
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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HARRISBURG, PA 17126-0333

Charter Annual Report **Monday, November 10, 2008**

Charter School: Community Academy of Philadelphia CS
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2008 - 2009

Name of School: Community Academy of Philadelphia CS

Date of Local Chartering School Board/PDE Approval: 08/21/1997

Length of Charter: 5 years **Opening Date:** 09/01/1997

Grade Level: pre-K-12 **Hours of Operation:** 8:00 a.m.-3:00 p.m.

Percentage of Certified Staff: 83% **Total Instructional Staff:** 68

Student/ Teacher Ratio: 29/1 **Student Waiting List:** 2800

Attendance Rate/Percentage: 91.00

Enrollment: 1202 **Per Pupil Subsidy:** reg. ed 7703.33, spec. ed 16,760.03

Student Profile

American Indian/Alaskan Native: 0
Asian/Pacific Islander: 16
Black (Non-Hispanic): 229
Hispanic: 923
White (Non-Hispanic): 31
Multicultural: 3

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 82.51%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 136

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	180	185	185	183	735
Instructional Hours	0	0	1170	1347	1347	1387	5412

SECTION I. EXECUTIVE SUMMARY

Organization Description

Community Academy of Philadelphia (CAP) Charter School was the first Philadelphia school to receive a charter in 1997 and one of the first charter schools founded in the Commonwealth of Pennsylvania. Community Academy is Middle States accredited and serves 1200 + students in grades N-12. CAP's roots, however, began in 1980 when Joseph H. G. Proietta founded The Community High School.

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Mr. Proietta formerly taught in Catholic schools and was an administrator for several social service agencies. Through these experiences, he recognized the vital need for a school that responded to both the academic and social/emotional needs of its students.

In September 1980, Mr. Proietta opened a school that reflected the inclusiveness of a public school, the discipline and values-based education of a parochial school, and the support elements of a social service agency. Over the 25+ years of its existence, the school has earned a well-deserved reputation for successfully educating children who have failed to thrive within other school environments.

Opened in West Philadelphia in 1980, the school quickly moved in February 1981 to North 4th Street in West Kensington. The Community High School built an international reputation and became a national leader in urban education. Facing the challenges of West Kensington, the school was recognized and praised by groups from Philadelphia's City Council to the University of Oxford in the UK. In 1995, The Community High School was accredited by the Middle States Association on Colleges and Schools, Commission on Secondary Schools.

Statistics for the West Kensington area, our home from February 1981 to June 2003, reflect high rates of crime, physical and mental health problems and poor educational outcomes. In 1992, the DEA and ATF targeted the area for massive raids. In the mid-90's, ABC's "Nightline" dubbed the area "The Badlands." In 1997, the Philadelphia Police Department targeted the area for an intense crime fighting effort due to the high incidence of drug and murder arrests. A 1998 Manhattan Institute study identified the area as one of the most devastated in the United States. However, during this period, The Community High (CHS) and Community Academy (CAP) graduated over 700 young men and women, disproving the hopelessness implied by the bare statistics.

The Community High School's partnership with the School District of Philadelphia led to CHS pioneering compensatory education programs for chronic underachievers, high school dropouts, schoolphobics, teen-parents, and expelled students. The school's partners included the State of Delaware and several social service agencies. However, CHS--and CAP to follow--always emphasized scholarship as the foundation to life success.

In FY 2007, the Community Academy of Philadelphia, a Pennsylvania Charter School (CAP) completed its tenth year as a charter school and its 27th year as a middle and high school serving at-risk youth in Philadelphia. In December 2005 at the completion of our re-accreditation, we were granted institution-wide (pre-K to 12) accreditation by the Middle States Association of Colleges and Schools, Committee on Institution-Wide Accreditation. In 2002-2003 with our first charter renewal, CAPCS expanded to a K-12 school. CAPCS (as The Community High School) was originally accredited by Middle States in 1994 as a secondary school.

In January 2006, CAP held a silver anniversary celebratory pep rally led by Police Commissioner Sylvester Johnson and the Captains of the 24th and 25th Police Districts. Later in April 2006, CAP held its Silver Anniversary Black-Tie Event honoring Act 22 of 1997 "The Charter School Law" principal sponsor State Representative Dwight Evans, who received the first annual Councilman David Cohen Memorial Award for innovation in public education. Attending to present the award was the late councilman's widow Florence Cohen.

The 27th class of 2007 was the largest at it's time in our school's history with 107 graduates, garnering over \$150,000 in scholarships. Our total 1981 to 2007 graduates, many of whom would not have graduated from high school without CHS/CAP, has passed the 1400+ mark. (By the way, our smallest class was 1982 with just 8 students!)

Community Academy is divided into three divisions, the lower school (day care nursery, pre-K to 4), middle school (5-8), and upper school (9-12). In addition, school-wide support services are provided by our twelve-member Emotional Support Team (EST), Lisa's Place Health Services,

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day care, special education department, including our two in-house school psychologists, ELL co-coordinator, and resource rooms designed to provide a continuum of services. Regular math pullouts are provided in the lower and middle school. In grades K-12, the reading program provides differentiated instruction with six PA certified reading specialists, allowing students to work in reading-level appropriate groups, resource room, and pullouts.

A middle school science coordinator was added, and the entire K-12 science and math programs was reviewed in the summer of 2007 by a committee of teachers. A new math program will begin in 2008-09. Music instruction was expanded in the elementary school (lower and middle). A wellness program was initiated in the middle school in 2007-2008; wellness education was expanded school-wide in 2008-09 with the introduction of a new cafeteria program by Sodexo, Inc.

A CAPCS unique remedial, compensatory education program, Intensive Learning (IL) spans all four years of high school. AP English was added to AP Calculus in 2006-07 and AP History will be added next year. CAPCS has contracted with the Delaware County IU to evaluate all special education programs and classroom modifications in 2007-2008. The final report was presented in May 2008, and an action plan is in the making by the Chief Academic Officer.

Community has a full line-up of music, art, clubs, and teams. In the spring of 2005, CAP's athletic program joined the PIAA and has since expanded to 9 teams. The elementary school chess team won the city championship for the third year in a row, and the middle school chess team came in second. The high school choir sang the national anthem this spring at a Phillies' game for the second year in a row.

The most recent comparable SAT scores (2005) were above the School District of Philadelphia average at 890 with 60 percent taking the test. CAPCS administration will be keeping track of the "new" SAT scores. All members of the class of 2008 passed our internal Minimum Competency Tests and senior projects (oral and written components are a graduation requirement).

All school programs have available the assistance of the Emotional Support Team (EST). In FY 2007, the EST was made up of 3.5 therapists, 4.0 social workers, 2.0 certified school counselor and 1.0 certified school psychologist, and 1.0 paraprofessional, as well as, medical team including a certified medical assistant, certified pediatric nurse practitioner, and a psychiatrist (MD) one day per week. Our certified school psychologists were. In addition, the EST (excluding the nurse's Lisa's Place) made 6,379 contacts with students of which 672 were unduplicated students. Our psychiatrist provided 99 consultations (40 unduplicated). Over 220 students attended EST groups in the middle and upper school, and 373 conflict resolutions were handled. The school showed slight improvement and slight back-sliding in the PSSA's and the Terra Novas in 2006. However, after receiving a School Improvement Award for the 2001 PSSA and as our enrollment grew rapidly, we dropped slightly in 2002 and only slightly improved in the following years. On average, scores on the Terra Nova were a bit better. CAPCS made AYP in 2005-2006 but did not in 2006-2007 or 207-2008.

AYP is no fair measure of CAPCS. It is time that the educational established in America stood up to the bullies in the Bush Administration. At every level from the war in Iraq, the attorney general scandal, Hurricane Katrina, and countless idiocies, the Bush administration has shot from the hip and ignored commonsense and logic. No Child Left Behind is no exception. An administration that a recent Washington Post series headline encapsulated as: "The Unforeseen Path to Cruelty." NCLB is cruel because it is an unfunded mandate that unfairly ignores the crisis of special needs and inner city youth while putting a plastic face of false reform. NCLB has become a multi-billion dollar business and the reading program scandals are just the tip of the iceberg. NCLB has done nothing but given a false vision of what makes a good school, ignores the efforts of the innovators (in contrast to the charter school laws whose independence is being destroyed by NCLB), encourages cheating, and wastes the tax payer's money on tests, administrator's paperwork, unproven supplemental services, whole new government departments, and lost opportunity for innovation. As professor Peter F. Drucker is quoted by the ASCD newsletter:

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"There is nothing so useless as doing efficiently that which should not be done at all." We can only hope the reauthorization of ESEA will bring commonsense to the debacle.

However, the most important factor affecting our test scores and the nonsensical AYP formula is CAPCS commitment to its mission to serve the students of the inner city at-risk, high-risk, and economically disadvantaged students of Philadelphia, a population to which NCLB only gives lip service. NCLB ignores the social and emotional lives of children necessary to achieve well. It has all but destroyed the arts in education. It has ignored the role of the family and provides no money for home visits or attendance. It punishes but doesn't support.

Growth Chart FY2001 to FY2007 -- # of homerooms

	K-4	5-8	HS
FY01	0	3	6
FY02	3	3	6
FY03	10	6	6
FY04	10	9	9
FY05	11*	9	16
FY06	11*	9	19
FY07	11*	9	19

* Plus one pre-school class in day care not included in the charter

For the Community Academy, CS, the academic year 2006-2007 was, in general, a good year. We were heartened by the pre- and post-test scores that showed a more than one-year improvement for each year a student attends CAP, but we are challenged by the slow progress in PSSA scores. However, Community Academy remains steadfastly committed to its original mission to offer a safe, quality education to at-risk and high-risk students and their families, even if that means never reaching unachievable, within our mission, AYP or other arbitrary goals that distract from our vital mission.

We have maintained superior student faculty attendance:

Grade K	94.08	Grades 9-11	91.17
Grades 1-6	92.93	Grade 12	90.80
Grades 8	92.84	Faculty and Staff	97.00

Core Purpose

Mission

The mission of Community Academy of Philadelphia (CAP) Charter School is to effectively serve urban youth in search of a positive school experience in a supportive environment. CAP is dedicated to offering a quality education while also responding to the non-academic student issues that can have a significant impact on academic and overall emotional/social functioning.

1. CAP Upper School students come from widely divergent backgrounds, including having been truant, dropped out of school, repeatedly failed or under-performed academically, as well as, a growing number of students promoted up from the middle and lower schools. Many students come to CAP searching for a school on a human scale that provides a family atmosphere.
2. CAP Middle and Lower School students come from many backgrounds and families, but all the CAP families are looking for that special school that fits. CAP strives to respond to students whose needs have not been met by large public schools that lack important student support services and enrichment activities.
3. Within the CAP environment, teachers, staff, and administration are responsive to students' needs academic, social and emotional

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4. Students are challenged to explore their personal and academic potential, and to internalize personal responsibility for choices and actions.
5. Teachers are supported in their efforts to be academically creative with students, and all CAP staff work to foster the development of trusting and respectful relationships with and between students.
6. CAP staff work to create a school environment that supports positive attitudes and is free from violence, abuse and intimidation.

However, the environment of CAP is one of strict adherence to rules, academic focus, and careful, exact wearing of the school uniform. Cooperation with and enforcement of the school rules is an integral part of the 26-year success of the school. CAP students and families respect each other, the school's rules and policies and the distinctive uniform. As a charter school, Community Academy is part of a menu of choices including Philadelphia School District traditional public schools, magnet schools, alternative programs, and other options provided under federal and state laws. Parents/Guardians should make themselves familiar with the CAP program and approach before enrolling in the school.

Vision

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pioneering compensatory education programs for chronic underachievers, high school dropouts, schoolphobics, teen-parents, and expelled students. The school's partners included the State of Delaware and several social service agencies. However, CHS--and CAP to follow--always emphasized scholarship as the foundation to life success.

Upon receiving our first charter in 1997, The Community High School changed its name, and Community Academy of Philadelphia, a Pennsylvania Charter School, set out to bring its message of hope to a broader community. In 2001, CAP's charter was renewed, and it was the only Philadelphia charter school that year to receive approval for enrollment expansion. As planned, we added kindergarten to grade 3 classes in the autumn of 2001 at a satellite location. The next year, CAP continued its expansion with grades 4 and 5 opening at a second satellite campus. At 4th Street, we kept grades 6 to 12.

In June 2002 our parent non-profit corporation, International Education and Community Initiatives (IECI), secured a Pennsylvania charter school record \$17.0 million in Standard & Poor's "A" rated municipal revenue bonds through the Philadelphia Authority for Industrial Development (PAID). CAP immediately began renovation of a 118,000 sq. ft. former Kraft cheese factory on 6.5 acres at 1100 E. Erie Avenue.

In September 2003, all three schools were combined at our new Erie campus. (By the way, our 2820 North 4th Street campus is now occupied by our sister school, Fairhill Community High School, which carries on the Community High tradition.)

Under Mr. Proietta's leadership as Chief Executive Officer, CAP extended its secondary school accreditation in 2004 and applied for accreditation by the Middle States Association of Colleges and Schools, Committee on Institution-Wide Accreditation (CIWA), for its comprehensive N-12 program. The CIWA Visiting Team evaluated our school program in May 2005, and after receiving a sterling oral report, CAP was given school-wide accreditation on December 1, 2005.

Community Academy remains a leader in educational programs that include both college preparatory and remedial classes targeted for urban youth; in addition, the school provides a full range of non-academic services. In 1994, CAP opened its day care center and in 1997 a teen clinic, Lisa's Place. The Emotional Support Team was created in 2000; it now includes a staff psychiatrist, two full and one part-time therapists, three social workers, and a lower school counselor. CAP has its own school psychologist and special education team. In 2002, CAP opened Doorways, an in-house alternative school placement.

When opened in 1980, Community High served 60 students. In September 2003 when Community Academy opened its new state-of-the-art school site, it served 1,000 students in grades K-12. In 2004, CAP re-organized as three mini-schools, lower (nursery/day care and K-4), middle (5-8), and upper (9-12) with 1,200+ students on our 6.5-acre, urban campus. With a brand new gym, CAP joined the PIAA in 2005.

Founded in 1980, the year 2005 marked our 25th anniversary. As we look forward to the end of the first decade of the 21st Century and our 30th anniversary in 2010, CAP is proud of its accomplishments and over 1500 graduates. From The Community High School to Community Academy Charter School, the Teresa Gonzalez Mena Early Childhood Center, One Bright Ray Inc., and Fairhill Community High School, the CAP family serves over 1550 young people from 6 weeks to 21 years old.

Shared Values

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Academic Standards

Our academic standards adhere to the Pennsylvania State Standards for each grade appropriate subject. Our curriculum is designed to provide students with the necessary instruction to meet these rigorous standards. Our upper grades also align with the standards of national educational organizations, i.e. National Council of Teachers of Mathematics (NCTM) and National Council of Teachers of English (NCTE).

Attainment of these standards is measured by students' ability to demonstrate acquisition and application of their knowledge. Teachers employ multiple assessments, often in varied formats, to ensure an authentic assessment of student achievement on a given standard or skill set. As mandated, assessments for students with disabilities are modified according to the accommodations set forth in a student's Individualized Education Plan (IEP). When appropriate, changes in assessment are also used when measuring the knowledge of our English Language Learners (ELLs).

The standards, curriculum, and assessments are valuable tools to focus and to measure learning.

They are used to guide new teaching methods for all students and especially for those children who are not achieving at an expected pace.

Strengths and Challenges

EXECUTIVE SUMMARY 2007-2008 ACADEMIC YEAR

In FY 2008, the Community Academy of Philadelphia, a Pennsylvania Charter School (CAPCS) completed its eleventh year as a charter school, seventh year as a K-12 school, and its 28th year as a middle and high school serving at-risk youth in Philadelphia. In June 2008, the Academy graduated its largest class of 131 students with a 98 percent senior year graduation rate. Our overall K-12 attendance rate for AY2008 was 91.0 percent. There are over 230 upper school students in accelerated, college-preparatory English courses and about 200 students in the advanced, college-preparatory math classes. One hundred and twenty students are enrolled in high school remedial classes. Ten students took AP math and 10 AP English. AP science and history will be added in AY2009. Our ELL students showed a school-wide increase of 29 percent according to the WIDA ACCESS test with grades 2 and 5 leading the way with 41 and 40 percent increases respectively. CAPCS provided an appropriate education for 145 students with IEPs and 13 students with 504 plans.

Our team of 4-6th Graders for the second year in a row placed first in the Reading Olympics run by PHILADELPHIA READS. Our middle schoolers continue to win in Mathcounts and were champions in After School chess. Also, this year all our teachers' aides successfully completed the paraprofessional test and are highly qualified for the job in accordance with NCLB. Teacher retention was high with the Upper School posting 94 percent, the Middle School 95 percent, and the Lower School 95 percent retention rates.

The 27th class of 2007 was for a year the largest in our school's history with 107 graduates, garnering over \$150,000 in scholarships. The 28th class in 2008 topped it at 131 graduates with over \$500,000 in scholarship money. Scholarships were garnered to LaSalle University, University of the Sciences, Shippensburg University, Temple University, and Rosemont College, as well as others; several members of the class enlisted in the US Army, Navy, and Marine Corps. Our total 1981 to 2007 graduates, many of whom would not have graduated from high school without CHS/CAPCS, have passed the 1500+ mark. (By the way, our smallest class was in 1982 with just 8 students!)

Community Academy (CAPCS) is divided into three divisions, the Lower School (day-care nursery, pre-K to 4), Middle School (5-8), and Upper School (9-12). In addition, school-wide support services are provided by our twelve-member Emotional Support Team (EST), Lisa's Place Health Services, day-care, special education department, including our two in-house school psychologists (one bilingual), ELL co-coordinator, and in-house reading support team. Regular reading and math pullouts are provided in the lower and middle school. In grades K-12, the reading program provides differentiated instructions with six PA certified reading specialists, allowing students to work in reading-level appropriate groups, resource room, and pullouts.

Two-fifths of the Upper School student body is in college-preparatory classes. An Anatomy and Physiology class was added to the science program. CAPCS Upper School will be doubling the amount of AP classes next year to include Biology and American History. Added this year was the Poetry Café to motivate the creative writing students and all students to enjoy poetry. Electives included music, art, writing, sciences, and themed history courses, e.g., "The Sixties." A CAPCS unique remedial, compensatory education program, Intensive Learning (IL) spans all four years of high school, providing a "little red school house" experience for 120 remedial students. A Poetry Contest with a monetary prize was presented to the entire student body. The high school athletic program increased this year. During the 2006-2007 school year, the participation count was 50 students; participation for 2007-2008 increased to 79 students. This represents an increase of 37 percent. A Scrabble Club was added to our list of extracurriculars this year. Drum

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line is in its second year of activity. The music program increased in participation this year and will present its first musical comedy "Grease" in the Spring of 2009. The choir members acted as ambassadors for the school by singing at the Constitution Center at Christmas time, a Phillies' game, the Juniata Older Adult Center, and Shriner's Hospital. The overseas trip went to Peru this year, and the North Carolina Outward Bound School (NCOBS) Scholarship program has continued to flourish. Both programs continue to be a great way to teach students to learn by getting out of their comfort zone. Thirty students were involved in the overseas trip, and ten students were given scholarships for NCOBS through the Kate Svitek Memorial Scholarship and the Philadelphia Scholarship Fund. The Upper School participated with the Lower School in celebrating Dr. Seuss' Birthday with the NFL Moms. Two NFL players, past and present, visited three classrooms to talk with the Upper School students about motivation in school.

The most recent comparable SAT scores (2005) were above the School District of Philadelphia average at 890 with 60 percent taking the test. CAPCS administration will be keeping track of the "new" SAT scores and expect to be able to report next year. All members of the class of 2008 passed our internal Minimum Competency Tests and senior projects (oral and written components are a graduation requirement).

The entire K-12 math program was reviewed in the summer of 2007 by a committee of teachers and administrators. The new math program has been chosen and purchased and will be in place for the start of AY 2009. In-service for teachers took place and will continue to take place throughout next year. A new math pullout teacher has been hired for the Lower School and the current teacher will continue with the 5th and 6th grades. CAPCS hired a librarian and received over \$70,000 in private grants to enhance its library. Music instruction was expanded in the elementary school (lower and middle). Wellness education, which began in the Middle School in AY 2007, was expanded school-wide with the introduction of a new cafeteria program by Sodexo, Inc. Twelve students from the 5th and 6th grades participated in Donovan McNabb's one-day football camp on June 14, 2008. This was sponsored by Donovan McNabb's Foundation, "Company 20." Also, middle school students participated in the NFL Moms Day---7th and 8th grade honor students had the opportunity to meet with Brian Westbrook. Clubs moderated by Middle School teachers included: Reading Olympics (4-6), Student Government (5-8), Guitar Lessons (5-8), Craft Club (5), Talent Show (5-8), Chess Club (5-8), Writing club (7-8), Ballroom Dancing (7th and 8th lessons for after school activity by volunteers from University of Penn), Drill Team (7th and 8th grade), Art Club (7th and 8th grade), and Intramural Basketball (7th and 8th grades). The Dare Program (Drug Awareness and Resistance Education) was presented to 5th grade students and GREAT (Gang Resistance and Education) was presented to the three sixth grades. Officer Volker also did a one-period break out session for the 8th grade students about gangs.

CAPCS has provided an appropriate education for 145 students with IEPs and 13 students with 504 plans during the 2007-2008 year. CAPCS offers a continuum of services for all students, so that students' needs can be met here at our school. The special education department has collaborated with members of administration, emotional support team, reading department, and health services to ensure that each IEP is implemented successfully. CAPCS has contracted with the Delaware County IU to evaluate all special education programs and classroom modifications in 2007-2008. The internal report was presented to the special education team and administration this Spring.

All school programs have available the assistance of the Emotional Support Team (EST). In FY 2008, the EST was made up of 1.0 therapists (MSS), 3.0 social workers (MSW, 2BSs), 1.0 certified school counselor (MS) and 2.0 certified school psychologists, and 1.0 paraprofessional (AS), as well as, a medical team including a psychiatrist (MD) one day per week, a full-time certified pediatric nurse practitioner (MSN-CPNP), and a certified medical assistant (AS). In addition, the EST (excluding our nurse and visiting nursing students in Lisa's Place) made 4,676 contacts with students of which 653 were unduplicated students. Our psychiatrist provided 99 consultations (40 unduplicated). 679 students attended 225 EST sessions of 11 groups in the

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Middle and Upper Schools, and 471 conflict resolutions were handled.

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AYP is no fair measure of CAPCS. It is time that the educational established in America stood up to the bullies in the Bush Administration. At every level from the war in Iraq, the attorney general scandal, Hurricane Katrina, and countless idiocies, the Bush administration has shot from the hip and ignored commonsense and logic. No Child Left Behind is no exception. An administration that a 2007 Washington Post series headline encapsulated as: "The Unforeseen Path to Cruelty." As a critical website reports sarcastically: "Public disgrace, humiliation, torture and punishment are scientifically proven to improve motivation, reading skills and test scores." NCLB is cruel because it is an unfunded mandate that unfairly ignores the crisis of special needs and inner city youth while putting a plastic face of false reform. NCLB has become a multi-billion dollar business and the reading program scandals are just the tip of the iceberg.

NCLB has done nothing but given a false vision of what makes a good school, ignores the efforts of the innovators (in contrast to the charter school laws, the independence of which is being destroyed by NCLB), encourages cheating, and wastes the tax payer's money on tests, administrator's paperwork, unproven supplemental services, whole new government departments, and lost opportunity for innovation. It has destroyed a decentralized educational system that made America great and replaced it with a European-style central government bureaucracy more suited for France or the Soviet Russia than Philadelphia, Pennsylvania. As professor Peter F. Drucker is quoted in the ASCD Newsletter: "There is nothing so useless as doing efficiently that which should not be done at all." We have been forced to waste the past seven years chasing the dream of a right-wing, fascist plutocracy bent on revenge against any educational system that promotes the kind of thinking, critical citizenry envisioned by Thomas Dewey.

However, the most important factor affecting our test scores is based on the racist and nonsensical AYP formula versus CAPCS' commitment to its mission to serve the students of the inner city: at-risk, high-risk, and economically disadvantaged students of Philadelphia: a population to which NCLB only gives lip service. NCLB ignores the social and emotional lives of students necessary to achieve well. It has all but destroyed the love of learning and the fine arts in education. It has ignored the role of the family and provides no money for home visits or attendance. It punishes, but doesn't support. The Community Academy refuses to "teach to the test" or use long discredited "get rich quick" strategies like those reported by a "bragging" DC schools spokesperson: "One principal established a 10th-grade academy to provide intensive preparation for students taking the test. Another introduced a Saturday "Kickball Quiz Bowl," offering iPods and movie passes to students who correctly answered sample test questions. And one constantly apprised students of their pre-test scores, hoping to make them responsible for improvement." (Washington Post 7/11/2008 B01)

For the Community Academy, CS, the academic year 2007-2008 was a good year. We were heartened by the pre- and post-test scores that showed a more than one-year improvement for each year a student attends CAP, but we are challenged by the slow progress in PSSA scores and chagrined that we have wasted so many resources on the Bush Administration's misguided quest. However, Community Academy remains steadfastly committed to its original mission to offer a safe, quality education to at-risk and high-risk students and their families, even if that means never reaching unachievable (if we stay faithful within our mission) AYP or other arbitrary goals that distract from our vital mission.

Submitted July 31, 2008

Joseph H. G. Proietta EDM
President and CEO
John M. FitzSimmons MD MBA
Chair of the Board of School Directors

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Community Academy of Philadelphia, A Pennsylvania Charter School, has been striving for over 27 years to provide our at-risk students with excellence in our academic program, support system, and increased opportunities for enrichment. We have grown tremendously throughout the years from 12 students to over 1200. Our most notable growth has occurred over the past 4 years after moving to a new state-of-the-art facility to combine our K-12 program into one cohesive learning community. Many adjustments have been made to accommodate the varied learning needs of the students who joined our community during the increase in enrollment of 480%. As a symptom of the exponential growth, our previous strides in test score achievement have been gravely affected. Yet the sacrifice of test score achievement in the short run is far overshadowed by our overall success. It is simply another challenge to which Community Academy will rise and will surmount. As a result of these actions, and the accompanying student achievement, our school currently holds the status of "Corrective Action II". We are working diligently as a school community of parents, administrators, students, teachers, and stakeholder to meet AYP and successfully cycle out of "Corrective Action".

This strategic planning process is the latest step in our on-going efforts to provide our students with an optimum learning experience. The plan details support at all levels: academic and emotional support for students, professional development and mentoring for teachers, and collaboration and ideas exchange for administrators.

We will track our progress in four main areas:

1. Quality Teaching is paramount for any school's success. We employ highly qualified teachers and will give them on-going and consistent support through the leadership of strong principals. Teachers will be made familiar with their students needs and will be given the tools and guidance necessary to meet those needs and push those students to the next level.
2. Quality Leadership is the backbone of any successful organization. We will arrange our administrative structure to facilitate frequent and meaningful communication and collaboration among administrators.
3. Artful Use of Infrastructure with Community Academy has always set us apart from other educational institutions. With our emotional Support Team we will continue to provide at-risk students with the coping skills they need to deal with personal traumas so that they can continue their education. In addition, the planned development of our newest assets in technology will also serve to greatly facilitate learning.
4. Continuous Learning Environment will exist, not only with our students, but also among our teachers and administrators. A rigorous calendar of continuous Professional Learning and Collaboration is included and details multi-level support to meet our goals.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
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Community Academy of Philadelphia CS - Charter Annual Report

Elizabeth McCluskey	CAP Employee, CAO	Administrator	CAO
Priscilla Fuentes	CAP Employee, Deputy CEO	Administrator	CAO
Roas Ramos	CAP Employee, LS Principal	Administrator	CAO
Gina Bittinger	CAP Employee, MS Principal	Administrator	CAO
Alberta O'Brien	CAP Employee, US Principal	Administrator	CAO
Kim Jetter-Henson	CAP Employee, Senior Reading Specialist	Ed Specialist - Instructional Technology	CAO
Cassandra McLauhin	CAP Employee, Special Education Supervisor	Special Education Representative	CAO
Anthony Richichi	CAP Employee, US Teacher	Secondary School Teacher	CAO
John Mostak	CAP Employee, Upper School teacher	Secondary School Teacher	CAO
Teki Knox-Wagner	CAP Employee, MS Teacher	Regular Education Teacher	CAO
Stephanie Ciarrochi	Special Education Coordinator	Special Education Representative	CAO
Merideth LeMasters	CAP Employee, MS Teacher	Regular Education Teacher	CAO
Francesca Pugh-Opher	CAP Employee, LS Teacher	Regular Education Teacher	CAO

Goals, Strategies and Activities

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show growth.

Strategy: Maintain High Graduation Rate

Description: Our Emotional Support Team will continue to provide at-risk students with the coping skills they need to deal with personal traumas so they can continue their education. In addition our teachers and various interventions, including our Reading Specialist Team, offer on-going academic support for all students, especially those at-risk for dropping out.

Activities:

Activity	Description	
Provide support to at-risk students	Teachers and administrators will continue to stay in frequent (i.e. at least weekly) communication with our Emotional Support Team regarding irregularities in student attendance, student grades, etc. to identify students in need of emotional support. In addition our academic intervention will continue to support students at risk of failure.	
Person Responsible	Timeline for Implementation	Resources
Anna Duvivier	Ongoing	\$0.00

Goal: MATHEMATICS

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

Strategy: Reinforcement of Standards-Based Mathematics Instruction and Assessment

Description: Professional developments focused around a foundation of conscious alignment to PA Mathematics Standards including familiarization with Ed Hub offerings, NetTrekker, and Assessment Anchor notecards.

Activities:

Activity	Description	
Professional Development in PA Mathematics Standards	Professional Developments on the Standards reinforced the importance of meeting each standard and each assessment anchor, while paying particular attention to concepts covered in the Eligible Content areas. Teachers received Assessment Anchor Notecards for easy reference during lesson-planning. Teachers received professional development in how to access and navigate the PDE Ed Hub and NetTrekker resources.	
Person Responsible	Timeline for Implementation	Resources
Anna Duvivier	Ongoing	\$0.00

Goal: READING

Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: Reinforcement of Standards-Based Reading Instruction and Assessment

Description: Professional developments focused on a foundation of conscious alignment to PA Reading, Speaking, and Listening Standards with emphasis on regular use and reference to Assessment Anchor Notecards, PDE Ed Hub resources, including the NetTrekker search engine.

Activities:

Activity	Description	
Professional Development in PA Reading Standards	Professional Development by our Reading Specialist Team provided teachers with a wealth of teaching activities designed to meet the Eligible Content Areas. Previous Professional Developments on the Standards had reinforced the importance of meeting each standard and each assessment anchor, with emphasis on the Eligible Content areas. Teachers received Assessment Anchor Notecards for easy reference during lesson-planning. Teachers received professional development in how to access and navigate the PDE Ed Hub and NetTrekker resources. A sample reading lesson was presented using these resources available from PDE.	
Person Responsible	Timeline for Implementation	Resources
Anna Duvivier	Ongoing	\$0.00

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

Strategy: Maintain High Student Participation Rate

Description: Teachers and administration will continue to stress the importance of attendance everyday, but also including PSSA testing days. The testing coordinator will continue to coordinate with teachers to ensure that absent students are tested upon their return to school.

Activities:

Activity	Description	
Frequent Communication on the Importance of Attendance	The importance of daily attendance and attendance on test days is stressed throughout the school year. Daily phone calls home are made for every absent student every day. In addition, prior to testing days, the dates and importance of attendance are posted on our school website and flyers are sent home to parents. When a student is absent on a testing day every effort is made to complete make-up testing and maintain our participation rate.	
Person Responsible	Timeline for Implementation	Resources
Anna Duvivier	Ongoing	\$0.00

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

Intermediate Unit designee met with and when meeting occurred:

The meeting was held with the Pennsylvania Department of Education.

Statement of Quality Assurance - Attachment

- Statement of Quality Assurance

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

In the lower grades our teachers align their syllabi to all grade appropriate PA State Standards. In addition, those grades use a uniform, research-based textbook series for English, math, science and social studies that is also designed to align with all PA standards. This way our students progress from year to year with a consistent program which is crucial to the learning, retention, and progression of learning the skills and content in the state standards.

In our upper grades, teachers also tailor their syllabi to all state standards and are required to follow our school curriculum which was inspired by and is a comprehensive representation of the state standards in addition to other national organizations, i.e. the National Council of Teachers of Math (NCTM) and the National Council of Teachers of English (NCTE) standards.

The curriculum content for all subjects is standardized throughout the elementary school. The skills and areas for instruction are contained in the curriculum guidelines prepared for each level. The guidelines are written and revised periodically by a committee of teachers, department heads, and administrators. Approved national standards, PA State Standards and educational research are included in curriculum guides.

In the high school, each teacher develops his/her syllabus which must be aligned to both state standards and the school curriculum subject specific standards. Teachers must submit their syllabi annually to their principal to obtain approval, to defend its compliance with accepted standards, and to suggest a text or materials to implement the program. Assessment tools are also discussed. The principal approves/disapproves as appropriate; monies are then budgeted accordingly by the principal.

The curriculum follows the program mandated and supported by the PA State standards. These standards form the structure for our school's appropriate and rigorous curriculum. It is organized to meet our students entitlement to the most effective and efficient education possible. Again, in exceptional cases, the school program is designed with built-in supports such as our reading specialist team, our math and reading pull-out system, our special education department, our emotional support team, our intensive learning program, etc. to meet the needs of students that cannot be addressed in our typical classroom.

Our school offers many opportunities for professional development and is very much of the belief of investing in teacher's skill development as one of the most effective means of improving a school's academic program.

Teachers are encouraged to make use of research-based methods including Bloom's Taxonomy to lead students, on their appropriate level, to approach learning tasks on multiple levels of understanding and investigation. Teachers are pushed to stretch their students beyond rote knowledge and skill application to higher modes of learning in analysis, synthesis and evaluation of their subject matter. Students are guided to learn by being encouraged to question, to make predictions, and to make educated conclusions across the curriculum and to also make connections among their multiple disciplines.

Our teachers balance well the difficult task of having both realistic and high standards for our students operating below grade level. Understanding the need to stress core knowledge and basic principles before moving on is key to our success in advancing students towards their proper grade level; otherwise students become frustrated and lack motivation to work towards success. Each of our teachers is available for tutoring for a full hour after every school day and many tutor students early in the morning before class as well.

In addition, students in our elementary school with significant skill deficits have their regular educational program supplemented with reading and/or math pullout work with a reading specialist and a master teacher of math respectively.

Our reading specialist team includes a certified reading specialist for each school division: K-4, 5-8 and 9-12 to enhance classroom teaching, provide professional development, and manage a caseload of pullout instruction for our neediest readers.

In addition, our students in grades 8-12 with severe deficits are placed into our intensive learning classes that offer the stability of a self-contained classroom and the support of a full-time teacher and bilingual teacher's aide as well as instruction by a reading specialist

Our teachers employ a variety of different teaching styles in efforts to respond to research on multiple intelligences and the different learning styles of our students. The use of manipulatives and hands-on learning is prevalent in our math and science courses especially. In our lower grades group recitation is also used at times to reinforce established skills. Structured collaborative learning is used across all disciplines and grades throughout the school. In addition to these other methods the upper grades are also exposed to lecture and note taking to prepare them for the typical college classroom teaching method.

Note: A revised induction and professional development plan have been mailed to the state and are pending approval.

Rigorous Instructional Program - Attachments

- Revised Induction Plan
- Revised Education Plan

English Language Learners

All potential ELL students are assessed for English language proficiency using the home language survey, personal interview, test score review, teacher input, and/or parent notification. Students are determined to be ELL under the school's eligibility criteria. ELL students are provided facilities comparable to those provided to the overall student population of the school. The ELL program staff consists of bilingual teacher aides who are given in-house training to fully implement the program. ELL students are generally not segregated from their English-speaking peers except as necessary to implement the ELL program.

Exit Criteria for Pennsylvania's English Language Instructional Programs for English Language Learners

The exit criteria provided below for English Language Learners (ELLs) represent valid and reliable evidence of a student's English language proficiency to exit from an English language instructional program. In order to meet the required State exit criteria for Pennsylvania's English language instructional programs for ELLs, CAP uses both of the required exit criteria listed below. In addition, CAP ensures that students meet one of the 2 additional exit criteria provided below to exit from an English language instructional program:

Required Exit Criteria:

1. Score of Basic on the annual Pennsylvania System of School Assessment (PSSA).

SPECIAL CIRCUMSTANCES:

1. For students transferring from other states, out-of-state academic achievement assessment results may be considered when the academic proficiency level is comparable to basic on the PSSA.
2. For students that are in a grade that is not assessed with the PSSA, LEA's must use each of the remaining criteria listed below to exit students.
 - a) Score of Proficient (Bridging as per the Pennsylvania Language Proficiency Standards for English Language Learners) in the areas of Listening, Speaking, Reading and Writing on the annual state English language proficiency assessment. The Proficient (Bridging) score will be based on the total composite assessment results.

Additional Exit Criteria:

1. Final grades of C or better in core subject areas (Mathematics, Language Arts, Science and Social Studies).
2. Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA.
3. All transitioned former ELL students are monitored for a period of 1 year and adjustments are made when necessary.

Graduation Requirements:

1. Students must report to their senior advisors when they are assigned in May/June to begin the senior projects and create a post-secondary plan.
2. Seniors must pass 4 out of 5 sections of the Minimum Competency Exam.
3. Seniors must pass the written and oral component of the Senior Project.
4. Senior must have completed a total of 23.5 I.U. credits, with a minimum of 4 mathematic credits, 4 English credits, 4 history credits, and 4 science credits.
5. Transfer students may apply for exemptions from the Principal.
6. Seniors will be placed on "senior probation" if they receive:
 - a) Warning notices in the 4th quarter.
 - b) Warning of an "unsatisfactory" in conduct.
 - c) failing grade on their senior project.

- d) failing grade on their senior competency exam.
- e) suspension.

English Language Learners - Attachment

- ELL Report

Graduation Requirements

Seniors on “senior probation”, or who believe may fail any subject on the final June report card, must see the Principal for final determination of graduation status.

(See www.communityacademy.org. and click on “graduation requirements.”)

Graduates must fulfill all graduation requirements as well as have no disciplinary violations, “Unsatisfactory Conduct” in any scheduled class including SSR, in order to participate (“walk”) in graduation exercises.

Graduation requirements include course completion and grades, completion of a culminating project and results of local assessments aligned with the academic standards. It is our hope that all 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 4.52 (relating to local assessment system) at the proficient level or better to graduate. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding.

Senior Project Guidelines

In order to fulfill graduation requirements, seniors must complete a senior project. The Senior Project will include both a written and oral component, each comprising 50% of a total grade. In preparation for this project, seniors will work closely with their Senior Advisors and our writing teacher:

1. Written Component

- a. Seniors will choose a topic based on their plans after graduation. Using their chosen topic, seniors must write a formal research paper. The paper must follow the Modern Language Association (MLA) guidelines and include the following:
- b. Cover page including title, name, homeroom, date, and intended career
- c. Last name and page number indicated in right-hand corner of each page
- d. Work cited

2. Oral Component

- a. Using this topic and the written components as a basis, seniors must give an oral presentation using audio or visual aids, such as photographs, posters, maps, power point presentations, and a video excerpt, etc. Students **MUST** do their oral presentation on their assigned day.
- b. Projects will be graded on using two 100-point scale rubrics with the scoring categories of High Pass (95 and above), Pass (94-60), and Fail (59 and below).
- c. Students are expected to hand in the written component on time. Students who choose to hand late projects will be penalized 5 points each day it is late. Students **MUST** present oral presentations on the on the assigned date or they will receive a zero for the assignment and a failing grade for their project, thus putting their graduation status in grave danger.

Special Education

The purpose of the special education department at Community Academy of Philadelphia is to provide Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) to students with disabilities. At Community Academy we want to ensure that students with disabilities find success in a regular education setting. Students may receive additional services if the Individualized Education Program (IEP) team decides they need extra help. Some of these

services include speech and language therapy, occupational therapy, reading pull-outs, etc. Students who are suspected of having a disability must go through the referral process whether the teacher or the parent has a concern about the student.

Special Education - Attachment

- Special Education

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Stefanie Ciarrochi	.40	Learning Support	CAP	14	none
Maureen Cooper	.50	Learning Support	CAP	28	none
Cassandra McLaughlin	.27	Learning Support	CAP	18	none
Jacqueline Russak	.23	Emotional Support	CAP	18	none
Margie Kaczor	.11	Emotional Support	CAP	8	none
Lisette Rivera	.11	Emotional Support	CAP	8	none
Morgan Arbogast	.15	Emotional Support	CAP	11	none
Anastasia Rivera	.12	Emotional Support	CAP	7	none
Rudolfo Vidal	.15	Emotional Support	CAP	5	none
Sara Ferry	.03	Emotional Support	CAP	6	none
Jessica Rausch-Esquivel	.05	Emotional Support	CAP	6	none
Dr. Elizabeth Kuh	.42	Emotional Support	CAP	15	none
Janice Williams	.36	Emotional Support	CAP	4	none

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
ASPS	.8	Speech therapy	CAP	29	none
ASPS	.2	Speech therapy	CAP	18	none
ASPS	.8	Occupational Therapy	CAP	18	none

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Supervisor	CAP	1.00
Special Education Coordinator	CAP	1.00
Special Education Coordinator	CAP	1.00

School Psychologist	CAP	1:00
Paraprofessionals	CAP	14:00
Bilingual School Psychologist	CAP	1:00
Speech Therapist	CAP	.2
Occupational Therapist	CAP	.8
Speech Therapist	CAP	.2

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
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SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

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

Student Assessment

We use the scores on standardized tests, namely the PSSA and the TerraNova, as useful indicators of students' deficit areas and areas of focus for teachers working on bringing those students up to appropriate grade level. Under the guidance of school administration, our chief academic officer, and master teachers, we guide teachers to use the skill deficit areas as targeted goals and develop the most effective and efficient means of meeting them while adhering to the state standards.

These results, and a desire to motivate student progress, have also been an influential factor in our recent development of a five year action plan targeted at increasing students' reading, writing, speaking, and listening skills. These standardized and local tests will be useful quantifiers for measuring student progress over those five years in particular.

We typically use a review of standardized tests and a student's transcript as indicators of their current achievement level. Next year we hope to add a review of recent student progress via the Pennsylvania Value Added Assessment System (PVAAS) to monitor individual students' growth as a result of our academic program. Administrators and teachers can use the measurements to see what is working and should continue to be emphasized in our program; likewise, such results offer another means of identifying students who have not shown appropriate growth within a given time period. These students can then be redirected to one of our many academic support services. We will also be bringing a 9-member team of administrators and teachers to the 2008 Governor's Institute on Data Driven Instruction this July for intense professional development on the

Standards of Aligned Systems Program

We measure student achievement through a variety of indicators aimed at appealing to the different learning styles and multiple intelligences of our 1200+ students. As a result our teachers

use a variety of assessment tools to measure student success. In addition to the more traditional quiz and test assessments, our students often are assessed on their achievement in independent projects that act as a catalyst motivating to explore their capabilities in art, public speaking, problem solving and creativity. Our K-8 students also contribute to and maintain working portfolios throughout the entire school year as another means of showcasing their achievement. At the end of each year, the materials are reassessed by the student and teacher and the student's permanent portfolio accompanies him or her into the next grade.

The intervention of failure is built into our educational framework. In the upper grades especially, we often take in transfer students who arrive with myriad achievement deficits for their appropriate grade level. Our unique "intensive learning" (IL) classes are designed to complement student needs and support individual weaknesses while adhering to standards and pushing students to overcome previous setbacks. Each class has a full-time teacher and a full-time bi-lingual teacher's aide. The success of this program in breaching achievement gaps is marked. As a result, this coming school year we are expanding to add a full time reading specialist to these classes and are expanding the grades served by two full classes to offer an IL alternative to needy students in grades 8-12.

Throughout the school year, our students are given fair warning of failure with mid-quarter progress reports mailed home to parents. In addition at least two rounds of warning notices, accompanied by appropriate parent/teacher communication, are sent to elementary and middle school students in danger of retention and to 12th grade students whose grades have jeopardized their graduation status. Open communication among student, parent, and teacher is consistently emphasized and encouraged.

In addition, all of our teachers from K-12 remain in school a full hour after classes have ended for purposes of tutoring and availability for struggling students. In the summer, an optional enrichment program is available for elementary and middle school students. On- site summer school is available for upper school students needing to make up credits to stay on their appropriate grade level or for students seeking enrichment in a certain subject.

Student Assessment - Attachments

- Student Assessment
- AYP Data
- PSSA Percentage

Teacher Evaluation

Our teacher evaluation process is intended to provide both teachers and our students with the most favorable conditions for teaching and learning. Particular areas of focus lie in classroom management and classroom atmosphere, instructional methods, and students' responsiveness and interest in the lesson. For purposes of Instructional II certification our evaluation form is transferred to the PDE 476 form provided by the state

Process:

At minimum, the Principal will observe non-tenured teachers two times each year: November and May. At minimum, tenured teachers will be evaluated one time each year in May. All formal observations will be scheduled.

The observation will take place during an entire class period. A formal post-conference will follow each observation, typically later that day or the following day. During the post-conference, the Principal will share her observations. In addition, the teacher and Principal will share their thoughts about what went on during the class, discuss any problems that arose, problem solve, if necessary, and ascertain any further support needed by the teacher.

Community Academy of Philadelphia believes that comprehensive, ongoing professional development is central to school improvement and student success. To that end, Community Academy of Philadelphia Staff Development promotes continuous professional growth in a supportive environment by enhancing the knowledge and skills of all faculty and staff, with the expectation that doing so will also raise the levels of student performance. In addition, the faculty and staff are advised of any professional development activities via email, newsletters, and weekly faculty/staff meetings. We also provide needs assessment forms to find out what our faculty/staff would like to learn so we can arrange the specific information sessions more effectively.

The faculty/staff development includes training that relates to instruction of students with disabilities and is designed for educators who work primarily outside of the area of special education. The staff development programs promote learning and collaborating with colleagues, reflect best practices, and be guided by the goals of the school. Instructional staff development is predominantly campus-based, related to achieving our school's performance objectives, and developed and approved by the Chief Administrative officers in conjunction with the division principal's and vice principals. Instructional staff development may include activities that enable the campus staff to plan together to enhance existing skills, to share effective strategies, to reflect on curricular and instructional issues, to analyze student achievement results, to reflect on means of increasing student achievement, to study research, to practice new methods, to identify students' strengths and needs and to develop meaningful programs for students and to appropriately implement site-based decision making.

Instructional staff development activities may include study teams, individual research, peer coaching, workshops, seminars, conferences, and other reasonable methods that have the potential to improve student achievement. In addition the school recognizes the need for teachers to take courses and/or attend conferences, in-services, seminars, workshops, non-credit professional courses and visitations directly related to their teaching. The school with the board of directors' approval has organized a professional development fund to support this ongoing development.

NOTE: In 2008-09 CAPCS will be appointing department heads and cluster leaders who will be involved in the evaluation process for their departments

Teacher Evaluation - Attachment

- Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

In 2007-08, the Board of School Directors added Wendy Blackson as our parent representative. Ms. Loretta Crespo, whose children graduated in June 2007 was reappointed to regular board seat. Mr. Marcus A. Delgado was elected vice chairman of the board of school directors. However, our elementary school principal for the past 3 years, has moved to Rhode Island at the end of the school year. We have appointed Ms. Rosa Ramos, former Principal of St. Boniface Catholic School to this position for the 2007-2008 school year. She will be retained in that position for 2008-2009.

Board of Trustees

Name of Trustee	Office (if any)
Thomas Baldino	Board Member
Nick A. Cinnali	Board Member
Loretta Crespo	Board Member (parent)

Marcus A. Delgado	Board Member
Andres Jalon	Board Member
Jack M. Fitzsimmons	Board Chairman
Joseph H. Proietta	Secretary
Frank Viola	Treasurer
Hazel Hagger	Honorary Board Member
Wendy Williams-Blackson	Board Member

Professional Development (Governance)

The Mission Statement of CAP articulates the school’s commitment to ethical, fair, honest dealings with the entire school community. The Board by-laws, employee, manual, and the student handbook are extensions of that commitment. The students and their parents are presented a copy of the handbook each school-year and are required to present written confirmation that it has been read and understood. The handbook establishes clearly the conduct and decorum expectations for CAP students and their families. The employee manual is presented to all new employees and updated annually. Both the student handbook and the employee manual, should extraordinary circumstances or events warrant such, may be updated during the course of any school year. The by-laws are reviewed each year, but are less frequently revised. Board members and senior management are covered under the sunshine act, which requires financial disclosure statements and board meetings that are open to the public. In addition, board members must sign statements the attest that there are no conflict of interest in dealings regarding the school. In addition, The board members have each received the “guide to Pennsylvania public official and employee ethics law.” counsel attends all board meetings and trains members on legal, ethical, (including the sunshine law) requirements of their positions.

Coordination of the Governance and Management of the School

The School’s founder and CEO, who authored these systems, remains deeply involved in the operation of the school. His weekly faculty and staff meetings, as well as his day-to-day contact with school operations, ensure that our systems remain true to the School’s objectives. The Board Chair is a founding member and the Board includes several members that have long-term experience with the School and its mission. The Chief Academic Officer and Special Education department attends monthly meetings at the SDOP

The mission driven nature of the school requires frequent and introspective reviews of policies and procedures to ensure that they are consistent with the school’s philosophies and beliefs. These reviews may be as formal as those that occur during Middle States re-accreditation and Pennsylvania charter renewal examinations with the School District of Philadelphia or during less formal evaluations during the normal execution of school duties. Self-evaluation is part of the school culture.

Coordination of the Governance and Management of the School - Attachment

- Tentative Board Schedule

Community and Parent Engagement

The Board of Trustees in conjunction with the administration has the expectation of the highest professional standard of conduct for all CAP employees. In addition, CAP maintains and updates daily, our school’s website www.communityacademy.org. This website provides instant access via e-mail, to any administrator, teacher, or staff member that a parent or student might need to contact. The school has a voice message system to contact administration or faculty members. Parent/Teacher conferences are held quarterly for a face-to-face discussion of student progress. CAP provides a constant flow of information to parents, which include but not limited to conduct

calendars, mid-quarter progress reports, quarterly report cards, discipline reports, uniform violations, and homework assignment sheets or copybooks.

The Board of Trustees added a parent to the board in 2005-2006 (her term expires 2008), In 2007, when her children graduated, she was assigned a regular board position and a new parent representative was appointed (her term expires 2011).

Throughout the year, the parents and friends of CAP are invited to various school activities. Examples of these activities would be "Grandparents' Tea", Thanksgiving Feast Celebration, "Secret Reader", which is a weekly surprise guest reader who comes to the school library and read to our Kindergarten. During the 2005-2006, Police Commissioner, including the Chief of Staff of the Philadelphia Police Dept., Deputy Commissioner of License and Inspection, Chairwoman of NFL Mothers Association, and Jacqui Rice, wife of NFL great Jerry Rice and president of the Rice Family Foundation were secret readers. For the second year we were fortunate enough to have several NFL mothers and a few sons come out to the school for Dr. Seus's birthday. Each NFL mother read books to our elementary school students. We also invite guests from the community to come and give presentations to our students. Examples of this would be representatives from the Philadelphia Orchestra visit our students and give an overview of a musical concert they will attend at the Kimmel Center; representatives from the SPCA come and inform students on proper pet care. CAP annually holds a "Career Day" inviting professionals to come and share their careers with the student body. Opportunities for members of our various staffs, such as Retreat Day and other social activities, are created to come together as an entire group.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Developmental solicitation of funding through grant proposal writing for CAPCS' annual fund, educational, co-curricular, extra curricular, and Student support services was the primary focus for the 2007-2008 SY.

CAPCS took part in the Educational Improvement Tax Credit, enabling corporate sponsorships. In addition there will be developmental solicitation of funding through grant proposal writing for CAPCS' annual fund, educational, co-curricular, extra curricular, and Student support services. In addition, CAPCS received services from International Education and Community Initiatives, through the twenty First Century Community Learning Centers Grant to expand and improve the Aftercare and Summer Enrichment programs that we offer.

Fiscal Solvency Policies

CAP maintains an open line of credit with Commerce Bank. Shortfalls and delays can also be covered by a line of credit with the Philadelphia Reinvestment fund.

Accounting System

The financial accounting system used by the school provides the necessary information to:

- 1) Prepare financial reports that present fairly the financial position and results of financial operation of the funds and account groups of the LEA in conformity with GAAP.
- 2) Determine and demonstrate compliance with finance-related and contractual provisions (such as subsidy calculations).

The accounting policy and procedures followed by the school are in compliance with the Manual of Accounting and Financial Reporting for Pennsylvania Public Schools. The School utilizes Quickbooks accounting software, which is also in compliance with the standardized chart of

accounts listed in the above referenced manual. At the direction of the CEO, the school uses a zero-based budget procedure.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statements of Revenues, Expenditures & Fund Balances signed by the CEO

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

Our school's current auditing firm is Siegal and Drossner, PC. The attached Audit report reflects year end June 30, 2007. Our next Audit is scheduled for August 30, 2008.

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

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

Citations and follow-up actions for any State Audit Report

There were no citations or follow-up actions for any State Audit Report

SECTION VII. FACILITY RESPONSIBILITIES

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

IMPROVEMENTS FOR THE 2007-2008 SCHOOL YEAR:

1. Security enhancement: reconfiguring the main security station for better visibility and crowd control and the addition of a walk thru metal detector for campus visitors at both the front and upper school/gymnasium entrance.
2. Upgrades to the gym sound system.
3. Addition of tables in the Atrium to allow seating for 54 which can be used for academic as well as extracurricular activities.
4. Installation of two walk thru metal detectors in the HS entrance
5. Acquisition, and associated training, of hand held metal detector wands
6. The purchase of a new 72 passenger school bus including safety enhancements such as student seat belts.
7. Replacement of M/S bathroom faucets with "hands free" units. After trial period will be rolled out school wide.
8. Upgrade to gym sound system including new microphone head sets and transmitters.
9. Tables added to North Atrium.
10. Gym scorers table and associated chairs.
11. Library upgrades addition of 6 cork-boards.
12. New chairs in the main lobby.
13. Serving equipment for the LS/MS lunch room.

Future Facility Plans and Other Capital Needs

IMPROVEMENTS FOR THE FUTURE:

- 1) Acquiring of additional building for to enhance School programs such as social services and extracurricular activities such as music.

- 2) Addition of theatrical lighting for the gym stage so that dramatic productions can be preformed.
- 3) Addition of Acoustical panels to enhance sound quality especially for gym stage performances.
- 4) Additional guard shack for Erie gate to be used during events.
- 5) Adding additional meeting space in the south atrium.

All of the above improvements will enhance the overall education of our school.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Each student has an individual record with all pertinent data- screenings, physical exams, health history, and episodic flow sheet as required by The Department of Education. Files are kept in a locked filing cabinet.

In-service is provided by the School Nurse. In addition the nurse is present and all staff meetings should individual teacher/staff concerns should arise. Several of our faculty and staff members were given fire prevention and CPR training. We are scheduled for a CPR/AED training course in August 2008 for new employees and for recertification. A full time employee of our school is also certified to train all faculty and staff with CPR. A number of faculty and staff have also been trained to use an AED (defibrillator), a life saving unit, this summer.

Our school security officers are also Temple certified and trained in proper security procedures.

Our operations department has been trained to handle all equipment hazards and is knowledgeable with safety standards. We hold fire drills in school as well as on the school buses as required by law, on our own and with the local fire department. Documentation of all fire drills are kept in the administrative office.

The 2007-2008 Request for Reimbursement report is not due until September 30, 2008. Attached is last years report.

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

- Cap Wellness
- Submitted reimbursement form

Current School Insurance Coverage Policies and Programs

Building and Contents	\$15,059,103
Auto Liability	\$1,000,000
Personal Property	\$3,090,000
General Liability	\$7,000,000
Workers Compensation	\$500,000.
Commercial Umbrella	\$7,000,000.

We currently offer our employees Keystone Health Plan East (100%), Personal Choice (partial employee contribution), Delta Dental, Paul Revere \$50,000 life insurance policy and PSERS.

Current School Insurance Coverage Policies and Programs - Attachments

- Accord Docs
- Accord Docs

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

CAP is committed to maintaining a staff growth orientation and thereby encourages staff to pursue annual growth and development goals and objectives so as to more adequately respond to the changing needs of students. The school is further committed to assisting with professional growth support in line with annual school program and curriculum objectives and individual staff development objectives. The total number of personnel for the 2007-2008 academic school years was 165. Out of the 165 employees 12 of them were either terminated, non-renewals, or resignations. The number of returning staff from 2006-2007 was 150.

The CEO establishes a school culture which fosters cooperation, encourages professional development, and empowers creating a community of leaders. The CEO promotes a philosophy of life-long learning among students, staff, and community. The faculty and staff meetings held once a week encourages high levels of participation in school level decision-making and monitors progress. The CEO creates a collaborative and proactive school culture, which anticipates needs, initiates responses, and monitors progress.

The CEO recognizes and encourages the development of curricular expertise among teachers and resources and promotes sharing among staff to encourage skill development and reflection about teaching practices (e.g. team teaching). The CEO in collaboration with the Board of Directors evaluates the program and staff to determine the degree of implementation achieved and to ensure that turnover and retention patterns are studied. The progress of attainment of the school goals are monitored through program and staff evaluation procedures and the CEO actively engages in a monitoring process to assess student progress. The CEO works with teachers to develop self-evaluation procedures and professional reflection.

Quality of Teaching and Other Staff - Attachment

- PDE 414 07-08

Student Enrollment

The school has three cadres of admission interviews. The first is in May for returning students and new students who have submitted applications from January to May. If additional students are needed, then in July admission of students with June applications are considered and in August when the remaining new applications exceed available places a lottery is held. Empty spaces are filled until March of this year. Parents who register their children must provide proof of residency, and provide other necessary information required by the state.

APPLICATION AND LOTTERY PROCEDURES

Applications are available from December to March. Applications must be submitted within this time in order to be considered. Parents/guardians must complete an application for each child they wish to enroll. They must submit the completed application along with a copy of the following:

- 1) Proof of age (i.e. birth certificate, baptismal certificate, passport)
- 2) Social Security card
- 3) Proof of residency (i.e. utility bill, vehicle reg., lease, mortgage statement)

Community Academy of Philadelphia CS - Charter Annual Report

- 4) Originals will be required if the student is selected for admission.

APPLICATIONS ARE NOT SELECTED ON A FIRST-COME-FIRST-SERVE-BASIS. If applications exceed the amount of spaces available, a lottery is held. The applications are selected at random. The remaining applications will create the waiting list. The waiting list applications are not numbered. If space becomes available during the school year, the lottery is held again in the same manner. Applications are only valid for the current school year.

Kindergarten students must be 5 years old by September 1 of the school year in order to enroll. First grade students have to be 6 before September 1 of the school year to enroll. A kindergarten Orientation is held on the first day of school with parents and kindergarten students.

Grade	Initial enrollment	# dropped	# added	transferred
Kindergarten	63	0	1	2
First	65	0	2	5
Second	67	0	5	8
Third	63	0	0	3
Fourth	95	0	3	1
Fifth	94	0	2	0
Sixth	97	0	5	6
Seventh	65	0	5	3
Eighth	99	0	3	6
Ninth	167	7	27	18
Tenth	129	4	13	15
Eleventh	142	6	9	10
Twelfth	154	9	5	10
TOTAL:	1300	26	80	87

- 1) 24 Students transferred out of the Philadelphia School District
- 2) 39 Students transferred to Philadelphia Public Schools
- 3) 13 Students transferred to Charter Schools
- 4) 4 Students transferred to catholic/private Schools
- 5) Number of students in 2007-08 SY is 1,300

The enrollment trends are consistent with experience. We have always been a school for children who have slipped through the cracks of the traditional public school setting. We continue to attract children who might be characterized as “at-risk” (children whose needs and circumstances exceed what the traditional public school can or will accommodate). Students and their families are attracted by the structure, safety, and individual attention given to students. Students are also attracted by our outcomes and by the extracurricular and co-curricular programs. (I.e. overseas travel, North Carolina Outward Bound)

Community Academy of Philadelphia and its predecessor, The Community High School, have always attracted “at-risk” students. The dynamic that has changed in recent years is the proportion of Philadelphia public school students that can be described as “at-risk”. The continued chaos in Philadelphia public schools — unsafe environment, where academic focus and achievement are minimized — will only increase demand for our services.

Transportation

Prior to the school year beginning the School District of Philadelphia is provided with all of the student’s names, addresses, date of birth and grade. The parents as well as CAP are informed by mail of who qualifies for transportation to and from school. Along with the letter of approval, parents are given a time and location for pick up and drop off. During arrival and dismissal times students are supervised by CAP personnel. In addition, Community Academy of Philadelphia has its own two school buses for field trips and other school events that require students to be

transported. In the event that any additional busing is needed CAP personnel will contact a private busing company.

Septa student transpasses are distributed at the school.

Transportation Accommodations for special education students

Students who are eligible for special education are entitled to free transportation to school that takes account of their disability. If the child needs special transportation such as a lift bus, that service must be listed on the child's IEP and will be provided. During SY 2008, students were transported due to IEPs, 504 Plans, or health reasons.

Food Service Program

The lunch program is overseen by the operations department. Community Academy of Philadelphia provides meals and nutrition education services to the students in grades Kindergarten to 12th. Our goal is to provide nutritious, well-balanced, student preferred, and economical meals. We have school-wide (K-12) participation in the federal lunch program. In accordance with the regulations, meals are available for free and reduced rates to families that apply and qualify.

The CAPCS' food service management presently has three full time employees who cover the daily operation of the day-to-day functions of the food service. The program is monitored by our Operations department, which has an employee that has over five years of experience in dietary and continues in training, classes and communication with the Nutritional Development Services. Our senior food service staff member has been involved in several hours of training and seminars, have food service licensing and receive on the job training from the operations department.

We have seven lunch periods per day. Our building has two dining areas; one room is for the elementary (K to 4) and middle school (5th to 8th) students to dine. The other dining area is for high school students. The lunch service is sub-contracted through Sodexo.

Student Conduct

Our discipline policy is strict and based on "broken windows" philosophy of our former police commissioner. The school also has a uniform code.

Disciplinary Code: "Good order is the foundation of all good things." Edward Burke

Students are expected to comply with school policies and directives and must be respectful, courteous, and attentive to teachers/staff. They must also be considerate of classmates. Parents may expect to be contacted by the teacher for episodes of misconduct or incomplete assignments. In-school suspension may be imposed upon any student who deliberately and repeatedly disrupts a class making it difficult for others to learn or who is disrespectful to the teacher. This usually occurs after the family has been contacted at least twice regarding the problem. In-school suspension requires that a child be removed from his/her class to spend the day with administrative personnel. During the day there are assignments and counseling sessions. The first in-school suspension last for one day and is accompanied by written notification to parents and a follow up meeting. The second in-school suspension last for three days and also is accompanied by written notification and a follow up meeting. All class work missed during any suspension must be made up in its entirety. Any behavior or violation of the school rules that presents a danger to the student, other students, or adult staff will result in immediate removal from class and out-of-school suspension of up to five days. After two in-school suspensions, or one out-of-school- suspensions, a student is liable to be dismissed from the school. Parents will be personally informed that such decision is under consideration and must meet with the Dean of Students and/or Chief Administrative Officer/Principal.

Suspension/Expulsion Report

Community Academy of Philadelphia CS - Charter Annual Report

Infraction	Individual	Students	Duplicated
Suspensions (#)			
Truancy		00	
Disruption of School		00	
Verbal Argument		14	
14			
Repeated of Violations		13	01
15			
Sexual Harassment		03	
03			
Hazing		01	
01			
Reckless Endangering/Threatening behavior		19	01
19			
Fire Drill		02	
02			
Expulsions		00	

Truancy(suspensions are given to students for being truant one time)

Student Conduct - Attachment

- Code of Conduct

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

The Community Academy of Philadelphia 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

2008 - 2009 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 Joseph H Proietta

Title Chief Executive Officer

Phone 215-533-6700

Fax 215-533-6722

E-mail jproietta@communityacademy.org

Signature of the Chief Executive Officer and Date

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

Name Jack Fitzsimmons

Title Board Chairman

Phone 215-533-6700

Fax 215-533-6722

E-mail board@communityacademy.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Cassandra McLaughlin

Title Special Education Supervisor

Phone 215-533-6700

Fax 215-533-6722

E-mail cmclaughlin@communitacademy.org

Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachment

- Signature Pages