



# Title I

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August 15, 2011

Parent(s)/Guardian(s), students and staff of City High:

Thanks to each and every one of you for contributing to a very successful school year in 2010 - 2011. Last year's accomplishments were many:

- The largest graduating class in our history - 111 graduates;
- 93 of our graduates were accepted into either a 2-year or 4-year post-high-school university or training program;
- 419 MOS certifications in the graduating class;
- 99% of our 11<sup>th</sup> graders were proficient or advanced in writing on the PSSA; and
- Of our graduates who attend college, 75% earned a bachelors degree within 6 years as compared to 57% nationally.

I am looking forward to another outstanding year with academic success for all our students. Please note the important information about the start of school below.

- **School opens** on Tuesday, August 30<sup>th</sup>. 9<sup>th</sup> graders and new 10<sup>th</sup> graders should report by 7:45. All other students should report at 9:45.
- **School dismissal** is at 3:45 for 9<sup>th</sup>/10<sup>th</sup> graders and at 3:35 for 11<sup>th</sup>/12<sup>th</sup> graders.
- **Please pay close attention to our dress code.** Students who don't comply with the code will be sent home to change their clothes.
- **Parent conference reminder.** Fall conferences will be on October 10<sup>th</sup> from 11:00 AM to 7:00 PM. More information will follow.

Attached to this letter are two documents. One is a summary of future developments for City High as we approach our 10<sup>th</sup> anniversary. The second pertains to Adequate Yearly Progress and School Choice.

Welcome back for the 2011 -12 school year. Don't hesitate to contact me if you have any questions or concerns. **Working together we can achieve greatness!**

Sincerely,



Richard Wertheimer, Ed.D.  
CEO/Principal

## City Charter High School Future Development

This year represents the 10<sup>th</sup> anniversary for City High. We are very proud of our accomplishments – graduating bright, articulate young women and men who are succeeding in the job market and higher education and becoming contributing citizens in our community. As we approach this 10<sup>th</sup> year, there are some exciting changes for our school.

### City High's New Facility

In an attempt to improve a number of aspects of our physical plant, we have signed a new lease and will be moving to 201 Stanwix St. (The old Verizon Building). This location is close to public transportation, the Cultural District and Point State Park.

City High will occupy the first four floors of the new building. The rest of the building will consist of luxury apartments. The move provides us with a number of improvements to our program:

- 18,000 sq.ft. of additional space
- Exclusive entrance for City High students and staff
- Larger classrooms
- More conference/meeting rooms
- Improved science labs with chemistry capabilities
- 200 seat auditorium
- A vastly improved kitchen and food service program
- An increase in the student body from 570 to 600 students
- A new 12<sup>th</sup> grade classroom design that promotes independent learning



Pending completion of the renovation, we plan to move during the December break. It is anticipated that we will not miss any school due to the move (although the beginning of second trimester may be pushed back two days.)

During the first trimester we will provide up-to-date information to our parents, students and staff about the move. Students will be taken on a tour of the new facility prior to the move. We will have an open house for parents once we are moved in.

We are very excited about this new and improved facility. Your support as we move forward is greatly appreciated.



**Notice of Adequate Yearly Progress, Public School Choice – August 15, 2011  
Please Read: Important Information Affecting Your Child**

Dear City High Parent or Guardian,

I am writing to provide you with information pertaining to City Charter High School's Adequate Yearly Progress (AYP) under the guidelines of the law - No Child Left Behind. City High did not make Adequate Yearly Progress for the third year in a row, based on 2010 – 2011 Pennsylvania System of State Assessment (PSSA) results.

The PSSA is an annual exam given to Pennsylvania students in 11<sup>th</sup> grade to measure academic achievement. As you can see, City Charter High School students did well on the 2011 exam when compared to public high schools in Pittsburgh and Pennsylvania.

	<b>City Charter High School</b>	<b>Pittsburgh Public Schools</b>	<b>State</b>
<b>Reading</b>	<b>77%</b>	<b>51%</b>	<b>66%</b>
<b>Mathematics</b>	<b>49%</b>	<b>41%</b>	<b>59%</b>
<b>Writing</b>	<b>99%</b>	<b>73%</b>	<b>81%</b>
<b>Graduation Rate</b>	<b>99%</b>	<b>79%</b>	<b>90%</b>

*\*Percentages represent students who are Proficient or Advanced on the 2011 PSSA.*

The state uses the PSSA to determine whether City High, as a school, is making Adequate Yearly Progress. AYP is met when schools reach state targets for attendance, graduation rates, test participation and academic progress. The chart below shows that for three consecutive years we have not met AYP in mathematics.

<b>City High PSSA Data</b>	<b>2007-08 2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>
<b>Status</b>	AYP attained	Warning	School Improvement I	School Improvement II
<b>Targets Met</b>	17/17	16/17	16/17	14/17
<b>Target Missed</b>	N/A	Mathematics	Mathematics	Mathematics
<b>Cohort Missed</b>	N/A	African – American	Economically Disadvantaged	All Students Economically Disadvantaged African-American
<b>City High results</b>	N/A	28%	44%	49% (All), 42% (E.D.) 36% (AA)
<b>State Target</b>	N/A	56%	56%	67%

Not meeting AYP for three consecutive years places City Charter High School in School Improvement II with the state. Schools that are in School Improvement II must develop an improvement plan that addresses areas where the students scored below average.

**School Improvement Plan** – Our state approved plan focuses on:

1. Developing an early identification system for students underachieving in math.
2. Increasing the amount of time that students work in mathematics. An additional trimester of mathematics for all students in both 9<sup>th</sup> and 10<sup>th</sup> grade will be implemented during the 2011-12 school year.

School Improvement II status provides parents with a number of additional opportunities to support their student's academic growth.

**School Choice** - The staff at City Charter High School has a relationship with your child and believes that he/she can achieve at our school. However, students in School Improvement schools have the option of choosing another school to attend if they would like. As a school of choice, students attending City High have the opportunity to leave at any time and return to their school district feeder school.

**Supplemental Education Services** – In addition to City High's after school tutoring program, we will be offering, through our Title I program, Supplemental Educational Services (SES) in the form of free off-site tutoring programs available for students who qualify for free or reduced price lunch. If your child is eligible for this opportunity you will receive information from City High in late September.

**Parent Support and Involvement** - Parent support is essential to student achievement. Communicating with your child's teachers, making sure your child attends school regularly, helping your child with homework, monitoring your child's television/computer time and participating in school decision-making are important.

Our schoolwide parent involvement policy was updated in September 2010 and is online at <http://www.cityhigh.org/cityhigh/WorkArea/DownloadAsset.aspx?id=4405>. Please review this policy to learn how parents can be involved with City High. Also please mark your calendar and plan to attend our Parent Title I meeting on September 16, 2011 and the October 10, 2011 parent conferences.

The many successes at City Charter High School cannot be measured in one test. Our extremely high graduation rate, college acceptances, MOS certifications, successful internships and parent approval ratings are indications that we are offering a quality education. At City High we believe that all students can achieve great things. Our challenge and commitment is to constantly improve our program. Please continue to work with us to make sure that we achieve success for every student.

Sincerely,



Richard D. Wertheimer, Ed.D.

## 2011-2012 Title I Parent Information - August 15, 2011

City Charter High School receives Title I funding from the Federal Government. This funding is used to provide the following:

- Teachers to provide support for reading, writing and mathematics;
- Paraprofessional assistance for students in reading, writing, mathematics and technology;
- After school tutoring for ninth, tenth and eleventh graders;
- Funding for the Student Assistance Program;
- Support for parent workshops;
- Transportation for student academic field experiences; and
- Staff development sessions and staff continuing education.

As we approach the upcoming school year, there are three elements of the program to be aware of.

1. As a Title I school with a School Wide Program, we are informing all parents that **all of our students are eligible for Title I services.**

2. City High annually reviews and approves its **school wide parental involvement policy**. The policy is jointly developed by parents and administration. If interested, please join us to review and approve this policy at a meeting at the school on **Friday, September 16, 2011 at 2:00 PM**. Indicate on the form below if you plan to attend this meeting.

3. Parents are entitled to **request information on the professional qualifications of your child's teachers and administrators**. If you would like to receive this information, please send to the school the form at the bottom of this notice and the information will be mailed to you.

If you have any questions contact Dr. Wertheimer at 412-690-2489. If you plan to attend the parental involvement meeting or would like to request professional qualifications, fill out the information and have your child drop this sheet off at the front desk during the first week of school.

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### School Wide Parental Involvement Meeting

**Yes**, I plan to attend the meeting on Friday, September 16, 2011 at 2:00 PM.

Parent/Guardian Name \_\_\_\_\_ Parent/Guardian Signature \_\_\_\_\_

### Professional Qualifications Request

Please send me the professional qualifications of the following teachers/administrators:

\_\_\_\_\_  
\_\_\_\_\_

Parent/Guardian Name \_\_\_\_\_ Parent/Guardian Signature \_\_\_\_\_

Student's Name \_\_\_\_\_ Grade \_\_\_\_\_



## **TITLE I**

### **PARENT – STUDENT – SCHOOL COMPACT**

*City Charter High School and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010 - 11.*

#### **School Responsibilities**

City Charter High School will:

1. **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the State's student academic achievement standards as follows:**
  - **Combine relevant curriculums and align them to the State standards.**
  - **Provide an after school tutoring programs to allow students to receive assistance with regular school work.**
  - **Tracking will not be utilized in classes thus exposing all students to high quality curriculum.**
  - **Differentiate the instruction in classes ensuring the individual needs of students are met.**
  - **Ensure that appropriate instructional techniques are utilized through regular peer and administrator observation of teachers.**
2. **Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.** Specifically, those conferences will be held on October 11, 2010 and February 21, 2011 as well as on an as needed basis for individual students.
3. **Provide parents with frequent reports on their children's progress.** Specifically, the school will provide reports as follows:
  - Trimester Report Cards
  - EDLINE information that is regularly updated.
  - Achievement test results as soon as they are available.
4. **Provide parents reasonable access to staff.** Specifically, staff will be available for consultation with parents as follows:
  - Appointments will be made with individual teachers, advisors and grade level teams during the daily planning time allotted to teachers and/or before and after school.
  - Provide access to teachers via both email and voicemail.
5. **Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities,** as follows:
  - To chaperone field experiences.
  - To participate in classrooms discussions and presentations when appropriate.
  - To observe classes throughout the school with permission of the school administration.



**Parent Responsibilities**

We, as parents, will support our children’s learning in the following ways:

- Making sure that all homework is completed.
- Monitoring amount of television children watch.
- Volunteering to participate in my child’s education.
- Participating, as appropriate, in decisions relating to my children’s education.
- Promoting positive use of my child’s extracurricular time.
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory committees.
- Adhering to the attendance policy.
- Reviewing EDLINE at least weekly.
- Keep early dismissals to a minimum and only for emergencies.
- Participate in scheduled parent conferences.
- Establish a set time when my child is expected home from school.
- Insist on appropriate classroom behavior.

**Student Responsibilities**

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards in the following ways:

- Follow all of the rules and policies of the school, all of the time.
- Work diligently to improve all of my skills, increase my knowledge and become proficient on all of the state standards.
- Turn in all homework.
- Adhere to all provisions of the dress code, everyday.
- Work cooperatively with students and staff.
- Respect all students and staff.
- Follow the direction of the staff.
- Bring my ID card every day.
- Dress appropriately for physical education.
- Spend extra time studying for classes that are the hardest for me.
- Be open minded, willing to listen to the opinions of others especially when they differ from mine.
- Support my fellow classmates in their quest for academic excellence.
- Value achievement for myself and others.
- Take care of my computer and other materials provided by City High.
- Take care of my school environment.
- Be on time to school every morning and to every class every day.
- Attend school everyday unless ill.

_____	_____	_____
School Advisor	Parent(s)	Student
_____	_____	_____
Date	Date	Date

We are an equal rights and opportunity charter school.





### HIGHLY QUALIFIED PLAN 2010 - 2011

The Board of Trustees and Administration of City Charter High School strongly support the concept that all teachers must be Highly Qualified. It is sometimes necessary to hire teachers who have teaching credentials in content areas other than the one they will teach or have credentials from states other than Pennsylvania. When either of those instances occurs teachers are expected to do one or more of the following:

- Have their credentials reviewed by the Pennsylvania Department of Education to determine whether or not automatic certification will occur in PA.
- Take and pass the appropriate PRAXIS Exam(s)
- Take the necessary undergraduate or graduate courses.

Newly hired professionals must complete their certifications in a reasonable amount of time, generally one year from the date of hire. An individual plan is designed for each professional based on specific need and is signed by the teacher and CEO.

Professionals who do not complete their certifications by the designated deadline may be terminated.

In order to support the certification process, City Charter High School will provide a reimbursement of up to \$2,000 per school year for education and PRAXIS Exams. A course is reimbursed after the staff member completes the course and submits a bill and a transcript indicating that the course was passed with at least a "C" grade.

In the case of PRAXIS Exams, City High will pay for the first and second sitting for a specific exam.



DISTRICT WIDE PARENTAL INVOLVEMENT POLICY  
2011 – 2012

**PART 1: GENERAL EXPECTATIONS**

City Charter High School (CCHS) agrees to implement the following statutory requirements:

- CCHS will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, CCHS will work to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA. The compact is signed by the parent, student and school upon the student's entrance into City Charter High School
- CCHS will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, CCHS will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, CCHS will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- CCHS will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent.
- CCHS will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring*

- (A) that parents play an integral role in assisting their child's learning;*
- (B) that parents are encouraged to be actively involved in their child's education at school;*
- (C) that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; and*
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.*



## **PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. City Charter High School will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:
  - Parents will be notified of the September open meeting through the August mailing.
  - An open meeting will be held in mid September.
  - If less than three parents participate in the September meeting a focus group will be utilized to review the plan.
2. CCHS will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Include a parent representative on the school's Board of Trustees.
  - Include multiple parent representatives on the school's strategic planning committee.
  - Include multiple parent representatives on the school's Middle States Accreditation Committee.
3. CCHS will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:

Because the school and the district are one and the same, the school administrators will provide the technical assistance support when necessary by the Regional Title I staff.

4. CCHS will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A school. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

City High undergoes an annual evaluation conducted by Catherine Nelson, Bill Bickel and Jennifer Iriti. Surveys of parents, students and staff are conducted and will include questions related to parent involvement. In addition data from parent conferences including conference evaluations, one on one meetings, parent workshops and other parent activities will be disaggregated by demographic group in order to determine the effectiveness of the parent involvement policy and activities.

## **PART III. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. CCHS will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement through the following activities specifically described below:
  - Training for officers of the PTO that will ensure the effective structure for meetings.
  - Support the production of the PTO newsletter.
  - Training on the effective use of the EDLINE for parents.
  - Suggestions by the parent representative on the Board of Trustees.
  - Send a parent representative to the annual state Title I conference.



2. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
  - the State's academic content standards;
  - the State's student academic achievement standards;
  - the State and local academic assessments including alternate assessments;
  - how to monitor their child's progress; and
  - how to work with educators.

Workshops are held annually on the following topics:

- Use of the Parent EDLINE system to check grades, attendance and discipline;
  - Technology use especially as it applies to student achievement;
  - Local, state, and national assessments, the interpretation of data and the use of the results;
  - How to prepare students for assessments including ACT and SAT;
  - Preparation for the college application process and the completion of the FASFA;
  - The inclusion program for special education students and adaptations to the curriculum and/or evaluations; and
  - Various mental health and /or nutrition related topics.
3. The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
    - Annual Technology workshops.
    - Informational workshops pertaining to assessment are held during PTO meetings.
  4. The school will educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
    - Train staff in the use of EDLINE, email, phone calls and conferences with parents.
  5. The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
    - Parents will be asked for feedback on the language used in the documents provided to parents.

#### **PART IV. ADOPTION**

This District wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the meeting held September 16, 2011.

This policy was adopted by the **City Charter High School** on **October 12, 2011** and will be in effect for the period of the **2011-2012 school year**. The school will distribute this policy to all parents of participating Title I, Part A children on or before **October 17, 2011**.

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Richard D. Wertheimer, Ed.D.  
CEO/Principal  
October 12, 2011

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**H I G H S C H O O L A T L I F E S P E E D**





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