
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: Community Academy of Philadelphia CS
Address: 1100 E Erie Ave
Philadelphia, PA 19124-5424
Phone: (215) 533-6700
Contact Name: Joseph Proietta

SECTION I. EXECUTIVE SUMMARY

Organization Description

Community Academy of Philadelphia (CAP) Charter School was the first Philadelphia school to receive a charter in 1997 and one of the first charter schools founded in the Commonwealth of Pennsylvania. Community Academy is Middle States accredited and serves 1200 + students in

grades N-12. CAP's roots, however, began in 1980 when Joseph H. G. Proietta founded The Community High School.

Mr. Proietta formerly taught in Catholic schools and was an administrator for several social service agencies. Through these experiences, he recognized the vital need for a school that responded to both the academic and social/emotional needs of its students.

In September 1980, Mr. Proietta opened a school that reflected the inclusiveness of a public school, the discipline and values-based education of a parochial school, and the support elements of a social service agency. Over the 25+ years of its existence, the school has earned a well-deserved reputation for successfully educating children who have failed to thrive within other school environments.

Opened in West Philadelphia in 1980, the school quickly moved in February 1981 to North 4th Street in West Kensington. The Community High School built an international reputation and became a national leader in urban education. Facing the challenges of West Kensington, the school was recognized and praised by groups from Philadelphia's City Council to the University of Oxford in the UK. In 1995, The Community High School was accredited by the Middle States Association on Colleges and Schools, Commission on Secondary Schools.

Statistics for the West Kensington area, our home from February 1981 to June 2003, reflect high rates of crime, physical and mental health problems and poor educational outcomes. In 1992, the DEA and ATF targeted the area for massive raids. In the mid-90's, ABC's "Nightline" dubbed the area "The Badlands." In 1997, the Philadelphia Police Department targeted the area for an intense crime fighting effort due to the high incidence of drug and murder arrests. A 1998 Manhattan Institute study identified the area as one of the most devastated in the United States. However, during this period, The Community High (CHS) and Community Academy (CAP) graduated over 700 young men and women, disproving the hopelessness implied by the bare statistics.

The Community High School's partnership with the School District of Philadelphia led to CHS pioneering compensatory education programs for chronic underachievers, high school dropouts, schoolphobics, teen-parents, and expelled students. The school's partners included the State of Delaware and several social service agencies. However, CHS--and CAP to follow--always emphasized scholarship as the foundation to life success.

In FY 2007, the Community Academy of Philadelphia, a Pennsylvania Charter School (CAP) completed its tenth year as a charter school and its 27th year as a middle and high school serving at-risk youth in Philadelphia. In December 2005 at the completion of our reaccreditation, we were granted institution-wide (pre-K to 12) accreditation by the Middle States Association of Colleges and Schools, Committee on Institution-Wide Accreditation. In 2002-2003 with our first charter renewal, CAPCS expanded to a K-12 school. CAPCS (as The Community High School) was originally accredited by Middle States in 1994 as a secondary school.

In January 2006, CAP held a silver anniversary celebratory pep rally led by Police Commissioner Sylvester Johnson and the Captains of the 24th and 25th Police Districts. Later in April 2006, CAP held its Silver Anniversary Black-Tie Event honoring Act 22 of 1997 "The Charter School Law" principal sponsor State Representative Dwight Evans, who received the first annual Councilman David Cohen Memorial Award for innovation in public education. Attending to present the award was the late councilman's widow Florence Cohen. A 2007 award will be made in the Fall of 2007.

The 27th class of 2007 was the largest in our school's history with 107 graduates, garnering over \$150,000 in scholarships. Our total 1981 to 2007 graduates, many of whom would not have

graduated from high school without CHS/CAP, has passed the 1400+ mark. We anticipate over 135+ more in our Class of 2008. (By the way, our smallest class was 1982 with just 8 students!)

Community Academy is divided into three divisions, the lower school (day care nursery, pre-K to 4), middle school (5-8), and upper school (9-12). In addition, school-wide support services are provided by our twelve-member Emotional Support Team (EST), Lisa's Place Health Services, day care, special education department, including our two in-house school psychologists, ELL co-coordinator, and an in-house alternative education program, Doorways. Regular math pullouts are provided in the lower and middle school. In grades K-12, the reading program provides differentiated instructions with six PA certified reading specialists, allowing students to work in reading-level appropriate groups, resource room, and pullouts.

A middle school science coordinator was added, and the entire K-12 science and math program will be reviewed in the summer of 2007 by a committee of teachers. Music instruction was expanded in the elementary school (lower and middle). A wellness program was initiated in the middle school; wellness education will be expanded school-wide in 2007-08 with the introduction of a new cafeteria program by Sodexo, Inc.

A CAPCS unique remedial, compensatory education program, Intensive Learning (IL) spans all four years of high school and the eighth grade. AP English was added to AP Calculus in 2006-07. CAPCS has contracted with the Delaware County IU to evaluate all special education programs and classroom modifications in 2007-2008.

Community has a full line-up of music, art, clubs, and teams. In the spring of 2005, CAP's athletic program joined the PIAA and has since expanded to 9 teams. The elementary school chess team won the city championship for the second year in a row, and the middle school chess team came in second. The high school choir sang the national anthem this spring at a Phillies' game.

Our in-school alternative placement for students with behavioral problems, "Doorways," was staffed by two full-time teachers and an aide, as well as, a part-time certified school counselor. The program, which was K-12, will be redesigned in 2007-08 by the EST, ELL and special education teams.

The most recent comparable SAT scores (2005) were above the School District of Philadelphia average at 890 with 60 percent taking the test. CAPCS administration will be keeping track of the "new" SAT scores. All members of the class of 2007 passed our internal Minimum Competency Tests and senior projects (oral and written components are a graduation requirement).

All school programs have available the assistance of the Emotional Support Team (EST). In FY 2007, the EST was made up of 3.5 therapists, 4.0 social workers, 2.0 certified school counselor and 1.0 certified school psychologist, and 1.0 paraprofessional, as well as, medical team including a certified medical assistant, certified pediatric nurse practitioner, and a psychiatrist (MD) one day per week. Our certified school psychologist was also available for consultation and CAPCS contracted with Catapult Learning for additional support. (In 2007-08, CAPCS has hired a second school psychologist.) In addition, the EST (excluding the nurse's Lisa's Place) made 6,379 contacts with students of which 672 were unduplicated students. Our psychiatrist provided 99 consultations (40 unduplicated). Over 220 students attended EST groups in the middle and upper school, and 373 conflict resolutions were handled.

The school showed slight improvement and slight back-sliding in the PSSA's and the Terra Novas in 2006. However, after receiving a School Improvement Award for the 2001 PSSA and as our enrollment grew rapidly, we dropped slightly in 2002 and only slightly improved in the following years. On average, scores on the Terra Nova were a bit better. CAPCS made AYP in 2005-2006 but did not in 2006-2007.

AYP is no fair measure of CAPCS. It is time that the educational established in America stood up to the bullies in the Bush Administration. At every level from the war in Iraq, the attorney general scandal, Hurricane Katrina, and countless idiocies, the Bush administration has shot from the hip and ignored commonsense and logic. *No Child Left Behind* is no exception. An administration that a recent *Washington Post* series headline encapsulated as: "The Unforeseen Path to Cruelty." NCLB is cruel because it is an unfunded mandate that unfairly ignores the crisis of special needs and inner city youth while putting a plastic face of false reform. NCLB has become a multi-billion dollar business and the reading program scandals are just the tip of the iceberg.

NCLB has done nothing but given a false vision of what makes a good school, ignores the efforts of the innovators (in contrast to the charter school laws whose independence is being destroyed by NCLB), encourages cheating, and wastes the tax payer's money on tests, administrator's paperwork, unproven supplemental services, whole new government departments, and lost opportunity for innovation. As professor Peter F. Drucker is quoted by the ASCD newsletter: "There is nothing so useless as doing efficiently that which should not be done at all."

However, the most important factor affecting our test scores and the nonsensical AYP formula is CAPCS commitment to its mission to serve the students of the inner city at-risk, high-risk, and economically disadvantaged students of Philadelphia, a population to which NCLB only gives lip service. NCLB ignores the social and emotional lives of students necessary to achieve well. It has all but destroyed the arts in education. It has ignored the role of the family and provides no money for home visits or attendance. It punishes but doesn't support.

Growth Chart FY2001 to FY2006 -- # of homerooms

	K-4	5-8	HS
FY01	0	3	6
FY02	3	3	6
FY03	10	6	6
FY04	10	9	9
FY05	11*	9	16
FY06	11*	9	19

* Plus one pre-school class in day care

For the Community Academy, CS, the academic year 2006-2007 was, in general, a good year. We were heartened by the pre- and post-test scores that showed a more than one-year improvement for each year a student attends CAP, but we are challenged by the slow progress in PSSA scores. However, Community Academy remains steadfastly committed to its original mission to offer a safe, quality education to at-risk and high-risk students and their families, even if that means never reaching unachievable, within our mission, AYP or other arbitrary goals that distract from our vital mission.

We have maintained superior student faculty attendance:

Grade K	92.29	Grades 9-11	95.07
Grades 1-6	92.32	Grade 12	90.61
Grades 8	91.19	Faculty and Staff	97.50

Core Purpose

Mission

The mission of Community Academy of Philadelphia (CAP) Charter School is to effectively serve urban youth in search of a positive school experience in a supportive environment. CAP is dedicated to offering a quality education while also responding to the non-academic student issues that can have a significant impact on academic and overall emotional/social functioning.

- CAP Upper School students come from widely divergent backgrounds, including having been truant, dropped out of school, repeatedly failed or under-performed academically, as well as, a growing number of students promoted up from the middle and lower schools. Many students come to CAP searching for a school on a human scale that provides a family atmosphere.
- CAP Middle and Lower School students come from many backgrounds and families, but all the CAP families are looking for that special school that fits. CAP strives to respond to students whose needs have not been met by large public schools that lack important student support services and enrichment activities.
- Within the CAP environment, teachers, staff, and administration are responsive to students' needs academic, social and emotional:
- Students are challenged to explore their personal and academic potential, and to internalize personal responsibility for choices and actions.
- Teachers are supported in their efforts to be academically creative with students, and all CAP staff work to foster the development of trusting and respectful relationships with and between students.
- CAP staff work to create a school environment that supports positive attitudes and is free from violence, abuse and intimidation.

However, the environment of CAP is one of strict adherence to rules, academic focus, and careful, exact wearing of the school uniform. Cooperation with and enforcement of the school rules is an integral part of the 26-year success of the school. CAP students and families respect each other, the school's rules and policies and the distinctive uniform. As a charter school, Community Academy is part of a menu of choices including Philadelphia School District traditional public schools, magnet schools, alternative programs, and other options provided under federal and state laws. Parents/Guardians should make themselves familiar with the CAP program and approach before enrolling in the school.

Vision

Community Academy of Philadelphia (CAP) Charter School was the first Philadelphia school to receive a charter in 1997 and one of the first charter schools founded in the Commonwealth of Pennsylvania. Community Academy is Middle States Accredited and serves 1200 + students in grades N-12. CAP's roots, however, began in 1980 when Joseph H. G. Proietta founded The Community High School.

Mr. Proietta formerly taught in Catholic schools and was an administrator for several social service agencies. Through these experiences, he recognized the vital need for a school that responded to both the academic and social/emotional needs of its students.

In September 1980, Mr. Proietta opened a school that reflected the inclusiveness of a public school, the discipline and values-based education of a parochial school, and the support elements of a social service agency. Over the 25+ years of its existence, the school has earned a well-deserved reputation for successfully educating children who have failed to thrive within other school environments.

Opened in West Philadelphia in 1980, the school quickly moved in February 1981 to North 4th Street in West Kensington. The Community High School built an international reputation and became a national leader in urban education. Facing the challenges of West Kensington, the school was recognized and praised by groups from Philadelphia's City Council to the University of Oxford in the UK. In 1995, The Community High School was accredited by the Middle States Association on Colleges and Schools, Commission on Secondary Schools.

Statistics for the West Kensington area, our home from February 1981 to June 2003, reflect high rates of crime, physical and mental health problems and poor educational outcomes. In 1992, the DEA and ATF targeted the area for massive raids. In the mid-90's, ABC's "Nightline" dubbed the area "The Badlands." In 1997, the Philadelphia Police Department targeted the area for an intense crime fighting effort due to the high incidence of drug and murder arrests. A 1998 Manhattan Institute study identified the area as one of the most devastated in the United States. However, during this period, The Community High (CHS) and Community Academy (CAP) graduated over 700 young men and women, disproving the hopelessness implied by the bare statistics.

The Community High School's partnership with the School District of Philadelphia led to CHS pioneering compensatory education programs for chronic underachievers, high school dropouts, schoolphobics, teen-parents, and expelled students. The school's partners included the State of Delaware and several social service agencies. However, CHS--and CAP to follow--always emphasized scholarship as the foundation to life success.

Upon receiving our first charter in 1997, The Community High School changed its name, and Community Academy of Philadelphia, a Pennsylvania Charter School, set out to bring its message of hope to a broader community. In 2001, CAP's charter was renewed, and it was the only Philadelphia charter school that year to receive approval for enrollment expansion. As planned, we added kindergarten to grade 3 classes in the autumn of 2001 at a satellite location. The next year, CAP continued its expansion with grades 4 and 5 opening at a second satellite campus. At 4th Street, we kept grades 6 to 12.

In June 2002 our parent non-profit corporation, International Education and Community Initiatives (IECI), secured a Pennsylvania charter school record \$17.0 million in Standard & Poor's "A" rated municipal revenue bonds through the Philadelphia Authority for Industrial Development (PAID). CAP immediately began renovation of a 118,000 sq. ft. former Kraft cheese factory on 6.5 acres at 1100 E. Erie Avenue.

In September 2003, all three schools were combined at our new Erie campus. (By the way, our 2820 North 4th Street campus is now occupied by our sister school, Fairhill Community High School, which carries on the Community High tradition.)

Under Mr. Proietta's leadership as Chief Executive Officer, CAP extended its secondary school accreditation in 2004 and applied for accreditation by the Middle States Association of Colleges and Schools, Committee on Institution-Wide Accreditation (CIWA), for its comprehensive N-12 program. The CIWA Visiting Team evaluated our school program in May 2005, and after receiving a sterling oral report, CAP was given school-wide accreditation on December 1, 2005.

Community Academy remains a leader in educational programs that include both college preparatory and remedial classes targeted for urban youth; in addition, the school provides a full range of non-academic services. In 1994, CAP opened its day care center and in 1997 a teen clinic, Lisa's Place. The Emotional Support Team was created in 2000; it now includes a staff psychiatrist, two full and one part-time therapists, three social workers, and a lower school counselor. CAP has its own school psychologist and special education team. In 2002, CAP opened Doorways, an in-house alternative school placement.

When opened in 1980, Community High served 60 students. In September 2003 when Community Academy opened its new state-of-the-art school site, it served 1,000 students in grades K-12. In 2004, CAP re-organized as three mini-schools, lower (nursery/day care and K-4), middle (5-8), and upper (9-12) with 1,200+ students on our 6.5-acre, urban campus. With a brand new gym, CAP joined the PIAA in 2005.

Founded in 1980, the year 2005 marked our 25th anniversary. As we look forward to the end of the first decade of the 21st Century and our 30th anniversary in 2010, CAP is proud of its accomplishments and over 1500 graduates. From The Community High School to Community Academy Charter School, the Teresa Gonzalez Mena Early Childhood Center, One Bright Ray Inc., and Fairhill Community High School, the CAP family serves over 1550 young people from 6 weeks to 21 years old.

Shared Values

Upon receiving our first charter in 1997, The Community High School changed its name, and Community Academy of Philadelphia, a Pennsylvania Charter School, set out to bring its message of hope to a broader community. In 2001, CAP's charter was renewed, and it was the only Philadelphia charter school that year to receive approval for enrollment expansion. As planned, we added kindergarten to grade 3 classes in the autumn of 2001 at a satellite location. The next year, CAP continued its expansion with grades 4 and 5 opening at a second satellite campus. At 4th Street, we kept grades 6 to 12.

In June 2002 our parent non-profit corporation, International Education and Community Initiatives (IECI), secured a Pennsylvania charter school record \$17.0 million in Standard & Poor's "A" rated municipal revenue bonds through the Philadelphia Authority for Industrial Development (PAID). CAP immediately began renovation of a 118,000 sq. ft. former Kraft cheese factory on 6.5 acres at 1100 E. Erie Avenue.

In September 2003, all three schools were combined at our new Erie campus. (By the way, our 2820 North 4th Street campus is now occupied by our sister school, Fairhill Community High School, which carries on the Community High tradition.)

Under Mr. Proietta's leadership as Chief Executive Officer, CAP extended its secondary school accreditation in 2004 and applied for accreditation by the Middle States Association of Colleges and Schools, Committee on Institution-Wide Accreditation (CIWA), for its comprehensive N-12

program. The CIWA Visiting Team evaluated our school program in May 2005, and after receiving a sterling oral report, CAP was given school-wide accreditation on December 1, 2005.

Community Academy remains a leader in educational programs that include both college preparatory and remedial classes targeted for urban youth; in addition, the school provides a full range of non-academic services. In 1994, CAP opened its day care center and in 1997 a teen clinic, Lisa's Place. The Emotional Support Team was created in 2000; it now includes a staff psychiatrist, two full and one part-time therapists, three social workers, and a lower school counselor. CAP has its own school psychologist and special education team. In 2002, CAP opened Doorways, an in-house alternative school placement.

When opened in 1980, Community High served 60 students. In September 2003 when Community Academy opened its new state-of-the-art school site, it served 1,000 students in grades K-12. In 2004, CAP re-organized as three mini-schools, lower (nursery/day care and K-4), middle (5-8), and upper (9-12) with 1,200+ students on our 6.5-acre, urban campus. With a brand new gym, CAP joined the PIAA in 2005.

Founded in 1980, the year 2005 marked our 25th anniversary. As we look forward to the end of the first decade of the 21st Century and our 30th anniversary in 2010, CAP is proud of its accomplishments and over 1500 graduates. From The Community High School to Community Academy Charter School, the Teresa Gonzalez Mena Early Childhood Center, One Bright Ray Inc., and Fairhill Community High School, the CAP family serves over 1550 young people from 6 weeks to 21 years old.

Academic Standards

Our academic standards adhere to the Pennsylvania State Standards for each grade appropriate subject. Our curriculum is designed to provide students with the necessary instruction to meet these rigorous standards. Our upper grades also align with the standards of national educational organizations, i.e. National Council of Teachers of Mathematics (NCTM) and National Council of Teachers of English (NCTE).

Attainment of these standards is measured by students' ability to demonstrate acquisition and application of their knowledge. Teachers employ multiple assessments, often in varied formats, to ensure an authentic assessment of student achievement on a given standard or skill set. As mandated, assessments for students with disabilities are modified according to the accommodations set forth in a student's Individualized Education Plan (IEP). When appropriate, changes in assessment are also used when measuring the knowledge of our English Language Learners (ELLs).

The standards, curriculum, and assessments are valuable tools to focus and to measure learning. They are used to guide new teaching methods for all students and especially for those children who are not achieving at an expected pace.

Strengths and Challenges

Community Academy of Philadelphia

a Pennsylvania Charter School

1100 east Erie Avenue

Philadelphia, Pennsylvania 19124

(215) 533-6700 ~ (215) 533-6722 Fax ~  HYPERLINK <http://www.communityacademy.org>

www.communityacademy.org

August 1, 2007

EXECUTIVE SUMMARY 2006-2007 ACADEMIC YEAR

In FY 2007, the Community Academy of Philadelphia, a Pennsylvania Charter School (CAP) completed its tenth year as a charter school and its 27th year as a middle and high school serving at-risk youth in Philadelphia. In December 2005 at the completion of our reaccreditation, we were granted institution-wide (pre-K to 12) accreditation by the Middle States Association of Colleges and Schools, Committee on Institution-Wide Accreditation. In 2002-2003 with our first charter renewal, CAPCS expanded to a K-12 school. CAPCS (as The Community High School) was originally accredited by Middle States in 1994 as a secondary school.

In January 2006, CAP held a silver anniversary celebratory pep rally led by Police Commissioner Sylvester Johnson and the Captains of the 24th and 25th Police Districts. Later in April 2006, CAP held its Silver Anniversary Black-Tie Event honoring Act 22 of 1997 "The Charter School Law" principal sponsor State Representative Dwight Evans, who received the first annual Councilman David Cohen Memorial Award for innovation in public education. Attending to present the award was the late councilman's widow Florence Cohen. A 2007 award will be made in the Fall of 2007.

The 27th class of 2007 was the largest in our school's history with 107 graduates, garnering over \$150,000 in scholarships. Our total 1981 to 2007 graduates, many of whom would not have graduated from high school without CHS/CAP, has passed the 1400+ mark. We anticipate over 135+ more in our Class of 2008. (By the way, our smallest class was 1982 with just 8 students!)

Community Academy is divided into three divisions, the lower school (day care nursery, pre-K to 4), middle school (5-8), and upper school (9-12). In addition, school-wide support services are provided by our twelve-member Emotional Support Team (EST), Lisa's Place Health Services, day care, special education department, including our two in-house school psychologists, ELL co-coordinator, and an in-house alternative education program, Doorways. Regular math pullouts are provided in the lower and middle school. In grades K-12, the reading program provides differentiated instructions with six PA certified reading specialists, allowing students to work in reading-level appropriate groups, resource room, and pullouts.

A middle school science coordinator was added, and the entire K-12 science and math program will be reviewed in the summer of 2007 by a committee of teachers. Music instruction was expanded in the elementary school (lower and middle). A wellness program was initiated in the middle school; wellness education will be expanded school-wide in 2007-08 with the introduction of a new cafeteria program by Sodexo, Inc.

A CAPCS unique remedial, compensatory education program, Intensive Learning (IL) spans all four years of high school and the eighth grade. AP English was added to AP Calculus in 2006-07. CAPCS has contracted with the Delaware County IU to evaluate all special education programs and classroom modifications in 2007-2008.

Community has a full line-up of music, art, clubs, and teams. In the spring of 2005, CAP's athletic program joined the PIAA and has since expanded to 9 teams. The elementary school chess team won the city championship for the second year in a row, and the middle school chess team came in second. The high school choir sang the national anthem this spring at a Phillies' game.

Our in-school alternative placement for students with behavioral problems, "Doorways," was staffed by two full-time teachers and an aide, as well as, a part-time certified school counselor. The program, which was K-12, will be redesigned in 2007-08 by the EST, ELL and special education teams.

The most recent comparable SAT scores (2005) were above the School District of Philadelphia average at 890 with 60 percent taking the test. CAPCS administration will be keeping track of the "new" SAT scores. All members of the class of 2007 passed our internal Minimum Competency Tests and senior projects (oral and written components are a graduation requirement).

All school programs have available the assistance of the Emotional Support Team (EST). In FY 2007, the EST was made up of 3.5 therapists, 4.0 social workers, 2.0 certified school counselor and 1.0 certified school psychologist, and 1.0 paraprofessional, as well as, medical team including a certified medical

assistant, certified pediatric nurse practitioner, and a psychiatrist (MD) one day per week. Our certified school psychologist was also available for consultation and CAPCS contracted with Catapult Learning for additional support. (In 2007-08, CAPCS has hired a second school psychologist.) In addition, the EST (excluding the nurse's Lisa's Place) made 6,379 contacts with students of which 672 were unduplicated students. Our psychiatrist provided 99 consultations (40 unduplicated). Over 220 students attended EST groups in the middle and upper school, and 373 conflict resolutions were handled.

The school showed slight improvement and slight back-sliding in the PSSA's and the Terra Novas in 2006. However, after receiving a School Improvement Award for the 2001 PSSA and as our enrollment grew rapidly, we dropped slightly in 2002 and only slightly improved in the following years. On average, scores on the Terra Nova were a bit better. CAPCS made AYP in 2005-2006 but did not in 2006-2007.

AYP is no fair measure of CAPCS. It is time that the educational established in America stood up to the bullies in the Bush Administration. At every level from the war in Iraq, the attorney general scandal, Hurricane Katrina, and countless idiocies, the Bush administration has shot from the hip and ignored commonsense and logic. *No Child Left Behind* is no exception. An administration that a recent *Washington Post* series headline encapsulated as: "The Unforeseen Path to Cruelty." NCLB is cruel because it is an unfunded mandate that unfairly ignores the crisis of special needs and inner city youth while putting a plastic face of false reform. NCLB has become a multi-billion dollar business and the reading program scandals are just the tip of the iceberg.

NCLB has done nothing but given a false vision of what makes a good school, ignores the efforts of the innovators (in contrast to the charter school laws whose independence is being destroyed by NCLB), encourages cheating, and wastes the tax payer's money on tests, administrator's paperwork, unproven supplemental services, whole new government departments, and lost opportunity for innovation. As professor Peter F. Drucker is quoted by the ASCD newsletter: "There is nothing so useless as doing efficiently that which should not be done at all."

However, the most important factor affecting our test scores and the nonsensical AYP formula is CAPCS commitment to its mission to serve the students of the inner city at-risk, high-risk, and economically disadvantaged students of Philadelphia, a population to which NCLB only gives lip service. NCLB ignores the social and emotional lives of students necessary to achieve well. It has all but destroyed the arts in education. It has ignored the role of the family and provides no money for home visits or attendance. It punishes but doesn't support.

For the Community Academy, CS, the academic year 2006-2007 was, in general, a good year. We were heartened by the pre- and post-test scores that showed a more than one-year improvement for each year a student attends CAP, but we are challenged by the slow progress in PSSA scores. However, Community Academy remains steadfastly committed to its original mission to offer a safe, quality education to at-risk and high-risk students and their families, even if that means never reaching unachievable, within our mission, AYP or other arbitrary goals that distract from our vital mission.

We have maintained superior student faculty attendance:

Grade K	92.29	Grades 9-11	95.07
Grades 1-6	92.32	Grade 12	90.61
Grades 8	91.19	Faculty and Staff	97.50

Submitted July 31, 2007

Joseph H. G. Proietta EDM
President and CEO

John M. FitzSimmons MD MBA
Chair of the Board of School Directors

Growth Chart Â FY2001 to FY2006 -- # of homerooms

	K-4	5-8	HS
FY01	0	3	6
FY02	3	3	6
FY03	10	6	6
FY04	10	9	9
FY05	11*	9	16
FY06	11*	9	19

* Plus one pre-school class in day care

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Community Academy of Philadelphia, A Pennsylvania Charter School, has been striving for over 26 years to provide our at-risk students with excellence in our academic program, support system, and increased opportunities for enrichment. We have grown tremendously throughout the years from 12 students to over 1200. Our most notable growth has occurred over the past 4 years after moving to a new state-of-the-art facility to combine our K-12 program into one cohesive learning community. Many adjustments have been made to accommodate the varied learning needs of the students who joined our community during the increase in enrollment of 480%. As a symptom of the exponential growth, our previous strides in test score achievement have been gravely affected. Yet the sacrifice of test score achievement has been greatly affected. Yet the sacrifice of test score achievement in the short run is far overshadowed by our overall success. It is simply another challenge to which Community Academy will rise and will surmount. As a result of these actions, and the accompanying student achievement, our school currently holds the status of "Corrective Action II". We are working diligently as a school community of parents, administrators, students, teachers, and stakeholder to meet AYP and successfully cycle out of "Corrective Action".

This strategic planning process is the latest step in our on-going efforts to provide our students with an optimum learning experience. The plan details support at all levels: academic and emotional support for students, professional development and mentoring for teachers, and collaboration and ideas exchange for administrators.

We will track our progress in four main areas:

- 1. Quality Teaching** is paramount for any school's success. We employ highly qualified teachers and will give them on-going and consistent support through the leadership of strong principals. Teachers will be made familiar with their students' needs and will be given the tools and guidance necessary to meet those needs and push those students to the next level.
- 2. Quality Leadership** is the backbone of any successful organization. We will arrange our administrative structure to facilitate frequent and meaningful communication and collaboration among administrators.
- 3. Artful Use of Infrastructure** with Community Academy has always set us apart from other educational institutions. With our emotional Support Team we will continue to provide at-risk students with the coping skills they need to deal with personal traumas so that they can continue their education. In addition, the planned development of our newest assets in technology will

also serve to greatly facilitate learning.

4. **Continuous Learning Environment** will exist, not only with our students, but also among our teachers and administrators. A rigorous Calendar of Continuous Professional Learning and Collaboration is included and details multi-level support to meet our goals.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Elizabeth McCluskey	CAP Employee, CAO	Administrator	CEO
Anna Duvivier	CAP Employee, Deputy CEO	Administrator	CEO
Adorable Wright	CAP Employee, Exec. Asst. to CEO	Administrator	Deputy CEO
Christopher Smith	CAP Employee, Technology Director	Ed Specialist - Instructional Technology	Deputy CEO
Cassandra McLaughlin	CAP Employee, Special Education Supervisor	Special Education Representative	CAO
Jack Fitzsimmons	CAP Board Chairman	Board Member	CEO
Alberta Dilonardo Proietta	Consultant	Business Representative	CEO
Lisette Rivera	CAP Employee, EST Supervisor	Ed Specialist - School Counselor	CAO
Gina Bittinger	CAP Employee, Middle School Principal	Administrator	CEO
Alberta O'Brien	CAP Employee, HS Principal	Administrator	CEO
Rosa Ramos	CAP Employee, Elem. Principal	Administrator	CEO
Loretta Crespo	Parent	Parent	CEO

Goals, Strategies and Activities

Statement of Quality Assurance - Attachment

- QUALITY ASSURANCE

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

In the lower grades our teachers align their syllabi to all grade appropriate PA State Standards. In addition, those grades use a uniform, research-based textbook series for English, math, science and social studies that is also designed to align with all PA standards. This way our students progress from year to year with a consistent program which is crucial to the learning, retention, and progression of learning the skills and content in the state standards.

In our upper grades, teachers also tailor their syllabi to all state standards and are required to follow our school curriculum which was inspired by and is a comprehensive representation of the state standards in addition to other national organizations, i.e. the National Council of Teachers of Math (NCTM) and the National Council of Teachers of English (NCTE) standards.

The curriculum content for all subjects is standardized throughout the elementary school. The skills and areas for instruction are contained in the curriculum guidelines prepared for each level. The guidelines are written and revised periodically by a committee of teachers, department heads, and administrators. Approved national standards, PA State Standards and educational research are included in curriculum guides.

In the high school, each teacher develops his/her syllabus which must be aligned to both state standards and the school curriculum subject specific standards. Teachers must submit their syllabi annually to their principal to obtain approval, to defend its compliance with accepted standards, and to suggest a text or materials to implement the program. Assessment tools are also discussed. The principal approves / disapproves as appropriate; monies are then budgeted accordingly by the principal.

The curriculum follows the program mandated and supported by the PA State standards. These standards form the structure for our school's appropriate and rigorous curriculum. It is organized to meet our students entitlement to the most effective and efficient education possible. Again, in exceptional cases, the school program is designed with built-in supports such as our reading specialist team, our math and reading pull-out system, our special education department, our emotional support team, our intensive learning program, etc. to meet the needs of students that cannot be addressed in our typical classroom.

Our school offers many opportunities for professional development and is very much of the belief of investing in teacher's skill development as one of the most effective means of improving a school's academic program.

Teachers are encouraged to make use of research-based methods including Bloom's Taxonomy to lead students, on their appropriate level, to approach learning tasks on multiple levels of understanding and investigation. Teachers are pushed to stretch their students beyond rote knowledge and skill application to higher modes of learning in analysis, synthesis and evaluation of their subject matter. Students are guided to learn by being encouraged to question, to make predictions, and to make educated conclusions across the curriculum and to also make connections among their multiple disciplines.

Our teachers balance well the difficult task of having both realistic and high standards for our students operating below grade level. Understanding the need to stress core knowledge and basic principles before moving on is key to our success in advancing students towards their proper grade level; otherwise students become frustrated and lack motivation to work towards success. Each of our teachers is available for tutoring for a full hour after every school day and many tutor students early in the morning before class as well.

In addition, students in our elementary school with significant skill deficits have their regular educational program supplemented with reading and/or math pullout work with a reading specialist and a master teacher of math respectively.

Our reading specialist team includes a certified reading specialist for each school division: K-4, 5-8 and 9-12 to enhance classroom teaching, provide professional development, and manage a caseload of pullout instruction for our neediest readers.

In addition, our students in grades 8-12 with severe deficits are placed into our intensive learning classes that offer the stability of a self-contained classroom and the support of a full-time teacher and bilingual teacher's aide as well as instruction by a reading specialist

Our teachers employ a variety of different teaching styles in efforts to respond to research on multiple intelligences and the different learning styles of our students. The use of

manipulatives and hands-on learning is prevalent in our math and science courses especially. In our lower grades group recitation is also used at times to reinforce established skills. Structured collaborative learning is used across all disciplines and grades throughout the school. In addition to these other methods the upper grades are also exposed to lecture and note taking to prepare them for the typical college classroom teaching method.

Note: A revised induction and professional development plan have been mailed to the state and are pending approval.

Rigorous Instructional Program - Attachments

- Induction Plan
- professional Ed Plan

English Language Learners

All potential ELL students are assessed for English language proficiency using the home language survey, personal interview, test score review, teacher input, and/or parent notification. Students are determined **to be** ELL under the school's eligibility criteria. ELL students are provided facilities comparable to those provided to the overall student population of the school. The ELL program staff consists of bilingual teacher aides who are given in-house training to fully implement the program. ELL students are generally not segregated from their English-speaking peers except as necessary to implement the ELL program.

Exit Criteria for Pennsylvania's English Language Instructional Programs for English Language Learners

The exit criteria provided below for English Language Learners (ELLs) represent valid and reliable evidence of a student's English language proficiency to exit from an English language instructional program. In order to meet the required State exit criteria for Pennsylvania's English language instructional programs for ELLs, CAP uses both of the required exit criteria listed below. In addition, CAP ensures that students meet one of the 2 additional exit criteria provided below to exit from an English language instructional program:

Required Exit Criteria:

1. Score of Basic on the annual Pennsylvania System of School Assessment (PSSA).

SPECIAL CIRCUMSTANCES:

· *For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to Basic on the PSSA.*

· *For students that are in a grade that is not assessed with the PSSA, LEA's must use each of the remaining criteria listed below to exit students.*

2. Score of Proficient (Bridging as per the Pennsylvania Language Proficiency Standards for English Language Learners) in the areas of Listening, Speaking, Reading and Writing on the annual state English language proficiency assessment. The Proficient (Bridging) score will be based on the total composite assessment results.

Additional Exit Criteria:

1. Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).
2. Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA.

All transitioned former ELL students are monitored for a period of 1 year and adjustments are made when necessary.

Graduation Requirements

Graduation Requirements

- Students must report to their senior advisors when they are assigned in May/June.
- Seniors must pass 4 out of 5 sections of the Minimum Competency Exam.
- Seniors must pass the written and oral component of the Senior Project.
- Senior must have completed a total of 23.5 I.U. credits, with a minimum of 4 mathematic credits, 4 English credits, 4 history credits, and 4 science credits.
- Transfer students may apply for exemptions from the Principal.

Seniors will be placed on “senior probation” if they receive:

1. Warning notices in the 4th quarter.
2. Warning of an “unsatisfactory” in conduct.
3. A failing grade on their senior project.
4. A failing grade on their senior competency exam.
5. A suspension.

Seniors on “senior probation”, or who believe may fail any subject on the final June report card, must see the Principal for final determination of graduation status.

(See www.communityacademy.org, and click on “graduation requirements.”)

Graduates must fulfill all graduation requirements as well as have no disciplinary violations, “Unsatisfactory Conduct” in any scheduled class including SSR, in order to participate (“walk”) in graduation exercises.

Graduation requirements include course completion and grades, completion of a culminating project and results of local assessments aligned with the academic standards. It is our hope that

all students shall demonstrate proficiency in reading, writing and mathematics on either the State assessments administered in grade 11 or 12 or local assessment aligned with academic standards and State assessments under § 4.52 (relating to local assessment system) at the proficient level or better to graduate. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding. _

Senior Project Guidelines

In order to fulfill graduation requirements, seniors must complete a senior project. The Senior Project will include both a written and oral component, each comprising 50% of a total grade. In preparation for this project, seniors will work closely with their Senior Advisors and our writing teacher:

A. Written Component

Seniors will choose a topic based on their plans after graduation. Using their chosen topic, seniors must write a formal research paper. The paper must follow the Modern Language Association (MLA) guidelines and include the following:

- Cover page including title, name, homeroom, date, and intended career
- Last name and page number indicated in right-hand corner of each page
- Work cited

B. Oral Component

Using this topic and the written components as a basis, seniors must give an oral presentation using audio or visual aids, such as photographs, posters, maps, power point presentations, and a video excerpt, etc. Students MUST do their oral presentation on their assigned day.

Projects will be graded on using two 100-point scale rubrics with the scoring categories of High Pass (95 and above), Pass (94-60), and Fail (59 and below).

Students are expected to hand in the written component on time. Students who choose to hand late projects will be penalized 5 points each day it is late. Students MUST present oral presentations on the on the assigned date or they will receive a zero for the assignment and a failing grade for their project, thus putting their graduation status in grave danger.

Special Education

The purpose of the special education department at Community Academy of Philadelphia is to provide Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) to students with disabilities. At Community Academy we want to ensure that students with

disabilities find success in a regular education setting. Students may receive additional services if the Individualized Education Program (IEP) team decides they need extra help. Some of these services include speech and language therapy, occupational therapy, reading pull-outs, etc. Students who are suspected of having a disability must go through the referral process whether the teacher or the parent has a concern about the student.

Special Education - Attachment

- Special Education Policies and Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Kimberly Gallagher	1.00	Intensive Learning Support	CAP	10	none
John Mostak	1.00	Intensive Learning Support	CAP	14	none
Maria Marchetti	1.00	Intensive Learning Support	CAP	10	none
Johnna Ithier	0.10	Intensive Learning Support	CAP	6	none
Cassandra McLaughlin	0.15	Intensive Learning Support	CAP	1	none
Maureen Cooper	0.15	Learning Support	CAP	5	none
Margie Kaczor	0.20	Emotional Support	CAP	12	none
Ninoska Sabater	0.10	Emotional Support	CAP	6	none
Lisette Rivera	0.10	Emotional Support	CAP	6	none
Morgan Arbogast	0.15	Emotional Support	CAP	9	none

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Dr Elizabeth Kuh	.50	Emotional Support/Psychiatrist	CAP	8	none
Janice Williams	.75	Emotional Support/Autistic Support	CAP	5	none

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Supervisor	CAP	1.00
Special Education Coordinator	CAP	1.00
Special Education Coordinator	CAP	1.00
School Psychologist	CAP	1

Paraprofessionals	CAP	5
-------------------	-----	---

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Catapult Learning, Ed Daniels	School Psychologist	.50
Catapult Learning, Jamie Gattuso	Speech Therapist	.75
Catapult Learning, Tara Martello	Occupational Therapist	.33

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	Yes	Yes	Yes	No	No	Yes	No
Terra Nova	Yes	Yes	Yes	Yes	Yes	No	No

Student Assessment

The 2007 PSSA results will be available at www.drc-web.com/reportdelivery on the following dates:

- July 6, 2007 Grades 3-8, and 11 Mathematics, Reading, and Writing Student Data Files
- July 17, 2007 Preliminary AYP Data Files Available
- July 17- Aug. 10, 2007 PDE Responds to Appeals
- August 31, 2007 Tentative Public Release of AYP
- Aug. 20 — Sept. 7 Print reports are mailed to districts

[TerraNova results for grades 3-10 were received in late fall of 2006; however as they tested in the spring, scores for grades 1 and 2 have not yet been received.]

We use the scores on standardized tests, namely the PSSA and the TerraNova, as useful indicators of students' deficit areas and areas of focus for teachers working on bringing those students up to appropriate grade level. Under the guidance of school administration, our chief academic officer, and master teachers, we guide teachers to use the skill deficit areas as targeted goals and develop the most effective and efficient means of meeting them while adhering to the state standards.

These results, and a desire to motivate student progress, have also been an influential factor in our recent development of a five year action plan targeted at increasing students' reading, writing, speaking, and listening skills. These standardized and local tests will be useful quantifiers for measuring student progress over those five years in particular.

We typically use a review of standardized tests and a student's transcript as indicators of their current achievement level. Next year we hope to add a review of recent student progress via the Pennsylvania Value Added Assessment System (PVAAS) to monitor individual students' growth as a result of our academic program. Administrators and teachers can use the measurements to see what is working and should continue to be emphasized in our program; likewise, such results offer another means of identifying students who have not shown appropriate growth within a given time period. These students can then be redirected to one of our many academic support services.

We measure student achievement through a variety of indicators aimed at appealing to the different learning styles and multiple intelligences of our 1200+ students. As a result our teachers use a variety of assessment tools to measure student success. In addition to the more traditional quiz and test assessments, our students often are assessed on their achievement in independent projects that act as a catalyst motivating to explore their capabilities in art, public speaking, problem solving and creativity. Our K-8 students also contribute to and maintain working portfolios throughout the entire school year as another means of showcasing their achievement. At the end of each year, the materials are reassessed by the student and teacher and the student's permanent portfolio accompanies him or her into the next grade.

The intervention of failure is built into our educational framework. In the upper grades especially, we often take in transfer students who arrive with myriad achievement deficits for their appropriate grade level. Our unique "intensive learning" (IL) classes are designed to complement student needs and support individual weaknesses while adhering to standards and pushing students to overcome previous setbacks. Each class has a full-time teacher and a full-time bi-lingual teacher's aide. The success of this program in breaching achievement gaps is marked. As a result, this coming school year we are expanding to add a full time reading specialist to these classes and are expanding the grades served by two full classes to offer an IL alternative to needy students in grades 8-12.

Throughout the school year, our students are given fair warning of failure with mid-quarter progress reports mailed home to parents. In addition at least two rounds of warning notices, accompanied by appropriate parent/teacher communication, are sent to elementary and middle school students in danger of retention and to 12th grade students whose grades have jeopardized their graduation status. Open communication among student, parent, and teacher is consistently emphasized and encouraged.

In addition, all of our teachers from K-12 remain in school a full hour after classes have ended for purposes of tutoring and availability for struggling students. In the summer, an optional enrichment program is available for elementary and middle school students. On- site summer school is available for upper school students needing to make up credits to stay on their appropriate grade level or for students seeking enrichment in a certain subject.

Student Assessment - Attachment

- terra nova

Teacher Evaluation

Our teacher evaluation process is intended to provide both teachers and our students with the most favorable conditions for teaching and learning. Particular areas of focus lie in classroom

management and classroom atmosphere, instructional methods, and students' responsiveness and interest in the lesson. For purposes of Instructional II certification our evaluation form is transferred to the PDE 476 form provided by the state

Process:

At minimum, the subject-appropriate Academic Principal will observe non-tenured teachers two times each year: November and May. At minimum, tenured teachers will be evaluated one time each year in May. All formal observations will be scheduled.

The observation will take place during an entire class period. A formal post-conference will follow each observation, typically later that day or the following day. During the post-conference, the Principal will share her observations. In addition, the teacher and Principal will share their thoughts about what went on during the class, discuss any problems that arose, problem solve, if necessary, and ascertain any further support needed by the teacher.

The observation will take place during an entire class period. A formal post-conference will follow each observation, typically later that day or the following day. During the post-conference, the Principal will share her observations. In addition, the teacher and Principal will share their thoughts about what went on during the class, discuss any problems that arose, problem solve, if necessary, and ascertain any further support needed by the teacher.

Community Academy of Philadelphia believes that comprehensive, ongoing professional development is central to school improvement and student success. To that end, Community Academy of Philadelphia Staff Development promotes continuous professional growth in a supportive environment by enhancing the knowledge and skills of all faculty and staff, with the expectation that doing so will also raise the levels of student performance. In addition, the faculty and staff are advised of any professional development activities via email, newsletters, and weekly faculty/staff meetings. We also provide needs assessment forms to find out what our faculty/staff would like to learn so we can arrange the specific information sessions more effectively.

The faculty/staff development includes training that relates to instruction of students with disabilities and is designed for educators who work primarily outside of the area of special education. The staff development programs promote learning and collaborating with colleagues, reflect best practices, and be guided by the goals of the school. Instructional staff development is predominantly campus-based, related to achieving our school's performance objectives, and developed and approved by the Chief Administrative officers in conjunction with the division principal's and vice principals. Instructional staff development may include activities that enable the campus staff to plan together to enhance existing skills, to share effective strategies, to reflect on curricular and instructional issues, to analyze student achievement results, to reflect on means of increasing student achievement, to study research, to practice new methods, to identify students' strengths and needs and to develop meaningful programs for students and to appropriately implement site-based decision making.

Instructional staff development activities may include study teams, individual research, peer coaching, workshops, seminars, conferences, and other reasonable methods that have the potential to improve student achievement. In addition the school recognizes the need for teachers to take courses and/or attend conferences, in-services, seminars, workshops, non-credit professional courses and visitations directly related to their teaching. The school with the board of directors' approval has organized a professional development fund to support this ongoing development.

Teacher Evaluation - Attachment

- Teacher eval form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

There were no board or executive changes in the 2006-2007 school year. However, our elementary school principal for the past 3 years, has moved to Rhode Island at the end of the school year. We have appointed Ms. Rosa Ramos, former Principal of St. Boniface Catholic School to this position for the upcoming 2007-2008 school year.

Board of Trustees

Name of Trustee	Office (if any)
Thomas Baldino	Board Member
Nick A. Cinnali	Board Member
Loretta Crespo	Board Member (parent)
Marcus A. Delgado	Board Member
Andres Jalon	Board Member
Jack M. Fitzsimmons	Board Chairman
Joseph H. Proietta	Secretary
Frank Viola	Treasurer
Hazel Hagger	Honorary Board Member

Professional Development (Governance)

The Mission Statement of CAP articulates the school's commitment to ethical, fair, honest dealings with the entire school community. The Board by-laws, employee, manual, and the student handbook are extensions of that commitment. The students and their parents are presented a copy of the handbook each school-year and are required to present written confirmation that it has been read and understood. The handbook establishes clearly the conduct and decorum expectations for CAP students and their families. The employee manual is presented to all new employees and updated annually. Both the student handbook and the employee manual, should extraordinary circumstances or events warrant such, may be updated during the course of any school year. The by-laws are reviewed each year, but are less frequently revised. Board members and senior management are covered under the sunshine act, which requires financial disclosure statements and board meetings that are open to the public. In addition, board members must sign statements that attest that there are no conflict of interest in dealings regarding the school. In addition, *The board members have each received the "guide to Pennsylvania public official and employee ethics law."* counsel attends all board meetings and trains members on legal, ethical, (including the sunshine law) requirements of their positions.

Coordination of the Governance and Management of the School

The School's founder and CEO, who authored these systems, remains deeply involved in the operation of the school. His weekly faculty and staff meetings, as well as his day-to-day contact with school operations, ensure that our systems remain true to the School's objectives. The Board Chair is a founding member and the Board includes several members that have long-term experience with the School and its mission. The Deputy CEO and the Chief Academic Officer and Special Ed department attends monthly meetings at the SDOP

The mission driven nature of the school requires frequent and introspective reviews of policies and procedures to ensure that they are consistent with the school's philosophies and beliefs. These reviews may be as formal as those that occur during Middle States re-accreditation and Pennsylvania charter renewal examinations with the School District of Philadelphia or during less formal evaluations during the normal execution of school duties. Self-evaluation is part of the school culture.

Coordination of the Governance and Management of the School - Attachment

- Tentative Board Schedule

Community and Parent Engagement

The Board of Trustees in conjunction with the administration has the expectation of the highest professional standard of conduct for all CAP employees. In addition, CAP maintains and updates daily, our school's website [www. communityacademy.org](http://www.communityacademy.org). This website provides instant access via e-mail, to any administrator, teacher, or staff member that a parent or student might need to contact. The school has a voice message system to contact administration or faculty members. Parent/Teacher conferences are held quarterly for a face-to-face discussion of student progress. CAP provides a constant flow of information to parents, which include but not limited to conduct calendars, mid-quarter progress reports, quarterly report cards, discipline reports, uniform violations, and homework assignment sheets or copybooks.

The Board of Trustees added a parent to the board in 2005-2006 (her term expires 2008)

Throughout the year, the parents and friends of CAP are invited to various school activities. Examples of these activities would be "Grandparents' Tea", Thanksgiving Feast Celebration, "Secret Reader", which is a weekly surprise guest reader who comes to the school library and read to our Kindergarten. During the 2005-2006, Police Commissioner, including the Chief of Staff of the Philadelphia Police Dept., Deputy Commissioner of License and Inspection, Chairwoman of NFL Mothers Association, and Jacqui Rice, wife of NFL great Jerry Rice and president of the Rice Family Foundation were secret readers. This year we were fortunate enough to have several NFL mothers come out to the school for Dr. Seus's birthday. Each NFL mother read books to our elementary school students. We also invite guests from the community to come and give presentations to our students. Examples of this would be representatives from the Philadelphia Orchestra visit our students and give an overview of a musical concert they will attend at the Kimmel Center; representatives from the SPCA come and inform students on proper pet care. CAP annually holds a "Career Day" inviting professionals to come and share their careers with the student body. Opportunities for members of our various staffs, such as Retreat Day and other social activities, are created to come together as an entire group.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

2006-2007

Developmental solicitation of funding through grant proposal writing for CAPCS'

annual fund, educational, co-curricular, extra curricular, and Student support

services was the primary focus for the 2006-2007 SY.

2007-2008

CAPCS will take part in the Educational Improvement Tax Credit, enabling corporate sponsorships.

In addition there will be developmental solicitation of funding through grant proposal writing for CAPCS'

annual fund, educational, co-curricular, extra curricular, and Student support services.

Fiscal Solvency Policies

CAP maintains an open line of credit with Commerce Bank. Shortfalls and delays can also be covered by a line of credit with the Philadelphia Reinvestment fund.

Accounting System

The financial accounting system used by the school provides the necessary information to:

- Prepare financial reports that present fairly the financial position and results of financial operation of the funds and account groups of the LEA in conformity with GAAP.
- Determine and demonstrate compliance with finance-related and contractual provisions (such as subsidy calculations).

The accounting policy and procedures followed by the school are in compliance with the *Manual of Accounting and Financial Reporting for Pennsylvania Public Schools*. The School utilizes Quickbooks accounting software, which is also in compliance with the standardized chart of accounts listed in the above referenced manual. At the direction of the CEO, the school uses a zero-based budget procedure.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Revenues

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

Our school's current auditing firm is Siegal and Drossner, PC. The attached Audit report reflects year end June 30, 2006. Our next Audit is scheduled for August 30, 2007.

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

- Audit

Citations and follow-up actions for any State Audit Report

There were no citations or follow-up actions for any State Audit Report

SECTION VII. FACILITY RESPONSIBILITIES

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

BIMPROVEMENTS FOR THE 2006-2007 SCHOOL YEAR:

- Security enhancement: reconfiguring the main security station for better visibility and crowd control and the addition of a walk thru metal detector for campus visitors.
- The addition of 20 staff parking areas (LOT C)
- Upgrades to the gym sound system.
- Addition of tables in the Atrium to allow seating for 54 which can be used for academic as wells extracurricular activates.

Future Facility Plans and Other Capital Needs

IMPROVEMENTS FOR THE FUTURE:

- Acquiring of additional building for to enhance School programs such as social services and extracurricular activates such as music.
- Addition of theatrical lighting for the gym stage so that dramatic productions can be preformed.
- Addition of Acoustical panels to enhance sound quality especially for gym stage performances.
- Additional guard shack for Erie gate to be used during events.

All of the above improvements will enhance the overall education of our school.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Each student has an individual record with all pertinent data- screenings, physical exams, health history, and episodic flow sheet as required by The Department of Education. Files are kept in a locked filing cabinet.

In-service is provided by the School Nurse. In addition the nurse is present and all staff meetings should individual teacher/staff concerns should arise. Several of our faculty and staff members were given fire prevention and CPR training a full time employee of our school is also certified to train all faculty and staff with CPR. A number of faculty and staff have also been trained to use an AED (defibrillator), a life saving unit, this summer.

Our operations department has been trained to handle all equipment hazards and is knowledgeable with safety standards. We hold fire drills in school as well as on the school buses as required by law, on our own and with the local fire department. Documentation of all fire drills are kept in the administrative office

The 2006-2007 Request for Reimbursement report is not due until September 30, 2007. Attached is last years report.

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

- Wellness Policy
- Health Report
- Health Reimbursement

Current School Insurance Coverage Policies and Programs

Building	\$12,500,000
Personal Property	\$5,000,000
Ordinary Payroll Included	\$3,000,000
General Liability	\$2,000,000
Workers Compensation	\$500,000.00
Commercial Umbrella	\$7,000,000

We currently offer our employees Keystone Health Plan East (100%), Personal Choice (partial employee contribution), Deltal Dental, Paul Revere \$50,000 life insurance policy and PSERS.

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

CAP is committed to maintaining a staff growth orientation and thereby encourages staff to pursue annual growth and development goals and objectives so as to more adequately respond to the changing needs of students. The school is further committed to assisting with professional growth support in line with annual school program and curriculum objectives and individual staff development objectives. The total number of personnel for the 2006-2007 academic school years was 168. Out of the 168 employees 12 of them were either terminated, non-renewals, or resignations. The number of returning staff from 2005-2006 was 150. The CEO establishes a

school culture which fosters cooperation, encourages professional development, and empowers creating a community of leaders. The CEO promotes a philosophy of life-long learning among students, staff, and community. The faculty and staff meetings held once a week encourages high levels of participation in school level decision-making and monitors progress. The CEO creates a collaborative and proactive school culture which anticipates needs, initiates responses, and monitors progress.

The CEO recognizes and encourages the development of curricular expertise among teachers and resources and promotes sharing among staff to encourage skill development and reflection about teaching practices (e.g. team teaching). The CEO in collaboration with the Board of Directors evaluates the program and staff to determine the degree of implementation achieved and to ensure that turnover and retention patterns are studied. The progress of attainment of the school goals are monitored through program and staff evaluation procedures and the CEO actively engages in a monitoring process to assess student progress. The CEO works with teachers to develop self-evaluation procedures and professional reflection.

Quality of Teaching and Other Staff - Attachment

- ESPP Report

Student Enrollment

The school has three cadres of admission interviews. The first is in May for returning students and new students who have submitted applications from January to May. If additional students are needed, then in July admission of students with June applications are considered and in August when the remaining new applications exceed available places a lottery is held. Empty spaces are filled until March of this year. Parents who register their children must provide proof of residency, and provide other necessary information required by the state.

APPLICATION AND LOTTERY PROCEDURES

Applications are available from December to March. Applications must be submitted within this time in order to be considered. Parents/guardians must complete an application for each child they wish to enroll. They must submit the completed application along with a copy of the following:

- Proof of age (i.e. birth certificate, baptismal certificate, passport)
- Social Security card
- Proof of residency (i.e. utility bill, vehicle reg., lease, mortgage statement)

Originals will be required if the student is selected for admission. APPLICATIONS

ARE NOT SELECTED ON A FIRST-COME-FIRST-SERVE-BASIS. If applications exceed the amount of spaces available, a lottery is held. The applications are selected at random. The remaining applications will create the waiting list. The waiting list applications are not numbered. If space becomes available during the school year, the lottery is held again in the same manner. Applications are only valid for the current school year.

Kindergarten students have to be 5 years old by September 1 of the school year in order to enroll. First grade students have to be 6 before September 1 of the school year to enroll. A kindergarten Orientation is held on the first day of school with parents and kindergarten students.

Grade	Initial enrollment	# dropped	# added	transferred
K	65	0	0	3
1	62	0	0	0
2	62	0	0	1
3	93	0	0	3
4	93	0	0	0
5	93	0	3	8
6	64	0	0	2
7	67	0	0	1
8	94	0	1	6
9	88	0	2	1
10	150	0	4	9
11	156	0	5	2
12	121	9	2	5
Total:	1194	9	17	50

10 students transferred out of the Philadelphia District
 23 students transferred to Philadelphia public schools
 8 students transferred to Charter Schools
 9 students transferred to Catholic/private schools

of returning students in 07-08 SY is 1107

The enrollment trends are consistent with experience. We have always been a school for children who have slipped through the cracks of the traditional public school setting. We continue to attract children who might be characterized as “at-risk” (children whose needs and circumstances exceed what the traditional public school can or will accommodate). Students and their families are attracted by the structure, safety, and individual attention given to students. Students are also attracted by our outcomes and by the extracurricular and co-curricular programs. (I.e. overseas travel, North Carolina Outward Bound)

Community Academy of Philadelphia and its predecessor, Community High School, have always attracted “at-risk” students. The dynamic that has changed in recent years is the proportion of Philadelphia public school students that can be described as “at-risk”. The continued chaos in Philadelphia public schools — unsafe environment, where academic focus and achievement are minimized — will only increase demand for our services.

Transportation

Prior to the school year beginning the School District of Philadelphia is provided with all of the student’s names, addresses, date of birth and grade. The parents as well as CAP are informed by mail of who qualifies for transportation to and from school. Along with the letter of approval, parents are given a time and location for pick up and drop off. During arrival and dismissal times students are supervised by CAP personnel. In addition, Community Academy of Philadelphia has its own school bus for field trips and other school events that require students to be transported.

In the event that any additional busing is needed CAP personnel will contact a private busing company such as Durham.

Transportation Accommodations for special education students

Students who are eligible for special education are entitled to free transportation to school that takes account of their disability. If the child needs special transportation such as a lift bus, that service must be listed on the child's IEP and will be provided.

Food Service Program

The lunch program is overseen by the operations department. Community Academy of Philadelphia provides meals and nutrition education services to the students in grades Kindergarten to 8th. Our goal is to provide nutritious, well balanced, student preferred, and economical meals. We participate in the federal lunch program. In accordance with the regulations, meals are available for free and reduced rates to families that apply and qualify.

The food service presently has two full time employees who cover the daily operation of the day to day functions of the food service. The program is managed by the operations department and it is monitored by the administered department, which has an employee that has over five years of experience in dietary and continues in training, classes and communication with the Nutritional Development Services. Our senior food service staff member has been involved in several hours of training and seminars with the Nutritional Development Services and receives on the job training from the operations department.

We have a seven lunch period a day. Our building has two dining areas; one room is for the elementary (K to 4) and middle school (5th to 8th) students to dine. The other dining area is for high school students whose lunch is prepared by an outside vendor. CAP provides our high school students an inexpensive lunch in our cafeteria, which is staffed by Nothing But Flavors food services.

During the 2006-2007 school year the meals were prepared and packaged individually in sealed containers by the Nutritional Development Services, with three deliveries per week. It is mandatory that our staff attends several meetings a year with the Nutritional Development Services. During these meetings we discuss ways of encouraging all children to eat healthy. The program also supplies the school ideas, novelties, posters and place mats for the students to color. In addition our students receive regular classes and in the curriculum it includes healthy eating habits.

For the 2007-2008 school year CAP will be using Sodexo, a well known, well established nutritional lunch provider. Sodexo will oversee our Pre K-12 lunch program.

Student Conduct

Our discipline policy is strict and based on "broken windows" philosophy of our former police commissioner. The school also has a uniform code.

Disciplinary Code: *"Good order is the foundation of all good things." Edward Burke*

Students are expected to comply with school policies and directives and must be respectful, courteous, and attentive to teachers/staff. They must also be considerate of classmates. Parents may expect to be contacted by the teacher for episodes of misconduct or incomplete assignments. In-school suspension may be imposed upon any student who deliberately and repeatedly disrupts

a class making it difficult for others to learn or who is disrespectful to the teacher. This usually occurs after the family has been contacted at least twice regarding the problem. In-school suspension requires that a child be removed from his/her class to spend the day with administrative personnel. During the day there are assignments and counseling sessions. The first in-school suspension last for one day and is accompanied by written notification to parents and a follow up meeting. The second in-school suspension last for three days and also is accompanied by written notification and a follow up meeting. All class work missed during any suspension must be made up in its entirety. Any behavior or violation of the school rules that presents a danger to the student, other students, or adult staff will result in immediate removal from class and out-of-school suspension of up to five days. After two in-school suspensions, or one out-of-school- suspensions, a student is liable to be dismissed from the school. Parents will be personally informed that such decision is under consideration and must meet with the Dean of Students and/or Chief Administrative Officer/Principal.

Suspension/Expulsion Report

Truancy(suspensions are given to students for being truant one time)

Individual: 22 Students: 22 Duplicated: 5 # of suspensions=94

Disruption of School

Individual: 18 Students: 18 # of suspensions = 36

Verbal Argument

Individual: 7 Students: 7 Duplicated: 2 # of suspensions = 14

Repeated Violations

Individual: 6 Students: 6 # of suspensions = 12

Sexual Harrasment

Individual: 4 Students: 4 Duplicated: 18 # of suspensions = 4

Hazing

Individual: 3 Students: 3 Duplicated: 4 # of students = 3

Reckless endangering/threatning behavior

Individual: 13 Students: 12 # of students = 13

Fire Drill

Individual: 2 Students: 2 # of students= 2

Expulsions

Individual: 1 # of expulsions = 1

Student Conduct - Attachment

- Code of Conduct

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Community Academy of Philadelphia CS

Date of Local Chartering School Board/PDE Approval: 08/21/1997

Length of Charter: 5 years **Opening Date:** 09/01/1997

Grade Level: pre-K-12 **Hours of Operation:** 8am-3pm

Percentage of Certified Staff: 80% **Total Instructional Staff:** 59

Student/ Teacher Ratio: 28/1 **Student Waiting List:** 2800

Attendance Rate/Percentage: 93.91

Enrollment: 1202 **Per Pupil Subsidy:** reg. ed 7247.92, spec. ed 15,346

Student Profile

American Indian/Alaskan Native: 0

Asian/Pacific Islander: 16

Black (Non-Hispanic): 229

Hispanic: 923

White (Non-Hispanic): 31

Multicultural: 3

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 82.51%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 136

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	182	185	185	183	735
Instructional Hours	0	0	1331	1347	1347	1387	5412

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Community Academy of Philadelphia 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 Joseph H Proietta

Title Chief Executive Officer

Phone 215-533-6700

Fax 215-533-6722

E-mail jproietta@communityacademy.org

Signature of the Chief Executive Officer and Date

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

Name Jack Fitzsimmons

Title Board Chairman

Phone 215-533-6700

Fax 215-533-6722

E-mail board@communityacademy.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Cassandra McLaughlin

Title Special Education Supervisor

Phone 215-533-6700

Fax 215-533-6722

E-mail cmclaughlin@communitacademy.org

Signature of the Special Education Contact Person and Date