
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: First Phila CS For Literacy
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SECTION I. EXECUTIVE SUMMARY

Organization Description

First Philadelphia Charter School for Literacy (First Philadelphia) was granted a five year charter by the School District of Philadelphia on August 9, 2002. Five years have passed since the staff and faculty initially welcomed the children and families of the city of Philadelphia to the

school. We have just completed our third year in our new state-of —the —art facility. What was once a vandalized property at Tacony and Church Streets is now a magnificent school building and a community center. By extending the school's hours our students are able to become members of the on site Boy's and Girl's Club and participate in many extra-curricular activities. Opportunities for adults include GED, and job-readiness skills training. In partnership with another area charter school, First Philadelphia is the recipient of a 21st Century Community Learning grant. Funds from this grant further enhance the cultural and educational opportunities for our students and the greater community.

Our mission :

First Philadelphia Charter will provide a well-balanced literacy based education contributing to the formation

of life long learners and leaders of the global community.

Our core beliefs:

At First Philadelphia, the Board of Trustees, the staff, and the faculty work to support a school culture where **every** child achieves once given the right tools, environment, support and motivation. The core of the school's mission is the belief that the *key to learning is literacy*. As a result, the expectation is that after two years of instruction and regular attendance every child will have the complementary literacy skills of writing, listening and speaking that are on or above his or her grade level. Therefore, First Philadelphia is committed to providing the type of learning experiences that construct the foundation and framework that support the development of confident and literate young learners.

Our Students and Our School Program:

First Philadelphia educated over six hundred Kindergarten through sixth grade children during our fifth year. (Our plan is to add one grade per year until First Philadelphia is a Kindergarten through the eighth grade elementary school.) Bused to school from numerous city neighborhoods, our students make First Philadelphia a vibrant, culturally and economically diverse caring school community. Small class sizes, an instructional assistant assigned to every teacher and Special Education support in and out of the classroom allows for careful monitoring of student achievement. Art, Music, Physical Education, French and Latin instruction are expressive arts opportunities for every student in Kindergarten through the sixth grade. Our standards driven literacy-based — curriculum and our safe school environment, ensure every child the chance to successfully participate in a rich school experience. To support First Philadelphia's contention, that learning never stops, the school day and the school year are longer. In addition, three inter-sessions (no cost, week(s) long enhanced learning experiences, conducted by teachers and community members while the school is closed for regular instruction) are held through out the school year. These thematic driven learning opportunities offer students additional time for academic enrichment or remediation and exposure to numerous culture events and various nontraditional recreational experiences.

Aspects that make First Philadelphia Charter Unique and Innovative

First Philadelphia has also instituted the Developmental Studies Center's (DISC) Caring School Community model. This is a well- researched program designed to promote fairness, personal responsibility, kindness, and helpfulness throughout the school community. Teachers use several means to deepen students' thinking and build community. Mandatory class meetings are held in all grades. Teachers use this time to team-build, collectively make decisions, and

check in with students about how they are feeling and how their class is doing in creating a caring community. These meetings are an excellent way to involve students in the thought process of how they wish to be treated and how they want to treat others. Some activities are also designed to let students get to know each other better, thereby teaching an appreciation for differences and an awareness of the ways in which they are similar. Teachers use cooperative structures to encourage partner and group work and discussion amongst students. At First Philadelphia, we value the knowledge and experience that students bring with them to school. Therefore, we provide opportunities for students to learn from each other in the classroom. We further strive to create a caring environment through relationship building activities such as cross-grade buddies. According to DSC's research, the program has several benefits:

- In a caring and safe environment,
students are more likely to enjoy school and learning activities,
- have trusting relationships with teachers,
- and make better decisions regarding issues such as drugs or tobacco in the middle school years.

These benefits show why we have chosen to implement the Caring School Community model at our school. After five years of implementation teachers can testify to significant results. The students have improved their abilities to listen to each other, agree or disagree respectfully, and discuss issues and feelings. Our students are taking ownership for the type of atmosphere that is created in our school. A teacher coordinator on staff works to continuously develop our caring learning community.

First Philadelphia has had five successful school years. This success is a direct result of many programmatic factors which are our strengths. Some of these factors include:

- Teachers with dual credentials in regular and special education:

- Teachers with credentials as both a regular education teacher and as a reading specialists;

- Weekly professional development seminars;

- An instructional support coach for teachers;

- Staff development for classroom assistants;

- The use of the Caring School Community Program;

- Full time school nurse and Social Worker;

- An involved Founder and Board of Trustees;

- A full menu of student support services and

- Extended school day opportunities.

Strengths

In addition, First Philadelphia successfully achieved each goal as outlined:

Our Goals for the 2006-2007 Academic Year

· The development of a Kindergarten through sixth grade literacy integration and instructional guide,

· Worked to partner with the First Philadelphia Home and School Association to ensure a circle of support for the school so that student achievement and literacy is a family and community goal.

Introduce and implemented Individualized Learning Plans for every student in the school.

Conclusion~

First Philadelphia has had another successful school year. Every member of our school community can be credited for delivering a nontraditional yet fundamentally meaningful learning experience for our students and their families. With the continued dedication of our faculty, staff, families, and the surrounding community coupled with the hard work of our learners we are successfully building the academic skills so important for “achieving literacyâ€one book at a time.”

Core Purpose

Mission

School for Literacy

The new mission statement for First Philadelphia Charter

education

*First Philadelphia Charter
will provide a well-balanced literacy based*

contributing to the formation

community.

of life long learners and leaders of the global

Vision

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motivation. The core of the school's mission is the belief that the *key to learning is literacy*. As a result, the expectation is that after two years of instruction and regular attendance every child will have the complementary literacy skills of writing, listening and speaking that are on or above his or her grade level. Therefore, First Philadelphia is committed to providing the type of learning experiences that construct the foundation and framework that support the development of confident and literate young learners

Shared Values

At First Philadelphia, the Board of Trustees, the staff, and the faculty work to support a school culture where **every** child achieves once given the right tools, environment, support and motivation. The core of the school's mission is the belief that the *key to learning is literacy*. As a result, the expectation is that after two years of instruction and regular attendance every child will have the complementary literacy skills of writing, listening and speaking that are on or above his or her grade level. Therefore, First Philadelphia is committed to providing the type of learning experiences that construct the foundation and framework that support the development of confident and literate young learners

Academic Standards

(Academic)

Section II.

Annual Measurable Goal	Strategies /Interventions	Performance Indicators	Results/Progress
After two years of instruction 75% of the third graders, who started attending First Philadelphia since second grade, reading below grade level, will read at grade level as measured by the Terra Nova standardized tests.	<p>In house testing to determine reading levels</p> <p>Analyze test data</p> <p>Design daily instruction for remediation and enrichment</p> <p>Establish Saturday and Intercession classes for</p>	These below level readers will improve to at least grade level at the end of two years of attendance	<p>In house testing showed that the average below level reader improved by seven months and</p> <p>96% of our 4th graders have 2 years attendance</p>

	<p>support</p> <p>Determine timeline for post-testing</p> <p>Organize Parent Information Night</p> <p>Second grade teachers looped</p>		
<p>After four years of instruction 75% of our fifth graders will out perform their peers in Philadelphia district schools by at least 10% as measured by the PSSA and the Nova Tests</p>	<p>Long term planning for achievement</p> <p>Development of a best practices instructional Terra manual for reading</p>	<p>Fifth grade students who have attended First Philadelphia since the second grade will be successful in all subject areas in middle school</p>	<p>Implementation of strategies will begin during the 2003-2004 school year</p>
<p>After a minimum of four years of instruction 90% of our fifth graders will show improved literacy skills and no decreases from their beginning baseline data in other academic areas</p>	<p>Determining criteria for cross curricula portfolios</p> <p>Implementation of standards driven instruction and assessment</p> <p>In house testing</p>	<p>Students attending First Philadelphia since second grade or earlier will demonstrate improved academic skills as reported by a variety of traditional and alternative assessments</p>	<p>Implementation of strategies will begin during the 2003-2004 school year</p>
<p>After four years of instruction 75 %our fifth grade students will school 7 or better on the PSSA writing component</p>	<p>Implementation of a guided writing program</p> <p>Implementation of the Writer's Workshop program</p> <p>Daily journaling with prompts</p> <p>Rubrics for student, teacher and family use</p>	<p>Students in grades 1-3 will be able to assess their own writing and the writing of others using rubrics bases on writing standards.</p>	<p>Implementation of strategies will begin during the 2003-2004 school year</p>
<p>80% of all students will read at least 100 books per year</p>	<p>The 100 Book Challenge program was used.</p>	<p>Review of student reading logs to access progress</p>	<p>School-wide implementation did not occur</p>

Strengths and Challenges

First Philadelphia has also instituted DSC's Caring School Community model. This is a well-researched program designed to promote fairness, personal responsibility, kindness, and helpfulness throughout the school community. Teachers use several means to deepen students' thinking and build community. Class meetings are a time to team-build, collectively make decisions, and check in with students about how they are feeling and how their class is doing in creating a caring community. These meetings are an excellent way to involve students in the thought process of how they wish to be treated and how they want to treat others. Some activities are also designed to let students get to know each other better, thereby teaching an appreciation for differences and an awareness of the ways in which they are similar. Teachers use cooperative structures to encourage partner and group work and discussion amongst students. At First Philadelphia, we value the knowledge and experience that students bring with them to school. Therefore, we provide opportunities for students to learn from each other in the classroom. We further strive to create a caring environment through relationship building activities such as cross-grade buddies.

According to DSC's research, the program has several benefits:

- In a caring and safe environment, students are more likely to enjoy school and learning activities,
- have trusting relationships with teachers,
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These benefits show why we have chosen to implement the Caring School Community model at our school. After for years of implementation teachers can testify to significant results. The students have improved their abilities to listen to each other, agree or disagree respectfully, and discuss issues and feelings. Our students are taking ownership for the type of atmosphere that is created in our school. A teacher coordinator on staff works to continuously develop our caring learning community.

First Philadelphia has had four successful school years. This success is a direct result of many programmatic factors which are our strengths. Some of these factors include: Teachers with dual credentials in regular and special education:

1. Teachers with credentials as both a regular education teacher and as a reading specialists;
3. Weekly professional development seminars;
4. An instructional support coach for teachers;
5. Staff development for classroom assistants;
6. The use of the Caring School Community Initiative;
7. Full time school nurse and guidance counselor;
8. A Behavior Specialist;
9. An involved Founder and Board of Trustees and

10. Extended school day opportunities.

Strengths

In addition, First Philadelphia successfully achieved each goal as outlined:

Our Goals for the 2006-2007 Academic Year

-
- **The development of a Kindergarten through fifth grade literacy integration and instructional guide,**
- **Work to partner with the First Philadelphia Home and School Association to ensure a circle of support for the school so that student achievement and literacy is family and community goals.**
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SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Head of School selected members for the various sub-committees of the Strategic Plan for Progress project. Each member has a specific skill, experiences or insight that will enhance the committee they were selected to serve. Since having ample time for each committee to meet in order for meaningful and productive meetings can occur the following schedule was developed.

- One staff development meeting per month is dedicated to committee work.
- Release time is given to committee members once per quarter.
- Two all day Saturday committee meetings are held twice a year.
- Meeting notes are shared via email with committee members.
- Committee summary reports are shared with the stakeholders annually.
-

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Kristine Margargee	First Philadelphia Charter	Administrator	Head of School
Rachel Smith	First Philadelphia Charter	Administrator	Head of School
Stacey Cruise Clarke	First Philadelphia Charter	Administrator	Self

Goals, Strategies and Activities

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Activities

1. A manual was completed over the summer, the CDM model (named after the SAC team members who coordinated this effort: Cruise, Donahue and McBride). *Since teacher input and feedback are needed for successful implementation, this manual is to be considered a working draft.*

2. A school schedule was coordinated to structure literacy blocks of time through out the school day so that implementation can occur.

3. A two-week summertime staff development seminar was conducted for the classroom assistants

to provide literacy training, reading strategies training and child development workshops as a requirement for employment and the No Child Left Behind Act.

4. A decision to blend The Making Meaning reading comprehension program with the current reading series across all grades was made.

5. A summer institute to introduce the CDM was organized for all professional staff.

6. Further professional development sessions, a time line for implementation, coaching sessions and a informal observation schedule will be developed by late September.

7. A teacher review committee will be organized to meet monthly to provide suggestions, feedback and discussion for improvement and what is working with the CDM model starting in October.

8. Starting in April revisions for improvement and enhancement of the CDM model will begin.

Strategy II

Provide the Reading Coordinator with an assistant to further meet the needs of students and teachers.

Activities:

1. A job description for a reading support assistant was determined.

2. Interviews were conducted and a candidate was selected.

3. Professional development conducted by the reading Coordinator will be ongoing for the assistant

Strategy III

Develop a school wide reading incentive to promote reading for pleasure.

Activities:

1. Coordinate a challenge to the whole school (staff and students) to read 7500 books before the winter holiday break.
2. Organize a pep rally to launch this effort
3. Create motivational strategies and displays to keep the program going
4. Determine what the CAO will do once the school has met this goal

B. Make Perfect School Attendance a Family Goal

Strategy IV

Inform/ remind families that research shows that students who miss time in school have less academic success. As a elementary school we are responsible for providing the foundation that will lead to future academic success therefore good attendance is needed. Communicate to families that the attendance rate at First Philadelphia does not meet the state standard of 95%. For the 2002-2003 school year the rate was 92%

English Language Learners

Our school has a plan for English Language Learners however it has never been implemented. Therefore the effectiveness of the program has not been established. The program follows the recommended guidelines and standards as detailed by the Pennsylvania Department of Education. In addition to those activities our students would have lunchtime dates with our certified ESL teacher. This would give the children a chance to practice their language skills in a casual social situation.

Graduation Requirements

Our school is an elementary program.

Special Education

- When parents/guardian feel that their child may qualify for special education they may initiate testing procedures.
- The school has 60 days to start testing.
- Once testing is complete a report is prepared.
- A meeting is held to determine placement.
- If an IEP is needed one is generated based on the input of the family and the Interdisciplinary Team.
- Procedural safeguards are made available.
- A NOREP is generated
- If the school initiates testing then permission to evaluate is generated.
- Mediation is available for any disputes.

Special Education - Attachment

- Special Education

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Bernadette McLaughlin	100	Resource Room	First Philadelphia	20	Reading and Language Arts

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Therapy Solutions	100	speech,PT,OT	First Philadelphia	62	all services provided at the school

Special Education Program Profile - Chart III

Title	Location	FTE
Dr. Alice Hausbrouck	First Philadelphia CS	.25

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Solutions	Related Services	40

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

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

Student Assessment

All testing data is reviewed several times per year. Test data determines and drives instruction. Data on each student is passed on from teacher to the next teacher. Weak skills by grade are reviewed as a whole team approach for remediation.

Teacher Evaluation

- a) The main features of the evaluation plan are- Professional Knowledge, Classroom Environment/Climate, Communication Skills, Instructional Strategies and Professional Development
- b) All teachers and staff are evaluated by the Board President, Head of School and assistant Head of School.
- c) The evaluators are certified principals. The school administration developed the evaluation tool . This tool is based on Blooms Taxonomy.

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

During the 2006-2007 school year a new Assistant Head of School for curriculum and instruction was hired as part of the administrative team.

Also a new Assistant Head of School for student services was hired as an addition to our administrative team.

These additions added to the overall effectiveness of the day to day operations of the school.

Board of Trustees

Name of Trustee	Office (if any)
Leonard Lebowitz	Member
John MacDonald	Vice President
Karen DelGuercio	Treasurer
Gerald L Santilli	President
Barbara Braman	Member
Barbara Saunders	Member
Sharon Dennison	Member

Anita Kaiser	Member
Karin Coger	Member

Professional Development (Governance)

The Board of Trustees is comprised of veteran and experienced professionals Foundations Inc. did the initial formal board training during the 2003-2004 school year.

Coordination of the Governance and Management of the School

Governance

The Board is ultimately responsible for the fulfillment of the goals and regulations outlined in the charter application. It oversees the budget, school staff and the Head of School.

Board of Trustees

Meeting and Presentation Schedule — 2006/07

Tuesday, October 17, 2006	Special Education Plan
Tuesday, November 21, 2006	Intersession Plan
Tuesday, January 16, 2007	Professional Learning Community
Tuesday, February 20, 2007	Middle School Curriculum
Tuesday, March 20, 2006	School Climate
Tuesday, April 17, 2007	Arts & Culture Program
Tuesday, May 15, 2007	Budget 2007-2008

Community and Parent Engagement

The Board members have supported the school by attending all major functions sponsored by the school.

The Board encourages public comment during board meetings to promote a sense of community and collaboration with families.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

There were no major fundraising for the 06-07 school year. For the 07-08 school year, the Foundation that owns the schools building has contracted with fundraising consultants and a grant writer to raise funds for the school. Tentatively an annual appeal and gala are being discussed.

Fiscal Solvency Policies

The school has maintained a positive fund balance through the use of a budget model, which will continue to be used for the next five years of the charter to ensure fiscal solvency. The Head of School and Chief Financial Officer, as well as the Board of Trustees, openly discuss plans for the school, and before putting anything into effect, ensure that the current and future budgets will be able to maintain any changes. A five year budget model is ready at all times and any updates to the current budget automatically adjust future years, while taking into account inflationary increases and trends in educational spending.

All of this is tracked in an accounting system that conforms with GAAP, and every fiscal year an independent auditor review the school's records.

Accounting System

The charter school used Quickbooks for the 2006-07 school year and will start off 07-08 with the same accounting system. During the course of the 07-08 year, new accounting systems will be researched and hopefully will be in place by the end of the school year. Quickbooks is currently set up to incorporate the State Chart of Accounts under GAAP accounting.

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

The audit firm used is Yampolsky, Mandeloff, Silver, and Ryan CPA's located in Philadelphia PA. The last audit completed was for 2005-06 school year (report ending June 30th 2006) and the audit firm is once again engaged for the 06-07 school year audit. The auditors issued an unqualifying opinion with no findings, or suggestions.

Citations and follow-up actions for any State Audit Report

Not applicable.

SECTION VII. FACILITY RESPONSIBILITIES

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

The charter school did not have any large acquisitions of furniture or computers except to replace broken items. The Foundation that the school rents the building from, purchased a parking lot across the street in October of 2006 and is currently participating in a bond deal to finance a 24,000 square foot addition onto the school that is projected to be completed in May of 2007. The "Fine Arts Center" will incorporate a 700 seat two level auditorium with stage and orchestra pit, a science lab, 2 lecture halls (that double as the upper level of the auditorium), 9 regular classrooms, teachers prep room and lounge, guidance counselor office, IT consultant office and server area, and mini conference room.

Future Facility Plans and Other Capital Needs

The school is expanding in size, not population, to accommodate for the addition of a 7th grade class in 07-08 and an 8th grade class in 08-09. The Foundation that the school rents the building from, purchased a parking lot across the street in October of 2006 and is currently participating in a bond deal to finance a 24,000 square foot addition onto the school that is projected to be completed in May of 2007. The "Fine Arts Center" will incorporate a 700 seat two level auditorium with stage and orchestra pit, a science lab, 2 lecture halls (that double as the upper level of the auditorium), 9 regular classrooms, teachers prep room and lounge, guidance counselor office, IT consultant office and server area, and mini conference room.

The school has maintained a positive fund balance through the use of a budget model, which will continue to be used for the next five years of the charter to ensure fiscal solvency. The Head of School and Chief Financial Officer, as well as the Board of Trustees, openly discuss plans for the school, and before putting anything into effect, ensure that the current and future budgets will be able to maintain any changes. A five year budget model is ready at all times and any updates to the current budget automatically adjust future years, while taking into account inflationary increases and trends in educational spending.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

This submission for the Request for Reimbursement and the Wellness Policy were completed. The school will send a hard copy of both documents since we are unable to download these documents successfully for this report.

Current School Insurance Coverage Policies and Programs

The school provides Medical, Dental and Life Insurance to all full time employees. Keystone is offered with no payroll deductions and a 5/10/25 prescription plan effective immediately from first day of employment. Personal Choice is offered to Executive level employees at no cost and to all other employees after three years of service with a 3% of rate opt up. Personal Choice carries the 5/10/25 prescription plan as well. Both plans carry vision and have \$10 copays for PCP and \$20 copays for specialists. Dental is provided by United Concordia effective immediately from first day of employment. Basic Life insurance is offered through the Hartford for a 10,000 dollar policy. All insurances are valid only for full time employees. Employees who Opt Out of Insurance coverage are offered 1800 dollars per year in their paycheck. Employees are also covered by disability insurance and workman's compensation through the Hartford.

The School carries the following Liability insurance levels:

General Liability: Each occurrence 1,000,000
 General Liability: Damage to rented premises 300,000
 General Liability: Med Exp any one person 10,000
 General Liability: Personal and Adv Injury 1,000,000
 General Liability: General Aggregate 2,000,000
 General Liability: Products-Comp/Op Agg 2,000,000
 Automobile Liability: Hired Autos, Not owned Autos 1,000,000
 Excess/Umbrella Liability: 15,000,000
 Property Insurance: 630,000 contents limit

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Name of employee (List all names in alphabetical order)	Areas of Certification Type of Certificate	Gradees Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignment	Percentage of Time in Certified Position	Percentage of Time in Not Certified
Adelman, Robyn	62	4	Elementary	8	100%	
Bannon, Carrie	62	K	Elementary	8	100%	
Baumann, Lisa	62	K	Elementary	8	100%	
Beegle, Chad	61	K-5	Music	8	100%	
Biegler, Carrie	61	K-5	Art	8	100%	
Bolognone, Stephen	61	5	Elementary	8	100%	
Calvo, Stephanie		4	Elementary	8	0%	
Clark, Chris		K-5	Physical Education	8	0%	
Cohen, Marc	61	4	Elementary	8	100%	
Crain, Rick	61	6	Elementary	8	100%	
Decker, Tracy	61	K-5	Music	8	100%	
Dowd, Michelle	62	5	Elementary	8	100%	
Dunham-McBride, Chellise	62	K-5	Elementary	8	100%	
Grugan, James	61	6	Elementary	8	100%	
Hausch, Timothy	61	5	Elementary	8	100%	
Hendershot, Lynn	61	K	Elementary	8	100%	
Homza, Betty	61	K-5	Library	8	100%	
Smith, Deborah	61	K-5	Reading Specialist	8	100%	
Jay, Margo	Private School Certified	1	Elementary	8	100%	
Lanza, Frances		K-5	World Language	8	0%	
Lyon, Marguerite	62	k	Elementary	8	100%	
McAneny, Jennifer		3	Elementary	8	0%	

McLaughlin, Bernadette	62	k-5	Special Education	8	100%
Murphy, Jennifer	61	2	Elementary	8	100%
Norton, Kelly	61	1	Elementary	8	100%
Pinto, Amy		4	Elementary	8	0%
Putro, Roxanne	61	2	Elementary	8	100%
Rowley, Shannon	61	3	Elementary	8	100%
Sanchez, Rose	62	3	Elementary	8	100%
Skoczylas, Joyce	32	K-5	School Nurse	8	100%
Somers, Ira	61	3	Elementary	8	100%
Steinberg, Dana	61	1	Elementary	8	100%
Stokes, Kimberly	62	2	Elementary	8	100%
Sussman, Jodi	32	K-5	Counselor	8	100%
Viscontto, Victoria	61	4	Elementary	8	100%
Volpe, Marlene	62	1	Elementary	8	100%
Weaver, Wendy	61	4	Elementary	8	100%
Williams, Shanna		2	Elementary	8	0%
Yeh, Jackie	61	2	Elementary	8	100%
Donohue, Jennifer	83	K-5	Administrator	8	100%

Student Enrollment

Student Enrollment-

Kindergarten and First Grade admission policy is based on age requirements. Students entering Kindergarten must be 5 years old by September 1st. First grade students must be 6 years old by September 1st. As with all students, Kindergarten and First Grade students must be residents of Philadelphia.

We have found that student turnover took place for the following reasons:

Students were from a military family that moved due to deployment.
 Families moved from Philadelphia area.
 Parents did not support the mission of the school and chose to withdraw
 Parents did not support the discipline policy of the school
 Parents were unable to afford the after school

We have found that student retention took place for the following reasons:

Parents and student were happy with their child's success
 Parents and students were happy with the academic program
 Parents and students were happy with the discipline policy
 Parents appreciate the intersessions and longer school day and year.

Transportation

- The School District of Pennsylvania provides transportation services for the first and second graders attending the school. During the 2002-2003 school year no accommodations for transportation were made for special needs children.

Food Service Program

The School District of Philadelphia provides the food service for our students. Our school participates in the free and reduce lunch programs for low income students. We serve breakfast to the students in before care.

Student Conduct

a)

In order to create an environment for positive student development and achievement which enhances learning and leads to success in school, we have established number of "Expectations for Student Behavior". These expectations may be divided into two categories-those that apply to academic endeavor and those that apply to student behavior. Compliance with these foster positive and productive behavior.

Areas:

- Demonstrate respect for and property
- Take responsibility for their own behavior and learning
- Use time and other resources responsibly
- Share when working as a member of a group

Infractions

Severe Behavior Problems

- Fighting
- Vandalism
- Drug/Tobacco
- Weapons
- Stealing

Consequences

- Phone call to parents
- Parent Conferences
- Referral form to parents\
- Recess time out
- Suspension
- Expulsion

b)

- 67 students were involved in 136 suspensions
- 109 students were involved in 276 after school detentions
- 2 students were expelled

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: First Phila CS For Literacy

Date of Local Chartering School Board/PDE Approval: August 9, 2002

Length of Charter: 5 years **Opening Date:** September 8, 2002

Grade Level: Kindergarten-8th grade **Hours of Operation:** 8:30-3:30

Percentage of Certified Staff: 90% **Total Instructional Staff:** 38

Student/ Teacher Ratio: 24:1 **Student Waiting List:** 187

Attendance Rate/Percentage: 94%

Enrollment: 685 children **Per Pupil Subsidy:** regular- 8,701 special ed- 15,309

Student Profile

American Indian/Alaskan Native: 0%

Asian/Pacific Islander: 5%

Black (Non-Hispanic): 30%

Hispanic: 15%

White (Non-Hispanic): 30%

Multicultural: 20%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 86%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 97

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	180	180	0	0	360
Instructional Hours	0	0	1165	1165	0	0	2330

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

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

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

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

Board President

Date

Chief Executive Officer

Date

2007 - 2008 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Stacey Cruise Clarke

Title Head of School

Phone 215-743-3100

Fax 215-743-9877

E-mail SClarke@FIRSTPHILADELPHIACHARTER.ORG

Signature of the Chief Executive Officer and Date

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

Name Gerald Santilli

Title President of the Board

Phone 215-743-3100

Fax 215-743-9877

E-mail GSantilli@Philadelphiacharter.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Bernadette McLaughlin

Title Special Education Coordinator

Phone 215-743-3100

Fax 215-743-9877

E-mail BMclaughlin@firstphiladelphiacharter.org

Signature of the Special Education Contact Person and Date