Pennsylvania Department of Education

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

Charter Annual Report

Monday, February 14, 2011
(Last Accepted: Monday, February 14, 2011)

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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2009 - 2010

Name of School: First Phila CS For Literacy

Date of Local Chartering School Board/PDE Approval: August 9, 2002

Length of Charter: 5 years **Opening Date:** September 8, 2002

Grade Level: Kindergarten- 8th **Hours of Operation:** 8:30-3:30

Percentage of Certified Staff: 92% **Total Instructional Staff:** 45

Student/Teacher Ratio: 24:1 **Student Waiting List:** 467

Attendance Rate/Percentage: 94%

Second Site Address, Phone Number and Site Director:
N/A

Summary Data Part II

Enrollment: 697 children **Per Pupil Subsidy:** regular- 8,183.58 special ed- 17,788.75

Student Profile

American Indian/Alaskan Native:	0%
Asian/Pacific Islander:	5%
Black (Non-Hispanic):	37%
Hispanic:	23%
White (Non-Hispanic):	30%
Multicultural:	5%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 85%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 155

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	182	182	0	0	364
Instructional Hours	0	0	1,171	1,171	0	0	2342

SECTION I. EXECUTIVE SUMMARY

Educational Community

First Philadelphia Charter School for Literacy (First Philadelphia) was granted a five year charter by the School District of Philadelphia on August 9, 2002. Eight years have passed since the staff and faculty initially welcomed the children and families of the city of Philadelphia to the school. We have just completed our sixth year in our new state-of —the —art facility. What was once a vandalized property at Tacony and Church Streets is now a magnificent school building and a community center. By extending the school's hours our students are able to become members of the on site extended school day program and participate in many extra-curricular activities.

Our mission :

First Philadelphia Charter will provide a well-balanced literacy based education contributing to the formation of life long learners and leaders of the global community.

Our core beliefs:

At First Philadelphia, the Board of Trustees, the staff, and the faculty work to support a school culture where **every** child achieves once given the right tools, environment, support and motivation. The core of the school's mission is the belief that the *key to learning is literacy*. As a result, the expectation is that after two years of instruction and regular attendance every child will

have the complementary literacy skills of writing, listening and speaking that are on or above his or her grade level. Therefore, First Philadelphia is committed to providing the type of learning experiences that construct the foundation and framework that support the development of confident and literate young learners.

Our Students and Our School Program:

First Philadelphia educated just under seven hundred students in Kindergarten through eighth grade children during our eighth year. Bused to school from numerous city neighborhoods, our students make First Philadelphia a vibrant, culturally and economically diverse caring school community. Small class sizes, an instructional assistant assigned to every primary teacher and Special Education support in and out of the classroom allows for careful monitoring of student achievement. Art, Music, Physical Education,World Language instruction are expressive arts opportunities for every student in Kindergarten through the eighth grade. Our standards driven literacy-based — curriculum and our safe school environment, ensure every child the chance to successfully participate in a rich school experience. To support First Philadelphia's contention, that learning never stops, the school day and the school year are longer. In addition,inter-sessions (no cost, week(s) long enhanced learning experiences, conducted by teachers and community members while the school is closed for regular instruction) are held through out the school year. These thematic driven learning opportunities offer students additional time for academic enrichment or remediation and exposure to numerous culture events and various nontraditional recreational experiences.

Aspects that make First Philadelphia Charter Unique and Innovative

First Philadelphia has also instituted the Developmental Studies Center's (DSC) Caring School Community model. This well- researched program is designed to promote fairness, personal responsibility, kindness, and helpfulness throughout the school community. Teachers use several means to deepen students' thinking and build community. Mandatory class meetings are held in all grades. Teachers use this time to team-build, collectively make decisions, and check in with students about how they are feeling and how their class is doing in creating a caring community. These meetings are an excellent way to involve students in the thought process of how they wish to be treated and how they want to treat others. Some activities are also designed to let students get to know each other better, thereby teaching an appreciation for differences and an awareness of the ways in which they are similar. Teachers use cooperative structures to encourage partner and group work and discussion amongst students. At First Philadelphia, we value the knowledge and experience that students bring with them to school. Therefore, we provide opportunities for students to learn from each other in the classroom. We further strive to create a caring environment through relationship building activities such as cross-grade buddies. According to DSC's research, the program has several benefits:

¨ In a caring and safe environment:

Students are more likely to enjoy school and learning activities,

¨ Students have trusting relationships with teachers, and

As middle schoolers these students make better decision about

drug and alcohol use.

¨ These benefits show why we have chosen to implement the Caring School Community model at our school after eight years of implementation teachers can testify to significant results. The students have improved their abilities to listen to each other, agree or disagree respectfully,

and discuss issues and feelings. Our students are taking ownership for the type of atmosphere that is created in our school. A teacher coordinator on staff works to continuously develop our caring learning community.

First Philadelphia has had eight successful school years. This success is a direct result of many programmatic factors which are our strengths. Some of these factors include:

Teachers with dual credentials in regular and special education:

Teachers with credentials as both a regular education teacher and as a reading specialists;

Targeted professional development seminars;

Small group instruction in reading and in math for all grades;

Staff development for classroom assistants;

An instructional coach/consultant for primary teachers;

The use of the Caring School Community Program;

Lap tops for each seventh and eighth grade students;

Math and reading support for students not qualified for special education;

A strict code for student conduct;

Full time school nurse, guidance counselor and Social Worker;

An involved Founder and Board of Trustees;

A full menu of student support services and

Extended school day opportunities as well as after school tutoring programs

Strengths

In addition, First Philadelphia successfully achieved each goal as outlined:

Our Goals for the 2009-2010 Academic Year

· **The second year of implementation of a new Kindergarten through third grade reading integration program.**

. **First year of implementation of a co-teaching program with special education and regular education teacher in math for grades Kindergarten through third grade**

· Monitor small group instruction for reading and math in all grades.

. Monitoring of **I-Search projects for every student in the school.**

. Assign reading specialists to a grade cluster to provide support to students and the teachers. These specialists worked to help teachers assess all students using DRA and/or Qualitative Reading Inventory to identify below level readers and student needs.

. The first year of implementation of using Problem Solver curriculum in all grade levels to improve students' problem solving skills.

. First year of implementation of new middle school math curriculum and supplemental curriculum both in regular education and special education.

. Committee worked to research new math curriculum for primary grades for next school year. Next year Saxon curriculum will be implemented.

. A case management system was implemented in which special education staff members mentored and supported teachers in assigned grades with their special education students.

Conclusion~

First Philadelphia has had another successful school year. Every member of our school community can be credited for delivering a nontraditional yet fundamentally sound learning experience for our students and their families. With the continued dedication of our faculty, staff, families, and the surrounding community coupled with the hard work of our learners we are successfully building the academic skills so important for "achieving literacy…one book at a time."

Mission

The mission statement for First Philadelphia Charter School for Literacy is as follows:

First Philadelphia Charter will provide a well balanced literacy based education contributing to the formation of life long learners ad leaders of the global community.

Vision

At First Philadelphia, the Board of Trustees, the staff, and the faculty work to support a school culture where **every** child achieves once given the right tools, environment, support and motivation. The core of the school's mission is the belief that the *key to learning is literacy*. As a result, the expectation is that after two years of instruction and regular attendance every child will have the complementary literacy skills of writing, listening and speaking that are on or above his or her grade level. Therefore, First Philadelphia is committed to providing learning experiences that construct the foundation and framework that support the development of confident and literate young learners

Shared Values

At First Philadelphia, the Board of Trustees, the staff, and the faculty work to support a school culture where **every** child achieves once given the right tools, environment, support and motivation. The core of the school's mission is the belief that the *key to learning is literacy*. As a result, the expectation is that after two years of instruction and regular attendance every child will have the complementary literacy skills of writing, listening and speaking that are on or above his or her grade level. Therefore, First Philadelphia is committed to providing the type of learning experiences that construct the foundation and framework that support the development of confident and literate young learners

Academic Standards

(Academic)

Section II.

Annual Measurable Goal	Strategies /Interventions	Performance Indicators	Results/Progress
After four years of instruction 60% of the third graders, who started attending First Philadelphia in kindergarten will read at or above grade level as measured by the State tests.	In house testing to determine reading levels using Qualitative Reading Inventory Analyze test data Design daily instruction for remediation and enrichment Establish tutoring and Intercession classes for support Determine timeline for post-testing	These readers will improve to at least one grade level at the end of each year of attendance	In house testing showed that the average below level reader improved by one grade level approximately 65% of students scored proficient or advanced on the PSSA assessment

	Organize Parent Information Night Second grade reading intervention program after school		
After six years of instruction 60% of our fifth graders will perform at or above grade level as measured by the PSSA	Long term planning for achievement Development of best practices for teacher and student PSSA prep for reading guided reading, literature circles, and balanced literacy curriculum	75% of fifth grade students who have attended First Philadelphia since kindergarten will be successful in all subject areas in middle school	-Goal was not met in terms of PSSA testing results. Fifth grade scores low across the board in the state of PA -The majority of students did increase their reading level by at least one grade level according to the Qualitative Reading Inventory -Students attained high levels of achievement according to the STAR report (report card) in all subject areas.
After eight years of instruction 70% of our seventh graders will show improved literacy skills and no decreases from their beginning baseline data in other academic areas	Determining criteria for cross curricula portfolios Implementation of standards driven instruction and assessment In house testing	Students attending First Philadelphia since second grade or earlier will demonstrate improved academic skills as reported by a variety of traditional and alternative assessments	-Approximately 92% of students scored proficient or advanced on the PSSA reading assessment.
After a minimum of five years of instruction 70 %our eighth grade students will out perform their pers on the PSSA	Implementation of a guided reading program Implementation of the Writer's Workshop program Rubrics for student, teacher and family use Laptops for every student Students will read and dissect diverse primary resource texts in the Social	Students will be able to assess their own writing and the writing of others using rubrics based on writing standards across content areas. Students will be able to dissect narrative and non-narrative texts with a variety of strategies and	Approximately 91% of students scored proficient or advanced on the PSSA reading assessment.

	Studies class and create thesis statements with evidence from the texts for their essays throughout the year	critical thinking skills	

Strengths and Challenges

Strengths and Challenges

First Philadelphia has instituted DSC's Caring School Community model. This is a well-researched program designed to promote fairness, personal responsibility, kindness, and helpfulness throughout the school community. Teachers use several means to deepen students' thinking and build community. Class meetings are a time to team-build, collectively make decisions, and check in with students about how they are feeling and how their class is doing in creating a caring community. These meetings are an excellent way to involve students in the thought process of how they wish to be treated and how they want to treat others. Some activities are also designed to let students get to know each other better, thereby teaching an appreciation for differences and an awareness of the ways in which they are similar. Teachers use cooperative structures to encourage partner and group work and discussion amongst students. At First Philadelphia, we value the knowledge and experience that students bring with them to school. Therefore, we provide opportunities for students to learn from each other in the classroom. We further strive to create a caring environment through relationship building activities such as cross-grade buddies.

According to DSC's research, the program has several benefits:

In a caring and safe environment, students are more likely to enjoy school and learning activities, have trusting relationships with teachers, and make better decisions regarding issues such as drugs or tobacco in the middle school years.

These benefits show why we have chosen to implement the Caring School Community model at our school. After years of implementation teachers can testify to significant results. The students have improved their abilities to listen to each other, agree or disagree respectfully, and discuss issues and feelings. Our students are taking ownership for the type of atmosphere that is created in our school. A teacher coordinator on staff works to continuously develop our caring learning community. Last school year First Philadelphia was recognized as a State School of Character. This award recognizes our committment to maintaining a caring school community that supports student achievement.

First Philadelphia has had eight successful school years. This success is a direct result of many programmatic factors which are our strengths. Some of these factors include: Teachers with dual credentials in regular and special education:

- Teachers with credentials as both a regular education teacher and as a reading specialists;

- Professional development seminars;
- An instructional support coach for teachers;
- Staff development for classroom assistants;
- The use of the Caring School Community model;
- Full time school nurse and guidance counselor;
- A fulltime social worker;
- An involved Founder and Board of Trustees and
- Extended school day opportunities.

Our greatest challenge has been and continues to be helping teachers to buy into any changes made to increase student achievment that require increased time and effort by the staff.

1. small group instruction in reading and math at all grade levels

2. increased face to face time with a reading specialists and special education staff to consult about students who struggle which is very time consuming

3. increased after school tutoring

4. co-teaching with special education and regular education teachers to better meet the needs of students in the inclusion setting.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The CEO selected members for the various sub-committees of the Strategic Plan for Progress project. Each member has a specific skill, experiences or insight that will enhance the committee they were selected to serve. Since having ample time for each committee to meet inorder for meaningful and productive meetings can occur the following schedule was developed.

- One staff development meeting per month is dedicated to committee work.
- Release time is given to committee members once per quarter.
- Two all day Saturday committee meetings are held twice a year.
- Meeting notes are shared via email with committee members.
- Committee summary reports are shared with the stakeholders annually.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Kristine Margargee	First Philadelphia Charter	Administrator	Head of School
Rachel Smith	First Philadelphia Charter	Administrator	Head of School
Stacey Cruise Clarke	First Philadelphia Charter	Administrator	Self

Goals, Strategies and Activities

Goal: INSTRUCTIONAL APPLICATIONS

Description: Provide staff and students with appropriate instructional applications and maintian a cadre of teaching staff skilled in using technology within the curriculum.

Strategy: Infrastructure

Description: PROVIDE AN ADEQUATE INFRASTRUCTURE AND SUFFICIENT EQUIPMENT TO SUPPORT STUDENT ACHIEVEMENT IN ALL AREAS

Activity: Small group

Description: All classroom teachers will concut small group instruction based on ability grouping.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: MATHEMATICS

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

Strategy: Reading

Description: We are also seeking to acquire computerized test prep programs like Study Island to supplement classroom PSSA drills. We identified these new technological applications through research on the part of our Technology Committee and also through the strong network we maintain with other Philadelphia-area charter schools.

Activity: Small group

Description: All classroom teachers will concut small group instruction based on ability grouping.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Small group Instruction

Description:

Activity: Small group

Description: All classroom teachers will concut small group instruction based on ability grouping.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Students will demonstrate 3% growth in math on the PSSA assessment in grades 3-8.

Description: School-wide there will be a three percent gain in mathin grades 3-8. School is currently above the 56% proficient or advanced required.

Activity: Small group

Description: All classroom teachers will concut small group instruction based on ability grouping.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

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

Activities

1. A school schedule was coordinated to structure literacy blocks of time through out the school day so that implementation can occur.

2.To provide literacy training, reading strategies training and child development workshops as a requirement for employment and the No Child Left Behind Act.

3. A decision to blend The Making Meaning reading comprehension program with the current reading series across all grades was made.

4. A new reading program was implemented for Kindergarten-3rd grade for the second year.

5. Further professional development sessions, a time line for implementation, coaching sessions and a informal observation schedule were developed.

6. Many special education services were provided in the inclusion, co-taught setting.

Strategy II

Provide the Reading Specialists with an assistant to further meet the needs of students and teachers.

Activities:

1. A job description for a reading support assistant was determined.

2. Interviews were conducted and a candidate was selected.

Strategy III

Develop a school wide incentive to promote the PSSA

1. Organize a pep rally to launch this effort

2. Create motivational strategies and displays to keep the program

3. Create a test prep program that does not conflict with providing a rigorous college oriented, meaningful education experience for students

B. Make Perfect School Attendance a Family Goal

Strategy IV

Inform/ remind families that research shows that students who miss time in school have less academic success. As a elementary school we are responsible for providing the foundation that will lead to future academic success therefore good attendance is needed.

Rigorous Instructional Program - Attachment

- Rigorous Instructional Program

English Language Learners

Our school has a plan for English Language Learners however it has never been implemented. Therefore the effectiveness of the program has not been established. The program follows the recommended guidelines and standards as detailed by the Pennsylvania Department of Education. In addition to those activities our students would have lunchtime dates with our certified ESL teacher. This would give the children a chance to pratice their language skills in a casual social situation.

There are currently no supporting documents selected for this section.

Graduation Requirements

Our school is an elementary program.

Special Education

- When parents/guardian feel that their child may qualify for special education they may iniate testing procedures. Thiis generally happens afer meeting with the BRIDGE child study team
- The school has 60 days to begin testing.
- Once testing is complete a report is prepared.
- A meeting is held to detrermine placement.
- If an IEP is needed one is generated based on the input of the family and the Interdisciplinary Team.
- Procedural safeguards are made available.
- A NOREP is generated
- If the school iniates testing then permission to evaluate is generated.
- Mediation is available for any disputes.

Special Education - Attachments

- Special Education Policy 1
- Special Education Policy 2

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Bernadette McLaughlin	.20	Resource Room	First Philadelphia	5	Math support for K-3 students
Stephanie Culver	100	Resource Room	First Philadelphia	25	Reading and Language Arts for 6th,7th, 8th graders
Anne Tacchino	100	Resource Room	First Philadelphia	22	Math Resource Room Grades 5 -8
Deborah Smith	100	Learning Support	First Philadelphia	32	Reading Support
Michelle Dowd	100	Learning Support	First Philadelphia	25	Reading Support
Shelley Dunham McBride	100	Learning Support	First Philadelphia	25	Reading Support
Lisa Gillespie	100	Co-Teaching/Learning Support	First Philadelphia	30	Math Support K to 3
Katie Culver	100	Resource Room	First Philadelphia	27	Reading and Language Arts Grades 4, 5, 6
Patricia	100	Learning Support	First	30	Math K to 8

Gillespie			Philadelphia		
Cheryl Nelson	100	Speech	First Philadelphia	50	K to 8

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Independent Contractors	100	speech,PT,OT	First Philadelphia	25	all services provided at the school
Green Tree School	100	Educational Placement	Green Tree School	4	Students have been indentified as autistic. These students need a specialized program.
Valley Day School	100	Educational Placement	Valley Day School	2	Students need a specialized placement.
Our Lady of Confidence	100	Educational Placement	Our Lady of Confidence	2	These students need a specialized placement.

Special Education Program Profile - Chart III

Title	Location	FTE
Dr. Yelena Yovenich	First Philadelphia CS	.25

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Dr. Yelena Litvinenko	School Psychologist	16 hours
Kathleen Breslin-Foulkrod	Occupational Therapist	15 hours
Alex Shaw	Occuppational Therapist	10 hours
Maria Heller	Physical Therapist	5 hours
Betsy Rowley	Hearing Therapist	2 hours
Cheryl Nelson	Speech Therapist	40 hours
Kimberly Wilson	Hearing and Speech Assistant	5 hours
Chiara DeLeon	Hearing and Speech Assistant	9.5 hours
Bernadette McLaughlin	Special Education Coordinator	40 hours
Stephanie Culver	Special Education Teacher	40 hours
Katie Culver	Special Education Teacher	40 hours
Anne Tacchino	Special Education Teacher	40 hours
Tricia Gillespie	Special Education Teacher	40 hours
Lisa Gillespie	Special Education Teacher	40 hours

Debbie Smith	Reading Specialist	40 hours
Michelle Dowd	Reading Specialist	40 hours
Chelise Dunham-McBride	Reading Specialist	40 hours

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

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

Student Assessment

All testing data is reviewed several times per year. Test data determines and drives instruction. Data on each student is passed on from teacher to the next teacher. Weak skills by grade are reviewed as a whole team approach for mediation. Our school did not make AYP during the 2006-2007 school year. Therefore, a heighten interest in managing data all year long was paramount. Student scores were use to determine instructional groups during the school day and during tutoring sessions afterschool. The 4Sight testing program was used to monitor student success and to adjust instruction when student progress was not significant. All this heighten attention resulted in achieving AYP for two successive school years. Our upper grades were most successful. The standards-driven curriculum in conjuntion with a test prep unit of study work to help students achieve proficiency on the PSSA.

Student Assessment - Attachments

- Student Assessment Section
- AYP Results for 2009
- AYP Data for 2010

Teacher Evaluation

a) The main features of the evaluation plan are- Professional Knowlege, Classroom

Environment/Climate, Communication Skills, Instructional Strategies and Professional Development

b) All teachers and staff are evaluated by the Board President and the Principal.

c) The evaluators are certified principals. The school administration developed the evaluation tool.

Teacher Evaluation - Attachments

- Evaluation Tool
- Teacher Criteria 2009-10

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Stacey Cruise became Executive Director and Kristine Magargee became the principal/CEO. This occurred so that Ms. Cruise could work to replicate First Philadelphia's education and vision so that more students in the city of Philadelphia could be serviced.

Board of Trustees

Name of Trustee	Office (if any)
Teresa Grumbrecht	Member
John MacDonald	President
Barbara Saunders	Secretary
Sharon Dennison	Asst. Secretary
Anita Kaiser	Treasurer
Karin Coger	Vice President
Robert Mitchell	Member
Charles Tarloski	Member

Professional Development (Governance)

The Board of Trustees is comprised of veteran and mid career professionals. Foundations Inc. did the inital formal board training during the 2003-2004 school year. Prior to the start of the 2008-2009 school year, a 2 day retreat for the Board focused on Board responsibilities.

Coordination of the Governance and Management of the School

Governance

The Board is ultimately responsible for the fulflment of the goals and regulations outlined in the charter application. It oversees the budget, school staff and the CEO.
Board of Trustees Meeting Schedule 2008-2009

August 19, 2009
September 16, 2009
October 21, 2010

November 18, 2009
January 20, 2010

February 17, 2010
March 17, 2010
April 21, 2010 - Budget Approval
May 19, 2010 - Personnel Contract Renewals
June 16, 2010 - Professional Contract Approvals

Coordination of the Governance and Management of the School - Attachment

- Board of Trustees Resolution for board meetings

Community and Parent Engagement

The Board members have supported the school by attending all major functions sponsored by the school.
The Board encourages public comment during board meetings to promote a sense of community and collaboration with families.
During the 2009-2010 school year the administration had meetings for parents. The meetings alternated between morning and evening meetings in order to accommodate all parents. Additionally the parents sponsored a school wide event and volunteered during special school time celebrations.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

There were no major fundraising for the 07-08 school year. Minor fundraising consisted of an annual appeal and a silent auction to benefit the music program. The Foundation for the school managed both events. The money raised was offset by the expenses to run both events, which resulted in a slight loss. For the 08-09 school year a gala to celebrate the opening of the new building was held. Special fundraising events to sponsor next year's overseas 8th grade trip were the 2009-10 focus for fundraising. A series of small events like a Spaghetti Dinner and Male Cook-Off were held.

Fiscal Solvency Policies

The Charter School maintains fiscal solvency in many ways. The first is by use of QuickBooks for the accounting software which is loaded with the State Chart of Accounts and allows the Business Manager to generate Profit & Loss statements, Balance Sheets and Check Disbursement runs. The system also allows for Grant Tracking through the use of class codes so Profit & Loss statements by Grant can be produced at any time. All accounting transactions are driven by paper form initially, forms are in place for all transactions including but not limited to purchase orders, check requests, payroll processing, new employee paperwork etc. All forms are signed by the CEO and the Controller. The CEO and Controller maintain routine conversation regarding possible changes to the budget. Financials are presented to the CEO and Board President in advance of the Board Meeting after review in the Business Office. Once reviewed and agreed upon they are disbursed to the full Board and presented at the Board meetings.

Accounting System

The Charter School uses QuickBooks for the accounting software which is loaded with the State Chart of Accounts and allows the Business Manager to generate Profit & Loss statements, Balance Sheets and Check Disbursement runs. The system also allows for Grant Tracking through the use of class codes so Profit & Loss statements by Grant can be produced at any time. GAAP reporting is used as is required by the Independent Audit. The school is exploring new accounting systems as well.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Revenue over Expenditures FY 2009
- Assurance Signature Pages
- Nursing Subsidy Report 2009
- Wellness Policy
- FPCSL Audit for 2009-10
- Health Subsidy 2009-10
- Rev and Expenditures Fund Balance 2010
- Statement of Revenues over Expenditures 2010

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

The audit firm used is St Clair CPA's located in Merchantville, NJ. The last audit completed was for 2007-08 school year (report ending June 30th 2008). The auditors issued an unqualifying opinion with no findings. For 2007-08 we have switched auditors to St Clare CPA's located in Merchantville NJ because the school has been with Citrin Cooperman, the prior auditor, for 5 years.

The Charter School’s last audit was for 2008-09 (attached). Cantor, Novak, Beaver & Pike completed the audit and gave the school an unqualified opinion with no findings.

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

- Annual Financial Report from Independent Auditors
- FPCSL Audit for 2009-10

Citations and follow-up actions for any State Audit Report

Not applicable.

SECTION VII. FACILITY RESPONSIBILITIES

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

The Charter School leases the building it resides in from Frankford Valley Foundation for Literacy and has a 30 year lease. The school pays the Foundation fair market value. The Foundation was able to purchase the land and build the building through financing of tax exempt bonds. This was made possible by a good credit rating and a strong fund balance. The school has about 80,000 square feet that include about 40 classrooms, science labs equipment with water and gas, literacy center, two level 700 seat auditorium, lecture halls, gallery space, and multipurpose room and playground.

The school does not enter into leases for furniture and equipment, or computers and related technology as its budget and cash flows are able to accommodate purchasing these items outright.

Future Facility Plans and Other Capital Needs

The school would like to expand to a K-12 from a K-8. The school is interested in building a high school wing and also upgrading the current playground. The school this time will utilize tax exempt bonds hopefully, but directly rather than through the foundation.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

The Request for Reimbursment was completed.

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

- Safety Compliance

- Health Subsidy 2009-10
- Wellness Policy
- Wellness Policy

Current School Insurance Coverage Policies and Programs

The Charter School maintains coverage limits as requested by the local district, School District of Philadelphia, including but not limited to, umbrella, educator's legal liability, worker's compensation, treasurer's bond, board of directors insurance etc. The school's broker is Boardman-Hamilton located in Philadelphia PA with The Hartford providing the insurance.

The medical and dental standards are set by the local district, School District of Philadelphia, which Eastern matches. The broker for these is EBA Consults located in Merchantville NJ. Medical is provided by Keystone and Independence Blue Cross, dental is provided by United Concordia, and life/short term disability is provided by The Prudential.

Current School Insurance Coverage Policies and Programs - Attachments

- Insurance Certificate Current 2008
- Insurance 2010

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The number of professional staff for 2009-10 (grade teachers, special area teachers, special ed, speech, literacy, social worker, nurse, and guidance) totalled 45 members. None of the professional staff left midyear, all finished out their contracts. We have found that when staff members leave its for one of three reasons; marriage and or relocation of spouse, leave for child care reasons, leave to work for Philadelphia School District which historically has paid higher salaries than what charter schools provide.

Quality of Teaching and Other Staff - Attachments

- PDE 414
- 414 Additional Info 2009
- Certification Verification

Student Enrollment

Student Enrollment-The enrollment number starting 08-09 is 797 students, K through 8th grades. We met the chartered enrollment of 690 students. Our goal is to have three classes for each grade. The school started as K through 5 with five of each grade and then changed to K through 8 with three of each grade. Our current overenrollment is temporary and strictly related to working the bubble through the grades. For 2009-10 the school had an enrollment of 697 students with three sections in younger grades and four sections in older grades.

Kindergarten and First Grade admission policy is based on age requirements.
Students entering Kindergarten must 5 years old by September 1st. First grade students must be 6 years old by September 1st. As with all students, Kindergarten and First Grade students must be residents of Philadelphia.

We have found that student turnover took place for the following reasons:

Students were from a military family that moved due to deployment.
Families moved from Philadelphia area.
Parents did not support the mission of the school and chose to withdraw
Parents did not support the discipline policy of the school
Parents were unable to afford the after school

We have found that student retention took place for the following reasons:

Parents and student were happy with their child's success
Parents and students were happy with the academic program
Parents and students were happy with the discipline policy and the safe environment provided
Parents appreciate the intersessions and longer school day and year.

There are currently no supporting documents selected for this section.

Transportation

- The School District of Pennsylvania provides transportation services for the first through eighth graders. Since the school has been deemed a hazardous zone all students in grades first through eighth are eligible for transportation.

Food Service Program

Dowling provides the food service for our students. Our school participates in the free and reduced lunch programs for low income students. We serve breakfast to all students. Snacks are provided to the afterschool program. Dowling provided healthier food options for our students than the School District of Philadelphia. Our students and parents have been very satisfied with our switch to Dowling for our food services.

Student Conduct

In order to create an environment for positive student development and achievement which enhances learning and leads to success in school, we have established number of "Expectations for Student Behavior". These expectations may be divided into two categories-those that apply to academic endeavor and those that apply to student behavior. Compliance with these foster positive and productive behavior.

Areas:

Demonstrate respect for each other and property
Take responsibility for their own behavior and learning

Use time and other resources responsibly
Share when working as a member of a group

Infractions

Severe Behavior Problems
Fighting
Vandalism
Drug/Tobacco
Weapons
Stealing

Consequences

Phone call to parents
Parent Conferences
Referral form to parents
Recess time out
Detention

Suspension
Expulsion

b)

398 suspensions occurred. 206 students were involved in getting suspensions during the 2009-10 school year. Our Code of Conduct is very strict and is implemented fully at all times.
1 student was expelled.

Student Conduct - Attachment

- Student Conduct

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

The First Phila CS For Literacy 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**

2009 - 2010 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 First Phila CS For Literacy 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: Kristine Magargee **Title:** Chief Executive Officer
Phone: 215-743-3100 **Fax:** 215-743-9876
E-mail: kmagargee@firstphiladelphiacharter.org

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: John MacDonald **Title:** Board President
Phone: 215-743-3100 **Fax:** 215-743-9876
E-mail: jmacdonald@firstphiladelphiacharter.org

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

Identify the charter school's Special Education Contact Person.
Name: Bernadette McLaughlin **Title:** Special Education Coordinator
Phone: 215-743-3100 **Fax:** 215-743-9876
E-mail: bmclaughlin@firstphiladelphiacharter.org

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Statement of Revenues over Expenditures 2010