
Pennsylvania Department of Education



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

Charter Annual Report
Tuesday, May 07, 2013
(Last Accepted: Friday, November 04, 2011)

Entity: Philadelphia Academy CS
Address: 11000 Roosevelt Blvd
Philadelphia, PA 19116

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report Summary Data 2011 - 2012

Name of School: Philadelphia Academy CS

Date of Local Chartering School Board/PDE Approval: 2-22-99 Renewal received June 2008,
Applying Again in 2012-13 SY

Length of Charter: 5 years **Opening Date:** 9-2-99

Grade Level: K-12 **Hours of Operation:** 8:00 - 3:00

Percentage of Certified Staff: 87.3% **Total Instructional Staff:** 111

Student/Teacher Ratio: 22:1 **Student Waiting List:** 3000+

Attendance Rate/Percentage: 95.9%

Second Site Address, Phone Number and Site Director:

Philadelphia Academy Charter School High School 1700 Tomlinson Road Philadelphia, PA
19116 215 673-3990 Larry Sperling, CEO; Megan Simmons, Principal

Summary Data Part II

Enrollment: 1181 Per Pupil Subsidy: Regular Ed: \$ 8866.00 Special Ed. \$ 19,067.00

Student Profile

American Indian/Alaskan Native:	3
Asian/Pacific Islander:	34
Black (Non-Hispanic):	67
Hispanic:	63
White (Non-Hispanic):	1008
Multicultural:	6

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 26.9%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 295

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	180	180	180	180	720
Instructional Hours	0	0	1116	1116	1116	1089	4437

SECTION I. EXECUTIVE SUMMARY

Educational Community

The Philadelphia Academy Charter School (PACS) began as a K-8 school in 1999-00. In 2003 PACS was approved for expansion through 12th grade. In June 2008 our charter was renewed with provisions for an additional five year period. The school's feeder pattern includes the entire city of Philadelphia, but the majority of our students live in the neighborhoods surrounding the school. We are a family oriented school, offering several opportunities for parents to volunteer. Parents are active participants in our Home and School Association and the Parent Advisory Council, as well as several family events scheduled throughout the school year.

Mission

The Mission of the Philadelphia Academy Charter School is to prepare students to achieve the highest level of their potential, whether academically, socially or morally. Our aim is to create life-long learners who exercise self-discipline and self-motivation and attain a high level of human fulfillment. Central to our vision is the notion that we help our students to recognize that their fulfillment is rooted in the care and respect that they show to themselves and to others, both within and outside of the school setting. To those ends, we ensure that the school's faculty and staff are consummate professionals, dedicated to the needs of students and parents. Our certified faculty and staff are required to maintain high expectations and provide creative, rigorous instruction, utilizing state of the art educational tools. At the same time, our faculty and staff

commit themselves to modeling for our students a love of learning and a deep level of caring and respect for our students and the members of our community.

Vision

The Vision of the Philadelphia Academy Charter School addresses the following core values:

Academic Rigor- The Philadelphia Academy Charter School maintains a well-balanced, academically sound, rigorous and challenging educational environment. We use differentiated methods of instruction designed to meet the needs of all learners, and to maximize student motivation, engagement, and achievement. Students will be provided with a well-rounded education, which includes exposure to the Arts, Physical Education, Applied Technology, Post High School Career Opportunities and College Preparation.

Character- Philadelphia Academy supports a safe and caring school culture, where all members are expected to develop and demonstrate character such as ethical behavior, respect for cultural diversity, academic integrity, intellectual curiosity, critical thinking and service to others.

Effective Communication - Philadelphia Academy is committed to promoting and sustaining ongoing communication and collaboration between students, parents, staff, administration, board members and community members. Communication, including the use of technology, supports the involvement of all stakeholders, especially parents. We believe that parents are our partners. By working together, we will reach our goals and continue to grow as an organization.

Shared Values

Academic Rigor- The Philadelphia Academy Charter School maintains a well-balanced, academically sound, rigorous and challenging educational environment. We use differentiated methods of instruction designed to meet the needs of all learners, and to maximize student motivation, engagement, and achievement. Students will be provided with a well-rounded education, which includes exposure to the Arts, Physical Education, Applied Technology, Post High School Career Opportunities and College Preparation.

Character- Philadelphia Academy supports a safe and caring school culture, where all members are expected to develop and demonstrate character such as ethical behavior, respect for cultural diversity, academic integrity, intellectual curiosity, critical thinking and service to others.

Effective Communication - Philadelphia Academy is committed to promoting and sustaining ongoing communication and collaboration between students, parents, staff, administration, board

members and community members. Communication, including the use of technology, supports the involvement of all stakeholders, especially parents. We believe that parents are our partners. By working together, we will reach our goals and continue to grow as an organization.

Academic Standards

PACS follows the Pennsylvania content standards at each grade level when developing curriculum. We use standardized testing results and ongoing formative assessments to determine whether or not we are meeting the needs of our students and plan for adjustments in the curriculum accordingly. In addition we continue to investigate programs that may provide a better approach to learning. Our regular education students continue to exceed state standards for proficiency in reading and math. In the fall of each school year we analyze local and state assessments as well as students' classroom performance to identify those students who need additional and/or individualized instruction. We also examine our data to determine specific areas of weakness in each content area. In this regard we make adjustments to our curriculum and also offer tutoring sessions both during the school day and afterschool two times each week and/or offer SES to eligible families.

Our special education population's IEPs designate their individual goals by subject. These goals are achieved through specially designed instruction. Many of these students receive their services through an inclusive model in the regular education setting. Inclusion teachers team teach along side the classroom teacher and provide one on one support to those identified students. This has helped to boost student achievement while allowing students to remain with their class for most subjects.

The PSSA results by anchors and the 4Sight assessments have facilitated a specific view of areas of curriculum by grade that may require adjustment. It has also provided specifics for teachers to target for incoming class by anchor. Teachers are able to make timely adjustments to bolster weak areas that were identified through the PSSA anchor results. Additionally teachers can look at outgoing class results to see strengths and weaknesses concerning established curriculum for their grade.

4sight and Study Island provides ongoing formative assesment data for students in grades 3-12. 4sight Data are analyzed and reported upon three times per year. Specific students as well as specific skills are examined, and changes to the instructional program are made.

Dibels Testing is administered three times per year in grades K-2. Data are used to place students in reading groups and to make adjustments to the instructional program.

As the state moves toward implementation of the Common Core Standards, we will begin to transition our instructional program as needed.

Strengths and Challenges

Our continued focus for the upcoming school year is the integration of technology, both in the classroom and with our School Based Professional Development Social Network through NING and Edmodo. Over the past few years, we added 85 Promethean Boards to both buildings and are providing continuous professional development for all teachers. All teachers were given a MacBook laptop to use in conjunction with instructional, organizational, and professional development goals.

Academically, despite slow growth over the past few years, students at the high school are achieving at lower levels than the elementary school as measured by the state and local assessments. In 2011, however, the High School showed a drastic improvement in both Reading and Math PSSA scores, giving the organization the extra push needed to achieve our AYP goals.

Our very large special education department is both a strength and a challenge, as our programs have received accolades and survey data show strong parental satisfaction with our programs, however the large number of IEPs is a scheduling and staffing challenge, and AYP goals have been extremely challenging to meet.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

The Philadelphia Academy Charter School collaborates with staff and parents to complete the annual Getting Results Plan. When made available, the administrative team reviews the PSSA data and begins to plan for the next year. In September, data are shared with the teachers, and grade teams set achievement goals, and look for areas of strength and need. At Back to School Night, Parents are informed of the Title I policies, and assessment data are shared. Parents review and have input on the Getting Results plan. Two evening meetings were held for parent review and input. The plan is then reviewed with the staff, then presented to the school district. All staff members have copies of the plan in their classrooms, and the administrative team continues to monitor the plan for the duration of the school year.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Adams, Cathy	Philadelphia Academy Charter School K-8	Special Education Representative	Larry Sperling
Anerino, Charles	Philadelphia Academy Charter High School	Secondary School Teacher	Mr. Larry Sperling
BeninCasa, Barbara	Home and School President (K-8)	Parent	Elected by the parents
Brody, Rita	Philadelphia Academy Charter School K-8	Middle School Teacher	Larry Sperling
Butler, Kristen	Philadelphia Academy Charter School	Ed Specialist - School Psychologist	Larry Sperling, CEO
Komorowski, Robert	Elliot Lewis General Contractors	Business Representative	Larry Sperling, CEO
Lewis, Christina	Philadelphia Academy Charter High School	Special Education Representative	Mr. Larry Sperling
McLaughlin, Nancy	Philadelphia Academy Charter School	Board Member	President of the Board of Directors
Robinson, Kurt	Philadelphia Academy Charter School	Ed Specialist - Instructional Technology	Larry Sperling, CEO
Sanabor, John	Sovereign Bank	Business Representative	Larry Sperling, CEO
Schmitt, Allyssa	Philadelphia Academy Charter School K-8	Administrator	Larry Sperling, CEO

Siegmann, Anna Marie	Philadelphia Academy Charter School K-8	Administrator	Larry Sperling
Simmons, Megan	Philadelphia Academy Charter High School	Administrator	Larry Sperling
Sperling, Larry	Philadelphia Academy Charter School	Administrator	Larry Sperling
Steward, Joseph	Philadelphia Academy Charter School	Community Representative	Larry Sperling, CEO
Summers, Janet	Philadelphia Academy Charter School	Board Member	Elected by the parents

Goals, Strategies and Activities

Goal: Student Achievement in Math

Description: Improve/maintain achievement of all students in Math, with increased emphasis on the performance of students in the IEP and Economically Disadvantaged subgroups.

Strategy: Carnegie Learning Blended Math Curriculum

Description: The Carnegie Learning Blended Math Curriculum will be implemented in grades 6-11 for our students receiving special education and students with math deficits to provide a consistent delivery of services between the elementary and high school programs.

Activity: Carnegie Learning Blended Math Curriculum and Cognitive Tutor Software

Description: Implementation Middle School Math 1-3, Bridge to Algebra, and Algebra 1 programs in grades 6-11.

Person Responsible	Timeline for Implementation	Resources
Schmitt, Allyssa	Start: 8/23/2011 Finish: 5/10/2012	-

Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	5	5
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Carnegie Learning	• Company	Approved

Knowledge and Skills	Research and Best Practices Designed to Accomplish
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Initial training and on site coaching visits for implementation of the program.

Carnegie Learning's Blended Model of Collaboration, Individualization, and Technology all in line with 21st Century skills and the PA and Common Core Standards.

For classroom teachers, school counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.
- Empowers educators to work effectively with parents and community partners.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • Middle (grades 6-8) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Mathematics

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

mentoring

Status: Not Started — Overdue

Strategy: Incorporate 4Sight Data to Instructional Program

Description: 4sight Assessments will be administered 4 times per year in Reading and Math in grades 3-11. Following each administration, teachers will analyze overall achievement data, and individual questions to meet student needs.

Activity: 4sight

Description: Data analyses are completed 3 times per year. Grade Teams/Departments meet and discuss areas of need and adjust instruction accordingly.

Person Responsible	Timeline for Implementation	Resources
Schmitt, Allyssa	Start: 9/1/2008 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
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1.00	3	30
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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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Philadelphia Academy Charter School	• School Entity	Approved
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Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Ability to utilize the 4Sight Member Center to generate and analyze reports.	Staff collaboration and time to meet as a team are best practices.	<i>For classroom teachers, school counselors and education specialists:</i>
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- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a

variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

- Empowers educators to work effectively with parents and community partners.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Mathematics

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions 	<ul style="list-style-type: none"> • Standardized student assessment data other than the PSSA

Status: Not Started — Overdue

Strategy: Institute team teaching for both regular and special education teachers.

Description: Teachers will use a push in model to support students having difficulties. Eliminate Resource Room at the elementary level, and offer services within the regular education setting.

Activity: Provide differentiated instruction training

Description: Coordinate planning time for general education and special education teachers to adapt and accommodate materials and to provide differentiated instruction.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Provide Afterschool and Summer Remediation Program

Description: Students not reaching targeted levels will be invited to participate in the afterschool program and/or summer program.

Activity: Provide a Summer Remediation Program

Description: All students who are achieving below benchmark levels will participate in a month long summer program which highlights skills needed for the next grade.

Person Responsible Timeline for Implementation Resources

Schmitt, Allyssa	Start: 4/1/2011	\$150,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Provide Afterschool Remediation Program

Description: At each grade level identify students performing below the proficient level. Invite students to attend tutoring sessions. Monitor progress of students participating in the program.

Person Responsible Timeline for Implementation Resources

Siegmann, Anna Marie	Start: 1/1/2008	\$540,250.00
	Finish: Ongoing	

Status: Complete

Goal: Student Achievement in Reading

Description: Improve/maintain achievement of all students in Reading, with increased emphasis on the performance of students in the IEP and Economically Disadvantaged subgroups.

Strategy: Incorporate 4Sight Data to Instructional Program

Description: 4sight Assessments will be administered 4 times per year in Reading and Math in grades 3-11. Following each administration, teachers will analyze overall achievement data, and individual questions to meet student needs.

Activity: 4sight

Description: Data analyses are completed 3 times per year. Grade Teams/Departments meet and discuss areas of need and adjust instruction accordingly.

Person Responsible	Timeline for Implementation	Resources
Schmitt, Allyssa	Start: 9/1/2008 Finish: 6/30/2014	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	3	30

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Philadelphia Academy Charter School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Ability to utilize the 4Sight Member Center to generate and analyze reports.	Staff collaboration and time to meet as a team are best practices.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the
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skills needed to analyze and use data in instructional decision-making.

- Empowers educators to work effectively with parents and community partners.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Mathematics

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none">• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers• Analysis of student work, with administrator and/or peers• Creating lessons to meet varied student learning styles• Peer-to-peer lesson discussions	<ul style="list-style-type: none">• Standardized student assessment data other than the PSSA

Status: Not Started — Overdue

Strategy: Institute team teaching for both regular and special education teachers.

Description: Teachers will use a push in model to support students having difficulties. Eliminate Resource Room at the elementary level, and offer services within the regular education setting.

Activity: Provide differentiated instruction training

Description: Coordinate planning time for general education and special education teachers to adapt and accommodate materials and to provide differentiated instruction.

Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	-
	Finish: Ongoing	

Status: In Progress — Upcoming

Strategy: Provide Afterschool and Summer Remediation Program

Description: Students not reaching targeted levels will be invited to participate in the afterschool program and/or summer program.

Activity: Provide a Summer Remediation Program

Description: All students who are achieving below benchmark levels will participate in a month long summer program which highlights skills needed for the next grade.

Person Responsible Timeline for Implementation Resources

Schmitt, Allyssa	Start: 4/1/2011	\$150,000.00
	Finish: Ongoing	

Status: Not Started — Overdue

Activity: Provide Afterschool Remediation Program

Description: At each grade level identify students performing below the proficient level. Invite students to attend tutoring sessions. Monitor progress of students participating in the program.

Person Responsible Timeline for Implementation Resources

Siegmann, Anna Marie	Start: 1/1/2008	\$540,250.00
	Finish: Ongoing	

Status: Complete

Activity: Provide services in reading, writing, and mathematics

Description: At each grade level identify students who have scored below proficient on state assessment. Invite students to attend remediation at least once per week in a small group after school intervention session.

Person Responsible Timeline for Implementation Resources

None Selected Start: 1/1/2008 -
Finish: Ongoing

Status: In Progress — Upcoming

Date Comment

7/30/2009 Using 4sight data, teachers pulled small groups during instructional time as well as during two weekly scheduled tutoring periods.

Goal: Technology Usage

Description: All staff will use technology (laptop cart, laptop, Promethean board, Promethean board accessories, Promethean Planet activities, and other online applications) to improve student achievement of all students and all relevant subgroups.

Strategy: Promethean Board and Apple Computer/Ipad Training

Description: Teacher trainers and outside providers will train staff at using their Promethean Boards, Promethean Board Accessories, Mac Book laptops, Mac Book desktops, and Ipads.

Activity: Apple Computer/Ipad Training

Description: All staff will be trained to utilize their laptops to their potential based on data found in a satisfaction survey. Teachers will use this training for clerical and instructional purposes.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/1/2011 Finish: 6/30/2012	\$50,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	7	50
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Apple	• Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Proficiency with Macintosh	21st Century Learning	<i>For classroom teachers, school</i>

operating systems and applications.

Enhancements

counselors and education specialists:

- Enhances the educator's content knowledge in the area of the educator's certification or assignment.
- Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students.
- Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none">• Classroom teachers• Other educational specialists	<ul style="list-style-type: none">• Early childhood (preK-grade 3)• Middle (grades 6-8)• Elementary (grades 2-5)• High school (grades 9-12)	<ul style="list-style-type: none">• Reading, Writing, Speaking & Listening• Science and Technology• Arts & Humanities• Civics and Government• Environment and Ecology• Health, Safety and Physical Education• World Languages• Kindergarten Early Learning Standards• Mathematics• History• Career Education and Work• Family and Consumer Sciences• Geography

Follow-up Activities

Evaluation Methods

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

- varied student learning styles
- Peer-to-peer lesson discussions

Status: Not Started — Overdue

Activity: Promethean Board Training

Description: All staff will receive training at new technological upgrades.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 8/31/2010 Finish: 6/17/2011	\$20,000.00

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	6	90
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
SpringBoard Media	• Company	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Intro to Macintosh Intro to Promethean Boards and Accessories Intro to Promethean Planet Website	21st Century Learning Enhancements	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> • Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment. • Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional

- decision-making.
- Empowers educators to work effectively with parents and community partners.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Other educational specialists 	<ul style="list-style-type: none"> • Early childhood (preK-grade 3) • Middle (grades 6-8) • Elementary (grades 2-5) • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Health, Safety and Physical Education • World Languages • Kindergarten Early Learning Standards • Mathematics • History • Career Education and Work • Geography

Follow-up Activities

Evaluation Methods

- | | |
|--|--|
| <ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions | <ul style="list-style-type: none"> • Participant survey • Review of participant lesson plans |
|--|--|

Status: Not Started — Overdue

Strategy: Technology

Description: Our new Management system MMS will help increase communication between home and school. It will give the teachers a reliable management system in which to record keep. Study Island will be used to help increase test scores, identify gaps in curriculum, help reinforce concepts, identify areas of need in specific students and curriculum, and give students an other modality for learning. Promethean Boards have been installed in 70 classrooms, and teachers

have received training and are training each other with the use of the boards. Accessories for the boards have also been purchased and will be distributed. These include magnifying projectors, wands, slates, and four sets of student responders. New fast forward lab will help our special needs population. Our new email server will allow for better communication throughout the school community.

Activity: Purchase Hardware and Software Upgrades

Description: MMS (Student Information) System MMS Server Microsoft Exchange Server (email) Web Server School Domain Server Fast Forward Lab and Site License Annex wiring for computers 100 Laptop Computers for teachers Digital Photo Printer Color Laser Printer 4sight Scanner 60 Replacement PC computers 5 Macbook laptop carts, each with 24 laptops 2 Ipad Carts with 15 per cart 70 Promethean Boards 6 Student Promethean Response System Kits

Person Responsible Timeline for Implementation Resources

Sperling, Larry	Start: 9/1/2008 Finish: Ongoing	\$1,023,078.00
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Status: In Progress — Upcoming

Date	Comment
4/15/2009	This will be an on going goal of our school

Statement of Quality Assurance

Charter school has met AYP.

Statement of Quality Assurance - Attachments

- 11-12 Getting Results
- 11-12 Getting Results Signature Page
- 09-10 SIP
- 09 10 Signature Page
- Quality Assurance Signature Page
- Statement of Quality Assurance, School District

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

PACS curriculum follows the Pennsylvania content standards and assessment anchors by grade. Our staff use standardized testing results, benchmark assessment results, as well as actual classroom results to determine whether or not we are meeting the needs of our students and to plan for adjustments in the instruction accordingly. The teachers align the assessment anchors and the state standards to the following instructional materials.

Instructional Materials:

K-5 utilizes Harcourt Trophies reading series, Everyday Math, and Scott Foresman Diamond Science series.

K-6 utilizes Harcourt Horizons Social Studies Series.

K-5 utilizes Harcourt and Scholastic Intervention Program supplemental materials and leveled texts.

6-8 utilizes Prentice Hall, Timeless Voices, Timless Themes for Reading and English

6- utilizes Prentice Hall Mathematics

7-utilizes Prentice Hall Pre-Algebra and McGraw Hill Glencoe Mathematics

8-utilizes Prentice Hall Algebra and Prentice Hall Pre-Algebra for Mathematics

7-8 utilizes Holt, Rinehart, and Winston for Social Studies

6-8 utilizes Prentice Hall Science

3-8 uses Study Island for remediation and test preparation

Fast ForWord is available to students in grades 1-8 on an as needed basis

9-12 uses Prentice Hall for English

9-12 uses Prentice Hall for Mathematics (Algebra, Geometry, Algebra II, Trigonometry, and Business Math)

9-12 uses Holt for Science (Physical, Biology, Chemistry, and Physics)

9-12 uses Prentice Hall for Social Studies (World History I, World History II, American History, and US Government)

3-12 uses Read 180 for selected students

9-12 uses Carnegie Learning for Math for selected students

1-8 uses Orton Gillingham for severe Reading intervention

K-8 supplements with the following online applications: Discovery Learning, Brain Pop, Reading Eggs, First In Math, Reading A-Z, Vocabulary A-Z, Writing A-Z.

The Philadelphia Academy Charter School provides a wide range of services and instructional strategies for meeting the needs of children who are performing significantly below standards. Students receive extra support by the regular education teacher who receives assistance from a multidisciplinary team of professionals. If students continue to have difficulty, they may be referred for an evaluation to determine their need for special education. The special education services offered by the school are very comprehensive. Students may receive support in the classroom from a special education teacher and / or receive support in the resource room setting. If these services are not adequate to meet a student's needs, the child may receive

service in the part time special education class, integrating into the regular education classes for all specialty classes, such as art, music, gym, and for academic subjects when considered appropriate by the IEP team. If a child requires full time special education services, that service is provided in the special education class and reverse inclusion techniques, in which regular education students come into the special education classroom to facilitate social skill and academic development, are implemented to insure that the child is integrated with regular education students for some part of the day. If the child is in need of an alternative placement, such as service from an approved private school, the IEP team locates an appropriate program and makes application to that program. The IEP team continues to participate in all educational decisions concerning the child's programming.

Instructional strategies are individualized to meet the needs of the student. If a child is in need of therapeutic service, the child will receive Speech Therapy, Occupational Therapy and / or Physical Therapy within the classroom and / or in the therapy room. Therapists consult with teachers to assure continuity of programming. If the child is in need of behavioral support, the behavioral consultant on staff will observe the child and consult with the IEP team. If necessary, the behavior specialist will complete a Functional Behavior Analysis and develop a behavior plan. If the child requires a school based counseling service, the school counselor will provide that service. If the child is in need of a personal care assistant, a staff member, who is trained by the appropriate members of the IEP team, is provided. The school also works with outside agencies that provide mental and behavioral health services to students.

Instructional strategies include the provision of individually determined program modifications and accommodations. Examples include provision of extra time; separate testing area; reduced length assignments; oral testing; use of assistive technology, such as a personal word processor or auditory trainer; movement breaks; provision and utilization of a sensory diet; set of books for home; customized system for organization and notetaking; provision of notes by the teacher; and alternative assessment tools. Multimodal instructional techniques are employed by both the regular and special education staff. Differentiated instruction techniques are used within the classroom to provide appropriate programming for special education students, regular education students and gifted students. Computer technology is also utilized to meet individual needs. The school has provided students with training using state of the art Fast ForWord and Earobics programming. Tutoring time is built into every classroom teacher's day for students to receive small group assistance in addition to special education services. After school tutoring programs through the 21st Century Grant Program are made available to all students.

Students with significant academic needs are taught using an experiential academics curriculum. This program emphasizes acquisition of reading and mathematics skills and functional use of these skills in real life situations such as shopping, cooking and running a card shop within the school. Students also participate in the Wee Deliver program, sponsored by the United States Postal System, which establishes a school wide mail system. The organization and maintenance of this system is completed by the special education students in the Life Skills program.

The school utilizes an integrated model of therapeutic service delivery. Students participate in groups planned and implemented by the educational and therapeutic team. Hands on, multimodal activities serve as the basis for development of oral and written language skills, fine motor and visual motor skills and conceptual understanding.

Appropriate accommodations and support are provided so that all students can participate successfully in the school's extracurricular activities. The school community also participates in Special Olympics, providing athletic training, student participation, attendance at competitions by the Philadelphia Academy Charter School cheerleaders and student, staff and parent participation in the Special Olympic's Buddy Program. During the 2005-2006 school year, the school began a Best Buddies program which pairs regular education middle school students with

peers with special needs to develop long term relationships, while giving the special needs students greater social opportunities. Additionally, the school conducts monthly special education committee meetings to provide parent information and to provide a forum for parent input.

During the 2005-2006 school year, the school began to offer an accelerated program for students surpassing academic goals. The program was housed on the high school campus from 2006-2008, and is now back in the K-8 building. Students are selected based on test scores and teacher recommendations.

Our campus also provides a variety of opportunities to encourage life skills amongst all of its citizens. An experiential kitchen allows students to practice their cooking while requiring that they demonstrate math skills, ability to follow directions, and ability to work with others. A classroom in the high school is fully equipped as an apartment thus allowing many opportunities to practice and develop life skills critical for success after graduation.

Rigorous Instructional Program - Attachments

- PD Plan
- Updated Induction Plan

English Language Learners

Philadelphia Academy Charter School has developed an English Language Learners (ELL) policy to ensure that students who have been identified as ELL have equitable access to educational opportunities so that they are well prepared to meet high academic standards which will in turn prepare them for higher education and employment. Initial identification of students occurs with the completion of the Home Language Survey upon enrollment. Where the primary spoken language is other than English, an assessment will be administered to determine level of proficiency and placement. Movement from level to level will be monitored to ensure timely interventions. Monitoring will continue for two years after exiting the program. The school's ELL Coordinator is responsible for the identification of all students in need of an ELL program and for the development and implementation of programming for individual students in need. The ELL Coordinator is given released time in their schedule to assess and work with ELL students.

The ELL report is available as an attachment in this section.

English Language Learners - Attachment

- English Language Learners Policy

Graduation Requirements

Students of the Philadelphia Academy Charter High School must meet the minimum requirements set forth by the state of Pennsylvania including:

1. Successful completion of academic course of study
2. Required attendance to meet the necessary hours of education
3. Successful completion of a senior culminating project that includes an action and response. Actions must be performed to provide service or better the school and local community.
4. Successful progress on the 4 sight local assessments and Keystone exams.

Specific academic requirements are as follows:

History - 4 units (World History I, World History II, United States History, United States Government and Economics)

Science - 4 units (Physical Science, Biology, Chemistry, 12th grade science elective*)

* Students may choose Zoology, Ecology, Physics, Anatomy and Physiology, Robotics, or Health II to satisfy this requirement.

English - 4 units

Mathematics - 4 units (Algebra I, Geometry, Algebra II, Trigonometry)

Foreign Language or Reading - 2 units

Electives - 6 units

*Students may choose from a range of academic and non-academic elective offerings.

Total units required - 24

Special Education

Students who are referred to special education receive individualized service to meet their specific needs. Our school prides itself on the provision of truly individualized educational programming in the most inclusive environment possible. We provide curricular adaptations and accommodations in the general education environment utilizing a team teaching approach. For those students in need of a modified curriculum, highly qualified special education teachers provide direct, explicit instruction in the area of need. Programs such as the Multisensory Structured Training Program utilizing Orton Gillingham instructional techniques, Fast Forward Programming, Reading A-Z, Headsprout and Read 180 are implemented to assure that students with reading delays are provided with evidenced based reading instruction. Standards aligned goals and objectives are developed to assure that all students have access to the general education curriculum. For students who are in need of life skills or multiple disabilities support, we provide a functional academic curriculum using multimodal, experiential activities, both within the school building and throughout the community.

Therapeutic and related services are provided to meet the needs of the individual student. If a child is in need of therapeutic service, the child will receive Speech Therapy, Occupational Therapy, Physical Therapy, Hearing Therapy and/or Behavioral Intervention/ABA Therapy within the classroom and/or in the therapy room. Therapists consult with teachers to assure continuity of programming. If the child is in need of behavioral support, the behavioral consultant on staff will observe the child and consult with the IEP team. If necessary, the behavior specialist will complete a Functional Behavior Analysis and develop a behavior plan. If the child requires a school based counseling service, the school counselor will provide the service and/or refer the family to an outside service provider. If the child is in need of a personal care assistant, a staff member, who is trained and supervised by the appropriate members of the IEP team, is provided. The school also works with outside agencies that provide mental and behavioral health services to students.

Instructional strategies include the provision of individually determined curriculum modifications, specialized supports and services and individualized accommodations. Examples include provision of extra time; separate testing area; reduced length assignments; oral testing; use of assistive technology, such as a personal word processor or auditory trainer; movement breaks; provision and utilization of a sensory diet; sets of books for home; development of customized systems for organization and note taking; provision of notes by the teacher; and alternative assessment tools. Research based methods and multimodal instructional techniques are employed by both the regular and special education staff. Differentiated instruction techniques

are used within the classroom to provide appropriate programming for special education students, regular education students and gifted students. Computer technology is also utilized to meet individual needs. The school has provided students with training using state of the art Fast ForWord and Earobics programming. Tutoring time is built into every classroom teacher's day for students to receive small group assistance in addition to special education services. After school tutoring programs through Title I and ARRA are made available to all students.

Special Education - Attachment

- Special Education Policies And Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Patricia Felix	1.00	Multiple Disabilities Support	Phila. Academy Charter High	8	none
Rebecca Horrocks	1.00	Multiple Disabilities Support	Phila. Academy Charter	7	none
Jacqueline Covone	1.00	Autistic Support	Phila. Academy Charter	6	none
Patricia Lazzaro	1.00	Learning Support	Phila. Academy Charter	8	none
Kristy Cichonski	1.00	Learning Support	Phila. Academy Charter	13	none
Chrystal Ladd	1.00	Multiple Disabilities Support	Phila. Academy Charter	7	none
Christine Capriotti	1.00	Learning Support	Phila. Academy Charter	13	none
Jennifer Hughes	1.00	Learning Support	Phila. Academy Charter	20	none
Dee Myers	1.00	Learning Support	Phila. Academy Charter	10	none
Brittany Junod	1.00	Learning Support	Phila. Academy Charter	15	none
Jennifer Amodei	1.00	Learning Support	Phila. Academy Charter	13	none
Danielle Vittitow	1.00	Learning Support	Phila. Academy Charter	10	none
Joanna Miley	1.00	Learning Support	Phila. Academy Charter High School	20	none
Seth McCann	1.00	Learning Support	Phila. Academy Charter High School	18	none
Dionne Giedemann	1.00	Life Skills Support	Phila. Academy Charter High School	6	none
Nicole Hoch	1.00	Learning Support	Phila. Academy Charter High School	10	none
Brian Deck	1.00	Learning Support	Phila. Academy Charter High School	17	none
Julia Herritt	1.00	Learning Support	Phila. Academy Charter	10	none

		School		
Karen Richman	1.00 Learning Support	Phila.Academy Charter High School	19	none
Virginia March	1.00 Learning Support	Phila.Academy Charter High School	16	none
James Chun	1.00 Learning Support	Phila.Academy Charter High School	17	none
Donna Steel	1.00 Life Skills Support	Phila.Academy Charter High	8	none

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Nothing to report	00	Not applicable	Not applicable	0	none

Special Education Program Profile - Chart III

Title	Location	FTE
Anne Jones-Occupational Therapist	Phila.Academy Charter	1.00
Karen Spock-Speech Therapist	Phila.Academy Charter	1.00
Megan Haycock-Speech Therapist	Phila.Academy Charter	.70
Lorette Cuff-Speech Therapy	Phila.Academy Charter and High School	.80
Allison Garofalo-Autism Specialist/Behavior Specialist	Phila.Academy Charter	.80
Kristen Butler-Certified School Psychologist	Phila.Academy Charter and High School	1.00
Susan Shelby - Physical Therapist	Phila.Academy Charter School and High School	.10
Vicki Scott - College and Career Advisor	Phila.Academy Charter High School	1.00
Cathy Adams - Special Education Administrator	Phila. Academy Charter and High School	1.00
Mary Bogan - Nurse	Phila. Academy Charter and High School	1.00
Kathleen Weber-Nurse	Phila.Academy Charter School and High School	1.00
Kay May Werner - Adapted Physical Education Instructor	Phila. Academy Charter	1.00
Jordan Brown - Adapted Physical Education Instructor	Phila.Academy Charter	1.00
Matthew Klinger - Adapted Physical Education Instructor	Phila.Academy Charter	1.00
Jennifer White - Adapted Physical Education Instructor	Phila.Academy High School	1.00
Devon Farmer - Instructional Assistant	Phila. Academy Charter	1.00
Genevieve Devlin - Instructional Assistant	Phila.Academy Charter	1.00
Cathy Weldie - Instructional Assistant	Phila.Academy Charter	1.00

Mitchell Hartman - Instructional Assistant	Phila.Academy Charter	1.00
Constance Carrion - Personal Care Assistant	Phila.Academy Charter	1.00
Yvonne Tresnan - Instructional Assistant	Phila.Academy Charter	1.00
Stephanie Colflesh - Instructional Assistant	Phila.Academy Charter	1.00
Elizabeth Resta - Instructional Assistant	Phila. Academy Charter	1.00
Lisa Miller - Instructional Assistant	Phila. Academy Charter	1.00
Susan Hughes - Instructional Assistant	Phila. Academy Charter	1.00
Gail DeBelle - Instructional Assistant	Phila. Academy Charter	1.00
Jennifer Larson Brem - Instructional Assistant	Phila. Academy Charter High	1.00
Susane Whitworth - Instructional Assistant	Phila. Academy Charter High School	1.00
Donna McElhatten - Instructional Assistant	Phila. Academy Charter High School	1.00
Amy Anderson - Instructional Assistant	Phila. Academy Charter High School	1.00
Joyce Mitchell-Podell - Special Education Secretary	Phila. Academy Charter and High School	1.00
Danielle Kennedy - Instructional Assistant	Phila. Academy Charter High School	1.00
Karen Wagner - Instructional Assistant	Phila. Academy Charter	1.00
Beverly Sonabend - Instructional Assistant	Phila. Academy Charter	1.00
Constance Carrion - Personal Care Assistant	Phila. Academy Charter High School	1.00
Christina Lewis-Special Education Supervisor	Phila. Academy Charter High School	1.00
Cassidy Garrison-Kimmel-Reading Specialist	Philadelphia Academy Charter	1.00

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Therapy Source	Speech Therapy	7 hours per week
Green Tree Partnerships	Behavioral Consultation	16 hours per week
Bayada Nursing	Certified School Nurse	14.5 hours per week
Therapy Source	Occupational Therapy	5 hours per week
Therapy Source	Hearing Therapy	4 hours per week
KenCrest	Transition Support Services	3 hours per week

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA Writing	No	No	No	No	No	Yes
PSSA MATH AND READING	No	No	No	Yes	Yes	Yes
PASA- Math and Reading	No	No	No	Yes	Yes	Yes
PSSA SCIENCE	No	No	No	No	Yes	No
DIBELS	Yes	Yes	Yes	Yes	No	No

4SIGHT Reading and Math	No	No	No	Yes	Yes	Yes
PSSA-M Math and Reading	No	No	No	Yes	Yes	Yes
PASA-Science	No	No	No	No	Yes	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
4SIGHT Reading and Math	Yes	Yes	Yes	No	No	Yes	No
PSSA Writing	No	No	Yes	No	No	Yes	No
PSSA Math and Reading	Yes	Yes	Yes	No	No	Yes	No
PASA Math and Reading	Yes	Yes	Yes	No	No	Yes	No
PSSA Science	No	No	Yes	No	No	Yes	No
PSSA Makeup Test	No	No	No	No	No	No	Yes
PSSA-M Math and Reading	Yes	Yes	Yes	No	No	Yes	No
PASA Science	No	No	Yes	No	No	Yes	No
Study Island Assessments-Reading and Math	No	No	No	Yes	Yes	Yes	No

Student Assessment

The Philadelphia Academy Charter school fully participates in all local and state level testing. We participated in the PSSA reading, math, science and writing assessments. Those special education students who were unable to complete the PSSA due to their particular diagnosis were administered the PASA.

In 2011, the school met 17 of 17 indicators for AYP, most subgroups by reaching the achievement targets and some by special provision (IEP Reading made it by Safe Harbor; ED Reading and IEP Math made it by Confidence Interval). The High School showed significant improvement in both Reading and Math.

For formative assessment, we administered the 4sight assessment for Reading and Math in grades 3-8 four times throughout the school year and 3 times in grades 9-11. High School teachers are using the Study Island Assessments periodically throughout the year. Teachers analyzed the data following each administration and used the information to work with students who needed assistance with particular skills. The number of students scoring proficient and advanced increased dramatically throughout the year for all subgroups. The DIBELS test is used in grades K-3 to measure early reading skills. Data from the Dibels are used to identify students in need of remediation.

For students with special needs, we complete additional assessment utilizing tools such as the WIAT II, the Woodcock Johnson Tests of Achievement, the Brigance Inventories, Informal Reading Inventories and Curriculum Based Assessments such as running records. Additionally, we will be utilizing Curriculum Based Measurement for progress monitoring using tools such as Study Island for students with IEP's.

We have an extensive after school program that includes tutoring in both math and reading. We are continuing our programming with AARA/Title I funds. Our initial invitations for the Fall of each school year are based on PSSA, 4sight, and Dibels results. These results along with teacher input and student performance allow for effective after school planning. Parent request, as well as student request are also honored in our tutoring program. We welcome all students who are

willing to go the extra mile to receive additional help. Our own grade level teachers are our after school program tutors and this really allows for good continuity from the school day to the after school program. We provide small group tutoring for specific areas of weakness, daily homework help and standardized test preparation. Additionally, many eligible students are receiving SES services at the local Sylvan Learning Center.

Student Assessment - Attachments

- 1011 4Sight Results
- 1112 IEP Students Math 4sight
- 1112 IEP Students Reading 4sight
- 1112 All Students Math 4sight
- 1112 All Students Reading 4sight

Teacher Evaluation

The formal classroom observation form is a detailed look at a teacher's Planning and Preparation, Classroom Environment, Instructional Delivery, and Professionalism. It also details the accommodations, knowledge and assessment procedures utilized throughout the lesson. This observation is completed at least once per school year for all Instructional II staff and at least twice per school year for all Instructional I staff.

Informal classroom walkthroughs take place on an ongoing basis. Informal observation data can be collected by the principal, CEO or any member of the administrative team. We employ either a narrative feedback form or a informal observation checklist.

The Elementary Principal and High School Principal are responsible for completing teacher evaluations, and final approval comes from the CEO. Instructional I staff receive one evaluation form at the end of the school year. Instructional II staff receive one form at the end of the first semester and another one at the end of the school year. We are using the state approved 5501 for evaluating staff. Reviewing informal and formal observation data take place prior to any written evaluation.

We are exploring the possibility of aligning with the state for teacher evaluation using the Danielson framework during the next school year.

The CEO, Elementary Principal, Elementary Assistant Principal, and High School Principal all have Principal's Certification.

The Elementary and High School Special Education Administrators both have Supervisor of Special Education Certification.

The Elementary Principal also has the Superintendent's Letter of Eligibility.

The CEO also has a Supervisor of Mathematics certification.

Administrators increase their knowledge and understanding in the areas of special education, and in particular regarding evidence based instruction, through interaction with the Department of Education Special Education Charter School Office and Pattan. The Elementary Principal participated in the NISL Leadership for Students with Disabilities institute in the fall of 2010, and completed the general NISL trainings from 2006-2009. The High School Principal and

Elementary Assistant Principal will be attending the NISL Principal Induction Program during the 2012-13 school year.

Teacher Evaluation - Attachments

- 1112 Observation Form
- Teacher Evaluation Form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

In April 2008, Kevin O'Shea and Brien Gardiner were suspended from PACS. They were terminated in May of 2008. All members of the O'Shea and Gardiner families were terminated by June 30, 2008. Larry Sperling was appointed as CEO. Allyssa Schmitt was hired as principal.

In June 2008, the Board of Trustees was disbanded as per the School District of Philadelphia with a mandate to restructure. As of July 31, 2008, three parents were elected to the new board (Nancy McLaughlin, Patrick Milligan and Jack Junod) and one member of the business community was added (Edward Harding). By September, 2008 all vacancies were filled. The remaining members are Len Soroka, Ed D, Ann Marie Coyle, Esq., and David Segal.

Leadership has remained stable for the 2008-09 and 2009-10 school years. For the 2010-11 school year, a second Special Education Supervisor has been hired to specifically service the high school building. In 2010, Principal Schmitt received a Superintendent's Letter of Eligibility. In 2011, Anna Marie Siegmann and Megan Simmons completed the Principal K-12 certificate and Christina Lewis completed the Supervisor of Special Education Certificate. Also in 2011, the parent members of the Board of Trustees (Jack Junod, Nancy McLaughlin, and Patrick Milligan) were elected to a second three year term. At large member Ed Harding resigned from the Board of Trustees in June of 2011 and was replaced by Janet Summers.

During the Spring of 2012, Parent Member and President of The Board of Trustees Patrick Milligan resigned for personal reasons. An election was held in May, 2011 to replace this Parent member, and Nancy McLaughlin assumed the role of President. Rose Smith DiFrancesco was elected to take the place of Patrick Milligan.

In June of 2012, the three at large members completed their terms and were replaced by Municipal Court Judge Joseph Walters, Stephen Young, Ed.D., and Joseph Guinan, Esq.

In July of 2012, one additional member was appointed, Janet Spak. Municipal Court Judge Joseph Walters became the Board President, and Nancy McLaughlin became Vice President.

In August of 2012, one additional member will be appointed, increasing the total number of the Board of Trustees from 7 to 9.

Board of Trustees

Name of Trustee Office (if any)

Nancy McLaughlin

Patrick Milligan

Jack Junod

Ann Marie Coyle

David Segal

Len Soroka

Janet Summers

Professional Development (Governance)

The law firm of Latsha, Davis, Yohe and McKenna provide comprehensive board training on an ongoing basis. Charter One Services provided some initial guidance during the 2008-09 school year. There will be 5 new board members appointed and 1 new board member was elected, so there will be trainings held for the new members scheduled during the 2012-13 school year.

Coordination of the Governance and Management of the School

The Philadelphia Academy Charter School's Board has a working relationship with the individual school management team. Our Chief Executive Officer, Larry Sperling is the key liaison between the school and board of directors. Monthly board meetings provide a formal setting for business to be conducted. The Chief Executive Officer allows for a good working rapport and open lines of communication between all parties. Although the daily operations of the school are conducted by the Administrative team and school staff, the Board of Directors are kept abreast of all of the happenings. Parents have opportunities to communicate to the Board of Directors through the Parent Advisory Council and during the public comment section of the monthly meetings.

Coordination of the Governance and Management of the School - Attachments

- 1213 Board Meetings
- 1112 Board of Trustees Meetings

Community and Parent Engagement

Our Board of Directors holds a monthly meeting open to all parents, faculty and staff. A school calendar as well as our on line system keeps parents abreast of all school functions. Additionally a weekly communication envelope is sent home to each family with timely reminders concerning, fund raisers and student activities. Our Home and School also provides a wonderful venue for parent involvement and communication. As our charter also requires four hours of family volunteer time per month we have a healthy number of daily volunteers in our building. Finally committees are formed for individual school activities with a faculty or management representative to provide parents yet another opportunity to be involved in their school.

Additionally, A Parental Advisory Council was formed with members being elected by the parental body. The primary function of the PAC is to avail themselves to the parents so concerns can be brought to the administration. The PAC meets with the Principal monthly; there is an executive session followed by a public forum. There is a PAC mailbox in the school lobby, and all families have been given contact information to their grade level PAC representative.

We are very involved in community as we fully support businesses through the use of their facilities and services. Our annual school musicals are an excellent example of parent, school and community representatives working hand in hand to put on a full scale school musical. The winter musical highlights the 3rd-8th grade community and the spring musical showcases the K-2 community. These productions involve parent costumers and carpenters along with faculty artisans and musicians and finally a community venue for the facility. Parent volunteers assist with musical practice sessions, back stage with dress rehearsals and eventually three nights of performances. Both of these programs are three month productions that involve countless hours of volunteer time by parents, teachers and staff. The community supports our playbook by purchasing ad space and providing a professional stage for the actual performances. Additionally the performances are open to the public as ad space is purchased in all of the surrounding community newspapers inviting community support.

Our high school students complete a service learning requirement each year and must complete 20 hours of community service as a requirement for graduation. Our students have participated in fundraisers for causes such as Cancer Awareness and Research and Toys for Tots. Our students have completed a variety of service projects within the community, working in nursing homes, homeless shelters, camps and programs for students with disabilities.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The school conducts fundraising through a variety of activities including an annual candy sale, a golf outing, and a bingo. The school is given a percentage of the revenues generated by our school uniform sales and picture days. Funds are also raised by specific grade levels to supplement the cost of their activities. A Scholastic Book Fair takes place in the fall and in the spring, which supplies the library with additional resources and books. Monies raised through fundraising activities are placed in the general operating budget and are used for student activities.

Fiscal Solvency Policies

The Board of Trustees has adopted financial policies and procedures which include the topics - budgeting, accounting practices, procurement, contracts, internal control, cash management, grants management, time and attendance, contracted services, etc.

The school's budget, adopted in accordance with the timetable prescribed by the Commonwealth, serves as a blue print for financial decision making during the fiscal year. The budget provides for the educational, building and administrative needs of the school community and also includes a reserve for contingencies. All purchases and personnel decisions are reviewed for budgetary funds available prior to the issuance of a contract or purchase order.

The business office provides interim financial reporting for the board of trustees and CEO on a monthly basis. The business manager meets with the school administrative team regularly and attends all board and finance committee meetings. Through careful monitoring of expenditures and revenues the school is able to assure that all expenditure and revenue categories remain within the budget.

Accounting System

Transactions are posted by the Business Manager's Office staffed by experienced school business administrators. A balance sheet, statement of revenue and expenditures and a

statement of disbursements are prepared monthly. Reports are generated in compliance with State requirements. On July 1, 2011 the school migrated to a new accounting system; MIP is a fund accounting system with enhanced financial controls, electronic workflows and complies with GAAP.

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- 2012 Signed Revenues/Expenditures
- 1011 Expenditures-Signed
- 1011 Revenues-Signed

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

The Audit for the School Year ending in 2011 was submitted to Philadelphia Academy on March 31, 2012 by Cantor, Novak, Beaver, and Pike.

In summary:

1. The auditors' report expresses an unqualified opinion on the basic financial statements of Philadelphia Academy Charter School.
2. No significant deficiencies relating to the financial statements are reported in the Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*.
3. No instances of noncompliance material to the financial statements of Philadelphia Academy Charter School were disclosed during the audit which would be required to be reported in accordance with *Government Auditing Standards*.
4. No significant deficiencies relating to the audit of major federal award programs is reported in the Independent Auditors' Report on Compliance with Requirements That Could Have a Direct and Material Effect on Each Major Program and Internal Control Over Compliance in Accordance with OMB Circular A-133.
5. The auditors' report on compliance for the major federal award programs for Philadelphia Academy Charter School expresses an unqualified opinion.
6. There were no audit findings, which were required to be reported in accordance with Section sOI(a) of OMB Circular A-133.

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

- 2011 Audit
- 2010 Audit

- 2009 Audit

Citations and follow-up actions for any State Audit Report

The school has completed its 13th year of operation and has not been audited by the State Comptrollers Office.

SECTION VII. FACILITY RESPONSIBILITIES

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

During fiscal year 2012 (2011-12), the school did not acquire any new facilities. Furniture and fixtures as a whole were in good condition and only small replacement purchases were made during the course of the year. As a result of ARRA (Stimulus Funding), computer equipment for teachers and students is less than three years old. Through those funds, the school was able to expand from two fixed labs to five fixed labs, five portable laptop carts, three Ipad carts for special needs programs, Promethean Boards in all classes and six small specialty labs for Read 180, Fast Forward, Carnegie Math and Study Island. As part of the basic operating budget, the school upgraded servers, continued licensing for network/virus software, web based education applications, etc.

Future Facility Plans and Other Capital Needs

The charter will need to be renewed for the 2013-14 school year. Successful renewal will carry the school through 2017-2018. At this time, the Board of Directors and school leadership are considering requesting an expansion in enrollment for the next 5 years in small increments. At the same time, should that be successful, the school will explore moving to a larger facility.

During the June 2012 meeting of the Board of Directors, a resolution was passed designating one million dollars to a Five Year Technology Replenishment Program, one million to Five Year Furniture & Equipment Replenishment Program and one million to Capital Improvement for Buildings.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Philadelphia has a comprehensive safety plan which is required by our district. Part of that plan requires a fire drill reporting log which is maintained by our secretary. A minimum of ten drills per year with the Fire Department monitoring at least one per year is a component of this plan. Additionally, shelter-in-place drills take place two times per year in each school building.

All health and immunization records are kept in our school nursing office and are current and in compliance with city and state regulations. These records are maintained by our nursing staff that includes both a registered and licensed practical nurse. Evidence of submission for request for reimbursement and report of school health services is attached to this document.

A Wellness Policy committee was established to meet the new Federal Guidelines as well as the Chapter 12 requirements. The committee includes: luncheon staff, the school nurse, the health teacher, a parent, an administrative coordinator, and two classroom teachers. The wellness policy has been submitted for approval to the Department of Education. However, many exciting changes have already occurred as a result of this new committee.

A salad bar was donated to the school from Whole Foods Market and the Salad Bar project. The salad bar is open 2 days per week, with plans to increase the days in the next school year. We offer daily raw vegetables and fruit at all three lunch periods. We have also found several new choices of drinks for students to replace soda and more main lunch courses provide a healthier option to our students.

Many of our new selections were discovered at the yearly food conventions hosted by US Foods in the fall and again in the spring. We sent employee representatives from both the elementary and high school. Their goal was to look for more nutritious snacks and drinks. Some items were purchased as a direct result of their visit to the convention and others were tested at the school prior to purchasing. Upon their return we had the new items available for a cross section of students to sample. The wellness committee used the student input to make decisions concerning these products.

For the 2012-13 school year, we will be participating in the National School Lunch Program.

A copy of our wellness plan has been included as an attachment.

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

- 1112 Health Report
- 2010-2013 Wellness Plan
- 10-13 Wellness Plan Signature Page

Current School Insurance Coverage Policies and Programs

A detailed description of our insurance policies are attached in the Executive Summary. The ACORD Certificate is also attached. The new policy goes into effect in August every year. The next year will be attached when it is made available to us.

Current School Insurance Coverage Policies and Programs - Attachments

- 1112 Acord
- Insurance Coverage Details
- Acord Certificate 10-11

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

There were 111 professional staff members during the 2011-12 school year, 6 administrators, 99 teachers and 5 others. We are at 100% Highly Qualified, after much work with our teachers to secure the necessary credentials. All Special Education teachers are certified in the areas in which they teach. 6 Teachers will not be returning for the 2012-13 school year due to a decrease in our revenues.

Quality of Teaching and Other Staff - Attachment

- 1112 PDE 414

Student Enrollment

Children are admitted to PACS without prejudice on the basis of a lottery. Applications are accepted from October 1st -March 1st for September admissions for the following school year. Applications for the lottery can be picked up in the school office or downloaded from the school's website. A lottery is held in Mid March for open slots using a random number generator. Students who are not selected in the lottery will remain on a waiting list through the end of the following school year in the unlikely event that a spot would open up during the year. Families on the waiting list must reapply when the application window opens on October 1. We have a sibling policy at the school, so many of our current openings are reserved for siblings of current students. We take in the largest numbers in Kindergarten, Grade 6, and Grade 9. A student's admission age for kindergarten is 5 years old by September 1. In order to be registered to the school, parents must provide proof of age (birth certificate), proof of residency, immunization records and a copy of the student's report card from the previous school year.

Enrollment History for 2011-12

GRADE	INITIALLY ENROLLED	NUMBER DROPPED	NUMBER ADDED
Kindergarten	68	1	0
1	67	0	4
2	69	2	4
3	69	0	5
4	70	2	1
5	79	0	1

6	95	1	18
7	91	0	2
8	90	27	3
9	128	2	71
10	119	6	0
11	120	4	1
12	115	115	0

1180 students completed the 2011-12 school year. Currently 1038 students are returning in September. 142 students left the school voluntarily. Please note that this number includes our 8th grade graduating students who have enrolled at another high school as well as all of our 12th grade graduates.

Most of the movement out of the school can be attributed to parents moving out of the city of Philadelphia. Of the eighth grade students who are not enrolled at our high school, most have chosen to attend a private school or have been accepted into a special-admit high school. Some parents have chosen to remove their children from our high school to enroll them in other schools because they disagreed with our discipline policy. No one was asked to leave our school involuntarily.

There are currently no supporting documents selected for this section.

Transportation

PACS operates a fleet of 14 buses and 3 vans. All students in grades K-8 are provided transportation as well as 9th, 10th, 11th and 12th graders with transportation requirements on their IEP. Students in grades 9 through 12 who do not have IEPs use public or private transportation. Passes are provided to students who live 1.5 miles from the high school. Specialized routes are available including a lift bus, 3 vans, smaller vehicles, and 9 bus attendants for special needs students. Two new buses were purchased during the 2009-10 school year. During the 2010-11 school year all routes were checked and revisions were made on two of our bus routes. All student buses, stops, and times have been entered into our student management system (MMS), making tracking of students on our routes more efficient.

Food Service Program

We operate a full kitchen at both the elementary and high school which is licensed by the City of Philadelphia. Hot and cold lunches are served daily at a cost of \$3.00. We did not participate in the NSLP program, but we do provide free and reduced lunches for eligible students. We are, however, going to be an NSLP provider for 2012-13.

While our elementary school kitchen runs as a separate service within the building, our high school's program works in conjunction with their culinary arts program to provide a lunch program that is prepared by the students for their students and faculty. The Philadelphia Academy Charter High School's state of the art kitchen allows students to study culinary arts while providing a necessary service to their population.

Student Conduct

Our students are expected to respect the rights of others by following the rules governing discipline and conduct as they are written in the Code of Student Conduct. At all times when students are under school jurisdiction, they are expected to conduct themselves in an orderly, courteous, dignified and respectful manner. Each family is given a copy of the Code of Conduct to read abide by. All students and parents are then required to sign a compact stating that is their intention to live up to the provisions of the Code of Conduct.

A bullying policy was added to the Code of Conduct in 2011 which is distributed to all families upon enrollment.

Additionally, in the K-8 building, we instituted a Positive Behavior Support Model, training students in appropriate behaviors and using positive reinforcement to cement the expected behaviors. A behavior specialist works with students in both schools 3 days per week.

In the elementary school 14 students were involved in 16 incidents that resulted in out of school suspensions. In the high school 12 students were involved in 12 incidents that resulted in out of school suspensions and. No high school students attended their summer program for disciplinary issues this year.

There is a Saturday detention program at both the elementary and the high schools used for accumulation of infractions of the Codes of Conduct.

Student Conduct - Attachments

- K-8 Code of Conduct, Revised 2011
- 1011 High School Code of Conduct
- Updated Bullying Policy
- Philadelphia Academy Charter Disciplinary Policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2012

The Philadelphia Academy 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
2011 - 2012 Annual Report for Pennsylvania Charter Schools

Date

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 Philadelphia Academy 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: Larry Sperling **Title:** Mr.
Phone: 215 673 3990 **Fax:** 215 673 3341
E-mail: lsperling@pacsweb.org

Signature of the Chief Executive Officer and Date

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

Name: Nancy McLaughlin **Title:** Mrs.
Phone: 215 673 3990 **Fax:** 215 673 3341
E-mail: pmilligan@pacsweb.org

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name: Cathy Adams **Title:** Mrs.
Phone: 215 676 8320 **Fax:** 215 676 8340
E-mail: cadams@pacsweb.org

Signature of the Special Education Contact Person and Date

Signature Page - Attachments

- 1112 Signature Page
- 1112 Ethics Act Signature Page