Pennsylvania Department of Education

Commonwealth of Pennsylvania
Department of Education
333 Market Street
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Charter Annual Report

Monday, February 14, 2011
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Summary Data Part I

Charter School Annual Report
Summary Data
2009 - 2010

Name of School: City CHS

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

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

Grade Level: 9 through 12 **Hours of Operation:** 7:45 AM - 3:45 PM

Percentage of Certified Staff: 100% **Total Instructional Staff:** 61

Student/Teacher Ratio: 570/57 = 10 to 1 **Student Waiting List:** As of June 22, 2010 - 35 in 9th grade, 32 in 10th grade

Attendance Rate/Percentage: 93.64%

Summary Data Part II

Enrollment: 2009-10 as of July, 2010 - 527 students **Per Pupil Subsidy:** PPS Reg. Ed. = $12,372 Special Ed.= $28,889

Student Profile

American Indian/Alaskan Native:	1
Asian/Pacific Islander:	1
Black (Non-Hispanic):	291
Hispanic:	2
White (Non-Hispanic):	210
Multicultural:	22

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 64.1%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 74

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	0	182	182
Instructional Hours	0	0	0	0	0	1107	1107

SECTION I. EXECUTIVE SUMMARY

Educational Community

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

During the 2009 — 2010 school year, City High served approximately 570 ninth, tenth, eleventh and twelfth grade students. 83% of the students attending City High are from the Pittsburgh School district and the rest from 20 surrounding suburban districts. A majority of the students previously attended their assigned neighborhood public schools. A significant number of students attended other charter schools, magnets, parochial or private schools. The demographics of the student population as of September 2009 were: White Males (19.6%), White Females (20.2%), African-American Males (23.3%) and African-American Females (31.9%). Approximately 4.9% of the student body fell into the Other category. Approximately 64% of the students are eligible for free and reduced lunch. 79 special education students (13.8%) were enrolled during the year.

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

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

An extended school day (8 hours) and year (trimesters) supports project-based learning. Exemplary instructional materials are chosen based on their interdisciplinary and project-based orientation. Each student and staff member has a laptop computer and access to resources from both home and school. The school provides a wireless networked environment with high speed Internet access. Instruction is student-centered, thrusting the teacher into the role of facilitator and assessor. Annual norm-referenced assessments (Explore/PLAN/ACT) require students to articulate their understanding and mastery of core academics.

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

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

Finally, the school is a model for innovative organizational structures such as extended days, year-round schooling, student and teacher continuity, new funding mechanisms to support school-based research and industry partnerships. Also, City Charter High School has a master/expert/journeyman/apprentice teacher support model and a staff development program that insures long-term stability and teacher excellence. Lastly, the school is housed in a physical plant that reflects the 21st century world of work.

Mission

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

Vision

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

Shared Values

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

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

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

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

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

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

Academic Standards

City Charter High School Graduation Requirements

I. SUCCESSFULLY COMPLETES CITY HIGH COURSE REQUIREMENTS

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

II. ACHIEVES PENNSYLVANIA ACADEMIC STANDARDS

To be eligible for graduation, students must achieve Pennsylvania's academic standards. This can be demonstrated by some combination of proficiency on the Pennsylvania System of School Assessment (PSSA) Exam, and/or the City Charter High School Standards Based Examinations. Proficiency on the state standards

will be annotated for each student and available to the student, parent and staff on the student's career and academic plan.

PSSA Exam

Students can demonstrate achievement of the standards in Reading, Mathematics, Writing and Science by scoring proficient on the PSSA exams offered in March of eleventh grade or as a makeup in October of twelfth grade.

City Charter High School Standards Based Exam

Students can demonstrate achievement of the standards in Reading, Mathematics, Writing and Science by scoring proficient on the City Charter High School standards based exams.

Using item anchors and released tasks from the state PSSA assessments, City Charter High School has created assessments for Reading, Mathematics, Writing and Science that align with state standards and local curriculum. Like the PSSA, these local assessments will be broken down into subtests according to content. Multiple examination forms will be used to guarantee test security.

1. Subtests will be administered as part of the City High curriculum.

2. A specific subtest will be given after students complete the related curricular unit. Thus City High students will be given an opportunity to demonstrate proficiency throughout their four years at City High while studying the relevant material.

3. The subtests will be administered in the content area classes. Once a student is found to be proficient on the subtest, he/she will be considered to have achieved that standard.

A student's English, Mathematics and Science teachers are responsible for keeping accurate records (on a spreadsheet) that contain the student's current standing regarding achieving the standards. Students may take the subtests (multiple forms) repeatedly until proficiency is attained. Once a student demonstrates proficiency on all subtests, he/she will be eligible for graduation.

III. SUCCESSFULLY COMPLETES 130 HOUR CITY HIGH INTERNSHIP

IV. SUCCESSFULLY COMPLETES CITY HIGH AND PDE MANDATED CULMINATING GRADUATION PROJECT

PA§ 4.24. High school graduation requirements

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

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

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

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

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

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

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

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

Strengths and Challenges

STRENGTHS

(1) <u>Student-centered school design</u>

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

a) Student/faculty cohorts stay together for 4-year cycle(looping);

b) Year-round calendar and longer school day;

c) Solid grounding in research and presentation skills, culminating in senior project;

d) Career preparation with workplace visits, career investigation, mentoring, and a 130+ hour internship in the selected field;

e) Technology integration in academic subjects; instruction in advanced technology;

f) Untracked curriculum: all students participate in the same rigorous academic classes, with opportunities for extra support and challenge as needed;

g) Student-centered instructional approach: extensive use of project-based and other interactive and investigational forms of learning. Students are rarely sitting and listening- they are doing.

(2) Culture of rigor balanced with relationships

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

(3) Student ownership of learning

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

(4) Student success

To measure success in achieving its mission and living its values, City High uses a multi-dimensional indicator framework. After graduating its fifth class in 2010, these are some of their outcomes:

Academic Achievement

- Met AYP on the 2010 PSSA in reading and writing.
- Show consistent improvement on annual assessments (Explore/PLAN/ACT) from the American College Testing service.

Workforce Skills

- 126 seniors had 369 Microsoft Office Specialist certifications, a valuable workplace credential
- All graduating seniors successfully completed an internship of 130+ hours.
- 94% of workplace mentors rated student internship performance as excellent or above average.

Transitions

- 97% graduation rate for the 2008 graduating class.
- 99 out of 110 graduating seniors were accepted into a 4 year, 2 year, or tech programs.
- Student ratings of their preparation for college, ability to use technology, and developing clear career goals and workplace skills exceeded national averages

Parent Satisfaction

- 94% of surveyed parents gave City High an overall grade of A or B (national average is 69%)

(5) School Success

The school has received a number of external commendations that suggest it is succeeding at its mission.

- In 2009, City High received an Effective Practice Incentive Community (EPIC) award from New Leaders for New Schools, recognizing it as one of the six top performing charter high schools in the country.
- For three consecutive years (2008-10) City High was ranked by US News and World Report as one of the leading high schools in the nation.
- City High was accredited in 2007 by the Commission on Secondary Schools of the Middle States Association. The school received a seven year accreditation.
- In 2007, City High was accepted into the Schools That Can national network of high performing urban charter and independent schools.
- In 2007, City High was granted a second five year charter by the Pittsburgh School District.
- In 2007 and 2008, City High received a Bronze Medal distinction from the U.S. News and World Report as one of the leading high schools in the country.
- City High has received two Pennsylvania Department of Education Keystone Achievement Awards for reaching AYP in consecutive years.

AREAS NEEDING IMPROVEMENT - Middle States Accreditation Goals

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

(1) Building the buy-in of all students, but especially 9th graders, to the school's academic culture: City High's approach demands that students take increased ownership of their own learning, a challenging transition for many students. Our ability to move 9th graders to 10th grade is improving, but continues to be an area of concern. Local data (as well as national data) indicates that students who fail 9th grade increase their probability dramatically that they will drop out of school. ***It should be noted that we believe that we have succeeded at this goal. 9th grade students who are at risk of failing have dropped from a high of 38% at risk in the 9th grade (4 years ago) to 4% in the current 9th grade.*** This improvement is due to early warning systems (the WATS list), knowledge gained by faculty cohorts that loop and increased classroom support personnel.

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

improved upon. Professional development in this area is key. ***It should be noted that for the past two years, we've experienced a slight drop in mathematics achievement with African-American students as measured by the PSSA exam.*** The school is responding to this drop with a series of schoolwide inservice programs and development of early warning systems in this area.

(3) Independent Learners: Independent Learning is an overall school goal that is manifested in each classroom in all content areas. City High defines Independent Learners as *students who demonstrate the ability to deconstruct tasks, organize tasks (time management, resource management, framework development) and complete tasks without the direct oversight of a teacher. The student must demonstrate that he/she is self-directed, self-monitoring and self-reflective.* Current data, both from student grades and anecdotal evidence, indicates that City High students excel in their classrooms when monitored by caring educators. ***After two years of effort in this area, we are beginning to see growth in students' ability to work independently. A number of independent learning activities were piloted in the senior year. Senior teachers who have looped back to 9th grade are implementing these strategies in the 9th grade.***

(4) Post High School Planning: As we continue to gather data on our graduates, it has become apparent that many different life skills effect a student's ability to manage life after graduation. Our data suggests that City High students are achieving academically in their post high school endeavors. However, family issues, financing, self advocating, confidence and access to support are issues that often hinder our graduates. We are currently looking into what support mechanisms and training can be put into place to address these issues. ***Towards that end, we are hiring a third Transition Manager to follow students for one year after they leave City High. This position will help provide our graduates with access to post high school support services.***

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

City Charter High School's original strategic planning process occurred during the authoring of its charter application to the Pittsburgh Public Schools in 2002. The first five years of operation were consistent with that strategic plan.

The next strategic planning process occurred in 2007. This process included a self evaluation that informed both the rechartering process (another 5 year charter) and the accreditation process (a 7 year accreditation.) The school applied for and received a five-year charter renewal from the Pittsburgh Public Schools (PPS) for the years 2007-12. The school also completed a self-analysis and strategic plan that was submitted to the Commission on Secondary Schools of the Middle States Association (MSA). After a site visit by a Middle States validation team, the school was granted a 7 year accreditation until 2014. Thus City High's strategic planning process was comprehensive and validated by both PPS and MSA. This past year, City High conducted a Middle States Mid-term review that was approved by MSA. The outline of the process follows.

Date	PPS Re-Chartering	MSA Accreditation
Feb, 2006		Application Fee submitted Application for Candidacy submitted
May, 2006		Obtain intern to help manage the MSA process
May, 2006		CCHS accepted as a Candidate for Accreditatio CSS-MSA

June, 2006	Create MSA committee with teachers, administrators, parents, community members and board members. Create Planning Committee	
July, 2006	Send planning committee to PA Governor's Institute — Getting Results: PA roadmap for schoo improvement planning. Analyze the original charter, survey data and "school report card." Determine any changes (if any) that should be considered in the mission statement or stateme of beliefs. Create 2-4 Measurable Student Performance Objectives that address gaps in student achievement.	
July, 2006	Write the annual report.	Meet with the Middle States committee on July 2 Reach consensus on mission, statement of belie and objectives. Create subcommittees.
August, 2006	August 1: Turn in annual report to PDE August 15: Turn in annual report and letter of intent to renew charter to PPS	Subcommittees meet August 24.
Sept, 2006	Sept. 15: PPS requests additional information necessary for re-chartering. CCHS provides the information.	Subcommittees meet September 15.
October, 2006	Preliminary Board Hearing on PPS rechartering.	Subcommittees meet October 20.
Nov, 2006	**PPS Board Approves City Charter High School charter through 2012.**	Subcommittees meet November 17.
Dec, 2006		Subcommittees meet December 5.
Jan, 2007		Subcommittees meet January 19.
Feb, 2007		Action Plans Completed — Middle States Action Plan Finalized and submitted to CSS-MSA
March, 2007		Site Visit — Week of March 5, 2007 **MSA Validation Team "will be pleased to recommend the accreditation for City Charter High School."**
September, 2009	CCHS prepares its mid-term report.	Committee met and prepared report.
December, 2009	CCHS submits its mid-term report	December 11, 2009
December, 2009	CCHS mid-term report is approved by MSA	December 22, 2009

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Angela Welch	City Charter High School	Special Education Teacher	Richard Wertheimer
Casey Wilds	City Charter High School	Secondary School Teacher	Richard Wertheimer
Catherine Nelson	Consultant	Community Representative	Fiore Londino
Chad Rucker	City Charter High School	Secondary School Teacher	Richard Wertheimer
Cristine Watson	City Charter High School	Secondary School Teacher	Richard Wertheimer

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

Goals, Strategies and Activities

Goal: CREATING INDEPENDENT LEARNERS

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

Strategy: Modifying Curriculum, Programming and Procedures

Description: An effective strategy for meeting the goals laid out by the City Charter High School Middle States subcommittee, charged with creating independent learners, will be to develop aligned action plans in each content area. City High defines Independent Learners as students who demonstrate the ability to deconstruct tasks, organize tasks (time management, resource management, framework development) and complete tasks without the direct oversight of a teacher. The student must demonstrate that he/she is self-directed, self-monitoring and self-reflective.

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

Activity: Career Research - Internship

Description: 1. Develop consistent internship policies and enforcement.
2. Inform staff and students of policies
3. Provide online Dashboard feedback on internship progress
4. Reduce scheduling constraints
5. Better evaluate potential "at risk" internships
6. Decrease miscommunication
7. Establish procedures for terminating internships

Person Responsible	Timeline for Implementation	Resources
Mario Zinga	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Electronic Portfolio

Description: 1. Develop Common Rubric
2. Create Portfolio concept and share w/ faculty
3. Set up technology for portfolio program
4. Develop internal website
5. Create course documents for each grade level
6. Finalize website and go public

Person Responsible	Timeline for Implementation	Resources
Carol Moye	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: English

Description: 1. Develop a common rubric
2. Modify curriculum in all grades to include independent reading

Person Responsible	Timeline for Implementation	Resources
Mario Zinga	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Mathematics

Description: 1. Develop a common rubric
2. Define success
3. Build staff capacity
4. Analyze student work
5. Analyze trends and build a feedback loop

Person Responsible	Timeline for Implementation	Resources
Lou Tamler	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Research Action Plan

Description: 1. Develop Common Rubric
2. Modify curriculum to include independent writing objectives in each grade of the Research class
3. Modify curriculum to include independent oral objectives in each grade of the Research class
4. Address Technology needs.

Person Responsible	Timeline for Implementation	Resources
Linda Savido	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Science

Description: 1. Develop common rubric
2. Construct experimental design rubric
3. Define and analyze grade level learning objectives and assessments
4. Implement a scaffolded program of independent learning at each grade level.
5. Put a program of teacher support into place.

Person Responsible	Timeline for Implementation	Resources
Lou Tamler	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Social Studies

Description: 1. Develop a common rubric.
2. Define senior 'Ideas in Action Project'
3. Modify grade level curriculums to scaffold independent learning opportunities
4. Pilot, revise and implement Senior Ideas in Action curriculum

Person Responsible	Timeline for Implementation	Resources
Mario Zinga	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Goal: STUDENT ACHIEVEMENT

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

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

Strategy: Improving the Collection, Dissemination and Use of Data

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

Activity: Building a Data Management System

Description: 1. Analyze data to determine whether current assumptions hold true in the long run.
2. Identify and train data anaysis experts on each grade level team.
3. Develop and implement plans to share relevant data-based information with each grade level team.
4. Share school wide data with entire faculty.

Person Responsible	Timeline for Implementation	Resources
Richard Wertheimer	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Increasing Capacity to Define and Share What Works

Description: City High has an interest in providing professional development in house whenever possible for a number of reasons:
1) Quality Control
2) Control of the message
3) Integration of professional development (PD) to City High goals, structures and needs
4) Developing skills of City High staff charged with organizing and/or presenting the professional development.

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

Activity: Identifying and Sharing Internal Expertise

Description: Spending the next 4 years developing a network of local experts and mechanism for sharing their knowledge.

1. Goal Setting
2. Master Teacher Development
3. Pilot Group
4. Reporting Out
5. Criteria Review
6. Teacher to Teacher Observation Training
7. Teacher to Teacher Observations
8. Expansion
9. In-house Professional Database

Person Responsible	Timeline for Implementation	Resources
Richard Wertheimer	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Targeted Professional Development

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

Activity: Raising achievement of at-risk students.

Description: Develop and Implement an Independent Professional Development Program to Increase Student Achievement

1. Program Planning
2. Program Pilot
3. Program Rollout
4. Oversight Committee

Person Responsible	Timeline for Implementation	Resources
Richard Wertheimer	Start: 8/23/2010 Finish: 7/25/2011	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
6.00	6	56

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
City Charter High School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Skills pertaining to student achievement, particularly as related to at-risk populations. Areas to be addressed include: - student self efficacy - test taking strategies - student buy-in - early warning systems	Use of the Professional Literature regarding self efficacy and successful program with urban, at-risk and minority populations.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Empowers educators to work effectively with parents and community partners. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to think and plan strategically, ensuring that assessments, curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards. • Provides leaders with the ability to access and use appropriate data to inform decision-making. • Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals • School counselors • Other educational specialists	• High school (grades 9-12)	• Reading, Writing, Speaking & Listening • Mathematics

Follow-up Activities	Evaluation Methods

- Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers
- Analysis of student work, with administrator and/or peers
- Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.
- Student PSSA data
- Standardized student assessment data other than the PSSA
- Classroom student assessment data
- Participant survey

Status: Not Started — Overdue

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

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

Activity: City High Advisory Program: Helping Students Move from "Good to Great"

Description: Develop a quality advisory program for students that transitions them to successful careers post high school. The time frame for completion of the program is over the next 4 years.
1. Technology Support
2. Schedule Review
3. Goal Setting
4. Observation
5. Promotion Criteria
6. Evaluation
7. Curriculum Writing
8. Professional Development
9. Hire college/transition counselor

Person Responsible	Timeline for Implementation	Resources
Mario Zinga	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Develop a Conceptual and Organizational Framework for Staff Growth

Description: This is an ongoing activity over the next 4 years to develop a culture, language and professional development program to go from "Good to Great".

1. Develop a Common Language
2. Debrief
3. Committee Work
4. Department Meetinsg
5. Team Meetings
6. Define Success
7. Good to Great at all Levels
8. Reporting Out

Person Responsible	Timeline for Implementation	Resources
Richard Wertheimer	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

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

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

Strategy: Building Systems and Routines for Early Monitoring and Intervention

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

Activity: Communicating Changes

Description: Sharing of successes and challenges in using at risk data to make decisions. This will occur at the 9th grade team meetings.

Person Responsible	Timeline for Implementation	Resources
Patrice Johnson	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Data Analysis

Description: Establish criteria and thresholds for inclusion on the early warning system.

Person Responsible	Timeline for Implementation	Resources
Richard Wertheimer	Start: 9/13/2007 Finish: 9/13/2007	-

Status: Not Started — Overdue

Activity: Support for using the Data

Description: Training of team members to use at-risk data in decision making.

Person Responsible	Timeline for Implementation	Resources
Richard Wertheimer	Start: 7/28/2007 Finish: 12/31/9999	-

Status: Not Started — Overdue

Activity: Technological Support

Description: Develop online Dashboard early warning system to show all students falling below identified thresholds and/or meeting at-risk criteria.

Person Responsible	Timeline for Implementation	Resources
Richard Wertheimer	Start: 8/27/2007 Finish: 12/3/2008	$12,000.00

Status: Not Started — Overdue

Activity: Using Data

Description: Developing and monitoring targeted interventions.

Person Responsible	Timeline for Implementation	Resources
Lou Tamler	Start: 1/1/2009	-

Finish: Ongoing

Status: Not Started — Overdue

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

Description: Ongoing strategic analysis and planning.

Activity: Implementation of Changes

Description: Gradual implementation of scheduling/staffing/interventions identified as possible and of value.

Person Responsible	Timeline for Implementation	Resources
Patrice Johnson	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Potential Changes

Description: Consideration of what potential changes are possible given logistical constraints.

Person Responsible	Timeline for Implementation	Resources
Patrice Johnson	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Structural Review

Description: Midterm and end of year analysis of impact of City High core scheduling/staffing/interventions on 9th grade achievement.

Person Responsible	Timeline for Implementation	Resources
Patrice Johnson	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Improving 9th Grade Advisory

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

Activity: 9th Grade Specific Curriculum

Description: Providing input from ninth grade team to advisory curriculum writers.

Person Responsible	Timeline for Implementation	Resources
Mario Zinga	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Accountability Analysis

Description: Develop a plan for holding students accountable for advisory activities.

Person Responsible	Timeline for Implementation	Resources
Mario Zinga	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Rolling Out Accountability Changes

Description: Implement accountability plan

Person Responsible	Timeline for Implementation	Resources
Mario Zinga	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Student Mentoring

Description: Reestablishment of the City High 12th grade mentor program

Person Responsible	Timeline for Implementation	Resources
Mario Zinga	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Trimester by Trimester Goals

Description: Develop goals and methods for assessing advisory group development each trimester.

Person Responsible	Timeline for Implementation	Resources
Mario Zinga	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Strategy: Providing Appropriate Academic Support and Challenge

Description:

Activity: Consideration of Additional Support Mechanisms

Description: Resources designed to allow students with academic deficits to catch up to higher achieving students.

Person Responsible	Timeline for Implementation	Resources
Richard Wertheimer	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Data Analysis

Description: In depth review of entering student academic skill level.

Person Responsible	Timeline for Implementation	Resources
Patrice Johnson	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Professional Development

Description: Use the City High Professional Development Program ("Good to Great") to strengthen ability to differentiate instruction and increase relevance of academic content.

Person Responsible	Timeline for Implementation	Resources
Richard Wertheimer	Start: 8/22/2007 Finish: 12/22/2010	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
0.00	3	48

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
City Charter High School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Pedagodical skills pertaining to Differentiating Instruction.		*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. *For school and district administrators, and other educators seeking leadership roles:* • Provides the knowledge and skills to think and plan strategically, ensuring that assessments,

curriculum, instruction, staff professional education, teaching materials and interventions for struggling students are aligned to each other as well as to Pennsylvania's academic standards.

Educator Groups Which Will Participate in this Activity

Role	Grade Level
• Classroom teachers • Principals / asst. principals	• High school (grades 9-12)

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers • Analysis of student work, with administrator and/or peers • Lesson modeling with mentoring	• Student PSSA data

Status: Not Started — Overdue

Strategy: Supporting Teacher Transition to 9th Grade

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

Activity: Documentation of Successes and Challenges

Description: Formative and Summative analysis of strengths and weaknesses of current team approach.

Person Responsible	Timeline for Implementation	Resources
Richard Wertheimer	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Activity: Support Mechanisms

Description: Identification of resources available to maximize chances for success of the new 9th grade team including professional development planned by outgoing 9th grade team with incoming 9th grade team.

Person Responsible	Timeline for Implementation	Resources
Patrice Johnson	Start: 7/16/2007 Finish: 5/20/2013	-

Professional Development Activity Information

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	2	10

Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
City Charter High School	• School Entity	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Resources for a successful 9th grade year.	Planning Time based on observations, data collection/analysis and local school experts.	*For classroom teachers, school counselors and education specialists:* • Increases the educator's teaching skills based on research on effective practice, with attention given to interventions for struggling students. • Provides educators with a variety of classroom-based assessment skills and the skills needed to analyze and use data in instructional decision-making. *For school and district administrators, and other educators seeking leadership roles:* • Provides leaders with the ability to access and use appropriate data to inform decision-making.

- Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.
- Instructs the leader in managing resources for effective results.

Educator Groups Which Will Participate in this Activity

Role	Grade Level	Subject Area
• Classroom teachers • Principals / asst. principals	• High school (grades 9-12)	• Reading, Writing, Speaking & Listening • Science and Technology • Arts & Humanities • Civics and Government • Environment and Ecology • Mathematics • History • Career Education and Work

Follow-up Activities	Evaluation Methods
• Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers	• Student PSSA data • Standardized student assessment data other than the PSSA

Status: Not Started — Overdue

Activity: Transition Process

Description: Outgoing 12th grade team to develop plans and procedures for 9th grade. 3 days of post graduation staff time, input from outgoing 9th grade team, Evaluation team report on 9th grade student attitudinal data. This should include observation and possible team teaching with current 9th grade staff.

Person Responsible	Timeline for Implementation	Resources
Patrice Johnson	Start: 7/16/2007 Finish: 7/19/2007	-

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has not met AYP.

Charter school has not created a School Improvement Plan.

Charter school has not submitted and reviewed its School Improvement Plan with the Intermediate Unit designee.

There are currently no supporting documents selected for this section.

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

A) Curriculum and Alignment with Chapter 4 Standards

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

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

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

Cultural Literacy

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

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

Curriculum Clusters	PA Chapter 4 Academic Subjects	City Charter High School Course of Study
Cultural Literacy	Reading, Writing, Speaking and Listening	8 trimesters English Language Arts 9 — 12 Electives - Reading Strategies - Creative Writing - Public Speaking - Text to Film - Drama - Poetry
	Social Studies — Civics and Government, Geography, Economics, History	8 trimesters Social Studies - US History 9 and 10 - World Cultures 11 - Global Issues 12 Electives - Mock Trial - Model UN - Costa Rica Trip
	Arts and Humanities	1 trimester (minimum) Arts elective - Digital Music I, II, III - Art — Graphic Design I and II - Digital Photography - Art — Studio I and II - Digital Media I, II - Desktop Publishing I, II - Digital Music I, II, III - Chorus - Guitar - Drumming
	World Languages	Spanish I-IV

Scientific Literacy

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

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

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

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

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

Curriculum Clusters	PA Chapter 4 Academic Subjects	City Charter High School Course of Study
Scientific Literacy	Mathematics	8 trimesters Mathematics - Integrated Mathematics 9 - 11 - Integrated Mathematics 12 or Advanced Algebra or Calculus Elective - Mathematics Strategies - Mathematical Modeling - Probability and Statistics - SAT/ACT Prep
	Science and Environment and Ecology	8 trimesters Science - Physics 9 - Science and Sustainability 10 - Biology 11 - Forensics or Physics Elective - How things work? (Engineering) - Ecology - Anatomy and Physiology
	Technology	6 trimesters Technology - 9th grade Technology Applications - 10th grade Web Applications - 11th grade Advanced MOS - Electronic Portfolio Technology Electives (minimum 2 required) - FIRST Robotics - Intro to Programming - Programming I, II, III - Advanced WEB I, II
	Family and Consumer Science	3 trimesters Consumer Literacy - 9th grade Enterprise Development - 10th grade Financial Literacy Elective - Small Business - Marketing - Finance - Economics

Wellness Literacy

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

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

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

Workforce Literacy

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

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

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

B) Students' developmental and academic needs

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

Students who are inclined to want to challenge themselves academically are encouraged to take **honors classes**. Honors classes are conducted as a supplement to the mainstream curriculum. Honors students are provided with additional assignments, more rigorous requirements on assignments and often are given more challenging materials to work with. Honors students meet weekly in their classes to go over their assignments. Students may opt into City Charter High School Honors classes based on a willingness to work hard and engage in more challenging work. Students who enroll in Honors classes have a 4 week probation period during which they can learn about the course and decide whether they want to participate. They may withdraw from the honors course and enter the regular course during the

first 4 weeks of the trimester. Students will be given honors weighting on their GPA if they successfully complete honors (A or B) courses.

C) Student-centered instructional design

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

D) At-Risk Students

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

E) Professional development

Unlike most public schools, City Charter relies heavily on professional development that is embedded in a teacher's workday. A number of programmatic design features contribute to this approach, most notably teacher teaming, looping, the master/apprentice career ladder, and long planning periods each day. Since the teachers school day extends to 4:15 pm and school is in session year round, the quality and appropriateness of the embedded professional development opportunities takes on greater import for teachers' continuous growth. Teachers have 130 minutes daily for teacher preparation/collaboration.

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

On an end-of-year faculty survey, teachers were asked to rate the extent to which the school offered adequate growth opportunities in each of 14 professional skill domains. On average, 65% of the teachers agreed or strongly agreed that there were substantial opportunities for growth at City High.

Act 48 Plan

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

- Goal 1: Improve staff ability to educate all students in heterogeneously grouped classrooms.
- Goal 2: Guide and support staff to grow as educators via promotion and certification.

- Goal 3: Seek continuous growth of staff's knowledge of content.
- Goal 4: Seek continuous growth of staff's knowledge of technology.
- Goal 5: Seek continuous growth of staff's knowledge of adolescent developmental psychology.
- Goal 6: Assist in the professional education needs of staff who work with LEP learners.
- Goal 7: Offer CPR training on site at least once every three years.

The school's Act 48 plan is consistent with the needs articulated in survey data and will be used as a roadmap for future professional development activities. The plan was approved from September 11, 2008 through September, 2011. The approval letter is uploaded with this report.

3. Teacher Induction

The school's Teacher Induction plan approval is attached. All teachers are provided with both a mentor teacher to help with managing the procedures and administrative aspects of the school. They are also provided with a master teacher for support with content, pedagogy and issues of promotion. Finally, new teachers are observed and evaluated a minimum of twice a year by either the Education Manager or the CEO. The school's revised Induction Plan has been approved by PDE through September, 2014.

Rigorous Instructional Program - Attachments

- Act 48 Professional Development Approval Letter
- Induction Approval Letter
- Career Program
- Career Program
- Graduation Project Brochure

English Language Learners

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

ELL PROGRAM OUTLINE

1. Goals and Objectives: Provide site based instruction for ESL learners and comply with the directives of PASCH.

2. Student and parent orientation procedures: Students and parents will be oriented at the initial meeting at the school unless an interpreter is needed. If an interpreter is needed, a follow-up meeting will be scheduled. At the orientation our curriculum as well as school polices, procedures and programs will be explained. The manner in which the ELL student will be serviced will also be explained.

3. Identification and Placement

    a. Before entering City Charter High School each parent and student is required to participate in an individual family orientation. During the orientation parents and students complete the Home Language Survey. If it became apparent that the parent was not proficient in English, we would request interpretation services. Our first source for those services would be within the staff as several staff members are bilingual. However, if needed we would utilize the services of the Allegheny County Center for English as a Second Language. If any answers on the survey indicate that English is the second

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

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

4. Instructional Program

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

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

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

5. Student participation in related and extracurricular activities.

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

6. Pupil personnel services.

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

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

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

7. Staff development related to program

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

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

8. Community Involvement

a. Parents will be involved in planning on an as needed basis. If a family enrolls an ELL student, that family will have input into developing an individual plan for their child.

b. Communication with the student and the family will be provided in a language or mode preferred by the parents. This will be accomplished by utilizing the translation services provided by staff and by the Allegheny County Center for English as a Second Language.

c. The advisory committee will consist of one City High administrator, two teachers, an ESL teacher from IU3 and a parent.

d. Complaints will be handled through the advisory committee.

9. Program evaluation procedures.

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

English Language Learners - Attachment

- ELL Report

Graduation Requirements

City Charter High School Graduation Requirements

I. SUCCESSFULLY COMPLETES CITY HIGH COURSE REQUIREMENTS (note course list below)

Rubric for Evaluation of Student Work	
A	Graduation with Distinction: The student has achieved the learning standards at the ADVANCED level. They have demonstrated unusual depth and breadth of understanding and are performing with distinction.
B	Graduation with Proficiency: The student has achieved the learning standards at the PROFICIENT level. They are performing at a level consistent with that expected by the Pennsylvania Department of Education.

C	General Graduation: The student has nearly achieved the learning standards at the Proficient level. The student needs to improve in some area of knowledge or process in order to graduate with the Seal of Proficiency.
D	Does not Graduate: The student needs significant improvement before they reach proficiency on the learning standards. If they remain at this level, they will not be able to graduate.
E	Does not Graduate: The student has not engaged in the learning process.

II. ACHIEVES PENNSYLVANIA ACADEMIC STANDARDS

To be eligible for graduation, students must achieve Pennsylvania's academic standards. This can be demonstrated by some combination of proficiency on the Pennsylvania System of School Assessment (PSSA) Exam, and/or the City Charter High School Standards Based Examinations. Proficiency on the state standards will be annotated for each student and available to the student, parent and staff on the student's career and academic plan.

PSSA Exam

Students can demonstrate achievement of the standards in Reading, Mathematics, Writing and Science by scoring proficient on the PSSA exams offered in March of eleventh grade or as a makeup in October of twelfth grade.

City Charter High School Standards Based Exam

Students can demonstrate achievement of the standards in Reading, Mathematics, Writing and Science by scoring proficient on the City Charter High School standards based exams.

Using item anchors and released tasks from the state PSSA assessments, City Charter High School has created assessments for Reading, Mathematics, Writing and Science that align with state standards and local curriculum. Like the PSSA, these local assessments will be broken down into subtests according to content. Multiple examination forms will be used to guarantee test security.

1. Subtests will be administered as part of the City High curriculum.

2. A specific subtest will be given after students complete the related curricular unit. Thus City High students will be given an opportunity to demonstrate proficiency throughout their four years at City High while studying the relevant material.

3. The subtests will be administered in the content area classes. Once a student is found to be proficient on the subtest, he/she will be considered to have achieved that standard.

A student's English, Mathematics and Science teachers are responsible for keeping accurate records (on a spreadsheet) that contain the student's current

standing regarding achieving the standards. Students may take the subtests (multiple forms) repeatedly until proficiency is attained. Once a student demonstrates proficiency on all subtests, he/she will be eligible for graduation.

III. SUCCESSFULLY COMPLETES 130 HOUR CITY HIGH INTERNSHIP

An internship at City Charter High School is a unique career exploration that integrates study with planned and supervised career-related work experience. Students are involved as non-paid "authentic employees" receiving academic credit for work experiences. The purpose of the program is to develop and strengthen the student's educational and career preparation. An internship will expose the student to the interpersonal relationships a job requires, both with co-workers and supervisors that are essential in obtaining a successful, satisfying career. Internships enable employers to assist the high school students in preparing them to work in today's business environment.

IV. SUCCESSFULLY COMPLETES CITY HIGH AND PDE MANDATED CULMINATING GRADUATION PROJECT

City Charter High School students are required to take the Research Seminar - Graduation Project class during their 11th and 12th grades to design a project that will provide students opportunities to exhibit their initiative as well as the numerous developed skills of problem solving and decision-making, technology, and independent research as they investigate a self-selected specific area of interest. This project allows students to propose and design an independent, personalized hands-on learning experience, presented through a culminating exhibition of a quality product.

Five major components are required for project completion:

1. Research Component

2. Written Component

3. Technological Component

4. Tangible (End-Product) Component

5. Oral Component

City Charter High School Course Requirements

Cultural Literacy

8 trimesters English Language Arts

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

7 trimesters Research

- Research/Writing (2) — Cultural Literacy 9
- Research/Writing (2) — Scientific Literacy 10

- Graduation Project (1) — Research 11
- Graduation Project (2) — Production 12

8 trimesters Social Studies

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

Scientific Literacy

8 trimesters Mathematics

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

8 trimesters Science

- Physics 9
- Science and Sustainability 10
- Biology 11
- Forensics or Physics

Workskills Literacy

3 trimesters Consumer Literacy

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

6 trimesters Technology

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

4 trimesters Career Readiness

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

Wellness Literacy

Fitness and Health (2 trimesters)
Fitness/Health 9
Fitness/Health 10

Electives (10 Trimesters required)
Students may carry forward, from 9th and 10th grade, four electives.

Technology (minimum 2 required)

Database
A+ Certification I,II
FIRST Robotics
Intro to Programming
Programming I, II, III

Advanced WEB 1,2
Publisher

Arts (minimum 1 required)

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

Digital Music I, II, III	Art — Graphic Design I and II
Digital Photography I, II	Art — Studio I and II
Digital Media I,II	Desktop Publishing 1,2
Chorus	Drumming and Hand Bells

Other

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

Special Education

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

All students with disabilities are provided with inclusive services at City High. Each special education teacher has a case load of 9 to 12 students (all in the same grade level.) In addition, one paraprofessional per grade level works with students receiving special education services. Special education personnel work directly with the content area teachers and their students in the regular education classrooms. Instructional, curricular and assessment accommodations are made as directed through each student's IEP. The special education teachers collaborate with the classroom teachers on lesson plans and assessments. Individualized transition planning begins in 9th grade and is carried through to graduation and beyond. The special education teachers work closely with the school's Transition Manager and Internship manager on students' transition plans.

The school's special education program is supervised by the CEO/Principal and the Assistant Principal.

Seventy four (74) special education students were enrolled in September 2009 at City Charter High School. According to primary disability:

- 58 students required Learning Support;
    - Of those 58 students, nine (9) students also had secondary disabilities in which they required support:
        - One (1) student required Physical Support
        - One (1) student required Autistic Support
        - Two (2) students required Emotional Support
        - Three (3) students required Speech and Language Support
        - Two (2) students required support for Other Health Impairment
- Six (6) required Emotional Support;
    - Of those six (6) students, two (2) students had secondary disabilities in which they required support:
        - Two (2) students required Learning Support
- Six (6) students required support for Other Health Impairment;
    - Of those six (6) students, one (1) student had a secondary disability in which they required support:
        - One (1) student required Learning Support
- One (1) student required Speech Support only;
- One (1) student required Vision Support only;
- One (1) student required Autistic Support only;
- One (1) student received services for Other Health Impairment exited the program.

This year, City High contracted special education services through Therapy Source. The services contracted include: certified school psychologists for evaluations and re-evaluations, speech and language therapy, occupational therapy and physical therapy. The therapists provided by Therapy Source attended the IEP meetings of the students who required these services. The Allegheny Intermediate Unit was also contracted to provide vision services.

The Pennsylvania Department of Education monitored the City Charter High School special education program during the 2004-05 school year. The special education program is scheduled for compliance monitoring during the 2010-2011 school year. PDE approved City Charter High School's special education program on June 7, 2005. The attached document articulates the school's Special Education Policies and Procedures.

Special Education - Attachments

- Special Education Policies and Procedures, 2010
- Annual Public Notice 2009-2010

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Love	1.0	Inclusion Support	City Charter High School	7	Full Inclusion Services
Opat	1.0	Inclusion Support	City Charter High School	9	Full Inclusion Services
Ringold	1.0	Inclusion Support	City Charter High School	9	Full Inclusion Services
Schwartz	1.0	Inclusion Support	City Charter High School	11	Full Inclusion Services
Baranowski	1.0	Inclusion Support	City Charter High School	11	Full Inclusion Services
O'Driscoll	1.0	Inclusion Support	City Charter High School	7	Full Inclusion Services
Abel	1.0	Inclusion Support	City Charter High School	15	Full Inclusion Services
Hanna	1.0	Inclusion Support	City Charter High School	6	Full Inclusion Services

Special Education Program Profile - Chart II

Organization	**FTE**	**Type of class or support**	**Location**	**# of Students**	**Other Information**
Holy Family Institute	1.0	Emotional Support	Holy Family	1	Learning Support and Transportation

Special Education Program Profile - Chart III

Title	**Location**	**FTE**
Principal	City Charter High School	.05
Asst. Principal	City Charter High School	.05
Asst. Principal - Special Education	City Charter High School	1.0

Paraprofessional	City Charter High School 2.5

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Allegheny Intermediate Unit	Vision Support	10
Therapy Source	Speech and Language	10
Therapy Source	Occupational Therapy	8
Therapy Source	Social Skills	10
Therapy Source	Physical Therapy	2
Allegheny Intermediate Unit	Psychologist - Evaluations	1

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
N/A	No	No	No	No	No	No

Student Assessment - Secondary

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

Student Assessment

City Charter High School uses two types of standardized assessment with all students. The state mandated, criterion-referenced PSSA tests are given in the spring to 11th graders. The EXPLORE/PLAN/ACT norm-referenced examinations are given in 9th/10th/11th grades respectively and provide annual growth measurements.

I. **PSSA RESULTS**

It should be noted that this annual report is being submitted prior to the our receiving final data regarding AYP from the state. All statistics provided are from running our own analysis. Please note that six years of data are provided below.

Student PSSA assessments at City Charter High School during the 2009 - 2010 school year indicate that student achievement in aggregate is at a very high level. As a class, this year's 11th grade met AYP and tied last year's 11th grade with the highest percentage of students reaching

proficiency (72%) in Reading in the school's history. This year's 11th grade had the high percentage of students reaching advanced (35%) in City High's history. All subgroups met proficiency levels as well allowing the school to meet AYP in Reading.

In aggregate, this year's Mathematics results (51% proficient) are on par with previous years and we believe will meet AYP using a confidence interval. However, the results in mathematics by subgroup are disappointing. Math scores among African Americans improved. Average raw scores in math from rose from 1223 to 1265. Proficiency rates went from 28% to 39% (we believe we will make AYP by safe harbor). The gap between African American and White achievement in mathematics shrunk (from a 58 percentage point gap in 2008 - 2009 to a 26 percentage point gap in 2009 - 2010). Still the low proficiency rates among African American students in mathematics and the persistent achievement gap represents a challenge for City High. Two areas of possible cause for the persistent gap pertains to test taking skills and issues of self-efficacy. City High is focusing its current professional development on strategies that address the these possible causes.

The EXPLORE/PLAN/ACT scores for this subgroup indicate consistent improvement over three years. An analysis of this cohort's improvement in mathematics with this subgroup suggests that strategies implemented to deal with these issues (providing additional mathematics classes for at risk students, strengthening our remediation programs, continuing to focus on standards based instructional practices and insuring an alignment between instruction and assessment) are starting to pay off.

It should also be noted that the students in this team have been working with the same expert math teacher throughout their time at City High. The students in the previous years cohort had a mathematics teacher who was subpar and therefore terminated at the end of the 9th grade year. He was replaced by a proficient teacher. That class improvement during tenth grade (PLAN to ACT) was impressive. These results further indicate the importance of quality teaching and validates the significant efforts made at City High to continually boost the skills of its instructional staff.

Results on the writing portion of the exam continued the schools high level of achievement in aggregate and across subgroups.

Results on the science portion of the exam mirror results throughout the state and are disappointing. The percent proficient is far too low. After last year's exam, our science team conducted a study to better align our curriculum with the state standards. Areas of deficiency were found and addressed. We are continuing to monitor this situation and believe we will have steady improvement over the next few years.

It should be noted that these results far surpass schools with similar demographics in the state.

Reading	**Total 04-05**	**Total 05-06**	**Total 06-07**	**Total 07-08**	**Total 08-09**	**Total 09-10**
Advanced	30%	33%	26%	31%	27%	35%
Proficient	36%	34%	45%	35%	44%	38%
Basic	16%	16%	16%	22%	15%	17%
Below Basic	18%	15%	13%	11%	13%	11%
Total Prof or Adv	66%	67%	71%	66%	72%	73%
Math	Total 04-05	Total 05-06	Total 06-07	Total 07-08	Total 08-09	**Total 09-10**
Advanced	15%	23%	21%	22%	15%	18%

Proficient	23%	29%	34%	39%	40%	33%
Basic	35%	23%	28%	18%	26%	24%
Below Basic	27%	22%	17%	20%	19%	25%
Total Prof or Adv	38%	52%	55%	61%	55%	51%
Writing	Total 04-05	Total 05-06	Total 06-07	Total 07-08	Total 08-09	**Total 09-10**
Advanced	4%	18%	3%	9%	9%	10%
Proficient	75%	80%	96%	85%	85%	75%
Basic	15%	2%	1%	6%	6%	15%
Below Basic	6%	0%	0%	0%	0%	0%
Total Prof or Adv	79%	98%	99%	94%	94%	85%
Science	NA	NA	NA	Total 07-08	Total 08-09	**Total 09-10**
Advanced				4%	13%	5%
Proficient				17%	18%	22%
Basic				67%	52%	50%
Below Basic				11%	17%	23%
Total Prof or Adv				21%	31%	27%

II. EXPLORE/PLAN/ACT Norm Referenced Examinations

City Charter High School uses the Explore/Plan/ACT sequence of tests to measure student achievement year to year. Students receive a standard score that should remain the same year to year if they grow at the same rate as the national norm group. Each assessment becomes more difficult based on learning that should occur during the academic year. The Explore, which provides us with a benchmark for each entering student in regard to incoming academic strengths and weaknesses, is given in September of the 9th grade year. The Plan is given during October of the 10th grade year and the ACT is given during June of the 11th grade year. Subscores are provided in English, Mathematics, Reading and Science. For this analysis, matched composite test scores were used. This means that only students who took the ACT, Plan and Explore in the current 11th grade or 12th grade were analyzed. This allows the school to see progress for students who attend City High the entire four years. In all cases, the students analyzed were demographically representative of the entire student group. Students who were not included were those who did not take all the exams because they were not enrolled at the school at the time. Six years of comparative scores are presented.

Group	N	Explore Mean	Plan Mean	ACT Mean	Explore to PLAN Improvement (% growth)	Explore to PLAN Improvement (growth by Standard Deviation)	PLAN to ACT Improvement (% growth)	PLAN to A Improvem (growth by Standard Deviation)
Class 2006								
All	56	16.96	18.09	19.91	6.70%	0.36	10.10%	0.46
White	35	18.17	19.69	21.86	8.40%	0.5	11.00%	0.58
AA	21	14.95	15.43	16.67	3.20%	0.21	8.00%	0.48

Class 2007								
All	58	16.48	17.77	19.12	7.80%	0.34	7.60%	0.43
White	27	18.59	19.44	21.56	4.60%	0.27	10.90%	0.72
AA	31	14.64	16.32	17	11.50%	0.72	4.20%	0.26
Class 2008								
All	60	15.60	16.45	18.91	4.50%	0.3	13.80%	0.9
White	30	16.77	18.14	20.80	7.43%	0.49	11.70%	0.86
AA	37	14.65	15.14	17.38	1.65%	0.12	16.10%	1.28
Class 2009								
All	65	15.64	17.71	19.38	13.20%	0.69	9.40%	0.48
White	34	16.76	19.53	21.47	16.50%	0.82	9.90%	0.6
AA	31	14.42	15.71	17.1	8.90%	0.66	8.80%	0.53
Class 2010								
All	84	16.12	16.50	18.19	2.36%	0.13	10.24%	0.41
White	43	17.33	17.63	20.26	1.73%	0.01	14.92%	0.65
AA	41	14.85	15.32	16.02	3.16%	0.17	4.57%	0.23
Class 2011								
All	69	16.00	17.04	18.87	6.50%	0.36	10.74%	0.40
White	32	17.41	18.28	21.00	5.00%	0.27	14.88%	0.59
AA	37	14.78	15.97	17.03	8.05%	0.56	6.64%	0.30

Positive growth occurred on the mean Explore/PLAN/ACT scores for all of the student cohorts. This positive growth is apparent in all subgroups including race. We would suggest this consistent year-to-year growth is attributable to the curriculum and the “looping” concept of teachers staying with students throughout their career at City High. We would also suggest the increase with all students is due to heterogeneous grouping in classes.

City Charter High School consulted with ACT, Inc. to discuss the accuracy of the results and conclusions being drawn. They suggested a more sophisticated approach to analyzing program effect. ACT calculates “program effect” by measuring growth not by percentage but by standard deviation. The table also shows growth using standard deviation as the unit of measure[1]. Dr. Robert Ziomek, statistician for ACT, Inc., stated that effect size greater than .25 is considered a moderate program effect and greater than .50 is considered a substantial program effect. Average growth for the most recent cohort as measured by standard deviation was .36 SD from Explore to PLAN and .40 SD for PLAN to ACT. This data suggests that City Charter High School is producing positive year-to-year growth over and above that expected in the normed group. This is attributable to program effect. Using the EXPLORE/PLAN/ACT year to year measurement is an attempt to get a "value-added" measure of student achievement.

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

The attached documents provides additional data pertaining to longitudinal analysis of PSSA and Explore/PLAN/ACT scores broken down by subgroup.

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

Student Assessment - Attachments

- CCHS Longitudinal PSSA Data with the Class of 2011
- Explore to PLAN to ACT 2006 to 2011

Teacher Evaluation

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

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

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

The individuals responsible for teacher and staff evaluation are

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

In addition a new teacher coach position, staffed by Louis Tamler - Master Teacher, Secondary Principal Certified, has been created to provide additional support for City High teachers working

to improve their practice. The creation of this position has nearly tripled the number of teacher observations done at City High.

A best practice brief that articulates the process of evaluation and promotion is attached to this annual report.

The Board of Trustees is responsible for the annual evaluation of the CEO/Principal. The CEO/Principal is evaluated in September by a committee of the Board. Evaluations are based on the rubric and the Annual Report that is submitted to PDE. The components for professional growth below are the outline of the Promotion Evaluation Rubric.

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

Teacher Evaluation - Attachments

- Instructional Staff Promotion Rubric
- Special Ed Teacher Evaluation Rubric
- Paraprofessional Evaluation Rubric
- Best Practice Brief - Promotion

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

There have been no leadership changes in either the administration or the Board of Trustees during the 2009 - 2010 school year.

Board of Trustees

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

Professional Development (Governance)

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

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

The Board of Trustees member Ron Sofo is the current Superintendent of the Freedom Area School District and is quite experienced at Governance and Compliance issues.

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

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

Coordination of the Governance and Management of the School

There are nine (9) trustees on the EDSYS, Inc. (dba City Charter High School) board. As per the bylaws of EDSYS, Inc., officers are elected annually. At the February Board Meeting, the current officers were elected for another annual term. Three Board members completed their terms and agreed to serve for another three year term. The parent representative on the Board was re-elected to another one year term.

The officers of EDSYS, Inc. dba City Charter High School during the 2008 - 2009 school year were:

CEO and Principal, Richard Wertheimer
Education Manager, Mario Zinga
Treasurer, William Stayduhar
Secretary, Patrice Johnson

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

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

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

A quorum was present at all board meetings this year. All City Charter High School Board of Trustee Meetings are on the second Wednesday of the month at 6:00 P.M. The meetings are on the 9th floor of the high school at 717 Liberty Ave. Pittsburgh, PA. The attached document lists meetings, dates, times, place and the number of trustees attending the monthly board meetings.

The Board of Trustees has not met with the Pittsburgh Board of Education School Directors. However, the CEO/Principal of City Charter High School has met with the Superintendent of the Pittsburgh Public Schools and provides him with updates on the school. Members of the Board of Trustees are available to meet with representatives of the Pittsburgh Public Schools during their annual visit.

Coordination of the Governance and Management of the School - Attachment

- 2009-10 Board Attendance

Community and Parent Engagement

1. **Parent Engagement**
    1. Communications
        1. Mailings - Parents receive mailings from City High at least 6 times a year. Mailings provide information about policies, field trips, events and

general school information. Also, report cards and test results are mailed to parents in a timely fashion.
    2. WEB - General information about the school can be found at http://www.cityhigh.org/.
    3. EDLINE - Every parent is provided with an account on the school's EDLINE system. 67% of City High parents activated their EDLINE accounts this year. EDLINE provides parents with 24/7 access to grades, assignments, schedules, current events and parent resources.
    4. Phone Calls - Student advisors and teachers keep close contact with parents through phone conversations. Every staff member has a phone and voicemail for this purpose. Teachers are evaluated on their phone communications with parents.
    5. Email - Student advisors and teachers keep close contact with parents through email. Every staff member has email. Teachers are evaluated on their email communications with parents.
2. Conferences - Twice a year City High conducts parent conferences. Each parent is set up with a 30 minute appointment with their student's faculty advisor. The conferences review grades, scheduling, academic and career planning and any issues that are current. Approximately 60% of the parents/guardians attend the conferences. If a parent cannot attend a conference, they have one rescheduled or the advisor conducts a conference over the phone.
3. Title I Parent Involvement - Every fall there is a Title I parent involvement conference. Both the Title I Parent Involvement Policy and Parent/School Compact are agreed to at that conference. The policy and compact is shared with all parents through our website and an annual mailing.
4. PTO - The PTO publishes a parent school newsletter three time a year which is mailed to every parent/guardian.
5. Parent Survey - All parents are asked via mail to participate in the annual parent satisfaction survey. This survey is conducted by outside consultants and the results are reported out to our Board and in our Annual Report.
6. Board - The Board of Trustees consistently promotes opportunities for parent/guardian engagement. This is done in a number of ways.
    1. There is one trustee position on the Board that is set aside for a current parent of a student at City Charter High School.
    2. All Board meetings are publicly advertised and interested parents are encouraged to attend.
    3. The board responds to parent requests and concerns in a timely fashion
    4. The board approves and promotes the Title I Parent Involvement Policy annually.

2. **Community Engagement**
    1. Speakers - City High takes advantage of local experts in a variety of fields to come in and speak to classes. This has included career seminars, Holocaust survivors, University experts, politicians/elected officials, foreign visitors, board members, etc.
    2. Partnerships - The school has close partnerships with local universities, the Student Conservation Association, Venture Outdoors, the Carnegie Library, local arts organizations, the Heinz Endowments and local conservations groups. These partnerships often result in field trips, speakers, learning opportunities, etc.
    3. Internships - Every student at City High participates in a 130 hour internship with a local community partner. The school has over 100 organizations that currently partner with us in this endeavor.
    4. Field Trips - Students take annual field trips to Camp Kon-o-kwee, Laurel Caverns, Ohiopyle State Park, Presque Isle State Park, Teenquest, Washington DC, New York NY, Costa Rica. This is in addition to various local field trips to local resources in the downtown cultural district as well as the Pittsburgh area.

5. Simulations - City High students participate in a business simulation at Carnegie Mellon University, two business simulations at City High that involve community leaders, the Model UN program at Carnegie Mellon University, the Mock Trial program in Common Pleas Court and programming with the World Affairs Council.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

City Charter High School received funding from 3 sources during the 2009 — 2010 school year.

I. Tuition

The primary source of revenue is from tuition payments from the school districts of residence of our students. These funds are used for our operating budget. During the 2009 — 2010 school year City Charter High School received $7,700,000 from tuition payments. At the end of the fiscal year, we had $239,662 in outstanding invoices to a number of PA school districts. We are appealing to these districts for reimbursement for tuition payments.

II. Grants

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

Heinz Endowments - $30,000
Collaboration and Innovation in Pittsburgh Charter Schools

Sustainable Pittsburgh - $31,000
Recreation Programs with WPFI, Three Rivers Rowing, Costa Rica

III. Pennsylvania Department of Education

City Charter High School receives a third source of revenue from the Pennsylvania Department of Education (PDE) for a variety of purposes. During the 2009 — 2010 school year the following were received from PDE:

- $94,536 in special education reimbursements,
- $168,722 in Social Security reimbursements,
- $71,155 in lease/rent rebates,
- $71,234 in retirement reimbursements, and
- $9,099 in nurse reimbursements.

City Charter High School expects similar funding for the 2010 - 2011 school year.

Fiscal Solvency Policies

Having completed its eighth year of operation, City Charter High School has achieved an extremely strong fiscal condition. Through conservative fiscal management and procedures, the school has a achieved a solid fiscal footing with a generous budget reserve. This reserve allows the school to have adequate resources for current operations, a cushion for capital needs and necessary funds for emergencies or unexpected fiscal events.

· 2005 - 2006: City Charter High School allocated a budget reserve of $450,000. In addition, the school had approximately $419,000 in accounts receivable from school district tuition payments. Finally, the school had a $77,000 account receivable in the form of a PDE Title I reimbursement for the 2005 — 2006 school year. Thus there was a carry over of approximately $950,000 into the 2006 - 2007 school year of budget reserve and accounts receivables.

· 2006 — 2007: City Charter High School ended the year with a fund balance of $1,750,519. In addition, the school had approximately $185,104 in accounts receivables from school district tuition payments, Title I receivables and grants. Thus there is a carry over of approximately $1,940,000 into the 2007 -2008 school year of budget reserve and accounts receivables. This is an increase of $1,000,000 over the previous year. The reason there was such a large carry over was the Pittsburgh Public Schools made an accounting error and paid City High (during the 2006 - 2007 fiscal year) approximately $550,000 in tuition owed. This was not accounted for in the original budget. Also the tuition rate for students from the Pittsburgh School District increased more than expected.

· 2007 — 2008: City Charter High School ended the year with a fund balance of $2,517,000. In addition, the school has approximately $81,076 in accounts receivables from school district tuition payments, Title I receivables and grants. Thus there is a carry over of approximately $2,600,000 into the 2008 -2009 school year of budget reserve and accounts receivables. The reason there was such a large carry over was the Pittsburgh Public Schools made another accounting error and paid City High an additional $200,000 in tuition owed. This was not accounted for in the original budget. Also the tuition rate for students from the Pittsburgh School District continued to increase more than expected.

· 2008 — 2009: City Charter High School ended the year with a fund balance of $3,229,685. In addition, the school has approximately $124,872 in accounts receivables from school district tuition payments. Thus there is a carry over of approximately $3,350,000 into the 2008 -2009 school year of budget reserve and accounts receivables. The school's fund balance increased by approximately $700,000. Approximately $350,000 came from increased revenue from higher tuition rates as well as less attrition than expected. The decrease in attrition is a trend that indicates the school is successful with its students and thus, there is less movement from the school. This was not accounted for in the original budget. Approximately $400,000 less in expenditures makes up for the difference. The majority of this savings comes from less than anticipated technology/furniture purchases, less than anticipated transportation costs and a savings in personnel costs due to promotions that occurred later than expected. The school's budget as submitted to PDE for the 2009-10 school year has a total estimated unreserved fund balance and budgetary reserve of $3,000,000. We currently estimate that in the coming year, the school's population will increase moderately. We are unsure as to what the PPS tuition rate will be.

- 2009 - 2010: City Charter High School ended the year with a fund balance of $3,849,712. In addition, the school has approximately $239,662 in accounts receivables from school district tuition payments. Thus there is a carry over of approximately $4,080,000 into the 2010 -2011 school year of budget reserve and accounts receivables. The school's fund balance increased by approximately $700,000. Approximately $350,000 came from increased revenue from higher tuition rates as well as less attrition than expected. Stimulus funding also provided substantial resources. The decrease in attrition is a trend that indicates the school is successful with its students and thus, there is less movement from the school. Approximately $350,000 less

in expenditures makes up for the difference. The majority of this savings comes from less than anticipated technology/furniture purchases, less than anticipated transportation costs and a savings in personnel costs due to promotions that occurred later than expected. The school's budget as submitted to PDE for the 2010-11 school year has a total estimated unreserved fund balance and budgetary reserve of $3,900,000. We currently estimate that in the coming year, the school's population will remain stable. We are unsure as to what the PPS tuition rate will be.

We believe the school's fund balance is indicative of a solid financial footing for the upcoming year. We are hoping that this budget reserve will help as we move forward with our goal to purchase or lease a school building.

Accounting System

City Charter High School has implemented an accounting system that is compliant with Generally Accepted Accounting Principals (GAAP) for budgeting, accounting and reporting. From a budgeting perspective, City Charter High School follows the PDE required annual budget submission. The Board of Trustees approved the upcoming 2010 — 2011 annual budget at its June Board meeting and the budget was submitted to the state in June 2010.

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

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Revenues.Expenditures.Fund Balance 2010

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

An annual audit is performed by Maher Duessel, Certified Public Accountants, Three Gateway Center — Six West, Pittsburgh, PA 15222. They can be reached via phone at (412) 471-5500 or Fax at (412) 471-5508. The CPA responsible for the City Charter High School audit is Elizabeth Krisher. The most recent financial audit will occur in July 2010. The audit report has not been completed and is therefore not included in this annual report. It will be available to the school in October, 2010. The Audit Financial Statements and Management Letter for the 2008 - 2009 school year is attached.

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

- 2008 - 09 Financial Audit

- 2008 - 09 Management Letter

Citations and follow-up actions for any State Audit Report

There were no citations or follow-up actions necessary from any State Audit Report this year. We have never been audited by the state.

SECTION VII. FACILITY RESPONSIBILITIES

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

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

During the 2009 — 2010 school year the school occupied the complete 7th, 8th, 9th, 10th and 11th floors of the Clark Building. Each floor contains approximately 12,000 square feet. In addition, the school rents a small amount of storage space (for records) on the 6th floor of the building. The school has a ten year lease with the building for the floor space it occupies. In addition, the school has two five-year-options on the lease that it can exercise. City Charter High School paid the building a one time cost of $9 per square foot for buildout. The rent payment for the 2009 — 2010 school year was $15.75 per square foot. The rent for the upcoming year increases to $16.38 per square foot. Utilities, maintenance and custodial services are included. City High pays an annual escalation for increases in landlord costs (taxes, utilities, etc.) over the 2002 base year.

It should be noted that City Charter High School is currently working with HFF, LLC. to determine the feasibility of purchasing or leasing a new facility in Pittsburgh's downtown area. This is in anticipation of the end of our current lease in 2012.

Every year the school purchases a large amount of technology for the new 9th grade class. In the past, the school obtained loans for this equipment and paid them off over 4 years. This provides an ongoing mechanism for the school to replenish its technology while paying for the technology over its lifespan. City Charter High School purchased $400,000 of computer equipment during the 2009 — 2010 school year. This includes laptops for every 9th grade student and staff member, servers, printers and associated peripherals. The computer equipment was paid through a four year lease with a one dollar buy out with Laurel Capital Corporation. Computer equipment is capitalized on the school's balance sheet over a 4 year timeframe.

For the 2010 - 2011 school year City High will purchase its equipment outright, not through a loan or lease. The school has decided to pay off its technology loans in due course and continue into the future on a cash basis. We are doing this due to the low interest rate on savings, the high interest rate on loans, the school's substantial fund balance and the Board's desire to limit our debt service.

During 2009 - 2010 a small amount of replacement furniture and computer equipment were purchased out of the school's operating budget.

Future Facility Plans and Other Capital Needs

City Charter High School has a building lease that continues to the end of its current charter in 2012. Two five-year options are available in the lease which could extend it for 10 years beyond the current charter. The school is currently satisfied with our facility with two exceptions. First, we need approximately 15,000 sq.ft. additional space for classrooms and offices. Second, the building ownership is struggling and may lose the building to foreclosure. This does not endanger our lease immediately, but it does call into question the viability of the building moving into the future.

City Charter High School is currently conducting a building feasibility study with HFF, LLP. They are scanning potential facilities in downtown Pittsburgh and sending out an RFP for buildings that might be interested in housing our school. We believe the two year window that now exists will be adequate time to locate our facility for the future, renovate it and move prior to the end of our current lease. Owners of our current facility will bid on the RFP as well.

Furniture, technology and short term capital purchases are managed through an annual 4 year lease/loan. Debt service for this lease/loan consistently hovers around $450,000 annually. The debt service is managed through our annual operating budget. As mentioned in a previous section of this annual report, City High intends to pay down its debt service and pay in cash for its future technology purchases. This eliminates interest payments on loans and limits the school's long term financial exposure.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

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

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

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

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

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

- Wellness Policy
- CCHS Health Reimbursement report

Current School Insurance Coverage Policies and Programs

Insurance Coverage

***First Non-Profit Insurance Company**

Policy # — TMPC3717375 — Specialty School Package
Policy # - UXL3707090 - Umbrella Insurance

***Philadelphia Insurance Companies**

Policy # - PHSD434876 Directors and Officers Insurance

Lincoln National Life Insurance Co.

Policy # CCHIGH-BL-734402 — Short/Long Term Disability & Life Insurance - same

Guard Insurance Group

Policy # CIWC023306 — Workers Compensation Insurance - same

Highmark Blue Cross/Blue Shield

Group # 01606900 — PPO T122E751
Group # 91372462 — Fashion Advantage - Vision
Group # 450603105 — United Concordia Dental Coverage — same

***Markel Insurance Company**

Policy # - 4102AH278464-4 — Student Accident Medical Insurance Program

*New companies

Current School Insurance Coverage Policies and Programs - Attachment

- Insurance Certificate 2009 - 2010

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

The roster of staff for the 2009 - 2010 school year includes 84 staff members, 58 of whom were professional staff.

Professional Staff (58)
6 — English Language Arts Teachers
5 — Social Studies Teachers
5 — Mathematics Teachers
5 — Science Teachers
3 — Spanish Teachers
3 — Business Education Teachers
4 — Technology Teachers
1 - Communications Teacher
2 — Art Teachers
8 — Special Education Teachers
2 — Title I Reading Specialists
1 — Title I Mathematics Teacher
4 — Librarian/Research Teachers
2 — Career Teachers
2 - Counselors/Social Workers
1 — Education Manager
2 — Assistant Principal
1 — Chief Executive Officer / Principal
1 — Nurse

98% of the professional staff are certified in their content area. Out of 58 professional staff, 1 has a Doctorate, 28 have Masters Degrees and 29 have Bachelor Degrees. This past year, five teachers were promoted from Apprentice to Journeyman and three teachers were promoted from Journeyman to Expert and two teachers from Expert to Master.

Support Staff (26)
10 — Title I / Special Ed. Paraprofessionals
2 — Internship Managers
2 — Transition Managers
1 - Administrative Intern
1 — Office Manager
2 — Security Guards
1 — Food Service Manager
1 — Custodian
2 — Clerks
1 — Student Information Clerk
1— Bookkeeper
1 — SCA Intern
1 — Activities Director

The entire staff was hired as of August 2009. There was one staff turnover during the year.

- One Student Information Specialist resigned in the middle of the year to raise a family.

At the end of the school year, there was a small amount of turnover.

- One Research Teacher resigned to attend graduate school.
- One Social Studies teacher resigned and moved to Boston.
- One Art Teacher returned to the Pittsburgh Public Schools.
- One paraprofessional left to attend graduate school.

Exit interviews were conducted with all staff who left the school. All positions will be filled by the start of school. Staff retention is quite high, especially for an urban high school.

Staff attendance during the year continued to be exceptional. 22% of the professional staff attended every day of school. 58% of the professional staff had three or less absences. There was an increase in staff absenteeism this year due to extended illnesses, maternity leaves and absences due to bereavement. Four faculty members had maternity/sick leaves of over 10 days. In spite of these extended absences, the school's very low absentee rate is caused by the professional attitude of the City Charter High School staff as well as a financial bonus for perfect attendance. Due to this low absenteeism, no substitute teachers have ever been used at City High. Absences are covered by other City Charter High School teachers and administrators.

Quality of Teaching and Other Staff - Attachment

- PDE-414 2009-10

Student Enrollment

According to its charter, City Charter High School had a 624 student capacity for the 2009 — 2010 school year. The admissions policies and procedures are attached in the student handbook for this school year.

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

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

There was no need for a lottery in preparation for the 2009 -2010 school year. After the open enrollment period closed, there were approximately 100 students signed up for 9th grade. The class filled up to 156 by late January. A waiting list was created that had as many as 100 students on it at a given time. School began with 578 students.

	2006 - 2007					2007 - 2008					2008 - 2009					2009 - 2010				
	9th	10th	11th	12th	Total	9th	10th	11th	12th	Total	9	10	11	12	TOTAL	9	10	11	12	TOTAL
September	160	121	122	109	512	160	154	106	106	526	165	155	131	95	546	159	153	137	129	578

October	160	125	121	109	515	160	150	105	103	518	162	153	131	95	541	157	151	137	129	574
November	160	129	120	105	514	158	146	103	103	510	160	153	130	94	537	156	150	136	126	568
December	160	129	120	105	514	158	146	103	103	510	159	153	130	94	536	155	150	136	126	567
January	162	115	120	104	501	155	144	102	101	502	158	158	130	92	538	152	152	134	121	559
February	162	114	119	103	498	151	143	101	101	496	158	161	130	92	541	152	152	134	121	559
March	159	111	117	100	487	146	143	101	101	491	156	161	130	91	538	152	152	131	119	554
April	156	108	117	96	477	144	143	101	101	489	156	160	129	91	536	150	150	128	118	546
May	154	107	114	94	469	144	142	100	99	485	156	159	129	91	535	149	150	128	118	545
June	153	109	114	92	468	142	142	100	94	478	154	157	128	91	530	148	150	128	118	544
Average	159	117	118	102	496	152	145	102	101	501	158	157	130	93	538	153	151	133	123	559

As the 2009-10 table above demonstrates, enrollment went from 578 in the beginning of the year to 544 at the end of the year with an average enrollment of 559. There are a number of interesting conclusions that can be made from these membership statistics and a comparison to the previous years.

- Note that City Charter High School does not accept new students after February in any year at any grade level. This policy is due to the difficult time students have in adjusting to the academic rigor of the school. Hence students that leave after February cannot be replaced. The March, April and May statistics reflect this.
- Also note that City Charter High School does not accept new 11th or 12th graders into the school at any time. This is due to the large amount of time it takes to get a student acclimated to City High. Thus, there are significant drop offs in the later grades due to natural attrition.
- The numbers are relatively stable during the opening months of the year. This can be attributed to a number of important variables:
    -
    - Students that drop out are replaced with students on the waiting list (in 9th and 10th grade.) The majority of students who drop out in the first few months of City High are those that could not or would not make the transition to the longer day, dress code, hard work and increased discipline. They tend to go back to their feeder schools.
    - Long term analysis indicates that City High's reputation as a school for students who want to work hard is beginning to attract a population that is aligned with the mission of the school. The demographics and incoming academic abilities (as determined by the Explore exam) of the incoming students has NOT changed, but their attitudes have. Thus, in recent years, we have much less student turnover in the beginning of the year.
- There is a large disparity between enrollment in 12th grade of the class of 2009 and the 12th grade in the class of 2010. More students are making it through the challenging curriculum offered at City High. The class of 2010 graduated a record number of students. This is a statistic City High takes great pride in and one that suggests that the school design is working. We believe this is due to incoming students being more aware of what the demands of the school are as well as the effect that going through a loop with students has on teachers.
    - The class of 2010 was the first class that had a faculty that had looped back after taking a previous cohort of students through the City High process for four years. Thus the faculty was much more aware of the school programming, student needs and what was necessary to help 9th graders succeed. This seems to be effecting subsequent cohorts in a positive way.

    - We will be watching closely this year to see if the same phenomenon continues.
- As one can see, the school has had a steady increase in overall enrollment over the last four years. This is a result of our ability to retain and graduate a much higher percent of our incoming students.

Student Enrollment - Attachment

- Student Handbook 2009-10

Transportation

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

Students who attend City Charter High School from districts with no transportation, must pay for their own bus tickets.

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

Food Service Program

During the 2009 — 2010 school year City Charter High School participated in the federally subsidized free and reduced lunch program. Lunches were provided by **Nutrition Inc**. Students could also buy snacks and drinks as desired. The school, via its Wellness program, is working hard to provide nutritional lunches and snacks. Approximately 64% of the students were eligible for the federal free/reduced lunch program. City High has a built in kitchen for preparing, warming and serving meals. The Pittsburgh Health Department has inspected the premises including the kitchen and provided the school with a current Health Permit.

Student Conduct

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

Behavior/Discipline Procedures

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

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

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

· If students are not engaged academically, if they are not vested in the process of education or do not feel part of the school community they will react negatively.

· If students are suffering through life crises, they will often exhibit counterproductive behaviors at school.

· If students are confused, disoriented or depressed, they often are unable to engage in the learning process.

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

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

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

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

Strategies for encouraging positive behavior.

City Charter High school encourages positive student behavior by helping students and teachers develop meaningful and appropriate bonds that focus on student achievement. These bonds, which overtime serve to let students know that there are adults they can go to at the school who both understand the challenges they are dealing with and are invested in their success, are fostered in a variety of ways. These include

1) Teacher looping. Teachers stay with their cohort of students for the four years those students attend City High.

2) Advisory Program. Teachers meet with a small group of students outside of the classroom setting at least twice a week to discuss primarily academic issues, but also non-school issues that may interfere with academic success. Teachers stay with this same small group of students for four years.

3) Wellness. The City High wellness center provides resources for teachers to utilize when student issues arise that are outside of their area of expertise or comfort.

4) Workforce Readiness. City High has a system in place for noting both positive and negative behaviors on a daily basis that often allows issues to be recognized and handled at the team level rather then sent to administration.

Discipline Data

The 2009 - 2010 school year showed a decrease in the number of students suspended and the number of total suspensions from the previous year. We believe this decrease is due to the exceptional support services provided through our wellness program.

- **During the 2008 - 2009 school year, 106 students had 168 suspensions. 2 students were expelled.**
- **During the 2009 - 2010 school year, 73 students had 118 suspensions. 3 students were expelled.**

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

Student Conduct - Attachment

- Student Handbook 2009-10

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2010

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

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

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

_____ _____

Board President **Date**

_____ _____

Chief Executive Officer **Date**

2009 - 2010 Annual Report for Pennsylvania Charter Schools

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

Assurance for Compliance with the Public Official & Employee Ethics Act

The original Public Official and Employee Ethics Act (the "Ethics Act") was amended and reenacted in 1989 by Act 9 of 1989 and in 1998 by Act 93 of 1998. (See Act 9 of 1989, 65 P.S. §401, et seq. and Act 93 of 1998, Chapter 11, 65 Pa.c.s. §1101 et seq.) The Act provides that public office is a public trust and that any effort to realize personal financial gain through public office is a violation of that trust. The Act was passed to strengthen the faith and confidence of the people of the Commonwealth in their government. The Act established the State Ethics Commission to administer and enforce the provisions of the Act and to provide guidance regarding the standards established by the Act.

The City CHS assures that it will comply with the requirements of the Public Official and Employee Ethics Act (the "Ethics Act") and with the policies, regulations and procedures of the Pennsylvania State Ethics Commission. Additional information about the "Ethics Act" is available on the Ethics Commission's website at: http://www.ethics.state.pa.us/ethics/site/

The assurance must be signed by the Chief Executive Officer and Board of Trustees President of the charter school.

Identify the charter school's Chief Executive Officer.
Name: Richard Wertheimer **Title:** Dr.
Phone: 412-690-2489 **Fax:** 412-690-2316
E-mail: wertheimer@cityhigh.org

_____ _____
Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.
Name: Fiore Londino **Title:** Mr.
Phone: 412-841-3678 **Fax:** 412-291-2943
E-mail: fiore.londino@pareto-consulting.com

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

Identify the charter school's Special Education Contact Person.
Name: Angela Welch **Title:** Ms.
Phone: 412-690-2489 **Fax:** 412-690-2316
E-mail: welch@cityhigh.org

_____ _____
Signature of the Special Education Contact Person and Date

Signature Page - Attachment

- Assurances 2010