



ANNUAL REPORT

2006-2007



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Letter from the Phoenix Charter Academy Board Chair and the Executive Director

August 1, 2007

Dear Friends of Phoenix Charter Academy;

On behalf of the Board of Trustees, Phoenix Charter Academy (PCA) presents you with its first Annual Report. After its founding year, PCA has demonstrated the capacity to achieve its mission of closing the achievement gap that exists between academically underperforming teenagers in Chelsea, Revere and Lynn district schools and their academically successful peers.

PCA students are unique in many ways. They are a mix of (1) students 2-3 grade levels behind (2) students who had dropped out of school (3) immigrant and refugee students (4) pregnant or parenting teens (5) English Language Learners (6) teens in search of a rigorous college preparatory alternative to their large district high school.

Consider the stories of some of our top performers:

Alex, a former “D” student at his prior school, remarked that, “no one paid attention to me before.”

Fayza, a teenage parent and overwhelmed by the simultaneous demands of schoolwork and parenting, had to withdraw from high school before PCA gave her the opportunity to resume her studies.

Amanda entered our school after failing every subject for two years at her former high school and has become a confident, capable and responsible student.

PCA can count many other stories of individual transformations as well: former gang members reading Night, teen mothers educating themselves and their children, and previously bullied students developing social confidence. Although miraculous, these successes did not happen by accident. PCA’s dedicated staff and purposeful structure make it a likely place for students to recast themselves as scholars. Key components of our success include:

- A longer school day (8 hours) and year (185 days + three weeks of summer school)
- Small class size (10 – 15 students)
- Onsite child care center for the children of our teen parents

Although we are ecstatic about this year’s results, we know we can do better. Thus, we will be making a few key strategic shifts in 2007-8 to address problems of absenteeism and academic urgency. *First*, we are hiring a school counselor to help students deal with the personal problems that often interfere with their attendance. *Second*, we are systemizing our approach to combating absenteeism. *Third*, we are shifting from a credit system where students took year long courses to a college-style system in which students take independent quarter-long courses, and switch courses at the end of each quarter. By breaking up the year, and giving students more opportunities for success, we expect to see improvements in their academic performance. *Lastly*, we are continuing to invest heavily in our teaching faculty. In weekly professional development sessions, they will continue learn best teaching practices, exchange ideas on teaching individual students, and write thorough lesson plans specifically tailored for our student body.

PCA was chartered with a vision of what a highly rigorous and supportive high school education in Chelsea, Lynn, and Revere could be for ALL students. Please join our students, parents, staff and Trustees as we make this dream a reality.

Sincerely,

Edward F. McDonough III

Chairman of the Board

Beth Anderson

Executive Director

Snapshot of Phoenix Charter Academy

Phoenix Charter Academy (PCA) is a tuition-free, independent public charter high school located in Chelsea, MA. Chartered in 2005, it opened in September 2006 with an enrollment of 75 students and another 50 on the waiting list. In 2007-08 school year we will enroll 125 students and eventually grow to 180 students.

Students are chosen by random public lottery. The student body consists of teenagers from the Chelsea, Lynn, Revere and their peers in Winthrop, East Boston, Everett, and Stoneham. The majority of our students live in Chelsea.

Phoenix Charter Academy was named after a mythological figure of strength, healing and renewal. We believe in the capacity of our students to regain control of their academic future and recast themselves as strong, independent and self-sufficient adults.

History

Three years ago, a group of community leaders from Lynn and Chelsea banded together to form Phoenix Charter Academy. They were appalled by the number of talented young people they saw drop out of high school, fail to reach their potential and be deprived of the life opportunities everybody deserves. Yet, they also knew they could help these young people by founding a school with high academic expectations and a strong and structured support system.

The Executive Director, Beth Anderson, originally envisioned this school when working with Lynn teenagers at Girls Inc. in Lynn. With the goal of founding PCA in mind, she received a fellowship at Building Excellent Schools (BES) in 2003, an incubator for future charter school leaders, and began recruiting other founders to help make the dream a reality. This diverse group had experience in high school leadership, alternative education, literacy and math teaching, business innovation as well as management and finance. Ms. Anderson and two of the founders worked at the Media and Technology Charter High School in Boston while crating the Academy. Combining practical lessons in urban education learned at charter and other high performing schools, with vision and community support, the founding group designed PCA's academic program around these three research-based best practices:

- (1) *Students need to have adequate time devoted to skill acquisition in order to reach proficiency and mastery.*
- (2) *Students need ample time to practice these new skills.*
- (3) *Students need opportunities for learning and practice in multiple contexts.*

Additionally, the founders recognized that these students would need extensive support to meet the challenges posed by a rigorous academic environment. This unique school now includes a childcare program to allow teenage parents to re-enter a high school and plan for graduation and college. It has an extended day and year, and a full-time recruiter position. Students develop meaningful one-on-one relationships with caring and responsible adults. Best of all, it has a group of exceptional students from Lynn, Chelsea, Revere and surrounding communities.

To all non-believers, we now say "Come see us in action!"

Mission

PCA's mission is to close the achievement gap that exists between academically underperforming teenagers in Chelsea, Revere and Lynn district schools and their academically successful peers. The founding group believed in the capacity of ALL young adults to succeed, provided they enter or reenter high school with a commitment to their own success and have an educational environment that serves their needs.



PCA Successes in 2006-07

Existence of Rigorous Charter High School Serving Older, Parenting and At-Risk Students

A high rigor/ high support charter public high school now exists in Massachusetts. Students wear uniforms, attend school for 8 hours and must achieve a 70% or above to pass. PCA recruits students from some of the most at-risk populations: students who've been incarcerated, pregnant or parenting teens and students as old as 20 who either dropped out of other high schools or failed for multiple years. No other high school combines this level of rigor with the supports so desperately needed by high risk students – intensive relationships, constant calls home, on-site childcare and a credit-based graduation program. Many people were disbelievers; they said it would be both impossible to educate our students who failed in traditional academic settings, and absurd to hold them to high academic standards over the course of long days and a long school year.

Consider the following:

- Teen mothers arrive at school, bring their babies to the child care program and work diligently throughout our eight hour days.
- Historically truant students come to school regularly and punctually.
- Students who quickly failed in larger systems due to a lack of English are writing strong essays and reading high school level novels and nonfiction works in English.

A Positive and Celebratory School Culture

PCA has created a tight-knit, warm and safe school culture. Students who were harassed and bullied at their previous schools are well accepted at PCA. The school plans to add another 60 students for the upcoming academic year, we are confident it will remain a positive and cooperative community.

2006 MCAS Results: 5 students retook the 10th Grade English MCAS. They all passed scoring between 4 and 30 better than they had previously. We are eagerly awaiting the Math and ELA MCAS results in October 2007 from the PCA students who took it for the first time this year.

Student Transformations

Many of our students entered PCA with long records of academic failure, and were consequently awed by the quality and quantity of work expected of them at PCA. As the year progressed, however, we noticed that a number of those students, faced with consistently high expectations, rose to the challenge.

There were fifteen students in our humanities classes and thirteen students in our math classes- about 20% of the student body - who earned failing marks at the start year and moved their grades into passing range by the end of the year.

High Parent Satisfaction

Parents and Adult Supporters of PCA students had great things to say about the school.

- PCA parents gave the school an average overall score of **9**.
- These same parents gave their children's prior schools an average overall score of **5**.
- About 90% gave PCA a higher overall score than they gave to their child's previous school.
- Parents ranked the *quality of teaching and learning* at PCA at 9.
- Parents ranked their *level of comfort at raising concerns* with PCA at 9.

Note: All scores were on a scale of 1 to 10 and based on the average response of all the parents we could reach.

What makes PCA different?

Small size. Although PCA plans to expand from 75 to 125 students in its second year, it will still be a very small school. No student will ever feel lost.

Extended school day and year. PCA operated for 185 days in the 2006- 2007 academic school year. The Phoenix Charter Academy day starts at 10:00 a.m. and ends at 6:00 p.m. Wednesdays run from 9:00 AM to 1:00 PM. This gives students a chance to attend appointments and hold jobs.

Childcare Center. PCA has a unique capacity to meet the needs of parenting teens. Teen mothers arrive at school, drop their students off at the onsite daycare and attend class while their children begin their own education under the care of the experienced pre-school teachers. These students also take parenting classes with their classroom teachers and the daycare staff.

Older Students. PCA recruits and retains older (up to 18 years old) students entering high school for the first time and students who previously dropped out. Most other charter schools don't recruit this challenging population.

Division System. PCA uses a division system, placing students in Phoenix, Scholars or Mastery division, depending on the number of credits they've earned towards graduation. (See the "PCA School Program" section for a thorough explanation.)

Flexible Quarter System and College Style Graduation Track. Beginning in the 2007-08 school year, students will take different classes each quarter. This system provides more flexibility and transparency than traditional high school graduation tracks. (See the "PCA School Program" section for a thorough explanation.)

Emphasis on English and Math Skills. PCA's schedule and curriculum heavily emphasize the basic literacy and numeracy skills its students often lack upon entrance, yet will need to succeed in the world after high school graduation.

PCA School No Child Left Behind Report Card

Beth Anderson, Charter School Leader

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Divisions (grades) served: 9-11th, equivalent

Since we have just finished our first year, we do not currently have the data to complete an NCLB Report Card.

Phoenix Charter Academy - Enrollment/Indicators

Enrollment by Grade (2006-07)							
	9	10	11	12	SP	CT	Total
District	55	20	-	-	0	-	75
School	55	20	-	-	0	-	75

Enrollment by Race/Ethnicity (2006-07)			
Race	% of School	% of District	% of State
African American	12.2	12.2	8.2
Asian	1.4	1.4	4.8
Hispanic	70.3	70.3	13.3
Native American	0.0	0.0	0.3
White	14.9	14.9	71.5
Native Hawaiian, Pacific Islander	0.0	0.0	0.2
Multi-Race, Non-Hispanic	1.4	1.4	1.7

Selected Populations (2006-07)			
Title	% of School	% of District	% of State
First Language not English	32.4	32.4	14.9
Limited English Proficient	5.4	5.4	5.6
Low-income	100.0	100.0	28.9
Special Education	25.7	25.7	16.9

Enrollment by Gender (2006-07)			
	School	District	State
Male	32	32	498,243
Female	43	43	470,418
Total	75	75	968,661

Teacher Data (2006-07)			
	School	District	State
Total # of Teachers	7	7	73,176
% of Teachers Licensed in Teaching Assignment	42.3	42.3	95.4
Total # of Teachers in Core Academic Areas	7	7	60,604
% of Core Academic Teachers Identified as Highly Qualified	42.9	42.9	95.1
Student/Teacher Ratio	10.4 to 1	10.4 to 1	13.2 to 1

Student Data 2006-2007

Number of students enrolled:

- Day One - 75
- Final Day - 65
- Average Daily Attendance: About 79%

Student Attrition

PCA is founded on the premise all students can succeed, regardless of their past academic history, personal mistakes or family situation. We believe most of our students failed before because they weren't challenged enough, held to high behavioral expectations, allowed to develop meaningful one-on-one relationships with adults, or supported through their problems outside of school. With our unique structure and the dedication of our staff, we'll give all students a chance at success.

While many of our students grew to love PCA, other students were too shocked by the rigorous, strict and caring environment to last the year. As a result, enrollment figures at PCA sloped slightly downward over the course of year, from 75 in October to 65 in June. From the total of 137 students we had enroll in our school at one point or another, 72 students either decided to stop attending school or were actively disenrolled for rules or attendance violations. Of those students disenrolled last year, at least ten have since returned to school and reapplied PCA. There'll be times when our 'shock therapy' takes a while to sink in.

In the table below, please find the main reasons for disenrollment at PCA:

Reasons for Disenrollment	Number	Percentage
Absences	28	39%
Rules too Strict	12	17%
Locked Up	5	7%
Decision to Attend a GED or other non diploma-granting program	9	13%
Needed to Work full time	4	6%
Ran Away	2	3%
Moved	3	4%
Expelled	3	4%
Miscellaneous	6	8%
Total	72	100%

We expect to make significant improvements in this area during the 2007-08 school year for several reasons. *First*, we have developed protocols for catching attendance problems before they start. These policies include making two calls to a student's house each time they're absent, setting up mandatory meetings with parents of children who've been absent two times within a week, and making each staff member responsible for the attendance of up to ten students. *Second*, we expect returning students to help new students make the adjustment to the new school culture. We've already seen our students recruit their friends for PCA and introduce them to the school. *Finally*, we will have an even better academic program next year. As our organization, curriculum and pedagogy improves, students will be less inclined to drop out.

Summary of Classroom Teacher Qualifications

PCA's education staff included 7 full-time teachers and 1 English Language Support teacher. Of the eight teachers, five were highly qualified by the end of the year. In addition, six out of our ten staff have masters degrees or higher. The teaching staff has an average of 5 years experience. Nine of the ten staff has at least two years of experience working with urban adolescent students.



Teacher Attrition

Out of the 7 teachers who began work at PCA in September 2006, 4 renewed their contracts for the 2007-08 academic year. Two who moved on are pursuing other areas of interest outside of teaching and one is taking care of some significant health issues.

Sixty people applied for instructional positions at PCA for the 2007-8 school year and we are excited about our new staff.

PCA School Program

Instructional Dates and Times

There were 185 days of instruction in the 2006-2007 PCA school year. School began on September 12, 2006 and ended on June 28, 2007. Pre-opening construction cost us a week of school at the beginning of the year. The 2007-8 school year will have 190 days.

Schedule:

10:00 AM – 6:00 PM four days each week; Wednesdays are a half-day from 9:00 AM to 1:00 PM.

In addition, we have the following extra components to our school schedule:

9:00 AM – 10:00 AM individual math and reading tutoring on Monday, Tuesday, Thursday, and Friday:

1PM – 4PM on Wednesday - Make up work and tests

Four teachers held Saturday sessions for extra help four times each trimester.

Lottery and Enrollment Process:

The school recruits students from ROCA, youth development organizations, DYS, DSS, youth programs, and community groups. After receiving a batch of applications, we inform the Chelsea City Council that we'll be holding an open lottery. We then select an impartial person to draw applications from a hat. Once all the open spots have been filled, we place the remainder of the students on the waiting list. Students are notified of the lottery's results immediately after its completion. For a person to be accepted, they need to give a verbal acknowledgement that they are accepting the position. If they decline, the next person on the waiting list gets bumped up. Once parents of accepted students mail in school record release forms and medical files we invite their child to come for an orientation and take a

test assessing their basic math and reading skills. Finally, we look at their prior school records in order to schedule the students appropriately.

PCA received 175 applications for 75 spots over the course of the 2006-07 school year. So far, it has received another 97 applications for the 75 spots available for 2007-08.

PCA Code of Conduct

The PCA Student Handbook is provided for parents and students before they enter the Academy. The Handbook is a vital piece of our enrollment process as it covers our mission, philosophy of education, the rationale behind our rigorous rules, and non-traditional divisions of study. We have also included all standard policies and practices. While much more than a behavioral guide, the Handbook does explicitly state the “non-negotiables” of scholarly behavior listed below.

Most of the misbehaviors our students typically commit are low level violations: students are late, chew gum, don't follow the dress code, and bring an inappropriate items to school (cell phones and ipods). While we are happy that our students mostly conform to cultural expectations, we know we can do better. Our goal is to stop repeat offenses with gum chewing, missed homework, lateness and dress code violations.

PCA NON-NEGOTIABLES

PCA Scholars Must:

1. Attend school daily, and be in their first period class – seated in community meeting or completing the Do-Now by 10:00am.
(We strongly encourage all students to arrive by 9.30AM in order to avoid any problems with the “T”, bus or other delays. Additionally, the 10AM start time applies to student parents as well. If you are using the child care services, you need to drop your child off at 9:45AM in order to be in class on time.)
2. Respect all members of the Academy community.
3. Be focused on learning.
4. Be on time for all classes.
5. Follow the dress code.
6. Be prepared to work every day.
7. Know and do all assigned homework.
8. Respect the building and all community property.
9. Turn off and put away all electronic devices *before* entering school.
10. Always have an Academy approved reason to be in the hallways (bathroom, emergency or en route to the main office).

Challenges to Student Performance

Many of our students consistently did exceptional work over the course of the entire year, but too many turned in an erratic academic performance. We quickly realized this widespread inconsistency would be one of PCA's greatest challenges. We have a group of students who will perform well for two months, only to fall victim to an on outside stressor, be out of school for a week, and then get stuck with low grades due to missed instruction and work. Some our students had never been taught about the link between attendance and academic success, or their parents hadn't supported their schoolwork, or school systems let them slip through the cracks. Others had family or legal problems consistently drawing them away from their studies.

We believe its critical to understand what obstacles our students face if we are to assist them in overcoming them. Our school model includes many best practices proven to address these challenges, like longer school days, more school days and intensive relationship building. Our graduation plan and credit system is another way we support our students (see below).

Graduation Plan and Credit System

In response to our student body’s struggles with consistency, we have decided to shift from a system where students took year long courses broken into trimesters, to a college-style system in which students take independent quarter-long courses, and switch courses at the end of each quarter. By breaking up the year, and giving students more opportunities for success, we expect to see improvements in their academic performance. They will get graduation credit for the two or three months of stellar work they completed one quarter and avoid losing credit for an entire year when their volatile personal lives interfere with their studies for two weeks in the middle of the next quarter. Our goal is to hold students to high standards and give them more opportunities for academic success.

Students will earn credit towards graduation in ten-week courses closely linked to the Massachusetts State Curriculum Frameworks. Depending on the hours spent in class, they will have the opportunity to earn 5, 4, 2, or 1 credit for each class they take.

Course Graduation Requirements

Subject Area	Credits Required for Graduation
Humanities	88
Math	48
Science	24
Healthy Decision Making	18
Art	12
Language Learning	0

1. One credit in humanities, math and science is equivalent to 12 hours of instructional time.
2. One credit in health decision making, art and language learning is equivalent to 9 hours of instructional time.
3. We also have a system for transferring credits from their prior high schools. Students do not need to earn all of their credits at PCA in order to graduate from PCA.
4. Students may earn up to 28 credits in one quarter or 112 credits over the course of the academic year.

While earning the credits above, we fully expect all of our students to master basic literacy and math skills as determined by skills needed to achieve proficiency or advanced on the MCAS exam. .

Students must also:

- Achieve proficiency or above on the MCAS exam
- Earn one or more college acceptances
- Make a public speaking appearance.
- Open a bank account

Rationale for and Implementation of Graduation Plan

For our older students, we focus on developing the core reading, writing and math skills they’ll need to successful at a two-year college. In an ideal world they would have a more well rounded education, but we also know that time is a critical challenge for our 18, 19, 20 and 21 year old students. As a result

we've developed a set of graduation requirements highlighting core literacy and math skills, as well as the life skills they'll need to survive in the wider world.

The same graduation requirements apply to our younger students, but these students will generally have additional requirements to meet and exceed the skills and content needed to enter and complete a four year college program. In order to be admitted to a four year college, they'll need additional humanities, math, science and language learning credits. Thus, we plan to offer rigorous college preparatory courses, including AP courses for those students in order to prepare them for their future academic challenges.

Division System

We calculate a student's division based on the number of accumulated credits.

Phoenix: These students have 0-80 Credits

Scholars: These students have 81 to 160 Credits

Mastery: These students have more than 160 Credits

There are a few reasons this system is appropriate for our unique student body. *First*, we have a number of older students with no prior high school credit. Calling them "Phoenix" students instead of "freshman" diminishes the stigma associated with being academically behind their peers. *Second*, given our high standards – students must earn a 70 or above to pass a class – we anticipate a high rate of failure (similar to other charter high schools). Whereas other schools often retain students because they failed one or two courses, our flexible division system allows students to retain credits for courses they passed and repeat courses they failed. *Finally*, we believe the clarity and transparency of this system will motivate and empower our students to be academically successful.

Childcare Center

The **Phoenix Charter Academy Childcare Center** (PCACC) provides onsite childcare and education for the children of its parenting students, ages 14-21. Over the course of the academic year, the PCA Childcare Center served twelve different infants and toddlers, ages one month to 2.9 years.

The PCA Childcare Center is a cornerstone of our school's strategy to prepare young parents for academic and personal success. Our young parents arrive at school, drop off their child, study until lunch, eat lunch with their child in the PCA Childcare Center, and pick up their child at 6PM. In this way, student parents can concentrate on their studies *and* continue to strengthen their parent-child relationships, preparing them for a future as a professional and a parent. Unlike other high schools which serve teen parents, PCA student parents commit to the same 8-hour school day and the same expectations as their non-parenting peers. The rigor both respects the level of scholarship that we know they are capable of and provides an invaluable service in getting them to re-commit to school. Without this service, many of our young parents would not choose a diploma-granting high school.

The PCA Childcare Center provides our smallest students with a top-notch early education. Advised by a twenty five year veteran investigator of the Massachusetts Office of Early Education and Childcare, the staff of the PCA Childcare Center use their 11 years of experience to plan and implement a curriculum designed to facilitate appropriate physical, emotional and intellectual development. All staff are bilingual and the leadership have college degrees that specialize in early childhood education.

PCA Childcare Center students, most of who had never been in a school or daycare before the start of the school year, learn the basics of following a schedule and being with other students. They eat at regular meal times, go to bed at nap time, play during playtime, and practice beginning social skills.

They play games to develop their gross and fine motor skills, and learn to identify shapes and colors. Students acquired pre literacy and language skills through introduction of the alphabet, reading, singing and repetition exercises in both English and Spanish.

In addition, our childcare staff carefully tracks each child's progress by making formal observations of each child on a tri-monthly basis, comparing them to relevant developmental milestones. Many of these youngest students come in developmentally behind their peers. At PCA, every child enrolled has shown additional development at regular periods through out the school year. In the case that a child does appear to be developmentally delayed, the staff are prepared to make any interventions needed. Our young parents noticed big improvements too. Many reported that their children can now follow schedules, thanks to the routine and ritual of the PCACC. By October, many parents reported that their child would eat and go to bed more predictably, thanks to the routine and rituals of the PCACC. Others have noted that their children now choose to read books and play games over watching TV, and have improved social skills and language skills.

While we are happy with the results of our first year's work, it's not enough and we have larger goals for the 2007-08.

- (1) **Program Expansion:** As we expect to have a relatively older group of students next year, we will expand our curricula to meet the needs of both infants and older toddlers. A more challenging and varied curriculum will prepare our returning and new students for preschool.
- (2) **Parenting Student Direct Support:** The Childcare Center will become an education center for the young parents as well as their children. We plan to use our staff's expertise in early childhood development to improve and reorganize the curriculum for our parenting class. Young parents will learn good parenting habits, normal stages of child development, and receive emotional support from the people who know their children best.
- (3) **Continuing Education and Professional Development:** The staff is dedicated to improving their abilities. Our lead teacher, for example, received her B.A. and plans to eventually become a Ph.D. in play therapy. Our Director will be leaving the site bimonthly to attend professional development activities offered by EEC and other groups that specialize in early education. Both staff will also have a greater role in PCA school wide professional development.

The PCACC is part of what makes PCA a unique and powerful school. By simultaneously educating teen parents and their children, we will break the pernicious cycle of pregnancy and poverty that has entrapped much of our nation.



Accountability Plan and Results

Summary of Goals

Our proposed goals are unique to the mission and culture of Phoenix Charter Academy. These goals are listed on the following pages in greater detail, along with specific measurement tools and results for the 2006-2007 school year.

Goal 1: Students at Phoenix Charter Academy will become proficient readers and writers of the English language.

Goal 2: Students at PCA will demonstrate proficiency in the understanding and application of mathematical computation and problem solving.

Goal 3: PCA will practice sound decision-making and fiscal management sufficient to ensure strong student achievement and the responsible stewardship of public monies.

Goal 4: PCA will ensure strong and consistent daily attendance by all students.

Goal 5: PCA will demonstrate its continued effectiveness in earning community approval and support sufficient to ensure the school's long-term viability and effectiveness.

Goal 6: PCA will hire support and retain effective instructional staff.

Goal 7: PCA will effectively serve the at-risk populations of students' 2-3 grade levels behind, students who dropped out of school, pregnant or parenting teens, court involved, and immigrant students.

Goal 8: PCA will prepare its students for college and the life beyond.

Goal 9: PCA will provide more time for students to be engaged in their learning.

Goal 10: The PCA Child Care Center (PCACCC) will serve and educate young parents at PCA and their children.

Academic Measures¹ — Is the Academic Program a Success?

Goal 1: Students at Phoenix Charter Academy will become proficient readers and writers of the English language.

Criterion Referenced Measures:

Ninety percent of students enrolled at PCA for two or more years will pass the 10th grade Massachusetts Comprehensive Assessment System (MCAS) English Language Arts assessment.

2006-2007 Performance: Not yet applicable.

Comparative Measures:

A greater percentage of PCA students enrolled in the school for two years or more will achieve proficiency ("proficient" or "advanced") on the 10th grade MCAS English Language Arts assessment than the averages of their demographically equivalent peers in the districts of Lynn, Chelsea and Revere.

2006-2007 Performance: Not yet applicable.

Value-Added Measures:

PCA students with attendance rates above 90% will improve their reading skills by an average of three NCEs each year in our program, as indicated by the Stanford 10.

¹ Students with IEPs may be excluded from certain assessments, as specified in their IEPs.

2006-2007 Performance: PCA did not administer the Stanford 10 this year, but looks forward to this doing this in the 2007-2008 academic year.

Goal 2: Students at PCA will demonstrate proficiency in the understanding and application of mathematical computation and problem solving.

Criterion Referenced Measures:

Seventy-five percent of students enrolled at PCA School for two or more years will pass the 10th grade MCAS Math assessment.

2006-2007 Performance: Not yet applicable.

Comparative Measures:

A greater percentage of PCA students enrolled in the school for two years or more will achieve proficiency (“proficient” or “advanced”) on the 10th grade MCAS Math assessment than the averages of their demographically equivalent peers in the districts of Lynn, Chelsea and Revere.

2006-2007 Performance: Not yet applicable.

Value-Added Measures:

PCA students with attendance rate above 90% will improve their math skills by an average of three NCEs each year in our program, as indicated by the Stanford 10.

2006-2007 Performance: PCA did not administer the Stanford 10 this year, but looks forward to this doing this in the 2007-2008 academic year.

Organizational Viability — Is the School a Viable Program?

Goal 3: PCA will practice sound decision-making and fiscal management sufficient to ensure strong student achievement and the responsible stewardship of public monies.

Budget Measures:

Yearly balance sheets will show that the school is fiscally sound and is maintaining adequate cash reserves.

2006-2007 Performance:

Yearly submission of audited financial statements demonstrates that the school is responsible and prudent with public resources.

The Academy exceeded it’s initial fundraising goal of \$75,000.

Goal 4: PCA will ensure strong and consistent daily attendance by all students.

Attendance Measures:

Average daily student attendance at PCA will be at or above 85 percent over the course of each school year.

2006-2007 Performance: Average Daily Attendance was about 80%. We have invested professional development time and resources this summer to address attendance challenges and have planned several protocols and systems for 2007-8 to assist our students and parents with getting to school daily.

Goal 5: PCA will demonstrate its continued effectiveness in earning community approval and support sufficient to ensure the school's long-term viability and effectiveness.

Parent Satisfaction Measure:

In an annual survey given to all PCA parents, 80 percent will be "satisfied" or "very satisfied" with the overall program at PCA.

2006-2007 Performance: 93% of parents ranked PCA at 8 or above on a scale of 1 to 10.

Community Partnerships:

PCA will maintain at least 2 community partnerships that improve our educational offerings

2006-07 Performance

PCA established many successful community partnerships this year:

Roca, Inc. of Chelsea, MA: *The PCA Recruiter met weekly during the first and second trimester with outreach workers from Roca to recruit additional students, find students who were missing from school and to act as adult supporters for students without parents when they had meetings and conferences at school. Roca has been instrumental in their support of our program this year.*

Department of Social Services, Harbor Area Office:: *DSS has been a main referral source for several students at PCA. An average of 3-4 students are in foster care or live in a residential facility at any given time during the school year. DSS case managers have been instrumental in supporting students academics at PCA.*

Cities of Boston and Chelsea, Juvenile Court: *PCA has established recruiting and support relationships with probation officers, court personal and at least one judge. Over 20% of our student population is or has been involved in the juvenile justice system.*

Waiting List:

PCA will demonstrate community demand for its services by maintaining a waitlist of at least 25 students at all times.

2006-07 Performance: We had an average of 25 students on our waiting list during the 2006-2007 school year.

Goal 6: PCA will hire support and retain effective instructional staff.

Professional Development

All PCA teachers will participate in at least 20 hours of professional development annually.

2006-07 Performance: All PCA teachers participated in a three day 18 hour professional development workshop on lesson planning in August 2006, as well as 3 hours every Wednesday afternoon.

Staff Retention

PCA will retain at least 80% of its teachers on a year to year basis.

2006-07 Performance: Out of the 9 teachers who began work at PCA in September 2006, we contracted 6 to return for 2007-08 (66%).

Faithfulness to Charter — Is the School Faithful to the Terms of the Charter?

Goal 7: PCA will effectively serve the at-risk populations of students' 2-3 grade levels behind, students who dropped out of school, pregnant or parenting teens, court involved, and immigrant students.

Student Body:

At least fifty percent of students at PCA will either begin their time at PCA 2-3 levels behind, have dropped out of school for a period of time, be a pregnant or parenting teen, be court involved, or an immigrant student.

2006-07 Performance: Anecdotal evidence from the 2006-07 indicates more than fifty percent of our student population falls into these categories. Beginning in August 2007, we will begin collecting precise figures.

Parent Survey Measures:

In a survey given to parents of students who have attended PCA for two consecutive years, 80 percent will “agree” or “strongly agree” with the following type of statement: “PCA provided my child with educational opportunities unavailable elsewhere.”

2006-07 Performance: Based on the overwhelmingly positive results of this year's parent survey, we are confident that we'll meet this accountability goal next year..

School Model Measures:

PCA will continue to improve its organizational capacity to meet the needs of its unique student body.

2006-07 Performance: PCA offered onsite daycare services to its teen parents during the 2006-2007 academic year. We also have a Recruitment and Outreach Coordinator, whose primary job is to recruit and retain students from our target population.

Goal 8: PCA will prepare its students for college and the life beyond.

College Admissions and Applications Measures:

100% of graduating PCA students will apply to and be accepted by a college or university.

2006-07 Performance: Not yet applicable.

Course Offering Measures:

PCA will offer a range of ‘life skills’ classes to prepare our students, many of whom don’t live with their parents, to make healthy and responsible decisions in their lives after high school.

2006-07 Performance: PCA ran a Wednesday life skills program this year. Courses on financial education, health education, college preparation and job readiness met once a week for an hour.

Support Measures:

PCA will develop and implement a system to track and support its graduates.

2006-07 Performance: We will develop this program over the 2007-08 school year and have it ready for our first graduating class.

Goal 9: PCA will provide more time for students to be engaged in their learning.

Schedule Measures:

The Phoenix Charter Academy day is 10:00 AM to 6:00 PM four days a week. Wednesday hours are 9:00 AM to 1:00 PM. This schedule includes 252 hours more than the local district high school. PCA is also open for tutoring from 9-10AM three days each week and many Saturdays.

2006-07 Performance: PCA followed the above schedule for 185 days this year.

In 2007-8, the Phoenix Charter Academy year will be 190 days.

Goal 10: The PCA Child Care Center (PCACCC) will serve and educate young parents at PCA and their children.

Educating Children of Teen Parents

The PCACCC will continue to improve its resources and curriculum.

2006-07 Performance: The PCACCC laid out a basic curriculum which it will develop and modify in the coming years.

Educating Teen Parents

The PCACCC will help with teen parents at PCA improve their parenting skills.

2006-07 Performance: PCA offered a ‘parenting’ class, but the PCACCC staff was not involved in 2006-07. They will play a key role in this class for 2007-08.

Governance and Finances

The Phoenix Charter Academy Board of Trustees has devoted countless hours to support the administrators and staff in our school. Seven of our nine trustees were also involved with the development of our charter and school prior to opening. Under the leadership of our Board Chair, the Trustees have worked on many projects this founding year including building capacity issues, developing our first fund development strategic plan, starting our 501c3 foundation and recruiting additional members.

Trustee	Affiliation	Years of PCA	City of residence	Sub-Committees
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		involvement		and Task Forces
Dr. Edward McDonough III	Northeastern University	3	Sherborn, MA	Governance
Nicholas Hofer	Boston Private Bank	2	Cambridge, MA	Finance, Development, Real Estate Task Force
Emmanuel Bellegarde	Mattapan CDC	3	Boston, MA	Real Estate task Force
Patricia Burke	Burke Oil Corporation	2	Chelsea, MA	Governance, Development
John Fleming	N/A	1	Lynn, MA	Recruitment Task Force
Jim McCarthy	Danversbank	2	Boxford, MA	Real Estate task Force, Finance
Maira Mejia	N/A	4	Lynn, MA	Recruitment Task Force
Donna Richemond	North Shore Community College	2	Beverly, MA	Instructional
Greg Susco	Telamon Insurance	0.5	Newton, MA	Development

Major Actions 2006-07

- Developed, discussed and approved Board Bylaws.
- Developed and Approved all Massachusetts Department of Education instructional and human resource related documents including the Student Enrollment Policy, Student Handbook and PCA Staff Handbook.
- Recruited one new Board member – Greg Susco.
- Executed lease for the 47 Clark Avenue site in time for school opening.
- Approved a large leasehold improvements project to ready the school site for PCA instructional and accessibility needs.
- Approved annual budget (2006-7 and 2007-8) and held bimonthly finance subcommittee meetings to review fiscal practices, operating budget and cash flow.
- Held an annual retreat and set fundraising goals.
- Prepared an application for the PCA Foundation.

The Board of Trustees received no official complaints.



PCA Financial Statements


Relevant financial statements are included in Appendix 2


As a first year school, we only needed to complete a financial review of our preparation year, 2005-2006. Our review was completed by Alexander, Aronson and Finney and was favorable.


Our 2006-7 audit is scheduled for this fall.


Appendix 1: The Board


Board of Trustees


 **Edward F. McDonough III, Ph.D.,** *Board Chair*, has been a Professor of Organization Behavior and Innovation Management the College of Business Administration at Northeastern University for 25 years. Ed holds a Ph.D. in the fields of organizational behavior and design, as well as an MBA with a concentration in organization development and design. He held administrative positions in two start-up companies prior to joining Northeastern in 1979 and has consulted with numerous companies to help them effectively manage and improve their innovativeness. Ed resides in Sherborn.


 **Nicholas Hofer,** *Board Treasurer*, is an vice president at Boston Private Bank. Prior to his current position, Nick was a treasury officer, recommending course of action on issues of capital adequacy, funding, and net interest income for Boston Private Bank clients. Nick also has experience in the classroom, having taught math at Trinity-Pawling School, a small private high school in upstate New York for two years. Nick is a member of the Massachusetts Economic Education Council and resides in Cambridge.


 **Emmanuel Bellegarde,** is currently a real estate developer and is the former Executive Director of the Mattapan Community Development Corporation. Prior to taking the helm at the CDC, Emmanuel was an aide for State Senator Jack Hart of the Massachusetts State Legislature. Emmanuel worked in many youth development organizations in Boston and Brockton before starting a real estate business in Brockton. Emmanuel was on Representative Marie St. Fleur's campaign staff and ran for state legislative office representing Dorchester, where he lives.


 **Beth Anderson, EdM,** is the Executive Director of the Phoenix Charter Academy. Beth has worked for the last 14 years in a variety of development and administrative capacities in the fields of public education, public health and youth development, seeking to improve educational and economic opportunities for urban youth. Most recently Beth was the Deputy Executive Director of the Media and Technology Charter High School in Boston and was responsible for annual fund development. She resides in Lynn.

 **Patricia Burke** is the co-owner and human resources director of Dennis K. Burke Oil, Inc. of Chelsea. Patricia graduated from the University of Massachusetts in Boston with a degree in accounting. A former Braintree resident, Patricia was a member of the Braintree School Committee for many years. Patricia is a mother of four teenage and young adult children and lives with her husband in Chelsea.

 **John M. Fleming, Esq. (Board Trustee)** is an Assistant Clerk Magistrate for the Commonwealth of Massachusetts. John has worked for more than 20 years as an assistant clerk magistrate and probation officer for the Massachusetts Trial court. John has also served as police officer and worked for many youth development organizations including the Department of Youth Services in Charlestown, MA. John resides in Danvers, MA.

 **James McCarthy, CPA**, is the Executive Vice President and the Chief Operating Officer of Danversbank. Prior to Danversbank, Jim was the President and CEO of Revere Federal Savings Bank in Revere. Jim is very involved in local community organizations serving disenfranchised young people and has been active in the Chelsea Boys and Girls Club Breakfast Series and sits on the North Shore Community College Foundation Board, Massachusetts Bankers Association State Legislative & Regulatory Affairs Committee, North Shore Chamber of Commerce, American Bankers Association Mutuality Board, Massachusetts Taxpayers Foundation Board and the Italian Home for Children as an Incorporator. A long-time north shore resident, Jim lives in Boxford with his wife and four children.

 **Maira Mejia, LCSW**, is a bilingual adjustment counselor for Latino and other immigrant teenage students at Northeast Regional Vocational Technical High School. Maira brings her experience working with immigrant and refugee teenagers and families to the PCA Board. Maira and her teenage son reside in Lynn.

 **Donna Richemond**, is the Vice President for Student and Enrollment Services at North Shore Community College (NSCC). Prior to accepting the position at NSCC, she worked at Montgomery County Community College in Pennsylvania for 11 years. Donna holds a Master's degree in Counseling Psychology from Temple University and is currently pursuing a Ph.D. (ABD) in Human and Organizational Development from Fielding University.

Appendix 2: PCA Financial Statements

Financial Statement 1:

Phoenix Charter Academy 2006-2007 DRAFT PCA School Budget

Income	
Tuition	1,075,037
Private Grants	140,000
Nutrition funding	26,016
Program fees	87,824
Total Income	<u>1,328,877</u>
Expense	
Salaries	652,658
Employee Retirement	1,500
Fringe Benefits	23,460
Taxes	57,840
Business, Fin, HR, Legal Services	45,200
Contracted Services, Instructional	76,495
Professional Development	1,500
Dues, Licenses & Subscription	5,000
Supplies and Materials	32,750
Information Mgmt & Technology	54,400
Instructional Technology in Class	10,000
Maintenance Buildings & Grounds	23,925
Utilities	23,297
Rental/Lease of Building/Grounds	88,000
Student Transportation	11,750
Food Services	47,175
Athletic Services	2,000
Recruitment/Advertising	13,500
Insurance (non-employee)	12,000
Fundraising	3,000
Testing and Assessment	2,000
Total Expense	<u>1,187,450</u>
Net Income	<u><u>141,427</u></u>

Financial Statement 2:

**Phoenix Charter Academy
Unaudited Profit and Loss
For the Year Ended June 30, 2007**

Income	
Federal and State Revenue	1,125,628
Private Grants	202,377
Nutrition funding	8,998
Program fees	43,030
Other Income	5,488
Total Income	<u>1,385,521</u>
Expense	
Salaries	549,141
Employee Retirement	4,860
Fringe Benefits	25,082
Taxes	37,610
Business, Fin, HR, Legal Services	43,034
Contracted Services, Instructional	62,718
Professional Development	2,720
Health Services	350
Dues, Licenses and Subscription	5,326
Supplies and Materials	53,777
Information Mgmt & Technology	10,597
Instructional Technology	5,477
Maintenance Buildings & Grounds	29,235
Utilities	34,256
Rent	90,901
Depreciation	5,847
Student Transportation	9,033
Travel	95
Food Services	20,770
Recruitment/Advertising	7,290
Insurance (non-employee)	14,994
Fundraising	1,750
Other expense	3,454
Interest Expense	176
Total Expense	<u>1,018,494</u>
Net Income	<u><u>367,026</u></u>

Financial Statement 3:
Balance Sheet Compiled from June 30, 2006
Reviewed Financial Statements

Assets	Total
Assets:	
	\$
Cash	31,806
Grant Receivable	94,930
Deposit	8,000
	\$
Total Current Assets	<u>134,736</u>

Net Assets	
Net Assets:	
	\$
Operating	5,943
Restricted Program	128,793
	\$
Total Net Assets	<u>134,736</u>