
Pennsylvania Department of Education



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

Charter Annual Report
Tuesday, May 07, 2013
(Last Accepted: Tuesday, September 06, 2011)

Entity: Young Scholars of Central PA CS
Address: 1530 Westerly Parkway
State College, PA 16801

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Young Scholars of Central PA CS

Date of Local Chartering School Board/PDE Approval: 7/7/2010 (Renewal)

Length of Charter: 5 years **Opening Date:** 8/1/2005

Grade Level: K-8 **Hours of Operation:** 8:35AM - 3:25PM

Percentage of Certified Staff: 85.7% **Total Instructional Staff:** 21

Student/Teacher Ratio: 9.1/1 **Student Waiting List:** 69

Attendance Rate/Percentage: 97.16%

Summary Data Part II

Enrollment: 192 Per Pupil Subsidy: Per Pupil Subsidy: \$11,505

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	33
Black (Non-Hispanic):	12
Hispanic:	7
White (Non-Hispanic):	119
Multicultural:	21

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 20.2%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 20

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	NA	NA	173	173	173	NA	519
Instructional Hours	0	0	1038	1038	1081.25	N/A	3157.25

SECTION I. EXECUTIVE SUMMARY

Educational Community

Young Scholars of Central Pennsylvania Charter School (YSCPCS), a non-profit corporation is duly certified, sanctioned and approved by the State College Area School District and the Commonwealth of Pennsylvania. YSCPCS began operation in the fall of 2005 serving K-8 elementary students from SCASD whose families have particular interest in having their children educated in an intensive foreign language/culture environment. We will be serving to approximately 240 students in 2012-2013 school year.

Mission

Young Scholars of Central Pennsylvania Charter School (YSCP) is a multicultural learning community emphasizing individual academic excellence and social development. We embrace native and non-native English speakers desiring a global perspective.

To fulfill this mission, YSCP commits itself to the following goals:

- Foster proficiency in all academic areas.
- Develop a basic conversational foundation in at least two major world languages

(in addition to English).

- Cultivate appreciation of the United State and other countries, their people, and their roles in influencing world history and present international issues.
- Encourage leadership, independent thinking, problem solving, conflict resolution, and positive peer interaction.
- Establish the foundations for using technology throughout life.

YSCP believes that understanding and appreciating cultural diversity promotes mutual respect and other aspects of responsible, global citizenship. Furthermore, development in citizenship and character complements intellectual growth. We recognize individual academic abilities. Every individual has inherent worth and the right to safety, acceptance, learning, and success. In addition, we believe that education is a shared responsibility between the school, community, parents, and students.

Vital components of our program include:

- Instruction in core subjects according to all areas of the Pennsylvania Academic Standards
- Weekly Lessons in Technology, Health, Music, Art, and Physical Education
- Differentiated instruction to address individual needs.
- Formal testing to monitor student progress.
- Daily instruction in Chinese and Spanish at all grade levels.
- Enrichment Activities in the Extended Day program.
- Cultural celebrations throughout the school year.
- Exposure to a variety of cultures in the core curriculum.
- Community relationship building.
- Competitions that instill positive attitudes toward achieving excellence.
- Character Education, Counseling, Special Education and English as a Second Language Services.

Vision

YSCPCS has the distinction of being the only charter school, of the four operating in the State College Area School District (SCASD), to offer Multi-linguistic approach with its inherent multi-cultural components. This distinction for YSCPCS supports the contention that the school district finds significant value in the charter school's unique language and academic programs. Offered no where else in the district or the region, and resulting from the educational professionalism of the founders, the concept has the respect of local officials.

Through an innovative language concentration program, which relies heavily on a rigorous academic curriculum for mastery of core knowledge and skills, YSCPCS seeks to develop students (K-8) who are conversant in at least two major world languages (in addition to English), who understand the interdependence of the world's peoples, and who attain proficiency not only in basic academic subjects, but also in knowledge of other countries, their people, and their roles in influencing world history and present international issues. This school recognizes that academic abilities range from the intellectually gifted to the academically challenged. Each student will be encouraged, through adaptations or additions to individual programs of study, to strive for his or her maximum potential. The educational environment includes families, teachers and students communicating on a regular basis to assess and optimize students' successes and to incorporate activities which contribute to complete personal, social, physical and esteem development.

Shared Values

A core element of the YSCPCS concept is to provide an educational environment in which students encounter instructional exposure in their individual vernaculars as well as at least two other non-native languages. This multi-linguistic approach with its inherent multi-cultural components provides students with the ability to communicate and function effectively across nations and cultures. In addition, students will come to appreciate other societal units through language, gain insight into their structure and influence, ultimately acquiring significant skills for a future in an increasingly integrated world community.

YSCPCS, therefore, seeks to initiate the development of the complete global citizen—a student who is conversant in at least two major world languages and understands the interdependence of the world's peoples. Through the language immersion program, which relies heavily on a rigorous academic curriculum for mastery of core knowledge and skills, students will acquire proficiency not only in basic academic subjects, but also in knowledge of the other countries, their people, and their roles in influencing world history and present issues of globalization

Academic Standards

YSCPCS Academic Goals and Objectives:

YSCPCS' academic "international" multi-language program will accomplish:

Goal 1. Students receive a thorough, comprehensive, and balanced education, meeting and exceeding Pennsylvania State Academic Standards.

Goal 2. Through a thorough and on-going evaluation regimen, begun in the academic year 2005-2006 and continued each year thereafter, individual student needs will be identified and addressed directing appropriate resource allocation for greatest achievement.

Goal 3. YSCPCS will provide and promote an environment of mutual respect among students, faculty and staff.

Goal 4. All students will be computer literate so that they become comfortable with and easily adapt to ongoing technological evolution inevitably encountered at school and in life.

Goal 5. YSCPSC will provide the smallest practical class size, significantly below that in traditional public schools, for all grade levels.

Goal 6. YSCPSC will provide extensive opportunities for students to expand their knowledge in subjects of their choosing beyond the standard curriculum.

Measurement of Academic Goals and Objectives: The assessment of these goals and objectives is a continuing, open-ended, process. YSCPSC evaluates not only the students' academic progress, but also the teachers' performance in regard to these goals. Meaningful continuous assessment that is aligned with standards—both formative and summative, are necessary to determine the effectiveness of a school's instructional program relative to meeting State and national AYP goals.

Effective assessment is both continuous and multi-layered. YSCPSC teachers will use informal assessments such as completed assignment samples for kindergarten students. Ongoing records and conferencing will determine the academic and literacy needs of students in grades K-8. These will also identify those students who need additional instructional support in reading. Other diagnostic tools, e.g., conferencing, teacher-made tests, and subject area evaluations will be used to determine the effectiveness of instruction for the other academic subjects (K-8). YSCPSC will participate in all relevant State (PSSA) testing programs. The data from these assessments will be disaggregated and closely examined to ensure that each segment of the student body is, at least attaining and ideally surpassing all established academic goals.

Assessment of the students, teachers, and overall school program is outlined in the accountability section of this application.

EDUCATIONAL PROGRAM

Curriculum Goals:

The first step in establishing "best practices" (those instructional strategies which are research-based and proven to assist students achieve academic success) is to delineate the school's framework which will serve as the foundation for the YSCPSC curriculum.

A rigorous and engaging curriculum, innovative, creative and effective instruction, are the essential elements of the YSCPSC language program which will focus on traditional academic subjects—reading, math, science, social studies, art and music. The encompassing foreign language and cultural studies components which emphasize the countries whose languages are taught, their roles in the development of world civilizations, and their roles in globalization (the interconnectedness of the world's peoples through trade, travel, communication, technology, etc.).

Furthermore, the following proven instructional methods will be employed:

Cooperative learning—to improve social and emotional intelligence, to engender positive interdependence, and to increase achievement gains.

Reciprocal teaching—to incorporate and promote critical thinking and problem solving.

Scientifically based reading instruction—to maximize achievement in this critical area by basing instruction on an extensive examination of what actually works and emphasizing phonemic awareness (early grades), systematic phonics instruction, and authentic reading and writing experiences using high quality children’s literature.

The academic program of YSCPCS is designed to allow the greatest (flexibility) prospect with regard to teaching style, approach, method and pace while assessing proficiency and the ability to process information. By creating a structure in which a unique program can be designed for each child, individual needs have greater assurance of being addressed.

With the proper supervision, data feedback and content choices, an increased likelihood exists that many more children can reach academic success than would with the current system, and at the same time successfully attain Pennsylvania Academic Standards in all areas. Within this customized system, each child’s particular style, cognitive process and social construct can be taken into account for each subject for every day of the school year. Because the traditional environment is not conducive to such individualization, an alternative approach would serve as a model for successfully educating a population of students who may not be adequately served by every school or school district at this time. YSCPCS provides an educational environment where students can achieve a level of academic success that they may not gain in a traditionally structured educational environment.

Languages, Technology, Math & Science, and Personal Social Development are the primary integrals of the curriculum. YSCPCS proposes a dynamic instructional approach developing emotional intelligence, and the others of the “Seven intelligences” (Gardner, 1997) through standard and performance-based thematic curricula which use accelerated brain-based learning, intensive language inclusion, technology integration, music enrichment, and physical cultivation. These pedagogical objectives further incorporate the basics of reading, writing, and phonics in conjunction with whole language and real life mathematics. The entire program is delivered through an integrated, interdisciplinary approach to teaching. For the students, then, learning becomes relevant to life, important for the future, and exciting.

Prior to enrolling in YSCPCS, students and parents will be required to complete a comprehensive intake process and evaluation. This process will determine the student’s prior educational experience, competency and status for:

- Areas of strength and weakness
- Identified disabilities
- Identified learning needs
- Qualifications and special skills.

Based upon this information, each teacher will complete an interview with the assigned student. During the intake interview the teacher will identify strengths relating to specific subject areas, grade level, educational experience as well as additional special circumstances, such as, ESL.

After school programs will be used to remediate the academic performance of children who need supplemental exposure in academic subjects or their intensive language studies.

Strengths and Challenges

YSCPCS uses parent and staff surveys as well as the results from standardized tests and student evaluations to determine program strengths and weaknesses. Because one of the important goals of our school is to meet the needs of all children, we recognize strengths and weaknesses of our program dealing with social, emotional, and physical aspects of

each child, as well as the academic program. Our greatest strength lies in providing a comfortable, safe environment conducive to learning for students with varying abilities and interests and meeting their academic needs in an appropriate, meaningful way. After reviewing this year's data we are pleased with parents' perception that the school is meeting or exceeding expectations in all areas. In 2010-2011 year, we focused on better data analysis that direct instruction, better support the classroom teachers in their quest to integrate technology into all areas of the curriculum, and the creation of a community which is more informed of identifying and appropriately meeting the needs of all students. The dedication and hard work of the Board of Trustees is a vital part of the success of YSCPCS. Parental involvement and participation creates an environment that the parents are fully engaged in their children's education which is a great strength. The relationships we have built among the members of different community organization strengthens our network in the Centre County and makes our organization part of the greater community in general and education community in particular.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Creating measurable goals is the part of this strategic plan to improve both student and school performance. Therefore, YSCPCS' critical aspect of school improvement planning is the setting of targets and assessing how well those targets are met. Assessing school improvement targets help to determine the school's success in achieving measurable annual goals. The YSCP Charter School's improvement planning process is described with how certain goals were only partially successful or unmet and how those goals will be included in the improvement plan for the next school year.

This was our 7th year of our operation and we have met and exceeded AYP goals in all of the first six years. The results shows that we are on the right track.

The teaching staff, administrator and the Board of Trustees work as a team to evaluate progress toward goals and to set new goals. The information gathered through school-wide student, parent, and staff surveys, and the results of standardized testing. The surveys deal with the mission of the school and whether or not parents and teachers perceive that it is being met. Parents and teachers have expressed a high degree of satisfaction with the school in regards to meeting its mission and academic goals. All areas met or exceeded expectations. Our Progress Report Cards for each child and internal test scores show high levels of academic achievement for most students, particularly in the areas of problem solving and applied math skills.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Amanov, Palvan	Information Technology	Other	Levent Kaya
Ann Kusnadi	YSCP	Board Member	Levent Kaya
Baltali, Bilal	Information Technology	Ed Specialist - Instructional Technology	Levent Kaya
Frank Ayata	YSCP	Parent	Levent Kaya

Helena Khan	YSCP	Regular Education Teacher	Levent Kaya
Kaya, Levent	Young Scholars of Central PA Charter School	Administrator	Dr. Tarman
Wendy Whitesell	YSCP/The Pennsylvania State University	Special Education Representative	Bulent Tarman

Goals, Strategies and Activities

Goal: accelarete learning

Description: Struggling students will accelerate learning to achieve grade level performance in language arts and math.

Strategy: implementation

Description: YSCP will provide additional training in remedial teaching strategies for classroom teachers and monitor student performance via a progress monitoring regimen.

Activity: Teacher Traning

Description: Teachers will be trained thourgh professional development programs in each school year.

Person Responsible Timeline for Implementation Resources

Kaya, Levent	Start: 1/1/2009 Finish: Ongoing	\$10,000.00
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Status: In Progress — Upcoming

Date	Comment
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5/27/2009	Teachers has been trained through professional development programs in each school year
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Goal: Attendance

Description: YSCP Charter School will keep or develop high levels of attendance.

Strategy: Communication

Description: Communicate with parents on a regular basis when absenteeism occurs

Activity: sending letter notification

Description: A letter of notification will be sent to the parents whose students three or more days absent or tardy throughout the year

Person Responsible Timeline for Implementation Resources

Kaya, Levent	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

5/27/2009	A letter of notification was sent to the parents whose students three or more days absent or tardy throughout the year. T
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Goal: Develop and implement an Internet Enterprises

Description: School will increase internet access with local and statewide institutions.

Strategy: Develop and implement an Internet Enterprises

Description: School will increase internet access with local and statewide institutions.

Activity: Develop and implement an Internet Enterprises

Description: Develop and implement an Internet Enterprises (Educational Games) that incorporates learning and research

Person Responsible Timeline for Implementation Resources

Baltali, Bilal	Start: 4/14/2010	\$4,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: meeting and exceeding Pennsylvania State Academic Standards

Description: YSCP Charter School Students receive a thorough, comprehensive, and balanced education, meeting and exceeding Pennsylvania State Academic Standards. Create a multicultural learning environment that celebrates the differences among students. Produce multi-literate and multi-lingual students who excel in all academic subjects including science, mathematics, social studies, literature, and creative arts. Effectuate student fluency and literacy in English and at least two other internationally significant languages. 100% of the teaching staff will receive in-service training to address needs identified via staff surveys and review of performance, in keeping with the Professional Development Plan

Strategy: Implementing a Standards based curriculum in all core subject areas

Description: Implement a Standards based curriculum in all core subject areas. Expose students to cultures and foreign languages by taking daily instruction in Chinese and Spanish. Provide support through tutoring, mentoring, and other services such as after-hours remediation for those students who have special needs, or require additional instruction to ensure success in the academic setting.

Activity: Implementation

Description: Implement the planned activities according to the goals.

Person Responsible Timeline for Implementation Resources

Kaya, Levent	Start: 1/1/2009 Finish: Ongoing	\$2,000.00
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Status: In Progress — Upcoming

<u>Date</u>	<u>Comment</u>
5/27/2009	Implementation is in progress

Goal: Partnerships

Description: School will develop partnerships with local business and institutions

Strategy: Partnerships

Description: School will develop partnerships with local business and institutions

Activity: Business Partnerships

Description: Establish business and industry partnerships

Person Responsible Timeline for Implementation Resources

Frank Ayata	Start: 8/19/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Community Partnerships

Description: Establish community partnerships

Person Responsible Timeline for Implementation Resources

Kaya, Levent	Start: 9/15/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Community Training

Description: Provide community training at the school to enhance technology literacy

Person Responsible Timeline for Implementation Resources

Kaya, Levent	Start: 9/17/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Social Studies

Description: Social Studies units will be created or adapted in Backward Design format, each to include a World Language component and at least one written performance task.

Strategy: implementation

Description: Establish a study group composed of classroom and language teachers to meet once weekly for the first semester, twice monthly thereafter

Activity: Social Studies Committee

Description: The Social Studies Committee reviewed available resources and decided on Pearson Social Studies Textbook Series for YSCPCS

Person Responsible Timeline for Implementation Resources

Kaya, Levent	Start: 1/1/2012	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

5/27/2009 It is in progress

Goal: Special ED

Description: Teachers will implement 100% of student IEPs on a regular basis.

Strategy: implementation

Description: Teachers will be given a checklist of goals and modifications for each student with an IEP by the Special Education teacher.

The Special Education teacher provides checklists and offers support and training to teachers who need guidelines and ideas.

Activity: Special Ed reporting

Description: regular checking to see the implementation of IEPs

Person Responsible Timeline for Implementation Resources

Kaya, Levent	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date Comment

5/27/2009 YSCPCS adheres to all policies and procedures established under the Individual with Disabilities Education Act. It is YSCP's policy that all children with disabilities are identified, located, and evaluated. YSCP annually reports special education and related services to the State, through the statewide data system, which children are

being served and what services are being provided.

Goal: Technology Literacy for community

Description: School will provide technology workshop for parents and community members.

Strategy: Technology Literacy for community

Description: School will provide technology workshop for parents and community members.

Activity: Community Training

Description: Provide community training at the school to enhance technology literacy

Person Responsible Timeline for Implementation Resources

Kaya, Levent	Start: 9/17/2009	-
	Finish: Ongoing	

Status: Not Started — Overdue

Goal: Writing

Description: Improve the quality of student writing by implementing the use of the Lucy Calkins writing program and rubrics as guidelines for instruction

Strategy: implementation

Description: Provide training for teaching staff on the Units of Study for Teaching Writing (Heinemann)

Activity: training

Description: Writing curriculum will be implemented through ongoing trainings

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2011	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date **Comment**

5/27/2009 Writing curriculum is implemented through ongoing trainings in each year.

Activity: writing scores

Description: Analyzing the students PSSA writing scores

Person Responsible Timeline for Implementation Resources

Kaya, Levent	Start: 1/1/2009	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Date **Comment**

5/27/2009 the 2007 5th grade writing scores were weak in the areas of narrative and informational responses to prompts. To address these areas of need, the following steps were taken: 1. A weekly literacy study group was instituted for 3rd through 6th grade teachers 2. Teachers analyzed PSSA, EdCheckup, and 4Sight data by grade, subject, and individual students, drilling down to specific data on text analysis and identifying at-risk students to further target instruction. 3. Instructional materials and strategies from various sources, including those designed by PDE, were distributed early in the year. 4. Teachers chose specific instructional strategies based on grade level and student needs. 5. Lessons were observed by me, with feedback provided to improve instruction. 6. Weekly meetings were devoted to discussion of progress, sharing concerns or difficulties, problem solving and analysis of progress as measured by interim assessments. Teachers targeted instruction toward the following: 1. Students analyze text by using visual aids such as cause and effect graphs, Venn diagrams, plot and sequence maps, character maps, etc. 2. Students think about, discuss and respond appropriately to more higher order questions and prompts related to instructional books in their journals. Teachers use journal responses to assess student performance and plan further instruction. 3. Fifth graders analyze student responses to released narrative, informational, and persuasive prompts using the PSSA writing rubric, and analyze and revise their own and each other's responses to prompts as well. Results The intent of this plan was to accelerate learning in areas where a majority of students demonstrate relative weakness, and to provide focused instruction for at-risk students who may have the most difficulty achieving proficiency. The best measures of success are PSSA scores, since students are tested in the specific subscales of concern. Since neither PSSA nor TerraNova scores are available yet, 4Sight scores were analyzed longitudinally, by comparing 06-07 scores to '07-'08 scores for all but 3rd grade. This would indicate whether students accelerated learning in the targeted areas compared to the same time last year. For example, did the 5th graders achieve higher average scores in text analysis this January than they did in January of '07? A higher average score would indicate that they are making more than a year's worth of improvement in a year, which would be expected with extra effort and attention being paid to designated subscales. Averages were used so that the class as a whole could be evaluated. Results for specific students will be analyzed separately when planning instruction for next year. Scores for this year's 4th graders remained

within 3 percentage points for '06-'07 and '07-08 in text analysis and open-ended response scores, indicating a year's worth of growth but no significant acceleration. There is convincing evidence of acceleration for 5th grade in the text analysis subscale. Except for the baseline average in October, each period shows longitudinal gains of six to 15 percentage points. The same pattern is reflected in literature analysis, a related subscale. However, 07-08 open-ended response scores across assessment periods are so erratic as to be of questionable value. It will be interesting to see whether the extra effort expended on preparing for the Writing PSSA last February is reflected in the open-ended reading responses in April. Sixth grade showed significant improvement in text analysis scores from last year to this in the first, second, and third assessment periods. The data suggests significant improvement in open-ended responses by the third assessment period but the pattern of improvement is variable over time. In sum, the 5th and 6th grade cohorts show accelerated learning in the area of text analysis from last year to this year. Fourth grade made about a year's worth of progress in both subscales, and open-ended response scores show no clear pattern of acceleration for any grade. Third grade has no longitudinal data to compare. Data for this analysis is included in this report, transferred from the Success for All member center website. Factors Affecting Results

1. Two of the four lead teachers in grades 3 through 6 are first year teachers and none taught at their current grade level before this year. Three of the four were inexperienced with guided reading and literature circles, two instructional approaches used extensively in the language arts curriculum.
2. Another important factor is change in student enrollment. Eight of the 20 sixth graders (40%) are new to the school this year. Fifth grade has remained relatively stable. 20% (3 of 15) of the fourth graders are in their first year at YSCP. Two of the 16 third graders are new this year, and another returned after a year's absence abroad. To some extent, 4Sight scores reflect the effectiveness of previous instruction at their former schools. When the student cohorts and the teaching staff are reasonably stable, it will be possible to identify factors that cause improvement in scores, or lack thereof, over time. When such stability is not present, determining cause and effect through data analysis is a much less reliable way of measuring the quality of the language arts program. New students come to the school with widely different experiences in literacy learning, and new teachers lack the experience to implement the program expertly.

Recommendations

1. Increase teacher retention.
2. Keep teachers in the same grade or within one grade of their current positions.
3. Increase the amount of time available for continuous professional development in literacy from 45 minutes to two hours by instituting a half day early release for students each week, a tactic used by other districts that seek to improve PSSA Proficiency scores in anticipation of 2014 targets.

Statement of Quality Assurance

Charter school has met AYP.

Statement of Quality Assurance - Attachments

- AYP REPORT PACKET 2009-10
- YSCP 2010-11 School Report Card

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

PA State Standards form the foundation of Literacy, Math, Science and Technology, Social Studies, Technology, Humanities, and Health, Safety and Physical Education curricula. Conformity to PA standards is a major factor in choosing instructional materials. In addition, the Kindergarten curriculum is based on the Early Childhood Standards for Kindergarten.

YSCP seeks to develop higher-level thinking skills in all students, meeting them at their instructional level and guiding them to reach their full potential. PA State Standards provide the basis for determining the appropriate developmental sequence and academic content across all grade levels and subject areas. Student mastery of standards is accomplished in a variety of ways to match the needs of learners.

Advanced students are enriched in one of two ways: either they are placed in the group or grade appropriate to their skill level to accelerate progress in a given subject or content area, or they are given opportunities to broaden their knowledge through individualized projects, research, and the like.

Struggling students have multiple opportunities to receive additional support from lead teachers, assistant teachers and tutors during Extended Day homework club. A daily period of time is set aside after regular hours for individualized instruction to resolve difficulties or confusion observed by teachers during the day. Individualized, internet-based remedial instruction (ALEKS) is also available. In the classroom, instructional adaptations and accommodations are made routinely; response to these interventions determines whether further evaluation is necessary to determine eligibility for Special Education services.

YSCP is cognizant of the fact that a student may be advanced, average or below grade level in different areas, since each individual possesses gifts and faces challenges. Great care is taken to assure that the “average” student is not neglected, and that his or her gifts and needs are duly recognized and addressed. Pretesting and posttesting are performed routinely to determine instructional levels and measure progress.

Language Arts

Literacy instruction is provided via a research-based, balanced program of guided small-group instruction and modeled, shared, and independent reading. The emphasis is on developing capable, confident readers through mastery of essential word identification and comprehension strategies. Using the Reciprocal Teaching method, students work in small groups to predict, clarify, summarize and question—four strategies proven to ensure and deepen understanding of text.

The curriculum includes five areas of reading instruction: phonemic awareness, phonics, fluency, vocabulary, and comprehension. Each area is emphasized to the degree appropriate for the grade level, consistent with Pennsylvania State Standards. Systematic, explicit phonics instruction is presented to the youngest learners using Zoo-Phonics and Earobics.

Students in third through sixth grades read a wide variety of quality narrative and expository texts, including Newberry and Caldecott award winning books. Since the mission of the school emphasizes multicultural exposure, a great many texts explore world cultures or are written by authors from other parts of the world. Choice of material is based on student interest and his or her instructional reading level. Parents are welcome to examine reading material and are encouraged to read the same books to promote “book talk” at home.

After careful consideration, the decision was made to implement a literature-based reading program for four reasons:

- Our population of students is diverse: students will have a variety of language backgrounds and some will be English language learners. A literature-based program provides maximum flexibility so that every student will have access to reading material that matches interests and background knowledge.
- Our population of students represents a broad range of reading ability in each classroom. This approach provides a wide variety of materials for students who need remediation or acceleration.
- Literature based programs provide school and classroom libraries, and serve a dual purpose while we build our collections of reading and resource materials.
- Literature can provide a window through which students discover the customs, beliefs, traditions, and unique attributes of other cultures. This is one focus of the school’s mission.

Writing instruction is integrated into all content areas. The core instructional programs are Kid Writing in the early grades and Lucy Calkins Units of Study: A Yearlong Curriculum for all grades. The emphasis is on purposeful writing for an authentic audience, rather than exercise and drill. At the primary level, phonetic spelling is expected and accepted, since learning to spell the highly irregular English language accurately is a gradual process. Overemphasis on accurate spelling too early can impede the development of other essential aspects of writing well.

Grammar and spelling are presented in developmentally appropriate ways, based on the Great Source Reader’s Handbook and Write Source reference book, which are consistent with PA State Standards. In keeping with current research that recognizes the brain as a pattern-seeker rather than rule-memorizer, both grammar and spelling are addressed from that standpoint.

Speaking and listening skills are incorporated throughout the curriculum at all grade levels.

Mathematics

There are a number of features that distinguish the *Everyday Mathematics* curriculum and make it appropriate to address the developmental and academic needs of students. These include:

- **Real-life Problem Solving**
Everyday Mathematics emphasizes the application of mathematics to real world situations. Numbers, skills and mathematical concepts are not presented in isolation, but are linked to situations and contexts that are relevant to everyday lives. The curriculum also provides numerous suggestions for incorporating mathematics into daily classroom routines and other subject areas.
- **Balanced Instruction**
Each *Everyday Mathematics* lesson includes time for whole-group instruction as well as small group, partner, or individual activities. These activities balance teacher-directed instruction with opportunities for open-ended, hands-on explorations, long-term projects and on-going practice.
- **Multiple Methods for Basic Skills Practice**
Everyday Mathematics provides numerous methods for basic skills practice and review. These include written and choral fact drills, mental routines, practice with fact triangles (flash cards of fact families), daily sets of review problems, homework, timed tests and a wide variety of math games.
- **Emphasis on Communication**
Throughout the *Everyday Mathematics* curriculum students are encouraged to explain and discuss their mathematical thinking, in their own words. Opportunities to verbalize their thoughts and strategies give children the chance to clarify their thinking and gain insights from others.
- **Enhanced Home/School Partnerships**
For grades 1-3, Home Links provide opportunities for family members to participate in the students' mathematical learning. Study Links are provided for most lessons in grades 4-6, and all grades include periodic letters to help keep parents informed about their children's experience with *Everyday Mathematics*
- **Appropriate Use of Technology**
Everyday Mathematics teaches students how to use technology appropriately. The curriculum includes many activities in which learning is extended and enhanced through the use of calculators. At the same time, all activities in which calculators would function simply as crutches for basic computation are clearly marked with a "no calculator" sign.

McDougal Littell Math, provides the core of the middle school math curriculum. This PA Standards-aligned program possesses the following features:

Active Learning

Students learn essential math concepts with integrated print and technology support that captures the imagination and provides a vital link to real-life problem solving.

Flexible Lesson Development

Flexible planning tools allow teachers to easily adapt each lesson to students' learning styles and abilities.

Effective Assessment

Assessment informs everyday instruction, so that long term goals are always uppermost and pacing and delivery are appropriate to achieve mastery of skills.

Science

Science curriculum materials were carefully chosen to correlate with PA State Standards. Kendall-Hunt publishes *T.R.A.C.S.* (Teaching Relevant Activities for Concepts and Skills) which is a modular K-5 elementary science program. It engages young learners in doing science and using technology through active, inquiry-oriented experiences guided by the National Science Education Standards and the Benchmarks for Science Literacy.

Through investigations into the weather, the sun, the moon, the stars, plants and animals, electrical systems, ecosystems, and much more, students not only develop an awareness of the world around them, but also an understanding of how the world works. Because the curriculum is organized into independent modules, it can be easily adapted to integrate with other content area subjects.

Sixth and Seventh grades use SciencePlus®: Technology and Society, Level Green ©2002 as the science text. SciencePlus is an innovative middle school science program. This integrated, process-oriented program is designed to teach the way students learn best—by thinking, talking, writing, and doing science. Hands-on, inquiry-based Explorations give students opportunities to put scientific principles into action. Explorations use simple equipment commonly found in most science classrooms.

YSCPCS received a grant and participated in Science It's Elementary, an innovative program of professional development for teachers on the use of Foss Kits for teaching hands-on science.

Social Studies

The social studies curriculum is designed to meet PA State Standards and is implemented by means of the Wiggins and McTighe Understanding by Design model. Working from the Standards-based written curriculum, teachers establish essential understandings, what is important to know and be able to do, and what should be familiar to students. Assessment tools are constructed to measure student achievement of these goals, and instruction is then planned to teach the concepts, skills, and knowledge that students are expected to master.

In keeping with the mission of the school to promote knowledge and understanding of world cultures, teachers take every available opportunity to compare and contrast the history, geography, economy, and government of the United States with those of other countries around the globe.

Humanities

All students receive art and music lessons every week. Skill development in both areas is comprehensive and developmentally appropriate, with an emphasis on multicultural art, artists, music and musical traditions. Instrumental music lessons are available to students beginning in fourth grade.

Health, Safety, and Physical Education

Students at designated grades participate in the DARE drug awareness and abuse prevention program, which is sponsored by the township, with instruction provided by a local police officer.

Physical Education

YSCP uses the SPARK curriculum for its physical education program. The SPARK Physical Education program is designed to encourage maximum participation during class time. Active participation and practice in a positive, non-threatening atmosphere are the means for improving children's physical skills, fitness, social development, and personal enjoyment. All students participate in one 40 or 45 minute PE class taught by a certified PE teacher per week, with additional physical activity built into the day at classroom teacher discretion.

SPARK Physical Education for primary grades offers instruction and practice in a realistic number of diverse skills and activities appropriate for kindergarten through second grade children. The curriculum is designed to take best advantage of developmentally appropriate activities without overwhelming students or teachers.

SPARK for grades 3-6 emphasizes health-related fitness activities. However, it is also designed to reach other traditional physical education outcomes, including the attainment of motor skills, knowledge, and social values. The focus during class time is on children being actively engaged in developmentally appropriate movement.

In addition, there are opportunities for physical activity during the Extended Day program. Examples of clubs that promote physical activity are Martial Arts, Turkish Dance, Students of Service, and Ping Pong club. Extracurricular team sports will be offered beginning with the 2008-2009 school year.

Inquiry based Learning and Teaching

Higher order thinking, the essence of in-depth and inquiry-based teaching and learning, is a cornerstone of YSCP curriculum and instruction. For example, “how” and “why” questioning is one of the four core skills students learn through Reciprocal Teaching. Discovering multiple means of problem-solving is an essential component of Everyday Math. *T.R.A.C.S.* science offers four modules spread over the entire year, which means students dig deeply into the study of Physical, Earth & Space, and Life Science, and Technology, unlike the “mile wide, inch deep” approach of some other science programs. Discovery, rather than didactic teaching and learning, are essential to the experience of Young Scholars. Students are comfortable posing questions, researching via technology to find plausible answers, analyzing information and sharing their findings through writing, speaking, and/or creating artifacts.

In-depth, inquiry based teaching and learning are promoted by:

- promoting multi-sensory and participatory learning
- incorporating multiple intelligences: logical, intrapersonal, musical, kinesthetic, spatial, linguistic, naturalist, interpersonal
- teaching students how to find information for themselves from various resource materials
- integrating subjects when appropriate
- providing an emotionally and physically safe, positive learning environment

- working in a cooperative manner

<!--[if !supportLists]-->Because maximum class size is 20 students and every class has a lead teacher and an assistant teacher, there are more opportunities for remedial instruction during the school day.

Safety Nets

Tutoring is available to students after regular school hours and during Extended Day hours of 3:50-5:25. The following are specific, measurable goals aligned with our Extended Day Homework/Tutoring program.

1. Direct, immediate, coordinated response to any concern on the part of the regular classroom teacher with respect to the academic achievement of a student will be provided by trained and supervised tutors.
2. Each child will be better prepared to succeed the very next day due to the availability of review, reteaching, or practice for a given concept or skill during Extended Hours.
3. The loss of confidence some students experience when encountering challenging academic material will be mitigated by the same day response. Despite temporary confusion or difficulty, student self-efficacy will remain intact. A positive attitude and willingness to take appropriate academic risks will be indicators of success.
4. Students will make adequate yearly progress after receiving additional instruction during the Extended Hours Program.

Cooperative learning, small group instruction, project based assessment, and opportunities to make choices based on individual interests are examples of teaching strategies that promote interest and engagement, along with those described earlier. By differentiating instruction and working consistently within each student's zone of proximal development, teachers prevent confusion and boredom, the two main roadblocks to learning.

2. Professional Development

As prescribed in "Act 48 Professional Education Plan Guidelines" public charter schools are required to submit a three-year professional education plan summary to the Department of Education, Division of Professional Education and Planning, 333 Market Street, 8th Floor, Harrisburg, PA 17126-0333 for review and approval. Helpful information can be found at the Pennsylvania Department of Education web site at www.pde.state.pa.us.

Attach a copy of the letter of approval as **Attachment A**.

See Attachment A.

3. Teacher Induction

As prescribed in "Induction Plan Guidelines" public charter schools are required to submit an Induction Plan Summary to the Department of Education, Division of

Professional Education and Planning, 333 Market Street, 8th Floor, Harrisburg, PA 17126-0333 for review and approval. Helpful information can be found at the Pennsylvania Department of Education web site at www.pde.state.pa.us. Attach a copy of the letter of approval as **Attachment B**.

See Attachment B.

Rigorous Instructional Program - Attachments

- Teacher Induction
- Professional Development

English Language Learners

ESL Instruction at Young Scholars of Central Pennsylvania Charter School

The purpose of ESL instruction at YSCP is to prepare the students for academic success in their classrooms and beyond. Therefore, student performance is evaluated based upon their teachers' assessments on how they are doing in their regular classrooms, and their rate of progress and performance on assignments given in ESL. The instruction provided in ESL is language arts based, providing supplemental support in reading, writing, listening, and speaking. The methods used during ESL instruction build upon and support skills taught by the regular classroom teacher.

Twenty four students received ESL support at YSCP charter school during the 2011-12 school year. Students are selected for ESL services at YSCP based upon teacher or parent recommendation and an initial screening. Further, students are also released from receiving services on the recommendation of their classroom teachers or upon the written request from their parents. Once selected, students are provided with services four times per week for 30 minutes. The services are grade level appropriate and complement the instruction of the classroom teacher. Students are seen in groups of two or three.

Through the use of the methods listed below (especially through the reading and discussion of literature), students practice and enhance their vocabulary, and learn important concepts in English while enhancing their writing skills. A variety of activities and skills are practiced through the means listed below. Most of the time, materials from the student's own classrooms and books from their classroom libraries are used to reinforce what they have learned, and also to provide them with the benefit of repetition. This repetition promotes automaticity and fluency in reading and vocabulary. Students are

encouraged to read at home with their parents in both English and in their native languages.

Language Arts Matrix for ESL Instruction

<p><u>Reading</u></p> <p>-</p> <ul style="list-style-type: none">*Students learn through authentic literature*Students learn phonics*Students practice choral reading*Students practice partner reading*Students engage in round robin reading*Students observe teacher reading and follow along*Students learn to read rhymes as they learn nursery rhymes*Students use computerized electronic phonics based devices to practice phonics	<p><u>Writing</u></p> <p>-</p> <ul style="list-style-type: none">*Students practice story writing*Students practice sentence writing*Students practice writing sentences dictated to them
<p><u>Listening</u></p> <p>-</p> <ul style="list-style-type: none">*Students listen to teacher read stories*Students listen to each other*Students listen to directions*Students listen to sentence dictation*Electronic devices facilitate students in hearing phonetic sounds	<p><u>Speaking</u></p> <ul style="list-style-type: none">*Students engage in conversation practice*Students answer questions about stories and vocabulary*Students learn to formulate and questionsStudents recite nursery rhymes during puppet showsStudents practice saying words from picture flash cards

In keeping with the school's mission to provide a multilingual, multicultural learning environment and promoting mastery of Chinese, Spanish, and English.

The YSCPCS ESL Program is aligned with the state standards and has four **language domains**: listening, speaking, reading, and writing. The definitions of the language domains are as follows:

Listening — process, understand, interpret, and evaluate spoken language in a variety of situations.

Speaking — engage in oral communication in a variety of situations for an array of purposes and audiences.

Reading — process, interpret, and evaluate written language, symbols and text with understanding and fluency.

Writing — engage in written communications in a variety of forms for an array of purposes and audiences.

The five Language Proficiency Levels (L) and Performance Definitions:

Entering (L1): Words and phrases learning occurs with the help of visual and graphic support.

Beginning (L2): Oral or written language with short phrases/sentences occurs with the help of visual and graphic support.

Developing (L3): General and some specific language, and sentences written in paragraphs occur in oral or written English, with the occasional help of visual and graphic support.

Expanding (L4): Specific and technical language, variety of sentences with multiple and related paragraphs occur in oral or written English, with the occasional help of visual and graphic support.

Bridging (L5): Technical language and a variety of sentence lengths of varying linguistic complexity occur in oral or written English, with occasional visual and graphic help.

Identification and progress assessment tests:

Each parent of a newly enrolled student completes a survey to determine the language spoken in the home and the child's level of competence with English and/or other languages. ESL students are assessed by the ESL teacher by using Maculaitis Assessment of Competencies (MAC II) to determine their proficiency level in English and proper placement in the ESL program. Also, at the end of school year, the ESL teacher uses WIDA ACCESS test to assess student progress in English.

Instruction:

ESL and classroom teachers work together closely to determine the kind of support needed to promote mastery of core subject area curricula. By integrating curricular goals and objectives with literacy learning, students are better able to attain PA academic standards.

Reading, writing, speaking, and listening skills specifically related to the content area knowledge and skills are introduced in ESL lessons during and prior to their use in the regular classroom to promote student engagement and learning.

Staff & Resources:

YSCP currently employs one part-time ESL PA certified teacher. Since the ESL instructional program complements the regular curriculum, materials are drawn from classroom supplies, and additional materials supplement those at the appropriate literacy level for each ELL. Essential literacy knowledge of a more general nature is taught by using a variety of manipulative games, learning activities, technology, and other resources.

Additional Instruction:

Students, identified as ELL, who continue to struggle with mastery of PA academic standards as measured by curriculum-based, interim, and other standardized measures of achievements receive additional instructional support from Assistant Teachers and tutoring from Lead Teachers during and after regular school hours.

English Language Learners - Attachment

- 2012 ESL Report

Graduation Requirements

Young Scholars includes elementary and middle school grades, K-8. No graduation requirements apply.

Special Education

Instructional Strategies

Appropriate instructional strategies tailored to the student's learning style and strengths are used by both special education and regular education teachers. Such strategies might include the use of manipulatives, emphasis on visual over auditory learning, repetition, mnemonics, assistive technology, and so on. Frequent assessment guides instruction to determine the effectiveness of chosen strategies, which are adjusted as necessary to the student's needs. Thanks to small class size and the low student to teacher ratio, individualized instruction congruent with the requirements of a student's IEP can be maintained when the special education teacher is not present. Students receive services in the regular classroom and on a pull-out basis, depending on which venue best serves the students educational needs within the least restrictive environment.

YSCP provides special education services, including learning support for students with disabilities, ESY and contracts with Clear Care for occupational therapy, CIU 10 for speech therapy, physical therapy and Special Education Supervision and employs a Counselor .

Special Education - Attachment

- Special Education Policies and Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Rebecca Light	1	Learning Support	YSCP	20	This is a full time position. Number of students varies.

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Clear Care	.028	Occupational Therapy	YSCP	6	One 30 session/wk per child, and consults as needed.
CIU 10	.4	Speech Therapy	YSCP	12	Typically 30 minute therapy sessions once or twice a week
CIU 10	.01	Physical Therapy	YSCP	1	One student receiving once a week therapy

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Coordinator	CIU 10	.4
Special Education Teacher	YSCP	1
Psychologist	YSCP	.5
Occupational Therapist	Clear-Care	.025
Speech Therapist	CIU 10	.025
Physical Therapist	CIU 10	0.01
Paraprofessional	YSCP	2

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Eva Tomashefski	Psychologist/Evaluations	as needed for school psychological evaluations
Evelyn Davidowski, Clear-Care therapists	Occupational Therapist	1-2 hours
Eva Tomashefski	Psychologist/Evaluations	as needed for school psychological evaluations
Cathy Kaltenbaugh-CIU 10	Special Education Supervisor	1.5-2 days
Anne Rohan-CIU 10	Speech Therapist	1.5-2 days

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification K	1	2	3	4	5	
PSSA	No	No	No	Yes	Yes	Yes
TerraNova	No	Yes	Yes	Yes	Yes	Yes
4Sight	No	No	No	Yes	Yes	Yes
Running Records	Yes	Yes	Yes	Yes	Yes	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	No	No
TerraNova	Yes	Yes	Yes	No	No	No	No
4Sight	Yes	Yes	Yes	No	No	No	No

Student Assessment

PSSA results are used to determine whether the school's curriculum and instruction adequately prepare students to meet PA State Standards. Annual measurable goals, professional development planning and curriculum modifications are based in part on those findings.

TerraNova testing is done at the beginning and end of each year to determine whether the school is meeting its goal of ensuring that advanced, average, and struggling students make a year's worth of progress or better each year. Analysis of these results indicates a greater need to accelerate the progress of struggling learners, which was done via tutoring and involvement of the Student Support Team.

TerraNova scores provide an important measure of each student's progress during a given year, since rate of learning is an indicator of whether students are being challenged appropriately. Fall and Spring scores are compared as a means of determining whether each student is making a year's worth of progress, or better, in one year of school. Areas of strength and weakness become apparent through data analysis, and this is a starting point for identifying root causes of difficulty.

In general, we find that most students are making good progress, and many move from Basic to Proficient level, or Proficient to Advanced, in the course of one school year. YSCP attributes this to intensive efforts on the part of teachers to individualize and differentiate instruction at all grade levels. There is still room for improvement in terms of accelerating the progress of weaker students toward Proficiency in a shorter period of time.

PSSA Practice tests was administered at the beginning of the year to get baseline data, and then two more times (one being the 4Sight) at equal intervals throughout the year for progress monitoring. After each administration, teachers gather with an administrator to analyze results and determine which subscales need more emphasis. Each teacher then prepared an action plan and shared it with the administrators. This action plan is a short term plan to identify the needs of students and present the plan until the administration of the following test. Instruction and/or curriculum are adapted to address identified weaknesses found in subscale test results using PSSA and standards-aligned instructional materials.

Locally developed tests, curriculum based assessments and running records are used routinely by teachers for pre and post testing and goal-setting. Individual student goals and instruction are differentiated accordingly.

By triangulating all of these sources of data, sound judgments and adaptations can be made with respect to the strengths and weaknesses of the overall program, and appropriate steps taken to address identified needs for improvement. Annual measurable goals, professional development planning and curriculum modifications are based in part on patterns identified in triangulating all of this data.

Teachers routinely document progress by a variety of means, including observations, written and oral assessments, performance tasks, projects, including those produced using technology, anecdotal and verbatim notes, videotape, portfolios, productions, and progress reports. Progress reports include detailed objectives for each subject, along with specific performance descriptors and anecdotal teacher comments. Parents are surveyed each year to gather input on student performance and general satisfaction with the curriculum, instruction, and other aspects of the school.

Struggling students are identified by teachers via assessment based instruction, which reveals areas of concern due to learning differences or other issues that preclude adequate progress. Since the maximum class size is 20 students, opportunities for small group instruction and individualized remediation exist during regular classes. After regular hours but before Extended Day begins, classroom teachers tutor students who need additional, individualized attention. In addition, the Extended Day program provides homework help and tutoring. If this level of intervention is insufficient despite reasonable classroom-based instructional adaptations or accommodations, students may be referred to the Student Support Team, which is a group effort on the part of selected staff members to generate additional intervention beyond the scope of the regular classroom teacher, a strategy consistent with the RtI (Response to Intervention) model. If there is evidence of a possible learning disability or other issue that requires further evaluation, the student is referred to the School Psychologist, who will request permission from parents or guardians to have the child evaluated. Should s/he demonstrate a need for specially designed instruction, members of the Multidisciplinary Team work together to develop an IEP or 504 plan according to IDEA regulations.

Students who need Occupational Therapy, Physical Therapy or Speech and Language have access to both at the school.

Evidence from Fall and Spring standardized assessments indicate that several students who began the year with significant academic deficits made good progress and in some cases accelerated learning to finish the year near or on grade level. Some students have been released from Special Education programs or were moved to monitoring only status, having met specified goals. Others have received revised IEPs due to their having met initial goals. Alignment of literacy objectives, standards, and instructional strategies was the focus of attention, particularly with respect to the analysis of fiction and nonfiction text subscales. Ongoing informal observations and feedback were also done to develop teaching capacity. 4Sight results revealed improvement in these subscales over time.

Since the trajectory toward 100% proficiency by 2014 becomes steeper as of 2012, targets must reflect the added pressure to accelerate progress for those students who are not yet Proficient or Advanced in reading and math.

Student Assessment - Attachments

- 2012 AYP Status History
- AYP 2012 Status
- 2010-11 AYP PACKET
- 2012 AYP Packet
- YSCP 2010-11 School Report Card

Teacher Evaluation

Formal Evaluation

Formal evaluation includes a pre-observation conference, observation, and post-observation conference. All teachers participate in a formal evaluation process twice each year, in the fall and again in the spring.

Additional Evaluation Tools

Input from parent satisfaction surveys is considered as well as student performance on curriculum based and standardized assessments.

Self-evaluation

At midyear, teachers complete the YSCP internal rating document as a self-evaluation. Concerns on the part of the teacher or the administration are addressed at this time. If both parties identify needs that require corrective measures, plans are made and implemented accordingly. Monitoring progress toward achieving differentiated professional development plan goals is a shared responsibility of the administration and the teacher.

Informal Evaluations

Administrators do informal, unannounced observations a minimum of 1 each month. A teacher/administrator interactive journal travels back and forth to facilitate communication.

Individuals Responsible for Teacher and Staff Evaluation

CEO: Levent Kaya

Mr. Kaya has completed has a M.Ed. in Educational Leadership. He also completes his PhD in Educational Leadership and receives continuous trainings related to Special Education and IDEA regulations. Mr. Kaya has been contracting with CIU 10 to get a principal certified administrator to complete the formal evaluations.

Teacher Evaluation - Attachment

- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

To better serve the elementary and middle school students the Board of Trustees decided to restructure YSCP Charter School. The organizational restructuring involves grades K-4 (as the elementary) and 5-8 (middle) , subsequently. There has not been any leadership changes in the past year.

Board of Trustees

Name of Trustee Office (if any)

Wendy Whitesell N/A

Omer Gul N/A

Ann Kusnadi N/A

Bulent Tarman N/A

Stewart Combs N/A

Patreese Ingram N/A

Professional Development (Governance)

Trustees are provided with references to and/or copies of the Pennsylvania Charter School Law, the Sunshine Act, Public Officials Act, the YSCPCS Charter and Charter Application, and the YSCPCS Bylaws. It is the responsibility of each trustee to read and understand these documents. Board meetings frequently include discussions of governing documents to assist trustees in their decision-making.

Coordination of the Governance and Management of the School

The Board maintains ultimate oversight and makes decisions about policy and direction for the school. Therefore, the Board utilizes information on a regular basis in its formal meetings to continuously evaluate the progress of the school. It will review financial information as well as a program report from the CEO, input from community, family staff and student members who contribute information and suggestions on a regular basis. On an annual basis, the Board sets aside formal board meeting time for complete review of the goals and objectives, review of parent questionnaires, formal recommendations from the CEO, the Parent Advisory Council as well as the Teachers.

The Board of Trustees establishes the policies for the operation of the school in accordance with the YSCPCS mission. Day-to-day management of the school and implementation of school policies is accomplished by the Chief Executive Officer, working as a team with the classroom teachers and other staff. At each regular board meeting, the CEO and Business Manager reports to the Board of Trustees issues that have arisen during the previous month and/or that can be anticipated. The board helps the CEO prioritize his responsibilities and assists him as needed with interpreting and applying the appropriate guidelines for the operation of the school.

The Board of Trustees primarily interacts with the charter-granting district through the Chief Executive Officer. The CEO attends monthly meetings with the district and is in frequent contact with the district representative when questions arise either originating with YSCPCS or the

district. We have always felt that our relationship with the district has been one of cooperation and good will. It is the policy of YSCPCS to welcome visitors from the district to attend Board of Trustee meetings, or to observe the school at any time. Representatives from the district officially visited the school and their comments were so positive and encouraging about YSCPCS' operation.

Coordination of the Governance and Management of the School - Attachments

- 2011-12 Board Meeting Dates
- 2012-13 Board Meeting Dates

Community and Parent Engagement

Parents have represented on the Board of Trustees as some of the board members have their children enrolled at Young Scholars. A Parent Advisory Council has been continuously active, with the intent of providing parents regular on-going interaction with each other, and a formal channel for feedback to the Board. During the year, parents received a written questionnaire that documented their opinions and suggestions. Based on these assessments, parents satisfaction was very high about the YSCPCS program and activities.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

YSCP CS major funding sources for 2011-2012 school year:

- Federal foreign Language Assistance Program (FLAP) grant in the amount of \$192,355 a year in 2011-2012.
- IDEA funding in the amount of \$16,048
- Donation from private sources such as community members, parents and local vendors in total of \$1711.81

Fiscal Solvency Policies

YSCPCS maintains its fiscal solvency according to the 'Financial Practices Policy' approved by the Board of Trustees. The annual budget is developed in accordance with the Board of Trustees' planning. The monthly financial reports which includes Profit and Lost report, Balance Sheet report, monthly bank statements and bank statement reconciliations are presented and discussed under the supervision of the Treasurer of the Board of Trustees during the Board of Trustee meetings.

Accounting System

QuickBooks 2011 is utilized for recording daily financial activities. Chart of accounts for PA Public Schools is used to set up our chart of accounts for budgeting, accounting and reporting. Records for budgeting, accounting and reporting are done and kept by Business Manager. YSCPSC is

contracted with Intuit QuickBooks Payroll Solutions for providing payroll and quarterly federal and state reports.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- 2011-12 General Fund Budget

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

ParenteBeard, LLC has been contracted to perform the annual audit for the fiscal year 2011-2012. The audit has been scheduled for August, 2012.

The date of last audit was done by ParenteBeard LLC on October 17, 2011 for the fiscal year 2010-2011. The auditor's opinion is "the financial statements present fairly , in all material respects, the respective financial position of the governmental activities and the major fund of Young Scholars of Central Pennsylvania as of June 30, 2010, and the respective changes in financial position and budgetary comparison for the General Fund thereof, for the year then ended in conformity with accounting principals generally accepted in the United States of America.

Young Scholars of Central Pennsylvania Charter School is very happy to express that in the 6th year of the Charter, all financial and accounting documents are fairly documented and filed in the business office so that the audit of financial resulted in no findings.

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

- Audit Report June 30 2011

Citations and follow-up actions for any State Audit Report

There is no citation and no follow-up actions currently for any State Audit Report

SECTION VII. FACILITY RESPONSIBILITIES

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

There are no major acquisition of Facilities, Furniture, Fixtures, and Equipment During the Last Fiscal Year.

Future Facility Plans and Other Capital Needs

We are planning to have second floor added to the current building; adding 6 more classrooms and office area for middle school students. The construction is under way and expected to be completed by August 21, 2012.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Smoke alarms and fire extinguishers are placed appropriately throughout the building. Fire extinguishers are checked and replaced and re-tagged yearly. All fire exits are posted with building evacuation routes and student rosters. Fire drills are held monthly and timed, with appropriate documentation sent to PDE in April. The entire building could be evacuated less than two minutes if an emergency occurs.

Security cameras are mounted and operational at key entry and exit points inside and outside the building. The side doors remain locked during school hours and a camera/remote buzzer system prohibits unmonitored entry into the building.

Hazardous materials such as cleansers are stored properly. Students have access only to non-toxic cleaning supplies for maintaining their work spaces.

YSCPCS is contracted with State College Area School District to arrange for students to receive mandated health services and monitors compliance with requirements for maintaining health and immunization records for students. All records are up to date and complete.

Teachers received first aid training or refresher health and safety information during in-service programs. First aid kits and supplies are located in different parts of the building. All student prescription and non-prescription medications are stored in locked containers for distribution by appropriate school personnel only.

The names of students with known health problems such as allergies are kept in private location in the building, along with appropriate emergency and non-emergency protocols for each student.

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

- Wellness Policy
- Department of Health Letter

Current School Insurance Coverage Policies and Programs

Employee Health Benefits Coverage are through Geisinger Quality Options, Inc for all full-time employees.

Dental, Life and Optional Loss of Income Insurance Policies were through the State College Area School District for all full-time employees.

There is a voluntary vision insurance for the all employees through Infinity Trust, Inc.

Following list is the current school insurance coverage policies and programs including general liability:

Special Multi-Flex Policy from The Selective Insurance.

Property

Building \$2,550,000

Business Personal Property \$220,800

Accounts Receivable \$75,000

Arson Reward \$25000

Claim Date Expenses \$25,000

Broadened Water Coverage \$100,000

Broadened Water Business Income \$100,000

Computer and Media \$75,000

Extra Expense \$250,000

Fine Arts \$25000

Fire Department Service Charge \$50,000

Fire Extinguisher recharge \$5,000

Lock replacement \$1,000

Money and Securities \$7,500

Newly Acquired Construction Building \$1,000,000

Newly Acquired personal property \$500,000

Ordinance law Coverage Included

Outdoor Fences Actual loss

outdoor signs Actual loss

outdoor trees, shrubs, plants Actual loss

Personal Effects \$10,000

property in transit Actual loss

property off premises Actual loss

refrigerated property- on premises Actual loss

valuable papers & records - cost of research \$75,000

Commercial General Liability

Per Occurrence \$1,000,000

Medical Expense \$5,000

General Aggregate \$2,000,000

Products-Completed Operations Aggregate \$2,000,000

Personal and Advertising Injury \$1,000,000
Commercial Auto Liability (non-owned and hired) \$1,000,000
Sexual Abuse and Molestation Coverage \$100,000
Bodily Injury by Accident (each accident) \$100,000
Bodily Injury by Disease (policy limit) \$500,000
Bodily Injury by Disease (each employee) \$100,000
Workers Compensation State Mandated Limits

Umbrella Coverage

General Aggregate limit \$1,000,000

Products — Completed Operations Aggregate \$1,000,000

Bodily Injury by Disease Aggregate \$1,000,000

Each Occurrence \$1,000,000

Directors and Offices Liability \$ 1,000,000 Through Philadelphia Insurance Companies

Employment Practices Liability \$ 1,000,000 Through Philadelphia Insurance Companies

Current School Insurance Coverage Policies and Programs - Attachment

- Declaration Pages

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

There are 21 professional staff members currently working full-time or part-time at YSCPCS, 20 of whom are assigned to classrooms as teachers. There are two world language teachers of Chinese and of Spanish. All but 1 staff members have expressed a commitment to return next year. That one staff member has re-located out of state. One staff member took a CEO position in another charter school during the school year and left YSCPCS.

Quality of Teaching and Other Staff - Attachments

- PDE 414 2009-2010
- PDE 414 2010-11
- PDE 414 2011-12

Student Enrollment

Young Scholars of Central PA Charter School Enrollment Process

Admission

It is the intention of the school to reflect the community it serves and be open to any resident of State College Area School District first.

Enrollment

All references to dates are defined to mean the CLOSE OF BUSINESS on the date indicated.

1. The re-enrollment process is conducted for the existing student body for the forthcoming year, beginning on January 1st and ending on March 15th of the same year.
2. In each successive school year, students who were enrolled in the School the previous year will keep their seats in the School until they graduate, provided they submit a re-enrollment form.
3. Students who do not submit a re-enrollment form by the deadline (March 15th) must re-apply during the initial or "open" enrollment period. All aforementioned applicant rules will then be enforced.
4. The initial or "open" enrollment period is from December 1st until March 15th.
5. If, on March 16th, there are sufficient seats for all applicants to attend, the applicants will be asked to complete registration paperwork for admission.
6. If there are more eligible applicants than available seats, the School will conduct a manual lottery to determine who will be asked to register.

7. All applications received after the initial or "open" enrollment period will be accepted on a "First-Come, First-Serve" basis, after the Waiting List, generated by the Lottery, has been exhausted.

Lottery Rules and Procedures

All outlined Lottery Rules and Procedures will be enforced.

Rules: General

Manual Lottery refers the selection of applicant names by a random method such as the blind drawing of individual names from a container in sequence until all names in the container have been exhausted.

1. All Applicants (except siblings of currently enrolled students who reside in the State College Area School District and children of current employees) participate in the lottery.
2. The lottery will be open to all, will not rely on computers, and will be easily understood and followed by all observers.
3. Only applications received prior to the end of the initial or "open" enrollment deadline, March 15th, are eligible to participate in the lottery.
4. All applications received after the initial or "open" enrollment period will be accepted on a "First-Come, First-Serve" basis, after the Waiting List has been exhausted.
5. All Applicants offered a seat shall be required to affirmatively respond to an offer for acceptance within seven (7) calendar days. Those not responding (excluding declined offers) will be placed on the waiting list with an application date equal to the date the initial offer expired.
6. Only one (1) lottery shall be conducted by a school to include all grades in which the number of Applicants exceeds the number of expected seats available.

. If the number of Applicants is less than the number of seats anticipated to be available, no public lottery shall be conducted for that grade. Should a seat become available, the next student in line according to the results of the lottery shall be offered admission.

7. ALL offers of registration shall be made in the order of the lottery results and established Waiting list. NO OFFER SHALL BE MADE TO A STUDENT NOT PROPERLY ENTITLED TO THE NEXT AVAILABLE SEAT.
8. The Lottery, if necessary, will be conducted on March 31st.

Procedures:

The "Open" enrollment period must be published in advance of the lottery date regardless of the type of Lottery.

Public Lottery:

1. Public event will be scheduled on March 31st of each year, if necessary.
2. The School administration selects all applications received during the initial or "open" enrollment period for participation in a public lottery.
3. The School administration selects the grade levels that will participate based on enrollment numbers. (Number of seats available).
4. Labels with all eligible students will be generated, sorted by grade, for all students participating in the manual lottery. Students drawn during the lottery will be identified by drawing number and NOT by name unless specifically requested in writing by client.
5. All labels are affixed to a 3x5" index card and put into a single container (irrespective of grade).
6. The order in which student names are drawn will be recorded by writing the selection number on the card as drawn. Drawing should be done by a neutral third party. (For ease of recording, once selected, cards may be sorted by grade level indicated on label)
7. Display of lottery results will be posted by student name.
8. The school administration will generate offers of registration. (See Rule above regarding Offers not responded to within the designate time frame)
9. Remaining students are assigned to the waiting list in the order of their lottery number.
10. Applicants who applied after the close of the enrollment period will be placed on the waiting list in the order that their application was received (date & time)
11. Letters will be sent to waiting list students indicating their status.
12. Students who decline admission will be removed from the roster and the seats that open will be made available to waiting list students. On the wait list, the appropriate number of students will be highlighted in the order in which an offer should be made.

If Kindergarten or First Grade is offered, provide a description of the admission policy with age requirements.

Students who were 5 years old on or before August 31st, 2011 were eligible to be admitted to kindergarten.

Provide an enrollment history for the past year, by grade level, including the number of students initially enrolled, number dropped, and number added. For students who transferred out, indicate the school(s) to which they transferred, if known.

Grade	Initially Enrolled	Number Dropped	Number Added
Kindergarten	40	3	3
1 st Grade	36	5	5

2 nd Grade	20	1	1
3 rd Grade	20	/	/
4 th Grade	20	6	2
5 th Grade	20	1	1
6 th Grade	20	/	/
7 th Grade	13	2	2
8 th Grade	5	/	/

Provide the number of students who completed the 2011-2012 year who are currently enrolled to return in September.

Of the 192 students who completed the 2011-2012 school year, 173 are currently enrolled to return in September.

Provide numbers of students who were required to leave the school (expulsions, other), and the numbers who left voluntarily.

No students were required to leave the school. The total number who left voluntarily is 10. 5 students graduated from 8th grade.

b.) Discuss any trends in enrollment including student turnover and retention data. Drawing upon exit interviews and other sources, explain why students choose to, or not to, return to the school. If the school is under-or over-enrolled based on the charter, provide an explanation.

YSCP started the 2011-2012 school year with 196 students, and ended the year with 192 students. For the upcoming school year, The lottery was held on March 22nd for the waiting list. Currently, 243 students are enrolled for the coming year. There are 69 students across all grades on waiting lists.

There are currently no supporting documents selected for this section.

Transportation

The State College Area School District transportation office provides bus service to YSCPCS students at the request of the school. Our students who use school bus transportation ride the high school buses in the morning and transfer to another bus to be brought to YSCPCS. Afternoon transportation is provided after Regular School Hours.

Transportation of students from surrounding districts is provided by their home district.

At this time, YSCPCS has no students in need of transportation accommodations for Special Education students.

Food Service Program

YSCP participates in the National School Lunch Program (NSLP). YSCPCS participates with Lunch and snacks program. Parents request or purchase lunch or/and milk from YSCP directly. YSCP uses biometric fingerprint system (FSS) to sell lunch and milk to students and staff. YSCPCS is contracted with State College Area School District for food services. Lunches are delivered by the district to the school daily. Students with dietary restrictions are accommodated appropriately. On a typical day, approximately 80% of our students purchase lunch. Some students bring lunch and buy milk; others bring microwaveable food items.

Student Conduct

YSCPCS seeks to provide the safe, secure, tension-free environment students need in order to be relaxed, focused, attentive, and ready to learn. Students are treated respectfully and are expected to respect each other and the staff in return. The following is a brief summary of the school's discipline policies and procedures. More detailed information may be found in the YSCPCS Discipline Policy. Information related to Chapter 12 of the School Code with respect to due process is included in Attachment M and the Student Parent Handbook distributed to all families in September of every year.

The core of our discipline policy is two-fold: to hold students accountable for their behavior and to help them understand that good behavior is a matter of making wise choices. To the extent that this policy is successful, we will be able to help children develop into responsible citizens who understand what socially acceptable behavior is and act accordingly because they care for each other and respect the adults who care for them. The Positive Behavior System, described fully in Attachment M, emphasizes consistent expectations of behavior, consistent consequences, and a data collection system to analyze the results of this effort as a means of making ongoing improvements. Recent analysis of data indicates that the vast majority of students consistently behave appropriately. Few students were involved in in or out of school suspensions, and no students were expelled during the 11-12 school year.

Childhood is by definition a period of time when individuals have imperfect impulse control (though some adults never quite leave childhood behind, as we all know those whom we consider "loose cannons" or "hotheads"). Our goal is to encourage children to think about their behavior and see it as a choice that carries consequences, rather than rewards or punishments. Every poor choice is followed by the option to change, and the consequence for not doing so may be clarified by an adult. That way, the child retains control of the outcome: consequences are under the child's control and are self-imposed. Making amends is a way of permitting the child to maintain his or her self-esteem, because while a behavior is unacceptable and the damage must be repaired, the child is not "bad". The rule of thumb is that in any situation that requires correction, children are made aware of consequences of their behavior and asked to make a good choice. From that point on, their behavior tells the teacher or adult what choice was made. There is no need for scolding or verbal criticism: the consequence follows the behavior and is applied in a firm, fair, friendly manner by an adult, with encouragement to make a good choice in the future.

Because many volunteers assist with Extended Day sessions and other activities, special care is taken to assure that every adult understands discipline policies and procedures and applies them consistently.

Student Conduct - Attachment

- Discipline Policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Young Scholars of Central PA CS within Central IU 10 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
2011 - 2012 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 of Central PA 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: Levent Kaya **Title:** Mr.
Phone: 814 237 9727 **Fax:** 814 237 1517
E-mail: kaya@yscp.org

Signature of the Chief Executive Officer and Date

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

Name: Wendy Whitesell **Title:** Ms.
Phone: 814 237 9727 **Fax:** 814 237 1517
E-mail: wjw8@psu.edu

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Levent Kaya **Title:** Mr.
Phone: 814 237 9727 **Fax:** 814 237 1517
E-mail: kaya@yscp.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- 2012 Signature Page