

---

# 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:** Richard Allen Preparatory CS  
**Address:** 5151 Warren St  
Philadelphia, PA 19131  
**Phone:** (215) 878-1544  
**Contact Name:** Lawrence Jones

## **SECTION I. EXECUTIVE SUMMARY**

### **Organization Description**

The Richard Allen Preparatory Charter School, Inc. is a comprehensive middle charter school located in Southwest Philadelphia. Our school served 180 students in year one, 340 students in year two, and currently serves approximately four hundred students in grades five through eight. Our students come to us from more than 35 feeder schools from various parts of the Philadelphia

metropolitan area. 98.0% of our students are classified as African American, with .5% classified as Hispanic. Upwards of 85% of our students qualify for free or reduced school lunch. During the 2006-2007 academic year, our school moved into a 53,000 sq. ft. state of the art facility. This move has allowed the school to fully articulate its program and provide students with a safe, clean, and vibrant facility.

## **Core Purpose**

### **Mission**

The mission of the Richard Allen Preparatory Charter School, is to create a safe and healthy learning environment that will nurture, motivate and enable our middle school youth to develop into mindful, responsible, contributing participants in their education, their community, and the diverse society in which we live. Our program is characterized by the cooperative presence and unified support of caring families, business, educational and civic groups, with whom our students will interact. Our program of performance-based instruction will guide students through the development of creative and critical thinking and learning skills, which they will learn to apply to daily living through cooperative, interactive and reality based instruction in the core curricular areas.

We commit to guiding all of our students toward the acquisition of those skills and qualities necessary to become successful, lifelong learners. Through the Constructivist approach to learning, nurtured by family and supported by the community, our students will be able to participate in opportunities for higher learning, success in the workplace, and rich and fulfilling family and community life.

### **Technology Mission Statement:**

The Richard Allen Preparatory Charter School, Inc. will provide all of our students access to cutting edge technology so that they may acquire the tools, knowledge, and skills needed to interact effectively in the technologically advanced world in which they live. The school will also challenge parents, teachers, and administrators to model appropriate use of technology and continually upgrade the school's technology to assist in guiding students towards the aforementioned goal

### **Vision**

Currently, the City of Philadelphia is faced with several daunting problems. To date, there have been more than two hundred-thirty (230) homicides since January 1, 2007. The city has a large percentage of unemployed and underemployed young adults. This problem is exacerbated by an educational system that has had tremendous difficulty serving the student of Philadelphia. Through parental choice and sound educational services, the Richard Allen Preparatory believes the social problems of the community can be reduced. As a community based organization, the Richard Allen Preparatory Charter School believes it can positively impact the financial condition of our community through community redevelopment and revitalization. The acquisition and renovation of a building which sat vacant for several years and was not only an eyesore, but a source of many issues that would be negatively impact the neighborhood, has served to rejuvenate and entire section of Southwest Philadelphia.

### **Technology Vision:**

The Richard Allen Preparatory Charter School hopes to provide create a technologically advanced learning environment where technology is used in all facets of student learning. The

educational program will incorporate technology as a tool to be used in the pursuit of knowledge and information. We endeavor to make each classroom a portal to the world of information and technology, with adequate computers, software, and communications equipment. Our parents, teachers, administrators, and community members will be given access and training to the same cutting edge technology. Our school community will be in constant communication through technology.

## **Shared Values**

The Richard Allen Preparatory Charter School, Inc. serves a community rich in diversity, history, and culture. At the same time, our community is faced with many of the challenges currently plaguing our nation's urban areas. Poverty, crime, and neighborhood blight are issues faced by our students, parents, and school. Therefore, our school community shares a commitment to providing all children with the education, critical thinking skills, and tools needed to not only survive, but thrive in the world in which we live. We also share the belief that the community and **all** members of the community are equally responsible for the education, training, and guidance of our children.

Our school is dedicated to providing each child with the following:

Ø The provision of comprehensive support for all students and their families through a process of personalized educational achievement/progress plans [PEAPP]

Ø The preparation of our students for the successful pursuit and acquisition of further educational opportunities after high school

Ø A focus on developing the whole person, academically, culturally, personally and as participating citizens.

Ø The development of cutting edge technology as a tool to be used in daily learning

Ø The establishment of a safe, comfortable and pleasant school environment that is conducive to the pursuit of academic excellence

Ø The guided development of strong, working partnerships between students, parents, the school and school staff, and community organizations/agencies

Ø The firm commitment to strengthening the community through education.

### **Academic Standards**

The Richard Allen Preparatory Charter School has developed a curriculum and scope and sequence in Literacy, Mathematics, Social Studies, Science, and Health/Physical Education that is aligned and linked to Pennsylvania State Standards. The scope and sequence identifies specific skills (linked to standards) in six week blocks. This year, each six week block will be assessed via the Scantron Achievement series program. This program is also linked to Pennsylvania Standards. Additionally, the school will provide two 4sigth assessments (pre and post) during the school year.

### **Strengths and Challenges**

Over the past five years, we have taken pride in our school's ability to provide a safe educational environment, opportunities for parent involvement, a focus on Literacy instruction, and the development of a strong, caring, and talented teaching team. The school is situated in an urban area that is home to several public middle schools that have been troubled for several years. Community blight, poverty, and violence have become unfortunate facts of life for many members of the community. We are extremely proud of our school's ability to provide a beacon of success in this educational environment. This year, our students have excelled in several extra-curricular activities. Most notable would be the Richard Allen Preparatory Charter School Chess Team. This year, five of the top ten chess players in the West and Southwest region of Philadelphia were Richard Allen students.

Another area of strength for the Richard Allen Preparatory Charter School has been our ability to provide a sound academic program and maintain superior financial practices. This past year, the school completed the renovation of a state of the art 53,000 sq. ft. facility. The new facility contains classrooms, offices, a multi-purpose room, library, wellness center, health room, and space for after school and weekend activities. This major step in the development of the school has allowed us to fully articulate our programming for academic and non-academic endeavors. An additional area of strength for the school has been our dedication to students arriving from sending schools who are well below grade level. By training various staff members (teachers, expressive arts teachers, para-professionals, etcâ€) in the Wilson Reading method, we have seen dramatic improvement in reading level in students who have arrived at our school three or more years below grade level in reading. In fact, at least seven children reading below the 2<sup>nd</sup> grade level have increased their reading to the 5<sup>th</sup> grade level in a matter of seven months.

As we move forward, our primary areas of concern are increasing student achievement in Mathematics and Reading as assessed by the mandatory state assessment. Meeting the staffing and achievement requirements set for by the No Child Left Behind legislation is also a focus of the school. Staff certification has been an area of concern. This year, certification levels have increased. In addition, we have set high standards for the increased involvement of parents and community members, as well as our students' involvement in community based projects.

Another area of concern during the 2006-2007 school year has been professional development. To improve this area, the school has tripled our professional development budget and contracted with a firm providing various aspects of professional development. This year's professional development will include summer training, new teacher orientation and induction, teacher mentoring, teacher coaching, professional development days, and 23 full staff ongoing sessions.

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

### **Strategic Planning Process**

The Richard Allen Preparatory Charter School believes the true measure of a successful school is the ability to continually strive for academic improvement. Improvement planning is an integral part of the Richard Allen Preparatory Charter School, Inc. Our Board of Trustees, students, parents, administration, and staff provide input in all phases of school improvement. Initially, the CEO solicits information from all groups concerning needs, successes, and ideas for improvement. This is done in the following manner:

Ø **Parents:** During monthly meetings, parents are given the opportunity to voice any concerns and areas where improvement is needed. At the following meeting, concerns are listed and possible solutions expressed. The Richard Allen Parent Supporters (RAPS), our parent group, had monthly meetings to discuss fundraising, school climate, uniforms, and parent issues

Ø **Staff:** During weekly staff meetings, team members are given the opportunity to express concerns. Beginning in early March, staff meetings are used to review data and begin the process of determining academic needs and goals for the upcoming year

Ø **Students:** Students are provided with surveys to determine any areas of improvement. Students are encouraged to develop improvement plans, as well. This year, students played an active part in the planning of the layout and interior design of our new facility. Several students met the architect to provide input with regards to class and room layout, room configuration, and color schemes. This process took place over a six to eight week period

Ø **Board of Trustees:** The Board of Trustees of the Richard Allen Preparatory Charter School, Inc. is continually informed of the development of the charter school. The board of trustees receives training in Sunshine Law, board policies, charter school law, and various topics concerning the legal and effective governance of a charter school

Presently, our goals are centered around the academic progress of our students. Each year, we anticipate making progress towards our overall goals and the realization of our school mission, however, every goal may not be fully actualized. In this event, members of the school community examine the accuracy of the goal, implementation methods and interventions, and the assessment tools used to determine how the goal may be better reached in the upcoming year. This involves the process of restating and retooling our school goals. By establishing the culture of a true learning community, our school consistently looks towards improvement. As a matter of fact, the last phase of any school wide improvement project is to plan for further improvement.

The school continues to the development of improvement goals based upon our evidence of our school's mission. This activity is conducted with staff members and board of trustees members. The initial step is to review the school's mission statement. Next, participants are asked to break the mission statement into specific goals/objectives. Each goal/objective is reviewed to determine what evidence exists to validate the goal is being obtained. If there is insufficient evidence of progress, participants are required to identify what type of evidence would be needed. From this process, additional goals can be obtained. This is a objective means of establishing progress plans for the school.

During the spring and summer of this year, staff members, administrators, and a Professional Development Consultant reviewed all data and information regarding the operation and efficacy of our charter school program. Although the school is not in “School Improvement or Corrective Action”, we have utilized the “Getting Results” plan format to review data and provide interventions and action steps. This ongoing process has had impact on staffing, budgetary, and programmatic issues within the school.

### Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Crystle Roye-Gill	Richard Allen Preparatory Charter School, Inc.	Administrator	CEO
Electra Smallwood-Jones	Community	Community Representative	Board
Kara Fisher	Richard Allen Preparatory Charter School, Inc.	Middle School Teacher	CEO
Keisha Howard	Richard Allen Preparatory Charter School, Inc.	Administrator	CEO
Lawrence F. Jones, Jr.	Richard Allen Preparatory Charter School, Inc.	Administrator	Board

### 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: Math I

*Description:* Implement professional development that will encompass the collection and use of data.

*Activities:*

Activity	Description	
School Wide Problem Solving Strategies	School-wide teacher problem solving Teaching teachers about school wide teacher problem solving techniques	
Person Responsible	Timeline for Implementation	Resources
Barbara Moore-Williams	Start: 9/28/2007 Finish: N/A	\$2,100.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
2	2	24
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Educational Consultant and RAPCS Administration and Leadership	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Company</li> </ul>	Approved
Knowledge and Skills	Research and Best	Designed to Accomplish

<p>Teachers will be able to acquire and utilize problem solving techniques in classes. This knowledge will also be modeled for students and infused into student lessons.</p>	<p style="text-align: center;"><b>Practices</b></p> <p>Collaborative problem solving leads to a team environment and more productive school climate. Additionally, problem solving and critical thinking skills lead to increased student achievement.</p>	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning.</li> </ul>
<b>Educator Groups Which Will Participate in this Activity</b>		
<b>Role</b>	<b>Grade Level</b>	
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• Superintendent / asst. superintendents</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• Middle (grades 6-8)</li> <li>• Elementary (grades 2-5)</li> </ul>	

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>Participant survey</li> </ul>

**Goal: READING**

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

**Strategy: Guided Reading Implementation**

*Description:* Guided Reading program will be implemented for all students in grades 5&6.

*Activities:*

Activity	Description	
Grade group Literacy meetings	Grade group Literacy meetings will be implemented. Meetings focused on teaching/learning and based on ongoing data collection and review. Meetings will also focus on guided reading material efficacy and overall program efficacy.	
Person Responsible	Timeline for Implementation	Resources
Lawrence Jones	Start: N/A Finish: N/A	\$0.00

Activity	Description	
High Interest Titles	Identify and obtain high interest level appropriate reading titles for the guided reading program. A focus on high interest titles for boys will be included in the activity.	
Person Responsible	Timeline for Implementation	Resources
Crystle Gill	Start: N/A Finish: N/A	\$0.00

**Strategy: Targeted Intervention System**

*Description:*

*Activities:*

Activity	Description	
Literacy Professional Development	Training in analyzing, interpreting, and using data to amend instruction will be provided.	
Person Responsible	Timeline for	Resources

	<b>Implementation</b>	
Professional Education Admin	Start: 8/1/2007 Finish: N/A	\$9,750.00
<b>Professional Development Activity Information</b>		
<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
2	14	20
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Barbara Moore-Williams, Inc.	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• Individual</li> <li>• Company</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Teachers will gain knowledge of data review and analysis. Teachers will gain the skill of being able to use data to adapt and align instruction.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• 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.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>

		<ul style="list-style-type: none"> <li>Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making.</li> </ul>
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>Classroom teachers</li> <li>Superintendent / asst. superintendents</li> <li>School counselors</li> <li>Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>Middle (grades 6-8)</li> <li>Elementary (grades 2-5)</li> </ul>	<ul style="list-style-type: none"> <li>Reading, Writing, Speaking &amp; Listening</li> <li>Mathematics</li> </ul>
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> <li>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>Analysis of student work, with administrator and/or peers</li> <li>Creating lessons to meet varied student learning styles</li> </ul>	<ul style="list-style-type: none"> <li>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> <li>Student PSSA data</li> <li>Standardized student assessment data other than the PSSA</li> <li>Classroom student assessment data</li> </ul>	

Activity	Description	
Use of Scantron	Scantron will be used to obtain benchmark achievement data for students. Students will then receive test preparation and skill improvement sessions based upon their level and skills deficiencies/mastery.	
Person Responsible	Timeline for Implementation	Resources
Crystle Gill	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 Incentive Plan**

*Description:* The school will incorporate an attendance incentive plan. The plan will reward students and classes that maintain a high rate (94%) of attendance on a monthly, quarterly, and annual basis.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Assemblies	Monthly assemblies will be held to announce attendance leaders. Rewards will include parties, free admission to field trips, movie passes, and lunch with CEO and/or Principal.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Lawrence Jones	Start: N/A Finish: N/A	\$0.00

**Strategy: Attendance Support**

*Description:* Support will be provided once attendance problem observed. School Social Worker will work with family and student to ascertain reasons for absences and develop a plan for the reduction of absence.

*Activities:*

<b>Activity</b>	<b>Description</b>	
Auto Dialer	School will purchase an automatic phone call system to alert parents of their child's absence or lateness on a daily basis. This will serve to reduce the time it takes for parents/school to see a developing problem.	
<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Lawrence Jones	Start: N/A Finish: N/A	\$0.00

### **SECTION III. QUALITY OF SCHOOL DESIGN**

#### **Rigorous Instructional Program**

##### **Rigorous Instructional Program**

Under the Pennsylvania Accountability System, all schools will need a rigorous instructional program to meet the academic targets. Describe the charter school's curriculum and instructional practices and how they are being used to meet academic standards and goals. For example:

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

The curriculum used at the Richard Allen Preparatory School is not a pre-packaged, cookie cutter curriculum that assumes that each child has come at the same readiness level as the next child. Ours is a literature-based reading curriculum presented using the systematic approach of the Reader's Workshop. Daily goals and objectives are identified specifically from the Pennsylvania State Standards, related to the reading material and presented as a Scope-n-Sequence that functions as a timeline for the teachers in the pacing of instruction.

The Richard Allen Preparatory Charter School curriculum takes on a constructivist view of teaching and learning. In a constructivist environment, it is believed that students' prior knowledge of a given subject, the belief systems that may influence their understanding and any previously learned strategies are to be the basis of instruction. Constructivist classrooms also model the combination of simple and more complex forms of knowledge, strategies and skills to find solutions. Ours is a project-based delivery recognizing that learning and performance is task-specific as opposed to general. Our belief, as is with constructivism, is that individuals need extensive opportunities to apply their skills and knowledge across several hands-on activities that

will allow them to become as broadly proficient as possible. The Richard Allen Preparatory Charter School project-based, problem-based curriculum involves authentic tasks that often have multiple solutions and require students to identify as well as solve problems. It also involves using cross-curricular knowledge and requires individuals to be managers of time, materials, etc.

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

Although the standards alone do not constitute a curriculum, they are the prescribed series of activities that Richard Allen Preparatory Charter School has used to develop our own curriculum that meets the needs of the local students. Our Scope-n-Sequence is completely aligned with the Pennsylvania State Standards. In each of the subject areas at each grade, there are skills and strategies identified by the state standards that we interpret as weekly objectives utilizing the content area materials provided to each teacher and the students. This allows weekly lesson planning and therefore daily lessons to be completely standards driven.

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

In addition to the alignment of the Scope-n-Sequence, whenever possible in ordering instructional materials, we request the "Pennsylvania Edition" of textbooks. While we realize that publishers are not writing separate textbooks for the many states they service, they do include copies of the state's standards directly in the teacher's version of the textbook. In this manner, teachers are able to identify immediately which skills students require for minimum competency of the standard.

In each of the content areas of the curriculum the students are initially instructed on those benchmark skills identified by the Pa. Standards at the grade. In the weeks to come, the students are guided rigorously through the remainder of the content area material. The curriculum is organized into six, six-week intervals and at each interval specific skills are identified, practiced and assessed leaving time and opportunity for reteaching if needed. For example, the first six weeks of the social studies curriculum for our sixth grade involves government/civics which is also benchmarked in the Pa. standards. The next six weeks involves geography, etc., all are benchmarked for the grade according to the standards. The remaining intervals study ancient civilizations as the main topic. While we at Richard Allen believe that all students can learn it is understood that they may not all learn at the same rate and thereby do not bring the same level of prior knowledge to a given subject. It is for this reason that Differentiated Instruction is a best practice of our teachers as it puts the students at the center of teaching and learning. Differentiated Instruction allows the teacher to develop instructional activities based on essential topics and concepts with flexible grouping to respond to students' level of prior knowledge while providing multiple ways to demonstrate learning. The Scope-n-Sequence for both science and social studies was added as a standards driven pacing guide for the teacher to follow. Within both are reading and writing strategies to be used as cross-curricular lessons to support the need to improve literacy.

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

The charter school promotes in-depth and inquiry-based teaching and learning through the service learning process. With service learning, students combine research using the I-Search process with classroom instruction based on a specific observational need found in the community at large. The identification of the community's need is determined, in part by classroom instruction that gives the students enough information for them to hypothesize sensible

solutions/resolutions. These hypotheses are then research using the I-Search process and later authenticated in the community. The inclusion of the Full Option Science System (FOSS) was also added to the curriculum at each grade level for a specific genre. The thinking here is that with the use of this hands-on curriculum the students are more apt to stretch the depths of their thinking while performing the steps of specific tasks.

***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?***

As a middle school we receive students from elementary school programs where often there is a demonstrated delay or gap in the child's achievement. As opposed to presenting specific grade level information to students whose cognitive age is different than their chronological age, we strive to instruct students in flexible groups for the benefit of gaining instruction at their level and move at their own pace. Benchmark assessments (SCANTRON) are given early to ascertain where the child's grouping begins and are given periodically along with teacher assessment to determine progress. In addition to the above are the implementation of the Test Prep period where again students are provided remediation based on their PSSA achievement level, and for more severe deficits the Wilson Reading Program.

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

To actively engage students in the learning process teachers are encouraged to activate students' prior knowledge of a given topic and relate to real world connections to allow students to make a personal connection. It is at this point in the lesson the teachers may begin to scaffold the remaining instruction by building on what the student already knows. The use of graphic organizers is an extremely useful tool for students to have to address many of the skills required. Instructing the students in the use of graphic organizers has provided them with the ability to more readily articulate their understanding of a given concept. We believe that if the students have a repertoire of graphic organizers from which to choose and a strong knowledge as to what information can be represented by each, they have a full tool box they can pull from to demonstrate their understanding of what has been taught.

**Rigorous Instructional Program - Attachments**

- Rigorous Instructional Program
- Rigorous Instructional Program

**English Language Learners**

**English Language Learners**

**Describe the charter school's program for English Language Learners (ELL) and a brief narrative about how it functions. Provide a copy of the report from the LEP System used to submit ELL data to PDE Bureau of Teaching and Learning Support as Attachment.**

To date no English Language Learners (ELL) have enrolled in the charter school. However, we

continue to screen for English Language Learners during the enrollment process and have planned a series of strategies to immediately employ if and when a population of ELL students enroll. Specific strategies include immediate assessment to ascertain baseline data on the child's strengths and weaknesses as related to reading and writing. We would then progress to immediate involvement in guided reading groups where they are able to read at their own fluency level. Teachers in the content areas would need to utilize the books on tape available through our membership with Recorded Books for the Blind and Dyslexic as well as strategies to "chunk" information from the textbook. Additional tutoring during the school day to assist in bridging the language gap. The teachers' use of differentiated instruction will further allow the student(s) to utilize strengths and demonstrate comprehension using a variety of methods. To support the ELL student's writing needs strategies would include those found in the STEP-UP TO WRITING program. In most cases short sentences (perhaps spoken into cassette recorder) can be built into paragraphs related to a single topic using color coded dots to relate the sentences to the details.

In addition to the preliminary strategies we would of course need to seek the support of our IU and PaTTan for professional development, input and data collection support as this would be a new area for us. In an attempt to give the child(ren) a full compliment of support using the strategies available it would may be beneficial to create programming for the families of the ELL students to come in and learn together. This may help make learning English a language lesson that doesn't stop when school ends but can be continued in the home.

## **English Language Learners - Attachment**

- English Language Learners

## **Graduation Requirements**

### **Graduation Requirements**

Each charter school shall specify requirements for graduation in the strategic plan. Requirements shall include course completion and grades, completion of a culminating project, and results of local assessments aligned with the academic standards. Beginning in the 2002-2003 school year, students shall demonstrate proficiency in reading, writing and mathematics on either the State assessments administered in grade 11 or 12 or local assessment aligned with academic standards and State assessments under Section 4.52 (relating to local assessment system) at the proficient level or better in order to graduate. 22 Pa. Code Section 4.24 (a):

As a middle school serving grades 5-8, this section is not applicable.

## **Special Education**

### **Special Education**

**A major component of the school design is how the charter school addresses programming for special needs students. Describe the charter school's instructional strategies for educating special education students.**

**Special education refers to those instructional and related services that are provided to students with disabilities in accordance with an Individualized Education Program (IEP). The charter school may provide special education services or contract out to the chartering district, the Intermediate Unit, or another outside agency.**

The vision of the special education program at RAPCS is to create an environment of maximum inclusion for our special education children. We aim to achieve this through a combination of co-teaching and resource room programs.

All of the special education students at RAPCS are enrolled in regular education classrooms. There are two special education teachers whose primary roles are to co-teach in the classrooms where special education students are enrolled. Co-teaching is when two teachers teach at the same time in the same classroom to meet the needs of students at different academic levels. The special education teachers are co-teaching in the classroom for up to 4 or 5 times a week per subject per grade, depending on severity of need. Special education teachers attempt to address as many needs of the special education students as are possible in a regular curricular setting.

The role of the special education teacher as co-teacher and the co-teaching model implemented vary according to the teaching styles of the general education teacher. The special education teacher adapts to each classroom setting, considering the rules, classroom management, and routine of the general education teacher. The special education teacher sometimes teaches alternate lessons, assists in monitoring students, and teaches together with the general education teacher.

Two teaching assistants handle most of the resource room pull-outs for our students. These pull-outs are based on specific skills stated in the students' IEPs. These are mostly skill areas that are not addressed by the regular curriculum and require one-on-one attention outside of the classroom. The special education teachers work with some students in resource room as well.

### Special Education - Attachment

- Special Education

### Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Edwin Santanna	1.0	Learning Support	RAPCS	15	Inclusion model
Laura Herrell	1.0	Learning Support	RAPCS	19	Inclusion model

### Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
n/a	0	N/A	N/A	0	N/A

### Special Education Program Profile - Chart III

Title	Location	FTE
Paraprofessional	RAPCS	1.0
Paraprofessional	RAPCS	1.0
Paraprofessional	RAPCS	1.0
psychologist	RAPCS	.20

### Special Education Program Profile - Chart IV

IU, Public Agency, Organization,	Title/Service	Amount of Time
----------------------------------	---------------	----------------

or Individual		Per Week
Therapy Source	Speech Therapy	2x/wk

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	No	No	Yes

### Student Assessment - Secondary

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

### Student Assessment

In the previous two sections, you indicated which state and national testing programs are used per grade levels. For this section, please complete a narrative based on the following information:

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

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.

This year, different than past years, we will have the benefit of a benchmark assessment, that will be given to the students and will allow us to look at data several times throughout the school year. Also new this term is the availability of an outside evaluator who has provided us with a global perspective on our professional development plans as they relate to student achievement. The data we've received from the recent PSSA scores have been used to help in the planning of our revised annual measurable goals by showing us the strengths and weaknesses of our current plan and allowing us the opportunity to focus on more specific, centralized academic goals. We have planned student programming by looking at strands in both reading and math as opposed to looking at the subjects in their entirety. Likewise is the way we have planned to address instructional needs by way of teacher performance in terms of those same strands that indicate weakness.

The current results showed us extreme highs and lows in our reading scores as we analyzed the information class by class. We have interpreted those highs and lows as immediately related to teacher performance, this now becomes the basis for the revisions of our goals and objectives as a school. For example, one eighth grade class demonstrated 81% proficient/advanced in reading while another significantly lower. This information is now driving the direction of our professional development as we plan to place more emphasis on teacher development versus curricular development as in times past. The rationale for this realization was in the analysis of

the specific strands of skills identified in both reading and math. We were able to show various strengths such as; inferences and conclusions, understanding non-fiction and other comprehension skills in our reading scores. Instead of devoting a great deal of time revising an entire curriculum or dissecting our scope-n-sequence for reading we have implemented the idea of specific test prep attention to those areas. Devotion of tutoring time and small group instruction will all relate to the specific strands of need identified by the recent PSSA results.

Differently than the reading scores, the math scores identified a flatlining of sorts. After analyzing the data we recognize the need to increase professional development across the grade levels for math. The new student achievement plan as it relates to math begins with a new series for the sixth grade to create a more continuous flow in the delivery of the information. The new series is directly connected to the series for the seventh and eighth grade; therefore the continuity is immediate. The fifth grade will continue to receive instruction in Everyday Math with the idea that there is more relevance in this series through the elementary feeder schools.

Additionally, to further develop the teachers, we plan to analyze the student benchmark data weekly at grade level team meetings. In this light each teacher and grade team will receive immediate feedback as to the effectiveness of their instruction on the class and individual students. We had not had this available to us in the past and look forward to strengthening teacher skills, improving their effectiveness and therefore increasing student achievement.

Examples of specific strategies to address the above are as follows: Professional development that will encompass data collection, use of data, differentiated instruction and planning and guided reading to name a few. Teacher observations will not be limited to 2x a year. More specific short "encounters" will be utilized to identify teacher progress in a specific skill and will involve immediate feedback for continued planning. Teachers will also be required to observe each other for the purpose of viewing a specific strategy or best practice 1x monthly. More direct strategies for student achievement are the inclusion of a math log, in-class targeted mini-lessons, use of small groups instruction in math as in reading, seventh and eighth grade afterschool tutoring, Family Math and Literacy night and the "Kids' Night Off". This unique idea will provide the students with a night off from homework requiring the tasks to be completed by their parents (specifically math). The parents are asked to provide not only response to the tasks but also feedback as to their understanding of the task. This will encourage parents to reconnect with their middle school student and identify where the school could be of assistance to parents who may themselves experience academic difficulty stopping them from being able to assist their child.

## **Student Assessment - Attachment**

- Student Assessment

## **Teacher Evaluation**

### **A. List the main features of the school's teacher evaluation plan.**

Administration will continue to make routine visits into classrooms for the purpose of observing and evaluating teachers prior to the scheduled informal/formal observations. This will help to foster a comfort level for both the teachers and students to assure that at the time of the actual observation all involved are performing in as natural and relaxed manner possible. At the time of formal observations, each teacher will then meet with the administrator to assess the strengths and needs of the lesson and make suggestions for the future. Because of the No Child Left Behind initiative, we have expanded on our observation evaluation to include several aspects of the one used by the Commonwealth of Pennsylvania. ( See appendix F)

Additionally, the teacher and administrator will peruse and discuss lesson plans weekly for completeness, continuity and alignment to the standards.

Peer Observations: Small Learning Community Coordinators and teaching partners will be utilized for the purpose of providing additional support. Critiques of lessons, classroom management and student- teacher relationships are areas that can be addressed through peer observations.

Lastly, the use of outside independent consultants continues to be an effective way to have teachers evaluated using a broader scope. Consultants have been/will be utilized to act as teacher mentors to provide additional instructional/professional support for new (to school or profession) teachers. Additionally, consultants will act as coaches providing weekly observation and evaluation (feedback to teacher and Leadership).

**B. List entities/individuals who are responsible for teacher and staff evaluation.**

**Lawrence F. Jones, Jr., M.Ed.: Chief Executive Officer**

**Crystle Roye-Gill: Principal**

**Outside Consultants: As needed**

**C. Describe professional development for the evaluators, particularly in the areas of Special Education and instructional techniques, that is unique to the mission of the charter school.**

All evaluators are trained in the history, mission, and vision of the school. Presently, the CEO is a member of the original Founding Team and has input in training of other evaluators. Additionally, our Principal is a certified and experienced Special Education teacher. Each year, we review our evaluation tool and the overall evaluation process. This is done to better evaluate our staff as they grow and mature, professionally.

**Teacher Evaluation - Attachments**

- Teacher Evaluation
- Teacher Evaluation

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

During the 2006-2007 fiscal/academic year, the Board of Trustees of the Richard Allen Preparatory Charter School remained consistent. Officers were re-elected and served their terms. Effective July 1, 2007, two members of the board will be transitioning off due to having served their maximum number of terms as detailed in the bylaws of the charter school. These members are Marlene G. Patterson (Current Board President) and Harriet Williams. Recently, June 12, 2007 elections for new officers were held. The results are as follows:

Theresa Johnson: President

David Bounds: Vice-President  
 Gregory H. Moses: Secretary  
 David Fair: Treasurer

Additionally, three members (Electra Smallwood-Jones, Theresa Johnson, and David Fair) were nominated and appointed to new three year terms. The board anticipates three to four new members in the upcoming year, having again participated in the United Way of Southeastern Pennsylvania's Board Training and Pairing program.

**Board of Trustees**

<b>Name of Trustee</b>	<b>Office (if any)</b>
Theresa Johnson	Treasurer
Theresa Brunson	
David Fair	
Marlene Patterson	President
Electra Smallwood-Jones	
Leonard Wakefield	Secretary
Harriet Williams	
David Bound	
Danelle Walker	
Gregory H. Moses	

**Professional Development (Governance)**

**Professional Development (Governance)**

**Describe the professional development provided or taken regarding governance of the school (including the Sunshine Law and the Public Officials Act) for the Board of Trustees.**

During the 2006-2007 fiscal year, the Board of Trustees for the Richard Allen Preparatory Charter School engaged in two (2) professional development sessions. The first session was a four hour Saturday session led by Dr. Diedre Farmbrey focusing on board dynamics, function, and outcomes. This session also included a follow-up discussion session. The second training was led by Dr. Harold Kurtz and focused on board responsibilities, charter school law, the Sunshine Act, working with the CEO, and board development. Further sessions, including a board retreat are planned for the upcoming school year.

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

**How does the Board of Trustees coordinate the governance and management of the school? Describe the Board of Trustees' efforts in maintaining a working relationship with the charter granting 's Board of School Directors. Cyber Charter Schools should address the efforts of the Board of Trustees to maintain a working relationship with PDE.**

The management of the school and day to day operation of the school are the responsibility of the CEO and administrative staff. Ongoing communication between the CEO and BOT help to ensure efficient coordination, without blurring the line between governance and operations. Also, the formation of committees allows board members to actively monitor and impact the operation of the school without blurring the lines delineating governance and management.

During the 2006-2007 fiscal year, the Board of Trustees worked on developing additional data presentation and accountability. The CEO will work with the Administrative Leadership Team to develop monthly data reports indicating school progress in three major areas; (1) Instruction and Learning, (2) School Climate and Student Discipline, and (3) Students Supports and Attendance.

Data will be presented along with any interventions, incentives, and/or additional programming needed.

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

- Coordination of the Governance and Management of the School

### **Community and Parent Engagement**

#### **Community and Parent Engagement**

**Describe the Board of Trustees' efforts in promoting opportunities for community and parent engagement in school activities.**

The Richard Allen Preparatory Charter School, Inc. has made several attempts to engage parents in school and decision making efforts. The school and the school's Board of Trustees has supported the establishment of the Richard Allen Parent Supporters Group or RAPS. This group meets monthly to discuss school progress, needed changes, and fundraising. The organization has elected officers and the organization also meets with school administration on a monthly basis.

This year, the charter school moved from its temporary site to our permanent facility. This move has brought about a major change with the school and our school community. The school is now physically located in our original target area, allowing the school to partner with various community agencies and leaders. Currently, there are two agencies that will be partially housed in the charter school to provide services to children and residents. The school is also partnering with community based agencies for services and programs. Finally, there is additional community presence on the Board of Trustees, ensuring community stakeholders will have ongoing communication and input with regards to the school, its progress, and future.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

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

**Identify major fund-raising activities performed this year and planned for next year.**

There were two attempts at fundraising for the 2006-2007 academic year. The first event was a dedication ceremony for our new school facility. Through ads and dedications, the school only recieved approximately \$2,800.00 in donations. However, the school did receive a promised grant of \$50,000.00 towards the devlepmnt of an arts program from our State Senator. The second event was our annual Bike and Hike activity. This event is a physical fitness challenge involving a five mile bike ride followed by a two mile walk/run. Participants are sponsored and this year, \$3,000 was raised. Next year, we will have a larger bike and hike program in addition to at least three fundraisers aimed at rasing \$100,000.00 for the school's new library.

### **Fiscal Solvency Policies**

A fund balance has been created since the school opened its doors and each year this amount grows. The fund balance was created so the school had a buffer in the event of unforeseen circumstances such as repair of damages to the building, and so payrolls could be met in the event federal funds or local funds had a delay.

### **Accounting System**

The schools chart of accounts mirrors that of the state chart of accounts. GAAP account is followed for accrual based accounts.

### **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment**

- Preliminary Statements of Revenues, Expenditures & Fund Balances

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

Yampolsky, Mandeloff, Siver and Ryan is the schools Audit firm for the 2006-2007 year. The date of last audit was published on September 14, 2006. Opinion was that the audit ended in conformity with accounting principles generally accepted in the United States of America.

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

Richard Allen Preparatory Charter School had its Charter renewed for five years in March 2005. The school 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**

Richard Allen Preparatory Charter School leases a facility at 2601 South 58th St., Philadelphia, PA. All furniture and equipment was purchased after obtaining quotations from various vendors.

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

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

**Describe future facility plans and other capital needs for the length of the charter and how these items have been integrated into the strategic plan of the charter school.**

Currently, the school does not have any renovation or expansion plans for our facility. However, the school is in need of a new roof and this project will be completed during the 2007-2008 academic year. Small improvements to the grounds of the facility will be made over the course of the next two to three years. Additionally, the school's technology infrastructure is being addressed, this summer.

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

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

**Describe how the charter school has complied with health and safety requirements (e.g., fire prevention, safety standards, requirements to hold fire drills), and provide appropriate evidence of maintaining health and immunizations records for students. Provide evidence that the Request for Reimbursement and Report of School Health Services has been submitted.**

The charter school is monitored yearly by the City of Philadelphia's Department of License and Inspections. To date, the school has complied with all safety requirements noted by the inspectors. The school meets its required yearly fire drills, has the required amount of drills inspected by the Fire Department, and makes sure each class has a posted set of directions and

instructions for fire drills. Additionally, the school has created and updates an emergency and disaster plan for multiple forms of emergency and evacuation.

Additionally, the new school facility meets all code, IDEA, and safety standards. For all intents and purposes, the building is a new state of the art facility. The facility includes appropriate ramps, exits, and an elevator. The building is also fully sprinklered on all floors and in all locations. Maintenance contracts for the HVAC, fire, and elevator systems are maintained each year.

The school contracts with a Certified School Nurse and a Physician. The school maintains all immunization and physical records in our nurse's suite. Attached, please find a PDF copy of the Request for Reimbursement and Report of School Health Services.

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

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

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

Fire Damage \$750,000

Director and Officer \$1,000,000/\$2,000,000

Commercial \$2,000,000

Operations Aggregate \$2,000,000

Personal Injury \$1,000,000

Medical Expense \$10,000

Automobile \$1,000,000

Workers Comp \$500,000

Excess-umbrella \$5,000,000

Prof. Liability \$1,000,000

Medical benefits include medical, dental, life, and disability insurance through Keystone East, Independence Blue Cross, Horizon, and AFLAC (Voluntary at employees expense).

## **SECTION IX. ADMINISTRATIVE NEEDS**

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

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

**Describe the professional staff of the school including total number of personnel, how many are returning staff from the previous school year, and how many were with the school for this entire school year. Discuss staff turnover and retention patterns and possible reasons for each.**

Downloaded the [PDE-414 - Verification Form](#) and provide the names of all professional staff members and complete all columns of information for each professional staff member.

- A professional staff member is an individual employed by a charter school in positions for which state certification would be required in a non-charter public school, including those who are certificated as teachers, supervisors, supervising principals, principals, assistant principals, vice-principals, directors of vocational education, dental hygienists, visiting teachers, home and school visitors, school counselors, child nutrition program specialists, school librarians, school secretaries the selection of whom is on the basis of merit as determined by eligibility lists and school nurses. (24 P.S. 011-1101).
- The Chief Executive Officer, who is the individual appointed by the Board of Trustees to oversee and manage the operation of the charter school, shall not be deemed a professional staff member.

Of our twenty-four (24) professional staff members, employed by the school for the 2006-2007 school year, one (1) staff member was terminated in mid-year. The remaining twenty-three (23) all requested to return to employment for the 2007-2008 academic year (100%). Of that number, twenty (20) were invited to return. In an effort to ensure continued retention and quality instruction, the school will triple its resources in professional development. Professional development will include increased summer sessions, 23 weekly sessions, mentoring, coaching, and no less than eight (8) in-service days throughout the year.

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

- Quality of Teaching and Other Staff
- Quality of Teaching and Other Staff

### **Student Enrollment**

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

1. Advertising and recruitment period: This usually begins in late April and involves newspaper and radio advertising. Interested parents are mailed, emailed, or faxed intent to enroll forms. The intent to enroll forms require only basic demographic information such as; name, parent name, grade level, address, and telephone number. These forms are returned to the school.
2. Enrollment and/or lottery period: An enrollment deadline is established and advertised in April. Once the deadline is reached, if there are less applications than available slots, all applicants are accepted. If there are more applicants than there are available slots, a public lottery is held to fill slots. Once students have been accepted, a charter school enrollment notification form is sent to parents. This form must be completed and returned to the school to ensure full acceptance to the charter school.
3. Students not chosen by lottery and student applying after the deadline are either accepted or placed on a waiting list, depending upon enrollment numbers.
4. The lottery for the Richard Allen Preparatory Charter School, Inc. involves each applicant's name being associated with a number. Then, numbers are placed in a large container then chosen randomly. The students not selected are placed on a waiting list in order of application date. As spaces become available, students from the waiting list are enrolled in order.

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

Grade 5: Initially enrolled=74    Grade 6: Initially enrolled = 112    Grade 7: Initially enrolled=109    Grade 8: Initially enrolled= 125

10	Dropped= 9 Dropped =21	Dropped = 18	Dropped=
10	Added = 8 Added = 7	Added = 5	Added =

**Provide the number of students who completed the 2006-2007 year who are currently enrolled to return in September.**

There were 275 students eligible to return to the charter school, 261 are returning this is a 94.5% retention rate. That rate is much higher than in years past.

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

There were 8 students expelled or required to leave the school. There were 50 students who voluntarily left the school, this year. This number includes students who were enrolled in the summer and did not attend the school. Additionally, a number of students left the school after our move. In November, the school moved to a new location in another section of the city. Although parents were informed of this move, some felt the additional travel was too difficult for their child.

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

Current trends show the interest in the school is at an all time high and is growing. The 2006-2007 school year was the first year in record that the school enrolled or exceeded its imposed cap of 400 students. In the past (2006-2007 included), full enrollment was not attained until late of August of the academic year. During the 2006-2007 year, enrollment for 2007-2008 was reached prior to May 1, 2007. Of those parents leaving the school because of some type of dissatisfaction, the most mentioned reasons were lack of communication and a stringent uniform policy.

## **Transportation**

**Describe the charter school's transportation program. Include in the discussion whether the charter school, the school district, or a private company operates the transportation program. Also, include a description of transportation accommodations for special education students and suggestions for improvement to the program.**

Students in grades five and six who are eligible for free transportation receive school bus service provided by the School District of Philadelphia. The School District of Philadelphia contracts with bus vendors to supply this service.

Students in grades seven and eight, as well as students who are not eligible for free transportation may purchase public transportation tokens at a discounted rate. Tokens are available at the school. Please note that because the school is now located on a street designated to be a Hazardous Route, all students grades 7-8 will be eligible for free school bus service.

## **Food Service Program**

### **Food Service Program**

**Describe the charter school's food services program. Does the charter school participate in the Free and Reduced Lunch (FRL) Program? If not, provide a brief explanation.**

The Richard Allen Preparatory Charter School's food service program is provided by the School District of Philadelphia. Students receive a ward breakfast and lunch on a daily basis. Lunch is provided for free, reduced, or full prices depending on the student's family financial status. The school does participate in the Free and Reduced Lunch (FRL) program.

## **Student Conduct**

### **Student Conduct**

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

**b.) Provide the number of suspensions and expulsions by student. [Example: 12 students were involved in 21 suspension incidents and 1 student was expelled.]**

The Richard Allen Preparatory Charter School, Inc. expects all students to behave in a manner which is conducive to maximum student learning. Respect for students, teachers, families, and the community is the overall expectation at the school. The Richard Allen Preparatory Charter School also realizes that all of our students reside in an urban setting, and many are affected by the social ills plaguing many urban areas. This often has an impact on student behavior. At the Richard Allen Preparatory Charter School, we believe it is necessary to be proactive in our approach to student discipline. We also believe sound instruction is the number one preventative step for discipline problems. We view consequences as necessary/logical results for positive and negative behavior, rather than simply as punishment.

The discipline code of the Richard Allen Preparatory Charter School, Inc. affords every student his or her right to due process under the law. Please see our discipline code for further explanation.

114 students were involved in 146 suspensions. The school enforced two mass suspensions 10 or more students involving a community issue. Eight students at the charter school were expelled.

## **Student Conduct - Attachment**

- Student Conduct

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Charter School Annual Report Summary Data 2007 - 2008

**Name of School:** Richard Allen Preparatory CS

**Date of Local Chartering School Board/PDE Approval:** August 2005

**Length of Charter:** 5 Years    **Opening Date:** September 2001

**Grade Level:** 5-8    **Hours of Operation:** 8:00 AM - 3:30 PM

**Percentage of Certified Staff:** 75%    **Total Instructional Staff:** 25

**Student/ Teacher Ratio:** 1:17    **Student Waiting List:** 147

**Attendance Rate/Percentage:** 90.3

**Enrollment:** 400    **Per Pupil Subsidy:** \$7,200

### Student Profile

**American Indian/Alaskan Native:** N/A

**Asian/Pacific Islander:** N/A

**Black (Non-Hispanic):** 98.75%

**Hispanic:** .75%

**White (Non-Hispanic):** .5%

**Multicultural:** N/A

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:** 88%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 36

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	0	179	0	179
Instructional Hours	0	0	0	0	1057	0	1057

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

**School Year: 2007**

The Richard Allen 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**

**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** Lawrence F. Jones, Jr.

**Title** Mr.

**Phone** 215-878-1544

**Fax** 215-727-0711

**E-mail** ljones@rapcs.org

---

*Signature of the Chief Executive Officer and Date*

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

**Name** Theresa Johnson

**Title** Ms.

**Phone** 215-878-1544

**Fax** 215-727-0711

**E-mail** president@rapcs.org

---

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

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

**Name** Crystle Roye-Gill

**Title** Mrs.

**Phone** 215-878-1544

**Fax** 215-727-0711

**E-mail** cgill@rapcs.org

---

*Signature of the Special Education Contact Person and Date*