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: Preparatory CS
Address: 1928 Point Breeze Ave
Philadelphia, PA 19145
Phone: (215) 334-6144
Contact Name: John Badagliacco

SECTION I. EXECUTIVE SUMMARY

Organization Description

The Preparatory Charter High School will enter its tenth (10th) year of operation in September as a high school located in the heart of South Philadelphia. Prep Charter serves a diverse population of 600 students who come from all areas of the City of Philadelphia. The

majority of our families (65%) fall below the poverty line. Prep Charter provides a safe haven for our students in the midst of one of the most violent areas of the city.

Prep Charter takes an aggressive approach to preparing students for success in college. From our design to the way resources are allocated, our very clear goal is for alumni to enter college and to remain in college. Prime components of the college prep program are a focus on transitions, on-site college experiences, and a rigorous high school curriculum for all students.

Incoming freshmen participate in a summer science program to help them make a smooth transition into the high school environment. Placement test results determine which freshmen receive extra small group help in reading and/or math during an additional three-week summer program. Prep Charter places students on a college campus in the ninth and tenth grades for biology and chemistry laboratories.

A driving philosophy of the Prep Charter is to promote equity and excellence while providing high-level learning opportunities for all students. The school pays for sophomores to take the PSAT. Juniors take SAT and PSSA preparation on Saturdays, and Prep Charter pays for them to take the SAT in the spring of their junior year. The culmination of the college preparatory program is the dual enrollment program with Cheyney University, Community College of Philadelphia (CCP), Eastern Univiversity, and Saint Joseph's University. Prep Charter seniors who test into college level classes take up to two courses at CCP in the fall semester and up to two more in the spring. Either Prep Charter or the City of Philadelphia's Dual Enrollment Grant pays tuition, books, and fees. It is possible for seniors to earn up to twelve transferable college credits before they graduate high school. Students are monitored at their colleges and academic support is provided at Prep Charter.

Prep Charter boasts a strong career component in the form of its Career Development Internship Program. Freshmen, sophomores, and juniors gain first hand experience throughout the entire school year by serving as interns one day a week in a variety of professions that require college degrees. Students intern in criminal justice, education, medicine, elder care, city government, and law. They are placed in City Council, judges' chambers, traffic court, schools, hospitals, community centers, and the Criminal Justice Center.

Core Purpose

Mission

The Preparatory Charter School of Mathematics, Science, Technology And Careers (PREP Charter High) will provide a nurturing and challenging atmosphere in which students in grades nine through twelve will acquire the knowledge and experience they need to prepare them to become productive members of society. The PREP Charter High will simultaneously help its students achieve high academic standards and develop essential career skills while giving them extensive experiences in service to their community. In this way, the PREP Charter High will also serve to strengthen the

Philadelphia Community by deepening the commitment between the community and its young people.

Vision

The vision is for Prep Charter High School to provide a positive, rigorous, and nurturing environment for all of its student learners. The vision is for Prep Charter to be a safe haven in the midst of a violent area and to make students believe in themselves and to empower them to become lifelong learners and productive members of society.

Shared Values

The central philosophy of Prep Charter is that equity, opportunity, the pursuit of excellence, and high expectations will open doors for all students. We believe that all students can achieve at high levels if they are provided with opportunity, support, and the expectation that they can succeed in college and beyond.

Academic Standards

Prep Charter uses a standards-based college preparatory curriculum. All students take high-level college prep classes. The curriculum for each class is Pennsylvania standards-based.

Our curriculum exceeds the Chapter 4 content standards and requirements. Students graduate Prep Charter with at least five (5) English credits, two (2) health/physical education credits, three and one half (3.5) social studies credits, four (4) mathematics credits, four (4) science credits.

The curriculum is aligned with the Pennsylvania State Standards and is college preparatory.

Consistent with national educational literature, all students are enrolled in a college preparatory curriculum and take high-level academic courses. Students receive support as needed in a number of ways. Tutoring is available to all students both before and after school. Saturday enrichment programs also provide extra help. Our summer school transition program allows early identification of incoming freshmen who need extra work in math and/or language arts. They receive help in the summer Skills for Success program. Summer school review classes provide additional time for 10th, 11th, and 12th grade students in need of academic support.

All of our juniors take the Community College of Philadelphia placement test. Those who test into credit-bearing classes take two each semester at our expense. Therefore, top performing students have the opportunity to graduate from Prep Charter with up to twelve (12) college credits. A college reading program was

designed to familiarize all seniors with the types of reading they will encounter in college.

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

  - Summer transition program—All incoming freshmen take a 3-week general science program during the summer prior to their freshman year. Students identified by our high school placement test as performing below grade level in math and/or reading are assigned to skill-based instruction in small groups for an additional three weeks in the summer.

  - Before and after school tutoring during the school year in all core subjects.

  - Saturday test prep for juniors.

  - Hands-on experience in biology and chemistry labs at Community College of Philadelphia on Saturdays during the freshman and sophomore years.

  - Students are assigned to a grade team of five teachers who work together all year to address learning problems students may experience.

  - This past year test preparation in reading and math was significantly increased.

  - Reading across the content areas.

    - Prep 4 Success program for students who scored below the 25th percentile on the math and/or reading sections of the TerraNova.

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

  - Cooperative learning

  - Interdisciplinary projects

  - Using technology across the curriculum

  - Differentiated instruction

- Small group instruction
- Constructivist teaching

b) Graduation requirements

The school curriculum focuses on college preparation and places all students in high-level mathematics and science courses each year. The Senior Project (culminating activity) is taken very seriously at Prep Charter. Projects are saved for the State's inspection.

Students graduate from Prep Charter with at least 28 credits. The credits listed below represent the minimum number necessary for graduation.:

ENGLISH	5.0 credits	TECHNOLOGY	3.5
SOCIAL STUDIES	4.0	FOREIGN LANGUAGE	3.0
MATHEMATICS	4.0	HEALTH/PHYS. ED.	2.0
SCIENCE	4.0	MINORS	2.0

Strengths and Challenges

STRENGTHS:

*Made AYP for three consecutive years (2005, 2006, 2007).
*77% of the junior class tested proficient or advanced in reading and 97% did so in writing on the 2007 PSSA.
*2007 PSSA scores increased by 10% in reading and by 2% in mathematics.
*For the first time in the school's history, a daily average attendance rate of 94.58% was attained.
*98% graduation rate from 2002-2007.
*Over a 99% participation rate on standardized tests (PSSA and TerraNova).
*Ability to maintain a safe and organized school environment.
*Varsity boys' basketball team won Philadelphia city championship.
*Varsity boys' basketball team won PIAA Division AA State Basketball Championship for second consecutive year.
*Stable and committed teaching staff.
*

CHALLENGES:

Despite steadily rising scores, all of our standardized test scores are in need of improvement. While 77% of our juniors scored proficient or advanced in reading and 58% did the same in mathematics, there is plenty of room for growth. The fact that 97% of our students scored proficient or advanced in writing is a great source of pride. Perhaps our biggest challenge on the standardized testing front is consistently disappointing SAT scores.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Each committee generally meets four times per school year. All committees are data driven. Meetings are held to coincide with the receipt of test results or other pertinent information. Each fall the PSSA and Terra Nova data are disagreggated. Plans are established to share information with the teachers for classroom use during a professional development day held early in the school year.

Input is gathered from the faculty regarding professional development needs via surveys. The plan reflects their needs and requests. Teachers who have successfully completed the Teacher Induction Program have an exit conference. One purpose of the conference is to evaluate the success of the program. The program is refined based on teacher and mentor input.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Joanna Gabris	Prep Charter High School	Administrator	Principal
John Badagliacco	Prep Charter		Himself
Patricia Sack	Prep Charter		Principal
Kelli Woods	Prep Charter		Principal

Goals, Strategies and Activities

Goal: **College Application**
Description: At least 95% of the senior class will apply to at least one four-year college or university.

Strategy: **Increase students' familiarity with colleges**
Description: Use a multi-faceted approach to familiarize students with various colleges and to increase their comfort level with the application process.
Activities:

Activity	Description	
Involve as many seniors as possible in the dual enrollment program	Students take the Community College of Philadelphia's placement test in the spring of their junior year. If they qualify to take courses in the fall of their senior year, they are scheduled to do so. Other students are scheduled at Cheyney, Eastern, or St. Joseph's University.	
Person Responsible	**Timeline for Implementation**	**Resources**
joanna gabris	Start: N/A Finish: N/A	$0.00

Activity	Description	
Schedule college representatives to visit Prep Charter	During the fall months, college representatives conduct programs at Prep Charter about their colleges for the seniors	
Person Responsible	**Timeline for Implementation**	**Resources**
joanna gabris	Start: N/A Finish: N/A	$0.00

Activity	Description	
Take students to local college fairs	The counselors take seniors and juniors to local college fairs.	
Person Responsible	**Timeline for Implementation**	**Resources**
joanna gabris	Start: N/A Finish: N/A	$0.00

Strategy: **Involve parents**
Description:
Activities:

Activity	Description	
Financial Aid Nights	At least two evenings are dedicated to assisting parents with the financial aid piece of the college application process. Meetings are conducted by college representatives and our guidance counselors.	
Person Responsible	**Timeline for Implementation**	**Resources**
joanna gabris	Start: N/A Finish: N/A	$0.00

Activity	Description	
Parents and seniors sign contract regarding college application	During the Senior Orientation in August, parents and seniors receive information about the senior year requirements and sign a contract promising to fulfill the requirements.	
Person Responsible	**Timeline for Implementation**	**Resources**
joanna gabris	Start: N/A Finish: N/A	$0.00

Activity	Description	
Senior Orientation Night	Parents are informed in August, just before the start of the senior year, of the dual enrollment program college schedules, and senior year requirements.	
Person Responsible	**Timeline for Implementation**	**Resources**
joanna gabris	Start: N/A	$100.00

	Finish: N/A	

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

Strategy: **Prep 4 Success Program**
Description: Students who demonstrate subject area weakness on the TerraNova are rostered to the after-school Prep 4 Success Program in 10th grade. Small group instruction is provided.
Activities:

Activity	Description	
Students with weak performance on TerraNova are scheduled to Prep4Success after school during sophomore year.	Prep 4 Success is an after-school program for sophomores with weak performance on the TerraNova. Students receive small group instruction in reading and/or math.	
Person Responsible	**Timeline for Implementation**	**Resources**
joanna gabris	Start: N/A Finish: N/A	$1,400.00

Strategy: **Study Island**
Description:
Activities:

Activity	Description	
All juniors use the PSSA program Study Island during some math, English, and technology classes	Juniors are supervised by their math teacher as they work through Study Island during scheduled math classes in a computer lab. Students receive individualized reports on their progress.	
Person Responsible	**Timeline for Implementation**	**Resources**
joanna gabris	Start: N/A Finish: N/A	$1,400.00

Strategy: **Team Teaching**
Description: Teachers divide classes by skill needs and conduct small-group instruction in targeted areas.
Activities:

Activity	Description	
Teachers target needed skill areas	Teachers divide classes by skill needs and conduct small-group instruction in targeted areas.	
Person Responsible	**Timeline for Implementation**	**Resources**
joanna gabris	Start: N/A Finish: N/A	$1,000.00

Strategy: **Tutoring Program**
Description:
Activities:

Activity	Description	
Before and after school mathematics tutoring is available for students		
Person Responsible	**Timeline for Implementation**	**Resources**
joanna gabris	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: **Prep 4 Success Program**
Description:
Activities:

Activity	Description	
Students with weak performance on TerraNova are scheduled to Prep4Success after school during sophomore year.	Students receive small group instruction after school in math and/or reading based on TerraNova performance.	
Person Responsible	**Timeline for Implementation**	**Resources**
joanna gabris	Start: N/A Finish: N/A	$0.00

Strategy: **Study Island**
Description: Train teachers involved in the implementation of Study Island in most effective utilization of program.
Activities:

Activity	Description	
Study Island	Students use Study Island Program in the Technology Lab during scheduled English classes.	
Person Responsible	**Timeline for Implementation**	**Resources**
joanna gabris	Start: N/A Finish: N/A	$1,400.00

Strategy: **Tutoring Program**
Description:
Activities:

Activity	Description	
Before and after school English tutoring is available for students	English tutoring is available to students before and after school. Small group instruction in 45 minute segments is provided.	
Person Responsible	**Timeline for Implementation**	**Resources**
joanna gabris	Start: N/A Finish: N/A	$0.00

Goal: **STUDENT ATTENDANCE (any school that does not graduate seniors)**
Description: Student attendance will meet a 90% threshold and/or show growth.

Strategy: **Attendance Monitoring**
Description:
Activities:

Activity	Description	
Daily telephone calls to absent students	A paraprofessional telephones the homes of each student who is late or absent each day.	
Person Responsible	**Timeline for Implementation**	**Resources**
joanna gabris	Start: N/A Finish: N/A	$0.00

Activity	Description	
Outreach to homes by guidance counselors and administrators	Guidance counselors and/or administrators contact parents of chronically late or absent students.	
Person Responsible	**Timeline for Implementation**	**Resources**
joanna gabris	Start: N/A Finish: N/A	$0.00

Strategy: **Keep average daily attendance over 93%**
Description:
Activities:

Activity	Description	
Strict enforcement of Attendance Policy	Follow attendance monitoring procedures, impose sanctions on students who violate policy	
Person Responsible	**Timeline for Implementation**	**Resources**
joanna gabris	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: **Communication to Parents/Guardians**
Description:
Activities:

Activity	Description	
Periodic mailings	Written communication emphasizing the importance of the PSSA and TerraNova along with test schedules are mailed to parents/guardians.	
Person Responsible	**Timeline for Implementation**	**Resources**

joanna gabris	Start: N/A Finish: N/A	$0.00

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

- ***What curriculum does your charter school utilize?***

  We use a standards-based college preparatory curriculum. All students take high-level college prep classes. The curriculum for each class is Pennsylvania standards-based.

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

  Our curriculum exceeds the Chapter 4 content standards and requirements. Students graduate Prep Charter with at least five (5) English credits, two (2) health/physical education credits, three (4) social studies credits, four (4) mathematics credits, four (4) science credits.

  The curriculum is aligned with the Pennsylvania State Standards and is college preparatory.

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

  Consistent with national educational literature, all students are enrolled in a college preparatory curriculum and take high-level academic courses. Students receive support as needed in a number of ways. Tutoring is available to all students both before and after school. Saturday enrichment programs also provide extra help. Our summer school transition program allows early identification of incoming freshmen who need extra work in math and/or language arts. They receive help in the summer Skills for Success program. Summer school review classes provide additional time for students in need of academic support.

  types of reading they will encounter in college. The number of technology periods per week was reduced, and class time for English and history was increased during the 2005-2006 school year.

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

  Prep Charter introduces students to inquiry-based learning in the summer before their freshman year during our required summer school general science program. Students perform mini-labs and are introduced to the scientific method. On

Saturdays during the freshman and sophomore years students attend biology and chemistry labs at Community College of Philadelphia and are instructed by our teachers and CCP personnel.

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

  - Summer transition program—All incoming freshmen take a 3-week general science program during the summer prior to their freshman year. Students identified by our high school placement test as performing below grade level in math and/or reading are assigned to skill-based instruction in small groups for an additional three weeks in the summer.

  - Before and after school tutoring during the school year in all core subjects.

  - Saturday test prep for juniors.

  - Hands-on experience in biology and chemistry labs at Community College of Philadelphia on Saturdays during the freshman and sophomore years.

  - Students are assigned to a grade team of five teachers who work together all year to address learning problems students may experience.

  - This past year test preparation in reading and math was significantly increased.

  - Reading across the content areas.

  - Prep 4 Success program for students who scored below the 25th percentile on the math and/or reading sections of the TerraNova.

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

  - Cooperative learning

  - Interdisciplinary projects

  - Using technology across the curriculum

  - Differentiated instruction

- Small group instruction
- Constructivist teaching

English Language Learners

We did not have any ELL students enrolled for the 2006-2007 school year. We do, however, have an assessment instrument ready as well as a program plan. The program calls for ELL instruction based on the level of service required. ELL students will remain in content area subjects, and receive ELL instruction in reading and English. ELL students are encouraged, as are all of our students, to participate in extra-curricular activities.

Graduation Requirements

The school curriculum focuses on college preparation and places all students in high-level mathematics and science courses each year. The Senior Project (culminating activity) is taken very seriously at Prep Charter. Projects are saved for the State's inspection.

Students graduate from Prep Charter with a minimum of 28 credits. The breakdown is listed below:

ENGLISH	5.0credits	TECHNOLOGY	3.5
SOCIAL STUDIES	4.0	FOREIGN LANGUAGE	3.0
MATHEMATICS	4.0	HEALTH/PHYS. ED.	2.0
SCIENCE	4.0	MINORS	2.0

We are very proud that according to the 2006 PSSA, 67% of the Class of 2007 demonstrated proficiency in reading, 55% rpoficiency in mathematics, and 99% proficiency in writing.

Special Education

Prep Charter programs special education in accordance with each student's IEP. It is an overarching philosophy of the school that the least restrictive environment be utilized first. Therefore, most of our special education students are placed in regular education classes with extra support provided by the special education teachers. Instruction and assessments are modified by both the regular and special educators as needed.

We employ a part time speech therapist to service the speech/language impaired students on a weekly basis. A school psychologist is also retained on a part time basis for evaluating special

education students and to work with the staff on effective teaching and behavior management strategies.

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Ann Ekker	1	Learning Support	Prep Charter	13	Full time certified special education teacher
Sofia Papanikalau	1	Learning Support	Prep Charter	14	Full time certified special education teacher

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
none	0	0	0	0	not applicable

Special Education Program Profile - Chart III

Title	Location	FTE
School Psychologist	Prep Charter HS	10
Speech Therapist	Prep Charter HS	35

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
none	none	none

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
N/A	No	No	No	No	No	No

Student Assessment - Secondary

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

Student Assessment

a.) Using the most recent PSSA/PASA data, any locally developed tests and other data that reflects improved academic performance, describe how the evidence indicates significant improvement or continued strong student performance. Include in the discussion:

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

PSSA scores have been steadily increasing for the past three years. The 2007 PSSA results showed that 77% of our juniors performed on the proficient or advanced level in reading and 57% did the same in mathematics. This represents a 10% gain in reading and a 2% gain in mathematics. The most recent TerraNova scores showed improvement as well. Improving scores may be attributed to curricular changes that were implemented as well as a stable and highly competent and stable teaching staff.

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

After students are enrolled in Prep Charter, we administer a high school placement test to obtain grade levels in reading and mathematics. This data is utilized to place students in a summer transition program. All incoming freshmen take a 3-week general science summer program. They are grouped heterogeneously. Placement test results are used to determine which students return for a second 3-week remedial session in math and/or reading. Test results are also used for special education identification, as well as class assignments for September. TerraNova results were utilized to place students in the after-school Prep 4 Success program.

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

Lesson plans are monitored on a weekly basis by the principal and the vice principal. Plans include state standards and test preparation activities and strategies. Student progress is measured by teacher-made assessments as well as standardized tests. Teachers worked in teams of 5 —6 to address the needs of the approximately 125 students they share.

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

- Summer transition program
- Summer remediation program
- Before and after school tutoring for students at risk of failing a subject(s)
- Prep 4 Success program for students who score low on TerraNova
- Saturday test prep

- Interim Progress Reports for increased communication with parents/guardians (4 per year in addition to 4 report cards per year.)

- Summer school for all grades for students who fail one or two subjects

Teacher Evaluation

a.). The evaluation plan calls for three evaluations for teachers new to Prep Charter and two for all other teachers. Evaluations are primarily the responsibility of the Principal with assistance from the Vice Principal.

b.) Principal Joanna Gabris, Vice Principal Patricia Sack, CEO John Badagliacco are responsible for staff evaluations.

c.) Professional development for evaluators over the past school year has come from attendance at PATTAN seminars, School District of Philadelphia's Charter School meetings, Project 720 meetings and conferences, and the Pennsylvania Coalition of Charter School Conference.
In addition, evaluators receive professional publications such as ASCD Brief, Education Week, and E School News on either a daily or weekly basis.

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

No leadership changes occurred during the 2006-2007 school year.

Board of Trustees

Name of Trustee	Office (if any)
Michael Giangiordano	President
Steven Curcio	Vice President
Antione O'Karma	Secretary
Paul Borriello	Treasurer
Frederic Musilli	Co-Treasurer
Christina Formosa	Member
John Raimondi, Esq.	Member
Paul Gambone, Esq.	Member
Ronald Tyree, MHS	Member
Joseph Cowgill	Member
Micheal DeFino	Member

Professional Development (Governance)

The Board of Trustees was trained in Robert's Rules of Order and the requirements of the Sunshine Law. Foundations Technical Assistance Center provides support.

Coordination of the Governance and Management of the School

The Board of Trustees meets each month to make decisions on fiscal matters, personnel matters, facility usage, student progress, and other relevant issues as they arise. Monthly reports are presented by the CEO and the principal. Board members actively participate in parent-teacher conferences and through its three member CPAC representatives who have direct access to parental concerns.

The Board of Trustees maintains a working relationship with the School District of Philadelphia's School Reform Commission via written correspondence and required or invited attendance at local Board meetings. An open line of communication is encouraged and maintained.

Community and Parent Engagement

The Board of Trustees communicates directly with parents in a fifteen-minute open forum as well as through its three CPAC representatives. Other written and formal communication are presented by the CEO and principal in monthly presentations to the Board. Parental concerns are also addressed at orientations, report card conferences and open meetings with the Administration. Written concerns and community-based projects are directly presented to the Board in the CEO's reports. Three community representatives (one-third voting power) sit on the Board as part of the CPAC contingent. Student performances involve inviting stakeholders, parents, and Board members.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

No major fundraising activities were performed in 2006-2007. No major fundraising are scheduled for 2007-2008 school year

Fiscal Solvency Policies

In order to maintain fiscal solvency, a monthly board meeting is held to review revenue and expenses. If needed, modifications to spending are implemented at the board meeting.

Accounting System

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

The general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. Utilization of Charter School Choice internal controls procedures, which include cash management, general ledger control, monthly financial reporting, and account reconciliation. The accounting software system used is Quickbooks 2004.

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

Our internal audit was conducted by:

Siegal and Drossner, PC

300 Yorktown Plaza
Elkins Park, PA 19027

The audit report was issued on September 6 ,2006. The auditor issued an unqualified opinion with no findings.

The school has again engaged the same auditors for this fiscal year.

Citations and follow-up actions for any State Audit Report

There have been no State audits at our school.

SECTION VII. FACILITY RESPONSIBILITIES

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

The school purchased approximately $41,000 of furniture,fixtures and equipment during the current fiscal year

Future Facility Plans and Other Capital Needs

One million two hundred thousand dollars has been allocated from our capital improvement savings fund for the construction of an oval track, grass area and landscaping, parking lot resurfacing, a school library, and an additional attached building to provide a custodial office, a weight training room, athlete locker and storage room. This money will be used for renovation to the existing structure, new construction and needed funiture and books for the library.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Ten fire drills were conducted this school year. One was observed by the Fire Marshall's office.

Prep Charter mandates that all new and current students be in full compliance with the Philadelphia School District's health and immunization requirements. Three months prior to the start of a new school year, families receive two forms by mail—the physical examination of school-age student form and the immunization requirements form. Once completed by the physician, and no more that 30 days after the start of the school year, forms are returned to school and reviewed by the school nurse. All medical and immunization records are housed securely in the office of our full-time nurse. Vision screenings for students are conducted by medical professionals as a service to our school.

Current School Insurance Coverage Policies and Programs

Health:
POS Flex C1-F1-01
Personal Choice Flex C1-F1-01
Personal Choice Flex C2-F1-01

Prescription:
Personal Choice Select Drug -
$5/$10/$25 - With Contraceptives - Voluntary M/O
Personal Choice Select Drug -
$10/$20/$35 - With Contraceptives - Voluntary M/O
Formulary Rx $5/$10/$25 w/O.C.

Vision:
$75 Vision, Biennial

Dental:
United Concordia

Life and Short Term/Long Term Insurances:
Sunlife Financial Corporation

Insurances: The Woodring-Roberts Corporation
Commercial Property
Commercial General Liability
Commercial Auto
Umbrella
Workers Compensation
Commercial Crime
Directors & Officers Liability
Sports Accident

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Prep Charter's professional staff consists of 30 teachers, two counselors, one full-time nurse, a dean of students, vice principal, principal, and CEO. Four professionals who were on staff in June 2006 did not return in September 2006. Two did not return because of certification issues, one had a baby last spring and wanted to be a stay-at-home mom, and the other relocated to another state due to her husband's job transfer.

One counselor left in October to pursue another career. All other staff who began the school year in September at Prep Charter, finished the school year in June at Prep Charter.

Two teachers will not be returning in September 2007. A math teacher resigned so that he may pursue his doctoral degree. An English teacher took a position closer to her home. Overall, the most significant pattern or trend for Prep Charter staff has been its stability.

Student Enrollment

a.)Families complete an application. A public lottery is held in the spring if the number of applications exceed the available seats. A waiting list is then established and used to fill openings as they become available. Siblings are omitted from the school lottery. All families are informed by mail of the lottery and their acceptance.

ENROLLMENT HISTORY:

	Initially Enrolled	Dropped	Added
Grade 9	148	5	11
Grade 10	173	16	10
Grade 11	169	10	7
Grade 12	102	1	0

Number of students who completed the school year and are scheduled to return in September 2007:

Number of students who left voluntarily: 31 Number of students expelled: 1

b.) The majority of students choose to return to our school each year. For September we expect all but 20 students who were in grades 9, 10, and 11 to return. No overall trends have been noted other than the majority of our students stay with us. According to feedback from parents and students, our clientele want to remain with us due to the opportunities they receive here. The three most important opportunities are the dual enrollment program, cathe carreer development internship program, and that a college prep curriculum is delivered

PROMOTION RATES:

Grade 9: 92% Grade 10: 96% Grade 11: 98% Grade 12: 99%

Transportation

Consistent with the School District of Philadelphia, students are transported to and from school via SEPTA. School tokens are sold three times each week at Prep Charter High School at the cost established by SEPTA. To date, no special education student's IEP has called for special transportation.

Food Service Program

Prep Charter does not have a food services program. Our Student Handbook states that students are to bring their own lunch. Vending machines, a pay-for-food service, and pretzels are available in the Cafeteria. We do not participate in the FRL program.

Student Conduct

a.) All students are expected to conduct themselves as proper ladies and gentlemen. Our discipline policy is attached and includes clear provision for due process.

b.) 99 students were involved in 131 suspension incidents. One student was expelled.

This represents a slight decrease in suspensions from last year.

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report
Summary Data
2007 - 2008

Name of School: Preparatory CS

Date of Local Chartering School Board/PDE Approval: 9/1/2007

Length of Charter: 5 years **Opening Date:** 9/14/1998

Grade Level: 9 - 12 **Hours of Operation:** 8:00 - 2:45

Percentage of Certified Staff: 78 **Total Instructional Staff:** 30

Student/ Teacher Ratio: 20:1 **Student Waiting List:** 375

Attendance Rate/Percentage: 94.6
Enrollment: 590 **Per Pupil Subsidy:** 7247

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	77
Black (Non-Hispanic):	323
Hispanic:	12
White (Non-Hispanic):	178
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 66

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 27

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	0	0	180	180
Instructional Hours	0	0	0	0	0	1052	1052

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Preparatory 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**

Verify that all DATA reports to PDE are complete **YES** _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.
Name John Badagliacco
Title Chief Executive Officer
Phone 215-334-6144, ext 16 **Fax** 215-463-8504
E-mail jbadagliacco@msn.com

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name Michael Giangiordano
Title President
Phone 215-334-3333 **Fax** 215-334-1342
E-mail michaelg1608@aol.com

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

Identify the charter school's Special Education Contact Person.
Name Joanna Gabris
Title Principal
Phone 215-334-6144, ext 17 **Fax** 215-334-6147
E-mail jogabris@hotmail.com

_____ _____
Signature of the Special Education Contact Person and Date