
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Charter Annual Report **Tuesday, October 09, 2007**

Charter School: Alliance for Progress CS
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SECTION I. EXECUTIVE SUMMARY

Organization Description

Alliance for Progress Charter School (APCS), located in the heart of North Philadelphia, serves 309 children and families. APCS was founded in 1998 by the Women's Christian Alliance, a social service agency serving the North Philadelphia community for more than 80 years. APCS is an elementary school serving students from grades K to 5. APCS is one school divided in

two locations. The Annex, located at 1632 16th street is the academic center that serves students in kindergarten and first grades. The Main Building, located at 1821-39 Cecil B. Moore Avenue contains students from second through fifth grades. There are approximately 25 students in each class, supported by two educators, a lead teacher and a para-educator. During school year 2006-07, Alliance offered the following specials to the student population: Art, Cultural Enrichment, and P.E. The school is supported by the following administrators, CEO, Curriculum Coordinator, Reading Specialist, Business Manager, and Special Education Coordinator; and administrative support that includes a New Teacher Mentor/Coach, Math Coordinator, Specials Mentor, and 2 Lead Teachers.

Alliance for Progress encourages high academic achievement through in-depth data analyzes and rigorous targeted instruction. APCS also supports the social and economical growth of our students through technological awareness, financial literacy and business development. At APCS, we believe in the power of community to unite us, to enhance our understanding of others and ourselves, and to enrich our lives. We seek to create a learning community that expands the horizon of our students by helping them invest in the educational process, as well as themselves as individuals. Alliance also seeks to engage cooperatively with other community organizations in an effort to strengthen and renew the neighborhood and the surrounding community. The school's Parent Advisory Board serves several purposes; to assist in building the home school connection, help encourage parental involvement, raise funds, and assist in establishing policy and procedure. The school is governed by a dedicated Board of Directors.

At Alliance, we put children first. we define ourselves as a learning community, recognizing that students achieve best in an environment that supports learning for all. Since learning is a life-long pursuit, we encourage everyone in our school community to seek greater knowledge, to upgrade their skills, to advance their thinking and to attain education that will improve the quality of our school as well as, the quality of life for each learner. Everyone who works in our school is a model for our students, reinforcing the value of learning in a caring community; designed to help, nurture, support, encourage, and to demonstrate the value of discipline and hard work.

Core Purpose

Mission

Alliance for Progress Charter School will provide an environment that encourages respectful attitudes and is a safe and caring place where students can learn. The staff of Alliance for Progress Charter school will encourage high academic achievement by using a variety of techniques that encourage the use of technology to promote the educational, social and emotional growth of the students and their families. We will seek to prepare our students for the ever-changing global market by exposing students to age-appropriate financial literacy and business development instruction.

Vision

APCS is committed to excellence, recognizing that we must promote continuous lifelong learning, higher order thinking, hands-on investment, and community activism in order to best encourage our student population as they work toward their goals and dreams. Our future goals include expanding our student population. We are planning to add a middle school component that will continue to develop academic achievement and leadership skills for our current students. We will expand our facility, adding a multipurpose center that can be utilized by both our families and community. Lastly, we envision our school will rank amongst the top 5 high achieving schools in Pennsylvania. Our students will be high achiever through targeted and rigorous instruction that is data-driven.

Shared Values

Alliance for Progress Charter School has developed strong community ties over the past year. Last year the business developer held several forums at the school to address issues pertaining to poverty, homelessness, and education. Many community leaders and corporate representatives attended the events. As a result, more leaders have been exposed to the school and its philosophy and have been working with school leaders to advance the school's mission. The school's CEO has been consistent in attending community meetings that include, but not limited to: community stakeholder's meetings, safe neighborhood meetings, and community consortium meetings.

APCS has a very active Parent Advisory Board that assists in raising money for special projects and events taking place at the school. The advisory board sponsors approximately 4 fundraisers per year. The board helps to build the connection between home and school. The advisory board's mission for next year will include community outreach.

Each year Alliance for Progress holds an annual fundraiser/silent auction. This event serves two purposes, 1. to continue to build camaraderie with our community, parents, and vendors, 2. raise money for the school. The event is always a great success. This past year APCS honored Men United for a Better Philadelphia.

The APCS Board of Directors come from many walks of life. Our board members help keep our school connected in industries such as law, accounting, religion and education.

Academic Standards

Alliance for Progress Charter Schools fulfills its mission of high academic achievement that directly correlates with what is expected at all levels of accountability. APCS implements core curricula in all subject areas that ensures a comprehensive and well-rounded academic program for all students. During school year 2006/07 APCS implemented the Houghton/Mifflin, the Nation's Choice series in reading, math, social studies, and science. The Houghton Mifflin series is a scientific-based reached curriculum, that proclaims to be aligned with the Pennsylvania State standards. It provides explicit, rigorous, and systematic instruction for students. the reading curriculum includes the following features:

- *Level Guided Reading books and resources
- *Beginning reading success with thorough development of oral language, phonics, phonemic awareness, and high frequency vocabulary recognition
- *Helps develop independence and confidence in readers with gradual transition from decodable text to trade literature
- *Early reading fluency with hundreds of selections of engaging decodable text
- *Consistent development of comprehension strategies and skills, starting in kindergarten and increasing in emphasis as students move into the intermediate grades
- *A comprehensive assessment system to diagnose, inform, and document student progress
- *Extensive supplemental support that reinforces and extends instruction across the curricular
- *A comprehensive collection of literature resources that assist in enhancing independent reading and fluency development in all students.

We are excited about the accomplishments in reading due to the newly implemented curriculum. Our students have shown that in using a curriculum with a solid foundation in scientific based research, implementing best practices in teaching and differentiation instruction to accommodate each learner, they are capable of achieving incredible goals.

APCS also uses Houghton/Mifflin for Mathematic instruction. Houghton Mifflin math provides the following:

- The curriculum was developed based on more than 30 years of studies on how students learn best.
- It provides models and strategies based on high performing classrooms.
- It provides the opportunity to differentiate instruction to meet the needs of all learners.

Students experienced discovery-based science provided by the Houghton-Mifflin Science Program. In addition, APCS was granted the Science It's Elementary grant which provides extensive professional development on inquiry based learning. This grant also provided FOSS Kits for each classroom. Student studied the following areas: fabric, weather, rocks and minerals, and electricity. Social Studies was executed through the Houghton Mifflin Social Studies Series. The school also established various project-based learning activities to enhance content area instruction.

At Alliance for Progress Charter School, children and their educational success is top priority. We believe children learn and grow at their own pace. In order to support this belief, we implemented an Individual Learning Plan (ILP) tool to assist students who did not achieve mastery in the areas of math and reading. We assessed student data and developed goals and procedures that were worked on to mastery. Goals and procedures changed every six weeks. Students experience academic achievement in the classroom and on standardized tests.

In school year 06/07, APCS implemented a rigorous “Gifted” program to accommodate the academic needs of our advanced students. STEP (Student Enrichment Program) provided instruction to students who were well beyond reading grade levels. Students received instruction using advanced reading method. They also received advanced vocabulary instruction.

Strengths and Challenges

Using data to drive instruction is one of our biggest strengths. APCS analyzes data on a consistent basis, determining intervention strategies based on the analysis. Teachers are very familiar with the concept of differentiating instruction , reteaching, and teaching to mastery. Reviewing student data is a critical component of performing these tasks. APCS also has done a great job of choosing curricula and supplements that enhance instruction and student achievement. The curricula is research and standards-based and aligned with the PA standards. Our educators work hard to create pacing schedules that are derived from analyzing the scope and sequences and comparing them to standards and weighted anchors. The curricula provides leveled instruction and informal assessment.

APCS has a very strong Literacy program. We implement a 2 hour Literacy block that includes direct instruction, guided reading, phonics (when necessary), independent practice, grammar, and centers. Running records are performed every 2-3 weeks to determine student fluency and retell. Comprehension has been one our problem areas in the past. Teachers work very closely with students, teaching them how to use graphic organizers to outline stories. In addition to the 2 hour literacy block, APCS implements the following to help support the literacy program:

- *One on one instruction with Philadelphia Reads tutors
- *Push-in and pull-out sessions with the reading specialist
- *Individual Learning Plans for students who struggle in any area of literacy
- *ReadAbout - computer-based reading supplement that monitors progress

We are establishing our stronghold in the area of math. Benchmark assessments indicate that overall, students tend to struggle in the areas of numbers and operation and algebraic expressions. Grades 3-4 struggle in this area most. Our math coordinator and curriculum coordinator have been working with teachers and students in implementing more rigorous and targeted instruction in these areas.

APCS implements the following to help support the math program:

- *Group Instruction with math coordinator
- *Push-in and pull-out sessions with the math coordinator
- *Individual Learning Plans for students who struggle in any area of math
- FastMath - computer-based math program that focuses on grade level math facts and is progressed monitored

APCS also seeks to enhance the grammar and writing program. Our teachers will receive professional development in these areas throughout the year to assist in helping students become more successful. We also will include a more rigor writing and grammar component in our tutoring program and summers school program.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Annual	Strategies/Interventions	Performance Indicators	Results/Progress
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Measurable Goal			
Maintain 296 Student enrollment count	Annual re-enrollment strategies included implementing Open House events and making follow-up calls to parents who were slow in re-enrolling. We also enrolled Kindergarten students from the WCA Early Development Center. We immediately established a lottery to fill open slots. The school experienced a 95% re-enrollment rate.	We established the enrollment number based on the targeted number of students outlined in the school's charter	We met the targeted number of 296 students
Meet Adequate Yearly Progress in Reading	Identified students performing in each subgroups- below basic, basic, proficient and advance. Analyzed student data to determine areas of weakness. Developed formal actions plans to help develop students in those areas. Individual Learning Plans were developed and implemented for all students below the proficient levels. Action plans and learning plans were review bi-weekly by teachers and administrators. Implemented a tutoring program in reading that was technologically-based and progress-monitored .	Terra Nova Reports DIBELs Benchmark Assessments Houghton/Mifflin Integrated Theme Tests Individual learning plans and informal assessments Scholastic ReadAbout	Met AYP by PPI.
Meet Adequate Yearly Progress in Math	Identified students performing in each subgroups- below basic, basic, proficient and advance. Analyzed student data to determine areas of weakness. Developed formal actions plans to help develop students in those areas. Individual Learning Plans were developed and implemented for all students below the proficient levels. Action plans and learning plans were review bi-weekly by teachers and administrators. Implemented a tutoring program in math that was technologically-based and progress-monitored . The math period was extended 2 hours each week.	TerraNova Reports Houghton/Mifflin End of unit tests Individual learning plans and information assessments Scholastic FastMath	Met AYP by PPI
Integrating Technology	Incorporated technology to enhance instruction and differentiate learning for all	Students were exposed to web-based activities directly related to the core	Technology was integrated into the daily lessons. Students who

	students.	reading and math curriculum. Student's knowledge was measured by Integrated Theme tests, on-line quizzes and Individual Lesson Plans (ILP) goal achievements. Students also created project-based assignments utilizing websites, PowerPoint and Publisher.	needed a more visual and hands-on approach to reading and math were able to manipulate the technology for advanced learning.
Improve Science Instruction through inquiry-base learning	APCS was awarded the Science It's Elementary grant that provided extensive inquiry-base learning instructions to teachers. The grant also provided an opportunity for hands-on learning through the FOSS Science kits.	Unit tests Science Projects Information assessments	Student knowledge greatly increased as determined by exams, science projects and science showcases.

Annual Measurable Goal	Strategies/Interventions	Performance Indicators	Results/Progress
Student Behavior Reduced office referrals and student suspensions	Implemented school-wide discipline plan and school-wide positive incentive plan. Created in-house suspension and detention policy. Required mandatory conferences with parents of problem students; communicated with teacher regarding office referrals. Extended positive reinforcement measures for behavioral intervention. Implemented monthly codes of value.	Referral slips and suspension record.	Office referrals were minimal during the school year. 69 suspensions (22%) were issued this past year.
Parental Involvement	Establish ongoing programs to enhance parental involvement.	The School held monthly Family Literacy and Family Math Nights to encourage parent participation. Each classroom was assigned a parent representative. Representatives assisted in the classrooms and made contact with other parents. The school's Parent Advisory Board was restructured, and met once a month.	Parents were more involved in school activities. Parent Teacher conference attendance was, on average, 98%.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Stacey Scott-Hill	Alliance for Progress Charter School	Administrator	Board
Marva Lafayette	Alliance for Progress Charter School	Administrator	CEO
Catrina Long	Alliance for Progress Charter School	Elementary School Teacher	CEO
Casey Ostazewski	Alliance for Progress Charter School	Elementary School Teacher	CEO
Marilyn Rivers	The Women's Christian Alliance	Board Member	Board
Dr. Ellen Scales	Drexel University	Administrator	Board
Jeanne McCarthy	Alliance for Progress Charter School	Elementary School Teacher	CEO
Ken Scott	Beech Interplex	Community Representative	CEO
Larry Griffin	Beech Interplex	Community Representative	CEO

Goals, Strategies and Activities

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Alliance for Progress Charter School uses the Houghton/Mifflin series for reading, math, and social studies. Our science program is driven by inquiry-based learning offered through the Science It's Elementary grant. The science program is supplemented by the Houghton/Mifflin science series. Our curriculum is scientific and research-based and is aligned with the national standards. Members of the school's strategic planning team compare the scope and sequence of each set of curriculum and match it to state standards to make sure that all standards are being addressed. This also lessens the workload for teachers who would normally have to determine which standards are being taught during each lesson.

The Houghton/Mifflin curriculum is leveled to support the learning needs of low-level, mid-level, and High-level students. All of the instructional narratives provide support and supplement to teachers to accommodate all learners. The curriculum also provides sections of information that afford teachers reteaching opportunities and resources. The guided reading program is leveled and provides intensive strategies for all learners. The curriculum comes equipped with integrated theme tests, cumulative lists of leveled books for each grade level, blackline masters, instructional transparencies and posters, and lesson planner CDs.

APCS promotes in-depth and inquiry-based techniques through the use of centers, literature circles and project based learning. Students work cooperatively in all subjects, exploring new ideas and adventure. The use of manipulatives and content area materials are incorporated into the reading, math, science and social studies programs. During centers, children explore different concepts that relate to various subject matters. Centers also provide an exploratory way to help students master challenging concepts.

APCS accelerates student learning for below level students by issuing each student goals that are to be implemented during 6 week intervals. Every 6 weeks the goals change, provided the student has mastered the concept. The APCS goal sheet is defined as an ILP - Individual Learning Plan. It is very similar to student IEP's. Teachers develop individual goals for students based on student data, student work and formal/informal assessments. Below-level students also are required to attend mandatory tutoring. The reading specialist and math coordinator will work with below level students in small group settings and will work with the students' teachers in developing skill appropriate lessons to accommodate the learner.

Teachers are required to use best practices in teaching all subjects. In reading students are required to read aloud and teachers schedule time for independent reading. Listed below are some of the best practices implemented in our school:

- Teachers model and discusses his/her own reading processes
- The primary instructional emphasis is on comprehension and fluency
- Teachers active prior knowledge
- The teacher measures the success of the reading lessons based on students' reading habits, attitudes, comprehension and performance

Teachers are also required to use best practices for teaching math. Listed below are some of the best practices implemented in our school:

- Teachers strive to help students understand key concepts and key vocabulary
- Teachers use manipulatives
- Teachers implement cooperative learning
- Teachers require critical thinking through the use of problem solving
- Students must justify their thinking

English Language Learners

Please see the attachment.

Graduation Requirements

Alliance for Progress Charter School is an elementary school, serving students in grades k-5.

Special Education

ALLIANCE FOR PROGRESS CHARTER SCHOOL

Special Education Department

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

Special Education Coordinator — The special education coordinator has an important role at APCS. The coordinator works collaboratively with regular education teachers to make sure the needs of special education students are being met. The coordinator meets with teachers on a weekly basis to discuss the progress of all students. He/She also discusses the intervention

models that are in place for each child and guarantee that students are receiving differentiated instruction.

The special education coordinator also creates and monitors the implementation of all IEP's. Yearly IEP meetings are held, as mandated by federal law, to ensure that all IEP documentation is current.

ChildFind — APCS participates in “childfind” — awareness and screening activities for the purpose of locating, identifying and evaluating resident students who are suspected of having special needs and are in need of specially designed instruction and related services. Parents/Guardians who have concerns about the childfind process, are encouraged to call the Special Education coordinator at 215-232-4892. A student may be referred for a special education evaluation by any source. The referral is to be made in writing and submitted to the special education coordinator. In addition, APCS has created the Care Team as a means for identifying students who are at risk academically.

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

Gifted Program — APCS is committed to developing the greatest potential of each student. APCS has recognized that there are students who are gifted and, therefore, have special needs which must be met in order for their potential to be enhanced. Based on the idea that gifted students should receive services appropriate to their needs, the school believes that a program for gifted students should challenge the students through a multi-dimensional teaching approach, involving project-based/discovery learning and differentiated instruction. The ultimate goal of our program is to assist gifted students in reaching their potential as individuals and as members of society.

Services — The following services are provided by APCS:

- Speech and Language Therapy
- Occupational Therapy
- Itinerant learning support
- Psycho-educational evaluations
- Psychological evaluations
- Home-School Connection

Care Team:

Even after establishing a positive classroom environment with clear behavioral expectations, one or more students may still behave inappropriately. In such cases, the teacher may wish to explore additional behavioral or academic interventions that may help the student(s) be more responsible. The school's Care Team may be convened to assist in this effort.

The Care Team will include the teacher, the principal or curriculum coordinator, at least two other teachers, and in some cases other staff members who work with the student. The Care Team will help develop creative approaches to discipline or academic remediation, targeting the specific needs of individual students. Students may also be referred to the Care Team if special services are needed or required for the student.

To meet with the Care Team, teachers will submit a Student Review form to the special education coordinator who will then schedule a meeting. Meetings will follow a prescribed format and will be limited to 30 minutes in length.

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Ana Rodriguez	1.00	Learning Support	AFPCS	22	Ms. Rodriguez provides push-in and pull-out services, as indicated by each child's IEP.

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Premier Health Services	20	Learning Support, Psychological services, speech and OT services	APCS	22	Provides an array of special education services to the school
Home/School Connection	20	Family Support Services and TSS Services	APCS and Student's homes	5	Provides family support services

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Coordinator	Alliance for Progress Charter School	40

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
The Home School Connections	Family Support	3

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes

TerraNova	Yes	Yes	Yes	Yes	Yes	Yes
DIBELs	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
N/A	No						

Student Assessment

Our 3rd grade PSSA Math assessments proved the addition of a part-time math coach to be beneficial. As a result, we have employed a full-time math specialist to assist with continued progress in math, for the upcoming year.

We assess our students three times a year with DIBELs and a Houghton-Mifflin math assessment. The assessment results are used to identify the advanced students, the students who are making steady progress and those in need of intervention. The teachers, para-educators and administration discuss the results at team meetings and/or data analysis meetings. The information obtained plays an important role to determine the appropriate curriculum materials needed for all students.

Portfolio walls are used in every classroom. Student portfolios contain student work which reflects the skills the students are working on, which are noted on their Individualized Learning Plans. Teachers are observed on a regular basis which is followed by a post observation conference. Post-observation conferences allow for teachers to receive tips on implementing strategies which may be more effective with the lesson.

At-risk students were required to attend our tutorial program which ran for two days a week. The tutorial program offered intervention with math and literacy. Students who still display the need for assistance by spring are required to attend our five-week summer program. During our summer program, intensive instruction is provided on math and literacy. Assessments are given to all participants at the beginning of the program and then at the end, to track progress. In addition, our reading specialist pulls out students from grades kindergarten to fifth to provide small group instruction for at-risk students.

Teacher Evaluation

The goal of the teacher evaluation program is to support and strengthen the teachers and ensure that teachers reach as many children as possible. All teachers were observed informally and formally, and upon request. The formal observation questions are designed to communicate what the school defines as features of good teaching and to help teachers think carefully about their practice and set goals to improve it. Teachers meet individually with the curriculum coordinator to discuss evaluations and set goals. We also conducted grade level team meetings so that teachers could share ideas and hold one another accountable for curriculum and instruction.

The teacher evaluation program was developed by the curriculum coordinator and the CEO. The CEO and curriculum coordinator collaborated to conduct teacher observations and meet with teachers to give feedback.

Both the CEO and the curriculum coordinator were familiar with various rubric designs used for evaluating teachers and had worked with members of the Board of Trustees to set the goals for the teacher evaluation program. All staff participated in Special Education training during the past year, including sessions on differentiating instruction, and skill grouping. As a result, questions about differentiated instruction were included on the teacher evaluation form.

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

There were no changes in the school's leadership during the past year. The Board of Directors added three new members. The members were added to improve the diversity of board members.

Board of Trustees

Name of Trustee	Office (if any)
Marilyn H. Rivers	President
Aurora Blankenship-Smith	Secretary
Karen Trawick	member
Edith Stevens	Member
Bruce Trawick, Esq.	Member
Ellen B. Scales, Ph.D.	Vice President
Shirley Davis	Member
Rev. Christopher Neilson	member

Professional Development (Governance)

Board members are given copies of the School Code describing the role of school boards as well as copies of the school's by-laws. Except in special circumstances (such as when the CEO's contract is being discussed), board meetings are always open and any member of the school community or local community is free to attend.

The Board governs using a committee structure. Teachers and school administrators often serve on board committees, such as the personnel committee, which creates personnel policies. Members of the Board advise on curriculum and finance and also review disciplinary cases prior to any recommendations for expulsion. The President of the Board meets regularly with the CAO. Parents have open access to the President of the Board and individual board members.

The President of the Board attends meetings and speaks at various times with the school district's Charter School Office. She worked in the Philadelphia School District previously and has good working relationships with school district personnel.

Coordination of the Governance and Management of the School

The Board governs using a committee structure. Teachers and school administrators often serve on board committees, such as the personnel committee, which creates personnel policies. Members of the Board advise on curriculum and finance and also review disciplinary cases prior to any recommendations for expulsion. The President of the Board meets regularly with the CAO. Parents have open access to the President of the Board and individual board members.

Community and Parent Engagement

Three parents serve on the Board of Trustees and board meetings are open to parents. The dates of board meetings appear in the school calendar so that parents know when and where they are to take place and can attend at will. Board committees often include parent representatives. A portion of every board meeting is devoted to items raised by parents and/or members of the community. The CAO, as well as the President of the Board, attends local community meetings on behalf of the school. Community groups are invited to visit and tour the school; invitations to the school's art show and Winter Festival were sent to community groups and community leaders.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

1) Major Fund-Raising Activities

a. Performed during the 2006-2007 school year

- i. Spirit of Alliance Silent Auction
 - ii. AFPCS Parent Advisory Board's Sensational Sweets
 - iii. Class Bake Sales
 - iv. AFPCS Parent Advisory Board's Box Tops for
 - v. AFPCS Parent Advisory Board's Chucky Cheese
- Fund Raiser
- Education
- Outings

b. Fund-Raisers to be performed in the 2007-2008 school year

- i. Spirit of Alliance Silent Auction
 - ii. Joe Corbi Pizza Fund Raiser
 - iii. AFPCS Parent Advisory Board's Sensational Sweets
 - iv. Class Bake Sales
 - v. AFPCS Parent Advisory Board's Box Tops for
- Fund Raiser
- Education

Fiscal Solvency Policies

a. In order to maintain fiscal solvency, Alliance for Progress Charter School review all income and expenditures at the monthly public board meetings. Cash flow projections are also reviewed at these meetings. In addition, we have newly formed an audit committee to review these functions and make the necessary modifications that are needed. These findings are then reported to the board.

Accounting System

a. Alliance for Progress Charter School maintains its books on a fund accounting basis, in accordance with Generally Accepted Accounting Principles. We also maintain our chart of accounts, budgeting and regulatory reporting in accordance with Pennsylvania State Chart of Accounts for Pennsylvania Public Schools.

The school utilizes the QuickBooks' accounting software to classify, capture and report the said information.

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

See Attachment

Citations and follow-up actions for any State Audit Report

There were no state audits performed on the books of the school.

SECTION VII. FACILITY RESPONSIBILITIES

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

a. The Alliance for Progress Charter School formed the Alliance Real Estate Holding Company and purchased our current main building located at 1821-39 Cecil B Moore Avenue. The school is currently leasing the building from the holding company. The formation of the holding company and the purchase of the building will enable us to expand our facilities and increase net worth for any future acquisitions.

Future Facility Plans and Other Capital Needs

a. During the 2007-2008 fiscal years, Alliance for Progress Charter School will be acquiring 100 feet by 100 feet parcel of land that is adjacent to current play yard. This will enable the school, through a participation, to establish a playground facility for our students. In addition, it will allow the school to expand our current building facilities to accommodate expected student population growth.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

a. Alliance for Progress Charter School conducted the fire drills and safety drills during the 2006-2007 school year. The following is an excerpt from the school's safety preparedness plan:

Alliance for Progress Preparedness

A SINGLE INCIDENT has the potential to affect every student and staff member in a school building, a feeder pattern of schools, a region of schools and/or the entire school district. Despite everyone's best efforts at prevention, it is a certainty that an urgent incident will occur in schools. Good planning will facilitate a rapid, coordinated, effective response when an incident occurs. Being well prepared involves an investment of time and resources — but the potential to reduce injury and save lives is well worth the effort.

PREPAREDNESS FOCUSES ON THE PROCESS OF PLANNING

FOR THE WORST-CASE SCENARIO

1. PURPOSE

- A. To provide for the protection of persons and property in the event of a natural, technological, or human imposed emergency or disaster.
- B. To establish procedures for alerting the administrators and staff.

To define the roles and responsibilities of the Alliance for

- A. Progress Charter School officials and staff.
- B. To assure coordination and cooperation with municipal and county government and emergency services.

2. SITUATION AND ASSUMPTIONS

- A. The Alliance for Progress Charter School is headquartered at 1821-39 Cecil B Moore Avenue, Philadelphia, PA and has a normal student population of 306 and 42 faculty/staff. The district is comprised of two school buildings.

1821-39 Cecil B Moore Avenue

1632 North 16th Street

- B. Primary assistance during emergencies will be dispatched through the Philadelphia County 9-1-1 and be coordinated by the Philadelphia County Emergency Management Agency.
- C. The school is subject to the following natural disasters and emergencies:

- 1. Natural Disasters:

Severe Weather Conditions

- 2. Technological Disasters:

Gas line leaks — Electrical power lines - HAZMAT spills

- 3. Human-Caused Emergencies or Disasters:

School violence — Shootings — Police activity - Rioting

3. CONCEPT OF OPERATIONS

A. General:

1. Direction and Control — The principal will exercise control over emergency actions in his/her building(s). A command post (CP) will be established from where this incident control (IC) will be exercised. The principal will merge into a unified command with municipal emergency services when they arrive on site.

2. In the command post, the principal will gather and record information necessary to decide what emergency actions should be taken. The decision of whether to remove the students, faculty and staff from the danger area (evacuate) or to try to provide shelter within the school will be made there.

3. In an emergency, school officials will continue only those functions necessary. All personnel and resources will be focused on providing for the safety and well-being of students and staff.

A. Assistance to Emergency Services: In compliance with the Pennsylvania Emergency Management Services Code (Title 35, Pa C.S.);

All publicly-funded schools shall be made available to

3. Human-Caused Emergencies or Disasters:

School violence — Shootings — Police activity - Rioting

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1. Direction and Control — The principal will exercise control over emergency actions in his/her building(s). A command post (CP) will be established from where this incident control (IC) will be exercised. The principal will merge into a unified command with municipal emergency services when they arrive on site.

2. In the command post, the principal will gather and record information necessary to decide what emergency actions should be taken. The decision of whether to remove the students, faculty and staff from the danger area (evacuate) or to try to provide shelter within the school will be made there.

3. In an emergency, school officials will continue only those functions necessary. All personnel and resources will be focused on providing for the safety and well-being of students and staff.

A. Assistance to Emergency Services: In compliance with the Pennsylvania Emergency Management Services Code (Title 35, Pa C.S.);

4. All publicly-funded schools shall be made available to municipal, county and Commonwealth of Pennsylvania officials for emergency planning and exercise purposes and actual service as mass care facilities in the event of an emergency.

B. Transportation: Provision is made in the school district contracts that all bus and transportation vehicles, owned or leased, shall be made available to Commonwealth, county and municipal officials for emergency planning and exercise purposes and actual service in the event of an emergency evacuation.

C. Every school, in cooperation with municipal and county emergency management agencies, shall develop a plan including more specific procedures, responsibilities, duties, and precautions to be followed in the event of natural, technological, or human-caused disasters or emergencies.

D. Succession of Authority:

Succession of authority to activate this emergency plan and make emergency decisions for the school is, in order of sequence is:

(a) Stacey E. Hill, Principal/C.E.O.

(b) Marva Lafayette, Curriculum Coordinator

(c) Marlin L. Debrow, Jr., Business Manager

D. Communication: The school principal will notify the school district superintendent, who will in turn notify the school board president.

E. Drills and exercises: Regular drills will be conducted in order to:

1. Provide training all for faculty and staff, including substitutes and bus drivers, on emergency plans, procedures and duties;
2. Orient students on emergency procedures and responsibilities; and
3. Develop skills needed for a real emergency.

G. Accountability of Students and Staff:

1. School policies regarding release of students only to those known parents or guardians will continue to be followed

2. In case of an evacuation, classes will be escorted from the building to pre-designated student evacuation areas or host schools. Attendance will be taken at the student

evacuation area/host school and promptly relayed to the administration located at the Command Post.

Special Needs Populations: The school will identify staff and students with special needs (language, physical and other) and designate individuals to assist and support them during emergencies

3. ORGANIZATION AND RESPONSIBILITIES

A. Principal/C.E.O.(Stacey E. Hill-back-up Marva Lafayette):

1. Determine a course of action to be taken during an emergency and coordinate the school's response to the emergency.
2. Ensure effective communication within the school, and serve as the single conduit for communication to agencies outside the school district.
3. Work through the PIO and local mass media to ensure that families and the general public are aware of what's happening in the schools.
4. Report to the school command post and act as Incident Commander until the arrival of emergency services.
5. Act as liaison between emergency services on-site and the rest of the school/district.
6. Keep the staff and school board members apprised of the emergency.

B. Transportation Manager: (Marva Lafayette-back-up Marlin L. Debrow, Jr.)

1. Review and assist in keeping plans and checklists current.
2. Determine the number and types of transportation needed.
 1. Ensure that traffic control is in place and functioning.
 2. Work with municipal/county transportation coordinators to ensure optimum utilization of resources.

C. Staff/Student Support Counseling: (Ana Rodriguez —backup Ira Bond)

1. Review and assist in keeping plans and checklists current.
2. Maintain accountability of all personnel.
3. Perform special assignments as specified in the plan checklists.

D. Business Manager: (Marlin L. Debrow, Jr.-backup Ira Bond)

1. Review and assist in keeping plans and checklists current.
2. Maintain school or district doctrine, plans and procedures (including this plan) in a current and usable state.
3. Maintain records of overtime and emergency expenditures.
4. Procure emergency supplies and equipment, as needed.
5. Ensure purchase, maintenance and monitoring of the school/district NOAA Weather Alert Radio.

E. Food Service Director: (Jeanne McCarthy-backup Maura Schultz)

Notify cafeteria personnel of the situation. If3. Coordinate availability of buses and drivers.

1. Ensure that traffic control is in place and functioning.
2. Work with municipal/county transportation coordinators to ensure optimum utilization of resources.

C. Staff/Student Support Counseling: (Ana Rodriguez —backup Ira Bond)

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E. Food Service Director: (Jeanne McCarthy-backup Maura Schultz)

1. Notify cafeteria personnel of the situation. If necessary, serve meals to students and others who may be confined to school building(s). Coordinate special needs with food suppliers.

F. School Nurse: (Stacey Oxendine-back-up Maura Schultz)

2. Review and assist in keeping plans and checklists current.

3. Review procedures and prepare for continued supply of medicines for students with special needs and common student population maladies.

4. Package and move records to a host facility (if needed).

5. Assist emergency responders in identifying those students/staff that may need special assistance, including mental health issues.

G. Parent Representatives: (Jeanne McCarthy — back-up Catrina Long)

1. Be familiar with plans and procedures for ensuring safety of the children.

2. Tune to local media for information and instructions during an emergency.

H. Building Security and Safety: (Kenneth Norris and Robert Jordan)

I. Administrative Assistant

1. Maintain accountability of the student population

2. Recording all student releases

3. Manning telephones and all duties assigned by the Principal

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5. ADMINISTRATION AND LOGISTICS

A. Administration

1. Parents will be informed of the provisions of this plan through student take-home literature and the student handbook (must be in language parents understand).
2. Memoranda of understanding or mutual aid agreements will be executed with “host” schools and other support providers during non-emergency time.

B. Logistics

1. Should a school’s resources prove to be inadequate; the principal will task other buildings for assistance.
2. Unmet needs will be reported to the local/county emergency management agency.

The following is the school’s Wellness Policy

**ALLIANCE FOR PROGRESS CHARTER SCHOOL
WELLNESS POLICY**

The Alliance for Progress Charter School recognizes that there is a link between nutrition education, the food served in schools, physical activity, and environmental education, and that wellness is affected by all of these. The Board also recognizes the important connection between a healthy diet and a student’s ability to learn effectively and achieve high standards in school

The Board recognizes that it is the District’s role, as part of the larger community, to model and actively practice, through policies and procedures: the promotion of family

health, physical activity, good nutrition, sustainable agriculture, and environmental restoration.

The Board further recognizes that the sharing and enjoyment of food, and participation in physical activities, are fundamental experiences for all people and are a primary way to nurture and celebrate our cultural diversity. These fundamental human experiences are vital bridges for building friendships, forming inter-generational bonds, and strengthening communities.

Nutrition Education

To help ensure the health and well being of each student attending Alliance for Progress Charter School, and to provide guidance to school personnel in the areas of nutrition, health, physical activity and food service, the Board encourages teachers, physical education and cafeteria staff

to recognize the lunch period as an integral part of the educational program of the school, and work to implement the goals of this policy. The Board will ensure that:

- No student in the Alliance for Progress Charter School goes hungry during school;

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- No student in the Alliance for Progress Charter School goes hungry during school;
- An economically sustainable meal program makes available a healthy and nutritious breakfast, lunch, and after-school snack to every student at every school so that students are prepared to learn to their fullest potential;
- Schools shall promote food-centered activities that are healthful, enjoyable, developmentally appropriate, culturally relevant, and participatory;
- Lunch periods shall be scheduled so that students do not have to eat lunch unusually early or late, and ideally, so that they come after periods of exercise;

- The school eating area shall contain free, safe, drinking water sources and facilities for washing hands;

- Meals will be attractively presented and served in a pleasant environment with sufficient time for eating, while fostering good eating habits, enjoyment of meals,

good manners, and respect for others;

Physical Activity

Recognizing that physical education is a crucial and integral part of a child's education, the school will provide opportunities to ensure that students engage in healthful levels of vigorous physical activity to promote and develop the student's physical,

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Physical Activity

Recognizing that physical education is a crucial and integral part of a child's education, the school will provide opportunities to ensure that students engage in healthful levels of vigorous physical activity to promote and develop the student's physical, mental, emotional, and social well-being. Besides promoting high levels of personal achievement and a positive self-image, physical education activities should teach students how to cooperate in the achievement of common goals.

The components of the district's physical education program shall include a variety of kinesthetic activities, including team, individual, and cooperative sports and physical activities, as well as aesthetic movement forms, such as dance, yoga or the martial arts. Students shall be given opportunities for physical activity through a range of after-school programs.

The School will ensure that:

- The physical education teacher shall develop and implement a curriculum that connects and demonstrates the interrelationship between physical activity, good nutrition, and health;
- The School shall enhance the quality of physical education curricula and increase training of the physical education teacher through site-based and school-wide staff development;
- An appropriate alternative activity shall be provided for students with a physical disability that may restrict excessive physical exertion;

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- An appropriate alternative activity shall be provided for students with a physical disability that may restrict excessive physical exertion;
- Physical education staff shall appropriately limit the amount or type of physical exercise required of students during air pollution episodes, excessively hot weather, or other inclement conditions.

Physical Activity Exemptions

The School's nurse or designee may grant temporary exemption from physical education under any of the following condition:

- The student is ill or injured and a modified program to meet his/her needs cannot be provided;

Educational Mission

Part of the educational mission of the Alliance for Progress Charter School is to improve the health choices of the students by teaching students and families' ways to establish and maintain life-long healthy eating habits. The mission shall be accomplished through nutrition education, physical education, core academic content in the classroom, and the food served in schools.

The Board will ensure that:

- All qualified children will become eligible for free meals, through frequent checking and coordination with the Archdiocese of Philadelphia, who supplies all meals and snacks for the school.
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The Board will ensure that:

- All qualified children will become eligible for free meals, through frequent checking and coordination with the Archdiocese of Philadelphia, who supplies all meals and snacks for the school.
- To review the Archdiocese of Philadelphia's nutrient-based planning (as set forth in USDA guidelines) will be considered when it allows for more flexible food selection;
- School will provide students with at least 20 minutes to eat after sitting down for breakfast and after sitting down for lunch;
- The School shall develop a "Healthy Snacks" and "Healthy Parties" policy, and provide parents and teachers with a list of healthy, affordable food choices for snacks and parties;
- No unhealthy food or beverage item may be advertised on school grounds, and fast food and "branded" food items shall not be offered for sale as part of any school meal program or as à la carte items;
- The school shall not have vending machines or school stores accessible by students;
- The school stores shall only offer approved items;

In conjunction with adoption of the Alliance for Progress Charter School Wellness Policy, the Board shall establish a standing Wellness Committee, or School Health Council, to remain actively engaged with food service in monitoring the implementation of the Wellness Policy and in presenting recommendations to the Board.

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The following guidelines pertain to the duties and responsibilities of standing Wellness

Committee in evaluating the success of the plan:

The standing Wellness Committee shall present to the Annual Report each year on the status of meeting the Wellness Policy goals. The report shall:

- Contain a review and comments on the Archdiocese of Philadelphia's nutrient-based plan review report;
- Contain recommendations for improving the delivery and cost effectiveness of food services;
- Recommend to the Board strategies to eliminate potentially harmful food additives and processes in the meal and snack programs;
- Establish rules for decision-making;
- Ensure that the full complement of students, as specified in the policy, is represented on the School Health Council.

Public Policy

Involve parents and representatives the school board, school administrators, and the public, in development of the School Wellness Policy.

The following guidelines pertain to the establishment of Wellness Committee.

The recommended membership of the working group shall be as follows:

- 1 Board member to oversee the Wellness Committee;
- 1 Board member nominated by the Board to sit on the committee;
- Chief Executive Officer;
- 2 Volunteer teachers to serve on the committee;

- 1 Principal appointed by their employee organization;
- 5 Parent representatives appointed by the Parent Advisory Board.

The Wellness Committee shall meet at least four times a year at hours convenient for public participation, and for sufficient time to conduct the group's business.

Current School Insurance Coverage Policies and Programs

- a. The following is a list of current school insurance coverage

Employee Coverage

Employee's Health Insurance

Independence Blue Cross

Keystone Health Plan East

Employee's Dental Insurance

Delta Dental

Employee's Life Insurance

Jefferson Pilot Financial Insurance Company

Employee's Additional Insurances (Optional-Employee Responsible)

AFLAC

Commercial Insurance Portfolio

Guard Insurance Group 7/01/2007-7/01/2008

Worker's Compensation Aggregate limit - \$500,000

Commercial Insurance Portfolio

Great American Insurance Group 7/01/2007-7/01/2008

Building (1821-39 Cecil B Moore Avenue) - \$3,000,000

Personal Property (1821-39 Cecil B Moore Avenue) - \$250,000

Personal Property (1632 North 16th Street) - \$150,000

Blanket EDP Hardware - \$275,000

Blanket EDP Software - \$50,000

Blanket EDP Extra Expenses - \$10,000

Blanket Transit - \$25,000

General Liability

General Aggregate Limit - \$3,000,000

Products/Completed Operations Aggregate - \$3,000,000

Personal and Advertising Injury Limit - \$1,000,000

Fire Damage limit - \$100,000

Medical Expense limit - \$5,000

Employer's Non-ownership and Hired Car Liability limit - \$1,000,000

Professional Liability limit - \$1,000,000

Physical & Sexual Abuse limits - \$1M each occurrence/\$3M Aggregate

Employee Benefits Liability - \$1,000,000

Terrorism Coverage

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The school employs 14 teachers, 11 Para Professionals, a reading specialist, a curriculum coordinator, a CEO, a Special Education Coordinator, a school nurse, a business manager, two cafeteria managers, a staff assistant, a school secretary, a school office administrator, a maintenance supervisor, two maintenance workers, and a P.E. Instructor. Four of the fourteen teachers will not return, two left before the end of the year.

Finding and retaining competent and dedicated teaching staff has proven difficult in the past. The school has been thriving under the current leadership. Teachers are highly engaged in the teaching process due to the change in climate at the school. Teachers experienced fewer incidents of violence and disrespect in the classroom. They were given optimal support in combating negative aggression; as a result, teachers felt a sense of safety and support and were able to teach effectively and efficiently. Students were actively engaged in the learning process and advanced in student achievement as a result. All staff members are heavily involved in executing the vision and mission of the school. A sense of ownership and accountability is a prime factor in the stability of the school.

Student Enrollment

Applications are accepted for any student in the appropriate grade. There are no special qualifications. The school conducts open houses, which it advertises in the local newspaper to attract applicants and also visits head start programs to inform parents about the charter school. The lottery, which is required by law, is held in early April. All students not accepted in the lottery are placed on a waiting list. When the school is told that a student will not be returning, the slot is filled from the waiting list. Siblings are exempted from the lottery.

In order to qualify for the lottery, children applying for kindergarten must turn five by September 1st and children applying for first grade must turn six by September 1st.

Enrollment History

	Initial enrollment	Number dropped	Number added	New school
K	52	0	0	
1	52	0	0	
2	51	1	0	Relocation
3	55		0	
4	50		1	
5	45	2	0	relocation

Most students who leave the school in the middle of the year leave because they relocate. The school is not under-enrolled. More students apply than can be accepted, but the school is careful not to accept more students than it is qualified to enroll.

Transportation

The school used bus service provided by the School District of Philadelphia. Approximately two-thirds of the students rode school buses; the rest walked or were driven to school by their parents.

In general, the school bus service is unreliable. Parents are unhappy with the quality of the drivers and the school has lost 2 students due to the school bus. The school hires bus matrons to assist with the behavior management on the bus. Parents often called school to complain about bus drivers and about other students' behavior. From our experience the lack of monitoring constitutes a safety hazard. This year the school received a new bus contract. The transportation company changed from Yellowbird to Leahy. Leahy has provide very inconsistent service despite our efforts in working the SDP transportation officials.

In an effort to rectify behavior problems, the school instituted a 3 step program to hold parents accountable for student behavior on the bus. The first violation warrants a conference between the CEO and parent to discuss the bus violation and future expectations. During the meeting, the CEO informs the parent of future consequences. The second violation leads to a five day suspension from bus riding privileges and the third consequence is permanent bus riding suspension for the remainder of the year.

This system has proven to decrease the incidences of violence and improve behavior on the bus. Parents now feel a sense of ease.

Food Service Program

The food services program is provided by the Archdiocese of Philadelphia. The service offers breakfast to all students, and lunch and snacks for students who stay for the after school program. The school participates in the Free and Reduced Lunch Program; approximately 87% of the students qualified this year.

Student Conduct

Student behavior has improved this year. A student code of conduct was formulated and published in the Parent Handbook. Students are expected to follow all school and classroom rules, to wear uniforms daily, and to follow instructions given by all school staff member.

Any time a student is suspended, the parent is expected to accompany the child to school and attend a conference with the CEO. At that meeting, parents and children agreed to terms that were negotiated, enabling the students to continue in school. After three suspensions, or if a child should commit an egregious act meriting expulsion (following the guidelines of the School District of Philadelphia for violent behavior, weapons offenses, drug possession, etc.), the parent is sent a letter explaining that an expulsion is being recommended to the Board. The letter informs them that they will have an opportunity to appear before the Board to respond. This circumstance never arose during the past school year.

Students were involved in 69 separate incidences of suspension and 0 were expelled.

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Alliance for Progress CS

Date of Local Chartering School Board/PDE Approval: September 1998

Length of Charter: 5 years **Opening Date:** September 1998

Grade Level: K-5 **Hours of Operation:** 7:00 a.m. - 6:00 p.m.

Percentage of Certified Staff: 87% **Total Instructional Staff:** 28

Student/ Teacher Ratio: 12.5 to 1 **Student Waiting List:** 120

Attendance Rate/Percentage: 94%

Enrollment: 304 **Per Pupil Subsidy:** 7000 general ed 14,000 Special Ed (approx.)

Student Profile

American Indian/Alaskan Native: 0
Asian/Pacific Islander: 0
Black (Non-Hispanic): 300
Hispanic: 4
White (Non-Hispanic): 0
Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 87%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 22

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	181	181	0	0	181
Instructional Hours	0	0	7.0	7	0	0	7.0

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Alliance for Progress CS within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

Board President

Date

Chief Executive Officer

Date

2007 - 2008 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Stacey Scott-Hill

Title CEO

Phone 215-232-4892

Fax 215-232-4893

E-mail Shill@afpcs.org

Signature of the Chief Executive Officer and Date

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

Name Marilyn H. Rivers

Title President

Phone 215-236-9911

Fax 215-236-9808

E-mail mphr@juno.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Ana Rodriguez

Title Special Ed Coordinator

Phone 215-232-4892

Fax 215-232-4893

E-mail arodriqu@afpcs.org

Signature of the Special Education Contact Person and Date