

Maritime Academy CS

Charter Annual Report

07/01/2013 - 06/30/2014

School Profile

Demographics

2275 Bridge Street
Philadelphia, PA 19137
(215)535-4555

Phase:

Phase 3

CEO Name:

Edward Poznek

CEO E-mail address:

poznek@maritimecharter.org

Governance and Staff

Leadership Changes

Leadership changes during the past year on the Board of Trustees and in the school administration:

The school's leadership changed significantly this year, as the founding Chief Executive Officer (CEO) Dr. Ann Waiters retired and the school's founding Chief Operations Officer, Ed Poznek, assumed the position of CEO. The school's Director of Federal Programs, Ms. Kyle Orosz, was promoted to Chief Operating Officer, replacing Mr. Poznek in that position. In addition, the school's Director Human Resources retired and has not yet been replaced. Aside from those changes, the school's administrative leadership team remained the same from 2012-13.

The Board of Trustees replaced 3 Board members in June 2014. One of the school's founding board members passed away. Two others left the Board for personal reasons. The new Board members are Peter Kennedy, esq., Captain Louis Cavaliere, U.S. Navy Retired, and Nancy O'Connor.

Board of Trustees Meeting Schedule

Location	Date and Time
2700 East Huntingdon St. Philadelphia, PA 19125	7/16/2013 5:00 PM
2700 East Huntingdon St. Philadelphia, PA 19125	8/21/2013 5:00 PM
2700 East Huntingdon St. Philadelphia, PA 19125	9/18/2013 5:00 PM
2700 East Huntingdon St. Philadelphia, PA 19125	10/16/2013 5:00 PM
2700 East Huntingdon St. Philadelphia, PA 19125	11/20/2013 5:00 PM
2700 East Huntingdon St. Philadelphia, PA 19125	12/18/2013 5:00 PM
2700 East Huntingdon St. Philadelphia, PA 19125	1/15/2014 5:00 PM
2700 East Huntingdon St. Philadelphia, PA 19125	2/19/2014 5:00 PM
2700 East Huntingdon St. Philadelphia, PA 19125	3/19/2014 5:00 PM
2700 East Huntingdon St. Philadelphia, PA 19125	4/22/2014 5:00 PM
2700 East Huntingdon St. Philadelphia, PA 19125	5/21/2014 5:00 PM
2700 East Huntingdon St. Philadelphia, PA 19125	6/18/2014 5:00 PM

Professional Staff Member Roster

Edward Poznek	
PA Certified	No
Areas of Certification	Not certified (Not required)
Grades Teaching or Serving	4 to 12

All Areas of Assignment, Subject Areas Teaching, or Services Provided	CEO
Number of Hours Annually Worked in Assignment	2080
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Eileen Abassi	
PA Certified	Yes
Areas of Certification	Instructional I Physics 7-12, Instructional I Chemistry 7-12
Grades Teaching or Serving	9,11,12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Chemistry, Physics, Forensics
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

McKenzie Allen	
PA Certified	Yes
Areas of Certification	Instructional I Elementary K-6
Grades Teaching or Serving	4
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 4
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Mary Beattie	
PA Certified	Yes
Areas of Certification	Instructional I Special Education N-12
Grades Teaching or Serving	6
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 6 Special Ed Resource
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jessica Blanch	
PA Certified	Yes

Areas of Certification	Instructional I English 7-12
Grades Teaching or Serving	7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Mid Level English, Mid Level Social Studies
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	50.0
Percentage of Time in Areas Not Certified	50.0

Shawn Brown	
PA Certified	No
Areas of Certification	Not certified
Grades Teaching or Serving	7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Mid Level Math, Mid Level Science
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Nicholas Campbell	
PA Certified	Yes
Areas of Certification	Instructional I Special Education N-12
Grades Teaching or Serving	6,7,8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education Resource
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Nicholas Campione	
PA Certified	Yes
Areas of Certification	Vocational Emergency Teaching Permit
Grades Teaching or Serving	9,10,11,12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Marine Engine Repair
Number of Hours Annually Worked in Assignment	300
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Michael Chiarella	
PA Certified	Yes
Areas of Certification	Instructional I Biology 7-12
Grades Teaching or Serving	10
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Biology
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Carole Dalesandro	
PA Certified	Yes
Areas of Certification	Instructional I Elementary K-6, Instructional I Mid-Level English 7-9
Grades Teaching or Serving	6
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 6
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Natalie DeLuca	
PA Certified	Yes
Areas of Certification	Instructional I Special Education N-12
Grades Teaching or Serving	4
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education Grade
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

George Dougherty	
PA Certified	Yes
Areas of Certification	Instructional I Mid-Level Mathematics 7-9
Grades Teaching or Serving	8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Mid Level Math, Mid Level Science
Number of Hours Annually Worked in Assignment	1395

Percentage of Time in Certified Position	50.0
Percentage of Time in Areas Not Certified	50.0

Colin Doyle	
PA Certified	Yes
Areas of Certification	Instructional I Mid-Level Science 7-9 , Instructional I Mid-Level Math 7-9
Grades Teaching or Serving	7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Mid Level Math, Mid Level Science
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Kyle Ellis	
PA Certified	Yes
Areas of Certification	Instructional I Mathematics 7-12
Grades Teaching or Serving	11, 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Algebra 2, Trigonometry
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Christopher Eury	
PA Certified	Yes
Areas of Certification	Instructional I Special Education N-12
Grades Teaching or Serving	9, 10, 11, 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education Math
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Diane Fanega	
PA Certified	Yes
Areas of Certification	Instructional I K-6, Instructional II Mid-Level Citiz. Ed 7-9 , Mid Level

	English 7-9
Grades Teaching or Serving	8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Mid Level English, Mid Level Social Studies
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Kaitlyn Fisher	
PA Certified	Yes
Areas of Certification	Instructional I Health & Physical Educ K-12
Grades Teaching or Serving	4,5,6,7,8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Health, Physical Education
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Aileen Foster	
PA Certified	Yes
Areas of Certification	Instructional I Elementary K-6
Grades Teaching or Serving	5
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 5
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Lisa Foster	
PA Certified	No
Areas of Certification	Not certified
Grades Teaching or Serving	7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Mid Level English, Mid Level Social Studies
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	0.0
Percentage of Time in Areas Not Certified	100.0

Melanie Giancaterino	
PA Certified	Yes
Areas of Certification	Instructional II Elementary K-6
Grades Teaching or Serving	5
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 5
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jennifer Ginchereau	
PA Certified	Yes
Areas of Certification	Instructional II Mid-Level Citiz. Ed 7-9 , Mid Level English 7-9
Grades Teaching or Serving	8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Mid Level English, Mid Level Social Studies
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Matthew Heiland	
PA Certified	Yes
Areas of Certification	Instructional I Bus-Computer-Info Tech K-12
Grades Teaching or Serving	4,5,6,7,8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Computer Education
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Stephen Hewitt	
PA Certified	Yes
Areas of Certification	Instructional II English 7-12
Grades Teaching or Serving	10, 11
All Areas of Assignment, Subject Areas Teaching, or Services Provided	English
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0

Percentage of Time in Areas Not Certified	0.0
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Corey Keenan	
PA Certified	Yes
Areas of Certification	Instructional I Mathematics 7-12
Grades Teaching or Serving	8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Mid Level Math, Mid Level Science
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Barbara Ledford	
PA Certified	Yes
Areas of Certification	Instructional I Mathematics 7-12
Grades Teaching or Serving	9
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Algebra 1
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jennifer Lesher	
PA Certified	Yes
Areas of Certification	Instructional I Special Education K-12
Grades Teaching or Serving	4,5,6,7,8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education Resource
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

James Lint	
PA Certified	Yes
Areas of Certification	Instructional I Art K-12
Grades Teaching or Serving	4,5,6,7,8, 9, 10, 11, 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Art

Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Brian Lytz	
PA Certified	Yes
Areas of Certification	Admin I
Grades Teaching or Serving	4,5,6,7,8, 9, 10, 11, 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Principal
Number of Hours Annually Worked in Assignment	2080
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Lisa MacMurray	
PA Certified	Yes
Areas of Certification	Instructional I Social Studies 7-12
Grades Teaching or Serving	11, 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	US History, Civics
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Mercedes Mason-Gould	
PA Certified	Yes
Areas of Certification	Instructional I Spanish K-12
Grades Teaching or Serving	9,10,11
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Spanish
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Denise McDevitt	
PA Certified	Yes
Areas of Certification	Instructional II Special Education N-12
Grades Teaching or Serving	4,5,6,7,8, 9, 10, 11, 12

All Areas of Assignment, Subject Areas Teaching, or Services Provided	Special Education Resource
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Rachel McGonigle	
PA Certified	Yes
Areas of Certification	Instructional I Mid-Level Science 7-9, Instructional I Elementary K-6
Grades Teaching or Serving	4
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 4
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Matthew Miller	
PA Certified	Yes
Areas of Certification	Instructional I Health & Physical Educ K-12
Grades Teaching or Serving	9, 10, 11, 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Health, Physical Education
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Shana Mulligan	
PA Certified	Yes
Areas of Certification	Instructional I Social Studies 7-12
Grades Teaching or Serving	9,11
All Areas of Assignment, Subject Areas Teaching, or Services Provided	World History, Civics
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

David Murphy	
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PA Certified	Yes
Areas of Certification	Instructional I English 7-12
Grades Teaching or Serving	9,11
All Areas of Assignment, Subject Areas Teaching, or Services Provided	English 1, English 3
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Justine Rambo	
PA Certified	Yes
Areas of Certification	Instructional I English 7-12
Grades Teaching or Serving	11,12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	English 3, English 4
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Terez Roane	
PA Certified	Yes
Areas of Certification	Instructional I Elementary K-6
Grades Teaching or Serving	5
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 5
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Andrea Rubin	
PA Certified	Yes
Areas of Certification	Instructional I Elementary K-6
Grades Teaching or Serving	7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Mid Level English, Mid Level Social Studies
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Peter Saunders	
PA Certified	Yes
Areas of Certification	Administrative I Principal K-12
Grades Teaching or Serving	4,5,6,7,8,9,10, 11,12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Dean of Students
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Megan Saville	
PA Certified	Yes
Areas of Certification	Instructional I Music K-12
Grades Teaching or Serving	4,5,6,7,8, 9, 10, 11, 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Music
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jeffery Segrest	
PA Certified	Yes
Areas of Certification	Instructional II Elementary K-6
Grades Teaching or Serving	6
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 6
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Nicholas Smith	
PA Certified	Yes
Areas of Certification	Instructional II Mid-Level Mathematics 7-9, Instructional I Special Education N-12
Grades Teaching or Serving	7
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Mid Level Math, Mid Level Science
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	50.0

Percentage of Time in Areas Not Certified	50.0
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Eric Steiner	
PA Certified	Yes
Areas of Certification	Instructional I Chemistry 7-12
Grades Teaching or Serving	11
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Chemistry
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Brad Stetler	
PA Certified	Yes
Areas of Certification	Instructional I Health & Physical Educ K-12
Grades Teaching or Serving	4,5,6,7,8, 9, 10, 11, 12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Physical Education
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Jennifer Stillwell	
PA Certified	Yes
Areas of Certification	Instructional I Mathematics 7-12
Grades Teaching or Serving	10,12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Geometry, Pre-Calc
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Cassidy Thomas	
PA Certified	Yes
Areas of Certification	Instructional I Mathematics 7-12, Instructional I Special Education N-12
Grades Teaching or Serving	5,6,7,8

All Areas of Assignment, Subject Areas Teaching, or Services Provided	Life Skills
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Zhanna Vaisberg	
PA Certified	Yes
Areas of Certification	Instructional II Special Education N-12
Grades Teaching or Serving	4,5,6,7,8,9,10, 11,12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Director of Special Education, Spec Edu Secondary Resource, Administrative I Principal K-12
Number of Hours Annually Worked in Assignment	2080
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Sylvia Wassel	
PA Certified	Yes
Areas of Certification	Instructional I Elementary K-6
Grades Teaching or Serving	6
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Grade 6
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Elizabeth Weiss	
PA Certified	Yes
Areas of Certification	Instructional I Special Education N-12, Instructional I English 7-12
Grades Teaching or Serving	9,10,11,12
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Creative Writing
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Emily Wicks	
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PA Certified	Yes
Areas of Certification	Instructional I Spanish K-12
Grades Teaching or Serving	9
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Spanish
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Matthew Wilson	
PA Certified	Yes
Areas of Certification	Instructional I Social Studies 7-12
Grades Teaching or Serving	10,11
All Areas of Assignment, Subject Areas Teaching, or Services Provided	History, Social studies
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Kyle Yeiter	
PA Certified	Yes
Areas of Certification	Instructional I Mid-Level Mathematics 7-9, Instructional I Mid-Level Science 7-9
Grades Teaching or Serving	8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Mid Level Math, Mid Level Science
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

Lauren Yeiter	
PA Certified	Yes
Areas of Certification	Instructional I Social Studies 7-12, Instructional I English 7-12
Grades Teaching or Serving	Mid Level English, Mid Level Social Studies
All Areas of Assignment, Subject Areas Teaching, or Services Provided	8
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0

Percentage of Time in Areas Not Certified	0.0
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Sarah Ward	
PA Certified	Yes
Areas of Certification	Instructional I Elementary K-6, Instructional I Biology 7-12
Grades Teaching or Serving	6,7,8
All Areas of Assignment, Subject Areas Teaching, or Services Provided	Marine Science
Number of Hours Annually Worked in Assignment	1395
Percentage of Time in Certified Position	100.0
Percentage of Time in Areas Not Certified	0.0

The professional staff member roster as recorded originally on the PDE-414 form

XLSX file uploaded.

Quality of Teaching and Other Staff

Position Categories	All Employed per Category	Appropriately Certified	Promoted	Transferred	Terminated	Contracted for Following Year
Chief Academic Officer/Director	1.00	1.00	1.00	0.00	0.00	1.00
Principal	1.00	1.00	0.00	0.00	0.00	1.00
Assistant Principal	1.00	1.00	0.00	0.00	0.00	1.00
Classroom Teacher (including Master Teachers)	33.00	31.00	0.00	0.00	2.00	31.00
Specialty Teacher (including Master Teachers)	9.00	9.00	0.00	0.00	1.00	8.00
Special Education Teacher (including Master Teachers)	8.00	8.00	0.00	0.00	1.00	7.00
Special Education Coordinator	1.00	1.00	0.00	0.00	0.00	1.00
Counselor	0.00	0.00	0.00	0.00	0.00	0.00
Psychologist	0.00	0.00	0.00	0.00	0.00	0.00
School Nurse	1.00	1.00	0.00	0.00	0.00	1.00
Maritime Studies Teacher	1	1	1	0	1	0
Deans	3	3	0	0	0	3
Totals	59.00	57.00	2.00	0.00	5.00	54.00

Further explanation:

The chart above tracks staff turnover during 2013-14 and staff retention from 2013-14 school year to 2014-15 school year. Promoted, Transferred and Terminated are interpreted in the above chart as a change from the 2013-14 school year to the 2014-15 school year (e.g., how many will be retained for next school year, 2014-15). The category of Contracted for the Following Year shows the number of employees who have been contracted for 2014-15, which may be lower than the number contracted for the current year (2013-14). The school nurse is contracted through an outside agency and is not a direct employee of the school.

Fiscal Matters

Major Fundraising Activities

Major fundraising activities performed this year and planned for next year:

The school held three different fundraisers to support for student activities. These events include:

- The Maritime Bingo Fundraiser secured \$4,500 to support the senior prom and additional student activities.
- Periodic “Dress Down Days” raise funds for the end of year Maritime Field Day event.
- Maritime held a Taco Night that combined with “Dress Down Days” raised \$5,000 dollars. These funds supported the Maritime Field Day event and additional student activities.

Maritime also applied for and received two competitive Pennsylvania Department of Education grants related to school safety; The School Safety Equipment grant for \$25,000.00 and the School Police Officer grant for \$40,000.00. Both of those grants were included in the 2013-14 budget and enabled the school to upgrade safety in the high school substantially.

Fiscal Solvency Policies

Changes to policies and procedures to ensure and monitor fiscal solvency:

No changes were made this year to policies and procedures to ensure and monitor fiscal solvency.

Every year, our goal is to maintain an operating surplus that carries over to the following year. This operating surplus facilitates our long term fiscal solvency, and can be used in emergencies, shortfalls, and funding delays. The accounting, forecasting and budgeting tasks were managed again this year by FOUNDATIONS, Inc. of Mount Laurel, NJ. FOUNDATIONS has a very experienced team of charter school finance experts who have guided the school in its financial decision making.

Our end of year surplus goal is to have at least 5% of the operating budget in reserve in order to ensure fiscal solvency in the coming year. Despite the challenging economic conditions facing the school (and State and Philadelphia) again this year, the current surplus amount (as of June 30, 2014) is equal to 17.4% of our operating budget for 2013-14. Thus, we will be entering 2014-15 in a good financial position to begin the year. Much of the previous years’ surplus was used to purchase and outfit our new high school building that we purchased from the School District of Philadelphia.

Fiscal Solvency Policies

Charter School documents that describe policies and procedures that have been established to ensure and monitor fiscal solvency (optional if described in the narrative)

No files have been uploaded.

Accounting System

Changes to the accounting system the charter school uses:

No changes were made this year to the accounting system the charter school uses.

Preliminary Statements of Revenues, Expenditures & Fund Balances

The completed and CEO signed Fiscal Template – Preliminary Statements of Revenues, Expenditures & Fund Balances

PDF file uploaded.

Financial Audits

Basics

Audit Firm: Citrin Cooperman
 Date of Last Audit: 11/12/2013
 Fiscal Year Last Audited: 2012-13

Explanation of the Report

Detailed explanation of the report (if the previous year's report has been submitted.) Any audit report for a school year that precedes this annual report by more than 2 years is not acceptable and may be considered a material violation:

The audit of Maritime Academy Charter School's financial statements for school year 2012-13 was conducted by Citrin Cooperman, LLP. Results of that audit are attached to this report. The results are provided for school year 2012-13, because the audit for school year 2013-14 will be conducted in the fall of 2014 (in compliance with auditing standards). Citrin Cooperman found in their audit that the financial statements of revenues, expenditures and school accounts were an accurate representation of the financial activities and accounts of the school. The audit did not require any changes to financial statements on the part of the school.

Financial Audit Report

The Financial Audit Report, which should include the auditor's opinion and any findings resulting from the audit

PDF file uploaded.

Citations

Financial audit citations and the corresponding Charter School responses

Description	Response
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No citations were provided- the auditor's opinion was unqualified.	The school was provided with a clean audit report, which required no action on the school's part.
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Federal Programs Consolidated Review

Basics

Title I Status:	Yes
Date of Last Federal Programs Consolidated Review:	08/09/2013
School Year Reviewed:	2012-13

Federal Programs Consolidated Review Report

The Federal Programs Consolidated Review Report, which should include the Division's opinion and any findings resulting from the audit

PDF file uploaded.

Citations

Federal Programs Consolidated Review citations and the corresponding Charter School responses

Description	Response
MACHS received no citations- the federal programs at the school were found to be fully in compliance with all rules and regulations reviewed.	No response was needed from the school, as no areas were found to be out of compliance.

Special Education

Chapter 711 Assurances

The LEA agrees to comply with all requirements of Special Education outlined in 22 PA Code Chapter 711 and other state and federal mandates. These include:

Implementation of a full range of services, programs and alternative placements available to the Charter School for placement and implementation of the special education programs in the Charter School.

Implementation of a child find system to locate, identify and evaluate young children and 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 their effectiveness. The Charter School implements mechanisms to disseminate child find information to the public, organizations, agencies and individuals on at least an annual basis.

Assurances of 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.

Following 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.

Assurance of 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.

Special Education Support Services

Support Service	Location	Teacher FTE
Director of Special Education, Zhanna Vaisberg	Middle School and High School	1
Special Education Teacher	Middle School	3
Special Education Teacher	High School	2.5

Special Education Contracted Services

Title	Amt. of Time per Week	Operator	Number of Students
Deaf Hard of Hearing Support	1 Days	Intermediate Unit	11
KFS (Kaleidoscope Family Solutions, Inc.) Occupational Therapy	1 Days	Outside Contractor	11

School Psychologist/Counseling	30 Hours	Outside Contractor	11
Speech and Language	14 Hours	Outside Contractor	33

Special Education Cyclical Monitoring

Date of Last Special Education Cyclical Monitoring:

02/23/2012

Link to Report (Optional):

Not Provided

Special Education Cyclical Monitoring Report

The Special Education Cyclical Monitoring Report, which should include the Bureau's findings

PDF file uploaded.

Facilities

Fixed assets acquired by the Charter School during the past fiscal year

Fixed assets acquired by the Charter School during the past fiscal year:

In June of 2014, Maritime Charter acquired a high school building from the School District of Philadelphia for \$2.1 million dollars. The school had been renting the building since July 2013. Because the building was in good condition, it required relatively little capital improvement. The school paid \$100,888 for building repairs and painting of the 55,000 square foot facility during the 2013-14 school year (150 gallons of paint). The school also purchased furniture and computers to fit out a 30 Apple Mac computer lab (\$36000 dollars for computers and \$5000 for desks, chairs, and wiring). We bought \$3000 dollars of equipment including desks for the new building, and transferred all of our existing desks, smartboards and classroom materials to the new building to complete the fit-out. 2.1 Million

The total Charter School expenditures for fixed assets during the identified fiscal year:

\$2,244,888.00

Facility Plans and Other Capital Needs

The Charter School's plan for future facility development and the rationale for the various components of the plan:

Maritime Charter bought a high school building from the School District of Philadelphia in June of 2014. MACHS had been renting the building since July of 2013. The building is located at 2700 East Huntingdon Street, Philadelphia, PA 19125, which is in close proximity to the school's Middle School and Administrative buildings (at the Frankford Arsenal in Philadelphia). The building was in very good condition, and required only moderate amounts of cleaning and maintenance. Several improvements were made in the past summer (2013) and during the current school year (2013-14). Our other facilities are in good condition, so we do not anticipate requiring any additional capital expenditures for several years. One million dollars of improvements will be made to the new high school: Upgrading the bathrooms, replace air conditioning and the heating in the cafeteria, replacing the boiler, installing an elevator. We will also be installing state of the art surveillance camera systems and a new fire alarm system.

Memorandums of Understanding

Organization	Purpose
Philadelphia District Attorney's Office	This Memorandum works with the District Attorney's Office to support the Project "Go" Truancy Intervention Program.
Philadelphia Police Department	Security and emergency response support and training as described in the Safe Schools Act

Charter School Annual Report Affirmations

Charter Annual Report Affirmation

I verify that all information and records in this charter school annual report are complete and accurate.

The Chief Executive Officer and the Board of Trustee President of the charter school must sign this verification.

Affirmed by Eugene Mattioni on 8/1/2014

President, Board of Trustees

Affirmed by Edward Poznek on 8/1/2014

Chief Executive Officer

Charter School Law Affirmation

Pennsylvania's first Charter School Law was Act 22 of 1997, 24 P.S. § 17-1701-A et seq., which primarily became effective June 19, 1997, and has subsequently been amended.

The Charter School Law provides for the powers, requirements, and establishment of charter schools. The Charter School Law was passed to provide opportunities to teachers, parents, pupils and community members to establish and maintain schools that operate independently from the existing school district structure as a method to accomplish all of the following: (1) improve pupil learning; (2) increase learning opportunities for all pupils; (3) encourage the use of different and innovative teaching methods; (4) create new professional opportunities for teachers; (5) provide parents and pupils with expanded choices in types of educational opportunities that are available within the public school system; and (6) hold charter schools accountable for meeting measurable academic standards and provide the school with a method to establish accountability systems.

The charter school assures that it will comply with the requirements of the Charter School Law and any provision of law from which the charter school has not been exempted, including Federal laws and regulations governing children with disabilities. The charter school also assures that it will comply with the policies, regulations and procedures of the Pennsylvania Department of Education (Department). Additional information about charter schools is available on the Pennsylvania Department's website at: <http://www.education.state.pa.us>.

The Chief Executive Officer and Board of Trustees President of the charter school must sign this assurance.

Affirmed by Eugene Mattioni on 8/1/2014

President, Board of Trustees

Affirmed by Edward Poznek on 7/31/2014

Chief Executive Officer

Ethics Act Affirmation

Pennsylvania's current Public Official and Employee Ethics Act (Ethics Act), Act 93 of 1998, Chapter 11, 65 Pa.C.S. § 1101 et seq., became effective December 14, 1998 and has subsequently been amended.

The Ethics Act provides that public office is a public trust and that any effort to realize personal financial gain through public office other than compensation provided by law is a violation of that trust. The Ethics Act was passed to strengthen the faith and confidence of the people of Pennsylvania in their government. The Pennsylvania State Ethics Commission (Commission) administers and enforces the provisions of the Ethics Acts and provides guidance regarding its requirements.

The regulations of the Commission set forth the procedures applicable to all proceedings before the Commission as well as for the administration of the Statement of Financial Interests filing requirements. See 51 Pa. Code § 11.1 et seq.

The charter school assures that it will comply with the requirements of the Ethics Act and with the policies, regulations and procedures of the Commission. Additional information about the Ethics Act is available on the Commission's website at: <http://www.ethics.state.pa.us>.

The Chief Executive Officer and Board of Trustees President of the charter school must sign this assurance.

Affirmed by Eugene Mattioni on 8/1/2014

President, Board of Trustees

Affirmed by Edward Poznek on 8/1/2014

Chief Executive Officer

CERTIFICATION VERIFICATION FORM Maritime Academy Charter School 2013 14

PDE-414

92.4% Certified

Complete the following information for all professional staff members.

Staff No.	Name of employee (List all names in alphabetical order)	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmmt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
1	Abbasi, Eileen	Yes	Instructional I Physics 7-12, Instructional I Chemistry 7-12	9,11,12	Chemistry, Physics, Forensics	1395	100	0
2	Allen, McKenzie	Yes	Instructional I Elementary K-6	4	Grade 4	1395	100	0
3	Beattie, Mary	Yes	Instructional I Special Education N-12	6	Special Education	1395	100	0
4	Blanch, Jessica	Yes	Instructional I English 7-12	7	Mid Level English, Mid Level Social Studies	1395	50	50
5	Brown , Shawn	No	Not certified	7	Mid Level Math, Mid Level Science	1395	0	100
6	Campbell , Nicholas	Yes	Instructional I Special Education N-12	6,7,8	Special Education Resource	1395	100	0
7	Campione, Nicholas	Yes	Vocational Emergency Teaching Permit	9,10,11,12	Marine Engine Repair	300	100	0
8	Chiarella , Michael	Yes	Instructional I Biology 7-12	10	Biology	1395	100	0
9	Dalesandro, Carole	Yes	Instructional I Elementary K-6	6	Grade 6	1395	100	0
10	DeLuca, Natalie	Yes	Instructional I Special Education N-12	4	Grade 4 Special Ed	1395	100	0
11	Dougherty , George	Yes	Instructional I Mid-Level Mathematics 7-9	8	Mid Level Math, Mid Level Science	1395	50	50
12	Doyle , Colin	Yes	Instructional I Mid-Level Science 7-9 , Instructional I Mid-Level Math 7-9	7	Mid Level Math, Mid Level Science	1395	100	0
13	Ellis , Kyle	Yes	Instructional I Mathematics 7-12	11, 12	Algebra 2, Trigonometry	1395	100	0
14	Eury , Christopher	Yes	Instructional I Special Education N-12	9, 10, 11, 12	Special Ed Math	1395	100	0
15	Fanega, Diane	Yes	K-6, Instructional II Mid-Level Citiz. Ed 7-9 , Mid Level English 7-9	8	Mid Level English, Mid Level Social Studies	1395	100	0
16	Fisher, Kaitlyn	Yes	Instructional I Health & Physical Educ K-12	4,5,6,7,8	Health, Physical Education	1395	100	0
17	Foster , Aileen	Yes	Instructional I Elementary K-6	5	Grade 5	1395	100	0
18	Foster , Lisa	No	Not certified	7	Mid Level English, Mid Level Social Studies	1395	0	100
19	Giancaterino, Melanie	Yes	Instructional II Elementary K-6	5	Grade 5	1395	100	0
20	Ginchereau , Jennifer	Yes	Instructional II Mid-Level Citiz. Ed 7-9 , Mid Level English 7-9	8	Mid Level English, Mid Level Social Studies	1395	100	0

Staff No.	Name of employee (List all names in alphabetical order)	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmmt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
21	Heiland, Matthew	Yes	Instructional I Bus-Computer-Info Tech K-12	4,5,6,7,8	Computers	1395	100	0
22	Hewitt, Stephen	Yes	Instructional II English 7-12	10,11	English	1395	100	0
23	Keenan , Corey	Yes	Instructional I Mathematics 7-12	8	Mid Level Math, Mid Level Science	1395	50	50
24	Ledford, Barbara	Yes	Instructional I Mathematics 7-12	9	Algebra 1	1395	100	0
25	Leshner , Jen	Yes	Instructional I Special Education K-12	4,5,6,7,8	Special Ed	1395	100	0
26	Lint, James	Yes	Instructional I Art K-12	4,5,6,7,8, 9, 10, 11, 12	Art	1395	100	0
27	Lytz, Brian	Yes	Administrative I Principal K-12	4,5,6,7,8, 9, 10, 11, 12	Principal	1395	100	0
28	MacMurray, Lisa	Yes	Instructional I Social Studies 7-12	11,12	US History, Civics	1395	100	0
29	Mason-Gould, Mercedes	Yes	Instructional I Spanish K-12	9,10,11	Spanish	1395	100	0
30	McDevitt, Denise	Yes	Instructional II Special Education N-12	4,5,6,7,8, 9, 10, 11, 12	Special Education Resource	1395	100	0
31	McGonigle, Rachel	Yes	Instructional I Mid-Level Science 7-9, Instructional I Elementary K-6	4	Grade 4	1395	100	0
32	Miller, Matthew	Yes	Instructional I Health & Physical Educ K-12	9, 10, 11, 12	Health, Physical Education	1395	100	0
33	Mulligan, Shana	Yes	Instructional I Social Studies 7-12	9,11	World History, Civics	1395	100	0
34	Murphy, David	Yes	Instructional I English 7-12	9, 11	English 1, English 3	1395	100	0
35	Rambo, Justine	Yes	Instructional I English 7-12	11,12	English 3, English 4	1395	100	0
36	Roane , Terez	Yes	Instructional I Elementary K-6	5	Grade 5	1395	100	0
37	Rubin , Andrea	Yes	Instructional I Elementary K-6	7	Mid Level English, Mid Level Social Studies	1395	100	0
38	Saunders, Peter	Yes	Administrative I Principal K-12	4,5,6,7,8,9,10, 11,12	Dean of Students	1395	100	0
39	Saville, Megan	Yes	Instructional I Music K-12	4,5,6,7,8, 9, 10, 11, 12	Music	1395	100	0
40	Segrest, Jeffrey	Yes	Instructional II Elementary K-6	7,8	Grade 6	1395	100	0
41	Smith, Nicholas	Yes	Instructional II Mid-Level Mathematics 7-9, Instructional I Special Education N-12	7	Mid Level Math, Mid Level Science	1395	50	50
42	Steiner , Eric	Yes	Instructional I Chemistry 7-12	11	Chemistry, Physics	1395	100	0
43	Stetler , Brad	Yes	Instructional I Health & Physical Educ K-12	4,5,6,7,8, 9, 10, 11, 12	Physical Education	1395	100	0
44	Stillwell , Jennifer	Yes	Instructional I Mathematics 7-12	10,12	Geometry, Pre-Calc	1395	100	0

Staff No.	Name of employee (List all names in alphabetical order)	PA Certified Yes/No	Areas of Certification Type of Certificate	Grades Teaching or Serving	All Areas of Assignment Subject Areas Teaching or Services Provided	Number of Hours Worked in Assignmnt	Percentage of Time in Certified Position	Percentage of Time in Areas Not Certified
45	Thomas, Cassidy	Yes	Instructional I Mathematics 7-12, Instructional I Special Education N-12	5,6,7,8	Life Skills	1395	100	0
46	Vaisberg, Zhanna	Yes	Instructional II Special Education N-12, Administrative I Principal K-12	4,5,6,7,8,9,10,11,12	Director of Special Education, Spec Edu Secondary Resource	1395	100	0
47	Wassel, Sylvia	Yes	Instructional I Elementary K-6	6	Grade 6	1395	100	0
48	Weiss, Elizabeth	Yes	Instructional I Special Education N-12, Instructional I English 7-12	9,10,11,12	Creative Writing	1395	100	0
49	Wicks, Emily	Yes	Instructional I Spanish K-12	9	Spanish 1	1395	100	0
50	Wilson, Matthew	Yes	Instructional I Social Studies 7-12	10,11	Social Studies	1395	100	0
51	Yeiter, Kyle	Yes	Instructional I Mid-Level Mathematics 7-9, Instructional I Mid-Level Science 7-9	8	Mid Level Math, Mid Level Science	1395	100	0
52	Yeiter, Lauren	Yes	Instructional I Social Studies 7-12, Instructional I English 7-12	8	Mid Level English, Mid Level Social Studies	1395	100	0
53	Ward, Sarah	Yes	Instructional I Elementary K-6, Instructional I Biology 7-12	6,7,8	Marine Science	1395	100	0

Total Number of Administrators (do not include CEO) ___3___

Total Number of Teachers ___50___ Counselors ___0___ School Nurses ___0___ Others _____

Market Street, Harrisburg, PA 17126-0333

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2013

Name of School _____ Maritime Academy Charter High School _____

Address of School _____ 2275 Bridge Street, Philadelphia, PA 19137 _____

CEO Signature _____  _____

REVENUES

6000		REVENUE FROM LOCAL SOURCES	\$	7,926,645.00
6500		EARNINGS ON INVESTMENTS		
	6510	Interest on Investments and Interest-Bearing Checking Accounts	\$	2,250.00
	6520	Dividends on Investments	\$	-
	6530	Gains or Losses on Sale of Investments	\$	-
	6540	Earnings on Investments in Real Property	\$	
	6590	Other Earnings or Investments	\$	(11,252.00)
6600		FOOD SERVICE REVENUE	\$	360,260.00
	6610	Daily Sales - Reimbursable Programs		
	6620	Daily Sales - Non-Reimbursable Programs		
	6630	Special Functions		
	6640	Non-Cash Contributions		
	6650	Price Reduction for Reduced Price and Free Meals (Debit)		
	6690	Other Food Service Revenues		
6700		REVENUES FROM STUDENT ACTIVITIES		
	6710	Admissions		
	6720	Bookstore Sales		
	6730	Student Organization Membership Dues and Fees		
	6740	Fees		
	6750	Student Activity - Special Events		
	6790	Other Student Activity Income		
6800		REVENUES FROM INTERMEDIARY SOURCES / PASS THROUGH		
	6810	Revenue from Local Governmental Units	\$	-
	6820	Revenue from Intermediary Sources - Commonwealth Funds		
	6830	Revenues from Intermediary Sources - Federal Funds		
	6890	Other Revenues from Intermediary Sources		

6900			OTHER REVENUE FROM LOCAL SOURCES	\$ 85,210.00
	6910		Rentals	\$ -
	6920		Contributions & Donations from Private Sources / Capital Contributions	
	6930		Gains or Losses on Sale of Fixed Assets (Economic Resource Measurement Focus Only)	
	6940		Tuition from Patrons	
	6941		Regular Day School Tuition	
	6942		Summer School Tuition	
	6943		Adult Education Tuition	
	6944		Receipts From Other LEAs in Pennsylvania - Education	
	6945		Receipts from Out-of-State LEAs	
	6946		Receipts from Member Districts - AVTS / Special Program Jointure only	
	6947		Receipts from Members of Intermediate Units for Education by Withholding	
	6948		Receipts from Members of Intermediate Units for Direct Contributions	
	6949		Other Tuition from Patrons	
	6950		Unassigned	
	6960		Services Provide Other Local Governmental Units / LEAs	
	6961		Transportation Services Provided Other Pennsylvania LEAs	
	6969		All Other Services Provided Other Governments and LEAs Not Specified Above	
	6970		Services Provided Other Funds	
	6980		Revenue from Community Service Activities	
	6990		Refunds and Other Miscellaneous Revenue	
	6991		Refunds of a Prior Year Expenditure	\$ (11,492.00)
	6999		Other Revenues Not Specified Above	
7000			REVENUE FROM STATE SOURCES	
7100			BASIC INSTRUCTIONAL AND OPERATING SUBSIDIES	
	7150		Unassigned	
	7160		Tuition for Orphans and Children Placed in Private Homes	
	7180		Staff and Program Development	
7200			REVENUE FOR SPECIFIC EDUCATIONAL PROGRAMS	
	7210		Homebound Instruction	
	7220		Vocational Education	
	7230		Alternative Education	
	7240		Driver Education - Student	
	7250		Migratory Children	
	7260		Workforce Investment Act (WIA)	
	7270		Specialized Education of Exceptional Pupils	
	7280		Adult Literacy	

	7290	Additional Educational Program Revenues	
7300		REVENUES FOR NON-EDUCATIONAL PROGRAMS	
	7310	Transportation (Regular and Additional)	
	7320	Rental and Sinking Fund Payments / Building Reimbursement Subsidy	\$ 75,942.00
	7330	Health Services (Medical, Dental, Nurse, Act 25)	\$ 21,416.00
	7340	Unassigned	
	7350	Sewage Treatment Operations / Environmental Subsidies	
	7360	Safe Schools	
7400		VOCATIONAL TRAINING OF THE UNEMPLOYED	
7500		STATE REVENUE NOT LISTED ELSEWHERE IN THE 7000 SERIES OF ACCOUNTS	
	7502	Dual Enrollment Grants	
	7503	Project 720/High School Reform	
	7599	Other State Revenue Not Listed Elsewhere in the 7000 Series	
7600		REVENUE FOR MILK, LUNCH AND BREAKFAST PROGRAMS	
7800		REVENUE FOR THE COMMONWEALTH'S SHARE OF PAID BENEFITS	
	7810	State Share of Social Security and Medicare Taxes	
	7820	State Share of Retirement Contributions	\$ 409,925.00
7900		REVENUE FOR TECHNOLOGY	
	7910	Educational Technology	
	7990	Other Technology Grants	
8000		REVENUE FROM FEDERAL SOURCES	
8100		UNRESTRICTED GRANTS-IN-AID DIRECT FROM THE FEDERAL GOVERNMENT	
	8110	Payments for Federally Impacted Areas - P.L. 81-874	
	8190	Other Unrestricted Federal Grants-in-Aid Direct from the Federal Government	
8200		UNRESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH	
8300		RESTRICTED GRANTS-IN-AID DIRECTLY FROM THE FEDERAL GOVERNMENT	
	8310	Payments for Federally Impacted Areas - P.L. 81-815	
	8320	Energy Conservation Grants - TA and ECM	

	8390	Other Restricted Federal Grants-in-Aid Directly from the Federal Government	
8500		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA), NO CHILD LEFT BEHIND (NCLB), VOCATIONAL EDUCATION, CHILD NUTRITION AND CAREER EDUCATION PROGRAMS	
	8510	Individuals with Disabilities Education Act (IDEA) and No Child Left Behind (NCLB)	\$ 646,159.00
	8520	Vocational Education	
	8530	Child Nutrition Program	
	8540	Nutrition Education and Training	
	8560	Federal Block Grants	
	8570	Unassigned	\$ 40,389.00
	8580	Child Care and Development Block Grants	
	8590	Unassigned	
8600		RESTRICTED GRANTS-IN-AID FROM THE FEDERAL GOVERNMENT THROUGH THE COMMONWEALTH FOR DRIVER EDUCATION, ADULT EDUCATION, CETA, HEADSTART, ENERGY CONSERVATION, WORKFORCE INVESTMENT ACT AND OTHER PROGRAMS	
	8610	Homeless Assistance Act	
	8620	Adult Basic Education	
	8640	Headstart	
	8650	Unassigned	
	8660	Workforce Investment Act (WIA)	
	8670	Unassigned	
	8680	Unassigned	
	8690	Other Restricted Federal Grants-in-Aid through the Commonwealth	
8800		MEDICAL ASSISTANCE REIMBURSEMENTS	
9000		OTHER FINANCING SOURCES	
9100		SALE OF BONDS	
	9110	Bond Issue Proceeds (Gross)	
	9120	Proceeds from Refunding of Bonds	
9200		PROCEEDS FROM EXTENDED TERM FINANCING	
9300		INTERFUND TRANSFERS	
	9310	General Fund Transfers	
	9320	Special Revenue Fund Transfers	

	9330	Capital Projects Funds Transfers	
	9340	Debt Service Fund Transfers	
	9350	Enterprise Fund Transfers	
	9360	Internal Service Fund Transfers	
	9370	Trust and Agency Fund	
	9380	Activity Fund Transfers	
	9390	Permanent Fund Transfers	
9400		SALE OF OR COMPENSATION FOR LOSS OF FIXED ASSETS	
9500		Unassigned	
9600		Unassigned	
9700		TRANSFERS INVOLVING COMPONENT UNITS AND PRIMARY GOVERNMENTS	
	9710	Transfers from Component Units	
	9720	Transfers from Primary Governments	
9800		INTRAFUND TRANSFERS IN	
	9810	General Fund Intrafund Transfers	
	9820	Special Revenue Intrafund Transfers	
	9840	Debt Service Intrafund Transfers	
	9850	Enterprise Intrafund Transfers	
	9860	Internal Service Intrafund Transfers	
	9870	Trust and Agency Intrafund Transfers	
	9880	Activity Interfund Transfers	
TOTAL REVENUES			\$ 9,545,452.00

Preliminary Statement of Revenues, Expenditures & Fund Balances
Include ALL Funds
as of June 30, 2013

Name of School _____ Maritime Academy Charter High School _____

Address of School _____ 2275 Bridge Street, Philadelphia, PA 19137 _____

CEO Signature _____  _____

Note-Expenditures may be submitted EITHER as accrual or cash basis

EXPENDITURES

1000		INSTRUCTION		
1100		REGULAR PROGRAMS - ELEMENTARY / SECONDARY	\$	3,959,006.00
1200		SPECIAL PROGRAMS - ELEMENTARY / SECONDARY	\$	612,321.00
1300		VOCATIONAL EDUCATION	\$	-
1400		OTHER INSTRUCTIONAL PROGRAMS - ELEMENTARY / SECONDARY	\$	27,339.00
1600		ADULT EDUCATION PROGRAMS	\$	-
1700		HIGHER EDUCATION PROGRAMS	\$	-
1800		PRE-KINDERGARTEN	\$	-
2000		SUPPORT SERVICES		
2100		SUPPORT SERVICES - PUPIL PERSONNEL		
	2110	Supervision of Pupil Personnel Services		
	2120	Guidance Services	\$	17,463.00
	2130	Attendance Services		
	2140	Psychological Services	\$	96,135.00
	2150	Speech Pathology and Audiology Services		
	2160	Social Work Services	\$	50,343.00
	2170	Student Accounting Services		
	2190	Other Pupil Personnel Services		
2200		SUPPORT SERVICES - INSTRUCTIONAL STAFF		
	2210	Supervision of Educational Media Services		

	2220	Technology Support Services		
	2230	Educational Television Services		
	2240	Computer-Assisted Instruction Support Services		
	2250	School Library Services	\$	5,501.00
	2260	Instruction and Curriculum Development Services		
	2270	Instructional Staff Professional Development Services	\$	4,217.00
	2280	Nonpublic Support Services		
2300		SUPPORT SERVICES - ADMINISTRATION		
	2310	Board Services		
	2320	Board Treasurer Services		
	2340	Staff Relations and Negotiations Services		
	2350	Legal Services	\$	912.00
	2360	Office of the Superintendent (Executive Director) Services	\$	249,983.00
	2370	Community Relations Services		
	2380	Office of the Principal Services		
	2390	Other Administration Services	\$	1,600,747.00
2400		SUPPORT SERVICES - PUPIL HEALTH	\$	84,071.00
2500		SUPPORT SERVICES - BUSINESS		
	2510	Fiscal Services	\$	108,294.00
	2520	Purchasing Services		
	2530	Warehousing and Distributing Services		
	2540	Printing, Publishing and Duplicating Services		
	2590	Other Support Services - Business		
2600		OPERATION AND MAINTENANCE OF PLANT SERVICES		
	2610	Supervision of Operation and Maintenance of Plant Services	\$	130,895.00
	2620	Operation of Buildings Services	\$	108,820.00
	2630	Care and Upkeep of Grounds Services	\$	17,412.00
	2640	Care and Upkeep of Equipment Services		
	2650	Vehicle Operations and Maintenance Services (Other than Student Transportation Vehicles)		
	2660	Security Services	\$	55,054.00
	2690	Other Operation and Maintenance of Plant Services	\$	1,064,189.00
2700		STUDENT TRANSPORTATION SERVICES		
	2710	Supervision of Student Transportation Services		
	2720	Vehicle Operation Services		
	2730	Monitoring Services		
	2740	Vehicle Servicing and Maintenance Services		
	2750	Nonpublic Transportation		

	2790	Other Student Transportation Services	\$	111,250.00
2800		SUPPORT SERVICES - CENTRAL		
	2810	Planning, Research, Development and Evaluation Services		
	2820	Information Services		
	2830	Staff Services		
	2840	Data Processing Services		
	2850	State and Federal Agency Liaison Services		
	2860	Management Services		
	2890	Other Support Services Central		
2900		OTHER SUPPORT SERVICES - CENTRAL		
	2990	Pass-Thru Funds		
3000		OPERATION OF NON-INSTRUCTIONAL SERVICES		
3100		FOOD SERVICES	\$	498,373.00
3200		STUDENT ACTIVITIES		
	3210	School Sponsored Student Activities	\$	16,932.00
	3250	School Sponsored Athletics		
3300		COMMUNITY SERVICES		
	3310	Community Recreation		
	3320	Civic Services		
	3330	Public Library Services		
	3340	Custody and Child Care		
	3350	Welfare Activities		
	3390	Other Community Services		
3400		SCHOLARSHIPS AND AWARDS		
4000		FACILITIES ACQUISITION, CONSTRUCTION AND IMPROVEMENT SERVICES		
4100		SITE ACQUISITION SERVICES - ORIGINAL AND ADDITIONAL		
4200		EXISTING SITE IMPROVEMENT SERVICES		
4300		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS DEVELOPMENT - ORIGINAL AND ADDITIONAL		
4400		ARCHITECTURE AND ENGINEERING SERVICES / EDUCATIONAL SPECIFICATIONS - IMPROVEMENTS		

**MARITIME ACADEMY CHARTER
HIGH SCHOOL
FINANCIAL STATEMENTS
YEAR ENDED JUNE 30, 2013**

MARITIME ACADEMY CHARTER HIGH SCHOOL
YEAR ENDED JUNE 30, 2013

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INDEPENDENT AUDITORS' REPORT

To the Board of Trustees
Maritime Academy Charter High School
Philadelphia, Pennsylvania

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities and the major fund of Maritime Academy Charter High School (a nonprofit organization) (the "School") as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the School's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities and the major fund of the School as of June 30, 2013, and the respective changes in financial position, for the year then ended in conformity with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis and budgetary comparison information on pages 4 - 7 and page 25, respectively, be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, and is also not a required part of the basic financial statements.

The schedule of expenditures of federal awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 12, 2013, on our consideration of the School's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.

Citrin Cooperman & Company, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Philadelphia, Pennsylvania
November 12, 2013

**MARITIME ACADEMY CHARTER HIGH SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2013**

The Board of Trustees of Maritime Academy Charter High School (the "School") offers readers of the School's financial statements this narrative overview and analysis of the financial activities of the School for the fiscal year ended June 30, 2013. We encourage readers to consider the information presented herein in conjunction with the School's financial statements.

Financial Highlights

- Total governmental revenues for the fiscal year ended June 30, 2013, were \$8,669,007, representing a decrease of \$644,490 from June 30, 2012.
- At June 30, 2013, the School reported an ending governmental fund balance of \$1,497,867, representing an increase of \$25,774 from June 30, 2012.
- The School's cash balance at June 30, 2013, was \$1,577,790, representing a decrease of \$29,011 from June 30, 2012.

Overview of the Financial Statements

This discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements as presented comprise four components: (1) management's discussion and analysis (this section), (2) the basic financial statements, (3) the notes to the financial statements, and (4) the federal awards section.

Government-Wide Financial Statements

The government-wide financial statements are designed to provide readers with a broad overview of the School's finances in a manner similar to a private-sector business.

The statement of net position presents information on all of the School's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The statement of activities presents information showing how the School's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g. expenditures accrued in one fiscal year but paid in subsequent years, and depreciation).

The government-wide financial statements report on the function of the School that is principally supported by subsidies from school districts whose constituents attend the School. The School's function is to provide an alternative educational opportunity.

Fund Financial Statements

A fund is a group of related accounts that are used to maintain control over resources that have been segregated for specific activities or purposes. The School, like governmental-type entities, utilizes fund accounting to ensure and demonstrate compliance with finance-related legal requirements. The School has one fund type: the governmental general fund.

MARITIME ACADEMY CHARTER HIGH SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2013

Overview of the Financial Statements (Continued)

Notes to the Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

Supplementary Information

The governmental fund budgetary comparison schedule is presented for purposes of additional analysis and is prepared using a basis other than accounting principles generally accepted in the United States of America ("GAAP") for state reporting requirements.

Single Audit Requirements

The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments and Non-profit Organizations*.

Government-Wide Financial Analysis

Management has adopted Governmental Accounting Standards Board Statement No. 34, *Basic Financial Statements - and Management's Discussion and Analysis - for State and Local Governments*, which requires a comparative analysis of current and prior-year balances.

	<u>June 30,</u>	
	<u>2013</u>	<u>2012</u>
Current assets	\$ 2,106,154	\$ 2,074,090
Noncurrent assets	<u>9,083,916</u>	<u>9,238,549</u>
Total assets	<u>11,190,070</u>	<u>11,312,639</u>
Current liabilities	962,200	938,554
Long-term liabilities	<u>5,215,556</u>	<u>5,453,367</u>
Total liabilities	<u>6,177,756</u>	<u>6,391,921</u>
Net position:		
Net investment in capital assets	3,514,447	3,448,625
Unrestricted	<u>1,497,867</u>	<u>1,472,093</u>
Total net position	\$ <u>5,012,314</u>	\$ <u>4,920,718</u>

As noted earlier, net position may serve over time as a useful indicator of a government's financial position. In the case of the School, assets exceeded liabilities by \$5,012,314 as of June 30, 2013.

MARITIME ACADEMY CHARTER HIGH SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2013

Overview of the Financial Statements (Continued)

Government-Wide Financial Analysis (Continued)

The School's revenues are predominately received from the School District of Philadelphia based on student enrollment. For the year ended June 30, 2013, the School's revenues (\$8,669,007) exceeded its expenditures (\$8,577,411) by \$91,596.

	<u>2013</u>	<u>2012</u>
Revenues:		
Local educational agencies	\$ 7,032,045	\$ 7,611,164
State sources	369,069	331,921
Federal sources	1,172,148	1,204,139
Other revenue	<u>95,745</u>	<u>166,273</u>
Total revenues	<u>8,669,007</u>	<u>9,313,497</u>
Expenditures:		
Other instructional programs	4,501,614	5,202,856
Pupil personnel services	134,551	242,561
Instructional staff services	40,433	53,109
Administrative services	1,939,629	1,587,693
Pupil health	80,252	107,190
Business services	107,016	118,292
Operation and maintenance of plant services	943,839	1,064,808
Student activities	118,602	119,449
Interest expense	388,992	405,905
Depreciation expense	<u>322,483</u>	<u>327,682</u>
Total expenditures	<u>8,577,411</u>	<u>9,229,545</u>
Change in net position	91,596	83,952
Net position - beginning	<u>4,920,718</u>	<u>4,836,766</u>
NET POSITION - ENDING	<u>\$ 5,012,314</u>	<u>\$ 4,920,718</u>

Governmental Fund

The focus of the School's governmental fund (the general fund) is to provide information on near-term inflows, outflows, and balances of spendable resources. Such information is useful in assessing the School's financing requirements. In particular, fund balance may serve as a useful measure of a government's net resources available for spending for program purposes at the end of the fiscal year.

The School's governmental fund (the general fund) reported an ending fund balance of \$1,497,867 at June 30, 2013.

MARITIME ACADEMY CHARTER HIGH SCHOOL
MANAGEMENT'S DISCUSSION AND ANALYSIS
JUNE 30, 2013

General Fund Budgetary Highlights

Over the course of the year, the School revised the annual operating budget several times. These budget amendments consisted of changes made within budgetary line items for programs, supplies and equipment. There were no formal budget amendments made that were required to be submitted to the State of Pennsylvania.

Capital Assets and Debt Administration

Capital Assets

As of June 30, 2013, the School's net investment in capital assets for its governmental activities totaled \$3,514,447 (net of accumulated depreciation and related debt). This net investment in capital assets includes equipment, furniture and leasehold improvements.

Long-term Debt

As of June 30, 2013, the School has notes payable of \$4,508,057, and capital lease obligations of \$945,307.

Economic Factors and Next Year's Budgets and Rates

The School does not foresee any substantial variations with next year's economic factors, budgets, or rates.

Future Events That Will Financially Impact The School

The School does not foresee any future events at this time that will financially impact the School.

Contacting the School's Financial Management

The financial report is designed to provide interested parties a general overview of the School's finances. Questions regarding any of the information provided in this report should be addressed to Chief Executive Officer, Maritime Academy Charter High School, 2275 Bridge Street, Philadelphia, PA 19137, or call (215) 535-4555.

MARITIME ACADEMY CHARTER HIGH SCHOOL
STATEMENT OF NET POSITION
JUNE 30, 2013

	<u>Governmental Activities</u>
ASSETS	
Cash and cash equivalents	\$ 1,577,790
State subsidies receivable	196,931
Federal subsidies receivable	236,871
Other receivables	37,318
Prepaid expenses	57,244
Security deposit	116,105
Capital assets:	
Building	8,266,027
Leasehold improvements	1,725,055
Equipment	523,089
Furniture and fixtures	160,614
Less: accumulated depreciation	<u>(1,706,974)</u>
Total assets	<u>11,190,070</u>
 LIABILITIES	
Accounts payable and accrued expenses	102,383
Accrued salary and benefits	587,531
Due to other governments	34,478
Long-term obligations:	
Due within one year:	
Capital lease obligations	66,369
Notes payable	171,439
Due beyond one year:	
Capital lease obligations	878,938
Notes payable	<u>4,336,618</u>
Total liabilities	<u>6,177,756</u>
Commitments and contingencies (Notes 7, 8, 9, 10 and 11)	
 NET POSITION	
Net investment in capital assets	3,514,447
Unrestricted	<u>1,497,867</u>
Total net position	<u>\$ 5,012,314</u>

See accompanying notes to financial statements.

**MARITIME ACADEMY CHARTER HIGH SCHOOL
STATEMENT OF ACTIVITIES
YEAR ENDED JUNE 30, 2013**

Functions	Expenses	Program Revenues Operating Grants and Contributions	Net (Expense) Revenue and Changes in Net Position Governmental Activities
Primary government:			
Governmental activities:			
Other instructional programs	\$ 4,501,614	\$ 3,014,335	\$ (1,487,279)
Pupil personnel services	134,551	3,352	(131,199)
Instructional staff services	40,433	-	(40,433)
Administrative services	1,939,629	68,765	(1,870,864)
Pupil health	80,252	16,221	(64,031)
Business services	107,016	-	(107,016)
Operation and maintenance of plant services	943,839	53,008	(890,831)
Student activities	118,602	2,791	(115,811)
Interest expense	388,992	-	(388,992)
Depreciation expense	<u>322,483</u>	<u>-</u>	<u>(322,483)</u>
Total governmental activities	<u>\$ 8,577,411</u>	<u>\$ 3,158,472</u>	<u>(5,418,939)</u>
General revenues:			
			5,414,790
			<u>95,745</u>
			<u>5,510,535</u>
			91,596
			<u>4,920,718</u>
			<u>\$ 5,012,314</u>

See accompanying notes to financial statements.

MARITIME ACADEMY CHARTER HIGH SCHOOL
 BALANCE SHEET - GOVERNMENTAL FUND
 JUNE 30, 2013

	<u>General Fund</u>
<u>ASSETS</u>	
Cash and cash equivalents	\$ 1,577,790
State subsidies receivable	196,931
Federal subsidies receivable	236,871
Other receivables	37,318
Prepaid expenses	57,244
Security deposit	<u>116,105</u>
TOTAL ASSETS	\$ <u>2,222,259</u>
<u>LIABILITIES AND FUND BALANCE</u>	
Liabilities:	
Accounts payable and accrued expenses	\$ 102,383
Accrued salary and benefits	587,531
Due to other governments	<u>34,478</u>
Total liabilities	724,392
Fund balance:	
Unassigned	<u>1,497,867</u>
TOTAL LIABILITIES AND FUND BALANCE	\$ <u>2,222,259</u>

See accompanying notes to financial statements.

**MARITIME ACADEMY CHARTER HIGH SCHOOL
RECONCILIATION OF THE BALANCE SHEET OF GOVERNMENTAL FUND TO
THE STATEMENT OF NET POSITION
JUNE 30, 2013**

Total fund balance for governmental fund \$ 1,497,867

Total net position reported for governmental activities in the statement of net position is different because:

Capital assets used in governmental funds are not financial resources and, therefore, are not reported in the funds. Those assets consist of:

Building	8,266,027	
Leasehold improvements	1,725,055	
Equipment	523,089	
Furniture and fixtures	160,614	
Less: accumulated depreciation	<u>(1,706,974)</u>	
		8,967,811

Long-term liabilities that pertain to governmental funds, including notes payable, are not due and payable in the current period and therefore are not reported as fund liabilities. All liabilities - both current and long-term - are reported in the statement of net position.

(5,453,364)

TOTAL NET POSITION OF GOVERNMENTAL ACTIVITIES **\$ 5,012,314**

MARITIME ACADEMY CHARTER HIGH SCHOOL
STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN FUND
BALANCE OF GOVERNMENTAL FUND
YEAR ENDED JUNE 30, 2013

	<u>General Fund</u>
Revenues:	
Local educational agencies	\$ 7,032,045
Other local sources	95,745
State sources	369,069
Federal sources	<u>1,172,148</u>
Total revenues	<u>8,669,007</u>
Expenditures:	
Instruction	4,538,964
Support services	3,204,508
Non-instructional services	290,315
Debt service	<u>609,446</u>
Total expenditures	<u>8,643,233</u>
Net change in fund balance	25,774
Fund balance - beginning	<u>1,472,093</u>
FUND BALANCE - ENDING	<u>\$ 1,497,867</u>

See accompanying notes to financial statements.

**MARITIME ACADEMY CHARTER HIGH SCHOOL
RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES AND
CHANGES IN FUND BALANCE OF GOVERNMENTAL FUND TO THE STATEMENT
OF ACTIVITIES
YEAR ENDED JUNE 30, 2013**

Net change in fund balance - total governmental fund \$ 25,774

Amounts reported for governmental activities in the statement of activities are different because:

The governmental fund reports note proceeds as financing sources, while repayment of note principal is reported as an expenditure. In the statement of net position, however, issuing debt increases long-term liabilities and does not affect the statement of activities, and repayment of principal reduces the liability. The net effect of these differences in the treatment of notes payable is as follows:

Capital lease payable	60,078	
Repayment of notes payable principal	<u>160,377</u>	
		220,455

Governmental funds report capital outlays as expenditures. However, in the statement of activities, assets are capitalized and the cost is allocated over their estimated useful lives and reported as depreciation expense, as follows:

Capital outlays	167,850	
Depreciation expense	<u>(322,483)</u>	
		<u>(154,633)</u>

CHANGE IN NET POSITION OF GOVERNMENTAL ACTIVITIES \$ 91,596

MARITIME ACADEMY CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013

NOTE 1. BACKGROUND AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Background

Maritime Academy Charter High School (the "School") is organized as a nonprofit corporation in Pennsylvania to operate a charter school in accordance with Pennsylvania Act 22 of 1997 (the "Act"), and is operating under a charter school contract through June 30, 2018, which may be renewed for an additional term. The School is located in Philadelphia, Pennsylvania. During the 2012-2013 school year, the School served children in grades 4 through 12.

The School has financial accountability and control over all activities related to the students' education. The School receives funding from local, state and federal government sources and must comply with the requirements of these funding source entities. The reporting entity of the School is based upon criteria set forth by Governmental Accounting Standards Board ("GASB") Statement No. 14, *The Financial Reporting Entity*. The financial reporting entity consists of the primary government, organizations for which the primary government is financially accountable, and other organizations for which the nature and significance of their relationship with the primary government are such that exclusion would cause the reporting entity's financial statements to be misleading or incomplete.

The GASB has issued Statement No. 61, *The Financial Reporting Entity: Omnibus - an Amendment of GASB Statements No. 14 and No. 34* ("Statement 61"). Statement 61 provides additional criteria for classifying entities as component units to better assess the accountability of school officials by ensuring that the financial reporting entity includes only organizations for which the officials are financially accountable or that are determined by the government to be misleading to exclude. The statement is effective for periods beginning after June 15, 2012. Statement 61 does not have any impact on the School's financial statements.

The accompanying financial statements present the activities of the School. The School is not a component unit of another reporting entity. The decision to include a potential component unit in the School's reporting entity is based on several criteria, including legal standing, fiscal dependency, and financial accountability.

Basis of Presentation

The financial statements of the School have been prepared in conformity with accounting principles generally accepted in the United States of America ("GAAP") as applied to governmental units. The GASB is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The most significant of the School's accounting policies are described below.

MARITIME ACADEMY CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013

NOTE 1. **BACKGROUND AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)**

Basis of Presentation (Continued)

The GASB has issued Statement No. 62, *Codification of Accounting and Financial Reporting Guidance Contained in Pre-November 30, 1989 FASB and AICPA Pronouncements* ("Statement 62"). Statement 62 incorporates into the GASB's authoritative literature certain accounting and financial reporting guidance that are included in the following pronouncements issued on or before November 30, 1989, which does not conflict with or contradict GASB pronouncements: Financial Accounting Standards Board (FASB) Statements and Interpretations, Accounting Principles Board Opinions, and Accounting Research Bulletins of the American Institute of Certified Public Accountants' (AICPA) Committee on Accounting Procedure. Statement 62 does not have any impact on the School's financial statements.

Government-Wide and Fund Financial Statements

The government-wide financial statements (the statement of net position and the statement of activities) report on the School as a whole. The statement of activities demonstrates the degree to which the direct expenses of the School's function are offset by program revenues.

The fund financial statements (governmental fund balance sheet and statement of governmental fund revenues, expenditures and changes in fund balances) report on the School's general fund.

Measurement Focus, Basis of Accounting and Financial Statement Presentation

Government-wide financial statements

The statement of position and the statement of activities are prepared using the economic resources measurement focus and the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of the related cash flows. Grants and similar items are recognized as soon as all eligibility requirements imposed by the provider have been met.

Fund financial statements

Governmental fund financial statements are reported using the current financial resources measurement focus and the modified accrual basis of accounting. Revenues are recognized as soon as they are measurable and available. Revenues are considered to be available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the School considers revenues to be available if they are collected within 60 days of the end of the current period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting.

The School reports the following major governmental fund:

General Fund - The general fund is the operating fund of the School and accounts for all revenues and expenditures of the School.

MARITIME ACADEMY CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013

NOTE 1. BACKGROUND AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Net Position

The School has adopted the provision of GASB Statement No. 63, *Financial Reporting of Deferred Outflows of Resources, Deferred Inflows of Resources, and Net Position* ("Statement 63"). Statement 63 establishes a new statement of net position format that reports separately all assets, deferred outflows of resources, liabilities, deferred inflows of resources, and net position (which is the net residual amount of the other elements). Statement 63 requires deferred outflows of resources and deferred inflows of resources to be reported separately from assets and liabilities. The financial reporting impact resulting from the implementation of Statement 63 in the School's financial statements was the renaming of "net assets" to "net position," including changing the name of the financial statement from "Statement of net assets" to "Statement of net position." Statement 63 requires the classification of net position into three components - net investment in capital assets; restricted; and unrestricted. These classifications are defined as follows:

- Net investment in capital assets - This component of net position consists of capital assets, including restricted capital assets, net of accumulated depreciation and reduced by the outstanding balances of any bonds, mortgages, notes, or other borrowings that are attributable to the acquisition, construction, or improvement of those assets. If there are significant unspent related proceeds at year end, the portion of the debt attributable to the unspent proceeds is not included in the calculation of invested in capital assets, net of related debt. Rather, that portion of the debt is included in the same net asset component as the unspent proceeds.
- Restricted - This component of net position consists of constraints placed on the use of net assets through external constraints imposed by creditors such as through debt covenants, grantors, contributions, or laws or regulations of other governments or constraints imposed by law through constitutional provisions or enabling legislation.
- Unrestricted net position - This component of net position consists of net assets that do not meet the definition of "restricted" or "net investment in capital assets."

Fund Balance Classification Policies and Procedures

The School follows the provisions of GASB Statement No. 54, *Fund Balances* ("Statement 54"). Statement 54 requires the classification of the School's fund balance classifications into five components: nonspendable, restricted, committed, assigned and unassigned. These classifications are defined as follows:

- Nonspendable - This category is for amounts that can not be spent because they are either (1) not in spendable form or (2) legally or contractually required to remain intact.

MARITIME ACADEMY CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013

NOTE 1. BACKGROUND AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Fund Balance Classification Policies and Procedures (Continued)

- Restricted - This category is the part of the fund balance that is restricted to be spent for a specific purpose. The constraints on these amounts must be externally imposed by creditors, grantors, contributors, or laws or regulations of other governments, or by enabling legislation.
- Committed - This category is the portion of the fund balance that can only be used for specific purposes as a result of formal action by the School's highest level of authority.
- Assigned - This category reflects funds that the School intends to use for a specific purpose but are not considered restricted or committed.
- Unassigned - This category represents the part of the spendable fund balance that has not been categorized as nonspendable, restricted, committed, or assigned.

Budgets and Budgetary Accounting

The School adopts an annual budget on a basis consistent with GAAP for the general fund. The School is required to present the adopted and final budgeted revenues and expenditures for the general fund that were filed and accepted by the Labor, Education and Community Services Comptroller's Office. The general fund budget appears on page 25.

Use of Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosures of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Cash and cash equivalents

Cash and cash equivalents consist primarily of cash on deposit and certificates of deposit that are readily convertible into cash and purchased with original maturities of three months or less.

Prepaid Expenses

Prepaid expenses include payments to vendors for services applicable to future accounting periods, such as rental payments and insurance premiums.

Receivables

Receivables primarily consist of amounts due from the Pennsylvania Department of Education for federal and state grants and subsidies. Receivables are stated at the amount management expects to collect. As of June 30, 2013, based on historical experience, no allowance has been established.

MARITIME ACADEMY CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013

NOTE 1. BACKGROUND AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Capital Assets

Capital assets, which include a building, leasehold improvements, furniture and equipment, are reported in the government-wide financial statements. All capital assets are capitalized at cost and updated for additions and retirements during the year. The School maintains a threshold level of \$2,500 or more for capitalizing assets. Improvements are capitalized; the cost of normal maintenance and repairs that do not add to the value of the asset or materially extend an asset's life are expensed. Capital assets of the School are depreciated using the straight-line method over the useful lives of the assets, which range from five to forty years.

Deferred Outflows/Inflows of Resources

Statement 63 provides guidance for reporting deferred outflows of resources, deferred inflows of resources, and net position in the statement of financial position and related disclosures. In compliance with Statement 63, the "Statement of net assets" has been renamed the "Statement of net position" and includes four components: assets, deferred outflows of resources, liabilities, and deferred inflows of resources.

Deferred outflows of resources represent a consumption of net position that applies to a future period and so will not be recognized as an outflow of resources (expense/expenditure) until then. The School has no items that qualify for reporting in this category.

Deferred inflows of resources represent an acquisition of net position that applies to a future period and so will not be recognized as an inflow of resources (revenue) until that time. The School has no items that qualify for reporting in this category.

Advertising Costs

All costs associated with advertising and promotions are expensed in the year incurred.

Income Tax Status

The School is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code.

Uncertain Tax Positions

The School accounts for uncertainty in income taxes in which tax positions initially need to be recognized in the financial statements when it is more likely than not that the positions will be sustained upon examination by taxing authorities. It also provides guidance for derecognition, classification, interest and penalties, accounting in interim periods, disclosure and transition.

As of June 30, 2013, the School had no uncertain tax positions that qualified for either recognition or disclosure in the financial statements. Additionally, the School had no interest and penalties related to income taxes.

The School files income tax returns in the U.S. federal jurisdiction. With few exceptions, the School is no longer subject to U.S. federal income tax examinations by taxing authorities for years before the fiscal year ended June 30, 2010.

MARITIME ACADEMY CHARTER HIGH SCHOOL
 NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2013

NOTE 1. BACKGROUND AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

Subsequent Events

The School has evaluated subsequent events through November 12, 2013, the date on which these financial statements were available to be issued. There were no material subsequent events that required recognition or additional disclosure in these financial statements.

NOTE 2. CASH AND CASH EQUIVALENTS

Custodial credit risk is the risk that in the event of a bank failure, the School's deposits may not be returned to the School. The School monitors custodial credit risk by periodically reviewing the Federal Deposit Insurance Corporation's ("FDIC") limits and published credit ratings of its depository bank(s). Accounts are insured by the FDIC up to \$250,000 for all accounts. Under Pennsylvania Act 72, financial institutions pledge collateral on a pooled basis to secure public deposits in excess of FDIC insurance limits. The School has not elected for its accounts to be covered under this act.

As of June 30, 2013, the custodial risk is as follows:

	Governmental Activities
Uninsured and uncollateralized	\$ 976,213
Collateralized	-
Uninsured and collateral held by the pledging bank's trust department not in the School's name	-
Total	\$ 976,213

Reconciliation to the financial statements:

	Governmental Activities
Cash exposed to custodial risk	\$ 976,213
Plus: insured amount	725,000
Less: outstanding checks	(123,423)
	\$ 1,577,790

NOTE 3. RECEIVABLES

Receivables at June 30, 2013, consisted of subsidies from federal, state, local, and private authorities. All receivables are considered collectible due to the stable condition of the state and private programs.

**MARITIME ACADEMY CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013**

NOTE 3. RECEIVABLES (CONTINUED)

A summary of receivables follows:

<u>Receivables</u>	<u>Amount</u>
Federal	\$ 236,871
State	196,931
Private	<u>37,318</u>
	<u>\$ 471,120</u>

NOTE 4. LOCAL EDUCATIONAL AGENCY ASSISTANCE (REVENUE)

The School receives funding from the School District of Philadelphia on a monthly basis based on enrollment. The rate of funding per student is determined on an annual basis.

Charter schools are funded by the local public school district. For non-special education students, a charter school receives for each student enrolled no less than the budgeted total expenditure per average daily membership of the prior school year as defined by the Act. For the year ended June 30, 2013, the rate was \$8,064 per year per student for most of the students, plus additional funding for special education students and transportation. The annual rate is paid monthly and is prorated if a student enters or leaves during the year. Total revenue from student enrollment was \$7,032,045 for the year ended June 30, 2013.

NOTE 5. CAPITAL ASSETS, NET

Capital asset activity for the year ended June 30, 2013, was as follows:

	<u>Balance - July 1, 2012</u>	<u>Additions</u>	<u>Disposals</u>	<u>Balance - June 30, 2013</u>
Building	\$ 8,266,027	\$ -	\$ -	\$ 8,266,027
Leasehold improvements	1,647,886	77,169	-	1,725,055
Equipment	444,908	78,181	-	523,089
Furniture and fixtures	148,114	12,500	-	160,614
Less: accumulated depreciation	<u>(1,384,491)</u>	<u>(322,483)</u>	<u>-</u>	<u>(1,706,974)</u>
Capital assets, net	<u>\$ 9,122,444</u>	<u>\$ (154,633)</u>	<u>\$ -</u>	<u>\$ 8,967,811</u>

Depreciation expense for the year ended June 30, 2013, was \$322,483.

NOTE 6. RETIREMENT PLAN

The School contributes to the Public School Employees' Retirement System (the "System"), a governmental cost-sharing, multiple-employer defined benefit pension plan administered by the Pennsylvania Public School Employees' Retirement System, which provides retirement and disability benefits, legislative-mandated ad-hoc cost-of-living adjustments, and health care insurance premium assistance to qualifying annuitants. The Public School Employees' Retirement Code (Act No. 96 of October 2, 1975, as amended) (24 PA.C.S. 8101-8535) assigns the authority to establish and amend benefit provisions to the System. The System issues a comprehensive annual financial report that includes financial statements and required supplementary information for the plan. A copy of the report may be obtained by writing to Diane J. Wert, Office of Financial

MARITIME ACADEMY CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013

NOTE 6. RETIREMENT PLAN (CONTINUED)

Management, P.O. Box 125, Harrisburg, Pennsylvania, 17108-0125. This publication is also available on the PSERS website at www.psers.state.pa.us/publications/general/cafr.htm

The contribution policy is established in the Public School Employees' Retirement Code and requires contributions by active members, employers and the Commonwealth.

Member contributions are as follows:

- Active members who joined the System prior to July 22, 1983, contribute at 5.25% (Membership Class T-C) or at 6.5% (Membership Class T-D) of the member's qualifying compensation.
- Members who joined the System prior to, on or after July 22, 1983, and who were active or inactive as of July 1, 2001, contribute at 6.25% (Membership Class T-C) or at 7.50% (Membership Class T-D) of the member's qualifying compensation.
- Members who joined the System after June 30, 2001, contribute at 7.50% (Membership Class T-D). For all new hires and for members who elected Class T-D membership, the higher contribution rates began with service rendered on or after January 1, 2002.
- Members who joined the System on or after July 1, 2011, may choose between two classes of membership and, therefore, two different base contribution rates that are subject to a limited fluctuation based on a "shared risk." Membership Class T-E members will have a base employee contribution rate of 7.5%, with shared risk contribution rate levels from 7.5% through and including 9.5%. Membership Class T-F members have a base employee contribution rate of 10.3%, with shared risk contribution rate levels from 10.3% through and including 12.3%.

With the "shared risk" program, members benefit when investments of the fund are doing well and share some of the risk when investments underperform. Membership Class T-E or T-F contribution rates will stay within the specified range, but may increase or decrease by .5% with the specified range once every three years, starting July 1, 2015. The contribution rates for these two membership classes will never go below the base rate or above the highest percentage rate.

Contributions required of the School are based upon actuarial valuation. For the fiscal year ended June 30, 2013, the rate of the School's contribution was 12.36% of covered payroll. The 12.36% rate is composed of a pension contribution rate of 11.5% for pension benefits and 0.86% for healthcare insurance premium assistance. Payroll expense for employees covered by the System for the year ended June 30, 2013, was approximately \$3,900,000. The School's contributions to the System for the years ended June 30, 2013, 2012, and 2011, amounted to \$484,227, \$366,790, and \$221,232, respectively.

**MARITIME ACADEMY CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013**

NOTE 7. LONG-TERM DEBT

Long-term debt consisted of the following at June 30, 2013:

In December 2008, the School secured a note with Bank for a total amount of \$3,856,000 to fund improvements to the School facility. The original terms of the note were a 20-year term at an annual interest rate of 6.125%. The loan is payable in monthly installments of \$28,175 and is secured by the School's personal property. \$ 3,374,989

In December 2008, the School secured a note with Abington Bank for a total amount of \$792,000 to fund improvements to the School facility. The original terms of the note were a 20-year term at an annual interest rate of 6.125%. The loan is payable in monthly installments of \$5,787 and is secured by the School's personal property. 693,204

In March 2011, the School secured a note with Abington Bank for a total amount of \$471,000 to purchase a facility for the School. The original terms of the note were a 20-year term at an annual interest rate of 6.125%. The loan is payable in monthly installments of \$3,666 and is secured by the School's personal property. 439,864

4,508,057
(171,439)
\$ 4,336,618

Interest expense on the long-term debt was \$291,458 for the year ended June 30, 2013.

Future maturities of long-term debt are as follows:

<u>Year ending June 30:</u>	<u>Amount</u>
2014	\$ 171,439
2015	183,265
2016	195,150
2017	209,370
2018	223,814
2019 - 2023	1,372,425
2024 - 2028	1,916,127
2029	<u>236,467</u>
	<u>\$ 4,508,057</u>

Following are changes in long-term debt for the year ended June 30, 2013:

	<u>Balance</u>	<u>Balance</u>	<u>Balance</u>	<u>Amount</u>
<u>July 1, 2012</u>	<u>Additions</u>	<u>Deductions</u>	<u>June 30, 2013</u>	<u>Due in One Year</u>
Notes payable	\$ <u>4,668,433</u>	\$ <u>-</u>	\$ <u>(160,376)</u>	\$ <u>4,508,057</u>
				\$ <u>171,439</u>

MARITIME ACADEMY CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013

NOTE 8. OBLIGATIONS UNDER LEASES

Operating Leases

The School leases Units 41 and 42 under a lease arrangement expiring June 2023. In addition to the base rent, the School is required to reimburse the landlord for occupancy costs, utilities and maintenance. Total rent expense for the year ended June 30, 2013, was \$238,844.

Future minimum rental payments required under operating leases that have noncancelable lease terms in excess of one year are as follows:

<u>Year ending June 30:</u>		
2014	\$	249,891
2015		260,934
2016		272,897
2017		284,860
2018		295,903
Thereafter		<u>1,645,160</u>
	\$	<u><u>3,009,645</u></u>

Capital leases

Leasehold improvements and computer equipment costing \$1,186,419, with a net book value of \$1,040,644, are held under capital leases. Future minimum lease payments required under capital leases as of June 30, 2013, are as follows:

<u>Year ending June 30:</u>		<u>Principal</u>
2014	\$	66,369
2015		73,718
2016		80,996
2017		89,477
2018		98,846
Thereafter		<u>535,901</u>
		945,307
Less: current portion		<u>(66,369)</u>
	\$	<u><u>878,938</u></u>

Changes in capital lease obligations were as follows for the year ended June 30, 2013:

Balance, June 30, 2012	\$	1,005,385
Additions		32,817
Repayments of principal		<u>(92,895)</u>
Balance, June 30, 2013	\$	<u><u>945,307</u></u>

Interest expense on the capital leases was \$97,534 for the year ended June 30, 2013.

**MARITIME ACADEMY CHARTER HIGH SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013**

NOTE 9. COMMITMENTS

In June 2013, the School renewed a two-year agreement with an organization for various business services at a monthly rate of \$5,833. The minimum payments under the agreement are as follows:

<u>Year ending June 30:</u>	<u>Amount</u>
2014	\$ 70,000
2015	<u>70,000</u>
	<u>\$ 140,000</u>

In November 2012, the School entered into a three-year agreement with its former CEO for consulting services at a monthly rate of \$12,500. Also in November 2012, the School entered into a five-year agreement with the current CEO at a monthly rate of \$13,750. Both of these agreements are effective beginning July 1, 2013. The minimum payments under the agreements are as follows:

<u>Year ending June 30:</u>	<u>Amount</u>
2014	\$ 315,000
2015	315,000
2016	315,000
2017	165,000
2018	<u>165,000</u>
	<u>\$ 1,275,000</u>

NOTE 10. GRANT CONTINGENCIES

Grants received are subject to audit and adjustment by grantor agencies. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenditures that may be disallowed by the grantor cannot be determined at this time, although the School expects such amounts, if any, to be immaterial.

NOTE 11. LITIGATION

The School is, from time-to-time, involved in claims and lawsuits incidental to its operations. In the opinion of the administration and legal counsel, at this time, the ultimate resolution of these matters will not have an adverse effect on the financial position of the School.

REQUIRED SUPPLEMENTARY INFORMATION

MARITIME ACADEMY CHARTER HIGH SCHOOL
 SCHEDULE OF REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
 (NON-GAAP)
 BUDGET AND ACTUAL
 GENERAL FUND
 YEAR ENDED JUNE 30, 2013

	<u>Budgeted Amounts</u>		<u>Actual</u> Amounts	<u>Over (Under)</u> Final Budget
	<u>Original</u>	<u>Final</u>		
Revenues:				
Local educational agencies	\$ 7,297,613	\$ 7,297,613	\$ 7,032,045	\$ (265,568)
Other sources	263,686	263,686	95,745	(167,941)
State sources	343,226	343,226	369,069	25,843
Federal sources	<u>1,081,123</u>	<u>1,081,123</u>	<u>1,172,148</u>	<u>91,025</u>
Total revenues	<u>8,985,648</u>	<u>8,985,648</u>	<u>8,669,007</u>	<u>(316,641)</u>
Expenditures:				
Instruction	3,764,868	3,764,868	4,538,964	774,096
Support services	3,476,812	3,476,812	3,204,508	(272,304)
Non-instructional services	137,454	137,454	290,315	152,861
Debt service	<u>609,446</u>	<u>609,446</u>	<u>609,446</u>	<u>-</u>
Total expenditures	<u>7,988,580</u>	<u>7,988,580</u>	<u>8,643,233</u>	<u>654,653</u>
Net change in fund balance	997,068	997,068	25,774	(971,294)
Fund balance - beginning	<u>1,472,093</u>	<u>1,472,093</u>	<u>1,472,093</u>	<u>-</u>
FUND BALANCE - ENDING	<u>\$ 2,469,161</u>	<u>\$ 2,469,161</u>	<u>\$ 1,497,867</u>	<u>\$ (971,294)</u>

See independent auditors' report.

SINGLE AUDIT

MARITIME ACADEMY CHARTER HIGH SCHOOL
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2013

<u>Grantor Program Title</u>	<u>Federal CFDA Number</u>	<u>Pass- through Grantor's Number</u>	<u>Federal Expenditures</u>
U.S. Department of Education, Pass-through the Pennsylvania <u>Department of Education</u>			
Title I Grants to LEAs	84.010	013-130670	\$ 567,277
21st Century Community Learning Centers	84.287	N/A	467,130
Improving Teacher Quality State Grants	84.367	020-130670	21,017
U.S. Department of Education, Pass-through the <u>School District of Philadelphia</u>			
Special Education Grants to States	84.027	N/A	<u>116,724</u>
Total Federal Financial Assistance			<u>\$ 1,172,148</u>

See accompanying notes to schedule of expenditures of federal awards.

MARITIME ACADEMY CHARTER HIGH SCHOOL
NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
YEAR ENDED JUNE 30, 2013

NOTE 1. GENERAL

The accompanying schedule of expenditures of federal awards presents the activity of all federal financial assistance programs of Maritime Academy Charter High School (the "School"). The information in this schedule is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments and Non-Profit Organizations*. Therefore, some amounts presented in this schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

NOTE 2. BASIS OF ACCOUNTING

The accompanying schedule of expenditures of federal awards is presented using the accrual basis of accounting, which is described in Note 1 to the School's financial statements.



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**INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED
ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE
WITH *GOVERNMENT AUDITING STANDARDS***

To the Board of Trustees
Maritime Academy Charter High School
Philadelphia, Pennsylvania

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities and the major fund of Maritime Academy Charter High School (the "School") as of and for the year ended June 30, 2013, which collectively comprise the School's basic financial statements, and have issued our report thereon dated November 12, 2013.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or, significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Citrin Cooperman & Company, L.P.
CERTIFIED PUBLIC ACCOUNTANTS

Philadelphia, Pennsylvania
November 12, 2013



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INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

To the Board of Trustees
Maritime Academy Charter High School
Philadelphia, Pennsylvania

Report on Compliance for Each Major Federal Program

We have audited Maritime Academy Charter High School (the "School") with the types of compliance requirements described in the *Office of Management and Budget ("OMB") Circular A-133 Compliance Supplement* that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2013. The School's major federal programs are identified in the summary of audit results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2013.

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

Citrin Cooperman & Company, LLP
CERTIFIED PUBLIC ACCOUNTANTS

Philadelphia, Pennsylvania
November 12, 2013

MARITIME ACADEMY CHARTER HIGH SCHOOL
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
JUNE 30, 2013

A. SUMMARY OF AUDIT RESULTS

1. The auditors' report expresses an unqualified opinion on the financial statements of Maritime Academy Charter High School (the "School").
2. No reportable conditions relating to the financial statements are reported in the Independent Auditors' Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*.
3. No instances of noncompliance material to the financial statements of the School were disclosed during the audit.
4. No reportable conditions relating to the audit of major federal award programs are reported in the Independent Auditors' Report on Compliance with Requirements Applicable to Each Major Program and Internal Control over Compliance in Accordance with OMB Circular A-133.
5. The auditors' report on compliance for the major federal award programs of the School expresses an unqualified opinion.
6. There were no audit findings that were required to be reported under OMB Circular A-133.
7. The programs tested as major programs were Title I Grants to LEAs, CFDA #84.010 and 21st Century Community Learning Centers, CFDA #84.287.
8. The threshold for distinguishing Types A and B programs was \$300,000.
9. The School does not qualify as a low-risk auditee.

B. FINDINGS - FINANCIAL STATEMENT AUDIT

There were no financial statement findings.

C. FINDINGS AND QUESTIONED COSTS - MAJOR FEDERAL AWARDS PROGRAM AUDIT

There were no findings and questioned costs for federal awards, which would include audit findings as defined in OMB Circular A-133.

**COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
333 Market Street Harrisburg, PA 17126-0333**

**Division of Federal Program
Consolidated Program Review**

2012-2013 School Year

Maritime Academy CS

	<u>Name</u>	<u>Phone Number</u>	Check if Interviewed
Superintendent:	<u>Dr. Ann Gillis-Waiters</u>	<u>215-535-4555 Ext.300</u>	<input type="checkbox"/>
Business Manager:	<u>Foundations Inc.</u>	<u>888-977-5437</u>	<input checked="" type="checkbox"/>
Title I Coordinator:	<u>Kyle Orosz</u>	<u>215-535-4555 Ext.450</u>	<input checked="" type="checkbox"/>
Title II Part A Coordinator:	<u>Kyle Orosz</u>	<u>215-535-4555 Ext.450</u>	<input checked="" type="checkbox"/>
Title III Coordinator:	<u>N/A</u>	<u></u>	<input type="checkbox"/>
Fiscal Requirements Coordinator:	<u>Foundations Inc.</u>	<u>888-977-5437</u>	<input checked="" type="checkbox"/>
Ed-Flex Waiver Review Coordinator:	<u></u>	<u></u>	<input type="checkbox"/>
Title VI-B REAP Coordinator:	<u></u>	<u></u>	<input type="checkbox"/>

Program(s) Reviewed:

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Title I | <input checked="" type="checkbox"/> Fiscal Requirements | <input type="checkbox"/> Title VI-B REAP |
| <input type="checkbox"/> Title II Part A | <input type="checkbox"/> Ed-Flex Waiver Review | |
| <input type="checkbox"/> Title III | | |

Program Reviewer/s: Barbara Leap

Visit Date: 4/30/2013

Title I Program Review

- I. Highly Qualified
- II. Parent Involvement
- III. LEA Improvement
- IV. School Improvement
- V. School Choice
- VI. Supplemental Educational Services (SES)
- VII. Schoolwide Programs
- VIII. Targeted Assistance
- IX. Nonpublic Schools
- X. Comparability

I. Highly Qualified

Component I: Highly Qualified

The Local School System (LEA) designs and implements procedures that ensure the hiring and retention of qualified teachers and paraprofessionals and ensure that parents are informed of educator credentials as required.

Sec. 1111 (h)(6)(A)

Sec. 1119 (a)(1-2) (c)(1)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
1a. Utilizing the most recent PIMS data, all core content area teachers employed by the LEA are highly qualified. (Core content teachers in All Schools, not just Title I)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of teachers and their qualifications. <input checked="" type="checkbox"/> Number of teachers who have met highly qualified. <input type="checkbox"/> Number of teachers working toward becoming highly qualified		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/3/2013 1:59:57 PM monitor Barbara Leap All teachers hired are Highly Qualified.</td> </tr> </tbody> </table>	Monitor Comments	5/3/2013 1:59:57 PM monitor Barbara Leap All teachers hired are Highly Qualified.
Monitor Comments								
5/3/2013 1:59:57 PM monitor Barbara Leap All teachers hired are Highly Qualified.								
1b. LEA has a system in place to ensure that all core content area teachers become highly qualified.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of teachers not highly qualified. Plan, progress & projected date of completion. <input checked="" type="checkbox"/> Highly Qualified Staff section of Consolidated LEA Plan				

2. All instructional paraprofessionals supported by Title I are highly qualified.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> List of paraprofessionals & their qualifications. <input type="checkbox"/> Verify number of paraprofessionals who have met highly qualified requirements. <input type="checkbox"/> AA Degree and/or local assessment		<table border="1"> <tr> <th data-bbox="1604 42 1986 94">District Comments</th> </tr> <tr> <td data-bbox="1604 94 1986 305">4/12/2013 10:08:06 AM Chief Executive Officer Ann Waiters Maritime Academy does not have paraprofessionals.</td> </tr> <tr> <th data-bbox="1604 305 1986 357">Monitor Comments</th> </tr> <tr> <td data-bbox="1604 357 1986 565">5/3/2013 1:59:41 PM monitor Barbara Leap There are no paraprofessionals at Maritime.</td> </tr> </table>	District Comments	4/12/2013 10:08:06 AM Chief Executive Officer Ann Waiters Maritime Academy does not have paraprofessionals.	Monitor Comments	5/3/2013 1:59:41 PM monitor Barbara Leap There are no paraprofessionals at Maritime.
District Comments										
4/12/2013 10:08:06 AM Chief Executive Officer Ann Waiters Maritime Academy does not have paraprofessionals.										
Monitor Comments										
5/3/2013 1:59:41 PM monitor Barbara Leap There are no paraprofessionals at Maritime.										
3. Parents (in Title I schools ONLY) are notified annually that they may request information regarding the professional qualifications of their child's teacher(s), and of paraprofessionals who provide instructional services to their children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of parent/guardian notification						
4. Parents (in Title I schools ONLY) are notified if their child is assigned to or being taught for four or more consecutive weeks by a teacher who is not highly qualified in a core academic subject.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of dated letter of notification to parent/guardian						

II. Parent Involvement

Component II: Parent Involvement								
The LEA and schools meet parental involvement requirements.								
Sec. 1118(a)-(h) Sec. 1111(c)(14) Sec. 1111(d) Sec. 1116(a)(1)(D)								
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
1. LEA has a written parental involvement policy and evidence that it is updated periodically.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Staff/Parent meeting agenda, memoranda, revisions. <input checked="" type="checkbox"/> Website posting.		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/3/2013 2:01:11 PM monitor Barbara Leap Parental Involvement Policy is made available to the parents at the Back to School Night, conferences, website and calendar.</td> </tr> </tbody> </table>	Monitor Comments	5/3/2013 2:01:11 PM monitor Barbara Leap Parental Involvement Policy is made available to the parents at the Back to School Night, conferences, website and calendar.
Monitor Comments								
5/3/2013 2:01:11 PM monitor Barbara Leap Parental Involvement Policy is made available to the parents at the Back to School Night, conferences, website and calendar.								
2. Schools receiving Title I funds have a written Parent Involvement (PI) Policy/Plan aligned with the District policy.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Submit PI Policy/Plans for all Title I schools and <input type="checkbox"/> Submit District PI Policy/Plan				
3. LEA and schools have carried out the six requirements to build parents capacity to be involved in school:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					
a. Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve student achievement;	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets.		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/3/2013 2:03:17 PM monitor Barbara Leap This is available at all meetings and conferences.</td> </tr> </tbody> </table>	Monitor Comments	5/3/2013 2:03:17 PM monitor Barbara Leap This is available at all meetings and conferences.
Monitor Comments								
5/3/2013 2:03:17 PM monitor Barbara Leap This is available at all meetings and conferences.								

b. Provide materials and training to help parents work with their children to improve achievement, such as literacy and technology training;	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Training materials, evaluations, agendas, calendar of events, etc.		
c. Educate instructional staff, with parental assistance, in the value and utility of contributions of parents, how to reach out to and communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and school;	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets.		<p style="text-align: center;">Monitor Comments</p> <p>5/3/2013 2:04:16 PM monitor Barbara Leap Parent Messenger is sent every day. There are tips for studying.</p>
d. Coordinate and integrate parent involvement programs and activities with other programs (Head Start, Parents as Teachers, Early Reading First, public preschool, and parent resource centers), that encourage and support parents in more fully participating in the education of their children;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Training materials, evaluations, agendas, calendar of events, etc. <input checked="" type="checkbox"/> Staff/Parent meetings, agendas, and sign-in sheets <input type="checkbox"/> Memorandum of Understanding (MOU).		
e. Sent information related to school and parent programs to parents in a format and language the parents could understand;	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Translated documents such as fliers, letters, web site postings, etc.		
f. Provide full opportunities for participation of parents of LEP students, students with disabilities, parents of migrant children.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Parent meetings, trainings, agendas, fliers, newsletters, and/or advertisements.		
4. School parent involvement policies have been distributed to parents.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Parent meeting agendas <input checked="" type="checkbox"/> documentation shared or distributed		
5. LEA has required schools to develop a written school-parent compact.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> school-home compact <input checked="" type="checkbox"/> Staff/Parent meeting agenda, memoranda.		

6. Schools hold an annual meeting to inform participating parents about Title I programs.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Back-to-School Nights/Title I meetings. <input checked="" type="checkbox"/> Agendas & attendance sheets of parent training.		
7. LEA and schools have reviewed the effectiveness of school parental involvement activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Documentation such as Annual surveys and results, parent meetings, evaluations, and parent teacher conference evaluations. <input checked="" type="checkbox"/> Agendas & attendance sheets of parent training.		
8. LEA and schools have informed parents about the existence of a parent resource center, if one exists.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation such as copies of fliers, letters sent home, posted information on boards at schools, and translated documents.		

III. LEA Improvement

Component III: LEA Improvement

LEAs identified for improvement, corrective action, or restructuring have met the requirements of being so identified.

Sec. 1116(b)(1)(B)
 Sec. 1116(b)(3)
 Sec. 1116(b)(4)-(6)
 Sec. 1116(b)(7)(C)(ii)
 Sec. 1116(b)(14)(B)

If the LEA is not identified for LEA Improvement, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA notified parents if the LEA is identified for improvement or corrective action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of letter of notification to parents that states the LEA's status, the reasons for the identification, and how parents can participate in LEA improvement activities.	Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). <input type="checkbox"/> Newsletter <input type="checkbox"/> Mailed Letter <input type="checkbox"/> Website <input type="checkbox"/> Other	
2. The LEA has developed a district improvement plan using the core elements outlined in the state's Comprehensive Plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of LEA Improvement plan <input type="checkbox"/> Evidence of school board approval of plan <input type="checkbox"/> Information on participation in the development of the plan (IU staff, outside expert, teachers, administrators, parents, etc.)		

<p>3. The LEA has set aside 10% of the district's Title I allocation for professional development activities necessary to ensure that the LEA makes AYP.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Reservation of Funds page of eGrants application.</p> <p><input type="checkbox"/> Professional development plan and/or calendar outlining the activities to be conducted with set aside funds.</p>	<p>If the LEA also has schools in improvement it is required to set aside 10% of the Title I building allocation for professional developments. This amount can be used toward the LEA required set aside.</p>	
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IV. School Improvement

Component IV: School Improvement

Schools identified for improvement, corrective action, or restructuring have met the requirements of being so identified.

Sec. 1116(b)(1)(B)
 Sec. 1116(b)(3)
 Sec. 1116(b)(4)-(6)
 Sec. 1116(b)(7)(C)(ii)
 Sec. 1116(b)(14)(B)

If the LEA has no Title I schools identified for any level of School Improvement, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA notified all parents at least 14 days prior to the beginning of the school year if any schools are identified for improvement or corrective action. <i>(See School Choice section and SES section for additional notification requirements.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of letter of notification to parents must include the schools' status, comparison with other schools, action plan, the reasons for the identification, and how parents can participate in school improvement activities. <input type="checkbox"/> Verification of date of notification	<ul style="list-style-type: none"> • Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). • If applicable, the notification must be provided in different languages. <input type="checkbox"/> Newsletter <input type="checkbox"/> Mail <input type="checkbox"/> Website <input type="checkbox"/> Other <input type="checkbox"/> In Different Languages	

<p>2. The LEA posted on their website beginning with SY 2007 and all subsequent years identified: a. Number of students eligible and transferred due to Choice. b. Number of students who were eligible and participated in SES. c. List of available schools for transfer. d. List of available SES providers.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Webpage <input type="checkbox"/> Student attendance for building offering choice. <input type="checkbox"/> Low Income or FRL numbers for school in SI 2 or CA.		
<p>3. The School has developed a 2-year school improvement plan using the School level Comprehensive Plan.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of school improvement plan <input type="checkbox"/> Copy of Statement of Quality Assurance submitted to PDE with appropriate signatures. <input type="checkbox"/> Information on participation in the development of the plan (IU staff, outside expert, teachers, administrators, parents, etc.)		
<p>4. Each school identified for improvement must spend at least 10% of its Title I building allocation on professional development activities. ONLY School Improvement. not required for Corrective Action.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Professional development plan and/or calendar outlining the activities to be conducted with set aside funds. <input type="checkbox"/> Sign-in sheets for professional development activities. <input type="checkbox"/> Meeting minutes or agendas regarding scientifically based methods and strategies. <input type="checkbox"/> Title I Budget		
<p>5. Each school identified for Corrective Action 1 or 2 involves parents in corrective actions taken to improve academic achievement.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Meeting agendas <input type="checkbox"/> Parent notifications <input type="checkbox"/> Meeting minutes		

V. School Choice

Component V: School Choice

The LEA ensures that requirements for public school choice are met.

Sec. 1116(b)(1)(D) and (E)

Sec. 1112(g)(4)

If the LEA has no buildings in School Improvement I or choice can't be offered because there are no schools available for choice, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA at least 14 days prior to the beginning of the school year notified parents of all students enrolled in the identified school of their option to transfer their children to another public school within the LEA that is NOT identified for improvement or corrective action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of letter of notification to parents that informs parents of school choice and the process to be used to exercise the option. <input type="checkbox"/> Verification of date of parent notification.	<ul style="list-style-type: none"> • Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). • This notice may be a part of the general school improvement notification or it may be a separate notice. • If applicable, the notification must be provided in different languages. <input type="checkbox"/> Newsletter <input type="checkbox"/> Mail <input type="checkbox"/> Website <input type="checkbox"/> Other <input type="checkbox"/> As Part of a General Notification <input type="checkbox"/> In Different Languages	

<p>2. The LEA posted on their website prior to the beginning of the school year:</p> <p>a. Number of students eligible for transfer.</p> <p>b. Number of students who transferred.</p> <p>c. List of available schools for Choice transfers.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> LEA Webpage</p> <p><input type="checkbox"/> Student attendance for building offering choice.</p> <p><input type="checkbox"/> List of schools not in improvement available to accept Choice transferred students.</p>		
<p>3. The LEA implemented a priority system for satisfying school choice requests only when cost is above the 20% maximum of Title I.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Explanation or copy of policies regarding the prioritization that took place when granting school choice transfers.</p>	<p>Limits on school choice cannot be imposed arbitrarily by the LEA for any reasons other than those associated with health and safety issues surrounding building capacity.</p>	
<p>4. The LEA set aside, at a minimum, an amount equal to 20% of its Title I allocation to pay for costs associated with school choice.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Reservation of Funds page of eGrants application.</p> <p><input type="checkbox"/> Other financial documents to document state and local funds used to support school choice costs.</p>		
<p>5. If the LEA requested rollover of unused funds set aside for Choice (into the general Title I funds) the LEA met all of the following requirements:</p> <p>a. Partner with community groups</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Appropriate records used to record school choice information.</p> <p><input type="checkbox"/> Choice data is entered in eGrants</p>	<p>Reviewers will find previous year data under SES and School Choice Data on the egrant main menu.</p>	
<p>5b. Ensure students/parents have a genuine opportunity to sign up for choice transfer.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><input type="checkbox"/> Appropriate records used to record school choice information.</p> <p><input type="checkbox"/> Choice data is entered in eGrants</p>	<p>Reviewers will find previous year data under SES and School Choice Data on the egrant main menu.</p>	

5c. Parent notification mailed out at least 14 days prior to the start of the school year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Appropriate records used to record school choice information. <input type="checkbox"/> Choice data is entered in eGrants	Reviewers will find previous year data under SES and School Choice Data on the egrant main menu.	
5d. Website posting lists number of students eligible and participating.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Appropriate records used to record school choice information. <input type="checkbox"/> Choice data is entered in eGrants	Reviewers will find previous year data under SES and School Choice Data on the egrant main menu.	
6. The LEA maintains records regarding transfer requests (approved and denied), numbers of students transferring and the buildings accepting transferred students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Appropriate records used to record school choice information. <input type="checkbox"/> Choice data is entered in eGrants		

VI. Supplemental Educational Services (SES)

Component VI: Supplemental Educational Services (SES)

The LEA ensures that requirements for the provision of Supplementary Educational Services (SES) are met.

Sec. 1116(e)

If the LEA has no buildings in School Improvement II or any level of Corrective Action, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. The School notified parents of all low income (eligible) students of their option to obtain Supplemental Educational Services (SES) for their children and does not require additional requirements for participation.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Copy of letter of notification to parents that informs parents of the availability of SES and the process to follow to obtain it. <input type="checkbox"/> Documentation to show that the state approved list of SES providers was also forwarded to parents and that parents had ample opportunity to choose a provider. 	<ul style="list-style-type: none"> • Reviewers should ask how notifications were distributed to parents (newsletter, mailed letter, website, etc.). • This notice may be a part of the general school improvement notification or it may be a separate notice. • If applicable, the notification must be provided in different languages. • SES may not replace other school programs (Supplement vs. Supplant) <ul style="list-style-type: none"> <input type="checkbox"/> Newsletter <input type="checkbox"/> Mail <input type="checkbox"/> Website <input type="checkbox"/> Other <input type="checkbox"/> Part of General Notification <input type="checkbox"/> In Different Languages 	

<p>2. The LEA posted on their website:</p> <p>a. Number of students eligible for SES.</p> <p>b. Number of students participating in SES</p> <p>c. List of available SES providers</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> LEA Website <input type="checkbox"/> List of SES Providers including distance providers <input type="checkbox"/> Selection of Schools Low Income data	<p>See List of providers on PDE/SES webpage.</p>	
<p>3. The LEA has correctly identified low income (eligible) students for SES and prioritized appropriately when determining participation only when cost is above the maximum amount of per pupil amount or 20% of Title I funding.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Low-income measure used to determine Title I building eligibility MUST be used to determine student eligibility for SES. <input type="checkbox"/> Criteria for priority of services.		
<p>4. The LEA must enter into agreements between the LEA, the provider and the parent of the participating child for carrying out SES.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copies of contracts for each provider and student participating in SES.		
<p>5. The LEA provides at least two enrollment windows for SES during the school year.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Parent Notifications <input type="checkbox"/> Signed Agreements	<p>Reviewers should ask parents of eligible students if they are aware of the two SES windows.</p> <input type="checkbox"/> Parents Asked	
<p>6. The LEA offered SES providers equal access to school facilities as other organizations using a fair, open and objective process.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> LEA Policy for access to school facilities. <input type="checkbox"/> SES Provider agreements		
<p>7. If the LEA requested rollover of unused funds set aside for SES the LEA met all of the following requirements:</p> <p>a. Partner with community groups</p> <p>b. Ensure students/parents have a genuine opportunity to sign up for choice transfer.</p> <p>c. Parent notification mailed out at least 14 days prior to the start of the school year.</p> <p>d. Website posting lists number of students eligible and participating.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Parent Notification <input type="checkbox"/> LEA Website <input type="checkbox"/> FBO/CBO correspondence, phone logs or posters <input type="checkbox"/> DFP notification and Assurances for Rollover Form	<p>Reviewers should ask parents if they were aware of the opportunity to request SES.</p> <input type="checkbox"/> Parents Asked	

8. The LEA maintains records regarding the numbers of students participating in SES.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of each school offering SES and the providers being used along with the number of students participating. <input type="checkbox"/> SES data entered in eGrants.		
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VII. Schoolwide Programs

Component VII: Schoolwide Programs

The LEA and schools develop schoolwide programs taht use the flexibility provided to them by law to improve the academic achievement of all students in the school.

Sec. 1114

If the LEA does not operate a Schoolwide Program in any Title I schools, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of a schoolwide program and requirements.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/> Evidence of the Planning Process and Technical Assistance. <input checked="" type="checkbox"/> Initial Planning meeting agenda/list of participants. <input checked="" type="checkbox"/> Whole-school orientation-agenda/list of participants. <input checked="" type="checkbox"/> Planning Team roster and calendar of meetings. <input type="checkbox"/> Plan approval. <input checked="" type="checkbox"/> Budget Reports. Copy of schoolwide plans		
2. All Schoolwide (SW) schools have an updated SW Plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>		<input checked="" type="checkbox"/> Completed and approved School Level Plan and Addendum or <input type="checkbox"/> Completed and approved Division of Federal Programs Schoolwide Template		
Each SW Plan Contains:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			
2a. Comprehensive Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>				
2b. Schoolwide reform strategies	<input checked="" type="checkbox"/>	<input type="checkbox"/>				

2c. Instruction by highly qualified staff	<input checked="" type="checkbox"/>	<input type="checkbox"/>						
2d. High quality and ongoing professional development	<input checked="" type="checkbox"/>	<input type="checkbox"/>						
2e. High-quality teachers to "high-need" schools	<input checked="" type="checkbox"/>	<input type="checkbox"/>						
2f. Parent Involvement	<input checked="" type="checkbox"/>	<input type="checkbox"/>						
2g. Transitioning preschool children	<input checked="" type="checkbox"/>	<input type="checkbox"/>				<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/3/2013 2:20:19 PM monitor Barbara Leap There are no preschool children at Maritime Academy.</td> </tr> </tbody> </table>	Monitor Comments	5/3/2013 2:20:19 PM monitor Barbara Leap There are no preschool children at Maritime Academy.
Monitor Comments								
5/3/2013 2:20:19 PM monitor Barbara Leap There are no preschool children at Maritime Academy.								
2h. Teacher input in assessment decisions	<input checked="" type="checkbox"/>	<input type="checkbox"/>						
2i. Effective, timely and additional assistance to students having difficulty mastering proficient or advanced levels of academic achievement standards	<input checked="" type="checkbox"/>	<input type="checkbox"/>						
2j. Coordinated budget	<input checked="" type="checkbox"/>	<input type="checkbox"/>						
3. Indication of which program funds have been consolidated in the schoolwide program and how the intent and purposes of the individual programs consolidated are addressed.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Financial reports. <input checked="" type="checkbox"/> SWP				

VIII. Targeted Assistance

Component VIII: Targeted Assistance							
The LEA targeted assistance programs meet all requirements.							
Sec. 1115							
<input checked="" type="checkbox"/> If the LEA only operates Schoolwide Programs in Title I schools, this section can be skipped.							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	
<p>1. The LEA has established targeted assistance programs that address statutory purposes and meet requirements, including the following:</p> <ul style="list-style-type: none"> • using effective instructional methods and strategies that strengthen the core academic program of the school • primary consideration to providing extended learning time for students served • an accelerated high quality curriculum • Minimizing the removal of children from regular classroom during regular school hours. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Identification of scientifically-researched based instructional models. <input type="checkbox"/> School improvement plans. <input type="checkbox"/> Team meetings, professional development, agendas, sign-in sheets, minutes, etc. <input type="checkbox"/> School schedules and schedules for Title I staff and eligible students. <input type="checkbox"/> Benchmarks of Title I students receiving supplemental instruction. 			
<p>2. LEA ensures that targeted assistance program planning coordinates with and supports the regular education program in schools.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> School Improvement Plan (identifies targeted assistance programs). <input type="checkbox"/> Documentation of scheduled team meetings. 			
<p>3. LEA promotes the integration of staff supported with targeted assistance funds into the regular school program, including professional development.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Professional Development Schedules <input type="checkbox"/> Documentation such as agenda for topics, sign-in sheets, etc. 			

4. Selection for eligible students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Selection criteria process/multiple selection criteria. <input type="checkbox"/> Student roster with test scores <input type="checkbox"/> Teacher/parent recommendation <input type="checkbox"/> Assessment data of Title I student <input type="checkbox"/> List of eligible students that are not serviced due to parents declining service		
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IX. Nonpublic Schools

Component IX: Nonpublic Schools

The LEA provides Title I services to eligible children attending nonpublic schools.

Sec. 1120

Sec. 9503

34 CFR Part 200

§200.62 - 200.67, 200.77

§200.77(f)

§200.78(a)

If the LEA has no participating Nonpublic schools, this section can be skipped.

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. LEA has public school ranking charts with per-pupil allocations identified. (Equitable Services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Financial reports, line items to private school children in budget. <input type="checkbox"/> List of participating private schools. <input type="checkbox"/> Consolidated application		
2. LEA has policies and procedures for provision of services to eligible children attending nonpublic schools.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated Application Procedures		
3. Consultation occurred between LEA and nonpublic school officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copies of letters to private schools, agendas, meeting dates, participant lists/sign-in <input type="checkbox"/> Consolidated application <input type="checkbox"/> Record that services have been discussed		
4. LEA regularly supervises the provision of Title I services to nonpublic children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Staff evaluations, visits/communication <input type="checkbox"/> Announcements/sign-in sheets for professional development and parent involvement opportunities		
5. LEA is evaluating the Title I program serving nonpublic school students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Needs assessments/survey <input type="checkbox"/> Assessment data		

6. Nonpublic school children, families and teachers are receiving equitable services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Hired teachers to work with participating Title I students <input type="checkbox"/> Announcements/sign-in sheets for professional development and parent involvement opportunities		
7. The LEA has budgets that document appropriate set-asides.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Consolidated application <input type="checkbox"/> Quarterly Reports/Final Expenditure Reports		
8. The LEA has third party contract(s).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Name of Third Party Contractor <input type="checkbox"/> Payroll sheets <input type="checkbox"/> Written contract. <input type="checkbox"/> Consolidated application		
9. The LEA has complaint procedures for private school officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of complaint procedures		

X. Comparability

Component X: Comparability							
The LEA complies with the comparability provisions of Title I.							
Sec. 1120A(c)							
<input checked="" type="checkbox"/> If the LEA is exempt from Comparability requirements, this section can be skipped. For example, if there is no overlap of grade spans, the LEA is exempt from this requirement.							
Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments	
1. Title I Comparability Report comparing Title I schools to non-Title I schools reported to SEA annually in Pennsylvania and submitted by November 15th.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Support Data housed at the LEA (individual school lists with staff names attached to the positions counted and excluded) <input type="checkbox"/> Documentation maintained supports the report submitted by November 15th of each year <input type="checkbox"/> HR action documentation for any corrective actions taken <input type="checkbox"/> Records are maintained for 3 years. <input type="checkbox"/> Written procedures to ensure that comparable services are provided. <input type="checkbox"/> Articulated (written) process on the movement of staff during school year to meet the November 15th deadline.			

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Comments

The Robotics Team "The Maritime Academy Engineering Team" (4 Seniors and 1 Freshman) placed third in the nation for a water robot. They have won the rite to attend the American Society of Naval Engineers at Perdue University. Maritime Academy CS only hires HQT. Their Parent Involvement piece was thorough with providing the necessary documentation for compliance. There is a Parent Advisory Committee. All documents are translated in the spoken word at home. There are 20 different languages that need to be translated. All activities, meetings, and conferences are on the website. The parents also receive a Daily Messenger reminding them of upcoming events. The school-home compact was signed by all parties. The Schoolwide Program is used. A copy of the plan was available with detailed descriptions of methods that are taught. The involvement of the teachers goes beyond the extent of the school day. A family of 6 were living on the streets. The staff collected money to get them a place to live and then provided them with beds and furniture.

Title II A Program Review

Highly Qualified

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
1. The LEA has a plan in place to ensure all teachers of core academic subjects will be highly qualified. <i>Section 1119 (a)(1)&(3) and Section 2141 (a)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Highly Qualified Plan <input checked="" type="checkbox"/> List of teacher qualifications <input checked="" type="checkbox"/> Principal Attestation (PDE Form 425) <input type="checkbox"/> HQT IPDPs prepared for each teacher who is not highly qualified						
2. The LEA is implementing an individualized professional development plan for non-highly qualified teachers as indicated in the annual principal attestation (PDE Form 425). *This applies to LEAs that have not maintained highly qualified teacher status for 2 consecutive years. <i>Section 2141(c)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Individual professional development plan for each nonHQ teacher <input type="checkbox"/> LEA-supported and/or sponsored PD exists to assist teachers		<table border="1"> <thead> <tr> <th>District Comments</th> </tr> </thead> <tbody> <tr> <td>4/12/2013 10:15:20 AM Chief Executive Officer Ann Waiters All Maritime Academy core content teachers are highly qualified.</td> </tr> <tr> <th>Monitor Comments</th> </tr> <tr> <td>5/3/2013 2:20:59 PM monitor Barbara Leap There is a plan in the event that it would be needed.</td> </tr> </tbody> </table>	District Comments	4/12/2013 10:15:20 AM Chief Executive Officer Ann Waiters All Maritime Academy core content teachers are highly qualified.	Monitor Comments	5/3/2013 2:20:59 PM monitor Barbara Leap There is a plan in the event that it would be needed.
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Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
<p>3. The LEA has entered into a written agreement with the SEA that outlines its use of Titles I & IIA funds to achieve highly qualified status. <i>Section (2141(c) *This applies to LEAs that have not made AYP and maintained 100% HQ for 3 consecutive years.</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> LEA/SEA plan <input type="checkbox"/> Evidence exists that plan is being implemented <i>(this could vary from LEA to LEA)</i> 		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td>4/12/2013 10:17:13 AM Chief Executive Officer Ann Waiters Maritime Academy has made AYP. This requirement does not apply to Maritime Academy.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>5/3/2013 2:21:35 PM monitor Barbara Leap AYP has been reached at Maritime Academy.</td> </tr> </table>	District Comments	4/12/2013 10:17:13 AM Chief Executive Officer Ann Waiters Maritime Academy has made AYP. This requirement does not apply to Maritime Academy.	Monitor Comments	5/3/2013 2:21:35 PM monitor Barbara Leap AYP has been reached at Maritime Academy.
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Monitor Comments										
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<p>4. LEA ensures equitable distribution of experienced and HQ teachers within the districts schools to ensure poor and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers. <i>Section 1112(c)(1)(L)</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Equity Plan <input type="checkbox"/> Agendas of Equity Plan Meetings <input type="checkbox"/> Meeting minutes of Equity Plan writing & planning sessions. <input type="checkbox"/> Teachers are reassigned <input type="checkbox"/> Changes to union contract <input type="checkbox"/> Review of HQT/NHQT data and strategies revised in equity plan when there is no improvement 		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #cccccc;">District Comments</th> </tr> <tr> <td>4/12/2013 10:18:11 AM Chief Executive Officer Ann Waiters All teachers are highly qualified. Therefore all students are taught by highly qualified teachers.</td> </tr> <tr> <th style="background-color: #cccccc;">Monitor Comments</th> </tr> <tr> <td>5/3/2013 2:22:12 PM monitor Barbara Leap Maritime is located in only one building.</td> </tr> </table>	District Comments	4/12/2013 10:18:11 AM Chief Executive Officer Ann Waiters All teachers are highly qualified. Therefore all students are taught by highly qualified teachers.	Monitor Comments	5/3/2013 2:22:12 PM monitor Barbara Leap Maritime is located in only one building.
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Professional Development

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
5. The LEA conducts an assessment of local needs for professional development and hiring, as identified by the LEA and school staff. <i>Section 2122 (c)(1)(2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Copy of district needs assessment and findings				
6. The LEA involves parents in the planning of professional development activities. <i>Section 2122 (b)(7)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Meeting Notices, Agenda, Sign-in sheets		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/3/2013 2:23:53 PM monitor Barbara Leap There are a core group of parents that are involved.</td> </tr> </tbody> </table>	Monitor Comments	5/3/2013 2:23:53 PM monitor Barbara Leap There are a core group of parents that are involved.
Monitor Comments								
5/3/2013 2:23:53 PM monitor Barbara Leap There are a core group of parents that are involved.								
7. The LEA professional development activities are based on a review of scientifically based research and designed to improve student academic achievement. <i>Section 2122 (b)(1)(B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> List of professional development activities aligned to district plan.				
8. The LEA provides professional development activities to improve the knowledge of teachers, principals, paraprofessionals and other school staff. <i>Section 2123 (A)(3)(A&B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> List of professional development activities. <input checked="" type="checkbox"/> List of In-Service activities <input checked="" type="checkbox"/> Attendance rosters				
9. The LEA professional development activities are used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students. <i>Section 2122 (b)(2)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> PD needs assessment <input checked="" type="checkbox"/> Teacher surveys <input checked="" type="checkbox"/> ACT 48 PD plan				

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments				
<p>10. The LEA provides professional development expenditures for educational services to eligible nonpublic school staff equal to the proportion of funds allocated to participating public school attendance areas. <i>Section 9501(a)(b)(4)</i></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<ul style="list-style-type: none"> <input type="checkbox"/> Expenditures for non-public services <input type="checkbox"/> List on PDE web site <input type="checkbox"/> Title II-A Non-public share 		<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="1591 131 2003 180" style="text-align: center;">District Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1591 180 2003 423"> <p>4/12/2013 10:23:13 AM Chief Executive Officer Ann Waiters Maritime Academy does not have eligible nonpublic school staff.</p> </td> </tr> <tr> <th data-bbox="1591 423 2003 472" style="text-align: center;">Monitor Comments</th> </tr> <tr> <td data-bbox="1591 472 2003 649"> <p>5/3/2013 2:23:01 PM monitor Barbara Leap Maritime does not have eligible nonpublic staff.</p> </td> </tr> </tbody> </table>	District Comments	<p>4/12/2013 10:23:13 AM Chief Executive Officer Ann Waiters Maritime Academy does not have eligible nonpublic school staff.</p>	Monitor Comments	<p>5/3/2013 2:23:01 PM monitor Barbara Leap Maritime does not have eligible nonpublic staff.</p>
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Class Size Reduction

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
11. The LEA targets funds to schools that have the lowest portion of highly qualified teachers; have the largest average class size; or are identified for school improvement. <i>Section 2122 (b)(3)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Class rosters <input checked="" type="checkbox"/> Highly Qualified Teachers <input type="checkbox"/> SI Schools		<table border="1"> <thead> <tr> <th>Monitor Comments</th> </tr> </thead> <tbody> <tr> <td>5/3/2013 2:24:39 PM monitor Barbara Leap Maritime now has a third 5th Grade classroom.</td> </tr> </tbody> </table>	Monitor Comments	5/3/2013 2:24:39 PM monitor Barbara Leap Maritime now has a third 5th Grade classroom.
Monitor Comments								
5/3/2013 2:24:39 PM monitor Barbara Leap Maritime now has a third 5th Grade classroom.								
12. The LEA utilizes highly qualified teachers to reduce class size. <i>Section 2123 (a)(2)(B)</i>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Highly Qualified Teacher Credentials from PDE				

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Comments

All teachers are HQT. Certification was available. A teacher survey is given to determine the needs of the staff. There is also an Evaluation Rubric to provide further documentation as to any area of PD that needs to be addressed. A comprehensive plan is then created. Class Size Reduction money was used to establish a third 5th Grade classroom.

Title III Program Review

This LEA participates in a Title III Consortium and Title III data will be supplied by the IU or the LEA has declined to accept Title III funds.

- I. PA English Language Proficiency Standards (PA ELPS) for English Language Learners
- II. Assessment
- III. Accountability
- IV. Evaluation
- V. Required Subgrantee Activities for LEP
- VI. Authorized Subgrantee Activities for LEP
- VII. Authorized Subgrantee Activities for Immigrant Children and Youth
- VIII. Parental Notification
- IX. Implementation of the Title III Application - Local Plans
- X. Post Exit Student Monitoring
- XI. Comments

I. PA English Language Proficiency Standards (PA ELPS) for English Language Learners

Section 3113(b)(2) and Section 1111(b)(1)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA curriculum in Reading/Language Arts, Science, Math, and Social Studies includes the PA ELPS and is aligned to state academic content standards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Content curriculum alignment <input type="checkbox"/> Lesson plans		
2. The LEA has disseminated PA ELPS and provided professional development to all teachers on the PA ELPS.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Professional development proof	Agendas, sign-in sheets, training schedule, Act 48 credit hour <input type="checkbox"/> Agendas <input type="checkbox"/> Sign-in Sheets <input type="checkbox"/> Training Schedule <input type="checkbox"/> Act 48 Credit Hour	

II. Assessment

Section 3113(b)(3)(C)(D)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. All LEP students have been annually assessed for English language proficiency (ELP) using the required state annual ELP assessment (ACCESS for ELLs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Completion of on-line ELP assessment ordering system via MetriTech (required), UPS receipt verifying return of state annual ELP assessment, LEA performance score reports, and inclusion of performance results in students permanent record folder	<input type="checkbox"/> LEA database records of LEP students and assessment scores <input type="checkbox"/> eMetric system reports	
2. The LEA uses the state screening and placement tool (WAPT) for entry into an ESL program and for the determination of the assessment tier for the state annual ELP assessment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> WAPT screening and placement assessment results are included in the student's permanent record folder		
3. The LEA assesses students within 30 days of the beginning of the school year or within 14 days of initial school entry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Student records indicating date of enrollment and date of assessment using the state screening and placement tool (WAPT).	<input type="checkbox"/> LEA database records	
4. The LEA has in place a procedure to ensure that all teachers who administer the ACCESS for ELLs have taken and passed the online WIDA ACCESS test administrator training course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> WIDA test administrator training proof maintained by LEA ESL program administrator or assessment coordinator	<input type="checkbox"/> Proof of completion of on-line teacher training for test administration with proof of 80% or better teacher score	
5. LEP students are assessed using the PSSA	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> PSSA results for the LEP subgroup (grades 3-8 and 11)	<input type="checkbox"/> LEA database records <input type="checkbox"/> eMetric system reports	

III. Accountability

Section 3122

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA/Consortia verifies LEP students meet annual measurable achievement objectives (AMAOs).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of AMAO Status Report and letter received from the SEA		
2. The LEA/Consortia develops an improvement plan if it has not met AMAOs for 2 or 4 consecutive years. <i>(This has not yet been implemented by PDE.)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of the improvement plan within Getting Results		
3. If the LEA is part of a consortium, the LEA has a signed copy of the Memorandum of Understanding specifying the responsibilities of both the fiscal agent and the individual LEAs related to services, parental notification and AMAO Improvement Planning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of the Memorandum of Understanding between the LEA and fiscal agent.		

IV. Evaluation

Section 3121

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA completes the LEP SYSTEM on or before the State provided due date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of the Accuracy Certification Statement (ACS) for the LEP SYSTEM	Refer to the PDE website for State due dates	
2. The LEA completes the PIMS on or before the State provided due date.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of the ACS for PIMS	Refer to the PDE website for State due dates	
3. The LEA performs regular Program evaluations based on multiple criteria that measure student progress in attaining English proficiency and attainment of academic and achievement standards. LEA implements improvements based on this evaluation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of LEP System Report <input type="checkbox"/> Written program evaluation		

V. Required Subgrantee Activities for LEP

Section 3115(c)(1)(2)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. The LEA/Consortia is responsible for increasing the English proficiency of ELLs.</p> <p>The LEA/Consortia bases its instructional programs on scientifically based research.</p> <p>The LEA/Consortia demonstrates the effectiveness of the programs to increasing a) English Language Proficiency b) Student academic achievement in the core academic subjects</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Student records and grades <input type="checkbox"/> Evidence that the language instructional programs are based on scientifically based research <input type="checkbox"/> ACCESS for ELLs Score Report data <input type="checkbox"/> PSSA Score Report data <input type="checkbox"/> District AMAO Status Reports		
<p>2. The LEA/Consortia is responsible to provide high quality professional development to the classroom teachers, principals, administrators, and other personnel designed to:</p> <p>a. Improve instruction and assessment of ELLs b. Enhance the ability of teachers to use curricula, assessment measures, and instructional strategies. c. Based on SBR demonstrating the effectiveness of the PD in increasing the children's English language Proficiency d. Sufficient intensity and duration to have positive and lasting impact on teacher classroom performance</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Evidence of professional development plan (Act 48) for ALL teachers <input type="checkbox"/> Completion of eGrant System subgrantee professional development activities	<input type="checkbox"/> Agenda <input type="checkbox"/> Training schedule <input type="checkbox"/> Teacher Act 48 lists	

VI. Authorized Subgrantee Activities for LEP

Section 3115(d)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. Authorized Activities:</p> <p>a. Upgrading program objectives and effective instruction strategies. Improving the instruction materials, education software, and assessment procedures</p> <p>b. Providing tutorials and academic or vocational education for ELLs; and intensified instruction</p> <p>c. Developing and implementing elementary or secondary school instructional educational programs that are coordinated with other relevant programs and services. Improving the ELP and academic achievement of ELLs</p> <p>d. Providing community participation programs, family literacy services, and parent outreach and training activities to ELLs and their families.</p> <p>e. Improving the instruction of ELLs by providing acquisition or development of ed technology or instructional materials; access to and participation in electronic networks for materials, training, and communication; and incorporation of the resources</p> <p>f. Other activities</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Title III application <input type="checkbox"/> A record of students being served <input type="checkbox"/> The type of programs being implemented		

VII. Authorized Subgrantee Activities for Immigrant Children and Youth

Monitored ONLY FOR LEAs that receive Immigrant funding

Section 3115(e)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>1. Authorized Activities:</p> <p>"(A) family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children;</p> <p>"(B) support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant children and youth;</p> <p>"(C) provision of tutorials, mentoring, and academic or career counseling for immigrant children and youth;</p> <p>"(D) identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds;</p> <p>"(E) basic instruction services that are directly attributable to the presence in the school district involved of immigrant children and youth, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs as are directly attributable to such additional basic instruction services;</p> <p>"(F) other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the United States, such as programs of introduction to the educational system and civics education; and</p> <p>"(G) activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant children and youth by offering comprehensive community services.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Title III application <input type="checkbox"/> A record of students being served <input type="checkbox"/> The type of programs being implemented		

VIII. Parental Notification

Section 3302

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. The LEA/Consortia provides notifications to parents in an understandable uniform format, and, to the extent practical, in a language that the parent can understand. Notification includes basis for placement, level of proficiency, method of instruction, how the program will meet the student's needs, and exit criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Parent letters for placement in Title III programs	<input type="checkbox"/> Use of Transact for translations	
2. The LEA/Consortia has parent notification provisions for identification and placement for Title III supplemental programs within 30 days of the beginning of school or 2 weeks after school begins.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Parent letters for placement in Title III programs		
3. The LEA/Consortia sends parent notification for failure to meet AMAOs, of such failure not later than 30 days after such failure occurs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Parent letter for AMAO status	<input type="checkbox"/> Use of Transact for translations	
4. Parental participation and outreach provisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Parent participation policies are distributed to parents on a regular basis <input type="checkbox"/> Evidence of outreach with parents of ELL students about how they can be involved in their child's education	<input type="checkbox"/> Written in the application	

IX. Implementation of the Title III Application - Local Plans

Section 3116

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. Submission of annual Title III application, implementation of application, and evaluation of success of Title III Implementation Plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Copy of signed rider and application		
<p>2. The LEA/Consortia complies with NCLB requirements regarding participation of LEP students and teachers in private schools under Title III.</p> <p>The LEA/Consortia provides:</p> <p>a. Policies and procedures for provision of services to eligible children attending private schools</p> <p>b. Third party contract(s)</p> <p>c. Copies of local application and budgets that document appropriate set asides (LEA)</p> <p>d. Evidence that consultation occurred between LEA and private school officials</p> <p>e. Evidence that private school children and teachers are receiving equitable services</p> <p>f. Evidence that the LEA is evaluating the Title III program serving private school students</p> <p>g. Evidence the LEA regularly supervises the provision of Title III services to private school children</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Written policies and procedures, letters, emails or meeting agendas of LEA consultation with non-publics schools. Written agreement of equitable services to be provided. Evaluation plan for private school, program success, Supervisory consultation.		
3. The LEA/Consortia has a policy and/or LEA assessment (oral/written communication skills) for teacher English fluency.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Teacher fluency assessment results		

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
4. LEAs/Consortia that have teachers providing instruction in a language other than English must have a procedure for ensuring the teachers are fluent in the language of instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Procedure used to determine fluency, must include appropriate Instructional level 1 or 2 certifications as well the ESL specialist endorsement. If grading student English performance, teachers must meet the highly qualified definition.		
5. The LEA/Consortia supplements, not supplants, the core program with Title III funds. Programs/Activities must be in addition to or supporting core programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Verification of difference between core program budget and expenditures, and Title III budget and expenditures	Evidence of budget/expenditures for ESL in state and local funds Time & effort logs	

X. Post Exit Student Monitoring

Section 3121 (a)(4)

Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
1. LEAs have evidence of monitoring former ELLs exited from an ESL language instruction educational program for the 1st and 2nd years after exit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Student Progress Reports <input type="checkbox"/> Teacher Reports <input type="checkbox"/> PDE Sample post-monitoring tool (available spring 2009)		

Component XI: Fiscal Requirements

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
A. Audits The SEA ensures that the State and the LEAs are audited annually, if required, and that all corrective actions required through this process are fully implemented. OMB Circular A-87	1. Copies of single audit reports (2 most recent), corrective action plans and approval documents for the LEA.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> LEA response to findings. <input type="checkbox"/> PDE follow-up reviews of findings. <input checked="" type="checkbox"/> Independent auditors report shows that the LEA has corrected all action required.	PDE Monitor review single audit from previous year (federal programs only) and reviews district comments (management letter).	<table border="1"> <tr> <td>Monitor Comments</td> </tr> <tr> <td>5/3/2013 2:31:24 PM monitor Barbara Leap Single audit was completed by Citron Cooperman.</td> </tr> </table>	Monitor Comments	5/3/2013 2:31:24 PM monitor Barbara Leap Single audit was completed by Citron Cooperman.
	Monitor Comments								
5/3/2013 2:31:24 PM monitor Barbara Leap Single audit was completed by Citron Cooperman.									
B. Carryover The LEA complies with the carryover provisions of Title I. Sec. 1127	1. LEAs with Title I allocations greater than \$50,000 per year have not carried over more than 15% of their allocation from one year to the next unless the SEA has waived the limitation (allowable once every 3 year cycle if the SEA believes the request is reasonable and necessary).	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Carryover section of Title I project on eGrants		<table border="1"> <tr> <td>Monitor Comments</td> </tr> <tr> <td>5/3/2013 2:31:54 PM monitor Barbara Leap Changed to N/A. Maritime Academy does not carryover money.</td> </tr> </table>	Monitor Comments	5/3/2013 2:31:54 PM monitor Barbara Leap Changed to N/A. Maritime Academy does not carryover money.
Monitor Comments									
5/3/2013 2:31:54 PM monitor Barbara Leap Changed to N/A. Maritime Academy does not carryover money.									
	2. The LEA has requested (and received) a waiver from the SEA if the carryover from the prior year exceeds 15%.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Waiver request on eGrants. <input type="checkbox"/> Waiver request and "Carryover Waiver Approval Letter" from DFP on file at LEA/District.		<table border="1"> <tr> <td>Monitor Comments</td> </tr> <tr> <td>5/3/2013 2:31:58 PM monitor Barbara Leap Changed to N/A. Maritime Academy does not carryover money.</td> </tr> </table>	Monitor Comments	5/3/2013 2:31:58 PM monitor Barbara Leap Changed to N/A. Maritime Academy does not carryover money.
Monitor Comments									
5/3/2013 2:31:58 PM monitor Barbara Leap Changed to N/A. Maritime Academy does not carryover money.									
C. Rank Order									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
<p>The LEA ensures that it complies with the requirements of Title I when allocating funds to eligible school attendance areas or schools in rank order of poverty based on the number of children from low-income families who reside in an eligible school attendance area.</p> <p>Sec. 1113 34 CFR Part 200 §200.77-§200.78</p>	1. The LEA is only serving eligible schools and all schools above 75% poverty are served.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Documentation detailing the poverty data used to determine eligibility		
	2. The ranking procedures are applied without regard to grade spans or schools when poverty rate of school is 75% and above.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Schools with poverty rates of 75% or greater are served. Funds are allocated at a per pupil rate.		
	3. Eligible schools are ranked and served from highest to lowest poverty.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Allocations given to Title I schools match each school's allocation in the Selection of Schools/Ranking Page (in LEA's Title I project within their Consolidated Application in eGrants.)		
	4. The allocation to each eligible school and the per pupil allocation match.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Per pupil expenditures at building level matches per pupil amounts in the Selection of Schools/Ranking Page (in LEA's Title I project within their Consolidated Application in eGrants.)		
	5. Allocations given to Title I schools match each school's allocation in the Selection of Schools/Ranking Page (in LEA's Title I project within their Consolidated Application in eGrants.)	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Local budget sheets. <input type="checkbox"/> System tracking expenditure reports.		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
	6. The prekindergarten (PreK) children are excluded from the poverty count of any school.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> The LEA's count of children from low income families does not include children under the age of 5.		<table border="1"> <thead> <tr> <th data-bbox="1694 131 2003 180">Monitor Comments</th> </tr> </thead> <tbody> <tr> <td data-bbox="1694 180 2003 388"> 5/3/2013 2:32:30 PM monitor Barbara Leap Changed to N/A. There is no PreK at Maritime Academy. </td> </tr> </tbody> </table>	Monitor Comments	5/3/2013 2:32:30 PM monitor Barbara Leap Changed to N/A. There is no PreK at Maritime Academy.
Monitor Comments									
5/3/2013 2:32:30 PM monitor Barbara Leap Changed to N/A. There is no PreK at Maritime Academy.									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments		
<p>D. Supplement / Supplant</p> <p>The LEA ensures that Title I funds are used only to supplement or increase non-Federal sources used for the education of participating children and not to supplant funds from non-Federal sources.</p> <p>Sec. 1114 Sec. 1115 Sec. 1116 Sec. 1120A</p>	<p>1. LEA approved budget and records of expenditures of Title I funds at the district level match.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures	<p>Pertains to:</p> <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III <p>*Documentation may be minimal or non-existent in cases regarding supplanting. If you think there may be a problem, refer to DFP Regional Coordinator.</p>			
	<p>2. Schoolwide program expenditures verify that funds have not supplanted non-federal resources.</p>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Statement of Allocation & Expenditures. <input type="checkbox"/> Expenditures match SWP activities <input type="checkbox"/> State/local fund expenditures have not decreased				
	<p>3. Targeted assistance program expenditures meet the statutory requirements and are supplemental in nature & do not supplant non-federal resources.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Statement of Allocation & Expenditures are supplemental		<table border="1"> <tr> <td data-bbox="1696 1101 1999 1149">Monitor Comments</td> </tr> <tr> <td data-bbox="1696 1149 1999 1391"> 5/3/2013 2:33:16 PM monitor Barbara Leap Changed to N/A. Maritime Academy provides the Schoolwide Program. </td> </tr> </table>	Monitor Comments	5/3/2013 2:33:16 PM monitor Barbara Leap Changed to N/A. Maritime Academy provides the Schoolwide Program.
Monitor Comments									
5/3/2013 2:33:16 PM monitor Barbara Leap Changed to N/A. Maritime Academy provides the Schoolwide Program.									

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
E. Equipment and Related Property OMB Circular A-87 EDGAR 80.32	1. LEA maintains Inventory records, purchase orders and receipts for equipment purchased.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Inventory is on file and up to date (All equipment at \$1,500 or LEA capitalization threshold \$_____ is maintained).	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III 	
	2. The LEA conducts a physical inventory of all equipment at least once every two years.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Equipment Inventory List	Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III 	
F. Compliance to Reservations The LEA complies with requirements regarding the reservation of funds. Sec. 1113 Sec. 1116 Sec. 1118	1. The LEA has reserved funds necessary to provide services comparable to those provided to children in Title I funded schools to serve homeless children, neglected children in local institutions, and if appropriate, Neglected or Delinquent children in community day schools and delinquent children in local institutions.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Amounts on Reservation of Funds section of Title I project match corresponding line items on budget <input type="checkbox"/> Line items can be followed. <input type="checkbox"/> Expenditures are charged to the line items.	Pertains to: <ul style="list-style-type: none"> • Title IA & D 	
	2. LEA has reserved an amount equal to 20% of its Title I allocation for transportation/supplemental services or both. (for school improvement schools only; if no schools in school improvement, check NA)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Reservations are in the ROF screen on egrants. <input type="checkbox"/> Line items can be followed. <input type="checkbox"/> Expenditures are charged to the line items. <input type="checkbox"/> LEA documents expenditures for choice and supplemental services (agreements between LEA and providers).		<table border="1"> <tr> <td> Monitor Comments 5/3/2013 2:35:33 PM monitor Barbara Leap Changed to N/A. Maritime Academy is not in school improvement. </td> </tr> </table>
Monitor Comments 5/3/2013 2:35:33 PM monitor Barbara Leap Changed to N/A. Maritime Academy is not in school improvement.							

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
	3. LEAs receiving more than \$500,000 have reserved 1% of their allocation for parental involvement and that 95% of those funds have been distributed to served schools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Procedure for allocation 95% to schools. <input checked="" type="checkbox"/> 95% allocated to schools. <input type="checkbox"/> At least 1% of Title I allocation is reflected in line item "3300-Community Services" within Title I budget. <input type="checkbox"/> Agendas, Sign-Ins, Calendar of training, contracts with trainers etc. <input type="checkbox"/> Expenditures/invoices supporting Parent Involvement Set Aside amount.		
	4. LEAs with Title I schools identified for improvement have set aside 10% of funds for professional development activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Activities scheduled for professional development, agendas, sign-in sheets, contracted technical assistance, etc. <input type="checkbox"/> 10% of the Title I allocation is reported on the LEA actual budget reports under professional development. <input type="checkbox"/> 10% of school's in improvement allocation is tracked by LEA for professional development.		

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
G. Obligating Funds	1. The LEA began obligating funds on or after the programs' approved date ; (Program start date is found on first page of approved Consolidated Application).	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Dates on program expenditure records/invoices, begin on or after approved start date on Consolidated Application.	Pertains to: • Title IA & D • Title II A • Title III	
H. Nonpublic School Services	1. The LEA reserved the same per pupil amount to each non-public low-income child as distributed to each public low-income child.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Nonpublic Per Pupil Amounts are correctly distributed. <input type="checkbox"/> Interdistrict agreement and/or 3rd Party contract amounts match what is approved on consolidated application. <input type="checkbox"/> Budget reflects Nonpublic total.	Pertains to: • Title IA & D • Title II A • Title III	Monitor Comments 5/3/2013 2:36:44 PM monitor Barbara Leap Changed to N/A. Maritime Academy does not service nonpublics.
I. Time Documentation	1. The LEA maintains semi-annual certifications for all employees funded from a single cost objective.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> Semi-annual time certifications	Pertains to: • Title IA & D • Title II A • Title III	
	2. The LEA maintains time documentation logs/schedules for prorated staff including the amount of time spent on each funding source activity; the logs are signed by a supervisor and reconciled to payroll documentation on a monthly basis	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/> Logs <input type="checkbox"/> Staff Calendars <input type="checkbox"/> Staff Schedules	Pertains to: • Title IA & D • Title II A • Title III	Monitor Comments 5/3/2013 2:37:17 PM monitor Barbara Leap Changed to N/A. Maritime Academy does not have any prorated staff.

Description	Requirements	Met	Not Met	N/A	Suggested Evidence of Implementation	Additional Evidence	Comments
J. Record Retention	1. Records are maintained for a period of 7 years	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		Pertains to: <ul style="list-style-type: none"> • Title IA & D • Title II A • Title III 	

%>

Comments

All documentation was available. Changed some items from Met to N/A due to no carryover, nonpublics, targeted program and prorated teachers.

Personnel Interviews

Building	Date	Staff Member Interviewed	Staff Member Position
Maritime Academy CS	4/30/2013	Alex	Student 12th
Maritime Academy CS	4/30/2013	Bill Minnick	Financial Consultant
Maritime Academy CS	4/30/2013	Bonnie Zobel	Teacher Biology/Anatomy/Physiology
Maritime Academy CS	4/30/2013	Cassandra Mathis	Grandparent
Maritime Academy CS	4/30/2013	Donna Chybinski	Parent
Maritime Academy CS	4/30/2013	Ed Poznek	Principal
Maritime Academy CS	4/30/2013	Edmund Mottershead	Parent
Maritime Academy CS	4/30/2013	Eileen Abbasi	Teacher
Maritime Academy CS	4/30/2013	Eileen Whiteley	Grandparent
Maritime Academy CS	4/30/2013	Jeffrey	Student 12th
Maritime Academy CS	4/30/2013	Jose	Student 12th
Maritime Academy CS	4/30/2013	Justine Rambo	Teacher English
Maritime Academy CS	4/30/2013	Matt Wilson	Teacher Humanities
Maritime Academy CS	4/30/2013	Miguel	Student 12th
Maritime Academy CS	4/30/2013	Pedro	Student 9th

Charter School Corrective Action Verification/Compliance and Improvement Plan - Bureau of Special Education

This form is designed to serve both as a planning tool and as verification of completion of corrective action.

Charter School: Maritime Academy CS

Chief Executive Officer: Dr. Ann G. Waiters

Special Education Director/Coordinator: Zhanna Vaisberg

BSE Special Education Adviser: Walter Howard

Date of Report: February 23, 2012

Date Final Report Sent to LEA: January 09, 2012

Reminder: The timelines for corrective action of all non-compliance items may not exceed ONE YEAR from the Date Final Report Sent to LEA

First Visit Date: January 17, 2012

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Topical Area 1: Policies, Practices, and Procedures			
Y						1. FSA-ASSISTIVE TECHNOLOGY AND SERVICES Standard: The Local Education Agency (LEA) observed the requirement that the provision of assistive technology is reflected in the student's IEP			
Y						1A. FSA-HEARING AIDS Standard: Each public agency shall ensure that the hearing aids worn in school by children with hearing impairments, including deafness, are functioning properly. Each public agency must ensure that the external components of surgically implanted medical devices are functioning properly			
Y						2. FSA-POSITIVE BEHAVIOR SUPPORT Standard: LEA complies with the positive behavior support policy requirements.			
Y						3. FSA-CHILD FIND Standard: LEA demonstrates compliance with annual public notice requirements.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						4. FSA-CONFIDENTIALITY Standard The LEA is in compliance with confidentiality requirements.			
Y						5. FSA-DISPUTE RESOLUTION (DUE PROCESS HEARING DECISION IMPLEMENTATION) Standard: The LEA uses dispute resolution processes for program improvement.			
Y						8. FSA-PROCEDURAL REQUIREMENTS FOR SUSPENSION Standard: The LEA adheres to procedural requirements in suspending students with disabilities.			
Y						10. FSA-INDEPENDENT EDUCATIONAL EVALUATION Standard: The LEA documents a procedure for responding to requests made by parents for an independent educational evaluation at public expense.			
Y						11A. FSA-LEAST RESTRICTIVE ENVIRONMENT Standard: The LEA's continuum of special education services supports the availability of LRE under 34 CFR Part 300.			
Y						12. FSA-EXTENDED SCHOOL YEAR SERVICES			
Y						13. FSA-RELATED SERVICE INCLUDING PSYCHOLOGICAL COUNSELING			
Y						15. FSA-PARENT TRAINING Standard: Parent opportunities for training and information sharing address the special knowledge, skills and abilities needed to serve the unique needs of children with disabilities.			
						INTERVIEW RESULTS (Parent)			
						P 62. My school district/charter school makes available training related to the needs of students with disabilities that I could attend.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					6 0 1 0 1 0	Always Sometimes Rarely Never Don't Know Does not Apply			
					4 2 1 0 1 0	P 63. My school district/charter school invites parents to trainings that are available to school staff regarding research based best practices, supplementary aids and services, differentiating instruction and modifying the general education curriculum. Always Sometimes Rarely Never Don't Know Does not Apply			
Y						18. FSA-SURROGATE PARENTS (STUDENTS REQUIRING) Standard: The LEA identifies eligible students in need of surrogate parents and recruits, selects, trains, and assigns in a timely manner.			
Y						19. FSA-PERSONNEL TRAINING Standard: In-service training appropriately and adequately prepares and trains personnel to address the special knowledge, skills, and abilities to serve the unique needs of children with disabilities, including those with low incidence disabilities, when applicable.			
						INTERVIEW RESULTS (General & Special Education Teacher)			
9	0	0				GE 88. Do you receive training regarding how to differentiate instruction and modify the curriculum in your classroom?			
8	1	0				GE 89. Do you receive training regarding how to provide positive behavior supports for students with negative behaviors?			
9	0	0				GE 90. If you have a student with a behavioral need, have you been trained how to deescalate negative and aggressive student behavior?			
9	0	0				GE 91. Do you participate in determining the kinds of training and technical assistance needed to support students with IEPs in regular education classrooms?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	0	5				GE 94. If a student has AT included in his/her current IEP, have you received training in AT, and accessing AT resources?			
9	0	1				SE 124. Do you collaborate with general education teachers and administrators to recommend training needs for personnel within the LEA?			
Y						20. FSA-INTENSIVE INTERAGENCY APPROACH Standard: The LEA identifies, reports, and provides for the provision of Free Appropriate Public Education (FAPE) for all students with disabilities including those students needing intensive interagency approaches.			
Y						21. FSA-SUMMARY OF ACADEMIC AND FUNCTIONAL PERFORMANCE/PROCEDURAL SAFEGUARD REQUIREMENTS FOR GRADUATION Standard: The LEA provides Summary of Academic Achievement and Functional Performance for children whose eligibility terminates due to graduation or aging out. The LEA provides required prior written notice for graduation			
						Topical Area 2: Delivery of Service			
Y						17. FSA-PUBLIC SCHOOL ENROLLMENT Standard: The LEA's percentage of children with disabilities served in special education is comparable to state data.			
Y						17B. FSA-PUBLIC SCHOOL ENROLLMENT Standard: Timely provision of FAPE for students who transfer public agencies within state, and from another state.			
Y						22. FSA-DISPROPORTIONATE REPRESENTATION THAT IS THE RESULT OF INAPPROPRIATE IDENTIFICATION Standard: LEA does not demonstrate disproportionate representation of racial/ethnic groups receiving special education or by disability group.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						23. FSA-EDUCATIONAL BENEFIT REVIEW Standard: The IEP meets procedural compliance and is reasonably calculated to enable the child to advance appropriately toward attaining their annual goals.			
						CLASSROOM OBSERVATIONS			
10	0	0		0		CO 1. Is the instruction provided to the student individualized as required by his/her IEP?			
7	0	1		2		CO 2. Is the instruction being provided in accordance with the goals in the student's IEP?			
0	0	10		0		CO 3. If assistive technology is included in the student's IEP and required for the activity observed, is it being used?			
9	0	1		0		CO 4. If the student is in a regular education setting, is he/she participating in the lesson taught by the general education teacher or a co-teacher?			
9	0	1		0		CO 5. If the student is in a regular education setting, is the student appropriately integrated (physically) in the class?			
3	0	7		0		CO 6. If the student's IEP contains supplementary aids and/or services, are they being delivered in the classroom setting as required?			
9	0	1		0		CO 7. Does this setting coincide with the student's IEP with regard to the extent to which the student is educated with non-disabled peers?			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
					5 2 0 0 0 1	P 55. My child does classroom work in a regular classroom with students without disabilities. Always Sometimes Rarely Never Don't Know Does not Apply			
						P 56. My child participates or has the opportunity to participate in school activities other than classroom work, including extra-curricular activities, with students without disabilities.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					5 2 0 0 0 1	Always Sometimes Rarely Never Don't Know Does not Apply			
					7 0 0 0 0 1	P 56a. My child goes on field trips, attends school functions and/or participates in extracurricular activities with their same age/grade peers who are non-disabled. Always Sometimes Rarely Never Don't Know Does not Apply			
					7 0 0 0 0 1	P 56b. There are routine opportunities for my child to interact with peers who are non-disabled that are planned and/or facilitated by school personnel. Always Sometimes Rarely Never Don't Know Does not Apply			
9	0	0				GE 70. Are you familiar with the content of this student's current IEP, including accommodations, supplementary aids and services, and annual goals?			
9	0	0				GE 71. Do you adapt and modify the general education curriculum based on the student's current IEP?			
9	0	0				GE 72. Do you have support from special education personnel to help you modify curriculum, instruction and assessment as required in the student's current IEP?			
9	0	0				GE 73. Are you and the special education personnel working collaboratively to implement this student's program?			
6	0	3				GE 78. Are all the supplementary aids and services necessary for the student's progress in the general education class included in his/her current IEP?			
9	0	0				GE 80. Is the student making progress within the general education curriculum?			
9	0	0				GE 80a. In your opinion, is this student benefiting from participation in your general education classroom?			
0	0	0				GE 80b. If yes, in what ways?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						<p>Getting social needs met. The student gets information other regular ed students received. Gets students' point of view.</p> <p>Social butterfly. Would hinder the student if removed. Helper in class. Enjoys being a leader. Has ability with accommodations.</p> <p>The student's levels have gone up. More confident. Socially much better than the student used to be. Socially & with 2 teachers in the room.</p> <p>On grade level instruction with 2 teachers & peer interaction.</p> <p>The student's confidence is building & sees others struggling.</p> <p>Student applies to the curriculum, to lead to vocational goals & social appropriateness.</p> <p>The student is an asset, stays on track, is part of the mix. Grades, communication, participation, confidence level.</p>			
0	0	9				GE 80c. If no, what does this student need that he/she is not receiving in your class?			
8	0	1				GE 85. Do you have sufficient time to collaborate with the special education teacher in order to meet this student's needs?			
7	0	2				GE 85a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	9				GE 85b. If no, what training or support would assist you?			
9	0	0				GE 93. Do special education personnel work directly with you to help you reduce negative student behaviors?			
9	1	0				SE 95. Is this student participating in the general education class and curriculum with students without disabilities to the maximum extent possible?			
2	0	8				SE 95a. In the most recent IEP meeting for this student, did you discuss whether he/she could be educated in a general education classroom for the entire school day?			
2	0	8				SE 95b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	8				<p>SE 95c. If yes, what reasons were discussed for recommending removal?</p> <p>Pull out for IEP goals 1/2 hour per week.</p> <p>Student needed a small structured environment & emotional support.</p>			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	8				SE 95d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? Felt the student could access general ed curriculum but inclusion provides repetition which is needed. Full-time.			
3	0	7				SE 95e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
10	0	0				SE 96. Has the student been given the opportunity to participate in non-academic and extracurricular activities with children without disabilities?			
8	0	2				SE 97. Have necessary supports been offered and/or provided to enable that participation?			
8	0	2				SE 99. Are you and related services personnel working together toward meeting the measurable annual goals for this student?			
7	0	3				SE 100. Are you and general education personnel working together toward meeting the measurable annual goals for this student?			
3	0	7				SE 115. Did the IEP team have available information regarding use of the Supplementary Aids and Services ToolKit?			
9	0	1				SE 125. Do you collaborate with general education teachers to identify training needs related to the provision of supplementary aids and services to students with IEPs in the general education classroom?			
						Topical Area 3: Performance Indicators			
Y						5A. FSA-EFFECTIVE USE OF DISPUTE RESOLUTION Standard: The LEA uses dispute resolution processes for program improvement.			
Y						6. FSA-GRADUATION RATES (SPP) Standard: The graduation rate of the LEA's students with disabilities is comparable to the state graduation rate.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
Y						7. FSA-DROPOUT RATES (SPP) Standard: The dropout rate of the LEA's students with disabilities is comparable to the state dropout rate.			
Y						8A. FSA-SUSPENSION RATES Standard: The LEA's rate of suspensions and expulsions of students with disabilities is comparable to the rate of other LEAs in the state.			
Y						11. FSA-LEAST RESTRICTIVE ENVIRONMENT (SPP) Standard: Students with disabilities are provided for in the least restrictive environment			
Y						16. FSA-PARTICIPATION IN PSSA AND PASA (SPP) Standard: The LEA's population of students who participate in state assessment is comparable with the state data.			
Y						16A. FSA-DISTRICT-WIDE ASSESSMENT			
						Topical Area 4: Evaluation and Reevaluation Process and Content			
						CONSENT AND WAIVER REQUIREMENTS FOR EVALUATION/REEVALUATION			
						PERMISSION TO EVALUATE (File Reviews)			
3	2	5			40%	FR 153. PTE-Consent Form is present in the student file	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
3	0	7				FR 154. Demographic data			
3	0	7				FR 155. Reason(s) for referral for evaluation			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	1	7			33%	FR 156. Proposed types of tests and assessments	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
3	0	7				FR 157. Contact person's name and contact information			
3	0	7				FR 158. Parent signature or documentation of reasonable efforts to obtain consent			
2	1	7			33%	FR 159. Parent has selected a consent option	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
						PERMISSION TO REEVALUATE (File Reviews)			
5	0	5				FR 194. PTRE-Consent Form is present in the student file			
5	0	5				FR 195. Demographic data			
5	0	5				FR 196. Reason for reevaluation			
5	0	5				FR 197. Types of assessment tools, tests and procedures to be used			
5	0	5				FR 198. Contact person's name and contact information			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	1	5			20%	FR 199. Parent has selected a consent option	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
5	0	5				FR 200. Parent signature or documentation of reasonable efforts to obtain consent			
						AGREEMENT TO WAIVE REEVALUATION (File Reviews)			
0	0	10				FR 201. Agreement to Waive Reevaluation is present in the student file			
0	0	10				FR 202. Waiver was completed within required timelines (3 years (2 years for any MR student or any student placed in an Approved Private School) from date of ER, prior RR, or Agreement to Waive RR)			
0	0	10				FR 203. Reason reevaluation is not necessary at this time is included			
0	0	10				FR 204. Contact person's name and contact information			
0	0	10				FR 205. Parent has selected a consent option			
0	0	10				FR 206. Parent signature			
						EVALUATION REPORT (INITIAL) (File Reviews)			
5	0	5				FR 160. ER is present in the student file			
5	0	5				FR 161. Evaluation was completed within timelines			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
4	1	5			20%	FR 162. A copy of the ER was disseminated to parents at least 10 school days prior to meeting of the IEP team (unless this requirement is waived by parent in writing)	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
5	0	5				FR 163. Demographic data			
5	0	5				FR 164. Date report was provided to parent			
5	0	5				FR 165. Reason(s) for referral			
3	0	7				FR 166. Reason(s) for referral reflect the reason(s) listed on the PTE-Consent Form			
5	0	5				FR 167. Evaluations and information provided by the parents of the student (or documentation of LEA's attempts to obtain parent input)			
5	0	5				FR 168. Teacher observations and observations by related service providers, when appropriate			
5	0	5				FR 169. Recommendations by teachers			
5	0	5				FR 170. The student's physical condition (including health, vision, hearing); social or cultural background; and adaptive behavior relevant to the student's suspected disability and potential need for special education			
5	0	5				FR 171. Assessments, including when appropriate, current classroom based assessments, aptitude and achievement tests; local and/or state assessments; behavioral assessments; vocational technical education assessment results; interests, preferences, aptitudes (for secondary transition); etc.			
2	0	8				FR 172. If an assessment is not conducted under standard conditions, description of the extent to which it varied from standard conditions (including if the assessment was given in the student's native language or other mode of communication)			
5	0	5				FR 173. Lack of appropriate instruction in reading			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	5				FR 174. Lack of appropriate instruction in math			
4	0	6				FR 175. Limited English proficiency			
5	0	5				FR 176. Present levels of academic achievement			
5	0	5				FR 177. Present levels of functional performance			
5	0	5				FR 178. Behavioral information			
5	0	5				FR 179. Conclusions			
5	0	5				FR 180. Disability Category			
5	0	5				FR 181. Recommendations for consideration by the IEP team			
5	0	5				FR 182. Evaluation Team Participants documented			
3	1	6			25%	FR 183. For students evaluated for SLD documentation of Agree/Disagree	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
4	0	6				FR 184. Documentation that the student does not achieve adequately for age, etc.			
4	0	6				FR 185. Indication of process(es) used to determine eligibility			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	1	6			25%	FR 186. Instructional strategies used and student-centered data collected	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
3	0	7				FR 187. Educationally relevant medical findings, if any			
4	0	6				FR 188. Effects of the student's environment, culture, or economic background			
3	0	7				FR 189. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
4	0	6				FR 190. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
4	0	6				FR 191. Observation in the student's learning environment			
1	0	9				FR 192. Other data if needed			
4	0	6				FR 193. Statement for all 6 items indicated to support conclusions of the evaluation team			
						REEVALUATION REPORT (File Reviews)			
5	0	5				FR 207. RR is present in the student file			
5	0	5				FR 208. Reevaluation was completed within timelines (either 60 calendar days from the date of LEA receipt of signed PTRE-Consent Form, excluding summer break, or within 3 years (2 years for any MR student or any student placed in an Approved Private School) of date of ER, prior RR, or Agreement to Waive RR)			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	2	5			40%	FR 209. A copy of the RR was disseminated to parents at least 10 school days prior to the meeting of the IEP team (unless this requirement was waived by a parent in writing)	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
5	0	5				FR 210. Demographic data			
5	0	5				FR 211. Date IEP team reviewed existing evaluation data			
5	0	5				FR 212. Physical condition, social, or cultural background and adaptive behavior relevant to the student's need for special education			
5	0	5				FR 213. Evaluations and information provided by the parent (or documentation of LEA's attempts to obtain parent input)			
2	2	6			50%	FR 214. Aptitude and achievement tests	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
2	1	7			33%	FR 215. Current classroom based assessments and local and/or state assessments	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	5				FR 216. Observations by teacher(s) and related service provider(s) when appropriate			
4	1	5			20%	FR 217. Teacher recommendations	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
5	0	5				FR 218. Lack of appropriate instruction in reading			
5	0	5				FR 219. Lack of appropriate instruction in math			
3	0	7				FR 220. Limited English proficiency			
3	1	6			25%	FR 221. Conclusion regarding need for additional data is indicated	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
2	1	7			33%	FR 222. Reasons additional data are not needed are included	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
5	0	5				FR 223. Determination whether the child has a disability and requires special education			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
5	0	5				FR 224. Disability category(ies)			
5	0	5				FR 225. Summary of findings includes student's educational strengths and needs			
4	0	6				FR 226. Summary of findings includes present levels of academic achievement and related developmental needs, including transition needs as appropriate			
5	0	5				FR 227. Summary of findings includes recommendations for consideration by the IEP team regarding additions or modifications to the student's programs			
2	0	8				FR 228. Interpretation of additional data			
5	0	5				FR 229. Documentation that the student does not achieve adequately for age, etc.			
5	0	5				FR 230. Indication of process(es) used to determine eligibility			
5	0	5				FR 231. Instructional strategies used and student-centered data collected			
3	0	7				FR 232. Educationally relevant medical findings, if any			
4	0	6				FR 233. Effects of the student's environment, culture, or economic background			
3	0	7				FR 234. Data demonstrating that regular education instruction was delivered by qualified personnel, including the ESL program, if applicable			
4	0	6				FR 235. Data based documentation of repeated assessments of achievement at reasonable intervals, which was provided to parents			
5	0	5				FR 236. Observation in the student's learning environment			
2	0	8				FR 237. Other data if needed			
4	0	6				FR 238. Statement for all 6 items			
5	0	5				FR 239. Documentation of Evaluation Team Participants			
5	0	5				FR 240. Documentation that team members Agree/Disagree			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
8	0	0	0			P 24. Have you been asked to provide information for your child's evaluation/reevaluation?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
8	0	0	0			P 25. Were you given the opportunity to provide this information in writing or in another way that worked for you?			
8	0	0	0			P 26. Was the information you provided to the school for your child's evaluation considered in your child's Evaluation Report?			
3	0	5	0			P 27. If your child was not reevaluated when required (every 2 years for children with mental retardation, or any child placed in an Approved Private School, and every 3 years for children with other disabilities) did you agree in writing to waive the reevaluation?			
0	2	6	0			P 51. Have you requested an Independent Educational Evaluation (IEE) for your child to be paid for by the school?			
0	0	8	0			P 52. If you have obtained an IEE for your child, were the results of that evaluation considered by the team?			
0	0	8	0			P 53. Were the results of the IEE included in the school's Evaluation Report for your child?			
1	0	9				SE 119. If this student is not making progress, has he/she been reevaluated and/or has the IEP been reviewed?			
						Topical Area 5: IEP Process and Content			
						INVITATION TO PARTICIPATE IN IEP TEAM OR OTHER MEETING (File Reviews)			
10	0	0				FR 241. Invitation is present in the student file			
8	1	1			11%	FR 242. Invitation to Participate in the IEP Meeting was issued prior to the meeting (or documentation that parent signed waiver to move directly to IEP meeting)	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
10	0	0				FR 243. Demographic data			
9	0	1				FR 244. Purpose(s) of the meeting			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	2	6			50%	FR 245. Transition planning and services – Invitation to parents is checked (age 14, younger if determined appropriate)	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student’s records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
0	2	8			100%	FR 246. Transition planning and services - if appropriate, evidence that a representative of any participating agency was invited to the IEP team meeting with the prior consent of the parent or student	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student’s records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
3	1	6			25%	FR 247. Transition planning and services – Invitation to student is checked (age 14, or younger if determined appropriate)	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student’s records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
8	0	2				FR 248. Invited IEP team members			
8	0	2				FR 249. Date/time/location of meeting			
8	0	2				FR 250. Parent response, or documentation of parent attendance at the meeting, or documentation of multiple efforts to encourage participation			
						PARENT CONSENT TO EXCUSE MEMBERS FROM ATTENDING IEP TEAM MEETING (File Reviews)			
0	0	10				FR 251. Parent Consent to Excuse Members from Attending the IEP Team Meeting is present in the student file			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 252. Demographic data			
0	0	10				FR 253. Form designates IEP team member(s) for whom attendance is not necessary			
0	0	10				FR 254. Form designates which members will submit written input prior to the meeting			
0	0	10				FR 255. Parent written consent is documented			
					0 0 0	FR 256. The team members excused: a. General Education Teacher b. Special Education Teacher c. Local Education Agency Representative			
						IEP CONTENT (File Reviews)			
10	0	0				FR 257. IEP is present in the student file			
10	0	0				FR 258. IEP was completed within timelines			
10	0	0				FR 259. Demographic data			
10	0	0				FR 260. IEP implementation date			
9	1	0			10%	FR 261. Anticipated duration of services and programs	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
4	0	6				FR 262. If appropriate, LEA and parent agreement to make changes to IEP without convening an IEP meeting			
						DOCUMENTATION OF IEP TEAM PARTICIPATION (File Reviews)			
10	0	0				FR 263. Parents			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	1	6			25%	FR 264. Student	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
10	0	0				FR 265. General Education Teacher			
9	1	0			10%	FR 266. Special Education Teacher	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
10	0	0				FR 267. Local Education Agency Representative			
0	1	9			100%	FR 268. Career/Technical Education (CTE) Representative			
0	0	10				FR 269. CTE Representative was in attendance if student was attending CTE			
0	0	10				FR 270. Community Agency Representative			
0	0	10				FR 271. Teacher of the Gifted			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	2	6			50%	FR 272. Written input provided by IEP team member(s) excused from participating in the IEP meeting if the invitation stated they were to provide written input	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
9	1	0			10%	FR 273. Copy of Procedural Safeguards Notice was given to parent during the school year	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
						SPECIAL CONSIDERATIONS (File Reviews)			
0	0	10				FR 274. If the student is blind or visually impaired, a description of the instruction in Braille and the use of Braille, unless the IEP team determines that such instruction is not appropriate			
0	0	10				FR 275. If the student is deaf or hard of hearing, a communication plan			
3	0	7				FR 276. If the student has communication needs, needs must be addressed in the IEP			
0	0	10				FR 277. If the student requires assistive technology devices and/or services, needs must be addressed in the IEP			
0	1	9			100%	FR 278. If the student has limited English proficiency, the IEP team must consider English as Second Language for provision of FAPE	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 279. If the student has behaviors that impede his/her learning or that of others, the IEP includes a Positive Behavior Support Plan based on a functional assessment of behavior utilizing positive behavior techniques			
0	0	10				FR 280. If the student has other special considerations, these are addressed in the IEP			
						PRESENT LEVELS OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE (File Reviews)			
10	0	0				FR 281. Student's present levels of academic achievement			
10	0	0				FR 282. Student's present levels of functional performance			
3	0	7				FR 283. Present levels related to current postsecondary transition goals (if student is 14, or younger if determined by IEP team)			
6	3	1			33%	FR 284. Parental concerns for enhancing the education of the student (if provided by parent to the LEA)	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
10	0	0				FR 285. How the student's disability affects involvement and progress in the general education curriculum			
10	0	0				FR 286. Strengths			
10	0	0				FR 287. Academic, developmental, and functional needs related to student's disability			
						TRANSITION SERVICES (File Reviews)			
0	0	10				FR 288. If the student's IEP required participation in CTE program, was the CIP code completed			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
3	1	6			25%	FR 289. Evidence that the measurable postsecondary goal(s) were based on age appropriate transition assessment	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
3	1	6			25%	FR 290. An appropriate measurable postsecondary goal or goals that covers education or training, employment, and, as needed, independent living	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
3	1	6			25%	FR 291. Evidence that the postsecondary goal or goals that covers education or training, employment, and, as needed, independent living are updated annually	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
4	0	6				FR 292. Location, Frequency, Projected Beginning Date, Anticipated Duration, and Person(s)/Agency Responsible for Activity/Service			
4	0	6				FR 292a. Transition services include courses of study that will reasonably enable the student to meet his/her postsecondary goal(s)			
4	0	6				FR 292b. Transition services in the IEP that will reasonably enable the student to meet his/her postsecondary goal(s)			
4	0	6				FR 292c. Annual goals are related to the student's transition services			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						PARTICIPATION IN STATE AND LOCAL ASSESSMENTS (File Review)			
10	0	0				FR 293. Documentation of IEP team decision regarding participation in statewide assessments (PSSA or PASA)			
9	1	0			10%	FR 294. If the student will participate in the PSSA, documentation of IEP team decision regarding participation with or without accommodations	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
0	0	10				FR 295. If the student will participate in the PASA, an explanation of why the student cannot participate in the PSSA			
0	0	10				FR 296. If the student will participate in the PASA, explanation of why PASA is appropriate			
0	0	10				FR 297. If the student will participate in the PASA, how student's performance will be documented (videotape or written narrative)			
9	1	0			10%	FR 298. Indication of IEP team decision regarding participation in local assessments (local or alternate local)	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
10	0	0				FR 299. If the student will participate in local assessments, indication of IEP team decision regarding participation with or without accommodations			
0	0	10				FR 300. If the IEP indicates the student will participate in an alternate local assessment, explanation of why the student cannot participate in the regular assessment			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	10				FR 301. If the student will participate in an alternate local assessment, explanation of why the alternate assessment is appropriate			
						ANNUAL GOALS AND OBJECTIVES (INCLUDING ACADEMIC AND FUNCTIONAL GOALS) (File Reviews)			
7	1	2			13%	FR 302. Measurable Annual Goals	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
7	1	2			13%	FR 303. Description of how student progress toward meeting goals will be measured	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
7	1	2			13%	FR 304. Description of when periodic reports on progress will be provided to parents	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
7	0	3				FR 305. Documentation of progress reporting on Annual Goals			
4	0	6				FR 306. Short Term Objectives			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						SPECIAL EDUCATION/RELATED SERVICES/SUPPLEMENTARY AIDS AND SERVICES/PROGRAMS MODIFICATIONS (File Reviews)			
10	0	0				FR 307. Program Modifications and Specially-Designed Instruction			
10	0	0				FR 308. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations, did the IEP team address those recommendations in development of this IEP			
10	0	0				FR 309. If Program Modifications and Specially Designed Instruction are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
0	0	10				FR 310. If a student attends a Career or Vocational Technical School, evidence that the specially designed instruction addresses the student's needs in Career and Vocational Technical School			
7	0	3				FR 311. If Related Services are included on the IEP, the location, frequency, projected beginning date and anticipated duration of services			
4	1	5			20%	FR 312. If the student's most recent Evaluation Report contained recommendations for the provision of related services, including psychological counseling, did the IEP team address those recommendations in development of this IEP	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
7	0	3				FR 313. If Supports for school personnel are included on the IEP, the personnel to receive support, support, location, frequency, projected beginning date and anticipated duration of services			
3	0	7				FR 314. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel provided for the student, did the IEP team address those recommendations in development of this IEP			
0	0	10				FR 315. Support services, if the student is identified as gifted and also is identified as a student with a disability			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	1	0			10%	FR 316. A conclusion regarding student eligibility for ESY	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
10	0	0				FR 317. Information or data reviewed by the IEP team to support the ESY eligibility determination			
1	0	9				FR 318. Where ESY services were deemed appropriate, annual goals and when appropriate, short term objectives that are to be addressed in the child's ESY program			
2	0	8				FR 319. Where ESY was determined to be appropriate, ESY service to be provided, location, frequency, projected beginning date and anticipated duration of services			
						EDUCATIONAL PLACEMENT (File Reviews)			
10	0	0				FR 320. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the regular education class			
10	0	0				FR 321. Explanation of the extent, if any, to which the student will not participate with students without disabilities in the general education curriculum			
10	0	0				FR 322. Type of support, by amount (itinerant, supplemental, full-time)			
10	0	0				FR 323. Type of special education supports, e.g. autistic support, emotional support, learning support, etc.			
10	0	0				FR 324. Location of student's program (name of LEA where the IEP will be implemented)			
10	0	0				FR 325. Location of student's program (name of School Building where the IEP will be implemented)			
7	0	3				FR 326. If child will not be attending his/her neighborhood school, reason why not			
						PENNDATA REPORTING FOR EDUCATIONAL ENVIRONMENT (File Reviews)			
10	0	0				FR 327. Completed Section A or Section B			
						IEP DEVELOPMENT			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						INTERVIEW RESULTS (Parent & General Education Teacher)			
8	0	0	0			P 28. Were you invited to participate in your child's most recent IEP team meeting?			
8	0	0	0			P 29. Did you participate in developing the current IEP for your child?			
8	0	0	0			P 30. Was the meeting held at a time and location that was convenient for you?			
5	0	3	0			P 31. If you were unable to participate in person, did the school offer other arrangements for you to participate by phone or through other methods?			
8	0	0	0			P 32. Was the input you provided considered in the development of your child's current IEP?			
2	2	4	0			P 32a. Have you received sufficient training, technical assistance and other support to participate as an IEP team member?			
0	0	6	0			P 32b. If no, what training or support would assist you? Would like training with memory skills & ideas to try to work. Special ed topics.			
7	0	1	0			P 33. Were the services you requested for your child considered by the IEP team in the development of your child's current IEP?			
8	0	0	0			P 35. Was the current IEP developed at the IEP meeting?			
7	0	1	0			P 36. If there was a draft IEP developed prior to the IEP meeting were you provided a copy of the draft either before or at the meeting?			
8	0	0	0			P 37. Were the special education teacher, the general education teacher and the school representative at the IEP meeting?			
2	0	6	0			P 38. If required IEP team members (special education teacher, general education teacher, or LEA) did not attend the meeting, did you agree in writing to them not being there?			
0	0	8	0			P 39. Was written input from the excused IEP team member(s) available to you before the meeting?			
		8	0			P 65. If you did not participate in your child's IEP meeting, what kept you from participating?			
2	0	7				GE 74. Did you attend the most recent IEP meeting for this student or have the opportunity to provide input?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
2	0	7				GE 75. Did you recommend any needed supports to implement the current IEP for this student?			
2	0	7				GE 76. Were those recommendations considered by the IEP team?			
9	0	0				GE 86. When a student with a disability is included in your class do you have the opportunity to provide information to the IEP team?			
9	0	0				GE 87. Do you provide progress monitoring data as part of the IEP development process?			
						IEP CONTENT			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
8	0	0	0			P 40. Did the IEP team consider the recommendations that were made in your child's most recent evaluation, including all recommendations that were made by the evaluation team for special education, related services, and supports for school personnel?			
8	0	0	0			P 41. Did the IEP team accept or reject the evaluation team's recommendations for special education, related services, and supports for school personnel for appropriate educational reasons.			
9	0	0				GE 81. Are this student's goals based on the PA Academic Standards or, if appropriate, alternate standards?			
9	0	0				GE 82. Is the specially designed instruction in this student's current IEP appropriate to meet his/her educational needs?			
8	0	1				GE 83. Is the current IEP appropriate to meet this student's educational needs?			
9	0	1				SE 98. Unless otherwise specified in the student's IEP, is the length of this student's instructional day the same as nondisabled students?			
10	0	0				SE 102. Is the specially-designed instruction in the current IEP appropriate to meet this student's educational needs?			
10	0	0				SE 103. Are the student's annual goals based on the PA Academic Standards or, if appropriate, alternate standards?			
2	0	8				SE 104. If appropriate, are the student's annual goals based on functional performance?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
9	0	1				SE 106. If the student's most recent Evaluation Report contained recommendations for modifications and accommodations did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
6	0	4				SE 107. If the student's most recent Evaluation Report contained recommendations for provision of related services, including psychological counseling, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
6	0	4				SE 108. If the student's most recent Evaluation Report contained recommendations for program modifications or supports for school personnel that will be provided for the student, did the IEP team address those recommendations in development of the student's current IEP and accept or reject the ER recommendations for appropriate educational reasons?			
9	0	1				SE 112. Was it an IEP team decision as to whether this student would participate in the PSSA, PASA, and other district-wide/charter school-wide assessments?			
10	0	0				SE 117. Is this student making progress in meeting the annual goals of his/her current IEP?			
8	0	2				SE 117a. In your opinion, is this student benefiting from participation in the general education classroom?			
0	0	2				SE 117b. If yes, in what ways? Has decoding disability but understands concepts more when in general ed class through student interaction. Student's behavior last year indicated not participating, but this year more confident. Two teachers added more support & pull to progress monitor. Happy to be with peers a lot. Keeps up with pace & content with a little support. The student is more confident in all classes. Peer interaction & feelings of competence. Increased peer interaction & feelings of competency. Socially & hands-on science. Curriculum, peer interaction, motivating the student to achieve greater works.			
0	0	10				SE 117c. If no, what does this student need that he/she is not receiving?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 118. Is the progress on annual goals recorded and reported to the parent based on objective and measurable data?			
						IEP IMPLEMENTATION			
						INTERVIEW RESULTS (Parent, General & Special Education Teacher)			
8	0	0	0			P 48. Were the special education and related services in your child's current IEP provided within 10 school days of the completion of the IEP?			
6	0	2	0			P 49. Are the special education and related services included in your child's current IEP provided at no cost to you?			
					8 0 0 0 0 0	P 57. When all students in the school receive a report card, I also receive a progress report on my child's IEP goals. Always Sometimes Rarely Never Don't Know Does not Apply			
					7 1 0 0 0 0	P 58. My child's progress is reported to me by the school in a manner that I understand. Always Sometimes Rarely Never Don't Know Does not Apply			
8	0	0	0			P 64. My child is receiving the supports and services agreed upon at the IEP meeting.			
5	0	4				GE 77. If supports for school personnel are included in the student's current IEP, has the LEA provided those supports?			
6	0	3				GE 79. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
2	0	7				GE 79a. In the most recent IEP meeting for this student, did you discuss whether the student could be educated in a general education classroom for the entire school day?			
3	0	6				GE 79b. In the most recent IEP meeting, did the IEP team recommend removal of this student from the general education classroom for any part of the school day?			
0	0	6				GE 79c. If yes, what reasons were discussed for recommending removal?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						One on one instruction. Must receive instruction in smaller setting. To give the student the extensive instructions needed to make progress this year, & this is working well.			
0	0	6				GE 79d. If yes, how was the amount of time that this student would be removed from the general education classroom decided? IEP team progress report review. IEP team, parent. The same time as the reading block for the student's general ed class.			
3	0	6				GE 79e. In the most recent IEP meeting, did the IEP team discuss whether this student could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
1	0	8				GE 84. If appropriate, are you implementing the positive behavior support plan for this student as written in the current IEP			
8	0	1				GE 92. If a student with an IEP is having behavioral difficulties in your classroom, do you address the behavior in your classroom rather than sending him/her back to the special education classroom to address the behavior issue unless indicated otherwise in the student's IEP?			
9	0	1				SE 105. Are the supplementary aids and services, including program modifications and specially designed instruction in the student's current IEP, being provided?			
10	0	0				SE 109. Is this student receiving the type and amount of special education instruction and related services specified in his/her current IEP?			
9	0	1				SE 110. Was this student's current IEP implemented no later than 10 school days after its completion or no later than the IEP implementation date?			
7	0	3				SE 111. If supports for school personnel are included in this student's current IEP, has the LEA provided those supports?			
9	0	1				SE 113. If required, were the testing accommodations included in this student's current IEP implemented?			
3	0	7				SE 114. Was the placement decision made by the IEP team after the annual goals, specially designed instruction, and related services were developed?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				SE 120. Is this student receiving the supports and services agreed upon in his/her current IEP, including related services?			
						PROVISION OF ESY AND RELATED SERVICES INTERVIEW RESULTS (Parent & Special Education Teacher)			
1	0	7	0			P 42. If your child's current IEP includes psychological counseling as a related service, and he/she receives these services, including transportation, are they provided at no cost to you?			
7	0	1	0			P 43. Was your child's need for extended school year (ESY) – which means services over the summer or during breaks from the regular school calendar - discussed at an IEP meeting?			
8	0	0	0			P 44. Did you receive an explanation of what would make your child eligible for ESY services?			
8	0	0	0			P 45. Did you agree with the IEP team's conclusion about your child's eligibility for ESY services?			
2	0	6	0			P 46. If you did not agree with the decision on ESY eligibility, were you given a written notice (NOREP/PWN) explaining that you could ask for a due process hearing?			
2	0	6	0			P 47. If your child was determined to be eligible for ESY services, did the IEP team decide upon the goals and services needed for the ESY program?			
6	0	4				SE 121. Was the consideration of ESY eligibility discussed during this student's current IEP meeting?			
2	0	8				SE 122. If this student was determined to be ESY eligible, did the IEP team determine what goals and services were needed and include them in the IEP?			
1	0	9				SE 122a. At the most recent IEP meeting, did the IEP team discuss the development of a plan to transition this student back into the school district (or charter school if student is enrolled in a charter school) with supplementary aids and services?			
1	0	9				SE 122b. Are staff from the home district (or charter school if student is enrolled in a charter school) involved with the planning and implementation of this student program?			
0	0	10				SE 122c. Does this student go on field trips, attend school functions or participate in extracurricular activities with his/her same age/grade peers who are non-disabled?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
1	0	9				SE 122d. Does this student need supplementary aids and services to participate in non-academic and/or extra-curricular activities?			
1	0	9				SE 122e. If yes, are needed supplementary aids and services being provided to this student?			
0	0	10				SE 122f. Are there routine opportunities for this student to interact with non-disabled peers that are planned and/or facilitated by school personnel?			
						SECONDARY TRANSITION (Parent & Special Education Teacher)			
3	0	5	0			P 50. If your child is age 14 or older was he/she invited to participate in the IEP meeting for transition planning?			
8	0	0	0			P 50a. In the most recent IEP meeting for your child, did you discuss whether your child could be educated in a general education classroom for the entire school day?			
6	0	2	0			P 50b. In the most recent IEP meeting, did the IEP team recommend removal of your child from the general education classroom for any part of the school day?			
0	0	2	0			P 50c. If yes, what reasons were discussed for recommending removal? More instruction in smaller group. Needed extra help. Needs more one on one. Needed extra help. Math Emotional support.			
0	0	2	0			P 50d. If yes, how was the amount of time that your child would be removed from the general education classroom decided? IEP team. In the meeting. In the meeting. In the meeting. Don't recall. Full-time.			
7	0	1	0			P 50e. In the most recent IEP meeting, did the IEP team discuss whether your child could be educated satisfactorily in a general education classroom for the entire school day with supplementary aids and services?			
7	0	1	0			P 50f. In your opinion, is your child benefiting from participation in the general education classroom?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
0	0	1	0			P 50g. If yes, in what ways? Socially and builds the child's confidence. Mentally the student has really come a long way. Getting more social skills. More confident. Needed extra help. Needs more one on one. Has more confidence. The curriculum chunking helps. The child is benefiting to some extent. I believe so, yes.			
0	0	8	0			P 50h. If no, what does your child need that he/she is not receiving in the class?			
					3 0 0 1 0 4	P 59. I am satisfied with the transition services developed for my child. Always Sometimes Rarely Never Don't Know Does not Apply			
					7 0 0 0 0 1	P 60. My child is learning skills that will lead to a high school diploma and further education and/or employment. Always Sometimes Rarely Never Don't Know Does not Apply			
3	0	7				SE 116. Were this student's desired post school outcomes considered when the IEP team developed the annual goals?			
5	2	3				SE 123. Where appropriate, does the LEA invite a representative of a participating agency that is likely to be responsible for providing or paying for transition services to the IEP meeting?			
						Topical Area 6: NOREP/PWN			
						(File Reviews)			
10	0	0				FR 328. NOREP/PWN is present in the student file			
10	0	0				FR 329. Demographic data			
10	0	0				FR 330. Type of action taken			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
10	0	0				FR 331. A description of the action proposed or refused by the LEA			
10	0	0				FR 332. An explanation of why the LEA proposed or refused to take the action			
10	0	0				FR 333. A description of the other options the IEP team considered and the reason why those options were rejected			
9	0	1				FR 334. Description of each evaluation procedure, assessment, record or report used as the basis for proposed action or action refused			
7	0	3				FR 335. Description of other factor(s) relevant to LEA's proposal or refusal			
10	0	0				FR 336. Educational placement recommended (including amount and type)			
10	0	0				FR 337. Signature of school district superintendent or charter school CEO or designee			
10	0	0				FR 338. Parent signature or documentation of reasonable efforts to obtain consent (e.g. mailed to parents, certified mail, visit to the parent's home, etc.)			
10	0	0				FR 339. Parent has selected a consent option			
9	1	0			10%	FR 340. NOREP/PWN reflects the educational placement indicated on the student's IEP	The LEA will continue to use the template developed by the LEA, which if followed will address this corrective action. The LEA may also review the PATTAN annotated formats and seek consultation and training/assistance in the proper completion of this section related to form and substance. The BSE Adviser will select a random sample of student's records for review in order to verify this corrective action.	01/08/2013 LEA PATTAN Phila SD CS Office	
						INTERVIEW RESULTS (Parent)			
3	0	5	0			P 34. If services that you requested for your child were rejected by the school, did you receive a written notice (NOREP/PWN) explaining why the request was rejected?			
						P 61. If I don't understand my child's educational rights, and I inquire about them, someone from the school takes the time to explain them to me.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
					6 1 0 0 1 0	Always Sometimes Rarely Never Don't Know Does not Apply			
						Topical Area 7: Additional Interview Responses			
						INTERVIEW RESULTS (Parent & Special Education Teacher)			
					7 1 0 0 0 0	P 54. I am a partner with school personnel when we plan my child's education program. Always Sometimes Rarely Never Don't Know Does not Apply			
		0	0		1 1 1 1 6	P 66. Tell me anything you really like about your child's special education program. b. progress reports c. staff-aide ratios e. instructional materials k. staff's understanding and attitude n. other Really helping the student. Constant contact. They don't embarrass the special ed kids & make them feel different. They continuously encourage & praise. The speedy action on my requests. The leadership is very responsive & thorough. Self-esteem. The student's ability level.			
		2	0		1 1 1 1 4	P 67. Tell me anything you would like to change about the program. a. modifications b. progress reports i. support services l. more inclusion n. other Nothing Nothing Could use more computer based programs for extra help as a totally different approach from the classroom. More college prep & tours.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
		0	0		5 2 1	P 68. The school explains what options parents have if the parent disagrees with a decision of the school. a. Very strongly agree b. Strongly agree c. Agree			
						P 69. Additional comments about your child's program. Child has benefited a lot. I've seen a huge turn around. Teachers are awesome. Very happy with the program. Nothing I would change.			
9	0	1				SE 101. Do you hold the required certification to implement this student's program?			
8	0	2				SE 101a. Have you received sufficient training, technical assistance and other support to teach this student?			
0	0	10				SE 101b. If no, what training or support would assist you?			
						Topical Area 8: Student Interview Results			
			0		4 1	S 126. What kind of support are you currently receiving? a. Learning Support b. Speech/Language Support			
4	0	0	0			S 127. Is this support enough to help you be successful in your school program?			
					2 2 0 0 0	S 128. How satisfied are you with your high school educational program? Very Somewhat A Little Not at All Don't Know			
						S 129. What do you like best about the program? Like math - good, no problems. Likes that when you need help someone is there to help you & explain what's going on. I appreciate the extra help when I need it. Get a lot of help I need.			
						S 130. What do you like least about the program?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Reading. Gets overwhelmed. Feels it's a weakness. Nothing I don't like about it. Nothing Nothing			
					3 1 0 0 0	S 131. How satisfied are you with your special education supports/services? Very Somewhat A Little Not at All Don't Know			
						S 132. What do you like best about the special education supports/services? Extra time. Write essays in class. Teacher always there to help you get points. Motivates you. The extra help. They take time with me.			
						S 133. What do you like least about the special education supports/services? Have expectations for me that were reachable. Didn't like last year's teacher who told me to shut up. Nothing Nothing Nothing			
					1 3 0 0 0	S 134. How much time do you spend with students who do not have disabilities? Too Much Enough A Little Not Enough Don't Know			
4	0	0	0			S 135. Do you participate in any extra-curricular activities?			
						S 136. If yes, which ones Chess team. Cheer leading Track Baseball			
						S 137. If no, why not			
4	0		0			S 138. Were you invited to participate in the last IEP meeting?			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						Other			
4	0		0			S 139. Did you participate in the last IEP meeting?			
						Other			
4	0		0			S 140. Do you have a post secondary transition program?			
						Other			
2	2		0			S 141. Do you have an employment transition program?			
						Other			
3	0		1			S 142. Do you have a community living transition program?			
						Other			
3	1		0			S 143. Did you assist in the development of the transition program?			
						Other			
3	0		1			S 144. Is that transition plan being followed?			
						Other			
4	0		0			S 145. Did you discuss what you would do after graduation or finishing high school?			
						Other			
			0		4	S 146. Which of the following agencies participate in your IEP development? e. None			
0	0		0			S 147. If any agency participated in your IEP did they assist you or provide services?			
						Other			
						S 148. Comments OVR has assisted in future planning but does not come to IEP.			
3	1	0	0			S 149. Do you participate in any activities in the community?			
						S 150. If yes, which ones? Not a lot. Cleaning. Volunteer Football, & part of a program called 'Teenagers in-charge'.			
						S 151. If no, why not? There aren't any Boys Girls Club I can attend.			

Y	N	NA	DK	Not Obs	% #	Citation	Required Corrective Action Evidence of Change	Timelines and Resources	Closed Date
						S 152. Are there any other agencies that could help you within the community? Several. Rec center, Boys club. Don't know of any. Don't know. I know there are some, but I cannot think of the names just like that.			
						Topical Area 9: Other Non-compliance Issues			
						Mail a letter to parent regarding (1)Counseling services (2)Resources available via APS placement and importance of student ESY program as indicated by the IEP team.	The LEA will Mail a letter to parent stressing the importance of (1)Counseling services and (2)Resources available via APS placement and importance of student ESY program as indicated by the IEP team. The LEA will provide the PDE adviser with a copy of the letter mailed as verification of this corrective action.	04/30/2012 LEA	
						Topical Area 10: Other Improvement Plan Issues			