
Pennsylvania Department of Education



COMMONWEALTH OF PENNSYLVANIA
DEPARTMENT OF EDUCATION
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Charter Annual Report **Monday, November 10, 2008**

Charter School: Mastery CS-Shoemaker Campus
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CHARTER SCHOOL ANNUAL REPORT SUMMARY DATA

Charter School Annual Report Summary Data 2008 - 2009

Name of School: Mastery CS-Shoemaker Campus

Date of Local Chartering School Board/PDE Approval: 08/31/2006

Length of Charter: 5 years **Opening Date:** 09/1/06

Grade Level: 7, 8, 9 **Hours of Operation:** 8AM-5PM

Percentage of Certified Staff: 86% **Total Instructional Staff:** 28

Student/ Teacher Ratio: 15:1 **Student Waiting List:** 93

Attendance Rate/Percentage: 92.7%

Enrollment: 314 **Per Pupil Subsidy:** \$7,708.33 / Special Education Pupils \$16,760.03

Student Profile

American Indian/Alaskan Native: 0%
Asian/Pacific Islander: 0%
Black (Non-Hispanic): 99%
Hispanic: 0%
White (Non-Hispanic): 1%
Multicultural: 1%

Percentage of Students from Low Income Families Eligible for a Free or Reduced Lunch: 93%

Provide the Total Unduplicated Number of Students Receiving Special Services (Excluding Gifted) as of Previous December: 41

Number of:	K (AM)	K (PM)	K (FTIME)	ELEM	MIDDLE	SEC.	TOTAL
Instructional Days	0	0	0	0	183	0	183
Instructional Hours	0	0	0	0	1070	0	1070

SECTION I. EXECUTIVE SUMMARY

Organization Description

INTRODUCTION

Mastery Charter School Shoemaker Campus is a two year old charter school based on the model developed by Mastery Charter High School -- Lenfest

Campus (founded in 2001). Mastery's mission is to prepare urban youth for success in higher education and the global economy. In fall 2006 the School District of Philadelphia invited the original Mastery school to convert the District's struggling Shoemaker Middle School in West Philadelphia into a charter school serving grades 7-12. The Shoemaker conversion was particularly urgent because the school was identified in 2005 as the second most violent school in the District (on per student basis).

In September 2006, the Shoemaker school was converted into Mastery Charter School Shoemaker Campus, a new independent charter school. The existing students remained but Mastery replaced the staff and implemented its program.

The conversion has been very successful. The number of violent incidences has plummeted 85%. Our PSSA reading scores are now 32 percentage points higher in 8th grade and 47 percentage points higher in 7th grade compared to pre-conversion scores. Our PSSA math scores are now 37 percentage points higher in 8th grade and 51 percentage points higher in 7th grade compared to pre-conversion scores. Mastery Charter School Shoemaker Campus made AYP for the 2007-08 year.

In 2007-2008, Mastery Shoemaker Campus served approximately 315 students in grades 7-9. Over the next three years, the Mastery Shoemaker will add a grade each year and eventually serve 650 students in grades 7-12. Approximately 93% of our students are eligible for a free or reduced school lunch. 99% of our students are African American.

Our incoming students reflect the norm for Philadelphia District students, scoring at the bottom 30th national percentile on standardized tests. Only 33% of incoming 7th Graders are at grade level in reading. Only 8% of incoming 7th graders are at grade level in math.

PROGRAM OVERVIEW

Mastery integrates modern management and effective educational practices to drive student achievement. Our program is distinct in several ways. Most importantly, our teachers are outstanding and relentlessly committed to student achievement. Mastery instruction means teaching and supporting students until they learn. Our teachers continually improve their craft through frequent feedback, coaching, and collaborative support. Instruction is grounded by a common pedagogical model and guided by focused standards-based curricula. We align assessments to clear objectives and use assessment data to direct instruction. We utilize a mastery-based grading system and a scaffolded course structure that addresses students at their incoming skill level, yet holds all students to a single college preparatory graduation standard.

Mastery creates an achievement-focused school culture by sweating the small stuff while fostering meaningful, personalized relationships between students and adults.

To support the transition to a high expectations culture, we explicitly teach students problem-solving and social-emotional skills. All students receive workplace skills training and participate in internships to ensure they develop the real world skills required for college and the global economy. In short, Mastery insists on high expectations and high support so all students can achieve success.

Key program elements include:

Goal:	<ul style="list-style-type: none"> • Students learn the skills required for success in college & the global economy
High School Structure	<ul style="list-style-type: none"> • Multiple entry-level courses designed to meet incoming students at their skill level • Entry level courses designed to quickly remediate skills deficits • All students take same college preparatory courses at upper grades
Curriculum & Assessment	<ul style="list-style-type: none"> • Skill-focused • Clearly defined, standards-based curriculum • Common assessments by course • Benchmark tests every six weeks
Grading	<ul style="list-style-type: none"> • Mastery or Incomplete • 76% is Mastery, below 76% students must repeat semester in summer school
Student Support	<ul style="list-style-type: none"> • Extra hour of academic support til 4pm daily • Mandatory Saturday school & skills classes
Workplace Exposure	<ul style="list-style-type: none"> • Workplace and personal skills explicitly taught • Internship is required to graduate
School Culture	<ul style="list-style-type: none"> • Small, personal • A culture of high expectations — orderly & respectful school climate

Teacher Support	<ul style="list-style-type: none"> • Early dismissal every Weds for collaborative planning & PD • Frequent (9+ /yr) instructional feedback • 15 PD days throughout year
Instruction	<ul style="list-style-type: none"> • Teachers ensure students learn • Explicit instructional standards based on effective practice • Assessment data and curriculum drives instruction

Core Purpose

Mission

Our mission is: *All students learn the academic and personal skills they need to succeed in higher education, compete in the global economy, and pursue their dreams.*

Vision

Our vision is for all students who enroll in Mastery Charter to graduate from college. To fulfill this vision our goals are:

- 85% of students score proficient or advanced on the PSSA
- Our students score at or above the national average on the SAT
- At least 85% of our graduates to enroll in post-secondary education -- a two or four year degree program or technical training.

Shared Values

We believe that all young people, especially those who have been traditionally underserved by schools, have the right and the ability to learn what they need to succeed in the world. Our job is to enable urban students to gain the skills they need so that they have the freedom to pursue their individual dreams. We believe the standards required for success in the world are fixed. Students either meet employer expectations and higher education standards or they don't.

There is no in-between. Consequently, for schools to bend or dilute standards does students — particularly urban students — a great disservice.

OUR VALUES

1. Student Achievement -- Above All Student achievement is the reason we exist. All our efforts must be judged by how they further student achievement. What works to strengthen student achievement dominates all other values and beliefs.

2. The High Road We take the high road in our decision-making and personal standards. We do the right thing. We strive to operate with fairness and treat folks with respect. We model the adult behaviors we want to develop in our students.

3. Accountability and Straight Talk Every Mastery staff member is accountable for the results we produce. To succeed we face reality and deal with each other honestly and directly. We don't waste time.

4. Joy and Humor We believe that students learn better, and staff are more effective, when there is a positive, caring culture. We like fun. And we love to laugh and try to do so as often as possible.

5. Open Doors Our school and management culture must be open and engaging to staff and students. We are more effective when we share information and gather diverse points of view. We believe participatory management supports organizational effectiveness and staff buy-in.

6. Initiative and Continuous Improvement To succeed, all staff must be consciously engaged in a continuous cycle of goal setting, action, measurement, and analysis. Our mission is ambitious. We need proactive staff to be successful.

Academic Standards

STANDARDS-BASED DESIGN

Mastery utilizes a rigorous college-prep program built around graduation skills and content standards. These standards are intended to develop the skills and content required to succeed in college and the global economy (as stated in our mission). Our standards are derived from Pennsylvania content standards, workplace readiness, personal management skills standards (SCANS, 1991), and subject-specific best practices (NCTE, NCTM, NSTA). We translate Pennsylvania state standards and Mastery's standards into skill and content standards that serve as the foundation of each of our courses' curriculum.

COMPETENCY-BASED GRADING & PROMOTION

Mastery Charter provides a common general education curriculum with a heavy focus on English, and Mathematics. Students enter Mastery at one of several entry points. By 10th grade, regardless of entry point, all students converge into a rigorous college preparatory program. Entry points are determined by placement testing conducted in the spring of the previous school year

To ensure students quickly catch up, lower-level courses are limited to less than 20 students per class, while upper level classes have 24-28 students per class. Students progress, step by step through each course-level in the sequence toward graduation.

Traditional A thru F grading is not consistent with Mastery's goal of ensuring all students master the skill standards. Instead, Mastery uses a "Mastery" and "Incomplete" system. Students attain mastery by maintaining a 76% or above average -- the level at which we are confident students have mastered the material.

Courses are a year in length, but comprised of two distinct semesters. If a student gets an Incomplete in a semester, s/he must take summer school to make up the incomplete. All failed courses must be recovered by the fall of the following school year.

By embedding State standards in our curriculum and competency-based student promotion, we are assured that every student will master the standards outlined under section 4.12 of 22 Pa. Code. Moreover, promotion and grading structure is designed to ensure all students acquire the skills they need, and every student receives the time and support they require.

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Strengths and Challenges

2007-08 SCHOOL YEAR ACHIEVEMENTS

Mastery Shoemaker Campus is proud to have made Adequate Yearly Progress in 2007-08. Cumulative scores for Reading and Math showed significant increases; +30.2 points to 78.8% proficient and advanced in Math and +23.3 points to 72.7% proficient and advanced in Reading. The number of students proficient/advanced on the PSSA Writing increased to 84%.

DESCRIBE WHAT YOU ARE MOST PROUD:

We are particularly proud of our students' achievements given the dramatic turnaround the school has undergone. Until September 2006, the Shoemaker school was a low performing, violent middle school operated by the School

District of Philadelphia. In 2006 the school was identified as the 2nd most violent school in the Philadelphia (on an incident per student basis) by the Philadelphia Inquirer. Mastery Charter School was invited to convert the school into a Mastery Charter School by the School District of Philadelphia. Since the conversion Math scores have increased 45 points in 8th grade and 65 points in 7th grade. Reading scores have increased 36 points in 8th grade and 46 points in 7th grade. Violent incidences have dropped 90% and attendance is now 92.4%.

AREAS OF IMPROVEMENT

- . NEED: Seventh grade Reading PSSA scores have increased dramatically but are just below the state's average. 34% of the seventh grade students were not proficient.

ACTION: In the 2008-2009, Shoemaker will target students who are at the Basic/Below Basic levels and enroll them in bi-weekly skill classes. Data from e-metrics and PVAAS will be utilized to identify the skills that students need additional support. Student in acute need will receive after-school tutoring. We will also expand our flexible small group instruction to differentiate instruction. A literacy specialist will monitor students' progress on our 6 week benchmarks to ensure students stay on track.

- . NEED: 10% of students left the school during the school year

ACTION: We will expand the role of our Deans, Counselor, and Social Emotional Instructors to serve as a resource for struggling students/families. In addition we are seeking community partners to support our SAP program.

- . NEED: Our student average daily attendance was 92%.

ACTION: Our goal is to increase attendance to 95%. We will hire an additional staff person to track truant students and make home visits.

SECTION II. STRATEGIC IMPROVEMENT PLANNING

Strategic Planning Process

STRATEGIC PLANNING PROCESS:

Mastery's improvement planning process continues throughout the year and includes all levels of staff. Key steps in the process are:

1. **Establish Goals** Goals are established each summer. This involves:
 - Updating the goals described in the charter
 - Adding new goals based on the information gathered from the year end wrap-up process. The goals are drafted by the CEO and leadership team then discussed and revised by the School Management Committee (SMC). The SMC includes

senior staff members and a representative teacher from each academic discipline.

2. **Board Approves Goals** Annual goals are reviewed first by the Executive Committee and then adopted by the Board as a whole. Two members of the Parents Association serve on the Board, providing parental input in our process.
3. **Goals are Discussed with Teachers** Annual goals are discussed and reviewed by the entire teaching staff during the summer orientation in August. Action plans are developed and committees are organized as needed. When appropriate, goals may be modified after teacher input.
4. **Teacher Bonus Metrics Developed** The most salient annual goals are developed into a bonus formula at the start of the school year. The SMC and CEO agree on the bonus formula measurements. The bonus is awarded to the staff as a whole and can be up to 4% of a teacher's salary. The bonus is presented and discussed during the August teacher orientation.
5. **Incremental Progress Reviews Every Six Weeks** Every six weeks a professional development day is held to review benchmark test results, grade data, and analyze other pertinent information. The school leadership meets one-on-one with teachers, in subject teams, and as a school staff. Trends and issues are discussed and problem-solved.
6. **Semester Data Review** Course grade data, test score results, discipline records, and student withdrawal data are reviewed during the semester break by leadership and staff. Patterns and areas of concern are highlighted and solutions proposed. Standardized test score data are analyzed in the late spring when test results become available.
7. **Whole Staff Review Year End Data and Propose Lessons Learned** The whole staff meets for three days at the end of the school year to review data for the year and discuss lessons learned. Performance versus the bonus criteria is reviewed. Proposals for programmatic improvements are proposed and discussed. These proposals are developed throughout the summer by leadership and staff.

This continuous improvement process enables Mastery Charter to identify patterns as they emerge. Weak areas in our program are surfaced during the year and problem-solved in a continuous cycle of goal setting, data collection, and review.

Strategic Planning Committee

Name	Affiliation	Membership Category	Appointed By
Laura Keane	Mastery Charter School Shoemaker Campus	Ed Specialist - Social Restoration	School Improvement Committee
Robert Lewis	Mastery Charter School Shoemaker Campus	Administrator	CEO
Stan Bobowski	Mastery Charter School Shoemaker Campus	Administrator	Principal
Lydia Jerchau	Mastery Charter School Shoemaker Campus	Special Education Representative	Principal
Thom Webster	Mastery Charter School Shoemaker Campus	Community Representative	Board of Directors
Ron Biscardi	Mastery Charter School Shoemaker Campus	Business Representative	Board of Directors
April Harper	Mastery Charter School Shoemaker Campus	Administrator	Principal

Goals, Strategies and Activities

Goal: IMPROVE CLASSROOM DECISION MAKING AND DAY TO DAY COMMUNICATION

Description: To improve classroom decision making and day to day communication of teachers and administrators through the use of appropriate technologies

Strategy: Implement electronic capabilities to improve overall staff communications

Description: Implement electronic capabilities to improve overall staff communications in an effort to facilitate real-time collaboration

Technology Service: Provide web-based collaborative, email/calendaring applications

Activities:

Activity	Description	
Begin needs assessment and research	4th Quarter 2008 — Identify stakeholder needs by meeting with a diverse set of end-users 1st Quarter 2009 — Begin process to acquire application or hardware needs 3rd Quarter 2009 — Start implementation of solutions	
Person Responsible	Timeline for Implementation	Resources
Keon Toyer	Start:10/1/2008 Finish: 7/1/2009	\$4,500.00

Goal: PROVIDE COST-EFFECTIVE RELIABLE COMMUNICATIONS AND MONITORING SYSTEMS

Description: To provide cost-effective reliable communications and monitoring systems to ensure communications between staff members in support of student safety and increase day-to-day efficiencies

Strategy: Utilize a cost-effective telephone solution

Description: Utilize a cost-effective telephone solution to ensure real-time access to classrooms, offices, and staff members is readily available

Technology Service: Provide and maintain a phone system throughout all MCS buildings

Activities:

Activity	Description	
Provide and maintain a phone system throughout all MCS buildings	4th Quarter 2007— Establish communication needs and begin E-rate process 1st Quarter 2008 — Finalize E-rate application 3rd Quarter 2008 — Implement components when awarded by SLD	
Person Responsible	Timeline for Implementation	Resources
Keon Toyer	Ongoing	\$11,400.00

Statement of Quality Assurance

Charter school has met AYP.

Statement of Quality Assurance - Attachment

- AYP INFO

SECTION III. QUALITY OF SCHOOL DESIGN

Rigorous Instructional Program

PROGRAM STRUCTURE

Mastery's education model is designed to:

1. Develop an excellent foundation of academic skills and ensure all students master PA standards
2. Develop social-emotional and independent thinking skills

Scaffolded Course Structure: Multiple Entry Points, Single Exit

Mastery's entire academic program is back-mapped to deliver the PA Standards as described in section 4.12 of 22 Pa. Code as well as the academic and personal skills required by colleges and the modern workplace. However, we recognize that students enter Mastery at dramatically varying skill levels — from functionally illiterate to above grade level. To effectively meet students at their incoming skill levels, we created multiple course options at the 7th, 8th, & 9th grades (the grades where most students enter Mastery).

Students with lower reading skills receive coursework that is specifically designed to accelerate reading skills. At the high school level, struggling readers also receive an extra period of reading support. By Sophomore year, all student take the same English course and struggling students receive an additional reading support course. By 11th grade all students are engaged in the same rigorous pre-college coursework.

In Math, students who are significantly behind grade level take a year of pre-algebra and in their sophomore year move on to the same algebra course taken by all students.

To ensure students catch up quickly, these accelerated entry-level “catch-up” courses are typically limited to 20 students per class, while upper level classes typically have 25-29 students per class. This structure ensures that all students

get the support they require and receive the college preparatory coursework they need.

Finally, to demonstrate that students are ready for college and the modern workplace, and thus ready to graduate, all students must:

- Master senior level, college preparatory coursework in English, Math, Science, History and Spanish.
- Attain Proficiency on the PSSA
- Complete an 18 week workplace internship
- Successfully present a Senior Mastery Project demonstrating their ability to manage a project and work independently

Mastery Grading & Promotion

Traditional A thru F grading is not consistent with Mastery's goal of ensuring all students master skills and content. Instead, Mastery uses a "Mastery" and "Incomplete" system. Students "Master" a course by attaining a grade of 76% or above. Anything less is considered "Incomplete" and must be revisited.

Courses are typically a year in length and comprised of two semesters. Each semester is worth one credit. Any credit that was not mastered must be made up in summer school. If a student misses four of the eleven yearly credits, or if they fail a summer school course, they are retained and must repeat the grade the following year. This mastery-based promotional structure is very effective in motivating students and conveying our motto: Excellence. No Excuses.

ACADEMIC SUPPORT & INTERVENTION

We consistently strive to develop a "success through hard work" ethic in our students. Students are told that they are expected to master all of their classes and that we will do anything necessary to support their success. Most supports and interventions are scheduled from 3-4pm. This extra hour is considered part of the regular school day. Supports include:

a. Homework club & guardian angel:

Homework is assigned nightly in all subjects and students are expected to complete every assignment. Typically students spend approximately two hours daily on homework.

In grades 7-8, students turn in their homework at the start of the day. These assignments are immediately delivered to teachers and graded by mid-day.

Students who do not complete their homework, or completed it unsatisfactorily, attend the daily homework club detention at the end of the day.

In grades 9 & 10, students who are not mastering their courses are assigned a Guardian Angel three days a week after school. The Guardian Angel is a teacher who works with a small number of students and is responsible for ensuring that those students complete their homework.

b. Office hours:

All teachers meet after school with individuals and small groups of students who are in need of additional support.

c. Saturday School & Skills Class

Assessment data is used to identify students who are not making sufficient academic progress. These students are scheduled for Saturday school (generally 9am-12:30pm) and/or skills classes after-school. Both of these interventions include direct instruction focused intensely on the major academic standards required by that grade level.

d. SAP:

Students that are identified as having a barrier to their academic success are referred to the Student Assistance Program (SAP) team. The SAP team is

responsible for evaluating the issues and identifying supports and services to aid the student in overcoming these barriers.

Thus by embedding State standards in our curriculum and our competency-based student promotion, we are assured that every student will master the standards outlined under section 4.12 of 22 Pa. Code. Moreover, our promotion and grading structure is designed to ensure all students acquire the skills they need, and every student receives the time and support they require.

INSTRUCTION

- ***Standards-Based, Skills-Focused Curriculum & Assessments***

Mastery translates Pennsylvania state standards and the skills and knowledge we believe students require for college into clear and measurable standards. These standards are embedded in course curricula with each course strategically building upon the skills mastered in the previous course.

Each course is sub-divided into six week blocks that cover a specific set of skill standards. The scope and sequence is structured around these standards and lays out which standards students need to master by when.

Mastery adopted this intentional, focused, standards-based approach because it clarifies for teachers and students what skills and content need to be taught and mastered. It enables coherence and consistency across classrooms to support student learning.

- ***Achievement Criteria***

Perhaps the most useful of these assessments are Mastery developed benchmark assessments that are delivered at the end of every six week marking period in core courses. Most major assessments such as unit exams and end of report period benchmarks are centrally developed to ensure consistency in measuring student progress. These benchmarks are intended to be the assessment tie between Mastery's curriculum and Pennsylvania standards. The benchmarks provide a clear measure of what students need to learn.

Consequently, teachers use the results of the benchmarks to prioritize and organize their instruction, ensuring that they direct attention where students have need.

A full professional development day is dedicated after each benchmark so teachers can meet with the school leadership and colleagues to review their classes' data and develop plans for re-teaching and reassessment.

- ***Mastery Instructional Model***

Mastery instructors are focused on students' mastery of the standards. We teach and support until students learn. To enable the most effective instruction, Mastery has developed Instructional Standards.

At the heart of the model are a few simple themes:

- *Urgency*: Instructors teach with rigor and zest. Time is not wasted.
- *Objective-Assessment Alignment*: Instructors identify a clear and measurable objective and then assess whether students mastered that objective
- *Focus*: Instructors target the standards students need to learn. Assessment data is used to determine students' areas of need.

The lesson flow follows Madeline Hunters' Direct Instruction ↺• Guided Practice ↺• Independent Practice format. While there are variations on this format, all instruction at Mastery maintains a tight connection between the standards and the assessment.

In general, we find that instruction at the earlier grades is quite focused on fundamental academic skills, while at the upper grades, the focus shifts towards critical thinking and analysis.

- ***Professional Development***

Teachers are our greatest asset and therefore supporting and developing our teachers is a paramount priority. We do this through a number of forms:

a) Planning Time

To be effective, we know that teachers need time to plan and work collaboratively with colleagues. Available time includes:

- *Planning periods:* Teachers have one or two planning periods daily
- *Wednesday Afternoons:* Students are dismissed early every Wednesday leaving approximately 2.5 hours for co-planning and internally driven professional development.
- *Benchmark Conference Days:* Every six weeks a full PD day is held to review benchmark data and plan for the upcoming report period.

b) Instructional Feedback and Support

Mastery believes that to grow as professionals, we all need frequent, specific, thoughtful feedback. All Mastery teachers receive a minimum of nine informal and formal observations per year. Mastery's Instructional Standards provide a common language and observable data with which to provide constructive feedback and dialogue. The Principal, AP for Instruction and AP for Special Education take responsibility for supervising and supporting the teaching staff. In addition, most campuses have Master Teachers who provide non-supervisory coaching and instructional support. This leadership structure ensures that teacher support receives top priority. Mastery seeks to foster an "open classroom" culture of mutual respect and appreciation between administrative and instructional staff.

c) Professional Development

In August before the school year begins, teachers receive 8-10 days of training and Professional Development focused on Mastery's Instructional Model, curriculum, and school culture programs. Sessions are delivered by outside providers as well as Mastery's Chief Academic Officer's staff. These sessions continue periodically throughout the year and at the semester break.

d) *Continuing Education Reimbursement*

Mastery encourages staff to continue developing their instructional practice by taking coursework and workshops related to their field. Up to \$1,000 annually is available to all instructional staff to reimburse for educational coursework or certification testing and related expenses. Up to \$400 is available for education related workshops/seminars (and travel to those seminars). The total amount an employee can receive in any one year between coursework and workshop reimbursement is \$1,000.

e) *Peer Visits:*

Throughout the year, teachers conduct peer visits in an effort to share strategies and get feedback.

- ***Social-Emotional Learning***

Given Mastery’s mission to prepare all students to compete in the global economy, students’ social-emotional skill development is central to our program. Mastery has developed a social-emotional instructional program that fulfills chapter 4 requirements to “promote high levels of student behavioral development, social competency, vocational skill proficiency and academic achievement.” Social emotional coursework begins in 7th grade twice weekly focusing on decision-making and emotional self-management skills. In 9th grade the course is daily and students are divided into small single sex classes that focuses on decision-making and emotional self-management skills. The course integrates lessons on sex education and drug and alcohol awareness. This focus continues in the 10th grade. 11th graders take a Workplace Skills Seminar and then practice those skills in 18 week field internships (one afternoon per week). Seniors take coursework to prepare them for the college admission process and the transition to independent life. Our social-emotional curriculum is rooted in cognitive psychology, and the pedagogy is constructivist.

CURRICULUM MATERIALS

Gr-ade	Math	RELA	History	Science
7	Glencoe Concepts &	Prentice Hall , John Collins Writing, Balanced Literacy,	Glencoe World Studies	Pearson Science

	<p><i>Skills</i></p> <p>Mobius <i>Procedural</i> <i>Fluency</i></p>	<p>Novels and other Literature</p>		<p>Delta Education <i>DSM3 kits</i></p>
8	<p>Glencoe <i>Concepts & Skills</i></p> <p><i>Procedural</i> <i>Fluency</i></p>	<p><i>Prentice Hall</i> , John Collins Writing, Balanced Literacy, Novels and other Literature</p>	<p><i>Glencoe World</i> <i>Studies</i></p>	<p><i>Pearson</i> <i>Science</i></p> <p>Delta Education <i>DSM3 kits</i></p>
9	<p>McDougal Littell Algebra (1 and 2 year options, for all students)</p>	<p><i>Holt Elements of</i> <i>Literature</i> , John Collins Writing, Balanced Literacy, Novels and other Literature</p>	<p>[No separate History program b/c of intensive literacy focus]</p>	<p>CPO <i>Foundations of</i> <i>Physical</i> <i>Science</i> Program</p>
10	<p>McDougal Littell Geometry</p>	<p><i>Holt Elements of</i> <i>Literature</i>, World Literature & Novels, John Collins Writing, Balanced Literacy</p>	<p>Glencoe World History</p>	<p>Glencoe <i>Biology</i></p>
11	<p>McDougal Littell Algebra II</p>	<p><i>Holt Elements of</i> <i>Literature</i>, American Literature & Novels, John Collins Writing, Balanced Literacy</p>	<p>McDougal Littell, <i>The Americans</i></p>	<p>Glencoe Chemistry</p>
12	<p>College Preparatory Pre- Calculus or AP Statistics</p>	<p>Modern Literature novels, John Collins Writing, Balanced Literacy or AP Literature</p>	<p>McDougal Littell, <i>Modern World</i> <i>History, Patterns</i> <i>of Interactions</i>,</p>	<p>CPO Physics</p>

Rigorous Instructional Program - Attachments

- Induction Plan Approval
- Pro Plan Approval

English Language Learners

Mastery Shoemaker Campus had no students requiring ELL supports during the 2007 - 2008 school year. Enrollment forms do not indicate any ELL students enrolled for the 2008-2009 school year.

To ensure Mastery is meeting the needs of English language learners, a comprehensive Home Language Survey (HLS) is completed by the parents of incoming students during the registration process. Students answering any question on the HLS with a response of a language other than English receive a formal English language proficiency assessment to determine if ELL supports are needed.

Students who are fluent in English and have not been identified as Limited English Proficient from previous schools, but identify a home language other than English on the HLS, will have their records reviewed for the following information to determine individual need:

- Final grades of a B or better in the core subject areas;
- Scores on district-wide assessments that are comparable to the Basic performance level on the PSSA ;
- Scores of Basic in Reading, Writing, and Math on the PSSA

In order to be exempt from the English language proficiency assessment, students must meet two of the above criteria in addition to receiving approval from a teacher familiar with the student's academic performance.

While we do not have any identified students requiring ELL supports at this time, we developed an ELL support program that meets regulatory requirements.

ELL Program Summary

The LEP/ELL Program offers:

- standards-based English instruction as a second language at the appropriate proficiency level,
- content area instruction aligned with the corresponding standards and adapted to meet the needs of the students, and
- supplemental reading support through the READ 180 reading program
- assessment processes that reflect the standards and instruction.

Students and their parents are afforded the opportunity to meet with the school staff, so parents, with the assistance of an interpreter, can understand Mastery's program. Students are assessed, and an instructional program is developed. The program may be Bilingual or ESL.

Instruction in ESL includes listening, speaking, reading, and writing at different levels of proficiency: beginning, intermediate, and advanced. Standards will be addressed and objectives developed for ESL classes at all levels depending upon the individual students' levels of language development and proficiency. ESL will replace language-arts and English instruction. The type and amount of standards-based ESL instruction provided to students will depend upon their level of language development and proficiency as determined by an appropriate English language proficiency instrument. However, guidelines for amounts of daily ESL instructional time:

- for non-English-speaking students-2 to 3 hours
- beginner-2 hours
- intermediate-1 to 1½ hours
- advanced-1 hour.

ESL/Bi-lingual staff will hold an Instructional I or II Certificate and have appropriate training to teach ESL classes. Content teachers will have appropriate training in modifying instruction for English language learners. If an ELL student is in need of counseling, based on the student's level of proficiency in the English language, every effort will be made to secure a counselor who is fluent in the student's native language.

All information disseminated to the students and their parents is provided in the language or mode preferred by the parents. Annually, the ESL program is evaluated to ascertain that it is meeting its goals for the students

English Language Learners - Attachments

- ELL Report
- ACS LEA

Graduation Requirements

Individualized, Rigorous Graduation Standards

Graduation from Mastery depends on each student's "Individual Graduation Plan" which specifies his or her post-high school goals and the level in Mastery's course sequence he or she must reach in order to graduate. This course level is determined by the requirements of each student's individual goal (for example, calculus level in math is required for a student whose goal is admission to a college science program). All students are required to reach at least the 5th level in Mastery's six level course sequences. At this level all PA standards are covered.

Because the program is based on students' rate of progression and their individual goals, students can take 4 to 5+ years to complete Mastery's program. We expect approximately 20% of our students will require a 5th year of high school.

Standards-Based Curriculum & Mastery Grading & Promotion

As was previously described, Mastery Charter's curriculum and instruction are directly linked to our graduation skill and content standards, which are in turn, directly linked to Pennsylvania skill standards. Mastery's sequenced course structure and mastery grading system (described previously) ensures that all students master the PA standards embedded in the curriculum per Chapter 4 of 22 PA code.

Standardized Graduation Assessment

Student must obtain proficiency on the PSSA in order to graduate. Students who do not obtain proficiency receive additional support and must retake the exam a

second time. If students still do not obtain proficiency they receive additional support and take a TABE math and reading exam.

Authentic Graduation Assessment

Mastery has additional graduation requirements that are directly tied to our mission to prepare students for college and the global economy. These include the requirement to:

- Complete an 18 week internship
- Successfully present a Senior Mastery Project demonstrating their ability to manage a project and work independently
- Complete a college course. This may include Community College or an online college course. If the student is not bound for higher education, they must complete a School-to-Career extended internship.

Special Education

Mastery believes the individualized perspective, focused curriculum, and progress measurement mandated by special education law should be a feature of the regular educational program. Accordingly, Mastery integrates special education into the regular structure of the academic program to the maximum extent possible.

Mastery employs primarily an Inclusion Model for the delivery of Special Education services. Services are delivered to each child with a disability in the least restrictive environment, which is determined by the student's IEP Team. Additional supports may include both a "pull out" and/or "push in" model of direct instruction.

Students with significant reading deficits in 7th, 8th, and 9th grade take an English fundamentals course that is designed to address adolescents with low reading skills. The course utilizes several remedial curricula including Pearson's AMP program, Sopris West's REWARDS, and Scholastic's READ 180. The goal is for students to progress at least 2 grade levels per year. These accelerated courses have a smaller teacher to student ratio and may include co-teaching or in-class support with a special education teacher. Most students make the transition to grade level coursework by 10th grade. A period of additional reading support is available for students with significant need.

In Math, students with significant deficits receive additional after-school support twice weekly. Students who continue to struggle in math can take a pre-algebra course in 9th grade and then transition to algebra in 10th grade. Manipulatives, alternate curricula and small group or individual instruction are utilized to support students. Individualized support is delivered both in-class or as a pull-out with a support/special education teacher.

IEP's are distributed to all teachers. Special Education staff conference with regular ed teachers weekly during the Wednesday afternoon professional development block to discuss instructional strategies and accommodations for students with disabilities. In this way, teachers can coordinate their instructional strategies and engage in an ongoing dialogue on how best to meet students' needs. Teachers also discuss appropriate assessment strategies, accommodations and adaptations for identified students.

Junior and Senior high school students who are cognitively unable to take high school level

coursework enroll in our “School-to-Career” (STC) program. The goal of STC is to prepare students for work. STC students take some in-school coursework and then spend the remainder of the day in a workplace internship.

Special Education - Attachment

- Special Ed, Policies and Procedures

Special Education Program Profile - Chart I

Teacher	FTE	Type of class or support	Location	# of Students	Other Information
Lydia Jerchau	1	Learning Support and Emotional Support;Itinerant Services	Shoemaker Campus	40	-
Katherine Shoemaker	1	Learning Support	Shoemaker Campus	27	-
Andrea Ingram	1	Learning Support	Shoemaker Campus	13	-

Special Education Program Profile - Chart II

Organization	FTE	Type of class or support	Location	# of Students	Other Information
Rae Cutler	.2	Speech Therapist	Shoemaker Campus	17	-
Yelena Litvenenko	.2	Educational Psychologist	Shoemaker Campus	3	-

Special Education Program Profile - Chart III

Title	Location	FTE
Special Education Supervisor	Shoemaker Campus	.9
School Psychologist	Shoemaker Campus	.3

Special Education Program Profile - Chart IV

IU, Public Agency, Organization, or Individual	Title/Service	Amount of Time Per Week
na	na	na

SECTION IV. ACCOUNTABILITY

Student Assessment - Primary

Test/Classification	K	1	2	3	4	5
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Student Assessment - Secondary

Test/Classification	6	7	8	9	10	11	12
PSSA	No	Yes	Yes	Yes	No	No	No
PASA	No	Yes	Yes	Yes	No	No	No

Terra Nova	No	Yes	Yes	Yes	No	No	No
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Student Assessment

A. Evidence of Improved Student Progress

Mastery Shoemaker Campus is proud of our students' progress during the 2007-08 school year. The evidence for this improvement includes:

1. Improved PSSA Reading, Math, & Writing Scores.

Mastery's PSSA scores improved in all categories.

Shoemaker Campus 8th Grade % Proficient/Adv.:

	2006- under School District of Philadelphia	2007 - Mastery	2008- Mastery
	(%prof/adv)	(%prof/adv)	(%prof/adv)
7 th PSSA Math	16	34	81
8 th PSSA Math	31	63	76
7 th PSSA Reading	20	44	66
8 th PSSA Reading	43	58	79
8 th PSSA Writing	44	81	84

We believe that our benchmark assessment program, significantly contributed to the improvements in student performance. As a result of the benchmark assessments, instruction is focused and teachers are conscious of individual student's strengths and weaknesses.

2. Decrease In Percent of Students Scoring Below Basic on PSSA

Our academic support programs were successful in reducing the number of students who scored below basic on the PSSA.

% of Students scoring Below Basic

	2006- under School District of Philadelphia	2007 - Mastery	2008- Mastery
	(% BB)	(% BB)	(% BB)
7 th PSSA Math	na	37	6
8 th PSSA Math	43	14	5
7 th PSSA Reading	na	26	16
8 th PSSA Reading	39	16	5

3. Dramatic Reduction in School Violence

Prior to conversion to a Mastery school, Shoemaker MS was identified as the second most dangerous school in the Phila. District on an incident per student basis. Addressing school violence and building a positive school culture was top priority for Mastery. We are very proud that disruptive incidences plummeted after the conversion. Students now report the safe, positive environment at Shoemaker as one of the most important aspects of the school.

	<u>Pre Conversion</u>	<u>2006-7</u>	<u>2007-2008</u>
# of incidences per 100 students:	17	3	1.5

4. Increase in Attendance

Average Daily Attendance increased from 89% in 2006-07 to 92% in 2007-2008.

Impact of Data on Annual Goals, Improvement Plans, & Curriculum

1) ACADEMIC ACHIEVEMENT IN 7th Grade Reading

DATA: 7th Grade PSSA Reading scores (66 proficient/advanced) increased 25.2 percentage points over 2006-07 PSSA scores. However, the score is still below the State average (67% in 2007).

GOAL REVISION: In 2008-09 the percentage of 7th graders scoring proficient or advanced on PSSA Reading will increase by 5 points to 71%.

IMPROVEMENT PLAN:

a) Train staff on Instructional Model. To drive student achievement, Mastery must support more effective instruction in every classroom. In 2008, we will continue to utilize the Mastery Instructional Model to guide our professional development and teacher observations. The model, developed by an internal staff team and introduced for the 2006-07 school year, is largely based on the work of Madeline Hunter. Ms. Hunter has been an icon in the teaching field since the mid 80's. Her approach is research based yet concrete and grounded in real classroom instruction. The Instructional Model has been improved for 2008-09 and now includes 35 standards of observable teacher actions in 4 categories as well as lesson evaluation metrics such as % of students on task, % of students participating, and % of students mastering lesson objective.

In 2008-09 we will provide additional training to teacher on the instructional standards as well as leadership training on observing and coaching teachers. Our expectation is that the instructional standards will enable productive conversations about instruction and facilitate instructional coaching.

b) Improved Cycle of Instruction. Currently instruction at Mastery is driven by benchmark assessments every 6 weeks that frame the cycle of teach, assess, and reteach. Teachers will continue to develop weekly summative assessments —tied to the skill standards for that 6 week cycle. Data from these assessments will enable teachers to adjust weekly instruction and identify skills and students who need additional attention.

c) Refine Remedial Reading Program. We will continue to improve on our implementation of the remedial reading program for struggling readers in 7th, 8th, and 9th grades. The program includes 2 periods of direct instruction. The first period will utilize the *Rewards* program, a phonics and decoding curriculum designed to provide students the skill necessary to read grade level text. The second period will utilize the *Amps Reading* program that provides explicit fluency and comprehension instruction. In addition, Amps provides systematic vocabulary instruction on

the most frequent words found in adolescent literature. 9th graders will receive a third period, of instruction which will follow Mastery's novel -based literature curriculum.

d) Reading Skills Class. Struggling middle school students will receive additional instruction after-school, during school (skill centers 2-3 times per week) and on Saturdays.

e) Non-fictional writing. We will increase the amount of focus on this genre during Social Studies and Science classes.

f) Embed reading strategies. We will introduce common reading strategies to be implemented across the curricular areas.

2) ACADEMIC ACHIEVEMENT IN MATH

DATA: 8th Grade PSSA math scores (76% proficient/advance) increased 13 percentage points over 2006-07 PSSA scores.

GOAL REVISION: For 2008-09: 8th grade math PSSA scores will improve 9 percentage points to 85%.

IMPROVEMENT PLAN:

a) Introduction of Instructional Model & Improved Cycle of Instruction (See descriptions above).

b) Math Skills Class: Two additional hours of math skills instruction will be added for all 7th and 8th grade students.

c) Incoming 7th grade students will attend a week-long Summer Math "Boot Camp" to begin to develop necessary skills

d) Science classes will embed targeted math skills in "Do Now" activities

3) LOW ACADEMIC SKILL STUDENTS

DATA: We made significant progress in lowering the percent of students scoring Below Basic on the PSSA, though 7th grade reading still remains an area of concern.

Students Scoring Below Basic

Spring 2007 Spring 2008

7 th Math	37%	6%
7 th Reading	26%	16%
8 th Reading	16%	6%
8 th Math	14%	6%

GOAL REVISION: For 2008-09: Decrease % of students Below Basic on 7th grades Reading by 6% percentage points.

IMPROVEMENT PLAN:

- a) Implement Remedial Reading Program (see above).
- b) Support students with the least academic skills through pull outs during reading and math classes.
- c) Increase teacher training on Rewards and Amps curricula and support with in-class coaching.

4) RETENTION RATES

DATA: 10% of Shoemaker students withdrew during the school year. An additional 3% did not re-enroll for the 2008-09 school year. Our mission is to serve all students, so reducing this rate is a high priority. It is important to note that prior to conversion, 35% of students withdrew from the school during the school year.

GOAL REVISION: Students who withdraw from Shoemaker during the school year or choose not re-enroll for the 2009-10 school year will total less than 10% of enrollment .

IMPROVEMENT PLAN:

- a) Expand Restorative Practices including circles and community meetings Restorative Practices is a discipline model focused on the value of community and personal interactions. Our weekly community meetings focus on school culture. We will continue to implement a daily advisory which will host weekly "circles" to provide students a place to raise and resolve emotional issues.
- b) Expand Counseling The counselor will host daily anger management and character development classes. Workshops on a variety of social/emotional issues will be offered at the campus.
- c) Improve Parental Communication All incoming students/parents will be required to meet with Mastery staff at the start of the school year. Mastery will emphasize the importance of school-parent communication and parental support in holding children to high standards.
- d) Seek Strategic Partnerships. We will seek outside non-profit agency to provide support to our School Based Behavior Health and SAP processes.

Impact of Local & Standardized Assessments on Student Progress Plans

All student performance evaluations are recorded in the Mastery's data system. Staff reviews student grades and benchmark assessments every six weeks. Teachers use this data to fine tune instructional and curricular strategies and to identify students in need of extra help. Teachers also meet weekly in subject team meetings where teachers discuss curricular and student issues and trouble-shoot problems.

Students who are weak performers are reviewed and, if appropriate, placed in a different course level, evaluated in the Child Find process, given additional support (office hours, tutoring, etc.), assigned to Guardian Angel and/or an alternate support interventions.

Benchmark and PSSA scores are reviewed at the start of teachers' summer orientation week. Students who are performing below expectations will be discussed by subject teams and recommendations made for proactively helping the student from the beginning of the year.

B. Strategies For At-Risk Students

Mastery has developed a web of supports for students with special needs and for all students at risk of failure. These include:

Remedial Curriculum As described earlier, we have implemented a remedial reading program for struggling readers and created a 9th grade pre-algebra for students who need support on math fundamentals. The course materials are supplemented with the AGS Math text for students with low reading skills. All Math courses include 'Minute Math' drills to build computation skills. Skill centers that include Read 180 and other CAI tools are also available to struggling students.

Homework Club Approximately 45 minutes of daily homework is expected in each core subject. In grades 7-8, students turn in their homework in advisory at the start of the day. These assignments are immediately delivered to teachers and graded by mid-day. Students who did not complete their homework are rostered for a mandatory session of homework club — a silent 50 minute after-school class where students complete their homework.

Office Hours All teachers offer "office hours" at least twice weekly in order to meet with individual and small groups of students in need of additional support.

Teaming A staff member can call a *Teaming* for a student in need. At the teaming, the student and parents meet with all the student's instructors. The goal of the teaming is to discuss the student's academic performance and develop strategies that will help the student meet with success.

Student Assistance Program (SAP) Staff who identify a student in need make a referral to the SAP team. These confidential referrals are discussed at the weekly SAP meeting. If appropriate, referrals are forwarded to outside mental health or social service agencies or to Mastery's internal counselor or special education team for evaluation.

EVIDENCE OF EFFECTIVENESS

The broad test score gains described above, particularly the decrease in below basic scores, indicate that the strategies described are effective. In addition, many students with reading disabilities received an intervention called "Read 180". These students' Read 180 assessment scores increased 18.5% in 7th grade and 35.8% in 8th grade. Finally, our continuous progress monitoring of IEPs indicates students are meeting their individual goals and objectives as outlined in their plans.

Student Assessment - Attachments

- Shoemaker\F_4Sight_Math_0708_
- Shoemaker\F_4Sight_Reading_0708_

Teacher Evaluation

Main Features Of Teacher Evaluation Plan

Support for teachers and teacher coaching is essential to our student's success at Mastery. Clear expectations, an articulated instructional model, and frequent classroom observations are major components of Mastery's teacher evaluation system. All teachers receive two days of training on our instructional model and observation rubric at the start of the year and additional workshops in PD sessions throughout the year.

Teachers are evaluated on 35 instructional standards encompassing 4 broad areas:

§ Objective Driven Lesson: including using data to inform lesson planning, creating measurable objectives, insisting on high rigor, and assessing student mastery of the objective.

§ Instructional Quality: including effective modeling, guided practice and independent practice, checking for understanding, higher order questioning, and effective student engagement.

§ Classroom Systems: including classroom procedures, room set-up, effective visuals, student organizational processes and preparation.

§ Student Motivation: including lesson pacing, classroom management, student rapport, and classroom presence.

The Leadership Team observes each teacher's classroom — both informal feedback visits and formal evaluations -- a minimum of 8 times annually. All feedback and observations are documented and involve a face-to-face debrief. Mastery uses its teacher observation forms in conjunction with the PDE evaluation 426 Form. After formal evaluations, the teacher and supervisor meet to debrief.

In addition, school leaders meet with each teacher every six weeks to review students' grades and benchmark test data for the teacher's classes. These discussions are focus on the teacher's instructional strategies.

Struggling teachers receive a Professional Improvement Plan to help the teacher improve his/her practice. This Individual Professional Improvement Plan lays out clear goals and benchmarks for the teacher. It further indicates specific training, reading, classroom videotaping, and/or new practices required of the teacher as s/he develops.

To focus the teachers on student performance and to provide an incentive to the teaching teams, a bonus of up to \$1,500 is available to the teaching team based on students' academic performance.

Individuals Responsible For Teacher And Staff Evaluation

- Principal, Sharif El-Mekki -- certified
- Director of Instruction, Stan Bobowski — Mr. Bobowski's is in process of seeking certification, so he works with teachers under the supervision of Mr. El-Mekki.
- Assistant Principal: Lydia Jerchau — certified

Professional Development For Evaluators

All evaluators continue their professional development through the following activities:

- Local IU Courses on Special Education

- National Conference for ASCD
- National Conference for NAASP
- State Charter School Conference
- Local Conference on Restorative Justice
- Collaborative reviews with other Mastery schools' leadership teams

Teacher Evaluation - Attachment

- Teacher Evaluation Plan

SECTION V. GOVERNANCE REQUIREMENTS

Leadership Changes

BOARD CHANGES:

The following changes occurred during the 2007-2008 school year:

- Ian Berg resigned from the Board due to a serious personal health issue.
- Jeremy Nowak resigned as Board. Mr. Nowak had served as Board Chair since Mastery's inception. Mr. Nowak will now Chair the Mastery Charter Schools Foundation, a separate 501(c)3 that supports Mastery schools.
- Judy Tschirgi was elected Board Chair. Ms. Tschirgi has served on the Shoemaker Board for two years. She was the Chief Information Officer at SEI Investments and currently is a management consultant.
- Charles Corpening was elected to the Board. Mr. Corpening is an Investment Banker at Joshua Partners, a Princeton graduate, and has been active in education issues as a volunteer.
- Mr Isaac N. Patterson III was elected Shoemaker PTA President and appointed to the Board.

SCHOOL LEADERSHIP CHANGES:

- Dr. Robert Lewis resigned as Principal. Mr. Lewis, who had a very successful two years leading Mastery Shoemaker accepted a regional superintendent position in New York City.
- Me. Sharif El-Mekki was appointed Principal. Mr. El-Mekki has 15 years of experience in the School District of Philadelphia, with five of them as a principal at an Edison Partnership school in Southwest Philadelphia.

Board of Trustees

Name of Trustee	Office (if any)
Ed Baumstein	Treasurer
Velma Shaw	Member
Ron Biscardi	Secretary

Eric Brooks	Member
Stephen Cohn	Member
Angela Duckworth	Member
Brook Lenfest	Member
Jordan Meranus	Member
Moshe Porat	Member
Judy Tschirgi	Chair
David Van Adelsberg	Member
Thomas Webster	Member
Isacc Patterson	Parent Represenative
Charles Coperning	Member

Professional Development (Governance)

New Board members are oriented to the Board’s role and responsibilities by Jeremy Nowak, Mastery’s Board Chairman. Bob O’Donnell, Mastery’s legal counsel, attends Mastery’s annual meeting and reviews Board governance responsibilities and ethics considerations. The school complies with Sunshine Law requirements by posting our meetings in the Philadelphia Daily News at the beginning of the school year. Finally, the Board approved a resolution stating Mastery’s compliance with the Public Officials Act. All members must complete the Statement of Financial Interest as required by the Public Officials Act.

Coordination of the Governance and Management of the School

Mastery’s CEO Scott Gordon is responsible for the day-to-day operations and management of the school. Mr. Gordon supervises the Principal who is responsible for academic leadership and supervision at the school. Mr. Gordon reports directly to the Board and speaks regularly with Judy Tschirgi, the Board Chair. Key issues - such as the overall business plan, curriculum strategy, standards, permanent facility purchase, annual budget, hire approval, and the school’s discipline posture - were discussed and decided at the Board level. The Board has the following committees that meet on an ongoing basis between Board meetings:

- The Executive Committee of the Board is empowered to act in the Board’s behalf when Board oversight is required between Board Meetings. The Executive Committee handles outstanding student issues, disciplinary hearings, and parent complaints. The committee also nominates prospective Board members, and conducts the CEO’s annual review.
- The Finance Committee of the Board supervises the financial processes and reviews monthly financial statements. The Audit Committee, which is a subcommittee of the Finance Committee, supervises the audit.
- The Development Committee is responsible for coordinating Mastery’s fundraising efforts.
- The Strategic Planning Committee advises the Board and CEO on key leadership, organizational, and strategic direction issues.

- The Academic Committee provides input oversight of the school's academic program.

RELATIONSHIP WITH SCHOOL DISTRICT OF PHILADELPHIA

Mastery enjoys has an excellent relationship with the School District of Philadelphia (SDP). Mastery's CEO and Board members met with Mr. Brady (SDP interim CEO) and Ms. Dungee-Glenn (SDP's School Reform Commission Chairman) on several occasions to discuss ways Mastery could effectively work with the School District. Mr. Gordon speaks regularly with charter school office and key departments within the District.

Mastery has partnered with the School District of Philadelphia to support SDP's Small High School Initiatives, supporting the conversion of the District's Thomas, Shoemaker, and Pickett middle schools into independent charter schools based on the Mastery model.

Coordination of the Governance and Management of the School - Attachment

- Shoemaker Board Meeting Schedule

Community and Parent Engagement

Mastery Charter Shoemaker Campus' Parent Association is an active participant in the school. The President and Vice President of the Association serve on the Board of Trustees.

- Board meetings are announced to all parents and are posted in the Philadelphia Daily News as per Sunshine Law requirements.
- More than a dozen community groups are contacted as part of Mastery's student recruitment outreach.
- Open parent and Parent Association meetings were held on four occasions during the year.
- A pep rally was held to excite the community about the approaching state testing period. The community of West Philadelphia was invited to attend. Over 100 parents attended.
- School updates were sent home to parents several times during the year. Home visits will be scheduled this year as needed to engage parents further.
- An automated telephone system will be purchased to contact parents, as well as, a marquis sign to support communication.

- Shoemaker will join the Pennsylvania Parent Information & Resource Center (PAPIRC) to develop a three year plan to implement best practices in parental involvement that have a direct correlation with increased student achievement.

SECTION VI. FINANCIAL RESPONSIBILITIES

Major fund-raising activities

2007-2008 fundraising activities focused on supporting the growth of Thomas Campus as well as curriculum and program development.

Board members and current contributors introduced new prospective donors to Mastery Shoemaker during the school year. Numerous meetings and school tours were conducted to familiarize prospective donors with the school. In total, individual and foundation donors contributed \$299,707 to Mastery Charter School—Shoemaker Campus during the school year. Donors included:

- Charter School Implementation Grant - \$299,707

2007-2008 Events

Board members conducted visits to the Shoemaker Campus throughout the school year and brought prospective donors to the facility to see the scope of work and renovations to the building. The December 2007 Board meeting was held at the Shoemaker Campus.

Plans for 2008-2009

We plan to host prospective donor meetings and tours throughout the year. We are launching our second fundraising campaign this fall. We plan to host a public open house this fall.

Fiscal Solvency Policies

The Board of Trustees has adopted financial policies and procedures which include the following: budgeting, accounting practices, procurement, contracts, internal control, cash management, grants management, time and attendance, contracted services, etc.

The school's budget, adopted in accordance with the timetable prescribed by the Commonwealth, serves as a blue print for financial decision making during the fiscal year. The budget provides for the educational, building, and administrative needs of the school community and also includes a reserve for contingencies. All purchases and personnel decisions are reviewed for budgetary funds available prior to the issuance of a contract or purchase order.

The accounting department of Mastery Charter High School provides interim financial reporting for the board of trustees and CEO of Mastery Charter

Shoemaker Campus on a monthly basis. The Mastery Director of Finance meets with the school administrative team regularly and attends all Board of Trustees and Finance Committee meetings. Through careful monitoring of expenditures and revenues the school assures all expenditure and revenue categories remain within budget.

Accounting System

The accounting system for fiscal year 2007-08 was QuickBooks, and it is loaded with the State Chart of Accounts. Transactions are posted by the accounting department staffed by experienced school business administrators. A trial balance, statement of revenue and expenditures, and a statement of disbursements are prepared monthly. Reports are generated in compliance with State requirements. The budgeting, accounting, and financial reporting systems are maintained on an accrual basis of accounting which is in accordance with GAAP.

Preliminary Statements of Revenues, Expenditures & Fund Balances - Attachment

- Prelim. Statements of Revenues, Expenditures and Fund Balances

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

The school's auditing firm is Larson Allen, LLP. The most recent audit is dated October 3, 2007 for fiscal year 2006-2007. Larson Allen, LLP expects to complete the 2007-08 financial audit by October 1, 2008. The results of the audit will be presented to the Finance Committee and will then be presented to the Board of Trustees.

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

- Audit Findings for Shoemaker

Citations and follow-up actions for any State Audit Report

Mastery Charter Shoemaker Campus has not yet had a State financial audit of its operations.

SECTION VII. FACILITY RESPONSIBILITIES

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

Mastery Charter School Shoemaker Campus is a partnership with the School District of Philadelphia and is housed in the School District's Shoemaker Middle School building. Mastery leases the facility at 5301 Media Street from the School District.

All furniture and equipment were purchased after obtaining quotations from various vendors. The lowest cost vendor was sought in purchasing all capital items.

In 2007-08, operating income from the School District and entitlement funding was not sufficient to fund Mastery's operating expense and the Board privately fundraised the gap. Once the school is at full capacity (approximately 634 students), we expect the per student allocation and entitlement funding to cover operating expenses. However, for the next two years while enrollment is growing, the Board will privately raise funds to cover all shortfalls.

For the 2007-08 fiscal year, Mastery Charter Shoemaker Campus acquired the following:

- Instructional materials \$41,768
- Books & Software \$70,105
- Instructional Furniture & Equip \$5,552
- Computers \$56,594
- Facilities Repair \$992

Future Facility Plans and Other Capital Needs

Mastery leases the facility at 5301 Media Street from the School District at a discounted rate and intends to continue this agreement in the future.

In the annual budget beginning with fiscal year 2008-09, the school will reserve up to \$100,000 per year to prepare for future capital improvements and/or repairs.

SECTION VIII. HEALTH AND SAFETY RESPONSIBILITIES

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

HEALTH AND SAFETY REQUIREMENTS:

Mastery Charter conducted regular monthly fire drills to comply with safety regulations. City License and Inspections examined the building for safety and fire code violations and issued a Certificate of Occupancy, finding no material deficiencies. Mastery filed PDE-4101 — Certificate of Fulfillment of Fire Drill and School Bus Emergency Evacuation Drill Requirements — with PDE on **3/24/2008**.

Health and Immunization records were collected for all students. Records for all students are kept on file at Mastery. Mastery filed the School Immunization Law Report with PDE by **10/15/07**. Information on file includes:

- Medical/Health Information form to be completed by the parents/guardians requesting general health information
- Private Physician's Report of Physical Examination of a Pupil of School Age (must be submitted prior to the students first day of attendance). This form covers Medical History on Immunizations and Tests such as Diptheria/Tetanus, Polio, Measles, Mumps, Rubella, Hepatitis B, and Tuberculosis. Also covered is a Report of Physical Examination and Significant Medical Conditions, including but not limited to allergies, asthma, chemical dependency, diabetes, hearing disorder, hypertension, respiratory illness, and seizure disorders.
- Private Dentist Report of Dental Examination of a Pupil of School Age (must be submitted prior to the students first day of attendance).

- Vision and hearing screens. In 2007-2008, Mastery Charter invited volunteer physicians to conduct vision and hearing screenings for all students.

WELLNESS POLICY IMPLEMENTATION

Mastery has completed and submitted the Local Wellness Policy Checklist and Student Wellness Policy which was accepted by the School District of Philadelphia on 7/31/08. Mastery pursued the implementation of the Guidelines for Nutritional Standards for Competitive Foods in Pennsylvania Schools. The program will be monitored by our physical education and nutrition instructors, our cafeteria manager, and our school nurse. Mastery has already executed the following initiatives:

- **Nutritional Education** 9th grade students are required to take a nutrition course designed by our staff. The school's nutrition course encourages and supports healthy eating by students. Facts about balanced nutrition are presented in a learning laboratory setting, as students create and cook healthy meals in class.
- **Physical Education & Physical Activity** Mastery will continue to provide students with our physical education courses taught by certified CPR trained instructors. Age appropriate activities including aerobics, weight-training, dance, and various other recreational sports. These activities are used to positively reinforce the importance of physical activity in a balanced lifestyle. In addition to our physical education courses, we sponsor various after-school activities such as flag football, drill team, dance, step class, track, basketball, yoga, and karate.
- **Other School Based Activities** Mastery's students are offered well balanced meals in a safe clean environment monitored by the cafeteria manager. The cafeteria manager also oversees the fundraising activities during the lunch hour. In lieu of candy bars, high fat snacks, and caffeinated sodas, students are able to sell soft pretzels, popcorn, fruit, fruit juices, water, and milk.
- **Safe Routes to School** Our administrative and teaching staff team up with local police departments and public safety agencies to ensure that students have safer routes to school. Crosswalks, sidewalks, and streets are monitored for safety, making walking and bicycling to school easy.

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

- Wellness Policy
- Sharrs Report

Current School Insurance Coverage Policies and Programs

HEALTH INSURANCE:

Keystone Health Plan East (HMO)
Blue Cross Personal Choice (PPO)

DENTAL INSURANCE:

Guardian Dental Guard Preferred

LONG & SHORT TERM DISABILITY:

Guardian

LIFE:

Guardian

COMMERCIAL PROPERTY
Philadelphia Insurance Company

GENERAL LIABILITY INSURANCE:
Philadelphia Insurance Company

COMMERCIAL AUTOMOBILE
Philadelphia Insurance Company

WORKERS COMPENSATION
PMA Insurance Company

COMMERCIAL UMBRELLA
Philadelphia Insurance Company

Current School Insurance Coverage Policies and Programs - Attachment

- Shoemaker Cert of Insurance

SECTION IX. ADMINISTRATIVE NEEDS

Quality of Teaching and Other Staff

In total, 86% of the staff was certified or emergency certified during the 2007-08 school year.

At the Shoemaker Campus, 19 out of 21 staff members from 2007-08 year will return for 2008-09 year. One has chosen a different profession. One person did not meet Mastery standards and was dismissed. We are adding nine teachers to our campus to support growth in enrollment (grade level).

Quality of Teaching and Other Staff - Attachments

- ACS Statment Shoemaker
- PDE 414 Shoemaker

Student Enrollment

a) ADMISSIONS & ENROLLMENT

Admissions Policy

We have reviewed our admissions and enrollment procedures with attorneys familiar with Charter School Law to ensure our procedures comply with both the spirit and practice of the law.

Each year Mastery Charter recruits students for the incoming 7th and 9th grade classes. All students who have completed 6th grade are eligible for Mastery's 7th grade and all students who completed 8th grade are eligible to enroll in Mastery's 9th grade. Per our agreement with the School District Of Philadelphia, first preference for 7th grade admission is given to students from Bluford Elementary School.

Enrollment Procedures

- Mastery Charter sends out recruitment notices to community organizations, community centers, public middle schools, and charter middle school. The notices and advertisements invite interested students and parents to information sessions held at Mastery Charter.
- More than 6 information sessions are held on weekday evenings and weekend mornings.
- The information sessions review the Mastery Charter’s academic program and culture. Current students present at the sessions.
- Prospective students are asked to submit an application to the school.
- The only criteria by which a prospective student can be eliminated from the application process is if the student states an unwillingness to adhere to, or participate in, Mastery Charter’s specific program. Before a prospective student is eliminated from the enrollment process a second meeting must be held between Mastery’s Principal (or Assistant Principal) and the student’s parent or guardian to discuss the situation.
- o In the 2008-9 enrollment process, no students were asked to withdraw from the process.
- All students who complete the enrollment process are placed in a lottery.
 - The lottery is conducted using a random number generator (www.random.org). Each student is designated a number and then the number generator is pushed and a list of random numbers is produced. Students are admitted to Mastery and placed on the waiting list in the exact order that they are selected by the random number generator. Students are enrolled off the waiting list in the order they were placed by the random number generator.
 - The Mastery Charter Shoemaker Campus lottery was conducted on February 14, 2008.

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Enrollment History MASTERY CHARTER SHOEMAKER CAMPUS

	7th	8th	9th	Total
Re-enrolled from 2006-7	0	96	80	176
# of newly enrolled for 2007-08	107	6	27	140
Total enrolled at start of school year (2007 -8)	107	102	107	316
# added during the year	7	5	15	27
# withdrawn during the year	12	9	12	33
= Number of students at year end (June 2008)	102	98	112	312
# of students who did not re-enroll	4	6	3	13
# of students who re-enrolled in July 2008	98	92	109	299

Of the 33 students who withdrew during the year:

- 1 student felt that the neighborhood was unsafe
- 1 student felt that the travel distance was too long
- 1 student transferred to another Mastery (Campus)
- 14 students were in disciplinary trouble and chose to leave than rather than continue the disciplinary process.
- 4 students withdrew due to 10 consecutive days absence
- 6 students moved out of the Philadelphia Area
- 6 students claimed that the academic program was too demanding

The reasons for not re-enrolling at Mastery include:

- 2 students moved out of the Philadelphia Area.
- 1 students enrolled in their neighborhood Philadelphia Public School
- 6 students wanted a high school that offered a more comprehensive sports program
- 4 students did not provide a reason.

b) TRENDS IN STUDENT TURNOVER & RETENTION

Our goal for 2007-8 was to reduce the transfer out rate at the Mastery to 10% or less. We did not hit our target.

07-08 (343 total students)

Students withdraw during the year	33 (9.7%)
Students not re-enrolling for upcoming year	13 (3.8%)
TOTAL TRANSFER OUT RATE:	46 (13.5%)

TRENDS:

Exit interviews with students who withdrew during the year or who decided not to return to Mastery continue to indicate two primary issues.

1. Behavior Expectations. Unfortunately, many students attended public middle schools that did not have an achievement culture and lacked high behavior expectations. Students and their parents indicated a lack of interest and desire to participate in the school's discipline process. Some parents said they did not want to be called into the school so frequently. Some students felt the mandatory after-school tutoring, detentions, suspensions, and other penalties were too stringent.

Improvement plans to respond to this problem include:

- Expand Restorative Practices discipline model
- Increase extra-curricular offerings
- Increase Parent / Guardian communication, initiate home visits
- Seek additional community counseling resources

- Develop more positive incentives and field trips

2. Academic Expectations. Some students are unwilling to accept Mastery's mastery-based promotion system. This competency-based system means that students who do not master material and classroom lessons do not progress and may repeat the grade. Some students who are not accustomed to an achievement culture initially do not make an effort to master their classes. Many of these students are bright and capable, but seem to have grown accustomed to getting by with little effort. Unfortunately, some of these students prefer to transfer to a traditional high school program where they know they can graduate in four years with minimal effort.

Improvement plans include:

- Revise the Guardian Angel program to focus on homework completion
- Improve Parent / Guardian communication, initiate home visits
- Expand after school skills classes for students in need of academic support

Student Enrollment - Attachment

- Student Enrollment and Admission Policy

Transportation

In Philadelphia County, students in grades 7 through 12 do not receive transportation. In lieu of transportation, discounted SEPTA tokens are sold to students.

Food Service Program

Mastery Charter does participate in the FRL Program. The food services program is fully serviced and staffed by The School District of Philadelphia.

Student Conduct

A) EXPECTATIONS FOR STUDENT BEHAVIOR AND DISCIPLINE

Mastery places a very heavy emphasis on appropriate behavior in the classroom and hallways. Our school culture strategy relies on institutional systems that support students to take ownership for the school and responsibility for their classmates. Key elements include:

- *Deans Of Students* Mastery schools have a Dean of Students for every 150-200 students. The Deans are responsible for school culture, serving as disciplinarians, student coach/guides, teacher supporters, community/parent liaisons, and services coordinators. The Deans work closely with teachers to identify struggling students, discipline problems, and general school culture issues.

- *Code Of Conduct & Merit/Demerit System* Prior to enrolling at Mastery, each student agrees to abide by a code of conduct formulated by staff and students.

Code of Conduct

I choose to be here.

I am here to learn and achieve.

I am responsible for my actions.

I come with a clear mind and healthy body.

I contribute to a safe, respectful, cooperative community.

This is my school... I make it shine.

A school-wide Merit/Demerit system supports appropriate student behavior. Students carry name tag lanyards where staff can record merits and demerits. When students receive six demerits in a semester, they receive a detention. After three detentions, a parent-staff conference is held to identify the source of the student's problem. The merit system is used to acknowledge individual acts of character, growth and service. Accumulated merits reward students for positive behavior.

- *School Culture Rituals And Programs*

- o *Uniform:* All students must be in school uniform (blue/black slacks and white Mastery shirt tucked in) at all times.

- o *School-Wide Classroom Rules:* All teachers post the same rules and are expected to enforce those rules consistently.

- o *Community Meetings:* A community meeting (up to 100 students) is held weekly. At the community meeting, public recognition of student accomplishments is highlighted, community problems are addressed, and announcements are made.

- o *Awards:* Students who demonstrate elements of the Code of Conduct are recognized at Community Meetings. In the middle school, class cohorts receive a behavior rating from each teacher. At the end of the week the cohort with the highest rating receives recognition and privileges.

- *Restorative Justice:* Restorative Justice is an approach to wrongdoing that emphasizes relationships and raises attention to the harm done to victims, offenders, and the overall community. Restorative Justice means that individuals

who hurt the school community must make amends and give back to the community for their infraction.

§ *Progressive Discipline* Students who have repeated disciplinary problems are called in for a “teaming” — a meeting with the entire instructional team and the student’s parents. If additional disciplinary problems occur, the privileges are withheld. Continued discipline problems require a parent conferences and may result in the following consequences:

- o student may be assigned to work in the independent learning area until they earn the privilege to return to the regular classroom.
- o Student may be suspended from school

Due Process

Mastery Charter’s discipline policies have been reviewed by a lawyer familiar with public school code, particularly as it applies to due process. As such, we have included the following process for expulsions or extended suspensions:

§ Expulsions and suspension greater than one day must be approved by CEO.

§ An Expulsion Hearing must be held before a recommendation to expel is made. The student’s parent or representative must be given 10 days written notice of the hearing.

§ Expulsion decisions are made by the Board of Trustees upon recommendation by the CEO.

§ Special Education students will not be expelled until their IEP Team has conducted a “Manifestation Determination Hearing” to determine whether or not their classification impacted on their infraction.

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B) NUMBER OF SUSPENSIONS AND EXPULSIONS

INSTRUCTIONS: Provide the number of suspensions and expulsions by student. [Example: 12 students were involved in 21 suspension incidents and 1 student was expelled.]

No students were expelled from Mastery Charter Shoemaker Campus during the 2007-2008 school year. At the Mastery Charter Shoemaker Campus there were 168 students involved in 398 suspensions.

SHOEMAKER: 2007-2008 Incidents / Suspensions

SHOEMAKER CAMPUS 2007-2008 Suspensions

Specific Offense (e.g. assault, theft, etc.)	Number of Incidents	Average enrollment During 2007-2008
		314.8
Level III Offense (violence, weapons, drugs, theft)	2	
Non-violence violations (Bullying, Harassment, Inciting Violence, Intimidation, Pre-Fight)	81	
Inappropriate conduct (Contraband, Gambling, Illicit Activity, Misuse of Technology, Violation of School Code, Inappropriate Language)	8	
Insubordination	90	
Cutting classes	105	
Plagiarism/ Cheating	61	
Vandalism / Destruction of Property	1	
Lateness / Excessive Tardies	0	
Other Misconduct*	50	
TOTAL	398	

***Other Misconduct** was used as a category here at Shoemaker in lieu of the general “Violation of School Code” category.

Reducing the number of suspensions and incidences is a high priority for next year. We believe that a better implementation of the restorative practices model will lower the suspension rate. Our goal is to reduce suspensions by at least 35%. The following improvement strategies will be employed in 2008-09 to reduce suspensions:

- Expanding Restorative Practices by implementing additional strategies of the Philosophy on a regular basis.
- Forming a Partnership with Urban Family Council to provide additional behavioral support and education through student groups and workshops.
- Adding to the structure of detentions for repeat offenders to include reflections, circles, and behavior improvement strategy education.
- The School Culture Team (AP for Culture, Deans, SEL Teachers, and Counselor) will take a “case management” philosophy in working with at-risk students.
- The counselor will strengthen the anger management group sessions to provide more targeted behavior support.
- Introduction of a Homework Incentive Initiative as an attempt to reduce the amount of students who cut the afternoon Homework Detention.

- The SAP Team will assess and refer student to internal and outside agencies as necessary.
- Staff will be trained in restorative policies and consequences as well as classroom management strategies to diffuse defiant behavior.
- Development of an In-School Suspension and Saturday Detention Program as alternatives to Out of School Suspensions.

Student Conduct - Attachment

- Student Conduct

ASSURANCE FOR THE OPERATION OF CHARTER SCHOOL SERVICES AND PROGRAMS

School Year: 2008

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

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

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

Board President

Date

Chief Executive Officer
2008 - 2009 Annual Report for Pennsylvania Charter Schools

Date

Verify that all DATA reports to PDE are complete

YES _____ NO _____

SIGNATURE PAGE

Identify the charter school's Chief Executive Officer.

Name Scott Gordon

Title CEO

Phone 215-922-1902 x2408

Fax 215-922-1903

E-mail Scott.Gordon@Masterycharter.org

Signature of the Chief Executive Officer and Date

Identify the charter school's President of the Board of Trustees.

Name Judy Tschirgi

Title Board Chair

Phone 610)676-1503

Fax NA

E-mail jtschirgi@seic.com

Signature of the President of the Board of Trustees and Date

Identify the charter school's Special Education Contact Person.

Name Lydia Jerchau

Title Assistant Principal for Special Education

Phone 267-296-7111

Fax 267-296-7112

E-mail Lydia.Jerchau@Masterycharter.org

Signature of the Special Education Contact Person and Date

Signature Page

Signature Page - Attachment

- Signature Page