

---

# Pennsylvania Department of Education

---



COMMONWEALTH OF PENNSYLVANIA  
**DEPARTMENT OF EDUCATION**  
333 MARKET STREET  
HARRISBURG, PA 17126-0333

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

**Charter School:** Philadelphia Academy CS  
**Address:** 11000 Roosevelt Blvd  
Philadelphia, PA 19116  
**Phone:** (215) 676-8320  
**Contact Name:** Brien Gardiner

### **SECTION I. EXECUTIVE SUMMARY**

#### **Organization Description**

The Philadelphia Academy Charter School (PACS) began as a K-8 school in 1999-00. In 2003 PACS was approved for expansion through 12th grade. Our first high school graduation was celebrated in June 2007. For the 06-07 school year our total student

population was 1198 and included students from kindergarten through 12th grades. The student body is drawn from neighborhoods surrounding the school. Our ability to provide our own bus transportation for students in grades K-8 has contributed to our success.

## **Core Purpose**

### **Mission**

Our mission statement is as follows:

“We of the Philadelphia Academy Charter School believe that in order for all children (and adults as well) to function at their highest level of potential, to become life-long lovers of learning, to live and work and grow with integrity, self-discipline, compassion, and respect for themselves and others, they must learn and flourish in environments that honor their individuality and commonality. Experiences that broaden their world beyond the classroom and develop their critical skills necessary to make the difficult decisions as they grow to become truly productive and contributing citizens of the world are essential.”

### **Vision**

**The Philadelphia Academy Charter School is committed to educate its students by providing a sound foundation for their future learning and achievement while empowering them with the skills needed to adapt to the ever-changing demands of our world. Our state of the art facility allows for innovative curriculum and utilization of ground breaking technology. This can only be achieved with a strong dedication to recruiting and retaining outstanding educators who will support the school’s vision for the future.**

### **Shared Values**

PACS’ mission statement and academic and extracurricular programs support the values of the school community to work and grow in an environment that encourages and supports students to utilize and hone their talents in many ways. PACS offers a variety of after school programs, which have included sports, mural art, dance, literary writing and more. In addition each year we produce musical performances which give all students the opportunity to perform on stage. These shows have proven invaluable in presenting opportunities for the children to highlight their talents. In addition, they also have created a medium for our more apprehensive students to take on another role with confidence. The plays also open up an avenue of interaction with the parents and community as many adults eagerly volunteer to create a wonderful program.

### **Academic Standards**

PACS follows the Pennsylvania content standards at each grade level when developing curriculum. We use standardized testing results as well as actual classroom results to determine whether or not we are meeting the needs of our students and plan for adjustments in the curriculum accordingly. In addition we continue to investigate programs that may provide a better approach to learning. Our regular education students continue to exceed state standards for proficiency in reading and math. In the fall of each school year we analyze local and state assessments as well as students' classroom performance to identify those students who need additional and/or individualized instruction. We also examine our data to determine specific areas of weakness in each content area. In this regard we make adjustments to our curriculum and also offer tutoring sessions both during the school day and afterschool two times each week. subject.

Our special education population's IEPs designate their individual goals by subject. These

goals are achieved through specially designed instruction. Many of these students are mainstreamed and receive their services through our resource room in their actual homeroom. Resource room teachers team teach along side the classroom teacher and provide one on one support to those identified students. This has helped to boost student achievement while allowing students to remain with their class for all subjects.

The PSSA results by anchors has facilitated a specific view of areas of curriculum by grade that may require adjustment. It has also provided specifics for teachers to target for incoming class by anchor. Teachers are able to make timely adjustments to bolster weak areas that were identified through the PSSA anchor results. Additionally teachers can look at outgoing class results to see strengths and weaknesses concerning established curriculum for their grade.

## **Strengths and Challenges**

One of our greatest strengths continues to be the excellent example our children exhibit in interacting with classmates with disabilities. As we continue to grow we continue to accept new students with identified disabilities. Many of these students are mainstreamed in regular education classrooms and this allows for a greater understanding and tolerance of the differences of each of our students. We attribute our success to the positive influence of our inclusive classrooms and to the programs that we cultivate to promote awareness and understanding. In addition, upon enrollment each student enters into a compact with the school in which they agree to abide by a code of conduct that has a zero tolerance policy for violence or bullying of any type. The students recommit to that agreement in the fall of each school year.

We continue to be challenged by standardized tests with respect to our special education population. Although we use cutting edge technology programs like FAST FORWARD, our identified students need an adapted state level test by grade. This will allow them to be tested at their instructional level and show their yearly growth. Terra Nova is our local assessment and is administered on instructional level which allows our special need population to be tested at their actual functional grade level rather than their chronological level. Obviously this limits student frustration and lends itself to better student outcomes.

An area in which we identified a need for improvement was in improving standardized math scores for our middle school aged students. As a result, in the 2005-06 school year we realigned our 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade math program to provide increased focus and practice with algebraic methods and formulas. We also modified our classroom structure in order to more effectively suit the individual needs of our students. In the high school we switched our English series to Holt Publishing in order to better align our curriculum with the standards. In addition we feel this change also facilitates a more successful transition for our students. Most of our population is drawn from the Philadelphia Public School District, which is currently utilizing the Holt reading program.

We also identified Science as an area of weakness in 2005 and reviewed possible changes in curriculum for the K-5 community. After careful consideration, we chose the K12 science program and implemented it in grades K-3 on a trial basis. K-12 initially provided limited professional development that made implementation difficult. This issue was eventually corrected, however the actual program still has many flaws in terms of depth and content. We made the decision in the spring of 2007 not to proceed with the K12 program. We reviewed many programs and made the decision to go forward with a Scott Foresman science program. This program will be implemented in grades K-5 in September of 2007. Teachers will receive in depth professional development during our back to school training in August of 2007.

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

**Strategic Planning Process**

<b>ACTION SEQUENCE . . . in 1-2-3-4-5 Steps!</b>			
District/School /Team: The Philadelphia Academy Charter School		Lead Person(s): Brien Gardiner, CEO	
Date: 11/15/11			
<p><b>Student Achievement Improvement Target [or educational practices(s) to be improved]: Increase Reading and Mathematics, with special emphasis on the performance of students with IEP's</b></p>			
<p><b>Step 1: DATA</b></p> <p><b>("Where are we now?")</b></p> <p><i>Summarize highlights of your analyses of student data and your reflection on the effectiveness of current educational practices. Use the Guiding Questions and data from multiple sources and time-periods to isolate "root causes" of the current status.</i></p> <p>Students in the general population scored 59.3% in the area of Mathematics, which is significantly higher than the target of 55%. Students with IEP's did not make AYP, according to the PSSA, scoring at the 34.4% for mathematics. Although the school did not make AYP targets for the IEP subgroup, it is important to note that the percentage of students who are proficient and advanced in this area rose significantly from the 22.1% level that was scored in 2003-2004, when our school improvement plan was first developed.</p> <p>Students in the general population scored 59.7% in the area of Reading, which is higher than the target of 54%. Students with IEP's did not make AYP, according to the PSSA, scoring at the 29.8% level. This score was not significantly different than the score of 30.5% level achieved in 2003-2004.</p> <p>In spite of these results on this standardized measure administered at the students' chronological level, when students' skills are assessed at their instructional level, students with IEP's have demonstrated significant improvement in their abilities. Unfortunately, when students with significant disabilities are several years delayed in the areas of reading and mathematics, an increase in skills, even when achievement is a years growth in a year, the gap does not close sufficiently to make a difference in testing done at the chronological age level. In spite of the fact that the progress of our students often is not measurable on standardized assessments, The Philadelphia Academy Charter School is dedicated to</p>		<p><b>Step 2: DESIGN</b></p> <p><b>("Where do we want to be?")</b></p> <p><i>Based on the most important findings from Step 1, identify the 'vital few' strategies you will implement to enhance instructional practices for teachers, staff &amp; administrators.</i></p> <p>In keeping with our philosophy that we are always attempting to meet the needs of our students for effectiveness, we have implemented the following:</p> <ol style="list-style-type: none"> <li>1. The school celebrates Trophies series and a greater emphasis than our previous school purchase of materials to meet regular educational Resource room identified classroom language arts general education teachers have and accommodate instruction.</li> <li>2. Literacy stations in classrooms to help themselves read.</li> <li>3. The school has qualified Resource to seven at the three at the high</li> </ol>	

following its mission statement, which is to assure that each child develops to his/her maximum potential through a program that meets the individual needs of the child. Because this is our philosophy and due to the reputation of our school, parents of students with disabilities are attracted to our program. Almost one third of our students have special needs which require Individualized Education Programs.

In order to meet the needs of our diverse population of students who receive special education services, the special education programs at the Philadelphia Academy Charter School and High School are completely individualized. The school provides a wide range of services and instructional strategies in a variety of settings. Students may receive support in the classroom from a special education teacher and / or receive support in the resource room setting. If these services are not adequate to meet a student's needs, the child may receive service in the part time special education class, integrating into the regular education classes for all specialty classes, such as art, music, gym, and for academic subjects when considered appropriate by the IEP team. If a child requires more extensive special education services, the service is provided in the special education class and reverse inclusion techniques, in which regular education students come into the special education classroom to facilitate social skill and academic development, are implemented to insure that the child is integrated with regular education students for some part of the day. If the child is in need of an alternative placement, such as service from an approved private school, the IEP team locates an appropriate program and makes application to that program. The IEP team continues to participate in all educational decisions concerning the child's programming.

Instructional strategies are individualized to meet the needs of the student. If a child is in need of therapeutic service, the child will receive Speech Therapy, Occupational Therapy and / or Physical Therapy within the classroom and / or in the therapy room. Therapists consult with teachers to assure continuity of programming. If the child is in need of behavioral support, the behavioral consultant on staff will observe the child and consult with the IEP team. If necessary, the behavior specialist will complete a Functional Behavior Analysis and develop a behavior plan. If the child requires a school based counseling service, the school counselor will provide that service. If the child is in need of a personal care assistant, a staff member, who is trained by the appropriate members of the IEP team, is provided. The school also works with outside agencies that provide mental and behavioral health services to students.

Instructional strategies include the provision of individually determined program modifications and accommodations. Examples include provision of extra time; separate testing area; reduced length assignments; oral testing; use of assistive technology, such as a personal word processor or auditory trainer; movement breaks; provision and utilization of a sensory diet; set of books for home; customized system for organization and notetaking;

- teacher ratio  
Education tea  
Education sta
4. The school ha  
part of the Sp
  5. The school ha  
special educa  
2004 to fourte  
are specially  
student popul  
qualified teac  
areas of need
  6. The school ha  
Century Com  
provide reme  
mathematics;  
ForWord inte  
programming  
cultural dance  
development  
fitness trainin
  7. The school pr  
Development  
practices and  
These trainin  
development  
successful im  
training on in  
differentiated  
provided by s  
focus on guid  
classrooms.  
development  
year, in additi  
during small c  
meetings pro  
approved AC  
provided by th  
Professional  
by PaTTaN,  
and other trai  
given the opp  
learned at co  
community m
  8. Monthly Spec  
attended by b  
issues in Spe  
expertise and  
future program  
to provide sup
  9. The school ha  
Program to tr  
tutoring to its
  10. The elementa  
academics ki  
apply reading

provision of notes by the teacher; and alternative assessment tools. Multimodal instructional techniques are employed by both the regular and special education staff. Differentiated instruction techniques are used within the classroom to provide appropriate programming for special education students, regular education students and gifted students. Computer technology is also utilized to meet individual needs. The school has provided students with training using state of the art Fast ForWord and Earobics programming, Keys2Work transition training and Kaplan Educational Software. Tutoring time is built into every classroom teacher's day for students to receive small group assistance in addition to special education services. After school tutoring programs through the 21<sup>st</sup> Century Grant Program are made available to all students.

Students with significant academic needs are taught using an experiential academics curriculum. This program emphasizes acquisition of reading and mathematics skills and functional use of these skills in real life situations such as shopping, cooking and running a card shop within the school. Students also participate in the Wee Deliver program, sponsored by the United States Postal System, which establishes a school wide mail system. The organization and maintenance of this system is completed by the special education students in the Life Skills program. The elementary school has created an experiential academics kitchen, so that students can learn and apply reading and mathematics skills in the context of everyday life experiences. The high school has created an experiential academics apartment, where students learn functional, independent living skills. The school has just opened a caf   which is run by a group of special education students in conjunction with their general education peers. The students are learning to plan menus, shop for food, manage money, prepare meals, serve the clientele and maintain a sanitary environment. These skills are valuable and necessary to these students, most of whom have multiple disabilities, in preparing them for life.

The school utilizes an integrated model of therapeutic service delivery. Students participate in groups planned and implemented by the educational and therapeutic team. Hands on, multimodal activities serve as the basis for development of oral and written language skills, fine motor and visual motor skills and conceptual understanding.

The school provides an extended school year program for its students with the most significant needs. Eligibility is based on significant regression and limited recoupment criteria. The school served 45 students during the previous school year through its ESY program.

Appropriate accommodations and support are provided so that all students can participate successfully in the school's extracurricular activities. The school community also participates in Special Olympics, providing athletic

- of everyday li
11. The high scho
  - academics ap
  - functional, inc
  12. The high scho
  - which is run b
  - students in co
  - peers. The s
  - shop for food
  - the clientele a
  - These skills a
  - students, mos
  - preparing the
  13. The school ut
  - therapeutic s
  - groups plann
  - and therapeu
  - activities serv
  - and written la
  - motor skills a
  14. Computer tec
  - needs. The s
  - training using
  - Earobics prog
  - programming
  15. Because the
  - is now in Sch
  - written notice
  - offered Suppl
  - eligible stude
  - School Progr
  - school, durin
  - afterschool p
  16. The school p
  - program for it
  - needs. Eligib
  - and limited re
  - 45 students o
  - its ESY progr

training, student participation, attendance at competitions by the Philadelphia Academy Charter School cheerleaders and student, staff and parent participation in the Special Olympics Buddy Program. During the 2005-2006 school year, the school began a Best Buddies program which pairs regular education middle school students with peers with special needs to develop long term relationships, while giving the special needs students greater social opportunities. Additionally, the school conducts monthly special education committee meetings to provide parent information and to provide a forum for parent input.

Although the IEP subgroup has not met the AYP targets, many other standardized assessment tools have shown that the IEP group has made significant progress in the areas of Mathematics and Reading. These assessments include the use of pre and post testing on curriculum based assessments, the use of annual assessments utilizing Terra Nova Testing (on which students with IEP's can be assessed at instructional rather than chronological level), the Weschler Individual Achievement Test (WIAT), the Wide Range Achievement Test, Informal Reading Inventories, such as the Durrell Analysis and Qualitative Reading Inventory, and on The Brigance Inventory of Development. Because the skills of students with IEP's are generally several years delayed when they are initially identified, in many cases, significant progress does not bring students to chronological grade level, the level of testing mandated for the PSSA.

We have met the targets set for both student attendance and for participation in PSSA.

Because the Philadelphia Academy Charter School is now in School Improvement II, it will provide written notice to all parents of this status and has offered Supplemental Education Services to all eligible students. The Philadelphia Academy Charter School Program currently offers remediation before school, during the school day and through an afterschool program.



		<p>9/06 — 6/07</p>	<p>Community Coordinators to supervise utilization by all staff</p> <p>Community Coordinators to purchase tape recorders and assist in setting up stations.</p>	<p>School to provide funding for additional staff for the 2006-2007 school year.</p> <p>Budget for 2006-2007 to allow for purchase of necessary materials.</p>
	<p>Increase the number of highly qualified Resource Room teachers from four (2004) to seven at the grade school and from one (2004) to three at the high school, in order to lower student teacher ratio and to allow more time for Special Education teachers to team teach and mentor Regular Education staff.</p> <p>Employ three Reading Specialists as part of the Special Education Staff to provide additional training to staff and provide service to students.</p> <p>Increase the number of part time special education classes from nine (2004) to fourteen, for grades K-12. These classes are specially designed to meet the needs</p>	<p>9/06 — 9/07</p>	<p>Board of directors, Personnel committee</p>	<p>School to provide funding for additional staff for the 2006-2007 school year.</p>

	<p>of their student populations and are taught by highly qualified teachers who specialize in the students' areas of need.</p> <p>Continue to implement the 21<sup>st</sup> Century Community Learning Grant Program to provide remediation services in reading, writing and mathematics; to provide technology training; Fast ForWord intervention; integrated enrichment programming which includes sports and fitness training; and homework help.</p>	<p>9/06 — 9/07</p>	<p>Board of directors, Personnel committee</p>	<p>School to provide funding for additional staff for the 2006-2007 school year.</p>
		<p>9/06 — 9/07</p>	<p>Board of directors, Personnel committee, Special Education Coordinator to design classes.</p>	<p>School to provide funding for additional staff for the 2006-2007 school year.</p>
			<p>Grant writer, community coordinators to design, facilitate</p>	<p>Grant funding</p>

		9/06 — 9/07	and supervise program.	
	<p>Provided 5-6 full days of Professional Development each school year, with training in research based practices and strategies. Include Dibels training, additional training on inclusion, team teaching and differentiated instruction, turn around training provided by staff on Early Balanced Literacy with a focus on guided reading and literacy stations in the classrooms,</p> <p>Provide ongoing professional training during small community meetings and grade group meetings provided by the school which is an approved ACT 48 training provider.</p> <p>Provide funds for staff members to attend Professional Development conferences sponsored by PaTTaN, the Bureau of Educational Research and other training providers. Staff members are given the opportunity to share what they have learned at conferences during small learning community meetings or at staff inservices.</p>	9/06 — 9/07	Community Coordinators to arrange for Professional Development activities	Title I funding

		9/06 — 9/07	Community Coordinators to arrange for Professional Development activities	Title I funding
		9/06 — 9/07	CEO to allocate funding, Community Coordinators to assist in locating Professional Development opportunities.	Title I funding
	Continue monthly Special Education Committee meetings, attended by both parents and faculty to discuss issues in Special Education, to share information, expertise and strategies for intervention, to plan future programming and extracurricular activities and to provide support for educators and parents.	9/06 — 6/07	Special Education Coordinator to facilitate meetings	School to pay overtime to staff to present programming to parents in the evening, school funds, grants
	Partner with the Orton Gillingham Program to train			

<p>teachers and to provide after school tutoring to its students.</p> <p>Utilize an experiential academics kitchen for elementary school special education students, so that students can learn and apply reading and mathematics skills in the context of everyday life experiences.</p> <p>Create an experiential academics apartment, where students learn functional, independent living skills.</p>	<p>11/06 — 6/07</p> <p>9/06 — 6/07</p>	<p>CEO and Board of Directors to provide facility for program, Special Education Coordinator to coordinate with Orton Gillingham program staff.</p> <p>Special Education Staff to design program in conjunction with administration and Board of Directors</p> <p>Special Education Staff to design program in conjunction with administration and Board of Directors</p>	<p>School funding to provide facility to program.</p> <p>School to provide funding, grant funding, Title I funding</p> <p>School to provide funding, grant</p>
--	--	---	--

		9/06 — 6/07		funding, Title I funding
	<p>Create a small business in the high school to be run by a group of special education students in conjunction with their general education peers. This business will assist students, most of whom have multiple disabilities, in developing functional independent living and prevocational skills.</p> <p>Utilize computer technology to meet individual needs. The school has provided students with training using state of the art Fast ForWord and Earobics programming, the Keys2Work transition program and Kaplan Educational software.</p> <p>Utilize an integrated model of therapeutic service delivery. Students participate in groups planned and implemented by the educational and therapeutic team. Hands on, multimodal activities serve as the basis for development of oral and written language skills, fine motor and visual motor skills and conceptual understanding.</p>	9/06 — 6/07	<p>Special Education Staff to design program in conjunction with administration and Board of Directors</p> <p>Special Education Coordinator to supervise program, utilization by special education and regular education staff</p>	<p>School to provide funding, grant funding, Title I funding</p> <p>School to provide funding, grant funding, Title I funding</p>

		9/06 — 6/07	Special Education Coordinator to supervise program	Board of Directors and Personnel Committee provides funds, through grant money, access billing, special education funds and Title I funds to hire therapists as staff members to assure continuity of service
	<p>The school will provide an extended school year program for its students with the most significant needs. Eligibility is based on significant regression and limited recoupment criteria. The school served 45 students during the previous school year through its ESY program.</p> <p>The Philadelphia Academy Charter School will provide written notice to all parents of its School Improvement II status and will offered Supplemental Education Services to all eligible students.</p> <p>The Philadelphia Academy Charter School Program will offer remediation before school, during the school day</p>	7/07 — 8/07	Special Education Coordinator will be responsible for supervising the program.	Special Education Funding

	<p>and through its afterschool program.</p>	<p>9/06 — 6/07</p>	<p>Administrative staff will send notification to parents.</p>	<p>School to provide funding, Title I funding</p>
		<p>9/06 — 6/07</p>	<p>Community coordinators will oversee remediation program.</p>	<p>School to provide funding, grant funding, Title I funding</p>

**Strategic Planning Committee**

Name	Affiliation	Membership Category	Appointed By
Cathy Adamy	Phila.Academy Charter School	Special Education Representative	Brien Gardiner
Anna Marie Siegmann	Phila.Academy Charter School	Administrator	Brien Gardiner
Constance O'Shea	Phila.Academy Charter School	Administrator	Brien Gardiner
Rosemary DiLacqua	Phila.Academy Charter School	Board Member	Brien Gardiner
Jeff Pagliaro	Phila.Academy Charter School	Middle School Teacher	Brien Gardiner

Susan O'Brien	Phila.Academy Charter School	Middle School Teacher	Brien Gardiner
Rita Brody	Phila.Academy Charter School	Middle School Teacher	Brien Gardiner
Jen Scarpignato	Phila.Academy Charter School	Elementary School Teacher	Brien Gardiner
Margaret Dougherty	Phila.Academy Charter School	Elementary School Teacher	Brien Gardiner
Bernice Wright	Phila.Academy Charter School	Elementary School Teacher	Brien Gardiner
Janice McVann	Phila.Academy Charter School	Elementary School Teacher	Brien Gardiner
Kristen Butler	Phila.Academy Charter School	Ed Specialist - School Psychologist	Brien Gardiner
Larry Sperling	Phila.Academy Charter School	Ed Specialist - Instructional Technology	Brien Gardiner
Rajeeva Srivastava	Exodus Apparel	Business Representative	Brien Gardiner

## Goals, Strategies and Activities

### **Goal: Student Achievement Improvement Target**

*Description:* Improve achievement of all students in Reading and Mathematics, with special emphasis on the performance of students with IEP's.

### **Strategy: Establish literacy stations**

*Description:* Set up and utilize literacy stations in grade 1 - 5 classrooms to allow students to tape and hear themselves reading.

*Activities:*

Activity	Description	
Students read and record a prescribed passage.	During small group instruction, individual student predicts fluency for selected passage. Student then reads and records passage and compares with initial prediction in order to build awareness of common errors and decrease errors in future readings.	
Person Responsible	Timeline for Implementation	Resources
Chapter 12 Admin	Start: N/A Finish: N/A	\$0.00

### **Strategy: Implement remediation program**

*Description:* Implement 21st Century Community Learning Grant program to provide remediation services.

*Activities:*

Activity	Description	
Invite students to afterschool tutoring program	At each grade level identify students performing below the proficient level. Invite students to attend afterschool program on a weekly basis for focused remediation.	
Person Responsible	Timeline for Implementation	Resources

Brien Gardiner	Start: N/A Finish: N/A	\$140,250.00
----------------	---------------------------	--------------

**Strategy: Integrate resource room teachers into the classroom**

*Description:* Identify classes at each grade level for reading, language arts and math. Schedule resource room teachers to assist in team teaching and mentoring daily.

*Activities:*

Activity	Description	
Provide differentiated instruction	Coordinate planning time for general education and special education teachers to adapt and accommodate materials and to provide differentiated instruction.	
Person Responsible	Timeline for Implementation	Resources
Special Ed Plan Admin	Start: N/A Finish: N/A	\$0.00

**Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS**

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

**Strategy: Math and Reading Participation Rate**

*Description:* Educate parents on the importance of students' participation in state assessments.

*Activities:*

Activity	Description	
Written communications sent to parents	Send written communications to parents prior to all testing in order to emphasize the importance of students' attendance and participation in state assessments.	
Person Responsible	Timeline for Implementation	Resources
Brien Gardiner	Start: N/A Finish: N/A	\$0.00

**Statement of Quality Assurance - Attachment**

- Statement of Quality Assurance Signature Page

**SECTION III. QUALITY OF SCHOOL DESIGN**

**Rigorous Instructional Program**

PACS curriculum is textbook-series based, which follows the Pennsylvania content standards by grade. Our staff use standardized testing results as well as actual classroom results to determine whether or not we are meeting the needs of our students and plan for adjustments in the curriculum accordingly. In addition we continue to investigate programs that may provide a better approach to learning.

As stated in our 2005-2006 plan, we brought in the K12 Science program for our K-3 community. After careful consideration and one full school year of implementation we have decided not to go forward with the program. It did not meet our rigorous standards for Science curriculum. We have however chosen to go forward with the Scott Foresman Science program

for our K-5 community. We know that it will provide our students with the inquiry based science program that will dovetail perfectly with our 6-8 Prentice Hall program. Additionally, it will prepare our students for the challenging PSSA science test.

In 2006 we placed an emphasis on building vocabulary and writing skills in our 6th through 8th grade communities. We utilized Perfection Learning workbooks which integrated well with our Prentice Hall reading series and the novels incorporated over the course of the school year. The vocabulary further developed our students' skills at identifying meaning found in roots and context. It also developed analogy skills and creative thinking skills. The students demonstrated an improvement in word choices found in their creative and informational writing pieces. In 2007-08 we will focus on continued improvement and have purchased workbooks from the Buckle Down Reading, Writing, Math, and Science series. We will monitor students' progression in their daily classwork and performance on the PSSA to determine our effectiveness.

Our curriculum provides a hands-on approach to learning. Teachers use small group instruction, cooperative learning and peer tutoring to encourage student growth. These methods in conjunction with our curriculum have proven to be a positive influence on our student body.

Our campus also provides a variety of opportunities to encourage life skills amongst all of its citizens. An experiential kitchen allows students to practice their cooking while requiring that they demonstrate math skills, ability to follow directions, and ability to work with others. A classroom in the high school is fully equipped as an apartment thus allowing many opportunities to practice and develop life skills critical for success after graduation.

PACS students and faculty have designed a garden which is located on a large piece of ground in front of the school building. The students and family volunteers have worked to maintain the garden. It continues to be an active hub for science investigations.

Our yearly musicals continue to be a wonderful tribute to the relationship between the faculty, students and parents. Each year our art and music departments partner with parents and community volunteers to put on first class performances. Our high school students demonstrated their skill and dedication in the production of "Charlie and the Chocolate Factory." Students in the 3 — 8 community worked together for four months. They practiced relentlessly after school and on Saturdays to guarantee a first class presentation of "Honk." Finally students in the K — 2 community worked equally hard in preparation for their show, "Go Fish." These musicals continue to provide a creative outlet for our students and a cooperative endeavor for our faculty and community volunteers.

### **Rigorous Instructional Program - Attachments**

- Professional Development Approval Letter
- Teacher Induction Plan

### **English Language Learners**

We do not have a program in place since we do not have an ELL population at this time. However, we have hired a Philadelphia School district teacher, Anthony Manafo, as a consultant to advise us on matters relating to LEP programming and assessment. The ELL report is available as an attachment in this section.

### **English Language Learners - Attachment**

- ELL Report

### **Graduation Requirements**

High school graduation requirements are as follows:

Students must achieve 24 credits (full time courses) prior to graduation. They include: 4 credits in Mathematics, 4 credits in English, 4 credits in Social Studies, 2 credits in Foreign Language, 1 credit in Physical/Health Education and 4 elective courses. Students may select 1 or 2 credits in Music, Art, Carpentry, Culinary and Technology. 1 credit in Technology is strongly urged but is not required.

### Special Education

Our instructional strategies are individualized to meet the needs of the student. If a child is in need of therapeutic service, the child will receive Speech Therapy, Occupational Therapy and/or Physical Therapy within the classroom and/or in the therapy room. Therapists consult with teachers to assure continuity of programming. If the child is in need of behavioral support, the behavioral consultant on staff will observe the child and consult with the IEP team. If necessary, the behavior specialist will complete a Functional Behavior Analysis and develop a behavior plan. If the child requires a school based counseling service, the school counselor will provide the serve. If the child is in need of a personal care assistant, a staff member, who is trained by the appropriate members of the IEP, is provided. The school also works with outside agencies that provide mental and behavioral health services to students.

Instructional strategies include the provision of individually determined program modifications and accommodations. Examples include provision of extra time; separate testing area; reduced length assignments; oral testing; use of assistive technology, such as a personal word processor or auditory trainer; movement breaks; provision and utilization of a sensory diet; set of books for home; customized system for organization and note taking; provision of notes by the teacher; and alternative assessment tools. Multimodal instructional techniques are employed by both the regular and special education staff. Differentiated instruction techniques are used within the classroom to provide appropriate programming for special education students, regular education students and gifted students. Computer technology is also utilized to meet individual needs. The school has provided student with training using state of the art Fast ForWord and Earobics programming. Tutoring time is built into every classroom teacher's day for students to receive small group assistance in addition to special education services. After school tutoring programs through the 21st Century Grant Program are made available to all students.

### Special Education - Attachment

- Special Education Policies And Procedures

### Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Patricia Felix	1.00	Multiple Disabilities Support	Phila. Academy Charter	7	none
Jennifer Hughes	1.00	Autistic Support	Phila. Academy Charter	8	none
Jacqueline Oldynski	1.00	Autistic Support	Phila. Academy Charter	6	none
Ellen Balkovec	1.00	Learning Support	Phila. Academy Charter	12	none
Kristy Terry	1.00	Learning Support	Phila. Academy Charter	13	none
Chrystal Ladd	1.00	Learning Support	Phila. Academy	13	none

			Charter		
Christine DeLisi	1.00	Learning Support	Phila. Academy Charter	12	none
Amy Lafferty	1.00	Learning Support	Phila. Academy Charter	14	none
Jillian Calder	1.00	Learning Support	Phila. Academy Charter	12	none
Dee Myers	1.00	Resource Room Support	Phila. Academy Charter	20	none
Allison Fitzkee	1.00	Resource Room Support	Phila. Academy Charter	20	none
Danielle Vittitow	1.00	Resource Room Support	Phila. Academy Charter	20	none
Laura Jankowski	1.00	Resource Room Support	Phila. Academy Charter	20	none
Brittany Junod	1.00	Resource Room Support	Phila. Academy Charter	20	none
Jenn Cosgrove	.40	Resource Room Support	Phila. Academy Charter	10	none
Judith Gallagher	1.00	Resource Room Support	Phila. Academy Charter High School	20	none
Maria Colflesh	1.00	Resource Room Support	Phila. Academy Charter High School	20	none
Denish McDevitt	1.00	Resource Room Support	Phila. Academy Charter High School	20	none
Karen Richman	1.00	Emotional Support/Learning Support	Phila. Academy Charter High School	12	none
Virginia March	1.00	Learning Support	Phila. Academy Charter High School	11	none
Katherine Brady	1.00	Learning Support	Phila. Academy Charter High School	12	none
Donna Steel	1.00	Life Skills	Phila. Academy Charter High	12	none
Jessica Gardiner	1.00	Learning Support	Phila. Academy Charter High School	12	none

**Special Education Program Profile - Chart II**

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Nothing to report	00	Not applicable	Not applicable	0	none

### Special Education Program Profile - Chart III

Title	Location	FTE
Anne Jones-Occupational Therapist	Phila.Academy Charter	1.00
Karen Spock-Speech Therapist	Phila.Academy Charter	1.00
Megan Haycock-Speech Therapist	Phila.Academy Charter	.60
Lorette Cuff-Speech Therapy	Phila.Academy Charter and High School	.60
Dr. Thomas Latus-Behavior Specialist	Phila.Academy Charter and High School	.20
Allison Garofalo-Autism Specialist/Behavior Specialist	Phila.Academy Charter	.20
Kristen Butler-Certified School Psychologist	Phila.Academy Charter and High School	1.00
Dr. Samuel Beitchman- Certified School Psychologist	Phila.Academy Charter	.80
Susan Shelby - Physical Therapist	Phila.Academy Charter School and High School	.10
Betsy Rowley - Hearing Therapist	Phila. Academy Charter	.10
Vicki Scott - Guidance Counselor	Phila.Academy Charter High School	1.00
Cathy Adams - Special Education Coordinatory	Phila. Academy Charter and High School	1.00
Mary Bogan - School Nurse	Phila. Academy Charter and High School	1.00
Greta Ludwig - School Nurse	Phila.Academy Charter School and High School	.40
Kay May Werner - Adapted Physical Education Instructor	Phila. Academy Charter	1.00
Megan McHugh - Adapted Physical Education Instructor	Phila.Academy Charter	1.00
Matthew Klinger - Adapted Physical Education Instructor	Phila.Academy Charter	1.00
Kent Davis - Adapted Physical Education Instructor	Phila.Academy High School	1.00
Tricia Kuchler - Instructionional Assistant	Phila. Academy Charter	1.00
Geraldine Hanna - Instructional Assistant	Phila.Academy Charter	1.00
Joanne Hartley - Personal Care Assistant	Phila.Academy Charter	1.00
Rita St. Clair - Instructional Assistant	Phila.Academy Charter	1.00
Mitchell Hartman - Instructional Assistant	Phila.Academy Charter	1.00
Christine Natcchionne - Personal Care Assistant	Phila.Academy Charter	1.00
Kathleen Brosnan - Instructional Assistant	Phila.Academy Charter	1.00
Patricia Stasik - Instructional Assistant	Phila.Academy Charter	1.00
Karen Hinton - Instructional Assistant	Phila.Academy Charter	1.00
Theresa Perri - Instructional Assistant	Phila. Academy Charter	1.00
James Ryan - Instructional Assistant	Phila. Academy Charter	1.00
Susan Hughes - Personal Care Assistant	Phila. Academy Charter	1.00
Tejinder Kaur - Instructional Assistant	Phila. Academy Charter High School	1.00

Jennifer Larson - Instructional Assistant	Phila. Academy Charter High	1.00
Susane Whitworth - Instructional Assistant	Phila. Academy Charter High School	1.00
Donna McElhatten - Instructional Assistant	Phila. Academy Charter High School	1.00
Amy Anderson - Instructinal Assistant	Phila. Academy Charter High School	1.00
Joyce Mitchell-Podell - Special Education Secretary	Phila. Academy Charter and High School	1.00

### Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Source	Occupational Therapy	2 hours per week

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA Writing	No	No	No	No	No	Yes
PSSA MATH AND READING	No	No	No	Yes	Yes	Yes
PASA	No	No	No	Yes	Yes	Yes
TERRA NOVA READING	No	Yes	Yes	Yes	Yes	Yes
TERRA NOVA MATH	No	No	No	Yes	Yes	Yes
PSSA SCIENCE FIELD TEST	No	No	No	No	Yes	No
NAEP READING AND MATH	No	No	No	No	Yes	No

### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
Terra Nova Reading/Mathematics	Yes	Yes	Yes	Yes	Yes	No	No
Kaplan Achievement Planner Reading/Mathematics	No	No	No	Yes	Yes	Yes	Yes
PSSA Writing	No	No	Yes	No	No	Yes	No
PSSA Math and Reading	Yes	Yes	Yes	No	No	Yes	No
PASA	Yes	Yes	Yes	No	No	Yes	No
PSSA Science Field Test	No	No	Yes	No	No	Yes	No

### Student Assessment

As indicated in previous sections, The Philadelphia Academy Charter school fully participates in all local and state level testing. In the school year that began September 2006 and ended in June of 2007, we participated in the PSSA reading, math and writing assessments. Additionally, we completed the science PSSA in the spring of 2007. We also fulfilled our local obligation by completing the TerraNova testing at both the elementary and high schools. Those special education students who were unable to complete the PSSA due to their particular diagnosis were administered the PASA. Finally, our school was chosen to participate in the National Assessment

of Educational Performance (NAEP) in the spring of 2007.

Unfortunately, the NAEP does not share the results of their test with the participating schools. The results are used for congressional hearings to compare like students and their performance throughout the United States. The PSSA results will be fully available in August of 2007. The student data files are available for schools to see individual student performance as of July 2007. Our results appear to show continued growth. However, our large special education population continues to struggle with the grade level test. For example, 33% of our current elementary population has an IEP. When looking at the TerraNova results it is much more evident that individuals have made progress as the test is given on a student's instructional level. This allows for more accuracy as the student's instructional level is based on extensive educational testing prior to the TerraNova.

It is also important to note that our testing schedules are very different for our local and state testing. Our local testing is now completed in November for grades 2-8, 9 & 10. Grades 1 & 2 are completed in May of the same school year. The fall TerraNova is administered to students using the previous year's grade level. Grades 1 & 2 are given the current grade level as it is administered at the end of the year. While Terra Nova may be given to a student on their particular instructional grade level, PSSA must be administered on their grade level. All of this makes comparisons almost impossible. However, we will pilot a new computer program in the Fall of 2007 that will upload all of our standardized testing and keep a three year history on each student. It will facilitate a more scientific comparison between test results and allow teachers to better analyze their students results. We believe this program will inturn help to deliver more information on possible weaknesses in curriculum or instruction. Lastly, specific grades can use this data to look at incoming students as well as those who have moved to the next grade. This should allow for better planning for their students as well as yearly changes that may be necessary for a particular grade group that is coming up to a grade.

As a 21st Century Grant program provider, we have established an extensive after school program that includes tutoring in both math and reading. Our initial invitations for the Fall of each school year are based on PSSA and TerraNova results. These results along with teacher input and student performance allow for effective after school planning. Parent request, as well as student request are also honored in our tutoring program. We welcome all students who are willing to go the extra mile to receive additional help. Our own grade level teachers are our after school program tutors and this really allows for good continuity from the school day to the after school program. We provide small group tutoring for specific areas of weakness, daily homework help and standardized test preparation.

### **Student Assessment - Attachment**

- Aggregate Scores from Local Assessment Test Data

### **Teacher Evaluation**

Our teacher evaluation plan is a three-fold process. It begins with a pre-observation form for the staff member to complete prior to the observation. The second part is the formal observation form for the evaluator to fill out. The post observation conference is the final piece and involves a conference between the staff member, the evaluator and the CAO.

The pre-observation form sets up the lesson and provides the necessary background for the evaluator. It is completed and returned to the evaluator within two days of the scheduled evaluation. The purpose is to provide the evaluator with the objective, pedagogical strategies, and instructional resources planned. In conclusion, specific accommodations and assessment plans are outlined. At this point in time, the teachers must set their yearly goals. These goals should focus on improving effectiveness within the classroom.

The formal classroom observation form is a detailed look at a teacher's organization, communication, attitude and environment. It also details the accommodations, knowledge and assessment procedures utilized throughout the lesson. This observation is completed during the first marking period.

The informal observation form is setup to follow the same topic guidelines as the formal observation. However, prior notice is not given and a pre-observation form is not completed. As with the formal observation, a post-observation conference is held within ten days of the observation.

Finally, during the closing marking period a summative evaluation is completed by the CAO, evaluator and teacher. The general topics from the previous two observations remain the same, while the conclusion details the progress toward the teacher's yearly goal.

The formal observation is completed by the appropriate community coordinator. As this is a two-part process, the teacher is responsible for the pre-observation form, while the coordinator completes the observation form. The informal observation is also the responsibility of the specific coordinator. The CAO, coordinator and teacher complete the summative evaluation.

Our administration worked in conjunction with LaSalle University education professionals to formulate our new evaluation process. This process took a year to develop as representatives from our staff met monthly to work with our Board of Directors on the proposal. The initial evaluation proposal evolved into a cooperative model that the staff, administration and board of directors developed to best meet the mission and vision of the Philadelphia Academy Charter School.

LaSalle also played an integral ongoing role in the training for this process. Professor Preston Fedon of LaSalle University worked closely with each of the coordinators to assure consistency amongst the evaluations. He meets periodically with the coordinators to follow the progress and assist with equitable reviews and evaluations.

## **Teacher Evaluation - Attachment**

- Teacher Evaluation Plan

Teacher Evaluation Plan

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

In 2006-07 there were two changes made to the Board of Trustees. Mr. Steve Glenn, member, and Mr. James Marsala, member, have chosen to retire from their appointed positions with the board of directors, as their children have graduated from the Philadelphia Academy Charter School. A decision was made not to replace their positions as there are already four parent representatives on the board of directors. One parent representative position is appointed and three are elected positions.

There were no changes in the school administration.

### **Board of Trustees**

<b>Name of Trustee</b>	<b>Office (if any)</b>
Rosemary DiLacqua	President
Joseph Resta	Vice President
Victoria Venditti	Secretary
Basil Merenda	Treasurer
Preston Feden	Member
Connie Rodgers	Member
Don Tollefson	Member

### **Professional Development (Governance)**

Prior to the reorganization meeting held every May Attorney Robert O'Donnell provides the PACS Board of Trustees with professional development. Mr. O'Donnell was instrumental in helping draft the Charter School Act for Pennsylvania. He transfers his knowledge to the board by reviewing charter law, board member responsibility, committee's and subcommittee's with their responsibility. Mr. O'Donnell also instructs the board members on "Roberts' Rules" of governors, the Sunshine Act and the Public Employees's Act. During the meeting the Board of Directors have a question and answer session to go over some of their concerns. the meeting is not over until these concerns are met.

### **Coordination of the Governance and Management of the School**

The Philadelphia Academy Charter School's Board has a working relationship with the individual school management teams. Our Chief Executive Officer, Brien Gardiner is the key liason between the actual school and board of directors. Monthly board meetings provide a formal setting for business to be conducted while sometimes daily communication between the executive board members and the Chief Executive Officer allow for a wonderful working repoire and open lines of communication between all parties. Although the daily operations of the school are conducted by the management team, the Board of Directors are kept abreast of all of the happenings.

We at the Philadelphia Academy Charter School feel we are very lucky to have developed such a strong bond with the Philadelphia School District. Our Chief Executive officer, Brien Gardiner is a member of the Community Relations Team and meets monthly with the board and Jim Nevels who is the Chairman of the School Reform Commission. Brien Gardiner is also frequently called upon as a consultant for the School District of Philadelphia because of his vast experience with special education.

### **Coordination of the Governance and Management of the School - Attachment**

- Board of Trustees Meeting Schedule

### **Community and Parent Engagement**

The Philadelphia Academy Charter School's Board of Directors financially supports all school activities. They provide emotional as well physical support for our year round events. As several of our Board members are also parents with children attending the school, they have a personal as well as professional stake in the success of the school. Their commitment to individual activities is unmatched as they are personally involved in the planning and execution of many of our yearly school activities. They work in conjunction with the school management team to

provide what ever resources are needed to develop a successful event. We appreciate the successful working relationship we have developed with our board as we know this has contributed to the success of our school.

Our Board of Directors holds a monthly meeting open to all parents, faculty and staff. A school calendar as well as our on line system keeps parents abreast of all school functions. Additionally a weekly communication envelop is sent home to each family with timely reminders concerning, fund raisers and student activities. Our Home and School also provides a wonderful venue for parent involvement and communication. As our charter also requires four hours of family volunteer time per month we have a healthy number of daily volunteers in our building.. Finally committees are formed for individual school activities with a faculty or management representative to provide parents yet another opportunity to be involved in their school.

We are very involved in community as we fully support businesses through the use of their facilities and services. Our annual school musicals are an excellent example of parent, school and community representatives working hand in hand to put on a full scale school musical. The winter musical highlights the 3rd-8th grade community and the spring musical showcases the K-2 community. These productions involve parent costumers and carpenters along with faculty artisans and musicians and finally a community venue for the facility. Parent volunteers assist with musical practice sessions, back stage with dress rehearsals and eventually three nights of performances. Both of these programs are three month productions that involve countless hours of volunteer time by parents, teachers and staff. The community supports our playbook by purchasing ad space and providing a professional stage for the actual performances. Additionally the performances are open to the public as ad space is purchased in all of the surrounding community newspapers inviting community support.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

Each year the following fund-raising activities are held: golf outing, candy sales, Market Day sales and Bingo night. These activities will be continued next year as well.

### **Fiscal Solvency Policies**

Describe the policies used to maintain fiscal solvency.

In order to maintain fiscal solvency, all income and expenses are reviewed each month at our public board meeting. We project our cash flow through the end of the fiscal year. If we see an area that needs adjustment, it is modified immediately.

What accounting system does the charter school use?

All financial and budgetary reporting are prepared in accordance with the generally accepted Accounting principles and the applicable standards set by the government Accounting Standards Board.

The general ledger and account classifications are in accordance with the Pennsylvania Department of education guidelines. Utilization of internal control procedures, which include cash management, general ledger control, monthly financial reporting, and account reconciliation. The accounting system used is Peachtree Complete Accounting.

Our audit was conducted by:

Siegal and Drossner, PC.

300 Yorktown Plaza

Elkins Park, PA 19027

### **Accounting System**

All financial and budgetary reporting are prepared in accordance with the generally accepted Accounting principles and the applicable standards set by the government Accounting Standards Board.

The general ledger and account classifications are in accordance with the Pennsylvania Department of Education guidelines. Utilization of internal control procedures, which include cash management, general ledger control, monthly financial reporting, and account reconciliation. The accounting system used is Peachtree Complete Accounting.

### **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**

Our audit was conducted by:

Siegal and Drossner, PC.

300 Yorktown Plaza

Elkins Park, PA 19027

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

- Independent Auditors' Report
- Cover Letter to Independent Auditors' Report

### **Citations and follow-up actions for any State Audit Report**

There have been no citations listed at our school.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

The school acquired through a rental agreement (2) two portables with two classrooms each (four classrooms at 700 square foot each for 2800 square feet). This is a short term response as we are in the process of building an addition. Classroom desks and students supplies were purchased for the trailer and replacements for regular wear and tear of fixtures and equipment. Thirty computers, six projectors and six white boards were also added.

### **Future Facility Plans and Other Capital Needs**

An addition with 8 classrooms and a gym will be built in the 07-08 school year. This will provide for additional gym programs and increased classroom space to provide for Wellness programs and additional classroom space to reduce class size.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

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

Philadelphia has a comprehensive safety plan which is required by our district. Part of that plan requires a fire drill reporting log which is maintained by our secretary. A minimum of ten drills per year with the Fire Department monitoring at least one per year is a component of this plan. All health and immunization records are kept in our school nurse's office. These records are maintained by our nursing staff that includes both a register and licensed practical nurse. A copy of our health services reimbursement check is included in this section as an attachment.

A Wellness Policy committee was established to meet the new Federal Guidelines as well as the Chapter 12 requirements. The committee includes: luncheon staff, the school nurse, the health teacher, a parent, an administrative coordinator, and two classroom teachers. The wellness policy has been submitted for approval to the Department of Education. However, many exciting changes have already occurred as a result of this new committee.

Changes have been made to our monthly school lunch calendar. We now offer daily raw vegetables and fruit at all three lunch periods. We have also found several new choices of drinks for students to replace soda and more main lunch courses provide a healthier option to our students. Many of our new selections were discovered at the yearly food convention held in Atlantic City in the fall. We sent employee representatives from both the elementary and high school. Their goal was to look for more nutritious snacks and drinks. Some items were purchased as a direct result of their visit to the convention and others were tested at the school prior to purchasing. Upon their return we had the new items available for a cross section of students to sample. The wellness committee used the student input to make decisions concerning these products. A copy of our wellness plan has been included as an attachment.

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

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

### **Current School Insurance Coverage Policies and Programs**

Health Insurance Coverage provided at the school:

Keystone Health Plan East Select  
 Keystone Health Plan East Point of Service  
 Personal Choice

General liability insurance:

<b>Policy</b>	<b>Coverage Type</b>	<b>Policy Number</b>	<b>Insurance Provider</b>
Package	Property	PHPK183381	Phila. Indemnity Insurance Co
Package	General Liability	PHPK183381	Phila. Indemnity Insurance Co
Package	Boiler & Machinery	PHPK183381	Phila. Indemnity Insurance Co
Package	Business Income	PHPK183381	Phila. Indemnity Insurance Co
Worker's Compensation	Worker's Compensation	200600 6613905	PA Manufacturers Assoc. Ins
Automobile	Automobile	PHPK183381	Phila. Indemnity Insurance Co
Umbrella	Excess Liability	PHUB067949	Phila. Indemnity Insurance Co
Accident	Accidental Death & Dismemberment	DNH17072	American Sentinel Insurance
E&O	Errors & Omissions Liability for School Leaders	4913227	National Union Fire Insurance Company

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

Our total number of professional staff is 135. Of that total 127 are returning from the 2006 — 2007 school year, and 134 were with the school for the entire 2006-2007 school year. Most of our employees have been with the school for multiple years. The limited instances of turnover over the years can be attributed to retirement, career changes and securing alternative teaching assignments.

### **Quality of Teaching and Other Staff - Attachments**

- Evidence of Submission Personnel Report
- PDE-414 Certification Verification Form

### **Student Enrollment**

Children are admitted to PACS on the basis of a lottery. Names are accepted continuously for September admissions. A lottery is held in April for open slots. The only students admitted outside of the lottery process are siblings of current students. When an opening occurs during the school year, we go back to our waiting list and randomly select a student. A student's admission age for kindergarten is 5 years old by September 1.

### **Enrollment History for 2006-2007**

<b>GRADE</b>	<b>INITIALLY ENROLLED</b>	<b>NUMBER DROPPED</b>	<b>NUMBER ADDED</b>
Kindergarten	69	0	0
1	75	0	0
2	76	1	0

3	71	0	0
4	85	0	0
5	70	0	0
6	82	1	0
7	103	0	0
8	106	0	0
9	116	3	5
10	114	5	5
11	120	4	0
12	103	2	2

1035 students completed the 2006-2007 school year and are enrolled to return in September. None of students were required to leave the school; 167 elected to leave voluntarily; however, this number includes graduating 8<sup>th</sup> grade students who have enrolled at another high school and all graduated 12th grade students.

Most of the movement out of the school can be attributed to parents moving out of the city of Philadelphia; however, we also have circumstances where parents have moved yet have chosen to keep their children at PACS. A small percentage of students voluntarily chose to leave to enroll at another school.

### **Transportation**

PACS operates a fleet of 14 buses and 2 vans. All students in grades K-8 are provided transportation as well as 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12th graders with transportation requirements on their IEP. Students in grades 9 through 12 who do not have IEPs use public or private transportation. Specialized routes are available including a lift bus, a van, smaller vehicles and 8 bus attendants for special needs students. The program is running smoothly, and no changes are anticipated

### **Food Service Program**

We operate a full kitchen at both the elementary and high school which is licensed by the City of Philadelphia. Hot and cold lunches are served daily at a cost of \$2.25. We do not participate in the FRL program, but we do provide free and reduced lunches for eligible students.

While our elementary school kitchen runs as a separate service within the building, our high school's program works in conjunction with their culinary arts program to provide a lunch program that is prepared by the students for their students and faculty. The Philadelphia Academy Charter High School's state of the art kitchen allows students to study culinary arts while providing a necessary service to their population.

### **Student Conduct**

Our students are expected to respect the rights of others by following the rules governing discipline and conduct as they are written in the Code of Student Conduct. At all times when students are under school jurisdiction, they are expected to conduct themselves in an orderly, courteous, dignified and respectful manner. Each family is given a copy of the Code of Conduct to read and understand. All students are then required to sign a compact stating that is their intention to live up to the provisions of the code of conduct.

In the elementary school 26 students were involved in 61 suspensions. In the high school 153 students have been suspended a total of 245 times. There were no expulsions.

### **Student Conduct - Attachment**

- Philadelphia Academy Charter Disciplinary Policy

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Charter School Annual Report Summary Data 2007 - 2008

**Name of School:** Philadelphia Academy CS

**Date of Local Chartering School Board/PDE Approval:** 2-22-99

**Length of Charter:** 5 years    **Opening Date:** 9-2-99

**Grade Level:** K-12    **Hours of Operation:** 7:30 - 3:30

**Percentage of Certified Staff:** 89%    **Total Instructional Staff:** 90

**Student/ Teacher Ratio:** 13:1    **Student Waiting List:** 7200

**Attendance Rate/Percentage:** Grades K-6 96.9%; Grades 7-12 94.4%

**Enrollment:** 1198    **Per Pupil Subsidy:** Regular Ed: \$7247.92 Special Ed. \$15,346

### Student Profile

**American Indian/Alaskan Native:** 13  
**Asian/Pacific Islander:** 18  
**Black (Non-Hispanic):** 82  
**Hispanic:** 40  
**White (Non-Hispanic):** 1045  
**Multicultural:** 0

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:** 52%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 334

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	182	182	182	182	728
Instructional Hours	0	0	1183	1183	1183	1076	4625

## **ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS**

**School Year: 2007**

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

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

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

---

**Board President**

---

**Date**

---

**Chief Executive Officer**

---

**Date**

**2007 - 2008 Annual Report for Pennsylvania Charter Schools**

**Verify that all DATA reports to PDE are complete**

**YES** \_\_\_\_\_ **NO** \_\_\_\_\_

**SIGNATURE PAGE**

*Identify the charter school's Chief Executive Officer.*

**Name** Brien Gardiner

**Title** Chief Executive Officer

**Phone** 215 676 8320

**Fax** 215 676 8340

**E-mail** pacs2@hotmail.com

---

*Signature of the Chief Executive Officer and Date*

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

**Name** Rosemary DiLacqua

**Title** Board of Trustees President

**Phone** 215 686 8320

**Fax** 215 676 8340

**E-mail** pacs2@hotmail.com

---

*Signature of the President of the Board of Trustees and Date*

*Identify the charter school's Special Education Contact Person.*

**Name** Cathy Adams

**Title** Special Education Director

**Phone** 215 686 8320

**Fax** 215 676 8340

**E-mail** pacs2@hotmail.com

---

*Signature of the Special Education Contact Person and Date*