
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Charter Annual Report **Tuesday, October 09, 2007**

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SECTION I. EXECUTIVE SUMMARY

Organization Description

The Philadelphia Performing Arts Charter School is the only Elementary Performing Arts School in Philadelphia. Utilizing the arts as a catalyst, strategies such as cooperative learning, small multi-age groups, particularly for dance, music instruction (both in instrumental and vocal) and

visual arts are an integral part of the program. An integrated thematic curriculum, project based learning and problem solving are being offered to provide learning opportunities and experiences that enable each student to become a critical thinker, problem solver, responsible citizen and an artist and applicator to the arts. Each child will receive daily instruction in traditional academic areas as well as the visual and performing arts. The educational program emphasizes equally both academic and artistic excellence. Daily instruction in French, Ballet, Creative Writing, Vocal Music (chorus), Music Theory, Instrumental Music (violin), and Visual Art are offered to every student, as well as, standard driven academic curriculum with current instructional materials and a "state of the art" technology lab.

The Curriculum Facilitators provide new and experienced teachers with effective instructional techniques (which includes meeting the individual needs and learning styles of all students.) They make available classroom coaching and model lessons within the classroom for teachers. This gives teachers the opportunity to observe master teachers at their craft. In addition to the in house curriculum facilitators, quality staff developers from various universities, public and private educational institutions, and authors offer a myriad of strategies, interventions, and techniques for the faculty. This supplies current "researched based" theory, practices, and resources, so that faculty are able to transfer the standard-driven curriculum to the children, thus allowing the students to experience an engaging and integrated, interactive curriculum. These various techniques allow for quality instruction to be achieved. A variety of best practices techniques are given to the students so that the goals and successes can be met at all levels by the students. These goals are reached through modeling, professional development, coaching, classroom demonstrations, and the use of "best practices" in each classroom.

Our instructional plan embraces multiple intelligences. The students are exposed to a program rich in the arts and our academic curriculum is enhanced with this multiple intelligences approach. This enhancement ensures that our instructional program provides all students with a means to demonstrate their knowledge and skills regardless of their academic abilities. Our students progress and excel in the academic areas of Reading and Math based on curriculum based assessments and Terra Nova tests results. We are always striving to improve Reading and Math skills so that all of our students will reach the proficient or advanced levels of performance. We hope to achieve this goal by continuing to implement an integrated standards driven curriculum. (Some events which will afford the students these opportunities include: visiting museums, historical sites, Constitution Center, Literature to Life presentations, School Wide Science Fairs, participation in and at the Philadelphia Opera Company, attendance at the seasonal ballet performances, production of the Renaissance Faire, and additionally in house Theatrical Productions. Students participated in the Mad Hot Ballroom performance for the delegates attending the National Charter Convention and the choir sang for the opening of The National Charter School Convention.

Every classroom, grades K-8, has a library of selected titles. Students in grades 4-8 read and receive instruction on several trade books each marking period in addition to the Harcourt Brace Reading Program. Students are reading and writing in all curricular areas. A sample of teamwork at its best was the opening of "Our French Cafe." The school and community were afforded the luxury of French cuisine, music, poetry, dress, and the ambience of a Parisian cafe in their own backyard. This year our students participated in the city sponsored spelling bee, the citywide spelling bee and the state sponsored poetry contest. In addition, they participated in the Math 24 competition. Our school newspaper has enabled students in grades 5-8 to have a voice and a broader audience which was published monthly and offered the students an opportunity to experience the life of reporters with all the joys and challenges of publishing a newspaper. The school yearbook was edited and published by our 8th grade students. It chronicled the vibrant life of the events, activities and wonderful experiences and everyday happenings at Performing Arts. The outreach programs with the Pennsylvania Ballet, Merriam Theater, University of the Arts, the Philadelphia Art Museum, Center City Opera Company, Swedish Museum and the Kimmel Center have enriched the lives of all our students by exposing them to cultural events by

affording them numerous opportunities to attend the productions at no cost. In addition numerous trips to New York City theatrical productions enriched the lives of our students as they attended major productions such as "Mama Mia" and "Wicked". Selected students have performed in the following mainstream productions on the Avenue of the Arts and the area immediately surrounding the avenue.

- Pennsylvania Ballet Nutcracker at the Academy of Music
- La Bohème at the Center City Opera Company, Kimmel Center
- Renaissance Faire Production at the Swedish Museum
- Vignettes from the Nutcracker at the Fels Senior Center and the Swedish Museum
- The string orchestra and senior choir at the Fels Senior Center and the Swedish Museum for the holiday

Weekly student council meetings were held yielding many service project, events, and school functions as well as giving students the opportunity to make suggestions and become part of the educational process. This year fund raising projects for the Heart Association, Thanksgiving Baskets for our needy families, and the Ronald McDonald House were a huge success. Our newly developed spirit club also provided opportunities for integration of the arts with the academic program by spearheading friendly competitions between the departments.

In summary, individual attention, individualized instructional practices, differentiated instruction, adapted and modified practice activities, and accommodations made in testing afforded all our students, even those with disabilities, access to the curriculum, materials and instructional strategies needed to receive an enriching education. Our goal is to have our students become well rounded individuals who pursue excellence in every part of their lives.

Our belief is that every child is gifted and has talents that can be broadened and expanded. Our mission is to discover, nurture and promote the development of those talents, so that every student will meet or exceed world-class standards, both academically and in the arts.

Core Purpose

Mission

The future of our nation depends on our ability to create and be creative. During the coming decades our most important natural resources will be human resources. If our nation is to continue to meet the challenge of the future, today's schools need to develop creative leaders.

The Philadelphia Performing Arts Charter School was founded on the belief that every child is born with many different intelligences. Our School's environment is designed to identify, nurture and develop each child's intelligences and provide the learning opportunities and experiences needed to enable each child to become creative thinkers, problem solvers, responsible citizens and appreciators of the arts.

The Philadelphia Performing Arts Charter School harnesses the most innovative teaching and learning techniques, utilizing the arts as a catalyst, and serves as a model format for education in the 21st Century. The arts humanize the curriculum while affirming the interconnectedness of all forms of knowledge.

Students enrolled in Kindergarten through 8th are offered a rigorous thematic academic curriculum as well as a complete Fine Arts program that includes visual arts, classical ballet, instrumental music, music theory, vocal and choral. Creative technology, Creative Writing and French language classes connect the academics to the arts.

In PPACS' hallways, classrooms and art studios, learning is an active journey to a multitude of personal, intellectual and spiritual discoveries.

Our mission is to:

Educate each child according to age and development, so that learning and growth are united;

Integrate the developing mind and body of the child with academics and the performing arts;

Ensure each child's excellence in core academic skills;

Awaken and preserve the spirit of our children through the visual arts, vocal arts, instrumental music, creative writing, classical ballet, French language, computers and informational technology, and;

Nourish this spirit and curiosity so that students continue to flourish long after the end of formal training.

Vision

The Philadelphia Performing Arts Charter School is the only Elementary Performing Arts School in Philadelphia. The vision of our school is to utilize the arts as a catalyst to provide learning opportunities and experiences that enable each student to become a critical thinker, problem solver, responsible citizen and an artist and applicator to the arts. Our instructional vision is to embrace multiple intelligences by exposing all of our students to a program rich in the arts with a means to demonstrate their knowledge and skills regardless of their academic abilities. We also provide outreach programs with the Pennsylvania Ballet, Merriam Theater, University of the Arts, the Philadelphia Art Museum, Center City Opera Company and the Kimmel Center. The children lives are enriched by affording them numerous opportunities to attend productions at no cost with additional trips to New York to attend major productions.

It is believed that every child-even a child diagnosed as having a disability-is gifted and has talents in some areas. Our individual and collective responsibility to our youth is to discover, nurture and encourage the development of those talents, so that every student will meet or exceed world-class standards, both academically and in the arts. In order to reach our vision, we offer a comprehensive educational program, which equally emphasizes academic and artistic excellence.

In an attempt to have No Child Left Behind, the principal, along with all of the teachers, are closely analyzing student data and test results both standardized, criterion, reference data and

locally administered/teacher made evaluations to determine best practices, student learning styles and instructional strategies that will meet the needs of all of our students. Our vision is to have all of our students achieve proficiency in all subject areas and to strive to achieve the advanced levels of performance to become productive citizens.

Shared Values

We believe that all children can learn and achieve. Philadelphia Performing Arts Charter School is dedicated to excellence through the arts. PPACS is a teaching and learning community where instruction in collaboration with the arts is child centered and developmentally appropriate. We believe that in a safe environment and with high expectations, all children can learn, achieve goals, become life long learners, and become valued members contributing to the good of a community. Parents, teachers, administrators, and students value the uniqueness of Philadelphia Performing Arts Charter School and work together to enable success in all areas. The principal provides many opportunities for the faculty to attend programs to ensure effective instructional techniques that include meeting individual needs and learning styles. The parents are an integral part of our school through participation in our Home & School, coaching, lunch program, volunteering on trips, as well as being invited to attend various events at our school. There is continuous communication between teacher and parents with scheduled conference times throughout the year.

During the year, students participate in arts programs with the art team teachers, while the classroom teacher provides additional instruction for academic success. The value and commitment to the Performing Arts Curriculum is evident through parental support and participation in all performances. The parents displayed a tremendous outpouring of support during the Renaissance Faire. The wardrobe committee outfitted and costumed more than 500 students, teachers, and aides with custom made costumes from our own wardrobe room. Classroom teachers' work with the arts team to provide integrated lessons so that students will receive the rigorous academic instruction as well as performance preparation and the full integration of the arts into the academic areas. Students participated in every aspect of the Renaissance Faire such as the posters, newspapers, art displays, food, candles, and other student crafted materials. This day and other performances such as the Winter Holiday show, the French Cafe, and the Madri Gras Celebration were all successful because of the parent support extended to the teachers. The parents' assistance, teachers' involvement, administrators' leadership, and students' predication are the key components that make all schoolwork successful.

Academic Standards

Our academic standards for student achievement are consistent with those in section 4.12 of 22 Pa. Code.

Reading: Harcourt Brace "Trophies" series, copyright 2005, is a complete reading/language arts program for Kindergarten through sixth and "Elements in Literature" is the complete reading/language arts program used in grades seven and eight.

High quality children's literature is arranged in meaningful thematic units that encourage students to apply their learning to issues in their own lives and communities. The program places great emphasis on direct, systematic skills instruction. The Literacy Block in the K-3 classroom was enhance by using the Comprehensive Literacy Framework as a guide for all grades. In addition to Shared Reading Practices (using Harcourt test), "Read Alouds" (Informational and Fictional Texts), are guided and incorporated into the Readers' Workshop so that the needs of all readers are met and strategies are provided so that every child becomes a proficient or advanced reader. Tools to measuring students' growth are implemented to drive instruction through assessments to reach children who need intensive instruction and progress monitoring. Teachers will monitor progress at various times throughout the school year.

Integrated Word Study and vocabulary, reading for fluency and comprehension skills will be more

in focus for upper grades as children become engaged in "guided" literature circles during Readers' Workshop. Strategies for success will be taught so that all children can be independent readers. (self-monitoring, thinking critically, making inquiries, etc.)

Writers' Workshop (also part of literacy block) - K through 8 teachers were given ten hours of staff development. Devising plans for implementation of Writers' Workshop are being incorporated into the K-8 classrooms with a concentration on assessing student needs, conferencing to meet individual needs and using fiction and non-fiction writing across the content areas. DRA's are done four times a year to attain an accurate reading level for each student. In addition, the Gates McGinity and the WRAP are administered for specific diagnosis for reading problems. Each teacher received extensive training so that they are more than capable to administer the variety of reading assessments being used at the school.

The program provides a reading text, a practice skill book, a grammar book, a language handbook, take home books and intervention readers. The cycle through which skills are introduced, re-taught, reviewed, and tested provided teachers with clear, comprehensive instruction. Language Arts lessons combined with appropriate literature provides a balanced reading/language arts program for diverse learners with multiple intelligences.

Math:

Everyday Mathematics follow the NTCM and is organized into six mathematical content strands that cover a number of skills and concepts. These strands include: Operations and computation, numeration, patterns, functions and algebra, data and chance, measurement and reference frames, and geometry. Every strand is addressed throughout all grades and each grade level builds on and extends concept understanding to each new level. The Everyday Math series provides students with math journals, study links, student practice books, and home links, which allows for parent/student interaction. The use of daily mental math activities is implemented to sharpen student's skills in:

- Problem solving through the standards using performance based activities so that teachers will be able to assess progress/growth.
- Implementation of math and science that incorporate investigations, problem-solving, deductive reasoning, etc.

Math lessons are taught through problem solving and contain cross-curricular links to literature, social studies, art, music, technology and language arts. The kindergarten program which is geared to the concrete beginning concepts and math skills appropriate for first time learners of mathematics also uses the Everyday Mathematics program. Grades 6 through 8 use the Mathematics in Context adaptation of the Everyday Mathematics program. Each teacher has manipulative kits and activity kits which are aligned with the Everyday Math curriculum for every classroom as well as the Basic Skills Math teachers. The school also purchased the Everyday Mathematics program computer software for every classroom. At this time the school has purchased every component that the everyday math program has to offer. It is a program that prepares students for high school math. A vigorous content, including preparation for Algebra and Geometry, NTCM content and process standards plus practical strategies for taking tests and problem solving are an integral part of this curriculum. Math 24 club began in September as an after school program with more than 30 students. Our winners then participated at the Franklin Institute for the school wide competition.

Science:

Harcourt Science is a comprehensive science program for all students Kindergarten through sixth and Holt Reinhart Winston Science Series is used in grades seventh and eighth. These programs embrace the goals and content objectives of the National Science Education Standards. They satisfy each goal by ensuring the development of scientific knowledge, the processes of science and habits of mind. The foundation of the program lies in a balance of three

domains of science: life science, earth science and physical science. Within those domains is the sequential development of the following strands of science: the nature of matter; energy, force and motion; processes that shape the Earth; Earth and space; processes of life; how living things interact with their environments; the history and nature of science; and science and technology. Concept development is driven by three important elements of instruction: investigating through hands-on activities, reading for understanding of science concepts, and linking to additional experiences that provide greater depth of understanding. These texts also recognize the demands placed on teachers relative to accountability in student performance on standardized and state tests in reading and mathematics. The curriculum is enhanced by the use of Foss Science Kits which are interactive kits in line with the curriculum for use in the classroom as part of daily lessons. Also SCIS kits and Harcourt materials are available to supplement as additional materials needed for science experiments or lessons. All of these kits promote high standards, reinforce the scientific method, enhance hands-on activities, and develop the curriculum in the classroom.

Social Studies:

Harcourt Brace Social Studies is based on National Standards and builds consistent and cumulative learning from Kindergarten through sixth grade. The program allows students at each level to build on major understandings and skills already acquired, and then preparing students for learning yet to come. The powerful ideas provide the principal contexts within which students can integrate major understanding, skills, and their own experiences. These powerful ideas have been selected to help students organize their thinking and develop the competencies they will need as citizens in a diverse, changing, and interdependent world. As they continue in the seventh and eighth grade their program becomes very specific: the seventh grade focuses on geography, governments and issues that contribute to the world issues of today. The continents of Europe, Africa and Asia are examined carefully and the geographical as well as the satirical events that transpired during the last one hundred years are discussed which lend to the problems that are happening today. The eight grade looks at the Explorations and Colonization during the time of exploration which again helps the students to understand how these issues contribute to the world issues of today. The United States history is presented and followed from the early settlements to the time frame of this century. Social Studies text in grades Kindergarten through fifth are Harcourt-Horizons and in grades sixth through eighth McDougal Littell.

Foreign Language (French)

Current research adequately demonstrates that children are far more facile at learning a second language when they are young. Because of the importance of French to the language of dance, PPACS has chosen French as the second language for its second language for its students. The primary goal of the French program is the progressive development of proficiency and cultural understanding. This goal is achieved through a thematic unit framework and a standards-based curriculum reflecting the National Standards for foreign language; communication, cultures, connections, comparison and communities.

Technology

The technology program is driven National and State Standards. Despite the challenges for many students, using technology has been a big lure to stimulate interest in learning.

The "State of the Art" technology lab is used to implement the following components of our Technology curriculum:

Grammar/spellchecker, dictionary, and thesaurus programs assist in the mechanics of writing and editing capabilities of the word processor. Motivation is often increased through the desktop publishing and multimedia capabilities of new computers. A variety of fonts and styles are available, allowing students to customize their writing and highlight important features. Graphic images, drawings, and even video and audio can be added to projects to provide interest or highlight ideas. Multimedia often gives the student the means and the motivation to generate new and more complex ideas. Spread sheets, data bases, and production tools that enable students to work on math or other subjects that may require calculating, categorizing, grouping, and predicting events. Telecommunications and multimedia are providing new learning tools for

the students. CD-based books include high-interest stories that use the power of multimedia to motivate students to read. Primary students are turning their computers into a portable canvas through the use of the paint program in Microsoft Office. This popular "paint" program enables students to use the computer in a playful way to create art that's uniquely their own. Playing learning games on the internet for all grades has brought smiles and comments of "This is so cool!!" The computers are a new and exciting tool, and so they are a great motivational technique. The students are getting to do work they might not be as motivated to do with a paper and pencil, thus they are stimulated and excited about the learning process at hand.

The Arts

Each of the arts, Vocal Music, Drama, Dance (Ballet), and Visual Arts follow the National and Pennsylvania State Standards for the arts and humanities.

Knowledge of the Academic Standards for the Arts and Humanities incorporate carefully developed and integrated components:

- Application of problem solving skills

- Extensive practice in the comprehension of basic symbol systems and abstract concepts

- Application of technical skills in practical production and performance

- Comprehensive and application of the creative process

- Development and practice of creative thinking skills

- Development of verbal and nonverbal communication skills

Professional Development

A committee of teachers, parents, and community members formulated three goals and an action plan for implementation. Development activities are done with the assistance of certified providers, such as Drexel Foundations Technical Assistant Center, Harcourt-Brace Consultants, Everyday Math Consultants and PATTAN workshops as well as our curriculum Facilitators and guest teachers. Teachers were asked to submit suggested topics and content based on curricular needs, student assessments, mission, goals and philosophy of the school. Our goal was to provide new and experienced teachers with professional and instructional strategies, researched based on theory and practices and resources to support standards driven curriculum. Based on an analysis of our PSSA and Terra Nova Test scores indicated that teachers needed to learn test taking strategies that could be taught to students to improve test taking competencies. Teachers were given tools to ensure students growth through assessment and screening so that they can effectively monitor progress. Opportunities for the development and understanding of the thematic approach to teaching have been provided. The use of "Common planning time" has been created to assist grade level teachers with this process of incorporating strategies that allow for the integration of curriculum for thematic teaching which focuses on instruction/best practices as they relate to student needs. Ideas and suggestions were presented during professional development sessions. After a review of the strengths, weaknesses and needs of the teachers, a plan was developed to enable teachers to master skills and instructional strategies that foster an integration of all curricular areas and in the performing arts including Literacy Writers Workshop, Readers' Workshop using the comprehensive Literacy Framework for grades K-3. Staff development opportunities will abound in all curricular areas and will be presented by certified consultants and through modeling, conferencing, coaching and classroom demonstrations by the Curriculum Facilitators. Special education workshops focus on preparing for the IEP meeting, teacher role and responsibility after the IEP meeting, special education regulations modifying/accommodating curriculum, discipline procedures and the CSP Process. Based on the needs of the students as indicated by test results and the needs and requests of the teachers.

Strengths and Challenges

Our school is continuously addressing strengths and challenges throughout the school year. Ongoing evaluations of the content areas, students' performance and development of programs is of vital importance to assure the continued academic success of all students.

Our school strengths are found in the following:

1. Enrollment - our school is at capacity.
2. Parent Involvement - our school has continuous parental involvement in academics as well as in programs and events.
3. Performances - we have 100% student participation in performances.
4. PSSA Measurable Goal - students have achieved AYP on the PSSA testing
5. Curriculum - we offer an intergraded curriculum throughout the school
6. Faculty - All teachers are highly qualified.

Challenges:

1. Identify areas of weaknesses in student achievement on the PSSA testing and work to improve those areas.
2. Profession Development for teachers focusing on multiple intelligences and student learning styles as they pertain to all areas of the curriculum.
3. Incorporating a teacher mentoring program.
4. Provide before school care and after school care for students.
5. Provide time for team meetings with the classroom teachers and the arts team teachers.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Committees were formed to evaluate and summarize our mission, values, and vision. Each committee developed a set of goals and these goals were distributed to the entire group. Once the goals were received a time line was determined so that the goals were achieved in a timely fashion. The committees met once a week to review the goals and implement their plan of action. As each section was completed, the main committee met to assess the information that was presented by the smaller committee groups. Every committee member was given access to the information that evolved from the smaller groups regarding the strategic plan.

The chairperson of the steering committee was responsible to ensure that each group completed their goals in a timely fashion and remained on target.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Angela Corosanite	CEO	Administrator	Angela Corosanite
Angela Fazio	Teacher	Middle School Teacher	Gail H. Avicelli, Ed.D.
Gail H. Avicelli, Ed.D.	Principal	Administrator	Angela Corosanite, CEO
Gina Cedrone	Curriculum Program Facilitator/Reading Specialist	Middle School Teacher	Gail H. Avicelli, Ed.D.
January M. Teti	Teacher	Elementary School Teacher	Gail H. Avicelli, Ed.D.
Jerry Santilli	Business Agent	Business Representative	Angela Corosanite
Joann Catrambone	Office Manager	Business Representative	Angela Corosanite, CEO

Roberta Valle	Parent	Parent	Gail H. Avicolli, Ed.D.
Tracy DiMatteo	Student Activities	Community Representative	Gail H. Avicolli, Ed.D.
Dorothy Shurman	Teacher	Middle School Teacher	Gail H. Avicolli, Ed.D.
Jaime Mong	Teacher	Elementary School Teacher	Gail H. Avicolli, Ed.D.

Goals, Strategies and Activities

Goal: MATHEMATICS

Description: At least 45% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

Strategy: Algebra I Class

Description:

Activities:

Activity	Description	
Assign summer math packets	Teacher provided students with a packet of math activities to be completed and turned in September.	
Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Assigned class	A specific room has been designed for the Algebra I class with a high qualified teacher who is certified in math. A time was set in the schedule for this class.	
Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Students meeting set criteria selected	Students were selected according to test scores, PSSA results, and performance in the classroom. Students were notified of their selection to participate in this class in June, 2007.	
Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	Start: N/A Finish: N/A	\$0.00

Strategy: Cumulative Testing

Description:

Activities:

Activity	Description	
Level meetings once a month	Teachers meet with principal and curriculum coordinators each month to review benchmarks and to set cumulative testing times. Pacing strategies are implemented at these meetings while incorporating best practices for cumulative test construction.	
Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Teacher assigned	Each of the following grade levels will have a teacher assigned to schedule level meetings on a monthly bases in conjunction with the principal. K through 2; 3 through 5; 6 through 8.	
Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Teacher In-Service provided	An in-service day is scheduled for the teachers in August. All teachers will attend.	
Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	Start: 8/29/2007 Finish: 5/14/2008	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
8	3	35
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
St. Joseph's University	<ul style="list-style-type: none"> College 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
*Teachers will learn better use of best practices and		<i>For classroom teachers, school counselors and education specialists:</i>

<p>differentiated instruction in math as sited in the core curriculum. *Teachers will be given practices which enables them to move children to a proficient level in mathematics. *Teachers will be instructed in the use of a system wide monitoring that helps them identify the strenghts and weaknesses in students to guide their planning.</p>		<ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> 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 • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans

Activity	Description	
Turned in to principal	All cumulative tests will be collected and turned in to the principal for monitoring.	
Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	Start: N/A Finish: N/A	\$0.00

Strategy: Daily Warm Up

Description:

Activities:

Activity	Description	
Evidence of daily activity posted in classrooms	Teachers must post a daily activity in the classroom for view.	
Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Evidence of use of maintenance sheets turned in to principal with weekly lessons	Teachers must turn in completed maintenance sheets to the principal for review on a weekly basis. These will be collected on a weekly basis.	
Person Responsible	Timeline for Implementation	Resources

Professional Education Admin	Start: N/A Finish: N/A	\$0.00
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Activity	Description	
Maintenance Sheets provided to teachers to be used on a daily bases	Principal provided each teacher with a packet of maintenance sheets for grade level to be used on a weekly bases.	
Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	Start: N/A Finish: N/A	\$0.00

Goal: READING

Description: At least 54% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Advanced Reading Class

Description:

Activities:

Activity	Description	
Students meeting set criteria selected	Students were selected according to the test grades, PSSA results, and overall performance in the classroom. These students were notified of their selection in June, 2007.	
Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Teacher Assigned	A highly qualified, certified teacher was selected to teach class.	
Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	Start: N/A Finish: N/A	\$0.00

Strategy: Summer Reading Program

Description:

Activities:

Activity	Description	
Criteria set for students to meet upon their return to school in September	Summer reading packets with selected books were distributed to students in June for completion over the summer. Assignments will be collected in September.	
Person Responsible	Timeline for Implementation	Resources

Professional Education Admin	Start: N/A Finish: N/A	\$0.00
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Strategy: Vocabulary Development

Description:

Activities:

Activity	Description	
Teacher In-Service provided	Teachers will attend an in-service on vocabulary development in August, 2007.	
Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	Start: 8/27/2007 Finish: 6/2/2008	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
8	3	35
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Sadlier-Oxford book company Presenter: Judith Devine	<ul style="list-style-type: none"> Company 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
<p>*Teachers will become familiar with the format of the new text.</p> <p>*Presenter will model the correct use of the new text.</p> <p>*Philosophy will be explained as to why we are using this book.</p> <p>*Teachers will be instructed as to "how" and "why" this book is useful in the daily reading program to supplement vocabulary building.</p>	<p>Use of new vocabulary is not taught in isolation but taught with context clues. The use of literary devices to convey meaning will be taught. Successful readers will be able to understand non-fiction text as well as fiction. Problem solving and reasoning skills will be developed at length.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. Empowers educators to work effectively with <u>parents and community partners</u>.

		<p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> • Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator 	<ul style="list-style-type: none"> • Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans • Review of written reports summarizing instructional activity • Portfolio 	

<ul style="list-style-type: none"> • and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Lesson modeling with mentoring 	
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Activity	Description	
Vocabulary Workshops books purchased	School purchased vocabulary workshop books to be implemented in grades two through eight.	
Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Word of the Day	Teachers will post a "Word of the Day" to increase children's daily vocabulary. Students must define the word, use it in a sentence and are challenged to use the word throughout the day.	
Person Responsible	Timeline for Implementation	Resources
Professional Education 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: Specific time set for absent students

Description: A time will be set aside during the day for students who were absent to take the PSSA test. This will be on-going until the due date of mailing of PSSA so all students who were absent will be provided a specific time to complete the testing.

Activities:

Activity	Description	
Teacher assigned to monitor absent students	Principal has assigned a teacher to monitor the completion of the testing by all students.	
Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	Start: N/A Finish: N/A	\$0.00

Goal: WRITING

Description: To improve student's writing ability while meeting AYP on the PSSA testing.

Strategy: Creative Writing Program

Description:

Activities:

Activity	Description	
Teacher designated as a creative writing teacher	A teacher has been hired specifically as a creative writing teacher. All students in grades kindergarten through fifth will attend a specific creative writing class. Creative writing is also offered as a major area of study to students in grades sixth through eighth who meet specific criteria.	
Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	Start: N/A Finish: N/A	\$0.00

Strategy: Student Portfolio

Description:

Activities:

Activity	Description	
Students in grades 5-8 have portfolios monitored on an on-going bases	All students in grades fifth through eighth will complete writing assignments and other samples of work that teachers will save on an on-going basis. Selected samples will then become part of the students' writing portfolio.	
Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Teacher assigned to students	A specific teacher will be assigned to each student to monitor his or her portfolio. The teacher will keep samples and work with the student to complete his or her portfolio.	
Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	Start: N/A Finish: N/A	\$0.00

Strategy: Writing of Research Papers

Description:

Activities:

Activity	Description
Research Papers from grades 6-8 turned into principal each trimester	Students in grades sixth through eighth will complete one research paper each trimester using state standards. These papers will be collected and turned in to the principal each trimester for review.

Person Responsible	Timeline for Implementation	Resources
Professional Education Admin	Start: N/A Finish: N/A	\$0.00

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

- The Philadelphia Performing Arts Charter School follows the Philadelphia School District core curriculum with a vigorous instructional program including the arts and aligned to all of the National standards for academics and arts.
- Documentation includes PSSA results, Terra Nova results, Reading levels tests, teacher constructed tests, student writing portfolios and teacher observations.
- The curriculum is organized to follow the Philadelphia School District core curriculum and pacing and cycles are maintained through the use of the school district website.
- In depth an inquiry based teaching and learning are promoted by the Principal through the use of hands on materials in Mathematics, Science and interactive engaging classrooms across the curriculum.
- Our teachers provide a rigorous instructional program so that every class is excelerated at some level. Those students who continually surface as performing beyond advanced proficient are challenged with additional work in all areas. Those students who preform below standards in literacy and mathematics are assisted by the basic skills teachers and tutoring programs.
- Teachers receive inservice on an ongoing basis so that they are provided the skills to have actively engaged students. They are given opportunities to observe classsroom teachers using interactive methods and there are "teacher coaches" available within the school at all times to model interactive classroom styles.

English Language Learners

N/A

Graduation Requirements

In order to successfully move on to the next grade, PPACS students are required to meet all academic requirements of their teachers and to compile a passing average grade of 70% in each subject. Promotion is based on teacher measurements, performance and curriculum based assessment.

Special Education

Comprehensive Support Process refers to the system of support, which is in place in schools and is designed to ensure that no child slips through the cracks, whether the student's needs are academic, social, personal, or emotional. The process begins informally, with classroom or principal accommodations and supports. If either the classroom teacher or parent is concerned about the child's academic progress, the Special Education Teacher will be notified in writing through a Referral for Student Services. A CSP team, consisting of the Principal, Two Curriculum Specialist, Two Learning Specialist, Special Education teacher, school nurse, classroom teacher, and Arts teachers as relevant, meets to discuss the needs of the child, as well as the possible supportive interventions.

If the student requires more support, the entire staff works together to produce a Student Intervention Plan, detailing the efforts they will make to help the student. Once the child is given the support and interventions required through the CSP process, the team gathers to determine

whether or not the child is making progress. If it is determined that further evaluation is necessary, the parents of the child are notified and permission to evaluate is requested. The final component of the process, if neither of the above is effective, is a formal Multidisciplinary Evaluation to determine whether the child is eligible for Special Education services.

The child is given a complete Multidisciplinary Evaluation and his/her needs are addressed. We call together a team meeting consisting of the Principal, Regular Education Teacher, Special Education Teach, Learning Specialist, TSS worker, etc) At this time, the evaluation results are discussed and, if necessary, an Individualized Education Program (IEP) is written. In the IEP, the specific needs of the child e addressed through individualized goals and objectives.

The Principal, Resource Room Teacher and Special Education Support Teacher monitor students "at risk". All information on students is kept on file both in the classroom and main office and can be accessed by parents, teachers and administrators. The Principal reviews all interim all Basic Skill reports, Terra Nova results, PSSA results, report cards, CSP process and the implementation of the IEP goals/needs of Special Education students to ensure academic success of all students. The teachers are working diligently to accommodate the learning needs of all our students and are eager to do their best to improve their instructional program where needed.

Special Education - Attachment

- Special Education

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Kim Brocco	1.00	Special Education	PPACS	43	On a daily basis.

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
CATCH	.10	Psychologist	PPACS	60	As needed.
Therapy Solutions	.10	Occupational Therapist	PPACS	2	Weekly
Abbington Speech	.20	Speech Therapist	PPACS	13	Weekly

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Assistant	PPACS	1.00

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Meg Reed	Consultant	as needed
Courtney Barrett	Occupational Therapist	1 day
Elizabeth Navo	Speech Therapist	2 days
Dr. Salvatore Presti	Physchologist	1 day

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA Math and Reading	No	No	No	Yes	Yes	Yes
PSSA Writing	No	No	No	No	No	Yes
TERRA NOVA	No	Yes	Yes	Yes	Yes	Yes

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA Math and Reading	Yes	Yes	Yes	No	No	No	No
PSSA Writing	No	No	Yes	No	No	No	No
TERRA NOVA	Yes	Yes	Yes	No	No	No	No

Student Assessment

Our percent of proficiency has increased over the years. When tracking a class, there is a noticeable improvement in the percentage of children who have achieved the proficiency level. We will continue to implement programs and integrate our curriculum. Our goal is for every child to reach proficient or advanced proficient in 2014 in accordance with the No Child Left Behind Legislation.

- Our text books and instruction are purchased and driven based upon the results of the standardized tests. Staff members particularly basic skills teachers and curriculum support personnel are placed within the classroom to assist those students who are having difficulty mastery Mathematics or Language Arts/Literacy.
- Locally developed tests are used as a further indicator to drive curriculum student improvement and decision making. Students who at any time are falling below the expectations of the program are given immediate support from the classroom teacher and the additional teaching support staff. This CSAP strategy is another avenue implemented by the school so that children are identified quickly whenever a problem occurs.
- Teacher observations, portfolios, teacher anecdotal reports and interim reports all contribute to the student achievement plan and help to monitor student progress.
- Those students who are at risk, failing, or are not making progress are immediately referred to the CSAP team. This team consist of the curriculum support teachers, basic skills teachers, classroom teacher, school nurse, principal and parent. The team constructs a plan so that the child will be able to meet with success and succeed. The team comes together on a regularly scheduled basis to monitor the process of the student. If after the interventions are in place the child is still not meeting with success, the child is then referred for the psycho-educational evaluation and testing to determine if there are any other impediments to be learning. These methods have proven to be very successful within our school population.

Teacher Evaluation

The criteria by which teachers are evaluated are based on Philadelphia School District guidelines as well as the Three Minute Walk Through Concept and a written narrative that details and outlines the teachers strength and areas for improvement which includes: Personality (How teachers interact with learners etc.), Preparation (Content of lessons, activities, standards, etc),

Pupil Reaction (Students actively participate in lessons and demonstrate academic proficiency at the appropriate levels etc.) Teachers Technique, Materials used in each lesson (Multi media concepts and diversification of teaching strategies). Weekly lesson plans are reviewed and ongoing conferences with teachers are held to discuss the strengths and weaknesses of the instructional program. Upon completion of each formal observation a conference is scheduled with the Principal and teacher to discuss the lesson.

The Principal is responsible for teacher and staff evaluation.

The evaluator is trained in all areas of administration and Special Education. The evaluator also participates in discussion sessions with the school Psychologist, Mental Health workers and case managers from Public Agencies to develop strategies to solve student problems and resolve issues. In addition, all professional development workshops that are offered to the teachers are attended by the evaluator.

Teacher Evaluation - Attachment

- Observation Form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Susan Thomas, Board Member resigned and Dr. Steven Douglas was elected to be a member on the Board of Trustee.

Board of Trustees

Name of Trustee	Office (if any)
Javier Kuehnle	President
Mary D'Anella	Treasurer
Tina Wise	Disciplinary Committee
Mary Rita D'Alessandre	Board Member
Dr. Steven Douglas	Board Member

Professional Development (Governance)

Training was delivered by: Santilli & Thomson, LLC, Sand and Saidel, P.C. Attorneys at Law, and the State Department of Education workshops.

Coordination of the Governance and Management of the School

The Board of Trustees holds monthly meetings to deal with all aspects of the school's operation and governance. Board members communicate with staff through the Chief Executive Officer and the Chief Administrative Officer.

Coordination of the Governance and Management of the School - Attachment

- Board of Directors Meetings

Community and Parent Engagement

A weekly Communications Envelope is sent home with all our students that includes: Notices of all events, programs and trips. A monthly calendar is also sent home at the end of each month. Parents are encouraged to participate in all school functions and activities. School advertisements and articles of interest can be found in the local newspapers and on our web site. Student work and classroom activities are also posted weekly on PPACS web site. Board of Trustees meetings are advertised and open to the public. Staff meetings are held bi-weekly. Home and School meetings are held monthly and classroom teachers provide weekly reports to parents to keep the lines of communication open.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The Home and School Association and Activity Committee conducted fundraising throughout the school year and the school expects to continue the practice during the upcoming school year.

Fiscal Solvency Policies

The Board of Trustees has adopted financial policies and procedures which include the topics - budgeting, accounting practices, procurement, contracts, internal control, cash management, grants management, time and attendance, contracted services, etc.

The school's budget, adopted in accordance with the timetable prescribed by the Commonwealth, serves as a blue print for financial decision making during the fiscal year. The budget provides for the educational, building and administrative needs of the school community and also includes a reserve for contingencies. All purchases and personnel decisions are reviewed for budgetary funds available prior to the issuance of a contract or purchase order.

The business office provides interim financial reporting for the board of trustees and CEO on a monthly basis. The Controller meets with the school administrative team regularly and attends all board and finance committee meetings. Through careful monitoring of expenditures and revenues the school is able to assure that all expenditure and revenue categories remain within budget.

Accounting System

The accounting system is Quickbooks and is loaded with the State Chart of Accounts. Transactions are posted by the Controller's Office staffed by experienced school business administrators. A trial balance, statement of revenue and expenditures and a statement of disbursements are prepared monthly. Reports are generated in compliance with State requirements

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- CHARTER ANNUAL REPORT: REPORT SECTION - PRELIMINARY STATEMENTS OF REVENUES, EXPENDITURES & FUND BALANCES

- Annual Audit 2006

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

The school's auditing firm is Yampolsky Madneloff Siver & Ryan. The last audit is dated August 9, 2006 for fiscal year 2005-2006 and has a clean unqualified opinion with no findings.

It is impossible to submit an audit for 2006-2007 by August 1, 2007.

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

- Financial Report
- Audit Report 2006

Citations and follow-up actions for any State Audit Report

The school has completed its seventh year of operation and has not been audited by the State Comptrollers Office.

SECTION VII. FACILITY RESPONSIBILITIES

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

Philadelphia Performing Arts Charter School leases a facility at 2600 South Broad St. All furniture and equipment was purchased after obtaining quotations from various vendors

Future Facility Plans and Other Capital Needs

The Board of Trustees and school administration are currently exploring options to lease additional space in the community as well as investigating the acquisition of a new property. The Board has designated a portion of fund balance for capital needs. The lease currently in place is within the limits of the school's future projected budgets

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

All health and safety requirements are addressed in our policies and procedures manual in conjunction with all regulations issued by Fire and Police Department. All medical records are maintained by a full time school nurse and locked in a secure filing cabinet to adhere to confidentiality, laws.

Philadelphia Performing Arts Charter School does not provide school lunches.

All of the lunch guidelines effective 7/1/06 will be distributed to the entire school at a series of parent workshops, addressing nutrition. Starting with our back to school night a nutritionist will facilitate workshops providing parents with guidelines.

The nutritionist will also work with our activity coordinator in planning classroom snacks for rewards and parties.

Our vending machines were converted to water and juice machines which follow the guidelines. Snack machines were removed.

Current School Insurance Coverage Policies and Programs

Personal Choice, Keystone Health Plan, Worker's Compensation, General Liability, Corporate Officers Errors and Omissions and contents insurance, wage continuation, life insurance.

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

We have 34 professional on staff, which includes eighteen classroom teachers, the Special Education Support Teacher, Two classroom support teachers and Resource Room Teacher all hold Level I Instructional Certificate and are presently working toward obtaining their Level II Instructional Certificate. Six teachers hold Level II certification with a Masters Degree. Our Dance teacher is not certified because there is no program of Dance certification in Pennsylvania. Twenty-one returned from the school year 2005-2006. All of our teachers provide an effective instructional program which implements strategies intended to promote success for all of our students. The principal conducts both formal and informal classroom observations. All of our teachers have received satisfactory observations/ratings.

Completed the PDE-414 to provide percentages for certified and non-certified professional staff members, (See Addendum C). Provide a copy of, or evidence that, the Elementary and Secondary Professional Personnel report was filed with PDE.

Quality of Teaching and Other Staff - Attachments

- ESPP
- PDE414

Student Enrollment

All admissions are carried out in accordance with Charter School Law Act 22. The number of applicants from Philadelphia exceeded the projected enrollment therefore a public lottery was held and a waiting list established in lottery order. Sibling preference is honored, as space is available. Parents of selected students will complete all registration forms. Kindergarten students must be 5 years of age by September 1. Enrollment for the school year 2006-2007 is as follows:

Kindergarten — 53
1st grade — 53
2nd grade — 50
3rd grade — 54
4th grade — 47
5th grade — 47
6th grade — 51
7th grade — 45
8th grade — 47

450 students were initially enrolled, 5 students dropped, 8 students were added.

447 students completed the school year 2006-2007

All 5 students moved out of state.

Transportation

Parents provide the transportation for their children to and from school and are reimbursed by the School District of Philadelphia if living 1.5 miles from the school. None of our students need accommodations.

Food Service Program

Students brown bag lunch every day.

Student Conduct

Discipline focuses on prevention, action and resolution. An emphasis is placed on discipline with dignity. Expectations are articulated in the School Code of Conduct and Board Policies governing discipline are outlined in the Parent/Student Handbook distributed at the beginning of the school year. The PPACS Code of Student Conduct: A Partnership in Responsibility is the driving force guiding student behaviors. Some indicators of social and moral growths are the following:

Our average daily attendance rate has been 95%, which indicates that students are very happy to be attending PPACS. Our suspension rate is very low but there has been one expulsion with no other serious incidents to report (see school profile). Our students enjoy working together in all their classes. This is due to the frequent use and success of the cooperative learning model in all classrooms. Students show a respect for one another as well as for the staff and school. This observation is based on the 100% participation in all classroom activities, extra curricular activities and school wide performances. 95% of our students receive O (Outstanding) or P (Progressing) in the areas of social development indicated on the report card. Our program is designed to encourage students to work together to solve problems in a positive, non-violent manner. The curriculum content in reading, language arts and social studies focuses on multicultural themes that promote understanding and harmony amidst diversity. Incentive programs are in place to reward students for good behavior including participation in after school sports and special activities. Many of our students receive student of the month awards and special trips. Other incentives and activities are planned to foster positive growth in social behaviors. At PPACS there is an acceptance and respect for individual talents, differences and abilities. This builds self-confidence within our students and promotes an environment conducive to learning.

The discipline policy complies with Chapter 12 & 13 of the Public School code. Incidents are referred to the Chief Instructional Officer and/or Chief Executive Officer. After a hearing with the student and conference with parents, a short-term suspension will be authorized by the administrators for those students who willfully violate the Code of Conduct. Expulsion of the student shall be made by the Board of Trustees upon recommendation of the Chief Instructional Officer and/or Chief Executive Officer. A hearing will precede any expulsion with the Chief Instructional Officer, the Chief Executive Officer, parent, student, and a committee of Trustee members.

Student Conduct - Attachment

- Discipline Policy

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Philadelphia Performing Arts CS

Date of Local Chartering School Board/PDE Approval: March 2000

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

Grade Level: K-8 **Hours of Operation:** 7:45-3:30

Percentage of Certified Staff: 99% **Total Instructional Staff:** 32

Student/ Teacher Ratio: 1:25 **Student Waiting List:** 700

Attendance Rate/Percentage: 95%

Enrollment: 465 **Per Pupil Subsidy:** \$7,465

Student Profile

American Indian/Alaskan Native: 1

Asian/Pacific Islander: 14

Black (Non-Hispanic): 87

Hispanic: 23

White (Non-Hispanic): 319

Multicultural: 8

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 60

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 43

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	174	179	179	0	179
Instructional Hours	0	0	1218	1253	1253	0	1253

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Philadelphia Performing Arts 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 Angela Corosanite

Title CEO

Phone 215-551-4000

Fax 215-551-1113

E-mail acorasanite@ppacs.org

Signature of the Chief Executive Officer and Date

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

Name Javier Kuehnle

Title Board President

Phone 215-638-8438

Fax 215-629-1143

E-mail jkuehnle@hotmail.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Kim Brocco

Title Special Education Teacher

Phone 856-596-4409

Fax 215-551-1113

E-mail kbrocco@ppacs.org

Signature of the Special Education Contact Person and Date