

**EAST SIDE
CHARTER SCHOOL**

RENEWAL APPLICATION

May 31, 2000

***"Life long achievement through
educational excellence..."***

DELAWARE DEPARTMENT OF EDUCATION

APPLICATION FORM FOR RENEWAL OF A CHARTER OF A STATE APPROVED CHARTER SCHOOL

East Side Charter School
Name of School

Will Robinson
Name of Contact Person

Saundra Ross Johnson
Name of the Head of the Board

2401 Thatcher Street
Mailing Address of Contact Person

September 1997
Initial Opening Date

302- 421-8270
Telephone Number of Contact Person

Kindergarten through Third
Grades for School

302-421-8276
Fax Number of Contact Person

Fourth year enrollment	<u>75</u> number	<u>Kindergarten-3</u> fourth year grade span
Fifth year enrollment	<u>90</u> number	<u>Kindergarten-4</u> fifth year grade span
Sixth year enrollment	<u>105</u> number	<u>Kindergarten-5</u> sixth year grade span
Seventh year enrollment	<u>135</u> number	<u>Kindergarten-6</u> seventh year grade span
Eighth year enrollment	<u>135</u> number	<u>Kindergarten-6</u> eighth year grade span

Note: If this application is approved by the Department of Education and State Board of Education, with or without amendments, the final approved application and any amendments will serve as the approved charter for the school. A charter cannot be altered without the approval of the Secretary of Education and State Board of Education.

Document No: 95-01/99/02/14

Introduction

This document contains the two-part renewal application form, which is one component of a package that will be reviewed by the Department of Education Charter School Accountability Committee. The complete package will include the most recent Annual School Report, the signed Performance Agreement, records of audits and site monitoring visits, surveys from parents and others, and relevant correspondence and reports.

The *Application for Renewal* form consists of two parts:

Part I: Demonstration of Success: A Report on the Performance of the School During the Current Charter Period

In order for a charter school to be considered successful, the charter school must demonstrate that it has met, in a satisfactory manner, the approval criteria listed in Del. C., Title 14, Section 512, other requirements specified in Del. C., Title 14, Chapter 5, the terms of its approved charter, and the *Expectations for Successful Charter Schools*, which have been adopted by the Secretary of Education and State Board of Education. Part I of the application form is to be used to report the charter school's accomplishments in meeting these criteria and expectations.

Part II: Plans for the Future: Meeting the Expectations for State Approved Charter Schools During the Renewal Period

In order for a charter school to be renewed, it must have a plan to meet the criteria in Del. C., Title 14, Section 512, other requirements specified in Del. C., Title 14, Chapter 5, and the *Expectations for Successful Charter Schools* and *Expectations for Model Charter Schools*, which have been adopted by the Secretary of Education and State Board of Education. Part II of the application form is to be used to describe the charter school's plan for meeting these criteria and expectations during the renewal period.

APPLICATION NARRATIVE

Part I: Demonstration of Success

Report on the Performance of the School During the Initial Charter Period Overview

East Side Charter School is an independent, tax exempt, non-profit 501(C)(3), urban public charter school. We are chartered through the Delaware Department of Education. The school is located in Wilmington, Delaware, in what is known as the Eastlake. Eastlake, a Wilmington Housing Authority public housing site in the northeast side of Wilmington, has been selected as a HOPE VI area and will be revitalized through a \$16,000,000 HUD HOPE VI grant. The school is the first charter school, in the United States, founded by a housing authority and a local community board of directors, and located in a public housing community.

Mission: The East Side Charter School educates children in a safe, caring, and nurturing environment so that they will excel academically and socially.

Vision: Lifelong Achievement Through Educational Excellence

East Side Charter School stands as the centerpiece of the U.S. Department of Housing and Urban Development's HOPE VI comprehensive overhaul of the East Lake Community. The school was started as a means to provide a superior education for children in **need** and "**culturally and economically at risk**", and in an effort to salvage a generation of children from the plight of dependency and disillusionment.

Student Population											
1997-1998				1998-1999				1999-2000			
Beginning		Ending		Beginning		Ending		Beginning		Ending	
80		63		80		76		71		69	
K	1	2	3	K	1	2	3	K	1	2	3
16	16	16	16	16	16	16	16	16	16	29	9

We have served up to a total of 69 students, with our target population being 75. Our students remain consistently about 100% African American and Hispanic from families led by single women with low or moderately low incomes. Approximately 30% of the students reside in public housing. On average 85% or more of our students qualify for free or reduced meals. As a result of the poverty and crime in this immediate area we are faced with many symptoms characteristic to such an area. We serve a significant number of single parent households with high unemployment and drug use. Most of our new students start each year significantly below grade level. A majority of the students from the area are performing below level at their respective schools, also. A recent report showed that only 13% of Wilmington high school graduates go on to post high school education. That is a trend that we hope to reverse.

Our small size helps us maintain a healthy student teacher ratio. This allows us to develop strategies to help each child as the need arises. We constantly assess the progress of each student and are able to notice any consistent problems that a child has in his academics, or socially.

Student Teacher Ratio											
1997-1998				1998-1999				1999-2000			
13:1				10:1				11:1			

The mission of East Side Charter School is to educate children in a safe, caring and nurturing environment so that they will excel academically and socially. We use a variety of approaches to accomplish our mission. We use an approach that has succeeded in other schools with similar populations as ours. We use a combination of Direct Instruction and Core Knowledge Curriculum. We also immerse our students in literature and life experiences in order to bridge the language gap that statistically separates students such as ours, from the lower economic strata, from students living in middle class homes.

The before and after-school program provides an extended day for students needing homework help and tutoring. The extended year (school ends the last week of July) gives students a chance to

enrich their academic skills, be involved with organized recreation and also reduce the need for remediation during September.

Major accomplishments	
1. Maintaining 90% or better attendance	5. Returning at least 63% of students yearly
2. Increasing parental involvement yearly	6. % of students beginning and end the year increased yearly
3. Yearly increase in CTBS scores	7. Yearly increase in DSTP scores
4. Having majority certifiable staff members	8. Professional development opportunities for staff

Meeting the Expectations of a Successful Charter School

a) Improving public education overall [Del. C., Title 14, Section 512(3), (4), (6), (7)]

The thrust of our curriculum is to make sure that each component is in line with the Delaware State Standards in reading, math, language arts, and the visual and performing arts. We believe that all children are capable of mastering content standards and meeting social expectations when they have thorough understanding, adequate time and appropriate support. Students are viewed as **individuals** and every effort is made to accommodate each child's unique gifts and talents. Our goals are as follows:

In Language Arts our students will:

- Use written and oral English appropriate for various purposes and audiences
- Construct, examine, and extend the meaning of literacy information and technical texts through listening, reading, and viewing
- Access, organize, and evaluate information gained by listening, reading and viewing
- Use literary knowledge accessed through print and visual media to connect self to society and culture

In Mathematics students will:

- Solve problems
- Communicate mathematically
- Reason mathematically
- Make mathematical connections

In Social Studies students will develop an understanding in:

- Civics, to include government, politics, citizenship and participation
- Economics, to include personal economics, financial systems, economic systems, and international trade
- Geography, to include maps, globes, mental mapping, environment, places and regions
- History, to include chronology, analysis, interpretation content - similarities and differences in life now and in the past, important people and events in the past

In Science by the completion of third grade students will know:

- Science as inquiry
- Science technology and society
- History and context of science
- Science topics:
- Using senses to observe properties of living and non-living things
- Weather patterns and their influence on living things

- Requirement for living things to survive in their habitats
- Comparing and testing the physical properties of solid and liquid forms of materials
- Healthy growth and development of humans
- Explaining how the properties of soils affect living things
- Accounting for why objects move and balance
- Earth, Moon and Sun: Patterns of Movement in the Sky
- Earth: A Rock Plane
- The Human Body: how form relates to function
- Acquiring evidence of how materials respond to change

In order to accomplish these goals we have adopted the Direct Instruction Curriculum that gives us the structure our students need. Direct Instruction has a lengthy and rich base of empirical research. Not only is there extensive research on this approach, but also there are many studies with similar findings, which raises confidence in the results. Further, of the 14 studies that used rigorous methodologies, independent researchers conducted five.

Overall, there is strong evidence that Direct Instruction has a positive effect on student achievement. Adams and Engelmann's analysis (1996) showed that 32 of the 34 studies qualifying for inclusion in their meta-analysis demonstrate that Direct Instruction has a positive effect on student achievement. Their review found that Direct Instruction is effective in improving overall achievement, as well as achievement in language, reading, mathematics, spelling, health, and science. Several other studies, moreover, confirm and reinforce these findings. Of those studies reviewed for this profile, seven support Direct Instruction's positive effect on reading, 11 on mathematics, nine on language, and four on affective behavior and social skills. Direct Instruction also appears to improve chances for later success (e.g., graduation rates, application and acceptance to college rates). Research also suggests that students who begin Direct Instruction with low IQs seem to progress at the same rate as students who begin Direct Instruction with higher IQs (i.e., the approach is effective for both high- and low-achieving students).

Direct Instruction also appears to improve students' affective behavior and social skills: self-esteem/concept, attitudes toward self and school, attribution of success or failure to self or outside, and sense of responsibility.

Our own research shows that student achievement is beginning to go up at the school as we began to implement Direct Instruction on a small scale. The present Director has had several years experience using the programs and provides on-site coaching and training. Teacher confidence and school atmosphere also showed a marked improvement.

The results of Direct Instruction are in line with our vision of enabling our students to achieve in a global society. The programs not only produced good students academically, but also socially. This supports our overall school improvement plans.

In addition, we have begun to implement the Core Knowledge Curriculum, a curriculum that is predicated on learning being built on prior knowledge. Children gain new knowledge only by building on what they already know. There is growing research showing that schools integrating Core Knowledge with Reading Mastery are making significant strides in academic achievement. We believe we can duplicate that success. Teachers are trained in a number of methods to teach reading and math. This allows us to reach students who are having trouble with the major curriculum. This is also a tool that we use in extended day and summer programs. Without duplicating what we do daily, we have a way to work with the students.

Each of our programs can be replicated with effective training. Our small class size allows for individual attention and a more focused atmosphere. Students who might otherwise flounder get one-on-one attention, including Orton Gillingham, Phonographix, and Spaulding Reading Mastery in reading, Hands on Math, and Connecting Math.

Teaching Methods

Direct Instruction or Teacher-centered instruction is the method East Side Charter School has adopted to ensure the success of our students. Direct Instruction offers a solid, developmentally appropriate, structured curriculum with a major emphasis on reading, writing, and math, combined with computer technology, science, social studies and the arts. Teachers integrate subjects around themes that resembled real life learning experiences, whenever possible. The use of a Constructivist Model ensures that students actively participate in their learning. The eleven-month academic year, beginning in September and ending in July, provides for maximum learning experiences. A full day kindergarten allows our youngest students increased opportunities to learn. Because research has shown that reading and writing are reciprocal, each skill strengthening the other, we have implemented a rigorous writing program where students are expected to write everyday. Teachers teach writing as a process where students acquire the necessary skills to know and consistently produce good writing for a variety of audiences. Journals and portfolios assist students and teachers in using and monitoring the writing process.

Exemplary Programs

COMPUTERS – Our computer curriculum is designed to have our students become proficient in basic computer skills. Students are required to learn the parts of a computer as well as the functions. Students are pre-and post-tested on the parts and functions of the computer and are expected to improve in their knowledge and use of the computer from kindergarten through third grade.

ART – Our art curriculum is in line with the state's arts standards. Students are being taught the basics and are also given a chance to express themselves and discover their talents through the arts.

MUSIC – Our music program is designed to enhance the student's knowledge of music history and learn the basics of music. The students are learning to read music and build skills necessary to play instruments and sing. The program includes music concepts, rhythm, tone, listening, color, and using the body as a musical expression. This program integrates music with the core curriculum including literature, language arts, and critical thinking. Vocal technique and songs are an integral part of the program as well as piano and percussion.

DANCE – Our dance program allows for self-expression in a guided setting. It is both therapeutic and educational in nature. History and theory are taught with music and movement.

Graduation and Promotion Requirements

In order for our students to be promoted to the next grade level, they must demonstrate proficiency in reading and math on grade level. If the child is a special education student, he or she must master the objectives stated in their IEP. Students may be assigned to the next grade if they are functioning satisfactorily at a level that is not more than one level below their grade. These students are then closely monitored and given additional support to assist them in catching up. The classroom teacher presents information about the student's progress at weekly teacher meetings for support and assistance. It is essential that the school's entire instructional team rally around their reluctant learners.

At-Risk and Special Education Students

The classroom teacher provides for the educational and social needs of at-risk and special education students. We provide additional oversight is by the director, a special education teacher, and a contracted speech therapist and psychologist. Parents are involved at every level of the special education process. Tutors from Back-to-Basics also provide additional one-on-one services for our special education students.

Mentors and Tutors are helpful in supporting our students' learning. Among these are employees of Nuclear Electric Insurance Limited and Wilmington Housing Authority, retired schoolteachers, students from the University of Delaware, and parents. They have interacted with our children under the supervision and guidance of the classroom teacher and the director. Creative Mentoring has provided recruitment, training and support for these mentors.

In order to ensure that all of our students benefit from our educational design, we constantly look for ways to better facilitate learning. All teachers, along with the director, meet weekly to discuss any potential problems developing with a student. We see most learning problems as being solvable or lessened, with the proper pre-emptive prescriptions. We discuss remedies. Implementation is immediate. We further examine long lasting problems and make sure that parents are made aware of the potential of future problems. Should our interventions not be able to solve these problems, we will provide psychological and formal academic assessment, with parent's permission. If a child qualifies for services, all qualifying documents are written and implemented by the staff. In some cases outside contractors are used.

Before and After Care Program

Before and After Care programs also offer educational support for our students. The academic based program involves qualified teacher counselors. We designed the before and after-care programs and the summer program, to provide a safe environment in which our students receive tutoring, technology training, mentoring, and drug and violence prevention training.

We have added a summer recreational component with the cooperation of the Wilmington Department of Recreations. Enrichment opportunities include academics and technology training, arts and crafts and science.

The school's Executive Director is responsible for the administration of the project; helping to develop and maintain a dynamic, age appropriate course of study/activities; working with children and staff; and maintaining records. The Executive Director also seeks constant feedback from the teachers and parents, and students and makes adjustments accordingly.

Athletic and extra Curricular Program

The classroom teacher integrates the arts, physical education, music and other extra curricular activities into the student day. Special guests (usually in a specific field) provided assistance in these areas. Our guests not only bring information and insight into various career choices, but also inspire motivation for learning. Some of our guests have included Wilmington Police Officers, fire fighters, writers, politicians, computer experts, athletes, and postmen. Field trips became an important component in expanding our students' background knowledge, which enhances reading comprehension skills and writing. The students have taken trips to such places as the Philadelphia Natural History Museum, the Franklin Mint, the University of Delaware, the Delaware State University Farm, and The First Union Center in Philadelphia.

Summer Program

During the summer part of our program we attempted to enhance our mission to prepare our students for the twenty-first century. We continued to provide a safe and nurturing environment while many of the students' parents were working or receiving job training.

The program extends for five weeks, is staffed by teachers, high school students, and college students. We provide phonics based instruction, and Hands on Science and Math.

Activities: All of our K-3 students attended an extended after-care program. They are offered recreation, tutoring (some in-depth math and reading tutoring for small groups of students), homework help, computer skills training, conflict-resolution training, teambuilding, science and social studies, and breakfast and snacks. Activities are directed toward K-3 students of varying levels.

Students attended regular school hours of 8:30 until 12:30. Lunch is served and then an after-care program began at 1:00 and ran until 6:00 during which a nutritious snack was served. The program focused on specific basic academic skills and elementary level recreation. Some students returned home at 3:30. Those who needed to stay were regrouped. Our intent is to provide an extension to our program. Our students benefit from the summer program and show little regression during the August break.

Formal visits

The Quality Review Team visited the school as a routine check on quality of school programs funded through IASA federal programs. Commendations and recommendations were made based on the

information collected from the visit. The review was very favorable to East Side Charter School's operations and functionality.

Commendations:

1. The attractive and positive school environment, which is characterized by an open door policy and a child-centered environment.
2. The assessment of /and the immediate attention to student needs (formal and informal).
3. The flexibility of staff in providing a program based on student needs in the areas of Reading and Writing.
4. Knowledge of students' performance based on CTBS and DSTP assessments.
5. Presence of the school as a positive model and resource for the community.
6. Hiring a full time Family Crisis Therapist to assist family needs.
7. Creativity and efforts at the school in seeking additional funds to improve the school.
8. Involvement of the community and parents in the school program.
9. The belief of the parents in the vision and quality of the school program.
10. The school recognition of the emotional and psychological needs of children and efforts to obtain additional services.

The Quality Review Team concluded their report with:

"... the Quality Review Team was impressed with the East Side Charter School community and the performance of its children. We believe that they are truly meeting the needs of the children of the community."

The Delaware Department of Charter Schools office staff made several visits throughout the year. Several times the officers were accompanied by visitors from around the world showing us as a positive example of a charter school.

Delaware State University officials visited to consider forms of partnerships that are possible between the school and several of the university's departments. We have developed a partnership between the social work, agricultural and education departments. This relationship has already shown benefits with the implementation of a 4-H Club and a Butterfly Garden.

University of Delaware officials visited to develop a working partnership. This has lead to a partnership with the School of Urban Affairs & Public Policy, which has lead to research, intended to improve our school.

b) Accomplishment of the mission, goals, and objectives of the educational program

[Del. C., Title 14, Section 512(3), (4), (5), (6), (7)]

The mission of East Side Charter is to educate children in a safe, caring and nurturing environment so that they will excel academically and socially. In order to accomplish our mission we have created an atmosphere where the students see success as the only option.

Our goal is to improve the academic performance of all of our students. In order to create an atmosphere of achievement and success we had several objectives. We sought to have the state required number of certified and school required dedicated staff. We have found a mix that satisfies both. Our focus is on the child first. Our staff works extremely hard to achieve our desired goals.

As in any start-up operation, the first three years were challenging. We lost teachers due to inexperience and lack of certification. Stability has come to the organization because now 80% of our teachers have a standard certification and 20% have a temporary certification. The staff is experienced and dedicated to working with our population of students. All teachers have made a commitment to training, learning and writing curriculum, and providing the necessary atmosphere to see our students achieve.

Certification outlook

Teacher/1999-00	Grade/Subject	Certification	Race	Sex	Age
Barbara Juraco	Kindergarten	Standard	W	F	
Patrique Freeman	First	Standard	Afr.am	F	
Marlin White	Second	Temporary	Afr.am	M	
Dorothy Bright	Second	Standard	Af. am	F	
Chris Chaney	Third	Standard **	W	F	

We saw an overall improvement in our student's academic skills, which has begun to transfer into academic achievement. Parental testimonials and reduced teacher referrals give us evidence of improved behavior and participation. There were few students who left during the year. Several parents who moved out of the area continued to send their children to East Side Charter School.

School average performance on the CTBS tests will show an at least a one grade level increase.

We saw an increase in student achievement every year on the CTBS although their achievement fell slightly short of the full year achievement we sought for all students.

For each grade, the following percentage of students in the school will demonstrate an increase of at least one grade level in both reading and math during the first three levels of school:

70% 97-98 compared to 98-99

80% 98-99 compared to 99-00

Seventy-nine percent of the students that have been with us for more than one year are showing an aggregate score of at least one year grade level increase, while 40% of all others are within one tenth of a grade short of a full grade level increase. The average increase was .9-grade level increase.

School average performance in each subject area assessed on the state assessment will increase annually during the first three years of school operation.

Scores on the DSTP increased every year in reading and math but decreased in writing in 1999. This is due to the number of students that were well below their reading levels at the beginning of the year. We also have a number of students whose emotional states did not allow for their best performance on the test dates. We are improving the handling of these situations with training.

Another goal was, by the end of the initial three-year period, the school would demonstrate that its students have exhibited positive behavior that related to academic success.

This was to be measured by attendance and the number of reportable incidences. The chart below shows the attendance rate for the year.

School average performance targets on the state assessment will be the following for each subject area assessed:

First Year 80% of state grade average for each subject assessed

Second Year 90% of state grade average for each subject assessed

Third Year 100% of state grade average for each subject assessed

We had great success achieving both the first and second year goals. Year 2000 results will be reported at a later date.

Improve the average daily attendance to 90% or better.

Due to the omission of a full day program during the month of July during our initial year in 1998, our attendance was sparse with less than 30 students attending. This was counter-productive to our mission, as research shows that at-risk children benefit from extended school and summer programs.

The next summer in 1999 we ran a full day program with the help of a grant from Family Workplace Connection. They provided us \$6,800 to help fund our summer program. The summer program consisted of intense academics during the morning and tutoring and recreation during the afternoon hours. We hired aides from the local universities and high schools to work in small groups with our students. We also were granted high school students from The Delaware Works program.

Unlike the first year, 74 students consistently attended the summer program. The average attendance was 85% for the summer. During the other months we averaged 95% attendance. This has resulted in an increase of beginning reading levels for our children starting in September 1999. We intend to have similar results for the summer of 2000. The attendance rate is expected to remain close to 90%.

Attendance-%(90+ target) 1998-1999

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
95%	96%	95%	95%	96%	94%	92%	94%	95%	96%	85%

Attendance-%(90+ target) 1999-2000

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
95%	95%	95%	91%	87%	95%	94%	88%	92%		

Fewer total reportable incidences than the average for all schools with the same grade configuration in New Castle County.

Our reportable incidences remain low with only two incidences during 1999-2000, only one more than last year. We made a great effort to set the ground rules for children, parents and teachers. We encouraged parents to get involved with their children. We continued to strengthen our school-wide conflict resolution program, as well as, a school wide discipline plan. We encouraged parents at PTA meetings and weekly communications to use terms that we use for conflict resolution in order to remain consistent. The results were encouraging. During the 1999-2000 year we focused more on the parents so that they can reinforce our model of conflict resolution.

Reportable incidences 1998-1999

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
0	0	0	0	0	0	0	0	1	0	0

Reportable incidences -1999-2000

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
1	1	0	0	0	0	0	0	0	0	0

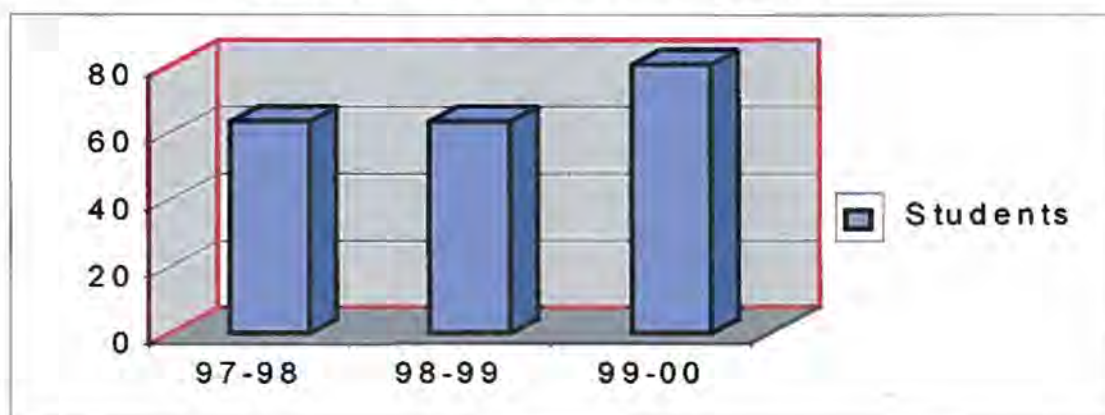
Each year at least 85% of the non-graduating student body will return to the school the following September.

We are aiming for an 85% return rate for all students from year to year. Considering our numbers, that is a challenging task. We, however, strive to retain each and every child in our lower grades, because the greatest contributors to student achievement are teacher ability and consistency in attendance.

As a result of family relocation, disagreement with the school's policy of parental involvement, unwillingness to accept the school's discipline or uniform policy, some parents decide to move on. We see this as a positive development because the parents who remain with us believe in our mission and recognize that by working with us and supporting our policies, their children benefit. They are more actively involved in helping their children and participating in school activities. We are making an effort to better educate our parents to see that the school's policies and approach to discipline and structure increase their children's opportunity to excel

During the past two years 63% of students have returned. We are hoping to increase parental participation by increasing the number of home visits and parent teacher meeting to 8 per year. Also, we have made a commitment to phoning parents every week. We believe the added attention will let the parents know that we have high expectations for their children. We know that the children will succeed if the parents fully support us.

Returning %- Last Year Students (85% target)



Of all the students entering the school at any given grade, 70% will continue at the school through the end of educational completion.

50% of 1998-99 3rd grade class has been at East Side for two years.

85% of this year's 3rd grade class has been here two years or more.

(76% of second graders have been here for more than one year)

The first two years were spent trying to establish a culture where there are high expectations for parents and children. Some parents did not accept what we were trying to establish and moved on. Other parents moved to other areas of the country and city and could no longer send their children here. Since we cater to a lot of siblings, we lost some children when an older sister or brother graduated. We set a goal of retaining 70% of our students year after year. This year, we see major adjustments in the commitment of the parents and expect to start approaching that goal during the 2000-2001 school year.

We expect that each year the number of admissions will enable us to have the maximum number of students allowed by the charter.

Enrollment-Chart Showing Student Enrollment during the School Year 1997-98

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
80	78	70	65	63	63	63	63	63	63	63

Enrollment-Chart Showing Student Enrollment during the School Year 1998-99

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
80	78	79	78	78	77	77	76	76	76	76

Enrollment-Chart Showing Student Enrollment during the School Year 1999-00

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
69	71	70	70	69	69	69	69	69		

Every year we maintained enough students to reach our maximum enrollment levels with the exception of 1999-2000. We fell short in our third grade. Several students were withdrawn at the last minute and students on our list had already enrolled in other schools. Since we only go to the third grade, parents were reluctant to move their students to our school for only one year.

By the end of the third year of the school's operation, we will have a waiting list of students seeking admission.

We have registered 85 students for the up-coming year and maintain a waiting list.

Waiting list- for 2000-2001

K	1	2	3
10	17	7	4

b) Student achievement [Del. C., Title 14, Section 512(4), (5), (6), (7)]

Student achievement is measured by daily performance, annual CTBS tests and the DSTP.

One of our primary objectives was by the end of the initial three-year period, this school will demonstrate that its students are achieving academically at or near state average performance as measured by the state assessment and other standardized assessments. Below is an overview of how our students did on the CTBS during the first two years.

Achievement Target One was to increase one grade level on the CTBS (average).

	Post test 97-98			Pre-test 98-99			Post-test 98-99			Pre-test 99-00				Post-test 99-00			
	r	m	totl	r	m	Totl	r	M	totl	r	l	m	totl	r	l	m	totl
K							.3	1.0	.65	.2	.0	.0	.0				
1	.7 j/8	2.4 j/8	1.5 j/8	1.5 o/8	.3 o/8	.8 o/8 es .92	2.1	1.2	1.7	.7	.8	.0	.5				
2	2.4 j/8	2.2 j/8	2.4 j/8	1.5 o/8	.9 o/8	1.3 o/8 es .77	2.3	2.9	2.1	1.9	1.6	1.5	1.7				
3				2.2 d/8	2.3 d/8	2.3 d/8 es .33	3.3	2.8	3.1	2.3	2.0	2.0	2.1				

CTBS Scores for students with East Side Charter School for Two years-1998-99

	<u>reading</u>	<u>Language</u>	<u>math</u>	<u>Total</u>
<u>1</u>	<u>2.38</u>	<u>2.10</u>	<u>1.24</u>	<u>1.77</u>
<u>2</u>	<u>3.8</u>	<u>2.38</u>	<u>3.09</u>	<u>3.09</u>
<u>3</u>	<u>3.14</u>	<u>3.94</u>	<u>2.66</u>	<u>2.96</u>

CTBS scores for students with East Side Charter School for Three years-1999-00

	<u>reading</u>	<u>Language</u>	<u>math</u>	<u>Total</u>
<u>2</u>				
<u>3</u>				

The average for first graders from 1997-98 went from 1.5 to 2.6. The average for all second graders went from 1.5 to 3.1. The first graders from 1998-99 went from a .8 average to a 1.7 average by the end of the year.

Another achievement target was to show a high percentage increasing by one grade level. As shown in the chart below, the results indicated 43% achieved that mark with another 40% coming within a point of achieving that mark of a one grade level increase. Seventy-nine percent of those students who attended our school since 1997 achieved one grade or more.

Achievement Target Two % of students showing one grade level increase

Years	Target %	Actual %
97-98 compared to 98-99	70%	43%/79% returning 2/3 gr.
98-99 compared to 99-00	80%	

We were close but did not reach our goal of 70% because so many of the students were below grade level from the start.

A third achievement goal was to increase the percentage score on the state test. Our first year goal was to achieve 80% of the state average. We achieved 88% in reading, 92% in math, and 87% in writing. Our 98-99-school year goal was 90% of state average. We achieved 90% in reading, 93% in math, and 69% in writing. We are awaiting the results of the 2000 tests.

Developing our children's writing skills has been one of our most difficult challenges. This was especially so since many of our students began the year with math and reading skills at the first grade level. To meet this challenge, we have contacted several consultants including Mike Kelly from DOE and we have made significant improvements in our writing program.

Achievement Target Three Percentage of state average on state tests Goal%/Actual%

Subject	'98	Goal/Ac%	'99	Goal/Ac%	'00	Goal/Ac%
Reading/LA	372/421	80/88	385/428	90/90		
Math	381/411	80/92	391/421	90 /93		
Writing	6.0/6.5	80/87	4.46/6.44	90/69		

- d) Services for at-risk and special education students [Del. C., Title 14, Section 512(4), (5), (6), (7), (11), (12)]**

East Side Charter School is designed to provide an environment to meet the education needs of a culturally diverse population of students in grades K-3 who have learning needs not being successfully met in the regular public school setting. The majority of our students fit one of the following criteria:

- Single parent homes
- Public housing resident
- Financial in need
- Abused
- Causing problems for others
- Poor parenting-(drug abuse, etc.)
- Learning Problems

Because so many of our children qualify for free or reduced lunches, we qualify as a school-wide Title I school. We are proud to serve a student population that we feel is under served and often end up in special education or being ignored altogether. A large part of our student body is at-risk. We serve our students with a curriculum proven to foster excellent achievement among at-risk students. Our small class size allows for more individualized instruction as teachers are able too get to know each student difficulties and abilities. We also offer before and after school tutoring and homework help.

Special Education students receive help according to their IEP. Because we pay particular attention to at-risk students, they have the opportunity to experience excellent in-class instruction in all subject areas. Teachers are trained in Reading Mastery, Phonographix, Lindamood and Hands on Math to insure that students are receiving multi-sensory instruction. Students needing speech services receive help from The Speech Clinic or The Curative Workshop both located in Wilmington.

Tutors and mentors from University of Delaware and Nuclear Electric Insurance Limited, the University of Delaware, and Delaware State University help many of our students overcome their deficits. Students are also afforded real world experiences through field trips and in-class visitations by people from the Wilmington Community.

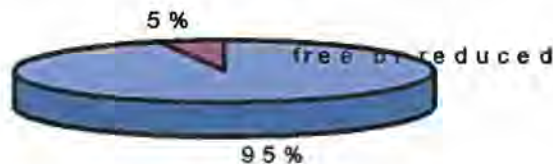
Number of special education students attending East Side Charter

Special Ed			Speech		
1997-98	1998-99	1999-00	1997-98	1998-99	1999-00
2	2	2	5	7	4

Number of At-Risk students attending East Side Charter

1997-98	1998-99	1999-00
80	80	71

Free and reduced Lunch 1997-98



Free or reduced lunch 2000



Free and reduced Lunch 1998 - 99



e) Financial efficiency of the school [Del. C., Title 14, Section 512(8), (9)]

Startup funding was adequate and stabilization and we achieved stabilization during the second and third year of operation. We continue to have an efficient financial operation. The last two audits found no major financial problems. We resolved minor problems with the assistance of the Department of Education.

During the Fiscal Year 1997 audit, the auditors recommended that three people handle collecting and depositing any monies received. We resolved this problem by having the secretary collect money, the administrative assistant handle the money, and the Executive Director reconcile the funds.

During the Fiscal year 1999 we were asked to keep a closer track of how federal funds are used to fund teachers and the amount of time teachers spend working in Title I and Goals 2000 areas. After consulting with Damien Evans of the Department of Education, we have set up a work sheet to keep track of spending. We are seeking a letter from Ron Houston of the Department of Education to inform the auditors that as a school wide Title I school we are not required to designate teacher's times to Title I duties. We are also setting up delineations for spending all Federal programs according to Damien Evans instructions.

The executive director and administrative assistants work closely to insure that there is documentation for each transaction. We pay all bills on time and maintain detailed financial documentation as prescribed by the Delaware Financial Management System.

All office staff has been trained in the present and future accounting, payroll, purchasing, and compensation and benefits system.

f) Management of the school [Del. C., Title 14, Section 512(1), (2), (8), (9), (10), (12)]

List the current members of the board of directors and identify which are certified teacher(s) at the school and which are parent(s) of a student(s) at the school. Describe the management structure of the school and the division of responsibility between the staff and the board of directors.

Board of Directors

John Austin	Chair of Social Work Dept., Delaware State University
Christine Chaney	Teacher at East Side Charter, Certified
Gregory Hyson	Vice President Community Development Real Estate Chase Manhattan Bank
Saundra Johnson	Executive Director, Inter-Faith Housing
Dave Lindsay	Vice President, Cross Country Bank
Jennifer Minter	Administrative Assistant, Wilmington Housing Authority
Joanne Miro	Official Department of Education
Peter Nesmith	Parent, Wilmington Trust
Patricia Patton	Title I Coordinator, Red Clay School District
Bernard Pepukayi, Esq.	Attorney
Sen. Margaret Rose -Henry	Executive Director, Girls Inc., State Senator
Eileen Sams	Parent
Peter Wenigmann	Lower School Head Master, Wilmington Friends School

Roles and Responsibilities of the Board

- ☐ Approve policies and budget of the school
- ☐ Review the performance of the director
- ☐ Solicit additional funding for the school
- ☐ Advise on student/staff/school related matters as needed
- ☐ Manage/direct the property and business of the Corporation
- ☐ Execute all contracts, agreements, deeds, bonds, mortgages and other obligations and instruments, in the name of the Corporation and affix the corporate seal thereto when needed.

Schedule of Meetings for the Board of Directors

During the charter period, the Board of Directors met every fourth Wednesday of each month at the East Side Charter School at 2401 Thatcher Street in Wilmington, Delaware. All meetings were opened to the public.

Major Policy Decisions

- ☐ Revised and modified the Charter.
- ☐ Approved the Student Code of Conduct
- ☐ Approved the Personnel Policy that governs all employees at the school
- ☐ Approved insurance policy with Pratt Insurance Company, which provides coverage for the school, employees and the school board
- ☐ Retained the services of an Attorney, Interim Head of the school, and an Administrative Coordinator
- ☐ Established the bylaws for the Board
- ☐ Hired Director of the school
- ☐ Established policies for student/teacher ratio, extended school year, full day kindergarten, uniforms, and parent contract
- ☐ Empowered the Director to hire staff
- ☐ Elected new Officers

Partnerships or Arrangements

Although the school has been given financial and mentoring help from foundations and universities we have not formed any formal partnerships with them. We do have a formal partnership with various non-profit agencies that provide services to many of our families. We have established a working relationship with the University of Delaware and Delaware State University, which provide students and mentors, and Nuclear Electric Insurance Limited, which provides mentors. We hope to have a formal agreement with each before the next school year.

We have received grants from MBNA, Speer Trust, Delaware Community Foundation, Longwood Foundation, Bell Atlantic, The City of Wilmington, Creative Mentoring, The State of Delaware, and Cross Country Bank. We look forward to future funding from these and other sources.

Recruiting, Retaining, and Evaluating Staff

Teaching Staff

1997-98	1998-99	1999-2000
Kathy Klima	Kirsten Grobelney	Barbara Juraco
Miundula Oshunbunmi	Miundula Oshunbunmi	Miundula Oshunbunmi 11/99
Patricia Guidry 9/97-12/97	Terrell Walker	Patrique Freeman 12/99-7/00
Shannon Miller 12/97-6/97	Shane Riley	Marlin White
Terrell Walker	Chris Chaney	Dorothy Bright
Shane Riley	Pete Servon	Chris Chaney

Recruiting teachers has been a learning process. The first year the school had less experienced teachers. Two teachers resigned during that year because they were not prepared for the behavior problems that some of our students exhibited. Nor could they deal with some of the parent's aggressive behaviors. Most had not worked with at-risk children before.

We improved the second year. Three teachers returned and taught throughout the year. However, three teachers left at the end of the year to pursue better paying positions.

During our third year, only one teacher left to pursue another position. The staff that remains is a cohesive unit eager to receive training so that they may improve. All have decided to return next year. All have some form of certification. We are seeking funding to bring salaries in line with the local districts in order to keep the staff together.

The director, the third grade teacher, and an aide have been at the school for two years. The school secretary has been with us from the start.

The Executive Director evaluates all staff members. The director is trained in the implementation of the Delaware Performance Appraisal System. The board and parents evaluate the director.

Professional Development Activities

During the charter period we conducted many staff development activities. The major focus was on reading, writing, math, behavior modification, and classroom management. Master teachers introduced several techniques to teach reading to young students at all levels. Teachers attended workshops involving Hands-on techniques in math and different classroom management techniques.

We also had professional development to help teachers develop a winning attitude in our students.

Student Behavior

We have maintained a 90% or better attendance rate throughout our charter period. We work hard on pointing out to parents the importance of daily attendance. When a student is absent, we phone the home to find out the reasons for the absence.

Student behavior is primarily handled according to our student code of conduct. We have implemented school-wide behavior and conflict resolution plans. We include the parents in the discipline process. Students having repeated problems require parents to sit in the class with them until the problem is resolved. When these efforts fail, we call on outside resources to assist us.

Our teachers, our Family Crisis Therapist, and parents work to solve any behavior problems as soon as they arise. When necessary, we use community resources such as Delaware Guidance, the Terry Center, and Division of Family Services.

Maintaining an Adequate Facility, Supplies, and Equipment

The facility that houses East Side Charter School is the Eastlake Community Center located in the Eastlake section of Wilmington. The community center was rehabilitated in 1997 to house the school. There are presently five classrooms, three offices, a multi-purpose room, an unfinished kitchen, and two bungalows for the school to use. We presently have a lease that runs until August 2001, and we are negotiating for an extension of five or more years to lease or to purchase. We are planning to expand the building should we be granted an extension on our charter.

The school has been able to purchase adequate supplies and materials, including computers, books and furniture, thanks to grants, discounts, and donations.

Transportation of Students

Because many of our students come from areas that are more than a mile away or areas that are too dangerous for the student to walk through alone, we hire a bus service to transport our students. We have used two bus services over the three years of our existence: Lehanes and Murrys. On average 40 students ride the bus at least one way. The bus route includes parts of New Castle, West Wilmington, and East Wilmington. The remaining students walk or are driven to school. There have been no significant problems with transportation.

School Meals

We have contracted with Take-a-Break to bring meals to East Side Charter School. We take the responsibility to process the paper work for reimbursement for free and reduced lunches. We have been observed by the Department of Education several times and they found no problems with this arrangement.

Problems or Complaints

There have been no major problems brought to the board about staff or operations.

g) Compliance with applicable federal, state, and local laws and requirements

[Del. C., Title 14, Section 512(8), (9), (10), (11), (12), and Sections 507, 508, and 509]

All of our programs are run as budgeted and advertised. They are implemented to ensure that there continues to be equal access and treatment for minorities, the physically challenged, non-English speakers, learning disabled, and the under-represented. East Side Charter School is an equal opportunity employer. There is a non-discriminatory policy in place with the State of Delaware. Our staff reflects a mixture of genders, races, and ethnic groups. We adhere to all to all sections of the Civil Rights Act of 1964, including Titles VII and IX, section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990.

We comply with all local, state, and federal laws including those dealing with discrimination, special education and equal access.

Facilities

East Side Charter School is located in what is known as the Eastlake Community Center and stands as the centerpiece of the Wilmington Housing Authority and the Department of Housing and Urban Development (HUD) HOPE VI comprehensive overhaul of the Eastlake Community. The building has been designed for a school and is inspected yearly. East Side Charter School conducts fire drills monthly and is accessible to people in wheelchairs.

Student Recruiting and Admissions

Students are recruited through newspapers, community forums, open houses, radio, and through other parents. We accept all students with a preference for at-risk students first. We interview the family and let them know our rules and mission. We have maintained a waiting list for each grade and use it as positions opened up. Each year we maintained the target number of 75 except in the third year, when a few parents withdrew their third grade students at the last moment before school opened in September.

Health and Safety

Major maintenance is the responsibility of Wilmington Housing Authority. The school takes care of minor maintenance.

The school nurse who works part-time dispenses medications. Parents signed emergency treatment cards, so the staff can deal with emergency situations.

Student Discipline

Students must follow a student code of discipline. The student code is reviewed with parents and rules are reviewed frequently with students. The director and Family Crisis Therapist handle problems that may occur.

Attendance

We maintain a 90% or better attendance rate. Students are required to attend 90% of the scheduled school days in order to be promoted. Lower attendance will require a student to repeat a grade or be assigned.

Transportation

A contract with the Lehanes Bus Company, New Castle, Delaware provided transportation to all East Side Charter School students who needed it during 1997-99. During 1999-00 the school contracted with Murrays Bus Service. Good attendance is essential for student learning. We will continue to offer this service to our families. Parents transported students coming from as far as Newark and Claymont. Those who participated in the Before and After School Program are not transported by the school but are picked up by their parents before the 6:00 p.m. closing time.

Teacher Certification

All teachers are certified.

Administrative and Financial Systems

An Executive Director, who reports to a Board of Directors, manages the school. The board is made up of teachers, parents, and several community members. All funds are deposited into the DFMS (Delaware Final Management System.) They provide us with a special fund, which is available to the school.

An audit by the state uncovered no major findings. We were in compliance with all procedures of accounting for funds allocated through the DFMS system.

Property Insurance

We are insured through Pratt Insurance form Smyrna, Delaware.

h) Compliance with the other terms of the charter [Del. C., Title 14, Section 512(1), (2)]

East Side Charter School of Wilmington Inc was incorporated February 21, 1997. The chief operating officer was Charlie Smith, Jr. The annual meeting of the corporation is held in October each year. The current head of the corporation is Sandra Johnson.

Each month, the Board of Directors meets on the fourth Wednesday. The agenda for each meeting is published in advance of the meeting.

i) Market accountability [Del. C., Title 14, Section 512(3) & (8), Section 501]

Describe the current enrollment and how it compares to the number projected in the charter application.

sept	oct	Nov	dec	jan	Feb	Mar	apr	may	jun	jul
66	71	70	70	69	69	69	69	69		

The current enrollment is six below maximum according to our charter. We have less than the full complement of students in the third grade. We found that it is tough to recruit students late for third grade. Parents did not want to move their students for just one year.

For each year of school operation, how many students applied to the school and did not attend?

For each year of school operation, how many students applied and were not admitted and for what reasons?

	Applied	Accepted	Not Accepted	Reason for non-acceptance	Accepted but did not attend
1997	110	80	20	Over limit	0
1998	98	80	18	Over limit	4
1999	89	71	18	Over Grade limit	3

For each school year, how many students left the school during the school year and what were the reasons for their leaving?

	September 30	Returned to home district	Moved out of state	Moved out of area
1997-98	80	17		
1998-99	80	2	1	1
1999-00	71		2	1

By the end of the initial three-year period, the school will demonstrate that the parents of the students at the school are satisfied with the school's administration and educational program.

We are not only accountable to the students and the state but also to parents. We stated that by the end of the initial three-year period, the school would demonstrate that the parents of the students at the school are satisfied with the school's administration and educational program. The parent's were asked to complete a survey on the school as well as the Executive Director. During the 1997-98 school year only 58% of parents was positive about the school overall. After the 1998-99 school year the response rate of over 89% from 69 parents representing 69 of the 76 children attending East Side. Over 79% responded favorably to how successful the school was. The parents felt that the school was most successful (78%) in regularly communicating the progress of students to parents. All teachers communicate weekly in writing and over the phone the success and short falls of each student so that adjustments can be constantly made. Other high ratings were having staff that sets high expectations and communicating those expectations to parents (74%). 73% rated the leadership

as results oriented, accountable, and open to suggestions. We regularly do our own surveys and asked parents for input. Our monthly PTA meetings always have a few minutes set aside for parent input into how we can improve our school and service to their children.

% showing satisfaction-Goal 85%

97-98	98-99	99-00
58%	73%	

Some of the parents feel that we have a need to improve in responding to the emotional needs of the children. We intend to train our teachers to do this without lowering expectations. We don't have the luxury at East Side to not give a lot of thought to the emotional needs of our students. They often take over the ability of the child to learn.

71% rated East Side as better or the same as other public schools. A majority also says that their child is doing better academically at East Side. Although we try to set a balance between academics and the emotional needs of the child we recognize that when it is time to compete, the emotional needs of a child is not taken into consideration. So we make an effort to see our students achieve in spite of their other needs.

We are improving how we approach students with different learning styles. The main reason that we continually train teachers is to familiarize them with multiple techniques in dealing with children and their learning styles. Our basic curriculum has built into it techniques to deal with different modalities. We will hire consultants to help us remain constant in this area. This year's survey results will be submitted in June.

We have evidence that the school is viable in terms of student enrollment, has an adequate student recruitment process to attract students, and is successful enough to retain the number of students it projected in the charter application and Performance Agreement.

East Side is also expected to maintain a waiting list of students seeking admission. Such a list was maintained during the three-year charter period. As students moved or transferred and space became available, additional students were admitted to the school. In some cases students were enrolled immediately and in other cases parents did not chose to move their students at mid-year. Because of our location, we have had to really advertise and invite people into the school. With this approach we have been able to fill all slots for next year. New parents already are getting involved.

1997-98	Target Enrollment	Sept 30 Enrollment	Highest Enrollment	Last Week of School
K	30	31	31	30
1	15	18	18	12
2	15	14	14	10
3	15	15	15	11

1998-99	Target Enrollment	Sept 30 Enrollment	Highest Enrollment	Last Week of School
K	15	16	16	16
1	30	32	32	30
2	15	16	16	15
3	15	16	16	15

1999-00	Target Enrollment	Sept 30 Enrollment	Highest Enrollment	Last Week of School
K	15	16	16	
1	15	16	16	
2	15	31	31	
3	15	8	8	

Charter School Budget Worksheets

REVENUE*

	Planning Year	OPERATING YEARS		
		YEAR 1	YEAR 2	YEAR 3
State Appropriations	\$	\$277,303	\$ 327,400	\$ 333,700
Local Fund Transfers	\$	\$112,000	\$ 203,200	\$141,400
Charter School Federal Funds	\$ 80,633	\$105,600	\$ 0	\$ 0
Other Federal Funds	\$	\$ 21,700	\$ 52,700	\$105,720
Other (Please Specify)**	\$	\$	\$	\$
Longwood		150,400	0	
MBNA		19,400	21,000	11,000
Before /Aftercare		4,300	16,300	8,000
Donations		14,130	2,800	7,500
Uniform Fund		1,100	600	
Parent Coordinator		2,800	23,000	
Speer Trust				12,500
Delaware Community Foundation				10,000
Creative Mentoring Center for Education Technology		7,250		500
Interest		8,620	11,000	10,000
TOTAL REVENUE =	\$	\$724,603	\$655,200	\$ 640,320

** Additional lines may be added if necessary or other revenue sources can be outlined on an attached sheet. Please indicate total revenue from all sources here.

EXPENSES

Personnel

(Please indicate FTEs - Full Time Equivalents)

	Planning Year	OPERATING YEARS			FTEs
		YEAR 1	YEAR 2	YEAR 3	
Salaries					
Teachers	\$	\$145,300	\$159,560	\$175,830	5
Principal/Administrative	\$	\$ 59,800	\$ 66,860	\$ 57,000	1
Clerical	\$	\$ 3,500	\$ 45,270	\$ 48,500	2
Custodial	\$	\$ 750	\$ 10,954	\$ 12,000	1
Substitutes	\$	\$	\$	\$	\$
Other (Please Specify)	Coordinator	\$ 4,750	\$	\$	\$
	Aides	\$ 800	15,920	\$ 8,600	1
Other Employee Costs (a)				\$	
Health Insurance	\$	\$ 35,000	\$ 40,000	\$ 45,230	\$
Pension	\$	\$ 19,770	\$ 28,423	\$ 31,388	\$
FICA	\$	\$ 13,300	\$ 18,516	\$ 21,562	\$
Medicare	\$	\$ 3,100	\$ 4,330	\$ 5,043	\$
Worker's Compensation	\$	\$ 2,150	\$ 2,389	\$ 2,785	\$
Unemployment Insurance	\$	\$ 260	\$ 210	\$ 415	\$
SUBTOTAL Personnel =	\$	\$ 288,503	\$ 392,432	\$ 407,853	

- (a) The percentage rates for certain employment costs should be obtained from the Education Specialist, School Accounts, at the Delaware Department of Education (302) 739-4664 if the Charter School chooses to utilize state benefits.

EXPENSES (continued)

Student Support	Planning Year	OPERATING YEARS		
		YEAR 1	YEAR 2	YEAR 3
Transportation	\$	\$ 16,171	\$ 34,541	\$ 33,000
Cafeteria	\$	\$ 14,451	\$ 31,400	\$ 29,000
Extra Curricular	\$	\$	\$	\$
Supplies and Materials	\$	\$ 8,594	\$ 22,087	\$ 12,190
Textbooks	\$	\$ 13,193	\$ 12,788	\$ 9,800
Computers	\$	\$ 21,100	\$ 690	\$ 3,800
Contracted Services	\$	\$ 96,742	\$ 32,748	\$ 49,631
Other (Please Specify)	\$	\$	\$	\$
Contingency Funds	\$	\$	\$	\$
SUBTOTAL Student Support =	\$	\$170,251	\$ 134,254	\$ 137,421

Administrative/Operations Support	Planning Year	OPERATING YEARS		
		YEAR 1	YEAR 2	YEAR 3
Insurance (Property/Liability)	\$	\$ 5,600	\$ 7,744	\$ 8,000
Rent	\$	\$ 1	\$ 1	\$ 1
Mortgage	\$	\$ 0	\$ 0	\$ 0
Utilities	\$	\$ 0	\$ 0	\$ 0
Maintenance	\$	\$ 10,800	\$ 5,400	\$ 5,500
Supplies & Materials	\$	\$ 33,232	\$ 10,547	\$ 6,000
Equipment Lease/Maintenance	\$	\$ 7,709	\$ 10,099	\$ 9,800
Equipment Purchase	\$	\$ 16,141	\$ 3,213	\$ 8,300
Telephone/Communications	\$	\$ 11,800	\$ 6,300	\$ 3,500
Accounting & Payroll	\$	\$ 0	\$ 9,555	\$ 11,000
Printing & Copying	\$	\$	\$	\$
Postage & Shipping	\$	\$ 1,163	\$ 1,703	\$ 2,050
Contingency Funds	\$	\$	\$	\$
Other (Please Specify)	\$	\$ 400	\$ 370	\$ 2,200
SUBTOTAL Administrative/Operations Support	\$	\$ 76,226	\$ 88,722	\$ 56,351

EXPENSES SUBTOTAL	Planning Year	OPERATING YEARS		
		YEAR 1	YEAR 2	YEAR 3
Personnel	\$	\$ 288,503	\$ 392,432	\$ 407,853
Student Support	\$	\$ 170,251	\$ 134,254	\$ 137,421
Administrative/Operations	\$	\$ 76,226	\$ 88,722	\$ 56,351
GRAND TOTAL ALL EXPENSES	\$	\$ 539,979	\$615,408	\$ 601,625

Part II: Plan for the Proposed Charter Renewal Period

Overview

The opportunity to better serve our students is a welcomed challenge for the staff and board of East Side Charter School. Although we have struggled through the start-up period, we all feel confident that our students more than exceed our expectations. We await the chance to add grades because we have all seen so many students become successful, academically.

We intend to expand our student population to the sixth grade by the seventh year. This will allow our students who began with us to stay with us until the sixth grade. Nearly every parent has asked us to add more grades. This expansion will give us a significant research base.

Students will continue to be recruited aggressively and the admission policies will remain the same. We will give greater emphasis to parent involvement as we see that as a key to so many of our student's success.

Our target population remains students who are economically and socially at-risk. We will continue to serve a population that we believe is underserved.

We hope to add grade four in year five, grade five in year six, and grade six in year seven. We will continue to have a 15 to 1 student teacher ratio and keep the school within the 210-student limit at maximum capacity. This will necessitate an expansion of our present facility to include 14 classrooms, a gym/auditorium, kitchen and additional offices. We are negotiating now to lease or purchase the present building we occupy. (See addendum)

The school will focus on academic excellence using various proven approaches. We will continue to use Direct Instruction and Core Knowledge. We will also expand our conflict resolution model. Most problems we encounter are due to issues other than academic so it is important that we develop our conflict resolution program to include parents. We have established a working relationship with the School of Urban Affairs and Public Policy at the University of Delaware. We are working with Delaware State University in hopes of creating a permanent arrangement with the university and their Social Work Department. Assisting us is Dr. John Austin, the Chair of the Department of Social Work at Delaware state University, who is one of our Board members.

Our goal is to educate each child in our school to strive to excel and to grow socially and academically.

Meeting the Expectations for Model Charter Schools

- 1) Have highly successful school environments [Del. C., Title 14, Section 501, Section 512(3), (4), (5), (6), (7)]**

We held two retreats last year in order to define the direction of East Side Charter. Our mission was to create goals that all teachers, board members, and parents could agree on and implement. We began by rewriting our mission statement. Our mission has become:

The mission of East Side Charter is to educate children in a safe, caring and nurturing environment so that they will excel academically and socially.

The mission is more to the point and defines our expectation clearly. We want our students to have access to an excellent education in an environment that invites them to want to learn.

We have worked hard to create an atmosphere in which our students feel safe and successful. In this process the staff has developed a missionary zeal to see that all students succeed. Each student is recognized for his or her potential and what they have to offer. We entwine the arts into our curriculum in order to allow students to explore possible hidden talents and to incorporate different modalities of learning.

The staff that is with us now is in for the long haul. We have worked hard together, and we will continue to train together so that we extend our knowledge and further develop our skills. Seeing the progress of so many students makes this year and the prospect of next year very exciting. We are especially looking forward to seeing the progression of our two-second grades.

2) Utilize highly successful teaching and learning methods [Del. C., Title 14, Section 501, Section 512(6), (7)]

During the renewal period the core curriculum and overall focus will remain the same. Direct Instruction and Core Knowledge are the anchors of our program. Together, in order to enhance our program, the staff will work to create a curriculum that integrates the arts and is in line with the state standards. We are working to increase the excitement in the delivery of our curriculum by including all the modalities with the intent to keep the most reluctant learner excited. We are increasing our use of technology as we become more experienced. Understanding that our students are very visual, we have been making use of the computer, using PowerPoint, writing programs, the internet, and other technologies. All teachers will soon receive additional training in how to use the computer effectively in the classroom.

We will continue to focus on the students acquiring core knowledge in each subject area. Their greater knowledge and understanding will improve their writing, reading, and comprehension. The small size of our staff and our collaboration allows us to create unique curricula that address the particular needs of our students.

3) Utilize innovative and highly effective measures of student performance [Del. C., Title 14, Section 501, Section 512(4), (5)]

Direct Instruction or Teacher centered instruction was the method adopted to insure the success of our students. Direct Instruction offered a solid, developmentally appropriate, structured curriculum with a major emphasis on reading, writing, and math, combined with computer technology, science, social studies and the arts. Teachers integrated subjects around themes that resembled real life learning experiences, whenever possible. The use of a Constructivist Model ensured that students actively participated in their learning. The eleven-month academic year beginning in September and ending in July provided for maximum learning experiences. A full day kindergarten allowed our youngest students increased opportunities to learn. Because research has shown that reading and writing are reciprocal, each skill strengthening the other, we have implemented a rigorous writing program where students are expected to write everyday. Teachers teach writing as a process where students acquire the necessary skills to know and consistently produce good writing for a variety of

audiences. Journals and portfolios assist students and teachers in using and monitoring the writing process.

The primary tool for assessment will continue to be the CTBS for all grades and the DSTP for third and fifth graders. All staff will be trained to incorporate the state standards into their teaching. We expect our students to perform well on the state test and at the same time acquire the capacity, knowledge, and skill to successfully compete in any school in the state.

The Test of Phonological Awareness (TOPA) will be used to assess the skills of kindergarteners and low readers. Students are expected to achieve an average grade level increase in all subjects. We will arrange for tutoring to assist any student who is falling behind.

We also use portfolios to access progress. Teachers are trained in their use. Parents and students will also be trained in their use so that they will see improvements from marking period to marking period.

We also constantly train teachers in evaluating using a writing rubric, which is in line with the state standards.

- 4) Demonstrate significantly increased student achievement directly related to the skills and knowledge reflected in the state content standards and performance indicators [Del. C., Title 14, Section 512(4), (5), (6), (7)]**

PROPOSED PROFORMANCE AGREEMENT

1. For each grade at the school, school average performance on the CTBS tests will demonstrate at least one grade level increase in each subject area each year.
2. For each grade, the following percentage of students, in the school, will demonstrate an increase of at least one grade level in both reading and mathematics on the CTBS tests during the next five years of school operation.
 - a. First Comparison Interval (1999-00 compared to 00-01) 60%
 - b. Second Comparison Interval (2000-01 compared to 01-02) 70%
 - c. Third Comparison Interval (2001-02 compared to 02-03) 75%
 - d. Forth Comparison Interval (2002-03 compared to 03-04) 80%
 - e. Fifth Comparison Interval (2003-04 compared to 04-05) 85%
3. By the end of the charter period the school average will be equal to or greater than 95% of the State's mean score on the DSTP. School average performance targets on the state assessment will be the following for each subject area assessed:
 - a. Fourth Year 90% of state grade average for each subject assessed
 - b. Fifth Year 90% of state grade average for each subject assessed
 - c. Sixth Year 95% of state grade average for each subject assessed
 - d. Seventh Year 95% of state grade average for each subject assessed
 - e. Eighth Year 95% of state grade average for each subject assessed
4. For each year of school operation, average daily attendance will exceed 90% of the daily enrollment.
5. For each year of the school's operation, the school will have fewer total reportable incidents than the average for all schools with the same grade configuration.
6. Each year, at least 80% of the non-graduating student body will return to the school the following September.
7. Of all students entering the school at any given grade, 60% will continue at the school through the end of the educational program.
8. Each year the school will have at least enough students seek admission to the school to have the maximum number of students, allowed by the charter, enrolled at the beginning of the school year.
9. Each year of school operation, the school will have a waiting list of students seeking admission.
10. Each year of the school's operation, at least 85% of the parents of students attending the school will indicate satisfaction with the school's administration and educational program.

We will achieve these goals by working closely with each student so that they master prerequisite skills.

Students not achieving the goals will receive intensive tutoring in order to build strengths in weakened areas.

5) Make significant contributions to the improvement of education in Delaware [Del. C., Title 14, Section 501, Section 512(3)]

During the next five years the school expects to prove that given the right situation and care students from low socio-economic situations will achieve as well as those of better means. We expect to be a model of success by creating an atmosphere where success is not an option.

We began by adopting a curriculum that is researched based and teachers who are well trained. Training has been key to our success. Each teacher is taught to respect each child's abilities. That is why we use a variety of approaches to try to reach each child.

We expect each of our teachers to become experts at integrating technology into the curriculum, teaching reading using multiple phonetic based approaches, math using the abstract and the concrete, writing by using rubrics, behavior modification and conflict resolution, and the state standards. Teachers receive training on ongoing bases. Several staff members have been intensely trained in reading and writing so they are on staff consultants.

In order to insure that our staff is prepared we have contracted consultants to teach the different areas and several staff members are assigned to help others become more proficient. We rely on each other to improve our skills.

We hope to prove that in order to bring success a school should:

- Create within each staff member a positive attitude (success is a right)
- Develop a plan that includes everyone (Team building from the start)
- Adopt a curriculum that reaches the majority of kids
- Train teachers well so that they may be flexible (Teachers do things one way because they are usually trained one way)
- Decrease class sizes, especially in the primary grades
- Keep school small and manageable
- Involve parents (don't give up on them)
- Include students with learning disabilities
- Provide early tutoring for those who lag behind
- Provide a structured mentoring program

We envision becoming a model school and offering in-service training and professional for other teachers and educators, so that they may duplicate our success.

6) Have financial and administrative operations which are exceptionally well managed [Del. C., Title 14, Section 512(8), (9)]

East Side has shown that it can operate with in the traditional funding sources. We have also been diligent about seeking other funding sources. We monitor our programs well and foresee these funding sources continuing, as our program grows. Our plan continues to be to stretch state and federal monies and then local funds.

We have received grants from various sources including MBNA, Longwood, Bell Atlantic, Delaware Community Foundation, Speer Trust, the city of Wilmington, the Cross Country Bank, and The Family Workplace. We intend to continue to solicit grants from these foundations, and establish other fund raising avenues, to help us accomplish our mission.

The executive director monitors spending and reports each month to the finance committee and the school board of directors. Having access to DFMS is a luxury as all transaction goes through there.

The Board, Executive Director, and staff will continue their established roles. The Board sets policy and oversees the operation of the school but the hands on decisions and day-to-day operations are the responsibility of the executive director. Board business is handled in monthly meetings. We have brought some very talented members of the community to our board. We feel that the additions will help the school grow and achieve its mission.

Staffing will be increased as we add the number of students to our family. Each staff member will be required to receive intensive training in order to deliver to our students a quality education. The health and safety as well as instructional functions are the responsibility of the staff.

Student Discipline

Student discipline will continue to be addressed by the following steps:

- Each student and parent is given the Student Code of Conduct at the beginning of the year and must sign attesting to that fact.
- Prevention- our conflict resolution and behavior modification programs seek to prevent problems before they occur.
- Intervention- when a student is not following the school code we intervene first in the classroom and then with our Family Crisis Therapist.
- Inclusion- we include the family in solving the problem when the school cannot solve the problem.
- Outside Intervention- when the family fails to be a part of the solution, or the problem persists, we call for outside help such as the Mental Health hotline or Delaware Guidance.
- We will work with Delaware States social work department designing a discipline plan that will address some of the needs that we have uncovered. Grad students will work with students whose parents who have problems with drugs, alcohol, or are incarcerated. We have found that these are the students who have the most anti-social behaviors.

The School Calendar

East Side makes an effort to have our school calendar coincide with the district that we have the most children from. That has been Brandywine the last three years. We do this because most parents have more than one child in school and it can be an inconvenience to the parent to have two children out on different days. Our school year will run from September to July as in prior years. The extended year has had the desired effects of increased learning; Student came back in September better prepared than the prior year.

Facility, Transportation, Health and Safety

We are in our final year of a four-year lease with Wilmington Housing Authority. We will negotiate a lease /purchase agreement in the near future. Our hope is to extend our lease for at least five years. We have approached funding sources about purchasing and expanding our building to accommodate the additional grades we hope to expand to. We have engaged an architect with the blessing of WHA, in hopes to be able to get started on renovations, as soon as we receive renewal. (See Addendum)

East Side intends to continue to tenure bids for our transportation needs. For the last two years we have used LeHanes Bus Company and Murray's Bus Company to transport our students. It has worked out relatively well. At this time we have not resigned with any company but will, in the near future, decide on a company.

All teachers work hard to oversee the students every moment in order to avoid serious injuries. Keeping up with primary students is always a task but for the safety of the students everyone manages. We will continue to employ a part-time nurse. As our population grows we will extend the hours of our nurse.

- 7) Provide high quality services for at-risk and special education students [Del. C., Title 14, Section 512(7), (11), (12)]**

The focus of school is children that are socially and economically at-risk, so we take pride in working with students that are not necessarily at the head of the class. We believe in and do integrate special education students into the classroom. With our small class size we are able to give each child personal attention.

Our curriculum was initially designed for the at-risk student and has been perfected for over thirty years. Our teacher training gives teachers the tools to properly use the curriculum and have an immediate impact on most students. Teachers follow the IEP goals and objectives, but also create lessons that accommodate each student's learning styles.

Reading classes are conducted in homogenous settings so that students work at their own levels. Extra help, when needed, is given to students after school, or during school, by mentors and tutors. Teachers serve as tutors in after care and work to strengthen student's weaker skills.

Students create many projects to help better engage them in learning. We also integrate technology to take advantage of the students' visual and inquisitive natures. The visual and tactile is integrated in each subject area when possible.

In excess of the usual CTBS and State Tests, when not exempted, students are assessed with the TOPA, PIAT, and by portfolios.

We work to have students avoid special education if possible by recognizing when a child has a weakness and working intensely with them to strengthen their skills. We meet weekly to discuss ways of working with students having problems in the classroom. Often we are able to find solutions for a student's problems, however when our intervention is not enough we move to the next level. The next level involves assessing the student for a learning disability. We work with the parents every step of the way. From getting permission to test, to testing, and onto the writing of the IEP, we involve the parents. We have gone through great effort to improve our IEP process.

We do not believe that any child gets better attention than we offer at East Side Charter. We must assure that if a child leaves us and needs extra attention he or she gets it. With or without an IEP, a student who needs help gets our full attention.

8) Attract significantly more students than it projected in its charter application [Del. C., Title 14, Section 512(8), Section 501]

We continue to attract students from throughout New Castle County but mainly within a mile of the school. Parents are really interested in expanding the grades at East Side. During the next five years we are expecting to expand as follows:

Year 1					Year 2					Year 3					Year 4						Year 5								
75					90					105					135						135								
K	1	2	3		K	1	2	3	4	K	1	2	3	4	5	K	1	2	3	4	5	6	K	1	2	3	4	5	6
1	1	1	2		1	1	1	1	2	1	1	1	1	1	2	2	1	1	1	1	1	2	2	2	1	1	1	1	1

Our admission and recruitment policy will remain the same. We will recruit, intensely, students who would benefit from our small class sizes and attention. With the neighborhood being resurrected through a HOPE VI grant, and the educational horizon changing, it is more important than ever, that we advertise more to insure that we remain high profile. We have increased advertisements in the newspaper, on radio and community forums. Since we are under-enrolled this year for third graders, we are aggressively recruiting students to make sure that we have the full compliment of students next year. As we stand we have all grades full for September.

Assurances

The board of directors of this charter school assures that the school will do the following:

- 1) Operate the school in accordance with the approved charter approved by the Department of Education and State Board of Education.
- 2) Update the application to incorporate any modifications and/or conditions identified as pre-conditions to final approval by the Secretary of Education and State Board of Education as set forth in its written decisions and order. The school's board of directors may not implement any additional modifications to the charter school program or operation without the express written consent of the Department of Education.
- 3) Not discriminate against any student in the admissions process because of race, creed, color, sex, handicap, or national origin or because a student's school district of residence may have a per student local expenditure lower than another student seeking admission.
- 4) Not operate in a sectarian manner or include religious practices in its educational program.
- 5) Participate in the State Assessment Program and meet the requirements for school accountability as described in the Accountability Act of 1998.
- 6) Manage the school within all state administrative and financial systems listed in Del. C., Title 14, Section 512(9), or if the school plans to operate outside of any listed system it has been specifically noted in this application, and the applicant has submitted a formal request to the State Budget Office to initiate a Memorandum of Understanding as described in Del. C., Title 14, Section 512(9).
- 7) Maintain direct communication with other public and nonpublic schools to assure efficient notification of transfers and exchange of records.
- 8) Notify the Department of Education in writing within 30 days when the administrative head or members of the board of directors change.
- 9) Provide the Department of Education with copies of the policies and by-laws of the school and the school's board of directors and inform the Department when by-laws change.
- 10) Before September 1 of each school year, provide the Department of Education with evidence of the certification status of teachers employed at the school.
- 11) Employ only staff who have complied with the requirement of having a successful criminal background check and report to the Department of Education by September 1 of each school year that the school is in full compliance with state law related to this requirement.
- 12) Cooperate fully with Department of Education requests for reporting information and activities related to monitoring the school's compliance with the charter and applicable state and federal laws and regulations.
- 13) Comply with the provisions for a Performance Agreement as required by the Secretary of Education.
- 14) Distribute copies of the Department's **Parent Guide to Delaware Charter Schools** to parents seeking to enroll their child(ren) as well as to parents of enrolled children.

- 15) Conduct all meetings of the board of directors in a manner consistent with the Freedom of Information Act, especially the legal requirements of Del. C. Title 29, Sections 10002, 10003, and 10004.
- 16) Include representation of the teachers employed at the school and parents of students enrolled at the school on the board of directors, consistent with Del. C., Title 14, Section 511(a).

On behalf of the board of directors of this charter school, I agree to these assurances as a condition of the renewal of the charter application.

East Side Charter School
Name of the Charter School

Sandra R. Johnson
Signature of the Chairperson of the Charter School Board of Directors

Sandra R. Johnson
Name of the Signer (type or print)

5/31/00
Date of Signature

Charter School Budget Worksheets

REVENUE*

	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
State Appropriations	\$354,556	\$ 412,929	\$481,750	\$619,393	\$681,032
Local Fund Transfers	\$224,000	\$ 252,000	\$323,400	\$457,380	\$503,118
Charter School Federal Funds	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Other Federal Funds	\$ 75,000	\$ 82,500	\$ 90,750	\$100,000	\$110,000
Other (Please Specify)**	\$	\$	\$	\$	\$
Grants	75,000	80,000	90,000	100,000	100,000
TOTAL REVENUE =	\$728,556	\$827,429	\$985,900	\$1,276,773	\$1,394,150

* Additional lines may be added if necessary or other revenue sources can be outlined on an attached sheet. Please indicate total revenue from all sources here.

EXPENSES

Personnel

(Please indicate FTEs - Full Time Equivalents)

Salaries	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	FTEs
Teachers	\$174,100	\$205,225	\$232,850	\$261,100	\$261,000	\$
Principal/Administrative	\$ 60,000	\$ 63,000	\$ 65,000	\$ 67,000	\$ 69,000	\$
Clerical	\$ 51,000	\$ 54,000	\$ 57,000	\$ 60,000	\$ 63,000	\$
Custodial	\$ 11,000	\$ 13,000	\$ 15,000	\$ 17,000	\$ 19,000	\$
Substitutes	\$ 6,000	\$ 7,500	\$ 8,000	\$ 8,500	\$ 9,000	\$
Other (Please Specify)	\$	\$	\$	\$	\$	\$
Other Employee Costs (a)						
Health Insurance	\$ 50,00	\$ 55,000	\$ 60,000	\$ 65,000	\$ 65,000	\$
Pension	\$ 28,759	\$ 32,627	\$ 25,971	\$ 39,374	\$ 40,079	\$
FICA	\$ 18,730	\$ 21,248	\$ 23,426	\$ 25,643	\$ 26,102	\$
Medicare	\$ 4,380	\$ 4,969	\$ 5,478	\$ 5,997	\$ 6,104	\$
Worker's Compensation	\$ 1,392	\$ 2,741	\$ 3,022	\$ 3,308	\$ 2,088	\$
Unemployment Insurance	\$ 362	\$ 411	\$ 453	\$ 496	\$ 313	\$
Other Benefits (Please specify on back of this page)	\$	\$	\$	\$	\$	\$
SUBTOTAL Personnel =	\$405,723	\$459,721	\$506,200	\$553,418	\$560,686	\$

(a) The percentage rates for certain employment costs should be obtained from the Education Specialist, School Accounts, at the Delaware Department of Education (302) 739-4664 if the Charter School chooses to utilize state benefits.

EXPENSES (continued)

Student Support	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Transportation	\$ 33,000	\$ 35,000	\$ 37,000	\$ 39,000	\$ 41,000
Cafeteria	\$ 31,000	\$ 32,000	\$ 33,000	\$ 34,000	\$ 35,000
Extra Curricular	\$	\$	\$	\$	\$
Supplies and Materials	\$ 12,000	\$ 14,000	\$ 16,000	\$ 18,000	\$ 19,000
Textbooks	\$ 1,500	\$ 2,000	\$ 2,000	\$ 4,000	\$ 4,000
Computers	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000	\$ 4,000
Contracted Services	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000	\$ 50,000
Other (Please Specify)	\$	\$	\$	\$	\$
Contingency Funds	\$	\$	\$	\$	\$
SUBTOTAL Student Support =	\$ 131,500	\$ 137,000	\$ 142,000	\$ 149,000	\$ 153,000

Administrative/Operations Support	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Insurance (Property/Liability)	\$ 8,000	\$ 12,000	\$ 12,500	\$ 12,800	\$ 13,000
Rent	\$ 1	\$ 20,000	\$ 20,000	\$ 20,000	\$ 20,000
Mortgage	\$	\$	\$	\$	\$
Utilities	\$ 600	\$ 600	\$ 600	\$ 600	\$ 600
Maintenance	\$ 5,500	\$ 5,700	\$ 5,900	\$ 6,100	\$ 6,300
Supplies & Materials	\$ 6,000	\$ 7,500	\$ 7,500	\$ 9,000	\$ 10,000
Equipment Lease/Maintenance	\$ 10,000	\$ 11,000	\$ 12,000	\$ 13,000	\$ 14,000
Equipment Purchase	\$ 3,500	\$ 9,500	\$ 3,500	\$ 3,500	\$ 3,500
Telephone/Communications	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000
Accounting & Payroll	\$ 10,000	\$ 11,000	\$ 12,000	\$ 13,000	\$ 14,000
Printing & Copying	\$ 500	\$ 500	\$ 500	\$ 500	\$ 500
Postage & Shipping	\$ 2,000	\$ 2,000	\$ 2,500	\$ 2,500	\$ 2,500
Contingency Funds	\$	\$	\$	\$	\$
Other (Please Specify) dues	\$ 1,200	\$ 1,200	\$ 1,400	\$ 1,400	\$ 1,600
	\$ 54,301	\$ 88,000	\$ 85,400	\$ 89,400	\$ 93,000
SUBTOTAL Administrative/Operations Support	\$ 57,300	\$ 88,000	\$ 85,400	\$ 89,400	\$ 93,000

EXPENSES SUBTOTAL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5
Personnel	\$ 405,723	\$ 495,721	\$ 506,200	\$ 553,418	\$ 560,686
Student Support	\$ 131,500	\$ 137,000	\$ 142,000	\$ 149,000	\$ 153,000
Administrative/Operations	\$ 57,300	\$ 88,000	\$ 85,400	\$ 89,400	\$ 93,000
GRAND TOTAL ALL EXPENSES	\$ 594,523	\$ 684,721	\$ 733,600	\$ 791,818	\$ 806,686

BUDGET ASSUMPTIONS:

We would add a teaching unit each year after year 1.

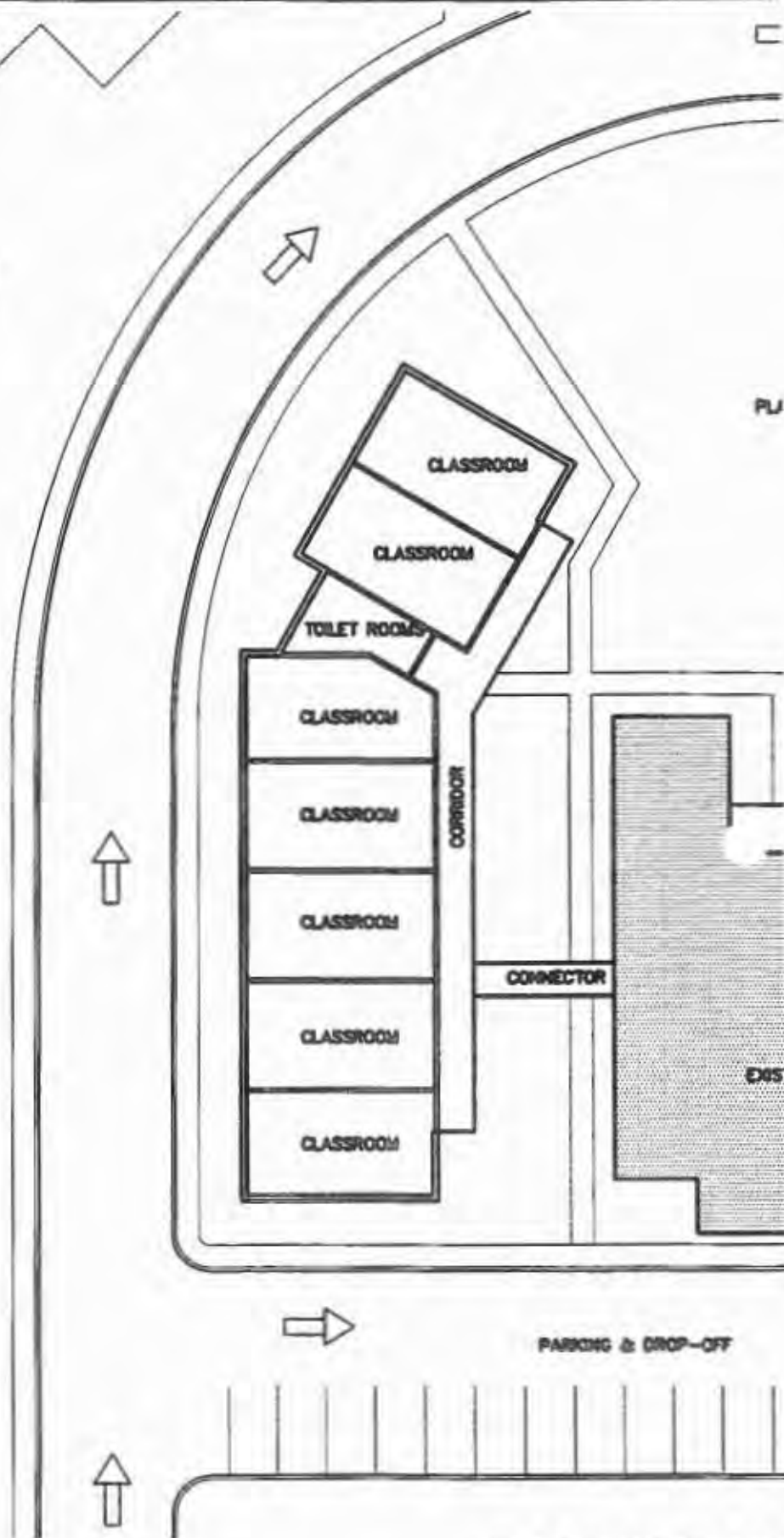
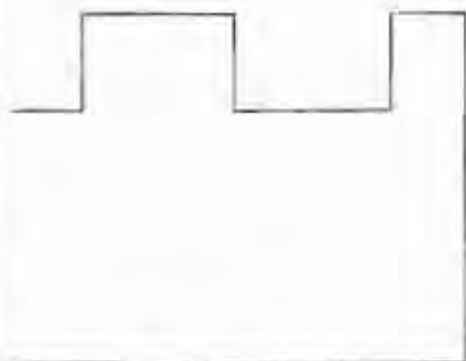
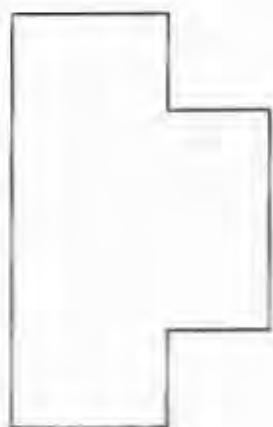
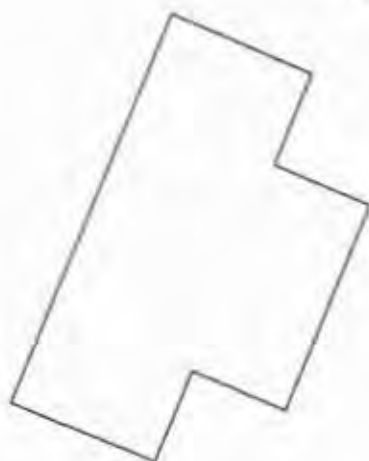
Local and State money would generally increase about 10% annually.

We would continue to receive a percentage of income in grants.

Our student population would increase after year 1 and we begin each year at our maximum capacity.

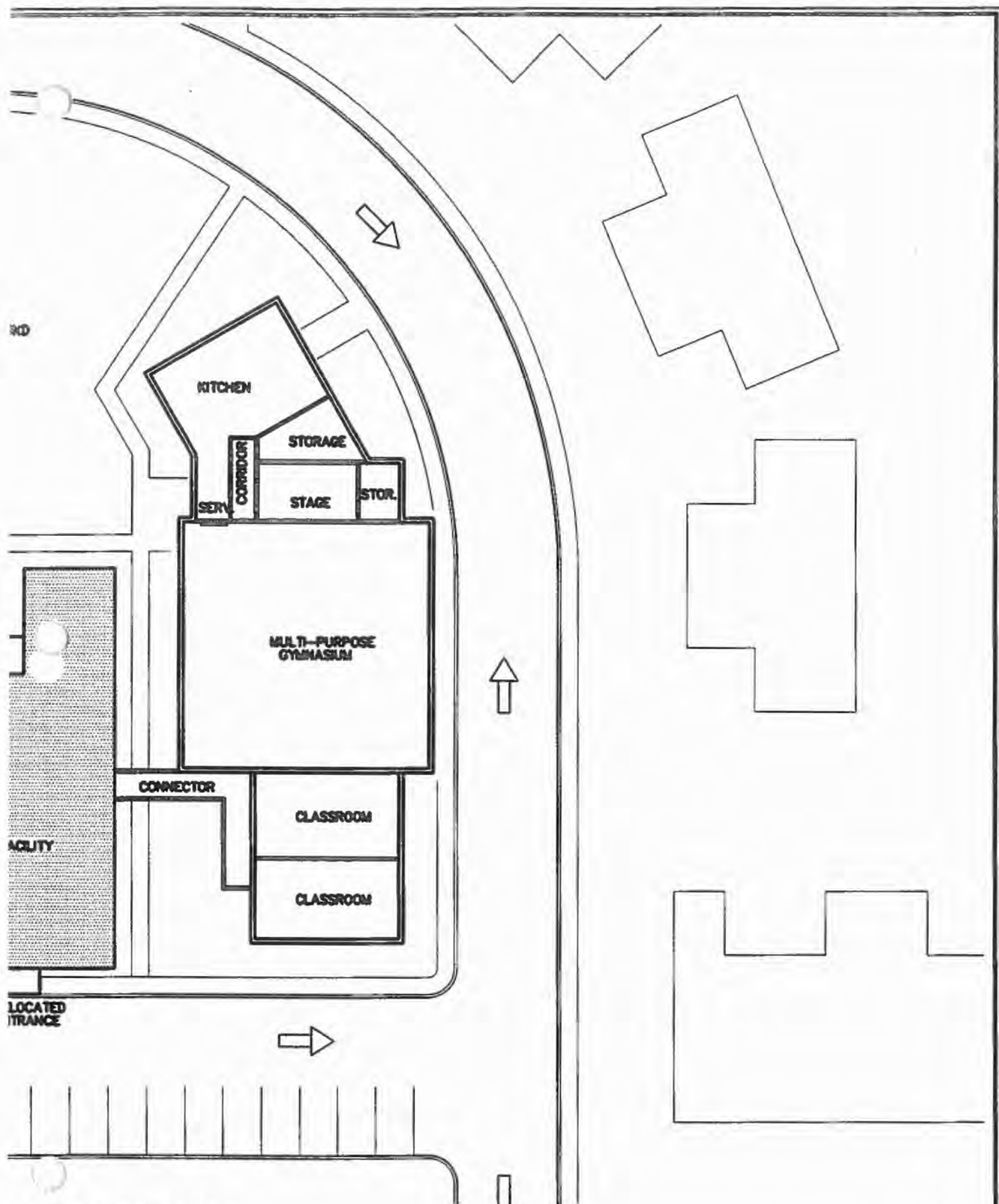
We would take over maintenance of the building and have to pay a fair market rent.

Nursing will be a contracted service.



HOMSEY
ARCHITECTS
2001 N. 10TH STREET • CHICAGO, ILLINOIS 60610

EAST SIDE CH
FLOOR PLAN

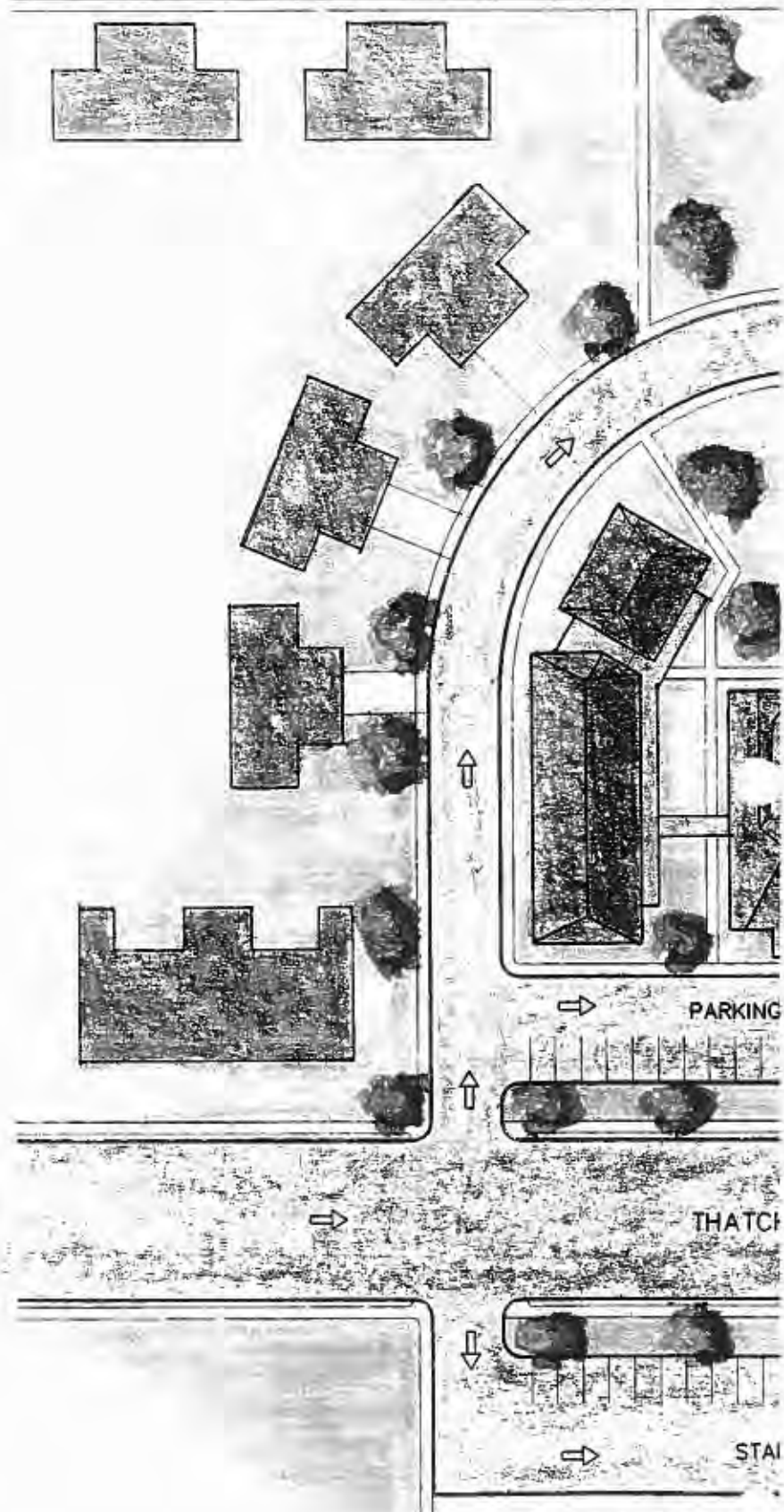


AFTER SCHOOL
 PLAN

SCALE: 1" = 30'-0"

30 MAY 2000

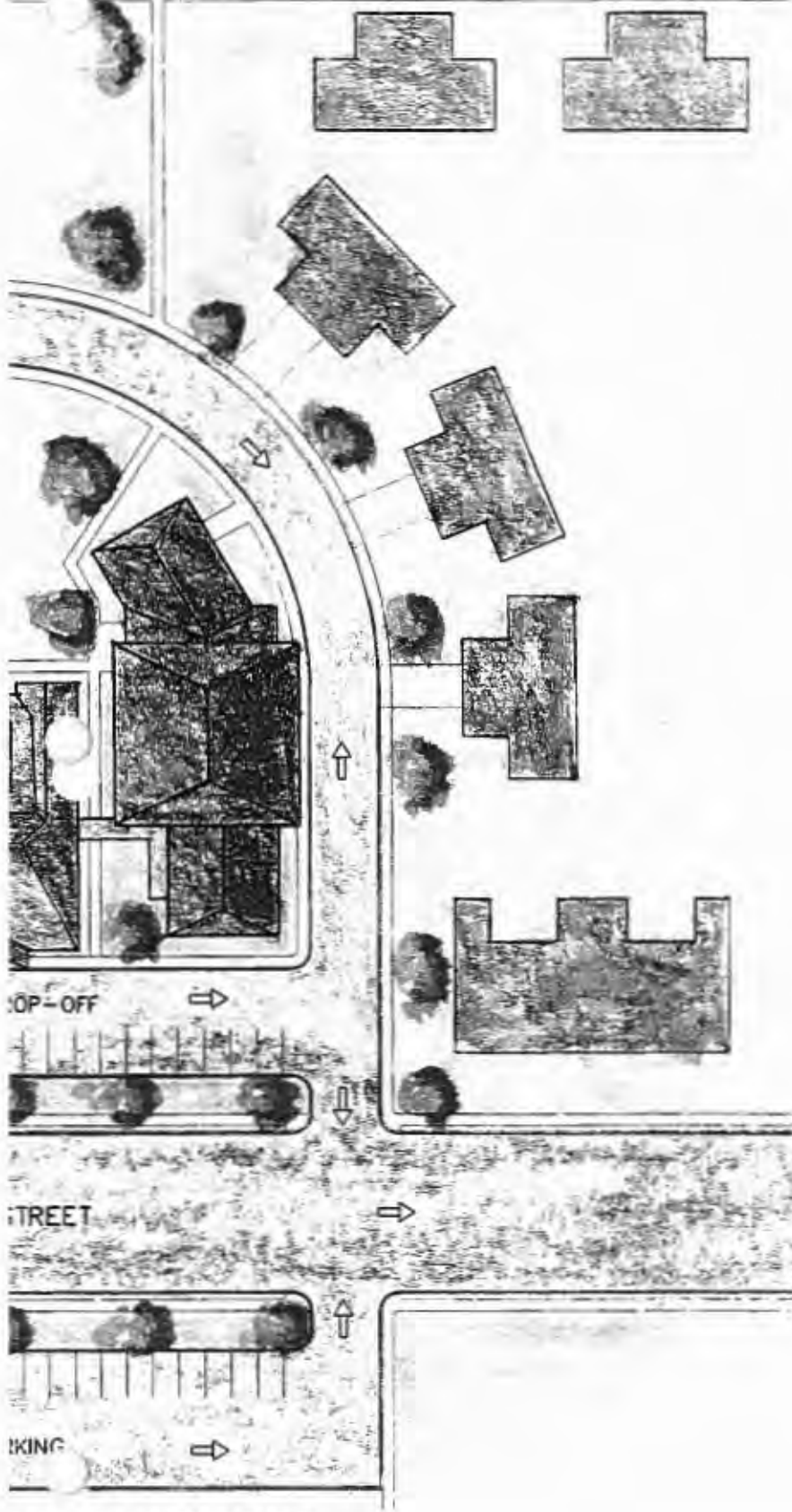
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EAST SIDE C
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RTER SCHOOL
PLAN

SCALE: 1" = 60'-0"
30 MAY 2000

DELAWARE DEPARTMENT OF EDUCATION
CHARTER SCHOOL PERFORMANCE AGREEMENT
FIRST FIVE-YEAR RENEWAL PERIOD
EAST SIDE CHARTER SCHOOL

Upon approval by the Secretary of Education, this agreement will serve as a critical component of the formal evaluation process for East Side Charter School of Wilmington, Inc., a Delaware Corporation, and will be used in both the subsequent annual monitoring and evaluation for charter renewal for this school.

Premises

This school serves students in grades K through 3, most of whom come from low-income backgrounds. The school's mission is to provide an environment where students from this background can be academically successful. These factors have been taken into account during the negotiation of this agreement.

Effective Date

This agreement will be in effect from the date of signature by the Secretary of Education through August 31, 2005 or until such time as a subsequent agreement is approved by the Secretary of Education following any subsequent review pursuant to 14 Del. C., Section 515 (b) or (c).

Conditions

- I. During the term of this agreement, the school will demonstrate that its students are consistently increasing in academic achievement as measured by the state assessment (DSTP) and other standardized assessments through the achievement targets listed below.**

The school will participate in the state assessment (DSTP) in each subject area at each grade required by the Department of Education. In addition, the school will administer a standardized assessment, the Comprehensive Tests of Basic Skills (CTBS), to each student in each grade annually in the spring.

- A. Achievement Target One: By the end of the five-year renewal period school average performance on the DSTP will be at least 95% of the State average in each grade and subject assessed. School average performance targets on the DSTP will be the following for each grade and subject assessed:**

2000-01	90% of State average for each grade and subject assessed
2001-02	90% of State average for each grade and subject assessed
2002-03	95% of State average for each grade and subject assessed
2003-04	95% of State average for each grade and subject assessed
2004-05	95% of State average for each grade and subject assessed

B. **Achievement Target Two:** Each year school average performance in reading and mathematics at each grade on the CTBS will demonstrate an increase of at least one grade level.

C. **Achievement Target Three:** Beginning with grade one the following percentage of students at the school will demonstrate an increase of at least one grade level in both reading and mathematics on the CTBS over the five-year renewal period:

First Comparison Interval (1999-00 compared to 2000-01)	60%
Second Comparison Interval (2000-01 compared to 2001-02)	70%
Third Comparison Interval (2001-02 compared to 2002-03)	75%
Fourth Comparison Interval (2002-03 compared to 2003-04)	80%
Fifth Comparison Interval (2003-04 compared to 2004-05)	85%

II. **During the term of this agreement, the school will demonstrate that its students exhibit positive behavior related to academic success through the following:**


- A. Each year average daily attendance will be at least 90% of the daily enrollment.
- B. Each year the school will have fewer reportable incidents than the average for all schools in the State with a similar grade configuration.
- C. Each year, except for students that move out of New Castle County, at least 90% of the students on the September 30 enrollment roster will complete the school year at the school.

III. **During the term of this agreement, the school will demonstrate that it has strong market accountability through the following:**

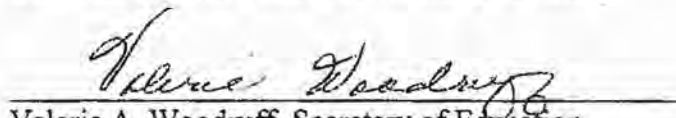
- A. Each year the school will have at least the number of students allowed by the charter enrolled at the beginning of the school year.
- B. Each year the school will have a waiting list of students seeking admission.
- C. Each year at least 80% of the non-graduating student body will return to the school the following September.
- D. Of all students entering the school at any grade 60% will continue at the school through the end of the educational program and graduate.

IV. During the term of this agreement, the parents of students enrolled at the school will express satisfaction with the school's administration and educational program through the following:

- A. Annually, a survey of parents of students who attend the school will be conducted by the Department of Education.
 - 1. Each year of school operation, at least 85% of parents will indicate overall satisfaction with the school's administration and educational program.


On Behalf of the Board of Directors
East Side Charter School of Wilmington, Inc.

8/30/00
Date


Valerie A. Woodruff, Secretary of Education
Executive Secretary to the State Board of Education

9/5/00
Date

8/17/00

BYLAWS
OF
THE EAST SIDE CHARTER SCHOOL OF WILMINGTON, INC.
AS AMENDED JUNE 20, 1997

ARTICLE I
CORPORATION

Section 1.1 Principal Offices. The name of the corporation shall be the East Side Charter School of Wilmington, Inc. ("Charter School"), shall be located in Wilmington, Delaware. The Charter School may have such other offices, either within or without the City of Wilmington, as the Board of Directors may determine or as the affairs of the Charter School may require from time to time.

Section 1.2 Corporate Name. The name of the corporation shall be the East Side Charter School of Wilmington, Inc. ("Corporation") and/or ("Charter School"), a Delaware non-profit corporation.

Section 1.3 Registered Office. The Charter School shall have and continuously maintain in the State of Delaware a Registered Office, and a registered agent whose office is identical with such Registered Office, as required by the General Corporation Law of Delaware. The address of the Registered Office and identify of the Registered Agent may be changed from time to time by resolution of the Board of Directors.

ARTICLE II
CORPORATE PURPOSE

Section 2.1 Purposes. The purposes of the Charter School are to operate exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the United States

Internal Revenue Code of 1986 (the "Code"), as may be amended from time to time, or any corresponding provision of any future Internal Revenue code, including but not limited to:

(a) Developing a community-based charter school to facilitate the education of low-income children to enable them to compete with students of comparable age from all sections of society;

(b) Addressing the special needs of the economically deprived students not currently available in traditional scholastic systems, thereby enabling the students to excel academically and socially with those skills needed to achieve success in a demanding and highly competitive global society; and

(c) Engaging in any and all other activities as currently deemed appropriate in furtherance of the above stated purposes.

ARTICLE III

CORPORATE POWERS

Section 3.1 The Charter School shall have the power to take any action permitted by the Delaware General Corporation Law (the "Act"), the Articles of Incorporation, Section 501(c) of the Code (or any corresponding provision of any future Internal Revenue Code) and these Corporate Bylaws, as they may be amended from time to time.

All of the assets and the earnings of the Charter School shall be used exclusively for the scientific, educational or charitable purposes within the meaning of Section 501(c)(3) of Code, as set forth above, in the course of which operation:

(a) No part of the net earnings of the Charter School shall inure to the benefit of, or be distributable to, its directors, officers, or any interested persons, except that the

Charter School shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein;

(b) No substantial part of the activities of the Charter School shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Charter School shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of or in opposition to any candidate for public office except as authorized under the Code:

(c) Notwithstanding any other provisions contained herein, the Charter School shall not carry on any other activities not permitted to be carried on by a corporation exempt from tax under Section 501(c) of the Code; and

(d) In furtherance of the stated goals, objectives and purposes of the Charter School, the Charter School shall not base any decision, determine the course of conduct or discriminate in any way on the basis of age, race, gender, religion, or political affiliations or beliefs.

ARTICLE IV

BOARD OF DIRECTORS

Section 4.1 General Powers. The business and affairs of the Charter School shall be managed by the Board of Directors (the "Board"). Broadly defined, the focus of the Board shall be on adopting policies that govern the implementation of the organization's purposes and mission through approved programs and services, ensuring the availability of adequate resources for that purpose. This role is separate and distinct from the role of the Executive Director, who determines the means of implementation. In addition to the powers and authority expressly granted by these Bylaws, the Board may exercise all powers of the corporation and do all acts that are not prohibited by applicable law, by the Articles of Incorporation or by these

Bylaws. Section 4.2 Number and Election. The Board shall consist of such number of Directors, at least nine (9) but not more than fifteen (15), as may be determined from time to time by resolution of the Board to ensure appropriate oversight of the organization's activities. To reach the requisite number of Directors as determined by resolution of the Board, Directors may be elected to the Board upon nomination by the Nominating Committee and approval by the vote of a majority of the Directors present at the meeting. In addition, should the Board be composed at an even number of Directors, the Board, by a vote of two thirds (2/3) majority shall elect one additional member who shall serve on the Board of Directors.

Section 4.3 Advisory Board. The Advisory Board shall consist of an unspecified number of individuals whose experience, knowledge and expertise make their participation and guidance valuable aspect of the Board's consideration. No member of the Advisory Board may vote in any matter considered by the Board.

Section 4.4 Term of Office. Directors shall serve a term of three (3) years. Each Director, including a Director elected to fill a vacancy, shall hold office until the expiration of the term for which elected and until a successor has been elected. If possible, terms shall be staggered so that approximately one-third (1/3) of the Board shall stand for nomination and election each year to assure some continuity. Directors shall be limited to two consecutive terms or to a total of six (6) years, whichever is longer.

Section 4.5 Resignation. Any Director may resign at any time by delivering a written resignation to the Chairperson or Vice Chairperson of the Board. The acceptance of any such resignation, unless required by the terms thereof, shall not be necessary to make it effective.

Section 4.6 Vacancies. Vacancies in the Board may be filled by the remaining Directors at their discretion. A Director elected under this paragraph shall hold office for the remainder of

the term of the Directorship that was vacated and shall sit and until a successor has been elected and qualified.

Section 4.7 Annual Meeting of the Board. The annual organizational meeting of the Board for, among other purposes, the election of officers and shall be held on the fourth Wednesday of every October.

Section 4.8 Regular Meetings. The Board may provide by resolution the time and place for the holding of additional regular meetings of the Board without other notice than such resolution.

Any business may be transacted at any regularly called meeting of the Board at which a quorum is declared present.

Section 4.9 Special Meetings. Special meetings of the Board may be called by or at the request of the Chairperson or any three Directors.

Section 4.10 Notice of Meetings. Notice of all Board meetings, except as herein otherwise provided, shall be mailed to each Director's residence or usual place of business at least five days before the meeting, or notice may be given by telephone or facsimile to such residence or usual place of business or delivered to such Director personally, at least two (2) days before the meeting. Such notice may be waived by a Director. Each such notice shall state the general business to be transacted, the day, time and place of such a meeting, and, in the case of a special meeting by whose request it was called.

Section 4.11 Quorum. A simple majority of the Directors then in office shall constitute a quorum for the transaction of business at any meeting of the Board. A Director may be considered present if attending any meeting of the Board of Directors by way of speaker telephone. If less than a majority of the Directors are present at a meeting, a majority of those Directors who are present may adjourn the meeting without further notice.

Section 4.12 Voting. At all meetings of the Board, except as otherwise provided by law or by these Bylaws, all matters shall be decided by the majority of Directors present at the meeting.

Section 4.13 Organization. The Chairperson of the Board shall preside at all meetings of the Board and shall have such powers and duties not inconsistent with these Bylaws, as they may be amended from time to time by the Board. The Chairperson of the Board shall be elected each year by the Board at its annual meeting. The Board shall elect a Vice Chairperson who shall possess the powers and discharge the duties of the Chairperson in the latter's absence or disability, and have such powers and duties not inconsistent with these Bylaws, as may be amended from time to time by the Board.

Section 4.14 Action by Unanimous Consent. Any action required by law to be taken at a meeting of Directors or any action which may be taken at a meeting of Directors, may be taken without a meeting if consent is given in writing, setting forth the action so taken, by all of the Directors.

Section 4.15 Manner of Acting. Any act of the majority of Directors present at any meeting at which there is a quorum shall be an act of the Board of Directors, unless the act of a greater number is required by the Articles of Incorporation, the Act, or these Bylaws, as may be amended from time to time. Should a two-thirds majority be required, the Directors may vote by written proxy, registered and received within 24 hours in advance of the vote to be taken.

A vote of at least two-thirds (2/3) of the directors shall be necessary to:

- (a) Authorize the Corporation to engage in activities not presently being undertaken by the Corporation;
- (b) Approve non-budget capital expenditures in excess of Ten Thousand Dollars (\$10,000.00);

(c) Approve any borrowing;

(d) Approve any leases;

(e) Approve capital and operating budgets;

(f) Adopt any plan of merger, consolidation or dissolution of the Charter School, or sale or transfer of a majority of the assets of the Corporation;

(g) Approve selection of the Executive Director and a unanimous vote shall be necessary to amend, adopt and/or repeal the Corporation's Article of Incorporation and the Corporate Bylaws.

Section 4.16 Informal Action. Any action required to be taken at a meeting of the Board of Directors may be ratified by the Board without a meeting if a consent in writing setting forth the action so taken shall be signed by all the Directors.

ARTICLE V

OFFICERS

Section 5.1 Titles and Qualifications. The officers of the Charter School shall be a Chairperson, a Vice Chairperson, a Secretary, a Treasurer, Executive Director and such other officers as the Board of Directors may from time to time designate. Any two or more offices may be held by the same person, except the offices of Chairperson and Treasurer.

Section 5.2 Election and Term of Office. The officers of the Charter School shall be elected each year by the Board at its regular annual meeting. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as possible. New offices may be created and filled at any meeting of the Board after notice has been given to other Directors. Each officer shall hold office until his/her successor shall have been duly elected and qualified;

or until his/her death, resignation or removal in the matter hereinafter provided. Election of an officer shall not of itself create contract rights.

Section 5.3 Resignation. Any officer may resign at any time by delivering a written resignation to the Chairperson Vice Chairperson of the Board. The acceptance of any resignation, unless required by the terms thereof, shall not be necessary to make it effective.

Section 5.4 Removal. Any officer elected by the Board may be removed by a two-thirds majority vote of the Directors present at a duly constituted meeting whenever, in their judgment, the best interests of the Charter School would be served thereby.

Section 5.5 Vacancies. Any vacancy in an office shall be filled for the unexpired portion of the term by the Board.

Section 5.6 Chairperson. The Chairperson of the Board shall:

- (a) serves as the chief volunteer officer of the Charter School and shall consult with the Executive Director in achieving the Charter School's mission;
- (b) provide leadership to the Board in policy-making matters;
- (c) chair meetings of the Board or makes arrangements for the Vice-Chairperson to do so;
- (d) appoint chairpersons of committees and serve ex officio as a member of committees and attends their meetings when possible;
- (e) help guide and mediate Board actions with respect to organizational priorities and governance concerns; monitors financial planning and financial reports; communicates with the Executive Director and reviews with the Executive Director any issues of concern to the Board:
- (f) play a leading role in fund raising activities;

(g) formally evaluate performance of the Executive Director and, informally, evaluate the effectiveness of Board members;

(h) evaluate the performance of the organization in achieving its mission and makes an annual report thereof to the Board; and

(i) perform other responsibilities as assigned by the Board.

Section 5.7 Vice Chairperson. The Vice Chairperson shall act under the direction of the Chairperson and in their absence or disability and shall perform the duties and exercise the powers of the Chairperson. The Vice Chairman shall perform such other duties and have such other powers as the Chairperson or the Board may from time to time prescribe.

Section 5.8 Treasurer. The Treasurer shall have charge and custody of all funds of the corporation. The Treasurer shall adopt established generally accepted reasonable accounting and fiscal procedures necessary to assure fiscal stability of the corporation and maintain or cause to have maintained an accurate accounting system and shall present financial reports to the Board in such manner and form as the Board may from time to time determine. The Treasurer shall have the primary oversight responsibility to monitor all financial transactions of the corporation and to ensure an annual financial audit by certified accountants. The Treasurer will work with appropriate Board members to designate Audit and Finance Committees to maximize Board involvement in the area of financial oversight while avoiding duplication of tasks. The Treasurer shall also recommend to the Board bonding or other appropriate forms of insurance for staff and volunteers who handle monies for the corporation.

Section 5.9 Secretary. The Secretary or duly designated individual shall keep or cause to be kept, the minutes of all meetings of the Board and shall have charge and custody of the Seal and records of the Board and the Charter School.

Section 5.10 Executive Director. The Executive Director shall operate the daily business of the Charter School pursuant to the objectives and directives of the Board of Directors.

ARTICLE VI

COMMITTEES

Section 6.1 Executive Committee.

(a) The Board may, by resolution adopted by a majority of the Board, appoint from among its members an Executive Committee which shall serve at the pleasure of the Board and shall be subject to the control and direction of the Board. The Executive Committee shall consist of the Officers of the Board and the Chairperson of one or more standing committees. The standing Committees shall be the Executive Committee and the Nominating Committee.

(b) The Executive Committee shall have authority to act only during intervals between meetings of the Board. The Executive Committee, to the extent provided in such resolution shall have and may exercise the authority of the Board in the management of the ordinary business and affairs of the corporation, consistent with the General Powers as defined in Article III, Section 1, except that the Executive Committee shall not have the authority of the Board in reference to i) amending the articles of incorporation; ii) amending, altering or repealing the Bylaws or adopting new bylaws; iii) filling vacancies in or removing members of the Board or of any committee appointed by the Board; iv) adopting a plan of merger or adopting a plan of consolidation with another corporation; v) authorizing the sale, lease, exchange or mortgage or all or substantially all of the property and assets of the corporation; vi) authorizing the voluntary dissolution of the Charter School or revoking proceedings therefor; vii) adopting a plan for the distribution of the assets of the Charter School; or viii) amending,

altering or repealing any resolution of the Board which by its terms provides that it shall not be amended, altered or repealed by such committee.

(c) The designation and appointment of any such committee and the delegation thereto of authority shall not operate to relieve the Board or any individual Director of any responsibility imposed on them by law.

(d) The Executive Committee shall report its activities at each Board meeting.

Section 6.2 Nominating Committee. Not less than three (3) months prior to the annual meeting of the Board, the Chairperson shall appoint, with the approval of the Board, a Nominating Committee which shall consist of not less than three Directors. The Nominating Committee shall nominate at least one candidate for each position to be filled on the Board.

Section 6.3 Other Committees. The Board from time to time may establish other committees which shall have such duties and which shall consist of such a number of Directors as the Board may determine. Members of such committees shall be appointed by the Chairperson. Committee members shall not be required to be Directors of the Charter School.

Section 6.4 Term of Office. Each member of any committee established pursuant to these Bylaws shall serve until a successor is appointed, unless the committee shall be abolished, or until such member resigns. Any such committee may be abolished or any member removed, with or without cause, at any time by the Board.

Section 6.5 Vacancies. Vacancies on committees may be filled by the Chairperson.

Section 6.6 Quorum. Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 6.7 Rules. Each committee may adopt rules for its own government not inconsistent with these Bylaws or with rules adopted by the Board.

Section 6.1 Committees. The Board may organize and authorize any body to act as a Committee under its authority and discretion for any chartered purpose in order to accomplish an specified task required, or necessary, in the sole discretion of the Board of Directors. The Committee shall operate in any manner permissible under the laws of the State of Delaware, the Certificate of Incorporation and these Bylaws.

ARTICLE VII

COMPENSATION OF AND CONTRACTS WITH DIRECTORS AND OFFICERS

Section 7.1 Compensation Of Directors and Officers. Directors of the Charter School shall serve as such without salary, but the Board may authorize payment by the Charter School of reasonable expenses incurred by the Directors in the performance of their duties. Except as provided in this section, no Director of the Charter School shall receive, directly or indirectly, any salary, compensation or gift from the Charter School.

Section 7.2 Contracts with Directors and Officers. No Director or Officer of the Charter School shall be interested, directly or indirectly, in any contract relating to the operations conducted by it, nor in any contract for furnishing services or supplies to it, unless (a) such contract shall be authorized by an absolute majority of Directors present and voting at a meeting at which the presence of such Director is not necessary for such authorizations; and (b) the facts and nature of such interest shall have been fully disclosed or shown to the members of the Board present at the meeting at which such contract is so authorized.

ARTICLE VIII

INDEMNIFICATION

Section 8.1 Directors, Officers and Committee Members. The Charter School shall indemnify any Director, Officer or Committee member acting on behalf of the Charter School, in their official capacity or as member of any Committee, who serves at the request or subject to the discretion of the Board of Directors to the fullest extent permitted by Title 8 Del. C. Subsection 102(b)(7) and 145 or by other or subsequent provision of the general corporation law of the State of Delaware as it may be amended from time to time. No member of the Board of Directors shall be personally liable to the Charter School or to its members for monetary damages or breach of fiduciary duty as a Director or member, except 1) for any breach of the Director's duty of loyalty to the Corporation or its members, 2) for acts or omissions not in good faith or which involve intentional misconduct or a knowing violation of the law, or 3) for any transaction from which the Director derived an improper personal benefit.

Section 8.2 Indemnification Standards and Procedures. The Charter School shall defend, indemnify and hold harmless any person who was or is a party, or is threatened to be made party to any threatened, pending or complete action, suite or proceeding, whether civil, criminal, administrative or investigative (other than an action by or in the right of the Charter School) by reason of the fact that such person is or was a Director, officer, employee, or agent of the Charter School, or who is or was serving at the request of the Charter School as a Director, officer, employee or agent of another corporation partnership, joint venture, trust or other enterprise, against expenses (including attorney's fees), judgments, fines, and amounts paid in settlement actually and reasonably incurred by such person in connection with such action, suit, or proceeding, if such person acted in good faith and in a manner such person reasonably

believed to be in or not opposed to the best interests of the Charter School, and with respect to any criminal action or proceeding had no reasonable cause to believe their conduct was unlawful, to the fullest extent of the law permitted pursuant to 8 Del. C. §§102 and 145. The termination of any action, suit or proceeding by judgment, order, settlement, conviction or upon appeal of nolo contendere or its equivalent, shall not, of itself, create a presumption that the person did not act in good faith and in a manner which such person reasonably believed to be in or not opposed to the best interests of the Charter School, and with respect to any criminal action or proceeding, had reasonable cause to believe that such person's conduct was unlawful.

Section 2.1. The Charter School shall defend, indemnify and hold harmless any person who was or is a party, or is threatened to be made a party to any threatened, pending or completed action or suit against, by or in the name of the Charter School to procure a judgment in against them by reason of the fact that such person is or was a director, officer, employee or agent of the Charter School, or is or was serving at the request of the Charter School as a director, officer, employee, or agent of another corporation, partnership, joint venture, trust, or other such person, in connection with the defense or settlement of such action or suit if such person acted in good faith and in a manner such person reasonably believed to be in or not opposed to the best interests of the Charter School and except that no indemnification shall be made in respect of any claim, issue, or matter as to which such person shall have been adjudged to be liable for negligence or misconduct in the performance of such person's duty to the Charter School unless and only to the extent that the Court in which such action or suit was brought shall determine, upon application that, despite adjudication of liability but in view of all the circumstances of the case, such person is fairly and reasonably entitled to indemnity for such expenses as such other court shall deem proper.

Section 2.2 To the extent that a director, officer, employee or agent of the Charter School has been successful on the merits or otherwise in defense of any action, suit or proceeding referred to in Sections 2 and 2.1, or in defense of any claim, issue or matter therein, such person shall be indemnified against expenses (including attorney's fees) actually and reasonably incurred by such person in connection therewith.

Section 2.3 Any indemnification under Sections 2 and 2.1, unless ordered by a Court, shall be made by the Charter School only, as authorized, in the specific case upon a determination that indemnification of the Director, officer, employee or agent is proper in the circumstances because such person has met the applicable standard of conduct set forth in Sections 2.1 and 2.2. Such determination shall be made (a) by the Board of Directors by a majority vote of a quorum consisting of Directors who were not parties to such action, suit or proceeding or (1) if a quorum is not obtainable, or, even if obtainable, a quorum of disinterested Directors is not possible, then indemnification will be authorized by the Charter School when, in the opinion of the Charter School's Legal Counsel, it is appropriate and such opinion is made in writing and made a permanent part of the Charter School's minutes.

Section 2.4 If expenses are incurred by a director, officer, employee or agent in defending a civil or criminal action, suit or proceeding, such expenses shall be paid by the Charter School in advance of the final disposition of such action, suit or proceeding in the specific case upon receipt of an undertaking by or in behalf of the Director, officer, employee or agent to repay such amount unless it ultimately shall be determined that such person is entitled to be indemnified by the Charter School as authorized in the Article.

Section 2.5 The indemnification provided by this Article shall not be deemed exclusive of any rights which those seeking indemnification may be entitled under any agreement, vote of

disinterested Directors, or otherwise, both as to action in such person's official capacity and as to actions in another capacity while holding such office, and shall continue as to a person who has ceased to be Director, officer, employee or agent and shall inure to the benefit of the heirs, executors and administrators of such a person.

Section 2.6 The Charter School may purchase and maintain insurance on behalf of any person who is or was a director, officer, employee or agent of the Charter School or is or was serving at the request of the Charter School, partnership, joint venture, trust, or other enterprise against any liability asserted against such person and incurred by such person in any capacity, or arising out of such person's status as such, whether or not the Charter School would have the power to indemnify such person against such liability under the provisions of this Article VIII.

ARTICLE IX

MEMBERSHIP

Section 9.1 The Charter School shall be a membership corporation and shall have no authority to issue capital stock. The members of the Corporation shall be nominated and elected by the incorporator immediately following the organization of the Corporation and shall act as the members of the Corporation until the election of their successors. The qualifications, election, number, tenure, powers and duties of the members shall be as provided in this, the Bylaws of the Charter School.

Section 9.2 The members of the Corporation shall be the Board of Directors. Management of affairs of the Charter School shall be vested and the Board of Directors shall consist of such members as are set forth above.

Section 9.3 No members shall be allowed to succeed themselves to membership after having served two (2) full consecutive three (3) year terms. Twelve (12) full months must elapse before

such person is again eligible for appointment or reelection as a member of the Charter School.

Section 9.4 Vacancies. Vacancies created in the membership shall be filled up by the Board pursuant to the terms set forth above in the section dealing with vacancies from the Board.

ARTICLE X

AMENDMENTS TO BYLAWS

Except as set forth in the General Corporation Law of Delaware, these Bylaws may be adopted, amended or repealed by the vote of a majority of Board members at a duly convened meeting of the Board at which a quorum is present and pursuant to written notice to the Board members of that purpose.

ARTICLE XI

DISTRIBUTION OF ASSETS UPON VOLUNTARY OR INVOLUNTARY DISSOLUTION

Upon the dissolution or liquidation of the Charter School, the Board of Directors, after paying all or making provision for all the liabilities of the Charter School shall transfer all the property and assets, of any nature, of the Charter School to such organizations organized and operated exclusively for such educational or charitable purposes as shall at that time qualify as exempt from taxation under Section 501(c)(3) or 501(c)(6) of the Code, or any such future versions of any corresponding Code, and in accordance with the Act or any other applicable law. Any such property or assets not so disposed of in accordance with the aforementioned procedures shall be disposed of by a Court of competent jurisdiction in the County in which the principal office has been located, to such organization or organizations as such Court shall determine, which are organized and operated for such purposes as stated above.

ARTICLE XII

CONTRACTS, CHECKS, DEPOSITS AND FUNDS

Section 12.1 Contracts. The Board of Directors may authorize any officer or officers, agent or agents of the Charter School, in addition to the officers so authorized by these Corporate Bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Charter School and such authority may be general or expressly limited to specific instances.

Section 12.2 Checks, Drafts, Etc. Except for those normally executed in the regular cause of business, all checks, drafts or other orders for the payment of money, notes, or other evidences of indebtedness issued in the name of the corporation, shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Chairperson and countersigned by the Chairperson or Treasurer or Secretary of the Charter School.

Section 12.3 Deposits. All funds of the Charter School shall be deposited from time to time to the credit of the Charter School in such banks, trust companies or other depositories as the Board of Directors may select.

Section 12.4 Gifts. The Board of Directors may accept on behalf of the Corporation any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Corporation. Members of the Board of Directors may not accept gifts made personally to them as a result of or by virtue of their membership on the Board.

ARTICLE XIII

BOOKS AND RECORDS

The Corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Corporate Members, Board of Directors, and Committees having any of the authority of the Board of Directors, and shall keep at the registered or principal office a record giving the names and addresses of the members entitled to vote. All books and records of the Corporation may be inspected by any Corporate Member, or such Corporate Member's agent or attorney for any proper purpose at any reasonable time.

ARTICLE XIV

FISCAL YEAR

The fiscal year of the Corporation shall be the calendar year, beginning on January 1st and end on December 31st.

ARTICLE XV

SEAL

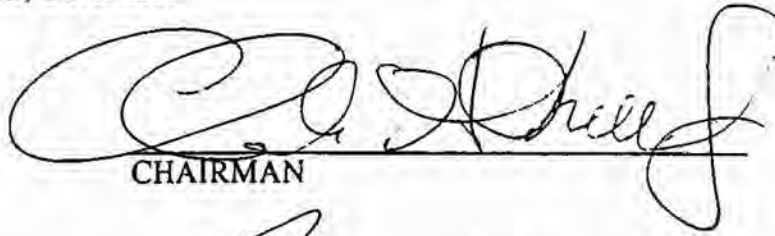
The Corporate seal shall have inscribed thereon the name of the Corporation and the words "Corporate Seal, Delaware".

ARTICLE XVI

WAIVER OF NOTICE

Whenever any notice is required to be given under the provisions of the Act or under the provisions of the Articles of Incorporation or these Corporate Bylaws, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ADOPTED BY THE Board of Directors as of this ____ day of _____,
1997, at Wilmington, Delaware.


CHAIRMAN


SECRETARY