
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Charter Annual Report **Tuesday, October 09, 2007**

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SECTION I. EXECUTIVE SUMMARY

Organization Description

City Charter High School (City High), located in the New Clark Building in downtown Pittsburgh, has just completed its fifth year of operation. City High was granted a five year charter from the

Pittsburgh Public Schools encompassing the school years 2002 — 2007. A charter renewal has been approved encompassing the school years 2007 — 2012. Funding for the school comes from the home school district tuition payments of its students. In addition, City Charter High School has received substantial foundation support from the Heinz Endowments, the Grable Foundation and the Richard King Mellon Foundation. The grants have provided for startup funding as well as an ongoing independent evaluation of the school. EDSYS, Inc., a 501 (c)(3) non-profit corporation, dba City Charter High School has a nine-member Board of Trustees that meets monthly.

During the 2006 — 2007 school year, City High served approximately 500 ninth, tenth, eleventh and twelfth grade students. 80% of the students attending City High are from the Pittsburgh School district and the rest from 21 surrounding suburban districts. A majority of the students previously attended their assigned neighborhood public schools. A significant number of students attended other charter schools, magnets, parochial or private schools. The demographics of the student population as of June 2007 were: White Males (21.6%), White Females (20.4%), African-American Males (24.4%) and African-American Females (31.5%). Approximately 2.1% of the student body fell into the Other category. Approximately 60% of the students are eligible for free and reduced lunch. 56 special education students were enrolled during the year.

City Charter High School is a model 21st century high school that dramatically alters traditional learning environments. The school design is based on educational best practices, industry and academic partnerships, organizational innovations and technological advances. The school differs from traditional comprehensive public high schools in its academic program, workforce orientation and organizational structure.

Academically the school offers a rigorous program with students taking four years of Mathematics, Science, English Language Arts, Social Studies and Research. Traditional content areas are grouped into four clusters — Scientific Literacy (Mathematics and Sciences), Cultural Literacy (Reading, Writing, Listening, Speaking, Arts and Humanities, Social Studies, World Languages), Work-skills Literacy (Career Education, Business Education, Computer Applications and Multimedia Technologies) and Wellness Literacy (Health, Safety and Physical Education). Clustering the curriculum provides opportunities for interdisciplinary instruction.

An extended school day and year supports project-based learning. Exemplary instructional materials are chosen based on their interdisciplinary and project-based orientation. Each student and staff member has a laptop computer and access to resources from both home and school. The school provides a wireless networked environment with high speed Internet access. Instruction is student-centered, thrusting the teacher into the role of facilitator and assessor. Annual standardized assessments require students to articulate their understanding and mastery of a topic both orally and in writing.

City Charter High School takes advantage of the rich community resources available in Pittsburgh's downtown area. The school uses the downtown Carnegie Library. All students are provided with a membership in the Downtown YMCA. Field trips to downtown museums, theaters, corporations and non-profits are commonplace.

The workforce orientation of the school is unique. City Charter High School partners with local companies, universities and community organizations to implement a program of study that provides students with a 13 week, 130 hour workplace internships. Students participate in industry certification programs, become proficient with information technologies and take courses at local colleges/universities. Each student has a plan of study that aligns his or her academic experience with career opportunities.

Finally, the school is a model for innovative organizational structures such as extended days, year-round schooling, student and teacher continuity, new funding mechanisms to support school-based research and industry partnerships. Also, City Charter High School has a

master/expert/journeyman/apprentice teacher support model and a staff development program that insures long-term stability and teacher excellence. Lastly, the school is housed in a physical plant that reflects the 21st century world of work.

Core Purpose

Mission

The MISSION of City Charter High School, a technology infused public school, is to graduate students who are academically, technologically, personally and socially prepared to succeed in post-secondary education or training. Using a team approach, City High cultivates a safe, supportive and academically rigorous environment by recognizing and nurturing individual talents, needs and skills.

Vision

City Charter High School's vision is incorporated into its Mission Statement and Shared Values.

Shared Values

Individual responsibility for learning. Academic success is dependent on students taking an active role in their learning.

Continuous challenge. A curriculum constructed with multiple levels of challenge and aligned to the Pennsylvania Standards best meets the academic needs of individual students.

Connections to the real world. Career focused curriculum and related experiences convince students that what they do at City High impacts their future.

Personal Academic Connections. Success relies strongly on each student feeling connected to one or more adults at City High.

Safe and caring environment. A safe and caring environment — physical, emotional, intellectual — is essential to active classroom engagement.

Collaboration. A student's ability to collaborate is essential in today's work environment.

Academic Standards

City Charter High School Graduation Requirements

I. SUCCESSFULLY COMPLETES COURSE REQUIREMENTS

II. ACHIEVES ACADEMIC STANDARDS AS DEMONSTRATED BY:

1. Proficiency on the PSSA Exams; and/or
2. Proficiency on the New Standards Reference Exams; and/or
3. Proficiency on the CCHS Standards Examinations

III. SUCCESSFULLY COMPLETES INTERNSHIP

IV. SUCCESSFULLY COMPLETES GRADUATION PROJECT

Rubric for Evaluation of Student Work	
A	Graduation with Distinction: The student has achieved the learning standards at the ADVANCED level. They have demonstrated unusual depth and breadth of understanding and are performing with distinction.
B	Graduation with Proficiency: The student has achieved the learning standards at the PROFICIENT level. They are performing at a level consistent with that expected by the Pennsylvania Department of Education.
C	General Graduation: The student has nearly achieved the learning standards at the Proficient level. The student needs to improve in some area of knowledge or process in order to graduate with the Seal of Proficiency.
D	Does not Graduate: The student needs significant improvement before they reach proficiency on the learning standards. If they remain at this level, they will not be able to graduate.
E	Does not Graduate: The student has not engaged in the learning process.

PA§ 4.24. High school graduation requirements.

a) Each school district (including charter schools) shall specify requirements for graduation in the strategic plan under §

4.13 (relating to strategic planning). Requirements shall include course completion and grades, completion of a culminating project, and results of local assessments aligned with the academic standards. Beginning in the 2002-3 school year students shall demonstrate proficiency in reading, writing and mathematics on either the State assessments administered in grade 11 or 12 or local assessment aligned with academic standards and State assessments under §

4.52 (relating to local assessment system) at the proficient level or better in order to graduate. The purpose of the culminating project is to assure that students are able to apply, analyze, synthesize and evaluate information and communicate significant knowledge and understanding.

b) Beginning in the 2002-3 school year, students who attain a score at the proficient level or better on State assessments in reading, writing and mathematics administered in grade 11 or 12 shall be granted a Pennsylvania Seal of Proficiency. Students with disabilities who meet the required proficiency level on State assessments with appropriate accommodations shall be granted a Pennsylvania Seal of Proficiency.

c) Beginning in the 2002-3 school year, students who attain a score at the advanced level of proficiency on State assessments in reading, writing and mathematics administered in grade 11 or 12 shall be granted a Pennsylvania Seal of Distinction. Students with disabilities who meet the required proficiency level on

State assessments with appropriate accommodations shall be granted a Pennsylvania Seal of Distinction.

d) State Seals of Proficiency or Distinction shall be affixed to diplomas and noted on student transcripts.

e) Each school district (including charter schools) shall describe in its strategic plan under § 4.13 how its planned instruction is designed to prepare students to meet the requirements of subsection (a).

f) Children with disabilities who satisfactorily complete a special education program developed by an Individualized Education Program team under the Individuals with Disabilities Education Act and this part shall be granted and issued a regular high school diploma by the school district of residence. This subsection applies if the special education program of a child with a disability does not otherwise meet all requirements of this chapter. Children with disabilities who meet the required proficiency level on State assessments shall be granted the appropriate Seal of Proficiency or Distinction.

Strengths and Challenges

STRENGTHS

(1) Student-centered school design

Based on five years of data collection (including annual student, faculty, and parent surveys, analysis of grades, attendance, and assessment data, and intensive case studies tracing the academic development of individual students in the first graduating class), the school's evaluation team believes that the following are the strengths of City High's model. By strengths we mean the elements that most differentiate City High from a traditional high school and that most contribute to student success:

- a) Student/faculty cohorts stay together for 4-year cycle
- b) Year-round calendar and longer school day
- c) Solid grounding in research and presentation skills, culminating in senior project
- d) Career preparation with workplace visits, career investigation, mentoring, and a 130+ hour internship in the selected field
- e) Technology integration in academic subjects; instruction in advanced technology
- f) Untracked curriculum: all students participate in the same rigorous academic classes, with opportunities for extra support and challenge as needed
- g) Student-centered instructional approach: extensive use of project-based and other interactive and investigational forms of learning. Students are rarely sitting and listening- they are doing.

(2) Culture of rigor balanced with relationships

The design elements cited above enable a culture which balances challenging expectations with supportive, caring relationships. The cohort model is particularly crucial, allowing faculty to know each learner extremely well and both challenge and support them based on that specific knowledge of their capabilities. Our research shows steady increases in both the level of classroom challenge and the sense of trust and caring experienced by students the longer they are at City High.

(3) Student ownership of learning

The City High experience supports what research (particularly in Gates Foundation supported schools) has demonstrated: in an environment that balances rigor with relationships, students take ownership of their own learning, the underpinning for success. Both teacher ratings and students own attitudes and actions demonstrate increasing ownership over their own learning as they advance through City High.

(4) Student success:

To measure success in achieving its mission and living its values, City High uses a multi-dimensional indicator framework. After graduating its second class in 2007, these are some of their outcomes:

Academic Achievement

- Met AYP in overall and subgroup goals on the 2007 PSSA in math, reading, and writing.
- Consistently meets or exceeds national norms on the rigorous New Standards examination.
- Show consistent improvement on annual assessments (Explore/PLAN/ACT) from the American College Testing service.

Workforce Skills

- 95 members of the senior class had 195 Microsoft Office Specialist certifications, a valuable workplace credential
- All graduating seniors successfully completed an internship of 130+ hours.
- 96% of workplace mentors rated student internship performance as excellent or above average.

Transitions

- 91.18% graduation rate for the 2006 graduating class. (2007 data not yet available)
- 86 out of 92 graduating seniors were accepted into a 4 year, 2 year, or tech programs.
- Student ratings of their preparation for college, ability to use technology, and developing clear career goals and workplace skills exceeded national averages

Parent Satisfaction

- 89% of surveyed parents gave City High an overall grade of A or B (national average is 69%)

AREAS NEEDING IMPROVEMENT

City High uses data to identify areas for improvement and target resources and staff development. Areas of current focus include:

Building the buy-in of all students, but especially 9th graders, to the school's academic culture: City High's approach demands that students take increased ownership of their own learning, a challenging transition for many students. Our ability to move 9th graders to 10th grade is improving, but continues to be an area of concern.

Continuous Improvement in Student Achievement: City High serves students of all test score quartiles in the same classrooms. Teachers at City High must work to create access to a challenging curriculum for struggling students while continuing to stretch stronger students. Differentiated Instruction is a key element that needs to be promoted and improved upon. Professional development in this area is key.

Independent Learners: Independent Learning is an overall school goal that is manifested in each classroom in all content areas. City High defines Independent Learners as *students who demonstrate the ability to deconstruct tasks, organize tasks (time management, resource management, framework development) and complete tasks without the direct oversight of a teacher. The student must demonstrate that he/she is self-directed, self-monitoring and self-reflective.* Current data, both from student grades and anecdotal evidence, indicates that City High students excel in their classrooms when monitored by caring educators. However, student performance on independent learning tasks needs much improvement.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

City Charter High School had a parallel strategic planning process this past year. In the past year, the school applied for and received a five-year charter renewal from the Pittsburgh Public Schools (PPS). The school also completed a self-analysis and strategic plan that was submitted to the Middle States Association (MSA). After a site visit by a Middle States validation team, the school was given a recommendation for approval by the team. Thus City High's strategic planning process was comprehensive and validated by both PPS and MSA. The outline of the process follows.

Date	PPS Re-Chartering	MSA Accreditation
Feb, 2006		Application Fee submitted Application for Candidacy submitted
May, 2006		Obtain intern to help manage the MSA process
May, 2006		CCHS accepted as a Candidate for Accreditation by CSS-MSA
June, 2006	Create MSA committee with teachers, administrators, parents, community members and board members. Create Planning Committee	
July, 2006	Send planning committee to PA Governor's Institute — Getting Results: PA roadmap for school improvement planning. Analyze the original charter, survey data and "school report card." Determine any changes (if any) that	

	should be considered in the mission statement or statement of beliefs. Create 2-4 Measurable Student Performance Objectives that address gaps in student achievement.	
July, 2006	Write the annual report.	Meet with the Middle States committee on July 25. Reach consensus on mission, statement of beliefs and objectives. Create subcommittees.
August, 2006	August 1: Turn in annual report to PDE August 15: Turn in annual report and letter of intent to renew charter to PPS	Subcommittees meet August 24.
Sept, 2006	Sept. 15: PPS requests additional information necessary for re-chartering. CCHS provides the information.	Subcommittees meet September 15.
October, 2006	Preliminary Board Hearing on PPS rechartering.	Subcommittees meet October 20.
Nov, 2006	PPS Board Approves City Charter High School charter through 2012.	Subcommittees meet November 17.
Dec, 2006		Subcommittees meet December 5.
Jan, 2007		Subcommittees meet January 19.
Feb, 2007		Action Plans Completed — Middle States Action Plan Finalized and submitted to CSS-MSA
March, 2007		Site Visit — Week of March 5, 2007 MSA Validation Team “will be pleased to recommend the accreditation for City Charter High School.”

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Angela Welch	City Charter High School	Secondary School Teacher	Richard Wertheimer
Casey Wilds	City Charter High School	Secondary School Teacher	Richard Wertheimer
Catherine Nelson	Consultant		Richard Wertheimer
Chad Rucker	City Charter High School	Secondary School Teacher	Richard Wertheimer
Cristine Watson	City Charter High School	Secondary School Teacher	Richard Wertheimer
Darlene Terry	PCTV	Business Representative	Richard Wertheimer
Devlyn Brooks	City Charter High School		Richard Wertheimer

Donna Schwartz	City Charter High School	Secondary School Teacher	Richard Wertheimer
Fiore Londino	City Charter High School	Board Member	Richard Wertheimer
Jackie Perhach	City Charter High School		Richard Wertheimer
Jennifer White	City Charter High School	Secondary School Teacher	Richard Wertheimer
Judith Hallinen	City Charter High School	Board Member	Richard Wertheimer
Karl Ohrman	Coordinated Financial Services	Business Representative	Richard Wertheimer
Katina Lee	City Charter High School	Parent	Richard Wertheimer
Ken Kaleida	City Charter High School	Ed Specialist - School Counselor	Richard Wertheimer
Linda Savido	City Charter High School	Secondary School Teacher	Richard Wertheimer
Logan Lockhart	City Charter High School		Richard Wertheimer
Lou Tamler	City Charter High School	Secondary School Teacher	Richard Wertheimer
Mario Zinga	City Charter High School	Administrator	Richard Wertheimer
Mary King	City Charter High School	Secondary School Teacher	Richard Wertheimer
Maxine Klimasara	City Charter High School	Administrator	Richard Wertheimer
Mike Klanica	City Charter High School	Secondary School Teacher	Richard Wertheimer
Negar Altieri	City Charter High School		Richard Wertheimer
Patrice Johnson	City Charter High School	Administrator	Richard Wertheimer
Richard Wertheimer	City Charter High School	Administrator	Richard Wertheimer
Ryan Oliver	City Charter High School	Secondary School Teacher	Richard Wertheimer

Goals, Strategies and Activities

Goal: CREATING INDEPENDENT LEARNERS

Description: By the year 2014, 90% of (students) at City Charter High School will demonstrate independent learning skills as measured by the attached performance criteria. Each criteria represents a key independent learning activity in the City Charter High School academic program.

Strategy: Modifying Curriculum, Programming and Procedures

Description: An effective strategy for meeting the goals laid out by the City Charter High School Middle States subcommittee, charged with creating independent learners, will be to develop aligned action plans in each content area. City High defines Independent Learners as students

who demonstrate the ability to deconstruct tasks, organize tasks (time management, resource management, framework development) and complete tasks without the direct oversight of a teacher. The student must demonstrate that he/she is self-directed, self-monitoring and self-reflective.

This objective, and this accompanying action plan, builds on four years of data analysis of students' abilities to successfully manage independent learning tasks (especially student's graduation projects). Early attempts suggest that all subject areas need to scaffold independent learning over a student's four year City High career. Thus most of the activities in the action plan pertain to modifications in curriculum to allow for scaffolding of independent learning. All content areas will use a common rubric to focus students on what are the elements to successfully working independently.

Activities:

Activity	Description	
Career Research - Internship	1. Develop consistent internship policies and enforcement. 2. Inform staff and students of policies 3. Provide online Dashboard feedback on internship progress 4. Reduce scheduling constraints 5. Better evaluate potential "at risk" internships 6. Decrease miscommunication 7. Establish procedures for terminating internships	
Person Responsible	Timeline for Implementation	Resources
Mario Zinga	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Electronic Portfolio	1. Develop Common Rubric 2. Create Portfolio concept and share w/ faculty 3. Set up technology for portfolio program 4. Develop internal website 5. Create course documents for each grade level 6. Finalize website and go public	
Person Responsible	Timeline for Implementation	Resources
Carol Moye	Start: N/A Finish: N/A	\$0.00

Activity	Description	
English	1. Develop a common rubric 2. Modify curriculum in all grades to include independent reading	
Person Responsible	Timeline for Implementation	Resources
Mario Zinga	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Mathematics	1. Develop a common rubric 2. Define success 3. Build staff capacity 4. Analyze student work 5. Analyze trends and build a feedback loop	
Person Responsible	Timeline for Implementation	Resources
Lou Tamler	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Research Action Plan	1. Develop Common Rubric 2. Modify curriculum to include independent writing objectives in each grade of the Research class 3. Modify curriculum to include independent oral objectives in each grade of the Research class 4. Address Technology needs.	
Person Responsible	Timeline for Implementation	Resources
Linda Savido	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Science	1. Develop common rubric 2. Construct experimental design rubric 3. Define and analyze grade level learning objectives and assessments 4. Implement a scaffolded program of independent learning at each grade level. 5. Put a program of teacher support into place.	
Person Responsible	Timeline for Implementation	Resources
Lou Tamler	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Social Studies	1. Develop a common rubric. 2. Define senior 'Ideas in Action Project' 3. Modify grade level curriculums to scaffold independent learning opportunities 4. Pilot, revise and implement Senior Ideas in Action curriculum	
Person Responsible	Timeline for Implementation	Resources
Mario Zinga	Start: N/A	\$0.00

	Finish: N/A	
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Goal: STUDENT ACHIEVEMENT

Description: An effective strategy for meeting the goals laid out by the City Charter High School Middle States subcommittee charged with increasing student achievement in mathematics and reading will focus on strengthening the teaching skills of City High’s faculty. City High’s strategy is based on the underlying assumption that the primary strategy for improving student performance is through constant growth in teacher expertise.

This action plan builds on early thinking at City High regarding supporting growth of teachers through pairing of experienced with developing teachers. It considers how to efficiently share expertise where it is most needed. It also uses the lessons learned in the first five years of City High’s development.

Strategy: Improving the Collection, Dissemination and Use of Data

Description: City High is committed to using data to make decisions. As we move forward this commitment will be strengthened by deepening understanding of the significance of the data we use and ensuring that an ever increasing number of City High staff become familiar with the data.

Activities:

Activity	Description	
Building a Data Management System	1. Analyze data to determine whether current assumptions hold true in the long run. 2. Identify and train data analysis experts on each grade level team. 3. Develop and implement plans to share relevant data-based information with each grade level team. 4. Share school wide data with entire faculty.	
Person Responsible	Timeline for Implementation	Resources
Richard Wertheimer	Start: N/A Finish: N/A	\$0.00

Strategy: Increasing Capacity to Define and Share What Works

Description: City High has an interest in providing professional development in house whenever possible for a number of reasons:

- 1) Quality Control
- 2) Control of the message
- 3) Integration of professional development (PD) to City High goals, structures and needs
- 4) Developing skills of City High staff charged with organizing and/or presenting the professional development.

There is recognition of the occasional limitations of this approach and a willingness to utilize outside resources when necessary. The notion of increasing in house capacity is tied to the idea of moving from Good to Great.

Activities:

Activity	Description
Identifying and Sharing Internal Expertise	Spending the next 4 years developing a network of local experts and mechanism for sharing their knowledge. 1. Goal Setting

	2. Master Teacher Development 3. Pilot Group 4. Reporting Out 5. Criteria Review 6. Teacher to Teacher Observation Training 7. Teacher to Teacher Observations 8. Expansion 9. In-house Professional Database	
Person Responsible	Timeline for Implementation	Resources
Richard Wertheimer	Start: N/A Finish: N/A	\$0.00

Strategy: Targeted Professional Development

Description: City High staff members will design an Individual Professional Development Plan (IPDP) reviewed by City High leaders and evaluated to determine whether goals have been met. City High apprentice and journeymen teachers will be paired with City High master teachers or administrators to support them in implementing their IPDP's. All City High faculty and staff, including master teachers and administrators, are required to put together an IPDP. IPDP's of master teachers and administrators will be public documents. While the Individual Professional Development Plan does not preclude utilizing outside workshops, conferences or courses, the focus of the IPDP is on using City High resources and colleagues to improve teaching and learning.

Activities:

Activity	Description	
Develop and Implement an IPDP Program	1. Program Planning 2. Program Pilot 3. Program Rollout 4. Oversight Committee	
Person Responsible	Timeline for Implementation Resources	
Richard Wertheimer	Start: N/A Finish: N/A	\$0.00

Strategy: Themes and Language for Moving City High in a Common Direction

Description: Develop and Implement a Conceptual and Organizational Framework for both staff and student growth.

Activities:

Activity	Description
City High Advisory Program: Helping Students Move from "Good to Great"	Develop a quality advisory program for students that transitions them to successful careers post high school. The time frame for completion of the program is over the next 4 years. 1. Technology Support 2. Schedule Review 3. Goal Setting 4. Observation 5. Promotion Criteria 6. Evaluation 7. Curriculum Writing 8. Professional Development 9. Hire college/transition counselor
Person Responsible	Timeline for Implementation Resources

Mario Zinga	Start: N/A Finish: N/A	\$0.00
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Activity	Description	
Develop a Conceptual and Organizational Framework for Staff Growth	<p>This is an ongoing activity over the next 4 years to develop a culture, language and professional development program to go from "Good to Great".</p> <ol style="list-style-type: none"> 1. Develop a Common Language 2. Debrief 3. Committee Work 4. Department Meeting 5. Team Meetings 6. Define Success 7. Good to Great at all Levels 8. Reporting Out 	
Person Responsible	Timeline for Implementation	Resources
Richard Wertheimer	Start: N/A Finish: N/A	\$0.00

Goal: SUCCESSFUL TRANSITIONS FROM 9TH GRADE TO 10TH GRADE

Description: By 2014 students completing the ninth grade year will demonstrate the academic and behavioral characteristics required to succeed at and graduate from City Charter High School.

Strategy: Building Systems and Routines for Early Monitoring and Intervention

Description: Use of technology to collect, analyze and share data.

Activities:

Activity	Description	
Communicating Changes	Sharing of successes and challenges in using at risk data to make decisions. This will occur at the 9th grade team meetings.	
Person Responsible	Timeline for Implementation	Resources
Patrice Johnson	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Data Analysis	Establish criteria and thresholds for inclusion on the early warning system.	
Person Responsible	Timeline for Implementation	Resources
Richard Wertheimer	Start: 9/13/2007 Finish: 9/13/2007	\$0.00

Activity	Description	
Support for using the Data	Training of team members to use at-risk data in decision making.	
Person Responsible	Timeline for Implementation	Resources
Richard Wertheimer	Start: 7/28/2007 Finish: N/A	\$0.00

Activity	Description	
Technological Support	Develop online Dashboard early warning system to show all students falling below identified thresholds and/or meeting at-risk criteria.	
Person Responsible	Timeline for Implementation	Resources
Richard Wertheimer	Start: 8/27/2007 Finish: 12/3/2007	\$12,000.00

Activity	Description	
Using Data	Developing and monitoring targeted interventions.	
Person Responsible	Timeline for Implementation	Resources
Lou Tamler	Start: N/A Finish: N/A	\$0.00

Strategy: Diagnose Structural Causes of Student Buy-In and Provide Appropriate Interventions

Description: Ongoing strategic analysis and planning.

Activities:

Activity	Description	
Implementation of Changes	Gradual implementation of scheduling/staffing/interventions identified as possible and of value.	
Person Responsible	Timeline for Implementation	Resources
Patrice Johnson	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Potential Changes	Consideration of what potential changes are possible given logistical constraints.	
Person Responsible	Timeline for Implementation	Resources
Patrice Johnson	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Structural Review	Midterm and end of year analysis of impact of City High core scheduling/staffing/interventions on 9th grade achievement.	
Person Responsible	Timeline for Implementation	Resources
Patrice Johnson	Start: N/A Finish: N/A	\$0.00

Strategy: Improving 9th Grade Advisory

Description: Provide students with an improved advisory program in 9th grade.

Activities:

Activity	Description	
9th Grade Specific Curriculum	Providing input from ninth grade team to advisory curriculum writers.	
Person Responsible	Timeline for Implementation	Resources
Mario Zinga	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Accountability Analysis	Develop a plan for holding students accountable for advisory activities.	
Person Responsible	Timeline for Implementation	Resources
Mario Zinga	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Rolling Out Accountability Changes	Implement accountability plan	
Person Responsible	Timeline for Implementation	Resources
Mario Zinga	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Student Mentoring	Reestablishment of the City High 12th grade mentor program	
Person Responsible	Timeline for Implementation	Resources
Mario Zinga	Start: N/A Finish: N/A	\$0.00

Activity	Description
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Trimester by Trimester Goals	Develop goals and methods for assessing advisory group development each trimester.	
Person Responsible	Timeline for Implementation	Resources
Mario Zinga	Start: N/A Finish: N/A	\$0.00

Strategy: Providing Appropriate Academic Support and Challenge

Description:

Activities:

Activity	Description	
Consideration of Additional Support Mechanisms	Resources designed to allow students with academic deficits to catch up to higher achieving students.	
Person Responsible	Timeline for Implementation	Resources
Richard Wertheimer	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Data Analysis	In depth review of entering student academic skill level.	
Person Responsible	Timeline for Implementation	Resources
Patrice Johnson	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Professional Development	Use the City High Professional Development Program ("Good to Great") to strengthen ability to differentiate instruction and increase relevance of academic content.	
Person Responsible	Timeline for Implementation	Resources
Richard Wertheimer	Start: 8/22/2007 Finish: 8/24/2011	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0	3	48
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
City Charter High School	<ul style="list-style-type: none"> • School Entity 	Approved
Knowledge and Skills	Research and Best	Designed to Accomplish

	Practices	
Pedagogical skills pertaining to Differentiating Instruction.		<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p> <ul style="list-style-type: none"> Provides the knowledge and skills to <u>think and plan strategically</u>, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	
<ul style="list-style-type: none"> Classroom teachers Principals / asst. principals 	<ul style="list-style-type: none"> High school (grades 9-12) 	
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers Analysis of student work, with administrator and/or peers Lesson modeling with mentoring 	<ul style="list-style-type: none"> Student PSSA data 	

Strategy: Supporting Teacher Transition to 9th Grade

Description: Helping teachers get oriented to the challenges of working with 9th graders. Develop plans and procedures for the coming year. Identify support mechanisms. Document successes and challenges.

Activities:

Activity	Description	
Documentation of Successes and Challenges	Formative and Summative analysis of strengths and weaknesses of current team approach.	
Person Responsible	Timeline for Implementation	Resources
Richard Wertheimer	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Support Mechanisms	Identification of resources available to maximize chances for success of the new 9th grade team including professional development planned by outgoing 9th grade team with incoming 9th grade team.	
Person Responsible	Timeline for Implementation	Resources
Patrice Johnson	Start: 7/16/2007 Finish: 7/18/2016	\$0.00
Professional Development Activity Information		
Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3	2	10
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
City Charter High School	<ul style="list-style-type: none"> School Entity 	Approved
Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Resources for a successful 9th grade year.	Planning Time based on observations, data collection/analysis and local school experts.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> Increases the educator's <u>teaching skills</u> based on research on effective practice, with attention given to interventions for struggling students. Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making. <p><i>For school and district administrators, and other educators seeking leadership roles:</i></p>

		<ul style="list-style-type: none"> • Provides leaders with the ability to <u>access and use appropriate data</u> to inform decision-making. • Empowers leaders to create a <u>culture of teaching and learning</u>, with an emphasis on learning. • Instructs the leader in <u>managing resources</u> for effective results.
Educator Groups Which Will Participate in this Activity		
Role	Grade Level	Subject Area
<ul style="list-style-type: none"> • Classroom teachers • Principals / asst. principals 	<ul style="list-style-type: none"> • High school (grades 9-12) 	<ul style="list-style-type: none"> • Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Mathematics • History • Career Education and Work
Follow-up Activities	Evaluation Methods	
<ul style="list-style-type: none"> • Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers 	<ul style="list-style-type: none"> • Student PSSA data • Standardized student assessment data other than the PSSA 	

Activity	Description	
Transition Process	Outgoing 12th grade team to develop plans and procedures for 9th grade. 3 days of post graduation staff time, input from outgoing 9th grade team, Evaluation team report on 9th grade student attitudinal data. This should include observation and possible team teaching with current 9th grade staff.	
Person Responsible	Timeline for Implementation	Resources
Patrice Johnson	Start: 7/16/2007 Finish: 7/16/2007	\$0.00

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

A) Curriculum and alignment with Chapter 4 Standards

The course-of-study at City Charter High School provides a rigorous academic curriculum as well as a comprehensive grounding in work skills. The schedule, calendar, curriculum, staffing and organizational structure of the school provide an institutional effort that focuses on student success.

The educational program is built on a clustering of the Pennsylvania Chapter 4 academic standards. This clustering allows for flexibility in scheduling and staffing as well as providing a common sense approach to interdisciplinary project-based learning. Although educators commonly talk about interdisciplinary learning or the value of student projects, the schedule seldom reflects the importance of these concepts. Through clustering and flexible scheduling, City Charter High School institutionalizes interdisciplinary and project-based learning.

All courses at City Charter High School have a curriculum that is articulated in a scope and sequence. The scope and sequence provides a course outline, set of resource materials and correlation with Chapter 4 content standards. These scope and sequences are maintained by faculty and kept under the Education Manager's supervision.

Cultural Literacy

The Cultural Literacy team includes a grade level English and Social Studies teacher. This team co-teaches in a common room with a common team of students. The curriculum is thematic, using the social studies theme as the driving force. Four years of English and Social Studies are required. In 9th grade, 19th and early 20th century US History drives the curriculum. Social Studies classes use primary sources, the library, the Internet and various multimedia to study their topics. In 10th grade, modern US History, civics and government drives the curriculum. In 11th grade, the classes study World Cultures. And in 12th grade, Global Studies electives including anthropology, sociology, economics and philosophy drive the curriculum.

The English classes use literature that pertains to the Social Studies themes. Various genres are used to teach reading, writing and language skills. Students use novels, short stories, essays, plays and film to develop their English Language Arts skills. The teaching of English Language Arts in conjunction with Social Studies provides opportunities to study topics in an integrated manner which encourages both depth and breadth of knowledge. Cultural Literacy classes meet for two hours and ten minutes daily for two trimesters. Cultural Literacy teachers are given two hours and ten minutes common planning time daily. In addition to English and Social Studies, the Cultural Literacy team also provides a growing arts program as well as a comprehensive Spanish curriculum.

Curriculum Clusters	PA Chapter 4 Academic Subjects	City Charter High School Course of Study
Cultural Literacy	Reading, Writing, Speaking and Listening	8 trimesters English Language Arts 9 — 12
		Electives - Reading Strategies - Creative Writing - Public Speaking - Text to Film - Drama

	Social Studies — Civics and Government, Geography, Economics, History	<u>8 trimesters Social Studies</u> - US History 9 and 10 - World Cultures 11 - Global Issues 12
	Arts and Humanities	<u>1 trimester (minimum) Arts elective</u> - Digital Music I, II*, III* - Art — Graphic Design I and II - Digital Photography - Art — Studio I and II - Digital Media* - Desktop Publishing 1,2 - Digital Music - Chorus - Drumming
	World Languages	Spanish I-IV

Scientific Literacy

The Scientific Literacy team includes a grade level Mathematics and Science teacher. This team co-teaches in adjoining rooms with a common team of students. The curriculum promotes student engagement, problem solving and conceptual understanding. Four years of Mathematics and Science are required.

The mathematics program uses the Interactive Mathematics Program (IMP) — a four year college preparatory textbook series published by Key Curriculum Press. The program engages the student in thematic units that promote conceptual understanding, skill development and problem solving. In 12th grade, students choose either IMP IV and/or Calculus.

The science classes are lab based and promote active student engagement. The 9th grade Physics course uses the Active Physics series published by It's About Time, Herff Jones Education Division. The 10th grade course is lab based using the Science and Sustainability textbook published by Lab-Aids. The 11th grade course is a rigorous Biology course that is lab-based and college preparatory in nature. In 12th grade, students choose between Forensics and College Physics.

Mathematics and Science classes meet for one hour and five minutes each for two trimesters. Scientific Literacy teachers are given two hours and ten minutes common planning time daily. The Scientific Literacy cluster also includes technology and family and consumer science. These courses bridge to the Workforce Literacy curriculum as well.

City Charter High School offers a technology program that is state of the art. Every student receives a laptop for four years. The school provides wireless access to the school's network as well as the Internet. The laptop contains Microsoft Office, Adobe programs, an encyclopedia, thesaurus, dictionary and various other productivity programs. All students at City Charter High School obtain Microsoft certification and are proficient at technology use. There are two mandatory technology electives. In addition, students take two mandatory consumer science classes where they learn about small business management and financial competency.

Curriculum Clusters	PA Chapter 4 Academic Subjects	City Charter High School Course of Study
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Scientific Literacy	Mathematics	<u>8 trimesters Mathematics</u> <ul style="list-style-type: none"> - Integrated Mathematics 9 - 11 - Integrated Mathematics 12 or Advanced Algebra or Calculus <u>Elective</u> <ul style="list-style-type: none"> - Mathematics Strategies - Mathematical Modeling - Probability and Statistics - SAT/ACT Prep
	Science and Environment and Ecology	<u>8 trimesters Science</u> <ul style="list-style-type: none"> - Physics 9 - Science and Sustainability 10 - Biology 11 - Forensics or Physics <u>Elective</u> <ul style="list-style-type: none"> - How things work? (Engineering) - Anatomy and Physiology
	Technology	<u>6 trimesters Technology</u> <ul style="list-style-type: none"> - 9th grade Technology Applications - 10th grade Web Applications - 11th grade Advanced MOS - Electronic Portfolio <u>Technology Electives (minimum 2 required)</u> <ul style="list-style-type: none"> - FIRST Robotics - Intro to Programming - Programming I, II, III - Advanced WEB 1,2
	Family and Consumer Science	<u>4 trimesters Consumer Literacy</u> <ul style="list-style-type: none"> - 9th grade Enterprise Development - 10th grade Financial Literacy <u>Elective</u> <ul style="list-style-type: none"> - Small Business - Marketing - Finance

Wellness Literacy

All ninth and tenth graders take physical education as well as health. All students are provided

with a membership to the Downtown YMCA. 11th and 12th graders may take physical education as an elective.

Curriculum Clusters	PA Chapter 4 Academic Subjects	City Charter High School Course of Study
Wellness Literacy	Health, Safety and Physical Education,	2 Trimesters Physical Education
		2 Trimesters Health
		YMCA membership for all students

Workforce Literacy

All students take a three year sequence of courses in Career readiness. All students research careers, make presentations, conduct job interview simulations, simulate the application process for colleges and jobs and create a career portfolio. This leads to a 13 week, 2.5 hour daily internship at local companies. Successfully completing the internship is a City Charter High School graduation requirement.

Another graduation requirement is successful completion of a research based graduation project. This is the end result of a four year course of study in research methodology.

Curriculum Clusters	PA Chapter 4 Academic Subjects	City Charter High School Course of Study
Workforce Literacy	Career Education and Work	<u>4 trimesters Career Readiness</u> - Career Readiness 9 and 10 - Career Planning 11 - Internship 11 or 12
	Research	<u>7 trimesters Research</u> - Research/Writing (2) - Research/Writing (2) - Graduation Project (1) - Graduation Project (2)

B) Students' developmental and academic needs

City Charter High School programs its classes based on full inclusion. All students are in the same classes and are presented with the same curriculum. Accommodations are made for various students based on individual needs. Teachers are provided with professional development pertaining to learning styles and how to differentiate instruction in heterogeneous classrooms. This often takes the form of offering different texts of varying difficulty for a given assignment. Grading is adapted when required.

Students who are inclined to want to challenge themselves academically are encouraged to take **honors classes**. Honors classes are conducted as a supplement to the mainstream curriculum. Honors students are provided with additional assignments, more rigorous requirements on assignments and often are given more challenging materials to work with. Honors students meet weekly in their classes to go over their assignments. Students may opt into City Charter High

School Honors classes based on a willingness to work hard and engage in more challenging work. Students who enroll in Honors classes have a 4 week probation period during which they can learn about the course and decide whether they want to participate. They may withdraw from the honors course and enter the regular course during the first 4 weeks of the trimester. Students will be given honors weighting on their GPA if they successfully complete honors (A or B) courses.

C) Student-centered instructional design

The pedagogy that is implemented at the school is constructivist in nature. City Charter High School believes that students learn best when actively engaged in project based learning. In all areas of the curriculum, students are asked to work on extended projects and learning activities. These often result in oral presentations, Powerpoint presentations, long range written projects and/or multimedia demonstrations. Both the curriculum and technology at the school encourage student-centered learning.

D) At-Risk Students

City Charter High School defines an at-risk student as one that enters with issues pertaining to mental health, family concerns, poor school experiences, limited content area skills, low self-efficacy and/or a lack of motivation to apply his/her self. The City Charter High School overall program provides a number of support mechanisms to help these students. These programmatic supports include our Wellness Center, Teacher Advisors, Mentors, Mathematics and Reading Strategy classes, after school study sessions and lunch time study support groups. In addition the school has a number of support personnel including paraprofessionals, administrators and social workers who work closely with at-risk students.

E) Professional development

Unlike most public schools, City Charter relies heavily on professional development that is embedded in a teacher's workday. A number of programmatic design features contribute to this approach, most notably teacher teaming, looping, the master/apprentice career ladder, and long planning periods each day. Since the teachers school day extends to 4pm and school is in session year round, the quality and appropriateness of the embedded professional development opportunities takes on greater import for teachers' continuous growth. Teachers have 130 minutes daily for teacher preparation/collaboration.

In addition to the daily time for professional development, the school provides 7 half-day workshops, 7 full-day workshops and 4 clerical days. The workshops include team meetings, curriculum development, professional development, assessment analysis and student staffings. City Charter High School also has a unique opportunity to provide teachers with intensive professional development after they have graduated their cohort of students. These teachers have one month of time (July of the senior year) to attend a planning retreat and attend appropriate workshops offered by universities and Intermediate Units.

On an end-of-year faculty survey, teachers were asked to rate the extent to which the school offered adequate growth opportunities in each of 14 professional skill domains. Teachers responded using a 4-point scale from "not at all" to "substantially." In 12 of 14 skill domains, 60% of teachers reported moderate to substantial growth opportunities at City High. 4 domains had ratings over 70%.

Act 48 Plan

City Charter High School is a PDE approved Act 48 provider of Professional Education. The school's Act 48 plan provides 7 clear goals to be addressed in its professional development.

- Goal 1: Improve staff ability to educate all students in heterogeneously grouped classrooms.
- Goal 2: Guide and support staff to grow as educators via promotion and certification.
- Goal 3: Seek continuous growth of staff's knowledge of content.
- Goal 4: Seek continuous growth of staff's knowledge of technology.
- Goal 5: Seek continuous growth of staff's knowledge of adolescent developmental psychology.
- Goal 6: Assist in the professional education needs of staff who work with LEP learners.
- Goal 7: Offer CPR training on site at least once every three years.

The school's Act 48 plan is consistent with the needs articulated in survey data and will be used as a roadmap for future professional development activities. The plan was approved from June 15, 2005 through August 1, 2008. The approval letter is uploaded with this report.

3. Teacher Induction

The school's Teacher Induction plan approval is attached. All teachers are provided with both a mentor teacher to help with managing the procedures and administrative aspects of the school. They are also provided with a master teacher for support with content, pedagogy and issues of promotion. Finally, new teachers are observed and evaluated a minimum of twice a year by either the Education Manager or the CEO.

Rigorous Instructional Program - Attachments

- Professional Development Approval Letter
- Induction Plan Approval Letter

English Language Learners

Currently there is no student at City Charter High School who needs ELP services.

ELL PROGRAM OUTLINE

1. Goals and Objectives: Provide site based instruction for ESL learners and comply with the directives of PASCH.
2. Student and parent orientation procedures: Students and parents will be oriented at the initial meeting at the school unless an interpreter is needed. If an interpreter is needed, a follow-up meeting will be scheduled. At the orientation our curriculum as well as school policies, procedures and programs will be explained. The manner in which the ELL student will be serviced will also be explained.
3. Identification and Placement
 - a. Before entering City Charter High School each parent and student is required to participate in an individual family orientation. During the orientation parents and students complete the Home Language Survey. If it became apparent that the parent was not proficient in English, we would request interpretation services. Our first source for those services would be within the staff as several staff members are bilingual. However, if needed we would utilize the services of the Allegheny County Center for English as a Second Language. If any answers on the survey indicate that English is the second

language, the student will be provided with additional assessments. The Woodcock Johnston Reading Inventory will be utilized to identify the level of reading decoding and comprehension. The student will be asked to provide a writing sample from a picture prompt and will read orally a list of age appropriate vocabulary words.

b. Students will be evaluated as to progress by utilizing classroom based assessments, as well as the norm referenced exams: EXPLORE (9TH), PLAN (10TH) AND ACT(11TH). The PSSA will be given in Grade 11. Growth portfolios are required at each grade level and demonstrate a youngsters progress in each academic area.

4. Instructional Program

a. Description: The ESL program as well as all academic programs are standards based. The type of program will be dependent on the needs of the individual student. In most cases, a push in program utilizing ESL personnel from Intermediate Unit 3 would be implemented. If warranted, students will be provided with daily direct instructional time.

b. In order to achieve academic standards, students will be scheduled in content area classes with support from and ESL teachers, peers, and the regular academic staff.

c. The following amounts of daily instructional time will be utilized: for non-English speaking students 2 to 3 hours; beginner — 2 hours; intermediate — 1 to 1 ½ hours; and advanced — 1 hour. The remainder of the time will be spent in content classes. After exiting the program the student's progress will be monitored for at least one year.

5. Student participation in related and extracurricular activities.

ELL students will be permitted to participate in all programs available within City Charter High School for which they qualify. Students will have access and will be encouraged to participate in all aspects of the academic and extracurricular opportunities at the school. All of our students are involved in two club activities during each week as these clubs take place in the middle of the day. We do not have sports activities.

6. Pupil personnel services.

a. Counseling — All students at City Charter High School are assigned to a mentor teacher, who has the responsibility of assisting that student educationally, emotionally and socially throughout their time at City High. Additional counseling is available through the SAP program and our mental health partnership with Mercy Behavioral.

b. ELL students will be eligible for special education services once it is determined that a disability exists and this disability is not solely due to lack of instruction or proficiency in the English language.

c. All of our students are provided with business mentors who help students understand the expectations of the workplace and provide them with 11th grade internships.

7. Staff development related to program

- a. ESL/Bilingual Staff
- b. Content Area Staff
- c. Support Staff

The staff members at City Charter High School are all involved in professional development sessions for at least one four hour session per month. In addition funding is available for staff members to participate in sessions away from the school site and at conferences. If we do have ELL students at the school staff development will be targeted to the needs of the students. We will utilize staff from IU3 to provide the sessions.

8. Community Involvement

- a. Parents will be involved in planning on an as needed basis. If a family enrolls an ELL student, that family will have input into developing an individual plan for their child.
- b. Communication with the student and the family will be provided in a language or mode preferred by the parents. This will be accomplished by utilizing the translation services provided by staff and by the Allegheny County Center for English as a Second Language.
- c. The advisory committee will consist of one City High administrator, two teachers, an ESL teacher from IU3 and a parent.
- d. Complaints will be handled through the advisory committee.

9. Program evaluation procedures.

The program will be evaluated annually. Data will be collected comparing the language skills of the student at the entry to City Charter High School and the skills at the end of the school year. ELL parents will complete a satisfaction survey each year. Documentation will be made of dates for the initiation and implementation of individual student programs. Data will be collected and maintained on the student data base.

Graduation Requirements

The City Charter High School graduation requirements are aligned with the PDE Chapter 4 guidelines for high school graduation. There are four steps necessary for a student to graduate.

I. Successfully Completes Course Requirements (see table below)

II. Achieves Academic Standards As Demonstrated By:

1. Proficiency on the PSSA Exams; and/or
2. Proficiency on the New Standards Reference Exams; and/or
3. Proficiency on the City Charter High School Standards Examinations

III. Successfully Completes Internship

IV. Successfully Completes Graduation Project

All aspects of the City Charter High School graduation requirements are aligned with state standards and regulations. If students achieve at the Advanced or Proficient level on the PSSA, this will be noted on the student's diploma and transcript, per PDE guidelines. The rubric for grading at the school is consistent with PDE's graduation requirements.

A	Graduation with Distinction: The student has achieved the learning standards at the ADVANCED level. They have demonstrated unusual depth and breadth of understanding and are performing with distinction.
B	Graduation with Proficiency: The student has achieved the learning standards at the PROFICIENT level. They are performing at a level consistent with that expected by the Pennsylvania Department of Education.
C	General Graduation: The student has nearly achieved the learning standards at the Proficient level. The student needs to improve in some area of knowledge or process in order to graduate with the Seal of Proficiency.
D	Does not Graduate: The student needs significant improvement before they reach proficiency on the learning standards. If they remain at this level, they will not be able to graduate.
E	Does not Graduate: The student has not engaged in the learning process.

Course Requirements

Cultural Literacy

8 trimesters English Language Arts

- English Language Arts 9
- English Language Arts 10
- English Language Arts 11
- English Language Arts 12

7 trimesters Research

- Research/Writing (2) — Cultural Literacy 9
- Research/Writing (2) — Scientific Literacy 10
- Graduation Project (1) — Research 11
- Graduation Project (2) — Production 12

8 trimesters Social Studies

- US History 9
- US History 10
- World Cultures 11
- Global Issues 12

Scientific Literacy

8 trimesters Mathematics

- Integrated Mathematics 9
- Integrated Mathematics 10
- Integrated Mathematics 11
- Integrated Mathematics 12 or Calculus

8 trimesters Science

- Physics 9
- Science and Sustainability 10

- Biology 11
- Forensics or Physics

Workskills Literacy

4 trimesters Consumer Literacy

- 9th grade Enterprise Development
- 10th grade Consumer Literacy

6 trimesters Technology

- 9th grade Technology Applications
- 10th grade Web Applications
- 11th grade Advanced MOS & Electronic Portfolio

4 trimesters Career Readiness

- Career Readiness 9
- Career Readiness 10
- Career Planning 11
- Internship 11 or 12

Wellness Literacy

2 trimesters Fitness

2 trimesters Health

Electives (10 Trimesters required)

Technology or Business (minimum 2 required)

FIRST Robotics
Intro to Programming
Programming I, II, III
Advanced WEB 1,2
Small Business
Finance
Marketing

Arts (minimum 1 required)

**courses may be used as a either an Art or Technology elective*

Digital Music I, II*, III*
Digital Photography
Digital Media*
Chorus

Art — Graphic Design I and II
Art — Studio I and II
Desktop Publishing 1,2
Drumming

Other

Spanish I, II, III, IV
 Math/Reading Strategies
 College Course
 English, Science, Mathematics or Social Studies Electives
 Fitness

Special Education

Fifty six special education students enrolled in September 2006 at City Charter High School.

- 45 students required Learning Support;
- 4 students required Emotional Support;
- 3 students required Learning Support and Speech Support.
- 2 students required support for Other Health Impairments
- 1 student required Hearing Support and Learning Support; and
- 1 student required Vision Support.

The Allegheny Intermediate Unit was contracted to perform psychological evaluations and to provide speech/language services.

Students are identified for special education services initially through the PA Charter School Enrollment Form. Parents are asked to indicate on that form whether or not the youngster has an IEP. During the course of the year, other students are identified as needing additional assistance through grade level staffings and/or parent requests. Before deciding to evaluate a student the team of teachers implements adaptations to the curriculum and instructional techniques. The reading specialist completes a thorough reading assessment of the student. Additional supports are also provided during designated enrichment periods and an extended day program one/two days per week. The student's staff advisor manages the intervention process and work with the student on motivation. Sometimes a referral is also made to the SAP team. Achievement is closely monitored. If the interventions do not result in academic improvements, a formal staffing that includes the parent and student is held and a decision is made as to whether an evaluation is appropriate.

All students are provided with inclusion services at City High. Each special education teacher has a case load of 9 to 12 students (all in the same grade level.) In addition one paraprofessional per grade level works with special education students.

The Pennsylvania Department of Education audited the City Charter High School special education program during the 2004-05 school year. PDE approved City Charter High School's special education program on June 7, 2005.

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Ayrault	1.0	Inclusion Support	City Charter High School	10	Full Inclusion Services
Peterson	1.0	Inclusion Support	City Charter High School	7	Full Inclusion Services
Ringold	1.0	Inclusion Support	City Charter High School	8	Full Inclusion Services
Schwartz	1.0	Inclusion Support	City Charter High School	15	Full Inclusion Services

Welch	1.0	Inclusion Support	City Charter High School	16	Full Inclusion Services
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Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Allegheny Intermediate Unit	.10	Vision Support	City Charter High School	1	Reading and Writing Support

Special Education Program Profile - Chart III

Title	Location	FTE
Principal	City Charter High School	.2
Asst. Principal	City Charter High School	.1
Education Manager	City Charter High School	.1
Paraprofessional	City Charter High School	1.0
Paraprofessional	City Charter High School	1.0
Paraprofessional	City Charter High School	1.0
Paraprofessional	City Charter High School	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Allegheny Intermediate Unit	Psychologist - Evaluations	.05

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
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Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	No	No	No	No	Yes	No
Local Assessment - Explore Exam (ACT, Inc.)	No	No	No	Yes	No	No	No
Local Assessment - PLAN Exam (ACT, Inc.)	No	No	No	No	Yes	No	No
Local Assessment - New Standards Reference Exam	No	No	No	No	Yes	No	No
Local Assessment - ACT Exam (ACT, Inc.)	No	No	No	No	No	Yes	No

Student Assessment

I. PSSA RESULTS

Student assessments at City Charter High School during the 2006 - 2007 school year indicates

that student achievement is at a very high level. PSSA results indicate that the school continues to improve overall and in all subgroups. It is important to note that since teachers loop with their students, these three years of results are from three totally separate faculties. Finally, these PSSA results compare quite favorably to Pennsylvania school's with a similar demographic.

AYP- PSSA participation rate	2004 — 2005 97.9% overall - all subgroups met 2005 — 2006 98.3% overall - all subgroups met 2006 — 2007 100% overall - all subgroups met
<i>95% overall and by subgroup</i>	
AYP- % proficient in reading	2004 — 2005 66.4% overall - all subgroups met 2005 — 2006 68.2% overall - all subgroups met 2006 — 2007 70.9% overall - all subgroups met
<i>54% overall and by subgroup</i>	
AYP- % proficient in math	2004 — 2005 37.8% overall - AA/ECON not met 2005 — 2006 53.6% overall - all subgroups met 2006 — 2007 54.7% overall - all subgroups met
<i>45% overall and by subgroup</i>	
PSSA % proficient in writing	2004 — 2005 79% overall - all subgroups met 2005 — 2006 98% overall — all subgroups met 2006 — 2007 99% overall — all subgroups met

II. NEW STANDARDS REFERENCE EXAMINATIONS

The New Standards Reference Exam is a criterion referenced, nationally recognized examination in Reading, Writing and Mathematics. Scores are reported in terms of numbers of students who have achieved the standard in a given area (similar to the PSSA exams.). City Charter High School chooses to administer this test because we believe it is well aligned with our curriculum and provides data that helps with program evaluation. We compare NSRE scores internally with previous years scores and with national averages (in parenthesis.) After a slight drop off in scores the last two years, scores again improved to higher levels. Our scores remain above the national average, which is significant. Lower scores in a given year are an indication of a particular faculty having some difficulty - either not aligning instruction with the standards or pedagogical limitations. Both are addressed with the faculty when scores are analyzed. This test has been a good tool to help faculty and administration learn about the effects of curriculum and instruction on achievement. Four years of results are reported.

New Standards- Reading	2003 — 2004 57% Basic Understanding (23%) 2004 — 2005 51% Basic Understanding(25%) 2005 — 2006 45% Basic Understanding(25%) 2006 — 2007 56% Basic Understanding(25%)
<i>% of students achieving standard.</i>	
<i>National average in ().</i>	2003 — 2004 40% Analysis&Interpretation (17%) 2004 — 2005 40% Analysis&Interpretation (18%) 2005 — 2006 28% Analysis&Interpretation (18%) 2006 — 2007 40% Analy &Inter (18%)
New Standards- Math	2003 — 2004 69% Mathematical Skills (59%) 2004 — 2005 45% Mathematical Skills (54%) 2005 — 2006 31% Mathematical Skills (54%) 2006 — 2007 58% Mathematical Skills (54%)
<i>% of students achieving standard exceeds national comparison group</i>	
<i>National average in ().</i>	2003 — 2004 28% Mathematical Concepts (26%) 2004 — 2005 29% Mathematical Concepts (24%) 2005 — 2006 21% Mathematical Concepts (24%) 2006 — 2007 29% Math Concepts (24%)
	2003 — 2004 38% Problem Solving (21%)

	2004 — 2005 20% Problem Solving (21%) 2005 — 2006 15% Problem Solving (21%) 2006 — 2007 30% Problem Solving (21%)
New Standards- Writing	2003 — 2004 58% Effectiveness (25%) 2004 — 2005 41% Effectiveness (25%) 2005 — 2006 20% Effectiveness (25%) 2005 — 2006 23% Effectiveness (25%)
<i>% of students achieving standard exceeds national comparison group</i>	
<i>National average in ().</i>	2003 — 2004 74% Conventions (57%) 2004 — 2005 71% Conventions (56%) 2005 — 2006 63% Conventions (56%) 2005 — 2006 75% Conventions (56%)

III. EXPLORE/PLAN/ACT

City Charter High School uses the Explore/Plan/ACT sequence of tests to measure student achievement year to year. Students receive a standard score that should remain the same year to year if they grow at the same rate as the national norm group. Each assessment becomes more difficult based on learning that should occur during the academic year. The Explore is given in September of the 9th grade year. The Plan is given during October of the 10th grade year and the ACT is given during June of the 11th grade year. For this analysis, matched test scores were used. This means that only students who took the ACT, Plan and Explore in the current 11th grade or 12th grade were analyzed. In all cases, the students analyzed were demographically representative of the entire student group. Students who were not included were those who did not take all the exams because they were not enrolled at the school at the time. Three years of comparative scores are presented.

EXPLORE/PLAN/ACT Growth Linked scores for students who took ACT tests in 9 th , 10 th , and 11 th grades. Year to year increases in Standard Scores are measured in % and Standard Deviation (sd).	<u>Class of 2006</u> Explore/Plan/ACT n=56 16.96/18.09/19.91 +6.6%/+10.1% +.36sd/+.46sd
	<u>Class of 2007</u> Explore/Plan/ACT n=58 16.48/17.77/19.12 +7.8%/+7.6% +.34sd/+.43sd
	<u>Class of 2008</u> Explore/Plan/ACT n=60 15.92/16.63/18.93 +4.5%/+13.8% +.30sd/+.90sd

Positive growth occurred on the mean Explore/PLAN/ACT scores for each of the first three student cohorts. This positive growth is apparent in all subgroups including race and special education. We would suggest this consistent year-to-year growth is attributable to the curriculum

and the “looping” concept of teachers staying with students throughout their career at City High. We would also suggest the increase with all students is due to heterogeneous grouping in classes.

City Charter High School consulted with ACT, Inc. to discuss the accuracy of the results and conclusions being drawn. They suggested a more sophisticated approach to analyzing program effect. ACT calculates “program effect” by measuring growth not by percentage but by standard deviation. The table also shows growth using standard deviation as the unit of measure^[1]. Dr. Robert Ziomek, statistician for ACT, Inc., stated that effect size greater than .25 is considered a moderate program effect and greater than .50 is considered a substantial program effect. Average growth for the three cohorts as measured by standard deviation was .33 SD from Explore to PLAN and .60 SD for PLAN to ACT. This data suggests that City Charter High School is producing positive growth year-to-year growth over and above that expected in the normed group. This is attributable to program effect. The current year's cohort PLAN to ACT improvement of .9SD is particularly impressive. Using the EXPLORE/PLAN/ACT year to year measurement is an attempt to get a "value-added" measure of student achievement.

City Charter High School's student academic performance is an indicator that students who move from 9th through 12th grade with their cohort achieve at a very high standard. Measures of workforce readiness such as MOS certification exams, successfully completed internships, graduation projects and acceptances to post high school educational programs confirm this success.

^[1] It could be stated that a .30 effect means “as a whole the tenth grade class increased by 3/10 of a standard deviation during the time between the Explore and Plan exams. This effect is attributable to the educational program.”

Teacher Evaluation

City Charter High School provides a well-articulated career path for its education staff. Teachers move from Apprentice, to Journeyman, to Expert, to Master Teacher, to Administrator based on achieving proficiency on components of teaching, education leadership and administrative leadership. Moving between levels is solely based on proficiency on the components listed below and is not based on time served or budget limitations.

All teaching staff is observed repeatedly throughout the year. Ratings are generated twice a year for Instruction I faculty and once a year for Instruction II faculty. Staff receives an annual review during the final trimester that assesses his/her proficiency on each of fifteen (15) components of teaching. Expert teachers are assessed on an additional two (2) pedagogical components. Master teachers are assessed on an additional four (4) components of education leadership. Each component will be assessed on a four point scale. The entire evaluation rubric is attached as a file.

The goal of the annual review is to provide the individual teacher with an assessment of their performance as well as a roadmap for improvement. When a teacher believes their performance is proficient on all components they are ready to begin the formal promotion process.

The individuals responsible for teacher and staff evaluation are

- Richard Wertheimer, CEO and Principal - Secondary Principal and Mathematics Supervisor Certified
- Mario Zinga, Education Manager - Secondary Principal Certified
- Patrice Johnson, Assistant Principal - Secondary Principal Certified

The Board of Trustees is responsible for evaluation of the CEO.

Components for Professional Growth		
Teaching Components	Expert Teaching Components	Administrative Leadership Components
1. Lesson Planning	16. Child Development	22. Student Success
2. Unit Planning	17. Differentiated Instruction	23. Compliance
3. Curriculum Implementation	Education Leadership Components	24. Programming
4. Assessing Student Learning		25. Financial Management
5. Instructional Methodology	18. Promotes School Philosophy and Objectives	26. Personnel Management
6. Classroom Management	19. Education Decision Making	27. Leadership
7. Content Knowledge	20. Teaching as Craft	28. School Management
8. Student Achievement	21. Observing and Conferring	29. Strategic Planning
9. Collaboration		
10. Special Education		
11. Professional Development		
12. Mentoring Students		
13. Participation School Culture		
14. Technology		
15. Communication w/ Parents		

Teacher Evaluation - Attachment

- Evaluation Rubric

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

There were two Leadership Changes during the 2006 - 2007 school year:

1. In March, 2007 a new Parent representative joined the Board of Trustees for a one year term - Kristine Nichols.
2. On June 30, 2007 Maxine Klimasara, the CEO and Principal of City Charter High School retired. She is replaced by Richard Wertheimer, co-founder and Education Manager of the school. Dr. Wertheimer was approved as the CEO and Principal at the June Board of Trustees meeting. Mario Zinga, co-founder and Master Teacher at the school, has been appointed the new Education Manager.

Board of Trustees

Name of Trustee	Office (if any)
Dr. Stanley Herman	Vice-President
Mr. Marc Sternberger	N/A
Ms. Kristine Subasic Nichols	Parent Representative
Mr. Fiore Londino	President
Ms. Judith Hallinen	N/A
Mrs. Valerie Njie	N/A
Ms. Elizabeth Crow	N/A
Mr. J.R. McCartan	N/A
Mr. William Stayduhar	Treasurer

Professional Development (Governance)

The Board of Trustees has a number of methods to maintain up to date information regarding governance. First, the Board retains the services of a Solicitor, Wayne DeLuca, who attends every Board meeting. Mr. DeLuca's expertise is in Municipal and School Law.

The Board Vice-President, Stanley Herman, is an ex-Superintendent of the Woodland Hills School District and is quite experienced at Governance and Compliance issues.

Finally, the Board President, Fiore Londino, meets with new members elected to the Board to provide induction into the rules, regulations and responsibilities of a Trustee.

In addition, once a year, the Board of Trustees conducts a Strategic Planning retreat that is facilitated by a consultant/facilitator. This retreat allows the Board to keep current with City Charter High School's current achievement and future direction.

Coordination of the Governance and Management of the School

There are nine (9) trustees on the EDSYS dba City Charter High School board. As per the bylaws of EDSYS, Inc., officers are elected annually. At the January Board Meeting, the current officers were elected for another annual term. Three Board members completed their terms and agreed to serve for another three year term. The parent position on the Board was filled at the March board meeting with a new 9th grade parent.

The officers of EDSYS, Inc. dba City Charter High School during the 2006 - 2007 school year were:

- CEO, Maxine Klimasara
- Education Manager, Richard Wertheimer

- Treasurer, William Stayduhar
- Secretary, Mario Zinga

The Board of Trustees meets monthly to tend to the affairs of City Charter High School. The Board President, CEO and Secretary craft the board agenda one week prior to the meeting. The meeting agenda, minutes of the previous meeting and associated materials are posted on a password protected website^[1] for all members to read one week in advance. The dates of all meetings are posted both in the newspaper and on the City Charter High School website. Board Resolutions are also posted on the school website. Minutes of Board Meetings are available for public review by request at the school. There were no Board Meetings during August and November due to a lack of business to conduct.

The board meetings are chaired by the President of the Board. The president of the board is Fiore Londino. In attendance are the board members, officers of EDSYS, legal counsel for EDSYS and any interested parties. All meetings of the Board of Trustees comply with the state Sunshine Law. The Board receives guidance regarding issues of compliance through its legal counsel. The Board receives guidance regarding issues of budget and finance from its treasurer, a certified public accountant.

The Board of Trustees provides guidance and management of the school through voting approval for the annual budget, supervision of the CEO, setting policy, modifying by-laws, approving large expenditures, providing input on personnel issues and overseeing student discipline hearings.

A quorum was present at all board meetings this year. All City Charter High School Board of Trustee Meetings are on the second Wednesday of the month at 6:00 P.M. The meetings are on the 9th floor of the high school. The following table lists the number of trustees attending the monthly board meetings. The board did not meet in August (due to vacations) and November (due to a rechartering vote at the Pittsburgh Public Schools Board Meeting.)

July 2006	5	August 2006	n/a	September 2006	6	October 2006	7
November 2006	n/a	December 2006	7	January 2007	6	February 2007	7
March 2007	6	April 2007	7	May 2007	7	June 2007	7

The Board of Trustees has not met with the Pittsburgh Board of Education School Directors. However, the president of the City Charter High School Board of Trustees has contacted the president of the Pittsburgh Board of Directors as well as the Superintendent of Schools to set up a meeting to no avail.

[1] <http://edsys.org/board> (login: board password: board)

Community and Parent Engagement

The Board of Trustees consistently promotes opportunities for community and parent engagement. This is done in a number of ways.

- There is one trustee position on the Board that is set aside for a current parent of a student at City Charter High School.
- The school surveys parents annually to obtain feedback.
- The board responds to parent requests and concerns in a timely fashion.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

City Charter High School received funding from 3 sources during the 2006 — 2007 school year.

I. Tuition

The primary source of revenue is from tuition payments from the school districts of residence of our students. These funds are used for our operating budget. During the 2006 — 2007 school year City Charter High School received \$6,303,067 from tuition payments. At the end of the fiscal year, we had \$185,104 in outstanding invoices to a number of PA school districts. We are presently appealing to these districts for reimbursement for tuition payments.

II. Grants

A second source of revenue is from foundation grants. City Charter High School solicited support from a number of local foundations for funding during its fifth year of operation. The school received two significant grants during the school year.

Heinz Endowments/CLFund - \$118,000
 City Charter High School Evaluation and Leadership Development Grant

Sustainable Pittsburgh - \$28,400
 Recreation Programs with WPFI, Three Rivers Rowing, Costa Rica

III. Pennsylvania Department of Education

City Charter High School receives a third source of revenue from the Pennsylvania Department of Education (PDE) for a variety of purposes. During the 2006 — 2007 school year the following were received from PDE:

- \$39,000 in special education reimbursements,
- \$115,442 in Social Security reimbursements,
- \$42,636 in lease/rent rebates,
- \$86,421 in retirement reimbursements, and
- \$8,839 in nurse reimbursements.

City Charter High School expects similar funding for the 2007 - 2008 school year.

Fiscal Solvency Policies

City Charter High School budgets for emergencies, shortfalls or delays in receiving monies in a number of ways. Our cash flow analysis suggests that expenditures are greatest in the beginning of the year due to start-up costs. Strategies for managing cash flow include:

- 2006 - 2007: City Charter High School allocated a budget reserve of \$700,000. In addition, the school had approximately \$419,000 in accounts receivable from school district tuition payments. Finally, the school had a \$77,000 account receivable in the form of a PDE Title I reimbursement for the 2005 — 2006 school year. Thus there was a carry over of approximately \$1,200,000 into the 2005 - 2006 school year of budget reserve and accounts receivables.
- 2006 — 2007: City Charter High School ended the year with a fund balance of \$1,750,519. In addition, the school has approximately \$389,985 in accounts receivables from school district tuition payments, Title I receivables and grants. Thus there is a carry over of approximately \$2,100,000 into the 2006 -2007 school year of budget reserve and accounts receivables. The reason there was such a large carry over was the Pittsburgh Public Schools made an accounting error and paid City High (during the 2006 - 2007 fiscal year) approximately \$550,000 in tuition owed. This was not accounted for in the original budget.
- The City Charter High School budget was built assuming an average of 520 students enrolled for the school year. During the 2006 — 2007 school year the school averaged approximately 500 students. However, the tuition rates for students increased beyond that which was budgeted. Thus, revenues from tuition were stable. This provides a budget surplus on the revenue side.
- City Charter High School receives its grant monies in the beginning of its fiscal year. Thus expenditures that are grant related are anticipated and paid promptly.

The school's fund balance is indicative of a solid financial footing for the upcoming year.

Accounting System

City Charter High School has implemented an accounting system that is compliant with Generally Accepted Accounting Principals (GAAP) for budgeting, accounting and reporting. From a budgeting perspective, City Charter High School follows the PDE required annual budget submission. The Board of Trustees approved the upcoming 2007 — 2008 annual budget at its June Board meeting and the budget was submitted to the state in June 2007.

From an accounting perspective, City Charter High School has a part time accountant that manages its day to day bookkeeping. The books are set up using the Quickbooks Pro software, with all budget lines integrated with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. All procedures are consistent with GAAP. The Accounting System is overseen by the Board Treasurer, the CAO and the Education Manager. The actual day to day financial operations are handled by the school's bookkeeper.

A comprehensive financial report is presented to the Board of Trustees monthly. The June 2007 financial report can be obtained from the school's Board of Trustee's website at <http://edsys.org/board> .

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Revenue Expenditure Fund Balance

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

An annual audit is performed by Maher Duessel, Certified Public Accountants, Three Gateway Center — Six West, Pittsburgh, PA 15222. They can be reached via phone at (412) 471-5500 or Fax at (412) 471-5508. The CPA responsible for the City Charter High School audit is Elizabeth Krisher. The most recent financial audit occurred in July 2007. The audit report has not been completed and is therefore not included in this annual report. The Audit Report for the 2005 - 2006 school year is attached.

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

- Auditor's Opinion and Findings

Citations and follow-up actions for any State Audit Report

There were no citations or follow-up actions necessary from any State Audit Report this year.

SECTION VII. FACILITY RESPONSIBILITIES

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

City Charter High School is located in the Clark Building at 717 Liberty Ave. Pittsburgh, PA 15222. City Charter High School's space in the building is air conditioned, has ADA compliant access to classrooms and bathrooms, has a new fire alarm system with both sprinklers and smoke alarms and has passed all inspections by the building inspector, the fire marshal and the health department. Occupancy permits are kept in the City Charter High School main office.

During the 2006 — 2007 school year the school occupied the complete 7th, 8th, 9th, 10th and 11th floors of the Clark Building. Each floor contains approximately 12,000 square feet. The school has a ten year lease with the building for the floor space it occupies. In addition, the school has two five-year-options on the lease that it can exercise. City Charter High School pays the building a one time cost of \$9 per square foot for buildout. The rent payment for the 2006 — 2007 school year was \$15.14 per square foot. Utilities, maintenance and custodial services are included.

City Charter High School purchased \$335,627 of computer equipment during the 2006 — 2007 school year. This includes laptops for every student and staff member, servers, printers and associated peripherals. The computer equipment is paid for through a four year lease with a one dollar buy out with Dollar Bank Leasing. Computer equipment is capitalized on the school's balance sheet over a 4 year timeframe.

A small amount of furniture and computer equipment was purchased out of the school's operating budget.

Every year the school will purchase a large amount of technology for the new 9th grade class. The school will continue to obtain loans for this equipment and pay them off over 4 years. This provides an ongoing mechanism for the school to replenish its technology while paying for the technology over its lifespan.

Future Facility Plans and Other Capital Needs

City Charter High School has a building lease that continues to the end of its current charter. Two five-year options are available in the lease which could extend it for 10 years beyond the current charter. Furniture, technology and short term capital purchases are managed through an

annual 4 year lease/loan. Debt service for this lease/loan consistently hovers around \$450,000 annually. The debt service is managed through our annual operating budget.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

City Charter High School complies with all regulations regarding fire prevention and safety standards. The facility has been inspected and approved by the City of Pittsburgh Fire Marshall. The entire school has an approved system of fire alarms, sprinklers, smoke alarms and signage. Escape routes are posted in every classroom. The school has monthly fire drills. The school also participated in the annual building evacuation drill. Records of the dates and times of all fire drills are kept in the City Charter High School office by security personnel. Occupancy permits are kept in the school's main office.

City Charter High School has a full time nurse to manage the health and immunization needs of the student body. The Health and Immunization records are maintained by the nurse both in hardcopy and using our online database system. Appropriate safeguards are in place to guarantee the safety and confidentiality of these records. The nurse spends the first month of the school year updating the records of incoming freshman and communicating with parents regarding immunization needs.

City Charter High School has worked hard this year to create and implement a Wellness Policy in compliance with recent requirements articulated by the Federal Government and Chapter 12 of the Pennsylvania code. Steps taken include:

- Representative committee formed;
- Nutrition analysis conducted;
- Health and safety analysis conducted;
- Survey conducted; and
- School improvements have begun.
- Wellness Policy Created and Board Approved

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

- Health Reimbursement Submission
- Wellness Policy

Current School Insurance Coverage Policies and Programs

Insurance Coverage

***First Non-Profit Insurance Company**

Policy # — TMPC3715950 — Specialty School Package
Policy # - UXL3707090 - Umbrella Insurance

***Philadelphia Insurance Companies**

Policy # - PHSD265849 Directors and Officers Insurance

Educators Mutual Life Insurance Company

Policy # 0000034928-00001 — Short/Long Term Disability & Life Insurance - same

Guard Insurance Group

Policy # CIWC704801 — Workers Compensation Insurance - same

Highmark Blue Cross/Blue Shield

Group # 91372462 — PPO Blue High Option I

Group # 91372462 — Fashion Advantage - Vision

Group # 450603105 — United Concordia Dental Coverage — same

***Markel Insurance Company**

Policy # - 4102AH278464-10 — Student Accident Medical Insurance Program

*New companies

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The roster of staff for the 2006 - 2007 school year includes 71 staff members, 51 of whom were professional staff.

Professional Staff (51)

5 — English Language Arts Teachers

5 — Social Studies Teachers

5 — Mathematics Teachers

5 — Science Teachers

3 — Spanish Teachers

3 — Business Education Teachers

3 — Technology Teachers

2 — Art Teachers

5 — Special Education Teachers

2 — Title I Reading Specialists

1 — Title I Mathematics Teacher

3 — Librarian/Research Teachers

2 — Career Teachers

2 - Counselors/Social Workers

1 — Education Manager

2 — Assistant Principals

1 — Chief Executive Officer / Principal

1 — Nurse

94% of the professional staff are certified in their content area. Out of 51 professional staff, 1 has a Doctorate, 16 have Masters Degrees and 34 have Bachelor Degrees. This past year, seven teachers were promoted from Apprentice to Journeyman and two teachers were promoted from Journeyman to Expert.

Support Staff (20)

8 — Title I / Special Ed. Paraprofessionals
2 — Internship Managers
1 — Office Manager
2 — Security Guards
1 — Food Service Manager
1 — Custodian
2 — Clerks
1 — Bookkeeper
1 — SCA Intern
1 — Activities Director

The entire staff was hired as of August 2005. There was a very small amount of faculty turnover during the year. Two paraprofessionals left midyear in a career change. One Social Studies teacher left to take a full time position elsewhere.

At the end of the school year, there was some turnover.

- Two teachers left and moved out of state (family concerns).
- One teacher moved to another district to take a position that included coaching.
- Three teachers did not have their contracts renewed.
- One teacher left at the end of the year and is changing careers.
- The CEO/Principal retired at the end of the school year.
- An Internship Manager retired at the end of the school year.

Exit interviews were conducted with all staff who left the school. All positions will be filled by the start of school.

Staff attendance during the year was exceptional. 19 out of 51 professional staff attended every day of school. The average number of days absent for professional staff was 2.0 days. This very low absentee rate is caused by the professional attitude of the City Charter High School staff as well as a financial bonus for perfect attendance. Due to this low absenteeism, no substitute teachers have ever been used at City High. Absences are covered by other City Charter High School teachers and administrators.

Quality of Teaching and Other Staff - Attachments

- Elementary/Secondary Professional Personnel Submission
- PDE 414

Student Enrollment

According to its charter, City Charter High School had a 624 student capacity for the 2006 — 2007 school year. The admissions policy is articulated in the schools charter.

City Charter High School has open enrollment. Prospective students fill out an application and visit the school. The student and their parent attend an orientation session where the parameters of the school are articulated. Issues discussed include the academics, calendar, dress code, physical education, discipline policy, block scheduling, internships and student accountability. The purpose of the conference is to communicate clearly to both students and parents the nature of the school and its emphasis. Everyone concerned must be completely aware of the school, its programs, expectations and activities. This orientation process is most important if the school hopes to consistently provide education that focuses on workforce development and to create an academic plan that will insure that students succeed.

As students sign up for the school, their names are added to an enrollment list that is published on our website. Open enrollment for city students occurs from November 1st through December 1st. If enrollment is over subscribed at that time, a lottery is held. Once 156 students are enrolled per grade, a waiting list is created. This admission policy is consistent with that described in our charter as well as the Pennsylvania Charter School law.

There was no need for a lottery in preparation for the 2006 -2007 school year. After the open enrollment period closed, there were approximately 100 students signed up for 9th grade. The class filled up to 156 by late January. A waiting list was created that had as many as 40 students on it at a given time. School began with 512 students.

Membership	9th	10th	11th	12th	Total
September	160	121	122	109	512
October	160	125	121	109	515
November	160	129	120	105	514
December	160	129	120	105	514
January	162	115	120	104	501
February	162	114	119	103	498
March	159	111	117	100	487
April	156	108	117	96	477
May	154	107	114	94	469
June	153	109	114	92	468
Average	159	117	118	102	496

As the table above demonstrates, enrollment went from 512 in the beginning of the year to 468 at the end of the year. There are a number of interesting conclusions that staff made from these membership statistics.

- Note that City Charter High School does not accept new students after February. This policy is due to the difficult time students have in adjusting to the academic rigor of the school. Hence students that leave after February cannot be replaced. The March, April and May statistics reflect this.
- The numbers are relatively stable during the opening months of the year. This can be attributed to a number of important variables:
 - Students that drop out are replaced by people on the waiting list (in 9th and 10th grade.) Students who drop out in the first few months of City High can't make the transition to the longer day, dress code, hard work and increased discipline. They tend to go back to their feeder schools.
 - Long term analysis indicates that City High's reputation as a school for students who want to work hard is beginning to attract a population that is aligned with the mission of the school. The demographics of the incoming students has NOT changed, but their attitudes have.
- There is a large disparity between the 9th grade enrollment and the other grades. This is the most impressive statistic and one that suggests that the school design is working.
 - This was the first year that we had a faculty loop back after taking students through the process for four years. Thus the faculty felt much more aware of the school programming, student needs and what was necessary to help 9th graders succeed.
 - We will be watching closely this year to see if the same phenomenon occurs.
- Finally, the tenth grade numbers were quite low. We believe this was due to a faculty inability to adapt to the school and its students. This has been deeply analyzed and addressed through Professional Development, mentoring, transferring a Master Teacher to the team and administrative attention. We believe the team has come a long way and is showing great improvement. New Standards test scores indicate student achievement in the current 10th grade is high.

Transportation

Students who attend City Charter High School receive the same transportation that is available to them in their home district. If the home district provides transportation for its students and they are within 10 miles of City Charter High School, they provide these students with transportation. All districts have agreed that the optimum method of doing this is to provide students with a Port Authority bus pass. This allows the students to take public transportation to downtown. Students from districts that do not bus must provide their own transportation.

Special Education students that need adapted transportation are provided with that transportation.

Food Service Program

During the 2006 — 2007 school year City Charter High School participated in the federally subsidized free and reduced lunch program. Lunches were provided by Nutrition Inc. Students could also buy snacks and drinks as desired. The school, via its Wellness program, is working quite hard to provide nutritional lunches and snacks. Approximately 60% of the students were eligible for the program. City High has a built in kitchen for preparing, warming and serving meals. The Pittsburgh Health Department has inspected the premises including the kitchen and provided the school with a Health Permit.

Student Conduct

City Charter High School perceives issues of behavior and discipline to be learning opportunities. Teachers are directed to meet with students individually, talk with parents, and work with administrators to resolve problems. Administrators spend a large amount of time working with students to resolve conflicts and develop maturity in their approach to both peer and adult conflicts.

Behavior/Discipline Procedures

City Charter High School has a code of conduct (attached file) that was approved by its Board of Trustees. Since this school is work-skills oriented, the code was developed with our business partners in mind. It is consistent with the post-secondary environments in which our students will be working or studying. Attendance, school attire and attitude are keys to success and need to be addressed before they become issues. For this reason, the code of conduct takes a proactive approach with regards to these issues.

All student and staff discipline issues follow a consistent chain-of-command and appropriate due process. Due Process begins at the earliest possible point. Documentation is maintained from the onset. Discipline referrals are made via the online discipline referral system. Appropriate referrals are addressed by an administrator. The goal is to be proactive and lessen the need for formal action. The administrator will gather data, contact appropriate parties and speak to the individuals involved. The administrator develops a plan of action that includes taking advantage of support mechanisms including the school's social worker, the school's Wellness Center, parents, teachers and appropriate community resources. The administrator writes the problem up, and invites the parents and students to a meeting. After discussion a behavioral contract is created. If the problem is still not resolved, the student may have to be removed from the school via suspension.

The CEO/Principal or his/her designee is solely responsible for suspensions and/or expulsions. The student expulsion and suspension policy is predicated on the need to be proactive regarding student adjustment and behavior.

- If students are not engaged academically, if they are not vested in the process of education or do not feel part of the school community they will react negatively.
- If students are suffering through life crises, they will often exhibit counterproductive behaviors at school.
- If students are confused, disoriented or depressed, they often are unable to engage in the learning process.

If a student exhibits misbehavior that is severe, the CEO may choose to suspend the student. The following guidelines describe due process for suspensions.

3 Day Suspension — Student is given an opportunity to defend their actions. Parent comes in for a conference.

4-10 Day Suspension — An informal hearing with the parent, student and CEO is held on the third day.

Expulsion (more than 10 days) — A formal hearing with the parent, student and CEO is held before a committee of the Board of Trustees before the tenth day of the suspension. The committee hears the evidence and makes a recommendation to the full board. The student may bring legal counsel to the formal hearing. The full Board votes on expulsions during executive session at their monthly meetings. Parents are provided with information on how to appeal the ruling in Commonwealth Court.

During the 2006 - 2007 school year, 59 students had 67 suspensions. 8 students were expelled.

City Charter High School hopes to address negative situations by intervening in a supportive manner before a crisis manifests itself. To do this the school provides help through counseling and referrals. The school currently has a full time Wellness Center to meet the social, emotional and physical needs of the students. Currently the school has a two full time social workers, an assistant principal in charge of pupil affairs and a full time nurse. The school will only remove a student if his/her behavior becomes a risk to the well being of other students and staff. At that point, the parents, teachers and student will be called in for a staffing. If the problem pertains to a life crisis, a referral will be made. All Due Process and Special Education laws and regulations will be followed during this process.

Student Conduct - Attachment

- Student Handbook and Code of Conduct

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: City CHS

Date of Local Chartering School Board/PDE Approval: Charter Renewal - January 24, 2007

Length of Charter: 5 Years **Opening Date:** September 2002

Grade Level: 9 through 12 **Hours of Operation:** 8:00 AM - 4:00 PM

Percentage of Certified Staff: 94% **Total Instructional Staff:** 51

Student/ Teacher Ratio: 495/51 = 10 to 1 **Student Waiting List:** As of June 30 - 41 in 9th grade, 26 in 10th grade

Attendance Rate/Percentage: 93.17%

Enrollment: 2006-07 average - 496 students **Per Pupil Subsidy:** Regular Ed. = \$10,800
Special Ed.= \$11,050

Student Profile

American Indian/Alaskan Native: 0
Asian/Pacific Islander: 3
Black (Non-Hispanic): 259
Hispanic: 2
White (Non-Hispanic): 200
Multicultural: 6

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 60.55%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 56

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	0	0	182	182
Instructional Hours	0	0	0	0	0	1118	1118

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The City CHS within Pittsburgh-Mt Oliver IU 2 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

1. There are a full range of services, programs and alternative placements available for placement and implementation of the special education programs in the charter school.
2. The charter school has adopted a "child find" system to locate, identify and evaluate children who are thought to be a child with a disability eligible for special education residing within the charter school's jurisdiction. "Child find" data is collected, maintained, and used in decision-making. Child find process and procedures are evaluated for effectiveness. The charter school implements mechanisms to disseminate child find information to the public, organizations, agencies, and individuals on at least an annual basis.
3. The charter school has adopted policies and procedures that assure that students with disabilities are included in general education programs and extracurricular and non-academic programs and activities to the maximum extent appropriate in accordance with an Individualized Education Program.
4. The charter school will comply with the PA Department of Education annual report requirements including special education information.
5. The charter school follows the state and federal guidelines for participation of students with disabilities in state and charter school-wide assessments including the determination of participation, the need for accommodations, and the methods of assessing students for whom regular assessment is not appropriate.
6. The charter school assures the Pennsylvania Department of Education that funds received through participation in the medical assistance reimbursement program, ACCESS, will be used to enhance or expand the current level of services and programs provided to students with disabilities in this local education agency.

This assurance must be signed by the Board President and the Chief Executive Officer for the charter school to operate services and programs.

Board President

Date

Chief Executive Officer

Date

2007 - 2008 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Richard Wertheimer

Title Dr.

Phone (412) 690-2489

Fax (412) 690-2316

E-mail wertheimer@cityhigh.org

Signature of the Chief Executive Officer and Date

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

Name Fiore Londino

Title Mr.

Phone (412) 841-3678

Fax (412) 291-2943

E-mail flondino@pareto-consulting.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Richard Wertheimer

Title Dr.

Phone (412) 690-2489

Fax (412) 690-2316

E-mail wertheimer@cityhigh.org

Signature of the Special Education Contact Person and Date