
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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HARRISBURG, PA 17126-0333

Charter Annual Report **Tuesday, October 09, 2007**

Charter School: Philadelphia Electrical & Tech CHS
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SECTION I. EXECUTIVE SUMMARY

Organization Description

The 2006-07 school year was a great year for PE&T. The school was recognized by the Philadelphia School District as a 2006 Best Practice school for significant growth in student achievement over four years. Our educational program continues to stand out as a unique

offering in the Philadelphia area. At PE&T, students are not segregated into either a vo-tech track or an academic track; rather ALL students are held to high performance standards in both academics AND our Career & Technical Education (CTE) program.

In 2006-07 our school served 583 students in grades 9-12. Our location in the heart of Center City — with wide access to public transportation — promotes a level of diversity (i.e. geographic, racial/ethnic, and socioeconomic) that is rarely achieved in Philadelphia's schools: (1) Our students come from more than 30 zip codes across the city; (2) Our student body was 55% black, 33% white, 8% Hispanic, 2% Asian/Pacific Islander and 2% multiracial; and (3) Our school served a significant number of working poor and public assistance (TANF) recipient families. Approximately 61% of the student body qualified for free or reduced price meals.

PE&T's electrical technology program sets our program apart from other high schools in the state. Coursework in electrical theory and telecommunications expose students to a wealth of highly technical information. Computer technology courses such as ICDL (International Computer Driver's License) allow students to demonstrate technological ability and become certified in the use of computers. Our technologically advanced facility includes 3 computer labs, 3 wireless labs, 15 SmartBoard classrooms, a fitness center, a new library, as well as 67 security surveillance cameras for student safety. And, our successful Co-Op program allowed many of our 12th grade students to apply the skills and knowledge gained at PE&T to an authentic workplace environment in the surrounding business community. Our electrical technology program's success is due in large part to the substantial partnerships with the technical community. Partnerships with the I.B.E.W. Local Union 98, Drexel University, and others enable PE&T to deliver a comprehensive, focused, and enhanced program.

Core Purpose

Mission

The mission of Philadelphia Electrical and Technology Charter High School is to develop students who will be employable in the emerging high-tech industries, while giving students a strong foundation in the core academic subjects -- math, science, language arts, social studies and world languages.

Vision

The vision of Philadelphia Electrical and Technology Charter High School is to prepare our students to enter high tech and electrical/telecommunication fields in a variety of ways, either through pursuit of apprenticeships at IBEW, attendance at two or four year colleges, direct employment in those industries following graduation, or some combination of those paths.

Shared Values

The Philadelphia Electrical and Technology Charter High School is dedicated to preparing students for to enter the workforce with knowledge and skills to pursue rewarding careers in electrical and communication technologies, and to pursue higher learning. We believe that this can best be accomplished by providing:

Hands-on, project based learning,

High quality internships with electrical and communications technology companies,

Opportunities to achieve proficiency and certification with computer technologies,

Mastery learning, with multiple opportunities to attain and prove proficiency in all academic subject areas,

An enjoyable, and safe teaching and learning atmosphere,

Opportunities to pursue higher levels of academic learning,

Small group and individualized teaching and learning experiences,

Computer supported learning and tutorials for students needing extra assistance,

An integrated, teamwork approach to teaching based around student learning needs, and Data-driven decision making for continuous academic improvement.

Academic Standards

The PE&T curriculum was designed to redefine the traditional vocational-technical education model to better serve the needs of high school students in the rapidly changing and growing technological world of the 21st century. The school provides a unique pairing of a college preparatory curriculum (complete with AP courses and dual credit programs with local universities) with a strong technical curriculum that prepares students for employment in emerging high-tech industries through the study of computer systems, electrical theory, telecommunications, and other related technologies.

PE&T is focused on having all of our students master the required subject skills:

- Effective communication skills in reading, writing, speaking, and listening (including technical, business, and report reading and writing);
- Mathematical concepts through pre-calculus and trigonometry, with the ability to demonstrate the use of a variety of increasingly sophisticated mathematical techniques in current technical applications;
- Scientific concepts in biology, physical science, and physics leading to an understanding of scientific tools, technologies, methodologies, and their application to the new technologies;
- Historical and social science disciplines, including an in-depth understanding of our local and national governments, different cultures and political systems, the value of participatory democracy, and labor history and labor law;
- Computer systems, electrical theory, telecommunications and other forms of related technology, with the ability to solve intricate problems and exercise creativity;
- Creative, performing, and applied arts — understanding that music, fine arts, and graphic arts are an integral part of the human heritage and changing creative processes;
- The ability to speak, read, and write in Spanish at a level of comprehension that provides a working facility, including technical and commercial terms, and the relationship between language and culture;
- Electrical technology, ICDL (International Computer Driver's License), a universal test preparation course, and mathematics and language/reading skills development courses, and an understanding of real-world career opportunities and expectations (through our Co-Op program), ultimately instilling within students the confidence and skills necessary for success in higher education and/or the workplace.

The PE&T curriculum was designed based on Pennsylvania's academic standards, and many of the curriculum materials used in the core academic areas were chosen because they have been specifically aligned to the PA standards (e.g., Prentice Hall's secondary social studies curriculum). The electrical technology courses support the learning of a variety of standards, particularly the standards for math and science.

Strengths and Challenges

Program Strengths

PETCHS realized many successes during the 2006-2007 school year; the highlights are as follows:

- Recognized by the Philadelphia School District as a 2006 Best Practice school for significant growth in student achievement over four years;
- Five-year Charter Renewal passed by the School Reform Commission;
- Would be recommended to a friend by 98% of our parent respondents in a recent parent survey;
- Improved math and reading skills of over 30% of students to grade level within two years of matriculation;
- Closed the achievement gap between white and black students in math and reading;
- Met AYP requirements in 2007;
- Completed over 990 hours of state mandated instruction
- Created an on-going after-school remediation program for math and reading proficiency and a free 6 week summer school for academics;
- Implemented a 50% reduction in 11th grade math class size and a supplementary math skills course;
- Hired an academic skills counselor, a shadow teacher and a social worker to address student needs;
- Continued 100 Book Challenge and Kaplan Reading Empowerment — 30 minute homeroom morning reading program to improve reading skills;
- Purchased and implemented the PowerSchool information system for parent/teacher communication;
- Provided students with ICDL computer certification, college dual credit enrollment courses, NovaNet and Study Island digital learning, the 4Sight PSSA assessment system, and Kaplan SAT preparation;
- Sent 15 professional staff members to 2007 Pennsylvania Charter School conference;
- Balanced the school budget effectively and efficiently with a fund balance and no audit recommendations;
- Retained over 95% of all staff members over a five year period;
- Renegotiated a new 5-year lease that expands our space to 63,335 square feet with full use of the second through 12th floors of the property.

Areas for Improvement

- Need to reduce the numbers of students needing to attend academic summer school
- Need to address the very low levels of academic skills in math, reading, and writing that entering Freshman bring to school - results from Basic Skills Inventory in the summer showed average Freshman grade level to be 5.95 in math and 5.19 in reading.

- Need to expand the after-school tutorial program to students in grades 9 and 10
- Need to expand partnerships with area colleges, and increase number of AP courses offered to students
- Need to increase fundraising to add vital programs to improve student achievement
- Need to reduce percentage of students at the below basic level on the PSSA Math and Reading tests to 5% or less, from current level of 30-38%.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Last year's designation as School Improvement II required that our parents, students, teachers and administrators look carefully at how our students as a whole and each of our tested subgroups were performing on our standardized tests, and to lay out a plan for making improvements to the teaching and learning of language arts and mathematics across the school. This process was a beneficial one, resulting in an extensive improvement plan that has guided our growth and helped us to focus on improving achievement for all students and making our academic goals as set forth in our charter application. Highlights from the School Improvement Plan are provided below.

PETCHS focuses on giving all of our students the academic and technical skills and experiences they will need to be successful in the fields of information and electrical technologies. In planning for this year, our school's administrators and staff examined very carefully objective measures of our students' achievement at all grade levels and across all major subgroups, and adjusted our curriculum, our students' schedules, and our staff's training to concentrate our efforts on meeting our students' academic needs. Our students' test scores showed that a large percentage of students were performing below their grade level in English and in Math. We made new commitments to our students of time and money during the 2005-06 and 2006-07 school years that ensured that our students continue to receive all of the core components of a great school: Quality teaching, Quality leadership, Artful use of Infrastructure, and a Continuous learning ethic. Our plan involved all of our staff, to serve the particular needs of all of our students . Our plan calls for serving all of our students by implementing the following as part of a comprehensive program focused on high achievement for all students.

QUALITY TEACHING

1. Hire skills counselor to work with low achieving 9th, 10th, 11th and 12th graders and their teachers

2. Hire “shadowing teacher” to work with low achieving 10th and 11th graders and their teachers
3. Train teachers in 100 Book Challenge
4. Implement 100 Book Challenge
5. Incorporate math and reading throughout the curriculum
6. Train teachers to teach specific reading curriculum
7. Train teachers to teach specific math curriculum
8. Implement Study Island computer-based training for PSSA
9. Implement Kaplan basic skills curriculum for low-achieving students
10. Use Pearson BASI basic skills inventory to diagnose strengths and weaknesses of incoming students

QUALITY LEADERSHIP

1. Implement data-driven decision making among administration and Department Heads
2. Weekly meeting of Department Heads and school administrators
3. Regularly assess achievement of struggling students, focusing on particular problem areas

ARTFUL USE OF INFRASTRUCTURE

1. Develop school library
2. Implement mandatory reading time for all students
3. Purchase new computer labs dedicated to developing math and reading skills
4. Require collaboration among teaching staff around teaching of math and reading across the curriculum
5. Train teachers in ways of communicating regularly with parents
6. Train teachers in use of PowerSchool student information system
7. Train parents in use of PowerSchool student information system

8. Increase time of reading and math instruction for low achieving students
9. Develop graduation proficiency test and require passing score for graduation

CONTINUOUS LEARNING ETHIC

1. Conduct diagnostic tests for all 9th and 10th graders in October using Fall Terra Nova in Math and Reading and for all 11th graders using 4sight PSSA diagnostic system
2. Weekly meeting of Department Heads and school administrators
3. Regularly assess achievement of struggling students, focusing on particular problem areas
4. Require collaboration among teachers in the planning and implementation of reading and math across the curriculum.

PETCHS 2006-2007 Annual Measurable Goals & Performance Indicators

Goal Title: 21ST CENTURY VO-TECH EDUCATION

Goal Statement: PETCHS will prepare students with a 21st Century vo-tech education by providing a unique pairing of a college preparatory curriculum with a strong technical curriculum that prepares students for employment in emerging high-tech industries.

Student Group	Percent of 12th grade students participating in CoOp Program	
	Target	Actual
12th grade class	50.00%	93.00%

Measurable Group	Percent increase in Co-Op worksite hosts	
	Target	Actual
Local business community	10.00%	14.00%

Student Group	Percent of 9th grade class passing ICDL exam	
	Target	Actual
9th grade class	20.00%	9.80%

Student Group	Percent of 12th grade class graduating with college credit

	Target	Actual
12th grade class	20.00%	31.25%

Goal Title: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Goal Statement: PETCHS will demonstrate the state threshold for graduation rate of at least 80%.

Student Group	Graduation Rate	
	Target	Actual
12th grade students	80.00%	96.00%

Goal Title: MATHEMATICS

Goal Statement: At least 45% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments OR PE&T will increase the percentage of students scoring at proficiency or above by 10% over 2005-2006.

Student Group	Percent Proficient or Advanced on Mathematics PSSA		Increase of Percent of Students Scoring Proficient or Advanced on Math PSSA	
	Target	Actual	Target	Actual
11th grade students	45.00%	30.40%	10.00%	9.60%

Student Group	Percent over 50th Percentile Math Terra Nova	
	Target	Actual
9th Grade Students 2005-06 (class of 2009)		35.40%
10th Grade Students 2006-07 (class of 2009)		43.00%
Percent Change	10.00%	17.70%

Goal Title: PARENT INVOLVEMENT

Goal Statement: Parent involvement will increase by 15% over 2005-2006's parent involvement.

Measurable Group	Percent of parents using PowerSchool		Percent of parents signed up to receive electronic progress reports	
	Target	Actual	Target	Actual
Parents	50.00%	55.80%	25.00%	26.40%

Goal Title: READING

Goal Statement: At least 54% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments OR we will increase the percentage of students scoring at proficiency or above by 10% over 2005-2006.

Student Group	Percent proficient or advanced on Reading PSSA		Increase in percent scoring proficient or advanced on Reading PSSA	
	Target	Actual	Target	Actual
11th Grade Students	54.00%	40.60%	10.00%	0.00%

Student Group	Percent over 50th Percentile Reading Terra Nova		Percent over 50th Percentile Language Terra Nova	
	Target	Actual	Target	Actual
9th grade students 2005-06 (Class of 2009)		31.30%		44.90%
10th grade Students 2006-07 (Class of 2009)		46.00%		51.00%
Percent Change	10.00%	32.00%	10.00%	12.00%

Goal Title: STUDENT ATTENDANCE

Goal Statement: Student attendance will meet a 90% threshold and/or show growth.

Student Group	Year prior attendance rate		State target	
	Target	Actual	Target	Actual
All students	90.0%	91.9%	90.0%	92.5%

Goal Title: STUDENT RETENTION

Goal Statement: PETCHS aims to retain 90% of its student population from the prior year OR improve the retention rate from the prior year.

Student Group	Target Retention Rate	
	Target	Actual
All students	90.00%	92.30%

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Alex Schuh	FRONTIER 21		Michael Nemitz
Lisa Gigliotti	PETCHS	Administrator	Michael Nemitz
Michael Nemitz	PETCHS	Administrator	Michael Nemitz

Erin Dougherty	PETCHS	Administrator	Michael Nemitz
Ted Campbell	PETCHS	Ed Specialist - Social Restoration	Michael Nemitz

Goals, Strategies and Activities

Goal: 21ST CENTURY VO-TECH EDUCATION

Description: PETCHS will prepare students with a 21st Century vo-tech education by providing a unique pairing of a college preparatory curriculum with a strong technical curriculum that prepares students for employment in emerging high-tech industries.

Strategy: Co-Op Program

Description:

Activities:

Activity	Description	
Co-Op Program Coordinator: Biweekly student meetings		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Co-Op Program Coordinator: weekly job site visits		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Strategy: Graduates with College Credit

Description:

Activities:

Activity	Description	
Academic Counselor: work with upper level students on career planning		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Increase number of students in Drexel Univ. dual credit programs		
Person Responsible	Timeline for Implementation	Resources

Michael Nemitz	Start: N/A Finish: N/A	\$0.00
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Activity	Description	
Increase opportunities for students to take classes at Community College of Philadelphia		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Increase percentage of students scoring 3 or above on AP American History Exam		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Strategy: Technology Training

Description:

Activities:

Activity	Description	
Build computer literacy goals into each course across the curriculum		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Increase number of projects across the curriculum that involve the use of computers		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Increase number of students taking the MCP certification exam		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Increase the number of students taking the ICDL certification exam		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Goal: FOUR-YEAR GRADUATION RATE (for districts and schools that graduate seniors)

Description: Graduate rate will meet an 80% threshold and/or show growth.

Strategy: Afterschool Program

Description:

Activities:

Activity	Description	
Identify low achieving students through testing		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Implement NovaNet and StudyIsland computer learning systems		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Strategy: In School Support

Description:

Activities:

Activity	Description
Hired Academic Skills Counselor	

Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Hired Shadow Teacher		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Hired Social Worker		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Strategy: Summer School Program

Description: 60 hours for each failed course

Activities:

Activity	Description	
Administrators work with Summer School coordinator to manage student work		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Track student success in all required classes using PowerSchool		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Goal: MATHEMATICS

Description: At least 45% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments OR PE&T will increase the percentage of students scoring at proficiency or above by 10% over 2005-2006.

Strategy: Extracurricular Activities

Description:

Activities:

Activity	Description	
Afterschool program to bolster math skills		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Strategy: In School Activities

Description:

Activities:

Activity	Description	
50% reduction in 11th grade math class size		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Activity	Description	
9th and 10th grade Terra Nova preparation - daily		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Implement 4Sight		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Supplementary math skills class		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Strategy: Professional Development

Description:

Activities:

Activity	Description	
Sent 15 professional staff members to 2007 PA Charter School Conference		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Goal: PARENT INVOLVEMENT

Description: Parent involvement will increase by 15% over 2005-2006's parent involvement.

Strategy: Home - School Communication

Description:

Activities:

Activity	Description	
Parent Orientation at Start of School Year		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Parent Training in PowerSchool		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Strategy: Policy and Decision Making

Description:

Activities:

Activity	Description	
Parent Association Meetings: questionnaires and discussion		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Parent Involvement Policy Meeting		
Person Responsible	Timeline for Implementation	Resources

Michael Nemitz	Start: N/A Finish: N/A	\$0.00
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Activity	Description	
Three parent members on Board of Trustees		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Goal: READING

Description: At least 54% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments OR we will increase the percentage of students scoring at proficiency or above by 10% over 2005-2006.

Strategy: Extracurricular Activities

Description:

Activities:

Activity	Description	
Afterschool Program		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Strategy: In School Activities

Description:

Activities:

Activity	Description	
100 Book Challenge		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Implement 4Sight		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Kaplan Reading Empowerment		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

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

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

Strategy: Home - School Communication

Description:

Activities:

Activity	Description	
Implement and Train Parents on PowerSchool to monitor student attendance		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS

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

Strategy: In School Activities

Description:

Activities:

Activity	Description	
Daily Terra Nova preparation for 9th and 10th graders		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Standardized Testing as agenda item for two Parent Association meetings		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

Goal: STUDENT RETENTION

Description: PETCHS aims to retain 90% of its student population from the prior year OR improve the retention rate from the prior year.

Strategy: Summer School Program

Description:

Activities:

Activity	Description	
Frequent communication between administrators and summer school coordinator		
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Start: N/A Finish: N/A	\$0.00

Activity	Description	
Using PowerSchool and other means, identify students who are not earning required credits		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: N/A Finish: N/A	\$0.00

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

The PETCHS Curriculum

The PETCHS curriculum was designed to redefine the traditional vocational-technical education model to better serve the needs of high school students in the rapidly changing and growing technological world of the 21st century. The school provides a unique pairing of a college preparatory curriculum (complete with AP courses and dual credit programs with local universities) with a strong technical curriculum that prepares students for employment in emerging high-tech industries through the study of computer systems, electrical theory, telecommunications, and other related technologies.

PETCHS is focused on having all of our students master the required subject skills:

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- Mathematical concepts through pre-calculus and trigonometry, with the ability to demonstrate the use of a variety of increasingly sophisticated mathematical techniques in current technical applications;
- Scientific concepts in biology, physical science, and physics leading to an understanding of scientific tools, technologies, methodologies, and their application to the new technologies;

- Historical and social science disciplines, including an in-depth understanding of our local and national governments, different cultures and political systems, the value of participatory democracy, and labor history and labor law;
- Computer systems, electrical theory, telecommunications and other forms of related technology, with the ability to solve intricate problems and exercise creativity;
- Creative, performing, and applied arts — understanding that music, fine arts, and graphic arts are an integral part of the human heritage and changing creative processes;
- The ability to speak, read, and write in Spanish at a level of comprehension that provides a working facility, including technical and commercial terms, and the relationship between language and culture;
- Electrical technology, ICDL (International Computer Driver's License), a universal test preparation course, and mathematics and language/reading skills development courses, and an understanding of real-world career opportunities and expectations (through our Co-Op program), ultimately instilling within students the confidence and skills necessary for success in higher education and/or the workplace.

The PETCHS curriculum was designed based on Pennsylvania's academic standards, and many of the curriculum materials used in the core academic areas were chosen because they have been specifically aligned to the PA standards (e.g., Prentice Hall's secondary social studies curriculum). The electrical technology courses support the learning of a variety of standards, particularly the standards for math and science. To better illustrate how these goals are incorporated into PETCHS' curriculum offerings, actual sample PETCHS student schedules from the 2006-07 school year are provided below:

9th Grade Student

	Period	1a	1b	2a	2b	3a	3b	4a	4b
First Semester	Homeroom/ Reading Program	World History 1	Biology 1		ICDL			lunch	Math Skills 9
Second Semester	Homeroom/ Reading Program	Algebra 1	lunch	Introduction to Technology	Art Appreciation	Health	English 1		

10th Grade Student

	Period	1a	1b	2a	2b	3a	3b	4a	4b
First Semester	Homeroom/ Reading Program	Spanish 2		Physical Science	Physical Education	lunch	Telecommunications		
Second Semester	Homeroom/ Reading Program	Geometry		World History 2	Physical Education	lunch	English 2		

11th Grade Student

	Period	1a	1b	2a	2b	3a	3b	4a	4b
First Semester	Homeroom/ Reading Program	Electrical Theory	English 3	lunch	Math Skills 11	AP American History	Algebra 2	Physics	
Second Semester	Homeroom/ Reading Program	Electrical Theory	English 3	lunch	Health	AP American	Algebra 2	Spanish 2	

	Program					History		
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12th Grade Student

	Period	1a	1b	2a	2b	3a	3b	4a	4b	
First Semester	Homeroom/ Reading Program	Co-Op				Wireless	lunch	English 4		
Second Semester	Homeroom/ Reading Program	Government		lunch	Intro to Film	Chemistry		Trig/Pre-Calculus		

Innovative Components of the PETCHS Curriculum:

Career & Technical Education: What sets PETCHS apart from other public high schools in the state is our innovative Career and Technical Education program in the area of electrical technology. The school's unique partnerships with business and labor organizations provide curriculum resources designed to empower students to become telecommunications specialists. Whenever possible, PETCHS, in conjunction with I.B.E.W. Local Union 98, draws upon its industry associations to obtain first-rate industry technical specialists to augment the technical training staff. PETCHS, at present, offers courses in electrical theory, telecommunications, and a variety of computer science courses. PETCHS also offers several innovative — and often nationally recognized -- programs as part of our CTE program:

International Computer Driver's License (ICDL) — ICDL is the primary computer science curriculum at PETCHS — all students are required to take this 1-credit course in order to graduate. The goal of the course is to become ICDL certified. ICDL certification indicates mastery of the fundamental concepts of Information Technology (IT) and a fundamental level of competency in the use of a personal computer and computer software applications. ICDL certification requires a student to pass one test that assesses knowledge of the fundamental concepts of IT and 6 performance-based tests that assess competence in using a personal computer and working with common computer software applications. Specifically, the ICDL curriculum is divided into 7 modules: (1) Fundamental concepts of Information Technology (i.e. basic physical make-up of a personal computer, data storage and memory, etc.); (2) Using the computer and managing files (i.e. operating within the desktop environment; using search features, managing and organizing files and directories/folders, etc.); (3) Word processing (i.e. creating, formatting and finishing a word processing document ready for distribution; using mail merge tools; etc.); (4) Spreadsheets (i.e. developing and formatting a spreadsheet, using basic formulas and functions to accomplish standard mathematical and logical operations, creating graphs and charts, etc.); (5) Databases (i.e. designing databases; retrieving information from a database using the query, select, and sort tools; etc.); (6) Presentations (i.e. using graphics, charts, and various slide show effects, etc.); and (7) Internet and email (i.e. accomplish Web search tasks using Web browser; send and receive messages, etc.). In 2006-07, 16 students earned their ICDL certification.

Microsoft IT Academy — PETCHS is one of only a few Philadelphia area high schools with designation as a Microsoft IT academy. This means that PETCHS meets the rigorous training, equipment, and certification requirements set forth by Microsoft for this prestigious designation. Through this program, PETCHS is officially authorized by Microsoft to teach students the Microsoft Official Curriculum, exam.

Virtual Chemistry Laboratory - When PETCHS added Chemistry to the curriculum, we sought a way to ensure the safety of our students while at the same time offering them the critical principles and techniques learned in a chemistry laboratory. By employing the Pearson Education's virtual chemistry lab, students are able to progress through lab demonstrations and

simulated experiments online. This virtual lab work enables students to learn about safe lab environments while developing an understanding of the principles at work in the procedures without hazardous, expensive and lengthy labs.

Philadelphia Mural Arts Program — Through a partnership with the Philadelphia Mural Arts Program, PETCHS students experience a distinctive education in the arts. Students work extensively on group projects with other students, artists, and the community to improve their school by creating murals. This program helps students to become creative thinkers, while also providing them with skills in problem solving and teamwork.

PETCHS Cooperative Education Program -- The Cooperative Education Program (Co-Op) is a school program designed for PE&T seniors to gain practical work experience in a field closely related to the students' long-term career goals. Admission to the program is on a voluntary basis, certain criteria are used in determining a student's eligibility. These criteria include high maturity level, adequate credit accumulation, passing discipline grades, and a low absentee/tardiness report.

Applications are available in March of the students' junior year. Every applicant is interviewed by three or more members of the Local Advisory Committee. Once a student is interviewed and eligible, they undergo a career interest evaluation in order to place successfully students in positions that are relevant to their career goals. The students are ranked numerically based on the criteria.

The top twenty-five students are given the opportunity to do their Co-Op during our school's elite summer program. This program provides the student with full-time, paid, summer employment. The remaining students are given the opportunity to do their Co-Op during the school year, for three hours a day over the course of one semester. These students fall under two different categories -- those students who are job shadowing and those who are doing field work. Students are paid if the work done at an agency directly effects the company's product.

During the 2006-2007 school year, eighty-nine students went through our school's Co-Op program. That represents 93% of the senior class. Twenty-five of the students were employed during the summer session and the remaining sixty-four students were employed during the school year.

Forty employers were involved in this project during the 2006-2007 school year. These companies include the City of Philadelphia, Independence Blue Cross, Parkway Corporation, Jefferson Health Care, American Red Cross, Variety Club of Philadelphia, National Electrical Contractors Association, International Brotherhood of Electrical Workers, Local 98 as well as many independent contractors, law firms and restaurants.

The Cooperative Education Department is trying to increase these numbers for the 2007-2008 school year, to employ over one hundred students and increase our employer base by five, for a total of at least forty-five employers.

Rigorous Academic Program: PETCHS students are also expected to participate in a rigorous academic program. In our upgraded vo-tech model, the same students who are taking Telecommunications and Electrical Theory are also taking 2 years of Spanish, physics, biology, Algebra II, etc. Some innovative components of our academic program are as follows:

- **Dual-Credit Program with Local Colleges** — PETCHS continued its dual-credit program with the Community College of Philadelphia in which students can earn high school and college credit simultaneously in the college's Electrical Engineering Technology, Construction Management, Small Business Ownership, and Hardware/Network Certification. In 2006-07, 30 students completed the course. Plans for

these programs include expanding the CCP program to include courses in Advanced Math.

- **Advanced Placement and Honors** — In 2004-05, PETCHS established an Honors track for our academically accelerated freshman students, providing them with Honors English, Math and Social Studies Classes. They recently completed their junior year in this advanced path with 17 of them taking AP American History. The 9th and 10th grade Honors course enrollment is organized in the table below:

	Honors Mathematics	Honors English	Honors History
9th Grade	Algebra 1 (N=18)	English 1 (N=16)	World History 1 (N=19)
10th Grade	Geometry (N=19)	English 2 (N=20)	World History 2 (N=20)

- ***In-Depth, Inquiry-Based Teaching & Learning:***

The curriculum fosters learning that instills initiative, responsibility, self-confidence, achievement, and technological sophistication. The curriculum is designed to engage students early and continuously, and encourage them to participate actively in their education. The school promotes in-depth, inquiry-based teaching and learning in several ways. First, on an infrastructural level, the use of block rostering in core academic areas provides teachers with the time necessary (90 minutes daily) to combine a variety of learning environments from teacher-guided whole-class instruction to student-guided small group activities and laboratory work. With this schedule, a science teacher could easily introduce a topic in a more traditional mini-lecture format at the beginning of class, students could then break into groups to do project-based learning activity where they try to answer scientific questions through hands-on activities (i.e. laboratory work), and then class could reconvene to have a student-led discussion on findings. By providing multiple learning environments in one lesson, the teacher not only appeals to students with a range of learning styles but also gives students an opportunity to take ownership in their work and learn the materials on a more in-depth than if they were merely using a text book. However, in the 11th grade year, PETCHS students return to a more traditional class period for math and English, to help them better prepare for PSSA exams given in the spring.

Second, the school emphasizes both real-world connections to study and promotes interdisciplinary learning. Our educational process demonstrates the immediacy of academic study to hands-on performance, thereby enhancing the relevance of education to real-world applications. For example, a student can apply a concept learned in physics class later in the school day in their electrical theory class. Then they can have opportunity to practice what they learned — now, both in physics and electrical theory — in a hands-on, real-world experience while working for an electrical union in the Co-Op program. And, at the same time that they are applying this knowledge in the hands-on job environment, they are also learning the dynamics of organized labor. This first-hand experience with a union can then be brought back to the social studies classroom as the student learns of the origins of organized labor in America in American History or to inform a discussion of employment and contract law in the Labor Law social studies elective. This unified theme and interdisciplinary approach encourages the development of the skills required for lifetime learning, creative thinking, and problem solving, in a manner that neither conventional academic study nor standard vocational/technical training can achieve in a stand-alone program. Additionally, by requiring our students to be active participants in — rather than recipients of — their education, theory and practice are integrated in a manner that makes education immediately meaningful. And, by creating an interdisciplinary environment, subjects taught in one year resurface in future years. So, a student not developmentally ready to master a concept at one point in time, will likely be reintroduced to the same concept in a different environment at a different time when they are able to more fully grasp it.

Finally, PETCHS' model is based on students mastering the material. Social promotion does not exist in our school. When a student does not pass a course, their attendance in an academic summer school program is mandatory. While it took a while to establish a culture of mastery among students who were used to moving ahead even if they did not prove proficiency, our students now understand that our school is not just about the grade, but about truly achieving proficiency and applying that knowledge learned in various other settings both inside the school and out. Our mandatory after-school program for our low-achieving students sends a strong message that we require all students to work hard to achieve academically, and that we have made a commitment to supporting that achievement in whatever ways we can.

Strategies for Students Performing Significantly Below Level:

PETCHS believes that all students should be challenged to achieve high academic expectations, but understands that in order to effectively implement a rigorous, college-prep type program, a comprehensive system of educational supports must be in place to assist struggling students. Student performance — classroom participation, performance on assessments, anecdotal information, etc. — is constantly monitored. When students are seen to be performing significantly below standards in literacy and mathematics skills the school undertakes interventions. The interventions include any or all of the following: conferencing with students and parents; tutoring by peers, teachers, or other community resources; re-evaluation of course selection; placement in alternative learning environments; attendance in before/after school programs; and Academic Summer School. Students who are performing below standards are also enrolled in a Mathematics/Language Skills course (facilitated through a partnership with Congreso) that enhances the instruction and learning they receive in their English and Mathematics courses and also assists with their progression toward proficiency.

In 2006-07, PETCHS launched a variety of additional programs to support students who are performing below level. First, all incoming students were administered a placement test in the late spring/early summer, which provided administration and staff the opportunity to develop a strategy of comprehensive educational supports for students who we know to be performing below level prior to admission. Second, the Improving Literacy Through School Libraries grant of \$193,000 allowed us to focus intently on improving student literacy, especially among those students consistently performing below the national average. The grant supported a school librarian who worked with teachers and students on incorporating reading into their daily schedules and routines. One program implemented as part of this grant is the 100 Book Challenge, a program that provides students access to great books within a leveled system, time to read at school and at home, and a system of accountability that provides students with feedback, recognition and reward for independent reading. In conjunction with the 100 Book Challenge, a block of time in the morning was reserved for the entire school community to read independently. Another program PETCHS implemented was an intensive, academically-based after-school program targeting the school's lowest achieving students. For the first time this year, the 4Sight PSSA Assessment system was introduced to aid in the school's early identification and direction of resources toward the students who need it the most. Students who were identified as below proficient through PSSA and Terra Nova testing were required to attend the after-school program where they received individualized instruction through Pearson Digital Learning's Nova Net program. Nova Net, an award-winning, online, standards-based curriculum and assessment system for middle school, high school and adult learners, was purchased and implemented to provide students with supplemental instruction in reading, writing and math skills. Approximately 155 different students participated in the after-school program during 2006-07. Finally, a summer school program was offered during the Summer of 2007 for students who would not be promoted to the next grade due to a lack of academic success or discipline/attendance issues. As of this writing, 238 students are enrolled in Summer School, 95% of whom are expected to be promoted upon completion of the program. Next year, the school will continue to use the Basic Skills Inventory of the NovaNet system to diagnose academic strengths and weaknesses, but will not use the regular NovaNet system. We will instead use online courses provided through a site

license from Lincoln Interactive.

Actively Engaging Students in the Learning Process

PETCHS actively engages students in the learning process by employing a variety of teaching strategies.

- **Hands-On Teaching & Learning:** At PETCHS every opportunity is made to provide hands-on learning opportunities for students. This is realized most significantly in our science, electrical and technical theory, telecommunications, and computer-technology classroom/laboratories. For example, the Virtual Chemistry Laboratories program described above is a series of interactive computer simulated experiments that bring chemistry to life for students.
- **Multiple Intelligences:** PETCHS' instructional and assessment tools are designed to incorporate multiple intelligences. Students are encouraged to use whatever cognitive methods work best for them. Teachers recognize students' individual talents and encourage students to use methods that enhance achievement. Teachers provide students with opportunities to present individually, using a variety of comprehension tools and skills.
- **Project-Based Learning:** PBL is utilized to provide students with opportunities to clearly perceive the value of the various subjects in real-life applications. All students are engaged in project-based learning in laboratory settings (in sciences and electrical technology courses), utilizing hands-on real-time methods, equipment, and settings. In the senior year, the real-world workplace becomes the laboratory setting through the Co-Op program. Though the program is voluntary, over 93% of the senior class participated in 2006-2007, and students who opt out of the Co-Op program must still complete an independent project to fulfill graduation requirements.
- **Small-Group Teaching:** Small-group teaching strategies are employed to encourage each student's learning. Teachers apply graduated lesson plans, with clearly defined objectives and direct instruction, for each student performance level. The small group teaching strategy permits students to achieve self-paced, clearly defined mastery levels in each respective subject. This permits students to achieve the confidence levels needed for attaining the next level of subject mastery until all students are performing at a standard level. This year's reduced class sizes in 11th grade math definitely contributed to the students' improved achievement on the Math PSSA in 2007.
- **Advanced Course Options for High Achieving Students:** Just as we provide intervention and academic supports to students performing below proficiency (i.e. the math and language skills courses), we also offer many options for advanced students to exercise their competency in a more challenging learning environment. Whether taking an AP course or enrolling in a dual-credit course at Drexel University or the Community College of Philadelphia, even our highest performing students feel challenged.
- **Dynamic Industry Leader in the Classroom:** To keep students engaged and to provide real-world connections to classroom learning, PETCHS, in conjunction with I.B.E.W. Local Union 98, draws upon its industry associations whenever possible to obtain first-rate industry technical specialists to augment the technical training staff.

Rigorous Instructional Program - Attachments

- Professional Development Approval Letter

- Professional Development Schedule
- Teacher Induction Approval Letter

English Language Learners

To identify potential students in need of an English Language instruction program, all parents/guardians of incoming students complete a Home Language Survey (HLS). If the survey indicates a language other than English for any of the questions and the student does not meet the academic criteria to be exempted from an assessment of English language proficiency (as per PDE memo, 9/24/04), the ESL program coordinator administers the Stanford English Language Proficiency test (SELP) to determine that student's appropriate placement. Starting in September 2007, PETCHS will adopt the W-APT as its placement test.

Students who require placement in an English language instruction program are placed in PETCHS's ESL program. In the 2006-2007 school year, one student required such placement and two students were in monitoring. The ESL program is taught by a teacher holding Pennsylvania's ESL Program Specialist Certificate and consists of three hours of ESL instruction per week in conjunction with students' language arts courses, plus additional support and accommodations which allow the student access to the regular curriculum in the other content areas. In the 2007-2008 school year, ESL students will receive five 45-minute periods of English language instruction per week, plus additional supports and accommodations in the other content areas. Projected enrollment in the ESL program of 2007-2008 is ten students.

English Language Learners - Attachment

- ELL REPORT

Graduation Requirements

The Pennsylvania Department of Education's new initiative, Project 720 (named for the number of days a student spends in high school from the beginning of 9th grade to the end of 12th grade), states the following as its overriding goal, "All Pennsylvania students must graduate from high school prepared to enter college and the high-skills workplace." One of Pennsylvania's challenges, according to PDE, is that our schools are not ensuring that students take a challenging, real world curriculum. To meet the goal of preparing graduates for both college and the high-skills workplace, Project 720 has a four-pronged approach:

- 1) Transform our high schools by making curriculum more challenging and improving the learning environment.
- 2) Help students earn college credit before graduating from high school.
- 3) Upgrade "Vo-Tech" for the 21st Century to ensure that students are held to high academic standards and receive training for high-demand occupations.
- 4) Create seamless transitions from high school to higher education by aligning PDE's secondary and higher education efforts (e.g. using 11th grade reading and math PSSA as college entrance and placement exams, creating a statewide college credit transfer policy to ease movement from 2-year to 4-year colleges).

While Project 720 is just getting off the ground at PDE, PETCHS has been implementing the desired model since its opening:

- ***Making High School Curriculum More Challenging & Improving the Learning Environment:*** As a school that endeavors to prepare students for high-skills jobs in the

emerging high-tech industries, PETCHS believes that students must participate in a more challenging and extensive mathematics and science curriculum. Not only has PETCHS required 27.5 credit units for graduation, including 4 credit units each in English, mathematics, science, and electrical technology, but we have designed our curriculum so that students are immersed in scientific and technological thinking throughout their four years of learning. All students develop the ability to solve intricate problems and exercise creativity and graduate having advanced coursework in biology and physical science, pre-calculus and trigonometry, computer systems, electrical theory, and telecommunications.

A comparison of PETCHS' graduation requirements with the state follows below:

<u>PETCHS</u>	<u>(Unit of Credit)</u>	<u>Pennsylvania (Unit of Credit)</u>
English	4	4
Mathematics	4	4
Science	4	4
Social Studies	3	3
World Language	2	2
Arts/Humanities	2	2
Health/Physical Education	1.5	1.5
Electrical/Computer Technology	4*	0
Electives	3**	3

TOTAL 27.5 credit units 23.5 credit units

*Included in the Electrical requirement is either participation in the Co-Op program or completion of a more traditional Senior Project. Computer Technology includes ICDL and Microsoft Academy.

**Electives may include dual-credit with Drexel University and/or Philadelphia Community College.

Under this 27.5 credit model, PETCHS graduation requirements include mandated courses and course completion in each grade. School-wide assessment strategies have been developed and implemented across the curriculum. Strategies include performance-based assessment, student portfolios, oral presentations, science projects, public exhibits, etc. Special education students are assessed through the Key Math Assessment, the Woodcock Diagnostic Reading Inventory, the Qualitative Reading Inventory 3 (QRI-3), Adaptive Behavior Scale, and Wexler Intelligence Scale for Children during their IEP reevaluations. Students who satisfactorily complete their program are issued a regular high school diploma.

Additionally, the PETCHS model embodies many of the suggestions for an "improved learning environment," including small school size (less than 600 students) and making better use of time

to increase classroom instruction. PETCHS exceeds the 990 instructional hours requirement for secondary schools, uses an innovative combination of block-scheduling and traditional scheduling to provide opportunities for in-depth and hands-on studies, and extends the school year for struggling students with a required academic-based after-school program designed to strengthen reading, writing and math skills, and a mandatory 6-week academic summer school program for students not succeeding in required classes during the regular school year.

- **Helping Students Earn College Credit Before Graduating from High School:** In four years of operation, PETCHS has developed several programs in which students can earn college credit before high school graduation. In 2003-2004 PETCHS implemented a dual-credit program with the Community College of Philadelphia in which students can earn high school and college credit simultaneously in the college's Electrical Engineering Technology, Construction Management, Small Business Ownership, and Hardware/Network Certification. In 2004-2005, PETCHS entered into a similar partnership with Drexel University. This year, 30 students participated in a dual credit program at the Community College of Philadelphia. Furthermore, PETCHS offered AP American History this year. The school is also planning to add AP English in the upcoming year.
- **Upgrading "Vo-Tech" for the 21st Century:** Project 720 calls for dramatic improvement in vo-tech education so that students are "held to high academic standards and receive training for high-demand occupations." The pairing of high academic standards to our Career Technical Education (CTE) program is at the heart of PETCHS' mission, as evidenced by the increased academic graduation requirements listed above and the fact that the school emphasizes mastery over social promotion, requiring students who do not achieve proficiency in a course to participate in a mandatory 6-week academic summer school. Furthermore, the selection of electrical and technology as our vocational foci over other traditional vo-tech tracts (i.e. automotive technology, culinary arts, etc.) was in response to the rapid emergence of high-tech industries and the consequent demand for highly-skilled employees. An academic honors track was also created two ago, adding one grade per year. This year, honors classes were provided to students in grades 9 to 11.

In accordance with the 22 Pa Code, our students are required to achieve a score of proficiency or advanced on the Math and English PSSA tests in order to graduate from our school. If the students do not achieve proficiency on the PSSA in their Junior or Senior year, they are required to pass a locally developed test directly aligned to the PA Academic Standards for 11th grade in Math, Reading and Writing.

Special Education

The Special Education Department at PE&T uses a range of instructional strategies to provide all necessary support to students with disabilities. In order to ensure that students are placed in the Least Restrictive Environment (LRE) all students are placed in a homeroom with the general student population. Academic support, accommodations, and modifications are provided based on individual need and include, but are not limited to: modified, parallel curriculum delivered by the regular education teacher in the general education classroom; team teaching with a regular education teacher and a special education teacher in the general education classroom; push-in and pull-out support; resource room intervention; learning support classes taught by certified special education teachers. All special education students follow a roster of class changes and course offerings as the entire student body. The rosters are adapted and adjusted based upon the student's IEP. Progress is monitored by the Special Education Department staff in collaboration with the regular education teachers.

Decisions regarding effective instructional strategies can be based on, but not restricted to, the following sample strategies provided for the following areas: All Content Areas, Student

Difficulties with Reading Assigned Text, Student Difficulties in Completion of Written Assignments, Student Difficulties in Math Calculation or Word Problems, and Behavior Modification. In each academic area, specific strategies are given in categories: Adapting Delivery of Instruction, Adapting Materials/Environment, Adapting Requirements and Responses and Assessment. Final decisions on how an individual student's program should be modified will be made by the IEP team.

Further descriptions of PE&T's commitment to Special Education are documented in the attachment, "Special Educations Policies and Procedures."

Special Education - Attachments

- Special Ed Policies
- Special Ed Data

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Teacher A	1.0	Learning Support/Resource Teacher	PE&T Charter High School	22	NA
Teacher B	1.0	Learning Support/Resource Teacher	PE&T Charter High School	21	NA
Teacher C	1.0	Learning Support/Resource Teacher	PE&T Charter High School	22	NA
Teacher D	1.0	Learning Support/Resource Teacher	PE&T Charter High School	21	NA

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Devereux Beneto Center	1.0	Emotional Support	Devereux Day School	1	Approved Private School
Wordsworth	1.0	Emotional Support	Wordsworth Day School	1	Approved Private School

Special Education Program Profile - Chart III

Title	Location	FTE
Director of Student Services/Counseling	PE&T Charter High School	0.5
Coordinator of Special Education	PE&T Charter High School	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Institute for Behavior Change, Inc.	School Psychologist	0.3
Therapy Solutions	Speech and Language Therapy	0.2

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
PSSA	No	No	No	No	No	No

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
Terra Nova (Fall)	No	No	No	Yes	Yes	No	No
PSSA (Fall)	No	No	No	No	No	No	Yes
PASA (Fall)	No	No	No	No	No	No	Yes
PSSA (Spring)	No	No	No	No	No	Yes	No
PASA (Spring)	No	No	No	No	No	Yes	No
BASI (Fall)	No	No	No	Yes	Yes	Yes	Yes
4Sight (Quarterly)	No	No	No	No	No	Yes	No

Student Assessment

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

- How these results influence development of new or revised annual measurable goals and targets.
- If locally developed tests are used, discuss how they are used and what impact they have on the curriculum, student improvement, and decision making.
- Please describe features of the student achievement plan and note the usage of teacher observations, surveys, portfolios or other local instruments to measure student progress.

During the 2006-07 school year, PE&T Charter School continued making the broad range of improvements to our academic program that we had begun in the previous year. The continual focus on improving math and literacy instruction through on-going assessment, program improvement, increased resources, teacher training, test taking skills practice, and regular planning meetings enabled the students to achieve to high levels, and enabled the school to make Annual Yearly Progress for the first time in our five year history. PE&T Charter School student academic performance on the PSSA Math and Reading tests in 2005-06 improved substantially over the previous year (2004-05), in most cases doubling or more than doubling the percentage of students achieving proficiency across the various categories (all students in math, white students in math, economically disadvantaged students in reading, etc.). However, the overall proficiency of black students in Math during that year did not increase substantially enough for the school to make AYP, so the school was placed in the School Improvement II category. The following table provides the school's preliminary official AYP results from the Pennsylvania Department of Education.

Philadelphia Electrical & Technical Charter High School AYP Results, 2004-2007

Title I	Met AYP	2003 Status	2004 Status	2005 Status	2006 Status	2007 Status
SW	Y *PPI		<i>Warning</i>	<i>School Improvement I</i>	<i>School Improvement II</i>	Making Progress

The aim of the current federal No Child Left Behind legislation is that all public school students perform at “grade level” by 2014 in reading and math. Those schools that are on target to meet the goal of 100% student proficiency (grade level performance) are said to be making Annual Yearly Progress. The academic performance targets for 2006-07 were 45% student proficiency (i.e., on grade level or above) in Mathematics and 54% student proficiency in Reading, as determined by performance on PSSA exams from the spring of 2007. These exams were created to assess students’ mastery of Pennsylvania Academic Standards in Reading and Mathematics. Schools can make AYP in a number of ways, and not only by having a straight percentage of students make the academic targets set for that year. These include *confidence intervals*, *safe harbor*, which is a reduction of students performing below grade level, the *Pennsylvania Performance Index (PPI)*, which is a system for giving credit for improvement of student test scores at any level, and various combinations of those methods. The school must make AYP not only as a whole group, but in any major subgroup that contains 40 or more students. For example, if there are more than 40 African American students in grade 11, 45% of those students must score proficient in Mathematics in order to make AYP. If even one of those categories does not qualify for AYP in either Math or Reading in a given year, the entire school is determined to have not made AYP for that year. The following table shows the methods by which PE&T made AYP in each category in 2007.

PE&T NCLB AYP Determinations (Based on Grade 11 PSSA), 2006-07

Math	Math	Math	Math	Reading	Math	Math	Reading	Participation	Graduation
All	White	Black	Econ Dis	All	White	Black	Econ Dis		
YES (SH)	YES (SH*CI)	YES (SH)	YES (SH)	YES (PPI)	YES (CI)	YES (SH)	YES (SH*CI)	YES	YES

NOTE: SH=Safe Harbor; CI=Confidence Interval; SH*CI=Safe Harbor with Confidence Interval; PPI= Pennsylvania Performance Index

The table above shows that PE&T made AYP during 2006-07 through a combination of confidence intervals, safe harbor, safe harbor with confidence intervals, and the Pennsylvania Performance Index (PPI). Participation in Mathematics and Reading PSSA tests was 99 to 100% for all test categories, well exceeding the 95% test participation rate required to make AYP. The graduation rate was 96% for 2006, well above the 80% required to make AYP. Official preliminary proficiency results for the qualifying categories are provided in the table below.

PE&T CS PSSA Math Percentage Proficient, Spring 2007				
All	White	Black	Econ	Met
30.4	28.3	29.9	32.2	N
PE&T CS PSSA Reading Percentage Proficient, Spring 2007				
All	White	Black	Econ	Met
40.6	43.5	37.7	44.4	N

The table above shows that 30.4% of all tested PE&T students were proficient or advanced in Math in 2007, 28.3% of White students were proficient or advanced in Math, 29.9% of Black students were proficient or advanced in math, and 32.2% of Economically Disadvantaged students were proficient or advanced in Math. The table also shows that 40.6% of all tested students were proficient or advanced in Reading, 43.5% of White students were proficient or advanced in Reading, 37.7% of Black students were proficient or advanced in Reading, and 44.4% of Economically Disadvantaged students were proficient or advanced in Reading. The results show that the PE&T students were more proficient in Reading than in Math in every measured category. Reading performances were 9% to 16% below the NCLB targets of 54% for 2007, and Math performances were 13% to 17% below the NCLB targets of 45% for 2007. The N under "Met" in the table indicates that the school did not make AYP by straight calculation of proficiency or with confidence intervals for any of the categories except White students in Reading (made with a confidence interval).

The tables below show the change in PSSA proficiency scores of the students over the past three years, and differences between spring 2006 proficiencies and spring 2007 proficiencies. They also provide the percentages of students who scored below basic, basic, proficient and advanced in Reading and Math in spring of 2007.

The tables and accompanying charts below provide the percentages of students scoring at grade level or above (proficient or advanced) in the various measured categories of the PSSA Math and Reading tests over the past three years. The tables show clearly that substantial progress in student proficiency levels has been made over the past two years (from 2005 to 2007) in Math and Reading in all measured categories. Improved achievement levels, particularly among Black and Economically Disadvantaged students, demonstrates that the school's multiple academic intervention strategies are working. Proficiency levels increased among all groups in Math, and two of four groups in Reading. Although the percentage of white 11th graders scoring proficient in Reading declined by 5.3% from 2006 to 2007, the proficiency was still up by 17.5% over the 2005 level.

PE&T PSSA Math Percentage Proficient or Advanced, 2005, 2006, 2007

Math	All	White	Black	Econ
SY 2005	9.4	9.5	7.9	7.1
SY 2006	20.8	25.6	10.4	14.7
SY2007	30.4	28.3	29.9	32.2
Change 2006 to 2007	9.6	2.7	19.5	17.5
Change 2005 to 2007	21.0	18.8	22.0	25.1

PE&T PSSA Reading Percentage Proficient or Advanced, 2005, 2006, 2007

Reading	All	White	Black	Econ
SY 2005	23.3	26	19.5	15.6
SY 2006	40.6	48.8	33.3	37.3
SY2007	40.6	43.5	37.3	44.4
Change 2006 to 2007	0	-5.3	4	7.1
Change 2005 to 2007	17.3	17.5	17.8	28.8

When looking at proficiency scores and Annual Yearly Progress, it is important to understand that when a student scores "proficient", they are essentially performing at the expected level for their

grade group. Expectations for the grades are stated explicitly in the Pennsylvania Academic Standards for each subject. If a student scores “advanced”, they are performing at least one grade above their current grade level. If a student scores “basic”, they are performing 1 to 2 levels below their grade level. If they score “below basic”, they are performing three or more levels below their grade level. The tables below show the percentage of 11th graders scoring at different levels of the spring 2007 PSSA in Math and Reading, by measured category. The tables show that the school had a sizeable percentage of students scoring at the Advanced level in Math (9.4% of all 11th graders), and a smaller percentage of students scoring at the Advanced level in Reading (3.6% of all 11th graders). A large percentage of Black students scored at the Below Basic level in Math (40.3%). Nearly one-third (30.4%) of white students scored at the Below Basic level in Reading. The category with the lowest percentage of students at the Below Basic Level was Reading among the Economically Disadvantaged students (27.6%).

PE&T CS Percentage of 11th Graders Scoring at Various Levels on the Math PSSA, Spring 2007

Math Perf Lvl	Math N of ALL	Math % of ALL	Math N of White	Math % of White	Math N of Black	Math % of Black	Math N of Econ	Math % of Econ
Below Basic	53	38.4%	17	37.0%	31	40.3%	33	37.9%
Basic	43	31.2%	16	34.8%	23	29.9%	25	28.7%
Proficient	29	21.0%	7	15.2%	17	22.1%	19	21.1%
Advanced	13	9.4%	6	13.0%	6	7.8%	10	11.1%
Total/ Prof & Adv	138	30.4%	46	28.3%	77	29.9%	87	32.2%

PE&T CS Percentage of 11th Graders Scoring at Various Levels on the Reading PSSA, Spring 2007

Reading Perf Lvl	Reading N of ALL	Reading % of ALL	Reading N of White	Reading % of White	Reading N of Black	Reading % of Black	Reading N of Econ	Reading % of Econ
Below Basic	42	30.4%	14	30.4%	23	29.9%	24	27.6%
Basic	40	29.0%	12	26.1%	25	32.5%	24	27.6%
Proficient	51	37.0%	19	41.3%	26	33.8%	36	41.2%
Advanced	5	3.6%	1	2.2%	3	3.9%	3	3.2%
Total/ Prof & Adv	138	40.6%	46	43.5%	77	37.7%	87	44.4%

PSSA WRITING SCORES

The PSSA Writing test was administered to 11th graders at PE&T in the spring of 2007. Results of these tests are provided in the tables below. The tables show that nearly three-quarters of the 11th graders in 2007 scored at the proficient level in writing (71.4%). Nearly the same percentage (71.6%) of Economically Disadvantaged students scored at the proficient level. The percentage of white students (70.2%) and of Black students (69.2%) who scored proficient on the Writing test was also very high. Only one student (0.7%) of the 140 11th graders tested scored at the Below Basic level. No students in the 11th grade at PE&T scored at the Advanced level on the Writing test in 2007.

PE&T CS Percentage of 11th Graders Scoring at Various Levels on the Writing PSSA, Spring 2007

Writing Perf Lvl	Writing N of ALL	Writing % of ALL	Writing N of White	Writing % of White	Writing N of BLACK	Writing % of Black	Writing N of Econ	Writing % of Econ
Below Basic	1	0.7%	1	2.1%	0	0.0%	1	1.1%
Basic	39	27.9%	13	27.7%	24	30.8%	24	27.3%
Proficient	100	71.4%	33	70.2%	54	69.2%	63	71.6%
Advanced	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total/ Prof & Adv	140	71.4%	47	70.2%	78	69.2%	88	71.6%

The following table provides the percentage of PE&T 11th graders in spring 2006 and spring 2007 performing at the various levels of proficiency on the PSSA Writing Exam. The table shows that the overall performance of students in writing was similar across the two years, although a larger percentage of students were proficient in writing at the end of the most recent school year (71.4% vs. 92%).

PE&T CS Percentage of All 11th Graders Scoring at Various Levels on the Writing PSSA, 2006 and 2007

Writing Perf Lvl	Writing N of ALL 2006	Writing % of ALL 2006	Writing N of ALL 2007	Writing % of ALL 2007
Below Basic	6	5.8%	1	0.7%
Basic	26	25.0%	39	27.9%
Proficient	71	68.2%	100	71.4%
Advanced	1	1.0%	0	0.0%
Total/ Prof & Adv	104	69.2%	140	71.4%

The PSSA Writing test consists of several items, grouped into two categories called “composition” and “revise and edit”. The PE&T 11th graders performed slightly better, on average, in composition (63.4%) than in revising and editing (58.5%), as can be seen in the following table.

Eleventh Grade Writing Subscores 2007, Average Percent Correct of All Items

Writing Subarea	Grade 11
Composition	63.4%
Revise and Edit	58.5%

TERRA NOVA TESTS

Students' Terra Nova Test Performance

Students in grades 9 and 10 took the Terra Nova tests in Mathematics, Reading, Language Use and Science in the fall of 2006. The fall tests were used primarily for diagnostic purposes, to assign students to additional tutoring and support during and after school in areas that their performance was weakest. The fall Terra Nova test scores were available in December 2007.

The Terra Nova is a test with multiple subjects that can be administered in the fall or the spring that provides a comparison of students' academic skills to their peers nationally. The Terra Nova is administered to all students in the School District of Philadelphia and the charter schools to facilitate comparisons of the schools locally and to assist with identifying students who need extra assistance in math, reading, language use (grammar, etc.), and science. The following table shows the median national percentile scores of 9th and 10th grade students on the Terra Nova in each subject in the fall of 2005 and the fall of 2006. The median national percentile is the middle score of each grade as it compares to the percentage of students nationally who performed below that score. For example, the Median NP of PE&T 10th graders in Math in fall 2006 was 45. This means that 55% of 10th graders in the country performed better in Math than the middle performing student in the PE&T 10th grade.

The table below provides the median national percentile scores of PE&T 9th and 10th graders in the fall of 2005 and the following fall of 2006. The 9th and 10th graders were not tested with the Terra Nova science test in the fall of 2005, but they were tested in science in the fall of 2006. The table shows that around 60% of students nationally scored above the average 9th grade student at PE&T in Reading, Language Use, Math and Science in the fall of 2006. If the students were performing exactly on par with their 9th grade peers nationally, 50% of students nationally would score above the average student at PE&T. This was the case in 10th grade in Reading and Language Use, where the fall 2006 median national percentile score was 50 for both subjects. The average 10th grade students at PE&T in the fall of 2006 performed the same in Reading and Language Use as the average student in 10th grade across the country. In Math, the average PE&T 10th grader performed slightly lower, at the 45th percentile. And, in Science, the average PE&T 10th grader performed better than 37 percent of their peers nationally. The median national percentiles of 9th graders in 2006 were only slightly below those of 9th graders in 2005 in all subjects tested. For Reading, the 9th graders' scores were 2 national percentiles lower, in Language Use, their scores were 1 national percentile lower, in Math, their scores were also 1 national percentile lower. The score of the average 10th grader in 2006 was slightly lower than the average 10th grader in 2005 (50th vs. 51st percentile), and was slightly higher in Language Use (50th vs. 49th percentile) and in Math (45th vs. 44th percentile).

PE&T Terra Nova Median National Percentile Scores of PE&T 9th and 10th Grade Students, Fall 2005 & 2006

Grade	Reading			Language Use			Math			Science		
	Median NP			Median NP			Median NP			Median NP		
	Fall 05	Fall 06	Change	Fall 05	Fall 06	Change	Fall 05	Fall 06	Change	Fall 05	Fall 06	Change
Grade 9	43	41	-2	40	39	-1	39	38	-1	N/A	36	N/A
Grade 10	51	50	-1	49	50	1	44	45	1	N/A	37	N/A

The following table examines the growth of an individual class of students' test scores from 9th to 10th grade from fall 2005 to fall 2006. The median national percentile of students from the Class of 2009 (this year's 10th graders) in 2005 and 2006 are provided in the table immediately below. The table shows that over the course of the 2005-06 school year and the following summer (fall 2005-fall 2006), the performance of the average PE&T 10th grade student improved considerably in all measured subjects. The 10th grade cohort improved on average 7 national percentiles in Reading (16%), 10 national percentiles in Language Use (25%), and 6 national percentiles in Mathematics (15%).

Terra Nova Reading, Language Use, Mathematics and Science Tests, Median National Percentile of PE&T 10th Graders in Fall 2006 and 9th Graders in Fall 2005 (Cohort Improvements)

Terra Nova Subjects	Class of 2009	Class of 2009	Difference	% Change
	Grade 9: MDN NP	Grade 10: MDN NP	9th to 10th Grades	9th to 10 th Grades
	Fall 2005	Fall 2006		
Reading	43	50	7	16%
Language Use	40	50	10	25%
Mathematics	39	45	6	15%
Science	N/A	37	N/A	N/A

The following table provides the percentage of students in PE&T and in the School District of Philadelphia in grades 9 and 10 who scored in the lowest quartile (the lowest 25% of students nationally) in the fall of 2006 on the Reading, Language Use, Mathematics and Science Terra Nova tests. The table shows that a considerably lower percentage of PE&T students scored in the lowest quartile on each test than did the students in the School District of Philadelphia overall. For example, on the 9th grade science test, 18% fewer students scored in the lowest quartile in PE&T than in the School District (28% vs. 46%). PE&T students' best scores were in Language Use in 10th grade, where only 12% of students scored in the lowest quartile nationally.

Percentage of PE&T Regular Education Students in the Lowest Quartile on Terra Nova Reading, Language Use, Math and Science Tests in Fall 2006 vs. Percentage in School District of Philadelphia

Terra Nova Subjects	PE&T	School District of Philadelphia	PE&T	School District of Philadelphia
	Grade 9	Grade 10	Grade 10	Grade 10
	% in Lowest Quartile	% in Lowest Quartile	% in Lowest Quartile	% in Lowest Quartile
Reading	24%	40%	17%	28%
Language Use	31%	42%	12%	26%
Mathematics	25%	33%	23%	28%
Science	28%	46%	31%	38%

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

The PSSA test results and Terra Nova test results from this school year (2006-07) show that the strategies that we began during the previous school year and expanded during the current year are working. The students' improvements in math and reading have been dramatic over the past two years, enabling the school to make Annual Yearly Progress for the first time in our history. We are mindful, however, that the targets for Annual Yearly Progress for 2007-08 are moving up again, and that we still have a considerable number of students scoring at the Below Basic level in both Math and Reading. We will continue along our current course over the coming year, including providing after school tutoring for low performing students, using a shadowing teacher to assist students with building their skills, using Study Island online PSSA preparation software, implementing the 100 Book Challenge, reducing Math class sizes, using an online diagnostic test for students at the beginning of the year, providing honors classes to our high achieving students, and providing a library for all of our students. In addition, we will continue training our teachers in incorporating math and reading across the curriculum, and we will reduce English class sizes in 11th grade. We will develop a new School Improvement Plan for the coming year in order to

ensure that our improvement efforts this year are properly focused on our goals for student achievement.

We believe that our annual measurable goals are still a solid guide for our school, in that we will continue to strive for incremental progress in student achievement in order to achieve academic proficiency for all of our students. We will work particularly toward reducing the percentage of our students who are scoring at the Below Basic level in a number of categories in both Math and Reading.

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

During the 2006-07 school year, PE&T used a three part approach to identifying students for extra assistance in reading and mathematics. At the beginning of the year, all students took the BASI (Basic Skills Inventory) of the Pearson NovaNet system in order to identify their basic level of performance in those subjects. That assessment identifies areas in which the students are particularly weak relative to their peers, and that information is then passed on to their subject teacher, a shadowing teacher who assists them with finding resources to build their skills, and is used to assign them to an after school skill building program, if needed. The Terra Nova tests are administered in October, and their results are also used when they are returned in December and January to assign students to extra assistance in math, reading, and language use. Teacher recommendations for extra assistance also provide information that helps to guide students to helpful academic support resources. Finally, the school implemented the 4sight system from Johns Hopkins' CDDRE, a quarterly benchmark assessment tool that helps predict how students will perform on the PSSA assessment in the spring.

The testing system we used indicated that many of our students were well below grade level, particularly our 9th graders at the beginning of the school year. Incoming 9th graders in 2007, for example tested at the 5th grade level, on average. We focused particularly on improving the math skills of our minority students, which clearly showed in our PSSA scores at the end of the school year.

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

The school uses a variety of assessments to gauge student achievement and assist with the planning of strategies for school and student improvement. Assessments used by the school include:

Student portfolios

Exhibitions

External evaluations

Teacher-developed tests

General academic (paper and pencil type) tests

Staff progress reviews

Online assessments (e.g., 4sight, NovaNet)

Parent surveys

Student journals

The majority of classes at PE&T require students to demonstrate their understanding of the subject in multiple forms, which are included formally as part of their grade for that subject. For example, 25% of a student's grade in Biology may be a project, which includes researching and writing a paper and producing a model demonstrating a particular concept, 25% may be a final exam, 10% may be oral participation in classroom discussions, and 40% may be assorted paper and pencil measures of knowledge and skills. The school uses PowerSchool, an Internet based student information system, to collect "real-time" student performance in all areas, including attendance and discipline. This information is available to teachers and administrators in the school. All student information except student discipline grades are available to each student's parents via the World Wide Web.

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

Teachers and administrators are in constant communication about student performance in the school, and are also kept informed via frequent reports on PowerSchool. If a student seems to be performing poorly on their grade level, based on teacher reports, online test scores, or other achievement indicators, the school begins to generate interventions for that student, including conferences with students and parents, peer tutoring, re-evaluation of coursework, placement in alternative learning environments (currently for reading, math and Spanish), extra assistance from teachers, attendance in the after-school program, academic, attendance or disciplinary Summer School, and other tools identified as useful by the student, parent or teachers.

In 2006-07, PE&T continued a variety of formal programs to support students who are performing below level. First, incoming students were administered a placement test prior to admission to provide administration and staff the opportunity to identify students performing below grade level and develop a strategy of comprehensive educational supports for them. As part of the Improving Literacy through School Libraries grant, PE&T again implemented the 100-Book Challenge program to provide students with opportunities for guided and independent reading on a daily basis: students get access to great books within a leveled system, time to read at school and at home, and a system of accountability that provides feedback, recognition and reward for independent reading. Finally, students were provided a "shadowing teacher" in math to assist them with finding resources for building particular math skills in their weakest areas. PE&T implemented for the second year an intensive, academic-based after-school program targeting the school's lowest performers, where they receive additional individualized instruction in reading, writing, and math through Pearson Digital Learning's Nova Net program.

Students who have not been able to pass their required coursework after participating in these multiple interventions are provided with an opportunity to make up those courses in a six week academic Summer School program provided by the school. The large majority of students who do not pass a required class do attend the Summer School program and are able to successfully complete that course. There is some evidence that our school's strategy to improve math and English achievement of those students who were at risk of failure through Special Education classes and daily test preparation was successful. The PSSA and Terra Nova scores of our lowest performing students are improving consistently from year to year.

Student Assessment - Attachment

- Local Assessment Data TN

Teacher Evaluation

a.) List the main features of the school's teacher evaluation plan.

The main features of PETCHS' teacher evaluation plan are as follows:

- The observation and evaluation of professional employees is an on-going process.
- All teachers and other staff members are provided with detailed job descriptions in their staff handbook, which set forth job expectations.
- Professional employees are observed by the Principal at least twice yearly (three times yearly for non-certified teachers).
- Teachers are evaluated in the following areas: classroom observations (including a 'walk-through' and full period of observation); inclusive education of special education students; team work, responsiveness to parent/student conferences; communication with support staff; student academic attainment consistent with school objectives; participation in school activities and staff development; enthusiasm; creativity; attendance; and overall school/parent satisfaction.
- Teacher Evaluation Form is based on the PDE 426/427 Assessment forms with the following four categories: (1) Planning/Preparation, (2) Classroom Environment, (3) Instructional Delivery, and (4) Professionalism.
- Review conferences are held for all teachers within five days of observation. Reviews will be written, discussed, and signed by all appropriate parties. Inclusive education of special needs students will be part of the review process.
- Teachers shall have the right of appeal in the event of perceived unfavorable or inaccurate reviews. Appeals shall be directed to the Board of Trustees, who will establish an outside arbitrator to review the evaluator's recommendations. The arbitrator will provide a hearing and written recommendations regarding any follow-up action for the Board.

b.) List entities/individuals who are responsible for teacher and staff evaluation.

Mr. Michael Nemitz, CEO and Principal of PETCHS, was the individual responsible for teacher and staff evaluation in 2006-2007. Mr. Nemitz is a Pennsylvania certified Secondary Principal (Administrative II), Supervisor of Mathematics (Supervisor I), and mathematics teacher (Instructional II).

c.) Describe professional development for the evaluators, particularly in the areas of Special Education and instructional techniques, that are unique to the mission of the charter school and support student success.

Mr. Nemitz, in securing his secondary principal certification in both Pennsylvania (Administrative II) and New Jersey and in earning his NJ Standard Supervisor certificate, received extensive training in staff evaluation techniques. Additionally, he also holds a specific certificate to supervise mathematics instruction (Supervisory I). A lifelong learner, Mr. Nemitz participates in all staff-wide professional development activities, which provides him with specific training in curriculum-related topics. He has also collaborated with the School's Special Education Department to determine student placement and student/teacher schedules. This year, Mr.

Nemitz attended the PA Department of Education's State Charter Schools Conference, to obtain information on best practices on teacher evaluation and special education practices.

Teacher Evaluation - Attachment

- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Ms. Donna Burbage and Ms. Patricia Andracchio left the Board of Trustees. Three parent representatives filled their places: Ms. Roseann Averill, Ms. Mary Griffith and Ms. Janine Scott-Ford.

Board of Trustees

Name of Trustee	Office (if any)
State Representative William Keller	none
Mr. Thomas Forkin	none
Mrs. Cecelia Dougherty	none
Ms. Roseann Averill	Parent Board Member
Mr. Charles Gibbs	none
Ms. Mary Griffith	Parent Board Member
Ms. Janine Scott-Ford	Parent Board Member
Mr. Walter DeTreuX	Board President
Mr. Michael Neill	Board Vice-President

Professional Development (Governance)

PETCHS believes that an effective school begins with an effective Board of Trustees, and, as such, we are committed to providing regular professional development opportunities for the Board of Trustees.

In addition to sending representatives of the school to the annual Pennsylvania Coalition of Charter Schools (at which there were sessions dedicated to charter school governance), PETCHS contracted with OmniVest Management, LLC to provide a Board Training Workshop. On July 13, 2006, OmniVest's Ms. Melanie Burke Reiser facilitated the session for the Board (including three new parent members). Topics covered at the workshop included: definition of a charter school board, due diligence, characteristics of effective charter school boards, governance vs. management (i.e. responsibilities of the Board vs. responsibilities of the administration, and orientation for new board members. Additionally, much of the training was devoted to reviewing the legal obligations of the Board, including the Sunshine Act, Ethics Act, and Act 22 compliance. Ms. Reiser, former Executive Director of the Pennsylvania Charter School Resource Center, has previously trained many charter school boards including those of the Independence Charter School, Souderton Collaborative Charter School, Discovery Charter School, and the Philadelphia Montessori Charter School.

As the Board continues to evolve, future Board professional development may be focused on advanced topics in governance, such as strategic planning and fundraising.

Coordination of the Governance and Management of the School

The Board of Trustees functions primarily as a policy-making body, delegating day-to-day administration to the CEO. The board exercises legal power and responsibility for the school. Its roles and responsibilities include financial development and management, fiduciary oversight, and programmatic oversight. The board is responsible for coordination of long-range planning and resource development; overseeing and evaluating the work of the principal; setting a framework for the budget process and authorizing the annual budget; approving large resource expenditures; significant changes in program or facility use and expansion into new program areas; exercising final authority over personnel and faculty issues; and, serving as a court of last resort for resolving complaints.

An affirmative vote of a majority of the members of the board, duly recorded, showing how each member voted, is used in order to take action on the following subjects pertaining to school management: school calendar; adopting textbooks; appointing or dismissing school administrators or staff members; adopting the annual budget; purchasing or selling land; locating new buildings or changing location; creating or increasing indebtedness; adopting courses of study; designating depositories for school funds; entering into contracts of any kind where the amount exceeds \$500; fixing salaries or compensation of administrators, teachers, or other employees of the charter school; and, entering into contracts with and making appropriations to an intermediate unit or school district for the charter school's proportionate share of the cost of services provided or to be provided by the foregoing entities.

PETCHS prides itself on its favorable working relationship with the School District of Philadelphia. The school sends at least one representative from the administration to all meetings held by the District's charter school office (typically 3-4 meetings per annum).

Coordination of the Governance and Management of the School - Attachment

- Board Meeting Schedule

Community and Parent Engagement

Community Engagement

PETCHS encourages community engagement in school activities by informing the community of the regularly scheduled board meetings, which are open to the public, through advertisement in the *Philadelphia Daily News*. Additionally, PETCHS maintains an information-rich website (www.pettech.org), which provides the community with up-to-date information on school activities, including calendars of upcoming events.

Community organizations have become true educational partners with the school. Drexel University, one of the City's largest educational institutions, plays a role in our school programming, and provides our college prep students with a direct link to higher education through dual-credit classes. Furthermore, our successful co-op program, which was launched in 2004-2005, expanded the number of partnerships with local businesses and community organizations to 40 in 2006-07. Eighty-nine of our students were placed in meaningful jobs with organizations that included: the City of Philadelphia, Independence Blue Cross, Parkway Corporation, Jefferson Health Care, Variety Club of Philadelphia, National Electrical Contractors Association, International Brotherhood of Electrical Workers, Local Union 98, as well as many independent contractors, law firms, and restaurants. We anticipate growing the number of Co-Op partners in 2007-2008 to forty-five, with over 100 student participants. To ensure that this co-op program continued to be beneficial to both the employers and the students, the school's Director of the Co-Op Program visited each worksite weekly and met with students' supervisors to not only get information on individual student performance, but also to solicit feedback on what academic areas the school needs to focus on to produce stronger workers. It is these kind of unique and

meaningful partnerships with community organizations that PETCHS seeks to continue—and to cultivate further—in the future.

Parent Engagement

PETCHS' Board of Trustees encourages and invites parent engagement in school activities through the Home and School Association. The purpose of the association is to engage parents and guardians in every aspect of school life. Not only does the association organize fundraising, but also they serve as a communications liaison between the school and students' homes. The most important role of the group is to gather valuable feedback from parents on all aspects of the school, including curriculum, discipline, attendance, and student life activities. All parents and guardians are invited to become a part of the Home and School Association each fall via an invitation survey sent to students' home addresses. In 2006-2007, the Home and School Association held an initial Parent Involvement Policy Meeting on October 19th, 2006. They followed up with four more Parent Association meetings (January, 9 2007; February 6, 2007; March 6, 2007; and April 12, 2007). Parents gave feedback via questionnaires and discussion at these meetings on:

- Standardized tests (PSSA and Terra Nova) and the emphasis placed on preparing for these test;
- Computer-based tutoring programs: Nova Net; Math Skills and StudyIsland
- Peer tutoring and whether tutoring should be mandatory;
- Attendance Policy; and
- Afterschool program.

PETCHS also promotes parent engagement on an ongoing basis through the use of Apple Computer's PowerSchool, a web-based student information system. Parents are able to log on to PowerSchool via the school's website (www.pettech.org), and receive immediate access to their children's grades, attendance and class schedules. Parents received training during the parent orientation in September 2006, and in 2006-2007 over half (55.8%) of PETCHS' students had parents access information using PowerSchool. Data show that there were an average of 31 requests for information per day by parents using PowerSchool. Additionally, over a quarter (26.4%) of parents signed up to receive progress reports via email.

Parent involvement in the decision-making of the school is assured by the inclusion of three parents of currently enrolled PETCHS students on the Board of Trustees. All Board meetings are advertised in advance in the *Philadelphia Daily News* and are open to the public, including parents; and a calendar of activities/school meetings is posted on the school's website.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

In the 2006-2007 school year, PETCHS continued to implement programs funded by grants received in the 2005-06 school year. The first was a \$193,000 grant from the Improving Literacy through School Libraries program, which enabled PETCHS to invest heavily in developing our library resources. In addition, PETCHS was also awarded a \$70,000 Pennsylvania state demonstration grant through Rep. William Keller last year, which permitted PETCHS to fund various aspects of our growing and increasingly successful co-op program. No new fund raising efforts were initiated during the 2006-2007 school year. PETCHS did apply for two major grants

this year, the 21st Century Community Learning Center grant and the Project 720 high school reform grant, both from PDE. The awards of these grants have not yet been announced. In the coming year, it will be a priority of the Board of Trustees to investigate external sources for funding various aspects of the PETCHS program in addition to pursuing new development opportunities which can further enhance the academic program.

Fiscal Solvency Policies

PETCHS has budgeted for emergencies, shortfalls or delays in receiving state, federal, or other monies in three ways: (1) PETCHS has been approved for a revolving credit line through Commerce Bank for up to \$120,000; (2) Ten-month staff members are paid over 12 months from September to August, which provides a cash reserve throughout the school year; and (3) the school has maintained a fund balance each year since the school's opening, which provides the school a buffer in the event of unforeseen circumstances such as repair of damages to the building, and so payrolls could be met in the event federal funds or local funds had a delay; each year this amount grows.

The approved budget for FY 2007-08 includes an opening fund balance of an estimated \$471,000. Furthermore, PETCHS contracts with an external financial management company with expertise in charter school finance (Foundations, Inc.) which collaborates with school administration to monitor expenditures and revenues on a month-to-month basis and presents this information to the Board of Trustees at each monthly meeting. This monthly monitoring helps us ensure that all categories remain within budget. Additionally, all purchases must be approved by both the CEO and Business Manager, and all budget transfers must be approved prior to the transfer by the Board of Trustees.

Accounting System

The schools' chart of accounts mirrors that of the state chart of accounts. PETCHS uses the Navision Financial accounting system, which is integrated with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. As attested to by our independent financial auditor, PETCHS' financial statements are presented in conformity with Generally Accepted Governmental Auditing Standards (GAGAS), using an accrual basis for accounting. We use Foundations, Inc. as our primary accountant.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Preliminary Statement of Revenues, Expenditures, and Fund Balances

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

PETCHS engaged the audit firm of Yampolsky + Mandeloff + Silver + Ryan, located at 1800 JFK Boulevard, 20th Floor, Philadelphia, PA 19103-7496 for the 2005-06 audit. The auditor's report is dated November 10, 2006.

The auditor's report expresses an unqualified opinion on the financial statements of Philadelphia Electrical and Technology Charter High School.

There were no negative audit findings resulting from the 2005-06 audit.

Federal law allows non-profit organizations until the 15th day of the 5th month following the close of their fiscal year to file taxes and conduct audits. Therefore, PETCHS has until November 15,

2007 to complete its audit report for 2006-2007 and we anticipate that this audit will be completed accordingly.

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

- Auditor's report summary
- Date and name of audit

Citations and follow-up actions for any State Audit Report

PETCHS has received no citations nor has required any follow-up actions based on any State Audit Report during the past school year (2006-07).

SECTION VII. FACILITY RESPONSIBILITIES

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

PETCHS rents its facility at 1420-22 Chestnut Street from Philadelphia Management Co., and 2006-2007 represented the school's 5th year in this 5-year lease. A new five-year lease was negotiated for the property that will commence on September 5, 2007. The new lease agreement expands the space of PETCHS to 63,335 square feet and includes full use of the second through twelfth floors of the property. No major equipment or furniture was purchased for the school during the 2006-07 school year.

The school follows set purchasing policies for purchasing equipment or furniture for the school. The school uses a purchase order system where everything must be signed by the CEO of the school as well as the business manager, after a budgetary check has been performed.

No facilities were acquired by the school during this school year.

Future Facility Plans and Other Capital Needs

PETCHS renegotiated a five-year lease on our current facility to expand the usable space. No future facility or capital needs are anticipated at this time.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

A current Use and Occupancy Certificate has been issued by the City of Philadelphia and is on file at the school.

In accordance with the Philadelphia Fire Prevention Code, (Chapter 7, Section F-708.1) for High Rise Buildings, the School District of Philadelphia Policy and Procedure Number 110.4, and Sections 703.1 & 2 of Chapter 7 of the Philadelphia Fire Prevention Code, PETCHS held 9 fire drills in 2006-07

The school follows the foregoing fire evacuation procedures:

There will be an "all clear" issued, via the public address system to advise persons in the fire drill exits to return their floor upon completion of the drill.

The date and time of fire drill will always be announced in advance. Every student and employee of the school is instructed as follows: If you hear a fire alarm and there has been no prior notification, you must assume that there is a real fire emergency.

All fire alarm drills are recorded in a log book with all of the relevant information; date, time of drill, the actual time for evacuation, and any other factors. The Philadelphia Fire Department inspects the log book annually.

PETCHS submitted the "Request for Reimbursement and Report of School Health Services" form to the Pennsylvania Department of Health for the 2006-07 school year, and, as approval of the submitted request, the school was issued a Department of Health Voucher on July 17, 2007. Both the Request and the Voucher are included as attachments in this section.

PETCHS employs a full-time, certified school nurse who organizes the provision all health services (i.e. physical examinations, hearing screening, etc.) mandated by the Pennsylvania Department of Health as stated in Section 1402 of the Public School Code. Furthermore, PETCHS abides by 28 Pa. Code Chapter 23 relating to immunization requirements for students attending a public school. All health and immunization records for students are secured in the nurse's office.

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

- Health reimbursement form
- Health voucher
- PET Wellness policy

Current School Insurance Coverage Policies and Programs

For the 2006-2007 school year, PETCHS was insured at the following levels:

Commercial general liability \$ 1,000,000

Damage to Rented Premises \$ 1,000,000

Medical expense (any one person) \$ 5,000

Personal & advertising injury \$ 1,000,000

General Aggregate \$ 2,000,000

Products-completed operations aggregate \$ 2,000,000

Employee Benefits \$ 1,000,000

Workers compensation & Employers' Liability

- Each Accident \$ 500,000

- Disease — Each employee \$ 500,000

- Disease — Policy Limit \$ 500,000

Excess/Umbrella Liability

- Each occurrence \$ 1,000,000 - Aggregate \$ 1,000,000

- Retention \$ 10,000

Student Accident Coverage is included.

A description of operations/locations/vehicles/exclusions added by endorsement/special provisions: For graduation ceremony to be held Tuesday, June 19, 2007, 2007 at the Kimmel Center for the Performing Arts, in Verizon Hall, 260 South Broad Street, Philadelphia, PA

The producer of our Certificate of Liability Insurance is J.A. Mariano Agency; PO Box 390; 679 Landis Avenue,; Rosenhayn, NJ 08352-0390 (p) 856-451-9531 (f) 856-453-1270.

The insurers affording coverage are Twin City Fire Insurance Co, NAIC # 29459; Hartford Casualty Insurance Co, NAIC # 29424; and Ulico Casualty Company, NACI # 37893.

Additionally, employees are provided with coverage as members of I.B.E.W. Local Union 98. The CEO, Director of Student Services, and Assistant Principal for Curriculum/Instruction have Independence Blue Cross medical plan, Horizon dental, and Medical Life insurance, as determined by the Board of Trustees. All employees are provided with short-term disability.

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

In 2006-2007, PETCHS had 47 professional staff members. Of those staff members, 45 (96%) were returning staff members from 2005-2006. Of the 47 professional staff members in 2006-2007, all but two staff members (96%) were with PETCHS for the entire school year, and the school replaced those two staff members upon their leaving. Of the 47 staff members who were employed at the conclusion of the school year, 100% plan to return to the school for the 2007-2008 school year. While many charter schools experience high staff turnover and low teacher retention during the first few years of operation, PETCHS has an exemplary record of low staff turnover and high teacher retention. We attribute this success to clearly defined expectations for staff members, a policy of open communication among the staff, competitive salaries and benefits, uniformly enforced student discipline policies, leadership opportunities for staff members, and, most of all, a shared commitment to our school's mission and our students.

Forty-two (90%) of all professional staff members held the appropriate Pennsylvania state certification in 2006-2007, far exceeding the 75% certified requirement set forth in the Pennsylvania Charter School Law.

Quality of Teaching and Other Staff - Attachments

- Submission of personnel report
- PDE 414

Student Enrollment

a.) In the admission of students, PETCHS complies with 17-1723-A of the Charter School Law. Specifically, the charter school is open to all resident children in the Commonwealth of Pennsylvania who qualify for 9th through 12th grade. If more students apply to the charter school than the number of attendance slots available in a given year, then students are selected on a random basis (a lottery) from a pool of qualified applicants meeting the established eligibility

criteria and submitting an application by our deadline. However, preference is given in enrollment to a child of a parent who has actively participated in the development of the charter school and to siblings of students presently enrolled in the charter school. Also, first preference is given to students who reside within the School District of Philadelphia. If applicants exceed enrollment capacity an announcement will be published in a local newspaper that notifies applicants of a lottery date and time.

The admissions process for 2006-2007 is outlined below:

- Students and families obtained information about the school at the school site on Chestnut Street or via the school website (www.pettech.org).
- Interested students filled out and returned the “Student Request for Interview” form available at the school.
- Students and parents/guardians met with school officials for an “interview.” This interview does not serve an evaluation tool (i.e. students are not denied admission based on prior level of academic achievement or information received during the interview). Rather, this “interview” provides PETCHS an opportunity to explain its mission and educational program and expectations for students (both academic and conduct) to interested parties to ensure that all applicants are truly interested in our dual electrical technology and academic program.
- Following the interview, students and parents/guardians completed application forms (available at the school).
- At the end of the published admissions period, eligible students were admitted. The number of applicants did not exceed the number of available places, so a lottery was not held.
- Orientations were held at the school for new students and parents/guardians during the summer with administrators and in September with teachers and administrators at Parent/Teacher orientation.
- All documentation for enrollment was the responsibility of parents/guardians.

To date, PETCHS has not had to hold an admissions lottery. For admission into the 2006-2007 academic year, the admissions deadline was January 31, 2006, in order to provide the school sufficient time to get to know the incoming students to support individualization and planning for their programs. Students who were admitted into the program (i.e. had completed enrollment documentation) for 2006-2007 were administered a placement examination in late spring/early summer 2006. Note: this exam was only administered after the admissions process, and, as such, results from this test were not used to deny or discourage admission under any circumstance. The data collected in these placement exams merely provided PETCHS important information for rostering, for assessing need for an honors tract for English and math, and for setting up educational supports for students who are performing below level.

Enrollment History

The chart below shows the enrollment history at PETCHS over the 2006-2007 school year.

Grade	Initial Enrollment	Withdrew	Added	Expulsions	Year End Enrollment
Ninth	178	27	31	0	182
Tenth	155	9	12	0	158
Eleventh	147	17	18	1	147
Twelfth	103	8	1	0	96
TOTALS	583	61	62	1	583

When students leave PE&T, they most often go to their neighborhood public high school. Second to that, they usually go to another charter school.

Of the 487 students in grades 9-11 who completed the 2006-2007 year, 442 students are currently enrolled to return in September (91%).

Of the 61 students who withdrew from PETCHS, only 1 was required to leave the school (i.e. was expelled).

b.) PETCHS total enrollment decreased from 637 students enrolled at the beginning of 2005-2006 to 583 students enrolled at the beginning of the 2006-2007 school year. This decrease (8.5%) was caused by the past practice of over-enrolling students to ensure that our ADM would be as close as possible to the enrollment projections stated in our charter, anticipating inevitable student transfers during the course of the school year. Our charter allows a total enrollment of 600. Our student turnover rate of 5.3% dropped significantly from last year's 15.9%. This is a testimony to the stability and quality of the overall school program.

Transportation

PETCHS is conveniently located in the heart of Center City along the Broad Street corridor (1420-22 Chestnut Street), which allows students easy access to the school via most major subway and bus routes. PETCHS provides for the sale of reduced price student tokens through a program with the School District of Philadelphia. Whenever necessary, transportation is arranged for students with special needs as indicated on their IEPs. PETCHS contracts with Metro Mobility, Inc. for transportation for field trips, student athletics, etc.

Food Service Program

In 2006-2007, PETCHS participated in Aramark's Full Service Lunch Program directed by the Philadelphia School District. PETCHS does participate in the Free and Reduced Lunch Program (FRL). As of October 2006, 61% of the student body qualified for either free or reduced meals.

Student Conduct

a.) PETCHS strives to maintain an environment and atmosphere that promotes respect and consideration for others and a desire to learn. Our Code of Conduct is designed to allow our students to be pro-active; to assume responsibility in all situations and be accountable for their actions and behaviors.

The entire PETCHS community — teachers, staff, parents, students, and Board members — developed the school's Code of Conduct, which was ratified by the Board of Trustees. This code details the process of resolving disputes among all members of the community, including conflicts between students and conflicts between staff members. Making ways of resolving conflict explicit assists everyone involved in helping to alleviate those conflicts. The code was written in a language that students can easily understand. Policies for the expulsion and suspension of students included in the Code of Conduct follow the policy of the School District of Philadelphia and comply with Section 1318 of the Public School Code (requirements for suspensions and expulsions). As stated prior, the charter school has as a primary goal the development of students' responsibility for their own behaviors. Therefore students are taught strategies for finding solutions to problems they may be having in school and the workplace. Teachers and other staff members are trained in methods of mediating and helping students find solutions to their conflicts.

PETCHS has created a multidisciplinary team to address all discipline situations involving student with disabilities. The team ensures that any situations that arise are resolved following all federal guidelines as established by the Individuals with Disabilities Education Act (IDEA). PETCHS involves parents in the disciplinary process and keeps them informed of their due process rights via the Procedurals Safeguards notice.

Expulsion & Suspension Policy

Students at PETCHS show respect for other students, staff members, and visitors and take responsibility for improving the sense of well being of all other members of the school community. Every attempt is made to work with students to help them to understand the roots of their own behavior and to find solutions to problems before they become a major concern. By working collaboratively with students on a continual basis to create a supportive environment focused on mutually beneficial conflict resolution, PETCHS does not anticipate much need for removing students from the student body. However, when such action becomes necessary, PETCHS follows the School District of Philadelphia's code with regard to suspension and expulsion of students. Students are provided a due process procedure in keeping with the School District of Philadelphia's Code of Conduct. The school uses in-school suspension whenever possible in order to ensure that students do not fall behind in their schoolwork. The school adheres to all provisions contained in Act 26 of 1995 & Act 30 of 1997 — The Safe Schools Act.

b.) In 2006-07, PETCHS students were involved in 133 suspension incidents and 1 student was expelled.

Student Conduct - Attachments

- SDP Code of Conduct
- PETCHS Code of Conduc

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Philadelphia Electrical & Tech CHS

Date of Local Chartering School Board/PDE Approval: May 16, 2007 (Charter Renewal)
September 17, 2002 (original charter)

Length of Charter: Five years **Opening Date:** September 1, 2002

Grade Level: 9 - 12 **Hours of Operation:** 7:00 AM to 2:45 PM

Percentage of Certified Staff: 90% **Total Instructional Staff:** 35

Student/ Teacher Ratio: 17:1 **Student Waiting List:** 0

Attendance Rate/Percentage: 92.45%

Enrollment: 583 **Per Pupil Subsidy:** \$7,247 (Reg Ed); \$15,346 (Sp Ed)

Student Profile

American Indian/Alaskan Native: 0

Asian/Pacific Islander: 12

Black (Non-Hispanic): 320

Hispanic: 46

White (Non-Hispanic): 194

Multicultural: 11

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 61%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 88

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	0	0	180	180
Instructional Hours	0	0	0	0	0	1004	1004

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

The Philadelphia Electrical & Tech CHS within Philadelphia IU 26 assures that the charter school will comply with the requirements of 22 PA Code Chapter 711 and with the policies and procedures of Pennsylvania Department of Education (PDE). PDE will specify, in writing, policies and procedures to be followed. Requests for any deviations from these regulations, policies, and procedures must be made in writing to PDE. The charter school assures:

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

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

Board President

Date

Chief Executive Officer

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 Michael Nemitz

Title Mr.

Phone 2675141823

Fax 2675141834

E-mail nemitzm@pettech.org

Signature of the Chief Executive Officer and Date

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

Name Walter DeTreux

Title Mr.

Phone 2675141823

Fax 2675141834

E-mail DeTreux@comcast.net

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Lisa Gigliotti

Title Ms.

Phone 2675141823

Fax 2675141834

E-mail gigliottil@pettech.org

Signature of the Special Education Contact Person and Date