Pennsylvania Department of Education

Commonwealth of Pennsylvania
Department of Education
333 Market Street
Harrisburg, PA 17126-0333

Charter Annual Report

Thursday, November 12, 2009
(Last Accepted: Thursday, November 12, 2009)

Entity: Ad Prima CS
Address: 5901 Woodbine Ave
Philadelphia, PA 19135

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2008 - 2009

Name of School: Ad Prima CS

Date of Local Chartering School Board/PDE Approval: April 4, 2004

Length of Charter: 5 years **Opening Date:** September 7, 2004

Grade Level: K - 6 **Hours of Operation:** 8:15 AM - 4:15 PM

Percentage of Certified Staff: 100% **Total Instructional Staff:** 9

Student/Teacher Ratio: 20:1 **Student Waiting List:** N/A

Attendance Rate/Percentage: 97%

Summary Data Part II

Enrollment: 182 **Per Pupil Subsidy:** $8,087.88 / Special Education- $17, 658.12

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	0
Black (Non-Hispanic):	180
Hispanic:	2
White (Non-Hispanic):	0
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 48.9%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 2

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	181	181	0	0	362
Instructional Hours	0	0	1250.30	1250.30	0	0	2501

SECTION I. EXECUTIVE SUMMARY

Educational Community

The *Ad Prima* Charter School opened in September 2004 as a K — 2 program that will add one grade each year until it becomes a K — 8 school. It stands ready to serve all the children of Philadelphia, particularly students from under-performing schools. Eventually, it will serve approximately 700 students of diverse socio-economic status and ability levels who come from a variety of racial and ethnic backgrounds. Currently the student population is nearly 99% African American and 1% Hispanic. Many of the children come from single parent households and approximately 48.9% receive free and reduced lunch. Its special mission is to educate the entire child by providing programs to children that enable them to become exemplary citizens distinguishable by their excellence in academic performance, social mores worthy of emulation, contagious positive attitude, noticeable high self-esteem, inclination to peaceful conflict resolution, effective communication skills, and commitment to community, brotherhood, and leadership by good example. A Board of Directors sets policy, while the Chief Executive Officer is responsible for overall governance. The Site Director and the staff are responsible for the day-to-day management of the school and the students.

Mission

The mission of the Ad Prima Charter School is to educate the entire child by providing programs to children that enable them to become exemplary citizens distinguishable by their excellence in academic performance, social mores worthy of emulation, contagious positive attitude, noticeable high self-esteem, inclination to peaceful conflict resolution, effective communication skills, and

commitment to community, brotherhood, and leadership by good example. These characteristics are nurtured through a caring community of learners including highly trained and competent school administrators and teachers, parents who are interested in their children's education and in the educational process, and other stakeholders who are committed to a more meaningful and practical approach to education as defined in the Ad Prima mission.

Vision

Ad Prima's vision is to create a learning atmosphere which provides students with a strong academic curriculum and training in mediation and dispute resolution so that they are prepared for a high quality secondary education and are skilled at preventing and/or defusing hostile situations through conflict resolution, constructive communication, problem solving, and negotiation.

It is our hope that students who complete the program will have a well-rounded academically accelerated education that will enable them to compete successfully with students from other public, as well as private schools. They will be distinguished by their: 1) productive use of emerging literacy abilities, 2) proficiency in basic academic knowledge, 3) skill in studying, test taking, and problem solving, 4) competence in the use of communication technology, and 5) ability to resolve disputes in constructive, peaceful, and fair ways, and a high level of social skills.

Shared Values

The school community of *Ad Prima* believes that all children can reach their academic and social potential when given the opportunity to learn and grow in a peaceful, fair, and respectful environment - where individual differences and similarities among all people are appreciated. Academic achievement, respect for others, and development of social skills which foster conflict resolution are valued highly within the community.

Academic Standards

Ad Prima Charter School's curriculum is designed to provide students with instruction needed to attain Pennsylvania academic standards for each subject. Based on their effectiveness in meeting the state standards, Ad Prima Charter School has chosen several courses of study. The Harcourt ***Trophies*** curriculum is used for Reading and Language Arts. The ***K-12 Science*** program and ***FOSS Science*** were recently introduced, and the Silver Burdette Curriculum is used for Social Studies. ***Everyday Mathematics*** is used at all grade levels. The publishers of the materials we use have documentation to show that their materials meet Pennsylvania's academic standards. The success our students have achieved on the PSSA would also indicate that the materials effectively meet the state's requirements.

During the 2008-2009 school year, Ad Prima served children in grades K - 6. The children meet in self-contained classrooms. Two hours and twenty-five minutes per day are devoted to reading and writing, while approximately one hour is spent studying mathematics. An additional forty minutes is given to instruction in Spanish. During the remainder of the day, the children study science, social studies, language arts, Junior Great Books, and handwriting, each for approximately fifty minutes. In addition, students use Alpha Smart Neos for their study of computer literacy. The "special" subjects — art, music, and physical education — meet for approximately two hours every ten days.

A number of the students who enroll in Ad Prima Charter School are one to two years below

grade level. The school addresses the needs of students who are performing significantly below standards in literacy and mathematics skills within the inclusion classroom. Teachers are especially attentive to the initial placement of newly admitted students. Teachers assess the children's skills and monitor their progress to determine appropriate placement (with input from the child's parents). They also attempt to quickly identify students who may need additional help because they are not making reasonable progress and those who are at risk of academic failure. Some strategies that are used with these students are:
Â· Remedial Packages: These are developed and implemented at each grade level.
Â· Multi-Sensory Techniques (VATK): These techniques are introduced in Kindergarten and used throughout the program to meet the special needs of all students.
Â· Computer Programs: CCC, Compass Learning, and the Academy of Reading programs have been implemented to foster individual student growth and improvement.
Â· Parent Involvement: The "Academic Partners" program was introduced to enable parents to support their children by enriching and supplementing the academic programs.
Â· The Targeted Assistance Program (TAP) was implemented during 2005 - 2006 to provide students who are at risk with an additional hour and a half of skill development after school, four days a week.

In addition, Title I teachers are provided to deliver a program combining in-class support and pull out instruction for students needing additional support.

Strengths and Challenges

Ad Prima's strong curriculum and dedicated staff and administration in combination with an excellent facility provide a positive, safe, and productive learning environment.

During the second year of operation it was noted that, while standardized test scores in reading and math were well above average, the students' overall performance in science was somewhat weaker. As a result, additional instructional time in the form of Saturday morning classes was provided for children in the third grade. Improvement was noted, but in order to make sure that the students continue to progress, a new science program (K-12 Science) was introduced during the 2006-2007 school year.

Classroom teachers reported that some students are still having difficulty with oral communication. A program including oral book reports and presentations in science and social studies was implemented. Improvement was noted, so the program will be expanded during the upcoming school year.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Ad Prima Charter School remains committed to its initial mission and vision; however, the administration and staff constantly search for ways to improve upon the curriculum and methodology that are employed. While the school has experienced success in many areas, it is our belief that there is always room for improvement. A committee of teachers and administrators periodically reviews the curriculum and assessment results in light of the school's mission, "best practices" in education, the needs of our students, and the changing requirements of state and federal statutes. It determines what changes, if any, are needed to assure that students master the concepts, skills, and knowledge that have been outlined at each grade level by state and national standards, and by assessments mandated by state and local agencies. It reviews mastery level resources for teaching the required skills, paying particular attention to achieving compatibility between the resources and assessment tools and the standards and course

content. It examines the teaching/learning methodologies that are used to assure that they actively engage students in their own learning and that they integrate knowledge and skills to the degree practicable. Finally, they review the assessments that are used within the school to measure learning to assure that they include appropriate measures that employ such strategies as problem-solving, portfolios, projects requiring complex thinking, etc.

If, in the course of this review, the committee identifies areas that need improvement, it devises a plan for remedying the situation and presents it to the Chief Executive Officer, who then determines what further action is needed. If the proposed improvements require significant change, or unusual expenditures, they will be presented to the school's Board of Directors for their approval. Once approved, knowledgeable staff members will be chosen to write curriculum, to select materials, to train staff, and to execute other needed functions. Should the plan achieve only a portion of its goals during its first year, it will be reviewed, revised as necessary, and then carried over into another year. This process has been followed in the implementation of Everyday Mathematics, K-12 Science, and in the effort that the staff is making to improve students' oral language skills.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Dr. Joan Chalker	Office Manager	Administrator	Board of Directors
Mr. Courteney Knight	Title I Coordinator	Middle School Teacher	Board of Directors
Mr. Micheal Slade	CEO	Administrator	Board of Directors
Mrs. Doris Evans-White	Counselor	Ed Specialist - School Counselor	Board of Dirrectors
Mrs. Kathleen Suloff	Placement Coordinator	Administrator	Board of Directors
Mrs. Michelle DelBuono	Classroom Teacher	Elementary School Teacher	Board of Directors

Goals, Strategies and Activities

Goal: Mathematics

Description: Reach or exceed the state AYP of 45% of the 3rd - 6th grade students scoring profiecient or advanced on the PSSA Math Assessment

Strategy: Increased instructional time devoted to mathematics

Description:

Activity: Mathematics Minutes

Description: Staff will create and utilize daily mathematics skills activities to supplement and reinforce the math curriculum

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2008 Finish: Ongoing	-

Status: In Progress — Upcoming

Strategy: Provide extensive in-service training

Description:

Activity: Mathematics Workshop

Description: Provided by the Everyday Mathematics Program

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2008 Finish: Ongoing	-

Status: In Progress — Upcoming

Goal: Oral Communication

Description: Students will develop clear and effective oral communications skills using standard English

Strategy: Increased opportunity for oral presentation

Description: Students will be expected to present oral book reports along with oral reports on Science and Social Studies projects.

Activity: Oral Presentation Workshop

Description: Teachers will receive training in ways to help students plan and present oral reports. They will also be given strategies on evaluation and assessment of oral rpresentations.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2008 Finish: Ongoing	-

Status: In Progress — Upcoming

Goal: READING

Description: Reach or exceed the state AYP goal of 57% of the 3rd - 6th grade students scoring proficient or advanced On the PSSA reading assessment

Strategy: Increased instructional time devoted to reading

Description:

Activity: Junior Great Books

Description: All students will participate in the Junior Great Books program.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2008 Finish: Ongoing	-

Status: In Progress — Upcoming

Strategy: Provide extensive in-service training

Description:

Activity: Reading Workshop

Description: Provided by Houghton Mifflin

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2008 Finish: Ongoing	-

Status: In Progress — Upcoming

Goal: STUDENT ATTENDANCE (any school that does not graduate seniors)

Description: Student attendance will meet or exceed a 90% threshold and/or show growth.

Strategy: Parent/Student Awareness

Description: Familiarize parents and students with school policy regarding regular attendance

Activity: Parent Partners Meeting

Description: Monthly Meetings

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2008 Finish: Ongoing	-

Status: In Progress — Upcoming

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

Strategy: Parent/Student Awareness

Description: Discuss importance of testing with students and parents

Activity: Parent Partners

Description: Monthly Meetings

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2008 Finish: Ongoing	-

Status: In Progress — Upcoming

Statement of Quality Assurance

Charter school has met AYP.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Rigorous Instructional Program

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

What curriculum does your charter school utilize?

Based on their effectiveness in meeting the state standards, *Ad Prima Charter School h*as chosen several courses of study. Reading/Language Arts curriculum is provided by Harcourt's ***Trophies*** series. ***Everyday Math*** is used at all grade levels. At the present time the Social Studies classes follow the ***Silver Burdett Ginn*** Series. The ***K-12 Science*** program was introduced in 2006-2007.

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

The publishers of the materials used by *Ad Prima Charter School* have documentation to show that their materials meet state standards. The success that our students have had on standardized tests also indicate that the materials effectively meet the state's requirements

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

The children meet in self-contained classrooms. Two hours and ten minutes per day are devoted to reading and writing, while approximately one hour and ten minutes are spent studying mathematics. During the remainder of the day the children study science (50 minutes), social studies (45 minutes), as well as computer science, phonics, Junior Great Books, handwriting, and Spanish (each for approximately forty minutes.) The "special" subjects — art, music, and physical education — are taught twice each every ten days.

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

Ad Prima Charter School believes that inquiry is part of the natural process of learning. It recognizes that inquiry learning requires an emphasis on the development of inquiry skills and the nurturing of inquiring habits of mind that will enable students to continue their search for knowledge beyond their school years. To encourage inquiry, Ad Prima Charter School provides extensive in-service training to prepare its teachers to lead inquiry lessons. Teachers are taught to model the inquiry approach, and to stimulate inquiry among their students by encouraging them to identify problems to solve, or by helping them to resolve discrepancies. From the earliest grades students learn: to use the steps in the inquiry process, to see themselves as participants in the process of learning, to engage in the exploration process, to raise questions, to propose explanations, to use observations, to plan and to carry out learning activities, to communicate using a variety of methods, and to critique their learning practices.

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

Once students are admitted and tested and it is determined that their skills are not appropriate for their assigned grade, staff and administrators meet with their parents in an attempt to develop an appropriate program. Students whose performance and scores indicate that they have not achieved grade level are assisted in several ways. In school, they may be assigned to the Title I program where they may receive daily tutoring/remediation either through computer programs or through direct instruction from the Title I teacher during the regular school day. Simultaneously, the teachers will prepare "Skill Packets" that will reinforce the skills in which the children are weak. These packets are sent home so that the parents and children can work together to improve the needed skills. During monthly parent workshops, parents receive instruction in methods that will help them support their children's education. The Targeting Students for Success" program which was introduced 2005-2006 continues to provide additional support for at risk students and their in parents.

If a student's performance and test scores indicate he/she is more than a year and a half deficient but less than two years, it may be determined that he/she needs to repeat the grade. If the scores and the student's performance indicate his/her skills are two or more years below the assigned grade, the child will be referred to the counselor who will initiate procedures for the child's involvement with the student support team.

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

Within the classrooms of the *Ad Prima* Charter School, emphasis is placed on active rather than passive learning. Cognizant of the wisdom reflected in John Dewey's philosophy of "learning by doing" and the Chinese proverb, "I hear, and I forget; I see, and I remember; I do, and I understand." the leadership of the school requires all elementary classrooms to be equipped with Learning Centers. At these centers, the students work independently, or in small groups, to build concepts, to explore topics, or to refine skills.

The teachers at the school employ teaching methods that are based on the best research on how students learn, as well as on proven, tested pedagogy demonstrated to be effective in an urban environment. Just as no two children grow alike; no two children learn alike. Similarly, no two topics lend themselves to exactly the same form of presentation. The teachers at the *Ad Prima* Charter School are facilitators of learning and are adept at a variety of teaching strategies, ranging from direct instruction through modeling and scaffolding, to cooperative learning. They choose among these strategies to satisfy the needs of their students. Characteristically, however, they regard their students as active learners, rather than passive recipients of knowledge, and engage the students in the learning process.

Instruction has clearly defined goals that are articulated to the learner. These goals relate to the goals of the school as well as the academic discipline and are organized sequentially. Testing relates to the goals and, wherever possible, involves the students' performance of real tasks. The teachers strive for student mastery of skills by providing sufficient time, and adequate and immediate feedback, so that the students are always aware of the quality of their work. Grouping for instruction may take place in large groups, small groups or individual students.

Intensive staff development and close supervision assures that all students in the school benefit from these "best practices" in teaching methodology. Its smaller size and more focused curriculum give the charter school's staff an increased opportunity to become skilled at, and to implement and to refine all aspects of the educational program. This advantage may not be available in larger, more traditional, urban schools.

Rigorous Instructional Program - Attachments

- Professional Development Approval Letter
- Teacher Induction Approval Letter

English Language Learners

Although a Home Language Survey is completed by the parents/guardians of all enrollees and the teachers watch carefully for students who may have a limited command of English, no English Language Learners are currently enrolled at Ad Prima Charter School. A plan for teaching ELL has been developed.

Ad Prima Charter School

English Language Learners Program

1. Statement of Program Goals and Objectives

The English as a Second Language (ESL) Curriculum for grades -K — 8 builds and develops linguistic proficiency for non-native English speakers. All students are assured an English linguistic learning experience based on the six language skills: listening, speaking, reading, writing, critical thinking/learning strategies, and culture.

The goal of the curriculum is to provide students with the skills necessary to transition successfully into the mainstream classroom.

The program is built upon national TESOL Standards and Pennsylvania's Academic Standards for Reading, Writing, Speaking, and Listening.

Students who complete the program will:

Use English to participate in social interactions.

Interact in, through, and with spoken and written English for personal expression and enjoyment.

Use learning strategies to extend their communicative competence in the English language when engaged in social interaction.

Use strategies to extend their communicative competence in order to achieve in academic content areas.

Use English to obtain, process, construct, and provide subject matter information in spoken and written form.

Use appropriate learning strategies to construct and apply academic knowledge in the English language.

Use the appropriate English language variety, register and genre according to audience, purpose and setting.

Use nonverbal communication appropriate to audience, purpose, and setting.

Use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

2. Student and Parent Orientation Procedures

At the time of registration, the staff identifies children who come from a non-English language background (NELB) by administering the *Home Language Survey* provided by the Commonwealth. Parents/guardians are informed of the right of any students learning English as a Second Language to an alternative language program and to academic support services under Title VI of the Civil Rights Act. They will also be told that the results of the survey and subsequent screening and placement procedures are not reported to immigration officials.

If the parent/guardian is unable to speak English a translator is provided.

3. Identification and Placement

a. Screening procedures, entry/exit criteria

1.)The first step in identifying students with limited English proficiency is to administer the *Home Language Survey*. This survey is administered at the time of registration to all children who are new to the school.

Ultimately, the *Home Language Survey* will be administered to the entire student body in order to identify all students who are NELB.

Entry Criteria

If the *Home Language Survey* reveals that one of the following statements is true, the child may be eligible for ESL support.

the student's primary (first acquired) language is other than English, regardless of which language the student now uses most frequently; or

the language most often spoken by the student is other than English; or

a language other than English is spoken in the student's home.

If the child is found to be NELB, the original survey form is placed in his/her file and copies are sent to the ESL team (Site Administrator and ESL Teacher/s.)

2) The second step after identifying all students who are NELB is to arrange for a screening.

The screening will involve:

reviewing school records and relevant documents containing information about the student's language proficiency and academic achievement;

learning about the NELB student's background (life experiences, educational history, language, and culture); documenting any sigificant health or special needs.

The goal of the screening is to separate NELB students whose ability to do grade-level work in English is unknown from NELB students who have fluent English proficiency and a proven record of academic success in a regular instructional program. The purpose of the screening of NELB students, then, is:

to determine the need for a formal assessment of the student's language and academic skills prior to placement;

to gather information that will be useful in choosing the type of assessment procedures, strategies and tests best suited to the student's linguistic and academic experiences;

to identify any health concerns or special needs that could impact on the assessment and/or programming for the student;

to determine whether previously enrolled NELB students are performing grade-level work.

If, as a result of this screening, a student is judged to be fully English Proficient, he/she is released from the program. Other students receive further testing to determine their level of proficiency.

3) The third step is to determine the level of support NELP students who are not fluent in English will need. This is done by selecting and administering appropriate instruments for:

assessing the student's level of proficiency in English;

determining, to the extent possible, the student's fluency in his/her home language and

determining the student's academic knowledge and skills for instructional placement.

4) On the basis of the findings of the assessments administered in step three, students are placed in appropriate services and an overall instructional program is planned (step four).

Exit Criteria

Students remain in this program until they are able to function independently using English. Proficiency in English is determined by a combination of teacher recommendations, ESL team observations, and standardized test results. When a student is determined to be proficient he/she is released from the program.

A student exiting ESL should meet the following standards of performance:

1. Proficiency in Oral Skills — evidence of ability to comprehend and speak English at the level of peers of the same grade level for both social and academic purposes.

2. Proficiency in Reading Skills — evidence that the student is able to read in content areas at the appropriate grade level for academic purposes.

3. Proficiency in Writing Skills — evidence that the student is able to write at the appropriate grade level for academic purposes

4. Evidence of mastery of skill objectives for advanced ESL instructional level

5. Documented evidence of successful student performance in content area classes in which the student is already mainstreamed.

In accordance with Office for Civil Right's policy, students' performance will be monitored after they are exited from an alternative language program. The purpose of post-service monitoring is to ensure that students reclassified as fluent English proficient make a successful transition into the regular instructional program. A successful transition is one in which the student adjusts socially and is able to comprehend instruction, speak, read and write well enough to participate in class, take tests and complete assignments without difficulty. Because the level of linguistic and cognitive difficulty can increase drastically as students move into higher-grade levels, it is important to monitor their educational program for three years. Student monitoring includes 1). academic information - courses taken, grades, etc., 2) assessment information — standardized test scores, 3) teacher observations, 4) participation in program options, e.g. college bound courses, 5) other criteria such as attendance, punctuality, and satisfaction of parents and student with the program.

b. Assessment Process

Student progress in ESL is determined through: 1) Pennsylvania System of School Assessment, 2) Terra Nova, 3) district level assessments (IDEA English Proficiency Test —IPT,) and 4) classroom level assessments aligned with the ESL scope and sequence. Implementing an effective assessment program for ESL is a process of creating and revising classroom and school-wide assessments. The results of all assessments are used to inform teaching and learning.

4. Instructional Program

a. Describe the Type of Program:

Variations of the ESL model are the most realistic option for Ad Prima Charter School. The school's ESL program is characterized by:

monolingual English instruction, using ESL teaching approaches, methods and activities to teach social and academic language skills (listening, speaking, reading, writing, and higher-order thinking) to students of varying proficiency levels

instruction in basic content area concepts using ESL techniques, in order to prepare ESL students for integration into the regular classroom

The most frequently used means of delivery is "in-class ESL instruction" (inclusion) whereby small groups of students receive instruction by the ESL teacher (and sometimes the classroom teacher in a team teaching version) in the regular classroom.

b. Describe Planned Instruction Standards

The program is built upon national TESOL Standards and Pennsylvania's Academic Standards for Reading, Writing, Speaking, and Listening.

c. Indicate the amount of time in ESL classes and Content classes

The findings of the formal interview and the diagnostic assessment of the student's language proficiency level and academic skills provide the basis for determining the ESL instructional placement, time allocation, and focus of service.

Generally speaking, the lower the student's proficiency level, the more intensive the ESL program will be. A more intensive program at the beginning helps students progress faster and ultimately speeds up the partial or full mainstreaming into content area classes.

The assessment of the student's English language proficiency should indicate a classification of proficiency and ESL instructional level. At the time of initial assessment, ESL children should be classified as: non-English proficient, limited English proficient, transitional English proficient, and fluent English proficient. The assessments should also establish the students ESL instructional placement level, e.g. Entry-level, Beginner, Intermediate, Advanced, Transitional, and Fluent. Using this information, the student may be classified as follows.

English Language Proficiency Classification	ESL Instructional Level	Identifying Characteristics	Recommended Time Allotment
NEP	Entry-level	No comprehension, verbal production or reading/writing skills in English	2 — 4 hours daily
LEP	Beginner	Limited comprehension Speech limited to isolated words and simple phrases No or minimal reading and writing skills	2 — 4 hours daily
	Intermediate	Improving comprehension of everyday speech and increased fluency, vocabulary and grammatical control Very limited ability to understand classroom discourse and read/write in English for academic purposes	1 — 2 hours daily
	Advanced	Good conversational skills Still lacks control of	1 — 2 hours daily

		academic language Requires support in content area classes	
TEP	Transitional	Excellent conversational skills Level of academic language not yet at full potential or comparable to peers Expanding listening, reading/writing, thinking skills for grade-level academic work	1 hour daily or as needed, to provide support for academic classes
FEP	Monitoring of student progress in regular instructional program	Excellent control of social and academic language Grade appropriate reading and writing skills	Monitor progress in the regular instructional program for three years

Adapted from Robert Parker's "Proficiency Classification and Descriptions in Language Proficiency Classification and Instructional Placement Instrument" (1993)

The ability grouping or tracking systems that are used by the school to deal with the special language skill needs of LEP students are designed to meet such language skill needs as soon as possible and will not operate as an educational dead-end or permanent track. ESL children will not be placed in lower ability groups, or special education classes solely on the basis of language proficiency. If students are put in these classes it must be only to prepare them to participate in the school's other instructional programs.

5. Student Participation in Related and Extracurricular Activities

In accordance with Title VI of the Civil Rights Act all students, regardless of limited English proficiency, national origin, race or gender, are given equal access to all educational programs — academic, vocational, computer, compensatory and special education and to all extracurricular activities.

6. Pupil Personnel Services

a. Counseling

Counseling will be provided by the ESL teacher who will help the student adjust to the school routine, monitor their academic progress, and assist with their social and cultural acculturation.

b. Special Education

The May 1970 Office of Civil Rights Memo states that “school systems may not assign students to special education programs on the basis of criteria that essentially measure and evaluate English language skills. The additional legal requirements imposed by Section 504 also must be considered when conducting investigations on this issue.”

Ad Prima Charter School will carefully evaluate ESL students before placing them in a Special Education Program.

c. Other Related Services

All services available to the other students in the school will be available to ESL students. This is in compliance with Title VI of the Civil Rights Act which guarantees all students, regardless of limited English proficiency, national origin, race or gender, equal access to all educational programs — academic, vocational, gifted and talented, computer, compensatory, and special education and with the May 1970 Office of Civil Rights memo that reaffirmed this right and further stated where a language barrier exists, a school “must take affirmative steps to rectify the language deficiency in order to open its instructional program to students who are unable to speak and understand the English language.”

7. Staff Development Related to Program

Upon the enrollment of ESL students, the charter school will provide in-service training for both its ESL and non-ESL staff. The purpose of this training is to assure that: 1) the charter school’s ESL program is grounded on sound educational theory, is effectively implemented and successfully reduces language barriers, 2) non-ESL teachers have the knowledge and skills necessary to accommodate ESL’s in content area instruction, and 3) the staff is aware of resources they can use to improve their program.

a. ESL/Bilingual Staff

In-service courses for ESL/Bilingual teachers will concentrate on informing them about: federal and state laws regarding the education of ESL students, the identification of ESL students, best-practices in ESL education, recent research regarding ESL education, and assessment of the progress made by ESL students.

b. Content-Area Staff

The content area staff will receive instruction in such areas as: making content area learning accessible to non-native English speaking students, legal obligations of the school staff with regard to the education of ESL students, best-practices in ESL education, and monitoring the continuing progress of students released from the ESL program.

c. Support Staff

All staff, including the support staff will study the cultural differences between American students and their ESL counterparts and the influence of these differences on their respective beliefs and attitudes about teaching, learning and interaction with other people.

8. Community Involvement

a. Program Planning

Members of the community, including civic and religious leaders, parents, and educators, were invited to participate in the development of broad outlines for the ESL program.

b. Communication with Students' Homes

All information disseminated to the students and their parents, including report cards, is provided in a language or mode that is preferred by them.

Students and their parents will be provided with an orientation session when they enter the program. The orientation will include information about the school, the ESL program and the courses the student will be taking. It will also explain what special programs are available, the school's policies on discipline, homework and attendance and it will provide an explanation of the school's assessment practices and procedures.

c. Program Advisory Committee

The Program Advisory Committee is charged with assisting in the implementation of the program. Its members serve as tutors and translators.

d. Assistance request Process

Should there be a disagreement between the parents of an ESL student and the staff, the school's established "due process" policy will be followed to resolve the dispute.

9. Program Evaluation Procedures

The ESL program will be evaluated informally throughout the year and formally at an annual meeting of the CEO and the ESL team (ESL teachers and the Site Directors.)

The following indicators will be reviewed:

1. Student data

The team will review students' academic progress while they are in the program and after they exit the program. The purpose of this review is to determine how the ESL population performs in relation to the rest of the student body.

2. Quality review

In addition to using data collection, interpretation and reporting as a way to evaluate program effectiveness, the CEO and ESL team will assess the quality of the program by studying how well it is meeting its goals and objectives, the quality of the resources it is using, the expertise and performance of the personnel, and effectiveness of the practices that have been implemented**.**

English Language Learners - Attachment

- ELL Policy for Annual Charter Report

Graduation Requirements

Ad Prima Charter school served students in grades K - 6 during the 2008-2009 school year. A 7th grade will be added in the 2009-2010 school year. Thus, there are no graduation requirements for Ad Prima Charter School. However, its close attention to achieving the state standards in a timely manner provides a strong background in academic skills that support students who complete the program in their high school studies.

Special Education

While the school currently does not have many students on its roll who are diagnosed as having “special needs,” it does have many children who are a year or more behind the expectations for their grade and age. These children are studied carefully using methods similar to those recommended in the “child find” procedures outlined by the Pennsylvania Department of Education in their Model Policies and Procedures paper. This document has been adopted by Ad Prima Charter School as its official Special Education policy because it is current and because it addresses most legal eventualities in the education of special needs students. In dealing with children who are not diagnosed with a special need but who are less academically skilled than they might be, teachers at Ad Prima Charter School use methods that are also seen in special education classrooms. For example, teachers use a multi-model approach to instruction (VATK). Visual, auditory, kinesthetic and tactile methods are employed in all subjects. Distractions are avoided, children are taught to organize their supplies and their work. If necessary, some students are allowed frequent breaks. Those who need it, are given additional time to finish homework and/or tests. Work is presented in small segments that will not overwhelm children who find learning difficult. Highlighters are used to alert students to important aspects of reading assignments or of written problems. Additional strategies are used with students who are not performing at grade level when they enroll in Ad Prima Charter School. The Targeted Assistance Program and Title I services also provide a substantial amount of remedial instruction for children whose performance is below expectations.

Although several of Ad Prima Charter School’s entry level students functioned below grade level, during the 2008 — 2009 school year, no children were enrolled who are classified as having "special needs". However, two students are receiving speech services from a contracted speech therapist. Through the use of Title I teachers, the Targeted Assistance Program, VATK methodology, the remediation of basic skills through the use of computer technology and the Parent Partners Program, we have been able to work with our low performing students without applying a special education label to them.

Special Education - Attachment

- Special Education Policies

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
N/A	0	N/A	NA	0	NA

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Bartos	0	Speech	NA	2	NA

Special Education Program Profile - Chart III

Title	Location	FTE
NA	NA	0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
NA	NA	0

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	Yes	Yes	Yes
Terra Nova (Local Assessment)	No	Yes	Yes	No	No	No

Student Assessment - Secondary

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

Student Assessment

Due to an error at DRC, our 2009 PSSA test scores are not available at this time.

However, previous tests results indicate that all students are performing at a proficient or advanced level. In order to maintain this high level of achievement, the staff regularly reviews the curriculum to make sure that all skill areas are adequately addressed.

Similarly, individual test results allow teachers to identify children who need assistance in order to achieve mastery and to focus on the specific areas in which they need the most help. Conferences with parents can then be arranged and the parents can be informed of the child's deficit areas and told how to strengthen those skills. Work packets are routinely created to guide the remediation activities of parents and children. The "Targeting Students for Success" program which was implemented this year provides additional support for students whose that scores indicate that they need additional skill reinforcement.

While standardized tests are used to measure annual progress in major subject areas such as mathematics, reading, language arts, and science, locally developed tests assess developing skills in foreign language, visual arts, music, physical education, etc. Curriculum based tests are also used to measure student progress on a weekly, monthly, and trimester, basis. These tests also keep skill development moving in a timely manner as outlined in the teachers' pacing charts. Curriculum based tests are used in the same manner as the standardized tests to determine which skills the children have mastered and which teaching methods have been the most successful. By providing this information, the locally developed tests contribute to

decisions concerning the measurable goals that should be set for subsequent years. They also help to determine if the goals thus set are achieved.

The staff of the Ad Prima Charter School is aware of the limitations of standardized testing and has implemented alternative methods that provide teachers and students with maximum feedback and opportunities to demonstrate student learning involving higher level thinking and problem solving skills. In addition to the use of standardized tests, students' progress is monitored by curriculum based assessment techniques and such devices as work portfolios, open ended questions, extended reading and writing experiences, individual and group projects, teacher observations, student conferences, academic competitions, student performances, participation in activities, and exhibitions.

Students who are at risk of failure, or who are not making reasonable progress are identified as quickly as possible upon admission to the school. Once identified, the staff determines suitable placement for the child and identifies appropriate goals and strategies to help the child to succeed. These strategies include:

Â· Remedial Packages: These are developed and implemented at each grade level

Â· Targeting Students for Success: This program provides additional support and skill development activities for at risk students and their parents.

Â· Multi-Sensory Techniques (VATK): These techniques are introduced in Kindergarten and used throughout the program to meet the special needs of all students.

Â· Computer Programs: CCC, Compass Learning, and the Auto Skill programs have been implemented to foster individual student growth and improvement

Â· Parent Involvement: the "Parent Partners" program was introduced to enable parents to support their children by enriching and supplementing the academic program.

In addition, Title I teachers are provided to deliver a program combining in-class support and pull out instruction for students needing additional instruction.

The clear evidence of the success of these strategies is reflected in the standardized test results summarized in this report Students in first, second, third, fourth and fifth grade demonstrated a commendable grasp of the standards taught.

Student Assessment - Attachment

- Student Assessment Data-09

Teacher Evaluation

a.) List the main features of the school's teacher evaluation plan.

The evaluation of teachers is both summative and formative. Summative evaluation of each staff member is based on a multiplicity of factors, including (but not limited to): an assessment of accomplishment in accordance with a Charter generated "Duties of a Teacher" list, based on the work of Michael Scriven, the review of a teacher maintained portfolio, formal classroom observations, informal observations, notes and records maintained by administration, and (to a lesser degree) by peer, parent, and student evaluative surveys. Most critical is an assessment of

the teacher in relation to the achievement level of his or her students. This achievement is judged in terms of the standards set for each course and grade level. Additionally, the administration prepares an evaluation of each teacher based on the state evaluation form.

b.) List entities/individuals who are responsible for teacher and staff evaluation.

Staff will be evaluated by the site director and the CEO or his designee at least twice a year. Reports of this evaluation will be completed in writing (using the appropriate forms provided by the Department of Education) and presented to the teacher during a post observation conference. Teachers' performance will be measured in terms of Scriven's Duties of a Teacher, the quality of their implementation of the curriculum, and the evidence of growth displayed on standardized tests by their students. For teachers who are not meeting the standards of the school, an experienced mentor will be provided and special in-service programs will be arranged. These will be in addition to the regularly scheduled in-service programs and the Induction Plan that will be in place for new teachers.

c.) Describe professional development for the evaluators, particularly in the areas of special education and instructional techniques that are unique to the mission of the charter school and support student success.

The evaluators are trained and certified school administrators who have both academic training and practical experience in the evaluation of professional staff members. All have received in-service training from both the local IU and from PDE. Additionally, they meet periodically with the Chief Executive Officer to identify instructional goals, teaching methodologies and activities that staff members must have in place in order to meet the demands of the mission.

Teacher Evaluation - Attachment

- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Changes have been made in various leadership aspects during the past year. The position of CEO and the position of principal have been reassigned. In addition, changes have been made to the Board of Trustees.

Board of Trustees

Name of Trustee	Office (if any)
Hall, Kia	Treasurer
Uqdah, Euan	President
Shelton, Juaria	Vice-President
Shikomba, Madeline	Secretary
Watson, James	

Professional Development (Governance)

The Board of Trustees receives periodic instruction on legal issues and governance issues from the law firm of Schneider, Harrison, Segal and Lewis. This firm has agreed to work for the Charter School on a pro bono basis.

Coordination of the Governance and Management of the School

The Board of Trustees will have the ultimate responsibility to ensure that the *Ad Prima* Charter School is operating in compliance with its charter and all applicable state and federal laws and regulations. It must be aware, to the fullest extent possible, of all matters that pertain to the philosophy, mission and goals of the school and it must assure that the decisions of the Board conform to the principles of creating a school focused on achieving the highest levels of social and academic skills. The Board of Trustees will be responsible for duties that include, but are not limited to, the following:

Â· Filling vacancies on the Board.

Â· Matters relating to the By-Laws, including adopting, repealing or amending.

Â· Hiring, firing and setting salaries for the CEO and all Charter staff.

Â· All matters related to budgets and school finances.

Â· Reviewing the annual budget.

Â· Reviewing and approving financial disbursements.

Â· Authorizing the selling or leasing of property.

Â· Setting policies for the school.

The Board will communicate with the school community through the CEO. Generally, matters involving the staff, students, parents, and community that require Board action will be brought to its attention by the CEO. Any of these groups may make a written request to appear before the Board. Arrangements will be made for them to speak at the next scheduled Board meeting.

The school's Board of Trustees recognizes and respects the time consuming nature of the School Directors' position and that of the Charter School Office's staff. Therefore, it encourages Charter School personnel to comply in a timely manner with School District deadlines and requests for reports to preclude placing an undue burden on members of the SRC or their staff. Further, appropriate personnel from the Charter School attend School District training sessions several times a year.

Coordination of the Governance and Management of the School - Attachment

- Board Meetings

Community and Parent Engagement

The Board of Trustees supports parent and community involvement in the life of the Charter School. Monthly workshops call, " Parent Partnership" meetings, give teachers and parents an opportunity to collaborate on improving and supporting the students' education and to discuss and role-play ways in which the home environment can foster peaceful conflict resolution. The goal of these workshops is to help parents to acquire sufficient academic and pedagogical skills to assist their children in all subjects, particularly the mission courses. The Board of Trustees also encourages assembly programs through which the children can demonstrate to their parents the skills they are acquiring in both the mission courses and the traditional academic subjects. Parents are further involved in the life of the school through grade level meetings at which they receive further instruction on how best to support their children's learning goals. Materials are frequently distributed to parents to guide their efforts to enhance their children's education.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

Since its inception, the school has limited its fund raising activities to grant writing. This has proven to be a productive means of raising money and is more lucrative than traditional fund raising activities. For example, during the 2008-2009 school year, the 21st Century Grant funded an extensive skill building program which took place on Saturdays.

Fiscal Solvency Policies

To maintain solvency, the school sets aside at least $250,000.00 to cover monthly expenses. The projected unreserved balance for 2008 — 2009 is estimated to be around $862,432.

Accounting System

The school has implemented GASB 34 using full accrual accounting. Currently the school is using the For Fund Accounting program with the accounts set up based on a required chart of accounts, which conforms to PDE reporting. Budgeting, accounting and reporting are based on a governmental accounting model using GASB 34.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Statement of Revenues, Expenditures, and Fund Balances

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

Ad Prima Charter School engaged the firm of Maillie, Falconiero, and Company, LLP to conduct an external audit of its affairs. The audit for the 2007-2008 fiscal year was completed in July of

2009. The firm issued an unqualified opinion. No significant findings resulted. The firm will conduct the 2008-2009 audit in November of 2009.

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

- Auditor's Report

Citations and follow-up actions for any State Audit Report

As of this date, the state has not conducted an audit of Ad Prima Charter School.

SECTION VII. FACILITY RESPONSIBILITIES

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

There were no major acquisitions of facilities, furniture, fixtures, and equipment during the 2008-2009 fiscal year.

Future Facility Plans and Other Capital Needs

Although the Charter's Board of Trustees is seeking another facility so that the school can serve a larger student body, the school will probably remain at its current site for the foreseeable future.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Ad Prima Charter School complies with all state and local standards concerning health and safety. The Site Director conducts and maintains a log of monthly fire drills. Additionally, the site is equipped with a modern fire alarm system. Each year city representatives inspect the building and, when necessary, adjustments are made in accordance with the inspector's suggestions. The school nurse checks immunization records and contacts the parents of children who have not provided the school with proof of immunization. Further, she sees that appropriate health screenings are conducted each year. These screenings, along with information regarding immunizations, purchases related to health care equipment and salaries of health care personnel will be recorded on the Report of Health Services that is sent to the Pennsylvania Department of Health in September of 2006. Copies of the report are kept at the Ad Prima Charter School office and are available upon request. Ad Prima has not been in operation long enough to have completed a report to include as Attachment L.

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

- Wellness Policy

- Request for Reinbursement and Report of School Health Services

Current School Insurance Coverage Policies and Programs

The following insurance coverage plans are contracted through Edward R. Caruso of Caruso and Associates, King of Prussia, PA 19406, agents for Markel Insurance Company, A rated, of Glen Allen Virginia. The coverage provided includes: General Liability, Educators Liability, Employee Benefits Liability, Corporal Punishment Liability, Sexual Abuse and Molestation Liability, Teachers Professional Liability, Crime, Property Systems Breakdowns, and Umbrella Liability.

Group Life, Accidental Death, Short and Long-term Disability, and Dental coverage are provided by Metropolitan Life Insurance Company. Group Medical benefits are provided by Aetna Life Insurance Company. A Surety Bond for all employees and Board members is provided through TRA Insurance and Financial Services.

Current School Insurance Coverage Policies and Programs - Attachments

- Declaration of Insurance Coverages
- Acord

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

Professional Staff Turnover	Staff Retention Data for 2005 - 2006
Total number of professional staff in September 2008	9
Total Number of professional staffing 2008-2009	9
Number of professional staff employed in June 2009 who were also employed by the school in September 2008.	9

Ad Prima Charter School employs nine teachers. All are certified and most have at least three years teaching experience. Three members of the professional staff terminated their employment during the 2008-2009 school year.

Staff	Certified	Non-Certified
Teachers	9	0
Specialists	0	0

Quality of Teaching and Other Staff - Attachments

- PDE 414- Ad Prima
- Course Enrollment and Instructor ACS
- HQT ACS
- LEA Staff Profile and ACS

Student Enrollment

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

All enrollment procedures comply with state law and the requirements of the chartering school district. Students are admitted to Ad Prima Charter School without prejudice of any kind. To be eligible for admission, a student must provide: 1) proof of appropriate residency, 2) proof of age, 3) a completed application form, and 4) proof of immunization. Whenever there are more eligible applicants than there are available seats, the school conducts a lottery. Lotteries are conducted by grade. The names of all available applicants for a grade are placed in an appropriate receptacle and enough names are drawn to fill the number of vacant seats in that grade. Names of applicants are stored and the lottery process is repeated as needed.

- **If Kindergarten or First Grade is offered, provide a description of the admission policy with age requirements.**

Children are eligible for admission to kindergarten if they have attained the age of five years before the first day of October. First graders or beginners (i.e. children entering the lowest grade of the primary school above the kindergarten level) are eligible for admission if they have attained the age of six years before the first day of October.

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

An enrollment history is provided in the chart below. Children who leave the school generally go to another public school, either to a traditional public school or to a charter school.

Grade	Initial Enrollment	Dropped During School Year	Added	End of Year
K	20	0	0	20
1	25	2	0	23
2	41	3	1	39
3	39	2	0	37
4	17	2	0	15
5	17	1	1	17
6	21	0	0	21
Totals	***180***	***10***	***2***	***172***

- **Provide the number of students who completed the 2007-2008 year who are currently enrolled to return in September.**

Parents are asked to complete re-registration forms at the end of each school year and return them to the school. At this writing, some re-registration forms are outstanding, however, enough

have been returned that we know almost eighty percent of the students who attended Ad Prima Charter School last year will be returning for the 2009 - 2010 school year.

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

No children were required to leave the school. Eight students left for a variety of reasons, most having to do with their families relocating to another state or neighborhood.

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

Some Ad Prima students move to other states or to other sections of the metropolitan area either during the course of the school year or at the end of the school year. A few families found the requirements of the school, like homework, too demanding for their family schedule and transferred their children to a school that is more compatible with their needs. The families of some of the students who enrolled in the school relied on public transportation and found that coming a long distance on bus, particularly if it involved transferring from one bus to another was very difficult, particularly in the winter months. These families often returned to their neighborhood school.

Many more students sought admission to Ad Prima Charter School than the school was able to enroll because, in its current configuration, the facility that we are currently leasing is filled to capacity. Arrangements are being made to turn underutilized space into additional classrooms.

Student Enrollment - Attachment

- Student Enrollment and Admission Policies and Procedures

Transportation

Where a school district is not legally bound to transport Ad Prima Charter School's students, their parents are responsible for getting the children to and from school. Tokens are available for eligible students who travel on the bus.

Food Service Program

The school's lunch program is provided by the Nutritional Development Services of the Archdiocese of Philadelphia. This service provides a nutritionally balanced lunch for all children who wish to avail themselves of it. The program also provides for federally funded free and reduced lunches for those who are eligible.

Student Conduct

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

The goal of the school's discipline plan is to establish an atmosphere in which children feel safe, secure, and happy and have a maximum opportunity to learn. The plan was developed by teachers, parents, and students and was approved by the Board of Ad Prima Charter School. It specifies the rules that cover the behavior expected of Ad Prima Charter School's students and states the negative consequences that come from breaking the rules and the positive consequences that follow from obeying them. Parents are expected to take an active role in maintaining their children's good behavior and are involved in making and enforcing rules. The policy is based on the premise that collaboration between parents, children, teachers and administrators will result in a positive learning environment.

The school's discipline policy complies with Chapters 12 and 13 of the Public School Code. In the case of suspensions and expulsions and other matters that prove difficult to resolve, the following procedure is followed**:**

If, after a sincere effort, the complainant cannot resolve the issue with the individual with whom he/she has a dispute, the matter should be brought to the attention of that person's supervisor (generally the Site Director), and then to a representative of the CEO, the CEO himself, and finally to the Board of Directors.

If, for example, the matter concerns a parent and a member of the teaching staff and the parent and teacher cannot resolve the issue that is in dispute, the parent or teacher may bring the matter to the attention of the Site Director. If that individual cannot propose a satisfactory solution, he/she will schedule a conference with the CEO's representative. The Site Director will also furnish the representative with a written report that will include the nature of the original complaint, a statement of the facts giving rise to it, the manner in which the complainant allegedly has been affected adversely, the action the complainant wants taken, and the reasons why it is felt that such action should not be taken. Should the CEO's representative not resolve the matter, the CEO will take it under consideration. If the CEO determines that the issue requires the attention of the school's Board of Directors, she will furnish the Board with a complete report.

At this juncture, the complainant is free to present the Board with an account of his/her grievances. All complaints to the Board must be made in writing and should be addressed to the Secretary of the Board of Directors, Ad Prima Charter School, 124 Bryn Mawr Avenue, Bala Cynwyd, PA 19004. Should the complainant wish to address the Board in person, he or she must follow the procedures that may be obtained from the Administrative Office.

b.) Provide the number of suspensions and expulsions by student.

No suspensions and/or expulsions have resulted during the 2007-2008 school year.

Student Conduct - Attachment

- Discipline Policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2008

The Ad Prima 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** _____

Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, et seq. and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 et seq.) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The Ad Prima CS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: http://www.ethics.state.pa.us/ethics/site/

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.
Name: Michael Slade **Title:** Mr.
Phone: 610-617-9121 **Fax:** 610-660-8416
E-mail: thelabsch@aol.com

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: Euan Uqdah **Title:** Mr.
Phone: 610-617-9121 **Fax:** 610-660-8416
E-mail: thelabsch@aol.com

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

Identify the charter school's Special Education Contact Person.
Name: Michael Slade **Title:** Mr.
Phone: 610-617-9121 **Fax:** 610-660-8416
E-mail: thelabsch@aol.com

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Signature Pages