
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Charter Annual Report **Tuesday, October 09, 2007**

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SECTION I. EXECUTIVE SUMMARY

Organization Description

The Christopher Columbus Charter School is a Philadelphia charter school, which is located in the Philadelphia area. The school serves South Philadelphia and the surrounding communities. At its inception in 1999, the school served students in grades K, 1, 2, and 3. Each year a grade

was added, until grade 8, which was added in 2004. Presently, the school is serving 773 students in grades K through 8. There are two facilities. The North Building, located at 916 Christian Street, Philadelphia, PA 19147, houses students in grades K-4. The South Building, located at 1242-46 South 13th Street, Philadelphia, PA 19147, houses students in grades 5-8. Christopher Columbus Charter School students are from predominantly low income multicultural families, The students' family structures are varied. Many of the students are in the care of a single parent, or under the guardianship of a grandparent or other relative, or in some cases, a non-related guardian.

The founding board members' vision was the development of a school community in the heart of South Philadelphia's "Italian Market" area to be a source of hope in the ever-changing urban environment. Children from all cultural backgrounds, neighborhoods, and family situations would be welcomed to experience the joy of learning and to develop an innate love for learning. A major part of this vision was to promote the discovery of responsible citizenship and the skills for utilizing that citizenship in their families, communities, and in their world.

Over the past eight years, the administration and staff of Christopher Columbus Charter School have worked together to make the founding board members' vision a reality. They have collaboratively created a highly effective learning environment where the students succeed, feel safe, and learn to respect themselves and others. The students experience rigorous academic learning and the development of positive character traits through an on-going character development program. The administration makes every effort to see that all stakeholders in the school community are involved and accommodated, in order to ensure that all CCCS students will receive the best education possible.

The academic standards of Christopher Columbus Charter school have steadily improved. Teachers meet and plan units and collaborate in many areas of the instructional program. The challenging curriculum is implemented through the use of such instructional strategies as inquiry-based learning, one-on-one instruction, cooperative learning, differentiated instruction, and flexible grouping. These strategies help to ensure that all students are learning regardless of their individual ability levels. Students are able to demonstrate their abilities through the use of traditional assessments and performance-based assessments.

Christopher Columbus Charter School complies with state and local districts with regard to mandated testing. State and local test scores have improved each year. CCCS has school-wide improvement plans to strengthen areas in need of improvement, as indicated by previous test results. CCCS did meet AYP for the 2006 PSSA assessments. Preliminary analysis of student data files show that AYP was met in 2007 also.

With regard to local mandated testing, all grade levels (3-8) performed above the 60th national percentile for Total Scores on the Fall 2006 TerraNova assessments. On the Spring 2006 TerraNova assessments Grade 2 performed at the 77th%, and Grade 1 performed at the 74th% for Reading, the 77th% for Language, and the 80th% for Word Analysis. One of the major goals for CCCS for the 2006-2007 school year was that all grade levels would perform above the 60th percentile. The target was met by all grade levels.

Action improvement plans are used to strengthen both school-wide and grade level weaknesses. These plans are developed after careful analysis of test scores by administration and teachers. Teachers also create individual profile sheets for each student in order to differentiate effectively.

Core Purpose

Mission

The mission of Christopher Columbus Charter School is to provide students with a content-rich academic rigorous Core Knowledge education, with a well-defined, sequential curriculum in a safe, orderly, disciplined, and caring learning environment. CCCS students will learn to express themselves in at least one international language, and will utilize computer technology to support learning in all major subjects, and become literate in the technologies of the 21st Century.

Vision

The vision of the founding board members of Christopher Columbus Charter School was the development of a school community in the ever-changing "Italian Market" area of South Philadelphia, which could be a source of hope for children from all cultural backgrounds and family situations. This vision included welcoming all children so that they could experience the joy of learning and develop an innate love for learning. One of the major goals of the founding board members' vision was to promote responsible citizenship and the skills for utilizing that citizenship throughout their lives.

All stakeholders in Christopher Columbus Charter School share in this vision. It is the vision of all involved in the school that our students succeed academically in a safe, orderly environment. A major part of the vision is that the children learn to respect themselves and others, and continuously develop positive character traits, in order to serve others in the community and in the world. In addition, all children will experience the true joy of learning and will become life-long learners. Since its inception, CCCS has made this dream a reality. All stakeholders envision that this dream will continue to be a reality and that future CCCS students will get the best education possible, become technologically proficient, and proficient in all areas, and grow in respect for themselves and others.

Shared Values

Stakeholders in Christopher Columbus Charter School include board members, administration, teachers, staff, parents, students, and members of the community. All stakeholders share a vision or common beliefs concerning the growth and development of all students who pass through the doorways of the school. It is the shared belief that all students will learn and can be taught, in a safe, healthy, and effective learning environment. All stakeholders collaborate to plan and solve problems.

Shared Beliefs -Academics

Curriculum is aligned to Pennsylvania Academic Standards and instructional techniques are adapted from research-based effective strategies, which include differentiated instruction techniques to ensure that all students are able to meet proficiency levels in Reading, Language Arts, Mathematics, and the content areas, regardless of race, ethnicity, or ability level.

All students will become technologically proficient.

All students will be conversational in the Italian Language.

All students will be able to express themselves effectively through oral and written communication.

Shared Beliefs-Social

All students will learn to respect themselves and others, and to show respect in word and deed.

All students will learn citizenship skills in order to serve others.

All students will learn through cooperative learning techniques to become team players.

All students will learn and internalize such values as truth, honesty, kindness, generosity, patience, consideration for others, and empathy.

Academic Standards

The administration, teachers, and staff of Christopher Columbus Charter School hold very high standards and expectations for all students with regard to academics. All students are expected to reach proficiency in these standards regardless of ability level. All students are given equal educational opportunity through the use of individualized programs and differentiated instruction. Curriculum is directly aligned with Pennsylvania State Standards and National Standards. The curriculum is a well-defined, sequential curriculum. Quarterly objectives aligned to state standards are established and correlate to content areas. Presentation of concepts is paced to a common timeline at each grade level. The curriculum guidelines identify when each skill is to be Introduced, Developed, Reviewed, and Maintained for each subject area.

All concepts in the curriculum fall under the categories outlined in the Pennsylvania Academic Standards. For Language Arts, the standards are:

Learning To Read Independently; Reading Critically In All Content Areas; Reading, Analyzing, and Interpreting Literature; Types of writing; Quality of Writing; Speaking and Listening; Characteristics and Function of the English Language; Research. The Language Arts, Reading, Writing, Speaking, and Listening are processes that students use to learn and make sense of their world. The standards define the skills and strategies needed by effective readers and writers. At CCCS, teachers will assist their students in learning these standards through an interdisciplinary approach. Concepts under each category are clearly outlined in curriculum guidelines. These standards provide a clear target for success in all academic areas for all stakeholders.

For Mathematics the standards are: Numeration; Whole Number Operations; Fractions/Computations; Decimals/Computations; Percents; Estimation; Measurement; Ratio; Mathematical Reasoning; Algebra; Geometry; Statistics; Problem Solving; Technology. Concepts in each category are presented according to grade level. It is our belief that children must be exposed to particular math skills at each stage of development. These skills should be practiced until they are mastered, and then maintained. CCCS students are made aware of the impact of Mathematics in their everyday lives, and therefore, they are introduced to problem-solving skills in Kindergarten. Mathematics is also integrated into other areas of the curriculum, since math is present in every curriculum. While technology plays a major part in Mathematics education, we at CCCS maintain that these devices can not take the place of a child's own intelligence, yet should be used to develop and support traditional learning. For this reason, Mathematics skills are introduced and developed, and then reviewed and maintained at each level.

Strengths and Challenges

Christopher Columbus Charter School recognizes its areas of strength. Based on the most recent PSSA and TerraNova test score reports, one major strength is in the area of Language and Writing. On the 2007 PSSA Writing Assessment, 82% of Grade 8 students performed at the Proficient/Advanced Level, and 73% of all Grade 5 students performed at the Proficient or Advanced Levels. Portfolio contents at all grade levels show above average performance in the area of Writing. Most grade levels performed above the 67th national percentile in Language on

the TerraNova tests. Many grade levels performed at or above the 70th percentile. All grade levels performed at or above the 63rd% in Reading. On the Spring 2006 TerraNova tests, Grade 1 and 2 performance was above the 77th % for both grade levels. Grade 1 also performed at the 80th national percentile for Word Analysis. Total National Percentile Scores for all Grade levels exceeded the 61st national percentile. Grades 3, 5, and 8 performed at the 70th national percentile.

Our special education sub-group did show an 11% reduction in Below Basic performance on the 2007 PSSA assessments, for Reading. Our economically disadvantaged sub-group showed a 16.3% reduction in Below Basic performance in Reading. Our Black sub-group showed a 13.4% reduction in Reading.

Christopher Columbus Charter School also recognizes its areas of weakness. While AYP was met on the 2007 PSSA assessments, and all grade levels performed above the 60th national percentile on the TerraNova tests, there is still need for improvement in some areas. Based on recent PSSA results, Grades 5, and 6 could improve in Reading, and Grades 6 and 7 could improve in Mathematics. On the PSSA tests, our special education subgroup did not show an improvement in Mathematics and we would like to see improvement next year. There is a need for improvement in the area of Mathematics amongst all students in sub-groups. Although, there were not significant differences between White and Black students performing at the Proficient/Advanced Levels in either Reading or Math.

Generally, there is a need for improvement in Science scores. There was improvement in most grade levels on the Fall 2006 TerraNova tests, however, additional improvement must be shown. One primary goal will be to continue to improve science achievement at all grade levels. A school-wide action improvement plan is in progress.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Christopher Columbus Charter School Strategic Planning Process

This comprehensive strategic planning process has been developed to foster a supportive learning environment and to promote higher student achievement for all students at Christopher Columbus Charter School. All stakeholders will be made aware of the process and will be reminded of their responsibility to help to educate all of our students.

Stage One: Access Readiness to Benefit

Ms. Rosemary Dougherty, CEO/Principal will lead the process and allow for planning committee members to plan and implement school-wide changes in order to improve the instructional program. The CEO and the other two administrators will support and nurture a school culture which is conducive to learning and satisfaction and growth amongst stakeholders.

Initial meetings will be held to establish the need for the strategic planning team and to familiarize the team with the stages of the process, and to prepare for the rest of the stages in the process.

It will be stressed that the school environment will remain safe and healthy to ensure an effective and stimulating learning environment. Students will continue to learn to respect themselves and one another and to experience respect from staff members in order to foster a comfortable atmosphere which is conducive to better learning.

Planning committee members will be aware of the planning process and will participate in plans as assigned by the CEO. Members of the committee represent various stakeholder groups. The committee includes:

- Two board members
- Three school administrators
- An elementary teacher
- A middle-school teacher
- A secondary teacher
- A special education teacher
- A computer teacher
- A school counselor
- A school social worker
- A technology expert
- A business manager
- Two parents
- A community member

Stage Two: Collect, Sort, and Select Data

Strategic planning goals will be set after sources of data and research are collected, sorted, and selected.

Data sources will be presented in a clear, comprehensive manner and will include all domains: Student Achievement; Perception; Demographics; and Contextual Data.

Data will be collected from a variety of sources. Sources of data include:

- State Test Scores (PSSA)
- Local Test Scores (TerraNova)
- Performance on Cumulative Assessments
- Performance on Classroom Assessments
- Analysis of Portfolio Contents
- Analysis of Teacher Lesson Plans
- Monitoring of Lesson Implementation
- Research-based Teaching Strategies
- Research-based Differentiated Instruction and Cooperative Learning Techniques
- Analysis of Daily Attendance Records

Stage Three: Build and Analyze a Portfolio

The planning team will develop a district portfolio containing the following information:

- Types of data
- Persons to be informed about data
- Ways to communicate data
- Persons responsible for reporting data

The portfolio will contain data sources from the following domains:

- Student Achievement (PSSA, TerraNova, Portfolios, Class Assessments etc...)
- Perception (Surveys, Focus Groups, etc...)
- Contextual Data (Discipline, Attendance, Parental Involvement)

Demographics (Enrollment, Economically Disadvantaged, Ethnicity, Language Proficiency etc...)

Data will be disaggregated according to sub-group performance.

The portfolio will show the demographic makeup of the district, student performance, roadblocks to achievement, and level of involvement of stakeholders.

Stage Four: Set and Prioritize Goals

Once data is selected and analyzed, planning team members will set and prioritize goals based on this data. Goals will be written in terms of student outcome and will include clear objectives, timelines, and performance indicators.

The goal setting process will include:

- 1) An analysis of valid, reliable data
- 2) Different sources of information
- 3) Comparisons of current and past data
- 4) Identification of strengths and weaknesses
- 5) Needs recognition from identified strengths and weaknesses
- 6) Setting priorities for needs based on impact on student learning

Stage Five: Research and Select Effective Practices

The strategic planning team will study and select strategies for each goal. The planning team will report the the research to the staff.

Stage Six: Craft Action Plan

School-wide action improvement plans will be created and implemented.

Action Plans will include the following steps:

- 1) Clear, well-defined goals will be set based on need from analysis of selected data
- 2) Strategies for attaining these goals will be developed using research-based techniques
- 3) Activities and materials will be chosen based on research
- 4) Professional development will be provided for teachers and other staff members to aid in the attainment of goals
and will be aligned to the common focus and based on high need areas
- 5) Teachers will collaborate with one another, the administration, parents, and students to reflect upon practices
and progress in the classroom-all will be involved and help to develop solutions to any problems

Stage Seven: Monitor Implementation of the Plan

Implementation of action plans will be monitored on a regular basis by the administration and other members of the team.

The team will model collaboration for the rest of the staff.

All staff members will be aware of the plans and will be actively involved. All will know and agree upon goals and achievement targets.

The planning team will provide data to guide changes to plans for further improvement.

Staff members will collaborate about effective classroom practices.

Staff will provide evidence of plan implementation via lesson plans, assessments etc...

Stage Eight: Evaluate Impact on Student Achievement

Action Plans will be evaluated based on student achievement results.

The staff will know how to analyze and use PSSA and TerraNova results and other measures to evaluate the effectiveness of the plan.

Goals will have various measures to aid in effective evaluation of strategies and activities.

All staff members will understand the need for student improvement.

The staff will understand that evaluation needs to be based on student achievement.

The staff will understand that strategic planning is on-going.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Florence Doyle	Vice-Principal-CCCS	Administrator	Rosemary Dougherty
Herbert Schectman	Foundations Inc.	Business Representative	Rosemary Dougherty
Julie Szakal	Special Education Teacher-CCCS	Special Education Representative	Rosemary Dougherty
Maryellen Porsia	Vice-Principal-CCCS	Administrator	Rosemary Dougherty
Raymond Pescatore	Board Chair-CCCS	Business Representative	Rosemary Dougherty
Rosemary Dougherty	Principal/CEO-CCCS	Administrator	Rosemary Dougherty

Goals, Strategies and Activities

Goal: To ensure that all students are receiving the most effective instruction regardless of ability level

Description: Add Goal Statement here..

Strategy: Professional development opportunities are provided in the areas of differentiated instruction, cooperative learning, and multiple intelligences

Description: We must provide continuous education for all faculty members in all subject areas as well as in social and developmental skills to enhance the education of our students. We must take advantage of all of the latest and most efficient technological tools to accomplish this goal.

With the use of the Promethean ActivBoard, grades 5 to 8 have shown visably increased grades and also increased interest in the subjects and subject matter. We need to make available the same educational advantage for K to 4th grade. This will include the interactive white board, laptops for every teacher, two PC's for every room including access to the internet and our current LAN and WAN.

We need to locate a software program that can be used to maintain a uniform grading system. It will be necessary to have instructional courses in order for the faculty to to become proficient in the use of the new software.

Activities:

Activity	Description	
Mentors are provided for teachers needing additional help with differentiation		
Person Responsible	Timeline for Implementation	Resources
Maryellen Porsia	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Teachers attend workshops and seminars and read professional journals		
Person Responsible	Timeline for Implementation	Resources
Maryellen Porsia	Start: N/A Finish: N/A	\$0.00

Strategy: Teachers collaborate to share and discuss effective techniques for differentiation

Description:

Activities:

Activity	Description	
Teachers meet at weekly grade unit meetings		
Person Responsible	Timeline for Implementation	Resources
Maryellen Porsia	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Teachers meet in collegial groups with teachers in other grade levels		
Person Responsible	Timeline for Implementation	Resources
Maryellen Porsia	Start: N/A Finish: N/A	\$0.00

Strategy: Teachers use a variety of teaching techniques to meet the needs of different types of learners (kinesthetic, linguistic, etc...)

Description: We must provide continuous education for all faculty members in all subject areas as well as in social and developmental skills to enhance the education of our students. We must take advantage of all of the latest and most efficient technological tools to accomplish this goal.

With the use of the Promethean ActivBoard, grades 5 to 8 have shown visibly increased grades and also increased interest in the subjects and subject matter. We need to make available the same educational advantage for K to 4th grade. This will include the interactive white board, laptops for every teacher, two PC's for every room including access to the internet and our current LAN and WAN.

We need to locate a software program that can be used to maintain a uniform grading system. It will be necessary to have instructional courses in order for the faculty to become proficient in the use of the new software.

Activities:

Activity	Description	
Lessons are presented in various ways (Kinesthetic activities, Linguistic activities, Spatial activities, etc...)		
Person Responsible	Timeline for Implementation	Resources
Maryellen Porsia	Start: N/A Finish: N/A	\$0.00

Strategy: Teachers use both traditional and performance-based assessments

Description:

Activities:

Activity	Description	
Traditional written assessments are used in conjunction with allowing students to demonstrate knowledge in a way that is best for them		
Person Responsible	Timeline for Implementation	Resources
Maryellen Porsia	Start: N/A Finish: N/A	\$0.00

Goal: To have all grade levels performing above the 60th% on the TerraNova assessments

Description: Add Goal Statement here..

Strategy: Provide professional development opportunities for teachers in areas of highest need

Description: We must provide continuous education for all faculty members in all subject areas as well as in social and developmental skills to enhance the education of our students. We must take advantage of all of the latest and most efficient technological tools to accomplish this goal.

Activities:

Activity	Description	
Teachers attend workshops and seminars and read professional journals		
Person Responsible	Timeline for Implementation	Resources
Maryellen Porsia	Start: N/A Finish: N/A	\$0.00

Strategy: Teachers focus on reinforcing generally weak skills determined by analysis of score reports

Description:

Activities:

Activity	Description	
Teachers analyze score reports and focus on generally weak skills and develop strategies to improve these skills		
Person Responsible	Timeline for Implementation	Resources
Maryellen Porsia	Start: N/A Finish: N/A	\$0.00

Strategy: Teachers use various instructional strategies for improving use of constructed responses to questions and in explaining how word problems are solved

Description:

Activities:

Activity	Description	
Test prep materials are used for practice in this area		
Person Responsible	Timeline for Implementation	Resources
Maryellen Porsia	Start: N/A Finish: N/A	\$0.00

Strategy: Teachers use various techniques for improvement in achievement of individual students

Description:

Activities:

Activity	Description
Differentiated instruction, cooperative learning, peer tutoring, small group instruction, and one-on-one instruction is used	

Person Responsible	Timeline for Implementation	Resources
Maryellen Porsia	Start: N/A Finish: N/A	\$0.00

Goal: To increase PSSA Proficient/Advanced levels by 5% or more in Reading and Mathematics on 2007 Assessments

Description: Add Goal Statement here..

Strategy: Differentiated instruction is used to accommodate students needing individual skill remediation

Description:

Activities:

Activity	Description	
Cooperative learning, small group instruction, one-on-one instruction, and peer tutoring are used		
Person Responsible	Timeline for Implementation	Resources
Maryellen Porsia	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Teachers create individual skills profile sheets for each student		
Person Responsible	Timeline for Implementation	Resources
Maryellen Porsia	Start: N/A Finish: N/A	\$0.00

Strategy: Teachers focus on having students answer open-ended questions using constructed responses

Description:

Activities:

Activity	Description	
Teachers use test prep materials for practice in this area		
Person Responsible	Timeline for Implementation	Resources
Maryellen Porsia	Start: N/A Finish: N/A	\$0.00

Strategy: Teachers format classroom testing to be aligned to format of PSSA Assessment

Description:

Activities:

Activity	Description	
Classroom assessments are designed in alignment with the test format to help students to become familiar with the format		
Person Responsible	Timeline for Implementation	Resources
Maryellen Porsia	Start: N/A Finish: N/A	\$0.00

Goal: To increase Science scores on local TerraNova test at all or most grade levels

Description: Add Goal Statement here..

Strategy: Professional development opportunities are provided for teachers

Description: We must provide continuous education for all faculty members in all subject areas as well as in social and developmental skills to enhance the education of our students. We must take advantage of all of the latest and most efficient technological tools to accomplish this goal.

Activities:

Activity	Description	
Teachers attend seminars and workshops and read professional books and journals		
Person Responsible	Timeline for Implementation	Resources
Maryellen Porsia	Start: N/A Finish: N/A	\$0.00

Strategy: Teachers focus on using inquiry-based approaches to teaching Science concepts

Description:

Activities:

Activity	Description	
Test prep materials are used for practice in this area		
Person Responsible	Timeline for Implementation	Resources
Maryellen Porsia	Start: N/A Finish: N/A	\$0.00

Strategy: Teachers integrate science with other areas by using an interdisciplinary approach

Description:

Activities:

Activity	Description	
Science concepts are integrated into Reading, Language Arts, and Mathematics lessons		
Person Responsible	Timeline for Implementation	Resources

Maryellen Porsia	Start: N/A Finish: N/A	\$0.00
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Strategy: Teachers provide daily maintenance of the steps of the scientific method

Description:

Activities:

Activity	Description	
Daily lab manual activities are used for practice and maintenance		
Person Responsible	Timeline for Implementation	Resources
Maryellen Porsia	Start: N/A Finish: N/A	\$0.00

Strategy: Teachers use more "hands-on" activities

Description:

Activities:

Activity	Description	
Science lab activities are used more frequently		
Person Responsible	Timeline for Implementation	Resources
Maryellen Porsia	Start: N/A Finish: N/A	\$0.00

Goal: To meet Adequate Yearly Progress for 2007 PSSA Assessments

Description: Add Goal Statement here..

To increase PSSA Proficient/Advanced levels by 5% or more in Reading and Mathematics

Strategy: To continue to utilize school-wide action improvement plan which includes professional development, use of collaborative collegial groups, curriculum evaluation and revision, instructional evaluation, and more intense maintenance of mastered skills

Description:

Activities:

Activity	Description	
Grade unit teachers meet weekly to discuss strategies for improving weak skills		
Person Responsible	Timeline for Implementation	Resources
Maryellen Porsia	Start: N/A Finish: N/A	\$0.00

Activity	Description
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Professional development workshops and seminars are provided as needed		
Person Responsible	Timeline for Implementation	Resources
Maryellen Porsia	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Teachers meet in collegial groups to share effective ideas and practices		
Person Responsible	Timeline for Implementation	Resources
Maryellen Porsia	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Teachers use daily skills maintenance sheets to reinforce skills		
Person Responsible	Timeline for Implementation	Resources
Maryellen Porsia	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Teachers use differentiated instruction, cooperative learning, and other strategies to accommodate all students		
Person Responsible	Timeline for Implementation	Resources
Maryellen Porsia	Start: N/A Finish: N/A	\$0.00

Goal: To meet AYP for Attendance Rate and to maintain 95% Attendance Rate

Description: Add Goal Statement here..

Strategy: To enforce school attendance policy

Description:

Activities:

Activity	Description
Send warning notices to parents of students who are not in compliance with the policy	

Person Responsible	Timeline for Implementation	Resources
Maryellen Porsia	Start: N/A Finish: N/A	\$0.00

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The Christopher Columbus Charter School curriculum is a well-defined, sequential curriculum. It is a standards-based curriculum. All concepts in the curriculum are directly aligned to the Pennsylvania Academic Standards. Teachers in all grades (K-8) are provided with curriculum guidelines in each subject area. These guidelines are reviewed and refined each year using the Pennsylvania Academic Standards as a reference.

The Christopher Columbus Charter School curriculum establishes objectives which are aligned to the Pennsylvania Academic Standards and correlate to the content areas presented in curriculum guidelines. The presentation of all concepts is paced according to a common timeline at each grade level. The curriculum identifies when each skill in Language, Reading, Mathematics, and the content areas of Social Studies, Science, Art, Music, Computer, Library, Physical Education, and the Italian Language, would be presented according to the following objectives: Introduce, Develop, Review, and Maintain. Appropriate grade level daily skills practice sheets are provided. These correspond to skills being taught at each grade level in Language Arts and Mathematics. The curriculum is directly integrated with the Core Knowledge Curriculum. It contains resource materials for differentiated instruction and teaching through multiple intelligences.

Christopher Columbus Charter School fosters a learning environment which is student-centered. Inquiry-based learning is used at all grade levels. Students are encouraged to use critical thinking skills and to expand their thinking across the curriculum. Administrators encourage teachers to facilitate the extension of knowledge and to help their students to feel comfortable with inquiring and seeking additional knowledge. Chosen textbooks contain strategies and activities which promote the use of inquiry-based instruction. An interdisciplinary approach to learning is implemented in order to facilitate the understanding of the linkage of skills between different subject areas. Students are taught to answer questions by using constructed responses and to explain what they have learned and how they have solved problems. Assessment is both traditional and authentic. Performance-based assessments are used frequently to allow students to demonstrate the true depth of their learning.

Christopher Columbus Charter School strives to accommodate students performing below standards. CCCS has three full-time special education teachers, a full-time reading specialist at the primary/elementary level, and a part-time reading specialist at each of the elementary and middle school sections. Federal regulations are followed in determining special education services. Students who are performing below standards in their academic skill development are recommended for testing completed by the school psychologist. If a learning disability is discovered, an IEP is prepared by the individual child's IEP team, and the recommended accommodations are carefully implemented. If no learning disability is found, the struggling student is instructed via differentiated instruction in the classroom, and one-on-one or small group instruction with the reading specialist. The student is also given individualized attention by the instructional paraprofessional assigned to that student's particular grade level.

The teachers at Christopher Columbus Charter School use various techniques for imparting skills and facilitating learning. The following types of strategies are used to ensure accommodation of all types of learners:

- * Differentiated Instruction and Cooperative Learning
- * Inter-disciplinary lessons
- * Inquiry-based instruction
- * Hands-on experiences in all subject areas
- * Independent and group research projects
- * Class meetings and discussion circles
- * Educational field trips
- * Use of technological resources

Rigorous Instructional Program - Attachments

- Rigorous Instructional Program
- Rigorous Instructional Program
- Rigorous Instructional Program

English Language Learners

At present, Christopher Columbus Charter School does not have any ELL students. However, CCCS does have a plan in place for accommodating incoming ELL students. All parents of enrolled students must complete the Home Language Survey in order for the school to identify students as being in need of an instructional program. This survey is maintained in each student's file. If a student is identified as ELL, an English Language proficiency test (TEWL/TOWL) will be administered and instruction will begin within 30 days.

Christopher Columbus Charter School will make every effort to provide equal educational opportunity for each ELL student. All ELL students will have full and complete access to the school's curriculum at his or her grade level. A contracted ESL teacher will be employed to provide appropriate instruction to facilitate the student's achievement of the academic standards and to help that student to become proficient in English. A variety of models for instruction are being explored and will be available for the 2007-2008 school year.

As mandated by law, the formal State English Language Proficiency Assessment will be administered to all ELL students annually. A record will be maintained for all ELL students containing the English proficiency level for that student. These will be amended annually. If a student meets the state required exit criteria in the school's plan, that student's progress will continue to be monitored for at least two years following his/her release from the program.

Parents of ELL students will receive a description of their child's instructional program. Information for parents will be provided in the native language if necessary. Interpreters and/or translators will be used as needed.

English Language Learners - Attachment

- English Language Learners

Graduation Requirements

NA

Special Education

Christopher Columbus Charter School follows federal regulations in determining special education placement. According to the regulations, if a student is diagnosed with a disability and it has been determined that the disability affects the student's learning in the general education classroom, that student has a right to special education services. When an at-risk student is

referred for psycho-educational testing by the classroom teacher, he or she is first informally evaluated by the special education teacher, the reading specialist, and in some cases the school counselor, the speech therapist, and the occupational therapist. This takes place only after various interventions have been utilized by the classroom teacher. Pertinent information is gathered, including samples of class work, standardized test scores, and behavior observations. After documents and observation reports are reviewed, a meeting is held to decide if testing is recommended. The meeting is attended by the special education teacher, an administrator, the classroom teacher, and any other persons involved in the observation and evaluation of the student.

If psycho-educational testing is recommended, the parent/guardian is contacted, and if all are in agreement an evaluation is administered by a certified school psychologist. After testing, a formal evaluation report is written. If a student is diagnosed with a disability, an Individualized Education Program or IEP is designed. The entire IEP team is involved including the parents/guardians. The IEP is created with specific goals and strategies for meeting the individual student's needs. Related services, such as speech therapy and occupational therapy are outlined as well. The student's progress is carefully monitored and documented throughout the school year.

In accordance with federal regulations, students with mental retardation are re-evaluated every two years. Students with speech and language impairments are re-evaluated annually. All others are re-evaluated every three years.

Students with special needs are included in the regular classroom. Additional remedial support and implementation of IEP goals is provided by the special education teacher, a certified reading specialist, and instructional paraprofessionals. The speech therapist and occupational therapist provide support to students according to students needing those services.

Special education students are given individual and small group attention. In the regular classroom, differentiated instruction and cooperative learning techniques are used to facilitate learning for these students and to ensure that they are given every opportunity to learn. Performance-based assessments are used to offer students the opportunity to demonstrate what they have learned in ways that accommodate their individual learning abilities and styles.

Special Education - Attachments

- Special Education
- Special Education
- Special Education

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Ms.Suzanne Giuliano	1.00	Inclusion	CCCS South Building	28	School has inclusion. Teacher works with all special education students in building
Ms. Julie Stone	1.00	Inclusion	CCCS North Building	25	School has inclusion. Teacher works with all special

					education students in building.
Ms. Christina Kelly	1.00	Inclusion	CCCS South/North Buildings	53	Ms. Kelly has worked with all special education students at various times. School has inclusion.

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
None	None	None	None	0	None

Special Education Program Profile - Chart III

Title	Location	FTE
Reading Specialist	CCCS North Building (Grades K-5)	1.00
Reading Specialist	CCCS North Building (Grades 4-5)	.45
Reading Specialist	CCCS South Building (Grades 5-8)	.45
Instructional Teacher Aides (7)	CCCS North/South Buildings	1.00

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Pediatric Therapeutic Services	School Psychologist	As needed
Speech Therapists Inc.	Speech Therapist	.50
Speech Therapists Inc.	Speech Therapist	.40
Therapy Solutions Inc.	Occupational Therapist	.20

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA Reading and Mathematics	No	No	No	Yes	Yes	Yes
PSSA Writing	No	No	No	No	No	Yes
TerraNova	No	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA Reading and Mathematics	Yes	Yes	Yes	No	No	No	No
PSSA Writing	No	No	Yes	No	No	No	No
TerraNova	Yes	Yes	Yes	No	No	No	No

Student Assessment

The PSSA is used in grades 3 through 8 as mandated. For local testing, TerraNova is used in Grades 1 through 8. PSSA and TerraNova test results are analyzed by the administrators to determine school-wide strengths and weaknesses. These results are very instrumental in the collaborative development of annual measurable goals and targets for the coming school year. This information is shared with the faculty and all work together to set annual goals and to create a school-wide action improvement plan which includes strategies that will be used to strengthen the weaknesses and reinforce the strengths. PSSA and TerraNova test results are carefully analyzed by the teachers before the school year begins. The teachers are given individual student summary reports for the students that they will be teaching. Each skill is analyzed for partial mastery or non-mastery by each student. Teachers use a test analysis chart to record targeted weaknesses for each individual student. This serves as a resource for facilitating the use of differentiated instruction throughout the school year. Teachers also receive class summaries of the classes they taught the prior year. This enables them to identify general areas of weakness for which they may need to seek additional professional development in order to improve their own teaching skills and effectiveness.

Christopher Columbus Charter School students have shown steady improvement in state and local testing scores. PSSA results for 2006 showed that Adequate Yearly Progress was met. Great reductions in students performing below basic were seen in Mathematics by all subgroups. AYP Data File Reports for 2007 show that AYP has been met for 2007. In Mathematics, 55.7% of all students performed at the Proficient/Advanced Levels. In Reading, 61.8% of all students performed at the Proficient/Advanced Levels. The preliminary analysis of Student Data PSSA performance shows the following approximations for percentages of students performing at the Proficient/Advanced Levels: Grade 3: Reading-65% Math-62% ; Grade 4: Reading-55% Math-62% ; Grade 5: Reading-48% Math-59% ;Grade 6: Reading-50% Math-47% ;Grade 7: Reading-67% Math-45% ;Grade 8: Reading-79% Math-53%. For 2007 Writing, Grade 5: % Proficient/Advanced;73% Grade 8: 82% Proficient/Advanced.

Local TerraNova scores for Fall 2006 showed all grade levels (3-8) performing above the 60th national percentile for Total Scores (Reading, Language Mathematics). Grades 3, 5, and 8 performed at the 70th percentile. Grade 4 performed at the 65th percentile. Grade 6 performed at the 64th percentile, and Grade 7 at the 61st percentile. Christopher Columbus Charter school students surpassed other students within the district by at least 17% in Grade 7 and up to 28% in Grade 3. In Spring 2006, Grade 2 performed at the 77th percentile. Grade 1 performed above the 70th% in Reading, Language, and Vocabulary, and at the 80th% in Word Analysis. Spring 2007 results have not been distributed.

One of the major goals of the Christopher Columbus Charter School action plan was to see all grade levels improve in Science on the TerraNova tests. A measurable goal was that all grade levels would perform at or above the 50th percentile. All grade levels improved in Science since 2005, except Grade 7. Grades 3, 4, 5, and 8 performed above the 50th percentile in Science.

Christopher Columbus Charter School also uses locally developed mid-year and end-year cumulative tests. These tests are used to assess the effectiveness of the curriculum and to determine if proper pacing is taking place with regard to the scope and sequence of the curriculum. Results impact which revisions will be made to the curriculum, and help to develop the school-wide action improvement plan. The tests are also used as a tool for gauging student achievement, and to aid the teachers in determining weak skills for differentiated instruction purposes.

At Christopher Columbus Charter School, student progress is assessed in various ways. Traditional testing is used in conjunction with authentic assessment. Authentic assessments include portfolio assessment, running records, teacher observations, anecdotal records, independent projects, group projects, and choices of methods for demonstrating knowledge so that different learning abilities and styles are accommodated.

Students who are at risk of failure, or who are not making reasonable progress are provided with many opportunities to help them be successful. CCCS has a full-time reading specialist at the elementary level, and a part-time reading specialist at both the primary/elementary and middle school levels. The reading specialists evaluate teacher-referred students to determine what type of remediation is necessary. The reading specialists provide support and keep careful records of student progress. There is frequent and direct communication between the reading specialists and the classroom teachers regarding the individual student's needs and progress. The reading specialists work with these students both individually and within a small group setting. Students experiencing difficulty in Mathematics or the content areas are carefully observed and informally evaluated by the special education teachers. After observation and evaluation, the special education teachers develop strategies and interventions for use by the classroom teacher to help address the problem. In addition, students at all grade levels are given individualized attention by instructional paraprofessionals on a daily basis. All instructional aides at Christopher Columbus Charter School have an Associate's Degree or have passed an assessment. Classroom performance and standardized test performance of these students have improved as a result of the extra support afforded to them. Almost all at-risk students receiving support from the reading specialists have reached a higher reading level. Students given additional support by instructional aides have shown significant gains in Reading, Language, and Mathematics.

Student Assessment - Attachment

- Student Assessment

Teacher Evaluation

Teachers at Christopher Columbus Charter School receive an annual summative performance evaluation at the end of the school year. The criteria for evaluation is clearly explained at the beginning of the year. At this time, teachers meet with administrators to set goals for the school year. Teachers set personal professional goals and academic goals with strategies for achieving those goals for their students.

The Christopher Columbus Charter School Teacher Evaluation contains six sections for evaluation. These areas are School/Spirit Relationships, Teaching Techniques, Effective Planning, Pupil/Teacher Relationships, Classroom Environment, and Personal Attributes. Teachers are evaluated in specific areas of each section. The rating scale is M-Meets Requirements or N-Needs Improvement. Each evaluation provides a commendation and recommendation for each teacher. Teachers meet with administrators to discuss the evaluation and to determine if goals have been met.

In addition to an annual summative evaluation, teachers are given monthly formative observations by the administration. The purpose of these observations is to offer suggestions for effective teaching techniques and improvement where needed. The formative observation objectives are aligned to the formal summative evaluation. This provides teachers with a clear picture of their individual strengths and weaknesses with regard to the criteria by which they are evaluated.

The administration is responsible for teacher and staff evaluation. The Principal/CEO, Ms. Rosemary Dougherty, and the Vice-Principals, Ms. Florence Doyle and Mrs. Maryellen Porsia provide the formative observations and complete the summative evaluations for teachers and staff. All three administrators are Pennsylvania state certified administrators. Ms. Dougherty has a master's degree in education from Widener University. Ms. Doyle has a master's degree in education from Immaculata University. Mrs. Porsia has a master's degree in education from Holy

Family University. All three have had extensive course work in supervision and evaluation, and in the area of effective techniques for differentiating instruction for students of varying abilities and learning styles. In addition, all three administrators continuously explore professional journals, texts, and visual aids to learn more effective techniques for providing formative support to teachers.

Teacher Evaluation - Attachment

- Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

There have been no leadership changes to the Board of Trustees or the school administration of Christopher Columbus Charter School.

Board of Trustees

Name of Trustee	Office (if any)
Mr. Raymond Pescatore	Board Chair
Dr. Jules Mingroni	Acting Treasurer
Ms. Diane Pirollo	Secretary
Ms. Mary Faustino	None
Ms. Adrienne H. Thomas	None
Mr. Edward Poznek	None
Mr. Mark Myers	None
Ms. Vicki Baritz	None
Mr. Bob O'Donnell	None
Mr. Herbert Schectman	None
Ms. Rosemary Dougherty	Principal/CEO
Ms. Ruth Arnao	Emeritus

Professional Development (Governance)

Board of Trustees' training is provided by Drexel University/Foundations Inc.. Christopher Columbus Charter School Board members attend an annual meeting held outside of the normal board meeting schedule. At this time, board members review school programs and reassess the school's mission and goals.

Coordination of the Governance and Management of the School

Christopher Columbus Charter School is organized under the Instructional Leader who chairs two councils- the Staff Advisory Council and the Parent Advisory Council. These two councils have the responsibility for the respective concerns of their constituents, and for reconciling concerns while striving to achieve the mission of the school. The Staff Advisory Council meets with the Principal/CEO monthly to discuss staff concerns. The Parent Advisory Council meets with the administration every six weeks to discuss any parental concerns and the needs of the students. Any questions or concerns are taken to the Board of Trustees at their monthly meeting. All issues are always addressed and resolved in a timely manner.

The Board of Trustees of Christopher Columbus Charter School adheres to all of the regulations and requirements of the School District of Philadelphia. The Board cooperates fully with all of its relations and requests.

Coordination of the Governance and Management of the School - Attachments

- Coordination of the Governance and Management
- Coordination of Governance and Management

Community and Parent Engagement

The Parent Advisory Council of Christopher Columbus Charter School meets with the administration every six weeks to discuss any parental concerns and any needs of the students. Any questions or concerns are taken to the Board of Trustees at their monthly meetings. All issues are addressed and resolved in a timely manner. The Board of Trustees participates in parental and community engagement activities whenever possible. Involvement of all stakeholders in school activities is always encouraged.

Parental involvement is strongly encouraged at CCCS. Every effort is made to include parents and other community members in all school activities. All are invited to school functions. Parents serve as volunteers at all school functions. Most parents volunteer in classrooms or do work at home for teachers. Communications between parents and teachers and parents and administration is on-going. Parents feel comfortable coming into the school and are an integral part of the school community.

Community members are also encouraged to become involved in the school community. Many local businesspeople and community workers are involved in student activities and attend school functions on a regular basis. School functions are always heavily attended by neighborhood people, and at times, by tourists visiting the popular South Philadelphia "Italian Market" area.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

There have been no fund-raising activities.

Fiscal Solvency Policies

Christopher Columbus Charter School is able to assure that all expenditures and revenue categories remain within budget through careful monitoring of expenditures and revenues. Fiscal solvency is maintained via the following:

- adherence to an adopted budget
- an approved purchase order system
- separation of financial duties
- review and monitoring of all payroll transactions
- time reporting payments and relevant tax reporting
- selection of approved vendors and consultants
- best practices of cash management and reporting

Accounting System

The accounting system is Navision Financial loaded with the State Chart of Accounts. All Pennsylvania State Report Guidelines and (GAAP) are followed. All reports are generated in compliance with the state requirements. Transactions are posted by the Business Agent's Office, which is staffed by experienced school business administrators. A trial balance, statement of revenue and expenditures, and a statement of disbursements are prepared as required.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statements of Revenues, Expenditures, and Fund Balances

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

Christopher Columbus Charter school's auditing firm is Yampolsky, Mandeloff, Silver, and Ryan. The last audit is dated June 30, 2006, and has a clean, unqualified opinion with no findings. The final draft of the auditor's report is attached.

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

- Audit Firm, date of Last Audit, Auditor's Opinion, and Any Findings

Citations and follow-up actions for any State Audit Report

There were no citations or follow-up actions.

SECTION VII. FACILITY RESPONSIBILITIES

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

Christopher Columbus Charter School leases two facilities- 916 Christian Street and 1242-46 South 13th Street in Philadelphia. All furniture and equipment was purchased after obtaining quotes from various vendors.

Future Facility Plans and Other Capital Needs

The current facilities of Christopher Columbus Charter School provide adequate space for the future enrollment throughout the life of the charter. The leases currently in place are within the limits of the school's future projected budgets.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Christopher Columbus Charter School holds a safety and fire drill monthly. CCCS has complied with state and local regulations to design and maintain various plans in the case of emergency. Currently, CCCS has a **shelter- in- place plan, fire drill plan, bomb threat and chemical/biological threat checklist, and an intruder emergency plan**. All are located in the school office. Fire drill and shelter-in-place drills are located in all classrooms and all other areas throughout the school.

Health and immunization records for all students are carefully and confidentially filed in the nurse's office. The school nurse updates records as needed and complies with mandated regulations with regard to health record contents. The nurse also submits the required Request for Reimbursement and Report of School Health Services.

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

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

Current School Insurance Coverage Policies and Programs

Christopher Columbus Charter School's insurance coverage policies and programs include the following:

Personal Choice
 Keystone Health Plan
 Worker's Compensation
 General Liability
 Corporate Officers Error and Omissions Contents Insurance
 Wage Continuation
 Life Insurance

Hartford Insurance
 Boardman-Hamilton Brokers

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Christopher Columbus Charter School presently has 58 professional staff members, including administration. There are three administrators, as the CEO also serves as principal, 36 classroom teachers, three special education teachers, a full-time reading specialist, two part-time reading specialists, a counselor, two social workers, a nurse, two Art, Music, Physical Education, and Italian teachers, and 1 Computer teacher. The professional staff at Christopher Columbus Charter School has remained very stable since its inception. More than 93% of the professional staff members at CCCS returned this year from the 2005-2006 school year. For the 2007-2008 school year, 97% of all professional staff are returning. Since the school's inception, staff retention rates have been in excess of 90%.

There is a very high level of satisfaction reported by the professional and paraprofessional staff members at CCCS. Most employees consistently express feelings of comfort and satisfaction at CCCS. Staff members appreciate that their opinions and ideas are respected. Teachers also appreciate the well-defined, clear curriculum guidelines, numerous teaching materials, and supplementary resources that are provided. These enable them to develop their skills and to accommodate all students via differentiated instruction. For these reasons, the teacher retention rate at Christopher Columbus Charter School remains very high.

Quality of Teaching and Other Staff - Attachments

- Quality of Teaching and Other Staff
- Quality of Teaching and Other Staff

Student Enrollment

All of the policies and procedures for student enrollment comply with the state law. All children who meet residency requirements may apply. A child who has reached his or her fifth birthday on or before September 1 is eligible for kindergarten. A child who has reached his or her sixth birthday on or before September 1 is eligible for first grade. Registration takes place in early spring. Registration announcements are placed in city and local neighborhood newspapers. Students are placed on a waiting list after an intent to enroll application has been fully completed.

It is the policy of Christopher Columbus Charter School to invite new students from the waiting list via sibling preference, and then by the use of a lottery.

Enrollment History for the 2006-2007 school year by grade level:

<u>Added</u>	<u>Grade Level</u>	<u># Initially Enrolled</u>	<u># Transferred out</u>	<u>#</u>
8	K	77	3	
7	1	80	1	
5	2	83	3	
4	3	75		8
2	4	86	2	
2	5	84		2
0	6	86	2	
0	7	100	4	
8		98	10	0

Number of Students who transferred out and schools to which they transferred:

Kindergarten

Student A
Student B
Student C

Daroff, SDP
Stephen Girard, SDP
First Impressions Pre-School

Grade 1

Student A

Unknown

Grade 2

Student A
Student B
Drexel Hill, PA
Student C

Stephen Girard, SDP
Garrettsford, School District of
Performing Arts Charter

Grade 3

Student A
Student B
Student C
New Jersey
Student D

Daroff, SDP
Unknown, Georgia
Washington Township Schools,
Unknown

Grade 4

Student A
Student B

Heckman School
Jansen Elementary, SDP

Grade 5

Student A
Philadelphia
Student B

Saint Richard School,
Unknown

Grade 6

Student A
Philadelphia
Student B

Annunciation School,
Carnell Elementary, SDP

Grade 7

Student A
Student B
Student C
Carolina
Student D
School, Franklinville, NJ

Alcorn School, SDP
Daroff School, SDP
Kestrel Heights School, North
Delsea Middle

Grade 8

Student A
Student B
Student C
Student D
Wilmington, DE
Student E
Student F
Student G

Mastery Charter, Philadelphia
Mastery Charter, Philadelphia
Vare Middle School, SDP
Hanby Middle School,
Hatch Middle School
Penn Wood School, Darby, PA
Saint Nicholas School,

Philadelphia	Student H	School for Veteran's Children,
Scotland, PA	Student I	Christina School District,
Newark, DE	Student J	Unknown

The number of students who completed the 2006-2007 school year and are currently enrolled to return for the 2007-2008 school year is 680.

During the 2006-2007 school year, CCCS had 31 students transfer. All left voluntarily. There were no expulsions.

The student retention rate at Christopher Columbus Charter School is very stable. There is not a great deal of turnover. Most students who transfer out do so due to re-location or change in family circumstances. Some eighth grade students transfer because the high school they have chosen included grades 7 and 8 and they are encouraged to attend that school for grade 8. The student retention level is high due to student and parental satisfaction with curriculum, instruction, discipline, administrative and teacher support, and school safety. For these reasons students return to CCCS. There is a waiting list to enter the school which is in excess of 700 students.

Transportation

Christopher Columbus Charter School does not have a transportation program. Travel reimbursements and tokens are provided through the School District of Philadelphia. The school District of Philadelphia did provide transportation for one special education student during the 2006-2007 school year. The child was transported to and from school by private taxi.

Food Service Program

Food Services were provided by the Archdiocese of Philadelphia for the 2006-2007 school year. Christopher Columbus Charter School does participate in the (FRL) program.

Student Conduct

It is the expectation of the Board of Directors, the administration, and staff of Christopher Columbus Charter School that each student develops the appropriate behaviors to ensure growth in every area of good citizenship and to assist our students to understand and use behaviors which are appropriate in different social contexts. Our belief is that all discipline is a sense of respect-respect for self, respect for others, respect for authority, and respect for the environment. Primarily, the teacher manages the discipline in his/her classroom. Teachers make every effort to help to modify student behavior to correlate to the acceptable norm. If strategies such as behavior modification are unsuccessful, help will be sought from the guidance counselor and/or the administration. Parental support and cooperation is encouraged.

With regard to due process, Christopher Columbus Charter School acts in accordance with 22 PA Code, Chapter 12. CCCCS has set forth procedures as a means for all students who violate school rules to be afforded every opportunity to be heard and understood, and to ensure that their rights to due process have been fairly and correctly applied.

During the 2006-2007 school year, 45 students were involved in 62 suspension incidents. No students were expelled. A copy of the CCCS Discipline Policy has been attached.

Student Conduct - Attachment

- Student Conduct

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Christopher Columbus CS

Date of Local Chartering School Board/PDE Approval: April, 2003

Length of Charter: 5 years **Opening Date:** September, 1999

Grade Level: Kindergarten-Grade 8 **Hours of Operation:** 8:00A.M. - 4:00 P.M.

Percentage of Certified Staff: 96% **Total Instructional Staff:** 52

Student/ Teacher Ratio: 21:1 **Student Waiting List:** 790

Attendance Rate/Percentage: 95%

Enrollment: 773 **Per Pupil Subsidy:** Regular Education- \$7234.00 Special Education- \$14,595.00

Student Profile

American Indian/Alaskan Native: 1
Asian/Pacific Islander: 42
Black (Non-Hispanic): 324
Hispanic: 36
White (Non-Hispanic): 367
Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 70%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 70

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	177	180	180	180	717
Instructional Hours	0	0	1150	1170	1170	1170	4660

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Christopher Columbus 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
2007 - 2008 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Rosemary Dougherty

Title Principal/CEO

Phone (215) 389-6000

Fax (215) 389-3732

E-mail roseydoc2229@aol.com

Signature of the Chief Executive Officer and Date

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

Name Raymond Pescatore

Title Board Chair

Phone (215) 735-7434

Fax (215) 790-0238

E-mail RPescatore@CATCHinc.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Suzanne Giuliano

Title Special Education Director

Phone (215) 389-6000

Fax (215) 389-3374

E-mail sgiulian@cccs.K12.pa.us

Signature of the Special Education Contact Person and Date