
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: Folk Arts-Cultural Treasures CS
Address: 1023 Callowhill St
Philadelphia, PA 19123
Phone: (215) 569-2600
Contact Name: Deborah Wei

SECTION I. EXECUTIVE SUMMARY

Organization Description

The Folk Arts-Cultural Treasures Charter School opened in September of 2005 with a mission to provide children with an academically strong education that fosters a love of learning and engages students with their own cultures and

communities as well as others in our city, country and world. Located in the city of Philadelphia's Chinatown community, FACTS brings to Chinatown a publicly-funded institution dedicated to the children of Philadelphia. FACTS serves a very diverse population of elementary students who come from many different backgrounds. Our student body is comprised of Chinese, Cambodian, Vietnamese, Indonesian, Lao, Puerto Rican, Mexican, African, African American and European American students. Ninety percent of our students qualify for free or reduced lunch, and 96 (out of 337) qualify for ESL services. This year we served grades K-6. Next year we will expand to K-7.

Core Purpose

Mission

The Folk Arts and Cultural Treasures (FACTS) Charter School is rooted in the philosophy that we, as scholastic leaders, should provide children with an academically strong education that fosters a love of learning and engages students through cultural awareness. Our mission is to unite children of diverse cultures and communities from various communities through a shared commitment to intellectual pursuits and academic integrity. FACTS offers our children a joyful place where they can learn to think critically and acquire a respect for culture and folk arts as they are powerful resources. As such, FACTS provides children with an exemplary education that utilizes traditional arts and cultures found within their own and neighboring communities as the catalyst for critical inquiry and community engagement. Based in Philadelphia's Chinatown community, FACTS extends to students an education founded on high academic standards and community reciprocity that incorporates and respects our students and their families. It is our goal to instill in our students a cultural and communal awareness that informs them of their role as active participants for a just society.

Vision

FACTS embodies a unique and focused vision of arts-based education centering specifically on folk arts. The arts act as a keystone in the life and culture of the school as they embody the ideals which are most meaningful to the community they represent. Just as children need to be physically healthy, they need to be culturally healthy as well. Folk arts serve as a vehicle to bridge children to their elders, school to its communities, and members of the school community to one another.

We have high aspirations for all our students. FACTS recognize that factual content and academic skills are embedded in the life experiences of our students, their families, and the communities in which they live. We recognize that our ambitions for their development as whole human beings and contributing citizens are intertwined with and interdependent upon the experiences that our students face in their homes and their communities. Therefore, FACTS seeks to create a learning environment that embraces these communities and the wisdom they contain. FACTS will build our community:

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- by weaving folk arts and folk traditions into the fabric of our school;

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- by utilizing site-based learning and actively encouraging participation from parents, artists, and community members in creating the culture and traditions of the school;
- and by modeling life-long learning as we continually assess our work, strive for improvement, and learn from our experiences and the best practices of others.

Shared Values

FACTS believes in providing children with a strong academic program that is marked by high standards, supports inquiry-based learning, and incorporates innovative research-based pedagogy. By 2010, we intend to meet all AYP accountability goals within our 5 years of operation. As such, the FACTS faculty and staff are committed to achieving the academic goals outlined in this report.

Academic Standards

For its core academic program, FACTS uses a nationally recognized teaching model called Project CHILD (Changing How Instruction for Learning is Delivered). Project CHILD is a research-based teaching and learning system for grades K-6, which emphasizes multiple learning styles in the core areas of reading, writing, and mathematics. (To learn more about Project Child, visit <http://www.ifs.org/child.htm>). In addition, FACTS utilizes Singapore (or International) Math in our math program. Also, we offer Mandarin Chinese to all children beginning in kindergarten. In doing so, we expect children who begin with us in kindergarten to reach intermediate levels of proficiency by the time they exit 8th grade.

Strengths and Challenges

In our second year of operation we are still defining and developing areas we strive to improve. However, the academic achievements FACTS has attained was made possible, in part, by the formation of community and parental relations and outreach. This is evidenced by the enrollment of the maximum number to students within our charter. All grades currently have enrollment waiting lists for next year. There was a formation of a Home and School Association that has monthly meetings to discuss the needs and means to achieve the needs of the students and the school. Another area of strength was our daily attendance rate over 90% this school year. However, we would like to continue improving the attendance rates among the African American subgroup. The participation rate on the PSSA was over 95%.

Key data such as PSSA performance data was made available to us for the first time this year. The data indicated that all grades and all subgroups in reading and math needed improvement. We are striving to achieve AYP targets by 2010. We hope to make the AYP target by making modest improvements of 5-7% increases in scores. Overall, our student attendance rates are very good.

Our data analysis of the PSSA reveals that the subject which requires the most improvement is Reading. Third grade showed a 34% proficiency in Reading with proficiency in 32% of the black subgroup and 38% of the Asian subgroup. The male/female proficiency was 36% and 37% respectively. In grade four 28% were proficient with 6% of the black subgroup and 52% of the Asian subgroup as proficient. The male/female proficiency rate was 32% and 23% respectively. Grade 5 had a 22% proficiency rate with 15% of the black subgroup and 13% of the Asian subgroup as proficient. The male/female proficiency rate was 22% and 14%

respectively. Our data reveals that all grades and subgroups showed a need for improvement in fundamental comprehension and reading skills in fiction and non-fiction text. As such, the most important instructional priority lies in improving the reading content area with an emphasis on improving the black subgroup which was the lowest scoring subgroup. Also, we find that the difference between male and female proficiency rates is an area which we wish to address and improve in our curriculum.

In relation to the Reading scores, our math scores were generally better. Grade 3 showed a 64% proficiency rate with 48% of the black subgroup and 72% of the Asian subgroup as proficient. The male/female proficiency rate was 73% and 52% female respectively. Grade 4 showed 34% proficiency with 6% of the black subgroup and 62% of the Asian subgroup as proficient. The male/female proficiency rate was 44% and 17% respectively. Grade 5 showed 27% proficiency with 8% of the black subgroup and 44% of the Asian subgroup as proficient. The male/female proficiency rate was 35% and 14% respectively. Data reveals that we made the AYP target in grade 3. The areas requiring improvement in Math were computation and data analysis. The data analysis problems are directly linked to the issues in reading skills. As such, the instructional issues we strive to improve in both Math and Reading corresponds with one another. Overall, the PSSA data analysis of the proficient correlates with the Terranova test data analysis.

FACTS is comprised of a large population of Asian ELL students. Although the Asian subgroup scored higher in both Reading and Math, it must be noted that the ELL students are also a priority group to be serviced in both Reading and Math. ELL students receive pull-out services in small groups based upon their English proficiency and academic needs.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

This preliminary plan is the result of diligence and hard work put forth by the school district's many stakeholders: teachers, parents, administrators, support staff, and community members. Committees began to meet at the beginning of the summer of 2007 and will continue to meet throughout 2007 to create the components of this Strategic Plan. The finished plan will represent a synthesis of broad and varied perspectives. Five action plans are in development for the following areas: Enhancement of the Professional Learning Community, Enhancement of Student Achievement, Improvement of Curriculum and Assessment, Enhancement of Instruction, and Improvement of Community, Parent and Staff Relations. The Strategic Planning Steering Committee will complete the plans.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Alex Wong	Business Manager	Administrator	Board
Bret Flaherty	FACTS Board of Trustees and Parent	Board Member	Board
Deborah Kodish	FACTS Board of Trustees	Board Member	Board

Deborah Wei	Principal / CEO	Administrator	Board
Ellen Somekawa	Parent	Parent	Principal/CEO
Germaine Ingram	FACTS Board of Trustees	Board Member	Board
Hao-Li Tai Loh	FACTS Board of Trustees	Board Member	Board
Max Klink	Teaching and Learning Specialist	Elementary School Teacher	Principal / CEO
Ming Chau	Technology Representative		Principal/CEO
Neeta Patel	Operation Manager	Administrator	Board
Pheng Lim	Teaching and Learning Specialist	Middle School Teacher	Principal/CEO
Suzanne Lee	Teaching and Learning Specialist	Special Education Representative	Principal/CEO

Goals, Strategies and Activities

Goal: MATHEMATICS

Description: At least 48.67% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Analysis of PSSA Data

Description: Staff will examine and analyze 2006-2007 PSSA Math Data in relation to subgroup performance and performance indicators. Staff will look at classroom performance trends in mathematics.

Activities:

Activity	Description	
Initial PSSA Math Data Analysis	Analyzing 2006-2007 PSSA Math Data in relation to subgroup performance and performance indicators. Analyzing educational trends in math classrooms.	
Person Responsible	Timeline for Implementation	Resources
Deborah Wei	Start: 8/29/2007 Finish: 8/29/2007	\$3,400.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
7	1	34
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Folk Arts - Cultural Treasures Charter School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Having just received the 2006-2007 PSSA Data, this session will be the		<i>For classroom teachers, school counselors and education</i>

<p>first introduction for FACTS new and returning faculty regarding student performance data. Faculty will participate in activities that focus on data analysis of performance indicators and NCLB subgroup performance. Faculty will also work jointly to develop best practices and strategies for meeting the targeted needs of students. Data will be used to identify at risk students in particular who will be recognized as in need of supplemental instructional services. Teachers will work together to fine tune their Understanding By Design lesson plans and curriculum maps to reflect the indicated skill and performance benchmarks.</p>		<p><i>specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 	<ul style="list-style-type: none"> • Mathematics

specialists	6-8) • Elementary (grades 2-5	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Journaling and reflecting 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans 	

Goal: READING

Description: At least 57% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Analysis of PSSA Data

Description: Staff will examine and analyze 2006-2007 PSSA Reading Data in relation to subgroup performance and performance indicators. Staff will look at classroom performance trends in reading.

Activities:

Activity	Description	
Initial PSSA Reading Data Analysis	Analyzing 2006-2007 PSSA Reading Data in relation to subgroup performance and performance indicators. Analyzing educational trends in reading classrooms.	
Person Responsible	Timeline for Implementation	Resources
Deborah Wei	Start: 8/30/2007 Finish: 8/30/2007	\$3,400.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
7	1	34
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status

Folk Arts - Cultural Treasures Charter School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>Having just received the 2006-2007 PSSA Data, this session will be the first introduction for FACTS new and returning faculty regarding student performance data. Faculty will participate in activities that focus on data analysis of performance indicators and NCLB subgroup performance. Faculty will also work jointly to develop best practices and strategies for meeting the targeted needs of students. Data will be used to identify at risk students in particular who will be recognized as in need of supplemental instructional services. Teachers will work together to fine tune their Understanding By Design lesson plans to reflect the indicated skill and performance benchmarks.</p>		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area

<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Journaling and reflecting 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans 	

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

FACTS uses a nationally-recognized teaching model called Project CHILD (Changing How Instruction for Learning is Delivered) as the core academic program. Project CHILD is a research-based teaching and learning system for grades K-6 which emphasizes multiple learning styles in the core areas of reading, writing, and mathematics. (To learn more about Project Child, visit <http://www.ifs.org/child.htm>)

In each teaching team, teachers take responsibility for one of the three core areas - reading, writing or mathematics. Each of the three subject areas is taught across three grades in both the primary (K-2) and intermediate (3-5) clusters. For example, a primary cluster reading teacher will teach reading to a kindergarten class, then to a first grade class, and then to a second grade class. Science and social studies are incorporated in the program. This allows for teachers to specialize in a particular content area and to fully understand how skills and concepts are scaffolded upwards over three years. Also, CHILD allows for teachers who share students within a cluster to work collaboratively in teams and focus teacher discussion on mutual children. Project CHILD emphasizes the importance and strength of teacher collaboration. Teachers within each cluster (primary and intermediate) work cooperatively to support and build their instructional programs. All teachers participate in weekly structured cluster meetings where joint planning and unit-culminating activities are discussed. In addition, this structure enables teachers to observe and provide feedback on fellow colleague's work. Also, Project CHILD allows students to develop long-term relationships with a group of teachers over three years, utilizing the advantages of looping. The program allows for teachers to gain and maintain a fuller understanding of their students within the three year span. Furthermore, the academic program focuses on integrated teaching units divided into six week intervals. Each teacher utilizes direct instruction in their subject area and trains students to work independently at six learning stations within the classroom. The work stations focus on different skills and learning styles. The goal of the six-station concept is to accommodate and focus on multiple ways of learning a particular skill or concept. Overall, we believe that Project CHILD benefits both

students and teachers in a myriad of ways by promoting the values of community rooted in sharing, participation, and fellowship.

Reading

FACTS utilizes a balanced literacy approach to reading, incorporating shared reading, guided reading and independent reading in the classroom. We emphasize phonemic awareness, vocabulary, fluency and comprehension in the reading program. FACTS uses DRA's as a means to assess student reading levels. DRA's are administered three times a year. FACTS utilizes Scholastic books in its guided reading program and promotes the 100 Book Challenge for its independent reading program. Our reading curriculum is outlined within Project CHILD unit guides.

Math

FACTS utilizes Singapore Math as its curriculum. Singapore students who scored top in [TIMSS](#) (Trends in International Mathematics and Science Study) 1995, 1999 and 2003 were all using the Primary Mathematics series which has been adapted for use in the US. On the basis of the TIMSS results, the Primary Mathematics series is a time tested and documented math success story. For this reason, FACTS has employed the Singapore Math program into our curriculum. We find that Singapore Math is a balance between drill and creative problem solving. The Singapore approach moves along to more abstract math concepts in a highly rational way. The Singapore approach also encourages problem solving skills and creative thinking that is integral to our institution. The strong point of Primary Math is the way basic concepts are presented. There is always more than one approach, and the workbooks are instrumental in making sure the information is generalized. There are 'Practice' and 'Revision' that serve as unit tests at the ends of chapters and sections. There is a mix of drill, word problems and mental calculation instruction connected to all important concepts. An initial gap analysis was conducted by our teachers to compare Singapore Math to the Pennsylvania math standards. There were two identified gaps — one in presentation of negative numbers and one in statistics. Teachers have developed additional units to address these issues at FACTS.

Science

FACTS implements a combination of Singapore Science textbooks and Foss Discovery Science Kits. Students were engaged in science inquiry learning. FACTS has identified science instruction as an important area for professional development for the 2006-2007 school year. Fifteen teachers from FACTS also participated in PDE's Science-It's Elementary program in the fall of 2006 and spring of 2007.

Social Studies

FACTS integrates social studies into the literacy block in grades K-4 with the exception of geographic skills. For this area of social studies, FACTS apply materials from Nystrom. In addition, in 5th grade, FACTS utilizes the first 4 books in the series [A History of US](#) by Joy Hakim (Oxford University Press). Sixth grade social studies is devoted to World Cultures and utilizes a teacher created curriculum which uses Nystrom atlases.

Support for students performing significantly below standards in literacy and math skills

FACTS currently has a sliding scale fee after school program for parents and is pursuing grants which will allow FACTS to serve students after school for free in order to help struggling students. In addition, teachers offer tutoring and support during lunch and prep periods. FACTS served as host to 20 high school volunteer tutors and student teachers from 3 area colleges and universities

who also assist in providing one on one tutorial support for students who are below standard. Our Project CHILD structure also promotes differentiation and accommodations within the implementation of learning centers for students.

FACTS has a CSAP process that requires the CSAP teams for each grade cluster (K-2 and 3-5 and 6) to meet once a week and to provide timely recommendation for struggling students. Accommodations are implemented in Tiers 1 and 2 with testing for special needs available at Tier 3. Students who are found eligible for an IEP or NOREP are provided services as recommended.

Rigorous Instructional Program - Attachments

- Induction Approval
- Professional Education Approval

English Language Learners

EESL Guidelines

Students are tested for entry into ESL services based on the result of the home language survey.

Maculaitis Testing

The MAC II is the primary criteria for entering and exiting ESL services, but is not the sole determining factor. The MAC II tests students across four domains -listening, speaking, reading and writing- at the appropriate grade level. The results of the MAC II indicate the English proficiency level of the student: Basic Beginner, Beginner, Low Intermediate, High Intermediate and Advanced.

Students who receive a passing score on the MAC II but who do not achieve a score of at least high intermediate in each of the four domains will remain in ESL services, and will receive assistance in the deficient domain(s).

Students will be tested using the MAC II once a year. Students completing grades K,1,3, and 5 will take the appropriate level MAC II test in the spring as well as the next appropriate grade level test in the fall, to ensure their scores reflect their current grade level. Students at these grade levels will not be exited from ESL services until they have taken the next level of MAC II testing in the fall. This ensures that students English skills meet the academic demands of higher grade levels.

Reassessment, Exiting and Monitoring of ESL Students

Exiting of ESL services will be based on multiple criteria, to include:

1. Standardized test results

- MAC II: overall passing score and a score of at least high intermediate in each of the four test domains (listening, speaking, reading, writing)

- SELP

- TerraNova

- PSSA

2. Teacher observation and anecdotal records

3. Portfolio evaluation

4. The WIDA was administered in the spring of 2007 and the data provided by the test will be used beginning in the fall of 2007

Students who exit ESL services will be monitored for two years and can reenter the program at any time based on the multiple criteria listed above.

Kindergartners who enter the ESL program will not be exited until the 2nd grade Spring MAC II test has been administered, to ensure they have developed grade level social and academic English language skills, and to avoid reentry into the program as academic demands increase in third grade.

An ESL student with an IEP may be exited based on the criteria set forward in the IEP. After exiting, the student will be monitored to ensure their needs are not based on English language issues.

ESL students cannot be categorically excluded from gifted/talented or other specialized programs.

ESL students can qualify for multiple services, for example and ESL student with special education needs would receive both services.

English Language Learners - Attachment

- ELL Report

Graduation Requirements

Not Applicable for FACTS charter School. We are a K-7 school.

Special Education

In 2006-2007, FACTS employed a number of special education teachers part-time to provide resource room and push-in support for students in accordance to their IEPs, psychological testing and as well as support for teachers in differentiation of instruction. FACTS has also successfully implemented a CSAP process to identify students with special needs. Speech services, Occupational Therapy, and Physical Therapy were contracted out this year.

Special Education - Attachment

- Special Education Policies and Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or	Location	# of	Other
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		support		Students	Information
Suzanne Lee	1.0	Learning Support	Folk-Arts Cultural Treasures Charter School	8	Learning Support K-2
Erin Whitney	1.0	Learning Support	Folk-Arts Cultural Treasures Charter School	16	Learning Support 3-6
Sophia Ginsburg	0.2	Psychologist	Folk-Arts Cultural Treasures Charter School	0	Psychological Testing K-6

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Pediatric Therapeutic Services	.20	Speech	Folk-Arts Cultural Treasures Charter School	14	speech therapy
Pediatric Therapeutic Services	.10	Occupational Therapy	Folk-Arts Cultural Treasures Charter School	6	occupational therapy
Pediatric Therapeutic Services	.10	Physical Therapy	Folk-Arts Cultural Treasures Charter School	2	physical therapy

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Teacher	Folk Arts Cultural Treasures Charter School	1.0
Special Education Supervisor	Folk Arts Cultural Treasures Charter School	1.0
Psychologist	Folk Arts Cultural Treasures Charter School	0.2
Dean of Students	Folk Arts Cultural Treasures Charter School	0.2
ELL Teacher	Folk Arts Cultural Treasures Charter School	0.2
Translator	Folk Arts Cultural Treasures Charter School	0.1

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Pediatric Therapeutic Services	Speech	.2
Pediatric Therapeutic Services	Occupational Therapy	.1
Pediatric Therapeutic Services	Physical Therapy	.1
Pacific Interpreters	Translation	.1

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA Reading	No	No	No	Yes	Yes	Yes
PSSA Math	No	No	No	Yes	Yes	Yes
PSSA Writing	No	No	No	No	No	Yes
PSSA Science	No	No	No	No	Yes	No
TerraNova Reading	No	Yes	Yes	Yes	Yes	Yes
TerraNova Math	No	No	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA Reading	Yes	No	No	No	No	No	No
PSSA Math	Yes	No	No	No	No	No	No
TerraNova Reading	Yes	No	No	No	No	No	No
TerraNova Math	Yes	No	No	No	No	No	No

Student Assessment

a.) The TerraNova test for reading and math was given to students in grades 3-6 in the fall of 2006. The data for the TerraNova reflected the same results that were found in the Spring 2006 PSSA. The cause for this may have been the narrow gap of instructional time between the tests. The school opened in the Fall of 2005 and these were the only points of data that we have had to measure our teaching performance and student achievement. With that understood an area of weakness in comprehension in reading was found. The deficiency in comprehension appears to have influenced the data analysis in the math section and caused that to be an area of concern also. There was also an indication that the Black subgroup was struggling in both reading and math with the TerraNova test.

The Developmental Reading Assessment is used in evaluation of reading levels. This is done three times a year in grades K-2 and twice a year in grades 3-6. The reading levels from the DRA mirrored the results from the PSSA reading and the TerraNova reading tests. The subgroups were not broken down in the analysis of DRA data. All test data appeared to point to the same areas and subgroups that were of academic concern.

Comprehension and Data Analysis were chosen as areas targeted for instruction to increase student achievement. There were curriculum meetings to address these problems and better embed the areas of weakness into instructional focus. Data is now being collected on student progress through teacher observations. Portfolios of cumulative student work will begin to be collected in the Fall of 2007. This teacher collected data along with the Spring 2007 PSSA results will be evaluated to create a solid student achievement plan for the 2007-2008 school year. The addition of the 2007 PSSA scores will allow us to have a much better picture of student performance and achievement over time. In turn this will better help influence the focus in curriculum development and

setting revised annual measurable goals and targets.

b.) Our students are monitored through regular classroom assessments and teacher observation. The classroom structure, which utilizing Project CHILD, means that every student is seen every day by three different content teachers — a reading teacher, a writing teacher, and a math teacher. The teachers on each cluster team have a common preparatory period and a common lunch period in order to discuss student progress. Our ESL and Special Education teachers also have regular meetings with each cluster to provide support and advice on accommodations and differentiated instruction.

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Student Assessment - Attachment

- TerraNova Test Scores Grade 3-6

Teacher Evaluation

a.) The school evaluates teachers in a number of ways. This year there was one formal and one informal observation for every teacher. There was a pre-conference for each formal observation and a post-conference when there were concerns regarding the observation. In addition to the classroom observations, other factors are considered in teacher evaluation including relationships with students and parents, activity on various committees, involvement in community, collegiality, belief in the mission of the school and support for its programs, and pursuit of professional growth.

b.) Currently Deborah Wei, who is the principal/CEO is only evaluator on our staff for teachers.

c.) Deborah Wei has had over 14 years supervisory experience prior to coming to FACTS and has a long professional career in professional development. As a founding member of the school, she has been integrally involved with Project CHILD and Singapore Math, and has attended all trainings which have been provided to the staff. In regard to Special Education, she regularly attends sessions at PATTAN and those also sponsored by the School District of Philadelphia in the area of special education. As a former ESL teacher, she is also well versed in differentiation for English language learners.

Teacher Evaluation - Attachment

- Teacher Evaluation Policy

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

During the 2006-2007 Fiscal Year, the Board of Trustees and the administrative staff of the Folk Arts — Cultural Treasures Charter School underwent a few changes. In July 2006 Mr. Ying Shek Wong stepped off the board and joined the school's administrative team as the Chief Financial

Officer tasked with developing the school's internal business and financial infrastructure in lieu of the business services that FACTS had previously subcontracted out to Foundations, Inc. On September 19, 2007 Ms. Germaine Ingram took the oath of office. Ms. Ingram has been a trial lawyer, law professor, general counsel and Chief of Staff for a large urban school district, a vice president for the Children's Defense Fund, and consultant to non-profit organizations concerned with education reform and child welfare. She currently is senior staff for a technology firm that designs and disseminates software to address social issues and problems and is a performing artist as well as an oral historian and documentarian of African American dance traditions. In June 2007, Mr. Jian Yong Mai left the Board after one year of service because of changes in his personal employment status and because of the time constraints his new employment entailed. Ms. Susan Mack was nominated to the Board in June and took the oath of office in July. Ms. Mack brings community skills, finance skills, and her perspective as a FACTS School parent and active member of the FACTS Home and School Association. All other Trustees continue their terms as does Ms. Deborah Wei who is the school's Principal/CEO and as such also serves as an ex-officio member of the Board of Trustees

Board of Trustees

Name of Trustee	Office (if any)
Michael Chow	none
Bret P. Flaherty	Vice President
Germaine Ingram	none
Deborah Kodish	Secretary
Xin Sheng Liu	none
Hao-Li Tai Loh	President
Susan Mack	none

Professional Development (Governance)

During our pilot year FACTS Board members had undergone training that was conducted by Foundations that encompassed an overview of Act 22, the Sunshine Law, the Ethics Act, and other legal obligations of public officials. Building on the knowledge and training acquired in the pilot year, the Board of Trustees continued our contract with Foundations Inc. to provide school support services, and Mr. Steve Dash a consultant with Foundations, helped the Board transition into their second year of operations in the first quarter of the new year. In addition, the Board developed a Board of Trustees Handbook as well as a FACTS Policy Manual for all new members. The Board handbook outlines the duties and responsibilities of Board members as set forth in the By-Laws and also highlights the Sunshine Act and the Public Officials Act. All new members to the Board have been presented with these materials and provided with a brief orientation by the Board President at the beginning of their term of service.

Board members were also encouraged to go to trainings and conferences to keep abreast of the law and to learn about practices and policies that could aid them in performing their duties. Towards that end, Ms. Hao-Li Tai Loh, Board President, attended numerous trainings during the year that she shared with the Board. Those trainings included a course on Fundraising from the University of Pennsylvania, participation in the Science It's Elementary Training, and participating in the Pennsylvania Coalition of Charter Schools annual conference focusing on the sessions relating to Governance and the Board. Board Member Germaine Ingram also founded and

participates in the Education First Compact, an education advocacy group that is the civic engagement arm of the Philadelphia Education Fund that focuses on education equity and reform issues.

Lastly, as in the pilot year, FACTS Board of Trustees continues to engage the law firm of Latsha Davis Yohe & McKenna, P.C. to serve as legal counsel and to keep the Board abreast of any changes in Act 22 or other rules and policies pertaining to charter schools.

Coordination of the Governance and Management of the School

FACTS is governed by a Board of Trustees who are aware that they safeguard the public trust and possess the ultimate responsibility for ensuring that FACTS is operating in compliance with its charter and all ensuing local, state, and federal laws and regulations. Although the Board works to define policy, maintain fiscal accountability, and to develop a long term plan to ensure that the mission of the school is carried out, it is the School's Principal/CEO who was hired by the Board who is charged with upholding policies, meeting performance benchmarks, and all other necessary standards involved in operating a public school. As the Chief Administrative and Academic Officer of the School, the Principal/CEO is responsible for all aspects of school management and pedagogical delivery, provides leadership and coordination within the school, manages personnel including faculty, administrative and other support personnel, and supervises the general administration, accountability, and business affairs of the school. The Principal/CEO is responsible for reporting ongoing progress to the Board and is empowered to implement and communicate all policies established by the Board to the school community. In addition to the Principal/CEO, FACTS employs a leadership team consisting of a Chief Operations Officer, a Chief Financial Officer and a Dean of Students to manage the school. This leadership team supports the work of 22 teachers, 2 secretaries, 1 community coordinator, a support staff of 1 NTA, 2 full time and 2 part time food service workers, 1.5 building maintenance and .5 technology coordinator.

FACTS Board of Trustees meets monthly to execute their duties and make decisions regarding policy and oversight. The Board and School management maintain their distinct job roles and responsibilities as defined in the school's by-laws. Board agendas are set in consultation between the Principal and Board Chair. The Chief Operations Officer and Board Secretary ensure that all tenets of the Sunshine Act are followed. In October 2006, the Board hosted a training retreat with founding Board members and administrative staff to clarify mission and vision and begin to develop the goals and priorities for a long term strategic plan.

The Board of Trustees and the Principal/CEO and/or her designee have continued to work closely with the School District of Philadelphia's Charter School Office and various School District Departments as needed. The Board has been in compliance with all assurances required by the District and has maintained open communications with allied School Reform Commission

members in regards to small changes to the Charter agreement. The Board of Trustees sends representatives to appropriate Philadelphia School Reform Commission hearings and meetings as warranted. Conversely, various School District officials have been invited and have visited the school.

Coordination of the Governance and Management of the School - Attachment

- Board Meeting Schedule

Community and Parent Engagement

FACTS Board of Trustees promotes a school vision and culture that respects elders and parents and that provides for linguistically accessible services to the school so that community members and parents are able to engage in school activities. Towards this end the Board has organized special events such as a thank-you and open house for supporters and a Founders Day celebration, with the express purpose of inviting community members and parents into the school. They have also represented the school at numerous public events, ranging from community meetings to community banquets, in order to build solid community and parent relationships.

In June 2005 the Board authorized the creation of a FACTS Advisory Committee to further build community and school relations. The Board recognizes that to be a responsible member of Chinatown, the neighborhood where the school is located, they must: be responsive to neighbor concerns; be aware of and act in culturally appropriate ways; listen to the diverse perspectives that make up the community; pay attention to the impact of what we do on our neighbors and on the neighborhood, and make positive contributions to the health of the neighborhood. Therefore the Board contacted Chinatown community members to join the FACTS Advisors as well as others who were willing to provide advice, professional assistance, community and cultural knowledge, access to relationships, and/or material and moral support that contribute to the successful operation of FACTS. Membership on FACTS Advisory Committee reflects the diversity of skills needed to support the school and the diversity of communities represented in our school. The FACTS Advisors Committee works with the school leadership to foster positive community and parent relationships and active engagement in school activities. On May 21, 2007, the Board hosted a Banquet to honor and recognize the 80 plus community members who have agreed to serve as a FACTS Advisors.

The Board also actively recruited parents of students to serve on the Board and have sent surveys home with students to identify interested parents. As a result of this process, Ms. Susan Mack was nominated in June and took the oath of office in July. With the addition of Ms. Mack, the Board will now be represented by two members who are also parents of FACTS students. Ms. Mack is also an active member of the FACTS Home and School Association.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

In Year 2006-07, we have received donations and grants as follow:

- Approximately \$38,000 in private individuals' donations to the school from Board fundraising activity
- \$19,000 from an individual donor in support of our math program
- Continued to have the support from Eagles Youth Partnership (book mobile and eye mobile)
- Teachers of Critical Languages Program (State Department Grant): this grant provides a Chinese teacher from China to teach in our school for 10 months
- Approximately \$46,000 from Foreign Language in the Elementary School Program Grant funded by the US Department of Education. This is a 3-year grant that will end June 30, 2009
- \$204,113: The Federal Consolidated Entitlement Grant (Title I, II & V)
- \$15,683: The Federal Entitlement Grant (Title III)
- \$9,000: The Intergenerational Program Grant in consortium with Southeast Asian Mutual Assistance Associations Coalition in Philadelphia
- Participation in the Science — It's Elementary Grant Program from the Pennsylvania Department of Education. The grant will continue during 2007-2008.

We have submitted a number of grants that we are waiting to hear about including:

- 21st Century Community Learning Center Grant for 3 years: \$500,000 for 07-08, \$726,000 for 08-09 and \$738,000 for 09-10.
- Reading Is Fundamental: \$1,980
- Science — It's Elementary (Pennsylvania Department of Education): we were awarded in 06-07 and re-apply for 07-08
- Engage in the Educational Improvement Tax Credit Program administers by Department of Community and Economic Development of Pennsylvania

We will continue to look for funding opportunities in order to apply for additional revenues for the school. In addition, the Board is preparing an annual appeal that will go out in February 2008. The Board has formed a Development Committee who will work together to raise funds over the next year from private donors.

Fiscal Solvency Policies

- Establishing an annual operating budget at the beginning of the school year and revising this operating budget from time to time to reflect any fiscal changes through out the year.
- Monitoring actual number of students on a monthly basis to ensure 100% student enrollment and 100% of per pupil allocation from the School District.

- Tracking all the approved expenses by the School Board of Trustees to ensure no overspending. In addition monthly Revenue/Expenses reports were provided by the financial manager to the School Board and senior management for review and questions.
- Setting up a procurement procedure for purchasing to ensure the school follows the fiscal guidelines of GAAP and PDE. All purchase orders were closely reviewed by senior management and compared with budget before approval.
- To strengthen communication and internal management, the Board decided to hire an in-house financial manager to replace Foundations, Inc. in the provision of financial and accounting functions. Alex Wong was hired in July 2006 as the in-house financial manager.

Accounting System

The School's chart of accounts mirrors that of the Pennsylvania State Chart of Accounts for public schools. GAAP is followed for accrual based accounts.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Revenues-Expenditures

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

The firm of Yampolsky, Mandeloff, Silver and Ryan conducted our 2005-2006 Audit which occurred in August and September of 2006 with Michael Bull as chief auditor. There were no opinions and findings resulting from the 2005-2006 Fiscal Year Audit.

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

- Auditors Report

Citations and follow-up actions for any State Audit Report

There were no citations or required follow-up actions from any State Audit Report.

SECTION VII. FACILITY RESPONSIBILITIES

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

In August 2006, FACTS moved into our permanent home at 1023 Callowhill Street upon completion of extensive renovations carried out by the building owner during the 2005-206 School Year. Even with a year lead time, a valid certificate of occupancy was not obtained until early September which caused FACTS to delay opening of our school by two weeks. Our current facility is a free-standing 5 story facility with access to outdoor space in the fast growing Chinatown North neighborhood. Approximately 11,500 square feet per floor, FACTS leases the top four floors of the building. Each floor houses two grade clusters per floor, that is all k-2, 3-5, and 6-8 grade classes were located on one floor together. In addition, FACTS has a kitchen, a large multi-purpose room, and dedicated class space for art, music, and Chinese language.

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FACTS acquired the bulk of our furniture and equipment during our first year of operations under funding received from a first year implementation grant. FACTS was also awarded a second implementation grant which we used to purchase additional furnishings and equipment for our new building. They comprised:?

- ÂÂÂÂÂ Installation and purchase of security cameras and monitors
- ÂÂÂÂÂ Purchase and installation of classroom computers and technology for middle school grades
- ÂÂÂÂÂ Additional maintenance tools and equipment, i.e. ladders, plumbing tools, basic hand tools, carts, and other custodial equipment
- ÂÂÂÂÂ Audiovisual equipment including overhead projectors, projection screens, DLP projector, and additional AV carts
- ÂÂÂÂÂ Emergency equipment including fire extinguishers, protective cases, signs, and shelter-in-place kits
- ÂÂÂÂÂ Additional desks for middle school classrooms
- Furnishings for administrative office and reception areas

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Future Facility Plans and Other Capital Needs

FACTS will be staying in our newly renovated facility located at 1023 Callowhill Street for the long term. This is the building that we had identified in our charter application and has been custom designed to meet our needs and specifications.

As a newly renovated building, all major systems are new and in good working order. However we plan to make short-term improvements to enhance the functionality of the building and address needs that were not apparent until we actually occupied the premises. Namely:

- We plan to improve the acoustics in our cafeteria/multi-purpose room by installing sound absorbing panels on the walls and ceiling and by adding a shock resistant floor that would improve both the acoustics as well as the usability of the floor for movement and gym activities.
- We plan to furnish and equip four new 7th-8th grade classrooms within the next two years as we expand and grow into our middle school.
- We plan to install cork in all hallways to protect the walls, absorb sound, and increase display area.
- We will be installing vinyl tile flooring in all k-2 classrooms and 2nd floor offices.

FACTS recognizes that these improvements will require additional funding and have set fundraising goals to meet these needs. In addition, the Board has commissioned a building audit to elicit data to inform strategic planning for long term repair and replacement needs of building systems. FACTS intends to create a separate fund to meet those capital needs as well.

Lastly, FACTS intends to work with the City of Philadelphia, neighborhood civic associations, and local business groups to improve the conditions of our local surroundings. Although significant, these projects require assistance, authorization and/or funding from additional sources in order to be implemented.

- Repaving of Shamokin Street, the street which is used for loading and unloading our buses.
- Lighting and sidewalk improvements to the school surroundings to make it more inviting and accessible for after-school and week-end programming.
- Greening projects to create green space for use in the school and the community.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

FACTS has developed new safety and security systems for our new facility located at 1023 Callowhill Street. Towards this end, FACTS has conducted a Risk / Hazard Analysis; installed magnetic locks and buzzer announcer for the front door, installed a security system complete with cameras and monitors at all exits; installed fire extinguishers, safety cases, and emergency evacuation procedures signage in all rooms; assembled shelter-in-place kits; and trained all teaching and support staff in CPR and first aid conducted by trainers from the American Heart Association. FACTS conducted fire drills as required and had our first drill overseen by the local fire company. FACTS is currently working on fine tuning our safety and emergency plans.

FACTS contracted with the Mid Atlantic Coalition of Charter Schools (MACCS) to provide nursing services, medical services, and dental services to our students. Our school nurse ensured that all appropriate immunization, health, and dental records were kept and filed.

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

- Wellness Policy
- Evidence of Submission for Request for Reimbursement and Report of School Health Service

Current School Insurance Coverage Policies and Programs

FACTS contracts with Hartford Insurance Company to provide general liability and property insurance encompassing:

- Commercial General Liability (including personal, property, fire, medical and automobile coverage)
- Worker's Compensation
- Excess Umbrella Coverage
- Students Accidental Death & Accident Medical Benefits-for School Activities
- Professional Liability/Educators Liability/ including Director's and Officer's Insurance

FACTS provides health benefits to staff who are eligible to participate in the Keystone Point of Service Plan that is subsidized by the School at 100% for full time employees. FACTS also offers dental coverage through United Concordia to all full time staff.

As an additional benefit, FACTS offers both a 50% employer co-pay towards short term and long term disability policies underwritten by UNUM Provident.

FACTS contracts with the Mid Atlantic Consortium of Charter Schools (MACCS) to provide student health services including nursing services, medical care, and dental care.Â

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SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

In our second year of operations, FACTS is still growing and consequently continues to hire new staff. All staff who were hired in the 2005-2006 school year who were asked to return did return with the exception of one person -- our ESL primary teacher. She had signed a contract and intended to return but was unable to return to work because of illness in her family. Two teachers from the 2005-2006 were not offered a second year contract. Subsequently, we hired 4 new elementary classroom teachers, a part time technology teacher, and two full time special education teachers for the 2006-2007 school year. In total, our professional and support staff included: 1 Principal/CEO, 1 Chief Operations Officer, 1 Chief Financial Officer, 1 Dean of Students, 14 Elementary Classroom teachers, 1 Art teacher, 1 Chinese teacher, 1 Physical Education teacher, 1 Music teacher, 2 ESL teachers, 2 Special Education teachers, 1 part time School Psychologist, 1 part time School Nurse, 2 Secretaries, 1 Community Outreach worker, 1 NTA, 1 Custodian, 2 Full time Food Service Staff and 2 part time Lunch room aides. In addition, FACTS was a Teaching Critical Languages Program site, and hosted a guest teacher from China. We also received Title 3 funding this year which enabled us to hire 2 tutors for our ESL students.

Of the staff from the 2006-2007 school year, two teachers and one teachers' aid decided not to return. In summary, FACTS has not experienced significant turnover, and has over a 95% retention rate.

Quality of Teaching and Other Staff - Attachments

- PDE 414
- Evidence of Submissio

Student Enrollment

FACTS student enrollment procedures and admission policy comply with all Pennsylvania Charter School laws and regulations.Â All interested students are required to complete and Intent to Enroll form that asks for student name, date of birth, address, school currently attending, entering grade, sibling information, and parent/guardian contact information.Â The Intent to Enroll information is used to determine admission into the school.Â Although the school is open to all Pennsylvania residents, Philadelphia students are given priority.Â Other preference is given to children of Founding members, siblings of existing students, and family members of current staff. Â If there are more students who submit an Intent to Enroll Form than open spaces at FACTS, students will be selected by lottery in order of priority status.Â Non-resident students may be admitted if space permits. If students apply after the lottery is held, they are added to the bottom of the waiting list. If a space opens up in during the school year, students are called in order from the waiting list. The lottery for admission for the 2007-2008 School Year was held in February and we currently have a cumulative waiting list of over 150 students with the lower grades having higher numbers than the older grades.

FACTS runs a full time Kindergarten and first grade. We follow these same procedures for kindergarten and first grade. All children enrolling in kindergarten must be 5 on or before September 1 of the enrollment year. All children enrolling in 1st grade must be 6 on or before September 1 of the enrolling year. Students who are not yet 6 but who demonstrate proof that they have completed a kindergarten may be enrolled in 1st grade at the discretion of the principal/CEO.

Last year FACTS started school with an initial enrollment of 334 students. FACTS had to delay opening by two weeks until we received a certificate of occupancy; this delay caused us to lose a few students. However FACTS had 21 student additions during the year and 18 student withdrawals. Of the students who withdrew, none were expelled. The students transferred out because their families moved during the school year. Although most of these students moved out of the state and/or the city, five moved to another location within the city and chose to enroll in their neighborhood schools. One student withdrew because of unreliable bussing. Following is a breakdown of FACTS enrollment by grade:

Grade	Initial Enrollment	Additions	Withdrawals	Final Enrollment
K	42	5	2	45
1	48	2	2	48
2	47	2	1	48
3	52	2	5	49
4	51	2	1	52
5	47	3	4	46
6	47	5	3	49
total	334	21	18	337

Since our first year of operations, FACTS has been fully enrolled and maintains an extensive waiting list for each grade. Our student retention rate has been stable with the school meeting all enrollment goals outlined in our charter agreement. However we recognize that there are many forces out of our control that impact family stability and that many families are going continue to move for family support reasons. We also remain concerned about the bussing problems were raised this year as a cause for withdrawing from the school.

Transportation

Transportation for FACTS students is provided by the School District of Philadelphia (SDP). Last year the School District contracted with Atlantic Express Bus Company to provide seven different bus routes for FACTS students. Although better than the bus company FACTS worked with during our first year of operations, Delaware County, we still experienced many problems with Atlantic Express. At one point Atlantic Express had lost a number of regular drivers and therefore did not have reliable substitutes or a stable staff for 3 different routes; they had a poorly maintained fleet that had continuous break downs; we had continual complaints about missed stops; and we had unreliable communications from the bus company. These problems reached a crisis point when students from one bus were stranded for over 2 hours on a broken bus and others were waiting for over 2 hours on one of the coldest days in winter without any notification to the school or parents. After an emergency meeting with School District representatives and Atlantic Express representatives, the bus service improved. However, unreliable and problematic transportation was a major complaint of many parents and continues to be a reason for student transfers. Throughout the year, FACTS continued to maintain regular communications with the School District's Transportation Office and with Atlantic Express Bus Company.

Last year none of our students required transportation accommodations. Should our special education students require accommodations, we expect the School District of Philadelphia to address this issue in their subcontracting process.

Food Service Program

FACTS provided breakfast, lunch, and after school snacks to all of our students and was an approved site for the federal free and reduced meals program. Of our 342 students who participated in the program, 90% qualified for free and reduced price meals. FACTS provided our own breakfast to our students but purchased hot lunches from the Math, Civics, and Science Charter School. These lunches were prepared by Diane and Tom's Caf   and delivered ready to serve on a daily basis. Diane and Tom's Caf   also provided the school with the required menus, production records, recipes, and nutritional information. All meals and serving sizes met the nutritional guidelines of the National School Lunch Program's traditional meal pattern. All applications, verification, beneficiary lists and meal counts were maintained by the FACTS food service team which consisted of two full time staff — a Food Service Manager and a Food Service Assistant -- and two part time Lunch Room Aides.

Having moved into our newly renovated school facility this year, FACTS was able to utilize our cafeteria for serving and eating lunches. However breakfast was still served in homerooms and therefore consisted of cold ready to serve items such as cereal and breakfast bars.

Student Conduct

a)       Every student who attends FACTS is expected to treat peers and adults with respect. At the very beginning of the new year, students are assembled to review appropriate student conduct and behavior expectations. A notice is sent to parents to review behavior expectations at home with their children. The stages of consequences are reviewed step by step so that students know what to expect if rules are broken. The final stage of consequence may lead to an expulsion, in which case the incident is reported to the Board who will review the case and determine whether the student will be expelled (parents are invited to actively participate in this process).  

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b)      12 students were involved in 15 suspension incidents and 0 students were expelled.  

Student Conduct - Attachment

- Discipline Policies

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Folk Arts-Cultural Treasures CS

Date of Local Chartering School Board/PDE Approval: March 9, 2005

Length of Charter: 5 years **Opening Date:** September 2005

Grade Level: Kindergarten - 8 (by 2008) **Hours of Operation:** 8:00 am to 6:00 pm

Percentage of Certified Staff: 95% **Total Instructional Staff:** 23

Student/ Teacher Ratio: 17:1 **Student Waiting List:** over 150

Attendance Rate/Percentage: 94%

Enrollment: 337 **Per Pupil Subsidy:** \$7,247.92

Student Profile

American Indian/Alaskan Native: 0

Asian/Pacific Islander: 207

Black (Non-Hispanic): 97

Hispanic: 12

White (Non-Hispanic): 11

Multicultural: 10

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 90%

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

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	172	172	0	0	175
Instructional Hours	0	0	905	905	0	0	905.34

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Folk Arts-Cultural Treasures 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 Deborah Wei

Title Principal/CEO

Phone 215-569-2600

Fax 215-569-3985

E-mail dwei@factsweb.org

Signature of the Chief Executive Officer and Date

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

Name Hao-Li Tai Loh

Title Board President

Phone 215-569-2600

Fax 215-569-3985

E-mail tai_loh@msn.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Suzanne Lee

Title Special Education Coordinator

Phone 215-569-2600

Fax 215-569-3985

E-mail suzanne@factsweb.org

Signature of the Special Education Contact Person and Date