



*Rekindle Your Potential  
Ignite Your Future*



# **Annual Report 2009-2010**

# Phoenix Charter Academy

59 Nichols Street  
Chelsea, Massachusetts 02150  
Phone Number: 1-617-889-3100

Fax Number: 1-617-889-3144  
Email: [info@phoenixcharteracademy.org](mailto:info@phoenixcharteracademy.org)  
Website: [www.phoenixcharteracademy.org](http://www.phoenixcharteracademy.org)

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## I. Letter from the Chair of the Board of Trustees and Executive Director

*"There isn't going to be a day I won't miss the people here."* – Bryan Howell Deaver, Class of 2010

Dear Phoenix Friends and Supporters;

We've had another exciting year at PCA! Over 100 new students applied to be part of our high rigor / high support college preparatory high school this year and 20 PCA scholars graduated into college. PCA endeavors to become the model for alternative education in Massachusetts by providing students, many of whom have not yet found educational success, a sustainable road that leads to college graduation. Four years after we opened our doors in 2006, we are well on our way to making high school graduation and college success a reality for formerly disconnected students in Chelsea, Everett, Revere, Lynn, and neighborhoods of Boston.

### Consider some highlights from this year's work:

- Twenty students graduated from PCA on June 15, 2010, our largest class to date. Numbers tell the story of our mission in action: 55% were significantly truant or dropped out of school before attending PCA, 10% were English language learners, 45% were 19 years old or older at the time of graduation, 40% are the first in their family to graduate with a high school diploma, 65% will be the first in their family to attend college, 35% were pregnant or parenting at the time of graduation, and 50% are currently or have been involved in Department of Children and Families, Department of Youth Services, and/or involved in the Juvenile Court System. 100% received college acceptance letters and 30% were accepted to four-year schools including Northeastern University, UMass Boston, and Regis College.
- PCA developed and piloted the Phoenix Charter Academy Urban Fellowship this year. Over 150 recent college graduates applied for the Fellowship and ten were chosen from top US colleges such as Harvard, Dartmouth, and Smith. The Fellows live and work full-time at PCA, tutoring students who are preparing for the MCAS exams. Our results are not yet public but show a significant increase in the proficiency and advanced passing rate from the previous year's scores.
- The PCA Board of Trustees held its first annual Benefit, "Ignite the Future," on March 4, 2010. Over 200 people attended the cocktail party and live auction at the school, guided from activity to activity by student and teacher ambassadors as they learned about the PCA mission, successes, and future plans. 62 organizations and businesses sponsored the Benefit, and the night raised \$52,000 to support the Phoenix Urban Fellowship, making it the most successful fund raising venture of the Board to date.

*"My behavior has improved a lot. I know how to talk to people normally and be respectful. Being angry at people doesn't give you the things you want, it just gives you more problems. All of a sudden I realized I needed to start applying to colleges and focus on graduating."*

– Amanda Corey, Class of 2010

Phoenix's mission, while similar to many high accountability charter schools in Boston, is unique when applied to the target groups of students who are heavily recruited by PCA: older-entry youth who have been unsuccessful and are unable to attend local high schools due to age, behavioral violations, or English language ability. To create and sustain the successes above, the staff has had to spend a great deal of time creating the culture of a strong, safe school that can meet and guide the individual challenges that students bring through

the door every day. Our academic program is predicated on this scholarly, college-going culture, and we are proud of the capacity building work that PCA has launched this year, including:

- An expanded counseling program which will include three interns in the 2010-11 year.
- A Director of Assessment who has chosen a new formative assessment for PCA students and is in the process of institutionalizing its use, developing a system to hold faculty accountable for using the data to improve individual student instruction.
- A well-staffed student support center with written policies for use with students and families. The center's research-based, developed practices are taught to all staff so that we can increase the amount of time students spend in class.

While we are proud of the growth of the school, we are also focused on the challenges that lie ahead as we focus on developing and sharing the Phoenix model for working with previously unsuccessful students.

Challenges in our current and future work include:

- Increase student retention at Phoenix by at least 15% annually.
- Add a service project and several academic requirements to our graduation standards to increase the level of social and academic rigor that students need to reach in order to enter and successfully remain in college.
- Increase the frequency of formative assessments and mastery tracking systems at PCA so that teachers can effectively use data to drive instruction and measure student performance.

As we enter our renewal year, we are so grateful to the parents, friends, community partners and students who have chosen Phoenix as a place to invest themselves. We could not do this without you!

Onward!

Sincerely,

**Edward F. McDonough III**  
*Chair, Board of Trustees*

**Beth Anderson**  
*Executive Director*

## II. Mission Statement

*Phoenix Charter Academy's mission is to close the achievement gap that exists between academically underperforming adolescents who are in Chelsea and surrounding cities' district schools and their academically successful peers. Partnering rigorous academic work with relentless support for 14-22 year-old students, the Phoenix Charter Academy provides students with the tools necessary to achieve high school graduation and college success.*

## III. Introduction

### HISTORY AND MISSION

PCA was founded on two premises. First, all people have a right to a high standards high school education which will prepare them to enter and complete college. Second, each high school dropout costs United States taxpayers hundreds of thousands of dollars over the course of a lifetime – if Massachusetts were able to recover and educate more of these talented young citizens, society as a whole would benefit. Many of the students in these cities show academic performances far below the standard Massachusetts sets for college success. Students entering PCA in 2009 were reading, on average, four years below grade level and 88% could not pass a basic 9<sup>th</sup> grade algebra exam. These cities need more high school and college graduates. PCA was launched as a vehicle to help these young people by offering high academic expectations complemented by a strong and structured support system. Combining practical lessons in urban education learned at charter and other high performing schools with strong community support, the founding group earned a charter and opened the doors of PCA in September of 2006 to 75 students. Growing to serve 180 non-traditional students in its fourth year (the 2009-2010 school year), Phoenix Charter Academy is a much needed alternative in Chelsea and fills a critical need in these communities by serving the students who are largely not being served in their traditional district school and ultimately fail to reach their potential. At the moment, we know of no other school in Massachusetts (public, charter or independent) that shares our unique model of successfully providing previously disenfranchised students with the opportunity to participate in a structured, rigorous, weekly 36-46.5 hour college-preparatory program.

### PCA'S STUDENT POPULATION

Consider a snapshot of our 2009-2010 student body, upon entry to PCA:

- 180 students aged 14-22.
- Students reside in Chelsea (35%), Revere (19%), Lynn (9%), Everett (9%), Boston (19%) and other surrounding cities outside of Boston (9%).
- Our students are 63% Hispanic, 20% African American, 15% Caucasian and 1% Asian, and were born in 12 different countries.
- 10% of PCA students are parenting or pregnant teenage parents and most have their children at PCA's on-site childcare center.
- 55% are currently or have been involved in Department of Children and Families, Department of Youth Services, and/or are involved in the Juvenile Court System.
- 82% come from single parent homes.
- 78% of incoming students are older (16 or 17 years old), and most enter with minimal or no academic credit from other high schools.

- 32% of PCA students have dropped out of high school prior to attending PCA, and 56% report having significant attendance challenges before attending PCA.
- The average GPA of PCA students at their prior high schools is a 0.9.
- Recent testing shows that students entering PCA in 2009 are reading, on average, four years below grade level and 88% could not pass a basic 9<sup>th</sup> grade algebra exam.
- 82% are eligible for free or reduced price lunch.

## **BEST PRACTICES IN ACTION**

Phoenix Charter Academy offers a rigorous academic program that is designed to meet the needs of students who have not been successful in traditional school environments. Every year we use feedback from students, teachers and parents as well as internal diagnostic assessments to improve our academic structures and support systems for the individual needs of our learners. Through the use of small school best practices and additional support features unique to our school, PCA is producing high school graduates and college students from those who might have been neglected by district schools in neighborhoods of high poverty and social challenge. PCA's school design and instructional methods include a number of proven, research-based best practices for small, urban, high poverty schools.

***THE WORKSHOP MODEL:*** All teachers at PCA are trained in a 'workshop model' of instruction. In 70 minute classes, teachers emphasize a short mini-lesson and then allow plenty of time for student-centered learning. This method makes course content more accessible to students who often failed in traditional lecture-oriented high school instructional models. Students are more actively engaged in the subject matter, have higher rates of retention, and experience more choice in day to day learning projects.

***MORE TIME IN SCHOOL:*** PCA Students attend school from 9 AM to 5 PM (Monday through Thursday) and 9 AM to 1 PM on Fridays for 190 days a year. PCA offers 225 more instructional hours annually than its district high school counterparts.

***QUARTER BASED SYSTEM:*** At PCA, the year is broken into four independent quarters, ensuring that students get a fresh start (new courses) and a blank slate four times a year. Students have more choice and more opportunity for success. Even sequential classes like math and science are often offered in a beginners' format later in the year (i.e. a quarter one algebra class offered again in January) for late-enrolling students or students who need more time to master a particular section of the course.

***NO GRADE LEVELS:*** Students enter PCA at different ages and with very diverse academic histories. Because of this, traditional grade labels of "freshman", "sophomores", "juniors", or "seniors" don't translate to a particular skill level. Therefore, PCA issues individualized graduation plans based on credits earned instead of grade levels based on age. Older students who do not have many credits don't feel branded as "freshmen". Likewise, the academically-ambitious fourteen-year-old doesn't feel stuck in freshman classes.

***HETEROGENOUS CLASSES AND DIFFERENTIATED INSTRUCTION:*** Classes at PCA fully integrate students with IEPs, English Language Learners, teenage parents and other traditionally separated populations with all other students. Teachers plan each lesson with all of the students in mind and use different teaching modalities to assist individual students to reach high results.

***STRONG ADULT RELATIONSHIPS- INSIDE AND OUTSIDE OF SCHOOL:*** With a student to instructional staff ratio of 8:1, students at PCA are able to develop close mentoring relationships with teachers and staff. Staff is in

frequent contact with students and their adult supporters, ensuring that both students and adult supporters feel taken care of by their teachers in their pursuit of academic success.

*PHOENIX THROUGH COLLEGE PROGRAM (PTC):* Nearly sixty percent of PCA students will be the first person in their family to attend college and a full third will be the first in their family to graduate from high school. The PTC program is specifically designed to work with these students and their families to ensure that all students graduate from high school with the skills needed to enter AND be successful in a postsecondary educational setting.

*PHOENIX URBAN FELLOWSHIP PROGRAM (PUFP):* At the start of this year, August 2009, PCA started the PUFP with the mission of improving the college matriculation success rate of our students. Ten Phoenix Fellows provide one-on-one MCAS tutoring, organize extracurricular activities, assist with critical support for their students and work with other PCA staff on various projects important to the development of the school.

*OFFICE HOURS:* All students at PCA have an opportunity to receive additional academic support on Tuesdays and Thursdays from 4-5PM by attending office hours. Every teacher is available during office hours to help students with specific tasks in order to make up work or revisit work a second time that is particularly challenging. Students not signed up for office hours attend a mandatory study hall.

*SHORT BLOCK ELECTIVES:* The last two periods of the day are designated for shorter, intensive classes called short blocks. Short block classes fall into two groups: non-core curriculum classes which focus on helping students develop a better understanding of life and themselves, and academic classes designed to increase a particular skill. Each quarter students choose between a wide array of options that teach valuable skills in interesting and creative ways. Elective classes that PCA has offered in the past include: Young Men's Group, Fitness and Nutrition, Yoga, SAT Prep, Mystery Reading, Citizen Action, Sexual Violence Prevention and Latin Dance.

*COMMUNITY MEETING:* A 15 minute whole school meeting begins the week at 9:00am on Mondays and ends the week at 12:45pm on Fridays to check in on goals for the week, give teachers and students opportunities to make announcements, and to recognize and celebrate student and teacher accomplishments.

*ADVISORY:* Every student at PCA has an advisor who serves as his/her primary liaison. With a student to advisor ratio of approximately 10:1, advisors are able to forge close mentoring relationships with students to ensure that they are succeeding at PCA. Advisory meets daily Tuesday - Thursday. During these meetings, students reflect on their progress reports, participate in team building exercises, and learn critical life skills.

## **UNIQUE FEATURES**

PCA also has a number of features specifically designed to support its population of older students, former dropouts, teen parents, and otherwise at-risk youth.

*ON-SITE 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 on-site daycare center and attend class while their children begin their own education under the care of experienced preschool teachers. These students also take parenting classes with their classroom teachers and the daycare staff. The Childcare Center is supported through DTA vouchers and private donations.



**360° SUPPORT:** While Phoenix believes that high standards and innovative program are integral to student success, we know that they are not enough to change the trajectory of the lives of our students. Without receiving the emotional and social attention they need to overcome their often complicated lives outside of school, our students don't have a realistic chance at college success. PCA's 360° support is created by the following areas that work together to create a comprehensive support network: Student Support Center, Dean of Students, and the on-site social worker.

**INDIVIDUALIZED GRADUATION PLANS:** PCA serves a wide range of students with many different needs, from 14-year-olds in search of an alternative to their local high school, to 18-year-old former dropouts who are now coming back for a second or third chance at a diploma, to older immigrant students who need to learn English as well as gain the skills necessary to compete for college admission. Because of this, we learned that individualized graduation plans are a necessity. In the charter, we opened the school with the goal of helping these students graduate and enter a community college and have been happily surprised that a small percentage of graduates each year are accepted to a four-year private schools. About 30% will stay at PCA for four years and matriculate to a four year college. However, this route often doesn't meet the needs of our student target populations. As a result, we established flexible graduation requirements which permit students to set their own graduation goal (2- or 4- year college matriculation) and earn all the required course credits for each of those pathways. Depending on each student's situation, we help them develop "graduation maps" that plan a route through PCA and beyond. Whatever a student's graduation plan is, ALL PCA students must meet the same high academic expectations to graduate and earn at least one college acceptance letter.

## II. Common School Performance Criteria

### A. FAITHFULNESS TO CHARTER

#### ***Implementation of Mission, Vision, and Educational Philosophy***

In our charter we sought to create a school that would actively reach out to students who had failed in other educational environments and help them to succeed into college. Consider the following highlights of our journey:

*We are in demand!*

- Serving 75 students in our first year, the PCA student body has grown to 180 students during its fourth year, 2009-2010. In 2010-2011, we will increase our student body to 200 students.
- Since opening, over 700 students have applied to PCA in hopes of meeting the school's high expectations for conduct and achievement.
- In order to serve our students better, PCA moved its building from our small (12,000 sq ft) starter site to its current 30,000 sq ft permanent home in August 2008. In addition, PCA's full time staff has grown from 12 staff members to 35
- In August of 2009, PCA grew its tutoring program and created the Phoenix Urban Fellowship Program. Ten Fellows live on-site at the PCA campus and serve as full-time tutors to students who are preparing to take the MCAS exams, the SATs, and are generally academically behind.
- In December of 2009, PCA became a finalist for national AmeriCorps funding through the Edward M. Kennedy Serve America Act. On June 25th, 2010, the Massachusetts Service Alliance announced that Phoenix Charter Academy will become an AmeriCorps site, expanding the Phoenix Urban Fellowship Program over the next three years.

*We are reaching our target audience of students!*



- In our 2009-2010 student body; 10% were pregnant or parenting teens, 55% are currently or have been involved in Department of Children and Families, Department of Youth Services, and/or involved in the Juvenile Court System, 32% have dropped out of school prior to attending PCA, 56% report having significant attendance challenges before attending PCA, 78% are incoming older youth (16+ years old), and 15% are English Language Learner.
- 25% of current students who have dropped out of prior high schools make it work at PCA, coming to school, reaching MCAS goals and preparing to graduate into college – this meets the recent “dropout recovery goal” set by Governor Patrick in 2009, and PCA seeks to exceed it.

*We are showing signs of academic success!*

- Students are finding academic success at PCA. Students who enter PCA and stay for at least a year increase their GPA by an average of 100%.
- In the spring of 2009, 52% of PCA’s first time MCAS takers received Proficiency or Advanced scores on the ELA exam, a nearly 300% increase over the 2008 scores. 50% of PCA students passed the math exam at Proficiency or Advanced, a 100% increase over 2008 scores. PCA students who took the MCAS retests scored two to thirteen points higher after participating in PCA’s one-day-a-week MCAS tutoring program.
- In just two years, PCA graduated its first seven students on June 18, 2008. Each graduate received at least one college acceptance letter. Two of the seven students were accepted by four year schools, exceeding our expectations. Five were teenage mothers and crossed the stage to receive their diplomas with their children by their side.
- One year later, PCA graduated its second class of thirteen students. The Boston Globe featured the great success of these 13 students and WBUR 90.9 featured the graduation on Morning Edition. All of these graduates received at least one college acceptance letter and two are now attending St. John’s University, a four-year private liberal arts college in New York City.
- On June 15<sup>th</sup>, 2010, we graduated 20 students – our biggest graduating class yet! In the past three graduating classes of PCA (40 students total):
  - 100% accepted to post-secondary educational institution.
  - 23% accepted to four-year school.
  - 48% were significantly truant prior to enrolling in PCA.
  - 30% were former high school dropouts.
  - 45% were 19 or older at the time of graduation.
  - 35% were pregnant or parenting.
  - 53% will be the first in their family to attend high school.
  - 30% were the first in their family to graduate from high school.

### ***Recruitment, Enrollment, and Retention***

This year, under the supervision of the Dean of Student and Family Support, we were able to use Phoenix Fellows to significantly increase recruitment, enrollment and retention efforts. While PCA advertised in the local media in Spanish and English, the majority of our recruitment efforts were through local organizations and non-profits. PCA was able to improve its existing relationships with Chelsea and Revere District schools, Roca Inc., the Department of Children and Family Services, and Parole Officers in Suffolk, Essex and Middlesex Counties. In fact, Guidance Counselors at Chelsea High School often seeks out PCA’s support with struggling students. We were able to create and develop new relationships with Wright Middle School, TENACITY, College Bound Dorchester, and Choice Through Education. PCA is constantly in communication with these organizations and frequently mails them flyers and applications. Another large part of our recruitment effort is word-of-mouth from our current students with friends and families and from the

grassroots outreach efforts done by one of our full-time Spanish speaking staff. This year, PCA created a comprehensive tracking system to ensure that we keep in contact with any interested student. We also increased the amount of information sessions, individualized tours, and orientations we give to interested students. Using these recruitment methods, PCA was able to attract and enroll 123 new students throughout the 2009-2010 year, compared to about 60 new students last year.

Students are invited to apply to PCA between the ages of 14 and 22 after they have attempted or completed 8th grade, depending upon their age. True to its charter, PCA endeavors to capture older students who have attempted but not passed 8th grade and are at risk of becoming dropouts, as they do not progress through school. PCA also seeks to serve students who dropout of district high schools midyear so that they have an option to stay in school. To accomplish this, PCA offers the traditional March lottery as well as up to seven other opportunities to apply and enroll in the school throughout the year. Our experience in past years showed us that many students start at traditional high schools in August or September and then quickly become disconnected to those schools. Therefore we offer up to three enrollment periods prior to October 1. After the first quarter, we hold a lottery and enroll students prior to the beginning of each quarter. Application pools mid-year have ranged from 10 to 60 applications; to date PCA allows all applicants to enter and “sample” the school at the beginning of each quarter. We have strengthened our enrollment process this year to include a mandatory comprehensive orientation. Orientation sessions include an introduction to PCA’s culture and high expectations, diagnostic assessments in reading, mathematics, and writing, and individual meetings with core teachers to ensure correct class placement.

During the 2009-2010 school year, PCA also increased its ability to retain students. With the addition of the PUPF, more opportunities for students to feel connected to the school were created by developing more relationships with students and starting six extracurricular activities/organizations that take place before, during and after school. Furthermore, PCA was able to increase the amount of phone calls made to parents and adult supporters to 4,271. In addition, one Fellow spent about three to four hours each day working with our Dean of Students and Family Support on maintaining tracking systems for staying in contact with PCA students and their families and tracking and communicating the number of absences students have to their parents/adult supporters and advisors. For a more detailed look at the attendance rates and retention efforts, please turn to page 22.

## **B. ACADEMIC PROGRAM SUCCESS**

### ***Curriculum***

True to our charter, Phoenix Charter Academy provides a rigorous, college preparatory curriculum that is intended to prepare students for success in college and beyond. All curricula at PCA is aligned to the Massachusetts curriculum frameworks (MCF), and teachers differentiate and augment curriculum to ensure access and rigor for students at varying levels of ability. This year, teachers spent structured time throughout the year analyzing the skills and competencies that appeared most frequently on the MCAS ELA, Math, and Science exams to make sure that all students acquire these necessary skills. Teachers expect students to demonstrate mastery in a variety of ways that are indicative of the assessments they will see in college. This year, teachers utilized written exams, papers, projects, and presentations to assess mastery of course content.

Phoenix Charter Academy’s courses are quarter-based, and each quarter is approximately 9 weeks long. Each quarter, with the help of his/her advisor, students select new courses based on the credits they need to move them closer to graduation. Additionally, all students complete an individualized graduation plan to chart his/her progress to graduation. From 9AM – 3:15PM, students take four 70-minute core academic classes. Students are placed in one math, one science, and two humanities classes. The school has moved from inter-disciplinary ELA and history courses to stand-alone history courses that focus primarily on the history content that students must master in order to be successful on the upcoming history MCAS. Math offerings

expanded this year due to the evolving needs of our population, and Pre-Calculus was offered in addition to Algebra I, Geometry, and Algebra II. We also eliminated the math foundations course and redesigned our Algebra I course to be more highly differentiated to help all students bolster their basic math skills. We continued to offer a cohesive offering science curriculum that included Biology, Everyday Science (pre Biology), Health, Physics, and Chemistry.

In addition to humanities, science, and math core classes, students who were planning on taking the 2010 MCAS exam were placed in a one on one tutoring class with a Phoenix Urban Fellow. In these 70 minute tutoring sessions, fellows covered a ELA and math curriculum that focused directly on MCAS competencies and test-taking strategies. Students demonstrated mastery on key standards, answered multiple choice questions, and practiced completing both ELA and math open response questions. At the beginning of the year, fewer than 25% of PCA students were scoring proficient scores on the English MCAS exam. With less than a month to the exam, the number jumped to 75% at proficiency on the English exam and 44% proficient on the math exam.

From 3:15 to 5PM, students take two 50-minute enrichment courses. The purpose of these “short-block” courses is to enrich the students’ core academic experience. We offered courses in the arts, such as Acapella Singing, Drawing, Theater, and Dance, as well as Parenting, Financial Education, and Sexual Violence Prevention that coached students on making good life decisions. Other courses, including Sociology, Psychology, and Advertising are intended to introduce students to topics they may want to explore in college.

Additionally, Phoenix Fellows offered 50 minute blocks of SAT tutoring to 31 students who intended to take the exam in the Spring or Fall of 2010. These courses taught students explicit SAT reading and math strategies, as well as problem-solving logic that would help them succeed on this test.

### ***Instruction***

Phoenix Charter Academy uses several key instructional practices that are hallmarks of our teaching. With teachers engaged in a two week-long summer institute and 3 hours a week of professional development consistently throughout the year, all teachers are trained to implement the strategies and procedures that PCA knows lead to student success. During the 2009-2010 school year:

- Teachers utilized the workshop model and promoted student-centered learning. The majority of every class period was devoted to time for students to work independently and/or collaboratively
- Every teacher utilized a standard blackboard configuration. On each teacher’s whiteboard, students expected to find the following: Do-Now, Objectives, Mini-lesson Focus, Activities, Ticket-to-Leave, and Homework.
- All of our classes were mixed-grade and heterogeneous. All PCA classes included English Language Learners, students with IEPs, and students of a wide range of background academic content knowledge and skills. Therefore, all teachers were expected to differentiate their curriculum, instruction, and assessment to meet the varying needs of their students.
- Teachers implemented improved support for students with IEPs through the use of increased push-in support from trained PCA staff. Additionally, professional development workshops focused on strategies to make all content accessible to students with special needs through the use of specific literacy and math strategies.
- English Language Learners received additional push-in support in classes to make sure that they are able to access rigorous content. Teachers also received additional state and local training from our English Language Learner Coordinator on increasing vocabulary acquisition and improving speaking skills for English Language Learners in content classes.

### ***Program Evaluation***

PCA uses two types of external assessments: the NWEA MAP testing and MCAS. The MAP testing replaced the Stanford 10 in 2009-10 as a more comprehensive and accurate assessment of our students' current academic performance. The MAP assessment is a summative assessment that is given at the beginning and end of the school year to identify progress over time. The test identifies student skills and weaknesses, and allows teachers to "drill down" student data so they can provide appropriate differentiated instruction. While MAP shows growth as compared to a student's benchmarked data, the MCAS shows how PCA students compare to their Massachusetts peers. Because so many students come to PCA several grade levels behind, PCA tracks growth on the MCAS in many ways, including tracking raw and scaled MCAS scores over time for students retaking the exam.

PCA's Director of Assessment grew to a full time role this year and continues to oversee both internal and external assessments. The Director of Assessment helps teachers design courses that are vertically aligned to cover state standards, create a culture of urgency around assessment, and help teachers create formative assessments that gauge student progress. This year, the Director of Assessment has worked with teachers to implement systematic tracking systems that track student progress on individual standards and allow teachers to drill down and discover individual areas of challenge in order to remediate instruction.

In addition to external assessments, the Director of Assessment assists teachers in creating a quarterly 90 minute summative assessment. These quarterly assessments are comprehensive and allow students to demonstrate mastery of the skills and concepts taught in the quarter. With the help of the Director of Assessment, teachers are expected to create final assessments in advance of each quarter and backwards plan their curriculum from their final goal. Teachers are given time on Fridays during Professional Development to create these assessments, and assessments are shared with the department team for feedback and approved by the principal before the quarter begins.

### ***School Culture***

Relentless support is the second pillar of our mission and is an essential force that propels our students to success. During the 2009-2010 school year, PCA expanded its ability to provide individualized 360° support to all of its students. With the implementation of the Phoenix Urban Fellowship Program and expanded support for the Phoenix Through College program, PCA leveraged its resources to push all students to success.

- 360° Support: While Phoenix believes that high standards and innovative program are integral to student success, we know that they are not enough to change the trajectory of the lives of our students. Without receiving the emotional and social attention they need in order to overcome their often complicated lives outside of school, our students don't have a realistic chance at college success. PCA's 360° support is created by the following areas that work together to create a comprehensive support network.
  - *Student Support Center*: Many students enroll at PCA with a history of behavioral and academic challenges. The Student Support Center (SSC) is a resource for these students. They students are encouraged to use the staff of the SSC when they experience struggles in classes. In addition, if a student is misbehaving in class, a teacher may send the student to the SSC for a brief time where he or she will process behavior. We continue to utilize a "Circling Back Protocol" for student and teacher conflict that is taught to new staff at Teacher Institute, and re-addressed throughout the year in Professional Development. In addition to the Dean of Students and Social Worker, the SSC is also staffed by Phoenix Fellows who are able to utilize their close relationships with students to help them process their behaviors and return to class. Additionally, the SSC is staffed for one period each day by Student Leaders who are trained in peer mediation. This has given struggling students another resource in times of crisis, and has allowed for the emotional growth of our student leaders.

- *Social Worker and Dean of Student and Family Support:* We have continued to build these two positions at PCA in order to offer the most effective 360° support. The Social Worker's role this year included directing IEP counseling, case management services, and crisis management and intervention. Through building relationships with outside health organizations and developing maternity plans for students on leave, the Social Worker has deepened PCA's commitment to providing on and off campus support. For the fall of the 2010-2011 school year, we have secured two Boston social work interns with the goal of strengthening our relationship with the court systems and developing protocols for supporting excessively truant students. The Dean of Student and Family Support has continued to involve oversight of student support services, but has evolved to include more extensive work on supporting staff around the integration of academics, student support, and classroom management. This has included professional development sessions as well as in-classroom support and supervisory meetings.
- *Student Leadership Council:* During this school year, the Student Leadership Council transitioned to a role of supporting and counseling students in the Student Support Center. Students work as SSC staff members for one period every day to help students process troubling behaviors and return to class. Additionally, SLC members were trained in peer mediation, and provided help with conflict resolution when requested by their peers.
- *Student Events, Athletics, and Extracurriculars:* This year, with the help of a faculty advisor, PCA students created the first student-run Student Events Committee. This group brainstormed and organized community events such as spirit weeks, coin wars, and other fundraisers for school events. In 2010, the Student Events Committee planned and fundraised for PCA's first ever prom, open to all students. In addition to student events, PCA expanded its athletic program to better serve student interest. With the help of the Development Associate and a Phoenix Urban Fellow, PCA started a competitive men's basketball team. The team was motivational for its players as they worked hard to meet the strict academic standards required for eligibility. PCA also started a men's and women's track team that competed with other Boston-area charter schools. In addition to athletics, the addition of the Phoenix Urban Fellows allowed us to offer six new or expanded extracurricular programs. Phoenix Fellows advised a number of student-run clubs including a school newspaper, art, French, and yearbook club.
- *Phoenix Through College Program:* This year, the Phoenix Through College Program (PTC) continued to create a sense of urgency and expectation around college, and expanded its capacity to provide support to both graduating seniors and college-enrolled graduates. All class of 2010 graduating seniors met bi-weekly with either the Director of the Phoenix Through College program or the Urban Fellow working closely with the PTC department. The PTC program strengthened its relationship with the local colleges that receive multiple applications from PCA in order to better support the class of 2010. We partnered with a local nonprofit, FUEL, which helped five PCA students save money for college. For our previous graduates, our expanded capacity allowed us to have weekly check ins about their progress at their new programs. Additionally, we fostered a culture of expectation around college for our students nearing graduation by sending over 80 students on trips to 12 different college campuses.
- *Demerit/Merit System:* PCA uses a demerit/merit system to monitor and track student behavior.
  - To help students remember what we most value at PCA, we have created the SCHOLAR acronym and often reward students specifically in these areas: S Service, C Community, H Hope, O Opportunity, L Leadership, A Achievement, R Respect.
  - Students receive "Phoenix Feathers" from a teacher for embodying any of these seven aspects of a SCHOLAR. These feathers reward positive behavior and are "deposited" and "banked" for the student to use to buy PCA mission gear, school supplies, and other rewards. Our feather

system allows teachers to publicly and quickly reinforce and reward positive behavior. With the help of a Phoenix Urban Fellow, we were able to publicly track and display the receipt of feathers so that the accomplishments of all students are recognized. This system of rewards continues to be a driving force that motivates our students to display the attributes of a scholar.

- At our end of week Friday community meeting, both students and staff are given an opportunity to “bead” other members of the community. While giving beads, students or staff publicly recognize another community member who has embodied one of the 7 aspects of a SCHOLAR (scholarship, community, hope, opportunity, leadership, achievement, or respect). The “Phoenix Award” is given once yearly to one student at the end of the year. Teachers and staff members vote on students who they believe embody all seven aspects of a SCHOLAR, have risen out of the “ashes” and have excelled academically during the year.
- Students also receive demerits at PCA for behaving in ways that disrupt the learning environment. These behaviors can range from minor infractions to more major ones, and earning demerits results in detention. Additionally, students whose behavior shows they are not ready to be in class are sent home in order to protect PCA’s learning environment. This year, PCA worked on codifying and naming the behaviors for which students could earn merits or demerits, and trained all new and returning teachers during teacher institute to ensure that these were uniformly applied.
- While PCA does use a system of suspensions and expulsions for severe, violent, or repetitive negative behaviors, we attempt to seek alternatives to these punishments as much as possible. Sometimes, however, these are appropriate measures for a student’s behavior. All expulsions follow Massachusetts state regulations, and all out-of-school behavioral suspensions are decided by the Dean of Students and Family Support in conversation with the Executive Director and Principal.

### ***Diverse Learners***

In 2009-2010, Phoenix Charter Academy continued to improve its ability to serve its population of diverse learners. Though our students face a wide array of challenges both inside and outside of school, we do not allow these challenges to become an excuse for failure. Because PCA’s classes are heterogenous, we have trained all of our teachers in best practices for differentiating to reach all learners. In addition to these best practices, PCA also includes additional supports for students with different needs. For the approximately 10-20% of PCA students with an IEP, the full time Academic Support Services teacher provides both push-in and sub-separate support. Both the Academic Support Teacher and the Academic Support Services Director provided training during both the summer teacher institute and ongoing Friday professional development on how to best reach students with special needs. Additionally, both staff members also facilitated the Instructional Support Team (IST) process, through which teachers were able to identify struggling students, analyze data on their performance, and developed and implement strategies to ensure their classroom success. In the next year, our goals around students with IEPs include implementing the EmPOWER writing program in order to assist our special education students with breaking down a longer writing assignment.

We provided comprehensive support for our English Language Learners by utilizing both an ESL program and sheltered content instruction. Our ESL coordinator conducted regular professional development sessions with staff, covering topics such as scaffolding techniques for ELLs and vocabulary acquisition strategies. The ESL coordinator provides push-in support for ELLs in content classes, and also offers ongoing support to staff in the form of classroom observations and co-planning meetings. ELL students receive

additional support both before and after school to ensure success in English immersion classes. We administer the MEPA exam at the beginning of the year and end of the year to measure language growth.

During the 2009-2010 school year, PCA hired a Reading Specialist to address the literacy gaps we frequently saw in our incoming students. The Reading Specialist assessed all students using the San Diego Quick to test current reading and decoding abilities. For students who showed low reading abilities (reading at a 3rd grade level or below on our entrance test), we provided special Wilson program reading classes. 30 of our students benefited from the Wilson program, and 100% of students enrolled in Wilson or sub-separate reading classes are showing progress in their running records.

In addition to IEP, ESL, and reading services, PCA offers extra support to all of its students in the form of office hours and nightly homework labs. During office hours, students can go to their teachers for extra help on a topic that is new or particularly challenging. Homework lab, staffed by Phoenix Urban Fellows, is available Monday-Thursday after school until 6 pm, and provides a quiet space for students to complete homework and receive extra help.

### ***Supervision and Evaluation of Teachers***

The Principal continues to oversee teacher performance, and was aided in teacher supervision by both the Dean of Student and Family Support and the Director of Assessment. This year, PCA encouraged teachers to assist one another in helping to develop specific competencies and sharing best practices and strategies. Teachers received both informal and formal feedback from the Principal and other staff members.

Informal Feedback includes:

- Teachers submit a weekly overview of their planned instruction to the principal by Sunday or Monday of each week. The principal reads the plans and provides written or verbal feedback.
- We utilize an informal classroom observation protocol adapted from Boston Collegiate Charter School's "10-minute Observation Form." We adapted BCCS's form, shared it with PCA teachers during our August Teacher Institute, and revised it based on teacher feedback. The principal uses this tool for informal classroom observations.
- Weekly one-on-one supervision meetings with either the Principal or Director of Assessment.
- Regular meetings with both the ESL coordinator and Academic Support teacher to ensure ELLs and special needs students are succeeding in the classroom through the use of effective supports.
- Additionally, as part of our Professional Development, teachers conducted two rounds of inter-visitations, visiting each other's classrooms and providing feedback to one another, according to the 10-minute Observation Form.

Formal Classroom Evaluations include:

- A 1<sup>st</sup> Quarter Review meeting in which teachers complete a self-evaluation and then meet with the Principal to discuss what has gone well in the quarter, specific challenges he/she faced, and areas where he/she feels he/she needs additional support.
- Teachers received one formal classroom observation conducted by the principal. The formal classroom observation evaluation document was shared with the teaching staff during August Teacher Institute and was revised based on teacher feedback. After each formal classroom observation, the Principal met with the teacher to debrief the lesson and share her observations and feedback. Teachers then received a copy of the written evaluation, and a copy was kept on file at the school.

### ***Professional Development***

PCA continues to offer support for teachers and staff on how to best serve our unique population. We began our year with an intensive 2 week teacher institute for both new and returning staff that allowed time for staff team-building, pedagogy workshops, curriculum writing, and instructional workshops and training.



During this time, we codified school norms around demerits/merits, classroom management, and academic policies for both new and returning staff. Throughout the school year, teachers had professional development from 1:30 to 4:00 every Friday. Similar to last year, the focus of much of our professional development work included differentiation, incorporating literacy strategies into content-area classes, building relationships with students, and effective classroom management. This year, we also focused on intensive workshops on support for our ELL students, facilitated by our ESL coordinator. This year, all teachers received Category 1 Mela-O training. The Social Worker also led all-staff professional development on student behavior and health issues, and brought in resources from local Boston health organizations, such as the Boston Area Rape and Crisis Center for all-staff trainings on sexual violence and harassment as they relate to our students.

New to our professional development program this year was the development of a “New to PCA” teacher support group in which new teachers could share best practices and form a community around their specific PCA struggles. We also developed a protocol for “Kid Talk,” in which staff gather to share information and develop action plans for struggling students. The new protocols allow for feedback and information from the whole PCA community, and assign responsibility for specific struggling students. The Phoenix Fellows also received customized Friday professional development that included relationship-building protocols, phone-calling practice, and support around student behavior struggles.

Other new additions included the provision of off-site professional development. Many staff members attended conferences, such as the National Council of Teachers of Mathematics conference, to hone content-specific skills and new pedagogical methods. We also included a feedback component to professional development. Teachers completed online surveys after professional development each week, providing feedback and suggestions to school leaders that would provide direction for future teacher support.

## **C. ORGANIZATIONAL VIABILITY**

### ***Policy Decisions***

The Phoenix Charter Academy Board of Trustees voted to accept the following policies in the 2009-2010 school year:

#### **Student and Family School Policies**

- The Board voted to strengthen the attendance policy to include only 6.5 days allowed for absences per quarter for any reason.
- In June 2010, the Board voted to increase the amount of time devoted to core academic subjects from four blocks to five blocks and increasing the amount of core subject minutes by 55 minutes.

#### **HR Policies**

- Upon a recommendation from the PCA Accounting firm, the PCA Board of Trustees voted to implement the state sponsored retirement program OBRA to replace social security for all non-instructional staff.

### ***Amendments to the Charter***

The PCA Board of Trustees did not request any amendment to the charter in 2009-2010.

### ***Complaints***

The school, not the Board, received one formal complaint in 2009-10 from a parent through the DESE Office of Program Quality Assurance. The Academy responded to the allegations made by the parent and the PQA Office made an official finding of no fault on the part of the school.

### ***Oversight***

During the 2009-2010 school year, the Executive Director (ED) met monthly or more often with the Chair of the Board of Trustees and/or the Board Treasurer to prepare for Board meetings and update him on

all aspects of the school as listed in and measured by the PCA Accountability Plan. In June 2009, the Board selected an ED review committee which met 1-2 times monthly from July until December to create a performance evaluation tool and assess past progress of the Executive Director. Together, the Board and Executive Director named areas for focus in 2010 based on current academic progress of students at the school and the development and implementation of a solid annual fund raising plan. The Executive Director is also monitored through frequent informal check-ins, Board meetings and subcommittee meetings to monitor and make decisions about the direction of the school.

### ***Board Planning***

The Board has planned and executed three major efforts this year:

1. The Board Development Subcommittee crafted and launched Phoenix Charter Academy's first annual major fundraiser, Ignite the Future, on March 2, 2010. Over 200 guests attended the event, joined by the entire staff of Phoenix Charter Academy for cocktails and live and silent auctions as well as speeches and performances by PCA students. The event was enormously successful, netting \$52,000 for the Phoenix Urban Fellowship Program and exceeding the corporate and individual fundraising goal set by the Board.

2. The Board launched a full-time, live-in, on campus tutoring program, Phoenix Urban Fellowship Program, specifically designed to meet the challenge of the first two goals of PCA's Accountability Plan. In 2009-10 the school hired 10 recent graduates from top US colleges to primarily provide MCAS tutoring to students preparing for the 10th grade exam. In addition, the Fellows completed projects and duties which contributed to growing the capacity of the school in several key ways – tracking student performance data, improving student enrollment practices, and providing increased administrative service to teachers and staff, freeing them up for planning and other instructional time investments.

The Fellows were extremely successful on several fronts. First, all ten finished the year, reaching over 40 students directly in MCAS and 30 students directly in SAT tutoring, and indirectly reaching the entire PCA student body through in-class support, after school clubs and homework lab. One fellow started the first school yearbook. Three others teamed up to provide Sustained Silent Reading, a response to a school wide assessment of student vocabulary needs. In addition, MCAS practice test scores went up from less than 25% of PCA students scoring proficient on English MCAS exam to 75% at proficiency in the English exam and 44% proficient in the math exam. MCAS scores cannot be released publicly at the time of this writing but the scores look very promising and will meet or exceed the school's accountability plan goals.

3. The Board appointed a task force and created and implemented an Executive Director Performance Evaluation Process. The task force was made up of four Trustees in different fields who have worked extremely closely with the Executive Director. The Executive Director received a favorable evaluation on her work to date and set goals for the remainder of the year in academic performance and fundraising.

### ***Family Satisfaction***

Besides informal and anecdotal conversations, Phoenix Charter Academy measures whether families are satisfied with the school's program through the End of the Year Parent/Adult Supporter Survey, the Parent Advisory Council, and the number of meetings between parents/adult supporters and PCA staff. The continuous communication with families about students' progress, which PCA prides itself on, greatly increased this year. In fact, PCA nearly doubled the number of phone calls we made to adult supporters, parents, and students this year – going from 2,448 calls in 08-09 school year to 4,271 calls in 09-10 school year.

The 2009-2010 End of Year Parent/Adult Supporter Survey showed that students' families strongly support PCA. 97.2% of parents and adult supporters reported being either satisfied or highly satisfied with PCA, whereas only 36.2% were satisfied with their child's former school. 97.2% of parents/adult supporters were highly satisfied with the teachings and academics at PCA, 100% felt that PCA addresses their child's

individual learning needs, and 97.3% felt that PCA offers a strong academic program that prepares their child well for college. In addition, parents and adult supporters felt PCA makes a strong effort to involve them in school (100%), and feel comfortable raising questions or concerns (97.2%).

With the implementation of the Phoenix Urban Fellowship Program this year, PCA was able to have more communication, more meetings, and more engagement with students and their families/adult supporters. In addition to nearly doubling the number of phone calls made this year as stated above, PCA was able to engage 100% of parents or adult supporters (8% of our student body has adult supporters) of our 2009-2010 student body in school-based, home-based or phone meetings with PCA staff during the year to discuss students progress. Furthermore, 41% of parents or adult supporters of our total enrolled students engaged in 3 or more in person school based meetings. On top of phone calls and meetings, PCA increased engagement opportunities for parents and adult supporters. With the support of a Phoenix Fellow, the Principal was able to start a Parent Advisory Council (PAC) that consisted of about 20 parents and adult supporters. The PAC meet six times throughout the year to discuss topics including the MCAS, student support, college, fundraising, and PCA's community involvement. PCA also held three Parent Teacher Conferences during the school year where parents and adult supporters could meet and talk to their student's teachers about his or her progress in that class. Lastly, 10 parents or adult supporters joined PCA for our First Annual "Ignite the Future" Benefit which took place on March 4<sup>th</sup>, 2010.

### **Financial Oversight**

The Board of Trustees meets monthly to review minutes from the prior meeting, the Executive Director Report from the month, and reports, updates and actions from the Development and Finance Subcommittees. The Finance Subcommittee meets quarterly or more at PCA and includes the Executive Director and the Board Treasurer, joined when needed by the PCA accountant and business manager. The Finance Subcommittee reviews the monthly or quarterly balance sheet, profit and loss statement, and statement of accounts. The Executive Director explains any overages or deficits and makes any corrections or changes based on the recommendation of the subcommittee. The Executive Director and Business Manager meet regularly to review the budget and review all accounts. They meet monthly with the accountant who is responsible for bank reconciliations and reviewing the chart of accounts. The Executive Director reviews payroll and bank statements for each period, ensuring accuracy with approved school expenses.

## **IV. Accountability Plan**

### **A. ACADEMIC MEASURES — IS THE ACADEMIC PROGRAM A SUCCESS?**

**GOAL 1: Students at Phoenix Charter Academy will become proficient readers and writers of academic texts.**

For students who have attended PCA and have reached a 10<sup>th</sup> grade equivalent, and have had an 80% attendance rate for at least one quarter ...

Criterion Referenced Measures:

	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>
Aggregate MCAS ELA	75% will receive a Needs Improvement or higher score	80% will receive a Needs Improvement or higher score	50% will receive a Proficient or higher score	55% will receive a Proficient or higher score

- **2008-2009 results: Has met goal.** 95% of students received a Needs Improvement or higher score. 18% of students earned Advanced, 32% of students earned Proficient, and 45% earned a Needs Improvement score.
- **2009-2010 results:** To be added when results are public.

In addition, PCA expects that the majority of students entering PCA after being enrolled at other high schools will take the MCAS 2-4 times. Many have taken the MCAS exams at prior high schools before enrolling at PCA. PCA students will show the following improvements each time they take the MCAS exam:

	Year 2	Year 3	Year 4	Year 5
MCAS ELA retake score improvement	50% will improve their raw test score by 6 points each time they (re)take the MCAS.	60% will improve ... by 6 points.	50% will receive a Needs Improvement of higher score.	55% will receive a Needs Improvement of higher score.

- **2009-2010 results: Has met goal.** Four students took the ELA MCAS retest exam, and 50% passed the exam with a Needs Improvement or higher score.

#### Comparative Measures:

An equal or higher percentage of students will pass the 10<sup>th</sup> grade MCAS mathematics assessment than their peers in alternative or late entry high schools in the districts of Lynn, Chelsea and Revere.

- **2008-2009 results: Has met goal.** While there is no public MCAS data for alternative or late entry high schools in the districts of Lynn, Chelsea, and Revere (Chelsea High Alternative Program, Seacoast Academy in Revere, and Lynn High Alternative Program) due to small size of students tested, the following chart shows a comparison between Boston Day and Evening Academy, another late entry, alternative high school and Chelsea High School.

School	Advanced	Proficient	Needs Improvement	Failing	CPI Score
Phoenix Charter Academy	18%	36%	41%	5%	78.4
Boston Day and Evening Academy	0%	39%	55%	6%	76.6
Chelsea High School	7%	42%	4%	11%	78.5

- **2009-2010 results:** To be added when results are public.

#### Value-Added Measures:

80% will meet or exceed typical growth targets in reading skills as indicated by MAP testing as measured from fall to spring.

- **2009-2010 results: Is making progress towards meeting goal.** 59 students had both fall and spring growth data in PCA's pilot year of MAP testing in reading. Of those 59, 62.7% met or exceeded "typical growth rates".

Starting in the Academy's second year, 75% will receive a letter grade of "C" or higher in their humanities classes by their third quarter of enrollment.

- **2009-2010 results: Has met goal.** 76.4% of students in their third quarter of enrollment or later received a letter grade of "C" or higher in their humanities classes.

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

For students who have reached a 10<sup>th</sup> grade equivalent, and have had an 80% attendance rate ...

#### Criterion Referenced Measures:

	Year 2	Year 3	Year 4	Year 5
MCAS Math	75% will receive a NI score or higher	80% will receive a NI score or higher	45% will receive a Proficient or higher score	50% will receive a Proficient or higher score

- **2008-2009 results: Has met goal.** 90% of students received a Needs Improvement or higher score. 10% of students earned Advanced, 29% of students earned Proficient, and 52% of students earned a Needs Improvement score.
- **2009-2010 results:** To be added when results are public.

In addition, PCA expects that the majority of students will take the MCAS 2-4 times. Many have taken the MCAS exams at prior high schools before enrolling at PCA. PCA students will show the following improvements each time they take the MCAS exam:

	Year 2	Year 3	Year 4	Year 5
MCAS Math retake score improvement	50% will improve their raw test score by 6 points each time they (re)take the MCAS.	60% will improve ... by 6 points.	50% will receive a Needs Improvement or higher score.	55% will receive a Needs Improvement or higher score.

- **2009-2010 results: Has met goal.** Thirteen students took the Mathematics MCAS retest exam, and 61.5% passed the exam with a Needs Improvement or higher score.

#### Comparative Measures:

An equal or higher percentage of students will pass the 10<sup>th</sup> grade MCAS mathematics assessment than their peers in alternative or late entry high schools in the districts of Lynn, Chelsea and Revere.

- **2009-2010 results: Has met goal.** While there is no public MCAS data for alternative or late entry high schools in the districts of Lynn, Chelsea, and Revere (Chelsea High Alternative Program, Seacoast Academy in Revere, and Lynn High Alternative Program) due to small size of students tested, the following chart shows a comparison between Boston Day and Evening Academy, another late entry, alternative high school and Chelsea High School.

School	Advanced	Proficient	Needs Improvement	Failing	CPI Score
Phoenix Charter Academy	1%	29%	52%	1%	75
Boston Day and Evening Academy	8%	25%	42%	25%	58.3
Chelsea High School	17%	25%	29%	28%	67.6

- **2009-2010 results:** To be added when results are public.

#### Value-Added Measures:

80% will meet or exceed typical growth targets in mathematics skills as indicated by MAP testing measured from fall to spring.

- **2009-2010 results: Is making progress towards meeting goal.** Sixty students had both fall and spring growth data in MAP mathematics testing. Of those 60, 71.7% met or exceeded "typical growth rates". While we didn't achieve our accountability plan goal in our pilot year of MAP testing, certain subgroups did particularly well. 87% of our 10th grade MCAS cohort met or exceeded typical growth rates. 79% of students in Algebra 1 (our lowest level math class) met or exceeded typical growth.

Starting in the Academy's second year, 75% will receive a letter grade of "C" or higher in their math classes by their third quarter of enrollment.

- **2009-2010 results: Has met goal.** 77.8% of students in their third quarter of enrollment or later received a letter grade of "C" or higher in their math classes.

## B. 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 by maintaining an average cash reserve of 60 days and no less than 45 days in the Academy's checking account.

- **2007-2008 Results:** The school met both of these measures during FY08.
- **2008-2009 Results:** The school met both of these measures during FY09.
- **2009-2010 Results: Has met goal.** The school met both of these measures during FY10.

The annual financial audit will show an unqualified opinion and no material weaknesses.

- **2006-2007 Results:** We received an unqualified opinion with two material weaknesses on the FY07 audit. The first material weakness addressed our systems for tracking restricted funds. The second material weakness addressed our accounts receivable tracking systems. We have since rectified both issues and expect to receive no material weaknesses on our upcoming audit of FY08.
- **2007-2008 Results:** We received an unqualified opinion and no material weaknesses on the FY08 audit.
- **2009-2010 Results: Has met goal.** We received an unqualified opinion with no material weaknesses in the latest audit. However, we did respond to a significant deficiency in the audit. This information was shared with the Board of Trustees and the school, in conversation with the auditing firm, developed a new system for reconciling all human resources and payroll documents.

### Board Measures:

The Board will privately fundraise at least 10% of the school's budget annually.

- **2007-2008 Results:** Through individual, corporate and private grants, the school privately raised 7% of its operating income.
- **2008-2009 Results:** Through individuals, corporate donations and private grants, the school privately raised 6.5% of its operating income. In response to the national economic crisis, foundations drastically lowered their grant giving capacity. However, 100% of the foundations that funded Phoenix Charter Academy in previous years continued to do so this year.
- **2009-2010 Results: Has met goal.** Through individuals, corporate donations and private and federal grants, the school privately raised \$410,048.87, which is about 16% of its operating income. 100% of the foundations that funded Phoenix Charter Academy in previous years continued to do so this year. In addition, we received funding from the Verizon Foundation, The Clipper Ship Foundation, and the Cabot Family Charitable Trust. On March 4<sup>th</sup>, 2010, over 200 guests joined us for PCA's First Annual "Ignite the Future" Benefit. Through corporate sponsorships, live and silent auction items, and donations, we raised \$52,000. Furthermore, PCA was recently informed by the Massachusetts Service Alliance that we will receive three years of AmeriCorps funding.

The Board will increase its membership by 2-3 members each year until it reaches 13 members.

- **2007-2008 Results:** The Board added four new members this year representing the fields of foundation development, legal, education and finance. The Board has 7 total members.
- **2008-2009 Results:** The Board added three new members this year representing the fields of business and health care. The Board has 11 total members.

- **2009-2010 Results: Is making progress towards goal.** The Board of Trustees has nine members. The Board of Trustees lost two members this year, and both have remained involved in various projects of the Board. The Board appointed a governance committee and a nominating committee this past spring. The Governance Committee is planning a fall Board retreat where the Board will commit to a self-evaluation process. The Nominating Committee reaches out to prospective members and follows a process to review and appoint them to the Board. Currently the Board has three prospective members and plans to increase the prospect group to 10 by September. The Board has agreed to a goal of 4 new members by December 2010.

The Board will maintain 80% attendance at meetings and will have a quorum at each meeting.

- **2007-2008 Results:** Board meeting participation ranged from 57% to 88% during the year with the later meetings having the highest attendance rate. Board membership increased during the year and the Board Chair and membership committee continue to focus on increased membership as well as increased attendance for 2008-2009.
- **2008-2009 Results:** Board meeting participation ranged from 60% to 100% during the year with January – June 2009 having the highest attendance rate - 86%, on average.
- **2009-2010 Results: Has met goal.** Board meeting participation averaged 86% for the year. The Board is increasing its membership and has updated its Trustee position description so that prospective members are clear about the time commitment and the need for in-person attendance at Trustee and committee meetings.

**GOAL 4: PCA will build and ensure strong and consistent daily attendance by all students.**

Attendance Measures:

Attendance for students in the sub-groups below who have attended PCA for two consecutive quarters will meet the following average daily attendance rates for the year:

	Year 2 Goal	Year 2 Actual	Year 3 Goal	Year 3 Actual	Year 4 Goal	Year 4 Actual	Year 5
Aggregate:	80%	75%	84%	81%	87%	83%	90%
Teen Parents	80%	77%	84%	75%*	87%	77%	90%
IEP/504 students	80%	70%	84%	75%	87%	80%	90%
ELL Students	80%	82%	84%	84%	87%	85%	90%
Court-Involved Youth	80%	68%	84%	76%	87%	76%	90%
Previously truant and re-entering students <i>(These students tend to be 17+ years old, have histories of truancy and fewer than 100 credits accumulated over 2+ years of high school)</i>	80%	65%	84%	73%	87%	75%	90%

\*The attendance rate for teen parents includes maternity leave. Maternity leave ranged from 1 to 3 months.

**2009-2010 Results: Is making progress towards this goal.**

**Discussion**

One of the biggest challenges our school continues to face is daily attendance and attrition. This past year, 96 students transferred from other high schools. 56% report having significant attendance problems before enrolling, and 32% have dropped out of school before attending PCA. While these statistics are daunting, these



are exactly the students we seek to serve. Despite their histories, PCA students have shown that they can rise to higher expectations and be successful. Some students rise to the demands of the long hours, strict rules, heavy workload, and daily attendance, while others do not. We believe we can both improve attendance rates and reduce attrition. It is our ongoing goal to continue to find new ways that improve daily attendance and attrition rates. In the following discussion and analysis, we will analyze the numbers, discuss the outcomes of the 2008-9 action plan, and present our action plan for 2010-11.

**Looking at the numbers:** Phoenix Charter Academy students improved overall attendance by 3% and are getting closer to our year five goal of 90%.

**Aggregate:** For the 2009-2010 school year, PCA had an overall daily attendance rate for students who attended PCA for two consecutive quarters of 83%, increasing our rate by 2% from 2008-2009 school year. As the school evolves, we continue to evolve the methods we use to connect students to school. In addition to extensive phone calling on the part of teachers, fellows and advisors, we added the following components this year as part of PCA's efforts to teach students the importance of regular attendance:

- **Increased extra-curricular opportunities:** The addition of a true athletic program (both Basketball and Track) and many after-school clubs and opportunities, students at PCA found new entry ways to connect to school. A successful homework lab, French club, Yearbook Club, to name a few, helped students see our school as a multi-faceted, complex community. This engaged them further in the day-to-day academics.
- **Increased student support staff:** This school year also brought the addition of a full-time social worker (in our previous year, we had a full-time social worker for only 7 months) and a more comprehensive mental health support system. In order to serve the students our mission seeks to serve, we have built a stronger team of collaterals (both on and off campus) to ensure that students who have mental health, social-emotional or familial struggles can still attend school in a healthy productive way. Next year, this team will increase by two BSW interns and greater numbers of Phoenix Fellows.

**Teen Parents:** As with the aggregated data of the school's entire population, teen parents increased their attendance by 2% in 2009-10. While we have more to do, we have built a stronger foundation that has included improvements on last year's developments. Our teen parents face several obstacles that stand in the way of high attendance rates. We have worked closely with student parents to help them navigate doctor's appointments for their children, voucher/ WIC appointments, create back-up childcare plans when their children get sick, and develop strategies to ensure that they are on time every day to school. Additional efforts have included:

- **Maternity Leave Plans:** Our social worker, along with Phoenix Fellows, has developed a codified way of handling and supporting new parents. This newly-designed plan included weekly home visits and academic supports that were not utilized universally last year.
- **Launch of the health class in 2008-2009**
- **Intensive relationship-building with teenage parents by the PCA Child Development Center Staff**

**IEP/504 Students:** Proudly, we saw a 5% increase in overall attendance for this subgroup. The Director of Academic Support was present at PCA one day per day week to support our Academic Support staff. Further, we increased our Academic Support team by adding a Reading Specialist, who will be full-time this coming school year. Adding additional academic support helps students who struggle with specific academics to be more connected and feel safer at school.

**Court-involved youth:** We did not see an increase in the overall attendance for this subgroup. One reason for this is the amount of "in-court" commitments this population has. This group, more than any others at our school, is constantly mandated to be at meetings and appointments during school hours. We have a new

strategic plan (outlined in “Action Plan”) as to how to combat this while allowing our students to fulfill all court-related obligations.

**Previously Truant:** Like teen parents, this group rose along with the aggregate 2%. Clearly this is not as impressive a growth as last year’s. A further complicating factor, here, is that this group is also heavily court-involved. The roadblocks to good attendance in court-involved youth may affect this subgroup as well. However, we have well-defined goals and actions planned for this group for the upcoming school year.

### ***2008-2009 Action Plan***

Serving students with histories of truancy is central to our mission, and while the daily attendance rates improved this year, we know we can do even better. Below is a list of new strategies that use lessons we’ve learned this year we plan to implement for the 2009-2010 school year.

1. Each quarter, students have a maximum number of absences they are allowed before they lose their spot for that quarter. We plan to lower this maximum number of days allowed absent.

This year we found that even with lowering the total allowed absences, students raised their overall attendance rates. Our students rose to the higher standards and were able to better prioritize school. This is partly true, too, because of our increased and more codified student support systems.

2. We plan to have a new student orientation before the start of school. During this orientation we plan to learn ahead of time some of the students needs before they become issues.

With each enrollment, the orientation process allowed us a better cultural introduction to each student. This allowed for better student support planning and wise choices in terms of academic support where students showed explicit gaps in understanding or skills. For example, students were offered specific reading instruction if their orientation assessments proved a need. For students who had experienced academic failure in the past, this is vital in their connections to school.

3. The implementation of the Phoenix Urban Fellowship Program will increase daily attendance rates. For more information about this program, please see page 27.

The Fellowship program allowed not only another mechanism for community and relationship building, but also allowed for PCA to create an athletic program that increased attendance rates for athletes. Further, having extra personnel to reach out to adult supporters and parents increased the knowledge base of our constituents around policies. This is evidenced in our increased attendance rates overall. We're working on ways for 2010-2011 to collect specific "Fellowship Data" that is explicit in its explanation of how the Fellows' presence has helped (as we did this year with the athletic program).

4. Increase the number of students who meet with our Phoenix Through College Director to plan out their academic years at PCA.

All seniors met several times with both the Phoenix Through College Director and the Phoenix Fellow assigned to help with this process. All seniors were able to increase attendance rates in their final two quarters, and all seniors graduated with concise and clear pathways to college. Each graduate had completed necessary requirements to attend college in the fall before graduation.

5. Dean of Students and Social Worker plan to have beginning of the year meetings with all local probation officers and courts so they are aware of PCA’s hours and rules, and can work together to schedule students court appointments at certain times.

PCA's relationships with the court system is a work in progress. Next year, we will have an intern with this express goal, to better our relationship. However, this year we were able to increase both communication and meetings with court-involved constituencies. As we help students navigate the court system, our increased relationships with both probation officers and other court officials has gotten stronger. Last year's goals were met, though informal, and we are looking forward to formalizing a PCA-court relationship.

#### **2010-2011 Action Plan:**

**Creation of an Attendance Transformation Team:** As part of our newly funded AmeriCorps program, we will create a team to work with highly truant students. The team will include our school social worker, our Dean of Students and Families, and four full-time Fellows. The Dean of Students and Families will identify 15-20 highly truant students each quarter, and the Attendance Transformation Team (ATT) will create individualized attendance plans with students, conduct home visits, and intensively work with students to develop habits to combat truancy and tardiness. This is PCA's biggest investment to date on attendance and retention, and we are looking forward to seeing its impact. As part of the AmeriCorps grant, PCA will maintain detailed inputs (such as hours logged per student) as well as outcomes (such as individual attendance rates) so we can fully measure the impact of the program.

**BSW Interns:** Two social work students will be joining our team to help support students. One of these will be specifically identified and charged with helping court-involved youth to manage their obligations in and outside of school. This person will also be engaged in tightening the relationships the school currently has with court officials at all levels.

**Internal retention plans based on subgroups:** The student support team has developed specific, measurable goals for each subgroup based on last year's attendance. These goals include action plans.

**Enrollment and Attendance Specialist:** This year we will have a full-time Attendance and Enrollment Specialist. She will be charged with all communication with families and management of attendance tracking. Having, maintaining, and communicating about data will all help to increase students' and families' awareness of attendance rates and those rates' affects on student achievement.

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

#### Parent/ Adult-Supporter Satisfaction Measure:

A survey will indicate that 70% of parent respondents respond with an 8 or higher to the question below:

**Question:** On a scale of 1-10, with 10 being the highest score, how satisfied are you with PCA?

- **2007-2008 Results:** 95% of parents and adults supporters said they were either satisfied or highly satisfied with PCA.
- **2008-2009 Results:** 91.1% of parents and adult supporters said they were either satisfied or highly satisfied with PCA.
- **2009-2010 Results: Has met goal.** 97.2% of parents and adult supporters said they were either satisfied or highly satisfied with PCA.

A survey will indicate that 80% of parents and adult supporters rate the quality of teaching and academics at PCA at 8 or above, as they respond to the question below:

**Question:** On a scale of 1-10, how satisfied are you with the teaching and academics at the PCA?

- **2007-2008 Results:** 93% of parents and adult supporters said they were either satisfied or highly satisfied with teaching and academics at PCA.
- **2008-2009 Results:** 86.7% of parents and adult supporters said they were either satisfied or highly satisfied with the teaching and academics at PCA.

- **2009-2010 Results: Has met goal.** 97.2% of parents and adult supporters said they were either satisfied or highly satisfied with the teaching and academics at PCA.

90% or more of PCA students without parents (about 10% of our students) will have an adult supporter who comes to school at least three times during the year to check on the student's progress. These supporters will be recruited from community partner organizations.

- **2007-2008 Results:** 80% of these students had an adult supporter come to school three times during the year to check on their progress.
- **2008-2009 Results:** 13.4% of the 2008-2009 student body had adult supporters. 100% of adult supporters engaged in school-based, home-based or phone meetings with PCA staff during the school year to discuss the students' progress.
- **2009-2010 Results: Has met goal.** 8% of the 2009-2010 student body had adult supporters. 100% of adult supporters engaged in school-based, home-based or phone meetings with PCA staff during the school year to discuss the students' progress.

80% of PCA students will have at least 3 meetings annually with parents or an adult supporter about academic progress and graduation plans.

- **2007-2008 Results:** 108 or 64% of parents or adult supporters of our total of enrolled students engaged in school-based, home-based or phone meetings with PCA staff during the year to discuss student progress towards graduation.
- **2008-2009 Results:** 86.6% of parents or adults supporters of our total of enrolled students engaged in school-based, home-based or phone meetings with PCA staff during the year to discuss students' progress.
- **2009-2010 Results: Has met goal.** With the implementation of the Phoenix Urban Fellowship Program this year, PCA was able to engage 100% of parents or adult supporters of our 2009-2010 student body in school-based, home-based or phone meetings with PCA staff during the year to discuss students' progress. In addition, 41% of parents or adult supporters of our total enrolled students engaged in 3 or more in person school based meetings.

PCA will demonstrate community demand for its services by maintaining a waitlist of at least 25 students for the first two quarters of each school year.

- **2007-2008 Results:** PCA maintained a waiting list of 25 applicants in the first two quarter of the 2007-2008 school year.
- **2008-2009 Results:** PCA had a waitlist of 19 students during the first quarter, 35 students during the second quarter of this school year, and 34 on the waitlist over the summer.
- **2009-2010 Results: Has met goal.** PCA had a waitlist of 42 during the first quarter, 33 students during the second quarter this year, and 42 on the waitlist over the summer.

## Discussion

Phoenix Charter Academy's mission is to serve nontraditional students who are looking for a second, third, or even fourth chance at a high school diploma. Many of these students have histories of dropping out of school and/or being significantly truant. In order to reach these students, PCAs school year is broken into four independent quarters which allows students to enroll or re-enroll in PCA at least four different points throughout the year. Some students who enroll quickly discover PCA is not the right place for them. Other students find that the acclimation to PCA culture takes them 2 quarters, or more. Usually this involves building relationships and comfortable, successful habits. Because of this, PCA has up to eight lotteries per year whereas most charter schools have just one. In addition, because of the struggles and truancy of our target

population, we “over accept” students. For example, if we only have 50 spots, we will accept as many as 70, knowing that not all these students will be ready for the rigors of PCA. This also allows us to maximize our efforts on a population that is ready for academic success.

***GOAL 6: PCA will retain effective instructional staff.***

PCA will retain at least 75% of the staff we wish to rehire on a year-to-year basis.

- **2007-2008 Results:** 100% of the staff Phoenix Charter Academy wished to retain from the 2007-2008 school year (12 out of 18 staff members) are returning for the 2008-2009 school year.
- **2008-2009 Results:** 100% of the staff Phoenix Charter Academy wished to retain from the 2008-2009 school year are returning for the 2009-2010 school year.
- **2009-2010 Results: Has met goal.** 92% of the staff Phoenix Charter Academy wished to retain from the 2009-2010 school year are returning for the 2010-2011 school year. Staff who left moved across the country. No staff left for jobs at other local charter schools.

**C. FAITHFULNESS TO CHARTER — IS THE SCHOOL FAITHFUL TO THE  
TERMS OF THE CHARTER?**

*The Mission of Phoenix Charter Academy is to close the achievement gap that exists between academically underperforming, at-risk, and out-of-school teenagers in Chelsea, Revere, and Lynn, and their academically successful peers.*

***GOAL 7: PCA will ensure that it serves its target student population (students 2-3 grade levels behind, students who dropped out of school, pregnant or parenting teens, court involved teens, and immigrant students).***

Student Recruitment:

Annual outreach (3+ times each year) will include conversations, meetings and follow-up with the following agencies and organizations:

- MA Department of Youth Services; MA Department of Social Services; Boston, Chelsea, and Lynn Juvenile Probation Offices, the courts and local police departments.
- Chelsea and Revere district schools truancy officers, guidance counselors, and other program staff.
- Street outreach organizations such as Roca, Inc., the Lynn and Chelsea Boys and Girls Clubs, and My Turn.

At least 40 applications in our first two years, 60 applications in our third year, and 80 applications in subsequent years will come from contacts at community organizations that serve the same youth.

- **2006-2007 Results:** 67 applicants came to PCA via local Jordan Boys and Girls Clubs, Roca, Inc., and the Department of Social Services, Harbor Area Office.
- **2007-2008 Results:** 69 applicants came to PCA through local community based organization referrals.
- **2008-2009 Results:** 78 applicants came to PCA through local community based organization referrals.
- **2009-2010 Results: Has met goal.** 104 new applicants came to PCA this year through local community based organization referrals.

***GOAL 8: PCA students will make healthy, informed decisions that support their educational advancement as they prepare for college admissions and other post-secondary educational options.***

*100% of PCA students will create a graduation plan, and select their own courses each quarter based on their academic needs.*

- **2007-2008 Results:** Approximately 65% of students created a graduation plan while 100% selected their own courses each quarter.
- **2008-2009 Results:** 100% of students created an individualized graduation plan during the year and 100% of students selected their own courses each quarter based on their academic needs.
- **2009-2010 Results: Has met goal.** 100% of students created an individualized graduation plan during the year and 100% of students selected their own humanities and short block courses each quarter based on their academic needs.

*100% of graduating PCA students will apply to and be accepted by a post-secondary education program.*

- **2007-2008 Results:** Of the six graduating students, 100% applied to and were accepted by post-secondary education programs.
- **2008-2009 Results:** Of the thirteen graduating students, 100% applied to and were accepted by post-secondary education programs.
- **2009-2010 Results: Has met goal.** Of the twenty graduating students, 100% applied to and were accepted by post-secondary education programs.

*60% of enrolled students will voluntarily choose to participate in PCA's summer school, leadership, internships, Saturday programs, and/or training opportunities.*

- **2007-2008 Results:** Over 70% of students enrolled at PCA participated in our 2007 Summer Institute, Saturday MCAS Prep Class, Wednesday Career Prep Class or school work programs.
- **2008-2009 Results:** Approximately 70% of students enrolled at PCA voluntarily participated in 2009 Summer Academy, Friday MCAS Tutoring Program, Student Leadership Council, school work programs, PCA Basketball Team, Wellness Committee and local internships.
- **2009-2010 Results: Has met goal.** 68% of all students enrolled at PCA during the 2009-2010 school year voluntarily participated in 2010 Summer Academy, Friday MCAS Tutoring Program, Student Leadership Council, PCA Athletics, Wellness Committee, Homework Club, Student Events Committee, local internships and volunteer opportunities, or PCA clubs and organizations.

Starting in PCA's 4<sup>th</sup> year, 65% of those PCA students who enroll in a post-secondary education program will still be enrolled after 2 semesters.

- **2009-2010 Results: Has met goal.** 67% of students who graduated in the class of 2008 have either graduated or are still enrolled in a post-secondary education program. 69% of the students who graduated in the class of 2009 are still enrolled in college or a post-secondary education program. 70% of our 2010 graduates have already enrolled to start college or other a post-secondary education for fall 2010.

## Discussion

PCA's first graduates started college in the fall of 2008. In the past two years, we have seen both the number of graduates grow and the need to more significantly address and expand services for PCA graduates entering college. According to the Brookings Institute, only 11% of high school graduates who come from families in the lowest 5th percentile of income actually remain in college and graduate. With an average of 68% of our first two graduating classes still in school, the PTC portion of Phoenix's mission and practice is on track. However, it is not good enough. We endeavor to put 100% of our graduates through college graduation.

According to informal surveys of our graduates, challenges include: immigration and financial challenges, difficulty with college level work and managing the freedom of a college schedule after so much

structure at PCA, and successfully navigating the worlds of enrollment, financial aid and the registrar. Additionally, many of our graduates who have struggled have reached out to PCA for help to late in the process.

Action steps for 2010-11 and PCA's next five years include:

- Developing the pathway to college so that students understand the expectation for college entry and a plan to get there upon enrollment at PCA instead of 1-2 years before graduation.
- Institutionalizing the graduation plan and pathways systems with regular check-ins with the College Services Director and Senior Fellow annually.
- Creation of a College Mentoring Program (using local college student volunteers) to ensure that our students have role models in college and a clear vision of what college life entails.
- Increased partnerships with local colleges and universities so that PCA is more widely known in the higher education world.
- Increased regular follow up with both graduates and also families of graduates so that PCA is consistently informed of highlights and struggles in real time.
- Creation of an Alumni Coordinator position and Alumni website to ensure that graduates will stay connected to PCA's alumni services
- Increased relationship building and follow up with Deans of Students, registrars and financial aid staff at colleges so that interventions can be quicker and easier.
- Increased understanding on the part of the potential graduates in their final year of PCA about the support systems that exist in local two and four year colleges.
- Regular attendance and curricular oversight of the Director of College Services in departmental, instructional leadership team and professional development where academic goals and objectives are defined and planned out.

## V. Dissemination

PCA is currently developing three areas of the school as models for possible dissemination in other schools and programs. These include:

- I. Use of full time tutors for MCAS preparation for older students who have not taken or passed the MCAS in the past.
- II. Developing a web of support for each student, regardless of whether the student has a parent or not, and creating consistent, sustainable relationships with each students supporters. Supporters include parents but also social service agency workers, case managers, probation officers and youth workers.
- III. Use of support practices such as circling back, debriefing, and differentiation to keep students engaged in classes and coming to school after periods of truancy. These practices are instrumental in reaching students that are disconnected from school who lack any success stories about school.

PCA has a long and positive relationship with the Chelsea and Revere Public School systems. Both systems reach out to the school for support primarily with behaviorally challenged students but also for any high school student that is not succeeding in the district system. This year our partnership has taken a more active role. The Superintendents of both districts have worked with PCA staff to develop two off site, in house tutoring programs using PCA Urban Fellows in the school districts. Both programs will start in October and are funded through the three-year AmeriCorps grant PCA secured in June.



In Chelsea, PCA fellows will be working with Chelsea middle school students who have not yet passed the MCAS exam. PCA will also share its curriculum. In Revere, PCA Fellows will be working with the Seacoast Alternative High School. Seacoast has asked PCA to help them reach and retain their growing number of 14 and 15 year old students who have been unable to pass the sixth grade. Fellows will work with them every morning on math and reading skills and will be developing a curriculum for these Revere students with the Seacoast staff.

In the next two years with a good evaluation system in place, we hope that PCA will be able to write about its experience using full time tutors to increase the skills of students in multiple public school environments. We also hope that with success in the tutoring area, more schools will be interested in hearing about additional models of student support, as described above.

## VI. Data Section

INSTRUCTIONAL TIME:	
Total number of instructional days for the 2009-10 school year	188
First and last day of the 2009-10 school year	First Day: Tuesday, August 25, 2009 Last Day: Wednesday, June 23, 2010
Length of school day (please note if schedule varies throughout the week or the year)	Monday – Thursday: 8 hours Friday: 4 hours

STUDENT ENROLLMENT INFORMATION:	
Number of students who completed the 2008-09 school year but did not reenroll for the 2009-10 school year (excluding graduates)	17
Total number of students enrolled as of October 1, 2009	164
Total number of students who enrolled during the 2009-10 school year after October 1, 2009	75
Total number of students who left during the 2009-10 school year after October 1, 2009	130
Total number of students enrolled as of the June 30, 2010 SIMS submission	104
Number of students who graduated at the end of the 2009-10 school year	20
Number of students on the waitlist as of June 30, 2010	84*

\*As explained earlier on page 26, PCA defines waitlist as the number of students who have applied to the school. In March 2010, PCA held its first lottery for Session 1 of the 2010-2011 school year. 36 students had applied to PCA at this point and were offered spots. 29 accepted these spots. In June, PCA held its second lottery and offered spots to the 48 students that had applied to PCA during this time period. 36 of these applicants accepted spots. Therefore, as of June 30, 2010, there were 84 students who had applied to PCA and on our waitlist.

**In addition to completing the table above, please provide a summary of the reasons for all student departures (excluding graduation).**

Reason for Departure	Number of Students
Expelled	2
Transferred to other schools	41
GED	14
Plan on returning to PCA in Fall 2010	33
Moved	2
In Jail	2
Job Corp	4
Left PCA to work to support family	6
Dropped out	32

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION (for students enrolled as of the June 2010 SIMS submission)		
Race/Ethnicity	# of students	% of entire student body
African-American	25	24%
Asian	1	1%
Hispanic	64	61%
Native American	0	0%

White	12	12%
Native Hawaiian, Pacific Islander	1	1%
Multi-race, non-Hispanic	1	1%
Special education	14	13%
Limited English proficient	13	13%
Low income	86	83%

ADMINISTRATIVE ROSTER FOR THE 2009-10 SCHOOL YEAR			
Title	Brief Job Description	Start date	End date (if no longer employed at the school)
Executive Director	School Leader	8/1/05	
Business and Operations Manager	Oversees facility and day to day school operations	7/1/09	
Principal	Instructional Leader	8/1/07	6/30/10
Development Associate	Grant Writer	7/15/08	
Receptionist	Front Office Clerical Worker	8/4/09	6/30/10
Director of Assessment	Manage internal and external academic assessment	1/1/09	
Director of College Services	Oversees graduation plans, preparing students for college, and the Phoenix Urban Fellowship Program	7/1/08	

Please see Phoenix Charter Academy's 2009-2010 organizational chart in the attachments section.

TEACHERS AND STAFF ATTRITION FOR THE 2009-10 SCHOOL YEAR			
	Number as of the last day of the 2009-10 school year	Departures during the 2009-10 school year	Departures at the end of the school year
Teachers	15	1*	4***
Other Staff	12	1**	1****

**In addition to completing this table, please provide a summary of the reasons for teacher and staff departures.**

\* One of our Humanities teacher left half way through for a non-charter school position.

\*\* Our school nurse left half way through the year because she moved out of state. .

\*\*\* Two teachers left for non-charter school positions. Two moved out of state.

\*\*\*\* Our Principal left because she moved out of state.

BOARD MEMBERS FOR THE 2009-10 SCHOOL YEAR				
Name	Position on the Board	Committee affiliation(s)	Area of expertise and/or additional role at school (parent, staff member, etc.)	- Number of terms served - Length of each term, including date of election and expiration
Dr. Edward F. McDonough III	Board Chair	Membership Committee	Organization Development and Leadership	3 terms 2/12/05 to present
Mr. Nicholas Hofer	Treasurer	Finance Committee	Business and Finance	3 terms 2/12/05 to present
Mr. Neil S. Cohen	Trustee	Real Estate Task	Legal	2 term

		Force, Development Committee		5/21/08 to present
Mr. Jim Nicoletti	Trustee	Real Estate Task Force	Real Estate	2 term 6/1/09 to present
Mrs. Colette L. Stanzler	Trustee	Development Committee	Non-profit organizations	2 term 8/30/07 to present
Mr. Greg Susco	Trustee	Development Committee	Insurance	2 term 1/1/07 to present
Mrs. Joan O. Gallant	Trustee	Development Committee	Fundraising	2 term 6/27/08 to present
Mr. Manuel Lopes	Trustee		Health Care	6/11/09 to 5/30/10
Mr. Patrick Monkiewicz	Trustee	Development Committee	Business	1 term 6/11/09 to present
Mrs. Beth Anderson	Ex-Officio	All Committees	Education	2 terms 2/12/05 to present

## VII. Attachments

### Unaudited FY10 Statement of Revenues, Expenses, and Changes in Net Assets (Income Statement)

#### Phoenix Charter Academy Profit & Loss July 2009 - June 2010

Income		
Tuition		2,163,722.00
Federal and State Entitlements and Grants		315,952.25
Fundraising and Grants		123,434.86
Nutrition Income		14,660.42
Other Income		165,331.24
Total Income	\$	2,783,100.77
Gross Profit	\$	2,783,100.77
Expenses		
Salaries, Benefits, and Taxes		1,728,209.65
Student Services		62,159.53
Nutrition Services		39,073.34
Instructional Services		131,093.23
Facilities and Equipment		357,238.12
Operations		180,507.78
Special Programs- Urban Fellows		31,570.22
Total Expenses	\$	2,529,851.87
Net Operating Income	\$	253,248.90
Other Expenses	\$	111,416.39
Net Income	\$	141,832.51

# Phoenix Charter Academy

## Balance Sheet

As of June 30, 2010

### ASSETS

#### Current Assets

Cash	\$	608,950.94
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Accounts Receivable	\$	4,352.00
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Other Current Assets	\$	115,564.74
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Total Current Assets	\$	728,867.68
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Fixed Assets, net	\$	481,477.93
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Other Assets	\$	2,670.35
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TOTAL ASSETS	\$	1,213,015.96
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### LIABILITIES AND EQUITY

#### Liabilities

Accounts Payable	\$	16,477.49
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Other Current Liabilities	\$	62,804.85
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Total Liabilities	\$	79,282.34
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Equity	\$	1,133,733.62
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TOTAL LIABILITIES AND EQUITY	\$	1,213,015.96
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FY11 School Budget		
Fiscal Year 2010 Statement of Revenues, Expenses and Changes in Net Assets (Income Statement), Unaudited, and Fiscal Year 2011 Proposed School Budget		
	Unaudited FY 2010	Projected FY 2011
<b>I. Revenue</b>		
State Funded Tuition	\$ 2,163,722.00	\$ 2,152,823.50
Government Grants and Entitlements	\$ 288,682.11	\$ 420,389.80
Private Funds	\$ 123,434.86	\$ 182,000.00
MA Health Reimbursements	\$ 27,270.14	\$ 24,500.00
Breakfast & Lunch Collections and Reimbursements	\$ 14,660.42	\$ 16,500.00
Investment and Rental Income	\$ 25,255.05	\$ 25,100.00
Child Care Reimbursement and Revenue	\$ 140,076.19	\$ 122,500.00
Total Revenue	\$ 2,783,100.77	\$ 2,943,813.30
<b>II. Expenditures</b>		
<b>Salaries</b>		
Administrative	\$ 265,650.16	\$ 364,530.75
Instructional	\$ 1,001,252.26	\$ 1,065,319.72
Daycare	\$ 96,920.55	\$ 109,500.00
Urban Fellows	\$ 140,250.00	\$ 192,500.00
Summer Academy	\$ 13,700.00	\$ 4,000.00
Total Salaries	\$ 1,517,772.97	\$ 1,735,850.47
<b>Benefits</b>		
Medical, Dental, Disability, Life Insurance, Worker's Comp., and MTRS	\$ 132,309.03	\$ 232,365.82
Payroll taxes	\$ 78,127.65	\$ 42,747.84
Total Benefits	\$ 210,436.68	\$ 275,113.65
<b>Student Services</b>		
Child Care Center and Health Services Materials	\$ 6,574.54	\$ 6,500.00
Student Transportation and Athletic Services	\$ 35,150.35	\$ 36,500.00
Uniforms and Student Groups	\$ 20,434.64	\$ 16,600.00
Nutrition Services	\$ 39,073.34	\$ 38,000.00
Total Student Services	\$ 101,232.87	\$ 97,600.00
<b>Instructional Services</b>		
Professional Development	\$ 20,413.49	\$ 39,000.00
Instructional Supplies & Materials	\$ 42,370.42	\$ 37,000.00
PD Supplies and Materials	\$ 7,715.04	\$ 7,000.00
Standardized Testing, Wellness and Appreciation	\$ 11,833.70	\$ 9,500.00
Special Education	\$ 48,760.58	\$ 51,500.00
Total Instructional Services	\$ 131,093.23	\$ 144,000.00
<b>Facilities and Equipment</b>		
Rent	228,077.71	240,000.00
Maintenance Buildings & Grounds	63,554.01	54,071.50
Utilities, Equipment Rental and Maintenance	65,606.40	57,152.04
Total Facilities and Equipment	357,238.12	351,223.54
<b>Operations</b>		
Business, Financial, HR, and Legal Services	\$ 80,193.47	\$ 65,725.00
Dues, Licenses & Subscription	\$ 6,680.68	\$ 6,050.00
Office Supplies, IT, Travel, Advertising, Recruitment, Insurance, Fundraising	\$ 93,633.63	\$ 84,077.70
Urban Fellows Expenses	\$ 31,570.22	\$ 74,480.00
Total Operations	\$ 212,078.00	\$ 230,332.70
<b>Other Revenues and Expenditures</b>		
Other Income	0.00	-10,000.00
Depreciation Expense	111,416.39	109,202.00
Total Other Revenues and Expenditures	111,416.39	99,202.00
Total Revenues	\$ 2,783,100.77	\$ 2,943,813.30
Total Expenditures	\$ 2,529,851.87	\$ 2,834,120.36
Balance	141,832.51	10,490.94



### **FY11 Capital Plan**

PCA has already spent a considerable amount of time and resources preparing our current space for its current use. In August of 2008, we spent approximately \$350,000 renovating the space for use as a high school. In 2009, we added a science lab to the building. This summer we are converting one classroom into four offices to accommodate counseling and office needs of the expanded staff.

We view 59 Nichols Street as our permanent home. We have asked our landlord, the Roman Catholic Archdiocese of Boston to consider allowing us to purchase this building. However, this is currently not an option for them and we have a very good landlord/ tenant relationship. Our lease will renew in 2011 for an additional five-year charter.

# Phoenix Charter Academy 2009-2010 Organizational Chart

