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: Philadelphia Electrical & Tech CHS

Address: 1420-22 Chestnut St Philadelphia, PA 19102

Phone:

Contact Name:

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2008 - 2009

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: 36

Student/ Teacher Ratio: 17.5:1 Student Waiting List: 136

Attendance Rate/Percentage: 91.49%

Enrollment: 629 **Per Pupil Subsidy:** \$7,708 (Reg Ed); \$16,760 (Sp Ed)

Student Profile

American Indian/Alaskan Native: 1
Asian/Pacific Islander: 14
Black (Non-Hispanic): 368
Hispanic: 46
White (Non-Hispanic): 200
Multicultural: 0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 54.8%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 92

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	994	994

SECTION I. EXECUTIVE SUMMARY

Organization Description

Philadelphia Electrical and Technology Charter High School (PE&T) continued to grow in the 2007-08 school year, as we added nearly ten percent more students, expanded to occupy all floors of our Chestnut Street building, hired a new Principal, and added a number of new academic services for our students. Our Co-Op program (internship program) grew as well,

adding several new community partners and providing paid and unpaid internship opportunities for our students. The Co-Op program has been truly outstanding at PE&T, and helped PE&T to be recognized for the second year in a row as a Best Practice School by the School District of Philadelphia.

In 2007-08, our school served 629 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 59% black, 32% white, 7% Hispanic, 1% Asian/Pacific Islander and 1% American Indian/Alaskan native; and (3) Our school served a significant number of working poor and public assistance (TANF) recipient families. Approximately 55% of the student body qualified for free or reduced price meals. Our school continues to have a high average daily attendance rate (91% in 2007-08) and a high rate of re-enrollment from year to year (86%).

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 and technical education program. PE&T provides all of our students the foundational knowledge to enter the electrical trades, other technology related occupations and/or go on to further study in college.

PE&T's electrical technology program sets our school 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 4 computer labs, 3 wireless labs, 15 SmartBoard classrooms, a fitness center, a new library, and 67 security surveillance cameras for student safety. Our school added a new computer lab this year to support our students' enrollment in online academic courses from Lincoln Interactive. 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 substantial partnerships with the local technical community. Partnerships with the I.B.E.W. Local Union 98, the City of Philadelphia, and others enable PE&T to deliver a comprehensive, focused, and enhanced program.

Many of our students come to us in 9th grade with very low levels of academic skills. Our challenge has been to find engaging and effective ways to bring their skills up to grade level and above within the four years (720 days) that they are enrolled at PE&T. This year, we continued to experiment with a variety of academic interventions, particularly for our lowest achieving students. The majority of these interventions will be continued and adjusted for the 2008-09 school year.

Core Purpose

Mission

The mission of Philadelphia Electrical and Technology Charter High School is to provide our students with a strong foundation in core academic subjects along with the skills and knowledge needed for college and employment in today's technology savvy workforce.

Vision

Technology is an ever growing and changing field both in complexity and it's integration into everyday life. We feel technology in education is an essential ingredient to graduating students.

We plan to increase availability of technology resources by increasing the number of available computers and using newer technologies like wireless networking, interactive software and distance learning to offer a wide variety of educational opportunities.

We also see technology integration into core academic subjects where appropriate like virtual chemistry labs as a logical next step now that we have established infrastructure.

We believe that by providing the teachers, staff and students of our school with working, useful technology across many contexts we will cultivate a critical-mass of knowledge in our students that will prepare them for both continuing education and the workforce.

Shared Values

The Philadelphia Electrical and Technology Charter High School is dedicated to preparing students 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 online 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, 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 proficiency level that includes technical and commercial terms; an understanding the relationship between language and culture;
- Electrical technology, and
- An understanding of real-world career opportunities and expectations (through our Co-Op program).

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 and the Pennsylvania Academic Standards for Technology.

Strengths and Challenges

Program Strengths

PE&T showed many strengths during the 2007-08 school year. These include:

- <!--[if !supportLists]-->• <!--[endif]-->Recognized by the Philadelphia School District as a 2007 Best Practice school for successful community partnerships through the Co-op Program;
- <!--[if!supportLists]-->• <!--[endif]-->Eliminated the achievement gap between white and black students in math and reading;
- <!--[if !supportLists]-->• <!--[endif]-->Provided an after-school remediation program for math and reading proficiency staffed by certified teachers;
- <!--[if !supportLists]-->• <!--[endif]-->Provided tutoring for all low achieving 11th grade and special education students during the school day;
- <!--[if !supportLists]-->• <!--[endif]-->Implemented a 50% reduction in 11th grade math class size;
- <!--[if !supportLists]-->• <!--[endif]-->Continued 100 Book Challenge with all students— a 30 minute homeroom reading program to improve reading skills;
- <!--[if!supportLists]-->• <!--[endif]-->Expanded use of the PowerSchool information system for parent/teacher communication;

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- <!--[if !supportLists]-->• <!--[endif]-->Provided all 10th and 11th grade students and special education students with the online reading program Achieve 3000;
- <!--[if !supportLists]-->• <!--[endif]-->Provided online elective courses from Lincoln Interactive in 26 subjects to 184 students;
- <!--[if !supportLists]-->• <!--[endif]-->Provided online PSSA Reading and Math preparation coursework from Lincoln Interactive to all Juniors;
- <!--[if !supportLists]-->• <!--[endif]-->Implemented the 4sight PSSA score projection system for all Juniors, Freshmen and Sophomores;
- <!--[if !supportLists]-->• <!--[endif]-->Implemented academic baseline testing for all incoming Freshmen;
- <!--[if !supportLists]-->• <!--[endif]-->Balanced the school budget effectively and efficiently with a fund balance and no audit recommendations;
- <!--[if !supportLists]-->• <!--[endif]-->Expanded the school to 63,335 square feet with full use of the second through 12th floors;
- <!--[if !supportLists]-->• <!--[endif]-->Was commended by Pennsylvania State Auditors as doing a "great job" and being "best managed" after their completion of 10 week in-house audit;
- <!--[if !supportLists]-->• <!--[endif]-->Continued to partner with the National Constitution Center to focus students on civic awarenes;

- <!--[if!supportLists]-->• <!--[endif]-->Surveyed graduating Seniors who identified the following plans: 43% were accepted into colleges, 6% will attend Community College of Philadelphia, 25% were awarded scholarships to college, 40% will enter the workforce directly, 3% will enter the military, and 8% plan to enter the electricians union.

Areas for Improvement

<!--[if !supportLists]-->• <!--[endif]-->Need to increase literacy skills of students at all grade levels, particularly in interpretation and analysis of literature;

- <!--[if!supportLists]-->• <!--[endif]-->Need to reorganize math instruction so that all students in grades 9 to 11 are provided math courses throughout the entire year;
- <!--[if !supportLists]-->• <!--[endif]-->Need to test all students with standardized tests at all grade levels to track progress;
- <!--[if !supportLists]-->• <!--[endif]-->Need to reduce the numbers of students required to attend academic summer school (193 in 2008, 39% of the school);
- <!--[if!supportLists]-->• <!--[endif]-->Need to set a firm policy regarding homework assignments across the school;
- <!--[if!supportLists]-->• <!--[endif]-->Need to expand partnerships with area colleges, and increase the number of AP courses offered to students;
- <!--[if !supportLists]-->• <!--[endif]-->Need to increase fundraising to add vital programs to improve student achievement; and
- <!--[if !supportLists]-->• <!--[endif]-->Need to reduce the percentage of students at the below basic level on the PSSA Math and Reading tests to 5% or less, from a current level of 37-46%.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

In 2006-07, PE&T teachers and administrators implemented a wide reaching set of changes to the academic programs at the school that resulted in the school making Annual Yearly Progress for the first time in its five year history. The changes that helped to make that achievement growth possible were part of an on-going strategic planning process that examines PE&T students' academic achievements relative to the targets set by No Child Left Behind (NCLB) and the school's own internal targets. The NCLB targets were raised again in 2007-08, and the school was unable to make Annual Yearly Progress. This resulted in the school being categorized as "Corrective Action I", requiring the school make additional changes to the academic program in 2008-09. This section discusses some of the changes that were made in 2007-08 and upcoming changes for 2008-09.

Our teachers and administrators are trained in using data to improve student achievement. The school collects a large amount of data to inform its decision-making, including Basic Skills Inventory (BASI) results from incoming Freshmen, Study Island test results in Math and Reading, 4Sight tests of 11th graders at 4 points in the year, PSSA tests of Juniors in Reading, Math and Science, as well as academic grades, attendance and disciplinary information. The process of reviewing data for planning for the school year

begins in the previous spring and continues through the summer and early fall. Teachers, administrators, community members and parents all assist with the review of the data in helping to craft new directions for the school. From these reviews, a strategic plan is developed and implemented over the coming year.

As was true in previous years, our students' test scores from spring of 2007 showed that a large percentage of students were performing below their grade level in Reading and in Math. We continued several successful changes to the English and Math programs from the previous year, including adjustments to class sizes and class schedules in those subjects for all of the Juniors, and beginning every morning with the 100 Book Challenge for all students in the school. We expanded our services, particularly to Juniors by offering tutoring, after-school math and reading assistance, and online coursework in reading. Our strategic plan focused in 2007-08 on the following key aspects of high quality schooling: quality teaching, quality leadership, artful use of infrastructure, and a continuous learning ethic. The following were implemented during 2007-08 according to our strategic plan.

QUALITY TEACHING

- 1. Used Pearson BASI basic skills inventory to diagnose strengths and weaknesses of incoming students
- 2. Provided on-line elective courses in a wide variety of subjects from Lincoln Interactive (26 different courses including: PSSA Reading, PSSA Math, Career Exploration, Fashion and Design, Psychology, Interactive Game Design, Music, AP Biology, Chinese, German, Intro to Business, Arts Alive, Criminal Law, Economics, Graphic Design, Greek Mythology and others)
- 3. Trained teachers in 100 Book Challenge
- 4. Implemented the 100 Book Challenge at all grade levels
- 5. Incorporated math and reading throughout the curriculum
- 6. Trained teachers to teach specific reading curriculum
- 7. Trained teachers to teach specific math curriculum
- 8. Implemented Study Island computer-based training for PSSA
- 9. Implemented Achieve 3000 online reading program for all Juniors and special education students
- 10. Provided small group tutoring by Sylvan Learning Systems for lowest achieving Juniors

- 11. Provided individual tutoring in math by local college student for one hour per week for low achieving students
- 12. Hired an academic skills counselor to work with low achieving 9th, 10th, 11th and 12th graders and their teachers

QUALITY LEADERSHIP

- 1. Implemented data-driven decision making among administration and department heads
- 2. Implemented weekly meetings of department heads and school administrators
- 3. Regularly assessed achievement of struggling students, focusing on particular problem areas (using 4sight)
- 4. Held weekly professional development sessions every Wednesday afternoon
- 5. Added a new Principal to assist the CEO with school administration

ARTFUL USE OF INFRASTRUCTURE

- 1. Continued to develop school library
- 2. Implemented mandatory reading time for all students
- 3. Trained teachers in use of PowerSchool student information system
- 4. Trained parents in use of PowerSchool student information system
- 5. Reduced class sizes of English and Math for Juniors by half
- 6. Removed block scheduling for English and Math for Juniors to make year long Math and English program
- 7. Implemented graduation proficiency test and required passing score for graduation

CONTINUOUS LEARNING ETHIC

- 1. Conducted diagnostic tests for all incoming 9th graders
- 2. Used 4sight to track progress of Juniors, Sophomores and Freshmen in Math and Reading throughout the year
- 3. Held data-focused weekly meetings of department heads and school administrators
- 4. Examined student data with outside consultant in the fall and summer of 2007 and 2008

PLANS FOR 2008-09

After reviewing our program and its impact on student achievement for 2007-08, we believe that the program is strong, but requires a few changes to make it stronger. Our school continues to struggle with students entering the school with very low levels of skills in Math, Reading and Writing. In order to move our students up to grade level within four years, we will be adjusting the academic program for all students for the upcoming year. In 2008-09, the following changes are planned:

- <!--[if !supportLists]-->• <!--[endif]-->PE&T will eliminate block scheduling and change to full year scheduling for all grades.
- <!--[if!supportLists]-->• <!--[endif]-->PE&T will increase the amount of time freshmen and juniors spend in math classes.
- <!--[if !supportLists]-->• <!--[endif]-->PE&T will adjust the math curriculum to account for low levels of entering skills and have students study Algebra each year.
- <!--[if !supportLists]-->• <!--[endif]-->PE&T will change the 100 Book Challenge to be operated in the half period following lunch, supervised by a certified Reading Instructor.
- <!--[if !supportLists]-->• <!--[endif]-->PE&T will use new standardized tests to track student achievement at each grade level in reading and math.
- <!--[if !supportLists]-->• <!--[endif]-->PE&T will hire a new Assistant Principal for Assessment and Accountability, a certified principal whose job will be primarily to implement and oversee a benchmarking academic assessment system and ensure academic programs are individualized to meet each student's academic needs.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Alex Schuh	FRONTIER 21	Business Representative	Board /Michael Nemitz
Erin Dougherty	PETCHS	Administrator	Michael Nemitz
Jeff Taylor	PETCHS	Administrator	Michael Nemitz
Lisa Gigliotti	PETCHS	Administrator	Michael Nemitz
Michael Nemitz	PETCHS	Administrator	Michael Nemitz
Ted Campbell	PETCHS	Ed Specialist - School Counselor	Michael Nemitz

Goals, Strategies and Activities

Goal: 21ST CENTURY VO-TECH EDUCATION

Description: PE&T 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: Students work in supervised settings in career fields of interest

Activities:

Activities:

Activity	Description	
Co-Op Program Coordinator: Biweekly student meetings		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Activity	Description	
Co-Op Program Coordinator: weekly job site visits		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Graduates with College Credit

Description: Students earn college credit through college coursework, AP courses, and online courses.

Activities:

Activity	Description	
Academic Counselor: work with upper level students on career planning		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Activity	Description	n
Increase opportunities for students to take classes at Community College of Philadelphia and online with Lincoln Interactive		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

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Activity	Description	
Increase percentage of students scoring 3 or above on AP American History Exam		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Ongoing	\$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	Ongoing	\$0.00

Activity	Activity Description	
Increase number of projects across the curriculum that involve the use of computers		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Ongoing	\$0.00

Activity	Description	
Increase number of students taking the MCP certification exam		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Ongoing	\$0.00

Activity	Description	
Increase the number of students taking the ICDL certification exam		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Ongoing	\$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: Utilize afterschool program to increase students' academic skills.

Activities:

Activity	Description	
Identify low achieving students through testing		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Ongoing	\$0.00

Activity	Description	
Implement Achieve 3000, Lincoln Interactive and Study Island computer learning systems		
Person Responsible	Timeline for Implementation	Resources
Jeffrey Taylor	Ongoing	\$0.00

Activity	Description	
Increase the number of students taking the ICDL certification exam		
Person Responsible	Timeline for Implementation	Resources
Jeffrey Taylor	Ongoing	\$0.00

Strategy: In School Support

Description: Increase skills of low achieving students through tutoring, counseling and teacher training

Activities:

Activity	Description	
Hired Academic Skills Counselor		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Ongoing	\$0.00

Activity	Description	
Hired Social Worker		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Ongoing	\$0.00

Strategy: Summer School Program

Description: 60 hours for every required course that students fail

Activities:

Activity	Description	
Administrators work with Summer School coordinator to manage student work		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Ongoing	\$0.00

Activity	Description	
Track student success in all required classes using PowerSchool		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Ongoing	\$0.00

Goal: MATHEMATICS

Description: At least 56% 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 2006-2007.

Strategy: Extracurricular Activities

Description: Activities:

Activity	Description	
Afterschool program to bolster math skills		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Ongoing	\$0.00

Strategy: In School Activities

Description: Activities:

Activity	Description	
Implement 4Sight		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Ongoing	\$0.00

Activity	Description
Increase individual attention in Math class by reducing	

class sizes		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Strategy: Professional Development

Description: Provide strategies for teachers to raise achievement of lowest achieving students Activities:

Activity	Description	
Provide weekly PD sessions to all teachers		
Person Responsible	Timeline for Implementation	Resources
Jeffrey Taylor	Ongoing	\$0.00

Goal: PARENT INVOLVEMENT

Description: Parent involvement will increase by 10% over 2006-2007's parent involvement.

Strategy: Home - School Communication

Description: Increase communication between home and school through face-to-face meetings and electronic communications

Activities:

Activity	Description	
Parent Orientation at Start of School Year		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Ongoing	\$0.00

Activity	Description	
Parent Training in PowerSchool		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Ongoing	\$0.00

Strategy: Policy and Decision Making

Description: Increase involvement of stakeholders in key school decisions Activities:

Activity	Description	
Parent Association Meetings: questionnaires and discussion		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Ongoing	\$0.00

Activity	Description	
Parent Involvement Policy Meeting		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Ongoing	\$0.00

Activity	Description	
Two parent members on Board of Trustees		
Person Responsible	Timeline for Implementation	Resources
Not Currently Assigned	Ongoing	\$0.00

Goal: READING

Description: At least 63% 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 2006-2007.

Strategy: Extracurricular Activities

Description: Afterschool program required for all low achieving Juniors *Activities:*

Activity	Description	
Afterschool Program		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Ongoing	\$0.00

Strategy: In School Activities

Description: Increase amount of time devoted to learning to read *Activities:*

Activity	Description	
100 Book Challenge		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Ongoing	\$0.00

Activity	Description	
Achieve 3000 for all Juniors and Spec Ed		
Person Responsible	Timeline for Implementation	Resources
Jeffrey Taylor	Ongoing	\$0.00

Activity Description

Implement 4Sight		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Ongoing	\$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: Increase communication with parents regarding student attendance problems Activities:

Activity	Description	
Implement and Train Parents on PowerSchool to monitor student attendance		
Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Ongoing	\$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: Increase students' focus on PSSA tests

Activities:

Activity	Description	
Daily PSSA preparation through Study Island		
Person Responsible	Timeline for Implementation	Resources
Jeffrey Taylor	Ongoing	\$0.00

Activity	Description	
Discuss importance of PSSA with parents and send reminders		
Person Responsible	Timeline for Implementation	Resources
Jeffrey Taylor	Ongoing	\$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: Summer school program allows students to make up classes they failed during the

regular school year Activities:

Activity	by Description	
Frequent communication between administrators and summer school coordinator		
Person Responsible	Timeline for Implementation	Resources
Charter Annual Report Admin	Ongoing	\$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	Ongoing	\$0.00

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:

Met with the Director of the School District of Philadelphia's Charter School Office in the fall of 2007.

Statement of Quality Assurance - Attachment

• PET Quality Assurance

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Rigorous Instructional Program

The PE&T Curriculum

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,

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- 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) coursework, a PSSA 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. To better illustrate how these goals are incorporated into PE&T'S curriculum offerings, actual sample PE&T student schedules from the 2007-08 school year are provided below:

9th Grade Student

	Period	1a/1b	2a/2b	3a/3b	4a/4b
First Semester	Homeroom/ Reading Program	ICDL	English 1	Math Skills/Lunch	World history
Second Semester	Homeroom/ Reading Program	Health/Intro to Technology	Algebra 1	, 0,	Lunch/Writing Skills

10th Grade Student

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

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Semester Reading	Education/ Lunch
Program	

11th Grade Student

	Period	1a/1b	2a/2b	3a/3b	4a/4b
First Semester	Homeroom/ Reading Program	Biology 2			Lunch/ Algebra 2/ English 3
Second Semester	Homeroom/ Reading Program	Spanish 2	Electrical Theory/ Lunch	,	Algebra 2/ English 3

12th Grade Student

	Period	1a/1b	2a/2b	3a/3b	4a/4b
First Semester	Homeroom/ Reading Program	Co-op 1		Interactive Class/ Lunch	Trigonometry & Technical Math/ English 4
Second Semester	Homeroom/ Reading Program	Creative Images on the Web	Lunch/ Film & Television	Physics/	Trigonometry & Technical Math/ English 4

Innovative Components of the PE&T Curriculum:

<u>Career & Technical Education:</u> What sets PE&T 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, PE&T, 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. PE&T, at present, offers courses in electrical theory, telecommunications, and a variety of computer science courses. PE&T 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 PE&T — 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 2007-08, 6.3% of 9th grade students earned their ICDL certification.

Virtual Chemistry Laboratory - When PE&T 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 labs.

PE&T 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, however certain criteria are used to determine a student's eligibility. These criteria include high maturity level, adequate credit accumulation, passing discipline grades, and a low absentee/tardiness report.

The Co-op received a "Best Practice" award from the School District of Philadelphia in 2008.

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 2007-2008 school year, 115 students went through our school's Co-Op program. That represents 83% of the senior class. Twenty five of the students were employed during the summer session and the remaining 90 students were employed during the school year.

42 employers were involved in this project during the 2007-2008 school year. These companies included 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, Family Court, Verizon, and many independent contractors, law firms and restaurants.

<u>Rigorous Academic Program:</u> PE&T 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 — PE&T 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 2007-08, 12 students took dual-enrollment courses at the Community College.
- Advanced Placement and Honors In 2004-05, PE&T established an Honors track
 for our academically accelerated freshman students, providing them with Honors English,
 Math and Social Studies Classes. This year, the second class of Juniors in the Honors
 track took AP American History. Sixteen (16) Juniors in the Honors track took AP
 American History. The 9th and 10th grade Honors course enrollment is organized in the
 table below:

	Honors Mathematics	Honors English	Honors History
9 th Grade	Algebra 1	English 1	World History 1
	[if</th <th><!--[if</th--><th><!--[if</th--></th></th>	[if</th <th><!--[if</th--></th>	[if</th
	!supportLineBreakNewLine]-	!supportLineBreakNewLine]-	!supportLineBreakNewLine]-
	->	->	->
	[endif]	[endif]	[endif]
10 th	Geometry	English 2	World History 2
Grade	[if</th <th><!--[if</th--><th><!--[if</th--></th></th>	[if</th <th><!--[if</th--></th>	[if</th
	!supportLineBreakNewLine]-	!supportLineBreakNewLine]-	!supportLineBreakNewLine]-
	->	->	->
	[endif]	[endif]	[endif]

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

PE&T 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, block rostering is intended to provide longer time periods for students and teachers to study core academic subjects in-depth (90 minutes per day. One consequence of block rostering is that students do not have the opportunity to study one subject for an entire school year, and may in fact go for a whole calendar year before they attend the next level of instruction in that subject. Because of that gap in instruction, in the 11th grade year, PE&T students return to a more traditional class period for math and English. This helps them better prepare for PSSA exams given in the spring. In 2008-09, the entire school will move away from block rostering and switch back to traditional scheduling of eight 50 minute periods per day, in order to extend core academic subjects across the school year.

Second, the school emphasizes both real-world connections to study and promotes interdisciplinary learning. 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 an American History class. 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, PE&T's 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 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:

PE&T is aware that many of our students enter our 9th grade with academic skills that are significantly below grade level. Our diagnostic tests have shown consistently that our students enter their Freshman year with an average skill level of 5th grade, or four grades below grade level in math, reading and writing. Half of our students' skills are even lower upon entry to the school. Over the past two years, we have been adjusting our academic program to achieve 7 or more years of academic growth over the 4 years that we have to work with them. We use diagnostic tests, and continuously monitor student performance in order to provide the academic program that each of our students needs. For example, when our Juniors were tested with the first 4Sight test in the fall of 2007, we found that just 5% were Proficient in Math, indicating that 95% of the students were below grade level. The majority of those students were significantly below grade level.

In order to provide more tailored instruction for all of our students, we had all Juniors take the 4Sight assessments in Math and Reading. We also made Junior English and Math year-long subjects instead of single semester blocks. In addition, we reduced English and Math class enrollments by 50%. We had all Juniors work on Study Island PSSA prep software for the entire year. All Juniors also took the Achieve 3000 online literacy course. The entire school participated in the 100 Book Challenge in homeroom every morning.

For students who perform significantly below grade level (which is more than 50% of our students), we implemented a number of interventions this year. These included: conferencing with students and parents; small group tutoring by a Drexel University student one hour per week, small group tutoring by professionals from Sylvan Learning Systems one hour per week, reevaluation of course selection, attendance in an academic afterschool program taught by certified teachers, and Academic Summer School. Students who are performing below standards are also assigned an academic counselor to follow their progress and work with their teacher to see that they get the instruction that they need.

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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 testing were required to attend the after-school program where they received individualized instruction taught by certified Math and English teachers. The 4Sight results turned out to be very misleading regarding the actual progress that the students were making, so we will be looking into additional diagnostic testing for 2008-09.

Actively Engaging Students in the Learning Process

PE&T actively engages students in the learning process by employing a variety of teaching strategies.

- Hands-On Teaching & Learning: At PE&T hands-on learning opportunities are a priority
 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: PE&T's 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 CoOp program. Though the program is voluntary, over 83% of the senior class participated
 in 2007-2008, 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.
- 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 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, PE&T, 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
- 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, PE&T adopted the W-APT as its placement test.

Students who require placement in an English language instruction program are placed in PE&T's ESL program. In the 2007-08 school year, Nine (9) students required such ESL placement. The ESL program is taught by a teacher holding Pennsylvania's ESL Program Specialist Certificate.

In the 2007-2008 school year, ESL students received five 45-minutes periods of English language instruction per week, plus additional supports and accommodations in the other content areas.

English Language Learners - Attachments

- ELL REPORT
- PETCHS ELL REPORT 2008

Graduation Requirements

Pennsylvania's Project 720 is a public high school initiative with the main goal that "All Pennsylvania students must graduate from high school prepared to enter college and the high-skills workplace." Project 720 has a four part approach to meeting this goal:

- 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 <u>high academic</u> 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).

PE&T's model is directly aligned with all four parts of Project 720. Our model does the following:

Makes High School Curriculum More Challenging & Improves the Learning Environment:

PE&T requires 27.5 credit units for graduation, including 4 credit units each in English, mathematics, science, and electrical technology. 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 PE&T'S graduation requirements with the state follows below:

PE&T (Unit of Credit) Pennsylvania (Unit of Credit)

PE&I	<u>(Unit of Credit)</u> Pe	<u>innsylvania (Unit of C</u>	realt)
English	4	4	
Mathematics	4	4	
Science	4	4	
Social Studies	3	3	
World Langua	ge 2	2	
Arts/Humanitie	es 2	2	
Health/Physica	al Education 1.5	1.5	
Electrical/Com	puter Technology	4* 0	
Flectives		3** 3	

TOTAL PE&T 27.5 credit units PA State 23.5 credit units

*Included in the Electrical requirement is either participation in the Co-Op program or completion of a career focused Senior Project. Computer Technology includes ICDL and other technology-focused coursework.

**Electives may include dual-credit with Philadelphia Community College, or Lincoln Interactive online courses in approved areas.

Under this 27.5 credit model, PE&T 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 PE&T model embodies many of the suggestions for an "improved learning environment," including small school size (approximately 600 students) and small class size (Junior math and English classes enroll only 12 to 15 students). PE&T exceeds the 990 instructional hours requirement for secondary schools. Our program includes technology courses taught by working professionals in the field of technology and electrical work. Our teachers provide in-depth and hands-on studies, and we provide a wide array of opportunities for students to learn during school, after school and in the summer.

Helps Students Earn College Credit Before Graduating from High School: In four years of operation, PE&T has developed several programs in which students can earn college credit before high school graduation. In 2003-2004 PE&T 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. Furthermore, PE&T offers AP American History to academically qualified students. Other AP courses are offered through Lincoln Interactive online learning as electives.

Upgrading "Vo-Tech" for the 21st Century: Project 720 calls for dramatic improvement in votech 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 PE&T'S 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 work and technology as our vocational foci over other traditional vo-tech tracks (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 three years ago. This year, honors classes were provided to students in grades 9 to 12.

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 ad 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 - Attachment

• Special Ed Policies

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	23	NA
Teacher B	1.0	Learning Support/Resource Teacher	PE&T Charter High School	23	NA
Teacher C	1.0	Learning Support/Resource Teacher	PE&T Charter High School	24	NA
Teacher D	1.0	Learning Support/Resource Teacher	PE&T Charter High School	27	NA
Teacher E	1.0	Special Education Co-Op Moderator		16	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 (Student transferred to public school 9/17/07.)
New Hope Academy	1.0	Emotional Support	New Hope Academy	1	Approved Private School (Student attended as of 3/15/08.)

Special Education Program Profile - Chart III

Title	Location	FTE
Assistant Principal for Special Education	PE&T Charter High School	0.5
Special Education Compliance Secretary	PE&T Charter High School	0.5

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Institute for Behavior Change, Inc. (Ended January 2008)	School Psychologist	0.3
Abington Speech (Ended January 2008)	Speech and Language Therapy	0.2
Catapult Learning (Began January 2008)	School Psychologist	0.3
Catapult Learning (Began January 2008)	Speech and Language Therapy	0.4
Therapy Solutions (Began March 2008)	Occupational Therapy	0.02

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
PSSA (Fall)	No	No	No	No	No	No	Yes
PASA (Fall)	No	No	No	No	No	No	Yes
PSSA Writing (Spring)	No	No	No	No	No	Yes	No
PSSA Science (Spring)	No	No	No	No	No	Yes	No
PSSA Math and Reading (Spring)	No	No	No	No	No	Yes	No
PASA Math and Reading (Spring)	No	No	No	No	No	Yes	No
BASI (Fall)	No	No	No	Yes	No	No	No
4Sight (Quarterly)	No	No	No	Yes	Yes	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.

PE&T relied primarily on the PSSA tests in Reading, Writing, Mathematics and Science, and on their predictor tests from the 4Sight system to gauge student academic progress. The PSSA tests in Math and Reading are particularly important, as they are used to measure student achievement of the 11th grade Pennsylvania Math and Reading Academic Standards which all PA students are required to master in order to graduate. The PSSA test in Writing is useful, but

necessarily limited in scope. The PSSA Science test was administered to the school's Juniors for the first time, and the results have not yet been released to the schools.

In 2006-07, the school's Juniors had made considerable academic progress on the PSSA Math and Reading over the previous year, resulting in the school making its AYP academic targets for the first time. The school employed similar academic methods with the 2007-08 Juniors, although the results were not nearly as strong. Academic achievement of the 2007-08 Juniors dropped in all of the measured subgroups on the PSSA Reading and Math from the 2006-07 Juniors' performance. This resulted in the school not making some of the AYP targets (5 of 8) again, and the school being placed into Corrective Action I status. These reductions in performance may appear large, but they are due to only this year's Juniors only answering one fewer question correctly than last year's Juniors. More information is provided about these differences below.

The following chart shows the school's AYP status over time.

Philadelphia Electrical & Technical Charter High School AYP Results, 2003-2008

2003 Status	2004 Status	2005 Status	2006 Status	2007 Status	2008 Status
NA	Warning	School	School	Making	Corrective
	_	Improvement I	Improvement II	Progress	Action I

The academic targets were raised for the PSSA Math and Reading test in 2008, and they will remain as the targets for 2009 and 2010. 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 2007-08 were 56% student proficiency (i.e., on grade level or above) in Mathematics and 63% student proficiency in Reading, as determined by performance on PSSA exams from the spring of 2008. PE&T students missed these proficiency targets by 31.4% and 38.4%, respectively.

Schools can make AYP in a number of ways, 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 like safe harbor that gives 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, 56% 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 categories for which PE&T was eligible, and whether or not the school made the AYP target in that category. Note that because proficiency performance of the students decreased in all categories from the previous year, the only method that enabled achievement of the targets was PPI. Note also that PE&T made their targets for graduation and test participation for 2007-08.

PE&T NCLB AYP Determinations (Based on Grade 11 PSSA), 2007-08

Math	Math	Math	Math	Reading	Reading	Reading	Reading	Participation	Graduation
All	White	Black	Econ Dis	AII	White	Black	Econ Dis		

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NO	NO	YES (PPI)	YES	NO	NO	NO	YES	YES	YES
			(PPI)				(PPI)		

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

Participation in Mathematics and Reading PSSA tests was 100% for all test categories, well exceeding the 95% test participation rate required to make AYP. The graduation rate was 97% for 2007 (which is used for calculating 2008 results), 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	PE&T CS PSSA Math Percentage Proficient, Spring 2008								
All	White Black Econ								
24.6	23.8	.8 23.3 31.9							
PE&T		Reading Pe							
	Proficient,	Spring 200	8						
All	White	Black	Econ						
24.6	23.8	23.3	30.6						

The table above shows that 24.6% of all tested PE&T students were proficient or advanced in Math in 2008, 23.8% of White students were proficient or advanced in Math, 23.3% of Black students were proficient or advanced in math, and 31.9% of Economically Disadvantaged students were proficient or advanced in Math. The table also shows that 24.6% of all tested students were proficient or advanced in Reading, 23.8% of White students were proficient or advanced in Reading, and 30.6% of Economically Disadvantaged students were proficient or advanced in Reading. The results show that the PE&T students were very similar in overall proficiency in Reading and Math among every tested group. Reading performances were 31% to 38% below the NCLB targets of 63% for 2008, and Math performances were 25% to 32% below the NCLB targets of 56% for 2008.

The tables below show the change in PSSA proficiency scores of the students over the past four years, and differences between spring 2007 proficiencies and spring 2008 proficiencies. They also provide the percentages of students who scored below basic, basic, proficient and advanced in Reading and Math in spring of 2008.

The tables show clearly that substantial progress in student proficiency levels was made from 2005 to 2007 in Math and Reading in all measured categories. Percentages of students scoring proficient or advanced decreased in all categories in Math and Reading from 2007 to 2008. The drop was particularly pronounced in Reading (from 13.8% to 19.7% lower).

PE&T PSSA Math Percentage Proficient or Advanced, 2005, 2006, 2007, 2008

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
SY2008	24.6	23.8	23.3	31.9
Change 2007 to 2008	-5.8	-4.5	-6.6	-0.3
Change 2006 to 2007	9.6	2.7	19.5	17.5

Change 2005 to 2007	21.0	18.8	22.0	25.1
Change 2005 to 2008	15.2	14.3	15.4	24.8

PE&T PSSA Reading Percentage Proficient or Advanced, 2005, 2006, 2007, 2008

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
SY2008	24.6	23.8	23.3	30.6
Change 2007 to 2008	-16	-19.7	-14	-13.8
Change 2006 to 2007	0	-5.3	4	7.1
Change 2005 to 2007	17.3	17.5	17.8	28.8
Change 2005 to 2008	1.3	2.2	3.8	15

It is important to note here that what appear to be large differences in the performance of the students from 2007 to 2008 in Math and Reading on the PSSA were actually the result of very small differences in test performance between the 2007 Juniors and the 2008 Juniors. The differences amounted to approximately 1 more question answered correctly by last year's (2007) Juniors in the multiple choice category of the Math PSSA, and one more question answered correctly by last year's Juniors on the Open ended section of the Reading PSSA. For example, the Juniors in 2007 answered 28.9 questions correctly on average in Reading out of 52 possible, while the Juniors in 2008 answered 28.2 questions correctly on average in Reading out of 52 possible.

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 2008 PSSA in Math and Reading, by measured category. The tables show that the school had a large percentage of students scoring at the Below Basic level in Math (from 36% to 46%), and a very small percentage scoring at the Advanced level 2% to 3%. Results of the Reading test were similar. On the Reading test, approximately one quarter to one third of the students scored at the Below Basic level in all categories and 1% to 3% of students scored at the Advanced level.

PE&T CS Percentage of 11th Graders Scoring at Various Levels on the Math PSSA, Spring 2008

	Math N							Math %
Math Perf Lvl	of ALL	of ALL	of White	of White	of Black	of Black	of Econ	of Econ
Below Basic	63	46.3%	20	46.5%	33	45.2%	26	36.1%
Basic	39	28.7%	12	27.9%	23	31.5%	23	31.9%
Proficient	30	22.0%	10	23.2%	15	20.5%	21	29.2%
Advanced	4	2.9%	1	2.3%	2	2.7%	2	2.8%
Total/ Prof & Adv	34	24.9%	11	25.6%	17	23.3%	24	31.9%

PE&T CS Percentage of 11th Graders Scoring at Various Levels on the Reading PSSA, Spring 2008

Reading Perf LvI		Reading	N of	% of	N of	% of	Reading N of Econ	Reading % of Econ
Below Basic	49	36.0%	16	37.2%	25	34.2%	20	27.8%
Basic	53	38.97%	16	37.2%	31	42.5%	30	41.7%
Proficient	30	22.0%	10	23.2%	16	21.9%	20	27.8%
Advanced	4	2.9%	1	2.3%	1	1.3%	2	2.8%
Total/ Prof & Adv	34	24.9%	11	25.6%	17	23.3%	22	30.6%

PSSA WRITING SCORES

The PSSA Writing test was administered to 11th graders at PE&T in the spring of 2008. Results of these tests are provided in the tables below. The tables show that two-thirds of the 11th graders in 2008 scored at the Proficient level in writing (66.9%). The percentage of white students who scored at the proficient level (55.8%) was slightly lower. The percentage of Black students (73.0%) and of economically disadvantaged students (72.2%) who scored proficient on the Writing test was higher than the total group. Only three students (2.2%) of the 136 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 2008.

PE&T CS Percentage of 11th Graders Scoring at Various Levels on the Writing PSSA, Spring 2008

Writing Perf Lvl			N of	Writing % of White	N of	Writing % of		Writing % of Econ
Below Basic	3			2.3%		1.3%		2.8%
Basic	42	30.9%	18	41.9%	19	25.7%	18	25.0%
Proficient	91	66.9%	24	55.8%	54	73.0%	52	72.2%
Advanced	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total/ Prof & Adv	91	66.9%	24	55.8%	54	73.0%	52	72.2%

The following table provides the percentage of PE&T 11th graders in spring 2006, 2007 and 2008 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 three years, although a slightly smaller percentage of students were proficient in writing at the end of the most recent school year (71.4% vs. 66.9%).

PE&T CS Percentage of All 11th Graders Scoring at Various Levels on the Writing PSSA, 2006, 2007 and 2008

	Writing N of ALL		Writing N of ALL		Writing N of ALL	
Writing Perf LvI	2006	Writing % of ALL 2006	2007	Writing % of ALL 2007	2008	Writi ALI

Philadelphia Electrical & Tech CHS - Charter Annual Report

Below Basic	6	5.8%	1	0.7%	3	
Basic	26	25.0%	39	27.9%	42	
Proficient	71	68.2%	100	71.4%	91	
Advanced	1	1.0%	0	0.0%	0	
Total/ Prof & Adv	72	69.2%	100	71.4%	91	

The PSSA Writing test consists of several items, grouped into two categories called "composition" and "revise and edit". The composition items represent 80% of the total test score, and the revision and editing questions represent 20% of the total test score. The PE&T 11th graders performed slightly better, on average, on the composition items (61.0%) than on the revising and editing items (54.6%), as can be seen in the following table.

Eleventh Grade Writing Subscores 2008, Average Percent Correct of All Items

Writing Subarea	Grade 11		
Composition	61.0%		
Revise and Edit	54.6%		

PSSA Science Assessments

As of the submission date of this Annual Report (August 1, 2008), the results of the PSSA Science test had not yet been released. We will submit the results of the Science test as an addendum to this report when they become available.

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

The PSSA test results show that the strategies that we have been using at PE&T have been working, but that much more needs to be done to bring our students up to grade level by the time they graduate. Although only approximately one quarter of our students scored at the proficient level in math and reading this year, the math proficiency is up from ten percent in 2005, and the Reading proficiency is up slightly over 2005 levels. We will continue to maintain the same academic targets from previous years, and we believe that our reorganization of the school schedule, particularly giving more time and focus to reading and math across the entire school year at all grades, will result in our school beginning to consistently make our annual performance targets. We will particularly focus on raising academic achievement of our lowest achieving students, who are performing 3 to 4 grade levels behind the expected performance for their grade levels. We will also begin to track student growth more explicitly, as we are very aware that our students enter the school with extremely low levels of academic skills in general.

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 2007-08 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. Teacher recommendations for extra assistance also provide information that is used to guide students to 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. Results from the 4Sight test indicated that very few of our Juniors were on grade level at the beginning of their 11th grade year. Results of the 4Sight tests were used to assign students to extra tutoring in Math and Reading. Our extra assistance provided in the form of afterschool teaching, tutoring and guidance clearly showed with our most economically disadvantaged students, who outperformed all of our other students in Reading and Math on the PSSA.

Results of the 4Sight assessments are attached.

 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. Study Island)

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 2007-08, 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. All Juniors participated in an online reading and writing program- Achieve 3000. All Juniors used Lincoln Interactive's PSSA preparation software and took the 4Sight PSSA projection test to track their progress.

PE&T implemented for the third 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 taught by certified teachers.

Students who were at very low academic levels were provided one hour per week of tutoring by Sylvan Learning Systems during the school day. Students who were low in academic skills, but not as low as the Sylvan group, were also provided one hour of academic tutoring per week for thirty weeks taught by a trained tutor from Drexel University.

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. During the summer of 2008, 193 students attended summer school: 110 for academic failures, 65 for discipline reasons, 57 for attendance reasons, and some for a combination of those three.

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 scores of our lowest performing students are improving consistently from year to year. Also, the 4Sight test projected that only 5% of our students would be proficient in Math on the PSSA at the beginning of the students' Junior year. By the end of the year, nearly 5 times as many students were proficient on the Math PSSA.

Student Assessment - Attachment

PET 4sight

Teacher Evaluation

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

The main features of PE&T'S 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.
- 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.
- All teachers are provided with advanced notice of the specific week(s) during which they will be observed. First-year teachers are observed four times a year (twice per semester) in the classroom for evaluation purposes. Second-year teachers and third-year teachers are observed two times a year (once per semester). Teachers in their fourth year and beyond at PE&T will be observed once per year in the classroom. The PE&T Teacher Evaluation Form is based on the PDE 426/427 Assessment forms with the following five categories: (1) Planning/Preparation, (2) Classroom Environment, (3) Instructional Delivery, (4) Professionalism and (5) Overall Performance.
- 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.
- The Principal and Assistant Principal complete an evaluation of the work performance of each teacher, and the CEO completes an evaluation of all other staff. The evaluations are completed by April 30th so that the Board can review the results of the evaluation and make a decision as to whether the employee will continue employment at PE&T during the next school year. Teaching staff receive their written evaluations on or before May 15th.

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

Mr. Jeff Taylor, Principal of PE&T, and Ms. Lisa Gigliotti, Assistant Principal of PE&T, conducted the teacher evaluations in 2007-2008. Prior to coming to PE&T, Mr. Taylor had 10 years high school administrative experience - 1 year experience as Principal, 6 years experience as an Assistant Principal for Academic Affairs and 4 years as Assistant Principal for Student Affairs. Ms. Gigliotti has served PE&T as Assistant Principal for 5 years. The teacher evaluations were overseen by Mr. Michael Nemitz.

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.

Mr. Nemitz, Ms. Gigliotti and Mr. Taylor participate in all staff-wide professional development activities, which provide them with specific training in curriculum-related topics. All three administrators 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 - Attachments

- Teacher Evaluation Plan
- pet tchr eval

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Ms. Roseann Averill and Ms. Janine Scott-Ford left the Board of Trustees. Two parent representatives filled their places: Ms. Michele Harper and Ms. Theresa Pierantozzi.

Board of Trustees

Name of Trustee	Office (if any)
State Representative William Keller	none
Mr. Thomas Forkin	none
Mrs. Cecelia Dougherty	none
Mr. Charles Gibbs	none
Ms. Mary Griffith	Parent Board Member
Mr. Walter DeTreux	Board President
Mr. Michael Neill	Board Vice-President
Ms. Theresa Pierantozzi	Parent Board Member
Ms. Michelle Harper	Parent Board Member

Professional Development (Governance)

PE&T 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.

Our Governance Training for new members of our Board of Trustees includes six trainings. The first training is titled Board Membership and includes the following topics: a) Board Development/Training B) Characteristics of Effective Board Members C) Recruiting New Board Members and D) Retaining Board Members. The second training is titled Board Members as a Team and includes the following topics: A) Establishing Working Relationships B) Barriers to Success C) Factors for Success and D) Good Boards *Do Not*. The third training is titled Governance and Leadership and includes the following topics: A) Leadership vs. Management B) Monitoring C) Financial Oversight D) Evaluation E) Hiring/Termination and F) Adjudication. The

fourth training is titled Board Membership and includes the following topics: A) The Open Public Meetings Act B) Roberts Rules of Order C) Understanding the Enterprise D) Communication and E) Confidentiality. The fifth training is titled The Planning Process and includes the following topics: A) Assessment B) Goal Setting C) Action Plans and D) Revisiting the Plan/Monitoring. The last training is titled Fundraising in Charter Schools and includes the following topics: A) Why Fundraising B) Role of the Board C) Creating a Resource File and D) Grant Writing.

In addition to these trainings, all of our board members receive a yearly training on the Sunshine Law and the Pennsylvania Charter School Law.

PE&T contracted John Funston of Foundations Inc., an experienced charter school board trainer for annual board training, and to train the new board members Theresa Pierantozzi ('07-08 and '08-09 parent member) and Charles Johnson ('08-09 parent member).

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.

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.

PE&T 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

• PET Mtgs

Community and Parent Engagement Community Engagement

PE&T 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, PE&T 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 became true educational partners with the school. The Community College of Philadelphia, 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. Our former dual credit partner, Drexel University, no longer provided dual credit opportunities to high school students.

Furthermore, our successful Co-op program, which was launched in 2004-2005, expanded the number of partnerships with local businesses and community organizations to 42 in 2007-08. PE&T was awarded as a Best Practice school in 2008 for our Co-op program's work with the community. The school was only one of four charter school's in the City to receive the award. One hundred fifteen of our students were placed in meaningful jobs in 2007-08 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, Family Court, Verizon, and many independent contractors, law firms, and restaurants. We anticipate growing the number of Co-Op partners in 2008-2009 to 45, with over 125 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 kinds of unique and meaningful partnerships with community organizations that PE&T seeks to continue—and to cultivate further—in the future.

Parent Engagement

PE&T'S 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 2007-2008, the Home and School Association held an initial Parent Involvement Policy Meeting on the fall. They followed up with four more Parent Association meetings during the year. 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 Study Island;

Peer tutoring and whether tutoring should be mandatory;

Attendance Policy; and

Afterschool program.

PE&T also promotes parent engagement on an ongoing basis through the use of 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. Parent involvement in the decision-making of the school is assured by the inclusion of three parents of currently enrolled PE&T 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.

PE&T held four meetings for all PE&T parents throughout the year. In September, we hosted a Back to School Night which was attended by 206 parents. We held two parent conference nights (one per semester). The parent conference night in the Fall was attended by 152 parents and the parent conference night in the Spring was attended by 76 parents. In the fall, PE&T also hosted a Parent Meeting for all of the parents of Title I students. This was attended by 16 parents. Our school also hosted a 3 day Book Fair for all PE&T students and parents which was planned and directed by our librarian.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

PE&T conducted six fundraising activities which generated an income of \$4,668.50. The cost of these events totaled \$2,332.91, leaving a net income of \$2,335.59.

The school applied for a 21st Century Community Learning Center grant this year, but was not awarded the grant. Our grant score was very close to the selection score, so we will apply for that grant again next year.

Fiscal Solvency Policies

PE&T has budgeted for emergencies, shortfalls or delays in receiving state, federal, or other monies in three ways: (1) PE&T 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 2008-09 includes an opening fund balance of an estimated \$473,339. Furthermore, PE&T 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. PE&T 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, PE&T'S 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 - Attachments

- pet prelim
- pet budget

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

PE&T engaged the audit firm of Yampolsky + Mandeloff + Silver + Ryan, located at 1800 JFK Boulevard, 20th Floor, Philadelphia, PA 19103-7496 for the 2006-07 audit. The auditor's report is dated November 28, 2007.

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 2006-07 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, PE&T has until November 15, 2008 to complete its audit report for 2007-2008 and we anticipate that this audit will be completed accordingly. PE&T has engaged the audit firm of Citrin Cooperman & Company, LLP, located at 1800 JFK Boulevard, 20th Floor, Philadelphia, PA 19103 to complete the 2007-08 audit.

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

PET Audit

Citations and follow-up actions for any State Audit Report

PE&T had an extensive audit of all aspects of our operations from early September to late November of 2007 conducted by the State Auditor General's office. The only findings from this audit concerned ethics forms that were missing and a missing memorandum of understanding with the police department. The ethics forms were subsequently signed and the issue has been addressed. The memorandum of understanding was obtained before the exit interview on 12/6/07. No formal report has yet been issued regarding the audit. In the audit manager's personal comments to Mr. Nemitz the auditor expressed that the school did a "great job" and was the "best managed" of any schools that they had audited.

SECTION VII. FACILITY RESPONSIBILITIES

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

PE&T rents its facility at 1420-22 Chestnut Street from Philadelphia Management Co.; last year a new five-year lease was negotiated for the property and commenced on September 5, 2007. The new lease agreement expands the space of PE&T 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 2007-08 school year. A new computer lab was purchased to accommodate the Lincoln Interactive online courses at the school.

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, although the school was expanded as described above.

Future Facility Plans and Other Capital Needs

PE&T 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, PE&T held 9 fire drills in 2007-08.

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.

PE&T submitted the "Request for Reimbursement and Report of School Health Services" form to the Pennsylvania Department of Health for the 2007-08 school year, and, as approval of the submitted request, the school was issued a Department of Health Voucher on July 15, 2008. The Request is included as an attachment in this section.

PE&T 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, PE&T 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

- PET Wellness policy
- health reimbursements 2007-08

Current School Insurance Coverage Policies and Programs

For the 2007-2008 school year, PE&T 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

Automobile Liability \$1,000,000 (Combined Single Limit)

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

Other - Employee Dishonest \$100,000

Student Accident Coverage is included.

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 two Assistant Principals 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.

Current School Insurance Coverage Policies and Programs - Attachment

• PET Insurance

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

In 2007-2008, PE&T had 47 professional staff members. While many charter schools experience high staff turnover and low teacher retention during the first few years of operation, PE&T 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 2007-2008, far exceeding the 75% certified requirement set forth in the Pennsylvania Charter School Law.

Quality of Teaching and Other Staff - Attachments

- PETCHS PDE 414
- PET Professional Profile

Student Enrollment

a.) In the admission of students, PE&T 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 2007-2008 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 PE&T 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, PE&T has not had to hold an admissions lottery. For admission into the 2007-2008 academic year, the admissions deadline was January 31, 2007, 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 2007-2008 were administered a placement examination in late spring/early summer 2007. 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 PE&T 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

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Grade	Initial Enrollment	Withdrew	Added	Expulsions	Year End Enrollment
TOTALS	670	41	0	0	629

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.

From the spring of 2007 to the fall of 2007, PE&T retained 86.4% of its 9th, 10th and 11th graders in the school.

Of the 44 students who withdrew from PE&T, none were required to leave (i.e. none were expelled).

b.) PE&T total enrollment decreased from 670 students enrolled at the beginning of 2007-08 to 629 students enrolled at the end of the school year. This decrease 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 student turnover rate dropped significantly over the past two years. This is a testimony to the stability and quality of the overall school program.

Transportation

PE&T 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. PE&T 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. PE&T contracts with Metro Mobility, Inc. for transportation for field trips, student athletics, etc.

Food Service Program

In 2007-2008, PE&T participated in Aramark's Full Service Lunch Program directed by the Philadelphia School District. PE&T does participate in the Free and Reduced Lunch Program (FRL). As of October 2007, 54.8% of the student body qualified for either free or reduced meals.

Beginning in September 2008, the school will move from a full service lunch program to a preplate model.

Student Conduct

a.) PE&T 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 PE&T 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.

PE&T 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). PE&T 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 PE&T 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, PE&T does not anticipate much need for removing students from the student body. However, when such action becomes necessary, PE&T 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 2007-08, PE&T students were involved in 114 suspension incidents and 0 students were expelled.

Student Conduct - Attachments

- SDP Code of Conduct
- PETCHS Code of Conduc

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

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	
2008 - 2009 Annual Report for Pennsylvania Charter S	chools	24.0	
Verify that all DATA reports to PDE are complete	YES	NO	

Philadelphia Electrical & Tech CHS - Charter Annual Report

SIGNATURE PAGE

Identify the charter school's Chief Executive Mame Michael Nemitz Title Mr.	utive Officer.	
Phone 2675141823 E-mail nemitzm@pettech.org	Fax 2675141834	
Signature of the Chief Executive Officer	and Date	
Identify the charter school's President of Name Walter DeTreux Title Mr.	f the Board of Trustees.	
Phone 2675141823 E-mail DeTreux@comcast.net	Fax 2675141834	
Signature of the President of the Board	of Trustees and Date	
Identify the charter school's Special Edu Name Lisa Gigliotti Title Ms.	ucation Contact Person.	
Phone 2675141823 E-mail gigliottil@pettech.org	Fax 2675141834	
Signature of the Special Education Con-	tact Person and Date	

Signature Page

Signature Page - Attachment

• PETCHS Signature Page