
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: Folk Arts-Cultural Treasures CS
Address: 1023 Callowhill St
Philadelphia, PA 19123
Phone:
Contact Name:

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2008 - 2009

Name of School: Folk Arts-Cultural Treasures CS

Date of Local Chartering School Board/PDE Approval: March 9, 2005

Length of Charter: 5 years **Opening Date:** September 2005

Grade Level: Kindergarten - 8 (by 2008-2009) **Hours of Operation:** 8:00 am to 6:00 pm

Percentage of Certified Staff: 76% **Total Instructional Staff:** 28

Student/ Teacher Ratio: 14:1 **Student Waiting List:** 256 students cumulative for grades K-7

Attendance Rate/Percentage: 93.36% Middle School; 95.69% Grades 1-5; 94.84% Kindergarten

Enrollment: 391 **Per Pupil Subsidy:** \$7708.33

Student Profile

American Indian/Alaskan Native: 0
Asian/Pacific Islander: 260
Black (Non-Hispanic): 94
Hispanic: 13
White (Non-Hispanic): 8
Multicultural: 16

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 82%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 42

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	177	177	177	0	177
Instructional Hours	0	0	937	937	1039.3	0	1039.3

SECTION I. EXECUTIVE SUMMARY

Organization Description

The Folk Arts-Cultural Treasures Charter School opened in September of 2005 with a mission to provide children with an academically strong education that fosters a love of learning and engages students with their own cultures and communities as well as others in our city, country and world. Located in the city

of Philadelphia's Chinatown community, FACTS brings to Chinatown a publicly-funded institution dedicated to the children of Philadelphia. FACTS serves a very diverse population of elementary students who come from many different backgrounds. Our student body is comprised of Chinese, Cambodian, Vietnamese, Indonesian, Lao, Puerto Rican, Mexican, African, African American and European American students. 82% percent of our students qualify for free or reduced lunch, and 32% qualify for active ESL services. As of 2008-2009 we are a K-8 school.

Core Purpose

Mission

FACTS mission is to provide children with an education which has high academic standards, is truly community based, incorporates and respects the lives of students and their families, engages students in understanding their own cultures and communities, and engages students in understanding their role as active participants in working for a just society. FACTS provides children with an exemplary education that utilizes traditional arts and cultures found within their own and neighboring communities as the catalyst for critical inquiry and community engagement.

Vision

FACTS embodies a unique and focused vision of arts-based education centering specifically on folk arts. The arts act as a keystone in the life and culture of the school as they embody the ideals which are most meaningful to the community they represent. Just as children need to be physically healthy, they need to be culturally healthy as well. Folk arts serve as a vehicle to bridge children to their elders, school to its communities, and members of the school community to one another.

We have high aspirations for all our students. We seek to develop our students as whole human beings and contributing citizens. The knowledge they need to be successful is intertwined with and interdependent upon the experiences that our students face in their homes and their communities. FACTS seeks to create a learning environment that embraces these communities and the wisdom they contain. FACTS will build our community:

- by weaving folk arts and folk traditions into the fabric of our school;
- by utilizing place-based learning and actively encouraging participation from parents, artists, and community members in creating the culture and traditions of the school;
- and by modeling life-long learning as we continually assess our work, strive for improvement, and learn from our experiences and the best practices of others.

Shared Values

FACTS believes in providing children with a strong academic program that is marked by high standards, supports inquiry-based learning, and incorporates innovative research-based pedagogy. By 2010 we intend to meet all AYP accountability goals within our first 5 years of operation. As such, the FACTS faculty and staff are committed to achieving the academic goals outlined in this report.

Academic Standards

For its core academic program, FACTS uses a nationally recognized teaching model called Project CHILD (Changing How Instruction for Learning is Delivered). Project CHILD is a research-based teaching and learning system for grades K-6, which emphasizes multiple learning styles in the core areas of reading, writing, and mathematics. (To learn more about Project Child, visit <http://www.ifsi.org/child.htm>). In addition, FACTS utilizes Singapore (or International) Math in our math program. We utilize FOSS science kits that support inquiry based science education. Also, we offer Mandarin Chinese to all children beginning in kindergarten. In doing so, we expect children who begin with us in kindergarten to reach intermediate levels of proficiency by the time they exit 8th grade.

Strengths and Challenges

In our third year of operation we are still defining and developing areas we strive to improve. However, the academic achievement FACTS has attained was made possible, in part, by the formation of community and parental relations and outreach. We believe that we have developed as strong reputation among parents in Philadelphia. All grades currently have enrollment waiting lists for next year. The Home and School Association has monthly meetings to discuss the needs and means to achieve the needs of the students and the school. Another area of strength was our daily attendance rate over 94% this school year. However, we would like to continue improving the attendance rates among the Black subgroup. The participation rate on the PSSA was over 99%.

Key data such as PSSA performance data was made available to us for the second time this year. The data indicated that all grades and all subgroups in reading and math needed improvement. We are striving to achieve AYP targets by 2010. We hope to make the AYP target by making modest improvements of 5-7% increases in reading and math scores for the whole school including all relevant subgroups.

In 2007 we met this goal as overall PSSA Math scores rose from 44.6% in 2006 to 50.3%. PSSA Reading rose from 28.8% in 2006 to 38.1% in 2007. These gains were made primarily in the Asian subgroup. The black subgroup struggled in all grades indicating a stagnation or drop in reading and math scores.

To best address this challenge math and reading tutors were hired to work in small groups with students who were struggling in math and reading. The initial outlook for the success of this program has been optimistic. Many of the students receiving tutoring services showed an increase in their reading levels in DRA testing. A more complete evaluation of the success of this program will not be determined until an analysis of the 2008 PSSA test scores is completed.

FACTS is comprised of a large population of ELL students. ELL students are also a priority group to be serviced in both Reading and Math. ELL students receive pull-out services in small groups based upon their English proficiency and academic needs as well as push-in services and

accommodation services from the ESL teachers.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The FACTS Board of Trustees knows the importance of long-term strategic planning as we transition out of the start-up stage and into the next phase of organizational development. We anticipate the need for tighter administrative procedures, stronger human resource systems, increased funding streams, and solid community and family support. The Board also understands that effective strategic planning can only happen under the umbrella of clear and well-communicated mission, vision, and structure.

So in 2007-2008, the Board and administration began working to resolve issues around our mission and vision clarity, to develop organizational charts and structure, and to revise and update job descriptions. This work is prerequisite for the kind of strategic planning we hope to begin in 2008-2009. Once strategic planning begins, our preliminary plan will be the result of diligence and hard work put forth by the school district's many stakeholders: teachers, parents, administrators, support staff, and community members. The finished plan will represent a synthesis of broad and varied perspectives for the following areas: Enhancement of the Professional Learning Community, Enhancement of Student Achievement, Improvement of Curriculum and Assessment, Enhancement of Instruction, and Improvement of Community, Parent and Staff Relations. The Strategic Planning Steering Committee will complete the plans.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Alex Wong	Business Manager	Administrator	Board
Bret Flaherty	FACTS Board of Trustees and Parent	Board Member	Board
Deborah Kodish	FACTS Board of Trustees	Board Member	Board
Deborah Wei	Principal / CEO	Administrator	Board
Ellen Somekawa	Parent/ Ex Officio Board	Parent	Principal/CEO
Germaine Ingram	FACTS Board of Trustees	Board Member	Board
Hao-Li Tai Loh	FACTS Board of Trustees	Board Member	Board
Janeya Hisle	Chief of Staff	Administrator	Board
Max Klink	Assessment and Intervention Manager	Administrator	Principal / CEO
Ming Chau	Technology Representative		Principal/CEO
Neeta Patel	Operation Manager	Administrator	Board

Pheng Lim	Teaching and Learning Specialist	Middle School Teacher	Principal/CEO
Suzanne Lee	Teaching and Learning Specialist	Special Education Representative	Principal/CEO

Goals, Strategies and Activities

Goal: MATHEMATICS

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

Strategy: Analysis of PSSA Data

Description: Staff will examine and analyze 2007-2008 PSSA Math Data in relation to subgroup performance and performance indicators. Staff will look at classroom performance trends in mathematics.

Activities:

Activity	Description	
PSSA Math Data Analysis	Analyzing 2007-2008 PSSA Math Data in relation to subgroup performance and performance indicators. Analyzing educational trends in math classrooms.	
Person Responsible	Timeline for Implementation	Resources
Max Klink	Start: 8/25/2008 Finish: 8/25/2008	\$3,800.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
7	1	34
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Folk Arts - Cultural Treasures Charter School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Having just received the 2006-2007 PSSA Data, this session will be the first introduction for FACTS new and returning faculty regarding student performance data. Faculty will participate in activities that focus on data analysis of performance indicators and NCLB subgroup performance. Faculty will also work jointly to develop best practices and strategies for meeting the targeted needs of students. Data will be used to identify at risk students in particular who will be		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.

<p>recognized as in need of supplemental instructional services. Teachers will work together to fine tune their Understanding By Design lesson plans and curriculum maps to reflect the indicated skill and performance benchmarks.</p>		<ul style="list-style-type: none"> Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Mathematics

Follow-up Activities

Evaluation Methods

<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. Student PSSA data Standardized student assessment data other than
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<ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Journaling and reflecting 	<p>the PSSA</p> <ul style="list-style-type: none"> • Classroom student assessment data • Participant survey • Review of participant lesson plans
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Goal: READING

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

Strategy: Analysis of PSSA Data

Description: Staff will examine and analyze 2007-2008 PSSA Reading Data in relation to subgroup performance and performance indicators. Staff will look at classroom performance trends in reading.

Activities:

Activity		Description	
Initial PSSA Reading Data Analysis		Analyzing 2007-2008 PSSA Reading Data in relation to subgroup performance and performance indicators. Analyzing educational trends in reading classrooms.	
Person Responsible	Timeline for Implementation	Resources	
Max Klink	Start: 8/26/2008 Finish: 8/26/2008	\$3,800.00	
Professional Development Activity Information			
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year	
7	1	34	
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status	
Folk Arts - Cultural Treasures Charter School	<ul style="list-style-type: none"> • School Entity 	Approved	
Knowledge and Skills	Research and Best Practices	Designed to Accomplish	
Having just received the 2006-2007 PSSA Data, this session will be the first introduction for FACTS new and returning faculty regarding student performance data. Faculty will participate in activities that focus on data analysis of performance indicators and NCLB subgroup performance. Faculty will also work jointly to develop best		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's 	

<p>practices and strategies for meeting the targeted needs of students. Data will be used to identify at risk students in particular who will be recognized as in need of supplemental instructional services. Teachers will work together to fine tune their Understanding By Design lesson plans to reflect the indicated skill and performance benchmarks.</p>		<p>certification or assignment.</p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. Instructs the leader in <u>managing resources</u> for effective results.
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Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals Other educational specialists 	<ul style="list-style-type: none"> Early childhood (preK-grade 3) Middle (grades 6-8) Elementary (grades 2-5) 	<ul style="list-style-type: none"> Reading, Writing, Speaking & Listening
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator 	<ul style="list-style-type: none"> Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and 	

<p>and/or peers</p> <ul style="list-style-type: none"> • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions • Journaling and reflecting 	<p>professionalism.</p> <ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Participant survey • Review of participant lesson plans
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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:
 School District of Philadelphia
 Office of Charter Schools
 November 15, 2007

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

FACTS uses a nationally recognized teaching model called Project CHILD (Changing How Instruction for Learning is Delivered) as a core organizational design. Project CHILD supports looping and content specialization from K-5. (To learn more about Project Child, visit <http://www.ifs.org/child.htm>)

Grades K-5

In each teaching team, teachers take responsibility for one of the three core areas - reading, writing or mathematics. Each of the three subject areas is taught across three grades in both the primary (K-2) and intermediate (3-5) clusters. For example, a primary cluster reading teacher will teach reading to a kindergarten class, then to a first grade class, and then to a second grade class. Science and social studies are incorporated in the program. This allows for teachers to specialize in a particular content area and to fully understand how skills and concepts are scaffolded upwards over three years. This structure allows teachers who share students within a cluster to work collaboratively in teams and focus teacher discussion on mutual children. Project CHILD emphasizes the importance and strength of teacher collaboration. Teachers within each cluster (primary and intermediate) work cooperatively to support and build their instructional programs. All teachers participate in weekly structured cluster meetings where joint planning and unit-culminating activities are discussed. In addition, this structure enables teachers to observe and provide feedback on fellow colleague's work. Also, Project CHILD allows students to develop long-term relationships with a group of teachers over three years, utilizing the advantages of looping. The program allows for teachers to gain and maintain a fuller understanding of their students within the three year span.

Grades 6 and 7

The middle school students cycle between reading, math, social studies, science and world language (Chinese)classes daily along with elective classes in Health, Music, Art, uage Class and

Physical Education.

Reading

FACTS utilizes a balanced literacy approach to reading, incorporating shared reading, guided reading and independent reading in the classroom. We emphasize phonemic awareness, vocabulary, fluency and comprehension in the reading program. FACTS uses Developmental Reading Assessment (DRA) as a means to assess student reading levels. DRA's are administered three times a year. FACTS utilizes Scholastic books in its guided reading program and promotes the 100 Book Challenge for its independent reading program.

Math

FACTS utilizes Singapore Math as its curriculum. Singapore students who scored top in TIMSS (Trends in International Mathematics and Science Study) 1995, 1999 and 2003 were all using the Primary Mathematics series which has been adapted for use in the US. On the basis of the TIMSS results, the Primary Mathematics series is a time tested and documented math success story. For this reason, FACTS has employed the Singapore Math program into our curriculum. We find that Singapore Math is a balance between drill and creative problem solving. The Singapore approach moves along to more abstract math concepts in a highly rational way. The Singapore approach also encourages problem solving skills and creative thinking that is integral to our institution. The strong point of Primary Math is the way basic concepts are presented. There is always more than one approach, and the workbooks are instrumental in making sure the information is generalized. There are 'Practice' and 'Revision' that serve as unit tests at the ends of chapters and sections. There is a mix of drill, word problems and mental calculation instruction connected to all important concepts. An initial gap analysis was conducted by our teachers to compare Singapore Math to the Pennsylvania math standards. There were two identified gaps — one in presentation of negative numbers and one in statistics. Teachers have developed additional units to address these issues at FACTS.

Science

FACTS implements a combination of Singapore Science textbooks and Foss Discovery Science Kits. Students were engaged in science inquiry learning. FACTS has identified science instruction as an important area for professional development for the 2006-2007 school year. Fifteen teachers from FACTS also participated in PDE's Science-It's Elementary program in the fall of 2007 and spring of 2008.

Social Studies

FACTS integrates social studies into the literacy block in grades K-4 with the exception of geographic skills. For this area of social studies, FACTS apply materials from Nystrom. In addition, in 5th grade, FACTS utilizes the first 4 books in the series A History of US by Joy Hakim (Oxford University Press). Sixth grade and 7th grade social studies is devoted to World Cultures and utilizes a teacher created curriculum which uses Nystrom atlases but which also make great use of primary sources and integrates content with the English Language Arts classroom.

Support for students performing significantly below standards in literacy and math skills

FACTS currently has a sliding scale fee after school program for parents and is pursuing grants which will allow FACTS to serve students after school for free in order to help struggling students. In addition, teachers offer tutoring and support during lunch and prep periods. This year, FACTS initiated a program of tutoring so that instruction targeting specific needs could be delivered either to individuals or in small groups. FACTS serves as a site for student teacher placements from a number of area colleges and universities and these student teachers also often help take on

small groups.

FACTS has a CSAP process that requires the CSAP teams for each grade cluster (K-2 and 3-5 and 6-7) to meet once a week and to provide timely recommendation for struggling students. Accommodations are implemented in Tiers 1 and 2 with testing for special needs available at Tier 3. Students who are found eligible for an IEP or NOREP are provided services as recommended.

Rigorous Instructional Program - Attachments

- Induction Approval
- Professional Education Approval

English Language Learners

ESL Guidelines

Students are tested for entry into ESL services based on the result of the home language survey.

W-APT

The W-APT is the primary criteria for entering ESL services, but is not the sole determining factor. The W-APT tests students across four domains -listening, speaking, reading and writing- at the appropriate grade level. The results of the W-APT indicate the English proficiency level of the student: entering, bridging, developing, expanding, bridging, and reaching.

Students will be entered into the ESL program if the overall composite score is less than 5.0. The considerations of students' backgrounds are also taken into account before final determinations are made regarding placement into the program. Background information is collected from parents or guardians.

All students enrolled in the ESL program must participate in the annual state English language proficiency test. Currently, the state of Pennsylvania is using the WIDA. Results from WIDA help the ESL program evaluate individual student progress and the evaluation of the program as a whole to determine the success of the program and possible improvement plans.

Reassessment, Exiting and Monitoring of ESL Students

Exiting of ESL services will be based on multiple criteria set by the Pennsylvania Department of Education:

(Excepts taken from Pennsylvania Department of Education rev. 12-26-07)

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. Every LEA must include the following exit criteria in the LEA Program Plan for ELLs.

In order to meet the required state exit criteria for Pennsylvania's English language instructional programs for ELLs, LEAs must use both of the required exit criteria listed below. In addition, LEAs must ensure that students meet one of the two 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:

- 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.
 - 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.
2. Scores of 5.0 on a Tier C ACCESS for ELLs assessment (see Items A and B below for cutoff score flexibility)
 - A. Following the scoring criteria in the table below, the W-APT may be administered between April and June to students who scored below the minimum cutoff for program exit on the January administration of the ACCESS in order to demonstrate sufficient progress to justify exit.

NOTE: The W-APT may ONLY be administered to a student once in any school year.

Grade Level	ACCESS Score	Required W-APT Scores*
K-5	4.6-4.9	5.5 in each domain
6-8	4.7-4.9	5.5 in each domain
9-12	4.8-4.9	5.5 in each domain

* A student must score 5.5 in each domain (listening, speaking, reading and writing). A composite proficiency score will not be used.

- B. A score of PROFICIENT on the reading PSSA can be used along with all other required criteria outlined in this policy to justify exit for students who achieve a composite proficiency score of 4.5 to 4.9 on the January administration of the ACCESS. In this case, W-APT scores are not necessary to demonstrate progress from the time of ACCESS administration to the end of the school year.

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. Teacher observation and anecdotal records
4. Portfolio evaluation

Monitoring:

Students who exit ESL services will be monitored for two years and can reenter the program at any time based on the multiple criteria listed above.

An ESL student with an IEP may be exited based on the criteria set forth under the Pennsylvania

Department of Education with conjunction of reasonable accommodations written into the IEP. After exiting, students will be monitored to ensure their needs are not based on English language issues.

Other:

ESL students cannot be categorically excluded from gifted/talented or other specialized programs.

ESL students can qualify for multiple services, for example and ESL student with special education needs would receive both services. ESL services will be written into IEPs. ESL teachers will also participate in all IEP meetings.

English Language Learners - Attachment

- ELL Report 2007-2008

Graduation Requirements

Not Applicable for FACTS charter School. We are a K-7 school.

Special Education

In 2007-2008, FACTS employed 3 special education teachers, one full-time and two part-time, and one assistant, part-time, to provide resource room and push-in support for students in accordance to their IEPs as well as support for teachers in differentiation of instruction. FACTS has also successfully implemented a CSAP process to identify students with special needs, with psychological testing carried out by our licensed school psychologist. Speech services, Occupational Therapy, and Physical Therapy were contracted out this year. This year, FACTS school also more fully developed our early intervening services to check students' response to interventions before they are recommended for evaluation.

Special Education - Attachment

- Special Education Policies and Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Suzanne Lee	1.0	Learning Support	Folk-Arts Cultural Treasures Charter School	18	Learning Support K-3
Erin Whitney	0.6	Learning Support	Folk-Arts Cultural Treasures Charter School	27	Learning Support 3-7
Sofia Ginzburg	0.2	Psychologist	Folk-Arts Cultural Treasures Charter School	27	Psychological Testing and Counseling K-7
Christina Puntel	0.6	Learning Support	Folk-Arts Cultural Treasures Charter School	27	Learning Support 3-7
Amy Paris	0.2	Psychologist	Folk-Arts Cultural Treasures	4	Psychological Testing and

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			Charter School		Counseling K-7
Laurie Schorr	0.5	Learning Support Teaching Assistant	Folk Arts Cultural Treasures Charter School	20	Learning Support Teaching Assistant K-7

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Pediatric Therapeutic Services	.30	Speech Therapy	Folk-Arts Cultural Treasures Charter School	30	Dorothy Kogan
Pediatric Therapeutic Services	.1	Occupational Therapy	Folk-Arts Cultural Treasures Charter School	11	Tara Martello
Pediatric Therapeutic Services	.025	Physical Therapy	Folk-Arts Cultural Treasures Charter School	1	Kristy Boyd

Special Education Program Profile - Chart III

Title	Location	FTE
Learning Support Teacher	Folk Arts Cultural Treasures Charter School	1.0
Learning Support Teacher	Folk Arts Cultural Treasures Charter School	.6
School Psychologist	Folk Arts Cultural Treasures Charter School	0.2
Dean of Students -- Guidance	Folk Arts Cultural Treasures Charter School	0.2
Learning Support Teacher	Folk Arts Cultural Treasures Charter School	0.6
Community Outreach Support - Translation	Folk Arts Cultural Treasures Charter School	0.1
School Psychologist	Folk Arts Cultural Treasures Charter School	0.2
Learning Support Teaching Assistant	Folk Arts Cultural Treasures Charter School	0.5

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Pediatric Therapeutic Services	Speech Therapy	16 hours per week
Pediatric Therapeutic Services	Occupational Therapy	4 hours per week
Pediatric Therapeutic Services	Physical Therapy	1 hour per week
Pacific Interpreters	Translation	1 hour per week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA Reading	No	No	No	Yes	Yes	Yes
PSSA Math	No	No	No	Yes	Yes	Yes
PSSA Writing	No	No	No	No	No	Yes
PSSA Science	No	No	No	No	Yes	No
TerraNova Reading	No	Yes	Yes	No	No	No
TerraNova Math	No	No	Yes	No	No	No

Student Assessment - Secondary

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

Student Assessment

a.) Our data analysis of the PSSA revealed that the subject that requires the most improvement is Reading. This continues to be the case despite raising the overall reading proficiency in the school from 28.8% in 2006 to 38.1% in 2007.

Third grade showed a 49% proficiency in Reading with proficiency in 19% of the black subgroup and 72% of the Asian subgroup. The male/female proficiency was 34% and 65% respectively. This was a 15% longitudinal rise in overall third grade reading scores from 2006.

In Grade Four 39% were proficient with 27% of the black subgroup and 56% of the Asian subgroup as proficient. The male/female proficiency rate was 33% and 46% respectively. This showed a longitudinal rise of 11% from 2006.

Grade 5 had a 24% proficiency rate with 13% of the black subgroup and 37% of the Asian subgroup as proficient. The male/female proficiency rate was 18% and 30% respectively. There was a modest longitudinal rise of 2% in reading scores from 2006.

Grade 6 was added this year and showed a significant latitudinal increase of 2006 scores. 39% of the overall sixth grade was proficient in reading in 2007. This was a 17% increase over the classes performance in 2006 while they were in fifth grade. 18% of the Black students and 39% of the Asian subgroup were proficient. The male/female proficiency rate was 43% and 35% respectively.

Our analysis revealed that all grades and subgroups showed a need for improvement in fundamental comprehension and reading skills in fiction and non-fiction text. As such, the most important instructional priority lies in improving the reading content area with an emphasis on improving the black subgroup, which was the lowest scoring subgroup. Also, we found that the difference between male and female proficiency rates had narrowed it is still an area that we wish to continue to address and improve in our curriculum.

The Developmental Reading Assessment is used in evaluation of reading levels. This is done three times a year in grades K-2 and twice a year in grades 3-6. The reading levels from the DRA mirrored the results from the PSSA Reading test in a whole school and subgroups. In short all test data appeared to point to the same areas and subgroups that were of academic concern. Math proficiency continued to rise from 44.6% in 2006 to 50.3% in 2007.

Grade 3 showed a 66% proficiency rate with 37% of the black subgroup and 82% of the Asian subgroup as proficient. The male/female proficiency rate was 58% and 74% female respectively.

Grade 4 showed 59% proficiency with 36% of the black subgroup and 78% of the Asian subgroup as proficient. The male/female proficiency rate was 63% and 54% respectively.

Grade 5 showed 31% proficiency with 0% of the black subgroup and 54% of the Asian subgroup as proficient. The male/female proficiency rate was 46% and 15% respectively.

Grade 6 showed 43% proficiency with 0% of the black subgroup and 65% of the Asian subgroup as proficient. The male/female proficiency rate was 57% and 29% respectively.

The school made the 2007 AYP Math target in grade 3 and 4. The areas requiring improvement in Math were computation and data analysis. The data analysis problems are directly linked to the issues in reading skills. As such, the instructional issues we strive to improve in both Math and Reading correspond with one another.

Comprehension and Data Analysis were chosen as areas targeted for instruction to increase student achievement. There were curriculum meetings to address these problems and better embed the areas of weakness into instructional focus.

The Terra Nova Assessment was given to students in Grades 1 and 2 in April of 2007. Grade 1 took only the Reading Assessment and had 55% of the students in Quartile 3 and 4. Help with Fundamentals was cited as the most common need area for struggling students. Grade 2 took the Reading and the Math sections. 60% of the students scored in Quartile 3 or 4 in reading. 81% of the students scored in Quartile 3 or 4 in math. The struggling students in reading needed additional assistance in comprehension.

Data continues to be collected on student progress through teacher observations. Portfolios of cumulative student work will continue to be collected in the Fall of 2008. This teacher collected data along with the Spring 2008 PSSA results will be evaluated to create a solid student achievement plan for the 2008-2009 school year.

b.) Our students are monitored through regular classroom assessments and teacher observation. The classroom structure, which utilizing Project CHILD, means that every student is seen every day by three different content teachers — a reading teacher, a writing teacher, and a math teacher. In the middle school program the math, reading, science, and social studies teachers monitor students progress in each of their respective classes. The teachers on each cluster team and the middle school teachers have a common preparatory period and a common lunch period in order to discuss student progress. Our ESL and Special Education teachers also have regular meetings with each cluster to provide support and advice on accommodations and differentiated instruction.

Student Assessment - Attachment

- Terra Nova 2007 Scores Grades 1 and 2

Teacher Evaluation

a.) The school evaluates teachers in a number of ways. This year there was one formal for every teacher. There was a post-conference for every teacher once the observation had taken place. There were also 2 unannounced walk throughs. There were also meetings with each teacher regarding their personal professional development goals for the year. In addition to the classroom observations, other factors are considered in teacher evaluation including relationships with students and parents, attendance and punctuality, record keeping, activity on various committees, involvement in community, collegiality, belief in the mission of the school and support for its programs, and pursuit of professional growth.

b.) Currently Deborah Wei, who is the principal/CEO is only evaluator on our staff for teachers.

c.) Deborah Wei has had over 15 years supervisory experience prior to coming to FACTS and has a long professional career in professional development. As a founding member of the school, she has been integrally involved with Project CHILD and Singapore Math, and has attended all

trainings which have been provided to the staff. As a former ESL teacher, she is also well versed in differentiation for English language learners.

Teacher Evaluation - Attachment

- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

There were very few changes in leadership during the 2007-2008 fiscal year for the Board of Trustees and for the administrative staff of the Folk Arts — Cultural Treasures Charter School.

In October of 2007, Janeya Hisle was hired as Chief of Staff. Ms. Hisle holds an MBA degree with ten years of management experience, four of those in charter schools. As Chief of Staff, Ms. Hisle's primary duties include the design and management of systems and strategies in human resources , fundraising & development, and school communications.

In January of 2008, two new Trustees were inducted to the FACTS Board: Ed Nakawatase (a life-long community activist working with organizations such as SNCC, AFSC, and Asian Americans United) and Everett Gillison (a former social worker and public defender who now serves as Deputy Mayor for Public Safety in the City of Philadelphia). Mr. Gillison was also voted into the office of Treasurer.

All other Trustees and school administrators continue their terms.

Board of Trustees

Name of Trustee	Office (if any)
Michael Chow	none
Bret P. Flaherty	Vice President
Germaine Ingram	none
Debora Kodish	Secretary
Xin Sheng Liu	none
Hao-Li Tai Loh	President
Susan Mack	none
Everett Gillison	Treasurer
Ed Nakawatase	none

Professional Development (Governance)

During our pilot year FACTS Board members had undergone training that was conducted by Foundations Inc. that encompassed an overview of Act 22, the Sunshine Law, the Ethics Act, and other legal obligations of public officials. Subsequent training through Foundations Inc. helped the Board transition into their second year of operations in the first quarter of the new year. The Board of Trustees Handbook outlines the duties and responsibilities of Board members as set forth in the By-Laws and also highlights the Sunshine Act and

the Public Officials Act. All new members to the Board have been presented with these materials and provided with a brief orientation by the Board President at the beginning of their term of service.

In addition, Board members are always encouraged to go to trainings and conferences to keep abreast of the law and to learn about practices and policies that could aid them in performing their duties. During the 2007-2008 school year, Ms. Hao-Li Tai Loh, Board President, participated in a Governance course and a Strategic Planning course at the University of Pennsylvania, as well as a PA School Boards Association seminar on understanding and interpreting testing data called "Show me the Results". Board Member Germaine Ingram continues her involvement as a founder and participant in the Education First Compact, an education advocacy group that is the civic engagement arm of the Philadelphia Education Fund that focuses on education equity and reform issues.

FACTS Board of Trustees began working with a consultant on issues of organizational change and growth in December of 2007. This work is currently ongoing. Meanwhile, the Board of Trustees continues to engage the law firm of Latsha Davis Yohe & McKenna, P.C. to serve as legal counsel and to keep the Board abreast of any changes in Act 22 or other rules and policies pertaining to charter schools.

Coordination of the Governance and Management of the School

FACTS is governed by a Board of Trustees who are aware that they safeguard the public trust and possess the ultimate responsibility for ensuring that FACTS is operating in compliance with its charter and all ensuing local, state, and federal laws and regulations. Although the Board works to define policy, maintain fiscal accountability, and to develop a long term plan to ensure that the mission of the school is carried out, it is the School's Principal/CEO who was hired by the Board who is charged with upholding policies, meeting performance benchmarks, and all other necessary standards involved in operating a public school.

As the Chief Administrative and Academic Officer of the School, the Principal/CEO is responsible for all aspects of school management and pedagogical delivery, provides leadership and coordination within the school, manages personnel including faculty, administrative and other support personnel, and supervises the general administration, accountability, and business affairs of the school. The Principal/CEO is responsible for reporting ongoing progress to the Board and is empowered to implement and communicate all policies established by the Board to the school community. In addition to the Principal/CEO, FACTS employs a leadership team consisting of a Chief of Staff, Chief Operations Officer, a Chief Financial Officer, a Data/Testing Coordinator and a Dean of Students to manage the school. This leadership team supports the work of 22 teachers and 2 teaching assistants, 2 secretaries, 1 community coordinator, a support staff of 2 Non-Teaching Assistants, 2 full time and 3 part time food service workers, 1.5 building maintenance and .5 technology coordinator.

FACTS Board of Trustees meets monthly to execute their duties and make decisions regarding policy and oversight. The Board and School management

maintain their distinct job roles and responsibilities as defined in the school's by-laws. Board agendas are set in consultation between the Principal and Board Chair. The Chief of Staff and Board Secretary ensure that all tenets of the Sunshine Act are followed. In December of 2007, the Board began preliminary planning and consultant work for a second training retreat with founding Board members and administrative staff to clarify mission and vision and begin to develop the goals and priorities for a long term strategic plan.

The Board of Trustees and the Principal/CEO and/or her designee have continued to work closely with the School District of Philadelphia's Charter School Office and various School District Departments as needed. The Board has been in compliance with all assurances required by the District and has maintained open communications with allied School Reform Commission members in regards to small changes to the Charter agreement. The Board of Trustees sends representatives to appropriate Philadelphia School Reform Commission hearings and meetings as warranted. Conversely, various School District officials have been invited and have visited the school.

Coordination of the Governance and Management of the School - Attachment

- Board Meetings in the 2007-2008 year

Community and Parent Engagement

FACTS Board of Trustees promotes a school vision and culture that respects elders and parents and that provides for linguistically accessible services to the school so that community members and parents are able to engage in school activities. Towards this end the Board has organized special events such as a thank-you and open house for supporters and a Founders Day celebration, with the express purpose of inviting community members and parents into the school. They have also represented the school at numerous public events, ranging from community meetings to community banquets, in order to build solid community and parent relationships.

In June 2005 the Board authorized the creation of a FACTS Advisory Committee to further build community and school relations. The Board recognizes that to be a responsible member of Chinatown, the neighborhood where the school is located, they must: be responsive to neighbor concerns; be aware of and act in culturally appropriate ways; listen to the diverse perspectives that make up the community; pay attention to the impact of what we do on our neighbors and on the neighborhood, and make positive contributions to the health of the neighborhood. Therefore the Board contacted Chinatown community members to join the FACTS Advisors as well as others who were willing to provide advice, professional assistance, community and cultural knowledge, access to relationships, and/or material and moral support that contribute to the successful operation of FACTS. Membership on FACTS Advisory Committee reflects the

diversity of skills needed to support the school and the diversity of communities represented in our school. The FACTS Advisors Committee works with the school leadership to foster positive community and parent relationships and active engagement in school activities. In April of 2008, FACTS hosted an information session for all our advisors and their guests. The CEO/Principal presented a slide show of photographs and information about our programs, achievements, and challenges over the last three school years and advisors, parents, and community members were taken on tours of the building and encouraged to ask questions. We hope to make this an annual event.

FACTS is continually exploring new ways to serve our parents and to keep them involved in our school. In 2007-2008, the school held a number of events designed to serve, educate, engage and empower parents. For example, our monthly line dancing classes offered a fun activity that allowed parents to interact with each other socially, even where language barriers exist. Our participation in the Community Ambassadors in Science Exploration (CASE) program gave parents the opportunity to join their students in science learning and exploration. Parents also gave positive feedback for the Parenting Workshop held in November and facilitated by our Dean of Students.

In 2007-2008, FACTS Home School Association took on a more formal structure and became very active. With the support of designated administrative and clerical staff, the association met monthly, held a membership drive, hosted several holiday parties, assisted teachers in planning and executing classroom fundraisers, and organized an end-of-the-year family potluck event - - including Salsa dance lessons, face-painting, and a science workshop. In 2007-2008, some officers of the Home School Association began to attend community meetings and learn about charter school issues. FACTS hopes to build the capacity of our Home School Association to serve as a strong voice for our parents, an invaluable resource for our teaching and learning department, and a major force in educational advocacy.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The Board Development Committee works together to define long-term resource needs for the school, identify sources of funding and cultivate relationships with potential donors and funders, and plan and execute fundraising activities.

In Year 2007-08, major fund-raising activities performed by the Board of Trustees were:

- An annual appeal soliciting general individual donations to the school
- An individual appeal resulting in an earmarked donation in support of our math program.
- A Silent Auction fund raiser to raise earmarked funds for gymnasium renovations.
- A Spring Banquet fund raiser to raise general funds for the school
- Continued support from Eagles Youth Partnership (book mobile and eye mobile)

- Continued support from the Intergenerational Program Grant in consortium with Southeast Asian Mutual Assistance Associations Coalition in Philadelphia
- Continued support from the Teachers of Critical Languages Program (State Department Grant); (This grant provided a Chinese teacher from China to teach in our school for 10 months)
- Continued support from the Science — It's Elementary Grant Program from the Pennsylvania Department of Education. (This grant will continue during 2008-2009).
- Continued support from the Foreign Language in the Elementary School Program Grant funded by the US Department of Education. This is a 3-year grant that will end June 30, 2009
- Federal Entitlement Grants (Title I,II,III and V)
- Successful application to the Presser Foundation for a multi-year grant to support the FACTS music program

Two additional grant applications are still in process; if awarded, the funds would support our 2008-2009 fiscal year. Those grants are the federal Readiness and Emergency Management for Schools (REMS) grant and the federal Improving Literacy through School Libraries (LSL) grant. In 2008-2009, FACTS also plans to host its annual fundraisers (Silent Auction and Spring Banquet), to hold an annual appeal, to take advantage of the Educational Improvement Tax Credit Program administered by the Department of Community and Economic Development of Pennsylvania by soliciting donations from local businesses, and to reapply for the 21st Century Learning Grant.

Fiscal Solvency Policies

- Establishing an annual operating budget at the beginning of the school year and revising this operating budget from time to time to reflect any fiscal changes through out the year.
- Monitoring actual number of students on a monthly basis to ensure 100% student enrollment and 100% of per pupil allocation from the School District.
- Tracking all the approved expenses by the School Board of Trustees to ensure no overspending. In addition monthly Revenue/Expenses reports were provided by the financial manager to the School Board and senior management for review and questions.
- Setting up a procurement procedure for purchasing to ensure the school follows the fiscal guidelines of GAAP and PDE. All purchase orders were closely reviewed by senior management and compared with budget before approval.
- To strengthen communication and internal management, the Board decided to hire an in-house financial manager to replace Foundations, Inc. in the provision of financial and accounting functions. Alex Wong was hired in July 2006 as the in-house financial manager.
- In addition the Chief of Staff responsibilities related to fiscal solvency and internal controls.

Accounting System

The School's chart of accounts mirrors that of the Pennsylvania State Chart of Accounts for public schools. GAAP is followed for accrual based accounts.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Financial Statement 2007-2008

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

The firm of Yampolsky, Mandeloff, Silver and Ryan conducted our 2006-2007 Audit which occurred in August and September of 2007 with Michael Bull as chief auditor. There were no opinions and findings resulting from the 2006-2007 Fiscal Year Audit.

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

- Audit Report 2006-2007

Citations and follow-up actions for any State Audit Report

There were no citations or required follow-up actions from any State Audit Report.

SECTION VII. FACILITY RESPONSIBILITIES

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

In August 2006, FACTS moved into our permanent home at 1023 Callowhill Street. Our facility is a free-standing 5 story building with access to outdoor space in the Chinatown North neighborhood. Approximately 11,500 square feet per floor, FACTS currently leases the top four floors of the building. Each floor houses two grade clusters per floor, that is all k-2, 3-5, and 6-8 grade classes were located on each floor together. In addition, FACTS has a kitchen / multi-purpose room, and dedicated class space for art, music, and Chinese language.

FACTS acquired the bulk of our furniture and equipment during our first year of operations with funding received from a first year implementation grant. FACTS was also awarded a second implementation grant which we used to purchase additional furnishings and equipment for our new building. Since we are relatively new, we have not yet had to replace the equipment purchased with our implementation grant. Instead most of our facility expenses went towards making long term improvements to the existing premises and towards equipping our new 7th grade expansion. In the past year we have:

- Purchased and installed classroom computers and technology for two new 7th grade classrooms;
- Purchased a portable sound system including speakers and microphone to be used for large group assemblies;

- Installed cork bulletin in all hallways throughout the building to protect the walls, absorb sound, and increase display area;
- Purchased and installed a reception station in our second floor entrance lobby;
- Installed vinyl tile flooring in all second floor K-2 grade classrooms and 2nd Floor offices;
- Purchased a snow blower;
- Purchased recycling receptacles and instituted a paper, glass and plastic recycling program.

Future Facility Plans and Other Capital Needs

FACTS will be staying in our newly renovated facility located at 1023 Callowhill Street for the long term. This is the building that was identified in our charter application and that has been custom designed to meet our needs and specifications. As a newly renovated building, all major systems are new and in good working order. However we plan to make short-term improvements to enhance the functionality of the building and to address needs that were not apparent until we actually started using the facility.

Specifically we have discovered that our initial school plans did not take into account the many needs for pull-out tutoring space, office and conference space, and storage space that we require. To address these shortcomings we plan to make some modifications to our existing facility. We intend to divide each of our two existing ESL classrooms into smaller classrooms by adding a wall to divide each large classroom into two smaller classrooms. In our middle school, we plan to move a wall to enlarge a middle school homeroom and divide another classroom into two to create additional classroom space. Lastly, we plan to expand into the first floor of our building to create a 3,000 square feet multi-purpose room that may later be converted into a library pending funding.

Other planned improvements for the next year include:

- Furnishing and equipping two new 8th grade classrooms this year as we expand and grow to our full capacity;
- Improving the safety, functionality, and acoustics in our cafeteria / multi-purpose room by installing a new rubber floor;
- Increasing our kitchen's capacity to eventually prepare meals on premises and to accommodate food storage for at least 450 students. We will be purchasing an additional two door refrigeration unit to meet our growing needs for storing milk and juice. We also plan to purchase dishwashing equipment and tableware to cut down on waste.

FACTS recognizes that these improvements will require additional funding and have set fundraising goals to meet these needs.

Lastly, in the long term, FACTS intends to work with the City of Philadelphia, neighborhood civic associations, and local business groups to improve the conditions of our local surroundings. Although significant, these projects require assistance, authorization and/or funding from additional sources in order to be implemented.

- Repaving Shamokin Street, the street which is used for loading and unloading our buses.
- Lighting and sidewalk improvements to the school surroundings to make it more inviting and accessible for after-school and week-end programming.

- Greening projects to create green space for use in the school and the community.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

FACTS has developed new safety and security systems for our new facility located at 1023 Callowhill Street. Towards this end, FACTS has conducted a Risk / Hazard Analysis; installed magnetic locks and buzzer announcer for the front door, installed a security system complete with cameras and monitors at all exits; installed fire extinguishers, safety cases, and emergency evacuation procedures signage (with updates as needed) in all rooms; assembled shelter-in-place kits; and trained all teaching and support staff in CPR and first aid conducted by trainers from the American Heart Association. FACTS conducted fire drills as required and had our first drill overseen by the local fire company. FACTS also conducted shelter-in-place and lockdown drills throughout the year. FACTS is currently fine tuning our safety and emergency plans to improve the depth of our prevention, preparedness, response and recovery protocols.

FACTS contracted with the Mid Atlantic Coalition of Charter Schools (MACCS) to provide nursing services, medical services, and dental services to our students. Our school nurse ensured that all appropriate immunization, health, and dental records were kept and filed.

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

- Wellness Policy
- 2007-2008 Health Report Submission

Current School Insurance Coverage Policies and Programs

FACTS contracts with Hartford Insurance Company to provide general liability and property insurance encompassing:

- Commercial General Liability (including personal, property, fire, medical and automobile coverage)
- Worker's Compensation
- Excess Umbrella Coverage
- Students Accidental Death & Accident Medical Benefits-for School Activities

- Professional Liability/Educators Liability/ including Director's and Officer's Insurance
- Treasurer's Surety Bond

FACTS provides health benefits to staff who are eligible to participate in the Keystone Point of Service Plan that is subsidized by the School at 100% for full time employees. FACTS also offers dental coverage through United Concordia to all full time staff.

As an additional benefit, FACTS offers both an employer pay towards short term, long term disability and life insurance policies underwritten by UNUM Provident.

FACTS contracts with the Mid Atlantic Consortium of Charter Schools (MACCS) to provide student health services including nursing services, medical care, and dental care.

Current School Insurance Coverage Policies and Programs - Attachments

- Liability Declaration
- Student Accident Declaration
- Umbrella Declaration

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Having completed our third year of operations, FACTS is still growing and expanding. We hired 13 new full time staff last year and 6 part-time staff to increase our total personnel count to 59 full and part time staff which was comprised of:

- 1 Principal / CEO
- 1 Executive Assistant
- 2 School Secretaries
- 1 Community Outreach Worker
- 1 Dean of Students / Guidance
- 1 Dean of Students / Testing Coordinator
- 1 Chief of Staff
- 1 Chief Financial Officer
- 1 Chief Operations Officer
- 1 Facility Manager
- 1 Building Custodian
- 1 FLAP Grant Coordinator
- 1 Accounting Clerk (*part time*)
- 6 Primary (K-2) Teachers

- 2 Reading
- 2 Writing
- 2 Math
- 6 Intermediate (3-5) Teachers
 - 2 Reading
 - 2 Writing
 - 2 Math
- 4 Middle School Teachers
 - 1 Math
 - 1 Language Arts
 - 1 Science
 - 1 Social Studies
- 1 Art Teacher
- 1 Music Teacher
- 1 Physical Education Teacher
- 2 Mandarin Teachers
- 4 ELL Program Specialist Teachers
- 3 Learning Support Teachers
- 2 Instructional Aides
- 2 Non-Teaching Aides
- 2 School Psychologists (*part time*)
- 6 Tutors (*part time*)
 - 2 ELL
 - 1 Learning Support
 - 3 Reading
- 1 Food Service Manager
- 1 Food Service Assistant
- 3 Food Service Aide
- 2 Aftercare Staff - Part Time

Most of the positions added this year were support and administrative rather than teaching. However we did supplement our ESOL program staff with the addition of 2 full time ESOL Teachers we added 2 ESOL Program Specialists, we added two new teaching positions to accommodate our new 7th grade, and we were able to hire an additional full time staff person for our Chinese Language program because of special grant funding. In addition we split one full time Learning Support position into two 3 days a week part-time positions. The rest of the support and administrative positions included a new Testing Coordinator / Dean of Students; an Executive Assistant for our CEO / Principal, a new Chief of Staff position, an additional part time School Psychologist, an additional Non-teaching aide position, a part time Accounting Clerk, an additional Food Server Aide, and a number of part time Tutors.

Of our 37 staff from last year, the majority returned. Of the two full time teachers who did not return for the 07-08 School Year, one teacher was offered a continuing contract but declined the offer and instead took a teaching position closer to her home, the other was not offered a renewal contract. Both full time teaching positions were replaced.

Of our 59 staff for the 2007-08 School Year, 56 stayed for the entire year. We lost two teachers during the course of the year, one for health reasons and another who got admitted into a full time PhD program and job closer to her long term partner. The third teacher went out on maternity leave and will be returning in the fall. FACTS has not experienced a significant turnover rate, and continues to have over a 95% retention rate.

Quality of Teaching and Other Staff - Attachments

- PDE 414
- Evidence of ESPP

- Accuracy Statement from PIMS

Student Enrollment

FACTS student enrollment procedures and admission policy comply with all Pennsylvania Charter School laws and regulations. All interested students are required to complete an Intent to Enroll form that asks for student name, date of birth, address, school currently attending, entering grade, sibling information, and parent/guardian contact information. The Intent to Enroll information is used to determine admission into the school. Although the school is open to all Pennsylvania residents, Philadelphia students are given priority. Other preference is given to children of Founding members, siblings of existing students, and family members of current staff. If there are more students who submit an Intent to Enroll Form than open spaces at FACTS, students will be selected by lottery in order of priority status. Non-resident students may be admitted if space permits. If students apply after the lottery is held, they are added to the bottom of the waiting list. If a space opens up during the school year, students are invited to enroll in order from the waiting list. The lottery for admission for the 2007-2008 School Year was held on February 29, 2008 with several prospective parents in attendance. For the 2008-2009 Academic Year we have a wait list for every grade with a cumulative waiting list of over 250 students. As in past years, the lower grades having higher numbers than the older grades.

FACTS runs a full time Kindergarten and first grade. We follow these same procedures for kindergarten and first grade. All children enrolling in kindergarten must be 5 on or before September 1 of the enrollment year. All children enrolling in 1st grade must be 6 on or before September 1 of the enrolling year. Students who are not yet 6 but who demonstrate proof that they have completed a kindergarten may be enrolled in 1st grade at the discretion of the principal/CEO.

Last year, as of September 12, FACTS had an enrollment of 383 students, during the course of the school year we admitted 38 new students and 30 students withdrew creating a total student body of 391 students. Of the students who withdrew, none were expelled. Students withdrew for various reasons: The majority (14) of our students left the school because their families moved out of the country or state; 7 students left the country for an extended visit abroad and then were readmitted upon their return; other students chose to enroll in different programs that better fit their needs.

Following is a breakdown of FACTS enrollment by grade:

	Initial Enrollment	Additions	Withdrawal	Final Enrollment
K	47	7	6	48
1	48	4	1	51
2	45	10	4	51
3	49	2	1	50
4	49	2	3	48
5	49	3	5	47
6	48	4	2	50
7	46	4	4	46
Total	381	36	26	391

Since our first year of operations, FACTS has been fully enrolled and maintains an extensive waiting list for each grade. We are still growing and adding students and faculty. We will be at capacity during the 08-09 School Year. Our student retention rate has been stable with the school meeting all enrollment goals outlined in our charter agreement. However we recognize

that there are many forces out of our control that impact family stability and that many families are going continue to move for family support reasons beyond our control.

Transportation

Transportation for FACTS students is provided by the School District of Philadelphia (SDP). The School District continued their 5 year contract with Atlantic Express Bus Company which commenced September 2006 and provided eight different bus routes during the 2007-2008 Academic Year.

As in past years, unreliable and problematic transportation remains a major complaint of many parents and a continued source of frustration to the school. Among the more problematic issues this year was the issue of route construction and driver reliability. As FACTS entered the second week of the 2007-2008 School Year, we had already experienced 2 accidents, a bus no show, and various issues of lateness. After this ignominious start the situation improved. FACTS continues to maintain regular communications with the School District's Transportation Office and Atlantic Express Bus Company to address the various and numerous concerns that surfaced throughout the year.

In terms of route construction, this year our longest Bus Route was two hours in duration and it's first stop was at 6:00 am, the second longest started at 6:15 am. For students on those buses, the average commute is two hours, on days when there is a substitute driver, bad weather, or traffic it can be even longer. While FACTS is aware that 2 hours is the accepted threshold for maximum bus routes time, we would prefer a smaller acceptable time frame for elementary school students.

Last year none of our students required transportation accommodations. Should our special education students require accommodations, we expect the School District of Philadelphia to address this issue in their subcontracting process.

Food Service Program

FACTS provided breakfast, lunch, and after school snacks to all of our students and was an approved site for the federal free and reduced lunch program. Of our year end total student body of 391 students, 359 students returned the free and reduced lunch forms and were eligible to participate in the program. Of those 359 students, 324 or 90%, qualified for free and reduced lunch.

FACTS' kitchen facilities are not yet equipped to prepare meals on premises, instead we remain a "satellite plus" facility. However FACTS did serve as our own Food Service Authority this year and contracted directly with Davenmark Inc. to purchase ready-to-serve hot lunches on a daily basis. Davenmark Inc. provided the school with menus to our specifications, production records, recipes, and nutritional information as required. FACTS also served cold breakfast to all eligible students in all K-7 homerooms as well as after school snacks to all students who participated in after school programs. All meals and serving sizes met the nutritional guidelines of the National School Lunch Program's traditional meal pattern. In addition FACTS met the Year 1 implementation goals of the Competitive Food Standards and the state's revised Nutritional Policy.

All applications, verification, beneficiary lists and meal counts were maintained by the FACTS food service team which consisted of two full time staff — a Food Service Manager and a Food Service Assistant -- and three part time Lunch Room Aides. FACTS full time staff are both HACCP certified and FACTS was in compliance with the City of Philadelphia's Health regulations.

Student Conduct

a) Every student who attends FACTS is expected to treat peers and adults with respect. At the very beginning of the new year, students are assembled to review appropriate student conduct and behavior expectations. A notice is sent to parents to review behavior expectations at home with their children. The stages of consequences are reviewed step by step so that students know what to expect if rules are broken. The final stage of consequence may lead to an expulsion, in which case the incident is reported to the Board who will review the case and determine whether the student will be expelled (parents are invited to actively participate in this process).

b) 9 students were involved in 21 suspension incidents and 0 students were expelled.

Student Conduct - Attachment

- Discipline Policies

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

The Folk Arts-Cultural Treasures 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
2008 - 2009 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Deborah Wei

Title Principal/CEO

Phone 215-569-2600

Fax 215-569-3985

E-mail dwei@factschool.org

Signature of the Chief Executive Officer and Date

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

Name Hao-Li Tai Loh

Title Board President

Phone 215-569-2600

Fax 215-569-3985

E-mail tai_loh@msn.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Suzanne Lee

Title Special Education Coordinator

Phone 215-569-2600

Fax 215-569-3985

E-mail suzanne@factschool.org

Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachments

- Assurance Signatures
- Signatures