Pennsylvania Department of Education

COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 MARKET STREET
HARRISBURG, PA 17126-0333

Charter Annual Report

Monday, November 10, 2008

Charter School: Perseus House CS of Excellence
Address: 2931 Harvard Rd
Erie, PA 16508
Phone:
Contact Name:

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report
Summary Data
2008 - 2009

Name of School: Perseus House CS of Excellence

Date of Local Chartering School Board/PDE Approval: Feb. 12, 2003/ Renewed in Feb. 2006

Length of Charter: 3 Years/5 Years **Opening Date:** August 26, 2003

Grade Level: 7 - 12 **Hours of Operation:** 8:00 - 4:00

Percentage of Certified Staff: 100 **Total Instructional Staff:** 36

Student/ Teacher Ratio: 15 to 1 **Student Waiting List:** 0

Attendance Rate/Percentage: 64.09

Enrollment: 547 Average Daily Membership: 380 **Per Pupil Subsidy:** Approximately $7,000

Student Profile

American Indian/Alaskan Native: 0 LEA Profile Oct. 2007
Asian/Pacific Islander: 2 LEA Profile Oct. 2007
Black (Non-Hispanic): 122 LEA Profile Oct. 2007
Hispanic: 55 LEA Profile Oct. 2007
White (Non-Hispanic): 189 LEA Profile Oct. 2007
Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 84

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 130

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	1017	1017

SECTION I. EXECUTIVE SUMMARY

Organization Description

Perseus House, Incorporated submitted its application to open a charter school to the City of Erie School District on November 12, 2002. The Perseus House Charter School of Excellence initially opened its doors for students on August 26, 2003 for the school year 2003-2004. The

school serves students in grades seven through twelve from the Erie, Pennsylvania region. Although any student can attend the charter school, the school's focus is directed toward those students who have had significant difficulties with academic performance in their previous school settings.

Core Purpose

Mission

The Mission of the Perseus House Charter School of Excellence is to provide a variety of educational opportunities to foster academic excellence through partnerships with families, community, and school. We provide programs and services to facilitate intellectual growth and enable students to become independent, responsible, and employable citizens.

Vision

The overarching vision of the Perseus House Charter School of Excellence is to provide students with an individualized learning plan with the necessary curriculum areas that include a focus on reading, mathematics, and writing that will enable students to be successful in the 21st century.

Shared Values

All members of the charter school community, including students, teachers, support staff, administrators, and board members are committed to the following beliefs and values:

- We will create a safe environment to promote self-growth.
- We embrace and celebrate diversity.
- We believe in citizenship - honor the "golden rule."
- We will help students develop a sense of purpose.
- We believe that all students are capable.
- We value hard work and expect top performance from faculty and students
- We believe that family and community must provide support for students to reach their highest potential.

Academic Standards

Students in the Perseus House Charter School of Excellence are expected to meet the Pennsylvania Academic Standards in section 4.12 of 22 PA Code. Students attending the Perseus House Charter School of Excellence will be provided instruction in the following standards areas:

· Language arts, integrating reading, writing, listening, speaking, literature, and grammar.

· Mathematics, including problem-solving, mathematical reasoning, algebra, geometry, and concepts of calculus.

· Science and technology, including life sciences, earth and space sciences, chemical sciences, and physical sciences.

· Social Studies, including civics, government, economics, geography, and history.

· The arts.

· Use and application of microcomputers and software.

· Health, safety, and physical education.

· Family and consumer science including principles of consumer behavior, knowledge of child health, and child care skills.

Strengths and Challenges

Students in the Perseus House Charter School of Excellence are expected to meet the Pennsylvania Academic Standards identified in the Chapter 4 regulations. Unfortunately, the predominance of students entering the charter school have had little academic or personal success in their previous school settings. Many of the students are involved with the local legal system, many are teen parents, and many are employed to support themselves. Approximately sixty five percent of the students who enroll in the charter school are age 17 or older. Their attendance pattern is the most significant issue faced daily by the staff. When compulsory attendance regulations no longer apply, regular attendance and thus, academic achievement, is greatly affected.

The charter school employs numerous support staff, including a probation officer, police officers, and behavior facilitators to assist teachers and students. Each facility has an active Building Level Support Team (B.E.S.T.) to work with individual students and families. All of the charter school staff are trained in a program titled Life Space Crisis Intervention (L.S.C.I.). The thrust of this training is to help students develop pro-social skills and improve both student-to-student and student-to-adult interactions.

The strengths of this charter school program are its approaches to helping students obtain a high school diploma. Credentials are evaluated and reviewed in depth with each new student, who is then assigned to a particular grade level. Each student's program is based on individual needs. The program goals are to improve a student's ability to read and write, problem solve with mathematics, develop personal skills to appropriately interact with adults and the community, and to develop job and work related skills. In the standards based approach, students receive multiple grades in every class, depending on the standards and benchmarks taught during a grading period. Students do not "fail" classes. Students receive a grade of "Not Yet" if they have not met the proficiencies in a class. In this system time is not the enemy of a student, but the variable for success.

As this charter school program moves forward, it must continually train and develop teachers who can provide the instruction and support for students who have struggled with academics and learning throughout their career. Curriculum and assessment development are ongoing. The greatest struggle for students and staff are in meeting the thresholds established in the No Child Left Behind legislation. The school is committed to working toward meeting the necessary goals in spite of the morass of difficulties faced by its students.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Strategic planning for the Perseus House Charter School of Excellence began with a Pennsylvania Department of Education planning grant which culminated in a charter school application submitted to the City of Erie School District in November, 2002. The approved charter served and continues to serve as the baseline strategic plan. Subsequently, the charter school planning team has continued the development and refinement of the original plan. The team has followed the strategic planning process contained in the Curriculum and Instruction section of the Chapter 4 guidelines.

In addition, the charter school is identified as being in School Improvement II which required the development of a School Improvement Plan. The SIP was developed following the "Getting

Results - Continuous School Improvement Plan" model. The SIP was developed to be a dynamic and adaptable document that accounts for the ever-changing needs of the charter school students.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Chris Primavere	Perseus House Charter School	Administrator	CEO
Dan, Pastore	Perseus House Charter School	Board Member	Board
Danica Williams-Knight	Perseus House Charter School		Board
Dorothy Smith-Frazier	Perseus House Charter School	Community Representative	CEO
Dr. John Linden	Perseus House Charter School		Board
Fran Millis	Perseus House Charter School	Board Member	Board
Katy Wolfram	Northwest Tri-County I.U. 5		Board
Kimberly Blimmel	Perseus House Charter School	Secondary School Teacher	Teachers
Lorna Laska	Perseus House Charter School	Secondary School Teacher	Teachers
Mark Amendola	Perseus House, Inc	Board Member	Board
Marlene Chrisman	Perseus House Charter School	Special Education Representative	CEO
Mike Case	Perseus House Charter School	Parent	Board
Nick Viglione	Perseus House Charter School	Administrator	CEO
Nicole Thompson	Perseus House Charter School	Board Member	Board
Patricia Case	Perseus House Charter School	Parent	Board
Paul Perowicz	Perseus House Charter School	Community Representative	CEO
Richard Harvey	Perseus House Charter School	Secondary School Teacher	Teachers
Richard Petrarca	Perseus House Charter School	Secondary School Teacher	Teachers
Rocco Zaccignino	Perseus House Charter School		Board
Sharon Kestler	Perseus House Charter School	Administrator	CEO
Suzanne Perry-Loss	Perseus House Charter School	Community Representative	CEO

Tim Linden	Perseus House Charter School		CEO
Tom Antolik	Perseus House, Inc		Board
Tom Siverd	Perseus House Charter School	Parent	Board
Jennifer Dildine	Perseus House Charter School		CEO

Goals, Strategies and Activities

***Goal:* MATHEMATICS**

Description: At least 56% of all students will be proficient in Mathematics, as measured by the annual state-wide PSSA assessments.

***Strategy:* Quality Teaching**

Description: Evidence based instruction for all with targeted assistance for struggling students

Activities:

Activity	**Description**	
Standards based curriculum development	Develop curriculum maps, assessments, instructional focus calendars aligned to best practices.	
Person Responsible	**Timeline for Implementation**	**Resources**
	Start:7/20/2007 Finish: N/A	$0.00
Professional Development Activity Information		
Number of Hours Per Session	**Total Number of Sessions Per School Year**	**Estimated Number of Participants Per Year**
2	20	7
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
	• Intermediate Unit • Individual	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
		For classroom teachers, school counselors and education specialists: • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling

		students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Educator Groups Which Will Participate in this Activity		
Role	**Grade Level**	**Subject Area**
• Classroom teachers • Principals / asst. principals	• Middle (grades 6-8) • High school (grades 9-12)	• Mathematics
Follow-up Activities	**Evaluation Methods**	
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Creating lessons to	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans • Portfolio	

meet varied student learning styles • Peer-to-peer lesson discussions	

Goal: **READING**
Description: At least 63% of all students will be proficient in Reading, as measured by the annual state-wide PSSA assessments.

Strategy: **Quality Teaching**
Description: Evidence based instruction for all, with targeted assistance for struggling students.
Activities:

Activity	**Description**	
review and analyze PSSA results to develop instructional strategies.	Develop curriculum maps, research best practices in reading instruction, develop instructional focus calendars, promote reading across the curriculum, and create standards based assessments.	
Person Responsible	**Timeline for Implementation**	**Resources**
	Start:7/20/2007 Finish: N/A	$0.00
Professional Development Activity Information		
Number of Hours Per Session	**Total Number of Sessions Per School Year**	**Estimated Number of Participants Per Year**
2	20	9
Organization or Institution Name	**Type of Provider**	**Provider's Department of Education Approval Status**
	• School Entity • Intermediate Unit	Approved
Knowledge and Skills	**Research and Best Practices**	**Designed to Accomplish**
		For classroom teachers, school counselors and education specialists: • Enhances the educator's content knowledge in the area of the educator's certification or assignment. • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a

		variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning. • Instructs the leader in managing resources for effective results.
Educator Groups Which Will Participate in this Activity		
Role	**Grade Level**	**Subject Area**
• Classroom teachers • Principals / asst. principals	• Middle (grades 6-8) • High school (grades 9-12)	• Reading, Writing, Speaking & Listening
Follow-up Activities	**Evaluation Methods**	
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or	• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism. • Student PSSA data • Standardized student assessment data other than the PSSA • Classroom student assessment data • Review of participant lesson plans • Portfolio	

peers • Creating lessons to meet varied student learning styles • Peer-to-peer lesson discussions	

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

Charter school has submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

Intermediate Unit designee met with and when meeting occurred:
During the month of November 2007, charter school staff met with I.U. 5 Director of Educational Program Services and staff to review the School Improvement Plan prior to submission to PDE.

Statement of Quality Assurance - Attachments

- Statement of Quality Assurance
- Statement of Quality Assurance

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Chapter 4 of the Pennsylvania education regulations requires that curriculum and instruction focus on mastery of subjects and the development of abilities needed to succeed in work and further advanced education. The Perseus House Charter School of Excellence offers standards based planned instruction in language arts, mathematics, science and technology, social studies, environment and ecology, arts, microcomputers, wellness, and family and consumer science. Standards and commensurate benchmarks are selected in curricular areas that reflect the levels of proficiency attained by entering students.

An evaluation of each student's educational history is completed prior to entering any class. Students are then provided with an individual learning plan that identifies the number of standards based units required to meet graduation requirements.

In each classroom, planning for instruction is the key to meeting students' needs. Units are interdisciplinary and daily lesson plans focus on the identified standard and benchmark. Also included in the plans are performance and behavioral indicators, resources used, procedures and methodologies for instruction, and teacher reflection and evaluation. Each student is provided a portfolio of required activities and assessments at the beginning of each quarter. The portfolio helps students understand the depth of study for each course.

The current quarterly progress report for each student contains those standards and benchmarks that are addressed throughout the school year. Grading follows the language of the PSSA assessments, i.e., mastery = A, proficiency = B, basic = C, and below basic = N or "Not Yet." Students receive multiple grades in each class during the quarter. For instance, in

mathematics a student may receive four or five grades in different standards or benchmarks, depending on what was taught. This allows the teacher to identify the areas of success or the lack of success.

In order for teachers to provide in-depth and inquiry based instruction, graduate level Performance Learning Systems classes are provided for all teachers. Teachers also meet daily to plan and organize instruction. In addition, team meetings are held weekly with curriculum specialists and administrators to discuss and review expectations, procedures, and outcomes.

Teachers engage students through direct instruction, small group activities, project development, and microcomputer and technology programs in the lab and individual classroom. Students who perform significantly below standard receive additional one-on-one instruction and peer tutoring.

Rigorous Instructional Program - Attachments

- Rigorous Instructional Program
- Rigorous Instructional Program
- Rigorous Instructional Program
- Rigorous Instructional Program

English Language Learners

The English Language Learner program services were provided by the Northwest Tri-County I.U. 5 during the 2007-2008 school year. The services include referral/intake, assessment of language proficiency, individual or small group direct instruction, staff development, supervision, logistics/scheduling, curriculum, and instructional professional resources. For the 2008-2009 school year, the charter school has adopted the Northwest Tri County I.U. ESL curriculum and employed a fully certified ELL teacher to continue the program requirements previously provided through the I.U.

English Language Learners - Attachment

- English Language Learners

Graduation Requirements

Perseus House Charter School of Excellence
High School Education — Graduation Requirements

Public education prepares students for adult life by attending to their intellectual and developmental needs and challenging them to achieve at their highest level possible. Public education provides opportunities for students to:

- Acquire knowledge and skills.
- Develop integrity.
- Process information.
- Think critically.

- Work independently.
- Collaborate with others.
- Adapt to change.

Instruction in the high school program shall focus on the development of abilities needed to succeed in work and advanced education through planned instruction. Curriculum and instruction shall be standards based and shall provide all students opportunities to develop skills of analysis, synthesis, evaluation and problem solving, and information literacy.

Requirements for high school graduation shall include course completion and grades, completion of a culminating project, and results of local assessments aligned with academic standards. Planned instruction includes objectives of planned courses, instructional units, and interdisciplinary studies.

Students attending the Perseus House Charter School of Excellence will be provided instruction in the following standards areas:

- Language arts, integrating reading, writing, listening, speaking, literature, and grammar.
- Mathematics, including problem-solving, mathematical reasoning, algebra, geometry, and concepts of calculus.
- Science and technology, including life sciences, earth and space sciences, chemical sciences, and physical sciences.
- Social Studies, including civics, government, economics, geography, and history.
- The arts.
- Use and application of microcomputers and software.
- Health. Safety, and physical education.
- Family and consumer science including principles of consumer behavior, knowledge of child health, and child care skills.

The Perseus House Charter School of Excellence program of instruction is delivered through standards based instruction and assessment. In order to complete requirements for graduation, students must successfully complete a total of **22 Standards Based Units** in the following areas:

Language Arts (4 Standards Units)

Reading
Writing
Speaking
Listening

Mathematics (4 Standards Units)

Integrated Math
Algebra
Geometry
Advanced Topics

Social Studies (4 Standards Units)

Personal Development
Job/Career Skills
History
Geography
Economics

Science (3 Standards Units)

Integrated Science
Environmental Science
Life Science
Advanced Topics

Psychology
Sociology

Research/Project (1 Standards Unit)

Technology (2 Standards Units)

Skills
Applications

Wellness/Fitness (2 Standards Units)

The Arts (2 Standards Units)

HIV/Aids
Family consumer Science
Health
Physical Fitness

Students who attain a score at the proficient or advanced level on any State assessed discipline administered in grade 10, 11, or 12 shall be granted a Pennsylvania Certificate of Proficiency or Distinction for that discipline.

Children with disabilities who satisfactorily complete a special education program developed by an Individualized Education Program team under the Individuals with Disabilities Education Act shall be granted and issued a regular high school diploma. This section applies if the special education program of a child with a disability does not meet the previously delineated requirements for graduation. Children with disabilities who meet the required proficiency level on State assessments shall be granted the appropriate Certificate of Proficiency or Distinction.

Special Education

The Perseus House Charter School of Excellence has adopted the Northwest Pennsylvania Tri-County Intermediate Unit #5's policies and procedures for special education under the requirements of 34 CFR 300.124 through 300.382. The I.U.-adopted policies and procedures are implemented to fulfill the requirements of 22 Pa. Code Chapter 711 and the regulatory requirements under the Individuals with Disabilities Education Act — Part B. These policies are included as an attachment**.**

On September 13, 2007 the charter school received notification from Secretary of Education Zahorchak and the Office of Special Education that it met the requirements of IDEA Part B.

The charter school also purchased and implemented the Leader Services IEP Writer software program to assist teachers, staff, and parents with both the development and implementation of student IEP's.

Any student, upon enrollment to the charter school who is identified with a special education designation, has his or her IEP fully updated. Special education students are fully included in the regular academic program offered at the charter school. Charter school staff undergo training with respect to the Gaskin decision, inclusion best practices, least restrictive environment, co-teaching, mentoring, graduation planning, and portfolio development.

The charter school employs its own teaching staff for the regular instructional program for identified special education students. Other special services are purchased from the Northwest Tri-County Intermediate Unit.

Special Education - Attachments

- Special Education
- Special Education

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
A	1.00	Itinerant	Charter School	22	NA
B	1.00	Itinerant	Charter School	13	NA
C	1.00	Itinerant	Charter School	9	NA
D	1.00	Itinerant	Charter School	10	NA
E	1.00	Itinerant	Charter School	10	NA
F	1.00	Itinerant	Charter School	13	NA
G	1.00	Itinerant	Charter School	12	NA
H	1.00	Itinerant	Charter School	13	NA
I	1.00	Itinerant	Charter School	14	NA
J	1.00	Itinerant	Charter School	14	NA

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Northwest Tri-County I.U. 5	.1	Speech Services	Charter School	4	NA

Special Education Program Profile - Chart III

Title	Location	FTE
School Psychologist	Charter School	1.0

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Perseus House, Inc	Special Education Supervisor	3 days

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	Yes	Yes	No	No	Yes	No
4-Sight	No	Yes	Yes	Yes	Yes	Yes	Yes
ACCESS for ELL's English Language Proficiency Test	No	Yes	Yes	Yes	Yes	Yes	Yes

Student Assessment

The Perseus House Charter School of Excellence began operation with the 2003-2004 school year. As previously described, the charter school mission is to serve those students who have had little to no academic success in their previous school settings. The predominance of students enrolled at the Perseus House Charter School has already experienced minimal success in the regular public school. Many have been retained in a grade during elementary or middle school. Most have failed numerous classes, particularly language arts and mathematics. Consequently, student performance on the PSSA has not been adequate and the charter school has continued in the School Improvement II designation for the 2007-2008 school year.

During the 2007-2008 school year, students were assessed using the "4-Sight" tests to determine skill levels and assist teachers plan instruction in the regular classes. A great deal of professional development took place to train teachers and administrators to analyze and use data to guide their planning and instruction. Unfortunately, and as previously mentioned, most of this charter school's students are so far behind in reading and math that the huge gaps cannot be made up in a short period of time.

When students enter the charter school, preliminary assessments are completed in the mathematics and reading areas to assist in the classroom assignments. The math and reading areas are assessed with the 4-Sight assessments that provide baseline information for each student. During the 2004-2005 school year the charter school also purchased software licenses for the Scholastic Read 180 support program. These assessments coupled with “4-Sight” assessments provide teachers with much needed diagnostic information. Additionally, the charter school has implemented a mentoring program specifically directed at student achievement. In order to provide help and support, class sizes average 15 — 18 students. Teachers can then devote appropriate amounts of time to each and every student.

Student Assessment - Attachments

- Student Assessment
- Student Assessment

Teacher Evaluation

Teacher Evaluation

The charter school uses the Pennsylvania Department of Education Teacher Performance Evaluation Plan. The performance evaluation focuses on four areas: Planning and Preparation, Classroom Environment, Instructional Delivery, and Professionalism. The members of the administrative staff meet regularly with individual teachers, observe classes, review lesson plans, and review other artifacts to maintain constant knowledge of classroom and school performance.

The members of the administrative team work closely with the Chief Educational Officer, Special Education Supervisor, Curriculum Specialist, and Psychologist to assure that performance evaluation is geared to the improvement of student performance. In addition, administrative staff are actively involved in graduate programs for educational leadership and participate in the Northwest Tri-County I.U. 5 professional development programs.

Teacher Evaluation - Attachments

- Teacher Evaluation
- Teacher Evaluation
- Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

During the first half of 2007-2008 school year, a full complement of nine board members were engaged in the business of the charter school. At is February 19, 2008 meeting, the Board accepted the resignation of one member due to health reasons. The Board currently is seeking to add one additional member.

Board of Trustees

Name of Trustee	Office (if any)
James Infantino	Vice President
Dr. Elvage Murphy	President
Dr. William Brereton	NA
Raymond Fiorelli	NA
Robert Marz	NA
William Nichols	NA
Daniel Pastore	NA
Nicole Thompson	NA

Professional Development (Governance)

Throughout the school year, board members receive both information and training from the Board Solicitor, Chief Educational Officer, Executive Director, Business Manager and others. These individuals have specific expertise required to enhance each Board Members knowledge so he or she can make appropriate governance decisions affecting the charter school.

Coordination of the Governance and Management of the School

The nine member Board of Trustees meets monthly at a publicly advertised meeting. At that meeting a regular agenda is followed that includes financial approvals, school and curriculum updates, student and attendance updates, business action items, and any other item that a member or members of the board wish to discuss. Also included with the agenda are information updates and discussions held with the granting board's liaison. The Charter Board also maintains close contact with the granting board through its solicitor.

Coordination of the Governance and Management of the School - Attachment

- Coordination of the Governance and Management of the School

Community and Parent Engagement

The Board of Trustees actively seeks to engage parents in both board meetings and school functions and activities. Currently, the board has three parent representatives who attend and participate in its monthly meetings. These parents receive board information packets, budget information, policy information, and all other information that is not confidential. Throughout the school year, each school site has regular parent meetings and training programs, family activities, and informational newsletters. The administration holds an annual parent meeting to review special education programs, federal programs, graduation requirements, along with a myriad of other topics.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

There are no major fundraising activities planned for the upcoming year. The charter school has applied for and received grants for specific educational projects and will continue to pursue those that are advantageous to the program.

Fiscal Solvency Policies

The predominance of funding for the charter school is provided by local school districts in which attending students reside. Local districts are sent invoices at the beginning of each month, with payment due within 30 days. During the 2006-2007 school year, the cash flow position of the charter school improved greatly. The charter school has opened a "line-of-credit" with a local bank in addition to having the parent organization, Perseus House, Inc. available for financial support if needed.

The charter school has a finance committee that meets monthly to review revenues, expenditures, and other budget issues. This committee has been able to provide guidance to the charter school administration.

Accounting System

The charter school uses the Sage: M.I.P. Fund Accounting software program to manage financial reporting and budgeting.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Preliminary Statement of Revenues, Expenditures & Fund Balances
- Preliminary Statement of Revenues, Expenditures & Fund Balances

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

The Perseus House Charter School employs the firm Felix and Gloeckler, Certified Public Accountants to audit the financial statements of the governmental activities, general fund, and the aggregate remaining fund information annually. The 2007-2008 audit is currently underway and will not be available prior to August 1, 2008. The 2006-2007 is complete and included as an attachment. In the auditors opinion, the financial statements present fairly in all material respects, the respective financial position of the governmental activities, general fund, and the aggregate remaining fund information of the charter school as of June 30, 2007, and the respective changes in the financial position thereof, and the respective budgetary comparison for the general fund for the year then ended in conformity with the accounting principles generally accepted in the United States of America.

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

- Audit Firm, Date of Last Audit, Auditor's Opinion

Citations and follow-up actions for any State Audit Report

During the 2007-2008 school year, the Pennsylvania Auditor General's office completed an audit of the 2003-2004, 2004-2005, and 2005-2006 school years. To date the charter school has not received the completed audit report.

SECTION VII. FACILITY RESPONSIBILITIES

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

The charter school operates three sites, all located within the City of Erie:

Hamilton Center
2931 Harvard Road
Erie, PA 16508

Leadership Center
1511 Peach St.
Erie, PA 16501

Maritime Center
426 Eagle Point
Erie, PA 16507

All sites are leased from other agencies with lease approvals through the final year of the current charter, 2010-2011.

There have been no major acquisitions of furniture or equipment during the 2007-2008 school year.

Future Facility Plans and Other Capital Needs

At this point, the charter school has ample program space, facilities, furniture, and requires no major capital outlays.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

Annually, both the Erie County Department of Health and the City of Erie Fire Department inspect the charter school facilities and approve their operation. In the spring of 2006 the US Environmental Inspection Agency reviewed the inspection reports for any asbestos materials. There were no significant changes in any asbestos conditions in the facilities. A close working relationship is maintained with all safety organizations to assure that health, safety, and security regulations are in place. Throughout the school year, monthly fire drills are held and reported to the local fire department.

The Charter School of Excellence contracts with the City of Erie School District to provide oversight to meet all mandated health exams, screenings, and other requirements from Article 13, Section 1303 (a) Immunizations and Article 14 in the School Code. The original Request for Reimbursement and Report of School Health Services was submitted to the Pennsylvania Department of Health on September 20, 2007.

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

- Compliance With Health Safety Requirements
- Compliance With Health Safety Requirements

Current School Insurance Coverage Policies and Programs

All employees of the charter school are provided with health insurance coverage through the Highmark Blue Cross-Blue Shield program. In addition to the health coverage for employees, other insurances are purchased through the Hart, McConahy & Martz, Inc. Agency. The coverages include:

- Special Multi-Flex Policy
- Supplemental Property Insurance for Schools
- Equipment Breakdown Accident
- Commercial General Liability
- Educators Legal Liability
- Business Auto
- Blanket Accident Policy
- Umbrella Liability Policy
- Educators Legal Liability Rider
- Workers Compensation

Current School Insurance Coverage Policies and Programs - Attachment

- School Insurance Coverage Policies and Programs

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The charter school leases three separate facilities in order to deliver its educational services to Erie area students. The Maritime Center serves middle level students and has a staff of 11 individuals which includes seven teachers and one principal. The Leadership Center serves high school age students and consists of a staff of 18 with 13 teachers and one principal. The Hamilton Center also serves high school students and has a staff of 23 with 16 teachers and one principal. Each location has one program facilitator to deal with students' behavior issues. Each high school facility has a guidance counselor, police resource officers, and probation officer. Health services are provided to all locations by four part-time nurses. The charter school also has staff for I.E.P support, curriculum support, and desktop technology support. Other administrative services are provided through the school's parent organization, Perseus House, Inc.

The teaching staff is very stable. For the 2007-2008 school-year, all but three teachers returned. The staff remains stable for a number of reasons including competitive salaries, competitive benefits, and the working culture of the organization.

Quality of Teaching and Other Staff - Attachments

- Quality of Teaching and Other Staff
- Quality of Teaching and Other Staff
- Quality of Teaching and Other Staff

Student Enrollment

Parents wishing to enroll a student at the Perseus House Charter School complete an application that briefly describes the school’s programs and also requests student records. These records include copies of report cards, IEP’s, standardized test scores, PSSA scores, birth certificate, and other general information. Once the application is processed, parents and students are scheduled to meet with a staff member to complete the Charter School Student Enrollment Form, emergency data form, medication form, home language survey, free and

reduced lunch form, and Title I Parent Involvement Compact form. In addition transportation, school calendar, dress code, discipline policy, and student services are reviewed, and finally an enrollment date is determined. Throughout the year applications and enrollments are processed as students either transfer to other schools or leave school for other reasons. The charter is approved for a total of 500 students. The 2007-2008 average daily membership was 380, while the school actually enrolled and served 547 students throughout the year. This shows that the charter school student population is very transient. These data are not unlike previous years' data. Students leave for various reasons including dropping out, incarceration, pregnancy, return to the home school, and "no shows." Thus far a lottery has not been used. During the school year applications are processed based on their date of completion. At the end of the 2007-2008 school year, approximately 360 students were projected to return to the charter school for the next school year.

The 2007-2008 LEA Enrollment Summary was submitted as of October 1, 2007. At that time students were disbursed by grade in the following manner:

- Grade 7 - 32
- Grade 8 - 22
- Grade 9 - 43
- Grade 10 - 94
- Grade 11 — 81
- Grade 12 — 96

There were no student expulsions during the school year.

As described earlier, the most difficult issue for the school and its teachers is student attendance. The types of issues facing these young adults coupled with their lack of necessary skills and abilities to break through their personal issues and remain in school is daunting. The charter school attempts to provide support through its parenting program, juvenile probation officer, behavior specialists, student assistance program, mental health counselors, and its job and work specialist. As the culture of the school continues to improve and students feel that they are treated with dignity, attendance and academic performance will continue to improve**.**

Transportation

Transportation for charter school students is provided in various ways. Students from districts outside the City of Erie are transported by their home school district. Students residing in the city use the Erie Metropolitan Transit Authority buses with provided tokens or ride buses contracted through the City of Erie School District. All transportation accommodations required by a student's Individual Education Program (IEP) are met.

Food Service Program

The charter school provides cafeteria services that meet all requirements of the Free and Reduced Lunch Program including breakfast. The school is considered a satellite of the Erie School District and thus has its cafeteria managed and staffed by the Metz Food Service Corporation.

Student Conduct

The Perseus House Charter School of Excellence is committed to creating a safe learning environment based on caring, mutual trust, and respect. It has established a behavior and discipline policy that defines a continuum of consequences to improve a student's behavior. Student rights and responsibilities, due process steps, and timelines are clearly defined and thoroughly reviewed with each student and his/her family upon enrollment and throughout the school year.

The following suspension data were included in the PA Safe Schools Profile:

- Violation of Student Code of Conduct - 414
- Drug and Alcohol - 10
- Tobacco - 6
- Violence - 37
- Weapons - 5

There were no students expelled during the 2007-2008 term.

Student Conduct - Attachment

- Student Conduct

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

The Perseus House CS of Excellence within Northwest Tri-County IU 5 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**

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Verify that all DATA reports to PDE are complete **YES** _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.
Name John Linden
Title Dr.
Phone (814) 480-5900 **Fax** (814) 454-8670
E-mail jlinden@phcse.org

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name Elvage Murphy
Title Dr.
Phone (814) 732-1625 **Fax** (814) 454-8670
E-mail emurphy@edinboro.edu

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

Identify the charter school's Special Education Contact Person.
Name Marlene Chrisman
Title Ms.
Phone (814) 480-5900 **Fax** (814) 454-9859
E-mail mchrisman@phcse.org

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachment

- Signature Page