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# Pennsylvania Department of Education

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

**Charter Annual Report**  
Tuesday, May 29, 2012  
(Last Accepted: Monday, February 07, 2011)

**Entity:** Preparatory CS of Mathematics Science Tech and Careers  
**Address:** 1928 Point Breeze Ave  
Philadelphia, PA 19145

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2010 - 2011

**Name of School:** Preparatory CS of Mathematics Science Tech and Careers

**Date of Local Chartering School Board/PDE Approval:** 9/1/2007

**Length of Charter:** 5 years    **Opening Date:** 9/14/1998

**Grade Level:** 9 - 12    **Hours of Operation:** 8:00 - 2:45

**Percentage of Certified Staff:** 100    **Total Instructional Staff:** 29

**Student/Teacher Ratio:** 20:1    **Student Waiting List:** 375

**Attendance Rate/Percentage:** 92.0

## Summary Data Part II

Enrollment: 585 Per Pupil Subsidy: 7708

### Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	112
Black (Non-Hispanic):	278
Hispanic:	23
White (Non-Hispanic):	171
Multicultural:	1

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 62.0

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 27

### Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	0	180	180
Instructional Hours	0	0	0	0	0	1023.75	1023.75

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

The Preparatory Charter High School will enter its fourteenth (14<sup>th</sup>) year of operation in September as a high school located in the heart of South Philadelphia. Serving a diverse population of 600 students who come from all areas of the City of Philadelphia, Prep Charter provides a safe haven for students in an area of Philadelphia that sees a great deal of violence. The majority of our families fall below the poverty line.

Prep Charter takes an aggressive approach to preparing students for success in college. Our goal is for alumni to enter college, to stay in college, and to graduate from college. Prime components of the college prep program are a focus on transitions, on-site college experiences, and a rigorous high school curriculum for all students.

Incoming freshmen participate in a summer Skills for Success program to help them make a smooth transition into the high school environment. Through the prior school year (2010-2011) our incoming freshmen took our in-house placement test, whose results determined which freshmen participate in this small group help in reading and/or math during a six-week summer program. Beginning with the summer of 2011, our incoming freshmen took the EXPLORE assessment. Students who score at or above grade level on the placement test come for a one-day orientation program offered several times during the summer. Prep Charter requires ninth and tenth grade students to attend Saturday labs for biology and chemistry.

A driving philosophy of Prep Charter is to promote equity and excellence while providing high-level learning opportunities for all students. The school pays for sophomores to take the PLAN, a pre-ACT assessment, and for freshmen to take the EXPLORE, also a pre-ACT assessment. Since 2009, we have been a test site for the national administration of the ACT and will continue as a test site in the 2010-2011 school year. A Saturday Test Prep program offers

juniors specific preparation for the ACT, the SAT, the PSSA, and college placement tests. All juniors to take ACT in the spring of their junior year. Prep Charter's college preparatory program culminates with dual enrollment programs with the Community College of Philadelphia (CCP) and Saint Joseph's University. Prep Charter seniors who test into college level classes take up to two courses at CCP in the fall semester and up to two more in the spring. It is possible for seniors to earn up to twelve transferable college credits before they graduate high school. Students are monitored in their college studies by a faculty member here at school, and academic support is provided at Prep Charter.

Our Career Development Internship Program offers unique opportunities to our students in a variety of careers. Freshmen, sophomores, and juniors gain first hand experience throughout the entire school year by serving as interns one day a week in a variety of professions that require college degrees. Students intern in criminal justice, education, medicine, elder care, city government, and law. Placement sites include City Hall, City Council, judges' chambers, traffic court, schools, Methodist and Pennsylvania Hospitals, community centers, and the Criminal Justice Center.

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## **Mission**

The Preparatory Charter School of Mathematics, Science, Technology, and Careers (Prep Charter High) will provide a nurturing and challenging atmosphere in which students in grades nine through twelve will acquire the knowledge and experience they need to prepare them to become productive members of society. Prep Charter High will simultaneously help its students achieve high academic standards and develop essential career skills while giving them extensive experiences in service to their community. In this way, Prep Charter High School will also serve to strengthen the Philadelphia community by deepening the commitment between the community and its young people.

## **Vision**

Our vision at Prep Charter is to provide a challenging instructional program where all members are actively engaged in real-life activities that encourage increased productivity, and better problem-solving abilities. Our vision is to promote these abilities in a positive, rigorous, and nurturing environment thereby empowering our students to become productive members of society.

## **Shared Values**

We believe that all students can find success in secondary school if provided with the instruction, tools, and caring teachers to facilitate learning.

We believe that high school should be the preparation time for students' post-secondary experiences.

We believe that through early exposure to collegiate experiences, with scaffolding from supportive faculty and staff, students will identify long-term post-secondary educational goals and make plans to successfully fulfill those goals.

We believe that in a school where teachers and staff advocate high standards and provide rigorous lessons and assessments, students will advance their personal learning and achieve successes they never imagined possible before they entered Prep Charter.

## **Academic Standards**

Students at Prep Charter follow a standards-based, college preparatory curriculum, which is aligned with the Pennsylvania State Standards. All students take rigorous, college prep classes. Our curriculum exceeds the Chapter 4 content standards and requirements.

Consistent with national educational literature, all students are enrolled in a college preparatory curriculum and take high-level academic courses. Students receive support as needed in a number of ways. Tutoring is available to all students both before and after school. Saturday enrichment programs and science labs also provide extra help. Our summer school transition program allows early identification of incoming freshmen who need extra work in math and/or reading and language arts. They receive help in the summer Skills 4 Success program. Other summer school review classes provide additional time for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students in need of academic support.

All of our juniors take the Community College of Philadelphia placement test. Those who test into credit-bearing classes take classes each semester at our expense. Therefore, top performing students have the opportunity to graduate from Prep Charter with up to twelve (12) college credits.

***Accelerated academic skill development, content knowledge and learning strategies of students performing significantly below standards in literacy and mathematics skills?***

Summer transition program—All incoming freshmen take a placement test to determine their reading and math grade level competencies. Students who test below grade level will participate in a six-week program called Skills 4 Success, in which they will work in small groups to improve both reading and math skills.

Before and after-school tutoring during the school year in all core subjects.  
Saturday test prep for juniors.

Hands-on experience in biology and chemistry labs on Saturdays during the freshman and sophomore years.

Students are assigned to a grade team of five or six teachers, who work together all year to address learning problems students may experience.

Test preparation in reading, science, and math was significantly increased in the 2009-2010 school year.

Reading across the content areas.

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

Cooperative learning  
Interdisciplinary projects  
Using technology across the curriculum  
Differentiated instruction  
Small group instruction  
Constructivist teaching

## **b) Graduation requirements**

The school curriculum focuses on college preparation and places all students in high-level mathematics and science courses each year. The Senior Project is taken very seriously at Prep Charter, and seniors devote many hours to researching and writing the paper and to preparing for their oral presentations. Projects are achieved at the school.

Students graduate from Prep Charter with at least 28 credits. The credits listed below represent the minimum number necessary for graduation:

English 5  
Foreign Language 3  
History 4  
Mathematics 4  
Minor Subjects 2  
Health and Physical Education 2  
Science 4  
Technology 3.5

## **Strengths and Challenges**

### **STRENGTHS:**

- \* Made AYP again for 2010-2011
- \* Made AYP for three consecutive years (2009, 2010, and 2011).
- \* Met all thirteen targets for AYP status 2010-2011

100% participation rate in Math PSSAs

100% participation rate in Reading PSSAs

68.3% of students scored advanced or proficient in math

84.1% of students passed reading

100% of students passed writing

\*A daily average attendance rate of over 90% was maintained.

\*99.16% graduation rate

\*Ability to maintain a safe and organized school environment.

\*Stable and committed teaching staff.

#### CHALLENGES:

While Prep Charter achieved AYP for 2010-2011, we still have many challenges ahead. We must maintain the passing scores and continue to improve, particularly in mathematics. We need to continue to reduce the percentage of students who test at the basic or below basic levels. We need to provide support and instruction so that all our students achieve proficient or advanced levels on the PSSA, and we need to identify and establish successful ways to enhance our students' performance on the SAT and the ACT.

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **Strategic Planning Process**

At Prep Charter High School, the strategic planning process is horizontal and vertical. Subcommittees which include but are not limited to subject matter departments, grade level departments, our parents' organization, support staff, and the administrative team meet during the pre-service days prior to the start of school, as well as several times throughout the school year, to discuss all issues related to strategic planning. Meetings are also held to discuss assessment results, particularly after each set of results becomes available. Results of the PSSA, ACT, PLAN, EXPLORE, SAT, and the Prep Charter Placement Test are

studied. For SY 2011-2012, we will phase out the Prep Charter Placement Test and replace it with the EXPLORE. Plans are established to share information and disaggregated data with teachers so they may tailor lesson plans and instruction to address student challenges and successes. Teachers then become a part of the school-wide decision-making structure as results are examined and curricular and assessment decision are validated or amended.

Each month, our teachers meet as subject matter departments and as grade level departments. They check and discuss progress regarding student achievement and curriculum advancement. Changes are made to make certain students will fulfill curricular requirements in a timely fashion.

Professional development issues and areas of interest are ascertained through needs assessments from the faculty and staff. Teachers new to Prep Charter must successfully complete the Teacher Induction Program.

### **Strategic Planning Committee**

<b>Name</b>	<b>Affiliation</b>	<b>Membership Category</b>	<b>Appointed By</b>
Allison Rupert	Prep Charter	Ed Specialist - School Counselor	Principal
Daniel Logue	Prep Charter	Ed Specialist - School Counselor	Principal
Deborah King	Prep Charter	Parent	Principal
Gilman, Adam	Teacher	Secondary School Teacher	Principal
John Badagliacco	Prep Charter	Administrator	Board of Trustees
Justine Philyaw	Prep Charter	Secondary School Teacher	Principal
Kelli Woods	Prep Charter	Administrator	Principal
Lattanze, Christopher	Prep Charter	Other	Patricia Anne Sack, Principal
Morrell, Sarah	Prep Charter	Special Education	Patricia Sack,

		Teacher	Principal
Patricia Sack	Prep Charter	Administrator	Principal
Samuel Boyle	Prep Charter	Other	Principal
Shannon, Karen	Vice Principal	Administrator	Patricia Anne Sack, Principal
Wexler, Abbey	Community College of Philadelphia Advance at College Coordination	Business Representative	Patricia Anne Sack

## Goals, Strategies and Activities

### **Goal: College Application**

**Description:** At least 95% of the students in the senior class will apply to at least one four-year college or university.

#### **Strategy: Increase students' familiarity with colleges**

**Description:** Employ a multi-faceted approach to familiarize students with various colleges and to increase their comfort level with the application process and provide on-going support as the seniors work through the application process.

#### **Activity: Involve as many seniors as possible in the dual enrollment program**

**Description:** Students take the Community College of Philadelphia's placement test in the spring of their junior year. If they qualify, they are scheduled for classes in the fall and spring semesters of their senior year. Other students are scheduled at Cheyney, Eastern, or St. Joseph's University.

#### **Person Responsible Timeline for Implementation Resources**

Patricia Sack	Start: 1/1/2008 Finish: Ongoing	-
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**Status:** Not Started — Overdue

#### **Activity: Schedule college representatives to visit Prep Charter**

**Description:** During the fall months, college representatives visit Prep Charter and make presentations to seniors who are interested in their post-secondary institutions.

#### **Person Responsible Timeline for Implementation Resources**

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

**Status:** Not Started — Overdue

**Activity: Take students to local college fairs**

**Description:** The counselors and other faculty members take seniors and juniors to local college fairs.

**Person Responsible Timeline for Implementation Resources**

None Selected      Start: 1/1/2008      \$600.00  
Finish: Ongoing

**Status:** Not Started — Overdue

**Strategy: Involve parents**

**Description:**

**Activity: Financial Aid Nights**

**Description:** Several evenings a year are dedicated to assisting parents with the financial aid piece of the college application process. Meetings are conducted by college representatives and our guidance counselors.

**Person Responsible Timeline for Implementation Resources**

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

**Status:** Not Started — Overdue

**Activity: Parents and seniors sign contract regarding college application**

**Description:** In August, we hold an orientation evening for seniors and their parents/guardians. At this meeting, seniors receive information about the senior year requirements and they and their parents sign a contract promising to fulfill the requirements.

**Person Responsible Timeline for Implementation Resources**

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

**Status:** Not Started — Overdue

### **Activity: Senior Orientation Nights**

**Description:** In August, just before the start of the senior year, seniors and their parents/guardians participate in our dual enrollment orientation regarding their college schedules and other senior year requirements. The students spend an afternoon with the senior seminar instructor during which they learn about their college schedules and the responsibilities that accompany dual enrollment. Parents/guardians join their children at 5:00 for additional dual enrollment briefings, training on accessing student grades and communications from the college, and a light supper which is provided by our CPAC parents group.

#### **Person Responsible      Timeline for Implementation      Resources**

None Selected      Start: 8/2/2010      \$100.00  
Finish: 8/4/2011

**Status:** Not Started — Overdue

## **Goal: In-Service Professional Development Days**

**Description:** Plan and conduct at least five (5) professional development days to be held before and during the school year. Use data-driven input to determine topics for professional development.

### **Strategy: Hold professional development days during the school year**

**Description:** Identify strengths and weaknesses of instructional program and address those issues in professional development.

### **Activity: Address a variety of teaching and learning issues**

**Description:** Plan and implement at least five (5) professional development days before and during the school year focusing on teaching, learning, assessment, and data disaggregation.

#### **Person Responsible      Timeline for Implementation      Resources**

Patricia Sack      Start: 8/30/2010      \$25,000.00

Finish: 5/17/2011

**Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
6.00	5	33
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Prep Charter High School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>
Proven direct instruction methods Consistent and valid assessment instruments Appropriate differentiated instruction Appropriate accommodations and modifications for identified students Identification of students who may require enrollment in the Student Assistance Program Training in Edline, the online program through which students and parents can access updated grades, assignments and projects, and missing work	In an environment of ever-increasing student needs, teachers need to ongoing professional development to keep abreast of instructional and assessment methods, accommodating assignments and assessments for identified students, and school-to-home communication.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>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.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul>

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the

ability to access and use appropriate data to inform decision-making.

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> <li>• Other educational specialists</li> </ul>	<ul style="list-style-type: none"> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Mathematics</li> <li>• History</li> <li>• Career Education and Work</li> <li>• Geography</li> </ul>

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

**Status:** Not Started — Overdue

## **Goal: INCREASED COLLABORATION/COMMUNICATION**

**Description:** Staff will increase collaboration and communication with each other, their students, and parents.

**Strategy: Electronic communication**

**Description:** Electronic communication will be encouraged between staff.

**Activity: Communication**

**Description:** School announcements and information will be electronically sent to staff

### **Person Responsible Timeline for Implementation Resources**

Patricia Sack	Start: 9/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Goal: MATHEMATICS**

**Description:** At least 67% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

**Strategy: Analyze PSSA and TerraNova Data**

**Description:** Use available test scores from incoming freshmen to identify at-risk students.

**Activity: Conduct professional development in test data analysis and utilization in the classroom**

**Description:** Through professional development and data disaggregation, identify strengths and weaknesses of students and address those needs.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
Daniel Logue	Start: 11/2/2010	-

Finish: 5/17/2011

**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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Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
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3.00	6	30
Prep Charter High gSchool	<ul style="list-style-type: none"> <li>• School Entity</li> <li>• College</li> <li>• Non-profit organization</li> <li>• Intermediate Unit</li> <li>• Association</li> <li>• Company</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
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Enhanced skills in classroom management, co-teaching, inclusive settings, ELL goals, technology applications, school-to-home communications, and design of lessons and delivery of instruction based upon students' needs and achievement levels.	Teachers, counselors, and administrators will be making informed data-driven decisions.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>• Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>• Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>• 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.</li> <li>• Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul>
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*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum,

instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania’s academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level	Subject Area
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> </ul>	<ul style="list-style-type: none"> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Mathematics</li> <li>• History</li> </ul>

Follow-up Activities	Evaluation Methods
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Analysis of student work, with administrator and/or peers</li> </ul>	<ul style="list-style-type: none"> <li>• Student PSSA data</li> <li>• Standardized student assessment data other than the PSSA</li> <li>• Participant survey</li> </ul>

**Status:** Not Started — Overdue

**Strategy: Professional Development**

**Description:** Continue providing professional development for teachers in the use of standards-based instruction and assessment.

Use after school meetings and designated professional development days.

## Activity: Off-Site Workshops/Conferences

**Description:** Teachers, guidance counselors, and administrative staff attend off-site professional development conferences to enhance subject area teaching and/or classroom management.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 7/24/2007 Finish: 12/31/9999	\$1,300.00

### Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
5.00	1	20
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Various	<ul style="list-style-type: none"> <li>Company</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
New teaching and classroom management skills and strategies.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>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.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> <li>Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching</li> </ul>

materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> </ul>	<ul style="list-style-type: none"> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Arts &amp; Humanities</li> <li>• Civics and Government</li> <li>• Environment and Ecology</li> <li>• Health, Safety and Physical Education</li> <li>• World Languages</li> <li>• Mathematics</li> <li>• History</li> <li>• Career Education and Work</li> </ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</li> <li>• Creating lessons to meet varied student learning styles</li> <li>• Peer-to-peer lesson discussions</li> </ul>	<ul style="list-style-type: none"> <li>• Review of participant lesson plans</li> </ul>

**Status:** Not Started — Overdue

**Strategy:** Study Island

**Description:**

**Activity: All juniors use the PSSA program Study Island during some math, English, and Saturday Test Prepclasses**

**Description:** Juniors are supervised by their math and teacher as they work through Study Island during scheduled math classes in a computer lab. Students receive individualized reports on their progress.

**Person Responsible Timeline for Implementation Resources**

Patricia Sack	Start: 9/27/2010 Finish: Ongoing	\$1,400.00
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**Status:** Not Started — Overdue

**Strategy: Team Teaching**

**Description:** Teachers divide classes by skill needs and conduct small-group instruction in targeted areas.

**Activity: Teachers target needed skill areas**

**Description:** Using a variety of diagnostic tools, teachers divide classes by skill needs and conduct small-group instruction in targeted areas.

**Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2008 Finish: Ongoing	\$1,000.00
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**Status:** Not Started — Overdue

**Strategy: Tutoring Program**

**Description:** Each teacher at Prep Charter will offer tutoring before or after school at least one day a week. The tutoring schedule will be distributed to parents/guardians, posted throughout the school, and revised as necessary so that students have maximum opportunities for help in their classes.

**Activity: Before and after school mathematics tutoring is available for students**

**Description:** Students are encouraged to attend before and after school tutoring on a regular basis.

**Person Responsible Timeline for Implementation Resources**

Patricia Sack

Start: 1/1/2008  
Finish: Ongoing

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**Status:** Not Started — Overdue

## **Goal: READING**

**Description:** At least 72% of all juniors will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

### **Strategy: Analyze PSSA, Explore, Plan, and ACT data**

**Description:** We administer the Plan, Explore, and ACT assessments to our freshmen, sophomores, and juniors. We use the results and disaggregated data from the Explore and Plan to assign our juniors to study groups for our Saturday test prep program. Then our juniors take the ACT twice and the PSSAs. The Explore and Plan are precursors of the ACT and closely mirror the PSSAs. It is our goal to provide the best instruction possible during regularly scheduled curricular classes during the week and test prep sessions on Saturday.

### **Activity: Conduct professional development in test data analysis and utilization in the classroom**

**Description:** During staff meetings and professional development days, teachers break down test data so they may utilize the information in their daily instructional practice. The cost is listed under professional development days.

<b>Person Responsible</b>	<b>Timeline for Implementation</b>	<b>Resources</b>
None Selected	Start: 7/24/2007 Finish: 12/31/9999	-

#### **Professional Development Activity Information**

<b>Number of Hours Per Session</b>	<b>Total Number of Sessions Per School Year</b>	<b>Estimated Number of Participants Per Year</b>
3.00	3	30
<b>Organization or Institution Name</b>	<b>Type of Provider</b>	<b>Provider's Department of Education Approval Status</b>
Prep Charter	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved
<b>Knowledge and Skills</b>	<b>Research and Best Practices</b>	<b>Designed to Accomplish</b>

Knowledge of which specific skills they need to target during classroom instruction for each student.

Teaching is most effective when it is data-driven.

*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.

*For school and district administrators, and other educators seeking leadership roles:*

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Provides leaders with the ability to access and use appropriate data to inform decision-making.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

**Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"> <li>• Classroom teachers</li> <li>• Principals / asst. principals</li> <li>• School counselors</li> </ul>	<ul style="list-style-type: none"> <li>• High school (grades 9-12)</li> </ul>	<ul style="list-style-type: none"> <li>• Reading, Writing, Speaking &amp; Listening</li> <li>• Science and Technology</li> <li>• Mathematics</li> </ul>
<b>Follow-up Activities</b>	<b>Evaluation Methods</b>	
<ul style="list-style-type: none"> <li>• Team development and sharing of content-area lesson implementation</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li> </ul>	

- outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Peer-to-peer lesson discussions
- Lesson modeling with mentoring
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Review of participant lesson plans

**Status:** Not Started — Overdue

### **Strategy: Professional Development**

**Description:** Train teachers to incorporate proven reading skills instruction, including but not limited to Vocabulary Development, BDA (Before-During-After), Advance Organizer, DRA, Expository Text, Jigsaw, Grouping, I-Search Strategy, K-W-L, PQRSST, Scanning, Semantic Mapping, SQ3R, Skimming, Structured Oncept Outline, Study Guide, Text Structure, and Think-Aloud.

Use after-school faculty meetings and designated professional development days.

### **Activity: Off-Site Workshops/Conferences**

**Description:** Teachers, guidance counselors, and administrators will participate in off-site workshops and conferences to enhance their skills in teaching and supporting reading skills.

#### Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	\$1,300.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Activity: Professional Development in Assessment**

**Description:** Train teachers to include comprehensive and cumulative questions to emphasize students' accountability for maintaining skills and learning concepts for a lifetime.

#### Person Responsible Timeline for Implementation Resources

None Selected	Start: 1/1/2008	\$1,000.00
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Finish: Ongoing

**Status:** Not Started — Overdue

**Strategy: Study Island**

**Description:** Train teachers involved in the implementation of Study Island in most effective utilization of program.

**Activity: Study Island**

**Description:** Under teacher direction, students use Study Island Program in the Technology Lab during scheduled English classes.

**Person Responsible Timeline for Implementation Resources**

Patricia Sack	Start: 1/1/2008 Finish: Ongoing	\$1,400.00
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**Status:** Not Started — Overdue

**Strategy: Tutoring Program**

**Description:**

**Activity: Before and after school English tutoring is available for students**

**Description:** Students are encourage to attend English tutoring, which is available to students before and after school. Small group instruction in 45 minute segments is provided.

**Person Responsible Timeline for Implementation Resources**

Patricia Sack	Start: 8/30/2010 Finish: Ongoing	-
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**Status:** Not Started — Overdue

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

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

## **Strategy: Attendance Monitoring**

**Description:**

### **Activity: Daily telephone calls to absent students**

**Description:** A paraprofessional telephones the homes of each student who is late or absent each day, records information learned in those telephone conversations, and reports results to administration.

#### **Person Responsible Timeline for Implementation Resources**

Patricia Sack	Start: 9/7/2010	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Activity: Outreach to homes by guidance counselors and administrators**

**Description:** Guidance counselors and/or administrators contact parents of chronically late or absent students. Conferences are held with students and their parents/guardians.

#### **Person Responsible Timeline for Implementation Resources**

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

**Status:** Not Started — Overdue

## **Strategy: Keep average daily attendance over 93%**

**Description:**

### **Activity: Strict enforcement of Attendance Policy**

**Description:** Follow attendance monitoring procedures, impose sanctions on students who violate policy, and hold conferences with parents/guardians and their students.

#### **Person Responsible Timeline for Implementation Resources**

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

**Status:** Not Started — Overdue

## ***Goal:* STUDENT PARTICIPATION IN STATE ASSESSMENTS**

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

### ***Strategy:* Communication to Parents/Guardians**

**Description:** Provide on-going school to home communication.

### ***Activity:* Periodic mailings**

**Description:** Written communication emphasizing the importance of the PSSA along with test schedules are mailed to parents/guardians. Information is also posted on our website.

#### **Person Responsible Timeline for Implementation Resources**

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

**Status:** Not Started — Overdue

## ***Goal:* TECHNOLOGY INTEGRATION THROUGHOUT THE CURRICULUM**

**Description:** Prep Charter will facilitate technology integration throughout core subjects.

### ***Strategy:* Professional Development**

**Description:** Meetings between technology and core subject teachers to develop technology integration projects

### ***Activity:* Electronic white board installation**

**Description:** Purchase of additional electronic white boards.

**Person Responsible Timeline for Implementation Resources**

John Badagliacco	Start: 9/7/2009 Finish: 9/7/2009	\$30,000.00
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**Status:** Not Started — Overdue**Activity: Grade Group Meetings****Description:** Grade groups will meet to develop technology projects that are cross curricular.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/8/2009 Finish: 3/23/2010	\$2,000.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	5	35
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Prep Charter High School	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Grade group teachers will develop cross-curricular projects that utilize technology.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>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.</li> </ul>

*For school and district administrators, and*

other educators seeking leadership roles:

- Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

### **Educator Groups Which Will Participate in this Activity**

<b>Role</b>	<b>Grade Level</b>	<b>Subject Area</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li></ul>	<ul style="list-style-type: none"><li>• High school (grades 9-12)</li></ul>	<ul style="list-style-type: none"><li>• Reading, Writing, Speaking &amp; Listening</li><li>• Science and Technology</li><li>• Arts &amp; Humanities</li><li>• Mathematics</li><li>• History</li></ul>

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

**Status:** Not Started — Overdue

**Activity:** Technology Integration Meetings

**Description:** Technology and core subject teachers will meet monthly to develop integration projects.

Person Responsible	Timeline for Implementation	Resources
None Selected	Start: 9/8/2009 Finish: 9/8/2010	\$4,000.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
1.00	10	30
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
Prep Charter High School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers will gain knowledge on technology integration activities that can be used in their core subject classrooms.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Enhances the educator's <u>content knowledge</u> in the area of the educator's certification or assignment.</li> <li>Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students.</li> <li>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.</li> </ul>

**Educator Groups Which Will Participate in this Activity**

Role	Grade Level
• Classroom teachers	• High school (grades 9-12)

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.

- of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Creating lessons to meet varied student learning styles
- Classroom student assessment data
- Participant survey
- Review of participant lesson plans

**Status:** Not Started — Overdue

## **Statement of Quality Assurance**

Charter school has met AYP.

## **Statement of Quality Assurance - Attachment**

- AYP Summary 2011

## **SECTION III. QUALITY OF SCHOOL DESIGN**

### **Rigorous Instructional Program**

#### ***What curriculum does your charter school utilize?***

We use a standards-based college preparatory curriculum. All students take high-level college prep classes. The curriculum for each class is Pennsylvania standards-based.

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

Our curriculum exceeds the Chapter 4 content standards and requirements. Students graduate Prep Charter with at least five (5) English credits, two (2) health/physical education credits, four (4) social studies credits, four (4) mathematics credits, four (4) science credits, and three foreign language credits.

The curriculum is aligned with the Pennsylvania State Standards and is college preparatory.

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

Consistent with national educational literature, all students are enrolled in a college preparatory curriculum and take high-level academic courses. Students receive support as needed in a number of ways. Tutoring is available to all students both before and after school. Saturday enrichment programs also provide extra help. Our summer school transition program allows early identification of incoming freshmen who need extra work in math and/or language arts. They receive help in the summer Skills 4 Success program. Summer school review classes provide additional time for students in need of academic support.

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

Prep Charter introduces students to inquiry-based learning in the summer before their freshman year during our Skills 4 Success program. On Saturdays during the freshman and sophomore years, students attend biology and chemistry labs. Projects, writing assignments, and assessments throughout the students' four years at Prep Charter require in-depth teaching and learning. This culminates with the senior project, which is a graduation requirement in Pennsylvania.

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

Summer transition program—All incoming freshmen, who test below grade level on our placement test, participate in a 6-week program during the summer prior to their freshman year.

Before and after school tutoring during the school year in all core subjects.

Saturday test prep for juniors.

Hands-on experience in biology and chemistry labs on Saturdays for all the freshmen and sophomores.

Students are assigned teams of five content-area teachers who work together all year to address learning problems students may experience.

Test preparation reading, science, and math was significantly increased.

Reading across the content areas was emphasized more in science and history classes.

Established a schoolwide Sustained Silent Reading program in January of 2011.

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

Cooperative learning

Interdisciplinary projects

Using technology across the curriculum

Differentiated instruction

Small group instruction

Constructivist teaching

## **Rigorous Instructional Program - Attachments**

- Letter of confirmation of induction plan
- Professional Education Plan Assurances

## **English Language Learners**

This year, with a fully-certified ELL teacher, we initiated a program for English Language Learners. She conducted home language surveys, studied student records, interviewed teachers and guidance counselors, and administered the

Pennsylvania ELL assessment, ACCESS. We followed the push-in, pull-out model for providing services to our ELL students during the school year, 2010-2011.

## English Language Learners - Attachment

- English Language Learners' Plan

## Graduation Requirements

The school curriculum focuses on college preparation and places all students in high-level mathematics and science courses each year. The Senior Project (culminating activity) is taken very seriously at Prep Charter. Projects are archived at the school.

Students graduate from Prep Charter with a minimum of 27.5 credits. The breakdown is listed below:

ENGLISH	5.0 credits
TECHNOLOGY	3.5
SOCIAL STUDIES	4.0
FOREIGN LANGUAGE	3.0
MATHEMATICS	4.0
HEALTH/PHYS. ED.	2.0
SCIENCE	4.0
MINORS	2.0

PSSA results for 2010-2011 indicate 84.1% of our juniors earned advanced or proficient scores on the reading assessment, 68.3% earned advanced or proficient on the math assessment, 42% earned advanced or proficient on the science assessment, and 100% earned advanced or proficient on the writing assessment.

## Special Education

Prep Charter's special education program operates in accordance with each student's IEP. It is an overarching philosophy of the school that the least restrictive environment be utilized first. Therefore, nearly all of our special education students are placed in regular education classes, with extra support provided by the special education teachers. Instruction and assessments are modified by both the regular and special educators as required by each IEP. We added a third full-time special educator in February, 2010, to provide additional in-class assistance for our special education students.

We sub-contract with Therapy Source for a part time speech therapist to service the speech/language impaired students on a weekly basis. A school psychologist is also retained on a part time basis for evaluating special education students, for testing students who have been referred for evaluation to see if they qualify for special education, and to work with the staff on effective teaching and behavior management strategies while working with identified students.

## Special Education - Attachments

- Special Education

- Special Education
- Special Education
- Special Education
- Special Education
- Special Education
- Special Education Services

### Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Ann Ekker	1	Learning Support	Prep Charter	10	Full time certified special education teacher
Allison Edelman	1	Learning Support	Prep Charter	8	Full time certified special education teacher
Sarah Morrell	1	Learning Support	Prep Charter	9	Full time certified special education teacher

### Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
None	0	0	0	0	not applicable

### Special Education Program Profile - Chart III

Title	Location	FTE
Speech Therapist	Prep Charter High School	one day a week

### Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Independent Subcontractor	Psychologist	As needed
Therapy Source	Speech Therapist	Up to one full day per week, as needed
Therapy Source	Occupational Therapist	UP to 30 minutes per week

## SECTION IV. ACCOUNTABILITY

### Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
Not applicable	No	No	No	No	No	No

## Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	No	No	No	No	Yes	No
Prep Charter High School Placement Test	No	No	No	Yes	No	No	No
EXPLORE	No	No	No	Yes	No	No	No
PLAN	No	No	No	No	Yes	No	No
ACT	No	No	No	No	No	Yes	No

## Student Assessment

- a) Using the most recent PSSA/PASA data, any locally developed tests and other data that reflects improved academic performance, describe how the evidence indicates significant improvement or continued strong student performance. Include in the discussion:

***How these results influence development of new or revised annual measurable goals and targets.***

The 2011 PSSA results showed that 84.1% of our juniors performed on the proficient or advanced level in reading and 68.3% did the same in mathematics. This represents a 0.3% improvement in reading and a 11.3% increase in mathematics. Our students' writing scores improved to 100% with proficient or advanced.

***If locally developed tests are used, discuss how they are used and what impact they have on the curriculum, student improvement, and decision making .***

After students are enrolled in Prep Charter, we administer a high school placement test to obtain grade levels in reading and mathematics. This year we used the American College Testing Program's EXPLORE. This data is utilized to place students in a summer transition program. Placement test results are used to determine which students will participate in a 6-week remedial session in math and/or reading called Skills 4 Success.

***Please describe features of the student achievement plan and note the usage of teacher observations, surveys, portfolios or other local instruments to measure student progress.***

Lesson plans are monitored on a weekly basis by the principal and the vice principal. Plans include state standards and test preparation activities and

strategies. Student progress is measured by teacher-made assessments as well as standardized tests. Teachers worked in teams of 5 —6 to address the needs of the approximately 125 students they share.

b.) Describe the strategies and interventions that are in place to ensure that students who are at-risk of failure, or those not making reasonable progress, are being addressed. What opportunities are they afforded in order to help them succeed? Provide clear evidence that demonstrates how those strategies are proving to be effective in terms of improved academic performance.

Our Student Study Team, which meets to discuss students who have been referred because of teacher, counselor, or parent concerns about progress. Interventions are planned and monitored by the team. A second meeting is held to evaluate the student's progress. Referral for testing may result from Student Study Team interventions.

Summer transition program

Summer remediation program

Before and after school tutoring for students at risk of failing a subject(s)

Saturday test prep

Interim Progress Reports for increased communication with parents/guardians (4 per year in addition to 4 report cards per year.)

Summer school for all grades for students who fail one or two subjects

In April, 2010, we initiated the use of Edline, an online program that provides parents/guardians access to homework assignments and grade updates twenty-four hours a day, throughout the school year. In November 2010, we upgraded our Edline reports to include greater access to information regarding grades.

## **Student Assessment - Attachment**

- AYP Summary 2011

## **Teacher Evaluation**

a.) The evaluation plan calls for three evaluations for teachers new to Prep Charter and one for all other teachers.

b.) Principal Patricia Anne Sack and Vice Principal Karen Shannon are responsible for evaluations. Mrs. Sack and Mrs. Shannon hold Pennsylvania administrative certification.

c.) Professional development for evaluators over the past school year has come from attendance at PATTAN seminars, School District of Philadelphia's Charter School meetings, and the Pennsylvania Coalition of Charter School Conference.

In addition, evaluators receive professional publications such as ASCD Brief, Education Week, and E School News on either a daily or weekly basis.

## **Teacher Evaluation - Attachments**

- Teacher Evaluation Form
- Teacher Evaluation Plan 2011

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

There have been no leadership changes in the past school year. Mrs. Patricia Anne Sack remains the Principal, and Mrs. Karen Shannon is the Vice Principal. Mr. John Badagliacco is the Chief Executive Officer, and all members of the Board of Trustees remain the same.

### **Board of Trustees**

<u>Name of Trustee</u>	<u>Office (if any)</u>
Michael Giangiordano	President
Steven Curcio	Vice President
Antione O'Karma	Secretary
Paul Borriello	Treasurer
Frederic Musilli	Co-Treasurer
Christina Formosa	Member
John Raimondi, Esq.	Member
Paul Gambone, Esq.	Member
Ronald Tyree, MHS	Member
Joseph Cowgill	Member
Diane Myers	Member

### **Professional Development (Governance)**

The Prep Charter Board of Trustees was trained in Robert's Rules of Order and the requirements of the Sunshine Law. Assistance in addressing legal and financial issues is provided by our attorney and our auditor(s), who attend board meetings and respond and advise on issues *ad hoc*.

### **Coordination of the Governance and Management of the School**

The Board of Trustees meets each month to make decisions on fiscal matters, personnel matters, facility usage, student progress, and other relevant issues as they arise. Monthly reports are presented by the CEO and the principal. Board members actively participate in school open houses, awards assemblies, graduation, and conferences. The Board of Trustees maintains a working relationship with the School District of Philadelphia's School Reform Commission via written correspondence and required or invited attendance at local Board meetings. An open line of communication is encouraged and maintained.

## **Coordination of the Governance and Management of the School - Attachments**

- Board of Trustees' Meeting Schedule 2011-2012
- 2010-2011 Board of Trustees' Meetings

## **Community and Parent Engagement**

The Board of Trustees communicates directly with parents as through a variety of activities. Members of the Board regularly attend Prep Charter open houses, back-to-school evenings, and other student/parent gatherings. Written and formal communication are presented by the CEO and principal in monthly presentations to the Board. Parental concerns are also addressed at orientations, report card conferences and open meetings with the Administration. Written concerns and community-based projects are directly presented to the Board in the CEO's reports. Student performances involve inviting stakeholders, parents, and Board members. The Board is committed to maintaining ongoing communication with students and their parents/guardians.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

No major fundraising activities were held during the 2010-2011 school year. No major fundraising efforts are anticipated for the upcoming year.

### **Fiscal Solvency Policies**

Prep Charter High School is vigilant in the management of our fiscal affairs. Our Chief Executive Office, School Operations Officer, and accountants routinely manage the operating budget and maintain scrupulous records. Revenue and expenses are presented in a financial report to the Board of Trustees each month. Modifications to the budget are proposed and approved, as needed. A

staff of duly licensed Certified Public Accountants are retained by Prep Charter throughout the year.

## **Accounting System**

All financial and budgetary reporting are prepared in accordance with the generally accepted accounting principles and the applicable standards set by government Accounting Standards Board.

The general ledger structure and account classifications are in accordance with the Pennsylvania Department of Education guidelines. Utilization of Charter School Choice provides internal controls procedures, which include cash management, general ledger control, monthly financial reporting, and account reconciliation. The accounting software system used is Quickbooks 2004.

## **Preliminary Statements of Revenues, Expenditures & Fund Balances**

### **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments**

- Prelim Statement of Rev 6-30-11 pg 2
- Prelim Statement of Rev 6-30-11 pg 3
- Prelim Statement of Rev 6-30-11 pg 4
- Prelim Statement of Rev 6-30-11 pg 5
- Prelim Statement of Rev 6-30-11 pg 6
- Prelim Statement of Rev 6-30-11 pg 7
- Prelim Statement of Rev 6-30-11 pg 8
- Prelim Statement of Rev 6-30-11 pg 9
- Prelim Statement of Rev 6-30-11 pg1

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

Our internal audit was conducted by:

Barbacane, Thornton, and Company

200 Springer Building

3411 Silverside Road

Wilmington, DE 19810

Supporting documents are attached.

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

- Audit Report 2010-2011

## **Citations and follow-up actions for any State Audit Report**

There were no state audits during 2010-2011.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

During 2010 - 2011, we added additional materials to our library, including more reference materials, periodicals, and professional support materials; and we purchased software for an online Spanish program. We also purchased and installed additional smart boards.

### **Future Facility Plans and Other Capital Needs**

During the past school year, we added to our library collections, which included our general collection for students, our research collection, our professional collection, and our multi-media collection. In addition, we installed smart boards in fourteen additional classrooms. In the future, we anticipate installing smart boards in any remaining classrooms and simply maintaining the upkeep on our current facility.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

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

Fire drills and fire department building inspections were conducted throughout the school year in accordance with the regulations.

Prep Charter mandates that all new and current students be in full compliance with the Philadelphia School District's health and immunization requirements. Three months prior to the start of a new school year, families receive two forms by mail—the physical examination of school-age student form and the immunization requirements form. Once completed by the physician, and no more than 30 days after the start of the school year, forms are returned to school and reviewed by the school nurse. All medical and immunization records are housed securely in the office of our

full-time nurse. Vision and hearing screenings for students are conducted by medical professionals as a service to our school.

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

- Wellness Policy 2011
- Wellness Policy 2011

## **Current School Insurance Coverage Policies and Programs**

Insurance coverages, as noted below:

Health:

POS Flex C1-F1-01

Personal Choice Flex C1-F1-01

Personal Choice Flex C2-F1-01

Prescription:

Personal Choice Select Drug -

\$5/\$10/\$25 - With Contraceptives - Voluntary M/O

Vision:

\$75 Vision, Biennial

Dental:

United Concordia

Life and Short Term/Long Term Insurances:

Unum Life Insurance Company of America

Insurances: The Woodring-Roberts Corporation

Commercial Property

Commercial General Liability

Commercial Auto

Umbrella

Workers Compensation

Commercial Crime

Directors & Officers Liability

Sports Accident

## **Current School Insurance Coverage Policies and Programs - Attachment**

- Certificate of Insurance 2010

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

Prep Charter's professional staff consists of 33 teachers, one librarian, two counselors, one full-time nurse, a dean of students, a vice principal, a principal, and CEO. Four professionals who were on staff in June 2011 will not return in September 2011. One teacher moved out of state with his family, one left to pursue a Ph.D., one resigned to teach in the private sector, and one was not offered a contract renewal. Overall, the most significant pattern or trend for Prep Charter staff has been its stability.

### **Quality of Teaching and Other Staff - Attachments**

- PDE 414 - 2009-2010
- PDE 414 2010-2011

### **Student Enrollment**

Prep Charter fills its ninth grade class after families complete an application. A public lottery is held in the spring if the number of applications exceeds the available seats. Siblings are omitted from the school lottery, as they are automatically accepted. All families are invited to the lottery by mail prior to the lottery, and all families are notified by mail of the lottery results. Any student who is not selected in the lottery is placed on a waiting list.

Prep Charter fills any vacancies in the upper grades on a space-available basis.

### ENROLLMENT HISTORY:

	Initially Enrolled	Dropped	Added
Grade 9	182	8	6
Grade 10	146	3	2
Grade 11	145	5	4
Grade 12	127	11	0

Number of students who completed the school year and are scheduled to return in September 2010: 469 (116 graduated)

Number of students who left voluntarily: 27

Number of students expelled: 0

Each year most of our students choose to return to our school each year. No overall trends have been noted other than the majority of our students stay with us. According to feedback from parents and students, our clientele want to remain with us due to the opportunities they receive here. The three most significant opportunities are the dual enrollment program, career development internship program, and that a college prep curriculum is delivered.

### PROMOTION RATES:

Grade 9: 84%	Grade 10: 88%
Grade 11: 98%	Grade 12: 100%

## **Student Enrollment - Attachment**

- Application and Enrollment Procedures

## **Transportation**

Some students live close enough to Prep Charter so they can walk to school. A few students have privately owned automobiles and drive to school. Consistent with the School District of Philadelphia, students are transported to and from school via SEPTA. All students' names and addresses are provided to the School District of Philadelphia's Transportation Office. They determine who is eligible for free transpasses. They deliver those transpasses to us each month, and we distribute them weekly. Students must sign to indicate receipt of their transpasses. We have SEPTA buses at the corner of our school yard at the 11:15 a.m. dismissal for seniors who are headed toward their college classes and at dismissal at the end of the day. School tokens are sold three times each week at Prep Charter High School at the cost established by SEPTA. In 2010-2011, no special education student's IEP has called for special transportation.

## **Food Service Program**

Prep Charter does not have a food services program. Our Student Handbook states that students are to bring their own lunch. Vending machines, a pay-for-food service, and pretzels are available in the Cafeteria. We do not participate in the Free and Reduced Lunch program. With only a warming kitchen in our cafeteria, we have no way to prepare food. We subcontract with a local caterer

who brings in already prepared food, sells it, and serves it to our students and staff. The caterer provides free lunches to students who are eligible.

## **Student Conduct**

- a) All students are expected to conduct themselves as proper ladies and gentlemen. Our discipline policy is attached and includes clear provisions for due process. Prep Charter's bullying policy is also attached.
  
- b) Ninety-eight students were involved in ninety incidents that resulted in Out-of-School Suspensions.
  
- c) This represents an increase in out-of-school suspensions from last year. We believe the increase is due to changing the consequence for cell phone use from an in-school suspension to an out-of-school suspension. We are reviewing our cell phone policies, and we are looking to revamp our in-school suspension consequences, if staffing will support that.
- d) We had no expulsions during 2010-2011.

## **Student Conduct - Attachments**

- Discipline Policy 2011
- Prep Charter Bullying Policy 2011

## **Signature Page**

## **Assurance for the Operation of Charter School Services and Programs**

**School Year: 2011**

The Preparatory CS of Mathematics Science Tech and Careers 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.**

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**Board  
President** **Date**

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**Chief Executive  
Officer** **Date**

**2010 - 2011 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 Preparatory CS of Mathematics Science Tech and Careers 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:** John S. Badagliacco   **Title:** Chief Executive Officer

**Phone:** 215-334-6144   **Fax:** 215-334-6147

**E-mail:** jbadagliacco@msn.com

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*Signature of the Chief Executive Officer and Date*

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

**Name:** Michael Giangiardano **Title:** President-Board of Trustees

**Phone:** 215-334-3333, ext 103 **Fax:** 215-334-1342

**E-mail:** michaelg1608@aol.com

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

*Identify the charter school's Special Education Contact Person.*

**Name:** Patricia A. Sack **Title:** Principal

**Phone:** 215-334-6144 **Fax:** 215-334-6144

**E-mail:** patsack.pch@gmail.com

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*Signature of the Special Education Contact Person and Date*

## **Signature Page - Attachments**

- Signature Page 2010/2011 pg1
- Signature Page 2010/2011 pg2