
Pennsylvania Department of Education



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

Charter School: Northside Urban Pathways CS
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SECTION I. EXECUTIVE SUMMARY

Organization Description

Northside Urban Pathways Public Charter School (NUP) is a school for students in grades 6-12. The primary population comes from the Pittsburgh Public School System.

However, enrollment is steadily increasing from districts outside the city. The school operates in downtown urban setting. The students are 95% African American with over an 80% overall free and reduced lunch population. Almost 25% of our student population is students with identified needs. There are a significant number of foster children at our school. Charter schools are great for foster children. Regardless of their home changes, their school remains a constant in their lives.

Core Purpose

Mission

The school's mission is to provide every child with the academic competencies, attitudes, and the network of support needed to succeed in life in the city or beyond it. The school has adopted both the New Standards and the Pennsylvania State Standards. It is our intention that all students will work toward 100% proficiency as we strive to follow the guidelines set forth in the NCLB Act. In addition, by the end of the each academic year, students must demonstrate through exhibits (written and oral presentations) that they have achieved the standards for that grade level. Students must orally present their exhibits monthly to the staff. Exhibit work is "high stakes." If a student does not produce an exhibit to a proficient level, the student does not pass the course.

Vision

NUP is a standards and performance based school. It incorporates both the New Standards and the PA Standards in its curriculum. Students are expected to demonstrate knowledge of the standards through performance assessments (exhibits) in each of their classes. They present various parts of their exhibits to the community once monthly. NUP does not socially promote students. Students must demonstrate proficiency in their exhibit work in order to be promoted to the next grade. ***There is no other school that has this rigorous activity as a standard.*** In addition, the school is located in the downtown area and uses downtown as its laboratory. Students use the various libraries and cultural venues around the area as an extension of the classroom. The various theatres, hotels and office spaces are used for assembly purposes. For example, the school uses the gym that is located in the Smithfield United Church.

Shared Values

The school community insists on small class sizes of no more than 20 if at all possible. The PA State Standards drive everything that we do to promote student achievement. Parent participation is key to what we do at NUP. Parents must be involved with us as partners if we are to have success with their child. The surrounding downtown

community and local universities serve as support for our facilities and supplemental programs. The school community believes strongly in promoting what resources are downtown and using our local personnel to help fill the gaps with social and academic services. Students are encouraged to become responsible, not only for themselves, but for their school environment as well. Teachers, parents and students are a part of decision-making.

The strengths of NUP include: care and concern on the part of the staff for the well being of students; programs supporting student exhibits and learning partnership meetings with parents; cooperation with city resources; downtown location, and the willingness of staff to go above and beyond what is required to help students. NUP is a very strong, disciplined environment that lends structure to students' life. Students are not socially promoted; therefore, they learn the value of deadlines and working toward a goal. Incentives offered for student achievement are a positive element for students. The amount of mentoring support offered to NUP students is extraordinary. The counselor-student ratio is 1:140. Mentoring opportunities are great. Not only does NUP partner with Big Brothers Big Sisters (BBBS), but there is a grade level coach for each grade level of 40 students. The coach is responsible for seeing each child twice quarterly throughout the school year.

Academic Standards

Northside Urban Pathways does not use any type of "pre-packaged" curriculum services. Northside Urban Pathways' charter school curriculum is standards and performance based, with a foundation in the Pennsylvania Department of Education standards for all content areas, the Pennsylvania Department of Education Assessment Anchors, and the National Center on Education and the Economy's New Standards for content areas. We take an "inquiry-based" approach to learning, with essential questions and engaging scenarios driving instruction. There is also a heavy emphasis on data-driven instruction, based on national and local assessments. The materials and resources vary, according to subject area, grade level, and student ability.

We have aligned the standards to our curriculum, and teachers are accountable for demonstrating that their lessons reflect those standards. In all other areas, students are accountable for meeting all requirements.

All children learn at NUP. The curriculum is organized by grade level around the PA Standards and the New Standards curriculum. The school allows for students to meet expectations at different rates. When students are not participating, parents are called. Student contracts become a way that parents can help monitor student progress. Help is given to students in many ways: in-house tutoring, before and after school tutoring, after school on-line courses and remediation, and Saturday School. The curriculum is challenging. Yet, teachers implement real life examples throughout their teaching to help reach students at all levels. Students who do not meet expectations are required to come to tutoring. NUP informs parents weekly of opportunities by personally calling them.

Learning Partnership meetings are held quarterly by the students' mentor teachers. These are meetings between teachers and parents.

Students who are gifted are given special, advanced work that is an extension of what other students are doing. Exhibit work is one way to differentiate work among students.

Teachers are instructed not to lecture for more than 15-20 minutes/class at one time. A set lesson plan format is required that includes method of instruction and assessment. Teachers are encouraged to use engaging scenarios that link objectives with interesting tasks. Tasks are organized for students to fulfill according to ability level (basic to advanced.) Observations help to promote good teaching methods and organization of material. Help is also given to teachers through regular staff development. Teachers are given staff development opportunities to learn how to go deeply into topics. Teachers are required to create performance assessments (exhibits) once a quarter. These projects include much inquiry-based teaching and learning.

In addition, teachers meet with supervisors on a rotating basis to review their lessons, their exhibits and their work in general. Teachers who are not "stretching," are put on a Plan of Improvement.

Parent and Student Orientation is a mandatory meeting at NUP. At that time, the administration talks with parents about the importance of their involvement in the academic development of their child. Students are given a brief diagnostic test at that time. Test results are reviewed. Results are shared with teachers so that they know which students score significantly below grade level. Teachers adjust learning expectations as needed. In addition, these students attend daily skills classes in literacy and math. A tutor has been hired to address the needs of as many students as possible in this category. As mentioned previously, tutoring is also available before and after school, on Saturdays and after school.

Teachers review the data from test results. They are expected to incorporate areas of weakness into their daily plans. They are to work closely with their supervisor to insure that they are on target with meeting the standards.

A reading clinic is being started in August 2006 to address the needs of poor readers. In addition, NUP will be instituting a more formal tutoring program throughout the school day.

Teachers engage students in a variety of ways. They use warm up activities, investigative approaches, independent and group work, and many participatory methods. The exhibits that are required by all students are a great way for students to demonstrate knowledge of the standards. Performance Assessments (exhibits) are created in each course on a quarterly basis. Students must achieve proficiency on these assessments in order to proceed forward.

The use of longer class periods has also provided an opportunity to go deeper into subject matters. There is more time to make the curriculum relevant to students.

Graduation requirements are as follows:

1. Students at NUP must obtain all credits as described by the PDE.
2. A Senior Project is an effort among students to apply all knowledge learned in a cumulative project.
3. On-line courses allow students to make up failed credits after school, at home, during Saturday School, etc. with the monitoring of certified teachers in the subject area in which they are working.
4. Students must meet the 25 book standard with classroom and private reading.
5. Students not proficient by their senior year must take the SAT 10 to note progress.
6. Students needing extra help are mentored and tutored.
7. Students completing requirements are given the opportunity for internships.

Academic goals for both the school and the teachers and administrators are based on the data from test results. This is the third year for the SAT 10 test. We tested in both the fall for new students and the spring for all students. Therefore, it is easy to see for each cohort group, how they did with a particular teacher. These results will play an important role in the goal setting meeting. Since our students come to us reading and doing math at such low levels, we are interested in progress. We must be realistic about how much progress we can make in a year.

The only locally developed tests used are those created by the Principal and Curriculum Director. They are used weekly to judge where students are in reading and math. This data is tracked and used to help teachers and students in areas of weakness. Students work with various resources based on areas identified. Teachers have bi-weekly meetings with supervisors to review what they are doing to attack weak areas of testing.

Students are required to pass all classes, to create exhibits quarterly displaying that they have mastered the appropriate standards and to read books as required by the state of PA. Their progress is monitored daily. Supervisors convey progress to teachers. The directors in both middle school and high school are responsible for noting progress to teachers on the book standards and exhibits. Portfolios are kept to include the student exhibits and other relevant material to note student progress. Teacher observations provide a good way to examine if creative, rigorous learning is going on that engages students and keeps them focused on achievement of objectives. Each week, teachers in English and Math deliver progress tests aligned with their course standards. These will be charted to note achievement and areas of weaknesses.

Students who are not making reasonable progress are afforded the following assistance:

- Grade level coaching giving individual attention to each child twice each quarter
- Tutoring before and after school
- Accommodations in the classroom work
- Computer learning to support skill development
- Saturday help sessions each week
- After school help sessions

- Opportunities to revise work
- Personal counseling
- Summer school

All teachers are observed and evaluated often. Formal evaluations are done on all new staff. Formal evaluations are done once every three years for returning staff who have excellent teaching skills. Currently, NUP is using the PA Teacher Evaluation form. Observation forms follow the praxis format. In addition to formal observations and evaluations, supervisors and others who help with instructional techniques and behavior management conduct walkthroughs. Walkthroughs have been a great way to spot check whether or not teachers are fulfilling the obligations of good classroom management and implementation of the standards. Also, it allows the observer to note if students are engaged in real learning.

Teachers who are having difficulty are placed on a Plan of Improvement. They are given resources to help them. The Plan is reviewed according to the schedule set up by the supervisor. If the Plan is not implemented fully, the teacher may be terminated.

The Principal is responsible for teacher evaluation. An end of year, an evaluation meeting takes place with the CEO, the principal, the teacher, and the Director of Student Services. NUP uses a Pay for Performance program that allows those individuals who are performing in above average ways to gain additional compensation.

The Principal, Director of Curriculum and the Director of Special Education all were given one on one special mentoring with a qualified and experienced person in their field.

Strengths and Challenges

The strengths of NUP include: care and concern on the part of the staff for the well being of students; programs supporting student exhibits and learning partnership meetings with parents; cooperation with city resources; downtown location, and the willingness of staff to go above and beyond what is required to help students. NUP is a very strong, disciplined environment that lends structure to students' life. Students are not socially promoted; therefore, they learn the value of deadlines and working toward a goal. Incentives offered for student achievement are a positive element for students. The amount of mentoring support offered to NUP students is extraordinary. The counselor-student ratio is 1:140. Mentoring opportunities are great. Not only does NUP partner with Big Brothers Big Sisters (BBBS), but there is a grade level coach for each grade level of 40 students. The coach is responsible for seeing each child twice quarterly throughout the school year.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Strategic Plan Overview

Charles Schulz (creator of the Peanuts comic strip) said, "Life is like a ten-speed bike. Most of us have gears we never use." Our job at Northside Urban Pathways is to push students to use all of their gears, to believe they can achieve great things and to achieve them.

The charter school movement was created to provide an alternative to traditional public schools to improve student performance and personal development. The charter schools meet the same state standards as regular public schools for student safety, teacher certification and academic performance. However, they are free to choose their own curriculums, programs and operating hours. And they are free to experiment with individualized learning programs, extra coaching and mentoring, and other unique components of an overall program designed to ensure that students learn and succeed as individuals.

Today's situation

In 2005, NUP is nearly at maximum enrollment of 280 with a 167 student waiting list. Students are achieving and scores on standardized tests are improving. However, many of our students are still not reading at grade level and our math scores are still not at the national average. Furthermore, the decorum and discipline in our classrooms needs to improve so that the optimum learning environment exists for all students. We need to increase the post secondary options available to our seniors and strengthen their conviction that they can succeed at these options. We are making progress and it is an exciting time at Northside Urban Pathways. This five year plan, focused on improving student achievement, outlines how we are going to achieve our next level of excellence.

The planning process

The planning process began in early 2005 with an audit of school programs, student performance, staff capabilities, learning environment, structure and operations by the Community Quality Institute. One of the recommendations resulting from the audit was to develop a five year strategic plan. Northside Urban Pathways was one year away from charter renewal so the strategic planning recommendation from CQI coincided with need to develop a measurable plan for how we were going to meet our charter requirements.

CQI enabled us to retain a consultant, Sally Mizerak of Performance Drivers, Inc., to facilitate the strategic planning process which began with a Student/Parent survey in May, 2005. Over the summer of 2005, the consultant met with a planning team from the Board and with the Administrative Team from the staff. In September, those two teams began meeting together to integrate their work and discuss the choices they had made. The plan that follows was completed in November, 2005.

Strategic Planning is about envisioning a future and then making the choices to attain that future. Northside Urban Pathways is five years old as this plan is released in late 2005. It has made significant progress in its first five years in securing a facility, improving student achievement, developing a unique learning model that balances rigorous curriculum with individualized attention and becoming so well known for our success in fostering learning that we have a waiting list of 165 students. All of our 2004-05 seniors graduated.

In the area of student achievement:

All students who come to NUP, graduate from NUP. They have fulfilled their requirements on the PSSA test. Also, they are competitive on the SAT 10 test of national achievement. Students feel good about themselves as they have become certified in the school-to-work program. Also, most of the students are accepted to college before leaving their senior year. Students were able to obtain the financial help and scholarship aid necessary. In tracking them as they pursue post-secondary options, we find that they are successful. Students note that the individual attention given to them during their years at NUP made a difference in their lives.

In the area of stakeholder involvement/satisfaction:

Parents continue to express satisfaction on surveys about NUP. The volunteer efforts of parents and community have increased. The community knows NUP very well. It is no longer an enigma. Signage and display areas along Penn Avenue help with marketing efforts and perception. NUP always enjoys a waiting list in every grade level. NUP has also been recognized as a model for learning as test scores continue to rise. Applications for work at NUP increase. People want to become a part of the NUP workforce as they have heard that we are an employer of choice. NUP continues to offer full health benefits for staff. In addition, tuition reimbursement is now an added

option as we desire to keep teachers and staff learning. The music program has grown and is now credible throughout the community. NUP musicians play at various community functions to promote good public relations.

In the area of instructional and leadership processes:

NUP has the most up to date instruction that serves to model the best practices in any given field. Communication has become stellar between and among all school groups. Teachers are comfortable with visitors in their classrooms and welcome them. Parents are comfortable with calling on teachers for help with their children. Teachers are very aware of following the standards and reaching for high achievement in the classroom. NUP's achievement scores and PSSA scores consistently improve from year to year. Teachers implement the teachings of the Peaceful Classroom program. Students and teachers communicate with each other with respect. Students learn that, when they are redirected, they need to learn to communicate back to their teacher/adult why the behavior happened and how it will change. All of this leads to a peaceful classroom and school environment. Community partnerships allow students to connect classroom learning with the real world. This also aids in making education meaningful in their world.

In the area of staff learning and growth:

All who work at NUP are competent and have the proper credentials to do their job. Staff takes more ownership of NUP and looks upon their work as a partner rather than just an employee. All staff takes advantage of staff development efforts. Teachers promote their own staff development opportunities by requesting specific activities that help with their noted growth areas. Tensions that once were apparent between some staff are non-existent. People pride themselves in creating a learning community that works together as a team. Accountable talk makes a difference in addressing the needs of students. Staff retention rates are high and model the guiding principles of NUP. Parents feel that they always are aware of the progress of their children.

The school promotes good security, and all who work here feel safe at all times. The school is attractive to visitors and prides itself on maintaining an aesthetically pleasing facility for its staff and students. Vandalism is virtually non-existent.

In the area of financial performance:

Over the past five years, NUP has been able to track all financial data that is significant in showing that all purchases relate in some way to the overall strategic plan. Reports are easy to read and to understand. The school has always ended with the budget in the black. Reserves have increased yearly. We pride ourselves in having a clean audit yearly. We are able to watch expenses so that all children receive what they need to succeed. Grants have increased and those already in existence are renewed yearly. These grants and other contributions have allowed for good enhancements that otherwise would not happen. We have been able to keep up with equipment and technology purchases that make our program "state of the art." None of this is at the expense of teacher performance pay that allows us to reward our best teachers.

Foundations are happy with our performance and continue to react positively to us.

We still have work to do. Being successful as a charter school is a process that never ends because each year brings us new students and new challenges. Because of that, we will continue to seek new ways of ensuring that they learn and grow into successful young people. Because we are a college preparatory program, we will constantly seek ways to guide our graduates into programs of higher education, increasing their expectation that they can go to college and their performance once they get there.

We will continue to scour the profession for teachers who thrive in our environment because these are the teachers that will help our students achieve. We will upgrade our quality of instruction each year and maintain our leadership in innovation and technology. And we will expand our connections to the community because the living laboratory of the downtown that surrounds us is a gift that most schools cannot offer their students.

We call ourselves the Smarter Charter and we are proud to be a charter because it allows us to try things that may pave the way for success in larger systems. We will encourage others to learn from us and to partner with us because that's how the students benefit. Work with us, support us and give us feedback. We are your charter school and we need you, because together we can put our students on the pathway to a successful life.

Questions Guiding Northside Urban Pathways Strategic Planning Process

Our planning process was shaped by questions designed to get us to think about the environment in which we operated, our strengths and challenges, and what was important going forward. Because the questions were so important to guiding our thinking, we present our plan in terms of the answers that resulted as well as the Balanced Scorecard we developed to make our choices measurable. The time frame for this plan is five years and the destination is a school known as a model for student achievement by 2010.

1. What is our Mission?

Helping every child find a pathway to a successful adult life in the city and beyond

2. What is our Vision?

We envision a unique learning environment where all of our students succeed both academically and as whole persons.

Our Vision has been achieved when

- All students who come to NUP graduate from NUP.
- Our graduates all receive post-secondary acceptances along with the financial help and scholarship aid to take advantage of these acceptances.
- All students are successful in whatever post-secondary choice they make

3. What do we stand for (Guiding Principles)

Because we stress excellence and value each student individually, our guiding principles keep us focused on what matters most:

1. Achieving excellence in all we do.
2. Treating each child individually
3. Equipping each child to succeed
4. Making learning relevant and interesting
5. Providing a safe environment for learning
6. Ensuring that students learn in the community as an extension of the classroom
7. Fostering respect of self, others, the environment and the community
8. Providing a nurturing culture
9. Instilling a value of community service
10. Fostering a continuous love of learning

During the 2005 year, we will engage in a process of defining the behaviors that will serve as indicators that these principles are being lived and observed.

4. What is working well?

A - Programs, such as Latin, High School Science Latin, Steel Band, basketball league

B — Initiatives — such as grade level coaching, learning partnerships, mentoring, internships, and college prep counseling, stat cards, exhibits and ALC

C — Technology — increased access to software and equipment

5. What are our challenges?

In the area of student achievement, our challenges include:

Finding ways to customize the learning experience so all children learn

Making learning interesting to all students so they will want to learn

Raising test scores to meet the State and Federal standards

Institutionalizing good teaching so that we are consistently effective in the classroom

Engaging parents more effectively so they can support their children

In the area of developing successful, happy individuals, our challenges include

Deprogramming negative home and peer influences; overcoming hopelessness

Improving self-perception

Helping students understand what it takes to succeed

Helping students demonstrate more self-control and respect for others

Improving positive communications

Institutionally, our challenges include:

More space for learning and enrichment activities

Continued safety

Financial stability

Branding — to differentiate from other charters and to deal with name confusion.

6. What are our opportunities?

Unique Learning Model: Because we have the flexibility of a charter school, we have the opportunity to develop and test a unique learning model and experiment with best practices in order to ensure that all students find a pathway to successful learning and life.

Community: Because we are in the heart of downtown Pittsburgh, we are surrounded by learning opportunities and potential community learning partners. We are limited only by our ability to establish and nurture relationships. This will allow us to implement a Service Learning program built around community service, expand our internship opportunities, and develop business relationships that could return financial and in-kind support to the school.

School Identity/Pride: We also have the opportunity to develop a school identity and school pride as we expand into athletics, continue to grow and travel the Steel Band and place well-behaved and bright students into community activities, all the time wearing the Northside Urban Pathways uniform.

Technology: Because we have been fortunate enough to obtain funding for an amazing level of technology, we have an opportunity to make all of our students technology-literate and prepared for jobs or later learning that utilizes technology.

Leadership: We also have an untapped opportunity to grow our students into leaders as we form a student government and seek their input into our culture, our programs and the resolution of many issues.

7. Who is our primary customer?

According to Peter Drucker, the primary customer of any nonprofit is the person whose life is changed. Obviously, for NUP, that is the student.

We surveyed our students to find out how they thought we were doing on a number of indicators. Half of the student body responded. The scoring was a four-point scale. By combining A (Excellent) with B (Good), and C (Fair) with D (Needs to Improve), some patterns emerged: 68.1 % of the responding students said that NUP has high expectations for all of its students 61.5% said that NUP provides extra resources for our students such as counseling and mentoring.

55% said we take advantage of the city as part of our learning environment.

54.9 said we communicate regularly with parents or guardians

53% said we provided a safe environment for learning.

However, NUP was rated as Fair or Needs to Improved by

64.8% in response to whether discipline is fair and consistent

59.6% in response to whether NUP makes learning interesting

56.2 % in response to whether we provide individual attention to each student

55.2% in response to whether we provide a rigorous academic program tied to real life situations

They were almost evenly divided on whether we stressed parental involvement

When we asked what students wanted from NUP, their top choices included:

- Basketball
- Freedom
- Stimulation / fun
- Simplicity
- Good food
- Success
- No uniforms
- Opportunity to express self
- Friends
- To be heard
- Good teaching

8. Who are our supporting customers?

Supporting Customers

There are a number of Supporting Customers for NUP including Parents, Teachers, Pittsburgh School District, Funders and Community leaders. Due to limited time and resources, we concentrated on Parents since we view their involvement and support as vital to student achievement.

We surveyed the parents, using the same questions we had asked the students. Although it was a smaller sample, it produced a very different pattern. The parents rated us as Excellent/Good on

every question. The lowest score was 70.8% in response to whether our discipline was fair and consistent. The highest score, an 89.4% was in response to whether we provided extra resources for our students, such as counseling and mentoring.

When we asked what they liked best about NUP, the top responses were:

Location

Great academic school

Safe environment

Committed teachers

Keeping parents involved

Progress of child

9. How will our customers change in 3 years? In 5 Years? What will the impact of that change be? What changes will we need to make?

Category Anticipated Change Impact on NUP

Students

NUP will continue to attract stronger students. Stronger students will want:

- More challenging classes
- More classes in the arts
- More extracurricular activities

Will need resources to support technology and meet expectations

Students will want/expect technology to be a part of learning

Faculty needs to stay ahead of kids in use of learning tools

Not all kids will take college route

Test and guide those who want a vocational option to college — NUP is college prep but could advise on other options

Number of teenage parents is increasing

Requires way of responding

Community

Will demand accountability

Student achievement scores will be scrutinized carefully

Will demand job readiness

Test and prepare for job readiness

- Marketable skills
- Interpersonal skills
- Problem solving skills
- Construct conflict management
(Peaceful Classroom)

Parents

Increased security

Remain vigilant

Prepare kids for terrorism — have lockdowns

Options for parent involvement that recognize job demands

Explore different kinds of involvement that may not require parent being physically present at school.

Partner with others to influence employers to support parental involvement.

Trends and Challenges that will influence planning

Category Trend/Challenge Impact

Competition

More charter schools

Need to brand NUP and increase marketing

Existing charter schools are adding middle school grades and more classes

Cyber schools are increasing

Pittsburgh Public Schools

More schools will close

Charters could be vulnerable

More students will be available for charter enrollment

More teachers will be seeking teaching positions

Buildings will become available that may be suitable for NUP to own and occupy
City of Pittsburgh

Population continues to decline

May reduce number of school age children

Ethnic mix changing — more Hispanics, other non-English speaking students

May need ESOL classes

Education

No Child Left Behind will continue

May loosen special ed requirements

Increasing number of grades will take PSSA

Requires drilling to the test. Does improve cohort scores.

Impacts AYPs.

May require screening at entry, benchmarks for learning, and system for managing data.

Provides NUP with an opportunity to create a model that improves proficiency.

Funding not increasing

PA is trying to increase the per pupil baseline which would increase NUP funds.

10. What results does NUP want to achieve in five years?

Program-related: Increased number of kids going to college

Improved test scores (SAT 10 and PSSA)

Shift from 90-90-10 to 90-90-90 (% minority/%free lunches/scores)

Increased extra-curricular activities

Reduced conflict in classrooms

Increased parental involvement

Increased student involvement in decision making

Resource-related: Achieved financial stability

Increased community partnerships

Staff-related: Recognized as the preferred employer

Facility-related: Own and occupy own facility

Marketing-related: NUP is branded and well known. Identity confusion is resolved.

How do we want to define our organization?

We are the school that makes learning so interesting that every child wants to learn.

How do we want to position our organization in the educational spectrum?

We want to become known as the Smarter Charter, with such a unique learning model, best practice learning strategies and student success that others want to learn from us.

11. What is our plan for achieving these outcomes?

The CQI audit had indicated a number of areas to be addressed by the strategic plan. Our consultant recommended a process that would take us through the foundational steps and then capture our goals, objectives, measures, targets and initiatives in a Strategy Map and Balanced Scorecard. This is a process, developed at Harvard by Robert Kaplan and David Norton to ensure focus, accountability and measurability in a strategy-based plan. We agreed to use that format. What follows is our Strategy Map which captures on one page the outcomes we intend to produce for our key customer groups (students, parents, educators and the community) and those things that will contribute to achieving those outcomes (key processes, people and resources).

Strategy Map

The Strategy Map is a snapshot of our plan. It says that our ultimate outcome is to improve Student Achievement. We know this is happening if

- Our students master the curriculum
- Our students are nationally competitive
- Our students achieve whole person success

Customers/Stakeholders

In order to ensure that our students achieve, we will work to achieve key Customer/Stakeholder outcomes that will drive Student Achievement. We will be successful when:

- Our courses and activities will meet parent as well as student expectations
- Our parents are involved in their student's education and satisfied with the results
- The community is engaged and positive about NUP

- NUP is considered an Employer of Choice by those who work there and those who want to work there

There are a number of internal conditions that contribute to Student Achievement. They fall in three categories:

1. Instructional and Leadership Processes

- Curriculum is rigorous and aligned to standards
- Instruction is effective
- Facilities are safe and adequate for NUP's program
- Community partnerships provide learning opportunities
- Leadership team is strong and capable
- Culture is based on Guiding Principles with emphasis on trust, accountability and continuous learning
- Hiring and development practices are effective

2. Staff Learning and Growth

- ?? Teachers and staff are competent
- ?? Teachers and staff are satisfied with employment at NUP

3. Financial Performance

- ?? NUP demonstrates sound fiscal management
- ?? NUP is financially stable

Achieving the outcomes in each of these internal categories (called perspectives) will contribute to our achieving the Customers/Stakeholders outcomes and ultimately the Student Achievement outcomes.

Balanced Scorecard

In the Balanced Scorecard that accompanies our Strategy Map, we show how we plan to achieve our outcomes, what measures we will use, what targets we will set for ourselves and what initiatives will allow us to reach these targets.

Strategic Planning Committee

| Name | Affiliation | Membership Category | Appointed By |
|---------------------|-------------------------------|----------------------------------|---------------|
| Barbara Hois | Board Secretary | Board Member | Linda Clautti |
| Berkeley Claggett | Behavior Specialist | | Linda Clautti |
| Cathy Russo | Principal | Administrator | Linda Clautti |
| Dana Thompson-Smith | NUP Board Member | Board Member | Linda Clautti |
| Darnell Davis | NUP Board Member | Board Member | Linda Clautti |
| Floyd Faulkner | Director of Student Services | | Linda Clautti |
| Frederick Douglas | NUP Board Member | Board Member | Linda Clautti |
| Jamie Blarrik | Administrative Assistant | | Linda Clautti |
| Jamilla Rice | Director of Curriculum | | Linda Clautti |
| Jim Kennelly | NUP Board Member | Board Member | Linda Clautti |
| Kathleen Garland | Director of Special Education | Special Education Representative | Linda Clautti |
| Kevin McKenna | Legal | Community Representative | Linda Clautti |
| Linda Clautti | Chief Executive Officer | | Linda Clautti |
| Linwood Harris | Board President | Board Member | Linda Clautti |
| Molly Maddox | School Counselor | | Linda Clautti |

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|-----------------|----------------------|--------------------------|---------------|
| Patricia Rogers | NUP Board Member | Board Member | Linda Clautti |
| Peggy Fayfich | Vice President | Board Member | Linda Clautti |
| Peter Zerega | Board Treasurer | Board Member | Linda Clautti |
| Sally Mizerak | Community Consultant | Community Representative | Linda Clautti |
| Walter Spudic | Director of Finance | Business Representative | Linda Clautti |

Goals, Strategies and Activities

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

Northside Urban Pathways does not use any type of “pre-packaged” curriculum services. Northside Urban Pathways’ charter school curriculum is standards and performance based, with a foundation in the Pennsylvania Department of Education standards for all content areas, the Pennsylvania Department of Education Assessment Anchors, and the National Center on Education and the Economy’s New Standards for content areas. We take an “inquiry-based” approach to learning, with essential questions and engaging scenarios driving instruction. There is also a heavy emphasis on data-driven instruction, based on national and local assessments. The materials and resources vary, according to subject area, grade level, and student ability.

We have aligned the standards to our curriculum, and teachers are accountable for demonstrating that their lessons reflect those standards. In all other areas, students are accountable for meeting all requirements.

All children learn at NUP. The curriculum is organized by grade level around the PA Standards and the New Standards curriculum. The school allows for students to meet expectations at different rates. When students are not participating, parents are called. Student contracts become a way that parents can help monitor student progress. Help is given to students in many ways: in-house tutoring, before and after school tutoring, after school on-line courses and remediation, and Saturday School. The curriculum is challenging. Yet, teachers implement real life examples throughout their teaching to help reach students at all levels. Students who do not meet expectations are required to come to tutoring. NUP informs parents weekly of opportunities by personally calling them. Learning Partnership meetings are held quarterly by the students’ mentor teachers. These are meetings between teachers and parents.

Students who are gifted are given special, advanced work that is an extension of what other students are doing. Exhibit work is one way to differentiate work among students.

Teachers are instructed not to lecture for more than 15-20 minutes/class at one time. A set lesson plan format is required that includes method of instruction and assessment. Teachers are encouraged to use engaging scenarios that link objectives with interesting tasks. Tasks are organized for students to fulfill according to ability level (basic to advanced.) Observations help to promote good teaching methods and organization of

material. Help is also given to teachers through regular staff development. Teachers are given staff development opportunities to learn how to go deeply into topics. Teachers are required to create performance assessments (exhibits) once a quarter. These projects include much inquiry-based teaching and learning.

In addition, teachers meet with supervisors on a rotating basis to review their lessons, their exhibits and their work in general. Teachers who are not “stretching,” are put on a Plan of Improvement.

Parent and Student Orientation is a mandatory meeting at NUP. At that time, the administration talks with parents about the importance of their involvement in the academic development of their child. Students are given a brief diagnostic test at that time. Test results are reviewed. Results are shared with teachers so that they know which students score significantly below grade level. Teachers adjust learning expectations as needed. In addition, these students attend daily skills classes in literacy and math. A tutor has been hired to address the needs of as many students as possible in this category. As mentioned previously, tutoring is also available before and after school, on Saturdays and after school.

Teachers review the data from test results. They are expected to incorporate areas of weakness into their daily plans. They are to work closely with their supervisor to insure that they are on target with meeting the standards.

A reading clinic has been started in August 2006 to address the needs of poor readers. In the summer of 2007, a math clinic was added to help improve math skills in students. In addition, NUP has instituted a more formal tutoring program throughout the school day that addresses the needs of students who have poor reading or math skills.

Teachers engage students in a variety of ways. They use warm up activities, investigative approaches, independent and group work, and many participatory methods. The exhibits that are required by all students are a great way for students to demonstrate knowledge of the standards. Performance Assessments (exhibits) are created in each course on a quarterly basis. Students must achieve proficiency on these assessments in order to proceed forward.

The use of longer class periods has also provided an opportunity to go deeper into subject matters. There is more time to make the curriculum relevant to students. Also, extending the school day has also provided additional time for students to work on assignments. Students also have the opportunity to work with their teachers during the extended school day to get extra homework help.

In addition to all of this, NUP is using Bill Daggett's framework of rigorous and relevant instruction. All staff members will be attending his seminar in September 2007.

Rigorous Instructional Program - Attachments

- Report Section: Rigorous Instruction Program: Induction Plan
- Report Section: Professional Development Plan

English Language Learners

During the initial interview conducted with the student and parent, the three basic questions that are required on the Home Language Survey will be asked. This includes:

1. What was the first language your child learned to speak?
2. Does your child speak a language other than English? If yes, specify the language. This does not include languages learned in school.
3. What language(s) is/are spoken in your home.

NUP's reading specialist will be involved in the assessment of students identified in the screening as potential ELL students. Students will be assessed with appropriate instruments to determine eligibility and need. All assessment results will be placed in the student's permanent record file.

The instructional program will be developed by the reading specialist in coordination with the local intermediate unit. The focus of this instructional program will include the development of English language skills and provisions for meaningful participation in subject area instruction. The student's academic program will be developed on an individual basis.

Planned ELL instruction includes listening, speaking, reading, and writing at different levels of proficiency. ELL classes will replace English class instruction required for graduation.

English Language Learners - Attachment

- Report Section: English Language Learners

Graduation Requirements

1. Students at NUP must obtain all credits as described by the PDE.
2. A Senior Project is an effort among students to apply all knowledge learned in a cumulative project.
3. On-line courses allow students to make up failed credits after school, at home, during Saturday School, etc. with the monitoring of certified teachers in the subject area in which they are working.
4. Students must meet the 25 book standard with classroom and private reading.
5. Students not proficient by their senior year must take the SAT 10 to note progress.
6. Students needing extra help are mentored and tutored.

Special Education

Northside Urban Pathways is a school that utilizes the full-inclusion model for identified students. In addition, we have an emotional support classroom for the students that started in the regular educational environment with the use of supplementary aids, however, the services were not achieved satisfactorily. The IEP team looks at each student individually and determines the least restrictive environment in order to accommodate a Free and Appropriate Education for each identified student. The administration and teachers are supportive of efforts to encourage full participation of students with and without disabilities in all aspects of school life.

The Multi Disciplinary Team considers the general education classroom with supports and services as the point where all students start. Their IEP's are based on general

education standards with individual objectives and needed modifications. General education teachers attend staff development sessions that emphasize how to accommodate the services needed to support all students in the classroom. Staff development has included how to differentiate the curriculum along with following the IEP. The special education department is committed to providing the supports necessary to assist all teachers and students in making the full-inclusion model a success for academic growth. We are committed to providing an opportunity towards meeting district wide goals to the students' fullest potential.

The emotional support classroom is a self-contained program with one teacher and an assistant. Students in this program did not benefit from the full-inclusion model due to cases of behavioral disorders. The students are with the same teacher for all core subjects, however, all electives are within the general education population. Many of the emotional support students are working at grade level with the same high expectations for success as the general education classrooms. The services include: one-on-one tutoring, computer based reading programs, small group instruction, frequent/consistent staff support, a powerful behavior modification program, and therapeutic intervention (if needed). To ensure success, the special education department has constant contact with the parents, caseworkers, therapist, and outside agencies involved with the student.

Northside Urban Pathways has found that the full-inclusion model and the emotional support classroom has been a successful transition for the 2006-2007 school year. The students have shown growth, evidenced by 4-Sight tests and SAT 10 results. It has been observed that the students have grown academically and socially. At NUP, we are proud of how the school has promoted diversity by creating an environment where differences and similarities are taught, learned, accepted and valued.

Special Education - Attachments

- Report Section: Policy and Procedures.
- Penn Data Report
- Child Count
- Suspensions for SPECIAL Ed. Students
- Special Education Tables

Special Education Program Profile - Chart I

| Teacher | FTE | Type of class or support | Location | # of Students | Other Information |
|--------------|-----|--------------------------|----------|---------------|---|
| Borst, Traci | 1 | Emotional Support | NUP | 10 | Students identified as needing Emotional Support as well as Learning Support. |

| | | | | | |
|-------------------|---|------------------|-----|----|---|
| Wickert, Jennifer | 1 | Learning Support | NUP | 22 | Special Education PUSH-IN support in classrooms |
| Shortt, Ian | 1 | Learning Support | NUP | 20 | Special Education PUSH-IN support in classrooms |

Special Education Program Profile - Chart II

| Organization | FTE | Type of class or support | Location | # of Students | Other Information |
|---------------------|-----|--------------------------|----------|---------------|---------------------------------------|
| Intermediate Unit 3 | 25 | Speech Pathology | NUP | 3 | Works with students to improve speech |

Special Education Program Profile - Chart III

| Title | Location | FTE |
|------------------------------|----------|-----|
| Special Education Supervisor | NUP | 100 |

Special Education Program Profile - Chart IV

| IU, Public Agency, Organization, or Individual | Title/Service | Amount of Time Per Week |
|--|----------------------|-------------------------|
| Mercy Behavioral Health | Therapeutic Services | 0.10 |

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

| Test/Classification | K | 1 | 2 | 3 | 4 | 5 |
|---------------------|---|---|---|---|---|---|
|---------------------|---|---|---|---|---|---|

Student Assessment - Secondary

| Test/Classification | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|---|---|---|---|----|----|----|
|---------------------|---|---|---|---|----|----|----|

Student Assessment

Academic goals for both the school and the teachers and administrators are based on the data from test results. This is the third year for the SAT 10 test. We tested in both the fall for new students and the spring for all students. Therefore, it is easy to see for each cohort group, how they did with a particular teacher. These results will play an important role in the goal setting meeting. Since our students come to us reading and doing math at such low levels, we are interested in progress. We must be realistic about how much progress we can make in a year.

The only locally developed tests used are those created by the Principal and Curriculum Director. They are used weekly to judge where students are in reading and math. This data is tracked and used to help teachers and students in areas of weakness. Students

work with various resources based on areas identified. Teachers have bi-weekly meetings with supervisors to review what they are doing to attack weak areas of testing.

Students are required to pass all classes, to create exhibits quarterly displaying that they have mastered the appropriate standards and to read books as required by the state of PA. Their progress is monitored daily. Supervisors convey progress to teachers. The directors in both middle school and high school are responsible for noting progress to teachers on the book standards and exhibits. Portfolios are kept to include the student exhibits and other relevant material to note student progress. Teacher observations provide a good way to examine if creative, rigorous learning is going on that engages students and keeps them focused on achievement of objectives. Each week, teachers in English and Math deliver progress tests aligned with their course standards. These will be charted to note achievement and areas of weaknesses.

Students who are not making reasonable progress are afforded the following assistance:

- Grade level coaching giving individual attention to each child twice each quarter
- Tutoring before and after school
- Accommodations in the classroom work
- Computer learning to support skill development
- Saturday help sessions each week
- After school help sessions
- Opportunities to revise work
- Personal counseling
- Summer School

Student Assessment - Attachments

- 4Sight Benchmark Testing Report
- PSSA Results
- SAT 10 Results

Teacher Evaluation

All teachers are observed and evaluated often. Formal evaluations are done on all new staff. Formal evaluations are done once every three years for returning staff who have excellent teaching skills. Currently, NUP is using the PA Teacher Evaluation form. Observation forms follow the praxis format. In addition to formal observations and evaluations, supervisors and others who help with instructional techniques and behavior management conduct walkthroughs. Walkthroughs have been a great way to spot check whether or not teachers are fulfilling the obligations of good classroom management and implementation of the standards. Also, it allows the observer to note if students are engaged in real learning.

Teachers who are having difficulty are placed on a Plan of Improvement. They are given resources to help them. The Plan is reviewed according to the schedule set up by the supervisor. If the Plan is not implemented fully, the teacher may be terminated.

The Principal is responsible for teacher evaluation. An end-of-year evaluation meeting takes place with the CEO, the principal, the teacher, and the Director of Student Services. NUP uses a Pay for Performance Program that allows those individuals who are performing in above average ways to gain additional compensation.

The Principal, Director of Curriculum, and the Director of Special Education all were given one-

on-one special mentoring with a qualified and experienced person in their field as a way of professional development for evaluators.

Teacher Evaluation - Attachments

- Report Section: Teacher Evaluation
- Report Section: Teacher Evaluation

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

There have been no leadership changes at Northside Urban Pathways Charter School.

Board of Trustees

| Name of Trustee | Office (if any) |
|------------------------|------------------------|
| Davis, Darnell | none |
| Douglas, Fredrick | none |
| Fayfich, Peggy | Vice President |
| Harris, Linwood | President |
| Hois, Barbara | Secretary |
| Jim Kennelly | none |
| Patricia Rogers | none |
| Dana Thompson-Smith | none |
| Peter Zerega | Treasurer |

Professional Development (Governance)

The Board of Trustees has several planning sessions around building a strategic plan. It also has an annual retreat.

There is much discussion between the Board and the CEO. The CEO keeps the Board president fully informed of important matters. They talk regularly and meet monthly to review the agenda for Board meetings. The Board works well together and works towards consensus building. They understand their role as board members and do not micromanage the school administration. They are a model for boards in general. In all matters, the board and the school are cooperative with the chartering district. The Board has been intimately involved in the strategic planning process.

Coordination of the Governance and Management of the School

There is much discussion between the Board and the CEO. The CEO keeps the Board president fully informed of important matters. They talk regularly and meet monthly to review the agenda for Board meetings. The Board works well together and works towards consensus building. They understand their role as board members and do not micromanage the school administration. They are a model for boards in general. In all matters, the board and the school are cooperative with the chartering district. The Board has been intimately involved in the strategic planning process.

Community and Parent Engagement

The Board of Trustees supports any effort to bring parents into the school environment. There is an open-door policy for parental visitation. The Board is currently working on recognition programs for students, parents, and staff. Family Night, held in November of 2006, was

sponsored by the Board and staff. In addition to being a wonderful time for parents and staff to meet and mingle, Family Night has been well attended and is only one of the times during the year that NUP recognizes student achievement. Traditionally, Family Night is the first Awards Ceremony of the year. Every quarter, students who make the honor roll and their parents are invited to a special Honor Roll Brunch held at the school. NUP also offers several events that are just for parents, like our annual Mothers' Day Spa. The Mothers' Day Spa is our time to show mothers just how much we appreciate everything that they do. In addition to a catered lunch, mothers were treated to complimentary mini-manicures and chiropractic massages. NUP believes in extending teaching to parents as well. This year, we offered computer training classes for parents and grandparents to attend. We also offered a fantastic fitness program to students, parents, and staff to give everyone an opportunity to become more physically fit.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

The CEO is charged with fundraising. NUP has received a few healthy grants this school year.

Fiscal Solvency Policies

The budget is reviewed regularly by the CEO, the Director of Finance and the Board of Trustees.

Accounting System

NUP uses the accrual method of accounting and complies with GASB statement #34. For the fiscal year 2006-07, we brought on-line a new accounting package which will more closely monitor spending on a budgeting line-item basis.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachments

- Financial Statements 2007
- Fiscal Template 2007

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

NUP uses the accounting firm of Hosack, Specht, Muetzel and Wood to conduct the annual independent audit. The last audit completed for NUP was for the fiscal year 2005-06. The auditor's report found no major or minor findings to declare. Since the fiscal year for NUP runs from July through June of each year, field work for the annual audit starts in August and is completed by October. A copy of the audit for the fiscal year 2006-07 will be forwarded to the City of Pittsburgh as soon as it is compiled.

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

- Report Section: Audit Firm, Date of Last Audit, Auditor's Opinion, and Any Findings Resulting From the Audit.

Citations and follow-up actions for any State Audit Report

There are none.

SECTION VII. FACILITY RESPONSIBILITIES

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

NUP purchased Desks and chairs, production servers, Back up servers, copier servers, smart boards, projectors, turning points devises, laptop carts, security cameras, and musical instruments for a total of \$66,938.83.

Future Facility Plans and Other Capital Needs

At this time NUP does not have any future facility plans.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

NUP adheres to all required laws regarding health and safety. Health and immunization records of students are in our office for your review at any time. I cannot copy them as evidence to forward. We have contracted with a part time nurse, and we have a fully equipped health room. Evidence for reimbursement of health services is attached.

A letter is on file at NUP's office indicating that the Request for Reimbursement and Report of School Health Services has been received.

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

- Wellness policy
- Submission of Health Reimbursement

Current School Insurance Coverage Policies and Programs

a) Philadelphia Indemnity Insurance Company:

Directors and Officers Board Liability Insurance - \$1,000,000

General Liability Insurance: Property Damage - \$2,000,000

Tuition Coverage - \$800,000

Educators Liability - \$1,000,000

Umbrella Liability - \$4,000,000

b) Technology Insurance Company:

Workers Compensation Insurance: Bodily Injury - \$100,000 / accident

Disease - \$500,000

c) GE Group Life Assurance Company:

Life & Accidental Death & Dismemberment - \$25,000

Short Term Disability — 60% of salary, max - \$750

Long Term Disability — 60% of salary, max - \$5,000

d) Highmark Blue Cross Blue Shield:

Health Care Plans - Direct Blue Plan, Direct Blue Value Plan

e) United Concordia:

Dental Plan — United Concordia Flex

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

There are forty total personnel at NUP. Of the 40, 23 are teaching personnel. 78.6% of the staff are certified. Of the five uncertified staff members, four of them will be classified as Highly Qualified via the HOUSSSE program or by taking Praxis tests. The other one was dismissed in February. Ninety percent of the staff will be returning for the 2007-2008 school year. The staff members who are not returning include two teachers who were dismissed earlier in the year, one teacher who was not asked to return, and one teacher who left the teaching profession to pursue other interests.

Quality of Teaching and Other Staff - Attachment

- Quality of Teaching and Other Staff

Student Enrollment

After a lottery for all applicants, students are admitted on a first come, first serve basis with the city of Pittsburgh given priority status. Also, siblings of students already attending NUP are given priority status in the enrollment process. When students are admitted, we have no identifying data on them except names and demographics. Families have two weeks to obtain needed information for enrollment in order to keep their place for admissions. This information includes immunizations, proof of residency, transcripts, and previous years' report cards. The data collected has nothing to do with acceptance of a student, unless there was an expulsion in their student records. If a family does not provide all data requested, the student goes back on the waiting list and others are invited to attend. Students are accepted until classes are full. We admit students only at the beginning of each quarter throughout the school year.

Student enrollment continues to increase; however, not beyond charter expectations. In exit interviews conducted when students voluntarily withdraw from NUP, we find that some parents realize that their students do not wish to participate in a school that is consistent about rules and expectations. The vast majority of students remain at the charter school. Parents and students who come and who return do so because NUP offers an extraordinary learning environment. Most students who choose to leave do so to play sports at their home school at the high school level.

Transportation

Students at Northside Urban Pathways Charter School travel to school using the city bus transportation system. It works well for students. It is the belief of the staff and parents of students that using the city bus system teaches children to be responsible for their bus passes, teaches students how to use a city transportation system, and also teaches children how to be responsible with their time to catch their bus on time. Students who have IEPs that specify transportation needs (though there are none at the moment) are accommodated. For field trips, again, city buses are used whenever possible, or we hire specific companies to charter buses.

Food Service Program

The charter school does participate in the FRL Program. NUP uses the services of Metz, Inc. to supply lunches to students. Since the landlord does not permit cooking in this facility, we are only able to warm sandwiches, chicken nuggets, etc. that have been previously cooked.

Student Conduct

The program follows a progressive discipline model. Consequences are administered in a firm, fair, and consistent manner. There is a strong support system in place for students. Teachers are expected to phone home whenever a serious matter arises in the classroom. The following list represents integral components of the system:

1. step system to serve as a warning to students
2. parent/teacher/administrator conferences
3. behavior contracts
4. teacher and administrator detentions
5. Saturday School
6. Alternative Learning Center (in-school suspension)
7. After School Center
8. due process given in all suspension cases
9. utilization of change and placement when necessary for students with an IEP

In all cases of suspension, students are given an opportunity for due process. Students always have an opportunity to discuss their concerns prior to any disciplinary action being taken.

In the 2006-2007 school year, there were 117 students involved in 257 suspension incidents and 0 students were expelled.

Student Conduct - Attachment

- Student Conduct

CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2007 - 2008

Name of School: Northside Urban Pathways CS

Date of Local Chartering School Board/PDE Approval: August 1998

Length of Charter: 1998-present **Opening Date:** September 1998

Grade Level: 6-12 **Hours of Operation:** 7:30 a.m. to 5:00 p.m.

Percentage of Certified Staff: 78.6% **Total Instructional Staff:** 23

Student/ Teacher Ratio: 20:1 **Student Waiting List:** 54

Attendance Rate/Percentage: 95% daily

Enrollment: 271 **Per Pupil Subsidy:** \$10,000

Student Profile

American Indian/Alaskan Native: 0

Asian/Pacific Islander: 0

Black (Non-Hispanic): 265

Hispanic: 0

White (Non-Hispanic): 5

Multicultural: 1

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 80%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 52

| Number of: | K (AM) | K (PM) | K (FTIME) | ELEM | MIDDLE | SEC. | TOTAL |
|---------------------|--------|--------|-----------|------|--------|------|-------|
| Instructional Days | 0 | 0 | 0 | 0 | 180 | 180 | 180 |
| Instructional Hours | 0 | 0 | 0 | 0 | 1220 | 1140 | 1125 |

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2007

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

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

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

Board President

Date

Chief Executive Officer

Date

2007 - 2008 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete

YES _____ **NO** _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Linda Clautti

Title CEO

Phone 412-392-4601

Fax 412-535-0424

E-mail lclautti@pathways.k12.pa.us

Signature of the Chief Executive Officer and Date

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

Name Linwood Harris

Title Board President

Phone 412-901-3895

Fax n/a

E-mail harris@oafa.pitt.edu

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Kathleen Garland

Title Director of Special Education

Phone 412-392-4601

Fax 412-392-4602

E-mail kgarland@pathways.k12.pa.us

Signature of the Special Education Contact Person and Date