

Pennsylvania



Charter Schools

Annual Report

2002 – 2003

Commonwealth of Pennsylvania
Department of Education
Vicki L. Phillips, Secretary
333 Market Street
Harrisburg, PA 17126
www.pde.state.pa.us

TABLE OF CONTENTS

TABLE OF CONTENTS	1
INTRODUCTION	2
SECTION I. EXECUTIVE SUMMARY	5
SECTION II. ANNUAL MEASURABLE GOALS	5
SECTION III. SCHOOL IMPROVEMENT PLANNING	6
SECTION IV. QUALITY OF SCHOOL DESIGN	6
SECTION V. ACCOUNTABILITY	10
SECTION VI. GOVERNANCE REQUIREMENTS	12
SECTION VII. FINANCIAL, FACILITY, HEALTH AND SAFETY RESPONSIBILITIES	13
SECTION VIII. ADMINISTRATIVE NEEDS	15
ADDENDUM A	17
SUMMARY DATA	18
ASSURANCES	19
SIGNATURE PAGE	20

2002-2003 Annual Report

Pennsylvania Charter Schools

INTRODUCTION

Each year charter schools are required by law to submit an annual report to the Secretary of Education and local charter granting Board of School Directors. The annual report is a public accounting of the charter school's progress at meeting its annual measurable goals. The information in the annual report is also used by the local charter granting Board of School Directors in the decision making process when determining the five (5) year renewal of the charter. The Annual Report also provides a resource for charter school board of trustees, administrators, parents and students to measure how well each individual school's programs are serving students.

The Pennsylvania Accountability System

One of the most significant changes taking place at the Department of Education is the development of a new accountability system that includes all students and all schools. The Pennsylvania Accountability System (which incorporates No Child Left Behind Act) requires that all schools be accountable to the students, parents, and communities that they serve. The annual report is an opportunity for charter schools to identify strengths and weaknesses in their educational programs and to show how they are making progress at meeting the common set of annual measurable goals identified in the new Pennsylvania Accountability System.

Annual goals and school improvement

There are a few significant changes in format from the previous Annual Report. First, the 2002-2003 Annual Report requires charter schools to describe measurable goals. As a reminder,

the need for and importance of measurable goals for Charter Schools has been discussed and presented throughout this past fiscal year. These goals include those from the chartering agreement, both academic and non-academic; those that are required under the Pennsylvania Accountability System and any new or yearly goals that the charter schools want to add. All of these goals must be expressed in measurable terms. (See Addendum A for examples of measurable goals.) In addition, this report requires charter schools to describe how they are using current data in their school improvement planning process. Charter schools should examine the information provided in the Annual Report and use it to determine strengths and areas of the school operation that may need improvement as they plan for the future.

Submitting the Annual Report

A new method of submitting the Annual Report is required. Charter Schools should download the format of the Annual Report from the PDE website and submit to the Department by an email at ra-CSAR@state.pa.us as an attachment. Charter Schools are to use the 2000 or earlier version of Microsoft "Word" and save the document as "Name of School" Annual Report. [Example: Apple Charter School 2002-2003 Annual Report]. Charter schools are encouraged to create a disk copy of the Annual Report and keep it at the school as a back up. Identify your school on any attachments that cannot be emailed (and that you must forward by mail to the Department). Indicate in the email the attachments that will be mailed. Charter schools are also encouraged to include a data disk with the paper copy submitted to the local chartering School District. The possibility of submitting the Annual Report online in future years is being explored. Charter Schools will be kept updated on this endeavor and asked for input as it develops.

Timeline for submission

Due to delays by the Department in releasing the 2002-2003 Annual Report format, Charter Schools are required, for this year only, to complete an Annual Report “Letter of Intent” and send a copy by August 1, 2003 to:

President of the chartering School District Board of School Directors

And

Chief, Division of Performance Accountability
Pennsylvania Department of Education
333 Market Street
Harrisburg, PA 17126-0333

The completion of the actual 2002-2003 Annual Report and submission to the above listed entities should be done on or before October 1, 2003.

SECTION I. EXECUTIVE SUMMARY

SECTION I. EXECUTIVE SUMMARY

The Western Pennsylvania Cyber Charter School is a Pennsylvania public charter school whose doors are open to any qualified resident student in Pennsylvania. The Western Pennsylvania Cyber Charter School was issued a charter by the Midland Area School District in accordance with Act 22 of 1997

The school operates K to grade 12 programs for students statewide. During the 2002-03 school year 1350 students were enrolled. One hundred fourteen students were eligible to graduate in the schools graduation ceremony held on Thursday, June 12, 2002.

Besides offering courses over the internet, a distinct facet of the school is the fact that many students have demonstrated their readiness and capability by taking community college classes either on-line or on-campus. These qualified students may take up to 3 courses or 10 college credits per semester. This enables students to be involved in the Dual Credit Program that awards both high school and college credits.

Curriculum is provided in a variety of methods and delivery modes including synchronous as well as asynchronous classes. In all of the methods, a primary eligibility requirement of the educational process is the active involvement of the parent, which may vary according to grade level and curriculum provider. The WPCCS expects that each student be a self-motivated and independent learner. This along with parent, WPCCS staff, and curriculum provider support will give the student the best opportunity to be successful.

The individual courses are offered in various ways and are customized to the needs of the student and parent considering the face-to-face interview that is required before enrollment. Options may include, traditional textbook, workbook, book and pencil type classes with minimal computer time, using the computer as a major portion of the daily educational process, live real-time classes delivered over the internet, or as mentioned previously, community colleges classes on-line or on campus.

The WPCCS also provides Special Education services through the special education department and the Director of Special Education and Assessment.

The Western Pennsylvania Cyber Charter School provides a free and appropriate course of study to the children of Pennsylvania families using high-quality, accredited courses of study, certified teachers, and state-of-the-art technology. WPCCS has established the highest standards of student achievement and educational standards using both technology and regular contact among students, parents and staff.

Our mission is to meet the educational needs of children whose families have decided to make a commitment to our educational model. Working closely with parents overseeing their children's schoolwork, WPCCS provides a custom-made curriculum, online instruction and feedback and other support activities to ensure academic success.

We seek to provide opportunities for Pennsylvania's young people that traditional brick-and-mortar schools cannot. We offer flexibility and creativity in our approach while insisting on rigorous lessons and self-discipline among our students.

Western Pennsylvania Cyber Charter School

Vision Statement

Western Pennsylvania Cyber Charter School will be dedicated to providing student-centered services in a professional and compassionate manner utilizing highly trained and committed staff to individualize educational strategies that will empower each student to succeed.

As the leader of cyber education in Pennsylvania, WPCCS will continue to develop best practices and will be a model of academic excellence.

The WPCCS major development in the area of significant delivery of instruction via the internet (electronic means) began in early Spring 2003 with implementation scheduled for the fall semester 2003. This project, label the Virtual Classroom, enables certified instructors to interact with students in a real-time mode whereby the instructor teaches students on-line (presently audio interaction but with video capabilities) during regularly scheduled times during each day of the school year. This method of delivery far surpasses text messaging that is currently being used in some cyber charter schools in Pennsylvania. Another positive step was taken to improve delivery of foreign languages and ELL with a licensed agreement with Auralog and inclusion of this software in our Virtual Classroom. Discussion boards and live-tutoring sessions for WPCCS students also highlighted strengths in instruction.

Although WPCCS met AYP for NCLB in the areas of Math and Reading as well as Subgroups, 1st warnings were issued to our school in the categories of Participation and Attendance. WPCCS is committed to improve in all areas and especially in Participation and Attendance and has already been pro-active in these areas. These areas appear to be a common challenge to all cyber charter schools due to the unique nature of the schools. The fact that students do not physically come to a school building increases our need to actively engage students in these two areas. We will continue to strive to be the model of academic excellence for all cyber schools in our state as well as nation.

Respectfully submitted,

Dr. Nick Trombetta CAO, WPCCS

SECTION II. ANNUAL MEASURABLE GOALS

The success of a charter school can best be demonstrated through the achievement of annual measurable goals. These annual measurable goals include those set forth in the charter, as well as the adequate yearly progress targets described in the Pennsylvania Accountability System. The Pennsylvania 2002-2003 Adequate Yearly Progress (AYP) goals (for grades 5, 8, & 11) are as follows:

- 45% proficient or above in reading and
- 35% proficient or above in math and
- 95% participation rate in assessment and
- Up to 95% improvement in attendance (for grades K-8) or 4-year graduation rate (secondary).

These requirements apply not only to the school as a whole, but to the following subgroups as well: racial/ethnic groups; students with disabilities, English Language Learners (ELL) and economically disadvantaged students. In addition to the AYP, the Pennsylvania Accountability System includes a performance index that provides recognition to schools that make significant growth with their lowest achieving students each year. (See the PDE Website Pennsylvania Accountability System for more details.)

In a chart, describe each of the charter school's measurable goals, the strategies used to meet those goals and the results achieved.

Annual Measurable Goal	Strategies/Interventions	Performance Indicators	Results/Progress
<i>For example: 5 percent increase in the number of students achieving at proficient or advanced on the PSSA math assessment</i>	<i>This is what you did to move towards that goal.</i>	<i>This is what you used to measure your performance.</i>	<i>This is what happened.</i>
10% increase in participation in 11 th writing	Added more testing sites	Figures from previous	Significant increase in participation AR 77%
10% increase in participation in Math and Reading	Added more testing sites	Reports from previous year	Significant increase in participation AR 84.5%
4+% increase in 11th Grade Writing scores	Sent PSSA prep booklets to homes	PSSA scores	60% Of our students scored proficient or above
90% completion of coursework based on timelines	Set semester and completion dates	Seniors finished course work in time for graduation ceremonies	Seniors who were eligible to graduate on time did in 90+% of the cases. Others received diplomas later in summer upon completion of work

SECTION III. SCHOOL IMPROVEMENT PLANNING

A critical aspect of school improvement planning is the setting of targets and assessing how well they are met. Assessing those targets help to determine the school's success in achieving measurable annual goals. Describe the school's improvement planning process and how partially successful and unmet goals will be included in the next school year plan. Also, include how weaknesses in the school program will be addressed in that plan.

We have targeted the 1st week of September to send manuals for the Fall PSSA out to the parents along with a letter of explanation about the actual tests.

Our CAO, Dr. Trombetta posted a Welcome Letter on our website stating PSSA participation and attendance goals for the coming school year.

We formed a staff/committee to study testing site locations so as to better serve different geographic areas of the state.

We established an Eastern Service Center to better help students who live on the opposite side of the state from Midland (located in the southwest corner of Pa).

Each student has assigned to him an Instructional Supervisor (certified teacher) who will work with the student in assuring attendance on the scheduled testing days as well as choosing the most convenient test site.

We will be using our own staff who will be trained to administer the PSSA's during the testing window.

Last year there was confusion about the use of calculators during the PSSA. WPCCS will provide additional calculators at test sites for students who need them.

SECTION IV. QUALITY OF SCHOOL DESIGN

Rigorous instructional program

Under the new accountability system, all schools will need a rigorous instructional program to meet the academic targets. Describe the charter school's curriculum and instructional practices and how they are being used to meet academic goals and standards. For example:

The WPCCS has retained the services and has a contract with the Tri-State Study Council of the University of Pittsburgh to continually review and update our strategic plan. The process is set forth by this service and follows a year long approach of monthly meetings, surveys, and forums. Curriculum is chosen through a partnership and collaborative efforts of the parent, student, and WPCCS professional staff. Each student is presented with an Individualized Learning Plan (ILP) to address his or her abilities, learning needs, learning style, future educational plans, and employment interests. It is our goal to meet the needs of each student on an individual basis.

WPCCS encourages its instructors to use the problem-based learning approach as an inquiry based teaching and learning approach. This involves having students learn by solving real-world problems through a series of steps, while working in groups. An inquiry-based learning program in which students work in teams to solve problems that may arise in the future is another technique that is used. Students are encouraged by staff to ask questions either during class or by

participating in group discussion and messaging options with both students and teachers. Discussion boards are available to all students and are monitored by subject-specific certified staff.

The curriculum used provided by a 3rd party is aligned with the state as well as national standards. All of our providers have made a considerable effort to tie each lesson with a particular state standard. WPCCS uses master teachers to develop curriculum of its own. These courses are designed so that each lesson addresses and identifies state standards associated with the curriculum and grade level standards in each discipline.

WPCCS makes every effort to enroll students in appropriate grade/skill level courses. When deficiencies occur as to performance significantly below standards in literacy and mathematics skills, students are placed in classes at or below grade level so as to assure that basic skills are grasped before moving to the next grade level. Placement testing is provided by some 3rd parties and local assessments both in-house and on-line are given to students in question. Students are directed to discussion boards in each subject area. Live tutoring is also available either by self request or advice of their Instructional Supervisor. These tutoring sessions are available after regular school hours at specific times or can be scheduled on an individual basis as requested. This service is afforded the student at no cost to the family.

The Virtual Classroom option that many of our students have selected enables the students to work in cooperative groups with the instructor assigning the different group leaders. Students work together while the role of each changes. Within the group, inquiry and discovery techniques are often used. Another curriculum provider establishes 'cohorts' for students. This permits them to correspond with each other and also with the teacher in non-class hours. Group projects within each cohort are mandated by the instructor. Cohorts provide pacing for the classes as well as clear and attainable objectives and goals which are tied to the Pa standards.

Helping all students

English Language Learners

Describe the charter school's program for English Language Learners (ELL) and how it functions. Include a copy of PDE 3044 Narrative indicating how many students are served, what is the native language, the year of enrollment in the program and the year the student exited the program as **Attachment A**.

See Attachment A

Graduation requirements

Describe (where applicable) how the charter school's curriculum and instruction practices are being offered to prepare students to meet high school graduation requirements set forth in Chapter 4 under Section 4.24 of 22 Pa. Code (relating to high school graduation requirements). See web page http://www.pde.state.pa.us/stateboard_ed/cwp/view.asp?a , select "Regulations" to see Chapter 4 under Section 4.24 of 22 Pa. Code.

WPCCS encourages parents to monitor their child's progress toward meeting graduation requirements. Parents must help WPCCS to ensure that all graduation requirements are met by the student's senior year. Typically, students begin to accumulate credits as freshmen.

In order to graduate from WPCCS, students must complete at least twenty-one credits in the following subject areas:

- o Language Arts 4 credits
- o Social Studies 4 credits
- o Math 3 credits
- o Science 3 credits (Biology is required)
- o Health ½ credit
- o Physical Education 1 credit
- o Electives 5 ½ credits
- o Graduation Project Required

Students must complete all required coursework no less than two weeks prior to graduation if they plan to participate in commencement ceremonies. They must also satisfy all other school requirements and be in compliance with all school policies. They must return all school property no less than 48 hours before commencement.

Seniors who fail to meet any of the above requirements cannot participate in commencement ceremonies. They can arrange to receive their diploma by mail, or pick it up in the school office when they have complied with all requirements.

The school will notify all potential graduates as to the time and place of commencement ceremonies.

Professional development

Describe time allocated to staff for professional development and attach the charter school's professional development plan as **Attachment B**. In your plan address the following:

- *How does your professional development plan support the effective development and implementation of the school?*
- *How do professional staff share effective practices?*
- *How do teachers analyze student work to determine areas of improvement in instruction?*
- *What types of outside resources were used and what was the effect?*

See Attachment B

Teacher induction

Describe the charter school's teacher induction plan and attach a copy as **Attachment C**.

See Attachment C

Special education

Describe the charter school's identification procedures and instructional strategies for educating special education students and gifted students.

WPCCS has established and implemented procedures to locate, identify and evaluate school age students suspected of being eligible for special education services. These procedures include, but are not limited to: review of records, various modes of screening, (reading and math screenings are now completed at admissions), and/or recommendation of Instructional Supervisor and/or parent. There is currently in place, a referral system for students who may be in need of assistance, and a referral system for students, thought to be gifted.

Instructional strategies are updated and revised as needed for individual student needs. Instructional supervisors attend trainings to ensure that strategies employed address the individual needs of the student in special education or the gifted program. Strategies used for the special education student are dependent upon the needs reflected in the IEP. In regards to the gifted student, a consultant is available weekly to facilitate enrichment and positive curriculum alignment

2002-2003 Annual Report for Pennsylvania Charter Schools

A major component of the school design is how the charter school addresses programming for special needs students. Special education refers to those instructional and related services that are provided to students with disabilities in accordance with an Individualized Education Program (IEP). The charter school may provide Special Education services or contract out to the chartering School District, the Intermediate Unit, or an outside agency.

Please complete the following 4 charts reflecting the charter school’s special education program profile:

List all current special education instructional programs **operated directly by the charter school**. List teacher, FTE*, type of class or support, e.g. learning support, emotional support, autistic support or other designation used by the charter school, location (building name), and current number of students on the teacher’s roster. Use “other information ” to explain unique circumstances.

Chart 1

Teacher	FTE	Type of class or support	Location	# of Students	Other information
<i>Example: Teacher A</i>	<i>1.00</i>	<i>Learning Support</i>	<i>Progress Charter School</i>	<i>10</i>	
Kristie Parker	1.00	Learning Support	CS	30	
<i>Tony Jones</i>	1.00	Learning Support	CS	30	
Julie Shank	1.00	Resource Room	CS		
Robin Ferrello	.25	Learning Support	CS	18	
Peg Migliore	.25	Learning Support	CS	18	

*Full Time Equivalent (FTE) - enter the full time equivalent of each teacher as pro-rated for the class or program described. For example, enter 1.00 for a staff person who works with a class or program 100% of their time, .45 for a staff person who works with the class or program 45% of their time, etc.

List any current special education instructional programs **operated by others under contract** with the charter school. Be sure to include those that are contracted with the Intermediate Unit in which the charter school is located.

Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other information
<i>Example:</i>	<i>1.00</i>	<i>Emotional Support</i>	<i>Progress Charter</i>	<i>10</i>	

2002-2003 Annual Report for Pennsylvania Charter Schools

<i>IU 30</i>			<i>School</i>		
SEE		PARAGRAPH	BELOW		

Contracted Special Education Services

WPCCS contracts mainly with Associated Medical and Therapeutic Services (AMTS) for services such as speech, physical therapy, and occupational therapy. They have associates across the state of Pennsylvania. They offer services in the homes of our clients.

2002-2003 Annual Report for Pennsylvania Charter Schools

List all support staff (instructional and non-instructional) and related service providers **employed directly by the charter school** (vs. contracted with other providers) who provide required support for students with disabilities receiving special education. Include at least the following: special education supervisor, psychologist, speech therapist, occupational therapist, physical therapist and paraprofessionals.

TITLE	LOCATION	FTE
<i>Example: Special Education Supervisor</i>	<i>Main Campus – Progress Charter School</i>	<i>.75</i>
Special Ed Director	Main Campus	1.00
Vocational Evaluator	Main Campus	.25
Speech Therapist	Main Campus	.25
Instructional Supervisor	Main Campus	1.00
Instructional Supervisor	Main Campus	1.00
Instructional Supervisor	Main Campus	1.00
Facilitator	Main Campus	.25
Facilitator	Main Campus	.25

List all support staff (instructional and non-instructional) and related service providers (**provided under contract**) who provide required support for students with disabilities receiving special education. Be sure to include services that are provided by the Intermediate Unit in which the charter school is located.

INTERMEDIATE UNIT, PUBLIC AGENCY, ORGANIZATION OR INDIVIDUAL	TITLE/SERVICE	AMOUNT OF TIME PER WEEK
<i>Example: IU 30</i>	<i>School Psychologist</i>	<i>.65</i>
<i>Therapeutic Consultant</i>	<i>Occupational Therapy</i>	<i>1 FTE</i>
	<i>Physical Therapy</i>	<i>1 FTE</i>
Associated Medical and Therapeutic Services	Service provider of Occupational Therapy, Physical Therapy, Speech, Hearing	As needed
Guthrie Rehabilitation Services	Troy Community Hospital, Occupational Therapy, Physical Therapy	As needed
Dr. Frank Sabbatino	School Psychologist	As needed
Total Learning Centers	Speech	As needed
Easter Seal Society	Speech	As needed
Marywood University	Speech	As needed
United cerebral Palsey	Occupational Therapy	As needed
Children’s Therapy Center	Occupational Therapy, Speech, Physical Therapy	As needed



To fulfill the reporting requirements of Chapter 711.6, please attach a copy of its December 1, 2002 and revised June 2003 Penn Data student database as **Attachment D**.

SECTION IV ATTACHMENTS:

ENGLISH LANGUAGE LEARNERS PDE 3044 AS ATTACHMENT A

PROFESSIONAL DEVELOPMENT PLAN AS ATTACHMENT B

TEACHER INDUCTION PLAN AS ATTACHMENT C

DECEMBER 1 AND REVISED JUNE 1 PENN DATA STUDENT REPORT AS ATTACHMENT D

SECTION V. ACCOUNTABILITY

Indicate which state and national testing programs are used per grade levels:

Test/Grades	K	1	2	3	4	5	6	7	8	9	10	11	12
PSSA/PASA				X		X	X		X	X		X	X
Local Assessment Ed Vision					X			X			X		X

Attach a copy of the latest school profile as Attachment E and the latest local test data as Attachment F.

Using the most recent PSSA/PASA data, any locally developed tests and other data that reflects improved academic performance, provide evidence of significantly improved or continual strong student performance. Include in the discussion:

- *How these results influence development of annual measurable goals.*
- *If locally developed tests are used, discuss how they are used and what impact they have on the curriculum and any measurable goal decisions.*
- *Please describe features of the student progress plan and note the usage of teacher observations, surveys, portfolios or other local instruments to measure student progress.*

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

Teacher Evaluation

List the main features of your teacher evaluation plan and attach it as **Attachment G**.

A certified administrator following the guidelines of the Department of Educations will perform professional staff evaluations

See Attachment G

2002-2003 Annual Report for Pennsylvania Charter Schools

List entities/individuals who are responsible for teacher and staff evaluation.

Dr. Nick Trombetta CAO, WPCCS

Rebecca Manning, Director of Special Education

Robert Babish, Director of Instruction (Principal's Certification Program Univ. Pittsburgh)

Jane Price, Curriculum Coordinator (Principal's Certification Program Univ. Pittsburgh)

Dana Craker, Virtual Classroom Supervisor of Instruction (Principal's Certification Program Univ. Pittsburgh)

Aaron Bovalino, Instructional Supervisor (Principal's Certification Program Univ. Pittsburgh)

Describe training for the evaluators, particularly in the areas of special education and instructional techniques unique to the mission of the charter school.

Supervisors above are receiving extensive instruction in the areas of leadership, instructional techniques, and staff evaluation and are scheduled to receive certification in the Spring 2003. Each works under the direct supervision of Dr. Nick Trombetta, CAO WPCCS who has completed his doctorate in supervision. Director of Special Education is a certificate holder in supervision with 30+ years experience in the field. Staff are encouraged to attend special education workshops at PATTAN locations related to individual needs in the areas of evaluation and special education.

IDENTIFY MAJOR REPORTS PROVIDED TO:

The sharing of information as it pertains to the success and challenges of educating students is an important tenet within the Pennsylvania Accountability Plan. To that extent, an important step is assuring that information is available to all interested and vested parties, including, but not limited to, the following (please identify major reports that have been provided to each for the 2002-03 school year) :

Charter School Board of Trustees:

Monthly enrollment records

List of Bills Payable

Chartering School District Board of Directors:

Annual Report

Pennsylvania Department Of Education:

As required; Charter School Abstract, Annual Report; Attendance reporting

SECTION V ATTACHMENTS:

SCHOOL PROFILE AS ATTACHMENT E

LOCAL TEST DATA AS ATTACHMENT F

TEACHER EVALUATION PLAN AS ATTACHMENT G

SECTION VI. GOVERNANCE REQUIREMENTS

Include a complete list of the members of the Board of Trustees'. Attach schedule of Board of Trustees meetings as **Attachment H**.

See Attachment H

Discuss briefly any leadership changes during the past year on the board of trustees and in the school administration (President of the Board, Chief Administrative Officer, Principal, etc.) explaining why those changes were effected.

Director's position was replaced by Robert Babish as Director of Instruction due to retirement of 2002-03 director. Replaced one member on the Board who could not continue duties.

Describe training regarding governance of the school (including Sunshine Law) for the Board of Trustees.

Review of proper procedures has been covered by the CAO. Attendance at the local IU's new board member programs is also available to new members. Members have attended national conferences and have participated in the Duquesne University's Charter School Project.

How does the Board of Trustees coordinate the governance and management of the school?
The Board of Trustees approves all policies that are to be implemented in the school. Ongoing reviews of the procedures and practices take place and recommendations are developed and approved. The CAO coordinates Board Committee meetings and implementation guidelines are set forth in the policy manual.. Documents are given to board members for their review prior to actions upon them.

Describe the Board of Trustees' efforts in maintaining a working relationship with the charter granting School District's Board of School Directors.

Every effort is made to invite board members from the cyber school to attend and participate in regularly scheduled Midland School District Board meetings. Collaboration between the two groups is highly encouraged. The CAO of the WPCCS makes every effort to bring the 2 entities together and serves as a direct link between both groups. The CAO of the WPCCS and the Superintendent of the Midland School District is a shared office of Dr. Nick Trombetta

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

All board meetings are open and available to the community and parents. Parent involvement is encouraged, although somewhat difficult due to the geographic statewide enrollment area. A group chat is available for parents as well as timely newsletters. Parents may also check the WPCCS website on a daily basis for additional announcements. All required documents and reports are available to parents on the WPCCS website.

SECTION VI ATTACHMENTS:

BOARD OF TRUSTEE MEETING SCHEDULE AS ATTACHMENT H

See Attachment H

SECTION VII. FINANCIAL, FACILITY, HEALTH AND SAFETY RESPONSIBILITIES

Describe sources and amounts of funds and list significant private donations, foundation grants, other.

The only source of revenue is tuition paid from sending school districts.

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

WPCCS does not conduct any fundraising activities

Describe budgeting for emergencies, shortfalls or delays in receiving monies.

WPCCS has secured a \$500,000 line of credit. WPCCS currently has \$250,000 of this available.

Identify the charter school's projected unreserved fund balance for next year and describe the policies used to maintain fiscal solvency by determining the amount of funds to be set-aside for unexpected expenditures.

WPCCS projects a 5% fund balance. Funds are continually re-invested in the growth of the school.

Describe the accounting system used by the charter school and how it integrates with the required Pennsylvania State Chart of Accounts for Pennsylvania Public Schools and PDE reports utilizing Generally Accepted Accounting Principles (GAAP) for budgeting, accounting and reporting.

WPCCS uses the accrual method utilizing QuickBooks Pro. QuickBooks Pro allows for 100% integration with the PA chart of accounts, and in full compliance with GAAP principles.

2002-2003 Annual Report for Pennsylvania Charter Schools

Identify the charter school's audit firm, date of last audit, auditor's opinion and any findings resulting from the audit. Attach the auditor's annual report summary for the charter school as **Attachment I**.

WPCCS utilized the services of Cottrill-Arbutina and Associates, P.C. The last audit was performed as of June 30, 2002.

See Attachment I (physical copy sent separately)

List citations and follow-up actions for any State Audit Report.

WPCCS was audited by the Auditor General's Office for the years ending '01 and '02 and received no findings or observations.

Describe the charter school's acquisition of facilities, furniture, fixtures, and equipment during the 2002-2003 fiscal year.

WPCCS has acquired computer equipment and supplies for the explicit use of students and staff. All prices are either quoted or in line with PEPPM pricing.

Describe future facility plans and other capital needs for the length of the charter and how these items have been integrated into the strategic plan of the charter school.

WPCCS is currently planning to lease space in a new facility being planned for construction. WPCCS will pre-pay a lease on this facility.

Describe how the charter school has complied with health and safety requirements (e.g., fire prevention, safety standards, requirements to hold fire drills), and provide appropriate evidence of maintaining health and immunizations records for students.

All appropriate health and safety records were reviewed by the Auditor General's Office and were found to be in compliance.

Provide a complete list of current school insurance coverage policies and programs including health and general liability.

WPCCS provides insurance coverage through Keystone Health Plan for health/prescription/dental/and vision. All other coverage such as; Errors and Omissions, Workman's Comp, etc are attached.

See Attachment (sent physical copy)

SECTION VII ATTACHMENTS:

AUDITOR'S ANNUAL REPORT SUMMARY AS ATTACHMENT I

See Attachment I (sent physical copy)

SECTION VIII. ADMINISTRATIVE NEEDS

Quality of teaching and other staff

Describe the professional staff of the school including total number of personnel, how many are returning staff from the 2001-2002 school year, and how many were with the school for the entire 2002-2003 school year. Discuss staff turnover and retention patterns and possible reasons for each. Provide percentages for certified and non-certified professional employees with areas of teaching, specialist or administrative responsibilities. Do not include Resource Specialist in this percentage count. Attach a copy as Attachment J.

The professional staff in 2001-02 consisted of 10 full time and 43 part time certified professionals. Only one full time staff member did not return because of geographic relocation but the full time staff increased to 13 and part time staff grew to 48. With the increased of enrollment of approximately 250 beginning students, more staff was added. Also, as WPCCS evaluated the educational needs of the students with respect to tutoring and discussion boards and thus more staff was added. Full time staff additions included Instructional Supervisors, while part time staff were added as facilitators. Some facilitators of 2001-02 school year were promoted to full time Instructional Supervisors. With the exception of two positions, both full and part time staff spent 100% of their duties in their certified area. Restructuring of the WPCCS instructional model will be taking place during the 2003-04 school year.

See Attachment J

Student Enrollment

Describe the charter school's student enrollment procedures and policies, including the admissions policy. Describe how all policies and procedures comply with state law. Indicate whether a lottery was required, and, if so, how it was carried out. Describe if a lottery was used, how students were placed on a waiting list and how those students were enrolled from the list.

Admissions Policy

- WPCCS does not charge tuition to parents or students.
- WPCCS is in full compliance with open enrollment regulations and withdrawal requirements specified by Act 22.
- WPCCS complies with all state and federal laws.
- WPCCS does not discriminate on the basis of race, creed, gender, disability or ethnic origin in the enrollment and/or the administration of its educational program or extracurricular activities.

When demand for enrollment exceeds places available, residents of the Midland Borough School District are the first to be admitted. Further admissions are determined by lottery among all new applicants. Returning students and their siblings are given priority over new students.

Minimum & Maximum Age

Students generally must be at least five years old to enroll in the Kindergarten program. In Pennsylvania, students are entitled to a public K-12 education through the age of 21. Students in their late teens will be accepted only if there is a reasonable expectation that he/she will be able to complete graduation requirements by the age of 21.

The student must provide WPCCS with copies of the student's birth certificate during the enrollment process.

Being that enrollment was ongoing during the 2002-03 school year, no accurate records were kept by grade level as to drops and adds during the course of the school year. New students were added as late as January 2003.

Of the Approximately 85% of our students who had completed the 2003-03 school year minus the graduating class of 2003, have returned for the 2003-04 school term. Of that number, less than 7% of those students were dismissed and returned to their public school of residence. In numbers, 998 students have returned out of the 1173 that attended during the 2002-03 school year.

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

WPCCS enrollment trends over the past appear to be heavier in the middle to upper grade levels. We can attribute this to the fact that older students tend to be more self-motivated and independent learners. The biggest reason indicated by our withdrawn students for exiting the WPCCS is that a change in the family situation (i.e. divorce, separation, job transfer, etc.) has caused a majority of students to withdraw. Other reasons include the need and readiness to return to 'brick and mortar' or private school for reason related sociality. Overall, enrollment in the WPCCS increases yearly in the 30-40% range. This is contributed to the general public's awareness of the cyber school option. Some marketing the WPCCS mainly by radio media has also been done this past year for the first time since the school has opened its doors.

Describe the charter school's transportation program, including transportation accommodations for Special Education students and suggestions for improvement to the program.

The WPCCS provides no transportation for its students.

Describe the charter school's food services program. Does the charter school participate in the Free and Reduced Lunch (FRL) Program?

The WPCCS does not participate in the FRL Program

Describe your expectations for student behavior and discipline. Explain how your discipline policy complies with Chapters 12 and 13 of the Public School Code, particularly with respect to due process. Attach a copy of the charter school's discipline policies as Attachment K.

Student Progress

At the WPCCCS, students, parents, and school staff share responsibility for academic progress. Students are expected to complete all assignments promptly according to curriculum instructions and in a manner consistent with all school policies. Parents must monitor and assist students as needed throughout the school day.

Members of the school staff are available by email or phone as needed for assistance. If students prefer, they can arrange a personal visit with a staff member. Additionally, as required by school policy, facilitators communicate with students and parents on a regular basis to monitor progress.

The staff will intervene if a student does not:

- fulfill assignments on a regular and consistent basis
- pass any midterm, final, or achievement test
- communicate as required on a regular basis with staff members.

Academic Probation

WPCCCS understands that children work at their own rate; however, every effort should be made to complete a school year's work in 36 weeks. Half credit courses should be completed within 18 weeks.

If it is determined that a student does not show continuing progress and/or does not maintain regular contact with WPCCCS, a letter may be sent encouraging the student to improve performance/maintain contact. This letter will request that parents contact WPCCCS and may outline certain conditions intended to ensure that the student show academic progress.

Administrative Review Board

The Administrative Review Board gathers information on students troubled by poor performance, inadequate academic progress, disciplinary infractions, behavioral problems, truancy, and such. The Administrative Review Board is made up of the Director, Assistant Director, the Instructional Supervisor of the student involved, the Director of Special Education Services (where applicable), and other support personnel as necessary. The parents and student are invited to attend a pre-arranged meeting at the WPCCS.

WPCCS will make every effort to rectify the problem. If the parties are unable or unwilling to reach a solution or compromise, the school will take appropriate corrective action, including the possible removal of the student from the WPCCS.

In any case where a student is involuntarily removed from WPCCS, the home school district of the student will be notified.

See Attachment K

SECTION VIII ATTACHMENTS:

CERTIFICATION VERIFICATION FORM AS ATTACHMENT J

DISCIPLINE POLICY AS ATTACHMENT K

ADDENDUM A

A measurable annual goal contains the following elements:

#1 Element -What is being measured?

Academic Example:	Increased number of students achieving at Proficient or Advanced Proficient as measured by the PSSA Mathematics Scores
Non-Academic Example:	Improved Parent Participation

#2 Element -What is the standard for success?

Academic Example:	5% increase in number of students achieving
Non-Academic Example:	75% of parents will participate

#3 Element - How frequently will the goal be measured?

Academic Example:	Yearly
Non-Academic Example:	Monthly

#4 Element - What is the instrument used to measure the goal?

Academic Example:	PSSA results as reported on school profile
Non-Academic Example:	Monthly participation charts.

Examples of Measurable Goals:

- 5% increase in number of students achieving at proficient or advanced proficient on PSSA Math assessment.
- 75% of parents will participate in monthly meetings as documented on participation chart.
- Students will complete 90% of all daily homework assignments as charted by classroom teacher.
- The charter school will submit all state reports at least 3 days prior to deadlines as monitored monthly by a committee of the Board of Trustees.
- 75% of parents or guardians will participate in at least one of the following, as charted bi-weekly by community relations committee:
 1. Attend monthly PAC meeting,
 2. Volunteer for in-school paraprofessional duties,
 3. Volunteer for after school paraprofessional duties,
 4. Provide resources for curricular and extra-curricular activities; and,
 5. Perform other appropriate duties as authorized by committee.

To be submitted August 1, 2003 with Letter of Intent.

CHARTER SCHOOL ANNUAL REPORT

SUMMARY DATA

2002 – 2003

NAME OF SCHOOL _____

DATE OF LOCAL CHARTERING SCHOOL BOARD APPROVAL _____

LENGTH OF CHARTER _____ OPENING DATE _____

GRADE LEVEL _____ HOURS OF OPERATION _____

PERCENTAGE OF CERTIFIED STAFF _____ TOTAL INSTRUCTIONAL STAFF _____

STUDENT TEACHER RATIO _____ STUDENT WAITING LIST _____

ATTENDANCE RATE/PERCENTAGE _____ ENROLLMENT _____

PER PUPIL SUBSIDY 2002-2003 _____

STUDENT PROFILE:

AMERICAN INDIAN/ALASKAN NATIVE	_____
ASIAN/PACIFIC ISLANDER	_____
BLACK (NON-HISPANIC)	_____
HISPANIC	_____
WHITE (NON-HISPANIC)	_____
MULTICULTURAL	_____

PERCENTAGE OF STUDENTS FROM LOW INCOME FAMILIES ELIGIBLE FOR A FREE AND REDUCED LUNCH _____

PROVIDE THE TOTAL UNDUPLICATED NUMBER OF STUDENTS RECEIVING SPECIAL SERVICES (EXCLUDING GIFTED) AS OF 12/02 _____ (Attach 12/02 and June 2003 revised PENN DATA Report as Attachment D).

	K (AM)	K (PM)	K (FULLTIME)	ELEM	MIDDLE	SEC.	TOTAL
NUMBER OF INSTRUCTIONAL DAYS							
NUMBER OF INSTRUCTIONAL HOURS							

**ASSURANCE FOR THE OPERATION OF
SPECIAL EDUCATION SERVICES AND PROGRAMS**

School Year _____ **(Enter the upcoming school year)**

The _____ Charter School within Intermediate Unit _____ 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 Administrative Officer for the charter school to operate services and programs.

Board President

Date

Chief Administrative Officer

Date

2002-2003 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete

YES

NO

SIGNATURE PAGE

Identify the charter school's Chief Administrative Officer.

Name Dr. Nick Trombetta

Phone 724-643-8650 x 205 Fax 724-643-2791

E-mail ntrombetta@midlandpa.org

Dr. Nick Trombetta _____ 10-01-03 _____
Signature of the Chief Administrative Officer Date

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

Name Patience Katich

Phone 724-643-1917 _____ Fax _____

E-mail _____

Patience Katich _____ 10-01-03 _____
Signature of the President of the Charter School Board of Trustees Date

Identify the charter school's special education contact person.

Name Rebecca Manning

Title Director of Special Education

Phone 724-643-1180 x 1039 Fax 724-643-1181

E-mail bmanning@wpccs.com

Rebecca Manning _____ 10-01-03 _____
Signature of Special Education Contact Person Date