Pennsylvania Department of Education

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

Charter Annual Report

Monday, November 10, 2008

Charter School: Preparatory CS
Address: 1928 Point Breeze Ave
Philadelphia, PA 19145
Phone:
Contact Name:

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report
Summary Data
2008 - 2009

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: 89 **Total Instructional Staff:** 30

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

Attendance Rate/Percentage: 93.61

Enrollment: 588 **Per Pupil Subsidy:** 7708

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	80
Black (Non-Hispanic):	317
Hispanic:	13
White (Non-Hispanic):	178
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 65.6

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 24

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	1047	1047

SECTION I. EXECUTIVE SUMMARY

Organization Description

The Preparatory Charter High School will enter its eleventh (11th) year of operation in September as a high school located in the heart of South Philadelphia. Serving a diverse population of 600 students who come from all areas of the City of Philadelphia, Prep Charter provides a safe haven for students in an area of Philadelphia that sees a great deal of violence. The majority of our families (65%) fall below the poverty line.

Prep Charter takes an aggressive approach to preparing students for success in college. Our goal is for alumni to enter college, to stay in college, and to graduate from 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 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. A Saturday Test Prep program offers juniors specific preparation for the ACT, the SAT, the PSSA, and college placement tests. Prep Charter pays for all juniors to take the SAT in the spring of their junior report. Prep Charter's college preparatory program culminates with a dual enrollment program with Cheyney University, the Community College of Philadelphia (CCP), Eastern University, 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.

Our Career Development Internship Program offers unique opportunities to our students in a variety of careers. 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. Placement sites include City Hall, City Council, judges' chambers, traffic court, schools, hospitals, community centers, and the Criminal Justice Center.

<!--[endif]-->

Core Purpose

Mission

<!--[if !supportEmptyParas]--> <!--[endif]-->

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.

<!--[if !supportEmptyParas]--> <!--[endif]-->

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 expectations that they can succeed in college and beyond. The energy and commitment of our faculty and staff are directed specifically toward assisting all students to achieve goals related to successful secondary experiences in college.

Academic Standards

<!--[if !supportLists]-->

Prep Charter uses a standards-based college preparatory curriculum. All students take high-level college prep classes. The curriculum and assessments for each class are based upon the Pennsylvania State Standards..

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, four (4) social studies credits, four (4) mathematics credits, four (4) science credits.

Our college preparatory curriculum is aligned with the Pennsylvania State Standards.

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 classes 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/literature program was designed to familiarize all seniors with the types of reading they will encounter in college.

<!--[if !supportLists]-->➢ ***What strategies does the s*** <!--[endif]-->S***chool use to accelerate academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?***

<!--[if !supportLists]-->o <!--[endif]-->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 skills-based instruction in small groups for an additional three weeks in the summer.

<!--[if !supportLists]-->o <!--[endif]-->Before and after school tutoring during the school year in all core subjects.

<!--[if !supportLists]-->o <!--[endif]-->Saturday test prep for juniors.

<!--[if !supportLists]-->o <!--[endif]-->Hands-on experience in biology and chemistry labs at Community College of Philadelphia on Saturdays during the freshman and sophomore years.

<!--[if !supportLists]-->o <!--[endif]-->Students are assigned to a grade team of five teachers who work together all year to address learning problems students may experience.

<!--[if !supportLists]-->o <!--[endif]-->This past year test preparation in reading and math was significantly increased.

<!--[if !supportLists]-->o <!--[endif]-->Reading across the content areas.

<!--[if !supportLists]-->
<!--[endif]-->

<!--[if !supportLists]-->➢ <!--[endif]-->***What types of teaching strategies are used to actively engage students in the learning process?***

<!--[if !supportLists]-->• <!--[endif]-->Cooperative learning

<!--[if !supportLists]-->• <!--[endif]-->Interdisciplinary projects

<!--[if !supportLists]-->• <!--[endif]-->Using technology across the curriculum

<!--[if !supportLists]-->• <!--[endif]-->Differentiated instruction

<!--[if !supportLists]-->• <!--[endif]-->Small group instruction

<!--[if !supportLists]-->• <!--[endif]-->Constructivist teaching

<!--[endif]-->

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.

*70% of the junior class tested proficient or advanced in reading and 99% did so in writing on the 2008 PSSA.

*A daily average attendance rate of 93.7% was attained.

*98% graduation rate from 2002-2007.

*Over a 99% participation rate on standardized tests (PSSA)

*Ability to maintain a safe and organized school environment.

*Stable and committed teaching staff.

CHALLENGES:

While 70% of our juniors scored proficient or advanced in reading, that is a decrease of 7%; and our mathematics pass rate decreased from 58% to 50.6 % so we are in warning mode for AYP. Another challenge we face is our flat SAT scores. We need to provide support and instruction so that our students' achieve proficient or advanced levels on the PSSA, and we need

to identify and establish successful ways to enhance our students' preformance on the SAT.

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 data is disagreggated. Results of PSAT, SAT, ACT, and the Prep Charter Placement Test are also studied. 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 via needs-based inquiries. 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
Kelli Woods	Prep Charter		Principal
Patricia Sack	Prep Charter	Administrator	Principal

Goals, Strategies and Activities

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

***Strategy:* Increase students' familiarity with colleges**
Description: Employ a multi-faceted approach to familiarize students with various colleges and to increase their comfort level with the application process and provide on-going support as the seniors work through 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, they are scheduled for classes in the fall and spring semesters of their senior year. Other students are scheduled at Cheyney, Eastern, or St. Joseph's University.	
Person Responsible	**Timeline for Implementation**	**Resources**
Patricia Sack	Ongoing	$0.00

Activity	Description	
Schedule college representatives to visit Prep Charter	During the fall months, college representatives visit Prep Charter and make presentations to seniors who are interested in their post-secondary institutions.	
Person Responsible	**Timeline for Implementation**	**Resources**
Joanna Gabris	Ongoing	$0.00

Activity	Description	
Take students to local college fairs	The counselors and other faculty members take seniors and juniors to local college fairs.	
Person Responsible	**Timeline for Implementation**	**Resources**
Joanna Gabris	Ongoing	$600.00

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

Activity	Description	
Financial Aid Nights	Several evenings a year 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	Ongoing	$0.00

Activity	Description	
Parents and seniors sign contract regarding college application	In August, we hold an orientation evening for seniors and their parents/guardians. Ath this meeing, seniors receive information about the senior year requirements and they and their parents sign a contract promising to fulfill the requirements.	
Person Responsible	**Timeline for Implementation**	**Resources**
Joanna Gabris	Ongoing	$0.00

Activity	Description	
Senior Orientation Nights	In August, just before the start of the senior year, parents are informed of the dual enrollment program college schedules and other senior year requirements.	
Person Responsible	**Timeline for Implementation**	**Resources**

Joanna Gabris	Ongoing	$100.00

Goal: **MATHEMATICS**
Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

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

Activity	Description	
All juniors use the PSSA program Study Island during some math, English, and Saturday Test Prepclasses	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	Ongoing	$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	Using a varietay of diagnostic tools, eachers divide classes by skill needs and conduct small-group instruction in targeted areas.	
Person Responsible	**Timeline for Implementation**	**Resources**
Joanna Gabris	Ongoing	$1,000.00

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

Activity	Description	
Before and after school mathematics tutoring is available for students	Students are encouraged to attend before and after school tutoring on a regular basis.	
Person Responsible	**Timeline for Implementation**	**Resources**
Joanna Gabris	Ongoing	$0.00

Goal: **READING**
Description: At least 63% of all juniors 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 reading based on their TerraNova performance. We did not use the Prep4Success program in 2007-2008.	
Person Responsible	**Timeline for Implementation**	**Resources**
Joanna Gabris	Ongoing	$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	Under teacher direction, students use Study Island Program in the Technology Lab during scheduled English classes.	
Person Responsible	**Timeline for Implementation**	**Resources**
Patricia Sack	Ongoing	$1,400.00

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

Activity	Description	
Before and after school English tutoring is available for students	Students are encourage to attend English tutoring, which 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	Ongoing	$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, records information learned in those telephone conversations, and reports results to administration.	
Person Responsible	**Timeline for Implementation**	**Resources**
Joanna Gabris	Ongoing	$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. Conferences are held with students and their parents/guardians.	
Person Responsible	**Timeline for Implementation**	**Resources**
Joanna Gabris	Ongoing	$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, and hold conferences with parents/guardians and their students.	
Person Responsible	**Timeline for Implementation**	**Resources**
Joanna Gabris	Ongoing	$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: Provide on-going school to home communication.
Activities:

Activity	Description	
Periodic mailings	Written communication emphasizing the importance of the PSSA along with test schedules are mailed to parents/guardians. Information is also posted on our website.	
Person Responsible	**Timeline for Implementation**	**Resources**
Joanna Gabris	Ongoing	$0.00

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

Charter school has not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

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.

A modern literature class is taught to seniors to introduce them to the 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.

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

Rigorous Instructional Program - Attachments

- Professional Education Report 2008, 2 of 2
- Professional Eduction Report 2008, 1 of 2
- Induction Plan Ltr 2008

English Language Learners

We did not have any ELL students enrolled for the 2007-2008 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.

<!--[if !supportEmptyParas]--> <!--[endif]-->

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

PSSA results for 2007-2008 indicate 70% of our juniors earned advanced or proficient scores on the reading assessment, 50.6% earned advanced or proficient on the math assessment, and 99% earned advanced or proficient on the writing assessment.

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 - Attachments

- special education 1
- special education 2
- special education 3
- special education 4
- special education 5

- special education 6
- Dec 2007 Penn Data Report
- June 2008 Penn Data Report

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	11	Full time certified special education teacher
Sofia Papanikalau	1	Learning Support	Prep Charter	13	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
Prep Charter High School Placement Test	No	No	No	Yes	No	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.

The 2008 PSSA results showed that 70% of our juniors performed on the proficient or advanced level in reading and 50.6% did the same in mathematics. This represents a 7% decline in reading and a 5.9% decline in mathematics. Our students' writing scores improved to 99% with proficient or advanced, a gain of 2%. While our reading scores were still above the 63% threshold, our math scores caused us to receive warning status for AYP. These issues will be addressed during the upcoming school year.

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.

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

Student Assessment - Attachment

- Local Assessment

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.

Teacher Evaluation - Attachments

- Teacher Evaluation 1 2008
- Teacher Evaluation Plan 2008
- Teacher Evaluation 2 2008
- Teacher Evaluation 3 2008

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

No leadership changes occurred during the 2007-2008 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
Diane Myers	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.

Coordination of the Governance and Management of the School - Attachment
- Board of Trustees Schedule

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 2007-2008. No major fundraising are scheduled for 2008-2009 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.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Prelim. Statement of Revenue 2008, 1 of 5
- Prelim. Statement of Revenue 2008, 2 of 5
- Prelim. Statement of Revenue 2008, 3 of 5
- Prelim. Statement of Revenue 2008, 4 of 5
- Prelim. Statement of Revenue 2008, 5 of 5

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 November 4, 2007. The auditor issued an unqualified opinion with no findings.

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

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

- Audit 1 of 28
- Audit 2 of 28
- Audit 3 of 28
- Audit 2008, 4 of 28
- Audit 5 of 28
- Audit 6 of 28
- Audit 7 of 28
- Audit 8 of 28
- Audit 9 of 28
- Audit, 10 of 28
- Audit, 11 of 28
- Audit, 12 of 28
- Audit 13 of 28
- Audit 14 of 28
- Audit 15 of 28
- Audit 16 of 28
- Audit 17 of 28
- Audit 18 of 28
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- Audit 21 of 28
- Audit 22 of 28
- Audit 23 of 28
- Audit 24 of 28
- Audit 25 of 28
- Audit 26 of 28
- Audit 27 of 28
- Audit 28 of 28

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. Two were 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.

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

- Wellness Policy 2008, 1 of 5
- Wellness Policy 2008 2 of 5

- Wellness Policy 2008 3 of 5
- Wellness Policy 2008 4 of 5
- Wellness Policy 2008 5 of 5
- Request for Reimbursement 2008, 1 of 5
- Request for Reimbursement 2008, 2 of 5
- Request for Reimbursement 2008, 3 of 5
- Request for Reimbursement 2008, 4 of 5
- Request for Reimbursement 2008, 5 of 5

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

Vision:
$75 Vision, Biennial

Dental:
United Concordia

Life and Short Term/Long Term Insurances:
Unum Life Insurance Company of America

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

Current School Insurance Coverage Policies and Programs - Attachments

- Insurance Coverage
- Insurance Coverage
- Insurance Coverage
- Insurance Coverage
- Insurance Coverage
- Insurance Coverage
- Insurance Coverage
- Accord 9/8/07-9/1/08

Liability Insurance Certif

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, two vice principals, principal, and CEO. Two professionals who were on staff in June 2007 did not return in September 2007. One moved to be closer to her home and children's school and reduce her commuting time, and the other left to pursue a Ph.D. 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 2008. One retired and the other is seeking employment in another field. Overall, the most significant pattern or trend for Prep Charter staff has been its stability.

Quality of Teaching and Other Staff - Attachments

- P Sack Certification
- Certificaton Verification 2008, 1 of 3
- Certification Verification
2008, 2 of 3
- Certification Verifiction 2008, 3 of 3

Student Enrollment

a.)Families complete an application. A public lottery is held in the spring if the number of applications exceeds 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	151	7	3
Grade 10	140	8	6
Grade 11	158	5	1
Grade 12	160	11	0

Number of students who completed the school year and are scheduled to return in September 2008: 400 (149 graduated)

Number of students who left voluntarily: 29 Number of students expelled: 2

b.) The majority of students choose to return to our school each year. 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, career development internship program, and that a college prep curriculum is delivered.

PROMOTION RATES:

Grade 9: 89% Grade 10: 88% Grade 11: 93% Grade 12: 100%

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.

11/7/08
With only a warming kitchen in our cafeteria, we have no way to prepare food. We subcontract with a local caterer who brings in already prepared food and serves it.

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.) 107 students were involved in 152 suspension incidents. Two students were expelled.

This represents a slight increase in suspensions from last year. The slight increase was due to suspensions related to cellphone violations.

Student Conduct - Attachments

- Discipline Policy 1 0f 3, 2008
- Discipline Policy 2 of 3, 2008
- Discipline Policy 3 of 3, 2008

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

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**

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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 215-334-6144, ext 16 **Fax** 215-463-8504
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** 215-463-8504
E-mail psack@hotmail.com

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachment

- Signature Page 2008