
Pennsylvania Department of Education



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

Charter Annual Report
Friday, August 21, 2009
(Last Last Accepted: Monday, November 03, 2008)

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 2008 - 2009

Name of School: Philadelphia Electrical & Tech CHS

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

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

Grade Level: 9 - 12 **Hours of Operation:** 7:00 AM to 2:50 PM

Percentage of Certified Staff: 92% **Total Instructional Staff:** 43.5

Student/Teacher Ratio: 17.5:1 **Student Waiting List:** 100

Attendance Rate/Percentage: 91.6%

Summary Data Part II

Enrollment: 625 **Per Pupil Subsidy:** \$8,088 (Reg Ed); \$17,168 (Sp Ed)

Student Profile

American Indian/Alaskan Native:	0
Asian/Pacific Islander:	14
Black (Non-Hispanic):	372
Hispanic:	40
White (Non-Hispanic):	199
Multicultural:	0

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch:
61.8%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 89

Instructional Days and Hours

Number of:	K (AM)	K (PM)	K (F.Time)	Elem.	Middle.	Sec.	Total
Instructional Days	0	0	0	0	0	180	180
Instructional Hours	0	0	0	0	0	992	992

SECTION I. EXECUTIVE SUMMARY

Educational Community

Organization Description

The 2008-09 school year was a tremendously productive year for the staff and students of Philadelphia Electrical and Technology Charter High School (PE&T). 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 school's making our Annual Yearly Progress goals. At the end of 2009, our Juniors posted the largest gains and the highest ever test scores on the PSSA tests in the history of the school.

In the spring of 2008, PE&T realized that in order to meet our mission of fully preparing our students academically, socially and experientially to succeed in the high tech world of the 21st Century, we needed to make several major adjustments to our academic program. We returned to a traditional, 8 period schedule from our previous block schedule, added more time and more teachers for both math and reading instruction in the early grades, adjusted our special education program, introduced new testing and an improvement incentive

program, made changes to our Senior schedules and Co-Op programs, focused professional development around methods of individualizing instruction around student needs, and made more use of our instructional technologies throughout the school. These major additions and changes were overseen by a newly added Assistant Principal for Assessment and Accountability, as well as by the entire school administrative team. Our highly regarded, award winning Co-Op program for Seniors continued to expand its work with our many community partners throughout the city.

In 2008-09, our school served 628 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: 1.9% Asian/Pacific Islander, 59.8% African-American, 6.5% Hispanic, 31.8% Caucasian; and (3) Our school served a significant number of working poor and public assistance (TANF) recipient families. Approximately 62% of the student body qualified for free or reduced price meals. Our school continues to have a high average daily attendance rate (91.6% in 2008-09) and a high rate of re-enrollment from year to year (86%).

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

PE&T's electrical technology program sets our school apart from other high schools in the state. Coursework in electrical theory and telecommunications expose students to a wealth of highly technical information. Computer technology courses such as ICDL (International Computer Driver's License) allow students to demonstrate technological ability and become certified in the use of computers. Our technologically advanced facility includes 4 computer labs, 3 wireless labs, 15 SMART Board classrooms, a fitness center, a new library, and 67 security surveillance cameras for student safety. Our successful Co-Op program allowed many of our 12th grade students to apply the skills and knowledge gained at PE&T to an authentic workplace environment in the surrounding business community. Our electrical technology program's success is due in large part to substantial partnerships with the local technical community. Partnerships with the I.B.E.W. Local Union 98, the City of Philadelphia, and others enable PE&T to deliver a comprehensive, focused, and enhanced program.

Many of our students come to us in 9th grade with very low levels of academic skills. Our challenge has been to find engaging and effective ways to bring their

skills up to grade level and above within the four years (720 days) that they are enrolled at PE&T. We believe that we have developed an academic program that is able to accelerate our students' academic growth, so that we are able to graduate our students with moderate to high levels of academic skills and knowledge.

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 21st 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 21st 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

Program Strengths

PE&T showed many strengths during the 2008-09 school year. These include:

- Posted highest PSSA test proficiency levels in the history of the school in Math, Reading and Writing
- Created new position of Assistant Principal for Assessment and Accountability to monitor student achievement, curriculum, instruction, and assessment, and to oversee benchmark assessment programs
- Used curriculum-based new library to promote reading and research across all subjects
- Continued to align curriculum to the Pennsylvania Standards in all areas
- Trained all teachers to implement literacy across the curriculum
- Instituted summer reading requirements and required some reading every school night
- Implemented new Lunch time Reading Program (100 Book Challenge/ Achieve 3000) monitored by Reading Specialists
- Changed to traditional schedule (8 period days) so that every student would have Math and English all year long
- Introduced new math curriculum for 9th and 10th grade that included two new remedial courses (Pre-Algebra and PSSA coach) as well as Algebra or Geometry in order to address the low math levels of most entering 9th graders
- Added new PSSA prep boot camps for 2 weeks during the school day for students who were just below proficient level prior to the PSSA testing date, taught by excellent teachers in the school
- Introduced new math curriculum in 11th grade for PSSA PREP and Algebra II.
- Improved use of digital learning systems (Lincoln Interactive, Study Island) to boost math and reading skills
- Increased use of wireless labs and SMART Boards for Math and English department test preparation use
- Created extensive outcome-driven after-school and summer remediation program with the school goal of below-grade-level students achieving two grade levels each year in order to satisfy state proficiency requirements
- Provided an after-school remediation and credit recovery program for math and reading proficiency staffed by certified teachers
- Reduced the achievement gap between black and white students in Math, Writing and Science
- Re-structured our award-winning Co-Op program to become a partial school-day program for one to two semesters
- Recognized by the Philadelphia School District as a 2007 and 2008 Best Practice school for successful community partnerships through the Co-Op Program
- Completed over 992 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 100 Book Challenge Program with all students—a 24 minute reading program to improve reading skills—to include individual meetings with a team of reading teachers during lunchtime
- Continued use of the PowerSchool information system for parent/teacher communication
- Provided all 10th and 11th grade students and special education students with the online reading program Achieve 3000
- Re-structured the special education program to include mainstreaming plus pull-out for all students

- Implemented the 4sight PSSA score projection system for all Juniors, Freshmen and Sophomores
- Implemented academic baseline testing for all incoming Freshmen using G-MADE and GRADE/ standardized 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
- Expanded Community Services by partnering with Major League Baseball through Volunteers of America
- Implemented a math and reading test incentive program in 9th, 10th and 11th grades that was highly successful at motivating our students to improve their test scores
- Introduced successful anti-bullying policy this year
- Created and implemented wide ranging School Improvement Plan, with input from stakeholders across the school
- Added a new program during the last week of school of community service for 3 days with all freshmen, sophomores and juniors

Areas in Need of Improvement

- Need to improve science skills of students in all areas: Nature of Science, Biological Science, Physical Science, and Earth and Space Science
- Need to increase literacy skills of students at all grade levels
- Need to increase math skills of students at all grade levels
- Need standardized test scores for placement and planning in early summer
- Need to reduce the numbers of students required to attend academic summer school
- Need 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 16-36%

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

Strategic Planning Process

In 2006-07, PE&T teachers and administrators implemented a wide reaching set of changes to the academic programs at the school that resulted in the school making Annual Yearly Progress for the first time in its five year history. The changes that helped to make that achievement growth possible were part of an on-going strategic planning process that examines PE&T students' academic achievements relative to the targets set by No Child Left Behind (NCLB) and the school's own internal targets. The NCLB targets were raised again in 2007-08, and the school was unable to make Annual Yearly Progress. This resulted in the school being categorized as "Corrective Action I", requiring that the school make additional changes to the academic program in 2008-09. This section discusses some of the changes that were made in 2008-09 and upcoming changes for 2009-10.

This year, the school placed a major emphasis on collecting and understanding data for improving student academic achievement across the curriculum. In order to oversee our extensive testing and feedback system and our new test score improvement incentive program, the school hired a new Assistant Principal for Assessment and Accountability. Our teachers and administrators were all trained this year in using data to improve student achievement. The school collected a large amount of data to inform its decision-making, including G-MADE and G-RADE test results from all students, Study Island test results in Math and Reading, 4Sight tests of 11th graders at 4 points in the year and 9th and 10th graders at 3 points in the year, Terra Nova tests of 9th and 10th graders in the fall and the spring, 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 began in the previous spring and continued through the summer and early fall. Teachers, administrators, community members and parents all assisted with the review of the data in helping to craft new directions for the school. From these reviews, a strategic plan was developed and implemented over the school year.

The strategies and programs implemented during 2007-08 and 2008-09 resulted in a year of great success for PE&T in 2008-09. We made Annual Yearly Progress in all categories for the second time in the history of the school. Student PSSA scores improved significantly in both Reading and Math, as a whole group and for every subgroup on both tests. In addition, 45% of our students increased their G-MADE and G-RADE scores two grade levels or more, indicating that we are making progress in accelerating student learning.

There is still work to be done. As was true in previous years, our students' test scores from spring of 2009 showed that a large percentage of students were performing below their grade level in Reading and in Math, and nearly one-third of our Juniors are two or more grade levels behind in Math.

We continued to implement our School Improvement Plan during 2008-09, including the following new measures to meet the needs of our students and staff.

- Used Pearson Group Mathematics Assessment and Diagnostic Evaluation (G-MADE) and Group Reading Assessment and Diagnostic Evaluation (G-RADE) to diagnose strengths and weaknesses of incoming students
- Implemented new academic growth incentive and monitoring system
- 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)

- Differentiated reading levels in classrooms and implementation of Achieve3000 program in classes
 - 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.
 - Added a new teacher induction program, where struggling teachers are identified and administration works with them to try to help them improve, department chairs act as mentors to new or struggling teachers
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- Teachers stressed math skills across the curriculum, particularly in Science classes
 - Teachers used more open-ended questions on assessments across the curriculum
 - Added daily planning period for all teachers
 - Encouraged teachers to use more open-ended questioning in teaching literacy skills
 - Held professional development sessions throughout the year on Literacy across the curriculum
 - Held professional development sessions throughout the year on Numeracy across the curriculum
 - Held monthly Professional Development meetings throughout the year
 - Continued Achieve 3000 online reading program for all Juniors and special education students in English class
 - Several changes were made to the special education program. Special Ed. Students attend resource during their lunch period. They are also now rostered to mainstream math class and get pulled out for support.
 - Provided small group tutoring by Sylvan Learning Systems for lowest achieving Juniors
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- Special education teachers focused on working with individual students on reading skills
 - Added new math teacher for freshman classes
 - 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
 - Hired a new Assistant Principal for Assessment and Accountability, a certified principal whose job will be primarily to implement and oversee a benchmarking academic assessment system and ensure academic programs are individualized to meet each student's academic needs
 - Changed from block scheduling to traditional schedule to accommodate all students in year-long Math and English programs

- Improved graduation proficiency test

PLANS FOR 2009-10

After reviewing our program and its impact on student achievement for 2008-09, we believe that the program is strong, but requires a few changes to make it stronger. Our school continues to struggle with students entering the school with very low levels of skills in Math, Reading and Writing. In order to move all of our students up to grade level within four years, we will be continuing to make adjustments to the academic program for all students for the upcoming year. In 2009-10, the following changes are planned:

- PE&T will require all entering students to take G-MADE and GRADE testing in June to be used for planning and placement
- PE&T will expand PSSA “boot” camps for students with low levels of proficiency prior to PSSA testing
- PE&T will create a life skills class for special education students
- PE&T will implement a summer enrichment program in math for rising 10th and 11th graders
- PE&T will begin to document character development aspects of the curriculum, emphasizing personal responsibility, in response to the 2007-2008 parent survey
- PE&T will implement a no-bullying policy

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
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	-
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Status: Complete

Date Comment

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	-
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Status: Complete

Date Comment

10/27/2008	Members of the PE&T Co-Op program staff conduct weekly visits to all Co-Op job
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sites.

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

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

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	-
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Status: In Progress — Upcoming

Date Comment

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

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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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

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

Status: Not Started — Overdue

***Goal:* PARENT INVOLVEMENT**

Description: Parent involvement will increase by 10% over 2007-2008 involvement.

***Strategy:* Home-School Communication**

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

***Activity:* Parent Orientation at Start of School Year**

Description: Parent Orientation at Start of School Year

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Activity: Parent Training in PowerSchool

Description: Parent Training in PowerSchool

Person Responsible Timeline for Implementation Resources

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

Status: Not Started — Overdue

Strategy: Policy and Decision Making

Description: Increase involvement of stakeholders in key school decisions

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

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

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
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

<u>Person Responsible</u>	<u>Timeline for Implementation</u>	<u>Resources</u>
Lisa Gigliotti	Start: 1/1/2009 Finish: Ongoing	-

Status: Not Started — Overdue

Statement of Quality Assurance

Charter school has met AYP.

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 21st century. The school provides a unique pairing of a college preparatory curriculum (complete with AP courses and dual credit programs with local universities) with a strong technical curriculum that prepares students for employment in emerging high-tech industries through the study of computer systems, electrical theory, 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 2008-2009, PE&T changed to a traditional schedule in order to enable all students to have Mathematics and English classes all year. In addition, a

Lunchtime Reading Program was designed to address the 5th grade reading level of our average entering 9th 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 2008-09 school year are provided below:

9th 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

10th 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

11th 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

12th 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. All students take part in the Co-Op program for at least one semester of their Senior Year

The Co-Op program received a "Best Practice" award from the School District of Philadelphia in 2007 and 2008.

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

The top twenty-five students are given the opportunity to do their Co-Op during our school's elite summer program. This program provides the student with full-time, paid, summer employment. This program does not eliminate the students' opportunity to participate in the program during the school year.

The remaining students are given the opportunity to do their Co-Op during the school year, for three hours a day over the course of one 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 2008-2009 school year, 115 students went through our school's Co-Op program. That represents 93% of the senior class, up ten percentage points since 2007-2008. These 115 had the opportunity to request, through course selection, a Co-Op experience for one or two trimesters in the afternoon hours. 78 students were in the Co-Op program for one trimester, and 37 were in the program for two trimesters. All Senior students had career or college training one semester.

Forty-six employers were involved in the Co-Op project during the 2008-2009 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 increase these numbers for the 2009-2010 school year. Through closer guidance with our junior population, it is the hope to increase the student participation percentage from the 2008-2009 rate of 93% to over 95% participation in 2009-2010. Through career specific mailing and a new recruitment initiative, the goal of the department is to increase the employer list by ten, totaling 56 employers taking part in our endeavor.

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.
- **Advanced Placement and Honors** — PE&T has an Honors track for our academically accelerated freshman students, providing them with Honors English, Math and Social Studies Classes.

	Honors Mathematics	Honors English	Honors History
--	---------------------------	-----------------------	-----------------------

9 th Grade	Algebra 1	English 1	World History 1
10 th Grade	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, 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 a course, their attendance in an academic summer school program is mandatory. While it took a while to establish a culture of mastery among students who were used to moving ahead even if they did not prove proficiency, our students now understand that our school is not just about the grade, but about truly achieving proficiency and applying that knowledge in various other settings both inside the school and out. Our mandatory after-school program for our low-achieving students sends a strong message that we require all students to work hard to

achieve academically, and that we have made a commitment to supporting that achievement in whatever ways we can.

Strategies for Students Performing Significantly Below Level:

PE&T is aware that many of our students enter our 9th grade with academic skills that are significantly below grade level. Our diagnostic tests have shown consistently that our students enter their Freshman year with an average skill level of 5th grade, or four grades below grade level in math, reading and writing. Half of our students' skills are even lower upon entry to the school. Over the past two years, we have been adjusting our academic program to achieve 7 or more years of academic growth over the 4 years that we have to work with them. We use diagnostic tests, and continuously monitor student performance in order to provide the academic program that each of our students needs.

In order to provide more tailored instruction for all of our students, we had all freshman, sophomores, and juniors take the 4Sight assessments in Math and Reading, and the G-MADE and GRADE assessments. We also made English and Math year-long subjects instead of single semester blocks. In addition, we reduced junior English and Math class enrollments by 50%. We 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 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, introduced last year, continued to aid in the school's early identification and direction of resources toward the students who need it the most. Students who were identified as below proficient through PSSA testing were required to attend the after-school program where they received individualized instruction taught by certified Math and English teachers. In 2007-2008, the 4Sight results turned out to be misleading regarding the actual progress that the students were making, so additional diagnostic testing was implemented in 2008-09.

At the beginning of the year, all students took the G-MADE (math) and GRADE (reading) baseline tests system in order to identify their basic level of performance in those subjects. That assessment identifies areas in which the

students are particularly weak relative to their peers, and that information is then passed on to their subject teacher. Teacher recommendations for extra assistance also provide information that is used to guide students to academic support resources.

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 4th 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.

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 2008-2009, 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

- Professional Development Approval Letter
- Teacher Induction Approval Letter

English Language Learners

To identify potential students in need of an English language instruction program, all parents/guardians of incoming students complete a Home Language Survey (HLS). If the survey indicates a language other than English for any of the questions and the student does not meet the academic criteria to be exempted from an assessment of English language proficiency (as per PDE memo, 9/24/04), the ESL program coordinator administers the W-APT to determine that student's appropriate placement.

Students who require placement in an English language instruction program are placed in PETCHS's ESL program. In the 2008-09 school year, four students required such placement and two students were in monitoring. The ESL program is taught by a teacher holding Pennsylvania's ESL Program Specialist Certificate and consists of five periods of ESL instruction per week, plus additional support and accommodations which allow the students access to the regular curriculum in the other content areas. Projected enrollment in the ESL program for the 2009-2010 school year is nine students, plus two in monitoring.

English Language Learners - Attachment

- ELL Report 0809

Graduation Requirements

Last year, PE&T became part of Project 720. Pennsylvania's Project 720 is a public high school initiative with the main goal that "All Pennsylvania students must graduate from high school prepared to enter college and the high-skills workplace." Project 720 has a four part approach to meeting this goal:

- 1) Transform our high schools by making curriculum more challenging and improving the learning environment.
- 2) Help students earn college credit before graduating from high school.
- 3) Upgrade "Vo-Tech" for the 21st Century to ensure that students are held to 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 sponsored college trips and college fairs within the school. All this helps to maintain the academic focus of PE&T. In addition to the unique mission of developing students who will be employable in emerging high-tech industries, while giving students a strong foundation in core academic subjects.

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

<u>PE&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
TOTAL	PE&T 27.5 credit units	PA State 21.0 credit units

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

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

Under this 28 credit model, PE&T graduation requirements include mandated courses and course completion in each grade. School-wide assessment strategies have been developed and implemented across the curriculum. Strategies include performance-based assessment, student portfolios, oral presentations, science projects, public exhibits, etc. Special education students are assessed through the Key Math Assessment, the Woodcock Diagnostic Reading Inventory, the Qualitative Reading Inventory 3 (QRI-3), Adaptive Behavior Scale, and Wexler Intelligence Scale for Children during their IEP reevaluations. Students who satisfactorily complete their program are issued a regular high school diploma.

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

Helps Students Earn College Credit Before Graduating from High School: In four years of operation, PE&T has developed several programs in which students can earn college credit before high school graduation. In 2003-2004 PE&T implemented a dual-credit program with the Community College of Philadelphia in which students can earn high school and college credit simultaneously in the college’s Electrical Engineering Technology, Construction Management, Small Business Ownership, and Hardware/Network Certification. Furthermore, PE&T

offers AP American History to academically qualified students. Other AP courses are offered through Lincoln Interactive online learning as electives.

Upgrading “Vo-Tech” for the 21st Century: Project 720 calls for dramatic improvement in 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 proficiency 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 Senior year, they are required to pass a locally developed test directly aligned to the PA Academic Standards for 11th grade in Math, Reading and Writing.

Special Education

This year, 15% of our students were Special Education students, the highest percentage we have had in the school’s history. 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.

This year, students were 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.

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, the Pennsylvania Technical Training Assistance Network (PaTTAN) provided a three-hour workshop on special education for all of PETCHS' special education teachers and counselors.

Next year (2009-10), PE&T will be adding a life skills class for our Special Education students who need that level of instruction.

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

Special Education - Attachment

- Special Ed Policies

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Teacher A (Wilson)	1.0	Learning Support/Resource Teacher	PE&T Charter High School	27	NA
Teacher B (Clayton)	1.0	Learning Support/Resource Teacher	PE&T Charter High School	21	NA
Teacher C (Hall)	1.0	Learning Support/Resource Teacher	PE&T Charter High School	23	NA
Teacher D (Olkowski)	1.0	Learning Support/Resource Teacher	PE&T Charter High School	20	NA
Teacher E (McCarole)	1.0	Special Education Co-Op Moderator	PE&T Charter High School	17	NA

Special Education Program Profile - Chart II

There is currently no data saved for this section.

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	0.4 (2 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
Therapy Solutions	Occupational Therapy (1x)	0.2
Therapy Solutions	Physical Therapy (1x)	0.2

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

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

Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
G-MADE (Fall)	No	No	No	Yes	Yes	Yes	Yes
G-RADE (Fall)	No	No	No	Yes	Yes	Yes	Yes
G-MADE (Spring)	No	No	No	Yes	Yes	Yes	Yes
G-RADE (Spring)	No	No	No	Yes	Yes	Yes	Yes
4-Sight (Quarterly)	No	No	No	Yes	Yes	Yes	No
Terra Nova (Fall)	No	No	No	Yes	Yes	No	No
Terra Nova (Spring)	No	No	No	Yes	Yes	No	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.**

PE&T's data driven decision making structured was boosted significantly this year through the addition of new testing, weekly professional development sessions focusing on using data to individualize and tailor instruction to the Pennsylvania Standards, the hiring of a new Assistant Principal for Assessment and Accountability, and the implementation of a new academic incentive system for tracking student academic growth across the calendar year.

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 11th 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 only the second time.

In 2006-07, the school's Juniors had made considerable academic progress on the PSSA Math and Reading over the previous year, resulting in the school making its AYP academic targets for the first time. The school employed similar academic methods with the 2007-08 Juniors, although the results were not nearly as strong. Academic achievement of the 2007-08 Juniors dropped in all of the measured subgroups on the PSSA Reading and Math from the 2006-07 Juniors' performance. This resulted in the school not making some of the AYP targets (5 of 8) again, and the school being placed into Corrective Action I status.

This year, however, our efforts at preparing our students academically, and using data to individualize instruction for all of our students showed great success. This resulted in our students making their highest levels of proficiency on the PSSA tests in the school's history, and the greatest two year gain in the school's history. Through the efforts of our students, teachers, parents and administrators, our school was able to make all of its AYP goals for 2008-09.

The following chart shows the school's AYP status over time. The chart shows our current status of "Making Progress in Corrective Action 1".

Philadelphia Electrical & Technical Charter High School AYP Results, 2003-2009

2003 Status	2004 Status	2005 Status	2006 Status	2007 Status	2008 Status	2009 Status
<i>NA</i>	<i>Warning</i>	<i>School Improvement I</i>	<i>School Improvement II</i>	Making Progress	Corrective Action I	Making Progress: Corrective Action I

The academic targets were raised for the PSSA Math and Reading test in 2008, and they remain as the targets for 2009 and 2010. The aim of the current federal No Child Left Behind legislation is that all public school students perform at “grade level” by 2014 in reading and math. Those schools that are on target to meet the goal of 100% student proficiency (grade level performance) are said to be making Annual Yearly Progress. The academic performance targets for 2008-09 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 2009, PE&T students made considerable progress, but still missed these proficiency targets by 11.7% and 9.9%, respectively.

Schools can make AYP in a number of ways, not only by having a straight percentage of students make the academic targets set for that year. These include *confidence intervals*, *safe harbor*, which is a reduction of students performing below grade level, the *growth model*), which is a system like safe harbor that gives credit for projected improvement of student test scores at any level, and various combinations of those methods. The school must make AYP not only as a whole group, but in any major subgroup that contains 40 or more students. For example, if there are more than 40 African American students in grade 11, 56% of those students must score proficient in Mathematics in order to make AYP. If even one of those categories does not qualify for AYP in either Math or Reading in a given year, the entire school is determined to have not made AYP for that year. The following table shows the categories for which PE&T was eligible, and whether or not the school made the AYP target in that category. Note also that PE&T made our targets for graduation and test participation for 2008-09. Official (Pre-Appeal) proficiency results for the qualifying categories are provided in the table below.

PE&T NCLB AYP Determinations (Based on Grade 11 PSSA), 2008-09

Math	Math	Math	Math	Reading	Reading	Reading	Reading	Participation	Graduation
All	White	Black	Econ Dis	All	White	Black	Econ Dis		
YES (SH)	N/A	YES (SH)	YES (SH)	YES (SH)	N/A	YES (SH)	YES (SH)	YES	YES

NOTE: SH=Safe Harbor; CI=Confidence Interval; SH*CI=Safe Harbor with Confidence Interval; PPI= Pennsylvania Performance Index; GM=Growth Model

Participation in Mathematics PSSA tests was 100% for all test categories. Participation in Reading PSSA tests was 99% for all students, and between 98 and 100% in each subcategory, well exceeding the 95% test participation rate required to make AYP. The graduation rate was 95.7% for 2008 (which is used for calculating 2009 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 44.3% of all tested PE&T students were proficient or advanced in Math in 2009, 45.9% of White students were proficient or advanced in Math, 40.5% of Black students were proficient or advanced in math, and 40.8% of Economically Disadvantaged students were proficient or advanced in Math. The table also shows that 53.1% of all tested students were proficient or advanced in Reading, 62.2% of White students were proficient or advanced in Reading, 48.1% of Black students were proficient or advanced in Reading, and 50.7% of Economically Disadvantaged students were proficient or advanced in Reading. Reading performances were 1% to 15% below the NCLB targets of 63% for 2009, and Math performances were 10% to 15% below the NCLB targets of 56% for 2009.

MATH and READING Proficiency Percentages for Spring 2009 (11th Grade)

PE&T CS PSSA Math Percentage Proficient, Spring 2009			
All	White	Black	Econ
44.3	45.9	40.5	40.8
PE&T CS PSSA Reading Percentage Proficient, Spring 2009			
All	White	Black	Econ
53.1	62.2	48.1	50.7

The tables below show the change in PSSA proficiency scores of the students over the past six years, and differences between spring 2008 proficiencies and spring 2009 proficiencies. They also provide the percentages of students who

scored below basic, basic, proficient and advanced in Reading and Math in spring of 2009.

The tables show clearly that substantial progress in student proficiency levels was made from 2005 to 2009 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 2008 to 2009. Proficiency scores for our Juniors in Math increased by 20.3 percent overall. Proficiency scored for our Juniors in Reading increased by 28.4 percent overall, and by 38.4% for our White students. Our White and Black students performed similarly on the Math test (45.8% and 40.5%, respectively), but there was still a large gap between our White and Black students on the Reading test (62.2% versus 53.1% proficient).

PE&T PSSA Math Percentage Proficient or Advanced, 2005, 2006, 2007, 2008, 2009

Math	All	White	Black	Econ
SY 2005	9.4	9.5	7.9	7.1
SY 2006	20.8	25.6	10.4	14.7
SY2007	30.4	28.3	29.9	32.2
SY2008	24.6	23.8	23.3	31.9
SY2009	44.3	45.9	40.5	40.8
Change 2008 to 2009	+20.3	+21.9	+17.2	+8.9
Change 2007 to 2008	-5.8	-4.5	-6.6	-0.3
Change 2006 to 2007	9.6	2.7	19.5	17.5
Change 2005 to 2007	21.0	18.8	22.0	25.1
Change 2005 to 2008	15.2	14.3	15.4	24.8
Change 2005 to 2009	+35.1	+36.4	+32.6	+33.7

PE&T PSSA Reading Percentage Proficient or Advanced, 2005, 2006, 2007, 2008, 2009

Reading	All	White	Black	Econ
SY 2005	23.3	26	19.5	15.6
SY 2006	40.6	48.8	33.3	37.3
SY2007	40.6	43.5	37.3	44.4
SY2008	24.6	23.8	23.3	30.6
SY2009	53.1	62.2	48.1	50.7
Change 2008 to 2009	+28.4	+38.4	+24.8	+20.1
Change 2007 to 2008	-16	-19.7	-14	-13.8
Change 2006 to 2007	0	-5.3	4	7.1
Change 2005 to 2007	17.3	17.5	17.8	28.8
Change 2005 to 2008	1.3	2.2	3.8	15

Change 2005 to 2009	29.8	36.2	28.6	35.1
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When looking at proficiency scores and Annual Yearly Progress, it is important to understand that when a student scores “proficient”, they are essentially performing at the expected level for their grade group. Expectations for the grades are stated explicitly in the Pennsylvania Academic Standards for each subject. If a student scores “advanced”, they are performing at least one grade above their current grade level. If a student scores “basic”, they are performing 1 to 2 levels below their grade level. If they score “below basic”, they are performing three or more levels below their grade level.

The tables below show the percentage of 11th graders scoring at different levels of the spring 2009 PSSA in Math and Reading, by measured category. The tables show that the school had a large percentage of students scoring at the Below Basic level in Math (from 35% to 27%), and a significant portion of students scoring at the Advanced level (from 8.9% to 21.6%).

PE&T CS Percentage of 11th Graders Scoring at Various Levels on the Math PSSA, Spring 2009

Math Perf Lvl	Math N of ALL	Math % of ALL	Math N of White	Math % of White	Math N of Black	Math % of Black	Math N of Econ	Math % of Econ
Below Basic	43	32.8%	10	27.0%	28	35.4%	27	35.5%
Basic	30	22.9%	10	27.0%	19	24.1%	18	23.7%
Proficient	39	29.8%	9	24.3%	25	31.6%	19	25.0%
Advanced	19	14.5%	8	21.6%	7	8.9%	12	15.8%
Total/ Prof & Adv	58	44.3%	17	45.9%	32	40.5%	31	40.8%

Results of the Reading test were a bit better than the Math test. On the Reading test, a slightly smaller percentage of the students scored at the Below Basic level in all categories, from 16.2% of White students to 30.4% of Black students. A large percentage of students scored in the Advanced category in Reading- from 24.0% of Economically Disadvantaged students to 32.4% of White students. Those scores were much higher than the previous year, where only about 1 to 2% of students scored in the “Advanced” range.

PE&T CS Percentage of 11th Graders Scoring at Various Levels on the Reading PSSA, Spring 2009

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	33	25.4%	6	16.2%	24	30.4%	22	29.3%
Basic	28	21.5%	8	21.6%	17	21.5%	15	20.0%
Proficient	34	26.2%	11	29.7%	19	24.1%	20	26.7%
Advanced	35	26.9%	12	32.4%	19	24.1%	18	24.0%
Total/ Prof & Adv	69	53.1%	23	62.2%	38	48.1%	38	50.7%

PSSA WRITING SCORES

The PSSA Writing test was administered to 11th graders at PE&T in the spring of 2009. Results of these tests are provided in the tables below. The tables show that over two-thirds of the 11th graders in 2009 scored at the Proficient level in writing (70.3%). The percentage of white students who scored at the proficient level (66.7%) was slightly lower, as was the percentage of Economically Disadvantaged students (69.3%). The percentage of Black students (71.8%) who scored proficient on the Writing test was higher than the total group. Only two students (2.2%) of the 128 11th graders tested scored at the Below Basic level (Of those whose test qualified to be counted under NCLB rules). No students in the 11th grade at PE&T scored at the Advanced level on the Writing test in 2009.

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

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	2	1.6%	0	0.0%	1	1.3%	1	1.3%
Basic	36	28.1%	12	33.3%	21	26.9%	22	29.3%
Proficient	90	70.3%	24	66.7%	56	71.8%	52	69.3%
Advanced	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total/ Prof & Adv	90	70.3%	24	66.7%	56	71.8%	52	69.3%

The following table provides the percentage of PE&T 11th graders in spring 2006, 2007, 2008 and 2009 performing at the various levels of proficiency on the PSSA Writing Exam. The table shows that the overall performance of students in writing has remained fairly consistent across the four years, with few students scoring either far below grade level, or above grade level. This year's percentage of

students scoring proficient on the Writing PSSA was approximately 3.4% higher than in 2008.

PE&T CS Percentage of All 11th Graders Scoring at Various Levels on the Writing PSSA, 2006, 2007, 2008 and 2009

Writing Perf Lvl	Writing N of ALL 2006	Writing % of ALL 2006	Writing N of ALL 2007	Writing % of ALL 2007	Writing N of ALL 2008	Writing % of ALL 2008	Writing N of ALL 2009	Writing % of ALL 2009
Below Basic	6	5.8%	1	0.7%	3	2.2%	2	1.6%
Basic	26	25.0%	39	27.9%	42	30.9%	36	28.1%
Proficient	71	68.2%	100	71.4%	91	66.9%	90	70.3%
Advanced	1	1.0%	0	0.0%	0	0.0%	0	0.0%
Total/ Prof & Adv	72	69.2%	100	71.4%	91	66.9%	90	70.3%

PSSA Science Assessments

The Science PSSA test was administered for only the second time in 2009. The results of the Science test, provided below, show that this year's Juniors scored particularly low on the new test. Approximately half of the students in the All students, Black students, and Economically Disadvantaged student categories scored in the Below Basic category, or at least 2 grade levels behind. Overall, only 1.6% of students scored in the proficient range on the test, and no students scored above grade level. This is far below the state average of 36% proficient for all Juniors across the state. None of the White students scored proficient, 2 black students scored proficient, and 2 Economically Disadvantaged students scored proficient (2.6% and 2.7% respectively).

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	64	51.2%	15	42.9%	43	56.6%	37	50.0%
Basic	59	47.2%	20	57.1%	31	40.8%	35	47.3%
Proficient	2	1.6%	0	0.0%	2	2.6%	2	2.7%
Advanced	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Total/	2	1.6%	0	0.0%	2	2.6%	2	2.7%

Prof & Adv								
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PSSA Test Subscores

For the first time this year, the subtopic area of all of the PSSA tests have been scored based on whether a students answered a “low” amount of the questions in that area correctly, a “medium” amount correctly, or a “high” amount correctly. Performances on the various subtests for PE&T students in spring 2009 (only Juniors took the tests) are discussed below.

The following table shows the results of the Math subtests. The table shows that the Juniors’ best area for math was Geometry, where 27.1% answered a “high” amount of the answers correctly. The students’ worst areas were in Numbers and Operations (only 9% in the “high” category) and Data Analysis and Probability (only 11.3% in the “high” category, 69.9% in the “low” category).

Math PSSA Subtests 2009

Performance Level	Numbers & Operations	Measurement	Geometry	Algebraic Concepts	Data Analysis & Probability
Low	60.2%	50.4%	56.4%	54.1%	69.9%
Medium	30.8%	24.8%	16.5%	27.1%	18.8%
High	9.0%	24.8%	27.1%	18.8%	11.3%
Total	100.0%	100.0%	100.0%	100.0%	100.0%

The following table shows the results of the Reading subtests. The table shows that the Juniors’ best area in Reading was comprehension and Reading Skills, where 29.5% answered a “high” amount of the answers correctly. The students’ worst area was in Interpretation and Analysis of Fiction and Non-Fiction, with only 18.2% of students scoring in the “high” category.

Reading PSSA Subtests 2009

Performance Level	Comprehension and Reading Skills	Interpretation & Analysis of Fiction & Non-Fiction
Low	43.2%	49.2%
Medium	27.3%	32.6%
High	29.5%	18.2%
Total	100.0%	100.0%

The following table shows the results of the Science subtests. The table shows that the Juniors' best area for Science was Biological Science, where 8.7% answered "medium" or "high" amounts of the answers correctly. The students' worst areas were in the Nature of Science (only 4.7% in the "medium" category, none in the "high" category) and Physical Science (only 4.7% in the "medium" category, 1.6% in the "high" category). Overall, the Juniors fared poorly on all subtopics of the Science test, with over 90% answering a "low" amount of questions correctly in each topic area.

Science PSSA Subtests 2009

Performance Level	Nature of Science	Biological Science	Physical Science	Earth and Space Science
Low	95.3%	91.3%	93.7%	92.9%
Medium	4.7%	7.9%	4.7%	3.9%
High	0.0%	0.8%	1.6%	3.1%
Total	100.0%	100.0%	100.0%	100.0%

The PSSA Writing test consists of several items, grouped into two categories called "composition" and "revise and edit". The composition items represent 80% of the total test score, and the revision and editing questions represent 20% of the total test score. The PE&T 11th graders performed similarly on the Composition items and on the Revise and Editing items, as can be seen in the following table. Approximately three-quarters of the students answered a "medium" or "high" number of Revise and Editing items correctly. Just over three-quarters of the students answered a "medium" number of Composition items correctly (80.8%), but none answered a "high number of Composition items correctly.

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

Writing Subarea	Revise and Edit	Composition
Low	25.4%	19.2%
Medium	71.5%	80.8%
High	3.1%	0.0%
Total	100.0%	100.0%

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

The PSSA test results show that the strategies that we have been using at PE&T have been working, but that we need to continue to improve to meet the NCLB goal of bringing all of our students up to grade level by the time they graduate. Our test scores improved to the highest level in the history of our school. We will continue to maintain the same academic targets from previous years, and we believe that our reorganization of the school schedule, particularly giving more time and focus to reading and math across the entire school year at all grades, will result in our school beginning to consistently make our annual performance targets. We will particularly focus on raising academic achievement of our lowest achieving students, who are performing 3 to 4 grade levels behind the expected performance for their grade levels. We will also begin to track student growth more explicitly, as we are very aware that our students enter the school with extremely low levels of academic skills in general.

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

During the 2008-09 school year, PE&T used a three part approach to identifying students for extra assistance in reading and mathematics. At the beginning of the year, all students took the G-MADE (math) and G-RADE (reading) baseline tests system in order to identify their basic level of performance in those subjects. That assessment identifies areas in which the students are particularly weak relative to their peers, and that information is then passed on to their subject teacher.

Teacher recommendations for extra assistance also provide information that is used to guide students to academic support resources. Finally, the school continued to use the 4sight system from Johns Hopkins' CDDRE, a quarterly benchmark assessment tool that helps predict how students will perform on the PSSA assessment in the spring.

The testing system we used indicated that many of our students were well below grade level, particularly our 9th graders at the beginning of the school year. Incoming 9th graders in 2008, for example tested one to three grade levels below ninth grade level, on average. Results from the 4Sight test indicated that about a quarter of our Juniors were on grade level at the beginning of their 11th grade year. Results of the 4Sight tests and G-MADE AND GRADE tests were used to assign students to extra tutoring in Math and Reading.

A new initiative in 2008-2009 was the implementation of 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 was 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 this year, and our students showed a substantial amount of growth on standardized tests: 45% of PE&T students showed a gain of 2 grade levels or higher on the G-MADE and G-RADE assessments during the course of this school year.

PE&T Academic Growth Incentive Program Structure 2008-09

<u>Tests used</u>	<u>Grades</u>	<u>Reward</u>
G-MADE, G-RADE	9,10,11,12	Effort Based: One day Homework Pass for Math - One day Homework pass for Reading - maximum = 2 passes
G-MADE, G-RADE	9,10,11,12	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

TerraNova	9,10	Effort Based: One day Homework Pass for Math - One day Homework pass for Reading - maximum = 2 passes
TerraNova	9,10	Day Off next October for 25% growth increase in both math and reading + chance at IPOD for 25% increase in either - max = 2
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

- ***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., NovaNet, 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 2008-09 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 Terra Nova Basic Battery 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 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 will allow 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.

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

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

In 2008-09, PE&T expanded our already vast array of formal programs to support students who are performing below level. One major change was going from a block schedule to a more traditional schedule of 8 class periods per day. This change allows every student to take math and English classes everyday, all year long. The time allotted has not changed, but the daily reinforcement will support students who require repetition to reinforce knowledge.

Incoming students were administered a placement test prior to admission to provide administration and staff the opportunity to identify students performing below grade level and develop a strategy of comprehensive educational supports for them. As part of the Improving Literacy through School Libraries grant, PE&T again implemented the 100-Book Challenge program to provide students with opportunities for guided and independent reading on a daily basis: students get access to great books within a leveled system, time to read at school and at home, and a system of accountability that provides feedback, recognition and reward for independent reading. In addition, this program now includes individual lunchtime conferences between students and reading specialists. These meetings allows students to receive immediate and specific feedback, and incremental improvements in reading level may be measured.

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

This year, instead of waiting until the summer for students to make up failing work, we instituted 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 4th 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 will attend academic summer school.

There is some evidence that our school's strategy to improve math and English achievement of those students who were at risk of failure was successful. The PSSA scores of our lowest performing students are improving consistently from year to year. Also, the 4Sight test projected that only 12% of our students would be proficient in Math on the PSSA at the beginning of the students' Junior year. By the end of the year, nearly 4 times as many students were proficient on the Math PSSA. 4sight also projected that only 35% of our Juniors would be proficient in Reading on the PSSA. By the end of the year, nearly 20% more were proficient on the Reading PSSA.SSA.

Student Assessment - Attachments

- 4sight scores 2008-2009
- GMADE 0809
- GRADE 0809

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 30th so that the Board can review the results of the evaluation and make a decision as to whether the employee will continue employment at PE&T during the next school year. Teaching staff receive their written evaluations on or before May 15th.

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

Mr. Jeff Taylor, Principal of PE&T, Dr. Tom Conway, and Ms. Lisa Gigliotti, Assistant Principal for Curriculum and Instruction of PE&T, conducted the teacher evaluations in 2008-09. Prior to coming to PE&T, Mr. Taylor had 10 years high school administrative experience - 1 year experience as Principal, 6 years experience as an Assistant Principal for Academic Affairs and 4 years as

Assistant Principal for Student Affairs. Ms. Gigliotti has served PE&T as Assistant Principal for 5 years. Dr. Conway has served PE&T as Assistant Principal for one year. The teacher evaluations were overseen by Mr. Michael Nemitz.

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

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

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

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

Teacher Evaluation - Attachments

- Teacher Evaluation Plan
- Teacher eval form

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

Ms. Michele Harper left the Board of Trustees. One parent representatives filled her place: Mr. Carlos Johnson.

Board of Trustees

Name of Trustee	Office (if any)
State Representative William Keller	none
Mr. Thomas Forkin	none
Mrs. Cecelia Dougherty	none
Mr. Charles Gibbs	none
Ms. Mary Griffith	Parent Board Member
Mr. Walter DeTreuX	Board President

Mr. Michael Neill	Board Vice-President
Ms. Theresa Pierantozzi	Parent Board Member
Mr. Carlos Johnson	Parent Board Member

Professional Development (Governance)

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

Our Governance Training for new members of our Board of Trustees includes six trainings. The first training is titled Board Membership and includes the following topics: a) Board Development/Training B) Characteristics of Effective Board Members C) Recruiting New Board Members and D) Retaining Board Members. The second training is titled Board Members as a Team and includes the following topics: A) Establishing Working Relationships B) Barriers to Success C) Factors for Success and D) Good Boards *Do Not*. The third training is titled Governance and Leadership and includes the following topics: A) Leadership vs. Management B) Monitoring C) Financial Oversight D) Evaluation E) Hiring/Termination and F) Adjudication. The fourth training is titled Board Membership and includes the following topics: A) The Open Public Meetings Act B) Roberts Rules of Order C) Understanding the Enterprise D) Communication and E) Confidentiality. The fifth training is titled The Planning Process and includes the following topics: A) Assessment B) Goal Setting C) Action Plans and D) Revisiting the Plan/Monitoring. The last training is titled Fundraising in Charter Schools and includes the following topics: A) Why Fundraising B) Role of the Board C) Creating a Resource File and D) Grant Writing.

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

PE&T contracted John Funston of Foundations Inc., an experienced charter school board trainer for annual board training, and to train the new board members Theresa Pierantozzi ('07-08 and '08-09 parent member) and Charles Johnson ('08-09 parent member). Topics covered at the workshop included: definition of a charter school board, due diligence, characteristics of effective charter school boards, governance vs. management (i.e. responsibilities of the Board vs. responsibilities of the administration, and orientation for new board members. Additionally, much of the training was devoted to reviewing the legal obligations of the Board, including the Sunshine Act, Ethics Act, and Act 22 compliance.

Coordination of the Governance and Management of the School

The Board of Trustees functions primarily as a policy-making body, delegating day-to-day administration to the CEO. The board exercises legal power and responsibility for the school. Its roles and responsibilities include financial development and management, fiduciary oversight, and programmatic oversight. The board is responsible for coordination of long-range planning and resource development; overseeing and evaluating the work of the principal; setting a framework for the budget process and authorizing the annual budget; approving large resource expenditures; significant changes in program or facility use and expansion into new program areas; exercising final authority over personnel and faculty issues; and, serving as a court of last resort for resolving complaints.

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

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

Coordination of the Governance and Management of the School - Attachment

- PETCHS Board Meetings 2008-09

Community and Parent Engagement

Community Engagement

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

Community organizations have 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.

Furthermore, our successful Co-op program, which was launched in 2004-2005, expanded the number of partnerships with local businesses and community organizations to 46 in 2008-09. 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 fifteen of our students were placed in meaningful jobs in 2008-09 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. We anticipate growing the number of Co-Op partners in 2009-2010 to 56 with over 125 student participants. To ensure that this co-op program continued to be beneficial to both the employers and the students, the school's Director of the Co-Op Program visited each worksite weekly and met with students' supervisors to not only get information on individual student performance, but also to solicit feedback on what academic areas the school needs to focus on to produce stronger workers. It is these kinds of unique and meaningful partnerships with community organizations that PE&T seeks to continue—and to cultivate further—in the future.

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'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 is sent to students' home addresses.

PE&T also promotes parent engagement on an ongoing basis through the use of PowerSchool, a web-based student information system. Parents are able to log on to PowerSchool via the school's website (www.pettech.org), and receive immediate access to their children's grades, attendance, 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.

Parent involvement received a boost this year when the Board of Trustees approved paid parent parking in the lot adjacent to the school. Parents are now able to park for free for events such as teacher conferences, Back to School Night, IEP meetings, senior project participation, student transition planning participation, Title I meetings, fundraising, library/media help, and book fairs. Increased parent participation will be a major objective for PE&T next year.

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

At the fall parent meeting, we described for the parents our academic growth incentive program. The parents were enthusiastic about this program as a motivator for their children, and promised to support the program through their efforts at home.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

No major fundraising initiatives were completed during this school year.

Fiscal Solvency Policies

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

The approved budget for FY 2009-10 includes an opening fund balance of an estimated \$436,378. Furthermore, PE&T contracts with an external financial management company with expertise in charter school finance (Foundations, Inc.) which collaborates with school administration to monitor expenditures and revenues on a month-to-month basis and presents this information to the Board of Trustees at each monthly meeting. This monthly monitoring helps us ensure that all categories remain within budget. Additionally, all purchases must be approved by both the CEO and Business Manager, and all budget transfers must be approved prior to the transfer by the Board of Trustees.

Accounting System

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

Preliminary Statements of Revenues, Expenditures & Fund Balances

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- PETCHS Preliminary Statement of Revenues and Expenditures 200809

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 2007-08 audit. The auditor's report is dated December 19, 2008.

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 2007-08 audit.

Federal law allows non-profit organizations until the 15th day of the 5th month following the close of their fiscal year to file taxes and conduct audits. Therefore, PE&T has until November 15, 2009 to complete its audit report for 2008-2009 and we anticipate that this audit will be completed accordingly. PE&T has engaged the audit firm of Citrin Cooperman & Company, LLP, located at 1800 JFK Boulevard, 20th Floor, Philadelphia, PA 19103 to complete the 2008-09 audit.

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

- Auditor's Report 2008

Citations and follow-up actions for any State Audit Report

PE&T had an extensive audit of all aspects of our operations from early September to late November of 2007 conducted by the State Auditor General's office. The only findings from this audit concerned ethics forms that needed to be submitted or resubmitted and a missing memorandum of understanding with the police department. The ethics forms were subsequently signed and the issue has been addressed. The memorandum of understanding was obtained before the exit interview on 12/6/07.

No additional state audits have been conducted since that time.

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 major equipment or furniture was purchased for the school during the 2008-09 school year. A new computer lab was purchased to accommodate the Lincoln Interactive online courses at the school.

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

No facilities were acquired by the school during this school year.

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 only 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

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 2008-09.

The school follows the foregoing fire evacuation procedures:

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

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

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

PE&T submitted the "Request for Reimbursement and Report of School Health Services" form to the Pennsylvania Department of Health for the 2008-09 school year, and, as approval of the submitted request, the school was issued a Department of Health Voucher on July 14, 2009. 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
- Health Request 0809

Current School Insurance Coverage Policies and Programs

For the 2008-2009 school year, PE&T was insured at the following levels:

Commercial general liability \$ 1,000,000

Damage to Rented Premises \$ 1,000,000

Medical expense (any one person) \$ 5,000

Personal & advertising injury \$ 1,000,000

General Aggregate \$ 2,000,000

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

Employee Benefits \$ 1,000,000

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

Workers compensation & Employers' Liability

- Each Accident \$ 500,000
- Disease — Each employee \$ 500,000
- Disease — Policy Limit \$ 500,000

Excess/Umbrella Liability

- Each occurrence \$ 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

- Insurance ACORD 2008-2009

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

In 2008-2009, PE&T had 47.5 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.

We expanded the staff this year, adding 7 teachers in the fall of 2008. This was primarily due to the need to add 2 new reading teachers for individual reading conferencing across the school, and new teachers for the addition of double periods of Math for Freshmen and Sophomores.

Forty-three and a half (92%) of all professional staff members held the appropriate Pennsylvania state certification in 2008-2009, far exceeding the 75% certified requirement set forth in the Pennsylvania Charter School Law. 60% of PE&T professional staff members hold advanced degrees and 100% are considered highly qualified.

Quality of Teaching and Other Staff - Attachments

- PDE 414
- Professional Profile

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.

The admissions process for 2008-09 is outlined below:

- Students and families obtained information about the school at the school site on Chestnut Street or via the school website (www.pettech.org).

- Interested students filled out and returned the “Student Request for Interview” form available at the school.
- Students and parents/guardians met with school officials for an “interview.” This interview does not serve an evaluation tool (i.e. students are not denied admission based on prior level of academic achievement or information received during the interview). Rather, this “interview” provides PE&T an opportunity to explain its mission and educational program and expectations for students (both academic and conduct) to interested parties to ensure that all applicants are truly interested in our dual electrical technology and academic program.
- Following the interview, students and parents/guardians completed application forms (available at the school).
- At the end of the published admissions period, eligible students were admitted. The number of applicants did not exceed the number of available places, so a lottery was not held.
- Orientations were held at the school for new students and parents/guardians during the summer with administrators and in September with teachers and administrators at Parent/Teacher orientation.
- All documentation for enrollment was the responsibility of parents/guardians.

To date, PE&T has not had to hold an admissions lottery. For admission into the 2008-09 academic year, the admissions deadline was January 31, 2008, in order to provide the school sufficient time to get to know the incoming students to support individualization and planning for their programs. Students who were admitted into the program (i.e. had completed enrollment documentation) for 2008-09 were administered a placement examination in late spring/early summer 2008 (BASI test). Note: this exam was only administered after the admissions process, and, as such, results from this test were not used to deny or discourage admission under any circumstance. The data collected in these placement exams merely provided PE&T important information for rostering, for assessing need for an honors tract for English and math, and for setting up educational supports for students who are performing below level.

Enrollment History

Grade	Initial Enrollment	Withdrew	Added	Expulsions	Year End Enrollment
TOTALS	628	28	0	1	599

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

From the spring of 2008 to the fall of 2008, PE&T retained 86.4% of its 9th, 10th and 11th graders in the school.

Of the 29 students who withdrew from PE&T, one was required to leave.

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.

Food Service Program

In 2008-09, 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 2009, 61.8% 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 2008-09, PE&T students were involved in 2 suspension incidents and 1 student was expelled.

Student Conduct - Attachments

- SDP Code of Conduct
- PETCHS Code of Conduc
- Bullying Policy

Signature Page

Assurance for the Operation of Charter School Services and Programs

School Year: 2009

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

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

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

Board President

Date

Chief Executive Officer

_____ **Date**

2009 - 2010 Annual Report for Pennsylvania Charter Schools

Verify that all DATA reports to PDE are complete

YES _____

NO

Assurance for Compliance with the Public Official & Employee Ethics Act

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

The 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

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

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

Signature of the Special Education Contact Person and Date

Signature Page - Attachments

- PETCHS Sign P0809
- PETCHS Assurance for Operation