
Pennsylvania Department of Education



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

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

Entity: Lehigh Valley CHS for Performing Arts
Address: 675 E Broad St
Bethlehem, PA 18018

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2009 - 2010

Name of School: Lehigh Valley CHS for Performing Arts

Date of Local Chartering School Board/PDE Approval: 1/08- Bethlehem and 2/08 - Northampton and Bangor

Length of Charter: 5 Years- Expiring June 30, 2012 **Opening Date:** September 2003

Grade Level: 9-12 **Hours of Operation:** 7:50-2:40 M/T/R.F 7:50-1:40 W.

Percentage of Certified Staff: 54 (90% of Academic, 28% of Artistic) **Total Instructional Staff:** 46

Student/Teacher Ratio: 10.06:1 **Student Waiting List:** Varies

Attendance Rate/Percentage: 93.2

Second Site Address, Phone Number and Site Director:
No second site.

Summary Data Part II

Enrollment: 453 **Per Pupil Subsidy:** Avg. Reg. Ed: 9500.63 Spec. Ed. 2011.00 from 38 Districts

Student Profile

American Indian/Alaskan Native:	.2%
Asian/Pacific Islander:	.4%
Black (Non-Hispanic):	5%
Hispanic:	8%
White (Non-Hispanic):	78%
Multicultural:	8%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 17.44

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 48

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	0	180	180
Instructional Hours	0	0	0	0	0	1010	1010

SECTION I. EXECUTIVE SUMMARY

Educational Community

INTRODUCTION

Dear Department of Education, Chartering Districts, and Participating Districts:

Thank you for this opportunity to submit the seventh annual report for the Lehigh Valley Charter High School for the Performing Arts (LVPA). Thomas Lubben, Ed.D, Founder and Superintendent of LVPA, retired June 30, 2010 at the completion of the school's seventh academic year. In the Board of Director's strategic planning session in fall 2008, it was determined LVPA would benefit from a structural reorganization in the administrative area. While a Superintendent served a very vital role in the foundation and beginnings of the school, it was determined the position no longer served the organization as fully as it once had. Further discussion, identified the leadership role of the organization as that of the Executive Director.

As of July 1, 2010, I assumed the position as the new Executive Director of the school. In this new role, I am enthusiastic and excited to lead a team of dedicated and gifted faculty and staff as the school enters its eighth year. While Mr. Michael Platt, Principal, directs and leads the academic program of the school, I will oversee the management and direction of LVPA's unique learning community. It is clear from the interest and enrollment in this school, that all staff members work as a team to educate talented high school students through the expression and understanding of the arts.

In the 2009-2010 academic year, students attended LVPA from 38 school districts and 50 area high schools. This year, enrollment was at capacity at 437 students. Students come from 38 Lehigh Valley High Schools as well as the Philadelphia suburbs, Reading area, and the Poconos. Students travel daily from areas such as Scranton, Reading, and Harrisburg.

At LVPA, a well-rounded artist is also a well-rounded student. The unique aspect of the LVPA curriculum is that academics are fused with the arts in order to create well-rounded young people who will go on to become successful adults and assets to their communities. Teachers work together to bring arts alive in the academic classrooms while artistic teachers strive to make their students see that discipline in academics is as important as discipline in the arts. Academic courses offer College Prep, Honors, and Advanced Placement levels in combination with a half-day devoted to one of six performing and visual arts majors: Theatre, Dance, Instrumental Music, Visual Art, Figure Skating, and Vocal Music.

LVPA is a high school that places particular emphasis on the performing and visual arts, but also a high school that meets the demands of its students intellectually by challenging them with rigorous academic classes. LVPA is a College Preparatory School and the expectation is that most of the senior graduates will go on to further education. From the 2010 graduating class 83% are continuing their education at two and four year colleges and universities. Courses in all disciplines meet all state standards and requirements and for the past seven years, students have consistently scored proficient or above on state mandated tests.

LVPA once again met AYP proficiency in the 2008-2009 school year and is proud of the Middle States approval received in 2008. In addition to the academics, LVPA showcases the artistic talents of the students in performances held throughout the school year in music, theatre, dance and ice skating. The visual arts program hosts two exhibitions annually to highlight the work of the majors in this program. Student performances are held at the school, but also throughout the regional, state, national and international communities including New York City's Carnegie Hall, Bethlehem's Musikfest as well as local Senior Citizen centers and other community organization venues.

Going into the 2010-11 academic year, instituting professional policies and procedures as well as re-examining the strategic planning for the school, will be at the forefront of the agenda for LVPA and the Board of Directors. Work is underway to explore the options for the future growth of the school and the best means of accommodating the increasing numbers of students who seek an education at LVPA. While the facility as it was renovated in 2003 served to meet the needs of a new and emerging school, the physical space is now "bursting at the seams" and challenges the school's ability to expand the curriculum and introduce new initiatives. In the next year, LVPA will work to resolve the space requirements needed to accommodate the talented students we are educating as we nurture them to develop and thrive in this rapidly changing global society.

LVPA is excited to move forward in 2010 and appreciates the continued support of the State of Pennsylvania and the chartering and participating school districts.

Mission

The Lehigh Valley Charter High School for the Performing Arts will provide a rich and comprehensive educational program for students with talents and potential in dance, instrumental music, vocal music, or theatre. This REGIONAL model will enable each student to maximize his or her special talents. Our graduates will increase the quality of their life, the lives of people who surround them, and the respective communities of the Lehigh Valley.

Vision

A. What is your overarching vision of the school?

LVPA will be a nationally recognized educational center, blending education in the arts with academics, to create a generation of global citizens who make the world a more beautiful place through their art.

1. Goals and Objectives

A. What are the school's academic goals and objectives for student learning?

The overriding academic goals and objectives will insure that all students meet state objectives in traditional academic areas and exceed the challenging standards for all performing arts as set down by the Consortium of National Arts Education Association (See Addendum A).

1. It is our goal that each student in our school will meet or exceed Consortium of National Arts Education Association standards as measured by teacher observation, and through on-site juries conducted by area experts in the arts.
2. The school will offer a comprehensive high school curriculum composed of more than 50 courses ranging from traditional academic to pre-professional courses in the performing arts. Specific course objectives are identified for each of these courses and will be measured in accordance with standards outlined under "school accountability".
3. It is our goal that all graduates will be prepared to either enter a college of their choosing or a professional career in their respective art. Measurement of this long range goal will be achieved by carefully following student post graduation plans through our guidance office.
4. The goal within each performing art area will be to provide each student with complete pre-professional training that will enable a student to optimize his or her future career or post secondary educational choice. These academic goals are also specified and identified in the curriculum manual that accompanies this report and is labeled as Appendix A.

B. Describe any non-academic goals and objectives for student performance.

In order to achieve its vision for student performance, the charter school will:

Provide a school day that allows for a minimum of 40% of time dedicated to the performing arts format.

Provide a core of experienced, talented, and creative teachers representing the arts enrichment format.

Establish and create a cooperative working relationship with area youth programs, community theatres, and other organizations dedicated to the improvement of arts in our society.

Maintain a limited student population to insure the flexibility needed for our students.

Create a “safe haven” of security to foster achievement of objectives.

Require internships with area colleges, performing arts groups and other community organizations as a portion of students' Junior and Senior year.

C: A short description of the main features of the community served by the school.

LVPA was created with a regional emphasis on the basis that a relatively small number of students would want a highly focused performing arts education. At present we service students from over 38 school districts, 50 different schools, and eleven Pennsylvania counties. Students are all provided with a pre-professional experience in their respective field in combination with a college preparatory academic program. In four years, our students receive over 2,000 hours of advanced, pre-professional training in their respective arts. This would conservatively cost parents a minimum of \$60,000 in training fees- if not for this school. Busing is provided by about 12 of our sending districts. Students living outside the 10 mile busing radius must provide their own transportation. We have students who reside in Philadelphia, Reading, and the Poconos are willing to commute ninety minutes or more to attend our school.

Shared Values

The aspects that make the charter school unique and innovative

LVPA offers a preprofessional program in the performing arts that traditional area schools do not offer. We continue to recruit a highly diverse student population. Our student population for 2009-10 school year reflected approximately 78% White, 8% Hispanic, 5% Black, and 8% Multicultural. Our students come to us from 38 sending districts.

Our staff brings their own artistic and professional backgrounds to our school, providing our students with role models in both the academic and artistic areas.

The core beliefs and values of the school community

The LVPA mission rests on the belief that all children can learn. The research of Benjamin Bloom and Howard Gardner are joined by other scholars who support and substantiate the powerful link between arts, education, and achievement as demonstrated by the work emanating from Harvard's Project Zero as well as the work of James Catterall. Our combined efforts focus on a combination of meaningful assessments, rigorous and engaging curriculum, and mechanisms for both enrichment and remediation. LVPA will continue to broaden our partnerships with both the academic and artistic communities.

Academic Standards

LVPA is committed to meeting the academic standards for high school students with the given exceptions provided to charter schools. We hold our students accountable to these standards as ascertained by our recent Middle States Evaluation Process and by making AYP for the past seven years, as well as other measures of academic success (AP exam scores, SAT scores, college acceptance rate).

Strengths and Challenges

LVPA continues to celebrate the fact that we have a strong, capable instructional leadership team. Our staff has created a culture of continuous professional learning, dedication and enthusiasm. In addition, our unique structure allows for freedom to create a dynamic curriculum combining academics and arts. Our students demonstrated outstanding artistic talents as seen through a variety of performances both at the school and within the regional community.

LVPA reached enrollment capacity by continuing to draw students from 38 different school districts and 9 area counties. This is a true testament to parental choice and confidence in our unique artistic/ academic program.

- We are fully accredited by the Middle States Association.
- We offer 6 advanced placement courses. We require students in these courses to sit for the AP exams. Our scores in Advanced Music Theory and English Literature were outstanding. Our AP curricula have all been approved by the new monitoring system of the College Board.
- Our students have been accepted to the varied Governor's School programs, consistently at a higher proportion than other area high schools.
- The current graduating class sent approximately 83% to college.
- We continue to offer curriculum workshops to strengthen and improve our instructional programs. We instituted a Math, Writing, and Reading workshop last year to meet the needs of our lower scoring academic students. This year, we instituted an "extended" Algebra I class for students needing more time to master the material.

We will, however, continue to look for ways to strengthen our unique program. In 2009-2010 we will continue to bring a more defined program for targeted assistance for struggling students. Our "child find" program better enables us to identify those students in need of Title I assistance. We are refining our Advanced Placement courses for advanced students. We are refining a procedure to insure that students participating in artistic activities are in good academic standing. We have strengthened our homework, final examination, and attendance procedures. We have had consultants review and make recommendations on our Music, Theatre, Mathematics, and Science programs. We continue to focus on improving test scores at the Junior PSSA level through extended math instruction and remedial services.

We have expanded our technology to enable greater use from the website for more students. Each of our students now has a school-based email account. We currently have two mobile wire-less lab. By the opening of school in September 2010, all of our academic classrooms will be equipped with SmartBoards.

Readers should note 90% of our technology expansion has been through specially earmarked development funds, since the Governor's "Classroom of the Future" program does not apply to charter schools.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

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Strategic Planning Process

The Board of Directors of LVPA began a strategic planning initiative in 2007 in concert with the Middle States review. Board retreats and planning sessions were held in October 2008 and then reviewed and updated in November 2009. The plan involved four phases as follows:

- 1) 2007-2008: Commitment to strategic planning model; Consultant Dr. Edwina Haring collected information and led strategic planning retreat with LVPA Board members, administration and selected staff.
- 2) April 2008: Results of retreat reviewed with administration and teachers; issues were identified and prioritized.
- 3) October 2008: Strategic Plan document put into place with four goals and implementation plans outlined.
- 4) November 2009-present: Renewal and revision of the plan as issues are addressed and implementation plans are completed.

One result of the strategic plan was to structure the overall direction of the school under an Executive Director with a strong Principal leading the academics. With the retirement of the Superintendent in June 2010, Executive Director, Diane LaBelle was hired to lead LVPA.

The Board of Directors will meet with the new Executive Director in August 2010 and the Strategic Plan will be reviewed, a planning committee will be determined and the existing plan will be updated.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Mario Acerra	Board President	Parent	Board of Trustees
Nancy Mikkelsen	Board Member	Board Member	Board of Trustees
Otto Ehram	Board Member	Board Member	Board of Trustees
Paul Bradden	Board Member	Board Member	Board of Trustees
Thomas Lubben	Superintendent	Administrator	Board of Trustees

Goals, Strategies and Activities

In the document produced by the Board of Directors and Strategic Planning committee, the following goals were outlined:

- a. Goal #1: Improve Educational Outcomes for all students
- b. Goal #2: Improve Physical Facilities and Campus
- c. Goal #3: Improve Organizational Structure and Organization

d. Goal #4: Improve Branding and Financial Development

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Braden, Paul	Board Member	Board Member	Board of Trustees
Mario Acerra	Board President	Parent	Board of Trustees
Nancy Mikkelsen	Board Member	Board Member	Board of Trustees
Otto Ehram	Board Member	Board Member	Board of Trustees
Thomas Lubben	Superintendent	Administrator	Board of Trustees

Goals, Strategies and Activities

There are currently no activities selected for this plan report.

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

1. Rigorous Instructional Program Under the Pennsylvania Accountability System. All schools need a rigorous instructional program to meet the academic targets. Describe the charter school's curriculum and instructional practices and how they are being used to meet academic standards and goals. For example: What curriculum does your charter school utilize?

We initially developed our curriculum through the use of "Plato Learning". This company provided a curriculum matrix that was tied directly to Pennsylvania content standards and other national standards, not yet adopted by Pennsylvania. The PSSA administrations in grades 4 and 11 provided school wide focus on Reading, Writing and Mathematics. Artistic curriculums were designed around the standards set down by the Consortium of National Arts Education Association. In the summer of 2004, following the first full year of the school, summer workshops were organized to provide faculty members the opportunity to work with existing curricula, improve areas in need, and more clearly define objectives. The same format was used for each department which provided a system for curriculum mapping and accountability. In the summer of 2005 and 2006, summer workshops were used to further develop or realign curriculums. Teachers from both the academic and artistic areas met to further create curriculum that tied together both academics and the arts in a way that would best educate our diverse group of students. We have continued to utilize staff development sessions to refine and enhance all academic and artistic programs.

Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?

Yes, all of our curriculums are in line with state and national standards. In addition, these curriculum standards were evaluated and approved during our last Middle States visitation.

How is the curriculum organized to meet the developmental and academic needs of students?

The academic curriculum is organized around a traditional high school college preparatory model. Over our first four years of operation, frequent modifications were made to meet the diverse background of the students who were coming to LVPA from more than 40 school districts. Teachers continue to utilize differentiated instruction to better meet the needs of honors, college preparatory, advanced placement, and those students who were not yet at the college preparatory level. We believe that we are now in a good place in addressing our students' academic and developmental needs. We test each of our freshman and new students to determine their levels in basic skills (Terra Nova). We have also designed and implemented a Title One workshop approach for students who need extra assistance in math and/or reading/writing. This program allows students to receive more individualized weekly instruction that will aid them in reaching proficient or above average levels on their PSSA tests. Our extended math program allows extra time for students to review not only algebraic concepts, but basic mathematics skills.

Our special education department is staffed by three full-time professional staff members who serve approximately 48 students.

How does the charter school promote in-depth and inquiry-based teaching and learning?

Research and inquiry based projects dominate in the humanities (English, Social Studies, and Foreign Language) and science programs. Many of our academic courses utilize performing arts techniques to broaden and enhance teaching and learning. The performing arts courses follow strict standards that promote the same discipline as the academic courses. In addition, during the summer of 2009, the principal and three teachers (2 academic and one artistic) attended a week-long workshop at Harvard's Project Zero. They extended their knowledge in areas of cognitive research, pedagogy, teaching for understanding and education for the future. The principal led workshops on teaching for understanding and making thinking visible during the year.

What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?

The first step in this process is identifying those students who fall into the category of "performing significantly below standards". This is accomplished through our At Risk Strategies, outlined in the Accountability section. If students do not qualify for special education, remediation is provided. This is accomplished through identifying and tracking the academic progress of those students who were deemed to be "at risk" as a result of initial testing process. Individualized instruction is the best way to gather enough information to develop a learning strategy for the student. Consequently, differentiated instruction is utilized to meet the diverse learning styles of our student population. In addition, students who were identified as needing extra assistance are placed in workshops with small numbers of students (4-6) where they receive individualized instruction in reading, writing and/or math. Also, teachers make themselves available to students during lunch and study hall time. We also offer peer tutoring through our chapter of the National Honor Society.

What types of teaching strategies are used to actively engage students in the learning process?

Hands-on and participatory activities are the norm in most academic classrooms. This continues to be readily observable during daily visits by building administrators. The use of performance techniques was also used effectively by most teachers. Visiting artists were used in the performing arts areas to allow students to interact with and observe professional artists in their area of study.

Rigorous Instructional Program - Attachment

- Induction and Professional Improvement

English Language Learners

We have had no students who qualified for the ELL program and therefore were not required to submit an ELL report. In the event that an ELL student is identified we have a "child find" program in place which identifies the vast array of student needs. We will implement corrective action through our Principal, utilizing the Foreign Language, Special Education, and Basic Skills departments if and when appropriate.

There are currently no supporting documents selected for this section.

Graduation Requirements

Graduation Requirements:

In June of 2010, the Lehigh Valley Charter High School for the performing Arts (LVPA) graduated 105 students. Graduating seniors were awarded diplomas for meeting *all graduation requirements*, including the state-mandated Graduation Project and a 60 hour commitment to Community Service/Internship. Students who enrolled and attended LVPA for all four years of their high school experience were required to take and pass 33 credits in the following areas:

English	4 credits
History	4 credits
Math	3 credits
Science	3 credits
Foreign Language	2 credits
Performing Arts Major	16 credits (4 credits/year of attendance)
Community Service/Internship	1 credit (60hours)
Graduation Project	Pass/Fail

Course Selections to meet these requirements are as follows:

English

- English 9 (CP or Honors)**
- English 10 (CP or Honors)**

- c. English 11 (CP, Honors or AP Language & Composition)
 - d. English 12 (CP, Honors or AP Literature & Composition)
- History**
- a. Western Civilization (CP or Honors)
 - b. US History 1 (CP or Honors)
 - c. US History 2 (CP, Honors or AP American History)
 - d. Government (CP or Honors)
- Math**
- a. Algebra 1 (CP or CP Extended)
 - b. Geometry (CP or Honors)
 - c. Algebra 2 (CP or Honors)
 - d. Algebra 3/Trigonometry (CP or Honors)
 - e. Calculus (Honors)
 - f. Discrete Math/Personal Finance
- Science**
- a. Physical Science (CP)
 - b. Biology (CP or Honors)
 - c. Chemistry (CP or Honors)
 - d. Physics (CP or Honors)
 - e. Environmental Science (CP or Honors)
- Foreign Language**
- | | | |
|--|-----------|--|
| <p>A. Spanish</p> <ul style="list-style-type: none"> a. Spanish 1 (CP) b. Spanish 2 (CP or Honors) c. Spanish 3 (CP or Honors) d. Spanish 4 (Honors) e. Spanish 5 (Honors) f. AP Spanish Language | OR | <p>B. French</p> <ul style="list-style-type: none"> a. French 1 (CP) b. French 2 (CP or Honors) c. French 3 (CP or Honors) d. French 4 (Honors) e. French 5 (Honors) |
|--|-----------|--|

Special Education

Special Education

In accordance with Federal and State Law and following the guidelines of IDEA, The Lehigh Valley Charter High School for the Performing Arts (LVPA) has a dynamic and well-established Special Education Department. Students who have special needs find a caring and firm staff that help them develop to their fullest potential, both academically and artistically.

The Special Education Department offers Itinerant Support in all subjects and artistic majors as well as a Resource Room for limited course work in Math and English, utilizing the regular education curriculum. Each student of the Department manages their academic and artistic load with a school planner and maintains a close relationship with the staff and faculty of the department, meeting individually every other day in our 4 day cycle. The students are monitored through weekly progress reports from every one of their academic and artistic teachers. Communication between parents and staff is open and frequent.

Staff also offers tutoring assistance to students with special needs during their lunch period and study groups for upcoming tests and quizzes as well as learning support during study halls and personalized help with test and quiz administration. In accordance with Federal and State

directives, transition services are offered for each student with an IEP at and beyond the age of 14.

Please note that as a result of a comprehensive state special education audit, we have a myriad of policies on special education available on file. We have included our basic policy herein- not the entire Special Education section.

Special Education - Attachment

- Special Education Policy

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Kathleen Adolt	1.00	Director	LVPA	48	Students are shared.
Bethany Pancoast	1.00	Learning Support	LVPA	48	Students are shared.
Gwen Ayers	1.00	Learning Support	LVPA	48	Students are shared.

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Not Applicable	NA	NA	NA	0	Not Applicable

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Paraprofessional	LVPA	1.00

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Dr. Janine Wargo	School Psychologist	As Needed

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
We do not have elementary grades.	No	No	No	No	No	No

Student Assessment - Secondary

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

Student Assessment

a.) Using the most recent PSSA/PASA data, any locally developed tests, and other data that reflects improved academic performance, describe how the evidence indicates significant improvement or continued strong student performance. Include in the discussion:

How these results influence development of new or revised annual measurable goals and targets.

PSSA results, as well other assessments, have enabled us to determine the focus for our academic resources where they are most needed. We have consistently met the academic benchmark in mathematics, but our goal is to help our students achieve well above the benchmark. Toward this end, during the 2008-09 school year we implemented an "extended" Algebra one course for those students who demonstrated they would need more time on task to master basic algebraic concepts. The students were placed into this class as a result of an assessment of pre-algebra skills. Through this extended time class, students were also provided with the opportunity to improve basic arithmetic skills. In addition to keeping this extended model in place, we provided continuing support for this same group of students as they moved into Geometry during the 2009-10 school year.

Please describe features of the student achievement plan and note the usage of teacher observations, surveys, portfolios or other local instruments to measure student progress.

A student achievement plan was developed by the mathematics department and implemented for the 2008-2009 and continued through the 2009-10 school year. An initial test/survey in the fall helped faculty members determine areas of skill weakness or deficiencies. Students were assigned additional workshop periods or "extra" class time to accommodate the need to quickly increase skill levels. They also have the option of peer tutoring. When appropriate, students are placed with an instructor in the learning support area.

Describe the strategies and interventions that are in place to ensure that students who are at-risk of failure, or those not making reasonable progress, are being addressed. What opportunities are they afforded in order to help them succeed? Provide clear evidence that demonstrates how those strategies are proving to be effective in terms of improved academic performance.

All freshman and other new students take the Terra Nova test upon entering our school. Those students who need remediation are scheduled for workshop classes, and those that are on the border-line are monitored by our "Child Find" team.

Student Assessment - Attachment

- Terra Nova Aggregate Scores

Teacher Evaluation

a.) List the main features of the school's teacher evaluation plan.

Our teacher evaluation plan is based upon the work of Charlotte Danielson. Inservice training has been provided for teachers, so they are familiar with Danielson's "dimensions." In addition, teachers have received training in concepts borrowed from Harvard Project Zero. These concepts included teaching for understanding and making thinking visible.

b.) List entities/individuals that are responsible for teacher and staff evaluation.

The principal is a certified Pennsylvania administrator with significant graduate work in curriculum and instruction. He and the assistant principal (who completed the requirements for administrative certification during the 2009-10 school year), formally observe all academic teachers a minimum of two times per year, and complete formative and summative evaluations. The principal chooses to spend the greater part of his days in the academic and artistic classrooms. As a result, many teachers receive informal feedback and supervision on a daily basis. The artistic directors are formally observed and evaluated by the principal.

c.) Describe professional development for the evaluators, particularly in the areas of special education and instructional techniques that are unique to the mission of the charter school and support student success.

We encourage all members of our staff to attend conferences and workshops on a regular basis. Over the past few years, this year having been no exception, our Director of Special Education has worked closely with the Office of Special Education and the local Intermediate Unit to increase her knowledge base and to pass that knowledge along to both the regular and special education staff. Our special education staff spends a great deal of time with our regular education staff, both academic and artistic, to assist in the appropriate accommodations for our students. We have a weekly staff development program for 60-minutes, which meets over 30 times during the year. This allows for full faculty meetings, department meetings, focused curriculum meetings, and mentoring activities. In addition we have two all day staff development sessions and three orientation days prior to the arrival of students. Our Principal has basic charge of in-service activities.

ATTACH THE DESCRIPTION OF YOUR TEACHER EVALUATION PLAN AS ATTACHMENT H.

Teacher Evaluation - Attachment

- Attachment H Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The founder and superintendent of the school, Thomas S. Lubben, retired as of 6/30/2010. The Board appointed Diane LaBelle, as Executive Director, effective July 1, 2010. The position of "superintendent" no longer exists. There have been no leadership changes on the Board.

Board of Trustees

Name of Trustee	Office (if any)
Mario Acerra	President
Nancy Mikkelsen	Vice-President
Paul Braden	Treasurer
Otto Ehram	Development Chair
Leonard Perrett	Curriculum Chair
Gerry Pandaleon	Finance Committee
Marc Basist	Development Member
Sharon Glassman	Curriculum Committee
Tom Kartsotis	Curriculum Committee
Ceil Connelly-Weida	Curriculum Committee

Professional Development (Governance)

Most training has been provided through the experience of the Superintendent who was a former public school superintendent. Our attendance at state meetings and the Coalition of Charter School conferences enabled the Superintendent to provide additional information to the Trustees. The Board president provided much information from internet sources regarding “boardsmanship” for the full board. During the 2009-10 school year, the Board received additional training through the creation of a new "Board Development" committee, led by a Board member with extensive human relations experience.

Coordination of the Governance and Management of the School

How does the Board of Trustees coordinate the governance and management of the school?

The Board of Trustees is organized into four main committees: Governance, Finance, Development and Curriculum. The Superintendent, and/or his designee, meets with each committee monthly throughout the school year. The executive committee (comprised of officers and committee chairs) meet as needed between meetings to address matters of special concern. These committees met on a monthly basis with regular board meetings scheduled for every other month.

This past year, the Board met to discuss the long term future organization of the school. This included the impending retirement of the superintendent/founder in June 2010. The Board met with an outside consultant to define the role and the title of the individual who might replace the present superintendent/founder.

Describe the Board of Trustees’ efforts in maintaining a working relationship with the charter granting School Districts’ Boards of Directors.

Currently, the Board of Trustees entrust the Superintendent with the task of maintaining relationships with the 38+ school districts that send students to our school. We offer

opportunities for area boards and superintendents to visit. We are fully supported by each of our sending districts.

The Superintendent maintained contacts with several major public and charter school organizations. In addition, he worked closely with area and state and legislators. During the 2009-10 school year, he spoke at one state and one national conference on behalf of the unique program at LVPA.

Coordination of the Governance and Management of the School - Attachment

- Board Meeting Dates 2000-10

Community and Parent Engagement

Describe the Board of Trustees' efforts in promoting opportunities for community and parent engagement in school activities.

Our format of a "Parent Cabinet" did not seem to be working well. Very few parents attended these monthly meetings. During the 2009-10 school year we changed the name of the group to "Principal's Chat" and scheduled bi-monthly meetings. The name change was primarily to let parents know that these meetings were informal in nature. As a result of these changes, we were able to draw more parents to our meetings. During the 2010-11 school year we intend to increase our efforts to draw parents to these meetings through better use of our web site and email to alert parents to the dates of the meetings, as well as to solicit items for the agenda.

Each performing arts department has their own parent support group. Parents actively participate in these meetings. The purpose of the meetings is to pass along information and to solicit volunteers to support our artistic efforts.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Identify major fund-raising activities performed this year and planned for next year.

We annually hold several major fund raising projects. This year this included an Annual Parent Appeal and a Black-Tie Gala held in April. Our two activities raised nearly \$27,000 and will be continued. In addition, we had many people attend a variety of performing venues. Receipts from our performances helped to fund the respective departmental performing needs. In total, our Development Department raised \$235,000 to support our school program. This money was raised through our Parent Appeal, the Gala and through our solicitation of grants from various sources.

Fiscal Solvency Policies

FISCAL SOLVENCY POLICIES

During the past year, we have been able to continue to pay pay down some of the money drawn from the line of credit. As we close out our finances for this year, we are projecting an unreserved fund balance of approximately \$510,106.

We have several practices in place to provide continued fiscal solvency. They include, but are not limited to:

1. Our Board of Directors Treasurer reviews the Profit and Loss report, the Balance Sheet, and all projected over-expenditures or non-budget expenditures with the Director of Finance on a monthly basis.
2. We have a dual control with our Director of Finance and our Business Manager to review all expenditures and revenue flow.
3. The recommendations of our new auditing firm.

Accounting System

We continue to utilize Quick Books Professional Version for our fiscal accounting. We are investigating affordable systems that integrate with the state; or the state provision of a well-integrated system. This system converts into the states forms with relative ease. Our transition to Power School may help us in this regard.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Revenue and Expenditures 2009
- Balance Sheet 2009-2010

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

The LVPA Board of Directors selected the audit firm of Hutchinson, Gillahan & Freeh to conduct the 2009-10 audit. HGF is a reputable firm conducting audits for charter schools, vo-tech schools, and various sized school districts. The 2008-2009 auditors' opinion follows: "In our opinion the finance statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, and the general fund of the Lehigh Valley Charter High School for the Performing Arts, as of June 30, 2009, and the respective changes in financial position and cash flows, where applicable, thereof and the budgetary comparison for the general fund for the year then ended in conformity with accounting principles generally accepted in the United States of America". The 2008-09 audit did not cite any reportable conditions, however, did make the following recommendations:

1. Develop an asset management system to better track capitalized assets.
2. Record pre-paid expenditures.
3. Monitor and maintain minutes of student club meetings as they pertain to student activity funds.

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

- Audit 2008

Citations and follow-up actions for any State Audit Report

During the Fall of 2007, The Auditor General's office conducted a state audit for the years 2003-2004, 2004-2005, and 2005-2006. LVPA received the report in June of 2010. The findings were as follows: "In all significant respects, the Lehigh Valley Charter High School for the Performing Arts was in compliance with applicable state laws, regulations, contract, grant requirements and administrative procedures falling within the scope of our audit, except as noted in the following findings:

1. Certification violations

Response of LVPA: 90% of academic teachers are certified; Certification does not exist in the dance program; other arts disciplines employ professional artists practicing in their respective artistic fields.

2. Public Official Employee Ethics Act Violations

Response of LVPA: A full time Director of Finance was hired in July 2006 and she has the direct responsibility of dispersing and collecting all ethics forms to appropriate personnel. Every trustee and administrator currently has an ethics form collected and on file.

3. Lack of memorandum of understanding with the Bethlehem Police Department

Response of LVPA: A memorandum of Agreement with the local law enforcement agency is in place and with the attorney office for the local Police Department.

4. Inaccurate reporting of retirement wages

Response of LVPA: The pension department has been notified of the oversight and necessary correction to the pension benefits and contributions is in process. In the future, money in lieu of benefits will not be an option for LVPA employees.

SECTION VII. FACILITY RESPONSIBILITIES

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

We concentrated on technology purchases during the 2009-10 school year. In addition, we acquired a grand piano, smartboards with accompanying PCS, a lab for the theater department, theatre and art department classrooms. Most purchases were made with grants, totaling \$58,898. We also acquired an additional 1900 square feet of space for a scene and prop shop.

Future Facility Plans and Other Capital Needs

Our strategic planning at the leadership and Board levels have resulted in the plans to either acquire our current facility (with additional space), or seek to purchase a building upon the completion of our lease in the year 2013. On a short term basis, we have acquired an additional 1900 square feet to house a scene shop for our theater department. Our current plan is to expand our present facility by 40,000 square feet. This will enable us to improve educational opportunities by both expanding academic offerings and expanding artistic practice and performance space for our students.

To complete these tasks we have undertaken the following steps:

We have established a relationship with two separate bond agents who have identified our access to between six and seven million dollars in available funds.

We have secured an architectural firm and engineering firm to assist us when space becomes available.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Describe how the charter school has complied with health and safety requirements (e.g., fire prevention, safety standards, requirements to hold fire drills), and provide appropriate evidence of maintaining health and immunizations records for students. Provide evidence that the Request for Reimbursement and Report of School Health Services has been submitted.

Our health office is staffed with two highly-qualified nurses who have assembled our Health program and placed in compliance all related health and immunization requirements with the state. The head nurse completes the request for reimbursement and school report. Our nurses collected health records from over 45 school districts, and more than 50 schools for all new incoming students. One nurse has been fully trained to serve on our school S.A.P. team. We worked closely with local fire officials throughout the renovation of the new space. The fire inspector made one tour and formal inspection during the year and required us to take several minor additional steps for full compliance. Our principal conducts all fire drills. We require one drill per month. In addition, we worked closely with local police officials in developing a lock-down procedure which we implemented in test format on several occasions. The local SWAT team practice in our building during off hours in order to be sure of appropriate exits and entrances. Appropriate signs are located in all rooms, offices, and hall areas. All fire extinguishers are routinely inspected and refilled as needed. We have submitted the annual fire drill report to the state as required.

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

- Wellness Policy
- Health Reimbursement 2009

Current School Insurance Coverage Policies and Programs

Unlike our surrounding public schools, we do not, at this point, require any co-pay for insurance. Our policies, in keeping with charter school law, meet or exceed our local supporting districts.

Aetna provides healthcare insurance for employees.

Aetna provides dental insurance for employees.

Aetna Life Insurance Co provides life and short-term disability for employees.

Selective Way Insurance Co provides the following policies:

Commercial Package Policy

Property

Commercial General Liability

Commercial Vehicle

Commercial Umbrella

Educator's Legal Liability

Commercial Crime

Workers Compensation

Current School Insurance Coverage Policies and Programs - Attachment

- Insurance 2009

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Describe the professional staff of the school including total number of personnel, how many are returning staff from the previous school year, and how many were with the

school for the entire 2009-2010 school year. Discuss staff turnover and retention patterns and possible reasons for each.

We had 46 professional staff members with us in 2009-10. Our changes from the previous year were minimal. One teacher left us for a higher paying job. We were able to continue to maintain a highly qualified and talented staff as we completed our year. We continue to find that as we continue to build our reputation for both academic and artistic excellence, it has become less and less difficult to fill vacancies as they occur. We were able to attract a language teacher with a Ph.D in French literature, and continue to attract artists who are currently active in the artistic endeavors outside the school.

Quality of Teaching and Other Staff - Attachments

- PDE 414 2009
- PIMS Verification 2009

Student Enrollment

We audition students in full compliance with school law. No students are rejected due to academic weakness. A waiting list for each grade and artistic major is created based on a rubric determined at the time for the audition. The guidance office contacts the appropriate people on the waiting list- in the event of an opening at that grade and major level.

2009-2010 ENROLLMENT HISTORY

Grade 9	Number of Students Initially Enrolled: 103
Grade 10	Number of Students Initially Enrolled: 120
Grade 11	Number of Students Initially Enrolled: 113
Grade 12	Number of Students Initially Enrolled: 116
Total:	Number of Students Initially Enrolled: 452

Number dropped: 18

Number added: 1

Our students attended from 38 different sending districts. Most students returned to their home school district. Several students entered private or parochial education or transferred into cyber education. Others left due to transportation issues, or personal family issues. Some left because they found our program too rigorous, one because she felt our program was not rigorous enough.

All students who left the school left voluntarily.

There are currently no supporting documents selected for this section.

Transportation

We currently receive school district bus transportation from 14 districts in Bucks, Lehigh & Northampton Counties. The 2009-2010 school year saw well over 100 students attending the charter school from outside the ten (10) mile area for public school district transportation. We rely on student drivers and car-pooling for these students to be able to attend. So far in our seven year history, no students attending the charter school with Special Education needs have required special transportation services.

LVPA currently owns a small school bus which we use to transport our figure skating students. This bus also allows us to provide transportation for small group outings. We have hired a certified school bus driver to handle this task. We continue to explore additional transportation options for our geographically diverse student body.

Food Service Program

Students bring their own lunch or purchase lunch from several available vending machines. We do not participate in the Free and Reduced Lunch Program. Our nurse and teachers provide healthy alternatives (fruit and yogurt) for those students in need.

Student Conduct

a.) Describe your expectations for student behavior and discipline. Explain how your discipline policy complies with Chapters 12 of the Public School Code, particularly with respect to due process.

Our discipline policies and procedures basically focused on a core group of "repeat offenders". An analysis of discipline records indicate that most reported incidents were of a minor variety related to many new practices and procedures in the school. Suspensions were provided for more serious events and repeat offenders. Suspensions for 2009-10 school year were as follows:

OFFENSE	In-Sch. Suspension	Out of Sch. Suspension
Bullying	1	9
Disrespect	5	
Dress Code		
Drugs and Alcohol		4
Excessive Late to School	50	
Failure to Serve Detention	3	
Fighting		
Forgery	1	
Insubordination	3	
Leaving School Property		
Not Attending Class	5	
Plagiarism		
Profanity	4	
Public Display of Affection	1	
School Code	1	8
Smoking		2

Theft		
Truancy	7	
Violence		
Weapons		
Total In-Sch. Suspensions	81	
Total Out of Sch. Suspensions		23
Total Suspensions		104

Due process was provided to all violators of policy. All suspensions required the parent to bring the student directly back to an administrator at the conclusion of the suspension. Suspensions under three days directly involved parents and suspensions over five days resulted in an immediate informal meeting with parents. There were neither expulsions nor threatened expulsions this past year.

Student Conduct -Chapter 12 Compliance

We are in complete compliance with Chapter 12 regulations regarding student conduct. These include, but are not limited to areas such as corporal punishment, exclusion from school/classes, freedom of expression, flag salute and Pledge of Allegiance, confidential communications and searches. Where appropriate, all these items are clearly addressed within our Student/Parent and Teacher Handbooks. We have attached our code of student conduct which references a multitude of school policies.

Student Conduct - Attachment

- Discipline Policies

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The Lehigh Valley CHS for Performing Arts within Colonial IU 20 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 Lehigh Valley CHS for Performing Arts 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: Diane LaBelle **Title:** Executive Director
Phone: 610.868.2971 **Fax:** 610.868.1446
E-mail: dlabelle@lvpa.org

Signature of the Chief Executive Officer and Date

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

Name: Mario Accerra **Title:** Board President
Phone: 610.867.2540 **Fax:** 610.868.1446
E-mail: maccerra@lvpa.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Gwen Ayers **Title:** Director of ESS
Phone: 610.868.2971 **Fax:** 610.868.1446
E-mail: gayers@lvpa.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachments

- Signed Signature Page
- Assurance for Operation - 2010