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# Pennsylvania Department of Education

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Commonwealth of Pennsylvania  
**Department of Education**  
333 Market Street  
Harrisburg, PA 17126-0333

**Charter Annual Report**  
**Thursday, February 10, 2011**  
**(Last Accepted: Thursday, February 10, 2011)**

**Entity:** Philadelphia Electrical & Tech CHS  
**Address:** 1420-22 Chestnut St  
Philadelphia, PA 19102

# CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

## Summary Data Part I

### Charter School Annual Report Summary Data 2009 - 2010

**Name of School:** Philadelphia Electrical & Tech CHS

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

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

**Grade Level:** 9 - 12    **Hours of Operation:** 7:00 AM to 5:00 PM

**Percentage of Certified Staff:** 89.5%    **Total Instructional Staff:** 42.5

**Student/Teacher Ratio:** 16:1    **Student Waiting List:** 367

**Attendance Rate/Percentage:** 91.2%

## Summary Data Part II

**Enrollment:** 650 **Per Pupil Subsidy:** \$8,184 (Reg Ed); \$17,789 (Sp Ed)

### Student Profile

<b>American Indian/Alaskan Native:</b>	2
<b>Asian/Pacific Islander:</b>	23
<b>Black (Non-Hispanic):</b>	385
<b>Hispanic:</b>	45
<b>White (Non-Hispanic):</b>	187
<b>Multicultural:</b>	8

**Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:**  
71.7%

**Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December:** 86

## Instructional Days and Hours

<b>Number of:</b>	<b>K (AM)</b>	<b>K (PM)</b>	<b>K (F.Time)</b>	<b>Elem.</b>	<b>Middle.</b>	<b>Sec.</b>	<b>Total</b>
Instructional Days	0	0	0	0	0	180	180
Instructional Hours	0	0	0	0	0	991	991

## SECTION I. EXECUTIVE SUMMARY

### Educational Community

#### Organization Description

This school year, Philadelphia Electrical and Technology Charter High School (PE&T) made great progress toward fulfillment and expansion of our mission and vision to provide a high quality academic and vocational education to students in Philadelphia. Our continuing efforts to focus teaching and learning around the Pennsylvania Academic Standards in all areas and to improve our use of data for strategic decision making across the school was rewarded with our making record high levels of academic proficiency, achieving all of our Annual Yearly Progress goals (unofficially, as of the date of this report), and earning full AYP status for the first time in the school's history.

In addition to academic gains, our involvement with the community was also given a tremendous boost this year. The school was awarded a highly competitive 21<sup>st</sup> Century Community Learning Center (CLC) grant by the Pennsylvania Department of Education to provide academic, recreational, and extra-curricular programs for middle and high school students in Philadelphia and their parents. The CLC grant began in the spring of 2010, and will serve over three hundred students in the afterschool hours and for six full weeks in the summer. Our CLC project expands our school's partnership with the Edward O'Malley Recreation Center, Sacred Heart Elementary School, and the American

Red Cross. We are very excited with the current and future opportunities that this grant provides for our school, our students and our community.

In 2009-10, our school served 650 students in grades 9-12. Our location in the heart of Center City — with wide access to public transportation — promotes a level of diversity (i.e. geographic, racial/ethnic, and socioeconomic) that is rarely achieved in Philadelphia's schools:

- (1) Our students come from more than 30 zip codes across the city;
- (2) Our student body was very diverse: 4% Asian/Pacific Islander, 59% African-American, 7% Hispanic, and 29% Caucasian; and
- (3) Our school served a significant number of working poor and public assistance (TANF) recipient families. Approximately 71% of the student body qualified for free or reduced price meals.

Our students are highly engaged in our school. We continue to have a high average daily student attendance rate (91.2% in 2009-10) and a high rate of re-enrollment from year to year (90%). We graduated 96% of our senior class at the end of 2009. In an exit survey of all graduating Seniors, 70% indicated that they thought the learning environment at PE&T was good or excellent and 80% felt that the school had prepared for challenging college work.

PE&T's parents are highly satisfied with all aspects of the school, as they reported in a survey in the spring of 2010. Of over 111 parents who responded, 98% said they would recommend the school to a friend.

At PE&T, students are not segregated into either a "vo-tech" track or an academic track; rather ALL students are held to high performance standards in both academics AND our career and technical education program. PE&T provides all of our students the foundational knowledge to enter the electrical trades, other technology related occupations and/or go on to further study in college.

PE&T's electrical technology program sets our school apart from other high schools in the state. Coursework in electrical theory and telecommunications expose students to a wealth of highly technical information. Computer technology courses such as ICDL (International Computer Driver's License) allow students to demonstrate technological ability and become certified in the use of computers. Our technologically advanced facility includes 4 computer labs, 3 wireless labs, 21 SMART Board classrooms, a fitness center, a library, and 67 security surveillance cameras for student safety. Our successful Co-Op program allowed 117 of our 12th grade students to apply the skills and knowledge gained at PE&T to an authentic workplace environment in the surrounding business community. Our electrical technology program's success is due in large part to substantial partnerships with the local technical community. Partnerships with the I.B.E.W. Local Union 98, the City of Philadelphia, and others enable PE&T to deliver a comprehensive, focused, and enhanced program.

Many of our students come to us in 9<sup>th</sup> grade with very low levels of academic skills. Our challenge has been to find engaging and effective ways to bring their skills up to grade level and above within the four years (720 days) that they are enrolled at PE&T. Our academic program is staffed by 100% highly qualified teachers, and our curriculum is a rigorous program that develops both academic and workplace skills. Through careful planning and acquisition of resources, and high quality instruction, our program has begun to achieve results that are among the best in the City.

## **Mission**

The mission of Philadelphia Electrical and Technology Charter High School is to develop the skills in all students so that they will be employable in the high-tech industries of the 21<sup>st</sup> century while providing each of them with a strong foundation in the core curriculum academic subjects — Mathematics, Arts and Sciences, World Languages, Social Science, and World Culture.

In addition to these formal studies, all students will be required to participate in work-related programs and partnerships with local businesses and labor organizations as well as community service programs, cooperatives, and other related activities.

## **Vision**

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

## **Shared Values**

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

- Hands-on, project based learning,
- High quality internships with electrical and communications technology companies,
- Opportunities to achieve proficiency and certification with computer technologies,
- Mastery learning, with multiple opportunities to attain and prove proficiency in all academic subject areas,
- An enjoyable, and safe teaching and learning atmosphere,
- Opportunities to pursue higher levels of academic learning,
- Small group and individualized teaching and learning experiences,
- Computer-supported learning and tutorials for students needing extra assistance,
- An integrated, teamwork approach to teaching based around student learning needs, and
- Data-driven decision making for continuous academic improvement.

## **Academic Standards**

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

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

- Effective communication skills in reading, writing, speaking, and listening (including technical, business, and report reading and writing);
- Mathematical concepts through pre-calculus and trigonometry, with the ability to demonstrate the use of a variety of increasingly sophisticated mathematical techniques in current technical applications;
- Scientific concepts in biology, physical science, and physics leading to an understanding of scientific tools, technologies, methodologies, and their application to the new technologies;
- Historical and social science disciplines, including an in-depth understanding of our local and national governments, different cultures and political systems, the value of participatory democracy, labor history and labor law;
- Computer systems, electrical theory, telecommunications and other forms of related technology, with the ability to solve intricate problems and exercise creativity;
- Creative, performing, and applied arts — understanding that music, fine arts, and graphic arts are an integral part of the human heritage and changing creative processes;
- The ability to speak, read, and write in Spanish at a proficiency level that includes technical and commercial terms; an understanding of the relationship between language and culture;
- Electrical technology, and
- An understanding of real-world career opportunities and expectations (through our Co-Op program).

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

## **Strengths and Challenges**

PE&T had its strongest year ever in 2009-10, reaching several milestones and providing new learning opportunities for our students. These included:

- Posted highest PSSA test proficiency levels in the history of the school in Math, Reading, Science and Writing
- PSSA proficiency levels exceeded the state AYP targets in all categories in Math and Reading
- Awarded a large, 3 and a half year grant to open a new 21<sup>st</sup> Century Community Learning Center at the school that will serve over 300 students per year after school and in the summer
- Reorganized the Science curriculum to align fully with the Pennsylvania Academic Standards
- Created a new Science "boot camp" for all 11<sup>th</sup> graders for 2 weeks during the school year
- Instituted summer reading requirements and required some reading every school night
- Expanded our dual-enrollment college credit program with the Community College of Philadelphia
- Purchased new wireless labs and SMART Boards to enhance learning of 21<sup>st</sup> Century Skills throughout the school
- Expanded the award-winning Co-Op program to include 52 business and community partners
- Implemented a new student assessment tracking system to track student academic progress
- Provided an after-school remediation and credit recovery program for all subjects to facilitate mastery of all subjects
- Changed Academic Department meetings to student data-driven assessment and planning meetings for all departments in the school
- Completed over 991 hours and 180 days of state mandated instruction
- Provided tutoring for all low achieving 11th grade and special education students during the school day
- Expanded the use and functions of the school's Website and Powerschool to improve communication with parents
- Provided all 10th and 11th grade students and special education students with the online reading program Achieve 3000
- Tested all incoming 9<sup>th</sup> graders with Math and Reading placement tests

- All teachers and administrators attended the Pennsylvania Coalition of Charter Schools conference
- Balanced the school budget effectively and efficiently with a fund balance and no audit recommendations
- Continued the successful anti-bullying policy
- Implemented the second year of our comprehensive School Improvement Plan
- 80% of our graduating seniors stated that they felt “prepared for the transition to college courses?” on the Senior exit survey
- 82% of our graduating seniors stated that they felt that “core classes were meaningful and met an educational need” for their future on the Senior exit survey
- 77% of our graduating seniors responded stated that they felt that “Philadelphia Electrical and Technical Charter High School provided a safe learning environment” on the Senior exit survey

### *Areas in Need of Improvement*

Although the school has achieved a great deal in recent years, and made excellent progress toward our goals, we still have several areas that will need particular attention in the coming year. These include:

- Need to increase science skills of students at all grade levels
- Need to increase math skills of students at all grade levels, particularly those with the lowest skill levels
- Need to increase the use of technology for teaching and learning in all core classes
- Need to continue to expand partnerships with area colleges, and increase the number of AP courses offered to students
- Need to continue to reduce the percentage of students at the Below Basic level on the PSSA Math and Reading tests to 5% or less, from a current level of 14-28%

## **SECTION II. STRATEGIC IMPROVEMENT PLANNING**

### **Strategic Planning Process**

#### **Strategic Planning Process**

PE&T has developed an on-going strategic planning process that is multi-faceted, involving a number of levels of administrators and teachers who are engaged in a cycle of weekly, monthly and annual collection, review and analysis of data, followed by planning and implementation of plans that are then watched closely for review and revision in the next planning cycle. This data-driven decision making process has enabled the school to make full AYP status and exceed the state's AYP targets for the first time in history.

The school's CEO, a certified school administrator, leads a highly qualified administrative team whose job is to manage the planning and oversee the many academic programs and initiatives in the school. The Assistant Principal for Assessment and Accountability provides an on-going regimen of data collection and analysis to inform the decisions of the administrators, teachers and other staff that contributes to the cycle of continual improvement.

The school uses a wide range of academic assessments to track student achievement, inform instruction, and guide planning. These include the G-MADE and G-RADE tests of Math and Reading to test 9<sup>th</sup> and 10<sup>th</sup> graders and develop placement assessments for incoming students, Study Island test results in Math and Reading, 4Sight tests of 11<sup>th</sup> graders at 4 points in the year and 9<sup>th</sup> and 10<sup>th</sup> graders at 3 points in the year, PSSA tests of Juniors in Reading, Math, Writing and Science, academic grades, attendance and disciplinary information. The process of reviewing data for planning for the school year begins in the spring and continues through the summer and early fall. Teachers, administrators, community members and parents all assist with the review of the data in helping to craft new directions for the school. From these reviews, a strategic plan is developed and implemented over the school year.

During the school year, teachers and administrators meet by Department to review academic data on individual student performance to ensure that each student is being provided the most productive learning environment and resources to help them master the school's academic standards.

We continued to implement our official School Improvement Plan during 2009-10, including the following measures to meet the needs of our students and staff.

- Required all entering students to take G-MADE and GRADE testing in June to be used for planning and placement

- Expanded PSSA “boot” camps for students with low levels of proficiency prior to PSSA testing
- Created a life skills class for special education students
- Implemented a 21st Century CLC summer learning program for academically struggling students and incoming 9th graders
- PE&T conducted an exit survey of graduating seniors to determine their perspectives on how successful the school had been in providing them with a high quality learning environment
- PE&T implemented a no-bullying policy
- PE&T conducted a parent survey in the spring of 2010 to gauge parent satisfaction with several key aspects of the school
- Rostered all 9th and 10th graders for two math classes, one math skills class and a restructured Algebra 1 class that is half Pre-Algebra
- Benchmark testing using 4Sight was used to monitor student progress
- Incorporated Reading comprehension activities across the curriculum (Literacy Across the Curriculum)
- Decreased students’ lunch time by half to add a Reading class for all students. Tailored the 100 Book Challenge for greater effectiveness at all grade levels; the program is now operated in the half period following lunch, supervised by a team of reading teachers.
- Teachers stressed math skills across the curriculum, particularly in Science classes
- Encouraged teachers to use more open-ended questioning in teaching literacy skills
- Held monthly Professional Development meetings throughout the year
- Continued Achieve 3000 online reading program for all Juniors and special education students in English class
- Provided small group tutoring by Sylvan Learning Systems for lowest achieving Juniors

- Restructured math curriculum to account for low levels of entering skills. All students now take some algebra every year. Freshman take two math courses: Pre-Algebra/Geometry Part I and Algebra I/PSSA prep. Sophomores take Algebra Part II and Geometry Part II
- Implemented data-driven decision making among administration and department heads

## PLANS FOR 2009-10

After reviewing our program and its impact on student achievement in 2009-10, we have set a goal to raise achievement levels of our lowest achieving students, and providing extra learning opportunities and challenges for our highest achieving students at all grade levels. Our goal is to ensure that each student is challenged and supported sufficiently at their particular skill level, whatever it might be. To achieve this, we will continue to improve our teachers' abilities to differentiate instruction, and to accurately diagnose student learning difficulties and apply the best possible interventions to support their achievement.

## Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Alex Schuh	FRONTIER 21	Community Representative	Board /Michael Nemitz
Carlos Johnson	PETCHS	Parent	Board / Michael Nemitz
Christine Pagan	PETCHS	Secondary School Teacher	Michael Nemitz
Erin Dougherty	PETCHS	Administrator	Michael Nemitz
Griffith, Mary	PETCHS	Parent	Michael Nemitz
Jeff Taylor	PETCHS	Administrator	Michael Nemitz
Leigh-Ann Wilson	PETCHS	Secondary School Teacher	Teachers / Michael Nemitz
Lisa Gigliotti	PETCHS	Administrator	Michael Nemitz
Michael Nemitz	PETCHS	Administrator	Michael Nemitz
Rose DeFelice	PETCHS	Regular Education Teacher	Michael Nemitz
Ted Campbell	PETCHS	Ed Specialist - School Counselor	Michael Nemitz
Thomas Conway	PETCHS	Administrator	Michael Nemitz

## Goals, Strategies and Activities

### **Goal: 21ST CENTURY VO-TECH EDUCATION**

**Description:** PE&T will prepare students with a 21st Century vo-tech education by providing a

unique pairing of a college preparatory curriculum with a strong technical curriculum that prepares students for employment in emerging high-tech industries.

### **Strategy: Co-Op Program**

**Description:** Students work in supervised settings in career fields of interest

#### **Activity: Co-Op Program Coordinator: Biweekly student meetings**

**Description:** Biweekly student meetings

#### **Person Responsible Timeline for Implementation Resources**

None Selected	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Complete

#### **Date Comment**

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10/27/2008	The Co-Op Program Coordinator conducts biweekly student meetings with all Co-Op students to monitor their progress.
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#### **Activity: Co-Op Program Coordinator: weekly job site visits**

**Description:** weekly job site visits

#### **Person Responsible Timeline for Implementation Resources**

Not Currently Assigned	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Complete

#### **Date Comment**

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10/27/2008	Members of the PE&T Co-Op program staff conduct weekly visits to all Co-Op job sites.
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### **Strategy: Graduates with college credit**

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

**Activity: Academic Counselor: work with upper level students on career planning**

**Description:** work with upper level students on career planning

**Person Responsible Timeline for Implementation Resources**

Edwards, Natasha	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Complete

**Date Comment**

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10/27/2008	Our full-time upper class counselor meets with juniors and seniors to plan for college admission or career planning.
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**Activity: Increase opportunities for students to take classes at Community College of Philadelphia and online with Lincoln Interactive**

**Description:** Increase opportunities for students to take classes at Community College of Philadelphia

**Person Responsible Timeline for Implementation Resources**

Ted Campbell	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

**Date Comment**

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10/27/2008	In the 2007-2008 school year, we had over 100 students take course online through Lincoln Interactive.
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**Activity: Increase percentage of students scoring 3 or above on AP American History Exam**

**Description:** Increase percentage of students scoring 3 or above on AP American History Exam

**Person Responsible Timeline for Implementation Resources**

Thomas Conway	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** In Progress — Upcoming

<b>Date</b>	<b>Comment</b>
10/27/2008	In the 2007-2008 school year, we had our first student score a 3 on the AP US History test.

### **Strategy: Technology Training**

**Description:** Set computer literacy goals and incorporate technology into curriculum

#### **Activity: Build computer literacy goals into each course across the curriculum**

**Description:** Build computer literacy goals into each course across the curriculum

#### **Person Responsible Timeline for Implementation Resources**

Thomas Conway	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

#### **Activity: Increase number of projects across the curriculum that involve the use of computers**

**Description:** Increase number of projects across the curriculum that involve the use of computers

#### **Person Responsible Timeline for Implementation Resources**

Michael Nemitz	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

#### **Activity: Increase number of students taking the MCP certification exam**

**Description:** Increase number of students taking the MCP certification exam

#### **Person Responsible Timeline for Implementation Resources**

Carbury, Bill	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity:** Increase the number of students taking the ICDL certification exam

**Description:** Increase the number of students taking the ICDL certification exam

**Person Responsible Timeline for Implementation Resources**

Asher, Kate	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

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

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

**Strategy: Afterschool Program**

**Description:** Utilize afterschool program to increase students' academic skills

**Activity: Identify low achieving students through testing**

**Description:** Identify low achieving students through testing

**Person Responsible Timeline for Implementation Resources**

Thomas Conway	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Implement Achieve 3000, Lincoln Interactive and Study Island computer learning systems**

**Description:** Implement Achieve 3000, Lincoln Interactive and Study Island computer learning systems

**Person Responsible Timeline for Implementation Resources**

Jeffrey Taylor	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Increase the number of students taking the ICDL certification exam**

**Description:** Increase the number of students taking the ICDL certification exam

**Person Responsible Timeline for Implementation Resources**

Asher, Kate	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: In-School Support**

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

**Activity: Hired Academic Skills Counselor**

**Description:** Hired Academic Skills Counselor

**Person Responsible Timeline for Implementation Resources**

Michael Nemitz	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Hired Social Worker**

**Description:** Hired Social Worker

**Person Responsible Timeline for Implementation Resources**

Michael Nemitz	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: Summer School Program (add Credit Recovery Program)**

**Description:** 60 hours for every required course that students fail

**Activity: Administrators work with Summer School coordinator to manage student work**

**Description:** Administrators work with Summer School coordinator to manage student work

**Person Responsible Timeline for Implementation Resources**

Michael Nemitz	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Track student success in all required classes using PowerSchool**

**Description:** Track student success in all required classes using PowerSchool

**Person Responsible Timeline for Implementation Resources**

Lisa Gigliotti	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Goal: IMPROVE PARENT INVOLVEMENT THROUGH TECHNOLOGY**

**Description:** We will use our school technologies and Website effectively to communicate with and involve parents in the life of the school.

**Strategy: Train all parents, teachers and administrators in use of Powerschool or other student data management system to communicate between school and home**

**Description:** Teachers and administrators will be taught how to use student data management systems to communicate with parents.

**Activity: Hold required training sessions for administrators and teachers in the use of Powerschool or other data management system**

**Description:** Train all administrators and teachers in the use of Powerschool or other data management system.

Person Responsible	Timeline for Implementation	Resources
Michael Nemitz	Start: 9/1/2009 Finish: 9/1/2012	\$2,400.00

**Professional Development Activity Information**

Number of Hours Per Session	Total Number of Sessions Per School Year	Estimated Number of Participants Per Year
3.00	1	22
Organization or Institution Name	Type of Provider	Provider's Department of Education Approval Status
PETCHS	<ul style="list-style-type: none"> <li>School Entity</li> </ul>	Approved

Knowledge and Skills	Research and Best Practices	Designed to Accomplish
Teachers and administrators will be trained in how to use a student data management system to track student progress and to document and communicate about student progress.	Student data management systems have been shown to assist data driven decisionmaking in schools among teachers and administrators. Teachers and administrators must be trained in these systems in order to use them effectively.	<p><i>For classroom teachers, school counselors and education specialists:</i></p> <ul style="list-style-type: none"> <li>Provides educators with a variety of classroom-based <u>assessment skills</u> and the skills needed to <u>analyze and use data</u> in instructional decision-making.</li> <li>Empowers educators to work effectively with <u>parents and community partners</u>.</li> </ul> <p><i>For school and district administrators, and other educators seeking leadership</i></p>

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.
- Instructs the leader in managing resources for effective results.

#### **Educator Groups Which Will Participate in this Activity**

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<b>Role</b>	<b>Grade Level</b>
<ul style="list-style-type: none"><li>• Classroom teachers</li><li>• Principals / asst. principals</li><li>• Superintendent / asst. superintendents</li><li>• School counselors</li><li>• Other educational specialists</li></ul>	<ul style="list-style-type: none"><li>• High school (grades 9-12)</li></ul>

<b>Follow-up Activities</b>	<b>Evaluation Methods</b>
<ul style="list-style-type: none"><li>• Creating lessons to meet varied student learning styles</li></ul>	<ul style="list-style-type: none"><li>• Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</li><li>• Student PSSA data</li><li>• Standardized student assessment data other than the PSSA</li><li>• Classroom student assessment data</li><li>• Participant survey</li></ul>

**Status:** Not Started — Overdue

**Strategy:** Use school website to communicate with the larger community

**Description:** The school will assign personnel to maintain the school Website regularly, and ensure that the Website can be updated easily to keep in touch with parents and the larger community

**Activity: Assign personnel to Maintain School Website on a regular basis**

**Description:** School will update and maintain the school website.

**Person Responsible Timeline for Implementation Resources**

Michael Nemitz	Start: 9/1/2009	\$6,000.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Post important forms for parents on the school's Website**

**Description:** Important information and forms for parents and prospective parents will be created on the school's Website, enabling submission of the information online.

**Person Responsible Timeline for Implementation Resources**

Michael Nemitz	Start: 9/1/2009	\$480.00
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Goal: MATHEMATICS**

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

**Strategy: Extracurricular Activities**

**Description:** Utilize extracurricular activities to improve students' academic skills.

**Activity: Afterschool program to bolster math skills**

**Description:** Afterschool program to bolster math skills

**Person Responsible Timeline for Implementation Resources**

Jeff Taylor	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

***Strategy: In-School Activities***

**Description:** Improve student performance by tailoring in-school activities

***Activity: Implement 4Sight***

**Description:** Implement 4Sight

**Person Responsible Timeline for Implementation Resources**

Thomas Conway	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

***Activity: Increase individual attention in Math class by reducing class sizes***

**Description:** Increase individual attention in Math class by reducing class sizes

**Person Responsible Timeline for Implementation Resources**

Michael Nemitz	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

***Strategy: Professional Development***

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

***Activity: Provide weekly PD sessions to all teachers***

**Description:** Provide weekly PD sessions to all teachers

**Person Responsible Timeline for Implementation Resources**



### **Activity: Parent Association Meetings: questionnaires and discussion**

**Description:** Parent Association Meetings: questionnaires and discussion

#### **Person Responsible Timeline for Implementation Resources**

Michael Nemitz	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Activity: Parent Involvement Policy Meeting**

**Description:** Parent Involvement Policy Meeting

#### **Person Responsible Timeline for Implementation Resources**

Michael Nemitz	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Activity: Two parent members on Board of Trustees**

**Description:**

#### **Person Responsible Timeline for Implementation Resources**

Not Currently Assigned	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

## **Goal: READING**

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

**Strategy: Extracurricular Activities**

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

**Activity: Afterschool Program**

**Description:** Afterschool Program to bolster reading skills

**Person Responsible Timeline for Implementation Resources**

Jeff Taylor	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Strategy: In-School Activities**

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

**Activity: 100 Book Challenge**

**Description:** 100 Book Challenge

**Person Responsible Timeline for Implementation Resources**

Jeff Taylor	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Achieve 3000 for all Juniors and Spec Ed**

**Description:** Achieve 3000 for all Juniors and Spec Ed

**Person Responsible Timeline for Implementation Resources**

Jeffrey Taylor	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Implement 4Sight**

**Description:** Implement 4Sight

**Person Responsible Timeline for Implementation Resources**

Thomas Conway	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

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

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

**Strategy: Home-School Communication**

**Description:** Increase communication with parents regarding student attendance problems

**Activity: Implement and Train Parents on PowerSchool to monitor student attendance**

**Description:** Implement and Train Parents on PowerSchool to monitor student attendance

**Person Responsible Timeline for Implementation Resources**

Lisa Gigliotti	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Goal: STUDENT PARTICIPATION IN STATE ASSESSMENTS**

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

**Strategy: In-School Activities**

**Description:** Increase students' focus on PSSA tests.

**Activity: Daily PSSA preparation through Study Island**

**Description:** Daily PSSA preparation through Study Island

**Person Responsible      Timeline for Implementation      Resources**

Thomas Conway	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity: Discuss importance of PSSA with parents and send reminders**

**Description:** Discuss importance of PSSA with parents and send reminders

**Person Responsible      Timeline for Implementation      Resources**

Jeffrey Taylor	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Goal: STUDENT RETENTION**

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

**Strategy: Summer School Program**

**Description:** Summer school programs allow students to make up classes they failed during the regular school year

**Activity: Frequent communication between administrators and summer school coordinator**

**Description:** Frequent communication between administrators and summer school coordinator

**Person Responsible      Timeline for Implementation      Resources**

Charter Annual Report Admin	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

**Activity:** Using PowerSchool and other means, identify students who are not earning required credits

**Description:** Using PowerSchool and other means, identify students who are not earning required credits

**Person Responsible Timeline for Implementation Resources**

Lisa Gigliotti	Start: 1/1/2009	-
	Finish: Ongoing	

**Status:** Not Started — Overdue

### **Statement of Quality Assurance**

Charter school has not met AYP.

Charter school has created a School Improvement Plan.

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

**Intermediate Unit designee met with and when meeting occurred:**

The school met all of its AYP targets for 2008-09. The school was in Making Progress status during 2009-10, so the School Improvement Plan from fall 2008 was in effect. For this plan, we met with the District's Charter Schools Office Director in the fall of 2008.

### **Statement of Quality Assurance - Attachment**

- PETCHS QAA

## **SECTION III. QUALITY OF SCHOOL DESIGN**

### **Rigorous Instructional Program**

#### **Rigorous Instructional Program**

#### **The PE&T Curriculum**

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

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

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

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

In 2009-10, PE&T continued its traditional schedule which was implemented when the block scheduling format was seen as a possible hindrance in helping students to master basic skills. The school also continued a Lunchtime Reading Program was designed to address the 5<sup>th</sup> grade reading level of our average entering 9<sup>th</sup> grader. The program utilizes the 100 Book Challenge and Achieve 3000. Under the guidance of reading specialists, students spend twenty minutes each day in sustained reading and individual reading conferences. The program also allows PE&T to document even small improvements in the reading level of our students.

To better illustrate how these goals are incorporated into PE&T'S curriculum offerings, actual sample PE&T student schedules from the 2009-10 school year are provided below:

### **9<sup>th</sup> Grade Student**

PERIOD	COURSE
HR	Homeroom
1	English 1
2	Intro to Computer Applications
3	Algebra 1
4	World History 1
5	Reading
6	Foundation Math Skills
7	Physical Science
8	Health, Art Discovery

### **10<sup>th</sup> Grade Student**

PERIOD	COURSE
HR	Homeroom
1	Intro to Electrical Theory/ Telecommunications
2	Spanish
3	Physical Education
4	English 2
5	Physical Science
6	Reading

7	Geometry
8	World History 2

### 11<sup>th</sup> Grade Student

PERIOD	COURSE
HR	Homeroom
1	Computer Business Applications
2	American History
3	PSSA Math Skills
4	English 3
5	Chemistry
6	Reading
7	Spanish 2
8	Algebra 2

### 12<sup>th</sup> Grade Student

PERIOD	COURSE
HR	Homeroom
1	English 4
2	Trigonometry/Precalculus
3	Physics
4	Trades workshop
5	Co-op/Creative images on the Web
6	Co-op/Senior Project
7	Co-op/Art
8	Co-op/Career seminar

### ***Innovative Components of the PE&T Curriculum:***

Career & Technical Education: What sets PE&T apart from other public high schools in the state is our innovative Career and Technical Education program in the area of electrical technology. The school's unique partnerships with business and labor organizations provide curriculum resources designed to empower students to become telecommunications specialists. Whenever possible, PE&T, in conjunction with I.B.E.W. Local Union 98, draws upon its industry associations to obtain first-rate industry technical specialists to augment the technical training staff. PE&T, at present, offers courses in electrical theory, telecommunications, and a variety of computer science courses. PE&T also offers several innovative — and often nationally recognized -- programs as part of our CTE program.

### **International Computer Driver's License (ICDL) —**

ICDL is the primary computer science curriculum at PE&T — all students are required to take this 1-credit course in order to graduate. The goal of the course

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

#### **Virtual Chemistry Laboratory -**

When PE&T added Chemistry to the curriculum, we sought a way to ensure the safety of our students while at the same time offering them the critical principles and techniques learned in a chemistry laboratory. By employing the Pearson Education's virtual chemistry lab, students are able to progress through lab demonstrations and simulated experiments online. This virtual lab work enables students to learn about safe lab environments while developing an understanding of the principles at work in the procedures without hazardous, expensive labs.

**PE&T Cooperative Education Program --** The Cooperative Education Program (Co-Op) is a school program designed for PE&T seniors to gain practical work experience in a field closely related to the students' long-term career goals.

Admission to the program is on a voluntary basis, however certain criteria are used to determine a student's eligibility. These criteria include high maturity level, adequate credit accumulation, passing discipline grades, and a low absentee/tardiness report.

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

The top twenty-five students are given the opportunity to do their Co-Op during our school's elite summer program. This program provides the student with full-

time, paid, summer employment. This program does not eliminate the students' opportunity to participate in the program during the school year.

All qualifying students are given the opportunity to do their Co-Op during the school year, for three hours a day over the course of one trimester. These students fall under two different categories -- those students who are job shadowing and those who are doing field work. Students are paid if the work done at the agencies directly impact the company's purpose or product.

During the 2009-2010 school year, one hundred seventeen (117) students went through our school's Co-Op program. These 117 had the opportunity to request, through course selection, a Co-Op experience for one or two trimesters in the afternoon hours. Eighty-five (85) students were in the Co-Op program for one trimester, and thirty-two (32) were in the program for two trimesters.

Fifty-two (52) employers were involved in the Co-Op project during the 2009-2010 school year. These companies included the City of Philadelphia, Children's Hospital of Philadelphia, Parkway Corporation, Jefferson Health Care, Variety Club of Philadelphia, National Electrical Contractors Association, International Brotherhood of Electrical Workers, Local Union 98, as well as many independent contractors, law firms and restaurants.

The Cooperative Education Department is trying to maintain these numbers for the 2010-2011 school year. We also are planning to enhance the academic program in coordination with job readiness for our twelfth grade students and run a school-to-work seminar that will run concurrently with admission into the program.

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

- **Dual-Credit Program with Local Colleges** — PE&T continued its dual-credit program with the Community College of Philadelphia in which students can earn high school and college credit simultaneously in the college's Electrical Engineering Technology, Construction Management, Small Business Ownership, and Hardware/Network Certification.

PE&T has an Honors track for our academically accelerated freshman students, providing them with Honors English, Math and Social Studies

Classes. PE&T offers one Advanced Placement course- AP American History. It is out intention to add Honors and AP Science courses in the near future.

	<b>Honors Mathematics</b>	<b>Honors English</b>	<b>Honors History</b>
<b>9<sup>th</sup> Grade</b>	Algebra 1	English 1	World History 1
<b>10<sup>th</sup> Grade</b>	Geometry	English 2	World History 2

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

PE&T curriculum fosters learning that instills initiative, responsibility, self-confidence, achievement, and technological sophistication. The curriculum is designed to engage students early and continuously, and encourage them to participate actively in their education. The school promotes in-depth, inquiry-based teaching and learning in several ways. In 2008-09, and continuing in 2009-10, the entire school moved away from block rostering and switched back to traditional scheduling of eight 50 minute periods per day, in order to extend core academic subjects across the school year. Specifically, this change allows all students to take year-long courses in math and reading.

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

Finally, PE&T's model is based on students mastering the material. Social promotion does not exist in our school. When a student does not pass for a particular marking period, they must attend required credit recovery classes after school. If they do not attend those classes, they will automatically fail that semester. If they do not pass a course for an entire year, they must attend a mandatory summer credit recovery class.

Although it took a while to establish a culture of mastery among students who were used to moving ahead even if they did not prove proficiency, our students now understand that our school is not just about the grade, but about truly achieving proficiency and applying that knowledge in various other settings both inside the school and out. Our mandatory after-school program for our low-achieving students sends a strong message that we require all students to work hard to achieve academically, and that we have made a commitment to supporting that achievement in whatever ways we can.

### ***Strategies for Students Performing Significantly Below Level:***

PE&T is aware that many of our students enter our 9<sup>th</sup> grade with academic skills that are significantly below grade level. In the past, approximately half of our students were entering their freshman year with an average skill level of 5<sup>th</sup> grade, or four grades below grade level in math, reading and writing. In the most recent year, we have been able to attract students who were somewhat more proficient academically. This year, for example, 40% of our students will start their freshman year with Reading skills at the 8<sup>th</sup> grade level or above and 20% of our students will start their freshman year with Math skills at the 8<sup>th</sup> grade level or above. However, 30% of our students will have reading skills at the 5<sup>th</sup> grade level or below, and 55% will have math skills at the 5<sup>th</sup> grade level or below.

In order to provide more tailored instruction for all of our students, we had all freshmen and sophomores take G-MADE and GRADE assessments in math and reading, and all freshmen, sophomores and juniors take the 4Sight assessments in Math and Reading. We have also made English and Math year-long subjects instead of single semester blocks. We reduced junior English and Math class enrollments by 50%. We also had all Juniors work on Study Island PSSA prep software for the entire year. All Juniors and special education students also took the Achieve 3000 online literacy course. The entire school participated in the 100 Book Challenge in a split lunch period every day under the supervision of two reading specialists.

For students who perform significantly below grade level (which is more than 50% of our 9<sup>th</sup> grade students), we have a number of interventions in place. These include: conferencing with students and parents; small group tutoring by professionals from Sylvan Learning Systems one hour per week, re-evaluation of

course selection, attendance in an academic after school program taught by certified teachers, and Academic Summer School. Students who are performing below standards are also assigned an academic counselor to follow their progress and work with their teacher to see that they get the instruction that they need.

The 4Sight PSSA Assessment system was used to assess students' mastery of the PA State Math and Reading standards and anchors as they progressed through the year. The test is administered four times per year in 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grades. Students who were identified as below proficient through PSSA testing were required to attend the after-school program where they received individualized instruction taught by certified Math and English teachers.

At the beginning of the year, all students took the G-MADE (math) and GRADE (reading) baseline tests in order to identify their basic level of performance in those subjects. That assessment identifies areas in which the students are particularly weak relative to their peers, and that information is then passed on to their subject teacher. Teacher recommendations for extra assistance also provide information that is used to guide students to academic support resources. The assessment is given in the summer to incoming 9<sup>th</sup> grade students and used for placement of students into appropriate math and English classes based on their skill levels. Follow up assessments at the end of 9<sup>th</sup> and 10<sup>th</sup> grades help to check student progress over the course of the year, and assist in placing students in summer or fall classes the following year that will be most helpful to them based on their skill levels.

PE&T also implemented a "credit recovery" program for struggling students. In any given quarter, if a student fails a class, the credit may be regained by participating in 7 hours of after school work. If the failure occurs in the 4<sup>th</sup> quarter, the requirement is 7 days of work during the summer. This program allows students to continue moving forward while making up the work they missed. This program was merged with our new 21<sup>st</sup> Century CLC program beginning in the spring and summer of 2010.

### ***Actively Engaging Students in the Learning Process***

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

**Hands-On Teaching & Learning:** At PE&T hands-on learning opportunities are a priority for students. This is realized most significantly in our science, electrical and technical theory, telecommunications, and computer-technology classroom/laboratories. For example, the Virtual Chemistry Laboratories program described above is a series of interactive computer simulated experiments that bring chemistry to life for students.

### **Multiple Intelligences:**

PE&T's instructional and assessment tools are designed to incorporate multiple intelligences. Students are encouraged to use whatever cognitive methods work best for them. Teachers recognize students' individual talents and encourage students to use methods that enhance achievement. Teachers provide students with opportunities to present individually, using a variety of comprehension tools and skills.

### **Project-Based Learning:**

PBL is utilized to provide students with opportunities to clearly perceive the value of the various subjects in real-life applications. All students are engaged in project-based learning in laboratory settings (in sciences and electrical technology courses), utilizing hands-on real-time methods, equipment, and settings. In the senior year, the real-world workplace becomes the laboratory setting through the Co-Op program. Though the program is voluntary, over 93% of the senior class participated in 2009-10, and students who opt out of the Co-Op program must still complete an independent project to fulfill graduation requirements. An additional component to the senior project this year was the incorporation of college or career preparation into the project.

### **Small-Group Teaching:**

Small-group teaching strategies are employed to encourage each student's learning. Teachers apply graduated lesson plans, with clearly defined objectives and direct instruction, for each student performance level. The small group teaching strategy permits students to achieve self-paced, clearly defined mastery levels in each respective subject. This permits students to achieve the confidence levels needed for attaining the next level of subject mastery until all students are performing at a standard level. Every student also receives individual feedback from a reading specialist through the 100 Book Challenge.

•

**Advanced Course Options for High Achieving Students:** Just as we provide intervention and academic supports to students performing below proficiency (i.e. the math and language skills courses), we also offer many options for advanced students to exercise their competency in a more challenging learning environment. Whether taking an AP course or enrolling in a dual-credit course at Community College of Philadelphia, even our highest performing students feel challenged.

**Dynamic Industry Leader in the Classroom:** To keep students engaged and to provide real-world connections to classroom learning, PE&T, in conjunction with I.B.E.W. Local Union 98, draws upon its industry associations whenever possible to obtain first-rate industry technical specialists to augment the technical training staff.

## **Rigorous Instructional Program - Attachments**

- Induction Report 2009-10
- Professional Education Report 2009-10

## **English Language Learners**

In the 2009-10 school year, PE&T served 11 ELL students in the ESL program. The program was taught by an ESoL Certified teacher, who worked with each student to master the English language and worked with their teachers to help them to make a beneficial transition to their regular classes. The following is a description of the mission and operation of the ESL program at PE&T.

**MISSION:** The mission of the English as a Second Language Program at Philadelphia Electrical and Technology Charter High School (PE&T) is to provide support to English Language Learners (ELLs), those students whose English proficiency level precludes them from accessing, processing, and acquiring unmodified grade level content in English, which will enable them to achieve success in mainstream classrooms, the school environment, and post-secondary education.

**EDUCATIONAL THEORY AND APPROACH:** Students who are identified as ELLs, as per PE&T's entrance criteria below, will receive English as a Second Language (ESL) services year-round in an intensive ESL course which will fulfill students' English Language Arts requirements for graduation. Educational practices in the ESL classroom will mirror approaches used in PE&T's mainstream classrooms.

### **PLAN OF ACTION:**

- 1) In the ESL classroom, English will be presented as the language of literacy and learning. Cognitive Academic Language Proficiency (CALP) will be the focus of instruction, based on historical and current needs of PE&T's ELL population. Basic Interpersonal

Communication Skills (BICS) will receive attention on an as-needed basis.

- 2) ELLs will participate in mainstream content classes to the level of their English proficiency. Adaptations and modifications will be made by the mainstream teacher; the ESL program coordinator and teacher will serve as resources.

**PROGRAM GOALS:** PE&T's ESL program goals are aligned with Pennsylvania's Language Proficiency Standards for English Language Learners and TESOL's National Standards.

1. Students will use English to communicate in social settings;
2. Students will use English to achieve academically in all content areas;
3. Students will use English socially and culturally appropriate ways;
4. Students will be able to understand, process, produce, and use the technical language of the content areas in a manner comparable to English proficient peers when presented with grade level material.
5. Evidence of progress toward the program goals will be students' grades, achievement on the PSSA, Terra Nova, and ACCESS assessments, and levels on the W-APT.

**IDENTIFICATION AND ASSESSMENT OF ELLs:** As part of the enrollment procedure at PE&T, parents/guardians complete a Home Language Survey (HLS). If the HLS indicates that a student comes from an environment where a language other than English is dominant and the student does not meet academic criteria to be exempted from English language proficiency assessment (as per PDE memo, 1/12/2005), the student will be assessed using the W-APT by the ESL program coordinator.

According to the results of the W-APT, students will be identified as Entering, Beginning, Developing, Expanding, Bridging, or Reaching. Those students who are Entering and Beginning will be placed in a Basic level ESL course; those who are Developing/Expanding will be placed in an Intermediate level ESL course. Parents/guardians of students who are Bridging or Reaching will receive notification that their child was assessed and found to be ineligible for ESL. Students who are not Bridging or Reaching may be administered a language dominance survey to determine whether or not they actually speak a language other than English. If a student does not speak a language other than English, the parent/guardian will be notified that their child was assessed and found to be ineligible for ESL.

Parents/guardians will be notified of their child's assessment and placement in their preferred language and mode of correspondence.

Identification, assessment and placement of ELLs will be completed within 10 days of registration. All records of assessment and placement will be kept in students' files. Staff will be notified of students' ESL placements as they are enrolled.

**INSTRUCTIONAL PROGRAM:** Students will receive ESL instruction for a minimum of five 45-minute periods per week, and receive sheltering for an additional 1 ½ to 3 hours per day, depending on each student's individual roster and progress toward PE&T's graduation requirements.

For the purpose of instruction in ESL, students may be grouped by grade or proficiency level. For mainstream content courses, students may be grouped together based on ELL status for ease of modification and adaptation of material.

All ELLs at PE&T will have the opportunity to receive art, foreign languages, health and physical education, electrical theory, and technology courses either as a requirement or an elective with mainstream peers. They will also be assigned to mainstream content courses, with modifications and adaptations made by mainstream teachers, and support from the ESL program coordinator and teacher as needed. Additional activities such as after-school sports and clubs are available and to be made accessible to all ESL students.

**STAFFING:** PET's ESL teacher has full certification and an ESL Program Specialist certificate. Staff development for mainstream teachers and school personnel regarding ESL will be included in the next revision of PET's Act 48 plan.

**COMMUNICATION WITH PARENTS/GUARDIANS:** Written and oral communications from PET&T will be done in the parents' preferred language. Translators will be made available for all meetings at the school at the parents'/guardians' request. Mainstream teachers who need to contact the parents/guardians of ELLs will have translation support available to them on request.

Along with their notification of their student's ESL placement, parents/guardians will receive a brochure which includes information on the school, the ESL program, and criteria for exiting ESL.

**ESL PROGRAM EXIT CRITERIA:** As per PDE memo, 8/17/07, students may be exited from PET's ESL program when the following criteria have been met:

1. Score of Basic on the PSSA      AND

2. Composite score of Proficient/Bridging on the ACCESS test

Plus ONE of the following-

1. Final grades of C or better in the core subject areas OR
2. Terra Nova scores above the 50<sup>th</sup> percentile

**MONITORING:** Students exiting the ESL program will be monitored for two years. The ESL program coordinator will be responsible for monitoring exited students. Monitoring will take place at the end of each quarter and informally throughout the school year. Measures of student progress will be: grades, standardized test scores, and teacher observations. Students may reenter the ESL program if monitoring reveals continued ESL needs or a lack of academic progress.

**PROGRAM EVALUATION:** At the end of each school year, PET's ESL program will be evaluated by answering the following questions (adopted from the Office of Civil Rights' program evaluation questions):

1. Have ELLs been properly identified?
2. Have ELL's been properly assessed?
3. Are the program's exit criteria being followed appropriately?
4. Are exited students being monitored properly?
5. Is the program staffed by appropriately certified teachers?
6. Are parents/guardians properly notified regarding the ESL program and PET's educational program?
7. Does the ESL program have adequate facilities, instructional materials, and resources?
8. Does staff receive adequate training regarding ESL?
9. Are students found ineligible for ESL succeeding in the mainstream program?
10. What is the students' rate of progress towards full proficiency in English?
11. Are students in the ESL program keeping up with peers in the other content areas?

12. Are ESL students successfully participating in PET's program, as indicated by graduation rates, academic achievement, and participation in extracurricular activities?
13. How do the standardized test scores of ESL students compare to their English proficient peers?
14. Do students have access to all school programs?
15. How do retention and drop-out rates of ELLs compare to those of their English proficient peers?

### **Admission Process for English Language Learners**

#### Enrollment:

- Student enrolled upon receipt of local address, proof of immunization, and all admissions paperwork

#### Identification:

- Administer Home Language Survey (HLS) upon enrollment
- If a language other than English is indicated for any of the HLS questions, ESL Coordinator is notified and given student's records
- Administer the W-APT within 10 days of enrollment (if necessary)
- Family is notified of student's W-APT outcomes and placement

#### Placement (if necessary):

- Student is placed in the appropriate English or ESL course
- Family receives ESL Family Orientation from ESL Coordinator

The mission of the Philadelphia Electrical and Technology Charter High School is to develop students who will be employable in the emerging high-tech industries, while giving students a strong foundation in the core academic subjects-math, science, language arts, social studies, and world languages. An integral part of accomplishing this mission is providing appropriate support to English Language Learners (ELLs) and ensuring their access to PET's unique, cutting-edge curriculum and school culture. Therefore, we commit to the following:

1. To provide English as a Second Language (ESL) courses as part of the core curriculum when our Home Language Survey and assessment procedures reveal a need;
2. To provide adequate certified staff and instructional time for our ESL program, as determined by the size and needs of our ELL population;
3. To allocate adequate resources and funds to our ESL program, on par with other core subjects;
4. To ensure that students in the ESL program are included in all school- and state-wide testing, with appropriate accommodations as defined by the Pennsylvania Department of Education;
5. To conduct an annual evaluation of the ESL program's effectiveness for the purpose of program innovation and improvement;
6. To ensure that ELLs have access to all aspects of PET's academic and extra-curricular life;
7. To assist ELLs' families and communities in becoming an active part of PET and help them support their children in PET's academics and extra-curricular activities.

### **English Language Learners - Attachment**

- ELL Student Data Report 2010

### **Graduation Requirements**

PE&T has continued its involvement with Pennsylvania's Project 720. Project 720 is a public high school initiative with the main goal that "All Pennsylvania students must graduate from high school prepared to enter college and the high-skills workplace." Project 720 has a four part approach to meeting this goal, which is related to maximizing the benefit of students' limited time spent in the high school years:

- 1) Transform our high schools by making curriculum more challenging and improving the learning environment.
- 2) Help students earn college credit before graduating from high school.

3) Upgrade “Vo-Tech” for the 21st Century to ensure that students are held to high academic standards and receive training for high-demand occupations.

4) Create seamless transitions from high school to higher education by aligning PDE’s secondary and higher education efforts (e.g. using 11th grade reading and math PSSA as college entrance and placement exams, creating a statewide college credit transfer policy to ease movement from 2-year to 4-year colleges).

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

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

PE&T requires 27.5 credit units for graduation, including 4 credit units each in English, mathematics, science, and electrical technology. We have designed our curriculum so that students are immersed in scientific and technological thinking throughout their four years of learning. All students develop the ability to solve intricate problems and exercise creativity and graduate having advanced coursework in biology and physical science, pre-calculus and trigonometry, computer systems, electrical theory, and telecommunications.

Our counseling department has two full time staff members (one is a certified social worker). They split the school in half and see each student throughout the year. They provided anger management groups and peer counseling sessions. The junior/senior counselor spends a majority of time working with students to pursue their post-high school program (apprenticeships, college, and work). There are also sponsored college trips and college fairs within the school. All this helps to maintain the academic focus of PE&T.

A comparison of PE&T’S graduation requirements with the state follows below:

<u>PE&amp;T</u>	<u>(Unit of Credit)</u>	<u>Pennsylvania (Unit of Credit)</u>
English	4	4
Mathematics	4	3
Science	4	3
Social Studies	3	3
World Language	2	0
Arts/Humanities	2	2
Health/Physical Education	1.5	1
Electrical/Computer Technology	4*	0
Electives	3**	5
<b>TOTAL</b>	<b>PE&amp;T 27.5 credit units</b>	<b>PA State 21.0 credit units</b>

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

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

Under this 27.5 credit model, PE&T graduation requirements include mandated courses and course completion in each grade. School-wide assessment strategies have been developed and implemented across the curriculum. Strategies include performance-based assessment, student portfolios, oral presentations, science projects, public exhibits, etc.

Special education students are assessed through the Key Math Assessment, the Woodcock Diagnostic Reading Inventory, the Qualitative Reading Inventory 3 (QRI-3), Adaptive Behavior Scale, and Wexler Intelligence Scale for Children during their IEP reevaluations. Additionally, the new modified PSSA-M test was given to 26 Juniors with IEPs at PE&T last year. Students who satisfactorily complete their program are issued a regular high school diploma.

Additionally, the PE&T model embodies many of the suggestions for an “improved learning environment,” including small school size (approximately 600 students) and small class size (Junior math and English classes enroll only 12 to 15 students). PE&T exceeds the 990 instructional hours requirement for secondary schools. This year, even though several schools did not complete the state required hours or days due to excessive snowstorms, PE&T completed all 180 required days and 991 hours of instruction.

Our program includes technology courses taught by working professionals in the field of technology and electrical work. Our teachers provide in-depth and hands-on studies, and we provide a wide array of opportunities for students to learn during school, after school and in the summer.

### **Helps Students Earn College Credit Before Graduating from High School:**

PE&T has developed several programs in which students can earn college credit before high school graduation. For the third year in a row, PE&T implemented a dual-credit program with the Community College of Philadelphia in which students earn high school and college credit simultaneously in the college’s Electrical Engineering Technology, Construction Management, Small Business Ownership, and Hardware/Network Certification. Approximately 11 students took advantage of this option this year. Next year, in 2010-11, the school will have 50 students taking dual credit courses in Allied Health and Technology fields for college credit, taught at PE&T by a CCP college instructor. Additionally, PE&T offers AP American History to academically qualified students. Other AP courses are offered through Lincoln Interactive online learning as electives.

**Upgrading “Vo-Tech” for the 21<sup>st</sup> Century:** Project 720 calls for dramatic improvement in vo-tech education so that students are “held to high academic standards and receive training for high-demand occupations.” The pairing of high academic standards to our Career Technical Education (CTE) program is at the heart of PE&T’S mission, as evidenced by

the increased academic graduation requirements listed above and the fact that the school emphasizes mastery over social promotion, requiring students who do not achieve proficiency in a course to participate in a mandatory 6-week academic summer school. Furthermore, the selection of electrical work and technology as our vocational foci over other traditional vo-tech tracks (i.e. automotive technology, culinary arts, etc.) was in response to the rapid emergence of high-tech industries and the consequent demand for highly-skilled employees. An academic honors track was also created three years ago. This year, honors classes were provided to students in grades 9 to 12.

In accordance with the 22 Pa Code, our students are required to achieve a score of Proficient or Advanced on the Math and English PSSA tests or on an equivalent Locally developed (LASK) test in order to graduate from our school. If the students do not achieve proficiency on the PSSA in their Junior or the fall of their Senior year, they are required to pass a locally developed test directly aligned to the PA Academic Standards for 11th grade in Math, Reading and Writing. All (100%) of our graduating seniors this year (2009-10) received a score of proficient or higher on the PSSA or the LASK by the time of graduation.

## **Special Education**

This year, 13.8% of our students were Special Education students. Most of our special needs students come to the school with IEPs. However, the school finds about 5 students who have Special Education needs every year through our Child Find efforts.

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

Students are mainstreamed in regular math and regular English Language Arts classes to the greatest extent possible, with some pullout instruction for math, and additional assistance and tutoring provided during the second half of the lunch period.

For the past two years, a double period Life Skills class was conducted to assist those students whose needs are greater. Class context focuses on daily living skills to better help the student navigate independent living.

Transition goals were a more prominent focus this year. All special education students met individually with the Transition coordinator to discuss their future plans. A career interest survey was completed by all special education students to either start or help narrow their post-secondary plans.

Decisions regarding effective instructional strategies can be based on, but not restricted to, the following sample strategies provided for the following areas: All Content Areas, Student Difficulties with Reading Assigned Text, Student Difficulties in Completion of Written Assignments, Student Difficulties in Math Calculation or Word Problems, and Behavior Modification. In each academic area, specific strategies are given in categories: Adapting Delivery of Instruction, Adapting Materials/Environment, Adapting Requirements and Responses and Assessment. Final decisions on how an individual student's program should be modified will be made by the IEP team.

This year, parent information packets were mailed to all special education parents. Packets included transition, career, college and/or general academic information brochures to aid parents in assisting their student.

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

## Special Education - Attachment

- Special Ed Policies

## Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Teacher A (Wilson)	1.0	Learning Support	PE&T Charter High School	44	Over 6 classes
Teacher B (Clayton)	1.0	Transition Teacher	PE&T Charter High School	86	NA
Teacher C (Hall)	1.0	Learning Support Teacher	PE&T Charter High School	35	Over 6 classes
Teacher D (Olkowski)	1.0	Life Skills Teacher	PE&T Charter High School	86	NA
Teacher E (McCardle)	1.0	Special Education Co-Op Moderator	PE&T Charter High School	13	NA

## Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
None	0	No classes	PE&T	0	N/A

### Special Education Program Profile - Chart III

Title	Location	FTE
Assistant Principal for Special Education	PE&T Charter High School	0.5
Special Education Compliance Secretary	PE&T Charter High School	0.6 (3 days)

### Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
Catapult Learning	School Psychologist (1-2x as needed)	0.3
Catapult Learning	Speech and Language Therapy (3x)	0.6
Catapult Learning	Occupational Therapy (1x)	0.2

### SECTION IV. ACCOUNTABILITY

#### Student Assessment - Primary

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

#### Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
G-MADE (Spring)	No	No	Yes	Yes	Yes	No	No
G-RADE (Spring)	No	No	Yes	Yes	Yes	No	No
4-Sight (Quarterly)	No	No	No	Yes	Yes	Yes	No
PSSA (Fall)	No	No	No	No	No	No	Yes
PSSA (Writing)	No	No	No	No	No	Yes	No
PSSA (Reading & Math)	No	No	No	No	No	Yes	No
PSSA (Science)	No	No	No	No	No	Yes	No

#### Student Assessment

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

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

- **If locally developed tests are used, discuss how they are used and what impact they have on the curriculum, student improvement, and decision making.**
- **Please describe features of the student achievement plan and note the usage of teacher observations, surveys, portfolios or other local instruments to measure student progress.**

Over the past five years, PE&T Charter School has built a strong academic program that is based on helping all of our students to progress toward mastery of the Pennsylvania Academic Standards in all areas, and to prepare for college and careers in the electrical and technology industries. To support and guide this program, we have created a system of academic measurement that informs all of our academic planning and decisionmaking from the classroom to the Department level to the school as a whole. Our Curriculum and Testing Director, Dr. Tom Conway, oversees our multifaceted testing and curriculum planning program, managing student data with PowerSchool and with our new InForm student academic tracking software. However, while Dr. Conway oversees the curriculum planning and testing process, the responsibility for assessment and planning has been shared by every staff member in our school. As a result, our academic program has grown stronger every year, and we have achieved higher academic levels than ever before in our school's history.

One of the biggest challenges with a charter high school's requirement of moving all students toward proficiency is that our students are only tested once with the official state PSSA tests, in 11<sup>th</sup> grade. Many of the students come with no indication of how they have been performing prior to entering the school in 9<sup>th</sup> grade, so we must establish our own academic baseline for the students and estimate how far they are from achieving grade level proficiency by the time they reach the end of their Junior year. For five years, we have been using a variety of tests to establish a math and reading baseline for our students before they come to school for the first time in the fall of their Freshman year. For the past two years, we have tested all in-coming 9<sup>th</sup> graders using the GMADE test in Math and the GRADE test in Reading. These tests have been used in the spring of Freshman and Sophomore years in order to gauge how our students have grown academically, and to determine what additional resources and services they might need in order to reach proficiency in those subjects by the end of 11<sup>th</sup> grade. The GMADE and GRADE tests have worked very well for both initial diagnosis of student needs and for tailoring instruction to their individual needs.

To monitor student progress during the school year, we use the 4Sight tests from Johns Hopkins to identify our students' strengths and weaknesses in Reading and Math in 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> grades. We have provided extensive professional development to our teachers to help them to make the most of the 4Sight results, and our staff works diligently to process the students' written tests and return them to teachers in a form that will be useful for planning their instruction.

At the end of 11<sup>th</sup> grade, the school used the required PSSA tests in Reading, Writing, Mathematics and Science to gauge our progress again this year. The PSSA tests are particularly important, as they are used to measure student achievement of the 11<sup>th</sup> grade Pennsylvania Academic Standards which all PA students are required to master in order to graduate. The PSSA Science test was administered to the students for the third time in 2009-10.

For the past two years, our efforts at preparing our students academically, and using data to individualize instruction for all of our students was highly successful. Although the official results are not yet available, it appears very likely that the school made significant progress for the second year in a row, and therefore made full Annual Yearly Progress for the first time in the school's history. Based on preliminary PSSA results, it appears that our students' achievement reached the highest level since the founding of the school in Science, Math and Reading.

The following chart shows the school's AYP status over time. The chart shows that the school is projected to Make AYP for the first time in 2010.

**Philadelphia Electrical & Technical Charter High School AYP Results, 2004-2010**

<b>2004 Status</b>	<b>2005 Status</b>	<b>2006 Status</b>	<b>2007 Status</b>	<b>2008 Status</b>	<b>2009 Status</b>	<b>2010</b>
<i>Warning</i>	<i>School Improvement I</i>	<i>School Improvement II</i>	<b>Making Progress</b>	Corrective Action I	<b>Making Progress:</b> Corrective Action I	<b>Made AYP</b> (Official Results not yet available)

The academic targets in Pennsylvania were raised for the PSSA Math and Reading test in 2008, and they remained as the targets for 2010. The aim of the current federal No Child Left Behind legislation is that all public school students perform at "grade level" by 2014 in reading and math. Those schools that are on target to meet the goal of 100% student proficiency (grade level performance) are said to be making Annual Yearly Progress. The academic performance targets for 2009-10 were 56% student proficiency (i.e., on grade level or above) in Mathematics and 63% student proficiency in Reading, as determined by performance on PSSA exams from the spring of 2009. In 2010, PE&T's students exceeded both the math and Reading targets- the Math target by 5% and the Reading target by 8%.

In order to fully make AYP, the school must make its AYP targets or show considerable progress toward the targets not only as a whole group, but in any

major subgroup that contains 40 or more students. For example, if there are more than 40 African American students in grade 11, 56% of those students must score proficient in Mathematics in order to qualify to make AYP. If even one of those categories does not qualify for AYP in either Math or Reading in a given year, the entire school is determined to have not made AYP for that year. The following table shows the categories for which PE&T was eligible, and whether or not the school made the AYP target in that category. Note also that PE&T made our targets for graduation and test participation for 2009-10 (this is based on the Class of 2009 graduation rate). Unofficial proficiency results for the qualifying categories are provided in the table below. As the table below shows, PE&T Charter appears to have made all 17 of our AYP targets outright in 2009-10.

**PE&T NCLB AYP Determinations (Based on Preliminary Results for Grade 11 PSSA), 2009-10**

Math	Math	Math	Math	Reading	Reading	Reading	Reading	Test Participation	Graduation
All	White	Black	Econ Dis	All	White	Black	Econ Dis		
YES	YES	YES	YES	YES	YES	YES	YES	YES (all 8 categories)	YES

The graduation rate was 96% for 2009 (which is used for calculating 2010 results), well above the 80% required to make AYP.

The table below shows Math and Reading PSSA proficiency percentages for each tested group. The table shows that 61.0% of all tested PE&T students were Proficient or Advanced in Math in 2010, 60.7% of White students were proficient or advanced in Math, 58.4% of Black students were proficient or advanced in math, and 63.1% of Economically Disadvantaged students were proficient or advanced in Math. These test scores were preliminary, based on the assumption that 3 of the 13 students who took the modified PSSA in Math for Special Education students scored at the Proficient level, and the other 10 students who took that test placed at the Below Basic level. The official results from the PSSA-M test were not available by the date of this report. If the PSSA-M students were not able to achieve proficiency, the results would be slightly lower, but the school would still make all of its PSSA Proficiency targets.

The table below also shows that in Reading, 71.7% of all tested students were Proficient or Advanced, 71.4% of White students were Proficient or Advanced, 71.9% of Black students were Proficient or Advanced, and 74.8% of Economically Disadvantaged students were Proficient or Advanced. The school's Reading scores exceeded the PSSA target of 63% proficiency by 8.4% to 11.8%. The school's Math scores exceeded the PSSA target by 2.4% to 7.1%.

**MATH and READING Proficiency Percentages for Spring 2009 (11<sup>th</sup> Grade)**

PE&T CS PSSA Math Percentage Proficient, Spring 2010			
All	White	Black	Econ
61.0%	60.7%	58.4%	63.1%
PE&T CS PSSA Reading Percentage Proficient, Spring 2010			
All	White	Black	Econ
71.7%	71.4%	71.9%	74.8%

The tables below show the change in PSSA proficiency scores of the students over the past six years, and differences between spring 2009 proficiencies and spring 2010 proficiencies. They also provide the percentages of students who scored Below Basic, Basic, Proficient and Advanced in Reading and Math in spring of 2010.

The tables show clearly that substantial progress in student proficiency levels was made from 2005 to 2010 in Math and Reading in all measured categories. Percentages of students scoring proficient or advanced increased significantly in all categories in Math and Reading from 2009 to 2010. The percentage of our Juniors scoring Proficient or Advanced in Math increased by 17.3% overall, to 61.0%. The percentage of Juniors scoring Proficient or Advanced in Reading overall increased by 18.6%, to 71.7%. Our White and Black students performed similarly on the Math test and on the Reading test, indicating that our school has been successful in closing the historical achievement gap.

The tables below also the remarkable improvement our school has made over the past 5 years in helping more of our students to achieve proficiency on the PA Academic Standards for 11<sup>th</sup> grade in Math and Reading. In 2005, only 9.4% of our Juniors were achieving proficiency on the PSSA Math test. By 2010, 61% achieved proficiency, an increase of 50.7%. Similar changes occurred in Reading. In 2005, 23.3% of our Juniors achieved proficiency on the PSSA test in Reading. By 2010, 71.7% were proficient- an improvement of 48.4%. For both subjects, the improvement in scores for economically disadvantaged students was even higher than for the group overall and their proficiency scores in 2010 were higher than the total group, meaning our efforts to target historically underperforming students has worked exceptionally well.

**PE&T PSSA Math Percentage Proficient or Advanced, 2005 to 2010**

Math	All	White	Black	Econ
<b>SY 2005</b>	9.4	9.5	7.9	7.1
<b>SY 2006</b>	20.8	25.6	10.4	14.7

<b>SY2007</b>	30.4	28.3	29.9	32.2
<b>SY2008</b>	24.6	23.8	23.3	31.9
<b>SY2009</b>	44.3	45.9	40.5	40.8
<b>SY2010</b>	<b>61.0</b>	<b>60.7</b>	<b>58.4</b>	<b>63.1</b>
<b>Change 2009 to 2010</b>	<b>+17.3</b>	<b>+14.8</b>	<b>+17.9</b>	<b>+22.3</b>
<b>Change 2005 to 2010</b>	<b>+50.7</b>	<b>+51.2</b>	<b>+51.0</b>	<b>+56.0</b>

**PE&T PSSA Reading Percentage Proficient or Advanced, 2005 to 2010**

<b>Reading</b>	<b>All</b>	<b>White</b>	<b>Black</b>	<b>Econ</b>
<b>SY 2005</b>	23.3	26	19.5	15.6
<b>SY 2006</b>	40.6	48.8	33.3	37.3
<b>SY2007</b>	40.6	43.5	37.3	44.4
<b>SY2008</b>	24.6	23.8	23.3	30.6
<b>SY2009</b>	53.1	62.2	48.1	50.7
<b>SY2010</b>	<b>71.7</b>	<b>71.4</b>	<b>71.9</b>	<b>74.8</b>
<b>Change 2009 to 2010</b>	<b>+18.6</b>	<b>+9.2</b>	<b>+23.8</b>	<b>+24.1</b>
<b>Change 2005 to 2010</b>	<b>+48.4</b>	<b>+45.4</b>	<b>+52.4</b>	<b>+59.2</b>

When looking at proficiency scores and Annual Yearly Progress, it is important to understand that when a student scores “proficient”, they are essentially performing at the expected level for their grade group. Expectations for the grades are stated explicitly in the Pennsylvania Academic Standards for each subject. If a student scores “Advanced”, they are performing at least one grade above their current grade level. If a student scores “Basic”, they are performing 1 to 2 levels below their grade level. If they score “Below Basic”, they are performing three or more levels below their grade level.

The tables below show the percentage of 11<sup>th</sup> graders scoring at different levels of the spring 2010 PSSA in Math and Reading, by measured category, based on preliminary results, with assumption that 3 PSSA-M takers score at the proficient level. The tables show that the school had a large percentage of students scoring at the Below Basic level in Math (from 27.7% overall), and an almost equally large percentage of students scoring at the Advanced level (21.4% overall). The largest group in each category scored at the expected grade level in Math.

**PE&T CS Percentage of 11<sup>th</sup> Graders Scoring at Various Levels on the Math PSSA, Spring 2010\***

<b>Math Perf Lvl</b>	<b>Math N of ALL</b>	<b>Math % of ALL</b>	<b>Math N of White</b>	<b>Math % of White</b>	<b>Math N of Black</b>	<b>Math % of Black</b>	<b>Math N of Econ</b>	<b>Math % of Econ</b>
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Below Basic	44	27.7%	16	28.6%	27	30.3%	29	26.1%
Basic	18	11.3%	6	10.7%	10	11.2%	12	10.8%
Proficient	63	39.6%	24	42.9%	30	33.7%	46	41.4%
Advanced	34	21.4%	10	17.9%	22	24.7%	24	21.6%
<b>Total/ Prof &amp; Adv</b>	<b>97</b>	<b>61.0%</b>	<b>34</b>	<b>60.7%</b>	<b>52</b>	<b>58.4%</b>	<b>70</b>	<b>63.1%</b>

**\* NOTE: Assuming 3 PSSA-M takers are proficient, other 23 are Below Basic.**

On the PSSA Reading test, almost three quarters of the students (71.7%) performed at the Proficient or Advanced level overall. Approximately half of the students in each tested category performed on grade level (49.1% to 51.8%). One in five students or more performed above grade level (Advanced level) on the PSSA test in Reading in 2010 for all groups, A large percentage of students scored in the Advanced category in Reading- from 24.3% of Economically Disadvantaged students to 19.6% of White students. Those scores were much higher than two years ago, where only about 1 to 2% of students scored in the "Advanced" range.

**PE&T CS Percentage of 11<sup>th</sup> Graders Scoring at Various Levels on the Reading PSSA, Spring 2010**

Reading Perf Lvl	Reading N of ALL	Reading % of ALL	Reading N of White	Reading % of White	Reading N of Black	Reading % of Black	Reading N of Econ	Reading % of Econ
Below Basic	23	14.5%	8	14.3%	14	15.7%	14	12.6%
Basic	22	13.8%	8	14.3%	11	12.4%	14	12.6%
Proficient	78	49.1%	29	51.8%	43	48.3%	56	50.5%
Advanced	36	22.6%	11	19.6%	21	23.6%	27	24.3%
<b>Total/ Prof &amp; Adv</b>	<b>114</b>	<b>71.7%</b>	<b>40</b>	<b>71.4%</b>	<b>64</b>	<b>71.9%</b>	<b>83</b>	<b>74.8%</b>

**PSSA WRITING SCORES**

The PSSA Writing test was administered to 11<sup>th</sup> graders at PE&T in the spring of 2010. Results of these tests are provided in the tables below. The student proficiency levels were very similar to those from 2009, with nearly 70% of students overall performing at grade level or above (Proficient or Advanced). Very few students performed at the Below Basic level in Writing- from 3 students in the White, Black and Economically Disadvantaged categories to just 6 students out of the total 159. Nine students out of 159 (5.7%) performed at the Advanced level on the Writing test in 2010.

**PE&T CS Percentage of 11<sup>th</sup> Graders Scoring at Various Levels on the Writing PSSA, Spring 2010**

Writing Perf Lvl	Writing N of ALL	Writing % of ALL	Writing N of White	Writing % of White	Writing N of BLACK	Writing % of Black	Writing N of Econ	Writing % of Econ
Below Basic	6	3.8%	3	5.4%	3	3.4%	3	2.7%
Basic	42	26.4%	16	28.6%	23	25.8%	31	27.9%
Proficient	102	64.2%	36	64.3%	57	64.0%	71	64.0%
Advanced	9	5.7%	1	1.8%	6	6.7%	6	5.4%
<b>Total/ Prof &amp; Adv</b>	<b>111</b>	<b>69.8%</b>	<b>37</b>	<b>66.1%</b>	<b>63</b>	<b>70.8%</b>	<b>77</b>	<b>69.4%</b>

The following table provides the percentage of PE&T 11<sup>th</sup> graders on the PSSA tests who performed on grade level or above in Writing from 2006 to 2010. The table shows that the overall performance of students in writing has remained fairly consistent across the five years, with approximately 70% performing at the proficient or advanced levels each year.

**PE&T CS Percentage of All 11<sup>th</sup> Graders Scoring at Various Levels on the Writing PSSA, 2006 to 2010**

	Writing % of ALL 2006	Writing % of ALL 2007	Writing % of ALL 2008	Writing % of ALL 2009	Writing % of ALL 2010
<b>Total Prof &amp; Adv</b>	69.2%	71.4%	66.9%	70.3%	69.8%

**PSSA Science Assessments**

The Science PSSA test was administered for the third time in the spring of 2010. The two tables below show the results of this year's Science test, and the overall proficiency levels of the PE&T Juniors for all three years the test has been given. The first table shows that a much higher percentage of Juniors performed at the proficient level (24.5%) this year than either of the two previous years. These results were close to the state overall proficiency of 36%. The second table shows that several students performed at the Advanced level in Science in 2010 (5 of 159, 3.1%). The major improvements in Science at PE&T are the result of a substantial push to improve the quality of our Science curriculum and instruction over the past 2 years.

**Overall Science Proficiency of PE&T Juniors from 2008 to 2010**

	Science % of ALL 2008	Science % of ALL 2009	Science % of ALL 2010

<b>Total Prof &amp; Adv</b>	0.0%	2.7%	24.5%
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### PETCHS Science PSSA Test Results 2009

Science Perf Lvl	Science N of ALL	Science % of ALL	Science N of White	Science % of White	Science N of Black	Science % of Black	Science N of Econ	Science % of Econ
Below Basic	34	21.4%	10	17.9%	22	24.7%	25	22.5%
Basic	86	54.1%	29	51.8%	47	52.8%	57	51.4%
Proficient	34	21.4%	15	26.8%	17	19.1%	25	22.5%
Advanced	5	3.1%	2	3.6%	3	3.4%	4	3.6%
<b>Total/ Prof &amp; Adv</b>	<b>39</b>	<b>24.5%</b>	<b>17</b>	<b>30.4%</b>	<b>20</b>	<b>22.5%</b>	<b>29</b>	<b>26.1%</b>

### PSSA Test Subscores

The subtopic areas of all of the PSSA tests are now scored based on whether an individual student answered a “low” amount of the questions in that area correctly, a “medium” amount correctly, or a “high” amount correctly. PE&T students’ performances on the various subtests of the 4 tested subjects in spring 2010 are discussed below.

The following table shows the results of the Math subtests in 2010. The table shows that the Juniors’ best area on the Math PSSA test was Data Analysis and Probability, where 43% answered a “high” amount of the questions correctly. The students’ lowest performance for the second year in a row was on Numbers and Operations, where only 23% answered a “high” number of items correctly, and 60% answered only a “low” number of items correctly. The students’ best areas overall were Measurement and Algebraic Concepts, with 71% and 70% respectively answering a “medium” or “high” number of questions correctly.

### Math PSSA Subtests 2010

Performance Level	Numbers & Operations	Measurement	Geometry	Algebraic Concepts	Data Analysis & Probability
Low	60%	29%	38%	30%	37%

Medium	17%	45%	39%	42%	20%
High	23%	26%	23%	28%	43%

The following table provides the results of the Reading subtests. The table shows that the Juniors' best area in Reading was Interpretation and Analysis of Fiction and Non-Fiction, with 72% of students answering a Medium or High number of questions correctly. The students answered slightly fewer Comprehension and Reading Skills questions correctly- 62% answered a Medium or High number correctly.

### Reading PSSA Subtests 2010

Performance Level	Comprehension and Reading Skills	Interpretation & Analysis of Fiction & Non-Fiction
Low	38%	28%
Medium	37%	49%
High	25%	23%

The following table shows the results of the Science subtests. The table shows that the Juniors' best area for Science for the second year in a row was Biological Science, where 30% answered a "medium" or "high" numbers of the questions correctly. The students performed much better on all subtests of the Science test in 2010 than in 2009. In 2009, over 90% of the students answered only a "low" number of items correctly in each question category, and very few answered a "high" number of items correctly. This year, only 65% to 77% answered only a "low" number of questions correctly. The students fared least well on the Nature of Science questions for the second year in a row, with 77% of students answering a "low" number of questions correctly.

### Science PSSA Subtests 2010

Performance Level	Nature of Science	Biological Science	Physical Science	Earth and Space Science
Low	77%	70%	69%	65%
Medium	20%	17%	21%	27%
High	3%	13%	10%	8%

The PSSA Writing test consists of items that pertain to “Composition” and “Revising and Editing”. The composition items represent 80% of the total test score, and the revise and editing questions represent 20% of the total test score. The PE&T 11<sup>th</sup> graders performed better overall on the Composition questions, with 80% answering a Medium number of questions correctly. 70% of the students answered a Medium or High number of Revising and Editing questions correctly. Those results were nearly identical to the results from the 2009 Writing test.

**Eleventh Grade Writing Subscores 2009, Percent Answering Low, Medium or High Numbers of Answers Correctly**

Writing Subarea	Revise and Edit	Composition
Low	30%	20%
Medium	64%	80%
High	6%	0%

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

The students and PE&T performed very well on the PSSA tests in 2010, surpassing the state’s PSSA proficiency targets in all 4 tested categories in both Math and Reading. The school is well-positioned for next year, when the state raises the PSSA targets to new required proficiency levels. In 2010-11, the new targets will be 67% proficiency for Math and 72% proficiency for Reading. Our Math proficiency rate of 61% in 2010 is 6% away from next year’s Math goal. Our Reading proficiency rate of 71.7% is only .3% away from next year’s Math goal. While we believe we are on our way toward continued upward growth in proficiency, we realize that the target proficiency levels over the coming years will require continued dedication to improving our curriculum and instruction. We will need to continue to move all of our students to proficiency, and to continue to set record proficiency levels over the coming years. We will continue to track our students’ academic performance closely, with locally developed assessments and benchmark assessments such as the 4Sight, GMADE and GRADE, and possibly the Acuity tests from Harcourt.

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

During the 2009-10 school year, PE&T used a three part approach to identifying students for extra assistance in reading and mathematics. Students coming to the school for the first time, nearly all for the Freshman year, took the GMADE Math and the GRADE Reading diagnostic test in the summer before they began school at PE&T. The students who took the GMADE and GRADE in the previous spring or summer took the GMADE and GRADE again in the spring of their Freshman and Sophomore years, which allowed us to track those students' academic growth over the course of the year and create academic programs to meet their needs. The 4Sight tests in Math and Reading were given to all students in grades 9, 10 and 11 four times during the year. The students also used Study Island online PSSA training software, which allows their teachers to view their current achievement levels and provide them with particular academic programs that meet their needs during the year. Teacher recommendations for extra assistance also provided information that was used to guide students to academic support resources.

The testing system we used indicated that many (68%) of our students came to the school as 9<sup>th</sup> graders performing one to three grade levels below ninth grade level in Reading, and a median proficiency level of 7<sup>th</sup> grade. In Math, entering 9<sup>th</sup> graders performed at a much lower level overall, with 81% achieving below 9<sup>th</sup> grade level, and a median proficiency level of 5<sup>th</sup> grade.

For the second year in a row, PE&T implemented a student incentive reward program related to performance on local and state assessments. Students could earn homework passes for test participation, chances to win gift certificates or an iPod for improved performance, and a day off school, plus a chance to win a laptop for proficiency on the PSSA. The program continues to be well received by students and their parents.

A table showing tests and incentives used in the program is provided below. The incentive program worked well again this year, and our students showed a substantial amount of growth on standardized tests: the 9<sup>th</sup> graders' median Math skills rose from a grade equivalency of 5.3 before 9<sup>th</sup> grade to 7.7 by April of 9<sup>th</sup> grade. This growth of over 2 grade levels in one year was higher than in Reading, where 9<sup>th</sup> graders' scores improved from a median of 7.0 to a median of 8.0 grade equivalency over the course their first year at PE&T.

**PE&T Academic Growth Incentive Program Structure 2009-10**

<b>Tests used</b>	<b>Grades</b>	<b>Reward</b>
G-MADE, G-RADE	9,10	Effort Based: One day Homework Pass for Math - One day Homework pass for Reading - maximum = 2 passes

G-MADE, G-RADE	9,10	2 Grade Level Growth: Day Off in June for Math or Reading growth + 1 Chance at LAPTOP for both - max 2 = chances
4- Sight	9,10,11	Effort Based: One day Homework Pass for Math - One day Homework pass for Reading - maximum = 2 passes
4- Sight	11	Chance at IPOD for Proficiency/10% increase in Math or Reading - maximum = 2 chances
4- Sight	9,10	Chance at IPOD for Proficiency/10% increase in Math or Reading - maximum = 2 chances
4- Sight	11	Chance at IPOD for Proficiency/10% increase in Math or Reading - maximum = 2 chances
4- Sight	9,10	Chance at IPOD for Proficiency/10% increase in Math or Reading - maximum = 2 chances
4- Sight	11	\$10 Gift Certificate to FYE for proficiency w/o decrease in both math and reading or 25% increase in both from baseline
PSSA Re-Test	12	Day off for proficiency or 25% increase in both math and reading + Chance at IPOD for proficiency or 25% growth increase in either math or reading: maximum = 2 chances
PSSA Writing	11	Effort Based: One day Homework Pass for Math - One day Homework pass for Reading - maximum = 2 passes
PSSA Reading, Math	11	Day Off next October for proficiency in either math or reading + \$10 Gift Certificate to FYE for proficiency in both + chance at LAPTOP for proficiency in either math or reading - maximum = 2 chances
PSSA Science	11	Effort Based: One day Homework Pass for Math - One day Homework pass for Reading - maximum = 2 passes

The table below provides the percentage of students taking the GRADE and GMADE Reading and Math tests in the Spring of 2010 in 9<sup>th</sup> and 10<sup>th</sup> grades at PE&T who performed at or above their grade level. The table shows that a slightly higher percentage of students in 10<sup>th</sup> grade performed at grade level or above in 10<sup>th</sup> grade compared with 9<sup>th</sup> grade in both Math and Reading. However, fewer than half of the students at both grade levels were performing on their grade level or above in either Math or Reading in the spring of 2010.

#### Ninth and Tenth Grade Math and Reading Test Results 2010

	GMADE MATH Test	GRADE READING Test
	PCT at Grade Lvl or above	PCT at Grade Lvl or above
9th Grade	44.1%	39.2%
10th Grade	45.4%	43.8%

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

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

- Student portfolios
- Exhibitions and Performance Assessments
- External evaluations
- Teacher-developed tests
- General academic (paper and pencil type) tests
- Staff progress reviews
- Online assessments (e.g., Study Island)
- Parent surveys
- Student journals
- Standardized assessments- G-MADE, GRADE
- PSSA-linked assessments- 4Sight, PSSA, PASA

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

In the past, 4Sight Benchmark tests were only administered in Math and English classes. Our approach during 2009-10 was for all teachers across the disciplines to be involved. Our homeroom period was attached to the 1st period class of each student. As a result, students were able to take a 4Sight benchmark test in their 1st period class of the day. This helped to involve teachers in the academic assessments and allowed them to see the types of questions that might be asked on PSSA testing. Additionally, teachers were more involved with the data and when these data were shared by the Assistant Principal for Assessment and Accountability, they were more readily able to use it to focus curricula and planning to student needs.

Teachers were given access to PSSA scores, 4Sight tests, G-MADE and G-RADE scores and Study Island scores. These various educational

measurements aided them in data driven instruction. Teachers were able to differentiate their instruction to meet the current/urgent needs of their students. Teachers were also given a preparatory period each day to prepare their lessons and to look over these data. Additionally, teachers were hired to work in the after school remediation (credit recovery) programs for our students. At least once a month, there were department level meetings that occurred that allowed staff to discuss how this impacts their specific curriculum and subject matter.

Teachers were also given copies of the group reports for each test. For the 4Sight and Study Island websites, each teacher had an individual username and password to these pages that allowed them to access their student's data. Having immediate access to this information was helpful to teachers that were trying to remediate their students' deficiencies.

Our new academic growth and student incentive system allows us to track the growth of our students' academic work over the course of their 4 year career at the school. This system was created by the administrative team, and is overseen by the Assistant Principal for Assessment and Accountability. The school has begun to use InForm as an additional means to track student progress.

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

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

In 2009-10, PE&T expanded our formal programs to support students who are performing below level. Incoming students were administered a placement test prior to admission to provide administration and staff the opportunity to identify students performing below grade level and develop a strategy of comprehensive educational supports for them. PE&T again implemented the 100-Book Challenge program to provide students with opportunities for guided and independent reading on a daily basis: students get access to great books within a

leveled system, time to read at school and at home, and a system of accountability that provides feedback, recognition and reward for independent reading. In addition, this program now includes individual lunchtime conferences between students and reading specialists. These meetings allow students to receive immediate and specific feedback.

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

For the second year in a row, instead of waiting until the summer for students to make up failing work, we implemented an on-going credit recovery program during the school year. If a student fails a course for a quarter, they can make that up in a 7 hour afterschool credit recovery program. If a student fails the 4<sup>th</sup> quarter, they can make that up in a 7 day summer school program.

Students who were at very low academic levels were provided one hour per week of tutoring by Sylvan Learning Systems during the school day.

The school also has an academic summer school program for students who fail a course for the year. Students who have not been able to pass their required coursework after participating in these multiple interventions are provided with an opportunity to make up those courses in a six week academic Summer School program provided by the school. The large majority of students who do not pass a required class do attend the Summer School program and are able to successfully complete that course. During the summer of 2009, 125 students attended academic summer school.

In the spring of 2010, we started our new 21<sup>st</sup> Century Community Learning Center program, which focuses particularly on helping students in the afterschool hours and during the summer who need additional academic assistance. Students in our remediation program in the spring entered our 21<sup>st</sup> Century Center program starting in March. Our 21<sup>st</sup> Century summer program is serving approximately 60 of our students in July and August, 2010.

Our school's strategy to raise the achievement levels of the lowest performing students through intensive, targeted instructional programs in and out of the classroom is showing results this year. The PSSA scores of our lowest performing students have improved consistently from year to year. Only 15% of our Juniors performed at the Below Basic level this year in Reading, and only 27% performed at the Below Basic level in Math. This is a tremendous improvement, considering only five years ago, in 2005, 52% of our students were Below Basic in Reading, and 72% of our students were Below Basic in Math.

## **Teacher Evaluation**

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

The main features of PE&T'S teacher evaluation plan are as follows:

- The observation and evaluation of professional employees is an on-going process.
- All teachers and other staff members are provided with detailed job descriptions in their staff handbook, which set forth job expectations.
- Teachers are evaluated in the following areas: classroom observations (including a 'walk-through' and full period of observation); inclusive education of special education students; team work, responsiveness to parent/student conferences; communication with support staff; student academic attainment consistent with school objectives; participation in school activities and staff development; enthusiasm; creativity; attendance; and overall school/parent satisfaction.
- All teachers are provided with advanced notice of the specific week(s) during which they will be observed. First-year teachers are observed four times a year (twice per semester) in the classroom for evaluation purposes. Second-year teachers and third-year teachers are observed two times a year (once per semester). Teachers in their fourth year and beyond at PE&T will be observed once per year in the classroom. The PE&T Teacher Evaluation Form is based on the PDE 426/427 Assessment forms with the following five categories: (1) Planning/Preparation, (2) Classroom Environment, (3) Instructional Delivery, (4) Professionalism and (5) Overall Performance.
- Review conferences are held for all teachers within five days of observation. Reviews will be written, discussed, and signed by all appropriate parties. Inclusive education of special needs students will be part of the review process.
- Teachers shall have the right of appeal in the event of perceived unfavorable or inaccurate reviews. Appeals shall be directed to the Board

of Trustees, who will establish an outside arbitrator to review the evaluator's recommendations. The arbitrator will provide a hearing and written recommendations regarding any follow-up action for the Board.

· The Principal and Assistant Principals complete an evaluation of the work performance of each teacher, and the CEO completes an evaluation of all other staff. The evaluations are completed by April 30<sup>th</sup> so that the Board can review the results of the evaluation and make a decision as to whether the employee will continue employment at PE&T during the next school year. Teaching staff receive their written evaluations on or before May 15<sup>th</sup>.

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

Mr. Jeff Taylor, Principal of PE&T, Dr. Tom Conway, Assistant Principal for Assessment and Accountability, and Ms. Lisa Gigliotti, Assistant Principal for Special Programs of PE&T, conducted the teacher evaluations in 2009-10. Prior to coming to PE&T, Mr. Taylor had 10 years high school administrative experience - 1 year experience as Principal, 6 years experience as an Assistant Principal for Academic Affairs and 4 years as Assistant Principal for Student Affairs. Ms. Gigliotti has served PE&T as Assistant Principal for 6 years. Dr. Conway has served PE&T as Assistant Principal for two years. The teacher evaluations were overseen by the CEO- Mr. Michael Nemitz.

Mr. Nemitz is a Pennsylvania certified Secondary Principal (Administrative II), Supervisor of Mathematics (Supervisor I), and mathematics teacher (Instructional II).

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

Mr. Nemitz, Ms. Gigliotti and Mr. Taylor participate in all staff-wide professional development activities, which provide them with specific training in curriculum-related topics. All three administrators attended the PA Department of Education's State Charter Schools Conference, to obtain information on best practices on teacher evaluation and special education practices. Ms. Gigliotti, as Assistant Principal in charge of special programs, attends training on special education issues held online and at PATTAN.

Mr. Nemitz, in securing his secondary principal certification in both Pennsylvania (Administrative II) and New Jersey and in earning his NJ Standard Supervisor certificate, received extensive training in staff evaluation techniques.

## **Student Assessment - Attachment**

- PETCHS Local Math and Reading Assessments 2010

## **Teacher Evaluation**

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Inclusive education of special needs students will be part of the review process.

- Teachers shall have the right of appeal in the event of perceived unfavorable or inaccurate reviews. Appeals shall be directed to the Board of Trustees, who will establish an outside arbitrator to review the evaluator's recommendations. The arbitrator will provide a hearing and written recommendations regarding any follow-up action for the Board.
- The Principal and Assistant Principals complete an evaluation of the work performance of each teacher, and the CEO completes an evaluation of all other staff. The evaluations are completed by April 30<sup>th</sup> so that the Board can review the results of the evaluation and make a decision as to whether the employee will continue employment at PE&T during the next school year. Teaching staff receive their written evaluations on or before May 15<sup>th</sup>.

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

Education's State Charter Schools Conference, to obtain information on best practices on teacher evaluation and special education practices.

### **Teacher Evaluation - Attachments**

- Teacher Evaluation Plan
- Teacher eval form

## **SECTION V. GOVERNANCE REQUIREMENTS**

### **Leadership Changes**

Ms. Mary Griffith left the Board of Trustees. One parent representative filled her place: Mr. Jose Ramos.

### **Board of Trustees**

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

### **Professional Development (Governance)**

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

Our Governance Training for new members of our Board of Trustees includes six trainings. The first training is titled Board Membership and includes the following topics: a) Board Development/Training B) Characteristics of Effective Board Members C) Recruiting New Board Members and D) Retaining Board Members.

The second training is titled Board Members as a Team and includes the following topics: A) Establishing Working Relationships B) Barriers to Success C) Factors for Success and D) Good Boards *Do Not*.

The third training is titled Governance and Leadership and includes the following topics: A) Leadership vs. Management B) Monitoring C) Financial Oversight D) Evaluation E) Hiring/Termination and F) Adjudication. The fourth training is titled Board Membership and includes the following topics: A) The Open Public Meetings Act B) Roberts Rules of Order C) Understanding the Enterprise D) Communication and E) Confidentiality. The fifth training is titled The Planning Process and includes the following topics: A) Assessment B) Goal Setting C) Action Plans and D) Revisiting the Plan/Monitoring.

The last training is titled Fundraising in Charter Schools and includes the following topics: A) Why Fundraising B) Role of the Board C) Creating a Resource File and D) Grant Writing.

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

PE&T contracted John Funston of Foundations Inc., an experienced charter school board trainer for annual board training, and to train the new board member Mr. Jose Ramos ('09-'10 parent member). Topics covered at the workshop included: definition of a charter school board, due diligence, characteristics of effective charter school boards, governance vs. management (i.e. responsibilities of the Board vs. responsibilities of the administration, and orientation for new board members. Additionally, much of the training was devoted to reviewing the legal obligations of the Board, including the Sunshine Act, Ethics Act, and Act 22 compliance.

### **Coordination of the Governance and Management of the School**

The Board of Trustees functions primarily as a policy-making body, delegating day-to-day administration to the CEO. The board exercises legal power and responsibility for the school. Its roles and responsibilities include financial development and management, fiduciary oversight, and programmatic oversight. The board is responsible for coordination of long-range planning and resource development; overseeing and evaluating the work of the principal; setting a framework for the budget process and authorizing the annual budget; approving large resource expenditures; significant changes in program or facility use and

expansion into new program areas; exercising final authority over personnel and faculty issues; and, serving as a court of last resort for resolving complaints.

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

PE&T prides itself on its favorable working relationship with the School District of Philadelphia. The school sends at least one representative from the administration to all meetings held by the District's charter schools office (typically 3-4 meetings per year).

## **Coordination of the Governance and Management of the School - Attachment**

- Board of Trustees Meeting Schedule 2009-10

## **Community and Parent Engagement**

### **Community Engagement**

This year (2009-10) was an important year in the expansion of PE&T's involvement with the local community. The school has always enjoyed good community relations, particularly with our award-winning Co-op program and our on-going relationship with the large International Brotherhood of Electrical Workers. This year, however, we applied for and received a very large, highly competitive 21<sup>st</sup> Century Community Learning Center grant that will convert our charter school into a true community center. The program, which began in the spring of 2010, will provide afterschool and summer academic, recreational and extra-curricular activities for at least 330 students per year. Those students will be a mix of middle school students from South Philadelphia and our high school students. Our partnership with Edward O'Malley Recreational Center in South Philadelphia, with the American Red Cross, and with Sacred Heart Elementary School is helping us to get the message to the community that our school is here

to serve more than just our students and parents. It is also helping us to build the reputation of PE&T for providing a safe, technology-rich learning environment with a challenging and supportive academic program.

PE&T continues to engage the community in school activities by providing regularly scheduled board meetings, which are open to the public, announced through advertisement in the *Philadelphia Daily News*. Additionally, PE&T maintains an information-rich website ([www.pettech.org](http://www.pettech.org)), which provides the community with up-to-date information on school activities, including calendars of upcoming events.

Community organizations have become true educational partners with the school. The Community College of Philadelphia, one of the City's largest educational institutions, plays a role in our school programming, and provides our college prep students with a direct link to higher education through dual-credit classes. Next year, our partnership with CCP will include dual-enrollment courses in Allied Health and Technology taught by CCP instructors at PE&T for approximately 50 students.

Furthermore, our successful Co-op program, which was launched in 2004-2005, expanded the number of partnerships with local businesses and community organizations to 52 in 2009-10. PE&T was recognized as a Best Practice School in 2007 and 2008 for successful community partnerships based on our Co-op program's work with the community. The school was only one of four charter school's in the City to receive the award. One hundred seventeen (117- 73%) of our students were placed in meaningful jobs in 2009-10 with organizations that included: the City of Philadelphia, Children's Hospital of Philadelphia, Parkway Corporation, Jefferson Health Care, Variety Club of Philadelphia, National Electrical Contractors Association, International Brotherhood of Electrical Workers, Local Union 98, and many independent contractors, law firms, and restaurants. To ensure that this Co-op program continued to be beneficial to both the employers and the students, the school's Director of the Co-Op Program visited each worksite weekly and met with students' supervisors to not only get information on individual student performance, but also to solicit feedback on what academic areas the school needs to focus on to produce stronger workers. It is these kinds of unique and meaningful partnerships with community organizations that PE&T seeks to continue—and to cultivate further—in the future.

PE&T is directly connected to a particular community organization- The International Brotherhood of Electrical workers. All of our teachers and non-administrative staff are members of that union, and members of the Union leadership sit on our Board of Trustees. Our school maintains a close relationship with the IBEW, as they provide guidance to our program in how to prepare our students who might be interested in pursuing careers in electrical technology, and how to prepare all of our students for careers in a technologically sophisticated world. They are also helpful in connecting our school with a variety of local organizations served by our Co-op program.

## Parent Engagement

PE&T recognizes the importance of a parent's place in a child's education through high school and beyond, and we have considered it part of our mission to build a partnership with parents to provide the best education for their child. We have always had strong relationships with our parents, but this year we launched a set of new parent engagement relationships to make that partnership even stronger.

Some of the initiatives we created or improved substantially this year are:

**Parent newsletter-** We created a parent newsletter for the first time this year, which is sent home every month either in paper form or by email

**Website parent bulletin board-** The school website now has a bulletin board with announcements and events updated regularly

**Powerschool connection-** More parents are now using Powerschool to check on their child's grades and to communicate with teachers and administrators- now 40 to 50% up from last year's 25%

**Free parking for parents-** Parents can now park for free when they come to the school in the lot next door, as PE&T has purchased several permanent parking spaces for parents

**Information and Planning Packet for Special Education Students-** A packet of college and career and homework assistance information was sent home for parents of special education students to help them with making short and long term educational plans for their child

**Better contact/call system** — the school upgraded the school calling system to "Call-em", which now reports numbers that don't work

**Parent volunteers-** The school had more parent volunteers help with activities and events this year. For example, one parent came in one day a week to help with the school library

**Parent survey** — A parent satisfaction survey was sent home to over 550 homes through the U.S. Mail, with a prepaid return postcard. Also, to move the school into the electronic age, an online form of the survey was created and posted for parents on the school's website.

**Home and School Association-** PE&T'S Board of Trustees encourages and invites parent engagement in school activities through the Home and School Association. The purpose of the association is to engage parents and guardians in every aspect of school life. Not only does the association organize fundraising, but also they serve as a communications liaison between the school and students' homes. The most important role of the group is to gather valuable feedback from parents on all aspects of the school, including curriculum, discipline, attendance, and student life activities. All parents and guardians are invited to become a part of the Home and School Association each fall via an invitation survey that is sent to students' home addresses.

### Preliminary Parent Survey Results

Our parent satisfaction survey was conducted via an online survey form accessible through our school website and via a mail survey that was sent home to parents in the spring of 2010. As of the date of this report (end of July, 2010),

111 parents had responded to the two surveys. The survey inquired about parents' satisfaction level with a variety of aspects of the school, and provided the opportunity to respond to open ended questions and make comments about their involvement and their child's experiences at the school. Parents were asked to rank their satisfaction with seven aspects of the school and with the school overall on a five point scale. Parents were also asked if they would recommend the school to a friend.

The following table contains preliminary results of the survey. The parents indicated a very high rate of satisfaction with nearly all elements of the school. The parents were most satisfied with the safety aspect of the school, with 92% saying they were "satisfied" or "very satisfied". Curriculum was also a strong point of the school, with 91% of parents reporting they were satisfied or very satisfied. When parents were asked whether they were satisfied with opportunities for parents to affect school decisionmaking, 71% reported that they were satisfied with that aspect of the school. The administration has been working on improving that aspect of the school in recent years, and will be working on making the Home and School Association more active in school decisionmaking over the next year.

Overall, parents reported a high rate of satisfaction with the school. 90% of parents said that they were satisfied or very satisfied with the school as a whole, and 98% stated that they would recommend the school to a friend. These were stronger results than when the survey was conducted 4 years ago. At that time, 80% of the parents reported being satisfied with the school overall.

***PE&T Parent Satisfaction Survey, Spring 2010***

How satisfied are you with...	Curriculum	Instruction	School safety	Communication between school and home	Leadership	Availability of computers	Opportunities for parents to affect school decision-making
<b><i>Satisfied and Very Satisfied</i></b>	<b><i>91%</i></b>	<b><i>85%</i></b>	<b><i>92%</i></b>	<b><i>84%</i></b>	<b><i>86%</i></b>	<b><i>84%</i></b>	<b><i>71%</i></b>

Online parent connections

PE&T promotes parent engagement on an ongoing basis through the use of PowerSchool, a web-based student information system. Parents are able to log on to PowerSchool via the school's website ([www.pettech.org](http://www.pettech.org)), and receive immediate access to their children's grades, attendance, class schedules, and school handouts. Parents received training during the parent orientation. Parent involvement in the decision-making of the school is assured by the inclusion of three parents of currently enrolled PE&T students on the Board of Trustees. All Board meetings are advertised in advance in the *Philadelphia Daily News* and are open to the public, including parents; and a calendar of activities/school meetings is posted on the school's website.

PE&T held four meetings for all PE&T parents throughout the year. In September, we hosted a Back to School Night. We held two parent conference nights (one per semester). Both parent conference dates were attended by large numbers of parents. In the fall, PE&T also hosted a Parent Meeting for all of the parents of Title I students. Open Houses were held in November and March for all parents.

## **SECTION VI. FINANCIAL RESPONSIBILITIES**

### **Major fund-raising activities**

No major fund raising initiatives were completed during this school year. However, the school did apply for and receive a major grant from the Pennsylvania Department of Education to create a 21st Century Community Learning Center at the school from the spring of 2010 to the summer of 2013. This highly competitive grant was in the amount of \$1,374,200. The funds from the grant will allow our school to serve over three hundred students in summer academic enrichment programs and 300 students in after school enrichment and extra-curricular programs.

### **Fiscal Solvency Policies**

PE&T has budgeted for emergencies, shortfalls or delays in receiving state, federal, or other monies in three ways: (1) PE&T has been approved for a revolving credit line through Commerce Bank for up to \$120,000; (2) Ten-month staff members are paid over 12 months from September to August, which provides a cash reserve throughout the school year; and (3) the school has maintained a fund balance each year since the school's opening, which provides the school a buffer in the event of unforeseen circumstances such as repair of damages to the building, and so payrolls could be met in the event federal funds or local funds had a delay; each year this amount grows.

The approved budget for FY 2010-11 includes an opening fund balance of an estimated \$451,913. Furthermore, PE&T contracts with an external financial management company with expertise in charter school finance (Foundations, Inc.) that collaborates with school administration to monitor expenditures and revenues on a month-to-month basis and presents this information to the Board of Trustees at each monthly meeting. This monthly monitoring helps us ensure that all categories remain within budget. Additionally, all purchases must be approved by both the CEO and Business Manager, and all budget transfers must be approved prior to the transfer by the Board of Trustees.

## **Accounting System**

The school's chart of accounts mirrors that of the state chart of accounts. PE&T uses the Navision Financial accounting system, which is integrated with the Pennsylvania State Chart of Accounts for Pennsylvania Public Schools. As attested to by our independent financial auditor, PE&T'S financial statements are presented in conformity with Generally Accepted Governmental Auditing Standards (GAGAS), using an accrual basis for accounting. We have used Foundations, Inc. as our primary accountant since the founding of the school.

## **Preliminary Statements of Revenues, Expenditures & Fund Balances**

### **Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment**

- Budget 2009-10

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

PE&T engaged the audit firm of Citrin Cooperman & Company, LLP, located at 1800 JFK Boulevard, Philadelphia, PA 19103 for the 2008-09 audit. The auditor's report is dated December 15, 2009.

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

There were no negative audit findings resulting from the 2008-09 audit.

Federal law allows non-profit organizations until the 15<sup>th</sup> day of the 5<sup>th</sup> month following the close of their fiscal year to file taxes and conduct audits. Therefore, PE&T has until November 15, 2010 to complete its audit report for 2009-2010, and we anticipate that this audit will be completed accordingly. PE&T has engaged the audit firm of Citrin Cooperman & Company, LLP, located at 1800 JFK Boulevard, 20<sup>th</sup> Floor, Philadelphia, PA 19103 to complete the 2009-10 audit.

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

- Auditor's Report 2009-10

## **Citations and follow-up actions for any State Audit Report**

No State audit of the school's programs was conducted this year. However, a full federal programs audit was conducted this year. The audit looked carefully at all PE&T's federal programs expenditures to ensure that the school was providing high quality services that were supplementing and not supplanting regular school funds. The audit was clean, with no findings. The auditors stated that they were very impressed with how the school was running its federal programs. The audit team made one suggestion- that the school use timesheets to monitor time spent teaching certain classes. A copy of the federal programs audit is attached to this report.

## **SECTION VII. FACILITY RESPONSIBILITIES**

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

PE&T rents its facility at 1420-22 Chestnut Street from Philadelphia Management Co.; a new five-year lease was negotiated for the property and commenced on September 5, 2007. The revised lease agreement expands the space of PE&T to 63,335 square feet and includes full use of the second through twelfth floors of the property. The central location makes PE&T accessible to students throughout the city. No facilities were acquired by the school during this school year.

PE&T spent \$7,000.00 on furniture and supplies, as well as \$7,000.00 on computers for regular instruction.

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

### **Future Facility Plans and Other Capital Needs**

In 2007, PE&T renegotiated a five-year lease on our current facility to expand the usable space. We are currently pursuing the possibility of buying a facility

somewhere in the neighborhood of the school. We are still in the early stages of searching for a new facility at this time.

## **SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES**

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

#### Safety

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

In accordance with the Philadelphia Fire Prevention Code, (Chapter 7, Section F-708.1) for High Rise Buildings, the School District of Philadelphia Policy and Procedure Number 110.4, and Sections 703.1 & 2 of Chapter 7 of the Philadelphia Fire Prevention Code, PE&T held 9 fire drills in 2009-10.

The school follows the foregoing fire evacuation procedures:

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

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

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

#### Student Health

PE&T submitted the “Request for Reimbursement and Report of School Health Services” form to the Pennsylvania Department of Health for the 2009-10 school year, and, as approval of the submitted request, the school was issued a Department of Health Voucher on June 30, 2010. The Request is included as an attachment in this section.

PE&T employs two part-time, certified school nurses who organizes the provision all health services (i.e. physical examinations, hearing screening, etc.) mandated by the Pennsylvania Department of Health as stated in Section 1402 of the Public School Code. Furthermore, PE&T abides by 28 Pa. Code Chapter 23 relating to immunization requirements for students attending a public school. All health and immunization records for students are secured in the nurse's office.

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

- PET Wellness policy
- Request for Reimbursement and Report of School Health Services 2009-10

### **Current School Insurance Coverage Policies and Programs**

For the 2009-10 school year, PE&T was insured at the following levels:

Commercial general liability \$ 1,000,000

Damage to Rented Premises \$ 1,000,000

Medical expense (any one person) \$ 10,000

Personal & advertising injury \$ 1,000,000

General Aggregate \$ 2,000,000

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

Employee Benefits \$ 1,000,000

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

Workers compensation & Employers' Liability

- Each Accident \$ 500,000

- Disease — Each employee \$ 500,000

- Disease — Policy Limit \$ 500,000

Excess/Umbrella Liability

- Each occurrence \$ 10,000,000 - Aggregate \$ 10,000,000

- Retention \$ 10,000

Other - Employee Dishonest \$100,000

Student Accident Coverage is included.

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

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

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

## **Current School Insurance Coverage Policies and Programs - Attachment**

- Acord Liability Insurance 2009-10

## **SECTION IX. ADMINISTRATIVE NEEDS**

### **Quality of Teaching and Other Staff**

In 2009-10, PE&T had 42.5 professional staff members. While many charter schools experience high staff turnover and low teacher retention during the first few years of operation, PE&T has an exemplary record of low staff turnover and high teacher retention. We attribute this success to clearly defined expectations for staff members, a policy of open communication among the staff, competitive salaries and benefits, uniformly enforced student discipline policies, leadership opportunities for staff members, and, most of all, a shared commitment to our school's mission and our students.

This year, only one teacher left the school to move out of state, and one new teacher joined the faculty. One teacher was suspended due to a conduct problem this year. Only one teacher will be leaving the school for the coming school year (2010-11), because they will be moving out of state.

Forty-two and a half (89.5%) of all professional staff members held the appropriate Pennsylvania state certification in 2009-10, far exceeding the 75% certified requirement set forth in the Pennsylvania Charter School Law. 62% of PE&T professional staff members hold advanced degrees and 100% are considered highly qualified.

## **Quality of Teaching and Other Staff - Attachment**

- PDE 414

## **Student Enrollment**

In the admission of students, PE&T complies with 17-1723-A of the Charter School Law. Specifically, the charter school is open to all resident children in the Commonwealth of Pennsylvania who qualify for 9th through 12th grade. If more students apply to the charter school than the number of attendance slots available in a given year, then students are selected on a random basis (a lottery) from a pool of qualified applicants meeting the established eligibility criteria and submitting an application by our deadline. However, preference is given in enrollment to a child of a parent who has actively participated in the development of the charter school and to siblings of students presently enrolled in the charter school. Also, first preference is given to students who reside within the School District of Philadelphia. If applicants exceed enrollment capacity an announcement will be published in a local newspaper that notifies applicants of a lottery date and time. This school year, we did not need to conduct a lottery for admission.

The school very rarely admits a student after the 9<sup>th</sup> grade year. The school does not admit students in the 11<sup>th</sup> or 12<sup>th</sup> grade.

The admissions process for 2009-10 is outlined below:

- Students and families obtained information about the school at the school site on Chestnut Street or via the school website ([www.pettech.org](http://www.pettech.org)).
- Interested students filled out and returned the "Student Request for Interview" form available at the school.
- Students and parents/guardians met with school officials for an "interview." This interview does not serve an evaluation tool (i.e. students are not denied admission based on prior level of academic achievement or information received during the interview). Rather, this "interview" provides PE&T an opportunity to explain its mission and educational program and expectations for students (both academic and conduct) to interested parties to ensure that all applicants are truly interested in our dual electrical technology and academic program.
- Following the interview, students and parents/guardians completed application forms (available at the school).

- At the end of the published admissions period, eligible students were admitted. The number of applicants did not exceed the number of available places, so a lottery was not held.
- Orientations were held at the school for new students and parents/guardians during the summer with administrators and in September with teachers and administrators at Parent/Teacher orientation.
- All documentation for enrollment was the responsibility of parents/guardians.

For admission into the 2009-10 academic year, the admissions deadline was January 31, 2009. This date was chosen to provide the school sufficient time to get to know the incoming students so we can individualize and plan for their programs. Students who were admitted into the program (i.e. had completed enrollment documentation) for 2009-10 were administered Reading and Math placement examinations in late spring/early summer 2009 (GMADE and GRADE tests). Note: these exams were only administered after the admissions process, and, as such, results from this test were not used to deny or discourage admission under any circumstance. The data collected in these placement exams merely provided PE&T important information for rostering, for assessing need for an honors tract for English and math, and for setting up educational supports for students who are performing below level.

### ***Enrollment History***

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PETCHS					
Enrollment					
2009-10					
	fall 2009	Added	Withdrew	Expelled	spring 2010
Grade 9	204	0	25	0	179
Grade 10	159	0	15	3	141
Grade 11	171	0	7	2	162
Grade 12	124	0	2	0	122
All Grades	658	0	49	5	604

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

Five students were expelled from PE& in 2009-10 for reportable violations of Act 26 regulations.

From the spring of 2009 to the fall of 2009, PE&T retained 91% of its 9<sup>th</sup>, 10<sup>th</sup> and 11<sup>th</sup> graders in the school.

There are currently no supporting documents selected for this section.

### **Transportation**

PE&T is conveniently located in the heart of Center City along the Broad Street corridor (1420-22 Chestnut Street), which allows students easy access to the school via most major subway and bus routes. PE&T provides for the sale of the reduced fare SEPTA school pass to students. Whenever necessary, transportation is arranged for students with special needs as indicated on their IEPs. PE&T contracts with Metro Mobility, Inc. for transportation for field trips, student athletics, etc. PE&T had special education transportation for two special needs students, using School District transportation.

In the summer of 2010, our new 21st Century Community Learning Center began contracting with a private bus company to provide transportation between our school in Center City and our programs in South Philadelphia.

### **Food Service Program**

In 2009-10, PE&T participated in Aramark's Full Service Lunch Program directed by the Philadelphia School District. PE&T does participate in the Free and Reduced Lunch Program (FRL). As of June 2010, 71.7% of the student body qualified for either free or reduced meals.

### **Student Conduct**

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

The entire PE&T community — teachers, staff, parents, students, and Board members — developed the school's Code of Conduct, which was ratified by the Board of Trustees. This code details the process of resolving disputes among all members of the community, including conflicts between students and conflicts between staff members. Making ways of resolving conflict explicit assists everyone involved in helping to alleviate those conflicts. The code was written in a language that students can easily understand. Policies for the expulsion and suspension of students included in the Code of Conduct follow the policy of the School District of Philadelphia and comply with Section 1318 of the Public School Code (requirements for suspensions and expulsions). As stated prior, the charter school has as a primary goal the development of students' responsibility for their own behaviors. Therefore students are taught strategies for finding solutions to problems they may be having in school and the workplace. Teachers and other

staff members are trained in methods of mediating and helping students find solutions to their conflicts.

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

### ***Expulsion & Suspension Policy***

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

In 2009-10, PE&T suspended 79 students 96 times- all for conduct problems. Five resulted in out of school suspensions where a student did not return for one school day or more. Five students had reportable incidents (Act 26) and were subsequently expelled from PE&T. One violation involved weapons, one involved drugs, and three involved violent behaviors.

### **Student Conduct - Attachment**

- Discipline Policies

### **Signature Page**

## **Assurance for the Operation of Charter School Services and Programs**

### **School Year: 2010**

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

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

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

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**Board President**

**Date**

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**Chief Executive Officer**  
**2009 - 2010 Annual Report for Pennsylvania Charter Schools**

**Date**

**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 Philadelphia Electrical & Tech 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:** Michael Nemitz   **Title:** Mr.  
**Phone:** 2675141823   **Fax:** 2675141834  
**E-mail:** nemitzm@pettech.org

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*Signature of the Chief Executive Officer and Date*

*Identify the charter school’s President of the Board of Trustees.*

**Name:** Walter DeTreux   **Title:** Mr.  
**Phone:** 2675141823   **Fax:** 2675141834  
**E-mail:** DeTreux@comcast.net

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

*Identify the charter school’s Special Education Contact Person.*

**Name:** Lisa Gigliotti   **Title:** Ms.  
**Phone:** 2675141823   **Fax:** 2675141834  
**E-mail:** gigliottl@pettech.org

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*Signature of the Special Education Contact Person and Date*

**Signature Page - Attachment**

- PET Signature Page 2009-10