
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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HARRISBURG, PA 17126-0333

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

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SECTION I. EXECUTIVE SUMMARY

Organization Description

Franklin Towne Charter High School (FTCHS) is an urban charter school, which pairs a rigorous academic and college preparation program with programs aimed at educating children about their post-secondary career options, including culinary, graphic arts and design, and marketing

vocational coursework. FTCHS opened in September 2000 — 2006-2007 marked the school's seventh year of operation. Located in the Historic Frankford Business Arsenal in the Bridesburg section of Northeast Philadelphia, FTCHS currently serves 925 students in grades 9-12 with an additional 950 students on its admissions waiting list. In 2006-2007, FTCHS made Adequate Yearly Progress (AYP), exceeding Pennsylvania's AYP thresholds for graduation rate, test participation, and student achievement in mathematics and reading.

Core Purpose

Mission

As a leader in educational excellence, Franklin Towne Charter High School is committed to children and will empower them with critical skills and knowledge through comprehensive, innovative, and diverse educational experiences, enabling them to achieve self-fulfillment and to become productive responsible citizens and life long learners.

Vision

When the Franklin Towne Charter High School was approved in March 2000, the initial vision of the school was to provide an entrepreneurial curriculum, with vocational training in woodworking, computer science, carpentry, and culinary arts. When the charter was renewed in 2004, the vision of the school had evolved to one in which all students participate in a rigorous liberal arts curriculum supplemented by electives in the fine arts and entrepreneurial/vocational areas (i.e. culinary arts, graphic arts and design, marketing).

Through our charter school renewal process, school improvement planning process, and our strategic planning process, FTCHS has refined its vision to include the following:

- Graduates of FTCHS will be proficient in reading and mathematics. This will result in an increase in FTCHS' performance on national, state and local assessments, including the SAT, PSSA, and TerraNova.
- Graduates of FTCHS will be aware of the opportunities that are available to them once they leave school, including postsecondary education and career options.
- Graduates will be prepared academically to enter any major field of study they choose in college.
- FTCHS will cultivate among its students the social and emotional skills necessary in post-secondary work. Our graduates will be prepared socially, not only to deal with the demands of post-secondary study, but also to be leaders in their respective spheres of influence. FTCHS will emphasize social and emotional skills through leadership training, service learning, communication skills development, and life skills training.
- FTCHS will provide course variety, making FTCHS a true "comprehensive" high school. From life skills to Advanced Placement to entrepreneurial/vocational training, FTCHS will have many choices and avenues to follow. FTCHS will have roster flexibility.
- FTCHS will implement interventions as needed to ensure that students have the tools and support needed to succeed in the FTCHS curriculum and beyond.
- Students with special needs will be supported through an exceptional Special Education program, enabling these students to meet the goals of their Individualized Education Plans (IEPs).
- FTCHS will celebrate multiculturalism, providing students with cultural experiences both inside and outside of the classroom.
- Student learning will be augmented with a comprehensive extracurricular program that includes clubs and teams that emphasize arts, athletics, community service, leadership, and academics.
- FTCHS will employ a dedicated and "highly qualified" instructional staff.

- Instructional staff will receive relevant and high quality professional development rooted in best practices.
- FTCHS will employ data-driven decision making, using a system of continuous monitoring of student progress.
- FTCHS will fully integrate technology into all areas of the FTCHS educational environment.
- Parents will be actively engaged in their children's education and will be active participants in a variety of academic and extracurricular programming at FTCHS.
- FTCHS will be a safe learning community, providing a clear and consistently implemented Code of Conduct for student behavior.

Shared Values

Franklin Towne Charter High School is guided in its daily operations by the following shared values:

- **Encouraging Academic Excellence:** FTCHS is committed to providing a high quality, rigorous curriculum that exceeds state standards. Academic excellence is not relegated to an advanced track of students, but expected of students at all levels. It is FTCHS' responsibility, therefore, to ensure that all students — regardless of level of academic achievement or special needs — are provided the academic supports and interventions to ensure their success in our rigorous curriculum and beyond. We believe that all our students should graduate proficient or advanced in mathematics, should participate in engaging and hands-on science education, should be well-versed in arts and humanities, and should have a wide-array of elective options to supplement academic study. We will continue to expand on our opportunities for advanced studies, including Advanced Placement and college-level studies and will create a culture in which academic achievements are celebrated in a manner traditionally reserved for athletic success. By encouraging academic excellence in all our students, we hope to lay the foundation for our students to be lovers of learning throughout their adult lives.
- **Educating for Life:** While FTCHS promotes a high level of academic excellence for all students, the purpose of our educational program is not to groom students for academia. Rather, through an advanced curriculum that pairs our rigorous curriculum with electives in vocational areas, the purpose of FTCHS is to ensure that students fully understand the range of opportunities that are available to students once they leave school. Our educational approach, therefore, is rooted in real-world experiences, providing considerable opportunity for hands-on and experiential learning. We support students in developing both college and career targets and developing strategies to achieve these targets. In the end, we believe that rote memorization of facts necessary to pass a test should not be the goal of our educational program. Rather, we aim to prepare our students for life by developing within them the skills needed to lead for change, think critically, work in teams, create, adapt to technology, be self-managed learners, communicate effectively, and understand the needs of the communities in which they work and live.
- **Educating the Whole Child:** As an urban high school, FTCHS realizes that it is not enough to provide students with academic and vocational education. Rather, we understand the importance of removing barriers to learning (e.g. poor health and nutrition, lack of adult role models in the home, exposure to drugs and violence, etc.) and

of providing students with the social and emotional tools that are often lacking in the home. As such, from the time students enter as freshmen to the time they graduate, FTCHS is responsible for providing students with social supports and life skills training. We accomplish this goal by operating a high-quality guidance/counseling program, employing a school psychologist and school nurse, participating in the National School Lunch Program, partnering with community organizations to provide students necessary services, providing a freshman transition program and an Emerging Leaders program for upperclassmen, and contracting with organizations to provide life skills training (e.g. Making It Count, Kick Off Program).

- **Together We Can:** Finally, FTCHS believes that a school is only one player in the education of youth. As such, FTCHS provides a team approach to education, bringing administrators, teachers, parents, community members, and student leaders together to move FTCHS toward its ultimate goal of improved student achievement.

Academic Standards

The Franklin Towne Charter High School's curriculum has been designed to provide all our students with instruction needed to attain the academic standards as put forth in section 4.12 of 22 Pa. Code.

Specifically, FTCHS provides students instruction needed to attain the secondary level standards in the following areas:

- **Reading, Writing, Speaking, and Listening:** Students will learn to read independently; read critically in all content areas; read, analyze, and interpret literature; produce different types of writing at a high quality level; demonstrate speaking and listening skills; understand the characteristics and function of the English language; and conduct research.
- **Mathematics:** Students will understand the following concepts: numbers, number systems, and number relationships; computation and estimation; measurement and estimation; mathematical reasoning and connections, mathematical problem solving and communication; statistics and data analysis; probability and predictions; algebra and functions; geometry; trigonometry; and concepts of calculus.
- **Science and Technology:** Students will study and understand the natural world and facts, principles, theories and laws in the areas of biology, chemistry, physics and earth sciences. In technology, students will study the application of science to enable societal development including food and fiber production, manufacturing, building, transportation and communication. Science and technology share the use of the senses, science processes, inquiry, investigation, analysis and problem solving strategies.
- **Environment and Ecology:** Students will understand the components of ecological systems and their interrelationships with social systems and technologies. These components incorporate the disciplines of resource management, agricultural diversity, government and the impact of human actions on natural systems. This interaction leads to the study of watersheds, threatened and endangered species, pest management and the development of laws and regulations.
- **History:** Students will study and understand the record of human experience including important events; interactions of culture, race and ideas; the nature of prejudice; change and continuity in political systems; effects of technology; importance of global-international perspectives; and the integration of geography, economics and civics studies on major developments in the history of the Commonwealth, the United States and the world.

- **Geography:** Students will study and understand relationships among people, places and environments, of geographic tools and methods, characteristics of place, concept of region and physical processes.
- **Civics and Government:** Students will study and understand United States constitutional democracy, its values and principles, study of the Constitution of the Commonwealth and government including the study of principles, operations and documents of government, the rights and responsibilities of citizenship, how governments work and international relations.
- **Economics:** Students will study and understand how individuals and societies choose to use resources to produce, distribute and consume goods and services. Students will also study and demonstrate knowledge of how economies work, economic reasoning and basic economic concepts, economic decision making, economic systems, the Commonwealth and the United States economy and international trade.
- **Humanities:** Students will study dance, theatre, music, visual arts, language and literature including forms of expression, historical and cultural context, critical and aesthetic judgment and production, performance or exhibition of work.
- **Career Education and Work:** Students will understand career options in relationship to individual interests, aptitudes and skills including the relationship between changes in society, technology, government and economy and their effect on individuals and careers. Students will develop knowledge and skill in job-seeking and job-retaining skills.
- **Health, Safety and Physical Education:** Students will study concepts and skills which affect personal, family and community health and safety, nutrition, physical fitness, movement concepts and strategies, safety in physical activity settings, and leadership and cooperation in physical activities.
- **Family and Consumer Science.** Students will understand the role of consumers as a foundation for managing available resources to provide for personal and family needs and to provide basic knowledge of child health and child care skills.

FTCHS assesses the attainment of these academic standards for the purpose of college graduation and to develop strategies for assisting students to attain them. Assessment of these standards is accomplished in various ways including, but not limited to, state and local standardized tests (i.e., PSSA, TerraNova); benchmark assessments tied to curriculum (e.g., unit tests); student performances, presentations, and research products; and student portfolios.

Students with disabilities at FTCHS may attain these standards by completion of their Individualized Education Programs under the Individuals with Disabilities Act. FTCHS provides assistance to those students having difficulty attaining these academic standards.

Strengths and Challenges

Each year, the Franklin Towne Charter High School convenes a group of administrators, teachers, parents, Board of Trustees members, and community members to assess the school's progress toward meeting the goals of our charter and to prioritize areas in need of improvement for the upcoming school year. FTCHS' strengths and challenges from 2006-2007 are as follows:

STRENGTHS

Improving Student Achievement: In 2006-2007, FTCHS implemented a comprehensive school improvement plan, which included the hiring of new administrators to provide academic leadership, providing high quality professional development, implementing Kaplan Achievement Planner to provide benchmark testing and targeted lesson plans, using Kaplan Reading Empowerment to help struggling readers and Study Island to prepare students for the math PSSA, and implementing Tenex (a web-based system designed to increase parent involvement in their child's education by providing them real-time access to their children's grades, attendance, and assignments). FTCHS fully realized the benefits of our improvement efforts, as

the charter school made Adequate Yearly Progress (AYP) in 2006-2007. On the mathematics PSSA, 55.4% of our 11th grade students scored at or above proficiency, which represents a 37.4% increase over last year and exceeds the State's math threshold of 45%. In reading, 60.5% of our students achieved proficiency, representing a 24.1% increase over last year and exceeding the State's 54% proficient reading threshold. With similarly impressive improvements in 9th and 10th grade achievement on the TerraNova, FTCHS is confident that we will be able to sustain this improved level of student achievement.

Preparing Student's for the Future: One of the primary aims of FTCHS is to expose students to the multitude of options that are available to them after graduation. As such, we endeavor to provide students with the supports they need to graduate on time and to provide them with first class college and career planning. In 2006-2007, FTCHS realized our vision. The 2005-2006 graduation rate (published in the 2006-2007 AYP Data Report) was 90.57%, exceeding the state graduation threshold of 80%. More importantly, of our 167 graduating seniors in 2006-2007, 152 (91%) students had indicated concrete plans for the future at the time of graduation. Sixty-one students (36.5%) will be attending four-year colleges in the fall, including Drexel University, Temple University, Villanova University, Pennsylvania State University, Holy Family University, Lehigh Valley College, University of the Arts, and others. Sixty-six students (39.5%) will be attending two-year colleges in the fall, including the Community College of Philadelphia, Bucks County Community College, and Montgomery County Community College. Twenty students (13.2%) will be attending trade schools, three have enlisted in the military, and two have joined a trades union. Additionally, FTCHS seniors received \$997,030 dollars in grants and scholarships, and estimate that students will receive an additional \$150,000 once the CORE Philly scholarships are awarded. These impressive statistics speak to FTCHS' success in helping our students, not just to succeed in high school, but also to succeed in the real world.

Full Complement of Extracurricular Programming: FTCHS believes that extracurricular programming is an integral part of a student's positive high school experience and that success in extracurricular activities often supports success in the classroom and improves a student's self esteem. In 2006-2007, FTCHS offered 16 clubs including academic clubs (e.g., Math Club, National Honor Society, Language Club), special interest clubs (e.g., Chess Club, Cooking Club, Photography Club), communication and arts clubs (e.g., Drama Club, Debate Club, Newspaper, Yearbook), leadership clubs (e.g., Student Council), community service clubs (e.g., Key Club), and athletic clubs (e.g., Volleyball Club, Weightlifting). In 2006-2007, 282 unduplicated students participated in our diverse club offerings, representing 30.3% of the student population. Additionally, FTCHS had 11 sports teams in 2006-2007, which competed in the Philadelphia Public League and the Pennsylvania Interscholastic Athletic Association (PIAA) District XII.

Increasing Parent Involvement: One of the primary goals of our School Improvement Plan was to increase the level of Parent Involvement at FTCHS. In 2006-2007, we accomplished this in a number of ways, including hosting a Back-to-School-Night for parents/guardians, offering a monthly parent education program, and inviting parents to attend all FTCHS events and celebrations (e.g., graduation, Ring Ceremony, National Honor Society Induction, school plays and performances, etc.). However, the parent involvement initiative that we are most proud of is the implementation of the Tenex system. Tenex is a web-based system that allows parents to log in and view real-time data on their students including their grades, attendance, and assignment. In 2006-2007, 582 distinct parents (63%) used the Tenex system at least once during the year, with 346 parents logging in at least once between May 1, 2007 and the end of the school year alone. Tenex is proving to be an essential tool in keeping parents engaged in their children's learning, and we will continue to provide parent training on this system in the upcoming school year.

Technology: In support of its strong educational programs, Franklin Towne Charter High School embraces the continuous improvement of technology tools, educational software, and technology services to enhance the educational experience. The integration of technology into the

educational environment was one of FTCHS' greatest strengths in 2006-2007, and embracing technologies from Kaplan, Study Island, and Tenex was essential to our vastly improved level of student achievement. In 2006-2007, FTCHS not only maintained a full Information Technology Staff, but also made investments exceeding \$175,000 (excluding instructional software expenses) in software, hardware, printing supplies, and technology support and fees. Major improvements included the addition of SMART Boards in the vocational classrooms and the addition of 45 new computers for students. FTCHS plans to continue to improve upon our already impressive technology infrastructure (which includes three computer labs and a computer to student ratio of 1:4.5) in 2007-2008, adding SMART Boards in the Math and Science classrooms, ELMO electronic overheads in the RELA classrooms, and continuing to implement the Tenex system. Much of our investment in technology is offset by our participation in the Universal Service Fund's Schools and Libraries Program (formerly E-Rate), the Pennsylvania Department of Education's eFund program, and additional federal programs (e.g., Title I, Perkins).

Community Connection: Another asset to the FTCHS educational program is the deep connection the school has with the community. In 2006-2007, FTCHS had 58 significant community partnerships and conducted ongoing community outreach activities, including holding two Community Open Houses, where students gave tours of the FTCHS facility and program. This community connection extends throughout FTCHS, from administrators to students. This is most evident in the array of service activities that our students and staff participated in 2006-2007 from blood drives to making care packages for members of the armed forces to collecting toys and food to make holiday wishes come true for disadvantaged members in the community. FTCHS was recognized for its community service activities, receiving the "Chapter of the Year" distinction from Best Buddies, coming in First Place in the Philadelphia Fire Department's Pennies for Benny Campaign, and receiving Certificates of Appreciation from Alex's Lemonade Stand, the Philabundance Annual Food Drive, and Farm Aide.

Talented, Dedicated, and Satisfied Staff: Finally, perhaps FTCHS' greatest asset is our talented, dedicated, and satisfied staff. FTCHS' exceeds the State's 75% certification requirement, with 83% of our professional staff possessing a valid Pennsylvania certification in the area in which they are teaching or working. We have a historically high staff retention level — in 2006-2007, 86% of our professional staff were returning members. At the end of each year, FTCHS conducts a climate and culture survey of our instructional staff. This year's results revealed that our teachers feel supported and believe that their work has an impact, as follows:

- 98% of respondents indicated that they "agree" or "strongly agree" with the statement, "I believe I as a teacher (and we as a school) can make a difference in the lives of our students."
- 84.6% of respondents indicated that they "agree" or "strongly agree" with the statement, "Good teaching is taken seriously here."
- 87% of respondents indicated that they "agree" or "strongly agree" with the statement, "I feel trusted and encouraged to make instructional decisions on my own; and my boss backs me up when I do."

AREAS IN NEED OF IMPROVEMENT

While FTCHS made AYP in 2006-2007, under the Pennsylvania Accountability System, we will be classified as a school that is "Making Progress" but that is still in "Corrective Action I." Therefore, FTCHS has to replicate this year's success in order to exit the school improvement category. As such, FTCHS will continue to focus on the three areas of improvement indicated in our School Improvement Plan: (1) Improving student achievement in reading; (2) Improving student achievement in mathematics, and (3) Increasing parental involvement.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Franklin Towne Charter School has developed a group of administrators, board members, teachers, parents, and business community members who regularly convene to assess the strengths and weaknesses of our program and to analyze our internal and external needs. In 2004, this group met to develop our charter school renewal application, which serves as our five-year strategic plan. This plan includes the required components set forth in section 4.13 of Pa. Code 22. FTCHS conducts a continuous strategic planning process, whereby assessment of our program are made and revisions adopted as necessary in the format of our Charter School Annual Report and in other strategic documents as required (e.g., Title I School Wide Plan, School Improvement Plan).

In accordance with section 4.13 of Pa. Code 22, beginning in 2007, any strategic plan or revisions to that plan will be made public prior to the approval by the school's Board of Trustees. It will be made available for public inspection in the FTCHS front office and at the nearest public library (i.e. the Wyoming Branch of the Free Library of Philadelphia at 231 E. Wyoming Avenue, Philadelphia, PA 19120) until the next regularly scheduled board meeting or a minimum of 28 days, whichever comes first.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Angela Calpin	Franklin Towne Charter High School	Secondary School Teacher	FTCHS CEO
Cynthia A. Marelia	Franklin Towne Charter High School	Board Member	FTCHS Board of Trustees
Dee Smith	Franklin Towne Charter High School	Parent	FTCHS Board of Trustees
Dorothy Johnson	Franklin Towne Charter High School	Parent	FTCHS CEO
George Rodzon	Franklin Towne Charter High School	Secondary School Teacher	FTCHS CEO
Jason Kegel	Franklin Towne Charter High School	Administrator	FTCHS CEO
Jennifer Edwards	Franklin Towne Charter High School	Special Education Representative	FTCHS CEO
Jim Daily	Philadelphia Soft Pretzel Factory	Business Representative	FTCHS CEO
Joseph Bianchino	Franklin Towne Charter High School	Administrator	FTCHS CEO
Joseph M. Venditti, Esq.	Franklin Towne Charter High School	Administrator	FTCHS Board of Trustees
Patrick Drewry	Franklin Towne Charter High School	Ed Specialist - School Counselor	FTCHS CEO
Patrick Field	Franklin Towne Charter High School	Administrator	FTCHS Board of Trustees
Sharmon S. James	Franklin Towne Charter High School	Ed Specialist - School Psychologist	FTCHS CEO
Timothy Loranger	Franklin Towne Charter High School	Ed Specialist - Instructional Technology	FTCHS CEO

Goals, Strategies and Activities

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show growth.

Strategy: Parent Involvement

Description: Parents will be encouraged to be active participants in their children's education, assessment, and college and career planning.

Activities:

Activity	Description	
Back-to-School Night	Freshmen parents are especially encouraged to attend Back-to-School Night each fall to learn more about the FTCHS program and the role they play in keeping their children in school through graduation.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Esembler	Esembler is a web-based system that allows FTCHS parents, students, teachers, and staff to access student grades, attendance, and assignments in real-time.	
Person Responsible	Timeline for Implementation	Resources
Ed Tech Plan Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
P.A.S.S. Program	Parents Assuring Student Success (P.A.S.S.) is a series of parent education classes that help parents to develop a greater understanding of the importance of school and assessment. Topics covered include parent attitude, home environment, study skills, parents as homework and learning expeditors, note-taking skills, and preparing for the PSSA.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: N/A Finish: N/A	\$0.00

Strategy: Transition Services to High School Freshmen

Description: FTCHS has reallocated time from the freshman schedule to provide transition services for incoming freshmen aimed at easing transition into a new educational environment.

Activities:

Activity	Description
FTCHS	FTCHS provides a 35-week transition program for freshmen students, aligned

Successful Transition Program	to state standards. Topics covered include: the value of a high school program, academic expectations, study skills, learning styles, listening skills, SQ3R reading method, taking effective notes, time management, test preparation, test taking skills, conflict resolution, Seven Habits of Highly Effective Teens, career assessment and research, college research, goal setting, and the college application process.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Making It Count Freshmen Program	Making It Count provides an assembly-type program to FTCHS students, called Making High School Count. Helps freshmen students to understand that choices made as early as their freshmen year impact the number of opportunities available to them upon graduation; realize the importance of grades in achieving their future goals; make an impact in extracurricular activities and build important skills through those experiences; and develop effective study skills through those experiences.	
Person Responsible	Timeline for Implementation	Resources
Chapter 12 Admin	Start: N/A Finish: N/A	\$0.00

Goal: MATHEMATICS -- PSSA

Description: At least 45% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments, or there will be a 10% reduction in the students scoring below proficiency on the Math PSSA (i.e. Safe Harbor).

Strategy: Benchmark Testing

Description: We will use Benchmark Testing to determine each student's areas in need of improvement and to determine interventions required.

Activities:

Activity	Description	
Freshman Placement Test	During the spring of their 8th grade all incoming freshman students are required to participate in a baseline test in the areas of English and mathematics. FTCHS uses an abbreviated version of the nationally normed TerraNova test. The results of the test are used in conjunction with incoming school records to determine the appropriate academic track.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Kaplan Achievement Planner	Program of benchmark tests that serve in a diagnostic capacity and include a bank of lesson plans.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: N/A Finish: N/A	\$0.00

Strategy: Curriculum Mapping

Description: Align instruction and curriculum to the math standards by mapping the math curriculum.

Activities:

Activity	Description	
Curriculum Mapping Professional Development	School principal will hold a professional development activity on the PA standards and how to conduct curriculum mapping with Department Heads.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: 7/27/2007 Finish: N/A	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	1	6
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Franklin Towne Charter High School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Understanding of State Academic Standards and ability to do curriculum mapping.		<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. <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

		<p>materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.</p> <ul style="list-style-type: none"> Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> High school (grades 9-12) 	<ul style="list-style-type: none"> Mathematics
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 14 		

Activity	Description	
Department Meetings & Plan Development	Principal to hold ongoing Math Department meetings which will serve as working group to develop curriculum map.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: N/A Finish: N/A	\$0.00

Strategy: Establish A Climate that Celebrates PSSA Success

Description: FTCHS will celebrate PSSA success in a manner similar to the way high schools have always celebrated athletic success.

Activities:

Activity	Description	
Advertise Student PSSA Success	FTCHS will hang posters of the year prior's students who scored Advanced or Proficient on the PSSA, will publish the name of students who achieved Advanced or Proficient in the school newspaper, and add academic achievements to the FTCHS Hall of Fame.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: N/A	\$0.00

	Finish: N/A	
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Activity	Description	
Beginning of Year Assembly & Ongoing Assemblies	Hold assembly in September to honor last year's students, explain the importance of the test, review graduation requirements, and review Advanced and Proficient incentives. Hold monthly assemblies to get students excited about the PSSA and stress their importance.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Dress Down Days	FTCHS students who score Advanced or Proficient on the PSSA will be permitted to dress down (i.e. not wear their uniform) on a designated day each week for their entire Senior Year.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Motivational Rally on Testing Days	A pep rally and breakfast will be held in the morning on each testing day to get students excited and in the mindset that they can achieve.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: N/A Finish: N/A	\$0.00

Strategy: Parent Involvement

Description: Parents will be encouraged to be active participants in their children's education, assessment, and college and career planning.

Activities:

Activity	Description	
P.A.S.S. Program	Parents Assuring Student Success (P.A.S.S.) is a series of parent education classes that help parents to develop a greater understanding of the importance of school and the PSSA. Topics covered include parent attitude, home environment, study skills, parents as homework and learning expeditors, note-taking skills, and preparing for the PSSA.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: N/A	\$0.00

	Finish: N/A	
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Activity	Description	
Tenex	Tenex is a web-based system that allows FTCHS parents to access their children's grades, attendance, and assignments in real-time.	
Person Responsible	Timeline for Implementation	Resources
Ed Tech Plan Admin	Start: N/A Finish: N/A	\$0.00

Strategy: Test Preparation

Description: FTCHS will prepare students for the PSSA by exposing them to items that they will find on the PSSA in the format they will appear on the PSSA. This way students will be accustomed to the PSSA when they sit for the test.

Activities:

Activity	Description	
Practice Tests	Every Friday, beginning in September, the Math Departments administer practice tests utilizing PSSA released items and PSSA Power Words that replicate the format of the actual math PSSA test. This will take place on a weekly basis.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: N/A Finish: N/A	\$0.00

Activity	Description	
PSSA Power Word Announcement	PDE has published a set of English and Math PSSA Glossary words that each 11th grade student will be exposed to on the test. Each morning, an English and Math word and definition will be incorporated into the morning announcements. Teachers will post these words on a PSSA word wall in each classroom. This will allow children to be exposed to critical words throughout the course of the entire instructional day and year.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Study Island	Students will use the web-based Study Island math preparation program, which provides individualized instruction and ongoing assessment and is directly aligned with the PSSA.	
Person Responsible	Timeline for Implementation	Resources

Patrick Field	Start: N/A Finish: N/A	\$0.00
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Goal: READING -- PSSA

Description: At least 54% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments or there will be a 10% reduction in the percentage of students scoring below proficient (i.e. Safe Harbor).

Strategy: Benchmark Testing

Description: We will use Benchmark Testing to determine each student's areas in need of improvement and to determine interventions required.

Activities:

Activity	Description	
Freshman Placement Test	During the spring of their 8th grade all incoming freshman student are required to participate in a baseline test in the areas of English and mathematics. FTCHS uses an abbreviated version of the nationally normed TerraNova test. The results of the test are used in conjunction with incoming school records to determine the appropriate academic track.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Kaplan Achievement Planner	Program of benchmark tests that serve in a diagnostic capacity and include a bank of lesson plans.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: N/A Finish: N/A	\$0.00

Strategy: Curriculum Mapping

Description: Align instruction and curriculum to the English standards by mapping the English curriculum.

Activities:

Activity	Description	
Curriculum Mapping Professional Development	School principal will hold a professional development activity on the PA standards and how to conduct curriculum mapping with Department Heads.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: 7/27/2007 Finish: N/A	\$0.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	1	6
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FTCHS	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Knowledge of PA Academic Standards and ability to conduct curriculum mapping.		<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. <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. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> High school (grades 9-12) 	<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 	<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 	

<ul style="list-style-type: none"> • 14 	<ul style="list-style-type: none"> • Classroom student assessment data
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Activity	Description	
Department Meetings & Plan Development	Principal to hold ongoing English Department meetings which will serve as working group to develop curriculum map.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: N/A Finish: N/A	\$0.00

Strategy: Establish a Climate that Celebrates PSSA Success

Description: FTCHS will celebrate PSSA success in a manner similar to the way high schools have always celebrated athletic success.

Activities:

Activity	Description	
Advertise PSSA Student Success	FTCHS will hang posters of the year prior's students who scored Advanced or Proficient on the PSSA, will publish the name of students who achieved Advanced or Proficient in the school newspaper, and add academic achievements to the FTCHS Hall of Fame.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Beginning of Year & Ongoing Assemblies	Hold assembly in September to honor last year's students, explain the importance of the test, review graduation requirements, and review Advanced and Proficient incentives. Hold monthly assemblies to get students excited about the PSSA and stress their importance.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Dress Down Days	FTCHS students who score Advanced or Proficient on the PSSA will be permitted to dress down (i.e. not wear their uniform) on a designated day each week for their entire Senior Year.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: N/A	\$0.00

	Finish: N/A	
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Activity	Description	
Motivational Rally on Test Days	A pep rally and breakfast will be held in the morning on each testing day to get students excited and in the mindset that they can achieve.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: N/A Finish: N/A	\$0.00

Strategy: Parent Involvement

Description: Parents will be encouraged to be active participants in their children's education, assessment, and college and career planning.

Activities:

Activity	Description	
P.A.S.S. Program	Parents Assuring Student Success (P.A.S.S.) is a series of parent education classes that help parents to develop a greater understanding of the importance of school and the PSSA. Topics covered include parent attitude, home environment, study skills, parents as homework and learning expeditors, note-taking skills, and preparing for the PSSA.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Tenex	Tenex is a web-based system that allows FTCHS parents to access their children's grades, attendance, and assignments in real-time.	
Person Responsible	Timeline for Implementation	Resources
Ed Tech Plan Admin	Start: N/A Finish: N/A	\$0.00

Strategy: Reading Interventions

Description: Students who are identified as needing help in reading or are at risk for failure in reading are provided interventions both in school and out of school.

Activities:

Activity	Description	
Kaplan Reading Empowerment	Kaplan Reading Empowerment is a targeted intervention designed to build fluency and mastery by focusing on the five building blocks identified by the National Reading Panel as key to reading success: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.	
Person	Timeline for Implementation	Resources

Responsible		
Patrick Field	Start: N/A Finish: N/A	\$0.00

Strategy: Test Preparation

Description: FTCHS will prepare students for the PSSA by exposing them to items that they will find on the PSSA in the format they will appear on the PSSA. This way students will be accustomed to the PSSA when they sit for the test.

Activities:

Activity	Description	
Practice Tests	Every Friday, beginning in September, the English Department will administer practice tests utilizing PSSA released items and PSSA Power Words that replicate the format of the actual math PSSA test. This will take place on a weekly basis.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: N/A Finish: N/A	\$0.00

Activity	Description	
PSSA Power Word Announcement	PDE has published a set of English and Math PSSA Glossary words that each 11th grade student will be exposed to on the test. Each morning, an English and Math word and definition will be incorporated into the morning announcements. Teachers will post these words on a PSSA word wall in each classroom. This will allow children to be exposed to critical words throughout the course of the entire instructional day and year.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: N/A Finish: N/A	\$0.00

Strategy: Using Summer Months to Promote Reading

Description: Students will complete reading assignments during the summer, which will help them develop the reading skills needed to achieve proficiency or higher on the Reading PSSA.

Activities:

Activity	Description	
Summer Reading Assignments	Students in each grade are provided a reading list for the summer at the close of the school year. Students must read at least one novel on the list and complete a related writing assignment, which is to be turned in to their English teacher on the first day of school.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: N/A Finish: N/A	\$0.00

Goal: School Discipline

Description: There will be a yearly reduction in the number of classroom discipline referrals.

Strategy: Dean of Students

Description: Dean of Students will be responsible for promoting a safe school environment, ensuring that behavior expectations are understood by all students and staff, and ensuring that the disciplinary process is implemented in a fair and consistent manner.

Activities:

Activity	Description	
Hire New Dean of Students	New Dean of Students Hired to create an improved disciplinary climate at FTCHS	
Person Responsible	Timeline for Implementation	Resources
Joseph Venditti	Start: 7/3/2006 Finish: 8/31/2006	\$0.00

Strategy: Professional Development on Classroom Management

Description: To reduce the number of classroom disciplinary referrals, we will provide advanced training in classroom management techniques to all teachers.

Activities:

Activity	Description	
Classroom Management Professional Development	Throughout the year, FTCHS will provide its teachers with professional development related to improving classroom management. Best practices in classroom management will be stressed.	
Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	Start: 7/27/2007 Finish: N/A	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1	4	65
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
FTCHS	<ul style="list-style-type: none"> School Entity Company 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Ability to manage classroom more effectively.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on

		research on effective practice, with attention given to interventions for struggling students.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> Classroom teachers 	<ul style="list-style-type: none"> High school (grades 9-12) 	
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 	<ul style="list-style-type: none"> Disciplinary Data (Expulsion and Suspension Data) 	

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

Description: At least 95% of eligible students will participate in required state-wide assessments.

Strategy: Inform Students

Description: FTCHS will communicate the test dates to students and inform them of the importance of attendance on these days.

Activities:

Activity	Description	
Beginning of Year Assembly and Ongoing Assemblies	Hold assembly in September to honor last year's students, explain the importance of the test, review graduation requirements, and review Advanced and Proficient incentives. Hold monthly assemblies to get students excited about the PSSA and stress their importance. Test dates will be reviewed at these assemblies and the importance of attendance will be stressed.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Motivational Rally on Test Days	A pep rally and breakfast will be held in the morning on each testing day to get students excited and in the mindset that they can achieve. Since rallies will not be held on make-up days, this will serve as an incentive to come to school on the testing days.	
Person Responsible	Timeline for Implementation	Resources

Patrick Field	Start: N/A Finish: N/A	\$0.00
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Strategy: Parent Involvement

Description: Parents will be encouraged to be active participants in their children's education, assessment, and college and career planning.

Activities:

Activity	Description	
Communication with Home	The FTCHS administration communicates the test dates and the importance of attendance on these dates in a series of letters sent home. Dates are also posted on the FTCHS website.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: N/A Finish: N/A	\$0.00

Activity	Description	
P.A.S.S. Program	Parents Assuring Student Success (P.A.S.S.) is a series of parent education classes that help parents to develop a greater understanding of the importance of school and assessment. Topics covered include parent attitude, home environment, study skills, parents as homework and learning expeditors, note-taking skills, and preparing for the PSSA.	
Person Responsible	Timeline for Implementation	Resources
Patrick Field	Start: N/A Finish: N/A	\$0.00

Statement of Quality Assurance - Attachment

- FTCHS Statement of Assurance

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

What curriculum does your charter school utilize?

The Franklin Towne Charter High School employs a rigorous academic curriculum for students at all achievement levels, designed to prepare all students for success in college. FTCHS offers two educational tracks, one "regular education" and one more advanced track titled "college prep." However, both tracks provide students with the courses needed for college acceptance and are designed to develop the skills needed for success in college and beyond. In fact, to stress that FTCHS is providing all its students with college prep level study, the advanced track will be renamed in 2007-2008 to the "Honors" track.

FTCHS uses curriculum materials from the following publishers:

Science	<ul style="list-style-type: none"> • Physics First • Biology • Chemistry 	<ul style="list-style-type: none"> • Scott Foresman • Glenco/McGraw Hill • Houghton Mifflin
Mathematics	<ul style="list-style-type: none"> • Algebra I • Geometry • Algebra II • Trigonometry/Pre-Calculus • Calculus 	<ul style="list-style-type: none"> • Prentice Hall • McDougal Litell • McDougal Litell • McDougal Litell • McDougal Litell
English	Holt Rinehart Elements of Literature	
World Languages	Holt Rinehart	
Social Studies	<ul style="list-style-type: none"> • World History 1 & 2 • American History • American Government 	<ul style="list-style-type: none"> • Prentice Hall • Prentice Hall • Prentice Hall

Some of the advance courses (including Advanced Placement courses) use different curriculum materials than those stated above.

Highlights of the FTCHS 2006-2007 curriculum included:

- Freshman Transition Programming
- Advanced Placement
- College and Career Planning
- Entrepreneurial/Career and Technical Education

Freshman Transition Programming: One of the major school improvements implemented in 2006-2007 was the addition of mandatory transition programming for all incoming freshmen. This program went beyond the traditional freshmen orientation, and, instead included a 35-week program (FTCHS Successful Transition Class) aimed at easing the often difficult transition from middle school and the increased demands of a college prep high school. This curriculum, developed by FTCHS and aligned to the Academic Standards for Career Education and Work provided lessons on the academic expectations of high school and the FTCHS program, study skills, three types of learning styles, listening skills, the SQ3R reading method, taking effective notes, time management, test preparation, test taking skills, conflict resolution, *The Seven Habits of Highly Effective Teens*, career assessment and career research using the Education Planner Online (PHEAA), college research using the Education Planner Online (PHEAA), goal setting, and preparing the college application and essay. The program was designed to provide academic and emotional support to freshmen, encourage them to start thinking of their plans for the future, and develop the skills necessary for success in college and beyond.

The FTCHS transition program was augmented by freshmen seminars from Making It Count, a national high school presentation program aimed at reversing the long-term negative trends in college graduation rates and graduate employment statistics. The freshmen program, Making High School Count, was designed to help freshmen to: (1) Understand that choices made as

early as their freshmen year impact the number of opportunities available to them upon graduation, (2) Realize the importance of grades in achieving their future goals, (3) Make an impact in extracurricular activities and build important skills through those experiences, and (4) Develop effective study skills and test-taking strategies that enable them to get better grades.

In 2007-2008, FTCHS is excited about expanding on our successful transition program by implementing the national Kick-Off Program (KOP). KOP is a transition and mentoring program for educational institutions. The program uses upper-class student mentors from within the school to transition the incoming students each year.

Advanced Placement — At the state level (Project 720) and in the School District of Philadelphia, new initiatives are encouraging schools to provide high school students with increased college and college-level experiences and the opportunities to earn college credits while still in school. FTCHS has adopted this policy, as well, and is accomplishing this goal through the provision of four Advanced Placement courses in literature, writing, history, and mathematics.

College and Career Planning: As exposing students to the opportunities available to them after high school is central to the vision of FTCHS, career and college planning is integrated into the curriculum in grades 10-12 (9th grade students receive introductory college and career planning instruction in the transition program). FTCHS hosted two career fairs and two college fairs in 2006-2007, and many of the junior and senior language arts classes invited speakers from different colleges to make presentations on their offerings, on life skills, and on the school to career transition.

Grades 11 and 12 also participated in the Making it Count year-long assembly program. The junior year program was titled Making Your College Search Count and was designed to give high school juniors a head start to the college search process by helping them to : (1) Uncover the importance of conducting a thorough college search; (2) Evaluate potential schools and narrow the number of options by selecting only those schools that are the right fit for them; (3) Be aware of the complicated financial aid process and understand the differences between scholarships, grants, and loans; and (4) Recognize the qualities that colleges look for in applicants. The goal is for students to leave the presentation with a working plan of how to make choosing a college a more manageable process. The senior year program, Making College and Career Count, prepares students for life after high school by providing a deeper look at how to: (1) Develop the seven characteristics that employers have identified as the most important qualities for perspective employees, (2) Maximize leadership skills by participating in meaningful extracurricular activities and work experience, (3) Manage their finances and avoid the pitfalls of credit card debt, and (4) Choose an appropriate career path by evaluating strengths, interests, and the future job market. The goal of this program is to prepare seniors to successfully navigate the transition from high school to college or the career path of their choice.

Finally, a select group of 25 college-bound juniors were selected to participate in a year-long Emerging Leaders Class. The class included the following activities: personal evaluations and goal setting, Peer Mentor training and evaluation, an overview of the college admissions process and tips for college success, guest lectures, a field trip, leadership training, and a culminating group project. Skills covered over course include:

- Service to the School/Giving Back — Groups of 5 students each develop a project to enhance school spirit
- Peer mentoring
- Team building
- Navigating the college admissions process, college planning and preparation, and writing the college essay

- Recognizing characteristics of healthy relationships
- Public speaking, professional language speaking, and interpersonal speaking skills with different people (i.e. people in authority, people in service industry)
- Managing personal finance (i.e. credit cards, checking accounts, savings accounts)
- How to order from a restaurant, how to use/understand the table settings, table manners, how to tip the wait staff, how to speak to servers, etc.
- How to develop short term, mid-range and long term life planning goals. How to set those personal goals and achieve them. How to rework a mistake or setback to your advantage.
- Understanding the habits of highly effective people

Entrepreneurial/Career & Technical Education: One of FTCHS' most innovative components is a first-class elective program in career and technical education, where students can learn real-world skills in the culinary arts, marketing, art, and graphic arts and design. FTCHS, a participant in the Perkins program, has developed an impressive group of collaborating career and technical education partners, including: NOCTI (National Occupational Competency Testing Institute), the Culinary Institute of America, the Art Institute of Philadelphia, the culinary program at Johnson and Wales University, the Restaurant School at Walnut Hill College, and CCAP (Careers through Culinary Arts Program); and these relationships provide students with valuable linkages to potential employers and postsecondary career and trades program. A sampling of our career and technical education course offerings follows:

<p>Culinary I</p> <p>The Culinary program is designed to provide students with a hands-on opportunity to learn skills in cooking, baking, and the food service and restaurant industry. Culinary I is a year long course that introduces the beginner culinary student to safety and sanitation, tools, equipment and knife skills, basic cooking principles, recipes, measurements, stocks, sauces, soups and meat.</p>	<p>1.0 credit</p>
<p>Culinary III</p> <p>Prerequisite: Culinary I & II, teacher permission</p> <p>Culinary III is for the serious culinary student planning a career in the hospitality industry. The class will continue to prepare students to take the NOCTI exam that is a requirement. This class can be customized to meet the individual needs of students to gain acceptance to Culinary school, prepare for cooking competitions, compete for scholarships and awards, and to find employment. The course will emphasize speed and technique that will be refined with practice. Students will analyze foods, menus, costs and the food industry workplace. Students will participate in retail food outlets and will cover additional material including breads and cookies, cakes and pies, cream and custards, food service management and customer service.</p>	<p>1.0 credit</p>
<p>Graphic Art & Design I</p> <p>This class teaches students the basics of the graphic arts industry and its relationship to computer technology. Students will work with a variety of technology applications such as Adobe Photoshop, Illustrator, and InDesign. Students in Design I will design logos, flyers, brochures, posters, and artwork; emphasizing the skills required for employment in the graphic arts industry.</p>	<p>1.0 credit</p>

Marketing I**1.0 credit**

Marketing I is a course for students interested in learning principles of business, management, and business ownership. Students in this class will learn basic skills in a range of business topics such as legal issues, economics, sales, communications, promotions, and marketing plans. Successful Marketing I students may assist in the operations of a retail outlet.

Art I**1.0 credit**

Art I is a yearlong course that is designed to provide the beginner art student with the fundamental knowledge of fine arts. The course focuses on various techniques, processes, and materials used in drawing, painting, printmaking, and three dimensional media. The course also provides a general knowledge of art history and vocabulary.

Do you have documentation that shows that your curriculum meets the Chapter 4 content standards and all requirements?

FTCHS has created curriculum maps for all disciplines, which include content to be taught, skills to be learned, assessments to be used (i.e. performance indicators), and the PA Standards and Anchors that will be met. These maps are broken down by week, and are available in the Office of the Principal at FTCHS. As a sample, a copy of the 9th grade Language Arts Curriculum Map is attached. Additionally, the publishers listed above provide additional supports in aligning the curriculum to the PA Standards.

Furthermore, FTCHS employs two programs, Kaplan Achievement Planner and Study Island which are directly aligned to the PSSA assessment anchors. These programs provide ongoing data on student progress toward achieving to the PA Standards. The reports that are generated through these programs provide FTCHS real-time data on any gaps or deficiencies in our curriculum, and we are able to make adjustments immediately, rather than waiting until year-end.

How is the curriculum organized to meet the developmental and academic needs of students?

FTCHS has developed a curriculum sequence organized to meet the developmental and academic needs of our students, as follows:

2006-2007 CURRICULUM SEQUENCE

9TH GRADE

Regular Education & College Prep

English 1

Algebra 1 World History 1 Physics First Elective Health/ World Language	
10TH GRADE	
<u>Regular Education</u>	<u>College Prep</u>
English 2 Geometry World History 2 Chemistry Elective World Language 1 Health/PE	English 2 Honors Geometry Honors World History 2 Chemistry Algebra 2 Honors World Language 1 Health/PE
11TH GRADE	
<u>Regular Education</u>	<u>College Prep</u>
English 3 — American Literature Algebra 2 Biology American History World Language 2 Geography/Test Prep Elective	English 3 — American Lit or AP Trigonometry/Pre-Calculus Biology American History or AP US History World Language 2 Elective Elective
12TH GRADE	
<u>Regular Education</u>	<u>College Prep</u>
English 4 — British Literature Math Topics Science Elective Civics Elective	English 4 — British Literature/AP Writing Calculus Anatomy/Physical Science Elective Civics Elective

In crafting this sequence, much thought was put — not just into doing things the way high schools traditionally have — but into designing a scope and sequence that is developmentally and academically sound. Case in point is our decision to teach physics in 9th grade despite the fact that 99% of high schools in America offer science in the biology, chemistry, physics sequence. FTCHS agreed with the Physics First movement that, given that chemistry and biology are no longer the purely descriptive sciences they once were, it makes more sense to teach physics as the foundational science. For example, as Project ARISE describes, comprehending chemistry in terms of structure and behavior of atoms relies on an understanding of physical principles, and modern biology requires understanding the chemical functions of molecules such as DNA and proteins. As such, FTCHS uses the physics, chemistry, biology sequence. In placing other courses in the sequence (e.g. English and history courses), we also looked to placing courses in a way that would promote interdisciplinary learning. For example, in 11th grade students take both American Literature and American History.

Another way in which FTCHS ensures that the curriculum is developmentally sound is by requiring all freshmen to participate in the transition programming described above. It is not enough that students are academically ready for the FTCHS, but we need to provide them the developmental supports needed to transition into high school (e.g., time management, study skills, goal-setting).

Finally, we ensure that our students are placed in the correct academic level by first administering a placement test (an abbreviated TerraNova) in reading and math to all incoming students in the spring before their senior year and later by employing continuous assessment techniques (including the use of the Kaplan Achievement Planner and Study Island). In using continuous assessment, we are also readily able to provide students with interventions and academic supports when they first demonstrate the need.

How does the charter school promote in-depth and inquiry-based teaching and learning?

The Pennsylvania Academic Standards provide the backdrop for inquiry-based teaching. By focusing on the Standards and their concepts and skills, we promote critical thinking and a pragmatic application of learning. This is most evident in the curriculum maps that FTCHS developed for all subjects and all grades. When developing these maps, departments had to develop activities that promoted both lower-order thinking (i.e. when students are asked to receive or recite factual information or to employ rules and algorithms through repetitive routines) and higher-order thinking (i.e. requiring students to manipulate information and ideas in ways that transform their meaning and implications).

For example, on the attached 9th grade Language Arts curriculum map, the skills that students will develop include some lower-order thinking (e.g., Restate, summarize, paraphrase information linked to Standards R8.A.1.4 and R8.A.1.5; Identify literary elements such as plot, setting, characterization, point-of-view, and theme linked to Standard R8.B.1.1; summarize plot linked to Standard R8.A.1.5). However, most of the skills we endeavor to develop are higher-order (e.g. Distinguish fact from opinion linked to Standard R8.B.3.1; Evaluate and author's argument, including intent and tone linked to Standard R8.B.2.2.; Analyze symbolism and allegory linked to standard R8.B.2.1). FTCHS requires that each teacher provides both types of instruction, with the ultimate aim of promoting in-depth learning and developing critical thinking skills. And, just as we require our students to develop higher-order skills, we require our teachers to use assessments that measure students' capacity for critical thinking. For example, in our English classes, teachers use portfolio assessments of persuasive essays, reflective essays, original speeches, and comparison-contrast essays rather than solely using multiple choice exams.

Additionally, the course sequence was carefully developed to promote more in-depth learning through cross-curricular study. For example, in 11th grade students take American History and American Literature concurrently. Teachers across departments work together to develop projects and lessons drawing on both disciplines.

What strategies does the school use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?

During the spring of their 8th grade all incoming freshman students are required to participate in a baseline test in the areas of English and mathematics. FTCHS uses an abbreviated version of the nationally normed TerraNova test. The results of the test are used in conjunction with incoming school records to determine the appropriate academic track, but also to set up any interventions and supports needed. For example a student exhibiting difficulty with foundational reading skills upon entry will immediately be placed in our Kaplan Reading Empowerment (KRE) program. KRE is a targeted intervention designed to build fluency and mastery by focusing on the five building blocks identified by the National Reading Panel as key to reading success: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. Our transition programming for freshman helps students to develop skills and learning strategies to help them through the curriculum including note-taking, study skills, preparing for a test, and reading strategies. Additionally, we use the Kaplan Achievement Planner to provide a system of

continuous assessment and targeted instruction, use web-based programs such as Study Island to accelerate student learning on an individual basis, and more traditional supports such as tutoring and homework assistance. Finally, as a School Improvement School, our students have access to state-approved Supplemental Education Services.

What types of teaching strategies are used to actively engage students in the learning process?

Franklin Towne teachers are required to provide, via lesson plans, information about the frequency and effectiveness of their various strategies. From KWL to fishbowl, predictions to journal evaluation, students are exposed to several strategies. Key to this idea is the reflection process. Department heads, administrators, teachers, and counselors are involved to a greater extent in the evaluation of strategies as part of the ongoing curriculum development and revision process. Some of the innovative teaching strategies used to engage students in 2006-2007, included:

Project Based Learning: Whenever possible, students participate in project-based learning to promote more in-depth learning. For example, in the Physics First class, students participated in a semester-long project titled "Physics of Toys" where students learned how toys and household objects function by exploring the physics behind these items. The project involved both physics concepts and an oral presentation (optionally with PowerPoint) graded with a performance rubric. In Civics students participated in mock trials to help concepts come alive. In Biology, teachers tapped into the recent fascination with forensic science by conducting a Forensics Hair Lab. The students in the culinary courses operated the Coyote Cafe for profit, allowing them to apply their culinary learning and combine it with business development and management skills. And social studies students participated in the Stock Market Game 2000, with two of our teams placing in the top 30 teams in the region.

Expeditionary Learning: Through a partnership with Outward Bound students produced high-quality work in learning expeditions — long term, in-depth investigations of themes or topics that engage students in the classroom and in the wider world. Authentic projects, fieldwork, and service projects were all used to accomplish that goal. Learning expeditions were designed with clear learning goals that are aligned with district and state standards. Ongoing assessment was woven throughout each learning expedition. Specifically, twenty students and two teachers went on two backpacking hikes through portions of the Appalachian Trail in Pennsylvania and the Delaware Water Gap. The trips consisted of rock climbing, map and compass navigation, environmental ethics, emotional and physical challenges, and team leadership skill development.

Community as Classroom: Whenever possible, FTCHS teachers are encouraged to draw upon the wealth of community resources (e.g. museums, theaters, businesses, etc.) to make learning come alive for students and to provide them with a link between their classroom learning and the real world. For example, physics students participated in Drexel University's Engineering Week, science students toured the University of Pennsylvania science labs, and biology students worked with the Delaware River Ecosystem Studies analyzing water samples. Art classes visited the Philadelphia Art Museum, culinary students participated in local cooking competitions and Farm Aide, science classes capitalized on the programs at the Franklin Institute, and English students attended performances at regional theatres related to their Shakespeare studies. One of the areas where this Community as a Classroom strategy is most prevalent is in the special education Life Skills classrooms. These students participate in our community-based instruction program, going to Target and Wal-Mart to learn consumerism skills and going food shopping to learn how to plan for meals and reinforce consumerism skills.

Finally, FTCHS encourages its staff to think of innovative ways to engage students in learning. For example, the head of the Social Studies Department recognized that our students showed greater interest in modern history. So, FTCHS allowed him to implement a Contemporary History

elective in 2006-2007 derived from high-level curriculum materials developed from Brown University.

Rigorous Instructional Program - Attachments

- Sample FTCHS Curriculum Map -- 9th Grade Language Arts
- FTCHS Professional Development Approval Letter
- FTCHS Induction Plan Approval Letter

English Language Learners

In 2006-2007, FTCHS served four English Language Learners (ELL) — two students for whom Spanish was the primary language spoken at home, one for whom Polish was the primary language spoken at home, and one for whom Arabic was the primary language spoken at home. These students were provided all required services under the supervision of our Director of Guidance. A copy of our LEP-LEA report, as submitted on the ePDE Web Portal, is appended to this report.

FTCHS provides for the education of students whose dominant language is not English in accordance with 22 Pa. Code § 4.26 and Pennsylvania Department of Education Basic Education Circular, July 1, 2001: Educating Students with Limited English Proficiency (LEP) and English Language Learners. A description of FTCHS' program for English Language Learners follows below:

I. ELL Program Goals and Philosophy

Franklin Towne Charter High School prepares ELL students to integrate both academically and socially into the mainstream school community. This is accomplished by fostering in second language learners a sense of pride in the work they complete, in both English and their native language. To reach this goal, ELL students need specific instruction and time to make connections between their first language and English.

FTCHS works to meet the range of needs our ELL students present. These needs vary as populations of ELL students are diverse in number, academic background, and native language spoken. FTCHS teaches beginners basic English communication and literacy skills, and the English Language Department is dedicated to ensuring that all ELL students are guaranteed meaningful access to the entire curriculum. Additionally, FTCHS works to ensure ELL students' equitable access to extracurricular activities.

ELL student success is measured in terms of their rate of English language acquisition using PA state benchmarks and FTCHS' academic performance standards. FTCHS uses a variety of educational approaches designed to meet the fundamental educational goals of:

- Providing appropriate academic models and instructional support to assist ELL students in order that they may meet the same, high academic standards required of all students
- Building confidence and motivation in ELL students to learn and use English so they will become proficient in speaking, reading, writing and understanding the language
- Enhancing ELL students' abilities and opportunities to meaningfully participate in all aspects of FTCHS.

In achieving these overriding goals, FTCHS uses specially trained ELL staff to:

- Appropriately identify, assess, and place ELL students.

- Notify parents in a language they can understand of: ELL services available to ELL students, school activities, special meetings and events, student progress reports, and extra curricular activities, in order that they can make well-informed decisions about their children's participation in FTCHS' programs.
- Provide appropriate assistance, intervention, and referrals for behavioral and other issues that negatively impact ELL student achievement.
- Monitor ELL student progress and continued academic success after reclassification as non-ELL.
- Facilitate parent and community involvement in schools.
- Provide a process for ongoing evaluation and improvement of services to ELLs.

II. Educational Approaches:

FTCHS' plan for the provision of services to ELL students is designed to ensure the English language development of ELL students and to make certain a lack of English proficiency will not constitute a barrier to receiving the same services, access to programs, and quality of education provided by the charter school to all students.

ELL instruction in FTCHS involves a variety of approaches which research shows to be effective in facilitating English language development with second language learners. Approaches used may include a combination of those outlined and depend on the needs of ELL students.

- **Transitional bilingual (TBE):** This program, also known as early-exit bilingual education, utilizes a student's primary language in instruction. The program maintains and develops skills in the primary language and culture while introducing, maintaining, and developing skills in English. The primary purpose of a TBE program is to facilitate the ELL student's transition to an all-English instructional program while receiving academic subject instruction in the native language to the extent necessary.
- **Maintenance bilingual (MBE):** The Maintenance Bilingual Education, also known as late exit bilingual education model, or developmental, allows students to become fully bilingual and bi-literate based on the underlying instructional principles of the program. In contrast to the TBE Model, whose purpose is the use of the native language to transfer into total English instruction, the maintenance model seeks to maintain and continue to develop the native language as well as English.
- **English as a Second Language (ESL):** A program of techniques, methodology, and special curriculum designed to teach LEP students English language skills, including listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. ELL instruction is in English with little or no use of native language.
- **ELL Pullout:** is used generally in elementary school settings. Students spend part of the day in a mainstream classroom, and are "Pulled out" for a portion of the day to receive instruction in English as a second language (ELL).
- **ELL Class Period:** is generally used in middle schools and high schools where students receive ELL instruction during a regular class period and also receive course credit for the class. Students may be grouped for instruction according to their English language proficiency level.
- **Content Based ELL (CBESL):** an approach to language instruction that integrates the presentation of topics or tasks from subject matter classes (e.g., math, social studies) within the context of teaching the English language.

Decisions as to which educational approach(es) is used, and what portion of time is allocated to each component, are made collectively with input from the Director of Pupil Services, building Principals, ELL teachers, the district ELL Coordinator, and mainstream teachers. Counselors, ELL and mainstream teachers, parents, building administrators, and the ELL Coordinator may be involved in making decisions regarding the academic program of particular students.

FTCHS' Academic Committee reviews the ELL program design to be certain it includes a purposeful plan for English language development and appropriate access to the entire instructional program.

FTCHS is committed to providing ongoing staff development focused on educating staff on instructional methodologies specific to English language development and cultural considerations specific to ELL student populations and their families. The Academic Committee at FTCHS is in the process of reviewing our current ELL program and creating new guidelines with the understanding that English language development must occur in a purposeful, intentional manner.

III. Identification of the Primary Language other than English

All students registering at FTCHS are asked by school secretaries to complete a Home Language Survey. Families registering students whose first language is other than English, or who speak a language other than English at home or with friends, or who has previously been in an ELL or bilingual program in school, or whose parents need the services of an interpreter for meetings are asked to notify the FTCHS through the Home Language Survey.

For students qualifying for ELL services, the ELL teacher, ELL Coordinator, and Director of Pupil Services schedule a testing period. Parents of students who test eligible for ELL services have a right to refuse this service. Parents refusing ELL services are asked to sign a Refusal of Services form.

IV. Assessment of LEP Students:

Evaluation of ELL students' English language proficiency is set at reasonable intervals in order to track student progress, maintain proper instructional placement, and comply with the No Child Left Behind Act (NCLB), which requires annual testing of ELL students and notification to be sent to the parent of any student found eligible to receive ELL services.

ELL students are administered the IPT Oral, Reading, and Writing tests appropriate to their grade level each year. One or more of the following IDEA, IPT II, III English language proficiency tests is given to the prospective ELL student:

- Ballard & Tighe ORAL IPTII
- Ballard & Tighe Reading IPT1
- Ballard & Tighe Writing IPT2

The FTCHS ELL Coordinator is responsible for ensuring staff is appropriately trained to administer the IDEA IPT assessments. Examiner's manuals from Ballard and Tighe, publishers of the IPT test battery, are studied by all staff prior to administering the IPTs and an instructional video from the publisher is used as part of the training given to staff prior to their testing students. Newly trained staff first observe a trained test administrator and is observed administering the test before being allowed to test students for the purpose of assessing English language proficiency. The ELL Coordinator maintains records of trained staff.

For students found eligible to receive ELL services, test results are recorded on an ELL Student Record form (SRF) and included with the actual test protocols in an active ELL student file maintained by ELL teacher at the school. The ELL teacher is responsible for sending a copy of the SRF to the ELL coordinator and the Director of Pupil Services. The ELL teacher is also responsible for ensuring that mainstream teachers who work with a particular ELL student are aware of the results of the IPT assessments.

Dissemination of this information is accomplished by providing those teachers copies of proficiency test level summary sheets and individual student results. The summary sheets include indicators of the language competencies students can be expected to possess when they score at a given level of the IPT tests. Test results for students qualifying for placement directly in the mainstream are forwarded to the school secretary for inclusion with the student's cumulative file.

Finally , FTCHS will also administer the state-mandated Assessing Communication and Comprehension in English State to State for English Language Learners assessment (ACCESS for ELLs) annually.

V. Staffing and Professional Development:

Staff hired as ELL teachers meet all FTCHS requirements for hire. The Principal is responsible to make sure that instructional staff is appropriately licensed to teach what they are assigned to teach. FTCHS supports the earning of the ESOL endorsement by working in conjunction with regional institutes of higher education.

VI. Reassessment, Reclassification, and Exiting:

It is FTCHS' policy in determining ELLs' readiness for reclassification as non-ELL, and so discontinuation of ELL services, is to evaluate their proficiency in listening, speaking, reading, writing, and comprehending English. The RSD uses IDEA Proficiency Tests (IPT) as the primary assessment in conducting this evaluation.

NOTE: ELL students who pass benchmark on the state reading and writing tests can be considered for reclassification regardless of their performance on the IPTs. A student may demonstrate English proficiency on the IPTs sufficient to be reclassified as non-ELL and still not meet current benchmark standards on statewide assessments. Evaluation of ELL student readiness for reclassification as non-ELL may also be based on evidence such as student portfolios, as well as teacher, counselor or parent recommendations.

Below is an outline of reclassification criteria for assessments used:

GRADE	ORAL INSTRUMENT / CRITERIA	ENGLISH READING INSTRUMENT / CRITERIA	ENGLISH WRITING INSTRUMENT / CRITERIA
9	Proficient Speaker	IPT Reading/41+	IPT Writing/Competent English Writer
10	Proficient Speaker	IPT Reading/41+	IPT Writing/Competent English Writer
11	Proficient Speaker	IPT Reading/41+	IPT Writing/Competent English Writer
12	Proficient Speaker	IPT Reading/41+	IPT Writing/Competent English Writer

English Language Learners - Attachment

- ELL Report

Graduation Requirements

In 2006-2007, FTCHS were required to successfully complete 24.5 credits as follows to graduate:

English	4 credits
Math	4 credits
Science	4 credits
Social Studies	4 credits
World Language	2 credits
Arts & Humanities	2 credits
Electives	3 credits
Physical Education	1.5 credits
Total	24.5 credits

The graduation requirements have been amended for the 2007-2008 school year to require that students demonstrate proficiency in reading and mathematics either on the 11th grade PSSA, the 12th grade make-up PSSA, or through a local assessment (to be determined) aligned to the State Standards. Additionally, FTCHS will be eliminating "Ds" from its grading scale. In order to earn a credit, a student will now need to earn a grade of 70% or higher (previously 65% was considered passing).

Special Education

FTCHS provides a first class special education program for students with special needs. In 2006-2007, FTCHS served 169 special education students, representing 18% of our student population.

FTCHS employs three main models for educating students with special needs: inclusion, learning support, and life skills. Students are placed in the Least Restrictive Environment based on their Individualized Education Program (IEP). The three available models can be described as such:

- **Inclusion:** Inclusion classes are "regular education" classes in which our students receive accommodations for their special needs. A special education teacher works closely with the "regular education" teacher to help provide the necessary supports for students. When possible, this model involves bringing the support services to the student (rather than moving the student to the services).
- **Learning Support Classes:** These classes are dedicated special education classes that are "adapted" classes based on the "regular education" model. These are smaller classes (15-18 students maximum) that are taught at a reduced pace by a special education teacher using high-interest, lower level texts.
- **Life Skills Classes:** The classes are designed to meet the life skills needs of students with mental retardation and other developmental disabilities. The curriculum is designed to establish and enhance student's skills in daily living, employment, consumerism, and socialization.

Special Education - Attachments

- Special Education Policies & Procedures
- Penn Data December 2006
- Penn Data July 2007

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Katie Weaver	1.00	Learning Support	FTCHS	18	5 LS classes per day

Kia Eisenga	1.00	Learning Support	FTCHS	18	5 LS classes per day
Laura Owens	0.60	Life Skills Support	FTCHS	8	3 LSS classes per day
Laura Owens	0.40	Learning Support	FTCHS	15	2 LS classes per day
Katey Reilly	1.00	Learning Support	FTCHS	18	5 LS classes per day
Michael Mapps	1.00	Learning Support	FTCHS	18	6 LS classes per day
Joanne Schneider	1.00	Learning Support	FTCHS	18	5 LS classes per day
Corina Nocero	1.00	Resource Support	FTCHS	18	5 Resource Room classes per day
Debbie Young	1.00	Learning Support	FTCHS	18	5 LS classes per day
Christine Shiffler	1.00	Learning Support	FTCHS	18	5 LS classes per day. Ms. Shiffler worked 37 days.
Suzanne Lauterwasser	1.00	Learning Support	FTCHS	18	5 LS classes per day. Ms. Lauterwasser replaced Ms. Shiffler beginning January 2007.

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
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Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Coordinator	FTCHS	1.00
Special Education Secretary	FTCHS	1.00
School Psychologist	FTCHS	0.50
Personal Care Aide	FTCHS	1.00
Personal Care Aide	FTCHS	0.50
Personal Care Aide	FTCHS	0.50
Personal Care Aide	FTCHS	0.10
Transportation Aide	FTCHS	0.25
Transportation Aide	FTCHS	0.25

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Source, Inc.	Speech Therapist/Speech Therapy	0.25

Therapy Source, Inc.	Speech Therapist/Speech Therapy	0.25
Therapy Source, Inc.	Physical Therapist/Physical Therapy	0.25
Medical Practitioner	IEP Review for MA ACCESS	As needed, less than 1 hour per week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
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Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA Reading & Mathematics	No	No	No	No	No	Yes	No
PASA Reading & Mathematics	No	No	No	No	No	Yes	No
PSSA Writing	No	No	No	No	No	Yes	No
PSSA Science Field Test	No	No	No	No	No	Yes	No
TerraNova Reading, Language, Mathematics, and Science	No	No	No	Yes	Yes	No	No

Student Assessment

The 2006-2007 school year was a year of dramatic growth in student achievement at FTCHS, due, in large part, to the implementation of a comprehensive School Improvement Plan.

PSSA RESULTS

In 2006-2007, FTCHS exceeded the math and reading thresholds under the Pennsylvania Accountability Plan and No Child Left Behind. As such, FTCHS is classified as "Making Progress." If FTCHS is successful in sustaining this level of student achievement in 2007-2008, the school will exit the "Corrective Action I" school improvement category.

In mathematics, the 2006-2007 threshold was 45% proficiency. FTCHS exceeded this target by 10.4%, with 55.4% of our 11th grade students scoring at or above proficiency. This represented a 37.4% increase over the year prior. The chart below provides a longitudinal comparison of our 11th grade mathematics PSSA scores over a five-year period.

		Basic and Below	Advanced and Proficient	Percentile of Increase/Decrease
	2002-03	91.2	8.8	N/A
	2003-04	85	15	6.20%
Math	2004-05	72.3	27.7	0.20%
	2005-06	82.2	17.8	-9.90%
	2006-07	44.8	55.4	37.6

We only had one measurable subgroup in 2006-2007 — white students — and there was not a significant difference between the percentage of white students achieving proficiency or higher (55.7%) on the math PSSA and the overall student population (55.4%).

The reading threshold for 2006-2007 was 54% proficiency, which FTCHS exceeded by 6.5% with 60.5% of our students scoring at or above proficiency on the reading PSSA. This represents a 24.1% increase in proficiency over the year prior. The chart below provides a longitudinal comparison of our 11th grade reading PSSA scores over a five-year period.

		Basic and Below	Advanced and Proficient	Percentile of Increase/Decrease
	2002-03	71.9	28.1	N/A
	2003-04	72.1	27.9	0.20%
Reading	2004-05	61.1	38.9	11%
	2005-06	62.8	37.2	-1.70%
	2006-07	38.7	60.5	24.10%

Again, there was very little difference between the reading proficiency level of our students overall (60.5%) and our white students (62.1%).

Despite the drop in math scores from 2004-2005 to 2005-2006 and stagnation in the reading scores, FTCHS was confident that our scores would rise in 2006-2007 as many of our reform efforts began with the class of 2008 when they arrived as freshman as 2004-2005. It was this group of students that took the 11th grade PSSA this year, which accounted for our increased scores in both reading and mathematics.

TERRANOVA

FTCHS is confident that we will be able to sustain this level of student achievement, as our 9th and 10th grade students have also exhibited gains in reading, language arts, and math on the TerraNova.

On the 9th grade TerraNova, taken in fall 2006, there was a 19.75% increase in the Mean Normal Curve Equivalent (NCE) in reading, an 11% increase in the NCE in language arts, and a 12.9% increase in the NCE in mathematics compared with the 9th grade scores for fall 2005. On all TerraNova assessments, including science, FTCHS exceeded the School District of Philadelphia's NCE and came close to meeting the national NCE. The chart below shows the 9th grade NCE for the past two years and the 9th grade 2006 NCE for the School District of Philadelphia.

	Reading	Language Arts	Math	Total	Science
9th					
2005 (FTCHS)	30.2	36.8	38.6	33.4	N/S
2006 (FTCHS)	49.9	47.8	51.5	50.6	46.8
2006 (SDP)	34	33	38	36	28
2006 (Nat)	50	46	53	51	44

Additionally, FTCHS' 9th grade special education students also experienced gains on all TerraNova assessments between fall 2005 and fall 2006 and exceeded the School District of Philadelphia's NCE on all assessments. The chart below illustrates the gains among our 9th grade special education students.

		Special Education				
		Reading	Language Arts	Math	Total	Science
9th						
2005 (FTCHS)		14	19	11	12	N/S
2006 (FTCHS)		24	23	18	21	24
2006 (SDP)		7	8	8	6	6
2006 (Nat)		34.9	34.1	30.8	32.9	35.4

FTCHS' 10th grade students experienced similarly impressive gains on the Terra Nova. Between fall 2005 and fall 2006, there was a 17% increase in the reading NCE, a 16% increase in the language arts NCE, and a 12% increase in the math NCE. On all three assessments FTCHS' 10th grade students exceeded both the School District of Philadelphia's NCE and the national NCE, as shown in the chart below.

		Reading	Language Arts	Math	Total	Science
10th						
2005 (FTCHS)		41	39	42	39	N/S
2006 (FTCHS)		58	55	54	57	49
2006 (SDP)		44	44	45	45	33
2006 (Nat)		54.5	52.6	52.1	53.6	49.7

Additionally, FTCHS' 10th grade special education students also experienced gains on all TerraNova assessments between fall 2005 and fall 2006 and exceeded the School District of Philadelphia's NCE on all assessments. The chart below illustrates the gains among our 10th grade special education students.

		Special Education				
		Reading	Language Arts	Math	Total	Science
10th						
2005 (FTCHS)		12	17	13	15	N/S
2006 (FTCHS)		26	23	27	25	28
2006 (SDP)		7	7	7	6	7
2006 (Nat)		36.4	34.5	37	35.6	37.8

How these results influence development of new or revised annual measurable goals and targets.

FTCHS is pleased by the across the board rise in student achievement. However, since we will remain in "Corrective Action I" School Improvement status until two consecutive years of making AYP, FTCHS will not be revising our annual measurable goals and targets for 2007-2008. Rather, we will continue to implement the strategies detailed in our School Improvement Plan, which led to our success in 2006-2007.

If locally developed tests are used, discuss how they are used and what impact they have on the curriculum, student improvement, and decision making.

During the spring of their 8th grade all incoming freshman student are required to participate in a baseline test in the areas of English and mathematics. FTCHS uses an abbreviated version of the nationally-normed TerraNova assessment. The results of the test are used in conjunction with incoming school records to determine appropriate academic track (i.e. regular education or college prep) and to develop an intervention/remediation plan for any student exhibiting a severe deficit in reading or math.

Additionally, in 2006-2007, FTCHS used the Kaplan Achievement Planner, a web-based program that provided ongoing formative assessments (benchmark tests) and then prescribed lesson plans for teachers. The assessments were written in the style of the PSSA to expose students to the PSSA format. Data reports derived from these assessments detailed each student's strengths and weaknesses, allowing teachers to target instruction. The data was also linked to a bank of standards-aligned lesson plans (divided into three levels of understanding, which allowed teachers to better differentiate instruction).

Please describe features of the student achievement plan and note the usage of teacher observations, surveys, portfolios or other local instruments to measure student progress.

FTCHS has implemented a student progress monitoring system that requires teachers to evaluate and address performance every two weeks. These evaluations include student achievement data from teacher observations, student performance on unit tests and quizzes aligned with the FTCHS curriculum, grades on student projects and performances, journal, portfolio assessments (especially in English), Kaplan Achievement Planner assessments, FTCHS PSSA practice tests, Study Island reports, etc. Teachers are required to notify all parents and students of performance shortcomings, and those notifications are monitored by department heads. A summary is then provided to the principal, and, along with teacher evaluations, the data is analyzed to address student needs. Students who are failing in any given two week period are provided with an achievement plan complete with goals and intervention plans (e.g. tutoring, targeted assignments, Study Island, etc.). Additionally, the bi-weekly reports are also shared with the Director of Guidance and the Dean of Students and are evaluated for patterns across performance, discipline, and behavior.

b.) Describe the strategies and interventions that are in place to ensure that students who are at-risk of failure, or those not making reasonable progress, are being addressed. What opportunities are they afforded in order to help them succeed? Provide clear evidence that demonstrates how those strategies are proving to be effective in terms of improved academic performance.

In 2006-2007, FTCHS employed many strategies and interventions to ensure that students who are-at-risk of failure, or those not making reasonable progress, are being addressed. Some of the interventions used included:

- Kaplan Reading Empowerment — Targeted intervention designed to build fluency and mastery by focusing on the five building blocks identified by the National Reading Panel as key to reading success: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension.
- Kaplan Achievement Planner — Based on individual student data from ongoing formative assessments, FTCHS teachers could target instruction to meet individual student needs and had access to a bank of lesson plans aligned to PA standards.
- Study Island — In this web-based PSSA preparation program, students received targeted and individualized instruction linked to assessment anchors with which students are struggling. In 200-2007, FTCHS piloted this program in math, but will expand the use in the upcoming year to include reading and science
- Tutoring and homework assistance.

The increase in student achievement on state and local assessments in grades 9-11, illustrates the early success of these interventions.

In addition to expanding the use of Study Island in 2007-2008, FTCHS is exploring partnering with Catapult Learning to implement the AchieveReading and AchieveMath PlusTech program after school for struggling students. These programs combine in-person instruction with interactive educational software, allowing for a 12:1 student-to-teacher ratio while maintaining the small-group instructional model. The programs begin with an assessment of each student's specific skill strengths and weaknesses. Students' individual learning needs are used to establish group learning objectives that become progressively more challenging as the program evolves. Students alternate between small-group (6:1) instruction with a certified teacher and individual, computer-assisted learning, monitored by a qualified lab technician, designed to reinforce individual skill needs. The assessment results and learning plans will be shared with classroom teachers and parent to ensure communication and reinforcement of classroom skills.

FTCHS will also encourage students and parents to take advantage of the Supplemental Education Services available to schools in School Improvement status, and budgeted for in FTCHS' Title I funding.

Student Assessment - Attachments

- FTCHS Terra Nova Report Fall 2006
- FTCHS 2007 AYP Data File

Teacher Evaluation

a.) List the main features of the school's teacher evaluation plan.

FTCHS employs a three-tier teacher evaluation plan, which is reviewed with all teachers during the multi-day pre-service to ensure that all teachers understand the procedures and expectations of the school's evaluation plan. The three tiers are as follows:

- **Tier 1 — Beginning Teacher Track:** The focus of the Beginning Teacher Track is to develop in each teacher the essential skills outlined in the professional standards developed by the evaluation committee and approved by the School Board of Trustees. Each evaluation cycle shall consist of three events: a pre-conference, classroom observation(s), and a post-conference. Nonpermanent teachers shall have a minimum of 4 evaluation cycles per year the first to be completed before October 1 and the fourth before May 1. The administrator will focus on assisting the teacher in developing professionally.

- **Tier 2 — Professional Teacher Track:** The focus of the Professional Teacher Track is to document each teacher’s progress on professional development goals linked to student learning and school improvement goals. Professional Teachers will develop and implement a Professional Growth Plan. These plans will happen in tandem with the formal classroom observation procedures described above in Tier 1. Professional Teachers will receive a minimum of 2 formal classroom observations per year. Possible professional development activities to be included in the Professional Growth Plan include: action research, curriculum, instructional strategies implementation, peer coaching, professional growth portfolios, and structured professional development groups/small learning community meetings/grade group meetings.
- **Tier 3 — Professional Assistance Track:** The focus of the Professional Assistance Track is to assist teachers on the Professional Teacher Track who, in the judgment of the administrator, are experiencing a serious deficiency in meeting one or more of the FTCHS Standards for effective teaching. There are three phases to the Professional Assistance Track: Awareness, Assistance, and Disciplinary (See attached Professional Development Plan). Teachers are typically placed in the professional assistance track for an 8-week period, during which they are observed bi-weekly.

In all three tiers, the teacher evaluation includes assessment of the following standards:

- **The Classroom Environment:** The effective teacher maintains a positive and stimulating learning environment that enhances student learning.
- **Preparation and Planning:** The effective teacher plans for student learning.
- **Instruction:** The effective teacher provides instruction that enhances student achievement.
- **Assessment:** The effective teacher uses assessment to provide feedback to students, to design future instruction, and to monitor progress toward curriculum goals.
- **Communication and Professional Responsibilities:** The effective teacher demonstrates positive communication skills and maintains professional and personal responsibilities.

b.) List entities/individuals who are responsible for teacher and staff evaluation.

The primary person responsible for teacher and instructional staff evaluation is FTCHS Principal Patrick Field. Department Heads, including the special education coordinator, and the Assistant Principal assist Mr. Field in conducting these observations. All non-instructional staff member are evaluated by FTCHS CEO Mr. Joseph Venditti with the support of Director of Operations Joe Bianchino.

c.) Describe professional development for the evaluators, particularly in the areas of special education and instructional techniques that are unique to the mission of the charter school and support student success.

FTCHS Patrick Field serves as the lead evaluator for all instructional staff at the charter school. Mr. Field is highly qualified to conduct these evaluations as he recently completed a M.S. in Educational Administration with Principal Certification at Gwynedd-Mercy College. This graduate program included coursework in curriculum and instructional supervision, including evaluating teachers and using teacher assessment to improve student learning. Additionally, during his five

year tenure with Mosaica Education, Inc., Mr. Field garnered extensive experience in curriculum development and implementation for various student populations, including students with special needs. Since joining FTCHS, Mr. Field has worked with each academic department to develop curriculum maps aligned to State standards for each grade level, and, as such, he has extensive knowledge of FTCHS' curriculum and methods of instruction. Additionally, one of FTCHS' key instructional techniques is the use of technology to engage students and enhance learning. With a M.S. in Instructional Technology from Philadelphia University, Mr. Field is uniquely suited to assess teachers in their effectiveness in this instructional strategy. Mr. Field receives further support from the Department Heads, including the Special Education Coordinator, during the evaluation process to ensure that the evaluation process adequately assesses the instructional techniques unique to the mission of FTCHS (e.g., hands on vocational learning) and the effectiveness of the special education teachers in instructing students with special needs. Finally, Mr. Field remains abreast of trends and best practices in instruction and teacher evaluation through his membership in professional organizations, including the Association for Supervision and Curriculum Development (ASCD). For example, Mr. Field, along with the charter school CEO, attended the annual convention of the National Association of Secondary School Principals, which included a track on Assessing Learning for Accountability, which included sessions on linking the teacher appraisal process to the School Improvement Plan, which was particularly relevant to FTCHS in 2006-2007.

Teacher Evaluation - Attachment

- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

The officers of the FTCHS Board of Trustees remained unchanged from 2005-2006 through 2006-2007. Two Board members from 2005-2006 — Ms. Paula Weiss and Mr. Gerry Shotzbarger — did, however, resign their positions due to personal and employment commitments. To account for this change and to bring greater expertise to the Board, four new Board members were sworn in 2006-2007. Mr. Joe Klueg is the Director of Media Services and Publications for the Philadelphia Flyers and brings to the Board expertise in marketing, public relations, and community relations, which are integral functions of a charter school Board. Additionally, his background in marketing lends itself well to the marketing program in our entrepreneurial education electives. Ms. Nancy Hartey works for State Representative Michael McGeehan providing constituent services. Her background in government relations and community outreach are assets to the FTCHS Board. Mr. Joseph Dougherty is the Business Manager/Financial Secretary/Treasurer of the Iron Workers Local Union 401 in Philadelphia. He brings to the Board vast experience in public finance and government relations, in addition to a firm understanding of the apprenticeship and training process in Philadelphia's trades unions, which is a process that several of our graduating seniors explore. Finally, Mr. Joseph Garbarino is the Director of Campus Operations at the University of the Arts. He brings to the Board an expert view of school operations and maintaining a secure educational environment, as well as a connection to one of Philadelphia's esteemed post-secondary institutions — one that is directly aligned with FTCHS' graphic arts and design program in the entrepreneurial education electives.

Additionally, in 2006-2007, FTCHS was classified as Corrective Action I under Pennsylvania's Accountability Plan and No Child Left Behind. As a result, FTCHS developed a comprehensive school improvement plan and made substantial changes in school leadership. In 2006-2007, Mr. Patrick Field replaced Mr. Greg Wright as Principal of FTCHS. Mr. Field is a seasoned educator with both administrative and instructional experience, who is a Pennsylvania state certified Principal (K-12) and Instructional II Elementary (K-6) and Early Childhood (N-3) teacher. Prior to joining the FTCHS administrative team, Mr. Field was a teacher with the School District of

Philadelphia and the Springfield Township School District, Assistant Director/Program Facilitator/Curriculum Specialist/After School Program Director at Renaissance Advantage Charter School, and Director of Academics and Curriculum Development and After School Academic Director at the Leadership Learning Partners Charter School. Mr. Field brings to the school expertise in the charter school arena, curriculum development and implementation, after school programming, developing and supervising Act 48 professional development programs, developing and managing teacher induction programs, grant writing, and integrating technology in the instructional environment. Under Mr. Field's academic direction, FTCHS witnessed a 37.6% increase in students performing at or above proficiency on the math PSSA over the year prior and a 24.1% increase in reading.

Additional changes to the FTCHS administration in 2006-2007 include:

- **Director of Operations** — After serving in a variety of administrative positions during a 21-year tenure with Lockheed Martin, Mr. Joe Bianchino joined the FTCHS administration as Director of Operations in 2006-2007. Mr. Bianchino brings to the school, extensive expertise in planning and supervising construction for future projects, which is an asset to FTCHS as they renovate their current facility and plan to build-out an additional building on the FTCHS campus in 2007-2008. In the management of FTCHS' maintenance, security, and business personnel, the school benefits from his experience with manpower, equipment, and facility coordination; troubleshooting and resolving operational problems; conducting personnel evaluations and scheduling; and record-keeping.
- **Dean of Students** — Mr. Jason Kegel assumed the role of Dean of Students in July 2006. Mr. Kegel is a Pennsylvania Certified Secondary Social Studies teacher (7-12) who is pursuing an M.S. in Educational Administration and Principal Certification from Gwynedd-Mercy College. Prior to this position, Mr. Kegel served as the High School Dean of Students and Student Support Manager at the Mariana Bracetti Academy Charter School. He brings to the school administrative and instructional experience, expertise in classroom management and student discipline, experience managing student support programs, and experience in the social services sector.
- **Special Education Coordinator** — Ms. Jennifer Edwards joined the FTCHS team in January 2007 to lead the school's Special Education Department. Ms. Edwards is a Pennsylvania state certified Elementary Education (K-6) and Special Education (N-12) teacher, who earned a Masters in Education from Eastern College. Prior to joining FTCHS, Ms. Edwards worked for eight years with Woods Services in Langhorne, Pennsylvania, an organization that provides residential, educational, and vocational supports for children and adults with exceptional needs. She brings to FTCHS, administrative experience, instructional experience in special education environments, and an understanding of vocational education.

Finally, in February 2007, FTCHS concluded its partnership with Nobel Learning Communities and contracted with OmniVest Management, LLC to provide back-office support to the charter school. OmniVest Management is a Pennsylvania-based specialty division of OmniVest Properties, Inc., which focuses exclusively on the planning, design, financing, construction coordination, and school management of educational institutions nationwide. OmniVest Management's clients have included preschools, elementary, middle and high schools, charter schools, and, special education facilities for students in kindergarten through twelfth grade. To

date, OmniVest Management has assisted a wealth of private and public schools in achieving their goals and visions.

Board of Trustees

Name of Trustee	Office (if any)
Ms. Cynthia A. Marelia	President
Ms. Michele Krajewski	Vice President
Ms. Dee Smith	Secretary
Mr. Harry Engasser	Treasurer
Mr. Robert Henon	Trustee
Mr. Eugene McAleer	Trustee
Hon. Frank Brady	Trustee
Mr. Joe Klueg	Trustee
Ms. Nancy Hartey	Trustee
Mr. Joseph Dougherty	Trustee
Mr. Joseph A. Garbarino	Trustee

Professional Development (Governance)

In past years, the FTCHS Board of Trustees participated in governance training from PDE's charter school office and the Pennsylvania School Boards Association (PSBA). FTCHS' legal counsel — James Rocco, Esq. — provides ongoing support and training to the Board regarding the legal requirements of a charter school board, including the Sunshine Law and Public Officials Act. In spring 2007, FTCHS CEO Mr. Joseph Venditti attended the National Charter Schools Conference in Albuquerque, NM, which included extensive sessions on charter school governance issues. Mr. Venditti disseminated this information to Board members.

Finally, in February 2007, FTCHS contracted with OmniVest Management, LLC as its education management company. OmniVest Management employs an experienced charter school governance trainer, Ms. Melanie Burke Reiser. Given the four recent additions to the Board of Trustees, FTCHS plans to have Ms. Reiser present a refresher training to the full Board on the legal responsibilities of the charter school Board of Trustees at the beginning of the 2007-2008 school year, which will concurrently explain the governance requirements to new members of the charter school Board.

Coordination of the Governance and Management of the School

The Board of Directors functions primarily as a policy-making body, delegating day-to-day administration to the charter school CEO, Mr. Joseph Venditti. The board exercises legal power and responsibility for the school. Its roles and responsibilities include: financial development and management, fiduciary oversight, and programmatic oversight. The board is responsible for: coordination of long-range planning and resource development; overseeing and evaluating the work of the principal; setting a framework for the budget process and authorizing the annual budget; approving large resource expenditures, significant changes in program or facility use, and expansion into new program areas; exercising final authority over personnel and faculty issues; and, serving as a court of last resort for resolving complaints. The Board conducts open monthly meetings to deal with governance and management issues.

An affirmative vote of a majority of the members of the board, duly recorded, showing how each member voted, is used in order to take action on the following subjects pertaining to school

management: school calendar; adopting textbooks; appointing or dismissing school administrator or staff members; adopting the annual budget; purchasing or selling land; locating new buildings or changing location; creating or increasing indebtedness; adopting courses of study; designating depositories for school funds; entering into contracts of any kind where the amount exceeds \$500; fixing salaries or compensation of administrator, teachers, or other employees of the charter school; and, entering into contracts with and making appropriations to an intermediate unit or school district for the charter school's proportionate share of the cost of services provided or to be provided by the foregoing entities.

Relationship with Charter Authorizer: FTCHS, under the leadership of its Board of Trustees, has historically maintained a collaborative relationship with the School District of Philadelphia (SDP), and, in 2006-2007, we continued to cultivate a positive relationship with the SDP, its CEO, the School Reform Commission, the Office of Charter Schools, and the Office of Accountability. Examples of our ongoing relationship with SDP include: contracting with SDP for operational services (i.e. transportation, food services), participating in SDP professional development opportunities (e.g. Data Group Meetings, Assessment Coordinator Training), attending meetings of the SDP Charter Schools Office, and meeting SDP reporting requirements and data requests in a timely manner. Furthermore, throughout the year FTCHS invites representatives of the SDP to attend FTCHS events and celebrations (e.g. school play, graduation). In 2006-2007, the SDP representatives visited FTCHS on four occasions to allow SDP visitors to tour the charter school facilities and observe our educational program.

Relationship with PDE: Similarly, FTCHS maintains an open line of communication with the Pennsylvania Department of Education and its Division of Nonpublic, Private and Charter School Services. Each year, FTCHS complies with PDE's reporting requirements, which keeps the Department apprised of our financial, personnel, instructional, safety, and enrollment/child accounting status on an ongoing basis. When PDE facilitates professional development activities, FTCHS participates. And, as always, FTCHS maintains an open door policy with regard to PDE site visits.

Coordination of the Governance and Management of the School - Attachment

- Board of Trustees Meeting Schedule

Community and Parent Engagement

Parents and community members are actively involved in FTCHS' activities in a number of ways. First, the Board ensures parent involvement in the governance of the school by reserving one position on the Board of Trustees for a parent of a student currently enrolled in the charter school, and, in 2006-2007, two FTCHS parents actually served on the Board (Ms. Dee Smith and Mr. Joseph Dougherty). Board meetings are open to the public and include an opportunity for public comment, and these meetings are published in the Student Handbook (which all students receive at the commencement of the school year), on the website, and in a local newspaper. Additionally, the FTCHS website (www.franklintowne.org) contains a direct link to the Board members where parents and community members can (and have) contacted Board members directly with concerns.

Additional Parent Engagement: Under the direction of the Board of Trustees, FTCHS launched an aggressive initiative to increase parent engagement in school activities in 2006-2007. In addition to working with and supporting the active Home and School Association, FTCHS also implemented Tenex system, a web-based system, which provides parents with real-time access to their student's grades, attendance, and assignments. As noted previously in this report, 582 distinct parent users used the Tenex system in 2006-2007 (63% of parents), with parent use increasing as the year progressed (i.e. 346 parents alone logged in from May 1, 2007 to the end

of the year). FTCHS also maintains an up-to-date website, which provides parents with access to forms, upcoming events, and teachers and their individual websites (including student assignments. A Back-to-School Night was held for all parents in September 2006, parents were encouraged to attend the two Community Open Houses, FTCHS offered a monthly parent education courses, and parents were invited to and participated in all FTCHS events and celebrations (i.e. awards ceremonies, Ring Ceremony, National Honor Society Induction, graduation, etc.). Finally, FTCHS' students produce a monthly newspaper, which keeps parents apprised of all FTCHS activities.

Additional Community Engagement: In addition to including significant community representation among the membership of the FTCHS Board of Trustees and maintaining an up-to-date website to communicate school activities to the community, FTCHS has repeatedly invited the community to participate in school activities. For example, in 2006-2007, FTCHS hosted two Community Open Houses (January and March 2007), which were advertised in *The Bridesburg Star* and *The Northeast Times*. At these Open Houses, FTCHS staff and administration presented information on the FTCHS educational program and students provided guided tours of the school. Additionally, FTCHS enjoys an unmatched relationship with its community, and our community partners provide operational and educational support to FTCHS. A sampling of FTCHS' community partners in 2006-2007 include:

- Aid for Friends
- All Saints Episcopal Church
- All Saints Episcopal School
- Big Brothers Big Sisters Association of Philadelphia
- Boy Scouts of America, All Saints Troop
- Boy Scouts of America, Bridesburg Troop
- Bridesburg Boys and Girls Club
- Bridesburg Bulletin
- Bridesburg Civic Association
- Bridesburg Community Development Corporation
- Bridesburg Cougars
- Bridesburg Elementary School
- Bridesburg Historical Society
- Bridesburg Recreation Center
- Center for Literacy
- Common Bond Caregivers
- Community College of Philadelphia
- East Frankford Civic Association
- Fairmount Park Commission
- First Philadelphia Charter School For Literacy
- Free Library of Philadelphia
- Friends of Pennypack Park
- Girl Scouts of America, Bridesburg Troop
- Girl Scouts of America, Wissinoming Troop
- Harding Middle School
- Homelink's Meals on Wheels
- The National Inventors Hall of Fame
- Philadelphia Corporation for Aging
- Philadelphia Councilman Bill Greenlee
- Philadelphia Councilman Frank Rizzo
- Philadelphia Councilman Jack Kelly
- Philadelphia Councilman James Kenney
- Philadelphia Councilman Juan Ramos

- Philadelphia Councilman Wilson Goode, Jr.
- Philadelphia Councilwoman Blondell Reynolds Brown
- Philadelphia Councilwoman Joan Krajewski
- Philadelphia Police Department, 15th District
- Pennsylvania Horticultural Society
- Pennsylvania State Representative Dennis O'Brien, Speaker of the House
- Pennsylvania State Representative John Taylor
- Pennsylvania State Representative Michael McGeehan
- Pennsylvania State Senator Christine Tartalione
- Pennsylvania State Senator Michael Stack
- Pennsylvania State Senator Vincent Fumo
- Police Athletic League of Philadelphia
- Real Life, Inc.
- Rohm and Haas
- St. Bartholomew's School
- St. John Cantius Rectory
- St. John Cantius School
- Senior Law Center
- Tacony Civic Association
- United States Congresswoman Allison Schwartz
- United Way of Southeastern Pennsylvania
- University of Pennsylvania, Institute on Aging
- West Frankford Civic Association
- Wissinoming Civic Association
- Women's Way

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

FTCHS employed a two-pronged approach to fund-raising in 2006-2007. The first level consisted of smaller-scale fund-raising conducted by the school's active Home and School Association and the Athletic Booster Club. Together, these groups raised funds through sales (e.g., pizza sale, calendar sale), events (e.g., annual golf outing, Beef & Beer), and admission to sporting events, etc. These funds offset the cost of student activities (including athletics), funded \$10,000 in student scholarships for summer enrichment programs, and made a charitable contribution of \$5,000 to the Make-A-Wish Foundation.

The second level of fundraising consisted of an aggressive grant-writing campaign. As in years past, FTCHS received grant monies through the federal title monies, the Universal Service Fund's School's and Libraries Program (formerly E-Rate), and the federal Perkins grant. But, in 2006-2007, FTCHS used the services of an in-house grant writer as well as a contracted grant-writing professional to apply for 10 additional grants. Two date, we have received three grants — \$10,000 from the Pennsylvania Department of Education's Safe and Drug-Free Schools Program to implement a SAP program and two \$10,000 Community Revitalization Assistance Program grants through the Pennsylvania Department of Community and Economic Development to fund our athletic center, improvements to our grounds, and football equipment. The following six grants are pending:

Grant Name	Amount	Source of Funding	Purpose
Learning in the Arts for Children	\$149,868	National Endowment for the Arts	Arts Curriculum Expansion

& Youth			
School Laboratory Project	\$450,000	Connelly Foundation	Science Labs
Outward Bound Freshman Program	\$35,000	Rohm & Haas	Expeditionary Learning
Community Partnership Initiative	\$35,000	Rohm & Haas	Technology Center
Improving Literacy Through School Libraries	\$232,306	US Department of Education	Literacy/Media Center
Transition to Teaching	\$156,172	US Department of Education	Professional Development

In the upcoming school year, our fund-raising strategy will replicate our successful practices described above. Additionally, our grant writing activities will be supported by OmniVest Management, LLC — our education management company — which has expertise in securing grant monies for educational institutions. Additionally, FTCHS plans to launch a multi-year capital campaign in 2007-2008, with hopes of securing \$5 million to support the build-out of additional space on the FTCHS campus as well as to retrofit our current instructional and support space for alternate uses. FTCHS has solicited a proposal from Farr Healey Consulting, LLC to conduct a Capital Campaign Philanthropic Planning Study, and we anticipate moving forward with a capital campaign feasibility study in early 2007-2008.

Fiscal Solvency Policies

FTCHS maintains a substantial fund balance each year, which is sufficient to cover a minimum of two month's payroll. The fund balance was created to ensure that the school has a buffer in the event of unforeseen circumstances such as unscheduled repairs and maintenance, delay in receipt of federal funds, lower than anticipated student enrollment, etc.

Additionally, the school maintains an on-site Business Office and an education management company — OmniVest Management, LLC — to provide back-office support and ongoing financial planning services. The Business Office employs a rigorous purchase order and budget-tracking process to ensure that all expenditures are within the established departmental budgets. OmniVest Management prepares monthly financial packets which are shared with the school administration and Board treasurer and are presented to the full Board of Trustees at the monthly, public Board meetings. These packets track actual revenues and expenditures versus the budget, to ensure that any abnormalities are recognized and addressed promptly.

Accounting System

For the first half of fiscal year 2006-2007, FTCHS contracted with Nobel Learning Communities to provide fiscal management services. Nobel used Peachtree Accounting Software customized with the Pennsylvania Chart of Accounts for Pennsylvania Public Schools.

In February 2007, FTCHS switched education management companies, contracting with OmniVest Management, LLC to provide its back office and fiscal management services.

OmniVest ensures that the general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. FTCHS also utilizes OmniVest Management, LLC's internal controls and procedures, which include annual and monthly budgeting, cash management, general ledger control, monthly financial reporting, and account reconciliation. The accounting software system used is QuickBooks Premier Accountant Edition 2007. This software is customized with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. The school is 100 percent compliant with the Pennsylvania State Chart of Accounts for PA Public Schools. All of the school's financial and budgetary reporting is

prepared in accordance with the Generally Accepted Accounting Principles (GAAP) and the applicable standards set by the Government Accounting Standards Board (GASB).

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statements of Revenues, Expenditures, & Fund Balances

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

The school's Board of Trustees has engaged Certified Public Accountant Anthony J. Kubicek (1240 West Chester Pike, Suite 210, West Chester, PA 19382) to conduct our audit for the fiscal year ended June 30, 2007. The audit report for fiscal year ended June 30, 2007 is expected to be completed in October 2007. FTCHS will provide PDE and the School District of Philadelphia with a copy of this audit report immediately upon its completion.

To date, the school has an audit report for each fiscal year through June 30, 2006. The Independent Auditor's Report for fiscal year ending June 30, 2006 is attached to this report. The audit found that:

- There were no reportable conditions as disclosed relating to the audit of the financial statements reported in the Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on Audit of Financial Statements performed in accordance with Government Auditing Standards.
- No reportable conditions in internal control over major federal award programs are reported in the Independent Auditor's Report on Compliance with Requirements Applicable to Each Major Program and Internal Control over Compliance.
- There were no audit findings which were required to be reported in accordance with Section 510(a) of OMB Circular A-133.

Additionally, in the fiscal year ending June 30, 2005, FTCHS received two citations related to maintaining effective internal control over compliance with requirements of laws, regulations, contracts, and grants applicable to federal programs. Specifically, a review of employee records revealed that four out of 40 sampled school personnel did not have required criminal clearances and 24 out of 40 sampled student files did not have birth certificates or other proof of residency. It is important to note, that, after implementing more stringent personnel hiring, student enrollment, and file management procedures, FTCHS received no citations related to internal control over compliance in the fiscal year ending June 30, 2007. Specifically, a sampling of 40 personnel files revealed all required clearances in all files, and a sampling of 40 student files revealed birth certificates/proof of residency in all 40 files.

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

- Auditor's Annual Report Summary 2005-2006

Citations and follow-up actions for any State Audit Report

FTCHS did not undergo a state audit conducted by the Auditor General in 2005-2006 or, to date, for 2006-2007. In 2006-2007, FTCHS forwarded our Financial Statements and Supplementary Information for the year ended June 30, 2006 to the Commonwealth of Pennsylvania's Office of Budget, Bureau of Audits. We understand that the Auditor General has the right to review expenditures and to audit the expenditures made from state appropriated moneys.

SECTION VII. FACILITY RESPONSIBILITIES

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

In December 2006, Franklin Towne Charter High School, Inc. purchased Buildings 108 and 12 (the facility that the charter school previously leased) in the Historic Frankford Business Arsenal (5301 Tacony Street, Philadelphia, PA 19137) from the landlord and financed this acquisition with a tax-free bond issue combined with a small taxable mortgage. As part of this acquisition, the school also obtained an option to purchase Building 109 to provide for additional program space for its 925 student body. During the fiscal year ending June 30, 2007, the school also purchased curriculum, furniture, fixtures and equipment (including \$143,800 in technology equipment) to supplement its current inventories.

Future Facility Plans and Other Capital Needs

The school is planning to purchase Building 109 in the Frankford Business Arsenal in October 2007. The building contains approximately 35,000 square feet of additional program space on three floors and a basement that connects to Building 108. This additional building will provide a multi-purpose room, media and drama rooms, storage areas, a full auditorium equipped with approximately 350 seats and a stage, additional administrative space, and dedicated floors for the mathematics, English, and science departments. The school plans on using a portion of its unrestricted reserves combined with additional tax-free debt to consummate the acquisition and associated renovation. This project is projected to be completed and ready for occupancy by July 1, 2008.

In addition to the acquisition of Building 109, the school is planning to upgrade the HVAC system in Building 109 to include the installation of a "smart" management system, installation of 5 new HVAC zones and, a system-wide balancing. In addition, all new windows will be installed in Building 108 to match Building 109 and renovations will be made to the hallway floors on three to four floors in Building 108.

Additional furniture, fixtures and, equipment (including an estimated \$183,000 in technology equipment) will be purchased in fiscal year ending June 30, 2008 to supplement its existing inventories as well as fit-out the new program space in Building 109.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Safety

At the start of each school year, all FTCHS staff receive a copy of the school's safety plan, which includes procedures related to fire prevention and fire drills. In accordance with the Philadelphia Fire Prevention Code, (Chapter 7, Section F-708.1) for High Rise Buildings, fire drills are conducted at least 10 times per year (in accordance with The School District of Philadelphia Policy and Procedure Number 110.4 and Sections 703.1 & 2 of Chapter 7 of the Philadelphia Fire Prevention Code). The school follows the foregoing fire evacuation procedures:

- There will be an "all clear" issued, via the public address system to advise persons in the fire drill exits to return their floor upon completion of the drill.

- The date and time of fire drill will always be announced in advance. Every student and employee of the school is instructed as follows: If you hear a fire alarm and there has been no prior notification, you must assume that there is a real fire emergency.
- All fire alarm drills are recorded in a log book with all of the relevant information; date, time of drill, the actual time for evacuation, and any other factors. The Philadelphia Fire Department inspects the log book annually.

The Franklin Towne Charter High School facility was inspected by the local fire department in 2006-2007, and the department also observed a fire drill. In April 2007, FTCHS submitted the PDE-4101 form (Certification of Fulfillment of Fire Drill and School Bus Emergency Evacuation Drill Requirements) to PDE's Division of Subsidy Data and Administration, which attests to our completion of the required fire drills.

Health

FTCHS employs a part-time Registered Nurse and a part-time Licensed Practical Nurse who work a combined 40 hours per week to ensure that there is always a nurse on site during the school's hours of operation.

Upon admission to the school, each student is required to submit a physical examination, proof of appropriate immunizations, and dental, audio, and visual screenings. Each student is given an individual file which contains the physical record, copy of immunization records, screening results, pupil medical history, emergency contact form, any professional observations, progress notes, problem list with follow up, copy of any nursing care visits, medical administrative release forms, and doctors' prescriptions. Certificates of immunization are kept under separate cover. All student health information is kept in a secured health room in a locked file cabinet, available to charter school nurses. Records are reviewed every month to maintain accuracy, and FTCHS undergoes a yearly immunization audit by PDE.

Additionally, every student attending the charter school is provided the following services by the charter school as detailed in the chart below:

SERVICE	9	10	11	12	Special Education
Medical Examination			X		As Needed
Dental Examination					As Needed
Growth Screen	X	X	X	X	X
Vision Screen	X	X	X	X	X
Hearing Screen			X		As Needed
Tuberculin Test (unless approved to discontinue)	X				Age-appropriate
School Nurse Services	X	X	X	X	X
Maintenance of Health Record	X	X	X	X	X
Immunization Assessment	X	X	X	X	X

Where it appears to school nurses or teachers that a child deviates from normal growth and development or where school examinations reveal conditions requiring health or dental care, the parent or guardian of the child is so informed and a recommendation is made that the parent consult a private physician or dentist or the Regional Health Center. The parent shall is then required to report to the school the action taken subsequent to such notification.

Parents and guardians of students who are to be examined are notified of such examinations. The notice includes the date and location of the examination and encourages the parent or guardian attends. The notice also informs parents that they may have the examination conducted privately at the parents' expense and encourages that the parent does so in the interest of

providing continuity in the student's health care. Parents are also informed that the student may be exempted from such examination if it is contrary to the parents' religious beliefs.

The Pennsylvania Department of Education's "Request for Reimbursement and Report of School Health Services" for 2006-2007 must be submitted by FTCHS to the Division of School Health in September 2007. At the time of this report's submission, FTCHS had not yet submitted the 2006-2007 reimbursement form, but evidence of 2005-2006's report submission is attached to this report.

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

- Health Services Reimbursement
- Wellness Policy

Current School Insurance Coverage Policies and Programs

For the 2006-2007 school year, FTCHS procured insurance coverage through the insurance brokerage firm, The Addis Group, as follows:

Type of Insurance Coverage	Limit
Educator's legal liability (including directors & officers liability)	\$3,000,000/\$3,000,000
Commercial General Liability <ul style="list-style-type: none"> • Products-completed operations aggregate • Personal & advertising injury • Fire damage (any one fire) • Medical expense (any one person) 	\$2,000,000 <ul style="list-style-type: none"> • \$2,000,000 • \$1,000,000 • \$300,000 • \$10,000
Automobile Liability	\$1,000,000
Excess Liability/Umbrella	\$5,000,000
Workers Compensation & Employers' Liability	\$500,000
Crime — ERISA — Employee Dishonesty	\$50,000
Crime — Loss Inside/Outside Premises	\$25,000
Blanket Accident <ul style="list-style-type: none"> • Accidental Death, Dismemberment or Loss of Sight • Deductible 	<ul style="list-style-type: none"> • \$25,000 • --
Property — Real Property (Buildings) — Blanket <ul style="list-style-type: none"> • Building 108 • Gym — Building 12 • Building 109 	<ul style="list-style-type: none"> • \$15,000,000 • \$3,116,000 • --
Property — Business Personal Property — Blanket <ul style="list-style-type: none"> • Building 108 • Gym — Building 12 	<ul style="list-style-type: none"> • \$1,000,000 • \$500,000

<ul style="list-style-type: none"> • Building 109 	<ul style="list-style-type: none"> • --
Property — Business Interruption/Extra Expense <ul style="list-style-type: none"> • Building 108 • Gym — Building 12 • Building 109 	<ul style="list-style-type: none"> • \$1,750,000 • Included • --
Property — Boiler & Machinery/Equipment Breakdown	Included in Property Coverage Above
Property — Boiler & Machinery/Equipment Business Interruption/Extra Expense	Included in Property Coverage Above
Electronic Data Processing (EDP) <ul style="list-style-type: none"> • Building 108 • Gym — Building 12 • Building 109 	<ul style="list-style-type: none"> • \$1,500,000 • -- • --

Additionally, FTCHS provides its full-time employees with personal health (through Independence Blue Cross and Keystone Health Plan East), dental (through Genworth Financial) and vision coverage (through QCC Insurance Company). FTCHS complies with 24 P.S. § 17-1724A (d) in that every employee of the school is provided with the same level of health care benefits as the employee would receive if he or she were an employee of the School District of Philadelphia.

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

FTCHS employed 65 professional staff members during 2006-2007 (See attached PDE-414), of which 56 (86%) were returning staff from the 2005-2006 school year. Of the nine staff members who were new to FTCHS in 2006-2007, two replaced staff members who moved out of state, four replaced staff members not meeting their certification requirements, one filled a new special education position, and two filled administrative positions that were restructured as part of our School Improvement Plan.

Of the 65 staff members during the 2006-2007 school year, only one was not with the school for the full year. This staff member was replaced after 37 days due to certification issues.

FTCHS has a historically high staff retention level (i.e. 94% of staff employed in 2004-2005 returned for 2005-2006), as well as low staff turnover. We accomplish this by providing our teachers with a school environment that is clean, bright, and safe; by providing them with high quality and relevant professional development; by ensuring that staff have the curricular materials, supplies, and technology required to implement our educational program effectively; by providing frequent formal and informal staff evaluation and supporting staff in remediating any areas in need of improvement; by providing staff incentives, such as tuition remission; and by creating a family environment at the school in which staff and student accomplishments are honored and celebrated.

Quality of Teaching and Other Staff - Attachments

- FTCHS ESPP Status and Summary
- FTCHS PDE-414

Student Enrollment

a.) Describe the charter school's student enrollment procedures and policies, including the admissions policy. Describe how all policies and procedures comply with state law. Describe if a lottery was used, how students were placed on a waiting list and how those students were enrolled from the list.

FTCHS follows the policy below with regard to admissions and enrollment:

Overview

In accordance with the provisions of Act 22 of 1997 of the Commonwealth of Pennsylvania, Franklin Towne Charter High School maintains an admissions policy that complies with all requirements set forth in that legislation while providing, to the maximum extent allowable, for the selection of students who will most contribute to and benefit from the rigors of its academic community. The Admissions Policies are established and aligned to meet the criteria of the Act 22 (The Charter School Law), Section 1723-A (relating to Enrollment) as follows:

The Act

SECTION 1723-A. ENROLLMENT. (A) "If more students apply to the charter school than the number of attendance slots available in the school, then students must be selected on a random basis from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by the deadline established by the charter school, except that the charter school may give preference in enrollment to a child of a parent who has actively participated in the development of the charter school and to siblings of students presently enrolled in the charter school."

(B)(2) "A charter school may establish reasonable criteria to evaluate prospective students which shall be outlined in the school's charter."

In accordance with these and other requirements of the legislation as set forth in the Act, Franklin Towne Charter High School does not discriminate on the basis of intellectual ability, measures of achievement or aptitude, status as a person with a disability, proficiency in the English language or any other basis consistent with educational law. We provide ample supports in our curriculum for students with learning support needs and those who are English Language Learners.

Promotion and Recruitment

Franklin Towne Charter High School believes that educational quality is enhanced by exposure to diversity and to that end maintains a policy of promotion and recruitment designed to attract students from a wide variety of backgrounds. Because

of the unusually homogeneous nature of the Bridesburg and lower Wissinoming communities in which the school is located, it is our intention to promote Franklin Towne Charter High School as a school of choice throughout the School District of Philadelphia, especially in areas where large numbers of underrepresented students may reside.

Because Franklin Towne Charter High School is a school of choice for the School District of Philadelphia, our recruitment efforts closely coincide with the District's program for "special admit" high schools. Designed to attract special interest students or students with particular aptitudes, public school students make application each fall to high schools with thematic programs not widely offered throughout the District. Franklin Towne Charter High School capitalizes on this opportunity to promote our quality academic programs in Culinary Arts, Technology, Communications, and College Prep. These efforts help to alleviate overcrowded conditions in area high schools, offer educational choices to public sector students, and provide access to programs with limited availability. Additionally, our school community benefits from the number of underrepresented minority students it attracts from throughout the School District. The mutual benefits derived from this arrangement create opportunities for enrichment in both the District and FTCHS.

Open Houses, Visitation, and Shadowing

Franklin Towne Charter High School offers three Open House events each year in October, January, and March. These events are publicized on the school website, in mailings to parents of current students, and through advertisements in three local newspapers. Guided tours and personal interviews, not required for admission, can be arranged throughout the year by appointment. Prospective students and their families are encouraged to visit during the school day when students and teachers are present in a learning context and facilities are maximally utilized.

In cooperation with the Archdiocese of Philadelphia, Franklin Towne Charter High School is a participating high school in Visitation Day, a day set aside by the Archdiocese for 8th grade students to spend a day in a high school environment. Our participation in this program is consistent with our mission to provide free public education opportunities to the residents of the School District of Philadelphia. We work in cooperation with the Archdiocese and never without prior authorization from their school officials.

Shadowing opportunities exist at Franklin Towne Charter High School to the extent that space and mentoring students can be provided. Individual arrangements for student shadowing can be made through the school office and are available on limited dates for a limited number of students.

Application and Admission

Franklin Towne Charter High School uses its own application form which can be obtained from the school office or downloaded from the school website. Applications are entered into a logbook by the office staff, numbered sequentially, and filed alphabetically by grade year of the student.

- **The Freshman Lottery:** Sequential numbers of all complete freshman applications received by December 15 of each calendar year are entered into a computer program which generates a random sort list of candidates. This same list is used to fill all freshman spaces that occur until December 15 of the following year. The first 350 applicants are sent letters in early January notifying the applicant that they have been accepted for freshman admission and requesting notification of intent to enroll by early February. A second mailing list is compiled from the initial random lottery to fill spaces not claimed in the initial mailing. The number of candidates in the second mailing is dependent on the total number of existing spaces and the response to the initial mailing. The deadline for notification of intent to enroll from the second mailing will be March 1. Matriculation requires notification of intent to enroll, attendance at a registration session to be held in mid-March, a placement exam given in April and June, the timely submission of all forms, including but not limited to proof of residency, social security

card, birth certificate, immunization, medical, and dental records. Other students may be admitted from the same random lottery through December 15 of the same year as vacancies or under-enrollments occur.

- **Upperclassmen Admissions:** Upperclassmen admissions will be made after each school year ends and a determination has been reached regarding the number of returning students and the grade level capacity. Candidates are selected from the entire pool of completed applications received for that grade year regardless of the date of application. Applicants must notify the school of their intent to enroll within 15 days of the mailing in order to assure a reserved space. The school reserves the right to rescind any offer of admission to any student who does not submit all forms and complete the registration process by August 1.
- **Mid-Year Admissions:** Mid-year admissions are made on a space-available basis depending on the capacity of each grade level. Candidates will be selected from the entire pool of completed applications received for that grade year regardless of the date of application. Because of the time-sensitive nature of mid-year admissions, prompt response and registration are required in order to assure the effective transition of mid-year transfer students. The school reserves the right to rescind any offer of admission to any student who does not submit all forms and complete the registration process in a timely manner.
- **Siblings and Special Admissions:** In accordance with Act 22 of 1997, Section 1723-A, Subsection (A), Franklin Towne Charter High School may give preference in enrollment to siblings of students presently enrolled in the charter school. The school is not, however, required to extend such privilege at the discretion of the administration.

Statement of Non-Discrimination

The Franklin Towne Charter High School admissions process is administered in compliance with the Commonwealth of Pennsylvania Act 22 of 1997 and all local, state, and federal legislation regarding non-discrimination in public programs. Franklin Towne Charter High School provides equal opportunity and access in employment, access to educational programs and activities, and admissions, and will not discriminate based on race, color, religion, age, national origin, ancestry, physical handicap, sex, sexual orientation, union membership, or limited English proficiency. Publication of this policy in this document is in accordance with state and federal laws including Title IV of the Education Amendments of 1972 and Sections 503 and 5094 of the Rehabilitation Act of 1973.

FTCHS followed the following Admissions Calendar for 2007-2008 Freshmen (Class of 2011):

Deadline for Submission of Application for Fall Admission	12/15/06
First Mailing to First Lottery Freshmen Admissions	01/05/07
Deadline for First Lottery Notice of Intent to Enroll	02/05/07
Second Mailing to First Lottery Freshman Admissions	02/12/07
Deadline for Second Lottery Notice of Intent to Enroll	02/28/07
Registration: 6:00 — 7:30 p.m	03/06/07 and 03/07/07
Placement Examination: 8:30 a.m. — 12:00 noon	04/21/07
Placement Examination Make-Up: 8:30 a.m. — 12:00 noon	06/09/07
Uniform Pick-Up	08/20/07 to 08/30/07

If Kindergarten or First Grade is offered, provide a description of the admission policy with age requirements.

Not applicable.

Provide an enrollment history for the past year, by grade level, including the number of students initially enrolled, number dropped, and number added. For students who transferred out, indicate the school(s) to which they transferred, if known.

Grade	Initial Enrollment	Withdrew	Added	Year End Enrollment
9th	265	37	47	275
10th	261	49	33	245
11th	206	43	13	176
12th	201	34	2	169
Total	933	163	95	865

The students who withdrew transferred to non-public or public schools, moved out of the District, and, in rare cases, were expelled or quit after the required age for compulsory school attendance.

Provide the number of students who completed this school year who are currently enrolled to return in September.

At the time of this report, no students in grades 9-11 who completed the 2006-2007 indicated that they would not be attending FTCHS in September 2007.

Provide numbers of students who were required to leave the school (expulsions, other), and the numbers who left voluntarily.

Of the 163 withdrawals, 21 were expulsions (13%) and 142 were voluntary.

b.) Discuss any trends in enrollment including student turnover and retention data. Drawing upon exit interviews and other sources, explain why students choose to, or not to, return to the school. If the school is under-or over-enrolled based on the charter, provide an explanation.

FTCHS maintains a very high student retention rate from year to year. In most years, FTCHS maintains a slight over-enrollment, beginning the year with approximately 1,000 students on our roster, which is 75 over our charter. We do so, because experience has taught us that each year there are students who accept enrollment at more than one school and fail to inform us that they will not be attending FTCHS. After the first few weeks, our student numbers typically stabilize around 960 students. We maintain this over-enrolled number, because experience has also taught us that ultimately there will be several students who transfer out during the year for a variety of reasons. In 2006-2007, we deviated from this over-enrollment due to a traditionally stable population, which is why the total number of students enrolled at the end of the year dipped below our chartered number. However, our ADM for the year did remain close to our charter — 928.9 students.

Transportation

In 2006-2007, FTCHS employed two bus drivers and two support staff for the purpose of transporting our students with special needs, for which we receive a transportation reimbursement from the School District of Philadelphia. Other FTCHS students utilize public transportation, and FTCHS has arrangements with SEPTA (Southeastern Pennsylvania Transportation Authority) to provide specially scheduled bus times to better accommodate our

student population. FTCHS also owns an additional bus for the purpose of transporting athletic teams to and from competitions.

Food Service Program

FTCHS participates in the Free and Reduced Lunch (FRL) Program through a partnership with the School District of Philadelphia. All services related to FRL and other food services are strictly handled under the authority of the School District of Philadelphia's program.

Student Conduct

a.) Describe your expectations for student behavior and discipline. Explain how your discipline policy complies with Chapters 12 of the Public School Code, particularly with respect to due process.

FTCHS sets forth its expectations for student behavior in its Code of Conduct. This Code of Conduct is published in the Student Handbook, which is distributed to each student at the commencement of each school year. To ensure compliance with Chapter 12 of the Public School Code, the FTCHS Code of Conduct was developed under the guidance of FTCHS' legal counsel, James P. Rocco, III. Specifically, FTCHS complies with the following procedures related to due process.

Due Process for Informal Suspension Hearings

In suspensions of four to ten days at FTCHS, parents and students have the right to an informal hearing. The informal hearing is meant to encourage the student's parents/guardians to meet with the CEO or his designee to discuss ways by which future offenses can be avoided.

The steps below are followed to ensure due process:

- The student and the parent/guardian are notified in writing the reasons for the suspension.
- Parents are provided with sufficient notice of the time and place of the informal hearing.
- Students have the right to question any witnesses present at the hearing, and has the right to speak and produce witnesses on his/her own behalf.
- The informal hearing is held within the first 5 days of the suspension.

Due Process Expulsion Procedures

A Board decision is required to expel a student. Expulsion is exclusion from school for more than 10 days. All expulsions require a prior formal hearing. During the period prior to the hearing and decision of the Board of Trustees in an expulsion case, the student, unless on suspension, shall be placed in his normal class except; if it is determined after an informal hearing that a student's presence in his normal class would constitute a threat to the health, safety, morals, or welfare of others and if not possible to hold a formal hearing within the period of a suspension, the student may be excluded from school for more than 10 school days, if the formal hearing is not unreasonably delayed.

The steps below are followed to ensure due process:

- Notification of the charges will be sent to the student's parents/guardian by certified mail.
- Parents will be provided with sufficient notice of the time and place of the hearing.
- The hearing will be held in private unless the student or parent requests a public hearing.
- The student will have the right to be represented by counsel.

- The student will have the right to be notified of the names of the witnesses against the student, and copies of the statements and affidavits, if any, of those witnesses.
- The student will have the right to request that any such witnesses appear in person and answer questions or be cross-examined.
- The student will have the right to testify and present witnesses on his own behalf.
- A record will be kept of the hearing, either by stenographer or by tape recorder.
- The proceeding will be held with all reasonable speed.
- In the event the student is dissatisfied with the results of the hearing, an appeal may be filed in accordance with the Local Agency Law to the Court of Common Pleas within thirty (30) days of receipt of the Adjudication. If it is alleged that a constitutional issue is involved, the student may be able to file a claim for relief in the Federal District Court. The student and their parents/guardian will be apprised of these rights.

Description of the Due Process Hearing

At the beginning of the hearing, a duly authorized committee of the Board, or a duly qualified hearing examiner, who need not be a member of the Board, but whose adjudication must be approved by the Board (herein called Hearing Officer) shall inform the student and the student's representative(s) that:

- The School's and the student's representatives shall have the right to examine and cross-examine witnesses; the student has the privilege against self-incrimination, but that if the student does testify, he/she shall be subject to cross examination; the charter school has the burden of proving the charges by a preponderance of credible evidence; a transcript of the proceedings shall be maintained and made available to the student's representative upon request; and the hearing shall be private or open to the public, as determined by the student's representative.
- The person conducting the hearing shall not have intimate knowledge of the details of the charges to assure an impartial, unbiased hearing of the case.

The Hearing Officer shall inform the parties that:

- The case will proceed by having the school present its evidence through witnesses and other evidence first;
- The school's witnesses shall be subject to cross-examination by the student's representative; and
- The student will then have the opportunity to present witnesses on his/her behalf, subject to cross-examination by the school's representative.

Following the conclusion of the testimony and the introduction of other evidence matters, the parties shall be afforded the opportunity to present oral arguments to the Hearing Officer indicating the reasons why the charges should be sustained or dismissed. The Hearing Officer shall then reach findings of fact upon the charges.

In the event that one or more of the charges is sustained, the Hearing Officer shall then entertain statements from the parties regarding the appropriate penalty outcome. In the event that the parent and/or the student, in an appropriate case, have been served with a copy of the student's past disciplinary anecdotal record in a timely fashion, for consideration at the hearing, such record may be considered by the Hearing Officer in determining an appropriate penalty. The incidents contained within the past anecdotal record shall be subject to proof to the extent that they are denied by the student, as expressed by the student's representative.

The Hearing Officer, upon the conclusion of the portion of the proceeding dealing with penalty determinations, shall make findings of fact and penalty recommendations, if any, to the person or body which designated him/her immediately upon the conclusion of the long-term suspension hearing.

The Board shall make its own findings of fact and penalty decision, by adopting those of the designated Hearing Officer, where applicable, in whole or in part, or by reaching independent findings of fact and penalty determinations. This process shall be concluded at an open public board meeting, reasonable notice of which shall be provided to the parent prior to the meeting.

The Board's decision (Adjudication) will be communicated to the parent within five days of the Board meeting.

b.) Provide the number of suspensions and expulsions by student.

In 2006-2007 365 FTCHS students were involved in 703 suspensions and 21 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: Franklin Towne CHS

Date of Local Chartering School Board/PDE Approval: 08/31/04 (renewal)

Length of Charter: 5 years **Opening Date:** September 2000

Grade Level: 9-12 **Hours of Operation:** 7:50 a.m. to 3:15 p.m. Mon-Fri

Percentage of Certified Staff: 83% **Total Instructional Staff:** 66

Student/ Teacher Ratio: 15:1 **Student Waiting List:** 954 students

Attendance Rate/Percentage: 93.4%

Enrollment: 928.9 ADM **Per Pupil Subsidy:** \$7,247.92 Regular / \$15,346.00 SPED

Student Profile

American Indian/Alaskan Native: 0.3%

Asian/Pacific Islander: 1.7%

Black (Non-Hispanic): 7.0%

Hispanic: 7.5%

White (Non-Hispanic): 82.8%

Multicultural: 0.7%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 61.8%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 169

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	0	0	180	180
Instructional Hours	0	0	0	0	0	1,305	1,305

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

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

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

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

Board President

Date

Chief Executive Officer

Date

2007 - 2008 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Joseph M. Venditti, Esq.

Title Chief Executive Officer

Phone 215-289-5000

Fax 215-535-8910

E-mail jvenditti@franklintowne.org

Signature of the Chief Executive Officer and Date

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

Name Cynthia A. Marelia

Title Board President

Phone 215-433-0641

Fax 215-535-8910

E-mail Fia@aol.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Jennifer Edwards

Title Special Education Coordinator

Phone 215-289-5000

Fax 215-535-8910

E-mail jedwards@franklintowne.org

Signature of the Special Education Contact Person and Date