit and stand up straight, Make good choices, Always on task and engaged, Respect. No excuses, Track the Speaker, Shine (SMARTS)

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Since 2005, Young Scholars Charter School has been working toward developing a plan for improving teaching and learning at the school that will meet our ambitious school mission: Young Scholars Charter School prepares middle school students to attend and succeed academically in the best high schools and colleges, and Young Scholars provides students with a

foundation of life skills required to become productive members of their communities. It was apparent at that time to the school's staff and Board of Trustees that we were not fully meeting our school's mission, particularly in the area of preparing our students academically to succeed at the best high schools and colleges. At that time, our CEO, teachers and administrators began to conduct both a comprehensive needs assessment of our staff, students and parents and to seek out school models and methods of instruction that had been proven to help students such as our school was serving (middle school, urban, African American, low income) to excel in academics in the behaviors necessary to succeed in challenging educational environments. We embarked on a three year research and development mission that has shown recently to be producing dramatic academic growth, even as we continue to build our model for future success.

During this time our CEO, Mr. Beck, set out to identify best practices in place at the highest charter schools in the country. His research led him to Academy of the Pacific Rim Public Charter School, Roxbury Preparatory Charter School, Inner City Education Foundation Public Schools, KIPP Philadelphia Charter School, Mastery Charter Schools and most importantly, Excel Academy Charter School, where Mr. Beck forged strong relationships with the School's Founder/Executive Director and Principal.

Mr. Beck's findings were the catalyst for a full programmatic re-launch and the establishment of the Young Scholars Whole School Model in 2007. The approach redirected school-wide practices in curriculum development, instructional delivery, school culture and operational systems to center on a focused, progressive approach designed to drive student achievement. Concurrent to the academic re-launch, the School created a leadership structure (see Section 1C) to support the new framework.

This internal Young Scholars Turnaround produced dramatic results, which are very similar to what is expected through the Renaissance School Initiative. This success arms the Expansion Team with the keen ability to identify and respond to key culture indicators that require improvement and redirection to turn a failing District school into a thriving center of student achievement.

The following outlines the Continuous Improvement Process used at Young Scholars during its turnaround:

I. Reflect

Focused on determining the delta between where we were and where we needed to be.

- Evaluated teacher and leader effectiveness
- Evaluated school culture/student climate
- Allocated resources and updated schedule
- Reviewed academic program, including curriculum and student expectations
- Gauged the family-school dynamic
- Outlined operational and facility improvement needs
- Analyzed current financial picture
- Reviewed governance practices

II. Plan/Research

Surveyed the Landscape — looked for successful practices to adapt, adopt or emulate.

- Accepted invitation to join Schools that Can, network of high-performing independent and charter schools operating in underserved communities
- Had a professional audit performed by Sue Walsh, Building Excellent Schools
- Made connections with highly-effective schools and/or organizations
- Networked with education leaders to understand trends in accountability and effective practice
- Gathered tools, resources and methods on the “how to”
- Made organizational learning a priority
- Strengthened relationship with School District of Philadelphia, Charter School Office
- Formed relationships/alliances with human capital partners

III. Implement

Made short-term changes to high priority issues and initiated long-term, systemic changes to school operations, staff and governance.

- Hired mission-aligned teaching staff and secured commitment to the new direction
- Re-designed Organizational Structure to include Dean of Students, Director of Operations and Director of Curriculum & Instruction
- Designed a school-wide approach to positive, safe culture
- Extended teacher orientation
- Developed process for collaboration among faculty
- Initiated parent-orientation for all current and prospective students (“treated returning families as if they were new”)
- Improved existing campus and began planning for new, more functional facility
- Focused on investing students in the model
 - o Student orientation
 - o Contracts for non-violence, achievement and accountability
- Re-engaged and reorganized Board of Trustees
 - o Structural changes that included activation of committees to focus on key targeted areas
- Developed a deliberate and intentional use of data to drive student achievement
- Developed measurement protocols for on-going evaluation of new Model

IV. Measure

Designed and launched school-wide evaluation plan to see what worked and what didn't.

- Academic program, including curriculum and student expectations
 - o PSSA
 - o GMADE/GRADE
 - o Quarterly benchmark assessments
 - o 4Sight exams
- Teacher and leader effectiveness
 - o On-going feedback
 - o Teacher surveys
 - o 360-degree evaluations
 - o Exit interviews
- School culture/student climate
 - o Token-economy balances and trends
 - o Discipline trends
 - o Reward trends
 - o Student survey
- Resource allocation and scheduling
 - o Classroom specific data (homework completion, exit slips, quizzes/tests)
 - o Lesson-plan review and feedback
 - o Classroom observation and feedback, including video taped lessons
- Parent-school dynamic
 - o Attendance at conferences, meetings and events
 - o Participation in Parent Action Committee (PAC) events

V. Reinvest

Focused on infusing organizational learning back into the system, adjusted for continued improvement and retained what was working.

- Improved the community and family engagement strategy by developing more intentional outreach strategies
- Aligned strategically with best practice leaders to stay informed of trends in the charter school and education reform landscapes
- Expanded the role of Dean of Students to include accountability and commitment to school culture
- Aligned expansion efforts with School and National efforts for education

reform

The above steps outline how Mr. Beck and Young Scholars approached its internal transformation which led to the following student achievement results:

- 100% increase in school-wide Math Proficiency
- 144% increase in 8th grade Math Proficiency
- 37% increase in school-wide Reading Proficiency
- 58% increase in 8th grade Reading Proficiency
- 8th grade Reading on par with State of Pennsylvania Averages in 2009

- 8th grade Math nearly matches State of Pennsylvania Averages in 2009

The five (5) phases of Continuous Improvement Process dictates how Young Scholars approaches School Turnaround. It is important to note that it is a process and one with an intense emphasis on striving for perfection, constant attention to detail and the flexibility to adjust to meet the needs of a Renaissance School.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Alex Schuh	Consultant	Community Representative	CEO
Amenda, John	Young Scholars Charter School	Administrator	Lars Beck
Bunmi Samuel	Community Representative	Community Representative	CEO
C Lars Beck	CEO	Administrator	Board
Charles Burkhart	Board member	Business Representative	Board
Charles Freyer	Board Member	Business Representative	Board
Freya Lund	Special Education Coordinator	Special Education Representative	CEO
James Gallagher	6th and 7th grade Science teacher	Middle School Teacher	CEO
Maureen Harris	Curriculum Director	Administrator	CEO
Rachelle Coats	Mother of Young Scholars CS Student	Parent	CEO
Shakira Smith	Mentor Teacher	Middle School Teacher	CEO
Tracey Howell	Parent	Parent	CEO

Goals, Strategies and Activities

Goal: Meet Math & Reading State Goals, Make AYP in Math & Reading

Description: Reading:

2009 - 2010 We will continue to make AYP by achieving 63% of students scoring at or above proficiency; OR we will decrease the percentage of students scoring below proficiency by 10%; or by achieving our designated GM score.

2010 - 2011 We will continue to make AYP by achieving 72% of students scoring at or above proficiency; OR we will decrease the percentage of students scoring below proficiency by 10%; or by achieving our designated GM score.

2011 - 2012 We will continue to make AYP by achieving 81% of students scoring at or above proficiency; OR we will decrease the percentage of students scoring below proficiency by 10%; or by achieving our designated GM score.

Math:

2009-2010 - 56% of student scoring at or above proficiency; OR we will decrease the percentage of student scoring below proficiency by 10% or by achieving our designated GM score.

2010-2011 - 67% of student scoring at or above proficiency; OR we will decrease the percentage of student scoring below proficiency by 10% or by achieving our designated GM score.

2011-2012 - 78% of student scoring at or above proficiency; OR we will decrease the percentage of student scoring below proficiency by 10% or by achieving our designated GM score.

Strategy: Community and family engagement

Description: Young Scholars believes in the collective commitment from students, families, parents and neighboring community to solidify a community culture of achievement. Since its re-launch, Young Scholars has put increased emphasis on a pro-active approach to engage community and families including the establishment of a role dedicated to focusing on these efforts. Young Scholars engages all those external people associated with student success, namely families and community stakeholders, through numerous outreach efforts.

Activity: Connection with the Local Neighborhood / Open Door Policy

Description: Focusing on strong relationships in the neighboring community is critical to developing community support for the mission and approach to student achievement. In the event that a parents or guardian would like a more in depth orientation to the school day at Young Scholars, they are invited to shadow their student for a school day or fraction there-of. Families are oriented by the Director of Culture or School Director to the building, provided a daily schedule and welcomed into the school community. Following this visit, an administrator meets with the parent or guardian to reflect on their findings and address any concerns that may have arisen.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/24/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Engagement of community based organizations

Description: The school's Student Administrative Leadership Team is constantly gathering input from parents and community members regarding ideas and partnerships that can be utilized to assist the school in meeting its mission for all of the school's students and families. The school has had numerous partnerships with community organizations, including Teach For America, City Year, Freedom Theater, Blue Horizon, Columbia North YMCA, Temple University, The Clay Studio, Journey Home, The Gesu School, Saint Paul Music Productions, Spells Writing Lab, 954 Dance Collective, Outward Bound, among many others

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/24/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Family/Teacher Communication

Description: Opening the lines of communication between Young Scholars faculty and families is a critical component to family investment in student achievement. Parents hear from teachers in a range of subjects regularly. These phone calls by nature address both positive and negative occurrences and are intended to foster a dialogue.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/24/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Parent Action Committee and Events

Description: The Parent Action Committee (PAC) is volunteer group of Parents of Young Scholars who commit to supporting the school by acting as the direct, collective voice of the parent community and maintaining active communication with the Student Achievement Leadership Team. Additionally, PAC sponsors fundraisers for token scholarships and school events, hosts potluck brunches and partners with the Student Achievement Leadership Team to host three workshops a year for families on issues of relevance to students' academics and overall well being.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/24/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Young Friends Program

Description: Young Scholars Charter School has a unique Young Friends program. Composed of young, energetic, socially-aware Philadelphians, the Young Friends of Young Scholars group

works to shape the future of education in our city through informed and active participation in our school community. Through volunteer activities with middle school students at Young Scholars, a Young Friend sees the positive impact his or her presence and enthusiasm can have on a child. Through social events designed specifically for Young Friends, members meet other young professionals who share an interest in educational issues and promote awareness for Young Scholars by sharing the school's mission with friends, colleagues, and other members of the community.

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/24/2010 -
Finish: Ongoing

Status: Not Started — Overdue

Strategy: Highly effective instruction

Description: Young Scholars consistently provides highly effective instruction by using its most valuable resource, its teachers, to execute the following:

- Rigorous, standards-based, objective-driven curriculum created at the School in all subject areas.
- Teachers use a uniform structure for every lesson to maximize use of instructional time. Additionally, teachers apply a consistent set of instructional strategies which provides students with clear expectations for each class and promotes a smoother transition from subject to subject.
- There are 10 Instructional Standards used to define quality instructional delivery. The Instructional Standards are centered on the acronym "PROFICIENT" and serve to support teachers in effectively promoting the strongest school experience for students, both in terms of instruction and school culture. The Instructional Standards also serve as a framework for evaluating teacher quality and drive professional development for staff.

Activity: All grade and subject teachers follow uniform instructional standards.

Description: All grade and subject teachers follow uniform instructional standards (P.R.O.F.I.C.I.E.N.T.):

Planned, Prepared and Purposeful
Rigorous and Urgent
Objective Aligned and Driven
Feasible
Individualized
Connected (School, Scope, Student)
Incorporate Data Analysis
Engaging and Energizing
No Excuses
Task Master

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/24/2010 -

Finish: Ongoing

Status: Not Started — Overdue

Activity: Backwards mapped curriculum

Description: Teachers develop their own curriculum from scratch and backwards map it to content standards.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/9/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Consistent and high-quality homework assignments

Description: It is essential that students continue their learning at home with written, standards-based homework. Teachers are expected to supplement each and every lesson with a homework assignment. Homework assignments should take approximately 30 minutes to complete. The assignments are clearly linked to the objectives covered by the classroom teacher and are designed to require students to efficiently apply and reinforce their knowledge. As independent practice, homework is an effective forum to review prior material, assess understanding, and challenge high-performing students. Effective homework is a high-quality assignment (rather than busy work) that is accompanied by clear written and/or oral directions capable of being understood by every student.

Students are held responsible to meet the established “high quality homework guidelines.”

- Has the standard Young Scholars heading
- Is handed in on a new, unwrinkled piece of white, 8 ½ x 11 paper
- Is written legibly and neatly in blue ink, black ink, pencil, or typed using Times New Roman, size 10 or 12 font, and 1” margins
- Thoughtfully answers each and every question in full and complete sentences
- Uses proper grammar
- Follows the rules and instructions set by the teacher
- Shows your BEST attempt has been made to complete EACH and EVERY problem or question on the assignment
- Demonstrates time, care, effort and thought
- Draws on all of your knowledge and demonstrates careful reading, attention to detail and use of classroom materials
- Demonstrates independent and creative thought

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/24/2010	-
---------------	------------------	---

Finish: Ongoing

Status: Not Started — Overdue

***Activity:* Incorporation of technology in the classroom**

Description: Young Scholars utilizes a computer lab and laptop cart program to introduce and develop student computer literacy skills as a part of the curriculum. Smart Boards are located in every classroom, and are used regularly for teaching purposes.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/24/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

***Activity:* Modified workshop approach**

Description: Teachers use a modified Readers/Writers Workshop approach in RELA classes. While teacher and school created curricula are the primary curricular component, teachers are provided with supplemental curricular tools and resources to support literacy instruction in the classroom. Core components of balanced literacy, which includes shared reading, shared and interactive writing, independent reading and writing, guided reading, and word study are adopted using this approach.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/24/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

***Activity:* Programs to Support Students with Special Needs**

Description: Program for ELL and ESL Students

o The purpose of our ELL plan is to increase the English language proficiency of eligible students so that they can attain the statewide academic standards and achieve academic success. Young Scholars is prepared to implement a variety of ESL program models, including pull-out, push-in, and sheltered instruction. To determine which educational approach(es) will be used for individual

students, multiple factors are considered. These factors include, but are not limited to, English language proficiency data, other evaluation data that may be available, previous school records, teacher recommendations, parent recommendations, Principal/ESL Coordinator input, and Care Team plans. Young Scholars' ESL program is designed to provide a rich learning environment that is student-centered, developmentally-aligned, and research-based. The program is designed to:

- Facilitate English language acquisition through communication skills of comprehension, listening, speaking, reading, and writing.
- Ensure effective and meaningful participation in regular education.
- Facilitate the acculturation process in a complex society that is multicultural by exposing students to the customs, traditions, and expectations of their new environment.

Inclusion Model:

o Young Scholars Charter School's special education program is based on the inclusion model. Young Scholars recognizes the value of including young children with special needs in programs with their peers. The benefits of an inclusion model are considerable. We are appreciative of the extensive legislative, philosophy and research that supports the development of a least restrictive environment (LRE) model for special education students. At Young Scholars students will be provided with the necessary resources to meet their IEP goals, as well as make academic progress overall.

Special Education Coordinator:

o The special education coordinator has an important role at Young Scholars. The coordinator works collaboratively with regular education teachers to make sure the needs of special education students are being met. The coordinator meets with teachers on a weekly basis to discuss the progress of all students. He/She also discusses the intervention models that are in place for each child and guarantee that students are receiving differentiated instruction. The special education coordinator also creates and monitors the implementation of all IEP's. Yearly IEP meetings are held, as mandated by federal law, to ensure that all IEP documentation is current.

Parent Participation:

o Parent participation in the special education process is required. Parents are required to attend yearly IEP meetings as a condition of enrollment. Parents who fail to attend an IEP meeting will not be eligible to reenroll their child the next school year. In addition, parents should feel free to contact the school at any time to discuss their child's progress or to schedule a meeting with the special education coordinator.

Additional Services:

o Young Scholars provides speech and languages therapy, occupational therapy, itinerant learning support, psycho-educational evaluations, psychological evaluations, home-school connection, emotional support, life-skills, and any other supports or related services as defined by our students' IEPs.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/24/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Project based learning opportunities for students

Description: Project based learning provides students with the chance to create their own meaning and make more connections between and across content areas. Students are interested in experiments, trial and error, representing what they are learning through creative projects, exploration and research. Project based learning is a philosophy of instruction that encourage inquiry-based thinking. It allows students to generate their own questions, hypotheses and predictions before given explicit instruction.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/24/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: PSSA Test Preparation

Description: The week prior to the PSSA is reserved exclusively for intensive review of the highest priority and least mastered concepts that students need focused attention on to perform their best on the exam.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 4/5/2010	-
	Finish: 4/9/2010	

Status: Not Started — Overdue

Activity: Uniform instructional practices

Description: All grade and subject teachers follow the mandatory guidelines for uniform instructional delivery as outlined below:

- 1) Consistent application and use of our Instructional Standards
- 2) Exceptional lesson planning and delivery in a traditional direct instruction and guided release approach
- 3) Application of all levels of Bloom's Taxonomy
- 4) Consistent use of academic based routines and procedures
- 5) Student directed achievement tracking
- 6) Subject-specific strategies as prescribed by teacher and School Director
- 7) Integration of Technology in Instruction

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/24/2010 -
Finish: Ongoing

Status: Not Started — Overdue

Strategy: More Time in School

Description: Young Scholars maximizes student time on task and learning with an extended school day and extended school year, which provides students with at least 33% more time in class than students in a neighborhood public school. The extended schedule allows for a daily timeline where students have double reading and language arts and double math while maintaining appropriate class time for courses in science, social studies, physical education, computers, and art or music.

Activity: After School Programming and Second Dismissal

Description: Young Scholars has a wide variety of after school programming available to students throughout the year. After School Programming is available in three sessions: fall, winter and spring. After school activities last from 4:15-5:30 each day. Activities include —

- Basketball Team
- Break Free Fashion Design
- Chess Club
- Chorus
- Claymobile Program
- Creative Movement
- Creative Writing Club
- Dance Squad
- Drama Club
- Project GREEK
- Science Fair Club
- Scrabble Club
- Six Club
- Teens4Good Gardening Club
- Track and Field
- World Percussion Ensemble
- Yearbook
- Yoga
- Young Leaders
- Young Scholars...Young Adults

Person Responsible Timeline for Implementation Resources

None Selected Start: 9/6/2010 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: Double Math and RELA instruction

Description: Because of the significant gap in Math and Reading achievement that exists for most entering students, students receive double instruction in Math and Reading every day through four classes: Math Procedures, Math Problem Solving, Reading and Writing/Language Arts. Each class section has the same instructor for a full subject-matter course load to guarantee that the teacher establishes continuity between the two classes and is able to maximize this instructional time to best meet students' needs. This is possible because of the extended day model at Young Scholars.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/24/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Homework Academy

Description: Students who consistently fail to complete daily homework assignments are required to attend Homework Academy. Homework Academy is assigned to students by a teacher when they believe extended time on homework assignments will strongly benefit a students' achievement. Students then work with faculty during this after school time to complete their work or the bulk of it and address any areas of trouble or concern. Homework Academy is held every Tuesday after school.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/7/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Homework Club

Description: ? Homework Club is intended to provide an additional support for students who are identified by teachers or parents as needing additional assistance on their homework. Students may elect to attend Homework Club on their own if they need assistance with their out-of class assignments. Homework Club is not intended for students who purposefully do not complete their homework. Homework Club is offered Monday through Thursday as a part of after school programming.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 9/6/2010	-
---------------	-----------------	---

Finish: Ongoing

Status: Not Started — Overdue

Activity: Longer school day and longer school year than required by District Calendar

Description: ? Young Scholars maximizes student time on task and learning with an extended school day and extended school year, which provides students with at least 33% more time in class than students in a neighborhood public school. The extended schedule allows for a daily timeline where students have double reading and language arts and double math while maintaining appropriate class time for courses in science, social studies, physical education, computers, and art or music.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/24/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Tutoring

Description: Students who are below grade level receive teacher-led tutoring services after school. Both Reading and Math tutoring are offered for an hour and half one day a week after school. Tutoring is targeted at remediation of grade level content, as well as any additional remediation for students who are not on grade level.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/24/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Young Scholars Summer School

Description: Summer School is required for any student who did not meet promotion requirements in one or more classes. Students participate in a three week intensive instruction in all core content areas. Students complete a GMADE and GRADE exam at the beginning and the end of the program to determine progress.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 7/6/2010	-
	Finish: 7/23/2010	

Status: Not Started — Overdue

Strategy: Relentless pursuit of school culture

Description: Young Scholars works tirelessly to create a school culture where there are “no excuses,” where there is a palpable sense of “urgency,” and where there are universal “high expectations.” School culture is the platform for student achievement; this platform is built and maintained through structure, intense attention to detail, consequences, rewards, and a deep commitment and care for each and every student.

The school culture model encompasses a transparent, strict student incentive and accountability system inextricably linked to our student core values, PATH (Professional, Attentive, Thoughtful, Hardworking) and our student behavioral expectations, SMARTS (Sit and stand up straight, Make good choices, Always on task and engaged, Respect. No excuses, Track the Speaker, Shine). Additionally, there is heavy focus on use of procedures, community-building, a token-economy discipline system and character-building.

Activity: Celebration of student achievement through Honors Breakfast and Scholars Ceremony

Description: Honors Breakfast for the families of all students who received Second Honors, Honors or Distinguished Honors are hosted quarterly. The families are joined by faculty and administrators (in advance of the school day start) to celebrate their students’ achievement. Following the breakfast, the school comes together for an assembly (Scholar Ceremony) to recognize all students who achieved honors for the quarter.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 11/15/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Community Circle Grade Level Gatherings

Description: Community Circle occurs twice a day, with the three classes attending on a rotating basis. Community Circle is intended to be a space where student accomplishments are recognized and the student core values are reinforced through a variety of activities. Community Circle is a large part of how we build our school culture and community of achievement.

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/24/2010 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: Emphasis on school core values (P.A.T.H.)

Description: Teachers and administrators concentrate on emphasizing school culture in every aspect of the Young Scholars School Day and try to instill in students the four core school values of P.A.T.H: Professional, Attentive, Thoughtful, Hardworking.

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/24/2010 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: School specific chants, cheers and words of wisdom

Description: Young Scholars uses a set of school specific chants, cheers and words of wisdom to reinforce student core values, to keep classes energetic and exciting, and to motivate students to always do their best. Young Scholars teachers and staff also motivate one another through the use of school and subject specific chants, cheers and words of wisdom.

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/24/2010 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: Use of the school-wide “ladder of consequences”

Description: Teachers and administrators utilize a school-wide “ladder of consequences” within the classroom to help students stay on task and focused, as outlined 1-5:

- 1) Whole class reminder of expectations
- 2) Verbal warning and reminder to individual student
- 3) Paycheck deduction
- 4) Student is separated from class and must write a behavioral reflection at the back of the classroom and a phone call is made home

5) Student is sent to the Director of Culture and phone call is made home and an official Referral is written.

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/24/2010 -
Finish: Ongoing

Status: Not Started — Overdue

Strategy: Use of data

Description: Young Scholars extensively uses data to measure student performance at a micro-level and to measure school performance at a macro-level. At the micro-level, a wide variety of assessments that vary in scope and delivery throughout the school year are administered and used to inform their instruction and highlight skill areas in need of intervention. At the macro-level, key indicators are used to inform leadership on school performance in a timely manner so that changes can be made when necessary.

Activity: 4Sight Exams

Description: Success for All's 4Sight product is administered three times per year at Young Scholars to get a snapshot into student proficiency on the Pennsylvania System of Student Achievement (PSSA). Because 4Sight is a norm-referenced test that calibrates student results against the PA cut-scores, Young Scholars is able to see which students are at risk of falling below the proficiency line and which have safely cleared it. This helpful data works in concert with the quarterly benchmark assessment data to build comprehensive strategies for students, groups, or classes.

Person Responsible Timeline for Implementation Resources

None Selected Start: 8/24/2010 -
Finish: Ongoing

Status: Not Started — Overdue

Activity: Benchmark Tests

Description: Four times per year, Young Scholars administers its standards-aligned benchmark assessments. These formal criterion-referenced assessments are designed to ensure student mastery of not just the state standards but also the school's scope and sequence (which have been set at a higher level to ensure student success in challenging high schools and colleges). At the end of each quarter, teachers meet in teams and individually with the School Director to discuss benchmark assessment data and develop individual, small-group, or whole-class interventions as needed.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/24/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: GRADE and GMADE

Description: Young Scholars uses Pearson’s norm-referenced Group Mathematics Assessment & Diagnostic Evaluation (GMADE) and its Reading counterpart (GRADE) to establish baseline achievement data, determine appropriate placement and measure growth. These assessments are given twice a year and provide the school with an important objective view into students’ achievement relative to a national pool of students in relevant grades.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/24/2010	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Regular use of formal and informal, teacher-created and nationally-normed assessments

Description: Young Scholars extensively uses data to measure student performance at a micro-level and to measure school performance at a macro-level. At the micro-level, a wide variety of assessments that vary in scope and delivery throughout the school year are administered and used to inform their instruction and highlight skill areas in need of intervention. At the macro-level, key indicators are used to inform leadership on school performance in a timely manner so that changes can be made when necessary.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 8/24/2010	-
	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

Building on the intense familiarity teachers will have with their course material, as described in the *Curriculum* Section above similarly to how instruction is implemented at Young Scholars, teachers will use a consistent approach to instructional delivery and lesson execution.

The following instructional strategies are the heart of the Young Scholars model:

- 1) Consistent application and use of our **Instructional Standards**
- 2) Exceptional lesson planning and delivery in a **traditional direct instruction and guided release approach**
- 3) Application of all levels of **Bloom's Taxonomy**
- 4) Consistent use of **academic based routines and procedures**
- 5) **Student directed** achievement **tracking**
- 6) **Subject-specific strategies** as prescribed by teacher and School Director
- 7) Integration of **Technology** in Instruction

1. Instructional Standards

Instruction is rooted in our Instructional Standards that were designed to ensure consistency across each classroom. We recognize that our most valuable resource is our teachers. As such, it is critical to provide our faculty with a framework through which they can deliver highly effective and engaging lessons.

With this in mind, the Young Scholars Instructional Standards are derived from fundamental best teaching practices and exemplary teacher traits that have led to impressive gains in student achievement. The Instructional Standards were designed to:

- Provide teachers and leaders with a universal language as the primary driver of each daily lesson
- Support teachers in effectively promoting the strongest school experience for students, both in terms of instruction and school culture.
- Guarantee the most transparent and predictable environment for students, thereby creating the safest and most orderly environment for significant learning to occur
- Serve as a framework for evaluating teacher quality and as a central component of professional development for staff.

There are 10 Instructional Standards (“Instructional Standards”) centered on the acronym “PROFICIENT”.

1) Planned, Prepared, Purposeful

A Young Scholars teacher is thoroughly planned and prepared for their lesson. The teacher should have all materials prepared ahead of time and have thought through the flow of their lesson from beginning to end, including anticipating student misunderstandings and planning ahead for them. All activities should be planned with

timing in mind and each lesson should be purposefully designed around leading all students to reach the objective. The lesson is also connected to unit, quarter and year end goals.

2) Rigorous and Urgent

The lesson is rigorous and aligned with state standards. The students are challenged by the lesson and the teacher delivers the lesson with a fervent sense of urgency by communicating the importance of the lesson, not only in the context of the day's class but in the context of the quarter, school year and future. The urgency felt in the room to meet the objective is palpable.

3) Objective Aligned and Driven

The lesson is tied specifically to, and is driven by, a measurable objective. The objective explains specifically what students will be able to know and do by the end of the period. The teacher makes frequent reference to the objective throughout the lesson and pays close attention to student misunderstanding and adjusts course when necessary to ensure the objective is met by all students.

4) Feasible

The lesson is designed to ensure objective mastery and is not overly ambitious for a given period. Extensive thought has gone into the lesson's objectives and activities to ensure that they can be accomplished within a given lesson. The lesson is also not overly challenging or easy for students.

5) Individualized

The lesson is planned and delivered in a way that pays attention to each student's needs and considers the ability level of a class section. The teacher plans and delivers specifically with these ability levels in mind. The teacher makes effective use of the school's Learning Specialists (Special Education teachers) where appropriate for support, modification and accommodations.

6) Connected (School, Scope, Student)

The lesson does not exist in isolation but is connected to school wide goals and values, the course's full scope and sequence and to the students' lives. Connection is evident in planning as well as in the teacher making frequent reference to these elements throughout the lesson. A student can explain how the day's lesson is connected to the school, the scope of the course and in real life application.

7) Incorporates Data Analysis

The lesson is planned with intensive consideration of student achievement data. Planning and instructional delivery include components of recent assessments for re-teaching and re-mastery. Extra time and attention are given to the least mastered concepts and lowest performing students. References are made to student achievement data in the classroom and students are observable motivated by improving their standing and are well aware of their current standing.

8) Engaging and Energizing

Each teacher has their own personality but all Young Scholars teachers are uniquely energizing and engaging. A teacher who is truly excited about their content and lesson is highly engaging and energizes their students to develop a true fervor for their content, no matter how exciting or boring it may be. A teacher who is truly passionate about the material and deeply believes in leading all students to mastery by effectively delivering their lesson will undoubtedly hook even the most disinterested student. Instructional delivery should be compelling but not chaotic. Students are on task 100% of the time in an exemplary classroom and eagerly anticipate the next component of the lesson and the content of tomorrow's lesson. The teacher also makes effective use of Scholar Speak and School Wide Chants and Cheers to energize and engage students.

9) No Excuses

An exemplary teacher holds students to the highest of expectations and never makes excuses. An excellent instructor quickly corrects all misbehaviors and ensures that the students follow through fully on correcting their behavior or correcting their work to meet the instructor's standards. The teacher effectively uses the school wide systems, rules and procedures to manage their classroom and promote school culture. The teacher relentlessly pursues their objective and never allows distractions to pull the lesson off track. Students are held accountable for all of their actions.

10) Task Master

Leading students to achieve objective mastery is dependent upon effective management of each component of the lesson and a distinct ability to micro-manage student tasks in a way that ensures every student understands expectations and content. An exemplary Task Master

2. Guided Release Model of Direct Instruction

Exceptional lesson planning and delivery is a core element of in a traditional direct instruction and guided release approach. Instructional planning and delivery is designed with mastery in mind. At the conclusion of a given lesson, scholars are expected to demonstrate thorough understanding of the daily objective. Many of the highest performing urban elementary and middle schools use teacher-centered direct instruction, a method that places teachers as the key transmitters of knowledge.

Direct instruction is characterized by teaching in small, logically sequential steps with student practice after each step, guiding students after initial practice, and ensuring that all students experience a high level of successful practice which supports the development of self confidence and allows teachers to see student understanding and mastery at each step of the lesson.

This process is sometimes referred to as "I do, we do, you do," as the process entails carefully guided direct instruction from the teacher to introduce a new skill or content knowledge ("I do"), followed by the teacher working closely with students to practice the skill ("we do"), followed by students mastering that skill independently under the support of the teacher ("you do"). Direct instruction emphasizes carefully planned lessons designed around highly specific knowledge and well-defined skills for each subject.

In order to drive academic achievement in a consistent manner the emphasis is on this type of direct instruction delivery, as well as the consistent application and use of our Instructional Standards, both outlined below.

Class periods are broken into 56-minute sections. Each class period is broken into seven components (outlined below):

1. Do Now

This is a three to six minute pen to paper activity at the start of each lesson. The Do Now is often a quick review of a previously covered topic or skill. This procedure provides a way for students to get to work immediately without explicit instruction. The activity always states, models and checks for understanding on all procedures or expectations before students proceed. An exemplary teacher similarly treats every moment as an opportunity to teach and/or re-teach procedures and reinforce expectations. This activity is timed so that students feel a sense of urgency at the beginning of class. Teachers circulate and monitor the Do Now in order to ensure student compliance, narrating the positive behaviors and efforts they see during this time. A brief review of the Do Now is a typical way to begin the lesson and transition into core content for the day's lesson. It is critical that expectations are verbally reviewed for the Do Now at the start of each class period. It is recommended that teachers give directions for the Do Now verbally each day and read the question aloud to ensure that all students are clear on expectations for the given question.

2. Objective Review and "Hook"

Each class period is organized around a specific, student-centered measurable goal that is well-designed, frequently communicated, and always assessed. The objective allows students to know exactly what is expected of them. The start of the lesson includes a review of the daily objective followed by a "hook" or statement/action intended to engage learners in the key points of the lesson and warm the brain to new objectives. The hook captures student attention and lures them into the heart of the lesson.

3. Direct Instruction "I do"

Also referred to as the "heart of the lesson" the Direct Instruction component provides the teacher with an opportunity to structure the classroom and sequence subject matter to reflect a clear academic focus. Teachers establish the lesson objectives and present new information through the breakdown of information into manageable process steps. The Direct Instruction lesson includes three sub-elements, a) Input-teacher providing information needed for the student to fully learn the skill or meet the class objective, b) Modeling- teacher showing students what is expected, c) Check for Understanding- teacher determines if a student "has it" and determining if re-teaching is necessary before moving on.

4. Guided Practice "We do"

Allows the entire class to practice new skills under the direct supervision of the teacher. Outstanding teachers informally assess the student responses to make sure that the new material has been adequately presented during direct instruction. Teachers provide corrective feedback to reinforce key concepts and ensure

the accuracy of new skills and information. A teacher moves around the classroom to assess each student's level of mastery and provide individual remediation where needed. Guided practice continues until student answers are more than seventy percent accurate.

5. Independent Practice "You do"

Once a student has mastered a new skill or content area they are provided with an opportunity for reinforcement practice on their own. Before having students begin independent work, teachers give instructions in several different formats: recite aloud, read together, have instructions written on the board or on a hand out, call on students to repeat instructions, etc. Teachers thoroughly review behavior instructions before independent work begins. The practice lesson should provide for enough different contexts so that the skill/concept can be applied to any relevant situation, not simply the context within which it was originally delivered. During independent work, teachers circulate throughout the room to ensure that the students are on task, quiet, and producing high quality work. Students should be periodically reminded of expected progress. Young Scholars teachers require that 100 percent of students are on task 100 percent of the time.

6. Conclusion/Check for Understanding

The lesson conclusion is an opportunity for the teacher to highlight key points from the lesson and reinforce the key skills and processes that were introduced. A portion of the closing includes revisiting the objective and outlining the most important concepts or "take away" ideas students should leave the classroom with, additionally, the teacher connects the lesson to what will be learned tomorrow and by the end of the unit. Each teacher ends each lesson with an informal "Exit Slip" to determine each student's mastery of the daily objective. The data is available immediately and informs adjustments (if any) needed for the next day's lesson.

7. Homework Assignment

It is essential that students continue their learning at home with written, standards-based homework. Teachers are expected to supplement each and every lesson with a homework assignment. Homework assignments should take approximately 30 minutes to complete. The assignments are clearly linked to the objectives covered by the classroom teacher and are designed to require students to efficiently apply and reinforce their knowledge. As independent practice, homework is an effective forum to **review prior material, assess understanding, and challenge high-performing students**. Effective homework is a high-quality assignment (rather than busy work) that is **accompanied by clear written and/or oral directions capable of being understood by every student**.

The faculty employs a uniform structure for lesson delivery to strengthen time on-task and maximize every instructional minute. Below is a breakdown of a class period:

Lesson Component	Suggested Time Frame
Choral Greeting & Do Now	7 minutes

Lesson Opening with Objective and Agenda	3 minutes
Heart of the Lesson — Direct Instruction	20 minutes
Guided Practice	7 minutes
Independent Practice	12 minutes
Lesson Closing and Final Check for Understanding	3 minutes
Homework Assignment & Choral Closing	4 minutes
Total	54 Minutes

3. Bloom’s Taxonomy

Great teachers make effective use of Bloom’s Taxonomy when designing objectives, assessments, and daily plans. The six levels of Bloom’s Taxonomy organize cognitive information and understanding, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order, which is classified as evaluation. By presenting information and material to students in a leveled manner, we ensure that students master key concepts in order to stimulate high level thinking. Teachers at Young Scholars are strongly encouraged to develop objectives and lessons that require higher level thinking skills. At a minimum, every teacher should have the lesson objectives scaffold with increasing complexity of at least one level. Students should move from lower level thinking to higher order thinking in every lesson. Scholars gain a deeper and broader understanding of the material when they are asked to apply, analyze, synthesize and evaluate information. The combination of depth and breadth is critical in helping students master key concepts.

4. Consistent use of academic based routines and procedures

In order to maintain consistency and increase efficiency, and therefore increase time spent on task, all Young Scholars instructors commit to executing a series of prescriptive routines and procedures with precision and to holding students accountable to correct follow-through. Examples of items for where there are routines and procedures are as follows:

- Entering the classroom and choral greeting
- Exiting the classroom and choral closing
- Calling to Attention
- Pens/pencils
- Hand signals for bathroom, tissue, question, comment, answer

5. Student Investment in Individual Performance

Developing an intrinsically motivated student body is critical to ensuring our students become lifelong learners. Informing students of their progress should happen every day at Young Scholars. Additionally, each week, there is a Paychecks and Progress period (See Section 7 for

more information on Paychecks) during which students will learn of their academic and conduct standing. During this time, students will review their performance, reflect on causes for their progress and then set motivating goals and required steps to reach them for the upcoming week or next major academic assessment.

6. Subject-Specific Strategies

Through standards-driven, teacher-led direct instruction in the core subjects, students will develop the skills and knowledge to demonstrate significant academic achievement. Educators rely on the guided release lesson cycle as the framework and format for teaching at Young Scholars. When necessary, and if appropriate, teachers supplement the direct instruction/guided release format with additional curricular resources and strands of other instructional strategies to strengthen teaching in the classroom, add depth to topics, and provide additional, differentiated learning opportunities for scholars. With input and approval from the School Director, teachers may occasionally use the following Subject-Specific Instructional Strategies:

- 1) Modified Workshop Approach (Literacy and Writing)
- 2) Project-Based Learning (Science & Social Studies)

7. Integration of Technology

To provide students with basic instruction in computers, both functional computer literacy skills and web-based research, instructors include use of the computer lab and/or lap-top carts into their lessons.

Remediation

1) Leveling

To provide students with the most targeted instruction possible, each homeroom section will be leveled by reading ability. Each section is required to learn the same material but the teachers can adjust pacing which can allow for students in need of remediation to be more successful.

Placement is determined by students' performance on the Group Reading Assessment Diagnostic Evaluation (GRADE). Following the section assignments, RELA teachers use the results to design their scope and sequence and modify their instructional approach, if necessary. In parallel, Math levels are measured by the Group Math Assessment Diagnostic Evaluation (GMADE). The results of the GMADE are used by Math instructors to inform planning. In the event that a student's math level is drastically above or below their reading level, the School Director and Math Lead will determine an appropriate accommodation for this student.

2) RTI Approach

Schools that employ a successful Response to Intervention or RTI program have seen dramatic results in student achievement for all learners. RTI is a multi-tiered approach to intervention that ensures students receive high-quality instruction matched to their individual needs. RTI is growing in popularity for students who require richer and more intensive instruction, but without being separated from the mainstream classroom population or placed in special education settings. The Special Education Coordinator/Teacher and teaching staff will launch RTI to meet the needs of diverse learners. The RTI team will analyze diagnostic data, quarterly assessments, and progress monitoring tools to identify students at risk for poor learning

outcomes, track student progress, provide research based team interventions and adjust the intensity and nature of those scaffolds and interventions depending on a student's responsiveness and success.

3) Extended Day School Schedule — Double Math and RELA

Students will receive direct instruction in RELA, Math, Science and Social Studies daily. Because of the significant gap in Math and Reading achievement that exists for most entering students, students receive double instruction in Math and Reading every day through four classes: Math Procedures, Math Problem Solving, Reading and Writing/Language Arts. Each class section has the same instructor for a full subject-matter course load to guarantee that the teacher establishes continuity between the two classes and is able to maximize this instructional time to best meet students' needs. This is possible because of our extended day model.

4) Students without IEPs

Students who are leveled into a *lower-leveled* section are provided additional time and resources in which to meet remediation needs, as well as meet grade level academic content. This includes extra time for testing and in-classroom "push-in" support for the entire class (when necessary).

5) Data Analysis and Remastery Plans

Data analysis and continued assessment is a primary focus in all Young Scholars sections. Students are assessed regularly throughout the school year. Following these assessments, instructors examine and analyze data, and develop mastery plans for each of their classes. The mastery plan provides a concrete plan for teachers to ensure that remediation is timely, occurs throughout the school year and is based in the most recent data available.

6) Tutoring

Students who are below grade level receive teacher-led tutoring services after school. Both Reading and Math tutoring are offered for an hour and half one day a week after school. Tutoring is targeted at remediation of grade level content, as well as any additional remediation for students who are not on grade level.

7) Homework Academy & Homework Club

Homework Academy is assigned to students who have shown consistent failure to complete daily homework assignments. Homework Academy is assigned to students by a teacher when they believe extended time on homework assignments will strongly benefit a students' achievement. Students then work with faculty during this after school time to complete their work or the bulk of it and address any areas of trouble or concern.

Homework Club is intended to provide an additional support for students who are identified by teachers or parents as needing additional assistance on their homework. Students may elect to attend Homework Club on their own if they need assistance with their out-of class assignments. Homework Club is not intended for students who purposefully do not complete their homework.

8) Reader's/Writer's Workshop

The Reader's/Writer's Workshop approach is naturally designed to encourage student choice and align with the individual needs of all readers and writers. Teachers present a whole group higher order, meta-cognitive strategy mini-lesson to the entire class, such as making predictions. The skills can be applied to a text at any level. The teacher models applying the strategy to shared text and then gives students the opportunity to practice with his or her own appropriately leveled text. The power in this approach lies within the student's ability to be successful with all strategies in books they are able to read.

Central to the success of the workshop model is personal, targeted conferences that drive student achievement at the individual and cohort level. In Writer's Workshop, after a brief mini-lesson, students apply the skill to their own writing. The teacher uses an assessment checklist or conferencing sheet to record student understanding and application of particular skills. In Writer's Workshop, students submit final products that are scored against an established writing rubric or continuum. The connection between student selection, tightly planned and sequenced standards-based mini-lessons, the daily application of skills on writing and texts at each student level, make this a successful approach for all learners.

Accelerated Learning

1) Class Leveling

In the case of students above grade level, the leveled classes allow teachers of the proficient/advanced section to modify class content or approach to learning in order to meet the needs of their students or push them to excel at greater levels. These classes are designed to be move more quickly.

2) Extended Day School Schedule — Double Math and Double RELA

The extended day and double multiple Math and RELA class periods allow teachers to introduce material and concepts to the top section(s) that they normally wouldn't be able to teach. Importantly, this occurs without eliminating science, social studies or art.

a. Assessing Curriculum Effectiveness

Young Scholars is committed to using data to drive instructional and operational decisions and to refining its capacity to make data-driven decisions. Since the turnaround began at Young Scholars, the CEO and School Director have consistently evaluated the metrics used for determining school effectiveness.

YS will focus most intensely on analyzing data that correlates to student achievement to assess curriculum effectiveness. The indicators (below) are organized on the frequency of their measurement. The outcomes of these measures will drive decision making around school-wide interventions.

Periodically (as needed):

What YS Measures	Why YS Measures It	How YS Measures It
Student Achievement	To ensure students are prepared for work required in challenging high schools and colleges	# Students by percentile GMADE/GRADE Assessments. % Students meeting school-wide

		goals on 4Sight Assessments. # of Students qualifying for Honors and Distinguished Honors.
Enrollment	To ensure maximum impact; to maintain fiscal soundness; to figure out how we can meet student and parent needs	% Available Seats Filled # Students on Waiting List
Attrition	To identify student/parent satisfaction concerns; to demonstrate that YS is not encouraging low performers to leave	# Students Leaving School Before the End of the Year # Students Not Returning for Subsequent Year
Parent Involvement	To ensure maximum parent involvement in student's academic success	% Parents/Guardians Attending Report Card Conferences
Parent Satisfaction	To monitor parent satisfaction in all aspects of school	Parent Satisfaction Survey
Teacher Job Satisfaction	To monitor teacher satisfaction with their jobs; to gauge leader's management effectiveness; to refine hiring/on-boarding/professional development practices	Teacher Satisfaction Survey

Weekly:

What YS Measures	Why YS Measures It	How YS Measures It
Student Attendance	To comply with district regulations; to ensure students maximize learning time; to monitor this indicator of other student problems	Avg. Weekly Attendance Individual Daily Attendance
Detentions & Suspensions	To measure major and minor student incidents as an indicator of student culture; to monitor efficacy of teacher enforcement.	# Students in Lunch Detention # Students in After School Detention # Students w/ In-School Suspension # Students w/ Out-of-School Suspension
Homework	To monitor student understanding of taught content; to monitor student engagement in learning process; to monitor compliance with teacher instructions	# of students participating in Homework Club and Homework Academy
Tutoring	To identify and monitor services needed for students; to monitor success of tutoring program	# of students in tutoring # of students exiting out of tutoring
Student Behavior	To maintain a culture of learning and maximize instructional time; to	<ul style="list-style-type: none"> • PATH System (Token Economy)

	encourage students to strive for rewards; to remediate students with behavior problems	<ul style="list-style-type: none"> • Avg. Checking Balance (by student, homeroom, grade and school) • Students with Consecutive Weeks <\$30 Balance
School Culture & Climate	To ensure high instructional and school culture standards are being met	Twice-weekly school walkthrough
Teacher Attendance	To ensure that students are receiving top-quality instruction as often as possible; to identify indicators of culture strength/weakness; to monitor teacher job satisfaction	# Days Missed (by teacher) # Days Missed (overall)

Rigorous Instructional Program - Attachments

- Teacher Induction Plan Approval Letter
- Professional Development Plan Approval Letter

English Language Learners

To date, no ELL students attend Young Scholars Charter School. However, we recognize that we need to have a comprehensive ELL Plan in place which could be quickly implemented upon enrollment of an ELL student. This plan is attached.

The purpose of our ELL plan is to increase the English language proficiency of eligible students so that they can attain the statewide academic standards and achieve academic success.

YS is prepared to implement a variety of ESL program models, including pull-out, push-in, and sheltered instruction. To determine which educational approach(es) will be used for individual students, multiple factors are considered. These factors include, but are not limited to, English language proficiency data, other evaluation data that may be available, previous school records, teacher recommendations, parent recommendations, and Principal/ESL Coordinator input.

YS's ESL program is designed to provide a rich learning environment that is student-centered, developmentally-aligned, and research-based. The program is designed to:

1. Facilitate English language acquisition through communication skills of comprehension, listening, speaking, reading, and writing.
2. Ensure effective and meaningful participation in regular education.
3. Facilitate the acculturation process in a complex society that is multicultural by exposing students to the customs, traditions, and expectations of their new environment.

English Language Learners - Attachment

- YS LEP Report 2009-10

Graduation Requirements

Young Scholars only serves students from grades 6-8, therefore we do not have graduation requirement. However, our leave 8th grade with the expectation that they are fully prepared socially and academically to succeed in academically challenging high schools. In order to graduate from 8th grade, students must have completed 24 hours of community service over their three years at the school. Our community service requirement is designed so that students complete 6 hours in 6th grade, 8 hours in 7th grade and 10 hours in 8th grade. 8th grade students must also achieve a passing grade of 70 in all core academic subjects and a P (Pass) in all minor subjects in order to graduate. Lastly, 8th graders must maintain an average PATH score of 100 points per week throughout the year in order to participate in graduation. These points are earned largely through exercising good behavior, and attending school regularly.

Special Education

Our students are all included in regular classrooms, and our special education teachers work with each special needs student's teachers to ensure that their classroom work and homework meet their needs as specified in their IEPs. We have a set of guidelines on Assistive technology use in the school, and a full special education policy that has been adopted by the school's Board. Specifically, the school provided the following this year to our special education students:

- A Special Education Coordinator to oversee the special needs program
- An inclusion model for all students with IEPs, with support provided primarily in the classroom consistent with their IEP
- Tutoring during the school day that is directly aligned with PA Academic standards in Math, Reading and Writing.
- High expectations for all students that they can achieve academically to be prepared for success in college preparatory high school programs
- IEPs for students with identified special needs
- Early Intervention Services to all at-risk students
- Small class sizes
- Standardized classroom management to reduce disruption and increase time on task in all subject classes.
- Three full time, certified special needs teachers, and additional contracted specialists who worked with students with specific disabilities

Students entering the school with IEPs are provided with a program that is specified in their IEP. Students with particularly low PSSA scores, or students suspected by their teacher as having a disability that may be affecting their ability to learn, are referred to the Director of Student Support Services for additional evaluation. Students determined to need additional testing are tested by a certified School Psychologist under contract with the school. The School Psychologist works with the school's staff and the student's family to develop an Evaluation Report that insures free and appropriate public education for that child. Each student's IEP is reviewed periodically. It is mandated that it be reviewed and updated at least once per year by the students' IEP team, including

PSSA	Yes	Yes	Yes	No	No	No	No
GMADE	Yes	Yes	Yes	No	No	No	No
GRADE	Yes	Yes	Yes	No	No	No	No
4Sight	Yes	Yes	Yes	No	No	No	No

Student Assessment

Our extensive student assessment system that was developed in 2008-09 continued to play a vital role in our school's data driven decision making system during the 2009-10 school year. We continued to use a variety of assessments in order to gauge student progress in Reading, Writing, Mathematics, Science and Social Studies, including locally developed benchmark and year end tests, state PSSA assessments in Reading, Writing, Science and Social Studies, nationally standardized Math and Reading tests (GMADE and GRADE), and PSSA-linked benchmark tests developed by Johns Hopkins University (4Sight). In 2009-10, an additional assessment was created by the Pennsylvania System of School Assessment for students who are receiving special education services in Math. The test contains the same items as the regular PSSA for a student's particular grade level, but the test items are modified in format and reduced in number to make the test more suited to the skills and abilities of the special needs students. The Modified Math PSSA (PSSA-M) was administered to 8 special education students this year in Young Scholars Charter School. Our school is now an official testing site for the SSAT. Our high achieving students now take this high school placement test at a low cost in an environment where they feel comfortable.

Our teachers and administrators are continually assessing student achievement and analyzing the data to refine our instruction to ensure that all of our students are on track and getting the assistance they need to be fully prepared to attend academically rigorous high schools by the time they graduate our school at the end of 8th grade. The feedback is used to make ongoing alterations to classroom instruction, as well as to assign students to particular tutoring and extra help programs such as Study Island to assist them with improving their skills.

In 2009-10, Young Scholars Charter School was successful in meeting our AYP goals for the third year in a row. In Math, our students have made dramatic progress over the past four years, with nearly double the number of students scoring on grade level or above in 2010 compared with 2006. In Reading, our students have also made progress, but less overall than they have made in Math. In Math, nearly three quarters of our students scored at grade level or above on the state PSSA tests in 2010, and in Reading, just over half of our students scored at grade level or above on the PSSA test this year.

The table below shows that the school made all 13 of its 13 AYP targets for the 2009-10 school year, enabling the school to achieve full Annual Yearly Progress status for the second year in a row.

Young Scholars Charter School AYP Status 2004 to 2010

School Year	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05
AYP Status	Made AYP	Made AYP	Making Progress	School Improvement II	Making Progress	School Improvement I

PSSA Proficiency Scores in Math and Reading for Annual Yearly Progress in Young Scholars:

School Years 2006 to 2010: Grades: 6, 7, and 8 combined

The following tables show the percentages of students scoring proficient or advanced on the PSSA Math and Reading tests from 2006 to 2010. The tables show that in 2010, student achievement levels on the PSSA test in Math grew substantially for the third year in a row. PSSA Reading scores declined slightly from 2009, but were still within the range of proficiency required to show that the school is moving toward enabling all of our students to be proficient in Reading. The PSSA scores in Math reached their highest level in the school's ten year history, with 72.2% of students scoring Proficient or Advanced (at or above grade level). Our students' proficiency levels exceeded the state target for Math of 56% for 2009 by 16.6%. Our students' Reading proficiency levels in 2010 were just shy of the state's Reading proficiency target of 63% by 4.4%, at 58.6% proficient overall.

PSSA Math Proficiency Percentages for the Whole School 2006 to 2010*

Math				
2006	2007	2008	2009	2010
% Prof Adv	% Prof Adv	% Prof Adv	% Prof & Adv	% Prof & Adv
32.8	38.0	51.6	66.3	72.2

* Assuming 4 of 8 PSSA-M

takers are proficient.

PSSA Reading Proficiency Percentages for the Whole School 2006 to 2010

Reading				
2006	2007	2008	2009	2010
% Prof Adv	% Prof Adv	% Prof Adv	% Prof & Adv	% Prof & Adv
44.2	47.7	56.3	60.2	58.6

The following two tables show the PSSA Proficiency levels of Young Scholars students as a whole, of the Black students and of the Economically Disadvantaged students in Math and Reading for testing years 2007, 2008, 2009 and 2010. Note that 2010 had the highest levels of proficiency in math in all three categories (all over 70% scoring proficient or advanced). The scores were near last year's all-time high for Reading among the total group and among the Black students. The Economically Disadvantaged students' Reading scores were the highest in school history in 2010, with 60.0% of the students scoring at the Proficient or Advanced levels.

The tables below also show that nearly one quarter of our students scored above grade level (Advanced) on the 2010 PSSA tests in Reading in all three groups (All, Black, and Economically Disadvantaged), and over a third scored above grade level (Advanced) in Math in all three groups.

Young Scholars CS PSSA MATH Scores, Combined Grades 6, 7, 8 2007 to 2010, Categories- All Students, Black Students, Economically Disadvantaged Students*

Math Perf Lvl	Math % of ALL			
	2006-07	2007-08	2008-09	2009-10
Below Basic	37.0	27.4	17.1	14.4%
Basic	25.0	21.1	16.6	13.4%
Proficient	25.5	31.1	30.4	36.8%
Advanced	12.5	20.5	35.9	35.4%
Advanced & Proficient	38.0	51.6	66.3	72.2%

* Assuming 4 of 8 PSSA-M takers are proficient.

Math Perf Lvl	Math % of Black			
	2006-07	2007-08	2008-09	2009-10
Below Basic	37.6	27.7	17.3	14.5%
Basic	24.9	21.3	16.8	13.5%
Proficient	24.9	31.4	30.7	36.0%
Advanced	12.7	19.7	35.2	36.0%
Advanced & Proficient	37.6	51.1	65.9	72.0%

Math Perf Lvl	Math % of Econ			
	2006-07	2007-08	2008-09	2009-10
Below Basic	43.0	30.0	20.3%	13.5%

Basic	20.3	19.2	19.6%	12.8%
Proficient	23.4	30.8	27.7%	35.9%
Advanced	13.3	20.0	32.4%	37.8%
Advanced & Proficient	36.7	50.8	60.1%	73.7%

Young Scholars CS PSSA READING Scores, Combined Grades 6, 7, 8 2007 to 2010, Categories- All Students, Black Students, Economically Disadvantaged Students

Reading Perf Lvl	Reading % of ALL			
	2006-07	2007-08	2008-09	2009-10
Below Basic	22.0	24.2	22.1%	15.2%
Basic	30.4	19.5	17.7%	26.2%
Proficient	30.9	35.3	33.7%	35.7%
Advanced	16.8	21.1	26.5%	22.9%
Advanced & Proficient	47.7	56.4	60.2%	58.6%

Reading Perf Lvl	Reading % of Black			
	2006-07	2007-08	2008-09	2009-10
Below Basic	22.3	24.5	22.3%	15.4%
Basic	30.3	19.7	17.9%	25.9%
Proficient	30.9	35.1	34.1%	36.3%
Advanced	16.5	20.7	25.7%	22.4%
Advanced & Proficient	47.4	55.8	59.8%	58.7%

Reading Perf Lvl	Reading % of Econ			
	2006-07	2007-08	2008-09	2009-10
Below Basic	26.0	23.1	25.7%	14.0%
Basic	34.6	21.5	18.2%	30.0%
Proficient	26.0	39.2	31.8%	36.7%
Advanced	13.4	16.2	24.3%	23.3%
Advanced & Proficient	39.4	55.4	56.1%	60.0%

The following tables show the PSSA Math and Reading test proficiency percentages for grades 6, 7 and 8 from 2010. The tables show that our students' Reading proficiencies (Advanced and Proficient) increased with each grade level, with over 63% of our 8th graders scoring at grade level or above, which exceeds the Statewide AYP target. This is considerable progress, given that even after a year of intensive Reading instruction, still

only half of our 6th graders (50.0%) score at the Proficient or Advanced level on the PSSA. In Math, the students far exceeded the AYP targets of 56% Proficient at each grade level. In 7th grade, nearly half of our students scored at the Advanced level, and over 81% (81.3%) scored at grade level or above.

At the end of 8th grade in 2010, over 30% of our students scored above the standard for their grade level (e.g., 9th grade or above) in both Math and Reading.

Young Scholars Sixth Grade Math and Reading PSSA Proficiency Levels, 2009-10

Grade 6 MATH		
LEVEL	N	%
Bel	9	13.2%
Bas	13	19.1%
Prof	28	41.2%
Adv	18	26.5%
Adv + Prof	46	67.6%

Grade 6 READING		
LEVEL	N	%
Bel	12	17.1%
Bas	23	32.9%
Prof	25	35.7%
Adv	10	14.3%
Adv + Prof	35	50.0%

Young Scholars Seventh Grade Math and Reading PSSA Proficiency Levels, 2009-10

Grade 7 MATH		
LEVEL	N	%
Bel	11	14.7%
Bas	3	4.0%
Prof	25	33.3%
Adv	36	48.0%
Adv + Prof	61	81.3%

Grade 7 READING		
LEVEL	N	%
Bel	12	15.6%
Bas	17	22.1%
Prof	29	37.7%
Adv	19	24.7%
Adv + Prof	48	62.3%

Young Scholars Eighth Grade Math and Reading PSSA Proficiency Levels, 2009-10

Grade 8 MATH		
LEVEL	N	%
Bel	6	10.3%
Bas	12	20.7%
Prof	20	34.5%
Adv	20	34.5%
Adv + Prof	40	69.0%

Grade 8 READING		
LEVEL	N	%
Bel	8	12.7%
Bas	15	23.8%
Prof	21	33.3%
Adv	19	30.2%
Adv + Prof	40	63.5%

The following table shows the growth that our 8th grade students made in proficiency on the PSSA tests in Math and Reading from the end of their 6th grade year in 2008 to the end of their 8th grade year in 2010. The table shows that 31% more of the 8th grade class scored at grade level or above in 2010 (e.g., Proficient or Advanced) compared with their

scores in 2008. In just two years, the school helped to move nearly one-third of our students from below grade level to on grade level performance or above.

Growth, 6th to 8th Grades, PSSA Math and Reading Proficiencies

PSSA Subject	6th Grade 2008	8th Grade 2010	Growth 6th to 8th grades
Math	38.0	69.0	+31.0%
Reading	32.5	63.5	+31.0%

PSSA WRITING SCORES

In the spring of 2010, all of the 8th graders at Young Scholars Charter School took the PSSA Writing test. The PSSA Writing test is not available for grades 6 and 7. The following table shows that 74.6% of our 8th graders scored Proficient or Advanced. Similar results were achieved by the Black and Economically Disadvantaged student groups. The second table below shows that approximately three quarters of the Young Scholars 8th graders scored at Proficient or Advanced level in Writing for the past 4 years.

Young Scholars Percentage of 8th Graders Scoring at Various Levels on the Writing PSSA Test, Spring 2010

PERFORMANCE LEVEL	ALL %	Econ %	Black %
Below Basic	4.8%	2.1%	2.2%
Basic	20.6%	21.3%	21.7%
Proficient	68.3%	68.1%	67.4%
Advanced	6.3%	8.5%	8.7%
Prof & Adv	74.6%	76.6%	76.1%

Young Scholars Change in PSSA Writing Proficiency, 2007 to 2010, Grade 8

GRADE	% Proficient or Advanced 2007	% Proficient or Advanced 2008	% Proficient or Advanced 2009	% Proficient or Advanced 2010
Grade 8	82.3	90.0	87.0	74.6

PSSA SCIENCE TEST

The school's PSSA test results for Science (8th grade is the only grade tested in Science at Young Scholars) are provided below. The table shows that a substantially smaller percentage of Young Scholars students scored Proficient or Advanced on the Science test than on the Math or Reading test (33.3%). This was below the state average of approximately 67% proficiency among 8th graders by over 33%. A slightly smaller percentage of the Economically Disadvantaged students scored at "grade level or above" on the Science PSSA in 2010 (28.6%) than the students as a whole. A slightly larger percentage of the African American students scored at the proficient level or above (33.9%) than the students overall.

The second table below shows that a smaller percentage of this year's 8th graders scored proficient or advanced compared with last year's 8th graders (33.3% versus 40.0%), although this year's group performed better than the 8th graders from two years before, 26.3% of whom scored at the proficient level or higher. The percentage of students who scored at the lowest level on the Science test in 2010 was particularly high, with nearly half of the students (47.6%) achieving only at the Below Basic level.

Young Scholars CS PSSA Results for Science, Overall and Subgroups, 2009-10

	ALL	Econ	Black
LEVEL	%	%	%
Bel	47.6%	44.7%	48.4%
Bas	19.0%	17.0%	17.7%
Prof	31.7%	36.2%	32.3%
Adv	1.6%	2.1%	1.6%
Prof & Adv	33.3%	28.6%	33.9%

Young Scholars CS Science PSSA Scores from 2008 to 2010

	SY 2008	SY 2009	SY 2010	Difference 2008 to 2010
LEVEL	%	%	%	%
Bel	29.8%	29.1%	47.6%	+18.5
Bas	43.9%	30.9%	19.0%	-24.9
Prof	26.3%	32.7%	31.7%	+4.6
Adv	0.0%	7.3%	1.6%	+1.6
Prof &	26.3%	40.0%	33.3%	+17.0

PSSA Test Subtopics

The PSSA test results this year (2009-10) were reported along with performance levels for test subtopics for each test. Five Math subtopic scores were reported (Numbers and Operations, Measurement, Geometry, Algebraic Concepts, Data Analysis and Probability), two Reading subtopics were reported (Comprehension and Reading Skills and Interpretation & Analysis of Fiction & Non-Fiction), two Writing subtopics were reported (Composition, Revise and Editing), and four Science subtopics were reported (Nature of Science, Biological Science, Physical Science, Earth and Space Science). Each student taking the test was given a score of high, medium or low on each subtopic, depending on the percentage of questions that student answered correctly in each area.

As the following tables show, one-third or more of Young Scholars students scored in the “high range” in all subtopics in Math, with the largest percentages scoring “high” in Measurement (41.8%) and Geometry (44.8%). In four of the topics — Numbers and Operations, Measurement, Algebraic Concepts and Data Analysis and Probability- approximately one-third of the students answered only a “low” number of the items correctly. Geometry had the lowest percentage of students answering only a “low” number of items correctly- 20.4%. The Math subtopic results were slightly above the performance of the students in the spring of 2009.

MATH PSSA	Subtopics	2010	Grades	6,7,8	
Performance Level	Numbers & Operations	Measurement	Geometry	Algebraic Concepts	Data Analysis & Probability
Low	33.3%	35.8%	20.4%	31.8%	34.3%
Medium	29.4%	22.4%	34.8%	31.8%	32.3%
High	37.3%	41.8%	44.8%	36.3%	33.3%

In Reading, Young Scholars Charter School’s students performed better in Interpretation and Analysis of Fiction and Non-fiction than in Comprehension and Reading Skills for the second year in a row. Over a quarter of the Young Scholars students (28.6%) answered a “high” number of the Interpretation and Analysis items correctly, while 20.0% of students answered a “high” number of Comprehension and Reading Skills items

correctly. Just over forty percent of the Young Scholars students were able to answer only a “low” number of the Comprehension and Reading Skills items correctly.

READING PSSA	Subtopics	2010	Grades 6,7,8
Performance Level	Comprehension and Reading Skills	Interpretation & Analysis of Fiction & Non-Fiction	
Low	40.5%	37.1%	
Medium	39.5%	34.3%	
High	20.0%	28.6%	

On the Writing test, given only in the 8th grade, 7.9% scored in the “high” range in Composition. For the second year in a row, none of the students in grade 8 answered a “high” number of Revise and Editing items correctly. Over two-thirds of the students (71.4%) answered a “medium” number of items correctly in both Composition and Revise and Editing.

WRITING PSSA	Subtopics	2010	Grade 8
Performance Level	Composition	Revise + Editing	
Low	20.6%	28.6%	
Medium	71.4%	71.4%	
High	7.9%	0.0%	

On the Science test, also given only in the 8th grade, the students performed the best on Biological Science topics for the second year in a row (11.1% answered a “high” number of questions correctly). The students performed better on Nature of Science questions in 2010 than in 2009, with 7.9% answering a “high” number of items correctly. However, the students did less well on Earth and Space Science questions, with only 3.2% of students answering a “high” number of items correctly. Overall, approximately two thirds to three quarters of the Young Scholars 8th graders answered only a “low” number of items correctly in each category of Science questions on the 2010 PSSA.

SCIENCE PSSA Subtopics 2010 Grade 8

Performance Level	Nature of Science	Biological Science	Physical Science	Earth and Space Science
Low	68.3%	68.3%	63.5%	73.0%
Medium	23.8%	20.6%	27.0%	23.8%
High	7.9%	11.1%	9.5%	3.2%

This comprehensive data analysis will be shared with all instructional staff during the summer pre-service (along with individual student scores), and in weekly meetings at the start of the school year. This will enable staff to develop specially tailored lessons and strategies to address areas in which students require the most improvement.

Local Assessments

As was mentioned earlier, Young Scholars Charter School uses a number of schoolwide assessments in order to track student achievement, guide planning and individualize instruction for student needs. The school tested all of our students using the 4Sight exams in Reading and Math three times during the year, following assessment regimen: Benchmark assessments in Reading, Math, Social Studies and Science three times during the year, GRADE standardized reading assessment as a baseline at the beginning of the year and as a final exam at the end of the year, and G-MADE standardized Math assessment as a baseline and as a final exam at the end of the year.

As can be seen in the following table, our baseline GRADE test results showed that our 6th graders were entering the school with an average Reading equivalency of just below the middle of 5th grade. On the GMADE Math test, our entering 6th graders performed on average at the middle of 4th grade. At the beginning of 8th grade, our students' average grade equivalency in Reading was just above the beginning of 6th grade, in Math the average was also just above the beginning of 6th grade. By the end of 8th grade, our students performed at the beginning of 7th grade level in Math, and just beyond the beginning of 7th grade level in Reading. Each grade made approximately one grade level's growth over the course of the school year in Math and in Reading, on average.

Average (Median) Grade Equivalency in Reading and Math based on GRADE and G-MADE Tests Fall 2009 to Spring 2010

	Avg Grade Level Fall 09	Avg Grade Level Spr 10	Avg Grade Level Annual Growth
GRADE 6			
Math	4.5	6.0	+1.5
Reading	5.4	6.5	+1.1
GRADE 7			
Math	5.3	6.2	+0.9
Reading	6.0	7.0	+1.0
GRADE 8			
Math	6.2	7.0	+0.8
Reading	6.4	7.2	+0.8

Student Assessment - Attachments

- Young Scholars CS PreAppeals AYP Report
- YS GMADE & GRADE Summary 2009-10

Teacher Evaluation

Twice a year, the School Director formally evaluates instructors on four performance strands (below). The purpose of the evaluation is to provide performance feedback, identify training needs, facilitate formal communication between the School Director and teacher, and validate selection techniques (see attached evaluation form).

Performance Indicators:

1. Quality of Instructional Planning
2. Quality of Instructional Delivery as Measured by Instructional Standards
3. Student Achievement as Measured by Performance on Assessments
4. Commitment to Core Values

Further, our teachers are provided constant feedback and opportunities to improve their practice. The Young Scholars professional development program is comprised the following additional six parts:

1. Teacher and Staff Orientation

Each summer, new and returning staff members meet for two weeks. During the summer orientation program, teachers and staff learn and commit to the working culture of the school, the professional standards of work and behavior, and school-wide academic goals. In addition to the standard topics (e.g., mission, school model, systems and routines, etc.), teachers spend

considerable time reviewing state standards, analyzing the scope and sequence, and developing lesson plans (and emergency lessons to have in reserve). Further, Young Scholars spends time building the team through exercises designed to develop trust, mutual respect, and strong relationships. The summer orientation program also introduces the faculty to the feedback and performance evaluation processes (described below).

2. Full Day Professional Development Days

Typically held after major events like Student Orientation or school wide assessments these PD days focus on building instructional competencies and team capacity. Young Scholars sometimes uses these days to schedule full-day “Data Days” during which the staff works in grade level and content teams to analyze assessment and behavior data to determine the best strategies for student learning and growth. Professional development days also feature workshops from subject-matter experts and internal sharing of best practices.

3. Friday Meetings

Each Friday, the students are dismissed at 1:30, and the entire faculty meets from 1:45 until 4:00 for professional development. The goal of each Friday PD session is to review and adjust instructional or operational practice.

4. Excellent Practice Visits

At Young Scholars, there is a deep commitment to learning from other like-minded organizations and schools in order to incorporate best practices. Throughout the year, selected teachers and administrators travel together to high performing schools to learn about their successful systems. Additionally, teachers who would like to learn first-hand about effective practices can, with approval, visit another school.

In the past we have visited schools including North Star, Democracy Prep, Excel Academy Charter School, Mastery Charter Schools, St. Joseph’s Preparatory School, William Penn Charter School and KIPP schools in Philadelphia and Newark.

5. Team Development, Growth Opportunities and Peer Observation

Young Scholars builds a culture where teachers observe each other teaching and provide constructive, judgment-free feedback. The School Director uses a teacher observation tool and encourages staff to use the same tool for peer observations. Young Scholars believes that there is significant benefit to both the observed teacher (in the form of sincere, honest feedback from a peer), and the observing teacher (by looking at the craft of teaching through an analytical lens). Additionally, each quarter, teachers will utilize videotape to “observe” their own instruction and delivery.

6. Ongoing Coaching and Real-time Feedback

In addition to quarterly formal observations of each teacher and videotape review, the School Director visits and observes instruction in each classroom every day. He provides “quick-hit” feedback, coaching in moment when possible, or schedules a time to model a particular skill or strategy. He utilizes the informational notes and anecdotal observations to take the pulse of culture and instruction at the school. Data gathered from these observations is used to inform workshop topics for bi-weekly professional development.

Teacher Evaluation - Attachment

- 2009-10 Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Leadership Changes

In the 2009-10 school year we added three new Trustees and retired 5 Trustees whose terms had expired. The chart below provides the history of our board member transitions over the previous seven years.

Young Scholars Charter School Board Members Added and Dropped Since 2003

Year	Added	Resigned
2003-04	No additions	No resignations
2004-05	Charles Burkhart, Charles Freyer, Ellen Hannah	No resignations
2005-06	Susan Lyall, Bobby Yablunsky	Wendell Ewing, David Pittinsky
2006-07	Kareem Thomas, Pat Rhubottom, Ray Lawrence	Jim Brown, Jay Sherrerd, Lenny Sylk
2007-08	Jeff Sacks, Jim Egan, Carmon Harvey, Geoff Hedrick, Henry Nassau	Guy Winters, John Sherrerd (death), Joseph M. Torsella
2008-09	Thomas Hofmann James Lovett Miriam Spector	Geoffrey S.M. Hedrick Mark I. Solomon Alfonse J. Gabriele Rev. George W. Bur, S.J. James Kim
2009-10	Rachel O'neal Coats, Parent, Head of Parent Action Committee Wendell Holland, Esq., Partner, Saul Ewing Frank Steel, Head of School, Chestnut Hill Academy	Ellen Hannah Ray Lawrence H.L. Ratliff Harold Hairston Robert Yablunsky

New Leadership Position

In 2010-11, Young Scholars has hired Jessica Rao as the Director of Curriculum and Instruction (DCI). We are excited to have her join our team with her skills and experience in urban education. Ms. Rao began teaching in 2003 at Audenried High School as a Teach For America corps member in Philadelphia. She later joined Teach For America's Philadelphia regional staff and worked as Program Director and the Director of Operations & Talent. Originally from Long Island, Ms. Rao graduated with honors from Loyola College in Maryland and received her teaching certificate from the University of Pennsylvania. Most recently, Ms. Rao served as the Upper Middle School Dean for Foundation Academy Charter School in Trenton, New Jersey. In this role she supervised all 7th and 8th grade teachers, developed the English curriculum and taught a 7th grade English class. At Young Scholars, Ms. Rao will be responsible for

- Ensure teachers understand and apply appropriate grade level/academic instruction
- Design and execute standards-based unit plans and performance assessments that provide for measurable outcomes.
- Support teachers in designing and implementing effective and rigorous lesson plans.
- Provide feedback on teachers' process and performance through formal and informal observations.
- Assume responsibility for creating the expectation of student achievement for all staff and faculty.
- Manage curricular materials and textbook selection process used in educational programs in the school.
- Plan professional development opportunities for teachers and staff keeping abreast of the most current research, trends, and developments.
- Conduct and coordinate research about best-practices and encouraging the use of innovative teaching methods and staff-development practices.
- Work with the School Director and Instructional Coach to implement regular benchmark testing and managing the evaluation of results.
- Coordinate partnerships with external education entities, community partners, and local universities

Board of Trustees

Name of Trustee	Office (if any)
Charles B. Burkhart, Jr.	
Christopher J. Churchill	
Winston J. Churchill	President
The Hon. Oliver St. Clair Franklin	
Charles C. Freyer	Secretary
Harold B. Hairston	
Ellen G. Hannah	
Jerre H. Lieberman	
Susan S. Lyall	
Handsel B. Minyard	Vice President
Hayward L. Ratliff, Jr.	
Thomas G. Rebar	
Patricia A. Rhubottom	
Thomas Sharbaugh, Esq.	
Kareem E. Thomas	
Wayne B. Weisman	
Robert Yablunsky	

Raymond V. Lawrence

Jeff Sacks

James T. Egan

Carmon M. Harvey

Stephanie Judson

Henry Nassau

Thomas Hofmann

James Lovett

Miriam Spector

Professional Development (Governance)

The primary responsibilities of the Board of Directors are to govern Young Scholars Charter School in a manner that is responsive to the needs of our students, employees and community and to ensure that the Young Scholars Charter School has the necessary financial resources to fulfill its Mission. (Young Scholars Board of Directors By-laws)

The Board Nominating Committee is commissioned by and responsible to the Board of Directors. The Board Nominating Committee is responsible for Board of Directors recruitment, nominations, orientation and evaluation in accordance with the by-laws of Young Scholars Charter School as well as established policies and practices approved by the Board of Directors.

At the start of a new school year, the Nominating Committee Chair meets with newly engaged Trustees to review Trustee expectations including roles and responsibilities. At this time, Trustees are informed of the committee structure and encouraged to select a placement.

- All board members received an orientation about our mission, vision and current expansion effort.
- All board members were oriented to the organizational structure of our Board of Directors. This included an explanation of expectations for board members as well as the responsibilities of our five working committees (Executive, Finance & Audit, Development, Planning, Property & Curriculum, and Nominating).
- All board members were oriented to our school's bylaws, policies, practices, and programs.
- All board members received training on the Sunshine Law and the Charter School Law.

Coordination of the Governance and Management of the School

The board communicates directives through the CEO for implementation. In turn the Board receives progress reports via mail, phone, fax or email on the successes and challenges of directives. Directives are also discussed during board meetings. The day to day operations are overseen by the CEO and the Administrative Leadership Team (ALT) comprised of the school's Directors.

Members of the Young Scholars Board of Trustees and the CEO continue to coordinate meetings with school directors and those appointed by the School District to represent them. There is also continued communication between various departments at the School District of Philadelphia and administrators at the school and the members of the School's Board Trustees.

Coordination of the Governance and Management of the School - Attachments

- Young Scholars CS Board Meetings 2009-10
- 2010-11 BOT Meeting Schedule

Community and Parent Engagement

Young Scholars believes in a collective commitment to student achievement and this is especially true in a turnaround environment. The Young Scholars staff have the tools, protocols and track record to drive student achievement within the four walls of the school building. However, it is the connection to the community at all levels that supports the school-wide success.

Neighboring Community

Focus on strong relationships in the neighboring community is critical to developing community support for the mission and approach to student achievement. Young Scholars takes a proactive approach to building community support and has engaged a part-time Community Engagement Specialist who is a trusted, community organizer in the surrounding neighborhood. As a part of her weekly tasks, the Community Engagement Specialist organizes weekly visits to school's campus. These visits include a tour, a brief overview of the model and sitting in on a morning Community Circle. The intent is to cement the school as a central part of the community and to promote the collective commitment to success.

Young Friends

In addition, Young Scholars Charter School has a unique Young Friends program. Composed of young, energetic, socially-aware Philadelphians, the Young Friends of Young Scholars group works to shape the future of education in our city through informed and active participation in our school community. Through volunteer activities with middle school students at Young Scholars, a Young Friend sees the positive impact his or her presence and enthusiasm can have on a child. Through social events designed specifically for Young Friends, members meet other young professionals who share an interest in educational issues and promote awareness for Young Scholars by sharing the school's mission with friends, colleagues, and other members of the community.

Community Based Organizations

The school's Student Administrative Leadership Team is constantly gathering input from parents and community members regarding ideas and partnerships that can be utilized to assist the

school in meeting its mission for all of the school's students and families. The school has had numerous partnerships with community organizations, including Teach For America, City Year, Freedom Theater, Blue Horizon, Columbia North YMCA, Temple University, The Clay Studio, Journey Home, The Gesu School, Saint Paul Music Productions, Spells Writing Lab, 954 Dance Collective, Outward Bound, among many others.

Parent Action Committee and Events

The Parent Action Committee (PAC) is volunteer group of Parents of Young Scholars who commit to supporting the school by acting as the direct, collective voice of the parent community and maintaining active communication with the Student Achievement Leadership Team. Additionally, PAC sponsors fundraisers for token scholarships and school events, hosts potluck brunches and partners with the Student Achievement Leadership Team to host three workshops a year for families on issues of relevance to students' academics and overall well being.

PAC sponsored the following events in the 2009-2010 school year:

- Raffle Fundraiser
- Study Skills Workshop
- Raffle Drawing and PAC Potluck Scholastic Book Fair/Bake Sale
- Food Drive
- Wellness Workshop
- PAC Potluck
- Joe Corbi Pizza Fundraiser
- PAC Potluck
- Scholars Social — Spring Dance
- PAC Potluck
- 8th Grade Picnic
- 6th/7th Grade Picnic

PAC holds membership meetings throughout the year in addition to the above events.

Stakeholder Input

Teachers provide input to the Board via the CEO and Director of Curriculum and Instruction and are involved in management of the school through weekly staff meetings held every Friday afternoon for 2 to 3 hours. Teachers also are involved in the management of the school through an extended planning period prior to the opening of each school year.

Community members are involved in the governance of the school primarily through their participation on the school's Board of Trustees. The school's Administrative Leadership Team is also constantly gathering input from parents and community members regarding ideas and partnerships that can be utilized to assist the school in meeting its mission for all of the school's students and families. The school has numerous partnerships with community organizations, including Teach For America, City Year, Freedom Theater, Blue Horizon, Columbia North YMCA,

Temple University, The Clay Studio, Journey Home, The Gesu School, Saint Paul Music Productions, among many others.

Student Engagement

Perhaps the most important element of our success is engaging our students in learning and teaching them to value their education. To that end, we begin building our community at Young Scholars during our Student Orientation, also known as Conduct College. The first week of school is absolutely one of the most important weeks for our students and staff. Student Orientation is a four day intensive program also known as "Conduct College." Conduct College is geared specifically to teaching our students Young Scholars Charter School's student Core Values (PATH), behavioral expectations, rewards and consequences. It is also a time when students set goals, build community with students and faculty and begin the exciting journey of becoming a Young Scholar.

Conduct College culminates in Scholars Induction. All grades participate in Scholars Induction.

Scholars Induction takes place on the Friday which concludes Student Orientation. After taking their first 4Sight Assessment, students participate in a school wide assembly where each staff member is introduced to students and shares their excitement for the year, reflects on the week and the entire school enthusiastically welcomes our new 6th grade class and our new 7th graders. A student representative from each grade is also selected to speak to the community. The ceremony concludes with each student receiving their first P.A.T.H Paycheck. Parents are welcome to attend Scholars Induction and it is seen as our official kick off to an amazing year.

Teachers and administrative leaders at Young Scholars will spend a significant amount of time teaching the core values to students at Conduct College and during the first few months of the school year. It is expected that after the first few weeks students have internalized what each of these values looks like and sounds like. Teachers and staff reference the PATH many times a day when giving instructions, praising a student or correcting a student when they have misbehaved or not followed directions. It is our belief that learning and exhibiting the values of PATH will not only help a student in middle school but also in all of their endeavors outside of school throughout their lives.

Young Scholars prides itself on being a highly structured environment while also maintaining a positive school culture where students feel happy and motivated each day. We are driven by academics and our students and teachers work extremely hard to achieve success. This being said, when a student achieves, it is a huge deal at our school. In addition to recognition at Community Circle and in the classroom on a daily basis, there are several official structures in place for recognizing student success including distinguished honors and honors recognition, honors breakfasts, a Scholars Ceremony, t-shirt competitions, and numerous academic and citizenship awards at each quarter and year end. School-wide trips and events are also a huge part of our culture at Young Scholars. Each trip or event is designed to provide students with an opportunity to have students enjoy a fun reward or an enriching learning experience. In order to gain attendance to these events, with the exception of the Turkey Bowl, Annual Poetry Slam and the Young Scholars Olympic Games, students must meet certain Conduct Criteria.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

During the 2009-10, Young Scholars raised over \$200,000 through individual giving, foundation support, and corporate donations. The money was raised through direct appeals, events, and a giving campaign driven by our development committee. Please see the chart below for the breakdown of these efforts:

	A	B	C	D
	Direct Appeal (Direct Mail & Foundation Applications)	Dev Cmte & Board Efforts (Major Gifts)	Events (HH, Art Auction)	Designated Gifts
1 Individual	\$30,325.00	\$24,089.00	\$18,840.00	
2 Foundation	\$94,000.00			\$4,000.00
3 Corporate		\$30,000.00		\$2,000.00
<i>Sub-Total</i>	\$124,325.00	\$54,089.00	\$18,840.00	\$6,000.00
		Total		\$203,254.00

Fiscal Solvency Policies

In order to maintain fiscal solvency, cash flow is projected on a monthly basis for the fiscal year. If there is an area that needs adjustment, it is modified immediately. Further, the CEO reviews all incoming expenses before any payments are processed. The Board reviews finances at its quarterly Board meetings and the Board has a Finance & Audit Committee which works with the CEO on a monthly basis. The school uses QuickBooks Pro to manage school finances. All accounts are reconciled on a monthly basis. The school uses the GAAP system, has an annual audit performed by Larson Allen and works with a CPA to assist in reconciling records on an as needed basis. There are three check signers at the school and the Board has created a policy whereby two signatures are required on all checks over \$2,500. If a check is being signed to one of the check signers, he or she may not be the sole signer of that check, regardless of the amount. There is a minimal amount of cash collected by the school throughout the year (<0.5% of overall budget) in exchange for student tokens, lunch and uniforms. There are reconciliation sheets created for all three of these areas. Petty cash is handled on a reconciliation sheet as well. The school has a Director of Development whose responsibility it is to communicate responsibilities identified by a grant and to ensure that they are met.

Accounting System

Young Scholars Charter School uses QuickBooks Pro to manage school finances. The School uses the GAAP system and has retained a CPA to assist in reconciling records on a continuous basis. The school has a system that integrates with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and the Annual Financial Report utility.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Prelim Statement of Finances

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

Young Scholars' audit firm is Larson Allen, Public Service Group. The last audit was performed for the 2008-09 school year, and the audit results were published in December 2008. There was only one finding that the school has since addressed. Young Scholars had not posted an adjustment completed in 2008. Following the recommendation of Larson Allen, YS has reviewed our financial procedures to ensure that all adjustments are posted. The 2009-10 audit is scheduled for September 2010, Young Scholars will submit this report with the 2010-11 Annual Report.

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

- Young Scholars 2008-09 Audit

Citations and follow-up actions for any State Audit Report

Young Scholars did not undergo a state audit conducted by the Auditor General in 2008-2009, or, to date, for 2009-10. Young Scholars understand our obligation to forward our Financial Statements and Supplementary Information each year for the year ending June 30 to the Commonwealth of Pennsylvania's Office of Budget, Bureau of Audits. We understand that the Auditor General has the right to review expenditures and to audit the expenditures made from state appropriated moneys.

SECTION VII. FACILITY RESPONSIBILITIES

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

In 2009-10, Young Scholars moved into a newly renovated building at 900 N Marshall Street, Philadelphia, PA 19123. To complete the transition, Young Scholars purchased

new desks, chairs, whiteboards, and other classroom materials. The renovations and classroom installations was completed by the School's landlord, Philadelphia Suburban Development Corporation (PSDC). All work was performed to code and a certificate of occupancy was obtained and submitted to the School District.

Future Facility Plans and Other Capital Needs

Young Scholars Charter School's facility was selected because of its increased capacity and room for expansion. The current nine (9) classroom configuration can hold 28 students per class. Currently, the school is comprised of three sections per grade with 26-27 students per section in 6th and 7th grades and 21-22 in 8th grade. With the proposed reconfiguration (enrollment application submitted in Spring 2009), the current grades and classrooms would be at capacity by increasing the number of students per class by 1 in the rising 7th and 8th grades and being in a full 6th grade.

The Young Scholars facility has 4,600 square feet of unused space. Based on the plans below, the space will be renovated during July & August of 2011 to include the following:

- 3 full-size classrooms
- 1 Dean of Students Office
- 1 Special Education pull out room

The work would be done by the School's landlord, Philadelphia Suburban Development Corporation (PSDC) and would be done identically to the high-quality work in renovating the entire space prior to the current 2009-2010 school year. As with what was done this Summer, all work would be performed to code and a certificate of occupancy would be obtained and submitted to the School District prior to opening for students.

Young Scholars was also granted permission to expand to include a 5th grade, however, was not given a complementary increase in enrollment. YS will submit another application in 2010-11 for another increase in enrollment. If granted this expansion, then the school would expand in the current building, renovating the north section of the building to add additional classroom space.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Young Scholars Charter School has a certified school nurse who maintains all health records. All health records are reported to the state in the annual Health Reimbursement Report which is now submitted online by the Director of Business and School Operations. In conjunction with the Philadelphia Fire department, fire drills are held each month and the records maintained according to requirements. In addition, an extensive safety plan and a safety committee were created for the 2009-10 school year in compliance with the recommendations of the *Ready or Not? Emergency Preparedness Program for the Philadelphia Region*. The safety plan states Young Scholars' specific responses to natural disasters (e.g. blizzard, flood), technological

disasters (e.g. HAZMAT spill, Nuclear Power Plant Emergency), and human-caused emergencies or disasters (e.g. deliberately released biohazards, school/neighborhood violence).

The Pennsylvania Department of Health's "Request for Reimbursement and Report of School Health Services" for 2009-2010 must be submitted by Young Scholars to the Division of School Health by September 2009. At the time of this report's submission, Young Scholars had not submitted the 2009-2010 reimbursement form, but we will forward a copy of this reimbursement form to the charter authorizer upon submission of the PA Department of Health. The 2008-09 request is attached to this report.

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

- YSCS Request for Health 0809
- Wellness Policy
- YSCS Safety Plan

Current School Insurance Coverage Policies and Programs

For the 2010-2011 school year, Young Scholars Charter School will be insured at the following levels:

Commercial general liability \$ 1,000,000

Damage to Rented Premises \$300,000

Medical expense (any one person) \$ 10,000

Personal & advertising injury \$ 1,000,000

General Aggregate \$ 2,000,000

Products-completed operations aggregate \$ 2,000,000

Automobile Liability \$1,000,000 (Combined Single Limit)

Workers compensation & Employers' Liability

- Each Accident \$ 500,000

- Disease — Each employee \$ 500,000

- Disease — Policy Limit \$ 500,000

Excess/Umbrella Liability

- Each occurrence \$ 5,000,000 - Aggregate \$5,000,000

- Retention \$ 10,000

Other - Property \$147,700, Fire \$700,000. Total Policy Limit of \$1,000,000.

Student Accident Coverage is included.

The producer of our Certificate of Liability Insurance is Boardman Hamilton Company of Philadelphia, PA..

The insurers affording coverage are Twin City Fire Insurance Co, NAIC # 29459; Hartford Casualty Insurance Co, NAIC # 29424; and Hartford Underwriters Company, NAIC # 30104.

Additionally, employees are provided with Health coverage that includes: Blue Cross/Blue Shield. Keystone, Aflac, and United Concordia through Lincoln Benefits Group.

Current School Insurance Coverage Policies and Programs - Attachment

- Young Scholars ACORD 2010-11

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Young Scholars had a total of 20 professional staff members this year, including the school's School Director. A high percentage of staff this year (85%) held certifications in their appointed positions. The school is expecting to have 7 of 19 teachers returning in the fall of 2010. Two of the teachers are transitioning to the new Renaissance School - Young Scholars Frederick Douglass CS to help implement our school model.

Young Scholars took extraordinary measures this year to implement a new, standards-based curriculum, a new testing and data-driven decisionmaking system, and a comprehensive professional development system to support these aspects of our program. As a result, we have been looking at our teachers' capacity to implement our rigorous academic program. Many of our teachers were found to possess this capacity. A few were not, and they are being replaced with more capable teachers for the coming school year.

Quality of Teaching and Other Staff - Attachment

- Young Scholars PDE 414 2009-10

Student Enrollment

Young Scholars Charter School opens its enrollment period in January and closes it in March. At the close of the enrollment period, if more children have applied than there are spaces available, a lottery is held. If the number of applications does not exceed the number of spaces available, all applicants are accepted and the remaining slots are filled on a first come, first served basis, with preference being given to applicants with siblings enrolled in the school. Applications selected in the lottery are reviewed and processed in the order in which they are drawn. Notification of lottery results will be made to parents by the end of March, with students accepting or rejecting admission by end of May. After receiving responses from the first round of qualified students selected in the lottery, if there are additional openings, applications already selected as alternates in the lottery will be reviewed and candidates notified.

If there are not as many in-district applications as there are spaces available, out-of-district applications will be considered beginning at the close of the application period, or on April 1. A separate lottery will be held for out-of-district applications. If at the end of the enrollment procedure described above for in-district students, there are still enrollment spaces available, out-of-district students will be contacted in order of their number drawn in the lottery. The school currently has no out-of-district students and has not had any during this charter term. The School District of Philadelphia is notified by May 30th regarding the names and addresses of students who have been admitted into the school.

School Year	Target Enrollment	Actual Fall Enrollment	Difference
2009-2010	198	222	+24
2008-2009	198	208	+10
2007-2008	198	217	+19
2006-2007	198	217	+19
2005-2006	198	215	+17
2004-2005	198	192	-6
2003-2004	180	183	+3

School Year	Attendance Rate
2009-2010	97.0
2008-2009	96.0
2007-2008	94.0
2006-2007	94.3
2005-2006	94.3
2004-2005	95.7
2003-2004	95.3

YEARS	Students Enrolled Initial Year	Students Re-enrolled Following Year	% Students Re-enrolled
Fall 2009 to Fall 2010	159	144	90.5%

Fall 2008 to Fall 2009	146	122	84%
Fall 2007 to fall 2008	144	127	88%
Fall 2006 to Fall 2007	131	111	84.7%
Fall 2005 to Fall 2006	137	117	85.4%
Fall 2004 to Fall 2005	132	113	85.6%

The above tables show that our school's enrollment and retention rates have been very strong. We have consistently been able to attract enough students to our school, ultimately resulting in an annual waiting list. Relatively few students leave during the year or between school years. Those that do are for a mixture of disciplinary reasons, family circumstances and the rigors of the academic program or difficulties participating in the long school day (8 hours) and long school year (187 school days).

Because of the strong interest in our school, we have typically started the year with more students than called for in our charter, allowing us to end the year at or very close to our chartered number, given our reasonable attrition. As stated above, because of the rigorous nature of our curriculum, and the strain on some families due to the extended length of our school day and year (e.g., some students are needed to watch their younger siblings in the afternoon), some of our students leave the school during or after the school year.

The school keeps a waiting list of students who have not been admitted to the school, but whose families have completed all elements of the school's application process. Students not accepted into the lottery are placed on a waiting list, with students' applications received after the lottery placed on the waiting list in the order that they are received. Students on the waiting list are offered admission based on spots that become available either before or during the regular school year. It is the policy of the school not to admit students in the 8th grade, except in rare circumstances.

Student Enrollment - Attachment

- Young Scholars CS Enrollment and Admissions Process

Transportation

The School District of Philadelphia subcontracts transportation for our students through Philly Trans Bus Company. To date there has not been a need for accommodations for special education students. If a need arises we need only contact the Office of Transportation at the School District of Philadelphia for accommodations to be put in place.

Food Service Program

Young Scholars Charter School contracts through the Archdioceses of Philadelphia Nutritional Services program to provide food. Young Scholars Charter School's staff member, Desiree

Fortune, prepares and serves lunch to our students. For the 2009-2010 school year, breakfast was also provided each day for all students. Young Scholars Charter School participates in the free and reduced lunch program. Approximately 72% of the Young Scholars students qualify for free and reduced lunch.

Student Conduct

We are committed to providing a safe learning environment so that our students have the best opportunity for academic success. We are attentive to small details and address situations immediately to prevent small issues from becoming larger problems. Young Scholars has both in-school and out of school suspensions and we provide numerous interventions for students who do not meet our behavioral expectations. We promote a culture of thoughtfulness and expect each student to be Professional, Attentive, Thoughtful, and Hardworking every day.

Academic excellence can only be achieved within a highly structured environment. Any time spent dealing with student misbehavior is lost instructional time. Therefore, Young Scholars teachers and students are required to follow the routines and procedures of our school with strict precision. Even though we have an extended school day and school year, the time we have with our students is still too short for what we need to accomplish. It is therefore our responsibility to maximize every second of our school day to provide our students with the knowledge and skills required to grant them access to limitless opportunity. We can achieve this only by creating an environment that serves as the strongest platform for student achievement. This platform is built and maintained through structure, intense attention to detail, consequences, rewards, and a deep commitment and care for each and every student and our collective community.

We expect students to conduct themselves in a professional and respectful manner at all times and to accept responsibility for their actions when they choose to misbehave. Students must be nice to each other and say Please, Excuse Me and Thank You whenever necessary. It is only by being professional and respectful at all times that we will create the most welcoming, safe and supportive community required to achieve success.

Young Scholars Charter School revised its merit and demerit system for the 2009-2010 school year to better reflect the developmental needs of our students. We encourage students that follow our rules and procedures with a number of different rewards but it is our goal to work with students so that they develop an intrinsic understanding of why it is important to make proper behavioral choices. Students come to school to prepare themselves for high school, college and future employment. They are being equipped with the skills necessary to function as a successful adult professional. The rigors of our program provide students with these essential skills and, until they are fully employed later in life, school is essentially their full time job. Accordingly, students are "paid" Scholar Dollars for meeting their weekly requirements as a student at Young Scholar in terms of both behavior and academic expectations. Students can also lose Scholar Dollars from their weekly PATH (Professional, Attentive, Thoughtful, and Hardworking) paycheck for not fulfilling their essential duties as a Young Scholar. Not fulfilling the essential duties of a Young Scholar includes, among others, the following actions that will result in a deduction from the weekly PATH Paycheck: misbehavior, unexcused absence, lateness or failing to submit high quality homework. Students can also earn additional Scholar Dollars for going above and beyond expectations and students will be rewarded greatly for their accomplishments.

Code of Academic Honor

Cheating, using resources inappropriately, and copying other's work — student's or otherwise, is not only unfair but in the case of plagiarism, illegal and is a serious offense at Young Scholars.

Any student caught cheating or plagiarizing will be placed on In School Suspension for a minimum of 1 day and must meet with the School Director to discuss the seriousness of their offense. Student's families will also be called and this offense may also be indicated on a student's record.

Non-Violence Policy and Contract

Young Scholars prides itself on being a safe place where students learn and our community thrives. Accordingly, violence is not tolerated at Young Scholars and acts of violence are the most serious offense at our school. At the beginning of the year, a non-violence contract is reviewed with students and sent home to families to be signed. Acts of violence at Young Scholars, including but not limited to, fighting, will result in disciplinary action that may result in expulsion.

During the past year there were 74 students involved in a 124 suspensions.

No students were expelled during the 2009-10 school year.

Student Conduct - Attachment

- YSCS Code of Conduct

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Young Scholars CS within Philadelphia IU 26 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 Young Scholars 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: Beck **Title:** Lars

Phone: 215-232-9727 **Fax:** 215.232.4542

E-mail: lbeck@phillyscholars.org

Signature of the Chief Executive Officer and Date

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

Name: Churchill **Title:** Winston

Phone: 215-232-9727 **Fax:** 215.232.4542

E-mail: lbeck@phillyscholars.org

Signature of the President of the Board of Trustees and Date

Identify the charter school’s Special Education Contact Person.

Name: Lund **Title:** Freya

Phone: 215-232-9727 **Fax:** 215.232.4542

E-mail: flund@phillyscholars.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- 2009-10 Signature Page